



Kawartha Pine Ridge
District School Board

**Accommodation Planning: Phase 1 Engagement
Report**

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Introduction

Student enrolment in the Kawartha Pine Ridge District School Board (KPR) has been increasing for the last five years and this trend is expected to continue for at least the next 10 years. As we welcome more students and families, we are seeing that the growth within schools has been uneven. This has led to significant overcrowding in some schools and extra space in others.

To address the accommodation pressures being experienced across KPR schools in Peterborough City and County, we need to move students from overcrowded schools into schools that have space. This can be accomplished with changes to:

- school attendance boundaries,
- family of school groupings,
- grades/cohorts, and/or
- programs.

Several possible strategies have been identified to manage student growth and balance the numbers of students at local schools. This work has been led by a series of Guiding Principles, focused on:

- providing high quality programs for all students,
- developing long-term, sustainable plans that balance enrolment,
- maintaining walkable routes to school, and
- Maintaining efficient transportation services.

The first set of proposed strategies was presented as Concepts A, B, C or D and accompanied by a Background Study, interactive maps, enrolment projections and detailed descriptions of the strategies within each concept.

This report provides a summary of the community consultation process and feedback received in response to the initial accommodation planning concepts.

Process and Timelines

At the beginning of April 2024, the initial proposed strategies were shared directly with all families through email, and were also made available to all students, staff, families, and communities through the school board website.

Community Engagement Overview

As we consider the best ways to balance student enrolment in Peterborough City and County schools, we invited feedback from families, students and staff.



Online ThoughtExchange Survey

The online ThoughtExchange survey was open from April 4 to May 31, 2024. During this time, the survey was promoted and shared with students, staff and families through multiple communication platforms, including direct email messages, social media, the school board website, and Edsby. A total of 1,909 individuals engaged with the survey, sharing their feedback on the proposed concepts, overall process, the most important considerations and offering alternative ideas and suggestions.

Community Engagement Meeting

An in-person community engagement meeting was held on April 17, 2024 at Kenner Collegiate Vocational Institute from 5:30pm to 8:30pm. Approximately 500 families attended the event to learn more about the accommodation pressures being experienced in the area, and to offer feedback on the options being considered.

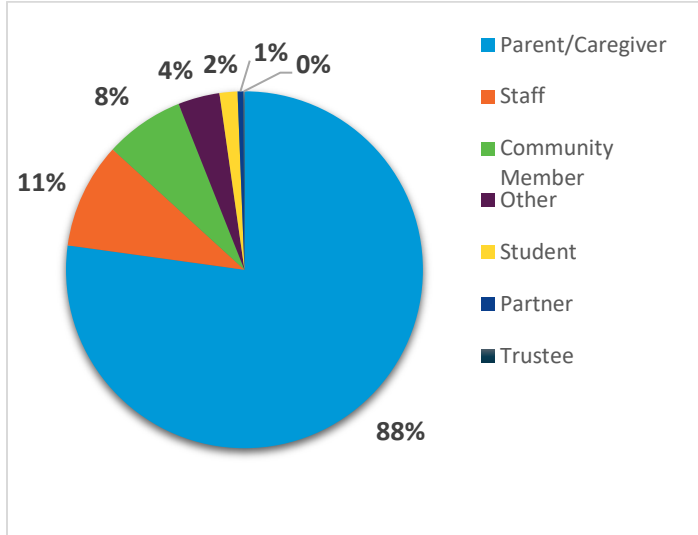
Email Submissions


Some individuals and families submitted feedback through direct email messages to the kpr_info account, and the themes from those messages, along with additional feedback received and documented directly through email, phone calls and meetings throughout the months of April and May, are included in the collated results in this report.

Summary of Engagement Results

ThoughtExchange Overview and Breakdown of Participation

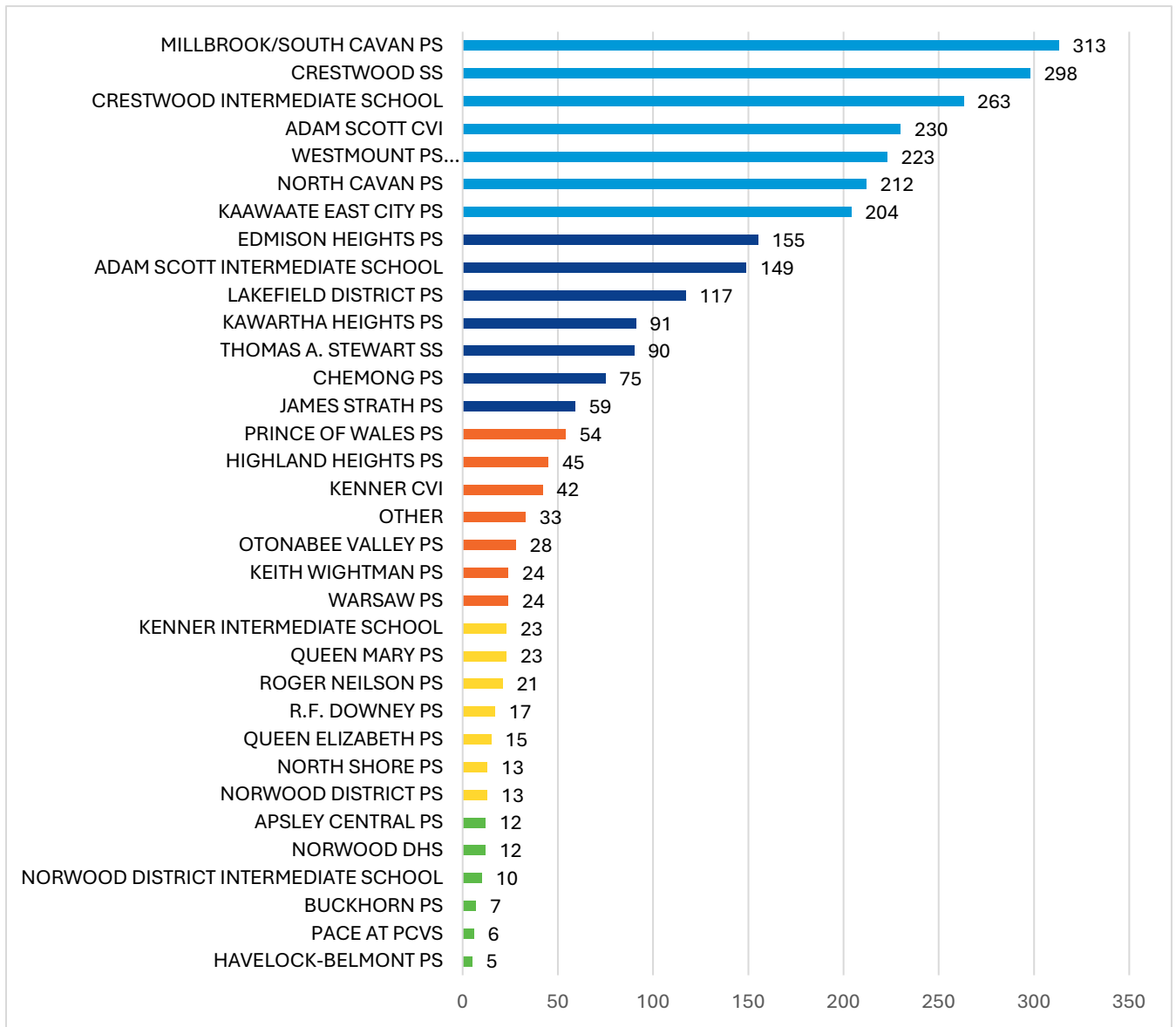
1. What is your connection to KPR?



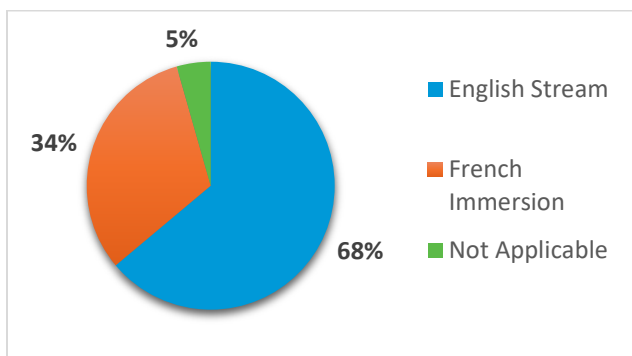
	Answer (Multiple select)
(1617)	Parent/Caregiver
(201)	Staff
(34)	Student
(2)	Trustee
(151)	Community Member
(11)	Partner
(79)	Other

Please note that participants had the option to select multiple connections.

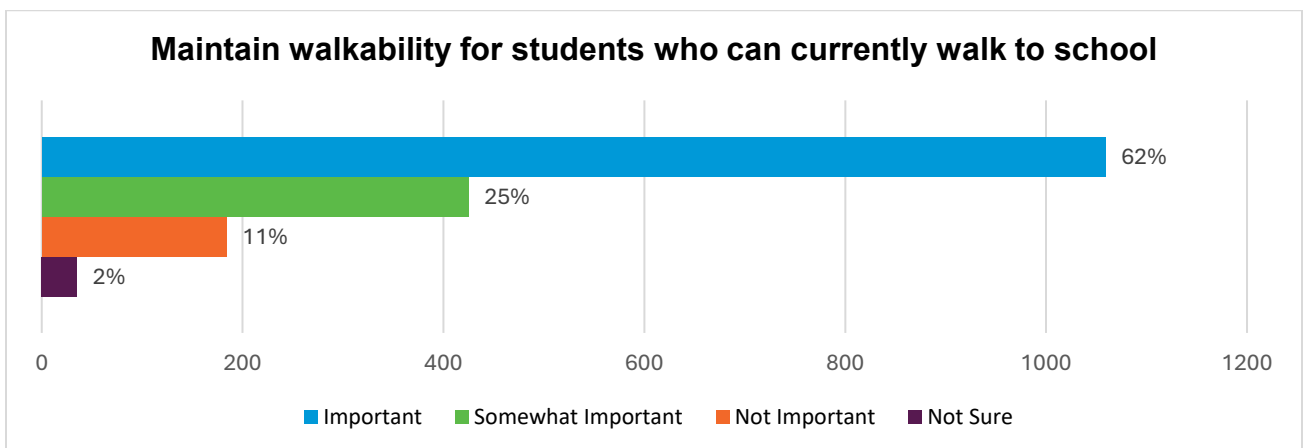
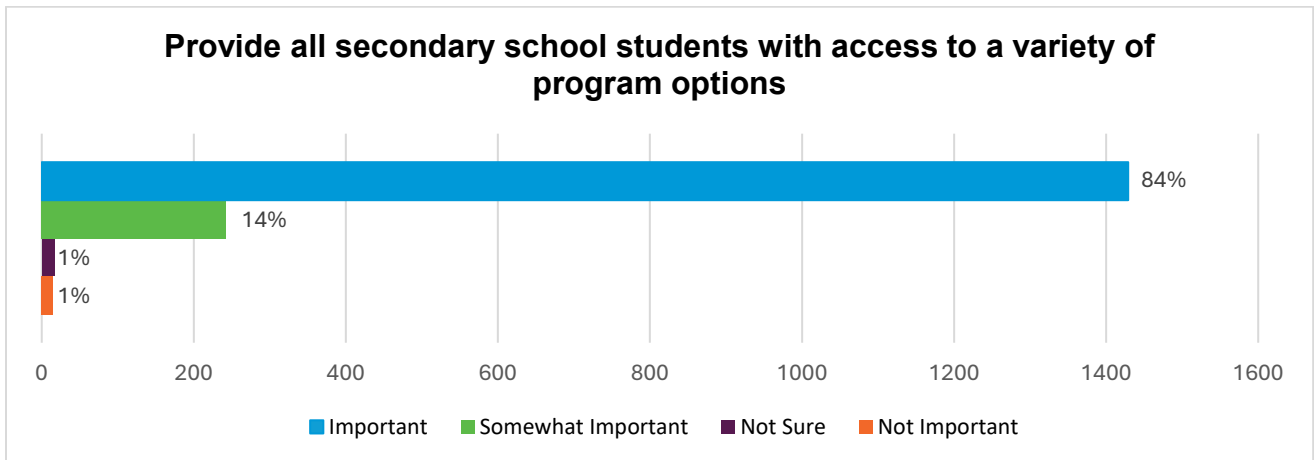
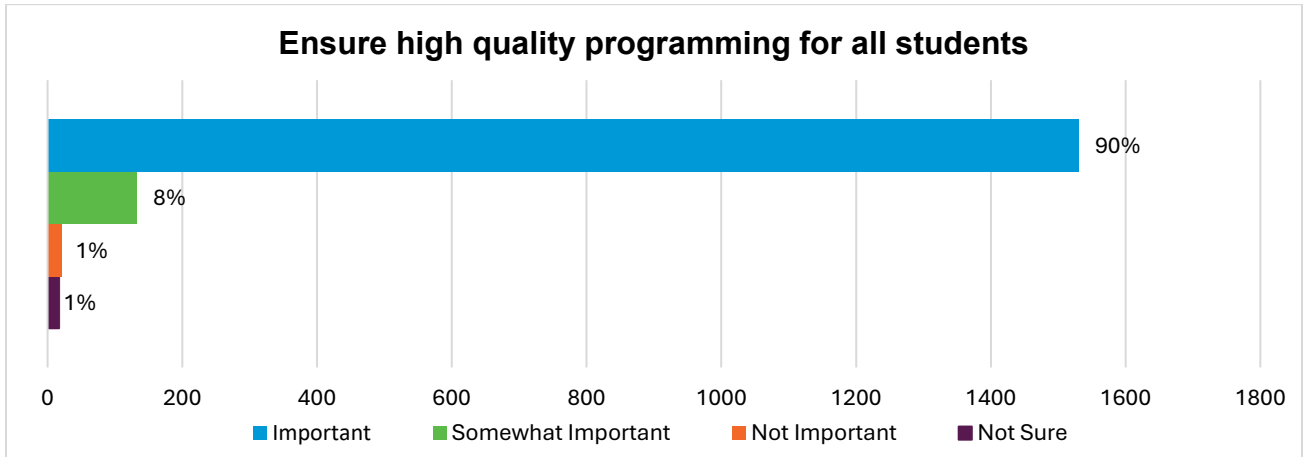
2. What schools are you connected to?

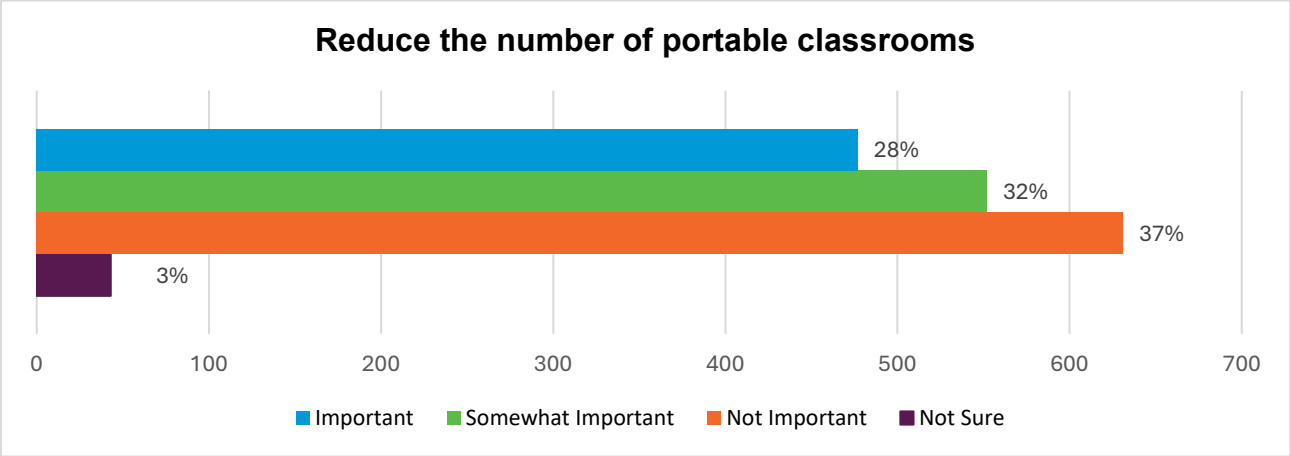
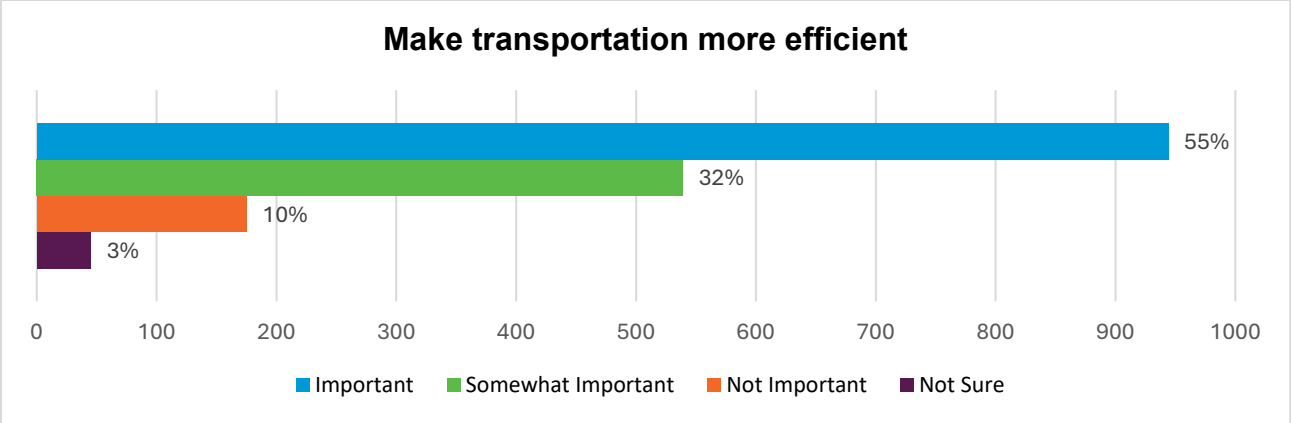


3. What educational stream is your student(s) in?



4. How important do you think the following considerations are, as we review boundary and school grouping changes to help balance student enrolment between schools locally?





Summary of Feedback from All Sources

The following section of this report includes a summary of the feedback that was received across all channels and platforms, including the community engagement meeting that was held on April 17, 2024 at Kenner Collegiate Vocational Institute, the online ThoughtExchange survey, and additional feedback received and documented directly through email, phone calls and meetings throughout the months of April and May.

Frequently Mentioned Themes Across All Concepts

- Protect student well-being by minimizing disruption to existing class cohorts.
- Keep students within their local communities.
- Keep children and their siblings at the schools they are in.
- Make all changes phased in for new enrolments only.
- Students should go to their closest school if they can walk/bike and minimize busing.
- Restructure crowded schools so that they have a smaller grade range instead of making boundary adjustments, e.g. K-6 instead of K-8.

- Consider individual circumstances, such as children with special needs or those with Individual Education Plans (IEPs) that rely on stability and consistent support.
- Address the out-of-boundary students in schools.
- Consider childcare arrangements and long wait lists when making changes that affect existing students.
- Ensure that all plans fully and accurately consider future growth - review projections.
- Show transparency in the decision-making process.
- Ensure successful implementation of any changes - thorough transition planning.
- Consider addressing overcrowding by building new schools, additions, portables, or re-opening closed schools, rather than redistributing students among existing schools. *(Please note: new schools, additions, and re-opening closed schools are not viable options due to Ministry funding availability and room to accommodate students within existing local schools.)*

Feedback Specific to Concept A

A detailed summary of Concept A can be found on the board website, including: an interactive map displaying the proposed changes, enrolment projections based on the proposed concept, and a detailed overview of impacts by family of schools. The following feedback was received in response to Concept A:

- Feedback was primarily from families living in the Township of Cavan Monaghan who want to keep their children in their own community. They argued that Concept A would increase the distance, transportation costs, and travel time for their kids, and disrupt their sense of belonging, mental health, and academic success.
- They questioned the relocation of students from the Township of Cavan Monaghan to Kenner CVI, which is in the City of Peterborough, while allowing some Peterborough students to stay at Crestwood Secondary School, which is in the Township of Cavan Monaghan.
- Participants who identified as living in rural areas, felt strongly that they do not want their children to be exposed to the perceived issues that are associated with a city environment. Many participants explained that they live in the country to avoid urban settings and urban issues.
- The Township of Cavan Monaghan was described as a rural area with a strong sense of community and pride. It was noted that because Crestwood Secondary School is in the Township of Cavan Monaghan, where community member taxes are paid, it is important that children remain in their community and stay with childhood friends.
- Opinions were inconsistent regarding the impact that would result from Concept A on busing and transportation for students traveling to Crestwood SS instead of Adam Scott CVI (from Chemong PS). Specific concerns shared include longer bus rides, that could potentially lead to having to extend the school day, or interference with the timing of sports games and practices, other extra-curricular activities and before/after school programs.

- Some participants expressed concern about the availability of programs, and that Kenner CVI might not offer the same academic or athletic programs that students are currently enrolled in or planning to take.
- Participants also expressed concern with students losing access to program opportunities that they have at Crestwood, such as the EDGE program.
- Participants highlighted the potential negative impact on students' mental well-being due to the disruption of their established routine, relationships, and school life as well as the potential stress of adapting to a new school environment.
- It was appreciated by some participants that Concept A would maintain continuity for students transitioning from intermediate to secondary school. They acknowledged that this concept would create more K-8 schools (for Roger Neilson, Otonabee Valley and Keith Wightman PS), which would be a positive change for students.
- Some participants noted that Concept A is the least disruptive option for schools such as Westmount PS and Adam Scott CVI. They also acknowledged that it would help balance the capacity and enrolment issues at different schools, while maintaining the current French Immersion program. It was noted that this concept makes best use of the available space and capacity at Kenner CVI, while reducing the overcrowding at Crestwood SS.
- In addition to comments related to the impacts of the proposed changes in Concept A on specific school communities, logistical issues in general were a common theme in responses. These included potential challenges with transportation and busing, concerns about the impact on before and after school care programs, and availability of resources. For example, some participants questioned whether there would be enough bus drivers to implement the proposed changes.
- As a next step, some participants expressed a desire for more information or clarification about Concept A. There are questions about the degree of confidence in future growth projections, the transportation costs, and the impact on the sports and extracurricular programs.
- There were requests for legacy status for existing students and their siblings.

Feedback Specific to Concept B

A detailed summary of Concept B can be found on the board website, including: an interactive map displaying the proposed changes, enrolment projections based on the proposed concept, and a detailed overview of impacts by family of schools. The following feedback was received in response to Concept B:

- Many comments expressed support for Concept B, especially those from participants who identified as living in the Township of Cavan Monaghan. These participants specifically liked the idea of keeping students in their local schools and communities. Some also expressed that they felt Concept B had fewer disruptions and changes compared to other concepts, and that it would allow the Westmount PS and Edmison Heights PS French Immersion cohorts to stay together at Adam Scott CVI.
- In contrast, those who were opposed to Concept B, especially from the Kawartha Heights and Westmount areas, did not want students to be moved to Kenner CVI.

They considered Kenner CVI as being too far and too different from their existing community.

- This group of participants also expressed concern that Concept B would cause students to lose access to program opportunities that they have at Crestwood, such as the EDGE program and sports teams.
- Some participants also argued that Concept B does not address the overcapacity issue at Adam Scott CVI, and that it is unfair to separate the Kawartha Heights PS students from their friends and community.
- It was noted that Westmount PS and Kawartha Heights PS families value walkability. Their feedback and comments highlight the importance of having schools that are located in central areas to help promote walking. In addition to saving on transportation costs, walking promotes health and environmental benefits, and strengthens community ties.
- Some comments acknowledge that Westmount PS students have been relocated to different schools several times in the last four years, such as Adam Scott CVI, James Strath PS, and Kawartha Heights PS. It was noted that these changes have caused stress and disruption for families and students.
- Some participants expressed concern about how the proposed changes in Concept B would affect students in the French Immersion program, suggesting that there should be separate boundaries for French Immersion students.
- Other feedback noted includes concern about the impact of the proposed changes on child-care spaces, parking limitations at certain schools, quality of learning and programming at proposed new schools, potential impact on walkability, and the potential for children from the same family to end up at different schools.
- Suggestions and questions offered in response to Concept B include: building a new school in Millbrook, expanding Otonabee Valley PS to Grade 8, reopening Armour Heights, allowing existing students to remain, providing more information on transportation and programs, and considering the mental health and well-being of students.
- Some participants suggested that the school board consider building new schools or reopening closed ones to accommodate student enrolment numbers. There were also suggestions to consider the long-term benefits and financial impact of each concept, including transportation costs.
- Some participants found the proposed boundary changes confusing or unclear, and felt that more information was needed to fully understand the potential impacts. They expressed a desire to see the current school boundaries more strictly enforced, by refusing out-of-boundary requests instead of changing boundary lines.

Feedback Specific to Concept C

A detailed summary of Concept C can be found on the board website, including: an interactive map displaying the proposed changes, enrolment projections based on the proposed concept, and a detailed overview of impacts by family of schools. The following feedback as received in response to Concept C:

- In response to Concept C, many responses from parents/caregivers and students expressed dissatisfaction with the idea of moving the French Immersion (FI)

program from Adam Scott CVI to Kenner CVI, noting the potential impact this would have on transportation, community, and the quality of education.

- In particular, the majority of comments expressed concern with increased travel time, environmental impact, accessibility, loss of community, and potential drop-out from French Immersion programming.
- Many participants stated that they are not in favour of Concept C as they believe Kenner CVI is too far away from their home and community. Comments also suggest that moving the French Immersion program from Adam Scott CVI may result in a significant number of students dropping out of the program.
- The feedback also suggests that, specifically, families at Westmount PS, Edmison Heights PS and Lakefield DPS are strongly opposed to Concept C for reasons such as, increased distance and travel time, loss of French Immersion opportunities, and disruption of friendships and community. They also noted that Adam Scott CVI and Thomas A. Stewart SS offer more convenience.
- Participants in favour of Concept C primarily identified as living in the Township of Cavan Monaghan. Their support for the concept was mainly because it would allow students who live in the county to continue to attend school in the county.
- Some comments also suggested that Concept C would result in less change for children, and reduce the number of school transitions for students, particularly those in French Immersion. In turn, this could lessen the disruption and stress associated with changing schools.
- It was acknowledged by some participants that this concept would create a unique opportunity for French Immersion students to have a dedicated school and a more immersive experience.
- A few participants saw the potential benefit of moving the French Immersion program to a more centralized location at Kenner CVI. They noted that this could allow for program expansion and provide more students with access to French Immersion education.
- Participants from the Crestwood Secondary School community expressed support for Concept C. They appreciated that this concept would allow their children to continue attending Crestwood and avoid being relocated.
- While some participants mentioned the issue of school capacity, expressing concerns related to overcrowding and the ability of schools to accommodate all students effectively, a few participants felt that Concept C could lead to more efficient use of resources across the school system. They believed that the proposed changes could help balance student numbers across schools and improve the use of available facilities.
 - Concerns about potential overcrowding were related to Kenner CVI (relocating the FI program could strain the school's resources and negatively impact quality of education), Lakefield District Public School (noting that the school is already overpopulated and concern that the school would not be able to accommodate additional students) and Crestwood Secondary School (school is already at or near capacity and worried about the impact of adding more students).
- Some participants appreciated the idea of extending elementary school until Grade 8. They felt that children are not ready for the high school environment in grade 7

and this change could provide a more suitable learning environment for younger students.

- Participants were worried about the potential disruption to established school communities. They felt that the proposed boundary changes could separate students from their peers and disrupt their sense of belonging.

Feedback Specific to Concept D

A detailed summary of Concept D can be found on the board website, including: an interactive map displaying the proposed changes, enrolment projections based on the proposed concept, and a detailed overview of impacts by family of schools. The following feedback was received in response to Concept D:

- In response to Concept D, participants shared significant concern about the proposed boundary changes, particularly regarding the disruption of community ties, increased commute times, and the potential negative impact on students' social and mental well-being.
- Some participants noted that Concept D involves minimal school grouping changes, which could cause less confusion and disruption compared to other concepts.
- Concept D was seen by some as a way to maintain community relationships between feeder and secondary schools. This was viewed as an opportunity to preserve social connections and community cohesion (for those not affected by the proposed boundary changes).
- Some participants expressed concern that changes could remove the option for their children to walk to school. They value the proximity of their current schools and are worried about the safety and convenience of having to travel further.
- Many participants commented on the distance between their homes and the proposed schools in Concept D, noting the inconvenience of longer travel times, the disruption of established routines, and the potential safety risks associated with longer commutes.
- Some participants also mentioned that they specifically chose their residences based on the proximity to certain schools, and these changes would negate their original intentions.
- A few participants expressed concern about the potential for increased traffic in the city as a result of families having to travel further to drop off and pick up their children.
- Some participants appreciated the potential for Westmount PS to return to a K-8 school structure under Concept D. They felt this would be beneficial for students, allowing them to stay in the same school for a longer period and potentially improving their educational experience.
- Across all concepts, there was significant concern about French Immersion students being moved out of Kaawaate East City Public School (KECPS). It was noted that this move would be disruptive and could negatively impact the students' learning experience. In addition, this change would have a negative impact for students who currently walk to KECPS and would have to attend Prince of Wales PS (POW), adding significant time and burden on working parents/caregivers.

- Some participants shared the perception that the school board has not kept its promise of providing French Immersion at KECPS.
- Childcare was a recurring theme in the responses. Participants mentioned the difficulty of finding suitable before and after school care, especially if their children are moved to different schools.
- Participants agreed that planning and capacity management should be a greater priority for the school board.
- Suggestions included legacy status for keeping current students in their existing schools, focusing boundary changes on future enrolments and new development areas, and considering the reopening of previously closed schools.
- Participants expressed frustration with the perceived lack of consideration for the impact of these changes on students and families.
- Specific Boundary Adjustment Feedback
 - Participants from the Westmount Public School community were concerned about the proposed changes to the school's catchment area. They noted that these changes would disrupt the school community, negatively impact walkability for students, and potentially compromise the safety of their children.
 - Participants from the North Cavan Public School community were unhappy about the proposed boundary changes that would bus their children into Peterborough for elementary school. They expressed a preference for their children to attend small, rural schools and were concerned about the potential disruption and increased travel time.
 - Participants from Millbrook South Cavan PS community, particularly those living in Fraserville, expressed strong opposition to the proposed boundary changes that would move their children to Roger Neilson PS. They were concerned about the disruption to their children's social and mental well-being, the loss of community connections, and the increased travel distance.
 - Participants from Kaawaate ECPS were unhappy that there was only one option proposed for their school, and that it split students from peers in their cohort.
 - A few participants shared that Concept D was a slightly better alternative to Concept A.
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Alternate Suggestions and Considerations

Families were invited to make alternate suggestions through ThoughtExchange and at the Community Engagement Meeting. The following is a summary of frequently mentioned suggestions and provides accompanying responses, which identify the viability of the suggestion. Although not all individual submissions are captured below – all suggestions were shared with administration and reviewed for viability.

Suggestion: Consider making North Cavan PS a Kindergarten to Grade 4 school, and Millbrook/South Cavan PS a Grade 5-8 school.

Unfortunately, this idea is not a viable option as it would mean that students who currently walk to school would have to be bused and there would be too many students to fit into these two schools.

Suggestion: Add additional portables to Millbrook/South Cavan PS.

The Millbrook/South Cavan PS site is able to accommodate up to 12 portables, which will be placed on site as required.

Suggestion: Consider introducing French Immersion at Millbrook/South Cavan PS to help alleviate pressure at Westmount PS.

Introducing French Immersion in this community would increase the pressures in Millbrook and Cavan schools, which are already over capacity.

Suggestion: Build an addition to expand Crestwood Secondary School's capacity.

There are too many available pupil spaces in the City and County of Peterborough to accommodate this request. The province will not provide funding for school additions unless existing school spaces nearby are fully used. School boards must use strategies to try and balance enrolment in local schools, before they will be approved for funding for additions or new schools.

Suggestion: Build a 7-12 intermediate and secondary school in the Millbrook Cavan/Monaghan community.

There are currently too many available pupil spaces in the City and County of Peterborough. School boards must use strategies to try and balance enrolment in local schools, before creating additions or new schools.

Suggestion: Move Grade 7/8 students English and French out of Kaawaate East City Public School (KECPS) and leave the existing boundaries.

This is a viable suggestion.

Suggestion: Make Kaawaate East City Public School K-6 and move the 7/8s to Otonabee Valley PS and Kenner CVI.

From an accommodation planning perspective, the option of moving students to Otonabee Valley PS has merit. However, for secondary school there is a walkability impact – students that would have walked to Thomas A. Stewart SS, would now end up on a bus to Kenner.

Suggestion: Instead of reallocating the Marsdale/Foxmeadow subdivision from Kaawaate East City PS, a better split would be Parkhill Road/County Rd 4. Those students could go to Queen Elizabeth PS.

This was identified as a possible option. There are comparable numbers to the Marsdale subdivision.

Suggestion: Keep the Beavermead area part of Kaawaate ECPS and move the Television Road subdivision instead.

There aren't comparable numbers in these two subdivisions – there are far fewer in the Television Road subdivision.

Suggestion: KECPS to Warsaw PS boundary change - adjust the boundary so that it is bounded by Highway 28 to the east and county road 4 to the north. This is a more natural boundary.

This would equate to less students being removed from Kaawaate ECPS – there are few students residing in this suggested area.

Suggestion: Use Armour Heights PS for Grade 7-8 students.

There aren't enough students to re-open Armour Heights, and there are already open spaces at nearby schools that need to be filled. This is important because the province will not provide funding for new schools or additions in the area unless existing school spaces nearby are fully used. School boards must use strategies to try and balance enrolment in local schools, before they will be approved for funding for additions or new schools.

Suggestion: Move the childcare centre out of Kaawaate ECPS.

The child-care centre was purpose-built with Ministry funding and cannot be moved. It is also an important support and resource for families in the school and surrounding community.

Suggestion: Allow students to stay at the same school as their older siblings.

Students generally move as a cohort, with their classmates, when changes are implemented. Families can make an out-of-boundary request for unique circumstances, for consideration.

Key Takeaways and Next Steps

The feedback received has been considered as part of the next phase of the Accommodation Planning process, and this information has been used to help inform the concepts being considered.

A second round of concepts will be shared with families and communities for feedback, in September 2024. A final decision/recommendation will be made to the Board of Trustees at the December 10, 2024 Board meeting. It is anticipated that the long-term accommodation strategies will be implemented using a phased approach, with initial changes becoming effective September 2025.