



DURHAM DISTRICT SCHOOL BOARD

NOTICE OF MEETING

**STANDING COMMITTEE
PUBLIC SESSION**

Monday, February 5, 2024

Chair: Deb Oldfield

Vice-Chair: Tracy Brown

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

Recording Secretary: Gillian Venning

DATE: Monday, February 5, 2024

TIME: 7:00 p.m.

LOCATION: Boardroom

ATTACHMENTS: Agenda

Copies to:

All Trustees

Director of Education

All Superintendents

Code of Conduct for Public Meetings 2023-2024



The Durham District School Board is committed to public participation at board and committee meetings, and to ensuring a safe and respectful environment for students, parents/guardians, trustees, staff, and community members in attendance.

All meetings of the Board of Trustees follow formal parliamentary procedures in accordance with DDSB by-laws, policies, procedures, and protocols that must be adhered to by all participants.

All participants attending public meetings must be courteous and respectful at all times.

Disruptions of the meeting will not be tolerated and may result in a request to leave the meeting.

Abusive, discourteous, and/or aggressive behaviour will not be tolerated.

Threats, intimidating language and/or behaviour and any attempt to assault any person is prohibited and may result in criminal charges.

Possessing any form of a weapon while in attendance at a public meeting is prohibited. Security personnel are authorized to exercise discretion to request the inspection of any bag, briefcase, backpack, purse or any other item brought onto DDSB property to ensure a safe and respectful environment.

All individuals attending in-person will be asked to sign-in and show photo identification for the purposes of verifying their identity. Individuals that do not wish to sign in may choose to participate in the meeting virtually through the livestream.

Meetings are recorded by the DDSB for the purposes of the livestream and for security purposes. Those in attendance at meetings are prohibited from using their own recording devices.

Violations of this Code of Conduct will not be tolerated under any circumstances and may result in a person being directed to leave, restricting/prohibiting attendance at future meetings and/or all DDSB properties, or being subject to criminal charges depending on the nature of the conduct.

STANDING COMMITTEE MEETING OF THE DURHAM DISTRICT SCHOOL BOARD
Monday, February 5, 2024
7:00 p.m.

		PAGE
1.	<u>Call to Order</u>	Verbal
2.	<u>Land Acknowledgement</u> The Durham District School Board acknowledges that many Indigenous Nations have longstanding relationships, both historic and modern, with the territories upon which our school board and schools are located. Today, this area is home to many Indigenous peoples from across Turtle Island. We acknowledge that the Durham Region forms a part of the traditional and treaty territory of the Mississaugas of Scugog Island First Nation, the Mississauga Peoples and the treaty territory of the Chippewas of Georgina Island First Nation. It is on these ancestral and treaty lands that we teach, learn and live.	Verbal
3.	<u>Declarations of Interest</u>	Verbal
4.	<u>Motion to Approve Agenda</u>	Verbal
5.	<u>Community Presentations</u> (a) Vincent Massey Public School Boundary Review (John Shields)	7:05 p.m.
	<u>DDSB Presentations</u> (b) Implementation of the 2023-2024 DDSB Math Achievement Action Plan (Superintendents Mohamed Hamid, Kandis Thompson)	1 - 4
6.	<u>Director's Update</u> (Director of Education Camille Williams-Taylor)	Verbal
7.	<u>Information Items</u> (a) Student Trustee Report (Student Trustees Ben Cameron, Kayla Hoare, Neha Kasoju)	Verbal

	(b) Community Use of Schools Update (Associate Director David Wright)	5-15
	(c) Redesignation of Growth Update (Associate Director David Wright)	16-27
	(d) Unnamed North Oshawa PS – Boundary Recommendation (Associate Director David Wright)	28-53
	(e) Vincent Massey PS, Gordon B. Attersley PS, Pierre Elliott Trudeau PS – Boundary Recommendation (Associate Director David Wright)	54-133
	(f) OPSBA Report (Trustee Donna Edwards)	Verbal
8.	<u>Memos</u>	
	(a) 2324:16, DDSB Human Rights Advisory Committee and Anti-Black Racism Advisory Committee	134-136
	(b) 2324:17, DDSB@Home Transitional Pilot	137-144
9.	<u>Correspondence</u>	
	(a) Letter from Ajax Ward 2 Councillor, Educational Needs in Northeast Ajax	145-146
10.	<u>Adjournment</u>	Verbal

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Durham District School Board **DATE:** February 5, 2024

SUBJECT: Implementation of the 2023-2024 DDSB Math Achievement Action Plan **PAGE:** 1 of 4

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
Georgette Davis, Superintendent of Equitable Education
Erin Elmhurst, Superintendent of Equitable Education
Mohamed Hamid, Superintendent of Equitable Education
Margaret Lazarus, Superintendent of Equitable Education
Stephen Nevills, Superintendent of Equitable Education
Kandis Thompson, Superintendent of Equitable Education

1.0 Purpose

The purpose of this report is to share an update with the Board of Trustees on implementation of the 2023-2024 Durham District School Board (DDSB) Math Achievement Action Plan.

2.0 Ignite Learning Strategic Priority/Operational Goals

Success – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*

- Effective mathematics programming informed by high-impact practices will provide opportunities for all educators and students to reach their potential.

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

- Increased learning and achievement enhance student confidence and self-efficacy, which promotes a sense of well-being.

Equity – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

- Effective mathematics programming removes barriers to learning and increases equitable learning experiences and outcomes.

Engagement – *Engage students, parents, and community members to improve student outcomes and build public confidence.*

- High quality mathematics instruction enhances student learning outcomes, contributing to increased parent and community confidence across the District.

Innovation – *Re-imagine learning and teaching spaces through digital technologies and innovative resources.*

- Using innovative approaches, including digital tools and resources, is an essential contributor to student success in mathematics.

3.0 Background

As per the spring 2023 Ministry Memorandum titled “2023-24 Math Achievement Action Plan”, during the first part of 2023, the Ministry of Education brought together experts in mathematics education to better understand next steps for math improvement in Ontario. Through this work, the Ministry developed *Taking Action in Mathematics*, an iterative framework to capture focus areas and guide actions for improvement. Informed by the Ministry’s *Taking Action in Mathematics* framework, school boards have been asked to develop a Math Achievement Action Plan for the 2023-2024 school year.

The development of the DDSB Math Achievement Action Plan builds on the existing structures designed and implemented to support the release, in the spring of 2020, of *The Ontario Curriculum, Grades 1–8: Mathematics, 2020*, followed by the release of the *Grade 9 Mathematics Course, 2021* (destreamed). Both revised curriculum documents introduced several new concepts and skills.

Successful supports implemented in the DDSB to date include but are not limited to:

- Math coach assignments specific to the Ministry-identified elementary Math Strategy Schools, as well as facilitator support for the Ministry-identified secondary schools.
- School-based support/sessions provided by facilitators (e.g., staff meetings, lunch and learn sessions, school-based creative release time).
- Provision of digital tools to support classroom practices (e.g., Math Up, Education Perfect)
- Development and sharing of DDSB created professional learning materials (videos, print resources, slide presentations) available on the DDSB Professional Learning Hub.

4.0 Analysis

Math Achievement Action Plan

The DDSB Math Achievement Action Plan includes three sections:

- All schools report to provide board-wide improvement efforts and results in mathematics.
- Priority Schools report to provide intensive improvement efforts.
- Priority Schools Provincial Key Performance Indicators (KPIs) report to provide intentional monitoring of student achievement KPIs common to all priority schools across the District.

This plan outlines the board’s concrete, visible, and measurable strategies as well as key performance indicators at the board, school, and classroom level under the following areas of focus:

1. Curriculum Fidelity
2. Math Content Knowledge for Teaching
3. Knowing Your Student
4. Measurable Results: Improvements in Math Achievement

Collaborative Analysis of Student Learning

In the pursuit of fostering student success and overall well-being, Collaborative Analysis of Student Learning is a key element of the DDSB Math Achievement Action Plan. This collaborative process is more than just a routine; it is a dynamic tool that school teams employ to

understand, dissect, and enhance student achievement, creating an environment conducive to the success of every student.

Collaborative Analysis of Student Learning provides school teams with a structured method to collectively examine student work, ensuring a diverse range of perspectives and insights. Through this collaborative endeavour, the aim is to go beyond traditional assessments and delve into the intricacies of student learning, identifying patterns, trends, and variations that often go unnoticed.

This systematic approach isn't about complex methodologies; it's about a shared commitment to students' success. By engaging in Collaborative Analysis of Student Learning, school teams embark on a journey of reflection, asking critical questions about what students are doing, how they are learning, and what can be done to better support them.

The purpose of Collaborative Analysis of Student Learning is clear: to empower educators to make informed decisions that impact student achievement and well-being. It's a process that encourages dialogue, collaboration, and a deep understanding of the student experience. As teams collectively analyze student work, predict learning outcomes, and evaluate instructional strategies, Collaborative Analysis of Student Learning becomes a compass guiding towards actionable steps aligned with effective teaching practices and the diverse needs of students.

Collaborative Analysis of Student Learning is not just an analysis; it is a commitment to continuous improvement. It is about identifying areas for growth, developing targeted action plans, and ensuring that every student, regardless of their learning style or background, has the opportunity to thrive.

From recognizing trends in student work to developing actionable steps and integrating insights into the broader school learning plan, this collaborative process is the driving force behind the DDSB's commitment to creating environments where students succeed academically and flourish holistically.

5.0 Financial Implications

The cost of implementing the DDSB Math Achievement Action Plan was included in the 2023-2024 Priorities and Partnership Funding (PPF). The memo regarding the funding was shared with school boards in April 2023.

6.0 Evidence of Impact

A final update on implementation of the DDSB Math Achievement Action Plan will be shared for information with the Board of Trustees in June 2024 and will include evidence supporting the work undertaken throughout the year towards concrete, visible and measurable strategies in the focus areas of:

- Curriculum Fidelity
- Math Content Knowledge for Teaching
- Knowing Your Student
- Measurable Results: Improvements in Math Achievement

7.0 Communication Plan

The DDSB Math Achievement Action Plan has been provided to union/federation partners and School Leader Associations for feedback on implementation and was released internally to school and District leaders in January 2024.

8.0 Conclusion

This report is provided to the Board of Trustees for information.

Report reviewed and submitted by:



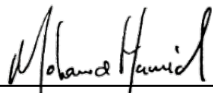
Camille Williams-Taylor, Director of Education and Secretary to the Board



Georgette Davis, Superintendent of Equitable Education



Erin Elmhurst, Superintendent of Equitable Education



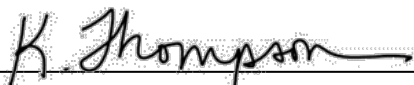
Mohamed Hamid, Superintendent of Equitable Education



Margaret Lazarus, Superintendent of Equitable Education



Stephen Nevills, Superintendent of Equitable Education



Kandis Thompson, Superintendent of Equitable Education

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Standing Committee

DATE: February 5, 2024

SUBJECT: Community Use of Schools Update

PAGE: 1 of 6

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 David Wright, Associate Director of Corporate Services and Treasurer of the Board
 Lisa Bianca, Head of Facilities Services

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on the Community Use of Schools.

2.0 Ignite Learning Strategic Priority/Operational Goals

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

Equity – *Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement.*

Engagement – Engage students, parents and community members to improve student outcomes and build public confidence.

3.0 Background

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

The Durham District School Board is committed to learning and working environments that are centered around human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from discrimination.

Community Use of Schools (CUS) is an initiative of the Ministry of Education (EDU) that supports access to school space, outside of school hours, for community members to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities.

3.1 Guiding principles

- 3.1.1 When EDU assumed the lead for the Community Use of Schools program in 2006, the following program principles were shared with school boards: School activities take priority

School activities, extra-curricular activities and parent involvement activities organized or administered by the school or school board have priority use of school space during and after regular school hours.

3.1.2 Schools as hubs of communities

Schools are the hubs of their communities and offer an effective use of space by providing citizens with a place to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities.

3.1.3 Support for a positive climate for youth

The Community Use of Schools Program supports and promotes healthy, active lifestyles for community youth.

3.1.4 Fair equitable access

Schools are welcoming and inclusive environments and offer parent groups and community organizations fair and equitable access to use school space at affordable rates for community purposes, outside of regular school hours.

3.1.5 Respect for roles and responsibilities

Community Use of Schools program education and community partners respect each other's roles, responsibilities and obligations to the community and education system.

These principles are included in DDSB's Community Use of Schools Policy attached as Appendix A.

4.0 **Analysis**

4.1 Suspension of Program

In March 2020, schools were ordered closed by the Ministry of Education due to COVID-19. CUS programs were suspended, and despite a return of students to in person learning over the next two years, CUS remained unavailable as COVID-19 restrictions remained in place.

During the ongoing period of CUS program suspension time, the DDSB continued to review its policies and procedures to ensure alignment with the duties and responsibilities as outlined in the Indigenous Education Policy and Procedure, the Human Rights, Anti-Discrimination and Anti-Racism Policy and procedures and the Safe and Respectful Workplace and Harassment Prevention Policy. The Community Use of Schools Policy and Procedure were updated, and the revised policy was approved by the Board of Trustees on May 17, 2021. As part of this review process, the permit request application form was amended to include language reflected in the updated Community Use of Schools Policy and to align with the Human Rights Policy and procedures.

It was noted during the review process that some long-standing permit holder groups would not necessarily retain their entitlement to spaces they had accessed for many years upon reopening of CUS programs given the revised permit request application form.

In spring 2022, the CUS permit system was reopened for limited permit issuance for summer 2022 and a return to full permit issuance for the 2022-2023 school year.

4.2 Program Change Overview

Prior to the suspension of CUS in 2020, permits were issued for the full school year and were renewable annually. Renewals were given priority and were processed before any new applications were accepted. This meant that if a group was issued a permit for use of space in a school, and they exercised their right of renewal every year, the school was unavailable to any other community groups. This created a system where, in some locations, CUS access was limited to a few long-standing permit holders, and prevented groups newer to Durham Region from equitable access to growing their programs.

The reopening of the CUS program was reviewed and the renewal process revised to address historic barriers, prevent future inequities and ensure that all groups, provided they shared the District's commitment to recognizing and upholding distinct Indigenous rights and affirming and upholding human rights, have equitable opportunities to access school spaces for community activities and programs.

Several changes were put in place when CUS returned to full operation:

- Programs serving children and youth are given priority access to school spaces.
- Permits are issued four times per year, without automatic renewal rights, in order to provide access to the largest number of users.
- The permit cycles chosen reflect school and youth league seasons, ensuring no activity is disadvantaged by the general timing of the season. Additionally, approving permits for shorter periods of time allows the board to manage any labour shortfalls with less disruption.

The goal of these changes is to enhance equity of access to school spaces for all community groups while prioritizing child and youth activities to serve the needs of DDSB students and their families. Permits are reviewed in the order in which they were received, with priority given to child and youth activities.

Towards the end of each cycle, permit holders will be asked to submit a permit request for the next quarter. If multiple groups are interested in the space, the existing group will not be guaranteed a renewal as we look to provide equitable access to school locations.

Since reopening the CUS program in the fall of 2022, 399 new users have been registered with the CUS permit system.

4.3 Change Comparison and Evidence of Impact

Former Process	New Process	Why/Impact
Permits issued for full school year	Permits are issued quarterly in September, January, March	Provide equitable opportunities to access school space to a greater number of community groups Ensure no activity is disadvantaged by the general timing of the season
Permits were renewable annually, with priority	Permits are not renewable	Welcome new groups and provide a sense of belonging Prevent longstanding permit holder groups from having a monopoly over public space
No prioritization of users	Programs serving children and youth have priority	Ensure that child and youth focused programs have the greatest access to available space

4.4 Permit Fees and Arrears

To facilitate delivery of this program, DDSB receives an annual grant of \$1,031,705 (2023) from the Ministry of Education and charges users a fee for their use of the permitted space. There are currently several fee levels charged which are dependent on the permit holder:

- Internal DDSB Group or Association – no charge.
- DDSB Partners including Child care – no permit charge, may have independent fee agreement or funding transfer arrangement.
- Non-profit Group.**
- Commercial Users.
- Municipalities – permit processing fee only, separate agreement for use.

**Non-profit definition:

A non-profit is a local group or organization which is supported in whole or in part by government funds or is a registered charitable organization under the Income Tax Act, and where the function is open to the public. This includes all religious, cultural, community service organizations, amateur sports organizations, citizens' groups and recognized political organizations.

CUS fees are comprised of three elements – application fee, room or space rental fee and a custodial overtime fee if permit time extends beyond regular scheduled daily custodial working hours, weekends or holidays. Application and rental fees remain consistent with no increase to the rates in over 15 years.

Current fees are as follows:

Fees	Not for Profit	Commercial
Permit Processing Fee	25.00	50.00
Amendment Fee	7.00	15.00
Room or Space Rental Fee		
Classroom	3.00/hr	20.00/hr
Library	12.50/hr	55.00/hr
Gym:		
Single	6.00/hr	30.00/hr
Double	11.00/hr	55.00/hr
Cafeteria	12.50/hr	55.00/hr
Fields	Permit Processing Fee Only	Permit Processing Fee Only
Custodial Overtime:		
Monday to Saturday	21.00/hr	30.00/hr
Sundays and Holidays	28.00/hr	40.00/hr

During the 2022-2023 school year, staff received reports that permitted space was not being used and permit fees associated with the unused spaces were not being paid. This was noticed across multiple sites and user groups and was concerning given the high demand for school spaces, particularly gymnasiums.

At the end of August 2023, there were unpaid permit fees owed in the amount of \$477,453.

To ensure that space in demand is used to its fullest potential, payment for booked space must now be made prior to the date of use. If payment is not received, the permit is cancelled, and the space made available to waiting users. Outstanding payments or arrears must also be cleared before any new permits can be issued to a group or individual.

As of January 2024, the unpaid permit fees owed has been reduced to \$60,580.

5.0 Conclusion

Staff will continue to monitor Community Use of Schools and gather data for the balance of this school year to inform any changes that may be deemed necessary for the 2024/25 school year.

This report is provided to the Board of Trustees for information.

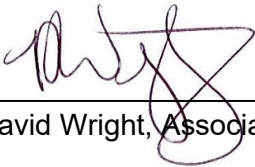
6.0 Appendices

Appendix A – Durham District School Board - Community Use of Schools Policy

Report reviewed and submitted by:



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



David Wright, Associate Director of Corporate Services and Treasurer of the Board



POLICY

COMMUNITY

Community Use of Schools

1.0 Rationale

- 1.1 The property of the Durham District School Board including school buildings, grounds, parking lots, fields and equipment are primarily for the use and benefit of students. However, the Board recognizes that it is in the interest of the public that the fullest possible use be made of the District's facilities. Therefore, the District may permit their use of facilities and grounds outside of normal school hours in accordance with the terms of this Policy and the Procedure adopted under this Policy.

2.0 Policy Objective

- 2.1 The objective of this Policy is to establish the parameters for community use of District property and facilities. In doing so, the Board adopts the following principles for Community Use of Schools:
- I. Hate and Bias will not be tolerated - The Board values the rich diversity of our communities and strives to promote inclusiveness for all individuals and communities that access our schools. In order to promote safe environments, free from hatred, prejudice or discrimination, the District shall not permit space to hate groups or individuals that engage in hatred, violence, discrimination or bias against any groups or individuals based on prohibited grounds of discrimination under the Human Rights Code.
 - II. School Activities Take Priority - School activities, extra-curricular activities and parent involvement activities organized or administered by the school or school board have priority use of school space during and after regular school hours.
 - III. Schools are Hubs - Schools are the hubs of their communities and offer an effective use of space by providing citizens with a place to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities.
 - IV. Support for a Positive Climate for Youth Community Use of Schools supports and promotes healthy, active lifestyles for community youth.
 - V. Fair Equitable Access - Schools are welcoming and inclusive environments and offer parent groups and community organizations fair and equitable access to use of school space at affordable rates for community purposes, outside of regular school hours.
 - VI. Respect for Roles and Responsibilities - Community Use of Schools partners and stakeholders respect each other's roles, responsibilities and obligations to the community and education system.
 - VII. Not-For-Profit organizations to be charged affordable rates - after school user fees for school facilities are to be affordable for Not-For-Profit users.
- 2.2 This policy is to be interpreted and applied in accordance with the District's commitment to the Ontario Human Rights Code in providing services and workplaces that are safe, welcoming, respectful, inclusive, equitable and accessible, and that are free from discrimination and harassment under applicable legislation.

3.0 Definitions

In this Policy,

- 3.1 Board refers to the Board of Trustees for Durham District School Board.
- 3.2 District refers to the corporate entity of Durham District School Board.
- 3.3 Staff refers to any individual who is employed by Durham District School Board.

(Definitions of hate and prejudice are included in the body of the Policy (section 5.6)).

4.0 Responsibilities

- 4.1 **Trustees:** Trustees are responsible for setting the strategic direction and developing and maintaining policies. They are also responsible for monitoring and evaluating the effectiveness of policies developed by the Board in supporting the Multi-Year Strategic Plan.
- 4.2 **Director of Education:** The operations of the District are the responsibility of the Director of Education (and designates) and include measures to operationalize and ensure compliance with Board policies by adopting and implementing appropriate procedures and by providing professional learning and training to staff to support implementation. A focus on enhancing understanding of Indigenous rights, human rights, anti-oppression, anti-racism and anti-discrimination, and addressing discriminatory assumptions, stereotypes, biases, barriers, experiences and outcomes is required.

5.0 Policy – Rules and Requirements

5.1 Buildings, Grounds and Equipment

- 5.1.1 Permit holders shall be responsible to the District for all damages they may cause and shall agree to indemnify the Board and to provide proof of liability insurance in accordance with the Procedure adopted under this Policy. The District assumes no liability for any items stored on Board property.
- 5.1.2 Smoking/vaping of tobacco or cannabis is not permitted within 20 metres of District property. The consumption of alcoholic beverages is not permitted on District property with the exception of licensed events at the Education Centre.
- 5.1.3 Permission to charge an admission fee and/or to sell refreshments or other goods may be granted by the District, in accordance with any Procedure adopted under this Policy.
- 5.1.4 The issuance of any permit under this Policy shall not establish any form of lease or rental contract between the District and any person or entity. Subject to the terms of any Procedure adopted under this Policy, the District may, at any time whatsoever and regardless of whether a fee has been paid, withdraw the use of any facility or property if in the opinion of the District (in its unfettered discretion) the use to which the facility or property is to be or is being put, is not in the best interests of the District or community or is not aligned with the District's commitment to advancing human rights.
- 5.1.5 Permit holders shall not represent in any way that they are affiliated with the District by virtue of the permit and shall not reference the name of the school or District property or facility in any notice, sign or advertising without also confirming, with the same prominence, that the permit holder is not affiliated with the District and subject to approval of District staff in accordance with

the Procedure adopted under this Policy.

- 5.1.6 Permit holders shall not advertise products, businesses or other services and shall not solicit business while on District property.
- 5.1.7 School audio visual equipment and sports equipment may be made available, at the discretion of District staff in accordance with the Procedure adopted under this Policy.
- 5.1.8 No changes or additions to electrical wiring are to be made without written pre-approval of the District in accordance with the Procedure adopted under this Policy.
- 5.1.9 In the interest of health and safety, animals, with the exception of Service Animals that may be permitted under the relevant policies and procedures of the Board, shall not be permitted in the school buildings.
- 5.1.10 A cafeteria may be made available for community use under the terms of this Policy and any Procedure adopted under this Policy; however, neither the kitchen area nor servery shall be made available for community use.

5.2 Supervision & Security

- 5.2.1 The use of any facilities or property shall, at all times, be subject to the supervision of District employees, unless the District authorizes otherwise in accordance with the Procedure adopted under this Policy.
- 5.2.2 A custodian shall be on the premises at all times when a facility is used by a permit holder unless otherwise approved by the Associate Director, Corporate Services.

5.3 Facility Permits – School Board/Use

- 5.3.1 School/student programmes requiring facilities after 6:00 p.m. shall obtain a permit for the space through Community Use of Schools in accordance with the terms of any Procedure adopted under this Policy.

5.4 Facility Permits – Community Use Groups

- 5.4.1 Any and all community use of District property or facilities shall only be pursuant to a permit issued by the Community Use of Schools office in accordance with the terms of the Procedure adopted under this Policy. The minimum age of a permit holder shall be 18 years of age. Permits are not transferrable.
- 5.4.2 Any permit for use shall be subject to being pre-empted by a school or District use in accordance with the terms of any Procedure adopted under this Policy.
- 5.4.3 Children's programmes shall be given priority in the Procedure adopted under this Policy.
- 5.4.4 Provided there is compliance with section 5.6 of this Policy, and any related terms and conditions of the Procedure adopted under this Policy, a permit may be granted to an organization or group of persons associated with a religious or spiritual belief.
- 5.4.5 School gymnasias or similar facilities may be made available to municipal clerks as polling stations. School gymnasias or similar facilities may be made available to Elections Ontario and Elections Canada pursuant to any agreement entered into between the District and Elections Ontario or Elections Canada as the case may be.

5.5 Fees

- 5.5.1 Reasonable fees may be levied for all use of school facilities in accordance with the Procedure adopted under this Policy. All community use permits shall be subject to an administrative processing fee that is not refundable once a permit is processed. Charges may be levied for custodial overtime in accordance with the Procedure adopted under this Policy.

- 5.5.2 The Procedure adopted under this Policy shall provide a process for consideration of exemptions for all or a portion of fees and charges associated with any permit based on the financial ability of the applicant and based on the Board's commitment to advancing equity, inclusion and with a view to providing opportunities for group that are discriminated against, marginalized or minoritized.
- 5.5.3 In any case, no fees or charges shall be levied (except for extra custodial services) for use Monday to Friday in respect of:
- i) Board sponsored activities or staff programming.
 - ii) School Advisory Committee Meetings or school related parents' groups meetings.
 - iii) Community Recreation Department Programmes that have reciprocal agreements with the Board for shared use of space.
 - iv) Meetings of any local unit of a union or federation with members employed by the District.
 - v) Staff professional groups (Example: Librarian Associations, Union Committee) for regular meetings.

5.6 Equity, Diversity and Inclusion

- 5.6.1 The Board values the rich diversity of our communities and promotes inclusiveness for all individuals and communities that access our schools. In order to promote safe environments, free from hatred and prejudice, the Board will not permit space to hate groups or individuals that promote hatred, violence, discrimination or bias against any groups or individuals based on prohibited grounds of discrimination under the Human Rights Code.
- 5.6.2 All permit holders shall, and shall confirm in any permit application that they will, promote equitable, safe and accepting practices consistent with the Provincial Code of Conduct and the Ontario Human Rights Code. Copies of the Provincial Code of Conduct are available at the [Ministry of Education's website](#).
- 5.6.3 All permit holders are prohibited from engaging in or permitting any activity on any District property that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected ground under the Human Rights Code. All permit holders are prohibited from engaging in any behaviour that threatens or harasses staff, students or anyone else while on District property.
- 5.6.4 The Procedure adopted under this Policy shall provide for a process to review and consider complaints of breach by a permit holder of this Policy or the Procedure adopted under this Policy which shall allow for permits to be revoked without notice. The Procedure shall also provide for consideration of special or extenuating circumstances in relation to an alleged breach of this Policy.
- 5.6.5 Hate includes expressions of bias, prejudice and bigotry that are carried out by individuals, groups, organizations and states, directed against stigmatized and marginalized persons and groups in communities, and intended to affirm and secure existing structures of domination and subordination. Hate activities and incidents represent some of the most destructive forms of human rights-based discrimination by promoting hatred against identifiable groups of people. Some hate incidents are also considered criminal offences committed against a person or property and motivated, in whole or in part, by bias or prejudice based on real or perceived race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, socio-economic status or disability/ level of ability/ or any other prohibited ground under the Human Rights Code. Prejudice is the pre-judgment (usually negative) of groups or individuals, or preconceived notions about them, based on misinformation, bias, or stereotypes.

6.0 Evaluation

- 6.1 This policy may be reviewed and updated as may be deemed necessary or appropriate, but it shall be reviewed at least every 5 years.

7.0 Reference Documents

- 7.1 Procedure
- 7.2 Other Documents (Legislation, Provincial Regulations, Etc.)
 - The Provincial Code of Conduct
 - The Ontario Human Rights Code
 - The Education Act

8.0 Appendices

None

Appendix:

None

Effective Date:

1969-04-14

Reviewed and Amended:

1973-12-10

1985-02-11

1991-11-25

2006-08-08

2013-01-25

2017-11-29

2021-05-17

**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Standing Committee

DATE: February 05, 2024

SUBJECT: Redesignation of Growth Update

PAGE: 1 of 5

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 David Wright, Associate Director of Corporate Services
 Lisa Bianca, Head of Facilities Services
 Lindsay Wells, Senior Manager, Development & Inclusive Design
 Lygia Dallip, Manager of Property & Planning

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with an update on the redesignation of growth from future developments to schools that have capacity to accommodate growth.

2.0 Ignite Learning Strategic Priority/Operational Goals

Success – *Set high expectations and provide support to ensure all staff and students reach their potential every year.*

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

3.0 Background

New residential development in North Pickering, North Ajax, West Whitby and North Oshawa has resulted in increasing pressures on Durham District School Board (DDSB) schools and their utilization. When space is not available to accommodate new development growth in an existing neighbourhood school boundary, Planning staff must determine a strategy to accommodate the new students at other DDSB schools.

Planning staff will establish Growth Boundaries for new developments as new neighbourhoods are built and occupied. New student registrations from the Growth Boundary join an existing school community until a school is approved and constructed in their neighbourhood and they can attend closer to home. A history of existing growth boundaries is found in Appendix A.

When matching Growth Boundaries with school communities, staff look to partner with schools that have either capacity within the building to accommodate increased enrolment, the ability to add portables on site, or both. Having identified the possible partner schools, the next step is to ensure that Durham Student Transportation Services (DSTS) can accommodate future students on established or new bus routes. New development is typically not within walking distance to an existing school, unless it is infill development, (a parcel of land within an existing urban area). At this time, traffic concerns and vehicle access options for buses and cars at proposed partner schools are identified and reviewed for possible resolutions.

Superintendents of Equitable Education are then provided with an update and asked for their input on proposed solutions. The projected increase in enrolment at partner schools is also shared with Early Years staff for childcare planning purposes. Administrative staff of current and new partner schools supporting identified growth boundaries are then provided with an update and communication is sent out to school communities. The website School Locator tool is revised to reflect updated partner school and identified growth boundary information, to ensure when parents/guardians are registering their children for school they are provided with up-to-date information.

Growth Boundaries and partner schools are utilized until approval has been granted to build a new school and funding has been approved by the Ministry of Education, however it is important to note that new school construction can take seven to ten years following the construction of new homes. If a new school cannot be approved, enrolment growth will be accommodated in one or more existing neighbourhood school(s), through a permanent boundary consultation process. When seeking Ministry of Education approval for new schools to permanently accommodate students within an identified growth boundary, child care needs are also identified in consultation with the Region of Durham.

Diagram 1: Growth Boundary and Partner School Identification Process



4.0 Analysis

4.1 West Whitby Development

New development in West Whitby, as identified in Appendix B, designated to CE Broughton PS has been redirected to Dr. Robert Thornton PS. Students, and their siblings, currently attending CE Broughton PS from this area will continue to attend CE Broughton PS.

CE Broughton PS is currently experiencing enrolment pressure and has eight portables on site. Dr. Robert Thornton PS can accommodate additional growth and currently has no portables on site. Over the next five to seven years there is a potential for up to 210 new students from this development area to attend Dr. Robert Thornton PS.

Also located in the West Whitby area are the developments designated to partner with Williamsburg PS. Students that reside north of Dundas Street and east of Lakeridge Road and students that reside north of Taunton Road and east of Coronation Road, as identified in Appendix C, will now be redirected to Robert Munsch PS. Students, and their siblings, currently attending Williamsburg PS from these areas will continue to attend Williamsburg PS.

Williamsburg PS has limited space to accommodate any additional growth and currently has four portables on site. Robert Munsch PS has space to accommodate additional students and presently has no portables on site.

Over the next five to seven years there is the potential for 350 new students from the growth boundaries to attend Robert Munsch PS.

4.2 North Pickering Seaton Development

The growth boundary in North Pickering's Seaton development, as identified in Appendix D, designated to EB Phin PS, has been redirected to Highbush PS. Students, and their siblings, currently attending EB Phin PS from this area will continue to attend EB Phin PS and any new registrations will join the Highbush PS school community.

EB Phin PS currently has eight portables on site and can only accommodate a maximum of 12 portables. Highbush PS currently has one portable and capacity to accommodate up to 6 portables on site. Existing bus routes will be utilized for transportation from the new development to Highbush PS.

Over the next two years there is a potential for 120 new students from this development to attend Highbush PS.

The Unnamed Pickering Seaton PS was granted Ministry approval for a 2026-2027 opening and the school site is located within this neighbourhood. The Unnamed Pickering Seaton PS is expected to serve portions of this growth attending Highbush PS.

4.3 North Ajax Development

New development in North Ajax as identified in Appendix E requires establishment of a growth boundary. The identified growth boundary includes the following streets: Coote Court, Chant Crescent, Harrisview Street, Hurst Drive, McClustey Avenue, Nott Drive, Seagrave Lane, Shell Drive, Stannardville Drive, Stockell Crescent, Stott Avenue, Beverton Crescent, and Powlesland Street. Students residing north of Rossland Road on the east side of Church Street would be attending AG Bell PS instead of attending Eagle Ridge PS.

Students registering at Eagle Ridge as of January 29, 2024, and residing within the new growth boundary will be bused to AG Bell PS for the remainder of the 2023-24 school year and they would remain at AG Bell PS as of 2024-25 as part of the growth boundary.

New students residing in the established growth boundary but with siblings attending Eagle Ridge PS would continue to attend Eagle Ridge PS.

Unnamed Coughlan PS site, scheduled to open for the 2025-2026 school year is located within this North Ajax neighbourhood and is anticipated to serve this community as well as the Creekwood Community currently attending Valley Farm PS and Valley View PS. AG Bell PS is therefore projected to serve as a partner school for this North Ajax development area, for one school year. Over the next year, there is a potential for approximately 35 students from this development area to be accommodated at AG Bell PS.

4.4 North Oshawa (west of Simcoe Street) Development

New Development in North Oshawa, as identified in Appendix F will be served by the Unnamed North Oshawa PS, scheduled to open for the 2024-2025 school year. Elsie MacGill PS will therefore no longer provide accommodation for this development area.

4.5 North Oshawa (east of Simcoe Street North) Development

New development in North Oshawa as identified in Appendix G requires establishment of a growth boundary. The newly established growth boundary includes the area east of Simcoe Street North, west of Wilson Road and south of Winchester Road.

There are two distinct growth boundaries currently with students attending Northern Dancer PS and Kedron PS. These two areas would form the attendance boundary for the proposed Unnamed North Oshawa PS (Symington Avenue and Steeplechase Street) for which capital funding has been requested through the October 20, 2023, Capital Priorities submission to the Ministry of Education.

Northern Dancer PS currently serves this community however it has reached maximum capacity and can no longer support student growth with a total of 16 portables on site. New students residing east of Simcoe Street, west of Ritson Road, south of Winchester Road and north of Symington Avenue will attend Sunset Heights PS.

New students residing in the established growth boundary but with siblings attending Northern Dancer PS would continue to attend Northern Dancer PS.

Kedron PS currently serves this north Oshawa community as well; however, it is a small 262 pupil place school operating at 187% utilization with 8 portables on site. New students residing in the northern area of the existing Kedron PS attendance boundary will attend Dr. SJ Phillips PS. The boundary is south of Columbus Road to Winchester Road and east of Thornton Road and west of Wilson Road. A smaller area is captured north of Conlin Road and just west of Thornton Road with Columbus Road remaining the northern end of the boundary, similarly, a smaller area is captured west of Wilson Road to Ritson Road north of Conlin Road.

New students residing in the established growth boundary but with siblings attending Kedron PS would continue to attend Kedron PS.

5.0 Financial Implications

DSTS will need to reconfigure or add bus routes to accommodate these new students which could come at a cost.

6.0 Evidence of Impact

Students from the new growth boundaries have access to transportation to the identified partner schools and will continue to be transported to their newly assigned partner school. Implementation of these growth boundaries will provide enrolment relief to existing schools that cannot accommodate additional growth.

7.0 Communication Plan

Administrators and Family of Schools staff at the impacted schools will be advised of the changes to these school boundaries which will be effective as of September 2024. The website School Locator tool will reflect the new growth boundaries and partner school designations. Communications will prepare letters to the impacted school communities advising of the upcoming changes.

8.0 Conclusion

This report is provided to Trustees for information.

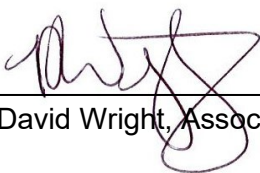
9.0 Appendices

Appendix A – History of Growth Boundaries
Appendix B - Boundary Map Dr. Robert Thornton PS
Appendix C – Boundary Map Robert Munsch PS
Appendix D – Boundary Map Highbush PS
Appendix E – Boundary Map Alexander G. Bell PS
Appendix F – Boundary Map Sunset Heights PS
Appendix G – Boundary Map Dr. SJ Phillips PS

Report reviewed and submitted by:



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



David Wright, Associate Director of Corporate Services & Treasurer to the Board

2023-2024 Updated Growth Boundary Partner Schools Chart

Growth Boundary (Development) Areas	2024 Partner Schools	Previous Partner School	OTG	October 31 2023 Unaudited Enrolment	Percentage Utilization	2023-2024 Portables In Use
West Whitby	Dr. Robert Thornton PS		420	337	80%	0
		CE Broughton PS (2023-2024)	354	573	162%	8
		Willows Walks PS (2022-2023)	487	523	107%	0
		Glen Dhu PS (2019-2022)	527	644	122%	3
West Whitby	Robert Munsch PS		559	457	82%	0
		Williamsburg PS (2023-24)	513	803	157%	4
		Ormiston PS (2018-2023)	472	715	151%	11
		West Lynde PS (2021-2023)	449	657	146%	8
		Col Farewell PS (2019-2021)	524	594	113%	4
Pickering Seaton	Highbush PS (previous holding 2018-2020)		610	594	97%	1
		EB Phin PS (2023-24)	400	623	156%	8
		Westcreek PS (2020-2023)	426	597	140%	6
		Highbush PS (2018-2020)	610	594	97%	1
Pickering Seaton N & Ajax	Alexander G Bell PS		187	242	129%	0
		Eagle Ridge PS (Growth Pressure 2023-24)	435	700	161%	11
North Oshawa	Dr. SJ Phillips PS*		452	668	148%	9
		Kedron PS (Growth Pressure 2023-24)	262	490	187%	8
North Oshawa	Sunset Heights PS*		380	578	152%	7
		Northern Dancer PS (Growth Pressure 2023-24)	513	931	181%	16

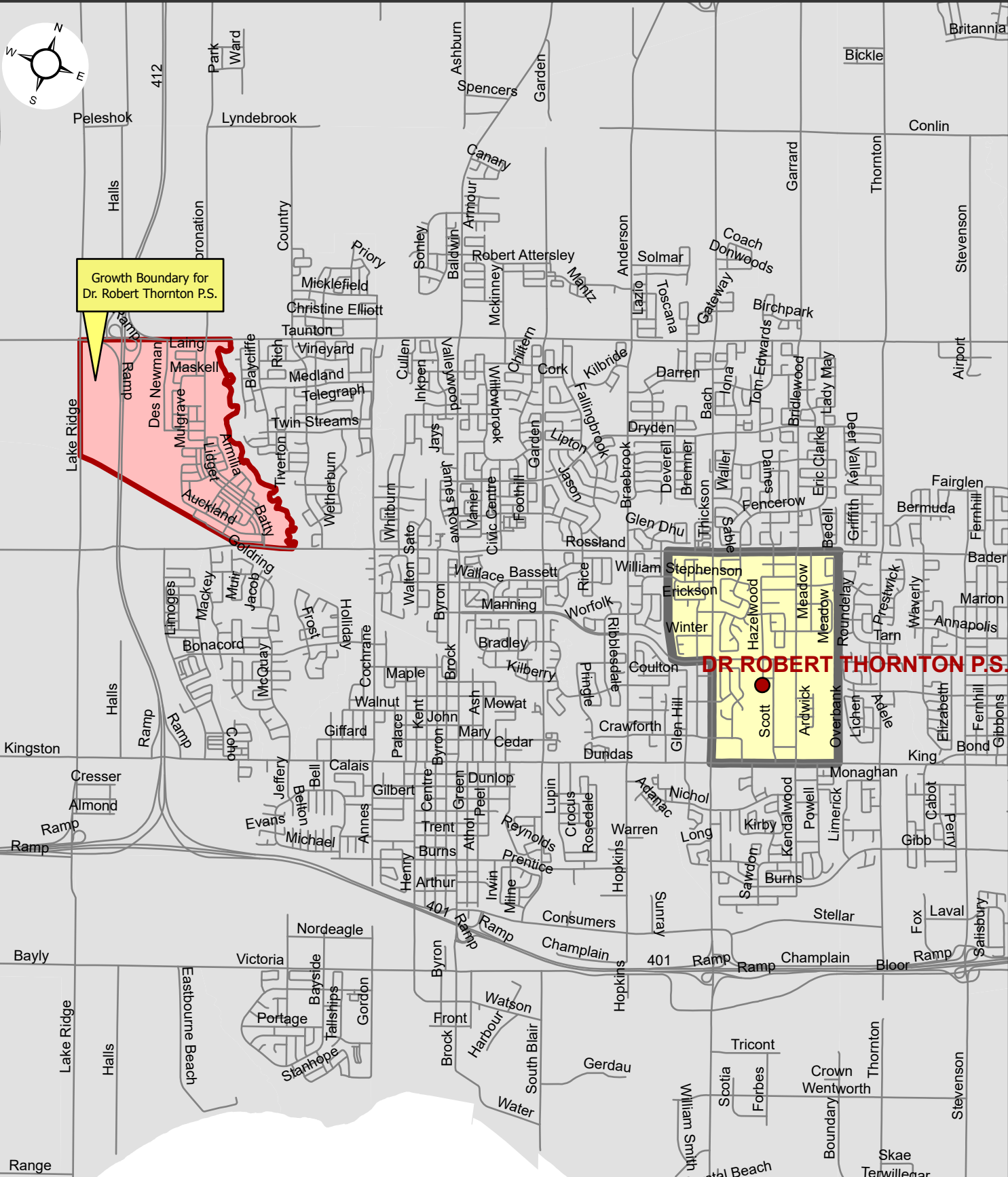
*In 2023-24, Dr. SJ Phillips PS and Sunset Heights PS are partner schools for the Unnamed North Oshawa PS which opens September 2024-25. Both schools will then be used for students from new development identified for the new Unnamed North Oshawa PS (Symington & Steeplechase) requested in the 2023 Capital Priorities process.

Partner Schools with No Change to Growth Boundaries for 2024-2025

Growth Boundary (Development) Area	2023 Partner Schools	Previous Partner School	OTG	October 31 2023 Unaudited Enrolment	Percentage Utilization	2023-2024 Portables In Use
Creekwood Area	Valley Farm PS		628	760	121%	3
	Valley View PS		167	341	204%	9
Pickering Seaton North	Claremont PS		187	242	129%	0
	Lincoln Alexander PS		412	486	118%	1
	Robert Munsch PS		559	457	82%	0
		EA Fairman PS (2019-2022)	256	371	145%	5
	Seneca Trail PS		565	657	116%	3
	Sherwood PS		467	529	113%	2
	Norman G Powers PS		513	614	120%	1
North Oshawa	Eastdale CVI		1283	1262	98%	4
		RS McLaughlin CVI (2016-2023)	1191	1239	104%	8



Boundary Maps of 2024 Dr. Robert Thornton P.S. 101 Hazelwood Drive, Whitby 905-723-9912

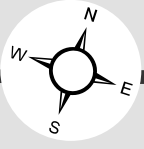


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Boundary Map as of 2024

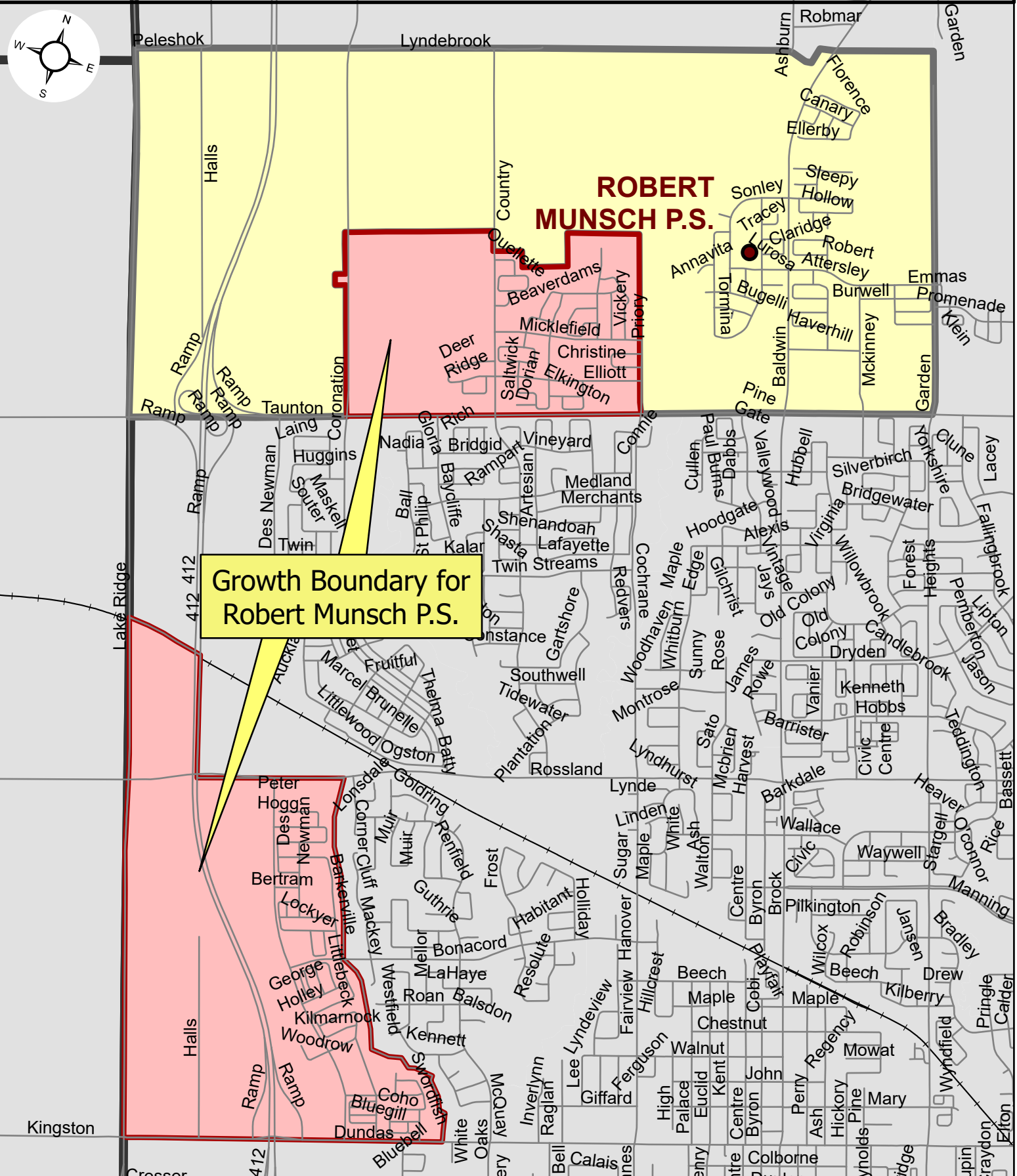
Robert Munsch P.S.

20 Norista Street, Whitby
905-620-1255



Growth Boundary for Robert Munsch P.S.

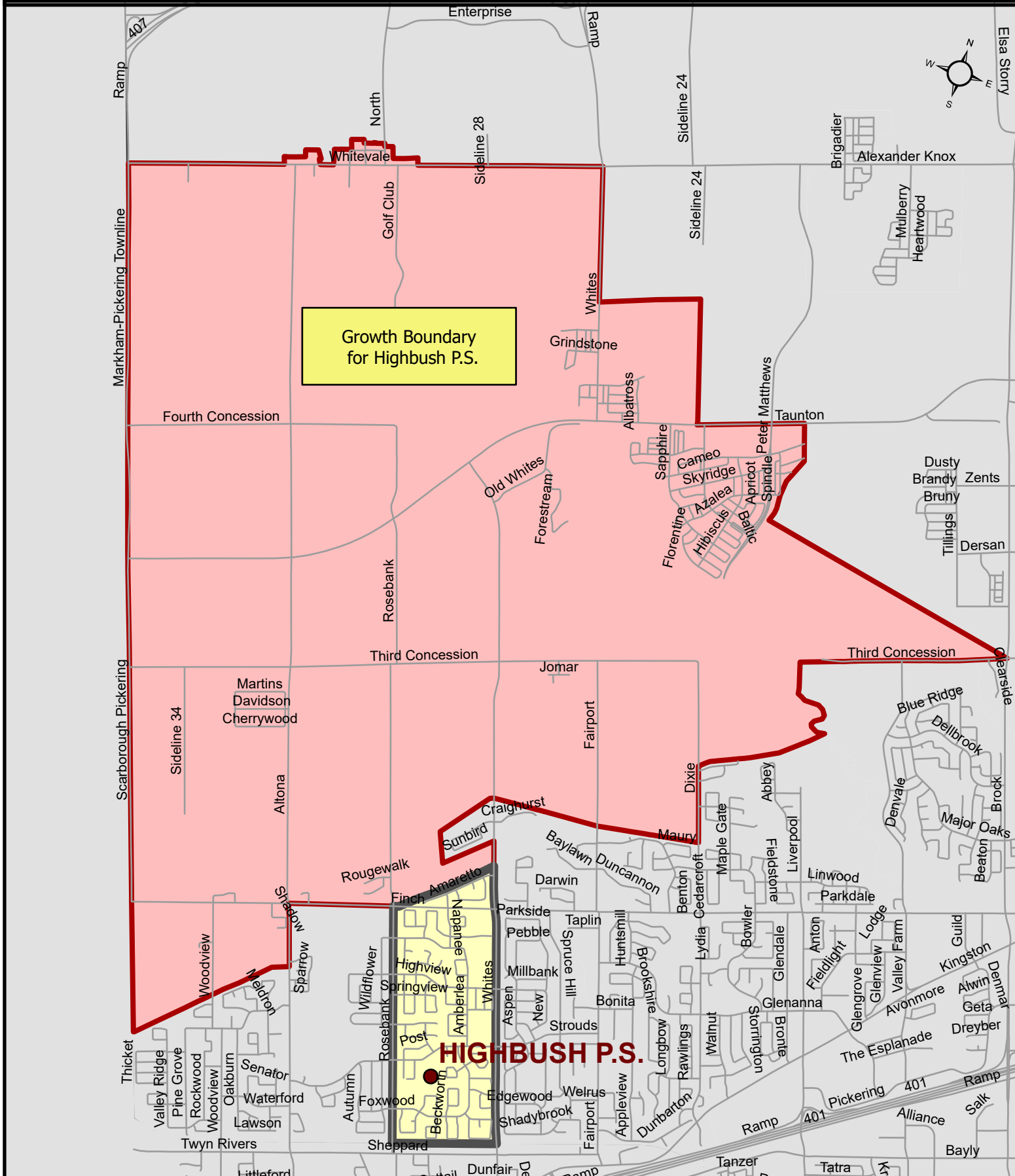
ROBERT MUNSCH P.S.



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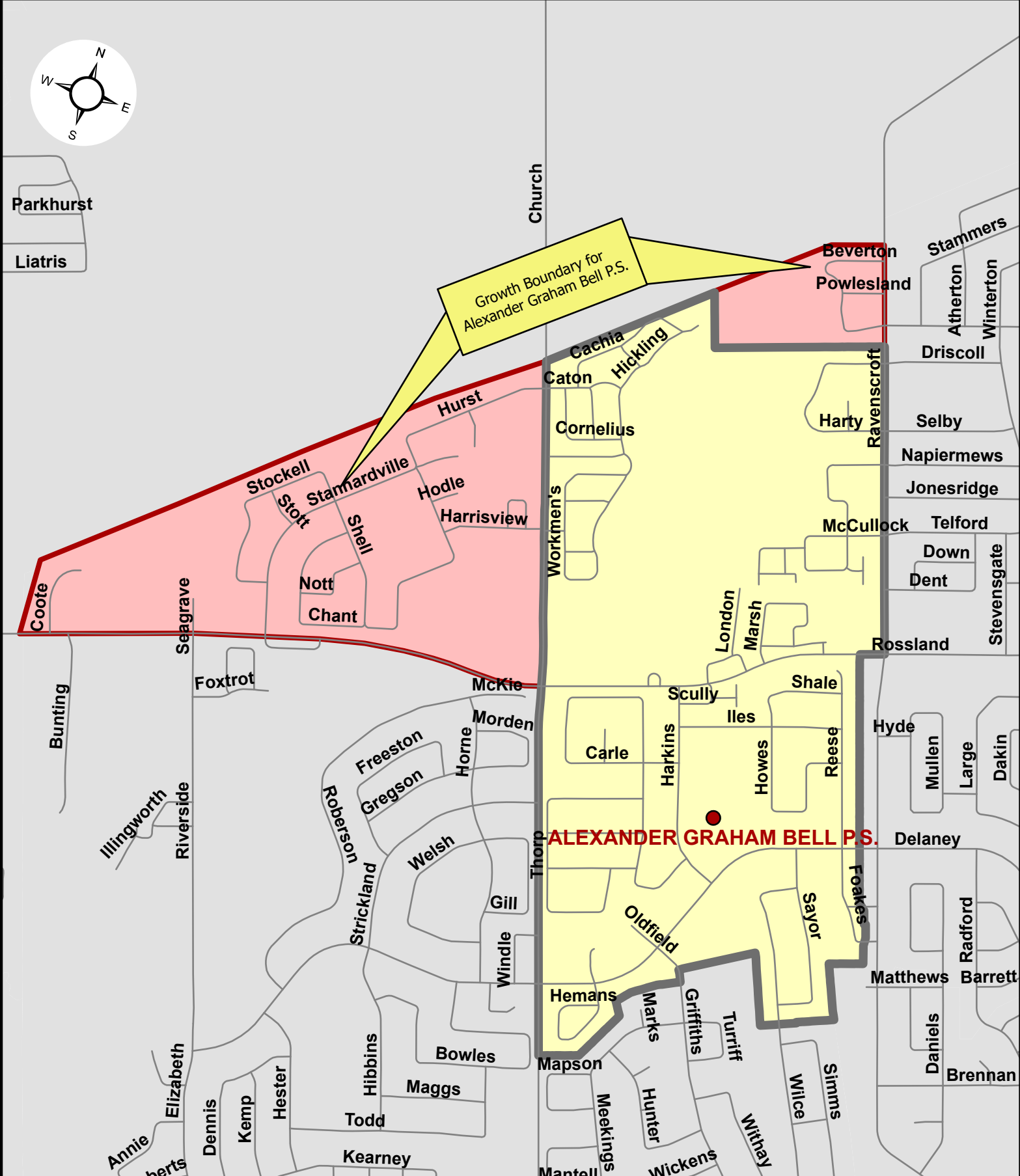
Boundary Map as of 2024
Highbush P.S.
605 Strouds Lane, Pickering
905-839-5289



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Boundary Maps of 2024 Alexander Graham Bell P.S. 25 Harkins Drive, Ajax 905-683-7368



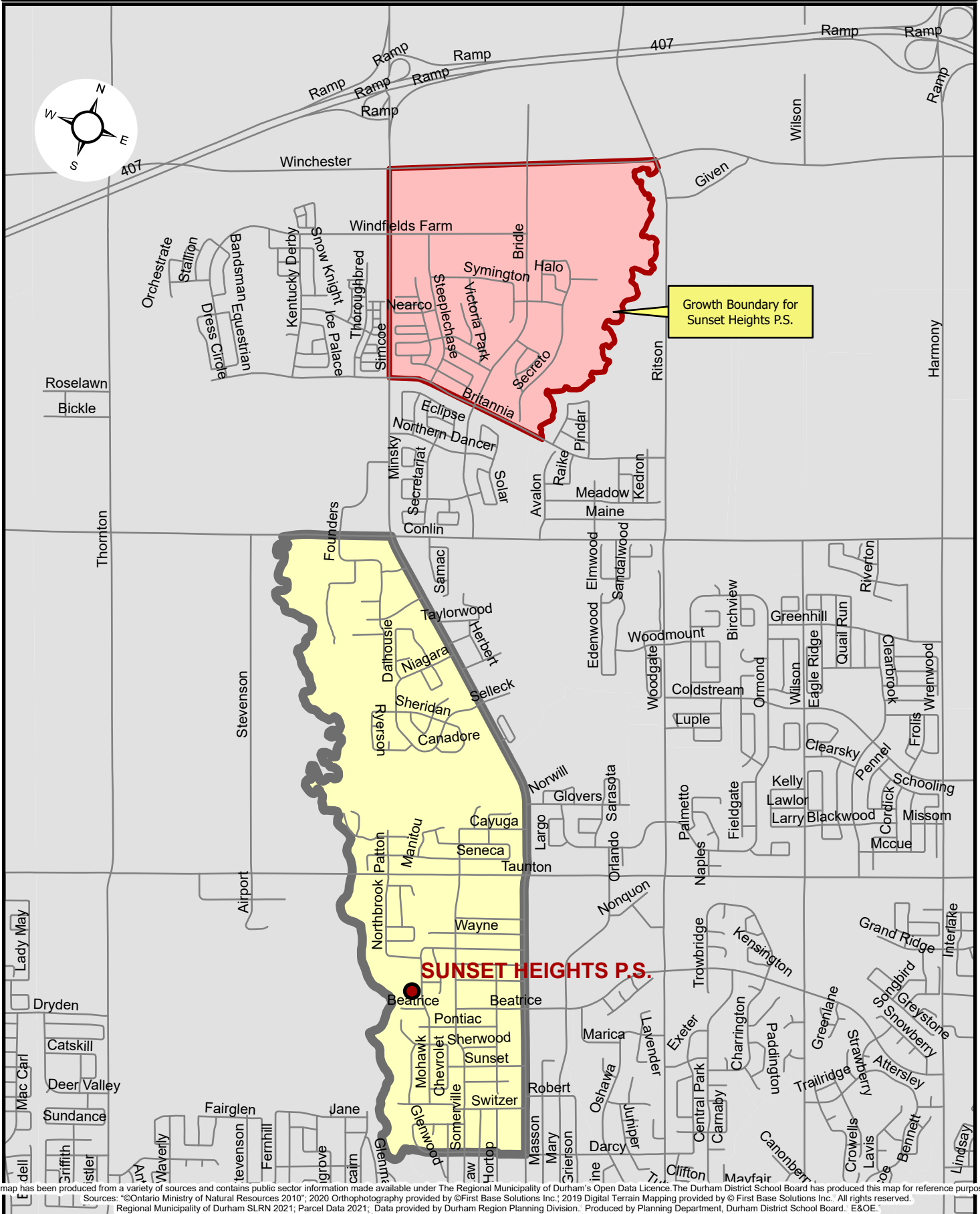
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26 Boundary Maps of 2024

Sunset Heights P.S.

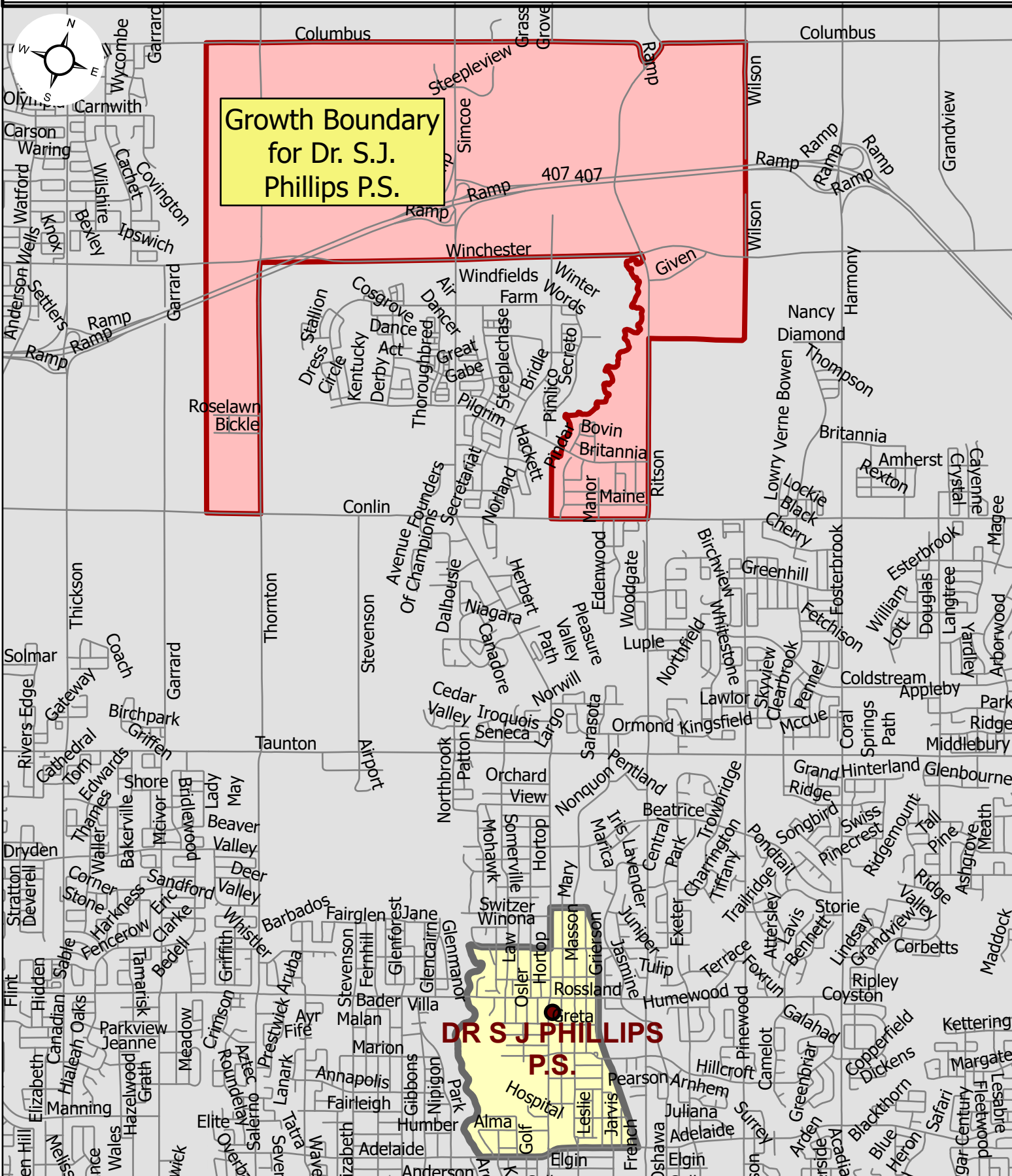
1130 Mohawk Street, Oshawa
905-723-9223



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Boundary Map as of 2024
Dr. S.J. Phillips P.S.
625 Simcoe Street North, Oshawa
905-725-4232



**Growth Boundary
for Dr. S.J.
Phillips P.S.**

**DR S J PHILLIPS
P.S.**

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**DURHAM DISTRICT SCHOOL BOARD
ADMINISTRATIVE REPORT**

REPORT TO: Standing Committee **DATE:** February 5, 2024

SUBJECT: Unnamed North Oshawa PS **PAGE:** 1 of 10
Boundary Recommendation

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
David Wright, Associate Director Corporate Services and Treasurer of the Board
Lisa Bianca, Head of Facilities Services
Lindsay Wells, Senior Manager, Development & Inclusive Design
Lygia Dallip, Manager, Property & Planning

1.0 Purpose

The purpose of this report is to provide the Board of Trustees with the staff recommended attendance boundary for Unnamed North Oshawa PS (Appendix A), located at Windfields Farm Drive West and Wintergrace Avenue, and scheduled to open for the 2024-2025 school year. This report is being provided for information, and will be presented for consideration at the February 20, 2024 Board meeting.

2.0 Ignite Learning Strategic Priority/Operational Goals

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

3.0 Background

Unnamed North Oshawa PS (NOPS) received Ministry of Education Capital Priorities funding in October 2020.

The school is currently under construction and is scheduled to open for the 2024-2025 school year.

The new school will provide pupil accommodation for students residing in the new North Oshawa development neighbourhood, specifically located in the block west of Simcoe Street North, the north side of Conlin Road, south side of Winchester Road West and east side of Thornton Road.

There have been four holding schools designated as enrolment in the area continued to increase.

3.1 Overview

Unnamed North Oshawa PS

NOPS has a Ministry Rated Capacity (MRC) of 536 pupils, will accommodate students from Junior Kindergarten to Grade 8, and includes a Child Care Centre. The school site is 7.94 acres in size.

NOPS is part of a greenfield (undeveloped land) development area of single family homes and townhomes as well as rental units. Four holding schools, Stephen G. Saywell PS, Sunset Heights PS, Dr. SJ Phillips PS and Elsie MacGill PS, have been accommodating growth until the Unnamed N. Oshawa PS opens in the 2024-2025 school year. Locations of Unnamed N. Oshawa PS and the four holding schools are found in Appendix B.

The proposed boundary encompasses the west side of Simcoe Street North, the north side of Conlin Road, the south side of Winchester Road West and the east side of Thornton Road. The proposed Unnamed N. Oshawa PS boundary aligns with the current holding school boundary in place since development in the area began.

Holding Schools

Holding schools are determined based on factors including space to accommodate students (in the school building, utilizing portables and site size), transportation (distance to school and space to accommodate buses), adequate parking and washrooms to accommodate the projected number of students and staff. Both the building and the site must be in compliance with applicable building and fire codes as well as zoning requirements for the additional occupancy.

Once the holding school is identified, students and their siblings attend their designated holding school. If the family moves within the identified holding area, the current holding school will be assigned to the students and their siblings. The holding school designation will be in place until such time as the new school is scheduled to open and a boundary is approved.

Stephen G. Saywell PS was utilized as an active holding school from the 2015-2016 school year to June 2018. Sunset Heights PS was identified as the second holding school and accommodated new students from the Unnamed NOPS development area until June 2021. Dr. SJ Phillips PS accommodated students from September 2021 until June 2023. Currently, Elsie MacGill PS is the holding school for the Unnamed NOPS development area. Given current enrolment trends, there is limited space across the system to accommodate holding students.

With the approval of a boundary for the Unnamed NOPS any available space in the current holding schools will be utilized to address continued growth-related enrolment pressures within North Oshawa, as required.

The City of Oshawa has two large new residential development areas in the north end of the municipality, with approximately 8,000 new homes proposed for construction in the earliest proposed development – Kedron Planning Area II, while another one of similar size, over 8,700 units, Columbus Planning Area II, is proposed within the next 10 to 15 years just north of Kedron. The Kedron Planning Area II has development already underway with homes closing and enrolment pressures continuing at North Oshawa schools.

3.2 Staff Recommended Option for Community Consultation

All Junior Kindergarten to Grade 7 students residing in the new North Oshawa development neighbourhood, specifically located in the block west of Simcoe Street North, north of Conlin Road, south of Winchester Road West and east of Thornton Road, as outlined in Appendix A, would attend the new Unnamed NOPS as of the 2024-2025 school year.

Students residing in the area described above and entering Grade 8 for the 2024-2025 school year will have the option of staying at their current holding school and graduating with their peers or attending Unnamed NOPS for their graduating year with transportation provided.

Enrolment

The enrolment projections for Unnamed NOPS upon opening, based upon current holding and growth is as follows:

Table 1:

Unnamed N. Oshawa PS

City of Oshawa

MRC: 536

	Total Enrolment	Utilization	Portables Needed
October 2024	601	112%	3
October 2025	629	117%	4
October 2026	635	118%	4
October 2027	640	119%	5

Projections updated to reflect the impact of 2023-2025 actual enrolments on future growth.

Based upon previous new DDSB school openings, a new facility attracts students from other sources including other publicly funded schools, private schools and DDSB families within the proposed boundary that decided to remain at their previous home school (rather than the DDSB-assigned home school). The proposed Unnamed NOPS community has no existing schools and therefore staff, based upon past school openings, expect Unnamed NOPS will attract approximately 50 new students per year as new homes continue to be occupied. This data is incorporated into the enrolment projections in Table 1.

Table 2 through Table 5 summarizes the impact of the opening of Unnamed North Oshawa PS on the four holding schools as of 2024-2025.

The enrolment data provided in this report reflects actual October 2023 enrolment registrations and the impact of actual enrolments on the projections for future growth from within each school's existing attendance boundary.

Table 2:

Stephen Saywell PS
City of Oshawa

	MRC: 389			Impact on Enrolment with the opening of Unnamed N. Oshawa PS		
	Total Enrolment	Utilization	Portables Needed	Total Enrolment	Utilization	Portables Needed
<i>October 2023 (actuals)</i>	420	108%	0			
October 2024	407	105%	0	347	89%	0
October 2025	399	103%	0	345	89%	0
October 2026	377	97%	0	332	85%	0
October 2027	355	91%	0	315	81%	0

Table 3:

Sunset Heights PS
City of Oshawa

	MRC: 380			Impact on Enrolment with the opening of Unnamed N. Oshawa PS		
	Total Enrolment	Utilization	Portables Needed	Total Enrolment	Utilization	Portables Needed
<i>October 2023 (actuals)</i>	578	152%	8			
October 2024	556	146%	7	440	116%	1
October 2025	561	148%	7	447	118%	1
October 2026	542	143%	7	438	115%	1
October 2027	535	141%	6	433	114%	1

Table 4:

Dr. SJ Phillips PS
City of Oshawa

	MRC: 452			Impact on Enrolment with the opening of Unnamed N. Oshawa PS		
	Total Enrolment	Utilization	Portables Needed	Total Enrolment	Utilization	Portables Needed
<i>October 2023 (actuals)</i>	668	148%	9			
October 2024	695	154%	9	456	101%	0
October 2025	667	148%	8	467	103%	1
October 2026	654	145%	7	480	106%	1
October 2027	648	143%	6	500	111%	2

Table 5:

Elsie MacGill PS
 City of Oshawa

MRC:	519			Impact on Enrolment with the opening of Unnamed N. Oshawa PS		
	Total Enrolment	Utilization	Portables Needed	Total Enrolment**	Utilization	Portables Needed
October 2023 Actuals	724	139%	6*			
October 2024	610	118%	6	542	104%	2
October 2025	605	117%	6	520	100%	0
October 2026	593	114%	6	511	98%	0
October 2027	568	109%	6	498	96%	0

As previously stated, this data does not impact the current Grade 7 students, who are preparing to enter secondary school and may want to graduate with their peers. If Grade 7 students decide to transition to the Unnamed NOPS, the updated enrolment data will be reflected in the spring for staffing purposes.

The opening of Unnamed NOPS for the 2024-2025 school year will result in minimal portables to the four schools currently holding the growth. These schools will be provided some relief; however, they may be required in future years to accommodate the current and planned growth in Oshawa.

For the current school year, the four holding schools have a combined total of 23 portables on site to accommodate enrolment pressures. With the opening of the new Unnamed NOPS, there is a potential to redirect 17 portables to address other accommodation pressures and ensure that fewer students are in alternative learning spaces.

4.0 Analysis

4.1 Boundary Review Process

The DDSB School Boundaries Regulation outlines the parameters used for creating new and revising current school boundaries. The Regulation includes a consultation process to gather feedback from the community (see Appendix C).

In keeping with the current protocols, all information was available on the Durham District School Board (DDSB) website, the involved schools' websites (linked to DDSB's website), posted on social media platforms, and the organization of a virtual presentation and meetings.

- Section 2.0 of the Regulation sets out the steps for the consultation process which is reflected in the process undertaken for Unnamed N. Oshawa PS Boundary Review from December 4, 2023, to February 20, 2024.

- Section 2.1(f) requires a minimum of one open house/webinar for community consultation.
- Section 2.1(g) considers the creation of a community consultation regarding possible transition plans if necessary.
 - Section 7.2 of this report sets out a proposed transition plan if the recommendation is approved by the Board of Trustees.
- Section 2.3 of the Regulation requires that, where possible, finalized details of the adjusted boundaries be determined and announced no later than the release of the Official Enrolment Projections preceding the school year in which the boundaries would be changed. This provides sufficient advance notice to parents/guardians, students, trustees, school and administrative staff.

4.2 Consultation Process

Planning staff shared and discussed the proposal of the Boundary Review with Oshawa Trustees, the appropriate Superintendent of Equitable Education, and the Principals of the four holding schools prior to the commencement of the review process outlined in a report provided to the Board of Trustees on December 4, 2023.

Virtual meetings were held to discuss the Boundary Review with the School Community Councils' (SCC) Executive. The virtual meeting for Dr. SJ Phillips PS and Stephen Saywell PS was held on December 7, 2023, at 5:00 p.m. The SCCs at Elsie MacGill PS and Sunset Heights PS did not respond to a request to schedule an SCC Executive meeting to discuss the Unnamed N. Oshawa PS boundary review.

A virtual public meeting was held on December 18, 2023, at 7:00 p.m. Participants were required to pre-register.

The Boundary Review was publicized with a variety of options for the community to provide input e.g., voicemail, email, survey, and a virtual public consultation meeting. Opportunities to provide input closed on January 12, 2024.

4.3 Community Input

4.3.1 Webinar Input (Appendix D1 Summary)

Quick Facts

- 28 Individuals registered for the webinar.
- 15 individuals attended.
- 6 questions/comments were received in the Q&A:
 - Staff responded to the questions/comments live and in the chat. Survey Input (Appendix D1 Summary).

4.3.2. A survey via SurveyMonkey was available from December 5, 2023, to January 12, 2024, for input. Appendix D2 includes the feedback from the survey.

Quick Facts

There were 111 survey participants:

- 12 DDSB students.
- 71 parents/guardians of a DDSB student.
- 8 parents/guardians of a future DDSB student (pre-school age children).
- 17 DDSB staff.
- 3 community stakeholders/members of the public.

4.3.3. Email and Voicemail Input

An Unnamed North Oshawa PS Boundary Review email and voicemail were created and made accessible to the community from December 5, 2023, to January 12, 2024. No voicemails were received; however, there was one email from a family currently attending one of the designated holding schools, Stephen Saywell PS. A summary is included as Appendix D3.

4.4 Community Concerns and Staff Input

The community, through consultation and emails requested that staff consider the following:

- 4.4.1 How will DDSB ensure a smooth transition for students, including those with unique needs, such as autism?

Staff Analysis/Assessment:

Changes due to the proposed boundary shifts will be a transition for students and families. The mental health and well-being of all students and their caregivers who may be affected by these changes are among the District's leading considerations. DDSB will be intentional in the transition supports for all students impacted by the change. Relationship building and facilitating a sense of school community, connectedness and belonging across all learning spaces will be key commitments throughout this process.

Should the staff recommended boundary be approved by the Board, DDSB will consider the needs of impacted students as part of the transition process and staff will be available to address student and parent/caregiver and family concerns.

- 4.4.2 Can our children continue to attend their holding school and if they can, will transportation be provided?

Staff Analysis/Assessment:

Students entering Grade 8 for the 2024-2025 school year will have the option of staying at their current holding school and graduating with their peers or attending Unnamed N. Oshawa PS for their graduating year. The 2024-2025 Grade 8 students will be provided transportation to their current holding school, if they choose to stay. All other students currently enrolled at one of the four holding schools, and residing with the approved boundary will be transferred to Unnamed N. Oshawa PS for the 2024-2025 school year.

- 4.4.3 Will the new school offer French Immersion?

Staff Analysis/Assessment:

Unnamed N. Oshawa PS is an English program offering Junior Kindergarten to Grade 8. There is a French Immersion school, Jeanne Sauve PS, designated to the area.

- 4.4.4 Concerns expressed about the impact on children's mental health and well-being due to changing the enrolment boundary.

Staff Analysis/Assessment

Changes due to the proposed boundary shifts will be a transition for students and families. With this in mind, the mental health and well-being of all students, and their caregivers who may be affected by these changes are among the district's leading considerations. DDSB will be intentional in the transition supports for all students impacted by the change. Relationship building and facilitating a sense of school community, connectedness and belonging across all learning spaces will be key commitments throughout this process.

Should the staff recommended boundary be approved by the Board, DDSB will consider the needs of impacted students as part of the transition process and staff will be available to address student and parental/caregiver and family concerns.

- 4.4.5 Our children are currently at one of the four holding schools. What is the process to ensure our children get into the new school?

Staff Analysis/Assessment:

Upon the approval of a permanent boundary for Unnamed NOPS, DDSB staff will update an internal database to identify families residing within the approved boundary. Students currently attending one of the four holding schools with a home address within the proposed new NOPS boundary area will be identified as students at Unnamed NOPS for the 2024-2025 school year. Once Administrative Staff are assigned to the new school (into the spring of 2024) families will be contacted.

5.0 Evidence of Impact

Establishing boundaries is one part of the important process of accommodating students in their neighbourhood school whenever possible, resulting in reduced transportation and portable needs at schools currently holding students.

6.0 Communication Plan

The School Boundaries process is a community consultation process that includes a variety of communications including Board Reports, PowerPoint presentations available on DDSB's website, School Communications utilizing affected schools and DDSB websites, as well as other forms of school notifications, i.e., social media, etc.

There have been several opportunities to provide and receive communication throughout the consultation period:

- December 4, 2023, information report presented to the Board outlining commencement of the Consultation Process;
- PowerPoint presentations were posted on the DDSB's website and syndicated to each school's website;
- Virtual school community council executive meetings;
- Public Consultation meeting (webinar) December 18, 2023;
- Email, voicemail, and survey created and distributed;
- Opportunities for input were promoted through school newsletters, websites and through DDSB social media.

6.1 Next Steps:

Pending approval, the Communications department will post the approved recommendation and timeline (September 2024) on social media, the DDSB's website and the websites of all four holding schools (Dr. SJ Phillips PS, Elsie MacGill PS, Sunset Heights PS and Stephen G. Saywell PS).

As part of the Unnamed NOPS Boundary Review, the four above-listed holding schools would also communicate with students and parents/guardians via e-mail regarding the approved boundary, the grade(s) impacted and the timeline for September 2024. Information is also available on the DDSB's website: <https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx#Unnamed-North-Oshawa-Public-School>

6.2 Transition Plan

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

- Principals from Elsie MacGill PS, Dr. SJ Phillips PS, Sunset Heights PS and Stephen G. Saywell PS will work together with their School Community Councils (SCC) to ensure students and parent/guardian concerns are addressed by:
 - Providing supports for mental health and well-being of students and their caregivers who may be affected by these changes.
 - Providing updates on Unnamed NOPS.
 - Surveying families of current Grade 7 students at the four holding schools who will be impacted by the opening of Unnamed NOPS to determine if they will remain at their current holding school for their graduating year, or transition to the Unnamed NOPS.

7.0 Conclusion

Unnamed NOPS received Ministry of Education Capital Priorities funding in October 2020. The school is currently under construction and is scheduled to open for the 2024-2025 school year.

The new school will provide pupil accommodation for students residing in the new North Oshawa development neighbourhood, specifically located in the block west of Simcoe Street North, north of Conlin Road, south of Winchester Road West and east of Thornton Road. The School Boundaries Regulation ensures a community consultation process recognizing and including many opportunities for community input. There were no concerns/opposition to the proposed permanent boundary throughout the process.

8.0 Recommendation

This report is being provided for information, and will be presented for consideration at the February 20, 2024 Board meeting.

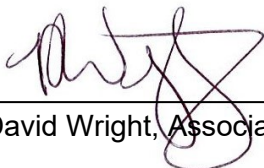
9.0 Appendices

Appendix A:	Unnamed North Oshawa PS Recommended Boundary
Appendix B:	Unnamed North Oshawa PS Holding Schools and Holding Area
Appendix C:	Regulation School Boundaries
Appendix D1, D2, D3:	Webinar, Survey and Emails Summaries

Report reviewed and submitted by:



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



David Wright, Associate Director of Corporate Services & Treasurer to the Board

Unnamed North Oshawa P.S. ³⁸ Recommended Boundary

APPENDIX A

The Windfields Planning Area: Students Holding at Elsie MacGill in 2023-24

Schools

Panel

- Elementary
- ▲ Secondary
- Streets

Elementary RT Boundary

- Proposed Unnamed N. Oshawa P.S. Boundary

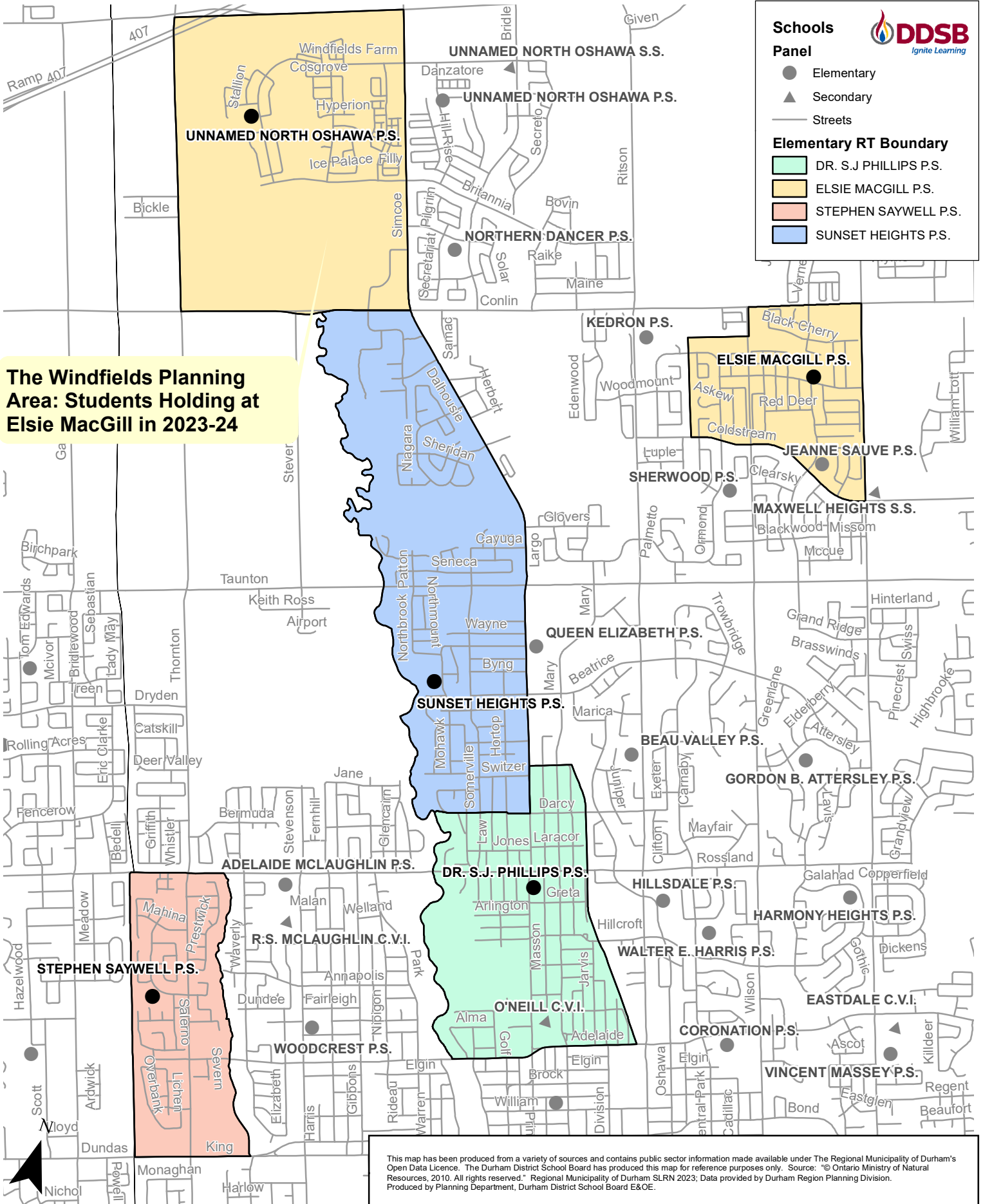


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39 Unnamed North Oshawa P.S. Holding Schools and Holding Area

APPENDIX B



The Windfields Planning Area: Students Holding at Elsie MacGill in 2023-24

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School Boundaries

To provide a uniform procedure for establishing and adjusting school boundaries.

1.0 Criteria:

1.1 New School Boundaries

New school boundaries are established for newly constructed or planned schools. The locations of school sites are primarily determined at the Municipal Secondary Plan stage by Planning Staff. New school boundaries are designed to reflect the neighbourhood or community which the school is intended to serve. In a period of enrolment growth, it is expected that these boundaries will be altered to address growth related issues such as, accommodation, instruction, transportation.

Where possible, new school boundaries will be based on the following criteria:

- (a) municipal, community or neighbourhood boundaries as defined within Official, Secondary or Community plans;
- (b) local restricting parameters;
 - major roads, highways,
 - rivers,
 - rail lines,
 - hydro corridors,
 - incompatible land uses;
- (c) maximizing the walking population to the school;
- (d) accommodating both a peak population and a mature population adequately on site.

1.2 Adjustments to Existing School Boundaries

- (a) Interim Boundary Adjustments:
 - (i) **Causes:** Interim boundary adjustments are considered for a neighbourhood, school or family of schools in response to a number of problems that can arise:
 - areas where no school boundary exists;
 - in response to enrollment pressures;
 - in response to facility problems due to site constraints, temporary closure, timing of construction, damage due to fire or other catastrophes, etc.
 - (ii) **Time:** Interim boundary adjustments are temporary and should not be considered for periods exceeding three years.

(iii) **Criteria:**Preferred Alternative - Adjacent School

Where possible, interim school boundaries will take into consideration the nearest adjacent school that meets the following criteria:

- has available capacity or room for portable classrooms to accommodate students who are to be displaced;
- provides a similar program for students;
- is located within the same community or municipality;
- has a walking population component.

Other Alternatives:

Should the nearest adjacent school not meet the above criteria, the two other alternatives are:

Alternative A: a school within the same municipality which is accessible by public or Durham District School Board transportation which meets criteria 1. and 2. in section (iii).

Alternative B: a school within The Durham District School Board which meets criteria 1. and 2. in section (iii).

(b) Permanent Boundary Adjustments:

(i) **Causes:** Permanent boundary adjustments are primarily caused by:**Program Adjustments**

- French Immersion or Gifted program relocation or creation;
- JK-6 to JK-8, or 7 & 8 to JK-8 school conversion;
- location of new or unique programs within the Board, etc.

School Closure and Consolidation of School Facilities**Relocation of Student Population**

- where no community school will be built;
- when interim measures are extended beyond 3 years;
- in conjunction with previous two examples;
- to accommodate changes in facilities that alter school capacity, etc.

(ii) **Time:** Permanent boundary adjustments are considered for a neighbourhood, school or family of schools when an area is to be affected for a period greater than three years. Permanent boundary adjustments are major projects requiring extensive research and consultation and can have a lengthy period of implementation.

(iii) **Criteria:** Where possible, permanent boundary adjustments will be based on the following criteria:

- maintaining the educational viability of the program in question;
- school facilities must be adaptable to meet program needs and the anticipated student population;
- same criteria as listed in Section 1.1 "New School Boundaries" Sections (a) to (d).

2.0 Consultative Process:

2.1 Decisions regarding school boundaries ultimately rest with the Board. The consultative process is as follows:

- (a) As part of the annual meeting between Planning staff and the Area Superintendents, discussions on the need for a boundary review will occur.
- (b) The Planning Department and the appropriate Superintendent will develop a proposal in consultation with Durham Student Transportation Services. (Financial implications will be included).
- (c) The Superintendent(s) of Education/Area, Transportation Department and the Planning Department will meet with the trustee(s) to discuss the consultative process, review the analysis and plan the public consultation process.
- (d) An Open Session report to Trustees will be presented as information, regarding the commencement of a boundary review.
- (e) The Superintendent(s) of Education/Area will consult with the Principal(s) and School Community Council chair(s) or Executive(s).
- (f) The Superintendent(s) of Education/Area and the appropriate trustee(s) will initiate a public consultation process, involving a minimum of one Open House, with parents/guardians of students to be affected and involve the appropriate Principal(s), the School Community Council chair(s) or executive(s), the Planning Department and Durham Student Transportation Services. Information on the proposal will be outlined at the Open House and input from parents/guardians will be received.
- (g) Based on staff expertise and past practice, it may be determined that a subsequent Open House is required within the process to provide additional information (ie boundary revision based on community feedback, survey results) or to create a community consultation process regarding possible transition plans.
- (h) A dedicated email address and phone line will be set up to gather input, from the time the community are informed of the consultation process, to when an approval has occurred.
- (i) An administrative report will be prepared by the Superintendent(s) of Education/Area in consultation with the Planning Department and Durham Student Transportation Services and presented to Administrative Council. This report will go to the Board for final approval.
- (j) Details of the new or revised school boundaries and implementation will be communicated in writing by the Superintendent(s) of Education/Area to the school community.

2.3 Where possible, finalized details of new or adjusted boundaries will be determined and announced no later than the release of the Official Enrollment Projections preceding the school year in which the boundaries are to be enforced or phased in. This time frame allows for sufficient advance notice to parents, students, trustees, school and administrative staff.

Appendix:

None

Effective Date

98-06-26

Amended/Reviewed

2006-08-02

2012-05-22

2012-10-01

2014-12-04

2019-11-08

Unnamed North Oshawa PS BOUNDARY CONSULTATION -- WEBINAR QUESTIONS & STAFF ANSWERS - December 12, 2023

The Questions/Comments below are imported verbatim from the November 24, 2022 Webinar as submitted by participants. Responses were provided during the Webinar by DDSB staff via chat or live (if live, no text response is provided below)

#	Question/Comment Received at December 12, 2023 Webinar Session	DDSB Staff Response
1	Not sure if this is the correct platform but since the school is supposed to open for September 2024/2025, how are the kids currently enrolled in the other four schools be registered to attend the new school? What is the process for the parents to ensure the kids get their seats in the new school?	In the spring the student data for students residing within the approved boundary will be provided to the new school. Staff will work together to ensure all students are transferred to to Unnamed North Oshawa PS. Students currently in Grade 7 will be given the choice to attend their current school or attend NOPS. Surveys will be provided to all of these students once the boundary is approved.
2	If any student is suffering from specific health issues such as autism, how is DDSB going to ensure there is smooth transition for such students since these students would have got used to staff, environment, etc. at their current school?	Transition plans, in consultation with families, will be created once the boundary has been determined and will include both sets school staff. For students with specific learning needs Inclusive Student Services and the local school team will be part of that planning. Families will be able to work with the SERT/Admin teams to address specific individual student needs at that time.
3	Thanks, that means we would not have option to keep our child to same holding school as they are currently going?	Only the current Grade 7 students have the option to continue to attend their current holding school. All other students currently in JK to Grade 6 and new JK's for 2024 will attend the new school
4	If students in this area continue at their current holding schools will their be bus transportation provided for them still?	Transportation will be provided to current Grade 7 students, if they decide to remain at their current holding school and if they remain at their current address for Grade 8.
5	When do we expect to hear from the DDSB that our children are transferred to the new school?	live answered
6	Is the new school French Immersion?	live answered

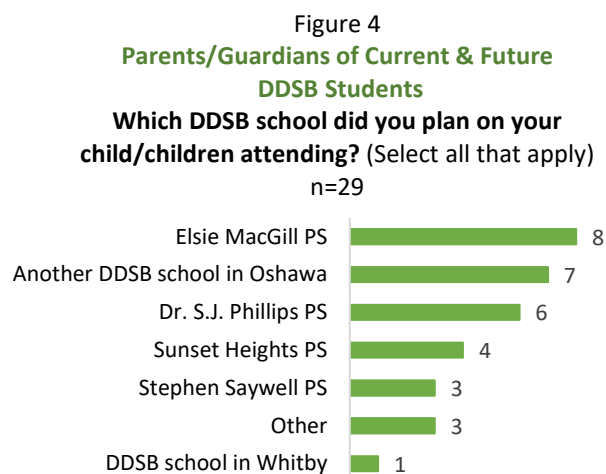
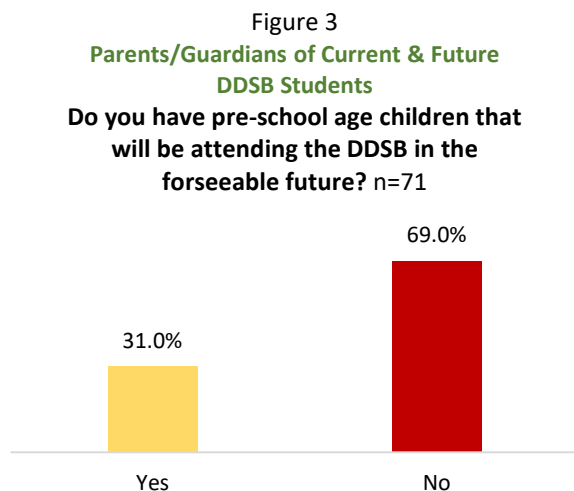
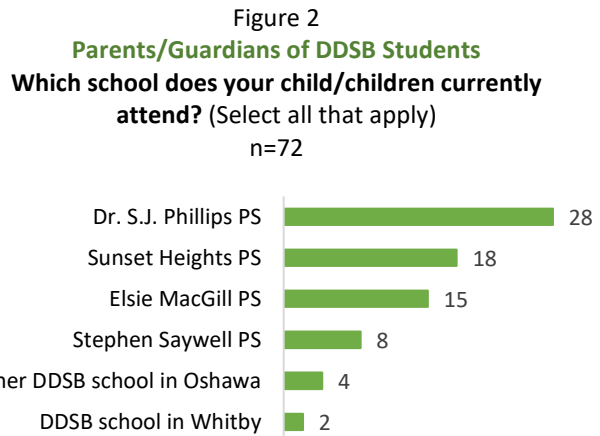
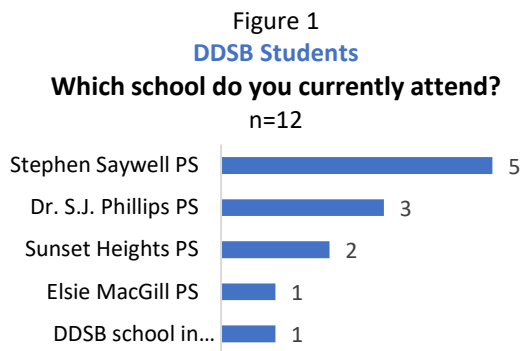


Unnamed North Oshawa Public School Boundary Review Consultation Survey 2023-2024

The Durham District School Board (DDSB) invited students, parents/guardians, DDSB staff and members of the community to provide feedback on the proposed boundary option for the Unnamed North Oshawa Public School. Using an online survey tool, the questionnaire was launched on December 5th, 2023, and closed on January 12th, 2024. 111 completed responses were received.

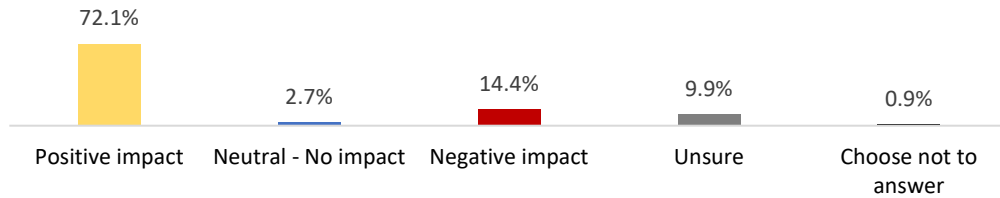
Participants (n=111)

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



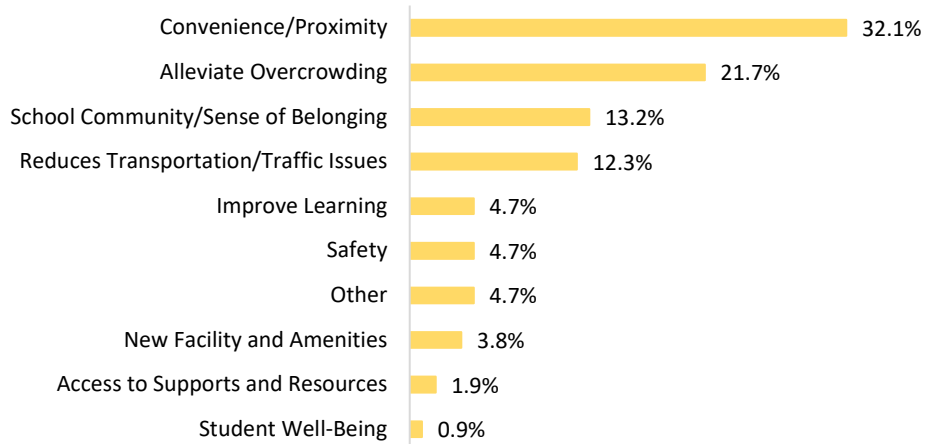
Impact of Proposed Boundaries

Figure 5
All Participants
What would the impact be if the proposed boundaries are adopted and students are relocated to the Unnamed North Oshawa PS, rather than attending their current holding school?
 n=111



Positive Impact – Why do you feel that way?

Figure 6
Thematic Analysis of Comments
Reasons why participants felt the proposed boundaries will have a positive impact
 Response n=106



Selected Comments:

Convenience/Proximity:

“They are closer to home and can walk to school and even come home for lunch.”

“New school is extremely close to our house and our daughter can simply walk there.”

“More accessibility for families to walk rather than bus.”

“The new school is walking distance from my house so its easier for the kids to attend.”

Alleviate Overcrowding:

“It is good for the kids that they can sit in the class and study rather in portable.”

“Because it would return my holding school to it’s designed capacity level.”

“...generally, number of students in classes will be reduced and there won't be need for putting 2 different grades in one classroom I suppose.”

“It is important to take the current pressures off the holding school and allows students to attend in the home school and neighborhood.”

School Community/Sense of Belonging:

“...more connected with other students of the same neighborhood as right now they are scatted to 4 different schools.”

“Students will feel a sense of belonging and identity. Rather than being shuffled every few years.”

“They will be attending school in their own neighborhood...Easier to attend school activities and functions!”

“Enhanced Parental Involvement: Easier for parents to engage with the school, fostering a stronger school-community connection.”

Reduces Transportation/Traffic Issues:

“It's so much closer. I don't drive so if my kids miss the bus then I have no way of getting them to school.”

“Will reduce traffic in the morning and better for the environment.”

“Bussing is difficult for students especially at an early start school!!!!”

“It is closer, no need for school bus.”

Improve Learning:

“A less crowded school can offer a better learning environment with more individual attention for students.”

“I have seen the struggle on the teachers and students trying to adapt to larger, unruly students, and language barriers.”

“Less students in the class, so teachers can give more attention to students.”

Safety:

“...congested which often makes hallways unsafe for students and staff.”

“There are not enough bathrooms for students to safely use the bathroom with children the same age as them.”

“Improved Safety: Shorter commutes can be safer.”

Other:

“Please include Arctic red drive to the boundary as the current holding school is in Whitby for students overflowing from Northern dancer...”

“When schools become a holding school, the behaviours are out of control and with the way the board is going these days, there are no consequences to these behaviours. Massive populations lead to issues.”

“...will DDSB have enough staff available for when any school opens; I know for this year 22/23 back school was so disorganized with posting who will my child teacher (in September) It would have been nice to know this information starting.”

New Facility and Amenities:

“It will be nice to have a clean, fresh school for our children.”

“I feel positive if my kid will join new school as she gets new playground to play, new resources to meet as she doesn't have school amenities like playground.”

Access to Supports and Resources:

“Reduces the number of high need students at the holding school, which has negatively affected staff and students since the support provided is inadequate.”

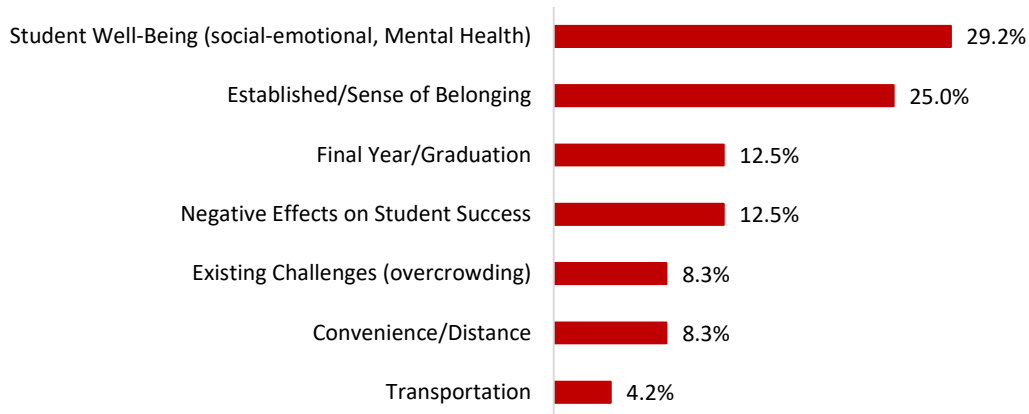
“My children will remain at their current holding school and hopefully have access to much needed special education resources that have been stretched way too thin with the school operating at 150% enrollment.”

Student Well-Being:

“Less travel time for students, leading to less stress and more time for studies and rest.”

Negative Impact – Why do you feel that way?

Figure 7
Thematic Analysis of Comments
Reasons why participants felt the proposed boundaries will have a negative impact
 Response n=24



Selected Comments:

Student Well-Being (social-emotional, Mental Health):

“Kids formed the friends in their current school. So, moving the kids who are above grade 6 will loose all friends which will have negative impact.”

“My son is autistic, and he is getting settled down... Not sure how this change would impact my son's mental health...”

“Because I have been going to this school when I was young all my friends are there...”

Established/Sense of Belonging:

“I am in grade 7 so I would have to change schools get used to and by the time I am in high school which is not fair.”

“My son is autistic, and he is getting settled down into his current school/class environment, getting familiarized with teacher, staff, location, etc. Stephen G Saywell school has a history of my child and understands his needs.”

“To start a new school with new kids isn't fair.”

Final Year/Graduation:

“My son is in his final year in 24/25. It would be ideal if he could graduate in Stephen Saywell.”
 “This is going to wreck my grade 8 year not gonna okie because I don't to move.”

Negative Effects on Student Success:

“...will reduce quality of education and facilities to students”

“We are newcomers to Canada and this year is the first for my child grade 3, he struggles to adapt while his teacher will change the 2nd year.”

Convenience/Distance:

“We live right across Stephen Saywell public school and if we were to be re- located it would be extremely inconvenient as currently, we can walk across the street and get to the school right away without even having to drive.”

“I’ve registered my son at Elsie MacGill for JK and it is closer to us but if that boundary changed it would be hard for him to go to the new school.”

Transportation:

“I don’t want are buses to cancel because this not a fair thing so please allow me to this school

Unsure of Impact – Why do you feel that way?

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

Selected Comments:Established/Sense of belonging:

“My kids, currently in grade 6,4, and 3 have been attending Saywell since kindergarten. They are not happy to move.”

“Coz kids love the teachers and staffs at Dr SJ, they were kind of worry not to have same teachers and principals around.”

Relieve Overcrowding:

“Hoping it will relieve some of the overflow of student currently enrolled at my child’s school.”

Distance:

“I don’t think it affects us. It would be nice to have smaller class sizes at the current school, but we would not be going to the new school, it’s too far away.”

Neutral Impact – Why do you feel that way?

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

Selected Comments:

“The only benefit I can see is potentially less traffic during school drop off in the mornings/less buses.”

“Our school is not at capacity, and it doesn't not affect numbers much if this school is opened or not.”

Please provide any additional comments about the proposed boundary realignment:

KEY THEMES (Selected Comments)

Questions Asked By Participants:

“Will the designated high school change too? Because I have daughter grade 8.”

“I'm hoping we will have Before/After school hours for parents who work at the office and start early and finish late and has no support such as grandparents or other family members to take care of our children until we finish work.”

“I'm not sure why you are asking about the boundaries. I assume it would be this way, considering we live here. Also it was supposed to be built 2 years ago so we are waiting patiently....”

“I would like to know about the transportation. If we get bis transportation, then it would be better.”

“Will children with special needs have better support and help? I would like to know if the new school will have enough staff to meet the needs of the children.

“Why are portables required for a brand-new school? You should adjust your building or your boundaries.”

Alternative Options/Suggestions:

“This doesn't reflect the new realities of 8k new homes. Rate of building is exceeding the current infrastructure. Instead of portables, why not build an auditorium alongside gym that can convert into class spaces if needed, doubles as indoor space.”

“Post more signs to reduce speed. Windfield farms west road has cars parked on both side of the road and the street is busy with cars speeding. Major hazard in this area.”

“Students who have holding school as Northern Dancer P S should be considered as it's overflowing and currently the students that are overflowing are redirected to coronation P S which is more than 10 kms.”

Option to remain at holding school:

“The students should be given opportunity to stay in their holding school as an option till the finish of grade 8.”

“I hope that the families have a choice whether to be relocated or not.”

“Please don’t do this to the Stephen Saywell school no one wants to leave.”

Improve planning and supports for schools:

“Put supports in place BEFORE blindly making a school a holding school- survey the needs and offer additional accommodations! Elsie MacGill is over capacity, and nothing is being done to help - many violent incidences occurring daily.”

“The school has not provided the required supports needs to for the kids attending holding schools.”

“If the board was proactive in projected populations, then schools would be built for the location. A school that is less than 5 years old should have 6 portables, especially when they are arriving 4 months into the school year.

“For the life of me, I’ve no idea why the creation of new schools lags so significantly behind the residential developments underway. I believe there is no excuse for the holding schools to suffer the negative impacts on their capacity that they do.”

“You need to up the capacity to at least 700. The proposed capacity is too low.”

APPENDIX D3

Unnamed N. Oshawa PS Boundary Review

December 5, 2023 to January 12, 2024

E-mail Summary from 1 E-mails received during Consultation Period

School	Summarized Concerns
Stephen Saywell PS	Would DSTS continue to provide bus services if my children continue to attend Stephen Saywell PS? My child is in Grade 6 and is hoping to finish grades 7 & 8 with their current peers at Stephen G. Saywell PS.

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Standing Committee **DATE:** February 5, 2024

SUBJECT: Vincent Massey PS; Gordon B. Attersley PS; **PAGE:** 1 of 18
 Pierre Elliott Trudeau PS – Boundary Recommendation

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
 David Wright, Associate Director Corporate Services and Treasurer of the Board
 Lisa Bianca, Head of Facilities Services
 Lindsay Wells, Senior Manager, Development & Inclusive Design
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1.0 Purpose

The purpose of this report is to provide the Board of Trustees with a revised enrolment boundary (Appendix A1) for Vincent Massey Public School, Gordon B. Attersley Public School and for Pierre Elliott Trudeau Public School (Appendix A2) to alleviate ongoing accommodation pressures, effective September 2024. This report is being provided for information, and will be presented for consideration at the February 20, 2024 Board meeting.

2.0 Ignite Learning Strategic Priority/Operational Goals

Well-being – *Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff.*

3.0 Background

Vincent Massey PS (VMPS) has experienced consistent accommodation pressures since 2019-2020; however, there has been a rapid increase in enrolment over the last two years. Enrolment is projected to continue to increase at the school over the next five years (Official Enrolment Projection) and into the longer-term.

To manage this growth, VMPS currently has 12 portables on site and the library in use for regular classroom instruction. Unless action is taken, additional portables will be required in 2024-2025 to accommodate the continued enrolment growth and will further reduce available play space on site.

A school with high utilization such as VMPS experiences operational challenges including:

- Scheduling to ensure all students have access to the gym, the library, intra-curricular activities;
- Increased enrolment may result in line-ups for washrooms and congestion in the hallways; expansion of parking spaces and of kindergarten play areas;
- Increased number of portables limits available play space within existing site lines; and
- Increase in traffic and safety concerns given the larger school enrolment.

The revision of boundaries is a means towards enrolment relief for VMPS and to make better use of program space.

A boundary review is an initial step in managing enrolment pressures by considering neighborhoods at the edges of the subject school's existing enrolment boundary areas where students are already bused to their home school. Those schools, closest to these neighborhoods, where there is available space to accommodate portables and transportation on site, are studied to see if they have the capacity and physical structure to accept new students.

3.1 Overview of Schools

Vincent Massey PS

VMPS, located at 211 Harmony Road north in Oshawa, is in a campus setting (shared site) located directly south of Eastdale CVI. The location and current boundary for the school are provided in Appendix B. The school has a Ministry Rated Capacity (MRC) of 441, offering Junior Kindergarten to Grade 8 Regular program and Before and After School Child Care. VMPS is located on a long and narrow 6.98-acre site with one frontage onto Harmony Road North.

3.1.1. Enrolment and Portables

The school was designed to accommodate 441 students. Calculations based on an update of actual enrolments in January 2024, confirm a utilization rate at VMPS of 180%.

Enrolment at VMPS is projected to increase for the 2024-2025 school year, resulting in 16 portables required on site and continued use of the library for regular classroom instruction. The site can currently accommodate up to 12 portables.

If enrolment is not reduced, and the site needs to accommodate more than the current 12 portables, it will require the installation of a fire hydrant and a fire route. Up to 14 portables can be accommodated on the site based on existing washroom capacity at the school. Beyond that, alternative measures to provide washroom fixtures would need to be discussed with the City of Oshawa to permit portables 15, 16 or beyond.

System wide, there is a limited number of available portables and there are concerns that it may not be possible to continue to increase the number of portables at VMPS to accommodate the projected need.

The projections in Table 1 below indicate steady growth, greater than available space.

Table 1:

Vincent Massey PS			
City of Oshawa			
MRC:	441		
	Total Enrolment	Utilization	Portables Needed *
October 2023 Actuals	794	180%	12
October 2024	828	188%	16
October 2025	856	194%	17
October 2026	888	201%	18
October 2027	882	200%	18

**Portable needs assumes library will be used as a classroom; maximum # of portables on site = 12*

The current size of the student population is not projected to decrease noticeably over the coming years and will continue to present accommodation pressures, programming and associated safety concerns. Table 1 contemplates the continued use of the library as a classroom. To utilize the library for its intended purpose, from 2024-2025, an additional portable, each year, would be required.

3.1.2. Transportation

As of December 2023, there were 9 large passenger buses and 1 small passenger bus transporting eligible students to VMPS. As of December 21, 2023, there were 798 students enrolled at VMPS with 406 students (51% of overall enrolment) using student transportation. Of the students who are within walking distance, 78 of these students reside less than 500 metres from VMPS.

Gordon B. Attersley PS

Gordon B. Attersley PS (GBAPS) has an MRC of 481 pupil places and is located on a 5.03-acre site. The location and current boundary for the school are provided in Appendix B. There are currently no portables on site. Current enrolment projections for GBAPS, based on an update in January 2024, are provided below in Table 2.

Table 2:

Gordon B Attersley PS			
City of Oshawa			
MRC:	481		
	Total Enrolment	Utilization	Portables Needed
<i>October 2023 (actuals)</i>	463	96%	0
October 2024	481	100%	0
October 2025	496	103%	0
October 2026	494	103%	0
October 2027	497	103%	0

3.1.3 Staff Recommended Option for Community Consultation as of December 2023

Staff recommended the following proposed boundary change for community consultation and feedback:

That, beginning in the 2024-2025 school year, all JK to Grade 7 students residing west of Autumnwood Trail; south and east of Harmony Conservation Area, and north of the middle of Margate Drive, would attend GBAPS instead of VMPS as their home school.

Students entering Grade 8 in 2024-2025 will have the option of staying at VMPS and graduating with their peers or attending GBAPS for their graduating year.

Under this proposal, the existing VMPS enrolment pressure is projected to decrease for September 2024 and over the four-year projection period (see Table 3).

The number of portables required at VMPS would decrease from the current 12 to 8 for September 2024. However, portable needs will increase again in 2025 and beyond, resulting in 10 portables by 2027. The decrease in enrolment is also anticipated to provide relief to crowded hallways, line-ups for washrooms, ensure appropriate scheduling of the gym, free up outdoor play space and provide some relief to the current traffic congestion and safety concerns.

Table 3

Vincent Massey PS

City of Oshawa

MRC:

441

	MRC			Impact on Enrolment with Boundary Adjustment		
	Total Enrolment	Utilization	Portables Needed *	Total Enrolment	Utilization	Portables Needed
October 2023 Actuals	794	180%	12			
October 2024	828	188%	16	621	141%	8
October 2025	856	194%	17	642	146%	9
October 2026	888	201%	18	666	151%	10
October 2027	882	200%	18	662	150%	10

*Portable needs assumes library will be used as a classroom; maximum # of portables on site = 12

GBAPS is projected to require 8 portables on site to accommodate the projected enrolment increase with the recommended boundary realignment as illustrated in Table 4. The enrolment at GBAPS is projected to remain relatively stable to 2027-2028, although additional portables will be needed here as well beginning the following year.

Table 4

Gordon B Attersley PS

City of Oshawa

MRC:

481

	MRC			Impact on Enrolment with Boundary Adjustment		
	Total Enrolment	Utilization	Portables Needed	Total Enrolment	Utilization	Portables Needed
October 2023 (actuals)	463	96%	0			
October 2024	481	100%	0	676	140%	8
October 2025	496	103%	0	698	145%	9
October 2026	494	103%	0	704	146%	10
October 2027	497	103%	0	706	147%	10

Impact on Enrolment reflects minor adjustment for Pierre Elliott Trudeau PS enrolment adjustment

Under this option, over the next four years, approximately 20 portables would be needed for use at the two schools.

3.1.4 Option Based on Input from Community Consultation that ended on January 19, 2024

As described later in this report, the local community recommended that students from new residential development within the existing VMPS enrolment boundary be relocated to another school.

Staff, in considering recently updated long-term enrolment projections that incorporate existing and future new residential development for the area, completed the following analysis and recommends that the Board of Trustees consider this option as an immediate solution to the ongoing enrolment pressures at VMPS:

Establish growth boundaries, within the existing VMPS permanent boundary, for the new development area south of Eldorado Avenue, north of Shankel Road, east of Fleetwood Drive and west of Townline Road North and the new development area south of the Goldman Woodlot, north of Wadebridge Crescent, east of Fleetwood Drive and west of Autumnwood Trail and have these new growth boundaries partnered with Gordon B. Attersley PS and Harmony Heights PS (Appendix A1). Staff would, in the next call for Ministry of Education Capital Priorities Funding, submit a business case for a new school to accommodate students from these developing areas.

The impact on the three schools is set out in Tables 5 to 7 below.

Table 5

Vincent Massey PS
City of Oshawa

	MRC: 441			Impact on Enrolment with Boundary Adjustment		
	Total Enrolment	Utilization	Portables Needed *	Total Enrolment	Utilization	Portables Needed
October 2023 Actuals	794	180%	12			
October 2024	828	188%	17	671	152%	10
October 2025	856	194%	18	667	151%	10
October 2026	888	201%	19	676	153%	10
October 2027	882	200%	19	685	155%	11

*Portable needs removes library as alternative classrm space; maximum # of portables on site = 12

Table 6

Gordon B Attersley PS
City of Oshawa

	MRC: 481			Impact on Enrolment with Boundary Adjustment		
	Total Enrolment	Utilization	Portables Needed	Total Enrolment	Utilization	Portables Needed
October 2023 (actuals)	463	96%	0			
October 2024	481	100%	0	559	116%	3
October 2025	496	103%	0	593	123%	5
October 2026	494	103%	0	602	125%	5
October 2027	497	103%	0	595	124%	5

Impact on Enrolment reflects minor adjustment for Pierre Elliott Trudeau PS enrolment adjustment

Table 7
Harmony Heights PS
City of Oshawa

	340			Impact on Enrolment with Boundary Adjustment		
	Total Enrolment	Utilization	Portables Needed	Total Enrolment	Utilization	Portables Needed
<i>October 2023 (actuals)</i>	359	106%	0			
October 2024	359	105%	0	424	125%	4
October 2025	359	105%	0	439	129%	4
October 2026	371	109%	0	462	136%	5
October 2027	389	115%	0	477	140%	6

Based on latest enrolment projections, the three schools would maintain a need for 22 portables until such time that new school funding is approved by the Ministry of Education and a new school constructed.

3.2 School Community Concerns

VMPS is experiencing, and is projected to continue to experience, enrolment pressures such that over the 4-year projection period, the permanent facility would be at 200% utilization if neither the permanent boundary was reduced in size or growth boundaries were removed from within the permanent boundary.

With all the input and alternative options received (Appendix C1 to C4), there was no support provided for the continuation of status quo, and that current enrolment continue to be accommodated at VMPS alone.

The current and projected enrolment pressure at VMPS is a safety concern as staff attempt to manage crowded hallways and line ups for washrooms.

An increase in the number of portables results in more grades being in portables, and a reduction in available play area. Parking and kindergarten play areas need to be expanded.

Transportation and safety issues on site, and on the Eastdale CVI site, continue to be a concern.

Parents/caregivers expressed concern over the availability of child care options as VMPS is one of the only elementary schools in the area where Before and After School Childcare is currently offered.

Throughout the community consultation process there were concerns regarding enrolment pressures and the need for a change to help alleviate the enrolment pressure at the school. Families within the proposed boundary review area identified alternative neighborhoods to be rerouted to various schools to provide relief.

3.3 Other Boundary Scenarios Initially Examined:

Staff examined other potential boundary solutions to address the enrolment pressures at VMPS before offering the original recommended boundary change for consultation. Neighboring schools were examined to determine if they were an option to accommodate additional enrolment currently located at VMPS.

The following is an overview of the analysis.

3.3.1 Realign the enrolment boundaries between VMPS and Coronation PS:

- Coronation PS is a 377-pupil place, dual track school offering JK to Grade 8 Regular program and Grade 4 to Grade 8 Gifted program.
- Updated October 2023 enrolment at the school is 454. This includes students in the Inclusive Student Services (ISS) program.
- Coronation PS is the overflow school for Northern Dancer PS which is unable to accommodate additional students as it has reached its portable maximum. Northern Dancer PS is not projected to have enrolment relief; there will be continued enrolment pressures for Coronation PS from the area.
- The library at Coronation PS is currently being utilized as classroom space. Renovations scheduled for the library have been delayed for the past two years to accommodate the use of the library for classroom space. The library renovations will be scheduled to occur for the 2024-2025 school year.

3.3.2 Realign the enrolment boundaries between VMPS and Harmony Heights PS:

- Harmony Heights PS is a 317-pupil place school located on a 5.0-acre site.
- The bus loop is limited and cannot accommodate multiple large buses. Expansion would interfere with the existing crosswalk and main hydro service at the street. An option to create a secondary drop off towards the north side of the site is not possible due to steep grading.
- The parking lot area is at its maximum width based on property lines and cannot accommodate a turn-around space for cars eliminating the possibility of an on-site student drop off.

3.3.3 Realign the enrolment boundaries between VMPS and Pierre Elliott Trudeau PS:

- Pierre Elliott Trudeau PS is a 495-pupil place school with updated October 2023 enrolment of 725 students.
- For the 2023-2024 school year there are 8 portables on site to accommodate the neighbourhood enrolment.

- As outlined below, students residing in a small area south of Taunton Road are currently attending Gordon B. Attersley PS. Staff are proposing that future students in this area be part of the Pierre Elliott Trudeau PS homeschool boundary as the area is, geographically, within the Pierre Elliott Trudeau PS enrolment boundary.
- Given the current and projected enrolment for Pierre Elliott Trudeau PS there is insufficient space to accommodate additional enrolment from outside the current boundary.

3.3.4 Gordon B. Attersley PS Holding for Pierre Elliott Trudeau PS

Students residing south of Taunton Road on the following streets: MacInally Court, Glenbourne Drive and Benson Street (as identified in Appendix A2), have been attending Gordon B. Attersley PS since the area was developed. The geographic area is within the Pierre Elliott Trudeau PS boundary; however, at the time of the development of this land Pierre Elliott Trudeau PS was unable to accommodate students from this area due to enrolment pressures.

Students residing in this area are bused to Gordon B. Attersley PS but are within walking distance of Pierre Elliott Trudeau PS. There are approximately 12 students attending Gordon B Attersley PS from this area.

It is proposed that the block, identified in Appendix A2, be added to the Pierre Elliott Trudeau PS boundary area as of the 2024-2025 school year. Students and their siblings currently residing within this area and attending Gordon B. Attersley PS will be given the option to remain at Gordon B. Attersley PS or attend Pierre Elliott Trudeau PS as of September 2024. Any new families registering, pending Board of Trustees approval, will attend Pierre Elliott Trudeau PS.

From a transportation perspective and continued bus driver shortage, this frees up bus space to allow for the scheduling and transporting of other DDSB students.

No community input was received regarding this proposed boundary revision.

4.0 **Analysis**

4.1 Boundary Review Process

Board Regulation: School Boundaries (the Regulation), attached as Appendix D, outlines the parameters for creating new and revising current school boundaries. This includes a consultation process to receive feedback. In keeping with the current protocols, all information was available on the Durham District School Board (DDSB) website, the involved schools' websites (linked to DDSB's website), posted on social media platforms, and the organization of virtual presentations and meetings.

- Section 1.2 (b) of the Regulation addresses the rationale for permanent adjustments to an existing school boundary.
 - VMPS Boundary Review was initiated because of enrolment pressures that could not be resolved within 3 years (see Table 1).

- Section 2.0 of the Regulation sets out the steps for the consultation process which is reflected in the process undertaken for the VMPS Boundary Review from December 4, 2023, to February 20, 2024.
 - Section 2.1(f) requires a minimum of one open house for community consultation.
 - The open house was moved to an on-line webinar format to support greater participation among the school community.
 - Two on-line webinars were held to obtain community input – the first on December 12, 2023, and the second on January 17, 2024.
 - Section 2.1(g) considers the creation of a community consultation regarding possible transition plans if necessary.
 - Section 7.2 of this report sets out a proposed transition plan if the recommendation is approved by the Board of Trustees.
 - The proposed transition plan is a framework that would be fully developed by DDSB staff upon approval of the recommendation.
- Section 2.3 of the Regulation requires that, where possible, finalized details of the adjusted boundaries be determined and announced no later than the release of the Official Enrolment Projections preceding the school year in which the boundaries would be changed. This provides sufficient advance notice for parents/guardians, students, trustees, school and administrative staff.

4.2 Consultation Process

Planning staff shared and discussed the proposal of the Boundary Review with Oshawa Trustees, the appropriate Superintendent of Equitable Education, and the Principals of the three schools prior to the community consultation which began on December 5, 2023.

Virtual meetings were held to discuss the Boundary Review with each School Community Council (SCC) Executive. The virtual meeting for VMPS and Pierre Elliott Trudeau PS was held on December 6, 2023, at 6:00 p.m. and the virtual meeting for Gordon B. Attersley PS was held on December 11, 2023, at 5:00 p.m.

A virtual public meeting for the community was held on December 12, 2023, at 7:00 p.m. Due to community requests, a second virtual public meeting was held on January 17, 2024, at 7:00 p.m.

The Boundary Review was publicized with various options for the community to provide input e.g., voicemail, email, survey, and two virtual public consultation meetings. Given the request for a second public meeting, opportunities to provide input were extended by one week to January 19, 2024, from the original January 12, 2024, end date.

4.3 Community Input

4.3.1 Webinar Consultation

4.3.1.1 Webinar #1 - December 12, 2023 Input (Appendix C1a) Summary

Quick Facts

- 104 individuals registered for the webinar.
 - 77 individuals attended.
 - 241 questions/comments were received in the Q&A:
- Staff responded to the questions/comments live and in the chat.

4.3.1.2 Webinar #2 - January 17, 2024 Input (Appendix C1b Summary)

Quick Facts

- 109 individuals registered for the webinar.
 - 94 individuals attended.
 - 175 questions/comments were received in the Q&A:
- Staff responded to the questions/comments live and in the chat.

4.3.2 Survey

A survey with the link available on the DDSB's website was available from December 5, 2023, to January 19, 2024, for input. Appendix C2 includes the feedback from the survey.

Quick Facts

There were 257 survey participants:

- 32 DDSB students – K to Gr. 8
- 2 DDSB Students – Gr. 9 to 12.
- 173 parents/guardians of a DDSB student.
- 9 parents/guardians of a future DDSB student (pre-school age children).
- 22 community stakeholders/members of the public.

4.3.3 Email and Voicemail Input

A VMPS Boundary Review email and voicemail were created and made accessible to the community from December 5, 2023, to January 19, 2024. No voicemails were received; however, there were emails received with similar concerns and/or questions/input. A summary is included as Appendix C3.

The information is sorted by family; if more than one family member provided input, they were grouped together and counted as one entry. If an individual provided more than one email/voicemail their information was gathered, summarized, and identified as one entry. This is consistent with past practice.

Thirty-eight emails were received with 27 common themes, primarily expressed through a form letter and petition submitted during the consultation period. All community input has been from the VMPS community.

4.4 Community Concerns and Staff Input

The community, through consultation and emails requested that staff consider the following:

4.4.1 Proposed Relocation Concerns

4.4.1.1 Access to before and after care at GBAPS given that their children are already in a program at VMPS.

Staff Analysis/Assessment:

DDSB works in partnership with the Region of Durham for the provision of Child Care and/or Before and After Care services. The Region of Durham identifies areas where Child Care needs are required based on population. Currently, Gordon B. Attersley PS is not identified; however, DDSB staff have discussed this need with the Region of Durham. The discussions have been positive. Should a boundary adjustment be approved by the Board of Trustees, planning for Before and After Care services will begin as well as a search for a service provider.

4.4.1.2 A Strong Connection with School Community.

Staff Analysis/Assessment:

If the recommended boundary revision is approved, as part of the transition plans, DDSB staff and Principals from all impacted schools will work together with their School Community Council (SCC) to ensure students and parent/guardian concerns are addressed. Relationship building and facilitating a sense of school community, connectedness and belonging across all learning spaces will be key commitments throughout this process.

4.4.1.3 Student safety as GBAPS is further away than VMPS.

Staff Analysis/Assessment:

Students who reside outside of the 1.6 km walk distance boundary are eligible for busing. Preliminary analysis by Durham Student Transportation Services (DSTS) indicates that students within the boundary review area are currently bused to VMPS. The travel distance for students residing in the study area to GBAPS is 4.6km on average. This is in comparison to an average travel distance of 2.5km to VMPS.

4.4.1.4 Concerns expressed about the impact on children's mental health and well-being due to changing the enrolment boundary. How will students in ISS/SSP classes be affected if they live in the area proposed to be moved to Gordon B. Attersley PS?

Staff Analysis/Assessment

Changes due to the proposed boundary shifts will be a transition for students and families. With this in mind, the mental health and well-being of students and their caregivers who may be affected by these changes are among the District's leading considerations. DDSB will be intentional in the transition supports for all students impacted by the change. Relationship building and facilitating a sense of school community, connectedness and belonging across all learning spaces will be key commitments throughout this process.

Should the proposed boundary changes be approved by the Board, DDSB staff will consider the needs of impacted students as part of the transition process, with staff available to address student and parent/guardian concerns for the individual students.

- 4.4.1.5 VMPS is a feeder school for Eastdale CVI for secondary school, whereas Gordon B. Attersley PS students attend Maxwell Heights SS. My child would not only be relocated from their friends at VMPS but would also be located to a different secondary school. This is a concern for our family.

Staff Analysis/Assessment

Changes due to the proposed boundary shifts will be a transition for students and families. DDSB will be intentional in the transition supports for all students impacted by the change. Relationship building and facilitating a sense of school community, connectedness and belonging across all learning spaces will be key commitments throughout this process.

4.4.2 Accommodation Concerns at Gordon B. Attersley PS and/or VMPS

- 4.4.2.1 Where would the proposed 6 portables go at Gordon B. Attersley PS and how would traffic be managed on site?

Staff Analysis/Assessment

Up to 12 portables can be accommodated on the Gordon B. Attersley PS site. Schools experiencing vehicle traffic flow concerns may request a DDSB staff site assessment of the concern. DDSB staff will work with the school to develop solutions. Such solutions may result in improved signage or may result in requests for municipal solutions.

- 4.4.2.2 Is this a permanent solution for VMPS or could it change within a year?

Staff Analysis/Assessment

DDSB follows the School Boundaries Regulation for establishing and adjusting school boundaries. As outlined in the Regulation, section 1.2(b), permanent boundary adjustments are considered for a neighbourhood, school or family of schools when an area is to be affected for a period greater than three years.

- 4.4.2.3 Agree that something has to be done about the overpopulation and parking lot frenzy at VMPS. I have concerns with the number of portables and having a classroom in the library and support a needed change.

Staff Analysis/Assessment

The proposal to relocate some students to Gordon B. Attersley PS will ease the enrolment pressures at VMPS and should help to address traffic concerns. The DDSB has retained an independent consultant to look at alternative solutions to address traffic. While this assessment was not part of the Boundary Review, the findings are intended to help the DDSB arrive at a long-term solution to regulate and ease traffic flow at the site.

- 4.4.2.4 There are houses in the existing VMPS boundary that are yet to be occupied and therefore likely to see enrolment higher than projected.

Staff Analysis/Assessment

DDSB projections account for all new development. Some new developments may yield more or less than the average number of students. In projecting new growth DDSB considers that not all new units will have children or DDSB students. Students may attend other school boards, private schools, etc.

- 4.4.2.5 With the proposed boundary change and proposed enrolments, VMPS will still be too large.

Staff Analysis/Assessment

The proposed boundary revisions considered the balancing of enrolments at VMPS as well as GBAPS, as was the case with other boundary scenarios reviewed. A boundary review is an initial step in addressing enrolment pressures. The Ministry of Education expects a school board to examine/accommodate students in nearby schools prior to requesting future funding for new construction. This is one of the requirements for any school board requesting new school construction funding.

- 4.4.2.6 DDSB indicates that there is a lack of portables available. There are local manufacturers who can build within a 10-week timeline.

Staff Analysis/Assessment

The DDSB reached out to the company for further information. Based on school-use specifications and number of required units, the company's timeline would result in delivery at the end of summer 2024. Additional coordination for permits, installation, set up and electrical hookup would be required. The company is not a regular supplier of portables to school boards although they have the capability. From a price perspective, they are more expensive than DDSB's current suppliers. The DDSB's funding from the Ministry of Education to purchase portables is limited.

4.5 Alternative Options for Staff Analysis and Consideration

During the Boundary Review Consultation, three additional options, with sufficient detail, involving boundary adjustments were received for staff consideration.

Staff provided an analysis to determine the impact on the enrolment pressure at VMPS as well as the receiving school, as well as outlining any mitigating factors for consideration.

4.5.1 Alternative Option A:

Align the boundaries so that “new development area” students residing south of Eldorado Avenue and west of Townline Road would attend Gordon B. Attersley PS or Forest View PS.

Staff Analysis/Assessment:

Information provided by the community indicates that the area referred to as the ‘new development’ area is located in the south-east portion of the VMPS boundary including streets south of Eldorado Avenue and west of Townline Road.

If this area was to be reassigned to either GBAPS or Forest View PS, VMPS is projected to require 11 portables for 2024-2025 with this decreasing to 8 by the 2027-2028 school year. There would be some improvement to the existing enrolment pressures based upon this proposed scenario.

GBAPS would require an estimated 5 portables to accommodate the ‘new development’ students and, projected to require 8 portables for the 2027-2028 school year. The ‘new development’ area is located a similar distance to the current boundary review area, at about 4.4 km away from GABPS. Students residing within this area are within the 1.6 km walk distance to VMPS and do not require bussing. Transporting them to GBAPS would require the establishment of new bus routes, leading to potential additional transportation costs.

The proposal to send future students from this area to Forest View PS would require a boundary review between VMPS and Forest View PS. Forest View PS is located on a small site bounded by a forested area. The site can accommodate a maximum of 6 portables. There are 3 portables currently on site. The site has a small parking lot and is already dealing with traffic congestion on site and off site.

Based on enrolment projections for the 2024-2025 to 2027-2027 school years, Forest View PS is projected to need an additional 5 portables to accommodate the ‘new development’ area, for a total of 8 on site for the 2024-2025 school year. The site cannot accommodate this number of portables.

4.5.2 Alternative Option B:

Align the boundaries so that students residing in the north-east section of VMPS boundary attend Norman G Powers PS.

Staff Analysis/Assessment:

Norman G Powers PS is a holding school for the Kedron Area growth in North Oshawa where approximately 8,000 new homes are to be constructed. Some of these homes are already under construction.

Norman G Powers PS currently has 3 portables on site and can accommodate a maximum of 12 portables. Nine additional portables equate to an additional enrolment of approximately 200 students. The North Oshawa growth from the Kedron development area,

will utilize this space at Norman G Powers PS and other schools identified for holding this growth until a school can be constructed in the new development area.

4.5.3 Alternative Option C:

Align the boundaries so that students residing west of Harmony Road would attend GBAPS or Harmony Heights PS.

Staff Analysis/Assessment:

Based on enrolment projections for the 2024-2025 to 2027-2028 school years, relocating the west side of Harmony Road from VMPS, to either GBAPS or Harmony Heights PS, would result in a reduction of 4 portables, from 2024-2025 to 2027-2028, for VMPS. The area west of Harmony Road currently walks to VMPS however, these students would require transportation to attend either GBAPS or Harmony Heights PS, leading to potential additional transportation costs.

Crossing Adelaide Avenue E. at Harmony Road N. would require a crossing guard to ensure safe crossing of students eligible to walk to Harmony Heights PS. DSTS has contacted the City of Oshawa to enquire about this. No response has been provided as yet. Without having a crossing guard at this intersection, all students in this area would be bused to Harmony Heights PS. The Harmony Heights PS site is challenged to accommodate multiple large buses that would be required for a large number of additional students on a permanent basis.

Based on enrolment projections for the 2024-2025 to 2027-2028 school years, GBAPS is projected to require 4 portables, for the following 4 years, to accommodate the students west of Harmony Road.

5.0 Financial Implications

Reduction of need for transportation for future students residing within the block holding at Gordon B. Attersley PS but within walking distance to Pierre Elliot Trudeau PS will be achieved with the realignment of the GABPS/Pierre Elliot Trudeau PS boundary.

With the new option developed by staff and based on input from the community consultation, additional bus routes may have to be developed to address the needs within the new development areas.

6.0 Evidence of Impact

A reduction of enrolment pressures at VMPS for September 2024 and in the upcoming years that would result in the reduction of approximately 8 portables. The reduction in enrolment would provide a relief to the program and play space, parking and ease the traffic at the school.

7.0 Communication Plan

There have been several opportunities to provide and receive communication throughout the consultation period:

- December 4, 2023, information report presented to the Board outlining commencement of the Consultation Process.
- PowerPoint presentations were posted on the DDSB's website with each school's website and the DDSB@Home Elementary website having a link to the presentations.
- Virtual School Community Council Executive meetings.
- Public Consultation Meeting #1 (webinar) December 12, 2023.
- Public Consultation Meeting #2 (webinar) January 17, 2024.
- Email, voicemail, and survey created and distributed.
- Opportunities for input were promoted through school newsletters, websites and through DDSB social media.

7.1 Next Steps:

Pending approval, the Communications department will post the approved recommendation and timeline on social media, the DDSB's website and the websites of both VMPS and GBAPS.

As part of the VMPS Boundary Review, the elementary schools impacted (Gordon B. Attersley PS, Pierre Elliott Trudeau PS, Harmony Heights PS), would also communicate with students and parents/guardians regarding the approved boundary change, the grade(s) impacted and the timeline for September 2024. Information is also available on the DDSB's website:

<https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx#Vincent-Massey-Public-School>

7.2 Transition Plan

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

- Principals from Vincent Massey PS and Gordon B. Attersley PS will work together with their school teams, School Community Council (SCC) and DDSB central staff to plan transition supports for students/families impacted by the boundary change.
 - Centering well-being and mental health through a focus on community and connection building.
 - Arrange community events to bring the impacted Vincent Massey PS students and Gordon B. Attersley PS students together.
 - Provide transportation option for students for visit to Gordon B. Attersley PS.
 - Transition supports for students with accommodation needs including additional on-site visits and transition resources.
- Survey current Grade 7 students affected by the proposal to determine if they will remain at VMPS for their graduating year, or transition to GBAPS.
- DDSB will continue to have discussions with Region of Durham staff regarding providing a Before and After School Child Care service at GBAPS, to support the families. If the boundary revision is approved, these discussions will progress to the planning stage and identification of a service provider for Before and After School Child Care.

8.0 Conclusion

DDSB staff have identified an existing and ongoing enrolment pressure at Vincent Massey PS. Based on input from the community during the consultation period, staff are suggesting an alternate option for the Board of Trustees' consideration, than what was initially recommended.

For the 2024-2025 school year, the option which was shared with the community for consultation, considered the impact of JK to Grade 7 students residing west of Autumnwood Trail; south and east of Harmony Conservation Area, north of the middle of Margate Drive, attending GBAPS instead of VMPS. Appendix A provides a map of the proposed boundaries for both schools.

The new option that is being proposed was developed as a result of community input. This new option would create two growth boundaries for the areas within the VMPS existing enrolment boundary. Students residing within these two growth boundaries would attend either Gordon B. Attersley PS or Harmony Heights PS as outlined earlier in this report. Although there are some logistical challenges at the sites that need to be managed on an interim basis, this option lends itself well to a business case with which DDSB staff could apply to the Ministry of Education for funding to construct a new school to address this growth pressure in the next call for Capital Priorities funding.

Staff are supportive of this option due to enrolment growth currently being experienced as well as long term enrolment projections that are being developed for the Oshawa area. Based on this data, sustained growth over the next 10-15 years is expected, generating the need for a future Capital Priorities project. Establishing these growth boundaries for the 2024-25 school year is a step towards this goal while providing enrolment relief to VMPS and adding moderate growth to the two area schools.

Also, it is proposed that the block, located south of Taunton Road, including the streets: MacInally Court, Glenbourne Drive and Benson Street (as identified in Appendix A2), that has been holding at GBAPS since the area was developed, be added to the Pierre Elliot Trudeau PS boundary for the 2024-2025 school year. Students and their siblings currently residing within this area and attending GBAPS would be given the option to remain at GBAPS or attend Pierre Elliot Trudeau PS as of September 2024. Any new families registering, pending Board of Trustee approval, would attend Pierre Elliot Trudeau PS.

It is important to note that childcare was raised as a key consideration during the boundary review consultation. Although Gordon B. Attersley PS does not currently have a Before and After School Care program, DDSB staff have been in discussions with the Region of Durham regarding potential need. Discussions have been positive, and the Region has committed to monitoring the need in the area and should this boundary review be approved, planning to assess need and to identify a service provider would begin.

9.0 Recommendations

This report is being provided for information, and the following recommendations will be presented for consideration at the February 20, 2024 Board meeting:

That the Board of Trustees approve:

1. That growth boundaries be established for the new development area south of Eldorado Avenue, north of Shankel Road, east of Fleetwood Drive and west of Townline Road North and the new development area south of the Goldman Woodlot, north of Wadebridge Crescent, east of Fleetwood Drive and west of Autumnwood Trail and have these new growth boundaries partnered with Gordon B. Attersley PS and Harmony Heights PS.

And

2. That the block located south of Taunton Road, including the streets: MacInally Court, Glenbourne Drive and Benson Street (as identified in Appendix A2), be added to the Pierre Elliott Trudeau PS boundary for the 2024-2025 school year. Students and their siblings currently residing within this area and attending Gordon B Attersley PS will be given the option to remain at Gordon B. Attersley PS or attend Pierre Elliott Trudeau PS as of September 2024. Any new families registering, pending Board of Trustee approval, will attend Pierre Elliott Trudeau PS.

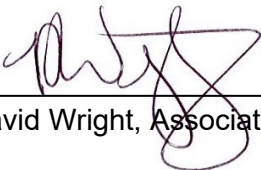
10.0 Appendices

Appendix A1, A2:	Staff Recommended Enrolment Boundaries Map
Appendix B:	Current Enrolment Boundary Map
Appendix C1, C2, C3, C4:	Webinar, Survey, Emails Summary, General Comments
Appendix D:	Regulation: School Boundaries

Report reviewed and submitted by:

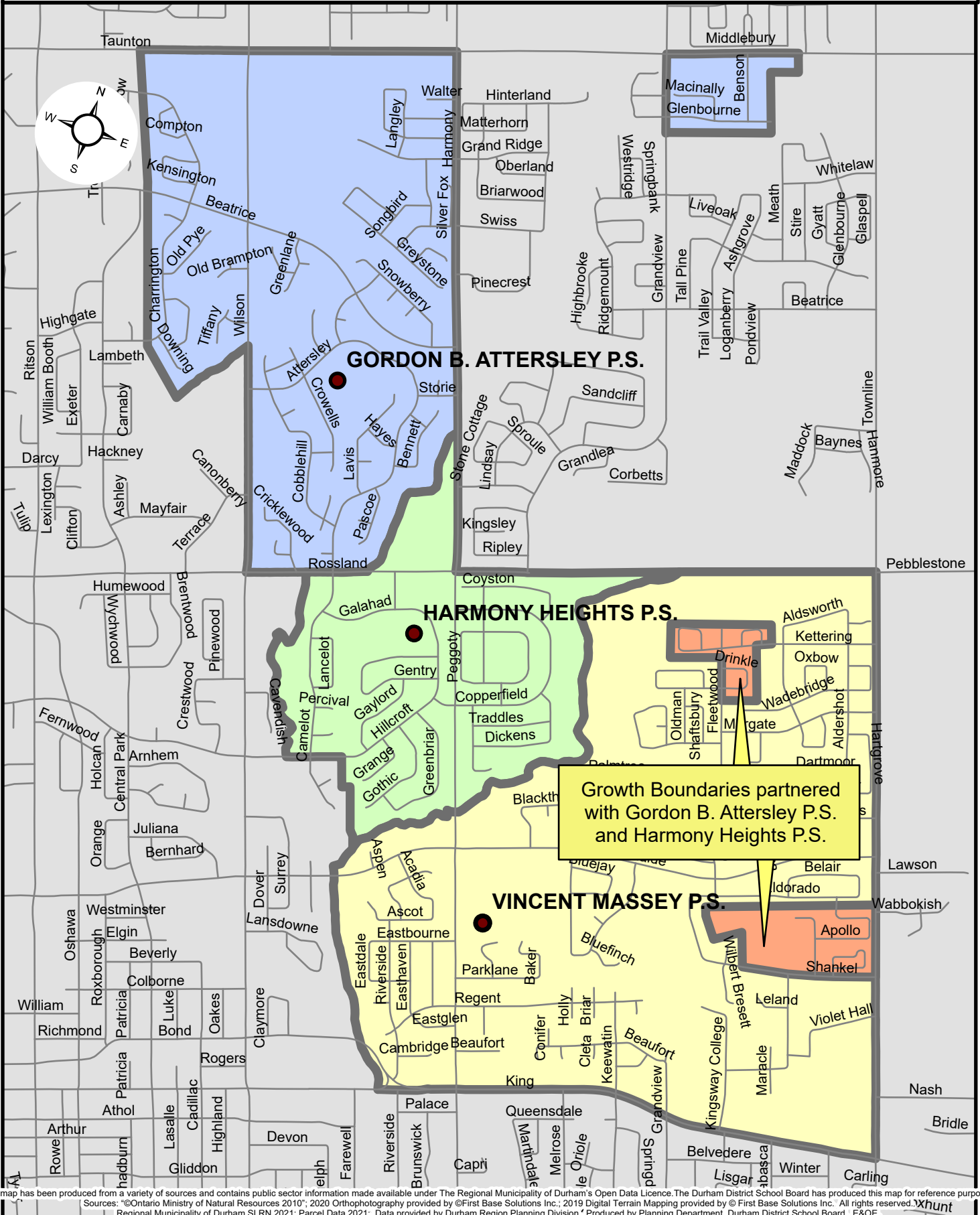


Camille Williams-Taylor, Director of Education and Secretary to the Board

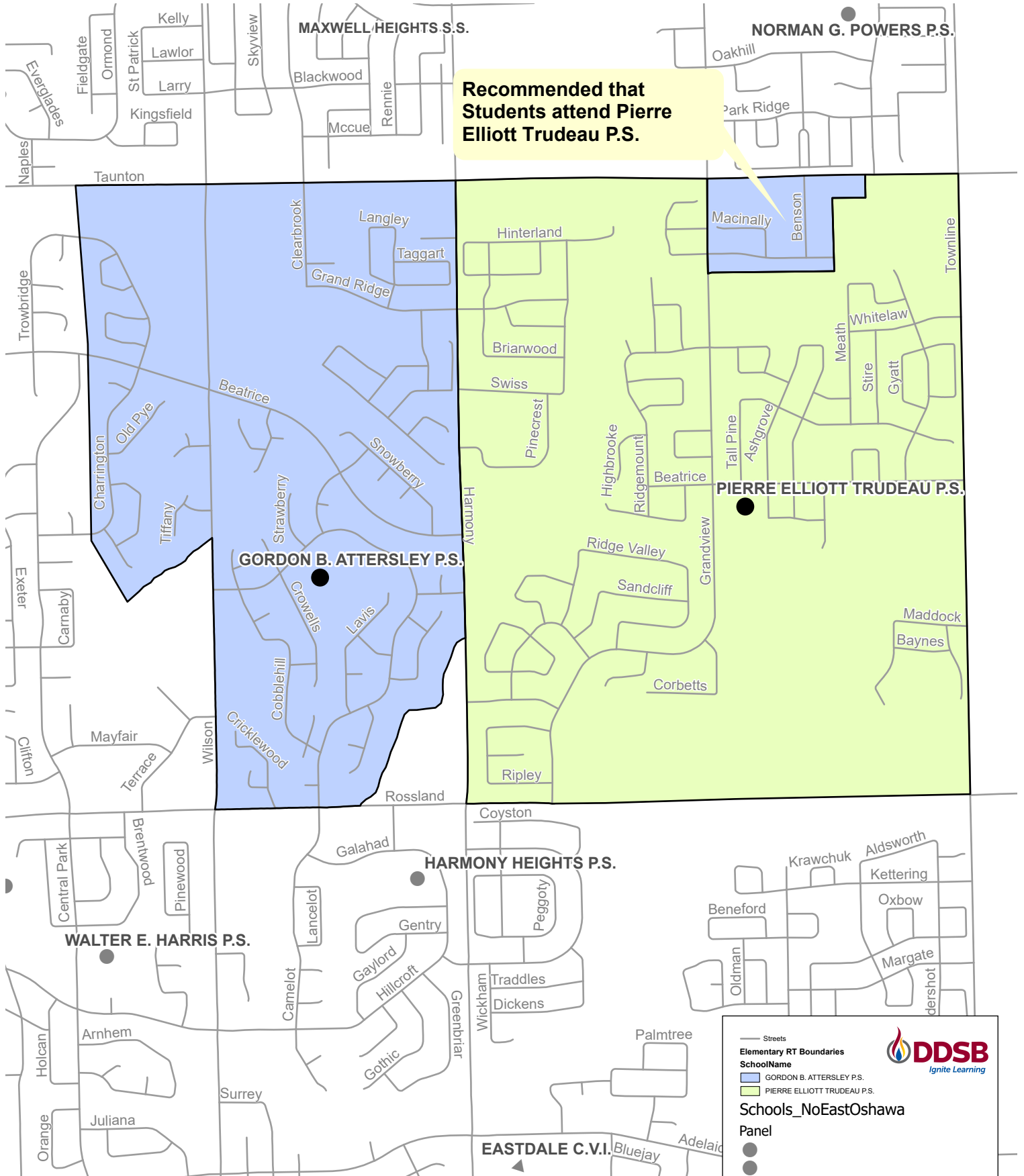


David Wright, Associate Director of Corporate Services & Treasurer to the Board

**Recommended Vincent Massey PS/
Gordon B. Attersley PS/Harmony Heights PS
Boundaries**



G B Attersley PS Holding Area for Pierre Elliott Trudeau PS



**Recommended that
Students attend Pierre
Elliott Trudeau P.S.**

DDSB
Ignite Learning

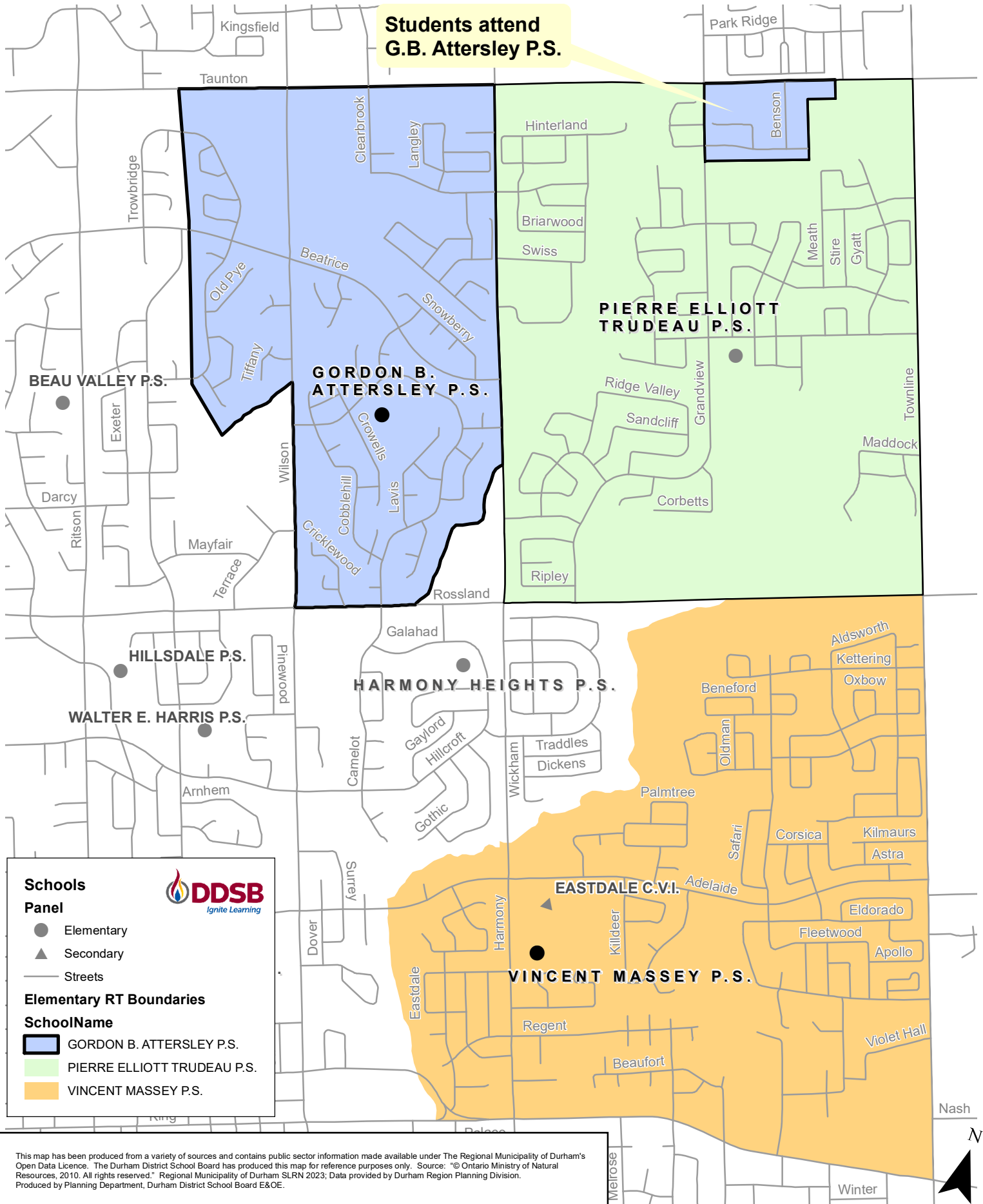
- Streets
- Elementary RT Boundaries
- SchoolName
- GORDON B. ATTERSLEY P.S.
- PIERRE ELLIOTT TRUDEAU P.S.
- Schools_NoEastOshawa
- Panel
-
- ▲ Secondary
- Schools_GordonPierre
- Panel

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Existing Vincent Massey and G.B. Attersley Boundaries

APPENDIX B

Students attend
G.B. Attersley P.S.



Schools

Panel

- Elementary
- ▲ Secondary
- Streets

Elementary RT Boundaries

SchoolName

- GORDON B. ATTERSLEY P.S.
- PIERRE ELLIOTT TRUDEAU P.S.
- VINCENT MASSEY P.S.



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Vincent Massey PS Boundary Review - 1st Public Meeting - December 12, 2023

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Topic	Community Participant Question	DDSB Response
Athabasca site	Has the board considered reopening Athabasca P.S. to accommodate the gross overpopulation at all the area schools? According to the media outlets at the time of Athabasca's closure the school is equipped to house 309 students. Would another facility be a bigger benefit to the community and a better alternative? It could, according to (Occupation Rate Data) divulged in the board's Administrative report, alleviate the stress being felt at the bordering schools.	Athabasca PS is no longer owned by the DDSB.
Before & After School Care	What happens for those that are in before and after school program at Vincent Massey, as I believe there is no daycare program at Gordon B. Attersley?	DDSB staff are in discussions with the Region regarding before and after school care. The Region is aware of the concerns expressed and continue to monitor for need.
Before & After School Care - availability at GBAPS	Will GBAPS offer before and after school care consistent with Vincent Massey	Gordon B. Attersley does not currently offer Before and After School care; however, DDSB staff are in discussions with the Region regarding before and after school care. The Region is aware of the concerns expressed and continue to monitor for need.
Before & After School Care - grandfathering	Will any students, aside from those current grade 7's, be grandfathered? For instance, those who can not find SUITABLE before and after school care?	Based on this community suggestion, DDSB staff will include this concern in the Final Report.
Boundary Change Duration	Is this a permanent boundary re-allocation or could it change again in 1 year?	If the Trustees approved the DDSB staff Final Recommendation, a subsequent boundary review would not be undertaken within a year.
Busing	how are you addressing school bus shortage and issues if you need to bus even more students a further distance	Planning includes an analysis of available transportation. The DDSB worked with Durham Student Transportation Services to assure that we can support the needs created by this plan.
Busing - for B&A sports	Due to the increased distance for this new boundry, it is a much longer walking distance, will bus transportation be offered for eligible students specifically for BEFORE & AFTER school sports and activities.	If the DDSB Staff option is considered by the Board of Trustees, transportation will be available to students who are outside of the 1.6km walk distance with pick-up and drop-off at designated stops.
Busing Gr. 7 Students	How will children in Grade 8 who will elect to stay be transported to school?	Students in Grade 8 who elect to stay at VMPS will be provided transportation, if currently eligible.



Vincent Massey PS Boundary Review - 1st Public Meeting - December 12, 2023

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Topic	Community Participant Question	DDSB Response
Consultation - AODA concerns	is an in-person town hall meeting part of the process prior to moving forward based on the AODA for those who cannot be part of the online conversation?	DDSB staff try to accommodate wherever possible. Not all board events, committees and meetings are performed in person and some may be only virtual as it does increase public input and participation. We do continue to have alternative ways to receive all information in this webinar and receive feedback from those who may not be able to attend this webinar. There are multiple opportunities for providing input through voice mail, email, survey, virtual public meetings, through your local school.
Consultation - Timeline	Why was it that when the boundary change was proposed last year to Clara Hughes and Village Union they were given 3 months to gather survey feedback and we are only allowed one? Our survey opened December 6th and closes Jan 12 with a two break in between. They had access October 18th, 2022 until Jan 13, 2023	The Clara Hughes PS and Village Union PS boundary overlapped Trustee elections. There was additional time allocated to share information with both the current Trustees, at the time, along with the new Trustees elected. This resulted in a longer process.
Consultation - Transition after Decision	FEEDBACK: Continuity of relationships within the larger neighborhood community (proposed small pocket to be moved) is very important and impactful to the enrichment of our children's upbringing. Plucking this small group of students out of this subdivision will leave a negative lasting imprint on these children.	If this proposed boundary revision is approved by Trustees in February staff will work with the school community for a smooth transition of students.
Consultation - Trustee Contact	Who are our trustees and where is their contact?	You can see all the trustees listed on our website by going to ddsb.ca and clicking the trustee link at the top of the page. https://www.ddsb.ca/en/about-ddsb/board-of-trustees.aspx?_mid_=1026
Consultation Process	How do you add things to a boundary review then? I thought the point of this process was to gather ideas? But we can't consider other ideas because it needs it's own review? This feels like a rubber stamp on your idea, rather than truly gathering ideas. My understanding now is that if this proposal is declined, then the VM boundary will remain as is, and will have 16 portables next year? There are no other options?	The DDSB provided an option for consultation; however, all options provided by the community will be considered and where possible an analysis provided in the Final Report to Trustees for their consideration.
Consultation Process - Report Sharing	Will the final administrative report, prepared by the Superintendent(s) be shared publicly before it is sent to the Board for approval (to ensure our concerns are accurately presented and considered)?	The Final Report is shared with the Board of Trustees then posted publicly.



Vincent Massey PS Boundary Review - 1st Public Meeting - December 12, 2023

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Topic	Community Participant Question	DDSB Response
Consultation Process - Student Input	If student voice is so highly valued at DDSB, what measures are being taken to ensure students are able to weigh in on how this will affect them?	DDSB welcomes input from all community members including our students who are directly impacted by any decisions made by the Board. In the case of a boundary review at an elementary school, staff recognize that parents/guardians for our younger students become their voice in a consultation process.
Consultation Process - Trustee Interaction	how are we supposed to be able to speak to the decision makers before a decision is made	you can reach out to your local trustees or share your comments with the Chair of the Board. All emails/voice mails received are shared with the 3 Oshawa Trustees as well as the Director of Education.
Consultation Process - Website	How can we get a copy of this recording?	The information from tonight's meeting will be part of the Final Report and posted on the website once the consultation is complete.
DDSB Staff Option and Other Schools Considered	Why aren't other schools included in the boundaries plan? For example, Harmony Heights Public School.	Nearby schools in the area were considered in the development of the proposed option for community consultation. Harmony Heights PS and other surrounding schools were discussed in the PPP and there was a rationale why these schools were not included in the proposed boundaries. Community options involving these schools will be considered and included in the Final Report.
Portables - Decision on when Portables Added	The DDSB refers to how many portables a school site can accommodate? What factors determine this number?	The number of portables a site can accommodate is determined by the Ontario Building Code, and zoning requirements. OBC considerations include the number of washrooms in the main school building, distance to fire hydrants and fire truck access; adequate hydro service. Zoning reviews the number of parking spaces and distance to property lines.
Enrolment Projections	84 students will be pulled from our area however vincent massey is showing a reduction in 8 portables , how is vincent massey reducing by 8 portable for 84 students	Updated enrolment registrations at Vincent Massey surpass projections. There are now approximately 200 students within the area under review compared to the 158 that were in the initial projection.
Enrolment Projections - Update	Your presentation shows projected enrollments in upcoming years. How confident are you in those numbers? We are in this situation because previous projections were inaccurate.	Our projections shared at the December 2023 public meeting were understated compared to the actual enrolments at the school as of January 2024. We have recently updated our long-term projections based on available municipal and regional development forecasts. The outlook continues to indicate growth pressures.



Vincent Massey PS Boundary Review - 1st Public Meeting - December 12, 2023

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Topic	Community Participant Question	DDSB Response
Enrolment Stability	What is your plan to instill stability in the school environment?	DDSB's updates its annual long-term capital plan to understand and monitor enrolment trends over the short-term and long-term. Boundary reviews are an initial step in managing enrolment pressures; however, continued assessment of enrolment growth could result in the need to approach the Ministry of Education for new school funding.
Future Enrolment - Monitoring for Long-term Planning	The new boundary in question is fairly concentrated already with the amount of children that reside in the neighbourhood in question. what are your plans after removing our few streets? this appears to be a short term solution as there are new areas still growing that appear to be present within the boundary.	A boundary review is an initial step in managing enrolment pressures. Staff will continue to monitor enrolment to determine if there is a justification to request funding for new construction from the Ministry. This is generally a 5 to 7 year process from initial request to construction completion. Registered plans of subdivision for the area are included in the DDSB's long-term enrolment projections.
In Area vs Holding Utilization	Please comment on the utilization rate currently at Vincent Massey? (e.g, is it over 110%) In recent history holding schools (e.g, Sunset Heights, Dr S.J Philips and Northern Dancer have exceeded the utilization rate that is acceptable, yet no boundary change. Please comment on out of area rates at Vincent Massey. (e.g, percentage) What steps have been taking to reduce the utilization rates so in area students can attend Vincent Massey and not need to move to an existing school (GBA)	Sunset Height PS and Dr SJ Phillips PS have been under enrolled in the past and therefore are utilized as holding schools until such time as the students holding can attend their future school. In this case these students are holding for the new North Oshawa PS opening for the 2024-2025 school year. Enrolment at Vincent Massey PS is as a result of the regeneration of existing homes and pockets of new growth.
Option - Build on Existing	Do you realize this is very much a bandaid fix? There are new developments being built in the Vincent Massey borders, you can't just keep shifting people out of the school. You need to build up on the existing schools. Oshawa's population isn't decreasing	The first tool for dealing with increasing enrolment is a boundary revision to maximize available space in existing schools. The district, does not have the autonomous authority to construct a school independent of the Ministry of Education. The Ministry provides funding based on a solid and justifiable business case submitted annually.



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Topic	Community Participant Question	DDSB Response
Option - Freeze Enrolments - Treat like Northern Dancer - Option	Has the board considered a model similar to that at Northern dancer, where all new enrolments are suspended at VM and those students are re-allocated to GBAPS. This will slowly decrease the population at VM as families move out of the neighbourhood and slowly increase the capacity at GBAPS to allow for adjustment of their resources.	Northern Dancer PS cannot accommodate any additional students, the school is maxed out in portables and a holding school is required to accommodate growth. Since the enrolment at Northern Dancer is all new development there is the potential for a future school if funding is provided by the Ministry of Education. For VMPS there are pockets of growth however the enrolment pressures is also due to the regeneration of the neighbourhood, with new families moving into the area. The enrolment at Vincent Massey PS requires enrolment relief and a permanent boundary adjustment.
Option - Freeze Registrations	Why DDSB was not aware about these problems ? For coming years, if capacity is full then VMPS should pause new registration ! We cannot adjust our schedule with new school timings ! I'm strongly disagree to re-allocate my kids to other school to a new neighborhood !	The suggestion to pause new registrations at Vincent Massey will be included in the Final Report as part of the Community Input received. An analysis of this suggestion would also mean that families may not have all their children attending the same school (i.e., new JKs will be sent elsewhere). The DDSB strives to keep siblings together.
Option - GBAPS Parking	If the portables are added to GBA is the parking lot going to be extended?	There will be sufficient parking spaces for staff. DDSB staff will continue to monitor the need.
Option - Grandfathering	how about grandfathering all students and any new enrollments from this area be moved to gb?	Based on this community suggestion, DDSB staff are undertaking an analysis to be included in the Final Report.
Option - Harmony Heights	Why was Harmony Heights Public School not considered for the new proposed school in the boundary review? The western side of the VM boundary(north and south of adelaide including from aspen court to acadia and up until eastbourne west of harmony) meets the walking distance criteria of the DDSB and also allows a direct drive up Harmony to Gordon B. Attersley School.	Based on this community suggestion, DDSB staff are undertaking an analysis to be included in the Final Report.
Option - JK/SK FI @ Walter E. Harris	I understand that French Immersion starts in Grade 1. However, up until I believe it was 4 years ago, these schools DID offer a limited number of kindergarten classes. Registration was first come, first served and parents were responsible for transportation. Walter E Harris should have purpose built kindergarten rooms. Opening these as kindergarten rooms should not be too difficult. With so many area schools sitting at more than 150% capacity, and using non-kindergarten rooms, it seems like it's time for the board to explore CREATIVE solutions. This does not hurt Walter E Harris, is relatively easy, and benefits parents.	Based on this community suggestion, DDSB staff are undertaking an analysis to be included in the Final Report.



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Topic	Community Participant Question	DDSB Response
Option - New School	is there no other options? like building a new school in the area as more and more homes are being built meaning more families moving into the area	Based on this community suggestion, DDSB staff are undertaking an analysis to be included in the Final Report.
Option - Out of Area	Instead of forcing this boundry change why not offer open moves for any current Vincent Massey families giving the opportunity for anyone that wants to move their children the ability to do so.	DDSB has boundaries assigned to each school. If families prefer to attend another school, and there is space, there is the option to apply as Out of Area; however transportation is not provided.
Option - S. of Fleetwood/Kingsway New Development to another school	New students from southern fleetwood/ kingsway should be sent to new schools , not existing long standing students of VM	Based on this community suggestion, DDSB staff are undertaking an analysis to be included in the Final Report.
Option - Staggered Start Times @ VMPS	Have you considered staggered start times at Vincent Massey to help alleviate the congestion issues in the shared drive ways and shared parking lot?	DDSB does not have staggered start times at any schools, including schools much larger than Vincent Massey PS. Staggered start times will still not address the enrolment pressures and lack of portables available to accommodate the projected enrolment.
Portables	Your proposal is to move kids to a full school that needs more portables. How does this solve anything if ddsb will be short portables next year?	Portables can be purchased as well as reallocated from other sites that no longer need them for 2024-25. The boundary review process considers availability of space in existing schools as well as the ability to accommodate portables on the school site if needed. There are no schools in this area that can accommodate additional students without adding portables.
Portables - Difficulty in Getting Portables	Why is it difficult to get more (or new) portables?	Manufacturers are unable to meet the demand across the Province. Additionally, the number of portables the DDSB can acquire is limited by the funding available from the Ministry of Education to purchase additional units.
Rationale for Boundary Review	What other data did you take into account when deciding the boundaries, beyond the over capacity data?	When considering boundary reviews, enrolment, projected number of portables and the maximum number that could be sited, traffic and safety concerns as well as limited play space on site with the additional portables on site are all considerations. Inside the school, considerations included ability to schedule program accordingly, ability to keep the majority of the junior/primary grades within the building; congestion in hallways. Staff also look at neighbourhoods within a school's boundary that are closest to an alternate location and the availability of existing bus routes vs students that currently walk to school are also considerations.



Vincent Massey PS Boundary Review - 1st Public Meeting - December 12, 2023

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Topic	Community Participant Question	DDSB Response
School Size and Sustainable Enrolment	<p>Reviewing the PPT provided, it seems that this boundary change will still leave VM with a capacity of close to 140%. How is this acceptable?</p> <p>FOLLOW UP- With the new proposed number GBAPS will have a capacity up to 130% and include 6-7 portables, Again, how is this better for that school and limited resources within the whole system</p>	<p>Both schools will still have enrolments in excess of 100%, but they will be balanced rather than managing a pressure at 1 school. GBAPS is also in a declining enrolment position, so the proposed boundary realignment will not only provide relief to VMPS, it will provide sustainable enrolment for GBAPS. A boundary review is an initial step in managing enrolment pressures. Staff will continue to monitor enrolment to determine if there is a justification to request funding for new construction from the Ministry. This is generally a 5 to 7 year process from initial request to construction completion.</p>
Splitting siblings Gr 7 vs younger	<p>What will happen with children who are split between two schools? One child able to stay and one child who may be moved?</p>	<p>If there is a concern regarding a current Grade 7 student remaining at VMPS and a younger sibling moving to GBAPS, as proposed, there is the opportunity for both students to attend Gordon B Atterley PS.</p>
Traffic Congestion	<p>(With regards to the Evidence of Impact cited in the DDSB Administrative Report) #6 Reviewed Traffic Congestion reports , that the congestion in the shared driveways and parking lots of VM and Eastdale, are major concerns during this review. Yet, the proposed population to move to Atterley are bussed children and not contributing therefore to this major safety concern and congestion in the parking lots. Have you looked into the student populations that are walking and being driven and actually contributing to the congestion and safety concerns?</p>	<p>DDSB has commissioned a traffic review report to explore options to mitigating the traffic congestion. When considering a boundary review staff look at neighbourhoods on the edges of a school's boundary as the students are generally eligible for transportation to an alternate school.</p>
	<p>What proof, if any, is there that the congestion has anything to do with the 'bussed students' coming from the proposed area to be reallocated by the boundary change?</p>	<p>The traffic and safety concerns are due to volume associated with the larger enrolment at Vincent Massey PS. The traffic can be as a result of either students bussed or walkers. We also consider the congestion within the school's hallways and ancillary spaces.</p>



Vincent Massey PS Boundary Review - 1st Public Meeting - December 12, 2023

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Topic	Community Participant Question	DDSB Response
<p>Various Comments/Observations</p>	<p>FEEDBACK: Continuity of relationships within the larger neighborhood community (proposed small pocket to be moved) is very important and impactful to the enrichment of our children's upbringing. Plucking this small group of students out of this subdivision will leave a negative lasting imprint on these children.</p> <p>By installing a standard traffic light system it could be scheduled to accommodate the high traffic periods and dismiss the traffic concerns.</p> <p>kids in 1-6 would also like to stay with their piers</p> <p>I heard from a good source there are lots of portables available. The school board doesn't want to pay to move them because it's expensive.</p> <p>They do have another (unnamed school) already approved and in progress. There is a game plan in place there.</p> <p>We are all bused, we're not the area using Eastdale property.</p> <p>moving the kids is not caring for them</p> <p>GBAPS students go to Maxwell Heights Secondary School, which is yet another school that is currently over populated. Long term, this boundary change will negatively impact the numbers at that high school.</p> <p>Followup - if the plan is that this area would return and go to Eastdale, now students will be starting grade 9 without their community of peers around them.</p> <p>I believe Athabasca PS has been sold to a developer for new homes Washrooms. Please Lets talk about the Washrooms. More Portables. More Children. There has NOT been more washrooms added. Kids are waiting in long lines for washrooms during recess time. Learning time is being used to get a space for washrooms available.</p> <p>of course it was sold for homes</p> <p>Gordon B. Attersley does not offer before school care @Katherine Schriber. Students who require before school care will be left to find alternate care (where there is a care shortage). It will be especially difficult for students under 6 who are offered the government subsidy.</p>	<p>Responses not required</p>



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Topic	Community Participant Question	DDSB Response
	<p>So are you suggesting that families who have secured daycare at VM need to find public daycare in the Gordon catchment? Daycare spots are difficult to find and often take months of waiting for a spot to open</p> <p>boundary revision is a cheap option but not good for children and families affected</p> <p>You have not left a lot of time to address the numerous amount of questions live. I understand that you will be taking these back and craft responses, but parents would like to hear a response to some questions.</p> <p>Seems like DDSB just did a lot of study and surveys about all the negative things happening now , but not a single study in past that these things could happens since builders are making new home and making millions with the help of city . DDSB should do something permanent not disturb the families by changing boundaries . In 5 years many many more will love here .</p> <p>after school care/timing of school was not addressed adequately in this presentation and needs further review</p> <p>For record, there are no classes in the library or staff room at FOREST VIEW public school. There are 3 portables on site. There are 4 FDK classrooms.</p> <p>All these studies are based on imagination by DDSB . Since DDSB is not doing enough to solve these issues. When a builder got permission to make 300 homes it's mean 300 families with kids coming .DDSB should admit that it had done nothing in past to solve these current issues beside surveys by its own employees and we have to pay for its mistakes</p> <p>extra bussing in the area plus families only having 1 main road out, how is this not creating more traffic and congestion and issues for busses</p> <p>the repeated answers for other schools and more logical boundary changes is not enough room at each school. this is a bigger problem that isn't being addressed</p> <p>How can you say "every student has a right to go to their school in their neighbourhood " yet you're moving us?! Where are our rights?</p>	



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Topic	Community Participant Question	DDSB Response
	<p>Our portion of the subdivision is actually 4.2 Kilometers from GBA by road. We are actually one of the furthest, due to the park space. Road access is not direct. This will lead to more pollution and a 0% opportunity for students to walk to school.</p> <p>Please don't answer like it's a political debate. Don't put blame on new families moving in . Put yourself in our position and then try to answer as a parent not just a DDSB employee.</p> <p>That is a reasonable solution - multiple recess times.</p> <p>if all schools will be over 100% there is a need for a new school</p> <p>You didn't answer my question. You just gave me a song and dance. I'm not looking for temporary solutions here. I don't care about Northern Dancer. I am concerned about my kids, my neighborhood and our kids school. We are in the area, we have the right to be at this school. We have strong relationships and foundations here. You have targeted the wrong area and people to move. At the end of the day, we aren't moving, nor are we uprooting our kids.</p> <p>FOLLOW UP: If not, will there be a in person town hall so to speak to discuss further</p> <p>Is not DDSB is part of city of Oshawa , there are more than 2000 new homes and few 100 condos are under construction now . DDSB should ask city to stop giving permits to builder unless these problem are being solved . We ARE TALKING ABOUT THE FUTURE OF OUR KIDS</p> <p>safety***</p> <p>Can we return the cheques that the Ontario government sent parents over the last few years so that we can get some new schools built?</p> <p>I'm not sure the Ontario Building Code considers the needs of young children who need frequent bathroom breaks and also need their outside time to not be spent in lines. As an adult I have much less need for a bathroom than my 8 year old with ADHD. Perhaps the DDSB should consider children's needs above and beyond what the building code requires generally.</p> <p>At the end of the day, we all just want to know what we can do to not impact our childrens mental health and well being. I believe it's clear, this boundary review has not gathered much support from the families impacted.</p> <p>This is a consultation, but it feels like we are being told versus asked.</p>	



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Topic	Community Participant Question	DDSB Response
	sure***	
	you have the 10 year projection for future and using previous years	
	It's been there was no study 10 years ago	
	This is not a solution when there are more than 2000 new homes are under construction now ! DDSB should take appropriate future plans in collaboration with City/ govt for the Future of our kids !	
	Our little area is not going to provide the relief you are looking for	
	So it's not okay to separate siblings, but friends who grew up together in the same neighborhood at the same school, should be separated?	
	My 4 and 6 year old are obviously not able to type their questions into this forum.	
	multiple families are being seperated currrently with grade 7 and 8 being granfathered and there siblings moving over to gb thats a contradiction in your previous statement	
	It sounds like a decision has already been made and this is more of a information session vs looking for our feedback!!	
	Multiple questions have been asked and suggestions for a different area for consideration (the new area off of townline and fleetwood) and this area is not even being considered. Clearly the people who this effects have spoken and trying to express concerns, but it doesn't seem to matter at this point. It sounds like many do not agree with the considered area for a change	
	The population west of Harmony is closer by driving distance to GBAPS	
	BUT we are not closer. We back onto a conservation area - you would need to install a zip line . We are now needing to travel 4.2 KM with your proposal VERSUS 2.1KM	
	shorter distance through the forest not by roads	
	Many other areas are closer.	
	so because our existing street is adjacent to a new build street, we are selected?	
	We are giving suggestions here, but they do not seem to be taken seriously here.	
	I'm sure those new subdivisions on the south side of Fleetwood are much closer to Forest View than we are to Attersley.	



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Topic	Community Participant Question	DDSB Response
	<p>You mention alarm bells wouldn't be rung until 800 students. The school is enrolment was on the news. Where would more students go? As it was the school was using every available space including two classes in one space.</p> <p>The area that is under consideration is not a new area! Some of the houses that are being moved have been here for 25 years! A pocket of this area is being lumped together with a new subdivision east of us. They should be moved and not students who have attended VM since kindergarten</p> <p>@Sara's iPhone - yes - it takes a quick google maps check to see and it is!! 2.8 KM</p> <p>We DO NOT use the parking. We're bussed!</p> <p>Sounds like it is all CAR traffic, Not BUS traffic.</p> <p>Our students are bussed. This proposal doesn't seem to remedy the safety concerns presented in this webinar.</p> <p>The proposed boundary change area will not fix any of the traffic problems you are presenting - we are a bussed area</p> <p>And the traffic audit staff member said to get rid of busses to help with the parking lot issues????</p> <p>whom will be held accountable for the blatant failure to plan and forecast the population growth and development permit letting, that lead to this issue. this has been ongoing for years, and are not impacting our community, an established community that has been in place long before the recent surge. please advise</p> <p>this goes until 9pm according to ZOOM</p> <p>I have not heard from our trustees.</p> <p>Please email the boundary email everyone with more concerns and questions!!!!!!!!</p> <p>** now impacting our community and established community that has been in place...</p> <p>of course there is alot of us you are uprooting our kids because of lack of planning</p> <p>This seems like the only "solution" you've come up with and that's truly sad. You need to do better. We are a bussed community, we aren't the traffic issue. We have only 1 street to get through, we aren't the best or closest option for Gordon b</p>	



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Topic	Community Participant Question	DDSB Response
	<p>You have given us VERY little tinme compared to Clara Hughes time * We would like the recording to review</p> <p>That seems fair, no?</p> <p>6 weeks versus 3 months for Clara.. unacceptable</p> <p>To Truatee Panylo. At Vincent Massey we had discussions on these issues 5 years ago at our SCC meetings. Land was sold for homes to be built, that was obviously going to increase the numbers for enrolment. This was seen to be forthcoming.</p>	



Vincent Massey PS Boundary Review - 2nd Public Meeting - January 17, 2024

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TOPIC	Community Participant Question	DDSB Response
CHILD CARE QUESTIONS/COMMENTS	Harmony Heights does not have a before & after school program either do they?	
	Next year, my current grade 7 student is going to be the before and after care provider for her younger siblings. If my younger children are moved to another school this will disrupt the arrangement. It the DDSB reviewing these circumstances?	
	Why considering the impact for the before and after school programs, would DDSB and Durham Region not have a program in place, and answered this questions before this review. should it not be a part of the review?	DDSB staff are in discussions with the Region regarding before and after school care. The Region is aware of the concerns expressed and continue to monitor for need.
	Carrie, "Gordon B. Attersley does not currently offer Before and After School care; however, DDSB staff are in discussions with the Region regarding before and after school care. The Region is aware of the concerns expressed and continue to monitor for need." – how does this serve the need of the community the DDSB mean to displace? We are dependent on these programs, and without it are not able to move, what does the DDSB offer as a response to those that can not accommodate the late start time?	
	Please get more specific about the key issues surrounding child care. it is important to use and key issue	
	why is the Region not here! We have the right ask the same questions and understand the impact in real time	
	there are two year wait times for care, and the DDSB will give us months to manage the issue. not fair, and someone should be here to answer for that..... when are we going to hear from other level of	
	So what you are saying there is no plan in place for before and after school care	
	how would this accommodate the students who attends Before and after school program which G. B. A. P.S. doesn't offer at this time in consideration with the long waiting list ?	Gordon B. Attersley does not currently offer Before and After School care; however, DDSB staff are in discussions with the Region regarding before and after school care. The Region is aware of the concerns expressed and continue to monitor for need.
	If there is no child care available when the care is being needed, how would families provide for their families? it would rather impact on families as well in terms of them need to work for their families.	
Follow up to question about before and after school care. It does not seem likely that even if approved, a sufficient child care company will be ready to take on students in September. If this does not go through what is the plan for students who require before and after school care? Relying only on community private daycares is not sufficient.		



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TOPIC	Community Participant Question	DDSB Response
	If a child care centre is not opened, what are the options?	
DDSB PROCESS AND PROCEDURE QUESTIONS/COMMENTS	Has DDSB considered hiring external consultants to help with region wide	
	hHave the board looked at alternet design build profiles for building schools, reducing time impacts?	The Ministry of Education has recently revised their capital approvals process. Both the Board and the Ministry are hoping the change in process will expedite our ability to open schools moving forward.
	1.With respect to the lake of response to the availability of the before and after school programs for displaced students: whom will be held responsible for the failure of the varying level of government to anticipate and plan a strategy for displaced students. – a public consultation is not the beginning of the planning; the planning to have appropriate resources should have been set forth at the onset of the community consultation, as a first step in ensuring an easy transition. 2.As tax payers, within the community, what are we paying for, when the governing bodies can not provide a plan of action, or sustainable infrastructure (in this case schooling), to serve the needs of it population. 3.Why was there not a member of the city on the public presentation to speak to the issues, or provide an update to the concerns surround the lake communication or planning around infrastructure development. 4.Why was the Region not represented in the meetings and public	
	Lindsay Wells this is what has been done at Northern Dancer. (e.g., new JK enrollments are not guaranteed a spot if an older sibling	
	At the board meeting for this issue are parents, SCC or staff able to attend?	
	How did you decide on this area to move? There are no roads leading that area to Gordon b , other than adding to the traffic issues	
	How did you decide on this area? We have no roads leading to Gordon	
	Why won't you answer my question.... How did you come to the conclusion that this area should be the one to move? Are you planning to build a road through the woods for us?	live answered
	how does it make sense that cornation is an overflow for a school that is in the north end	There are multiple factors that are considered when the decision is made to use a school for overflow. Space at the receiving school, available buisng and traffic flow are a few of these considerations.
	Exactly what kind of transition support will be available to students and their family? Are there specifics or what somebody hopes to do...and at what cost?	
	If my Gr.7 student can remain at VMPS. Can his siblings stay too?	



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TOPIC	Community Participant Question	DDSB Response
	what is the transitional support being provided by ddsb?	The administration teams of all schools involved will be collaborating closely, supported by DDSB staff, to support the transitions, when the final report is submitted.
PORTABLES AND ENROLMENT QUESTIONS/COMMENTS	Is this a budgetary issue? The comment was made that portables were more expensive from the companies the community called out to. Have you considered negotiating with other companies, engaging in a procurement process, or publishing an RFP?	
	Considering the DDSB know of the school overpopulation in the area, was there not a greater consideration for development and expansion of the inventory of schools in the area. On the past several budgets, there majority of development was out of the area (Pickering and north Oshawa), while overall population growth in the area continued to increase. – how are we addressing this beyond the immediate displacement: using other means at the existing schools to manage	A boundary review is an initial step in managing enrolment pressures. Staff will continue to monitor enrolment to determine if there is a justification to request funding for new construction from the Ministry. This is generally a 5 to 7 year process from initial request to construction completion. Registered plans of subdivision for the area are included in the DDSB's long-term enrolment projections.
	The first tool for dealing with increasing enrolment is a boundary revision to maximize available space in existing schools. The district, does not have the autonomous authority to construct a school independent of the Ministry of Education. The Ministry provides funding based on a solid and justifiable business case submitted annually. -Understood. This was not a new issue within the community and at vrraying level of government. At current: there is nothing in the budget to manage the need: renovation, alternative spaces, ect. -Why did the board and other government bodies work to proactively address the need for additional spaces, without moving or displacing children?	
	what is the issue with getting a portable delivered at the end of the summer? it should leave enough time to set up and use the space.	
	current registration is 803 students as of January 16tg	As of today, we have 794 students.
	We have had mire registration this week. Why is attendance not stopped yet?	The suggestion to pause new registrations at Vincent Massey will be included in the Final Report as part of the Community Input received. An analysis of this suggestion would also mean that families may not have all their children attending the same school (i.e., new JKs will be sent elsewhere). The DDSb strives to keep siblings together.
	Carey Trombino: "From a costing perspective, they are more expensive than the DDSB's current suppliers." While understanding cost needs to be considered what is the exact increase in cost? At what point is the children's mental health worth the costs . Also The proposed change will also cost the board money as you have stated you will have mental health resources, need more portables at the new school and more busing	



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TOPIC	Community Participant Question	DDSB Response
	<p>16 portables, placed in the current position of a linear line, creates a lot of missed instructional time. It would take up to 10 minutes to go from further portables into school use the 1 designated washroom space and back. Is there a plan to remedy this?</p>	
	<p>Enrolment today is 804 students I believe. This represents an increase of 10 students in just 2 months. This projection shows an increase of just 24 more students in the next year. This seems like a huge underestimate. Based on current growth of 5 students/month, we would have 40 more students by next September. Almost double the estimate.</p> <p>How are these estimates made? Last years estimate was 100</p>	<p>Our projections shared at the December 2023 public meeting were understated compared to the actual enrolments at the school as of January 2024. We have recently updated our long-term projections based on available municipal and regional development forecasts. The outlook continues to indicate growth pressures.</p>
	<p>It is very disappointing to see that there are no options being considered that leave VMPS and GBA with less than 150% capacity. Overcrowding has negative impacts for our children's mental health, well-being, and academic progress.</p> <p>I'd love to see more creative thinking about how to reduce these numbers and better balance enrolment everywhere.</p>	
	<p>This all seems like a bandaid for an issue that's only going to continue to grow. You don't need to look far to see construction of new developments. What is the long term strategy? It seems with multiple schools at 150% capacity we need expansions or construction of new schools. What traffic studies have been done on the impact of increasing enrollment at GBA?</p>	
	<p>Respectfully, that is shocking to hear that balancing schools in this area at 150%+ utilization is considered acceptable and not be considered for a new school in the area. While I understand the DDSB is bound by this and does not make the policy, is disheartening and makes a lot of this consultation for nothing.</p>	
	<p>There is already a precedent set. The small pocket within PET was sent to GBA because at the time of development PET was experiencing enrolment pressure. Now that VMPS is experiencing enrolment pressure the new developments should be moved first, not established neighborhoods.</p>	
	<p>Seeing as the utilization percentage has increased, it can be assumed that more students have registered in the school. Can you speak to why enrollment has not been halted seeing as we are in a boundary review due to enrollment pressures?</p>	<p>The suggestion to pause new registrations at Vincent Massey will be included in the Final Report as part of the Community Input received. An analysis of this suggestion would also mean that families may not have all their children attending the same school (i.e., new JKs will be sent elsewhere). The DDSb strives to keep siblings together.</p>



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TOPIC	Community Participant Question	DDSB Response
	Based on the DDSB Pupil Accommodation Plan 2023-2027 Vincent Massey should be limited to a maximum of 10 portables. Why do we have 12 portables with a potential of up to 16?	The Pupil Accommodation Plan projected the need for 10 portables. Fall enrollment exceeded projections and required additional portables. The site currently can accommodate the 12 portables. If growth is to continue, additional portables would be required.
	The 4 Schools within the boundary area being discussed is currently 600 students over capacity. This was mentioned as the number to look at building a new school. Any plan to submit a proposal for a school at the Whitelaw site to alleviate this over population? If not is there any long term solution being looked at to relieve this over capacity?	
	I don't understand why a forecasted jump of 4 portables (from 12 to 16) with a small increase of students in the 2024/2025 school year	The enrolment for the current school year was under projected and an additional 4 portables were required. Future years were address to show this increased need.
	where are the portables for Gordon B Attersley coming from -- previously you said that portables may not be available.	With a reduction in population at Vincent Massey, the number of portables would be reduced and could be re-allocated. There are also some portables that would be available due to anothe school opening that can be re-allocated
	For Carey Trombino answer to my question about enrolment underprojected - - why isnt this then updated in the charts? I am only looking at the information provided by you during this presentation.	
	Lisa, new development is known for years.....so very surprising to me that the Board didn't have better planning numbers for student enrollment requirements.	
	Portables portables that's all DDSB has to offer why not some new buildings . DDSB had no no idea in past that these problems are	
	<p>major proposal point is the portable shortage we are facing. It took only a few phone calls to realize that there is no shortage, orders just need to be placed.</p> <p>I have spoken with - Canadian Portable Structures - who can have portables ready within 10 weeks of an order placed</p> <p>Community members have also connected with these Portable suppliers (all of which have capacity to see the upcoming order need for Vincent Massy)</p> <p>Dextera group</p> <p>Boxx Modular</p> <p>William Scotsman - portibles, modular flex spaces (no alternative building spaces).</p> <p>Office Trailer - Whitby Office</p>	<p>The DDSB reached out to the company for further information. Based on school-use specifications and number of required units, the company's timeline would result in an end of Summer delivery. Additional coordination for permits, installation, set up and electrical hookup would be required. The company is not a regular supplier of portables to school boards, although they can do the work. From a costing perspective, they are more expensive than the DDSB's current suppliers.</p>
	To respond to Carey - I spoke with Kevin from Canadian Portable Structures this afternoon and he said noone has contacted him.	



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TOPIC	Community Participant Question	DDSB Response
	Lygia asked for Kevins information from Canadian Portable Structures. He was not contacted as he told me a few hours ago and still confirmed he can take orders? This is not adding up. This supplier told me a few hours ago that noone contacted them....	Our staff reached out to Canadian Portable Structures and spoke with John Melanson, who was able to provide the information requested.
MENTAL HEALTH AND STUDENT WELL-BEING QUESTIONS/COMMENTS	Quick question who pays for the effect this will have on the mental health of families and these children??? Moving 80 kids is going to fix everything??? Not likely. This appears to be years of poor planning at the expense of our children. This is very concerning.	
	How is moving the proposed 80 or so students, resulting in a decrease of 207 students as per your chart. Also, 80 students from the proposed area don't result in needing 8 portables.	Updated enrolment registrations at Vincent Massey surpass projections. There are now approximately 200 students within the area under review compared to the 158 that were in the initial projection.
	What about the families who are already established in the neighbourhood? This will highly impact on the mental health of the	live answered
	The slides on mental health are an absolute joke, you just ramble off a bunch of scripted cliché points. You clearly have put zero thought into the impact this will have on our children by plucking out of the school in their neighbourhood. You have put zero thought into the human aspect	
	staff supports won't help children who already to see a therapist on a regular basis for anxiety	
	You keep talking about the importance of community. Do you realize that the area that is proposed is literally splitting a community in half? Some kids on one side of the street get to stay at VM and the other side has to move. How do you think this is fair and how do you explain this to a child without it affecting their wellbeing? How is this keeping communities together and how do these kids maintain friendships and ties to peers in their neighborhood?	
VMPS - TRAFFIC, BUSING AND PARKING QUESTIONS/COMMENTS	With the time difference of the schools, we will need to likely drive our children to Attersley should this go through. But as the Atterlsey community has told me, the school has its own challenges with parking, with many parents getting parking tickets while dropping their children off. It is my understanding that they would need additional space built onto their current parking lot to accommodate more families entering the school property for drop off. What would be done to accommodate additional students, bussed or driven for their own current traffic safety	
	If congestion is an issue why is a bused neighbourhood being considered ?	The traffic and safety concerns are due to volume associated with the larger enrolment at Vincent Massey PS. The traffic can be as a result of either students bussed or walkers. We also consider the congestion within the school's hallways and ancillary spaces.



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TOPIC	Community Participant Question	DDSB Response
	<p>Carey Trombino: The traffic and safety concerns are due to volume associated with the larger enrolment at Vincent Massey PS. The traffic can be as a result of either students bussed or walkers. We also consider the congestion within the school's hallways and ancillary spaces. Please explain how the 3 buses in this area are congesting harmony road and eastdale parking lot ? Why are you not coming up with a solution that will help reduce traffic and address the traffic and safety concern</p>	<p>The contracted external traffic review and consultation process has begun and is ongoing.</p>
	<p>Charmyn Lawton: The contracted external traffic review and consultation process has begun and is ongoing. Why is a proposal being made and decided on before all the reviews have been completed</p>	
<p>GBAPS - QUESTIONS/COMMENTS</p>	<p>Gordon B Atterley community has told me, the school has its own issues with parking, with many parents getting parking tickets while dropping their children off. It is my understanding that they would need additional space built onto their current parking lot to accomodate more families entering the school property for drop off. What would be done to accomodate additional students, bussed or driven for their own current traffic safety concerns?</p>	
	<p>What is this panels plane to stabilize the staffing change over at Attersley? In the past year a number of teachers has left the attersley school, including the principle. – does the board think this is appropriate way to manage a already overwhelmed staff at attersley with the addition of more students.</p>	
	<p>What is the school board have to say to address the staffing issues at Gordon b attersley with staff off on leave due to the current school environment?</p>	
	<p>I cannot understand the logic of such a large increase of portables at Gordon B Attersly. This is a lot of disruption and certainly a lot of associated cost</p>	
	<p>This is a bandaid fix! You are displacing kids who have been at VM since to JK to attend a school that is already at capacity. Now Attersley will be at 150% capacity and need to have portables when they don't have any now! I am curious to know how the community at Attersley feels?! I wouldn't be happy if I lived in that community.</p>	



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TOPIC	Community Participant Question	DDSB Response
	We are having difficulty finding the information on why Gordon B Attersley was chosen as the right school to take on this boundary change? Given the current unstable state it is in with principal turn over, high teacher and staff turn over, major bullying, violence and threats that Attersley community members have spoken to us about, I fail to see how this would be a positive environment to accept 80+ current children. It seems this school needs to be given more support and use their current and possibly limited resources to provide aid to the current student body, not bring in additional challenges that they are seemingly	
	Can you comment on the Administration Turnover at Attersley. There does not appear to be a stable leadership team at that school.	
	Can you comment on the Administration Turnover at Attersley. There does not appear to be a stable leadership team at that school. Parents are concerned about the environment you are proposing sending our children to.	
GENERAL QUESTIONS/COMMENTS	We are located on Autumnwood Trail. Will are children still attend Vincent Massey or will they have to go to GBA?	We are only in consultation at this point. The area that is under consideration is highlighted in blue (map shown during the presentation and available on our DDSB website). https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx#Vincent-Massey-Public-School
	I realize that and have seen the map. I want to confirm whether Autumnwood is included in the potential move or not.	The proposed boundary includes students within the area residing west of Autumnwood Trail; south and east of Harmony Conservation Area, north of the middle of Margate Drive
	Would anyone on this panel elect to displace their own children? Kowing the issues for the children, issues finding before and after school programs/ care, and the likelihood that the new schedule would effect their livelihood? – I would appreciate the DDSBS perspective as community members, not as board members, to address these issues?	
	how do i know if my son is being moved, or not,	We are only in consultation at this point. The area that is under consideration is highlighted in blue (map shown during the presentation and available on our DDSB website)
	Would wadebridge be sent to the other schools?	
	It seems like community doesn't have a say at all.	live answered
	Did you consider the forest when you were playing on your maps?	
	Have you considered not continuing to sell your schools to developers?	
	When is the final meeting when this is being voted on?	live answered



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TOPIC	Community Participant Question	DDSB Response
	<p>I had the pleasure of serving four years on Oshawa City Council, in my time there I saw first hand on how poor Capital Planning can haunt the future and that band aid solutions only help to ease the pain in the short term.</p> <p>That is exactly what this is, distugstingly poor capital planning.</p>	
	<p>Was the giant forest in between this neighbourhood and your shortest route to Attersley taken into consideration when you were drawing lines on the map, it is tough to drive a bus through there, especially in the winter.</p>	
	<p>Is there not already a crossing guard at the intersection of Harmony and Adelaide?</p>	<p>Currently there is no crossing guard at Harmony and Adelaide</p>
	<p>What is the rate of dissaprovalapproval for this boundary change at the current time (what is the data showing)? None of the families affected are in favour of this change.</p>	
	<p>Has the board considered moving the current crosswalk at Harmony Heights? It has been sighted as a major reason for many of the suggestions to be denied.</p> <p>Close proximity???</p>	
	<p>You have spent so much time proving to us that there is a need for an expansion to the school. Take this same energy to the trustees and get it done. All the schools are over capacity, you're hurting kids and staff by overwhelming everyone.</p>	
	<p>Carey.</p> <p>Are you guys gonna build us a road through the woods to make commute faster to Gordon b?</p>	
	<p>Embarrassing</p> <p>creating another school with over utilization doesn't solve the problem</p>	<p>A boundary review is an initial step to resolving enrolment pressures. Prior to applying for funding from the Ministry for construction, we must first explore all other options to ensure all schools are fully utilized. ... a justification to the Ministry when assessing our request for funding.</p>
	<p>DDSB is making it seem like we have a say but it doesn't seem like it maybe we need to loop in news channels to get some answers</p>	<p>live answered</p>
	<p>I have a contact at city news...i will write to her as well</p>	
	<p>you guys just have issues all throughout Oshawa. You need to push for emergency funding from the ministry of education due to your poor projections and planning</p>	
	<p>the new subdivision is closer to forest view than we are to attersley</p>	
	<p>will you guys publically offer the kids your appologies for breaking up their friends they have had since JK</p>	



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TOPIC	Community Participant Question	DDSB Response
	I appreciate that you now are using up to date numbers, but the projections have remained the same?	
	David, respectfully, you haven't answered anything meaningfully in my opinion.	
	All these things were not considered 5 years ago , when the approval for new construction was given by the city council and DDSB . What if we don't want to change the school ?	
	It's very clear what the final report will be and what DDSB is trying and will do . Just move the students and promise for further study in these matters and will avoid to build a new school as long as possible .	
	It seems like that our opinions and concerns will have zero impact on DDSB and they already decided what to do but just waiting for the right time to tell us	live answered
	All these projection needed to be b address 5 years ago not when it's too late . Seems DDSB has all the projection about future to be born kids . How many kids people gonna have DDSB is projecting that good	
	No one is going to read our emails or listen our messages for sure . It's just to say in final report that we heard everybody.	
	No one is looking for other options and our opinion won't have any effect on DDSB. It's not what we were expecting from this meeting . It's not even a meeting you guys are reading from typed papers and telling us that DDSB is looking into it that's all	
	Who's question you guys answering ? Only those questions you guys like to answer and manipulating the words with no sense and	
	Is there a crossing guard already in place at Bloor and Adelaide?	
	We have started a digital petition with over 550+ signatures and have been going door to door having in person/real conversations with this community. Please find the petiton here - and if you have not signed, please do! https://www.change.org/p/urge-ddsb-to-reconsider-boundary-change-for-vincent-massey-public-school	
	I think we feel this way because yourself and other board members are taking 26 + calendar days and counting to get back to us David.	
	We would have to send our children on a hike through the conservation area to be considered close.	
	I do feel that members should drive and walk these routes themselves to truly see how this does not make sense.	
	Nothing from our trustees	
	DDSB is going to do what they wants to do ! These meetings are just a show off !	



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TOPIC	Community Participant Question	DDSB Response
	Why is 2022-23 and 2023-24 enrolment data not posted on the ddsb website?	
	Charmyn, you said "When" it is finalized. That makes it seem like it is already decided. That does not give families confidence that we are heard.	
	How come common infrastructure like library, washrooms, gyms etc is good to be used by 600+ students while they are only designed to cater 450 students.	
	We appreciate you looking into moving the new subdivision that still has a lot of people still moving into the area.	
	Are you aware of the family fights you have caused? You are putting our current grade 7's into a position where they need to pick their friends or family. That is absolutely disgusting!	
	Lots of unanswered questions and not truthful answers. You need to do better DDSB. Make the right decisions and move the new residents, not the ones that have been here since day one and don't split our families.	
	So based on this timing, a decision will be made by Feb 20 (or brought to the board) to facilitate the spring school/scheduling for Sept. 2024, this means if DDSB choose to keep Massey together, there is NO TIME for a new boundary assessment for another school to be analyzed, parent meetings, transition planning and these types of meetings to accommodate the new school that might be chosen. this leads to the conclusion the plans are set in motion and Massey will have to move. guess it's too small pocket to worry about. sad.	
	How do I interpret the map? is there an address look up to make it easier ?	Hello, there is not an address look up. But if you have a particular address in question please email and staff can provide additional information on your specific address.
	What other options are being considered (beyond what is posted in your slides). You obviously have a lot of community that does not feel this is a good permanent solution for the school. At what point would other options be considered?	The options considered by staff and suggested by the community, to date, have been provided in the PPP and the initial December Report.
	Why is it okay to have multiple schools functioning at >100% capacity in Oshawa. Who is responsible for looking at the whole system to address this issue?	DDSB's updates its annual long-term capital plan to understand and monitor enrolment trends over the short-term and long-term. Boundary reviews are an initial step in managing enrolment pressures; however, continued assessment of enrolment growth could result in the need to approach the Ministry of Education for new school funding.



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TOPIC	Community Participant Question	DDSB Response
ALTERNATIVE SCENARIOS	As we know from the studies and data the DDSB has provided there's no available space in existing schools due to all of them being overpopulated. The only course of action is an addition. The structural needs can be addressed during the summer break to not displace the children. The TDSB does this regularly. The DDSB should've already submitted this data and proposed a plan to the Ministry for approval years ago as school populations have been increasing.	
	What about the recent developments: they are included in the existing boundary, but displace long standing community members and students – why not change the bounders to include those communities?	
	Why are you not stopping new enrolments ? Allowing the grade 8 to graduate and keep the children who belong there staying there .	The suggestion to pause new registrations at Vincent Massey will be included in the Final Report as part of the Community Input received. An analysis of this suggestion would also mean that families may not have all their children attending the same school (i.e., new JKs will be sent elsewhere). The DDSb strives to keep siblings together.
	We are asking to stop New enrolments as in new students moving into the neighbourhoods. You are still splitting up families by allowing the grade 8 to graduate at vm and having to choose their school or their family.	
	why are we moving the students that where in the school before the new students have came, can't we move the newer students that are enrolling in the school, I dont think it's fair to move my son that has been at this school for 3 years	
	Optimal school utilization is apparently 85%. Attersley is already at almost 100%; adding more students is not an acceptable answer. Finding alternate sites, such as previously closed schools would be the most appropriate answer. Increased funding for our teacher and admin, and funding for additional student supports to combat the negative impact of school overcrowding is necessary.	The first tool for dealing with increasing enrolment is a boundary revision to maximize available space in existing schools. The district, does not have the autonomous authority to construct a school independent of the Ministry of Education. The Ministry provides funding based on a solid and justifiable business case submitted annually. Additionally, for your information there are no closed schools owned by DDSB in Oshawa.
	Why not send some students to forest view (the neighbourhood at king/townline is close to them). Some students to coronation, hillsdale, or harmony heights, and some to Gordon b Attersley? Why are these 2 schools being left at 150% enrolment, causing negative impacts on our children's mental health, while other neighbouring schools have no enrolment pressures?	
	Why moving the students from an existing neighbourhood rather than new building houses?	



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TOPIC	Community Participant Question	DDSB Response
	<p>if you are projecting continuous over capacity at local elementary schools and additionally needing more portables on a permanent basis why would you not simply build an extension in the space occupied by the portables at vincent massey? this has been a known issue for literally more than five years. a real meeting in person would meet this communitys needs better than this is.</p>	<p>The first tool for dealing with increasing enrolment is a boundary revision to maximize available space in existing schools. The district, does not have the autonomous authority to construct a school independent of the Ministry of Education. The Ministry provides funding based on a solid and justifiable business case submitted annually.</p>
	<p>In reply to: Carey Trombino: DDSB's updates its annual long-term capital plan to understand and monitor enrolment trends over the short-term and long-term. Boundary reviews...</p> <p>According to the DDSB Pupil Accommodation plan there was a projected over capacity in all the schools being discussed in this boundary by over 450 pupils. In 1 year this has ballooned to 600. Is there any further discussion on submitting a proposal to the ministry for building a school at the Whitelaw/Glenbourn site?</p>	
	<p>If removing this neighbourhood still won't bring enrolment down to the 450 capacity the school can accommodate, then it's clearly not the best decision. There needs to be actual change. All the schools are over capacity, we need you guys to take this seriously and propose a second floor to the school</p>	<p>The first tool for dealing with increasing enrolment is a boundary revision to maximize available space in existing schools. The district, does not have the autonomous authority to construct a second floor independent of the Ministry of Education. The Ministry provides funding based on a solid and justifiable business case submitted annually.</p>
	<p>The neighbourhoods closer to harmony road, make more sense to move. They have a more direct route to Gordon B without adding to traffic and congestion delays. The proposed area backs into the woods, we don't have a direct route to Gordon b</p>	
	<p>I understand the requirement to address the proposed enrollment increase at Vincent Massey. It is wrong though to impact current students and their family by initiating this change. Prevent new students from attending Vincent Massey if they are new to the area . This will limit the amount of transition impact and will demonstrate the Board is truly concerned about mental health concerns.</p>	<p>The administration teams of all schools affected by any changes in the boundary changes will collaborate to support the students involved in the transition. We will be supported by DDSB board staff in the transition, such as Inclusive Student Services.</p>
	<p>unclear why established students in this area are being moved away. when there is a newer area south of fleetwood that could be moved as they are starting new all together</p>	
	<p>If you have already seen an increase in numbers at VM (clearly coming from the new larger subdivision at Townline and Shankel Rd) how is moving 80 students from the proposed neighborhood going to make a difference at VM. You will be at the same enrolment numbers this time next year or even more at this rate. Why would you not move that larger community to actually decrease the numbers at VM. I believe they are buses as well, so they should be considered as an option.</p>	



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TOPIC	Community Participant Question	DDSB Response
	<p>We understand the school is over populated like almost every other school in Durham Region. You cannot move kids that have been here since day one with strong roots, foundations, relationships with both peers and teachers. The south side of Fleetwood is actually closer to Attersley and they have no ties or connections to the school like we do. There is absolutely no reason that makes sense to move us. The accurate and right choice is to move them. We want answers why you're not moving them?</p>	<p>Based on this community suggestion, DDSB staff are undertaking an analysis to be included in the Final Report.</p>
	<ol style="list-style-type: none"> 1. Stop New Enrolments until the capacity is under control 2. The Proposed area of VMPS is near to PETps rather than GBAs. Please consider this incase if something has approved after final report 3. New houses are still building and may increase the occupancy, but this shouldn't impact the current children and their siblings attending in 	
FORMAT OF MEETING QUESTIONS/COMMENTS	<p>are any members of the municipality or durham region on the call to discuss concerns about boundry change?</p>	<p>No. The panelists are staff from DDSB and Trustees.</p>
	<p>Are there any members from the durham region on this call to provide an update on after school programs and availability of spaces for the displaced students? - if not why not? and ARE the members of this panel prepared to speak to the impact of nefore and after school program issues for these families</p>	<p>DDSB staff are in discussions with the Region regarding before and after school care. The Region is aware of the concerns expressed about access to before and after school care and will continue to monitor the need.</p>
	<p>When will there be an opportunity to speak directly to DDSB representatives? the above and some of the answered provided do not seem be able to answer the questions, and do not seem willing to answer the questions in a meaningful and open dialogue. You could image that there is a considerable issues with a one sided conversation</p>	
	<p>The DDSB has stated that they are talking to other government agents, but they are not here why?</p>	
	<p>Can we please get a copy of this recording and paste it webinar ?</p>	<p>The information from tonight's meeting will be part of the Final Report and posted on the website once the consultation is complete.</p>
	<p>Why are we getting the same presentation for a second time ?</p>	<p>The first part of the presentation is repeated for those participants who did not, or were unable, to attend the Webinar in December. The second part of the presentation will address questions that were raised during the first Webinar for all attendees.</p>
	<p>We would like an in person meeting</p>	
	<p>where can i get access to this slides, i would like to go over it please and thank you</p>	<p>You will be able to find it here on the DDSB websited when it is posted: https://www.ddsb.ca/en/about-ddsb/boundary-and-program-reviews.aspx#Vincent-Massey-Public-School</p>
<p>where can we find the recording after this meeting</p>		



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TOPIC	Community Participant Question	DDSB Response
	This meeting hasn't given the conclusion rather it was just a reading on the slides. Seems like no efforts have been made to solve community concerns.	we are taking all community concerns into consideration and they will be set out for the Trustees to consider. Any options or suggestions provided by the community that can be analyzed by staff will be provided to the Board of Trustees
	I do understand the desire from the board to keep these meetings only through Zoom where you are in full control and can silence those in attendance but is there any other reason why you are avoiding an in person meeting in addition to a virtual meeting?	DDSB staff try to accomodate wherever possible. Not all board events, committes and meetings are performed in person and some may be only virtual as it does increase public input and participation. We do continue to have alternative ways to receive all information in this webinar and receive feedback from those who may not be able to attend this webinar. There are multiple opportunities for providing input through voice mail, email, survey, virtual public meetings, through your local school.
	It's tough to watch everyone sit so comfortably in their offices explaining why they have decided to rip these children out of their school.	
	Not having an in person meeting to face the people affected by this and have real conversations is nothing short of cowardess.	
	Short and Sweet on the questions, continuing down the theme of cowardess	
	Are questions not being posted to the webinar until after they have been answered? I have asked two questions which have not been addressed.	
	when are you opening the chat for additional comments?	live answered
	Will all questions/comments be posted in this Q and A? We are noticing they are not being included until a response has been provided.	
	How/Where will the answers be shared?	
	Lisa and David - - if you are truly interested in obtaining stakeholder feedback, hold a series of townhall meetings that allows for effective Q&A vs this filtered approach on the webinar	
	listening to the DDSB answers to previous questions I cannot help but feel the DDSB isn't taking the stakeholder concerns seriously. There are NO specifics in any of the answers other than a lot of high-level comments. When will there be a comprehensive set of metrics available that will be reviewed...how can the Board of Trustees ever be expected to make an informed decision without this level of detail?	The community input will be included with the Final Report to the Trustees. Where input provides sufficient details for staff to analyzed, the analysis will be included.
	Can you please state how many community members are on the webinar?	Currently there are 81 community members on the webinar
	For our community members who do not have the privelge of technology within the home, how can they view this webinar? Can this presentation be sent to them? Im failing to see how this is equitable for all, this is one of the reasons why we have asked for an in person meeting, allowing all community members to have the opportunity to choose which meeting suits their needs and situations.	



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TOPIC	Community Participant Question	DDSB Response
	I cannot "like" anyone questions?	That feature should be available now. Thanks for letting us know.
	Who from the DDSB is here present for this meeting right now? Please state who is here. Thank you	
	Again I ask, who is here at this meeting? Unfortunately we can only see 1 or two faces at a time.	Staff and Trustees are in attendance.
	Why are not all questions being asked available for everyone to see as was the case last time?	
	This meeting was start encouraging people to "like" questions as they came up but you are not allowing people this option. Choosing to isolate individual questions from public view in real time is a information act violation.	That function should now be available to you to all attendees.
	Why can't we have an in person meeting?	DDSB staff try to accomodate wherever possible. Not all board events, committes and meetings are performed in person and some may be only virtual as it does increase public input and participation. We do continue to have alternative ways to receive all information in this webinar and receive feedback from those who may not be able to attend this webinar. There are multiple opportunities for providing input through voice mail, email, survey, virtual public meetings, through your local school.
DEVELOPMENT AND LONG TERM PLANNING QUESTIONS/COMMENTS	The permitting issues for development and capital projects are the same: the new developments should have been considered. It wasn't, the DDSB has not met the need, and now the community is scrambling, but there is no immediate action with the varied levels of government to fast track their capital developments – why? -what is the DDSB, Region, and Province doing about it today – boundary changes not included as the growth will continue. - please keep in mind when answering, zoning and permit are required well prior with zoning taking to years for approvals, then a permitting process for housing developments.	
	We moved into the Eldorado area (backing onto Adelaide) in 2016 and at that time there was signage stating the current new Fleetwood neighbourhood were in proposal staes etc at that time. So the DDSB had to have known that there would be large scale building in that area since at least 2016	



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TOPIC	Community Participant Question	DDSB Response
	<p>1. With a continually growing population what is the long term strategy to build infrastructure to sustain the growth of the community? The board sighted the long lead time for construction and permitting, however in the recent budget, there is no indication of future expansion and capital development strategies.</p> <p>2. What are the strategies for short term expansion of infrastructure?</p> <p>3. What are the long term strategies for infrastructure spending?</p> <p>4. What methods are the Board, City and Region using to prioritize capital development.</p> <p>5. Have the Board and Municipal partners reviewed alternative building structure and expansion for existing facilities to mee the immediate need.</p> <p>6. The 2013 intake of 90 students from Athabasca public school, was the tipping point, to indicate that there was an issue with population growth and enrollment. What has the board done to mitigate the issue</p>	
	<p>Because it was noted that all schools need to be operating over their enrollment for the Trustees/Ministry to consider building a new school, is this why part of the plan/ solution is to now make Gordon B Attersley over populated to get a new school?</p> <p>Why were the major housing developments not considered in long term plans? This seems inexcusable to not get ahead of. Were the further units and house that will be occupied considered? Are in you touch with the development to make this analysis?</p>	
	<p>Have you thought about not renovating libraries, as they are always used as classrooms anyways. And using that money to buy more portables? We have a wonderful library space that our children don't get to use. I know this is the case at many schools. Spending a lot of money to renovate the library at coronation doesn't seem like a good use of funds, when they don't get to use their library either.</p>	
	<p>North Oshawa is due to get some new schools in the next few years. This will release NGP from being a holding school will it not?</p>	
	<p>are you able to give a general explanation of why so many of these schools are allowed to be overcrowded for years to the point where elementary schools no longer have functioning libraries for years at a time? i really need to understand how this has been allowed to happen for years.</p>	
	<p>i think genuinely you owe all of these families an explanation for this - we have known that vincent massey was expected to be over capacity for five plus years - we have been told this. please tell us how you will fix this for the future? the story here is your estimating and planning has not been effective for quite some time.\</p>	



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TOPIC	Community Participant Question	DDSB Response
	<p>The DDSB built a school in North Oshawa (Windfield / Wintergate) based on 488 students in holding schools. I know this area is growing more rapidly but the enrollment between the 4 Schools within the boundary area being discussed is currently 600 students over capacity. This is 30% of the pupil place shortfall for all of Oshawa based on the DDSB Pupil Accommodation Plan. Is there any long term solution being looked at to relieve this over capacity?</p>	
	<p>You had an area in the PT area that was moved to Gordon b and you plan to move back to Pt. Are you going to do the same to us? Move us and then a couple years later, move us back?</p>	<p>If the Board of Trustees were to approve the staff option currently under consultation, the area would remain unchanged for a longer period of time.</p>
	<p>All these school are at maximum capacity means DDSB has done nothing in past 10 years and had no idea that these problems will come ?</p>	<p>DDSB's updates its annual long-term capital plan to understand and monitor enrolment trends over the short-term and long-term. Boundary reviews are an initial step in managing enrolment pressures; however, continued assessment of enrolment growth could result in the need to approach the Ministry of Education for new school funding.</p>
	<p>We appreciate your answers but why DDSB is taking short term solutions now why DDSB not took some long term solutions 5 years ago while knowing all these new construction and new ppl moving in ? Please don't defend the DDSB like a political debate</p>	
	<p>As the schools SCC minutes reflect, the new developments on southern Fleetwood Drive have been discussed since 2019 and the impact they will have on an already overcapacity school.. back then! Why was that new subdivision on the Southern end of Fleetwood not set to start their Oshawa education at a school that could fit them better than VMPS could? Instead you have allowed the capacity issue to continue to grow and are now ripping an established community apart.</p>	



Vincent Massey Public School Boundary Review Consultation Survey 2023-2024

The Durham District School Board (DDSB) invited students, parents/guardians, DDSB staff and members of the community to provide feedback on the proposed boundary option for Vincent Massey Public School. Using an online survey tool, the questionnaire was launched on December 5th, 2023, and closed on January 19th, 2024. 257 completed responses were received.

Participants (n=257)

- 32 DDSB Students (grades K-8)
- 2 DDSB Students (grades 9-12)
- 173 Parents/Guardians of a DDSB Student
- 9 Parents/Guardians of a Future DDSB Student (e.g., pre-school age children)
- 19 DDSB Employees (Not a parent/guardian of a current or future DDSB student)
- 22 Community Stakeholders/Members of the Public

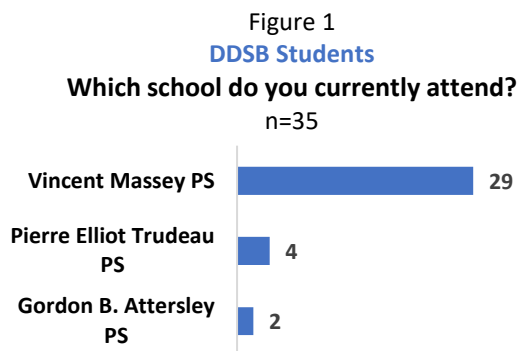


Figure 2
Parents/Guardians of DDSB Students
*Which school does your child/children currently attend? (Select all that apply)
n=173

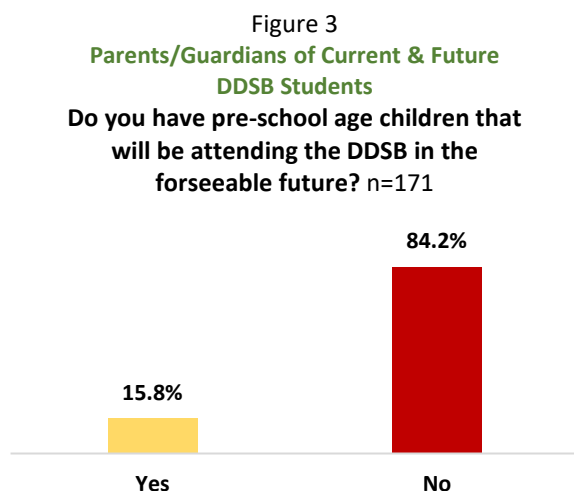
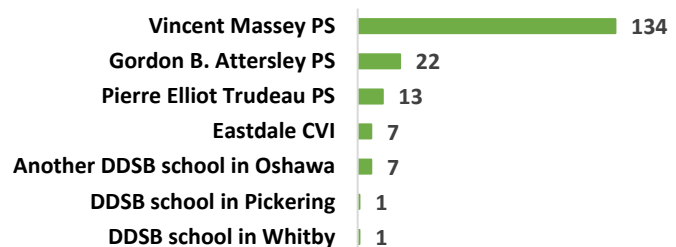
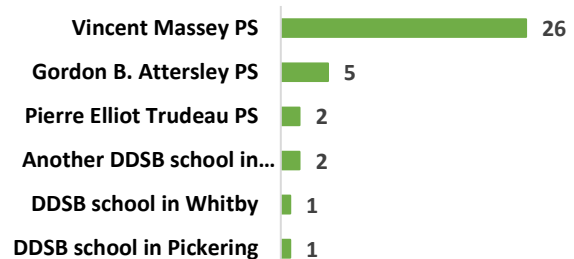
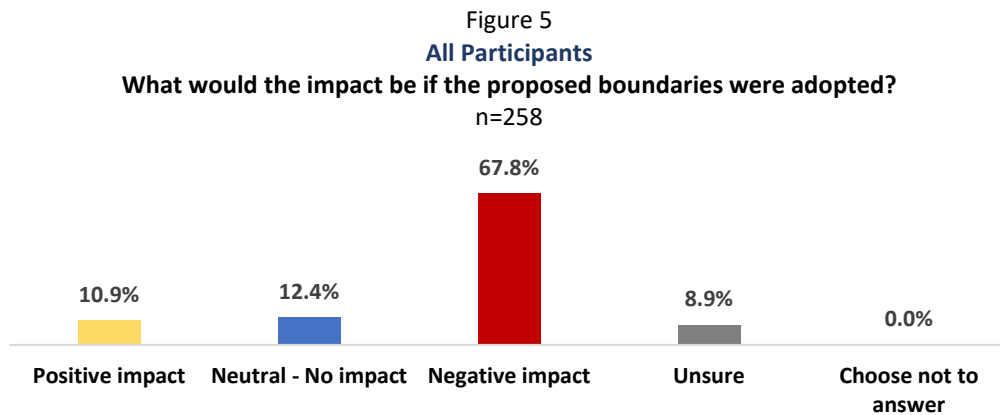


Figure 4
Parents/Guardians of Current & Future DDSB Students
*Which DDSB school did you plan on your child/children attending? (Select all that apply)
n=36



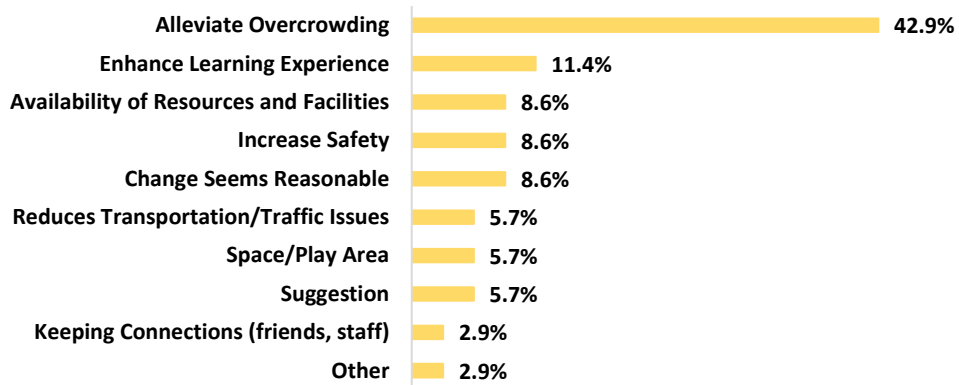
*Because multiple answers per participant are possible the total responses may exceed the number of participants responding.

Impact of Proposed Boundaries



Positive Impact – Why do you feel that way?

Figure 6
Thematic Analysis of Comments
Reasons why participants felt the proposed boundaries will have a positive impact
 Response n=35



Selected Comments:

Alleviate Overcrowding:

“Overcrowded schools are not a good place to learn.”

“Vincent Massey is over its capacity. Transferring some area to other schools may help.”

“The school is way overpopulated. Changing the boundaries would eliminate some of the current issues.”

Enhance Learning Experience:

“More focus towards better infrastructure and children.”

“It would make the academic process more enjoyable for the students,”

“With less students at VMPS, kids would have more space, opportunities, clubs, programing, access to the library, etc.”

Availability of Resources and Facilities:

“There aren’t even enough bathroom facilities to support the number of children!”

“Not proper assess to books.”

Increase Safety:

“The schools are currently grossly overpopulated - posing fire, and health hazards.”

“Too many children in yard to watch safely.”

“The hallways are hazardous during transitions.”

Change Seems Reasonable:

“The new boundaries are for new developments with people that just moved in so haven’t had as much a chance to forge strong friendships and relationships...should be able to adapt quickly and easily.”

“This new boundary seems fair as newer development is in that area, and they will be less disrupted compared to their peers who have been living and attending for much longer periods of time, who are rooted deeply within the current school they attend.”

Reduces Transportation/Traffic Issues:

“There may be benefits to reduce busing. It shows a more logical area.”

“There will less traffic.”

Space/Play Area:

“Students need space to play in the outdoors, and a library, not more portables taking up play space.”

“With less students at VMPS, kids would have more space.”

Suggestion:

“The only thing that will address the problem completely would be a new school, but there is no where for a new school. I don’t understand why Harmony Heights is not being utilized to spread some more of the population?”

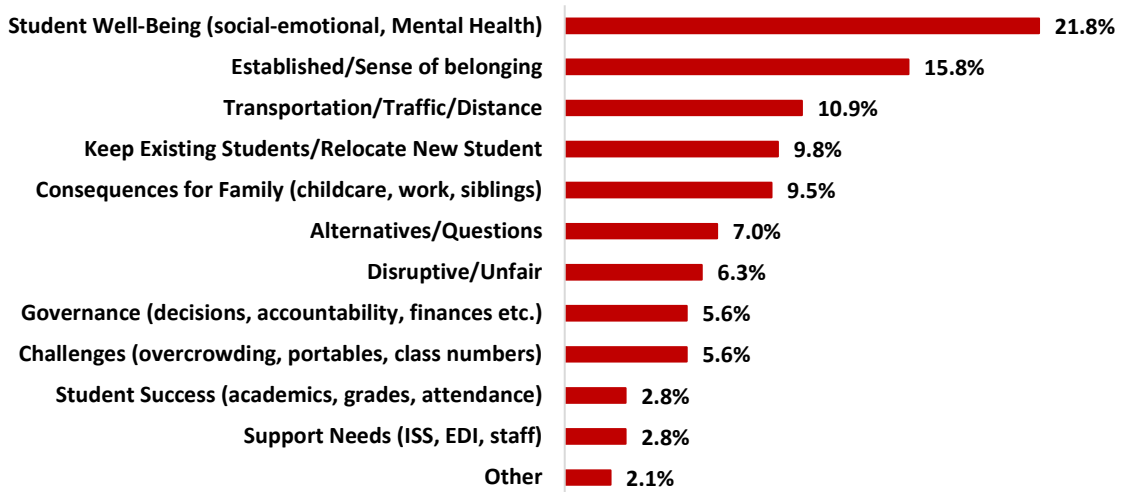
“VMPS is currently at ~180% utilization and the proposal might reduce the utilization closer to 140%. The reduction appears to be a small band aid that will fall off in a year given that the projections have consistently underestimated students at Vincent Massey. More students need to be included in a boundary adjustment. Harmony Heights would be the logical place to send them. The reasons given in the Dec.4th report don't add up. This school has had numerous portables and busses before.”

Keeping Connections (friends, staff):

“Addresses some of the issues at Vincent Massey while not affecting my son’s enrolment...also will be able to stay in school with his friends who will remain at Vincent Massey.”

Negative Impact – Why do you feel that way?

Figure 7
Thematic Analysis of Comments
Reasons why participants felt the proposed boundaries will have a negative impact
 Response n=285



Selected Comments:

Student Well-Being (social-emotional, Mental Health):

“Our daughter suffers from Anxiety and has just recently gotten accustomed to VMPS and has had a positive start to her grade 4 year. This would be extremely detrimental to her mental health and attendance at school if she is required to change schools.”

“My children have built healthy relationship with some of the students, and it would impact both my children immensely. They would lose close friendships and they would be devastated.”

“After coming out of the pandemic some students are just starting to feel some stability in their lives having so many children uprooted from the school and everything that they know would definitely affect their mental health.”

“I have a special needs child that is in a mainstream classroom that would be very much traumatized by the social implications of a school change. “

“Forcing children to change schools will cause anxiety and depression due to being forced to make new friends abruptly at a new school. It will also cause the same feelings for the children who are left behind at Vincent Massey. The children have made strong bonds with their friends, and it is not fair to pull them apart...”

Established/Sense of belonging:

"We are a community that has grown and attended Vincent Massey. Not only do my children attend this school, I also work as a lunchroom supervisor and am an active member within the school community. To relocate children to another school would negatively affect them by removing them from the community, friends, social circles."

"I believe a lot of older children who have established and trusted relationships (friends; teachers, support staff) will be affected at what I remember as a pretty difficult time in a child's life."

"Students who live in the proposed community are close to those around them. Removing them from a larger community would cause a decrease in those families connectedness to the community itself."

"I do not want to switch schools as I have been at Vincent Massey since JK and would like to graduate at this school, but as I am not in Gr 7 this year, this option was not given to me."

Transportation/Traffic/Distance:

"One of my parents is close by in case of an emergency. At the other school it's not as close."

"The school is close to home to make it easy commute for parents to and kids to walk home when transportation is not available."

"This is going to affect my distance from my house I usually walk to school and parents don't have to worry about transportation since they have work early in the morning. Going to this new school is probably going to make me take a bus which I don't feel comfortable with."

"it makes no sense to have children relocate to a school that is more than 4km away from where they live when there are 3 other schools that are within the vicinity of where they live and under 2km from current living area."

"My concern is that there is already a lot of traffic from parents dropping their kids off at Gordon b. Attersley.... The sheer amount of traffic is a safety concern for the kids walking home. I feel that if parents have to drive from outside of the neighborhood, it will only increase the danger."

Keep Existing Students/Relocate New Student:

"Kids should be grandfathered. If they have always been at Vincent Massey should be able stay."

"The new neighborhoods that have been built are already bussed so they should be the ones who are transferred to a new school."

"I strongly recommend that existing students continue in the school they are and rather, new families moving into the area be assigned to new school."

"That area already has a connection to the school; it seems best fit for them to stay. The new townhouses on Townline should go to Attersley as they have no connection to the nearby community."

Consequences for Family (childcare, work, siblings):

"My child is enrolled in the before and after school program at Vincent Massey. This resource is not available at Gordon B school."

“We've positioned ourselves to get into the daycare down the street that will support our autistic children who will be attending Vincent Massey. To try to get into a daycare that can accommodate the extra needs of our boys will be problematic as waitlists in the area are years in the making bus service will also be an issue.”

“Since day one I have been going to school with my sister and brother! I would hate to think that we would have to split up. It makes me sad that the DDSB is even thinking about breaking up families.”

“This would cause unnecessary stress in our household.”

“I don't want this for my children and my family has made housing and career decisions to avoid this.”

“The proposed boundary change would impose a detrimental impact on our household income and significantly disrupt work commitments. Relocating to a more distant area would entail increased commuting costs and time, leading to financial strain and potential career setbacks.”

Alternatives/Suggestions:

“The proposed changes map doesn't look good. The change should be done in the closer vicinity not further or have Rossland road developed to Kettering drive.”

“Enrollment should be closed for Vincent Massey and new students moving into the still developing area should be diverted to other schools.”

“As with TDSB, when a school reaches a certain capacity, they build a second floor or extension. That should be the action taken place, not forcing families to leave their community school.”

“There are empty schools in Oshawa that could be reopened, and boundaries reassessed. The separate area near the Cineplex should go to the school closest to it (12 students). Other boundaries need to be reassessed. A student placement plotted map should be created.”

“Why not create boundaries closer to the schools? The distance is ridiculous.”

“What are the long-term plans? Houses and neighborhoods are expanding quickly in North Oshawa.”

“How many support staff are at each of these schools already? How many additional supports would be needed at that school if that happened? When does the new school open?”

Disruptive/Unfair:

“Is extremely upsetting to the parent and child to spend all that time enrolling and settling in to have to move again.”

“My daughter will be in grade 8 next year and it's unfair to make her change schools at this point. There must be a better option.”

“This will be the 2nd time that my neighborhood has had a boundary change.”

“Unnecessary movement of children. this is very disruptive for them.”

Governance (decisions, accountability, finances etc.):

"I realize that DDSB is limited on what they can do but this seems very silly."

"We urge trustees to vote against this boundary change and find a solution that values community and student well-being."

"This is not a permanent solution, only a bandaid to balance your budget. Build new schools, hire proper staff to meet the needs of our students."

"I feel that students should not have to be displaced from their home school environment because the school board is not proactive in addressing the population growth... We need more schools and funding, not changing boundaries and displacing children."

"The DDSB had a school proposed for that area, but you decided not to go further with it. Now the children have to suffer for your error. Certainly, you would've known that with all the growth in the area it was going to cause a problem!"

Challenges (overcrowding, portables, class numbers):

"Our school is also over capacity and has had to convert our library and make the space into classrooms when the region ran out of portables."

"Portables are supposed to be temporary..."

"My children are already in crowded classes of 29 kids and are both in split classes."

"PET is already running way over capacity. Adding more students will bring down quality of care and education of the students even further, while pushing the problem to a different school instead of resolving it."

"The Admin team at Attersley has struggled so much in the last 2 years. Adding more students will not reduce the challenges faced here and in fact hurt our school more."

"Overpopulated schools are a detriment to a students' ability to learn. no additional bathrooms were mentioned in the proposal, which poses serious sanitary concerns. Occupying outdoor spaces with portables, limits the ability for students to be active."

Student Success (academics, grades, attendance):

"...leaving the VM community would be detrimental and could cause extreme school absences."

"My daughter will be entering grade 8 next year and removing her from the teachers and classmates she is familiar with will be detrimental to her drive and academic performance in her final year."

"Moving them will hinder progression and interrupt their learning."

Support Needs (ISS, EDI, staff):

"I have a special needs child with ADHD and change will to a new school will not go well with him."

“I know firsthand the problems that exist within already established holding schools, where resources are limited, support for students and staff are not available as a result.”

“My daughter has been at Vincent Massey since Kindergarten. She has an IEP and had built a relationship with the Sert office.”

Other:

“The rating of the proposed school is much worse compared to Vincent Massey PS.”

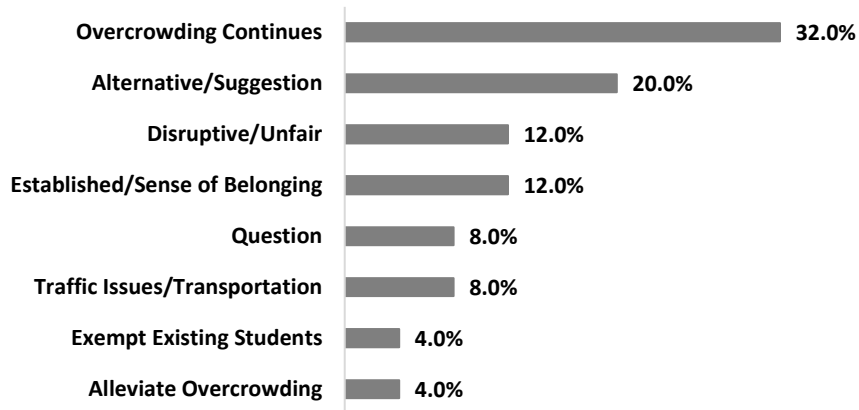
“I believe the recent loss of a good administrator.”

“I don’t want my children to change schools.”

“There is no direct access from proposed to GBA PS. Children will be passing by their old school everyday.”

Unsure of Impact – Why do you feel that way?

Figure 8
Thematic Analysis of Comments
Reasons why participants felt the proposed boundaries will have an uncertain (unsure) impact
 Response n=25



Selected Comments:

Overcrowding Continues:

“Pierre Elliott Trudeau PS already has 6-7 portables and we’ve only recently got our library back from being a classroom. Adding more students to an already overpopulated school is only going to make matters worse.”

“Likely positive in reducing impact on Vincent Massey but is it just shifting to Gordon B Attersley.”

“It's hard to predict what the result would be. One thing I do know is that it won't solve the problems, at least not for long. There is a huge amount of building in this area and new families moving in all the time. Just moving students around to other schools that are already at full capacity is not a real solution.”

Alternative/Suggestion:

"I think students from the new subdivision who do not have established ties should move to GBAPS."

"The new builds around Shankel rd will end up brining in more students then moving this area will. This area being newer should find a better placement, to help reduce the numbers further. In addition, a new school needs to be petitioned for."

"There needs to be a new school built or extensions put on the existing buildings in order to actually solve the problem."

Disruptive/Unfair:

"I do think this will have a negative impact on the families that have attended our school for many years. I don't really feel it is fair to ask them to leave."

"I am nervous that this transition would set them back in all of the successes they achieved at Vincent Massey."

Established/Sense of Belonging:

"I don't believe its the right choice. You are taking mostly established homes with students who have been attending Vincent Massey and moving them to a school much further away."

"Furthermore, my children love their teachers and the school that they are currently in"

Question:

"I still need more information because Pierre Elliott is also experiencing a huge number of students. Is this a temporary solution for a long-term problem?"

"My family lives north of Kettering Dr, Autumwood Trial becomes Aldsworth Cres north of Kettering Drive. We are located on the EAST side of Aldsworth Cres. Are we impacted by this boundary change?"

Traffic Issues/Transportation:

"GBA has an existing traffic issue with people parking on side streets and blocking intersections. An increase in enrolment without proper traffic solutions would only make the existing problem worse."

"I don't drive so if my children need to be picked up it would take me well over 45 minutes to safely get to the proposed school."

Exempt Existing Students:

"My child goes to Attersley with an out of zone exception due to childcare. Bringing more students in worries me about his future enrollments. I'd love for this change to not impact existing students with exceptions."

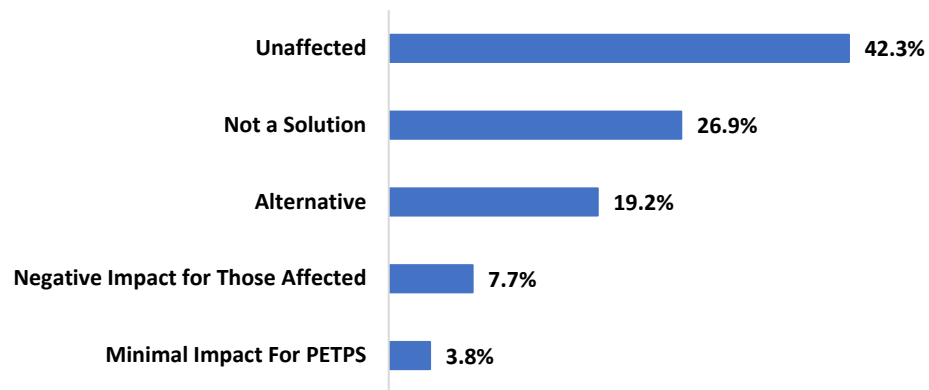
Alleviate Overcrowding:

"This would result in a positive impact to VMPS in relation to the number of students attending the school. Currently we are overcrowded, and it creates challenges (including negative behaviours) on a daily basis"

Neutral Impact – Why do you feel that way?

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

Figure 9
Thematic Analysis of Comments
Reasons why participants felt the proposed boundaries will have a neutral impact
 Response n=26



Selected Comments:

Unaffected:

“My street isn't in an area to be moved to another school; we live a 5min drive tops to Vincent Massey.”

“We live on Aldsworth and from what I see, my kids would remain at their school and finish with their friends and follow their peers to Eastdale for Grad 9.”

Not a Solution:

“This plan will continue to leave Vincent Massey very overcrowded. We need a solution that drops our student population lower.”

“The school is so over-enrolled; it seems unlikely that this plan will have a significant effect. Also, it is unclear the extent to which the plan takes into account the number of young families with preschool-aged children who are continuing to move into the VM catchment area. The increase in VM enrollment seems to have taken the Board by surprise, which is troubling.”

“We need to make a larger change at Vincent Massey. There will still be far too many students and portables... This is not a healthy environment for my children.”

It will not make enough of a difference on the current capacity of Vincent Massey. The school currently does not have enough bathrooms for the amount of students (even with the boundary change). The school is bursting, and violence has increased.”

Alternative:

“Send kids to GBA, but also send some to other surrounding schools.”

“There needs to be a new school built asap to capture the growing population.”

“I would prefer to keep the status quo and have multiple start times or difference recess/lunch times than do this.”

“It makes far more sense for the small pocket of kids off of Glenbourne to attend Pierre Elliott Trudeau then it does for them to go to Attersley.”

Negative Impact For Those Affected:

“As far as the Vincent Massey change, it doesn’t directly impact us, but I feel badly for the kids who will never be able to walk home from school because it’s so far.”

“I would imagine that this would significantly disrupt many established relationships among children for very little impact to lessen crowding at the school.”

Minimal Impact For PETPS:

“Minimal impact on enrolment numbers for PET.”

Please provide any additional comments about the proposed boundary realignment:

KEY THEMES (Selected Comments)

Questions Asked By Participants:

“There seems to be a huge influx of students to Vincent Massey this year. What other neighbourhoods feed into Vincent Massey?”

“Why can't that block go to Harmony Heights? It's closer than Attersley for those students? What kind of supports would be moved around as a result, and how much support would be lost?”

“Why isn't Hillsdale being considered in this realignment, given it's woeful under-enrollment?”

“Why moving existing area rather than newly build construction?”

“Has it been considered converting part of eastdale and Maxwell heights into intermediate schools?”

“It seems obvious that an additional school is needed given all of these schools are operating at >100% capacity. It would be great to hear what plans/pressure DDSB is applying to start that process.”

“I/we require more information to make an informed response.”

Alternative Options:

“Take the new boundary all the way to Townline road instead of Autumnwood.”

“Another idea would be to have the families west of Harmony to attend one of the schools like Harmony Heights”

“A suggestion may be to have all the new students coming into the proposed new boundary attend at Gordon B. Attersley.”

Recommendations:

“Another permanent solution should be looked at. The addition on exhausting schools to accommodate the influx of students. Boundary changing will not solve this issue.”

“The neighbourhood is still growing in the area surrounding the boundary change. There should have been a school built in the area. A boundary change is not the answer for this.”

““We need to come up with better solutions. We need to cap enrollment until we have reached a plateau.”

“The realignment needs to not be set in stone instead it being a temporary fix. A new school needs to be built in our area or modification to our existing school must be done in order to accommodate our students instead of adding portables.”

“The solution isn’t to relocate students to other schools. The solution should be to expand on the current school. Add a second floor, add a new wing on the school to accommodate the enrolment changes. Relocation is not a long-term solution.”

“Maybe instead of tearing down schools to put up housing you should be refitting them to be schools for the carry over!!!”

Planning/Governance:

“I’d like to see the board looking more long-term planning, and also for more creative short-term solutions. What are other boards doing?”

“The city has advance notices of upcoming sales and info on the new people moving into neighborhoods. At least in case of new neighborhoods they should have thought of the impact of schools long before doubling the school enrollment. Poor planning.”

“This is not a new issue in this school, the SCC has seen it coming and been raising concerns for years. Why can the board not listen and plan accordingly.”

“That might not be a tidy solution, but it seems cruel to make children pay for the lack of planning by adults who could have seen this coming, based on new development in the past 2+ years and a problem that could have been prevented.”

“DDSB declined option for elementary school off Fleetwood that would have resolved all issues. Children suffer as a result.”

Public Consultations:

“Thank you for doing the public consultation we hope to get frequent updates.”

“More time is required to adequately gather the community feedback.”

“Yes, give your heads a shake and get more information out to parents, transparency is key.”

“I hope that parents / staff at all school get to be heard and questions answered before anything is done.”

“The timing of the consultation and allowance for public discord seems strategically timed to limit voice. The proposed boundary change will not rectify the traffic and safety concerns cited in the conclusion of the Report-to-Board (Dec 4th, 2023).”

“The time frame for consultation is offensive. There's less than 6 weeks to respond during a time when most people take at least 2 weeks away from emails/work.”

“You didn't provide parents with adequate notice and method of attending the meeting was not inclusive. You presume parents and community members would have access to attend virtually.”

Support Proposed Change: Similar comments to those already represented in the section on Positive Impact – Why do you feel that way? See Figure 6 and accompanying comments.

Oppose Proposed Change: Similar comments to those already represented in the section on Negative Impact – Why do you feel that way? Notably large number of comments related to allowing existing students residing in the established neighborhood to remain at Vincent Massey PS and relocating new(er) students residing in the new development/builds. See Figure 7 and accompanying comments.

School	Summarized Concerns
Vincent Massey PS	<p>Children attend VMPS and are in area proposed to be relocated to GBAPS; Children attend Umbrella Child Care B&A and are well establish; how can we be exempt from boundary changes; This proposed lowers the value of our home; our children being bussed over 4km; Norman G Powers PS is a school close to the area that is currently not over capacity and only has 2 portables on site; They can accommodate more students than what they currently have; I understand that they are a holding school at this time, but the area they are holding for is getting a new school in the next 2 years; So long term it makes more sense to shift new students there permanently to ease pressure on VMPS; The community west of Harmony Rd is a logical choice to move to GBAPS by driving distance they are the closest; 3.2kms as opposed to our area which is 4.2kms; It was also cited in the traffic report documents that traffic congestion at the Eastdale CVI was a major concern and consideration for the boundary review; This area west of Harmony Rd is not bussed, therefore they would be the ones most contributing to the Eastdale CVI congestion seeing as they all walk or are driven to school; Moving the proposed area would not alleviate the traffic congestion in the way that is needed due to the fact that we are all bussed; Opposition to move 80+ students from VMPS to the distant GBAPS; causes instability for my 2 kids: our support system is established in this community; new people with no established connections should move to GBAPS or Forest View PS which has space and closer to new subdivisions; Well being - lack of concern for students you are proposing to relocate, not address their physical well-being/mental health, splitting up friendships (students and families); Communication - DDSB communication about proposal boundary change is insufficient, one week's notice of webinar and no notice to pre-schoolers; Portable availability - confirmed portables can be ready in 10 weeks once an order is placed, question the report on stats for portables required; If student moved to GBAPS they will be in a different secondary feeder school; Send students to Harmony Heights PS, there is a crossing guard at Harmony Road and Adelaide; Coronation PS will only be a holding school short term as DDSB is building a new school in 2024 and getting a new school in 2026; additional points to make after webinar #2; we are not in close proximity but tucked against a conservation area; struggle to understand how moving us will address the traffic concerns; if a daycare is added to GBAPS fear it won't be ready; please consider other options.</p>
Vincent Massey PS	<p>Have a child graduating; agree with DDSB staff concerns; school overpopulated (portables/library for classroom) something needs to happen; parking lot is unsafe.</p>
	<p>Will students who move from VMPS to GBAPS or to PETPS be proceeding to Maxwell Heights SS or Eastdale CVI; Eastdale CVI and Maxwell Heights are also both experiencing enrolment pressures;</p>

School	Summarized Concerns
Vincent Massey PS	Appreciate time to evaluate situation and work towards a resolution; we reside on the border of the proposed boundary change can you confirm if we would stay at VMPS or proposed to attend GBAPS.
Vincent Massey PS	We moved to subdivision in north-east part of the boundary 10 years ago because it was connected to a mature neighbourhood and enabled access to good schools; plans showed a future PS site at Fleetwood/Kettering; Why did DDSB sell the land to developers knowing there was future growth? Is there any plans to build new schools to add over population? Please clarify addresses included/excluded in the proposal for Aldsworth Crescent.
Vincent Massey PS	Why was the current area selected to be relocated where there are areas farther from the school in the new subdivision that could be considered?
	Why not send new build area to a different school as they haven't been at VMPS for the same amount of time or in some cases the houses are not complete.
Vincent Massey PS	I will not have my kids bused almost 5kms passing 3 other better schools; Concerns of kiss and ride but my kids take bus; This proposed change will trigger their anxiety and affect their mental health; Send new development, they have no connections; This impacts my family for the following reasons: 1) Children going to school for 7 years and have strong foundations at school (peers and staff) 2) Negative impact on them - anxiety and depression that will affect health and grades. 3) finding extended hours child care difficult 3) We don't use kiss and ride, we are the problem. 4) Move area south of Fleetwood, they are the last in and are still moving in they are closer to Forest View PS and GBAPS, this area has no foundation at VMPS; Well being - lack of concern for students you are proposing to relocate, not address their physical well-being/mental health, splitting up friendships (students and families); Traffic - proposing to relocate already bussed students who are not contributing to traffic problems, move walkers; New enrolment - new builds south of Adelaide and Fleetwood should move - go to Forest View PS/GBAPS; Communication - DDSB communication about proposal boundary change is insufficient, one weeks notice of webinar and no notice to pre-schoolers; Portable availability - confirmed portables can be ready in 10 weeks once an order is placed, question the report on stats for portables required; Property owners - change negatively impacts our property values due to distance to travel to GBAPS.

School	Summarized Concerns
Vincent Massey PS	Consider relocating students from south east section of VMPS to Forest View PS; Those homes are same distance from Forest View PS and VMPS. Attached an updated to the community petition urging people to sign the petition to reconsider boundary change for VMPS listing negative impact on student mental health/physical well-being and academic achievement, occupant rates post boundary move, traffic issue is not bussed students and negative impact of these families property values; we have proposed new development be located to GBAPS or Forest View PS; send kids west of Harmony to GBAPS; shift out of areas to other schools; I am shocked these students were even accepted at VMPS given the capacity issues since 2019; massive oversight; urge Trustees to visit our area and see that it is not in "close proximity" to GBAPS; why are DDSB employees replying to concerns parents; area Trustees award of MAJOR school issues at GBAPS: instability, staff turnover, extreme bullying violence and duress; proposal does not address law of parking or additional traffic for GBAPS.
Vincent Massey PS	Consider relocating students from south east section of VMPS to Forest View PS; Those homes are same distance from Forest View PS and VMPS. Attached an updated to the community petition urging people to sign the petition to reconsider boundary change for VMPS listing negative impact on student mental health/physical well being and academic achievement, occupant rates post boundary move, traffic issue is not bussed students and negative impact of these families property values; we have proposed new development be located to GBAPS or Forest View PS; send kids west of Harmony to GBAPS; shift out of areas to other schools; I am shocked these students were even accepted at VMPS given the capacity issues since 2019; massive oversight; urge Trustees to visit our area and see that it is not in "close proximity" to GBAPS; why are DDSB employees replying to concerns parents; area Trustees award of MAJOR school issues at GBAPS: instability, staff turnover, extreme bullying violence and duress; proposal does not address law of parking or additional traffic for GBAPS.
Vincent Massey PS	This proposed boundary displaces my child further away from home and B&A care in a home daycare; also longer bus ride for young child; other schools close that could accommodate some students from VMPS.
Vincent Massey PS	Child has been in VMPS from JK to Grade 6; they want to finish at VMPS. Provide legacy plan to allow current students to remain: Send other side of Fleetwood (new homes) to other school.
Vincent Massey PS	We moved to the neighbourhood for VMPS and it's B&A school program; My child on the waitlist a year before for B & A program, which other school doesn't provide; Where am I supposed to find the B&A care for my child in such a short time where the the waitlist are long enough; Why can't newly built neighbourhood houses attend the new school vs the existing community children.

School	Summarized Concerns
Vincent Massey PS	I am a part of the community being removed from the VMPS community and relocated to GBAPS; We are in the centre of a neighbourhood with no direct route to GBAPS; Look into other options that make more sense in regards to traffic and driving routes such as the neighbourhood just south of VMPS since they have direct access to Harmony Rd without causing greater traffic delays since harmony is a major street. It's about time to consider expanding the Vincent Massey school, adding a second floor.
Vincent Massey PS	We live on Autumnwood Trail are we affected by the proposed change in boundary?
Vincent Massey PS	Child in Grade 2 at VMPS; been at school since JK and enrolled in B&A school care. Difficult to find child care, especially for PM; Child has anxiety/average students; this change will impact our entire family, we are stressed and concerned about our health and well being; don't punish families for poor decision making; one parent cannot quit job to accommodate lack of child care available.
Vincent Massey PS	Two children, one will graduate from VMPS the other will be separate from friends/staff that they've knows since JK; Moved here 13 years ago; new development at Fleetwood, south of Eldorado should be relocated as it is creating the enrolment pressures at VMPS. Proposal is not fair. Newer development should move first. Our neighbourhood should not be sacrificed to solve problem we didn't create.
	Well being - lack of concern for students you are proposing to relocate, not address their physical well-being/mental health, splitting up friendships (students and families); Traffic - proposing to relocate already bussed students who are not contributing to traffic problems, move walkers; New enrolment - new builds south of Adelaide and Fleetwood should move - go to Forest View PS/GBAPS; Communication - DDSB communication about proposal boundary change is insufficient, one weeks notice of webinar and no notice to pre-schoolers; Portable availability - confirmed portables can be ready in 10 weeks once an order is placed, question the report on stats for portables required; Property owners - change negatively impacts our property values due to distance to travel to GBAPS.
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<p>Vincent Massey PS</p>	<p>All but one of my child's friends live in new proposed boundary area, you are ripping her away from everything she know and forced to make new friends; My child is already dealing with anxiety. We aren't the traffic issue as child gets bussed.; Use some of DDSB's \$59 million in cash to build a second level on VMPS and neighbouring schools to relieve overcrowding or reroute new registrations to Forest View PS or GBAPS. Well being - lack of concern for students you are proposing to relocate, not address their physical well-being/mental health, splitting up friendships (students and families); Traffic - proposing to relocate already bussed students who are not contributing to traffic problems, move walkers; New enrolment - new builds south of Adelaide and Fleetwood should move - go to Forest View PS/GBAP; Communication - DDSB communication about proposal boundary change is insufficient, one weeks notice of webinar and no notice to pre-schoolers; Portable availability - confirmed portables can be ready in 10 weeks once an order is placed, question the report on stats for portables required. Property owners - change negatively impacts our property values due to distance to travel to GBAPS.</p>
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School	Summarized Concerns
Vincent Massey PS	<p>Look at alternative solutions and relocate newer communities that would not have formed friendships and built foundations, therefore less impacted; Well being - lack of concern for students you are proposing to relocate, not address their physical well-being/mental health, splitting up friendships (students and families); Traffic - proposing to relocate already bussed students who are not contributing to traffic problems, move walkers; New enrolment - new builds south of Adelaide and Fleetwood should move - go to Forest View PS/GBAPS; Communication - DDSB communication about proposal boundary change is insufficient, one weeks notice of webinar and no notice to pre-schoolers; Portable availability - confirmed portables can be ready in 10 weeks once an order is placed, question the report on stats for portables required; Property owners - change negatively impacts our property values due to distance to travel to GBAPS; Children have attended VPS for 9 years; Under the proposal will be sent to separate school creating child care challenges; Limited child care opens in GBA PS area; Children will also be sent to different Secondary schools than their peers; I missed the webinar last night but i had a couple questions;</p> <p>What alternative solutions are being considered by the board; Would it not make more sense to move newer students to these other schools?</p>
	<p>Well being - lack of concern for students you are proposing to relocate, not address their physical well-being/mental health, splitting up friendships (students and families); Traffic - proposing to relocate already bussed students who are not contributing to traffic problems, move walkers; New enrolment - new builds south of Adelaide and Fleetwood should move - go to Forest View PS/GBAPS; Communication - DDSB communication about proposal boundary change is insufficient, one weeks notice of webinar and no notice to pre-schoolers; Portable availability - confirmed portables can be ready in 10 weeks once an order is placed, question the report on stats for portables required; Property owners - change negatively impacts our property values due to distance to travel to GBAPS.</p>
Vincent Massey PS	<p>Directly affected by proposal as live in section being considered to move to GBAPS; We use B&A at VMPS and will have to scramble to look for care for our children; Unfair to us as been part of this community for 5 years; Either allow those in Child Care to stay at VMPS or open a Child Care at GBAPS; Alternatively new students go to GBAPS.</p>
Vincent Massey PS	<p>Their lives have already been in disarray with covid and lack of consistent socialization via program delivery; They have strong relationships within this community and deserve to remain at VMPS; It will split up relationships my kids have formed; Our children attend B&A school care at VMPS; This is extremely difficult to find, there is nothing available if our children are relocated; I would need to take a part time leave from my job if this is the case affecting our families financial and mental health; This also affects the market value of our home; They'd be bussed over 4km to a school that do not share our socio-economic similarities. We aren't causing the traffic concerns as we dropped off early and pick up late since we utilize the Child Care.</p>

School	Summarized Concerns
Vincent Massey PS	<p>Too many portables at VMPS, my child in a portable feels like they don't belong to the school community; Not acceptable to have 12 portables at a school, with 16 projected for next year, that is an equivalent MRC of most schools, PE Trudeau PS has another 200 (8 portables); DDSB wants to send kids to GBAPS that is already at 100% utilization; Need to build a new school in the Eastdale neighbourhood. How can a 400 pupil place school serve 600-700 students. What are the impacts on the school facilities, functions at the school and for the children attending the school; Need to survey to see impact of kids studying in portables; VMPS is located in a sought after community in Oshawa, 87% own their home and median age is 40. Find a long term solution and build a new school in the neighbourhood.</p>
Vincent Massey PS	<p>Have 2 children attending VMPS and a third attending in the future; We are against this proposal; The news has already impacted my children mentally; Reroute the new community on the south side of Fleetwood to Forest View PS, we heard they have a lot of space; Why are old students affected.</p>
Vincent Massey PS	<p>The proposal lacks merit and concerned about DDSB's long-term plan to manage populations shifts; Children already dealt with disruption during pandemic which has had a significant impact; This movement of students will set students back further, affecting them negatively (academically, psychologically and socially); Drama, loss of friends creates anxiety; Lived in the community for many years and chose our home based on resources, community and supports; Traffic at the school is a concern; Our children attend B&A care at the school so we can get to work; This is a concern for us if boundary changes; It will be a struggle to find alternative child care if the boundary changes resulting in my wife having to work part time; No confirmation of child care at GBAPS is a great concern; New development areas should be rerouted to another school as they are new to the system and would have minimal impact to their household. There are also many multi-unit and multi generational homes that DDSB has not appropriately considered, through poor planning; Oshawa is among highest taxes, why are there not enough funds to property fund sustained schools; Look at alternatives for replacement of traditional portables; I have reached out to several suppliers of portables (of various construction) and they can be ready within 6 months; Alternatives to consider: 1.halt the current enrolment, new students sent to an alternative school. 2. Use municipal bussing idea of collection by zone and drop off to various schools, will require additional bussing. 3. Option for volunteer displacement of students. 4. Alternative learning strategies - shift schools, online learning modules. 5. New community sent to other schools, with minimal impact to their children ask they have no established connection to VMPS.</p>

School	Summarized Concerns
Vincent Massey PS	<p>Lived in the community for 9 years and children have friendships and bonds with peers/teachers; Negative impact on children’s health and grades, this is not fair; Well being - lack of concern for students you are proposing to relocate, not address their physical well-being/mental health, splitting up friendships (students and families); Traffic - proposing to relocate already bussed students who are not contributing to traffic problems, move walkers; New enrolment - new builds south of Adelaide and Fleetwood should move - go to Forest View PS/GBAPS; Communication - DDSB communication about proposal boundary change is insufficient, one weeks notice of webinar and no notice to pre-schoolers; Portable availability - confirmed portables can be ready in 10 weeks once an order is placed, question the report on stats for portables required; Property owners - change negatively impacts our property values due to distance to travel to GBAPS.</p>
Vincent Massey PS	<p>My child has attended VMPS for 8 years and is entrenched in the community; If proposal goes through he will not be able to go to high school with peers; my children will be moved to a community they are not part of with a very vastly different socioeconomic demographic that our children will not assimilate will into; We understand the need for less pressure at VMPS; We are bussed so not part of the traffic and safety concerns; Well being - lack of concern for students you are proposing to relocate, not address their physical well-being/mental health, splitting up friendships (students and families); Traffic - proposing to relocate already bussed students who are not contributing to traffic problems, move walkers; New enrolment - new builds south of Adelaide and Fleetwood should move - go to Forest View PS/GBAPS; Communication - DDSB communication about proposal boundary change is insufficient, one weeks notice of webinar and no notice to pre-schoolers; Portable availability - confirmed portables can be ready in 10 weeks once an order is placed, question the report on stats for portables required; Property owners - change negatively impacts our property values due to distance to travel to GBAPS.</p>

Vincent Massey PS – Boundary Review – General Comments from the Community Consultation

The following community comments and suggestions did not provide sufficient information for staff to analyze.

Boundary Change Will Affect Our Property Value.

Staff Analysis/Assessment

No response required.

Insufficient Notice of Webinar and Time to Provide Input

Staff Analysis/Assessment

An information report to commence the boundary process was presented at the December 4, 2023, Board Meeting. The public consultation commenced December 5, 2023, and was extended through to January 19, 2024, to provide more than 6 weeks of time to provide input.

A Public Meeting (Webinar) was held on December 12, 2023, and a second Public Meeting (Webinar) was held on January 17, 2024, to provide information to the community and receive input. Staff collected community feedback until January 19, 2024, through email, phone and a survey.

Previously closing and consolidating schools was a terrible decision. The remaining schools now have portables.

Staff Analysis/Assessment

In determining the need for closing and consolidating schools, the DDSB looks at long-term enrolment and demographics of a community combined with the overall need to repair/renovate aging schools. With consolidation, new replacement schools were built at a size that reflected the enrolment need at that time. The redevelopment and relocation of families into existing mature communities, during and since the pandemic was not foreseen at the rate of occurrence. This is a province-wide trend and not specific to Oshawa.

General Alternatives to Staff Proposed Boundary

Open Kindergarten Spaces at French Immersion schools to Accommodate additional Students.

Staff Analysis/Assessment

When undertaking a boundary review, all grades are involved in the review to ensure sustainable enrolment is achieved resulting in a reduction in the enrolment pressure experienced by students already at the school under review. The French Immersion program starts at Grade 1. There is no opportunity for French Immersion students to go to their French Immersion school for Kindergarten.

The DDSB is not supportive of splitting families by sending new Kindergarten students to another school. Busing our youngest and vulnerable students to another school is not preferable and long-term

Vincent Massey PS – Boundary Review – General Comments from the Community Consultation

does not alleviate enrolment pressures as this option would result in these students returning to VMPS, their home school, as of Grade 1.

Originally there was a public school site at Kettering Drive and Fleetwood Drive. What is the status of this site, and could a school be built here to relieve pressures at VMPS?

Staff Analysis/Assessment

DDSB did not purchase the school site near Kettering Drive and Fleetwood Drive. New schools are typically built to accommodate a sustainable enrolment of more than 600 students. There is not enough new development in this part of Oshawa that would result in this number of students. As a result, a business case to the Ministry of Education for new school funding may not be successful.

Build A New School

Staff Analysis/Assessment

New schools are funded by the Ministry of Education. DDSB's request for funding is based on sustainable new growth of over 600 students to justify the need to the Ministry of Education. The Ministry of Education has clear criteria for funding requests including showing evidence that all nearby schools are fully utilized.

Realignment of attendance boundaries is a way to ensure all schools are being effectively utilized for pupil accommodation.

In general, new school construction funding approval from the Ministry of Education is not guaranteed with an initial request. This could take two or three years of re-submitting such an application. Once approval is received, allowing for municipal approvals, an average elementary school could take 12 to 18 months to construct. This is at least 5 years in total before a new school is realized.

In North Oshawa there is the need and supporting new growth to justify the need for a new school, however the growth around VMPS and other more centrally located schools is not great enough to justify and potentially secure funding to build a new school in this area.

Add A Second Floor to VMPS

Staff Analysis/Assessment

VMPS was not designed structurally to accept a second floor. Modifications would be significant and lengthy, and result in the school population being relocated for the duration of construction. If there was justification to add classrooms, DDSB would request Ministry funding to add new classrooms through an addition on the main floor of the school.

Before requesting funding for a new addition, DDSB is required to consider, and implement, where possible, solutions that efficiently utilize all available school space. A boundary revision is an immediate solution to address the enrolment pressures, whereas funding for an addition could take years, if granted at all by the Ministry of Education. The process is similar to that described under the option to build a new school.

Vincent Massey PS – Boundary Review – General Comments from the Community Consultation

Does DDSB still own the former Athabasca PS? If so, it could be renovated and re-opened.

Staff Analysis/Assessment

DDSB does not own the former Athabasca PS property.

Send Any Future Students to Gordon B Attersley PS or Forest View PS

Staff Analysis/Assessment

Sending future students residing in the VMPS attendance area to either Gordon B Attersley PS or Forest View PS would not result in resolving the existing enrolment pressure. This suggestion is broad and implies that all future students from existing homes and new homes would no longer be considered part of the VMPS enrolment boundary. The proposal suggests there would be an “alternate” enrolment boundary within the existing VMPS boundary to address future registrations as of a specific date.

Send Neighbourhood south of VMPS to Gordon B Attersley PS.

Staff Analysis/Assessment

Insufficient detail to develop an analysis of the suggestion

School Boundaries

To provide a uniform procedure for establishing and adjusting school boundaries.

1.0 Criteria:

1.1 New School Boundaries

New school boundaries are established for newly constructed or planned schools. The locations of school sites are primarily determined at the Municipal Secondary Plan stage by Planning Staff. New school boundaries are designed to reflect the neighbourhood or community which the school is intended to serve. In a period of enrolment growth, it is expected that these boundaries will be altered to address growth related issues such as, accommodation, instruction, transportation.

Where possible, new school boundaries will be based on the following criteria:

- (a) municipal, community or neighbourhood boundaries as defined within Official, Secondary or Community plans;
- (b) local restricting parameters;
 - major roads, highways,
 - rivers,
 - rail lines,
 - hydro corridors,
 - incompatible land uses;
- (c) maximizing the walking population to the school;
- (d) accommodating both a peak population and a mature population adequately on site.

1.2 Adjustments to Existing School Boundaries

- (a) Interim Boundary Adjustments:
 - (i) **Causes:** Interim boundary adjustments are considered for a neighbourhood, school or family of schools in response to a number of problems that can arise:
 - areas where no school boundary exists;
 - in response to enrollment pressures;
 - in response to facility problems due to site constraints, temporary closure, timing of construction, damage due to fire or other catastrophes, etc.
 - (ii) **Time:** Interim boundary adjustments are temporary and should not be considered for periods exceeding three years.

(iii) **Criteria:**

Preferred Alternative - Adjacent School

Where possible, interim school boundaries will take into consideration the nearest adjacent school that meets the following criteria:

- has available capacity or room for portable classrooms to accommodate students who are to be displaced;
- provides a similar program for students;
- is located within the same community or municipality;
- has a walking population component.

Other Alternatives:

Should the nearest adjacent school not meet the above criteria, the two other alternatives are:

Alternative A: a school within the same municipality which is accessible by public or Durham District School Board transportation which meets criteria 1. and 2. in section (iii).

Alternative B: a school within The Durham District School Board which meets criteria 1. and 2. in section (iii).

(b) Permanent Boundary Adjustments:

(i) **Causes:** Permanent boundary adjustments are primarily caused by:

Program Adjustments

- French Immersion or Gifted program relocation or creation;
- JK-6 to JK-8, or 7 & 8 to JK-8 school conversion;
- location of new or unique programs within the Board, etc.

School Closure and Consolidation of School Facilities

Relocation of Student Population

- where no community school will be built;
- when interim measures are extended beyond 3 years;
- in conjunction with previous two examples;
- to accommodate changes in facilities that alter school capacity, etc.

(ii) **Time:** Permanent boundary adjustments are considered for a neighbourhood, school or family of schools when an area is to be affected for a period greater than three years. Permanent boundary adjustments are major projects requiring extensive research and consultation and can have a lengthy period of implementation.

(iii) **Criteria:** Where possible, permanent boundary adjustments will be based on the following criteria:

- maintaining the educational viability of the program in question;
- school facilities must be adaptable to meet program needs and the anticipated student population;
- same criteria as listed in Section 1.1 "New School Boundaries" Sections (a) to (d).

2.0 Consultative Process:

2.1 Decisions regarding school boundaries ultimately rest with the Board. The consultative process is as follows:

- (a) As part of the annual meeting between Planning staff and the Area Superintendents, discussions on the need for a boundary review will occur.
- (b) The Planning Department and the appropriate Superintendent will develop a proposal in consultation with Durham Student Transportation Services. (Financial implications will be included).
- (c) The Superintendent(s) of Education/Area, Transportation Department and the Planning Department will meet with the trustee(s) to discuss the consultative process, review the analysis and plan the public consultation process.
- (d) An Open Session report to Trustees will be presented as information, regarding the commencement of a boundary review.
- (e) The Superintendent(s) of Education/Area will consult with the Principal(s) and School Community Council chair(s) or Executive(s).
- (f) The Superintendent(s) of Education/Area and the appropriate trustee(s) will initiate a public consultation process, involving a minimum of one Open House, with parents/guardians of students to be affected and involve the appropriate Principal(s), the School Community Council chair(s) or executive(s), the Planning Department and Durham Student Transportation Services. Information on the proposal will be outlined at the Open House and input from parents/guardians will be received.
- (g) Based on staff expertise and past practice, it may be determined that a subsequent Open House is required within the process to provide additional information (ie boundary revision based on community feedback, survey results) or to create a community consultation process regarding possible transition plans.
- (h) A dedicated email address and phone line will be set up to gather input, from the time the community are informed of the consultation process, to when an approval has occurred.
- (i) An administrative report will be prepared by the Superintendent(s) of Education/Area in consultation with the Planning Department and Durham Student Transportation Services and presented to Administrative Council. This report will go to the Board for final approval.
- (j) Details of the new or revised school boundaries and implementation will be communicated in writing by the Superintendent(s) of Education/Area to the school community.

2.3 Where possible, finalized details of new or adjusted boundaries will be determined and announced no later than the release of the Official Enrollment Projections preceding the school year in which the boundaries are to be enforced or phased in. This time frame allows for sufficient advance notice to parents, students, trustees, school and administrative staff.

Appendix:

None

Effective Date

98-06-26

Amended/Reviewed

2006-08-02

2012-05-22

2012-10-01

2014-12-04

2019-11-08



MEMORANDUM

To: Trustees **Memo: No. 2324:16**

From: Camille Williams Taylor, Director of Education and Secretary to the Board
Jim Markovski, Associate Director of Equitable Education
Patrick Cotter, General Counsel

Date: January 30, 2024

RE: **DDSB Human Rights Advisory Committee and Anti-Black Racism Advisory Committee**

Purpose

The purpose of this memo is to provide information to trustees on the Critical Path for moving forward with the Human Rights Advisory Committee and the Anti-Black Racism Advisory Committee.

Background

During the Board Meeting on January 22, 2024, the Board of Trustees approved amendments to the Consolidated By-Laws to provide a more robust structure for non-statutory Advisory Committees established by the Board of Trustees.

The process for setting up an Advisory Committees established by the Board of Trustees is described in section 4.5 of the updated DDSB By-Laws. Section 4.5, states that *“The Director of Education shall engage appropriate community members to inform a recruitment and selection strategy, including selection criteria, for each Advisory Committee and shall make recommendations to the Board in that regard. The recommendations shall include the proposed number of Advisory Committee members. The Board shall, by ordinary resolution, approve the recruitment and selection strategy, and number of members, for each Advisory Committee. Following such approval, and subject to the Board of Trustees appointing the 2 Trustee non-voting members, the Director or delegate(s) will form the committee.*

In all cases, Advisory Committees are to include 2 Trustees and 1 staff person as non-voting members of the Committee. The Director has the discretion to assign one additional staff person as a non-voting member. Trustee members will be selected annually at the Organizational Meeting, failing which they may be selected at any regular or special meeting of the Board.”

Analysis

Section 4.5.1 of the Consolidated By-Laws establishes the Human Rights Advisory Committee. In addition, by resolution dated December 4, 2023, the Board of Trustees established an Anti-Black Racism Advisory Committee.

The purpose of Advisory Committees is to consider and make policy recommendations to the Board of Trustees and to make recommendations to the Director of Education on non-policy/operational matters.

It is expected that Advisory Committees will support the DDSB in upholding its commitments, objectives, and responsibilities under applicable legislation and Board policy.

The critical path set out in the table below will serve as an implementation plan for the Human Rights Advisory Committee and the Anti-Black Racism Advisory Committee.

Timeline	Action Item
January 2024	<p>Revised Consolidated By-Laws brought to Board for approval on January 22, 2024.</p> <p>Memo on proposed Critical Path to move forward with the advisory committees is delivered to Trustees.</p>
February 2024	<p>The Director of Education designates a senior staff member or members, to each of the two advisory committees. The Director has the discretion to appoint more than one staff member.</p> <p>In alignment with the Consolidated By-Laws, the Director of Education and appointed staff will develop a recruitment and selection strategy, including selection criteria, for each of the Advisory Committees - with a view to coming to the March Governance Committee Meeting for approval.</p>
March 2024	<p>Recommendations on the Recruitment and Selection Strategy, including the selection criteria, are presented for approval at the March Governance Committee Meeting.</p> <p>Pending approval, staff will proceed with the establishment of the committees with a target completion date of the end of April.</p>

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Timeline	Action Item
April 2024	<p>It is proposed that Trustee membership be determined at the April Board Meeting. The Trustees will serve the respective committees in an interim capacity until the November Organizational meeting. During the November Organizational Meeting, Trustee representatives for all advisory committees will be nominated and selected annually.</p> <p>Development of a Code of Conduct for each Advisory Committee will take place through the support of the DDSB General Counsel. Community Members recruited for each advisory committee will be expected to commit to the Code of Conduct.</p>
April/May 2024	<p>Mandatory Training session(s) for recruited members. The training sessions will place focus on:</p> <ul style="list-style-type: none">• Indigenous Education Policy/Procedures• Human Rights Policy/Procedures• Anti-Oppression/Anti-Bias <p>Training sessions will also include a facilitated discussion on the scope, role, and mandate of the advisory committee.</p>
May 2024	First formal meeting of the advisory committees.
October/ November 2024	Each Advisory Committee will be requested to bring forward a report in the fall of 2024.

Should you have any questions, please contact General Counsel Cotter at patrick.cotter@ddsb.ca or contact Director Williams-Taylor or Associate Director Markovski.



MEMORANDUM

To: Trustees

Memo: No. 2324:17

From: Camille Williams-Taylor, Director of Education and Secretary to the Board
Georgette Davis, Superintendent of Education
Stephen Nevills, Superintendent of Education

Date: February 1, 2024

RE: DDSB@Home Transitional Pilot

Purpose

The purpose of this memo is to share information with Trustees on the enrolment and programming considerations which supported the staff decision to implement a transitional pilot for DDSB@Home to maintain program viability by reducing the grades eligible to Grades 4 to 10 beginning in the 2024-2025 school year.

Background

When the Ministry of Education directed all schools to switch to remote learning during the pandemic, PPM 164 was issued to ensure that there was a consistent approach to remote learning in times of extended interruption to conventional in-person learning.

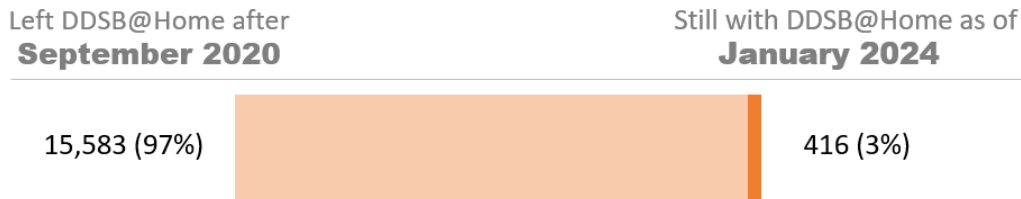
PPM 164 was intended to provide direction to school boards only during times of remote learning. PPM 164 outlines remote learning requirements for school boards, including minimum requirements for the number of minutes of scheduled learning opportunities including synchronous and asynchronous activities.

PPM164 does not direct full-time, synchronous, virtual learning. However, as a response to the pandemic, staff at DDSB made a decision to implement a stand-alone, fully synchronous learning opportunity, available to all students, in both the elementary and secondary panels.

DDSB@Home opened in September 2020 with an enrolment of 15,999 students and finished the 2020-2021 school year with an enrolment of 19,694 elementary and secondary students (27% of all DDSB students).

In each of the three following years (2021-2022 and 2022-2023, 2023-2024), enrolment in DDSB@Home Elementary and Secondary declined and was projected to continue to decline into the 2024-2025 school year. See Figure 1.

Figure 1: Number and Percentage of Students enrolled in DDSB@Home since September 2020



From 2020 to 2023, there was a Ministry of Education requirement for all school boards to maintain some type of remote or virtual option for students as a result of the pandemic. Beginning in 2023, the Ministry of Education no longer required boards to maintain remote or virtual options. It is unclear at this time whether the Ministry will provide continued funding allocation for remote learning through the GSN for the 2024-2025 school year. In DDSB, all families were surveyed about their choice of learning preference for planning purposes each year during the Ministry requirement. Leading into the 2023-24 school year, following the results of the learning preference survey, staff determined there was enough enrolment to continue to offer the two stand-alone virtual schools. Based on the projected enrolment shifts throughout the 2023-2024 school year, it was determined that some changes were needed in response to the continual yearly decline in enrolment for virtual. This resulted in a review of the DDSB@Home program by staff to maintain program viability.

In a commitment to inclusion, students accessing learning through DDSB@Home, current and on-going, are supported by an interdisciplinary team including school-based staff (Special Education Resource Teachers, Classroom Support Staff i.e., Educational Assistants). As part of pandemic response, special education placement programs have been woven into DDSB@Home addressing most of the program goals. The programs have included Gifted program (elementary), Practical Learning Program and School Support Program classrooms. Decisions have been based on 1) IPRC (Identified Placement Review Committee) commitments to students, 2) family responses to learning preference and operational considerations for facilitating fulsome learning programs.

The gifted program was transitioned back to fully in-person prior for the 2022-2023 school year. The students currently accessing programming through the Practical Learning Program and School Support Program classrooms remaining with DDSB@Home are transitioning back to in-person learning for the 2024-2025 school year to support all outcomes of the programs. The program outcomes of the Practical Learning Program, as example, include the development of independence skills including grocery shopping, cooking and work education skills, which are best met through in person settings. Many of the students who started the school year through DDSB@Home have already transitioned back to in-person learning. The school and Inclusive Student Services teams are working with the families on transition planning for individual students.

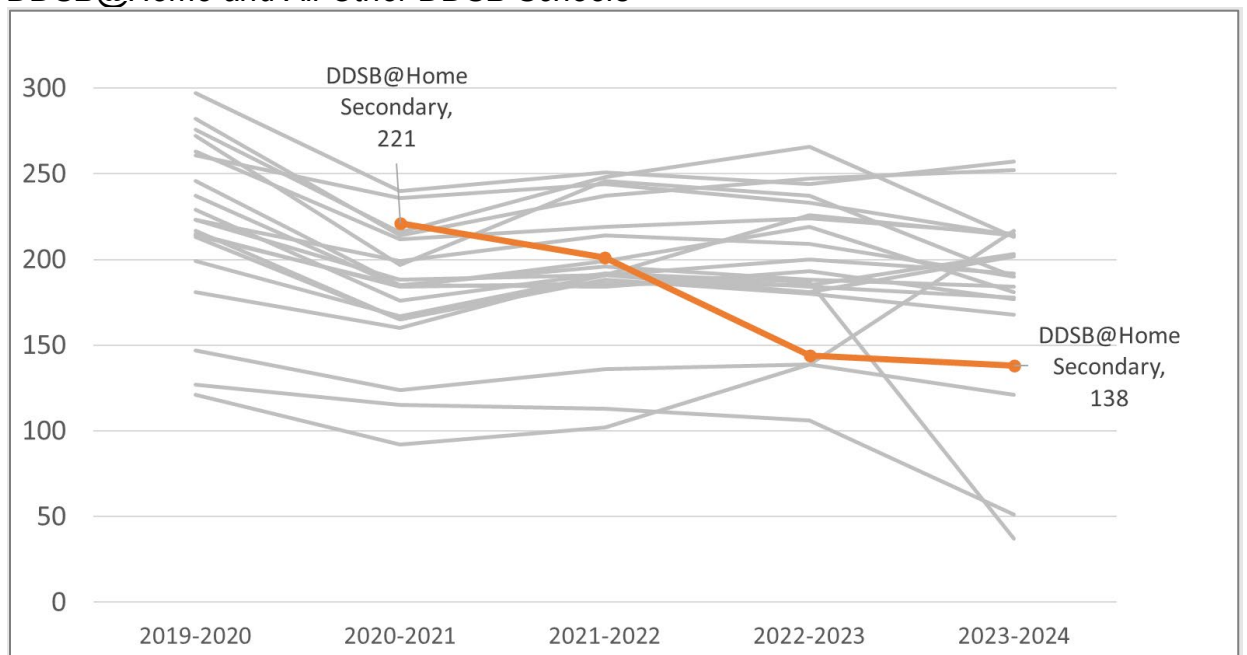
Analysis

Considerations

Along with the enrolment decline, planning for academic engagement in learning and social interactions in the virtual space has required continual focus during the past few years.

The number of courses that a secondary school can offer are directly related to the number of students that are enrolled. As can be seen in Figure 2 below, the large enrolment of DDSB@Home Secondary in the 2020-2021 school year resulted in a large number of courses that were offered. The timetable for DDSB@Home Secondary was developed in the first year to provide pathway opportunities for all students who may be impacted by the pandemic. Even without the opportunity to program for hands-on technology courses, compared with other schools, DDSB@Home Secondary had the third largest selection of courses available to secondary students. However, as enrolment has declined, the number of courses offered at DDSB@Home has also declined resulting in DDSB@Home Secondary having the fourth smallest selection of courses available to secondary students and limiting pathway opportunities.

Figure 2: Comparison of Course Availability (Number of Courses offered) between DDSB@Home and All Other DDSB Schools



Evidence of Impact

As a pandemic response, the creation of stand-alone virtual schools in DDSB, in both the elementary and secondary panels, served the district well and provided students and parents/guardians with the peace of mind that no matter the impact of COVID in the community, students could still engage in daily learning without significant changes and possible transitions from in-person to remote learning based on recommendations from the Ministry of Education or the local health department.

From the onset of the implementation of DDSB@Home, administration and staff worked to develop interactive virtual programming to engage students in the curriculum and developed a virtual community of learners. DDSB@Home introduced virtual extra-curricular

activities and school leadership groups for students to engage with their peers and continue to develop similar skills as in an in-person school.

2024-2025 Learning Preference Results

Following the opportunity for families and students currently enrolled with DDSB@Home to indicate their preference for the following year, of the 301 elementary students given the opportunity to remain in virtual learning, 61 (20%) have chosen to return to in-person learning. Of the 125 secondary students given the opportunity to remain in virtual learning, 42 (34%) have chosen to return to in-person learning. Each year that DDSB@Home has been running there has been an average decrease in enrolment of around 40% between grade 8 to grade 9, which has significantly limited enrolment for future grades. We have surveyed the entire system from 2020 – 2023. This gave families years to opt into DDSB@Home. We also gave families the option to transition to DDSB@Home during the school year. Therefore, we elected to send the survey to only the 2023-2024 students as they have elected over the past three years to choose DDSB@Home. Based on the learning preference results there may be enough enrolment to timetable two classes for Grade 9 and two classes for Grade 10, both with enrolment below class size maximums.

Course offerings for Grade 9 and 10 for the 2024-25 school year

For students remaining at DDSB@Home and continue their learning virtually for the Grade 9 year, the following courses have been selected to facilitate the development of a timetable.

- ENG1W – Grade 9 de-streamed English
- MTH1W – Grade 9 de-streamed Math
- SNC1W – Grade 9 de-streamed Science
- CGC1W – Grade 9 de-streamed Geography
- FSF1D- Grade 9 Academic French
- PPL1O1 – Grade 9 Open Health and Physical Education
- TEJ1O – Grade 9 Open Exploring Technologies
- ALC1O – Grade 9 Open Integrated Arts

The courses above satisfy 8 of the required courses for graduation.

For students looking to remain at DDSB@Home and continue their learning virtually for the Grade 10 year, the following courses have been selected to facilitate the development of a timetable.

- ENG2D/P – Grade 10 Academic/Applied English
- MPM2D/MFM2P – Grade 10 Academic/Applied Math
- SNC1D/P – Grade 10 Academic/Applied Science
- CHC1D/P – Grade 10 Academic/Applied History
- GLC/CHV2O – Grade 10 Open Careers and Civics
- BEP2O – Grade 10 Open Launching and Leading a Business (Second Semester)
- GLE2O – Grade 10 Open Learning Strategies -Transition to eLearning (Second Semester)
- OLC4O – Ontario Secondary School Literacy Course (Second Semester)

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The Grade 10 courses above satisfy an additional 7 required courses for graduation as well as the mandatory literacy graduation requirement.

Both Academic and Applied Grade 10 courses will initially be offered through the course selection process. Pending enrolment, decisions will be made whether both streams are able to be timetabled.

Students returning to in-person learning for the senior grades will continue to have the opportunity to take eLearning courses as they have done in the previous four years at DDSB@Home Secondary.

Communications

Since the decision to implement a transitional pilot for DDSB@Home to maintain program viability, the following communications have taken place:

- December 11, 2023 (a.m.) - Email to Trustees and school staff updating of changes for 2024-2025.
- December 11, 2023 (p.m.) - Letter to students and families updating of changes for 2024-2025.
- December 18, 2023 - Email to Trustees including letter to Grade 8-12 students and families with more detailed information on secondary course options prior to the launch of the Learning Preference Survey.
- December 21, 2023 - DDSB@Home FAQ's are posted to board and school websites. See Appendix A.
- January 8, 2024 - Email to all students and families currently at DDSB@Home to remind that the Learning Preference Survey is active.
- January 12, 2024 - Email to students and families currently at DDSB@Home to remind that the Learning Preference Survey is open until January 17.

Financial Implications

The decision to reduce grades in DDSB@Home was based on enrolment and was not impacted by funding. At the present time, students learning in a virtual setting continue to receive the same per pupil funding as students learning in-person.

Conclusion

Administration and staff at both DDSB@Home elementary and secondary schools are developing plans to work with home school administration and staff to support students with the transition back to in-person learning.

The People and Culture department and the associated unions are in planning to support, and develop the process for, the transition of staff back to in-person schools.

A similar enrolment and structural review will take place beginning in the fall of 2024 to determine the success of the transitional pilot and determine the viability of maintaining the stand-alone virtual school model beyond the 2024-2025 school year.

Should you have any questions regarding this memo, please contact Superintendent Georgette Davis at georgette.davis@ddsb.ca or Superintendent Stephen Nevills at stephen.nevills@ddsb.ca.

Appendix A: DDSB@Home Transitional Pilot FAQs

Eligibility and Enrolment

Can new students join DDSB@Home?

For the 2024-2025 school year, DDSB@Home is available to students entering Grades 4 to 10. Students must be currently enrolled in DDSB@Home or be a new registrant to the DDSB to be eligible.

Can students in Grades 11 and 12 still enroll in DDSB@Home?

No, starting in September 2024, DDSB@Home will not be available for Grades 11 and 12. However, students can opt for eLearning courses through their in-person home high school.

How will the transition be managed for students with special education placements currently in DDSB@Home?

Special education placement classes will not be available in DDSB@Home for the 2024-2025 school year. All special education placement programs will be in-person.

Individualized transition plans will be mobilized for students with special education placements.

If my child is currently enrolled in Grades 3 to 9 in DDSB@Home, do I need to re-register for the next school year?

Yes, families of current Grade 3 to 9 DDSB@Home students will receive a survey on January 8, 2024, to indicate their interest in registering for the upcoming school year.

My child is in a primary grade. Will they have the opportunity to rejoin DDSB@Home in the future?

For the 2024-2025 school year, DDSB@Home will only be available for Grades 4 to 10 students. DDSB@Home availability for the following school year, in 2025-2026, is pending review further of the program's effectiveness and long-term viability. More information will be provided at a later date.

Curriculum and Courses

How does eLearning differ from DDSB@Home?

eLearning offers online courses without the day-to-day school environment, allowing students to complete courses at their own pace within the semester timeline. There is no on-screen requirement with eLearning.

How will the courses be structured for Grades 9 and 10 students at DDSB@Home?

Students in Grades 9 and 10 will be provided with a standard timetable allowing them to complete required credits.

How will the courses for Grade 10 students be initially offered, and how will decisions be made regarding course streams?

Grade 10 courses will be initially offered through the course selection process for both Academic and Applied courses. Decisions on timetabling both streams will depend on enrolment numbers.

What courses will Grade 10 students at DDSB@Home be required to take to meet graduation requirements?

Grade 10 students will be provided with courses including English, Math, Science, History, Careers and Civics, Business, Learning Strategies, and the mandatory literacy graduation requirement.

Platform and Technology

Will there be any changes to the online platform or support provided by DDSB@Home?

DDSB@Home will continue to provide a comprehensive virtual learning experience with a robust online platform and dedicated support from qualified teachers and staff.

What technology requirements will be needed for students enrolled in DDSB@Home?

Students will need a reliable internet connection, a computer or tablet with webcam capabilities, and access to specific software or platforms used by DDSB@Home for virtual learning.

Reviews and Decisions

How often will DDSB@Home be reviewed for its effectiveness?

DDSB@Home will undergo continuous evaluation to ensure it remains a viable option for virtual education.

How is DDSB@Home's decision aligned with other school boards?

Similar decisions have been made by other school boards facing comparable challenges. This change is part of DDSB's commitment to align with best practices and improve outcomes.

After the transitional pilot period, how will decisions be made regarding the continuation or modifications to the DDSB@Home model?

The decision on the continuation or modifications to the DDSB@Home model will be based on ongoing program reviews, feedback from stakeholders, and evaluations of its effectiveness.

Other Information

Why is DDSB@Home making these changes?

Due to declining student enrolment and challenges in creating timetables for diverse pathways, the decision aims to optimize the effectiveness and viability of DDSB@Home.

Will transportation be provided for students transitioning back to in-person learning after Grade 10?

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Eligibility for Durham Student Transportation Services depends on your home address. High school students must live more than 3.2 kilometres from their home high school in order to qualify for transportation.

Can current DDSB@Home families change their registration decision after completing the survey?

Changes to the registration decision will not be permitted to ensure accurate planning.

What happens if I do not complete the registration survey for my child in Grades 3 to 9?

If you do not complete the registration survey, your child will be automatically registered at DDSB@Home for the following year.



Councillor's Office

Tel. 905-683-4550

TOWN OF
AJAX

65 Harwood Avenue
South Ajax ON
L1S 2H9

January 18, 2024

Christine Thatcher
Durham District School Board Board of Directors, Chair

Dear Chair Thatcher,

RE: Educational Needs in Northeast Ajax

I am writing to you today to bring your attention to an important issue that affects the educational opportunities for the students of Northeast Ajax. The Castlefields neighbourhood is in dire need of new educational infrastructure, and I urge you to consider this matter with utmost seriousness.

The Castlefields neighbourhood located in the area of Audley Road and Rossland Road is home to many young families. Currently, approximately 280 students are bussed or driven by parents ten kilometres to Lincoln Alexander Public School every day. This poses a significant concern for the safety of the students and increases traffic congestion in the area.

With growth on the horizon for this neighbourhood, it is critical to plan for new educational infrastructure to keep pace with anticipated population increase. Medallion Corporation will begin construction on a new community of 2,400 hundred people at nearby Salem Road and Rossland Road. To keep pace with the anticipated population, increase, the Town of Ajax is funding the expansion of Rossland Road from Salem Road to Lake Ridge Road as part of the 2024 Budget. This includes new LED street lighting, multi-use trails and sidewalks, as well and intersection and drainage improvements.

Furthermore, I would like to highlight that The Town is currently undertaking a Publicly Owned Land Inventory project to identify lands owned by all levels of government and other public bodies to find future opportunities to develop housing and contribute to the affordable housing unit inventory in Ajax. Currently, the Durham District School Board owns a parcel of land in the Castlefields neighbourhood, around Rushworth Drive and Hollier Drive. On behalf of the residents of Ward 2, I would like to request information on the future plans for this site.

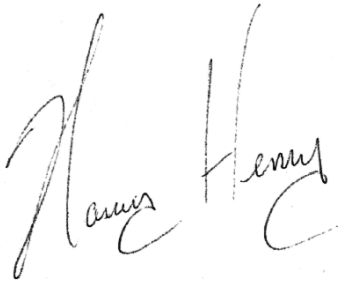
The process of building and planning for a new school is inherently lengthy and complex. Therefore, it is in the best interest of the Castlefields community that the planning for a new public school begins without delay.

Thank you for taking the time to consider this request and the educational needs of Ajax residents. I welcome further conversation on the issue and invite you or your staff to meet and discuss.

Sincerely,

Nancy Henry

Local Councillor, Ward 2, Town of Ajax

A handwritten signature in black ink that reads "Nancy Henry". The signature is written in a cursive style with a large initial "N" and "H".

CC/

Ajax Council

The Honourable Stephen Lecce, Minister of Education

Patrice Barnes, MPP for Ajax

Donna Edwards, DDSB Trustee elected from Ajax

Kelly Miller, DDSB Trustee elected from Ajax

Camille Williams-Taylor, DDSB Director of Education