

**Key Notes for PART Members:
Wlm L Mackenzie CI Southern Cluster of Schools
Program Area Review Team (PART) Meeting November 8, 2018**

1. Overview

- Nothing has been pre-determined.
- The PART and Boundary Review Processes are about obtaining community feedback on ideas to solve student program and accommodation issues.
- **The final decision lies with the Board of Trustees.**

2. Why are we doing a PART?

- The existing pathways from elementary to secondary school in this community are not consistent which results in splitting elementary school communities.
- This cluster of schools is experiencing enrolment growth, so much so, that portables are needed. Enrolment projections indicate that the growth will continue, and the adding of more portables is not sustainable.
 - Enrolment has been growing because families are moving into the attendance areas;
 - New residential development in the attendance areas;
 - Some schools accept Optional Attendance.
- The PART includes parent and student voices to help us to look at the problems and possible solutions and to make a recommendation to the Board of Trustees
- School Board staff recognizes that this is a very complex area with complex challenges. Staff thought it should review both the boundary changes and program changes together even though the approvals follow a different path to the Board.

3. What is a PART and what is expected of the PART?

- A Program Area Review is a Trustee-approved process undertaken when changes to the grade configuration of a school (excluding changes to grade configurations of French Immersion or Extended French programs and programs for students with exceptionalities); the establishment of new schools or new specialized programs.
- A Program Area Review Team includes parents, secondary students, Principals, the Superintendent of Education(s), other central TDSB staff, and the Trustee(s). **It reviews and analyzes the information provided by central TDSB staff; communicates with the larger community and staff; considers options and their implications and makes recommendations which are based on consensus.**

4. PART Meeting Expectations

- As a Parent Representative, you know your school best.
- But also, as a Parent Representative, you represent all parents and students across the TDSB, not just your school. Think of the needs of all of our students and all of our schools in this area.
- Be reflective, respectful and participatory.

5. Our Work Is Guided By Our Program and Accommodation Drivers

In May 2014, the Toronto District School Board approved its first Long-Term Program and Accommodation Strategy (LTPAS). The LTPAS has Accommodation and Program Drivers that **help to identify items within our schools that need to be improved, and help guide the making of the solutions.**

Program Drivers

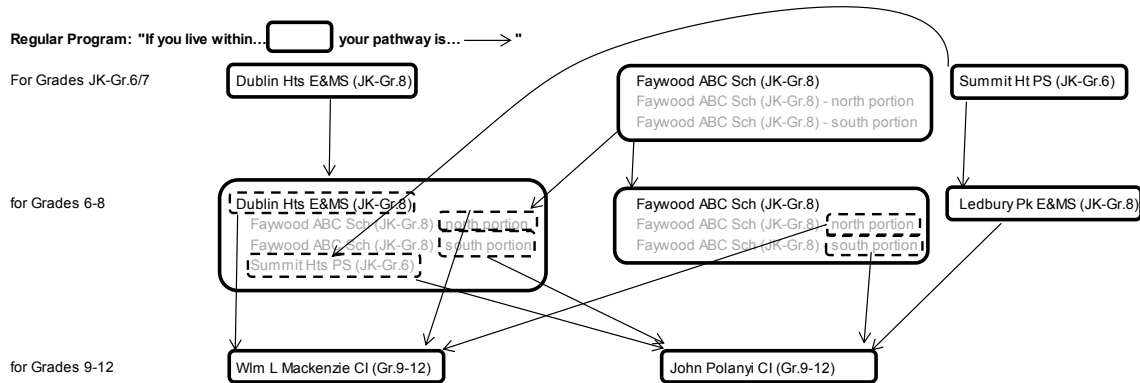
- Program Choice - Offer a variety of program choices to all learners including adults
- Equity - Provide Equity of opportunity and access to programs
- Fair Access to Specialized Programs and Schools - Achieve a fair and equal distribution of specialized programs and specialized schools
- Viability - Ensure viability of program

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 boundary and split attendance areas
- Efficient use of Space - Use existing space in schools efficiently to balance enrolments

6. The Issues:

- Inconsistent and split pathways between schools



- Enrolment Growth and Use of Portables

Status Quo: If nothing changes to boundaries, grades, pathways, special education programs, and optional attendance levels.

Facility	Actual Oct. 31, 2018 (without changes)				Proj. Oct. 31, 2023				Proj. Oct. 31, 2028			
	Total HC	Cap-acity	Utili-zation	Port-ables	Total HC	Cap-acity	Utili-zation	Port-ables	Total HC	Cap-acity	Utili-zation	Port-ables
Dublin Hts E & MS	860	718	120%	6	938	718	131%	7	1,056	718	147%	12
Faywood ABC	501	440	114%	5	633	440	144%	8	665	440	151%	10
Ledbury Park E & MS	560	554	101%	0	592	554	107%	2	594	554	107%	2
Summit Hts PS	369	326	113%	3	376	326	115%	2	386	326	118%	3
Wm L Mackenzie CI	1,425	924	154%	5	1,581	924	171%	10	1,628	924	176%	12
John Polanyi CI	910	1,032	88%	0	1,072	1,032	104%	0	1,292	1,032	125%	2
Total	4,625	3,994	116%	19	5,192	3,994	130%	29	5,621	3,994	141%	41

- Optional Attendance
 - How do we accommodate specialized programs and Optional Attendance within schools that are over capacity?
- Future Residential development
 - The TDSB is tracking approximately 6,600 units to be built within this cluster of schools between now and 2025. This could yield between 250 and 525 additional elementary students, as well as between 150 and 300 secondary students.

7. Next Steps for our Meeting on November 16th.

- Share these notes with your school advisory committee, and school community.
- Reflect upon today's presentation
- Remember, that nothing has yet been determined.
- We are working through the process.
- We are counting on you to give information to your community and to relay information back to the PART.
- Our notes will be on the website. The website is a great resource.

All our materials will be on the website. The website is a great resource.
<http://www.tdsb.on.ca/About-Us/Strategy-Planning/Search-All-Reviews>

