

DURHAM DISTRICT SCHOOL BOARD ADMINISTRATIVE REPORT

REPORT TO: Durham District School Board

DATE: February 18, 2025

SUBJECT: Unnamed Pickering Seaton PS Boundary Review **PAGE:** 1 of 12
(Burkholder Drive/Azalea Avenue)

ORIGIN: Camille Williams-Taylor, Director of Education and Secretary to the Board
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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 center 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, 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 area, the Unnamed Pickering Seaton 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 one alternate boundary option for staff consideration. Staff incorporated the community proposal into the final recommended boundary for Unnamed Pickering Seaton PS, which is included as Appendix B2 for the Board of Trustees' consideration and approval.

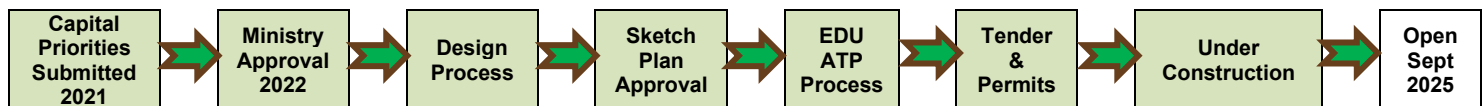
2.0 Purpose

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 Pickering Seaton 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 planned Seaton community being developed in Pickering is expected to accommodate 70,000 new residents within 3,064 acres of residential lands and 815 acres of employment lands identified for commercial and institutional uses. As of June 2024, more than 1,800 new homes have been developed of the over 26,000 homes proposed to be built. Building permits for more than 3,000 homes have been issued.



The Unnamed Pickering Seaton PS received Ministry of Education (Ministry) Capital Priorities funding in May 2022 and is currently under construction with a scheduled opening date of September 2025. The school has a Ministry Rated Capacity (MRC) of 634 pupils and will accommodate students from JK to Grade 8, as well as a Child Care Centre. The school site is 6.42 acres.

Unnamed Pickering Seaton 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 new north Pickering development neighbourhood, specifically located in the block west of Peter Matthews Drive, north of the Gatineau Hydro Corridor, south of Whitevale Road and east of Scarborough-Pickering Townline/Markham-Pickering Townline Road (York-Durham Line), as outlined in the initial staff proposed boundary map in Appendix B1. There are three partner schools, Highbush PS, Westcreek PS, and Elizabeth B. Phin PS which are accommodating students residing in this new development until the new school opens in the 2025-2026 school year.

The proposed Unnamed Pickering Seaton PS boundary aligns with the current growth boundary in place since development in the area began. The enrolment data, provided in section 4.0 of the report, supports the Unnamed Pickering Seaton PS proposed 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.

When development commenced in the Pickering Seaton area, Highbush PS was first identified as the partner school to accommodate growth, as it was in a mature neighbourhood, was experiencing declining enrolment and had space to accommodate students. This school was utilized as an active partner school from 2019 to 2022. The school was identified as the partner school again as of September 2024, until the new school opens in 2025.

Westcreek PS was identified as the second partner school and accommodated new students from the Unnamed Pickering Seaton PS development area from September 2022 until June 2023. The school, located in a mature neighbourhood, had declining enrolment with space to accommodate students.

Elizabeth B. Phin PS was identified as the third partner school to accommodate new students from the Unnamed Pickering Seaton PS development area. Like Highbush PS and Westcreek PS, Elizabeth B. Phin PS was in a mature neighbourhood and could accommodate additional students. Elizabeth B. Phin PS remained the partner school for the Unnamed Pickering Seaton PS development area until June 2024.

Currently, Highbush PS is again the partner school for incoming registrations from the Unnamed Pickering Seaton PS development area. Given current enrolment trends, there is limited space across the system to accommodate students residing in identified growth boundaries.

With the approval of a permanent attendance boundary for the Unnamed Pickering Seaton 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 Pickering Seaton 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 Pickering Seaton PS and the expected effect of the opening of the new school on the projected 2025-2026 enrolment for the three 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 three partner schools.

Current Grade 7 students will be given the choice to stay at their existing designated partner school or transition to Unnamed Pickering Seaton 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. Grade 8 students will attend Pine Ridge SS as they progress to Grade 9.

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 Pickering Seaton PS community has no existing schools and therefore staff, based upon past school openings, expect Unnamed Pickering Seaton PS will attract over 100 new students per year as new homes continue to be occupied. 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 Pickering Seaton PS	808	127%	5
Highbush PS	441	72%	0
Westcreek PS	348	82%	0
Elizabeth B. Phin PS	561	140%	6

The opening of Unnamed Pickering Seaton PS for the 2025-2026 school year will result in a reduction or removal of all portables at the three partner 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 Highbush PS on November 5, 2024, and a webinar was held on November 27, 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 Pickering Seaton PS, there is an opportunity to redirect 8 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 Pickering Seaton PS which will accommodate increased enrolment resulting from the new Seaton development. The existing partner schools may be utilized as future partner schools as the Seaton development continues 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 Pine Ridge SS while their younger sibling remain at the Unnamed Seaton PS in the 2026-2027 year. Additional concerns expressed by community members have been addressed by staff under Section 4 below.

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

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

4.3.2 Webinar Input (Appendix C1 Summary)

Quick Facts

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

4.3.3 Survey Input (Appendix C2 Summary)

Quick Facts

- 124 survey submissions were received.

4.3.4 Email and Voicemail Input (Appendix C3 Summary)

Unnamed Pickering Seaton 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 5 emails were received regarding the consultation 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, emails, and voice mail messages requested that staff consider the following:

Why are only three schools accommodating the current and planned growth in Pickering? Over populating schools does not provide students with the quality education they deserve.

Staff Analysis/Assessment:

DDSB appreciates this concern. Funding for new school construction is based on evidence of the need for a school that would be utilized at 100% or more when considering the capacity of the school. DDSB's standard size for an elementary school would accommodate 634 pupils in the permanent building. Additionally, under current funding requirements, nearby schools must also be at 100% utilization or more within 5 years of the opening of a new school. Existing schools with available space, ability to accommodate portables and which are in an optimum location for school bus transportation are always considered when DDSB identifies new partner schools for communities waiting for a new school.

Is Westcreek PS no longer accepting new students from the growth boundary? Are Highbush PS and Elizabeth B. Phin now accepting new students from the area?

Staff Analysis/Assessment:

New students enrolling from within the growth boundary were first directed to Highbush PS in the 2019-2020 school year, until the 2021-2022 school year. Since September 2022, new enrolments were directed to Westcreek PS until June 2023. Elizabeth B. Phin PS accepted new registrations from the growth boundary from September 2023 until January 2024, and since January 2024, new student registration was once again directed to Highbush PS.

Once a new partner school has been assigned to a growth boundary, the previous partner school continues to accommodate existing students residing within the growth boundary as well as younger siblings. All other registrations are directed to the current partner school.

Do parents get to decide which partner school their child(ren) attend(s) for the 2025-2026 school year, or is it determined by the school board? If it is the latter, where would students from the New Seaton area go for school?

Staff Analysis/Assessment:

A student's home school is determined through the establishment of a permanent attendance boundary. DDSB consults with the community and a final decision of the recommended permanent attendance boundary is considered by the Board of Trustees.

The consultation currently underway is to seek input on the proposed permanent attendance boundary for the new Unnamed Pickering Seaton PS. Students residing within the proposed permanent boundary located west of Peter Matthews Drive, north of the Hydro Corridor, south of Whitevale Road and east of Scarborough-Pickering Townline/Markham-Pickering Townline Road (York-Durham Line) would attend the new Unnamed Pickering Seaton PS as of September 2025 if the recommended permanent attendance boundary option is approved by the Board of Trustees.

Is the Whitevale community, currently attending Claremont PS, included in the proposed boundary for the new school? Can it be included?

Staff Analysis/Assessment:

Families in the development near Peter Matthews Drive and Alexander Knox Road are not included in the proposed boundary of Unnamed Pickering Seaton PS. The growth boundary being considered as the potential permanent boundary for the Unnamed Pickering Seaton PS was established in 2019-2020 with the expectation of a new school within the community. Students within this area are currently at Highbush PS as the partner school and previously at Elizabeth B. Phin PS and Westcreek PS.

The growth boundary located near Peter Matthews Drive and Alexander Knox Road currently attends Claremont PS; however, as of September 2025, new students from this area would attend Valley View PS. As enrolment from new residential development in this area increases, DDSB will identify the need for a new school for this community in a future submission to the Ministry of Education for new school funding.

Will the Unnamed Pickering Seaton PS really be able to open in September 2025?

Staff Analysis/Assessment:

The Unnamed Pickering Seaton Public School is scheduled to open for September 2025. Construction has already begun on the site, and DDSB is confident in this timeline. For more information, please refer to the September 2024 Construction and Major Projects report on DDSB's website at [Construction and Property Updates](#) – DDSB.

4.5 Community Proposed Options for Staff Analysis and Considerations

During the Boundary Review Consultation, one community suggested boundary option involving specific boundary adjustment parameters was received for staff consideration and development of an impact analysis. Two additional suggestions for reducing the boundary were raised; however, no fixed parameters were provided for staff to develop impact analyses. The community proposed boundary option is outlined in detail in 4.5.1 below.

4.5.1 Community Option:

Reduce the boundaries so that students living on and south of Finch Avenue, including Nature Haven Crescent, would attend Westcreek PS.

Staff Analysis/Assessment

Information provided by the community indicates that the referred to area is located in the southwest portion of the proposed Unnamed Pickering Seaton PS permanent boundary, which is west of Altona Road, north of the Gatineau Hydro Corridor, south of the railroad line, and east of Scarborough-Pickering Townline, as outlined in Appendix B2.

Staff Analysis/Assessment

Under this Community Option, Unnamed Pickering Seaton PS is projected to require 3 portables in 2025-2026 instead of the 5 portables required under the initial staff proposed boundary option. Westcreek PS would not have portables. As of October 2024, there are 76 pupils from JK to Grade 6 residing in this part of the existing growth area who are attending Highbush PS, or Elizabeth B. Phin PS. DSTS walk distance indicates that these students are within 1.6 km to Westcreek PS.

Table 2 below identifies the 2025-2026 enrolment projections for Unnamed Pickering Seaton PS and the expected effect of the opening of the new school on the projected 2025-2026 enrolment for the three partner schools under this community option.

Table 2: Community Option - 2025-2026 Projected Enrolment

October 2025	Capacity	Enrolment	Utilization	Portables Needed
Unnamed Pickering Seaton PS	634	732	115%	3
Westcreek PS	426	424	100%	0
Highbush PS	610	441	72%	0
Elizabeth B. Phin PS	400	561	140%	6

Upon completion of staff analysis and assessment of the community proposal, it was determined that it 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 small 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 Pickering Seaton 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, with detailed summaries available in appendices C1-3:

- October 21, 2024, staff report to the Board of Trustees outlining 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 School Community Council (SCC) Executive to meet with DDSB staff was provided; however, no meetings occurred.
- Public Consultation Meetings – November 5, 2024 (in person) and November 27, 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:

- 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 three partner schools (Highbush PS, Elizabeth B. Phin PS, and Westcreek PS) websites.

- The three above-listed, elementary partner schools will communicate with students and parents/guardians regarding the approved boundary, the grade(s) impacted and the timeline for September 2025. Information is also 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 their 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 Pickering Seaton 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 Pickering Seaton PS.

8.0 Conclusion

The Unnamed Pickering Seaton 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 Pickering Seaton PS has concluded. There was one community proposed recommendation to shift the boundary slightly to enable students currently residing within the proposed permanent boundary to attend Westcreek PS since these students reside close to this school. Staff completed an analysis of this option and agree that it would be of benefit to students and as a result, this community proposed option has been incorporated into the final recommendation being proposed for consideration.

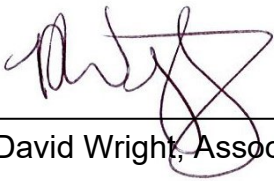
It is recommended that the Board of Trustees approve the permanent attendance boundary set out in Section 4.5 of this report and represented in Appendix B2. The permanent boundary of Unnamed Pickering Seaton PS reflects the geographic area considered during consultation, excluding the area west of Altona Road, north of the Gatineau Hydro Corridor, south of the railroad line, and east of Scarborough-Pickering Townline, as this area would attend Westcreek PS (see Appendix B2). This permanent attendance boundary for Unnamed Pickering Seaton PS and the adjustment to the boundary of Westcreek PS will be effective as of September 2025.

9.0 Appendices

Appendix A:	Regulation: School Boundaries
Appendix B1:	Unnamed Pickering Seaton PS Initial Staff Proposed Boundary for Consultation
Appendix B2:	Unnamed Pickering Seaton PS Final Recommended Boundary for Approval
Appendix C1, C2, C3:	Webinar, Survey, and Email 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

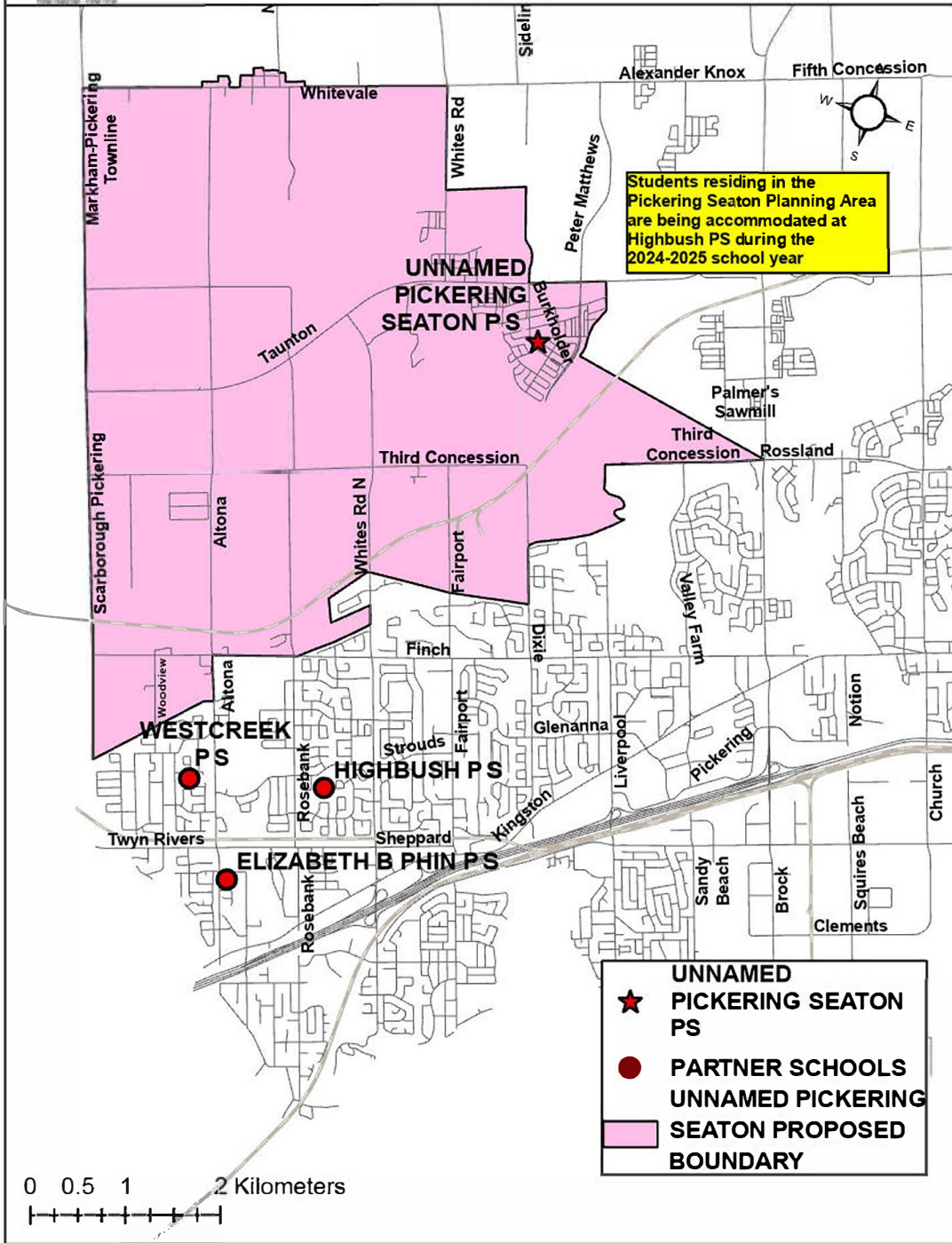
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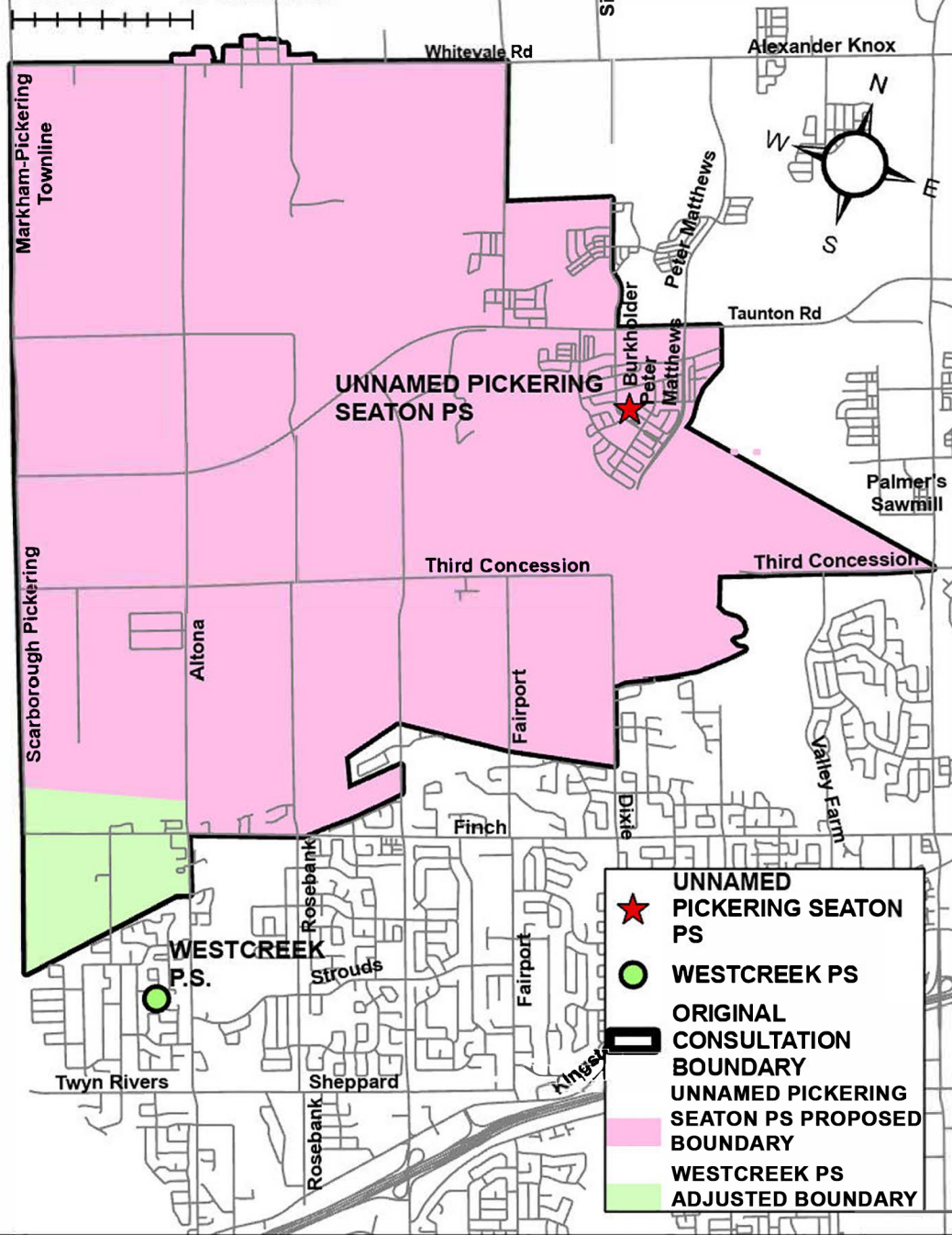
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2019-11-08



0 0.35 0.7 1.4 Kilometers



Unnamed Pickering Seaton PS BOUNDARY CONSULTATION -- WEBINAR QUESTIONS & STAFF ANSWERS - November 27, 2024

The Questions/Comments below are imported verbatim from the November 27, 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 November 27, 2024 Webinar Session	DDSB Staff Response
1	Do we need to register for Senior kindergarten if they are currently in partner school for JK this year?	No need to register. Your current enrollment will be transferred to the new school.
2	Has an option been considered to reduce the size of the boundary so the new school isn't over capacity to start, and able to accommodate future growth (even if that means using portables)? And expanding the boundaries of Westcreek and Highbush so those schools can be at capacity?	live answered
3	based on the chart you showed you are already forecasting the new unnamed public school to be over capacity by 200 students and needing 5+ portables. why would you not amend the boundary not as far east so that the new unnamed school being over capacity, especially since the area is still growing.	live answered
4	so grade 8 students can go to their existing school?	live answered
5	what about highschoools? any plans for this area?	live answered
6	Some students have been at highbush partner schools since Jr kindergarten. these students have already developed deep relationships with theirs peers and that community. how will you help students with the transition? as well is their an option to stay at a partner school?	live answered
7	Im assuming, the school locator tool will be updated to include the new unnamed public school, during registration time on the website? Currently, the tool doesn't have any mentions of it.	We are working with other areas of the DDSB to develop a registration stream for the new school. School Locator will be updated for the JK Registrations so that the school as "Unnamed Pickering Seaton" will appear with a proposed permanent boundary until a final decision is made.
8	MY SON GRADE 2 so HE automatically transferred to the new school OR?	live answered
9	at this new school they HAVE playground in the back?	live answered



Unnamed Pickering Seaton 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 Pickering Seaton Public School. Using an online survey tool, the questionnaire was launched on October 22nd, 2024, and closed on January 10th, 2025. 124 completed responses were received.

Participants (n=124)

- 15 DDSB Students (grades K-8)
- 0 DDSB Students (grades 9-12)
- 84 Parents/Caregivers of a DDSB Student
- 8 Parents/Caregivers of a Future DDSB Student (e.g., pre-school age children)
- 12 DDSB Staff
- 5 Community Members (e.g., member of the public)

Figure 1
DDSB Students

Which school do you currently attend?

n=15

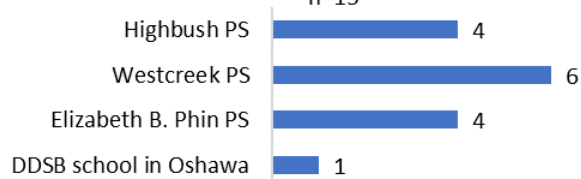


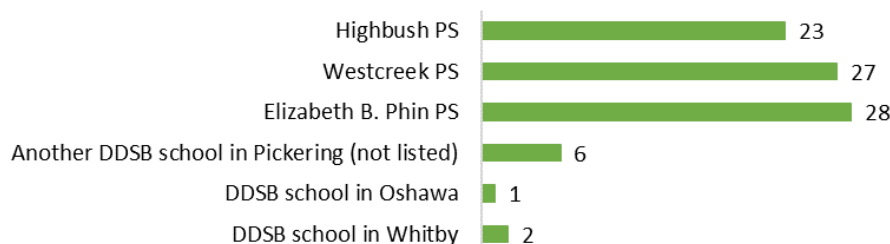
Figure 2

Parents/Caregivers of DDSB Students

Which school does your child/children currently attend?

(Select all that apply)

n=84



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=84

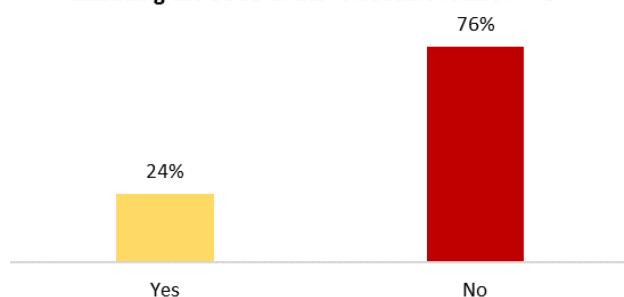
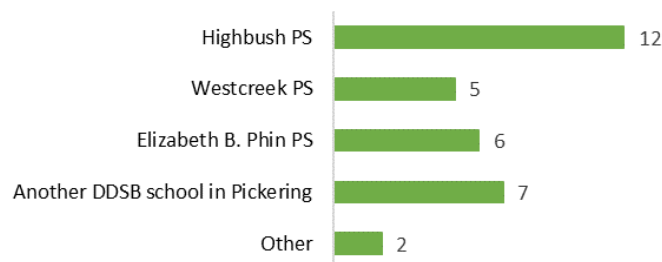


Figure 4
Parents/Caregivers of Current & Future DDSB Students
 Which DDSB school did you plan on your child/children attending?
 (Select all that apply)
 n=28



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 Pickering Seaton PS, rather than attending their current partner school?
 n=123

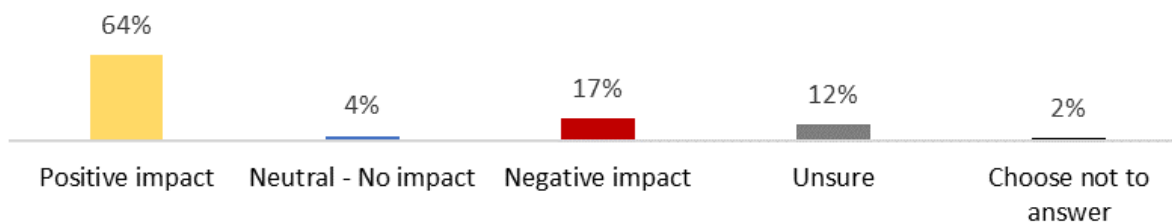


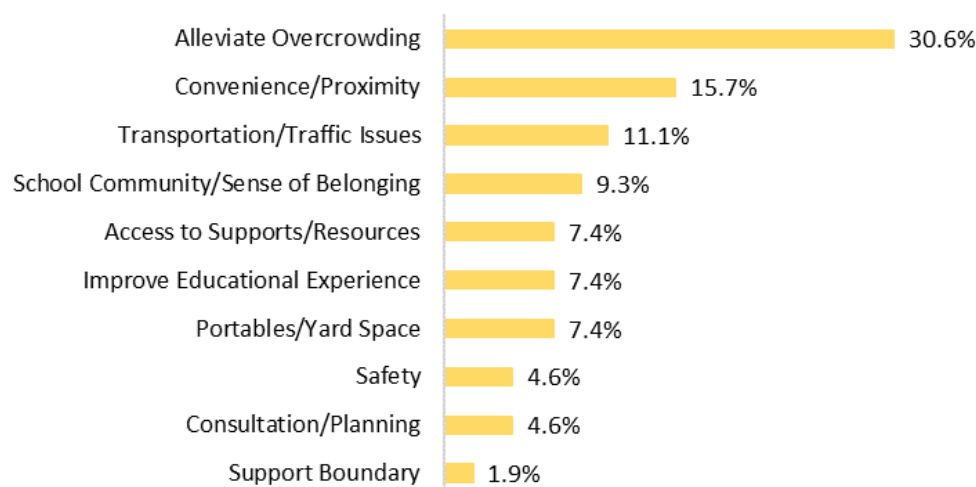
Table 1 Results by participant group:

What would the impact be if the proposed boundary is adopted and students are relocated to the Unnamed Pickering Seaton 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=15)	73%	7%	13%	7%	0%
Parents/Caregivers of Current and/or Future DDSB Students (n=91)	63%	4%	19%	12%	2%
DDSB Staff (n=12)	58%	0%	17%	17%	8%
Community member (n=4)	80%	0%	0%	20%	0%

Positive Impact – Why do you feel that way?

Figure 6
Thematic Analysis of Comments
Reasons why participants felt the proposed boundary will have a positive impact
 Responses n=108



Selected Comments:

Alleviate Overcrowding:

“There are massive capacity issues at all of the schools currently designated as holding schools to accommodate this influx of additional students.”

"...It's resulted in the quality of the school experience declining significantly, it is very overcrowded, and children are suffering."

"Currently in highbush, it's overcrowded... it's not fair to the local residents in the area. with the new school open and those kids being reallocating back to the new school, it will reduce the chaos."

"Partner schools will go back to a more healthy number of students and reduce the current over crowding."

Convenience/Proximity:

"Students currently attending holding school would benefit from attending school close to their residence."

"It will be closer to home and the children can walk to the bus stop or school on their own."

"We live in the new Seaton area and it's currently far to drive my child to school."

"Students would be closer to their school which would help make the commute less and kids are less tired and more focused at school."

Transportation/Traffic Issues:

"Would decrease traffic into school zones morning and afternoon."

"Cant even drop you child off safely in the morning."

"No longer have to take a school bus; reduces risk of being on the road."

"Student will spend less time on the bus to school."

"We don't even have enough parking for our teachers who work in our school."

School Community/Sense of Belonging:

"Students from the new area will attend a school more local to their neighborhood/community."

"Local community disjointed when half of school population doesn't live near the school."

"The Seaton Community parents aren't engaging with the school community, events and so forth. I believe they will feel more connection to community when placed at their homeschool in the long run."

"It's important to build communities and kids socialize more with kids in the area/community. It hard for these kids to come to impromptu trips to the parks or play date that you could walk to."

Access to Supports/Resources:

"Resources are being stretched too far."

"We have lost half our library space and want it back. We lost our STEM room as it was converted to a classroom, we want it back."

“This will make services like the in-school daycare, gym, library and put at a reduced availability for students.”

Improve Educational Experience:

“More teacher time for the students as there’s less kids in the class.”

“Right now, the class sizes are too big.”

“Ratio of teachers to student hopefully would benefit everyone...special needs ratio would hopefully be less as well.”

Portables/Yard space:

“Too many portables and no place to play. The older kids always get mad at us if we play near them.”

“We lost valuable yard space, while simultaneously increasing the student population - we want that recreational space back.”

Safety:

“Accessibility concerns.”

“Our current school is overpopulated which raises concerns with safety, cleanliness.”

“It doesn't comply with safety regulations like capacity in building for fire.”

Consultation/Planning:

“The approach to accommodating students from the Seaton area was a disgrace handled by all levels of government. 30,000 new homes planned with 3000 permits approved right now. Where is the long term plan?...It is a disservice to both the children of new developments and in existing ones not to just let the developer build the school at close of the phase.”

“Not enough staff reports. The partner school was not built for the amount of kids there. Consultation should have been done when thousands of houses were built to have schools built at the same time.”

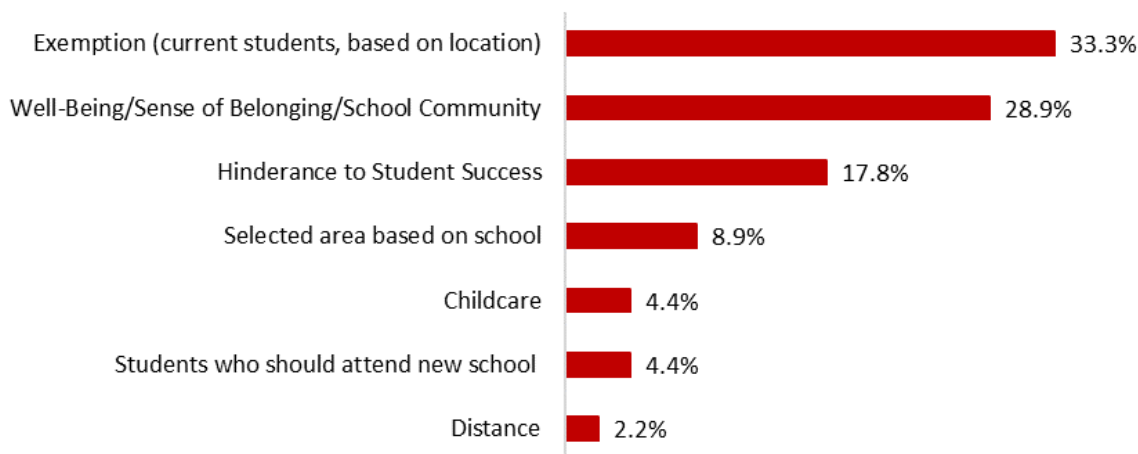
“Though I feel the boundary is too big and that the school will be at its max before it even opens.”

Support Boundary:

“This is generally good; however it would be important to grandfather students that have started their school in the current school and not move them.”

Negative Impact – Why do you feel that way?

Figure 7
Thematic Analysis of Comments
Reasons why participants felt the proposed boundary will have a negative impact
 Responses n=45



Selected Comments:

Exemption (current students, based on location):

“Children who were in original boundaries and not part of the new development--Whitevale village and Cherrywood- should be grandfathered & provided busing. Grandfathering only grade 8 is not sufficient.”

“Children that have been attending their current school since JK should be allowed to continue to attend their current school community.”

“The Cherrywood subdivision border mapping should be excluded from the proposed boundary. Also, given the greenbelt protection of this area, future development will not increase the student population from this area.”

“I feel it should be the choice of the family.

Well-Being/Sense of Belonging/School Community:

“Students have settled in these schools and bonded with school.”

“My children have been attending since kindergarten (next year they will be in grade 4 & 7) and they will experience major psychological upheaval being moved away from long established relationships.”

“They have attended since they started JK and will be in grade 7/ 4 next September-so not eligible to stay at their school. This will be detrimental to their mental health, as they have long established relationships at their existing school with friends & teachers.”

“Both my sons were affected by the COVID lockdown and returning to in person was initially difficult for them to adjust. My oldest is emotionally sensitive and it took him a while adjust. He currently has a few close-knit friends. I feel that uprooting him would be detrimental to him socially.”

Hinderance to Student Success:

“As a devoted parent, I’m deeply concerned about the decision to change my daughter's school. This school has been a 2nd home where she feels safe, supported and thrives academically.”

“It is disruptive to students who have been attending their home school since JK to disrupt their educational lives.”

“Please do not move students from the holding school who already going into grade 3 & above as it will affect them negatively in academics for the provincial tests.”

Selected area based on school:

“We even bought our first home in season area to ensure that they don't change their school.”

“We moved into the Hamlet of Whitevale 10 years ago with the expectation that our children would go to EB Phin.”

“We also moved this this area based on E.B Phin being our home school and the preference to have our kids attend that school.”

Childcare:

“childcare”

“My daughter is in grade 7 her sister is in grade 1. If her sister is forced to move to the new school, I will have no one to pick up my daughter in grade 2. My daughters are NOT MOVING.”

Students who should attend new school:

“Anyone not enrolled in school until the next calendar year should be moved to the new school.”

“The students that have been accommodated from the new development should attend the new school...”

Distance:

“Child currently attends EB Phin and reside in the Cherrywood neighborhood; the distance to EB Phin is significantly closer than the proposed school.”

Unsure of Impact – Why do you feel that way?

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

Selected Comments:

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

“Our children have made bonds and relationships with their friends and to rip them apart 1-2 years before graduating is just cruel and unfair.”

“On the positive, my child will be closer to school and make friends in the neighbourhood. Although she will miss her friends at Westcreek and the teachers at Westcreek have been amazing.”

“i am an alumni student from the Durham region who was impacted by re-zoning and was forced to switch schools after having attended my homeschool for 6 years and abruptly continuing my schooling in a different school. this would have been extremely difficult for me if i did not have a community of students that i grew up with who also experienced this transition.”

Overcrowding:

“There is a significant delay in schools coming up in neighborhoods. With the amount of new homes being constructed in the Seaton Area, I feel one school will not be able to hold everyone.”

“On the negative side, the proposed boundary seems too large to accommodate at the new school - the school will already be significantly over capacity when it opens, and the community is growing every day, whereas the other schools are not in areas of growth. The board should strongly reconsider the boundary.”

Distance:

“Some of the students living closer to the community partner schools than where the current home school would be. Specifically, the Finch and Altona Road area. Perhaps of these students were not part of the new unnamed school less or no bus would be required.”

“By telling current students they can apply to stay BUT will have no busing is ridiculous. That is a half-sentiment because parents can’t function w/o busing.”

Exempt students:

“i think students currently in grade 6/7/8 shouldn’t be moved, but current k-5 and then future graduating years can transition.”

“Students who were grandfathered in and have been attending EBPHIN for years as their home school should continue to stay at EBPHIN and finish their remaining years. I agree that students who were temporary or are new should go to the new school.”

Neutral Impact – Why do you feel that way?

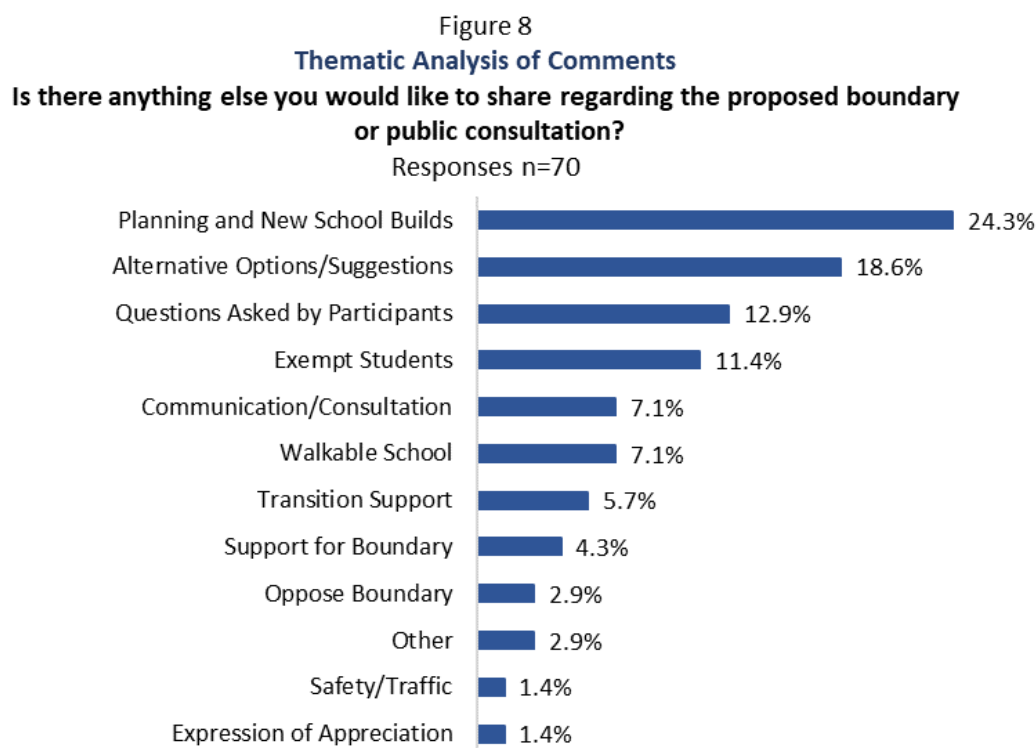
There were insufficient responses to conduct a thematic analysis of the comments made by participants that selected “Neutral” to the question of “What would be the impact if the proposed boundary is adopted?”

Selected Comments:

“It doesn't make sense for west of Brock Road not to be included in this.”

“Because I live in the New Seaton community.”

Please provide any additional comments about the proposed boundary realignment:



Selected Comments:

Planning and New School Builds:

“Building more schools to support the new builds in Seaton should be a priority.”

“The boundary includes areas that have proposed construction to come, and the school won’t be enough.

“Start planning for a high school because we are going to face this same issue very soon at that level.”

“The schools should have been built with the community not after.”

"We may need more school as the coverage area is too big."

Alternative Options/Suggestions:

"Based on the current student count and continued growth in the area, it is very clear that the school will not be able to accommodate all students. Perhaps consider a smaller boundary to ensure kids within walking distance have priority."

"There should be proper documentation looked at for addresses too many people sneaking in."

"You can ask new families to enroll in new school from 2025. Please keep the students in the current holding school."

"I believe West of Brock road should be included in this."

"Remove Cherrywood and Hamlet of Whitevale from the new school boundaries. They were planned for in existing school boundaries and do not have enough students to negatively impact school volumes."

"The focus should be on those north of Finch or along Taunton. There was A MASSIVE development for new seaton and this should be impacted for them."

"Families in 400 Finch / Woodview should not get bussed to Seaton. They should be divided or housed at one of the walking distance / closer schools."

"Perhaps consider limiting the boundary to north of Third concession, or something that would reduce the size of the boundary."

"I would like to propose for the boundary to expand to Mulberry as well since the homeschool Claremont is about 20 mins away which is really difficult for the children attending there."

"The boundary should cover all areas in Seaton that don't have a public school nearby."

Questions Asked by Participants:

"What is the plan for accommodating students at the high school level? Children in the DDSB right now are going to be affected by patch-work solutions for their entire student career."

"I am curious about whether the new school will be a French Immersion school."

"How far does the student have to live in order to take advantage of school buses?"

"When will the school designated for New Seaton community will come?"

"Not sure why it's taken so much time to build the new school."

"Why is this boundary not farther east to the subdivisions up near Brock rd and Taunton? Those are nearly developments."

“Why does the boundary go so far south beyond Finch Ave?”

“Why doesn't the proposed boundary include new neighborhoods north of Taunton and why is the boundary so far south and west?”

Exempt Students:

“Students enrolled in schools from neighbourhoods in original school boundaries should be able to remain at their current school with only new students enrolling within the new boundaries.”

“Children living in the rural Hamlet of Whitevale should be permitted to attend their local school, EB Phin.”

“Students who were grandfathered in and have been attending EBPHIN for years as their home school should continue to stay at EBPHIN and finish their remaining years. Our children have made bonds and relationships with their friends and to rip them apart.”

Communication/Consultation:

“Please extend your consultations to in person and to include the communities of Whitevale and Cherrywood. As rural hamlets these communities and families have unique needs and should be consulted on that basis.”

“Many of the families of the community are newcomers with many languages. In some instances, families would be unfamiliar with the current school system.”

“When we enrolled them to E.B.Phin, we checked with ddsb if they ll have to change their school once new school and we were told that they ll stay in this school and new kids ll go to new school. Really upset that we got new communication now.”

“I think this survey is just a way for the DDSB to say they consulted parents, but you aren't going to change the boundaries or really consider how it affects kids.”

Walkable School:

“Priority for students that live walking distance to the school.”

“Our school drop off and pick up zone is chaos with busses and cars forced into the neighbourhood. our school was designed as a walk-in school, and we want that back.”

“Although this new school will come up, still it is not walkable for New Seaton community kids. As parents, we prefer schools which are walkable, and does not require transit or cars.”

Transition Support:

“Please consider the students mental support to leave a holding school they have been attending since JK.”

“Schools often have rivalries and internal politics than can heavily impact students during this transition. this can create unique tensions so please support students who will be forced to move and invest in transition efforts for their well being.”

“Relocation of students currently attending holding schools should be prioritized with urgency to restore normal capacity conditions in the holding schools.”

Support Boundary:

“Very happy new home school.”

“I am excited about this new school and no further feedback.”

Oppose Boundary:

“Busing will be required regardless, so not a reason to move boundaries.”

“Proposed boundary is places our child significantly further away, then their current school, at EB Phin.”

Other:

“Looking forward to seeing some commercial development as well to support the school.”

“The teachers are mad the school is do full. The music teacher lost his room, and all instruments are stored in the gym. This takes up space from our gym time.”

Safety/Traffic:

“Worried about traffic in the area. The roads are tight and there's only one way out of this area.”

Expression of Appreciation:

“Thank you for your thoughts and service.”

PSPS Boundary Review, Email and Voicemail Summary Appendix C3

Please note that voicemail messages are not verbatim, and provides a high level overview of what the original voicemail messages indicate.

School	Summarized Concerns
Unnamed Pickering Seaton PS	<p>I just found out that we don't fit within the current proposed boundary for this new upcoming school (Unnamed Pickering Seaton PS). We only live 5 mins away in the New Seaton Whitevale Community just north of the school on Alexander Knox. Would highly appreciate if the boundary would be adjusted to include our community as well. As this school is literally 3kms away from us!</p> <p>Thanks and looking forward to the response.</p>
Unnamed Pickering Seaton PS	<p>I read through the slide deck this morning and am looking for clarification on a couple points</p> <p>On slide 8: Westcreek PS was the second partner school and accommodated new students from the PSPS area from September 2022 and until June 2023</p> <p>Does this statement mean no new students from the PSPS area are being enrolled at Westcreek, effective June 2023, whereas Highbush and EB Phin continue to take new students through their listed dates?</p> <p>On slide 11: The three partner schools will be provided some relief; however, they may be required in future years to accommodate the current and planned growth in Pickering.</p> <p>This statement is extremely concerning as it does not address the feedback our community has already been giving for years that seeing our enrolment balloon to ~600 kids, and seeing our outdoor space erode is NOT providing students with a quality education they deserve. We lost our STEM room, as it was converted to a classroom. We want that STEM space back. We lost half our library to build another classroom. We want that literacy space back. We are trying to foster a community feel in our school and with half the population residing 7k from the school, many families who use the bus never even coming to the area, it is nearly impossible to do so. The issues are many when decisions to overpopulate schools are made.</p>

PSPS Boundary Review, Email and Voicemail Summary Appendix C3

School	Summarized Concerns
	<p>So, while the relief with the new PSPS opening is very much appreciated, and welcome, I cannot stress enough and hope you understand how concerning it is to see that we will likely be bloating our walk-in community schools in the coming years, yet again.</p> <p>What other schools can take on additional New Seton student enrolment? Why must it fall to 3?</p>
Unnamed Pickering Seaton PS	<p>For the 2025- 2026 school year do parents decide which of the 3 schools (Highbush, EB Phin, Westcreek) their child attends or is that determined by the school board?</p> <p>Do you know where students residing in the New Seaton area will go next year if the latter is the case?</p>
Unnamed Pickering Seaton PS	<p>Thank you for your detailed response. My address is XXXX.</p> <p>I noticed the sign on the unnamed Seaton school says it is now opening for the 2025- 2026 school year. Is this really possible- to build a school in only a few months considering the winter is close?</p>
Unnamed Pickering Seaton PS	<p>I have just moved to the Pickering area. I live on Brock and Alexander Knox (XXXX). I wanted to ask if my 2 children will be able to attend the Unnamed Pickering Seaton Public School – Scheduled to open in September 2025.</p> <p>I also know that there is a proposed school in the future on Brock and Alexander Knox. When is the approximate year that it will be built?? DDSB needs to realize there is a <u>DEFINITE URGENT NEED</u> for more schools to be built as builders are selling hundreds of houses and there will be an over population of students in the area.</p> <p>Looking forward to hearing from you!</p>

PSPS Boundary Review, Email and Voicemail Summary Appendix C3

School	Summarized Concerns
Unnamed Pickering Seaton PS	<p>3 voicemail messages were received from the same family, indicating the same concerns:</p> <p>The caller is calling in regards to the Unnamed Pickering Seaton Public School and found this number through the DDSB website. Their family lives in the Pickering Seaton Whitevale community around Alexander Knox Road, around 3km away from the new school. Their community isn't included in the proposed boundary for Unnamed Pickering Seaton PS and are wondering why they weren't included in the proposed boundary. They would like to be included as their son will be in school for September 2025 and Unnamed Pickering Seaton PS would be the closest school to them.</p>