

Yonge-Eglinton PART Frequently Asked Questions and Answers

Q1. What are the proposed changes from this study?

A1. Please refer to the slide deck from PART Meeting #3 (Slide #14) on the *Accommodation Review* webpage for the recommended scenario (<http://www.tdsb.on.ca/aboutus/strategyplanning/communityinvolvement.aspx?id=95#HelpfulInfoClicked>).

Q2. What is the process that drives these changes?

A2. The Yonge-Eglinton Review groups together a number of individual studies for the area as identified in the TDSB's annual Long-Term Program & Accommodation Strategy (LTPAS). TDSB Staff and Trustees work together to update the LTPAS annually to produce the 10-year work plan that addresses program and space needs across the system through to ensure equitable access to programming across the City. Studies identified in the LTPAS include:

- Emerging capital priority projects
- Pupil accommodation reviews
- Boundary change studies
- Grade change studies
- Redirections of residential development studies
- Program relocation studies
- New program studies such as French and Gifted
- Non-operating school site studies

The Yonge-Eglinton Review is following the Program Area Review (PART) Process described in PART 3D within the Board-approved Accommodation and Program Review Policy P068. If not already known, this Policy can be found through this link:

<http://www.tdsb.on.ca/AboutUs/Policies,ProceduresForms/Detail.aspx?docId=1731>

Within this review are proposed boundary changes. The PART is incorporating the requirements as described in PART 3F: Changes to Attendance Boundaries.

There is the requirement for one public meeting as part of the Program Area Review process. The PART has opted to hold an extra two public meetings beyond the required minimum of one public meeting to provide additional opportunities for the community to engage in the process. The material presented in the first two meetings (October 20th and 27th) will be the same; the final recommendations of the PART will be presented at the third meeting on November 17th. Please note these formal meetings are separate and apart from the individual School Council Meetings that Trustee Laskin attended this past September at all of the affected schools.

Yonge-Eglinton PART Frequently Asked Questions and Answers

Q3. Why can't JK students move to John Fisher Jr. PS?

A3. Junior Kindergarten (JK) was fully phased out of John Fisher Jr. PS in 2012 to allow for the implementation of a full SK-6 French Immersion Centre, which was required to meet the increasing demand for the program.

Per TDSB Procedure # 597, all students applying for French as a Second Language programs are guaranteed a spot in a program, but there is no guarantee as to the school a student will be placed in. The application process for entry into French programs occurs in the late fall/early winter of the school year prior to entry into the program, when applicants are already in JK. Creating a JK regular-track cohort at John Fisher Jr. PS would pre-empt the admission and placement process by guaranteeing that a particular group of children get a spot at that particular school in the French Immersion program the following year.

John Fisher Jr. PS does not have a catchment area associated with it as there is no regular-track program in place. John Fisher Jr. PS is situated within the catchment area for Eglinton Jr. PS. All students who reside within that catchment area are considered to be Eglinton students. As an example, should a student choose not to continue with the French Immersion program at John Fisher Jr. PS or elsewhere, their home school for the regular-track program would be Eglinton Jr. PS.

Q4. Why does Davisville Jr. PS get to retain its Grade 6 students?

A4. The option brought to the Program Area Review Team by the Local Feasibility Team (LFT) for further discussion proposed keeping the Grade 6 French Immersion cohort at Davisville Jr. PS while the Grade 6 English cohort would move to Hodgson Sr. PS. This option would alleviate space pressures at Davisville Jr. PS as a larger replacement building is constructed. The TDSB has been working with staff at the Ministry of Education since 2012 to gain their approval for the replacement building. The proposal before the Ministry has been consistent in that it identifies the need for a regular-track JK-6 program; an SK-6 French Immersion Program and Spectrum Alternative School at Grades 7-8. Changing the proposed program may result in further delays as the Ministry would need to reconsider the proposal and conduct another lengthy internal review.

Once the larger building is complete, the Grade 6 English cohort could then move back to the school to align with the existing Grade 6 French Immersion students. The LFT explored a number of potential options for accommodating the Davisville Jr. PS Grade 6 French Immersion students, but none were feasible due to factors including space constraints at existing French Immersion sites and/or distance to those programs. The final decision on moving the Grade 6

Yonge-Eglinton PART Frequently Asked Questions and Answers

regular-track students back to Davisville Jr. PS will be made once the timeline for building completion is known. A subsequent review of the actual and projected enrolment at the school will be undertaken to help inform this decision.

Q5. Why can't Hodgson Sr. PS accommodate the French Immersion program from Davisville Jr. PS?

A5. If a French Immersion track was introduced at Hodgson Sr. PS, the number of interim portables required to accommodate the additional students would exceed the maximum the site could accommodate (up to 17 portables).

Q6. Can we expand Spectrum Alternative School from a Grade 7-8 to a Grade 6-8 program?

A6. Spectrum Alternative School is an 'optional' program, and students may continue to apply to the program. If the proposed grade changes occur, yes, some of Spectrum's potential students would be required to move through a 'double bump'. If there is a desire to expand and/or reinvent Spectrum Alternative School into a Grade 6-8 program, a separate Program Area Review would need to commence in order to explore that proposal.

It should also be noted that neither the existing Davisville Jr. PS facility nor the proposed larger replacement building has the ability to accommodate an expanded Spectrum Alternative School. TDSB staff have been working with the Ministry for over 3 years to gain their support for having the Spectrum Alternative School (Grades 7-8) included as part of the Davisville Jr. PS rebuild; we do not want to suggest further changes as it could lead to further delays with this project at this time.

Q7. Why didn't you know about these pressures during the PARC in 2008-2009?

A7. The Yonge-Eglinton area has undergone significant changes in its demographics and urban form since 2008-09, and these changes have manifested themselves in significant changes to enrolment at local schools. Enrolment projections that were generated for the PARC were based on 'known' data sources in 2008 and 2009. In the 7 years since that process took place, demographic changes in the area have led to an influx of younger families, increased live births and many more school-aged children. Data also suggests that these families are choosing their local schools rather than attending others outside of the area. Residential development, primarily in the form of new condominium units, has also increased significantly in area, resulting in increased pupil yields at local schools. In the spirit of continuous improvement TDSB Planning has recently started to purchase annual demographic data from a third party source, and has developed a much closer working relationship with Planning staff at the City of Toronto.

Yonge-Eglinton PART Frequently Asked Questions and Answers

These measures have strengthened our long-term enrolment projection process for schools across the district.

Q8. Where would Grade 4 Extended French students go if we reduce Forest Hill Jr. & Sr. PS entry intake from 2 classes to 1?

A8. Per PR 597, all students applying for French programs are guaranteed a spot in a program somewhere, but there is no guarantee as to the school a student will be placed in. The application process for entry into French programs occurs in the Fall/Winter of the previous school year and applications for French programs vary on a year-by-year basis. If demand remains the same (or is higher) than the number of available spots at Forest Hill Jr. PS, the additional students will be redirected to an existing program at another site, or a new program may be created should the local demand support it.

Q9. Why is re-opening Bannockburn PS not being considered in this study?

A9. The Bannockburn property is located too far from the study area (south of Wilson Avenue, west of Avenue Road) to be a reasonable solution for the accommodation pressures in the Yonge-Eglinton area. A private school has also leased the space until July 2018, so the facility cannot provide any accommodation relief at this time. It is better positioned to provide potential accommodation relief to the schools northwest of the Yonge-Eglinton review area that are also dealing with space constraints and increasing pupil enrolment (i.e., Allenby Jr. PS, John Wanless Jr. PS, John Ross Robertson Jr. PS and Glenview Sr. PS).

Q10. Why is a September 2017 implementation date being proposed for the grade changes as opposed to September 2016?

A10. This report is expected to go to the Board of Trustees for approval in February 2016. Given the size of the Grade 6 cohorts moving from Davisville Jr. PS, Eglinton Jr. PS, Oriole Park Jr. PS, and Maurice Cody Jr. PS into Hodgson Sr. PS, the Program Area Review Team felt that a September 2017 implementation date would be more appropriate to ensure a proper transition for both students and staff. This timeline ensures that the Grade 6 program for Hodgson Sr. PS can be transitioned successfully and also so the transition of the elementary schools from JK-6 to JK-5 can be properly supported. TDSB Planning and Facilities staff will work with the administrators of all four feeder schools to ensure students can be accommodated for the 2016 school year. There are also opportunities to undertake renovations at all the schools to maximize space for programming, as required.

Yonge-Eglinton PART Frequently Asked Questions and Answers

Q11. We understand there will be portables at Hodgson Sr. PS initially. When will the Hodgson Sr. PS classroom addition be completed?

A11. A total of seven portables will be required on-site at Hodgson Sr. PS in September 2017 to accommodate the grade change. The TDSB has identified to the Ministry of Education that an addition at Hodgson Sr. PS is a Capital Priority project. If the project is approved then a 12-classroom addition could be constructed at the school by 2018-19, assuming that necessary building approvals are received as they are required.

Q12. How would the Grade 6 program at a 6-8 school differ from the Grade 6 program at a JK-6 school?

A12. The following is a brief list of potential program differences:

- Specialized Academic programming (includes highly specialized facility – Science Labs, Design & Tech Labs, Visual Art room, Large gymnasium, skating rink, Tiered room for Music (Math teams, HPE teams, Science, Design & Technology))
- Specialized Music (Strings & Band) programming
- Arts Programming
- Homeroom Teacher/Class: your child's class for the year, with 1-2 periods in homeroom per day. One main point of contact for parents and students
- Rotary Subjects: Builds independence skills
- Guidance Counselor Support (transitions, social/emotional, academic)

Extra-Curricular Activities at a 6-7-8 School:

- More opportunities for sports (almost all of TDESSA organized sports)
- Coached by teachers who specialize in HPE or come from Athletic backgrounds
- More opportunities for student leadership (student council, social justice)
- Greater opportunities to independently develop social awareness

Learning Skills & Organization, etc:

- Gradual increase in rotary = longer time to prepare for secondary environment
- More independent involvement in the school community that targets the development of learning skills (responsibility, independent work, initiative, organization, self-regulation and collaboration) by role-modelling of older students (school teams, student council, year book, art club, cheerleading)

Yonge-Eglinton PART Frequently Asked Questions and Answers

- Students with Special Education needs benefit from 3 years (as opposed to 2 years) immersed in programming that prepares them for a secondary environment. Minimizes big T transitions.

Beyond the programming advantages, students are able to lay roots for a longer period of time and develop new relationships with staff and peers from the greater community.

Q13. How will you ensure appropriate transition for Grade 6 students?

A13. Transition Plan

- Spring/Fall-Winter 2016: Transition planning
 - Setting up transition committees
 - Planning ahead for Staffing
 - Facilities (washrooms, cafeteria, lunch program)
 - Resources (Library, rooms, IT)
 - Hodgson Information night/open house for families
- March 2017: Grade 5 to 6 open house for parents
- May 2017: Visit to Grade 5 classes by Hodgson teachers/students/administration
- June 2017: Hodgson Welcome Day (grade 5 classes and teachers come to visit Hodgson)
- September 2017: Hodgson Colour Games (community and team building activities at Hodgson)
- September 2017: Grade 6 trip to The Hanger at Downsview Park/Toronto Island TDSB Outdoor Ed Centre

Q14. If there are so many new students coming to the area, why can't a new school be built to accommodate them?

A14. Capital projects at the TDSB are currently funded by only two sources -

- Ministry of Education Capital Priority grants
- TDSB revenue generated by the disposition of properties

Limited funds for new capital projects are available provincially, but individual projects must be submitted to the Ministry of Education for consideration by school boards for capital funding support. The limited funding does not address all of the capital requirements of school boards across the Province. The funding 'pot' varies from year to year; there no guarantee as to whether or not capital funds will be made available, nor if projects identified by school boards will be supported.

Yonge-Eglinton PART Frequently Asked Questions and Answers

Because of the limited provincial funding, the TDSB is expected to sell properties to generate revenue for new capital projects. Selling sites is an extremely challenging and lengthy process and is often at odds with the City of Toronto's goal(s) and/or community vision.

The TDSB must be able to plan for the future and preserve options should new schools be required in these communities over the longer-term.

Q15. Given the rapid growth in the community this seems like only a short-term plan. What else is being done if there are still more students that cannot be accommodated after 2024?

A15. To meet longer-term demand for space in an area with limited opportunities to accommodate student, we are continuing to examine other, more creative, options. These options include working with the City of Toronto and the development community on the potential of a "vertical school" (built within a new development), or the feasibility to incorporating 'satellite spaces' for TDSB classrooms or child care space. Staff are currently working on the processes to enable these creative solutions.

Q16. Why can't the child cares within these schools just be moved out to provide more classroom space?

A16. Child cares are a valued partner and as such they are accommodated in many, many TDSB schools. The mandate for child care is now in the hands of the Ministry of Education, who strongly encourage the co-location of these users within local schools. Further, the majority of child care spaces within our local schools serve the community in which they are located. There is a formal process for reclaiming child care space from operators within our schools; however, even if spaces were reclaimed for the schools involved in this review the accommodation and programming issues would not be fully addressed or resolved.

Complications also arise when the City has invested capital funds to establish child care centers. These spaces are not recoverable until the terms of the investment are fulfilled.

B01(Reviews\Yonge-Eglinton LFT\2015 PART\P20151014-Yonge-EgPART_QandAs_Website v2.docx)JK.3839