

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board **DATE:** February 18, 2025

SUBJECT: Unnamed Coughlan PS Boundary Review (Stannardville Drive/Hurst Drive) Ajax **PAGE:** 1 of 12

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

The Durham District School Board is committed to providing learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive, and free from all forms of discrimination, oppression, harassment and harm.

1.0 Abstract

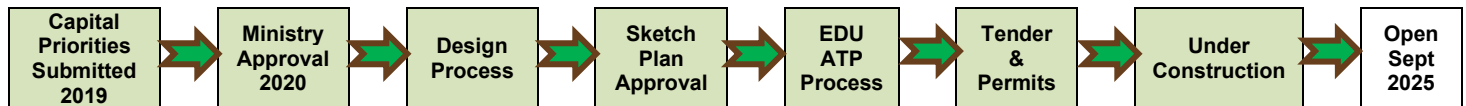
Prior to the opening of a new school, a boundary review consultation involving the local community and partner schools is undertaken to establish the permanent attendance boundary in accordance with the Durham District School Board's (DDSB) School Boundaries Regulation (Appendix A). To accommodate the existing and future enrolment in the Pickering Seaton and north Ajax areas, the Unnamed Coughlan PS will open in September 2025 and the consultation process to establish its permanent boundary took place between October 2024 and January 2025. During the consultation staff presented Appendix B1 as the proposed permanent boundary for feedback. School communities who participated in consultation proposed two alternate boundary options for staff consideration. Staff incorporated the community proposals into the final recommended boundary for Unnamed Coughlan PS, which is included as Appendix B2 for the Board of Trustees' consideration and approval.

2.0 Purpose

The purpose of this report is to provide the Board of Trustees with the results of the community consultation process and to seek approval of the recommendation for the proposed permanent attendance boundary of the Unnamed Coughlan PS with a planned opening of September 2025.

3.0 Background

With significant population growth in Durham Region, the Durham District School Board (DDSB) continues to see increases in enrolment within the District. New schools are constructed to address the enrolment growth and support students within their home communities.



The Unnamed Coughlan PS received Ministry of Education (Ministry) Capital Priorities funding in 2020 and is currently under construction with a scheduled opening date of September 2025. The school has a Ministry Rated Capacity (MRC) of 536 pupils and will accommodate students from JK to Grade 8 and includes a Child Care Centre. The school site is 8.01 acres.

Unnamed Coughlan PS is part of a greenfield development area that is attractive to young families. Greenfield development is the term used to describe development in what was previously large green spaces such as farmland. The new school will provide pupil accommodation for students residing in the north Ajax and the Seaton (north Pickering) development neighbourhoods, specifically located in the block west of Salem Road, north of Rossland Road West, south of 5th Concession Road and east of Aquarius Trail, as outlined in the initial staff proposed boundary map found in Appendix B1. There are four partner schools, Eagle Ridge PS, Alexander Graham Bell PS, Valley Farm PS and Valley View PS, which are accommodating students residing in this new development area until the new school opens in the 2025-2026 school year.

The proposed Unnamed Coughlan PS permanent boundary aligns with the multiple growth boundaries currently in place since development in the area began. The enrolment data, provided in section 4.0 of the report, supports the Unnamed Coughlan PS proposed permanent boundary being presented for approval in Appendix B2.

3.1 **Growth Boundaries and Partner Schools**

As new homes are occupied, growth boundaries are identified and linked to partner schools to accommodate enrolment growth until funding is provided by the Ministry for the construction of a new school. A permanent attendance boundary is established prior to the opening of the new school.

Partner schools are determined based on factors including available space, site size, use of portables, transportation (distance to school and space to accommodate buses), adequate parking, and washrooms to accommodate the projected number of students and staff.

Once the partner school is identified, students and their siblings attend their designated partner school. Any new families moving into an established growth boundary also attend the identified partner school until such time as the permanent boundary for the new school is established and the new school opens.

The proposed boundary of the Unnamed Coughlan PS will encompass the immediate neighbourhood in the Town of Ajax and also include part of the Seaton community in the City of Pickering. The Pickering portion of the proposed boundary is currently partnering at Valley Farm PS and Valley View PS. The north part of the Ajax portion of the proposed boundary is currently partnering at Valley View PS, while the south part is partnering at Eagle Ridge PS and Alexander Graham Bell PS.

Students residing in the proposed permanent boundary and attending the four identified partner schools, upon graduation, go to Pine Ridge SS or Pickering HS. The establishment of a permanent boundary is an opportunity to ensure students graduate with their current peers and attend secondary schools within their communities. Given the location of the Unnamed Coughlan PS, Pine Ridge SS and Pickering HS have been identified as the secondary schools assigned to Unnamed Coughlan PS.

With the approval of a permanent attendance boundary for the Unnamed Coughlan PS, any available space in the current partner schools will be utilized to address future growth-related enrolment pressures, as required.

3.2 Regulatory Requirement

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

3.3 Emerging Situation

The DDSB is required to establish a permanent boundary for Unnamed Coughlan PS, scheduled to open for the 2025-2026 school year.

4.0 Analysis

Based upon the proposed boundary, Table 1 below identifies the 2025-2026 enrolment projections for Unnamed Coughlan PS and the expected effect of the opening of the new school on the projected 2025-2026 enrolment for the four partner schools. This proposal includes students currently in Junior Kindergarten (JK) to Grade 7, and estimated enrolment of incoming JK's, as of September 2025. These students are currently located at the four partner schools.

Current Grade 7 students will be given the choice to stay at their existing designated partner school or transition to Unnamed Coughlan PS for Grade 8. Transportation will be provided to students who choose to remain at their existing partner school for Grade 8. It is expected that their younger siblings, if applicable, will attend the new school upon its opening. If families reside outside of the DSTS-established walk boundary, transportation to the new school will be provided. If younger siblings choose to continue to attend the partner schools in 2025-2026, they will be considered as “out of area” and transportation will not be provided.

As evidenced in previous new school openings, a new facility attracts students from other sources including other publicly funded schools, private schools and DDSB families within the proposed boundary that decided to remain at their previous home school (rather than the DDSB-assigned partner school). The proposed Unnamed Coughlan PS community has no existing schools and therefore staff, based upon past school openings, expect that the Unnamed Coughlan PS will continue to attract new students as new homes continue to be occupied and the pace of development increases. As new homes are occupied and enrolment increases, the partner schools may continue to be used to accommodate students from identified growth boundaries.

Table 1 – 2025-2026 Projected Enrolment:

October 2025	Total Enrolment	Utilization	Portables Needed
Unnamed Coughlan PS	736	137%	8
Alexander Graham Bell PS	555	108%	1
Eagle Ridge PS	431	99%	0
Valley Farm PS	561	83%	0
Valley View PS	160	96%	0

The opening of Unnamed Coughlan PS for the 2025-2026 school year will result in minimal portables or the removal of all portables at the four schools currently accommodating the growth.

4.1 Consultation Process and Results

The Public Consultation Plan was developed in accordance with the DDSB Regulation: School Boundaries and a pre-consultation report was presented to the Board of Trustees on October 21, 2024. Consultation began October 22, 2024, and ended on January 10, 2025. One in person public meeting was held at Eagle Ridge PS on November 13, 2024, and a webinar was held on December 10, 2024. Staff presented the initial proposed boundary included as Appendix B1 throughout the consultation process. Following analysis of community presented alternative boundary suggestions, the proposed boundary was amended to the final version included as Appendix B2 for consideration and approval.

4.2 Risks and Opportunities

With the opening of the Unnamed Coughlan PS, there is an opportunity to redirect 20 portables to address accommodation pressures throughout the District and ensure that fewer students are in alternative learning spaces.

No risks have been identified with the opening of the Unnamed Coughlan PS which will accommodate increased enrolment resulting from the new development in north Ajax and Seaton, Pickering. The existing partner schools may be utilized as future partner schools as the development in these areas of north Ajax and north Pickering continue to grow. It is noted that some parents would prefer that their children remain at the existing partner schools where they are comfortable and know all of their teachers; however, the purpose of constructing and opening new schools is to ensure that children have the benefit of attending schools within their communities. If Grade 7 students choose to remain at the partner schools for their Grade 8 year and graduate with their peers, their younger siblings would be separated from them as these younger children would attend the new school. Staff understand that this is a concern; however, these Grade 8 students would also move on to either Pickering HS if they reside in Ajax or Pine Ridge SS if they reside in Pickering while their younger sibling remain at the Unnamed Coughlan PS in the 2026-2027 year. Additional concerns expressed by community members have been addressed by staff under Section 4 below.

Students residing in the proposed permanent boundary and attending the four identified partner schools, upon graduation, will go to one of two identified secondary schools. The establishment of a permanent boundary is an opportunity to ensure students graduate with their current peers and attend the same secondary schools.

A summary of the consultation process and results are outlined below with reference to detailed appendices where applicable.

4.3 Community Input

4.3.1 In-person Public Consultation Meeting Input

Quick Facts

- 28 community members attended.
- 0 question/comment letters were received from community members.

4.3.2 In-person School Community Council (SCC) Meetings Input

Quick Facts

- Two SCC meetings were held at Valley View PS and Valley Farm PS in November 2024.
- 12 question/comments were received from attendees at the Valley View PS meeting.
- 10 question/comments were received from attendees at the Valley Farm PS meeting.

4.3.3 Webinar Input (Appendix C1 Summary)

Quick Facts

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

4.3.4 Survey Input (Appendix C2 Summary)

Quick Facts

- 131 survey submissions were received.

4.3.5 Email and Voicemail Input

Unnamed Coughlan PS Boundary Review email and voicemail were created and made accessible to the community from October 22, 2024, to January 10, 2025. 3 voicemails were received, and 13 emails were received from community members impacted by this boundary review. A summary is included in Appendix C3.

4.4 Community Concerns and Staff Input

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

How will DDSB ensure a smooth transition for students, including those with a specific health issue, such as autism?

Staff Analysis/Assessment:

DDSB will have a transition plan in place involving the administrators of the four partner schools and the administrators of the new school to ensure that student and parent/guardian concerns are addressed regarding moving to the new school. This transition plan will be in place after February 18, 2025, when the Board of Trustees has made a decision on the permanent boundary of Unnamed Coughlan PS.

The mental health and well-being of all students and their caregivers who may be affected by these changes are among the District's leading considerations. DDSB will be intentional in the transition supports for all students impacted by the change. Relationship building and facilitating a sense of school community, connectedness and belonging across all learning spaces will be key commitments throughout this process. For students with accommodation and learning plans (e.g., Individual Education Plans), intentional transition planning will be individualized; these may include supports such as social stories, opportunities to connect with staff members, and processes to ensure timely equipment transfers.

Can pupils continue to attend their partner school and if they can, will transportation be provided?***Staff Analysis/Assessment:***

Students entering Grade 8 for the 2025-2026 school year will have the option of staying at their current partner school and graduating with their peers or attending Unnamed Coughlan PS for their graduating year. The 2025-2026 Grade 8 students will be provided transportation to their current partner school, if they choose to remain enrolled there. All other students, currently enrolled at one of the four partner schools, and residing within the approved boundary will be transferred to Unnamed Coughlan PS for the 2025-2026 school year.

Will the new school offer a Gifted program?***Staff Analysis/Assessment:***

Most students with Individual Education Plans (IEP) receive support within regular classroom placements at their home school. DDSB offers a variety of programs to support the unique learning and well-being needs of all students, including the Gifted program, which serves students from multiple school communities.

The number and locations of these programs are reviewed annually, with adjustments made as needed. When a new school opens, DDSB considers students living within the attendance area who are already accessing special education placements as part of the planning process. All new schools include two purpose-built spaces to accommodate potential special education placements, either at opening or in the future.

Currently, no changes are being considered for the locations of the Gifted program. Any changes to the boundaries of current schools offering the Gifted program would require a District-wide boundary review, in accordance with DDSB procedures.

Will the daycare facility become available soon after the opening of the new school?***Staff Analysis/Assessment:***

The DDSB appreciates the concerns families may have with the delay in the opening of the child care program at the new Unnamed Coughlan PS. In partnership with Fairy Glen Daycare, a decision has been made to delay the opening of the new program (infant, toddler, preschool, kindergarten, and school-age) until full occupancy has been granted for both the school and child care agency. Due to extensive licensing requirements for the operation of a child care program, full building occupancy is required prior to the child care program opening.

Once occupancy has been obtained, Fairy Glen will be required to complete several mandatory inspections from multiple organizations (i.e., Public Health). Unfortunately, the timeline for this process is inconsistent and cannot be started until all other licensing requirements are completed. In addition, Fairy Glen must ensure there is adequate staffing in place to meet their high operating standards. Alongside Fairy Glen, the DDSB will continue to ensure that families are supported, and quality child care provided.

What are the bell times of the new Unnamed Coughlan PS?**Staff Analysis/Assessment:**

A decision on bell times will be made after a decision is made by the Board of Trustees regarding the permanent boundary for the Unnamed Coughlan PS. This decision is anticipated to take place on February 18, 2025.

According to the enrolment projection, the new Coughlan school will be at capacity in 5 years, so will the grandfathering policy work?**Staff Analysis/Assessment:**

As a result of the continued growth from new residential development in the area, the new school will accommodate students through the use of portables on site upon opening and as required into the future. Should continued new growth within the boundary in future years cause the school to reach capacity that cannot be accommodated with the use of portables, a growth boundary for the new development area will be established and incoming registrations redirected to a partner school. Existing students and their younger siblings will continue to attend the Coughlan school. DDSB will continue to monitor enrolment growth in the area and submit a request for funding to construct a new school as part of the DDSB's ongoing accommodation planning process.

4.5 Community Proposed Options for Staff Analysis and Considerations

During the Boundary Review Consultation, two community-suggested boundary options were received for staff consideration. Each option requested that staff consider reducing the proposed permanent attendance boundary for Unnamed Coughlan PS by adding the already established residential neighbourhoods to the permanent boundaries of either Valley View PS or Eagle Ridge PS. The combined community proposed boundary option is outlined in detail in 4.5.1 below. This adjustment would create a minimal decrease to the student population projected at Unnamed Coughlan PS. DDSB staff assessed the impact of combining the two options as follows:

4.5.1 Combined Community Proposed Boundary Option:

Reduce the boundaries so that students living west of Ravenscroft Road, north of Harty Crescent, south of Paulynn Park, and east of Duffins Creek, would continue to attend Eagle Ridge PS, while students living west of Salem Road, north of Taunton Road East, south of 5th Concession Road, and east of 16th Sideline continue to attend Valley View PS, as outlined in Appendix B2.

Staff Analysis/Assessment

If these two areas were reassigned to Eagle Ridge PS and Valley View PS respectively, there would be some improvement to the projected enrolment pressures at Unnamed Coughlan PS, resulting in the potential reduction of 1 portable for 2025-2026.

Students residing in the area currently attending Eagle Ridge PS are within the permanent Alexander Graham Bell PS boundary; however, historically, a decision was made to assign this area to Eagle Ridge PS. To address this anomaly, staff have the students currently residing in this area remaining at Eagle Ridge PS until they graduate from Grade 8. Any younger siblings entering JK or any students moving into this area will attend Alexander Graham Bell PS as of 2025-2026. Transportation to their home school will continue to be provided to students outside of the 1.6 km walk distance.

Table 2 below identifies the 2025-2026 enrolment projections for Unnamed Coughlan PS and the potential impact of the new school opening on the projected 2025-2026 enrolment for the four partner schools under this combined community option.

Table 2: Combined Community Option - 2025-2026 Projected Enrolment

October 2025	Capacity	Total Enrolment	Utilization	Portables Needed
Unnamed Coughlan PS	536	706	132%	7
Alexander Graham Bell PS	512	560	109%	2
Eagle Ridge PS	435	445	102%	0
Valley Farm PS	674	561	83%	0
Valley View PS	167	171	102%	0

Staff have also noted that as new residential development continues to expand north of Taunton Road and east of Brock Road, there may be future growth boundaries identified within the existing Valley View PS boundary.

Upon completion of staff analysis and assessment of the community proposals, it was determined that both proposals would be incorporated into the final proposed boundary for Board of Trustee consideration included as Appendix B2.

5.0 Financial Implications

There is potential for a reduction in transportation costs as a reduced number of buses will be required with the establishment of a new permanent boundary.

6.0 Strategic Links

A plan for efficient utilization of DDSB's existing spaces and planned new spaces opening for September 2025 will support meaningful learning by providing high quality teaching and learning spaces; contribute to connected communities by ensuring spaces that foster opportunities to meet, learn from and inspire each other are available; and advocate well-being by ensuring our schools are safe, caring and respectful environments where people can thrive.

The boundary review consultation process provided opportunities to promote connected communities by welcoming and encouraging engagement from students, families, staff and community members. Through open communication and collaboration, the initial staff recommended boundary was revised to incorporate the thoughtful and valued feedback provided by consultation participants, resulting in a shared vision for the permanent attendance boundary for the Unnamed Coughlan PS.

7.0 Communication/Implementation Plan

The process to establish a permanent attendance boundary includes a significant community consultation involving a variety of communications including reports to the Board of Trustees, staff presentations made available on DDSB's website, school-based communications utilizing impacted school and DDSB websites, as well as other forms of school notifications, such as social media, newsletters, and School Messenger.

7.1 There were several opportunities for families, staff and community members to provide and receive communication throughout the consultation period:

- October 21, 2024, staff report to the Board of Trustees outlining the commencement of the Consultation Process.
- Staff presentations were posted on the DDSB's website and made accessible through each impacted school website.
- An opportunity for each SCC Executive to meet with DDSB staff: Valley View PS November 18, 2024, and Valley Farm PS on November 21, 2024).
- Public Consultation Meetings – November 13, 2024 (in person) and December 10, 2024 (Webinar).
- Email, voicemail, and survey with information on DDSB's website.
- Opportunities for input were promoted through school newsletters, websites and through DDSB social media.

7.2 Next Steps:

1. Pending approval, the Communications department will post the approved recommendation and timeline (September 2025) on social media and DDSB's website with a link included on all four partner schools (AG Bell PS, Eagle Ridge PS, Valley Farm PS and Valley View PS) websites.
2. The four above-listed partner schools will communicate with students and parents/guardians regarding the approved boundary, the grade(s) impacted and the timeline for September 2025. Information will also be available on the DDSB's website: [Boundary and Program Reviews - DDSB](#).

7.3 Transition Plan:

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

- Partner school administrators will work together with SCCs to ensure any student and parent/guardian concerns are addressed and will provide supports for mental health and well-being of students and their caregivers who may be affected by these changes.
- Provide updates on the progress towards opening the Unnamed Coughlan PS.
- Send a survey to current Grade 7 students affected by the establishment of a permanent attendance boundary and new school opening to determine if they will remain at their current school for their graduating year, or transition to the Unnamed Coughlan PS.

8.0 **Conclusion and Recommendation**

The Unnamed Coughlan PS is scheduled to open for the 2025-2026 school year. The community consultation undertaken to seek community input on the proposed permanent boundary for the Unnamed Coughlan PS has concluded. Two separate community options reducing the student population at Unnamed Coughlan PS by reducing the proposed permanent boundary were incorporated into the final recommendation being proposed for consideration.

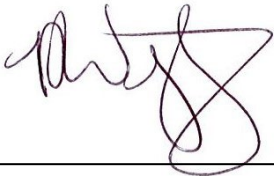
It is recommended that the Board of Trustees approve the permanent attendance boundary set out in Section 4.5 of this report and represented in Appendix B2. The permanent boundary of Unnamed Coughlan PS reflects the geographic area considered during consultation, excluding the area west of Ravenscroft Road, north of Harty Crescent, south of Paulynn Park, and east of Duffins Creek, as this area would be incorporated back into the permanent boundary of Alexander Graham Bell PS, and excluding the area west of Salem Road, north of Taunton, south of 5th Concession Road, and east of 16th Sideline, as this area would attend Valley View PS (see Appendix B2). This permanent attendance boundary for Unnamed Coughlan PS and the adjustments to the boundaries of Alexander Graham Bell PS and Valley View PS will be in effect as of September 2025.

9.0 **Appendices**

Appendix A:	Regulation: School Boundaries
Appendix B1:	Unnamed Coughlan PS Initial Staff Proposed Boundary for Consultation
Appendix B2:	Unnamed Coughlan PS Final Recommended Boundary for Approval
Appendix C1, C2, C3:	Webinar, Survey, Emails and Voicemail Summaries

Report reviewed and submitted by:

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



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

School Boundaries

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

1.0 Criteria:

1.1 New School Boundaries

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

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

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

1.2 Adjustments to Existing School Boundaries

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

(iii) **Criteria:**

Preferred Alternative - Adjacent School

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

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

Other Alternatives:

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

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

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

(b) Permanent Boundary Adjustments:

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

Program Adjustments

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

School Closure and Consolidation of School Facilities

Relocation of Student Population

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

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

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

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

2.0 Consultative Process:

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

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

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

Appendix:

None

Effective Date

98-06-26

Amended/Reviewed

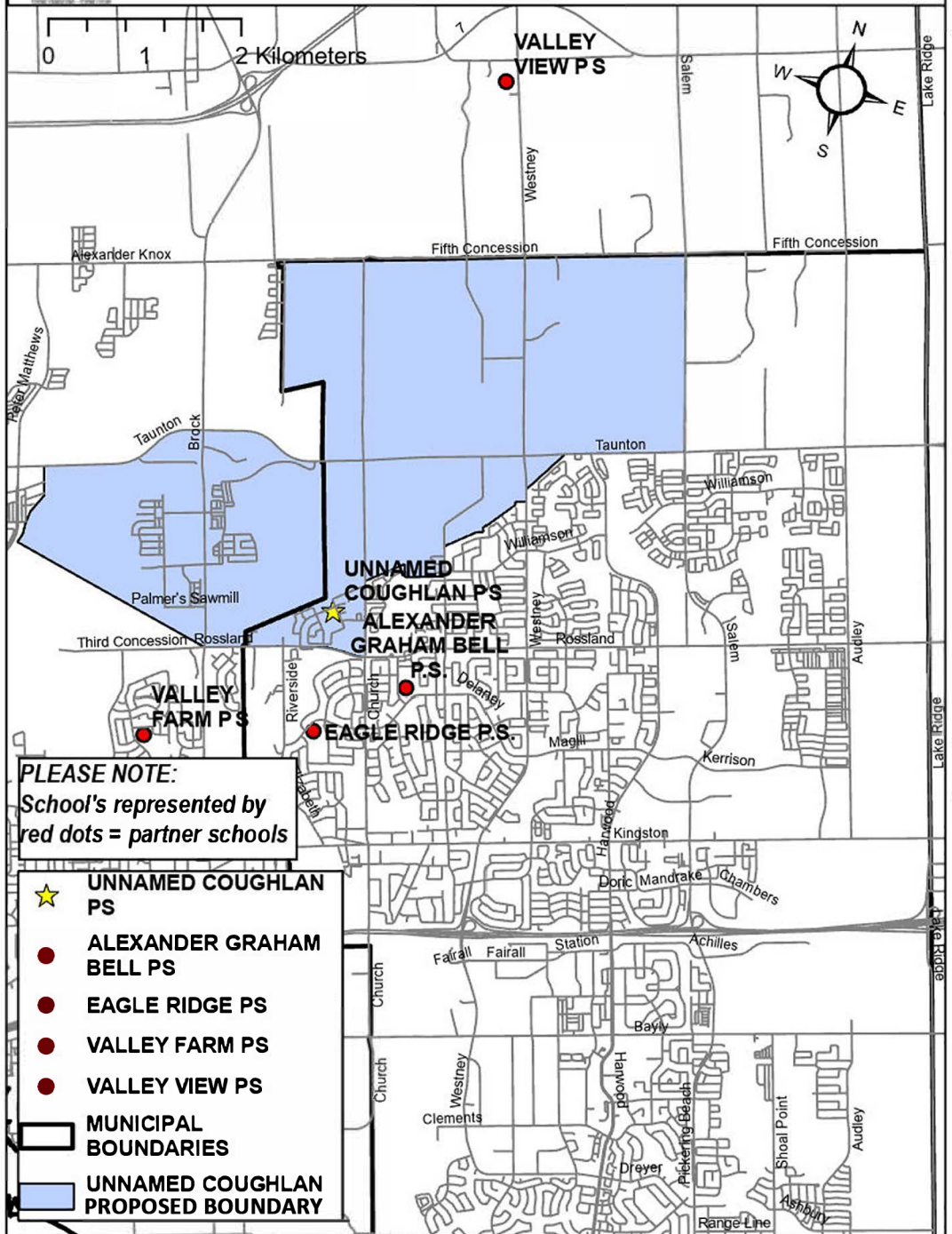
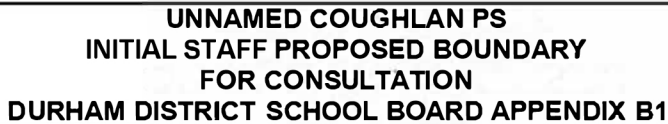
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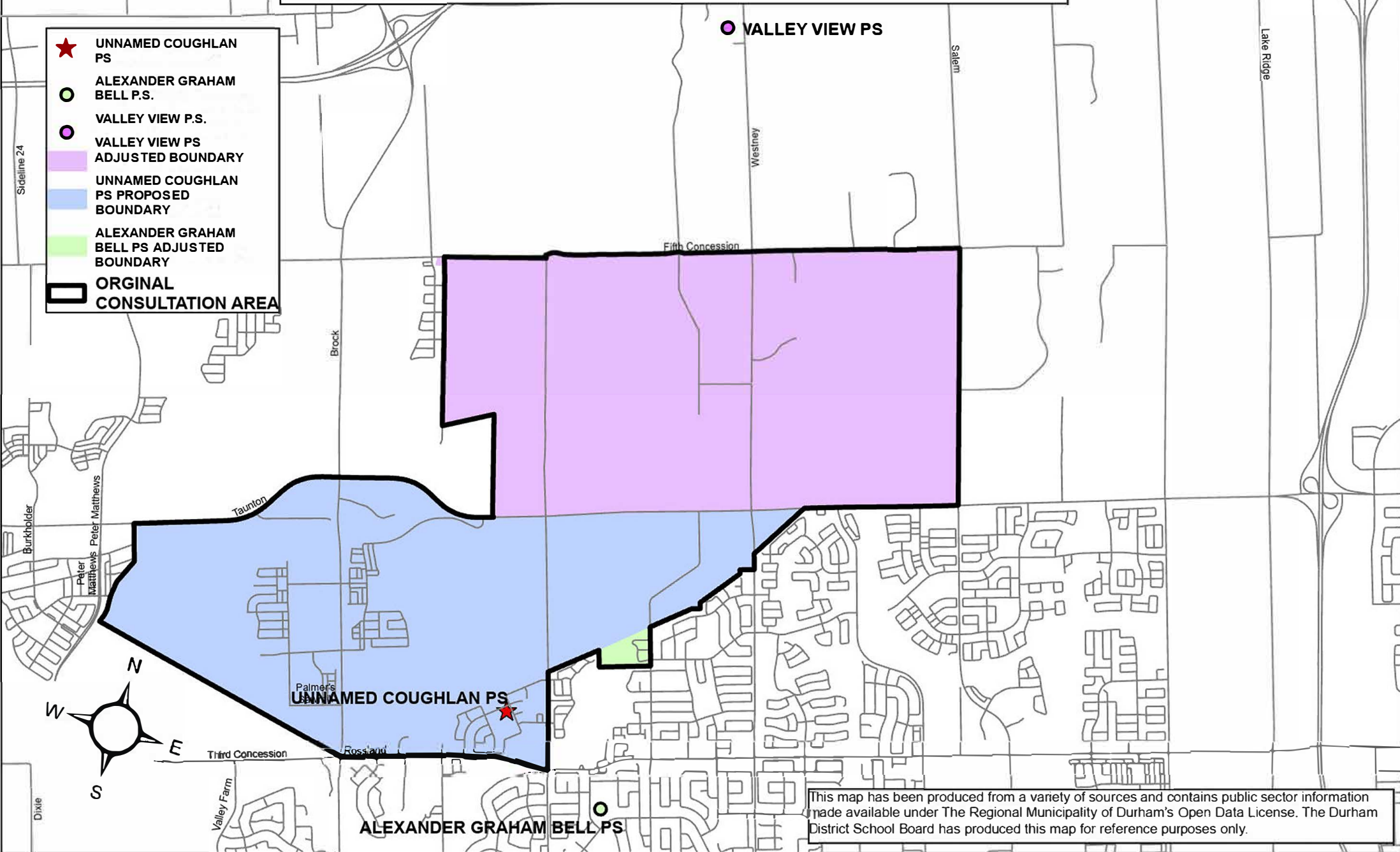


**UNNAMED COUGHLAN PS
FINAL RECOMMENDED BOUNDARY
FOR APPROVAL
DURHAM DISTRICT SCHOOL BOARD
APPENDIX B2**



0 0.33 0.65 1.3 Kilometers

- ★ UNNAMED COUGHLAN PS
- ALEXANDER GRAHAM BELL P.S.
- VALLEY VIEW P.S.
- VALLEY VIEW PS ADJUSTED BOUNDARY
- UNNAMED COUGHLAN PS PROPOSED BOUNDARY
- ALEXANDER GRAHAM BELL PS ADJUSTED BOUNDARY
- ORIGINAL CONSULTATION AREA



This map has been produced from a variety of sources and contains public sector information made available under The Regional Municipality of Durham's Open Data License. The Durham District School Board has produced this map for reference purposes only.

APPENDIX C1

Unnamed Coughlan PS BOUNDARY CONSULTATION -- WEBINAR QUESTIONS & STAFF ANSWERS - December 10 2024

The Questions/Comments below are imported verbatim from the December 10, 2024 Webinar as submitted by participants. Responses were provided during the Webinar by DDSB staff via chat or live (if live, no text response is provided below)

#	Question/Comment Received at December 10, 2024 Webinar Session	DDSB Staff Response
1	Should I wait for the finalization of the school boundaries before I register my child for JK? Or should I go ahead to register them at their "home" school once registration opens?	Thank you for your question, Justina! The boundary review to establish the permanent attendance boundary is currently underway. The Board of Trustees will be considering the permanent attendance boundary on February 18th, 2025. Until that time, students residing within this proposed permanent attendance boundary would be directed to register online for the Unnamed Coughlan PS opening in 2025. For families registering for the new Unnamed Coughlan PS, you will be contacted by someone in one of our partner schools to complete the in-person registration.
2	Are you considering offering dedicated gifted program classes at the new school? It would be ideal given the new/modern facilities and resources that come with a new school.	This will be addressed later in the presentation.
3	is it possible to request to stay at eagle ridge considering the distance is pretty much the same for me	If the Board of Trustees approves the recommended permanent attendance boundary for the Unnamed Coughlan PS, students who are not currently in grade 7 and live within the new approved boundary would be considered an Out of Areastudent for their current school. Under the DDSB's Out of Area Policy, an annual application would be made to the school for the student to attend the school. Approval is dependent on various factors including available space at the school. School bus transportation is not provided for out-of-area students.
4	so will there be a school bus for the children attending this new school	For those that live outside of the walking zone, yes transportation will be provided to those within the boundary. Transportation is not provided for out of area students.
5	Can someone please consider that there is a Pickering school under capacity (Valley View) and just at capacity (Valley Farm) when there will be students being bussed into an Ajax school (new school) already over capacity. this does not make sense considering this school is being built to help Eagle Ridge, Valley Farm and Valley View when these schools will now have no portables.	live answered
6	Now one school is very over capacity when these schools are at or under. This doesn't make a lot of sense. It's just changing the over capacity to another school instead of solving the problem	live answered
7	Why is the new school starting with 8 portables instead of making a bigger main school building.	Staff expect that new schools may open with portables on site to accommodate the peak growth. The size of an elementary school considers stable enrolment within the community over a longer period of time.
8	how to enroll for chikd care for the unnamed school	live answered

9	Transferring a small pocket of children who have been at Eagle Ridge for 13 years to a new over populated school would be no benefit for them. Eagle Ridge and the new school will be the same distance for them. Will they be transferred again when this new school becomes extremely over populated? (Powelsland street and Beverton children)	Thanks for raising this. Staff are modelling a scenario where this pocket remains at Eagle Ridge and will include the results in final recommendations. Note that new registrations from this area are attending AG Bell in 2024
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Unnamed Coughlan Public School Boundary Review Consultation Survey 2024-2025

The Durham District School Board (DDSB) invited students, parents/guardians, DDSB staff and members of the community to provide feedback on the proposed boundary option for the Unnamed Coughlan Public School. Using an online survey tool, the questionnaire was launched on October 22nd, 2024, and closed on January 10th, 2025. 131 completed responses were received.

Participants (n=131)

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

Figure 1
DDSB Students
Which school do you currently attend?
 n=20

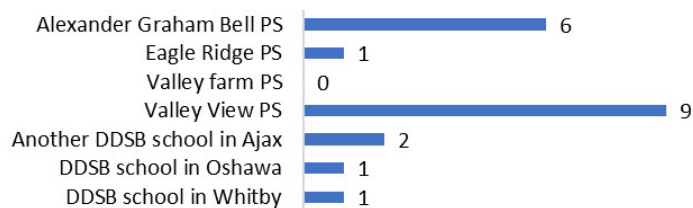
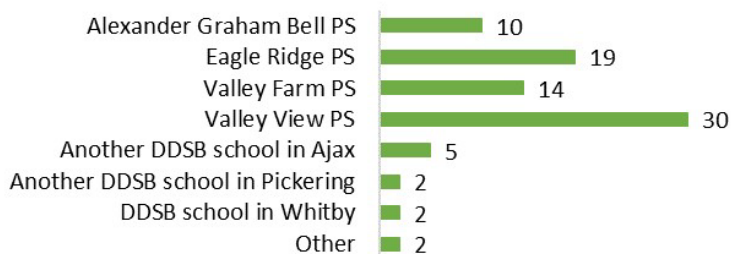


Figure 2
Parents/Caregivers of DDSB Students
Which school does your child/children currently attend?
 (Select all that apply)
 n=80



Multiple answers per participant are possible, since parents/caregivers can have children that attend different school.

Figure 3
Parents/Caregivers of Current & Future DDSB Students
Do you have pre-school age children that will be attending the DDSB in the foreseeable future? n=80

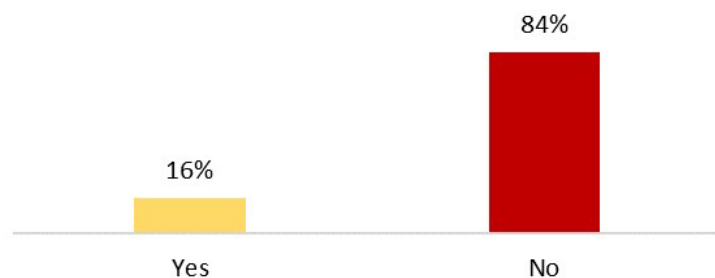
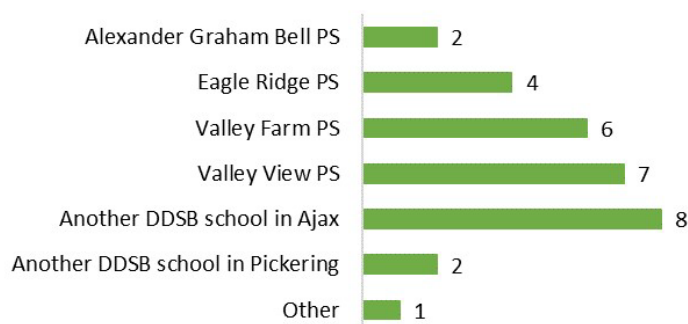


Figure 4
Parents/Caregivers of Current & Future DDSB Students
Which DDSB school did you plan on your child/children attending?
 (Select all that apply) n=26



Impact of Proposed Boundary

Figure 5
All Participants
What would the impact be if the proposed boundary is adopted and students are relocated to the Unnamed Coughlan PS, rather than attending their current partner school?
 n=129

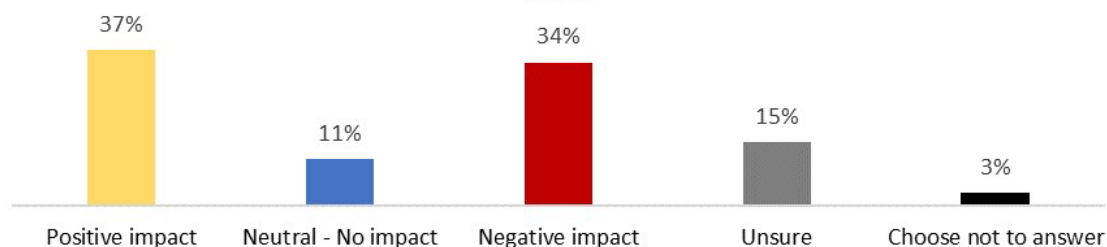
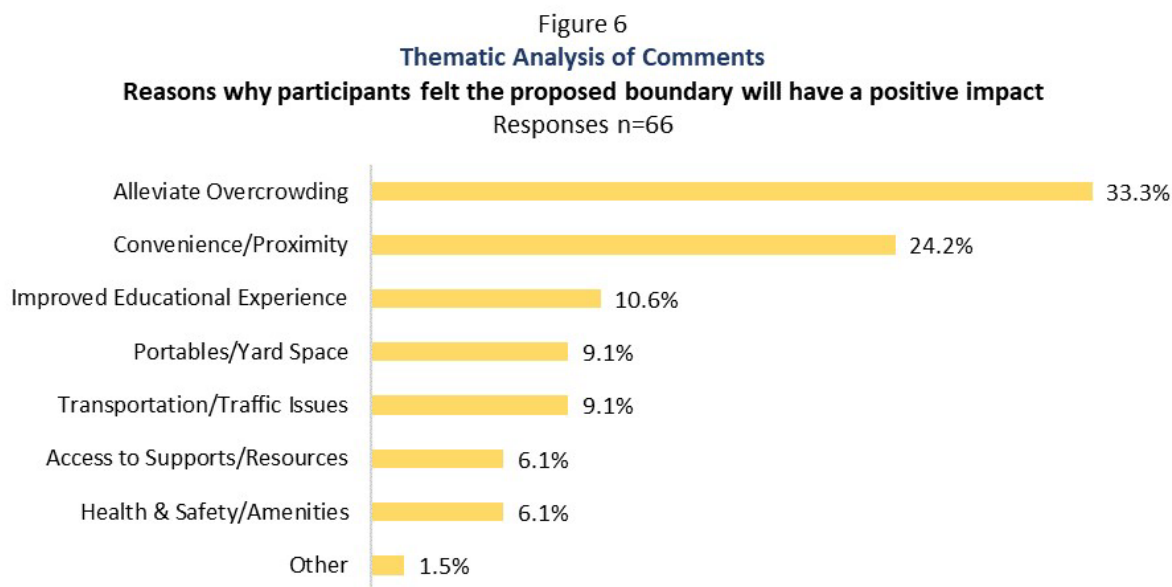


Table 1 Results by participant group:

What would the impact be if the proposed boundary is adopted and students are relocated to the Unnamed Coughlan PS, rather than attending their current partner school?

Participant Group	Positive impact	Neutral No impact	Negative impact	Unsure	Choose not to answer
DDSB Students K-12 (n=19)	53%	11%	26%	11%	0%
Parents/Caregivers of Current and/or Future DDSB Students (n=92)	35%	12%	37%	14%	2%
DDSB Staff (Who are not a parent/caregiver of a current or future DDSB student) (n=14)	29%	7%	36%	14%	14%
Community member (n=4)	50%	0%	0%	50%	0%

Positive Impact – Why do you feel that way?



Selected Comments:

Alleviate Overcrowding:

“Enjoy full benefits of a non crowded school.”

I think it would be better for our school because we have too many kids and it would impact how this school operates.”

“I chose this reason because I go to a school in Ajax, which is right next to Alexander Gr and it’s very very packed and I feel like we need another school and it’s a great idea that you guys did this and yeah.”

Convenience/Proximity:

“My son is going into JK and the new school location just feels a lot closer and a more convenient location.”

“My residence will be within walking distance from the new school.”

“New school would be great for me as a staff to work closer to my home as well as positive for children in the Duffin heights community that have been waiting so long for a school.”

Improved Educational Experience:

“Reduction in number of students at existing schools allows for increased attention/instruction/supported learning for students.”

“Teachers will have more time to focus on their students when there’s less volume.”

“The spreading of students into 5 schools will help students & teachers be more successful.”

Portables/Yard Space:

“12 portables are no longer needed.”

“A reduction of portables and more space for students that actually live within walking distance...students would not be using public park for recess.”

Transportation/Traffic Issues:

“Reduction in traffic, buses.”

“Traffic will be impacted in our already busy street, especially during winter.”

“It is a significant travel burden, and the new school location will reduce our travel time to 10 min which is a huge positive impact to our neighborhood.”

Access to Supports/Resources:

“There are not enough teachers or E.As to meet the needs of students with complex needs.”

“

“There are areas of the school being used as classrooms that weren't build to be classrooms (library for one).”

Health & Safety/Amenities:

“The bathrooms can't accommodate all the kids.”

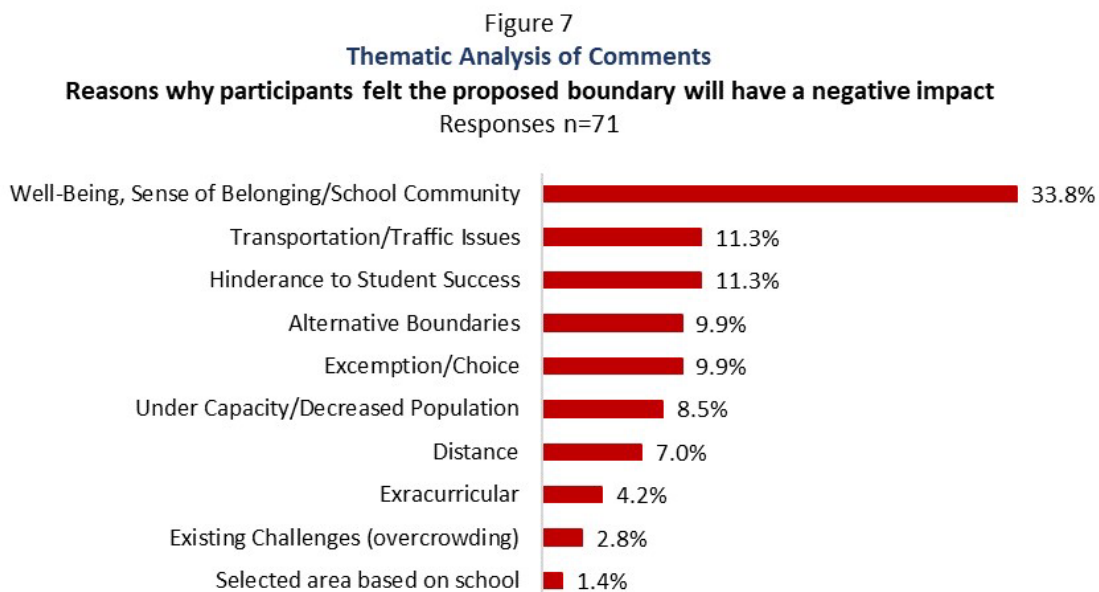
“Because the students are not placed in an environment that meets their sensory, neurodevelopmental, social and communication needs, there is escalating violence at our school.”

“I feel like I’m walking in packed hallway of hyenas that REEK of sweat and piss. I can barely get to my locker without at least one my toes getting squished, its so freaking loud sometimes I think I’m listening to a nuclear alarm in the testing, it even worse in the winter, almost every floor is wetter than my mom after she mops, there’s brown slush EVERYWHERE and NO ONE has actual manner to at least wipe their shoes before entering the building.”

Other:

“Just cuz”

Negative Impact – Why do you feel that way?



Selected Comments:

Well-Being, Sense of Belonging/School Community:

“After grade 5 students have made possibly lifelong friendships with their peers and the teachers and staff from their school. The contributions those students have made an impact on that school. To start over at such a crucial age is unfair.”

“After Covid kids have just started to get normal and learn their social skills, now at this stage if you move the kids they will lose their friends and might start getting anxious again.”

It is disruptive to move my child to another school after he has already established relationships with teachers, after care staff and students.”

“My child built deep connections with her classmates and teachers, developing a strong sense of belonging in her current school community for the past 8 years. Moving to a new school means leaving behind these relationships and the support system she has relied on. The emotional toll of saying goodbye to friends could lead to feelings of anxiety and uncertainty as she navigates a new environment.”

Hindrance to Student Success:

“I have two students attending Valley View, grade 5 and SK, I know it would be detrimental to their learning process.”

“Changing a school would significantly impact my child educational experiences and social development.”

“He will also have to adapt to a new routine.”

Transportation/Traffic Issues:

“New and longer bus routines to get to the new school.”

“Currently we at least access the school by public transport in an emergency. The new school is far from where we will and there is no public transport to access.”

“And depending on school bus requirements, we may lose that transportation which would affect us in a very negative way. Congestion around the school due to drop offs/ pick ups would not be ideal and it would not be feasible to walk to the school from our home.”

Exemption/Choice:

“Students who have spent a number of years in their current school should be given the choice to switch to the new school or finish at their existing school.”

“If this new boundary is put in place, it is unclear if he would be forced to attend the new school for his final 2 years of elementary or if he is able to stay at Eagle Ridge? He is quite distressed at this possibility.”

“

“We should have choice! This is not fair!”

Alternative Boundaries:

“Location of the new school is not suitable and, we live in Seaton community in Pickering so new school Seaton Pickering Public School is closer to our residence and falls in the community where we live. Our kids should attend that school and not in Ajax community which is not even properly connected with Seaton.”

“Boundary should end at Taunton Rd, too far north to Concession 5

Under Capacity/Decreased Population:

“The boundary is too far north which does not leave enough students at Valley View.”

“I am concerned with the population decrease at Valley View PS to be SO low while the other schools are over capacity. The remaining community at Valley View PS will be negatively impacted.”

“Having a population at Valley view of 90 students has many negative impacts. I feel that my children need to be in a diverse school population and many opportunities for growth and learning. 90 students won’t allow for this diversity and will have many negative impacts for students.”

Distance:

“It would not be feasible to walk to the school from our home.”

“My child attending Valley Farm is the same distance from my address as it will be to the Unnamed Coughlan PS.”

Extra Curricular:

“Extra curriculums will be impacted.”

“Worried about lack of extra curricular activities if the school population is significantly reduced.”

Existing Challenges (overcrowding):

“The school boundary as currently planned is shifting an overpopulation from one school to the new school. The plan is already to have 8 portables before the school is even open.”

“Based on your projections for this project, the new Unnamed school will open ABOVE CAPACITY with 8 portables while some of the holding schools are left far below capacity. This makes absolutely NO SENSE and will dramatically impact those schools.”

Selected area based on school:

“We uprooted from Scarborough to Pickering specifically to go to Valley Farm.”

Unsure of Impact – Why do you feel that way?

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

Selected Comments:

Educational Experience:

“First time sending kids to jk school jurisdictions are new to us.”

“Currently Valley View PS is one of the best in Durham and it is because of the staff that it has been great and at this point I am unsure that we would have a great staff in the new Unnamed PS which makes it a great place for kids.”

My Closing in February so I am unsure about the school.”

School Climate and Well-Being:

“Depends on the students. It could really affect some students’ mental health in a very negative way. Some students would benefit if they need a fresh start.”

“We don’t know if our daughter is going to adjust in new school. We are not sure how the environment would be in school with new teachers.”

Access to Supports/Resources:

“It seems the school boundary is rather large and concerned about available resources to the students.

“We would like the Gifted program to be offered at this school, so our two kids are not split up. Plus, we feel that it would be nice for the Gifted program students to benefit from new infrastructure instead of continuing at AG Bell. Is it possible to offer gifted at the new school too?”

Transportation/Distance:

“Disappointed the tillings location is no longer as it was walking distance.”

“

“Bussing will be across two municipalities.”

“We are excited about the new school because it is so close to home.”

Alleviate Overcrowding:

“In case of VVPS: Positive if school becomes less overcrowded?”

Exemption/Choice:

“Negative if kids in Gr7 will not have choice to remain in current school (VVPS) till they finish Gr8. Because majority (if not all) friends will be gone in Gr8.”

Other:

“Our home is in the Seatonville Pickering, and you mentioned some of them will be impacted. Not sure if we will be part of it.”

“This school was supposed to be built when my son was in JK, he will start grade 10 in September.... It is an entirely different set of students that it was originally planned for.”

Neutral Impact – Why do you feel that way?

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

Selected Comments:

“I want this boundary to be added west of Brock road on 5th concession road.”

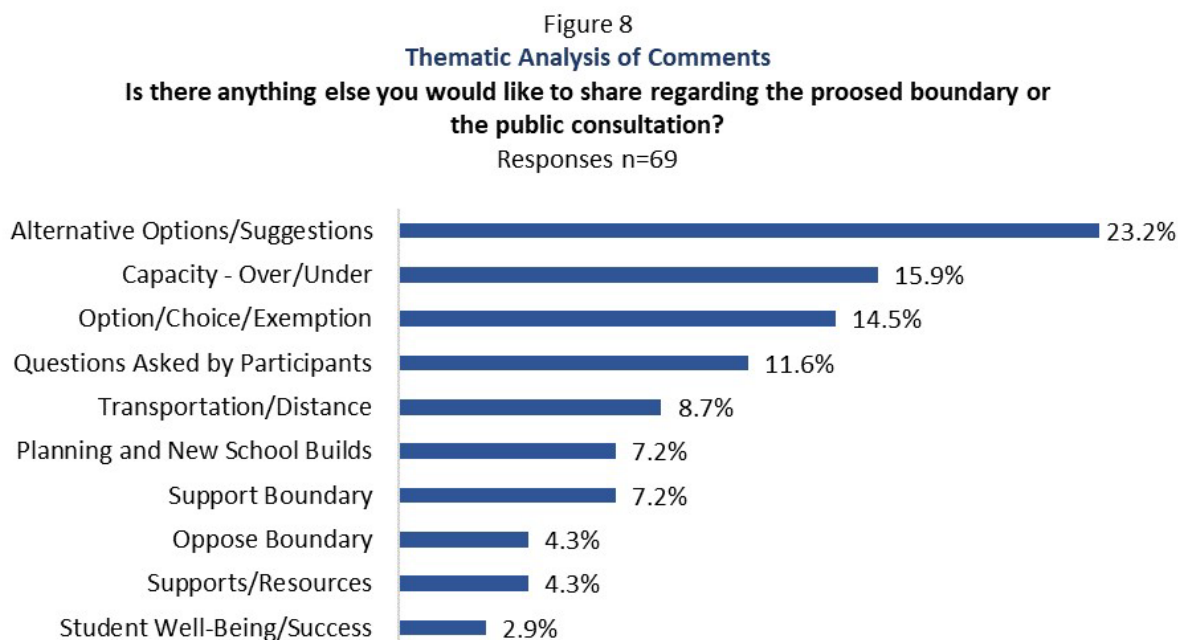
“Kids from New Seaton still need to be bused. No difference from attending one school or the other.”

“According to the map, my children would continue to attend AG Bell. I feel the map and area that the new school would service makes sense.”

“I’m not personally affected.”

“A new transition for our daughter. Worried about a new start to teachers/clubs etc.”

Please provide any additional comments about the proposed boundary realignment:



Select Comments:

Alternative Options/Suggestions:

“Boundary on north is too far up, should be at Taunton so Valley View does not close.”

“Can you include all the Seatonville, to avoid confusion?”

The boundary should stop East of Brock Rd. The west side of Brock Rd./Taunton & 3rd Concession should stay at Valley Farm. Consider that new homes in the Church/Taunton area will bring in hundreds more students to the school population.”

“I feel the households on the west side of Brock Rd. should remain at the current schools as they are on the Pickering boundary. The houses on the east side of Brock Rd. makes more sense to be in the new Coughlan boundary due to capacity.”

Capacity – Over/Under:

“Please plan ahead to ensure portables will not be needed. It disrupts the student experience.”

“Projection of new school say 137% ,8 portables already, it’s already overcrowded.”

“

“Why spend hundreds of thousands of dollars (or more) updating and renovating a school that will be left at 54% capacity and the new school will be above capacity upon opening. A better plan and more balanced option is necessary.”

“Valley view will be ripped apart and loose so many valuable educators.”

“Keeping Valley View enrolment at a level that allows for more student opportunities is vital. 90 students does not create the most effective environment!”

Option/Choice/Exemption:

“Students should be given an option to stay at their current school, new enrolments to the area can start attending the new school.”

“In our opinion children who spent more than 5 years should stay to their current schools. Specially children in grade 7 and 8. Moving them will bring challenges to adjust in new environment leads to negative impacts on their social emotional health.”

“I would ask that you consider letting grade 7 (along with grade 8) students choose to stay at their current school and graduate with their peers. My gr 6 would be devastated if he had to move to a new school for gr 7.”

“I please ask that you reconsider the children from Powlesland and Beaverton. We are a small little section on the map and the new school isn’t any closer for us. Our kids love Eagle Ridge and we have built a community there. Please reconsider us.”

“Allow families the option to remain at their school until graduation.”

Questions Asked by Participants:

“Where do they go for grade 8?”

“We would like as much information as possible.”

“Why does it take more than ten years?”

“Proposed boundary is not covering the new development area where I am going to move in February 2025...so not sure where should my kids go.”

“Does this new school introduction change the French immersion school a student within this boundary would attend?”

“The school has already reached 137% with 8 potables, why would you want a school to be running on over capacity while other schools can accommodate their existing students?”

Transportation/Distance:

“Consult with DSTS how they will mitigate bussing for students who need specialized busses.”

“There are a too many children in the neighborhood that have to take long commutes to school because of not having closer alternatives.”

“I think that the folks that live east of westney would be quite a long distance.”

Planning and New School Builds:

“Community is growing need bigger school.”

“Please ensure that the school has proper parking/drop off points and a kiss and ride section as well.”

“Build schools local to the communities where kids can walk to school which concept is been recommended by so many stakeholders.”

“Please move ahead with building the public school on the original site at Dearson and Tillings.”

Support Boundary:

“Would be a great relief to the parents in the newly built areas off Brock Road to have a public school close by.”

“Make it happen fast.”

“I must say that Seaton Pickering public school is more appropriate and convenient option for my kids.”

Oppose Boundary:

“I am extremely unhappy about the boundary changes!”

“Please don’t change the school.”

Supports/Resources:

“Please seriously consider offering gifted program classes at this new school given the new infrastructure.”

“Ensure school is equipped with current technology and after school programs.”

Student Well-Being/Success:

“The proposed boundary as parents we understand, due to the school volume etc. However, please take into account how this will affect the children’s learning abilities, their environmental behaviours, relationships with their teachers and staff.”

School	Summarized Concerns
Unnamed Coughlan PS	My kids attend before and after care, who is the provider of child care at the new school so I can ensure I have them enrolled?
Unnamed Coughlan PS	Hi there. My 2 children currently attend Valley View public school and are expected to start at the new Unnamed Coughlan PS in 2025. I was wondering if there will be an option to stay at Valley View PS or will my children have to move to the new school. My kids have built report with the teachers and other students that will be staying at valley view. Please if you could let me know our options it would be greatly appreciated.
Unnamed Coughlan PS	<p>I am a parent of a student at Valley View Public School in Greenwood and we will be one of the families left at Valley View after the new Coughlan School opens in 2025.</p> <p>There is a meeting on the 13th. Is that meeting for the parents of the students that WILL be moving school or the parents that have kids that will remain in their school? Looking for clarification.</p>
Unnamed Coughlan PS	<p>Can I please suggest you consider offering full gifted program classes at the new Coughlan school? It would be nice to offer these classes at a new school with new infrastructure vs. only having AG Bell as the Ajax option for gifted classes.</p> <p>For my own family, it would benefit us so that my two kids can go to the same school (one is too young for gifted).</p>

Unnamed Coughlan PS	<p>I am aware that the proposed north / east corner of the boundary is Salem road and Fifth concession. However, it seems that we are on the wrong side of the road to be included.</p> <p>My daughter has attended Valley View since kindergarten and wants to stay with her friends, the vast majority of which are within the boundary for the new school. Based on the proposal, it appears that very few students will be left at valley view and the school experience may suffer. We are very concerned about this particularly in respect of sports and extra curricular opportunities.</p> <p>Assuming that we are outside the boundary for the coughlan school, I am wondering if an exception could be made for my daughter to move with her friends to the new school. I would require busing and presume a bus would be passing by the house anyway to collect kids on the south side of the street or from Macnamara.</p>
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School	Summarized Concerns
Unnamed Coughlan PS	<p>I am emailing on behalf of a small section that is being re-zoned to the new school in Ajax. As original home owners on Powlesland street for over 10 years, our home school has always been Eagle Ridge. Being relocated to the new school is not any closer as we still need to cross over Church street to get to the school which is the same direction as Eagle Ridge. With there not being much of a change in distance for the children in this area (and still requiring a bus), can't this street and the surrounding street, Beaverton crest remain at Eagle Ridge? My children as well as all the other children on our street have attended Eagle Ridge for several years and love it. It seems unfair to pull them when their new school is still not close to home and they are required to take a bus but just in a different direction.</p>

Unnamed Coughlan PS	<p>I attended tonight's meeting for the new Unnamed Coughlan School at Eagle Ridge.</p> <p>I had mentioned that my street, Powlesland (and the crescent around it) have always been zoned for Eagle Ridge since it was built 14 years ago. The new school is not any closer to us than Eagle Ridge, so it is confusing why we are being rezoned. I do understand it's a population issue however, according to the chart in the information package, the new school is already projected to be overpopulated, with a utilization of 137% and will need 8 portables, whereas Eagle Ridge will have none. It is concerning that my children, and the rest of the children on our street are being uprooted from one over populated school to another.</p> <p>Since we are not near the new school, could we be relocated again in the future when new zoning is conducted to help reduce that's school population?</p> <p>Since we are only two streets, please reconsider putting us back on the Eagle Ridge zoning. Considering how many children come from our two streets (not factoring in that some are in high school, attend Catholic schools, the French immersion school or go to a Montessori) our area will not significantly impact the overall school's population at Eagle Ridge. Eagle Ridge currently has over 10 portables and has been doing an amazing job. If keeping us means adding maybe one portable, I know you will make so many kids happy.</p> <p>We truly love Eagle Ridge as parents but our kids love it even more as students. We've been apart of the Eagle Ridge family for 6 years and have loved each teacher and staff there. Our hearts truly broke when we realized we were being rezoned.</p> <p>I please ask that you reconsider our little pocket on the map and remove it from the new zoning. Please see that we are is still not close to the new school and by removing our two streets, the kids, especially my two boys would so grateful.</p> <p>Thank you for taking the time to read my concern and take into account my family's wishes. I truly hope this finds its way to the right hands and a change can happen.</p> <p>Please feel free to reach out to me for any additional information you may need.</p>
School	Summarized Concerns

Unnamed Coughlan PS	<p>I am writing to express our concern about the daycare services at the new school scheduled to open next September. We have been informed that afterschool care will not be available until November at the earliest, pending licensing and other government related paperwork. Additionally, there seems to be no guarantee that the service will be operational even by that time. This issue is deeply concerning for families like ours who rely on after-school care as an essential service. A service disruption lasting two months or even longer would severely impact our ability to balance work and family responsibilities.</p> <p>We kindly ask for alternative arrangements or interim solutions to support families during this transition.</p> <p>Thank you for your attention to this important issue. We hope for a timely resolution that meets the needs of all families in the school community.</p>
Unnamed Coughlan PS	<p>I would like to suggest that Valley View's boundary include some of the area proposed to attend the new Unnamed Coughlan site. Currently, Valley View includes the area south of Concession 5 to Taunton Rd, and from Westney Rd west to Brock Rd. Including these areas in the Valley View boundary would increase the enrolment at Valley View to allow for greater opportunities for students (extra curricular and additional classes). Parents have expressed concern over the limited choices in friends and extra curricular activities, as well as the impact a reduced number of teachers would have in a school with an enrolment of 90-160 students.</p> <p>Including this area would generate a substantial number of students to help support a healthy enrolment number. As these students already attend Valley View, it would decrease the number of students who would need to change schools and reduce the need for additional portables at the new school.</p> <p>Thank you for your consideration.</p>

School	Summarized Concerns
Unnamed Coughlan PS	<p>I hope this message finds you well ... I am a resident of the townhouses on Church St N by Workmen's Circle/Harrisview St. I am writing to express my concern regarding the ongoing boundary review process for Unnamed Coughlan Public School (UCPS).</p> <p>As a member of this community, I kindly request that our address be considered for inclusion within the boundaries of this school. Currently, the school locator tool displays Alexander Graham Bell PS (AGPS) as our designated home school.</p> <p>This request stems from specific reasons such as proximity to the school (550m to UCPS vs 1.2 km to AGPS) and accessibility by walk as the new school is closer, so it would be helpful as the weather changes. My daughter will be starting Kindergarten in September.</p> <p>Excluding our address from this boundary could result in challenges such as extended commute, especially as our primary method will be walking to school. School bus service cannot be utilized and we will not have access to a car. Moreover, this school will be visible from my street!</p> <p>I truly value the efforts of the school board in ensuring equitable and effective solutions during this review process and am confident that my request aligns with the overall goals of the boundary review. I am sure that the many kids on my street will find this easier as well.</p> <p>Thank you for your time and attention. I look forward to your response.</p>

Unnamed Coughlan PS	<p>My name is XXXX, and I am a proud junior girls volleyball player at Valleyview School. I'm writing to you on behalf of myself and my teammates to share how much this school means to us and why it's so important for us to stay here.</p> <p>Valleyview isn't just a school to me—it's home. I've been here since kindergarten, and it's where I've grown up, made lifelong friends, and discovered my passions. One of those passions is volleyball. Our team has worked so hard together, and we're like a family. This year, we came second in the region and won the biggest banner for our school, and I can't even describe how proud we felt. We've set big goals for next year, and moving us to a new school would mean breaking up our team and those dreams.</p> <p>I've always looked up to the intermediate teachers here. I've heard so much about how amazing they are, and I've been waiting for my chance to learn from them. It feels like a dream I've had for years is finally coming true, and now it might be taken away. That hurts more than I can say.</p> <p>Leaving Valleyview would mean leaving behind my friends, my teammates, and everything that feels familiar and safe to me. It's hard to imagine starting all over somewhere else, especially when this school has been my whole world for the past eight years.</p>
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School	Summarized Concerns
	<p>I hope you understand how much this decision affects kids like me. Please, let us stay at Valleyview and keep playing, learning, and growing in the place we love. Thank you for listening.</p>

Unnamed Coughlan PS	<p>I am writing to express my deep concern about the proposed decision to move students who have been attending Valley View P.S for the past eight years to a different school. This decision will not only disrupt the lives of these students but will also have a profound emotional and academic impact on them, their families, and the school community.</p> <p>For these children including my child, Valley View is more than just a building—it is a second home. Over the years, they have built friendships, connections, and a sense of belonging that cannot be replicated elsewhere. Moving them now, especially during such formative years, feels like uprooting a tree that has grown strong and stable roots.</p> <p>One of the most heartbreaking consequences of this move would be breaking up the junior girls volleyball team, a group of passionate young athletes who recently achieved the remarkable accomplishment of coming second in the Durham region. This team has worked tirelessly, demonstrating teamwork, dedication, and resilience, and their performance reflects not only their talent but the supportive environment cultivated by the school and its staff.</p> <p>Disbanding this team would extinguish the dreams of these students, including my daughter, who is eager to continue playing alongside her teammates not against each other.</p> <p>Beyond sports, my daughter who will be in grade 7 in September 2025 and her peers have been eagerly anticipating learning from the intermediate teachers at Valleyview. These teachers have inspired them for years, and the students have dreamt of the day they could finally step into their classrooms. Forcing them to transfer now would shatter those long-held aspirations and could negatively affect their motivation and academic progress.</p> <p>From the perspective of the students, the prospect of leaving their school is not just a logistical change—it is a deeply emotional loss. They are pleading to stay in an environment where they feel supported, valued, and understood. We, as parents and members of the community, stand with them in this heartfelt request.</p> <p>I respectfully urge the board to reconsider this decision and prioritize the wellbeing and stability of our children. Let us work together to find an alternative solution like giving future intermediate students 7/8 a choice that allows them to remain at Valley View, continuing to thrive academically, socially, and emotionally.</p> <p>Thank you for your time and understanding. I am confident that you will take these sentiments into serious consideration.</p>
School	Summarized Concerns

Unnamed Coughlan PS	<p>As the date for the final review approaches, I once again want to share not only my concerns but that of all the families in our little pocket community of Beverton Cres and Powlesland Street.</p> <p>The new school being built will not benefit us as the distance is no closer than Eagle Ridge. Our homes have been here for 14 years and we have built not only friendships but a bond with Eagle Ridge throughout this time. We are a small portion of the population that attends Eagle Ridge and with the French Immersion, Catholic, High School and Montessori schools are all near by, we only have a small group of children that currently attend Eagle Ridge.</p> <p>Having this group of children leave the school they have grown up in and love is already heartbreaking for them. As we informed them of the possible changes that can happen next year, we saw the stress and concern in them as the thought of “starting over” scared them. We even drove by the construction site of the new school and they too seemed confused of why the new school was no where closer to our home. Our oldest child even asked if the drive was the same, why did he have to leave.</p> <p>I please ask that you reconsider the boundary for the new school by removing our two streets. We understand that future families and children may be relocated to Alexandar Gram, but we ask that current Eagle Ridge children and families remain at Eagle Ridge.</p> <p>On behalf of myself, my children and the rest of my neighbours, we thank you for taking the time to consider this change.</p>
Unnamed Coughlan PS	<p>Three voicemail messages were received throughout the public consultation period:</p> <p>Two of the callers whose children are currently attending Valley Farm PS, are against the boundary change and wish their children could stay at their current school. The first caller mentioned her child has already established friendships at the current school so going to the new school would be upsetting. She also indicated the child’s grandmother is living within walking distance of Valley Farm PS, so sending the child to the new school would make it difficult for the grandmother to be the caregiver. The second caller is also against the boundary change because their family just moved from Scarborough to Pickering, and going to the new school would make the commuting more difficult for their child. The third caller is living on Church Street North in Ajax and across from the Unnamed Coughlan Public School. He is hoping that his address could be included as part of the school’s permanent boundary.</p>