

THE KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

ACCOMMODATION REVIEW COMMITTEE - PETERBOROUGH SECONDARY SCHOOLS

MINUTES - April 7, 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 DiGuseppe, Rebecca Ballarin, Annie Johnston, Mary Harran, Tammy Salem, Janet Wylie, Tony Spiridis, Bob Gallagher, Eileen Madder, Keith Riel, and Cheryl Gzik.

REGRETS: Amanda Little

| ITEM | DISCUSSION HIGHLIGHTS | ACTION | RESPONSIBILITY |
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| 1. Call To Order | <p>Chairperson Don Blair called the meeting to order and had the Committee members introduce themselves and identify the group which they represent.</p> <p>D. Blair introduced Director Rusty Hick who introduced Chairperson of the Board Diane Lloyd, Trustee Shirley Patterson, and Senior Administration 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"> • 6.13 - Mark Wickham - remove and add to May 12 Agenda as an announced presentation | | |
| 3. Adoption of Minutes | <p>The Minutes were approved with the following change:</p> <ul style="list-style-type: none"> • Section 10 - unannounced Delegations - Michael Saunders - replace with "PCVS is a fully successful school and we should not rely on projections to determine the future of our schools." • Section 10 - unannounced Delegations - change name Murray Robinson to Murray Rodd | Revise Section 10 on the 28 February 2011 Minutes | Cheryl Gzik |

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| <p>3. Adoption of Minutes (cont'd)</p> | <p>Don Blair spoke to an unannounced delegation submission that was posted on the web-site, and contained different information than what was provided at the 3 February 2011 meeting. The posting of information that was not contained in the oral presentation caused concerns, and was removed from the web-site. He expressed his regrets to those who were offended.</p> | | |
| <p>4. Review of Progress to Date 4.1 Accessibility</p> | <p>Peter Mangold, Superintendent of Education - Student Achievement, reviewed the "Quick Facts - Accessibility". The Accessibility for Ontarians with Disabilities Act was reviewed. 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.</p> <p>In an announced presentation at the February 28, 2011 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.</p> <p>In summary, the Board is 100% compliant with current legislation regarding accessibility.</p> <p>ASCVI - the building is currently accessible except at the main entrance.</p> <p>KCVI - the building is fully accessible.</p> <p>PCVS - it is estimated that the installation of an elevator would cost approximately \$300,000.</p> <p>TASSS - the cost of an elevator to serve all levels in the north building would be approximately \$300,000.</p> | | |

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| <p>4. Review of Progress to Date</p> | <p>Rose Kitney: With regard to TASS, would it be necessary to install a second elevator?</p> | | |
| <p>4.1 Accessibility (cont'd)</p> | <p>Annie Johnston: Yes. Although the buildings are connected on the ground floor, the second floors are actually two separate buildings.</p> <p>Cathy Abraham: ASCVI and KCVI are accessible, whereas PCVS and TASSS are not completely accessible. Would you speak to the ability to get into those two buildings. Are both wings accessible at TASSS?</p> <p>Annie Johnston: The main level on both sides are accessible at TASSS. Would need two elevators to access the entire building.</p> <p>Denise Severin: The two entrances on the west side of PCVS have a 6 inch step that could be ramped. There is also an entrance off the gym.</p> <p>Keith Riel: When, where and whom makes the decision for a student to go to a particular school for the programming they need?</p> <p>Peter Mangold: The Principal of the home school would consult with the student and his/her family to find the best possible school and programming for the student.</p> <p>Lori Quinlan: Only Special Education students would have that consultation. There are stairs at every entrance to PCVS.</p> <p>Annie Johnston: As soon as a student is identified as Special Education, the Special Education staff of the Board are involved.</p> | | |

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| <p>4.2 Enrolment</p> | <p>Don Blair reviewed the “Quick Facts - Enrolment - City of Peterborough” provided to the Committee and posted on the Board’s web-site. Both elementary and secondary enrolment in the City of Peterborough was reviewed for KPRDSB showing a declining enrolment up until 2021. For the period 2003-2010 both elementary and secondary enrolment at PVNCCDSB declined.</p> <p>City and Board officials discussed what the outlook was for the City of Peterborough. There was some discussion with regard to the Greater Golden Horseshoe and City Planners agreed with the dilemma that the Board is facing, and didn’t have any data that would show otherwise. There is a report that was done by the City Planners and how the growth plan for the Greater Golden Horseshow will affect the city of Peterborough. Peterborough has a much larger senior population than youth population and concentration of retirees will get deeper. The report advised that international immigration has little impact on population increase, as immigrants tend to settle in the GTA area. The Highway 407 extension, municipal airport and Pickering airport could facilitate economic growth, but not for the time being. The City’s PPU (person per unit/the number of people in each dwelling) has been decreasing. There is a formula that is used that designates the number of elementary and secondary students that would come out of a unit of housing and would depend on the density of the areas. The Greater Golden Horseshoe Plan is to intensify downtown cores by 40% which could potentially generate an additional 200 secondary students by 2031.</p> <p>Barry Adams: Was the Lily Lake Development discussed?</p> <p>Don Blair: The Lily Lake Development plan is in progress but no permits have been issued. This development area currently falls in the holding zone for PCVS.</p> | | |
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| <p>4.2 Enrolment (cont'd)</p> | <p>Keith Riel: Did the City Planners show you a map of where new developments were going?</p> <p>Don Blair: No, they did not show any maps.</p> <p>Keith Riel: Would the numbers be a little skewed. They can't tell if retirees or families with school students will be moving into these future developments.</p> <p>Don Blair: CN Watson provided information to the Cities for their planning.</p> <p>Keith Riel: This is not an exact science, but just may happen.</p> <p>Cathy Abraham: Based on comments at previous meetings, would someone speak about the accuracy of projected enrolments. The percentage of accuracy is high and although it's not an exact science, it would be true that the information is based on historical facts.</p> <p>Don Blair: Projection data is very well researched and was evident with the meeting of the City Planners. Each Board is required to report to the Ministry what enrolments are, and having looked at the March 31 actual enrolments, those numbers are exceptionally close to what the projections are. There are two sources of projections - Planning Department and Finance department. Both of these departments are involved in the projected enrolments so that staffing might start in time to address all the needs for the September.</p> <p>Rose Kitney: Peterborough tends to be a centre of employment wherein people are coming from outside of Peterborough to work in the city. Is there any sense of the percentage of people commuting to Peterborough?</p> <p>Don Blair: No.</p> | | |
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| <p>4.2 Enrolment (cont'd)</p> | <p>Rose Kitney: Can you elaborate further on recommendations from the City Planners about increasing the downtown core?</p> <p>Don Blair: 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 Greater Golden Horseshoe plan for Peterborough is optimistic and they expressed concern about operating under the same parameters set out for Barrie, Cambridge and Guelph.</p> <p>Margaret Marchen: We were looking for numbers about historical accuracies - historically for most of the schools, it's been accurate, but for PCVS the numbers are off by 50.</p> <p>Don Blair: When looking at March 31 numbers for PCVS, the numbers are right on. We need to be cautious of which projections are being looked at. For example, Average Daily Enrolment (ADE) versus enrolment statistics for staffing purposes.</p> <p>Natalie Hawthorne: Ridpath is not listed as one of the schools.</p> <p>Rusty Hick: Ridpath students are factored into the enrolments but not considered a feeder school because the English students go to Lakefield.</p> | | |
| <p>4.3 Programming</p> | <p>Don Blair stated that the purpose of the ARC and potential closure of a school, from an administrative view, is based on the programming piece, not the fiscal piece.</p> <p>Annie Johnson, Principal at TASSS, spoke about programming in secondary schools and reviewed the "Quick Facts - Secondary School Program." The main issue is declining enrolment - the smaller the populations the more challenging it is to offer a full complement of programs to be able to engage students and have them stay and become successful. Class sizes are decided on in Collective Agreements, so classes could be limited. Thirty credits are</p> | | |

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| <p>4.3 Programming (cont'd)</p> | <p>required to graduate so there is enormous pressure on schools to be able to offer these courses. Variety of program allows students to be successful. We are now having to offer multi-level/grade classes - eg. Grade 9 and 10 in the same class - therefore teachers are trying to meet a greater number of needs. This makes for challenges and makes it challenging for students who are making choices. All schools work hard to offer all ranges of programming. Course opportunities vary from each school, however everything that is needed to graduate is offered. There is little opportunity for students to take courses at two or more schools. Schools are having to offer fewer and fewer option courses and are offering single sessions. For example, Grade 11 photography may only be offered once in a year, so when a grade 11 student is trying to get courses they need to go to university, the course may not be available at that time. It is very upsetting to students when they cannot get the courses/programs they want.</p> <p>Sean Hazeldine: Are you saying that a secondary school with 1000 students would be the ideal?</p> <p>Don Blair: Information on the Quick Facts sheet was gathered from all four schools. For comparison purposes, another larger KPRDSB secondary school (which would compare in size if the Peterborough secondary enrolment was divided among three schools) was chosen arbitrarily and that Principal was asked to provide similar data. The fact was that they can provide twice as many students their first choices in secondary programs.</p> <p>Margaret Marchen: If a student wanted to take another course at another secondary school, that student would have to have a car?</p> <p>Annie Johnston: If a student is taking a first period course at one school it is very difficult for that student to get to another school for the second period.</p> <p>Eileen Madder: Why is Crestwood SS not being considered?</p> <p>Don Blair: Trustees did not include Crestwood as part of the study because it does not fall within the City limits and is at full capacity.</p> | | |
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| <p>4.3 Programming (cont'd)</p> | <p>Eileen Madder: What is the percentage of students from the City attending Crestwood?</p> <p>Lori Quinlan: 9 students from ASCVI, 16 students from KCVI, 20 students from PCVS and 6 students from TASSS.</p> <p>Denise Severin: How many students come out of the city boundaries versus the catchment area?</p> <p>Don Blair: The City if the out of the catchment area.</p> <p>Eileen Madder: How do we use the facilities we have optimally? We should bring everything to the table that we currently have access to.</p> <p>Rose Kitney: It has always been maintained that there is a great number of city students attending Crestwood. Can we get a breakdown of the multi grade/level splits vs. single section classrooms?</p> <p>Don Blair: Will provide that information - see Action Column.</p> <p>Denise Severin: It was stated that Crestwood SS is not part of this review because they are at capacity. It should be pointed out that PCVS is also at 100% capacity.</p> <p>Don Blair: Enrolment projections indicate that we are losing 2900 students, close to 4000 student spaces within the four schools.</p> | <p><i>Same grade/combined level - 13</i> <i>Combined grades/combined levels - 12</i> <i>Combined grades/same level - 29</i> <i>Single section - 170</i></p> | <p>Don Blair</p> |
| <p>5. Review of School Information Profiles</p> | <p>Each of the secondary school Principals reviewed their school data in the School Information Profile followed by questions from the Committee.</p> <p>Keith Riel - what is the Tutor Program at KCVI?</p> | | |

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| <p>5. Review of School Information Profiles (cont'd)</p> | <p>Alison Sadowski: The Trent Reading Tutor Program is a part of the graduation requirement for all teacher candidates at Trent University. Schools may request to have Trent Reading Tutors in their schools. The reading tutors work in conjunction with teachers to provide additional support for students at risk in Literacy.</p> <p>Tammy Salem: With respect to the Integrated Arts Program at PCVS, do students have to apply?</p> <p>Denise Severin: Yes, there are far more applications then space for students.</p> <p>Kim Whiteside: What is the Articulation Agreement at PCVS?</p> <p>Denise Severin: The Articulation Agreement is an agreement with Fleming College that allows students to earn a college credit while earning high school credits.</p> <p>Keith Riel - are there any students at TASS that are disabled or wheelchair bound and, if so, how many and how are they accommodated?</p> <p>Annie Johnston: There are approximately 7 wheelchair bound students at TASSS and each of those students are in the Learning and Life Skills program. All of their classrooms are in a central location and when these students go into mainstream, those classrooms are accessible.</p> <p>Keith Riel: How long has TASSS been on list to be barrier free?</p> <p>Don Blair: There is no such list.</p> <p>Rose Kitney: Question to all four principals - can each Principal tell the Committee if there are programs that would not be successful at any other schools or not easily moved?</p> <p>Alison Sadowski: The IB program could not be easily moved. There is an application process that would have to be undertaken in consultation with IB. The Learning and Life Skills program at KCVI would also be difficult to move because of the accessibility at KCVI.</p> | | |
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| <p>5. Review of School Information Profiles (cont'd)</p> | <p>Annie Johnston: Otonabee River is primary to the Integrated Leadership Program, which is a form of outdoor education. For example, canoeing, portaging, cross country skiing , etc. It would be more challenging to offer the ILP at another school. The greenhouse would also be difficult to move.</p> <p>Denise Severin: So many of the programs are wrapped in school culture. It would be a challenge because there are so many key components that are interwoven, for example, Carriage House, which is a downtown facility and allows students from Carriage House access to programs at PCVS, and students like to be part of a mainstream school.</p> <p>Melanie Foulkes: Learning and Life Skills, access to tech classrooms/shops and fitness equipment would be a challenge to move. The location of the Intermediate students would also be a challenge.</p> <p>Don Blair thanked the school teams for providing the information for the School Information Profiles.</p> | | |
| <p>a Announced Public Delegations 6.1 Matthew Finlan (PCVS Student Council)</p> | <p>Matthew Finlan spoke about the diversity and inclusivity at PCVS. No matter what the outcome, someone loses. Rather than bringing the community together to make a decision, we have brought the schools together to compete against each other. It would be a "fatal" mistake to close PCVS. PCVS is described as a home, and contrary to believes, cannot be moved. PCVS is a safe environment for all students. There is more than the integrated arts programs - only high school in Peterborough with ESL program. The school's location is important. The downtown core and PCVS can provide a seamless transition for ESL students and families. PCVS students want to go to school and many return to PCVS after graduation. Is it not the Board's goal to provide a safe environment to all students? A</p> | | |

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| <p>6. Announced Public Delegations 6.1 Matthew Finlan (PCVS Student Council) (cont'd)</p> | <p>survey was recently done at PCVS - over 50% of students said they would go to the separate school board - ESL students said they would return to their country of origin. Matthew reiterated the fact that Jay Amer had advised the Committee that the PCVS Foundation will contribute 100% of the costs associated with making PCVS accessible. Why close a high school when accessibility can be bought? Students stimulate the downtown economy. PCVS is needed to keep a vibrant downtown. The history of PCVS should keep PCVS open. Respect and pride for their school is instilled in all students.</p> <p>A brief video of PCVS students talking about their school was shown.</p> <p>Scott Tuck: It is great that students take such pride in their school, however, don't you think that all of the schools involved in this review are inclusive?</p> <p>Matthew Finlan: PCVS is not the only school that is inclusive - it is truly a unique school.</p> | | |
| <p>6.2 Lesley Parnell (KCVI Foundation)</p> | <p>Lesley Parnell spoke about the Kenner Foundation and it's role at Kenner CVI, as well as the Hall of Honour. The Kenner Foundation encourages success and provides scholarships and awards to graduating students. Kenner is the only south end public high school. Lesley reviewed a number of events put on by the Kenner Foundation in order to fund-raise. The Kenner Foundation would prefer to see no school close. There is a subdivision approved for the north end, and down the road, there will be more growth. Take the emotion out of it, and it's really just about the money. The Kenner family of schools has already done their fair share of school closures. She reviewed the school closures within the Kenner family of schools. Please do not make the Kenner family of schools re-organize again. Students who live close to their school, who can walk to and from school are healthier children in the long run. Walking is important to one's health. No matter what school closed, more students would be taking buses.</p> | | |

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| <p>6.2 Lesley Parnell (KCVI Foundation) (cont'd)</p> | <p>Keith Riel: What is the Kenner foundation money is used for?</p> <p>Lesley Parnell: For scholarships, bursaries and awards.</p> <p>Keith Riel: So, you're saying that the foundation is not willing to cut a cheque for any shortfalls to provide accessibility?</p> <p>Cathy Abraham: You mentioned that down the road we will need another school Based on projected enrolments and future growth in Peterborough. It doesn't look like we are going to need another secondary school, especially when we are only expected to increase by 200 secondary students up to the year 2031.</p> <p>Lesley Parnell: Subdivisions have been approved in Peterborough. There are 3000 houses to be built in the south end and planners are currently looking at the infrastructure to get water and hydro. It may be many years down the road, but it will be there.</p> <p>Cathy Abraham: Soon is a relative term, and given that, sadly, the public has given Trustees fiscal responsibility. We are there for the betterment of kids and best programming for kids - how do you propose that we make up for the shortfall?</p> <p>Lesley Parnell: Healthy and physically active kids is important. Looking at the record rates of obesity in our children will relate to higher health costs in the future. We must engage our youth now. If we don't keep our schools open, we are looking at more costs.</p> | | |
| <p>6.3 Erica Cherney (DBIA)</p> | <p>Erica Cherney provided the perspectives of the Downtown Business Improvement Area (DBIA). Jeff Cox, owner of Brant Office Supplies, spoke and advised that the DBIA represents more than 500 businesses in downtown Peterborough. The impact of a school closure is of concern to the DBIA. He advised that the purpose of this presentation is to provide data about the advantage of keeping PCVS as a downtown school. PCVS students can see how business' communicate and how business do marketing. Half of the co-op students at PCVS can walk to their co-op placement. Jeff reviewed a list of potential employers. Being in the downtown core, it is easy for students to study the downtown and link it with their course of study. Eight-five percent of business' surveyed thought</p> | | |

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| <p>6.3 Erica Cherney (DBIA) (cont'd)</p> | <p>that the closure of PCVS would have a long term negative effect on the downtown. Erica Cherney referred to the Places to Grow, and the City of Peterborough Master Plan. Downtown business' are owned by City of Peterborough residents versus chain stores, and much of their taxes go to education taxes.</p> <p>Scott Tuck: With respect to 85% of business being affected, have you any data with respect to Chemong Plaza, or other business that may be affected by a school closure?</p> <p>Jeff Cox: No, we are providing data about the DBIA. We looked at the documentation on web-site, specifically the School Information Profiles, and specifically considered Value to Students, Value to Community and local economy.</p> <p>Barry Adams: Can you provide more detail on the Places to Grow?</p> <p>Erica Cherney: The Places to Grow is about revitalizing downtown cores and to bring more people into a closer area.</p> <p>Don Blair: The Greater Golden Horseshoe Plan, and the 40% intensification goal is part of the Places to Grow.</p> <p>Rose Kitney: Erica, you have been involved with DBIA for a long time. Would you be able to give us a sense of the comparison of the vitality pre-integrated Arts program specifically at PCVS. Is there a marked difference in the vitality of downtown?</p> <p>Erica Cherney: I believe there is. The banners hung in downtown Peterborough are done by PCVS students.</p> <p>Lori Quinlan: Most of the business downtown are target stores - very specific - is it not safe to say that all students from the City of Peterborough are patrons of your businesses?</p> | | |
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| <p>6.3 Erica Cherney (DBIA) (cont'd)</p> | <p>Erica Cherney: Yes, but PCVS students are there at all times. Other students would only come in the evenings and on weekends.</p> <p>Jeff Cox: We are trying to talk about the connections that PCVS students can make with the downtown businesses. It is an advantage that they are right in the neighbourhood. There are connections made with other students from the City, but PCVS students are right there.</p> <p>Keith Riel: Erica, what would the dollar value be if PCVS closed? What would the DBIA lose?</p> <p>Erica Cherney: We do not have a dollar value.</p> <p>Jeff Cox: On average, students go downtown about 3 times per week, spending approximately \$10.00 per week.</p> <p>Lauren Dallin: We are losing the reason why we are here - what about programming for students?</p> <p>Madeline Brown: Based on assumption, if PCVS closed, it would not just be an empty building, it would be used by someone else.</p> <p>Erica Cherney: We have no idea what would become of that building.</p> | | |
| <p>6.4 Rebekah Houpt (Student - ASCVI)</p> | <p>Rebekah Houpt spoke about the arts facilities at Adam Scott CVI, as well as accessibility. She gave a brief overview of the arts facilities at Adam Scott and showed a film of Arts at Kenner, including Rock Choir, Dance Club and Theatre Group. With respect to the Rock Choir, no application necessary. All students are welcome. Adam Scott accepts students from other schools to participate in extra-curricular programs. Students in wheelchairs can participate in the Arts program at Adam Scott. Adam Scott also has an Intermediate Glee club that joins with the Rock Choir and Dance Club. There is an Intermediate concert band as well. All classes are integrated to produce their masterpieces of Arts. ASCVI has the facilities to provide ARTS as well as all programs and integrate them accordingly.</p> <p>Keith Riel: Is there any special reason why you chose ASCVI?</p> | | |

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| <p>6.4 Rebekah Houpt (Student - ASCVI) (cont'd)</p> | <p>Rebekah Houpt: I am a French Immersion student as well as an Arts student, and upon coming to Kenner, realized I was able to participate in the Arts as well as stay in French Immersion.</p> | | |
| <p>6.5 Tyler Banderob (Student - PCVS)</p> | <p>Tyler Banderob spoke about the activities of the African Connections group and other social justice groups at PCVS. These groups are very involved within the Community. Acceptance and understanding is an important factor. Foster a love of diversity and celebrating that. Geography is an important topic - downtown is the heart of any city. PCVS has a unique living environment being a downtown core school.</p> <p>Keith Riel: Do you think that if you went to another school, you would not get the enhancement for social justice?</p> <p>Tyler Banderob: There are other secondary schools in Peterborough that have social justice commitments, but I don't know the situations at the other schools.</p> | | |
| <p>6.6 James Burrett (Individual)</p> | <p>James Burrett provided a power point presentation reviewing alternative use suggestions, costing summary and what makes a school special. All schools are valued by their students and their community. All schools provide equal value to the economy. There are four secondary schools in the small City of Peterborough. The population growth in Peterborough shows that the north end predicts future growth. James provided a graph of enrolments (past/present/future) and explained that the data came from the projected enrolments.</p> <p>The DBIA is not any more important then any other business in the City of Peterborough. Making money and business should not be a part of education.</p> | | |

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| <p>6.6 James Burrett (Individual) (cont'd)</p> | <p>The availability of programming affects all students and is the most important discussion. It is expensive to move shops and sometimes not possible. Most subjects can be taught at any school. Arts programs can be moved. Everyone has a different concept of a school, and the building and the equipment is not the heart of the school. The purpose of this Committee is to cause the least harm to students. Integrated Arts can operate just as easily at TASSS, making the possibility of a summer theatre program a possible reality.</p> <p>James Burnett provided the following two options:</p> <p>Option 1 - have TASSS operate as two schools Option 2 - talk to the separate school board about program sharing - share students, share buildings and share teachers.</p> <p>What decision causes the least harm to students in reviewing Value to Students.</p> <p>Don Blair: Are you asking the Committee to restructure the School Information Profile?</p> <p>James Burrett: Possibly to attach more or less importance to each item.</p> <p>Don Blair: The Committee had the opportunity to change the profile, and chose not to.</p> <p>Margaret Marchen: What would transportation costs look like if PCVS and TASSS combine. There would not be enough capacity to join TASSS and PCVS, however could possibly join ASCVI and TASSS.</p> <p>James Burrett: Other schools would not fit into TASSS, only PCVS.</p> <p>Eileen Madder: Can you give us examples of communities that have been successful in sharing resources?</p> | | |
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| <p>6.6 James Burrett (Individual) (cont'd)</p> | <p>James Burrett: There are several communities that are sharing resources. A teacher would be teaching students from both Boards at the same time. I cannot provide specific communities at this time.</p> <p>Andrew Pyle: We have heard from two sources about growth in the North end of Peterborough. Can we get clarification of boundary?</p> <p>Don Blair: If you are referring to Lily Lake, at this point, that development would fall in the PCVS catchment area.</p> | | |
| <p>6.7 Deb Shaw (Individual)</p> | <p>Deb Shaw reported that the IP Diploma Program was authorized by IBO to be taught at KCVI and cannot be moved by KPR to any other school. Significant investment has already been made to this program. It was a two year application process to get approved by IBO. IBO sent a review committee of three to KCVI for three days to review the school and to ensure that KCVI met the world standards required. The IBO could possibly approve a change in schools if two-thirds of the students enrolled in the program and two-thirds of the teachers moved to the same school location.</p> <p>Deb provided a short film about the IB Program at KCVI.</p> <p>Rose Kitney: If two-thirds of the students and staff were not at the same school, IBO could remove the accreditation?</p> <p>Deb Shaw: If a particular building were closing and the whole program were moving to a new school, then we would get approval from IBO. If the program is being dismantled (if not all teachers and students are in place) they would want to come and re-authorize that program.</p> <p>Don Blair: We will provide the IB Criteria to the Committee.</p> <p>Cathy Abraham: How many students are currently enrolled in the IB Program?</p> | <p>Provide IB Criteria and Information to the Committee</p> | <p>Don Blair</p> |

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| <p>6.7 Deb Shaw (Individual) (cont'd)</p> | <p>Deb Shaw: There are three diploma programs. KCVI offers preparatory years in preparation for Grade 11 and 12. They had 30 students enrolled in the first year, and 75 the following year, about one-third of KCVI population is enrolled in the IB program.</p> <p>Sean Hazeldine: Do any other secondary schools offer these courses?</p> <p>Deb Shaw: The IBO can take legal action against schools using anything related to IB.</p> <p>Kim Whiteside: If French Immersion came back to KCVI, could students get the IB Program in French?</p> <p>Deb Shaw: Yes</p> <p>Alison Sadowski: There are currently 146 students with the IB Diploma Program, and anticipate there will be 198 students next year.</p> | | |
| <p>6.8 Thomas Philips (Individual)</p> | <p>Thomas Philips spoke to the Committee to provide an economic perspective on the potential impacts of school closures. It is not limited to finances, but includes growth. Education is an element of social institutions. The decision is not just about schools, but strengthening or weakening the economy. The economic aspect is not limited to finance. Schools cannot be too small or too large to provide a stable education. Whatever three schools remain, they will provide good programming to students. Thomas stated concerns that growth is not being considered thoroughly. We have to understand what the benefits would be from closing a school. Considering there is no market value provided for these four properties, the Committee needs to know this information. There is no positive proof that the closing of PCVS will impact the downtown core.</p> <p>Bob Gallagher: We are surrounded by great youth and can't make a decision based on that. What is the primary data in order to make a business decision?</p> | | |

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| <p>6.8 Thomas Philips (Individual) (cont'd)</p> | <p>Thomas Philips: The Committee needs a market value assessment of each of the properties. If we looked at the economic value of each property, the Board could fund costs of renovations. We need to look at what experts are saying about core growth in cities. Education is at the heart of great communities.</p> | | |
| <p>6.9 Dean Pappas (Individual)</p> | <p>Dean Pappas advised that he marched in 1991 to support PCVS. Dean provided a map of Peterborough's Central Area Neighbourhoods was provided to the Committee. The central core has already closed schools, and PCVS is at full capacity. The health and welfare of the City if everybody's business and the committee needs to make a responsible choice. The projection for core growth is 150 persons per hectre. Keeping PCVS is the right thing to do, and the Committee must be responsible to the community. PCVS is at full capacity and should not be part of this process. PCVS having no sports fields is a savings to the Board because the Board doesn't have to pay any fee for the use of city fields, and thus, does not have any of the maintenance costs of \$50,000. If you close PCVS, you might as well close Westmount and Queen Mary because they are within walking distance to St. Peter's. They would become feeder schools for St. Peter's. The separate school will win if PCVS is closed.</p> <p>Rose Kitney: What is the \$50,000 for sport field maintenance you referred to?</p> <p>Dean Pappas: I was referring to the Bonnerworth fields that PCVS students use. The City pays \$50,000 for the maintenance of those fields.</p> <p>Don Blair: You mentioned a density of 150 per hectre. What were you referring to?</p> <p>Dean Pappas: 150 jobs or people per hectre.</p> <p>Lori Quinlan: Is there an agreement between the City and the School Board fo the amount of City use of fields?</p> | | |

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| <p>6.9 Dean Pappas (Individual) (cont'd)</p> | <p>Rusty Hick: The Board and the City have Joint Use Agreements. Students from PCVS can access City fields, and the Board allows the City to use school fields. These are co-operative arrangements where money does not change hands.</p> <p>Rachel Bemrose: Can PCVS students use the City fields at any time?</p> <p>Denise Severin: Students have full access through the school year.</p> <p>Rachel Bemrose: Would it not be more beneficial to have the sports fields on site?</p> <p>Dean Pappas: Students get warmed up jogging to the fields.</p> <p>Denise Severin: Although using City fields, PCVS runs a full physical education program and all extra-curricular programs.</p> <p>Lori Quinlan: Is there a conflict with the Separate School Board students using Bonnerworth fields?</p> <p>Denise Severin: No</p> | | |
| <p>6.10 - Kim Dolan - Written Submission</p> <p>6.11 - Bev Friesen - Written Submission</p> <p>6.12 - Peter Spasov - Written Submission</p> <p>6.13 - Mary Ladky - Written Submission</p> | <p>Written submissions were provided to the Committee from the following:</p> <p>Kim Dolan (Parn) Bev Friesen (Individual) Peter Spasov (Individual) Mary Ladky (Centre for New Canadians)</p> | | |

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| <p>7. Discussion of Five Possible Scenarios</p> | <p>Deferred to next meeting.</p> <p>Keith Riel: A point of Order - we have extended the scheduled meeting time and have not dealt with the remaining Agenda items.</p> <p>Don Blair: We are past the four hour scheduled meeting time, and looking for recommendations from the Committee.</p> <p>Rose Kitney: Would like to recommend that the Committee discuss Item 7, Discussion of Five Possible Scenarios, and leave Items 8 and 9 to another time.</p> <p>Janet Wylie: How many people have signed up for unannounced delegations?</p> <p>Don Blair: In excess of twenty. There are a number of people on the list of Unannounced Delegations that have spoken at previous meetings and suggested that those people might remove themselves from the list so that people who have not yet been heard would have a chance to speak. Another suggestion is to hear the first fifteen delegates and have the others provide a written submission.</p> <p>Scott Tuck: Is it possible to have the Unannounced Delegates speak for two minutes rather than three minutes?</p> <p>Andrew Pyle: Suggested hearing the Unannounced Delegates and then have a separate meeting for the Committee to review the other items on the Agenda.</p> <p>Don Blair: Scheduling a fifth meeting would not fall within Board Policy.</p> <p>Lori Quinlan: If the Committee agrees to hear the Unannounced Delegates, can we limit it to information the Committee has not yet heard?</p> | | |
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| <p>7. Discussion of Five Possible Scenarios (cont'd)</p> | <p>Don Blair: The purpose of the delegations is to provide a source of ideas to the Community. Everyone here understands the value of every school that we are talking about. Each of the schools has value to student, value to the Board, and value to the Community.</p> <p>Tammy Salem: Suggested that the Committee have closed meetings so that the Committee could discuss the information that has been provided and make decisions. Tammy suggested putting this to the Board.</p> <p>Don Blair: The Committee is governed by Board Policy and we would be breaching Board Policy.</p> <p>Rose Kitney: Rather than going back to the Board to have the Policy amended, could we have a continuation of this meeting on another date?</p> <p>Don Blair: The Committee will take a short recess in order for the Director of Education and Trustees to confer.</p> <p>Following the short recess, Don Blair advised that he will be providing a report to the Board to have the Policy revised.</p> | <p>Follow-up to Committee on decision</p> | <p>Don Blair</p> |
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| <p>8. Future Meeting Date</p> | <p>Thursday, 12 May 2011 - PCVS</p> | | |
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| <p>9. Unannounced Public Delegations</p> | <p>Don Blair asked the unannounced delegates to provide only new information to the Committee.</p> <p><u>Jenna Pilgrim - ASCVI Student</u></p> <p>Jenna advised that she chose to attend ASCVI because of the arts programs as well as the physical education programs.</p> <p><u>Catherine Blackwood</u>: Will provide a written submission.</p> <p><u>Michael Fearnell</u>: Will provide a written submission.</p> | | |
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| <p>9. Unannounced Public Delegations (cont'd)</p> | <p><u>Leslie Collins</u>: Will provide a written submission.</p> <p><u>Ann Way-Nee (ASCVI Parent)</u></p> <p>Ann advised that she has been told that the first step to getting accessibility retro renovations is a feasibility study that costs \$15,000. Three hundred thousand dollars (\$300,000) is a fraction of the cost of putting an elevator at PCVS. There are students interested in the integrated arts program but do not go through the application process because they know that it is not accessible.</p> <p><u>Christine Post</u>: Will provide written submission.</p> <p><u>Nancy Beck</u>: Will provide written submission.</p> <p><u>Heather Ballaran (Parent of PCVS Graduate)</u></p> <p>Heather expressed that she had no opinion of which school should close. The Committee is struggling with the role of the decision making process and it is common amongst ARC's across the province. It is not always about making recommendations about closing a school, but rather consolidations, JK-12 schools, staying open and monitoring, actual process of ARC being postponed, etc. There may be a need to add more schools to this process. We have heard some creative ways to use access space, but they are not considered viable. She recommended that we put suggestions forward to the Ministry of Education to change funding formula.</p> <p><u>Charlie Menendez (Parent)</u></p> <p>Charlie suggested that the Committee is getting the data too late and they don't have information to make a decision. Our rate of decline is five times greater at the elementary level and twelve times greater at the secondary level compared to the separate schools board. Communities feel that the Board is failing in keeping students. The Committee needs to make recommendations to address this issue. What about educational outcome - how effectively a school does in teaching kids - do we have ways of measuring that? PCVS attracts students. There are 129 students that cross boundaries to go to PCVS. These students go there because they know it's a good school.</p> | | |
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| 9. Unannounced Public Delegations (cont'd) | <u>Verna Shackleton (Individual)</u> Verna advised that she had considered a written submission, but explained that a picture is worth a thousand words. Using an assistive device, Verna spoke about accessibility meaning visual, physical, cane, wheelchair, etc. As a former staff and trustee of KPR, she explained that it's how one feels and if one feels welcome. It's wonderful to hear about equity and diversity, but not about elevators. What's important is how one feels and whether you can participate in all of the activities going on in a school. | | |
| 10. Adjournment | Don Blair, Chairperson, adjourned the Accommodation Review Committee Meeting at 11:34 p.m. | | |