

APPENDIX 'A1'

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

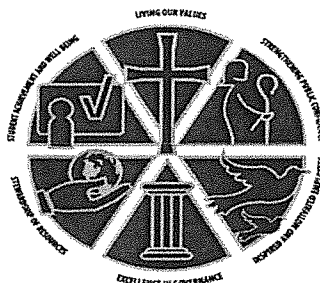
Vision:

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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SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

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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.

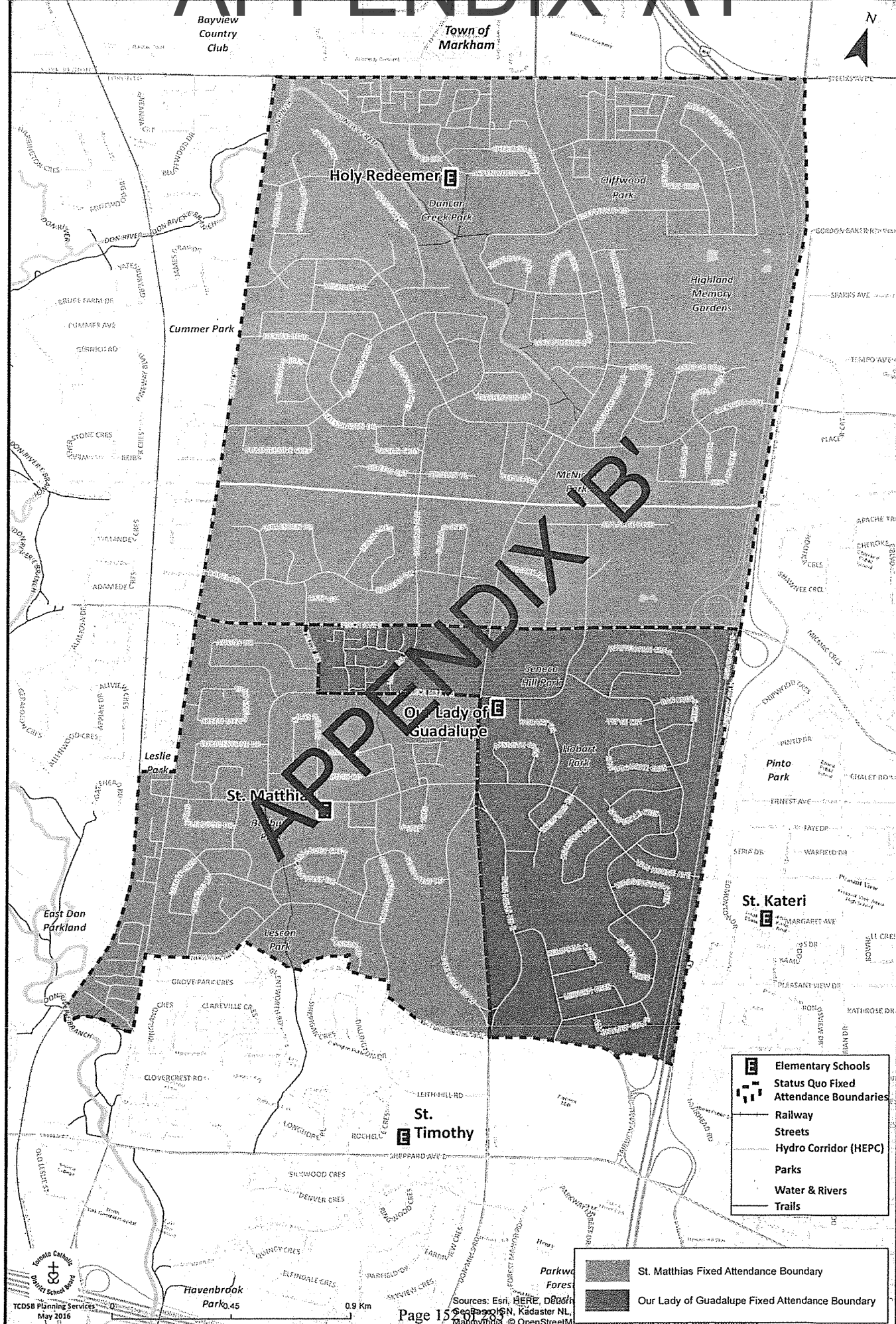
Final Staff Report (Report 3)

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.

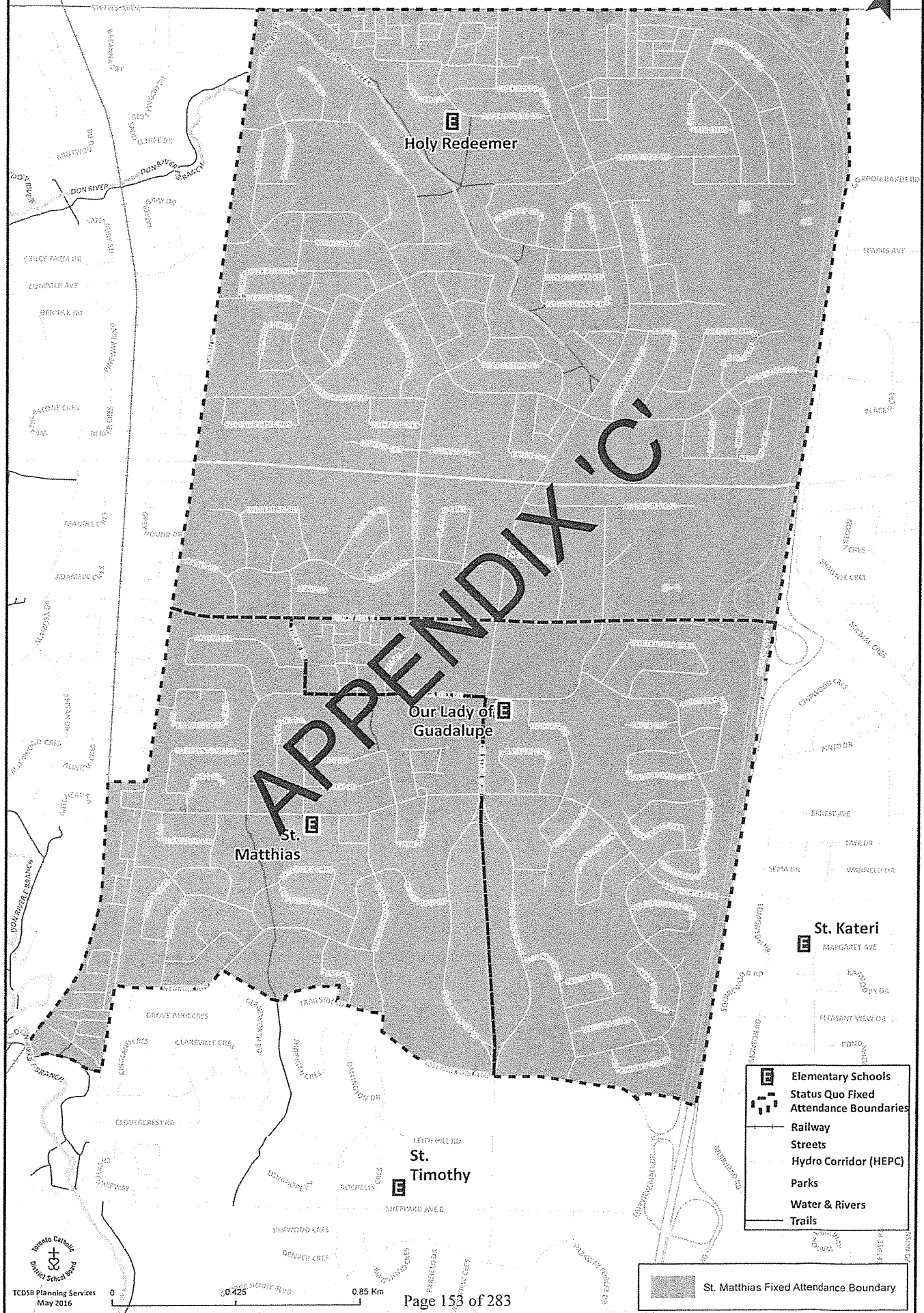
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Parent Questions	TCDSB Staff Responses
<p>1) Phase 1 is scheduled to start in September 2017 with the closing of Holy Redeemer; this process is to take 4 years and cost \$750M. What are the dates of the other phases and what does each phase entail?</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. 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 $ADE * 9.7 * 1.062 * 80.03$. The shortfall of 50,397 plus the top-up that would be lost due to the increase in ADE would equal \$70,926.</p> <p>So you would need another 86 kids in the school for it to break even on the operations side. However as the capacity of the school would then be exceeded an approx. 6.2 additional teachers would have to be added (does not take into account any Special Ed teachers) which would drive down the Pupil-to-teacher ratio from 17.06 to 15.91 making the school less efficient and likely to incur a program operating deficit.</p>
4)) I assume the surplus on the St. Matthias teaching side means they have 1 less teacher than originally budgeted. Can you confirm if that is correct?	<p>Holy Redeemer = 9.3 teachers (5 regular, 3 Spec Ed, 1.3 Prep) OLO Guadalupe = 10.4 teachers (7 regular, 1 Spec Ed, 0.5 ESL, 1.9 Prep) St Matthias = 10.9 teacher (8 regular, 0.5 spec ed, 0.5 ESL teacher and 1.9 in prep)</p> <p>Holy Redeemer = 80.5/9.3 teachers = 8.66 PTR's OLO Guadalupe = 165/10.4 teachers = 15.87 PTR's St. Matthias 186/10.9 teacher = 17.06 pupils-to-teachers</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 Zlomislac Principals of all 3 schools Approx. 25 parents

Prayer, Greetings, Introductions P. Aguiar

Staff Presentation P. Aguiar/B. Leporati

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

Review of Staff Proposal

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

Recommendation of the Committee:

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

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'