

## LONG TERM ACCOMMODATION PLAN (LTAP) CONSULTATION SURVEY RESULTS

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

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

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

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

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

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

## Detailed LTAP Survey Results by Question and Group

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## LONG TERM ACCOMMODATION PLAN (LTAP) CONSULTATION SURVEY COMMENTS

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

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

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

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

## 1. CONSOLIDATION OF SMALL/UNDER-UTILIZED SCHOOLS

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

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



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

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

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

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

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

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

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

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



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

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

## APPENDIX B

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

## 2. REDUCING PORTABLES AS A PRIORITY:

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

## APPENDIX B

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

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

### 3. ESTABLISHMENT OF CHILDCARE SERVICES IN TCDSB SCHOOLS

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

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



## APPENDIX B

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

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

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

#### 4. SEEKING OUT KEY PARTNERSHIPS AND ESTABLISH COMMUNITY HUBS

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

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

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

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

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

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

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



## 6. PROGRAM RELATED (SCHOOL SPECIFIC AND GENERAL) COMMENTS

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

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

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

## 7. GENERAL AND MISCELLANEOUS

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

## APPENDIX B

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



REPORT TO

REGULAR BOARD

## DRAFT LONG-TERM ACCOMMODATION PLAN ELEMENTARY PANEL

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

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

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

### RECOMMENDATION REPORT

#### Vision:

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

#### Mission:

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

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



R. McGuckin  
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## **A. EXECUTIVE SUMMARY**

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

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

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

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

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

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

## **B. BACKGROUND**

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

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



6. Current Catholic Service Factor calculations indicate that the TCDSB serves approximately 92.9% of eligible Catholic students—this means there is further opportunity to grow enrolment Board-wide, and classroom space must therefore be available for these potential future students. A future report will consider strategies to increase Catholic Service Factor to 100%.
7. City-wide, there are an estimated 4567 eligible Catholic elementary students being serviced by other Boards, mostly at the TDSB. The projected surplus TCDSB OTG capacity is 3122 students. Theoretically, therefore, we would have sufficient remaining OTG capacity to potentially accommodate many of these eligible Catholic elementary students without the need for portables, and thus grow the Board's utilization rate to 100%.
8. Furthermore, as demographics shift over the next 15-years, there is a critical need to be prepared for unanticipated increases in enrolment. A recent example of this would be the unexpected influx of approximately 290 Syrian refugees into TCSB schools—a cohort of families that have been warmly welcomed!
9. Current long-range Planning projections take into consideration all actively marketing development applications and all prospective developments in the City of Toronto. Long-range Planning projections also give due consideration to other demographic influences ranging from internal City migration patterns, Census trends, and individual school retention rates.
10. By 2018, the Ministry of Education will be eliminating Top-up funding to all Boards in the province, and has already begun reducing Top-up. Top-up funding supported the operation of small schools where low enrolment does not generate sufficient staffing, operations and maintenance grants to cover annual costs to maintain, repair, and renew the school facility. The table below shows the year-over-year reduction in Top-up funding, which equates to a 33% annual reduction. The cumulative loss in funding over 3 years is projected to be in excess of \$5M or approximately 6% of the Operations and Maintenance budget.

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

11. As noted above, facilities with very low enrolment do not generate sufficient per pupil grants to cover operational requirements, and thus operate in a deficit

situation. The surplus funding from larger enrolment schools, system-wide, is not sufficient enough to offset funding shortfalls in low enrolment schools, and as a result, the Board continues to operate in a deficit situation. The following table illustrates this situation, utilizing 2015 data (*a more fulsome report on Small Schools is available on the Board's website*):

<b>Enrolment Range</b>	<b>Number of Schools</b>	<b>Average Program / Facilities Cost per pupil</b>	<b>Average Grant per pupil</b>	<b>Average Program/Facilities Cost Surplus/(Deficit) per pupil</b>
<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
<b>Total</b>	<b>168</b>			

12. The Ministry of Education is continuing their School Board Efficiencies and Modernization (SBEM) program, (*details available on the Ministry of Education website*) by providing incentives and supports for Boards to make more efficient use of school space. The primary funding sources for Capital projects is through the School Consolidation Capital (SCC) program and the Capital Priorities funding process. Through these processes, the Ministry encourages Boards to complete PARs and reduce surplus capacity.
13. Furthermore, based on the 2015-2016 Education Funding Consultation Guide (*details available on the Ministry of Education website*), the Ministry of Education will be focussing on the following areas:
  - a) Identifying efficiencies
  - b) Making more efficient use of schools space
  - c) Community partnerships
  - d) Accountability
  - e) Sharing savings

## EVIDENCE/RESEARCH/ANALYSIS

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

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

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

\* Nil at this time, subject to ongoing review.

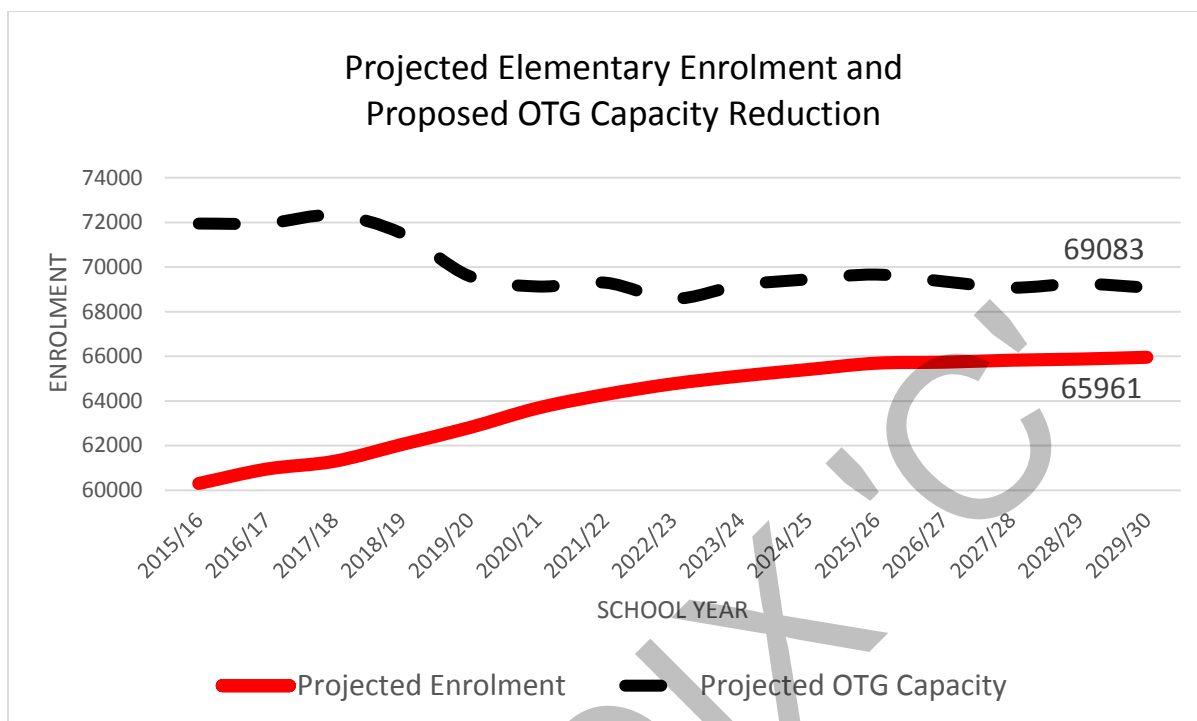
\*\* Information in this table takes into consideration recently completed PARs.

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

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

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

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



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

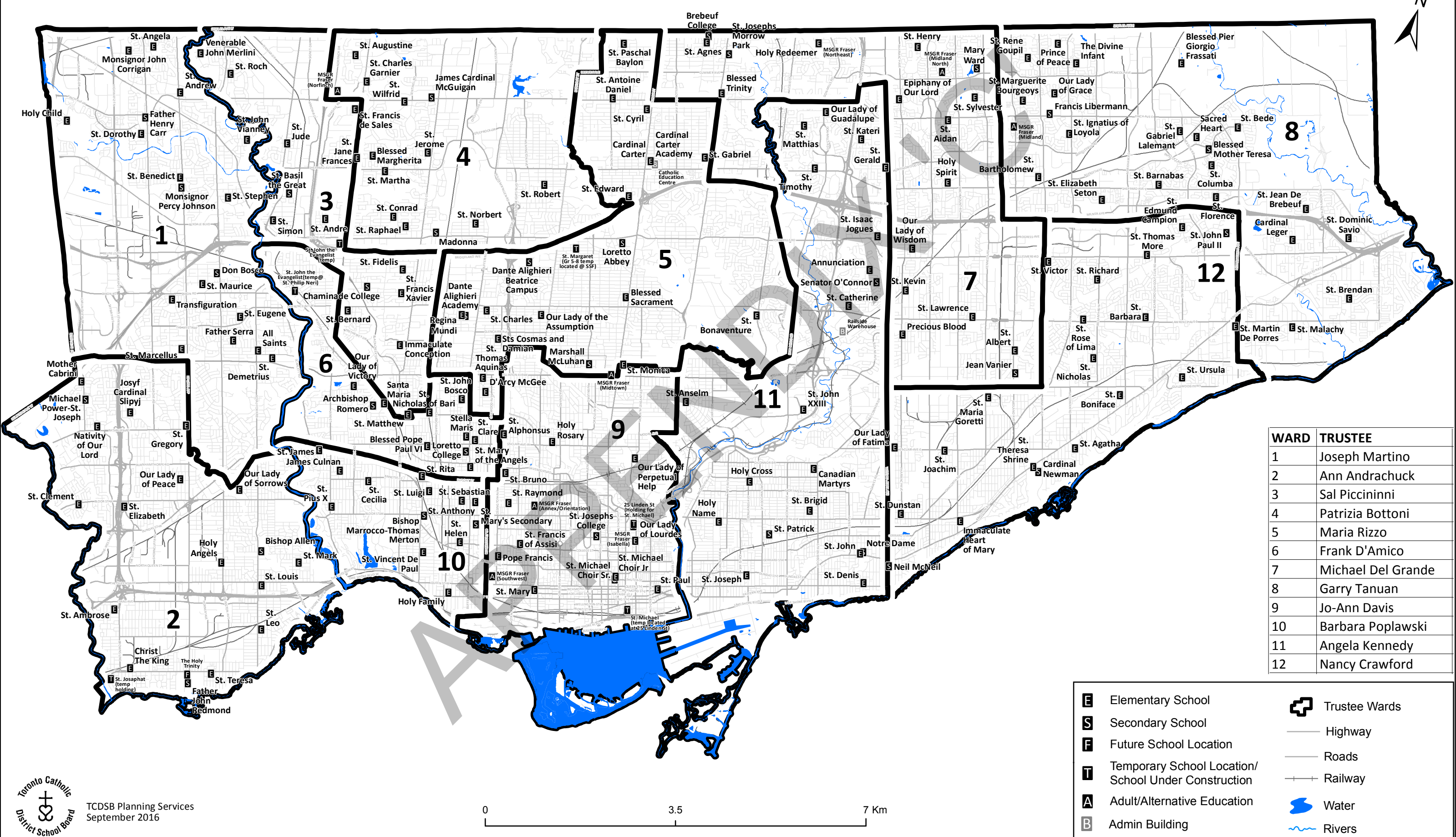
## **C. STAFF RECOMMENDATION**

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

APPENDIX 'C'



# Toronto Catholic District School Board - Trustee Wards 2016-17





REPORT TO

REGULAR BOARD

## DRAFT LONG-TERM ACCOMMODATION PLAN SECONDARY PANEL

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

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

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

### RECOMMENDATION REPORT

#### Vision:

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

#### Mission:

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

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



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## **A. EXECUTIVE SUMMARY**

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

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

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

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

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

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

## **B. BACKGROUND**

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

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

7. Current long-range Planning projections take into consideration all actively marketing development applications and all prospective developments in the City of Toronto. Long-range Planning projections also give due consideration to other demographic influences ranging from internal City migration patterns, Census trends, and individual school retention rates.
8. The Ministry of Education is continuing their School Board Efficiencies and Modernization (SBEM) program, (*details available on the Ministry of Education website*) by providing incentives and supports for Boards to make more efficient use of school space. The primary funding sources for Capital projects is through the School Consolidation Capital (SCC) program and the Capital Priorities funding process. Through these processes, the Ministry encourages Boards to complete Pupil Accommodation Reviews (PARs) and reduce surplus capacity.
9. Furthermore, based on the 2015-2016 Education Funding Consultation Guide (*details available on the Ministry of Education website*), the Ministry of Education will be focussing on the following areas:
  - a) Identifying efficiencies
  - b) Making more efficient use of schools space
  - c) Community partnerships
  - d) Accountability
  - e) Sharing savings

## **EVIDENCE/RESEARCH/ANALYSIS**

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

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

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

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

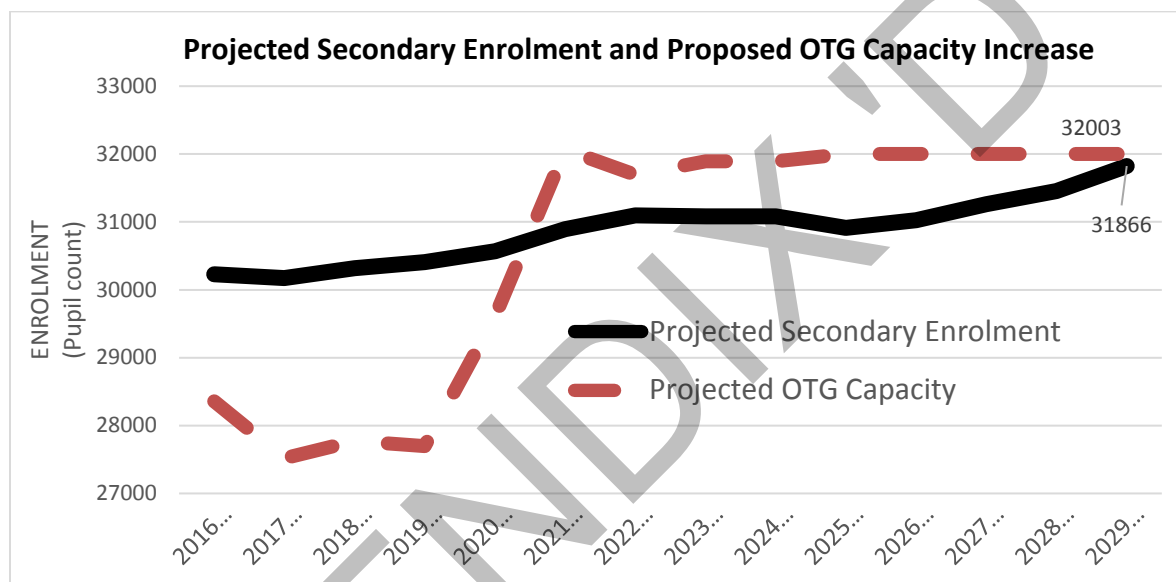
Refer to *Appendix ‘A’* for map of Trustee Wards.

\* Nil at this time, subject to ongoing review.

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

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

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



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

## **C. STAFF RECOMMENDATION**

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

APPENDIX 'D'



