

Northumberland County and
the City of Quinte West - Murray Ward
Student Accommodation Planning

Background Study

Campbellford District High School,
Cobourg Collegiate Institute,
East Northumberland Secondary School and
Port Hope High School
Families of Schools

January 2025

1. Introduction

1.1 Background

Kawartha Pine Ridge District School Board (KPR) has experienced an annual growth rate of approximately 2% over the last five years. This same trend is expected to continue into the foreseeable future. In response to the accommodation pressures being experienced across the board, administration has committed to assess each region (i.e., Municipality of Clarington, City and County of Peterborough, Northumberland County/Quinte West - Murray Ward) in the district to develop an appropriate and responsive accommodation plan.

The Board's Long Term Accommodation Plan (LTAP) 2020-2025, 2024 Edition, outlines areas experiencing accommodation pressures. Residential growth within Northumberland County and the City of Quinte West - Murray Ward has been concentrated in certain areas within the region (i.e., Town of Cobourg, Municipality of Port Hope, City of Quinte West).

Due to this uneven growth, the Board has experienced uneven enrolment growth throughout the region's schools. This has led to significant overcrowding in some schools and extra space in others. To support high quality learning experiences and opportunities for all students, 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.

The following principles will guide this work and will be used to help evaluate and select proposed solutions.

- 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.

1.2 Purpose of the Report

This report shall guide the student accommodation planning process. This report is intended to provide background information relevant to each family of schools within Northumberland County and the City of Quinte West - Murray Ward.

1.3 Board Wide Student Accommodation Planning Goals

The following goals relate to every student accommodation planning process that the Board undertakes and must be considered during this process:

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

2. The Student Accommodation Planning Process

2.1 Relevant Policies and Administrative Regulations

The student accommodation planning process will follow Board policy BA-7.1, Student Accommodation Planning, specifically section 6.1, and associated administrative regulation BA-7.1.1, School Attendance Areas.

Section 6.1, School Attendance Areas, of the policy states:

Each school has a defined attendance area, which is appropriately sized to accommodate sustainable student enrolment. Attendance areas will be established in such a way as to balance enrolment, achieve program continuity, and minimize transportation costs. Attendance areas are subject to change based on enrolment trends, construction of new schools, program changes and alignment of elementary and secondary boundaries.

An attendance area review will consider the Board's changing enrolment patterns, school accommodation requirements and school facility utilizations. The Board will assess existing school attendance area boundaries to determine whether a reconfiguration of boundaries would serve the best interests of the students and the board over the long-term. Administrative Regulation BA-7.1.1, School Attendance Areas, provides guidelines and expectations concerning the establishment and review of school attendance areas.

An attendance area review is an exemption to a pupil accommodation review process in accordance with Board Policy BA-1.2, Pupil Accommodation Review: School Closure/Consolidation, and the Ministry of Education (EDU) Pupil Accommodation Review Guideline (2018).

Section 5.3, School Attendance Area Reviews, of the administrative regulation sets out guidelines to guide the student attendance area review. This section identifies that school attendance areas may require adjustment from time to time, and that a school attendance area review may also include a review of program offerings and grade cohorts in an effort to respond to changing enrolment patterns.

2.2 Steering Committee

In accordance with administrative regulation BA-7.1.1, Student Attendance Areas, a steering committee has been established, and is composed of the following staff positions:

- Director of Education,
- Superintendent of Education: Student Achievement, Cobourg Collegiate Institute Family of Schools,
- Superintendent of Education: Student Achievement, Campbellford District High School Family of Schools and East Northumberland Secondary School Family of Schools,
- Superintendent of Education: Student Achievement, Port Hope High School Family of Schools,

- Superintendent, Business and Corporate Services, and
- Manager, Planning Services.

Other staff members have been and will continue to be consulted on an ad hoc basis:

- Executive Officer, Communications and Corporate Affairs,
- Senior Manager, Communications and Community Outreach,
- Superintendent of Education and Facilities Services,
- Manager of Operations, Student Transportation Services of Central Ontario,
- Planning GIS Technician, Planning Services,
- Senior Administration Team, and
- Principal(s) of the affected schools.

The role of the steering committee is to:

- guide the review process,
- prepare and present reports/materials to senior administration staff, Board of Trustees, and other staff as required,
- facilitate community engagement,
- review community input/feedback, and
- determine the final recommendation for the Board of Trustees' consideration.

2.3 Community Engagement

Community engagement meeting(s) will be held in early 2025, to provide community members with the opportunity to review the proposed accommodation concepts. Administrative staff and trustees will be available to answer questions from the community. Opportunities to engage in a feedback process will also be available on site. In addition to the feedback received at the in-person community engagement meeting, an electronic feedback option will also be available.

Consolidated feedback and a summary of the community engagement process will be brought to the Resource Committee for their consideration.

2.4 Recommendation and Approval

Following community engagement, a final staff report will be brought to the Resource Committee for review and presented to the Board of Trustees for final approval by the end of the 2024-2025 school year. It is anticipated that the long-term accommodation strategies will be implemented using a phased approach, with initial changes becoming effective September 2026. The final staff report will be available to the public.

3. Anticipated Growth

Historically, the Board's main area of growth has been within the Municipality of Clarington, however, more recently the Board has been experiencing increased growth in Northumberland County, mainly in the Town of Cobourg, the Village of Port Hope, and in the City of Quinte West - Murray Ward.

3.1 Northumberland County

Northumberland County consists of seven member municipalities, including the Township of Alnwick/Haldimand, the Municipality of Brighton, the Town of Cobourg, the Township of Cramahe, the Township of Hamilton, the Municipality of Port Hope and the Municipality of Trent Hills. Alderville First Nations is also situated within the County.

The Northumberland County Official Plan was established in accordance with Provincial policy and is intended to establish an overall land use planning framework for the County and its member municipalities. As such, the plan sets out land use designations and a corresponding policy framework, including urban areas and rural settlement areas. Urban areas within the Official Plan include Brighton, Campbellford, Cobourg, Colborne, Hastings and Port Hope. Rural settlement areas are those settlement areas in the County that are outside of urban areas and include areas such as Grafton, Trent River, Crowe River, Baltimore, etc. Growth is generally directed to urban settlement areas, as these areas are generally serviced by full municipal services (i.e., water and waste-water treatment and distribution systems). Development may be directed to rural settlement areas; however, it tends to be limited as these areas are typically serviced by private wells and septic or small communal systems.

Currently, Northumberland County is undertaking an amendment to their Official Plan in order to update growth management policies to align with Provincial policy. The amendment is intended to accomplish the following:

- Allocate population, employment, and housing forecasts to local municipalities and establish a local planning policy framework that supports growth and development in accordance with provincial policy.
- Expand the Port Hope Urban Area to accommodate the forecasted residential and employment growth.
- Expand the Grafton and Codrington Rural Settlement areas.
- Modify the Campbellford and Hastings Urban Settlement areas to match existing and potential development areas.
- Modify the boundaries of several Rural Settlement Areas, including Trent River, Crowe River, Baltimore, Hamilton West and Hamilton East, Precious Corners, Camborne, Harwood, Campbellcroft, Osaca, Welcome, Orland, Hilton, Smithfield, Eddystone, Vernonville, Lakeport, Wicklow, Roseneath, Dundonald, Salem, and Castleton to match with the existing and potential development areas.

As part of the Official Plan update, the County engaged Watson & Associates Economists Ltd. (Watson) in association with Meridian Planning to complete a Long-Term Growth Forecast and Urban Land Needs Analysis. In this study, Watson forecasted that the population of Northumberland County will increase by a minimum of 31,300 people between 2021 and 2051. It is expected that every municipality in the County will accommodate some level of population and employment growth. However, much of the forecasted growth to 2051 will be allocated to urban areas as noted above.

3.2 The City of Quinte West - Murray Ward

The City of Quinte West has recently adopted a new Official Plan, which is waiting for Ministerial approval. The new Official Plan includes updated policies to help shape the future of Quinte West. Specific to housing development the updated Official Plan includes:

- Urban boundary expansions to accommodate 1,312 residential units in the west side of Trenton, 200 residential units in Frankford and 80 residential units in South Sidney to meet the housing need for future population growth.
- An increase in the intensification target from 10% to 20% and a minimum density requirement of 25 units per hectare. Intensification allows for more homes and businesses within an existing built-up area.
- Changes to accommodate additional dwelling units, which are self-contained residential units, such as secondary suites, in-law suites and basement apartments.

In support of the Official Plan update, the City of Quinte West Planning Department completed a Residential Land Needs Assessment Report in March of 2022. According to Section 4.3.1, Trenton, of the report, *“Trenton is the primary growth area of Quinte West. Development is constrained by CFB Trenton to the east, Highway 401 and servicing constraints to the north, and the Bay of Quinte to the south. The west side of the city has consequently become the focus for accommodating new development”* (p.20). To accommodate growth, the Trenton urban boundary is proposed to be extended slightly to the west. The additional urban area will result in the potential for an additional 1,312 residential units on 52.5 hectares of developable lands. The urban boundary expansion which is intended to accommodate the growth of 1,312 residential units is within Murray Centennial PS’s attendance area.

3.3 Impact of Anticipated Growth

Table 1 sets out the minimum household growth forecasted per municipality from 2021 to 2051. Utilizing student yield rates as determined by Watson in a 10-Year Enrolment Projection Study of Northumberland County and Quinte West (Murray Ward) completed for the Board in 2023, elementary and secondary student yields by municipality have been identified on the table.

Table 1: Housing Forecasts and Student Yield Rates from 2021 to 2051

Municipality	Low Density	Medium Density	High Density	Total Units	Anticipated Student Yield	
					Elementary	Secondary
Northumberland County						
Alnwick/Haldimand	775	0	0	775	190	122
Brighton	1,315	715	275	2,305	447	248
Cobourg	1,370	2,645	2,020	6,035	1,126	527
Cramahe	595	170	55	820	204	96
Hamilton	965	0	0	965	254	135
Port Hope	1,635	1,740	1,120	4,495	848	512
Trent Hills	1,085	465	185	1,735	375	190
City of Quinte West, Murray Ward						
Trenton	979	85	248	1,312	263	136
Total	8,719	5,820	3,903	18,442	3,706	1,966

The Board is challenged with developing a plan which would ensure that student accommodation needs are met over the long term, which include short term growth management strategies (i.e., use of portable classrooms, closing of schools to out-of-boundary students) and long-term strategies like boundary/grade cohort adjustments or long-term capital planning (i.e., school additions or new school builds). To do this, the Board has aligned the potential growth areas with its existing schools and school attendance areas to determine the impact of potential growth and to determine what growth management strategies should be employed.

4 Enrolment Projections Methodology

Enrolment Projections reflect the enrolment trends expected for the next 10 years, within a family of schools (FOS) and Board wide. The KPR Planning Services Department uses the Baragar Systems (<https://baragar.com>) customized software program to track and analyze data and to generate projections.

Data sources for generating projections include:

- The Provincial Birth Registry current and historic files,
- Canada Revenue Agency's current and historic Canada Child Benefit databases,
- Current enrolment, which is the starting point for a projection and is based on the enrolment as of October 31st of a given year,
- Grade to grade retention rates which are applied to current enrolment to generate future enrolment,
- Feeder flow methodology that reflects student movement within the school system and programs,
- Additional data can be incorporated based on an area's specific circumstances (i.e., a net housing project and the expected pupil yield).

4.1 Birth Data

Forecasting the number of junior kindergarten students is challenging because unlike senior kindergarten to Grade 12 forecasts, which use current enrolment data (children already in the school system) to create the forecast, junior kindergarten forecasts attempt to predict the number of children that will enter the school system. The Provincial Birth Registry (Department of Vital Statistics) is the data source for the annual number of births for the past 20 years. Trends vary significantly from school to school, and because the projections are done at the school level, birth projections are the first step in the enrolment projection methodology.

4.2 Population of Children by single year of age (ages 1 to 17)

Canada Revenue Agency databases (i.e., Child Tax Benefit, Universal Child Care Benefit and Canada Child Benefit) are the data sources for the annual number of children aged 1 to 17 by single year of age (1, 2, 3, 4, etc.). From this information, Baragar Systems is able to determine the number of school aged children living in a school's catchment area.

Further, Baragar Systems uses this data to calculate the net impact of migration annually by age group. This quantifies the net impact of migration resulting from new families moving into the area and into new housing as well as used housing, versus those moving out. Assumptions about future migration by age group form the second part of the projection methodology. The current population from age 0 to age 17 is "aged" by applying "age group-specific" migration rates to the current population. This results in a projection of the number of children for each year of age for each of the next 15 years. This base population projection is the key variable affecting enrolment projections.

4.3 Enrolment by School, Grade, and Program

The source of data is the Student Information System (SIS) of the Board.

Grade-To-Grade Retention Rates

The grade-to-grade retention rates capture any enrolment gains or losses at a school by comparing the number of current students in a specific grade to the number of students in the previous grade in the previous year. The grade-to-grade retention rates most objectively reflect growth trends in a particular area such as the movement of families into and out of an area, new residential housing construction, and student transfers to and from the KPRDSB system. The Baragar Systems program tracks historic student movements, and summarizes the grade-by-grade, year-by-year, progression of students. Average retention rates for each grade at each individual school are generated and applied to current enrolment data to create a forecast.

“Feeder Flow” Methodology

“Feeder flow” reflects the student movement between schools, or programs, such as Grade 8 students moving to Grade 9 or junior kindergarten students moving into a senior kindergarten French Immersion program. For example, if there are currently 30 Grade 8 students at an elementary school and 28 proceed to a certain secondary school the next year, the feeder flow between that elementary and secondary school is 93%. For secondary school projections, the feeder flows are averaged and applied to the Grade 8 feeder schools to generate the projected number of Grade 9 students for a specific secondary school the following year.

4.4 New Housing Development

Tracking and monitoring new housing development is important to ensure enrolment projections reflect future growth, and it allows the KPRDSB to proactively plan for areas of the Board’s jurisdiction where new growth is occurring. The KPRDSB Planning Services staff regularly obtain building permits and planning information for new housing developments from local municipalities and site visits. Enrolment projections can be adjusted using a pupil yield to estimate the number of future students expected at a given school from new housing development. A pupil yield is the number of students the KPRDSB school receives from a particular housing type, age, and geographic area. Pupil yields have been derived for both the elementary and secondary panel for different geographic regions by Watson & Associates Economists Ltd. Pupil yields can then be used to calculate the projected number of students from a new development that are over and above what is captured by retention rates. The number of residential units in each new development plan is multiplied by the associated pupil yield to generate a projected number of students over the years. The projected number of additional students in each year is then distributed across the grades in the projection.

5 Growth Management Strategies

Northumberland County and the City of Quinte West - Murray Ward have experienced uneven growth, with some areas seeing little to no growth, while other areas are experiencing dynamic and fast-paced growth. Therefore, it is important to plan for the future and to be adaptable. KPR engages in long-term planning to be flexible and accommodate the growth being experienced across the region.

KPR closely monitors the region's population growth and plans for new residential developments throughout the region. The Board tries to accommodate students at local schools, however, when there is no room, the Board will employ different strategies to manage accommodation pressure over the short and long term. The following paragraphs describe some of the growth management strategies that are utilized by the Board.

5.1 Maximizing the Use of Classroom Space

When all regular classrooms in a school are fully utilized, KPR looks closely at how space is being used to try to ensure that all available classroom space is being utilized. This may include collapsing specialized classrooms (i.e., music, French, art) and converting them into regular classroom space. KPR will also look for other spaces that could be converted to classroom space (i.e., learning commons (library), stage, etc.). Minor renovations may be required to convert the spaces to make them suitable for classroom use.

5.2 Close Schools to Out-of-Boundary Students

Each KPR school has a designated attendance area that serves the students who live in it. If a school has surplus capacity, it may be able to accept students who live outside the area. Annually, KPR looks at current and projected enrolment and determines if a school can continue to welcome students from outside its school attendance area. If it cannot because of projected enrolment growth, the school becomes closed to students outside the area and only serves students in its school attendance area.

5.3 Portable Classrooms

When all space within a school is fully utilized, portable classrooms may be used to accommodate students on the school grounds if there is adequate space. Portable classrooms are a tool used by school boards to provide additional classroom space to manage accommodation pressures in the short term. Each year, portable classrooms are added to schools where needed and are removed from schools when they are no longer required. Funding provided for the purchase of portable classrooms is limited, and therefore the availability of portable classrooms does not always provide a viable solution to manage student accommodation pressures at a given school site. The placement of portable classrooms needs to be prioritized annually across the district.

5.4 Redistribution of Grade Cohorts or Programs

When a school is at capacity, specialized programs (i.e., French Immersion, Integrated Arts, Special Education, etc.) may need to be relocated to another school. Further, the grades offered at a school may be changed to help manage high utilization rates at a school, that is

projected to persist. An example could be expanding the grades of a senior school if the local junior schools are full. In this example, by removing Grade 6 students from the local junior schools and adding them to the senior school, enrolment may be better balanced within the group of schools.

5.5 Overflow Schools

Overflow schools may be utilized in the situation where the designated home school or specialized program does not have the space available to accommodate the student(s). In such cases, the Board may temporarily direct new student registrations to attend a school other than their designated home school or specialized program.

5.6 Holding Areas and Holding Schools

This strategy involves designating a future residential development area as a holding area. Board staff closely monitor residential development applications and forecast the number of school-aged children that are likely to be generated by the proposed development. If the number of students anticipated to be generated from the proposed development exceeds the available capacity at the designated home school, the development area is designated as a holding area and assigned a holding school, which is a school that has the capacity to accommodate the anticipated students. The designation of holding areas and holding schools is a temporary solution used to manage growth. The goal is to return students to their local schools in the future when space becomes available.

5.7 Adjustments to School Attendance Areas

This is a more formal and long-term solution to manage enrolment and school capacity utilization. Board staff analyze municipal development applications and plans, demographic shifts, facility condition, school utilization rates and program requirements. Through community engagement sessions, the Board will share this information with the school communities impacted and solicit the communities' feedback on potential boundary adjustments. The objective of a boundary adjustment is to balance enrolment for the long term, amongst several schools. Boundary reviews are not undertaken frequently, and in most cases, they are undertaken because of a new school build, school closure, significant program adjustments, sustained residential development and/or significant demographic shifts.

5.8 Building New Schools and/or Additions to Existing Schools

When a school is overcrowded and there are no other feasible options to balance enrolment because other schools in the area are also full, the Board must create the additional space needed. One way to do so is to build an addition onto an existing school. In other cases, a new school may be the preferred option. The Ministry of Education approves all capital projects and provides funding to school boards to support them. Each year, business cases that outline the need for new school builds, school additions, school replacements and/or deep retrofits are prepared and submitted to the Ministry of Education for capital funding consideration. Capital Priority projects are ranked based on a priority sequence (e.g., accommodation pressure, project readiness) that aligns with the criteria outlined by the Ministry.

6 Families of Schools Overview

6.1 Campbellford District High School Family of Schools

Presently there are four elementary schools that feed Campbellford District High School (HS). Extended French from Grades 5 to 8 is presently offered at Hillcrest PS, with opportunities for students to continue their French Language instruction in Grades 9 to 12 at Campbellford District HS. Commencing in September 2024, French Immersion will be offered at Hillcrest PS, beginning with Senior Kindergarten (SK) to Grade 1, and the existing Extended French program is being phased out (refer to Figure 1).

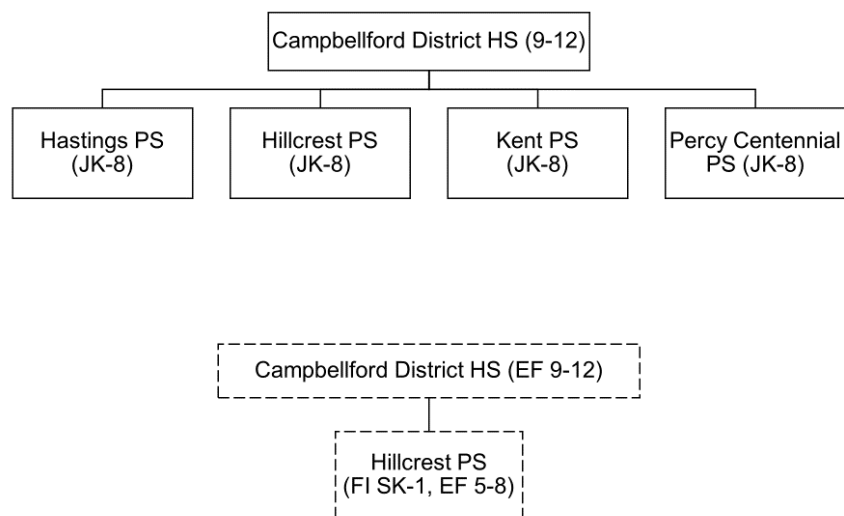


Figure 1: Campbellford District HS Family of Schools

Table 2 provides 1-year, 5-year, and 10-year enrolment projections for this family of schools if they remain status quo.

Table 2: Status Quo Enrolment Projections, Campbellford District HS Family of Schools¹

Status Quo Enrolment Projections for Campbellford District High School Family of Schools									
School	OTG (Capacity)	2023-2024		2024-2025		2028-2029		2033-2034	
		Students	Utilization	Students	Utilization	Students	Utilization	Students	Utilization
Campbellford District HS (9-12, EF 9-12)	775	482	62%	478	62%	522	67%	539	70%
Hastings PS (JK-8)	164	119	73%	126	77%	135	82%	143	87%
Hillcrest PS (JK-8, EF 5-8, FISK-1)	384	252	66%	280	73%	258	67%	218	57%
Kent PS (JK-8)	269	268	100%	269	100%	282	105%	308	114%
Percy Centennial PS (JK-8)	245	278	113%	296	121%	291	119%	286	117%
Total	1,837	1,399	76%	1,449	79%	1,488	81%	1,494	81%

Campbellford District HS is a 775-pupil-place school, situated on a 2.82 ha (6.97 acre) property. Presently, Campbellford District HS is well below the building's capacity and is projected to experience limited growth over the next 10 years. There are several active residential development applications (e.g., plan of subdivision(s)) within Campbellford

¹ The secondary panel OTG (Capacity) has been updated to reflect the recent revisions made by the Ministry of Education (i.e., classrooms are not loaded at 23 versus 21).

District HS's overall school attendance area. It is anticipated that the secondary students generated from these developments can be accommodated by this school.

Hastings Public School (PS) is a Junior Kindergarten (JK) to Grade 8, 164-pupil-place elementary school situated on a 0.77 ha (1.89 acre) property. Enrolment at this school is anticipated to remain relatively stable and presents a slow growth trend over the 10-year planning horizon. Several students within the Norwood District PS attendance area attend Hastings PS, presumably as they are able to walk to Hastings PS rather than be bussed to Norwood District PS. Administration should consider a boundary adjustment in this area. There are six residential development applications within the Hastings PS attendance area. It is anticipated that there is enough residual capacity at Hastings PS to accommodate these students.

Hillcrest PS is a dual-track JK to Grade 8, 384-pupil-place elementary school, situated on a 4.05 ha (10 acre) property. In September 2024, French Immersion was established at Hillcrest PS with SK to Grade 1 students being eligible to enrol in the program. Each year thereafter the subsequent grade will be introduced. The 2024-2025 Grade 2 students will be eligible to enrol in the existing Extended French program in Grade 5. Extended French will be phased out by 2031. It is anticipated that enrolment at this school will remain well below the building's capacity over the 10-year planning horizon. There are two residential development applications in the Hillcrest PS attendance area. The anticipated elementary students generated from these developments can be accommodated at this school.

Kent PS is a JK to Grade 8, 269-pupil-place elementary school, situated on a 2.43 ha (6.0 acre) property. Enrolment at this school is at capacity and is anticipated to experience significant growth over the 10-year planning horizon. Presently there are three portable classrooms at this site. There is limited ability to accommodate additional portables at this site. There are eight residential development applications within the Kent PS attendance area, which is anticipated to generate more than 100 elementary students at full build out. As the school has limited capacity to accommodate these students, administration will need to consider alternative accommodation management strategies to manage the expected long-term growth. In the interim, administration has created a holding school designation for a plan of subdivision situated just west of the school (refer to Figure 2). The students generated from this plan of subdivision will attend Hillcrest PS.

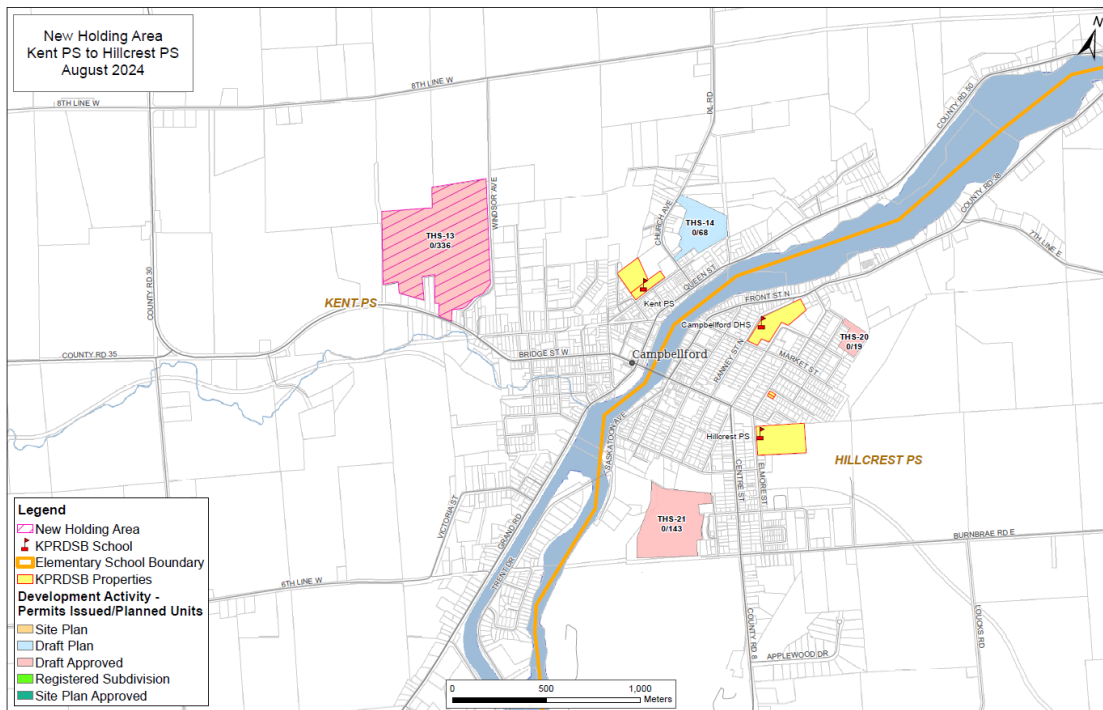


Figure 2: Kent PS Holding Area Designation

Percy Centennial PS is a JK to Grade 8, 245-pupil-place elementary school, situated on a 3.38 ha (8.357 acre) property. Enrolment at this school is anticipated to remain relatively stable slightly above the building’s capacity over the 10-year planning horizon. Presently, there is one portable classroom on site. There is one development proposal in this school boundary, which is anticipated to generate limited elementary students, which can be accommodated at this school.

6.2 Cobourg Collegiate Institute Family of Schools

Presently there are nine elementary schools that feed into Cobourg Collegiate Institute (CI) (refer to Figure 3).

Table 3 provides 1-year, 5-year, and 10-year enrolment projections for this family of schools if they remained status quo. The projections for Cobourg CI incorporate the phasing out of the IB program commencing in September 2024.

Cobourg CI is a dual-track Grade 9 to 12, 1,396-pupil-place secondary school, situated on a 5.3 ha (13.09 acre) property. At present, the building is below capacity and is projected to experience growth over the next 10 years, nearing its capacity. There are several active residential development applications (e.g., plan of subdivision(s)) within Cobourg CI’s overall school attendance area, which is anticipated to generate over 300 secondary students at full build-out. The property has limited space to accommodate portable classrooms, therefore alternative accommodation measures may need to be considered at some point in the future in order to accommodate the anticipated students.

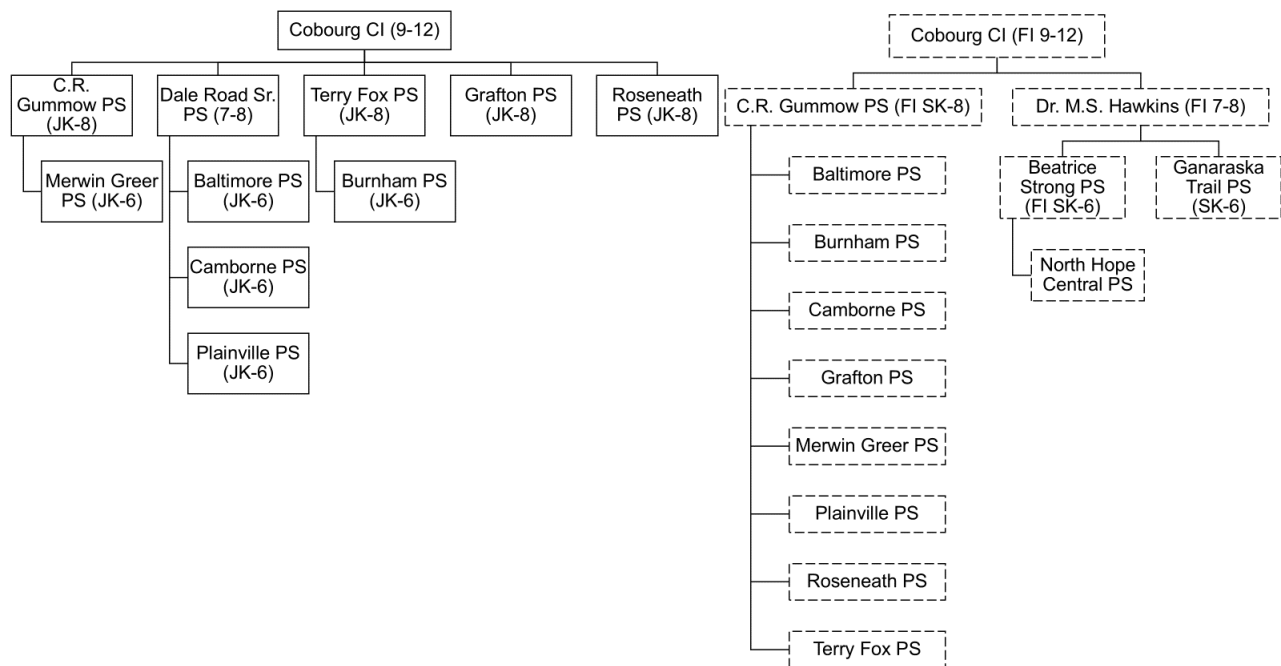


Figure 3: Cobourg CI Family of Schools

Table 3: Status Quo Enrolment Projections, Cobourg CI Family of Schools

Status Quo Enrolment Projections for Cobourg Collegiate Institute Family of Schools									
School	OTG (Capacity)	2023-2024		2024-2025		2028-2029		2033-2034	
		Students	Utilization	Students	Utilization	Students	Utilization	Students	Utilization
Cobourg CI (9-12, FI 9-12)	1,396	1,111	80%	1,123	80%	1,144	82%	1,265	91%
Baltimore PS (JK-6)	291	254	87%	267	92%	287	99%	283	97%
Burnham PS (JK-6)	315	277	88%	273	87%	309	98%	321	102%
C.R. Gummow PS (JK-8, FI SK-8)	678	771	114%	797	118%	909	134%	965	142%
Camborne PS (JK-6)	176	197	112%	186	106%	168	95%	176	100%
Dale Road Senior PS (7-8)	124	179	144%	180	145%	217	175%	208	168%
Grafton PS (JK-8)	291	268	92%	281	97%	310	107%	325	112%
Merwin Greer PS (JK-6)	107	107	100%	114	107%	164	153%	197	184%
Plainville PS (JK-6)	199	231	116%	244	123%	256	129%	248	125%
Roseneath Centennial PS (JK-8)	196	185	94%	191	97%	198	101%	210	107%
Terry Fox PS (JK-8)	401	382	95%	406	101%	379	95%	403	100%
Total	4,174	3,962	95%	4,062	97%	4,341	104%	4,601	110%

Baltimore PS is a JK to Grade 6, 291-pupil-place elementary school, situated on a 1.89 ha (4.68 acre) site. Baltimore PS feeds into Dale Road Senior PS for Grades 7 to 8. It is anticipated that enrolment at this school will experience slow and steady growth reaching the building's capacity over the 10-year planning horizon. Presently, there are four residential development proposals in this school attendance area, which are anticipated to generate limited elementary students, that can be accommodated at this school.

Burnham PS is a JK to Grade 6, 315-pupil-place elementary school, situated on a 2.02 ha (5.0 acre) property. Burnham PS feeds into Terry Fox PS for Grades 7 to 8. It is anticipated that enrolment at this school will experience slow and steady growth reaching the building's capacity over the 10-year planning horizon. There are seven residential development proposals in this school attendance area, which are anticipated to generate close to 150 elementary students at full build-out. The enrolment projections for this school take the proposed development into consideration. Table 3 illustrates that these students should be

accommodated at this school; however, a space utilization audit showed that the school is being utilized at its capacity. Further, there is limited opportunity to place portable classrooms at this site. Administration should continue to monitor the enrolment at this school and employ growth management strategies when necessary.

C.R. Gummow PS is dual-track JK to Grade 8, 678-pupil-place elementary school, situated on a 4.50 ha (11.12 acre) property. Grade 7 and 8 students from Merwin Greer PS attend C.R. Gummow PS. Students from eight local elementary school attendance areas also attend C.R. Gummow for French Immersion (refer to Section 5.1 for further details). Presently enrolment at this school is above the building's capacity and it is anticipated to grow, reaching approximately 142% utilization over the 10-year planning horizon. Presently, there are six portable classrooms on site. The site has limited capacity to accommodate additional portable classrooms. There are seven residential development proposals in this school attendance area, which are anticipated to generate limited elementary students at full build-out. However, development activity presently occurring in the Merwin Greer PS attendance area will increase the accommodation pressures at this school, as the Grade 7 and 8 students from Merwin Greer PS attend C.R. Gummow PS. In the future, administration may need to consider different strategies (e.g., boundary adjustment, changes to program delivery) to manage enrolment pressures at this school.

Camborne PS is a JK to Grade 6, 176-pupil-place elementary school, situated on a 2.99 ha (7.39 acre) property. Camborne PS feeds into Dale Road Senior PS for Grades 7 and 8. It is anticipated that enrolment at Camborne PS will remain stable at or slightly above capacity over the 10-year planning horizon. Presently there is one portable classroom on site. There are four active development proposals in this school attendance area, which are anticipated to generate close to 40 elementary students at full build-out. It is anticipated that the school will be able to accommodate these students.

Dale Road Senior PS is a Grade 7 and 8, 124-pupil-place elementary school situated on a 3.56 ha (8.79 acre) site. Three local elementary schools (Baltimore PS, Camborne PS, and Plainville PS) feed into Dale Road Senior PS for Grades 7 and 8. It is anticipated that enrolment at this school will continue to grow, reaching utilization rates of approximately 170% over the 10-year planning horizon. Presently there are two portable classrooms situated at this site. Additional portables may be accommodated on site, however additional growth management strategies should be considered for this school.

Grafton PS is a JK to Grade 8, 291-pupil-place elementary school, situated on a 3.74 ha (9.24 acre) property. It is anticipated that enrolment at Grafton PS will remain stable at or slightly above capacity over the 10-year planning horizon. There are four active development proposals in this school attendance area, which is anticipated to generate approximately 25 elementary students at full build-out. These students can be accommodated at this school.

Merwin Greer PS is a JK to Grade 6, 107-pupil-place elementary school, situated on a 2.59 ha (6.40 acre) property. Merwin Greer PS feeds into C.R. Gummow PS for Grades 7 and 8. It is anticipated that enrolment at Merwin Greer PS will steadily increase and reach a utilization rate of 184% over the 10-year planning horizon, due to recent and anticipated development activity in the Cobourg East planning area. There are seven active

development proposals in this school attendance area, which are anticipated to generate over 350 elementary students at full build-out. Administration may need to consider establishing holding area(s) and holding school(s) in the Cobourg East development area to manage fluctuations in enrolment depending on the rate of build out. Other growth management strategies (i.e., boundary adjustment, changes in grade cohorts) may need to be considered in the future. The Board has an option to purchase a new school site within the Cobourg Trails development area. The potential purchase of this site and/or an addition to the school will need to be considered as part of long-term accommodation planning.

Plainville PS is a JK to Grade 6, 199-pupil-place elementary school, situated on a 2.83 ha (7.00 acre) property. Plainville PS feeds into Dale Road Senior PS for Grades 7 and 8. There are two portable classrooms situated at this site. It is anticipated that enrolment at Plainville PS will remain relatively stable above the building's capacity (i.e., 125% utilization) over the 10-year planning horizon. There are five active development proposals in this school attendance area, which are anticipated to generate limited elementary students at full build-out.

Roseneath Centennial PS is a JK to Grade 8, 196-pupil-place elementary school, situated on a 2.84 ha (7.02 acre) property. There is one portable classroom situated at this site. It is anticipated that enrolment at Roseneath Centennial PS will remain relatively stable slightly above the building's capacity over the 10-year planning horizon. There are no active development proposals in this school attendance area.

Terry Fox PS is a JK to Grade 8, 401-pupil-place elementary school, situated on a 2.57 ha (6.34 acre) property. Burnham PS feeds into Terry Fox PS for Grades 7 and 8. It is anticipated that enrolment at Terry Fox PS will remain relatively stable at the building's capacity over the 10-year planning horizon. There are five active development proposals in this school attendance area, which are anticipated to generate limited elementary students.

6.3 East Northumberland Secondary School Family of Schools

Presently there are seven elementary schools that feed into East Northumberland Secondary School (SS) (refer to Figure 4).

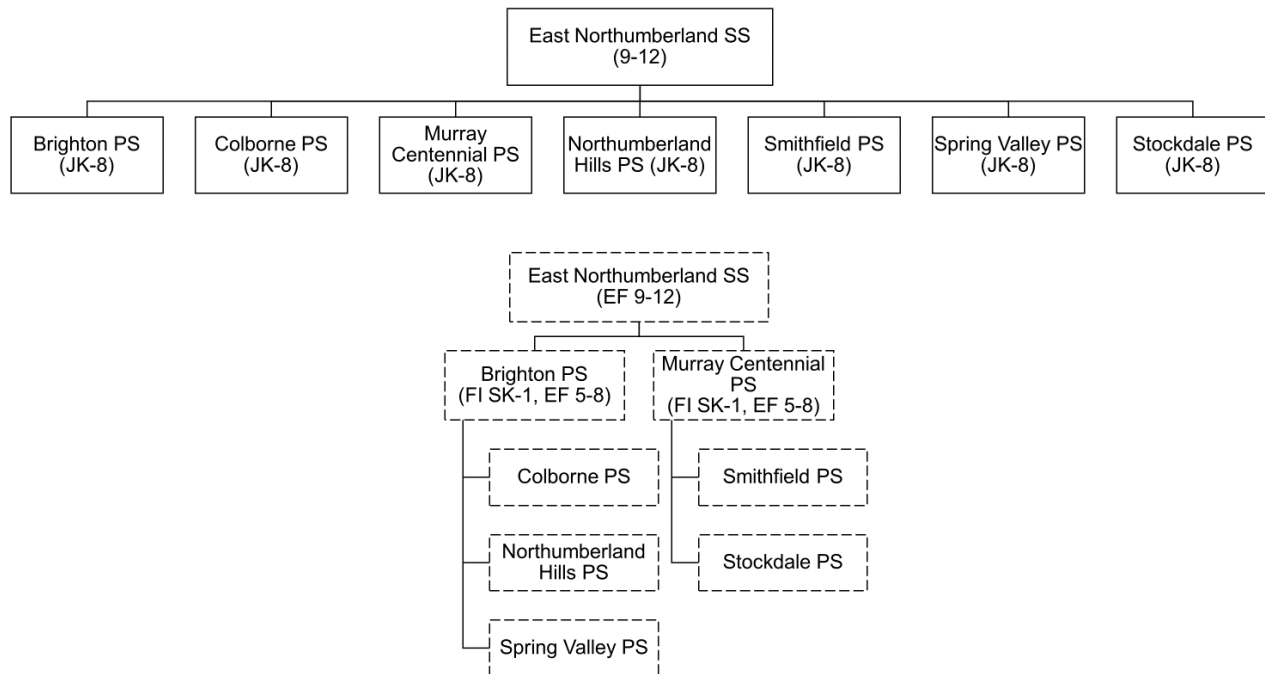


Figure 4: East Northumberland SS Family of Schools

Table 4 provides 1-year, 5-year, and 10-year enrolment projections for this family of schools if they remained status quo.

Table 4: Status Quo Enrolment Projections, East Northumberland SS Family of Schools

Status Quo Enrolment Projections for East Northumberland Secondary School Family of Schools									
School	OTG (Capacity)	2023-2024		2024-2025		2028-2029		2033-2034	
		Students	Utilization	Students	Utilization	Students	Utilization	Students	Utilization
East Northumberland SS (9-12, EF 9-12)	1,186	914	77%	970	82%	1,005	85%	1,093	92%
Brighton PS (JK-8, EF 5-8, FI SK-1)	504	498	99%	510	101%	515	102%	509	101%
Colborne PS (JK-8)	231	178	77%	180	78%	220	95%	242	105%
Murray Centennial PS (JK-8, EF 5-8, FI SK-1)	467/637*	580	124%	591	127%	672	105%	615	97%
Northumberland Hills PS (JK-8)	343	358	104%	368	107%	370	108%	384	112%
Smithfield PS (JK-8)	187	209	112%	214	114%	202	108%	185	99%
Spring Valley PS (JK-8)	291	201	69%	188	65%	172	59%	182	63%
Stockdale PS (JK-8)	190	235	124%	231	122%	227	119%	231	122%
Total	3,569	3,173	93%	3,252	96%	3,383	95%	3,441	96%

*OTG for Murray Centennial PS references the existing OTG of 467 and the OTG (637) following the completion of the addition in 2025.

East Northumberland Secondary School is a dual-track Grade 9 to 12, 1,186-pupil-place secondary school, situated on a 4.87 ha (12.04 acre) property. Extended French from Grades 5 to 8 is presently offered at Brighton PS and Murray Centennial PS, with opportunities for students to continue their French Language instruction in Grades 9 to 12 at East Northumberland SS. East Northumberland SS is expected to experience steady growth over the 10-year planning horizon. There are several active residential development applications within East Northumberland SS's overall school attendance area, which is anticipated to generate close to 300 secondary students at full build-out. However, it is anticipated that the build-out of these subdivisions will take several years, therefore the school should be able to accommodate the anticipated secondary students.

Brighton PS is a dual-track JK to Grade 8, 504-pupil-place elementary school, situated on a 4.0 ha (9.86 acre) property. There are two portable classrooms on the school site. French Immersion programming was established at Brighton PS in September 2024 with SK to Grade 1 students being eligible to enrol in the program. Each year thereafter the subsequent grade will be introduced. The 2024-2025 Grade 2 students will still be eligible to enrol in the existing Extended French program in Grade 5. There are 11 residential development applications in the Brighton PS school boundary, which is anticipated to generate over 200 elementary students. Administration will need to consider utilizing growth management strategies (i.e., portable classrooms, establishment of holding areas) as part of this accommodation planning process. If development continues in this area, administration may need to consider utilizing other growth management strategies (i.e., boundary adjustments, changes in grade cohorts/program delivery, capital investments) in the future.

Colborne PS is a JK to Grade 8, 231-pupil-place elementary school, situated on a 2.85 ha (7.04 acre) property. The school attendance area feeds into two different French Immersion programs with students residing in the Township of Alnwick/Haldimand attending C.R. Gummow PS, and students residing in the Township of Cramahe attending Brighton PS. Similarly, this school attendance area feeds into two different secondary schools, with students residing in the Township of Alnwick/Haldimand attending Cobourg CI and students residing in the Township of Cramahe attending East Northumberland SS. Colborne PS is experiencing slow, but steady growth and is expected to reach full capacity by 2033. There are seven residential development applications in the Colborne PS attendance area, which is anticipated to generate over 150 elementary students at full build-out. It is anticipated that with the use of portable classrooms, accommodation pressures can be managed over the 10-year planning horizon. If development continues in this area, administration may need to consider utilizing other growth management strategies (i.e., boundary adjustments, changes in grade cohorts, capital investments) in the future.

Murray Centennial PS is a dual-track JK to Grade 8, 467-pupil-place elementary school, situated on a 5.0 ha (12.37 acre) property. A six classroom, 170-pupil-place addition to Murray Centennial PS is presently underway, which will increase the capacity to 637-pupil-places. The addition is expected to be completed September 2025. Enrolment projections in Table 4 account for the increase in the building's capacity in 2025. Presently, there are six portable classrooms on the school site to manage the accommodation pressures presently being experienced at this school. In September 2024 French Immersion programming was established at Murray Centennial PS with SK to Grade 1 students being eligible to enrol in the program. Each year thereafter the subsequent grade will be introduced. The 2024-2025 Grade 2 students will still be eligible to enrol in the existing Extended French program in Grade 5. There are 13 residential development applications in the Murray Centennial PS school attendance area, which is anticipated to generate over 100 elementary students. This increase in enrolment will be managed with the completion of the school addition.

Northumberland Hills PS is a JK to Grade 8, 343-pupil-place elementary school, situated on a 3.95 ha (9.77 acre) property. The school attendance area feeds into two different French Immersion programs with students residing in the Township of Alnwick/Haldimand attending C.R. Gummow PS, and students residing in the Township of Cramahe attending Brighton

PS. Similarly, this school attendance area feeds into two different secondary schools, with students residing in the Township of Alnwick/Haldimand attending Cobourg CI and students residing in the Township of Cramahe attending East Northumberland SS. Northumberland Hills PS is anticipated to maintain stable enrolment at or slightly above the building's capacity over the 10-year planning horizon. There are three residential development applications in the Northumberland Hills PS attendance area, which is anticipated to generate limited elementary students.

Smithfield PS is a JK to Grade 8, 187-pupil-place elementary school, situated on a 2.32 ha (5.74 acre) property. Smithfield PS is expected to maintain stable enrolment at or slightly above the building's capacity over the 10-year planning horizon. Presently, there are two portable classrooms located at the site. There is one residential development application in the Smithfield PS attendance area, which is anticipated to generate limited elementary students.

Spring Valley PS is a JK to Grade 8, 291-pupil-place elementary school, situated on a 3.63 ha (7.98 acre) property. Spring Valley PS is anticipated to maintain stable enrolment below the building's capacity over the 10-year planning horizon. There are no residential development applications in the Spring Valley PS attendance area.

Stockdale PS is a JK to Grade 8, 190-pupil-place elementary school situated on a 3.31 ha (8.17 acre) property. Stockdale PS is expected to maintain stable enrolment above the building's capacity over the 10-year planning horizon. Presently, there are three portable classrooms located at the site. There is one residential development application in the Stockdale PS attendance area, which is anticipated to generate limited elementary students.

6.4 Port Hope High School Family of Schools

Presently there are three elementary schools that feed into Port Hope High School (HS) (refer to Figure 5).

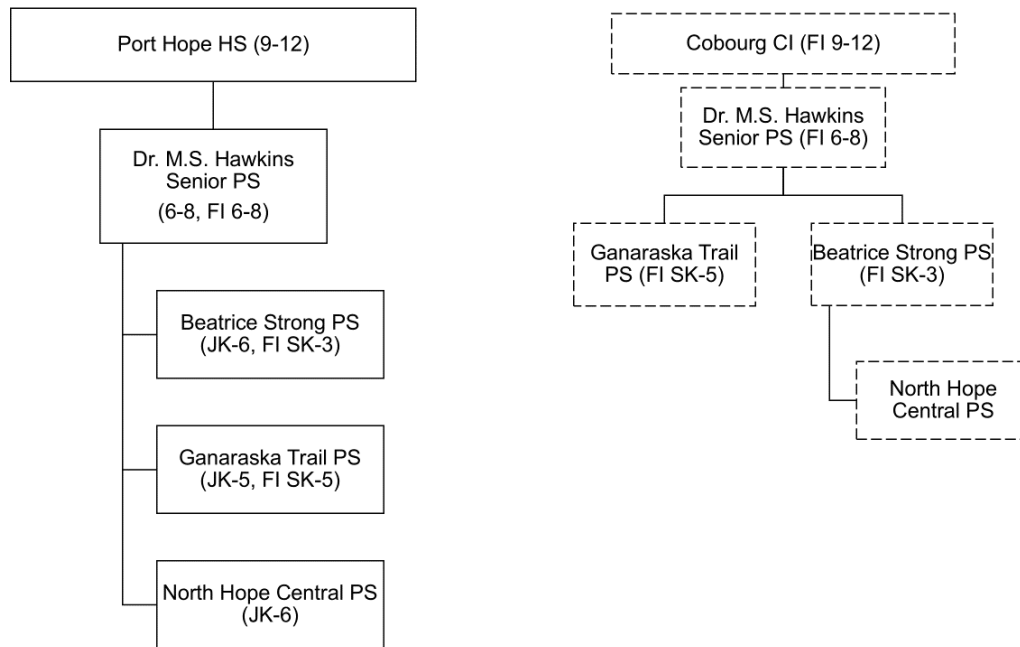


Figure 4: Port Hope HS Family of Schools

Table 5 provides 1-year, 5-year, and 10-year enrolment projections for this family of schools if they remained status quo.

Port Hope HS is a Grade 9 to 12, 757-pupil-place secondary school, situated on a 6.46 ha (15.96 acre) property. Dr. M.S. Hawkins Senior PS is a dual-track Grade 6 to 8 elementary school and is within the same building as Port Hope HS. Presently, the building is significantly below capacity (i.e., approximate utilization rate of 50%) and is anticipated to remain below capacity over the 10-year planning horizon. The active residential development applications within Port Hope HS's overall school attendance area are anticipated to generate approximately 50 secondary students.

Table 5: Status Quo Enrolment Projections, Port Hope HS Family of Schools

Status Quo Enrolment Projections for Port Hope HS Family of Schools									
School	OTG (Capacity)	2023-2024 OCT 31 ADE		2024-2025 1-YR Projection		2028-2029 5-YR Projection		2033-2034 10-YR Projection	
		Students	Utilization	Students	Utilization	Students	Utilization	Students	Utilization
Port Hope HS (9-12)	757	220	29%	223	29%	232	31%	264	35%
Dr. M.S. Hawkins Senior PS (6-8, FI 6-8)	216	275	127%	289	134%	251	116%	268	124%
Total in Physical Building	973	495	51%	512	53%	483	50%	532	55%
Beatrice Strong PS (JK-6, FI SK-3)	349	237	68%	321	92%	336	96%	324	93%
Ganaraska Trail PS (JK-5, FI SK-5)	504	507	101%	441	88%	540	107%	593	118%
North Hope Central PS (JK-6)	95	122	128%	126	133%	154	162%	178	187%
Total	1,921	1,361	71%	1,400	73%	1,513	79%	1,627	85%

*Grade 6 students attending Dr. M.S. Hawkins Senior Public School will be relocated to Ganaraska Trail PS in the 2027-2028 school year.

**French Immersion programming will be fully implemented at Beatrice Strong PS in the 2027-2028 school year.

Beatrice Strong PS is a dual-track JK to Grade 6, 349-pupil-place elementary school, situated on a 2.36 ha (5.84 acre) property. Beatrice Strong PS feeds into Dr. Hawkins Senior PS for Grades 7 and 8. French Immersion programming was established at Beatrice Strong PS in September 2024 with SK to Grade 3 French Immersion students being re-located from Ganaraska Trail PS. Each year thereafter the subsequent grade will be introduced. It is anticipated that enrolment at this school will grow due to the introduction of this program. It is anticipated the building will reach utilization rates of approximately 90% over the 10-year planning horizon. There are two residential development proposals in this school attendance area, which are anticipated to generate limited elementary students.

Ganaraska Trail PS is a dual-track JK to Grade 5, 504-pupil-place elementary school, situated on a 2.1 ha (5.19 acre) property. Ganaraska Trail PS feeds into Dr. M.S. Hawkins Senior PS for Grades 6 to 8. With the expansion of the French Immersion program at Beatrice Strong PS, there will be residual capacity at Ganaraska Trail PS to relocate the Grade 6 students from Dr. M.S. Hawkins Senior PS back into Ganaraska Trail PS in the 2027-2028 school year. It is anticipated that Ganaraska Trail PS will experience slow and steady enrolment growth over the 10-year planning horizon, reaching utilization rates of close to 120%. Presently there are two portable classrooms on site. There are two active development proposals in this school attendance area, which are anticipated to generate approximately 60 elementary students.

North Hope Central PS is a JK to Grade 6, 95-pupil-place elementary school, situated on a 5.41 ha (13.36 acre) property. North Hope Central PS feeds into Dr. M.S. Hawkins Senior PS for Grades 7 and 8. It is anticipated that North Hope Central PS will experience enrolment growth over the 10-year planning horizon, reaching utilization rates of over 180%. There are two active development proposals in this school attendance area, which are anticipated to generate over 25 elementary students. Administration will need to consider utilizing growth management strategies (i.e., portable classrooms, establishment of holding areas) as part of this accommodation planning process. If development continues in this area, administration may need to consider utilizing other growth management strategies (i.e., boundary adjustments, changes in grade cohorts/program delivery, capital investments) in the future.

7 Specialized Programs

7.1 Extended French/French Immersion

The location and distribution of Extended French (EF) and French Immersion (FI) programs throughout Northumberland County play a vital role in accommodation management. Figures 6 and 7 provide information related to elementary FI and EF programs/schools and their feeder schools. To provide a better understanding of the distribution of FI and EF students throughout Northumberland County, the number of students attending FI and EF from each of the feeder schools (denoted by dashed lines) is beside each school.

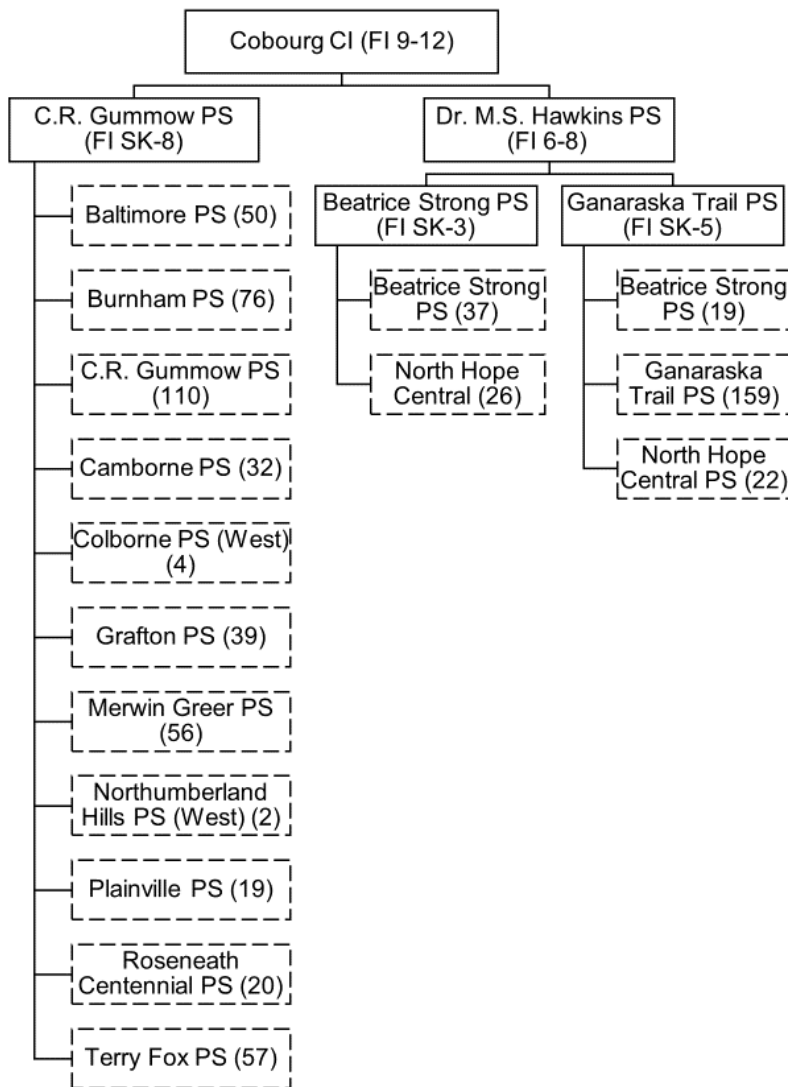


Figure 5: Distribution of French Immersion Programming in the Cobourg CI and Port Hope HS FOS

As noted in Section 5.4, a second Port Hope area French Immersion program is being established at Beatrice Strong PS in September of 2024. SK to Grade 3 students residing in the Beatrice Strong PS and North Hope Central PS attendance areas will attend Beatrice

Strong PS for French Immersion. Each year thereafter the subsequent grade will be introduced, with the program being fully established by 2027. The FI enrolment numbers noted in Figure 6 at Beatrice Strong PS and Ganaraska Trail PS are estimates based on current FI enrolment within the Port Hope HS family of schools.

Similarly, as noted in Sections 5.1 and 5.3, FI is being established at Hillcrest PS, Brighton PS and Murray Centennial PS in September 2024 with SK to Grade 1 students being eligible to enrol in the program. Each year thereafter the subsequent grade will be introduced. The 2024-2025 Grade 2 students will still be eligible to enrol in the existing Extended French program in Grade 5. Extended French will be phased out by 2031. The FI enrolment numbers noted in Figure 7 at Hillcrest PS, Brighton PS, and Murray Centennial PS are estimates based on current FI enrolment trends Board wide. French Immersion students will enter Grade 9 in 2032. Therefore, administration will need to give future consideration to where French Immersion will be offered at the secondary level.

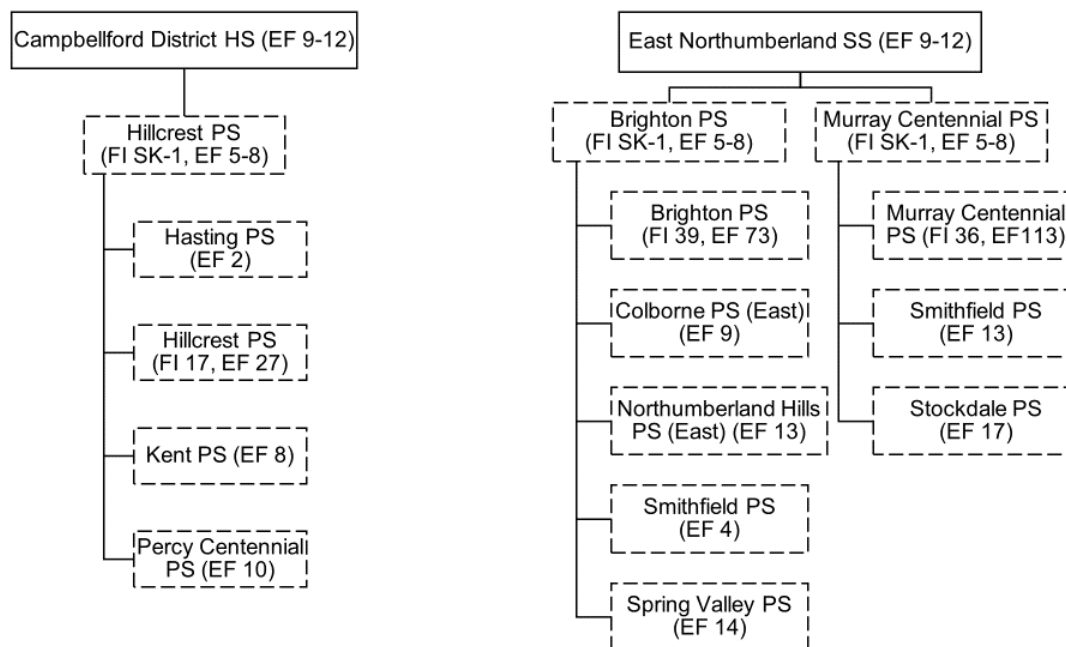


Figure 6: Distribution of French Immersion Programming in the Campbellford District HS and East Northumberland SS FOS

Transportation to the FI and EF programs is provided in accordance with the Board’s transportation policies.

7.2 International Baccalaureate

The International Baccalaureate (IB) program is presently offered at Cobourg CI for students residing in Northumberland County. The Board made the decision in November 2023 to phase out the IB program beginning in the 2024-2025 school year. The phase out of the program will be complete by June 2027.

7.3 Anishinaabemowin Program

The Anishinaabemowin (Ojibwe) language program is available to all Indigenous and non-Indigenous students enrolled at a school that offers the program. The program is available to other schools where numbers warrant and based on availability of staff.

Presently, there are three elementary schools and two secondary schools that offer the Anishinaabemowin (Ojibwe) language program board wide. As of October 2023, there were a total of 278 elementary students and 85 secondary students enrolled in the program.

The Anishinaabemowin (Ojibwe) language program is presently at Cobourg CI and Roseneath Centennial PS.

Future accommodation planning will consider additional locations for Anishinaabemowin (Ojibwe) language programs.

7.4 Learning and Life Skills and Primary Communication Classes

The Learning and Life Skills (LLS) program is a specialized program available to students in Grades 4 to 12+ (students are eligible to remain in the program until the end of June of the calendar year that they turn 21 years old) who meet the criteria for a developmental disability. These classes will have a maximum of ten students.

Primary Communication Classes (PCC) support students with intense communications needs in the primary division (i.e., Grades 1 to 3). These classes are capped at six students.

Understanding the need and distribution of LLS and PCC classrooms is important in accommodation planning as the program utilizes regular classroom space for smaller class sizes. Within Northumberland County and Quinte West – Murray Ward, the following schools have LLS and/or PCC programming:

- Elementary Schools:
 - Brighton PS – 2 LLS
 - C.R. Gummow PS – 1 PCC
 - Colborne PS – 1 LLS
 - Dr. M.S. Hawkins Senior PS – 2 LLS
 - Hillcrest PS – 1 PCC
 - Kent PS – 2 LLS
 - Spring Valley PS – 1 PCC
 - Terry Fox PS – 3 LLS
- Secondary Schools
 - Campbellford District HS – 2 LLS
 - Cobourg CI – 3 LLS
 - East Northumberland SS – 2 LLS
 - Port Hope HS – 1 LLS

8 Child Care Facilities and EarlyON Programs

The Board has three forms of early years programs within KPR schools: child care centres offering programming for infants, toddlers, and pre-school aged children, Before and After school programs that offer care for school aged children aged 3.8 to 12 years, and EarlyON programming.

KPR values its relationships with the early year's community, and is committed to building strong, collaborative partnerships with the Consolidated Municipal Services Manager (CMSM) (Northumberland County) and community partners to support the children and families in KPR schools, of all ages. The child care programs in schools are purpose-built spaces that are often funded through the Ministry of Education (MOE) and the CMSM. The programs are operated by third party licensed child care providers. Before and After school programs are also operated by third party licensed child care operators or authorized recreation providers using spaces in school gymnasiums and kindergarten classrooms. The Board continues to collaborate with the CMSM and the MOE to seek out opportunities to construct new child care program spaces within Northumberland County to meet the needs of families. As of April 2024, there are 3,053 children on the waitlist in Northumberland County which is a 60% increase from 2023. Waitlists tend to be longest in urban areas (i.e., Cobourg, Port Hope); however, overall child care is needed throughout the region. As such, child care is an increasingly important part of the Board's accommodation planning. Therefore, capital requests for new schools or school additions are often accompanied by a request for child care spaces within the proposed school.

In addition, the Board provides space for EarlyON programs for children and families. The Board utilizes Early Developmental Instrument data to determine areas where kindergarten and primary students are vulnerable or at risk of becoming vulnerable. The Board then looks for opportunities to increase EarlyON Child and Family programs where there is space available in these areas. The most recent data suggests that increasing EarlyON Child and Family programming overall, and more specifically in the Municipality of Trent Hills, would be beneficial.

Table 8 illustrates the current full day child care locations, as well as Before and After School child care and Early ON programs located within Northumberland County. It should be noted that students attending Ganaraska Trail PS have access to Before and After programming at Dr. M.S. Hawkins Senior PS. Further, in January 2025, a one-room child care centre at Northumberland Centre for Individual Studies (CIS) will open.

Table 8: Child Care and Early ON Programs in Northumberland County

School	Child Care	Before and After	EarlyON
Campbellford District HS FOS			
Campbellford District HS			
Hastings PS		✓	
Hillcrest PS		✓	
Kent PS		✓	
Percy Centennial PS		✓	
Cobourg CI FOS			
Cobourg CI			
Baltimore PS		✓	
Burnham PS		✓	
C.R. Gummow PS		✓	
Camborne PS		✓	
Dale Road PS			
Grafton PS		✓	
Merwin Greer PS		✓	
Plainville PS		✓	
Roseneath Centennial PS		✓	
Terry Fox PS	✓	✓	
East Northumberland SS FOS			
East Northumberland SS			✓
Brighton PS	✓	✓	
Colborne PS		✓	
Murray Centennial PS		✓	
Northumberland Hills PS		✓	
Smithfield PS		✓	
Spring Valley PS		✓	
Stockdale PS		✓	
Port Hope HS FOS			
Port Hope HS	✓		
Beatrice Strong PS	✓	✓	✓
Dr. M.S. Hawkins Senior PS		✓	
Ganaraska Trail PS			
North Hope Central PS		✓	