

Prince Edward County Area – Accommodation Review – Questions & Answers

Updated as of March 29, 2017

NO.	QUESTION	ANSWER
FACILITIES		
1	Massassaga-Rednersville Public School was not named in the Accommodation Review Process. As it is one of our feeder schools and may impact our numbers at Kente Public School? Why aren't they included in the accommodation review?	<p>At this time we did not consider it as part of the proposed plan for various reasons.</p> <p>For example, a child care addition was added in 2013 and is fulfilling a community need at this time. Additional child case space was also planned for, and is being added this year.</p> <p>Only schools named in the initial recommendation can be considered in the accommodation review process. While the school is not included in this process, it may part of future processes. Senior administration brought the initial report forward based on impact on programming present and future, enrolment data, facilities conditions.</p>
2	If Kente Public School and C.M.L. Snider School do close, will we have a choice for students to attend in Belleville?	<p>That is something that could be considered.</p> <p>The board has Procedure 340: Transfer of Students which speaks to students attending schools within HPEDSB outside their home school boundary, it outlines the transfer process and considerations by the home school and receiving school. The procedure is available on the web site for reference.</p>
3	Has there been any thought regarding making the current schools smaller?	We focus on providing the best possible programming for our students while maximizing our resources. Making current schools physically smaller does not address programming needs.
4	Is their enough space to accommodate students without affecting their learning ability (i.e. cool down space)?	This was taken into consideration. We are confident that will be able to provide a safe learning environment conducive to the needs of our students.
5	When comparing the funds for renewal needs that are required to update schools, Prince Edward Collegiate Institute has the most funding needed for renovations? So I don't understand the plan to have P.E.C.I. renovated. It is one thing to save money, it's another thing to say it is the best thing to do for our kids.	<p>The renovation needs required to provide for a K-12 model would be in line with holding the board to its LTCAP.</p> <p>Renewal needs represent the costs of maintaining and repairing school facilities over a certain period of time (i.e. mechanical, plumbing, infrastructure such as windows, doors, roofs). The renewal needs still have to be addressed regardless of the proposal. Certain funds are provided to schools boards by the Ministry of Education to address the identified renewal needs. These funds, as per criteria of the Ministry, must be directed to renewal needs of school facilities.</p>

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6	Why are we not following the Watson report that recommends that Kente Public School should be rebuilt and Queen Elizabeth School should remain open?	The Watson Report provided data and information that was considered and used in the development of the Accommodation Review Committee Plan. This document is used as a reference point. It does not consider programming needs for students. The initial recommendation considers programming needs in addition to data such as enrolment, facilities renewal, capacity, community use and other as outlined in the School Information Profiles. One of our core priorities is achieving excellence in education.
7	I have not seen the importance of a rural school in a rural community. Why hasn't that become one of the main topics? You are taking away the community. We have a lot of young families in Prince Edward County. It is a child's right to be educated where they live. The separate school system seems to thrive and we are not. Not all students are coming to the Public school system and why is that?	<p>Operational and programming considerations directly connect to available resources and funding. When funding decreases and enrolment declines, it makes it more and more difficult to fund empty spaces and support programming.</p> <p>Declining enrolment is a provincial trend and is occurring in most publicly funded school board across the province. All school boards are required to develop Long Term Capital and Accommodation Plans and to establish accommodation strategies to ensure that funding is focused on the classroom.</p> <p>Families are free to choose an education system for their children in the province of Ontario. As a school board our focus is to provide the best possible programming for all students while also being fiscally responsible. Spreading our resources too thin is not in alignment with this focus and does not provide the best support to HPEDSB students.</p>
8	Timelines are a concern. What has been the thought process for welcoming our students? Why is Sophiasburgh Central School last? Why not all at once?	We are open to input on the transition plan through the Accommodation Review Committee working group. The ARC may provide other accommodation options with supporting rationale for Board consideration.
9	What renovations will be completed during the summer?	<p>We will bring a plan to the Accommodation Review Committee as to what will happen during the summer and the timeline to welcome students into the school, should the current recommendation be approved.</p> <p>We are working to provide a site plan of potential classroom spaces for this K-12 model and details regarding schedules. Discussions are underway with administrators, which will be provided to the ARC. We are open to feedback from the ARC as well. Our intention to locate the K-8 students in one area of the building.</p>
10	Timelines are a concern. The next working group Accommodation Review Committee meeting is scheduled for Feb. 16th. We would like to have details provided to us at this meeting that will show us how you are planning to take us from June 19 to September 5. We would like to see all documents such as building permits, inspections reports, floor plans, etc.	<p>The transition plan is currently in development and preliminary information may be shared with the ARC on February 16. We will certainly share what we can at this point but will not have all final documents at this time.</p> <p>We plan to have further information to ARC members one week before next working meeting.</p>

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11	Has the committee considered the effect on the community? When taking away the school it's like cutting of an arm.	Our priority is providing excellent educational programming for students. Ministry guidelines require that through the accommodation review process, school boards consider the value of schools to the board and to the student.
12	Will classrooms be large enough and renovated to be suitable to (potentially) large kindergarten classes? Will there be appropriate sized bathrooms in the kindergarten rooms?	Our facility would be appropriate for classes. Having appropriate learning spaces for all students will be a priority. Several schools have been renovated in recent years to accommodate JK/SK classrooms when the Ministry of Education rolled out Full-Day Kindergarten. We will make every effort to ensure the receiving school is ready to welcome all students on the first day to ensure they feel included and like they belong.
13	How will classrooms be renovated to accommodate primary students?	The facility would be appropriate for classes; exact details are to be determined. We anticipate some renovations will be required. The extent of them is a work in progress and will be shared as soon as possible.
14	How will athletics be organized? – Will we be able to have more than one team at each division? (otherwise there won't be enough teams to compete against each other in SG events)	Decisions such as this are school based and are made between staff and administration.
15	Will space be allocated for the elementary ESP (is a critical part of our school community)?	Special Education programs would be considered where needed and appropriate. Our Student Services team has started to develop processes for with students with special needs, including room locations and programming.
16	What will be done to support the amalgamation of elementary and secondary? (for both students and staff)	A transition plan would be developed with members of the school teams. It is too early to give specifics at this point. If a consolidated school is recommended, there will be opportunities for students and staff to come together; there will be ongoing initiatives to build a positive school climate occur.
17	How will this impact the Gr. 9 students who will be entering in the K-12 school from Athol and the new Wellington school? (They will be entering into a school being the “new kids on the block”, while all others will have been there for up to 10 years – how will you ensure that these students feel a welcome part of the school community?)	A transition plan would be planned with members of the school team; once a school is established ongoing initiatives to build a positive school climate occur. We, like our communities, want the best for our students, and given that would work, as we currently do, to provide transition plans that align with this stance. It should be noted that we have examples across the board where Grade 9 students are welcomed into schools that already have Grade 7 & 8 students who have attended the high school.
18	Will there be a physical divide between the elementary and secondary?	A K-12 school is configured in a manner to ensure the safe and appropriate learning spaces for all students.


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19	How are we securing the elementary portion of the school from “stranger danger”?	Student safety is always the first priority in all schools. A K-12 school is configured in a manner to ensure the safe learning and play spaces for all students.
20	Where will the playground equipment come from? When will it be installed?	Specific details such as this have not been determined at this time but of course consideration for appropriate learning and play environments would be made. It should be noted that the board does have processes for assessing safety and moving playground equipment from school to school in the case of school consolidation.
21	What greenspace will there be for students to play on?	We recognize that appropriate outdoor spaces are necessary for a well-balanced program for all students and are working on site plans now to consider possibilities. We will be sharing our current ideas for the proposed recommendation.
22	What will happen with school technology?	Our technology resources will be allocated according to our current practices in all schools.
23	Why not move Sophiasburgh at the same time? – How will this year Impact students/staff/ building a school community?	This may be brought forth as a consideration and given other options for its transition.
24	Will there be funds for new furniture, or will furniture be moved from the three schools?	In school consolidation we do our best to use equipment and furniture that exists in our schools as best we can; if we can secure funds for additional items we consider their purchase.
25	Where will staff park?	Site plan is still to be determined. Parking is always a consideration in the case of school consolidation.
26	Would renovations be fully complete prior to classes starting in the new space?	Should a K-12 school be established learning spaces will be ready for students. It should be noted that there is continual work in the system to update and maintain safe, welcoming, inclusive learning spaces for students.
27	Why are Athol-South Marysburgh Public School and Massassaga-Rednersville Public School not included in the ARC?	Currently, they are not being considered as part of this phase of school accommodation. See #1.
28	Can we be open to re-aligning boundaries of the schools as part of this process?	This is a consideration that the ARC can discuss and bring forward.
29	Would like to see feedback from the Long Term Accommodation Plan (public feedback)	The public input is summarized in the agenda package for the Student Enrolment/School Capacity Committee meeting of October 11, 2016. It starts on page 126 at this link: http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/SESC_10_11_16_publicagenda.pdf

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30	What data and models were used in deciding to go K-12? Can we please see this information?	It is a province wide model well supported by the Ministry of Education. Staff will be providing additional information on existing K-12 facilities.
31	Would like to see data related to the benefits of students being in a K-12 model.	<p>Several benefits result from a K-12 schools, such as:</p> <ul style="list-style-type: none"> • students benefit from resources usually not found in elementary schools, i.e. technology shops, art rooms, music equipment and science labs, to name a few • Fewer school transitions for students given that they are in the same building • more possibilities and opportunities for staff collaboration • more opportunities for student leadership, co-op and positive interactions with students between elementary and secondary <ul style="list-style-type: none"> ○ for example, Renfrew District School Board re-purposed two schools to become K-12 schools which allowed them to maintain K-12 pathways in all families of schools • the Intermediate and secondary classroom spaces are fluid <ul style="list-style-type: none"> ○ for example, in Renfrew, if there is enrolment pressure in elementary but not in secondary they are able to utilize secondary space without adding portables. This approach has been particularly beneficial in Petawawa as the military base served often means that the population is somewhat transient • Another Renfrew example: K-12 schools in more isolated communities, such as Deep River and Barry's Bay, have previously and continue to become community hubs, each with relatively high community use and child care. The K-12 model is truly a community school. <p>More feedback from other existing K-12 schools is still to come.</p>
32	Would like to see the construction and transition plan?	As we work through this we will continue to share what we have.

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33	<p>Why is stricter border lines not part of the proposal when it is clearly stated in the Watson report?</p> <p>Why don't we build a new super school for the k-12, where there will be 1200 kids vs building a new school at CML Snider where there will only be about 400 students?</p> <p>It would be more accommodating to build at PECl. Sophiasburgh, Pincrest and C.M.L. could all be closed and the students could be housed at Queen Elizabeth and the old high school. While a new super school is being built on the soccer fields of PECl. Then do a demolition of the old school and turn it into green space. You've saved more money because you have an extra school closure and only one build. You could amalgamate Kente PS and Massassaga-Rednersville PS.</p>	<p>The Watson Report is one source of data. Other factors, such as the community use, optimal programming within fiscal parameters and transportation are also considered.</p> <p>The Ministry of Education has parameters around the funding for new builds and for the abandonment of existing schools that would not align with this plan.</p>
34	<p>Why is Massassaga-Rednersville not involved in the Accommodation Review, when it was clearly stated by the Watson report that they should be closing down.</p> <p>Why such a deviation from the Watson report? What was the point in spending the money in getting it done, when you didn't even listen to their recommendations?</p>	<p>See #1 above</p> <p>The report is an excellent resource and provided the board with some fundamental knowledge for creating a plan to take to the board as part of the process. It is not meant to be the sole determinant of the board's decision.</p>
35	<p>Will a playground be available for both the primary and juniors when school begins at PECl?</p>	<p>A playground area will be available for all students when school begins.</p>
36	<p>If the Ministry does not approve a new facility in Wellington, will Kente and Wellington continue to close?</p>	<p>If the business case is not successful, the board would reevaluate the options.</p>
37	<p>Was building a new facility in Picton for both elementary and secondary school been considered?</p>	<p>The renewal needs at PECl are such that the request for a new build would not fall into the ministry guidelines for such.</p>
38	<p>How will accessibility be improved at PECl?</p>	<p>We are committed to ensuring that our schools are moving toward the provincial target of accessibility for all.</p>

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39	Has capacity, utilization and business considerations for all publicly funded education institutions been considered in a holistic sense for the community of Prince Edward County? (i.e. separate schools and all public schools?)	It is not within our scope to determine utilization of other school boards nor municipal institutions.
40	We have spent some time, both individually and as a group, examining the School Information Profiles (SIP). Through subsequent discussions, we have learned that we have been unable to fully understand some of the information that has been shared through the SIPs. We also feel that because some information is either inaccurate or missing in the SIPs, that we are not able to accurately compare the schools. Further, this has become a distraction for us. Can we have a walk-through of all the numbers in the SIPs?	<p data-bbox="894 370 1808 427">Please bring to the Working ARC and we can discuss with board staff that will be present. We will be happy to clarify what we can.</p> <p data-bbox="894 459 2051 548">There was an opportunity at ARC working group meeting #1 to review the SIPs and ask board staff for clarification and questions. The SIP provides a base of information for each facility, and if additional information is required, a request can be made to board staff.</p> <p data-bbox="894 581 1724 613">If there are outstanding queries, please bring to next meeting or email.</p>
41	What are the details of the building renewal costs? – Projected 5 year numbers do not add up.	<p data-bbox="894 686 2018 776">Facility renewal needs that are included in the SIPs, are gathered through Ministry of Education assessors who compile information related to systems, windows, infrastructure, life-span etc. which is where the costs are derived.</p> <p data-bbox="894 816 2051 1084">The condition of each school is periodically assessed by the Ministry of Education on a rotating five year cycle. This information is used to estimate renewal needs over different time intervals (i.e. 5 years, 10 years). The Ministry of Education has assessed all of the board's schools within the past five years, and will begin another five-year assessment cycle beginning in 2017. These assessments include a detailed inspection and analysis of building and system components such as walls, foundations, roofing, windows, mechanical, electrical, plumbing and other systems for each school. The facility condition can assist in identifying replacement timing and estimated costs for building components, assist in identifying facility needs, and capital planning.</p> <p data-bbox="894 1117 2051 1203">Certain funds are provided to school boards by the Ministry of Education to address the identified renewal needs. These funds, as per criteria of the Ministry, are to be directed to renewal needs of school facilities.</p>

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42	Why are the "Facility Renew Needs" so high over the next 5 years versus the last 5 years?	<p>The renewal needs are based on Ministry assessments done by an architect and engineer over the past 5 years based on the lifespan of building components (windows, walls, foundation, roof, plumbing system, electrical distribution system heating system ...). Typically, the board has not been funded to complete all of the renewal needs as they come up (total renewal funding 5 years ago was \$1 - \$2 million board-wide, now it is \$25 million), so these building components have not been renewed and the renewal needs have rolled-forward. It is likely that not all of the 5-year renewal needs identified can be completed within provided funding over the next 5 years.</p> <p>Refer to answer above.</p>
43	We would like updated information about community use and partnerships for Queen Elizabeth and Sophiasburgh.	<p>Section (3) of the SIP provides information about Community Use and Partnerships. There is a Before and After program at Queen Elizabeth School. For 2015-16, there were 17 community use permits generating a revenue of \$581. At Sophiasburgh, there were 6 community use permits generating a revenue of \$549.</p>
44	We have significant concerns about the size of the PECI building and the number of classrooms. Along with a tour of the school, can we have an updated map of current use of PECI? (The map we have is 2002.)	<p>We will bring a plan to the Accommodation Review Committee as to what will happen during the summer and the timeline to welcome students into the school, should the current recommendation be approved.</p> <p>We are working to provide a site plan of potential classroom spaces for this K-12 model and details regarding schedules. Discussion are underway with administrators, which will be provided to the ARC. We are open to feedback from the ARC as well. Our intention is location the K-8 students in one area of the building.</p>
45	Can we have a map of the proposed use of classroom spaces at PECI after the full amalgamation/renovations? (e.g., where are the elementary library, sensory rooms, special ed. rooms, ...)	<p>Refer to answer above #44.</p>
46	Why is there a delay in bringing all three elementary schools together?	<p>To bring all students together we would need to do more work than can be realized in summer. It was felt that moving two elementary schools to the high school would be easier to manage for the first stage. It would allow for the initial work/set-up to happen during the summer in a reasonable timeframe. However, we are open to hearing alternatives.</p> <p>The ARC can recommend that all three schools be brought together at the same time. This may require more time to make the space welcoming for students.</p> <p>See attached design guideline.</p>

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47	Can we see some examples of what might be in a transition plan?	We are working on possible transition plans but they will be dependent on the both the plan put forth to the board of Trustees and whether the plan is approved. We have certainly experienced smooth transitions before and always reach out to other systems that have done the same for students.
48	Are there any guidelines that we can review that will identify the facility requirements for an elementary school versus a secondary school?	 <p>Report of Expert Panel - Building Our</p>
49	<p>I am a Wellington resident and I am interested in what was approved at the accommodation review meeting on November 21 with respect to CML Snider School in Wellington. I see a recommendation in one of the documents on the HPEDSB website that states:</p> <p>"Close C.M.L. Snider School and Kente Public School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the CML Snider property or in Wellington for September 2020".</p> <p>Was this recommendation supported/adopted at the Nov 21 meeting?</p> <p>What was the reason for recommending a new school in Wellington? If it relates to the cost of repairs or renovation of CML Snider, can you please provide the documentation or direct me to the source of this information? On the ministry website CML Snider has a very good FCI (26%) and cost of repairs at \$2.2 million are reasonable compared to the cost to build a new school.</p> <p>Is the intent to demolish the existing school?</p>	<p>The decision by the Board of Trustees on November 21, 2016 was to give the go-ahead for accommodation reviews to begin. Now that the green light has been given, the formal process for public consultation begins. Accommodation reviews involve public input and occur over several months.</p> <p>As a next step, an accommodation review committee (ARC) for all schools involved will be formed. It will have representation from each school named in the proposal. The ARC acts as an official conduit for information shared between the school board and the school communities. Advertisements will be in the local papers this week to describe the committee and how to become involved.</p> <p>Here is a link to the newspaper ad for Prince Edward County schools: http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/arc_pec_cwn_dec16.pdf</p> <p>The consolidation and closure options presented on November 21 are starting points for consideration. The public input process will begin in the new year.</p> <p>The ministry has guidelines and process for the disposal of surplus facilities we must follow. See # 59.</p>

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50	<p>Can you direct me to the information which was the basis for the recommendation for a new school in Wellington? I was hoping to find the rationale for building a new school in Wellington. Do you know if there was a study done to determine that the school should be closed and a new one built? And do you know why that decision was made, is the school beyond repair?</p>	<p>A new build would provide a facility to over 400 students that would best support 21st Century learning, current student needs and programming requirement to continue to support our students in their learning.</p> <p>Here are links to two reference documents:</p> <p>Long-term Capital and Accommodation Plan http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/ADOPTEDLTCAPNov1816KH.pdf C.M.L. Snider School is referenced on pages 47, 48, 63, 66, 71, 73, 114 and 116. Initial recommendation report that was approved by the Student Enrolment/School Capacity Committee and also the Board of Trustees on November 21, 2016 http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/documents/public_B-3_InitialRecommendationReportPrinceEdwardCountyNov1816KH.pdf</p> <p>http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/SESCCArchive.html - Long Term Capital Study, Watson & Associates Economists Ltd. (2007/08)</p>
51	<p>The original enrollment for the County schools was designed for 2,500 elementary students and 1,250 secondary students.</p> <p>- currently there are 1,400 elementary students and 600 secondary students, with a projection of 1,400 elementary students and less than 500 elementary students by the end of the next decade. In percentage figures; the original ratio was 50%, currently it is at 43%, and in 12 years it will be at 35%.</p> <p>Question: Why is the ratio dropping from the original 2:1 figure to 3:1? The other question: Where do these numbers originate? And a further question: What is the cause of this current and increasing disparity?</p>	<p>Declining enrolment is widespread in the province of Ontario and in almost all jurisdictions. Census information will be provided at the Feb 16 meeting that will provide more explanation.</p> <p>There are various reasons why students move out of board/area.</p> <p>http://www.hpedsb.on.ca/ec/aboutus/boardMeetings/SESCCArchive.html - Long Term Capital Study, Watson & Associates Economists Ltd. (2007/08)</p>

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52	Is it feasible to consider just moving Pinecrest to Queen Elizabeth for a year, keeping Sophiasburgh open until 2018, rebuilding part of PECl to do this thing in a timely and hopefully sensible manner?	Please bring any ideas for consideration to the Working ARC Meeting or through your representative. We would like to not transition students more than once if we can help it.
53	Are architectural plans in place for the necessary work at PECl? i.e. a site plan (landscaping/playgrounds/bus access, etc.) and floor plans for classrooms, common areas, gymnasium, etc.? If they are not, might I suggest that this whole exercise be put off for a year until all the ducks are in a row. What about all of the playground equipment? Will it be reused?	<p>We will bring a plan to the Accommodation Review Committee as to what will happen during the summer and the timeline to welcome students into the school, should the current recommendation be approved.</p> <p>We are working to provide a site plan of potential classroom spaces for this K-12 model and details regarding schedules. Discussion are underway with administrators, which will be provided to the ARC. We are open to feedback from the ARC as well. Our intention is location the K-8 students in one area of the building.</p>
54	How does this affect French Immersion? And is there space allocated accordingly for the growth of the program?	Consideration of all programs is being made.
55	<p>Sophiasburgh questions;</p> <ul style="list-style-type: none"> - if the school was JK to 6, would it be viable? - would some students go to Deseronto to reduce travel time? - why is the school being kept open a year longer than Pinecrest? 	Programming for JK-6 would be as much a concern as it is currently. To prepare the school for all 3 additional groups of students would require more time; please feel free to bring to the Working ARC Meeting or through your representative on this committee.
56	How is it possible, to do any renovations given the time line, technically from June to Sept? And have that school fully ready for the elementary students?	<p>There is enough surplus space in PECl to welcome the elementary students from Pinecrest and Queen Elizabeth schools for September 2017. Minimal renovations are initially required due to empty classrooms. We would ensure that classrooms are ready for all students, as well as having logistics in place for areas specific to both elementary and secondary students.</p> <p>We are currently working with our Facility Services team to plan for the potential consolidation and will receive input from the ARC, as well.</p>
57	Why are there not hypothetical plans to give to parents to allow them to see what it might look like if this proposal goes through?	Please see the above answer.

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58	How are the renovations for a k-12 school less expensive than if the board were to do repairs for the high school alone?	Many factors are considered when creating a recommendation that both supports excellence in education and is fiscally responsible. As well, the costs over time with closing schools and renovating existing spaces has to be considered.
59	<p>What is the estimated cost of renovations to upgrade PECEI to accommodate K-8 students? Please provide an itemized spreadsheet breaking down the expenses.</p> <ol style="list-style-type: none"> a. Once the SIP is released we will learn more about proposed capital expenses for PECEI, but what if any expenses will be deferred or not needed following the influx of K-8 students. Please provide a breakdown of expenses. b. Will any of the proposed capital expenses for any of the affected schools still be incurred prior to consolidation or new construction? In other words will the net capital costs be \$0 or some level (ideally less than that identified in the Watson report). Again, detailed breakdown is preferred. <p>What is the estimated cost to construct a new school in Wellington? What will be the fate of the old CML Snider School and Kente?</p> <ol style="list-style-type: none"> c. What will be the school capacity for the new facility? <p>What is the cost of maintaining vacant facilities (i.e. if a school closes and the Board opts not to sell the asset)? I would like an itemized breakdown that would include such things as insurance, grounds maintenance, security, base utilities (assuming some level of heat, electricity, and water are provided to the site). Any other expenses associated with operating the site.</p>	<p>A preliminary review of the school on Feb 15/17 was conducted to review planned spaces for elementary students. That review confirmed that no new construction is required and no significant renovations are required. A number of small projects were identified as desirable, such as converting blackboards to whiteboards, rearranging some internal partitions, and reconfiguring office space. No detailed plans have been prepared, but it would be expected that costs are minimal (<\$50,000). The school has one elevator, but it would be desirable to install a separate elevator to serve the elementary wing – the cost for this would be on the order of \$250,000 and installation would occur within the 2017-18 year.</p> <p>A new school to serve CML and Kente students were be sized for approximately 450 students (sufficient for all CML and Kente students). The cost to construct such a school would be approximately \$9 - \$10 million. The sale of schools that are surplus to education needs follow Ontario Regulation 444/98: Disposition of Surplus Real Property which gives priority to other school boards, local, regional, and provincial governments.</p> <p>A detailed breakdown is not available, but there are ongoing costs for insurance, utilities, alarm monitoring, inspections/maintenance, ground-keeping, as well as an ongoing liability risk.</p>
60	What do the site plans for PECEI look like for September 2017? How will the building be organized?	Please see the above answer.

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61	<p>I attended the public meeting last night at PECE and left having a few questions that no one asked</p> <p>1) how come C.M.L. was chosen to keep their school out there? I feel what is good for one should be good for all</p> <p>2) why not put money into Queen E and all schools including Kente and C.M.L. do K-6 then continue on to PECE FOR 7-12</p> <p>3) then there is this head lice problem we as parents are battling everyday now! Could you imagine all schools combined? I feel kids are going to be absent a lot more due to sickness and LICE putting them all together as it will be a large crowd of children. Thank you for your time</p>	<p>As a school board we prioritize optimizing learning spaces and providing excellent programs for students while working within financial parameters set by the ministry. We have to look at all school areas as individual and consider the unique facets of each.</p> <p>These suggestions can be brought forward by the ARC in the working meeting on Feb 16 either as a member or through your representative on the committee.</p>
62	<p>Why has a School Information Profile not been provided for Massassaga-Rednersville Public School? I would think that this information would be needed by the ARC to make an informed decision.</p>	<p>The school is not part of this Accommodation Review, please see #1 above.</p>

NO.	QUESTION	ANSWER
FACILITIES		
63	<p>The following is the recommendations for Kente Public School in the Watson & Associates Economists Ltd. final report:</p> <ul style="list-style-type: none"> • Scenario 1: "Due to low utilization and high renewal needs, it is recommended that the Board rebuild a new school on the Kente PS site. Students (JK-6) from Massassaga-Rednersville PS will be redirected to the new school; as well as portions of Sophiasburgh Central School and CML Snider School's boundary will be included. Kente PS 7 & 8 students will be redirected to Prince Edward Cl. The new facility is expected to have a utilization rate of 100% or more long term. This scenario may result in some increased transportation costs associated with required bussing; however renewal needs would be reduced. • Scenario 2: "Similar to Senario 1, a new Kente PS will be constructed taking in students from Massassaga-Rednersville PS consolidation as well as a portion of students from Sophiasburgh Central School boundary. The New Kente PS would have a JK-8 grade configuration. This scenario would also result in a long term utilization rate of approximately 100%. Similar to Scenario 1, this strategy may result in some increased transportation costs associated with required bussing; however renewal needs would be reduced." <p>Now below is the Boards recommendation:</p> <p>"Close C.M.L. Snider School and Kente Public School and seek Ministry of Education funding/approval to build a new K-8 elementary school on the CML Snider property or in Wellington for September 2020"</p> <p>My question is what rationale and supporting documentation is there to provide a recommendation that does not align whatsoever with the recommendation of the consultant hired by the school board to research and review each school. When can we expect the documentation that the school board used to come to this decision released to the public?</p>	<p>The Watson Report is one piece that is used to consider possible options to address excellence & equitable education, declining enrolment, reduction in funding, renewal needs, etc.</p> <p>The Accommodation Review Committee may bring other suggestions/recommendations forward through the process.</p>

NO.	QUESTION	ANSWER
FACILITIES		
64	Has onsite before and after school child care been considered in the amalgamation plans for PEC? This currently exists at QEP and Pinecrest and would leave a considerable and concerning hole for many of our students and parents in PEC.	It is something we are looking at as part the transitions and planning.
65	Is there a plan to work with the municipality to address such needs? Sidewalks-safety/access	As always, we work with our municipal partners and local bylaws, etc. whenever we do any renovations/upgrades to property.
66	Could we see a breakdown of what a proposed budget for renovations could look like, as the identified dollar value is not creating a sense of confidence among parents and community members. Specifically, are things such as fencing, new bussing lanes, extended parking spaces, etc. in addition to the allocated funding (ie. \$50,000.00)?	<p>The estimate of \$50,000 was provided for minor internal renovations to prepare the school to welcome students.</p> <p>In addition, there are a number of building renewal projects planned for PECEI amounting to over \$6 million. Many of these projects are identified through the Condition Assessment Report.</p> <p>The approximate cost for the outside works such as fencing, bussing lanes, extended parking spaces etc is \$250,000.</p>
67	Re. K-12 school, will there be bathrooms in the kindergarten rooms (2 sinks, adult and child, fountain)?	There will be designated washroom facilities available for the kindergarten students.
68	Re. K-12 school, will there be a hard surface for elementary kids to play?	Final proposed plans have not been completed; we will work with our guidelines for these spaces to provide appropriate play areas for elementary students.

NO.	QUESTION	ANSWER
TRANSPORTATION		
69	<p>If this truly a Prince Edward County committee? Why are you leaving part of the county out of public meetings? The county is a vast area. The length of time that it takes people to travel to these meetings are a concern. Will public meetings be held in areas that will allow the board to hear from everyone? Everyone in the county should have their say. Why have families from Massassaga- Rednersville been left out of participating on the committee? With respect to longer bus rides. Why are we putting kids on buses for hours each day? How does this affect student participating in extra-curricular activities? Look at the how the Catholic system does it. Do our trustees actually understand the vast geographical area of the county?</p>	<p>The ARC includes members of the school community of each school named in the Accommodation Review. Massassaga Rednersville School Public School is not part of this Accommodation Review, please see #1 above.</p> <p>We will bring the remainder of the transportation to the next meeting (or before in a package to ARC members).</p>
70	<p>I am curious if redrawing the catchment boundaries are part of the proposal for the school consolidation in Prince Edward County. I am concerned that consolidation without redrawing boundaries would lead to my children (who currently go to Pinecrest) being bussed 22 km to Picton when Wellington is only 6km away.</p> <p>If a map is available I would appreciate a link to it.</p>	<p>The ARC can recommend a different option to the proposed recommendation provided rationale is provided for a change. In addition, the ARC will also review transportation information.</p> <p>Link to the Tri-Board website that may assist to view boundaries - https://triboard.ca/</p>
71	<p>We would like to see data on the cost of new bus routes. When will the Kente Public School and C.M.L. Snider School merge occur? What is the plan if you don't get approval?</p>	<p>The ARC will receive and review transportation information. Should the recommendation be approved it would be presented to the Ministry. Should it not be approved the proposal would be re-evaluated.</p>
72	<p>How is it going to be possible to transport students to school for longer distances? We cannot get them transported to school on a snow day. When comparing the School Improvement Plan's, Kente Public School is doing better than Massassaga-Rednersville Public School. Families in the north have access to Belleville and Trenton schools. Are we going to be blocked if we want students to go north?</p>	<p>The ARC will receive and review transportation information.</p>

NO.	QUESTION	ANSWER
TRANSPORTATION		
73	<p>Concerned about transportation. What thought process has gone into busing times and why have we not seen anything regarding this? How does busing times impact children with special medical needs? Are there washrooms on the bus for young children having one-hour bus rides? We are concerned about safety on the bus and at school. It's not a matter of if something will happen, it is a matter of when. What is going to be done to ensure their safety? The long bus rides are not conducive to learning. Your timelines are not realistic. Catchment creep is a concern. Kids are being allowed to go to other schools outside their catchment area for programming etc. Why are we not using new consensus numbers coming out in May? Why did we pay for the Watson report if we are not going to use it? I personally feel the decision is already made due to the tight timeline. Where did the decision come from to bus all the kids to a high school?</p>	<p>The ARC will receive and review transportation information.</p>
74	<p>Does a K-12 mean that all students will ride buses together?</p>	<p>All aspects of student transportation are part of the review and are being looked at by Tri-Board Student Transportation Services. This includes pick-up and drop-off times, as well which students/age will be on the bus at the same time. We can confirm that K-12 students ride the bus together, such as in Centre Hastings.</p>
75	<p>What will transportation times look like for elementary students?</p>	<p>As mentioned, above, the scheduling is being looked at by Tri-Board Student Transportation Services.</p>
76	<p>Would like to see transportation proposals (routes) and costing information?</p>	<p>The ARC will receive and review transportation information.</p>
77	<p>Will bus routes be changed to better optimize bus times?</p>	<p>The ARC will receive and review transportation information.</p>

NO.	QUESTION	ANSWER
TRANSPORTATION		
78	<p>There have been a number of concerns raised about the length of bus rides. We have been unable to discuss this fully.</p> <p>We would like full details of every bus route that ends at any school in Picton (Queen Elizabeth, PECl and St. Gregory), Pinecrest or Sophiasburgh.</p> <p style="padding-left: 40px;">Start time Finish Time Stops Ridership</p> <p>Further, we have a question about how transportation is funded by the Ministry. Will creating a K-12 school achieve significant savings from changes to bussing that could be used to fund programming for students?</p>	<p>We are working with Tri-board to secure some potential scenarios and will bring it to the ARC. The overall savings from school consolidation is realized in many ways; our priority with funding is programming</p>
79	<p>I am curious to know what is the proposed bussing route for the closure of Sophiasburgh Central School and sending the kids to PECl. My daughter gets motion sick on her already 45min bus ride where as we live 6km from the school. I am curious to know how long she will be riding to Picton from Big Island. Hoping you have some answers as we are seriously consider relocating our family out of Prince Edward County altogether do to this factor</p>	<p>We are working with Tri-Board in the development of potential bus routes and times. Once this work is completed it will be provided to the Accommodation Review Committee.</p>
80	<p>Currently 73% of elementary students are bussed and 65% of secondary students are bussed. With the various amalgamations, how much will these percentages change, where does the school bus funding come from? Will it impact the money the board gets for actual bums in the seats in school?</p>	<p>We do not have final transportation studies yet, but are working with Tri-Board on this. It would be expected that there will be a small increase in the number of elementary students transported to the K-12 school as students within walking distance of Pinecrest and Sophiasburgh would now be bused. The education funding received by the board is generally on a per pupil basis, so whether students are transported or walk to school does not affect this funding level. Transportation is also funded on overall board enrolment, not on number of students transported. It would be expected that there would be no change in funding due to the additional transportation of students.</p>

NO.	QUESTION	ANSWER
TRANSPORTATION		
81	<p>One day we are not going to be using fossil fuels to run busses;</p> <p>-how do the students get to school?</p> <p>-do we go back to the one-room school house and everyone walks?</p> <p>-will the busses be electric/self-driven?</p> <p>-learning over the internet-is there a need for school buildings at all?</p> <p>-is what we are proposing now viable 25 years into the future? If we can't answer this question, why do anything at all?</p>	<p>At HPEDSB our mission is to create dynamic, inclusive educational experiences that develop capable, confident, curious learners who thrive and contribute to their communities. School boards are responsible for providing their students with the best possible educational experience. Our job is to put the needs of students first. To maximize our investment in students, boards must keep education funds focused on the classroom.</p> <p>Boards must ensure that students are being provided with appropriate programming and facilities. Currently at HPEDSB, the breadth of programming available to students is in jeopardy due to the reduction of funding. It is the responsibility of the board to develop an accommodation strategy that takes into consideration our unique issues when ensuring how best to support program delivery, student achievement and well-being.</p> <p>The LTCAP plan was adopted by the Board of Trustees which provides a framework for decision making. It is a living document, and will be monitored and updated as required.</p>
82	<p>Has the board considered that most likely 75% of the parents that live in the northern portion of the County commute to either Quinte West or Belleville? It makes no logical sense to send their kids further south in the County.</p>	<p>Senior Administration, in its creation of the report presented and approved by the board in November 2016, considered many facets of the education of our students. This concern is certainly one that can be brought to the table at the working meetings for the ARCs to address.</p> <p>The board has Procedure 340, which outlines the process for requests for Transfer of Students.</p>
83	<p>I am curious to know what is the proposed bussing route for the closure of Sophiasburgh central school and sending the kids to PEI. My daughter gets motion sick on her already 45min bus ride where as we live 6km from the school. I am curious to know how long she will be riding to Picton from Big Island. Hoping you have some answers as we are seriously consider relocating our family out of Prince Edward County altogether do to this factor. Thanks for your help.</p>	<p>We are working with Tri-Board in the development of potential bus routes and times. Once this work is completed it will be provided to the Accommodation Review Committee.</p>
84	<p>Can we look at alternatives to a 6:52 a.m. bus pick up for some students? e.g. Transfer buses pick up from smaller areas, meet another bus and go directly to the school (PEI</p>	<p>We will work closely with Tri-Board with these considerations in mind.</p>

NO.	QUESTION	ANSWER
TRANSPORTATION		
85	Where will bus drop off happen? What about parents dropping off in the morning?	We are working with Tri-Board to allow for safe and efficient flow of both busses and families to drop off their children at a reasonable location given the elementary and primary entrances.
86	Re. K-12 school, is there a possibility to have transition spots for bussing? We do not want to see an increase in our bus times; could the routes in the outlying areas pick up kids and go directly to school or have a transition point for a smaller bus to meet with a bigger bus e.g. pick up kids on Green Point and Northport Road, once they hit Sophiasburgh Central School, and head directly to Picton (worried about bathroom wait times for little kids standing out in the dark)?	We will work closely with Tri-Board with the ARC's considerations in mind

NO	QUESTION	ANSWER
PROGRAMS		
87	What is admin. strength going to look like? (ETFO)	Administrative strength will be finalized once school review recommendations are approved by the Board in June. It is too early to know the specifics. This will be an important consideration just as it is when we look at placing school administrators each year.
88	What role does seniority play in the staffing process? (ETFO)	The collective agreement and joint staffing committee timelines and processes define staffing across the district and within schools. The joint staffing committee has met several times to consider ARC recommendations. Teachers are able to follow up with their respective school stewards regarding staffing processes for this school year. Staffing occurs as part of the collectively agreed upon agreement; Ministry Staffing procedures
89	Who will determine which teachers teach which grades? (ETFO)	The collective agreement and joint staffing committee timelines and processes define staffing within schools; school administration to determine teaching assignments. It is the responsibility of school administration to allocate teaching assignments to staff. It is important to note that elementary teachers teach elementary students and secondary teachers teach secondary students.
90	When will mobility occur? (i.e., what are the staffing timelines going to look like?) (ETFO)	The joint staffing timelines define when mobility occurs. The process undertaken will reflect the collective agreement and staffing phases as undertaken in the past TBD but again, would follow CA expectations.
91	Who packs up teacher belongings? (ETFO)	Teachers are responsible for their personal belongings, just as they would if they moved within a school or to a different school.
92	Will there be a teacher workroom/Literacy room to store central school resources?	Decisions around school set-up and resource rooms will be looked at as part of the transition planning. We expect that resource/literacy rooms will be in place, just as they are at other schools.
93	Will all support staff be “surplused” as part of the process? (e.g., how will we determine which EA’s, custodians, office assistants stay and go?) -Will 10 month employees be expected to support in the move?	Collective agreement staffing processes will determine staffing assignments. Transition processes related to the moving and set up of resources, equipment, etc. will be managed by Facility Services in collaboration with administration. These processes will be reviewed with staff.

NO	QUESTION	ANSWER
PROGRAMS		
94	Will there be before and after school programs (i.e., partnership with the HUB)?	Partnering with community agencies can be beneficial to student learning. Where partnerships currently exist, we would be open to them continuing and to also discuss new opportunities. As indicated in " Guide to Pupil Accommodation Reviews " a school board must decide which strategy would best manage the changing circumstances of its schools. The responsibility of the Board of Trustees is to ensure that the educational needs of their students are met before other options such as facility partnerships are considered. School boards manage program needs first and then identify the school's eligibility for other options such as facility partnerships or hubs.
95	Will there still be a Gr. 8 graduation?	Should a K-12 school be established, decisions such as these would be internal to the school staff.
96	What is the plan to ensure high quality programming for our secondary students? (If secondary enrollment is going to continue to decline consistently over the next few years, we will see less and less students attending PECL – how will we maintain effective and essential programs with fewer and fewer students?)	To address declining enrolment in secondary, our schools across the board (and province) currently work as teams to provide creative and innovative ways to deliver composite programming as best as possible to our students.
97	Will the K-12 school operate as an early or late start?	TBD
98	Will there be an elementary library? Will books from each feeder school be moved to the new site?	There will be appropriate learning spaces for all students; exact resources will be determined through the process.
99	Will students currently attending schools on a Procedure 340 be grandfathered into the new school?	To be considered
100	Will it be a K-12 school? Or a K-8 and 9-12 under the same roof?	K-12 Model
101	Will there be an elementary and secondary principal?	Should a recommendation for a K-12 school be approved by the board in June, administrative strength will be finalized. The principal and vice principal of the new K-12 school would be the principal and vice-principal for all K-12 students and staff.
102	What specialty programming can we offer in a new location to maintain our students in PEC, rather than losing them to Belleville schools? (i.e., secondary French immersion, enrichment programming, sports and arts specialties, etc.)	Program planning will be part of the discussion.

NO	QUESTION	ANSWER
PROGRAMS		
103	What are the proposed start times for each school?	TBD
104	Will French immersion continue to be offered in the county? If yes, where?	Program planning will be part of the discussion.
105	What is the plan for student transition to a new school?	We are currently working on transition planning that aligns with the proposed recommendation and that ensures the programming for all our students will not be adversely affected.
106	How are the social impacts of school closure on small communities being considered during the ARC process?	Ministry guidelines require that through the accommodation review process, school boards consider the value of schools to the board and to the student. The ARC, if the members chose, can present different options, with rationale, for consideration by senior staff and the board of Trustees.
107	<p>The scope of the recommendations are very broad and we have some recurring questions about the timeline. It would be helpful if we could get some background.</p> <p>Can we have an example of a K-12 school that has gone through a similar transition from a 9-12 school and operates successfully at near 100% capacity?</p>	Yes, will be bringing this to ARC after visit on 17 Feb to examples of K-12 facilities.
108	Can we have an explanation of the changes in the recommendation from the Watson Report and other previous plans with respect to the current plan? (e.g., boundary changes and consolidations are very different from the Watson report compared to "the recommendation").	The Watson Report was one piece of data used to create the Long-term Capital and Accommodation Plan (LTCAP) and the initial recommendations that flowed out from it. The LTCAP itself further contained more detailed information about programming, community use of schools and partnership opportunities. All of this was considered when senior administration prepared the initial recommendation.
109	I feel that there can be some real positive programming benefits for our students in Prince Edward County. Is this a correct assumption, or should I shy away from suggesting this? i.e. - French immersion, destinations, music, art, sports, technology etc.	<p>Ministry guidelines require that through the accommodation review process, school boards consider the value of schools to the board and to the student.</p> <p>Specific programming at a school, is a school based decision with consult from Senior Admin.</p>
110	Where will we provide breakfast club for students?	Final layout plans have not been made as of today but school teams and administration are working on thinking of all of these sorts of things; we all know the importance of providing food for our students.

NO	QUESTION	ANSWER
PROGRAMS		
111	Can Massassaga-Rednersville PS become a K-8 school? This would mean families are not impacted by the proposed changes; as it is just keeping our own students, this would be an accepted change without an Accommodation Review Process as per policy.	This could be considered in future accommodation reviews as a boundary change would be required.
112	How will a new K-12 school be staffed to ensure adequate care and service: Office Staff, Custodial Staff, Educational Assistants?	All schools are staffed according to ministry guidelines and collective agreements.
113	People are the magic that makes a school special. How will the staffing in these areas at PECE be impacted by the consolidation?	Agreed! All schools are staff according to ministry guidelines and collective agreements.
114	COMMENT: If the enrollment at PECE was to increase, with the additional elementary students from Sophiasburgh, Pinecrest, and QE (assuming no growth in the elementary sector), the numbers won't work.	

NO.	QUESTION	ANSWER
FINANCIAL		
115	Is there a cost savings analysis for staffing? How will staff numbers be determined?	Staffing is based on student enrolment and adjusted accordingly as per the joint staffing committee processes and timelines as well as the collective agreement. Staff would be allocated according to student need as always.
116	How will Pinecrest's school fundraising money be managed?	Fundraising money will follow the students to their new school.
117	Will OM&A savings realized through consolidation be reinvested into schools within Prince Edward County?	HPEDSB strives to ensure effective management of all resources in order to achieve our vision of <i>All students prepared and empowered for the possibilities of today and tomorrow</i> . The school board serves a wide geographic area, and the ability to serve all students means that Operating, Maintenance and Administration savings achieved through school consolidations are used to the benefit of all areas and all students.
118	How are the economic impacts of school closure on the local community being considered during the ARC process?	Ministry guidelines require that through the accommodation review process, school boards consider the value of schools to the board and to the student.
119	Will the detailed operational plan be vetted with stakeholders for comments?	Information will continue to be shared as we work through the process.

NO.	QUESTION	ANSWER
MISC/GENERAL		
120	Are we allowed to meet as a school group prior to the February 16 th meeting?	Yes
121	How will we build a safe and inclusive community for our new school if we have two elementary schools joining next fall, and then a third the following year? Can we consider options which would allow all to come together at once instead?	Other options can be considered.
122	By the time you have completed the necessary retrofitting and building at Prince Edward Collegiate Institute, will this process actually save money?	The Ministry provides resources to our board on a per pupil basis. When we have schools with excess space it is very difficult to use funds to maintain that space when we could make better use of those funds for programming. Everyone wants access to programming and services. Our plan is contingent on the Ministry agreeing to fund a new school.
123	How are we promoting and marketing PEI as the secondary school of choice? What specialized programs will we be able to offer with the new K-12 model?	PEI would continue to market itself to the students of PEC as it does now; programs are supported where need and numbers allow and that are conducive to success and opportunity.
124	Giving the size of the county, there seems to be some unfairness with regards to holding all of the Accommodation Review Committee (ARC) meetings at Prince Edward Collegiate Institute considering the distance the ARC members may need to travel. Can we not hold them at another school?	We have taken the size of the community into consideration and have determined that Prince Edward Collegiate will best accommodate the volume of people that may attend.

NO.	QUESTION	ANSWER
MISC/GENERAL		
125	<p>Mayor Robert Quaiff stated that school board recommendations for closures is a priority. He stated “I do have to address Todd Foster’s comment (about building permits) because my CAO and I just looked at one another. We are the last ones who have to sign off on the building permits.” Minister Wynne was asked to become involved to slow down this process. Mayor Quaiff reported that Minister Wynne indicated that school boards are agents of the province. The municipalities and the school board should work closely together. Can we have more than two meetings before a decision is made in our community? The Council endorsed the Accommodation Review Committee process in support to opposing a moratorium. The council position is that we do not want any schools closed in Prince Edward County. No young families will relocate to an area with no schools.</p>	<p>We will take under advisement and take to the Accommodation Review Committee working group for consideration.</p>
126	<p>We moved to the Sophiasburgh area due to the community and school. How can a mixed high school operate effectively at 100% capacity? What is the model you are following?</p>	<p>The K-12 model is supported across the province. We will bring this to the Accommodation Review Committee for consideration.</p>
127	<p>We are hoping to see an operational plan for K-12 plan. It needs to factor into the Accommodation Review Committee discussions. There is not enough time until the next public meeting. You need to extend the timeline to allow us to digest the information.</p>	<p>These concerns will be referred to the Accommodation Review Committee working group.</p>
128	<p>The Board has presented this proposal without input from the Prince Edward County communities. Why did the School Board not consult with Prince Edward County around building new life campaign? There is no momentum here. There are a lack of provisions to address the final proposal. There has been no formal addressing of community and the economic impact to the community.</p>	<p>Provisions are there are for consideration and are brought forward to the Accommodation Review Committee for discussion. We are bound to bring forth recommendations. There has been a meeting with the municipality and they have been invited to provide feedback on the initial recommendation. The plan may look different when process is complete.</p> <p>The ARC continues to provide input on the current recommendation.</p>
129	<p>What is the plan to maintain classroom numbers in this school?</p>	<p>We are bound to maintain caps with respect to classroom number sizes.</p>

NO.	QUESTION	ANSWER
MISC/GENERAL		
130	Why is the separate system publicly funded? It would be a better use of our dollars to have one single funded school system in Ontario. What happens if Prince Edward Collegiate Institute reaches capacity in five years if you have an influx of children moving into the school? The timeline is too short. What can you tell us? Is this an already made up decision? Are you going to have this all ready for us by the end of the school year?	These questions and concerns will be referred to the Accommodation Review Committee working group.
131	Disappointed that our ministry has removed the value of the community. I would like to encourage the Accommodation Review Committee to consider this. Transition details will impact families and communities. I don't see any details. We would like to have public input on the plan.	We are working on details and will bring those to the Accommodation Review Committee. There will be opportunity for public input on the plan at the Student Enrolment/School Capacity meeting scheduled for Monday, February 13th.
132	Concern about green space. Where will the primary children play? There is only one exit from P.E.C.I. to access greenspace without crossing pavement. What about the long staircase? This is a safety concern for small children	Deferred for consideration to Accommodation Review Committee working group.
133	In 2014 School Consolidation Capital funds were set aside by the ministry. Will the K-12 plan for Prince Edward Collegiate Institute be able to access these funds?	There are no restrictions on the timeline for accessing these funds.
134	Although Massassaga-Rednersville is not named, are members of their school community allowed to attend the ARC meetings?	They may attend public meetings.
135	With reference to the 2015 recommendations, can schools included in those recommendations be considered for review at this point?	A different recommendation may be submitted to the Board of Trustees based on information that is brought forward from the Accommodation Review Committee; once a school has been part of a review process, they cannot be considered for the same within five year period.
136	Reference to the Long-term Capital and Accommodation Plan and provincial funding timelines for the 2017-18 school year, does this have an impact on the timeline for the ARC?	The seven month timeline is outlined in Policy 15.

NO.	QUESTION	ANSWER
MISC/GENERAL		
137	What is the life span of an ARC? Does it last for five years? What about Athol-South Marysburgh Public School? How many years are left? Massassaga-Rednersville Public School, can we look at feeding students into Prince Edward County? (Member acknowledged response would be provided through working group meeting).	As per Board Policy 15, following the assessment of the board's long-term capital and accommodation needs, a school or group of schools may be considered for an accommodation review if one or more of certain conditions apply, including having been no less than five years since the inception of a study of the school by an ARC, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.
138	The location of public meetings is a concern. Is the location determined by administration or by the Accommodation Review Committee group? Would there be consideration to add a third public meeting in a more northern location?	Senior administration will discuss and take into consideration.
139	Is our next meeting going to follow the same format as the orientation meeting? We would like to have more information e.g. Demographics, Watson report, bussing, and financials. Do we need to request if we want a presentation on these? Are we going to have agendas and a list of topics that we will be covering at the meeting?	Yes there will be an agenda set for each meeting. It will be made available on our website. At the ARC working group meetings you may bring forward questions and reach out to us if you need staff to come and speak to specific topics.
140	Can we shift the timelines? Can we wait for the release of the Stats Canada report?	Our timelines are set, we cannot change our timelines based on the availability of external reports.
141	There has been little consultation with us. We will have information made available to us until next week. Why doesn't the timeline start tonight and move seven months forward? The timelines indicated on the chart are minimum timelines. There is nothing on the chart that indicates that we cannot extend the timelines. The seven months is a minimum timeline. This process is being pushed through. Why can the timelines not be extended?	The process is prescribed from start to finish by the Ministry of Education. It is a seven month process. The timelines for a Standard ARC are on page 10 of Policy 15 and also posted on the board webpage. The 2016 Long-term Capital and Accommodation Plan (snapshot of the Watson report) is also posted. If you looking for something and you cannot find it please contact us. Seven months is the maximum time to complete the process. On June 19, 2016, the Board of trustees will make its final decision.
142	The timelines to complete this process are too tight. How is the board going to make this happen? The timeline is not feasible. How is the board going to ensure that Prince Edward Collegiate Institute will be ready to take primary students for which the current facility is not designed?	The well-being of our students is first and fore-most through any transition. It has been our experience that our students are extremely resilient. The transition plan is a priority that we proceed with as smoothly as we can. We will have input for consideration from the Accommodation Review Committee. We will welcome students to their new school when we are absolutely ready to do so. A plan will go to the Accommodation Review Committee with details.

NO.	QUESTION	ANSWER
MISC/GENERAL		
143	Re. K-12 school, will recess be staggered because of numbers?	This will be a school-based decision.
144	Re. K-12 school, who can leave property for lunch 9-12, 1-12, etc.?	This will be a school-based decision.
145	Re. K-12 school, on school diagrams very few renovations are noted; is there a possibility of Sophiasburgh starting the same time as QEP and Pinecrest? Previously mentioned it was not possible due to renovations; we [Sophiasburgh] are the smallest school.	This is certainly a possibility and will be considered when drafting the final recommendation.
146	Comments: The county is too diverse and vast an area. The Board needs to understand its true demographics and the ARC needs to look at the county differently than other areas.	The Board has provided opportunities for public consultation and input for over a year. The Watson Report is online. The Board has taken our input seriously. The Long-term Capital and Accommodation Plan is very generous compared to the Watson report.

NO.	QUESTION	ANSWER
COMMUNICATION		
147	Do ARC members have an opportunity to review the final report before it is submitted?	The final report will be posted on the school board website on May 2, www.HPEschools.ca . There will be opportunity for the Accommodation Review Committee members and the public to provide input at the ARC meetings.
148	There is not a lot of time for our school group committee to prepare for our first working group meeting as well as the first public meeting. When can we start requesting information from the board?	You can begin now. We will provide a standard template populated with your school information.
149	When will questions and answers be posted?	Notes for this meeting will be made public as soon as possible.
150	How does our school ARC share information with the board?	Accommodation Review Committee meeting notes are reviewed. You may send an email to information@hpedsb.on.ca . Kerry Donnell, Communications Officer will review and respond to emails regularly. Responses to questions may also be brought back your working group meetings.
151	Timelines are a concern. The committee has approximately six weeks to complete their work. Students were to be included in an engagement strategy but I do not see the board going out to schools and engaging students in this process.	These questions and concerns will be referred to the Accommodation Review Committee working group.
152	Information has been slow in coming out to us. The timelines are not reasonable. We do not have enough time for proper consultation. This recommendation will increase the number of students riding the bus for lengthy periods of time. We are concerned that the board is moving ahead with a model without really looking at the impact of busing times and physically getting students to school.	Concerns will be taken to the Accommodation Review Committee for consideration. The Tri-Board is working with us and reviewing the bus routes. We will be reviewing input provided from the Accommodation Review Committee. A transportation plan will be coming forward to the ARC.
153	Board Meetings and Accommodation Review Committee notes - are they posted?	Yes
154	Are we restricted in sharing information with school council or the school community?	No, there are no restrictions.

NO.	QUESTION	ANSWER
COMMUNICATION		
155	Do persons wanting to speak at the ARC meetings need to complete a Request for Delegations and Presentations form and follow the five day process?	That form is used for Board meetings and Board Committee meetings, such as the Student Enrolment/School Capacity Committee. It would not be a requirement to speak at an Accommodation Review Committee meeting. For the ARC public meetings, there will be a sign-in sheet for persons to sign and indicate if they wish to speak and on what topic. If persons wish to speak at the Student Enrolment/School Capacity Committee meeting on May 25, they will be required to complete the Request for Delegations and Presentations form (F003-1) and submit it five business days prior to the meeting date.
156	How does the ARC make requests to Administration?	Senior Administration is committed to being on top of this and responding to inquiries. Send emails to information@hpedsb.on.ca and they will be forwarded right away.
157	Our ARC school group meetings. Do they only include our school committee members? How do we reach out to the community?	You may reach out to community members to attend and speak at your school group meeting.
158	When can we request our school profiles?	School profiles were available at Public Meeting #1 on Wednesday, February 1, 2017 and are posted on our website.
159	Will all questions asked during the ARC process be answered?	Responses are provided in this Q&A chart form questions raised at the ARC Orientation meeting, Public Meeting #1 and many questions received through email.
160	For the public meeting on Wednesday, are we allowed to ask questions as well (as an arc member) or are we not to ask questions as we are on the committee and will have our questions addressed at other times?	Yes.
161	COMMENT: The Kente/CML people really should have their own meeting separate from the other schools. They have west end issues unique to their locale. If the Royal Hotel can be salvaged, surely the shell of CML can be utilized to at least preserve some historical integrity.	