

TORONTO CATHOLIC DISTRICT SCHOOL BOARD SPECIAL MEETING

Public SESSION AGENDA FEBRUARY 1, 2017

Angela Kennedy, Chair
Trustee Ward 11

Frank D'Amico, Vice Chair
Trustee Ward 6

Ann Andrachuk
Trustee Ward 2

Patricia Bottoni
Trustee Ward 4

Nancy Crawford
Trustee Ward 12

Jo-Ann Davis
Trustee Ward 9

Rhea Carlisle
Student Trustee

Michael Del Grande
Trustee Ward 7

Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8

Karina Dubrovskaya
Student Trustee



MISSION

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris 416-222-8282 Extension 2293
Asst. Recording Secretary: 416-222-8282 Extension 2298

Angela Gauthier
Director of Education

Angela Kennedy
Chair of the Board



OUR MISSION

*The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ..
We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*

OUR VISION

*At Toronto Catholic, we transform the world
through witness, faith, innovation and action.*



AGENDA SPECIAL MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

Angela Kennedy, Chair

Frank D'Amico, Vice-Chair

Wednesday, February 1, 2017
7:00 P.M.

Pages

1. Call to Order
2. Memorials and Opening Prayer
3. Singing of O Canada A Capella
4. Roll Call & Apologies
5. Approval of the Agenda
6. Reports from Private Session
7. Notices of Motions
8. Declarations of Interest
9. Approval and Signing of Minutes of the Previous Meetings
10. Presentations
11. Delegations
 - 11.a Yvonne Fiamengo - Pupil Accommodation Review Process - St. Matthias, Holy Redeemer, Our Lady of Guadalupe Schools

1

12. Consideration of Motions for which previous notice has been given
13. Unfinished Business from Previous Meetings
14. Matters referred/deferred from Committees/Board
15. Reports For Information
 - 15.a Interim Report regarding Pupil Accommodation Review: Holy Redeemer, Our Lady of Guadalupe and St. Matthias (Wards 7, 11) 2 - 41
 - 15.b Interim Report regarding Pupil Accommodation Review: St. Michael, St. Paul and Our Lady of Lourdes (Ward 9) 42 - 75
 - 15.c Report regarding Pupil Accommodation Review Don Bosco Catholic Secondary School (Ward 1) 76 - 130
16. Reports of Officials Requiring Action of the Board of Trustees
17. Listing of Communications
18. Inquiries and Miscellaneous
19. Updating of Pending Items List
20. Closing Prayer
21. Adjournment

**TORONTO CATHOLIC DISTRICT
SCHOOL BOARD**



**DELEGATION REGISTRATION FORM
FOR STANDING OR OTHER
COMMITTEES**

PLEASE BE ADVISED THAT ALL
STANDING
COMMITTEE MEETINGS ARE BEING
RECORDED

For Board Use
Only

Delegation No. _____

☐ Public
Session
☐ Private
Session
☐ Five (5)
Minutes

Name	Yvonne Fiamengo	
Committee	Regular / Special Board	
Date of Presentation	2/1/2017	
Topic of Presentation	Pupil Accommodation Review process	
Topic or Issue	St. Matthias, Holy Redeemer, Our Lady of Guadalupe schools	
Details	Pupil Accommodation Review process involving St. Matthias, Holy Redeemer, Our Lady of Guadalupe schools	
Action Requested	Seeking to make submissions on the Interim Report for the Board to consider prior to voting	
I am here as a delegation to speak only on my own behalf		
I am an official representative of the Catholic School Advisory Committee (CSAC)	{2) I am an official representative of the Catholic School Advisory Committee (CSAC)} St Matthias {CSAC Position}	
I am an official representative of student government		
I am here as a spokesperson for another group or organization		
Submittal Date	1/27/2017	



REPORT TO

REGULAR BOARD

PUPIL ACCOMMODATION REVIEW HOLY REDEEMER, OUR LADY OF GUADALUPE AND ST. MATTHIAS – INTERIM REPORT (TRUSTEE WARDS 7, 11)

“Eager to maintain the unity of the Spirit in the bond of peace.”, Ephesians 4:3

Created, Draft	First Tabling	Review
January 16, 2017	January 26, 2017	
John Volek, Sr. Coordinator, Planning, Assessment, Admissions and Accountability Peter Aguiar, Superintendent of Student Achievement and Well-Being, Area 4 Maia Puccetti, Superintendent of Facilities Mario Silva, Comptroller of Planning and Development Services		

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

At its Corporate Affairs, Strategic Planning and Property Committee meeting held on June 6, 2016, the Board of Trustees approved the initiation of a Pupil Accommodation Review (PAR) for Holy Redeemer, Our Lady of Guadalupe and St. Matthias, in accordance with Board Policy *Pupil Accommodation Review S.09 (Appendix 'A')*. The Accommodation Review Committee (ARC) and Board staff presented their recommendations in accordance with the Policy. Both the staff recommendations and the ARC recommendations are presented in this report.

This report recommends that the following be considered for approval at the meeting of the Board of Trustees on February 23, 2017:

1. That Holy Redeemer be consolidated at St. Matthias effective September 5, 2017;
2. That the attendance boundaries of Holy Redeemer and St. Matthias be combined to form the new boundary for St. Matthias (*Appendix 'B'*);
3. That the SAL program currently located at Holy Redeemer is relocated to an appropriate site.
4. That Our Lady of Guadalupe be consolidated at St. Matthias effective September 2020, upon completion of a new school on the St. Matthias site;
5. That, upon consolidation of Our Lady of Guadalupe and St. Matthias, the amalgamated attendance boundaries form the attendance boundary for the new consolidated school (*Appendix 'C'*);
6. That transportation to St. Matthias be reassessed and offered in accordance with Transportation Policy and in coordination with both consolidation timelines;
7. That the Director of Education develop a Transition Plan including timelines to facilitate both consolidation timelines;
8. That a business case be developed for submission to the Ministry of Education, at the next available opportunity of funding, for a 525 pupil place replacement school at St. Matthias;

9. That a name be considered for the new school in accordance with the *School Names* (S.07) policy;
10. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the consolidated school be assessed.

The cumulative staff time dedicated to developing this report was 120 hours.

B. PURPOSE

To provide a staff recommendation on an accommodation solution that provides for an improved educational environment for the students, optimizes the use of classroom space, and identifies potential cost savings.

C. BACKGROUND

1. The initiation of a Pupil Accommodation Review (PAR) for Holy Redeemer, Our Lady of Guadalupe and St. Matthias elementary schools was approved by the Board on June 6, 2016.
2. The PAR, undertaken in accordance with Policy (S.09), spanned approximately six months, with two public meetings held on October 18, 2016 and December 14, 2016. Members of the ARC also met on several occasions as a group for further discussion as is required under the policy.
3. Minutes from the public meetings are included in *Appendix 'D'*. All information discussed as part of the PAR process, materials provided to the ARC for consideration, and all notes from public meetings have been made available on the Board's website. Members of the ARC along with staff presented the preferred accommodation option at the final public meeting for this review on December 14, 2016.
4. The recommendations presented in this report are consistent with recommendations contained within the draft Long-Term Accommodation and Program Plan (LTAPP). Overall, the draft LTAPP proposes a reduction in OTG capacity (OTG capacity = "On-the-Ground" capacity) across the TCDSB from a current level of 71,950 elementary pupil places to approximately 69,100 elementary pupil places by the 2029-30 school year, or an overall reduction of 2,867 pupil places of available capacity to achieve a target utilization rate of 95%.

5. By 2018, the Ministry of Education will be eliminating Top-up funding to all Boards in the province, and has already begun reducing Top-up. Top-up funding supported the operation of small schools where low enrolment does not generate sufficient staffing, operations and maintenance grants to cover annual costs to maintain, repair, and renew the school facility. The table below shows the year-over-year reduction in Top-up funding, which equates to a 33% annual reduction. The cumulative loss in funding over 3 years is projected to be in excess of \$5M or approximately 6% of the Operations and Maintenance budget.

Panel	2014-15	2015-16	2016-17	2017-18
Elementary	3,690,894	2,471,433	1,230,298	No funding
Secondary	1,324,001	849,447	441,334	No funding
	5,014,895	3,320,880	1,671,632	

6. As noted above, facilities with very low enrolment do not generate sufficient per pupil grants to cover operational requirements, and thus operate in a deficit situation. The surplus funding from larger enrolment schools, system-wide, is not sufficient enough to offset funding shortfalls in low enrolment schools, and as a result, the Board continues to operate in a deficit situation. The following table illustrates this situation, utilizing 2015 data (*a more fulsome report on Small Schools is available on the Board's website*):

Enrolment Range	Number of Schools	Average Program / Facilities Cost per pupil	Average Grant per pupil	Average Program/Facilities Cost Surplus/ (Deficit) per pupil
<100	4	15,826	10,600	(5,226)
101-150	8	12,521	9,800	(2,721)
151-200	18	11,005	9,589	(1,416)
201-250	24	9,982	9,181	(801)
251-300	19	9,478	8,776	(701)
>300	95	8,599	8,712	112
Total	168			

7. The Ministry of Education is continuing their School Board Efficiencies and Modernization (SBEM) program, (*details available on the Ministry of*

Education website) by providing incentives and supports for Boards to make more efficient use of school space. The primary funding sources for Capital projects is through the School Consolidation Capital (SCC) program and the Capital Priorities funding process. Through these processes, the Ministry encourages Boards to complete PARs and reduce surplus capacity.

D. EVIDENCE/RESEARCH/ANALYSIS

8. The staff recommended pupil accommodation solution that best addresses the needs of the three schools in this PAR is the consolidation of Holy Redeemer into St. Matthias for the 2017-18 school year and the consolidation of Our Lady of Guadalupe into St. Matthias scheduled tentatively for the 2020-21 school year—dependent on Ministry of Education approval and funding of a 525 pupil place replacement facility on the St. Matthias site.

9. Program-Related Benefits of 400 to 600 Pupil Place Elementary Schools

There is general agreement and consensus among senior academic staff that elementary schools in the range of 400 to 600 pupil spaces provide the required ‘critical mass’ associated with program-related benefits for students. A number of program-related benefits have been identified with schools of this size. Fully utilized elementary schools of this size lead to increased Ministry per pupil funding which in turn has the potential to generate the following benefits.

School Organization and Program Implications

An increase in the number of staffing allocations has the potential to enhance:

1. Number of choices for student placement (e.g. accommodating sibling needs)
2. Access to more programs and services (e.g. Special Education Needs, French Immersion, Extended French Immersion, ESL, etc.)
3. Number of opportunities for block timetabling (for Literacy and Numeracy)
4. Number of opportunities for co-curricular and extra-curricular activities
5. More opportunities to staff the various school committees and select subject representatives (e.g. Safe Schools Committee, Health Action

Team, Eco School Rep, Religious Ed. Rep, Literacy Rep, Numeracy Rep, CSAC Staff Rep, etc.)

6. More fulsome celebrations of and participation in pivotal, significant school events, such as graduation, sacraments, overnight grade excursions, etc.

School Staffing and Program Implications

An increase in the number of staff allocations has the potential to enhance:

1. The Professional Learning Community (PLC) strategy (e.g. School Improvement Team, Collaborative Inquiry process, etc.)
2. Number of opportunities for team teaching
3. Matching individual subject areas with specialist qualifications
4. Mentoring

Material Resources and Equipment

1. Increased enrolment generates increased funding for the school and in turn has the potential to generate increased material resources and equipment (e.g. sports equipment, library materials, computer equipment, etc.).
2. Cost-savings from fewer school administration and support positions associated with smaller schools would support greater investment in resources and equipment.

Facilities and Program Implications

1. Increased enrolment generates increased funding for the school and has the potential to generate additional classroom space for specialty programs such as FSL, Music, Art, etc.
2. An increase in the facility area has the potential to generate additional programs and services such as Nutritional Programs, Before and After School Programs, Child care, International Language Programs, etc.

CSPC Involvement

Increased enrolment provides a wider parental base and potential for increased parental involvement, the sharing of their talents and expertise and the development of community partnerships—a critical focus of the Ministry of Education.

Further to the advantages identified above, measureable criteria showing the benefits of larger schools could be developed to support or demonstrate this relationship. Examples of potential criteria are identified below.

Combined Grades

While a lower percentage of combined grades is indicative of a larger school, primary class size caps and Collective Agreement caps will determine the necessity of a combined grade.

Support Staff

Schools with higher enrolment will likely be eligible for a greater number of specialty support staff; for example, clerk typists and custodial support. More support from Education Assistants and Child Youth Workers is directly tied to the weighted exceptionalities of students with IEPs.

Librarians/Other Specialty Teachers

Larger schools will likely lead to fewer Library Technicians. There will be an overall net savings in the aggregate for Library staffing.

10. Demographics

Holy Redeemer has a current enrolment of only 68 students, which represents a utilization rate of 32%. In addition, one classroom is dedicated for use by the SAL program. The gross under-subscription problem at Holy Redeemer is forecasted to continue into the future, with no significant growth from new development expected in the area. Our Lady of Guadalupe is at full capacity, however the facility is only built to accommodate approximately 176 students. St. Matthias is slightly larger in capacity at 222 pupil places and is currently operating at approximately 90% utilization. Enrolment at St. Matthias is projected to marginally increase over time, creating the necessity for portable classrooms. The following table articulates historical, current and projected enrolment for the three schools:

Historical	Holy Redeemer			Our Lady of Guadalupe		St. Matthias	
	Year	Pupil Count	Utilization (%)	Pupil Count	Utilization (%)	Pupil Count	Utilization (%)
	2005	110	52%	134	76%	218	100%
	2010	88	42%	126	75%	191	86%
	OTG	210		176		222	
Projected	2017	63	30%	179	102%	196	90%
	2020	69	33%	196	111%	221	101%
	2025	72	34%	206	117%	255	116%

11. To assist the ARC with its discussion on school accommodation solutions, Planning staff submitted the staff-preferred option for consideration as part of the review process and in accordance with *Pupil Accommodation Review Policy (S.09)*. The table below demonstrates the impact on enrolment following the consolidation of first Holy Redeemer (2017) and then Our Lady of Guadalupe (2020) into St. Matthias.

Holy Redeemer	OTG	2016	2020	2025
Pupil Count	210	68		
Utilization (%)		32%		

Our Lady of Guadalupe	OTG	2016	2020	2025
Pupil Count	167	170	196	
Utilization (%)		102%	111%	

St. Matthias	OTG	2016	2020	2025
Pupil Count	222	194		
Utilization (%)		87%		
After HR Consolidation: Pupil Count			290	
After HR Consolidation: Utilization (%)			110%	
After HR/OLG Consolidation: Pupil Count	525			536
After HR/OLG Consolidation: Utilization (%)				102%

12. Site Size and Facilities Cost-Savings

At 4.0 acres in size, the St. Matthias site is sufficient in size to accommodate a 525 pupil place facility. A new right-sized facility would allow for the efficient accommodation of a consolidated student population.

13. All three facilities were constructed in the 1970s. The combined projected 2020 deferred maintenance backlog for Holy Redeemer, Our Lady of Guadalupe and St. Matthias is approximately \$7.9M. By shedding these aging facilities the Board could realize this significant one-time cost-savings.

14. A forecasted annual savings of approximately \$310,000 in utilities, maintenance, and other operational savings can be realized through consolidation. Furthermore, Caretaking savings of over \$100K are anticipated following consolidation of these three (3) small schools into one right-sized modern building.

15. Transportation

The consolidation of Holy Redeemer at St. Matthias will not result in additional transportation costs. Consolidation of Our Lady of Guadalupe into St. Matthias in 2020 may result in the need for one additional bus route in the area. Optimization of routes through adjusted bell times may be necessary to achieve the most efficient and cost-effective transportation solution in the area in accordance with the Transportation Policy.

16. Program and Facilities Funding Shortfall

Comments #5 and #6 above discuss the significant financial pressures placed upon on our Board resulting from the elimination of Top-up funding and continued operation of schools with very low enrolments. Funding shortfalls in Operations, Maintenance (Facilities) and Programming, as reported to the PAR Committee for the three subject schools are identified in the table below.

School	Current Enrol-ment	Program /Facilities Cost per pupil	Grant per pupil	Average Program/Facilities Cost Surplus/ (Deficit) per pupil
Holy Redeemer	68	16,845	9,507	(7,338)
Our Lady of Guadalupe	170	9,215	8,824	(391)
St. Matthias	194	8,329	8,493	165

17. The following analysis highlights a significant potential yearly staff cost-savings generated through the consolidation of Holy Redeemer at St. Matthias for September 2017. This savings is estimated to be approximately \$496,801. An additional savings of approximately \$112,144 could be realized in a Phase 2 consolidation of Our Lady of Guadalupe students at St. Matthias, pending a Ministry approved replacement facility. It should be noted that the changes in staffing FTE could be realized through overall system attrition and does not necessarily correspond to the specific staff at a school affected by consolidation.

Consolidation of Holy Redeemer at St. Matthias for September of 2017	Staff Category	Change in FTE	Cost Savings \$
	Teacher	-3.8	-380,126.01
	Principal	-1	-131,551.40
	ECE	1	65,000.00
	Secretarial	-1	-50,124.20
	Total	-4.8	-\$496,801.61

Consolidation of Our Lady of Guadalupe at St. Matthias for September of 2020	Staff Category	Change in FTE	Cost Savings \$
	Teacher	0.8	80,026.53
	Principal	-1	-131,551.40
	ECE	0	0
	Secretarial	-1	-60,620.00
	Total	-3.2	-\$112,144.87

18. Through the SCC funding process, staff will submit a comprehensive business case to the Ministry of Education requesting funding for a replacement school to be built on the St. Matthias site. Projects that reduce excess OTG capacity, reduce operating costs, and address renewal needs are eligible for SCC funding under the Capital Priorities umbrella. The deadline for business case submission to the Ministry of Education is **January 27, 2017**. Projects submitted through this funding stream must have a final Trustee decision on a PAR by **March 24, 2017**.

19. **ARC Comments and Feedback**

The three (3) school committees agreed unanimously to the following:

- Holy Redeemer be closed effective June 30, 2017.
- Holy Redeemer students be directed to St. Matthias effective September 5, 2017.
- Parents from Holy Redeemer be allowed to apply for student admission to Our Lady of Guadalupe – as per the Board's elementary Admissions policy
- That a recommendation be made that existing busing be maintained for Holy Redeemer students, including busing to an external child care.
- That a transition team be assembled once a Board decision is made to consolidate Holy Redeemer at St. Mathias.
- Pending Ministry approval of Capital funding for a replacement school at St. Matthias, that Our Lady of Guadalupe students be consolidated at the new future facility.
- That a new name be considered for a new future school on the St. Matthias site.

20. The ARC wishes that, in addition to child care, programming requirements be taken into consideration during the initial design of a replacement facility, such as French Immersion, STEM and/or Music.
21. Further study of the long-term need and potential uses for Holy Redeemer and Our Lady of Guadalupe will be undertaken, including consideration of Community Hub(s), strategic partnership(s) or disposition. This will be the subject of a future report to Board.
22. The Director of Education will develop a Transition Plan to facilitate a consolidation that is student-friendly and honours the history and traditions of the school communities. Among matters to be considered in the Transition Plan are: timelines and the organization of student transfer, and the relocation of program materials, equipment and school memorabilia to the receiving school. The Transition Plan will be formulated in consultation with affected school communities, including parents/guardians and school staff.
23. In summary, the recommendation to consolidate Holy Redeemer, Our Lady of Guadalupe and St. Matthias students at a rebuilt St. Matthias facility will have the following impacts on the overall operation of the Board:
 - A new right-sized facility will lead to increased Ministry per pupil funding, which in turn has the potential to generate more program-related and material/resource-related benefits.
 - Shed three aging, inefficient facilities with a combined projected 2020 deferred maintenance backlog of \$7.9M.
 - Realize yearly staff cost savings of over \$600,000.
 - Realize yearly Caretaking, utilities and maintenance cost savings of over \$400,000.
 - Class sizes will better reflect Ministry of Education targeted averages.

E. ACTION PLAN

24. In accordance with the *Pupil Accommodation Review Policy (S.09)*, the following sequence of Board meetings will be required prior to final approval of recommendations.

January 26, 2017 – INTERIM REPORT
Regular Board

- Interim Report including ARC recommendations is considered.
- Defer any final decisions on pupil accommodation recommendations.

February 1, 2017 – DELEGATIONS

Special Board

- Opportunity for public input through delegations and written submissions in response to the Interim Report.
- Defer any final decisions on school accommodation recommendations.

February 23, 2017 – FINAL REPORT

Regular Board

- Final report from Director of Education is considered, which takes into account the results of public input provided at the previous meeting.
- Board to make final decision on pupil accommodation recommendations.

F. STAFF RECOMMENDATION

That the following recommendations be considered for approval at the meeting of the Board of Trustees on February 23, 2017.

1. That Holy Redeemer be consolidated at St. Matthias effective September 5, 2017;
2. That the attendance boundaries of Holy Redeemer and St. Matthias be combined to form the new boundary for St. Matthias. (*Appendix 'B'*);
3. That the SAL program currently located at Holy Redeemer is relocated to an appropriate site.
4. That Our Lady of Guadalupe be consolidated at St. Matthias effective September 2020, upon completion of a new school on the St. Matthias site;
5. That, upon consolidation of Our Lady of Guadalupe and St. Matthias, the amalgamated attendance boundaries form the attendance boundary for the new consolidated school (*Appendix 'C'*);
6. That transportation to St. Matthias be reassessed and offered in accordance with Transportation Policy and in coordination with both consolidation timelines;

7. That the Director of Education develop a Transition Plan including timelines to facilitate both consolidation timelines;
8. That a business case be developed for submission to the Ministry of Education, at the next available opportunity of funding, for a 525 pupil place replacement school at St. Matthias;
9. That a name be considered for the new school in accordance with the *School Names* (S.07) policy;
10. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the consolidated school be assessed.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY

POLICY NO: S. 09

Date Approved: January 24, 2007	Date of Next Review: May 2019	Dates of Amendments: September 11, 2014 January 15, 2015 May 12, 2016
Cross References: Ministry of Education Pupil Accommodation Review Guideline (PARG), March 2015. Ministry of Education Administrative Review of Accommodation Review Process Ministry of Education Community Planning and Partnerships Guideline (CPPG), March 2015. Community Planning and Partnerships Policy (B.R. 07)		
Appendix: Pupil Accommodation Review Operational Procedures		

Purpose:

This policy outlines the process Toronto Catholic District School Board (the Board) will undertake to complete a pupil accommodation review or a modified pupil accommodation review of a school or schools.

On March 26, 2015, the Minister of Education released a new Pupil Accommodation Review Guideline, 2015 (the “PARG”). This Policy and the Operational Procedures are established by the Board in accordance with the PARG, as per ministry requirement.

Scope and Responsibility:

The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees in dispensing of its primary responsibility which aligns with the over-arching objectives of fostering student



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board's financial viability and sustainability. These objectives apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process.

In some cases, to address student populations that are constantly changing, the Board of Trustees must consider undertaking pupil accommodation reviews that could lead to school consolidations and closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the objectives noted above. Wherever possible, schools will be subject to a pupil accommodation review only once in a five-year period, unless there are circumstances that warrant a review, as determined by the Board, such as a significant change in enrolment.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

It is anticipated that the Board would incur limited costs associated with the implementation of the accommodation review process itself. A pupil accommodation review could potentially provide the Board with the opportunity to realize substantial savings by balancing enrolment and right-sizing schools.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Legal Impact:

The Board could be involved in legal proceedings if the pupil accommodation review process is not implemented in accordance with this Policy. The Ministry Guidelines provide a formal process which must be followed if the implementation of the pupil accommodation review process is challenged.

Policy:

A pupil accommodation review of a school or schools will occur in the context of the Board's long-term capital and accommodation planning process, and after the necessary assessment of the options for the school(s) in accordance with that process. This assessment will be made in accordance with Board policy made pursuant to the Community Planning and Partnership Guideline (CPPG) issued by the Ministry of Education.

As a result of some assessments, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations and/or closures. Wherever practical, pupil accommodation reviews will include a school or schools to facilitate the development of viable solutions for pupil accommodation.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board will share relevant information with those affected by the process.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

The Regulations and any Schedules of this Policy may be amended from time to time in accordance with the PARG. In all cases, any minimum timelines set out in the PARG will be followed by the Board.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

A copy of this Policy, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public upon request at the Board office and on the Board's website.

Principles:

Through the Catholic Social Teachings and its Multi-Year Strategic Plan, the Board is committed to establishing integrated decision making structures and processes to support responsive and responsible allocation of resources, including the provision of equitable, affordable and sustainable learning facilities. The following principles will be used as a foundation to support the mission and vision of the Board while undertaking pupil accommodation reviews.

1. The TCDSB is committed to responsibly providing optimal learning facilities for the common good while, at the same time, making it possible for all to come to their full potential as persons and to be all that God intends them to be.
2. Schools will have meaningful connections with a Roman Catholic parish and structured links to their community.
3. Students of the TCDSB have the right to attend Catholic schools that provide reasonable community access, and the Board has a responsibility to provide schools that optimally enhance student learning opportunities in the 21st century.
4. The Catholic principle of subsidiarity promotes the establishment of groups of parents and stakeholders whose purpose is to actively participate in the school accommodation review process, contributing to decisions that consider the value of schools to the parish and community.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Regulations:

1. Pupil Accommodation Review Process

The pupil accommodation review process shall consist of the following components:

- i. Preparation and submission to the Board of Trustees of an Initial Staff Report and School Information Profile(s);
- ii. Approval by the Board of Trustees to undertake a pupil accommodation review process;
- iii. Establishment of the Accommodation Review Committee (ARC), including its Terms of Reference;
- iv. Consultation with the City of Toronto and Community Partners;
- v. Accommodation Review Public Meetings;
- vi. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vii. Public Delegations to the Board of Trustees;
- viii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- ix. Decision by the Board of Trustees;
- x. Establishment of a Transition Committee.

2. Modified Pupil Accommodation Review Approval & Initiation

A modified pupil accommodation review process may be approved and initiated by the Board of Trustees only under exceptional circumstances, and in consultation with the local trustee(s) where three (3) or more of the following factors are present:

- i. Distance to the nearest available accommodation is 2 kilometers or less for elementary schools involved in the review and 7 kilometers or less



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

for all secondary schools. The nearest accommodation indicated must be a single-gender school if a single-gender school is under review;

- ii. Utilization rate of all of the schools under review is equal to or below 50% for elementary and secondary schools;
- iii. The number of students enrolled is 100 or fewer for elementary schools involved in the review and 500 or fewer for all secondary schools in the review;
- iv. When the Board is planning the relocation of a program (in any school year or over a number of school years), in which the enrolment constitutes more than or equal to fifty percent (50%) of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- v. There are no more than two (2) schools subject to the pupil accommodation review process; or
- vi. The entire student population of the schools subject to a pupil accommodation review process can be accommodated in another within 2 kilometers for elementary schools and within 7 kilometers for secondary schools.

3. Modified Pupil Accommodation Review Process

The modified pupil accommodation review process shall consist of the following components.

- i. Preparation and submission of an Initial Staff Report and School Information Profile(s) to the Board of Trustees;
- ii. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
- iii. Consultation with the City of Toronto and Community Partners;



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

- iv. An Accommodation Review Public Meeting;
- v. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vi. Public Delegations to the Board of Trustees;
- vii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- viii. Decision by the Board of Trustees;
- ix. Establishment of a Transition Committee.

4. Exemptions

- a) The Board is not obligated to undertake a pupil accommodation review under any of the following circumstances:
 - i. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
 - ii. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
 - iii. when a lease for the school is terminated;
 - iv. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
 - v. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

- vi. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
 - vii. where there are no students enrolled at the school at any time throughout the school year.
- b) Board staff shall ensure that school communities are informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the pupil accommodation review process.
- c) Board staff shall prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school(s) under consideration for such exemption.
- d) Board staff shall, no fewer than five (5) business days after the Board of Trustees make a decision that such exemption applies, provide written notice to the following:
- the City of Toronto (through the Clerks' Department or equivalent);
 - other community partners that expressed an interest prior to the exemption (as defined above);
 - the coterminous school boards through the Director of Education; and
 - the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.
- e) The Board will prepare a transition plan following the Board of Trustees' decision to consolidate, close or move a school or students pursuant to an exemption to the pupil accommodation review process.



POLICY SECTION: SCHOOLS

SUB-SECTION:

**POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY**

POLICY NO: S. 09

5. Access to Pupil Accommodation Review Documents

This Policy and Operational Procedures, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board's website and will be available upon request.

APPENDIX 'A'



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Definitions

Accommodation Review

A process undertaken by the Board to determine the future of a school or group of schools, as described in this Policy.

Accommodation Review Committee (ARC)

An advisory committee established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

Accommodation Review Public Meeting

An open meeting held by Board staff to gather broader community feedback on a pupil accommodation review.

ARC Working Meeting

A meeting of ARC members to discuss a pupil accommodation review, including the gathering of feedback from the affected school communities of a pupil accommodation review.

Business Day

A calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board's Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Consultation

The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI)

A measure of the condition of a building as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-Ground (OTG) Capacity

The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public Delegation

A presentation by an individual or a group of individuals to the Board of Trustees at a meeting of the Board, made in accordance with Board policies and procedures regarding public delegations, which permits the individual or group of individuals to have their concerns heard directly by the Board of Trustees.

Initial Staff Report (Report 1)

A report drafted by Board staff containing option(s) and identifying a preferred option with a recommendation to Trustees with respect to a school(s) that should be subject to a pupil accommodation review process or a modified pupil accommodation review process.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY

POLICY NO: S. 09

Interim Staff Report (Report 2)

A report drafted by Board staff for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, that also incorporates information obtained during community consultations. The Interim Staff Report may, or may not, include the same option(s) as contained in the Initial Staff Report related to a pupil accommodation review process.

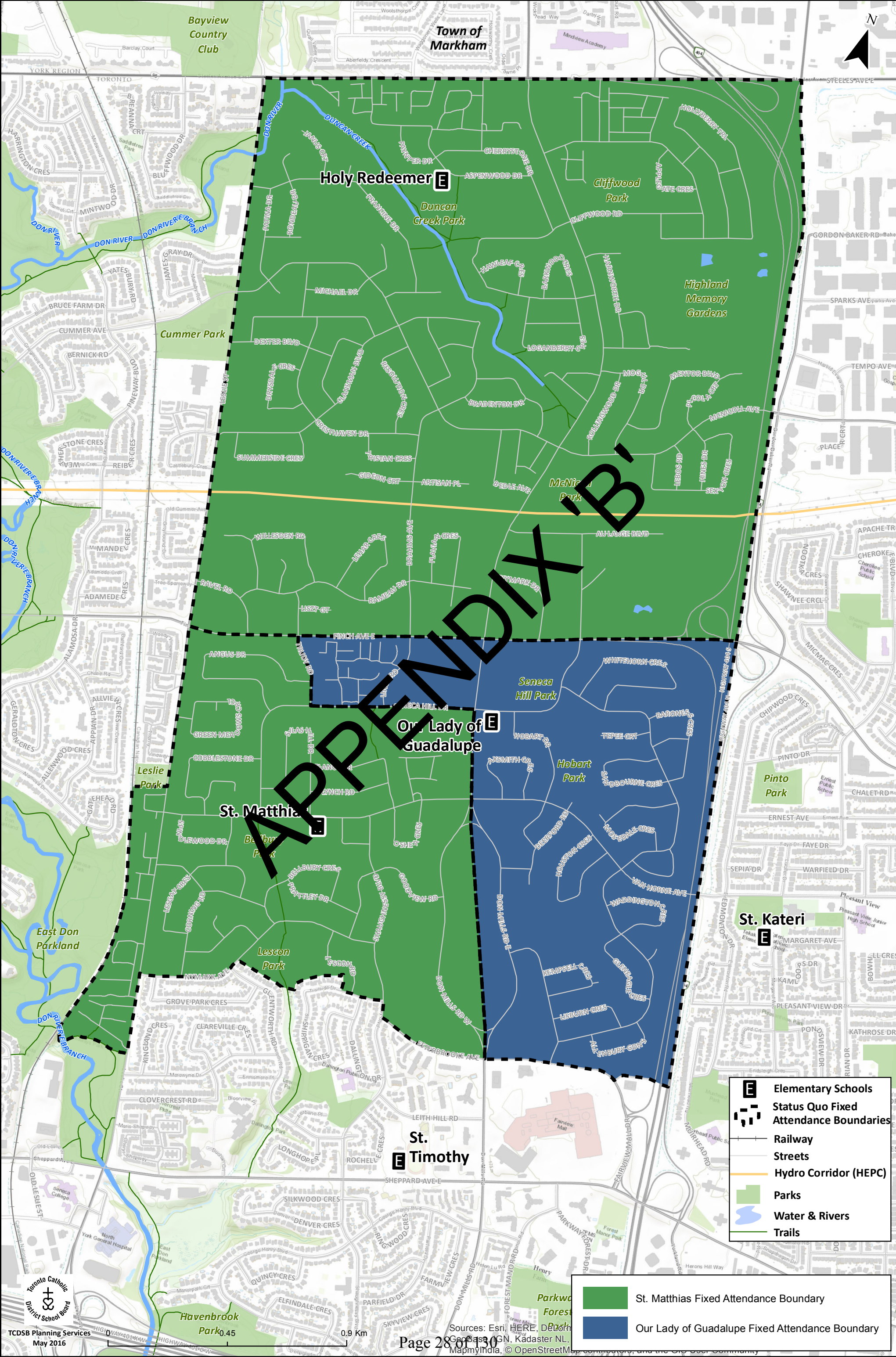
Final Staff Report (Report 3)

A report drafted by Board staff which contains recommendation(s) for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, and which also incorporates information obtained during community consultations and from public delegations (and any staff response to such information).

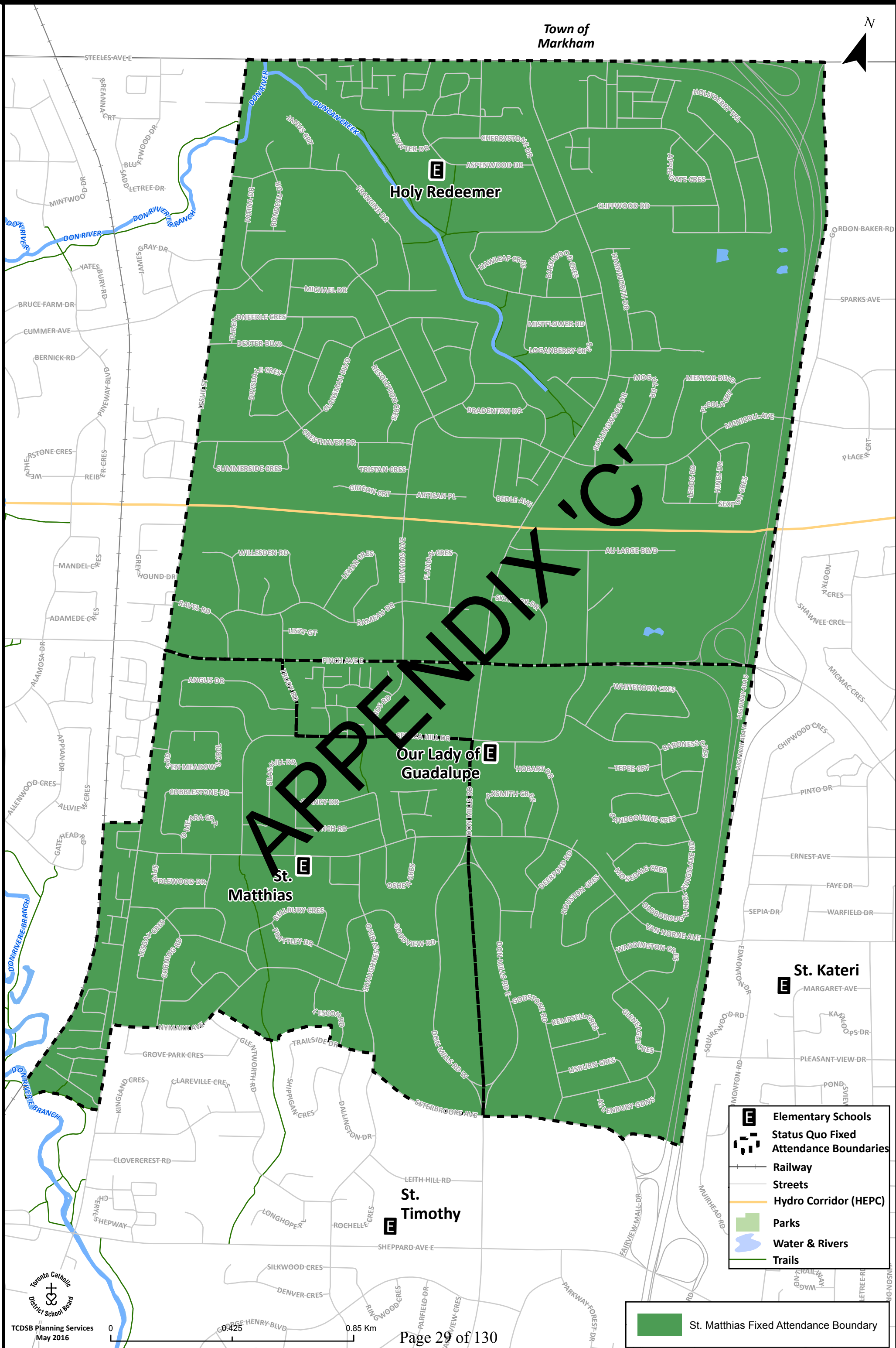
School Information Profile (SIP)

An orientation document with point-in-time data for each of the schools under a pupil accommodation review.

Consolidation of Holy Redeemer with St Matthias



Consolidation of Holy Redeemer & Our Lady of Guadalupe with St Matthias



PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

Parent Questions	TCDSB Staff Responses
<p>1) Phase 1 is scheduled to start in September 2017 with the closing of Holy Redeemer; this process is to take 4 years and cost \$750M. What are the dates of the other phases and what does each phase entail?</p>	<p>The Staff recommendation as per the TCDSB Long-Term Accommodation and Program Plan is a phased approach beginning with the closure of Holy Redeemer into St. Mathias as early as 2017 and then completing the consolidation with the closure of Our Lady of Guadalupe in 2021 upon completion of construction of a new St. Mathias of approximately 525 pupil places (Ministry Rated Capacity). The impact of combining the Holy Redeemer population with St. Mathias immediately will be minimal however may generate the need for portable placement in the short-term.</p> <p>The 4-years and \$750M comment is misquoted. The funding stream provided by the Ministry for School Consolidation Capital is available for 4 years and the total amount of the funding is \$750M province wide. Should the Board of Trustees approve a consolidation of the three schools, staff would prepare a business case demonstrating a need for funding to construct a replacement school to accommodate all three school communities. If approved by the Ministry, the funds will be provided from the School Consolidation Capital funding stream.</p>
<p>2) Many parents expressed a love of a small, neighbourhood schools and culture; they have asked, "What is the rationale for 400-600 students as the optimal size for an elementary school?"</p>	<p>There is general agreement and consensus among senior academic staff that elementary schools in the range of 400 to 600 pupil spaces provide the required 'critical mass' associated with program-related benefits for students. A number of program-related benefits have been identified with schools of this size. Fully utilized elementary schools of this size lead to increased Ministry per pupil funding which in turn has the potential to generate the following benefits: increased staffing, enhanced program benefits, better school organization, opportunity for additional materials and resources, specialty programs, child care and a larger CSAC involvement.</p>
<p>3) Will this mean less split-classes?</p>	<p>While a lower percentage of combined grades is indicative of a larger school, primary class size caps and Collective Agreement caps will determine the necessity of a combined grade. Split classes are highly dependent on grade distribution.</p>

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

<p>4) What is the break-even size for an elementary school in terms of number of students and revenue? This would include the money earned from permits.</p>	<p>There are two types of school revenue and costs: academic (teachers, principals, secretaries) and Facilities (maintenance, utilities, caretaking). Both funding streams are generated on a per student formula and are separate grants. Permit revenue is included in the general Facilities revenue. The Ministry funding model funds a certain square footage per student at a cost/sq ft. therefore the smaller the school (ie less students) less overall area, leaving less area per student that is available for general spaces used by all (eg. gym, library, multi-program etc), thereby making them smaller. For an elementary school to break even, the TCDSB average is 500 students. Also see # 2 above.</p>
<p>5) Since St. Matthias (built in 1974) is FULL TO CAPACITY with 196 students doesn't St. Matthias pay for itself?</p>	<p>In the last fiscal year, St. Matthias had a deficit of approximately \$50,397 in Facilities and a surplus of \$81,055 on the Academic side. The deficit in Facilities funding must be supplemented by surplus from larger schools. The surplus of funding on the Academic side is an anomaly only occurring in a few schools.</p>
<p>6) Will there be daycare in the new school? Our Current before and after school program, run by Upper Canada Child Care, can hold a maximum of 30 students (The Day Nurseries Act requires a 1:15 teacher to child ratio). Does the plan allow for a larger daycare facility with the amalgamation? Will a before and after school program continue to be available at St. Matthias, while the school is undergoing construction?</p>	<p>The Board would apply to the Ministry of Education for childcare funding in conjunction with the business case for a new school. The size of the childcare is dependent on school design options and cooperation with City and other agency partners. Currently, there is no Licensed Before and After School Program at Holy Redeemer so there is no program to move into St. Matthias. St. Matthias' B & A School-Age program, operated by Upper Canada Child Care would continue to operate within St. Matthias C.S. if the space is available. If students of St. Matthias are relocated to another site, we would work with the child care agency to attempt to open a B & A School-Age program within the alternate location. This would be contingent upon number of children still requiring care and the licensing of new space.</p>
<p>7) If the St. Matthias students move to Holy Redeemer, 111 Aspenwood Drive (near Don Mills and Steeles) (which currently has 69 pupils), while the new school is being built, will a daycare/before & after program be available there?</p>	<p>See response #6 above.</p>

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

<p>8) Will St. Matthias retain the same teachers or will some of them be displaced by teachers coming from Holy Redeemer and Our Lady of Guadalupe (currently with 151 students) due to seniority? Will we retain our Secretary, Principal and Custodians?</p>	<p>Teacher allocation is governed by the collective agreement rules for their union. Available positions at St. Matthias will increase so those who choose to stay will remain. The secretary and custodian positions will likely remain and may or may not increase based on allocation rules governed by their union contract. Principals assignments are assessed on a yearly basis however the standard term for a Principal at one location is 5 years.</p>
<p>9) What is the likelihood of “endless construction delays” like those experienced by St. Joseph Morrow Park?</p>	<p>SJMP delay has been caused by property acquisition issues, not construction issues. If the intent is to rebuild St. Matthias on the same site, this shouldn't be a factor. Site Plan approval for a new school takes from 1 to 2 years and it is difficult to predict what issues the City will bring up during this process. the actual construction time once the building permit is obtained is more predictable, typically 12-14 months for a new school with substantial delays generally only caused by severe weather or labour disputes (strikes).</p>
<p>10) Will the new school have French Immersion or a congregated gifted program? What other special programs/extra-curricular activities might it have?</p>	<p>The TCDSB Long Term Accommodation and Program Plan has been approved in principle and does not currently recommend placement of a French Immersion program at St. Matthias. There are sites chosen for implementation of the program in 2017, 2018 and a 3rd phase of new schools when they are complete. French Immersion can form part of the recommendations made by the committee for consideration by the Board.</p>
<p>11) Will the new facility have air conditioning?</p>	<p>The current Board standard for elementary schools is a system called displacement ventilation which brings 100% fresh air into the classrooms all year round and the air is "tempered," that is, it is heated slightly in the winter and cooled slightly in the summer with the humidity removed. This is not full air conditioning, however full air conditioning is provided in the Library, the Multi-Program Room and the administration area, to provide "cooling centres on the few extremely hot days that occur during the school year. If the building is designed with passive cooling in mind, including orientation, trees and overhangs to avoid direct sun and natural ventilation, this system is very comfortable. With an increasing number of hot days during the school year, we are looking at providing rough-in for future air</p>

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

	conditioning, however the cost to do this means cuts have to be made in other areas, such as quality of finishes.
12) Will there be playground equipment for both Kindergartens and older children to use?	Capital funding for schools does not include funding for playground equipment. In order to encourage safe play that stimulates learning about the outdoor environment, our school grounds are designed with as many nature-based landscape play elements as we can afford. If Parent Councils wish to raise money for a play structure they can do so - we will provide the surfacing for a play structure as part of the new construction if requested by the school community.
13) Why do you plan to close Holy Redeemer and put students in portables before the new school is built? Wouldn't it be better to build the new school first and then close Holy Redeemer?	Resources dedicated to operating the school are not being used efficiently due to such a low enrolment. Closing the facility as soon as possible will eliminate operating and staffing costs. Students can be accommodated at St. Matthias as soon as September 2017.
14) Will the public/neighbouring homeowners (whose children are not yet school age) who plan to send their children to St. Matthias in the future, be notified of the proposed changes in some way (by newspaper, direct mail etc)?	TCDSB will communicate via PSAs (Public Service Announcements in the local community newspapers and other online media sources. As well the local parishes will asked to include notices in their parish bulletins.
15) What are the social implications and challenges of integrating 3 distinct school communities?	<p>When different communities amalgamate, there could potentially be a number of challenges. Each school brings its own proud history and traditions. Any transition plan should work toward recognizing and acknowledging the values of these traditions the manner in which they could translate into a new community.</p> <p>For students, there will be the challenge of meeting new classmates and teachers, and (for some) the reality of being in a new environment. Children are inherently resilient to this sort of change, but a transition plan would be put in place to lessen the impact of the change and ensure that students that are displaced will be supported socially, emotionally and academically.</p>
16) Will a larger school really provide a better education for our children?	The factors that go into providing a quality education are many. There is a general agreement that a quality education should address much more than academics. Because of certain financial realities, public schools with smaller student populations have fewer resources, more

				combined classes and offer less opportunities for student to be involved in sports, clubs and activities promoting student leadership.			
17) Has anyone compared the EQAO scores (Education Quality & Accountability Office) of large and small schools for socio-economics and other factors?				There is no direct correlation between EQAO scores and large and small schools. Overall there are a number of factors more impactful on student achievement on EQAO testing than school size.			
18) Statistics below were found on the EQAO website; parents are concerned with their children’s grade point average dropping due to this amalgamation? What assurances do you give that this will not be the case?				EQAO results vary from year to year and no assurances can be given that the results for one or all of the schools will not fluctuate. All of the current initiatives in place to support student literacy and numeracy will remain in place.			
				There is no clear evidence that the results listed here are a result of a smaller school population. For example here are the results of two schools in the same time period with much larger populations:			
Grade 3	EQAO results 2012-2016 Reading	EQAO results 2012-2016 Writing	EQAO results 2012-2016 Mathematics	Grade 3	EQAO results 2012-2016 Reading	EQAO results 2012-2016 Writing	EQAO results 2012-2016 Mathematics
St. Matthias	81%	89%	92%				
Holy Redeemer	89%	94%	83%				
Our Lady of Guadalupe	86%	100%	79%	Blessed Sacrament	92%	97%	86%
				St. Bonaventure	86%	93%	83%
Grade 6	EQAO results 2012-2016 Reading	EQAO results 2012-2016 Writing	EQAO results 2012-2016 Mathematics	Grade 6	EQAO results 2012-2016 Reading	EQAO results 2012-2016 Writing	EQAO results 2012-2016 Mathematics
St. Matthias	71%	89%	58%				

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

Holy Redeemer	88%	88%	75%	Blessed Sacrament	87%	92%	69%
Our Lady of Guadalupe	71%	95%	76%	St. Bonaventure	92%	94%	76%
19) Why should a parent of a student in Grade 3 or higher put up with the inconvenience of construction when their child will not be at the school to enjoy the benefits of a new facility?				Unfortunately there will be those students who will no longer be attending either school when the new school is complete and ready for occupancy. The Long Term benefit to the future students and the community is the reward for their patience during the construction process.			
20) Why not build extensions onto St. Matthias and Our Lady of Guadalupe?				The Ministry directive is to reduce and consolidate enrolment to better utilize all facilities. Both facilities are built to 200 pupil places or less. An addition would need to more than double the size of the building in either case. It has been the experience of the Board that an addition of that size becomes cost prohibitive and that a total replacement is the more feasible option. The feasibility of an addition vs. a replacement will be the subject of a feasibility study and then will be dependent on Ministry approval.			
21) Why are we building a NEW facility which is predicted to be overcapacity two years after construction is completed? (<i>like St. Timothy which has 608 students</i>)				The OTG "On the Ground" capacity represents a Ministry average loading of classrooms. The estimated capacity of 525 pupil places therefore represents an average capacity. For example, a regular classroom would be loaded with a factor of 23 pupil places for the purposes of the OTG calculation however anywhere from 20 to 31 students can occupy the rooms based on the classroom caps prescribed by the union contract.			
22) How many students will the 5 new housing developments, currently underway in the St. Matthias area, generate? (i.e. Concord Park Place, Scala Condos, Park Club Condos, Emerald City, and Trio)							
23) How are the enrolment projections determined?				Consensus enrolment projections are produced by TCDSB Planning Services on an annual basis during a 6 month cycle spanning from			

	<p>October to March. Enrolment for the upcoming school year is projected based on October 31st enrolment of the current year. Planning Services assesses each TCDSB school individually based on historical enrolment to gauge local trends within the existing community. Additionally, throughout the year TCDSB Planning Services maintains a database of all development applications circulated by the City of Toronto Planning Department. This information is used to predict student growth from new development in a particular school community and when combined with information from the existing community results in a draft staff projection for consultation. Beginning in mid-December, staff circulates draft enrolment projections to all principals in the system for comment. Based on this local feedback from the principals the initial draft staff enrolment projection is reassessed and adjusted where necessary. The adjusted projection is then sent to school superintendents for signoff ultimately resulting in a consensus enrolment projection.</p>
24) Once the TCDSB has saved money by closing Holy Redeemer, what assurances are there that they will actually expend the funds required to build this new school?	<p>Following approval by the Board of Trustees to close Holy Redeemer and Our Lady of Guadalupe into a rebuilt St Matthias, TCDSB staff will prepare a business case to the Ministry of Education requesting capital dollars to build a new school. These funds, if approved, will be earmarked specifically for the construction of a new St. Matthias.</p>
25) Are we following the Standard Review process outlined in Section 1 of the information binder?	<p>Yes, the process will follow the standard method and steps as indicated in the policy.</p>
26) Can we have a port-a-pack instead of portables? This way our students would have access to the bathroom all year round without having to go out into bad weather; we realize the y would still have to go outside to access the library and gym.	<p>Portables are temporary structures, whereas port-a-packs have foundations similar to houses, thereby making them more permanent. Port-a-packs take up more surface area because the interior corridor is incorporated into them, whereas portables exit directly to the exterior. Location of port-a-packs is more restrictive because they have to connect to an existing corridor. There is more flexibility with location of portables whereby they can be placed with more consideration of the layout of the overall play space, and by having simpler foundations they can be more easily (at a cost) be relocated to adapt to changing circumstances. The cost of portables is less for the initial cost and they are easier to repair or replace. Our recent repairs</p>

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM PUBLIC MEETING – OCTOBER 18, 2016

	to port-a-packs have been cost prohibitive and greater than the cost of just replacing a portable with a newer portable.
27) If St. Matthias students stay on site during construction, what will the effect of all the noise, dust and smell generated by the construction process be on student's health and learning?	If construction is deemed to be too disruptive or a health risk to students, relocation to another temporary site will be provided. Once funding is approved, and a layout determined only then is it clear if the students can stay on site. Given that this is a very small site, and most of the frontage is currently taken up by the existing school making construction traffic difficult to the rear of the school, there would be little to no play yard left if a new building was constructed behind the existing school, and the final solution would result in a less than ideal site layout where the play yard is at the street in front of the school. It's very likely that students will move off site to facilitate construction of a new school. However, the Board always endeavours to provide the best scenario for the student.
28) Why not move St. Matthias students to the Holy Redeemer site during construction?	The relocation site will be determined closer to the time that students will require relocation. All available options will be considered at that time.
29) Why is this process so rushed?	The timelines in the process are prescribed by the policy. From initiation of the process to the final report the Pupil Accommodation Review could require from 6 to 8 months to complete.
30) Will there be a uniform/dress-code change due to this amalgamation which may cause added financial stress to some families?	This will depend on the transition plan put in place. The transition plan will be developed with consultation from parents.
31) Is a pool a possibility? Revenues for extra-curricular activities can be generated and other neighbourhood children (who do not attend St. Matthias) may be open to paying to use these facilities.	No, Ministry of Education funding for elementary schools does not include funding for pools. Also, operations and maintenance costs for pools are too high.
32) St. Matthias is currently situated on 1.3 acres of land, what is the plan for the new school? To encroach on the grassy area, asphalt playground and parking lot or to become a 3-storey building with elevator? (will it be brought up to code with access for the disabled)?	St. Matthias is actually on 4.0 acres of land. Upon approval of funding for a new facility, a feasibility study would be undertaken to look at the options and the cost/benefits considering all the zoning/municipal requirements, school program, etc to determine the best layout given the area of the site, its configuration (shape) and frontage to determine the best layout for the building and all the ancillary requirements like parking and play yard. Through that

	site analysis comes a better understanding of the best layout for the site given all the identified parameters. Most TCDSB new schools are two storey, a few are three storey schools, however this cannot be determined until after the Schematic Design Process. All new buildings are Barrier-Free and meet all the current AODA requirements, so there will be an elevator.
--	---

APPENDIX 'D'

PUPIL ACCOMMODATION REVIEW – HOLY REDEEMER, ST. MATTHIAS AND OUR LADY OF GUADALUPE
PARENT QUESTIONS AND CONCERNS FROM COMMITTEE MEETING – NOVEMBER 7, 2016

Parent Questions	TCDSB Staff Responses
1) You provided the deficit/surplus number for St. Matthias at the last meeting. Could you please provide those same numbers for Holy Redeemer and OLOG?	<p>Holy Redeemer - Facilities -\$484,783 Academic -\$105,946</p> <p>OLOG – Facilities -\$3,435 Academic -\$61,446</p>
2) Can you verify that those numbers are the based funding for the school and does not include the top ups from the Board needed to keep the schools running. If it does please let us know so that it is clear.	<p>The calculations include top-up where the school generates one.(2014-15)</p> <p style="padding-left: 40px;">St Matthias = 20,529 Top-up OLO Guadalupe = 0 Holy Redeemer = 17,313 Top-up</p>
3) There was a roughly \$50k “building/maintenance” deficit at St Matthias. How many kids would be needed to make that 0? I think the funding per child is ~\$11k but obviously that does not go all to building costs, I would assume roughly 10 kids would go to neutral.	<p>The funding for operations is based on $ADE * 9.7 * 1.062 * 80.03$. The shortfall of 50,397 plus the top-up that would be lost due to the increase in ADE would equal \$70,926.</p> <p>So you would need another 86 kids in the school for it to break even on the operations side. However as the capacity of the school would then be exceeded an approx. 6.2 additional teachers would have to be added (does not take into account any Special Ed teachers) which would drive down the Pupil-to-teacher ratio from 17.06 to 15.91 making the school less efficient and likely to incur a program operating deficit.</p>
4)) I assume the surplus on the St. Matthias teaching side means they have 1 less teacher than originally budgeted. Can you confirm if that is correct?	<p>Holy Redeemer = 9.3 teachers (5 regular, 3 Spec Ed, 1.3 Prep) OLO Guadalupe = 10.4 teachers (7 regular, 1 Spec Ed, 0.5 ESL, 1.9 Prep) St Matthias = 10.9 teacher (8 regular, 0.5 spec ed , 0.5 ESL teacher and 1.9 in prep)</p> <p>Holy Redeemer = $80.5 / 9.3$ teachers = 8.66 PTR's OLO Guadalupe = $165 / 10.4$ teachers = 15.87 PTR's St. Matthias $186 / 10.9$ teacher = 17.06 pupils-to-teachers – due to distribution of enrolment across the grades more efficient for this school compared to Holy Redeemer and OLO Guadalupe. Less staff per student hence the program surplus.</p>

Pupil Accommodation Review Public Meeting held at St. Matthias School
Minutes of December 14, 2016 held at O. L. Guadalupe School
Schools Involved: Holy Redeemer, Our Lady of Guadalupe, St. Matthias

Present:	P. Aguiar	B. Leporati	M. Del Grande by SKYPE
	A. Kennedy	J. Hlady	J. Peake
	Milks Zlomislac	Principals of all 3 schools	Approx. 25 parents

Prayer, Greetings, Introductions P. Aguiar

Staff Presentation P. Aguiar/B. Leporati

- Purpose of School Committee is to provide feedback and recommendations to the Board and act as official conduits to arrive at the best decision/s for our students involved in all three schools
- This is the third and final public meeting (unless another is deemed necessary); an interim staff report will be presented to Board with parent feedback will be summarized and presented at a Board meeting in January 2017
- Parents will have an opportunity to attend the meeting as a delegation
- We are proposing the amalgamation of 3 communities comply with the current funding model, and to support TCDSB proposal for funds to build a new school.

Review of Staff Proposal

- Holy Redeemer, with just 69 students this year, will be relocated in September 2017 to St. Matthias and Board will put forward a Business case to the Ministry
- Our Lady of Guadalupe will merge with St. Matthias
- Childcare and Transportation will continue for the Holy Redeemer students.
- We cannot guarantee child care dollars but Board will request the Ministry to provide the same.

Recommendation of the Committee:

- That Holy Redeemer be closed as of September 2017
- That Holy Redeemer students be directed to St. Matthias
- St. Matthias will need 2 portables to accommodate new students
- Holy Redeemer parents retain current bussing and daycare and can apply to another school (subject to TCDSB admission policy) if they so wish.
- A Transition team to be put in place to ensure a smooth transition
- Transition team will include Unions so collective agreements will be honoured
- Intent is to respect traditions and history of both schools
- Attention will be paid to programming
- Pending approval for funding to amalgamate O.L. Guadalupe with St. Matthias, Board will need to submit the business case by February 15, 2017
- A new name for the merged schools will be considered (once a new school is approved)
- Board will consider implementing French Immersion in the new school or a STEM focus
- Interim Board report will be presented at Jan 26, 2017 Board meeting and community can speak to February 2, 2017 Student Achievement meeting
- Decision will be made on February 23rd Board meeting and communities are asked to send delegations; parent communities will be informed and dates will be provided so that delegations can express their opinions to the Board of Trustees and Senior Staff

- Design committee will be struck to review architect's proposals and provide input from community

Portable questions were raised by parents **and answers** were provided as follows:

- Average age of portables is 15 years
- They are constantly refurbished and mold issues are totally eradicated
- Portables are required to have unit ventilators to bring fresh air throughout the year but they are not air conditioned
- Board is not permitted to buy new Portables until all existing portables are utilized
- 2 portables have already been identified for St. Matthias
- St. Matthias can end up being temporarily overcrowded; a third Portable might be required to accommodate students from St. Matthias

APPENDIX 'D'



REPORT TO

REGULAR BOARD

PUPIL ACCOMMODATION REVIEW ST. MICHAEL, ST. PAUL AND OUR LADY OF LOURDES – INTERIM REPORT (TRUSTEE WARD 9)

Eager to maintain the unity of the spirit in the bond of peace. Ephesians 4:3

Created, Draft	First Tabling	Review
January 16, 2017	January 26, 2017	Click here to enter a date.

Jessica Peake, Senior Manager of Planning and Assessment
 John Volek, Sr. Coordinator, Planning, Assessment, Admissions and Accountability
 Mario Silva, Comptroller of Planning and Development Services
 John Shain, Acting Superintendent of Student Achievement and Well-Being, Area 6
 Maia Puccetti, Superintendent of Facilities

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

At its Corporate Affairs, Strategic Planning and Property Committee meeting held on May 12, 2016, the Board of Trustees approved the initiation of a Pupil Accommodation Review (PAR) for St. Michael and St. Paul, in accordance with Board Policy *Pupil Accommodation Review S.09 (Appendix 'A')*. The Accommodation Review Committee (ARC) and Board staff presented their recommendations in accordance with the Policy. Both the staff recommendations and the ARC recommendations are presented in this report.

This report recommends that the following be considered for approval at the meeting of the Board of Trustees on February 23, 2017:

1. After submission of a business case to the Ministry of Education, requesting a 500 pupil place replacement school on the Duke of York site, St. Michael be consolidated at St. Paul no earlier than September 2017. St. Paul will act as a temporary consolidated school until such time as the students are able to be accommodated at the new school on the Duke of York site.
2. That the attendance boundaries of St. Michael and St. Paul be combined to form the new boundary for St. Paul, with adjustments to create a more appropriate boundary with Our Lady of Lourdes (*Appendix 'B'*);
3. That, prior to the completion of a replacement school on the Duke of York site, the attendance boundaries for the new replacement school and Our Lady of Lourdes be reassessed;
4. That transportation be reassessed and offered in accordance with the Transportation Policy for both timelines above;
5. That the Director of Education develop a Transition Plan including timelines to facilitate both consolidations above;
6. That a name be considered for the replacement school on the Duke of York site in accordance with the *School Names (S.07)* policy;
7. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the replacement school be assessed.

The cumulative staff time dedicated to this endeavour was 120 hours.

B. PURPOSE

To provide a staff recommendation on an accommodation solution that provides for an improved educational environment for the students, optimizes the use of classroom space, and identifies potential cost savings.

C. BACKGROUND

1. The initiation of a Pupil Accommodation Review (PAR) for St. Michael and St. Paul elementary schools was approved by the Board on May 12, 2016.
2. The PAR, undertaken in accordance with Policy (S.09), spanned approximately six months, with public meetings held on October 11, 2016 and December 7, 2016. Members of the ARC also met on several occasions as a group for further discussion as is required under the policy.
3. Minutes from the public meetings are included in *Appendix 'C'*. All information discussed as part of the PAR process, materials provided to the ARC for consideration, and all notes from public meetings have been made available on the Board's website. Staff presented the ARC's preferred accommodation option at the final public meeting for this review on December 7, 2016.
4. The recommendations presented in this report are consistent with recommendations contained within the draft Long Term Accommodation and Program Plan (LTAPP). Overall, the draft LTAPP proposes a reduction in OTG capacity (OTG capacity = "On-the-Ground" capacity) across the TCDSB from a current level of 71,950 elementary pupil places to approximately 69,100 elementary pupil places by the 2029-30 school year, or an overall reduction of 2,867 pupil places of available capacity to achieve a target utilization rate of 95%.
5. By 2018, the Ministry of Education will be eliminating Top-up funding to all Boards in the province, and has already begun reducing Top-up. Top-up funding supported the operation of small schools where low enrolment does not generate sufficient staffing, operations and maintenance grants to cover annual costs to maintain, repair, and renew the school facility. The table

below shows the year-over-year reduction in Top-up funding, which equates to a 33% annual reduction. The cumulative loss in funding over 3 years is projected to be in excess of \$5M or approximately 6% of the Operations and Maintenance budget.

Panel	2014-15	2015-16	2016-17	2017-18
Elementary	3,690,894	2,471,433	1,230,298	No funding
Secondary	1,324,001	849,447	441,334	No funding
	5,014,895	3,320,880	1,671,632	

6. As noted above, facilities with very low enrolment do not generate sufficient per pupil grants to cover operational requirements, and thus operate in a deficit situation. The surplus funding from larger enrolment schools, system-wide, is not sufficient enough to offset funding shortfalls in low enrolment schools, and as a result, the Board continues to operate in a deficit situation. The following table illustrates this situation, utilizing 2015 data (*a more fulsome report on Small Schools is available on the Board's website*).

Enrolment Range	Number of Schools	Average Program / Facilities Cost per pupil	Average Grant per pupil	Average Program/Facilities Cost Surplus/ (Deficit) per pupil
<100	4	15,826	10,600	(5,226)
101-150	8	12,521	9,800	(2,721)
151-200	18	11,005	9,589	(1,416)
201-250	24	9,982	9,181	(801)
251-300	19	9,478	8,776	(701)
>300	95	8,599	8,712	112
Total	168			

7. The Ministry of Education is continuing their School Board Efficiencies and Modernization (SBEM) program, (*details available on the Ministry of Education website*) by providing incentives and supports for Boards to make more efficient use of school space. The primary funding sources for Capital projects is through the School Consolidation Capital (SCC) program and the Capital Priorities funding process. Through these processes, the Ministry encourages Boards to complete PARs and reduce surplus capacity.

D. EVIDENCE/RESEARCH/ANALYSIS

8. The staff recommended accommodation solution is the consolidation of St. Michael into St. Paul for September 2017 and the eventual move of the consolidated student population into a new facility at the former Duke of York PS site in approximately 2021, subject to Ministry of Education approval and funding of a 500 pupil place replacement facility. Staff also recommend a boundary adjustment to the Our Lady of Lourdes boundary during the consolidation of St. Michael at St. Paul to reflect current patterns of student distribution. Attendance boundaries will be reassessed should funding be approved for a new school and the St. Paul-St. Michael students relocated to the Duke of York site.

9. Program-Related Benefits of 400 to 600 Pupil Place Elementary Schools

There is general agreement and consensus among senior academic staff that elementary schools in the range of 400 to 600 pupil spaces provide the required ‘critical mass’ associated with program-related benefits for students. A number of program-related benefits have been identified with schools of this size. Fully utilized elementary schools of this size lead to increased Ministry per pupil funding which in turn has the potential to generate the following benefits.

School Organization and Program Implications

An increase in the number of staffing allocations has the potential to enhance:

1. Number of choices for student placement (e.g. accommodating sibling needs)
2. Access to more programs and services (e.g. Special Education Needs, French Immersion, Extended French Immersion, ESL, etc.)
3. Number of opportunities for block timetabling (for Literacy and Numeracy)
4. Number of opportunities for co-curricular and extra-curricular activities
5. More opportunities to staff the various school committees and select subject representatives (e.g. Safe Schools Committee, Health Action Team, Eco School Rep, Religious Ed. Rep, Literacy Rep, Numeracy Rep, CSAC Staff Rep, etc.)

6. More fulsome celebrations of and participation in pivotal, significant school events, such as graduation, sacraments, overnight grade excursions, etc.

School Staffing and Program Implications

An increase in the number of staffing allocations has the potential to enhance:

1. The Professional Learning Community (PLC) strategy (e.g. School Improvement Team, Collaborative Inquiry process, etc.)
2. Number of opportunities for team teaching
3. Matching individual subject areas with specialist qualifications
4. Mentoring

Material Resources and Equipment

1. Increased enrolment generates increased funding for the school and in turn has the potential to generate increased material resources and equipment (e.g. sports equipment, library materials, computer equipment, etc.).
2. Cost-savings from fewer school administration and support positions associated with smaller schools would support greater investment in resources and equipment.

Facilities and Program Implications

1. Increased enrolment generates increased funding for the school and has the potential to generate additional classroom space for specialty programs such as FSL, Music, Art, etc.
2. An increase in the facility area has the potential to generate additional programs and services such as Nutritional Programs, Before and After School Programs, Child care, International Language Programs, etc.

CSPC Involvement

Increased enrolment provides a wider parental base and potential for increased parental involvement, the sharing of their talents and expertise and the development of community partnerships—a critical focus of the Ministry of Education.

Further to the advantages identified above, measureable criteria showing the benefits of larger schools could be developed to support or demonstrate this relationship. Examples of potential criteria are identified below.

Combined Grades

While a lower percentage of combined grades is indicative of a larger school, primary class size caps and Collective Agreement caps will determine the necessity of a combined grade.

Support Staff

Schools with higher enrolment will likely be eligible for a greater number of specialty support staff; for example, clerk typists and custodial support. More support from Education Assistants and Child Youth Workers is directly tied to the weighted exceptionalities of students with IEPs.

Librarians/Other Specialty Teachers

Larger schools will likely lead to fewer Library Technicians. There will be an overall net savings in the aggregate for Library staffing.

10. Demographics

St. Paul is significantly undersubscribed with an enrolment of 197 students and a utilization rate of only 44%. St. Paul is projected to remain at this rate of utilization well into the foreseeable future. Conversely, St. Michael is significantly oversubscribed with an enrolment of 161 students and a utilization rate of 179%. St. Michael's enrolment is projected to steadily increase into the future as a result of residential intensification in the area, and therefore, additional space is recommended to be made available. Our Lady of Lourdes boundary is to be adjusted during the consolidation of St. Michael at St. Paul to ensure a balance is maintained.

	St. Michael			St. Paul		Our Lady of Lourdes	
	Year	Pupil Count	Utilization (%)	Pupil Count	Utilization (%)	Pupil Count	Utilization (%)
Historical	2005	181	200%	204	46%	663	97%
	2010	152	168%	174	39%	632	93%
	OTG	90		447		683	
Projected	2017	193	214%	174	39%	654	96%
	2021	244	271%	189	42%	777	114%
	2025	279	310%	181	40%	821	120%
	2029	313	348%	183	41%	825	121%

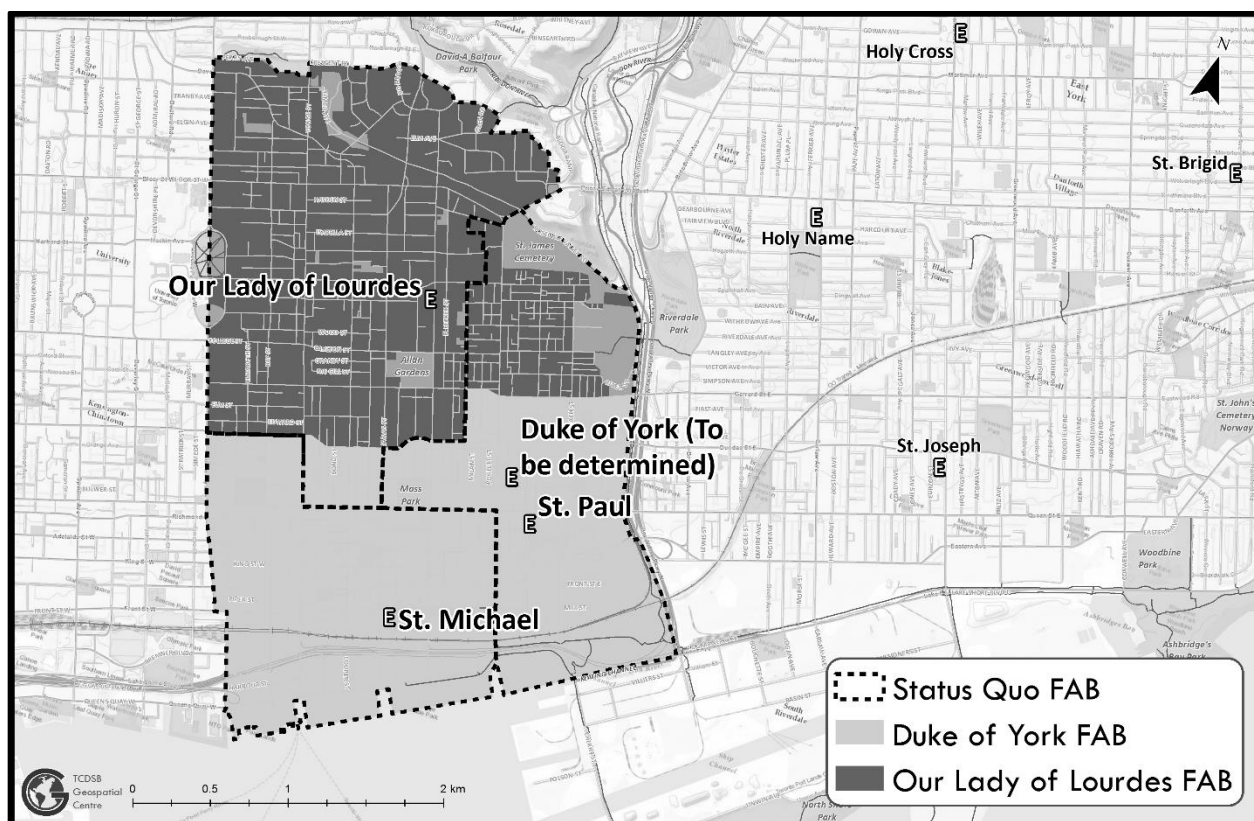
11. To assist the ARC with its discussion on school accommodation solutions, Planning staff submitted the staff-preferred option for consideration as part of the review process and in accordance with *Pupil Accommodation Review Policy (S.09)*. The ARC agreed to the staff-preferred option with a slight adjustment to the boundaries. The following table demonstrates the impact on enrolment following the consolidation of St. Michael at St Paul for September 2017 and the eventual relocation of the consolidated student population into a new facility at the former Duke of York PS site in approximately 2021. The enrolment projections incorporate the mutually agreed upon boundary change with nearby Our Lady of Lourdes (*see map further below*).

St. Michael	OTG Cap.	2016 Current	2017 Proj.	2021 Proj.	2025 Proj.	2029 Proj.
Status Quo	90	161	193	244	249	313
% Utilization		179%	214%	271%	310%	348%
After Proposed Consolidation & Boundary Adjustment		161	Proposed consolidation at St. Paul in September of 2017			
% Utilization		179%				

St. Paul	OTG Cap.	2016 Current	2017 Proj.	2021 Proj.	2025 Proj.	2029 Proj.
Status Quo	447	197	174	189	181	183
% Utilization		44%	39%	42%	40%	41%
After Proposed Consolidation & Boundary Adjustment		197	365	Proposed 2021 move of the consolidated St. Michael / St. Paul student population to a new facility built at the former Duke of York PS site.		
% Utilization		44%	82%			

Our Lady of Lourdes	OTG Cap.	2016 Current	2017 Proj.	2021 Proj.	2025 Proj.	2029 Proj.
Status Quo	683	581	654	777	821	825
% Utilization		85%	96%	114%	120%	121%
After Proposed Consolidation & Boundary		581	656	777	813	808

Adjustment						
% Utilization		85%	96%	114%	119%	118%



12. Site Size and Facilities Cost-Savings

A portion of the St. Michael student population is accommodated in substandard leased space at an adjacent community centre in rooms originally designed as squash courts. Furthermore, both St. Michael and St. Paul reside on small sites at 1.8 and 1.4 acres respectively. St. Paul has additional site restrictions as it is located on an historical grave site and significant retrofits of the facility are not possible. A new right-sized facility would allow for a one-time cost savings of approximately \$8.8M—the projected 2020 Deferred Maintenance backlog.

13. The projected 2020 FCI of St. Michael and St. Paul is particularly high at 80.1% and 71.6% respectively, and are considered prohibitive to repair ('PTR') by Ministry definitions.
14. The recently acquired Duke of York site is 3.47 acres which is sufficient for construction of a new facility provided funding for a new school is approved

by the Ministry of Education. Demolition of the former school building has already occurred.

15. A forecasted annual savings of approximately \$230,000 in utilities, maintenance, and other operational savings can be realized through consolidation. Furthermore, caretaking savings of approximately \$100K are anticipated following consolidation of these two small schools.

16. **Transportation**

Consolidation of St. Michael at St. Paul will result in the need for one (1) additional bus route in the area. Transportation will also be reassessed at the time of relocation of St. Paul at a replacement facility on the former Duke of York PS site. Optimization of routes through adjusted bell times may be necessary to achieve the most efficient and cost effective transportation solution in the area in accordance with the Transportation Policy.

17. **Program and Facilities Funding Shortfall**

Comments #5 and #6 above discuss the significant financial pressures placed upon our Board resulting from the elimination of Top-up funding and continued operation of schools with very low enrolments. Funding shortfalls in Operations, Maintenance (Facilities) and Programming, as reported to the PAR Committee for the subject schools, are identified in the table below.

School	Current Enrolment	Program /Facilities Cost per pupil	Grant per pupil	Average Program/Facilities Cost Surplus/ (Deficit) per pupil
St. Paul	197	10,684	8,594	(2,090)
St. Michael	161	8,911	8,305	(666)

18. The following analysis highlights a significant potential yearly staff cost-savings generated through the consolidation of St. Michael at St. Paul for September 2017. This savings is estimated to be approximately \$270,720. It should be noted that the changes in staffing FTE could be realized through overall system attrition and does not necessarily correspond to the specific staff at a school affected by consolidation.

Consolidation of St. Michael at St. Paul for September of 2017	Staff Category	Change in FTE	Cost Savings \$
	Teacher	-1.1	-110,036.48
	Principal	-1.0	-131,551.40
	ECE	0	0
	Secretarial	-1.0	-29,132.60
	Total	-3.1	-\$270,720.48

19. Through the SCC funding process, staff will submit a comprehensive business case to the Ministry of Education requesting funding for a replacement school to be built on the new Duke of York site. Projects that reduce excess OTG capacity, reduce operating costs, and address renewal needs are eligible for SCC funding under the Capital Priorities umbrella. The deadline for business case submission to the Ministry of Education is **January 27, 2017**. Projects submitted through this funding stream must have a final Trustee decision on a PAR by **March 24, 2017**.

20. **ARC Comments and Feedback**

The affected school committees agreed unanimously to the following:

St. Michael consolidated at St. Paul (September 2017)

- A Transition Plan be created to facilitate consolidation.
- Financial support for the transition—for the physical move, school community building events and sports uniforms.
- Transportation to St. Paul be provided in accordance with Policy.
- That busing be guaranteed to and from current child care locations if possible.
- A new name be considered for the school consolidation in accordance with the *School Names* (S.07) Policy.
- St. Michael staff be placed in teaching positions at St. Paul as per the Collective Agreement.
- Evaluation and implementation of playground improvements at St. Paul if permitted.
- To integrate current Math programs.
- Professional Development be available for St. Michael staff members to effectively deliver the Math program offered at St. Paul.

St. Paul relocation at the replacement facility on the Duke of York site

- A Transition Plan be created to facilitate relocation.
 - Transportation to new school be provided in accordance with Policy.
 - That a new name for the new school be developed in accordance with the *School Names (S.07)* Policy, if it has not occurred.
 - That the Board consider implementing French Immersion and/or a Science Technology Engineering Math (STEM) and/or enhanced Music programming.
 - Physical Elements of the New School be considered:
 - Indoor Elements - Full stage, Dedicated science lab, Fine arts studio, Dedicated music room, Full double gym (not elementary modified), Gym convertible to archery range, Gymnastics gym, Boxing ring, Wood and metal shop, Ramps instead of stairs, "Third teacher" design ethos, Separate child care entrance, Stroller parking area for child care, Whiteboards, Lots of drinking fountains, Rest / lounge / meditation / prayer spaces.
 - Outdoor Elements - Rooftop or underground parking, Outward-facing design layout, Turf field, Outdoor science space, Running track, Ample outdoor sports space, Outdoor basketball nets, Low rim basketball nets, Outdoor spaces useable in all weather conditions, Garden beds.
 - Technology - Digital media / computer lab, Recording studio, Built-in projectors, Full high speed Wifi inside and outside, Power outlets everywhere.
 - Other Programs be considered:
 - Full Service Child Care, Breakfast program.
21. Further study of the long-term need and potential uses for St. Michael and St. Paul will be undertaken, including consideration of Community Hub(s), strategic partnership(s) or disposition. This will be the subject of a future report to Board.
22. The Director of Education will develop a Transition Plan to facilitate a consolidation that is student-friendly and honours the history and traditions of the school communities. Among matters to be considered in the Transition Plan are: timelines and the organization of student transfer, and the relocation of program materials, equipment and school memorabilia to

the receiving school. The Transition Plan will be formulated in consultation with affected school communities, including parent/guardians and school staff.

23. In summary, the recommendation to consolidate St. Michael and St. Paul students at a replacement facility at the former Duke of York PS site will have the following impacts on the overall operation of the Board;
 - A new right-sized facility will lead to increased Ministry per pupil funding, which in turn has the potential to generate more program-related and material/resource-related benefits.
 - Shed two (2) aging, highly deficient facilities with a combined projected 2020 deferred maintenance backlog of \$8.8M
 - Realize yearly staff cost savings of over \$270,720.
 - Realize yearly Caretaking, utilities and maintenance cost savings of over \$330,000.
 - Class sizes will better reflect Ministry of Education targeted averages.
24. Pending approval of the recommendations of this report, staff will submit a business case to the Ministry for the funding of a replacement school at the Duke of York site under the School Consolidation Capital program.

E. ACTION PLAN

25. In accordance with the *Pupil Accommodation Review Policy (S.09)*, the following sequence of Board meetings will be required prior to final approval of recommendations.

January 26, 2017 – INTERIM REPORT

Regular Board

- Interim Report including ARC recommendations is considered.
- Defer any final decisions on pupil accommodation recommendations.

February 1, 2017 – DELEGATIONS

Special Board

- Opportunity for public input through delegations and written submissions in response to the Interim Report.
- Defer any final decisions on school accommodation recommendations.

February 23, 2017 – FINAL REPORT

Regular Board

- Final report from Director of Education is considered, which takes into account the results of public input provided at the previous Board meeting.
- Board to make final decision on pupil accommodation recommendations.

F. STAFF RECOMMENDATION

This report recommends that the following be considered for approval at the meeting of the Board of Trustees on February 23, 2017:

1. After submission of a business case to the Ministry of Education, requesting a 500 pupil place replacement school on the Duke of York site, St. Michael be consolidated at St. Paul no earlier than September 2017. St. Paul will act as a temporary consolidated school until such time as the students are able to be accommodated at the new school on the Duke of York site.
2. That the attendance boundaries of St. Michael and St. Paul be combined to form the new boundary for St. Paul, with adjustments to create a more appropriate boundary with Our Lady of Lourdes (*Appendix 'B'*);
3. That, prior to the completion of a replacement school on the Duke of York site, the attendance boundaries for the new replacement school and Our Lady of Lourdes be reassessed;
4. That transportation be reassessed and offered in accordance with the Transportation Policy for both timelines above;
5. That the Director of Education develop a Transition Plan including timelines to facilitate both timelines above;
6. That a name be considered for the replacement school on the Duke of York site in accordance with the *School Names (S.07)* policy;
7. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the replacement school be assessed.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Date Approved: January 24, 2007	Date of Next Review: May 2019	Dates of Amendments: September 11, 2014 January 15, 2015 May 12, 2016
Cross References: Ministry of Education Pupil Accommodation Review Guideline (PARG), March 2015. Ministry of Education Administrative Review of Accommodation Review Process Ministry of Education Community Planning and Partnerships Guideline (CPPG), March 2015. Community Planning and Partnerships Policy (B.R. 07)		
Appendix: Pupil Accommodation Review Operational Procedures		

Purpose:

This policy outlines the process Toronto Catholic District School Board (the Board) will undertake to complete a pupil accommodation review or a modified pupil accommodation review of a school or schools.

On March 26, 2015, the Minister of Education released a new Pupil Accommodation Review Guideline, 2015 (the “PARG”). This Policy and the Operational Procedures are established by the Board in accordance with the PARG, as per ministry requirement.

Scope and Responsibility:

The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees in dispensing of its primary responsibility which aligns with the over-arching objectives of fostering student



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board's financial viability and sustainability. These objectives apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process.

In some cases, to address student populations that are constantly changing, the Board of Trustees must consider undertaking pupil accommodation reviews that could lead to school consolidations and closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the objectives noted above. Wherever possible, schools will be subject to a pupil accommodation review only once in a five-year period, unless there are circumstances that warrant a review, as determined by the Board, such as a significant change in enrolment.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

It is anticipated that the Board would incur limited costs associated with the implementation of the accommodation review process itself. A pupil accommodation review could potentially provide the Board with the opportunity to realize substantial savings by balancing enrolment and right-sizing schools.



POLICY SECTION: SCHOOLS

SUB-SECTION:

**POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY**

POLICY NO: S. 09

Legal Impact:

The Board could be involved in legal proceedings if the pupil accommodation review process is not implemented in accordance with this Policy. The Ministry Guidelines provide a formal process which must be followed if the implementation of the pupil accommodation review process is challenged.

Policy:

A pupil accommodation review of a school or schools will occur in the context of the Board's long-term capital and accommodation planning process, and after the necessary assessment of the options for the school(s) in accordance with that process. This assessment will be made in accordance with Board policy made pursuant to the Community Planning and Partnership Guideline (CPPG) issued by the Ministry of Education.

As a result of some assessments, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations and/or closures. Wherever practical, pupil accommodation reviews will include a school or schools to facilitate the development of viable solutions for pupil accommodation.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board will share relevant information with those affected by the process.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

The Regulations and any Schedules of this Policy may be amended from time to time in accordance with the PARG. In all cases, any minimum timelines set out in the PARG will be followed by the Board.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

A copy of this Policy, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public upon request at the Board office and on the Board's website.

Principles:

Through the Catholic Social Teachings and its Multi-Year Strategic Plan, the Board is committed to establishing integrated decision making structures and processes to support responsive and responsible allocation of resources, including the provision of equitable, affordable and sustainable learning facilities. The following principles will be used as a foundation to support the mission and vision of the Board while undertaking pupil accommodation reviews.

1. The TCDSB is committed to responsibly providing optimal learning facilities for the common good while, at the same time, making it possible for all to come to their full potential as persons and to be all that God intends them to be.
2. Schools will have meaningful connections with a Roman Catholic parish and structured links to their community.
3. Students of the TCDSB have the right to attend Catholic schools that provide reasonable community access, and the Board has a responsibility to provide schools that optimally enhance student learning opportunities in the 21st century.
4. The Catholic principle of subsidiarity promotes the establishment of groups of parents and stakeholders whose purpose is to actively participate in the school accommodation review process, contributing to decisions that consider the value of schools to the parish and community.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Regulations:

1. Pupil Accommodation Review Process

The pupil accommodation review process shall consist of the following components:

- i. Preparation and submission to the Board of Trustees of an Initial Staff Report and School Information Profile(s);
- ii. Approval by the Board of Trustees to undertake a pupil accommodation review process;
- iii. Establishment of the Accommodation Review Committee (ARC), including its Terms of Reference;
- iv. Consultation with the City of Toronto and Community Partners;
- v. Accommodation Review Public Meetings;
- vi. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vii. Public Delegations to the Board of Trustees;
- viii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- ix. Decision by the Board of Trustees;
- x. Establishment of a Transition Committee.

2. Modified Pupil Accommodation Review Approval & Initiation

A modified pupil accommodation review process may be approved and initiated by the Board of Trustees only under exceptional circumstances, and in consultation with the local trustee(s) where three (3) or more of the following factors are present:

- i. Distance to the nearest available accommodation is 2 kilometers or less for elementary schools involved in the review and 7 kilometers or less



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

for all secondary schools. The nearest accommodation indicated must be a single-gender school if a single-gender school is under review;

- ii. Utilization rate of all of the schools under review is equal to or below 50% for elementary and secondary schools;
- iii. The number of students enrolled is 100 or fewer for elementary schools involved in the review and 500 or fewer for all secondary schools in the review;
- iv. When the Board is planning the relocation of a program (in any school year or over a number of school years), in which the enrolment constitutes more than or equal to fifty percent (50%) of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- v. There are no more than two (2) schools subject to the pupil accommodation review process; or
- vi. The entire student population of the schools subject to a pupil accommodation review process can be accommodated in another within 2 kilometers for elementary schools and within 7 kilometers for secondary schools.

3. Modified Pupil Accommodation Review Process

The modified pupil accommodation review process shall consist of the following components.

- i. Preparation and submission of an Initial Staff Report and School Information Profile(s) to the Board of Trustees;
- ii. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
- iii. Consultation with the City of Toronto and Community Partners;



POLICY SECTION: SCHOOLS

SUB-SECTION:

**POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY**

POLICY NO: S. 09

- iv. An Accommodation Review Public Meeting;
- v. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vi. Public Delegations to the Board of Trustees;
- vii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- viii. Decision by the Board of Trustees;
- ix. Establishment of a Transition Committee.

4. Exemptions

- a) The Board is not obligated to undertake a pupil accommodation review under any of the following circumstances:
 - i. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
 - ii. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
 - iii. when a lease for the school is terminated;
 - iv. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
 - v. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

- vi. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
 - vii. where there are no students enrolled at the school at any time throughout the school year.
- b) Board staff shall ensure that school communities are informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the pupil accommodation review process.
- c) Board staff shall prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school(s) under consideration for such exemption.
- d) Board staff shall, no fewer than five (5) business days after the Board of Trustees make a decision that such exemption applies, provide written notice to the following:
- the City of Toronto (through the Clerks' Department or equivalent);
 - other community partners that expressed an interest prior to the exemption (as defined above);
 - the coterminous school boards through the Director of Education; and
 - the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.
- e) The Board will prepare a transition plan following the Board of Trustees' decision to consolidate, close or move a school or students pursuant to an exemption to the pupil accommodation review process.



POLICY SECTION: SCHOOLS

SUB-SECTION:

**POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY**

POLICY NO: S. 09

5. Access to Pupil Accommodation Review Documents

This Policy and Operational Procedures, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board's website and will be available upon request.

APPENDIX 'A'



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Definitions

Accommodation Review

A process undertaken by the Board to determine the future of a school or group of schools, as described in this Policy.

Accommodation Review Committee (ARC)

An advisory committee established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

Accommodation Review Public Meeting

An open meeting held by Board staff to gather broader community feedback on a pupil accommodation review.

ARC Working Meeting

A meeting of ARC members to discuss a pupil accommodation review, including the gathering of feedback from the affected school communities of a pupil accommodation review.

Business Day

A calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board's Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY

POLICY NO: S. 09

Consultation

The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI)

A measure of the condition of a building as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-Ground (OTG) Capacity

The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public Delegation

A presentation by an individual or a group of individuals to the Board of Trustees at a meeting of the Board, made in accordance with Board policies and procedures regarding public delegations, which permits the individual or group of individuals to have their concerns heard directly by the Board of Trustees.

Initial Staff Report (Report 1)

A report drafted by Board staff containing option(s) and identifying a preferred option with a recommendation to Trustees with respect to a school(s) that should be subject to a pupil accommodation review process or a modified pupil accommodation review process.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Interim Staff Report (Report 2)

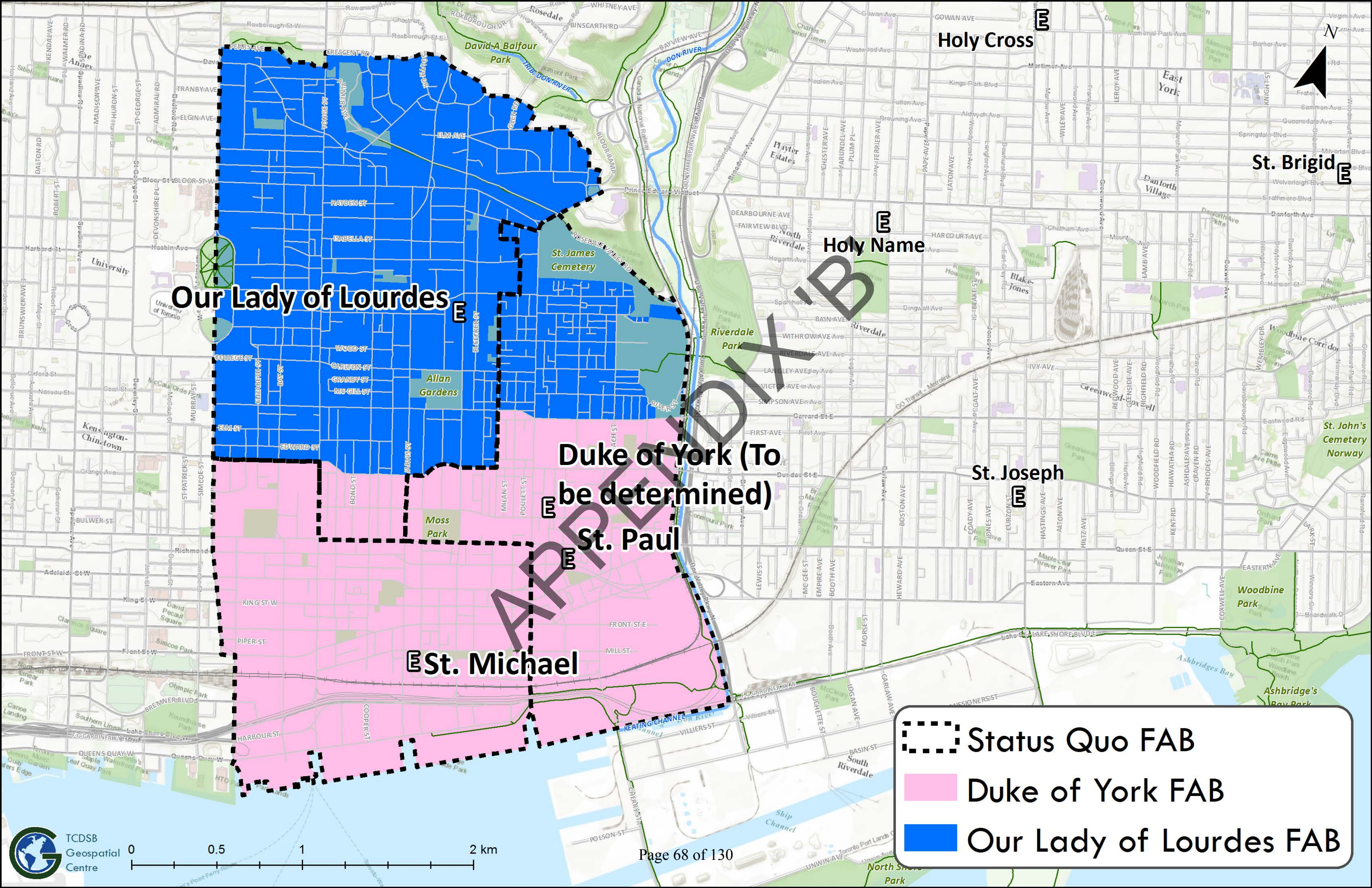
A report drafted by Board staff for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, that also incorporates information obtained during community consultations. The Interim Staff Report may, or may not, include the same option(s) as contained in the Initial Staff Report related to a pupil accommodation review process.

Final Staff Report (Report 3)

A report drafted by Board staff which contains recommendation(s) for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, and which also incorporates information obtained during community consultations and from public delegations (and any staff response to such information).

School Information Profile (SIP)

An orientation document with point-in-time data for each of the schools under a pupil accommodation review.



Our Lady of Lourdes

Duke of York (To be determined)

St. Michael

St. Paul

Holy Name

Holy Cross

St. Brigid

St. Joseph

Status Quo FAB

Duke of York FAB

Our Lady of Lourdes FAB

MINUTES
PUPIL ACCOMMODATION REVIEW COMMITTEE MEETING
DATE: October 5th, 2016
Meeting Held at the CEC
Our Lady of Lourdes/St. Michael/St. Paul Catholic Schools
TIME: 7:00 pm

AGENDA ITEMS AND DISCUSSION	NOTES	FOLLOW UP REQUIRED	RESPONSIBILITY OF
<p>In attendance at CEC, Catholic Teacher Centre John Shanahan, Superintendent of Education Martha Cioppa, Officer, Superintendent Area 5 & 6 Schools Jo-Ann Davis, Trustee Ward 9 (by Telephone conferencing) Marguerite Thomson, Principal - St. Michael Micheline Dutil-Hoffman, Principal – St. Paul</p> <p>Jessica Peake, TCDSB, Sr. Manager, Planning Milka Zlomislic, Manager of Renewal, Capital Development Kevin Hodgkinson, General Manager, Transportation</p> <p>Absent: Ryan Peterson, Principal, Our Lady of Lourdes, Our Lady of Lourdes Parent Community</p> <p><u>PARC Members:</u> St. Michael: Judith Campbell Reza Shah Dolly Ducepec St. Paul: Lisa Brylowski Anna Borjal-wyse Gerard Lewis</p>			
Opening Prayer	John Shanahan, Superintendent of Education, Area 6		

<p>Presentation – School Accommodation Review Policy – Jessica Peake</p>	<ul style="list-style-type: none"> • At the regular Board meeting held May 12, 2016. Staff recommended that St. Paul and St. Michael Boundary Review be considered as part of the School Accommodation Review Process. • The Board also approved a boundary review for this same group of schools as part of the solution: St. Michael, St. Paul & Our Lady of Lourdes. • 2017 proposed closure of St. Michael and St. Paul and consolidate the two schools in a new facility built on the acquired Duke of York site. For September 2017 the St. Michael School will move into the St. Paul School until the new proposed site of Duke of York build a new school to accommodate both school communities. • Process should not take more than 6 months • The public meetings will give the public/community an opportunity to ask questions • Minimum of 2 public meetings • Committee members are to dialogue and come up with solutions – creative & innovative ideas • Multiple committee meetings are possible • Interim report due in early spring • The board of Trustees will ultimately make the decision to the proposed amalgamation of the two schools • Delegations may be presented after the report is submitted to the board <p>John Shanahan:</p> <p><u>Benefits of a New School:</u></p> <ul style="list-style-type: none"> • New school • Better programming opportunities • Special programs • New Playground • Before & afterschool programs • Full teams (i.e. Track, basketball etc.) • Busing would be provided for the new school site. 		
---	--	--	--

Parent Questions/Concerns:	<ul style="list-style-type: none"> • Parents were surprised that St. Michael was closing and so quickly. The assumption was that it would take a long time. • Suggested that the move take place when the new school is ready. • Need to show a positive outlook for the move to St. Paul while the new school is being built. • Parents expressed concerns around trust and that the parents need to feel that they can trust the board. • Parents wondered about whether this was a consultation or implementation. Will their concerns be attended to? • Provide positive reasons for the move to happen for Sept. 2017. • Community given the opportunity for feedback • Provide visual presentation. Streamline info as a story telling tool. • Present the benefits of moving into St. Paul school until the new school is being built. • The following should be shared: <ol style="list-style-type: none"> 1. Safety issues 2. Loss of curriculum time 3. Possible loss of Principal given the small school status 4. Opportunity to build community soon and be able to have a voice in the building of the new school and property. • Present the pros and cons of the new school • Happy to see that the board is responding to the academic and safety concerns of the St. Michael community. 		
Transportation	<ul style="list-style-type: none"> • Advised the community that transportation will be provided to students 		
Public Meeting Format	<ul style="list-style-type: none"> • Prayer • Introduction • Presentation / Review policy • Questions & answer period 		
Adjournment: 9:20 pm.			

MINUTES
PUPIL ACCOMMODATION REVIEW COMMITTEE MEETING
DATE: October 11th, 2016 – 1st Public Meeting
Held at St. Michael/St. Paul/Our Lady of Lourdes Schools
TIME: 7:00 pm

AGENDA ITEMS AND DISCUSSION	NOTES	FOLLOW UP REQUIRED	RESPONSI BILITY OF
<p><u>In attendance at St. Michael Catholic School</u> <u>Committee Members:</u> John Shanahan, Superintendent of Ed. Mario Silva, Comptroller, Planning & Development, Planning Services Jo-Ann Davis, Trustee, Ward 9 Jessica Peake, Sr. Manager, Planning & Assessment, Planning Services Barbara Leporati, Supervisor, Planning & Demographer Marguerite Thomson, Principal – St. Michael Micheline Dutil-Hoffman, Principal – St. Paul Martha Cioppa, Officer, Area 5 & 6 Schools Kelly Sather, Councilor McConnell’s office <u>PARC Members:</u> <u>St. Michael:</u> Judith Campbell Reza Shah Dolly Ducepec <u>St. Paul:</u> Lisa Brylowski Anna Borjal-wyse Gerard Lewis <u>Absent:</u> Ryan Peterson, Principal, Our Lady of Lourdes School</p>			

Opening Prayer / Closing Prayer	Principals Marguerite Thomson & Micheline Dutil-Hoffman Fr. Michael Busch – Closing Prayer		
Welcome & Introduction of Board Personnel	The evening's schedule was as follows: 7:00 -8:30 pm <ul style="list-style-type: none"> • Introduction of Board Personnel & Committee Members of PARC • Presentation provided on PowerPoint & Handouts provided to the evenings discussion on the process for this Pupil Accommodation Review and Boundary Review. • 8:30 – 9:00 Question & Answer period 		
John Shanahan, Superintendent of Education for Area 6 Schools	Spoke on the reasons for tonight's agenda		
Trustee Jo-Ann Davis	Spoke on the need for a revised boundary for Our Lady of Lourdes <ul style="list-style-type: none"> • As a formality to officially include St. Jamestown community within the school boundary of Our Lady of Lourdes since the school already accepts the students that live in this area. Spoke about the challenges: <ul style="list-style-type: none"> • Ministry funding • St. Michael overcrowding • St. Paul under enrolled: site restrictions • The opportunity to receive Ministry funding to Boards that consolidate small schools. 		
Mario Silva, Comptroller of Planning & Development	Discussion on the full process, solutions and the benefits for students and the school communities of St. Michael and St. Paul.		
Maia Puccetti	Superintendent of Facilities Services	On hand to provide info and answers that were asked	
John Hlady	Technology & Planning Manager, Transportation Services	On hand to provide info/answers on transportation	
Mr. Shah, Parent and member of the PAR committee at St. Michael School	Mr. Shah, spoke about the positive opportunities that this move will give the children. He encouraged the parents to see this as positive.		

Question & Answer Period			
1. What would a Public delegation look like	The Board allows the public the opportunity to present at a Board meeting their views and opinions.		
2. If you are going to build a school....why not go bigger	Ministry would fund a school with enrolment of about 500 in reality. Additions can be added later once the enrolment goes up.		
3. What if the Ministry does not give the monies?	The schools would not amalgamate if there was not a belief that there could be a new building.		
4. How were the projection numbers reached?	<ul style="list-style-type: none"> • We have planners that work with projected numbers as well as the numbers we currently have at the school. • Demographics used to calculate the projected student growth • Local knowledge of the dynamics of the community are used 		
5. Would the Staff from St. Michael School go to St. Paul Site?	It would depend on the total number of students. The teacher collective agreement would guide this decision		
6. Based on current and projected numbers. Please provide a staffing model	To be provided for the next December meeting.		
7. Request for Transportation when the school moves to St. Paul.	Answer will be provided at the next meeting.		
8. Does St. Paul have a daycare on site? Do they have a before and after school program?	<ul style="list-style-type: none"> • Ms. Dutil-Hoffman stated that St. Paul has a B and A school program • on-site and that there would be space for all the children requiring it • Ms. Thomson said that if parents wanted to continue at their current • care programs that children could access bussing. 		
9. If we move St. Michael to St. Paul what would be the rationale for 2017 as opposed to 2018?	<ul style="list-style-type: none"> • Ms Thomson spoke about the advantages for the children to move now: no longer requiring the Annex , safety issues of the Annex would be resolved, no longer a loss of 35+ minutes of curriculum due to the 2 block walk. • Ms. Thomson stated that the advantage of staying is for the parents, the community feel that would be lost, the opportunity to walk your children to school. 		
10. How would you know what the vote would be for the move or not move?	The community should give their feedback to their CSPC. Both Principals of St. Michael and St. Paul will work out a plan for the upcoming move. This plan can be discussed at the next meeting		

11. The last move that was done was very traumatic for the both the students and parents. What is the plan the vision for both the students and community for this next move?	<ul style="list-style-type: none"> Ms Campbell shared that Ms. Dutil-Hoffman and Ms. Thomson have plans to bring the children and communities together to assist in community building and to support the children in the transition 		
12. What would the class sizes, staffing be at the new school.	Answer will be provided at the next meeting.	J. Brighton	
13. Would a letter go out to the community regarding the move?	Yes		
14. To encourage the community through the committee to send home a package of info regarding the move.	M. Silva would be available to come out to CSPC meeting and go over a PowerPoint presentation and ask for feedback.		
15. Proposed new boundary for the Jamestown area to be included in Our Lady of Lourdes area. To make this official	Answer will be provided at the next meeting.		
16. When will we know if we will receive funding for a new school	The Board would know sometime in April 2017.		
17. Why are we having these PARC meetings?	The St. Michael School is oversubscribed and St. Paul is under subscribed.		
18. For the next meeting would it be possible to have some drawings available to the community of how the Duke of York site would look it with a new school.	Yes, samples of what is being done around the board, not specific to this school, as those have not been drawn.	Next Public mtg. December 7 th Milka Zlomislic	
19. Would there be possible partnership with another source to share the cost of a new building	Yes		
20. Community would like the committee to send home a questionnaire and be able to get feedback from the community.	A commitment was made to send something home to get feedback from families.		
Adjournment: 9:20 pm			



REPORT TO

REGULAR BOARD

PUPIL ACCOMMODATION REVIEW DON BOSCO CATHOLIC SECONDARY SCHOOL WARD 1 – INTERIM STAFF REPORT

*May your unfailing love be with us, Lord, even as we put our hope in you.
Psalm 33:22 / NIV /*

Created, Draft	First Tabling	Review
October 31, 2016	November 24, 2016	Click here to enter a date.

J. Peake Senior Manager Planning and Assessment Services
J. Volek Senior Manager Planning and Accountability
M. Silva Comptroller Planning and Development Services
A. Della Morra Superintendent of Learning, Student Achievement and Well Being Ward 1

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



R. McGuckin
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

A modified Pupil Accommodation Review for Don Bosco Catholic Secondary School was approved by the Board on June 9, 2016. (*Appendix 'A'*).

The modified Pupil Accommodation Review, was undertaken in accordance with Policy (S.09), spanned approximately two months, with a public meeting held on October 25, 2016.

A Special Board meeting will be held January 12, 2017, for public feedback with respect to the following staff recommendations:

- i. That Don Bosco be closed effective September 2017.
- ii. That grade 11 students attending Don Bosco be accommodated in neighbouring Catholic Secondary Schools for February 2017.
- iii. That the Director of Education develop a Transition Plan with timelines to facilitate a consolidation; and
- iv. That opportunities for continued programming at the consolidated schools be assessed.

<i>The cumulative staff time dedicated to this endeavour was 120 hours.</i>

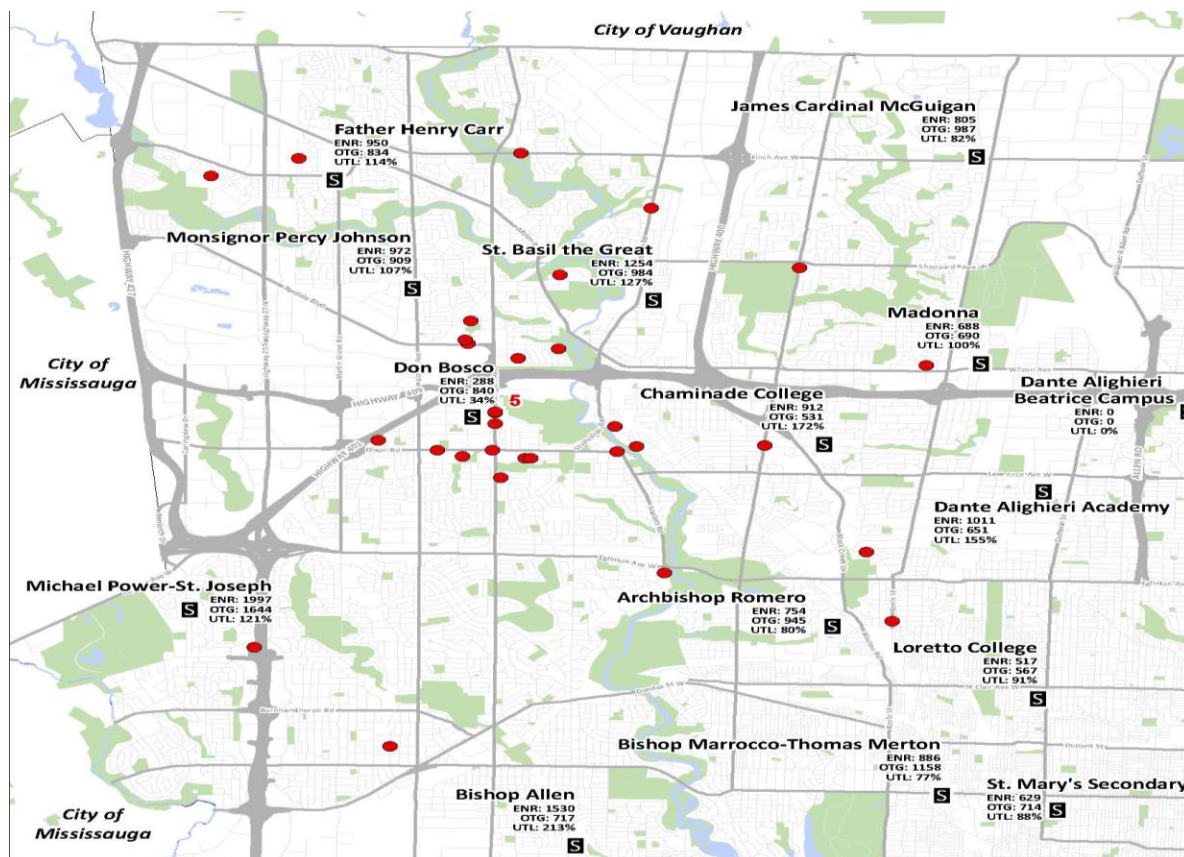
B. PURPOSE

This report is for the consideration of Trustees regarding the consolidation of Don Bosco into nearby community schools, arising out of the modified Pupil Accommodation Review process.

C. BACKGROUND

1. Don Bosco has seen significant enrolment decline over the past decade. Currently, there are thirty four (34) grade 11 students, and sixty three (63) grade 12 students, totalling only 97 students. Don Bosco did not accept any new grade 9 student registrations for the 2016-17 school year.
2. At its Regular Board meeting held on June 9, 2016, the Board of Trustees approved the initiation of a modified Pupil Accommodation Review for Don Bosco Catholic Secondary School, in accordance with Board Policy S.09 Pupil Accommodation Review (*Appendix 'B'*).

3. On October 25, 2016, a public meeting was held at Don Bosco. Minutes (*Appendix 'C'*) from the public meeting and comments from the City of Toronto (*Appendix 'D'*) have been collected and are included in this report. All information discussed as part of the modified Pupil Accommodation Review process, including the minutes from the public meeting, have been made available on the Board's website.
4. Following a community stakeholder consultation process, staff will provide final recommendations at the meeting of Regular Board on January 26, 2017.
5. Staff have conducted a thorough space assessment of the neighbouring Catholic secondary schools, and have concluded that all 34 Grade 11 Don Bosco students can be accommodated in their respective community schools. Principals have been fully consulted, are supportive, and have made arrangements for the transfer of all Grade 11 students to commence studies in Semester 2. Catholic Secondary Schools include: Archbishop Romero, Chaminade, Michael Power/St. Joseph, Father Henry Carr, Monsignor Percy Johnson, and St. Basil The Great. Refer to the following map for the location of current Grade 11 students.



D. EVIDENCE/RESEARCH/ANALYSIS

6. Over the past decade, Don Bosco Catholic Secondary School has experienced a steady decline in enrolment, and further decline is projected well into the future. Due to significant enrolment decline Don Bosco was identified for a modified Pupil Accommodation Review.
7. Assuming a continuance of no Grade 9 registrations for the 2017-18 school year, projected Don Bosco enrolment will be equal to or less than 34 Grade 12 students.
8. The following table highlights historical Don Bosco enrolment:

DON BOSCO - HISTORICAL ENROLMENT AND UTILIZATION												
OTG		2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
840	Enrol. #	968	948	854	756	709	654	568	552	434	287	97
	Utiliz. %	115%	113%	102%	90%	84%	78%	68%	66%	52%	34%	11%

9. As part of the review process, Planning staff submitted the following recommendations for consideration:
 - i. That Grade 12 students continue their academic program and graduate in June 2017.
 - ii. That Grade 11 students be consolidated in neighbouring Catholic Secondary Schools for February 2017. Background information and analysis for Don Bosco can be found at the following web link.
<https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/SARC/Documents/SARC%20BINDER%205%20-%20Don%20Bosco.pdf>
10. There is general agreement and consensus among senior academic staff that consolidation into neighbouring Catholic Secondary Schools will provide program-related benefits for Don Bosco students, including:
 - i. Proactive exposure to a full breadth of course options.
 - ii. Access to more programs and services.
 - iii. Deliberate sensitivity to transition for Grade 11 students (participation in the course selection process in February 2017 for the 2017-2018 academic year).

11. The future use of the Don Bosco facility has not been determined. Further study of the long-term need and potential uses for the facility will be undertaken, including consideration of a Community Hub, facility partnerships, or possible disposition. Options will be prepared for Board consideration in a future report.
12. A Transition Plan will be recommended to facilitate a consolidation that is student friendly and as seamless as possible. The Transition Plan will be undertaken in consultation with Don Bosco and neighbouring Catholic Secondary Schools, including students, parents/guardians and school staff.

E. ACTION PLAN

In accordance with the modified Pupil Accommodation Review Policy (S.09), the following sequence of Special Board meetings will be required prior to final approval of recommendations.

January 12, 2017, Special Board Meeting

- Opportunity for public input through delegations and written submissions in response to the Director's Report, which will contain the following recommendations:
 1. That Don Bosco be closed effective September 2017.
 2. That Grade 11 students attending Don Bosco be accommodated in neighbouring Catholic Secondary Schools for February 2017.
 3. That the Director of Education develop a Transition Plan with timelines to facilitate a consolidation.
 4. That opportunities for continued programming at the consolidated schools be assessed.

January 26, 2017 –Board Meeting

- Final report from Director of Education will be considered, which takes into the results of public input provided at the previous public meeting and Board meetings.
- Trustees to make a final decision on the modified Pupil Accommodation Review recommendations.

F. CONCLUSION

This report is presented for the consideration of the Board.



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

INITIATION OF PUPIL ACCOMMODATION REVIEW (WARD 1)

*Commit to the Lord whatever you do, and he will establish your plans.
Proverbs 16:3 / NIV /*

Created, Draft	First Tabling	Review
May 6, 2016	June 6, 2016	Click here to enter a date.

J. Volek, Senior Coordinator Planning Services
M. Silva Comptroller Planning and Development

RECOMMENDATION REPORT

Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.



G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report recommends that Don Bosco Catholic Secondary School be approved for school accommodation review, in accordance with the newly approved Pupil Accommodation Review Policy (S.09).

B. PURPOSE

This report seeks approval for the initiation of a school accommodation review for Don Bosco Catholic Secondary School in accordance with Pupil Accommodation Review Policy (S.09)

C. BACKGROUND

Don Bosco has seen significant enrolment decline over the past decade. Currently, there are approximately 60 grade 10 students, 103 grade 11 students, and 123 grade 12 students. This equates to a total enrolment of only 286 students. Don Bosco did not accept any new grade 9 student registrations for the 2015-16 school year.

Assuming a continuance of no grade 9 registrations for the 2016-17 school year, projected Don Bosco enrolment will be the following:

Grade 11	60
Grade 12	105

Assuming a continuance of no grade 9 registrations for the 2017-18 school year, projected Don Bosco enrolment will be the following:

Grade 12	60
----------	----

Historical Don Bosco enrolment, highlighting significant yearly decline:

OTG	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
840	968	948	854	756	709	654	568	552	434	286
	115%	113%	102%	90%	84%	78%	68%	66%	52%	34%

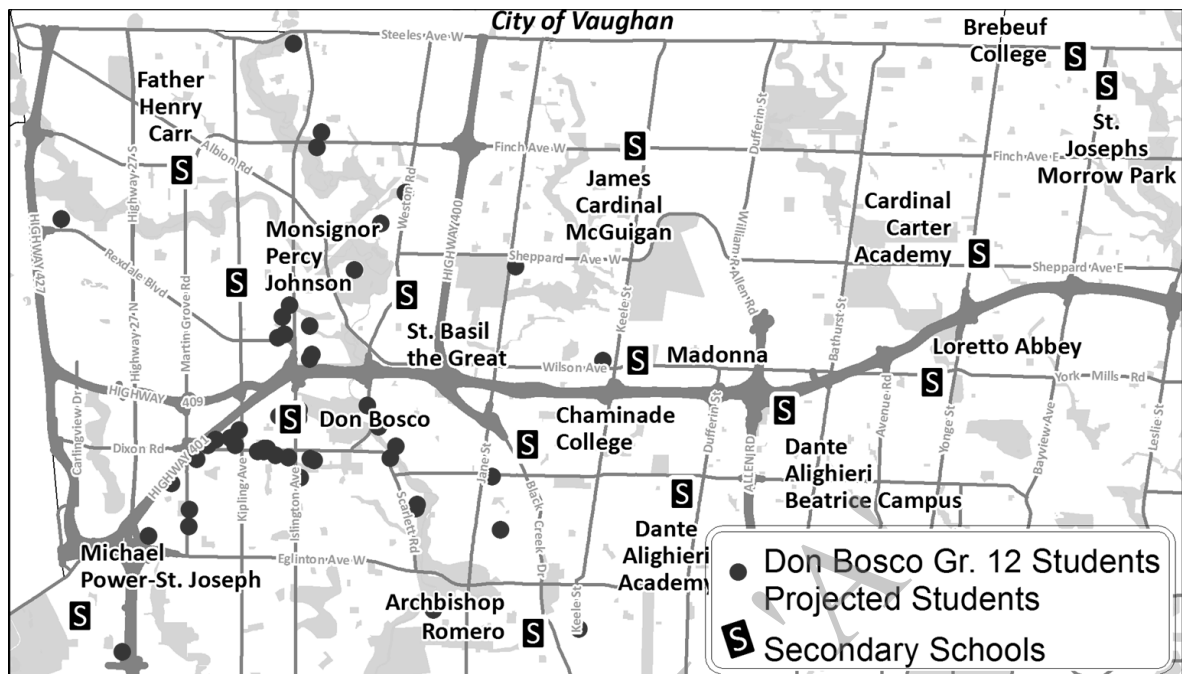
D. ACTION PLAN

1. Staff are required as per Pupil Accommodation Review Policy (S.09) to provide one or more options to address the challenges associated with any school under accommodation review, and seek public feedback with respect to the staff recommendation.
2. The current staff recommendation is to close the Don Bosco facility effective for the 2017-18 school year due to significant under-subscription. Furthermore, staff recommend that the remaining 60 grade 12 students projected for the 2017-18 school year be accommodated at their nearest respective community schools, as indicated in the table below:

Nearest Community School	Projected Number of Don Bosco students to be Accommodated in 2017-18
Archbishop Romero	10
Chaminade	1
Michael Power / St. Joseph	32
Monsignor Percy Johnson	8
St. Basil	5
Father Henry Carr	3
Student(s) outside the City of Toronto	1
Total:	60

Note: nearest community school was determined by measuring the geographic distance from the student's residence to the closest TCDSB secondary school.

10. Staff have conducted a thorough space assessment of the secondary schools noted in the table above, and have concluded that all 60 projected Don Bosco grade 12 students can be accommodated in their respective area schools. Principals have been consulted and are aware of the possibility of a Don Bosco redirection.



11. Staff have determined that Don Bosco can be reviewed under the Board's "modified" review policy. Under such a scenario, there is a minimum requirement of one public meeting, with full public participation.
12. Ministry of Education has advised staff that school accommodation reviews must take place in the future to address low enrolment and underutilization of space, and to be fully considered as part of the Board's next Long Term Accommodation Plan.

E. STAFF RECOMMENDATION

That Don Bosco Catholic Secondary School be approved for a modified pupil accommodation review, in accordance with the newly approved Pupil Accommodation Review Policy (S.09).



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY

POLICY NO: S. 09

Date Approved: January 24, 2007	Date of Next Review: May 2019	Dates of Amendments: September 11, 2014 January 15, 2015 May 12, 2016
Cross References: Ministry of Education Pupil Accommodation Review Guideline (PARG), March 2015. Ministry of Education Administrative Review of Accommodation Review Process Ministry of Education Community Planning and Partnerships Guideline (CPPG), March 2015. Community Planning and Partnerships Policy (B.R. 07)		
Appendix: Pupil Accommodation Review Operational Procedures		

Purpose:

This policy outlines the process Toronto Catholic District School Board (the Board) will undertake to complete a pupil accommodation review or a modified pupil accommodation review of a school or schools.

On March 26, 2015, the Minister of Education released a new Pupil Accommodation Review Guideline, 2015 (the “PARG”). This Policy and the Operational Procedures are established by the Board in accordance with the PARG, as per ministry requirement.

Scope and Responsibility:

The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees in dispensing of its primary responsibility which aligns with the over-arching objectives of fostering student



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board's financial viability and sustainability. These objectives apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process.

In some cases, to address student populations that are constantly changing, the Board of Trustees must consider undertaking pupil accommodation reviews that could lead to school consolidations and closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the objectives noted above. Wherever possible, schools will be subject to a pupil accommodation review only once in a five-year period, unless there are circumstances that warrant a review, as determined by the Board, such as a significant change in enrolment.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

It is anticipated that the Board would incur limited costs associated with the implementation of the accommodation review process itself. A pupil accommodation review could potentially provide the Board with the opportunity to realize substantial savings by balancing enrolment and right-sizing schools.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Legal Impact:

The Board could be involved in legal proceedings if the pupil accommodation review process is not implemented in accordance with this Policy. The Ministry Guidelines provide a formal process which must be followed if the implementation of the pupil accommodation review process is challenged.

Policy:

A pupil accommodation review of a school or schools will occur in the context of the Board's long-term capital and accommodation planning process, and after the necessary assessment of the options for the school(s) in accordance with that process. This assessment will be made in accordance with Board policy made pursuant to the Community Planning and Partnership Guideline (CPPG) issued by the Ministry of Education.

As a result of some assessments, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations and/or closures. Wherever practical, pupil accommodation reviews will include a school or schools to facilitate the development of viable solutions for pupil accommodation.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board will share relevant information with those affected by the process.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

The Regulations and any Schedules of this Policy may be amended from time to time in accordance with the PARG. In all cases, any minimum timelines set out in the PARG will be followed by the Board.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

A copy of this Policy, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public upon request at the Board office and on the Board's website.

Principles:

Through the Catholic Social Teachings and its Multi-Year Strategic Plan, the Board is committed to establishing integrated decision making structures and processes to support responsive and responsible allocation of resources, including the provision of equitable, affordable and sustainable learning facilities. The following principles will be used as a foundation to support the mission and vision of the Board while undertaking pupil accommodation reviews.

1. The TCDSB is committed to responsibly providing optimal learning facilities for the common good while, at the same time, making it possible for all to come to their full potential as persons and to be all that God intends them to be.
2. Schools will have meaningful connections with a Roman Catholic parish and structured links to their community.
3. Students of the TCDSB have the right to attend Catholic schools that provide reasonable community access, and the Board has a responsibility to provide schools that optimally enhance student learning opportunities in the 21st century.
4. The Catholic principle of subsidiarity promotes the establishment of groups of parents and stakeholders whose purpose is to actively participate in the school accommodation review process, contributing to decisions that consider the value of schools to the parish and community.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Regulations:

1. Pupil Accommodation Review Process

The pupil accommodation review process shall consist of the following components:

- i. Preparation and submission to the Board of Trustees of an Initial Staff Report and School Information Profile(s);
- ii. Approval by the Board of Trustees to undertake a pupil accommodation review process;
- iii. Establishment of the Accommodation Review Committee (ARC), including its Terms of Reference;
- iv. Consultation with the City of Toronto and Community Partners;
- v. Accommodation Review Public Meetings;
- vi. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vii. Public Delegations to the Board of Trustees;
- viii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- ix. Decision by the Board of Trustees;
- x. Establishment of a Transition Committee.

2. Modified Pupil Accommodation Review Approval & Initiation

A modified pupil accommodation review process may be approved and initiated by the Board of Trustees only under exceptional circumstances, and in consultation with the local trustee(s) where three (3) or more of the following factors are present:

- i. Distance to the nearest available accommodation is 2 kilometers or less for elementary schools involved in the review and 7 kilometers or less



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

for all secondary schools. The nearest accommodation indicated must be a single-gender school if a single-gender school is under review;

- ii. Utilization rate of all of the schools under review is equal to or below 50% for elementary and secondary schools;
- iii. The number of students enrolled is 100 or fewer for elementary schools involved in the review and 500 or fewer for all secondary schools in the review;
- iv. When the Board is planning the relocation of a program (in any school year or over a number of school years), in which the enrolment constitutes more than or equal to fifty percent (50%) of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- v. There are no more than two (2) schools subject to the pupil accommodation review process; or
- vi. The entire student population of the schools subject to a pupil accommodation review process can be accommodated in another within 2 kilometers for elementary schools and within 7 kilometers for secondary schools.

3. Modified Pupil Accommodation Review Process

The modified pupil accommodation review process shall consist of the following components.

- i. Preparation and submission of an Initial Staff Report and School Information Profile(s) to the Board of Trustees;
- ii. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
- iii. Consultation with the City of Toronto and Community Partners;



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

- iv. An Accommodation Review Public Meeting;
- v. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vi. Public Delegations to the Board of Trustees;
- vii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- viii. Decision by the Board of Trustees;
- ix. Establishment of a Transition Committee.

4. Exemptions

- a) The Board is not obligated to undertake a pupil accommodation review under any of the following circumstances:
 - i. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
 - ii. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
 - iii. when a lease for the school is terminated;
 - iv. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
 - v. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

- vi. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
 - vii. where there are no students enrolled at the school at any time throughout the school year.
- b) Board staff shall ensure that school communities are informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the pupil accommodation review process.
- c) Board staff shall prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school(s) under consideration for such exemption.
- d) Board staff shall, no fewer than five (5) business days after the Board of Trustees make a decision that such exemption applies, provide written notice to the following:
- the City of Toronto (through the Clerks' Department or equivalent);
 - other community partners that expressed an interest prior to the exemption (as defined above);
 - the coterminous school boards through the Director of Education; and
 - the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.
- e) The Board will prepare a transition plan following the Board of Trustees' decision to consolidate, close or move a school or students pursuant to an exemption to the pupil accommodation review process.



POLICY SECTION: SCHOOLS

SUB-SECTION:

**POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY**

POLICY NO: S. 09

5. Access to Pupil Accommodation Review Documents

This Policy and Operational Procedures, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board's website and will be available upon request.

APPENDIX 'B1'



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Definitions

Accommodation Review

A process undertaken by the Board to determine the future of a school or group of schools, as described in this Policy.

Accommodation Review Committee (ARC)

An advisory committee established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

Accommodation Review Public Meeting

An open meeting held by Board staff to gather broader community feedback on a pupil accommodation review.

ARC Working Meeting

A meeting of ARC members to discuss a pupil accommodation review, including the gathering of feedback from the affected school communities of a pupil accommodation review.

Business Day

A calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board's Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Consultation

The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI)

A measure of the condition of a building as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-Ground (OTG) Capacity

The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public Delegation

A presentation by an individual or a group of individuals to the Board of Trustees at a meeting of the Board, made in accordance with Board policies and procedures regarding public delegations, which permits the individual or group of individuals to have their concerns heard directly by the Board of Trustees.

Initial Staff Report (Report 1)

A report drafted by Board staff containing option(s) and identifying a preferred option with a recommendation to Trustees with respect to a school(s) that should be subject to a pupil accommodation review process or a modified pupil accommodation review process.



POLICY SECTION: SCHOOLS

SUB-SECTION:

**POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY**

POLICY NO: S. 09

Interim Staff Report (Report 2)

A report drafted by Board staff for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, that also incorporates information obtained during community consultations. The Interim Staff Report may, or may not, include the same option(s) as contained in the Initial Staff Report related to a pupil accommodation review process.

Final Staff Report (Report 3)

A report drafted by Board staff which contains recommendation(s) for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, and which also incorporates information obtained during community consultations and from public delegations (and any staff response to such information).

School Information Profile (SIP)

An orientation document with point-in-time data for each of the schools under a pupil accommodation review.

PUPIL ACCOMMODATION REVIEW OPERATIONAL PROCEDURES

APPENDIX TO POLICY S.09 PUPIL ACCOMMODATION REVIEW

These Operational Procedures incorporate the following Schedules:

Schedule 'A' - School Information Profile

Schedule 'B' - Template Terms of Reference for the Accommodation Review Committee

Schedule 'C' - Pupil Accommodation Review Timeline and Checklist (Regular)

Schedule 'D' - Pupil Accommodation Review Timeline and Checklist (Modified)

These Operational Procedures and related Schedules may be amended from time to time provided such amendments are made in accordance with the Ministry Pupil Accommodation Review Guidelines and Board Policy.

1. The Pupil Accommodation Review Process

a) Initial Staff Report

- i. Board staff shall prepare for the consideration of the Board of Trustees an Initial Staff Report and a School Information Profile for each school that may be subject to review. The Initial Staff Report shall identify accommodation issue(s) and will contain:
 - one or more options to address the accommodation issue(s) with supporting rationale;
 - a recommended option if more than one option is presented;
 - proposed timelines for implementation of each option; and
 - information about actions taken by Board staff prior to recommending a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

- ii. The option(s) included in the Initial Staff Report shall address the following:
- summary of accommodation issue(s) for the school(s) under review;
 - where students would be accommodated;
 - if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
 - identify any program changes as a result of the proposed option;
 - how student transportation would be affected if changes take place;
 - if new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;
 - any relevant information obtained from the City of Toronto and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space; and
 - a timeline for implementation.
- iii. The Initial Staff Report and School Information Profiles will be posted on the Board's website and made available to the public upon request, following the decision to proceed with a pupil accommodation review by the Board of Trustees.

b) School Information Profile

- i. Board staff shall prepare School Information Profiles as orientation documents to assist the Accommodation Review Committee and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.
- ii. A template for the School Information Profile, which includes the minimum data requirements and required criteria to be considered, is included as Schedule 'A' to this Policy. Board staff shall complete a School Information Profile, at the same point-in-time, for each of the schools under review.
- iii. The Board may introduce additional items that reflect local circumstances and priorities which may help to further understand the school(s) under review.

c) Accommodation Review Committee

- i. Following consideration of the Initial Staff Report and approval to proceed but prior to the first Accommodation Review Public Meeting, the Board shall establish an Accommodation Review Committee that represents the school(s) under review. The Accommodation Review Committee provides feedback to the Board on behalf of the affected school communities and acts as an official conduit for information shared between the Board and the school communities.
- ii. The Accommodation Review Committee shall be comprised of the following members:
 - At least two parent / guardian representatives from each school under review and one alternate parent/guardian, chosen by the school community;
 - School Superintendent from each school under review;
 - Principal or designate from each school under review;
 - One student representative from each secondary school under review and one alternate, selected by the School Principal;
 - Pastor or representative of the parish to which belong each of the schools under review;
 - The local trustee(s); and
 - A member of the community such as a municipal councillor or active member of the community.
- iii. One of the School Superintendents whose school is under review shall be appointed as Chair of the Accommodation Review Committee by the Director of Education.
- iv. Staff from the following areas may be assigned to assist the Accommodation Review Committee in a resource capacity as required.
 - Planning Department
 - Facilities Department

- Finance Department
 - Toronto Student Transportation Group
 - Other administrative staff as required
- v. The Board shall provide the Accommodation Review Committee with Terms of Reference that describe the following. A template for the Terms of Reference is provided in Schedule 'B'.
- Mandate of the Accommodation Review Committee;
 - Membership of the Accommodation Review Committee;
 - Role and Responsibilities of the Accommodation Review Committee;
 - Meetings of the Accommodation Review Committee.
- vi. The Board shall invite Accommodation Review Committee members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the Accommodation Review Committee.

d) Consultation with City of Toronto and Community Partners

- i. Within five (5) business days of the Board of Trustees' decision to conduct a pupil accommodation review, Board staff shall provide written notice of the decision to the City of Toronto (through the Clerks' Department or equivalent) and other community partners that expressed an interest prior to the pupil accommodation review and shall invite them to a meeting, to be held before the Final Accommodation Review Public Meeting, to discuss and comment on the option(s) in the Initial Staff Report.
- ii. The City of Toronto and other community partners that expressed an interest prior to the pupil accommodation review, must provide their response (if any) on the recommended option(s) in the Initial Staff Report before the Final Accommodation Review Public Meeting.
- iii. Board staff shall document their efforts to meet with the City of Toronto, as well as the community partners, as described above.

- iv. The Board shall provide advance notice of when the Final Accommodation Review Public Meeting is scheduled to take place.

e) Notice to Coterminous School Boards and the Ministry of Education

- i. Within five (5) business days of the Board of Trustees' decision to conduct a pupil accommodation review, Board staff will provide written notice of the decision to the following:
 - the Directors of Education for the coterminous boards; and
 - the Ministry of Education, Office of the Assistant Deputy Minister of Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

f) Accommodation Review Public Meetings

- i. The Board shall hold two (2) Accommodation Review Public Meetings to gather broader community feedback on the Initial Staff Report. The Accommodation Review Committee may, at its discretion, hold additional Accommodation Review Public Meetings. Board staff shall facilitate the Accommodation Review Public Meetings.
- ii. For greater clarity, the Accommodation Review Public Meetings are not meetings of the Board of Trustees. Accommodation Review Committee members may attend Accommodation Review Public Meetings. Accommodation Review Public Meetings shall proceed if Accommodation Review Committee members are not present.
- iii. The Accommodation Review Public Meetings will be announced and advertised publicly by the Board through a range of media. Notice to the school communities of the public meeting will include a letter to go home with each student 30 business days in advance of the meeting, and notice in the bulletins of all school parishes at least 1 week in advance of the meeting. As well, every effort be made for notice to be given to the community surrounding the schools (e.g. notice sent out to local councilor, MPP, local community groups).

- iv. The First Accommodation Review Public Meeting shall be held no fewer than thirty (30) business days after the Board of Trustees' decision to conduct a pupil accommodation review.
- v. At a minimum, the First Accommodation Review Public Meeting shall include the following:
 - an overview of the Accommodation Review Committee orientation session;
 - the Initial Staff Report with recommended option(s); and
 - a presentation of the School Information Profiles.
- vi. The Final Accommodation Review Public Meeting shall be held at least forty (40) business days from the date of the First Accommodation Review Public Meeting.

g) Interim Staff Report

- i. At the conclusion of the pupil accommodation review process, an Interim Staff Report shall be prepared for the consideration of the Board of Trustees. The Interim Staff Report shall be posted on the Board's website and made available to the public upon request no fewer than ten (10) business days after the Final Accommodation Review Public Meeting.
- ii. The Interim Staff Report shall include all the information provided in the Initial Staff Report as well as the following:
 - modifications to proposed and preferred options, including proposed accommodation plans and implementation timelines, previously identified in the Initial Staff Report, if required;
 - Accommodation Review Committee comments and feedback, and any recommendations which the Accommodation Review Committee requests be included;
 - public comments and feedback;

- information and feedback obtained from the City of Toronto and other community partners; and
 - a summary of the efforts of Board staff to meet with the City of Toronto, as well as other community partners that expressed an interest prior to the pupil accommodation review.
- iii. A minimum of ten (10) business days must be allowed from the posting of the Interim Staff Report to a meeting of the Board of Trustees to receive public delegations.

h) Public Delegations to the Board of Trustees

- i. Members of the public shall be given the opportunity to provide feedback on the Interim Staff Report through public delegations at a meeting of the Board of Trustees no fewer than ten (10) business days from the posting of the Interim Staff Report on the Board website. Written notice shall be provided to school(s) and surrounding community(ies) in advance of the meeting of the Board of Trustees.
- ii. A meeting of the Board of Trustees to receive public delegations shall be announced and advertised publicly by the Board through a range of media. Written notice shall be provided to school(s) and surrounding community(ies) in advance of the meeting of the Board of Trustees. Delegations shall be received in accordance with the Board's policy and procedure on public delegations.

i) Final Staff Report and Decision by the Board of Trustees

- i. At the conclusion of the pupil accommodation review process, and no fewer than ten (10) business days after public delegations, the Board of Trustees shall consider the Final Staff Report, including information from the public delegations and any staff response to such information. The Final Staff Report shall also be posted on the Board website and made available upon request to the public, in advance of the meeting at which Trustees will make a decision regarding the pupil accommodation review.

- ii. The Board of Trustees has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report, or to approve a different outcome.
- iii. The Board of Trustees will make a decision regarding the pupil accommodation review.

j) Transition Planning

- i. The transition of students shall be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board shall establish a separate committee that will work in consultation with parents/guardians and staff to address the transition for students and staff.
- ii. A Terms of Reference will be established for the Transition Planning Committee.

2. Modified Pupil Accommodation Review Process

The Board of Trustees may, under exceptional circumstances, undertake a modified pupil accommodation review process for the identified school(s).

a) Initial Staff Reports and School Information Profiles

- i. An Initial Staff Report shall be prepared for the consideration of the Board of Trustees. In addition to the components of the Initial Staff Report identified above, the Initial Staff Report will identify those factors on which a recommendation to proceed with the modified accommodation review process is based, and provide supporting rationale.
- ii. Using the School Information Profile template (Schedule 'A'), Board staff shall also prepare School Information Profiles for each of the schools that may be subject to the modified pupil accommodation review process.
- iii. The decision to proceed with a modified pupil accommodation review process will be at the sole discretion of the Board of Trustees.

b) Accommodation Review Committee

The formation of an Accommodation Review Committee is not required under the modified pupil accommodation review process.

c) Notice and Consultation Requirements

- i. Following the decision of the Board of Trustees to proceed with a modified pupil accommodation review, the Initial Staff Report and School Information Profiles shall be posted on the Board's website and shall be made available to the public upon request.
- ii. Within five (5) business days of the decision of the Board of Trustees, Board staff shall provide to the City of Toronto (through the Clerk's Department or equivalent) and other community partners that expressed an interest prior to the modified pupil accommodation review, written notice of the decision and a meeting invitation to discuss and comment on the recommended option(s) in the Initial Staff Report.
- iii. Within five (5) business days of the decision of the Board of Trustees, Board staff shall also provide written notice of the decision to:
 - the Directors of Education for the coterminous boards; and
 - the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.
- iv. The City of Toronto and other community partners who were provided with notice must provide their responses (if any) on the recommended option(s) in the Initial Staff Report before the Accommodation Review Public Meeting (or, if more than one Accommodation Review Public Meeting is convened, prior to the Final Accommodation Review Public Meeting).

d) Accommodation Review Public Meetings

- i. Board staff shall convene and facilitate an Accommodation Review Public Meeting no fewer than thirty (30) business days from the date on which the Board of Trustees decide to hold a modified pupil accommodation review. The local school superintendent(s) and local trustee(s), at their discretion, may convene more than one Accommodation Review Public Meeting.
- ii. For greater clarity, the Accommodation Review Public Meeting is not a meeting of the Board of Trustees.
- iii. An Accommodation Review Public Meeting shall be announced and advertised through a range of media, including a minimum thirty (30) business days advance notification to school communities. Notice to the school communities of the public meeting will include a letter to go home with each student 30 business days in advance of the meeting, and notice in the bulletins of all school parishes at least 1 week in advance of the meeting. As well, every effort be made for notice to be given to the community surrounding the schools (e.g. notice sent out to local councilor, MPP, local community groups).
- iv. Board staff shall record feedback from the community at the Accommodation Review Public Meeting.

e) Interim Staff Report

- i. After the Accommodation Review Public Meeting, or if more than one Accommodation Review Public Meeting is held, after the Final Accommodation Review Public Meeting, an Interim Staff Report shall be prepared for the consideration of the Board of Trustees, and posted on the Board's website and made available to the public upon request, no fewer than ten (10) business days after the Final Accommodation Review Public Meeting.

- ii. The Interim Staff Report shall include all information provided in the Initial Staff Report, as well as the following:
 - modifications to the proposed and preferred options, including the proposed accommodation plans and implementation timelines in the Initial Staff Report, if required;
 - feedback from any public consultations; and
 - any relevant information obtained from the City of Toronto and other community partners prior to and during the modified pupil accommodation review.

f) Public Delegations

- i. No fewer than eighteen (18) business days after the Interim Staff Report is formally received at a public meeting of the Board of Trustees, members of the public shall be given the opportunity to provide feedback on the Interim Staff Report through public delegations at a meeting of the Board of Trustees. Written notice shall be provided to the school(s) and surrounding community(ies) no less than 14 business days prior to the meeting of the Board of Trustees at which public delegations can be made. The 'maximum delegation time' will be 120 minutes for those delegating on the Interim Staff Report at this meeting.
- ii. A meeting of the Board of Trustees to receive public delegations will be announced and advertised publicly by the Board through a range of media. Written notice shall be provide to school(s) and surrounding community(ies) in advance of the meeting of the Board of Trustees. Delegations will be received in accordance with the Board's policy and procedure on public delegations. Board staff shall compile feedback from the public delegations.

g) Final Staff Report and Decision by Board of Trustees

- i. No fewer than ten (10) business days from the public delegations, the Board of Trustees shall consider the Final Staff Report, which will include feedback received from the public delegations and any staff response to the feedback received. The Final Staff Report shall also be posted on the Board website

and made available to the public upon request, in advance of the meeting at which Trustees will make a decision regarding the pupil accommodation review.

- ii. The final decision regarding the modified pupil accommodation review shall be made by the Board of Trustees. The Board of Trustees has the discretion to approve the recommendations in the Final Staff Report as presented, modify the recommendations, or approve a different outcome.
- iii. A Transition Planning Committee along with a Terms of Reference for the Committee shall be established following the Board of Trustees' decision to consolidate and/or close a school.

APPENDIX 'B2'

SCHEDULE ‘A’

School Information Profile

1. The School Information Profile (SIP) is an orientation document prepared by Board staff that contains point-in-time data for each school that is under a pupil accommodation review. The School Information Profile must be prepared prior to the start of a pupil accommodation review.
2. The purpose of the School Information Profile is to help the Accommodation Review Committee (ARC) and members of the public understand the context surrounding the decision to include the school in an accommodation review process and to allow easier comparison between each school in an accommodation review process.
3. An Accommodation Review Committee is a committee established by the Board that represents the affected school(s) of a pupil accommodation review and that acts as the official conduit for information shared between the Board and the affected school communities. The Accommodation Review Committee may request clarification about the information provided in the School Information Profile, however it is not the role of the Accommodation Review Committee to approve the School Information Profile.
4. Each School Information Profile includes consideration of a detailed list of factors as well as the value of the school to the students and the value of the school to the Board.
5. The School Information Profile is established pursuant to and in compliance with the *Pupil Accommodation Review Guideline* (Ministry of Education, 2015) and Board Policy S.09.
6. The School Information Profile is to include the factors identified below for consideration during the accommodation review process. This list represents the minimum information/data requirements; the Board may introduce additional factors that reflect local circumstances and priorities which may help to further understand the school(s) under review.

Facility Profile

- a) School Name and Address
- b) Site plan and floor plan(s) of the school with the date of school construction and any subsequent additions; or space template which is a Ministry of Education template used by the Board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.
- c) School attendance area (boundary) map.
- d) Context map (or air photo) of the school indicating the existing land uses surrounding the school.
- e) Planning map of the school with zoning, Official Plan or secondary plan land use designations.
- f) Size of the school site (acres or hectares).
- g) Building area (square feet or square metres).
- h) Number of portable classrooms.
- i) Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.).
- j) Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g. tracks, basketball courts, tennis).
- k) Ten-year history of major facility improvements (item and cost).
- l) Projected five-year facility renewal needs of school (item and cost).
- m) Current Facility Condition Index (FCI) with a definition of what the index represents. FCI is the building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.
- n) A measure of proximity of the students to their existing school, and the average distance to the school for students.
- o) Percentage of students that are and are not eligible for transportation under the Board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
- p) School utility costs (totals, per square foot, and per student).
- q) Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
- r) Measures that the Board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free).

- s) On-the-ground (OTG) capacity, and surplus/shortage of pupil places. OTG capacity is the capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Instructional Profile

- a) Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
- b) Describe the course and program offerings at the school.
- c) Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, etc.).
- d) Current grade configuration of the school (e.g. junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
- e) Current grade organization of the school (e.g. number of combined grades, etc.).
- f) Number of out-of-area students.
- g) Utilization factor/classroom usage.
- h) Summary of previous five years enrolment and 10-year enrolment projection by grade and program.
- i) Current extracurricular activities.

Other School Use Profile

- a) Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
- b) Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
- c) Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
- d) Availability of before and after school programs or services (e.g. child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
- e) Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
- f) Description of the school's suitability for facility partnerships.

SCHEDULE ‘B’

Template Terms of Reference of the Accommodation Review Committee

Background

The Board is responsible for fostering student achievement and well-being and ensuring effective stewardship of the Board’s resources. In this regard, the Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of elementary and secondary programs. The Board may from time to time be required to consider school consolidations and school closures by undertaking an accommodation review process that is consistent with the Board’s Pupil Accommodation Review Policy. These are the terms of reference applicable to the Accommodation Review Committee (ARC) established for the **[identify accommodation review]**.

1. Mandate

- a) The Accommodation Review Committee is an advisory committee established by the Board that represents the school(s) affected by a pupil accommodation review and which acts as the official conduit for information shared between the Board and the affected school communities.
- b) The Accommodation Review Committee provides feedback with respect to staff report(s) and the options set out therein and may also present alternative accommodation option(s), including rationale for the option(s), recognizing the principles outlined in the Background section above. The overall goal of the Accommodation Review Committee is to provide the local perspective of stakeholders impacted by the decision of the Board of Trustees, and to provide constructive feedback on behalf of the community to the Director of Education regarding the Initial Staff Report, School Information Profile (SIP), options, and preferred option.
- c) The final decision regarding the future of a school or a group of schools rests solely with the Board of Trustees.
- d) This Accommodation Review Committee is formed with respect to the following school(s):

[Insert List of Schools]

2. Membership of the Accommodation Review Committee

- a)** The Accommodation Review Committee shall be comprised of the following members.
 - i.** At least two parent / guardian representatives from each school under review and one alternate parent/guardian, chosen by the school community;
 - ii.** School Superintendent from each school under review;
 - iii.** Principal or designate from each school under review;
 - iv.** One student representative from each secondary school under review and one alternate, selected by the School Principal;
 - v.** Pastor or representative of the parish to which belong each of the schools under review;
 - vi.** The local trustee(s); and
 - vii.** A member of the community such as a municipal councillor or active member of the community.
- b)** Staff from the following areas may be assigned to assist the Accommodation Review Committee in a resource capacity, as required.
 - i.** Planning Department
 - ii.** Facilities Department
 - iii.** Finance Department
 - iv.** Toronto Student Transportation Group
 - v.** Other administrative staff as required

3. Roles and Responsibilities of the Accommodation Review Committee

- a)** A School Superintendent whose school is under review shall be appointed as Chair of the Accommodation Review Committee by the Director of Education. The Chair shall establish the Accommodation Review Committee and will facilitate the accommodation review process and ensure it is consistent with the Board's Policy. The Chair may also serve as secretary

to the Accommodation Review Committee, or delegate this role to another member of the Committee.

- b)** Members of the Accommodation Review Committee shall attend an orientation session where members will learn about the mandate, roles, responsibilities and procedures of the Accommodation Review Committee.
- c)** Members of the Accommodation Review Committee shall attend working meetings of the Accommodation Review Committee and participate in the process.
- d)** The Accommodation Review Committee shall be provided with copies of the Initial Staff Report and the School Information Profiles for each school under review.
- e)** The Accommodation Review Committee shall review the School Information Profile for each school under review. The Accommodation Review Committee may request clarification with respect to information provided in the School Information Profile, however it is not the role of the Accommodation Review Committee to approve the School Information Profile. A School Information Profile is an orientation document with point-in-time data for each of the schools under a pupil accommodation review. The School Information Profile is intended to help the Accommodation Review Committee and the school community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The School Information Profile provides an understanding of, and familiarity with the facilities under review.
- f)** The Accommodation Review Committee shall review the information provided and accommodation options proposed in the Initial Staff Report and shall seek clarification, ask questions and provide feedback as necessary. The Initial Staff Report is drafted by Board staff and identifies accommodation issues, sets out one or more options to address accommodation issues, identifies a recommended option if more than one is proposed, and includes proposed timelines for implementation.

- i. The Accommodation Review Committee shall provide feedback with respect to the options in the Initial Staff Report prior to the first Accommodation Review Public Meeting.
 - ii. The Accommodation Review Committee may provide alternative option(s) to those set out in the Initial Staff Report. The Accommodation Review Committee must provide supporting rationale for the alternative option(s).
- g) Accommodation Review Committee members are not required to reach consensus with respect to the comments and feedback that will be provided to the Board of Trustees.

4. Roles and Responsibilities of Staff Resources to the Accommodation Review Committee

- a) Board staff from various areas of responsibility shall assist, as required, with answering questions, providing clarification and shall document and compile feedback for inclusion in staff reports.
- b) The comments, feedback, and any alternative option(s) shall be collected and compiled by Board staff in the form of meeting notes. This information shall be included in the Community Consultation Section of the Final Staff Report presented to the Board of Trustees.

5. Meetings of the Accommodation Review Committee

- a) The Accommodation Review Committee shall hold at least three (3) working meetings (not including the orientation meeting) to discuss the pupil accommodation review. The Accommodation Review Committee may choose to hold additional working meetings as deemed necessary within the timelines established by the Pupil Accommodation Review Policy, at the discretion of the Accommodation Review Committee Chair.
- b) At the working meetings, the Accommodation Review Committee shall review the materials presented to it by Board staff, may solicit input from the affected school communities, and shall provide feedback to Board staff.

- c) Working meetings of the Accommodation Review Committee shall be open to the public, however, the public may not participate in such meetings, unless specifically requested by the Accommodation Review Committee to provide input.
- d) Working meetings of the Accommodation Review Committee shall be deemed to be properly constituted even if all members are not in attendance. Quorum is not required for a working meeting of the Accommodation Review Committee.
- e) The Accommodation Review Committee shall be deemed to be properly constituted even if one or more members resign or do not attend working meetings of the Accommodation Review Committee.
- f) Meeting notes of Accommodation Review Committee working meetings shall be prepared.
- g) Accommodation Review Committee members may attend the Accommodation Review Public Meetings held by Board staff.
- h) Dates of Accommodation Review Committee working meetings shall be established by the Chair in consultation with the Accommodation Review Committee.

[Insert Accommodation Review Committee Working Meeting Dates]

SCHEDULE ‘C’
Pupil Accommodation Review Timeline and Checklist

Item	Additional Information	Timeline ¹	Status
Initial Staff Report and School Information Profiles considered by Trustees.	Pupil Accommodation Review approved.	0	
Initial Staff Report and School Information Profiles to be posted on the Board’s website and made available upon request.			
Written notice to City of Toronto through Clerk’s Department (or equivalent) and to community partners who expressed an interest prior to the Pupil Accommodation Review.	Include meeting invitation to discuss and comment on options in Initial Staff Report.	Within 5 business days of Pupil Accommodation Review approval.	
Written notice to Director of Education of co-terminous school boards.		Within 5 business days of Pupil Accommodation Review approval.	
Written notice to Ministry of Education.	Send to the office of the Assistant Deputy Minister of Financial Policy and Business Decisions.	Within 5 business days of Pupil Accommodation Review approval.	

¹Time is measured in business days from the date the Pupil Accommodation Review is approved by Trustees. “Business day” is defined as a calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board’s Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.

Establish the Accommodation Review Committee.	The Committee should be formed in time to permit the Committee orientation session to occur well in advance of the First Accommodation Review Public Meeting.	Within 5 business days of the Pupil Accommodation Review being approved.	
Arrange meeting with City of Toronto and with community partner(s).	Document attempts to meet.	Prior to Final Accommodation Review Public Meeting.	
Announce and advertise First Accommodation Review Public Meeting through range of media.		At least 30 business days before the meeting	
First Accommodation Review Public Meeting.		At least 30 business days after Pupil Accommodation Review approval and after minimum 30 business days written notification to school and surrounding community.	
Provide notice to City of Toronto and community partners of Final Accommodation Review Public Meeting.			
Announce and advertise Final Accommodation Review Public Meeting through range of media.			
Receive response from City of Toronto and community partners.		Prior to Final Accommodation Review Public Meeting.	
Final Accommodation Review Public Meeting.		At least 40 business days after First Public Meeting.	

Interim Staff Report considered by Trustees	Must be accessible to the public on Board website and available upon request.	At least 10 business days after Final Accommodation Review Public Meeting.	
Provide notice of date of public delegations, including written notice to school(s) and surrounding community.		After Interim Staff Report is available to the public, and at least 10 business days before the public delegations.	
Public delegations to Trustees.			
Compile feedback from public delegations and include in Final Staff Report			
Trustees to consider Final Staff Report including input from public delegations and make final decision.	Not to occur in the summer.	At least 10 business days after public delegations.	
Establish committee to address transition planning.			

SCHEDULE 'D'

Modified Pupil Accommodation Review Timeline and Checklist

Item	Additional Information	Timeline ¹	Status
Initial Staff Report and School Information Profiles considered by Trustees.	Modified Accommodation Review approved.	0	
Initial Staff Report and School Information Profiles to be posted on the Board's website and made available upon request.			
Written notice to City of Toronto through Clerk's Department (or equivalent) and to community partners who expressed an interest prior to the Modified Accommodation Review.	Include invitation to meeting to discuss and comment on options in Initial Staff Report.	Within 5 business days of Modified Accommodation Review approval.	
Written notice to Director of Education of co-terminous school boards.		Within 5 business days of Modified Accommodation Review approval.	
Written notice to Ministry of Education.	Send to the office of the Assistant Deputy Minister of Financial Policy and Business Decisions.	Within 5 business days of Modified Accommodation Review approval.	
Announce and advertise Accommodation Review Public Meeting through range of media.			

¹Time is measured in business days from the date the Modified Pupil Accommodation Review is approved by Trustees. "Business day" is defined as a calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board's Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.

Arrange meeting with City of Toronto and with community partner(s).	Document attempts to meet.	Prior to Public Meeting.	
Receive response from City of Toronto and community partner(s), if any.		Prior to Public Meeting, or final public meeting if more than one is held	
Accommodation Review Public Meeting.		At least 30 business days after Modified Accommodation Review approval and after minimum 30 business days written notification to school and surrounding community.	
Interim Staff Report is considered and received by Trustees.	Must be accessible to the public on Board website and available upon request.	At least 10 business days after the Accommodation Review Public Meeting (or final Accommodation Review Public Meeting if more than one is held).	
Provide notice of date of public delegations, including written notice to school(s) and surrounding community.		After Interim Staff Report has been received at public meeting of Board of Trustees and made available to the public, and at least 18 business days before the public delegations.	
Public delegations to Trustees.			

Compile feedback from public delegations			
Trustees to consider Final Staff Report including input from public delegations and make final decision.	Not to occur in the summer.	At least 10 business days after the public delegations.	
Establish committee to address transition planning.			

APPENDIX 'B2'

MINUTES
DON BOSCO
PUPIL ACCOMMODATION REVIEW
October 25, 2016 7 p.m.

The panel comprised of:

Adrian Della Mora, Superintendent of Education, Area 1 – Chair of the Meeting

Trustee Joe Martino

Rory McGuckin, Associate Director of Education

John Yan Senior Coordinator Communications

Mario Silva, Comptroller Planning and Development

Jessica Peake, Senior Manager Planning and Development

Laraine D'Souza, Recording Secretary

Also present were principals of Michael Power/St. Joseph, Joseph Brisbois

Archbishop Romero, Nancy Mancini and Frank deFina, Vice Principal Msgr. Percy Johnson

Michael Rossetti, Principal Don Bosco.

Meeting started with a prayer and then the superintendent thanked everyone who attended and also the staff and students who came to the meeting.

Comptroller Planning and Development mentioned trustees make the decision to undertake an accommodation review and then the report is shared with the public there should be one minimum meeting subsequently, feedback is taken into consideration.

The report is presented to the Board and then later on the public delegations are heard by Trustees. The final recommendation is voted by the Trustees.

Rory McGuckin, the Associate Deputy Director thanked everyone and recognized number of staff and he said 18 years ago he was once principal of Don Bosco and said the Board was committed to continue the academic program for Grade 12 students. Hours have been spent proposing to meet requirements and provide programming and to see the students' needs are met. Classes and courses have been put together to see the students graduate. As the Board begins to refocus on student needs it wants to assure that Grade 11 students will be relocated to various high schools in order to best serve their academic needs.

The Board has offered Grade 11 students an opportunity to be transferred in Semester 2 by keeping in mind the proximity of their residence to neighboring Catholic high schools. Courses presently offered can be taken into consideration as well. To accommodate, they will accept and transfer to one of the neighboring schools. The courses will be set prior to Christmas. He assured that students will be set up for success. He understands the emotional decisions and the time that parents and students have to undergo to make the transition. Every effort is made to keep the schools close to the residence of the student.

The neighboring schools are Archbishop Romero, Chaminade, Michael Power/St. Joseph, Father Henry Carr, Monsignor Percy Johnson and St. Basil the Great.

Adrian Della Mora, Superintendent of Education Area 1 then spoke about the compassion and sensitivity that has been considered with a heightened sensitivity to the needs of the students. He also said the Board is willing to hear the concerns and input from parents, students and staff.

The meeting was then open for questions from the audience that included staff, students, teachers and parents.

1. What were the red dots on the current map that was on power point?

Those were residences of the current grade 11 students relative to other TCDSB schools. It was stated that if a student was closer to Michael Power/St. Joseph and if the student did not wish to go to that school, then another school within proximity would be considered.

2. Another question related to how would they deal with the students on the 2nd floor with special needs?

It was stated that those programs are covered centrally and those students will be relocated to other schools.

3. Are students guaranteed admission closer to their residence?

It was stated that space has to be considered and some level of choice would be used re 2nd or 3rd choice, and they would be honored to make the request.

4. A staff member asked if uniforms will be provided to the students that make the transition?

It was stated that the Board will support this need during transition.

5. Would sports be considered? Don Bosco has always taken part in sports?

It was stated that every effort would be made to accommodate the Don Bosco students to schools that will have sports program. Former Don Bosco students who already transferred have been accommodated at their new schools.

6. Another question was if Grade 12 will graduate, and Grade 11 will be out what is the plan in September?

It was stated that there will be no Grades 11 and 12s but ongoing consultations would take place regarding the school.

7. Would the Board look into keeping a Catholic School?

It was stated that while the Board would very much be interested in maintaining a Catholic high school presence at another site in Central Etobicoke it will need to continue its planning in this regard as a next phase in this process

8. Another question, what happens to the building?

It was stated by Trustee Martino that politically he will be making every effort to get a new location for the school and continue dialogue with the Ministry and TCDSB in exploring all options. The comptroller of planning and development also said they were considering program opportunities and collaboration with the city and we are long way to making a final recommendation.

9. Another question was about feedback?

It was stated by Communications that it is important for the Board to get feedback and that all stakeholders can continue to provide feedback via a link on the Don Bosco website.

10. Another comment was that feedback was given, and worked out options and why is the Board coming back to us again?

It was stated that programs have been considered. The real challenge relates to the reality that students were not applying to Don Bosco in Grade 9. Ideas were there but community input was important. It was said that the school should be kept close to this original location.

11. Another question was why is it economical for Grade 11 students to go to other schools?

It was stated that the staff recommendation for current grade 11s was driven by educational best interest not mere economical considerations.

12. Were any reviews taken into consideration like Boundary reviews?

It was stated that Admission, Policy and Boundary reviews have always been considered.

13. Does the Catholic School Board not know what is happening?

Southern Etobicoke is a unique scenario, there are variables of which we have no control over. It was also stated that despite strategic CSAC discussions, and school presentations showcasing innovative programs students did not enroll. There were challenges to deal with parent perceptions, dwindling low enrolments in Grade 9 and other factors made it complicated.

14. Another question was will Don Bosco be closed for sure? Is it part of a process?

It was stated that Grade 12s will continue and they will be graduating. Grade 11s cannot be accommodated. In 2017-2018 there will be no students.

15. A repeated question was asked about uniforms? Is it a guarantee?

It was stated that a contingency plan with other schools would be considered and that uniform costs would be absorbed or mitigated by the new school.

16. Another question was Grade 11 transferring may not have programs there?

We are trying to make the best out of a difficult situation. All program requests will be considered.

17. Will the Building be empty or will a new school be built?

It was stated that nothing has been decided and there would be a process before that could happen.

18. Another question was what if subjects are offered and students don't like it?

It was stated that students would be guided by the Guidance Counsellors and every effort will be exercised to make sure the needs of the students are met. The important factor is to allow current grade 11 students to participate in the subject selection process in their new school in February 2017.

19. How will students be tracked in their progress?

Student success strategies will be identified and students will be closely monitored with the help of Guidance Counsellors and Student Success teachers.

20. Is there a program in place to see how the transition students are doing ?

It was stated that every year students transfer and the Guidance Counsellors should be and will be notified of the transition. There are 3 principals at this meeting and for sure they will take the feedback to the staff of the various schools.

21. A question was raised as to what percentage of enrolment is needed to close the school?

It was stated that from 2009 the school experienced a declining enrolment. Students were leaving the school and with very low grade 9 numbers, the situation mandated this process.

22. Would teachers be accommodated during the transition period and would they get jobs?

It was stated that teachers will be accommodated during the transition period as they are covered by a Collective Agreement which has to be honored.

23. Would the school need a principal and will the school be here?

It was stated that all provisions would be made for the staff.

24. Was the catchment area changed for Don Bosco in the year 2000?

It was stated that the catchment area is the same.

25. Another question can a community center be considered?

It was stated that it will be considered.

26. Another question was if the Board and Ministry are considering partnering in order to create a community hub at this site?

It was stated that there are channels and processes regarding community hubs with City of Toronto and open partnerships.

27. Is there a composite high school approach that can be considered what has been the draw?

It was stated that every school is a composite school for eg Michael Power/St. Joseph has an IB program and also offered a full range of other educational programs. Don Bosco was a composite school.

28. Has the Board realized how difficult transition is?

It was stated by a parent that transition was a nightmare. How can the program in Michael Power/ St. Joseph be matched to the program in Don Bosco? Students were emotional and stated that they are destroying the family by “forcing” the students into other schools and no compassion was shown. It was also stated that the building can be sold/broken but the spirit of Don Bosco cannot be broken.

Students were grateful for their teachers and principal that have put in so much of love and labour during all the years and spoke about the exemplary efforts of the staff they were emotional and appreciated how well they were treated academically.

29. Would there be a mass exodus of teachers and staff? Why was Don Bosco not considered for regional programs like the other schools?

It was stated that everything would be done to accommodate the staff. It was stated that speciality schools like Cardinal Carter and Father John Redmond and Bishop Marrocco/Thomas Merton were looked at as was Don Bosco for other specialty programs.

30. There was a suggestion by a community member that Rose Avenue school entered into a partnership with Manulife and brought the community together. Why does Don Bosco not do the same moving forward and join a large corporation and rebuild?

It was stated that it was an excellent suggestion and that she should give her feedback either via Communications or the website.

31. A student mentioned that Don Bosco students were given quite a bad reputation whereby other schools would label them and what would be done in that context?

It was stated that this would not happen as there were principals in the room and they would make sure that the transition would be a smooth one. There would be mentorship programs, CSLIT and an equity committee would be formed.

32. Has a community assessment been done?

Mother stated that her daughter is at Msgr. Percy Johnson, and the community should be envisioned and an assessment should be done.

33. What if schools are full and if there is an autistic student would a spot be guaranteed?

It was stated that a spot would be guaranteed depending on the program availability.

34. Why is the Board not listening to the community to keep Don Bosco open rather than force the Grade 11s to move?

Concern noted and response provided.

35. Why are students not coming to Don Bosco why are these concerns not addressed by the Board.

Concern noted and response provided.

36. A volunteer for Air Cadets asked if the Building was closing in June would Don Bosco be available to them?

It was stated that they should follow the usual process and check with the Permits Dept. The Ministry is keen on community activity.

37. A question was asked about a physics program not being available?

Board is committed to academic programs for Grade 12 and e-learning/night school may also be an option. Parents were encouraged they could leave their information with the superintendent or call him regarding the same.

38. A question was asked if there was a class reunion planned, would they be permitted to have it in Don Bosco.

The Board stated that would not be a problem.

39. Another question raised was if there was transparency?

It was stated that the Board has followed a procedure of transparency.

40. Can a different form of communication be used to inform the community? Notifications should be more effective?

It was stated that due to the budget deficit we are not able to put it in all the paid communication that is available but every effort is to make sure that communications reaches home via schools parishes etc. and through the Board website.

Meeting adjourned at 10:30 p.m.

Name of Site:

Don Bosco
2 St. Andrew's Blvd
M9R 1V8
Etobicoke York District

City Planning Comments:

- Official Plan designation: *Neighbourhoods*
- Located in Kingsview neighbourhood
- No adjacent growth pressure
- To north, west and south of site is Neighbourhoods designation, so low growth potential
- To east of site, across Islington Ave and along Dixon Road is Apartment Neighbourhoods designation.
- Large site, Official Plan policies for large sites would be applicable.

Social Development, Finance and Administration Comments:

- Area is designated as a City of Toronto Neighbourhood Improvement Area (Kingsview Village-Westway)
- Access to Community Spaces for Meeting in the Neighbourhood is below the equity cut off for Toronto (red)
- Level of Social Marginalization in the Neighbourhood is below the equity cut off for Toronto, above the equity cut off (Yellow)
-

Children's Services Comments:

- There is no child care located in this school. A new child care centre is proposed at St. Maurice C.S. which will add 10 infant, 15 toddler and 24 preschool spaces (a total of 49 spaces) in this community.
- Ward 2 is a priority ward for capital investment. Despite the addition of a new child care facility in this community additional infant & toddler spaces are required to meet the targets outlined in Children's Services Capital Strategy 2015-2019.

Parks, Forestry and Recreation Comments:

- Parks, Forestry & Recreation does not provide recreation programming at this location.
- The school is located in an area with the 2nd lowest level of parkland provision.
- There is low canopy tree coverage in the surrounding area.