

COLLATED FEEDBACK FROM PARENTS/GUARDIANS AND OTHER PARTICIPANTS DECEMBER 5, 2022 PORT HOPE ELEMENTARY FAMILY OF SCHOOLS PUBLIC MEETING

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

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

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

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

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

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Option E2: Boundary Adjustments between Beatrice Strong PS, Ganaraska Trail PS and/or North Hope Central PS.		
Pros/Benefits	Cons/Negatives	Questions/Wonderings
<ul style="list-style-type: none"> ● Helps address the under capacity of Beatrice Strong ● Willing to consider than mixing the whole bunch ● Keeps kids in elementary schools longer ● Boundaries can be readjusted over time to address issues ● Keeping junior students in junior building ● Better space utilization at Beatrice Strong ● Leaves space in Port Hope high school for the students that should be ● Elementary (primary) students stay with elementary (primary) students ● Better utilizes all space 	<ul style="list-style-type: none"> ● Loss of sense of community in rural community ● Transportation □ long bus rides for very young students ● □current struggles for busing is multiplied ● Rural students lose the benefits only North Hope can offer ● Interrupts peer relationships which puts the young children at risk for many mental health issues such as: depression, anxiety, substance abuse, suicide ● NOTE: ALL POINTS FROM E1 APPLY TO E2 AS WELL ● Possibility to split up students/siblings ● FI student into regular stream = change school ● North Hope should remain a rural school ● Transportation concerns/not reliable/bussing times ● Anxiety & stress of moving students to new school ● Daycare?? ● Disrupting North Hope kids while having little to no effects on the #'s at Beatrice Strong ● Add to the municipal division (ie. Ward 1, Ward 2) ● Limiting grade 6's in sports teams ● Not sustainable – not a long-term solution ● Massive catchment (on a bus for a long time) 	<ul style="list-style-type: none"> ● What about keeping NH1/NH2 at North Hope □ and sending GT1, GT2, GT3, GT4, 5&6 to Beatrice Strong? ● Keeps rural kids at country school ● This is an area of NH catchment that is not expected to have significant development (projection is 4-12 kids) (4 Kids in 10 years) ● What is the reason for the moratorium that has been going on since 2017 ● What happens if everyone wants to go to FI ● How can Port Hope HS not be supporting FI program ● Implementation? Transitioning? Grandfathering? Strategies ● Daycare?? ● FI students at Ganaraska stay at Ganaraska in English stream (home schools) ● Root cause of why Ganaraska Trail is over-utilization ● Suggestion of dual track FI at Beatrice Strong ● If we redraw boundaries have consistent age cohorts ● Breakdown of grade levels