

APPENDIX 'A1'

ACTION AFTER REGULAR BOARD JANUARY 26, 2017

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

COMMITTEE Regular Board

DATE OF MEETING January 26, 2017

STAFF RECOMMENDATION TO BOARD

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

1. After approval of a business case to the Ministry of Education, requesting a 500 pupil place replacement school on the Duke of York Site, St. Michael be consolidated at St. Paul no earlier than September 2017. St. Paul will act as a temporary consolidated school until such time as the students are able to be accommodated at the new school on the Duke of York site.
2. That the attendance boundaries of St. Michael and St. Paul be combined to form the new boundary for St. Paul, with adjustments to create a more appropriate boundary with Our Lady of Lourdes (*Appendix 'B'*);
3. That, prior to the completion of a replacement school on the Duke of York site, the attendance boundaries for the new replacement school and Our Lady of Lourdes be reassessed;
4. That transportation be reassessed and offered in accordance with the Transportation Policy for both timelines above;

APPENDIX 'A1'

5. That the Director of Education develop a Transition Plan including Timelines to facilitate both timelines above;
6. That a name be considered for the replacement school on the Duke of York site in accordance with the *School Names (s.07)* policy;
7. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the replacement school be assessed.

BOARD ACTION/DIRECTION

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

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

APPENDIX 'A1'

6. That a name be considered for the replacement school on the Duke of York site in accordance with the School Names (S.07) policy;
7. That opportunities for enhanced programming such as French Immersion, STEM and enhanced Music at the replacement school be assessed.

DELEGATED TO M. Silva to implement recommendation



REPORT TO

REGULAR BOARD

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

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

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

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

RECOMMENDATION REPORT

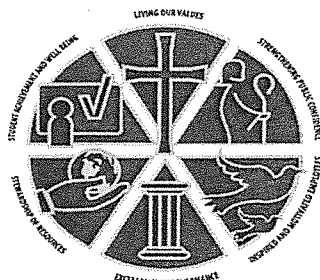
Vision:

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

Mission:

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

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



R. McGuckin
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

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

Angela Gauthier
Director of Education

APPENDIX 'A1'

A. EXECUTIVE SUMMARY

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

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

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

APPENDIX 'A1'

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

B. PURPOSE

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

C. BACKGROUND

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

APPENDIX 'A1'

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

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

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

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

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

D. EVIDENCE/RESEARCH/ANALYSIS

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

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

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

School Organization and Program Implications

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

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

APPENDIX 'A1'

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

School Staffing and Program Implications

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

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

Material Resources and Equipment

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

Facilities and Program Implications

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

CSPC Involvement

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

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

APPENDIX 'A1'

Combined Grades

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

Support Staff

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

Librarians/Other Specialty Teachers

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

10. Demographics

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

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

APPENDIX 'A1'

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

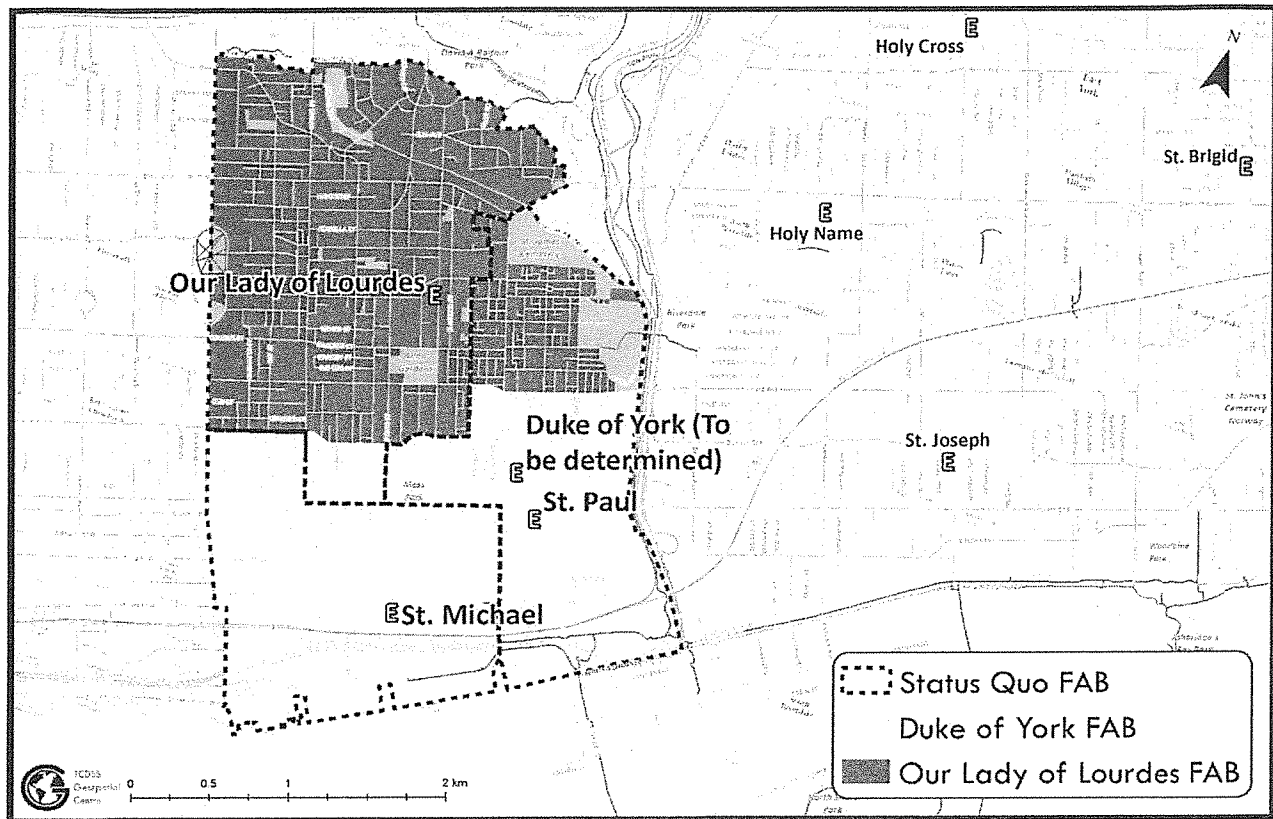
St. Michael	OTG Cap.	2016 Current	2017 Proj.	2021 Proj.	2025 Proj.	2029 Proj.
Status Quo	90	161	193	244	249	313
% Utilization		179%	214%	271%	310%	348%
After Proposed Consolidation & Boundary Adjustment		161	Proposed consolidation at St. Paul in September of 2017			
% Utilization		179%				

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

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

APPENDIX 'A1'

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



12. Site Size and Facilities Cost-Savings

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

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

APPENDIX 'A1'

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

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

16. **Transportation**

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

17. **Program and Facilities Funding Shortfall**

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

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

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

APPENDIX 'A1'

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

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

20. **ARC Comments and Feedback**

The affected school committees agreed unanimously to the following:

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

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

APPENDIX 'A1'

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

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

APPENDIX 'A1'

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

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

E. ACTION PLAN

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

January 26, 2017 – INTERIM REPORT

Regular Board

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

February 1, 2017 – DELEGATIONS

Special Board

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

February 23, 2017 – FINAL REPORT

APPENDIX 'A1'

Regular Board

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

F. STAFF RECOMMENDATION

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

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

APPENDIX 'A1'



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

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

Purpose:

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

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

Scope and Responsibility:

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

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

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

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Legal Impact:

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

Policy:

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

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

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

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

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

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

Principles:

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

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY

POLICY NO: S. 09

Regulations:

1. Pupil Accommodation Review Process

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

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

2. Modified Pupil Accommodation Review Approval & Initiation

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

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

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

3. Modified Pupil Accommodation Review Process

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

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY

POLICY NO: S. 09

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

4. Exemptions

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY

POLICY NO: S. 09

5. Access to Pupil Accommodation Review Documents

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

APPENDIX 'A'



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Definitions

Accommodation Review

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

Accommodation Review Committee (ARC)

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

Accommodation Review Public Meeting

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

ARC Working Meeting

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

Business Day

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW POLICY

POLICY NO: S. 09

Consultation

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

Facility Condition Index (FCI)

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

On-the-Ground (OTG) Capacity

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

Public Delegation

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

Initial Staff Report (Report 1)

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



POLICY SECTION: SCHOOLS

SUB-SECTION:

POLICY NAME: PUPIL ACCOMMODATION REVIEW
POLICY

POLICY NO: S. 09

Interim Staff Report (Report 2)

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

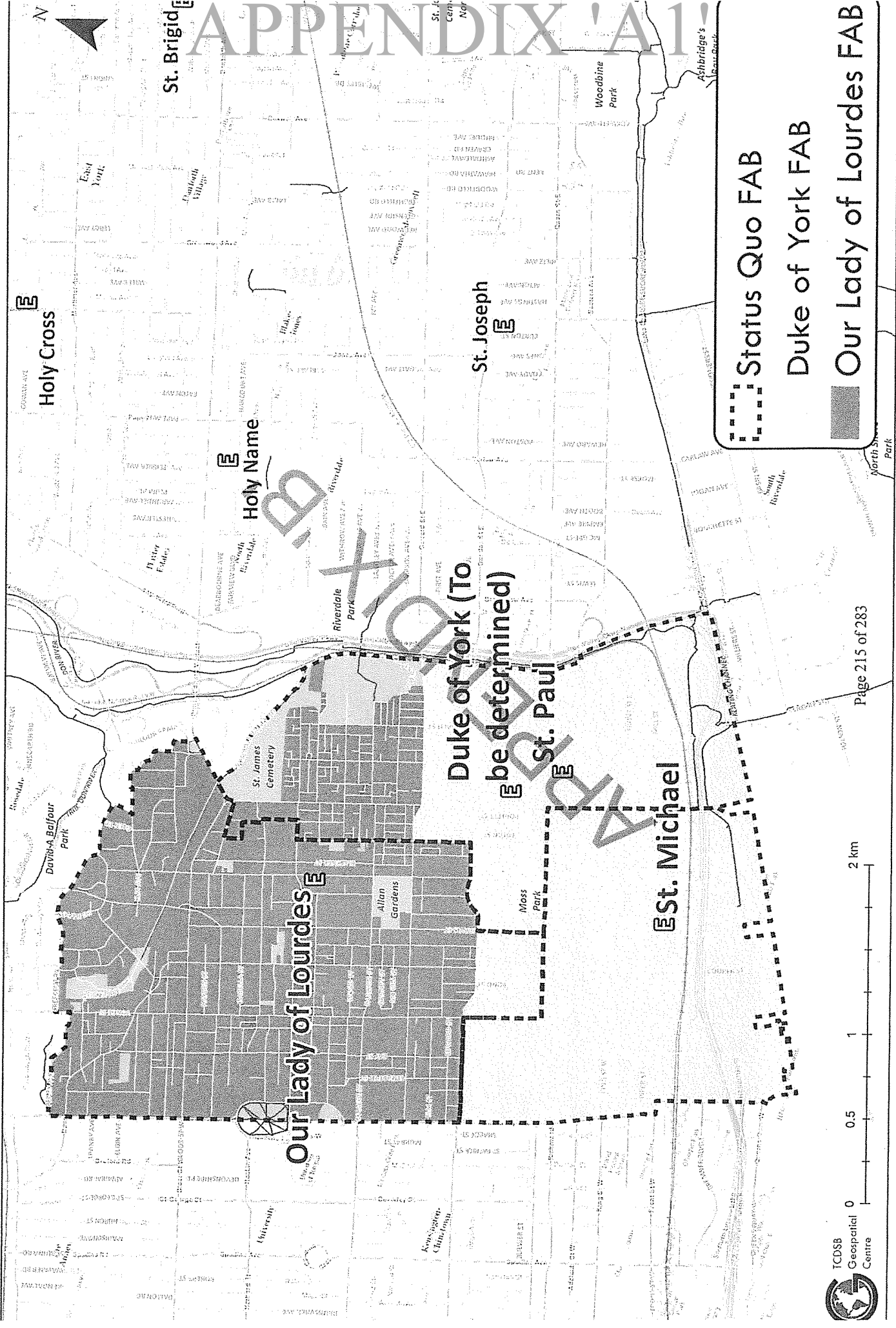
Final Staff Report (Report 3)

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

School Information Profile (SIP)

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

APPENDIX 'A1'



MINUTES

PUPIL ACCOMMODATION REVIEW COMMITTEE MEETING

DATE: October 5th, 2016

Meeting Held at the CEC

Our Lady of Lourdes/St. Michael/St. Paul Catholic Schools

TIME: 7:00 pm

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

APPENDIX 'A1'

Presentation – School Accommodation Review Policy – Jessica Peake

- At the regular Board meeting held May 12, 2016. Staff recommended that St. Paul and St. Michael Boundary Review be considered as part of the School Accommodation Review Process.
- The Board also approved a boundary review for this same group of schools as part of the solution: St. Michael, St. Paul & Our Lady of Lourdes.
- 2017 proposed closure of St. Michael and St. Paul and consolidate the two schools in a new facility built on the acquired Duke of York site. For September 2017 the St. Michael School will move into the St. Paul School until the new proposed site of Duke of York build a new school to accommodate both school communities.
- Process should not take more than 6 months
- The public meetings will give the public/community an opportunity to ask questions
- Minimum of 2 public meetings
- Committee members are to dialogue and come up with solutions – creative & innovative ideas
- Multiple committee meetings are possible
- Interim report due in early spring
- The board of Trustees will ultimately make the decision to the proposed amalgamation of the two schools
- Delegations may be presented after the report is submitted to the board

John Shanahan:

Benefits of a New School:

- New school
- Better programming opportunities
- Special programs
- New Playground
- Before & afterschool programs
- Full teams (i.e. Track, basketball etc.)
- Busing would be provided for the new school site.

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

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

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

APPENDIX 'A1'

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

APPENDIX 'A1'

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

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