

THE KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

**ACCOMMODATION REVIEW COMMITTEE - PETERBOROUGH SECONDARY SCHOOLS**

**MINUTES - FEBRUARY 28, 2011**

PRESENT: Don Blair (Chairperson), Peter Mangold, Rose Kitney, Roy Wilfong, Cathy Abraham, Melanie Foulkes, Natalie Hawthorne, Lauren Dallin, Darrell Wright, Rachel Bemrose, Madeline Brown, Scott Tuck, Alison Sadowski, Kim Whiteside, Carissa McCaw, Lori Quinlan, Sean Hazeldine, Staphanie Coleman-Sadd, Melanie O'Grady, Denise Severin, Margaret Marchen, Andrew Pyle, Barry Adams, Joseph DiGuiseppe, Rebecca Ballarin, Annie Johnston, Mary Harran, Tammy Salem, Janet Wylie, Tony Spiridis, Amanda Little, Bob Gallagher, Eileen Madder, Keith Riel, and Cheryl Gzik.

ITEM	DISCUSSION HIGHLIGHTS	ACTION	RESPONSIBILITY
1. Call To Order	<p>Chairperson Don Blair called the meeting to order and had the Committee members introduce themselves and identify their stakeholder group.</p> <p>D. Blair introduced Director Rusty Hick who introduced Chairperson of the Board Diane Lloyd, Trustee Jaine Klassen Jeninga and Trustee Cyndi Dickson who were in attendance.</p>		
2. Adoption of Agenda	<p>The Agenda was approved with the following changes:</p> <ul style="list-style-type: none"> <li>• Add: 4.7 Speciality Programs</li> <li>• Reverse Item 4 and 5 to have announced delegations before Item 4</li> </ul>		
3. Adoption of Minutes	<p>The Minutes were approved with the following changes.</p> <ul style="list-style-type: none"> <li>• Page 10 - Item 8 - add Community User groups for Kenner CVI</li> </ul>	Add Kenner Community User groups to 3 February 2011 Minutes	Cheryl Gzik

<p>4. Review of Progress to Date</p> <p>4.1 Transportation</p>	<p>Committee members had requested information with respect to transportation costs and were provided with a report of FAQ's in advance.</p> <p>Margaret Marchen: Does the Board have an agreement with the busing company? Is the agreement revised when gas prices rise? Are the agreements open?</p> <p>Don Blair: STSCO (Student Transportation Services of Central Ontario) is a consortium and is under contract with the Board.</p>		
<p>4.2 Migration of Students Between KPRDSB and PVNCDSB</p>	<p>Don Blair reviewed the report showing the migration of students between KPRDSB and PVNCDSB. Due to the system in place for 2009-10 and 2010-2011, the numbers are not reflected, however, there is a trend of 10 - 15 students moving from Westmount to St. Peter's. Westmount provides a French Immersion program and some students are choosing to go to St. Peters because of the proximity of the French Immersion program at St. Peter's. Overall, there is a balance between KPRDSB students departing for PVNCDSB and PVNCDSB students departing for KPRDSB.</p> <p>Margaret Marchen: Do you have numbers of secondary students who switch back and forth between secondary schools?</p> <p>Don Blair: We will provide that information at the next meeting</p> <p>Rose Kitney: Do we have numbers of intermediate students moving from an intermediate/secondary school to the separate school board?</p> <p>Don Blair: It is very unlikely that students would move from elementary schools. When students are in our elementary, the public board is supported through their taxes. If they were to move to the separate school board, they would have to change their tax base. The numbers would not be significant. Secondary students have a choice.</p>	<p>Provide numbers of students moving from one secondary school to another</p>	<p>Don Blair</p>

<p>4.2 Migration of Students Between KPRDSB and PVNCDSB (cont'd)</p>	<p>Rose Kitney: If parents choose not to send their child to an intermediate/secondary school, they could transfer to the separate school board. Can we get those numbers?</p> <p>Don Blair: We will get that data for you.</p> <p>Margaret Marchen: Is there anyway to get data of those students who start at separate school board in Kindergarten?</p> <p>Don Blair: There is no way of tracking that data. Parents can register their child where they may.</p>	<p>Provide number of students leaving Grade 6 to go to separate school board.</p>	<p>Don Blair</p>
<p>4.3. Leasing Costs</p>	<p>The Committee had requested information with respect to leasing costs incurred by the schools in the city and the information was provided.</p>		
<p>4.4 Building Sizes</p>	<p>The Committee had requested a breakdown of square footage of each of the four secondary schools and the information was provided.</p>		
<p>4.5 Urban Planning</p>	<p>The Committee had requested information about future development in the Lily Lake area. The Committee was provided with a copy of the letter from Brad Appleby, Planner, Subdivision Control and Special Projects, City of Peterborough explaining the stages of the future developments.</p> <p>Don Blair advised that John Lawrence, Superintendent of Finance, Norm Breitner, Manager of Planning Services, and himself are meeting with the City planners this week. The City Planners requested this meeting to discuss the Accommodation Review process. A report from that meeting will be brought back to the Committee.</p>	<p>Provide a report from the meeting with City Planners</p>	<p>Don Blair</p>

4.5 Urban Planning	<p>Rose Kitney: Jay Amer mentioned in his presentation that students from part of this new development would be PCVS students, although the City Planner, in his letter, advised that the students would be Crestwood students. Where will students from the Lily Lake/Jackson Creek development go?</p> <p>Don Blair: There has been no designation because this development plan is not complete.</p> <p>Bob Gallagher: Is it potentially possible for the School Board office to move to a secondary school facility?</p> <p>Don Blair: Would have to check if this is a viable option, however, we can take any one of the schools that has access capacity and fill it with board office staff, medical facilities, grade 7/8 students, etc. Filling the space does not face the issue of programming in the schools. Fewer teachers, fewer course offerings. Mandatory courses have to be addressed first, and this reduces the number of optional courses. With respect to combining colleges or universities and our secondary schools, there is an enormous wealth of course offerings that are offered by the Ontario Curriculum that could be offered if we had the students in the class. Principals have a huge task in staffing their schools. We need to keep a focus on what is important - the students.</p> <p>Annie Johnston - We have six classroom that are being used by central staff, but this has done nothing to support students getting access to more programs. For example, if one class is being offered, and a student needs it this year, the class may be full, or it may clash with another course that the student needs, and that puts the student on hold for a year until he/she can get the course.</p> <p>Keith Riel: Are we looking at the snapshot that we are being given or are we going to have a number of presenters come forward and make offers. If we are looking at the snapshot, we need to look at that, and not listening to offers to pay.</p>		
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<p>4.5 Urban Planning (cont'd)</p>	<p>Don Blair: We do not want to minimize the wonderful contributions that these foundations make to the schools, however we do need to look at the snapshot of the information we have.</p> <p>Cathy Abraham: With central staff using six classrooms as TASS, does that count toward the on-the-ground capacity? Our problem is that we have too many empty seats, which means that students cannot get the programming/courses they need.</p> <p>Don Blair: Yes, that space does count toward the on-the-ground capacity.</p> <p>Eileen Madder: Is there an optimal number of courses?</p> <p>Annie Johnston: The more students a school has, the more courses can be offered.</p> <p>Margaret Marchen: Can we get more information about the Board's accessibility plans?</p> <p>Don Blair: We will pursue this matter further.</p> <p>Margaret Marchen: In the Provincial ARC Guidelines, it indicates that the Board would be presenting the Committee with options.</p> <p>Don Blair: That had been discussed and the Board felt that it would be inappropriate for administration to target a school. The decision was to present the Committee with the information with the idea that we need to address excess space, and programming for students.</p> <p>Margaret Murchen: Is there more information that the Board can provide to the Committee?</p>	<p>Provide further information about accessibility plans</p>	<p>Don Blair</p>
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<p>4.5 Urban Planning (cont'd)</p>	<p>Don Blair: As per the Board's Policy, the Data Collection Reports are the Board's direction to provide information to the Committee. If there is more information required, administration will do everything to get that information.</p> <p>Rose Kitney: In addition to more information around the Accessibility Plan, it would be beneficial for the Committee to be aware of the Legislation and to see the actual costs of making each of the four schools accessible. This needs to be a piece of what we deliberate. There also needs to more discussion around projected enrolment numbers. From 2011 to 2015 there is quite a drop at each school. Based on the information received from the City, we want to make sure that the information has been calculated into the projections.</p> <p>Don Blair: Will provide an up-date at the next meeting</p> <p>Lori Quinlan: There are rumours that the TASS property can only be used as a school. Are there any stipulations with regard to that property?</p> <p>Don Blair: We have sought legal opinion, and our lawyers have indicated there are no stipulations on the land.</p> <p>Denise Severin: As well as getting costs of making each of the four schools accessible, can we also get the costs of what has already been done?</p> <p>Don Blair: We will bring this information to the next meeting.</p>	<p>Provide information about accessibility costs to date and future costs</p>	<p>Don Blair</p>
<p>4.6 Long Term Capital Planning</p>	<p>The Committee requested copies of the Long Term Capital Plan and they were provided in the Agenda Package.</p>		



<p>5.1 John McCormack (Community Member) (cont'd)</p>	<p>He stated concerns that if PCVS closed, many of those students would transfer to St. Peter's which is within walking distance. He also stated that most of the students at PCVS reside in the western areas (Queen Mary and Westmount) and that 70% of students walk to school. He expressed concerns about the increased bussing of students if PCVS were to be closed.</p> <p>Rose Kitney: Are you saying that If PCVS were to close approximately 800 students would transfer to PVNC?</p> <p>John McCormack: By talking to people in the city, I know that if PCVS were to close most students would transfer to PVNC.</p> <p>Margaret Marchen: When was the decision made to stop advertising the Integrated Arts Program?</p> <p>John McCormack: Not sure of the exact timing, but heard about it after I retired.</p> <p>Cathy Abraham: Does the city bus run to the other three schools in the review?</p> <p>John McCormack: Yes, the city buses go throughout the city.</p> <p>Cathy Abraham: Are there students enrolled in the Integrated Arts Program that come from outside the city:</p> <p>John McCormack: Yes</p> <p>Scott Tuck: With respect to city buses, buses are available throughout the city every forty minutes</p> <p>Rose Kitney: You alluded to, way back in the day when the integrated arts program became to be, there was a lot of retrofitting in the school. What do you recall that the school had to do to accommodate?</p>		
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<p>5. Announced Public Delegations 5.1 John McCormack (Community Member)</p>	<p>John McCormack: The machine shop was changed to an Apple computer design centre. The electrical shops were converted into dance, drama, theatre, computer design and stage design classrooms.</p> <p>Madeline Brown: What specifically had to be changed?</p> <p>John McCormack: Changing the electrical/technical shops into art program rooms.</p>		
<p>5.2 Ann Way-Nee (Occupational Therapist)</p>	<p>Ann Way-Nee's purpose is to review the issue of accessibility of the schools that are under consideration for closure, so that discussion of what is best for all the students includes students with special needs. Within the KPR board, more than 7,000 (22%) receive special education services. Students with disabilities want the same as all adolescents. One way to support this is to eliminate all barriers. Legislation is in place to prevent and remove barriers to accessibility. The school board is obliged to comply with this legislation. The Board's Accessibility Plan revolves around an analysis of the accessibility of each of its schools. Priority is given each year to addressing those projects which will provide accessibility to those buildings requiring it, to all students to attend school.</p> <p>Ann Way-Nee reviewed various environmental considerations for barrier free access to buildings for each school and provided a chart of comparisons between the four schools in the accommodation review. She also pointed out her statistics showing that 92% of schools outside the city are barrier free, while only 75% of schools within the city are barrier free. Ann then compared each of the four schools current accessibility.</p> <p>Ann Way-Nee provided a summary of accessibility upgrade projects from 2003-2010 at the four secondary schools, based on figures found in the KPRDSB Accessibility Plans. She stated that, from the Accessibility Plan, "the Board recognizes the importance of adjusting accommodations priorities as needs emerge ... and in very rare situations, moving students to accessible settings that will meet their needs." She stated that a move to an accessible setting may deny a</p>		

<p>5.2 Ann Way-Nee (Occupational Therapist)</p>	<p>student various specialized program opportunities at the secondary level. Ann further reviewed the KPRDSB Accessibility Plan.</p> <p>Recommendations suggested were: 1) Keep both barrier free schools open; 2) Place a top priority and heaviest weighting on school accessibility; 3) Aim for continuous improvement toward 100% barrier free access to all programs within Peterborough schools; and 4) Factor the costs of proactive accessibility upgrades into the basic operational and maintenance costs of each school.</p> <p>Margaret Marchen: Do you know why the Board did the retrofits the way they did?</p> <p>Ann Way-Nee: The first Accessibility Plan was 2003-2004.</p> <p>Margaret Marchen: There are no plans for any schools to become accessible in the future?</p> <p>Ann Way-Nee: The Accessibility Plans current identification of architectural and physical barriers is in compliance with the Accessibility for Ontarians with Disabilities Act. The use of service animals and service personnel has been identified. The 2008 plan included ramps, however, washroom renovations have been dropped.</p> <p>Bob Gallagher: You indicated that there are over 7000 students with special needs, where did you get that information?</p> <p>Ann Way-Nee: The Boards' Accessibility Plan.</p> <p>Keith Riel: So, only Adam Scott is accessible?</p> <p>Margaret Murchen: Kenner is a fully barrier free school. Adam Scott is almost barrier free, in that the front door can only be accessed by stairs. In order to be fully barrier free, there would need to be a lift of some sort, however, the other entrances are barrier free.</p> <p>Don Blair: Were you suggesting that the 7000 students identified all have some sort of physical disability?</p> <p>Ann Way-Nee: No</p>		
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<p>5.3 Jay Amer (PCVS Foundation)</p>	<p>Jay Amer introduced himself as the President of the PCVS Foundation and that he is a PCVS graduate and felt that PCVS is an anchor of the community and its loss would be felt by all. He advised that he has connections with all schools in Peterborough and recognizes how important all schools are to their communities. The PCVS Foundation is an important influence on the school community. The Foundation is a charitable organization that was formed in 1999 with the express purpose of raising and managing funds for use to support students, school activities, and other special projects that support the school community.</p> <p>Jay Amer advised that if financing an elevator and other accessibility infrastructure is a barrier to allowing PCVS to remain open, although it is the Boards' responsibility to make the school barrier free, the Foundation would be committed to securing adequate funding to support the Board and its efforts to make PCVS accessible to all. Jay advised that he understood that PCVS could be made accessible for anywhere from \$200,000 to \$300,000.</p> <p>Jay Amer expressed concerns over the Board using accurate data and planning information such as the Facility Condition Index, Projected Enrolment numbers, and future City of Peterborough developments.</p> <p>Janet Wylie: That is a very generous offer. Is there a possibility that the offer would be accepted by the Board?</p> <p>Don Blair: It would have to be pursued.</p> <p>Keith Riel: What is the implication of a downtown core school?</p> <p>Jay Amer: The DBIA has been in touch with the Foundation and advised that a closure would be a huge impact to the downtown core. The downtown core needs a vibrant downtown secondary school.</p> <p>Cathy Abraham: Do you have actual data and statistics that a downtown core is aversely affected.</p>	<p>To view Functional Planning Study for the Lily Lake Planning Area:  <a href="http://www.peterborough.ca">www.peterborough.ca</a>              City Hall - City Council - Agendas &amp; Minutes - June 1, 2009, Planning Committee Minutes - Item #3</p> <p>To view By-Law 09-106:  <a href="http://www.peterborough.ca">www.peterborough.ca</a>              Search - "09-106"</p> <p>To view Central Area Master Plan:  <a href="http://www.peterborough.ca">www.peterborough.ca</a>              Search - "Central Area Master Plan"</p>	
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<p>5.3 Jay Amer (PCVS Foundation) (cont'd)</p>	<p>Jay Amer: We will provide data to the Committee in the near future</p> <p>Rose Kitney: What makes the Foundation feel that the costs to make PCVS barrier free would be in the \$200,000 to \$300,000 range?</p> <p>Jay Amer: We have someone who is familiar with the school and is familiar with elevators and provided us a quote.</p> <p>Rose Kitney: If that amount becomes closer to two to three million dollars, where does the Foundation stand?</p> <p>Jay Amer: The Foundation will work with the Board</p> <p>Natalie Hawthorne: Can you expand on the Lily Lake growth area?</p> <p>Jay Amer: The Lily Lake growth area is part of the PCVS catchment area. There is a small corner that would be Crestwood catchment area.</p> <p>Stephanie Coleman-Sadd: If the Foundation provides money to make PCVS barrier free, would PCVS lose the scholarships?</p> <p>Jay Amer: The investment in extra-curricular would not be affected.</p> <p>Andrew Pyle: If PCVS were to close, would the Foundation support other schools?</p> <p>Jay Amer: There are no obligations to support other schools. This is a private entity and would wind up.</p> <p>Lori Quinlan: The Kenner Foundation is required to offer their financial statements to the Board. Does the PCVS Foundation provide their financial statements as well?</p> <p>Jay Amer: The Foundation has audited financial statements.</p> <p>Lori Quinlan: You mentioned scholarships, bursaries, top-ups, etc. Have they been established?</p> <p>Jay Amer: Yes, there are a number that have been established.</p>		
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<p>5.4 Laura Jack (Kenner parent)</p>	<p>Laura Jack introduced herself as a parent of 2 graduated students of Kenner. The programs and quality of staff at Kenner are great and the students can build connections within the community. The Committee needs to review the facts and profiles of all the schools and offer the best programs that we can to our students.</p> <p>Laura highlighted programs and facilities at Kenner that do not need to be created. Hairstyling is the only one in the Board and takes in clients from the community. Horticulture - Kenner has their own greenhouse and the students help local seniors with their gardens as well as help set up fesitval of trees, do flower arrangements and corsages for community members, formals and special occasions. Kenner has access to an industrial kitchen, which has large ovens, walk in fridge and freezer, student run restaurant and community catering. Surrounding schools have asked Kenner to prepare and serve their holiday dinners. Kenner has a construction program, a welding and metal work program, and automotive and transportation program and all provide service to the community. It is the only school with a grade 9 integrated arts program along with a recording facility. Kenner has 2 full size gyms and the sports programs are extensive and inclusive. Students are actively involved in learning outside the school because of the offsite at Kingswood. The History department encourages learning through experience. The Science class helps move salmon in Cobourg. All Kenner students are involved in Earth Day clean up. Co-op opportunities abound in the community and many are within walking distance. Kenner also houses grade 7 and 8 students and these students are benefitting from the gyms, cafeteria, and fields. Many community groups use the facilities because the school is completely accessible. The Kenner foundation hands out over \$10 000 per year in scholarships to Kenner students.</p> <p>Kenner's existing building already supports the programs required for all students. The entire Kenner school community is involved in many community events. Lets focus on what schools should be kept open.</p>		
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<p>5.5 Di Farquhar (Community member)</p>	<p>Di Farquhar spoke about the economic impact to Peterborough and suggested that the Board needs to investigate the best possible uses for the facilities in question. She reviewed the Places to Grow growth plan for the Greater Golden Horseshoe and advised that the City of Peterborough has incorporated this initiative in the Municipal Plan. There is evidence throughout Peterborough that the economy is strengthening. We need to work together to produce a collaborative learning plan, which could incorporate high school programs, tangible skills development, and college and university prerequisites. The possibility for the sharing of teachers, programming and facilities could be explored.</p> <p>Di Farquhar suggested the KPRDSB work in collaboration with Trent University, Fleming College, and the regional hospital. She proposed that the Board create a learning centre for everything from literacy programs to skilled trade apprenticeships. Since TASS has the ability to be two separate schools, she suggested that one half of the school be used for a learning centre. It was suggested that to close any school in Peterborough only promotes the negative image that Peterborough is a down trending community, and not a place to invest in.</p> <p>Keith Riel: Are you saying that we should not close any schools until we get over the rough patch because sunny days are ahead?</p> <p>Di Farquhar: Things are happening in Peterborough and money is moving in development. We need a strong community use of schools. Eventually the area will grow.</p> <p>Keith Riel: Where would we get the funding to keep school open?</p> <p>Di Farquhar: Peterborough people are caring and will come together. Pitting schools against each other is not positive.</p> <p>Madeline Brown: If we were to explore the possible uses of TASS, and if TASS still only has half capacity of students, would more programming be available?</p> <p>Di Farquhar: Trent University is right there and could possibly offer more resources.</p>		
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<p>5.6 Julie Parnell (Kenner student)</p>	<p>Julie Parnell introduced herself as a Grade 9 student at Kenner. She spoke about the closing of Confederation PS and Grove PS, advising that it was a very difficult time for all involved and that Kenner has already paid their dues. There is no longer capacity in the elementary feeder schools to house the intermediate students, so where would the Kenner Intermediate students go if Kenner was closed?</p> <p>Kenner Intermediate students have all the benefits of a highschool - larger library - pod - 2 gyms - cafeteria - additional technology - sports fields. Students graduating from Kenner Intermediate are much more comfortable and confident going into highschool. Intermediate students have made the most of the opportunities presented to them being in a highschool facility.</p> <p>Keith Riel: In your heart of hearts, what would it mean to you if Kenner closed?</p> <p>Julie Parnell: I am a third generation at Kenner and would feel sad.</p> <p>Rose Kitney: You spoke about the transition from Grade 8 to Grade 9 and what a big change that is. Were you one of the first group coming from Kenner Int.?</p> <p>Julie Parnell: No</p> <p>Rose Kitney: Can you tell me how students who have come to Kenner Int. from Confederation and Grove and then gone on to Kenner CVI feel?</p> <p>Julie Parnell: Much more confident.</p>		
<p>5.7 James Burrett (Community member)</p>	<p>Removed from Agenda</p>		

<p>5.8 Francesca Elliott/ Krysta Cody (Kenner students)</p>	<p>Everyone at Kenner is involved in diversity and inclusion at Kenner CVI. It doesn't matter who you are or where you come from. The IB and LLS programs are two of many speciality programs.</p> <p>The LLS program at Kenner is one of the best programs in Peterborough because all LLS kids have the ability to learn in an environment that is diverse. It focuses on teaching students what is best for them, promoting participation in every aspect of school life. The Amigos club brings together LLS students and main stream students and offers unique opportunity for students to bond. LLS students get to try new things and have fun. All of the activities are accessible to everyone.</p> <p>Kenner is completely accessible and offers equal opportunities to all. Symbolic of Kenner's diversity, no student should be prevented from reaching full potential because of learning or physical disabilities. At Kenner, every member of the school is greatly valued.</p>		
<p>5.9 Emily Cliff/ Elaine Welbourne (Kenner students)</p>	<p>Emily and Elaine reviewed a video they had produced about Kenner CVI. In the video, wheelchair accessibility, and various programs available at Kenner were reviewed. They also pointed out that the Otonabee river close to the school also supports outdoor programming. It was pointed out that in order to create the hairstyling program, \$90,000 was spent to create the classroom. \$35,000 was spent to upgrade auto shop and \$125,000 to create the horticulture program. Kenner CVI sports fields were also pointed out and are used extensively by students and the community.</p> <p>Eileen Madder: Where did the funding come from to invest in the hairstyling program?</p> <p>Alison Sadowski: The funding came from Ministry funding and support from the Board.</p> <p>Keith Riel: With respect to the IB program, how do students feel coming from other countries?</p> <p>Emily and Elaine: Students feel welcome and benefit from the IB Program.</p>		

<p>5.9 Emily Cliff/                  Elaine Welbourne                  (Kenner students)                  (cont'd)</p>	<p>Rose Kitney: You mentioned that six sports can be played at the same time on Kenner fields at A level quality. What do you mean A level quality?</p> <p>Don Blair: We will get clarification.</p>	<p>Clarify "A Level Quality" sport fields</p>	<p>Don Blair</p>
<p>6. School Information Profile</p>	<p>Don Blair reminded the Committee of previous discussions wherein the Committee agreed that no revisions be made to the School Information Profile. The Committee also stated that a rating system of 1-5 would be acceptable.</p> <p>A general discussion followed about how to proceed with completing the School Information Profile and the following comments were made by Committee members:</p> <ul style="list-style-type: none"> <li>• Some of the questions are worded differently and may not fit with weighting issues. Some questions should be weighted differently.</li> <li>• Each school should review the questions and bring their rating forward to the next meeting</li> <li>• The School Information Profile be completed at the final meeting on May 12</li> <li>• Each school team and the business/community team rate all schools and then take an average</li> <li>• Transfer data from the Data Collection Reports into the School Information Profile in a spread sheet format</li> </ul> <p>Roy Wilfong: This process is boiling down to pitting one school against the other. All four schools are good schools. Declining enrolment in the elementary schools will affect the secondary schools. We need to make the secondary school classrooms viable. We should be dealing with the whole system in Peterborough, including the elementary schools. Suggested that the Accommodation Review be put off for the time being and deal with the whole City of Peterborough schools.</p>		

<p>6. School Information Profile</p>	<p>It was explained to the Committee that the Board's mandate is to look at the four city secondary schools and that the Committee does not have the authority to change the parameters of the Accommodation Review. The Board has a clear idea on the number of students moving through the elementary grades.</p> <p>Roy Wilfong: Suggest that a decision not be made until 2013 or 2014 and take more time looking at this. With 5-6 representatives on the Committee from each school, they are not going to vote to close their school. This should be brought forward to the next Board meeting.</p> <p>Rose Kitney: There have been enough Peterborough elementary schools reviewed in the past few years. The Committee has been charged to look at the data and make recommendations to the Board. We see the projected enrolments and should go forward with the Profile. The answers to the questions in the Profile won't come easily, and it is a cumbersome Committee, however, we have been charged to deal with this and must do it properly.</p> <p>The Committee was advised to work on the School Information Profile individually, or as a group and bring back their notes to the next meeting.</p>		
<p>9. Future Meeting Dates</p>	<p>April 7, 2011 - Adam Scott CVI                  May 12, 2011- Peterborough CVS</p>		

<p>10. Unannounced Public Delegations</p>	<p><u>Grace Loucks - PCVS parent</u></p> <p>PCVS students eat lunch at a variety of places, and yes, there may be the odd child at the local pool hall. PCVS students are not the only students partaking of these activities. All schools have pros and cons that deal with geography. Students have access to cars and can be seen all over town. There have been comments about the Integrated Arts Program being easily moved. Generations of students and families have fought to keep this school open. The students and staff are wonderful. PCVS students have shown consistent strong academics. Programs cannot be easily moved and recreated. With respect to inclusion and acceptance, students at PCVS are encouraged to be themselves, whereas they have not had the same experience at other schools. An environment that accepts all students cannot be recreated.</p> <p>Natalie Hawthorne: Integrated Arts Programs can be moved just like any other program in a school.</p> <p>Grace Loucks: A music program can be moved just as easily. The point I wanted to make was that it is not feasible to consider moving one program but not another.</p> <p>Natalie Hawthorne: Inclusion is at all schools.</p> <p>Grace Loucks: PCVS has a very diverse group of students.</p> <p><u>Charlie Menendez - Individual</u></p> <p>We have been told our secondary enrolment is declining and must close a secondary school. Holy Cross is expected to increase - how does that say that enrolments are declining? The data with respect to students leaving KPR and going to PVNC is incomplete and the numbers are wrong. Since this data is the basis of deliberation, the whole process is called into question. The Board has failed to recognize that education in Peterborough is competitive and we are losing students to the separate school board and private schools. The Board will end up with a net loss if we close a school and those students walk to a separate school.</p>		
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<p>10. Unannounced Public Delegations (cont'd)</p>	<p><u>Chris McCarthy - community member</u></p> <p>I live adjacent to TASS and am a retired TASS teacher and concerned about the use of school property if TASS is closed. Busing would be increased to another secondary school and provisions are going to have to be looked at for safe access, traffic flow, etc. TASS currently has over 30 buses in their parking lots. Rotary Trail is a safe walkway for students and would be a big concern if the school is closed. The only other access to the waterfront would be the power plant and access would be limited.</p> <p>Keith Riel: Were you at the school when TASS was two schools?</p> <p>Chris McCarthy: No, but Kenner was a 1-6 school and TASS was a 7-12. There were two sets of buses and increased amount of bussing to the schools.</p> <p><u>Sarah Churchill - Community Member</u></p> <p>I am a TASS parent and a teacher with another board. Are the high schools speciality programs allowed to be advertised just through KPR or also out of the Board? TASS has a four credit program - stream studies and draws 700 - 900 elementary students to TASS for activities.</p> <p><u>Tom Churchill - Individual</u></p> <p>I believe the Accommodation Review Committee should be looking at the accommodations and limit it to that. Whatever the decision, if we close a school, we will be turning students away. The Board should be forming partnerships with industry and colleges.</p> <p><u>Katherine Blackwood - Individual</u></p> <p>I am a graduate of PCVS and have a child at PCVS. The Board should be looking at opportunities of partnerships with outside organizations in order to save money. PCVS has the least cost of</p>		
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<p>10. Unannounced Public Delegations (cont'd)</p>	<p>bussing because most students walk. PCVS also has a partnership with the City of Peterborough through the use of bus passes which allows students to participate in before and after school activities. Despite the lack of fields, PCVS has just the same if not more sport teams than other schools. Partners pay to maintain the fields and saves the Board and taxpayers significant dollars. PCVS is a community hub school with elementary schools feeding into it. Kenner is the only fully accessible school and other schools need further retro fits. An elevator could be installed in PCVS.</p> <p>Stephanie Coleman-Sadd: How did you calculate that PCVS has the lowest transportation cost?</p> <p>Katherine Blackwood: I calculated the cost per student as a total based on enrolment.</p> <p>Sean Hazeldine: It may be helpful to see the total transportation costs for each school.</p> <p>Don Blair: This information will be provided at the next meeting.</p> <p><b><i>Secondary Student Only - Transportation Costs</i></b></p> <p><b><i>Adam Scott - 808.5 X 57% X \$1178.71/student = \$543,202.60</i></b>  <b><i>Kenner - 686.5 X 48% X \$1208.43/student = \$534,512.76</i></b>  <b><i>PCVS - 848.75 X 31% X \$1505.19/student = \$396,034.30</i></b>  <b><i>TASS - 713 X 55% X \$1115.62/student = \$437,490.38</i></b></p> <p><u>Russell Winkelaar - Individual</u></p> <p>Myself being in a wheelchair, I know that the accessibility issue is an important discussion. Being a former graduate of Kenner, I was accepted and involved in all aspects of school. A lift was purchased in order for wheelchair students to access the stage. Things like that mean that all students can have the same opportunities. Encountering inaccessible places is a nightmare. Diversity will further education in disabilities. In order for there to be a better awareness of diversity, students need to be exposed to these kind of things.</p>	<p>Provide total transportation costs for each school. <b><i>Details provided in bold/italics.</i></b></p>	<p>Don Blair</p>
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<p>10. Unannounced Public Delegations (cont'd)</p>	<p><u>Michael Saunders - PCVS - Individual</u></p> <p>PCVS is a fully successful school and we should not rely on projections to determine the future of our schools. Other boards plan working groups during the process and should be considered.</p> <p><u>Rick Page - Kenner - Individual</u></p> <p>As a former Kenner student, I understand that 48% of Kenner students are bussed. Therefore 364 students don't require bussing. It would cost half a million to bus those students to another school. The government provides funding based on enrolments - what are those numbers? If we have to build a new school in the future, how much is that going to cost? If various programs are offered at different schools, is it feasible for students to take different programs at different schools?</p> <p><u>Jeff Cox - PCVS</u></p> <p>Jeff Cox read the letter from Murray Robinson, Chief of Police, Peterborough.</p> <p><u>Jocelyn McLaren - PCVS student</u></p> <p>With respect to accessibility costs there are 0's across the board for PCVS. Should it not be the Board's responsibility to put dollars in for accessibility. Accessibility and diversity are across the Board, but PCVS is one of the most magnificent schools she has been too. The Link program has been very beneficial for me and I'm very active in Drama and Arts. It's nice for students to know each other and have staff that know their name.</p> <p><u>Marc Bilz - PCVS - Individual</u></p> <p>My family moved to Peterborough looking for something that made the town special. This city has community and character and beautiful neighbourhoods, including PCVS. PCVS has a theatre second to none and the quality of the integrated arts program is unimaginable. People will move here because of the qualities of Peterborough.</p>		
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10. Unannounced Public Delegations (cont'd)	<p><u>Jane Mark - Individual</u></p> <p>The data collection is very poor and is not transparent. We don't even know where school boundaries are. Where are those kids from the 3000 new homes going to go to school. The process is not working, lets stand back, take our time and do it right. Projections should go to 2025 not 2015. PCVS was to close years ago and did not because the public said no.</p> <p><u>Jeff Macklin - Individual</u></p> <p>I am not in favour of closing any schools and cannot believe that a committee this size has been formed. I am surprised that a meeting with the city planners has been planned for this week when there is only nine weeks before a major decision is made. Three out of four schools do not meet the accessibility guidelines.</p>		
11. Adjournment	Don Blair, Chairperson, adjourned the Accommodation Review Committee Meeting at 10:44 p.m.		

