

WARD 12 PART

AY Jackson SS - Highland JHS - Zion Heights JHS
 Arbor Glen PS - Cliffwood PS - Cresthaven PS - Cummer Valley MS - Finch PS
 Hillmount PS - Hollywood PS - Lillian PS - Pineway PS - Steelesview PS

PROGRAM AREA REVIEW TEAM (PART) MEETING

October 1, 2015

MEETING NOTES

Present:

<i>School</i>	<i>Principal (and/or rep)</i>	<i>School Council Rep(s)</i>
AY Jackson SS	Boyd Bugden, Helen Vokas, Jane Lee	Wilson Kwan, Aline Chan
Highland JHS	Janay Tonos, Susan Sidlofsky	Pradeep Budhera
Zion Heights JHS	Donna Lamb	Daniel Young, Liz Christensen
Arbor Glen PS	Bev Kirsh	Jane Yi
Cliffwood PS	Sarah Frost	Melanie Rubens
Cresthaven PS	Nuzhat Hussain	Shelley Liberatore
Cummer Valley MS	Gaye Lew	Lorraine Hikida-Kwan
Finch PS	Susan Yun	Salam Heydarinejad
Hillmount PS	<i>(rep) VP Susan Sidlofsky</i>	Saloomeh Fassaiezdeh
Hollywood PS	Thane Jovanovich	
LB Pearson ES	Angela Caccamo	
Lillian PS	Riley Lord	Parisa Tashakori
Pineway PS	Annessa Ali	
Steelesview PS	Hindy Bieler	Jennifer Gillick

Central: Linda Curtis, Superintendent – ER17 FOS
 Alexander Brown, Trustee – Ward 12
 Peter Naperstkow & David Paltser - Educational Planners
 John Tancredi, Central Coordinating Principal – French as a Second Language
 Kristina Laperle, FSLAC rep
 Ian Allison, Central Coordinating Superintendent – Special Education
 Lori Moore, Central Coordinating Principal – Special Education
 Pam Breese, Administrative Liaison – ER17 FOS

1.	Welcome: Linda Curtis, Superintendent and Chair of this PART
	Linda welcomed everyone – principals and School Council reps introduced themselves, along with central staff.
2.	Why are we doing a PART?
	In 2000, the Board initially recommended consideration of phasing out of Junior High Schools. Furthermore, current and projected over enrolment at a number of schools is creating significant accommodation pressures in certain schools. At the same time, there

	<p>are a number of under enrolled schools. This over enrolled and under enrolled situation does not align with the Ministry of Education’s approval and funding process for construction of needed additions where school boards are required to take all measures to balance enrolment between schools before approving and funding any construction.</p> <p>Meetings with central staff and school principals were held last school year to see if changes in grade structures and programs could help alleviate the over-crowding situations and alignment of program pathways.</p> <p>Those meetings produced a feasibility report that recommended to change program locations, grade configurations, and to adjust a single attendance area boundary. The recommendation was presented to senior TDSB staff, who then provided permission to form a Program Area Review Team (PART) that will expand the feasibility study to include parent and public input.</p>
3.	Mandate of the PART
	<p>The role of a PART is an advisory one involving parents and principals – to review data & discuss impacts, then make recommendations after hearing from the broader community and construct a report for consideration and final outcome/decision by the Board. The process includes public meetings. Consensus by all members will be sought. If this is not achieved, voting will occur on recommendations by show of hands – one vote per school. In this case, the minority report will be included with the PART report.</p> <p>Parents are participating as representatives of their schools and communities and the importance of representing the best interests of all students in their cluster of schools was stressed.</p>
4.	Setting the Context
	<p>The Planning Department is responsible for student accommodation. The Planning Department creates a Long Term Program and Accommodation Strategy (LTPAS) which projects future enrolment and plans ahead to ensure that there is sufficient amount of instructional space for every student. The Board approved LTPAS includes system Program and Accommodation drivers that provide guidance on how to best deliver programs and accommodate students.</p> <p>Program Drivers:</p> <ul style="list-style-type: none"> • Program Choice - Offer a variety of program choices to all learners including adult; • Equity - Provide Equity of opportunity and access to programs; • Fair Access to Specialized Programs and Schools - Achieve a fair and equal distribution of specialized programs and specialized schools; • Viability - Ensure viability of program. <p>Accommodation Drivers:</p> <ul style="list-style-type: none"> • Good Distribution of Schools - Maintain a distribution of elementary schools within walking distance and secondary schools with good access to public transit and

eliminate;

- Minimal Transitions - Minimize school transitions for students;
- Minimal Use of Portables - Minimize the use of portables (three is acceptable if space allows);
- Service Integration - Integrate services in schools (wherever possible);
- Good Utilization - Target utilization rates of 80% to 90% (review schools at 65% or less and schools over 100% utilization rate);
- Distinct Attendance Areas - Avoid shared attendance boundary and split attendance areas;
- Efficient use of Space - Use existing space in schools efficiently to balance enrolments;

Review of Current Data:

Reviewing data on the AY Jackson Cluster of Schools, it is clear a number of schools are over-enrolled. From the Base Data table, Arbor Glen PS, Cliffwood PS, Hillmount PS, and Hollywood PS have enrolments that exceed capacity, with some having portables. The same table illustrates under enrolment at Cresthaven PS, and Pineway PS where the utilization is below 65%, being the threshold for review that may include closure.

A discussion on school pathways within this cluster ensued. The pathways described were for the regular program, French Immersion (SK entry), Extended French (Gr.4 entry), Mid Immersion (Gr.4 entry), and Gifted Programs.

It was noted that the two system wide French programs are French Immersion (SK entry), Extended French (Gr.4 entry). The Mid Immersion (Gr.4. entry) program is not a system wide program and it presents some challenges because it is not equitably accessible. From the limited number of schools offering this program, the catchment areas are very large. Furthermore, the grade configuration at the hosting school, Hollywood PS, is not consistent. The regular program is offered for JK-Gr.5, with the Mid Immersion French Program offered between Gr.4 and 6.

Group discussions of the Pros and Cons of the current situation took place with the following perspectives shared:

- That the grade 9 students would have better program and extra-curricular opportunities if Grade 9 was at AY Jackson SS.
- Both the transition of grade 6 and 9 students to the next school would allow those students to take advantage of specialized spaces, such as science labs, and gyms.
- Many thought that students were mature enough for an earlier transition at grades 6, and 9. Still, a few individuals thought that the current situation was best for those students who were not ready for the next school.
- That the current enrolment levels at schools required the need for portables and additions, while others had significant surplus spaces. Projected enrolments show the over enrolment only worsening. Likewise, future projections show that under enrolment at these schools worsening as well.
- Having students depart the local community to attend Gifted Programs (at Don Mills CI) and French Programs (York Mills CI and L'Amoreaux CI) is not ideal.
- The unique rule of admission for students residing within the shared attendance area

	between Finch PS and Steelesview PS was confusing and not ideal because student peer groups were split.
5.	Consider Solutions
	<p>Various configurations were offered for consideration – these were shared and discussed. Small working groups were assembled and reviewed groupings of scenarios, grade 7-8 senior schools only, grade 6 to 8 middle schools, program site changes, and boundary changes.</p> <ul style="list-style-type: none"> • Move grade 9 students to AY Jackson SS, leaving Highland JHS & Zion Hts JHS as senior public schools (grades 7-8) -- <i>would result in increase in portables and may create lower capacity at Highland and Zion resulting in possible closure</i> • Move grade 9 students to AY Jackson SS, move current Gifted/Spec Ed/French programs – <i>didn't really result in solving enrolment and utilization problems but could create other new ones, i.e. – splitting friendships, distance issues, re-routing some secondary students, moving students in French programs unnecessarily</i> • Move grade 9 students to AY Jackson SS and make Highland & Zion middle schools (grades 6-7-8) – <i>better consistency for students, but could result in smaller elementary schools closing unless additional programs were added</i> • Move grade 9 students to AY Jackson SS, change boundaries of schools that share attendance areas (Finch PS & Steelesview PS) and change paths for FI and Gifted programs. <p>Note: All students currently in French programs would be grand parented and continue where they are currently schooled. Students in Special Education placements would likely be moved because of the small number of students.</p>
6.	Enrolment Base Data and Scenarios
	<i>See Presentation, as listed on web site.</i>
7.	Next Steps
	<p>Linda Curtis reminded the members of the next steps in the process:</p> <ul style="list-style-type: none"> • Review the data prior to the next meeting; • Share the recommendations with other parents to gain opinions; • Bring suggestions on recommendations to next meeting; • Next meeting is Thursday October 8th followed by 3 public meetings. <p>Trustee Brown explained that the final decision will be made by the Board of Trustees. He thanked everyone for attending the meeting, staff for their input today and at 6 previous LFT meetings, and Linda for the coordination and leading of today's meeting and this process. Planner Peter Naperstkow was commended for compiling all the data and sharing it with everyone.</p>
8.	Adjournment
	The meeting adjourned at 6:00 p.m.