

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

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)

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	<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)

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	<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.
<p>VS VB</p>	<p>2. Adequacy of the school's physical space to support student learning: 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

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<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

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<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

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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 Yes

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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.

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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

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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

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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 Behaviourial 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

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<p>VS VC</p>	<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

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	<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"

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	<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