



High Park Attendance Boundary Review Program Area Review Team Public Meeting

Date: Thursday, March 24 2022

Time 6:00 p.m.

Hosting site - Virtual

Presenters	Debbie Donsky (Superintendent- Learning Network 19), Bill Wallace (TDSB Planning- Educational Planning Coordinator), Fatima Bhabha (TDSB Planning- Educational Planning Officer)
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Panelists	Robin Pilkey (Trustee- Ward 7), Erin Altosaar (Superintendent- Learning Network 20), Kathy Clydesdale (Administrative Liaison & Notetaker- Learning Network 19), Katrina Kenny (Vice Principal- Keele St PS), Kathy Narraway (Grandparent Representative- Howard PS), Suzy Papadopoulos (Vice Principal- Howard PS), Monica Francis (Principal- Howard PS), Alison McLean (Parent Representative- Fern Jr & Sr PS), Steve Lefkos (Vice Principal- Fern Jr & Sr PS), Rosanna Sardella (Principal- Fern Jr & Sr PS), Erin Meana (Parent Representative- Runnymede Jr & Sr PS), Cherril George (Vice Principal- Runnymede Jr & Sr PS), Deborah Zamin (Principal- Runnymede Jr & Sr PS), Margo Kaminska (Student Representative- Humberside CI), Heather Johnston (Parent Representative- Humberside CI), Claudine Tyrell (Principal- Humberside CI), -Representative- Parkdale CI), Giovanni Ortiz (Vice Principal- Parkdale CI), Marios Tenentes- Parkdale CI), Sophia Coburn (Student, Representative- Bloor CI), Don Christie (Parent Representative- Bloor CI), Janice Gladstone (Principal- Bloor CI) Gigi Moren, David Wang (Parent rep) Andrew Chua
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Regrets	Mike Gallagher, Stephanie Donaldson
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<i>Item / Presenter</i>	<i>Discussion</i>	<i>Attachments / Actions / Results</i>
Objective of Meeting:	<ul style="list-style-type: none"> Receive feedback from the public on the High Park Attendance Boundary Review. 	
Presentation	<ul style="list-style-type: none"> Superintendent – Learning Network 19 opened the meeting with the Land Acknowledgment and the Program Area Review Team introduced themselves. Welcoming and opening remarks from Trustee Robin Pilkey. Educational Planning Coordinator presented the slide presentation that was posted on the public website. 	
Overview of Slide Deck	<p>Setting the Context:</p> <ul style="list-style-type: none"> High Park area has been experiencing significant residential development activity and demographic shifts recently and into the foreseeable future. Majority of the anticipated residential developments have been approved Challenges resides within the Keele St attendance area. School will exceed capacity Long-term Program and Accommodation Strategy (LTPAS) lays out program and accommodation priorities to address over a 10-year window This review was identified in the LTPAS 	

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	<ul style="list-style-type: none"> • Previous reviews we have relocated Mountview Alt School to Runnymede CI and redirected recent development to Annette St but still face enrolment pressures at Keele. • PART is tasked with recommending recommendations that will go to the Board along with staff recommendations. In an ideal world they would align. • Keele would be short 3 classrooms by 2026 and 7 by 2030 with utilizations in a range of 118% to 130%. • We look at adjacent spaces and what schools may offer for local accommodation. <p>Overview of Schools:</p> <ul style="list-style-type: none"> • Runnymede’s enrolment was built for 1011 pupil places. There are 2 portables on site that are not needed. Enrolment has come down over time and at about 900 students and in the long-term projection is coming down to low 800 in 2031. We’re seeing an entry point of low to mid 80’s compared to 90 to 100 previously. French Immersion will maintain 54 entry point now in JK. The overall decline in entry point has an impact over time as they move through the grades. • Howard’s enrolment has declined and tapering off. Approximately 377 students from 568. Directed related to entry cohort. We are expecting in the 50’s and used to be mid 60’s and 70s. To achieve balance, we have restricted the French Immersion Entry to a single class and will continue for JK. An increase or growth is anticipated through the Loblaws development but there is a lot of uncertainty around the development so the development has not been factored into the long term projections. Without the development • Fern’s enrolment is stable and is built for 771 and currently as 677 students <p>Overview of Proposed Elementary Boundary Change:</p> <ol style="list-style-type: none"> 1. Everything west of High Park Ave will become part of Runnymede’s attendance area (JK to 8). 2. The triangular section occupied by residential units right on the corner of Dundas and Floor and proposed development that is just north will become part of Howard’s attendance area (JK to 5) and Fern’s attendance area (Gr 7 to 8). 	

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	<ul style="list-style-type: none"> ○ All students who reside in the portions of the boundary changes and attend Keele by the end of this year along with their siblings may choose to attend Keele until they graduate. ○ We will survey community to see who may want to transfer schools now. ○ Runnymede and Howard/Fern (without consideration of Loblaw's development will have classrooms space to accommodate students from the boundary changes <p>Overview of Proposed Secondary Pathways</p> <ol style="list-style-type: none"> 1. To achieve consistent pathways to secondary the Triangle portion that is proposed to become part of Howard/Fern's attendance area will also be directed from Humberside CI to Parkdale CI 2. There is a shared attendance area between Bloor and Parkdale. Recommending that all of this shared area be redirected to Parkdale CI. 3. The current proposal includes a recommendation that any student currently residing in the boundary change areas and attending Keele, Humberside or Bloor for the current 2021-2022 school be able to choose to continue to follow the current pathway to either Humberside or Bloor. 	
<p>Question & Answers Educational Planning Coordinator/SOE/Trustee</p>	<ul style="list-style-type: none"> ● We will review questions that have been asked to date before responding to questions from the Q&A box. <p>Questions related to French:</p> <ol style="list-style-type: none"> 1. Would the proposed changes impact the ability to access Early French Immersion programming? Answer: Everybody is guaranteed a placement into the Early French Immersion Program but that does not guarantee that you will get into Runnymede or Howard. It guarantees you a placement at a school with Early French Immersion. We're not anticipating the proposed changes to have any impact in terms of ability to access French immersion programming. 2. I'm currently a student that's in French attending Georgy Syme. I live in the Keele St PS area and would be part of the proposed boundary change area. Would I have an opportunity to transfer to Runnymede if the proposed boundary changes are approved? Answer: If the Board approves the proposed boundary changes the implementation would begin in September 2023. The opportunity to transfer 	

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	<p>would be a discussion between the local Principal, French Immersion Program Staff, and Parent. This would be subject to space available at the school to accommodate the student.</p> <p>3. If I am in the boundary change area and have applied for Early French Immersion and received placement at George Syme, would I be able to go to Runnymede or Howard for the coming school year?</p> <p>Answer: No, the placements for the coming school year for Early French Immersion has been completed. Currently, George Syme is the Early French Immersion school for Keele St students and there's not an opportunity right now to reconsider that for French students.</p> <p>Questions related to Runnymede:</p> <p>1. Would the proposed changes impact class sizes at Runnymede? Will class sizes get bigger because we're receiving additional students?</p> <p>Answer: No, even though the school would receive additional students it does not translate into larger class sizes. If Board approves the proposed changes it would be included into our enrolment projections. Staff allocation would apply the divisors and staff would be allocated. We believe the space exists at the school for the growth we're anticipating from the boundary change.</p> <p>2. Would the classrooms in the basement at Runnymede need to be used? Have the spaces in the basement that are fit up been counted as classrooms?</p> <p>Answer: The classrooms in the basement have been counted and would need to be used. How they are used and for what they are used for are subject to the local principal decisions.</p> <p>3. Would the additional students from the boundary change impact extracurriculars, teams, gym and outside play area?</p> <p>Answer: We are not expecting the additional students to have an impact on how extracurriculars are being delivered or how gym time is currently being allocated or how split play space outside is currently being allocated.</p> <p>4. Will the portables on the Runnymede site be needed?</p> <p>Answer: There are two portables on site that we do not foresee needing them as additional classrooms. There has been an indication from members of the PART that the portables have issues. Planning is committed to having someone assess</p>	

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	<p>the conditions. If any health and safety issues identified, we will address it - even if it means to have them removed or demolished.</p> <p>Questions related to Childcare:</p> <p>1. If the proposed boundary changes are approved, how would childcare work? Families have childcare lined up at Keele – how does that impact me wanting to attend Keele?</p> <p>Answer: Currently, there's a mechanism in the childcare policy that would allow anybody attending the preschool program to continue to attend the host school. So, if your child is registered the preschool program at Keele the child would be able to register and remain at Keele.</p> <p>Questions related to Kindergarten Registration:</p> <p>1. If the proposed boundary changes are approved, how will registration work if we would like to register our children at Runnymede or Howard instead of remaining at Keele St through exemption?</p> <p>Answer: If the proposed boundary changes are approved, we are proposing to survey all pre-registrants and current students at Keele to identify who may be interested in transferring schools. Beyond that, any new registrations will be directed appropriately to Runnymede or Howard based on home address.</p> <p>Questions related to Class Size, School Capacity, and Enrolment:</p> <p>1. How have the changes to average class sizes impact the review?</p> <p>Answer: The Ministry announced changes to average class sizes in 2019. The average class sizes for Gr. 4 to 8 grew from 23.84, to 24.5 over a four year window. Also, at secondary what were previously roughly averages of around 22 to 25 over the same four year window. These changes do no impact the proposed changes in this review, but it applies to the system as a whole.</p> <p>2. Do we have to fit more students into the classes and how is that related to capacity?</p> <p>Answer The relationship between school capacity and class size is not a perfectly linear. The Ministry offers us guidance on how to rate spaces – a class size that is approximately 700 square feet is designed as a classroom and is rated for 23 pupil places. We have primary grades (Gr 1-3) that are capped at 20 and up to 10% allowed exemptions up to 23 but primarily remain lower than classroom loadings. We have junior and intermediate classes (Gr 4-8) that are much higher than</p>	

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	<p>classroom room loading. So, on both sides of the equation it is an average capacity.</p> <p>3. What are the long term projections for the schools? Answer: We had an opportunity to share the long term projections with the committee and with the public. More details can be found in the question and answer document posted on the website.</p> <p>So that wraps up questions that have been received to date. We will review questions posted in the Q&A:</p> <p>Question: Is there a list of impacted addresses this individual lives on the border of the current catchment areas and they're unable to determine from the map, if they are impacted or not. Answer: Yes, we will have a list of impacted address for each area and this will be posted in the Q&A document on the public website.</p> <p>Question: When will the proposed changes to Humberstone take place? Answer: If the proposed recommendations are approved by Board, they will become effective for September 1, 2023. Anybody that's currently attending would have the opportunity to continue at their school. The boundary changes will impact new registrants to Keele.</p> <p>Question: Will the students coming from Keele need busing to attend Runnymede? If yes, what time is the bus schedule as this may change entry and dismissal times at the school? Answer: Runnymede and Howard were both identified because they offer walkable opportunities. Bussing for local students would not be needed as they should be able to walk. Bell times should not be impacted at the schools. The Board has established parameters that determines eligibility for bussing: for junior grades it's basically a 1.6 km walking distance, for the intermediate grades that grows to 3.2km and then for secondary it is 4.8 km kilometers. There are some exceptions where safety concerns have been identified where the transportation department investigates and may provide bussing for those areas.</p>	

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	<p>Question: a) How much was the 2020, 2021 numbers were impacted by Covid-19? b) How is building capacity defined using basement classrooms which Runnymede does seem to have excess capacity?</p> <p>Answer: a) Many schools have been impacted by Covid-19. There has been some impact to Runnymede, however, the numbers that I indicated to you are returning to a pre-pandemic number or a pattern that we were seeing ahead of the pandemic. We were seeing entry JK cohorts in the mid-60s at Runnymede and we've returned them back up to the low to mid-80s, which is what we had been seeing in the years previous or prior to the two years of pandemic. In previous years, Runnymede had seen entry cohorts in the mid-90s to 100 range. And so that decline on the entry cohort is really being attributed to the stabilization of that neighborhood. We are anticipating that recovery from the pandemic is going to be slow.</p> <p>b) The rooms in the basement are being rated – there are four. Two of them, I believe, had been fit up for full day kindergarten and have washrooms in them and would be expected to be used as kindergarten rooms. The other two are regular sized classrooms and are rated spaces at the 23 that I mentioned, and we would expect that they could be used as classrooms as well, and so they are contributing to the capacity that is available at Runnymede.</p> <p>Question: How many students do you anticipate to be brought into Runnymede, given the boundary change?</p> <p>Answer: We've got about 112 students living in that boundary change area. The scenario that's been built factors for approximately 130 students. That translates into approximately four classrooms that will be required.</p> <p>Question: Looks like capacity exists, and thanks for a great overview, however, at what projected accommodation pressure would the team consider building a new school in high park?</p> <p>Answer: The TDSB is only able to put in gets 10 capital requests for a new school every year for roughly 240,000 students and 580 existing schools. The government selects 2 projects. They look at the business case that we've developed why we absolutely need a new school in a certain area. We have excess capacity in the area where we're able to move it around and solve the space and accommodation issues. We have to resolve this accommodation issue with the planning toolbox like boundary changes. We would have to be able to demonstrate that we've exhausted all other opportunities in our toolbox before the Ministry of Education</p>	

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	<p>would consider a business case submissions. Also, it takes about seven years for the process of a new school to be completed. We have an immediate problem that needs to be resolved.</p> <p>Question: If there is no capacity issue in 2023 /2024 at Keele why would you allow people to attend Runnymede and Howard in those school years?</p> <p>Answer: The proposed implementation strategy is not an extraction where all the space is going to be gained immediately, it's with new students that are rolling in over time. We are trying to operationalize the changes to keep pace with the development occupancy. There seems to be interest expressed through the PART meetings that there may be some interest from people in even making the move sooner than later, and so that's the reason for opening the window for the move to take place even ahead of the formal boundary changes for September 1 2023.</p> <p>Question: Are your projections for decreased attendance at Runnymede only based on the incoming cohort for kindergarten, how do we know this isn't an aberration?</p> <p>Answer: JK entry is one of the driving factors. Once we capture the students, we have them in our in our data systems and can track the decisions that they make. If they move out of area we have a demit report. If they move into area at a later grade, we have an admit report. We can measure year over year how each of those cohorts changes as it ages. Other factors such as French programming is considered. We receive and analyze third party population data that includes births, pre-school aged, and school aged population by attendance area. We also track and analyze development from timing, phasing, and development type. We look at yields at the City Ward level, Trustee Ward level, and local school level and apply the projected yield from the development into our projections. This is a high-level walkthrough of all of the factors that go into the projections that we do.</p> <p>Question: What happens to Howard's enrollment when the Loblaws development comes online it's a giant issue that would dramatically alter the effects of our recommended changes?</p> <p>Answer: The answer to that is timing. We have a known need right now, and the need from this development is an uncertain like how many units are going to be built, how many students can we anticipate, and over what time period. We know that the development within Keele is approved and we're very certain that they will be occupied starting as early as 2024. A similar process may be required in</p>	

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	<p>2030 for the Loblaws development. The development pressure is not lost on us but right now we have a known need and there's an opportunity to address it so that's what we are going forward with.</p> <p>Trustee added: The Toronto Lands Corporation who handles all our land use planning can also make an application that in one of those buildings, they may have to save a space for a school. Which would be done when the student population becomes large enough to support a request for additional school capacity in the area. This would be done through our regular planning processes.</p>	
Next Steps	<ul style="list-style-type: none"> • There are an additional 20 questions that were not answered during the public meeting. • We have recorded the questions and add them to the Q&A document. Anybody that posed questions or interested in the answers can go and check the document for the answers. • Additional questions or comments can be submitted to accomodationsreviews@tdsb.on.ca • Please fill out the online feedback survey by March 29th 	
Next Meetings	<ul style="list-style-type: none"> • March 31st – PART Meeting #3 • April 21st – CAT meeting • May 18th – Planning & Priorities (P&P) meeting - public has an opportunity to depute to Board • May 25th – Regular Board Meeting 	
Adjournment	Thanks everybody for participating!	

Copy of the Q & A captured by Andrew:



Q&A.docx