

TORONTO CATHOLIC DISTRICT SCHOOL BOARD REGULAR MEETING

Public SESSION AGENDA FEBRUARY 23, 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.*



REGULAR MEETING OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD PUBLIC SESSION

Angela Kennedy, Chair

Frank D'Amico, Vice-Chair

Thursday, February 23, 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 1 - 34
 - 9.a Special Board (Student Achievement) - January 12, 2017
 - 9.b Special Board (Corporate Services) - January 19, 2017
 - 9.c Regular Board - January 26, 2017
10. Presentations

10.a	Monthly Report from the Director of Education	35
10.b	Monthly Report from the Student Trustees(s)	36 - 37
11.	Delegations	
12.	Consideration of Motions for which previous notice has been given	
13.	Unfinished Business from Previous Meetings	
14.	Matters recommended by Statutory Committees of the Board	
14.a	Draft Minutes of the Special Education Advisory Committee Meeting Held on February 8, 2017	38 - 45
	SEAC recommends to the Board of Trustees that they examine the Safe Arrival Policy to see how it can protect Special Needs students up to the age of 21 or until graduation.	
15.	Matters referred/deferred from Committees/Board	
16.	Reports of Officials for the Information of the Board of Trustees	
17.	Reports of Officials Requiring Action of the Board of Trustees	
17.a	Final Report regarding Pupil Accommodation Review: Holy Redeemer, Our Lady of Guadalupe and St. Matthias (Wards 7, 11)	46 - 119
17.b	Final Report - Pupil Accommodation Review – Don Bosco (Trustee Ward 1)	120 - 185
17.c	Final Report – Pupil Accommodation Review – St. Michael, St. Paul and Our Lady of Lourdes (Trustee Ward 9)	186 - 247
17.d	Long-Term Accommodation Plan – Results of Stakeholder Consultation	248 - 313
17.e	Long-Term Program Plan – Results of Stakeholder Consultation	314 - 366
17.f	School Cash Online	367 - 374
18.	Listing of Communications	
19.	Inquiries and Miscellaneous	

- | | | |
|-----|--------------------------------|-----------|
| 20. | Updating of Pending Items List | 375 - 383 |
| 21. | Closing Prayer | |
| 22. | Adjournment | |

**MINUTES OF THE SPECIAL MEETING OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

HELD THURSDAY, JANUARY 12, 2017

STUDENT ACHIEVEMENT

PRESENT:

Trustees: P. Bottoni, Chair

J.A. Davis

N. Crawford

A. Andrachuk

F. D'Amico

M. Del Grande

A. Kennedy

M. Rizzo

G. Tanuan

A. Gauthier

R. McGuckin

A. Sangiorgio

C. Jackson

P. Matthews

M. Silvo

P. DeCock

J. Shain

N. D'Avella

C. Fernandes

K. Malcolm

D. Yack

A. Della Mora

L. Di Marco

S. Campbell

V. Burzotta

M. Caccamo

J. Wujek

P. Aguiar

J. Yan

A. Robertson, Parliamentarian

S. Harris, Recording Secretary

C. Johnston, Acting Assistant Recording Secretary

The items dealt with at the Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting in PRIVATE SESSION were deemed presented.

MOVED by Trustee Martino, seconded by Trustee Andrachuk, that the items dealt with in PRIVATE session regarding Organizational Charts and CUPE Motions – Ratification of the Central and Local Terms consistent with the CUPE Extension Agreement be approved.

On the vote being taken as follows:

Trustees	Andrachuk
	Bottoni
	Crawford
	D'Amico
	Davis
	Del Grande
	Kennedy
	Rizzo
	Tanuan

The Motion was declared

CARRIED

**(Private Session Minutes Distributed
Under Separate Cover)**

The items dealt with at the Student Achievement and Well Being, Catholic Education and Human Resources Committee Meeting in PUBLIC SESSION were deemed presented

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that the matters dealt with in PUBLIC SESSION be approved.

On the vote being taken as follows:

Trustees	Andrachuk
	Bottoni
	Crawford
	D'Amico
	Davis
	Del Grande
	Kennedy
	Rizzo
	Tanuan

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the Regular Meeting held December 1, 2016 – approved

Preliminary Report regarding a Review of Education Assistant and Child and Youth Worker Efficiencies Boardwide – received and:

1. That when staff comes back with their next report on the impact of EA and CYW reductions already made, that staff include details (in private or public as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests, and

2. That staff provide a dollar unit cost per special education student and, if possible, comparisons with other Boards.

Preliminary Report regarding Impacts on those Areas affected by Board-Approved Reductions since September 2016 received and that when staff come back with 2017-2018 budget reductions that this report be included as an Appendix, and that staff include the following information for each reduction option:

- Risks to students, schools and the system (including risks to achievement, well-being and learning opportunities);
- Our proposed response (s) to identified risks

Action After Board Report of October 20, 2016 regarding Trustee and Staff Strategic Planning Session – received and

1. That a third part be added to the Staff Recommendations on page 44: That the seventh point in Principles for Effective Trustee-Staff Relations be amended as noted in Appendix B page 62 of the report, to read: “Seek local success within the success of the entire Board, not at the cost of it.”
2. That part 3 of the motions on page 48 be amended to insert the words *communication strategies* after the words *Effective Trustee-Staff Relations*.

Report regarding CPIC Elections and Appointments received.

Mental Health Annual Report 2015-2016 – received.

Verbal Update regarding City Cut to School-Based Daycare Subsidies – received.

MOVED by Trustee Andrachuk, seconded by Trustee D'Amico, that the meeting adjourn.

CARRIED

SECRETARY

CHAIR

**MINUTES OF THE SPECIAL MEETING OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

HELD THURSDAY, JANUARY 19, 2017

Corporate Services

PRESENT:

J. Davis, Chair
M. Rizzo
A. Andrachuk
P. Bottoni
N. Crawford
F. D'Amico
M. Del Grande
A. Kennedy – by teleconference
J. Martino
S. Piccininni
B. Poplawski
G. Tanuan – by teleconference

A. Gauthier
A. Sangiorgio
C. Jackson
P. Matthews
D. Koenig
P. DeCock
M. Silva
J. Yan
M. Puccetti
J. Wujek

A. Robertson, Parliamentarian
S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

The items dealt with at the Corporate Services, Strategic Planning and Property Committee Meeting in PRIVATE Session were deemed presented.

Trustee Del Grande wished for it to be recorded that both he and Trustee Kennedy had declared an interest in the Private Session on the items regarding Custodial Overtime and Replacement Cost Reduction and Ratification of Memorandum of Settlement (Extension Agreement) between CUPE and Council of Trustees Association and agreed to by the Crown, as their family members are employees of the Board. Trustees Del Grande and Kennedy did not participate in the discussion of the item nor voted on the item.

MOVED by Trustee D'Amico, seconded by Trustee Crawford, that the items dealt with in PRIVATE SESSION regarding Custodial Overtime and Replacement Cost Reduction (ALL WARDS), Legal Opinion: Accessibility of Information provided to the Audit Committee, Ratification of Memorandum of Settlement (Extension Agreement) between CUPE and Council of Trustees Association and agreed to by the Crown, Former St. Gerard Majella Ward 3 Disposition of Surplus Property, and Verbal Reports regarding 2017 OCSTA Student Trustee Alumnus Award and 2017 OCSTA Award of Merit be approved.

On the vote being taken, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

**(Private Session Minutes Distributed
Under Separate Cover)**

The items dealt with at the Corporate Services, Strategic Planning and Property Committee Meeting in PUBLIC SESSION were deemed presented.

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that all items dealt with in PUBLIC SESSION be approved.

On the vote being taken, as follows:

In Favour

Opposed

Trustees	Andrachuk Bottoni Crawford D'Amico Davis Del Grande Kennedy Martino Piccininni Poplawski Rizzo Tanuan
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The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Minutes of the Regular Meeting held December 8, 2016 for Public Session- approved.

Capital Priorities 2017-2018: School Consolidation (Wards 7, 9, 11) that the following projects be recommended to the Ministry of Education for capital funding by January 27, 2017:

Ranking	Pupil Accommodation Review	Proposed Capital Project
1	Holy Redeemer, Our Lady of Guadalupe, St. Matthias	Replacement School at St. Matthias site/child care
2	St. Paul, St. Michael, Our Lady of Lourdes	Replacement School at former Duke of York site/child care

Consultation Appointment for The Scarborough Foreign Mission Demolition (Ward 12) that, subject to Ministry of Education approval of funding, a consultant contract for a Heritage Impact Assessment and demolition consulting services for the Scarborough Foreign Mission, be awarded to The Ventin Group (Toronto) Ltd. in the amount of \$168,000, plus net HST of \$3,628.80, for a total cost of \$171,628.80. – received.

St. Raymond – St. Bruno: Relocation of Students – Information Report – received.

Ministry of Education Decisions on Capital Funding Submissions, All Wards – received.

Request for School Consolidation Capital (SSC) Funding Submissions (REVISED) – received.

Reduction of Professional Services Costs for Capital Projects – received.

Report regarding Signage on Over-Subscribed Schools – received.

Proposed Cancellation of Toronto Child Care Financial Agreement with TCDSB –

1. That the communication provided to the City of Toronto Budget Committee and City Councillors be shared with TCDSB child care centre tenants and parent community encouraging them to express and forward their concerns on to the City's Budget Committee and to their respective City Councillors.
2. That child care operators be advised of the potential increase in rent, effective July 1, 2017, in accordance with the terms of the existing lease.

Communication from the Chair regarding Letter from Robin Pilkey, Chair of the Board, Toronto District School Board, Child Care Cuts – received.

Verbal Communication from the Director regarding her retirement, July 2017 – received.

Inquiry from Trustee Poplawski regarding Online Enrolment concerning St. Cecilia and James Culnan Catholic School – received.

Inquiry from Trustee Del Grande regarding Multi-Language School – received.

MOVED by Trustee Crawford, seconded by Trustee Andrachuk, that the meeting adjourn.

The Motion was declared

CARRIED

SECRETARY

CHAIR

MINUTES OF THE REGULAR MEETING
OF THE
TORONTO CATHOLIC DISTRICT SCHOOL BOARD
HELD JANUARY 26, 2017

PUBLIC SESSION

PRESENT:

Trustees A. Kennedy, Chair
F. D'Amico, Vice Chair
A. Andrachuk
P. Bottoni
N. Crawford
J. Davis
M. Del Grande
J. Martino
S. Piccininni
B. Poplawski
M. Rizzo
G. Tanuan

A. Gauthier
A. Sangiorgio
C. Jackson
R. McGuckin
D. Koenig
C. Fernandes
K. Malcolm
M. Puccetti
M. Silva
D. Yack
A. Della Mora
M. Caccamo
N. D'Avella
V. Burzotta
Lori DiMarco
S. Campbell
P. Aguiar

A. Robertson, Parliamentarian

S. Harris, Recording Secretary

C. Johnston, Acting Assistant Recording Secretary

Apologies were received on behalf of Student Trustees Carlisle and Dubrovskaya who were unable to attend the meeting.

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that agenda Items 17a) and 17d) be reordered according to priority and that all urgent matters be dealt with before returning to Private session.

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that Item 17i) be dealt with as the first item after Delegations.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The agenda, as amended, was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Crawford, that the Agenda be reopened to include an Inquiry from Trustee Poplawski regarding Celebrating Canada's 150th.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

Moved by Trustee Bottoni, seconded by Trustee D'Amico, that Item 17a) be adopted as follows:

- 17a) Approval of Motions adopted at the January 12, 2017 Meeting of the Student Achievement, Well-Being, Catholic Education and Human Resources Committee** - received and adopted all matters which were adopted by the Student Achievement, Well-Being, Catholic Education and Human Resources Committee in public and private at its meeting of January 12, 2017.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee D'Amico, seconded by Trustee Poplawski, that the items dealt with in PRIVATE SESSION be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

Trustee Del Grande wished for it to be recorded that both he and Trustee Kennedy had declared an interest in the Private Session regarding Item 13a) CUPE Motions Ratification of the Central and Local Terms Consistent with the CUPE Extension Agreement as their family members are employees of the Board. Trustees Del Grande and Kennedy did not participate in the discussion of the item nor voted on the item.

MOVED by Trustee Martino, seconded by Trustee Piccininni, that the Minutes of the following Meetings be approved with an amendment to the Regular Board Minutes of November 24, 2016:

- 9a) Special Board (Student Achievement) – November 3, 2016
- 9b) Special Board (Corporate Services) – November 9, 2016

- 9c) Regular Board – November 24, 2016
- 9d) Caucus/Inaugural Meeting – November 28, 2016
- 9e) Special Board (Student Achievement) – December 1, 2016
- 9f) Special Board (Corporate Services) – December 8, 2016

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D’Amico
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Martino, seconded by Trustee Piccininni, that item 10a) be adopted as follows:

- 10a) Parish Family Day Proclamation Event – approved and adopted.**

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D’Amico
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee D’Amico, seconded by Trustee Piccininni, that Item 10b) be adopted as follows:

10b) Monthly Report from the Chair of the Board – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk

Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Piccininni, seconded by Trustee Bottoni, that Items 10c) and 10d) be adopted as follows:

- 10c) Monthly Report from the Director of Education – received.**
&
10d) Monthly Report from the Student Trustee(s) – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni

Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee D'Amico, that Items 10e) and 10g) be adopted as follows:

**10e) From Geoff Feldman regarding CPIC Motions – received and
& referred to staff.**

10g) CPIC Motions- Geoff Feldman – received and referred to staff

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo

Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that Item 14b) be adopted as follows:

14b) Approved Minutes of the Catholic Parent Involvement Committee Meeting of December 19, 2016 – received and referred to staff.

MOVED in AMENDMENT by Trustee Tanuan, seconded by Trustee Poplawski, that staff come back with a report to the Board of Trustees within two months.

On the vote being taken, as follows:

In Favour

Trustees Crawford
D'Amico
Poplawski
Tanuan

Opposed

Andrachuk
Bottoni
Del Grande
Kennedy
Martino
Piccininni
Rizzo

The Amendment was declared

LOST

Time for business expired but no time was extended to complete the debate.

On the vote being taken on the Motion, as follows:

In Favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo

Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Bottoni, that Item 10f) be adopted as follows:

10f) Monthly Reports from the Student Trustees, December 2106 and January 2017 – received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D’Amico
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee D’Amico, seconded by Trustee Rizzo, that Items 11a) be adopted as follows:

- 11a) Delegation – Joe Kelly regarding Blessed Archbishop Romero Field** – received and referred to staff to come back with a report, and the 800 Petition to the Associate Director, Planning and Facilities was received.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

The Chair declared a 10-minute recess.

The meeting continued with Trustee Kennedy in the Chair.

MOVED by Trustee Del Grande, seconded by Trustee Davis, that Item 17i) be adopted as follows:

**17i) Verbal Report from the Associate Director, Academic Affairs
 Regarding French Immersion**

WHEREAS the Board approved the Long Term Program Plan (LTPP) in principle, with additional recommendations made by Trustees, and the stakeholder consultation plan:

WHEREAS stakeholder consultation occurred between November 15, 2016 and January 13, 2017; and

WHEREAS registration to TCDSB elementary schools for Kindergarten began on January 18, 2017; and

WHEREAS inquiries have been made by prospective registrants about registering in French Immersion programs proposed by the LTPP; and

WHEREAS there are already waitlists at existing French Immersion schools and parents have voiced concerns about not gaining access to FI programs within a reasonable proximity to places of residence;

BE it resolved that:

1. The Board provide notification on the website that TCDSB will be expanding its French Immersion programs for September 2017, based on approval of new French Immersion schools consistent with stakeholder consultation on the Long Term Program Plan.
2. Staff bring an Action Report to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee, February 2, 2017. This report will deal specifically with recommendations for new French Immersion programs, extracted from the consultation feedback received.
3. Pending board approval for new French Immersion programs, staff determine the most appropriate method of communicating about new FI schools with all parents who are on a waitlist for a French Immersion school, or who have indicated an interest in a FI program and have registered in the local school.

Debate on the item was extended unanimously for three minutes.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Davis
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Trustee Tanuan, that St. Gerald Catholic School be considered in the 2017 timeframe as opposed to 2018.

With the consent of the Board, Trustee Del Grande withdrew his motion.

MOVED by Trustee Del Grande, seconded by Trustee Andrachuk, that Item 17b) be adopted as follows:

17b) Interim Report regarding Pupil Accommodation Review: Holy Redeemer, Our Lady of Guadalupe and St. Matthias (wards 7, 11)

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Tanuan

Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Martino, that Item 17c) be adopted as follows:

- 17c) Report regarding Elementary School Attendance Boundary Review: St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows (Wards 1, 2) that this report be deferred to the March 2017 Board Meeting and that staff bring back the report to include the following items:**

- Traffic report on personal injuries for the intersections of the East Mall and West Mall at Rathburn Rd, on the bridge over 427 and the intersection of Kipling and Rathburn;
- Traffic numbers at Kipling and Rathburn. Rationale for the report is the safety of students to travel by car or walk to school;
- Review of enrolment caps at Saint Gregory's to control over subscription at school;
- Report on the number of portables required as students move through the grades. Include growth numbers of portables if admission goes unchecked. What is the maximum number of students that can be placed in the school?
- Include all Boundary scenarios including all updated figures;
- List area residential developments where available

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Del Grande
 Kennedy
 Martino

Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Rizzo, that Item 17d) be adopted as follows:

- 17d) Interim Report Pupil Accommodation Review: St. Michael, St. Paul and Our Lady of Lourdes (Ward 9)** – received and that the following be considered for approval at the meeting of the Board of Trustees on February 23, 2017:
1. After approval 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.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

The Chair reviewed the Order Paper Items.

The following items were questioned:

Item 16a)	Trustee Davis
Item 16b)	Trustee Rizzo
Item 16c)	Trustee Andrachuk
Item 17e)	Trustee Tanuan
Item 17h)	Trustee Rizzo

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that the items not questioned be approved.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo
 Tanuan

The Motion was declared

CARRIED

MATTERS AS CAPTURED IN THE ABOVE MOTION

Draft Minutes of the Special Education Advisory Committee Meeting held on January 11, 2017 – received.

SEAC Request for Communications to the Ministry of Education (Revised) CPIC – received.

Report on the Governance and Policy Committee on Update to Opening and Closing Exercises Policy (S.S.02) that the Board accept the recommendation of the Governance and Policy Committee and approve the Opening and Closing Exercises Policy (S.S.02) as amended and proposed in Appendix A – received.

Letter from the Chair of the Toronto District School Board regarding Addressing Systemic Racism – received.

Letter from the Assistant Deputy Minister (Acting) Shannon Fuller regarding a Review of the Stand-Alone Child Care Program – TCDSB’s Funding Approvals – received.

Letter from Jean-Francois L’Heureux, Chair of Conseil scolaire Viamonde School Board regarding Proposed Cuts to the Funding of Occupancy Costs of Daycares to School Boards – received.

MOVED by Trustee Davis, seconded by Trustee Rizzo, that Item 19a) be adopted as follows:

- 19a) From Trustee Poplawski regarding Celebrating Canada’s 150th –**
Received and that staff put together a group that will coordinate the 150th and 175th celebrations so that all our schools can have access.

On the vote being taken, as follows:

In favour

Trustees Bottoni
Crawford

Opposed

Andrachuk
Martino

D'Amico	Piccininni
Davis	
Del Grande	
Kennedy	
Poplawski	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Davis, that all matters not dealt with be moved to the next appropriate Committee or Board meeting.

On the vote being taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Davis
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Piccininni, that the meeting resolve into PRIVATE session.

CARRIED

SECRETARY

CHAIR



Director's Monthly Report January 30 – February 17, 2017

Following are highlights for the period of January 30 to February 17, 2017.

Wednesday, February 1st

- Meeting with Executive Director of Trust 15
- Meeting with Bishop Robert Kasun

Thursday, February 2nd

- Participated in the OECTA Conference Call
- Attended NCC Steering Committee Meeting

Friday, February 3rd

- Attended OneNote Work Shop at MSGR Fraser

Monday, February 6th

- Held Principal/Vice Principal Liaison Meeting

Tuesday, February 7th

- Participated in CEO Academy conference call

Wednesday, February 8th

- Participated in the Sub-committee on Well-being Teleconference

Thursday, February 9th

- Participated in the 2nd annual Student Mental Health Symposium – Stop the Stigma

Friday, February 10th

- St. Victor school visit for Carnaval and Black History Month

Monday, February 13th

- Meeting with Ukrainian Canadian Congress Toronto Branch

Tuesday, February 14th

- School visit to St. Mary's DDME room for a Valentine event

Thursday, February 16th

- Follow up meeting with Villa Charities regarding combined program ventures

February Student Trustee Board Report:

Ontario Student Trustees' Association (OSTA-AECO)



From February 16th to 19th, Student Trustees Karina Dubrovskaya and Rhea Carlisle attended the Board Council Conference of the Ontario Student Trustees' Association (OSTA-AECO) in conjunction with Le Regroupement des Élèves Conseillers/ères Francophones de l'Ontario (RECFO). The conference was filled with educational resources, professional development, and training that provided the Student Trustees with tools for success to take back to the TCDSB student leaders.

The Catholic Board Council of OSTA-AECO is currently working on recruiting submissions for the annual Ontario Catholic Student Youth Day and planning the Province Wide Mass. Over the weekend, Catholic Student Trustees followed their Catholic call to serve and volunteered at the Ottawa mission to provide the homeless with sandwiches and trail mix. They also broke out into diverse discussion groups over the weekend and discussed various Catholic Myths and possible ideas for a position paper.

Throughout the conference, the Student Trustees listened to multiple inspiring speakers including: Member of Provincial Parliament and Attorney General Yasir Naqvi, SEM Group member Denise Siele and Nepean MP Pierre Poilievre. The Student Trustees also received professional development from the Ontario and Physical Health Education Association (OPHEA) and White Ribbon on sexual violence prevention programs within schools.

Subcommittee Reviews:

Equity: This month, the Equity subcommittee discussed volunteering as counselors at PAST camp (the annual camp hosted by the TCDSB at Olympia Sports Camp for students with autism) and are currently looking into the dates to attend. The Equity subcommittee has also taken on the People To People Action Team alongside the Social Justice subcommittee which will focus on issues such as Aids support in Ethiopia and equitable treatment of others.

Social Justice: The Social Justice subcommittee would like to plan a school day excursion to visit a former Residential School, in order to raise awareness to a history deeply rooted in Canadian culture and to participate in a workshop on "First Nations Stereotypes and Racism".

Elementary Affairs: Elementary School Catholic Leadership team held their fourth face to face meeting at the CEC, with over a total of 120 students attending on Thursday, February 9, 2017. The theme of this month's presentation reflected the virtue of this month, love. The first guest

speaker was Mike G from St. Maria Goretti who gave an eloquent and poetic spoken word presentation to the youth about the remembrance of important role models for black history month. The second guest speaker was Dwayne Matthews, a strategic educationalist who focuses on empowering younger students through motivational and inspirational speeches. Afterwards Andrew Peacock, the head of the guidance department of Michael Power High School, gathered information from the students on how Canada's 150th anniversary should be celebrated. In addition, each school completed the previous month's Development and Peace postcard challenge, bringing in an approximate total of over 1800 postcards.

Social Affairs: This month, the Social Affairs subcommittee is discussing and determining logistics for the CSLIT Gala such as theme, location and date. The team is looking towards a date in the month of May.

Faith: Together the Faith subcommittee has been planning to sell hand-held rosaries at a General Assembly to promote the Catholic faith and to make hand-held rosaries more accessible. The Faith Subcommittee is also in the process of organizing a donation to take place at the next GA. They will be collecting new products to be donated to women's shelters around the city of Toronto. Products may include soap and/or any hygiene products, articles of clothing or any other product that the shelter is in need of at that particular time.

**MINUTES OF THE REGULAR MEETING
OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

HELD WEDNESDAY, FEBRUARY 8, 2017

PUBLIC SESSION

PRESENT:

Marilyn Taylor, Chair
Ashleigh Molloy
Dario Imbrogno
John MacKenzie
Sandra Mastronardi
Tyler Munro
Giselle Romanino
Gizelle Paine
Raul Vomisesco
Glenn Webster

Trustees A. Kennedy
A. Andrachuk
G. Tanuan

R. McGuckin
C. Fernandes
A. Coke
M. Kokai
D. Reid
J. Wilhelm
P. Stachiw

S. Harris, Recording Secretary

Apologies were tendered on behalf of Mary Pugh who was unable to attend the meeting.

Prayers were offered for Mary Pugh who recently lost her mother-in-law, Bob Ferguson who is in palliative care, and for the family of Barbara Komorowski, former Program Coordinator.

MOVED by Giselle Romanino, seconded by John MacKenzie, that the Agenda, as amended, be approved.

On the vote being taken, the approval of the Agenda, as amended, was declared

CARRIED

MOVED by Trustee Andrachuk seconded by Ashleigh Molloy, that the Minutes of the Regular Meeting held January 11, 2017 be approved.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Gizelle Paine, that Item 6a) be adopted as follows:

- 6a) **Transportation for Special Needs Students (Verbal Report) by Kevin Hodgkinson, General Manager, Transportation Consortium– received.**

MOVED by Sandra Mastronardi, seconded by Gizelle Paine, that SEAC recommend to the Board of Trustees that they examine the Safe Arrival Policy to see how it can protect Special Needs students up to the age of 21 or until graduation.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by John MacKenzie, that Item 9a) be adopted as follows:

9a) **SEAC Monthly Calendar Review** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Giselle Romanino, seconded by Dario Imbrogno, that Item 9b) be adopted as follows:

9b) **Special Education Superintendent Update, February 2017** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Sandra Mastronardi, that Items 9c) and 9g) be adopted as follows:

- 9c) **Anaphylaxis Policy and Protocols** – received.
- &
- 9g) **Anaphylaxis Bill, Sabrina’s Law, 2005** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Gizelle Paine, seconded by Ashleigh Molloy, that Item 9d) be adopted as follows:

- 9d) **Mental Health Annual Report 2015 – 2016** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Trustee Andrachuk, that Item 9e) be adopted as follows:

9e) **Excursion Policy** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Giselle Romanino, that Item 9f) be adopted as follows:

9f) **Asthma Policy – Ryan’s Law, 2015: Bill 20** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Gizelle Paine, that Item 9h) be adopted as follows:

9h) Communication from Ashleigh Molloy regarding the GEM Program at St Dominic Savio Catholic School, The Canadian Safe School Network 20/20 Conference, February 24, 2017, Canada’s Diversity Advantage Shared Heritage Festival, March 24, 2017 and Canada’s Diversity Instructional Guidelines on CDA - received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Gizelle Paine, that Item 9i) be adopted as follows:

- 9i) Communication from Tyler Munro regarding Forum on Special Education - received and that Marilyn Dolmage be invited to a SEAC meeting to do a presentation on her research on *Evidence of Effective High School Inclusion: Research, Resources and Inspiration*.

On the vote being taken, the Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Ashleigh Molloy, that Item 13a) be adopted as follows:

- 13a) **Inquiry from Sandra Mastronardi regarding Secondary Exams -** received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Ashleigh Molloy, that Item 15a) be adopted as follows:

- 15a) **Letter to the Minister of Education and Letter for SEAC Associations** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that Item 16) be adopted as follows:

- 16) **Pending List** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by John MacKenzie, that the meeting adjourn.

CARRIED

SECRETARY

CHAIR



REPORT TO

REGULAR BOARD

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

“For God shows no partiality”, Romans 2:11

Created, Draft	First Tabling	Review
February 13, 2017	February 23, 2017	Click here to enter a date.
J. Volek, Sr. Coordinator, Planning, Assessment, Admissions and Accountability P. Aguiar, Superintendent of Student Achievement and Well-Being, Area 4 M. Puccetti, Superintendent of Facilities M. 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 the January 26, 2017 meeting of the Board, the report ‘*Pupil Accommodation Review Holy Redeemer, Our Lady of Guadalupe and St. Matthias – Interim Report (Trustee Wards 7, 11)*’ (Appendix ‘A1’) was considered and the following approved:

“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;*
- 3. That the SAL program currently located at Holy Redeemer be 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;*
- 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 consolidations and consultation with TECT;*
- 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.”*

This report considers the recommendations of the Director’s Interim report, the ARC’s recommendations and public input received at the February 1, 2017 Special Board meeting.

The cumulative staff time dedicated to developing this report was 30 hours.

B. PURPOSE

The purpose of this report is to consider public input and to present final recommendations for consideration and approval regarding the Pupil Accommodation Review (PAR) for Holy Redeemer, Our Lady of Guadalupe and St. Matthias. Delegations and written submissions were received at the February 1, 2017 Special Board meeting.

C. BACKGROUND

1. The staff recommended pupil accommodation solution to address 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.
2. Overall, there is currently an excess of 11,000 pupil places of surplus capacity in the elementary panel. The Ministry of Education has advised staff that Pupil Accommodation Reviews (PARs) must take place within the next 5 or 6 years, and be fully considered as part of the Board's next Long Term Accommodation and Program Plan (LTAPP). The draft LTAPP calls for a net increase in overall elementary capacity from 85% to approximately 95% by 2029—largely as a result of a series of proposed consolidations.
3. 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	

4. 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*):

Elementary Enrolment	Number of Schools	Average of Grant Per Pupil	Average of Program/Facilities Surplus/Deficit	Average of Surplus/(Deficit) per pupil
<100	3	9,308	(549,820)	(6,018)
100-150	6	8,828	(464,575)	(4,036)
151-200	21	8,416	(280,489)	(1,700)
201-250	25	8,144	(232,144)	(1,014)
251-300	17	7,997	(131,851)	(482)
301-500	64	7,952	(6,029)	(39)
>500	32	7,881	272,402	404
Grand Total	168			

5. The rationale for staff recommendations for each school community is summarized as follows:
- **Holy Redeemer** – This facility is recommended for closure based on declining enrolment, building size and lack of development growth in the area. Holy Redeemer has a current enrolment of only 68 students, which represents a utilization rate of 32% of the 210 pupil place capacity. 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. A yearly staff cost-savings can be realized through the consolidation of Holy Redeemer at St. Matthias for September 2017.
 - **Our Lady of Guadalupe** - Our Lady of Guadalupe is at full capacity, however the facility is only built to accommodate approximately 176 students. An additional staff cost-savings could be realized in a Phase

2 consolidation of Our Lady of Guadalupe students at St. Matthias, pending a Ministry approved replacement facility.

- **St. Matthias** – 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. At 4.0 acres in size, the St. Matthias site is sufficient in size to accommodate a new 525 pupil place facility which would allow for the efficient accommodation of a consolidated student population.
6. The staff recommendation creates one large well utilized facility. 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 \$10.1M per the last Ministry inspection of these three facilities. By shedding these aging facilities the Board could realize this significant one-time cost-savings.
 7. The Ministry of Education weighs the cost of funding a new building against the long-term cost of operating, maintaining and renewing the facilities to be consolidated. A 'Net Present Value' calculation is provided in the table below. As shown, the Facilities and Academic Cost avoidance were included. As 'Deferred Maintenance' and the 'Potential Proceeds of Disposition' are also a considerable cost savings, they have been added. **This analysis shows a replacement school at St. Matthias as a good investment for the province.**

St. Matthias/Our Lady of Guadalupe/Holy Redeemer

		NPV	
Facilities Cost Avoidance	\$ 254,526	\$ 4,194,974	
Academic Cost Avoidance	\$ 608,946	\$ 10,036,360	
NPV (25 years)		\$ 14,231,334	
Deferred Maintenance	St. Matthias	\$ 3,726,916	Inspected 2016: draft

	Our Lady of Guadalupe	\$3,043,346	Inspected 2016: draft
	Holy Redeemer	\$ 3,413,629	Inspected 2016: draft
Total DM		\$ 10,183,891	
Potential POD			
Holy Redeemer		\$15,500,000	
Our Lady of Guadalupe		\$11,586,250	
Total POD		\$ 27,086,250	
Grand Total		\$ 51,501,475	
(Cost Avoidance NPV/DM/POD)			
Construction Cost (benchmark)	525 pp	\$ 10,994,165	
Difference		\$40,507,310	

8. Further supporting this recommended consolidation, 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. Fully utilized elementary schools of this size lead to increased Ministry per pupil funding which in turn has the potential to generate several benefits some of which are enhanced programming, opportunities for greater parent involvement, opportunities for additional curricular and extra-curricular activities, team teaching and mentoring. Increased enrolment also generates increased funding for facility resources and programs such as Art, Music, French Immersion and Literacy.

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, CSPC 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.

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.

9. The ARC, at the final committee meeting held Nov. 22, 2016 and the final public meeting held December 14, 2016, agreed unanimously with the following recommendations:
 - a. Holy Redeemer be closed effective June 30, 2017.
 - b. Holy Redeemer students be directed to St. Matthias effective September 5, 2017.
 - c. Parents from Holy Redeemer be allowed to apply for student admission to Our Lady of Guadalupe – as per the Board’s elementary Admissions policy
 - d. That a recommendation be made that existing busing be maintained for Holy Redeemer students, including busing to an external child care.
 - e. That a transition team be assembled once a Board decision is made to consolidate Holy Redeemer at St. Mathias.
 - f. 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.
 - g. That a new name be considered for a new future school on the St. Matthias site
10. The community was given an opportunity to provide their feedback to Trustees at a Special Meeting of the Board on February 1, 2017. Delegations and written submissions from each of the school communities were received at that meeting and concerns raised have been summarized and grouped by

school. Where appropriate, staff have provided explanations or responses to these concerns. The actual submissions are included in *Appendix 'B'*.

D. EVIDENCE/RESEARCH/ANALYSIS

Summary of Delegations and Written Submissions

11. Holy Redeemer -

Summary of Concerns	Staff Comments
The committee members felt that the process was rushed and that alternatives would not be considered.	<i>The timelines within the Pupil Accommodation Review Policy (S.A.09) were followed. Additionally, questions were gathered from committee members and answered by various Board staff at both the committee and public meetings. All information was also posted on the Board webpage.</i>
Opportunity for Holy Redeemer to improve their enrolment by introducing innovative programming and community alliance of programming for better school exposure.	<i>There is limited funding available for additional or specialty programming when enrolment is declining. The Board is in constant contact with community partners regarding opportunities for collaboration.</i>
<p>Holy Redeemer has value to its students and to the Board. The area north of Finch between Leslie and Don Mills will be lost long term.</p> <p>Possible reasons for low enrolment:</p> <ol style="list-style-type: none"> 1) Lack of EQAO scores publicly available. Need to push to have smaller schools posted. 2) AY Jackson local public school has science and math focus. 3) Cliffwood PS across the road offers French 	<p><i>1) 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.</i></p> <p><i>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.</i></p> <p><i>2) As stated in the ARC comments, the local secondary school is a public school with a science and math focus.</i></p>

Immersion. YCDSB has built new arts school St. Michael.	<p><i>The demographic of the area is predominantly non catholic.</i></p> <p><i>3) French Immersion programming has been restricted to a few TCDSB sites until recent approval of 6 new sites. Issues with offering French Immersion include finding enough qualified teachers to satisfy program requirements.</i></p> <p><i>TCDSB has an arts focused school at Cardinal Carter.</i></p>
Recommend two schools of 400 pupils each as opposed to one 500 pupil place school.	<i>Combined enrolment of these three schools is not projected to exceed 536 students. Two 400 pupil place schools are not sustainable given current demographic trends.</i>

12. **St. Matthias –**

Summary of Concerns	Staff Comments
Consolidation will cause overcrowding at St. Matthias in the short-term while they await a new school. Portable classrooms may be necessary to accommodate students. Parents have concerns about portables. Will portables have Wi-Fi and A/C? Will they be in good repair and placed by September 2017.	<i>Portables are required to have unit ventilators to bring fresh air throughout the year but they are not all air-conditioned. All portables will have wifi capability.</i>
Feel that Board was not transparent on issue of teaching staff reduction. Both schools want to retain their current staff. Assumed all Holy Redeemer staff would come with students. Issue of teaching staff is absent from report. Cannot support a plan	<p><i>Teacher allocation is governed by the collective agreement rules for their union. Upon consolidation, the staff from both schools will be combined and positions will be assigned based on experience and qualifications as per the agreement.</i></p> <p><i>From comment #17 of the Interim Report:</i></p>

that results in loss of St. Matthias teaching staff.	<p><i>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.</i></p> <p><i>Staffing impact following consolidation of Holy Redeemer into St. Matthias is as follows:</i></p> <p><i>Teacher -3.8 FTE</i></p> <p><i>Principal -1.0 FTE</i></p> <p><i>ECE 1.0 FTE</i></p> <p><i>Secretarial -1.0 FTE</i></p> <p><i>Total -4.8 reduction in FTE</i></p>
Lack of certainty around funding for new school. Without a new school there will be no new programming. Fear that combined Holy Redeemer and St. Matthias will be left hanging in a less than desirable state.	<p><i>A consolidation of Holy Redeemer students into St. Matthias will generate the need for 2 to 3 portables.</i></p> <p><i>TCDSB staff have submitted a business case to the Ministry of Education requesting capital dollars to construct a new St. Matthias to accommodate a further consolidation of Our Lady of Guadalupe students. This 2nd phase of consolidation cannot occur unless funding of a new school is approved.</i></p> <p><i>These funds, if approved, will be earmarked specifically for the construction of a new St. Matthias.</i></p>
Concern that the current St. Matthias is not equipped for a 35% increase in students. Are there enough washrooms and can they be updated to accommodate increased use?	<p><i>As per O.B.C. 3.7.4.3. (14) -</i></p> <p><i>The number of water closets required for elementary and secondary schools shall be at least one fixture for each 30 males and one fixture for each 26 females. By this calculation there are 13 fixtures for males and 10 fixtures for females (students only) for an allowable occupancy of 650 students.</i></p>
What special programming can be added now? Without it there will be little draw to maintain the	<p><i>St. Matthias is full to capacity as indicated above. Adding special programing at this time would put additional strain on a</i></p>

level of enrolment that currently exists. Want good programming to keep the Catholic community vibrant. Want Board assurance that special programming can be made available immediately. French Immersion, Math and Technology.	<i>school that is already being predicted to be oversubscribed. However, as per the committees' recommendations, French Immersion and/or STEM/STEAM will be considered for a possible new school.</i>
St. Matthias has made efforts towards an attractive and relevant school environment. Applications for Music Counts grant for instrumental in Gr. 6, Speak Up grant for basketball, parents have raised funds for an additional basketball court. Courts need paving, can that be provided?	<i>No interior work is scheduled as part of the renewal plan for St. Matthias. However Facilities staff will visit the site to investigate the feasibility of providing paving to the play yard for the basketball courts.</i>

13. **Our Lady of Guadalupe –**

- There were no parent delegations from this school community.

14. The Holy Redeemer and St. Matthias communities have requested that the following clarifying statement be included in this report:

- “The Holy Redeemer and St. Matthias ARC members do not support the proposal to close Holy Redeemer and combine the three schools, Holy Redeemer, Our Lady of Guadalupe and St. Matthias. However, we acknowledge the financial pressures and challenges faced by the Board have resulted in this recommendation.”

15. St. Matthias parents also request that the following be considered if the Board votes in favour of the staff recommendations:

- Restate the ARC committee findings as noted above in comment #6.
- Any changes in teaching staff at St. Matthias to be proportionate to the increased enrolment from Holy Redeemer.
- Portables with Wifi, air conditioning and in good repair to be delivered to St. Matthias before September 2017.
- Bring St. Matthias facilities into good repair (i.e. washrooms)
- Paving St. Matthias basketball court.

- Implementing special programming at St. Matthias in September 2017 such as replacing current Phys. Ed itinerant teachers with a math and science specialist.
- 16. Staff have submitted a business case to the Ministry of Education for the funding of a replacement school at St. Matthias under the School Consolidation Capital program. Projects that reduce capacity and operating costs, and address renewal needs are eligible for School Consolidation Capital funding. The deadline for submission was January 27, 2017. Should the Board not approve the consolidation of school in this community, the funding request submission will be withdrawn. Projects submitted through this funding stream must have a final Trustee decision on consolidation through the Pupil Accommodation Review process by March 24, 2017 in order to be considered for funding by the Ministry.
- 17. Further study of the long term need and potential uses for the Holy Redeemer and Our Lady of Guadalupe facilities, should a decision be made to close one or both of these schools, will be undertaken including consideration of a community hub, facility partnerships or disposition. Options will be prepared for Board consideration in a future report.
- 18. Subject to Board approval, a transition plan will be developed to facilitate a consolidation that is student friendly and that honours the history and traditions of the school communities. Among matters to be considered in the transition plan are: (1) timelines and the organization of student transfer, and (2) the relocation of program materials, equipment and school memorabilia from the closing school to the receiving school. Parents/guardians and school staff from the affected schools will be involved in the transition planning process.

E. STAFF RECOMMENDATION

That the following recommendations be approved:

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;
3. That the SAL program currently located at Holy Redeemer be 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;
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 consolidations and consultation with TECT;
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.

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ACTION AFTER REGULAR BOARD JANUARY 26, 2017 PUBLIC

NAME OF REPORT Report regarding Pupil Accommodation Review, Holy Redeemer, Our Lady of Guadalupe and St. Matthias Interim Report (Trustee Wards 7,11)

COMMITTEE Regular Board

DATE OF MEETING January 26, 2017

STAFF RECOMMENDATION TO BOARD

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'*);

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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.

BOARD ACTION/DIRECTION

Received and 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;

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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.

DELEGATED TO M. Silva to implement recommendation



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

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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;

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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%.

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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*

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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

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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.

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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:

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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%

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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.

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School	Current Enrolment	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

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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.

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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

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- 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;

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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.

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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

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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.

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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.

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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.

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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

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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;

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- 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;

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- 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.

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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.

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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.

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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.

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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.

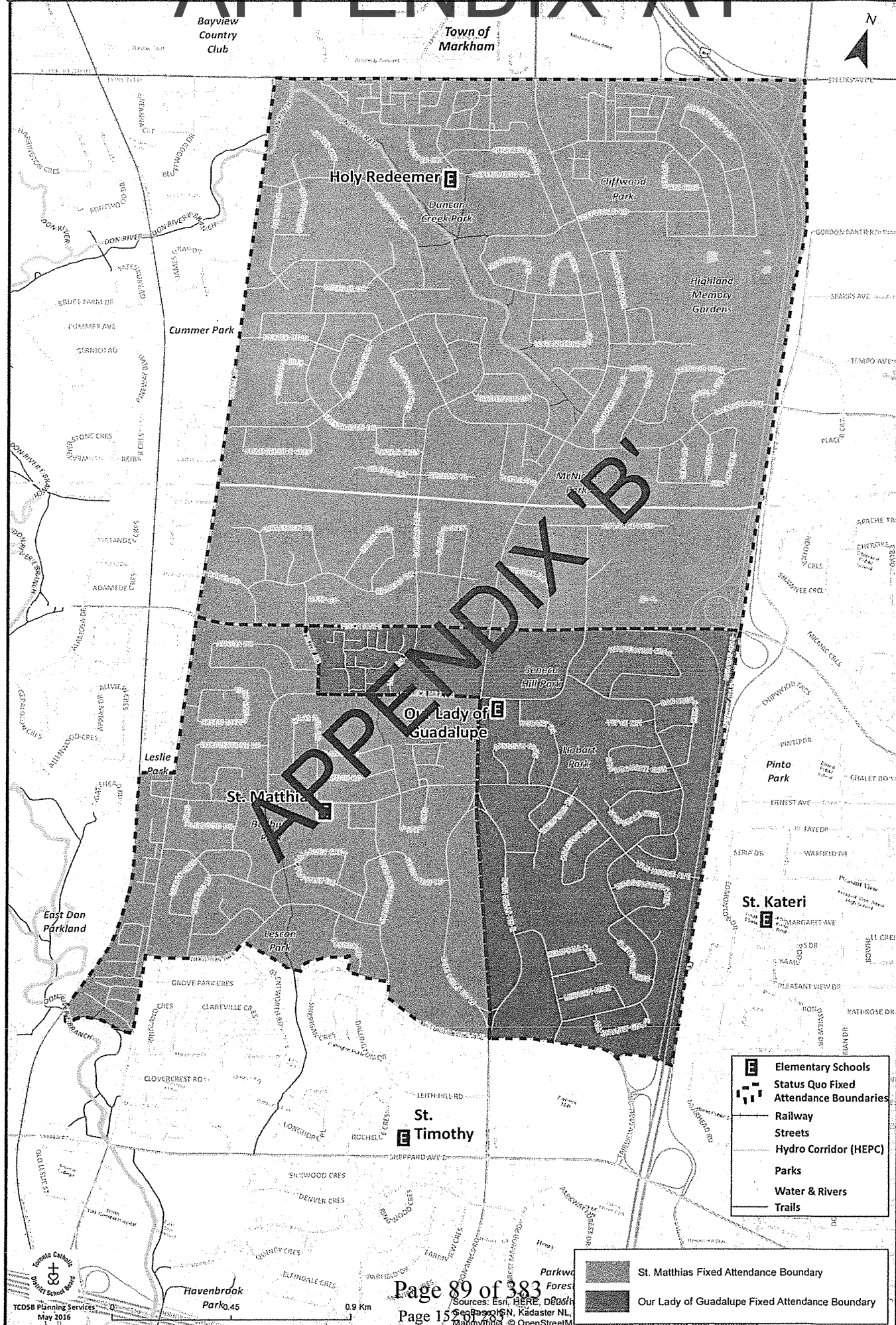
Final Staff Report (Report 3)

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.

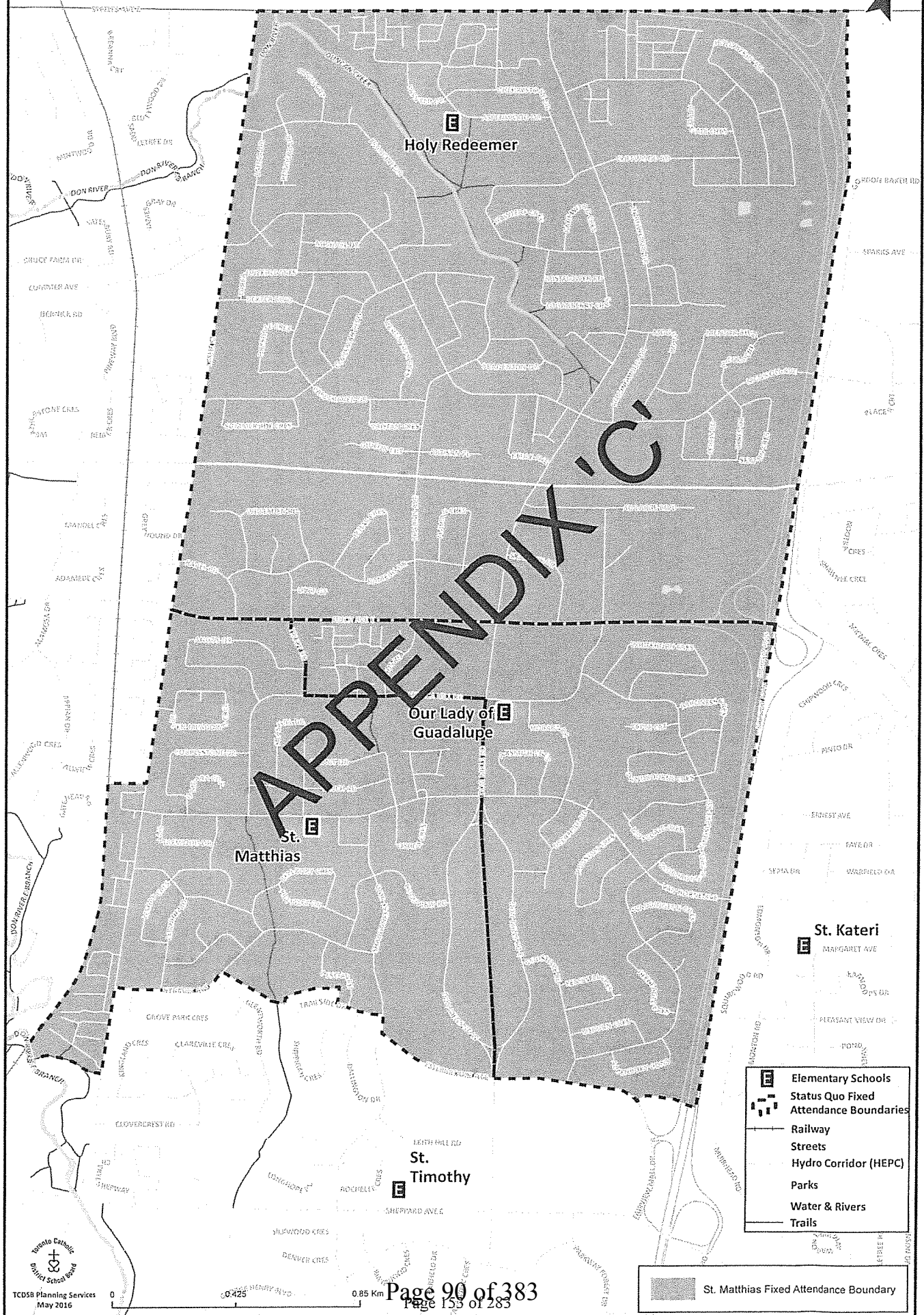
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Parent Questions	TCDSB Staff Responses
<p>1) Phase 1 is scheduled to start in September 2017 with the closing of Holy Redeemer; this process is to take 4 years and cost \$750M. What are the dates of the other phases and what does each phase entail?</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>

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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>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.</p> <p>For an elementary school to break even, the TCDSB average is 500 students.</p> <p>Also see #2 above.</p>
5) Since St. Matthias (built in 1974) is FULL TO CAPACITY with 196 students doesn't St. Matthias pay for itself?	<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.</p> <p>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>
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>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.</p> <p>Currently, there is no Licensed Before and After School Program at Holy Redeemer so there is no program to move into St. Matthias.</p> <p>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.</p> <p>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>See response #6 above.</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?	

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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?	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.
9) What is the likelihood of "endless construction delays" like those experienced by St. Joseph Morrow Park?	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).
10) Will the new school have French Immersion or a congregated gifted program? What other special programs/extra-curricular activities might it have?	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 3 rd 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.
11) Will the new facility have air conditioning?	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

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	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 be asked to include notices in their parish bulletins.
15) What are the social implications and challenges of integrating 3 distinct school communities?	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. 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.
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

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<p>17) Has anyone compared the EQAO scores (Education Quality & Accountability Office) of large and small schools for socio-economics and other factors?</p> <p>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?</p>	combined classes and offer less opportunities for student to be involved in sports, clubs and activities promoting student leadership. 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.			
	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.			
<p>Grade 3</p> <p>St. Matthias</p> <p>Holy Redeemer</p> <p>Our Lady of Guadalupe</p> <p>Grade 6</p> <p>St. Matthias</p>	EQAO results 2012-2016 Reading	EQAO results 2012-2016 Writing	EQAO results 2012-2016 Mathematics	<p>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:</p> <p>Grade 3</p> <p>Blessed Sacrament</p> <p>St. Bonaventure</p> <p>Grade 6</p> <p>EQAO results 2012-2016 Reading</p> <p>EQAO results 2012-2016 Writing</p> <p>EQAO results 2012-2016 Mathematics</p>
	81%	89%	92%	
	89%	94%	83%	
	86%	100%	79%	
	EQAO results 2012-2016 Reading	EQAO results 2012-2016 Writing	EQAO results 2012-2016 Mathematics	
	71%	89%	58%	

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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? (like St. Timothy which has 608 students)	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						

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	<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>

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	to port-a-packs have been cost prohibitive and greater than the cost of just replacing a portable with a newer portable. 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.
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?	The relocation site will be determined closer to the time that students will require relocation. All available options will be considered at that time.
28) Why not move St. Matthias students to the Holy Redeemer site during construction?	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.
29) Why is this process so rushed?	This will depend on the transition plan put in place. The transition plan will be developed with consultation from parents.
30) Will there be a uniform/dress-code change due to this amalgamation which may cause added financial stress to some families?	No, Ministry of Education funding for elementary schools does not include funding for pools. Also, operations and maintenance costs for pools are too high.
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.	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
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)?	

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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.

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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>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 $ADE \times 9.7 \times 1.062 \times 80.03$. 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</p> <p>– 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>

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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 Zlomislic	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

APPENDIX 'A1'

- 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'

ACTION AFTER
SPECIAL BOARD
FEBRUARY 1, 2017

NAME OF REPORT Delegation
 Stephen Colavincenzo regarding the Proposed Closure
 Of Holy Redeemer Catholic School (Represented Anna
 Mann, Paul Mann, Lidia Cancelliere and Deb Hutton)

COMMITTEE Special Board

DATE OF MEETING February 1, 2017

STAFF RECOMMENDATION TO BOARD

BOARD ACTION/DIRECTION

Received and referred to staff to be included in the report to the Board of Trustees
at the February 23, 2017 Board meeting.

DELEGATED TO M. Silva to incorporate presentation into Director's final
 Report to Board February 23, 2017

Letter acknowledging presentation from Director

RE: Pupil Accommodation Review Process – St. Matthias, Holy Redeemer, Our Lady Guadalupe Schools

Date of Presentation: February 1st, 2017

Delegate: Stephen Colavincenzo, speaking on behalf of Holy Redeemer

Submission to the Board of Trustees

My first point to discuss is an error in the Board report. It makes the statement that "There is unanimous support for the proposal from all SARC teams". This in fact is not true. There was an unfortunate miscommunication at the end of the final meeting. Also due to some other issues it was not caught until recently. To be clear we do not fault the Board team for this.

The SM and HR SARC team raised this to the Board team but we were told it could not be changed in time for the meeting. As such we are requesting that this be changed properly reflect the positions of the HR and SM SARC teams¹.

Our recommended statement is:

"The Holy Redeemer and St. Matthias SARC teams do not support the proposal to close Holy Redeemer and combine the three schools, Holy Redeemer, St. Matthias and Our Lady of Guadalupe. However, we acknowledge the financial pressures and challenges faced by the Board have resulted in this recommendation".

We cannot have public record incorrectly reflect the position of the SARC or the schools parents.

I'd also like to offer some comments on the process. Although it was conducted very professionally and respectfully, in the end it really felt like lip service. Many of the questions that linger are due to the speed of the process. Holy Redeemer commented many times the speed of the process did not allow for a proper understanding and comprehension of all the issues that needed to be considered². We had to tick the boxes of the requirements so that it could be brought here for an eventual vote. It was clear during the review process that no suggestion or recommendation would be considered by the Board committee for keeping the school open. So I will use this time now to let you know our ideas and thoughts on why and how this school could be saved.

First, the why, and that is the strategic importance of HR to the Board. It should be evident that once Holy Redeemer is closed, the area North of Finch between Leslie and Don Mills, will be lost long term. You are never going to get it back. Long term you will lose the Catholic families in the area. Not so much the current student body, but the families that would be coming in the future.

We believe that you don't have to lose it.

As I stated above we do understand that HR cannot remain open long term in its current form. And the families of HR want a vibrant school. While closing it is an easy financial choice, we feel there are other more challenging but beneficial options.

First we have to understand why is Holy Redeemer in the current state? There are three main reasons:

- 1) Lack of EQAO scores publically available. We need to push to have smaller school have their school posted but with the comment that the results is not statistically significant. We have heard many times how people did not even know there was a school there because it does not show up. This doesn't just hurt us, but any smaller school is hurt by it.
- 2) AY Jackson, the local public high school has a very good reputation for science and math. This has drawn older families to the area and a significant Asian population that is not Catholic. The desire to attend AY Jackson is something I have heard repeatedly from the real estate agents that knock on my door.
- 3) Specialty schools in the area have impacted enrollment significantly. Across the field from Holy Redeemer is Cliffwood Public School that offers, English track, French immersion and extended French. We have Catholics who live across the street from Holy Redeemer whose child is going to it. On the other side of Steeles Avenue, York Region invested in a new school for St Michaels. This Arts School has an extremely good reputation that draws students from across the York Board and the TCDSB. Holy Redeemer has been the biggest victim of this, losing in the order of 30 students to it. It is not by chance that York region built a new school with an excellent specialty program in our backyard. They knew they would take students from our board. Holy Redeemer sits in the middle of specialty schools. It's been under attack on both flanks and the TCDSB let this happen and never responded in-kind. For the last six years I have heard our principals go to the Board with ideas on how to build the school up, only to have them rejected. The Board has sat idly by and allowed the school to decline.

The key takeaway; good reputation, good programs bring people in.

For those of us who know Holy Redeemer, it is clear the board is missing a significant opportunity. Could I have a show of hands among the trustees who are familiar with the site and have been there to actually visit it?

For those of you who do not know it, it is a beautiful site. It is in a quiet neighbourhood. A ravine and runs along the backside of the grounds with a soccer field down a hill nestled among the trees.

If you look at the board priorities for learning of; quality of the learning environment, adequacy of the physical space to support student learning and

adequacy of the school's grounds for healthy physical activity and extracurricular activities. The site of Holy Redeemer far exceeds on all fronts. Here are some examples of how we have used this to benefit our students:

- a. During science / botany / environmental studies the ravine is used as a mini field trip to explore and show examples of what is taught in class. These can happen spontaneously.
- b. Taping sugar maples to learn about the maple syrup process has been done.
- c. In winter, due to the used equipment that has been collected by staff, all students from grade 5 to grade 8 get to experience cross-country skiing for free many times during winter.
- d. The site is ideal for cross country training with its hills and elevation changes and the soccer field is used for track and field training.

Is there another site in our Board that has this to offer just from its site alone? I doubt there are many properties in the board that compare to it.

So we have an incredible site that is surrounded by specialty school programs.

It is clear that Holy Redeemer needs a specialty program as well. In the area, both public and Catholic we have, French immersion, extended French, arts schools. There are no STEM school programs – in fact from what I can see there are no STEM programs in our board.

Concerns were raised about the cost of a STEM program, but think this is a flawed paradigm. You don't need fancy high tech interactive chalk boards to bring a focus to the basics of math and the wonder of science or to allow the students to see how what they are doing can lead to the design of an airplane, a video game or developing a cure for a disease. If you doubt this, I merely point out that 25 years ago when I was in engineering it was all taught on chalk board or simple overhead projectors. When done properly it can be very engaging.

We propose starting a specialty program in HR. If it is properly promoted across the board and in York region it will:

- Draw local student back to the board who have left
- Draw students from across Steeles
- Draw student from across the board and may help relieve some of the overcapacity schools
- Long term it will make the area desirable for Catholics to move to.

St. Rene Goupil in York Region was a shrinking school. When they brought in a STEM program it's enrollment increased 42% over a few years from 175 to 250 students.

We challenge the Board to have the vision to grow this area, not eliminate. We should aim for two schools of 400 kids instead of one school with 500. Don't get me wrong, I know it is not an easy task, but worthwhile things seldom are.

I'd like to leave you with these final thoughts:

As a board, we will not shrink ourselves to greatness. I said at the start, we understand challenges facing the board, and sometimes there are no other options than closing a school. But if this board and you trustees cannot see the potential of the Holy Redeemer site, the importance of it to the board and the need to create something compelling there, If you cannot have a greater vision for our board, then we are starting down the road of shrinking ourselves to irrelevance. The HR CSPC and our parents are asking you to choose not to do this. We ask you to vote to keep this school open and turn it into what it could be, what it should be; one of the crown jewels of the Board.

Thank you for time and consideration.

ⁱOn December 14, 2016, after receiving the November 22, 2016 meeting notes, Yvonne Fiamengo contacted Peter Aguiar and requested the wording be changed. Stephen Colavincenzo, delegate for Holy Redeemer, made the same request on January 18, 2017.

ⁱⁱIn response to Trustee Del Grande's queries regarding whether these issues were discussed in the PARC process, it is submitted the PARC process was rushed and left the parent committee members feeling unsatisfied and, at times, unheard. While there were many long discussions, there were no written draft reports exchanged to review and/or comment upon and no formal votes taken.



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Session
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Minutes

Name	Stephen Colavincenzo
Committee	Regular / Special Board
Date of Presentation	2/1/2017
Topic of Presentation	Proposed Closing of Holy Redeemer
Topic or Issue	Pupil Accommodation Review: Holy Redeemer, Our Lady of Guadalupe and St. Matthias (Wards 7, 11)
Details	I will be representing the delegation from Holy Redeemer
Action Requested	Present on behalf of the School delegation. Others will register and
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)} Holy Redeemer {CSAC Position}
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
Submittal Date	1/30/2017



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Minutes

Name	Anna Mann
Committee	Regular / Special Board
Date of Presentation	02/1/2017
Topic of Presentation	Greatness of Holy Redeemer School!
Topic or Issue	Accommodation Review of Holy Redeemer School
Details	Holy Redeemer School is a great school with the highest EQAO scores in the board. Should remain open if possible. Consideration should be made to allow a 2 year transition to St. Matthias
Action Requested	I delegate Stephen Colavincenzo to speak on my behalf as the Holy Redeemer Delegation
I am here as a delegation to speak only on my own behalf	Yes
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)} {CSAC Position}
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
Submittal Date	1/31/2017



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Name	Paul Mann
Committee	Regular / Special Board
Date of Presentation	2/1/2017
Topic of Presentation	Greatness of Holy Redeemer School
Topic or Issue	Holy Redeemer CES Accommodation Review
Details	Holy Redeemer is a great school with the highest EQAO stats in the board. Consideration should be made to keeping it open and at least a 2 year transition to St. Matthias
Action Requested	I delegate Stephen Colavincenzo to speak on my behalf as the Holy Redeemer Delegation
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) Holy Redeemer {CSAC Position}
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
Submittal Date	1/31/2017



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Name	Lidia Cancelliere
Committee	Regular / Special Board
Date of Presentation	2/1/2017
Topic of Presentation	proposed closure of Holy Redeemer CS
Topic or Issue	Parental opposition to the proposed closure of Holy Redeemer Catholic Elementary School
Details	Committee will be informed of the many benefits of keeping the site open.
Action Requested	I delegate Stephen Colavincenzo to speak on my behalf as the Holy Redeemer delegation.
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)} Holy Redeemer {CSAC Position}
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
Submittal Date	1/31/2017



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Name	Deb Hutton
Committee	Regular / Special Board
Date of Presentation	2/1/2017
Topic of Presentation	School Closure
Topic or Issue	School Closure
Details	School Closure
Action Requested	I delegate Stephen Colavincenzo to speak on my behalf as the Holy Redeemer delegation
I am here as a delegation to speak only on my own behalf	Yes
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} {CSAC Position}
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
Submittal Date	1/31/2017

ACTION AFTER
SPECIAL BOARD MEETING
FEBRUARY 1, 2017

NAME OF REPORT Delegation
 Yvonne Fiamengo regarding PAR – St. Matthias
 Holy Redeemer and Our Lady of Guadalupe Catholic
 Schools (Represented Rachana Dhavale, Marcin Michalik,
 Cecilia Frank, Nour Beidas and Ioulia Bacinello)

COMMITTEE Special Board

DATE OF MEETING February 1, 2017

STAFF RECOMMENDATION TO BOARD

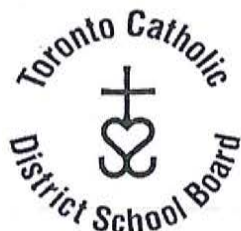
BOARD ACTION/DIRECTION

Received and referred to staff to be included in the report to the Board of Trustees
at the February 23, 2017 Board meeting.

DELEGATED TO M. Silva to incorporate presentation into Director's Final
 Report to Board February 23, 2017.

Letter acknowledging presentation from Director.

**TORONTO CATHOLIC DISTRICT
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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

GET WORKING IF
COMMITTEE #19



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Name	Rachana Dhavale
Committee	Regular / Special Board
Date of Presentation	2/1/2017
Topic of Presentation	Closure of Holy Redeemer Catholic School (North York)
Topic or Issue	Concerns regarding the closure and amalgamation of Holy Redeemer and Our Lady of Guadalupe Catholic School in to St Mathias. Concerns with a new bigger school.
Details	Concerns regarding the closure and amalgamation of Holy Redeemer and Our Lady of Guadalupe Catholic School in to St Mathias. Concerns with a new bigger school.
Action Requested	Yvonne Fiamengo from St. Matthias will speak on my behalf.
I am here as a delegation to speak only on my own behalf	Yes
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	1/31/2017



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Name	Marcin Michalik
Committee	Regular / Special Board
Date of Presentation	2/1/2017
Topic of Presentation	Closure of Holy Redeemer
Topic or Issue	Yvonne Fiamengo from St. Matthias will speak on my behalf
Details	Closure of Holy Redeemer will have significant impact on St Matthias, including overcrowding, staff loss and increase in catchment area.
Action Requested	Yvonne Fiamengo from St. Matthias will speak on my behalf
I am here as a delegation to speak only on my own behalf	Yes
I am an official representative of the Catholic School Advisory Committee (CSAC)	{2} I am an official representat ve of the Catholic School Advisory Committee (CSAC) {CSAC Position}
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
Submittal Date	1/31/2017



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Name	Cecilia Frank
Committee	Regular / Special Board
Date of Presentation	2/1/2017
Topic of Presentation	Holy Redeemer, St. Matthias and Our Lady Guadeloupe amalgamation
Topic or Issue	Holy Redeemer, St. Matthias and Our Lady Guadeloupe amalgamation Delegation
Details	Delegation Yvonne Fiamengo will speak on my behalf
Action Requested	Delegation Yvonne Fiamengo will speak on my behalf
I am here as a delegation to speak only on my own behalf	Yes
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	1/31/2017



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Minutes

Name	Nour Beidas
Committee	Regular / Special Board
Date of Presentation	2/1/2017
Topic of Presentation	Pupil Accommodation Review - St. Matthias
Topic or Issue	The amalgamation of 3 schools, St. Matthias, Holy Redeemer and Our Lady of Guadeloupe
Details	Yvonne Fiamengo from St. Matthias will speak on my behalf
Action Requested	Yvonne Fiamengo from St. Matthias will speak on my behalf
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 Comm ttee (CSAC)} {CSAC Position}
I am an official representative of student government	
I am here as a spokesperson for another group or organization	
Submittal Date	1/30/2017



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Name	Ioulia Bacinello
Committee	Regular / Special Board
Date of Presentation	2/1/2017
Topic of Presentation	Pupil Accommodation Review
Topic or Issue	School Closure and amalgamation.
Details	PAR Report Delegation
Action Requested	Yvonne Fiamengo from St. Matthias will speak on my behalf
I am here as a delegation to speak only on my own behalf	Yes
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	1/30/2017



REPORT TO

REGULAR BOARD

FINAL REPORT - PUPIL ACCOMMODATION REVIEW - DON BOSCO (TRUSTEE WARD 1)

"How good and pleasant it is when God's people live together in unity!, Psalms 133:1"

Created, Draft	First Tabling	Review
February 13, 2017	February 23, 2017	Click here to enter a date.
J. Peake, Senior Manager of Planning and Accommodation J.Volek, Sr. Coordinator, Planning, Assessment, Admissions and Accountability A. Della Mora, Superintendent of Learning, Student Achievement and Well Being, Ward 1 M. Puccetti, Superintendent of Facilities M. 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 the November 24, 2016 meeting of the Board, the report '*Pupil Accommodation Review Don Bosco Catholic Secondary School Ward 1 – Interim Staff Report*' (Appendix 'A1') was considered following a public meeting on October 25, 2016.

In the current report, staff recommend the following:

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 Grade 12 students who require additional time to earn credits, in 2017-18 in order to graduate, be counselled and assisted in placement in geographically proximate schools.

The opportunity for additional public input was provided at the February 1, 2017 Special Meeting of the Board.

This report represents the recommendations of the Director's Interim report in consideration of public input received throughout the pupil accommodation review process.

The cumulative staff time dedicated to developing this report was 30 hours.

B. PURPOSE

The purpose of this report is to consider public input and to present final recommendations for consideration and approval regarding the Modified Pupil Accommodation Review (MPAR) for Don Bosco.

C. BACKGROUND

1. The staff recommended pupil accommodation solution that best addresses the needs of the students at Don Bosco in this MPAR is that Grade 11 students be accommodated in neighbouring catholic secondary schools effective February 2017, and that Grade 12 students continue their academic program and graduate from Don Bosco in June 2017.

2. The rationale for the staff recommendations is summarized as follows:

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.

3. Staff conducted a space assessment of the neighbouring secondary schools, and concluded that all of the 34 Grade 11 Don Bosco students can be accommodated in their respective community schools. Principals have been consulted, are supportive, and have made arrangements for the transfer of all Grade 11 students to commence studies in Semester 2. Neighbouring secondary schools include: Blessed Archbishop Romero, Chaminade, Michael Power/St. Joseph, Father Henry Carr, Monsignor Percy Johnson, and St. Basil the Great.
4. The staff recommendation to accommodate students 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).
5. The community was given opportunities to provide feedback on October 25th 2016, and then to Trustees at a Special Meeting of the Board on February 1, 2017. No community members participated in the delegations on February 1st, only written submissions were received through the Board's website and concerns raised have been summarized in the table below. Staff have provided explanations or responses to these concerns. The actual submissions are included in *Appendix 'B'*.

D. EVIDENCE/RESEARCH/ANALYSIS

6. Summary of Written Submissions

Summary of Concerns	Staff Comments
Rebranding Names for Don Bosco.	<i>Too early to decide the future of the facility.</i>
Offer apprenticeship programs; night school and summer school programs; adult continuing education program; or commercial studies/cooperative education programs; etc.	<i>These programs are offered throughout the Board in several schools and are dependent on area need and interest.</i>
Partnership with a neighbouring large business or corporation.	<i>The Board is in constant contact with community partners regarding opportunities for collaboration.</i>
Open another Catholic Secondary School in an area TDSB school.	<i>Enrolment has declined to a point where a secondary school at this location is no longer viable. Staff will continue to access enrolment trends and identify needs for additional accommodation if required.</i>

7. Further study regarding the long-term need and potential uses for the Don Bosco facility will be undertaken including consideration of a community hub, facility partnerships or disposition. Options will be reported to Board at a future date.
8. To date the Grade 11 students have already been transitioned into their new secondary schools. The Transition Plan was undertaken in consultation with Don Bosco School and neighbouring catholic secondary schools, including students, parents/guardians and school staff.
9. Counselling will be available to grade 12 students who require additional time to earn credits in order to graduate. They will be placed in geographically proximate schools prior to the end of this academic year.

E. STAFF RECOMMENDATION

That the following recommendations be approved:

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 Grade 12 students who require additional time to earn credits, in 2017-18 in order to graduate, be counselled and assisted in placement in geographically proximate schools.

APPENDIX 'A1'

ACTION AFTER REGULAR BOARD NOVEMBER 24, 2016 PUBLIC

NAME OF REPORT Report regarding Pupil Accommodation Review
Don Bosco Catholic Secondary School Ward 1
Interim Staff Report

COMMITTEE Regular Board

DATE OF MEETING November 24, 2016

STAFF RECOMMENDATION BOARD

Conclusion:

This report is presented for the consideration of the Board.

BOARD ACTION/DIRECTION

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).

DELEGATED TO M. Silva – Implement Community Consultation Process
on Director's Report as per policy.



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

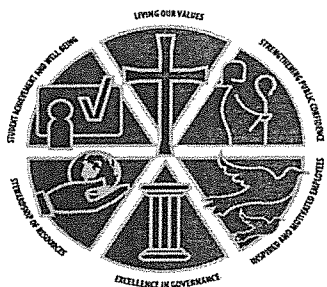
Vision:

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

APPENDIX 'A1'

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

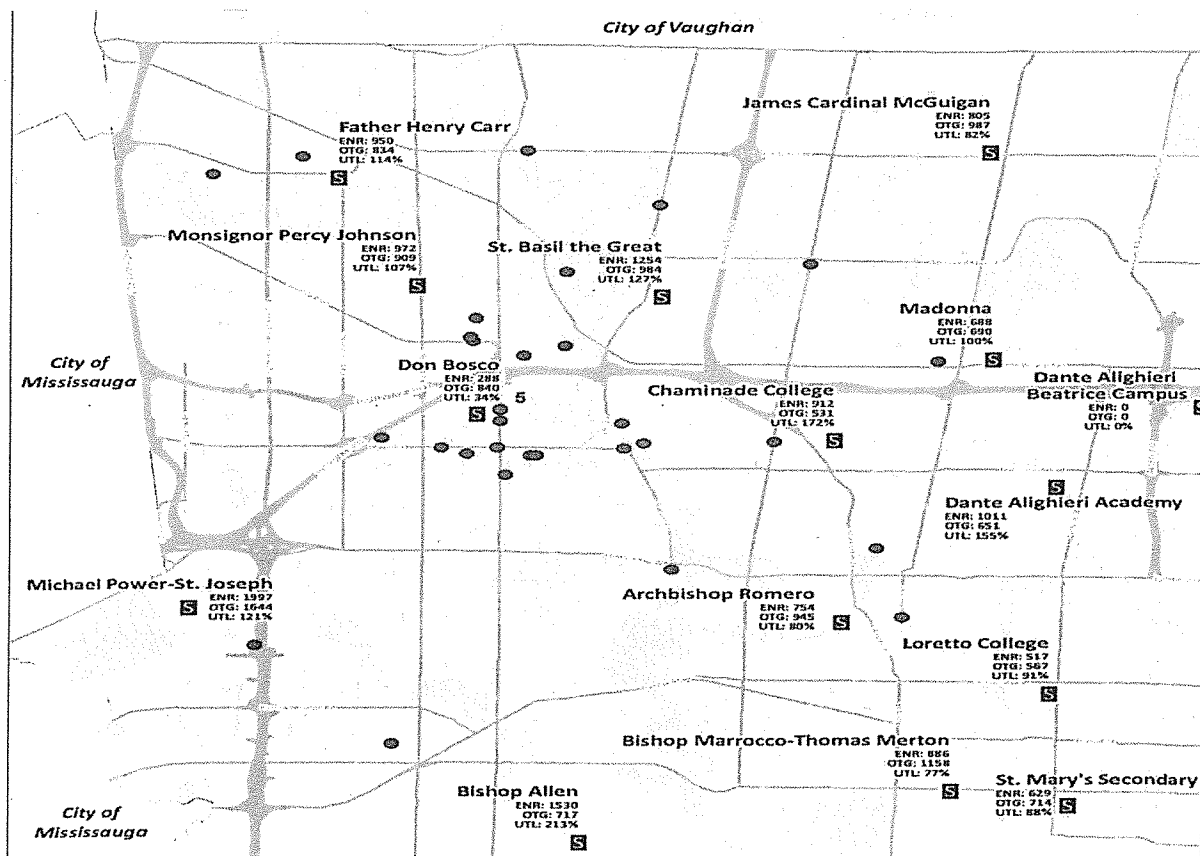
This report is for the consideration of Trustees regarding the consolidation of Don Bosco into nearby community schools, arising out of the modified Pupil Accommodation Review process.

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'*).

APPENDIX 'A1'

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.



APPENDIX 'A1'

*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).

APPENDIX 'A1'

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 (STUDENT ACHIEVEMENT)

- 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 (ASST. BOARD)

- 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.

Approved!



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

May 6, 2016

First Tabling

June 6, 2016

Review

[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.*

G. Poole

Associate Director of Academic Affairs

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.*

A. Sangiorgio

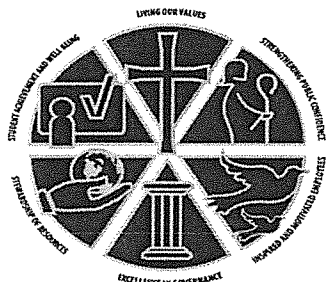
Associate Director of Planning and
Facilities

C. Jackson

Executive Superintendent of Business
Services and Chief Financial Officer

Angela Gauthier

Director of Education



APPENDIX 'A1'

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%

APPENDIX 'A1'

D. ACTION PLAN

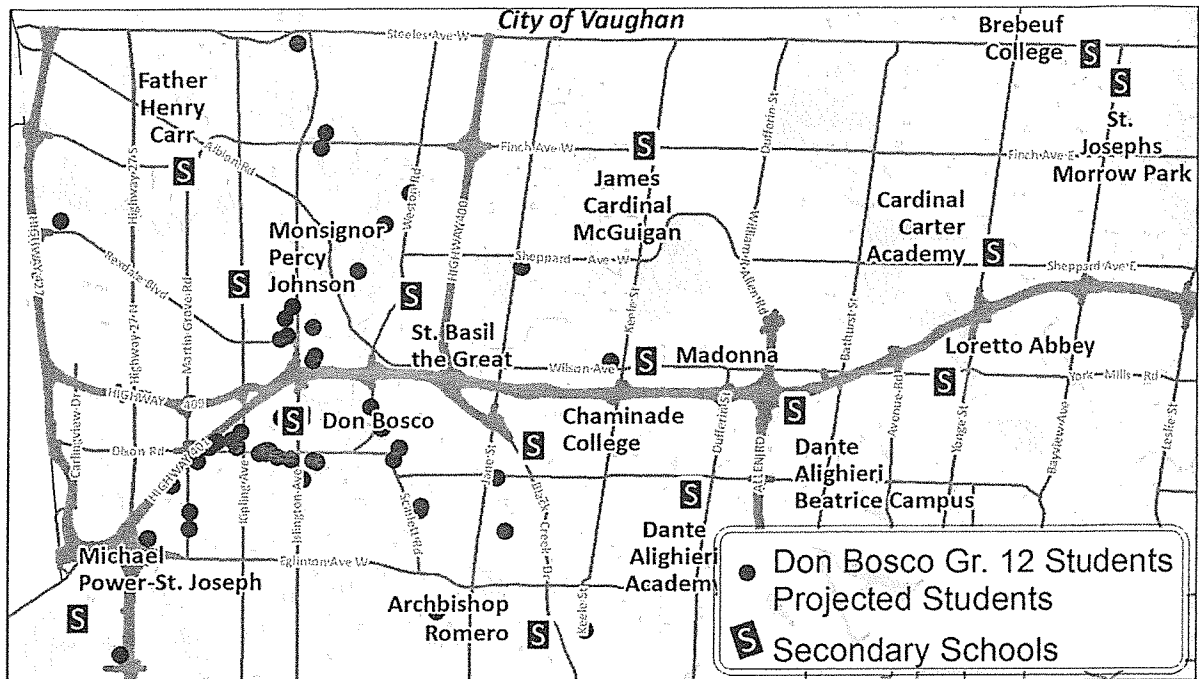
1. Staff are required as per Pupil Accommodation Review Policy (S.09) to provide one or more options to address the challenges associated with any school under accommodation review, and seek public feedback with respect to the staff recommendation.
2. The current staff recommendation is to close the 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.

APPENDIX 'A1'



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).

APPENDIX 'A1'



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

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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.



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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.



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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



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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;



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- 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;



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- 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.

APPENDIX 'A1'



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SUB-SECTION:

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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.



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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.



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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.

APPENDIX 'A1'

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.

APPENDIX 'A1'

- 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.

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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

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- 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.

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- 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).

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- 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;

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- 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.

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- 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).

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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.

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- 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

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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.

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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.

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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).

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- 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.

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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]

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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

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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.

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- 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.

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- 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]

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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.

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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.	

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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.			

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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.

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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.			

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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.			

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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.

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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.

APPENDIX 'A1'

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.

APPENDIX 'A1'

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.

APPENDIX 'A1'

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.

APPENDIX 'A1'

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.

APPENDIX 'A1'

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.

City of Toronto
Response to Toronto Catholic District School
Board Request for Early Comments
2016-2017 PARCs

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.

Submit Your Suggestion

Email (Optional): **Rebranding Names for Don Bosco**

Suggestions/Comments/Questions: **Don Bosco Catholic Secondary School of Global Health Studies**

Don Bosco Catholic Secondary School of Global Education

Don Bosco Catholic Secondary School of Alternative Education

Submit Your Suggestion

Email (Optional): **Rebranding Names for Don Bosco**

Suggestions/Comments/Questions: **Don Bosco Catholic Secondary School of Continuing Studies**

Don Bosco Catholic Secondary School and Regional Apprenticeship Centre

Don Bosco Catholic Secondary School and School of The Trades

Submit Your Suggestion

Email (Optional): **Various Rebranding Names for Don Bosco**

Suggestions/Comments/Questions: **1. Don Bosco OYAP CSS**

2. Don Bosco Continuing Education CSS

3. Don Bosco Adult Continuing Education CSS

4. Don Bosco School of Commercial Studies and Cooperative Education

5. Don Bosco School of Commercial and Entrepreneurial Studies

Submit Your Suggestion

Email (Optional):

Suggestions/Comments/Questions: **Enter a multi-year partnership with a neighbouring large business or corporation that has interest in "giving back" and investing in our neighbourhood. Please refer to the Rose Avenue Public School revitalization community project with Manulife Corporation. I'd like to be involved.**

Submit Your Suggestion

Email (Optional):

Suggestions/Comments/Questions: **strong and reliable parent council, attracting more achieving students, more strict rules**

Submit Your Suggestion

Email (Optional):

Suggestions/Comments/Questions: **Open it to be the Msgr. Fraser West Campus, An International Student Facility, SHSM school, Reopen it under a different Name, Sell it!!**

Submit Your Suggestion

Email (Optional):

Suggestions/Comments/Questions: **My suggestion is to open a new Catholic high school in one of the number of public high schools in the immediate area that are severely under subscribed. It is surprising how many public high schools there are in the same area, with a number of them with such low enrollment, and we now have no Catholic High School at all. It makes me wonder I am volunteering to have my tax dollars support the Catholic school system, with no Catholic high school in the area.**

I would like to see a new location and programs that are strong in academics such as science and math like Ursula Franklin Academy which has a strong reputation for being leaders in science and math programs. It is a great facility that parents and kids are clamoring to get into. There seems to be a big demand for these types of programs and something really worth investigating.

Submit Your Suggestion

Email (Optional): **Rebranding of Don Bosco CSS**

Suggestions/Comments/Questions: **Dear TCDSB Pupil Accommodation Review Committee:**

I think that you should rebrand Don Bosco CSS with any of the following programs: OYAP apprenticeship programs; night school and summer school programs; adult continuing education program; or commercial studies/cooperative education programs.

Firstly, Don Bosco has the facility for transportation technology, culinary arts; and communication technology. Don Bosco can introduce other OYAP apprenticeship programs, such as, cosmetology, construction technology, manufacturing technology, and any other technological studies programs within the OYAP apprenticeship programs.

Secondly, Don Bosco had night school and summer school programs in the past. I have taught the BAT4M1 course in the Spring 2006 Night School Session and the MDM4U1 course in the Fall 2007 Night School Session. Having night school at Don Bosco provides students within the Don Bosco community with an alternative night school site from the Monsignor Percy Johnson Night School site. Furthermore, having summer school at Don Bosco provides students within the Don Bosco community with an alternative summer school site from the other summer school sites which may be in

further proximity.

Thirdly, OYAP apprenticeship programs will be excellent for students within the Don Bosco community because as one very well knows, the trades industry will be booming within the next 10 to 15 years as commercial and residential buildings are on the rise; and having students within the Don Bosco community who are skilled with their hands can make a significant contribution to their community and, on a macro scale, the Canadian economy.

Fourthly, adult continuing education programs will be great for adults who would like to improve upon their literacy and numeracy skills by taking various mandatory and elective courses within the Ontario curriculum which will lead them towards their attainment of the OSSD diploma. Furthermore, general interest courses can also be offered, such as, photography, visual arts, and various multi-cultural dances, just to name a few.

Fifthly, commercial studies/cooperative education programs can give students within the Don Bosco community with the opportunity to explore business studies courses, such as, accounting, marketing, entrepreneurship, information and communication technology, international business, and business leadership within the framework of a SHSM in Business Studies and/or cooperative education setting.

Lastly, I would keep the name of Don Bosco because it is an excellent school with plenty of tradition dating back to its founding in 1978 with its first graduating class in 1982 but I would add "Commercial Studies/Cooperative Education CSS" to its name, if you choose the fifth option. Therefore, "Don Bosco Commercial Studies/Cooperative Education CSS".

Submit Your Suggestion

Email (Optional):

Suggestions/Comments/Questions: **Regarding the future of Don Bosco Catholic Secondary School**

Schools like Michael Power with good programs can be copied. Don Bosco can offer any program under the sun. The student population can be expressed in “adult education programs” during the evenings, and day school programs during the day.

It remains a fact that any skill, body of knowledge or tactic can be duplicated to compete with other schools and become excellent programs. A school is as good as the people that occupy the building, just as a hospital is as good as the doctors and staff who work the building: in the case of patients likened to students, schools have a greater potential than hospitals to improve society because schools are providing opportunities for students who will eventually be our leaders.

It is clear, education is the most important industry in the world and a school like Don Bosco needs to be protected and cherished. Why? Because it is part of the largest school board in Canada and when one school is let down, it sends out a message that education is not important and or failing to attract students. Therefore, programs must be attractive to students who seek self-improvement and self-improvement is a value we learn from others. As with Christ, his mission and purpose is to serve others, and like Christ, our schools' mission is to serve the community/communities that seek improvement.

The directors and superintendents of the TCDSB may be in the best position to determine ways to accommodate a changing society with relevant programs in our schools.

On October 25th, I witnessed 4-5 students who demonstrated the number one element in all of human achievement...that is DESIRE...these students also showed PASSION... they are like a single match that is capable of burning down an entire forest. Employ these young ambassadors to help create a group of young minds blended with superintendents or any other visionary with ideas of a better future for Don Bosco School...unlike the dismal forecast of shutting down student enrollment for Sep 2017, as I heard on that evening.

Programs need to point in a direction of mindfulness living; with people services, empowering youth to be aware of their untapped potentials and creative abilities. School programs need to use integrative learning structures where we combine meaningful studies of key historical events that are filled with applied math concepts as in building a stage or any other hands on activity involving tools and technologies.

For example, the movie industry is a marketable business because it presents life as an art and teaches us about our world. Why not reinvent Don Bosco School as a hub centre for the growth of skills and knowledge to produce

movies. For example, we can set goals to produce a four year program and create a movie on the life and times of John Bosco. Imagine, the release of a movie written and produced by a student body telling a story of a boy who wanted to help others.

Programs would need to be hammered out with historical studies, geographical conditions to support a city or village relevant of the time when John Bosco was growing. Imagine the writers of the script, the builders of the sets, the physics and applied math as needed, the clothing industry and costume designs, programs written specifically to incorporate needed professions in the telling of a story,...it's the real world of yesterday mixing in with the present time...there is no end the what a school can do...but we need fresh minds, innovative thinkers who can lead by example.

Don Bosco School is an amazing facility and it can aspire to be a leader of educational institutions throughout Canada. Let us celebrate our strength and achievements in the Catholic School Board to date and take off with a renewed vision of education in the 21st century. **LEARNING: ON DEMAND COURSES!** Tell us what you want and we will serve the program...

PS: I have worked 22 years as an elementary school teacher. I have recently retired from teaching in school settings and I consider myself as an educator in the Physical and Health Education programs. I live in the community and if you require other ideas, do not hesitate to email me.



REPORT TO

REGULAR BOARD

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

"From him the whole body, joined and held together by every supporting ligament, grows and builds itself up in love, as each part does its work." Ephesians 4:16

Created, Draft	First Tabling	Review
February 13, 2017	February 23, 2017	Click here to enter a date.

J. Peake, Senior Manager of Planning and Accommodation
J. Volek, Sr. Coordinator, Planning, Assessment, Admissions and Accountability
J. Shain, Acting Superintendent of Student Achievement and Well-Being, Area 6
M. Puccetti, Superintendent of Facilities
M. 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 The January 26, 2017 meeting of the Board, the report ‘*Pupil Accommodation Review St. Michael, St. Paul and Our Lady of Lourdes – Interim Report (Trustee Ward 9)*’ (Appendix ‘A1’) was considered and the following approved with an amendment to recommendation #1:

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

- 1. After approval 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;*
- 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.”*

This report considers the recommendations of the Director’s Interim report, the ARC’s recommendations and public input received at the February 1, 2017 Special Board meeting.

The cumulative staff time dedicated to developing this report was 30 hours.

B. PURPOSE

The purpose of this report is to consider public input and to present final recommendations for consideration and approval regarding the Pupil

Accommodation Review (PAR) for St. Michael, St. Paul and Our Lady of Lourdes. Delegations and written submissions were received at the February 1, 2017 Special Board meeting.

C. BACKGROUND

1. The staff recommended pupil accommodation solution to address the needs of the schools in this PAR is the consolidation of St. Michael into St. Paul no earlier than September 2017, and the relocation of the consolidated St. Paul at the new school on the Duke of York site, dependent on Ministry of Education approval and funding of a 500 pupil place replacement facility.
2. Overall, there is currently an excess of 11,000 pupil places of surplus capacity in the elementary panel. The Ministry of Education has advised staff that Pupil Accommodation Reviews (PARs) must take place within the next 5 or 6 years, and be fully considered as part of the Board's next Long Term Accommodation and Program Plan (LTAPP). The draft LTAPP calls for a net increase in overall elementary capacity from 85% to approximately 95% by 2029—largely as a result of a series of proposed consolidations.
3. 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	

4. 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*):

Elementary Enrolment	Number of Schools	Average of Grant Per Pupil	Average of Program/ Facilities Surplus/ Deficit)	Average of Surplus/ (Deficit) per pupil
<100	3	9,308	(549,820)	(6,018)
100-150	6	8,828	(464,575)	(4,036)
151-200	21	8,416	(280,489)	(1,700)
201-250	25	8,144	(232,144)	(1,014)
251-300	17	7,997	(131,851)	(482)
301-500	64	7,952	(6,029)	(39)
>500	32	7,881	272,402	404
Grand Total	168			

5. The rationale for staff recommendations for each school community is summarized as follows:

- **St. Michael** – St. Michael is significantly oversubscribed with an enrolment of 174 students and a utilization rate of 193%. St. Michael's enrolment is projected to steadily increase into the future as a result of residential intensification in the area. St. Michael's resides on a small site of 1.8 acres and a portion of the student population is accommodated in substandard leased space at an adjacent community centre in rooms originally designed as squash courts. The projected 2020 FCI of St. Michael is particularly high at 80.1% and considered prohibitive to repair ('PTR') by Ministry definitions. A yearly staff cost-savings can be realized through the consolidation of St. Michael at St. Paul for September 2017.
- **St. Paul** - St. Paul is significantly undersubscribed with an enrolment of 175 students and a utilization rate of only 39%. St. Paul is projected to remain at this rate of utilization well into the foreseeable future. St. Paul has additional site restrictions as it is located on an historical grave site and significant retrofits of the facility are not possible. The projected 2020 FCI of St. Paul is quite high at 71.6% and considered prohibitive to repair ('PTR') by Ministry definitions. Additional staff cost-savings could be realized by the consolidation of St. Michael and

St. Paul at the Duke of York site, pending a Ministry approved replacement facility.

- **Our Lady of Lourdes** – The consolidation of St. Michael at St. Paul creates an opportunity to create a more appropriate boundary with Our Lady of Lourdes which includes a historical area of students that were not previously included in the fixed attendance boundary for OLOL.

6. The staff recommendation creates one large well-utilized facility at the Duke of York site. St. Michael was constructed in 1980 and is a shared site with the TDSB and the TCHC. The current St. Paul building was constructed in 1959. The combined projected 2020 deferred maintenance backlog for St. Michael and St. Paul is approximately \$8.8M. By shedding these aging facilities the Board could realize this significant one-time cost-savings.
7. The Ministry of Education weighs the cost of funding a new building against the long-term cost of operating, maintaining and renewing the facilities to be consolidated. A 'Net Present Value' calculation is provided in the table below. As shown, the Facilities and Academic Cost avoidance were included. As 'Deferred Maintenance' and the 'Potential Proceeds of Disposition' are also a considerable cost savings, they have been added. **This analysis shows a replacement school at the former Duke of York PS site is a good investment for the province.**

St. Paul/St. Michael		NPV	
Facilities Cost Avoidance	\$ 244,590	\$ 4,031,214	
(op costs/rent/parking fees)			
Academic Cost Avoidance	\$ 270,720	\$ 4,461,883	
NPV (25 years)		\$ 8,493,097	
Deferred Maintenance	St. Paul	\$ 4,179,519	Inspected 2016: draft
	St. Michael	\$ 2,017,928	
Total DM		\$ 6,197,447	
Grand Total		\$ 14,690,544	

(Cost Avoidance/DM)			
Construction Cost		\$ 10,852,060	
Difference		\$ 3,838,484	

8. Further supporting this direction, 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. Fully utilized elementary schools of this size lead to increased Ministry per pupil funding which in turn has the potential to generate several benefits some of which are enhanced programming, opportunities for greater parent involvement, opportunities for additional curricular and extra-curricular activities, team teaching and mentoring. Increased enrolment also generates increased funding for facility resources and programs such as Art, Music, French Immersion and Literacy.

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, CSPC 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.

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.

9. At the January 26, 2017 meeting of the Board, the Trustee moved an amendment to make a change in recommendation #1 of the Interim report. The amended recommendation is reflected in this report and reads as follows:

- “After **approval** 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.”
10. The community was given an opportunity to provide their feedback to Trustees at a Special Meeting of the Board on February 1, 2017. Delegations and written submissions from the school communities were received at that meeting and concerns raised have been summarized. The actual submissions are included in *Appendix ‘B’*.
 11. The ARC recommends the following for the consolidation of St. Michael at St. Paul, and then the relocation of the consolidated St. Paul students at the new Duke of York site:

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.

D. EVIDENCE/RESEARCH/ANALYSIS

12. Summary of Delegations and Written Submissions

Summary of Concerns	Staff Comments
Overcrowding issues, poor building condition, lack of outdoor space and safety issues (with general public in the area) at St. Michael's.	<i>These issues are well documented and provide the rationale for a pupil accommodation review for these schools.</i>
Poor building condition and site restrictions for outdoor play space at St. Paul's.	<i>There is a historical cemetery underneath the property that restricts development of playspace or improvements to the site and building.</i>
That St. Paul act as a temporary consolidated school and does not become the permanent solution, and that the plan for building the new	<i>A business case has been submitted to the Ministry for approval to fund a 500 pupil place replacement school on the Duke of York site.</i>

school on the Duke of York site gets shelved.	
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13. Staff have submitted a business case to the Ministry of Education for the funding of a replacement school at the Duke of York site under the School Consolidation Capital program. Projects that reduce capacity and operating costs, and address renewal needs are eligible for School Consolidation Capital funding. The deadline for submission was January 27, 2017. Should the Board not approve the recommendations in this report, the funding request submission will be withdrawn. Projects submitted through this funding stream must have a final Trustee decision on a Pupil Accommodation Review by March 24, 2017 in order to be considered for funding by the Ministry.
14. Further study of the long-term need and potential uses for the St. Michael and St. Paul facilities, should a decision be made to close one or both of these schools, will be undertaken including consideration of a community hub, facility partnerships or disposition. Options will be prepared for Board consideration in a future report.
15. Subject to Board approval, a transition plan will be developed to facilitate a consolidation that is student friendly and that honours the history and traditions of the school communities. Among matters to be considered in the transition plan are: (1) timelines and the organization of student transfer, and (2) the relocation of program materials, equipment and school memorabilia from the closing school to the receiving school. Parents/guardians and school staff from the affected schools will be involved in the transition planning process.

E. STAFF RECOMMENDATION

That the following recommendations be approved:

1. After approval 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;
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.

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ACTION AFTER REGULAR BOARD JANUARY 26, 2017

NAME OF REPORT Report regarding Pupil Accommodation Review St. Michael, St. Paul and Our Lady of Lourdes – Interim Report (Trustee Ward)

COMMITTEE Regular Board

DATE OF MEETING January 26, 2017

STAFF RECOMMENDATION TO BOARD

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

1. After approval 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;

APPENDIX 'A1'

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.

BOARD ACTION/DIRECTION

Received and that the following be considered for approval at the meeting of the Board of Trustees on February 23, 2017:

1. After approval 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;

APPENDIX 'A1'

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.

DELEGATED TO M. Silva to implement recommendation



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

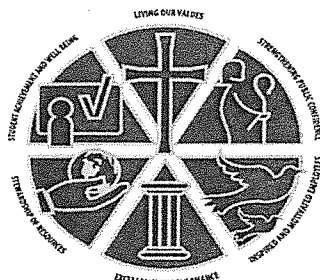
Vision:

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

APPENDIX 'A1'

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.

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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

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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.)

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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.

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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%

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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*).

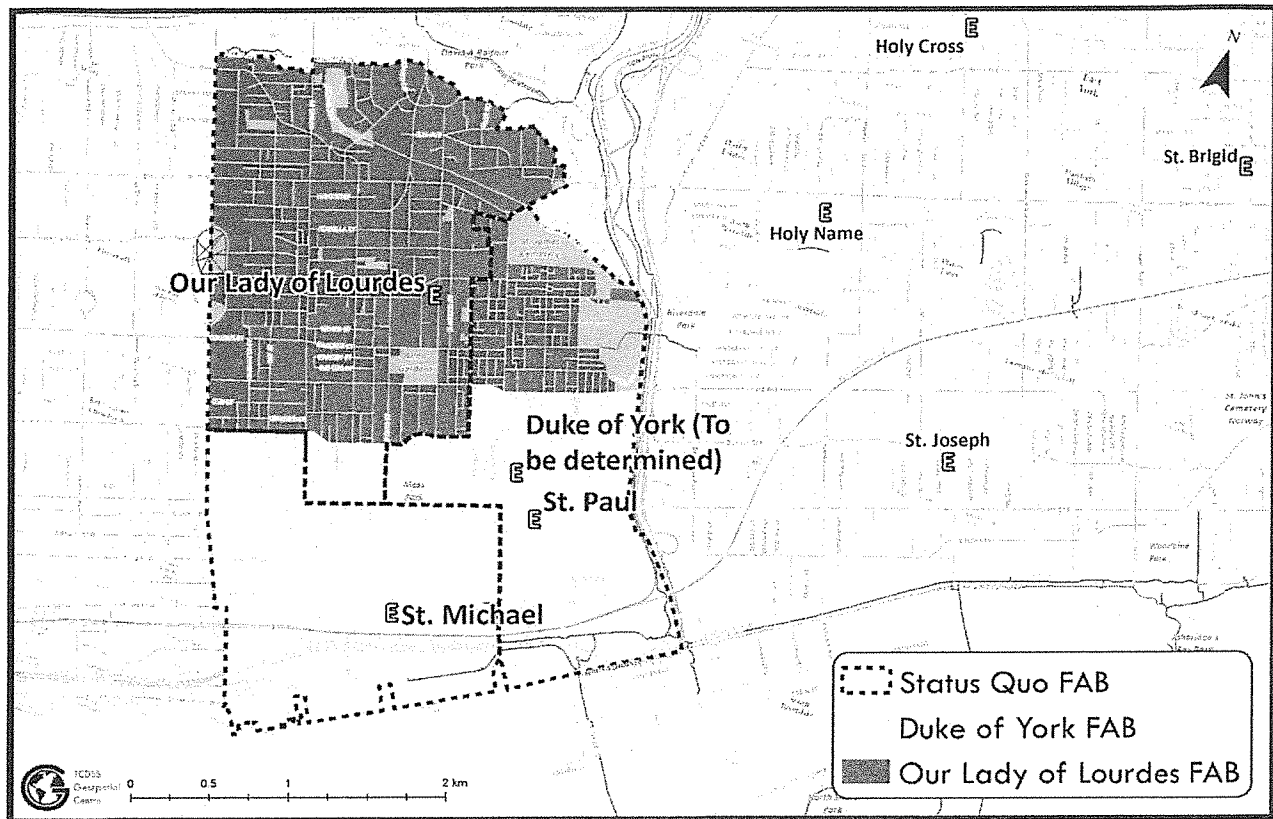
St. Michael	OTG Cap.	2016 Current	2017 Proj.	2021 Proj.	2025 Proj.	2029 Proj.
Status Quo	90	161	193	244	249	313
% Utilization		179%	214%	271%	310%	348%
After Proposed Consolidation & Boundary Adjustment		161	Proposed consolidation at St. Paul in September of 2017			
% Utilization		179%				

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

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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

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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.

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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.

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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

APPENDIX 'A1'

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

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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:

- AMENDED
1. After ^{Annual} 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.

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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



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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.



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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.



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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.



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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



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- 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;

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- 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;



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- 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.



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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'



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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.



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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.



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Interim Staff Report (Report 2)

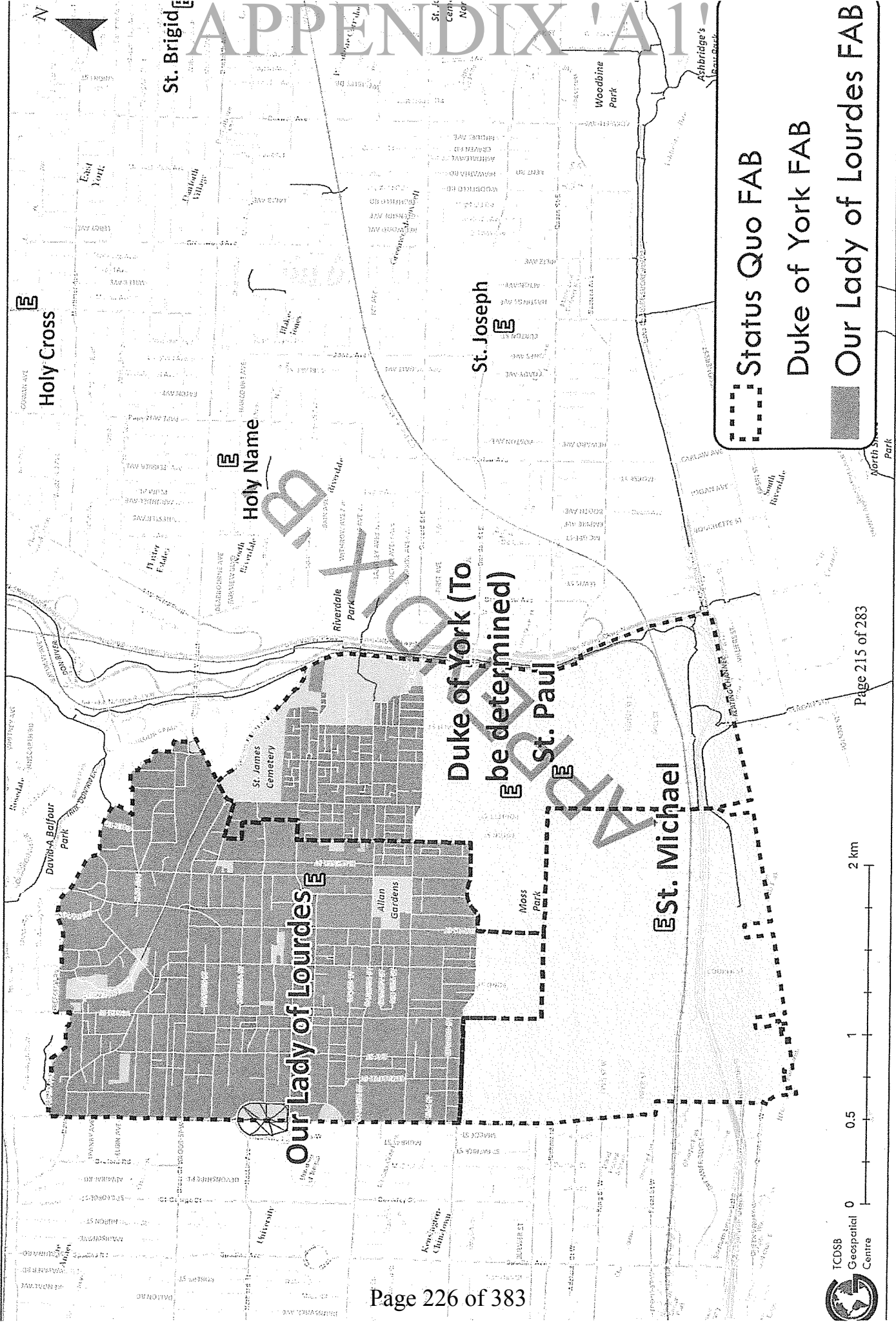
A report drafted by Board staff for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, that also incorporates information obtained during community consultations. The Interim Staff Report may, or may not, include 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.



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

Presentation – School Accommodation Review Policy – Jessica Peake

- 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
- John Shanahan:
- Benefits of a New School:
- 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.

<p>Parent Questions/Concerns:</p>	<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.
<p>Transportation</p>	<ul style="list-style-type: none"> • Advised the community that transportation will be provided to students
<p>Public Meeting Format</p>	<ul style="list-style-type: none"> • Prayer • Introduction • Presentation / Review policy • Questions & answer period
<p>Adjournment: 9:20 pm.</p>	

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>In attendance at St. Michael Catholic School</p> <p><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</p> <p><u>PARC Members:</u> St. Michael: Judith Campbell Reza Shah Dolly Ducepec St. Paul: Lisa Brylowski Anna Borjal-wyse Gerard Lewis</p> <p><u>Absent:</u> Ryan Peterson, Principal, Our Lady of Lourdes School</p>			

APPENDIX 'A1'

Opening Prayer / Closing Prayer	Principals Marguerite Thomson & Micheline Dutil-Hoffman Fr. Michael Busch – Closing Prayer		
Welcome & Introduction of Board Personnel	<p>The evening's schedule was as follows: 7:00 -8:30 pm</p> <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 <p>Spoke on the reasons for tonight's agenda</p>		
John Shanahan, Superintendent of Education for Area 6 Schools Trustee Jo-Ann Davis	<p>Spoke on the need for a revised boundary for Our Lady of Lourdes</p> <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. <p>Spoke about the challenges:</p> <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 Maia Puccetti	<p>Discussion on the full process, solutions and the benefits for students and the school communities of St. Michael and St. Paul.</p> <p>Superintendent of Facilities Services</p>		
John Hlady	Technology & Planning Manager, Transportation Services	On hand to provide info and answers that were asked	
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.	On hand to provide info/answers on transportation	

APPENDIX 'A1'

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. • 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.
9. If we move St. Michael to St. Paul what would be the rationale for 2017 as opposed to 2018?	
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			

Delegation Presentation – Member of St. Michael’s Community

Good Evening All,

On behalf of all the students of St Michael, their respective parents, our Chair Ms. Judith Campbell, our excellent teachers and fighting Principal Ms. Thomson, I would like to say thank you to the TCDSB for your time tonight. Let me also say thanks to John Shanahan, Jessica Peake, Mario Silva and our trustee Jo-Ann Davis, whom from the beginning always made us feel that they had the best interest of our kids at heart and were working with us to bring about a win/win outcome for all the parties involved in the process. It would also be remiss of me not to say a special thanks to St Paul’s Principal Ms. Micheline Dutil-Hoffman and their school parent’s body of Lisa, Anna and Gerard for truly partnering with us on this venture, and as well for the way they welcomed us to their school.

Now if I may begin with the end in mind. Forgive me if I sound repetitious or am overstating the obvious, but as a new parent to St Michael in the fall of 2016, I was struck by the condition of the school and, for the lack of a better word, its playground. Next was the fact that our kids did not all have regular classrooms but however understood that could be directly related to the over subscription of students. Then there is the Annex, which I affectionately refer to as the attic, which is exactly what it is, that is totally devoid of the actual school and our kids keep walking back and forth using up 40 minutes daily of valuable learning time, while being exposed to the hazards of the walk. We have people using crack in the stairway of the Annex, trucks and cars going through the breezeway that the children walk through to get to class, and the multiple issues that come from an open schoolyard where people leave needles and walk through with mental break downs and drug overdose issues. I believe that like other schools, our kids should be housed in one school with a field for play, have the same amount of learning time and opportunities/programs other schools do. Those were some of the reasons that drove me to get involved in the PAR to see if I could make a difference in the lives of our kids.

We highly commend the Board for recognizing the situation and bringing forth a proposal, albeit in a staged manner, to solve this matter.

While we know there are no guarantees in life, all we are looking for is a commitment from you, our Board, that the Proposed Amendment for St Paul to act as a temporary consolidated school, does not become the permanent solution and that the plan of building the new school gets shelved.

As a parent I am pleased that we could well have in our school today an individual who may find a cure for cancer, possibly the next Bill Gates or whatever each of our individual kids would like to be, but I also know for that to happen we need to create an environment that is conducive to learning and just as importantly, one that is safe!. This I do believe is critical to giving our kids the competitive educational edge needed in today's world.

In closing may God continue to Bless our Kids, our Parents, our Teachers, our Principal and all those who have some influence on their precious lives.

Thank you again for your time and the opportunity to address the Board.

APPENDIX 'B'

Delegation Presentation – Member of St. Michael’s Community

Thank you all for giving us this opportunity to speak and thank you to the Board staff who have walked through this process with us.

I am here as Chair of the Parent Council of St. Michael Catholic Elementary. As per Trustee Davis’ amendment, we are looking for a commitment from the Board that the move of St. Michael with the merger with St. Paul happens only upon Provincial funding approval for the new school at Shuter and Parliament and upon approval of our requests as outlined on page 11 of the PAR report.

We began the Pupil Accommodation Review process after exhausting efforts to find other potential solutions to our situation.

Many of our students learn in converted Public Housing squash courts, two blocks from the main school building. Our children face safety issues, lost learning time and a disconnect from the main school community.

Our children are in an overcapacity school, with an unfenced school yard, in the heart of Toronto. They are regularly exposed to drug paraphernalia and the characters that go with it. (There are those who have argued that that is the price of living in downtown Toronto. I disagree. I have lived in my community for 15 years and have not seen on the streets what I have seen outside of the Annex that our children learn in.)

They lose over 40 minutes of learning time a day moving between the main building and the squash court classrooms that we call the Annex.

The teachers have done a fantastic job of making all of the learning areas as safe and as special as possible. I can only imagine the great things they could do for the students if that energy and creativity were allowed to be focused on learning.

Many of our families are in challenging financial situations. The children of both St. Michael and St. Paul deserve a modern school with fields to train in and new technology that will serve them in years to come.

With heavy hearts, we have voted that moving is the best solution but this is predicated on the approval of a new school site.

We are fully aware of the financial constraints within the School Board system. We recognize the savings that would be realized from the closure of St. Michael. While we certainly appreciate to what point this is a budgetary discussion for you, this is a family and community issue for us.

The St. Lawrence Community is a very special area within Toronto. It's a community that was carefully crafted and internationally applauded 40 years ago for its diverse, inclusive design. Part of that design was a guarantee of a Catholic school presence. With St. Michael Cathedral Basilica as our parish, this is no less important to us today, yet we are willing to sacrifice that presence, in good faith, in order that the future children of our community will have access to a better school.

Our fear however, is that if we agree to merge with no secured funding for the new school in place, the province will view our situation as "solved" and a new school may not be considered.

While we have voted that moving is the best solution, this is predicated on the new site. St. Paul was built in 1959 on consecrated land. It will not take long before the facilities will begin to break down. It is not a long-term solution.

For these reasons, after many meetings and letters, our community has agreed to move and to merge with St. Paul. But it's imperative that you understand we do so willingly only if it means a new school for the future on the Duke of York site.

Thank you for your time and God bless

Delegation Presentation – Member of St. Paul’s Community

Good evening. I am the mother of a four-year old junior kindergarten student at St. Paul, and the mother of a two-year old who will be entering the Catholic school system in a couple of years.

First, I want to say I am in total agreement with the Interim Report, as amended by Trustee Davis, issued on January 26. It reflects the will and intention of the PAR Committee.

I want to highlight several persuasive reasons to aggressively pursue funding and development of the new school at the Duke of York site:

1. The new school and grounds will provide green space which is lacking for many students, not just at their current schools, but in general, because many students live in apartments or condos. To this end, going forward, with the new school design, I will be very vocal that precious green space not be used for surface parking.
2. The St. Paul building is in need of extensive renovations such as new doors, windows, plastering, ceiling repairs, upgrading of washrooms, among other much needed repairs and renovations.
3. Due to the St. Paul building being situated on consecrated grounds, no improvements can be made to the yard or building. This means there can be no new playground installed, and if the school were to become full, with the merger of St. Paul and St. Michael, no portables can be added to the grounds. Our kids deserve better.
4. From what I understand, and from what is stated in the Interim Report, the facilities at St. Michael are woefully inadequate, bursting at the seams, the area is unsafe and most of the community wants to move facilities.

In my view, the amalgamation of St. Paul and St. Michael should occur this fall, in September 2017. Both schools have done extensive outreach to explain to their respective communities (1) the opportunity before us – the new school; (2) the short-term situation of using the St. Paul facility to house both schools while the new school is being built; and (3) the sound financial reasons underpinning the amalgamation and building of the new school.

The PAR has done its part. I now urge the Board and Trustees to continue the path that we have set forth on, aggressively pursue securing provincial funding for the new school and amalgamate school communities this fall.

Thank you.

APPENDIX 'B'

ACTION AFTER
SPECIAL BOARD
FEBRUARY 1, 2017

NAME OF REPORT Delegation
 Dionnne Grant regarding Pupil Accommodation Review
 St. Michael Catholic School

COMMITTEE Special Board

DATE OF MEETING February 1, 2017

STAFF RECOMMENDATION TO BOARD

BOARD ACTION/DIRECTION

Received and referred to staff to be included in the report to the Board of Trustees
at the February 23, 2017 Board meeting.

DELEGATED TO Incorporate presentations into Director's final report to Board
 February 23, 2017

Letter acknowledging presentation from Director

Special Ed Feb 1, 2017

Feb. 1. 2017

First I would like to thank you for taking time out to read this letter about something so dear to not only my heart but the hearts of my mother brothers and 3 children and many other parents of the St. Michael School community.

I am a first generation graduate student of St. Michael's school along with my older brother Eddy Grant, and all 3 of my kids are now students of the school, with my oldest who graduated from St. Mike's and is now in her last year of high school @ St. Joseph's high school and has been accepted to Guelph Humber University.

As much as I want to take all the credit for her success, I also have to give thanks and appreciation to the teachers of St. Mike's for setting and instilling her with the goals and knowledge that have lead her to her educational success.

This school is way more than just a school, it is a family. A family of first, second, and third generations of students who have become successful people in this world today.

Since I myself went to St. Mike I understand fully and are aware of the issues we face with our school, but we have been dealing with issues from day 1 and 38 yrs later we are still here standing.

Our school's more than its 4 walls or structure, it is what has been happening and what continues to happen within those walls that matter the most.

Our community is not ready to say goodbye to our school, the only Catholic school in this area, that David Crombie himself wanted for David Crombie Park.

I strongly stand against moving our children who just had to transition back to our school to St. Paul in Sept. 2017, and strongly suggest we wait until Sept 2018 to make any moves at all.

Our kids just got comfortable back into the flow of our home school, for them to be required to adjust again somewhere else is unfair and quite freaky in just.

I hope the board will put the students, parents and people of the St. Michael's community first and do what is best for us and not the accommodation of the school board.

These are our children and our views, choices and concerns should come first.

Thanks again for your times and hopefully the board will side with OUR choices for OUR children and OUR school.

Ms. Dionne Grant
graduating class of St Michael School

ACTION AFTER
SPECIAL BOARD
FEBRUARY 1, 2017

NAME OF REPORT Delegation
 Judith Campbell regarding PAR –
 St. Michael Catholic School

COMMITTEE Special Board

DATE OF MEETING February 1, 2017

STAFF RECOMMENDATION TO BOARD

BOARD ACTION/DIRECTION

Received and referred to staff to be included in the report to the Board of Trustees at the February 23, 2017 Board meeting.

DELEGATED TO M. Silva to incorporate presentation into Director's final
 Report to Board February 23, 2017

Letter acknowledging presentation from Director.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

For Board Use Only

Delegation No.

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

PLEASE BE ADVISED THAT ALL STANDING COMMITTEE MEETINGS ARE BEING RECORDED

Name: JUDITH CAMPBELL

☐ Copy Provided

Standing or Other Committee:

- ☐ Corporate Affairs, Strategic Planning and Property
☐ Governance Framework
☐ SEAC
☐ Special Board
☐ Student Achievement & Well-Being, Catholic Education, Human Resources
☐ Other

Date of Presentation: FEB 1, 2017

Topic or Issue: PUBLIC ACCOMMODATION REVIEW

Details: SPECIAL MEETING OF THE BOARD

Action Requested: TO SPEAK ON BEHALF OF PARENTS OF ST. MICHAEL

Check One Box

- ☐ I am here as a delegation to speak only on my own behalf.
- ☒ I am an official representative of the Catholic School Parent Committee (CSPC).
School ST. MICHAEL Position CHAIR CHAIR
- ☐ I am an official representative of student government.
School _____ Position _____
- ☐ I am here as a spokesperson for another group or organization.
Name of group _____

Date: FEB. 1 .2017

Signature: Judith Campbell

ACTION AFTER
SPECIAL BOARD
FEBRUARY 1, 2017

NAME OF REPORT Delegation
Lisa Brylowski regarding PAR – St. Paul Catholic School

COMMITTEE Special Board

DATE OF MEETING February 1, 2017

STAFF RECOMMENDATION TO BOARD

BOARD ACTION/DIRECTION

Received and referred to staff to be included in the report to the Board of Trustees at the February 23, 2017 Board meeting.

DELEGATED TO M. Silva to incorporate presentation into Director's final Report to Board February 23, 2017

Letter acknowledging presentation from Director

ACTION AFTER
SPECIAL BOARD
FEBRUARY 1, 2017

NAME OF REPORT Delegation
 Reza Shah regarding PAR, St. Michael Catholic School

COMMITTEE Special Board

DATE OF MEETING February 1, 2017

STAFF RECOMMENDATION TO BOARD

BOARD ACTION/DIRECTION

Received and referred to staff to be included in the report to the Board of Trustees at the February 23, 2017 Board meeting.

DELEGATED TO M. Silva to incorporate presentation into Director's final
 Report to Board February 23, 2017

Letter acknowledging presentation from Director.



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

For Board Use Only

Delegation No.

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

PLEASE BE ADVISED THAT ALL STANDING COMMITTEE MEETINGS ARE BEING RECORDED

Name: Reza Shah (Mr.)

☐ Copy Provided

Standing or Other Committee:

- | | | |
|---|--|--|
| <input type="checkbox"/> Corporate Affairs, Strategic Planning and Property | <input type="checkbox"/> SEAC | <input type="checkbox"/> Student Achievement & Well-Being, Catholic Education, Human Resources |
| <input type="checkbox"/> Governance Framework | <input type="checkbox"/> Special Board | <input checked="" type="checkbox"/> Other |

Date of Presentation: Feb 1st 2017

Topic or Issue: Pupil Accommodation Review (PAR)

Details: Special Meeting of the Board

Action Requested: To Speak as a Parent

Check One Box

- ☐ I am here as a delegation to speak only on my own behalf.
- ☒ I am an official representative of the Catholic School Parent Committee (CSPC).
School St. Michael Position Parent Representative
- ☐ I am an official representative of student government.
School _____ Position _____
- ☐ I am here as a spokesperson for another group or organization.
Name of group _____

Date: Jan 31st 2017

Signature: 



REPORT TO

REGULAR BOARD

LONG-TERM ACCOMMODATION PLAN- RESULTS OF STAKEHOLDER CONSULTATION

Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God. Romans 13:1 / NIV /

Created, Draft	First Tabling	Review
November 2, 2016	February 23, 2017	

J. Volek, Senior Coordinator of Planning and Accountability
J. Yan, Senior Coordinator of Communications
M. 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

The draft Long-Term Accommodation Plan (LTAP) was approved in principle by the Board of Trustees on October 20, 2016, subject to consultation and gathering feedback. The consultation survey period was initiated on November 16, 2016 and concluded on January 13, 2017. Consultation consisted of direct communications to organizations such as CPIC, OAPCE, CSPC Chairs, and the TCDSB system, a Virtual Town Hall, presentations to specific groups, and an online consultation survey.

The LTAP consultation survey revealed strong support to balance enrolment, ensure more efficient use of classroom spaces, address aging infrastructure, provide child-care and heavily invest Capital back into the system where required. Staff therefore recommend approval of the elementary and secondary OTG capacity targets as approved in principle at the October 20, 2016 Regular Board meeting and as summarized in the tables found in the Staff Recommendation section.

The cumulative staff time dedicated to developing this report was 115 hours.

B. PURPOSE

1. To provide information and stakeholder feedback related to the LTAP consultation survey, which was initiated on November 16, 2016 and concluded on January 13, 2017.
2. To make recommendations for the successful implementation of the Long-Term Accommodation Plan (LTAP).

C. BACKGROUND

1. **October 20, 2016**—At the Regular Board meeting, the draft Long-Term Accommodation and Program Plan (LTAPP) was approved for consultation. The draft elementary LTAPP report is found in *Appendix 'C'* and the draft secondary LTAPP report is found in *Appendix 'D'*.
2. **November 16, 2017 to January 13, 2017** – Stakeholder consultation undertaken.
 - a. **November 16** – Launch of LTAP/LTPP consultation:

- Board-wide system e-mail invitation announcing GO LIVE for TCDSB mini-website hosting online LTAP and LTPP surveys, and featuring online tools such as a confidential comment box, Ask the Director page, and opportunity to submit questions in advance of the November 23, 2016 Virtual Town Hall.
- Special Spotlight graphic on LTAP/LTPP information on main TCDSB web page and all school websites—contained all LTAP and LTPP Board reports, presentations and information resources, contained in broad communication to the entire TCDSB system including all CPIC members, chair, OAPCE, CSPCs.
- Direct e-mail communication delivered to all key TCDSB stakeholders across the system including the Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education-Toronto (OAPCE), all Catholic School Parent Council Chairs, and the Catholic Student Leadership Impact Team (CSLIT).
- Archdiocese informed and all local parishes advised of consultation via e-mail to include notice in Church bulletins.
- Public Service Announcement to community calendars for inclusion in local newspapers was published in SNAPd and the Scarborough Mirror-Etobicoke Guardian.
- Direct consultation with Trustees to discuss the LTAP/LTPP:
- Ward 1—August 25, 2016 (teleconference)
- Ward 2—June 17, 2016 and October 13, 2016 (both In-Person)
- Ward 3—July 21, 2016 (In-person)
- Ward 4—September 13, 2016 (teleconference)
- Ward 5—E-mailed monthly, June to October of 2016
- Ward 6—July 19, 2016 (In-person)
- Ward 7—June 17, 2016 and October 13, 2016 (both In-person)

- Ward 8—July 6, 2016 and September 22, 2016 (both In-person)
 - Ward 9—July 11, 2016 (teleconference), July 19, 2016 (In-person) and September 22, 2016 (In-person)
 - Ward 10—July 14, 2016, August 26, 2016 and September 7, 2016 (all In-person)
 - Ward 11—July 14, 2016 and August 26, 2016 (both In-person)
 - Ward 12—June 9, 2016 (In-person)
- b. **November 23** – A Virtual Town Hall Information session with over 100 online viewers. It consisted of a formal presentation, followed by the answering of 53 questions by staff panel in 90 minutes.
- c. **December 5** – staff presentations to CSLIT and OAPCE
- d. **December 19** – staff presentation to CPIC
- e. **January 11** – staff presentation to the Special Education Advisory Committee (SEAC)
- f. **November 16 to January 13** – online stakeholder consultations hosted for duration of 2 month consultation. Reminder to engage in LTAP/LTPP surveys promoted weekly through TCDSB E-News and Twitter began on November 15, 2016, and continued throughout the duration of the consultation period.
3. At the Regular Board meeting of January 26, 2017, the following motion from the Catholic Parent Involvement Committee (CPIC) was received and referred to staff:

Motion 16/12-06: MOVED THAT the Toronto Catholic Parent Involvement Committee hereby recommends to TCDSB Trustees and the Director of Education that:

- a) *Serious consideration be given to delaying the LTAPP and LTPP interim proposal so that staff can prepare a one-page summary to be distributed to all parents explaining the real effect by Ward of the LTAPP and LTPP on parents in terms which the average parent can comprehend; and,*

- b) *Extra time be allowed for parents to properly respond to the one-page summary on the real effect of these changes.*

Motion 16/12-07: *MOVED THAT the Toronto Catholic Parent Involvement Committee hereby recommends to TCDSB Trustees and the Director of Education in the interests of parent involvement and engagement that:*

- a) *When any level of parent consultation is required by the TCDSB that the consultation strategies be discussed with the Toronto Catholic PIC in advance, and that the Toronto Catholic PIC be allowed to recommend to the TCDSB Trustees the parent consultation strategy appropriate to the intended objectives; and,*
- b) *Prior to the start of the consultation process, OAPCE Toronto be consulted on the appropriate method of deploying the selected consultation strategy.*

Motion 16/12-08: *MOVED THAT the Toronto Catholic Parent Involvement Committee hereby recommends to TCDSB Trustees and the Director of Education in the interests of parent involvement and engagement that when parent or stakeholder consultation is required by the TCDSB, that the information on the meeting dates, the rules and how to make a delegation to the Trustees be widely disseminated to parents.*

Motion 16/12-12: *MOVED THAT Toronto Catholic PIC hereby recommends to the TCDSB Trustees and the Director of Education that as the Grade 3 and Grade 6 EQAO tests were cancelled due to labour issues, the TCDSB proposal on how retesting will be handled be communicated clearly to parents, and that any impact in their child's future education is also clearly communicated.*

Staff are committed to an on-going review of both the Long-Term Accommodation Plan (LTAP) and Long-Term Program Plan (LTPP) with annual implementation plans. Staff will offer further consultation with all stakeholders, including CPIC and OAPCE.

4. To overcome language and cultural barriers, the Communications and IT teams refined and customized the standard Google Translator web tool to embed it as a large button on the survey page to ensure its visibility for use by non-English language users. (Google Translator tool normally sits on the top menu bar on most websites).
5. The main goal of this consultation process was to increase transparency and inclusiveness in order to capture the views of all TCDSB community members by overcoming language, cultural and socio-economic access barriers. Several online web-based communications tools were deployed to support the consultation process sessions. This was achieved by dedicating a section of the TCDSB website that hosts a micro-site focused on the LTAP/LTPP consultations.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The over-riding objectives of the LTAPP are as follows, and in no particular order:
 - Ensure equitable access to Catholic Education in all areas of the City.
 - Incorporate well-researched decisions around future academic programming and equity in program distribution across the City.
 - Seek-out key partnership opportunities in an effort to fill vacant space and offer community services.
 - Incorporate the latest understanding of residential development, immigration trends, Catholic Service factors, student retention rates, and other critical socio-demographic variables.
 - Ensure the Board can respond to loss of Top-up funding in 2018, as well as other funding constraints and opportunities.
 - Focus on the construction of new schools or the expansion of existing schools in the 400-600 pupil place range (elementary) and 800-1200 pupil place range (secondary)—widely considered as an ideal size range for programming purposes.
 - Strengthen Parish-school relationships.
 - Address aging school infrastructure.

- Minimize the use of temporary accommodation, including the use of portable classrooms.
 - Ensure all future requests for Capital funding will include an ask for daycare space. Overtime, the plan is to offer daycare in all TCDSB schools.
 - Ensure that the LTAPP is flexible and adaptable to changing circumstances, whether it be updating demographic trends or incorporating the latest opportunities for the acquisition of properties to be funded through Education Development Charges (EDCs).
2. The online LTAP stakeholder consultation survey was initiated on November 16, 2016 and concluded on January 13, 2016. **460** responses were received. The following table summarizes the different participant groups:

LTAP Survey Participant Group	# of Responses	% of Responses
Parent	176	38.26
Staff	181	39.35
Student	7	1.52
Catholic Ratepayer / Community Member	36	7.83
Other	60	13.04
Total:	460	100%

3. The 460 responses received are from an estimated half-a-million (500,000) Catholic ratepayers/stakeholders residing in the City of Toronto (MPAC data). There was almost equal representation from staff and parents (close to 39% each).

This sample size of 460 respondents means the LTAP survey results are considered accurate 95% of the time, with a margin of error of plus or minus 4.5%.

4. The LTAP consultation survey contained seven (7) questions. The following is a summary of consultation results. **The full results of the consultation survey questions are found in *Appendix 'A'*.**

1. There should be a balance between need to consolidate small/underutilized schools, while ensuring a Catholic educational presence in all areas of the City of Toronto.

Summary of Consultation Result: Over 78% of respondents “Agree or Agree Strongly” with this LTAP goal.

2. The LTAP should focus on the consolidation of small and under-used schools to ensure the best learning and academic environment for students.

Summary of Consultation Result: Over 74% of respondents “Agree or Agree Strongly” with this LTAP goal.

3. The Board should continue to seek-out key partnership opportunities in order to establish “Community Hubs” in our schools and access available provincial government funding.

Summary of Consultation Result: Over 84% of respondents “Agree or Agree Strongly” with this LTAP goal.

4. The LTAP recommends that 2-3 Pupil Accommodation Reviews (“PARS”) be conducted per year to consolidate schools to reduce the current surplus of approximately 11,000 pupil places so the Board can qualify for new school funding and renovations.

Summary of Consultation Result: Close to 67% of respondents “Agree or Agree Strongly” with this LTAP goal.

5. The Board should continue to address aging school buildings by advocating for the construction of new schools or the expansion of existing schools.

Summary of Consultation Result: Almost 90% of respondents “Agree or Agree Strongly” with this LTAP goal.

6. It is important that the Board continue to make reducing portables a priority. The Board plans to reduce up to 90 portables by 2029.

Summary of Consultation Result: Over 87% of respondents “Agree or Agree Strongly” with this LTAP goal.

7. The LTAP recommends the establishment of childcare services in TCDSB schools. The Board will continue to submit requests to the government to provide funding to create additional childcare space when planning new schools or renovations.

Summary of Consultation Result: Over 78% of respondents “Agree or Agree Strongly” with this LTAP goal.

5. Staff identified a number of suggestions and comments provided by the various stakeholder groups or that were submitted with the 460 survey responses. This input was organized into common themes and itemized below, in no particular order:

- Support for new and/or expanded schools for academic well-being
- Support to build new schools in areas that are oversubscribed
- Remove portables where possible
- Support to “right-size” schools through consolidation
- Support for boundaries, both panels
- Advocate for Ministry funding for new Capital
- Desire to ensure that all schools are barrier-free
- Preserve Catholic communities
- Support for Community Hubs
- Support for Child-care and Before and After school care
- Support for a multi-language school at the former St. Maximillian Kolbe, but concern was expressed over the physical condition of the facility to deliver the program for September 2017

Note: *Appendix ‘B’* includes 125 unfiltered comments that were submitted with the 460 survey responses, or approximately 27% of respondents. The comments are categorized by parent, staff, Catholic ratepayer and other.

6. There were a number of concerns regarding the current school bus driver shortage and proposed new program implementation. The Board wishes to assure parents that new programming will not impact upon the provision of transportation. Bussing will continue to be provided in accordance with current Transportation policies.

7. The LTAP consultation survey revealed strong support for the staff plan. Staff therefore recommend approval of the elementary and secondary OTG capacity targets as approved in principle at the October 20, 2016 Regular Board meeting.

The complete staff reports can be found in Appendix 'C' (draft elementary LTAPP) and *Appendix 'D'* (draft secondary LTAPP).

E. STAFF RECOMMENDATION

1. That the Board of Trustees approve the LTAP for elementary as per the following table and as detailed in *Appendix 'C'*.

Trustee Ward	Net OTG Reduction or Increase
1	204
2	608
3	463
4	-18
5	1346
6	-338
7	-364
8	-1451
9	-1502
10	-1359
11	-103
12	-353
Total:	- 2867

2. That the Board of Trustees approve the LTAP for secondary as per the following table and as detailed in *Appendix 'D'*.

Trustee Ward	Net OTG Reduction or Increase
1	-840
2	2383
3	569
4	110
5	526
6	<i>nil *</i>
7	455
8	<i>nil *</i>
9	21
10	-872
11	759
12	534
Total:	3645

3. That the approved LTAP inform the budget setting process.

LONG TERM ACCOMMODATION PLAN (LTAP) CONSULTATION SURVEY RESULTS

The TCDSB Draft Long-Term Accommodation Plan (LTAP) consultation survey was conducted over a period of just under two months, from **November 15, 2016 to January 13, 2017**.

It was made clear in the survey information that the LTAP will guide the Board's capital priority requests to the Ministry of Education for capital funding of new schools, additions and renovations for the next 15 years. Providing equitable access to Catholic education across the City of Toronto was underscored as a primary goal of the LTAP, and any feedback on the draft LTAP would help the Board achieve this objective.

460 responses were received from an estimated half-a-million (500,000) Catholic ratepayers/stakeholders residing in the City of Toronto (MPAC data). There was almost equal representation from staff and parents (close to 39% each).

This sample size of 460 respondents means the **LTAP survey results are considered accurate 95% of the time, with a margin of error of plus or minus 4.5%.**

LTAP Survey Participant Group	# Responses	% of Responses
Parent	176	38.26%
Staff	181	39.35%
Student	7	1.52%
Catholic Ratepayer/Community Member	36	7.83%
Other	60	13.04%
TOTAL	460	100.00%

A detailed summary of the LTAP survey results on the following pages is provided and itemized by question and each stakeholder group.

Detailed LTAP Survey Results by Question and Group

1. There should be a balance between need to consolidate small/underutilized schools, while ensuring a Catholic educational presence in all areas of the City of Toronto.

Summary of Consultation Result: Over 78% of respondents “Agree or Agree Strongly” with this LTAP goal.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	185	40.22%	61	34.66%	84	46.41%	3	42.86%	17	47.22%	20	33.33%
Agree	175	38.04%	68	38.64%	71	39.23%	1	14.29%	11	30.56%	24	40.00%
No Opinion	18	3.91%	2	1.14%	6	3.31%	1	14.29%	1	2.78%	8	13.33%
Disagree	51	11.09%	28	15.91%	15	8.29%	2	28.57%	3	8.33%	3	5.00%
Strongly Disagree	31	6.74%	17	9.66%	5	8.33%	0	0.00%	4	11.11%	5	8.33%

2. The LTAP should focus on the consolidation of small and under-used schools to ensure the best learning and academic environment for students.

Summary of Consultation Result: Over 74% of respondents “Agree or Agree Strongly” with this LTAP goal.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	171	37.17%	51	28.98%	79	43.65%	3	42.86%	20	55.56%	18	30.00%
Agree	170	36.96%	62	35.23%	70	38.67%	1	14.29%	7	19.44%	30	50.00%
No Opinion	26	5.65%	8	4.55%	14	7.73%	1	14.29%	0	0.00%	3	5.00%
Disagree	61	13.26%	35	19.89%	14	7.73%	0	0.00%	6	16.67%	6	10.00%
Strongly Disagree	32	6.96%	20	11.36%	4	2.21%	2	28.57%	3	8.33%	3	5.00%

APPENDIX A

3. The Board should continue to seek-out key partnership opportunities in order to establish “Community Hubs” in our schools and access available provincial government funding.

Summary of Consultation Result: Over 84% of respondents “Agree or Agree Strongly” with this L

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	214	46.52%	80	45.45%	81	44.75%	4	57.14%	19	52.78%	30	50.00%
Agree	175	38.04%	65	36.93%	76	41.99%	1	14.29%	14	38.89%	19	31.67%
No Opinion	40	8.70%	19	10.80%	14	7.73%	2	28.57%	0	0.00%	5	8.33%
Disagree	17	3.70%	6	3.41%	5	2.76%	0	0.00%	1	2.78%	5	8.33%
Strongly Disagree	14	3.04%	6	3.41%	5	2.76%	0	0.00%	2	5.56%	1	1.67%

4. The LTAP recommends that 2-3 Pupil Accommodation Reviews (“PARS”) be conducted per year to consolidate schools to reduce the current surplus of approximately 11,000 pupil places so the Board can qualify for new school funding and renovations.

Summary of Consultation Result: Close to 67% of respondents “Agree or Agree Strongly” with this LTAP goal.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	143	31.09%	50	28.41%	58	32.04%	2	28.57%	19	52.78%	14	23.33%
Agree	165	35.87%	59	33.52%	76	41.99%	3	42.86%	8	22.22%	19	31.67%
No Opinion	83	18.04%	34	19.32%	29	16.02%	0	0.00%	2	5.56%	18	30.00%
Disagree	43	9.35%	18	10.23%	12	6.63%	1	14.29%	6	16.67%	6	10.00%
Strongly Disagree	26	5.65%	15	8.52%	6	3.31%	1	14.29%	1	2.78%	3	5.00%

APPENDIX A

5. The Board should continue to address aging school buildings by advocating for the construction of new schools or the expansion of existing schools.

Summary of Consultation Result: Almost 90% of respondents “Agree or Agree Strongly” with this LTAP goal.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	238	51.74%	93	52.84%	87	48.07%	4	57.14%	25	69.44%	29	48.33%
Agree	175	38.04%	64	36.36%	83	45.86%	2	28.57%	9	25.00%	17	28.33%
No Opinion	17	3.70%	4	2.27%	7	3.87%	1	14.29%		0.00%	5	8.33%
Disagree	19	4.13%	9	5.11%	3	1.66%	0	0.00%	1	2.78%	6	10.00%
Strongly Disagree	11	2.39%	6	3.41%	1	0.55%	0	0.00%	1	2.78%	3	5.00%

6. It is important that the Board continue to make reducing portables a priority. The Board plans to reduce up to 90 portables by 2029.

Summary of Consultation Result: Over 87% of respondents “Agree or Agree Strongly” with this LTAP goal.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	262	56.96%	108	61.36%	101	55.80%	3	42.86%	24	66.67%	26	43.33%
Agree	139	30.22%	42	23.86%	61	33.70%	4	57.14%	9	25.00%	23	38.33%
No Opinion	35	7.61%	14	7.95%	10	5.52%	0	0.00%	2	5.56%	9	15.00%
Disagree	18	3.91%	10	5.68%	7	3.87%	0	0.00%		0.00%	1	1.67%
Strongly Disagree	6	1.30%	2	1.14%	2	1.10%	0	0.00%	1	2.78%	1	1.67%

7. The LTAP recommends the establishment of childcare services in TCDSB schools. The Board will continue to submit requests to the government to provide funding to create additional childcare space when planning new schools or renovations.

Summary of Consultation Result: Over 78% of respondents “Agree or Agree Strongly” with

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	210	45.65%	91	51.70%	68	37.57%	2	28.57%	22	61.11%	27	45.00%
Agree	152	33.04%	44	25.00%	79	43.65%	1	14.29%	8	22.22%	20	33.33%
No Opinion	56	12.17%	24	13.64%	18	9.94%	4	57.14%	3	8.33%	7	11.67%
Disagree	23	5.00%	8	4.55%	10	5.52%	0	0.00%	2	5.56%	3	5.00%
Strongly Disagree	19	4.13%	9	5.11%	6	3.31%	0	0.00%	1	2.78%	3	5.00%

LONG TERM ACCOMMODATION PLAN (LTAP) CONSULTATION SURVEY COMMENTS

The TCDSB Draft Long-Term Accommodation Plan (LTAP) consultation survey provided respondents with an opportunity to submit comments.

125 comments were submitted with the 460 survey responses, or approximately 27% of respondents. The following is the breakdown of comments provided by Participant Group.

LTAP Survey Participant Group	# Comments	% of Comment
Parent	61	48.8%
Staff	39	31.2%
Student	1	.8%
Catholic Ratepayer/Community Member	10	8.0%
Other	14	11.2%
TOTAL	125	100.00%

The following is a compilation of all comments received. For easier reading and analysis of the feedback, comments are grouped by LTAP issue/subject area identified in the survey. Please note that these comments are “unfiltered” and presented in their “raw” form. Only spelling corrections and minor grammatical changes have been made to assist readability, and names referencing specific individuals have been removed to protect the confidentiality of participants.

1. CONSOLIDATION OF SMALL/UNDER-UTILIZED SCHOOLS

PARTICIPANT:	COMMENT:
Parent	The only reason I wouldn't start closing schools willy nilly is that areas change and even if enrollment is low at one point, it doesn't mean there won't be a need for it soon. I think if it is low, people need to get out of their offices and look at what's happening and impacting this. Is it that there is a change in demographic and predominant Jewish/Muslim population? Even if so, it doesn't mean there aren't any Catholics who are going to need schools. Also, as a part of the community, what other satellite programs, hubs, etc can be ran out of these low enrollment schools?? This way, if the numbers change and they do require the full space, the programs are fluid and can move to another area with smaller enrollment. I don't think it's good to be too hasty and looking at short term gains by shutting down schools. Lastly, what about having a formalized foundation for the Catholic Board, which could go towards infrastructure? Maintaining these buildings is a "headache" that will never go away and we need to use a business efficiency model not public purse reactive model!!
Parent	The Board should also focus on Etobicoke schools in particular where most schools are either at or over capacity and there is a clear need for expansion of existing schools or creation of new catholic schools.
Parent	You need to consolidate schools in light of the deficit and other funding short falls. Catholic schools are important, but so are literate students. Invest in programs and kids and not in buildings that are under enrolled.
Parent	There needs to be a more aggressive approach to eliminate the funding shortfall in under-utilized schools. No area of this city should be exempt.
Parent	Question #4 (PARs and Consolidation) is worded in a way that biases the answers to an "Agree" variant...

PARTICIPANT:	COMMENT:
Parent	<p>While consolidating small and underutilized schools is a good idea, there is nothing being done to accommodate schools that are bursting at the seams. Building new schools is a perfect way to fix the problems, however the new schools are not built large enough as they are based on current demographics. As patterns have shown, population in Toronto increases every year, not decreases. When new schools are built, keeping the population growth in mind additional classrooms should be provided for future expansion. When a new school is built with a computer lab and a science lab that is what these classes should be used for. However, because of growing numbers of enrollment in new schools, these labs are turned into regular classrooms and therefore the students are not benefiting from the purpose that they were built for. Portables are brought in as a solution to the growth problem, but it only creates additional problems. Allowing new buildings have additional space will cut back on future portables and will allow the students to have the ability to take advantage of the labs that are originally designed for their own purpose. Take a look at the houses we live in, we all have more space than we really need but we use it, so why are we putting our children in sardine cans and then complaining that there is no space? Action needs to be taken before not after the problems arise.</p>
Parent	<p>We need to be fiscally responsible. This is what we teach our kids. It makes no sense to keep small schools open. It is one less school, but the money can be spent elsewhere.</p>
Parent	<p>The board needs to put more focus on the individual needs of specific communities rather than use one brush to make decisions based solely on financial needs of a school board who has clearly make huge errors in their finances.</p>
Parent	<p>The board is moving much too slowly in eliminating schools that are poorly utilized. As a taxpayer, I find this waste intolerable. If communities want to keep some under-utilized school open in their area, the board should find ways to make these communities pay for this instead of endlessly accommodating them with reviews or additional programs. When consolidating</p>

PARTICIPANT:	COMMENT:
	schools though, a much better strategy with portables is needed. The current process appears ad hoc and reactionary. Recognize the ongoing overpopulation schools and fix the problem, common elements such as gyms, libraries and outdoor equipment should be expanded up front instead of just dropping down portables without a complete plan.
Parent	PLEASE WE NEED NEW SCHOOLS IN ETOBICOKE. Close all those small schools in areas where we do not have enough students.
Parent	I completely support the Board consolidating schools where there is under-enrolment, however, I do not support closing schools at capacity, with a clear need for a Catholic School. There was an attempt to consolidate our school with Annunciation after their expansion, however, that did not happen as the school expansion accommodated their current need which was undeserved by the old building. The neighbourhood is in transition with a shifting younger family demographic, these factors should be taken into consideration, today, and tomorrow, not just as snapshot in time. In these cases, perhaps being more agile is important, so if a new school is needed, build it sooner rather than later to meet the need. Also, how about re-purposing public schools to Catholic schools in the neighborhood with under-enrolment - it benefits the community, and taxpayers while serving families seeking a Catholic education.
Parent	ALL EXISTING SCHOOLS SHOULD BE MAINTAINED AND FUNDED. ENROLLMENT CHANGES FROM YEAR TO YEAR. ALL EXISTING SCHOOLS WHETHER NEW OR OLD HAVE A PURPOSE.
Parent	As for school that is over capacity, the TCDSB should make it a higher priority to make the school bigger so that our child education is not effected. My child is 4 years and is in SK. There is way too many SK enrollment this year and there is not enough space for them to explore and play. I really love holy angels and I love small classes because I believe they kids get better attention when the classes are smaller compare to now.

PARTICIPANT:	COMMENT:
Parents	I think small schools are important, even when they're underused for a few years, since we need a more long term perspective. 5 years later there may be an urgent need for a school in that area. Profiling of schools could probably help to get the numbers up, esp. with French, Math and Music. A smaller school will provide a safe and positive small scale community in any neighbourhood, and will help families come together. You can't put a prize on that. I'm a mother of six children, ages 1 to 15, currently attending three different TCDSB schools in Toronto, elementary to high school, and I believe smaller schools are often the best environment for learning. Thank you.
Parent	Partnerships with government and developers should be maximized on under-utilized schools and school board lands. The redevelopment of these lands coupled with a modern more approachable build-out of school facilities should be fully explored. Urban locations need to start thinking vertically. Inner suburbs need to be more creative in selling off surplus lands and keeping a section for new build-out (also more vertical in construction). Flex space and construction processes today will enable more dynamic and flexible changes that may be needed in the future for space in the real estate assets.
Parent	It is important to listen to the teachers in THE schools who can give you their feedback on what is needed. Closing schools is not the answer and nor is conducting Reviews that will end up using valuable money that could be used elsewhere. Smaller classes should be the focus. Stop wasting time closing down schools and opening "super" schools. Community schools with history are important.
Parent	My children small elementary schools which in retrospect was a detriment to their educational experience. They had fewer opportunities to participate in extra-curricular activities as there were fewer staff to supervise and the extend of bullying was magnified as if they didn't fit in with the popular group there was no other group for them to be part of. Amalgamating smaller

PARTICIPANT:	COMMENT:
	schools makes financial sense and is socially better for the students as well. Keeping schools open just to have a “Catholic”; presence in the area is not the responsible thing to do.
Parent	Ridding itself of covering deficit funding for underutilized schools should be the priority of the TCDSB. Moneys saved can be redirected to Special Education and ensuring that our most vulnerable students receive the supports that they need by increasing the FTE's of EA's and Spec Ed Teachers!
Parent	Most of the schools within the east side of Toronto are built 30 years ago to accommodate up to 300-400 students only. Closing down the under-utilized school and keeping the school that is already in the max capacity could result with the use of a portables and additional funding cost to renovate/rebuild the buildings. With this, if the board is trying to consolidate schools that has under 300 pupils that means 60% of the schools will be closed and 40% has to be renovated? What happens to the buildings that will be vacant? sell? rentals? to supply the funding? It really doesn't make sense. Instead of that why can't we promote Catholic Education increase our enrollments helps the under-utilized school provided transportation if needed.
Parent	An effort should be made to consolidate schools in the most under enrolled areas of the city as a priority. This would provide the desired result of improved facilities and programs for consolidated school communities and possibly securing funding for new schools or additions in growth areas in the city.
Parent	I think the focus should be on creating the best academic and learning environments for students. The need for intensification within the city of Toronto is only going to increase so I do not support the closure of schools as I believe we will need more school spaces within Toronto as the city increases density and grows. For example, in South Etobicoke, all of our high schools are over capacity and we have planned more than 1,000 new stacked

PARTICIPANT:	COMMENT:
	townhouses. Where will these students go to school? There is no space available in the TCDSB to accommodate these students.
Parent	For schools that are over capacity, catchment areas need to be changed, of course considering grandfathering the process. More attention needs to be paid the growing population of certain areas, and planning appropriately and according to future development in these areas.
Parent	The Board is in need of a strategy to address schools where enrollment has exceeded capacity. If the Board is unwilling to turn students away, a plan must be in place to create appropriate classroom spaces. Further, if there are underutilized schools in the school's neighbourhood, the Board must have a swift means of adjusting the school's catchment to balance the enrollment in the area.
Parent	The consolidation process should not be defined as 2 or 3 per year. It should be if need to consolidate is identified act on it. Keeping underutilized school open will aggravate the current financial crisis.
Parent	As a parent, I value small, community based, Catholic schools.
Parent	It is critical to ensure that the school facilities continue to be operated in the most efficient manner and that any issues related to aging or inadequate facilities be addressed. In doing so, it is important that the needs of smaller schools with sufficient pupils are also addressed and not put aside. That is, efforts should also be placed on improving the facilities for smaller schools. Since some students and parents prefer and do well in a smaller school setting, it is important that a decision not be made to close all smaller schools resulting in large 1000+ student schools.
Parent	TCDSB Schools that currently have an established childcare service (like “The Divine Infant Catholic School” in North Scarborough) should not be put on the list for closure. If the Board

PARTICIPANT:	COMMENT:
	<p>has a plan to reduce portables then they should have a mandate not to amalgamate schools which would lead to introducing more portables. The Board needs to be more proactive in accessing available provincial government funding. TCDSB Schools that already have specialized programs such as the "Deaf and Hard Of Hearing"; "Learning Disability" program and those that can accommodate students with Physical Disabilities, should be advertised to increase enrollment not closed down. The Divine Infant Catholic School in North Scarborough has these programs already established in their school. The Provincial Government is developing and enforcing mandatory province-wide accessibility standards in key areas of daily life by 2025. The TCDSB should look into ways to support the Provincial government's law to promote equality and accessibility to Ontario students with disabilities, and NOT CLOSE down schools which already have these programs successfully running.</p>
<p>Parent</p>	<p>Why don't you fix your current financial disaster. Once you have solved it, then maybe I as well as others can trust you to lead this board in the future. Do not close schools, it is a temporary solution. Parents and children deserve to have schools close to where they live.</p>
<p>Parent</p>	<p>I think that logic around catchment for the affiliated church and the school align.</p>
<p>Staff</p>	<p>Yes, the board should absolutely consolidate schools to reduce the current surplus of approximately 11,000 pupil places so the Board can qualify for new school funding and renovations. Yes, the LTAP should focus on the consolidation of small and under-used schools to ensure the best learning and academic environment for students. Yes, the Board should continue to seek-out key partnership opportunities in order to establish "Community Hubs" in our schools and access available provincial government funding. There are many reasons to do this beyond financial as larger school create a stronger and more visible presence for Catholic education. Having representation is not just having a small under-utilized school stuck in the corner of a borough. Larger schools are much better able to serve the needs of everyone by creating much more diverse communities and greater integration of staff for a wider variety of</p>

PARTICIPANT:	COMMENT:
	<p>social and ethnic backgrounds. These larger schools which integrate community hubs increase the visibility of Catholic schools and Catholic education. One of the issues I have seen in the TCDSB is small schools of monocultures where all staff is from the same ethnic background, and these settings are often unable to accommodate diversity of staff and students and be inclusive. So, if closing small schools ends small monocultures in our board and also saves money and allows us to access funding, I think this is the way forward. Also, the infusion of community hubs into the school setting with programs such as YMCA providing before and after care has been great as students have even more exposure to a diverse staff and modes of being. Change is good and embracing larger settings with larger staff which are always more diverse will move the TCDSB into the 21st century. These changes are positive and raise the profile of TCDSB.</p>
Staff	<p>We should not close small schools if the building and school yard are in excellent condition. We should bring programs into the school (French Immersion etc.) to build the population. If you must close a school, it should be a 2 year process to give the community time to adjust. Many, many things need to be discussed and studied before a school should be closed. Demographics change and closing a school too quickly could be a disaster. Many people buy homes with the understanding their children will attend the local school. Closing a school simply because the population is down for a certain period of time could prove to be detrimental to Catholic Education.</p>
Staff	<p>As much as small schools create great learning environments, they do so at the expense of larger schools in poorer neighborhoods that require more resources. Specifically, you would reduce the number of Administrators, and other staff members by consolidating smaller schools. Have a school with less than 100 pupils is ridiculous, wasteful, and selfish of the communities that continue to advocate for them. Pandering for political reasons does not serve the Board's interest. Although shuttering schools is never easy, it is necessary to ensure</p>

PARTICIPANT:	COMMENT:
	viability of a strong Catholic System by ensuring that existing schools have as many resources as possible.
Staff	While it is important to become fiscally responsible it should not be at the expense of student's optimal learning environments. A significant outward demonstration of our Catholic values is the sense of community and belonging that exists in our schools. I am concerned that as school communities are consolidated, the resulting schools will be overly large and lack the sense of community that can be found in schools of a more manageable size. Also from a financial perspective, as schools are consolidated and savings are found through doing that, what expense will be incurred in transportation costs to bus the kids to the new school?
Staff	Schools that are close to parks and subway lines and that are linked to community services should be given special consideration.
Staff	Take money from small schools and put it towards supporting students in the classrooms, for example students with special needs, especially autism, whom have no support. But the reductions to cover the debt the board incurred has no impact on the students nor classes???????
Staff	Small schools do not support the needs of ALL the students in the communities, unlike what parents think. Small schools have reduced programming, often the children miss out on experiences (like trips they cannot participate in as there are not enough staff and extra-curricular etc.) Even though it is hard, we need to “right size” our schools.
Staff	When consolidating schools, please ensure that the community at large is not negatively affected.

PARTICIPANT:	COMMENT:
Staff	Re: #2 (Consolidation of small schools), not sure how closing schools would ensure the best learning and academic environment for students. Re: #3, which type of partnerships? What do you mean by “community hubs”?
Staff	School boundaries should be strictly enforced when it comes to accepting students to schools because I feel this is a big reason as to why small schools are the way they are. In addition, the putting of kindergarten students a on a waiting list and not accepting all children at all times is sending the wrong message to parents who want to enroll but can't because classes are full... they shouldn't be full in kindergarten especially if we are trying to grow smaller schools!
Student	I just want to say that there are not more extra activities in a big school than in a small one. I was in school with 250 students and part of every team. We moved and I went to a school of 600 students and I could not be on any team because only the best are allowed to be on the team and to practice. A small school allows us to be more involved and to do better academically. I went from an A- average to a B average when I moved in Grade 5. I graduated last year...Please keep the small schools open with a part-time principal, a part-time secretary and a part-time caretaker. The ministry will have to address our aging buildings and give us money to fix them anyway.
Catholic Ratepayer	There are parts of the city where our schools are bursting at the seams. Solutions need to be considered locally as well, not just board wide.
Catholic Ratepayer	Closing selling schools under 200 students would help us with our deficit.
Catholic Ratepayer	Why are you not closing small schools quicker? You are in deficit situation.
Catholic Ratepayer	The Board should invest more time and effort into recruitment and retention of pupils, and in developing programming that attracts new students into the system before it looks to closing

PARTICIPANT:	COMMENT:
	<p>the schools that exist. The Board may want to consider changing its admissions policy to encourage more newcomer families to attend Catholic schools. A more concerted effort needs to be made on determining why Catholic families are choosing public schools. Is it convenience? If that is the case, closing more schools will not help. Is it programming? If so, see point 1. If it is that they think the quality of education is better at the public school, let's work to change that perception by making sure we have the best teachers and best programs possible.</p>
Other	<p>The way this provincial government and school boards have successfully convinced parents to pit their community school against their neighbours' is disgusting. Another common thread in most presentations was that the numbers used by the province and the school boards are not as accurate as they should be - most importantly, the economic and population growth, and school enrolment for individual communities (current and projected). It was also noted that closing schools will cause a sharp downturn in everything from community economics to property values. Many presenters also stated that the closure of their Catholic school will cause a wave of students into the Public Board, or to home-schooling. Quality of life and education should be a priority, not bussing the maximum number of students into alternate schools. Boundary change options to better fill city schools could be looked at more closely, with potential benefit to multiple schools in one shot in terms of enrolment and commute time. This process is so deeply flawed, and is creating unnecessary rifts between schools and communities.</p>
Other	<p>Aging schools need to be addressed, and closing school with under 100 students should be a priority.</p>
Other	<p>Closing presently underused schools is a short term gain with long term extreme costs. closing a school to save a few thousand or even a million dollars today will cost tens of millions in about 10 years to replace when the demographic change, as they always do.</p>

PARTICIPANT:	COMMENT:
Other	I do not believe 400 + student population schools are where we should be heading. The medium size school still conserves a sense of community and a perception that students will get more one on one time, similar to private school settings. This adds value and parents prefer this type of school. We should keep the medium size schools as they are.
Other	TCDSB is blessed with being the first and largest Catholic DSB. As such, it forced the MSSB to build inappropriate facilities due to the Tiny Township case concerning the expansion of high schools in Ontario. I.e. all Catholic high schools were funded at the elementary level which led to all pre-1984 high schools to be built to using the elementary school standards), the Bill 30 school download from the TDSB and the partial ownership of TCDSB facilities with Religious orders of the Archdioceses of Toronto. Although these aging and inappropriate facilities were required to build and Catholic Education, it is now time to close and consolidate these facilities so that Catholic families can enjoy the same educational and facility standard that others enjoy across the province. This will ensure the security and continuation of Catholic Education in Ontario.
Other	A couple of comments: - we have lost track of our children's needs and education. You want to consolidate to save money while you should focus first on how can we provide the best education to our children as the focus point. - If the focus point is: provide the best education for our children always - the questions you should be sending would be: a. Will reduce portables achieve this? Why? Why not? b. Will new schools or expansion achieve this? Why? Why not? c. Will consolidate schools achieve this? Why? or Why not? Like many surveys sent to us parents by TCDSB - it seems drafted in a way to shape the opinion of parents instead of educate and keep our children in mind first and foremost. Also, you ask us to complete surveys but never bother reaching out with outcomes of the survey. You just go ahead and make your decisions. More transparency please!

PARTICIPANT:	COMMENT:
Other	<p>Before smaller schools are closed, there has to be greater review of what works within them prior to decisions of consolidation and closure. For example: Holy Redeemer will consolidate with St. Matthias before the St. M. site is able to accommodate the consolidation and before the ministry has okayed the new building. St. Matthias is in walking distance from St. Timothy's. It doesn't make sense to have two large schools within a 1.6 radius of each other and leave north of Finch Ave. without a school. Why not move St. Matthias students to Holy Redeemer until the new site is approved and complete. Holy Redeemer is a very special and unique community where all students care and look out for one another. We live the Catholic Values, not just read them daily on the P.A.</p>
Other	<p>Alternative to small and under-utilized schools 1) transportation support to neighboring Catholic schools 2) Share facility with other school boards for small and underutilized schools (sort of school in school, like TOPS or IB programs in regular schools, or Claude Watson arts program inside Earl Haig) 3) half-day (or 3 days a week) for small and under-utilized schools coupled with online learning 4) other school boards.</p>
Other	<p>The Board should be committed to boundaries. Students should not be allowed to walk past one high school to attend another. This is why some schools are over-crowded and some schools are under-utilized.</p>
Other	<p>The Board should create a strict boundary system. If you live in the area, you attend the community school.</p>

2. REDUCING PORTABLES AS A PRIORITY:

PARTICIPANT:	COMMENT:
Parent	<p>Thank you for the opportunity to comment. I strongly agree with the above comments. Portables in the West end of Toronto have become the norm. Portables should be utilized as temporary measures and have been in many of the elementary schools in the West end for decades. This is unacceptable not only for the students, but also for teachers and administrative staff. Particularly in larger schools, rotating recesses are disruptive to the student learning environment. Unfortunately, there appears to be an increase in areas and the Board is contemplating putting portables in schools that do not have them, because of growth. This is particularly evident in the Etobicoke area. The larger the school the more behavioural issues that are seen and more disruptive to the student learning experience. Providing more childcare services will be extremely valuable. As a parent who utilized childcare, it was very helpful to me and my family to have the care at the school. I know of parents who did not have that in the school in their catchment and thus had to send their children to a different school because of the need for childcare. FDK has not helped the childcare situation and with FDK, there is a need for more childcare services. This is a good step in the right direction.</p>
Parent	<p>Portables are fine if they are new and modern providing appropriate wi fi.</p>
Parent	<p>As a parent I feel portables are not healthy and during winter it gets very cold. Regarding building /rather having many new schools reconstruction and adding few schools may save money, environment and reduce portables.</p>
Parent	<p>While some may think that portables are bad, all of my children have had at least 1 year in a portable at the elementary level and this was not a bad experience. Many teachers like portables. I think you have to ensure that portables are properly outfitted (wifi, good heating/air conditioning, proper security controls in place). Portables can address issues where the population is in flux however in areas where there is sustained growth, construction should</p>

PARTICIPANT:	COMMENT:
	<p>be the answer, not to using portables. I am a strong believer in community hubs which can address needs for the aging population as well as educational needs for all school boards. If the Board does not know the answer or your metrics are suspect, please acknowledge this and listen to what the community is saying otherwise you waste everyone's time and lose the respect of the community who are pretty savvy. As much as we would like to have schools everywhere, some schools in the core are being kept open at the expense of building out schools to support the growing population in the suburbs.</p>
Parent	<p>Under-utilized properties and schools with more than 6 portables should be prioritized- I have never seen a list of properties indicating things like the following---size of property---space use currently on the property---space available on the property for more building or facilities--- proximity to community properties and resources related to potential “hub” uses ---- like green space/parks/hydro fields, community centres, city properties for recreation etc, major education facilities (colleges/universities), ---identified in city planning for potential hub uses--- transportation - proximity to transit hubs and routes ---number of portables on the property. I think a listing like the above may help identify potential hub sites which can be integrated more deeply in communities serving our students and the communities better I am concerned that this drive being financially driven may miss an understanding that “factory sized schools”; is not good either - fiscal reassessment is prudent - a better and regular review process is a good idea and closing smaller schools under 150-200 is one thing but building grade schools of 800+ or high schools of 1500+ has drawbacks shown in research and experience - how do you build that awareness into the process explicitly? This survey is very restrictive - not really consultation which allows broader ideas and scope to be considered - more like funneling people into supporting areas already chosen for review I suppose some feedback is better than none however.</p>
Parent	<p>If the board has plan to reduce the use of portables then why close the schools and consolidate them to a school that has 98.9% capacity that means it would lead the school to use portables</p>

PARTICIPANT:	COMMENT:
	to occupy incoming students from the school they planning to close. The board should review the schools that offers specialized programs such as Deaf and Hard hearing, children who has disability of learning, school that has accessibility these are the things the board should advertise as it will boost the enrollment. The school that is under review right now offers these programs, why close? Building a school will cost even more money to the tax payers like us. With this does the board guarantee that provincial government will provide while our kids is in portables getting sick and risking their safety?
Staff	Ensure buildings are built in a way that would allow future expansion if needed, reducing the need of portables in the future and enabling schools to be full reducing underutilized schools.
Staff	While reducing portables is a priority with the board, I see nothing wrong with them. Our portables were removed from the school and now we have 3 classes being conducted in “storage rooms” which is insane. If there is space in the school, take them away, but no teacher should spend 13 years of her life (as I have) working in a storage room with no windows. Horrible conditions all in the name of “reducing portables”. It's a game of politics.
Staff	#6 (Reducing Portables) the board should make the most of the planning department when looking at school size. Over-crowding and under-utilization both come with their own issues. Portables may not be an issue if temporary or if the facility structure can support the additional pupil accommodation. #4 More than 3 pars may be required to meet the funding model we expect to come from the Ministry of Education. The board cannot manage these reductions in light of current financial pressures and maintain small schools that do not fit the model.
Other	Yes, reducing portables should be a priority when students have to be taught in a portable, while in the same school there are at least 3 large spaces that are rarely used, except for occasional workshop areas for groups outside the community.

3. ESTABLISHMENT OF CHILDCARE SERVICES IN TCDSB SCHOOLS

PARTICIPANT:	COMMENT:
Parent	I disagree with it, because parents already confuse school with free child care.
Parent	Childcare place should be in all elementary schools and should be expanded.
Parent	Childcare in schools where the students are over-crowded or displaced because a daycare facility is using a school classroom is not acceptable or fair to the students of the school.
Parent	I am strongly against taking funds from the government to use unused space in schools for anything other than childcare (daycare) spaces. Other faith based students should not be permitted in the Catholic schools just as a way to generate funds. It's like having a school inside a school with a different set of values and beliefs. In the case of the Islamic faith it is in complete opposition to everything that the Catholics schools teach the children. Safety is a concern and I and many other Christian parents have a problem with allowing prayers to other gods in the school. This goes against the teachings of Jesus. Do you think Jesus would have rented out the temple to generate funds? On the contrary he turned over the money tables in the court yard. "Choose this day which God you serve". If they would leave their god at the door, then yes invite them in. All through the Bible the Lord gives such warnings against mingling with other gods. This goes for all false religions who worship anything other than Jesus. Acts 4:12 KJV The Lord is not politically correct. Salvation is all that matters, we should be preaching the gospel to these people not accommodating them and their false god.
Parent	I strongly support the creation of daycare spaces and other partnership programs to use the space at existing Catholic school buildings. I also strong support the review of boundaries in over-subscribed schools as well as doing away with allowing out of area siblings into oversubscribed schools, especially where in area students are not able to be accommodated. I support an optional international languages program before or after school. I support the

PARTICIPANT:	COMMENT:
	inclusion of other Christian, especially Orthodox students into Catholic elementary schools. I believe there is demand from parents for this and that it would raise the registration rates at many Catholic schools. I do not support the creation of a Reggio Emilia program. The new ELP curriculum program incorporates many of the R.E. principles and should be made available to all students, through improved teacher training.
Parent	The Board should consider every possibility to combine facilities that are used primarily on weekends with schools, which are used primarily only on weekdays. Also to make childcare more affordable, after-school programs operated on school properties should not be charged a fee for use of the school facilities. This effectively double-charges parents who already pay for school facilities through municipal taxes.
Parent	My wife and I strongly recommend that there should be a Childcare Service (Private or City of Toronto operated full daycare) in all the TCDSB schools. I don't mind having the Before and After school programs operating along with the Childcare Service as well. The Before and After school programs are only good for children between the ages of 12 to 14 years of age. These 12 to 14 year old children will benefit using the Before and After school programs because they can talk amongst their own peers and keep them away from getting into trouble. Also it will help them out with doing homework or group assignments/projects. The only thing that I don't like about the Before and After School program is that it only operates during the school year and do not operate during the summer. Which does not work with my family and other families in the community who have younger children. These programs like the Before and After School programs may work with some families because their kids are older or/and may work with families that may have different living and working schedules. But majority of families (mainly parents/guardians) in the community and in the city work during the daytime. And we are a larger group in a particular demographics that have children from 0 to 12 years of

PARTICIPANT:	COMMENT:
	<p>age that need child care services with adult supervision and are in need of Childcare Daycare Services operating all year round.</p> <p>I have three small children ages 3, 7 and 9; my wife and I work during the day and are in need of Childcare Services all year round and it would be helpful if there is a Childcare Service in the school so my kids don't have to travel from a home daycare to their school and vice versa. My home daycare is located 1km away from the school. My wife and I don't feel comfortable having my children walking to school and back to their home daycare during the school year because of safety issues. We have fear of having my children being accidentally shot or having them kidnapped by strangers, which hits close to home because of the community local news that had happened. Also I worry about my children during various weather conditions. During the winter time the walkways, roads and bridges can be slippery in certain areas and what will happen if an accident to occur. These are some reasons why we need the bus services for our children. Having a full year round Childcare Services can benefit the TCDSB schools because you have a school that is functioning all year round, especially during the summer, and you can eliminate some of the bus services. My children go to Sacred Heart and this LTAP will take an effect to my current family daycare arrangement if there is no Childcare Service that will be placed in the school. Also I don't even know if my children will be allowed or be accepted for the Childcare Services at the school because of other children from St. Gabriel will get priority before mine because their school is closing down permanently. What I also don't like about this LTAP is that I live within the changed boundaries but my home daycare is now outside the suggested changed boundaries. My family and other families will be effected by this. I don't find it fair that only the children from St. Gabriel get priority. This should also should include families who have already have Home Childcare Services that will be effected by these new boundaries.</p>

PARTICIPANT:	COMMENT:
Parent	The board should focus on the quality of Catholic education provided to students and less on the quality and sex appeal of modern structures. Also, childcare is not the purview of the TCDSB and should not be the burden of principals and teachers.
Staff	In regards to childcare, ensure that they have their own separate space and are using a shared space with teachers. Too often do things get stolen, destroyed and no one is to blame
Staff	Childcare available to staff is a great way to increase revenue for the schools and should be implemented as soon as possible.
Staff	Many parents continuously say that both morning and afternoon day care access is important and necessary but needs to be affordable for specific communities.
Staff	Forcing teachers to share their classrooms with Before and After Care Programs is unfair to classroom teachers. We have to share our space and resources with these agencies. It creates a lot of stress since we do not have a quiet space to work to prepare for our classes when there are 20 kids in our rooms before and after school. It also creates a lot of cleaning since in my experience, I had to clean my desk twice as much each day. Find rooms that are not occupied by teachers such as the library, gym or the 90 portables that will not be used by teachers in the future.
Staff	Childcares are implemented in schools without proper custodial coverage at night. As these areas need daily intensive cleaning, the rest of the school suffers as the lone custodian's time at night is stretched to the point of insufficiency. This puts undue stress on the custodial staff who try to maintain a safe and clean environment. A 4-hour afternoon position should be added to any existing schools with a daycare with only one night time custodian.

PARTICIPANT:	COMMENT:
Catholic Ratepayer	Childcare services within schools must never compromise the safety of students in the TCDSB schools. Childcare services need systems in place in order to allow authorized visitors only access the childcare spaces and no other school spaces as after school activities in the form of extra/co-curriculars continue.
Other	Every school should have daycare facilities or after school activities until parents can pick up their children from work. If a building is in very bad condition then I agree to construct a new school, with modern items. Sometimes old buildings can be salvaged, a building should not be demolished.

4. SEEKING OUT KEY PARTNERSHIPS AND ESTABLISH COMMUNITY HUBS

PARTICIPANT:	COMMENT:
Parent	Community use of schools are a good way to raise revenue. However there are some groups that have vandalized school property and steal from student desks. This should be look into and if occurs pull permits of the groups.
Parent	Childcare place should be in all elementary schools and should be expanded.
Staff	I am a big supporter of the community hubs idea.
Staff	The school should be utilized solely for school purposes, not as sites for community hubs. Implementing these programs provides a hassle to the staff members at such schools, as well as the students. Funds should be spent on ameliorating current schools by reducing the number of portables and amalgamating schools that are under-utilized.

PARTICIPANT:	COMMENT:
Staff	Community Hubs with TDSB (Holy Child and Humberwood model) was done in a way that brought together a community, of both TDSB and TCDSB, as well as the children of various high rise low income apartments. We were able to save money through hiring cleaners instead of janitorial staff, sharing of a large library and community library. Gym facilities are larger, as well as the overall space. In the school there are key leaders who maintained the integrity of Catholicism in the initial collaboration and maintaining this community partnership.
Catholic Ratepayer	Survey questions should address one idea at a time and should be kept simple. These questions are too long. Q3- partnerships like city Community centre facilities and aquatic centres. How much does a PARS cost? Why do more than one per year? Minister of Education was quoted saying that Toronto can sell schools where enrollment has dropped to address aging schools that need immediate replacement with a FCI greater than 60%. Sell a couple of Assets. The Board needs to take action not just advocate.
Other	Please keep all of our schools open and create community hubs and make our schools a focal point in our communities. Removing schools with lower attendance will remove that school for its entirety in that community and it will be a whole loss to the community. Schools can be funded by providing viable programs that support communities and the well-being of our citizens. Thank you for your providing this survey and for gathering information from all the stakeholders in this process.

5. ADDRESSING AGING SCHOOLS AND ADVOCATING FOR CONSTRUCTION OF NEW SCHOOLS

PARTICIPANT:	COMMENT:
Parent	It is appalling that the schools already identified as being in the highest need (state of buildings) are not the ones that are receiving funding support by the Board and Ministry. Truly appalling.
Parent	Fix St. Michaels Choir School. The conditions are appalling. We continually hear that a plan is in place however year over year nothing gets done. From horrific bathrooms to sealed rooms with asbestos, the school board is negligent.
Parents	My son is a student at St. Michael's Choir School. We are extremely happy with the academic excellence of the school. However, the state of the physical space is absolutely appalling. For a school with such a stellar standing, the money should be found to build a new school for this century! Thanks.
Parents	I agree that we need to take care of older buildings. Like A/C for the children who have asthma. etc. However I chose to send my son to St. Leos because it was a small school environment and I liked that.
Parent	While physical space should be safe and it's always nice if it's kept in good repair and provides adequate (meeting public health codes) space for programming, catholic education is about community building, relationship building and learning. That happens when teachers and education staff love their vocation. Hire passionate, loving, caring adults who love teaching and working with young people. More than buildings, and programs, and technology, it is people that MAKE catholic schools wonderful places to learn. people who are willing to serve young people and their many complex needs with humour and kindness as we are called to do by the master teacher we call Jesus
Parent	I recommend a path of renovate/upgrade (and/or expansion where needed) of existing facilities, for existing use and re- use by other community services. Strongly consider the use of

PARTICIPANT:	COMMENT:
	"green" technologies going forward on ALL projects to incorporate solar water-heating/electric generation to augment (potentially replace) facility resource expenses.
Parent	Board should invest in Technology and renewal energy to reduce operating expense.
Parent	I believe a lot of savings can be made by the board if various jobs were outsourced. I have a close relative who works for the TCDSB, she told me that a 5 minute job of changing a pencil sharpener costs over \$100. This is absolutely ridiculous and a complete waste of the tax payers money. Those dollars should be used to keep smaller school open and accessible to children in the neighbourhood. I know that even to purchase certain items such as computers, the board is restricted to purchase from certain suppliers which may not necessarily offer the competitive prices of another supplier. There are so many places where costs can be reduced if we viewed this as a business.
Staff	There has been an absolute disregard for athletic facilities in this school board. Gyms are permitted out to groups that are making money. There is an increase in usage to gyms but money is not being spent to maintain them. Gym floors across the board are very slippery. Fields are unusable at some schools. Schools are paying money to play games at community fields because the home field is in such poor shape. There are only 2 schools in our board that have an artificial turf field and only two schools which have a rubberized track. The school board is losing out on a regular financial stream by not having these facilities to permit out. Bottom line is the board MUST see the importance of updating and maintaining athletic facilities.
Staff	I work in a 60 year old school where everywhere I look, something is falling apart. Don't our students (never mind the staff) deserve to spend their days in a maintained building? We talk about Catholic virtues evident in our school system but how about simple, proper living

PARTICIPANT:	COMMENT:
	conditions? I shouldn't have to worry about if my window will open when it's hot outside or fear tripping over uneven steps which I climb every day.
Staff	How schools are chosen to be rebuilt needs to be more transparent.
Staff	If land is being sold for commercial or residential properties that will hurt the board in the long run and hopefully is not on the agenda for most places.
Staff	Existing buildings with old infrastructure need to be brought up into the 21st Century.
Staff	I work in a school where a 'super build' added on to the original building. However, financial concerns, which should have been addressed before building, resulted in many components of the original plan to be abandoned. This resulted in a building which hasn't got enough exits for safe and organized arrival and departure of students. The building does not have a stage, a key for elementary schools. The building doesn't have sufficient storage. While there is a large number of parking spots during the summer, the parking lots were not designed to handle snow which is removed from the spots, so parking spots are lost for a significant part of the school year. Building new or adding on is a great idea however as in home renovations, doing it right is the most important part. Too many times people are looking at the pretty new bells and whistles without looking at whether or not it actually works for now and into the future.
Staff	Positions like “building manager” should be created and the accountability should not fall on administrators, teachers, etc.
Catholic Ratepayer	St. Norbert School is in dire need of a new large gym (with a stage to host school performances) - the current gym is too small! For instance.... Christmas school performances have to be done at an outside facility. Having another set of washrooms on the 2nd floor would be very suitable for the students of St. Norbert ... avoids an unnecessary inconvenience (including a loss of learning time) for the students who have classes on the 2nd floor.

PARTICIPANT:	COMMENT:
	(Currently, washrooms are located only on the first floor.)Finally, an additional 2 to 4 classrooms would serve the future needs of St. Norbert School because the surrounding community will inevitably be expanding due to an increase in residential/housing developments...i.e Downsview Park, Dufferin and Wilson area or the Allen/Wilson area. I will continue to support my local catholic schools like St. Norbert School! Thank YOU for this opportunity.
Catholic Ratepayer	Fed up with improving buildings with 1 or2 additional rooms and a fabulous entryway. Add basic classrooms and provide more school supplies. Why does my kid have no science textbooks, writing paper, pencils, duo tangs and glue? Capital expenses with no money for actual education is ridiculous!!!

6. PROGRAM RELATED (SCHOOL SPECIFIC AND GENERAL) COMMENTS

PARTICIPANT:	COMMENT:
Parent	The Board should not impose French immersion in a school if the existing community does not want it. It is very disrupting to students especially students that have joined the school and now will need to move schools yet again if they don't want to be part of the French immersion program. The disruption will cause the TCDSB to lose students as parents will move to neighbouring public schools. I will certainly consider this. The Board should look into other avenues like daycare or afterschool programs. Closing an existing French immersion program like at Annunciation and then trying to open one up at St. Gerald 5 minute drive from there is unacceptable!
Parent	Funding for unique programs within particular schools is very important to meet the needs of particular groups of students. This needs to be a priority in making these decisions which I do not see reflected in the questions above. For example children with disabilities, arts schools etc.
Parent	My son attends St Mary's Catholic School on Portugal Square. I also have another son who will be entering Kindergarten at this school in September 2017. I am pleased to hear that French Immersion will be commencing in this school in September 2018. It's just unfortunate that it wasn't sooner. This school is gem in the city - being one of the oldest and only Catholic schools beside a church in the downtown core. I would strongly suggest to the board that this school is maintained, enhanced and expanded as much as possible because of its uniqueness and the staff at this school are exceptional.
Parent	Fore Brebeuf College - expand the Advanced Placement and Special High Skills Major programming to address opportunities currently not available to Brebeuf students. This would

PARTICIPANT:	COMMENT:
	include additional programming for math strategies. Updating the school library furniture to align with 22nd century technology and usage. This would include audio centres.
Parent	For Brebeuf College updating the school library furniture to align with 22nd century technology and usage. This would include audio centres. Adding an extension to the school accommodating a robotic/engineering workshop allowing students to put into practical experience computer engineering experience. Add a retractable dome over a portion of the school's field. This will service both the boys limited gym space in the winter and would be accessible to the public for use during after school hours as a revenue source.
Parent	Please make St. Alphonsus on Atlas Ave a STEAM school rather than going to French immersion. Why are cuts always at school level? Look at the top and work your way down.
Parent	Better communication from the board to school administration and parents. More consultation with parents before major changes are assigned to schools - our school is apparently going French immersion but administration and parents were unaware of this before it was announced
Parent	You have to create schools (including the staff) to be proud of. If they are mediocre, families will go elsewhere. Making CCAA a “normal” school, via normal funding, is a HUGE mistake. You have the best school in Toronto, performance wise, and you are KILLING it with small funding cuts. Keep it great!!!
Staff	We just need to keep the divine infant school open cause it is a matter of safety and there are a lot of kids in special programs that aren't offered at other schools also it a very convenient location so that is some of the kids walk to school they don't have to cross such a busy dangerous intersection like Mccowan.

PARTICIPANT:	COMMENT:
Staff	Do not focus your time on the finances. Focus on the academic wellbeing of the children by looking modernizing the curriculum, teach modern teaching practices for staff and have administrations in schools support the teachers.
Catholic Ratepayer	Make all French programs French Immersion; especially in secondary schools. Having French core, Extended French and French Immersion programs is redundant the resources could be allocated in other ways. Creating High-Tech schools should be a priority. Students spend hours on their phones and technology is advancing faster than it can be tracked. The school board should be looking into ways to capitalize on this trend and involve tablets and phones in the classroom instead of wasting money on paper. This will also have an environmental effect reducing the amount of paper used. Demographic specific learning should be investigated. Students are already separated by age, indicating that students of a similar age learn at a similar rate. It may benefit students to spend time learning in groups similar to their gender, sex, culture, learning styles (visual, auditory, and kinesthetic), while also exposing them to other genders, sexes and cultures. Educators require a background in social service work or child and youth work.
Catholic Ratepayer	We need to become more fiscally responsible to be able to deliver quality Catholic Education. At this point in time, we cannot provide as rich of a program because our resources are stretched into so many directions. Let's focus on the right inch and do it exceptionally well!

7. GENERAL AND MISCELLANEOUS

PARTICIPANT:	COMMENT:
Parent	Thank you for consulting with parents
Parent	The board should continue to support families to ensure that everyone has the opportunity for an equal education.
Staff	Thank you for the opportunity to provide my comments. Keep up the good work and stop listening to the idiotic trustees.
Staff	I request that consultation is part of the process but feel that the extensive length of the process is also compromising enrolment and confidence.
Staff	Be open to feedback from teachers and parents. We often make suggestions or recommendations, and they are dismissed or not followed-up with.
Staff	The “plan” should be practical and sustainable.
Staff	Don't forget what made us as good as we are and have been. Be realistic about the future, but please don't become like the TDSB! That is not a model we should emulate. If we aren't different and special, we won't survive as a system, nor should we.
Staff	All of this is good; however the key principle that should drive board decisions should not only be buildings and resources but maintaining Catholic education. Taking non-Catholic students and international students into our system just to keep schools open will seriously compromise the catholicity of the system. At some schools in Etobicoke Catholic students are being re-directed to schools they don't want to go to but spots are being given to international students and public school students. This is not fair and contradicts the history and ultimate purpose of

APPENDIX B

PARTICIPANT:	COMMENT:
	our system. The needs of the Catholic community should be paramount as well as the moral and religious purpose of the board in regards to all decision making!
Staff	Implementing walking school buses would perhaps save money wherever possible and provide much needed exercise for the children.using volunteers to help with extra reading or math supports
Staff	Ensure our Catholic board ensure the schools serve Catholic families who have been baptized.
Staff	Thank you.



REPORT TO

REGULAR BOARD

DRAFT LONG-TERM ACCOMMODATION PLAN ELEMENTARY PANEL

*Let everyone be subject to the governing authorities, for there is no authority except that which God has established.
The authorities that exist have been established by God. Romans 13:1 | NIV |*

Created, Draft	First Tabling	Review
May 10, 2016	October 20, 2016	

J. Volek, Senior Coordinator of Planning and Accountability
M. 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

The Toronto Catholic District School Board (TCDSB) is nearing the final stages of completion of its next Long-Term Accommodation and Program Plan (LTAPP). The plan articulates the need for both consolidation and construction of elementary and secondary schools across the City.

The draft plan, as articulated in this report, provides detailed information related to new schools to address enrolment growth, proposed Pupil Accommodation Reviews (PARs), strategic site acquisitions, Hubs and other Catholic community partnerships, and elementary school replacements over a 15-year forecast period.

This LTAPP, when approved, will be subject to annual implementation plans, which set Board Capital priorities for submission to the Ministry of Education.

The draft plan will be made available to all stakeholders for review and feedback in the fall of 2016. A final report will be considered by the Board in January or February of 2017.

A separate companion report to Board will focus on proposed changes to elementary programming, and will also be subject to community consultation.

The cumulative staff time dedicated to this very process-oriented endeavour exceeded 1200 hours.

B. BACKGROUND

1. The over-riding objectives of the LTAPP are as follows, and in no particular order:
 - Ensure equitable access to Catholic Education in all areas of the City.
 - Incorporate well-researched decisions around future academic programming and equity in program distribution across the City.
 - Seek-out key partnership opportunities in an effort to fill vacant space and offer community services.
 - Incorporate the latest understanding of residential development, immigration trends, Catholic Service factors, student retention rates, and other critical socio-demographic variables.

- Ensure the Board can respond to loss of Top-up funding in 2018, as well as other funding constraints and opportunities.
 - Focus on the construction of new schools or the expansion of existing schools in the 400-600 pupil place range—widely considered as an ideal size range for programming purposes.
 - Ensure that the LTAPP is flexible and adaptable to changing circumstances, whether it be updating demographic trends or incorporating the latest opportunities for the acquisition of properties to be funded through Education Development Charges (EDCs).
2. This report highlights proposed changes to the elementary panel. Companion reports will discuss proposed changes to the secondary panel and the site acquisition plan.
 3. The draft LTAPP proposes an average of 2 to 3 elementary PARs per school year. In combination with strategic acquisition of properties for new future school construction, the overall plan could ultimately see a reduction in Board-wide OTG capacity (*OTG capacity* = “*On-the-Ground*” capacity) from a current level of 71,950 elementary pupil places to 69,083 elementary pupil places by the 2029-30 school year, or an overall reduction of 2867 pupil places of available capacity, which represents a target utilization rate of 95%.
 4. Pupil place (OTG capacity) reduction is required in order to create greater operating and programming efficiencies. Staff firmly believe that LTAPP recommendations for consolidation must also reflect a tempered and balanced approach—an approach that considers not only the Ministry requirement to reduce surplus capacity in all areas of the City, but also to address the need to retain space for new and innovative programming initiatives aimed at increasing enrolment. Furthermore, marketing initiatives aimed at attracting a greater share of eligible Catholic students is of primary importance to this Board, and space in key areas of the City must be set aside.
 5. Staff are actively engaged in attracting community partners in all of our schools where space is available, and will continue to work the Ministry of Education on strategies to accurately reflect true utilization of space in cases where classroom spaces are leased on a longer-term basis. Such a strategy will have a net impact of reporting more efficient use of space in schools with lower utilization rates.

6. Current Catholic Service Factor calculations indicate that the TCDSB serves approximately 92.9% of eligible Catholic students—this means there is further opportunity to grow enrolment Board-wide, and classroom space must therefore be available for these potential future students. A future report will consider strategies to increase Catholic Service Factor to 100%.
7. City-wide, there are an estimated 4567 eligible Catholic elementary students being serviced by other Boards, mostly at the TDSB. The projected surplus TCDSB OTG capacity is 3122 students. Theoretically, therefore, we would have sufficient remaining OTG capacity to potentially accommodate many of these eligible Catholic elementary students without the need for portables, and thus grow the Board's utilization rate to 100%.
8. Furthermore, as demographics shift over the next 15-years, there is a critical need to be prepared for unanticipated increases in enrolment. A recent example of this would be the unexpected influx of approximately 290 Syrian refugees into TCSB schools—a cohort of families that have been warmly welcomed!
9. Current long-range Planning projections take into consideration all actively marketing development applications and all prospective developments in the City of Toronto. Long-range Planning projections also give due consideration to other demographic influences ranging from internal City migration patterns, Census trends, and individual school retention rates.
10. 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	

11. 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			

12. 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.
13. Furthermore, based on the 2015-2016 Education Funding Consultation Guide (*details available on the Ministry of Education website*), the Ministry of Education will be focussing on the following areas:
 - a) Identifying efficiencies
 - b) Making more efficient use of schools space
 - c) Community partnerships
 - d) Accountability
 - e) Sharing savings

EVIDENCE/RESEARCH/ANALYSIS

14. In order to reduce the need for the Board to make-up the cancellation of Top-up funding by 2018, and at the same time, effectively compete for limited Ministry funding through the Capital Priorities process, a clear emphasis on Catholic Community Hubs to reduce surplus capacity, effective space utilization and the consolidation of small and underutilized schools is required in the next LTAPP. Given the Board's current deficit situation, this need is of even greater importance.
15. On an on-going basis, staff seek to initiate and apply for Capital Priorities funding, through comprehensive business case submissions to the Ministry of Education, at the earliest possible windows of opportunity. A completed and approved LTAPP would significantly assist in supporting Capital funding requests to the Ministry of Education, by providing the detailed rationale required to complete the reporting templates and written submissions in a timely and efficient manner.
16. The Ministry of Education has advised our Board that the next Capital Priorities and Consolidation Capital funding window is January of 2017. Staff recently submitted the Board's last round of Capital Priorities in July of 2016 and are awaiting a response from the Ministry on the outcome of our Capital ask. Staff will also be following up with the Ministry on this regard.
17. As of September 2016, there are approximately 11,000 pupil places of surplus elementary capacity. If the LTAPP were to be fully implemented in its current revised draft iteration, the Board could realize the **NET** reduction of approximately 2867 surplus pupil places by the year 2029. The current Board-wide elementary utilization rate of approximately 85% would therefore increase to approximately 95% by the 2029-30 school year.
18. The following table provides a breakdown of proposed OTG ("on the ground") capacity reduction by Trustee Wards—through future PARs and Community Hubs, and OTG capacity increases—through future new school construction or expansion of existing schools:

Trustee Ward	Proposed OTG Net Increase through New Capital	Proposed OTG Net Reduction through PARs **	Proposed OTG Reduction through Community Hubs	Net OTG Reduction or Increase
1	527	-323		204
2	2286	-1678		608
3	844	-381		463
4	686	-704		-18
5	2659	-1313		1346
6	142	-480		-338
7	246	-610		-364
8	430	-1881		-1451
9	1269	-2443	-328	-1502
10	nil *	-971	-388	-1359
11	824	-927		-103
12	188	-541		-353
Total:	10101	-12252	-716	-2867

Refer to *Appendix 'A'* for map of Trustee Wards.

* Nil at this time, subject to ongoing review.

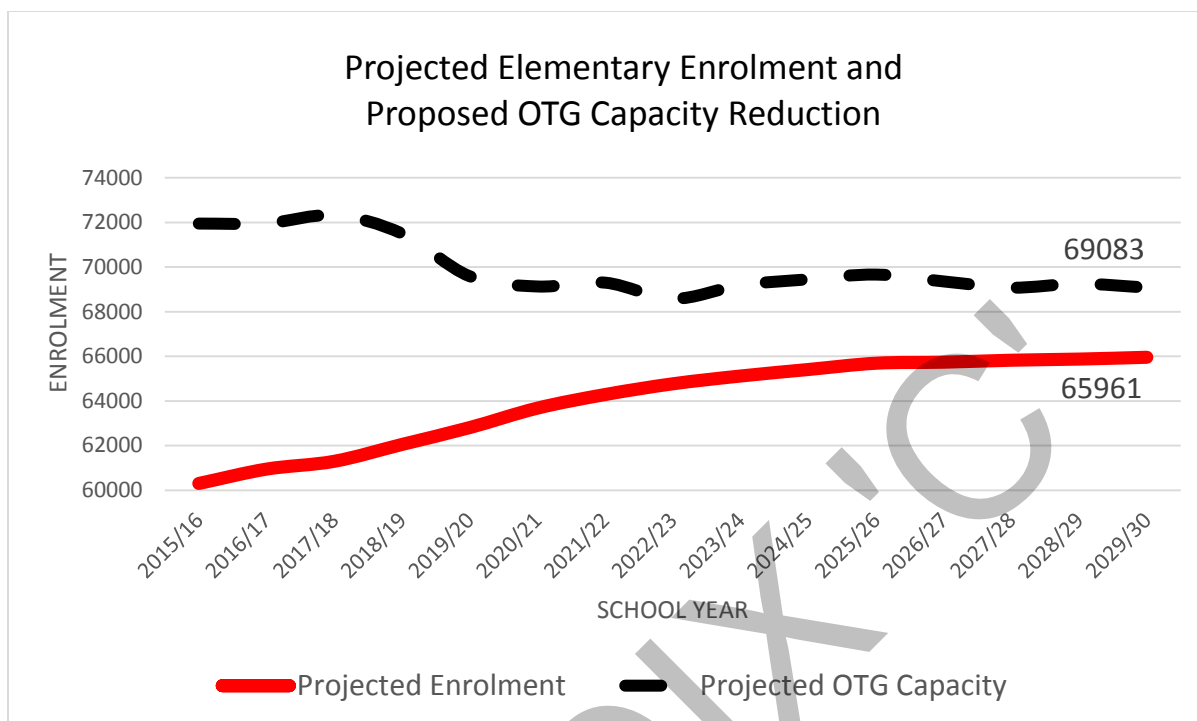
** Information in this table takes into consideration recently completed PARs.

Based on the table above, the draft LTAPP proposes a cumulative net reduction of 2867 pupil places by 2029-30 in order to achieve a 95% utilization rate Board-wide—this includes a proposal of 10,101 pupil places of new capital balanced with a proposed reduction of 12,252 pupil places.

Therefore, in order for the Board to secure Capital Funding for the 10,101 new pupil places as proposed, the Board must reduce the current surplus of ~11,000 pupil places.

Note: Further reductions in the number of future consolidation studies may be possible when the Ministry of Education clarifies their Community Hub policies as it relates to space utilization.

19. The chart below illustrates the proposed year-to-year reduction in excess Ministry rated OTG capacity as compared to projected enrolment, as per the draft LTAPP:



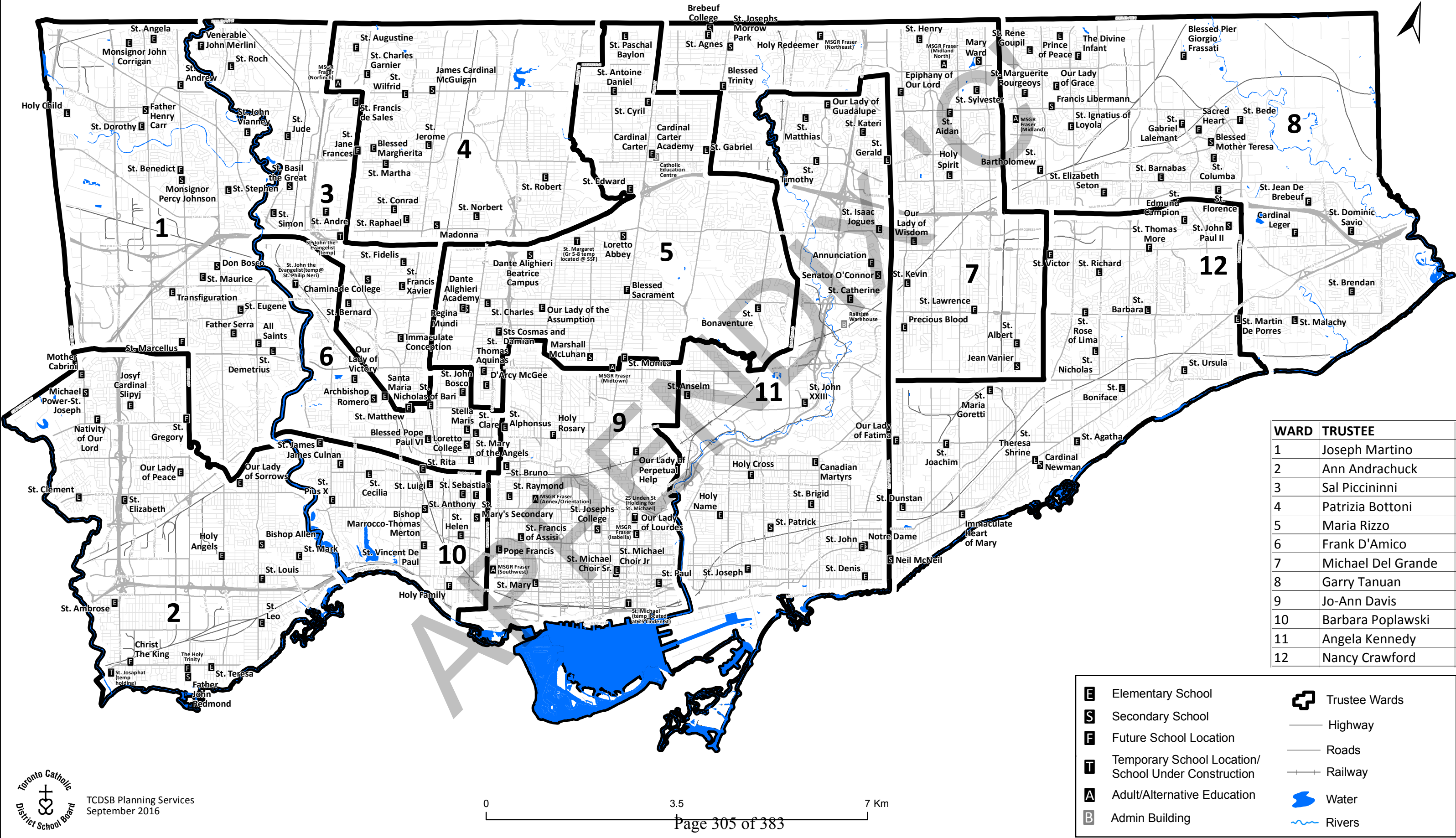
20. Therefore, in order to achieve a goal of 95% utilization by 2029-30, as shown in the chart above, the Board would require the consolidation of 25 elementary school facilities over a 15 year period. There are an additional 13 elementary schools proposed to be relocated to new, “right-sized” facilities. The average remaining facility size would be approximately 483 pupil places by 2029.
21. Overall, the future Board-wide facility inventory, as per the draft LTAPP, is proposed to be a combination of existing schools, in some cases with expanded additions, and newly constructed right-sized schools at key locations across the city—with an emphasis on a better distribution of Catholic schools to serve all Toronto communities.
22. A separate companion report to Board will focus on proposed changes to programming, and will also be subject to community consultation.
23. A consultation plan will be developed and shared with Trustees prior to the commencement of stakeholder consultation.

C. STAFF RECOMMENDATION

1. That the Board of Trustees approve in principle the draft elementary panel LTAPP for community consultation and feedback.
2. That staff return to the Board in February of 2017 with revisions to the LTAPP arising out of consultation.

APPENDIX 'C'

Toronto Catholic District School Board - Trustee Wards 2016-17





REPORT TO

REGULAR BOARD

DRAFT LONG-TERM ACCOMMODATION PLAN SECONDARY PANEL

*Let everyone be subject to the governing authorities, for there is no authority except that which God has established.
The authorities that exist have been established by God. Romans 13:1 | NIV |*

Created, Draft	First Tabling	Review
August 23, 2016	October 20, 2016	

J. Volek, Senior Coordinator of Planning and Accountability
M. 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

The Toronto Catholic District School Board (TCDSB) is nearing the final stages of completion of its next Long-Term Accommodation and Program Plan (LTAPP). The plan articulates the need for both consolidation and construction of elementary and secondary schools across the City.

The draft plan, as articulated in this report, provides detailed information related to proposed strategic site acquisitions and secondary school replacements over a 15-year forecast period.

This LTAPP, when approved, will be subject to annual implementation plans, which set Board Capital priorities for submission to the Ministry of Education.

The draft plan will be made available to all stakeholders for review and feedback in the fall of 2016. A final report will be considered by the Board in January or February of 2017.

A separate companion report to Board will focus on proposed changes to elementary programming, and will also be subject to community consultation.

The cumulative staff time dedicated to this very process-oriented endeavour exceeded 800 hours.

B. BACKGROUND

1. The over-riding objectives of the secondary LTAPP are as follows, and in no particular order:
 - Ensure equitable access to Catholic Education in all areas of the City.
 - Incorporate well-researched decisions around future academic programming and equity in program distribution across the City.
 - Seek-out key partnership opportunities in an effort to fill vacant space and offer community services.
 - Incorporate the latest understanding of residential development, immigration trends, Catholic Service factors, student retention rates, and other critical socio-demographic variables.

- Focus on the construction of new secondary schools or the expansion of existing secondary schools in the 800-1200 pupil place range—widely considered as an ideal size range for programming purposes.
 - Ensure that the LTAPP is flexible and adaptable to changing circumstances, whether it be updating demographic trends or incorporating the latest opportunities for the acquisition of properties to be funded through Education Development Charges (EDCs).
2. This report highlights proposed changes to the secondary panel. Companion reports discuss proposed changes to the elementary panel and the site acquisition plan.
 3. The draft LTAPP proposes an increase in Board-wide OTG capacity (*OTG capacity* = “*On-the-Ground*” capacity) from a 2016 level of 28,358 secondary pupil places to 32,003 secondary pupil places by the 2029-30 school year, or an overall increase of 3645 pupil places of additional secondary capacity.
 4. An increase in secondary capacity is required to deal with significant accommodation pressures (current and projected) and reduce portables in the secondary panel. Furthermore, marketing initiatives aimed increasing Catholic Service Factor and grade 8 student return is of primary importance to this Board, and as such, this draft plan is subject to further recommendations for increases in secondary OTG capacity—to be assessed on a year-to-year basis by staff in consultation with Trustees.
 5. Staff are actively engaged in attracting community partners (“Hubs”) in all of our schools where space is available, and will continue to work the Ministry of Education on strategies to accurately reflect true utilization of space in cases where classroom spaces are leased on a longer-term basis. Such a strategy will have a net impact of reporting more efficient use of space in schools with lower utilization rates.
 6. As demographics shift over the next 15-years, there is a critical need to be prepared for unanticipated increases in secondary enrolment. A recent example of this would be the unexpected influx of approximately 290 elementary and secondary Syrian refugees into TCSB schools—while most of these students are of elementary age, they will eventually make their way into the secondary panel.

7. Current long-range Planning projections take into consideration all actively marketing development applications and all prospective developments in the City of Toronto. Long-range Planning projections also give due consideration to other demographic influences ranging from internal City migration patterns, Census trends, and individual school retention rates.
8. 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 Pupil Accommodation Reviews (PARs) and reduce surplus capacity.
9. Furthermore, based on the 2015-2016 Education Funding Consultation Guide (*details available on the Ministry of Education website*), the Ministry of Education will be focussing on the following areas:
 - a) Identifying efficiencies
 - b) Making more efficient use of schools space
 - c) Community partnerships
 - d) Accountability
 - e) Sharing savings

EVIDENCE/RESEARCH/ANALYSIS

10. In order to effectively compete for limited Ministry funding through the Capital Priorities funding process, a clear emphasis on the efficient utilization of space in the secondary panel is required in the next LTAPP.
11. On an on-going basis, staff seek to initiate and apply for Capital Priorities funding, through comprehensive business case submissions to the Ministry of Education, at the earliest possible windows of opportunity. A completed and approved LTAPP would significantly assist in supporting Capital funding requests to the Ministry of Education, by providing the detailed rationale required to complete the reporting templates and written submissions in a timely and efficient manner.
12. The Ministry of Education has advised our Board that the next Capital Priorities funding window is January of 2017. Staff recently submitted the Board's last

round of Capital Priorities in July of 2016 and are awaiting a response from the Ministry on the outcome of our Capital ask. Staff will also be following up with the Ministry on this regard.

13. As of 2016, there are approximately 1873 secondary students in excess of available secondary capacity, with 115 portables deployed system-wide. If the LTAPP were to be fully implemented in its current form, the Board could realize a **NET increase** of approximately 3645 secondary pupil places of OTG capacity by the year 2029—to bring overall OTG capacity fully in line with projected enrolment.
14. The Board-wide secondary utilization rate of approximately 107% would therefore decrease to approximately 99% by the 2029-30 school year.
15. The following table provides a breakdown of proposed OTG (“on the ground”) capacity reduction by Trustee Wards—through future PARs, and OTG capacity increases—through future new school construction, retrofits or additions:

Trustee Ward	Proposed OTG Net Increase through New Capital	Proposed OTG Net Reduction through PARs	Net OTG Reduction or Increase
1	<i>nil *</i>	-840	-840
2	3100	-717	2383
3	1100	-531	569
4	800	-690	110
5	1900	-1374	526
6	<i>nil *</i>	<i>nil *</i>	<i>nil *</i>
7	998	-543	455
8	<i>nil *</i>	<i>nil *</i>	<i>nil *</i>
9	135	-114	21
10	1000	-1872	-872
11	1200	-441	759
12	1200	-666	534
Total:	11433	-7788	3645

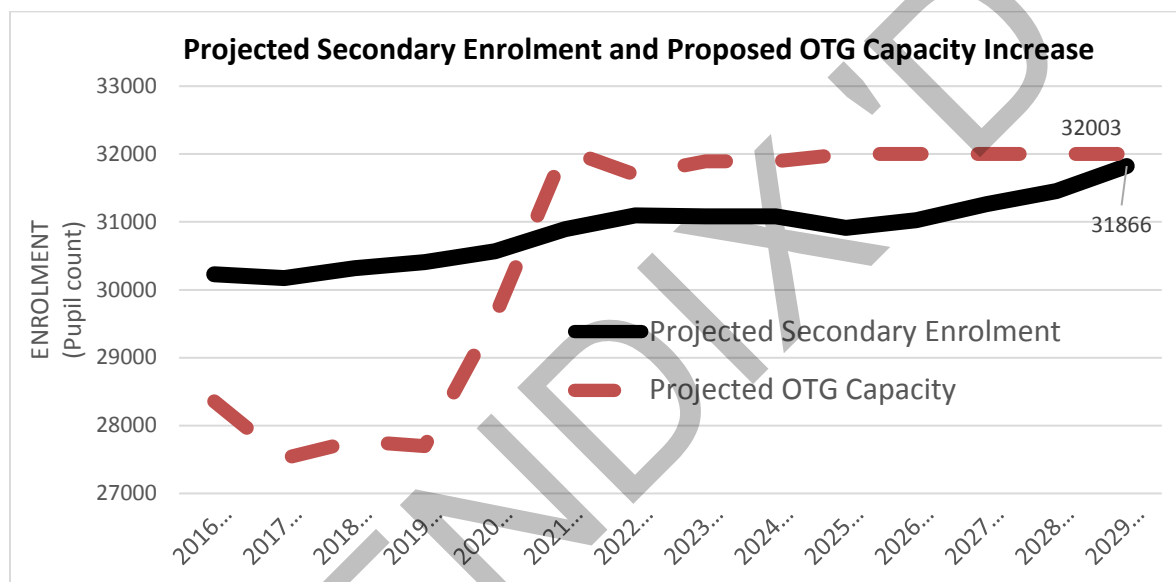
Refer to *Appendix ‘A’* for map of Trustee Wards.

* Nil at this time, subject to ongoing review.

16. Based on the table above, the draft LTAPP proposes a cumulative net increase of 3645 pupil places by 2029-30 in order to achieve 99% utilization.

Note: Further reductions in OTG Capacity may be possible when the Ministry of Education clarifies their Community Hub policies as it relates to space utilization.

17. The chart below illustrates the proposed year-to-year increase in Ministry rated OTG capacity (dashed line) as compared to projected secondary enrolment:









18. Therefore, overall, in order to achieve a Board-wide utilization rate of 99% by 2029-30, as shown in the chart above, the Board would need to construct 3645 net pupil places of additional secondary space.
19. A separate companion report to Board will focus on proposed changes to programming, and will also be subject to community consultation.
20. A consultation plan will be developed and shared with Trustees prior to the commencement of stakeholder consultation.

C. STAFF RECOMMENDATION

1. That the Board of Trustees approve in principle the draft secondary panel LTAPP for community consultation and feedback.
2. That staff return to the Board in February of 2017 with revisions to the LTAPP arising out of consultation.

APPENDIX 'D'



- | | | | |
|----------|---|---|---------------|
| E | Elementary School |  | Trustee Wards |
| S | Secondary School |  | Highway |
| F | Future School Location |  | Roads |
| T | Temporary School Location/
School Under Construction |  | Railway |
| A | Adult/Alternative Education |  | Water |
| B | Admin Building |  | Rivers |



REPORT TO

REGULAR BOARD

LONG-TERM PROGRAM PLAN - RESULTS OF STAKEHOLDER CONSULTATION

Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God.

Romans 13:1 | NIV |

Created, Draft	First Tabling	Review
February 13, 2017	February 23, 2017	Click here to enter a date.

Nick D'Avella, Superintendent, Student Success

John Yan, Sr. Coordinator, Communications

Lori DiMarco, Superintendent, Curriculum Leadership & Innovation, ICT

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

The draft Long-Term Program Plan (LTPP) was approved in principle by the Board of Trustees on October 20, 2016, subject to consultation and gathering feedback. The consultation survey period was initiated on November 16, 2016 and was concluded on January 13, 2017. Consultation consisted of direct communications to organizations such as CPIC, OAPCE, CSPC Chairs, and the TCDSB system, a virtual town hall, presentations to specific groups, and an online consultation survey.

On February 2, 2017, a special Long Term Program Plan Report specific to the implementation of French Immersion Programs was presented at Student Achievement and Well Being, Catholic Education and Human Resources Committee and dealt with by the Board. Those recommendations are not contained in this report.

Academic and Research staff have analysed the data from the different forms of consultation and will make recommendations for new or expanded program considerations beginning in 2017-2018 and continuing into subsequent years. Of critical importance is that the plan is flexible and can be modified in the best interests of student achievement and well-being.

The consultation data has been provided in the following appendices:

Appendix A – Long Term Program Plan Online Consultation Results

Appendix B – Long Term Program Plan Online Consultation Comments

This report will provide recommendations for the implementation of program proposals in elementary and secondary schools.

The cumulative staff time required for the preparation of this report was 38 hours.

B. PURPOSE

1. To provide information and stakeholder feedback related to the LTPP consultation survey strategies initiated on November 16, 2016 and concluded on January 13, 2017.

2. To make recommendations for the successful implementation of programs at the elementary and secondary school level beginning in September 2017, excluding the recommendations for French Immersion programs.

C. BACKGROUND

1. **October 20, 2016** – At the Regular Board meeting, the draft Long-Term Accommodation and Program Plan (LTAPP) was approved for consultation.
2. **November 16, 2016 - January 13, 2017** – Stakeholder consultation was undertaken.
 - a. **November 16** – Launch of LTAP/LTPP consultation:
 - Board-wide system email invitation announcing GO LIVE for TCDSB mini-website hosting online LTAP and LTPP survey, and featuring online tools such as confidential comment box, “Ask the Director” page, opportunity to submit questions in advance for the November 23 Virtual Town Hall.
 - Special Spotlight graphic on LTAP/LTPP information on main TCDSB web page and all school websites. Web pages contained all LTAP and LTPP Board reports, presentations and information resources, contained in-broad communication to the entire TCDSB system including all CPIC members, OAPCE, CSPCs chairs.
 - Direct e-mail communication delivered to all key TCDSB stakeholders across the system including Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education-Toronto (OAPCE), all Catholic School Parent Council Chairs, and Catholic Student Leadership Impact Team (CSLIT).
 - Archdiocese informed and all local parishes advised of consultation via email to include notice in parish bulletins.
 - Public Service Announcement to community calendars for inclusion in local newspapers was published in SNAPd and the Scarborough Mirror-Etobicoke Guardian.
 - b. **November 23, 2016** – A Virtual Town Hall Information session with over 100 online viewers. It consisted of a formal presentation, followed by the answering of 53 questions by a panel of staff in 90 minutes.
 - c. **December 5, 2016** – staff presentations to CSLIT and OAPCE

- d. **December 19, 2016** – staff presentation to CPIC
 - e. **January 11, 2017** – staff presentation to the Special Education Advisory Committee (SEAC)
 - f. **November 16, 2016 to January 13, 2017** – online stakeholder consultations hosted for duration of 2 month consultation. Reminder to engage in LTAP/LTPP surveys promoted weekly through TCDSB E-News and Twitter began on November 15th, and continued throughout the duration of the consultation period.
3. To overcome language and cultural barriers, the Communications and IT teams refined and customized the standard Google Translator web tool to embed it as a large button on the survey page to ensure its visibility for use by non-English language users. (Google Translator tool normally sits on the top menu bar on most websites).
 4. The main goal of this consultation process was to increase transparency and inclusiveness in order to capture the views of all TCDSB community members by overcoming language, cultural and socio-economic access barriers. Several online web-based communications tools were deployed to support the consultation process sessions. This was achieved by dedicating a section of the TCDSB website that hosted a micro-site focused on the LTAP/LTPP consultations.
 5. **January 18 –February 10, 2017** – Staff from Academic Affairs, Communications, Planning and Research analyzed the data gathered through the various modes of consultation and, where necessary, prepared revised recommendations for the Long Term program Plan, based on the report of October 20, 2016.
 6. **February 2, 2017** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, the Board approved, with amendments, the Long Term Program Plan for French Immersion and Extended French programs.

D. EVIDENCE/RESEARCH/ANALYSIS

LONG TERM PROGRAM PLAN CONSULTATION FEEDBACK

7. Online stakeholder consultation surveys were initiated on November 16, 2016 and concluded on January 13, 2017. Four hundred and eighty-one (481) responses were received to date for the Long Term Program Plan as shown in **Table 1** below. This sample size of respondents means the LTPP survey results are considered accurate 95% of the time, with a margin of error of plus or minus 4.5%. (**Appendix A**)

Table 1

Participant Groups		# Responses	% Responses
a.	Parent	217	45.1%
b.	Staff	154	32.0%
c.	Student	23	4.8%
d.	Catholic Ratepayer/ Community member	27	5.6%
e.	Other	60	12.5%
TOTAL:		481	100.0%

8. The Long Term Program Plan consultation survey provided respondents with an opportunity to submit comments. In addition to the 481 survey responses, one hundred and sixty-nine (169) comments were submitted representing approximately 35% of respondents. Unfiltered comments organized by Program proposal and Participant Group are provided in **Appendix B**.

Table 2 shows the breakdown of comments provided by Participant Group. Almost half of the comments submitted were from parents.

Table 2

LTPP Survey Participant Group	# Comments	% of Comments
Parent	81	47.9%
Staff	46	27.2%
Student	8	4.7%
Catholic Ratepayer/Community Member	13	7.6%
Other	21	12.4%
TOTAL:	169	100%

E. ACTION ITEMS

For each of the program areas in the Long Term Program Plan (LTPP) consultation, Research staff have provided a Survey Summary, a Comment Summary and a Program Recommendation. Staff have also included a summary of the general comments provided by survey participants.

ELEMENTARY SCHOOLS

General Comments:	
Comment Summary:	
i. Budget:	<ul style="list-style-type: none">• Questions raised about sufficient funds to support proposed programs• allocate funds to students in need, high impact programs
ii. Special Education	<ul style="list-style-type: none">• Do not reduce Special Education programs and staffing
iii. Science, Technology, Math	<ul style="list-style-type: none">• Focus on and increase STEM programs
iv. Program Focus:	<ul style="list-style-type: none">• Focus on a small number of specialized programs• Ensure equity in program placement/offerings• Also consider: elementary arts, alternative programs, focus on the basics, financial literacy, well-being, humanities, university preparation

1. Multi-Language School at St. Maximillian Kobe (2017)
Survey Summary: 41% of respondents “Agree or Agree Strongly”; 20% “Disagree or Strongly Disagree”; 39% offered no opinion.
Comment Summary: <ul style="list-style-type: none">• Focus on Official Languages, French & English, not other languages• Good idea – expand languages• Possibly start in a small, but still open school
Program Recommendation: <i>Finalize the Program Model for JK/SK and grade 1 in consultation with OECTA-Toronto Elementary Catholic Teachers (TECT) and present the model to Ministry of Education for approval. Pending timely approval by Ministry of Education staff, anticipate implementation for September 2017.</i>

2. Specialized Arts Program at St. Raymond 2019-2020

Survey Summary:

Overall 55% of respondents “Agree or Agree Strongly”; 15% “Disagree or Strongly Disagree”; 30% offered no opinion.

Comment Summary:

- Will this program increase enrolment in the TCDSB, or just redistribute students?

Program Recommendation:

Proceed with planning for a specialized Arts program through consultation with TECT and with input from the architect for the new school design.

3. Reggio Emilia Program at Railway Lands School

Survey Summary:

Overall, 49% of respondents “Agree or Agree Strongly”; 21% “Disagree or Strongly Disagree”; 30% offered no opinion. 58% of Staff “Agree or Strongly Agree”. There was a higher proportion of parents (44.7%) and staff (58%) supporting the proposal.

Comment Summary:

- Good idea for self-directed learners

Program Recommendation:

Proceed with planning for implementation at new Railway Lands School, and explore Reggio Emilia opportunities in other schools in the next 2 years.

4. Middle Years International Baccalaureate Program

Survey Summary:

55% “Agree or Strongly Agree”; 22% “Disagree or Strongly Disagree”; 22% offered no opinion. Both parents and staff support reflect the overall 55% support level.

Comment Summary:

- Positive programming idea and will help to retain highly motivated students

Program Recommendation:

Proceed to investigate the application requirements and cost with International Baccalaureate Ontario (IBO); consult with TECT and school communities to gauge interest.

5. Year Round Elementary Programs

Survey Summary:

36% “Agree or Strongly Agree”; 49% “Disagree or Strongly Disagree”; 14% offered no opinion

Comment Summary:

- Bad idea for working parents
- Give students a break – will work year round as adults

Program Recommendation:

Revisit Year Round Elementary programs in 2 years.

N.B. Full year schooling would still contain 194 Instructional days, spread out differently throughout the year. Hundreds of TCDSB elementary students participate in Summer School Remediation programs as well as Grade 9 Transitions programs in July/August.

6. Other Programs and Comments

Comment Summary:

i. International Languages Programs

- Eliminate IL programs – too expensive and often misplaced
- Focus on students and communities most in need

ii. Focus:

- Specialized programming at the elementary level, arts, music, computers and technology, mental health, gifted JK-8.

Program Recommendation:

Central staff will work with schools to explore the enrichment of existing Curriculum Expectations with a focus on Science, Technology, Engineering, Arts and Mathematics.

SECONDARY SCHOOLS

1. Continued implementation of Specialist High Skills Major (SHSM) Programs

Survey Summary:

Over 55% “Agree or Agree Strongly”; 8% “Disagree or Strongly Disagree”; 35% offered no opinion. 83% of students “Agree or Strongly Agree”

Comment Summary:

- Do SHSM programs cater to university-bound students?
- Need for a skilled-trades centre
- Focus on interests and skills in the local community

Program Recommendation:

Central Resource staff will continue to support schools in enriching existing Specialist High Skills Major (SHSM) programs and consult about adding different SHSM programs to secondary schools.

2. Continued Support of Science-Technology-Engineering-Mathematics Programs

Survey Summary:

Over 85% of respondents “Agree or Agree Strongly”, reflecting similar high levels of support across the Board from parents, staff, and stakeholders. Students indicated over 91% support. 5% “Disagree or Strongly Disagree”; 10% offered no opinion

Comment Summary:

- Support programs that are multifaceted and meet specific diverse needs such as those of artistic students and those who possess superior bodily kinaesthetic intelligence, as well as on STEM and STEAM, 21st Century technology

Program Recommendation:

Central Resource staff will continue to support schools in enriching existing Math/Science/Tech (MST) by introducing Computer Engineering and Technology courses to create a STEM program, and consider adding Arts programs to develop STEAM programs in all interested secondary schools.

3. Creation of an International Baccalaureate Program at James Cardinal McGuigan C.S.S.

Survey Summary:

Close to 62% of respondents “Agree or Agree Strongly” with the proposal; 11% “Disagree or Strongly Disagree”; 27% offered no opinion.

Comment Summary:

- Focus on improving existing programs in TCDSB schools
- IB is expensive and not beneficial and will not appeal to existing students
- Consider a more central location

Program Recommendation:

Delay the application to the International Baccalaureate Ontario (IBO) pending further consultation with OECTA-Toronto Secondary Unit (TSU) and the James Cardinal McGuigan staff and community, and develop a budget for the implementation and maintenance of the IB program.

4. Centrally –located, downtown secondary school in partnership with St. Michael’s College, University of Toronto**Survey Summary:**

Over 66% of respondents across the Board “Agree or Agree Strongly” the proposed new downtown secondary school; 10% “Disagree or Strongly Disagree”; 24% offered no opinion

Comment Summary:

- Co-ed program would be better
- Consider an Arts focus

Program Recommendation:

Proceed to develop a co-educational secondary school in partnership with St. Michael’s College, University of Toronto and consider developing programs commensurate with programming found at St. Michael’s College and the University of Toronto.

5. Culinary Arts/Hospitality Programs – Partnerships with Community Colleges**Survey Summary:**

Over 80% of respondents “Agree or Agree Strongly” to expand the program; 7% “Disagree or Strongly Disagree”; 13% offered no opinion

Comment Summary:

No Comments Offered.

Program Recommendation:

Central staff and Partnership Development Department to support those schools with existing Hospitality/Culinary programs develop partnerships with community colleges to align programming. Where there is interest and existing Hospitality/Culinary facilities in schools, support schools in the expansion of such programs.

6. High Performance Sports Academy for Secondary Athletes

Survey Summary:

Over 63% of respondents “Agree or Agree Strongly” with this type of academy; 22% “Disagree or Strongly Disagree”; 15% offered no opinion. Student support was mixed with as many supporting the idea as those who disagree with the proposal.

Comment Summary:

- Focus should be on good athletics programs for all students, not just for Elite athletes

Program Recommendation:

Pursue high performance sports programming within an existing secondary school to permit alternative schedules and modes of instruction for elite student-athletes, pending consultation with school communities and TSU.

7. Year Round Secondary School

Survey Summary:

On average, 36% “Agree or Strongly Agree” with year-round schooling; 49% “Disagree or Strongly Disagree”; 14% offered no opinion. Over 70% of Catholic Ratepayers indicated they disagree or disagree strongly.

Comment Summary:

- Current facilities do not support this model (air conditioning)
- Parents’ holidays do not match this model
- High school students need summer jobs – gain experience and earn money

Program Recommendation:

Delay implementation at this time.

N.B. Full year schooling would still contain 194 Instructional days, spread out differently throughout the year. Thousands of TCDSB secondary students participate in Summer School in July.

8. Creation of a “Late Start” Secondary School

Survey Summary:

Response was split across the Board: 39% “Agree or Strongly Agree”; 40% “Disagree or Strongly Disagree; 21% offered no opinion.

Comment Summary:

- Question how a late start would prepare students for the “real world”
- Does not work well for students with after school part time jobs
- Would interfere with typical after-school activities

Program Recommendation:

Creation of a Late Start School is not recommended at this time.

9. 21st Century, High-Tech Centre of Excellence Colleges**Survey Summary:**

Overall strong agreement with over 70% of respondents “Agree or Agree Strongly” with the suggestion; 14% “Disagree or Strongly Disagree”; 16% offered no opinion

Comment Summary:

- All schools should be 21st century schools – not only a few specialized locations
- Ensure all schools are excellent by training staff to incorporate 21C skills in teaching strategies
- Further invest in technology

Program Recommendation:

Incorporate 21st Century fluencies, Technology and Arts programming in developing STEM, STEAM and other Science-Technology programs in any interested secondary schools to create a centre of excellence.

10. Robotics Centres in Secondary Schools**Survey Summary:**

Strong indication of support among respondents with 74% “Agree or Strongly Agree”; 11% “Disagree or Strongly Disagree”; 15% offered no opinion. Over 70% among parents and staff and over 86% of student respondents expressed their agreement.

Comment Summary:

- Funding will be an issue – it will not be available, or create disparity between schools
- Specialty programming should be looked at for our schools that are currently undersubscribed

Program Recommendation:

Investigate central funding sources to support curriculum-aligned Robotics activities in schools.

11. Business/Young Entrepreneurs Program within a Secondary School**Survey Summary:**

Over 78% of respondents “Agree or Agree Strongly” with this type of specialty program; 9% “Disagree or Strongly Disagree”; 13% offered no opinion.

Comment Summary:

- Focus on skills that will lead to jobs

Program Recommendation:

Consult with secondary schools with strong Business Studies programs to develop Entrepreneurial studies, and offer Advanced Placement opportunities in Business courses.

12. Other Programs / Comments**Comment Summary:**

- We need to examine the needs of specific schools – programming for each
- Consult with staff about programming
- Place programs in all schools, not a small focus
- Address infrastructure needs
- Specific program focuses: humanities and liberal arts, skilled trades, financial literacy, students at risk, self-directed learning
- School boundaries have an impact on specialty programs

F. METRICS AND ACCOUNTABILITY

1. Continued dialogue with Teacher Unions about programming in elementary and secondary schools.
2. Local and community consultation may be required dependent upon the nature of the program being proposed.
3. Assess the budget implications of each proposed program.
4. Complete an environmental scan of existing specialized programs in all secondary schools and assess the suitability, viability and success of each program.

G. STAFF RECOMMENDATION

1. That staff complete an assessment of all existing specialized programs in secondary schools and make recommendations to the Board in 2017-2018.

2. That the Board of Trustees approve the program recommendations for **Elementary Schools** contained in the Action section of this report as follows:
 - a. Finalize the Program Model for JK/SK and grade 1 in consultation with OECTA-Toronto Elementary Catholic Teachers (TECT) and present the model to Ministry of Education for approval. Pending timely approval by Ministry of Education staff, anticipate implementation for September 2017.
 - b. Proceed with planning for a specialized Arts program through consultation with TECT and with input from the architect for the new school design.
 - c. Proceed with planning for implementation at new Railway Lands School, and explore Reggio Emilia opportunities in other schools in the next 2 years.
 - d. Proceed to investigate the application requirements and cost with International Baccalaureate Ontario (IBO); consult with TECT and school communities to gauge interest.
 - e. Revisit Year Round Elementary programs in 2 years.
 - f. Central staff will work with schools to explore the enrichment of existing Curriculum Expectations with a focus on Science, Technology, Engineering, Arts and Mathematics.
3. That the Board of Trustees approve the program recommendations for **Secondary Schools** contained in the Action section of this report as follows:
 - a. Central Resource staff will continue to support schools in enriching existing Specialist High Skills Major (SHSM) programs and consult about adding different SHSM programs to secondary schools.
 - b. Central Resource staff will continue to support schools in enriching existing Math/Science/Tech (MST) by introducing Computer Engineering and Technology courses to create a STEM program, and consider adding Arts programs to develop STEAM programs in all interested secondary schools.
 - c. Delay the application to the International Baccalaureate Ontario (IBO) pending further consultation with OECTA-Toronto Secondary Unit (TSU) and the James Cardinal McGuigan staff and community, and develop a budget for the implementation and maintenance of the IB program.
 - d. Proceed to develop a co-educational secondary school in partnership with St. Michael's College, University of Toronto and consider developing programs commensurate with programming found at St. Michael's College and the University of Toronto.

- e. Central staff and Partnership Development Department to support those schools with existing Hospitality/Culinary programs develop partnerships with community colleges to align programming. Where there is interest and existing Hospitality/Culinary facilities in schools, support schools in the expansion of such programs.
- f. Pursue high performance sports programming within an existing secondary school to permit alternative schedules and modes of instruction for elite student-athletes, pending consultation with school communities and TSU.
- g. Revisit Year Round Secondary programs in 2 years.
- h. Creation of a Late Start School is not recommended at this time.
- i. Incorporate 21st Century fluencies, Technology and Arts programming in developing STEM, STEAM and other Science-Technology programs in any interested secondary schools to create a centre of excellence.
- j. Investigate central funding sources to support curriculum-aligned Robotics activities in schools.
- k. Consult with secondary schools with strong Business Studies programs to develop Entrepreneurial studies, and offer Advanced Placement opportunities in Business courses.

LONG TERM PROGRAM PLAN (LTPP) CONSULTATION SURVEY RESULTS

The TCDSB Draft Long-Term Program Plan (LTPP) consultation survey was conducted from **November 15, 2016 to January 13, 2017**.

The draft LTPP is a blueprint for programming initiatives in TCDSB elementary and secondary schools over a 15-year period, and is intended to be flexible and responsive to changing needs of the Board. Survey questions covered key elements in the Draft LTPP, as well as additional program ideas and proposals contained in previous Board of Trustee directions.

481 responses were received from an estimated half-a-million (500,000) Catholic ratepayers/stakeholders residing in the City of Toronto (MPAC data). More respondents identified as parents completed the LTPP survey (45%) than staff (32%). Over three times more students (23) participated in the LTPP survey than the LTAP (7 students).

This sample size of 481 respondents means the **LTPP survey results are considered accurate 95% of the time, with a margin of error of plus or minus 4.5%.**

LTPP Survey Participant Group	# Responses	% of Responses
Parent	217	45.11%
Staff	154	32.02%
Student	23	4.78%
Catholic Ratepayer/Community Member	27	5.61%
Other	60	12.47%
TOTAL	481	100.00%

A detailed summary of the LTPP survey results on the following pages is provided and itemized by question and each stakeholder group.

A. Detailed LTPP Survey Results by Question and Group (Elementary Schools):

1. In response to growing demand for French Immersion (FI) Programming, the Board is proposing to implement FI across the city according to the following phases: 2017 - Cardinal Leger, St. Benedict, St. Eugene, St. Jerome, St. John , St. Vincent de Paul.

Summary of Consultation Result: Over 65% of respondents “Agree or Agree Strongly” with this proposal.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	134	27.86%	61	28.11%	34	22.08%	12	52.17%	8	29.63%	19	31.67%
Agree	131	27.23%	55	25.35%	55	35.71%	6	26.09%	5	18.52%	10	16.67%
No Opinion	112	23.28%	46	21.20%	40	25.97%	5	21.74%	5	18.52%	16	26.67%
Disagree	41	8.52%	20	9.22%	11	7.14%	0	0.00%	5	18.52%	5	8.33%
Strongly Disagree	63	13.10%	35	16.13%	14	9.09%	0	0.00%	4	14.81%	10	16.67%

2. The Board is proposing to implement an Extended French program at St Angela Catholic School in 2017.

Summary of Consultation Result: 41% of respondents “Agree or Agree Strongly” with this proposal with a majority expressing no opinion.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	100	20.79%	46	21.20%	29	18.83%	8	34.78%	5	18.52%	12	20.00%
Agree	99	20.58%	38	17.51%	42	27.27%	8	34.78%	4	14.81%	7	11.67%
No Opinion	213	44.28%	103	47.47%	63	40.91%	7	30.43%	10	37.04%	30	50.00%
Disagree	30	6.24%	10	4.61%	12	7.79%	0	0.00%	4	14.81%	4	6.67%
Strongly Disagree	39	8.11%	20	9.22%	8	5.19%	0	0.00%	4	14.81%	7	11.67%

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3. The Board is proposing to establish a Multi-language school at St. Maximillian Kolbe in 2017-2018*. (*actual opening date subject to facility site assessment).

Summary of Consultation Result: 41% of respondents “Agree or Agree Strongly” with about the same number with no opinion.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	93	19.33%	42	19.35%	28	18.18%	6	26.09%	4	14.81%	13	21.67%
Agree	105	21.83%	43	19.82%	38	24.68%	8	34.78%	7	25.93%	9	15.00%
No Opinion	189	39.29%	88	40.55%	60	38.96%	9	39.13%	9	33.33%	23	38.33%
Disagree	30	6.24%	13	5.99%	12	7.79%		0.00%	2	7.41%	3	5.00%
Strongly Disagree	64	13.31%	31	14.29%	16	10.39%		0.00%	5	18.52%	12	20.00%

4. The Board is proposing that Specialized Arts Programming be developed at St. Raymond commencing in 2019-2020.

Summary of Consultation Result: Overall 55% of respondents “Agree or Agree Strongly” with this proposal with approximately one-third with no opinion.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	117	24.32%	52	23.96%	41	26.62%	8	34.78%	4	14.81%	12	20.00%
Agree	149	30.98%	58	26.73%	62	40.26%	4	17.39%	9	33.33%	16	26.67%
No Opinion	142	29.52%	72	33.18%	33	21.43%	11	47.83%	9	33.33%	17	28.33%
Disagree	24	4.99%	8	3.69%	8	5.19%		0.00%	1	3.70%	7	11.67%
Strongly Disagree	49	10.19%	27	12.44%	10	6.49%		0.00%	4	14.81%	8	13.33%

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5. The Board is proposing to develop a Reggio Emilia Program* at the Railway Lands School site (Block 31) in 2019-2020. (*The Reggio Emilia program is based on the principles of respect, responsibility, and community through exploration and discovery.

Summary of Consultation Result: Overall, close to 40% of respondents “Agree or Agree Strongly” with a higher proportion of parents (44.7%) and staff (58%) and more strongly supporting the proposal.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	95	19.75%	47	21.66%	31	20.13%	4	17.39%	3	11.11%	10	16.67%
Agree	141	29.31%	50	23.04%	60	38.96%	8	34.78%	9	33.33%	14	23.33%
No Opinion	146	30.35%	77	35.48%	26	16.88%	9	39.13%	10	37.04%	24	40.00%
Disagree	41	8.52%	15	6.91%	20	12.99%	1	4.35%	1	3.70%	4	6.67%
Strongly Disagree	58	12.06%	28	12.90%	17	11.04%	1	4.35%	4	14.81%	8	13.33%

6. The Board will explore the implementation of a Middle Years (MY) International Baccalaureate (IB) Program* in an elementary school. (*Students in grades 6-8 would be eligible for the MYIB Program).

Summary of Consultation Result: Both parents and staff support reflect the overall 55% support level.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	137	28.48%	72	33.18%	38	24.68%	12	52.17%	4	14.81%	11	18.33%
Agree	130	27.03%	54	24.88%	50	32.47%	2	8.70%	7	25.93%	17	28.33%
No Opinion	108	22.45%	49	22.58%	31	20.13%	5	21.74%	7	25.93%	16	26.67%
Disagree	37	7.69%	11	5.07%	15	9.74%	2	8.70%	4	14.81%	5	8.33%
Strongly Disagree	69	14.35%	31	14.29%	20	12.99%	2	8.70%	5	18.52%	11	18.33%

B. Detailed LTPP Survey Results by Question and Group (Secondary Schools):

1. There is a growing demand to expand French Immersion (FI) programs in secondary schools. The implementation of French Immersion (FI) programs in secondary schools will occur in the following phases: 2017 Later Phase (year to be determined) Blessed Cardinal Newman.

Summary of Consultation Result: Overall 58% of respondents “Agree or Agree Strongly” with students at 86% support.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	135	28.07%	51	23.50%	36	23.38%	16	69.57%	12	44.44%	20	33.33%
Agree	142	29.52%	58	26.73%	68	44.16%	4	17.39%	3	11.11%	9	15.00%
No Opinion	118	24.53%	63	29.03%	30	19.48%	2	8.70%	5	18.52%	18	30.00%
Disagree	44	9.15%	19	8.76%	13	8.44%	1	4.35%	5	18.52%	6	10.00%
Strongly Disagree	42	8.73%	26	11.98%	7	4.55%		0.00%	2	7.41%	7	11.67%

2. The Board will continue to implement SHSM programs at secondary schools across the city. Currently 61 SHSM programs operate in TCDSB secondary schools, with 28 secondary schools offering at least one to four SHSM programs.

Summary of Consultation Result: Over 57% of respondents “Agree or Agree Strongly” with over 80% support from students.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	141	29.31%	61	28.11%	40	25.97%	14	60.87%	11	40.74%	15	25.00%
Agree	136	28.27%	56	25.81%	50	32.47%	5	21.74%	9	33.33%	16	26.67%
No Opinion	167	34.72%	83	38.25%	54	35.06%	4	17.39%	6	22.22%	20	33.33%
Disagree	19	3.95%	8	3.69%	7	4.55%		0.00%		0.00%	4	6.67%
Strongly Disagree	18	3.74%	9	4.15%	3	1.95%		0.00%	1	3.70%	5	8.33%

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3. The Board will continue to support Math-Science-Technology Programs, and will expand these programs to include a Science Technology, Engineering, and Mathematics program (STEM), and/or a Science, Technology, Engineering, Arts, and Mathematics program

Summary of Consultation Result: Over 85% of respondents “Agree or Agree Strongly”, reflecting similar high levels of support across the Board from parents, staff, and stakeholders. Students indicated over 90% support.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	229	47.61%	121	55.76%	53	34.42%	16	69.57%	11	40.74%	28	46.67%
Agree	181	37.63%	68	31.34%	79	51.30%	5	21.74%	11	40.74%	18	30.00%
No Opinion	48	9.98%	18	8.29%	14	9.09%	2	8.70%	4	14.81%	10	16.67%
Disagree	11	2.29%	5	2.30%	4	2.60%		0.00%		0.00%	2	3.33%
Strongly Disagree	12	2.49%	5	2.30%	4	2.60%		0.00%	1	3.70%	2	3.33%

4. The Board proposes an International Baccalaureate (IB) Diploma Program at James Cardinal McGuigan CSS. This will add a fourth IB Diploma program in the northern part of the city to better address the programming needs of students.

Summary of Consultation Result: Close to 62% of respondents “Agree or Agree Strongly” with the proposal.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	134	27.86%	67	30.88%	31	20.13%	12	52.17%	9	33.33%	15	25.00%
Agree	164	34.10%	59	27.19%	73	47.40%	5	21.74%	9	33.33%	18	30.00%
No Opinion	129	26.82%	71	32.72%	32	20.78%	6	26.09%	5	18.52%	15	25.00%
Disagree	24	4.99%	11	5.07%	8	5.19%		0.00%	1	3.70%	4	6.67%
Strongly Disagree	30	6.24%	9	4.15%	10	6.49%		0.00%	3	11.11%	8	13.33%

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5. The Board will explore various program options for a proposed, centrally-located, downtown secondary school in collaboration and partnership with St. Michael's College at the University of Toronto.

Summary of Consultation Result: Over 66% of respondents across the Board “Agree or Agree Strongly” the proposed new downtown secondary school.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	139	28.90%	68	31.34%	42	27.27%	6	26.09%	7	25.93%	16	26.67%
Agree	180	37.42%	75	34.56%	71	46.10%	7	30.43%	9	33.33%	18	30.00%
No Opinion	116	24.12%	58	26.73%	28	18.18%	8	34.78%	7	25.93%	15	25.00%
Disagree	27	5.61%	6	2.76%	11	7.14%		0.00%	3	11.11%	7	11.67%
Strongly Disagree	19	3.95%	10	4.61%	2	1.30%	2	8.70%	1	3.70%	4	6.67%

6. The Board will seek partnerships with Community Colleges to implement new or expand existing Hospitality (Culinary Arts) programs).

Summary of Consultation Result: Over 80% of respondents “Agree or Agree Strongly” to expand the program.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	178	37.01%	74	34.10%	57	37.01%	13	56.52%	12	44.44%	22	36.67%
Agree	210	43.66%	91	41.94%	77	50.00%	7	30.43%	9	33.33%	26	43.33%
No Opinion	61	12.68%	34	15.67%	12	7.79%	3	13.04%	5	18.52%	7	11.67%
Disagree	19	3.95%	12	5.53%	4	2.60%		0.00%		0.00%	3	5.00%
Strongly Disagree	13	2.70%	6	2.76%	4	2.60%		0.00%	1	3.70%	2	3.33%

7. The Board will explore options for developing a High Performance Sports Academy for secondary school athletes.

Summary of Consultation Result: Over 63% of respondents “Agree or Agree Strongly” with this type of academy, although student support was mixed with as many supporting the idea as those who disagree with the proposal.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	136	28.27%	62	28.57%	47	30.52%	9	39.13%	3	11.11%	15	25.00%
Agree	169	35.14%	64	29.49%	68	44.16%	4	17.39%	7	25.93%	26	43.33%
No Opinion	70	14.55%	40	18.43%	15	9.74%	3	13.04%	7	25.93%	5	8.33%
Disagree	51	10.60%	26	11.98%	14	9.09%	3	13.04%	3	11.11%	5	8.33%
Strongly Disagree	55	11.43%	25	11.52%	10	6.49%	4	17.39%	7	25.93%	9	15.00%

8. The Board will investigate the creation of “Year-Round” elementary and/or secondary schools.

Summary of Consultation Result: On average, close to 50% disagree with “Year-Round” schools as an option. Over 70% of Catholic Ratepayers indicated they disagree or disagree strongly.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	90	18.71%	48	22.12%	28	18.18%	1	4.35%	1	3.70%	12	20.00%
Agree	85	17.67%	29	13.36%	33	21.43%	6	26.09%	3	11.11%	14	23.33%
No Opinion	69	14.35%	28	12.90%	23	14.94%	3	13.04%	4	14.81%	11	18.33%
Disagree	63	13.10%	34	15.67%	21	13.64%	1	4.35%	3	11.11%	4	6.67%
Strongly Disagree	174	36.17%	78	35.94%	49	31.82%	12	52.17%	16	59.26%	19	31.67%

9. The Board will investigate changing the start times to create Late Start Secondary Schools.

Summary of Consultation Result: Response was split across the Board, with as many agreeing or agreeing strongly as those who also disagree or disagree strongly with proposed Late Start Secondary School designed to accommodate “circadian cycles” of student learners. This was also true for students who responded – which showed a similar split in opinion.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	87	18.09%	41	18.89%	24	15.58%	10	43.48%	2	7.41%	10	16.67%
Agree	102	21.21%	36	16.59%	49	31.82%		0.00%	2	7.41%	15	25.00%
No Opinion	102	21.21%	47	21.66%	31	20.13%	4	17.39%	3	11.11%	17	28.33%
Disagree	68	14.14%	32	14.75%	21	13.64%	2	8.70%	4	14.81%	9	15.00%
Strongly Disagree	122	25.36%	61	28.11%	29	18.83%	7	30.43%	16	59.26%	9	15.00%

10. The Board will investigate the development of a 21st Century, High Tech Centre of Excellence Secondary School.

Summary of Consultation Result: Overall strong agreement with over 70% of respondents “Agree or Agree Strongly” the suggestion.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	182	37.84%	93	42.86%	47	30.52%	16	69.57%	9	33.33%	17	28.33%
Agree	155	32.22%	66	30.41%	62	40.26%	4	17.39%	5	18.52%	18	30.00%
No Opinion	76	15.80%	37	17.05%	21	13.64%	1	4.35%	6	22.22%	11	18.33%
Disagree	27	5.61%	6	2.76%	13	8.44%	1	4.35%	4	14.81%	3	5.00%
Strongly Disagree	41	8.52%	15	6.91%	11	7.14%	1	4.35%	3	11.11%	11	18.33%

11. The Board will investigate creating Robotics Centres in secondary school(s).

Summary of Consultation Result: Strong indication of support among respondents expressing they “Agree or Agree Strongly” for Robotics Centres at over 70% among parents and staff. Over 86% of student respondents expressed their agreement.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	169	35.14%	88	40.55%	39	25.32%	13	56.52%	9	33.33%	20	33.33%
Agree	188	39.09%	81	37.33%	72	46.75%	7	30.43%	11	40.74%	17	28.33%
No Opinion	70	14.55%	28	12.90%	26	16.88%		0.00%	5	18.52%	11	18.33%
Disagree	24	4.99%	9	4.15%	6	3.90%	2	8.70%		0.00%	7	11.67%
Strongly Disagree	30	6.24%	11	5.07%	11	7.14%	1	4.35%	2	7.41%	5	8.33%

12. The Board will investigate developing a concentrated Business/Young Entrepreneurs Program within a secondary school.

Summary of Consultation Result: Over 78% of respondents “Agree or Agree Strongly” with this type of specialty program.

Opinion	Total		Parent		Staff		Student		Catholic Ratepayer		Other	
Agree Strongly	187	38.88%	93	42.86%	48	31.17%	15	65.22%	10	37.04%	21	35.00%
Agree	189	39.29%	85	39.17%	70	45.45%	5	21.74%	8	29.63%	21	35.00%
No Opinion	63	13.10%	28	12.90%	21	13.64%	2	8.70%	5	18.52%	7	11.67%
Disagree	20	4.16%	4	1.84%	6	3.90%	1	4.35%	1	3.70%	8	13.33%
Strongly Disagree	22	4.57%	7	3.23%	9	5.84%		0.00%	3	11.11%	3	5.00%

LONG TERM PROGRAM PLAN (LTPP) CONSULTATION SURVEY COMMENTS

The TCDSB Draft Long-Term Program Plan (LTPP) consultation survey provided respondents with an opportunity to submit comments.

169 comments were submitted with the 481 survey responses, or approximately 35% of respondents. The following is the breakdown of comments provided by Participant Group. Almost half of the submitted comments were from parents (47/9%).

LTPP Survey Participant Group	# Comments	% of Comments
Parent	81	47.9%
Staff	46	27.2%
Student	8	4.7%
Catholic Ratepayer/Community Member	13	7.6%
Other	21	12.4%
TOTAL	169	100.00%

The following is a compilation of all comments received. For easier reading and analysis of the feedback, comments were extracted and grouped by LTPP issue/subject area identified in the survey. Please note that these comments are “unfiltered” and presented in their “raw” form. Only spelling corrections and minor grammatical changes have been made to assist readability, and names referencing specific individuals have been removed to protect the confidentiality of participants.

A. GENERAL AND MISCELLANEOUS COMMENTS

The following is a compilation of general and miscellaneous comments submitted by respondents touching on a number of Board or school-related issues not specific to a proposed elementary or secondary program as part of the LTPP survey.

PARTICIPANT:	COMMENT:
Catholic Ratepayer	Does the board have the money to implement these changes or will schools be expected to make these changes without adequate funding and long term support?
Staff	Traditional academic courses are essential both in terms of developing well-rounded young adults and to adequately prepare students for post-secondary. Too much focus on these specialized programs. We need to focus more on a traditional liberal humanities education especially for students on university track. Increasingly, more and more U and M level courses do very little to prepare students for university level work (as any university professor can attest to). Our university bound students are grossly unprepared for academic work...research, critical thinking, high level reading and writing. This is a real crisis. We are failing to truly educate...we are at best simply training drones for the workforce.
Staff	Some excellent proposals but I think we need to be cognizant of real budget constraints -- rather than PR around specialized programs when resources are tight in all of our schools, e.g. the Max Kolbe multi-language site.
Staff	What about Special Education Programs at High school levels? AISP (Autism Intensive Support Programs) for children who do not meet the need for ME/DD classes, but require support for transitioning into high school for self-regulation and social (their diagnosis?). A general special education teacher is not being proactive for these clear needs that will be surfacing at high school levels at large numbers each year.
Staff	Investigate a true alternative school model and make it more available to more kids. Expand academic programs in Msgr. Fraser to meet some of the academic thrust described in the programs proposed above.

APPENDIX B: LONG TERM PROGRAM PLAN (LTPP) SURVEY COMMENTS

PARTICIPANT:	COMMENT:
Other	The Board should focus its energies on making good neighbourhood schools! All these specialties schools create opportunity for only a few. The local high schools suffer.
Staff	All of these specialized programs are good; however I hope there is enough money to see them all through. Also: when is the Board going to build the new St. Joe's Morrow Park?! This school has suffered enough and the board is spending huge amounts of money on rent--so that Tyndale University can thrive--ridiculous! I believe that funding should go for programs that students will be interested in. I understand the need for math--but more money for it will take away from students who are interested in other areas (the arts, etc.). There should be an arts school for elementary students only. Finally, please make sure that religious instruction is given daily in our elementary schools and that all Catholic high schools have 4 credits of religion (this is not always the case--even though it is a Board policy). Our identity and religious character must be maintained, this is what the Board is all about. There are some great ideas here, OECTA has to be reined in though since--as usual--they will oppose all of this.
Staff	I believe that various alternative programs should be put in place in various schools in the Board. However, these should be distributed evenly geographically, and in consultation with staff in the schools.
Other	Schools that are focused on a specific field does not address the issues of the whole. It would be a waste of resources, precious resources, to implement programs that will benefit only a small population of students. A field study should be conducted before any serious implementation would take place.
Other	These programs clearly focus on students that are excelling in academics and specific areas of excellence or ability and places money in furthering their knowledge and skills, however the struggling students, whether special needs or not, are having their programs cut or decreased, leaving them to struggle even further. Those that would benefit from the above-mentioned programs will most likely find success in the future within their post-secondary programs. Programs should be created to assist the struggling students to meet their potential. For every dollar that we take away from those with learning needs, we are potentially creating greater

APPENDIX B: LONG TERM PROGRAM PLAN (LTPP) SURVEY COMMENTS

PARTICIPANT:	COMMENT:
	<p>need for money to support them in the future! It is amazing how the TCDSB has made a profound shift from helping those most in need to those that are already well on their way- even without these proposed programs. Once, the struggling students were withdrawn for support in order to assist with their learning needs- now they must be fully integrated, sink or swim, "for their own good" with dwindling support. Now, the strong students are not only given their own school- for example St. Bonaventure, Gifted program, we are also being asked to consider putting money into possible programs to segregate these students to further pursue their strengths in their own specialized programs. If TCDSB has no money for one, how can it consider putting money into the other???</p>
Staff	<p>These new initiatives pull moneys away from the basis of education and dilute the funding from much needed courses.</p>
Parent	<p>Very difficult to properly complete as there is not enough information about the school, the population around the school, the current curriculum to properly complete this form.</p>
Catholic Ratepayer	<p>Perhaps looking at cut programs that support literacy such as 5th Block and Empower. Also, there is a need for a program to assist students struggling with FDK especially in regard to safe behaviour.</p>
Parent	<p>Fix your computers in the schools you already have instead of trying to build a tech school which will sap resources and money from schools already short on computers.</p>
Parent	<p>Let's please focus on high tech training education business etc. that will lead to jobs for kids for the future</p>
Staff	<p>Equity issues need to be addressed if the Board is considering a large number of specialized programs so that all students have access to programs they need. Available funds should be spent on reducing class sizes and providing support for students with special needs within the current school model. Funds should also be redirected to rebuilding old schools for the health and safety of staff and students.</p>

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PARTICIPANT:	COMMENT:
Parent	Please stick to basic programs and science based rather than boutique style education.
Staff	Just wondering if we are taking on to many programs. I believe we need to be strategies in our attempts to increase enrolment within our schools. We continue to fine tune existing programs. Regardless of specialty programs, we are all encouraging the exploration of all pathways and the dignity of all 'work' and the different ways students learn. Although the following expression may not be the best fit, "Jack of all trades, master of none." I would encourage TCDSB to be strategic in its approach where we could potential 'master' a few new programs instead of adopting all suggested specialty programs and only to a mediocre job with the adoption of all suggested programs.
Parent	Emphasis should be placed on creating great programs in EVERY school--pockets of special programs don't improve learning across the system. Every school should be the best school in the neighborhood where students want to attend and where all children can be successful and motivated.
Parent	Make sure there are no further cuts to students not in these programs before having specialized programs. You have cut reading programs, but have money for these ones. Priorities are all wrong.
Staff	Elementary students need exposure to all areas of the curriculum with specialized teachers. This should be the focus.
Staff	We need to move forward with both our curriculum offerings and the holiday schedule of the schools. With today's globalized economy, sticking to our antiquated ways will undoubtedly drop us from one of the leaders in education to just a participant.
Parent	An alarming number of students can't perform simple addition and subtraction functions or read. We need to get back to basics!!!! Without a solid foundation these programs are a waste of already stretched resources.

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PARTICIPANT:	COMMENT:
Parent	Stop running your sprinklers in the summer, invest in fake grass or cement to save on hydro bill. Stop photocopying documents that just get thrown out - email documents to your staff for large meetings like town halls. You waste so much money on colour copies. The last meeting we attending (many last year actually) everything was colour copied on heavy weight paper and many remained untouched because no one comes to your town halls. You provide everyone with a catered snack - stop. We can bring our own food. Use LED light bulbs and nothing else at the CEC. Stop keeping your building open 24/7. Start advertising rental space at the schools, encourage communities to use our facilities so that there can be an income at every school. How do you have money to provide all these new programs when you've cut psychologists and nurses and EAs, SPEC Ed programming for students ALREADY in the system. We watch our ONE EA get pulled everywhere, we are watching our students suffer due to cuts.
Other	Very happy at the possibility of seeing specialized programs for elementary and secondary schools.
Staff	Are there any proposals to help students that have difficulties/or lack interest in learning (specifically those students in the lower income areas of our city and/or who live in public housing) to motive them by investigating the introduction of typing and secretarial skills and shop. Some students learn differently than others!
Parent	Change the way the Catholic Board does business. Focus on Math and science and business because students are going to public schools that offer more technical studies to get jobs in the future. The jobs now and future are asking for other languages. Mandarin, Punjab, Spanish.
Parent	You have left out any long term plan for support of special education. The board of trustees cut special education. The ministry of education is also responsible for leaving special education students behind. The union for teachers need to re-evaluate their teachers and should re-apply after so many years for license status. The TCDSB has unqualified EA's from decades ago. Special Education students do not need just a body to yell at them but a person who can assist the teacher in the class with math and reading writing support. The ECE's are not even qualified. Teachers have a job to teach a curriculum and if their students fail means they are not doing a

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PARTICIPANT:	COMMENT:
	<p>good job at teaching. There are all these P.A days and yet do we know how many teachers from each school have gone to the updated courses such as Math, Kinder Addendum etc? NO we don't. Some have no clue or do not even work. This is the frustration amongst parents and catholic tax payers. We all see that teachers and staff in the TCDSB get to pick and choose where they get to send their children yet one in their boundary is sent away because their home school has no room. They believed in the system 20 years ago now they support public. Invest in math and science and business and apprenticeship. The TCDSB can add all the programs it wants yet you need all your staff including lunch monitors, EA's Teachers, supports to be on the same page as TCDSB mandates. Those who don't do their job get sent out. Parents do not support union or their teachers and at the end of the day the TCDSB looks bad.</p>
Staff	<p>Don't let the needs of students with special rights be forgotten- the programs mentioned above should be held at the same standard and priority as programs benefitting students with behavioural issues and/or exceptionalities.</p>
Parent	<p>All of these specialized programs targeted at gifted students, have created a unsupportable population problem. "Bright" students leave their local areas to attend schools in "good neighbourhoods." This causes population decline in more challenging locations. Without a balance of student types in these schools, the perception of them as "bad" schools is enforced. Scores continue to go down and the cycle becomes self-fulfilling. Why hasn't the board created specialty programs for special needs students, or academically challenged students, that allows them to get into "good" schools? Or conversely, why is the board still actively pursuing this distinctly un-Catholic policy?</p>
Parent	<p>Hire MORE staff...more teachers and more support staff, especially high quality passionate, warm, nurturing educators will do FAR more than any program to enhance student engagement and success.</p>
Parent	<p>Focus on science and tech programs. That is the future. Not sports and sleeping in. And unless all our schools have air conditioning, all year schools will be dangerous for students and teachers. Did people not read the star articles about how difficult it is to learn in heatwave?</p>

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PARTICIPANT:	COMMENT:
Parent	Computing Coding should also be a mandatory part of the curriculum, esp in the lower levels. According to Code.org, 70% of new STEM jobs are in computing. Computer science should be part of all curriculums.
Other	The specialty programs for high school are a right step in a positive direction as it motivates students to pursue their interest of education and provide them with a career path, however the problem is that we are forming pre conceived perceptions of schools and creating a more stressful admissions process.
Parent	Public money the board receives seems not to be evenly distributed and given to other areas more favourable for better services. You have children with Autism without proper supports. The EA's have no educational background to support the teacher classroom in reading and math. The unions are failing the Board is failing. We seem to keep comparing our board to what the public board has so you want more FI to get 7percent increase quickly instead of investing in STEM and STEAM which is attracting more students. The TDSB is broke as can be and you want to compare us to be even like them? The TDSB schools in particular Ward 4 are closing or on the verge of being closed. Their schools are no longer for the community students but for outside students and that is what this Board is intending to do also since you have no room in particular Ward 4! You say to get rid of portables but you will keep bringing in portables. This Board is more interested in supporting the board staff and their families to have jobs within the system. Parents are still upset from the deficit, still upset from the work to rule and this plan is really questionable. Is there a report out yet from this RIAT-working committee? Do we have proper data? If a trustee lived and breathed their area and visited their schools then they can see the needs and the stress teachers.
Parent	The board should focus on education the students in the catholic board. There is little to no evidence that any of these programs provide any long term success to the students who seek to participate in them.

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PARTICIPANT:	COMMENT:
Parent	As the expectations of the world changes, so should the school curriculum. Schools should be up to date with the technological advancements so students are prepared and can succeed in the ever-changing world/workforce.
Catholic Ratepayer	Many of these programs require additional funding to be properly implemented. With the board carrying a hefty deficit, how can the board consider new programs when there are no funding for them? Very irresponsible!
Parent	Personal Finance Budgeting and Financial Literacy programming needs more attention starting in Elementary and broadening in Secondary. We are falling behind and failing our children by not instilling these skills earlier. We are seeing debt levels rising among new/recent graduates into University and post University.
Parent	At this point, we don't need more technology or Robotics, we need strong and well-rounded human beings with moral integrity and empathy. If the Catholic Schools had taken a stand against euthanasia it would have been harder to legalize it, but I don't even think it was mentioned in my children's schools. The teachers need to be educated in the Catholic faith to carry it forward. The children don't need iPads, they need a faith based, classical education./Mother of six, ages 1-15.
Parent	The Board needs to focus on student well-being. These super schools will create division with the have and have not in our communities. Some people will be able to afford to move to the areas where these special schools exist while others cannot. There will be 'poor' areas that will suffer. Please reconsider these proposals. I know the Trustees want to move forward to do these things but for them, this is just a vote to remain in office. The Board needs to listen to the people who work directly with the students and see what they think is needed.
Catholic Ratepayer	Does the Board have money to introduce all these new programs? I agree with new programs as long as it doesn't mean deficit and more taxes.
Staff	It is vitally important that all of these recommendations happen with appropriate and meaningful consultation with SSSAC, LSSACs and any other joint discussion tables that apply

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PARTICIPANT:	COMMENT:
	prior to decisions being made. It is preferable that program implementation and change be done correctly as opposed to just fast and haphazardly. Work with the teachers who will implement these programs in a unionized environment so that everyone buys in and success will occur sustainably.
Student	I am upset that the school board supports LGBTQ. Yes, we must be loving and accepting to everyone, but bear in mind homosexuality is still a sin. We must not judge dose people of course and pray for them but please be careful and don't promote these things.
Parent	More DD/ME programs are needed! When will consultations be done for these programs?
Parent	I hope the Board will find the money through partnerships without incurring additional debt.

B. ELEMENTARY SCHOOLS**1. Multi-Language school at St. Maximillian Kobe (2017)**

Survey Summary: 41% of respondents “Agree or Agree Strongly” with 39% with no opinion.

PARTICIPANT:	COMMENT:
Parent	We live in a country that is English and French speaking. We need to increase the amount of French that is taught. We need to have the children as excited about French as they are about English. Allowing schools to have other languages like Italian or Spanish is not beneficial. If parents want their kids to learn these languages, they can have it as an extra-curricular activity on their own time not school time. My daughters both had to take Italian and we are Portuguese, this was a waste of their time. They could have had their French class extended instead. The Italian teachers are not respected and from what I have seen and what my daughters have told me, they do not have control of their classrooms. We don't send out children to school to learn other languages, we send them to school to learn the important things like math, science, English etc. There are bilingual jobs out there where French is the language required, not Italian or Spanish. Let's keep the school equal all across by providing the students with what they need not what they don't need and don't want. This is Canada, if you choose to come to this country, you choose to learn its languages not another country's language!
Parent	I really like the idea of more Multi-language or Bi-lingual schools available for a wider variety of languages. There is a large Polish community that wants a Polish bilingual school, with French being taught as well. The west-end would be the most appropriate location and would provide families in the west-end with a multi-language school option.
Parent	As to the issue of a Multi-lingual school, although the idea seems intriguing, re-opening an already closed school in order to do this would be counter-productive. I would suggest phasing this multi-lingual instruction into an undersubscribed school. In this way, if this plan is unsuccessful, the initial outlay of funds will be significantly less.

2. Specialized Arts Program at St. Raymond 2019-2020

Survey Summary: Overall 55% of respondents “Agree or Agree Strongly” with this proposal, and approximately 30% indicated no opinion on the issue.

PARTICIPANT:	COMMENT:
Staff	<p>Regarding St. Raymond's Art focus - although there is merit, the LTAP states that TCDSB would like to increase enrolment. In the rationale statements from the minutes of the Board, it was stated that there were many intermediate students that did not receive placement in Cardinal Carter, and that is why an Intermediate Arts Program is needed. However, assuming that the majority of the students auditioning were current TCDSB students, how does this satisfy the Board objective of increasing enrolment?</p> <p>This is just moving students from one TCDSB school to another.</p>

3. Reggio Emilia Program at Railway Lands School

Survey Summary: Overall, close to 48% of respondents “Agree or Agree Strongly” with a higher proportion of parents (44.7%) and staff (58%) and more strongly supporting the proposal.

PARTICIPANT:	COMMENT:
Staff	The Reggio Emilia Program to meet the needs of self-directed learners is an amazing idea.

4. Middle Years International Baccalaureate Program

Survey Summary: Both parents and staff support reflect the overall 55% support level.

PARTICIPANT:	COMMENT:
Staff	The Board has been successful with the implementation of IB Program at St. Mary Secondary, and thus a feeder school with a strong academic focus - consider Middle Years IB and / or possibly STEAM - type program (at elementary level), would make a natural fit (From my personal experience, working with Gifted Program students at St. Raymond), the implementation of rigorous academic program at St. Mary has substantially reduced the number of my students leaving our board to the public board over the last few years.

5. Year Round Elementary Programs

Survey Summary: On average, close to 50% disagree with “Year-Round” schools as an option. Over 70% of Catholic Ratepayers indicated they disagree or disagree strongly.

PARTICIPANT:	COMMENT:
Parent	Agree on many aspects having year round schools may have difficulty for working parents and it may not suit the due to change in the weather unless having different mode of schools / arts or sports/ at different times.
Parent	I am 100% against "year-round" schools. Soon enough children grow up and work year round for most of their adult lives. Let the young children have their summers to enjoy. As for the high school students, summer break gives them the opportunity to have a full-time job to earn some cash to put towards university or college (or in some cases, much needed cash for the home.) If there are no long summer breaks, the students cannot earn as much cash during the year with part-time work.

6. General Comments about Programs and Program-related Issues:

PARTICIPANT:	COMMENT:
Staff	I'm really excited that the board is exploring options for specialized programs in high schools. I teach the gifted program at St. Monica and several of my students leave our board to attend special programs at the TDSB or they go to private schools. I think that we would retain a lot more of our stronger students if we were able to compete with these programs. I would love to see itinerant 21C/technology teachers/programs at the elementary level. I recognize that unless the provincial report card has a section for technology/21C, this will be difficult/impossible. There is so much discussion about 'preparing our children for jobs that do not exist yet' and 'promoting critical thinking, creativity, collaboration and problem-solving' but there is very little expectation from teachers to teach these skills.
Staff	Specialized programs at the elementary level are only available to a small fragment of the greater population. Rather than specializing at this level, funds should be spent on improving current schools by reducing class sizes, and increasing the number of EAs and CYWs.
Staff	The board should consider ending the International Languages program (extended day) to provide savings to help support many of these very worthwhile projects. A program that has very little results or benefits, has no accountability or formal curriculum, and is taught by unqualified instructors should not be a part of the TCDSB and continues to be a drain on the resources of the system. If the board really wants to continue this program, it should consider a pay as you go weekend program where those who are truly interested in the program pay the cost with subsidies from the governments of countries where those languages exist (e.g.: Italy, Portugal, Spain, etc...)
Parent	The board should look to offer primary gifted programming starting in JK all the way through to grade 8.
Staff	Let us begin with the primary students and address the real concerns of all the specials and the growing number of students with autism.

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PARTICIPANT:	COMMENT:
Parent	<p>I think that there needs to be more art and music programs in the k-8 grades. There also needs to be more playgrounds, and outdoor play space. Computers needs be current and useable. Religion should also be a big part of the plan. In the k-8 grades there is not enough programs for the non-sporty kids, and there needs to be more opportunities for leadership roles during school hours.</p>
Parent	<p>The Robotics and High Tech Centres should be also made available to elementary schools. This is a great way to engage children early in math and link it to what they can do with the learnings today and tomorrow. Early engagement will also support more girls entering the more "boy" fields. It becomes ingrained early on, and they learn that they are able to do it in a familiar setting.</p> <p>The Board should be open to partnering with business to create these Centres. Companies depend on these skills set to run their companies, they have as much to benefit as the kids. Also, it brings in more resources than the Board alone can provide. Companies are supporting children related programs more and more realizing that it is a great way to positively impact the community and mutually gain from it.</p> <p>Ask for more parent engagement - we represent a broader knowledge base than just the Trustees and Educators.</p>
Other	<p>I think the board should investigate changing the Start Times to create a late start in Elementary Schools.</p>
Parent	<p>It would be great if the school board could finally get rid of international languages in the schools that still offer it!</p>

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PARTICIPANT:	COMMENT:
Staff	Address student Mental Health - Increase Elementary Guidance-Teacher Counsellors to visit schools weekly instead of every other week.
Parent	Remove school day International Language programs. These programs are running at a deficit to the board of over a half million dollars a year. Some programs are running in schools where the community has drastically changed and that language is no longer prevalent. We need programs like 5th Block in all our schools. Spend the money on programs like this, not funding a budget killing program. If parents want their child to learn a third language after English and French then give them the choice to have their child learn it after school or on weekends and let them pay for it. My child had Italian at his school for 10 years and now is in high school. He was the highest overall academic student at his school in grade eight and he can't even say "May I go to the washroom?" in Italian. He has no place to practice or use it. In my opinion it was a waste of a total of 38 days of his life. (30 min/day * 182 days/year * 10 years). Cut this and use the funding for other programs for at risk students or programs that will ready our children for a technological based future. Think Ahead!

C. SECONDARY SCHOOLS**1. Continued implementation of Specialist High Skills Major (SHSM) Programs**

Survey Summary: Over 57% of respondents “Agree or Agree Strongly” with over 80% support from students.

PARTICIPANT:	COMMENT:
Staff	SHSM seems only to appeal to university-bound students so could the money be better spent in some other way?
Catholic Ratepayer	While the expansion of SHSM programs is a good plan, there is still a need for a high end full-blown academy for the skilled trades. One school with highly trained professionals in a variety of fields--culinary arts, carpentry, brick laying, etc. so that students who may not be academically inclined can graduate with the necessary skills to obtain gainful employment or apprenticeship positions once they finish the program.
Other	SHSM programs seem a better idea as the program takes from an existing student population, not forcing a student to go out of their school district.
Other	21st Century high tech Centres should be implemented in all high schools. If you don't encourage all high schools to implement technology courses again you are going to help form these "pre conceived" perceptions of what is a "good" school and what isn't.
Student	Add arts and culture SHSM to Madonna Catholic Secondary school

2. Continued Support of Science-Technology-Engineering-Mathematics Programs

Survey Summary: Over 85% of respondents “Agree or Agree Strongly”, reflecting similar high levels of support across the Board from parents, staff, and stakeholders. Students indicated over 90% support.

PARTICIPANT:	COMMENT:
Staff	I think money is best spent on programs which are multifaceted and meet specific diverse needs such as those of artistic students and those who possess superior bodily kinesthetic intelligence, as well as on STEM and STEAM, 21st Century technology, rather than on IB programs. The needs of high achieving students are well served in the current model. We need diversity of programs.

3. Creation of an International Baccalaureate Program at J. Cardinal McGuigan

Survey Summary: Close to 62% of respondents “Agree or Agree Strongly” with the proposal.

PARTICIPANT:	COMMENT:
Staff	We do not need more money spent on solely academic schools; we have those already within the regular schools. IB programs are not the way forward. These are not progressive. Maybe twenty years ago this would have been a good idea for TCDSB, but currently if we want to stand out and surpass other offerings we need to focus outside the box.
Other	IB Programs, they cost money to operate and ensure expectation are being met. They are designed for students who have parents that work in various countries throughout their professional life and follow the same curriculum in various countries. Save the money and put it towards something else. Yes, I know first-hand as my wife teaches at one of the top IB schools in Canada and also teaches PYP which is IB for elementary students. This survey sounds like TCDSB is just trying to compete with all the other school boards in what they are doing. Why not fix what problems our board has first and then start expanding. Every 2 or 3 years the board’s educational strategy changes, nothing stays put for long enough to see the end result.

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PARTICIPANT:	COMMENT:
Parent	I am not supportive of additional programming like IB in elementary schools. I would like to see focus on improving the existing curriculum implementation at our schools. With EQAO results in math at an all-time low, we need to be looking at ways to improve that and not spending limited resources to support a new program in the elementary system like IB. Let's improve our results first, implement things like science fairs, etc. to grow student competency at the elementary level and not look to IB. By doing so, these types of growth opportunities can feed students who have an appetite for more challenges. This saves precious Board dollars while still achieving challenging student experiences.
Other	Good luck implementing the Baccalaureate program at McGuigan, you will be taking students from the existing area not attracting new ones from outside. I hope I am wrong on this.
Parent	The IB is generally considered to be a lot of work for little to no benefit as universities do not award students for their participation. If parents want more then let them pay for it. This is all expensive nonsense.
Staff	As the board is trying to implement a fourth site for IB, why not utilize a school that is more central than Cardinal? Cardinal already has an extensive arts program that draws a large number of students to that school. Create a fourth IB school outside of that area; a school that currently does not have a specialized program (spread the wealth a bit, instead of keeping it in a congregated area).

4. Centrally –located, downtown secondary school in partnership with St. Michael’s College, University of Toronto

Survey Summary: Over 66% of respondents across the Board “Agree or Agree Strongly” the proposed new downtown secondary school.

PARTICIPANT:	COMMENT:
Catholic Ratepayer	The downtown school, to avoid encroaching on enrolment at St. Joe's College, I would suggest considering an arts academy. Right now the arts schools are east, west and north. Nothing in the downtown core. It might alleviate some of the overcrowding at Cardinal Carter.
Parent	If the St. Michael's College partnership is single sex (male students only) I strongly disagree. If it is co-ed, I strongly support.

5. Culinary Arts/Hospitality Programs – Partnerships with Community Colleges

Survey Summary: Over 80% of respondents “Agree or Agree Strongly” to expand the program.

PARTICIPANT:	COMMENT:
NO COMMENTS	NO COMMENTS submitted regarding this survey topic.

6. High Performance Sports Academy for Secondary Athletes

Survey Summary: Over 63% of respondents “Agree or Agree Strongly” with this type of academy, although student support was mixed with as many supporting the idea as those who disagree with the proposal.

PARTICIPANT:	COMMENT:
Staff	Focus on academics. What is a High Performance sports academy for secondary students? Elite athletes are not involved at the high school level, except for basketball and maybe football. Father Henry Carr is already our Track incubator. Elite carded athletes are not allowed to compete in high school sports. This is an idiotic suggestion unless, you are talking about providing

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PARTICIPANT:	COMMENT:
	flexible scheduling for the elite athlete. The Canadian Olympic Association already has their centres of excellence in Vancouver, Calgary, and Montreal. Toronto has an elite swim centre. Olympic athletes do not compete at the high school level.
Catholic Ratepayer	We need to meet the needs of ALL students in the Catholic system. We do not need to 'specialize' for the athlete, etc. as this limits participation and makes for rivalry amongst the schools. The same opportunities for ALL students should be offered in ALL schools.
Catholic Ratepayer	With respect to the sports academy, the emphasis should not be on elite athletes but rather programming focusing on all aspects of athletics--sports medicine, sports marketing, sports reporting/broadcasting, sports management etc.
Staff	We need to put a greater focus on developing proper athletic programs and inspiring sport academy schools within our board. Many of our at risk youth are yearning to thrive in such programs, as well as staff are willing to showcase their talents and expertise in a currently lackluster athletic programming school board.

7. Year Round Secondary School

Survey Summary: On average, close to 50% disagree with “Year-Round” schools as an option. Over 70% of Catholic Ratepayers indicated they disagree or disagree strongly. Concern centred around students’ loss of summer jobs.

PARTICIPANT:	COMMENT:
Catholic Ratepayer	Year round schooling may merit exploration, but without an investment in air conditioning, it is not feasible. A better discussion to have would be the exploration of a more balanced school year. More of a European model where students have a slightly shorter summer and have longer breaks at Christmas and Easter.
Parent	Why do trustees want a 12 month school? My wife and I both only have 3 weeks holidays to spend time with our two children in the summer. This is Canada summer is too short already. I do not have money to go to Florida in the winter.

PARTICIPANT:	COMMENT:
Parent	Why do you want our students to go to school year round? What about high school students who need the summer months for jobs that will help them in the future.
Catholic Ratepayer	How will students get their job experience that most of them normally get from their summer job if they have to go to school all year? You will be preventing them from future job potentials.
Student	Why are you punishing students by making them go to school all year? What about summer jobs?
Parent	I am 100% against "year-round" schools. As for the high school students, summer break gives them the opportunity to have a full-time job to earn some cash to put towards university or college (or in some cases, much needed cash for the home.) If there are no long summer breaks, the students cannot earn as much cash during the year with part-time work.

8. Creation of a “Late Start” Secondary School

Survey Summary: Response was split across the Board, with as many agreeing or agreeing strongly as those who also disagree or disagree strongly with proposed Late Start Secondary School designed to accommodate “circadian cycles” of student learners. This was also true for students who responded – which showed a similar split in opinion.

PARTICIPANT:	COMMENT:
Catholic Ratepayer	What the heck is a late start school? My teenage son is lazy enough as it is in the morning. He doesn't need help from the school board.
Staff	Too bad your Trustees don't do their homework before suggesting this type of nonsense, like this and the Late Start School. Which company [sic] allows their workers to come and go as they please?
Parent	And who was the brilliant person who is suggesting LATE START schools. If you left it to teenagers they would never get up to go to school. There is no job in the real world that lets you show up to work when you feel like it... except maybe being school trustees. Isn't high school supposed to help students be ready for the rest of their lives?

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PARTICIPANT:	COMMENT:
Parent	Secondary students to face the realities of life, so no Late Start schools.
Catholic Ratepayer	How does a late start school help students prepare for University or the real working world? I remember my labs were all at 8:30 am in university. Did the Board do a study on this? Going to school late - must have been a trustee idea as it only prepares students to be a trustee because I see that the board meetings never start at 7pm on time.
Parent	What is late start> Please specify a time. Does late start also mean students stay at school later? My son has a job after work.
Student	What will be hours be for late start? I have a part time job after school and I need the money. If school runs late I will have to quit my job - or skip class. Probably skip class because I need the \$\$\$\$. Same for year-round school. In summer I get more hours. I need to save for college. Are you going to do this for all high schools? Bad idea it will hurt students.

9. 21st Century, High-Tech Centre of Excellence Colleges

Survey Summary: Overall strong agreement with over 70% of respondents “Agree or Agree Strongly” the suggestion.

PARTICIPANT:	COMMENT:
Staff	Why create a "High Tech Centre of Excellence Secondary School"???? They all should be! Would these Robotics Centres be in every Secondary School??? The Board should really focus on creating EXCELLENT local neighbourhood schools. Kids should be able to walk to their local high school, and attend school in their own hood.
Parent	Also partnership across school boards, or timesharing (a couple of months or summer time) for High Tech Center of Excellence or Robotics Centres.
Catholic Ratepayer	As far as 21C is concerned, given that the board has had a department devoted to this for a few years, the expectation would be that staff are ALL being trained to incorporate 21C principles into their teaching. Instead of a school specifically focusing on that, perhaps a more concerted effort

APPENDIX B: LONG TERM PROGRAM PLAN (LTPP) SURVEY COMMENTS

PARTICIPANT:	COMMENT:
	to ensure that teachers colleges are incorporating the right methodology into their programming, and that there is ongoing support and training for all staff. Of course, if the thinking is that students may want to specialize in computer engineering, computer program design, computer repairs/maintenance, then I would push that program into the skilled trades academy I suggested in one of my earlier points.
Student	Technology is the future. The TCDSB should implement and realize how important is it for students to learn and understand the fundamentals of technology, computers and programming specifically. Almost every job today has a technological aspect to them. And even if a student pursues something like math or arts, there is no doubt digital tools would help them excel in their choice of career. Computers and Technology should not be an elective but a mandatory course someone must take, because that's where the world is going.
Staff	As for a push for technology, spend money on all of the current schools that desperately need to update their current hardware; there is no need to create a tech school, simply provide current schools with the means to implement 21st century learning. That is what the board wants but fails to provide the means by which schools can operate in such manner.

10. Robotics Centres in Secondary Schools

Survey Summary: Strong indication of support among respondents expressing they “Agree or Agree Strongly” for Robotics Centres at over 70% among parents and staff. Over 86% of student respondents expressed their agreement.

PARTICIPANT:	COMMENT:
Student	We currently are unable to fund robotics in our regular schools. This site will create a greater disparity in robotics programs. Specialty programming should be looked at for our schools that are currently undersubscribed.

11. Business/Young Entrepreneurs Program within a Secondary School

Survey Summary: Over 78% of respondents “Agree or Agree Strongly” with this type of specialty program.

PARTICIPANT:	COMMENT:
Parent	Let’s please focus on high tech training education business etc. that will lead to jobs for kids for the future.

12. General Comments about Programs and Program-related Issues

PARTICIPANT:	COMMENT:
Staff	I would like to know why teachers at all the above mentioned schools are not made aware of these proposed changes before the world is asked to comment (given this survey is posted to Twitter and hence the world). Staff at these schools should be consulted first and foremost to see if it is something that their community needs. When Teachers are not consult it continues to show that the board doesn't actually care about what Teachers do - even though we are the ones doing everything. Interesting that we are going to expand the French program, but cut services to Special Education - that doesn't make sense.
Other	The Board needs to include financial literacy in its secondary planning.
Other	Put programs in place that support at risk students or programs to support students that are not going further in studies after HS!
Staff	There was nothing her about continuing/developing Trades programs in the secondary schools. They are EXTREMELY important for many of our students. Most people I speak to about how they entered into working in Trades say they had the opportunity to be exposed to trades in high school. Yet our secondary schools are closing their trades programs. Perhaps the board could establish some hub programs in the Trades.

APPENDIX B: LONG TERM PROGRAM PLAN (LTPP) SURVEY COMMENTS

PARTICIPANT:	COMMENT:
Staff	At the secondary level, it is important for students to begin to explore avenues that can benefit them in the future and I agree this can be done through SHSMs, IB, and STEAM programs. It is necessary to consider the current infrastructure of schools as many of them are over capacity, unsafe, and unhealthy. We must ensure that funds are dedicated to renovating and building schools that are sustainable and healthy to maintain the well-being of all those in such buildings.
Other	Create High School programming that can be easily duplicated and implemented across the City of Toronto. Strong Local schools will ensure the continuation of Catholic Education.
Parent	There were a number of elements numbered above that I don't recall reading about in the Program Plan. Specifically, the Year Round schools, late start in secondary schools and the high performance sports academy. I question why these were included in the survey if they are not included in the referenced Plan? Where are these proposed investigations described in a recommendation by Staff?
Parent	I think it is essential to look at the needs of each individual school, particularly with respect to high school. If a high school has many graduates attending trades or college post-secondary, it makes sense to offer these students an opportunity to explore their interests in high school. (culinary arts, automotive, etc.)
Other	Always good to have students be a productive member of society, in doing so, 40 hours of volunteer is really not a lot of hours. More co-op programs available to students for various possible future careers.
Student	The Board should thoroughly investigate the implementation of "self-directed" learning in more secondary schools.
Parent	I would like to see high school being less about specialization and more about broadening. We're asking our young people to make life impacting decisions (what to study and specialize in) before they've had a chance to understand the complete range of possibilities. High school should be about sampling a wide range of disciplines, not choosing to specialize. Another thing I would really like to see is high school hours extended by a half hour each day, and religion moved to

APPENDIX B: LONG TERM PROGRAM PLAN (LTPP) SURVEY COMMENTS

PARTICIPANT:	COMMENT:
	that extra half hour time slot, every day. This would free up a credit course opening so the high school students could study 8 full credits each year and still take religion. I believe we would have fewer students graduating from Catholic elementary school and switching the public board if they could take 8 full credits each year in addition to religion.
Staff	Consider implementing a Congregated AP program at Secondary Level in the area to service those students who academically excel in the Liberal Arts or Science courses, but not both. This would especially benefit our elementary ELL students. - surrounding public schools have a much higher utilization rate and significantly higher population, with anticipated demands in the area increasing, based on http://www.toronto.ca/legdocs/mmis/2014/pg/bgrd/backgroundfile-71897.pdf
Parent	Why are the Catholic schools not expanding also the humanistic subjects and liberal arts? It's all about technology right now, but the coming generations will lose their roots if they're not getting a real education in History and Classics (esp. Latin since it's the language of our Church). Being educated in Europe myself I also find Geography strangely lacking from elementary schools in Canada.
Parent	What does SHSM mean in this survey? I'm glad the board is considering these specialized options for students, especially those in STEM, new technologies and entrepreneurship. Our children need to prepare for a very different work environment than what we experienced ourselves in the 20th century.
Parent	For Brebeuf College: Expand the Advanced Placement and Special High Skills Major programming to address opportunities currently not available to Brebeuf students. This would include additional programming for math strategies. Updating the school library furniture to align with 22nd century technology and usage. This would include audio centres.
Catholic Ratepayer	Think about a Specialty Program for St. Basil. Something like IB or French Immersion would be great for that school community. The proposed secondary sites already have programs. Share the programs in other areas!

APPENDIX B: LONG TERM PROGRAM PLAN (LTPP) SURVEY COMMENTS

PARTICIPANT:	COMMENT:
Parent	<p>All of these programs for secondary schools sound promising however, given that our students are not given the choice to select secondary schools outside their home areas I'm not sure that these program will be feasible. These programs may create interest in our schools and perhaps increase enrollment but we need to address the cost-benefit analysis before we move forward. Does starting a new program in one school mean that essential services (like special education support) get cut in another school?</p>



REPORT TO

REGULAR BOARD

SCHOOL CASH ONLINE

“For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you plans to give you hope and afuture.” Jeremiah 29:11

Created, Draft	First Tabling	Review
February 8, 2017	February 23, 2017	Click here to enter a date.

D. Bilenduke, Sr Coordinator Finance
P. De Cock, Comptroller Business Services and Finance
L. DiMarco, Superintendent Curriculum Leadership & Innovation; ICT
M. Mascarenhas, Sr Coordinator Computer 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

School Cash Online provides District School Boards and Schools with an integrated portal for processing school activity fees online and seamlessly interfaces with both Board and School level banking and accounting management systems. The ultimate reduction and/or elimination of cash handling tasks reduces the workload for school staff, mitigates the risk associated with cash transactions at the school level and increases student safety.

The implementation of an online payment processing application will also allow schools to recover HST rebates on invoices paid from school generated funds, which are not currently collected. Thus recovering usable funds for schools to access.

Any resulting shortfall between the administrative fees and the operational costs could be offset by funds derived through the recovery of HST rebates that have not historically been available. The remaining HST rebates would be returned to schools proportionately, based on their rate of collection.

B. PURPOSE

1. Several requests by School Principals and Catholic School Parent Councils have been received to date inquiring into the prospect of implementing eCommerce solutions for school banking transactions.
2. The Toronto District School Board (TDSB) is currently phasing in the implementation of an eCommerce solution, in their elementary and secondary schools. The availability to conduct business with school communities in a safe and secure manner may be regarded as a competitive advantage which may attract enrolment from parents and guardians concerned with student safety.

C. BACKGROUND

1. The TDSB awarded a Request for Proposal to KEVgroup, which contains a piggy-back clause onto which other District School Boards can take

advantage while remaining compliant with the Broader Public Sector Procurement Directive.

2. KEVgroup currently works with 53 Ontario school districts, of which 43 are currently using School Cash Online. School Cash Online is also being implemented in other countries.
3. KEVgroup presented to Education Council on 16 January 2017 and provided an overview of the School Cash Online suite of products and answered questions about how TCDSB could recover the costs of the application.
4. Education Council recognized the need to proceed in this direction and indicated support for this initiative to proceed to Director's Council for review and consideration.

D. EVIDENCE/RESEARCH/ANALYSIS

1. KEVgroup's School Cash Online suite of integrated accounting and fee management tools provides many advantages some of which include the following:
 - One product solution by one company which is compatible with the existing School Banking Software installed at TCDSB
 - Simple and Easy user interface for schools and parents/guardians
 - Many payment methods available for processing student activity fees
 - Advanced security and higher piece of mind by digitizing school banking transactions
 - Increased communications and messaging provided by automatic email notifications/reminders concerning upcoming events and related fees
 - Integrated charitable donation and receipt generation capability
 - Viewable purchase history by which parents/guardians can print receipts
 - Ability to implement payment plans for higher priced events such as school overnight trips and activity fees
 - Ability for parents without chequing accounts to transfer money to the school through an online account
 - A comprehensive canned suite of reports and analysis tools not currently available in SAP School Banking
 - The ability for one family to manage multiple students at multiple schools with multiple payers from one secure source

2. Parents/Guardians who choose to can still send funds directly to the school as in the past.
3. The annual application costs include the use of eCheque, which allows parents to transfer funds as required from their bank account directly to their School Cash Online myWallet account. Parents/Guardians can then pay for school related items (pizza lunches, field trips, etc) directly from myWallet. Parents/Guardians do not have to have a chequing account to use this feature.
4. The application would also allow for the schools to make outgoing payments for invoices received by the school and to track all HST payments on all outgoing payments. This would enable the board to easily apply for HST rebates on behalf of schools. To date it has not been possible to realize the rebates for smaller cost school invoices. Currently some schools are able to claim HST rebates on high cost invoices through a labour intensive process. Currently, TCDSB is realizing approximately \$150 000 in HST rebates on \$1.5 million of expenditures. By moving to School Cash Online, the TCDSB will have the ability to claim potential rebates on \$20 million of expenditures. These rebates could both pay for the system outright and provide a source of revenue to the schools that has not previously been available to them.
5. Once fully implemented, the annual application fees of \$325 902 (approximately 1% of the TCDSB school generated funds OR approximately \$3.50 per student per year) would be recovered by the addition of an administrative fee (1%) to all prices charged to parents/guardians (For every \$9.90 charge, increase cost by \$0.10 to \$10).
6. The one-time cost of implementation and support from KEVgroup staff would be \$87 600. This can be funded from a small portion of the HST rebates that will be recovered from the school generated funds banking activity.
7. The 1% administrative fee and the HST payment rebates would be held centrally to ensure funds are available to pay for the School Cash Online application. Once all costs are covered, remaining collected amounts would be returned to schools proportionately based on the fees collected through the school generated funds banking accounts.
8. Additional costs are incurred if the board chooses to permit the use of Credit Card payments within the application. To add this functionality, the board

would require a third party, online payment provider. The cost to offer this service would amount to approximately 2% per transaction.

9. By using an online payment provider, the Board could also choose to accept Interac Transactions at a cost of \$0.75 per transaction. This option could be pursued at a future date, following a review of administrative fees collected, HST rebates realized and total costs incurred.
10. Summary of all costs:
One-time set up costs (implementation support for Phases 1-2): \$60 600
One-time set up costs additional support for Phases 3-5 (optional): \$27 000
Annual fees (eCheque and myWallet): \$325 902
Addition of credit cards payment option: approximately 2% of costs
11. The various cost recovery options are outlined below in section F.

E. VISION

VISION	PRINCIPLES	GOALS
Provide a cost-effective and safe environment for conducting school business transactions.	Ensuring Stewardship of Resources and Fostering Student Well-being by providing students and staff with safe learning environments	Reduction and/or elimination of cash-handling tasks in school communities in order to mitigate risk and increase student/staff safety. Increase paperless communication home and streamline the reporting process.

F. ACTION PLAN

F. #1 Explanation of Options/Scenarios

#1 Basic Functionality	#2 Enhanced with Credit Card Option	#3 Enhanced with Credit Card Option – less impact on parents
<ul style="list-style-type: none"> 1% administrative fee on all transactions to cover the costs of the application 	<ul style="list-style-type: none"> 2% administrative fees on all transactions (1% to cover costs of the application plus 1% toward offsetting the cost of offering a credit card payment option) 	<ul style="list-style-type: none"> 1% administrative fees on all transactions to cover the costs of the application
<ul style="list-style-type: none"> Credit card usage not available 	<ul style="list-style-type: none"> The total cost of adding a credit card option is approximately 2% (1% to be recovered through the administrative fee above and 1% to be recovered through HST rebates) 	<ul style="list-style-type: none"> The 2% cost of adding a credit card payment option to be recovered through HST rebates
<ul style="list-style-type: none"> Parents able to pay through bank transfers (eCheque) to myWallet 	<ul style="list-style-type: none"> Parents able to pay through bank transfers (eCheque) to myWallet or by credit card 	<ul style="list-style-type: none"> Parents able to pay through bank transfers (eCheque) to my Wallet or by credit card
<ul style="list-style-type: none"> The fee would recover the annual costs of the application 	<ul style="list-style-type: none"> The fee would recover annual cost of the application and offset costs of credit card usage 	<ul style="list-style-type: none"> The fee would recover annual cost of the application and offset some of the costs of credit card usage
HST rebates, not previously collected, would be collected		
One-Time Costs could be covered through HST rebates		
Remaining funds collected centrally through HST and admin fee would be distributed to schools based on their rate of collection.		
The option of using Interac could be considered at a later date. Interac fees are a flat rate per transaction. As a result they incur a higher cost per transaction on lower cost items, which represent a high proportion of the funds collected by schools.		

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. The Secondary Panel presents the greatest opportunity from a dollar volume perspective and maximizes the risk mitigation surrounding cash management.
2. The most successful implementations, as per the experience of the vendor, use a phased approach with the first two phases introducing 25 schools to the application. Additional phases can include 50 schools.
3. Following the suggested implementation plan Phase 1 and 2 would each have 25 schools, phases 3-5 would comprise of approximately 50 schools each.
4. The timeline for implementation would have all schools operational on the application by March 2018.
5. The most successful implementations, as per the experience of the vendor, include secondary schools and their nearby elementary schools. The reason being that parents may have children in both panels. Since our Superintendent areas are approximately 25 schools each, they would fit with the suggested implementation strategy in #2 above.
6. Strategic engagement of the unions and associations representing the impacted employee groups would be required in order to ensure adequate consultation and implementation.
7. KEVgroup will be providing in-servicing activities and communications strategies as appropriate for the implementation.
8. A communications strategy is required in order to create an awareness of the new service offering, and thereby, ensure a greater buy-in by the TCDSB community.

H. STAFF RECOMMENDATION

That the TCDSB embark on the implementation of the School Cash Online suite using scenario #3 enhanced with credit card option, provided in Section F. The addition of alternative payment options be considered at a later date upon review of operational costs.

MASTER PENDING LIST AND ROLLING CALENDAR TO FEBRUARY 23, 2017

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	Dec-14 Corporate Services	Deferred until such time that deficit is under control	Corporate Services	Report regarding System-Wide Approach to Digital School Signage	Associate Director of Planning and Facilities
2	Jan -16 Corporate Services	Apr-17	Corporate Services	Request to the TTC to reduce transit rates for our students.	Associate Director Planning and Facilities
3	March-16 Corporate Services	Apr-17	Corporate Services	Report back to the Board on progress made to make TCDSB a “net zero” school Board	Associate Director Planning and Facilities
4	June-16 Corporate Services	Nov-16	Corporate Services	Comparison of new leasing rate model vs the old model	CFO and Executive Superintendent, Business Services
5	Nov-16 Corporate Services	Mar-17	Corporate Services	Report regarding Toronto and York Region Labour Council	Associate Director Planning and Facilities
6	Nov-16 Regular Board	Mar-17	Corporate Services	Report regarding Status of Wait Lists for Over Subscribed Elementary Schools (All Wards)	Associate Director Planning and Facilities
7	Jan-16 Regular Board	Sep-16	Regular Board	Report advising the Board on Recommendation #30 of the Safe Schools Inquiry regarding the Official Spokesperson during Crisis Situation	Legal Counsel

8	Jan-16 Regular Board	Jan-17 Revised: Apr-17	Regular Board	Report on the Impact of the MYRP on students, teachers and principals and the gap between funding received and salaries and benefits	Legal Counsel/ Comptroller Business Services
9	Nov-16 Regular Board	Jun-17	Regular Board	The final committee submission regarding the Parent/Student Bill of Rights, as vetted by the Board's legal counsel to the Board of Trustees and that the documents be sent out for public feedback before coming back to the Board.	Director of Education
10	Jan-17 Student Achievement	Jun-17	Regular Board	Report regarding an update on the Strategic Objectives and Priorities identified in the background of the Report of October 20, 2016 regarding Trustee and Staff Strategic Planning Session at the May 2017 Strategic Planning Session and in a report to Full Board in June 2017.	

11	June-16 Student Achievement	Apr-17	Student Achievement	<p>Report regarding the results of the data being tracked and monitored since September 2016, which informs us of the system and student impacts on those areas where Trustees have approved cuts for 2016-2017.</p> <p>This report to be included as an Appendix to the 2017-2018 Budget reductions options with the following information for each reduction option;</p> <ul style="list-style-type: none"> - Risks to students, schools and the system (including risks to achievement, well-being and learning opportunities); - Our proposed response (s) to identified risks. 	Associate Director Academic Affairs & CFO, Executive Superintendent, Business Services
	June-16 Student Achievement	Apr-17	Student Achievement	<p>Report regarding a review of Educational Assistant efficiencies Board-wide in both elementary and secondary including</p> <ul style="list-style-type: none"> - details on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests. - A dollar unit cost per special education student, and if possible, comparisons with other Boards. 	Associate Director Academic Affairs and CFO/Executive Superintendent, Business Services

13	June-16 Student Achievement	In advance of setting the budget for future years	Student Achievement	Report regarding costs for materials and how they can be reduced by department in the future	Associate Director Academic Affairs/CFO and Executive Superintendent, Business Services
14	Oct-16 Student Achievement	Jun-17	Student Achievement	Staff to implement a survey for the parents and students involved in the Pilot Project for Jump Mathematics	Associate Director Academic Affairs

ANNUAL REPORTS

#	Due Date	Committee/Board	Subject	Responsibility of
1	January (A)	Student Achievement	Mental Health Report	Associate Director Academic Services
2	January (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services
3	February (A)	Student Achievement	External Research Report	Associate Director Academic Services
4	February (A)	Student Achievement	Accountability Framework for Special Education	Associate Director Academic Services
5	March (A)	Corporate Services	Planning Enrolment Projection	Associate Director of Planning and Facilities
6	February (A)	Corporate Services	Legal Fees Report	Executive Superintendent Business Services
7	February (A)	Corporate Services	Statement Reserves Accumulated Surplus	Executive Superintendent Business Services
8	February (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services
9	February (A)	Regular Board	Policy Budget Timeline and Public Consultation Survey	Executive Superintendent Business Services
10	February (A)	Regular Board	Metrics for MYSP 6 Strategic Directions	Director of Education

11	March (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services
12	<i>March (A)</i>	<i>Student Achievement</i>	<i>Staffing Status Report for Next School Year</i>	<i>Associate Director Academic Services</i>
13	April (A)	Student Achievement	Conflict Resolution Department Report	Associate Director Academic Services
14	April (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services
15	April (A)	Regular Board	Non-Resident VISA Student Fees for September 2013	Associate Director Academic Services
16	April (A)	Regular Board	Education Development Charges Policy Review	Associate Director of Planning and Facilities
17	May (A)	Student Achievement	Report regarding Updates on items referred to in Ministry of Education Operational Review	Associate Director Academic Services
18	May (A)	Student Achievement	Staffing Status Report for Next School Year	Executive Superintendent Business Services
19	May (A)	Student Achievement	Ratification of Student Trustee Nominees	Associate Director Academic Services
20	May (A)	Corporate Services	Monthly Financial Report	Associate Director Academic Services
21	June (A)	Student Achievement	21 st Century Learning Update	Executive Superintendent Business Services

22	October (A)	Student Achievement	Student Trustees: Voices that Challenge	Associate Director Academic Services
23	June (A)	Regular Board	Budget Estimates	Associate Director Academic Services
24	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Services
25	September (A)	Student Achievement	Full Day Kindergarten Enrolment Report	Associate Director Academic Services
26	September (A)	Corporate Services	Enrolment for September Report	Associate Director Academic Services
27	September (A)	Corporate Services	Trustee Honorarium Report	Associate Director Academic Services
28	September (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services
29	September (A)	Regular Board	Angel Foundation for Learning Year In Report	Executive Superintendent Business Services
30	September (A)	Student Achievement	Community Engagement	Director of Education
31	September (A)	Student Achievement	Elementary and Secondary School Enrolment Report	Associate Director Academic Services & Associate Director Planning and Facilities
32	September (A)	Student Achievement	Portuguese Speaking	Associate Director Academic Services
33	October (A)	Student Achievement	CPIC Annual Report including Financial Report	Associate Director Academic Services
34	October (A)	Student Achievement	Annual Safe Schools Report	Associate Director Academic Services

35	October (A)	Student Achievement	Information Report on the International Languages Program to include dates, statistical trends, surveys, results of previous assessments in changing demographics (city-wide population and home language dynamics) and immigration patterns in all wards.	Associate Director Academic Services
36	October (A)	Student Achievement	Primary and Junior Division Assessments Of Reading, Writing and Mathematics (EQAO) ·Grade 9 Assessment of Mathematics (second semester and full-year students) and OSSLT Assessment (EQAO)	Associate Director Academic Services
37	October (A)	Special Board	Director's Performance Appraisal (over 3 consecutive Special Board Meetings)	Director of Education
38	October (A)	Corporate Services	Trustee Honorarium Report	Executive Superintendent Business Services
39	November (A)	Student Achievement	Board Learning Improvement Plan (BLIP)	Associate Director Academic Services
40	November (A)	Student Achievement	K-12 Professional Development Plan for Student Achievement and Well-Being	Associate Director Academic Services
41	November (A)	Student Achievement	Religious Accommodation Report	Associate Director Academic Services
42	November (A)	Corporate Services	Monthly Financial Report	Executive Superintendent Business Services

43	November (A)	Corporate Services	Parent/Guardian and Student Transition Surveys	
44	November (A)	Regular Board	Annual Calendar of Meetings	Director of Education
45	November (A)	Regular Board	Audited Financial Statements	Executive Superintendent Business Services
46	December (A)	Corporate Services	Revised Budget Estimate for Consideration	Executive Superintendent Business Services
47	December (A)	Regular Board	Director's Annual Report	Director of Education
48	December (A)	Student Achievement	Status of Monitoring Team for the Safe School Inquiry Recommendations	Associate Director Academic Services