

# Greenland PS & Norman Ingram PS Boundary Change Review

PART Meeting #1  
November 23, 2017



# Agenda

- PART Review Process
- Study Context
- School Enrolment
- Pupil Distribution
- Boundary Scenarios
- Discussion

# Program Area Review Process

## Central Accommodation Team (CAT) Project Launch – June 2017

- Studies in the LTPAS are approved by CAT to commence Local Feasibility Team work

## Local Feasibility Team (LFT) – October 2017

- 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 data and discusses impacts of any proposed changes.
- LFT agrees on recommendation and reports back to CAT.

## Program Area Review Team (PART) – November/December 2017

- 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, staff prepares report with recommendations and brings it to CAT for review.

## Board of Trustees – February 2018

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 related to the transition.

Step 1



Step 2



Step 3

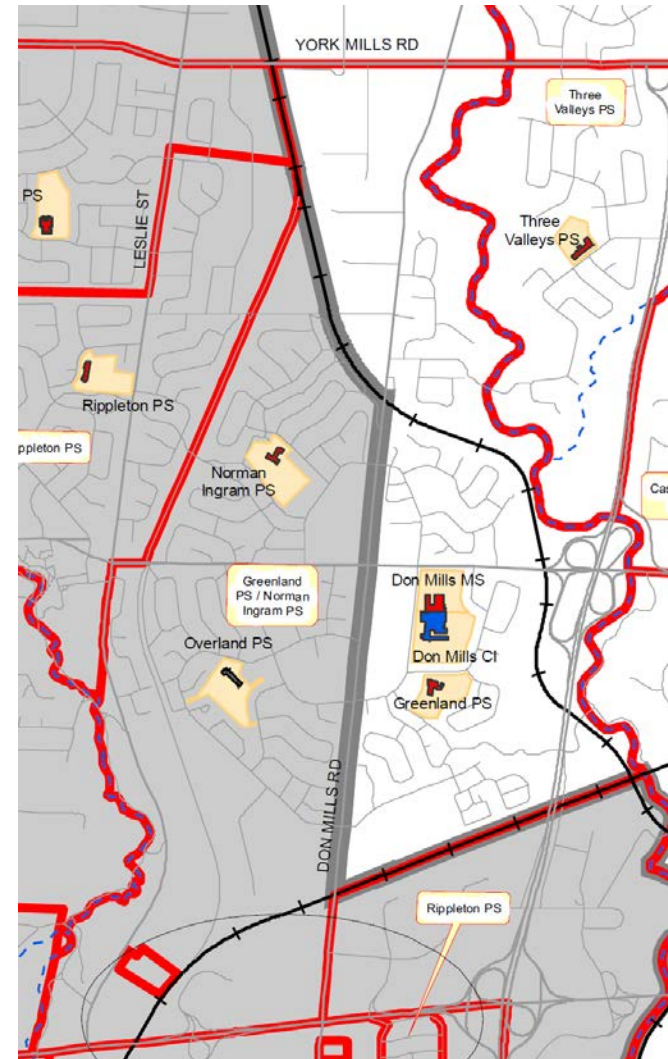
(we are here)



Step 4

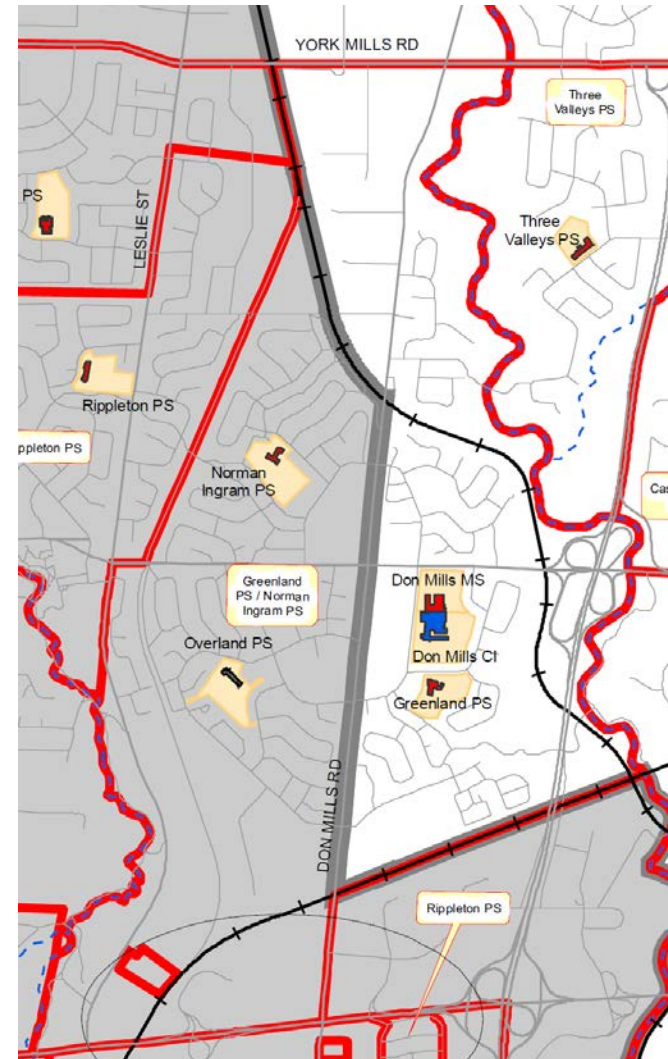
# Study Context

- The Long-Term Planning & Accommodation Strategy (LTPAS) Accommodation Driver – Distinct Attendance Areas
- “Avoid shared attendance boundaries and split attendance areas”
- The boundary between Greenland PS & Norman Ingram PS is 100% shared



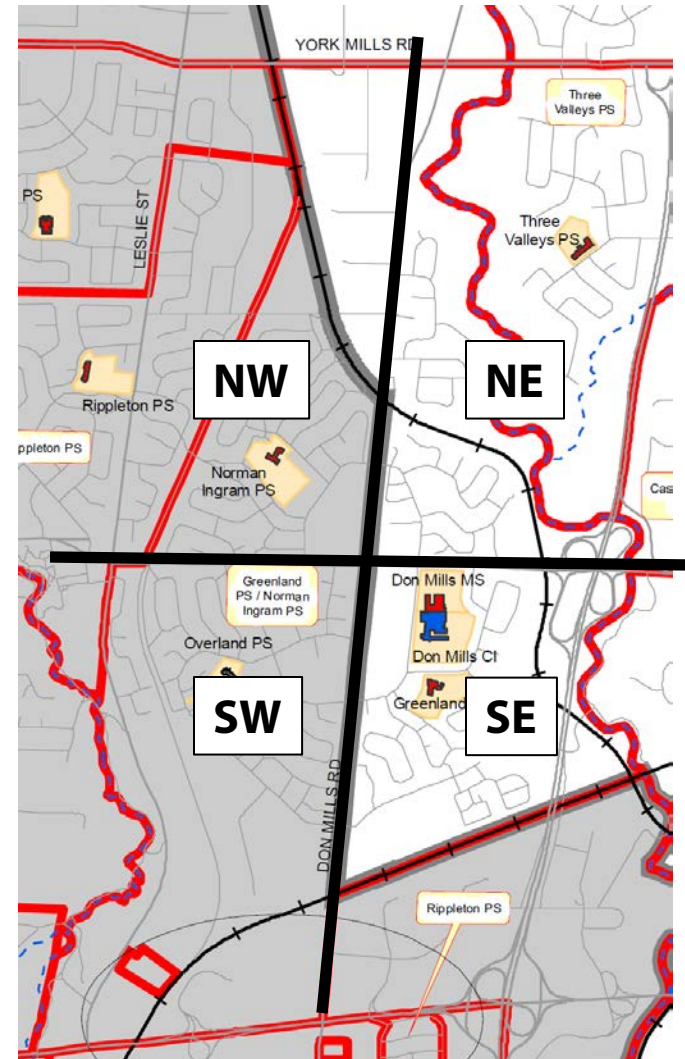
# Study Context

- The Don Mills area forms quadrants centred on Don Mills Rd & Lawrence Ave E
- A small redirection area to Rippleton PS exists on Leslie St
- Employment lands to the north & south



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# School Enrolment

## Greenland PS

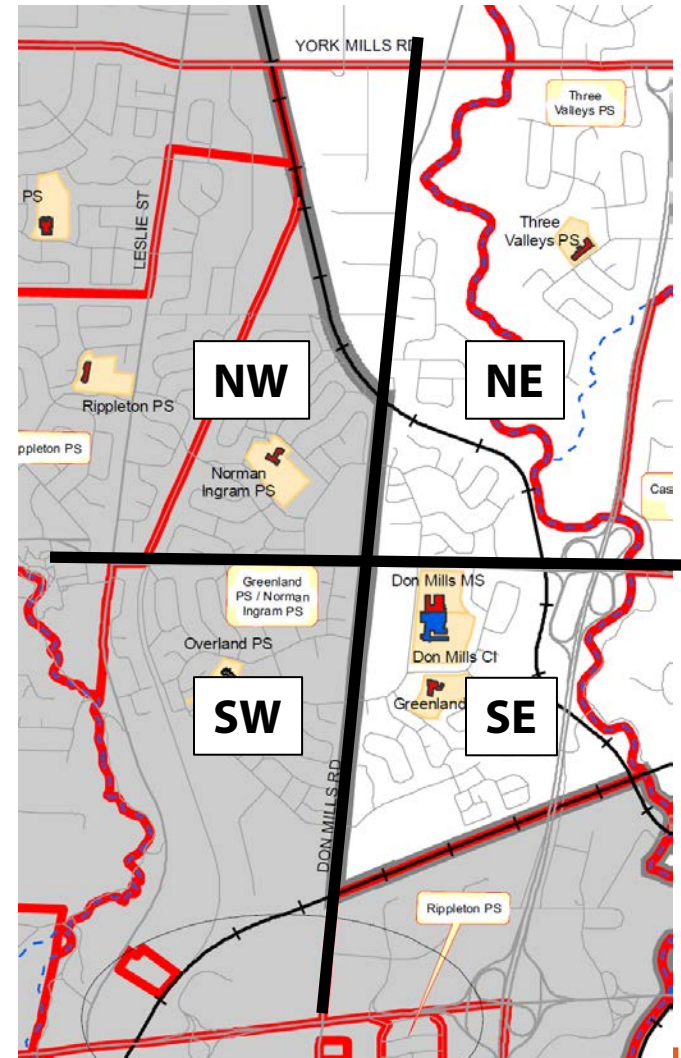
Year	Grade							Total
	JK	SK	01	02	03	04	05	
2013-2014	30	20	26	21	20	17	26	160
2014-2015	25	23	19	26	24	17	20	154
2015-2016	23	22	22	23	24	25	16	155
2016-2017	25	24	22	18	28	22	23	162
2017-2018	25	23	28	20	18	20	22	156

## Norman Ingram PS

Year	Grade							Total
	JK	SK	01	02	03	04	05	
2013-2014	33	24	40	33	36	21	25	212
2014-2015	42	32	28	42	34	24	21	223
2015-2016	38	41	29	30	43	23	20	224
2016-2017	33	32	34	28	31	35	23	216
2017-2018	32	35	25	33	30	20	34	209

# Greenland PS Pupil Distribution by Quadrant

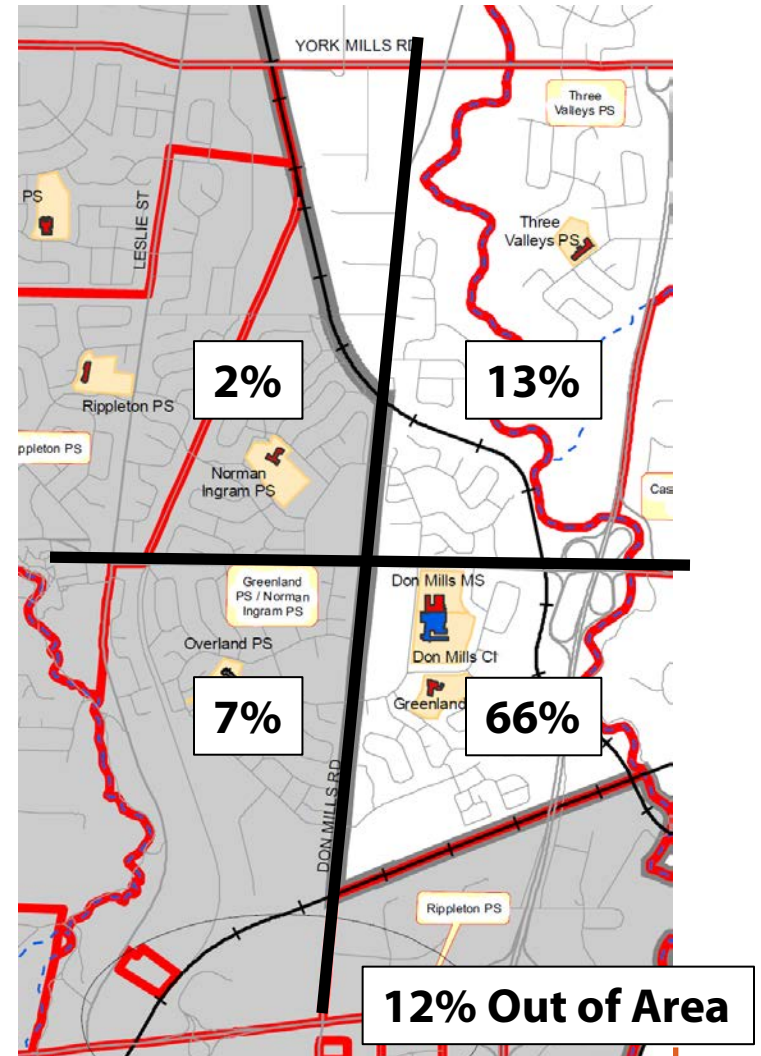
Year / Area	Greenland PS
<b>2013-2014</b>	<b>160</b>
NE	18
NW	3
SE	113
SW	8
Out of Area	18
<b>2014-2015</b>	<b>154</b>
NE	22
NW	6
SE	102
SW	9
Out of Area	15
<b>2015-2016</b>	<b>155</b>
NE	23
NW	4
SE	99
SW	10
Out of Area	19
<b>2016-2017</b>	<b>162</b>
NE	20
NW	2
SE	110
SW	11
Out of Area	19
<b>2017/2018</b>	<b>156</b>
NE	19
NW	3
SE	94
SW	14
Out of Area	26



# Greenland PS Pupil Distribution by Quadrant

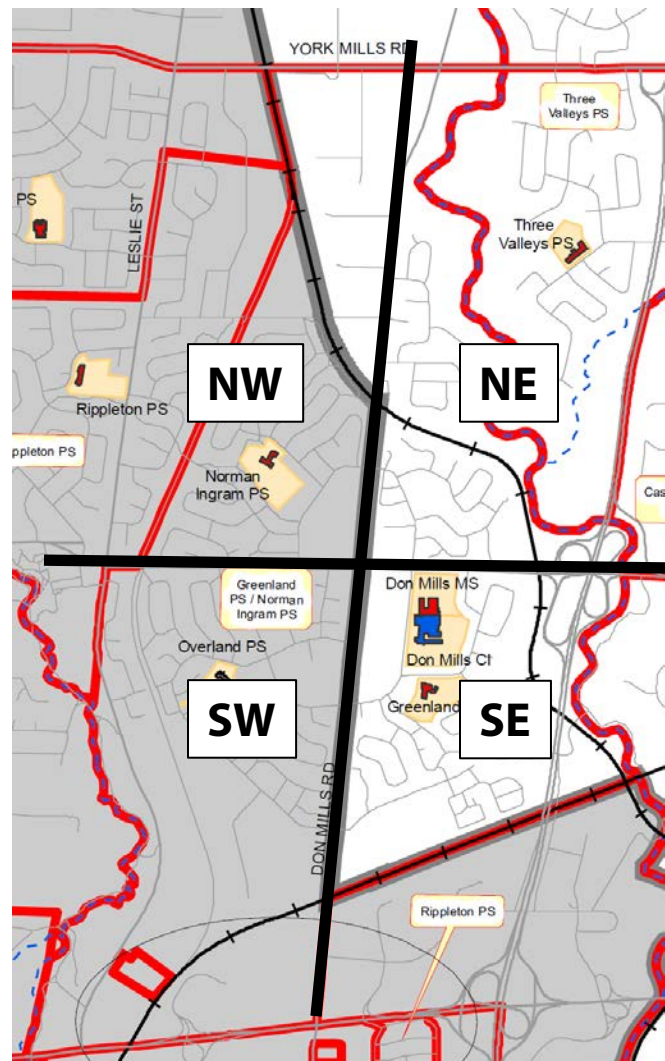
Year / Area	Greenland PS
<b>2013-2014</b>	<b>160</b>
NE	18
NW	3
<b>SE</b>	<b>113</b>
SW	8
Out of Area	18
<b>2014-2015</b>	<b>154</b>
NE	22
NW	6
<b>SE</b>	<b>102</b>
SW	9
Out of Area	15
<b>2015-2016</b>	<b>155</b>
NE	23
NW	4
<b>SE</b>	<b>99</b>
SW	10
Out of Area	19
<b>2016-2017</b>	<b>162</b>
NE	20
NW	2
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NE	19
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SW	14
Out of Area	26

 = greatest enrolment for academic year



# Norman Ingram PS Pupil Distribution by Quadrant

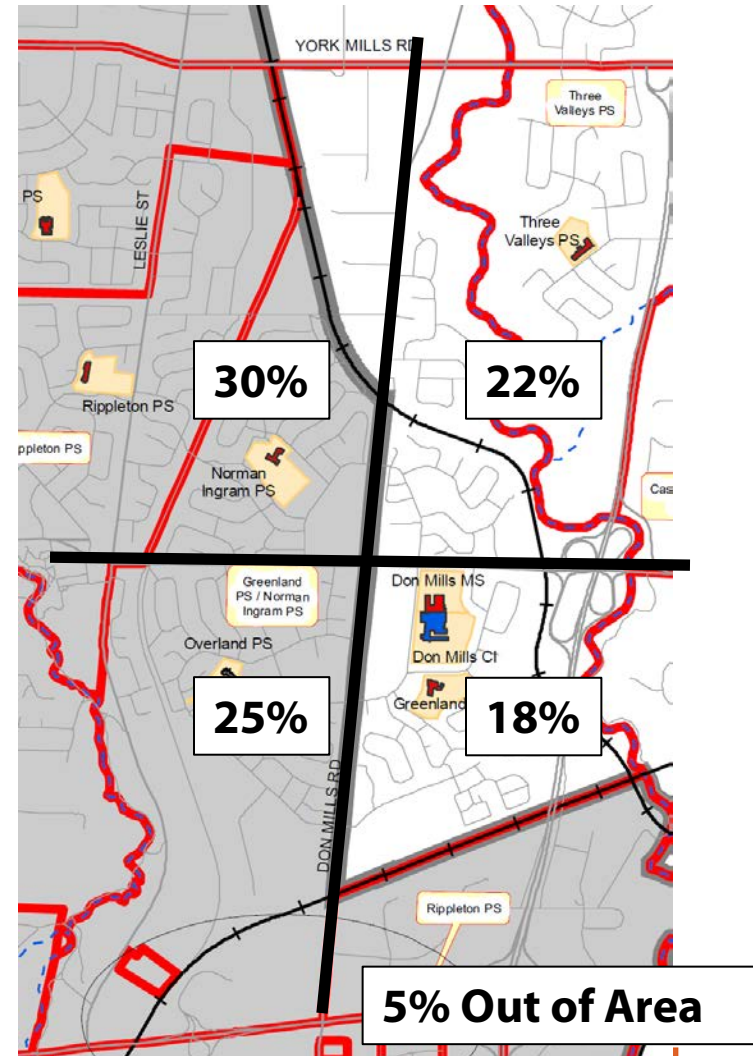
Year / Area	Norman Ingram PS
<b>2013-2014</b>	<b>212</b>
NE	43
NW	69
SE	32
SW	59
Out of Area	9
<b>2014-2015</b>	<b>223</b>
NE	46
NW	61
SE	43
SW	62
Out of Area	11
<b>2015-2016</b>	<b>224</b>
NE	54
NW	68
SE	42
SW	47
Out of Area	13
<b>2016-2017</b>	<b>216</b>
NE	55
NW	61
SE	42
SW	47
Out of Area	11
<b>2017-2018</b>	<b>209</b>
NE	45
NW	61
SE	41
SW	55
Out of Area	7



## Norman Ingram PS Pupil Distribution by Quadrant

Year / Area	Norman Ingram PS
<b>2013-2014</b>	<b>212</b>
NE	43
<b>NW</b>	<b>69</b>
SE	32
SW	59
Out of Area	9
<b>2014-2015</b>	<b>223</b>
NE	46
NW	61
SE	43
<b>SW</b>	<b>62</b>
Out of Area	11
<b>2015-2016</b>	<b>224</b>
NE	54
<b>NW</b>	<b>68</b>
SE	42
SW	47
Out of Area	13
<b>2016-2017</b>	<b>216</b>
NE	55
<b>NW</b>	<b>61</b>
SE	42
SW	47
Out of Area	11
<b>2017-2018</b>	<b>209</b>
NE	45
<b>NW</b>	<b>61</b>
SE	41
SW	55
Out of Area	7

= greatest enrolment for academic year



# Boundary Scenario – Greenland PS & Norman Ingram PS

Year / Area	Greenland PS	Norman Ingram PS	Total
<b>2013-2014</b>	<b>160</b>	<b>212</b>	<b>372</b>
NE	18	43	61
NW	3	69	72
SE	112	32	145
SW	8	59	67
Out of Area	19	9	27
<b>2014-2015</b>	<b>154</b>	<b>223</b>	<b>377</b>
NE	22	46	68
NW	6	61	67
SE	102	43	145
SW	9	62	71
Out of Area	15	11	26
<b>2015-2016</b>	<b>155</b>	<b>224</b>	<b>379</b>
NE	23	54	77
NW	4	68	72
SE	99	42	141
SW	10	47	57
Out of Area	19	13	32
<b>2016-2017</b>	<b>162</b>	<b>216</b>	<b>378</b>
NE	20	55	75
NW	2	61	63
SE	110	42	152
SW	11	47	58
Out of Area	19	11	30
<b>2017-2018</b>	<b>156</b>	<b>209</b>	<b>365</b>
NE	19	45	64
NW	3	61	64
SE	94	41	135
SW	14	55	69
Out of Area	26	7	33

$$145 + 19 = 164 \quad +4$$

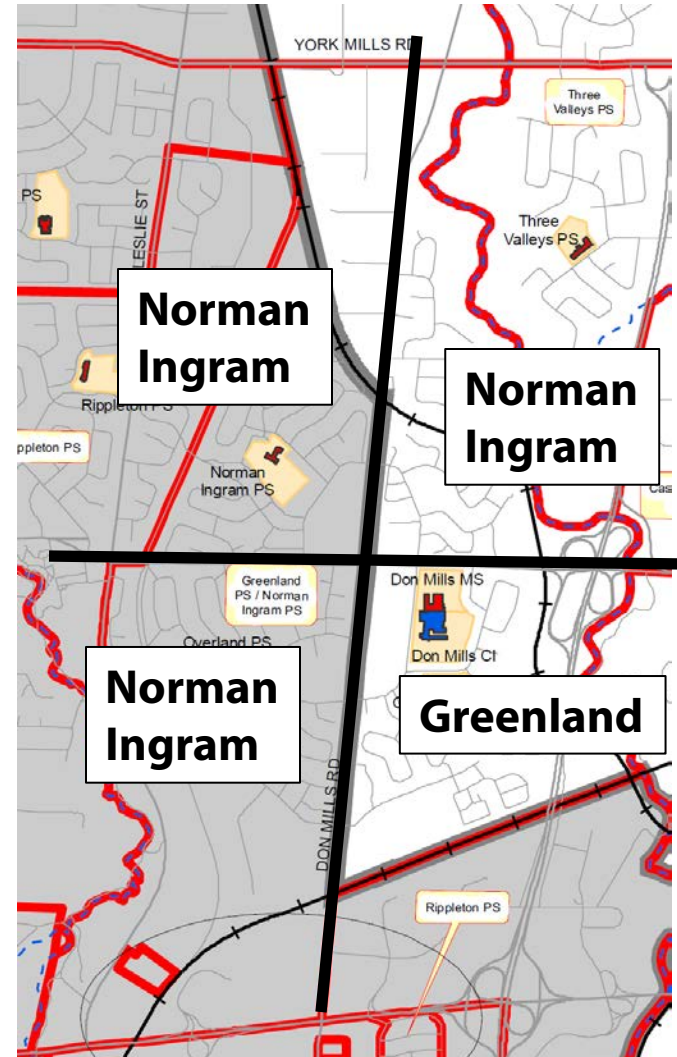
$$145 + 15 = 160 \quad +6$$

$$141 + 19 = 160 \quad +5$$

$$152 + 19 = 171 \quad +9$$

$$135 + 26 = 161 \quad +5$$

- Assigning school boundaries based on quadrants balances enrolment somewhat
- Other questions considered:
  - Impact/timing of development on boundary options
  - Walk distances
  - Transportation
  - Rippleton redirection area
  - Political boundaries v school attendance boundaries



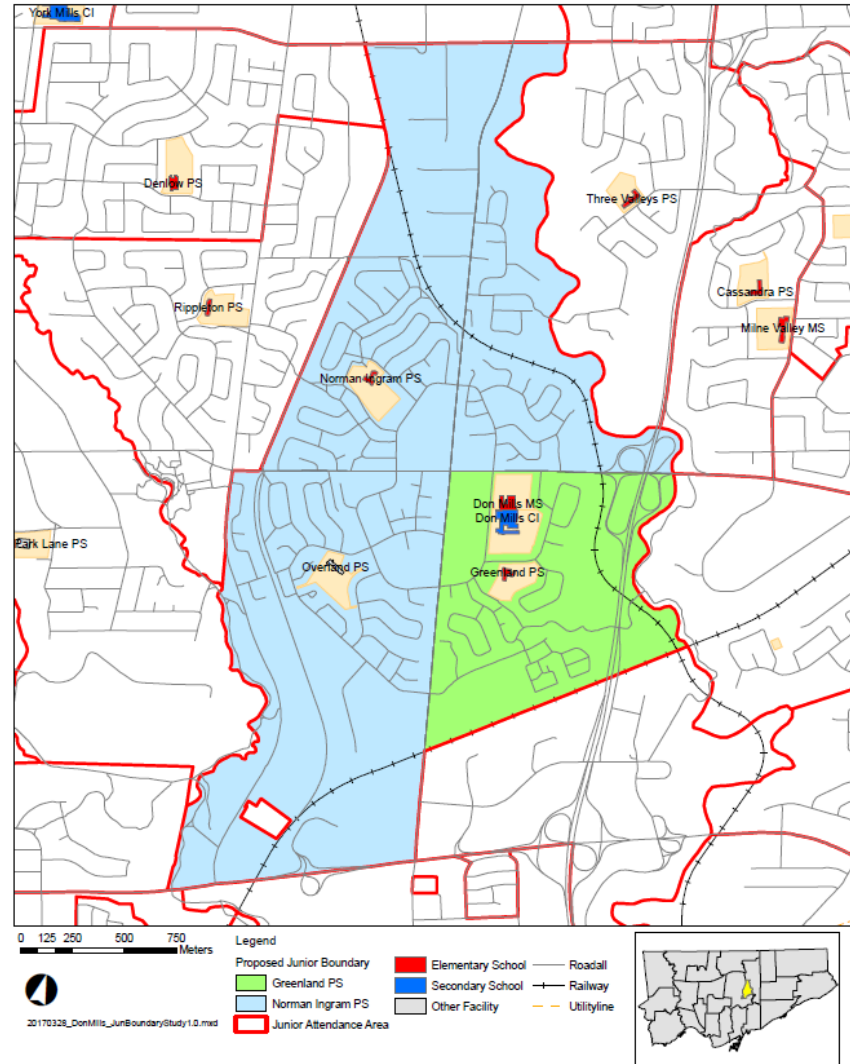
# Enrolment Projections

Using past actual enrolment patterns to predict future trends

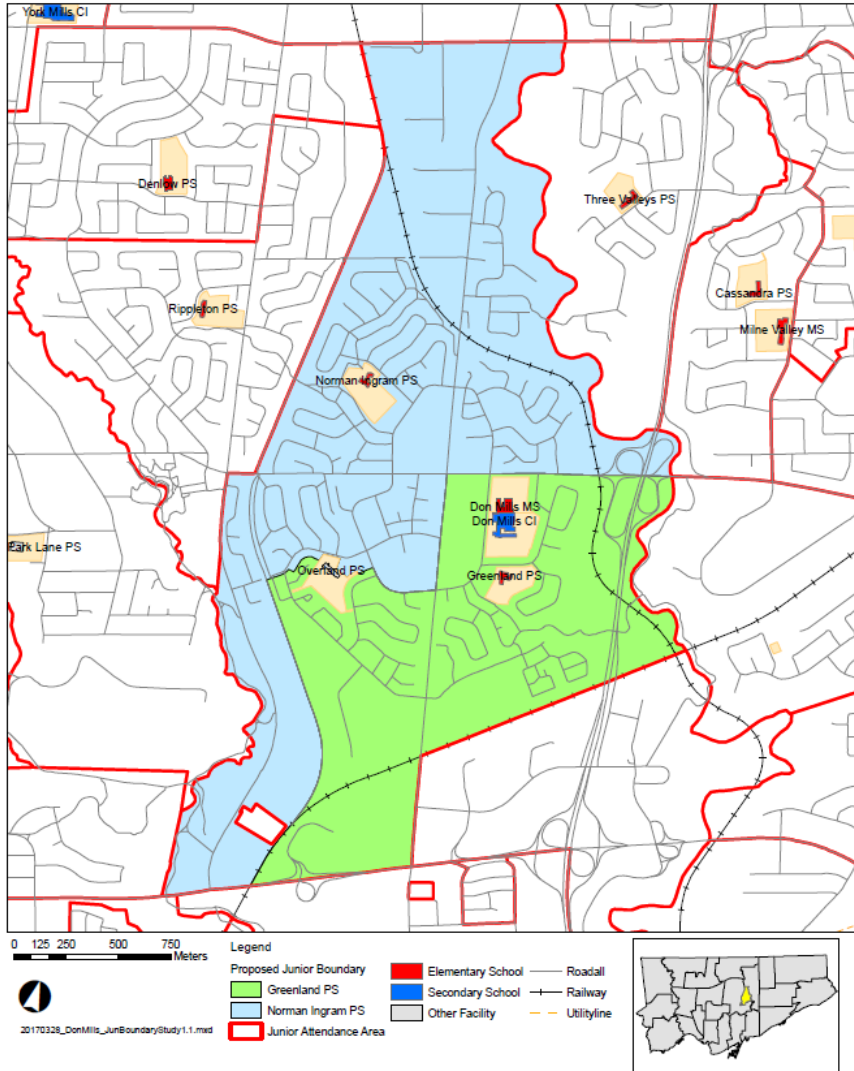
Creating a projection:

- October 31 Data – past & current
- JK enrolment
- Grade to Grade retention rates
- Area residential development – pupil yields

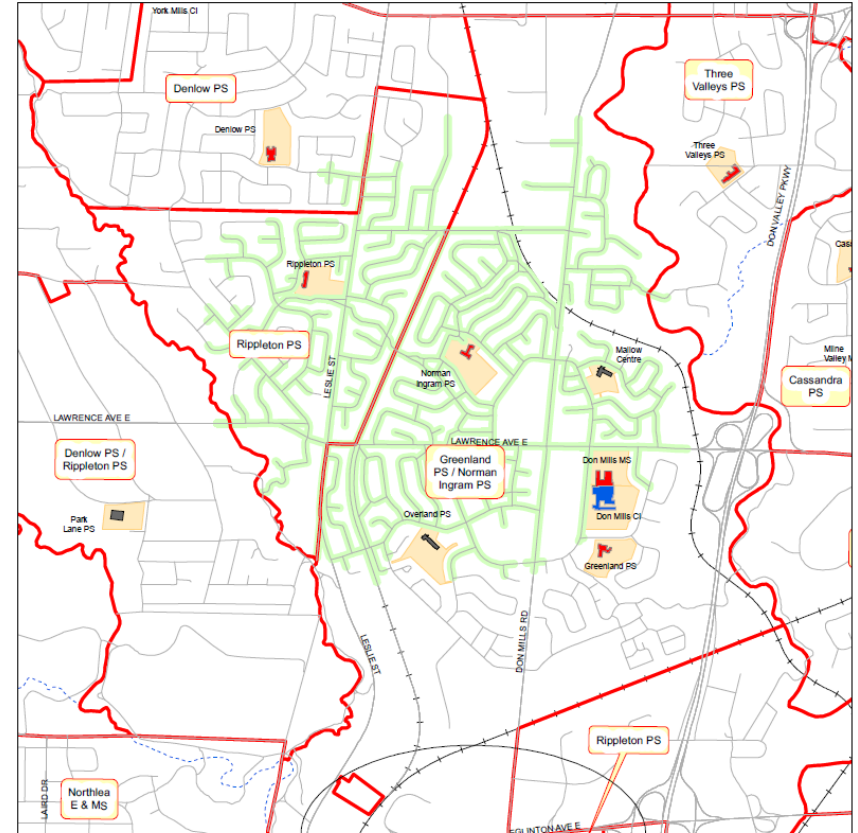
# Scenario 1.0



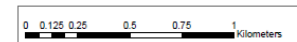
# Scenario 1.1



# Norman Ingram Walk Map



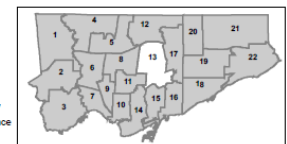
Please note:  
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.



Produced by:  
Planning Division, TDSB  
November 2012  
Source:  
Base Map: Geospatial Competency Centre  
Facility - Planning Division, TDSB  
Data: City of Toronto

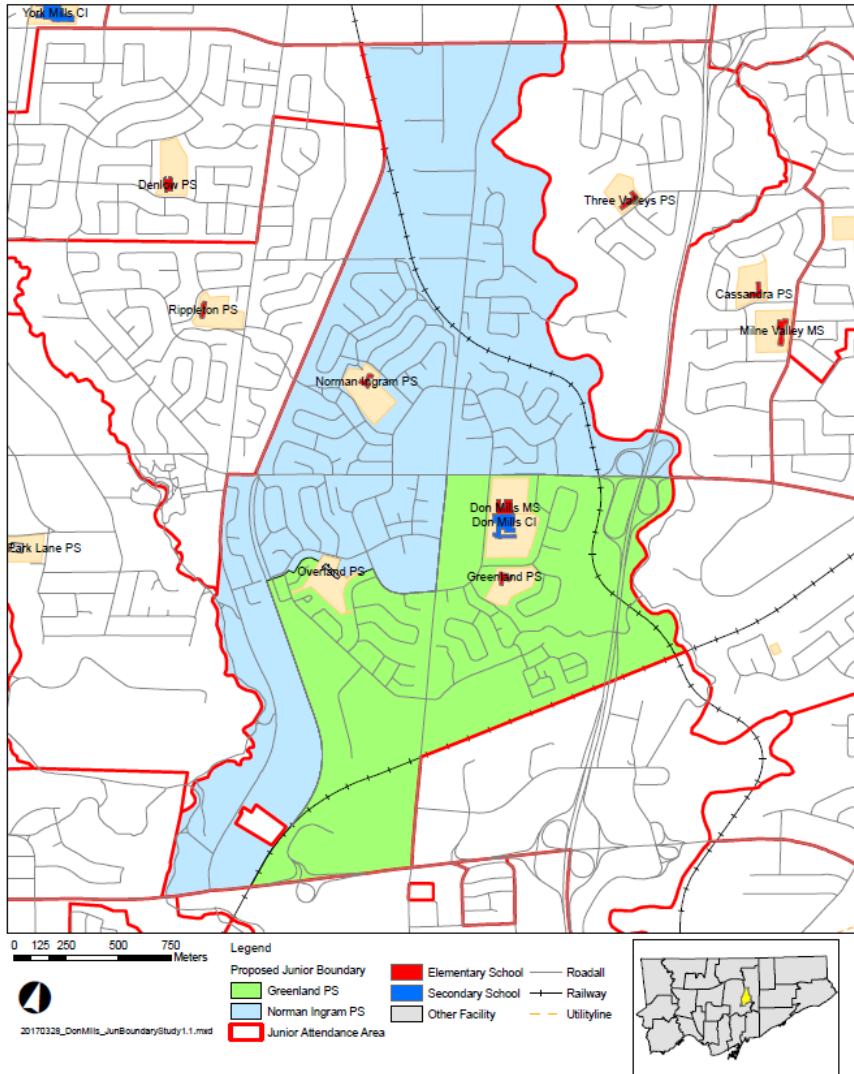
Legend:

- Elementary School
- Secondary School
- Other TDSB Facility
- Site
- 1.5 km Walking Distance
- Major Road
- Railway
- Utilityline
- Waterway
- Ward Boundary
- Junior Attendance Area

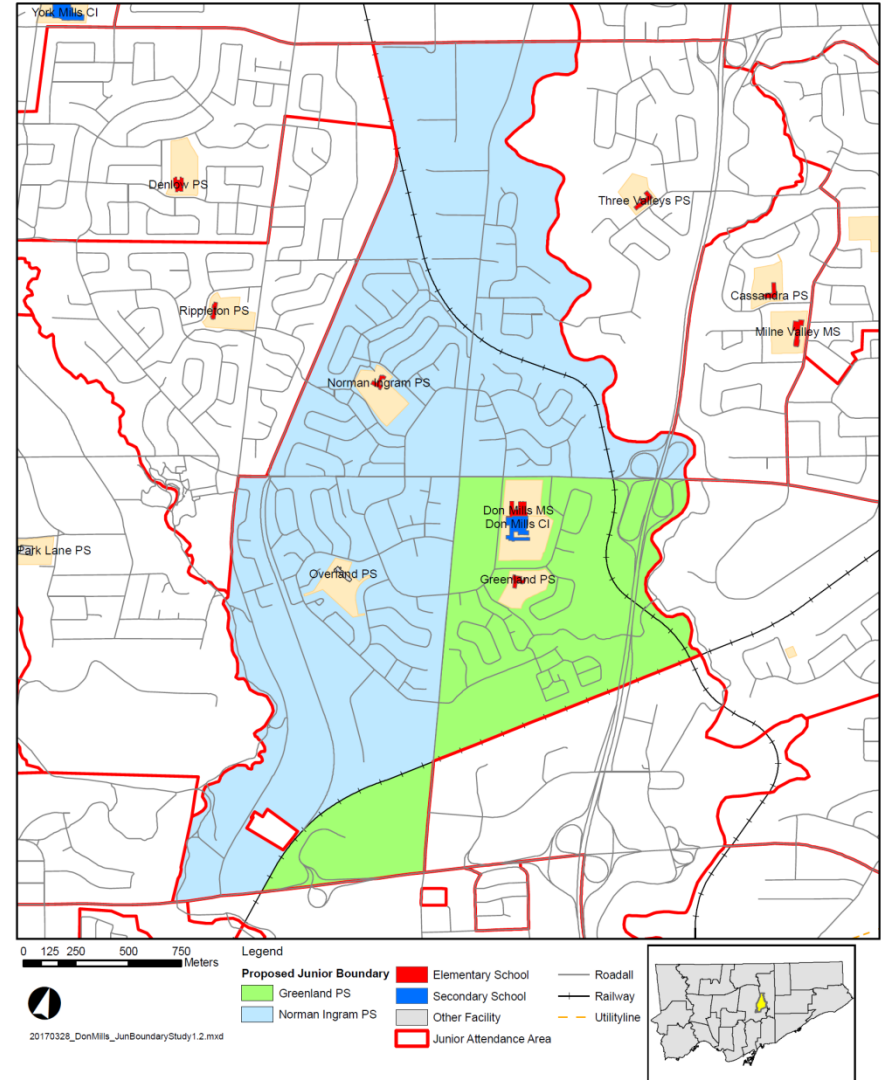


L:\GISData\project\Walking Distance\2012\Ward 1 with Junior Attendance.mxd

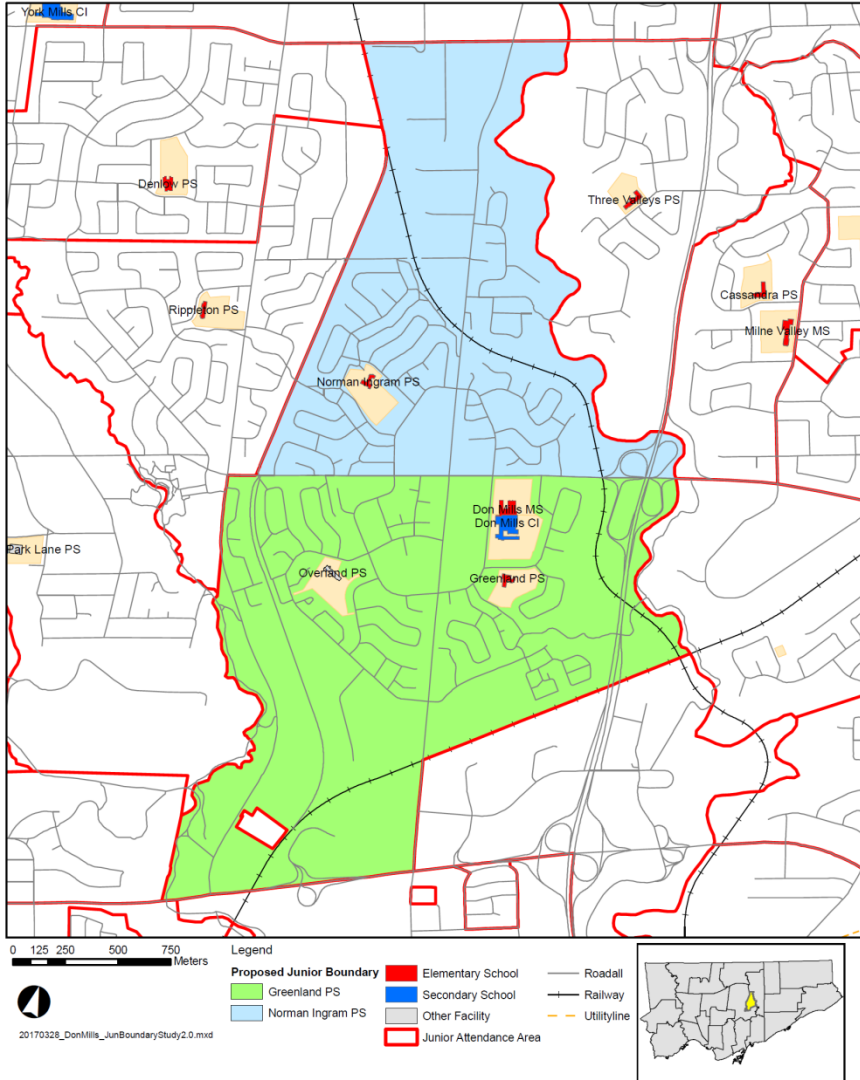
# Scenario 1.1



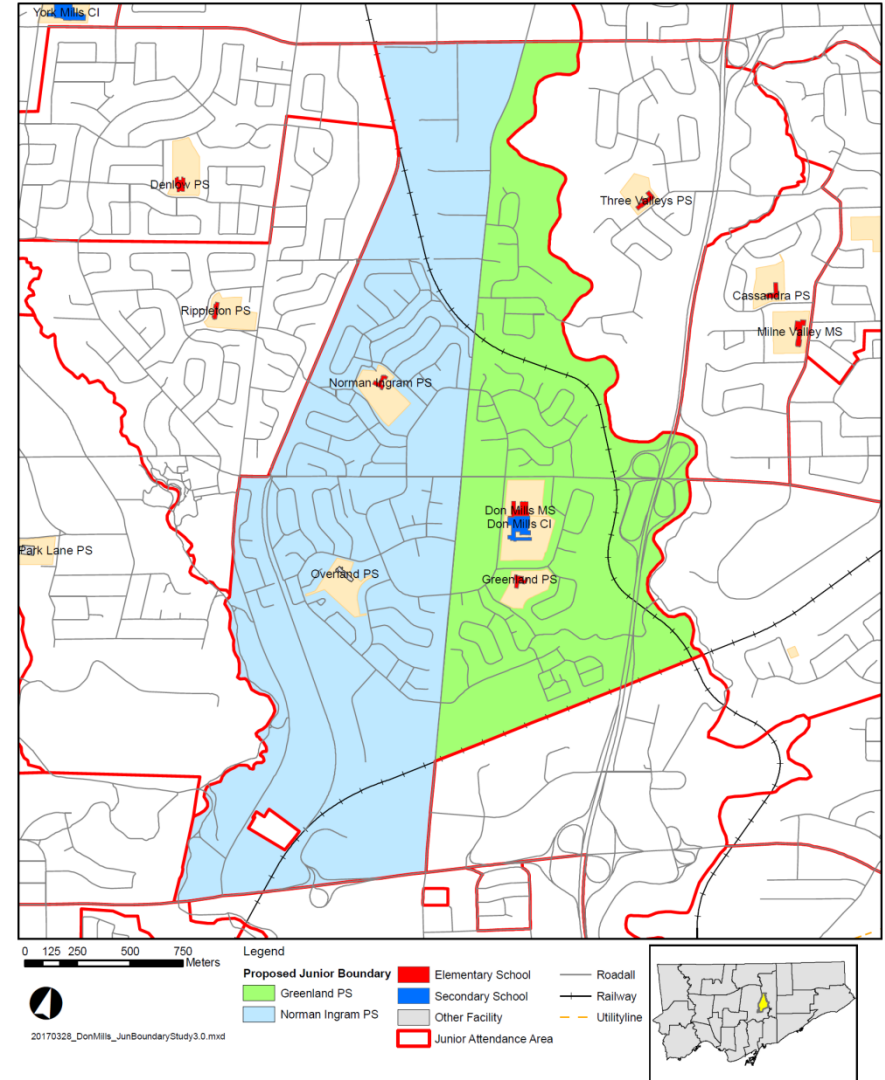
# Scenario 1.2



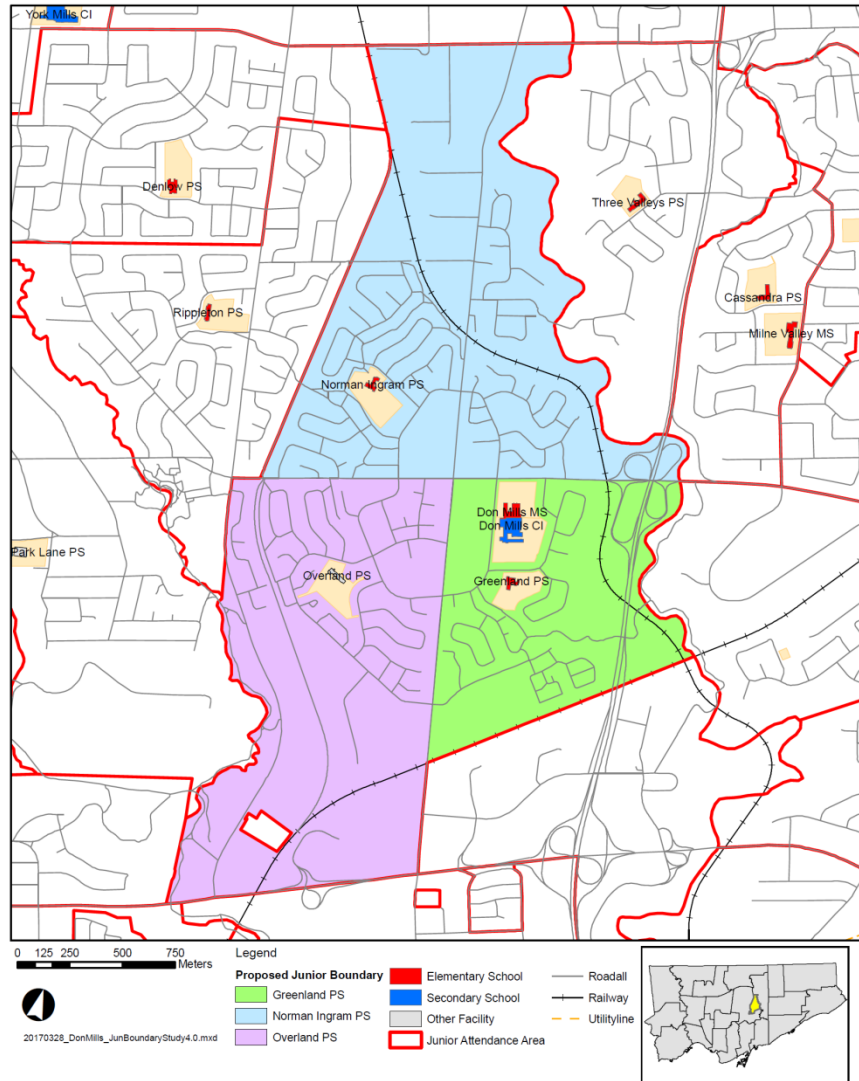
# Scenario 2.0



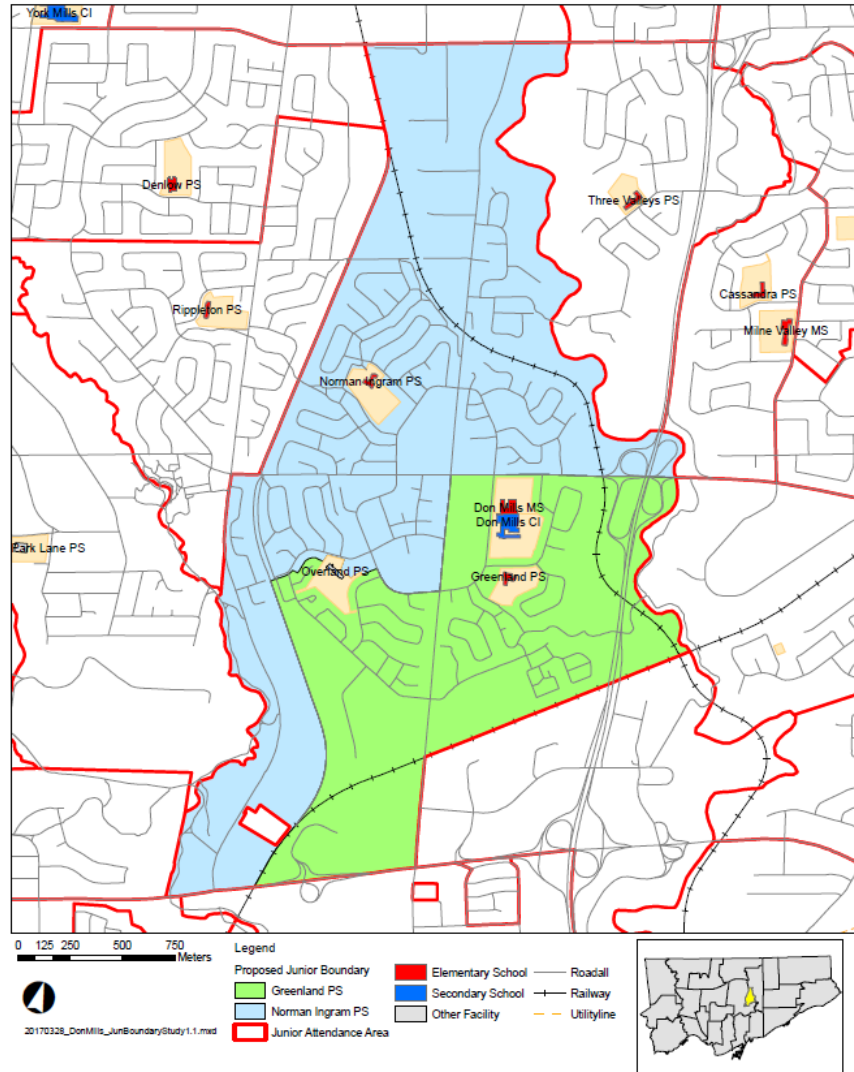
# Scenario 3.0



# Scenario 4.0



# Scenario 1.1 – Preferred by the LFT



# Discussion



Toronto  
District  
School  
Board