

TO: Kawartha Pine Ridge District School Board

TOPIC: **City of Peterborough Secondary Schools – Group Pupil Accommodation Review**

INITIATOR: P. Mangold, Superintendent of Education: Student Achievement
W.R. (Rusty) Hick, Director of Education

BACKGROUND

1. At the March 29, 2007 Regular Meeting of the Kawartha Pine Ridge District School Board, the Board reviewed and received a Ten Year Capital Needs Assessment that included, as part of the plan, the need to “monitor secondary enrolment and determine need to close 1.0 secondary school in either Peterborough City or County.”
2. In accordance with Kawartha Pine Ridge District School Board Policy No. BA-1.2, Pupil Accommodation Review: School Closure/Consolidation, the Board:

“aims to provide educational programs and services of the highest quality, in facilities conducive to a stimulating learning environment and designed to meet the needs of all pupils, within fiscal parameters.

In addition to facilitating the delivery of our Board mission, the Board will endeavour to optimize the use of its facilities. Various factors beyond the control of the Board impact on this commitment. These factors include declining, increasing, and shifting populations, current funding and operation realities, new provincial legislation and policy, changing educational objectives and physical limitations of buildings.”

Board Policy No. BA-1.2, Pupil Accommodation Review: School Closure/Consolidation also governs the process by which schools are to be identified and recommended for study and review. Any school, or group of schools may be identified in an individual or group accommodation review based on the following criteria: Program Viability, Overcrowded, Operating/Maintenance Costs, Underutilized, Other exceptional circumstances.

3. The Kawartha Pine Ridge District School Board approved the following motions on December 16, 2010:
 - (a) That, in accordance with Board Policy No. BA-1.2, Pupil Accommodation Review: School Closure/Consolidation, which relates to pupil accommodation reviews, Adam Scott Collegiate Vocational Institute and Intermediate School, Kenner Collegiate Vocational Institute and Intermediate School, Peterborough Collegiate and Vocational School, and Thomas A. Stewart Secondary School, be identified for a group review and possible closure(s).

- (b) That, in accordance with Board Policy No. BA-1.2, Pupil Accommodation Review: School Closure/Consolidation, an Accommodation Review Committee be formed to conduct a review of Adam Scott Collegiate Vocational Institute and Intermediate School, Kenner Collegiate Vocational Institute and Intermediate School, Peterborough Collegiate and Vocational School, and Thomas A. Stewart Secondary School.
4. The Accommodation Review Committee, representing the four school communities, held four public meetings: February 3, 2011, February 28, 2011, April 7, 2011, and May 12, 2011, as prescribed by Board policy, to consider the benefits, issues, concerns and considerations for the possible consolidation/closure of the four City of Peterborough secondary schools. Throughout the review process the committee heard numerous presentations from a variety of public stakeholders.
5. The following information was provided to the Accommodation Review Committee throughout the review process, and is included as supplemental information to this report (Attachment 1):
- Board Policy No. BA-1.2, Pupil Accommodation Review: School Closure/Consolidation
 - City of Peterborough Secondary Schools: Group Pupil Accommodation Review Report to December 16, 2010 Board meeting
 - Board Policy No. B-3.2, Equity, Diversity and Inclusion
 - Critical path
 - Presenter's package template and public presentation guidelines
 - Data collection report for each school
 - School information profile for each school
 - Enrolment presentation at February 3, 2011 Accommodation Review Committee meeting and data for Kawartha Pine Ridge District School Board and coterminous Peterborough Victoria Northumberland and Clarington Catholic District School Board
 - Enrolment in special programs (French Immersion, Integrated Arts, International Baccalaureate)
 - Square footage of each school building
 - School transportation costs
 - Leasing costs
 - City of Peterborough planning report regarding the Lily Lake development
 - Accessibility summary report ("Quick Facts")
 - Enrolment summary report ("Quick Facts")
 - Secondary programming report ("Quick Facts")
 - Five scenarios with pros and cons
 - Coloured boundary maps for each of the schools involved in the accommodation review
 - Preliminary market value real estate assessment for the four schools (see Attachment 2 for final assessment)

6. On May 26, 2011 a final report from the Accommodation Review Committee was submitted to the Board, and included the following recommendations, that:
 1. The programming in the four secondary schools offered in the City of Peterborough be consolidated into three secondary schools.
 2. In order to maximize program opportunities for students, the committee further recommends that:
 - 2.1 A closure of a school be the last resort in order to address programming issues.
 - 2.2 If a school were to be closed and sold, the monies from the sale would be distributed proportionately among the three remaining secondary schools based on enrolments.
 3. The Board review its policies and procedures which govern the organizational structure and proceedings of Accommodation Review Committees.

STATUS

7. A finalized market value real estate assessment for the four schools has been received and is included within the supplemental information to this report (Attachment 2).
8. Administration has reviewed all of the material developed and considered as part of the Accommodation Review Committee process to date, with emphasis given to areas identified throughout the committee's discussions, including:
 - optimum student programming (Secondary School Programming "Quick Facts" - see Attachment 1, page 84)
 - impact of declining enrolment (Enrolment - City of Peterborough "Quick Facts" - see Attachment 1, page 80)
 - accessibility (Accessibility - "Quick Facts" - see Attachment 1, page 79)
 - value to the community
 - spatial geographic relationship between schools (Location Map - see Attachment 1, page 90)
9. The consolidation of the programming in the four secondary schools offered in the City of Peterborough within three secondary schools, is considered within the scenarios below:

Scenario A

School/s	Possible Student Transfers	Effective
Closure of Adam Scott Collegiate Vocational Institute and Adam Scott Intermediate School	<p>English and French Immersion students in Grade 7-12 designated to attend Thomas A. Stewart Secondary School</p> <p>Future consideration for French Immersion students to be designated to attend Peterborough Collegiate Vocational School</p>	September 2012

Scenario B

School/s	Possible Student Transfers	Effective
Closure of Kenner Collegiate Vocational Institute and Kenner Intermediate School	<p>Grade 7 and 8 students would remain within the Kenner community elementary feeder schools</p> <p>Otonabee Valley Public School students would be designated to attend Thomas A. Stewart Secondary School</p> <p>Roger Neilson Public School and Keith Wightman Public School students would be designated to attend Peterborough Collegiate Vocational School</p> <p>International Bacculaureate program transferred to Adam Scott Collegiate Vocational Institute</p>	September 2012

Scenario C

School/s	Possible Student Transfers	Effective
Closure of Peterborough Collegiate Vocational School	<p>Westmount Public School and Prince of Wales Public School students designated to attend Kenner Collegiate Vocational Institute</p> <p>Queen Mary Public School and Highland Heights Public School students designated to attend Adam Scott Collegiate Vocational Institute</p> <p>Integrated Arts program moved to Thomas A. Stewart Secondary School</p>	September 2012

Scenario D

School/s	Possible Student Transfers	Effective
Closure of Thomas A. Stewart Secondary School	<p>North Shore Public School students designated to attend Kenner Collegiate Vocational Institute</p> <p>Armour Heights Public School Students designated to attend either Adam Scott Collegiate Vocational Institute or Peterborough Collegiate Vocational School</p> <p>Students from Omemee area designated to attend Crestwood Secondary School.</p>	September 2012

10. Administration has reviewed relevant and related information from the accommodation review process, examining the key considerations of student achievement and stewardship of resources. Specific regard has been given to providing optimum programming availability for all students and the enrolment pressures facing the individual school communities within the Accommodation Review.
11. Administration supports the recommendation of the Accommodation Review Committee to consolidate four schools into three as representing the most ideal result to support student success for the secondary students of the city of Peterborough, through the enrichment of student programming offerings at the three remaining school sites.

Supported Options

12. Board administration considers the following the most preferred course of action:
 - 12.1 The closure of Thomas A. Stewart Secondary School, as detailed within Scenario D, effective September 2012.
 - 12.2 The phasing out, over two years, of Kenner Intermediate School, beginning in September 2012. Keith Wightman Public School, Otonabee Valley Public School, and Roger Neilson Public School would move to a Kindergarten to Grade 7 model in September, 2012, and to Kindergarten to Grade 8 by September, 2013.
 - 12.3 The re-purposing, contingent upon feasibility, of the Thomas A. Stewart Secondary School site to house our Board's Education Centre, as well as be the home for a specialized school learning environment for elementary and secondary students.

This specialized school will be focused on intensive science/technology and environmental science programming for students from across our jurisdiction. The school will also allow for experiential learning opportunities for Grade 7 and 8 students, as well as a combined staff and student leadership centre.
 - 12.4 The disposal of the Board's property at 1994 Fisher Drive, Peterborough, Ontario. Further enhancements to existing Peterborough secondary school facilities will be explored.

13. Alternative courses of action:
 - 13.1 Closure of Peterborough Collegiate Vocational School, with dispersal of students as detailed in scenario within Section 9. above.
 - 13.2 Retention of Peterborough Collegiate Vocational School site for use in providing alternative student programming.
14. Least preferred course of action:
 - 14.1 Closure of Adam Scott Collegiate Vocational School or Kenner Collegiate Vocational Institute.

Rationale

15. The preferred course of action to close Thomas A. Stewart Secondary School is based on the following key considerations:
 - current and projected enrolment
 - location (not projected as growth area)
 - location in connection with other four schools
 - best choice for dispersal of enrolment
 - most significant impact on On The Ground Capacity (OTG)
 - highest possible resale (highest value for retention as part of re-purposing)
16. Students will have the opportunity to attend a composite school should they so choose.
17. A re-purposing of the Thomas A. Stewart Secondary School site is based on the following key considerations:
 - ability to “land-bank” the asset with the most valuable and unique physical attributes for student use
 - the retention of the property would provide capacity for future enrolment growth if realized
 - the property would be retained to provide unique learning opportunities for Board elementary students from across the jurisdiction, as well as new and emerging community partnerships
 - allows the Board to retain a school site while still downsizing capacity (with relocation and sale of existing Education Centre)

The vision for a re-purposed Thomas A. Stewart Secondary School site includes, but is not limited to, the following:

- extensive student use, both elementary and secondary, of internal and external building assets, including auditorium, gymnasium, technology facilities, athletic fields, greenhouse, and others.
 - development of specialized student programming within the science curriculum, maximizing use of the external geography of the school site (island/water access) to focus on environmental science.
 - new and expanded community use partnerships of the building facility, including gymnasiums, auditorium and athletic fields, with exploration of enhancement to the athletic fields for expanded joint use agreements.
 - emergent partnerships with Fleming College and Trent University to facilitate model “Classrooms of the Future” in connection with respective Early Childhood Education and Teacher Education program.
 - relocation of Education Centre to school site provides for designated facility for staff professional development activities.
 - relocation of Education Centre provides central staff increased opportunity for more direct connection with students and stakeholders.
 - opportunity for enrichment/immersive science or technology programming activities for students from across the Board.
18. The phasing out of Kenner Intermediate School, over a two year period beginning in September 2012, with Grade 7 and 8 students remaining within their respective elementary schools, is based on the following key considerations:
- maintains long-term viability of Kenner Collegiate Vocational Institute elementary feeder schools
 - contributes to reduction of secondary school capacity
 - retains space at Kenner Collegiate Vocational Institute for future use
19. In accordance with Board Policy No. BA-1.2, Pupil Accommodation Review: School Closure/Consolidation, which designates a time period of 60 days between submission of the report of the Accommodation Review Committee and a decision by the Board, administration will propose final recommendations at the September 29, 2011 Regular Board meeting. An interim report updating the Board will be submitted to the August 25, 2011 Regular Board meeting.

RECOMMENDATION

1. That the City of Peterborough Secondary Schools – Group Pupil Accommodation Review report, dated June 23, 2011, be received for information.

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD**POLICY STATEMENT**

Section: Business and Administrative Services

- **Administrative Operation**

**Policy: PUPIL ACCOMMODATION REVIEW:
SCHOOL CLOSURE/CONSOLIDATION**

**Policy Code: BA-1.2
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The Kawartha Pine Ridge District School Board aims to provide educational programs and services of the highest quality, in facilities conducive to a stimulating learning environment and designed to meet the needs of all pupils, within fiscal parameters.

In addition to facilitating the delivery of our Board mission, the Board will endeavour to optimize the use of its facilities. Various factors beyond the control of the Board impact on this commitment. These factors include declining, increasing, and shifting populations, current funding and operation realities, new provincial legislation and policy, changing educational objectives and physical limitations of buildings.

In order to maintain our commitment, it is necessary to monitor and evaluate all schools on a regular basis. Where enrolment is increasing, the Board must provide adequate student accommodations through boundary changes, and/or additional classroom space, temporary or permanent, and/or blending arrangements. Where enrolment is limited and decreasing, the consequent impact of financial resources, staff, learning resources and program creates difficulties in providing adequate educational programs for students. Under these conditions, the Board will consider boundary changes, blending arrangements, consolidation, closure, alternate use of surplus space or other measures. All reviews of consolidations and/or closures will be conducted within the guidelines and expectations of the Ministry of Education.

The Kawartha Pine Ridge District School Board is aware that changes in any school's student accommodation or other status has an impact beyond the school and therefore maintains that the detailed review of any school have a district-wide perspective and include public consultation.

1. Annual Pupil Accommodation Report

- 1.1 Senior staff responsible for student accommodations will maintain and present major updates regarding enrolment trends and accommodation needs based on the Board's capital planning process.
- 1.2 Annually, the senior staff responsible for accommodations, in consultation with the Superintendent of Business and Corporate Services, shall prepare a report for Board consideration addressing upcoming accommodation needs and provisions. This report will be presented to the Board by June 30 of each school year and is available to the public on the Board website.

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2. Criteria for Identifying an Accommodation Review in the Capital Needs Assessment

2.1 Administration shall bring to the attention of the Board, through the Capital Needs Assessment update in the annual enrolment and accommodation needs report, those schools that fall under one or more of the following categories:

2.1.1 *Program Viability*

Any school, or group of schools, which is deemed not able to offer a viable program in terms of enrolment, class sizes and/or grade configurations. This includes schools that under the normal staffing allocation would require the assignment of more than two grades to one class in elementary schools and multigrade/level/subjects to one class in secondary schools. Schools that are unable to provide an equitable range of learning opportunities for students will also be identified.

2.1.2 *Overcrowded*

Any school, or group of schools whose Average Daily Enrolment (ADE) exceeds, or is projected to exceed its pupil places as designated by the On The Ground Capacity allocation by 15% or more shall be identified.

2.1.3 *Operating/Maintenance Costs*

Any school, or group of schools, which is/are deemed to have extraordinary operating and maintenance costs which affect efficiency within the grants provided by the Ministry to the Board. Any school that is experiencing higher building maintenance expense than the average for the system and/or is in need of major capital improvements shall be identified.

2.1.4 *Underutilized*

Any school, or group of schools whose Average Daily Enrolment (ADE) falls, or is projected to fall below 85% of the pupil places as designated by the On The Ground Capacity allocation.

2.1.5 *Other*

Any school, group of schools or area which, in the opinion of administration should be considered due to exceptional circumstances. Such exceptional circumstances can include but are not limited to:

- 2.1.5.1 the school is destroyed by fire or other catastrophe;
- 2.1.5.2 the school is unusable due to environmental hazard;
- 2.1.5.3 the school is unusable due to a health hazard.

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Any school, or group of schools, impacted by the above criteria, may be identified for consideration in an individual or group accommodation review.

- 3.** Administration will prepare a full report for schools individually or in groups that are recommended to be considered for the review process as outlined in the Data Collection Report in the administrative regulation supporting this policy.

4. Identification of Schools for the Accommodation Review Process

- 4.1 The Board shall consider the reports of schools that are presented by administration for the review process and decide whether the school(s) proceed in the process by identifying the school(s) specifically for review.
- 4.2 Where the Board identifies a school(s) for the review process, it shall also establish an Accommodation Review Committee to provide input and recommendations.
- 4.3 Where the Board identifies a school(s) for review and establishes a committee in respect of same, the Director shall give notice through the Board meeting media release to:
- 4.3.1 the principal(s) and staff of the identified school(s);
 - 4.3.2 the chairperson(s) of the school council(s) of the identified school(s);
 - 4.3.3 the community, by posting a notice on the Board's website and by such other means, as the Director deems appropriate; and
 - 4.3.4 any other person or body as the Board may direct or the Director may determine;

and shall deliver or otherwise make available a copy of this policy to the said principal(s), chairperson(s) of the school council(s) and other affected parties.

5. Terms of Reference for the Accommodation Review Committee

- 5.1 Purpose

The purpose of the committee is to review the reports and information presented by administration and advise the Board on recommendations for possible outcomes of the accommodation review which are in keeping with the Board's mission, vision and values.

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5.2 Mandate

- 5.2.1 The Accommodation Review Committee shall review the Board's educational and accommodation expectations as outlined in the introduction of this policy and use them as the guiding principles for deliberations.

The Accommodation Review Committee shall consider the report prepared by administration, and use the information to begin weighing the value of the school as reflected in the generic School Information Profile provided in the administrative regulation supporting this policy. The information report will be posted on the Board's website to inform the public.

- 5.2.2 All meetings of the committee shall be open to the public. The committee will consult with school and community groups including school councils, parents, guardians, students, teachers, local community and other interested parties. The consultations shall be based on the School Information Profile(s) created by the Board. The Board and/or the committee may customize the profile as required. The School Information Profile(s) will be applied to each of the schools involved in the review process.
- 5.2.3 Any member of the public may make written submissions to the committee one week prior to a scheduled meeting or advise of their intention to make a presentation. The committee shall acknowledge and consider all submissions received but need not reply to any such submissions or other representations in writing or at all.
- 5.2.4 The committee shall use the School Information Profile(s) and the information received during the public meetings to create the final report of the committee. The Accommodation Review Committee submits the Accommodation Report to the Director of Education. The report will be made available on the Board's website.
- 5.2.5 The Accommodation Review Committee will determine who will present the final Accommodation Report and recommendations to the trustees. In addition to the Accommodation Report, administration shall provide an analysis of the Accommodation Report and submit recommendations to the Board.
- 5.2.6 The committee is dissolved by Board motion.

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5.3 Membership

The composition of the committee shall be determined by the Board and shall include, at least:

- 5.3.1 the trustee(s) representing the jurisdiction in which the identified school is located;
- 5.3.2 one trustee from another jurisdiction within the Board's jurisdiction as approved by Board motion;
- 5.3.3 two senior staff, one being the appropriate Supervisory Officer for the identified school(s);
- 5.3.4 two school council representatives selected by the school council of each identified school;
- 5.3.5 two school council representatives selected by the school council of each identified area school;
- 5.3.6 two secondary students, when the review involves secondary schools, as selected by the principal in consultation with the student leadership group in the school and staff; ideally, these students would be identified through a selection process and be representative of a cross-section of the student population for each school identified for the review process;
- 5.3.7 the principal(s) of the identified school(s) and one staff member from each school; and
- 5.3.8 an attempt will be made to include a community member and one each of business and municipal leaders if they are available.

5.4 Roles and Responsibilities

- 5.4.1 The senior staff responsible for student accommodations will be responsible for facilitating the work of the Accommodation Review Committee.

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5.4.2 The Board will ensure there is support provided to the committee to take minutes. Committee minutes will be provided on the Board’s website as will responses to questions raised during the consultation meetings.

5.4.3 Unless the Board decides otherwise, where any person appointed to the committee is unable or unwilling to participate in the work of the committee, or where the school council of the identified school is unable or unwilling to appoint one or more of its representatives in accordance with sections above, the committee shall continue to act and perform its duties under this policy despite the absence of that member(s), and no act or duty performed by the committee shall be deemed invalid by reason only of the absence of that member(s).

5.5 Meeting Framework

5.5.1 The Accommodation Review Committee shall meet on a maximum of four occasions for the purpose of seeking input and community feedback on options for accommodating students who may be affected by a school closure or consolidation.

5.5.2 Where appropriate space allows, meetings of the committee will be held in the school(s) affected by the review.

5.5.3 The committee shall hold one of the designated meetings as an information meeting, open to the public, to present the report and recommendations going to the Board. The committee may alter the final report based on community input at this meeting. All trustees and appropriate senior administration will be invited to attend this meeting.

5.5.4 A minimum of fourteen calendar days notice of the date and location of the information meeting shall be given to the community. The secretary of the committee shall ensure that notification of the public meetings is posted on the Board’s website and may determine if further notice should be given.

5.6 Decision Making

The Accommodation Review Committee will complete their decision making process using a consensus model for decisions. All committee members shall have the opportunity to provide input.

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Consensus is defined as meaning both general consent and the process of getting to such agreement. Unanimity is not the goal but rather the opportunity for each committee member to have had the opportunity to express their opinion, be listened to and accept a group decision based on its logic and feasibility considering all relevant factors.

As the committee works towards consensus, the needs of all students in the school(s) being reviewed are to be considered objectively and fairly, based on the School Information Profile(s) and the Board's education and accommodation expectations outlined in the Terms of Reference.

When an Accommodation Review Committee is unable to reach consensus on recommendations to be made to the Board, the issues, concerns and factors contributing to the impasse will be noted in the final report to the Board.

5.7 Meeting Agenda and Protocols

The Accommodation Review Committee will use the procedures outlined in the administrative regulations supporting this policy for meetings.

6. School Accommodation Review Procedures

- 6.1 Accommodation reviews may be introduced at any time during the year, however, timelines and procedures will be determined as outlined in the administrative regulation accompanying this policy.
- 6.2 Trustees will review the Accommodation Report from the Accommodation Review Committee and the information presented by senior administration in order to make a final decision on the school closure and/or consolidation. The decision by the Board concerning the recommendation to close the designated school shall be made at a meeting(s) of the full Board in open session.
- 6.3 Where the Board decides to close the identified school(s), the closure shall usually be effective as of September 1 of the next school year in which the Board makes such decision, unless the Board, in its sole discretion, determines otherwise.

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- 6.4 Where a school has been identified for the review process pursuant to this policy and where any step remaining in the process contemplated by this policy has been prevented by reason of any extraneous circumstances or other events, such that the school cannot be closed by September 1 of the next school year in which it was identified for review leading to closure, the Board may decide, in its sole discretion, to continue the process in the subsequent school year and, in that event, the Board may decide, in its sole discretion, not to repeat any step in the process already conducted; provided that all steps contemplated by this policy shall be completed before the closure of the school.
- 6.5 Where the Board decides to close the identified school(s), notice of the Board's decisions shall be given through the Board meeting media release to:
- 6.5.1 the principal(s) and staff of the identified and receiving school(s);
- 6.5.2 the chairperson(s) of the school council(s) of the identified and receiving school(s); and
- 6.5.3 the community, by posting a notice on the Board's website or by other appropriate means as the Director may determine.
- 6.6 Where the Board decides to close the identified school(s), the Board may authorize an Accommodation Review Committee consisting of a local trustee, local superintendent of student achievement, principal(s), teachers, school council members and parents, to plan and implement appropriate procedures for a smooth transition for students, staff and parent(s)/guardian(s).
- 6.7 Where the Board decides not to close the identified school(s), the Board shall determine the actions, if any, required.

7. School Closure in Extreme Circumstances

Despite any other provision in this policy or any policy of the Board, in unusual and extreme circumstances such as problems with safe use of a facility, the Board may close a school and forthwith advise the public of its decision and the reasons therefore.

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8. Miscellaneous

- 8.1 Where the time limited by this policy for doing anything expires or falls on a school holiday within the meaning of Regulation 304 of the Revised Regulations of Ontario, 1990, the time so limited extends to the next day following that is not a school holiday. When calculating the timeframe for the review process, December/Christmas, March breaks and summer holidays shall not be included in the calculations.
- 8.2 The Board may decide to extend any time period prescribed by this policy on such terms as it deems appropriate, by formal motion.
- 8.3 Secondary schools identified for closure may need to remain open for a year in addition to the above due to the schedules for the completion of option sheets and collective agreement staffing data.
- 8.4 A copy of this policy shall be posted on the Board's website along with the Ministry of Education Pupil Accommodation Review Guidelines and Administrative Review of Accommodation Review Process.
- 8.5 It would be expected, in normal circumstances, that once a school was reviewed, it would not be reviewed again for five years.

9. When a school that has no identifiable school community is to be identified for review, an Accommodation Review Committee will be formed consisting of:

- 9.1 trustee(s) from the Associated School Grouping which includes the designated school;
- 9.2 one trustee from another area of the Board's jurisdiction;
- 9.3 two senior staff, one being the appropriate Superintendent of Student Achievement; and
- 9.4 an attempt will be made to include members of the former school community as well as business and municipal leaders.

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10. Application of Accommodation Review Guidelines

The Ministry of Education Accommodation Review Guidelines and Board policy regarding School Reviews do not apply in the following circumstances:

- 10.1 Where a replacement school is to be rebuilt by the Board on the existing site or located within the existing school attendance boundary as identified through the Board's existing policies;
- 10.2 When a lease is terminated;
- 10.3 When a board is considering the relocation of a grade or grades, or a program, where the enrolment in the grade or grades, or program, constitutes less than 50% of the enrolment of the school. This calculation is based on the enrolment at the time of the relocation or the first phase of a relocation carried over a number of years;
- 10.4 When a board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations; and/or
- 10.5 Where a facility has been serving as a holding school for a school community whose permanent school is over capacity and/or under construction or repair.

Established: January 20, 2000

Revision Dates: November 23, 2000
June 23, 2005
March 29, 2007
January 28, 2010

TO: Kawartha Pine Ridge District School Board

TOPIC: **City of Peterborough Secondary Schools: Group Pupil Accommodation Review**

INITIATOR: D. Blair, Superintendent on Special Assignment
W.R. (Rusty) Hick, Director of Education

BACKGROUND

1. The Kawartha Pine Ridge District School Board aims to provide educational programs and services of the highest quality, in facilities conducive to a stimulating learning environment and designed to meet the needs of all pupils, within fiscal parameters. In addition to facilitating the delivery of our Board mission, the Board will endeavour to optimize the use of its facilities. Various factors beyond the control of the Board impact on this commitment. These factors include declining, increasing, and shifting populations, current funding and operation realities, new provincial legislation and policy, changing educational objectives and physical limitations of buildings.
2. In January 2010, the Kawartha Pine Ridge District School Board reviewed and revised Board Policy No. BA-1.2, Pupil Accommodation Review: School Closure/Consolidation, which relates to pupil accommodation and accommodation reviews, as a result of new provincial directives released in June 2009.

This policy governs the process by which schools are to be identified and recommended for study and review. Any school, or group of schools, impacted by the following criteria, may be identified in an individual or group accommodation review.

Program Viability

Any school, or group of schools, which is deemed not able to offer a viable program in terms of enrolment, class sizes and/or grade configurations. This includes schools that under the normal staffing allocation would require the assignment of more than two grades to one class in elementary schools and multigrade/level/subjects to one class in secondary schools. Schools that are unable to provide an equitable range of learning opportunities for students will also be identified.

Overcrowded

Any school, or group of schools whose Average Daily Enrolment (ADE) exceeds, or is projected to exceed its pupil places as designated by the On The Ground Capacity allocation by 15% or more shall be identified.

Operating/Maintenance Costs

Any school, or group of schools, which is/are deemed to have extraordinary operating and maintenance costs which affect efficiency within the grants provided by the Ministry to the Board. Any school that is experiencing higher building maintenance expense than the average for the system and/or is in need of major capital improvements shall be identified.

Underutilized

Any school, or group of schools whose Average Daily Enrolment (ADE) falls, or is projected to fall below 85% of the pupil places as designated by the On The Ground Capacity allocation.

Other

Any school, group of schools or area which, in the opinion of administration should be considered due to exceptional circumstances. Such exceptional circumstances can include but are not limited to:

- 2.1.5.1 the school is destroyed by fire or other catastrophe;
- 2.1.5.2 the school is unusable due to environmental hazard;
- 2.1.5.3 the school is unusable due to a health hazard.

3. At the April 29, 2010 Regular Board Meeting, senior administration presented the Annual Accommodation Review Report. The City of Peterborough - Secondary Accommodation was identified as an area for review beginning in January 2011.

STATUS

4. While the Annual Pupil Accommodation Report (April 2010) identified the Peterborough secondary schools as an area review, Adam Scott Intermediate School and Kenner Intermediate School are incorporated in this review as they share some of the same physical space as Adam Scott Collegiate Vocational Institute and Kenner Collegiate Vocational Institute.
5. The Data Reports providing key information regarding the proposed Group Pupil Accommodation Review for Adam Scott Collegiate Vocational Institute and Intermediate School, Kenner Collegiate Vocational Institute and Intermediate School, Peterborough Collegiate and Vocational School, and Thomas A. Stewart Secondary School, are found in Appendices A, B, C, and D respectively.
6. In summary, Adam Scott Collegiate Vocational Institute and Intermediate School, Kenner Collegiate Vocational Institute and Intermediate School, Peterborough Collegiate and Vocational School, and Thomas A. Stewart Secondary School, have been identified for a group school accommodation review, based on the following criteria:

Underutilized

- The On The Ground (OTG) capacity for pupils attending the Peterborough secondary schools is 4071. It is noteworthy that the total OTG capacity of the four buildings becomes 4602 when the current pupil places allocated to the intermediate schools at Adam Scott CVI and Kenner CVI are included.
- From 2000/01 to 2009/10 secondary pupil enrolment declined by 900.3.
- Current enrolment is 3056.75 pupils which is 1014.25 pupils below capacity.
- Secondary enrolment projections over the next five years show a decline to 2303.03 pupils by 2015 which would be 1767.97 pupils below current capacity.

Program Viability

- As the number of pupils decline in a secondary school the breadth of programming becomes narrower.
 - Declining pupil enrolment reduces the number of teaching staff which, in turn, reduces the breadth of teaching expertise.
 - At the current enrolment levels some courses are already offered in multi-grade settings and others only in alternate years.
 - The availability of specialized program facilities affects the course offerings at some sites.
7. Appendix E provides a proposed critical path for the accommodation review process. This timeline has been created according to Ministry guidelines for the required timeframes for school reviews.
8. School administration will begin the process of inviting school council members, secondary school students and staff who are interested in participating in the review process once the decision is made to proceed with the review. Local representation from the political and business community will be sought as well.

RECOMMENDATIONS

1. That, in accordance with Board Policy No. BA-1.2, Pupil Accommodation Review: School Closure/Consolidation, which relates to pupil accommodation reviews, Adam Scott Collegiate Vocational Institute and Intermediate School, Kenner Collegiate Vocational Institute and Intermediate School, Peterborough Collegiate and Vocational School, and Thomas A. Stewart Secondary School, be identified for a group review and possible closure(s).
2. That, in accordance with Board Policy No. BA-1.2, Pupil Accommodation Review: School Closure/Consolidation, an Accommodation Review Committee be formed to conduct a review of Adam Scott Collegiate Vocational Institute and Intermediate School, Kenner Collegiate Vocational Institute and Intermediate School, Peterborough Collegiate and Vocational School, and Thomas A. Stewart Secondary School.

3. That Trustee _____ be appointed as the trustee representative from another jurisdiction to join City of Peterborough Trustees Kitney and Wilfong as a member of the Accommodation Review Committee for Adam Scott Collegiate Vocational Institute and Intermediate School, Kenner Collegiate Vocational Institute and Intermediate School, Peterborough Collegiate and Vocational School, and Thomas A. Stewart Secondary School.

Don Blair
Superintendent on Special Assignment

W.R. (Rusty) Hick
Director of Education

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

POLICY STATEMENT

Section: Board and Community

• Goals

Policy Code: B-3.2

Policy: EQUITY, DIVERSITY AND INCLUSION

Page 1

1. Background

The Kawartha Pine Ridge District School Board values the contribution of all members of its diverse community to the achievement of its mission and goals.

The Board believes that excellence in education is founded on respect for the dignity and humanity of all individuals and the development of human potential, enabling individuals and groups to contribute fully within a diverse society. The education system's continuous improvement requires the creation and maintenance of safe, fair, nurturing, positive and respectful learning and working environments. Equity of opportunity and equity of access to the Board's programs, services and resources are central to educational excellence and effective human resource, business and administrative services, enabling us to achieve our potential as individuals, as an organization and as a society.

The Board recognizes, however, that various groups in our society have historically been treated inequitably. Unfair biases may have been expressed in various forms including prejudice, stereotyping, harassment, discrimination, exclusion, poisoned learning and working environments, and/or generally objectionable behaviour.

Individual and systemic biases may relate to the prohibited grounds of discrimination identified by the Ontario Human Rights Code. They may also relate to different aspects of cultural identity (eg. culture, linguistic origin, socio-economic status, nationality, gender).

It is the policy of the Kawartha Pine Ridge District School Board, therefore, to ensure that the principles of equity, valuing diversity and inclusion are integrated into our goals, policies, practices, structures, programs and institutional, individual and collective interactions such that they bolster the overall culture of the Board and its contribution to the communities it serves.

2. Principles of Equity, Valuing Diversity and Inclusion

Equity, valuing diversity and inclusion are related yet distinct concepts. They form the foundation for social justice and reflect values such as fairness, empathy, respect for the dignity of all humans, and accounting for the diverse needs, abilities, experiences, knowledge and contributions of people within our goals, policies, practices, structures, programs, actions and interactions.

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Board and Community

• **Goals**

Policy Code: B-3.2

Policy: EQUITY, DIVERSITY AND INCLUSION – continued

Page 2

Equity, valuing diversity and inclusion aim to correct the imbalance of power that has historically marginalized particular groups by respecting the dignity and humanity of all, supporting the development of human potential, and enabling groups and individuals to contribute fully to society.

The Board recognizes that groups that have historically been disadvantaged include, but are not limited to, Aboriginal, racial, ethnocultural and faith communities, women, persons with disabilities, lesbian, gay, two-spirited, bisexual and transgender people, as well as communities of lower socio-economic status. The Board also acknowledges that emergent biases, stereotypes and prejudices will have a discriminatory impact on other individuals and groups.

Equity encourages fairness by requiring that we recognize and strive to eliminate the unfair biases and prejudices that limit our individual and collective freedom. Practising equity involves proactively eradicating attitudes, actions, structures and systems that result in discrimination and exclusion. Diversity calls on us to value both ourselves and one another by respecting our unique qualities. We practise equity when we engage all members of society and esteem the contributions of groups and individuals.

3. Policy Objectives

It is the objective of this policy to require that all reasonable steps be taken to ensure that:

- 3.1 procedures are in place for infusing the principles of equity, valuing diversity and inclusion into all aspects of the system's function including the development, implementation and timely review of goals, policies, practices, structures, programs and institutional and individual interactions; and that mechanisms exist for assessing their effectiveness and for making changes where necessary.
- 3.2 informed, accountable leadership as well as financial and human resources are provided to support the work of staff, students, parents/guardians and community groups, and for staff development in promoting equity and inclusion in the school system.
- 3.3 the contributions of our diverse community of parents/guardians and community groups to our schools are valued and encouraged, and that parents/guardians and community groups are provided with equitable opportunities for working with staff and with each other for the benefit of all students.

KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

Section: Board and Community

- **Goals**

Policy Code: B-3.2

Policy: EQUITY, DIVERSITY AND INCLUSION – continued

Page 3

- 3.4 our school and professional development curricula accurately reflect and use the diversity of knowledge of all peoples as the basis for instruction; that it actively provides opportunities for all students, staff and trustees to understand the factors that cause inequity in society and to understand the similarities, differences and connections among different forms of discrimination; and that it helps students, staff and trustees to acquire the skills and knowledge to challenge unjust practices and to build positive human relationships among all members of society.
- 3.5 all students are provided with equitable opportunities to be successful in our system; that institutional barriers to success are identified and removed; and that all learners are provided with supports and reinforcements to develop their abilities and achieve their aspirations.
- 3.6 recruitment, selection, staffing, promotion, professional development, performance evaluations and retention practices are fair and equitable; that employees enjoy opportunities for advancement and support for professional development; and that their skills and knowledge are valued and used appropriately.
- 3.7 students, employees, parents/guardians and community partners are provided with effective procedures for communicating and resolving concerns and/or complaints that may arise from experiences of unfair or inequitable treatment within the system.

4. Application

The Kawartha Pine Ridge District School Board expects this policy to be observed by all persons in schools, workplaces and meeting places associated with the Board. This applies to all persons on Board premises, persons working on Board-related business, whether on or off Board premises, and persons involved with Board-sponsored programs at other premises. This includes students, staff, trustees, parents/guardians, volunteers, visitors, suppliers, service providers, corporate partners and community agencies.

5. Accountability

Mechanisms for guiding the implementation of this policy will be established over time. Such measures may include ongoing planning and evaluation processes, annual reporting, and constituting consultative stakeholder groups.

Established: March 23, 2000

Revision Dates: November 23, 2000
November 2004
October 23, 2008

Critical Path for Pupil Accommodation Review
Peterborough Secondary Schools

Report to Board Identifying Pupil Accommodation Review Dec. 16, 2010

****30 days****

Accommodation Review Committee (ARC) ****90 day consultation time frame****

1st ARC Meeting - Thomas A. Stewart S.S.	Feb. 3, 2011
2nd ARC Meeting - Kenner CVI	Feb. 28, 2011
3rd ARC Meeting - Adam Scott CVI	Apr. 7, 2011
4th ARC Meeting - Peterborough CVS	May 12, 2011

Final ARC Report	Posted on KPRDSB website	May 18, 2011
	Presented at Board Meeting	May 26, 2011

****60 calendar days****

Final Board Decision Sept. 29, 2011

******* Note: Winter, March and summer breaks including adjacent weekends may not be included.

ATTACHMENT "I"

**Accommodation Review Committee
Presenters' Package**

The Kawartha Pine Ridge District School Board values public input from students, parents, and stakeholders during Accommodation Review Committee (ARC) meetings. Your assistance in providing the following information as part of your request to present to the ARC is appreciated. Your written application should be brief and should adhere to the following format.

1. PURPOSE

Please provide one or two statements outlining the topic of your presentation.

2. RATIONALE

Provide background facts and information which will assist the ARC with understanding the issue.

3. PRESENTATION CONTENT

4. **AUTHORIZATION**

Presenter: _____

Telephone: _____

Address: _____

Fax: _____

E-mail: _____

In accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, I understand that this completed document may be printed with the public meeting agenda, posted to the Board's website and made available to the media.

Please note that the signature of the parent/guardian is required for all presenters under the age of 18.

Signature: _____

Title: _____

I am speaking as an individual _____

OR

I am speaking on behalf of : _____
Name of Organization

5. **APPENDICES**

Please provide any attachment to which you have referred in your report and which you would like the ARC to consider. These may include charts, tables, forms, lists or supporting documents.

Please return your completed Presenters' Package to:

Cheryl Gzik, Administrative Assistant
Kawartha Pine Ridge District School Board
P.O. Box 719
1994 Fisher Drive
Peterborough Ontario K9J 7A1
Fax 705-742-7281
E-mail cheryl_gzik@kprdsb.ca.

ATTACHMENT “H” Accommodation Review Committee Public Input

Delegations are invited to present at Accommodation Review Committee meetings to share a point of view, to submit recommendations or to request consideration of a matter of concern in one of two ways:

1. **Pre-arranged delegations** are granted up to **ten minutes** for presentation.
 2. **Unannounced delegations** may be allowed up to **three minutes** to make a presentation. Any printed brief or notes will be distributed at the meeting.
-

Pre-arranged Delegations

1. Delegations shall **apply in writing** to the Chairperson of the Accommodation Review Committee (ARC) at least **one week prior** to the ARC meeting, indicating:
 - i) the name of the individual, or the organization, or the interested parties to be represented;
 - ii) the name(s) and contact information of those making the presentation (maximum two) and their position(s) within the organization;
 - iii) the authority by which the presentation is being made if representing an organization;
 - iv) an outline of the matter which is to be addressed and the specific action requested of the ARC.
2. The above-noted information, provided by the delegation, will be available to the public through:
 - i) inclusion in the Agenda;
 - ii) posting on the Board's website.
3. Additional materials being submitted to committee members which are not required to provide an outline of the issue will be the responsibility of the delegation.

ATTACHMENT “H”
Accommodation Review Committee
Public Input

4. The Committee will **not** hear in open session presentations on personnel matters that may conflict with the rights of staff or student matters that may conflict with the rights of students under the **Municipal Freedom of Information and Protection of Privacy Act**, or personnel, property and/or legal matters that may jeopardize negotiations and are considered in-camera matters under the Education Act.
5. If the delegation presentation violates the protection of privacy, protection of students' records, or constitutes a complaint of specific employees, the Chairperson will interrupt and may direct that the presentation be ended.
6. Delegates are required to identify themselves before their presentations. Subject to the rules of the meeting, the delegate(s) shall be permitted to make the presentation without interruption.
7. Presentation materials, in addition to the outline published in the agenda support materials, may be distributed during the presentation by the delegation.
8. Following the presentation, the Chairperson will ask the members of the Committee if there are any points which they wish clarified.
9. At no time during the meeting of the Committee will committee members engage in a discussion with the spokesperson or any member of the delegation, except to clarify a point made in the presentation.
10. To assist in clarifying points raised by committee members, the spokesperson(s) of a delegation may, with the permission of the Chairperson, call upon any other members of their delegation to answer the question.
11. As soon as the Chairperson is satisfied that all points have been clarified, the Chairperson will close the presentation and thank the spokesperson(s).
12. The time allocated to pre-arranged public input shall be limited to a one hour time period unless extended by a Committee motion.
13. The time allocated to unannounced public input shall be limited to a forty-five minute period unless extended by a Committee motion.
14. The Chairperson may, with the Committee's permission, alter the order of the presentations to facilitate delegations on the same topic to be heard

ATTACHMENT “H”
Accommodation Review Committee
Public Input

consecutively.

15. The Chairperson has the discretionary power to request delegations on the same topic to limit their presentations to new information on the same issue.

ATTACHMENT "B"

**Kawartha Pine Ridge District School Board
Data Collection Report**

Data Element/Questions about the School

School: Adam Scott Collegiate Vocational Institute

1. GENERAL DATA

Collected as of: November 2010

School name: *Adam Scott Collegiate Vocational Institute*
 School address: *175 Langton Street, Peterborough, ON K9H 6K3*
 Municipality: *Peterborough*
 Date established (include dates of additions): *1960 (Additions: 1971)*
 Is this school defined as a "rural school"? - *No*
 School Facility Inventory System (SFIS) Number: *5193*
 Type of school: *Secondary*
 Grades served: *Grade 7 - 12*

Student Enrolment Data**PAST - SECONDARY**

	<u>2000/01</u>	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04</u>	<u>2004/05</u>	<u>2005/06</u>	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>
FTE (Oct)	1028.75	980.25	948.75	895.50	865.75	825.03	801.53	782.59	772.56	795.00
ADE	1003.38	948.13	936.13	864.25	848.89	795.82	783.50	760.20	765.57	777.25

PAST - ELEMENTARY

	<u>2000/01</u>	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04</u>	<u>2004/05</u>	<u>2005/06</u>	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>
FTE (Oct)	188.0	193.5	192.0	188.5	179.0	188.0	184.0	202.5	222.0	222.0

PRESENT - SECONDARY2010/11

FTE (Oct) 808.5

PRESENT - ELEMENTARY2010/11

FTE (Oct) 201.0

PROJECTED - SECONDARY2010/112011/122012/132013/142014/15

FTE 763.28 797.12 831.90 869.50 901.46

PROJECTED - ELEMENTARY2010/112011/122012/132013/142014/15

FTE 200.0 197.0 230.0 213.0 189.0

On-the-Ground Capacity: *1242 (1017 Secondary + 225 Elementary)*Total number of portable units on school site: *None*Acreage: *6.07 hectares*

ATTACHMENT "B"

Data Collection Report

Page 2

School: **Adam Scott Collegiate Vocational Institute**

Collected as of: November 2010

2A. PROGRAM DATA - ELEMENTARY

Does the school have a dedicated Instrumental Music Program?

Instrumental music and guitar

Does the school offer broad-based technology programming?

Integrated technology classroom and food labs.

What specialized programs are offered at the school?

*French Immersion***2B. PROGRAM DATA - SECONDARY**

Does the school have dedicated program space for speciality programs?

*French Immersion classrooms**Learning & Life Skills (LLS) Classrooms (4), time-out rooms (3)**Daily Physical Activity Room**Weight room**Music Room**Drama Room**Foods Rooms**Technology Rooms (8)**Art Studios (2) - digital kiln**Darkroom**7 Science Labs (including perimeter Chemistry Lab)**Digital Recording Studio**5 Computer Labs*

What specialized programs are offered at the school?

*French Immersion**Specialist High Skills Major (SHSM) in Health and Wellness**Outdoor Education Leadership package courses**Dual Credit Programs with Fleming College (Welding, Computer Network Engineering Technology, Introduction to Marketing, Health and Wellness)**Technology Programs (Automotive, Small Engines, Construction, Technical Design), Yearbook Photography**Fashion Certificate Program**Learning and Life Skills (LLS)**Instrumental music**Guitar*

What range of programs are offered at the school?

*Locally Developed/Workplace, Academic/University, Applied/College**Learning & Life Skills*

ATTACHMENT "B"

Data Collection Report

Page 3

School: **Adam Scott Collegiate Vocational Institute**

Collected as of: November 2010

*E-learning**Ontario Youth Apprenticeship Program**GLN and GLD (at risk co-op > alternative programming)**Music (instrumental, jazz, guitar and vocal)**Visual Arts (pottery, ceramics, sculpture, textiles, etching, stained glass, photography)*

How available are co-op work sites for students?

*All easily accessed - within walking distance and/or bus routes***3A. FACILITIES DATA - ELEMENTARY**Number of classrooms in the school - *9 + 2 Special Education*Does the school have a library/resource centre? *Yes*Does the school have a gymnasium? *Yes*Does the school have a general purpose room? *Yes*Does the school have hard surfaced outdoor play area(s)? *Yes*Does the school have a playing field? *Yes*Does the school have at least one dedicated science room? *Yes*How many science rooms are in the school? *1 intermediate (7 secondary)*Does the school have an instrumental music room? *Yes*Does the school have dedicated Resource Withdrawal space? *Yes*Does the school have a dedicated auditorium? *Yes*

What specialized facilities are provided at the school?

*Music Room**2 Gyms**Weight and Fitness Room**Auditorium**Technology Rooms**Food Rooms**Sewing Room***3B. FACILITIES DATA - SECONDARY**Number of classrooms in the school - *47 + 3 Special Education*Does the school have a library/resource centre? *Yes*

Does the school have flexible space for students?

*Daily Physical Activity Room**Foyer**Cafeteria**Library*Does the school have a dedicated auditorium? *Yes***3C. FACILITIES DATA - ELEMENTARY AND SECONDARY**Desirability of the building for re-use? *Low*

ATTACHMENT "B"

Data Collection Report

Page 4

School: **Adam Scott Collegiate Vocational Institute**

Collected as of: November 2010

Desirability of the site for redevelopment? *High*

Was the school designed to easily accommodate an addition? *No*

Does the building design present difficulties for expansion? *Yes*

Does the school catchment area offer the potential for new urban growth under Provincial Land Use Policy? *Yes*

Are there sufficient parking spaces on-site today for staff and pupils? Can parking be expanded on the site? *Yes/Yes*

Is there sufficient school bus lay-by area? Does the site allow for an expanded school bus lay-by area? *Yes/Possibly*

Will the zoning on the site allow for school building and parking expansion without amendment? *Site plan agreement required.*

Does the site meet contemporary Board requirements? (Site area, configuration, topography) *Yes*

Is the surrounding land use context still suitable for a school site? *Yes*

4. TRANSPORTATION DATA - ELEMENTARY AND SECONDARY

What percentage of the students are bussed to school? - *57%*

Longest bus ride to school (minutes) - *101 minutes*

Shortest bus ride to school (minutes) - *3 minutes*

Average bus ride to school (minutes) - *25.69 minutes*

Is public transportation available to all/part of the catchment area being reviewed? - *Yes*

5A. STAFFING DATA - ELEMENTARY

Does the school have a full-time principal?
No. Full-time principal is listed under Staffing Data - Secondary, because Principal is classified as a Secondary Principal

Number of vice-principals at the school (Full Time Equivalent [FTE]) - *1.0*

Number of secretaries at the school (FTE) - *1.0*

Number of teachers at the school (FTE) - *11.5*

Number of volunteers - *30 registered*

Number of educational assistants at the school (FTE) - *1.0*

Number of custodial staff at the school (FTE) - *0.0*
Nine custodians are listed under Secondary Staffing Data, as they are classified as secondary custodians.

Total number of employees at the school site (FTE) - *14.5*

5B. STAFFING DATA - SECONDARY

What is the Full Time Equivalent (FTE) of the Principal: - *1.0*

Number of vice-principals at the school (Full Time Equivalent [FTE]): - *1.0*

Number of secretaries at the school (FTE) - *4.0*

ATTACHMENT "B"

Data Collection Report

Page 5

School: **Adam Scott Collegiate Vocational Institute**

Collected as of: November 2010

Number of teachers at the school (FTE) - 54.662
 Number of volunteers - 11
 Number of educational assistants at the school (FTE) (current) - 15.0
 Number of custodial staff at the school (FTE) - 9.0
 Total number of employees at the school site (FTE) - 84.662

6. COMMUNITY USE DATA - ELEMENTARY AND SECONDARY

Is the school the only public school within the community? *No*
 Is there another school in the community? *Yes*
 Is the school building used regularly by community groups? *Yes*
43 user groups; 564 bookings
 Is this the only facility in the vicinity that could be used by community groups? *No*
 Are the school's grounds used regularly by community groups? *Yes.*
 Is this the only playing field in the vicinity that could be used by community groups? *No*
 Is the school a partner in other government initiatives within the community? *Yes*
Please specify. Ontario Youth Apprenticeship Program (OYAP)
 Are there training opportunities for students with local employers?
LLS placements.
Co-op placements
OYAP
GLD, GLN & SHSM placements
Fairhaven partnership programs.
 Is the school involved in other partnership arrangements with local employers?
SHSM arrangements (Peterborough Regional Health centre, Fairhaven, Fleming Nursing, Health Unit).
 Is the school involved in other partnership arrangements with local agencies, groups, colleges, universities, etc.?
Dual Credits, SHSM,
 Is there potential to build new partnerships? *Yes*

7. COMPARATIVE DATA

How many pupil spaces are there at other schools in the same review area as the school? - 3360

8. BARRIER FREE ACCESS

Assessment of the accessibility of the facility for individuals with disabilities:
Wheelchair access to entire first floor including washroom facilities, auditoriums, gyms & cafeteria. The second floor has assisted access via stair lift. One new science lab is equipped with adjustable lab bench to accommodate wheelchair - other labs/and or rooms have been modified or equipment is transferable.

ATTACHMENT "B"

Data Collection Report

Page 6

School: **Adam Scott Collegiate Vocational Institute**

Collected as of: November 2010

*Available portable lift that can be used to transport wheelchairs up stairs.
Automatic doors, handicapped parking spaces clearly defined marked, signage clearly visible, specialized ramp access to the music room and the lower cafeteria.
All stairwells "yellow taped" and marked for the visually impaired.*

Describe access relative to assisted or independent access. Is the school barrier free?

For the most part the school is barrier free. The main front door entrance is the only door that is not accessible to a wheelchair, however all of the rear and side entrances are accessible. Exceptions to wheelchair access are upper weight room off of the small gym, co-op office and galley classrooms in shops.

9. FINANCIAL DATA

What is the replacement cost of the school? *\$24.1 million*

What is the Facilities Condition Index (FCI) for the school? *73.73% (2003)*

What are the total grants provided for the school? *Based on student enrolment.*

What are the total expenditures for the school? *\$923,364*

What is the net difference between revenues and expenditures?

What is the estimated cost to bus all pupils (in average cost per pupil)? *\$1,178.71*

Can the estimated pupil busing costs be reduced through the use of public transit for some/all pupils?

Yes. 30 day pass @ \$42.50/month (\$42.50/month X 10 months = \$425.00/year)

10. SCHOOL SPECIFIC DATA - ELEMENTARY AND SECONDARY

Other comments:

Partnership in the cafeteria with Chartwells Food Services

Green Space and Parking

Shed on the main field with Hydro

Technical Storage Shed and Tech staging areas.

ATTACHMENT "C"

**Kawartha Pine Ridge District School Board
Data Collection Report**

Data Element/Questions about the School**School: Kenner Collegiate Vocational Institute****1. GENERAL DATA****Collected as of: November 2010**

School name: *Kenner Collegiate Vocational Institute*
 School address: *633 Monaghan Road South, Peterborough, ON K9J 5J2*
 Municipality: *Peterborough*
 Date established (include dates of additions): *1952 (Additions: 1957, 1964, 1966, 1971)*
 Is this school defined as a "rural school"? *No*
 School Facility Inventory System (SFIS) Number: *5586*
 Type of school: *Secondary*
 Grades served: *Grade 7 - 12*

Student Enrolment Data:**PAST - SECONDARY**

	<u>2000/01</u>	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04</u>	<u>2004/05</u>	<u>2005/06</u>	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>
FTE (Oct)	859.25	888.50	832.50	807.25	855.75	851.75	791.50	741.75	714.27	721.00
ADE	857.63	860.25	810.00	789.25	833.00	812.50	763.25	714.00	696.89	707.88

PAST - ELEMENTARY

	<u>2000/01</u>	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04</u>	<u>2004/05</u>	<u>2005/06</u>	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>
FTE (Oct)				322.0	322.0	291.5	260.0	250.5	249.0	249.5

PRESENT - SECONDARY 2010/11

FTE (Oct) 686.50

PRESENT - ELEMENTARY 2010/11

FTE (Oct) 235.0

PROJECTED - SECONDARY 2010/11 2011/12 2012/13 2013/14 2014/15

FTE 701.00 644.27 610.58 552.93 477.27

PROJECTED - ELEMENTARY 2010/11 2011/12 2012/13 2013/14 2014/15

FTE 242.0 233.0 196.0 191.0 212.0

On-the-Ground Capacity: *1224 (918 Secondary + 306 Elementary)*Total number of portable units on school site: *0*Acreage: *7.13 hectares*

ATTACHMENT "C"

Data Collection Report

Page 2

School: **Kenner Collegiate Vocational Institute**

Collected as of: Nov. 2010

2A. PROGRAM DATA - ELEMENTARY

Does the school have a dedicated Instrumental Music Program? Yes

Does the school offer broad-based technology programming? No

What specialized programs are offered at the school?

*Learning & Life Skills (LLS)***2B. PROGRAM DATA - SECONDARY**

Does the school have dedicated program space for speciality programs?

*LLS Classrooms (6), time -out rooms (3)**Drama Room**Dance Studio**Weight Room**Dark Rooms (2)**Hairstyling**Greenhouse**Art Studio with kiln**Industrial Kitchen - 2 kitchens within a multiple classroom**Recording Studio**Chemistry Labs/ 5 Science Rooms**Construction Technology Workshop**Transportation Technology Workshop**Manufacturing Technology Workshop**Small Engines Technology Workshop**Communications Technology Classroom**Music Room**Fashion (sewing) room*

What specialized programs are offered at the school?

*Specialist High Skills Majors (Construction, Hospitality, Horticulture, Transportation)**International Baccalaureate (note: IB is location specific)**LLS**Instrumental Music**Hairstyling**Photography**Dual Credits*

What range of programs are offered at the school?

*Learning & Life Skills**Locally Developed/Workplace, Academic/University, Applied/College**International Baccalaureate*

ATTACHMENT "C"

Data Collection Report

Page 3

School: **Kenner Collegiate Vocational Institute**

Collected as of: Nov. 2010

*Music (instrumental, guitar, vocal)**Visual Arts (pottery, photography)*

How available are co-op work sites for students?

*Excellent availability.***3A. FACILITIES DATA - ELEMENTARY**Number of classrooms in the school - *12 + 3 Special Education*Does the school have a library/resource centre? *Yes*Does the school have a gymnasium? *Yes*Does the school have a general purpose room? *Gymnasium and Pod (is an auditorium and serves as a dance studio)*Does the school have hard surfaced outdoor play area(s)? *Yes*Does the school have a playing field? *Yes*Does the school have at least one dedicated science room? *Yes*How many science rooms are in the school? *Two*Does the school have an instrumental music room? *Yes*Does the school have dedicated Resource Withdrawal space? *Yes*Does the school have a dedicated auditorium? *Yes*

What specialized facilities are provided at the school?

*Music Room**Auditorium (POD)**Music Room**Gymnasium**LLS classroom**Time-out Room**Computer Lab**Full Kitchen***3B. FACILITIES DATA - SECONDARY**Number of classrooms in the school? *42 + 5 Special Education*Does the school have a library/resource centre? *Yes*Does the school have flexible space for students? *Yes*Does the school have a dedicated auditorium? *Yes***3C. FACILITIES DATA**Desirability of the building for re-use? *Limited*Desirability of the site for redevelopment? *High*Was the school designed to easily accommodate an addition? *Yes*Does the building design present difficulties for expansion? *No*

ATTACHMENT "C"

Data Collection Report

Page 4

School: **Kenner Collegiate Vocational Institute**

Collected as of: Nov. 2010

Does the school catchment area offer the potential for new urban growth under Provincial Land Use Policy? *Yes*

Are there sufficient parking spaces on-site today for staff and pupils? Can parking be expanded on the site? *No/Possibly*

Is there sufficient school bus lay-by area? Does the site allow for an expanded school bus lay-by area? *On street.*

Will the zoning on the site allow for school building and parking expansion without amendment? *Site plan agreement necessary*

Does the site meet contemporary Board requirements? (Site area, configuration, topography) *Yes*

Is the surrounding land use context still suitable for a school site? *Yes*

4. TRANSPORTATION DATA - ELEMENTARY AND SECONDARY

What percentage of the students are bussed to school? *48%*

Longest bus ride to school (minutes) *103 minutes*

Shortest bus ride to school (minutes) *1 minute*

Average bus ride to school (minutes) *16.81 minutes*

Is public transportation available to all/part of the catchment area being reviewed? *Yes*

5A. STAFFING DATA - ELEMENTARY

Does the school have a full-time principal?
No. (Full-time principal is listed under Staffing Data - Secondary, because Principal is classified as a Secondary Principal)

Number of vice-principals at the school (Full Time Equivalent [FTE]) - *1.0*

Number of secretaries at the school (FTE) - *1.0*

Number of teachers at the school (FTE) - *14.09*

Number of volunteers - *12*

Number of educational assistants at the school (FTE) (current) - *8.0*

Number of custodial staff at the school (FTE) - *0.0*
9.5 custodians are listed under Secondary Staffing Data, as they are classified as secondary custodians.

Total number of employees at the school site (FTE) - *23.09*

5B. STAFFING DATA - SECONDARY

What is the Full Time Equivalent (FTE) of the Principal for Secondary programming?
1.0

Number of vice-principals at the school (Full Time Equivalent [FTE]) - *1.0*

Number of secretaries at the school (FTE) - *4.5*

Number of teachers at the school (FTE) - *49.996*

Number of volunteers - *2*

ATTACHMENT "C"

Data Collection Report

Page 5

School: **Kenner Collegiate Vocational Institute**

Collected as of: Nov. 2010

Number of educational assistants at the school (FTE) (current) - 17.0

Number of custodial staff at the school (FTE) - 9.5

Total number of employees at the school site (FTE) - 82.996

6A. COMMUNITY USE DATA

Is the school the only public school within the community? <i>No</i>
--

Is there another school in the community? <i>Yes</i>
--

Is the school building used regularly by community groups?
--

37 user groups; 715 bookings

Is this the only facility in the vicinity that could be used by community groups? <i>No</i>

Are the school's grounds used regularly by community groups? <i>Yes</i>

13 user groups; 13 bookings

Is this the only playing field in the vicinity that could be used by community groups?
--

Yes

Is the school a partner in other government initiatives within the community? <i>Yes</i>
--

Please specify.

YWCA After School Program

Sir Sanford Fleming College

Health Unit

Community Living

Peterborough Youth Services

Alternatives

Heads Up for Inclusion

Are there training opportunities for students with local employers? <i>Yes</i>
--

Is the school involved in other partnership arrangements with local employers? <i>Yes</i>

Please specify. *Dual Credit*

Is the school involved in other partnership arrangements with local agencies, groups, colleges, universities, etc.? <i>Yes</i>
--

YWCA

Kinark

Is there potential to build new partnerships? <i>Yes</i>
--

7. COMPARATIVE DATA

How many pupil spaces are there at other schools in the same review area as the school? <i>3378</i>

8. BARRIER FREE ACCESS

Assessment of the accessibility of the facility for individuals with disabilities:
--

Elevator, ramps in halls

ATTACHMENT "C"

Data Collection Report

Page 6

School: **Kenner Collegiate Vocational Institute**

Collected as of: Nov. 2010

Describe access relative to assisted or independent access. Is the school barrier free?

Yes

9. FINANCIAL DATAWhat is the replacement cost of the school? *\$18.7 million*What is the Facilities Condition Index (FCI) for the school? *44.57% (2003)*What are the total grants provided for the school? *Based on student enrolment.*What are the total expenditures for the school? *\$1,382,630*What is the net difference between revenues and expenditures? *TBD*What is the estimated cost to bus all pupils (in average cost per pupil)? *\$1,208.43*

Can the estimated pupil busing costs be reduced through the use of public transit for some/all pupils?

*Yes. 30 day pass @ \$42.50/month (\$42.50/month X 10 months = \$425.00/year)***10. SCHOOL SPECIFIC DATA**

Other comments:

School is open every weekend for community use.

ATTACHMENT "D"

**Kawartha Pine Ridge District School Board
Data Collection Report**

Data Element/Questions about the School

School: Peterborough Collegiate and Vocational School

1. GENERAL DATA

Collected as of: November 2010

School name: *Peterborough Collegiate and Vocational School*
 School address: *201 McDonnell Street, Peterborough, ON K9H 2W1*
 Municipality: *Peterborough*
 Date established (include dates of additions): *1907 (Additions: 1927, 1947, 1964, 1965, 1968)*
 Is this school defined as a "rural school"? *No*
 School Facility Inventory System (SFIS) Number: *5454*
 Type of school: *Secondary*
 Grades served: *Grade 9 - 12*

Student Enrolment Data:**PAST**

	<u>2000/01</u>	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04</u>	<u>2004/05</u>	<u>2005/06</u>	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>
FTE (Oct)	980.10	975.00	978.00	938.50	920.50	948.00	931.75	892.50	887.00	834.25
ADE	972.68	965.13	952.38	905.32	902.00	914.75	898.25	873.63	858.38	814.25

PRESENT

	<u>2010/11</u>
FTE (Sept 30)	848.75
ADE	848.75

PROJECTED

	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>
FTE	822.50	706.13	651.34	589.38	538.62

On-the-Ground Capacity: *846*

Total number of portable units on school site: *0*

Acreage: *1.26 hectares*

2B. PROGRAM DATA

Does the school have dedicated program space for speciality programs?

Dance Studio (with sound and lighting)

Art Studios (2) and kiln

Darkroom

Drama Classrooms (2)

Wood Shop

Mac Lab

5 Science Labs (including perimeter Chemistry Lab)

ATTACHMENT "D"

Data Collection Report

Page 2

School: **Peterborough Collegiate and Vocational School**

Collected as of: November 2010

*Recording and Editing Studio**Music Room*

What specialized programs are offered at the school?

*Integrated Arts: Dance, Drama, Instrumental Music, Visual Arts**Specialized High Skills Major (SHSM): Arts & Culture**Renewable Energy and Conservation**Technical Theatre (Sound and Lighting, Costume Design and Construction, Set Design and Construction)**Healthy Active Living**Canada World Studies: Model United Nations**International Business (articulation agreement with Sir Sanford Fleming College)**Learning & Life Skills (LLS)**English Language Learners (ELL) Magnet School**Guitar**Pre Co-op World of Work*

What range of programs are offered at the school?

*Locally Developed/Workplace, Academic/University, Applied/College**LLS**ELL**Carriage House Alternative Learning Facility**Construction Technology*

How available are co-op work sites for students?

*The downtown location of the school provides ample work sites for students with easy access. The school is located on public transit routes and students can access city buses for work placement.***3B. FACILITIES DATA**Number of classrooms in the school? *37 + 6 Special Education*Does the school have a library/resource centre? *Yes*Does the school have flexible space for students? *Yes*Does the school have a dedicated auditorium? *Yes*Desirability of the building for re-use: *Limited*Desirability of the site for redevelopment: *Good*Was the school designed to easily accommodate an addition? *No*Does the building design present difficulties for expansion? *Yes*Does the school catchment area offer the potential for new urban growth under Provincial Land Use Policy? *Yes*

ATTACHMENT "D"

Data Collection Report

Page 3

School: **Peterborough Collegiate and Vocational School**

Collected as of: November 2010

Are there sufficient parking spaces on-site today for staff and pupils? Can parking be expanded on the site? *No/No*

Is there sufficient school bus lay-by area? Does the site allow for an expanded school bus lay-by area? *On street*

Will the zoning on the site allow for a school building and parking expansion without amendment? *Site plan agreement needed*

Does the site meet contemporary Board Requirements? (Site area, configuration, topography) *No*

Is the surrounding land use context still suitable for a school site? *No*

4. TRANSPORTATION DATA

What percentage of the students are bussed to school? *31%*

Longest bus ride to school (minutes) *99 minutes*

Shortest bus ride to school (minutes) *3 minutes*

Average bus ride to school (minutes) *31.38 minutes*

Is public transportation available to all/part of the catchment area being reviewed? *Yes*

5B. STAFFING DATA

What is the Full Time Equivalent (FTE) of the Principal for Secondary programming? - *1.0*

Number of vice-principals at the school (Full Time Equivalent [FTE]) - *1.0*

Number of secretaries at the school (FTE) - *4.5*

Number of teachers at the school (FTE) - *51.999*

Number of volunteers: - *28 to 35 yearly*

Number of educational assistants at the school (FTE) (current) - *4.0*

Number of custodial staff at the school (FTE) - *5.2625*

Total number of employees at the school site (FTE) - *67.7615*

6B. COMMUNITY USE DATA

Is the school the only public school within the community? *No*

Is there another school in the community? *Yes*

Is the school building used regularly by community groups?

56 user groups; 650 bookings

Is this the only facility in the vicinity that could be used by community groups? *No*

Are the school's grounds used regularly by community groups? *No playing field*

Is this the only playing field in the vicinity that could be used by community groups?

N/A

Is the school a partner in other government initiatives within the community? *Yes*

Youth Emergency Shelter - The Carriage House

ATTACHMENT "D"

Data Collection Report

Page 4

School: **Peterborough Collegiate and Vocational School**

Collected as of: November 2010

Peterborough County and City Health Unit

Are there training opportunities for students with local employers? Yes

*Showplace Theatre**Peterborough Square**Dreams and Bean**Immovable Feast**Crop Circle**The Wolf FM*

Is the school involved in other partnership arrangements with local employers? Yes

*Showplace Theatre**Peterborough Symphony Orchestra**Re-Frame Film Festival*

Is the school involved in any partnership arrangement with local agencies, groups, colleges, universities, etc.? Yes

*Sir Sandford Fleming College**New Canadian Centre**Peterborough Aids Resource Network**Community Opportunities and Innovation Network**Alternative Access**Forecast**Peterborough Youth Services*

Is there potential to build new partnerships? Yes

*Ministry of Natural Resources**City of Peterborough**Peterborough Lakefield Community Police***7. COMPARATIVE DATA**

How many pupil spaces are there at other schools in the same review area as the school? 3756

8. BARRIER FREE ACCESS

Assessment of the accessibility of the facility for individuals with disabilities:

In recent renovations the bathrooms have been remodeled to be accessible. New chemistry lab is equipped with wheelchair work space.

Describe access relative to assisted or independent access. Is the school barrier free?

No

9. FINANCIAL DATA

What is the replacement cost of the school? \$17.2 million

ATTACHMENT "D"

Data Collection Report

Page 5

School: **Peterborough Collegiate and Vocational School**

Collected as of: November 2010

What is the Facilities Condition Index (FCI) for the school? *47.97% (2003)*
What are the total grants provided for the school? *Based on student enrolment.*
What are the total expenditures for the school? *\$696,811*
What is the net difference between revenues and expenditures?
What is the estimated cost to bus all pupils (in average cost per pupil)? *\$1,505.19*
Can the estimated pupil busing costs be reduced through the use of public transit for some/all pupils?
Yes. 30 day pass @\$50.00 / 190 day pass @ \$350.00

10. SCHOOL SPECIFIC DATA

Other comments:

The blend of the mainstream programs, with the Arts, the International Students (ELL), LLS and the Carriage House creates a culture of diversity and acceptance.

ATTACHMENT "E"

**Kawartha Pine Ridge District School Board
Data Collection Report**

Data Element/Questions about the School

School: Thomas A. Stewart Secondary School

1. GENERAL DATA

Collected as of: November 2010

School name: *Thomas A. Stewart Secondary School*
 School address: *1009 Armour Road North, Peterborough, ON K9H 7H2*
 Municipality: *Peterborough*
 Date established (include dates of additions): *1967 (Additions: None)*

Is this school defined as a "rural school"? *No*
 School Facility Inventory System (SFIS) Number: *5702*
 Type of school: *Secondary*
 Grades served: *Grade 9 - 12*

Student Enrolment Data:**PAST**

	<u>2000/01</u>	<u>2001/02</u>	<u>2002/03</u>	<u>2003/04</u>	<u>2004/05</u>	<u>2005/06</u>	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>
FTE (Oct)	1097.25	1131.30	1057.00	989.88	1064.07	977.00	894.75	880.00	822.00	763.75
ADE	1097.38	1110.77	1027.50	966.26	1030.99	936.50	880.88	850.50	796.25	731.38

PRESENT2010/11

FTE (Sept 30)	713.00
ADE	713.00

PROJECTED

	<u>2010/11</u>	<u>2011/12</u>	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>
FTE	689.02	581.54	533.60	451.54	385.69

On-the-Ground Capacity: *1290*
 Total number of portable units on school site: *0*
 Acreage: *13.33 hectares*

2B. PROGRAM DATA

Does the school have dedicated program space for speciality programs? **Yes**

Art Studios (2)
Drama Studio
Learning & Life Skills (LLS) Classrooms (3), time-out room
Darkroom
Music Room
2 computer science rooms
foods room

ATTACHMENT "E"

Data Collection Report

Page 2

School: **Thomas A. Stewart Secondary School**

Collected as of: November 2010

*Hospitality Room**Boat House**5 science labs*

What specialized programs are offered at the school?

*Integrated Leadership Program (4 credit program, combining Biology, English, Leadership and Physical Education credits)**Dual Credit Program with Sir Sandford Fleming College (Landscaping, Art)**Photography**Specialist High Skills Majors (Arts & Culture, Landscape & Horticulture)**Technology Programs (Construction, Welding, Transportation, Small Engines, Manufacturing, Horticulture)**Hospitality**Foods**Photography**International Business**Native Studies**Guitar*

What range of programs are offered at the school?

*Locally Developed/Workplace, Academic/University, Applied/College Learning & Life Skills**Music (instrumental, guitar and vocal)**Ontario Youth Apprentice Program (OYAP)*

How available are co-op work sites for students?

*Co Op work sites are very available on the city bus system. Also able to access many rural placements within the catchment area (Keene, Omemee, Stewart Hall etc.) as students live in the area.***3B. FACILITIES DATA**Number of classrooms in the school? *59 + 5 Spec. Ed.*Does the school have a library/resource centre? *Yes*Does the school have flexible space for students? *Yes**Auditorium seats 800 and can be divided into 3 spaces with moving walls**South Wing Cafeteria seats approximately 200 and can be rearranged to do presentations etc. Large Gym has a folding wall to divide into 2.*Does the school have a dedicated auditorium? *Yes*Desirability of the building for re-use: *Limited*Desirability of the site for redevelopment: *Good*Was the school designed to easily accommodate an addition? *No*Does the building design present difficulties for expansion? *Yes*

ATTACHMENT "E"

Data Collection Report

Page 3

School: **Thomas A. Stewart Secondary School**

Collected as of: November 2010

Does the school catchment area offer the potential for new urban growth under Provincial Land Use Policy? *Yes*

Are there sufficient parking spaces on-site today for staff and pupils? Can parking be expanded on the site? *Yes/Possibly*

Is there sufficient school bus lay-by area? Does the site allow for an expanded school bus lay-by area? *Yes/Possibly*

Will the zoning on the site allow for a school building and parking expansion without amendment? *Site plan agreement needed*

Does the site meet contemporary Board Requirements? (Site area, configuration, topography) *Yes*

Is the surrounding land use context still suitable for a school site? *Yes*

4. TRANSPORTATION DATA

What percentage of the students are bussed to school? *55%*

Longest bus ride to school (minutes) *53 minutes*

Shortest bus ride to school (minutes) *3 minutes*

Average bus ride to school (minutes) *22.98 minutes*

Is public transportation available to all/part of the catchment area being reviewed? *Yes*

5B. STAFFING DATA

What is the Full Time Equivalent (FTE) of the Principal for Secondary programming? - *1.0*

Number of vice-principals at the school (Full Time Equivalent [FTE]) - *1.0*

Number of secretaries at the school (FTE) - *4.0*

Number of teachers at the school (FTE) - *47.831*

Number of volunteers - *TBD*

Number of educational assistants at the school (FTE) - *8.5*

Number of custodial staff at the school (FTE) - *11.0*

Total number of employees at the school site (FTE) - *73.33*

6B. COMMUNITY USE DATA

Is the school the only public school within the community? *No*

Is there another school in the community? *Yes*

Is the school building used regularly by community groups?
51 user groups; 873 bookings

Is this the only facility in the vicinity that could be used by community groups? *Yes*
Only school in the east of the city which has auditorium, big gyms and cafeteria space.

Are the school's grounds used regularly by community groups?
1 group, 8 bookings

ATTACHMENT "E"

Data Collection Report

Page 4

School: **Thomas A. Stewart Secondary School**

Collected as of: November 2010

Is this the only playing field in the vicinity that could be used by community groups?

Yes

Is the school a partner in other government initiatives within the community? Yes

Please specify.

Kinark Family and Child Services (Strive)

Mon Ami (2 Section 23 classes)

Hand In Hand (1 Section 23 class)

Are there training opportunities for students with local employers? Yes

Co-op (often including apprenticeship)

SHSM

Integrated Leadership

Is the school involved in other partnership arrangements with local employers? No

Is the school involved in any partnership arrangement with local agencies, groups, colleges, universities, etc.? Yes

Kinark

Peterborough Youth Services

Sir Sandford Fleming College

Is there potential to build new partnerships? Yes

7. COMPARATIVE DATA

How many pupil spaces are there at other schools in the same review area as the school? 3312

8. BARRIER FREE ACCESS

Assessment of the accessibility of the facility for individuals with disabilities:

Describe access relative to assisted or independent access.

A third floor in each wing is not accessible except by stairs. The library has a portable lift in place as it is a sunken room with steps needed to access 2 different levels. These lifts need a trained adult to operate. One can only access floors one and two by using outside ramps which is a challenge and sometimes not safe in the winter.

Is the school barrier free? No

ATTACHMENT "E"

Data Collection Report

Page 5

School: **Thomas A. Stewart Secondary School**

Collected as of: November 2010

9. FINANCIAL DATA

What is the replacement cost of the school? *\$26.2 million*

What is the Facilities Condition Index (FCI) for the school? *61.05% (2003)*

What are the total grants provided for the school? *Based on student enrolment.*

What are the total expenditures for the school? *\$1,636,511*

What is the net difference between revenues and expenditures?

What is the estimated cost to bus all pupils (in average cost per pupil)? *\$1,115.62*

Can the estimated pupil busing costs be reduced through the use of public transit for some/all pupils?

Yes. 30 day pass @ \$42.50/month (\$42.50/month X 10 months = \$425.00/year)

10. SCHOOL SPECIFIC DATA

Other comments:

Peterborough Secondary School Group Accommodation Profile

Page 1

Generic School Information Profile - Secondary

The following Generic School Valuation Profile has been developed for the Kawartha Pine Ridge District School Board (KPR) with input of key stakeholders including parents, school council members, students and staff. This framework has been designed in keeping with the Revised Pupil Accommodation Review Guideline provided by the Ministry of Education, June 2009

The generic framework will be used by each Accommodation Review Committee which is established to review a suggested school closure and/or consolidation. Each Accommodation Review Committee may customize the following profile to better reflect the community school(s) being reviewed. The same customized profile must be applied to each school being considered in the review.

Committee members will use the following categories and guiding questions to focus their discussions and deliberations on the accommodation review. During the public consultations, the committee will keep notes on the information and insights provided by stakeholders using the profile. Community members presenting to the committee may wish to use the following profile to guide their presentations.

Once the committee has duly weighed and considered the input against the established criteria of the profile, they will submit a summary report to the Director of Education and then to trustees. The trustees will then consider all information in order to make the final decision on any school closure and/or consolidation.

Information Key:

VS = Value to the Student

VC = Value to the Community and Impact to the Local Economy

VB = Value to Kawartha Pine Ridge District School Board

Peterborough Secondary School Group Accommodation Profile

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
<p>VS VB</p>	<p>1. Quality of the learning environment and range of programs/course offerings: a) Does the school organization offer students a range of programs which provide equitable learning opportunities that other students in KPR enjoy? Consider: Program offerings for instrumental music, speciality shops/high skills major programs (secondary), full gym program offered at the school, etc.</p> <p>b) Does the space/facility provide speciality rooms for program offerings? Consider: Is there a gym/multi-purpose room of adequate size, appropriate library space, computer lab, resource room, flexible space for support services/itinerant support staff/school council/student council, instrumental music space, up-to-date science lab/room, shops/technology rooms?</p>	<ul style="list-style-type: none"> • French Immersion • Learning and Life Skills • Specialist High Skills Major (Health and Wellness and Arts and Culture - 2011) • Technology Programs (Automotive, Small Engines, Construction, Technical Design) • Dual Credit Programs with Fleming College (Welding, Computer Network Engineering Technology, Integrated Tech, Introduction to Marketing, Health and Wellness) • Instrumental Music and guitar • Outdoor Education Leadership • Fashion Certificate Program • Yearbook • Photography • Personal Fitness • Full Family Studies program (9-12) - Cooking/Sewing/Design/Parenting <ul style="list-style-type: none"> • Drama Room • 2 Art Studios and kiln • Digital Recording Studio • Music Room • Darkroom • 2 large gymnasiums - Full balconies • Fitness room/Dance studio • Fully equipped weight room • 7 Science Labs (including perimeter Chemistry Lab) • Foods Room • Fashion Room 	<ul style="list-style-type: none"> • International Baccalaureate - only school with this program in Peterborough and surrounding area • Learning and Life Skills - only fully accessible school to support all clients in program - history of inclusion/acceptance • Specialist High Skills Majors (Construction, Hospitality, Horticulture, Transportation) • Technology Programs (Construction, Transportation, Manufacturing, Small Engines, Communication, Hairstyling) • Dual Credit Programs with Fleming College (Culinary) • Instrumental Music • Hairstyling - only KPR school in Peterborough to offer this - 1 of 3 in the Board • Photography • Drama • Dance • Vocal Music • Fitness • Physical and Healthy Living • Alternative Education at Kingswood • Gender specific English - Gr. 9 • Pilot for "Bump up Strategy" <ul style="list-style-type: none"> • Drama Room • Art Studio with Kiln • Recording Studio • Music Room • 2 Dark Rooms • Dance Studio • Auditorium - Multi-purpose (POD) • Weight Room • 5 Science Labs (including Chemistry Labs) plus 2 science labs in intermediate • 8 Technology Rooms 	<ul style="list-style-type: none"> • Integrated Arts: Dance, Drama, Instrumental Music, Visual Arts • Learning and Life Skills • English as a Second Language (English Language Learners) • Specialist High Skills Major Programs • International Business (articulation agreement with Fleming College) • Renewable Energy and Conservation • Health and Wellness • Technical Theatre (Sound and Lighting, Costume Design and Construction, Set Design and Construction) • Canada World Studies: Model United Nations • Healthy Active Living (2 gyms) • Pre Co-op World of Work <ul style="list-style-type: none"> • 2 Drama Classrooms • 2 Art Studios and kiln • Recording and Editing Studio • Instrumental/Vocal Music Room • Darkroom • Dance Studio (with sound and lighting) • 5 Science Labs (including perimeter Chemistry Lab) • Mac Lab • Wood Shop • Learning & Life Skills • Fashion/Costume Design Lab 	<ul style="list-style-type: none"> • Learning and Life Skills • Specialist High Skills Majors (Arts & Culture, Landscape & Horticulture) • Technology Programs (Construction, Welding, Transportation, Small Engines, Manufacturing, Horticulture, Hospitality) • Dual Credit Program with Fleming College (Landscaping, Art) • Integrated Leadership Program (Biology, English, Leadership and Physical Education) • International Business • Foods • Native Studies • Photography • Instrumental Music • Guitar • Vocal • Jazz • Ojibwe • Health for Life <ul style="list-style-type: none"> • Drama Studio • 2 Art Studios and kiln • Music Room • Darkroom • 5 Science Labs • 9 Technology Rooms • 2 Computer Labs • Foods room • Hospitality Room • Boat House • Greenhouse (2 full size, heated) • Learning & Life Skills (3 classrooms, 1 time-out room)

Peterborough Secondary School Group Accommodation Profile

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
	<p>b) Does the space/facility provide speciality rooms for program offerings? (Cont'd)</p> <p>c) Would moving to a new school community enhance the range of programs available and increase the learning opportunities for students?</p> <p>d) What are the number of students in multi-grade/level/subject classes?</p> <p>e) List the types of programs available at other schools in the area being considered as part of this review.</p>	<ul style="list-style-type: none"> • 7 Technology Rooms (Auto/Welding x 2, Woodshop/Construction x 2, Integrated Tech, Networking, Small Engines) • 5 Computer Labs • Learning & Life Skills (4 classrooms, 3 time-out rooms, 3 specialized washrooms) <ul style="list-style-type: none"> • Yes - Green Industries - the only thing we don't have is a greenhouse <ul style="list-style-type: none"> • 180 (many are Tech courses that are multi-streamed) <ul style="list-style-type: none"> • See 1.a) 	<ul style="list-style-type: none"> • 6 Computer Labs and Intermediate computer lab • Greenhouse • Hairstyling • Industrial Kitchen • Fashion Room • Learning and Life Skills (6 classrooms; 4 have full kitchens, 2 have partial kitchens, 3 time-out rooms) • Dedicated wrestling training area • Cafeteria • Library seminar room fully equipped with computer/smartboard/projector • Student Government (SAC) dedicated office and additional storage facility • 2 Conference rooms (Secondary) 1 Conference room (Elementary) • 2 therapy accessible washrooms and 1 private independent accessible washroom as well as accessible stalls in all other washrooms • 2 full-sized gyms <ul style="list-style-type: none"> • No <ul style="list-style-type: none"> • 571 <ul style="list-style-type: none"> • See 1.a) 	<ul style="list-style-type: none"> • Full library with computer lab • Workspace for Community Support Partners • Dedicated Special Education/Resource space <ul style="list-style-type: none"> • Yes...Technology, Green Industries <ul style="list-style-type: none"> • 140 <ul style="list-style-type: none"> • See 1.a) 	<ul style="list-style-type: none"> • Full Gym program • SST Room • Resource Room (PLC) • 2 level library • large room for leadership program with access to outdoors • river provides opportunity for canoeing, studies in science classes • space for support services from the community in Guidance <ul style="list-style-type: none"> • No (we have room to accommodate program such as dance) <ul style="list-style-type: none"> • 500 <ul style="list-style-type: none"> • See 1.a)

Peterborough Secondary School Group Accommodation Profile

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
	<p>f) How do students describe their school culture in relation to the Character Attributes? (identify two character attributes and give examples)</p>	<ul style="list-style-type: none"> • Respect - ASCVI respects individual needs of its student population by offering a full range of educational programming (full composite Tech. Program/ Learning and Life Skills/Academic and Applied/ Advanced Placement/Arts and Athletics). Students show respect to each other and to staff (anti-bullying groups, Learning Commons, ambassadors in the community). • Initiative - Staff and students take the initiative to create an environment that benefits all. Staff creates opportunities in their classrooms, in a multitude of extra-curricular activities and the community at large (i.e. Rugby and Rowing). Students get involved and stay involved and become contributing members to the community (i.e. Rock Choir and Earth Day). The community has partnered with the school to create student success (i.e. Fairhaven - Grandpals, Trent - SHSM and Athletics, Arbor Theatre - School Musicals, etc.) 	<ul style="list-style-type: none"> • Empathy - feel safe, accepted, included, respected for differences and diversity • Respect - high level of acceptance, trust between staff and students and all diversity within school and community 	<ul style="list-style-type: none"> • Respect and Integrity - The "PCVS Way" is built on the values of respect and integrity. At PCVS the culture focuses on the importance of contributing to the world, both locally and globally. It is about being kind, about making a difference and about making the world a better place for all. We have two sister schools, one at an Aids orphanage in Nyachiru Zimbabwe and the second in Sierra Leone. 	<ul style="list-style-type: none"> • As students of Thomas A. Stewart, we believe that the two character attributes that our school community embodies most are empathy and respect. Thomas A. Stewart is extremely inclusive and strives to provide a wide breadth of activities for everyone in the school. Not only is there a group of friends for everyone, there is also a strong, respectful relationship between staff and students which is unparalleled. The school community, along with its' alumni, help to build confidence and successful individuals at TASS who will go into the world with a complete education and whole understanding of what is fair and equitable.
VS VB	<p>2. Adequacy of the school's physical space to support student learning:</p> <p>a) Does the school provide students with a learning environment which is equivalent to most schools in the Board (eg. building versus portables, range of speciality rooms)?</p>	<ul style="list-style-type: none"> • No portables • Full range of specialty rooms except greenhouse • Good accessibility of built environment 	<ul style="list-style-type: none"> • No portables • Full range of specialty rooms • Excellent accessibility of built environment 	<ul style="list-style-type: none"> • No portables • Carriage House Alternative Learning Facility • Full range of Arts facilities • Limited technology rooms. • Full range of Gym facilities 	<ul style="list-style-type: none"> • No portables • Full range of specialty rooms • Limited accessibility to building

Peterborough Secondary School Group Accommodation Profile

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
<p>VS VB</p>	<p>3. Adequacy of the grounds supports healthy physical activity and co-curricular activities:</p> <p>a) Does the field area provide for adequate outdoor space for physical education, outdoor education activities for all students with all types of needs?</p> <p>b) Are there issues with the grounds which may limit the student use of the space?</p>	<ul style="list-style-type: none"> • Yes (6.07 hectares) • One field with track (recently upgraded with sprinkler system and fencing - approximately \$100,000), Church field, 2 baseball diamonds, lower field, front lawn field, Intermediate field with basketball courts and play area • No 	<ul style="list-style-type: none"> • Yes (7.13 hectares) • underground sprinkler systems • 3 full-sized fields (limited lighting) • bleachers • track with adjacent pole vault and long jump pit • 3 lighted tennis courts • 1 baseball diamond • 4-3 on 3 basketball courts • 2 storage sheds • No 	<ul style="list-style-type: none"> • No (1.26 hectares) • Nicholl's oval and Bonneworth parks provide full range of fields through an established community partnership that is mutually beneficial • Yes (see above) 	<ul style="list-style-type: none"> • Yes (13.33 hectares) • Needs some upgrading • No
<p>VS VB</p>	<p>4. Accessibility of the school for student and school community members with physical disabilities:</p> <p>a) Is the entire school barrier free for all students and school community members with physical disabilities (eg. wheelchair accessible to all program areas including washrooms)?</p> <p>NOTE: Barrier free is defined for this purpose as being independent access.</p>	<ul style="list-style-type: none"> • All doors are accessible except the main front door entrance • Exceptions to wheelchair access are upper weight room off of the small gym, co-op office and galley classrooms in some shops 	<ul style="list-style-type: none"> • School is barrier-free 	<ul style="list-style-type: none"> • School is <u>not</u> barrier free; however washroom facilities and chemistry lab were renovated to be assessable. 	<ul style="list-style-type: none"> • School is <u>not</u> barrier free • Third floor in each wing is not accessible except by stairs • Library has a portable lift in place as it is a sunken room with steps needed to access 2 different levels • second lift for music and upper gym and fitness area • A trained adult needed to operate lifts • Can only move between floors one and two by using outside ramps which is a challenge and sometimes not safe in the winter

Peterborough Secondary School Group Accommodation Profile

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
<p>VS VB</p>	<p>5. Proximity of the school to students/length of bus ride to school:</p> <p>a) Are most students able to access the school as walkers?</p> <p>b) Do most students ride a bus to access the school?</p> <p>c) Would students be required to be bussed to a new school setting?</p> <p>d) Is that bus ride within the standards set by Board Policy for the length of time most students spend on a bus?</p>	<ul style="list-style-type: none"> • 43% of students are walkers • 57% of students are bussed • Potentially • Yes 	<ul style="list-style-type: none"> • 52% of students are walkers • 48% of students are bussed • Potentially • Yes 	<ul style="list-style-type: none"> • 69% of students are walkers • 31% of students are bussed • Potentially • Yes 	<ul style="list-style-type: none"> • 45% of students are walkers • 55% of students are bussed • Potentially • Yes
<p>VS VB</p>	<p>6. Student outcomes at the school:</p> <p>a) Has the Board added additional resources to support student achievement at the school? Extent and cost?</p> <p>b) Are there ways the Board could enhance learning opportunities for students within a different school community (eg. provision of wider range of support services: educational assistants, child and youth workers, special education, literacy coach, speciality teachers)?</p> <p>c) Are the staff suitable in numbers to provide adequate department size?</p>	<ul style="list-style-type: none"> • Not outside of normal budget allocations • No (determined by student/program needs at each school) • 20% of the teachers teach in more than one department area (many by choice) 	<ul style="list-style-type: none"> • Not outside of normal budget allocations • No (determined by student/program needs at each school) • 44% of the teachers teach in more than one department area 	<ul style="list-style-type: none"> • Not outside of normal budget allocations. • No (determined by student/program needs at each school) • 25% of the teachers teach in more than one department area in keeping with teacher requests. No teacher is assigned to more than two departments. 	<ul style="list-style-type: none"> • Not outside of normal budget allocations. • No (determined by student/program needs at each school) • busing • 47% of the teachers teach in more than one department area

Peterborough Secondary School Group Accommodation Profile

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
VB	7. Condition of the school: a) Does the Board need to subsidize maintenance in the school(s) in order to ensure basic operational and maintenance functions?	<ul style="list-style-type: none"> No 	<ul style="list-style-type: none"> No 	<ul style="list-style-type: none"> No 	<ul style="list-style-type: none"> No
VS VB	8. Location of the school: a) Is the school located close to another public secondary school in the community/area? b) Is the proposed school community located in an area which is connected to students and families (eg. where families go to swim, play hockey/soccer/sports, work, shop)?	<ul style="list-style-type: none"> Yes Yes, the only school community that is currently growing 	<ul style="list-style-type: none"> Yes - to one of the 4 schools - relatively close to the others but not proportionately as the other 3 are to each other Kenner to PCVS - 4.3 km; Kenner to Adam Scott - 6.6 km; Kenner to TASS - 6.7 km; PCVS to Adam Scott - 2.4 km; PCVS to TASS - 2.6 km/ Adam Scott to TASS - 3.5 km (source Google maps) Yes - within close walking distance to YMCA, Morrow Park, Otonabee River, Grove Park, Landsdowne Place Shopping Centre, Evinrude Centre, Memorial Centre, Stacey Green Park, Peterborough Paper Converters soccer field, Newhall Park, Britton Carpet Field, Chapters, Costco as well as many other small businesses in immediate neighbourhoods 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> Yes

Peterborough Secondary School Group Accommodation Profile

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
VB	<p>9. Enrolment versus available space:</p> <p>a) Does the school meet Board standards for utilization (ie. utilization consideration: partially empty, over capacity and needing portables)?</p> <p>b) Is there adequate space available at another school “nearby”?</p> <p>c) Would portables need to be added? If so, for how long?</p> <p>d) Do enrolment trends from the past and future projections identify significant enrolment changes?</p>	<ul style="list-style-type: none"> Under capacity (82%) Projection for 2015 (88%) Yes No Yes, an increase in enrollment in next 5 year period (especially with Intermediate) 	<ul style="list-style-type: none"> Under capacity (75%) Projection for 2015 (52%) Yes No Yes 	<ul style="list-style-type: none"> At capacity (100%) Projection for 2015 (64%) Yes No No 	<ul style="list-style-type: none"> Under capacity (55%) Projection for 2015 (30%) Yes No Yes
VB	<p>10. Cost to operate the school:</p> <p>a) Does the Board need to subsidize funding in order to provide services to the school which are comparable to other secondary schools? (eg. principal/school administrator, full-time secretary, custodial services)?</p> <p>b) List the long-term maintenance the school/property requires in order to be kept at an appropriate standard.</p>	<ul style="list-style-type: none"> No (contractually determined) All schools are kept at an appropriate standard. Maintenance projects identified in long-term capital plans are prioritized on an annual basis. 	<ul style="list-style-type: none"> No (contractually determined) All schools are kept at an appropriate standard. Maintenance projects identified in long-term capital plans are prioritized on an annual basis. 	<ul style="list-style-type: none"> No (contractually determined) All schools are kept at an appropriate standard. Maintenance projects identified in long-term capital plans are prioritized on an annual basis. PCVS requires significantly less long-term maintenance over 25 years than the other 3 schools (8 million compared to 10, 11, 16.5 million) 	<ul style="list-style-type: none"> No (contractually determined) All schools are kept at an appropriate standard. Maintenance projects identified in long-term capital plans are prioritized on an annual basis.

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
VC	<p>11. Facility for community use:</p> <p>a) Does the community use the school? If so, what clientele and to what extent?</p> <p>b) Does the school/school property serve as a community centre?</p> <p>c) Are there comparable, alternative spaces available for community use?</p> <p>d) Does the school provide the only green space in the area?</p> <p>e) Are there other play fields, soccer pitches, baseball diamonds in the area?</p>	<ul style="list-style-type: none"> • Yes (43 user groups; 564 bookings) • Yes. There are groups that access the facility in this manner, i.e., neighbouring church; community church uses this facility as their church every Sunday and as a meeting place. • No. Not with a big track (Fairhaven uses for walking); double gym for practices (various leagues - badminton, basketball, soccer) and church; tiered music room (Peterborough Symphony, Ron Marenger Band) • No • Yes 	<ul style="list-style-type: none"> • Yes (37 user groups; 715 bookings) • Yes - elections poll station, cultural gatherings, campaign and general public meetings, especially for those with mobility restrictions • Fields are used every night and all weekend by local athletic organizations during spring, summer and fall months • Yes - for a considerably higher fee • Yes - rectangular green space in particular - smaller parks in area, but not the same field space available • Yes - Morrow park (4 diamonds, Stacey Green - ball diamond, Britton Carpet - ball diamond, King Edward Park - private soccer pitch) 	<ul style="list-style-type: none"> • Yes (56 user groups; 650 bookings) • No • No • No green space on site. • Yes 	<ul style="list-style-type: none"> • Yes (51 user groups; 873 bookings) • No, except Peterborough Community Education Centre • No • No • No

Peterborough Secondary School Group Accommodation Profile

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
VS VC	12. Value if it is the only school in the community: a) Is this the only public secondary school in the community? b) Is there another secondary school in the community? c) Does the urban/local municipal plan predict growth? d) What cost to their business, if the school was to close, have local businesses identified?	<ul style="list-style-type: none"> • No • Yes • Yes • No school closing impacts consumption by youths in the Peterborough area. Discretionary money of youth will be impacted at local businesses such as Northcrest Plaza, Brookdale Plaza, Chemong Road, Portage Place, etc. 	<ul style="list-style-type: none"> • No • Yes • Yes • Local restaurants, convenience stores, mall, etc would experience a significant impact on daily sales. Students go to Lansdowne Place stores and restaurants as well as south-end convenience store and restaurants during the lunch hour and after school. 	<ul style="list-style-type: none"> • No • Yes • Yes • Significant 	<ul style="list-style-type: none"> • No, but the only one in East City • Yes • Yes • N/A
VC	13. School as a local employer: a) How many members of the community are employed at the school?	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
VS VC	14. Availability of Co-Operative Education: a) Can the community support a range of placements for co-op students attending the school? b) Are these placements readily accessible to students (eg. local bussing, within walking distance of the school)?	<ul style="list-style-type: none"> • Yes • Yes 	<ul style="list-style-type: none"> • Yes • Yes 	<ul style="list-style-type: none"> • Yes • Yes 	<ul style="list-style-type: none"> • Yes • Yes

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
VC	<p>15. Availability of training opportunities or partnerships with business:</p> <p>a) What training opportunities or partnerships are there with business that currently support student achievement and the local community?</p>	<ul style="list-style-type: none"> • Trent University School of Education - Mini Enrichment, Trent Athletics • Sir Sanford Fleming College • Learning & Life Skills placements • Co-op placements, OYAP • Kawartha Food Share, Five Counties, Community Living, Job Connect, Kinark, Alternatives, Peterborough Youth Services, Community Police, John Howard Society • Fairhaven partnership programs (Grandpals, music and athletics) • SHSM arrangements (Peterborough Regional Health centre, Fairhaven, Fleming, Peterborough County-City Health Unit). • Peterborough Rowing Club • Toronto Dominion Bank - Junior Achievement • Arbor Theatre/Peterborough Theatre Guild/St. James Players/Showplace/Rob Wells Productions/Over the Top Sound - Mike Laundry • Camp Kawartha Learning Centre, Camp Medeba 	<ul style="list-style-type: none"> • Sir Sanford Fleming College • YWCA After School Program • Health Unit • Community Living • Peterborough Youth Services • Alternatives • Heads Up for Inclusion • YWCA • Kinark • John Howard Society • Tri-County Behavioural Services • Learning Disabilities Association • Peterborough Lakefield Community Police • Local business accepting co-op students 	<ul style="list-style-type: none"> • Sir Sandford Fleming College • Peterborough Symphony Orchestra • New Canadian Centre • Peterborough Aids Resource Network • Community Opportunities and Innovation Network • Alternative Access • Forecast • Peterborough Youth Services • Canadian Forces • YMCA • Showplace Theatre • Re-Frame Film Festival • DBIA • Peterborough Regional Health Unit • Peterborough Lakefield Community Police • Kawartha Food Share • Jamaican Self Help • Peterborough Green-up 	<ul style="list-style-type: none"> • Sir Sandford Fleming College • Co-op placements (often including apprenticeship) • Trent • Integrated Leadership • Kinark (Strive) • Peterborough Youth Services • Mon Ami • Hand in Hand • Johnston Greenhouse • Peterborough Green Up • YWCA (Community Garden) • MNR (rooftop gardens) • Kawartha Foodshare • Elementary schools across Peterborough

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
<p>VS VC</p>	<p>16. Community Contributions a) What contributions do students make in the community?</p> <p>b) What contributions/supports does the community make to their school? (E.g. coaching, club/leadership)</p>	<ul style="list-style-type: none"> • Volunteers at many community events and initiatives, positive leadership for community and feeder schools, i.e. clean-up of Rotary Trail, concerts for Fairhaven, Earth Day, Flashmob, Festival of Trees, Peterborough Hospice, blood donor clinics, customers at local businesses • support of charities and fundraising programs • field trip supervision • co-op and LLS placements • Breakfast Clubs (church members, Kawartha Food Share, PCCHU) • Drama, workshops.plays (Ray Henderson - Arbor Theatre • community coaches/involvement in school plays and productions, i.e., costumes, props, band, etc. 	<ul style="list-style-type: none"> • Students helping senniors, Johnston's Greenhouse, Festival of Trees, Garden Show (Horticulture Society), Community Dinners - Catered by Hospitality students, Building projects such as shade shelters, decks, minor home renovations done by Construction students. Car repair, small engine repair, floral design (weddings, special occasions, retirements) • Fund-raising - Night in Afghanistan, 30 Hour Famine, Red Cross, Terry Fox, Cops for Cancer, Jamaica Self Help • Coaching, Financial Support through sponsorships, e.g. Terry Fox, Citrus campaign, community service opportunities, classroom volunteers 	<ul style="list-style-type: none"> • Students Supporting Seniors • Kawartha Food Share • Fund-raising for YES • Community Clean-up • Positive impact on the downtown climate • Community Coaches (from Trent and volunteers) • Saint John's Anglican • Peterborough Green-up • Community Access • New Canadian Centre - SWIS (Settlement Worker) Program • Award donations by community groups 	<ul style="list-style-type: none"> • Food Drive • Rotary Trail cleanup • Santa Clause Parade • Plant sale • Volunteer Community coaches

Peterborough Secondary School Group Accommodation Profile

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
VS VC	<p>16. Community Contributions (cont'd)</p> <p>c) What evidence is there indicating that the community supports and takes pride in the local school?</p> <p>d) What links are there currently between the secondary school and local colleges/universities?</p> <p>e) Is there an active alumni associated with the school?</p> <p>f) What support does the alumni provide?</p>	<ul style="list-style-type: none"> • support of school activities (plays, concerts, athletic events) • support of charities and fundraising initiatives • 50th Anniversary - over 3000 people attended • Hall of Honour • Sir Sanford Fleming College (Dual Credits) • Trent University (SHSM, athletics, School of Education - Enrichment, placements) • Yes, ASCVI Foundation (25th and 50th reunion) • financial, scholarships, Hall of Honour 	<ul style="list-style-type: none"> • Community user groups use facility year to year for athletic events, meetings, etc. • supportive of our fund-raising activities • repeat orders for school services offered, i.e. Hospitality, Horticulture • Hall of Honour • Commencement donors, special event donors for prizes, etc. • Sir Sanford Fleming College (Dual Credits) • Trent Reading Tutors • Trent/Queen's Teacher Candidates • Nippissing University Teacher Candidates • E.A./CYW Fleming College placements • Yes, Kenner Foundation • Scholarships, bursaries, various supports for fund-raising activities, e.g. Y2K for School Improvement, Adopt a Student 	<ul style="list-style-type: none"> • Letters to the Editor • Articles in local newspapers • 2085 members of Peterborough Needs PCVS site • Peterborough Collegiate Foundation is active in community • Sir Sandford Fleming College (Dual Credits) • Yes • Peterborough Collegiate Foundations (provided financial support to student scholarships and school projects) • Alumnae speakers and presenters • Financial contributions to events and programs • Attend school events such as the Remembrance Day Service 	<ul style="list-style-type: none"> • Parent/community volunteers • Sir Sanford Fleming College (Dual Credits) • Yes - TASS Foundation • Scholarship funds

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart SS
	<p>g) What is the potential impact of a school closure/consolidation on the alumni?</p>	<ul style="list-style-type: none"> emotional and social impact 	<ul style="list-style-type: none"> if the school was to close, the Foundation and all its holding/investments would have to be re-directed/dissolved - whatever the Foundation Board of Directors chose to do. There is a significant amount of invested monies at stake. Foundation Board of Directors would probably have to be dissolved. 	<ul style="list-style-type: none"> Dissolution of the PCVS Foundation Dissociation of alumnae with the Peterborough community and the loss of ties that ensure they return to the Peterborough area Significant negative financial impact 	<ul style="list-style-type: none"> "It will break their hearts"

Focus	Key Components and Focused Questions	Adam Scott CVI	Kenner CVI	Peterborough CVS	Thomas A. Stewart S.S.
	<p>17. Perspectives heard from the community: a) This will include common themes heard/noted that the committee wants trustees to be aware of/recognize, that have been reported by parents, community and staff.</p>	<ul style="list-style-type: none"> • true composite school - supports well-rounded programs, curricular and extra-curricular (balance of Academics and Arts/Athletics/Technology) for all students • Grade's 7 and 8 - opportunities offered to Grade 7 and 8 enhance educational experience and limited space available in associated Feeder Schools for Intermediate students (no room) • highly desirable location • projected population growth in North End (largest subdivision in Peterborough history) and subsequent enrollment increase • excellent and well maintained facilities (includes tech. Shops, science labs, physical education facilities, fitness/dance studio, field, track, auditorium, stage, etc.) • international exchanges • huge number of curricular and extra-curricular opportunities for students • proven success in Arts, Academics and Athletics • project increase in enrollment and consistency of enrollment after boundary realignment 	<ul style="list-style-type: none"> • International Baccalaureate Programme is unique to Kenner • Kenner has the space and facility to accommodate any of the programs offered at any of the schools including French Immersion, Integrated Arts, Outdoor Education/Leadership, Music, ELL, etc. • Kenner has the largest number of rectangular fields of any of the city schools, which are used by both community and school. Kenner fields are the most booked fields by the Parks and Recreation Department from the City of Peterborough 		<p>The TASS facility is capable of housing a huge variety of progress and 1390 students. With the addition of 2 elevators, TASS can have it all:</p> <ul style="list-style-type: none"> • huge space (indoor and out) • close to Trent • Summer School • Air conditioned (fully) • double heated greenhouse • Rotary Trail • River front • boathouse • easy to renovate/expand • large parking lot • safe and expansive bus loading area • Auditorium which can accommodate 725 <p>Community Rental Groups say:</p> <ul style="list-style-type: none"> • TASS is the best facility in KPR North • Athletic groups love the gymnasium • music groups respect and appreciate the music room and the auditorium • dance groups love the use of the gymnasium and auditorium

City of Peterborough Accommodation Review Committee

February 3, 2011

Overview

- Board policy BA-1.2
- the 2010 Annual Accommodation Plan
- historical enrolment by ARC school
- factors considered in projecting school enrolments
- projected enrolment by ARC school

Board Policy BA-1.2

- annual Board review of pupil accommodation

Annual Accommodation Plan

- current accommodation plan adopted April 2010
- identified four secondary schools
- Board approved the formation of an ARC
December 2010 on the basis of underutilization
of the schools and program viability

Census Data

City of Peterborough	1996	2001	2006	10 Year Change
Total Population	69,535	71,446	74,898	+ 5,363 persons
% Aged 0-14 yrs	19.4	17.8	15.3	decrease
% Aged 15-64 yrs	61.9	62.8	65.2	increase
% Aged 65 yrs +	18.7	19.4	19.4	increase
Median Age	37.4	39.9	41.7	increase
Total Private Households	27,715	29,175	31,210	+3,495 households
% One-person Households	26.6	28.6	29.5	increase
% Households - couple with children	27.5	25.9	22.8	decrease
% Households - couple & no children	28.4	28.7	29.6	increase
Average Household Size	2.5	2.4	2.3	decrease

Demographic Trends

- a concentration of population & higher growth in larger urban areas
- growth in immigration & a decline in natural population increase
- a declining fertility rate
- an aging population
- a declining number of persons per household
- a decline in public elementary and secondary enrolment

Historical ADE Enrolment

	1998/99 (1996/97 is Unav ***)	2001/02 ***	2006/07 ***	2009/10
ASCVI (1017 OTG)	1007.25 99%	948.13 93%	783.50 77%	777.25 76%
AS Int (225 OTG)	217.00 96%	193.50 86%	184.00 82%	222.00 99%
KCVI (918 OTG)	840.25 92%	860.25 94%	763.25 83%	707.88 77%
K Int (306 OTG)	N/A	N/A	260.00 85%	249.50 82%
PCVS (846 OTG)	937.88 111%	965.13 114%	898.25 106%	814.25 96%
TASSS (1290 OTG)	1087.50 84%	1110.77 86%	880.88 68%	731.38 57%
Total (4602 OTG)	4089.88 89%	4077.78 88%	3769.88 82%	3502.26 76%
Under capacity	512.12	524.22	832.12	1099.74

Factors Considered

- Current enrolment
- Demographics
- Development activity
- PPS, Provincial Plans
- Official Plan(s)

Projected ADE Enrolment

	2010/11	2011/12 ***	2012/13	2013/14	2014/15
ASCVI (1017 OTG)	763.28 75%	797.12 78%	831.90 82%	869.50 85%	901.46 89%
AS Int (225 OTG)	200.00 89%	197.00 88%	230.00 102%	213.00 95%	189.00 84%
KCVI (918 OTG)	701.00 76%	644.27 70%	610.58 67%	552.93 60%	477.27 52%
K Int (306 OTG)	242.00 79%	233.00 76%	196.00 64%	191.00 62%	212.00 69%
PCVS (846 OTG)	822.50 97%	706.13 83%	651.34 77%	589.38 70%	538.62 64%
TASSS (1290 OTG)	689.02 53%	581.54 45%	533.60 41%	451.54 35%	385.69 30%
Total (4602 OTG)	3417.80 74%	3159.06 69%	3053.42 66%	2867.35 62%	2704.04 59%
Under capacity	1184.20	1442.94	1548.80	1734.65	1897.96

Conclusion

- Declining enrolment affects all ARC school students
- Rigorous enrolment projection process with declining trend is reinforced by a variety of information sources

Peterborough PVNC Elementary School Grade 8 Students Admitted to Four KPR High Schools From 2005-06 to 2010-11

KPR School	PVNC School	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total
ACVI	St. Anne's Sep. School		1		1	2		4
KCVI	Monsignor O'Donoghue Catholic Elementary School						1	1
KCVI	St. Alphonsus Sep. School					1		1
KCVI	St. Anne's Sep. School		1			1	1	3
KCVI	St. Catherine Sep. School			1		2	2	5
KCVI	St. Patrick's Sep. School	1						1
KCVI	St. Teresa's Sep. School				2			2
PCVS	Immaculate Conception Sep. School			1	1	1	2	5
PCVS	Monsignor O'Donoghue Catholic Elementary School	1	2		1		2	6
PCVS	St. Alphonsus Sep. School	1		2		2		5
PCVS	St. Anne's Sep. School		1		1	2		4
PCVS	St. Catherine Sep. School			1	1	1	3	6
PCVS	St. John's Sep. School					4		4
PCVS	St. Patrick's Sep. School		1				1	2
PCVS	St. Paul's Sep. School					1		1
PCVS	St. Teresa's Sep. School						1	1
TASS	Immaculate Conception Sep. School	3	2	2		1		8
TASS	Monsignor O'Donoghue Catholic Elementary School	1	3	2	5	8	3	22
TASS	St. Anne's Sep. School			1		1		2
TOTALS		7	11	10	12	27	16	83

KPR Elementary Students Departing for 2 PVNC High Schools From 2005-06 to 2009-10

KPR School	PVNC School	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total
Adam Scott Int.	St. Peter's Sep. School	1		2	1	5		9
Chemong (ACVI)	St. Peter's Sep. School			1		5		6
Kenner Int. (KCVI)	Holy Cross Sep. School						3	3
Queen Mary (PCVS)	St. Peter's Sep. School				1		3	4
Westmount (PCVS)	St. Peter's Sep. School			10	17			27
Prince of Wales (PCVS)	Holy Cross Sep. School						1	1
Prince of Wales (PCVS)	St. Peter's Sep. School			2	4	2		8
Armour Hts. (TASS)	Holy Cross Sep. School		1					1
Armour Hts. (TASS)	St. Peter's Sep. School		1		4			5
North Shore (TASS)	Holy Cross Sep. School			1	3			4
TOTAL		1	2	16	30	12	7	68

THE KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ACCOMMODATION REVIEW COMMITTEE
SPECIALITY PROGRAM ENROLMENTS

In Boundary	Out of Boundary	Total
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Adam Scott CVI - French Immersion

40	120	160
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Peterborough CVS - Integrated Arts

140	197	337
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Peterborough CVS - English as a Second Language

38	14	52
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Kenner CVI - International Baccalaureate

46	120	166
----	-----	-----

THE KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

GROSS FLOOR AREA - PETERBOROUGH SECONDARY SCHOOLS

Drawing Name	Area	Drawing Name	Area
401 - Adam Scott CVI 2 nd Floor	47,703.75	415 - TA Stewart SS Basement	2,123.47
401 - Adam Scott CVI 2 nd Floor	6,094.76	415 - TA Stewart SS Basement	532.59
401 - Adam Scott CVI 2 nd Floor	766.06	415 - TA Stewart SS Basement	4,331.53
401 - Adam Scott CVI Basement	4,856.47	415 - TA Stewart SS 3 rd Floor	1,022.99
401 - Adam Scott CVI Basement	6,261.96	415 - TA Stewart 3 rd Floor	10,349.96
401 - Adam Scott CVI 1 st Floor	668.28	415 -0 TA Stewart 3 rd Floor	453.56
401 - Adam Scott CVI 1 st Floor	993.28	415 - TA Stewart SS 3 rd Floor	2,343.69
401 - Adam Scott CVI 1 st Floor	1,821.53	415 - TA Stewart SS 3 rd Floor	453.56
401 - Adam Scott CVI 1 st Floor	674.81	415 - TA Stewart SS 3 rd Floor	1,592.04
401 - Adam Scott CVI 1 st Floor	109,022.52	415 - TA Stewart SS 3 rd Floor	8,664.57
401 - Adam Scott CVI 1 st Floor	679.2	415 - TA Stewart SS 2 nd Floor	21,139.35
		415 - TA Stewart SS 2 nd Floor	54,239.3
		415 - TA Stewart SS 1 st Floor	112,081.8
Gross Floor Area (11 Locations)	179542.62	Gross Floor Area (13 Locations)	219328.41

Friday, June 25, 2010

GROSS FLOOR AREA - PETERBOROUGH SECONDARY SCHOOLS (cont'd)

Drawing Name	Area	Drawing Name	Area
413 - Peterborough CVS 3 rd Floor	1,094.54	410 - Kenner CVI Basement	2,451.1
413 - Peterborough CVS 3 rd Floor	9,761.17	410 - Kenner CVI 3 rd Floor	4,466.83
413 - Peterborough CVS 3 rd Floor	490.25	410 - Kenner CVI 2 nd Floor	27,645.84
413 - Peterborough CVS - Sub-Basement	3,907.55	410 - Kenner CVI 2 nd Floor	36,152.79
413 - Peterborough CVS - Ground Floor	34,074.71	410 - Kenner CVI 2 nd Floor	3,066.84
413 - Peterborough CVS - Basement	13,165.84	410 - Kenner CVI 1 st Floor	100,542.55
413 - Peterborough CVS 2 nd Floor	25,947.1		
413 - Peterborough CVS 1 st Floor	28,937.91		
Gross Floor Area (8 Locations)	117379.07	Gross Floor Area (6 Locations)	174325.95

Friday, June 25, 2010

School Transportation Costs FAQ's

1) A base 50 km route (one route/one vehicle) costs \$34,500/year; a base 50 km double run route (two schools served, one after the other) costs \$38,500/year total. Costs increase with each km over 50. Therefore, if a secondary school is part of double run bus route, the secondary portion costs \$19,250/year.

2) Student city bus passes are \$42.50/month (= \$425/year) per student. A full yellow bus holds 48 students. Therefore, $48 \times \$425 = \$20,400/\text{year}$. The added cost to increase a student city bus pass to unlimited usage is \$6.50/month, subject to any City Transit conditions.

3) The main variable which drives up busing cost is the length of the route in distance (under our formula we pay a certain amount per kilometre of route travel) and there is not a big enough difference in average route lengths across each school for costs to vary too much between them.

4) The analysis of transportation costs is complicated by the fact that each school's bus system is different from each of the other schools in terms of:

i) Mix of small and large vehicles (large buses cost more to operate than small but have the potential to carry many more students at a cheaper cost per student).

ii) Loading of each vehicle (the optimal load for a large school bus is 48 secondary students but not all buses are loaded to capacity and this can vary cost per student for individual routes).

iii) Kilometres travelled by route (as noted, this a key variable and a long route carrying the same number of students as a small route costs a great deal more to operate).

iv) Level of double running of school buses with other schools (by varying bell times, buses serve two schools, back to back, thus defraying costs over more students).

v) Level of seat sharing with other schools (some buses have a mixed load of students from different schools riding at the same time and drop students at successive schools as part of one trip).

3) Not included are any extra-billed, dedicated special needs vehicle costs for any of the schools in the calculations because, regardless of school of attendance, the vast majority of students with special needs would be transported, regardless of whether or not they are within walking distance and, therefore, the cost of transport would not vary significantly if their vehicle were pointed to any of the schools in the City.

School Transportation Costs FAQ's

<i>Transport Cost/Student/School</i>	<i>2010/11 Revised</i>
Adam Scott	\$1,178.71
Kenner	\$1,208.43
PCVS	\$1,505.19
Thomas A. Stewart	\$1,115.62

4) The explanation for Adam Scott's lower cost lies in the school enjoying the benefit of a much more tightly networked and shared bus system (i.e. students ride together with students from other schools and cost is therefore shared and the cost of longer routes is disproportionately covered by the denser, elementary school load as a result).

5) PCVS has the greatest average student transport cost (\$200+ per student greater than the other schools). This is because many of the school's routes are long, in terms of distance, as they collect Integrated Arts Program students outside of the City of Peterborough, while at the same time, the nature of the necessary bus routing limits potential sharing with other schools. Included for PCVS is the amount for eligible students transported by City Transit in Peterborough. Monthly passes for, on average, 60 students per month cost $\$42.50/\text{month} \times 60 \times 10 \text{ months} = \$25,500/\text{year}$.

THE KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

LEASING AGREEMENTS - PETERBOROUGH ACCOMMODATION REVIEW

School	Program	Property Leased	Annual Cost
CIS - Peterborough	Classrooms	Sir Sandford Fleming College	\$74,384.00 (including rent, utilities, custodial, shared expenses)
CIS - Peterborough	Adult Literacy and Basic Skills Program	Trinity United Church	\$8,085.00 (flat rate)
CIS - Peterborough	School for Young Moms	Trinity United Church	\$1.00

Development in the Lily Lake Area

I believe there are two distinct projects that you are referring to. The first is a draft plan of subdivision located at 1232 Parkhill Road West. It proposes the development of approximately 500 units in total. That particular plan is draft approved meaning that the developer has received approval in principle from Council but is in the process of fulfilling certain conditions that were imposed before they can register the plan and begin selling homes. I know they are hoping to service the subdivision this year with the potential for the first building permits being issued near the end of this year. For that subdivision, the KPRDSB advised that students generated within the plan would attend James Strath PS (87) and Crestwood SS (55).

The other area I believe you're referring to is the Lily Lake area. This is an area that was annexed in 2008 that is bound by Lily Lake Road, Fairbairn Street, Jackson Creek and the City limit to the west. It is located just northeast of the subdivision at 1232 Parkhill Road (across Jackson Creek). Right now we are conducting a functional planning study for the area in order to identify any opportunities/constraints affecting future development of the area. It is our hope that the study will be complete within the next few months and that we can then prepare a secondary land use plan for the area in order to provide policy to guide development in the area.

As part of our 2004 area-specific development charge by-law review, we estimated that the area could accommodate approximately 2600 residential dwelling units. The preliminary work for the functional planning study suggest that the area should accommodate approximately 6600 residents and jobs combined. At this time I do really have any more information available to provide on the functional planning study. Before the study is complete, we will undertake public consultation to present the findings of the study. Also, I believe the consultants, Bousfields Inc. either have or will be contacting the school board to determine its anticipated needs in the area.

At this time, no formal subdivision applications have been made in the Lily Lake area because the developers that have an interest in the area are waiting for the completion of the functional planning study and for a secondary plan to be put in place.

Brad Appleby, MA, MCIP, RPP
Planner, Subdivision Control and Special Projects
City of Peterborough



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

QUICK FACTS

Accessibility

Ontarians with Disabilities Act (ODA), 2001

Requires Ontario government and broader public sector to develop annual accessibility plans (see Board website). This requirement remains in effect until repealed under the Accessibility for Ontarians with Disabilities Act.

Accessibility for Ontarians with Disabilities Act (AODA), 2005

The goal of AODA is to make Ontario fully accessible by 2025 through the development of regulations in five key areas: customer service; employment; **built environment**; transportation; and, information and communications. The Ontario Human Rights Commission is supported by the ODA and the AODA.

The customer service standard is the first and only standard to be formalized as of March 7, 2011. KPR complied with the customer service standard and completed its compliance report in March 2010. The remaining standards are in various phases of development and the Board continues to monitor the evolution of the remaining standards as they progress.

KPR's Accessibility Working Group supports implementation of the ODA and AODA. Board committees (e.g. Special Education Advisory Committee, Equity & Diversity Committee, Resource Committee) are consulted regularly on accessibility matters.

Update

In an announced presentation at the February 28th ARC meeting, a table was presented to demonstrate that PCVS had \$0 invested in accessibility upgrades since 2003. That information only took into account the projects required by specific student needs which are funded by a specific Special Education budget. Since 2003 there have been capital projects incorporating accessibility upgrades (3 washrooms, science lab) completed at PCVS.

Summary

The Board is 100 % compliant with current legislation regarding accessibility.

At ASCVI, the building is currently accessible except at the main entrance.

KCVI is fully accessible.

At PCVS it is estimated that the installation of an elevator would cost approximately \$300 000.

At TASSS the cost of an elevator to serve all levels in the north building would be approximately \$300 000. This provides access to all rooms except the Auto Shop. A second elevator (\$300 000) would be required to make the south building accessible.



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

QUICK FACTS

Enrolment - City of Peterborough

Elementary

Between the 1999/2000 and 2009/2010 school years the Average Daily Enrolment (ADE) for the elementary schools grouped within the accommodation review area has decreased by 1,766.41 Full-Time equivalent (FTE) pupils. Some examples illustrating this decline are provided here:

Prince of Wales Public School (PCVS)	- a decline of 215.00 FTE pupils
King George Public School (TASS)	- a decline of 160.25 FTE pupils
Queen Elizabeth Public School (ASCVI)	- a decline of 142.25 FTE pupils
Keith Wightman Public School (KCVI)	- a decline of 136.00 FTE pupils

**Elementary enrolment data available from PVNCCDSB for their Peterborough elementary schools years from 2003/04 to 2009/10 shows a pattern of decline approaching 5%. (Graph A)*

Secondary

Between the 1999/2000 and 2009/2010 school years the Average Daily Enrolment (ADE) for the secondary schools within the accommodation review area has decreased by 932.88 Full-Time Equivalent (FTE) pupils. This decline is illustrated here:

Thomas A. Stewart Secondary School	- a decline of 388.88 FTE pupils
Adam Scott Collegiate Vocational Institute	- a decline of 220.13 FTE pupils
Peterborough Collegiate and Vocational School	- a decline of 163.00 FTE pupils
Kenner Collegiate Vocational Institute	- a decline of 160.88 FTE pupils

**Secondary enrolment data available from PVNCCDSB for their 2 Peterborough secondary schools from 2003/04 to 2009/10 shows an overall decline of 2% with a more pronounced decline of 10% since 2007. (Graph B)*

Summary of Enrolment Facts

In the past ten school years there has been a decline of 1,766.41 FTE pupils in the elementary panel within the review area.

In the past ten school years there has been a decline of 932.88 FTE pupils in the secondary panel within the review area.

Given the current number of students moving through the elementary and secondary schools within the review area it is clear that enrolment will continue to fall.

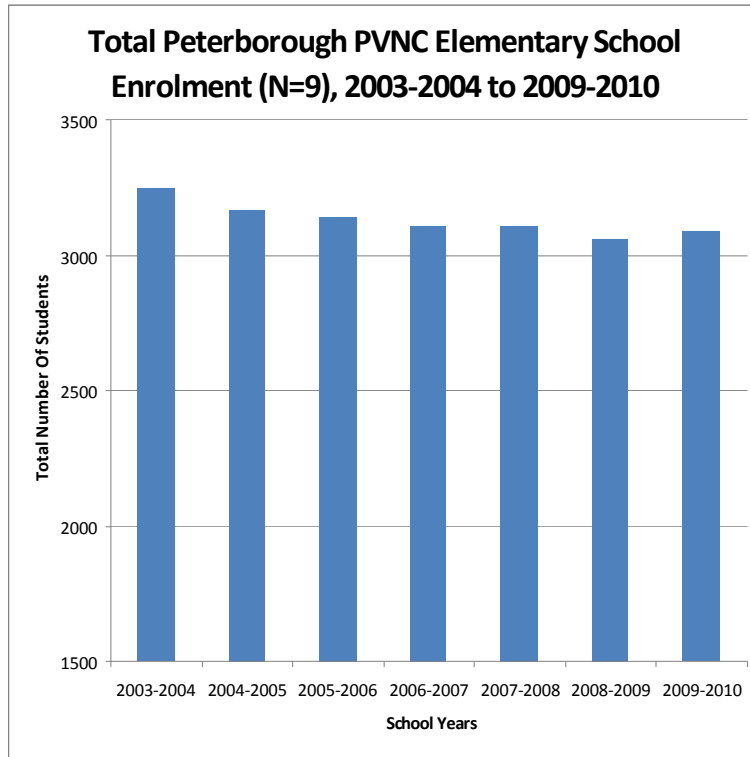
The October 2010 enrolment data show a decline, from Grade 12 to Grade 3, in the total number of pupils within review area schools. This indicates that enrolment decline will last up to 2021. Current demographics and growth potential within the review area is not expected to improve this declining enrolment trend.

Enrolment Facts - Background Data

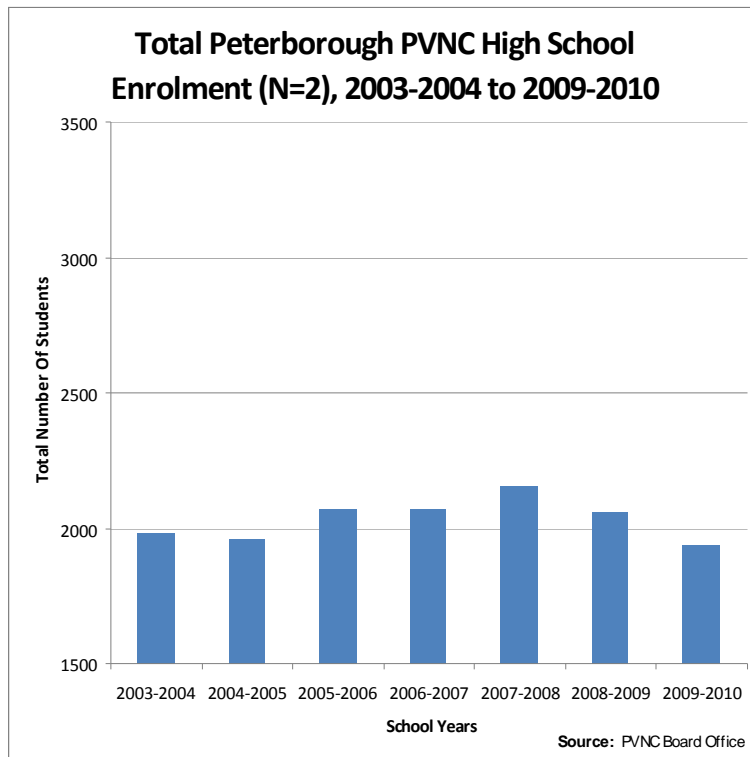
Source: KPRDSB Finance Services' Historical Enrolment Database

	2010/2011 OTG	ADE 1999/2000	ADE 2009/2010	10yr ADE Difference
Adam Scott C & VI	1,017.00	997.38	777.25	-220.13
ADAM SCOTT INTERMEDIATE P.S.	225.00	177.00	222.00	45.00
CHEMONG P. S.	463.00	581.00	439.75	-141.25
EDMISON HEIGHTS P. S.	351.00	352.75	385.75	33.00
QUEEN ELIZABETH P. S.	309.00	318.00	175.75	-142.25
R.F. DOWNEY P. S.	190.00	213.00	164.75	-48.25
	1,538.00	1,641.75	1,388.00	-253.75
Kenner C & VI	918.00	867.88	707.00	-160.88
Confederation PS	-	361.75	-	-
Grove PS	-	290.25	-	-
KEITH WIGHTMAN P. S.	312.00	344.25	208.25	-136.00
KENNER INTERMEDIATE P. S.	306.00	-	249.50	249.5
King Edward PS	-	198.50	-	-
OTONABEE VALLEY P. S.	441.00	369.25	290.00	-79.25
ROGER NEILSON P. S.	346.00	-	256.00	256.00
Trafalgar TR School	-	11.00	-	-
	1,405.00	1,575.00	1,003.75	-571.25
Peterborough C & VS	846.00	977.25	814.25	-163.00
HIGHLAND HEIGHTS P. S.	291.00	318.50	193.25	-125.25
PRINCE OF WALES P. S.	613.00	612.75	397.75	-215.00
QUEEN MARY P. S.	420.00	429.00	337.60	-91.41
WESTMOUNT P. S.	317.00	443.25	372.00	-71.25
	1,641.00	1,803.50	1,300.60	-502.91
Thomas A Stewart SS	1,290.00	1,120.13	731.25	-388.88
ARMOUR HEIGHTS P. S.	305.00	337.25	208.75	-128.50
KING GEORGE P. S.	305.00	396.50	236.25	-160.25
NORTH SHORE P. S.	429.00	462.50	312.75	-149.75
	1,039.00	1,196.25	757.75	-438.50
Total Elementary Feeder ADE 1999/2000		6,216.50		
Total Elementary Feeder ADE 2009/2010			4,450.10	-1,766.41
Total Secondary ADE 1999/2000		3,962.63		
Total Secondary ADE 2009/2010			3,029.75	-932.88

Graph A



Graph B



Urban Planning Considerations

At a meeting of City of Peterborough and KPRDSB planning staff in 2011 March, the growth potential for the city and enrolment projections for the Board were discussed. The city falls within the provincial planning area known as the Greater Golden Horseshoe. This plan began in 2006 and forecasts to 2031. The city is designated as an urban growth area with a target of 40% intensification within the core. Potential growth is dependent on improved transportation corridors and immigration. City officials believe the GGH plan for Peterborough is optimistic and they expressed concern about operating under the same parameters set out for Barrie, Cambridge and Guelph.

Following are excerpts from a report made by the city planning department in 2009 April.

Planning Peterborough to 2031:

How the Growth Plan for the Greater Golden Horseshoe (GGH) will affect the City of Peterborough

- Peterborough's rate of population growth is forecast to slow down over the course of the period from 2011 to 2031
- Peterborough has a much larger senior population (18.2%) and a much smaller youth population compared to the urbanized areas of the GGH. It is expected that Peterborough's high concentration of retirees will grow.
- Peterborough does not rely on international immigration to grow its labour force as most immigrants to the region settle in the heavily urbanized inner ring municipalities.
- While approved projects such as the Highway 407 extension, the Peterborough municipal airport expansion and proposed projects such as the Pickering airport and the Peterborough-Toronto commuter railway could facilitate economic integration with the GGH in the future, for the time being, Peterborough's outlook is defined by its self-sustaining nature.
- Peterborough functions as the principal employment centre for its surrounding area with more than twice as many people commuting into the City each day for work than leaving.
- Only 250 hectares of the 1,230 hectares that are currently available for residential purposes in the City's DGA will be required by 2031.
- Since the 1970s, the City's Person Per Unit (PPU) has been decreasing as people live longer and have fewer children.
- Based on the City's projected population growth, an assumed continuation in the decline of household size (PPU) City-wide, and a 40% residential intensification rate, it is estimated that approximately 5,300 residential units will be constructed in the DGA between 2006 and 2031, accommodating approximately 12,100 people. This DGA population will be comprised of both new residents to Peterborough and existing residents relocating within the city.



KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

QUICK FACTS**Secondary School Programming**

Excerpts from Ontario's Declining Enrolment Working Group, *Planning and Possibilities* (2009).

- Secondary students are best served by having access to a **full range of pathways** that allow them to fulfil the requirements for an Ontario Secondary School Diploma.
- The fundamental challenge of declining enrolment is the **need to realign and reallocate resources today** to ensure that the best possible education is available to students tomorrow.
- Declining enrolment is an issue because a **substantial portion of each school board's revenue is based on enrolment**.
- As schools become smaller, the **number and variety of programs offered may be reduced**, especially at the secondary level.

Programming Realities in Peterborough Secondary Schools

- Each school is allocated teaching staff based on student enrolment.
- Class sizes are limited by terms in the OSSTF Collective Agreement (page 21).
<http://www.kprschools.ca/Employment/CollectiveAgreement.html>
- Students must attain at least 30 credits to be eligible for an Ontario Secondary School Diploma (OSSD), 18 of which are compulsory credits and are offered each year.
- There are a similar number of courses offered in the course calendar at each school.
- Different types of credit courses are offered at each school (academic, applied, open, university prep, university/college prep, college prep, workplace prep)
- The course opportunities in some curriculum areas at each school vary according to the presence of available facilities and/or specialty programs (i.e. French Immersion, Integrated Arts and International Baccalaureate, specific Technologies).
- Optional courses offered may be cancelled due to under-subscription whereby students may not receive their first choice including courses required for certain post secondary programs.
- The number of classes which have the same grade/multiple types is similar in most schools.
- The number of classes which have combined grades/multiple types and combined grades/same type is generally higher when compared to a secondary school with an enrolment of approximately 1000 students.
- The number of students not receiving their first choice is twice as high when compared to a secondary school with an enrolment of approximately 1000 students.

SCENARIO A	PROS	CONS
<p>Close Adam Scott CVI and Adam Scott Int. effective September 2012.</p> <p>>Move English and French Immersion students in grade 7 - 12 to TASSS.</p> <p>>Give future consideration to French Immersion students moving to PCVS as its enrolment declines.</p>	<ul style="list-style-type: none"> • AS student body remains together • addresses enrolment at TASSS (1300 students; 103% OTG) 	<ul style="list-style-type: none"> • does not address enrolment at KCVI (610 students; 67% OTG) • does not address PCVS enrolment (650 students; 77% OTG) • almost fully accessible school • large facility with technology space, field space • room for expansion • loss of north end school • possible loss of FI students • true community school hub

Transportation Implications

Edmison Heights French Immersion and RF Downey schools are currently linked on a ride together basis with secondary students from Adam Scott because all the schools are relatively close to one another. Shared busing will not work any longer, even if the bell times were synchronized, as the elementary schools are too far from TASS. With bell time shift (as early as possible at TASS, as late as possible at the elementary schools) there may be potential to mitigate the cost impact by switching to double runs but there will be added cost nonetheless due to the large region needing to be covered for the elementary and secondary catchments and the duplication of long km routes.

SCENARIO B	PROS	CONS
<p>Close Kenner CVI and Kenner Int. School effective September 2012.</p> <p>>Keep Grade 7 & 8 students at their respective feeder schools.</p> <p>>Transfer Otonabee Valley P.S. feeder students to TASSS.</p> <p>>Transfer Roger Neilson P.S. and Keith Wightman P.S. feeder students to PCVS.</p> <p>>Move IB program to Adam Scott.</p>	<ul style="list-style-type: none"> • addresses excess capacity in KCVI feeder schools (90% OTG) • addresses enrolment at ASCVI (1000 students; 99% OTG) • addresses enrolment at PCVS (910 students; 108% OTG) • potential decrease in transportation costs 	<ul style="list-style-type: none"> • does not address enrolment at TASSS (585 students; 45% OTG) • fully accessible school • only school in south end of city • probable IB certification issue • limited technical facilities at PCVS • PCVS not accessible

Transportation Implications

Consolidation of FI and IB regional programming would lead to transportation efficiencies as the school catchment areas would mirror one another (Peterborough City and County). Savings would result from eliminating some of the existing, duplicate sets of buses providing current regional transport to the two regional programs (i.e. \$100,000+/year). Roger Neilson and Keith Wightman students would feed into PCVS. Those eligible for transport (outside the 3.2 km walk distance to PCVS) could be added to the Peterborough City Transit network for home to school busing. This would be cost effective as bus passes for a bus load of students are cheaper than the cost for a single run school bus. A complication may arise as City Transit would run out of capacity if too many students were transported at peak times. If not, there may be marginal additional busing cost.

SCENARIO C	PROS	CONS
<p>Close PCVS effective September 2012.</p> <p>>Transfer Westmount P.S. and Prince of Wales P.S. feeder students to Kenner.</p> <p>>Transfer Queen Mary P.S. and Highland Heights P.S. feeder students to Adam Scott.</p> <p>>Move Integrated Arts Program to TASSS.</p>	<ul style="list-style-type: none"> • addresses enrolment at ASCVI (900 students; 89% OTG) • all secondary students will have full range of facilities/programs (exclusive of specialty programs...FI, IA & IB) • not accessible 	<ul style="list-style-type: none"> • does not address enrolment at KCVI (705 students; 77% OTG) • does not address enrolment at TASSS (865 students; 67% OTG) • closes the most centrally located (downtown) school • lowest capital cost projections • fewest number of student spaces closed • lowest operating costs • PCVS is currently full and shows the second least decline in enrolment

Transportation Implications

The main transportation impact would be savings from removing current bused students who become walkers to their new high school. If elementary feeder school boundaries were revised to go to the nearest high school, savings would be realized in the \$75,000 range/year if two buses were removed from the system. The option would see Westmount French Immersion students attend ASV works for transportation as the area also has existing ASV French Immersion vans that could be increased to full size to accommodate the increased number of students. Finally, under this option, having the Integrated Arts program move to TASSS would mean that the program would not work on the same buses as the IB program at Kenner or the FI program at ASV so a separate route network would be required for the program and no efficiency would be garnered as a result.

SCENARIO D	PROS	CONS
<p>Close TASSS effective September 2012.</p> <p>>Transfer North Shore P.S. feeder students to Kenner.</p> <p>>Transfer Armour Heights P.S. feeder students to Adam Scott or PCVS.</p> <p>>Move students from Omemee area to Adam Scott.</p>	<ul style="list-style-type: none"> • addresses enrolment at ASCVI (980 students; 96% OTG) • addresses enrolment at KCVI (780 students; 85% OTG) • minimal impact on transportation costs • lowest current and projected enrolment • reduces excess capacity/square footage by the largest amount of the four secondary schools • possible largest resale value • not fully accessible • highest maintenance costs • highest projected capital costs 	<ul style="list-style-type: none"> • does not address PCVS enrolment (650 students; 77% OTG) • loss of largest property along with natural habitat • student body split up • loss of only air-conditioned building • loss of most technology shops • loss of building with most student spaces

Transportation Implications

North Shore students would feed into Kenner and this would mean that the current stand alone buses to TASS would be redirected to go to Kenner. No cost or savings expected. Bell time adjustment would be needed at Kenner to keep the existing A/B double run routes that operate between TASS and Armour Heights/King George. If bell times can be adjusted accordingly, there would be no cost impact.

SCENARIO E	PROS	CONS
<p>Leave ASCVI, KCVI, PCVS and TASSS open. (Status quo)</p>	<ul style="list-style-type: none"> • eliminates emotional impact of school closure and consolidation 	<ul style="list-style-type: none"> • does not address enrolment at ASCVI (831 students; 82% OTG) • does not address enrolment at KCVI (610 students; 67% OTG) • does not address enrolment at PCVS (750 students; 77% OTG) • does not address enrolment at TASSS (535 students; 41% OTG) • loss of course and extracurricular availability

Secondary School Boundaries City of Peterborough

- ADAM SCOTT CVI
- CRESTWOOD SS
- KENNER CVI
- PETERBOROUGH CVS
- THOMAS A. STEWART SS

Attachment 1 Item 12.2 June 23, 2011

Associated School Groupings

Adam Scott CVI
 Adam Scott Intermediate
 Chemong PS
 Edmison Heights PS
 Queen Elizabeth PS
 R.F. Downey PS

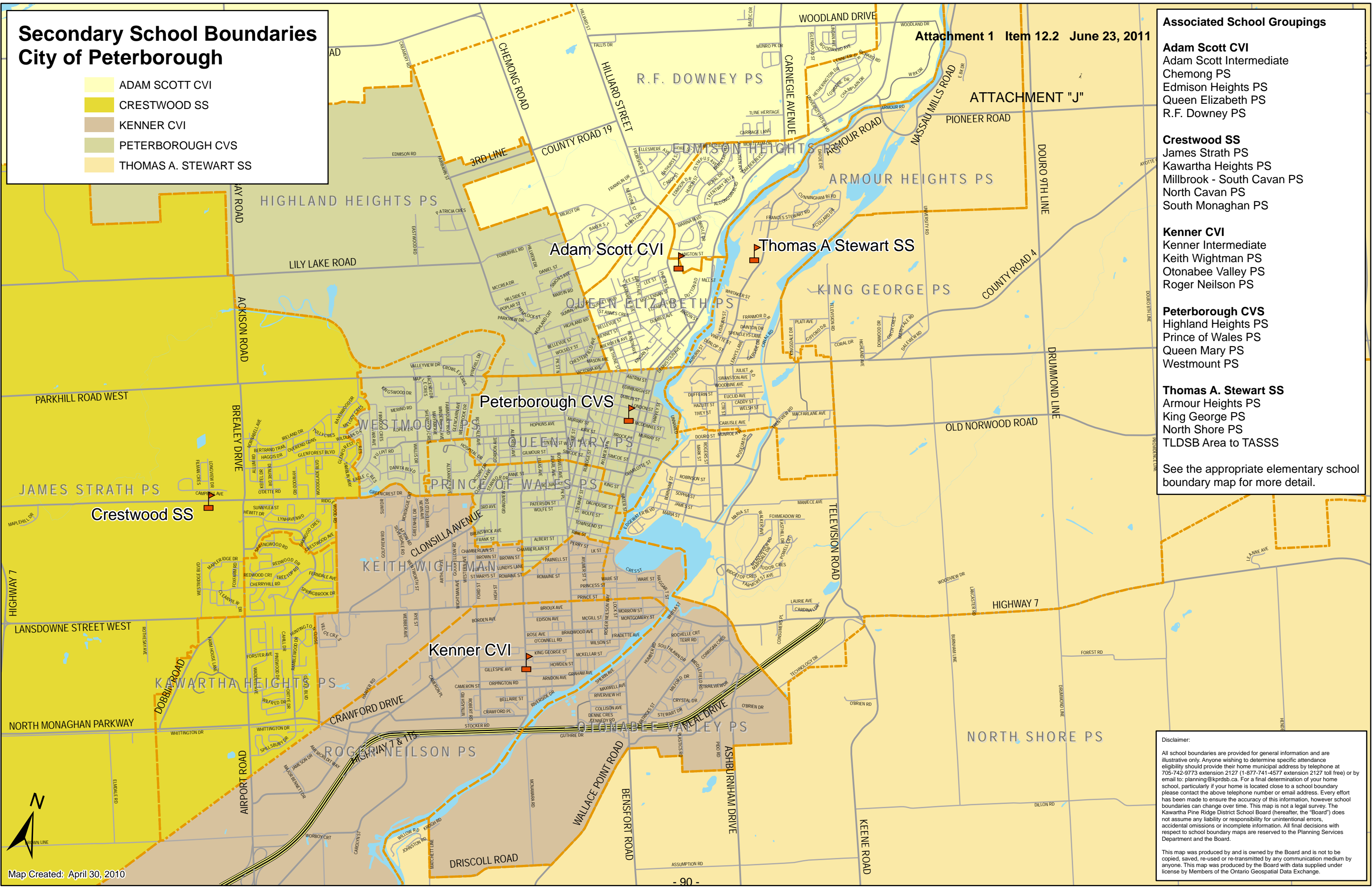
Crestwood SS
 James Strath PS
 Kawartha Heights PS
 Millbrook - South Cavan PS
 North Cavan PS
 South Monaghan PS

Kenner CVI
 Kenner Intermediate
 Keith Wightman PS
 Otonabee Valley PS
 Roger Neilson PS

Peterborough CVS
 Highland Heights PS
 Prince of Wales PS
 Queen Mary PS
 Westmount PS

Thomas A. Stewart SS
 Armour Heights PS
 King George PS
 North Shore PS
 TLDSB Area to TASSS

See the appropriate elementary school boundary map for more detail.



Disclaimer:
 All school boundaries are provided for general information and are illustrative only. Anyone wishing to determine specific attendance eligibility should provide their home municipal address by telephone at 705-742-9773 extension 2127 (1-877-741-4577 extension 2127 toll free) or by email to: planning@kprdsb.ca. For a final determination of your home school, particularly if your home is located close to a school boundary please contact the above telephone number or email address. Every effort has been made to ensure the accuracy of this information, however school boundaries can change over time. This map is not a legal survey. The Kawartha Pine Ridge District School Board (hereafter, the "Board") does not assume any liability or responsibility for unintentional errors, accidental omissions or incomplete information. All final decisions with respect to school boundary maps are reserved to the Planning Services Department and the Board.

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SUMMARY OF SALIENT FACTS AND CONCLUSIONS

Property Identification

Type of Property	:	Institutional
Owner	:	Kawartha Pine Ridge District School Board
Municipal Address	:	175 Langton Street, Peterborough, Ontario
Effective Date of Appraisal	:	May 5, 2011
Date of Inspection	:	May 5, 2011
Legal Description	:	Plan 14 Part Block F and G, Lots 28 to 29, Part Block A, Formerly Mill Street Plan as Closed by Bylaw R98785, as in R99751 and R99788, City of Peterborough, County of Peterborough, Ontario

Property Description

Total Area of Building	:	178,433 square feet
Services	:	City water and sewer
Site Description	:	403.3 feet frontage x irregular depth, 15 acres
Improvements	:	Two level school
Zoning	:	PS.2
Official Plan	:	Residential
Highest and Best Use	:	As currently improved

Final Estimate of Value

Current Estimate of Market Value (Fee Simple Interest) as of May 5, 2011	:	\$3,200,000 to \$3,500,000
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– Kenner CVI

McLean, Simon & Associates Inc.

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SUMMARY OF SALIENT FACTS AND CONCLUSIONS

Property Identification

Type of Property	:	Institutional
Owner	:	Kawartha Pine Ridge District School Board
Municipal Address	:	633 Monaghan Road, Peterborough, Ontario
Effective Date of Appraisal	:	May 5, 2011
Date of Inspection	:	May 5, 2011
Legal Description	:	Plan 20Q, Lot 20, Part Lot 19, City of Peterborough, County of Peterborough, Ontario

Property Description

Total Area of Building	:	173,363 square feet
Services	:	City water and sewer
Site Description	:	389 feet frontage x irregular depth, 19.72 acres
Improvements	:	Two level school with small third level
Zoning	:	PS.2
Official Plan	:	Residential
Highest and Best Use	:	As currently improved

Final Estimate of Value

Current Estimate of Market Value (Fee Simple Interest) as of May 5, 2011	:	\$3,100,000 to \$3,500,000
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McLean, Simon & Associates Inc.

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SUMMARY OF SALIENT FACTS AND CONCLUSIONS

Property Identification

Type of Property	:	Institutional
Owner	:	Kawartha Pine Ridge District School Board
Municipal Address	:	201 McDonnel Street, Peterborough, Ontario
Effective Date of Appraisal	:	May 5, 2011
Date of Inspection	:	May 5, 2011
Legal Description	:	Town Plan 1, Part Lot 3, Part Lot 4, Part Lot 5, Part Lot 6, South of McDonnel Street, West of George Street, City of Peterborough, County of Peterborough, Ontario

Property Description

Total Area of Building	:	125,270 square feet
Services	:	City water and sewer
Site Description	:	456 feet frontage x 192 feet depth, 87,552 square feet (2.009 acres)
Improvements	:	Three level school with lower level and ground level gymnasium, auditorium
Zoning	:	PS.2
Official Plan	:	Commercial
Highest and Best Use	:	As currently improved

Final Estimate of Value

Current Estimate of Market Value (Fee Simple Interest) as of May 5, 2011	:	\$2,800,000
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SUMMARY OF SALIENT FACTS AND CONCLUSIONS

Property Identification

Type of Property	:	Institutional
Owner	:	Kawartha Pine Ridge District School Board
Municipal Address	:	1009 Armour Road, Peterborough, Ontario
Effective Date of Appraisal	:	May 5, 2011
Date of Inspection	:	May 5, 2011
Legal Description	:	Concession 12, Part Lot 2, Lot 3, West of Armour Road, formerly Douro Township, now the City of Peterborough, County of Peterborough, Ontario

Property Description

Total Area of Building	:	219,328 square feet
Services	:	City water and sewer
Site Description	:	985 feet frontage x irregular depth, 29.2 acres
Improvements	:	Three level school with ground level gymnasium
Zoning	:	PS.2, OS.2
Official Plan	:	Residential
Highest and Best Use	:	As currently improved

Final Estimate of Value

Current Estimate of Market Value (Fee Simple Interest) as of May 5, 2011	:	\$3,200,000 to \$4,000,000
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