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REPORT TO

CORPORATE AFFAIRS, STRATEGIC PLANNING AND PROPERTY COMMITTEE

SCHOOL ACCOMMODATION REVIEW – SENHOR SANTO CRISTO/ST. LUKE (TRUSTEE WARD 9)

"Do two walk together, unless they have agreed to meet?", Amos 3:3

Created, Draft	First Tabling	Review
November 19, 2015	December 8, 2015	

John Volek, Sr. Coordinator, Planning Assessment, Admissions and Accountability
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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

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A.   EXECUTIVE SUMMARY

At its Corporate Affairs, Strategic Planning and Property Committee meeting held on January 22, 2015, the Board of Trustees approved the initiation of a School Accommodation Review for St. Luke and Senhor Santo Cristo, in accordance with Board Policy *S.09 School Accommodation Review (Appendix'A')*.   The Accommodation Review Committee (ARC) has submitted its report to the Director of Education and has presented its recommendations to the Board in accordance with the Policy *(Appendix 'B')*.

This report supports the ARC's recommendation and recommends as follows:

1. That the following recommendations be considered for approval at the meeting of Corporate Affairs, Strategic Planning and Property Committee on January 21, 2016.
    i. That Senhor Santo Cristo be closed and consolidated at St Luke effective September 2016.
    ii. That the attendance boundaries of Senhor Santo Cristo and St. Luke be combined to form the new boundary for St. Luke.
    iii. That the Director of Education develop a Transition Plan including timelines to facilitate a consolidation.
    iv. That a business case be developed for submission to the Ministry of Education at the next available opportunity for funding to complete facilities upgrades and retrofits required to accommodate both student populations at St Luke.
    v. That opportunities for enhanced programming at the consolidated school be assessed.

B.   PURPOSE

The purpose of this report is to recommend a school accommodation option that considers the ARC's recommendation submitted to the Director to address the declining enrolment and underutilized facilities at Senhor Santo Cristo and St. Luke elementary schools.

C. BACKGROUND

1. The initiation of a School Accommodation Review for St. Luke and Senhor Santo Cristo elementary schools was approved by the Board on January 22, 2015.

2. The accommodation review, undertaken in accordance with Policy (S.09), spanned approximately eight months, with public meetings held on February 26, 2015, March 24, 2015, April 14, 2015, June 10, 2015 and September 28, 2015. Members of the ARC also met on several occasions as a group for further discussion.

3. Minutes from the public meetings as well as any public input received by the ARC or the Board are included in *Appendix 'D'*. All information discussed as part of the school accommodation review process, material provided to the ARC for consideration, and the notes from public meetings has been made available on the Board's website.

4. Members of the ARC reached a consensus recommendation (Scenario #1 as it appears in *Appendix 'C'*). The ARC submitted its report to the Director of Education on October 20, 2015 (*Appendix 'B'*). It was presented to Trustees at the Board meeting of November 19, 2015. .

D. EVIDENCE/RESEARCH/ANALYSIS

5. Over the past decade, the St. Luke and Senhor Santo Cristo school communities have experienced a steady decline in enrolment (refer to table below). Demographic trends suggest a higher demand in the area for high density development consisting of smaller (bachelor and one-bedroom) unit sizes. Combined with fewer forecasted residential developments in the area, enrolment is projected to decline in the future. These two schools were identified for an accommodation review in an effort to more efficiently utilize excess capacity.

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		Senhor Santo Cristo			St. Luke			TOTAL	
	YEAR	Pupil Count	Utilization (%)		Pupil Count	Utilization (%)		Pupil Count	Utilization (%)
Historical	**2005**	175	**35%**		474	**83%**		649	**60%**
Historical	**2010**	105	**21%**		337	**59%**		442	**41%**
	OTG	507			571			1078	
Projection	**2015**	90	**18%**		241	**42%**		331.2	**31%**
Projection	**2020**	72	**14%**		217	**38%**		288.9	**27%**
Projection	**2025**	61	**12%**		217	**38%**		278.7	**26%**

6. To assist the ARC with its discussion on school accommodation solutions, Planning staff submitted options for consideration as part of the review process. Scenario #1 demonstrates the impact on enrolment following the closure and consolidation of Senhor Santo Cristo at St. Luke. Scenario #2 demonstrates the impact on enrolment following closure and consolidation of St. Luke at Senhor Santo Cristo.

7. The ARC has recommended Scenario #1 for consideration by the Board as an accommodation solution. St. Luke is in good condition (22% FCI) and is large enough to accommodate the combined enrolment of both schools without the need for any modifications. The existing tenant and program uses at Senhor Santo Cristo; namely, SALEP, STEP and Niagara University, can also be accommodated in the St. Luke facility.

8. The Catholic service factor in Ward 9 could potentially improve from 69% to the system average of 85% with improved facilities as a result of consolidations.

9. Several considerations have been identified by the ARC for a combined facility including a review of transportation services, pick-up and drop-off areas, early childhood accommodations and additional programming such as French Immersion, an ECO school and dramatic arts. It is the opinion of the

ARC that St. Luke, the larger of the two sites, presents the best opportunity for a consolidated school. Retrofits to the building have been requested by the ARC to provide an upgraded facility with opportunity for program related designed spaces.

10. Staff will submit a business case to the Ministry for the funding of retrofits an upgrades to St. Luke at the next available opportunity for Capital Priorities submissions. Projects that reduce excess capacity and operating costs, and address renewal needs are eligible for School Consolidation Capital under the Capital Priorities umbrella. It is anticipated that the submission deadlines for this funding will be announced shortly. Projects submitted through this funding stream must have a final Trustee decision on a School Accommodation Review.

11. The following analysis highlights a potential of $473,921 in yearly staff cost-savings generated through the consolidation of Senhor Santo Cristo and St. Luke. It should be noted that the changes in staffing FTE could be realized through overall system attrition, and does not necessarily correspond to the specific staff at a school affected by consolidation.

Consolidation of St. Luke into Senhor Santo Cristo	Staff Category	Change in FTE	Cost Savings $
	Teacher	-1.6	-160,053.06
	Principal	-1	-131,551.40
	Caretaker	-2	-132,192.00
	Secretarial	-1	-50,124.20
	TOTAL	-5.6	($473,920.66)

12. Additional forecasted annual savings related to utilities, maintenance, and other operational savings and one-time cost savings associated with the elimination of planned renewal items are identified in *Appendix 'E'*.

13. 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 several benefits *(Appendix 'F').*

14. After consideration of all comments and input received from members of the ARC, individuals from the school communities, and the local parish during the public consultation process, and after a full review of the ARC recommendations contained in its report, Board staff concur with the ARC and support its position that the most effective accommodation solution is Scenario #1 *(Appendix 'C'),* closure of Senhor Santo Cristo and consolidation of both schools at St. Luke.

15. In summary, the recommendation to close Senhor Santo Cristo and consolidate the students at St. Luke will have the following impacts on the overall operation of the Board:

    - Overall Board capacity will be reduced by over 500 pupil places thereby improving utilization of Board assets.
    - A savings of over $4M in deferred maintenance and approximately $600K in operation and salary costs.
    - Class sizes will better reflect Ministry of Education targeted averages.
    - Optimization of class sizes and teaching staff allocations could provide opportunity for additional Special Needs and Itinerant teaching allocations.

16. If Senhor Santo Cristo is approved for closure, 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 disposition. Options will be prepared for Board consideration in a future report.

17. The Director of Education will develop a Transition Plan to facilitate a consolidation that is student friendly, as seamless as possible and that 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 from the closing school to the receiving school. The Transition Plan will be planned in consultation with both school communities, including parents/guardians and school staff.

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E. ACTION PLAN

18. In accordance with the School Accommodation Review Policy (S.09), the following sequence of Committee/Board meetings will be required prior to final approval of recommendations.

December 8, 2015 – Corporate Affairs, Strategic Planning and Property Committee
- Director's Report in response to the ARC report is considered.
- Defer any final decisions on school accommodation recommendations.

December 14, 2015 - Corporate Affairs, Strategic Planning and Property Committee
- Opportunity for public input through delegations and written submissions in response to the Director's Report and the ARC Report.
- Defer any final decisions on school accommodation recommendations.

January 21, 2016 – Corporate Affairs, Strategic Planning and Property Committee
- Further 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 school accommodation recommendations.

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F.   STAFF RECOMMENDATION

1. That the following recommendations be considered for approval at the meeting of Corporate Affairs, Strategic Planning and Property Committee on January 21, 2016.

    i. That Senhor Santo Cristo be closed and consolidated at St Luke effective September 2016.
    ii. That the attendance boundaries of Senhor Santo Cristo and St. Luke be combined to form the new boundary for St. Luke.
    iii. That the Director of Education develop a Transition Plan including timelines to facilitate a consolidation.
    iv. That a business case be developed for submission to the Ministry of Education at the next available opportunity for funding to complete facilities upgrades and retrofits required to accommodate both student populations at St Luke.
    v. That opportunities for enhanced programming at the consolidated school be assessed.

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Date Approved: February 19, 2015	Review Cycle: September 2017	Dates of Amendment: Jan 24, 2007; September 11 2014; January 15, 2015

Cross Reference:
Ministry of Education Pupil Accommodation Review Guideline, 2009
T.07 Community Engagement, 2012

Attachment(s):

Purpose:

In carrying out its mandate to provide quality education the Toronto Catholic District School Board is committed to maximizing the efficient utilization of its physical, financial and human resources. This Policy provides the process by which school accommodation reviews will be implemented and facilitated within the TCDSB.

Scope and Responsibility:

This Policy applies to all schools of the Toronto Catholic District School Board. The Director of Education is responsible for this Policy.

Alignment with MYSP:

Fostering Student Achievement and Well-being
Stewardship of Resources
Strengthening Public Confidence

Financial Impact:

Over and above the costs associated with running a minimum of four public meetings prescribed under the Ministry Guidelines (which may include the services of a facilitator), it is anticipated that the Toronto Catholic District School Board would incur limited costs related to the implementation of the school accommodation review process itself.

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The end result of a school accommodation review process could potentially provide the Board with the opportunity to realize substantial savings by balancing enrolment and right-sizing schools, with a focus on larger rather than smaller schools.

Legal Impact:

The Board could be involved in legal proceedings if the accommodation review process was not implemented in accordance with the Board's School Accommodation Review Policy. The Ministry Guidelines provide a formal process which must be followed if the Board's implementation of the accommodation review process is challenged.

Policy:

The Toronto Catholic District School Board (the Board) is committed to providing the best educational opportunities and to enhancing the learning environment in its schools for the elementary and secondary school-age population of the City of Toronto. Decisions regarding school accommodation reviews, such as the need to consolidate, close or relocate one or more schools, will be based on the consideration of a combination of factors including socio-demographics, government policies and initiatives, curriculum, programming, and the condition and functionality of school buildings. Decisions made under this Policy will take into account input received from the school community(ies) during the accommodation review process in accordance with the Board's Policies and the Ministry of Education Pupil Accommodation Review Guidelines.

Principles:

"Besides the good of the individual, there is a good that is linked to living in society: The common good. It is the good of all of us, made up of individuals, families and intermediate groups who constitute society..." Pope Benedict

Through the Catholic Social Teachings and its Multi-Year Strategic Plan, the TCDSB 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 Toronto Catholic District School Board through a school accommodation review process:

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.

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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.

    "God has created us to live in solidarity. This means to live in union with one another, supporting one another, committed to the common good, the good of all and each individual, because we are all responsible for all." Pope John Paul II

Regulations:

1. **Accessibility of School Accommodation Review Policy and Ministry Guidelines**

    A copy of the Board's School Accommodation Review Policy (S.09), the Ministry of Education's Pupil Accommodation Review Guideline and the Administrative Review of Accommodation Review Process shall be made available at the Board's office and shall be posted on the Board's website.

2. **Initiation of a School Accommodation Review**

    (a) The Director of Education shall prepare a report for consideration by the Board of Trustees identifying a school or group of schools in which challenges may be faced in providing a suitable and equitable range of learning opportunities for students, and in respect of which there may be a need to consider the possible consolidation, closure or program relocation in respect of one or more schools.

    (b) A school or group of schools may be considered for study if one or more of the following conditions apply:

    - Clear, evident and reasonable opportunities have been explored to provide a suitable and equitable range of learning opportunities for students.
    - Clear, evident and reasonable attempts to increase enrolment have been explored while minimizing the impact on the learning environment.
    - Innovative solutions have been implemented or tried in the school or group of schools to enhance programs and learning opportunities.
    - Teaching/learning spaces are not suitable to provide the programs needed to serve the community and retrofitting may be cost prohibitive.
    - Under normal staffing allocation practices, it would be necessary to assign three grades to one class in one or more of the schools.

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- The cost of renovating the teaching and learning space is prohibitive.
- One or more of the schools is operating in a leased facility.
- In respect of one or more of the schools, there are safety and/or environmental concerns related to the building, the school site or its locality.
- It has been no less than five years since the inception of a study of the school by an Accommodation Review Committee, except where extenuating circumstances warrant, such as an unexpected economic or demographic shift, or a change in a school's physical condition.

3. Establishing an Accommodation Review Committee (ARC)

After considering the Director of Education's report, the Board may approve the establishment of an ARC for each area approved for accommodation review. Parents/guardians, staff, school council members and student council members of the schools approved for accommodation review shall be informed through the Office of the Director of Education of the Board's decision to form an ARC, and the decision shall be posted on the Board's website. Residents surrounding the schools under review, the parish, and parents shall be informed by letter. Unless warranted by exceptional circumstances, schools shall only be subject to an accommodation review once in a five year period.

(a) **Overall Mandate of the ARC**

The mandate of each ARC established is to lead the public review of a school or group of schools. ARCs shall assume an advisory role and shall review, report and provide recommendations that will inform the final decision made by the Board of Trustees regarding the accommodation options under consideration for the school or group of schools under review. Subject to Section 6 of this Policy, decisions that might require consolidation, closure or program relocation shall take into account the needs of all the students in all of the schools in a particular group. There may however, be circumstances in which a single school should be studied for closure or relocation. ARCs are required to follow the procedures set out in this Policy.

(b) **Composition of the ARC**

ARCs shall be appointed by the Board and must include membership drawn from the school community, as well as the broader community. ARCs shall include parents/guardians, educators, Board officials and community members.

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The ARC shall consist of the following people participating as members of the Committee.

(i) A Trustee who does not represent any of the schools under review shall be appointed as Chair of the ARC. The appointment shall be made by the Board of Trustees. The Trustee(s) representing the area under review shall be a voting member(s) of the ARC.

(ii) From each school affected:
- the school superintendent or designate (voting member);
- the school principal or designate *(voting member)*;
- one representative from the teaching staff *(voting member)*;
- one representative from the non-teaching staff *(voting member)*;
- the School Advisory Council Chair or designate; at a minimum, the number of parents on the ARC should equal representation by school staff *(voting members)*;
- the Pastor(s) or representative(s) of the parish(es) to which belong the schools under review *(voting member)*;
- one student representative from each secondary school under review *(voting member)*;
- one student representative from each elementary school under review (*non-voting member*);
- a member of the community such as a municipal councillor or delegate, or member of the business community *(voting member)*.

The School Superintendent(s) on the ARC shall function as secretary and in a resource capacity, and shall among other duties, provide notification of public meetings, ensure that appropriate note takers are present at all meetings, prepare meeting agendas as required, facilitate the exchange of information to and from the ARC, and ensure that meeting notes and all information relevant to the accommodation review is made public and readily accessible by having it posted on the Board's website.

(iii) Resource appointments to the ARC may consist of the following:
- staff from the Planning and Facilities Superintendency, including Transportation;
- other administrative staff as necessary.

The ARC shall be deemed to be properly constituted whether or not all the listed members are present and able to participate at public meetings.

(c) **Roles and Responsibilities of the ARC**

(i) **Terms of Reference**

The ARC shall be provided with Terms of Reference prepared by Board staff which will contain the various components of the accommodation review process such as mandate and membership of the ARC, roles and responsibilities of the ARC, procedures for the ARC including community consultation and public meetings and the support to be provided by Board staff. The Terms of Reference will also contain Reference Criteria including educational and accommodation related criteria to be used for examining schools under review and accommodation options under consideration. Examples of Reference Criteria may include site size, school capacity, school utilization, grade configuration and program offerings. A template for the Terms of Reference is provided as Schedule "A" in this Policy document.

(ii) **School Information Profile**

The ARC shall be provided with a School Information Profile prepared by Board staff for each of the schools under review. The School Information Profile shall include the following four considerations about the school(s): value to the student, value to the Board, value to the community, value to the local economy. Examples of factors that may be considered under each of these areas are provided in the School Information Profile template included as Schedule "B" in this Policy document. Other factors that could be used to reflect local circumstances and priorities which may help to further understand the school(s) may be introduced by the ARC. The ARC shall discuss and consult about the School Information Profile(s), and modify where appropriate. The School Information Profile(s) is intended to familiarize the ARC and community members with the school(s) under review in light of the objectives and Reference Criteria outlined in the Terms of Reference.

(iii) **Public Information and Access**

(1) ARCs shall ensure that all information relevant to the accommodation review is made public and available in advance of

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public consultations by having it posted in a prominent location on the Board's website and making it available in print upon request.

(2) ARCs shall provide information to the affected school communities on an ongoing basis, as required.

(3) ARCs shall ensure that information that is technical in nature be provided/explained in plain language.

(4) ARCs shall be provided with all relevant data in the possession of the Board in order to carry out its mandate. This shall include background information about the school(s) under review. This information shall include, but not necessarily be limited to, the following:

- site size and school capacity;
- site plans and floor plans;
- maps of the area;
- portable accommodation;
- current, historic and projected enrolment;
- school organization and programming information;
- location of where students reside;
- school boundaries/attendance areas;
- broad local demographic information;
- population of all publicly funded schools in the area;
- parish boundaries;
- local parish population – families with children of school age;
- Catholic service factor for all schools under review;
- information regarding new housing development;
- information on transportation services;
- expenditures and revenues with particular emphasis on school operations (ie. utilities, cleaning, routine maintenance) and school administration;
- information regarding capital renewal needs; and
- information regarding current community use (tenant information/agreements, permit holders).

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(5) ARCs shall be informed about partnership opportunities, or lack thereof, with other school boards and appropriate public organizations that are financially sustainable, safe for students, and protect the core values and objectives of the Board, as identified as part of the Board's long term planning process.

(6) Board staff shall respond to requests for additional information from the ARC, as required.

(iv) **Accommodation Options**

(1) To assist the ARC with its review, Board staff shall provide the ARC with at least two alternative accommodation options for consideration; such options to address where students would be accommodated, what changes to existing facilities may be required, what programs would be available to students, and transportation requirements. If the options require new capital funding, the ARC shall be informed about the availability of funding, and where no funding exists, how students would be accommodated if funding does not become available.

(2) The ARC may, if it deems necessary, develop alternative accommodation options in light of the objectives and Reference Criteria contained in the Terms of Reference. Board staff shall provide the necessary information to enable the ARC to develop and consider alternative options. If alternative options require new capital funding, the ARC shall be informed about the availability of funding. Where no funding exists, the ARC, with the support of Board staff, will address how students would be accommodated if funding does not become available.

(v) **Community Consultation and Public Meetings**

(1) ARCs shall ensure that a wide range of school and community groups are invited to participate in the consultation. These groups may include school councils, parents/guardians, students, school staff and administration, the local community and other interested parties, alumni and ratepayer associations.

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(2) ARCs shall consult and seek input and community feedback on the School Information Profile(s), and may, as a result of consultations, modify the Profile(s).

(3) ARCs shall seek input and community feedback regarding the accommodation options under consideration, as well as the ARC's Accommodation Report and recommendations to the Board. Discussions shall be based on the Terms of Reference and the School Information Profile(s).

(4) ARCs shall operate within the timelines stated in this Policy and shall hold a minimum of 4 public meetings for consultation. These meetings shall be open to the public.

(5) ARCs shall provide advance notice of public meetings using different methods of notification. Public meetings should be held at the schools under review, or in a nearby facility if physical accessibility cannot be provided at any of the schools under review.

(6) ARCs shall structure public meetings to encourage an open and informed exchange of views.

(7) ARCs shall make available in advance, all relevant information developed to support the discussions at the public meetings.

(8) ARCs shall ensure that minutes/notes reflecting the full range of opinions expressed at the public meetings are recorded and made publicly available by having them posted on the Board website.

(9) ARCs and Board staff shall respond to questions they consider relevant to the review process, which are raised at public meetings, or shall provide a written response appended to the minutes/notes of the meeting and made available on the Board's website if a response during the meeting is not possible.

(10) ARCs shall facilitate at least one session with the student council of any secondary school under review.

(vi) **ARC Report and Recommendations**

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(1) ARCs shall prepare an Accommodation Report with accommodation recommendations consistent with the objectives and Reference Criteria in the Terms of Reference. The needs of all students attending schools under review shall be considered.

(2) ARCs shall consider and address, among other factors which may arise, the following matters in its report:

- Program implications for the students both in the school under consideration for consolidation, closure or program relocation and in the school(s) where programs may be affected by the schools being consolidated.
- The effects of consolidation, closure or program relocation on the following:
  - the attendance area defined for the schools;
  - attendance at other schools;
  - the need and extent of bussing.
- The financial effects of consolidating or not consolidating the school, including any capital implications.
- Savings expected to be realized as a result of the consolidation, closure or program relocation.
  - school operations (utilities, cleaning, routine maintenance).
  - expenditures to address school renewal issues which will no longer be required.
- Revenue implications as a result of the consolidation, closure or program relocation.
- Additional expenditures, if any, at schools which will accommodate students displaced as a result of a consolidation, closure or program relocation decision taken by the Board.
  - school operations (utilities, cleaning, routine maintenance)
  - teaching staff and administration
  - school renewal
  - student transportation
- Net savings/costs associated with:
  - teaching staff and administration
  - paraprofessionals
  - student transportation

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- The possible alternative use or disposition of any empty building.

(3) ARCs shall present and share their report with the community during public consultation, and shall consider changes to the report based on feedback received.

(4) ARCs shall submit the Accommodation Report with recommendations to the Director of Education for review, and arrange to have it posted on the Board's website through the Director of Education's office.

(5) ARCs shall present their Accommodation Report to the Board of Trustees.

4. **Timelines for an Accommodation Review Process**

(i) After the Board has approved and announced an accommodation review, a minimum of 30 calendar-days notice must be provided prior to the first of four required public meetings.

(ii) Beginning with the first public meeting, the public consultation period shall be no less than 90 calendar-days.

(iii) After the ARC has submitted its Accommodation Report to the Director of Education, a minimum of 60 calendar-days notice must be provided prior to the Board meeting at which Trustees will vote on recommendations.

(iv) Extended school holidays such as spring and summer break, and Christmas, including adjacent weekends, shall not be considered part of the 30, 60 or 90 calendar-day notice periods.

5. **Consideration of the ARC's Accommodation Report by the Board**

(a) After the Director of Education has received the ARC's report and recommendations, and after the ARC has presented its report to the Board of Trustees, the Director of Education shall prepare a report for consideration by the Corporate Affairs, Strategic Planning and Property Committee in public session at a regularly scheduled meeting, regarding the ARC's findings and recommendations, as well as staff comments and recommendations.

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(b) The Director of Education's report shall be made publicly available and posted on the Board's website in advance of the Committee meeting at which it is to be considered.

(c) The following material shall be included as appendices to the Director of Education's report:
    (i) ARC report and recommendations;
    (ii) minutes/notes of ARC meetings;
    (iii) submissions received by the ARC from the public;
    (iv) submissions received by the Board directly from the public.

(d) The recommendation(s) contained in the Director of Education's report shall consist of one or more of the following:
    (i) to maintain the schools and to continue to monitor them;
    (ii) to reorganize the schools, their programs or their grade structures;
    (iii) to change the boundaries of the school(s);
    (iv) to consolidate and/or close one or more of the schools.

(e) Opportunity for public input regarding both the ARC's Accommodation Report and the Director of Education's Report shall be provided at a subsequent meeting of the Corporate Affairs, Strategic Planning and Property Committee which will hear delegations and receive written submissions.

(f) The Director of Education shall prepare a further report for consideration by the Corporate Affairs, Strategic Planning and Property Committee in public session at a subsequent regularly scheduled meeting, regarding the public input received and presentations made at the previous Committee meeting. A final decision regarding the school(s) under review may be made as early as this Committee Meeting.

    (i) The report shall include a copy of the presentations and submissions, as well as minutes from the previous meeting.
    (ii) Recommendations made in the Director of Education's previous report may be revised, if necessary.
    (iii) The Director of Education's report shall be made publicly available and posted on the Board's website in advance of the Committee meeting at which it is to be considered.
    (iv) The Board of Trustees may decide to close a school(s) despite an ARC recommendation not to close.

(v) The school community(ies) whose schools have been under review shall be notified in writing of the Board's decision, and the decision shall also be posted on the Board's website.

(g) Any Board decision to consolidate or close a school(s), or relocate program(s), shall be planned for, and implemented no sooner than the following school year.

(h) If the Board of Trustees decides to close a school(s), the Board shall provide clear timelines around when the school(s) will close. If the timelines have expired, the Board will be required to move a motion to extend those timelines and support the original motion on the accommodation review process to continue.

6. **Application of Accommodation Review Guidelines**

(a) The Pupil Accommodation Review Guidelines shall apply to schools offering elementary or secondary regular day-school programs.

(b) While the Pupil Accommodation Review Guidelines shall not apply under the following circumstances, the Board shall consult with local communities about proposed accommodation options for students in advance of any decision by the Board.

(i) A replacement school to be built on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the Board's existing policies.

(ii) When a lease is terminated.

(iii) The relocation, in any school year or over a number of school years, of one or more grades or programs, where the enrolment in such grade(s) or program(s) accounts for less than 50% of the school enrolment. This calculation is based on the enrolment at the time of the relocation or the first phase of a relocation implemented over a number of school years.

(iv) The temporary accommodation of the school population off-site while the permanent school is being repaired or renovated in order to ensure the safety of students during the renovation/repair period.

(v) Facilities which serve as a holding school for a school community whose permanent school is over-subscribed and/or is under construction or repair.

7. **Administrative Review of Accommodation Review Process**

If a review of the Board's accommodation review process is requested, the Board shall follow the requirements of the Ministry of Education's Administrative Review of

<table>
<tr><td rowspan="5">Toronto Catholic District School Board logo</td><td>**POLICY SECTION:**</td><td>**SCHOOL**</td></tr>
<tr><td>**SUB-SECTION:**</td><td></td></tr>
<tr><td>**POLICY NAME:**</td><td>**SCHOOL ACCOMMODATION REVIEW**</td></tr>
<tr><td>**POLICY NO:**</td><td>**S.09**</td></tr>
</table>

Accommodation Review Process which forms part of the Pupil Accommodation Review Guidelines.

Evaluation and Metrics:

1. Annual report to the Board about school accommodation reviews implemented at TCDSB.

2. Feedback from stakeholders impacted by each school accommodation review.

APPENDIX A1

SUB-SECTION:

POLICY NAME: SCHOOL ACCOMMODATION REVIEW

POLICY NO: S.09

Schedule "A"

TERMS OF REFERENCE

1. Mandate of the ARC

2. Composition of the ARC (including voting and non-voting members)

3. Roles and Responsibilities of the ARC

4. Roles and Responsibilities of Board Staff

5. Community Consultation and Public Meetings

6. Accessibility to and Availability of Public Information

7. Parameters and reference criteria for schools under review will include, but not necessarily be limited to, the following:

   - site size and school capacity;
   - site plans and floor plans;
   - portable accommodation;
   - current, historic and projected enrolment;
   - utilization rates;
   - demographic information;
   - information regarding new housing development;
   - maps;
   - grade configuration, program availability and staffing;
   - information on transportation services and policies;
   - information regarding capital renewal needs;
   - financial profile on expenditures and revenues;
   - community use of school including leases and permits.

POLICY SECTION: SCHOOL

SUB-SECTION:

POLICY NAME: SCHOOL ACCOMMODATION REVIEW

POLICY NO: S.09

Schedule "B"
SCHOOL INFORMATION PROFILE

Value to the Student
- the learning environment at the school;
- student outcomes at the school;
- course and program offerings;
- extracurricular activities and extent of student participation;
- the ability of the school's physical space to support student learning;
- the ability of the school's grounds to support healthy physical activity and extracurricular activities;
- accessibility of the school for students with disabilities;
- safety of the school;
- proximity of the school to students/length of bus ride to school.

Value to the School Board
- student outcomes at the school;
- course and program offerings;
- availability of specialized teaching spaces;
- condition and location of school;
- value of the school if it is the only school within the community;
- fiscal and operational factors (e.g. enrolment vs. available space, cost to operate the school, cost of transportation, availability of surplus space in adjacent schools, cost to upgrade the facility so that it can meet student learning objectives).

Value to the Community
- facility for community use;
- program offerings at the school that serve both students and community members (e.g. adult ESL);
- school grounds as green space and/or available for recreational use;
- school as a partner in other government initiatives in the community;
- value of the school if it is the only school within the community.

Value to the Local Economy
- school as a local employer;
- availability of cooperative education;
- availability of training opportunities or partnerships with business;
- attracts or retains families in the community;
- value of the school if it is the only school within the community.

APPENDIX A1

TO: DIRECTOR OF EDUCATION
           OCTOBER 20, 2015

FROM: ARC – Senhor Santo Cristo & St. Luke Elementary Schools

SUBJECT: **Accommodation Review Priority Ranking**

Executive Summary

> In accordance with School Accommodation Reviews (SAR) report tabled January 22, 2015 stating that, "Ministry funding for new construction is tied to a school board's success in maximizing the efficiency and utilization of existing space in its schools." Further, "increase efficiencies through amalgamation create capital funding opportunities for new schools, additions and other capital improvements at schools receiving students as a result of amalgamation". To this end the Board approved three completion cycles of School Accommodation Reviews in accordance with School Accommodation Review Policy (S.09).
>
> Senhor Santo Cristo and St. Luke fall within cycle one, have fully adhered to School Accommodation Review (S.09) policy and are able to make the following recommendation to the Director of Education.
>
> With this report the writer has submitted a binder with all backup public and working committee meets, agendas, presentations, minutes for each meeting and the final vote.
>
> Recommendation: That Senhor Santo Cristo and St. Luke be amalgamated on the St. Luke site and that St. Luke be retrofitted for the two school communities with a new name yet to be determined.

Comments:

1. The Ministry of Education's current Capital Priorities Funding focus is on projects that promote efficient use of space.

2. This information report is submitted to the Director of Education for consideration in accordance with School Accommodation Review Policy (S.09).

3. Following the guidelines of Policy (S.09) the Senhor Santo Cristo and St. Luke SAR committees met in public on February 26th, March 24th, April 14th, June 10th, and September 28th, 2015. There were opportunities for questions and responses in regards to purpose, and possible outcome at each of the four public meetings.

4. The criteria used in this analysis include the following:

    a) School capacity
    b) Projected school enrolment
    c) Current and projected facility utilization rate
    d) Site size
    e) Facility condition

5. As required in S.09 Policy Senhor Santo Cristo and St. Luke were identified as candidates for review and were grouped to form a cycle one "School Cluster".

6. The Senhor Santo Cristo/St Luke School Communities were represented by a duly formed committee as directed by Policy S.09. Four public meetings and an equal number of working meetings ensured that the committee had the information and the confidence to arrive to the recommendations in this report.

7. Central staff from Facilities, Transportation, Curriculum and Accountability, Safe Schools, Special Education and Human Resources presented at the public meetings and provided detailed information to the SAR committee and the general public on the pros and cons of remaining as two separate Catholic schools or consolidating into one.

8. In addition four working committee meetings were added to assist the SAR committee members to fully review Toronto Catholic District School Board documents and seek clarification where necessary.

9. Both school committee members have endorsed the recommendations in this report.

10. That the Director consider the following:

  i. That the Director request that the Transportation Department review the bussing routes for students who will need to be relocated to St. Luke without impacting the existing level of services.

  ii. That the Director consider the following in the amalgamation of Senhor Santo Cristo and St. Luke:

    a) Designated pick up and drop off area
    b) Good sight lines
    c) Exterior security cameras
    d) French Immersion/Extended French
    e) Day Care in school
    f) Before and After school programs
    g) Niagara University partnership
    h) SAL and STEP be part of school
    i) Gifted withdrawal - Congregated
    j) Consultation of new school name with the two school communities
    k) Honour the histories of the two school communities
    l) Maintain International Languages

m) Designated ISP/M. E. suite with appropriate equipment and Snoezelen room
n) Space for reflection
o) Air conditioning
p) ECO focused
q) Natural lighting
r) Multipurpose room for flexible programs i.e. Drama/visual arts/animation/music
s) School yard design/marking for cooperative games
t) Continue the morning meal program
u) Dedicated lunch space
v) Keep the relationship with Friends of Roxton Road Parks
w) Signage
x) Attractive design of exterior retrofit
y) Fencing that ensures students' safety
z) More staff parking
aa) Memory wall

iii.   TCDSB provide barrier free accessibility for all students with needs in the amalgamation of Senhor Santo Cristo and St. Luke.

iv.   That the Director consider the following features in the amalgamation of the two schools with respect to the creation of a retrofit school building:

   a) An enrolment between 350-400 students
   b) Interior 21st Century design with breakout spaces and flexible seating arrangements

v.   That the Director be informed that the SAR committee had the following four options that were agreed and voted upon in the final public meeting:

   a) Amalgamation at St. Luke with a retrofit
   b) Amalgamation at Senhor Santo Cristo with a retrofit
   c) New school on the St. Luke site
   d) New school on the Senhor Santo Cristo

Recommendation:

1. The Senhor Santo Cristo/St. Luke SAR committee submits the following final recommendations to the Director of Education for consideration:

   • That the current St. Luke site be retrofitted.

   • That the recommendations in section 7 be considered. *(Staff note – the recommendations are referenced in **comment #10** not 7)*

   • That the new retrofitted school be known by a new name yet to be determined.

TCDSB Planning Services
Feb 2015
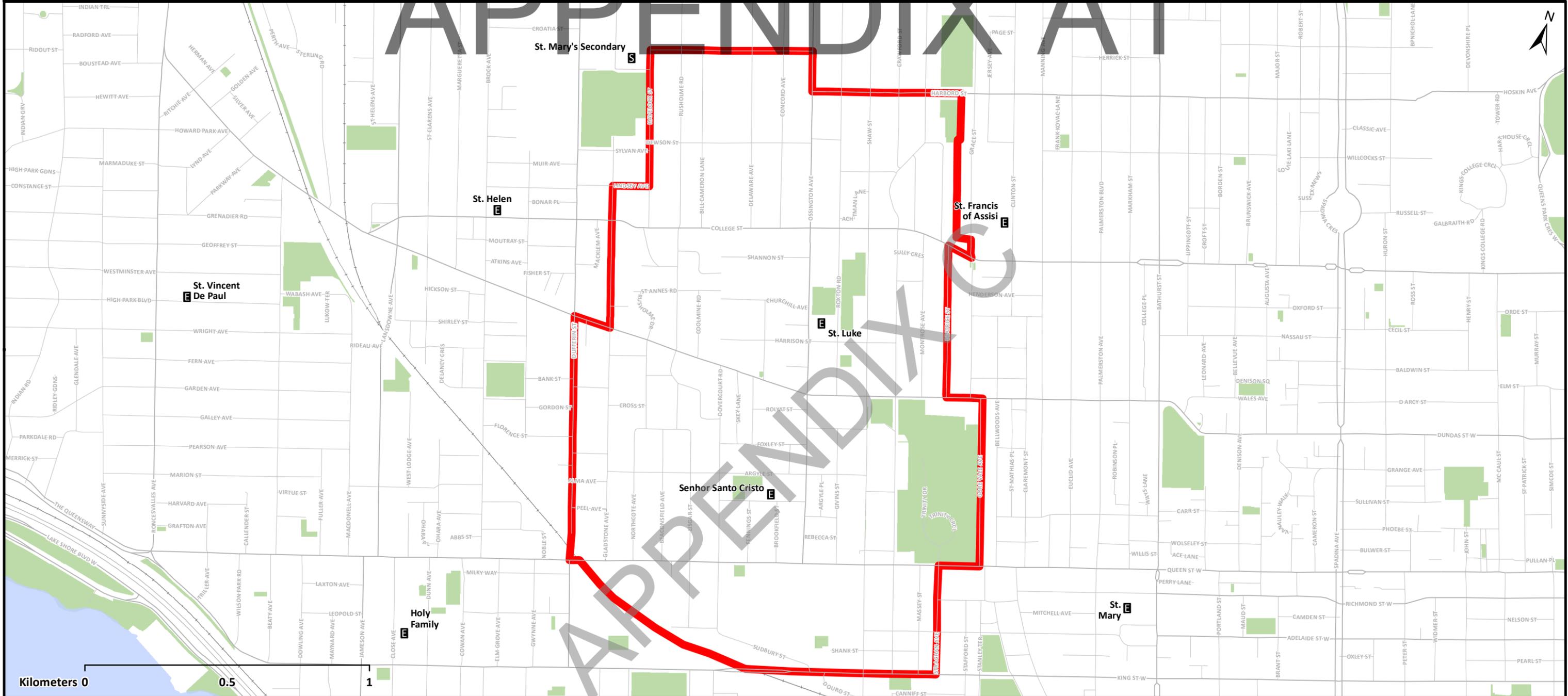
Scenario 1: Senhor Santo Cristo Consolidated with St. Luke

SENHOR SANTO CRISTO	OTG	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Pupil Count	553	90	86	0	0	0	0	0	0	0	0	0	0	0	0	0
Rate of Utilization (%)		16%	15%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

ST LUKE	OTG	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
Pupil Count	571	241	229	304	297	296	289	286	283	282	280	279	277	276	275	273
Rate of Utilization (%)		42%	40%	53%	52%	52%	51%	50%	50%	49%	49%	49%	49%	48%	48%	48%

Legend

- E Elementary School
- S Secondary School
- F Future School Location
- T Temporary School Location/ Under Construction
- A Alternative/Adult Education
- B Admin Building
- Streets
- Railway
- Water & Rivers
- Parks
- Fixed Attendance Boundaries

MINUTES
ACCOMMODATION REVIEW COMMITTEE MEETING (ARC)
DATE: February 26th, 2015 – 1st Public Meeting
SENHOR SANTO CRISTO/ST. LUKE
TIME: 7:00 PM – 9:00 PM

AGENDA ITEMS AND DISCUSSION	NOTES	FOLLOW UP REQUIRED	RESPONSIBILITY OF
In attendance: *Committee Members:* Dr. Jim Saraco, Superintendent of Education Jo-Ann Davis, Trustee, Ward 9 Frank D'Amico, Chair, Trustee Mike Layton, City Councillor John Volek, Planning Services Liliana Lio, Principal, Senhor Santo Cristo Joanne Saragosa, Principal, St. Luke Committee members of Senhor Santo Cristo and St. Luke Schools			
Opening/ Closing Prayer	Fr. Conrad Fernandes , Pastor of St. Francis of Assisi Church		
Welcome & Introduction of Board Personnel	The evening's schedule was as follows: • 7:00 – 8:30 pm • Introduction of Board Personal and committee members of SARC • Presentation and review of the SARC reports • Presentation of Programs and services • 8:30 – 9:00 pm • Questions and Answer period		
Patrick Keyes	Supt of Student Success		
Cristina Fernandes	Supt. Of Student Achievement & Well Being, FDK Programs		

Marilyn Rodrigues-Wright	Sr. Manager, Child Care Services, Community Relations		
Kevin Hodgkinson	General Manager, Transportation		
Ericka Aguilera Morales	Community Relations Officer		
PRESENTATIONS:			
John Volek, Sr. Coordinator, Planning Services	Reviewed in detail the ***School Accommodation Review priority Ranking Report***. *The committee was provided with memory Sticks with all data, printed binders, and a printed sheet with a link to where the data can be found on the Board's website*		
	John discussed the Board's ***School Accommodation Review Policy***		
	John provided step by step for the public how the information can be accessed through the Board's website.		
	All information regarding the SARC process will be posted on the Board's website.		
	Guidelines and timelines discussed		
	Recommended under the School Accommodation Review Policy that Schedule "A": ***Terms of Reference*** be read.		
	Touched on the conditions of the buildings of both schools and the utilization rate of both schools was given.		
Patrick Keys, Supt of Student Success What are the advantages of school amalgamation?	There are three things that can be looked at: • Less combined grades, • a great chance of a diverse curriculum and • the use of the community as a point of reference to enrich the curriculum.		

Cristina Fernandes, Supt of FDK Programs	Spoke on the Full Day Kindergarten program enrolment process. The possibility of a before and after school programs for different age group • Requirement of 20 students needed		
Marilyn Rodrigues-Wright, Sr. Manager, Child Care Services	In order to promote the before and after school program for 4/5 year olds children we would require a minimum of 20 children. • 6 to 12 year olds the requirement is a minimum of 25 children. • When we have student population of 300 or more these programs become available. Fees subsidies are available through the City of Toronto, Children Services to offset the cost of child care fees.		
Kevin Hodgkinson, General Manager, Transportation	School busing would be provided to students between the Schools during transition if the students live more than 1.5 km in accordance of the Transportation policy		
Ericka Aguilera Morales, Community Relations Officer	How the community would benefit with the consolidation. Programs offered by organizations/agencies serving the school community will more likely happen as a result of a larger school enrolment. Community opportunities to participate in different • Activities, symposiums, conferences provided by TCDSB in partnership with organizations/agencies will benefit a larger number of families with amalgamation.		

Request for Information during the Question and Answer period			
1. Has the Board factored in the "shrinkage"/loss of students to TDSB? **Directed to John Volek**	We would have very little loss of movement to TDSB. We will have an allure factor by promoting a new school.		
2. How would staffing look like when the two schools merge?	Human Resources will address this concern. Seniority is considered.	Rory McGuckin	Human Resources
3. Actual size of Senhor Santo Cristo is different from your facts. City has more accurate site lines.	Ownership maps will be updated.	John Volek	Planning Services
4. What is the time line of the consolidation? **Directed to John Volek**	Three more Public meetings will continue to take place until the end of June. • The Board will meet in October to make a recommendation The report will go to the Ministry of Education for consideration for March 2016 for approval and funding.		
5. What happens to the "Closed" school? Senhor Santo Cristo is in a residential and St. Luke is on a Main Street. **Directed to John Volek**	ARC committee will make recommendations of the use of the "closed" site. City Councillor/MPP will consider use of closed school. Closed school will be used for community use.		
6. Will special education students get busing? **Directed to Kevin Hodgkinson**	Special Ed. Students will be provided transportation during the transition. Other students will be provided busing if the live within the transportation policy of 1.5 km. The ARC committee can make a recommendation that students from both communities be provided transportation to the new located school.		
7. What would FDK look like in a school of 300 or more students? **Directed to Cristina Fernandes and Marilyn Rodrigues-Wright**	There would more likely be 2 to 3 FDK classes. • A better before/after school program • This would sustain child care program • Attract others to enroll in our school • Less split grades • Strong parent engagement Strong Catholic Presence		

8. What will our community look like?	• Tutoring programs will increase due to demand • More involvement in the Parishes • The Need and demand will grow • Access community partnerships (i.e. Universities, Organizations and Associations)		
9. How do we remind our parents that we remain viable as Catholics during this emotional time? **Directed to Father Conrad, St. Francis of Assisi Parish**	It's the people who make the school, we are protective of our school, but we need to define ourselves as Catholics, not just on territory. We can collaborate/join on fun fairs, have Christmas concerts together, It will make transition easier/better. We will be more comfortable with each other		
10. How about if we get Public School students register into our schools, that would help in the enrolment. **Answered by Jim Saraco**	We would be tracking this, we would welcome all students to register who qualify under the elementary admission policy. We are aware of TDSB schools that will be closing some of their schools.		
11. Community Incentives – Let's start now. Let's offer "free Day Care"? Directed to Marilyn Rodrigues-Wright	We do not offer free day care. Just subsidy. There are 21,000 children on wait lists. • This is a provincial matter regarding funding. This question should brought to your City Councillor/your MPP regarding the cost of Day Care.		
12. In 20 years from now will there be another ARC? **Directed to John Volek**	We have to market the New School. There could be a potential to increase enrolment. • We will need to attract registration. • Allure factor • Update facility • Marketing strategies Communication		
13. How about looking at a K to 5 at one school and 6 to 8 at the other school? **Answered by Jack Layton**	We need to get creative in our schools. It's hard to find unique partnerships that is feasible while students are learning. (i.e. Niagara University) it works well at Senhor Santo Cristo.		
14. Could we have Senhor Santo Cristo as a cooking or yoga school or create Senhor Santo Cristo as a focus school. **Directed to John Volek**	Ministry funding is limited, we cannot sustain running this school. Operating expenses will not change. Connection with cooking, love of culinary could happen if we can imagine it.		

15. Will class size change when we join together. **Answer by Jim Saraco and Cristina Fernandes**	No, we will follow the collective agreement/class size will be honoured. Human Resources will present to the ARC committee what a school of 300 students would look like through the Form 100 School Staffing Model. 30 students in an FDK class with 1 ECE		
16. Does a property/value of land play a factor? St. Luke vs Senhor Santo Cristo what is worth more in real estate? **Directed to John Volek & Trustee Davis**	The goal is to keep public places in public hands. No, real estate is not a factor. Maintaining the building and staffing will save the Board monies. • The amalgamation and consolidation is the saving factor.		
17. What happens to the monies saved when a school closes? **Directed to John Volek**	All monies saved will be added to the main pool at the • School Board level.		
Adjournment:	**9:15 pm**		

MINUTES
ACCOMMODATION REVIEW COMMITTEE MEETING (ARC)
DATE: MARCH 24, 2015 – 2ND PUBLIC MEETING
ST. LUKE/ SENHOR SANTO CRISTO
TIME: 7:00 PM – 9:00 PM

AGENDA ITEMS AND DISCUSSION	NOTES	FOLLOW UP REQUIRED	RESPONSIBILITY OF
In attendance: *Committee Members:* Dr. Jim Saraco, Superintendent of Education Jo-Ann Davis, Trustee, Ward 9 Frank D'Amico, Chair, Trustee Mike Layton, City Councillor Liliana Lio, Principal, Sen. Santo Cristo Joanne Saragosa, Principal, St. Luke Committee members of Senhor Santo Cristo and St. Luke Schools			
Opening/ Closing Prayer	Fr. Conrad Fernandes , Pastor of St. Francis of Assisi Church		
Welcome & Introduction of Board Personnel	The evening's schedule was as follows: • 7:00 – 8:30 pm • Introduction of Board Personal and committee members of SARC • Presentation from Human Resources on Staffing & Form 100 • Questions and Answer period from 8:30 – 9:00 pm		
Rory McGuckin	Supt of Human Resources		
Kevin Hodgkinson	General Manager, Transportation		
PRESENTATIONS:			
Rory McGuckin, Supt. Of Ed., Human Resources	Discussed the process of the Form 100. How the enrolment and staffing model would look like for next		

	school year. • Presented the Form 100 if the two schools would be combined • Looked at 2 factors – school enrolment & staff ratio • Students at 26 to 1 would go to 30 to 1 • Grades 1 – 3 following the M. of Ed. To 23 students • Grades 4 to 8 25.7 • Provide French, Spec. Ed. Teacher, Vocal music • Grade 7 & 8 Instrumental music • 2nd language Combining both schools – 6 combined grades and 10 straight grades. • Class size aver of 25 • There would be an increase in Music • Core French would be the same • Decrease in instrumental • ESL – based on need of school and Spec. Ed. • Low enrolment schools have more combined grades • Save monies on caretakers • Two fewer teachers and 1 less EA		
Kevin Hodgkinson, General Manager, Transportation	School busing would be provided to students between the Schools during transition if the students live more than 1.5 km in accordance of the Transportation policy		
Request for Information during the Question and Answer period	**Answers:**		
1. Does the ratio of Special Education/ESL change	Support is directly looked at the individual needs of the students (IEP). An Annual review is held with the Special Ed. Dept. Human Resources has a "hold back" in case we need to put another EA or teacher in a class. All based on the current/existing need of the current students.		
2. When is it calculated?	This is already done through Trillium Campion.		
3. If we combine grades, why would we	There may be a greater need in the Secondary panel.		

lose an EA?	Principal has no control over Spec. Ed. Allocations.		
4. If we have more ELP would we get more EAs?	ECE's are placed in JK and SK classes not EAs, unless we have Spec needs in ELP and an EA might be needed to self-regulations.		
5. St. Christopher House. How would this impact us? They want to be included in the discussions.	School building will remain in public hands, programs will continue. This could provide expansion in the empty building. We would invite Community involvement and keep the Christopher House as a partner.		
6. Has STEP/SAL been considered? Where are we going?	Program will follow, there will be space to accommodate SAL program, Section 23 and Niagara University all in one building.		
7. When will talks commence with Niagara University.	The committee will make suggestions. The Board has already commenced talks with Niagara University about possible partnerships both with the University and elementary school. Talks have started. Niagara University could be a stronger connection as a partner. • At the next working committee meeting the financial option of the other building will be discussed.		
8. When will the community partners be considered in the retrofitting?	The committee in their report will include the community partners.		
9. If the building is in public hands, how can we save money in maintaining the building?	It will not be school caretakers, it would be part of a business case. At the next working committee meeting we can discuss business case.		
10. West Neighbourhood House – is housed in two buildings. We have a full Early Learning Centre, these children will need space in schools when they turn 4yrs. We need to keep buildings in public hands.	A "human advantage" by merging staff. More hands = more activities = students, more will benefit. The other building would become a community hub all housed in one building.		
11. What will happen to the memory rock at Senhor Santo Cristo?	The family would be asked what they would want to see done and make it an item as one of the recommendations.		
11. What would the School Name be?	The committee would decide.		
12. What would happen to the banners and awards?	The committee would make the decisions of what they would want to do with the plagues and awards. The history and past will not be ignored. The committee will decide how they would like to proceed with a memory wall.		

Question	Response		
13. If enrolment decreases can we have TECT here to shed light on surplus?	Mario Bernardo will be invited to the next public meeting.		
14. How would transition affect children?	School events could be combined to help with the transition. Principals can co-plan events. This would build the community/culture, bring positive growth to both schools. • new school name/no losers • New identity • Kids do well with new situations Communities coming together. What parents say influences the attitudes of our students. Students need to hear positive messages and take this seriously, we need to give up something in order to get something.		
15. How are we going to keep students in the Catholic Schools	• Busing will be provided if students are over 1.5 km from the school. • The committee can recommend new programs to keep students/get more students from the public board. • Introduce new program Learning through the Arts – specialized program • Look at enhanced programing		
16. If there is no money? What is a new high school being considered at the West Don Lands	We have no determination yet. EBC. We need another High School in the downtown Toronto. Committee can suggest. School needs to be 80% used.		
17. The following questions were asked: • Make one building (SSC) considered as a high school? • Add a daycare to both schools/sites • K-12 school • Status quo • Move Ossington Old Orchard Daycare at St. Luke • Should have had 60 days' notice of first public meeting not 30 days. • Community members should know when meetings are happening • More public communication/notices of meetings.	The MPP's and the Parishes were notified.		

APPENDIX D

18. The word "Accommodation" is misleading. Enrolment will continue to decline, public being misled.	Trustees were not ready 7 years ago. They are ready now. Downtown Toronto has too many daycares.		
19. When would renovations start? How would this affect the students?	The committee will write their recommendations by June. Renovations would start within 2 years after merging. • Facilities would be invited to come to the next meeting.		
20. Academic performance – will it be monitored?	Committee will make recommendations, staff and principals know who are the students at risk are.		
21. What have we learned so far?	The last two questions were provide by Dr. Jim Saraco. Any other questions and or concerns can be addressed by e-mail at jim.saraco@tcdsb.org and/or jo-ann.davis@tcdsb.org		
22. What more information do you need?	A Working committee was established to discuss further needs. The following dates were set; April 8th, and May 27, 2015.		
At the next public meeting:	To invite Maya Puccetti, Superintendent of Planning & Facilities.		
Adjournment:	**9:04 pm**		

MINUTES
ACCOMMODATION REVIEW COMMITTEE MEETING (ARC)
DATE: APRIL 14, 2015 – 3RD PUBLIC MEETING
SENHOR SANTO CRISTO/ST. LUKE
TIME: 7:00 PM – 9:00 PM

AGENDA ITEMS AND DISCUSSION	NOTES	FOLLOW UP REQUIRED	RESPONSIBILITY OF
In attendance: ***Committee Members:*** Dr. Jim Saraco, Superintendent of Education Frank D'Amico, Chair, Trustee Mike Layton, City Councillor Liliana Lio, Principal, Sen. Santo Cristo Joanne Saragosa, Principal, St. Luke John Volek, Planning Services Jonathan Howley, Planning Services Committee members of Senhor Santo Cristo and St. Luke Schools			
Regrets: Trustee Jo-Ann Davis			
Opening/ Closing Prayer	Fr. Conrad Fernandes, Pastor of St. Francis of Assisi Church		
	The evening's schedule was as follows: • 7:00 – 8:30 pm • Introduction of Board Personal and committee members of SARC • Presentation from Patricia Marra-Stapleton and Jennifer Petrone, SAL Program • Questions and Answer period from 8:30 – 9:00 pm		
Patricia Marra-Stapleton	M.SC.,C. Psych. Assoc. Mental Health Leader		
Jennifer Petrone	SAL Program, Secondary Teacher		
John Wujek	Principal, Msgr. Fraser College		
Marisa Rolfe,	SAL Program, Child Youth Worker		

PRESENTATIONS:			
Jennifer Petrone , SAL Program Marissa Rolfe, CYW	Reviewed in detail the *Supervised Alternative Learning (SAL)* program. It was previously known as SALEP There are two locations Northeast SAL site located in Holy Redeemer School and Southwest SAL site located at Senhor Santo Cristo School. The SAL program has been part of the Education Act since 1974 that allows alternative programming for students, aged 14-18 who find they are not benefiting within the regular school system. This program has been located at the Senhor Santo Cristo site for approximately 7 years. Due to the success of the program every consideration will be made to accommodate the program in the new location.		
Patricia Marra-Stapleton, Psychology Services	Presented a Power point presentation on Transitioning to a New School Location: Well-Being Implications to Consider. - Overview - Current Available Evidence "Supporting Minds": MOE mental Health resource Guide for Educators k-12 - Ministry of Education: School Climate - Ministry of Education: Resilience - Ministry of Education: Family Engagement - Social Learning Theory: "Do as I Do" - School – Family Partnerships - What can parents do to support transitions? - We Are In This Together See detailed presentation attached.		
Request for Information during the Question and Answer period	**Questions were answered**		
1. What should Schools start doing to	The two communities could organize the following:		

make the transition successful?	• Meet & Greet for students and parents & communities • B.B.Q's between the schools • Fun Days • Voice/Access/Ownership • Visit the site with students, staff & family The SARC Working committee will be touring both schools locations at their next meeting of May 27th, 2015 at 7:00 pm.		
2. Can the students of both schools have a say in the name of the new school?	This item can be one of the recommendations in the report to have the Students and even the Archdiocese be involved in the naming of the new school.	**Jim Saraco**	
3. Will the STEP & SAL program leave the school if amalgamated?	This item can be one of the recommendations that the programs follow the elementary school.	**Jim Saraco**	
4. Will the school tour consider community relationships as well as facility?	The SARC committee will consider all relevant aspects of the schools toured.	**Jim Saraco**	
5. Will the new school have areas that cannot be accessed to visitors or community use when the students are in school?	There will be limited/controlled access of the school when there is a permit. Safety features will be put in place.	**John Volek**	
6. What programs (new programs) can we have in our new school?	This item can be one of the recommendations in the report to have the Gifted program and the French Immersion program in the new school. The French immersion at St. Francis of Assisi was not well received. This was a new program, but it didn't meet the needs /demands of the school.	This has been discussed in a previous SARC meeting and the minutes are now posted on our website.	
7. What's the board planning to do with the empty school?	• Developments in our area are considered in projections. • Developments (500-600) units doesn't mean that it will be filled with kids. • Projections were for presentations, we may have overlooked a couple of developments, but for the most part they are accurate. • Core Holds – maintain schools for future	John Volek	

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	demographic changes • Many schools are used after hours by permit holders.		
8. Has a decision been made to close this site?	• The committee has not decided what will happen yet. • The committee always discuss/explore options. • The committee requested at the last meeting to have Patricia Marra-Stapleton attend and speak on students transitioning to a new school.		
9. On a scale of 1 to 10 how would you measure the stress and anxiety level for a child moving school?	Every child is different, they wouldn't move alone. Protective factor – community/staff would move together.	P. Marra-Stapleton	
10. Is the committee considering the emotional impact on the transition?	If the committee needs more information to make a determination. We will invite Patricia Marra-Stapleton back.	**Jim Saraco**	
11. Councillor Layton	Informed the community that we're making sure that new developers have 2-3 bedrooms so it holds more kids • maintain residential feel • facilities are more protective		
12. John Volek	Suggested inviting a receiving Principal from to speak on the transition process		
Adjournment:	8:55 pm		

**Transitioning To a New School Location :
Well-Being Implications to Consider**

Supporting Student Mental Health and
Well-Being in TCDSB

Patricia Marra-Stapleton
M.SC.,C. Psych. Assoc.
Mental Health Leader

Supported by School Mental Health ASSIST

Overview

- Current available evidence
- Ministry of Education
- Social Learning Theory
- School Family Partnerships
- What can we do to support the transition

Current Available Evidence

- No direct studies on impact of school transition and student Mental Health SAMHSA(Substance Abuse and Mental Health Services Administration), CASEL(Collaborative for Social and Emotional Learning), and Centers Of Excellence in Children's MH Ontario,
- Studies do show some negative effects (not causal) when school transitions are :
  o Frequent
  o Involve rural to urban , or urban to rural change
  o Are done in absence of appropriate preparation

"Supporting Minds": MOE Mental Health resource Guide for Educators k-12

Supporting Minds

An Educator's Guide to Promoting
Students' Mental Health and Well-being

Draft Version | 2013
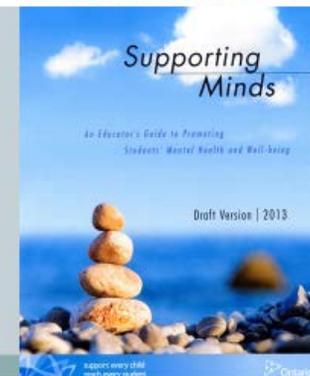
Ministry of Education : School Climate

" *The school climate may be defined as **the learning environment** and **relationships** found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and **accepted,** and actively promote positive behaviors and interactions.* "

(Ministry of Education, 2012, p.2)

Ministry of Education : Resilience

" *Positive mental health and emotional well-being are closely related to the development of psychological and emotional resilience. **Resilience involves being able to recover from difficulties or change** – to function as well as before and then move forward,. It is often referred to the ability to " bounce back" from difficulties and challenges.*"

(Ministry of Education, 2010, p.33)

Ministry of Education : Family Engagement

" *Research shows that families' **engagement** in their children's learning reaps **powerful benefits**... when relationships with families are based on **mutual** trust and respect and are sensitive to family culture, values, language, and composition...*"
(Ministry of Education , 2010-11, p.31)

Social Learning Theory: " Do as I Do"

- Social learning Theory (A. Bandura): Learning is a cognitive process that takes place in a social context. It can include observation, direct instruction, and it can occur in the absence of reinforcement
- Thinking > Environment> Behavior
All influence each other.
- They practice what we show them.....

School – Family Partnerships

- Establishing effective partnerships between educators and families, using complementary strategies to promote learning and well-being both at home and school yields the best gains in achievement and well-being.
- Skills (academic or social emotional) are enhanced when mutually supported and reinforced by both home and school. (Durlak 2011, Patruikakou and Weissberg, 2007)
- Research shows that students whose parents are more involved in their education have higher grades, test scores, better attendance, better homework completion(Barnard, 2004, Henderson et al 2002)

What can parents do to support transition?

- Pay attention to your child's temperament. How do they normally react to change?
- Practice the route (if new)
- Visit the new site early/ often
- Arrange for your child to meet any potentially new personnel
- Model transition management for your child (use examples from your own life situation , work etc.) Make an effort to socialize with any new families

We Are In This Together

- The power of Support and Help
- Help them get the help. *TCDSB Mental health Response Guidelines*
- *http://www.tcdsb.org/ProgramsServices/SpecialEducation/mhs/Pages/default.aspx for links to Mental Health and Wellness Policy as well as associated Guidelines.*
- Case Conference (Guidance , Psychology, Social Work , Student , Family, Community Agencies)
- When in Doubt Check It Out

Contact
Mental Health LEADER

Patricia Marra-Stapleton,
M.Sc., C. Psych. Assoc.
Mental Health Leader, TCDSB
patricia.marra-stapleton@tcdsb.org
416-222-8282 (ext. 2774)

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- www.mooddisorders.on.ca
- www.cymhin.ca
- www.smh-assist.ca
- teenmentalhealth.org
- http://www.kidsmentalhealth.ca/parents/introduction.php
- Kids help line – 1-800-668-6868
- healthymindscanada.ca ("When Something's Wrong" " helpful suggestions for teachers / parents

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MINUTES
SCHOOL ACCOMMODATION REVIEW COMMITTEE MEETING (SARC)
DATE: June 10th, 2015
St. Luke & Senhor Santo Cristo
TIME: 7:00 – 9:00 PM – 4th Public Meeting

AGENDA ITEMS AND DISCUSSION	NOTES	FOLLOW UP REQUIRED	RESPONSIBILITY OF
In attendance: at St. Luke Dr. Jim Saraco, Superintendent of Education Frank D'Amico, Chair, Trustee Jo-Ann Davis, Trustee, Ward 9 Liliana Lio, Principal Joanne Saragosa, Principal SARC Committee Members of Senhor Santo Cristo and St. Luke Schools			
Opening/ Closing Prayer	Father Conrad Fernandes, Pastor of St. Francis of Assisi Church		
Trustee Jo-Ann Davis started with the following questions.	*Date set for the next Public Meeting:* *September 28th, 2015 at 7:00 pm at Senhor Santo Cristo School* Agreement on the following items: • An amalgamated school • School to have new name • Heritage of the two school communities to be remembered in the new space. **Action item: for September for John Yan, Sr. Coordinator Communications, to provide the Process for picking a new school name.** **Action item:** • Suggestion to have a Specialty wall honouring the heritage of the students of both school write their		

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	names on a big canvas as the founding students of the school.		
1. What is "essential" for the future of Catholic Education in this community:	The following points were mentioned • Safety • Good drop off/pick up of students • Good site lines • French Immersion/ Extended French • Day Care in school • Before & After care for students • Niagara University partnership • SAL & STEP part of school • Gifted withdrawal- Congregated • New School name • Honour the heritage • International Languages (Portuguese, Spanish • Designated "ME" room (gross motor) equipment and quiet time space • Chapel • Green roof • Air conditioning • ECO focused • Natural lighting • Elevator/wheel chair lift • Musical focus • Drama/visual arts/animation • Hands-on focus • Wood working "Shop Class" • Home Education • Computer training – Specialty classes (graphics/animation) • Athletics – Track & Field • Breakfast/Lunch Programs • Keep the relationship with Roxton Roads Park – outdoor education. • Lunch program		

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	• Dedicated lunch space • Reggio model for outdoor ed. (ELP enhancement) • Big rocks as seating areas. • More games/equipment basketball nets in Junior/intermediate outdoor yard. • More excursions/access to ROM/TSO/AGO/ field trip connected to the curriculum/exploratory learning • school by the Water/CN • Tower • More advertising/more marketing for new school • LED sign • More staff parking • ME students, more partnership to Geneva Centre/Surrey Place/Holland Bloor View/Autism Ontario		
2. Relationship to Parish	• Children's Liturgy • Band • Students role play scripture • More visibility of Priest in school – regular visit • School visit • School participates in sacramental preparation with parent participation • Catechism • Retreat – at the Church		
3. Mentorship presentations	• Partnership with community to present to students about careers/professions • Anti-bullying programs/workshops/ play shops • Continue transition programs (Summer Program) for credit for Grade 7/8 • Rotary schedule for junior/intermediate classes • Art on exterior of school representing the student population and the talents of the community, • walkway of foot path		

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	• Time capsule • Inauguration		
	To Note: **Monday, September 28th, 2015 (Public Meeting)** **Voting will take place.**		
Father Conrad's Activity (exercise) Reflect and revisit between now and September. • What is your Biggest FEAR? • What is your Biggest HOPE?	Parent's biggest fear is what will happen to the empty school? More town homes? Tear down of old building? More Condos? Fear that Catholic Elementary schools will not exist anymore. • We should welcome Christians other religions in our schools. • "Sense of Community" needs to be strong • Will catchment/boundaries change? Yes.		
Meeting adjourned at 9:00 pm			

APPENDIX D

MINUTES
SCHOOL ACCOMMODATION REVIEW COMMITTEE MEETING (SARC)
DATE: September 28, 2015
St. Luke & Senhor Santo Cristo
TIME: 7:00 – 9:00 PM – 5th, Public Meeting - Voting Meeting

AGENDA ITEMS AND DISCUSSION	NOTES	FOLLOW UP REQUIRED	RESPONSIBILITY OF
In attendance: at Senhor Santo Cristo Dr. Jim Saraco, Superintendent of Education Frank D'Amico, Chair, Trustee Anna Iwasykiw, New Principal, Senhor S. Cristo Joanne Saragosa, Principal SARC Committee Members of Senhor Santo Cristo and St. Luke Schools			
Absent:	Jo Ann Davis, Trustee, Ward 9		
Opening/ Closing Prayer	Jim Saraco / Fr. Conrad		
	• Jim Saraco spoke to the committee members about the voting process and the meaning of "Retrofit and Amalgamation". • He would be writing the Report that would go to the Director. • Suggested that another meeting (working committee meeting would be set to review the report before it Is brought forward. Mr. Saraco informed the committee: • Once the report is done it will need to go to two Board meetings in October and November before it goes to the Ministry for Grant Funding. • Informed the committee that it should go to the Ministry by the end of November or the beginning of January 2016.		

The voting processing began with the following options:	1. Retrofit to/at Senhor Santo Cristo 2. Retrofit to/at St. Luke 3. Amalgamation Senhor Santo Cristo to St. Luke 4. Amalgamation St. Luke to Senhor Santo Cristo 5. Status Quo Elimination of Options 3 & 4 were removed as agreed Upon by the committee members.		
Round One – Total of 11 votes	Options: 1. 4 votes 2. 7 votes		
Recommendation by Committee vote.	That option #2 Retrofit to/at St. Luke be placed in the report for the Director's consideration.		
Adjournment: 7:53 pm.			

SARC 3: SENHOR SANTO CRISTO AND ST LUKE

	Comparative Information	Scenario #1:Status Quo with Senhor Santo Cristo remaining open as well as St Luke		Scenario #2: Consolidation: Senhor Santo Cristo moves to St Luke - with some renewal and program related retrofit work at St Luke (assumes disposal of Senhor Santo Cristo or cost-recovery rental model)	Anticipated Cost Savings for Scenario #2	Comments
		Estimated Cost		Estimated Cost		
	Priority Renewal Work to 2019	Senhor Santo Cristo	St Luke			From EDU Inspections/local requests & based on component condition/health & safety - mainatinance of assest
	Senhor Santo Cristo:					
	Roofing	$400,000				from TCPS
A	Boilers/BAS/HVAC/DW tanks	$856,000				from TCPS

SARC 3: SENHOR SANTO CRISTO AND ST LUKE

	Comparative Information	Scenario #1:Status Quo with Senhor Santo Cristo remaining open as well as St Luke		Scenario #2: Consolidation: Senhor Santo Cristo moves to St Luke - with some renewal and program related retrofit work at St Luke (assumes disposal of Senhor Santo Cristo or cost-recovery rental model)	Anticipated Cost Savings for Scenario #2	Comments
		Estimated Cost		Estimated Cost		
A	Fire alarm system	$120,000				from TCPS
	High Priority interior finishes	$300,000				from TCPS
	Subtotal	**$1,676,000**			$1,676,000	
	St Luke:					
	Interior Stair Replacement		$225,000	$225,000		from TCPS
	Roof Replacement		$400,000	$400,000		from TCPS
	Security		$50,000	$50,000		from TCPS
	Subtotal		**$675,000**	**$675,000**	$0	
	Total				$1,676,000	

SARC 3: SENHOR SANTO CRISTO AND ST LUKE

	Comparative Information	Scenario #1:Status Quo with Senhor Santo Cristo remaining open as well as St Luke		Scenario #2: Consolidation: Senhor Santo Cristo moves to St Luke - with some renewal and program related retrofit work at St Luke (assumes disposal of Senhor Santo Cristo or cost-recovery rental model)	Anticipated Cost Savings for Scenario #2	Comments
		Estimated Cost		Estimated Cost		
B	Utility Costs (based on current 2014/15 & estimates for a new school)	$52,199	$60,225	$60,225	$52,199	Includes hydro/gas & water
	Total				**$52,199**	
C	Maintennace Work (based on current 2014/15 & estimates for a new school)	$10,963	$15,731	$15,731	$10,963	Includes snow plow & grass cutting plus security/monitoring
	Total				**$10,963**	

SARC 3: SENHOR SANTO CRISTO AND ST LUKE

	Comparative Information	Scenario #1:Status Quo with Senhor Santo Cristo remaining open as well as St Luke		Scenario #2: Consolidation: Senhor Santo Cristo moves to St Luke - with some renewal and program related retrofit work at St Luke (assumes disposal of Senhor Santo Cristo or cost-recovery rental model)	Anticipated Cost Savings for Scenario #2	Comments
		Estimated Cost		Estimated Cost		
D	Operating Costs (based on current 2014/15 & estimates for a new school)	$136,471	$197,517	$197,517	$136,471	Includes custodial, snow plow & grass cutting plus security/monitoring
	Total				$136,471	
				TOTAL	**$1,875,633**	Anticipated renewal and operation savings
E	List of Program-related Improvements					Estimated (preliminary) costs

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SARC 3: SENHOR SANTO CRISTO AND ST LUKE

	Comparative Information	Scenario #1:Status Quo with Senhor Santo Cristo remaining open as well as St Luke		Scenario #2: Consolidation: Senhor Santo Cristo moves to St Luke - with some renewal and program related retrofit work at St Luke (assumes disposal of Senhor Santo Cristo or cost-recovery rental model)	Anticipated Cost Savings for Scenario #2	Comments
		Estimated Cost		Estimated Cost		
E	Installation of AC in library to create Cooling Centre		$50,000			
	Creation of a dedicated Chapel Room		$25,000			Requires a non-loaded classroom or space in the building
	Creation of dedicated lunch room/multi-purpose room with new servery		$50,000			Requires two classrooms to eb combined into one - may impact school's OTG

SARC 3: SENHOR SANTO CRISTO AND ST LUKE

	Comparative Information	Scenario #1:Status Quo with Senhor Santo Cristo remaining open as well as St Luke		Scenario #2: Consolidation: Senhor Santo Cristo moves to St Luke - with some renewal and program related retrofit work at St Luke (assumes disposal of Senhor Santo Cristo or cost-recovery rental model)	Anticipated Cost Savings for Scenario #2	Comments
		Estimated Cost		Estimated Cost		
E	Installation of new lay-by or drop-off/pick-up drive		$350,000			Requires City approval for a street layby or new driveway
	Additional staff parking		$75,000			May require City approval
	Total		**$550,000**			
F	**Total Deferred Maintenance Backlog (DMB) 2012-2016**					Based on EDU's Inspection in Year 2012. Note: the DMB amounts include Priority Renewal Work as per Section A.
	Senhor Santo Cristo: FCI of 17.37%		$3,083,935		$3,083,935	

SARC 3: SENHOR SANTO CRISTO AND ST LUKE

	Comparative Information	Scenario #1:Status Quo with Senhor Santo Cristo remaining open as well as St Luke		Scenario #2: Consolidation: Senhor Santo Cristo moves to St Luke - with some renewal and program related retrofit work at St Luke (assumes disposal of Senhor Santo Cristo or cost-recovery rental model)	Anticipated Cost Savings for Scenario #2	Comments
		Estimated Cost		**Estimated Cost**		
F	St Luke: FCI of 22.20%		$2,549,575		$0	
	Total				**$3,083,935**	
F	**Total Deferred Maintenance Backlog (DMB) to 2019**					
	Senhor Santo Cristo: FCI of 37%		$4,431,010		$4,431,010	
	St Luke: FCI of 39.88%		$4,663,196		$0	
	Total				**$4,431,010**	

APPENDIX A1

Program Related benefits of 400 to 600 pupil places schools

School Organization and Program Implications

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

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

School Staffing and Program Implications

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

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

Material Resources and Equipment

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

Facilities and Program Implications

1. Increased enrolment generates increased funding for the school and has the potential to generate additional classroom space for specialty programs such as FSL, Music, Art, etc.

2. An increase in the facility area has the potential to generate additional programs and services such as Nutritional Programs, Before and After School Programs, Day care, International Language Programs, etc.

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

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

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

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

Librarians/Other Specialty Teachers
Larger schools will likely lead to increased Teacher Librarians and fewer Library Technicians. There will be an overall net savings in the aggregate for Library staffing.