



Yonge-Eglinton Area Review Team – Public Meeting #1

March 4, 2021

6:00 pm – 8:00 pm

Virtual Meeting – Zoom

Presenters	Ron Felsen (Superintendent – Learning Network 6, Co-Chair), Andrew Howard (Superintendent – Learning Network 5, Co-Chair), Daniel Castaldo (Senior Manager - Planning), Joyce Kwong (Educational Planning Officer)
Participants	Shelley Laskin (Trustee – Ward 8), Rachel Chernos Lin (Trustee – Ward 11), Dawn Edmonds (Parent - Eglinton JPS), Carl De Souza (Parent - John Fisher PS), Keri Hyde (Parent - John Fisher PS), Ian Wilson (Principal - Eglinton JPS), Elizabeth Aiello (Vice-Principal - Eglinton JPS), Jane Wadden (Principal - John Fisher PS), Dori Antolin (Vice-Principal - John Fisher PS), Lynne Leblanc (FSLAC Parent Representative - Ward 8), Charles Zhu (FSLAC Parent Representative - Ward 11), Maia Puccetti (Executive Officer - Facilities Services), Tom Schloessin (Architectural Coordinator), Angela Caccamo (Centrally Assigned Principal - French as a Second Language, Classical and International Languages), Kirsten Johnston (Program Coordinator - French as a Second Language, Classical and International Languages), Garry Green (Senior Manager - Transportation), Liz Hoang (Manager - Childcare Services), Nadejda Lekovsky (Early Years Coordinator), Andrew Chua (Planning), James Jarrett (Administrative Liaison - Learning Network 06)

Item / Presenter	Discussion	Attachments / Actions / Results
<p>Welcome and Introductions:</p> <p><i>Ron Felsen (SOE – LN06)</i></p> <p><i>Andrew Howard (SOE - LN05)</i></p>	<ul style="list-style-type: none"> • Greetings, Salutations, Treaty Lands Acknowledgment. • Meeting Norms. • Andrew Howard is the co-chair. • We intend to follow the agenda as presented. • We hope to engage our community in dialogue and information sharing through this presentation. • PART members introduced themselves individually. 	
<p>Overview of the PART's Purpose:</p>	<ul style="list-style-type: none"> • The backdrop to this whole process is that there are huge and growing accommodation pressures at Eglinton JPS. • TDSB has undertaken studies to look at these pressures, and this is a continuation of this process. 	<p>Link to Boundary Change Review webpage: http://www.tdsb.on.ca/About-</p>

Ron Felsen (SOE – LN06)

Joyce Kwong (Educational Planning Officer)

- Through this Program Area Review Team, we are making recommendations for the next few years.
- We will also share the feedback to our team from the parent surveys to date.

- As part of the Province's Urban Growth Plan, there are neighbourhoods identified as high growth areas in our city.
- The Yonge-Eglinton corridor is one of these identified geographic areas.
- Shared online, Module 3 pertaining to this presentation shows an overview of all of the studies we have undertaken in the TDSB to deal with the accommodation pressures in this part of the city.
- Growth is still overwhelming our supply of student spaces in the neighbourhood.
- There are 36 active residential developments in the area.
- 14 developments have already been redirected from the Eglinton JPS catchment area and redirected to Whitney PS.
- 10 developments have also already been redirected to Rippleton PS.
- Ultimately, we need a new school in the neighbourhood to accommodate the projected growth in the area.
- Our current Long-Term Program and Accommodation Strategy (LTPAS) started in 2014.
- It is updated on a yearly basis, based on our current enrollment information and evolving trends in the TDSB.
- The Local Feasibility Team for the Yonge-Eglinton Study met in March of this current year.
- The team was composed of directly affected staff and departments in the TDSB, such as school principals, superintendents, Transportation, Childcare, and Facilities Services.
- The Local Feasibility Team (LFT) recommended the establishment of the Program Area Review Team (PART).
- PART recommendations will move to our Planning and Priorities Committee if adopted, and then to the Board of Trustees for a vote.

School Overviews:

- Eglinton JPS has a current enrolment of 571 students and is projected to grow to over 800 students the next few years, based on projected student yield in new area real estate developments.
- The school has already altered many spaces in the building which are not

[Us/Strategy-Planning/Accommodation-Reviews](#)
Under *Boundary Reviews*, click on the following:

Link to PART for Yonge-Eglinton Phase 2:
<https://www.tdsb.on.ca/About-Us/Strategy-Planning/Search-All-Reviews?id=166>

regular classroom spaces, in order to provide instructional space.

- All classes in the school have exemptions that put them above class caps.
- The music program is currently delivered from a cart that moves to home classrooms.
- Smaller spaces meant to be utilized for ESL students and other specialized programming have also been utilized for regular classrooms.
- Eglinton JPS cannot meet the expectations of the Ministry of Education to deliver programming to its local student population.
- John Fisher JPS enrolment is currently stable. It had declined a few years ago but has increased again, and is currently projected to be flat over the next 10 years.
- Bannockburn is a site that the TDSB owns which was closed as an elementary school in 1981.
- It is currently leased to a private Montessori school, with that lease set to expire in July of 2022.
- Our aim would be to retrofit the school to bring it up to TDSB code in time for a September 2023 opening.
- From the PART Working Meetings, the following proposals are being made:
 - That John Fisher JPS becomes a dual-track school, beginning with JK in the English program (and growing a grade a year), effective September 2022;
 - That the portion of Eglinton JPS's existing junior attendance area north of Broadway Avenue (including the north side of Broadway Avenue) be assigned to John Fisher JPS, beginning in JK (and growing a grade a year), effective September 2022;
 - That new students from recommendation #2 with an older sibling attending Eglinton JPS (in the same year that the younger sibling enters the school) be allowed to attend Eglinton JPS until they graduate;
 - That TDSB begin retrofitting the Bannockburn building in July 2022 to ensure that it is compliant with TDSB standards prior to re-opening for students;
 - That the Bannockburn site be re-opened in September 2023, initially as a JK to Grade 3 French Immersion centre, and growing a grade a year up to (and including) grade 6 in September 2026;
 - That SK to Grade 3 French Immersion students at John Fisher JPS residing within the Bedford Park PS/Blythwood JPS shared attendance area, Bedford Park PS attendance area, and John Wanless JPS attendance area be redirected to Bannockburn PS,

- effective September 2023;
- That SK to Grade 3 students with an older sibling in Grades 4 to 6 attending John Fisher JPS in September 2023 be allowed to remain at John Fisher JPS until they graduate. Consideration may be given to grade 3 students in September 2023 to remain at John Fisher JPS provided there is available space;
 - That the intermediate pathway for Bannockburn PS's French Immersion program be the same as the current John Fisher JPS French Immersion pathway (subject to change as per TDSB's operational procedure PR597);
 - That the John Fisher JPS Special Central Placement Process, approved by Board of Trustees in March 2017 to relocate students wishing to withdraw from the French Immersion program at John Fisher JPS in light of construction at 18-30 Erskine Avenue, be ended effective September 2022, and;
 - That the reversal of residential development redirections in Eglinton JPS's, and John Fisher JPS's proposed attendance areas be considered in 2024/25, pending a review of accommodation pressures and space availability at the two schools.

John Fisher JPS Becomes a Dual Track School:

- John Fisher would change from being a French Immersion centre to a dual track French Immersion and English program site, in order to absorb some of the boom in local English stream students seeking elementary programming in the TDSB.
- The attendance area north of Broadway Ave. would be changed from Eglinton JPS to John Fisher JPS for students in the English track.
- Students currently enrolled at Eglinton JPS living in this changed boundary area would not have to move to John Fisher JPS but would be surveyed to find out what they would prefer if they do want to move.
- Students in this attendance area with a sibling already attending Eglinton JPS would be allowed to attend with their sibling at Eglinton JPS even after the boundary change.
- John Fisher JPS would be JK-Grade 6 for French Immersion programming. The pathway towards Glenview SPS and Lawrence Park CI would remain the same.
- Students in the English Track would attend John Fisher JPS from JK-Grade 5, and feed into Hodgson MS for their middle school pathway in Grade 6.

- Blythwood’s shared attendance area with Bedford Park PS would remain in the John Fisher Catchment for French Immersion students.

Bannockburn PS:

- Bannockburn PS would become a French Immersion Hub starting in September of 2023.
- The school would initially start with JK-Grade 3, growing 1 grade per year for the following 3 school years until it contains a JK-Grade 6 French Immersion program.
- The school would initially start with the French Immersion students that would have previously been enrolled at John Fisher JPS from the attendance areas of John Wanless JPS, Bedford Park PS.
- With this program expansion in the neighbourhood, there will be 70-80 additional French Immersion student places in this area of the city.

Survey Feedback

Ron Felsen (SOE - LN06)

- We had feedback from parents from a survey sent out to the community.
- The largest group of respondents was from the John Fisher JPS community, followed by the parents of the Eglinton JPS community.
- There were 6 respondents with a child in each school, and the remainder came from those outside the school community.
- We also had questions submitted to us through the survey, which we will respond to here.

- A question from the community to our French as a Second Language department: What are the implications of having a dual track school versus a single track at John Fisher JPS?

Angela Caccamo (CAP - FSL)

- There are definitely some advantages to having a dual track school.
- For the English track students, there is more exposure to the French language, which can have positive impacts for their core French learning.
- It mainstreams bilingualism into the school culture.
- Most French Immersion programs in the country exist in schools with dual track programs and are successful with this model.
- French Immersion centres also have their advantages, which we will maintain in the Bannockburn environment.

Kirsten Johnston (Program Coordinator - FSL)

- We find that there is more professional collaboration in the school across tracks, which enriches the languages education for both tracks.

<p><i>Jane Fisher (Principal - John Fisher JPS)</i></p>	<ul style="list-style-type: none"> ● From a school perspective, having administered schools with both models, the changes to the school culture would be minimal. ● We would have themes and events that emphasized the cultural aspects of the program for the French Immersion track, as well as having school-wide events that offer collaboration and community building. ● There would also be school-wide cross track participation by students in field trips and sports teams in the dual track setting. ● Currently, our courses are instructed in French except for our Music program, which is delivered by an English-speaking teacher. ● French Immersion students also tend to use the English language during their social time at recess and at lunch, but they are obligated to speak French in their class setting. ● In a dual track setting, speciality classes such as Phys. Ed., Art and Music can be offered in either language, depending on the facility of the teachers in those roles. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Dan Castaldo (Senior Manager - Planning)</i></p>	<ul style="list-style-type: none"> ● Our next community question concerned the prospects of building a new school in the neighbourhood to accommodate student growth. ● We are happy that the feedback from the parent survey includes this question. This solution is desperately needed in the medium- and long-term for the area. ● We are short 800 pupil places in the Yonge-Eglinton core area, and we cannot accommodate those pressures long-term without a new school. ● The challenge for us in the neighbourhood is that we do not own any land which we can build on. ● We are constantly working with both Toronto Lands Corporation, which is our real estate manager in the TDSB, as well as developers to any of the local development projects in order to find a solution to our long-term problem. ● What we need is a site that is the right size and has the right amount of green space to develop a school. The site needs to be appropriate to Ministry and TDSB guidelines. ● Right now the best opportunity in the neighbourhood involves the potential redevelopment of the Canada Square site on the southwest corner at the Yonge and Eglinton intersection. ● The TDSB cannot build schools directly. The Ministry of Education has to provide the capital funds to do this. 	

	<ul style="list-style-type: none"> We also see the pressures at other sites such as the rebuilt school at Davisville JPS/Spectrum Alternative School, where we are looking to add additional pupil places to accommodate the growth around that, as well as the renovation at Hodgson MS. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p> <p><i>Ron Felsen (SOE - LN06)</i></p>	<ul style="list-style-type: none"> Why were the students that were potentially redirected from Blythwood JPS left at John Fisher JPS in the PART recommendations? The students from Blythwood JPS would stay with the John Fisher JPS French Immersion program at least for now because most of the current students in this attendance area can walk to John Fisher JPS. Applications are reviewed on an annual basis to determine placement, as per TDSB's PR 597, so this could change over time. We would like to acknowledge and thank the community for feedback on this particular recommendation. It was a parent from the Bedford Park PS school community who offered the PART this suggestion. We will be opening up another survey which will be available online tomorrow morning to gauge additional feedback from our school communities. The opportunity for the public at large to depute at the Planning and Priorities Committee meeting can be taken advantage of by responding to the link on the Accommodation Review page. 	<p>Link to Depute: https://www.tdsb.on.ca/leadership/boardroom/delegations</p>
<p>Comments/Questions:</p> <p><i>Andrew Howard (SOE - LN05)</i></p>	<ul style="list-style-type: none"> We'll now open up the meeting to our question and answer portion. Please abide by both our Board Code of Conduct and Online Code of Conduct. Any inappropriate conduct or comments will lead to removal from the meeting. We have had some experiences where this does happen in online meetings, so unfortunately, we do have to issue this reminder. 	
<p><i>Ron Felsen (SOE - LN06)</i></p>	<ul style="list-style-type: none"> I'll read the questions from the submissions we receive, and then direct those questions to an appropriate staff member for a response. There is a Q and A document on the site already which we will be adding to with the questions and answers we receive today. 	<p>Link to Q and A: https://www.tdsb.on.ca/portals/default/ARC_helpful_info_docs/P20210505-FAQ_fromPublicMeeting-v2.pdf</p>
	<ul style="list-style-type: none"> How many buses will be going to Bannockburn daily? Has the impact on the community been forecast? Has the transportation impact on the 	

	neighbourhood been considered in light of St. Margaret's Catholic School in the same area?	
<i>Garry Green (Manager - Student Transportation)</i>	<ul style="list-style-type: none"> ● We anticipate that there will be two buses for the initial projected enrolment of 128 students. ● The model is to be determined as to whether it would be straight pick-up and drop off, or if it would be integrated with other existing routes. ● When the school reaches full enrollment with a full JK-6 group of students, we would anticipate between 4 and 5 busloads daily to the school. ● We would also look at our Active and Save Travel policy. ● We always have concerns around travel as it pertains to student safety. ● We also anticipate that there would be a reduction in travel in the neighbourhood with a transition from the Montessori site with individual vehicle pick-up and drop-off compared to our bus routes. 	
<i>Ron Felsen (SOE - LN06)</i>	<ul style="list-style-type: none"> ● What would be the transportation impact on John Fisher JPS from these proposed changes? 	
<i>Garry Green (Manager - Student Transportation)</i>	<ul style="list-style-type: none"> ● We'll have to take a look at the impact. My hypothesis is that there would be a reduction in traffic, with bus redirections and more local students attending the school. 	
<i>Ron Felsen (SOE - LN06)</i>	<ul style="list-style-type: none"> ● Will the new program at Bannockburn be open to students from Ledbury Park E & MS? ● Currently those students are routed to Owen PS and Glen Park JPS. 	
<i>Angela Caccamo (CAP - FSL)</i>	<ul style="list-style-type: none"> ● We'll create a catchment area for Bannockburn as other French programs have. Students in any given neighbourhood are not guaranteed a placement in the closest French Immersion program. ● Though we do aim to place students the closest available program, demand impacts where student placements happen. ● The initial catchment area will be established based on the recommendations of the PART to start, and then will be reviewed following that according to operational needs. ● We'll create a catchment area for Bannockburn as other French programs have. Students in any given neighbourhood are not guaranteed a placement in the closest French Immersion program. ● Though we do aim to place students the closest available program, demand impacts where student placements happen. 	

	<ul style="list-style-type: none"> The initial catchment area will be established based on the recommendations of the PART to start, and then will be reviewed following that according to operational needs. 	
<i>Kirsten Johnston (Program Coordinator - FSL)</i>	<ul style="list-style-type: none"> Over a period of time, where we see that the number of French students drawn from an English language school becomes too much for a program, we will adjust the French language program boundaries accordingly. These boundaries, though, are a general guide, and as mentioned, are subject to program demand in any given year. 	
<i>Ron Felsen (SOE - LN06)</i> <i>Dan Castaldo (Senior Manager - Planning)</i>	<ul style="list-style-type: none"> What is the prospect of leasing St. Monica's Catholic School from the TCDSB? The TCDSB has similar enrolment problems in overlapping areas of the city and are having their own challenges accommodating their students. There is no opportunity for us to swap space to relieve the pressure on our schools in Yonge and Eglinton. 	
<i>Ron Felsen (SOE - LN06)</i> <i>Dan Castaldo (Senior Manager - Planning)</i>	<ul style="list-style-type: none"> In order to pay for the renovations at Bannockburn, are there any plans to sell a portion of the green space? There was a rumour that this was being considered. In terms of renovations, most of the work is internal to the building, mostly to bring it in line with fire code, so that the building is ready to welcome TDSB students with TDSB resources. The TDSB does receive funding from the province for the upkeep and renewal of buildings, so our own internal funds will cover these projected costs. We are not considering selling any of the green space on the site. Bannockburn is a 5-acre site, and will accommodate future needs well, so there is no reason to sell. 	
<i>Daria Kapustina (Community Question)</i> <i>Andrew Howard (SOE - LN05)</i>	<ul style="list-style-type: none"> I have a couple of questions for the PART. Would the staff at Bannockburn be the same staff currently working at John Fisher JPS, or would they be brand new? Who would be responsible for running the Before-and-After School Program? Would it be the same staff as John Fisher or brand new? The School would be staffed through the normal staffing process, with staff hired from available employees within the TDSB. 	

<p><i>Nadejda Lekovsky (Early Years Coordinator)</i></p>	<ul style="list-style-type: none"> ● All staff members would be qualified to teach French in order to work at the school. ● In the Early Years department, we are aware of how important childcare is for our parents. ● We intend to develop a program at Bannockburn in order to help parents. ● The programs are dependent on demand, but we believe we're in a good position to open a viable program for the 2023-2024 school-year. ● We will communicate to our parents what options are available when they are registering. ● This program will be operated by the TDSB to start. ● It will be an extended day program. 	
<p><i>Daria Kapustina (Community Question)</i></p> <p><i>Nadejda Lekovsky (Early Years Coordinator)</i></p>	<ul style="list-style-type: none"> ● Will there be enough demand to start the program off? ● Most that stay are younger so we have a good number to draw from. ● Because the children are all younger to start with, we believe that there will be a viable program to start, based on parent and student needs. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Angela Caccamo (CAP – FSL)</i></p>	<ul style="list-style-type: none"> ● Daria also included a question in the chat which asks, “How about the students who live closer to Bedford Park PS, as opposed to Bannockburn. Will they be able to go to John Fisher JPS?” ● Placement in the French program is based primarily on the catchment that has been identified for the English School program students. It's not based on individual proximity to a program, but on the geographic area defined by the TDSB. 	
<p><i>Julian Heller (Community Question)</i></p>	<ul style="list-style-type: none"> ● I am the parent of three former John Fisher JPS students, as well as a former Co-Chair of FSLAC. I have some concerns. ● I feel that this change is part of a pattern of minimizing the growth of French Immersion Board-wide. The changing of John Fisher JPS from a French Immersion Centre to a dual track school will diminish the French programs in this part of the city. ● Has there been an analysis done to consider redirecting additional students in the English stream from Eglinton JPS to the Bannockburn site? ● Has anyone looked at the two sites to see if the total number of French Immersion sites at the proposed dual track at John Fisher JPS and the 	

	<p>proposed Bannockburn site?</p> <ul style="list-style-type: none"> • Are 265 potential French Immersion students at John Fisher JPS a large enough number to continue to have a viable program at the school? 	
<p><i>Garry Green (Manager - Student Transportation)</i></p>	<ul style="list-style-type: none"> • From a transportation perspective, the French program would start with 2 busloads of French Immersion students going to Bannockburn. We would do the math to net out exactly how many students would be affected from John Fisher JPS. 	
<p><i>Julian Heller (Community Question)</i></p> <p><i>Garry Green (Manager - Student Transportation)</i></p> <p><i>Daniel Castaldo (Senior Manager - Planning)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> • What about an analysis of the Student's from Eglinton JPS being bussed to Bannockburn instead? • We would be able to give an estimate of that scenario. We'll produce it and share it with the PART. • The problem with this alternative scenario is that we are an English language school board, and we need to be able to offer walkable options for our English language students in their neighbourhoods. • Currently we're looking at a scenario where we are busing students out of the neighbourhood to be redirected to other schools while we are busing students in the neighbourhood to take French Immersion programs. This is not ideal, particularly when we are already redirecting developments to other schools. • By 2030, there would be a total of 565 French Immersion spots in the two schools combined. This is versus 421 spots at John Fisher JPS projected in 2030. 	
<p><i>Julian Heller (Community Question)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> • What would be the year by year breakdown of the spots available in the French Immersion program in the neighbourhood? I think that there are more spaces in the middle years than at the end? • We can look into providing a year by year breakdown of the available French Immersion spaces at the school. • With the two sites, with three FDK classes in each, we would be looking at 45 students coming online each year. • Concerning our English programs, we have not finalized where our students will be housed yet, for those that have to be redirected by future developments. 	

<p><i>Zila DaCosta (Community Question)</i></p>	<ul style="list-style-type: none"> ● I was the parent representative at the PART for Yonge-Eglinton from Glenview SPS three years ago. Why hasn't this process moved forward from the discussions we were having three years ago concerning the same issues? 	
<p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> ● The staffing process for this year is already in process. ● With respect to the Bannockburn site, the lease for the Montessori school runs until 2022. There is also preparation time required by facilities to prepare the site. 	
<p><i>Ron Felsen (SOE - LN06)</i></p>	<ul style="list-style-type: none"> ● A question from the chat: Are special education programs and supports being considered for the school? ● To answer that directly, all schools in the system are allocated special education resources based on the school's needs. This would be just as true for Bannockburn. 	
<p><i>Jessica Watkins (Community Question)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> ● Many families have moved during the pandemic. Have the drops in enrolment been considered in this planning process? Are these moves necessary given these changes? ● It is true that we have seen a decline in enrolment system wide. ● We expect our enrolment to return to projection at the end of the pandemic, and we also expect our projections to be accurate when forecasting over a 5 to 10-year window. ● Enrolment projections are updated annually, using October 31st enrolment information Board-wide as the basis for our statistical analysis. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Daniel Castaldo (Senior Manager - Planning)</i></p>	<ul style="list-style-type: none"> ● How long will it take to open up the Bannockburn site? ● It will take a year for us to get the site ready for TDSB students, once we take possession of the site again in 2022. We have to deal with some dead-end corridors, the installation of crash doors to comply with the Fire Code, bathroom modifications and playground upgrades. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Daniel Castaldo (Senior Manager - Planning)</i></p>	<ul style="list-style-type: none"> ● Is there a developer requirement to assist with or contribute to the building of schools in the TDSB? ● This is a great question. The unfortunate answer is no, there are no Educational Development Charges levied in this city to be remitted to the TDSB. 	

	<ul style="list-style-type: none"> • The province provides the development charge to boards where there is a lack of student spaces within the jurisdiction. The problem the TDSB faces is that there are spaces system-wide, they just aren't in the right geography to help us fix our problems where growth has exploded. • Our excess capacity works against us effectively. • The TDSB launched a challenge to this interpretation of the provincial rules, and we have a judicial review currently under way. We presented our position to the review in March of this year, and we are expecting to see a ruling on this issue in the next 3 to 6 months. • Our argument essentially is that growth should pay for growth. We should be able to levy charges in these high density areas in order to serve our student population adequately and equitably. 	
<p><i>Leslie Arbus (Community Question)</i></p> <p><i>Ron Felsen (SOE - LN06)</i></p>	<ul style="list-style-type: none"> • Are other neighbourhood schools being considered as part of the planning in the area concerning Bannockburn becoming a French Immersion centre? • Would someone in the area of Bannockburn be eligible to apply for French Immersion in that area? • I understand that the PART is from the perspective of Eglinton JPS and its needs, but have these other options been considered? • This PART was convened to address the overcrowding at Eglinton and this is the priority of the team. • Students in the neighbourhood have a pathway through French Immersion currently. The FSL department would be reviewing its own boundaries on a regular basis, but that would not be part of the purview of this PART. • The process and the recommendations are focused on the enrolment problems at Eglinton JPS. 	
<p><i>Jelena Milanovic (Community Question)</i></p> <p><i>Andrew Howard (SOE -</i></p>	<ul style="list-style-type: none"> • I am a parent of a student in the John Fisher JPS French Immersion program, and my child will be directly impacted by this move. • We know that consistency and routine is part of a healthy child's development. • If these recommendations are adopted, my child will go through 5 school transitions. Is the impact on children like mine being taken into consideration? • Stability is important for student development. • The pressures we're talking about at Eglinton JPS are so acute and 	

<p><i>LN05)</i></p>	<p>intense that they are impacting the whole school community, as well as those students being redirected. The measures are trying to speak to that broader school community pressure.</p> <ul style="list-style-type: none"> • Until we have a new school in the neighbourhood, these are the measures that we have to put in place to try and serve as much of our community as adequately as we can. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> • Does the TDSB intend to install portables at the Bannockburn location? • We don't anticipate the need for portables when the full student population we are projecting is in attendance at the site. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> • Has there been an analysis from the point of view of French Immersion students who have been redirected to Winchester? Students have to travel down to Cabbagetown on the bus. Isn't this an equity issue? • Right now our priority is dealing with the growing accommodation pressures at Eglinton JPS. We believe that students need to be able to go to their local walkable home schools as much as possible. • Once we have looked at addressing these problems, we will examine our redirected sites, so that families can be brought back to the neighbourhood. 	
<p><i>Ron Felsen (SOE - LN06)</i></p>	<ul style="list-style-type: none"> • In this study, has online learning been considered as an option to relieve enrolment pressures? There is an option for online learning from the Ministry announced today. • Right now, our numbers include our students who have been in our Virtual School program this year. It would be hard to quantify those numbers for future Virtual School programming right now. We don't have enough information to project or quantify those numbers at present. 	
<p><i>Julian Heller (Community Question)</i></p> <p><i>Ron Felsen (SOE - LN06)</i></p>	<ul style="list-style-type: none"> • When will the report be made available? Will it be the Friday before the meeting? Is that enough time to respond? • Yes, the report will be available the Friday before the Planning and Priorities Committee meeting. People will be able to depute in that timeframe. 	
<p><i>Jessica Watkins</i></p>	<ul style="list-style-type: none"> • Why were more schools not considered as potential sites for redirecting 	

<p><i>(Community Question)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<p>students in the English stream from Eglinton JPS?</p> <ul style="list-style-type: none"> • The answer is that the next closest schools by geographic proximity to Eglinton JPS (Davisville JPS, John Wanless JPS, Bedford Park PS, Blythwood JPS) are all at about 95% utilization. • John Fisher JPS is the only school close to Eglinton that is not at this level of utilization currently. 	
<p><i>Jessica Watkins (Community Question)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> • If the TDSB can't quantify how many students will opt for online learning, why are you using the combined occupancy numbers as of right now to project future enrolment? Wouldn't it make sense to delay the PART recommendations until we know how many students return to in-person learning? • I understand your comment. We have to plan around a longer-term solution when we're projecting here. We believe that the enrolment system-wide and at the school level will return to normal, and our projections will still be valid. • Eglinton JPS has faced these enrolment issues for about 10 years now, and has been over capacity for this period of time. • The enrolment pressures are mounting because of the developments in the neighbourhood, and aren't going to reverse course. • We have to find some short-term solutions for this long-term problem while we're waiting for a permanent solution in the form of a new school. • We're redirecting students away from Eglinton JPS right now, and we would like to sooner, rather than later, have the opportunity to bring some of those people back from those redirections. We're undertaking this study right now. 	
<p><i>Jessica Watkins (Community Question)</i></p> <p><i>Ian Wilson (Principal - Eglinton JPS)</i></p>	<ul style="list-style-type: none"> • Right, but can you answer what is the current occupancy of Eglinton JPS, with the Virtual School students not attending? • Right now, the number of students registered with us is about 604. In person, we're looking at about 375 students learning in person. • Some of our parents may elect to go for online learning next year based on Minister Lecce's announcement. • Speaking from an administrative perspective, and Joyce hit the nail right 	

	<p>on the head, the school has been overcrowded for a decade now. We're delivering classes in spaces that aren't meant to be classes, and every student at the school is impacted by this day to day.</p> <ul style="list-style-type: none"> • The impact is particularly acute on our special education and ESL students. We've had a few years where delivering support to them has been exceedingly difficult because of the space considerations. • We are allocated a certain number of teachers each year and are granted exemption in all of our classes that put them above the provincial caps. • We haven't had space in the building for all of our teachers to have their own classroom. Even our play-space is overcrowded because of the demand in the neighbourhood for space. 	
<p><i>Jessica Watkins</i> (Community Question)</p> <p><i>Andrew Howard</i> (SOE - LN05)</p>	<ul style="list-style-type: none"> • I appreciate that there is a developer issue. Can we know for certain the number that are actually attending in person right now, because it seems like the enrolment system-wide has fallen off a cliff. Are we certain those numbers will bounce back? • We'll get Joyce to add the precise current enrolments into the Q and A. 	
<p><i>Martin Rosenbaum</i> (Community Question)</p> <p><i>Garry Green</i> (Manager - Student Transportation)</p>	<ul style="list-style-type: none"> • In the Bannockburn location there is a concern that converting the site back into a regular school will have a negative impact on the neighbourhood in terms of traffic. The Montessori school had moderate traffic. • The second question is about the need for portables? • Will a portion of the field be sold off to help finance the construction needs of the school? • The 3-5 buses we expect for the neighbourhood will will not significantly impact it. 	
<p><i>Daria Kapustina</i> (Community Question)</p> <p><i>Andrew Howard</i> (SOE - LN05)</p>	<ul style="list-style-type: none"> • Will Bannockburn be a dual track site as well? • No, it will be a French Immersion centre. Bedford Park changed to a Middle Immersion program. 	

<p><i>Daria Kapustina (Community Question)</i></p> <p><i>Angela Caccamo (CAP - FSL)</i></p> <p><i>Ron Felsen (SOE - LN06)</i></p>	<ul style="list-style-type: none"> • Can a student in the Middle Immersion program move to a regular French Immersion program? • It's a different program with different learning strategies, so students cannot move from one to the other. • The intention is that the Immersion programs come together in high school. 	
<p><i>Daria Kapustina (Community Question)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> • If there was a new school at Canada Square, would John Fisher JPS return to being a French Immersion site? • Our current projection numbers do not factor in the Canada Square site as an option. Our hope is that this school would absorb the majority of new English students projected in the long term in the region. • We have buildings already being redirected from the catchment, and some additional approved sites that will be redirected. There are also some sites not yet approved, but we anticipate they will be and that will have a further impact on the growth of the area. • The history of all of the measures taking by the planning department in the area is on the TDSB website. We can see step by step what has been done to address this issue as it has continued to develop over the last decade or so. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> • What schools in the neighbourhood will go to John Fisher JPS, and what schools will redirect to Bannockburn? • Bedford Park PS, and John Wanless JPS would be redirected to Bannockburn. Potentially Ledbury Park E & MS as well as John Ross Robertson JPS may end up going to the Bannockburn site. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Andrew Howard (SOE - LN05)</i></p> <p><i>Dan Castaldo (Senior Manager – Planning)</i></p>	<ul style="list-style-type: none"> • Has Northlea been considered as a site for redirection? • Northlea is at full capacity, and takes students from a wide area for French Immersion. There is no space in the the school. Northlea is a dual track school. • We have already done 2 boundary changes between Englington JPS and Northlea, so we have pretty much exhausted that as an option for relieving Eglinton JPS. 	

<p><i>Daniel Castaldo (Senior Manager - Planning)</i></p>	<ul style="list-style-type: none"> ● Acquiring land in a hyper competitive real estate market in midtown Toronto is not something that the Board has the resources to acquire. ● We're in a position where we need to work collaboratively with developers, which is why we're moving towards a model of a mixed use project with schools embedded within residential towers. North Toronto CI is an example of that kind of project. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> ● Can we provide walkability Maps that show the current John Fisher JPS catchment for French Immersion and the proposed catchments for Bannockburn and John Fisher JPS as a dual track school? ● Yes, we can provide those and post them onto the review page. 	
<p><i>Ron Felsen (SOE - LN06)</i></p>	<ul style="list-style-type: none"> ● Will the questions be answered and confirmed as a matter of public record? ● I believe we stated earlier we will answer any unanswered questions and those we posted on our question and answer page, which obviously will have grown after tonight's meeting. 	
<p><i>Julian Heller (Community Question)</i></p> <p><i>Andrew Howard (SOE - LN05)</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p> <p><i>Lynn Leblanc (FSLAC Representative – Ward 8)</i></p>	<ul style="list-style-type: none"> ● When is Davisville JPS expected to be ready, and what is the capacity to accept English students there? ● Davisville JPS will be opening for September of 2021. So this upcoming September. ● The total Capacity for Davisville JPS is 731. We will post the breakdown between the English and French streams at the school in the Q and A document. ● In a typical year, the average is about 46% French immersion. It's going to be a bit lower this year, if you're looking at numbers for French immersion at data. 	
<p><i>Ron Felsen (SOE - LN06)</i></p>	<ul style="list-style-type: none"> ● Are there plans to have a second meeting to allow for more community involvement? 	

	<ul style="list-style-type: none"> • We are holding one public meeting for this PART process. The notes from this meeting as well as all of the questions and answers will be added to the website. • There will be other opportunities for feedback. We'd like to hear from you whether it be through the survey which will be sent, which will go live tomorrow, or whether you want to email, or if you wish to depute at the Planning and Priorities meeting on June 23rd. 	
<p><i>Ron Felsen (SOE - LN06</i></p> <p><i>Joyce Kwong (Educational Planning Officer)</i></p>	<ul style="list-style-type: none"> • When will students from Eglinton JPS move to John Fisher JPS? • The implementation date for the proposed boundary change between Eglinton JPS and John Fisher JPS is September 2022. The English track program there would grow a grade per year, until it becomes a JK-5 English track at John Fisher JPS. 	
<p><i>Ron Felsen (SOE - LN06)</i></p> <p><i>Andrew Howard (SOE - LN05)</i></p>	<ul style="list-style-type: none"> • What will the Vaughan Road Academy site be used for in the interim? • Once Davisville JPS vacates the site, we will be looking at using the site to facilitate other programming in the vicinity. There are different reviews that are going on that may result in another school being relocated. More information will become available once that's been determined. 	
<p>Next Steps:</p> <p><i>Andrew Howard (SOE - LN05)</i></p>	<ul style="list-style-type: none"> • As Ron identified the feedback survey, the second feedback survey will be open tomorrow morning, so the link will be available on our review webpage. We would love as many people to fill out that survey as possible, and then we'll be able to respond similarly. • There will be one more working meeting, where we take the feedback from our second survey as well as this public meeting and incorporate any additional information into the PART. • That working Meeting will be on May 13th. If the recommendations are adopted, we will be submitting our Staff Report to the Planning and Priorities on June 23rd. If you wish to depute, please sign-up by June 21st on the accommodations review webpage. • If the recommendations make it out of the committee, they will then be considered for a vote by the Board of Trustees on June 30th. 	
Next Meeting	<ul style="list-style-type: none"> • PART Working Meeting #4 will is on May 13, 2021, from 5:00 - 6:30 pm 	

Adjournment	• 8:05 pm	
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