

Yonge – Eglinton PART Public Meeting

October 27, 2015



Agenda

7:00 p.m. to 9:00 p.m.

1.	Welcome and Introductions
2.	Background/Program Area Review Process
3.	Review of Status Quo Projections at Schools
4.	Presentation of the Program Area Review Team's Proposed Scenario
5.	Transitioning to a Grade 6-8 School: Benefits, Challenges, and Process
6.	Questions and Answers
7.	Next Steps
8.	Adjournment

Background

- TDSB's *Long-Term Program & Pupil Accommodation Strategy* (LTPAS), approved by Trustees in May 2014, identified a number of studies to be undertaken to resolve current and future accommodation pressures in this area.
- Staff applied a set of drivers to identify schools across the Board that may face program and space pressures over short to medium-term.
- **198** studies were identified in the LTPAS to take place over the next ten years.
- Some schools are already overcapacity, with all schools in the Yonge-Eglinton area projected to be over 100% utilization by 2024.
- Many small and/or constrained school sites.
- Some schools may require accommodation solutions for the 2016/17 school year.

Yonge-Eglinton Accommodation Studies

- **Phase 1** of this process was completed in December 2014 – creation of a new Extended French program at Forest Hill Jr. and Sr. PS beginning September 2015.
 - Measures were undertaken prior to the commencement of the Yonge-Eglinton Review to address increasing enrolment at Davisville Jr. PS.
 - Relocation of the Toronto Lands Corporation Offices (2013).
 - Relocation of the Deaf & Hard of Hearing program into Faywood ABC School (2014).
- **Phase 2 (current phase)** began in February 2015 to address additional accommodation pressures in the area, focusing on the following schools:
 - Davisville Junior PS/Spectrum Alternative School
 - Eglinton Junior PS
 - Maurice Cody Junior PS
 - Oriole Park Junior PS
 - Forest Hill Junior & Senior PS
 - Hodgson Senior PS
- **Phase 3** expected to commence in Spring 2016 to address pressures at Brown Junior PS, Cottingham Junior PS, and Deer Park PS.

What is a Program Area Review?

- A Program Area Review concerns the establishment of new schools or programs as well as grade reconfigurations.
- Program Area Review Team (PART) comprises superintendents, principals, trustees, central TDSB staff, and school council chairs (or designates) of directly affected schools.
- Recent reports resulting from Program Area Review Teams (PARTs) have been referred to the Board of Trustees for final decision-making. As per Policy P068, the Director has this discretion.

Program Area Review Team Meetings

- Working meeting #1 – Tuesday, October 6th
- Working meeting #2 – Thursday, October 8th
- Working meeting #3 – Tuesday, October 13th
- Public meeting #1 – Tuesday, October 20th
- Public meeting #2 – Tuesday, October 27th
- Working meeting #4 – Thursday, November 5th
- Working meeting #5 (in reserve) – Tuesday, November 10th
- Public meeting #3 – Tuesday, November 17th

Program Area Review Process

Superintendent's Local Review – December 2014

- Superintendent of Education completes the Superintendent's Local Review form and submits it to the Central Accommodation Team (CAT)

Local Feasibility Team (LFT) – February to June 2015

- Once approval is received from CAT, an LFT is formed. LFT is composed of directly affected superintendents, principals, trustees, and other central staff as required.
- LFT meets to review and discuss proposed change, and reviews data and discusses impacts of any change.

Program Area Review Team (PART) – October to November 2015

- CAT reviews LFT report and recommends approval to form a PART.
- PART members review data, discuss impacts, and makes a recommendation to proceed or not to proceed with any change.
- One of the PART meetings shall be a community meeting to receive broader feedback.
- Once PART has reached decision, superintendent prepares report with recommendations and brings it to CAT for review.

Board of Trustees – February 2016

- After considering the committee's recommendations, central staff shall present its own recommendations to the Board of Trustees for approval.
- Following Board's approval to make change, the affected Superintendents and Principals will notify staff and students and proceed with addressing details.

TDSB Capital Funding Challenges

- Capital projects at the TDSB are currently funded by only two sources;
 1. Ministry of Education **Capital Priority grants**
 2. TDSB revenue generated by the **disposition of properties**

1. Capital Priority Grants

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

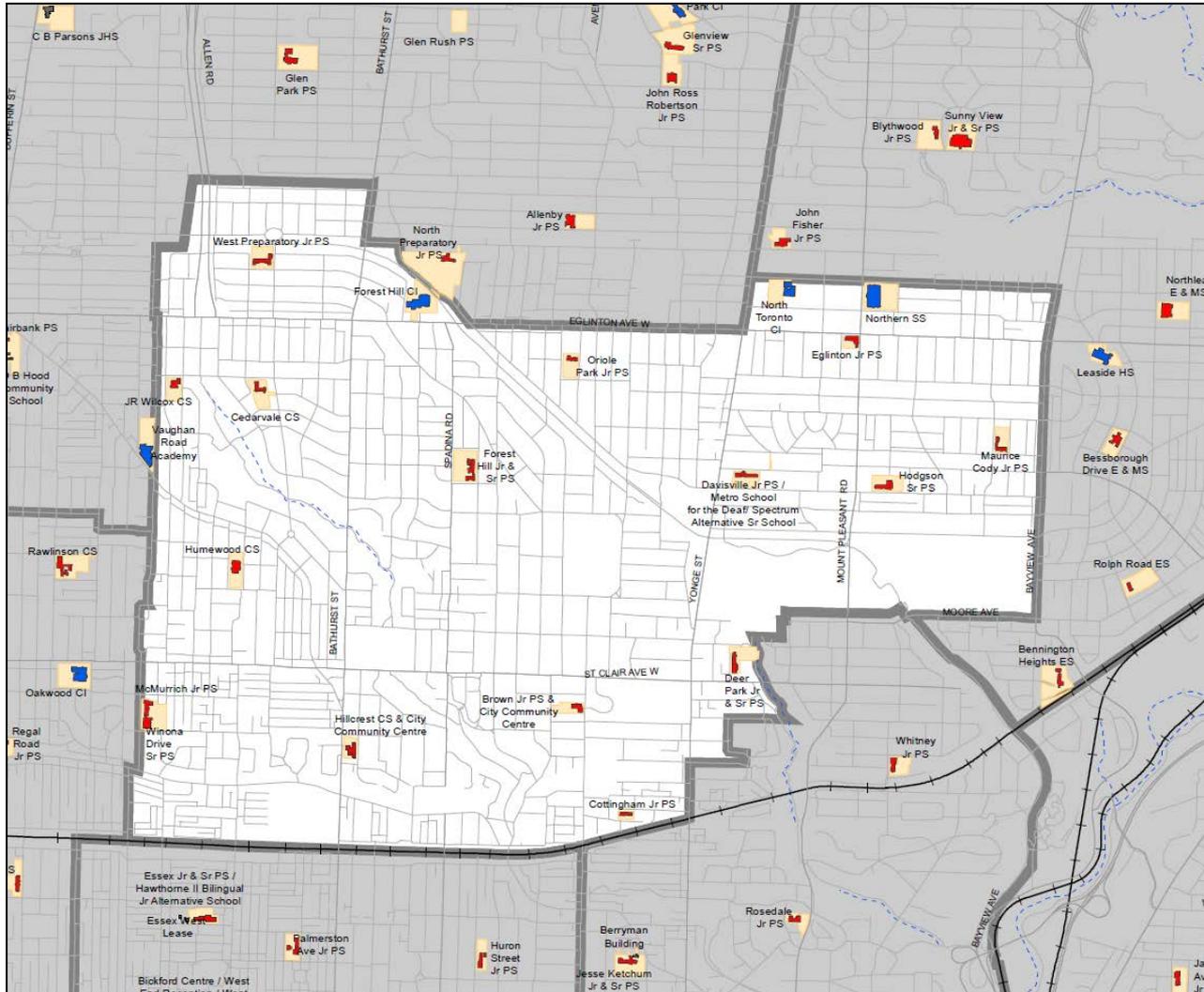
2. Disposition of Property

- The TDSB is expected to sell properties to generate revenue for new capital projects.
- Selling sites is an extremely challenging and lengthy process.
- Often at odds with the City of Toronto's goal(s) and/or community vision.
- TDSB must be able to plan for the future and preserve options should new schools be required in these communities over the longer-term.
- Not a sustainable approach to capital funding.

TDSB Capital Funding Challenges

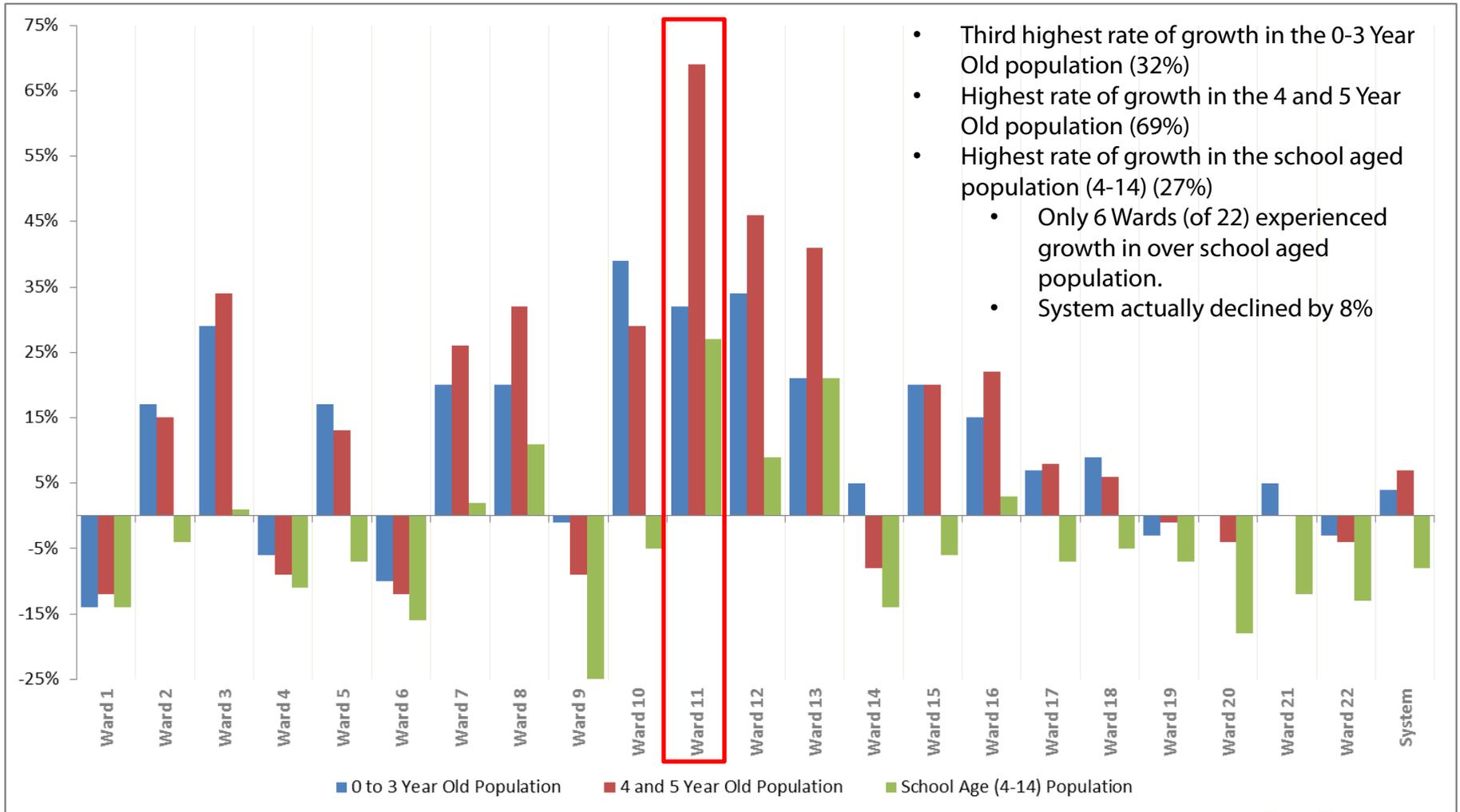
- The TDSB does not receive **Education Development Charges** or “EDCs”
 - Education Development Charges are levies placed on new residential and non-residential development by school boards to support the cost of acquiring new land for schools in growth areas. Under the current legislation school boards must demonstrate that the total enrolment must exceed the available capacity to qualify.
 - The TDSB does not qualify under the current regulation due to the availability of space at both panels across the district
 - There are over 50,000 ‘available’ spaces across the system at present.
 - TDSB is working to reduce the number of available spaces by conducting over 20 Pupil Accommodation Reviews as per the Long-Term Program & Pupil Accommodation Strategy.
 - Any Potential closures, although not yet determined, would not close the gap between total capacity and total enrolment.
 - Current legislation mandates that EDC’s only be used for the purchase of land to support schools in growth areas, not to support the cost of building new schools or renovating/adding onto existing ones.
 - Major legislative change is required in order to meet the needs of the TDSB and other school boards across Ontario.

Ward 11 Boundary Map



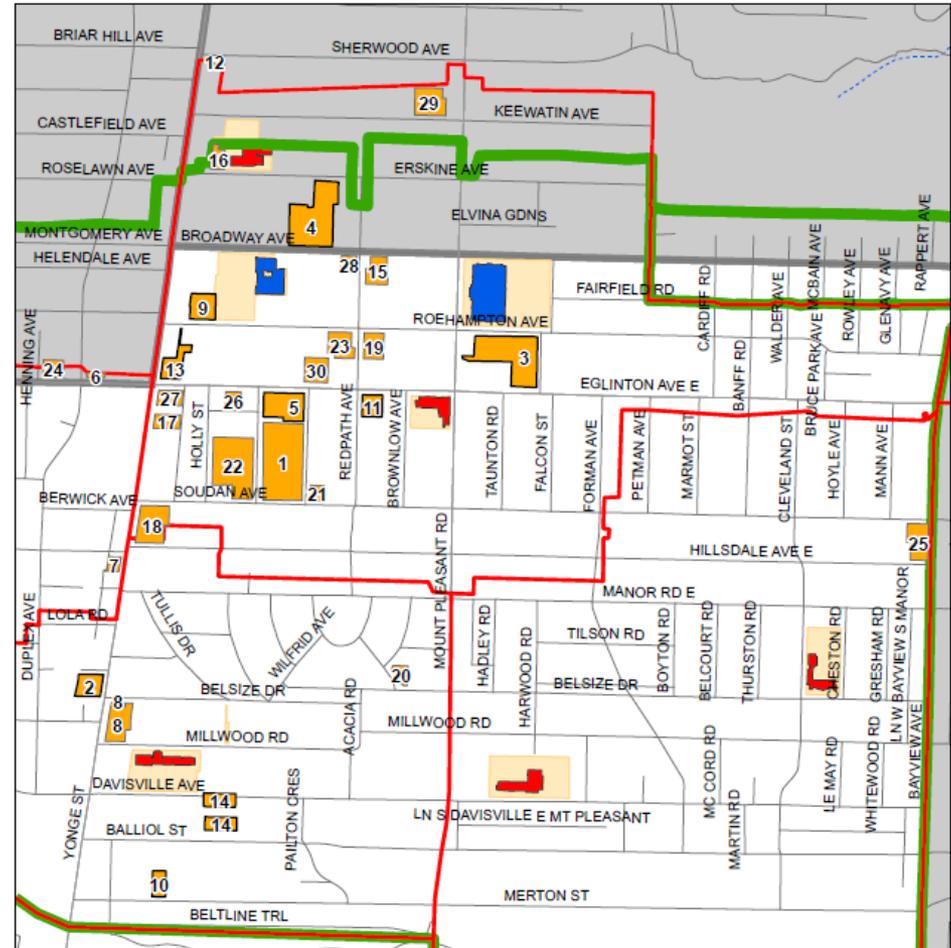
Ward 11 – Demographic Information

Population Change Across The District from 2004 to Present



Active Residential Developments in the Yonge-Eglinton area as of September 2015

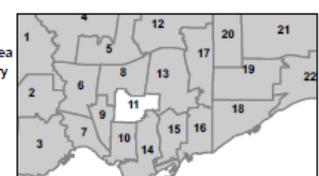
- 30 active residential developments
- 12,800 units
- Estimated pupil yield:
 - Approximately 150 JK-8 students cumulatively
- Modelling based on known applications, but there is potential for more
- Highly dynamic area; continued growth expected
- Need to consider contingency plans for unknown future development



Please note:
The lines on this map representing the Attendance Areas are approximate.
For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

Produced by:
Planning Division, TDSB
September 2015
Source:
Base Map: Geospatial Competency Centre
Facility - Planning Division, TDSB
Date: City of Toronto

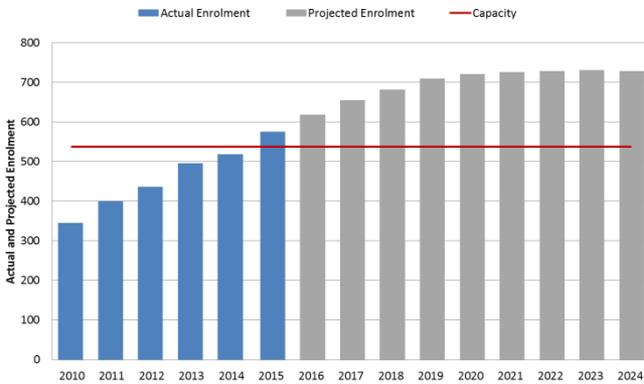
- Legend:
- Junior Attendance Area
 - Elementary School
 - Secondary School
 - Other Facility
 - Site
 - Active Residential Developments
 - Intermediate Attendance Area
 - Ward Boundary
 - Road
 - Railway
 - Utilityline
 - Waterway



L:\TDSB Document Management\B (Buildings)\B01 (Accommodations Planning)\Review\Yonge-Eglinton LFTQ2015 PART

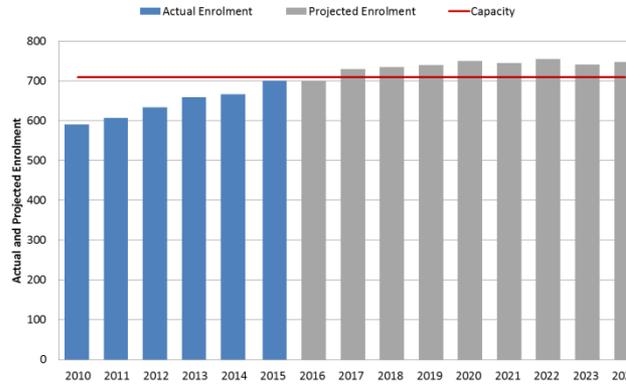
Overview of Status Quo Projections for Ward 11 Schools in the Yonge-Eglinton Study Area

Davisville Jr. and Sr. PS and Spectrum Alternative School



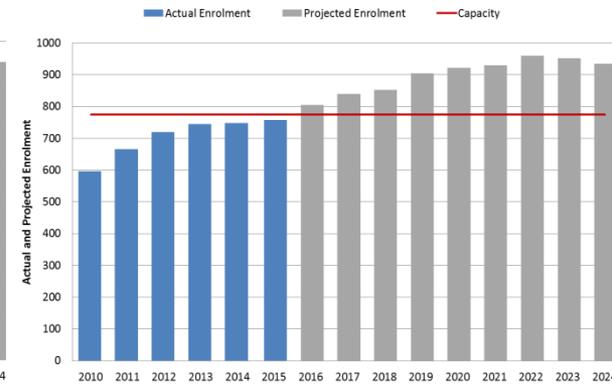
2015: 107% utilization
2024: 135% utilization

Maurice Cody Junior PS



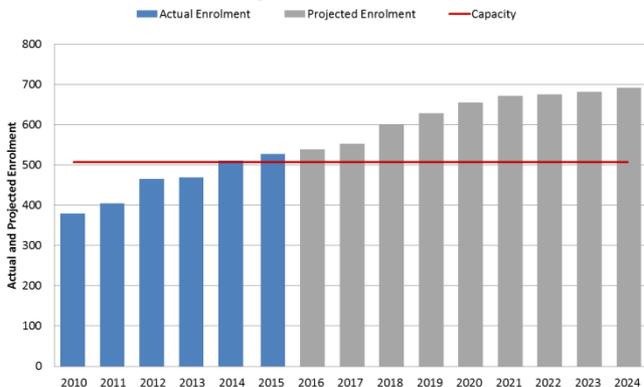
2015: 99% utilization
2024: 105% utilization

Forest Hill Junior and Senior PS



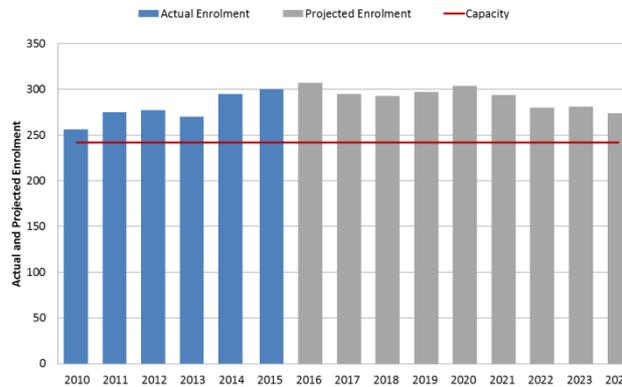
2015: 98% utilization
2024: 121% utilization

Eglinton Junior PS



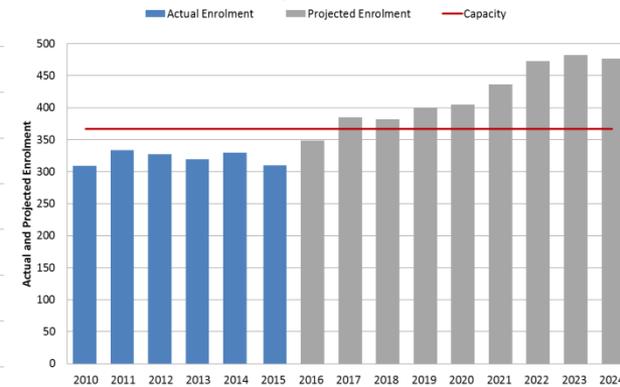
2015: 104% utilization
2024: 136% utilization

Oriole Park Junior PS



2015: 124% utilization
2024: 113% utilization

Hodgson Senior PS



2015: 84% utilization
2024: 130% utilization

Program Area Review Team Proposed Scenario for Further Discussion

2016

- Shared area boundary change between Eglinton Jr. PS/Hodgson Sr. PS and Northlea E & MS
- Forest Hill Jr. and Sr. PS Extended French program's Grade 4 entry cohort reduced to 1 class of 30 going forward so that program can remain at the school through to Grade 8
- Re-align intermediate boundaries for Hodgson Sr. PS, Glenview Sr. PS, and Forest Hill Jr. & Sr. PS

2017

- Grade changes between Eglinton Jr. PS/Davisville Jr. PS (English track only)/Maurice Cody Jr. PS/Oriole Park Jr. PS and Hodgson Sr. PS
- Spectrum Alternative School remains a Grade 7-8 program

2020

- Assuming Davisville Jr. PS rebuild is complete; Grade 6s (English track) could stay at Davisville Jr. PS (pending space pressures at Davisville Jr. PS and Hodgson Sr. PS)
- Hodgson Sr. PS would no longer take in Grade 6 students from Davisville Jr. PS (would take in at Grade 7)

2022

- Potential boundary change between Eglinton Jr. PS and Maurice Cody Jr. PS (contingent on there being space at Maurice Cody Jr. PS and continued accommodation pressures at Eglinton Jr. PS)

September 2016 Implementation vs. September 2017 Implementation

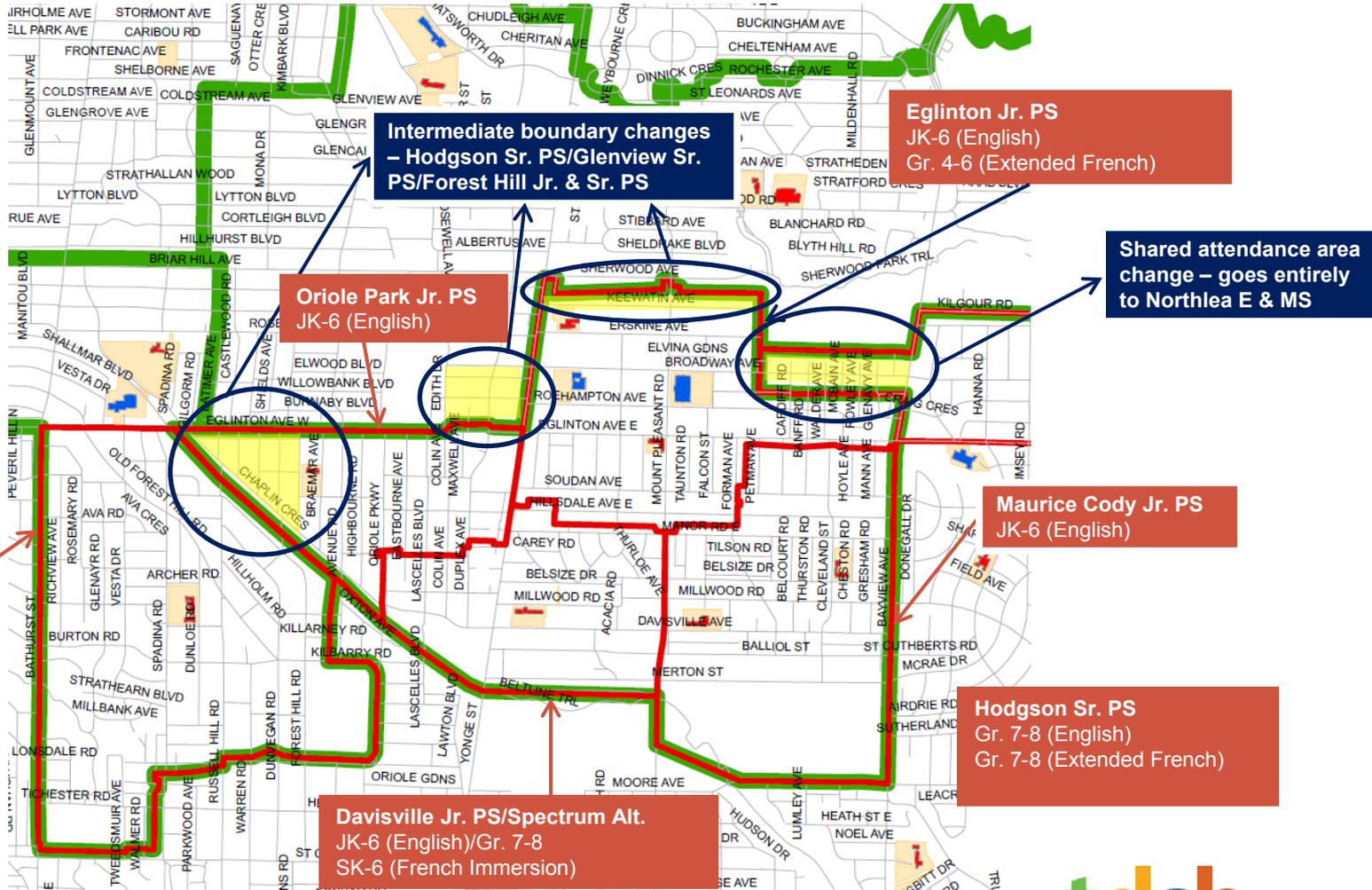
- Staff report with final recommendations to go to Board of Trustees in February 2016
- September 2017 implementation would ensure a proper transition for students and staff at all affected schools
- TDSB Planning and Facilities staff to work with administrators of all four feeder schools – Davisville Jr. PS/Spectrum Alternative School, Eglinton Jr. PS, Maurice Cody Jr. PS, and Oriole Park Jr. PS – to ensure students can be accommodated for 2016/17 school year
- There are opportunities to undertake renovations at schools involved in this review to maximize space for programming, as required

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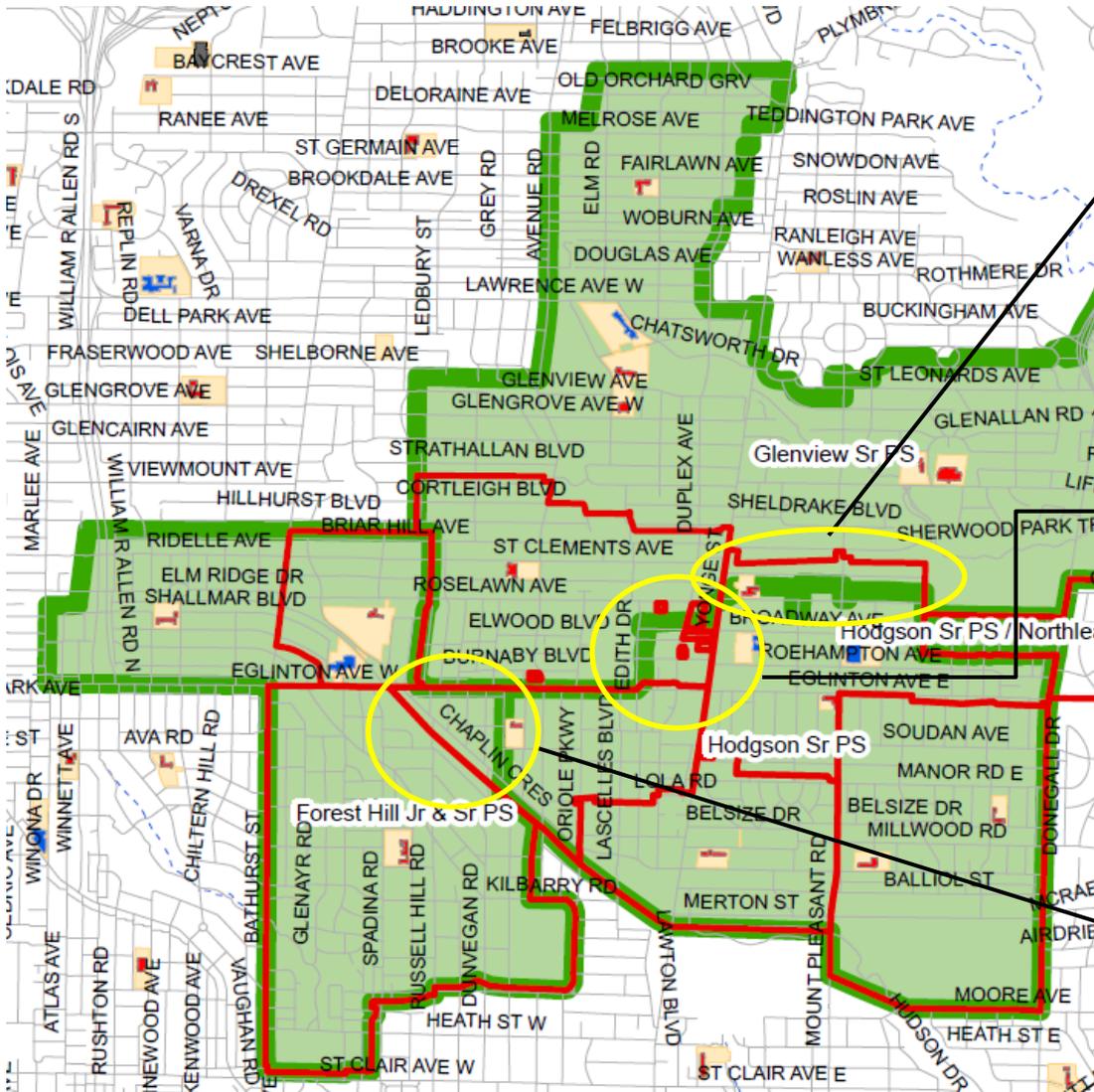
2016

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-  Junior boundary
-  Intermediate boundary
-  No change to school
-  Change to school



Re-aligning middle school attendance area boundaries



Area 1

- A part of Eglinton Jr. PS' attendance area feeds into Glenview Sr. PS for grades 7 & 8 instead of Hodgson Sr. PS (1 student on average per year; many student enrolled into French Immersion in this area).
- Proposing boundary change to align Hodgson Sr. PS' middle school attendance area with Eglinton Jr. PS' junior attendance area.

Area 2

- Hodgson Sr. PS' existing attendance area includes a small portion of Allenby Jr. PS and North Preparatory Jr. PS' junior attendance area (1 student on average per year).
- Proposing boundary change so this area feeds into Glenview Sr. PS instead of Hodgson Sr. PS.

Area 3

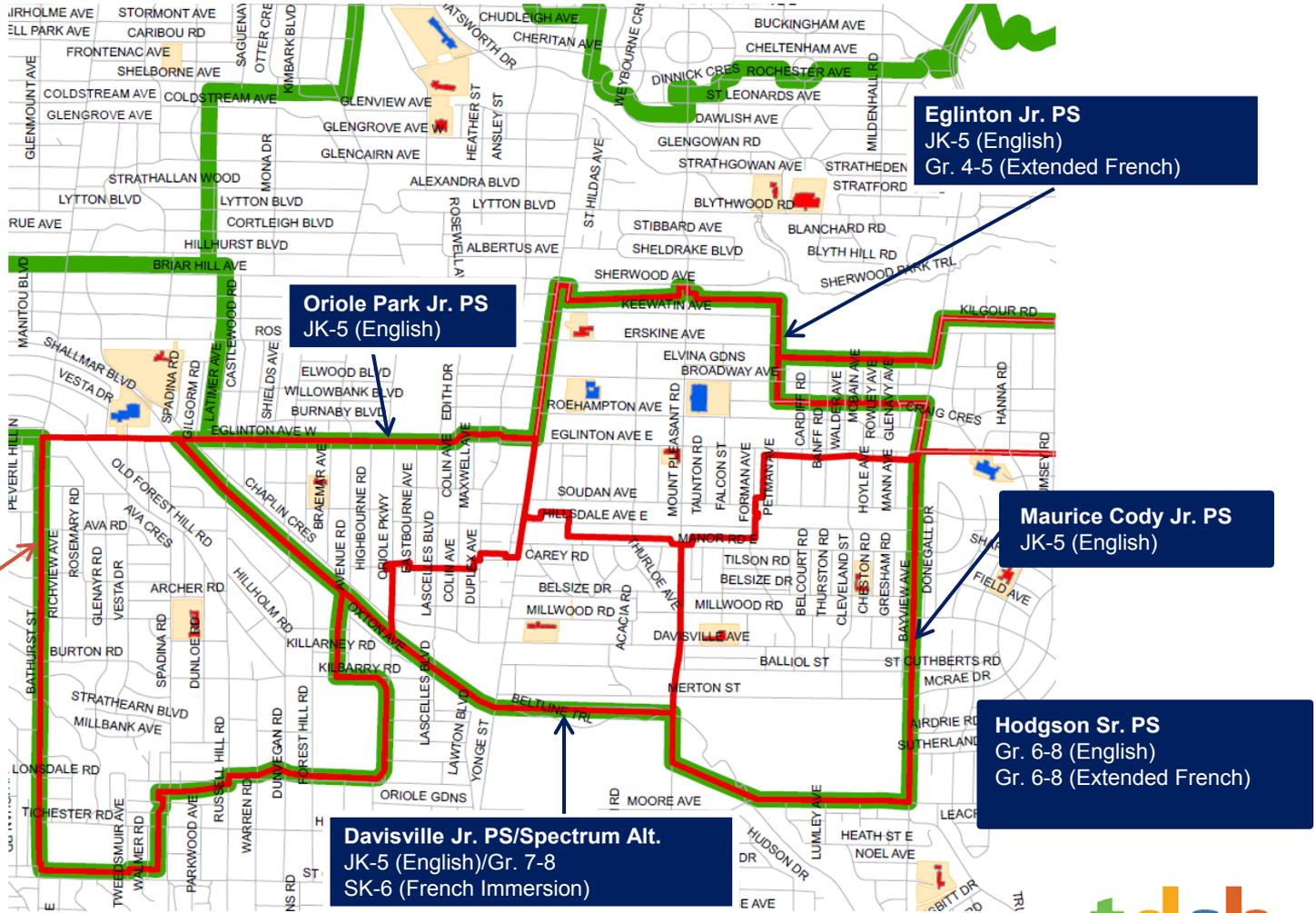
- A portion of Oriole Park Jr. PS' attendance area feeds to Forest Hill Jr. & Sr. PS at grade 7 (averaging 3 students per year).
- Proposing boundary change so all of Oriole Park Jr. PS' junior attendance area feeds to Hodgson Sr. PS.

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2017

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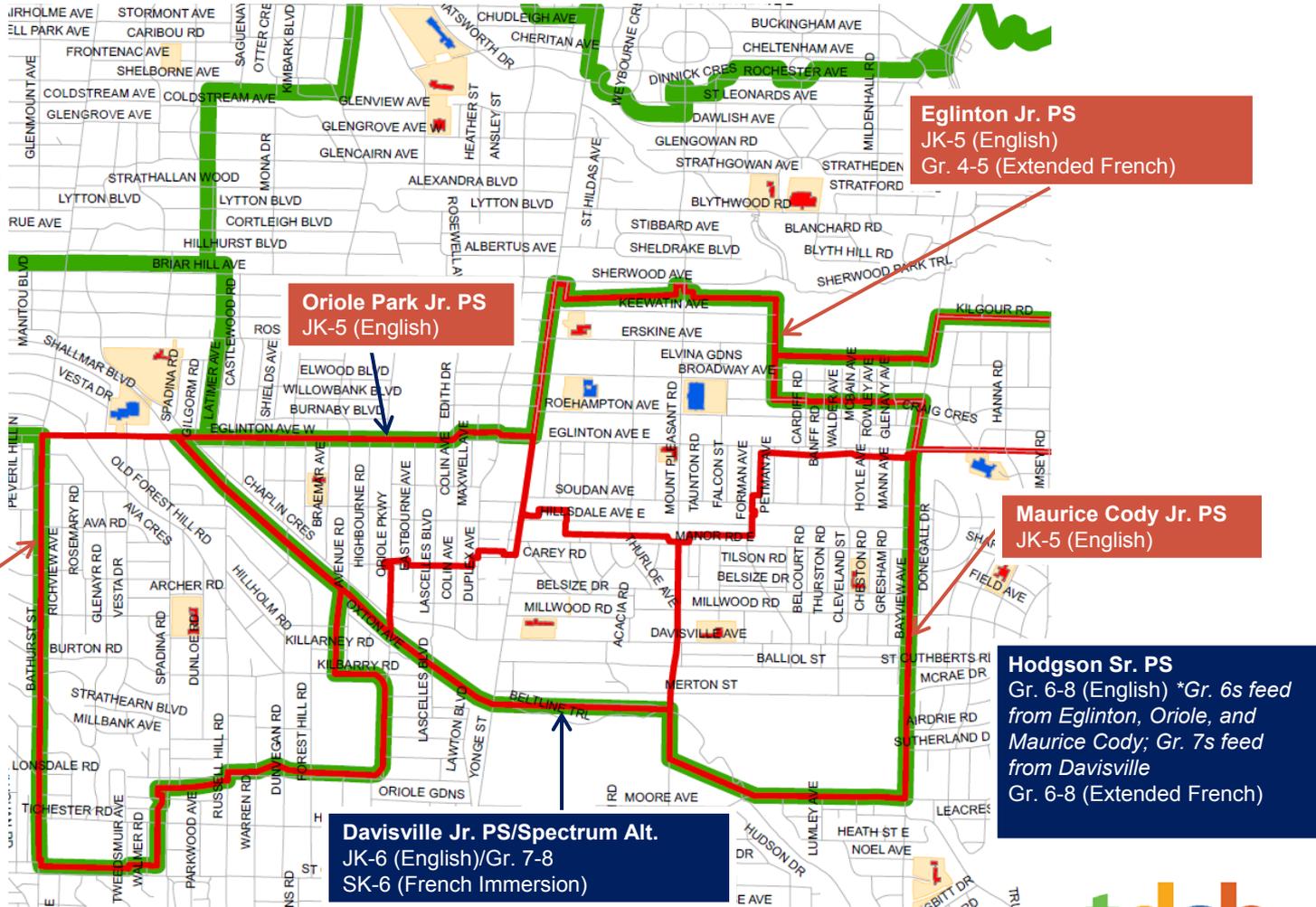


Yonge-Eglinton PART – Public Meeting

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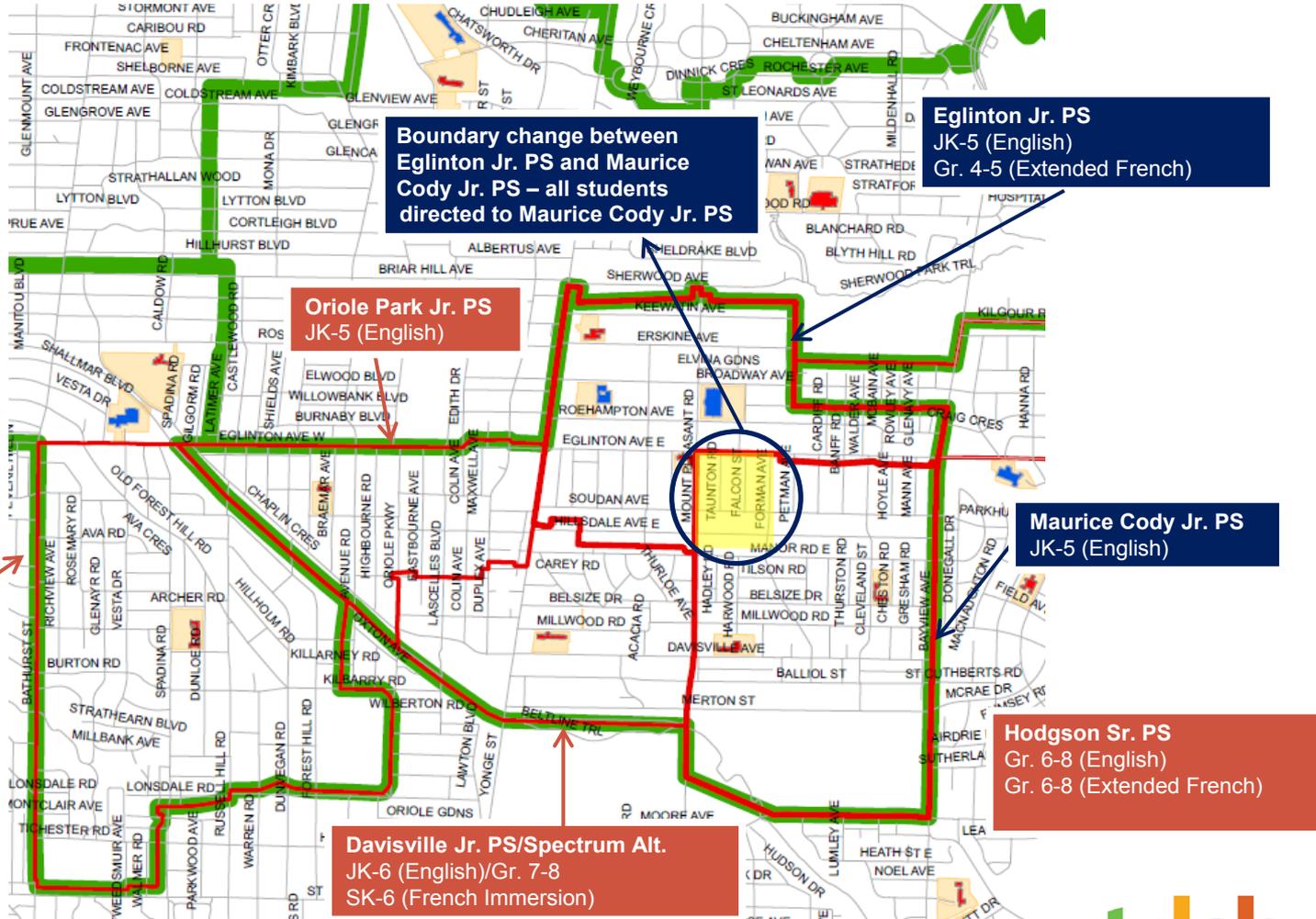


Yonge-Eglinton PART – Public Meeting

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Addressing long-term growth in the Yonge-Eglinton area

- TDSB Planning staff project student enrolment and space requirements based on 'known' information (e.g. development applications that have been circulated to-date, demographic indicators).
- To support longer-term growth in this area, 'creative' options continue to be explored by staff, including;
 - Working with the City of Toronto and the development community on the potential of a "vertical school", and;
 - Incorporating 'satellite spaces' for TDSB classrooms or child care space in new residential developments.

Differences and similarities between a JK-6 school to a 6-7-8 middle school

Grade 6-8 Middle School

Distance to school

Multiple classes per grade (5 or more)

Many teachers (including a home room teacher) responsible for all subjects

More lunch options

JK-6 Junior School

Close to home

1 to 2 classes per grade

1 -3 teachers for everything

Eat at school or at home

Across the TDSB, there are currently
29 Grade 6 to 8 schools and **92** JK-5 schools.

Transitioning to a 6-7-8 middle school: Overall Benefits

- Students are able to lay roots for a longer period of time and develop new relationships with staff and peers from the greater community
- 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. 1 main point of contact for parents and students
- Rotary Subjects: Builds independence skills
- Guidance Counselor Support (transitions, social/emotional, academic)

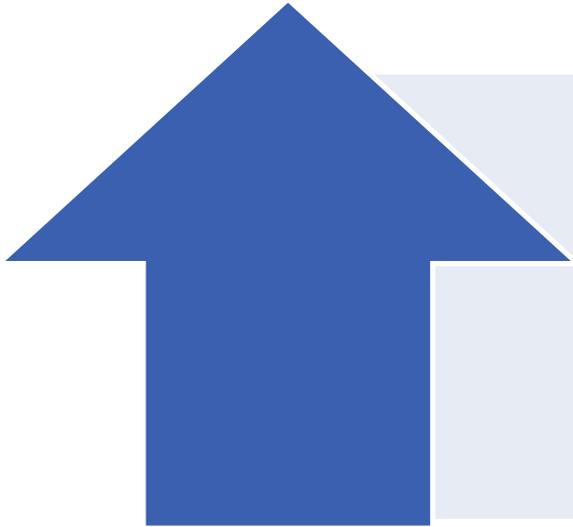


Transitioning to a 6-7-8 middle school: Extra-Curricular Activities

- 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, etc.)
- Greater opportunities to independently develop social awareness



Transitioning to a 6-7-8 middle school: Student Voices



"Independence."

"A lot more people means possibilities for a lot more friends."

"Dances. These become very big in middle school, and are usually a blast!"

"Sports. Something most elementary schools lack is inter-school competitions."

"More than one teacher, so if you don't like him/her, you're only stuck there about an hour each day. Besides, most teachers are great. I am still great friends with a lot of the teachers I had in middle school."



"The first day is nerve-wracking. But that isn't necessarily a bad thing, because everyone else is just as nervous as you...even your teachers!"

"No recess. This was a big let-down from elementary school for me. But I realized I was becoming a young adult, and that study hall can be just as fun."

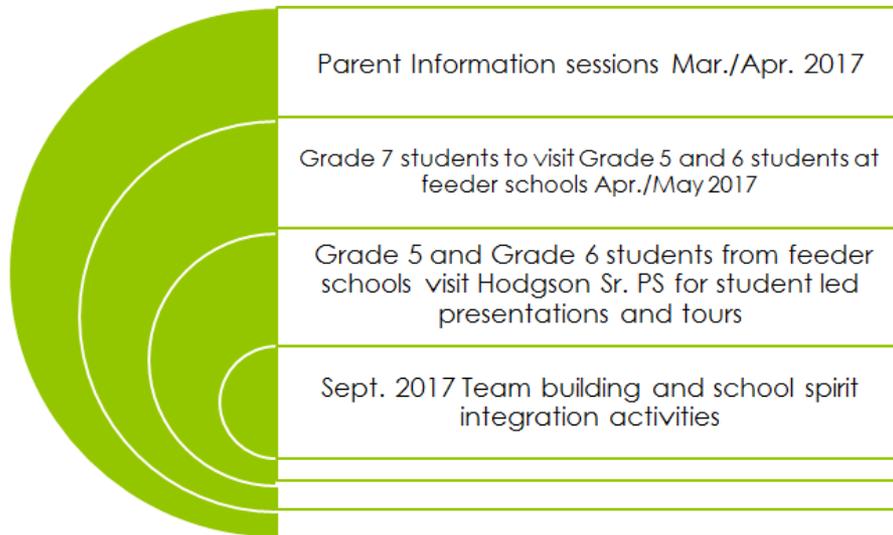
Transitioning to a 6-7-8 middle school: Learning Skills & Organization

- 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)
- 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.

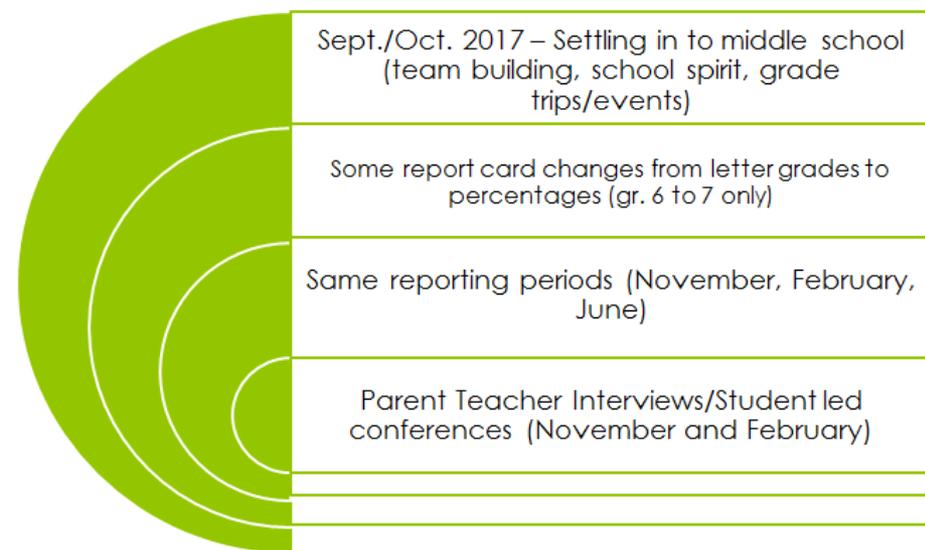
Strategies to manage Hodgson Sr. PS' transition from a 7-8 school to a 6-8 school

- Planning ahead for Staffing
- Facilities (washrooms, cafeteria, lunch program)
- Resources (Library, rooms, IT)
- Hodgson Information night/open house for families

What to Expect in 2016-2017



What to Expect in 2017-2018



Supporting the Grade 5 to Grade 6 Transition: Best Practices

- **March 2017:** Grade 5 to 6 open house for parents
- **May 2017:** Visit to Grade 5 classes by Hodgson teachers/students/admin
- **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



Next steps...

- PART working group will reconvene on Thursday, November 5th to discuss feedback received at public meetings and to finalize PART recommendations.
- Public meeting #3 on Tuesday, November 17th to share PART recommendations with community.
- Report outlining staff recommendations scheduled to be brought forth for Board approval in February 2016.
 - Prior to the Board meeting, there will be an opportunity for public to depute at the Planning & Priorities Committee, held a week prior to the regular Board meeting.

Questions?



Toronto
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Impact of Grade 6 Students Moving to Hodgson Sr. PS on JK-5 Schools

- Specialty Music, Phys. Ed teachers able to service more classes/students than they currently do (some classes do not receive specialist delivery in Phys. Ed, Music etc.)
- More opportunities for students to interface with dedicated teacher-librarian
- Ability to preserve or bring back dedicated specialty rooms (ie. Music Room, HSP room, ESL room)
- More access to school gymnasium for all grades
- Potential to establish a classroom space for French (where French may currently be operating on a cart)
- Leadership Opportunities at the school for students at an earlier age
- Increased access to extra-curricular activities (affords Grade 4 and 5 students better chance to participate and join a team)
- Safer school yards – school yard is less crowded and more accessible for Grade 1-5 students (JK/SK students would remain in their dedicated play space)
- Less crowding in lunch rooms

All four feeder schools would be able to accommodate projected growth with minimal impact to programming.

Distribution of Elementary Grade Configurations Across TDSB

Grade Configuration	# of Schools
JK-SK	1
JK-4	3
JK-5*	92
JK-6*	155
JK-7	1
JK-8	145
Grades 1-5	1
Grades 4-8	5
Grades 5-8	2
Grades 6-8*	29
Grades 7-8	26
Grades 7-9*	7

* There are a number of active Program Area Reviews that are exploring transitioning away from the Junior High School model (Grade 7-9) and into the Middle School model (Grade 6-8). Pending completion of those processes and approval of the recommendations by the Board, many new JK-5 schools and Grade 6-8 schools will emerge. The number of JK-6 schools will decrease as a result.

Research on Grade Configurations

- Competing research exists regarding the most appropriate placement of Grade 6 students
- Some studies indicate that Grade 6 students in JK-6 schools fare better on EQAO tests than Grade 6 students in a middle school
- A number of studies have shown that students in Grades 6, 7, and 8 have more in common developmentally in terms of physical, psychological, social, and intellectual variables than other age-grade combinations
- Generally, the impact of grade span is thought to be relatively minor in comparison to factors such as:
 - School socio-economic status (highest net effect on school performance)
 - Teacher instructional practice
 - School leadership
 - Family and peer support
 - Facilities and resources
 - Community support
 - Student's prior academic achievement
 - Suspension rates