

Charles H. Best MS – Wilmington ES PART

Welcome

Wednesday November 1st, 2017



Agenda

1. Welcoming and Introductions
2. History of Charles H. Best MS and Wilmington ES
3. Mandate of the Program Area Review Team (PART)
 - a) Role of the Team
 - b) Work of the PART
 - c) Determining Consensus and Voting
 - d) Setting the Norms
4. The Reason for the PART, Setting the Context
 - a) LTPAS (Long Term and Accommodation Strategy)
 - b) System Drivers
 - c) Ministry Requirements around Capital Funding
 - d) Charles H. Best MS – Wilmington ES and the LTPAS
5. Consider Solutions
6. Next Steps
 - a) Next Meeting Date
7. Adjournment

History of Charles H. Best MS and Wilmington ES

- 1979: Charles H. Best became an amalgamation of three former North York Schools (Wilmington Elementary, Cedar Grove and Dufferin Heights) into two schools with one principal.
 - Charles H. Best West ES (JK to Grade 5).
 - Charles H. Best East MS (Grades 6 to 8).
- 2002: the two schools were again separated and became two distinct entities, each with its own principal and school council. There was a grade change.
 - Charles H. Best West ES became a JK to Grade 4 school.
 - Charles H. Best East MS became a Grades 5 to 8 school .
- 2004: the schools changed their names.
 - Charles H. Best West ES became Wilmington ES.
 - Charles H. Best East MS became Charles H. Best MS .
- Charles H. Best MS does not have a distinct attendance area that captures all of the junior schools that feed to it.
 1. Yorkview PS attendance area overlaps between Charles H. Best MS, and Willowdale MS.
 2. Dublin Hts E & MS has a junior attendance area that overlaps between itself and Charles H. Best MS.

Source: Facilities Management Committee, Report No. 4, May 13, 2004 Renaming Charles H. Best West Elementary (School

Mandate of the Program Area Review Team (PART)

a) Role of the Team:

- *The PART is an advisory one.*
- *It considers a full range of options within the framework provided and makes recommendations.*
- *The Board may support the PART's recommendations or staff's recommendations or it may make a different decision.*
- *Participants are to share information with their communities – school councils, teachers, others.*

b) Work of the PART:

- *The PART holds working meetings to review the data, discuss the impacts, and makes a recommendation(s) to proceed or not to proceed with any change.*
- *The PART holds at least one public meeting to inform a broader audience and get feedback .*
- *Once the PART has developed its recommendation(s), the Superintendent of Education prepares a report with the recommendation and brings it to the Central Accommodation Team for review; and that starts an approval process the ends with a final decision made by the Trustees.*

Mandate of the Program Area Review Team (PART)

c) Determining Consensus and Voting:

- *The PART functions by reaching consensus among members.*
- *If consensus cannot be reached, a vote occurs.*
 - *The definition of consensus, the determination of voting procedure (e.g. by ballot or show of hands), and the process to be followed in the event of a tie vote is established by the team.*
 - *The PART decides who will participate if a vote is necessary. For example, it could decide that each school participating in the review has one vote or it could decide that each school has two votes – one for the Principal and one for the parents.*

d) Setting the Norms:

- *Respecting the statements made by others.*

The Reason for the PART, Setting the Context

a) LTPAS (Long Term Program and Accommodation Strategy)

- *the Long-Term Program and Accommodation Strategy is reviewed and updated and then presented to the Board of Trustees for approval each year.*
 - *The first step in the annual review process involves the refreshing of school data (operational and program data for every school)*
 - *Review of program and accommodation drivers to ensure they are still relevant. .*
- *Input from meetings with individual Trustees and Staff and from discussions with other entities is considered.*
 - *The list of all planned program and accommodation studies is reviewed and modified if needed.*
 - *The changes are then reflected in the next version of the Long-Term Program and Accommodation Strategy which is a ten-year rolling plan.*
- *The planned studies are called Local Feasibility Studies.*
 - *A Local Feasibility Study is a preliminary analysis of an accommodation or program concept to determine its viability.*
 - *A Local Feasibility Study is conducted by a staff team (LFT). The Local Feasibility Studies could lead to other public processes such as Pupil Accommodation Reviews (PARC), Program Area Reviews (PART) or Boundary Reviews.*

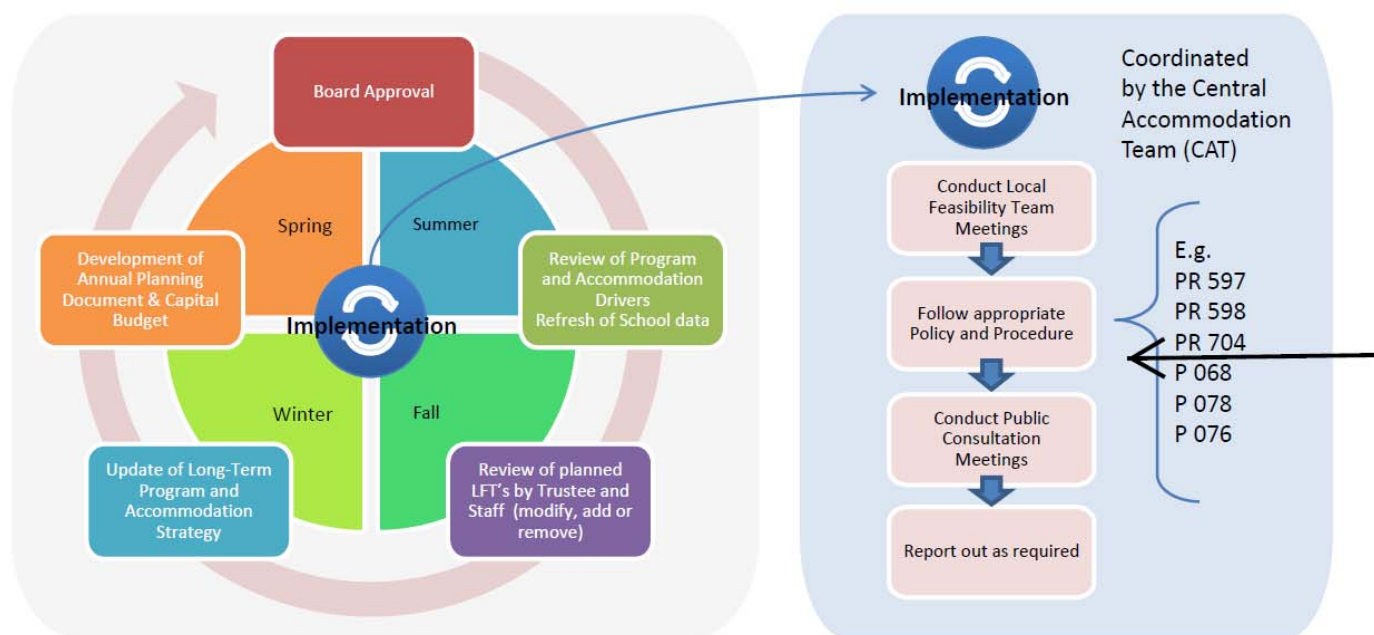
The Reason for the PART, Setting the Context

a) LTPAS (Long Term Program and Accommodation Strategy) *continued.*

- *The Annual Planning Document provides details about the studies that will be done during the next school year. It reflects the short-term work in the form of Local Feasibility Studies that will be done to execute the long-term strategy. It is presented to the Board for approval.*
- *Seven program areas have been identified as priorities for study to address a range of issues such as increasing access, implementing new initiatives, and promoting equity. The seven program areas are:*
 - *Aboriginal Education,*
 - *Centres of Innovation for Skills and Technologies,*
 - *Continuing Education,*
 - *French Immersion and Extended French,*
 - *Information Technology,*
 - *Special Education and Inclusion,*
 - *The Arts.*

The Reason for the PART, Setting the Context

Annual Long-Term Program and Accommodation Planning Process



The Reason for the PART, Setting the Context

b) System Drivers

- **LTPAS Program Drivers:**

- *Program Choice - Offer a variety of program choices to all learners including adults.*
- *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 a program.*

- **LTPAS Accommodation Drivers:**

- *Good Distribution of Schools - Maintain a distribution of elementary schools within walking distance and secondary schools with good access to public transit and eliminate redundancy (schools in close proximity).*
- *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 boundaries and split attendance areas.*
- *Efficient Use of Space - Use existing space in schools efficiently to balance enrolments.*

The Reason for the PART, Setting the Context

c) Ministry Requirements around Capital Funding

- TDSB applies for capital funding from the Ministry of Education through the Capital Priorities Program, along with all the other school boards in Ontario.
- Each year the Ministry invites school boards to submit business cases for their top capital issues – the Ministry identifies the type of projects they are most interested in considering for funding – the Ministry identifies the number of business cases that school boards can submit.
 - For 2017, the Ministry was interested in receiving business cases that addressed enrolment pressures, school consolidations, and/or facility condition – school boards could submit 10 business cases.
 - Projects related to only addressing an accommodation pressure of a specialized or alternative program such as French Immersion were not to be submitted as capital priorities.
- Typically, the TDSB gets 2-4 capital projects approved by the Ministry.

The Reason for the PART, Setting the Context

d) C.H. Best MS – Wilmington ES and the LTPAS.

- *System Drivers that are utilized in this study are;*

a) *Good utilization,*

- *Target utilization rates of 80% to 90% (review schools at 65% or less and schools over 100% utilization rate).*

A. Status Quo

	1	2	3	4	5	6	7	8	9	10	11	12	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Facility	Program	Actual Oct. 31, 2016					Actual Sep. 30, 2017					Proj. Oct. 31, 2020					Proj. Oct. 31, 2022					Proj. Oct. 31, 2027					
		Total HC	Cap-acity**	Utili-zation	HC-Cap	Port-ables	Total HC	Cap-acity**	Utili-zation	HC-Cap	Port-ables	Total HC	Cap-acity**	Utili-zation	HC-Cap	Port-ables	Total HC	Cap-acity**	Utili-zation	HC-Cap	Port-ables	Total HC	Cap-acity**	Utili-zation	HC-Cap	Port-ables	
Charles H. Best MS		310	480	65%	-170	0	313	480	65%	-167	0	337	480	70%	-143	0	337	480	70%	-143	0	363	480	76%	-117	0	
Dublin Hts E & MS		710	718	99%	-8	0	822	741	111%	81	0	858	741	116%	117	6	870	741	117%	129	6	969	741	131%	228	10	
Pleasant PS		425	418	102%	7	1	398	418	95%	-20	2	402	418	96%	-16	2	405	418	97%	-13	2	400	418	96%	-18	2	
Rockford PS		672	709	95%	-37	0	702	709	99%	-7	3	818	709	115%	109	5	825	709	116%	116	6	826	709	117%	117	6	
Wilmington PS		272	277	98%	-5	1	292	277	105%	15	1	293	277	106%	16	1	304	277	110%	27	2	307	277	111%	30	2	
Willowdale MS		430	536	80%	-106	0	494	522	95%	-28	0	591	522	113%	69	3	627	522	120%	105	5	669	522	128%	147	7	
Yorkview PS		454	525	86%	-71	0	486	522	93%	-36	0	500	522	96%	-22	0	513	522	98%	-9	0	512	522	98%	-10	0	
Balancing the Sheet		0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%	0	0
Total		3,273	3,663	89%	-390	2	3,507	3,669	96%	-162	6	3,799	3,669	104%	130	17	3,881	3,669	106%	212	21	4,046	3,669	110%	377	27	

The Reason for the PART, Setting the Context

d) C.H. Best MS – Wilmington ES and the LTPAS.

- *System Drivers that are utilized in this study are;*
 - a) *Good utilization,*
 - b) *Efficient use of space,*
 - *The current and future need for portables at Wilmington ES, 1 currently and 2 projected in 2027;*
 - *The large amount of surplus pupil places at Charles H. Best MS from 167 currently and 117 projected for 2027.*

A. Status Quo

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Balancing the Sheet		0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0%	0	0	0	0	0	0%	0	0
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The Reason for the PART, Setting the Context

- d) C.H. Best MS – Wilmington ES and the LTPAS.
 - *System Drivers that are utilized in this study are;*
 - a) *Good utilization,*
 - b) *Efficient use of space,*
 - c) *Good distribution of schools (i.e. redundancy of schools in close proximity),*



0.01 0.025 0.05 0.075 0.1 0.125 Kilometers

Produced by:
Planning Division, TDSB
March 2013

Source:
Base Map- Geospatial Competency Centre
Facility - Planning Division, TDSB
Data- City of Toronto



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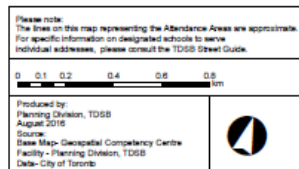
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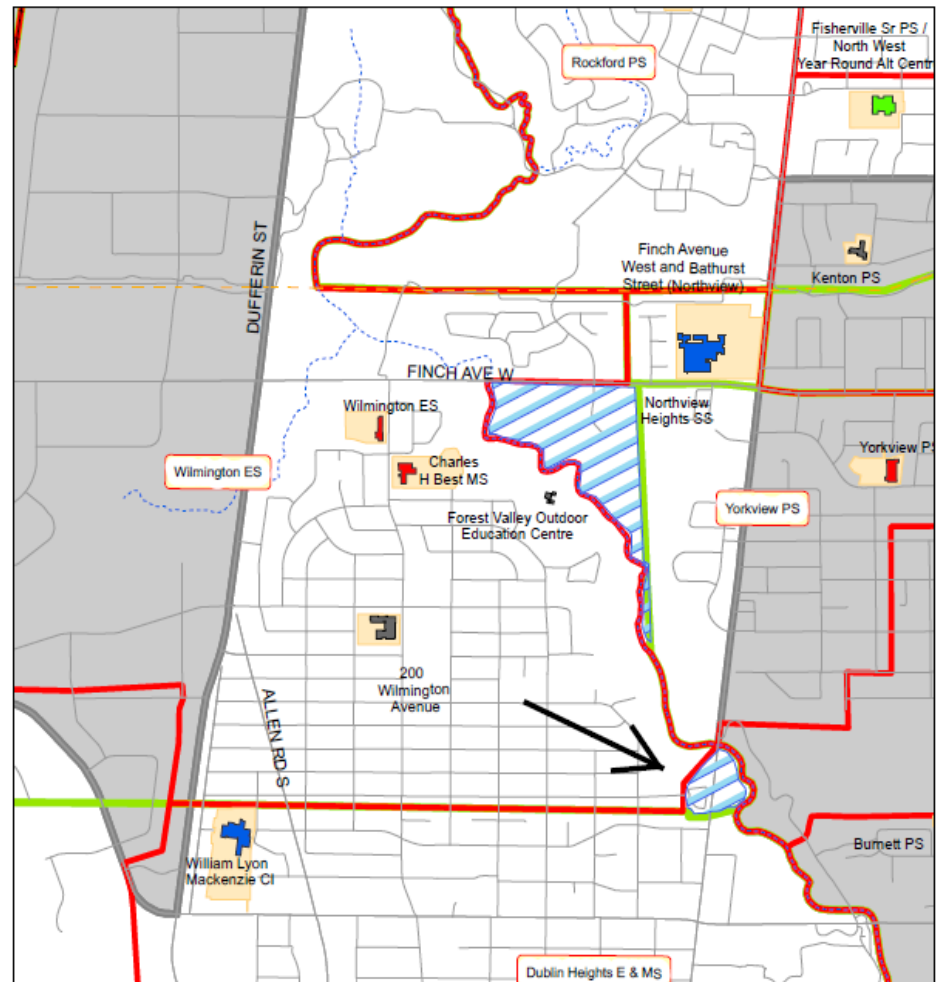
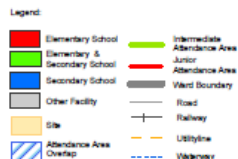
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 - c) *Good distribution of schools (i.e. redundancy of schools in close proximity),*
 - d) *Distinct attendance areas,*



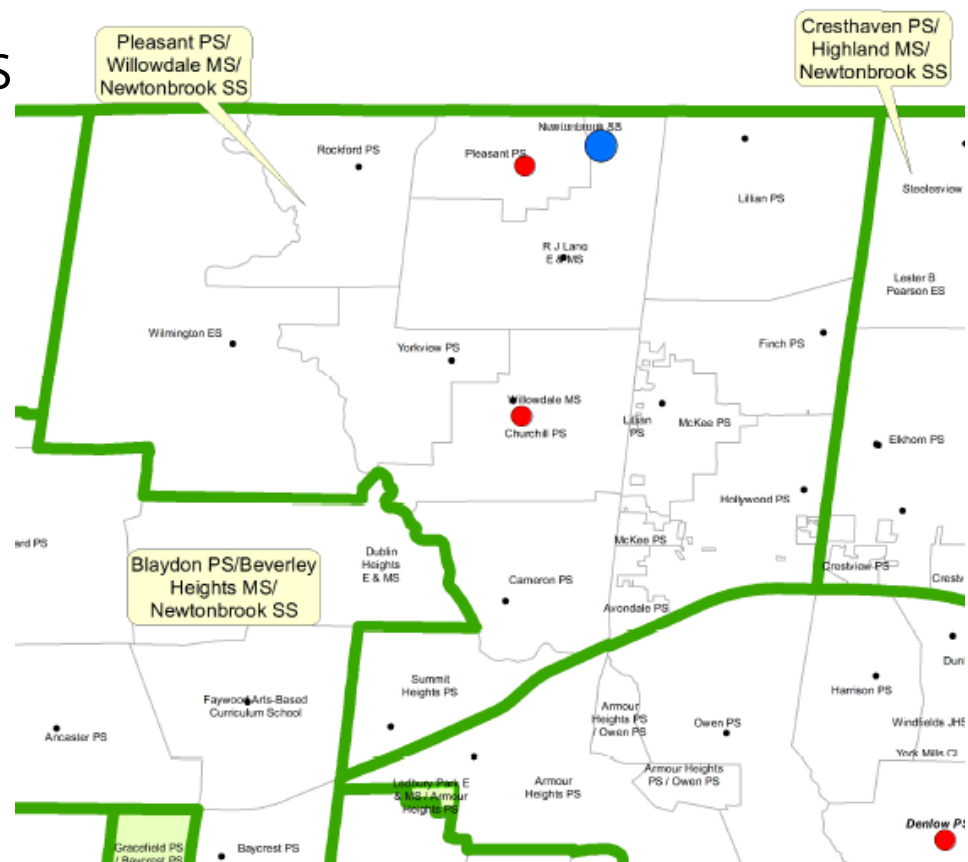
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The Reason for the PART, Setting the Context

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 - c) *Good distribution of schools (i.e. redundancy of schools in close proximity),*
 - d) *Distinct attendance areas,*
 - e) *Fair access to specialized programs and schools.*



2017-18 Gr.4 French Extended Sites

Consider Options



CH Best MS and Wilmington ES PART: Options Considered by Local Feasibility Team

School:	A: Status Quo	B: Introduce French Immersion	C: Grade Changes; JK-3 and Gr.4-8	D: Grade Changes, and Introduce Extended French	E: Consolidate Wilmington ES at CH Best MS	F: Consolidate CH Best MS at Wilmington ES	G: Consolidate Wilmington ES at CH Best MS, Boundary Change with Yorkview PS	H: Grade Changes, and Introduce Extended French, Boundary Change with Dublin Hts E&MS
Charles H Best MS	Gr.5-8 Aut, DD, LD, Reg	Gr.5-8 Aut, DD, <u>FI</u> , LD, Reg	Gr.4-8 Aut, DD, LD, Reg	Gr.4-8 Aut, DD, <u>FExt</u> , LD, Reg	JK-Gr.8 Aut, Beh, DD, LD, Reg		JK-Gr.8 Aut, Beh, DD, LD, Reg	Gr.4-8 Aut, DD, <u>FExt</u> , LD, Reg
Dublin Hts E&MS	JK-Gr.8 Deaf, Gifted, Phys, Reg	JK-Gr.8 Deaf, Gifted, Phys, Reg	JK-Gr.8 Deaf, Gifted, Phys, Reg	JK-Gr.8 Deaf, Gifted, Phys, Reg	JK-Gr.8 Deaf, Gifted, Phys, Reg	JK-Gr.8 Deaf, Gifted, Phys, Reg	JK-Gr.8 Deaf, Gifted, Phys, Reg	JK-Gr.8 Deaf, Gifted, Phys, Reg
Pleasant PS	JK-Gr.6 FExt, Beh, Reg	JK-Gr.6 FExt, Beh, Reg	JK-Gr.6 FExt, Beh, Reg	JK-Gr.6 FExt, Beh, Reg	JK-Gr.6 FExt, Beh, Reg	JK-Gr.6 FExt, Beh, Reg	JK-Gr.6 FExt, Beh, Reg	JK-Gr.6 FExt, Beh, Reg
Rockford PS	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg
Wilmington ES	JK-Gr.4 Beh, Reg	JK-Gr.4 Beh, <u>FI</u> , Reg	JK-Gr.3 Beh, Reg	JK-Gr.3 Beh, <u>FExt</u> , Reg		JK-Gr.8 Aut, Beh, DD, LD, Reg		JK-Gr.3 Beh, <u>FExt</u> , Reg
Willowdale MS	Gr.5-8 Beh, FExt, FI, LD, Reg	Gr.5-8 Beh, FExt, FI, LD, Reg	Gr.5-8 Beh, FExt, FI, LD, Reg	Gr.5-8 Beh, FExt, FI, LD, Reg	Gr.5-8 Beh, FExt, FI, LD, Reg	Gr.5-8 Beh, FExt, FI, LD, Reg	Gr.5-8 Beh, FExt, FI, LD, Reg	Gr.5-8 Beh, FExt, FI, LD, Reg
Yorkview PS	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg	JK-Gr.6 FI, Reg

Consider Options

LFT Recommended

D. & H. Grade Change between C.H. Best MS and Wilmington ES, Introduce French Extended at C.H. Best MS; and, Boundary Change between C.H. Best MS and Dublin Hts E&MS (Where Wild Gingerway is assigned to Dublin Hts E&MS)

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Next Steps

- Review the data prior to the next meeting;
- Share the information with other parent council members to gain opinions;
- Bring suggestions, opinions, and questions to next meeting;
- Next meeting is ?

