



**Peterborough City and County
Accommodation Planning:
Phase Two Engagement Report**

November 27, 2024

Introduction

In April 2024, four initial Accommodation Concepts were shared with all families in Peterborough City and County. The concepts included multiple strategies to help address overcrowding in some schools and to balance enrolment among local schools.

Feedback from the first phase of accommodation planning in the Spring was carefully reviewed, considered and weighed against the Guiding Principles that were established at the start of the process:

- providing high quality programs for all students;
- developing long-term, sustainable plans that balance enrolment;
- maintaining walkable routes to school;
- and maintaining efficient transportation services).

Following review of the feedback, which was presented at the September 2024 Resource Committee meeting, school board administration **presented two refined Accommodation Concepts A.1 and Concept E** for further consideration.

Based on a preliminary review of the feedback on Concepts A.1 and Concept E, and continued consideration of the guiding principles, administration shared Concept A.2 at the November 6, 2024 Resource Committee meeting.

This report provides a summary of all feedback received online and in-person this fall.

Process and Timelines

Phase Two of the Accommodation Planning process was launched in September 2024 in a message from the Director of Education, followed by emails to school communities and posting of all information on the school board’s dedicated website section.

Online Surveys

An online survey was open from September 26 to October 30, 2024. During this time, the survey was shared through multiple communication platforms, including direct email messages, social media, the school board website, and Edsby. A survey for Concept A.2 was available for feedback from November 7-21, 2024.



Community Engagement Meetings

In-person community engagement meetings were held on October 1, 2024 at Kaawaate East City Public School (PS), October 10, 2024 at Millbrook/South Cavan PS and October 17, 2024 at Adam Scott Collegiate Vocational Institute (CVI). Approximately 150 families attended the events to learn about the concepts, and to offer feedback.

Email Submissions

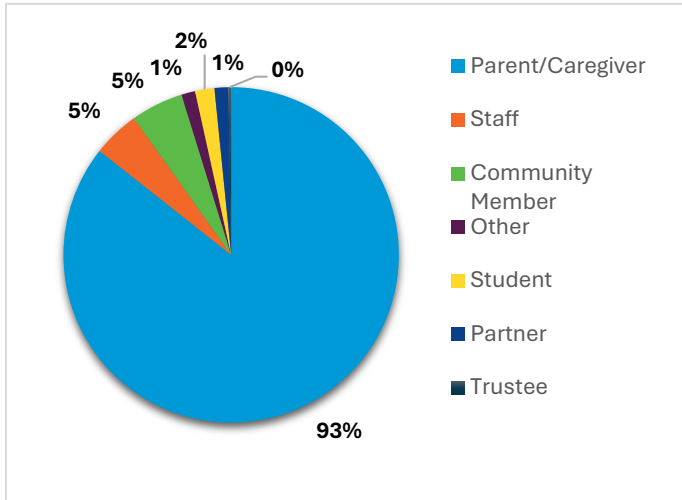
Some individuals and families submitted feedback through direct email messages, and the themes from those messages are included in the collated themes in this report.

Summary of Online Engagement Results

October ThoughtExchange Survey Overview and Breakdown of Participation

There were 370 participants in the online survey, open from September 26-October 30, 2024.

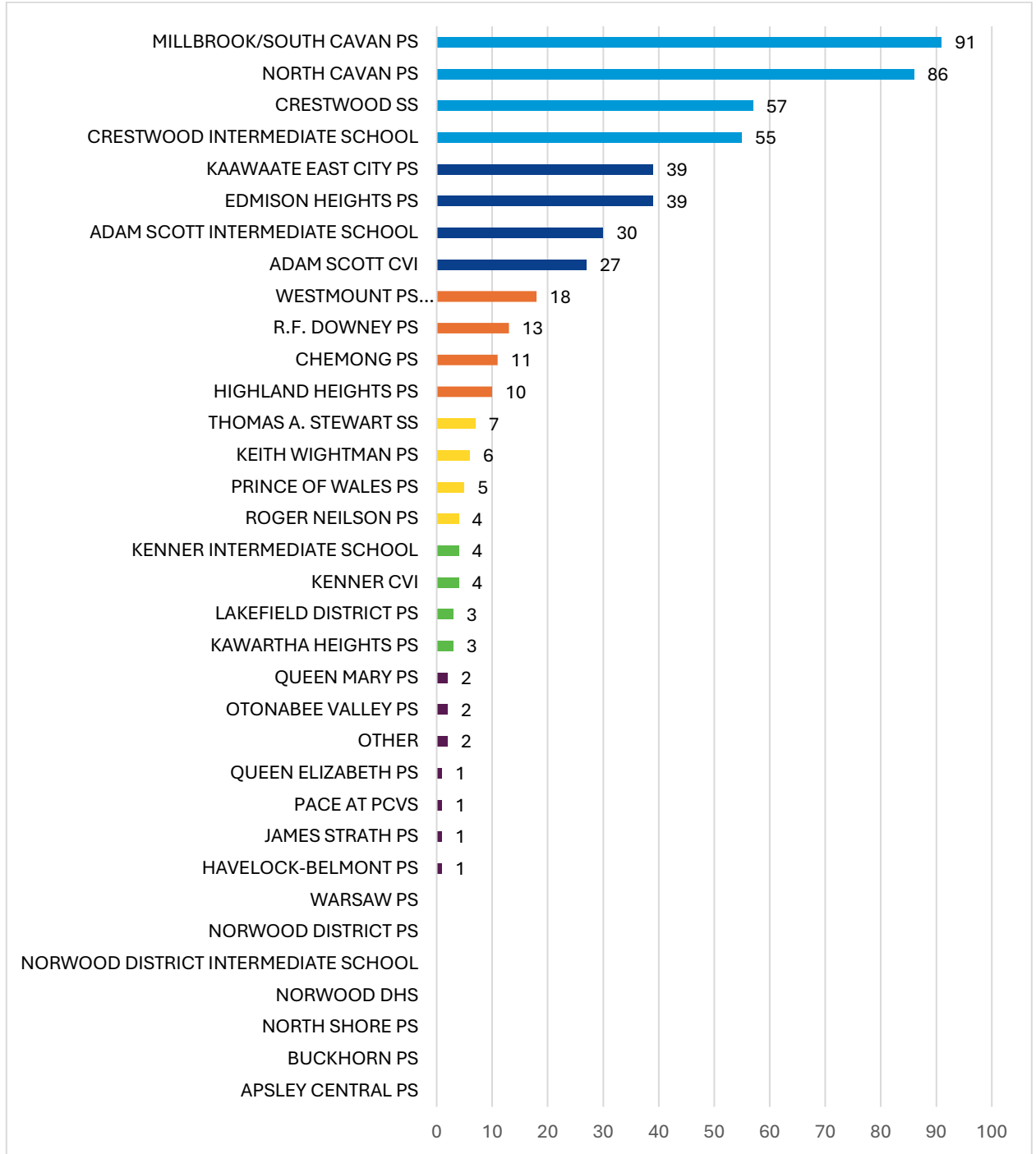
1. What is your connection to KPR?



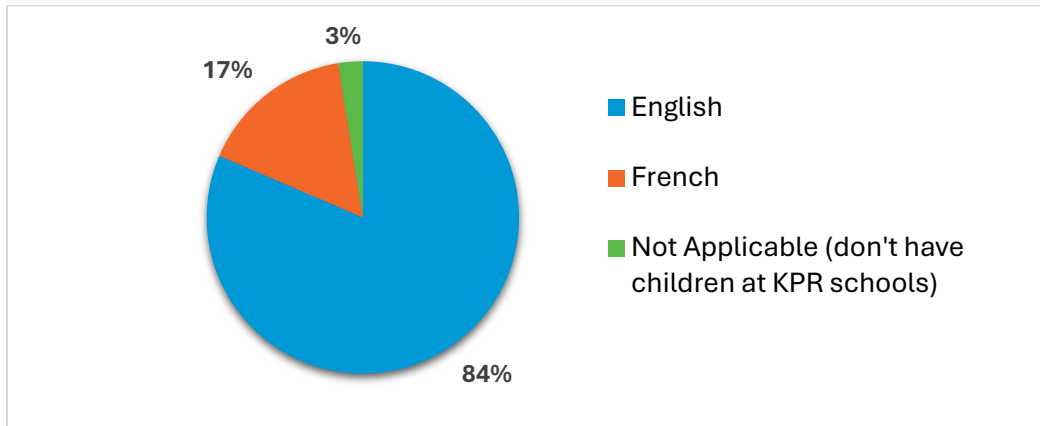
	Answer (Multiple select)
(322)	Parent/Caregiver
(17)	Staff
(7)	Student
(1)	Trustee
(19)	Community Member
(5)	Partner
(5)	Other

Please note that participants had the option to select multiple connections.

2. What schools are you connected to?



3. What educational stream is your student(s) in?



Summary of Online Feedback Themes

Concept A.1 Online Survey and Email Submissions Themes Summary

While some people support Concept A.1, believing it balances enrolment and minimizes disruption, most were strongly opposed because they feel it fails to address the needs of rural students and communities.

Feedback About Crestwood Secondary School (SS) to Kenner CVI Family of Schools Changes

Concerns were passionately expressed about the impact on children's education, travel times and effects on communities. Feedback related to Crestwood SS and Kenner CVI Family of Schools changes is consistent for Concept A.1 and Concept E. Most frequently mentioned themes include:

- **Strong Opposition to Family of Schools Changes:** Many families are very strongly opposed to moving students from the Crestwood Family of Schools to the Kenner Family of Schools, citing concerns about longer travel times and the loss of community connection. The largest amount of feedback comes from North Cavan PS families, followed by Millbrook/South Cavan PS families, who are deeply opposed to the proposed concepts.
- **Consideration of Feedback:** There were many strongly worded comments from families in Millbrook/South Cavan and North Cavan expressing that they feel as though their feedback has not been considered in the decision-making process.
- **Impact on Rural Communities:** There is significant concern that rural students will be disproportionately affected by the changes, which could lead to longer bus rides and a disconnect from their local communities.

- **Consider North Cavan PS and Millbrook South/Cavan PS separately:** Many families requested that North Cavan PS and Millbrook/South Cavan PS students be considered separately as part of the accommodation planning process.
- **Programming:** There are concerns about the adequacy of facilities, programs and extra-curriculars at Kenner CVI compared to Crestwood SS.
- **Request for Sibling Considerations:** There are many requests for siblings to be allowed to attend the same schools to ease potential logistical, emotional and childcare challenges for families, and to maintain family cohesion.
- **Safety Concerns:** Families raised safety concerns, including the location of Kenner, highway travel and traffic, and perceived space limitations for accommodating an increased number of buses and cars.
- **Impact on Student Well-being:** Many families expressed concerns about the negative impact on their children's mental health and well-being due to the proposed changes.
- **Desire for Long-Term Planning:** There were requests that the board avoid future disruptions and ensure that future growth is adequately addressed.

Kaawaate East City Public School

The feedback related to Kaawaate East City PS is consistent across both Concept A.1 and Concept E. Most frequently mentioned themes include:

- **Desire to Keep Cohorts Together:** Families emphasized the importance of keeping student cohorts together to maintain social bonds and minimize disruption. There was appreciation expressed that the new concepts keep class cohorts together instead of using geographical boundary changes.
- **Disruption:** Families expressed frustration over the multiple disruptions their children have faced, including being bused to different schools and attending class in portables. They are concerned about the impact on their children's mental health.
- **Sibling Separation:** There are concerns about siblings being separated, which may create logistical challenges for some families and affect children's sense of security and well-being.
- **Additional Transition Challenges:** Some families are worried about the negative impact of moving students to a new school for only a short period, and then moving them again.
- **Walkability:** Families are concerned that students who could walk to Kaawaate East City PS may be bused to Otonabee Valley PS.

- **Students from Two Family of School Groupings:** There were concerns about having students attend Otonabee Valley PS with a group of students who will attend a different secondary school from the Kaawaate cohort. This adds an additional transition and disruption of friendships for students who have already had many transitions.

Kenner CVI Elementary Feeder School Feedback

- **Support for Junior Kindergarten (JK) to Grade 8 Schools:** Responses related to the proposed return of intermediate students to Roger Neilson PS, Otonabee Valley PS and Keith Wightman PS were in support of this idea.
- A few responses indicated that students might miss out on the opportunities provided by a dedicated intermediate school.

French Immersion Students

- **Keep Cohorts Together:** Many participants placed strong emphasis on the importance of keeping both English and French stream students in the same building to maintain social bonds and minimize disruption. Concept A.1 allows English and French students who have attended R.F. Downey PS and Edmison Heights PS to remain together at Adam Scott Intermediate School while Concept E would separate the English and French cohorts.
- **Concerns About Siblings:** Some families are worried about the potential separation of siblings due to French Immersion Family of Schools changes (potential impacts to Chemong PS, Highland Heights PS, Millbrook/South Cavan PS and North Cavan PS French Immersion students moving among Edmison PS, Westmount PS and Prince of Wales PS), which could create logistical and childcare challenges and affect children's sense of security.
- **Alternative Solutions:** There are several requests to keep French Immersion children from Chemong PS and Highland Heights PS at Edmison Heights PS rather than moving them to Westmount PS. Alternatively, there are suggestions to allow students with siblings at Edmison Heights PS, some who are already attending Junior Kindergarten there, to enrol with their siblings in the same school, for logistical and childcare reasons.

Feedback About Adam Scott CVI to Crestwood SS Family of Schools Changes

Specifically related to the proposed Family of Schools grouping changes that would affect Chemong PS and Highland Heights PS, the following themes were identified in the online feedback:

- **Chemong PS:** There were only a few concerns expressed regarding English stream students at Chemong PS changing to the Crestwood Family of Schools from Adam Scott CVI Family of Schools. There are concerns from French Immersion families, as identified above, as well as concerns about separating siblings.

- **Highland Heights PS:** Families are concerned about the Family of Schools change because some students could walk to Adam Scott CVI, but will need to be bused to Crestwood SS. There are similar concerns from French Immersion families, as those identified above, as well as some concerns about separating siblings for logistical and childcare reasons.

Concept E Online Survey and Email Submissions Themes Summary

Many of the strategies in Concepts A.1 and E are the same, and the feedback has been captured above. Unique to Concept E is the establishment of an expanded regional Intermediate School at Queen Mary PS. Many families expressed dissatisfaction with this option. Frequently mentioned themes are identified below.

Feedback on Regional Queen Mary Intermediate School Strategy

- **Intermediate School Support:** Some parents believe that making Queen Mary a regional intermediate school makes sense due to its size and central location.
- **Concerns About Distance:** There are concerns about the distance and the impact on families. Students from R.F. Downey PS and Edmison Heights PS currently walk to Adam Scott Intermediate School, but would need to be bused to Queen Mary PS. This also creates challenges for families who may not have a vehicle when students need to be picked up or buses are cancelled.
- **Disruption and Stress:** There are concerns about the disruption and stress caused by moving students to different schools. Parents worry about the emotional well-being of their children and the logistical challenges of having siblings attend different schools.
- **Proximity and Safety:** Some parents noted that they specifically bought homes within walking distance of Adam Scott Intermediate School to avoid bus rides and ensure their children's safety. There is strong support for keeping the Intermediate students at Adam Scott Intermediate School for walkability, logistics, traffic, and environmental and time considerations.
- **Equity and Community:** There is a concern that separating the French and English streams at Adam Scott Intermediate School may create the perception of an “elitist program” and contribute towards the division of these student groups. The English stream students would have to be bused out of their local community. Families emphasize the importance of keeping cohorts together and maintaining a sense of community.
- **Busing:** There are concerns about creating an increased reliance on busing.

Community Engagement Meetings

Kaawaate East City Public School – October 1, 2024

The feedback gathered at this meeting included a mix of concerns and appreciation. In many ways the feedback was similar to what was shared in the ThoughtExchange.

- **Positive Feedback on Cohorts:** There was appreciation that the new approach prioritizes mental health and well-being by keeping children in cohorts, and for allowing current Grade 7 students to finish Grade 8 at Kaawaate East City PS next year.
- **Concerns Over Sibling Separation:** Some families are worried about siblings being separated due to different school placements, which may affect family logistics and emotional well-being.
- **Importance of Keeping Children Local:** Many parents emphasized the importance of keeping children in local schools to maintain community ties and walkability, a key reason for moving to the area.
- **Concerns About Multiple Transitions:** Families expressed concerns about students having to make multiple transitions throughout their education, which can be disruptive and affect their sense of belonging, well-being and mental health. Attending Otonabee Valley PS for intermediate school and then separating students to attend different secondary schools is another transition.
- **Accessibility and Inclusivity:** When considering transition planning supports and resources, families stressed the need for schools to be accessible for children with special needs to ensure their independence and inclusion.
- **Support for Vulnerable Families:** Additional support was requested for vulnerable families, especially regarding transportation and childcare during modified school days.

Millbrook/South Cavan Public School – October 10, 2024

The feedback received from attendees at this meeting centred on significant dissatisfaction with both Concept A.1 and Concept E, and the proposed plans to move students from North Cavan PS and Millbrook/South Cavan PS to Kenner CVI for secondary school. There was a strong emphasis on maintaining historical and logistical ties to Crestwood SS, and connection among the rural communities. There was a large group of attendees, many of whom passionately expressed their frustration, concerns and deep disappointment with the options.

- **Preference for Crestwood Secondary School:** All attendees expressed a strong desire for their children to continue attending Crestwood SS, for its logistical benefits, programs and extracurricular opportunities.
- **Consider North Cavan PS Separately:** Many participants advocated that North Cavan PS students be allowed to continue attending Crestwood SS due to historical ties and geographical proximity.

- **Travel and Traffic Concerns:** Many participants expressed significant concerns about distance, the safety of busing and travelling on Highway 115, and sufficient parking, with the potential influx of Cavan Monaghan students.
- **Safety Concerns:** There were many concerns and questions about the safety of Kenner Intermediate School and Kenner CVI's location in an urban environment, bus drop-off areas, and ability to safely accommodate more buses.
- **Keep Siblings Together:** Many people strongly emphasized the importance of keeping siblings in the same schools to minimize stress and logistical issues for families.
- **Displacement Concerns:** Some individuals feel that Cavan Monaghan students are being unfairly displaced and marginalized compared to students from Peterborough.
- **Enrolment Questions:** There were questions about enrolment thresholds for building new schools in the area.
- **Request for Additional Meetings:** There was interest in having additional community engagement meetings or further in-person opportunities to discuss proposed and possible concepts.
- **Financial and Logistical Questions:** Many questions were raised about the financial viability of the proposed concepts. More details about budget impacts and the logistics of increased busing and parking at Kenner were requested.

Adam Scott Intermediate School and CVI – October 17, 2024

During this meeting many participants expressed their concern with Concept E, which proposes moving English stream students to Queen Mary PS.

- **Concerns About Busing:** Families in attendance were worried about the logistics and costs of busing students who currently walk to school, citing issues such as increased stress, financial hardship, and loss of physical exercise opportunities.
- **Impact on Mental Health:** There was significant concern that separating students from their current school and friends will negatively impact their mental health and well-being.
- **Community and Family Disruption:** Families suggested that Concept E will disrupt established communities and families, particularly those who have bought homes based on school proximity.
- **Equity Issues:** Some individuals shared concerns that moving the English stream students only, may create an “elitist” perception. In particular, this approach was described as inequitable, as it may disproportionately affect families living in nearby subsidized housing.

- **Preference for Concept A.1:** Several participants prefer Concept A.1, which would minimize disruptions to students' lives and friendships.
- **Suggestions for Alternatives:** Suggestions included keeping siblings together, maintaining walkable routes, and considering other schools like Queen Elizabeth PS instead of busing students across town.

Additional Feedback Summary

Participants in both the online survey and in-person meetings were asked to identify additional considerations and/or resources and supports for students and families.

When reviewing the proposed concepts, is there anything else that we should consider?

The following list reflects the most frequently mentioned considerations:

- **Separate North Cavan PS Students from Millbrook/South Cavan PS Students:** If both schools are unable to attend Crestwood SS, North Cavan PS families repeatedly asked to be considered separately and to continue to feed into Crestwood SS since it is closest, has long-standing connections and relationships, and has fewer students.
- **Alternative Concepts:** Move Peterborough City schools to the Kenner CVI Family of Schools instead of moving rural elementary schools. Send new students from the Lily Lake Road subdivision to Kenner CVI to avoid disruptions to existing students.
- **Support for Rural Communities:** Feedback indicates that rural communities feel their concerns about urban and rural differences haven't been addressed.
- **More French Schools:** Consider creating a French Immersion school to handle the overflow that cannot be accommodated by Adam Scott Intermediate and CVI. This would help prevent local students from being bused to other schools.
- **Alternative Spaces:** There continues to be suggestions to consider alternative spaces, buildings and/or to add portables to current school properties.
- **New School Development:** More information on the development of a new school in the Millbrook area is requested.
- **Keeping Families Together:** There are many requests to keep families together by allowing siblings to remain at the same school.
- **Walkability:** The proximity of students to their current schools should be a main consideration to avoid busing to the other side of town.

- **Program and Busing:** Some participants feel strongly that students should not be separated based on program (English vs French), and that those who are already using the bus should be redirected.
- **Do Not Move Kindergarten Students:** For French Immersion students affected by Family of Schools changes, do not move Junior Kindergarten students already attending the school they would have registered in for Senior Kindergarten.
- **Concerns About Family Separation:** Many respondents express concerns about the negative impacts if siblings are placed in different schools, which could cause logistical and childcare issues, add stress and affect family well-being.

Do you have suggestions for any supports or resources that could help students and families adjust to the implementation of any approved changes?

The following list reflects the most frequently mentioned themes:

- **School Tours and Open Houses:** Respondents suggest organizing school tours and open houses to help students and families familiarize themselves with new schools and ease transitions.
- **Extracurricular Activities and Programs:** There are suggestions to ensure that the new schools offer the same programs and extracurricular activities as the current schools. This includes sports teams, programs, and other activities that are important for students' well-being.
- **Mental Health Resources:** Respondents suggest providing mental health resources to help students adjust to the possible impacts on their mental health due to the proposed changes.
- **Transfer Requests for Siblings:** Approve out of boundary transfer requests for siblings to support families in adjusting to the approved changes.
- **Transparency:** There are requests for detailed budget breakdowns and busing numbers. There are concerns about the extra costs and logistical difficulties associated with double busing and longer travel times.
- **Busing and Transportation:** Concerns about busing and transportation are prevalent. Respondents suggest ensuring adequate busing, providing bus "buddies" or supervisors for younger students, and working with busing companies to create efficient routes.
- **Invest in Kenner:** Regardless of which students will attend the schools, many respondents recommended making investments in Kenner Intermediate School and Kenner CVI and allocating additional resources to support positive transitions.

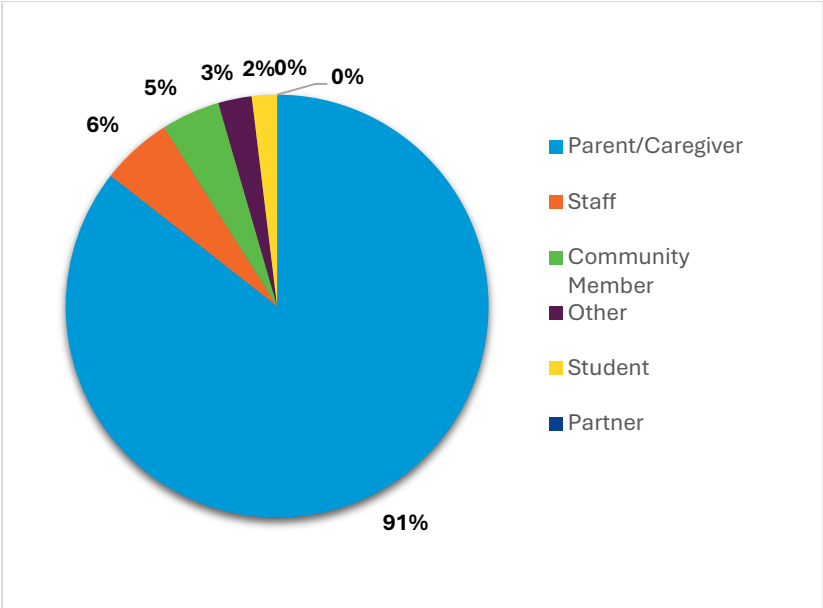
Concept A.2 Feedback

The second online survey was shared for families, staff and community to provide feedback between November 7-21, 2024, specifically related to Concept A.2

Summary of Online Survey Results for A.2

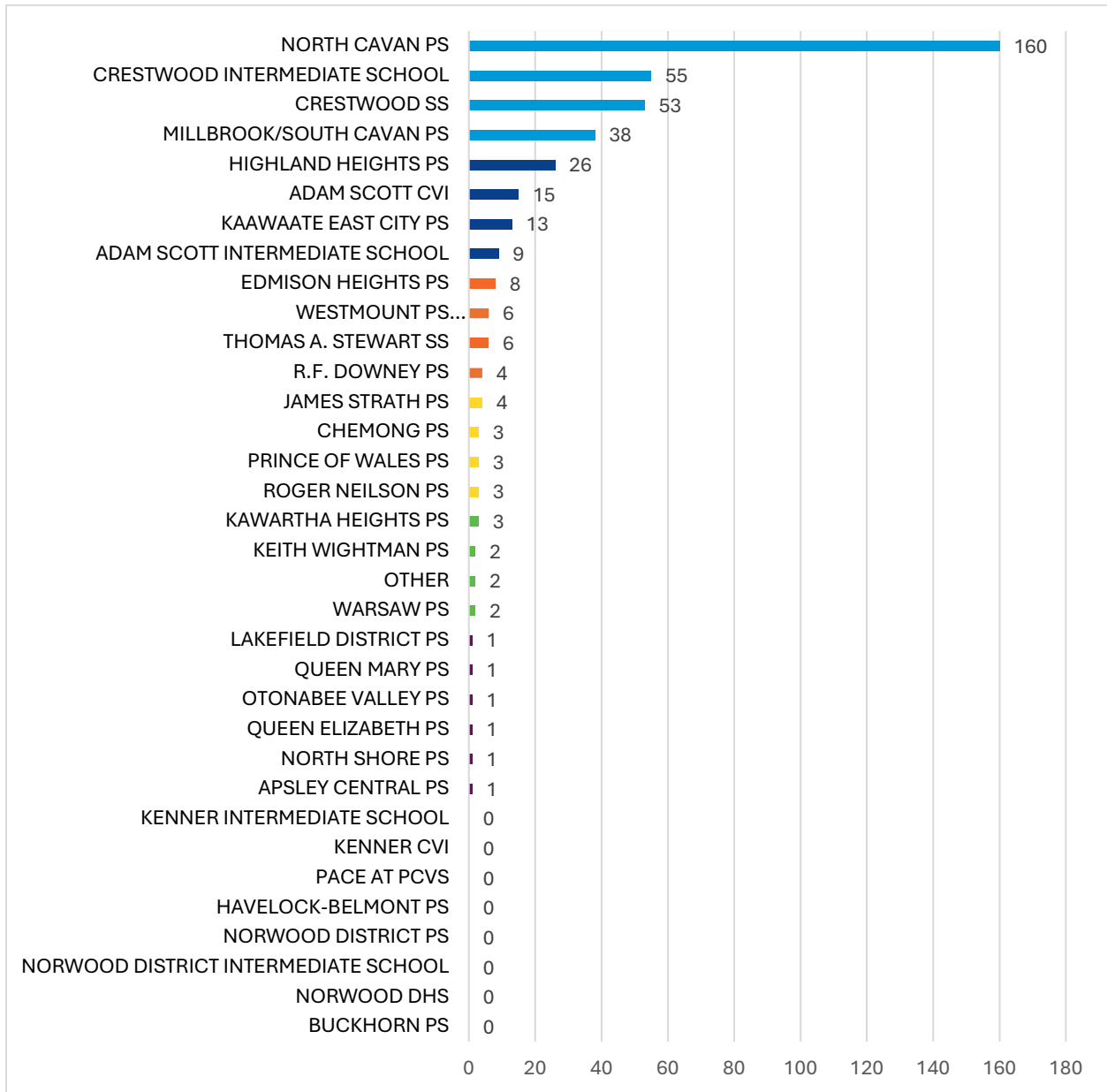
ThoughtExchange Survey Overview and Breakdown of Participation

There were 310 participants in the survey, 267 identified that they were parents/caregivers.

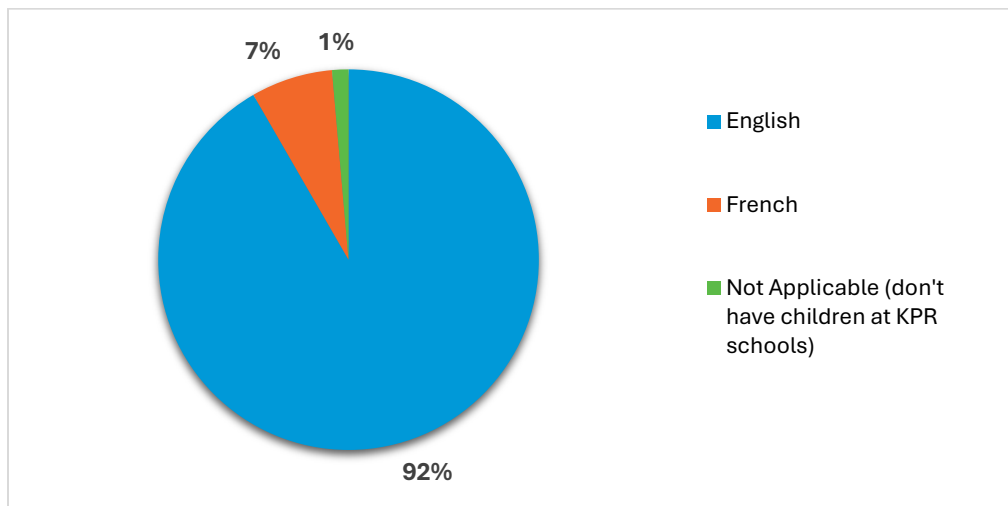


Please note that participants had the option to select multiple connections.

The largest number of survey participants were from North Cavan PS, with 160 respondents, followed by Crestwood Intermediate School (55), Crestwood Secondary School (53), Millbrook/South Cavan PS (38) and Highland Heights PS (26).



There were 264 participants (92 per cent) representing English stream students and 20 French stream participants (7 per cent).



The feedback from the survey about Concept A.2 includes the following:

- **North Cavan PS:** A large number of families express significant appreciation and support for the new concept and for providing an option to attend the secondary school closest to their community. They strongly advocate for this concept to be selected because it responds to the feedback they have provided throughout the process, through the surveys and in-person meetings.
- **Millbrook/South Cavan PS:** Many families express significant disappointment that an option was not presented that allows them to continue to attend Crestwood SS. They continue to request an alternate option and do not support this concept. Comments reflect similar themes to those mentioned in the previous survey and the community engagement meeting, about distance, busing, access to opportunity, safety and loss of community connection, as captured above in this report.
- **Highland Heights PS:** Families also appreciate and support this concept for the proposed option to continue to attend Adam Scott CVI. This concept maintains walkability and reduces impact on French Immersion families. A few people would prefer that the school become a Kindergarten to Grade 6 school, to gain access to intermediate school opportunities and resources.
- **Kaawaate East City PS:** Some families continue to express dissatisfaction about students moving to Otonabee Valley PS for intermediate school. In the previous survey, many expressed support for moving students as cohorts as opposed to making geographic boundary adjustments.
- **Kenner CVI:** It was suggested enrolment could be increased by having North Shore PS become part of the Kenner CVI Family of Schools grouping. This could create space for the Kaawaate East City PS Grade 7 and 8 students to attend Thomas A. Stewart SS and help balance enrolment between Thomas A. Stewart SS and Kenner CVI.

- **Chemong PS:** There were very few responses from families with concern about the potential Family of Schools grouping change from Adam Scott CVI to Crestwood SS. The previous survey included some concerns related to how the changes impact French Immersion students (Edmison Heights PS) and the impact on splitting siblings within families.

Next Steps

Thank you to everyone who took the time to share feedback through the online survey, emails and/or by attending one of the in-person meetings. All of the feedback is valued and an important component of the accommodation planning process.

A final decision will be made at the December 10, 2024 Board meeting, with initial approved changes becoming effective September 2025.