

**Final Report of the Program Area Review Team for
Givins/Shaw Junior Public School
May 22, 2018**

RECOMMENDATIONS

The Program Area Review Team recommends that:

- 1. That Givins/Shaw Junior Public School remain a junior kindergarten to grade 6 school**

BACKGROUND

In the spring of 2016 staff undertook a Program Area Review Team (PART) process to address future accommodation pressure anticipated at Givins/Shaw Jr PS. The review concluded with a number of recommended boundary changes as well as a grade range change to convert Givins/Shaw Jr PS (Givins/Shaw) from a junior kindergarten (JK) to grade 6 school to a junior kindergarten to grade 5 school. On June 22, 2016 the Board of Trustee's approved all recommendations from staff and the PART, effective September 2017.

In the spring of 2017 as the Givins/Shaw community began working through implementation of the approved recommendations. While during the 2016 PART discussions were had about the challenges of transitions for out of area students attending Givins/Shaw and potential for consecutive years of transition for in area students, these issues became more prevalent. In regard to out of area students, at the time of the 2016 PART, there was surplus capacity at Alexander Muir/Gladstone Jr & Sr PS (AMG) and thus optional attendance appeared to be a realistic potential for these students. However, in the spring of 2017 AMG's future optional attendance status was anticipated to change from limited to closed. As such it would no longer be possible for out of area students wishing to apply on optional attendance to follow others in the graduating cohort through the feeder pathway to AMG. Further to this many of the out of area students were local to adjacent schools like Charles G Fraser Jr PS, Ossington/Old Orchard Jr PS, and Niagara Jr PS, all of which have JK to grade 6 grade ranges. The JK to grade 5 grade range would then require grade 5 out of area students to return to their home school for grade 6 and transition to senior school again the following year for grade 7. This was also the case for in area students who wished to access programming outside of the home school (for example, extended French or alternative schools). While the PART had discussed challenges associated with the JK to grade 5 configuration, the concern over space and the need for portables at Givins/Shaw was determined at the time of the review to be of greater concern and therefore at that point in time supported the grade range change.

The community also raised concerns during the spring of 2017 with the PART process regarding the lack of a permanent Principal representing Givins/Shaw through the process, the pace of the process as well as a perceived change in the need to implement the grade change immediately given that space existed at Givins/Shaw for the 2017-18 school year to retain grade 6 students on site. In light of concerns raised by the community a deferral of the grade range change for Givins/Shaw was approved by the

Board of Trustees in the LTPAS 2017-2026 directing staff to study the issue further in the fall of 2017.

The Program Area Review Team (PART) membership was informed that a Local Feasibility Team (LFT), comprising the Givins/Shaw Principal Dan Taylor, Trustee Ausma Malik, Superintendent of Education Mike Gallagher and any pertinent central program, planning and facilities staff, was established in fall of 2017. The LFT examined the grade change approved at the June 2016 Board meeting (deferred by Board in June 2017) to determine if the transition from a JK-6 to a JK-5 represents the most appropriate accommodation solution for this school. The LFT recommended that a PART be established to investigate maintaining JK to grade 6 on the basis that it would align the transition to grade 7 at AMG with all other feeder schools (bringing the entire intermediate cohort together at the same point) as well as aligning with the entry point to alternate program options (late entry French Extended and alternative schools).

The transition from an LFT to a Program Area Review Team (PART) was approved by the Central Accommodation Team on April 5, 2018. The objective of the PART was to continue the work of the LFT in evaluating the feasibility of the LFT recommended JK to grade 6 option, by seeking advice and feedback from parent representatives through the course of three working meetings. The PART also presented the recommended option to the general public to seek input from the broader community at a public meeting on Tuesday, May 8, 2018 and provided the opportunity for further feedback from the public by way of a survey that was available from May 9 – May 14, 2018.

PART Working Meeting #1

At the first PART working meeting staff explained the background around the previously approved recommendations and the deferral of the Board approved grade range change, which led to the need for the current process. In addition, the PART was informed of its role as an advisory committee and provided background information regarding the TDSB's Long-Term Program & Accommodation Strategy (LTPAS) and explained the program and accommodation drivers contained therein. Staff reviewed the current situation with the deferred JK to grade 6 configuration remaining in place as well as the situation if the JK to grade 5 configuration previously approved by Board went ahead. Updated data was presented on both situations which now represented more stable numbers over the next 10 years. Staff discussed enrolment projections, current instructional space available and instructional space required over time as well as the assumptions and inputs that were factored in and limitations of the numbers presented. Similar to the previous PART process, a primary concern related to space requirements is the likely potential for portables to be required in order to accommodate JK to grade 6 on the Givins/Shaw site. The data presented suggests that 2 portables may be required over the 10 year planning window reviewed by the team. The PART representatives noted that even with JK to grade 5 there was still a potential space deficit and potential need for portables. Staff also reviewed data on graduating students from Givins/Shaw to illustrate that feedback provided by the community around alternate program choices is demonstrated when looking at the past two years of actual student decisions. This additional information helped to support the alignment of the transition point at grade 7 and is clearly an important factor for the Givins/Shaw school community.

PART members understood how staff arrived at the recommendation for Givins/Shaw to remain JK to grade 6, particularly given the community's involvement and feedback that led to the deferral. Discussion at the first meeting was positive and resulted in detailed conversations around the portables and questions for follow-up at the second working meeting. The questions were generally related to; options for portables placement on the school site; offering some perspective on the use of portables at the TDSB; concerns raised locally about the child care and access to before and after program; and also about the difference between data/information shared through the previous PART process and what was being shared now through the current process.

PART Working Meeting #2

At the second meeting staff responded to the questions posed for follow-up at the first working meeting, determined if PART members had a preferred option and discussed the format and information to be included at the public meeting. Staff investigated potential alternatives for portable placement on the Givins/Shaw site and advised that placing portables in the north kindergarten yard would require the move of the existing play structure, surface paving and grading, and likely a variance for setback encroachment. Staff advised that placement of portables on the field (soft surface play area) was not recommended as any portable on the field would considerably impact the play area. The most likely option from a staff perspective is to use the hard surface play area used as a basketball court and offered potential options to arrange the portables in a way that would still allow for half court play or the reconfiguration of the court. With regard to the TDSB system perspective around portables, staff pointed to the LTPAS driver around minimal use of portables that qualifies that "three is acceptable if space allows" and noted that roughly a quarter of all elementary schools currently have 1 or more portables on site. In response to the question about childcare, staff reaffirmed the commitment to child care in schools and indicated that we would explore all accommodation options available prior to considering the need to relocate a valued partner like a child care. Furthermore, any questions about before and after school care should be directed to the Child Care Services Manager in the TDSB Child Care Services department. In responding to the difference between projected enrolment and space requirements between the last process and the current PART, staff highlighted that the most significant difference was between the JK projection and actual students for the 2016-17 school year and that there was also a noticeable change in the retention of students in both the 2016-17 and 2017-18 school years.

The PART was asked after considering all information presented to date if it was in a position to determine a preferred option prior to the public meeting. The PART indicated support for Givins/Shaw remaining JK to grade 6, however would obviously need to hear input and feedback from the consultation at the public meeting before making any final recommendations.

The PART indicated that a hybrid model of town hall and open house formats for the public meeting would be preferred. The PART further supported the sharing of the current information (reviewed in the first and second working group meetings) at the public meeting. It was further decided that a simple survey should be available to Givins/Shaw parents about preferred grade ranges. Information throughout the PART process was available on the TDSB's accommodation reviews website as well as through the Givins/Shaw school webpage.

Public Meeting

The Staff and PART preferred option of Givins/Shaw remaining a JK to grade 6 school was presented at the May 8th public meeting for community feedback. A copy of the presentation is available on the Board's website.

The meeting was concluded with an opportunity for comments and questions and a reminder to complete the survey. The following reflects comments and questions that were received:

- Additional questions about the process for determining number of portables and how/where they will be placed on site
- Is the existing Givins/Shaw facility infrastructure, particularly with regard to washrooms, washing stations and water fountains, sufficient to support the project JK to grade 6 enrolment? As well as questions about how the lunch program would be delivered
- Support from the public attendees and survey respondents for aligning the transition of students for grade 7

PART Working Meeting #3

The PART reviewed the feedback and input from the public meeting as well as the results from the survey. Of the 60 responses to the survey 57 respondents (95%) preferred JK to grade 6 and 3 (5%) preferred JK to grade 5. Some of the reasons provided for the preference of JK to grade 6 were:

- Grade 6 at Givins/Shaw would strengthen leadership, role-modelling, extra-curricular and teams
- Avoid additional transition for students looking at alternate program options
- Aligns transition with all other feeders to Alexander Muir/Gladstone
- More appropriate grade range for the Givins/Shaw community

Some of the reason cited for preference for JK to grade 5 were:

- Preference for a 3 year middle school program
- Less space pressure on Givins/Shaw, use space available at Alexander Muir/Gladstone

The PART indicated that input of feedback received from the public meeting was helpful in supporting the preference for Givins/Shaw remaining a JK to grade 6 school. The PART achieved consensus on the recommendation that "Givins/Shaw Junior Public School remain a junior kindergarten to grade 6 school".

The final working meeting concluded with extensive conversation on the need for some detailed investigation on the options for portable placement on the Givins/Shaw site. It was emphasized by the PART representatives that the community would like to be involved and informed about potential options for portable placement as early as possible. The PART representatives along with the Principal from Givins/Shaw agreed to develop a list of questions for response from TDSB Design Services with regard to more detailed design and potential options for portables placement on site. Superintendent of Education Mike Gallagher and Planning Staff Bill Wallace agreed to obtain answers to the questions and to investigate having design options for portables prepared.

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
Givins/Shaw Junior Public School	Dan Taylor	Principal
	Dale McIntosh	Parent Representative
	Kim MacFarlane	Parent Representative
	Myfanwy Marshall	Parent Representative
Learning Centre 4, LN 25	Mike Gallagher	Chair of PART, Superintendent of Education
TDSB Ward 10	Ausma Malik	Trustee

Staff Resources		
Organization	Name	Role
TDSB Planning	Bill Wallace	Planner

Meeting Details		
Meeting Type	Date	Time
Working Meeting #1	April 25, 2018	4:30 – 5:30 pm
Working Meeting #2	May 1, 2018	3:00 – 5:00 pm
Public Meeting	May 8, 2018	6:30 – 8:30 pm
Working Meeting #3	May 15, 2018	4:30 – 6:00 pm

ANALYSIS OF PREFERRED OPTION

If approved by the Board of Trustees Givins/Shaw would remain a JK to grade 6 school and the previously approved, deferred recommendation will have never have been implemented. According the enrolment projections presented through this process Givins/Shaw will remain slightly over 100% utilized and is likely to require 2 portables to accommodate JK to grade 6. While JK to grade 5 may minimize the potential need for portables, it does not offer a guarantee that portables will not be required at any point in the future or within the next ten year planning window. The data supports that grade 6 students graduating from Givins/Shaw have exercised choice and opportunity to access alternate program options, both late entry Extended French as well as alternative schools, where the entry point is grade 7. Further, all other feeders to AMG enter at grade 7 and it is most reasonable that the transition for Givins/Shaw align with the transition of all other feeder schools.

More information can be found in appendices:

PART Appendix A – Map of Junior and Intermediate Attendance Areas

PART Appendix B – Current Situation and Preferred Option

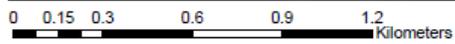
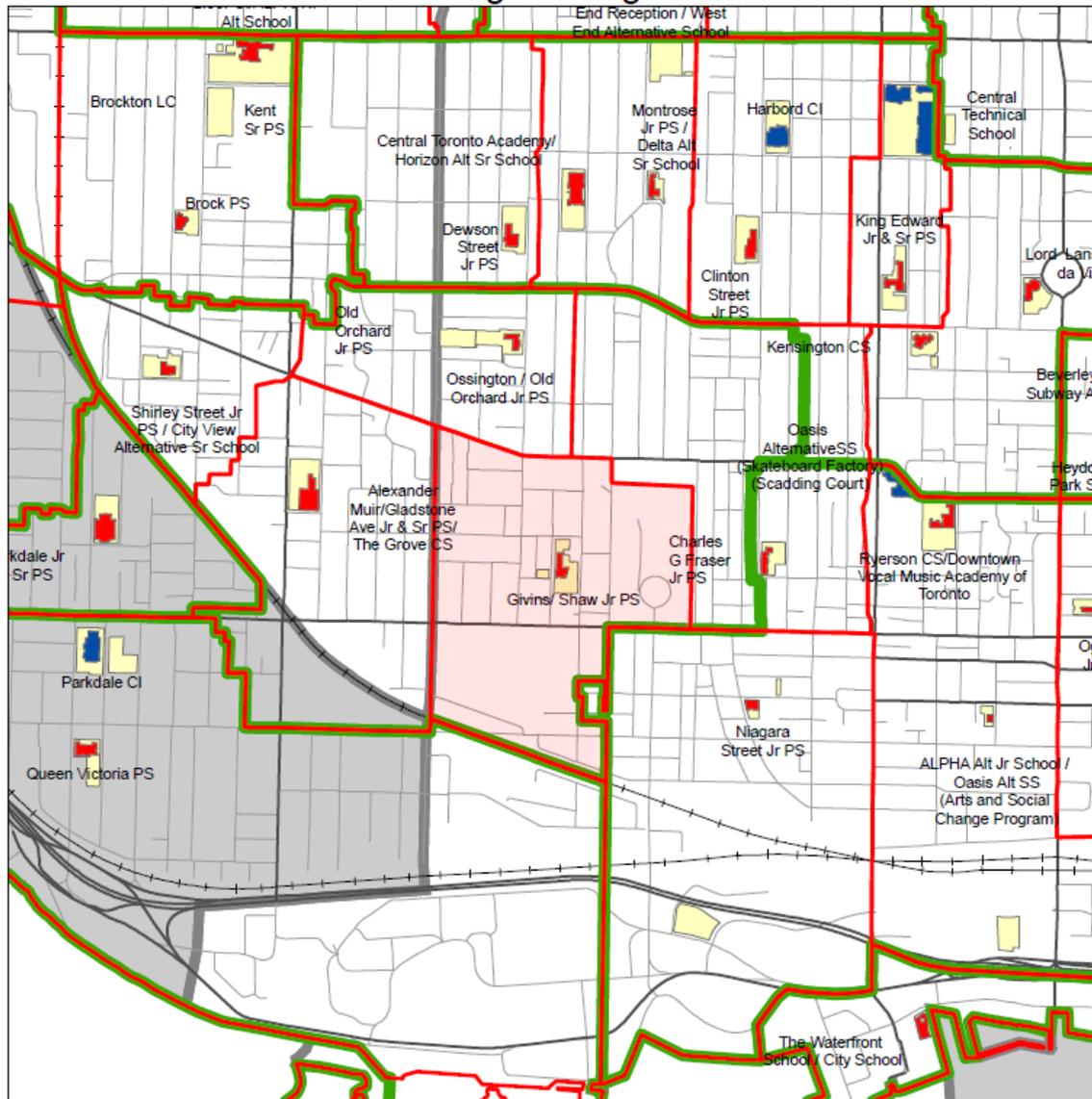
PART Appendix C – Comparison of Givins/Shaw JK to Grade 6 and JK to Grade 5

SUMMARY OF FINDINGS

Feedback from PART representatives and the community indicates a vast majority of support for the JK to grade 6 configuration, recognizing and accepting the likely requirement for portables. As indicated throughout the PART working meetings as well as by community members the primary reasons for this support relate to: strengthened

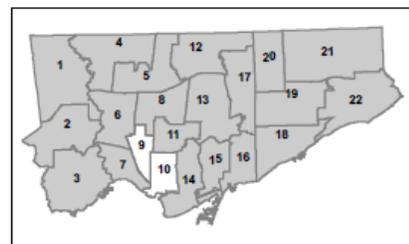
leadership, role-modelling, extra-curriculars and teams that grade 6 adds to the school; avoiding additional transitions for students looking at alternate program options; aligning the transition to AMG with all other junior feeders schools; and a general feeling that JK to grade 6 is a more appropriate grade range for the Givins/Shaw community.

Map of Junior and Intermediate Attendance Areas



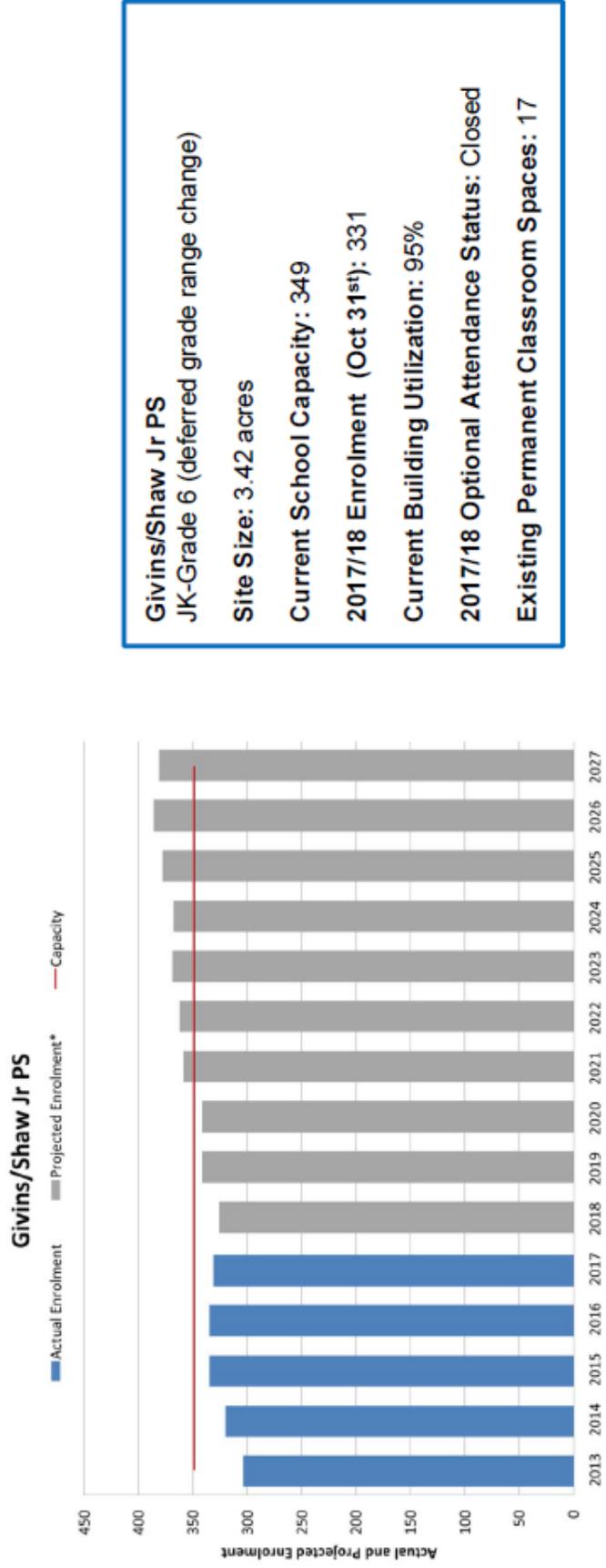
Produced by:
 Planning Division, TDSB
 March 7, 2018
 Source:
 Base Map - Land Information Toronto

- Junior AA
- Middle AA
- Elementary School
- Secondary School
- Site
- Railway
- Major Road
- Road



Current Situation and Preferred Option

Current Situation



	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Enrolment	326	342	342	359	362	369	368	378	386	381
Utilization	93%	98%	98%	103%	104%	106%	105%	108%	111%	109%
Classroom Surplus/Deficit	0	-1	-1	-2	-2	-2	-2	-2	-2	-2

Comparison of Givins /Shaw JK to Grade 6 and JK to Grade 5

With Grade 6

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Enrolment	326	342	342	359	362	369	368	378	386	381
Utilization	93%	98%	98%	103%	104%	106%	105%	108%	111%	109%
Classroom Surplus/ Deficit	0	-1	-1	-2						

Without Grade 6

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Enrolment	326	298	313	315	324	322	332	341	336	338
Utilization	93%	85%	90%	90%	93%	92%	95%	98%	96%	97%
Classroom Surplus/ Deficit	0	0	0	0	0	-1	0	-1	0	0