

**TORONTO DISTRICT SCHOOL BOARD**

**PUPIL ACCOMMODATION REVIEW FOR FOREST HILL COLLEGIATE INSTITUTE, JOHN POLANYI COLLEGIATE INSTITUTE, OAKWOOD COLLEGIATE INSTITUTE, VAUGHAN ROAD ACADEMY, AND YORK MEMORIAL COLLEGIATE INSTITUTE - FINAL STAFF REPORT**

**TO** Planning and Priorities Committee 16 November 2016

**RECOMMENDATION IT IS RECOMMENDED:**

- 1. That Vaughan Road Academy be closed as of 30 June 2017;**
- 2. That the secondary attendance boundary for Oakwood Collegiate Institute be expanded to include all of the intermediate attendance boundaries of Humewood Community School, J. R. Wilcox Community School, and Rawlinson Community School effective 30 June 2017;**
- 3. That the secondary attendance boundary for Forest Hill Collegiate Institute be expanded to include all of the intermediate attendance boundary of Cedarvale Community School effective 30 June 2017; and**
- 4. That the secondary attendance boundary for York Memorial Collegiate Institute be expanded to include all of the intermediate attendance boundary of Fairbank Public School effective 30 June 2017.**

**STRATEGIC DIRECTION** Make every school an effective school

**RATIONALE Introduction**

On 22 June 2016, the Board of Trustees approved a modified Pupil Accommodation Review for the group of secondary schools identified below. A map showing the location of the schools can be found in Appendix A.

- Forest Hill CI (Ward 11, Trustee Laskin)
- John Polanyi CI (Ward 8, Trustee Arp)
- Oakwood CI (Ward 9, Trustee Stiles)

- Vaughan Road Academy (Ward 8, Trustee Arp)
- York Memorial CI (Ward 6, Trustee Tonks)

A Pupil Accommodation Review was required to address low enrolment and program viability at Vaughan Road Academy.

Total enrolment at Vaughan Road Academy has declined by 71% since 2006-07, from 769 to 226 students. Moderate declines were experienced between 2006 and 2012, after which time the decline accelerated by nearly 100 students annually. Vaughan Road Academy currently has 226 students in Grades 9-12 across three distinct programs: Regular Track, International Baccalaureate Diploma Program and Interact. The capacity for Vaughan Road Academy is 1,179 pupil places, meaning that the school is operating at 19% utilization.

Projections indicate that enrolment at the school will not increase. The chart contained in Appendix B illustrates the current and projected enrolment for each school involved in the Pupil Accommodation Review.

An extract from the School Information Profile about Vaughan Road Academy and other schools involved in this process can be found in Appendix C.

### **Modified Pupil Accommodation Review**

The Ministry of Education released new guidelines for Pupil Accommodation Reviews in March 2015. These guidelines introduced an option for school boards to undertake a modified Pupil Accommodation Review process. The actual timeline for the modified process followed in this review can be found in Appendix D.

The Board of Trustees amended our Accommodation and Program Review Policy P068 in March 2016 to align with new provincial guidelines. The policy now provides the Board with the ability to undertake a modified Pupil Accommodation Review process in certain circumstances if at least one of four specific criteria set out within the policy are met. The Board of Trustees approved a modified Pupil Accommodation Review process for this group of schools in June 2016.

In the case of Vaughan Road Academy, a modified review process was recommended for two main reasons:

- a. The low enrolment at Vaughan Road Academy and the associated challenges the school faces in terms of the ability to deliver a strong program for students.
- b. The modified process enabled the review to conclude in December 2016. This will provide time for students at Vaughan Road Academy to work with teaching staff and guidance counselors to determine the program and/or school that best fit their respective needs. It also provides an opportunity for students to attend information nights at other TDSB secondary schools.

### **Student Accommodation and Program Plan**

Vaughan Road Academy currently accommodates a regular track secondary program, an International Baccalaureate Diploma and the Interact Program.

The closure of the school for 30 June 2017 requires that the existing secondary attendance area for the school be dissolved and aligned with the attendance areas of adjacent secondary schools. The recommendations provided in this report outline the proposed boundary realignment. Further information about these recommended changes can be found in staff's recommended student accommodation and program plan included in Appendix E. The proposed boundary alignment can be found on the map in Appendix F.

The specialized programs at Vaughan Road Academy will also need to be relocated. Staff recommends that the International Baccalaureate Diploma Program be merged with the existing International Baccalaureate Diploma Program at Weston Collegiate Institute, and that the Interact Program be relocated to Oakwood Collegiate Institute. Further information on these program relocations can be found in Appendix E.

Students currently attending Vaughan Road Academy will need to be placed in new schools and programs for the upcoming school year (2017-18). This process will be undertaken carefully on a student-by-student basis with full support of TDSB guidance staff. Further details of the transition plan including a step-by-step description of the process can be found in Appendices E and G.

### **Community Consultation**

Under a modified Pupil Accommodation Review at least one pub-

lic meeting must be held to inform students, parents/guardians and the local community of the staff recommendation and to provide clarity on the process.

To ensure multiple opportunities for public input and feedback for this review, additional consultation meetings were held with the public, school council chairs and students. All information was posted on the Board's public website along with an electronic version of the feedback form and link to an online feedback module through Google Forms.

#### *Vaughan Road Academy School Council Meeting*

A meeting with the Vaughan Road Academy school council and community members was held on 26 April 2016 to provide an update on the Local Feasibility Team process that had been engaged in early 2015, as well as an overview of the revised Pupil Accommodation Review process and preliminary staff recommendations.

Notice was provided to participants at the meeting that deputations could be made at the Planning and Priorities Committee meeting held on 15 June 2016 with respect to the initial staff report.

#### *Elementary & Secondary School Councils Meeting*

On 6 October 2016, a meeting was held for all of the school council chairs from the impacted elementary and secondary schools. Members of the Local Feasibility Team were also present at this meeting.

The meeting was an opportunity to share information; discuss the rationale for the Pupil Accommodation Review; present the staff recommendations outlined in the initial staff report; and provide an early opportunity for input and feedback.

A summary of the feedback received can be found in Appendix H. The feedback forms received at this meeting are attached to this report in Appendix I.

#### *Formal Public Consultation Meetings*

Two formal public meetings were held for this review, the first on 13 October 2016 and the second on 18 October 2016. Notice of the meetings was distributed via Canada Post to over 45,000 addresses, a backpack drop for students at all of the impacted secondary schools and the Board's website. The purpose of holding

two formal public meetings was to provide additional opportunities for collecting feedback and to diversify the format of the meetings to allow for more engagement.

The first public meeting was attended by approximately 160 people and was held in the cafeteria at Vaughan Road Academy. The meeting began with a staff presentation followed by an open house format where participants had an opportunity to visit a number of information kiosks. The kiosks were staffed by TDSB representatives from Planning, Teaching and Learning, Child Care and Principals of each secondary school. Participants were able to interact one on one with TDSB representatives to gain the information that was most important for them, to ask questions of staff and provide their feedback on the initial staff report and recommendations.

Feedback forms were distributed at the meeting. A “parking lot” chart where participants could post additional comments regarding the process was available.

The second public meeting was attended by approximately 90 people and was held in the auditorium of Vaughan Road Academy. The meeting was a town hall format, where a staff presentation opened the meeting followed by a question and answer period where participants had an opportunity to share their perspectives, provide feedback and gain additional information from TDSB representatives.

**What we heard from Students:** The desire to have had a stronger voice in the process and the challenges that would be associated with starting at a new school, particularly those beginning Grade 12.

*Response:* In a standard Pupil Accommodation Review process, secondary school students would be included as part of the committee structure. Modified Pupil Accommodation Review processes do not require a committee to be formed. TDSB staff will include clear opportunities for student engagement, input and feedback as a part of all modified Pupil Accommodation Reviews moving forward.

To this end, a meeting has been arranged for the students currently attending Vaughan Road Academy to provide a dedicated opportunity to express their concerns, thoughts and feedback. The local Trustee, Superintendent and Principal will chair the meeting, scheduled for 2 November 2016. Feedback provided by students at this meeting will be appended to the final version of this report,

to be presented on 16 November 2016.

**What we heard from Parents/Guardians:** Frustration over the impact of Optional Attendance on enrolment decline at Vaughan Road Academy and; the Pupil Accommodation Review process itself.

*Response:* The Board's Optional Attendance policy addresses the demand on behalf of students, parents/guardians and families for school choice. The TDSB is supportive of, and encourages choice for students with respect to accessing the pathway or opportunity that best meets their individual learning needs.

Secondary school students have a wide array of interests, goals, extra-curricular foci and/or other program requirements that may not necessarily be met at their local school.

Students who graduate from the current elementary feeder schools to Vaughan Road Academy (Cedarvale CS, Fairbank PS, Humewood CS, J. R. Wilcox CS and Rawlinson CS) have historically elected to attend other secondary schools via optional attendance. As of October 2015, 82% of secondary school students residing within the attendance area for Vaughan Road Academy were attending other TDSB secondary schools, primarily Forest Hill CI (19%), Oakwood CI (13%) and Central Technical School (8%).

This situation is a result of the significant decline in secondary school enrolment over the past two decades. As a result, many secondary schools are not able to fill all of their available spaces with students residing within the local attendance area(s). To maintain enrolment and program viability at those schools, students are accepted via optional attendance.

**What we heard from Community Members:** Concern over the potential sale of the building and retaining the City-run pool and child care currently at Vaughan Road Academy.

*Response:* TDSB staff has communicated that the review of the Vaughan Road Academy building/site will be undertaken in January 2017 should the Board of Trustees approve the closure of the school at their meeting on 7 December 2016. This process will determine the position of TDSB staff as to whether or not the property should be retained as a core holding for a future TDSB use. Staff will aim to have this process completed in the Spring of 2017.

### *Other Partners*

Vaughan Road Academy currently accommodates a child care centre that serves infant through pre-school aged children. The City of Toronto also runs aquatic programs using the school's pool.

The public consultations revealed significant concerns from the community regarding the future of those services. To ensure that certainty is provided as to the future of the Vaughan Road Academy site and building, staff has identified a need to accelerate the timing of the property review, should the Board approve the closure of the school. In the event that a closure is approved, this review would begin immediately.

### **Reflecting on the Modified Pupil Accommodation Review Process**

This Pupil Accommodation Review was the first to be initiated under the new provincial guidelines and the first modified process undertaken by the Board. The public consultation meetings and the feedback forms received to date reflect a number of key concerns regarding the process.

The Pupil Accommodation Review for Vaughan Road Academy followed the Board's policies and procedures, which are required to align with provincial guidelines. Staff recognizes that even though this review went above and beyond the minimum requirements of a modified process by including additional opportunities for engagement; feedback and comment, there are improvements to be made as we move forward.

### **Transition Plan**

The new provincial Pupil Accommodation Review guideline and TDSB Policy P068 require a transition plan to be developed for existing students in the event a school closure is approved.

The closure of Vaughan Road Academy for 30 June 2017 requires that students currently attending the school will need to be placed into new secondary schools that best meet their academic needs and/or place of residence.

TDSB staff fully acknowledges and recognizes the challenges that students may encounter when changing schools partway through

their secondary school experience. To support the transition for students, TDSB Guidance, School Administration and Teaching and Learning Staff will engage in a process whereby every individual student is counselled to determine the most appropriate school and/or program options that take into account their interests, strengths, goals and graduation requirements.

Transitions will be supported through “reach ahead” visits to the possible receiving schools, orientation sessions, personalized counselling and facilitating connections with caring adults and peers. Optional Attendance will also be waived in the selection process of a new school and TTC support will be considered on a case by case basis. As part of the experiences, students will be able to investigate co-curricular offerings and student governance opportunities. Leadership opportunities for students will be created at their new schools to ensure that the experiences available at Vaughan Road Academy are maintained and possibly expanded.

TDSB staff will make every effort to ensure that the transition of current Vaughan Road Academy students is individualized, precise, inclusive and seamless. A description and outline of the process can be found in Appendices E and G.

## **RESOURCES**

The implementation of staff’s recommendations will be supported by existing resources.

## **IMPLEMENTATION AND REVIEW**

Subject to Board approval:

- The transition plan for students currently attending Vaughan Road Academy will begin immediately.
- The recommendations within this report will be implemented at the conclusion of the 2016-17 school year.
- New attendance areas for Forest Hill CI, Oakwood CI and York Memorial CI will take effect as of 1 September 2017.
- A property review to determine the core holding status of the Vaughan Road Academy building and site, which would begin immediately.

## **APPENDICES**

- Appendix A: Location Map
- Appendix B: Enrolment, Capacity and Utilization Data – Status Quo and Recommended Option
- Appendix C: School Information Profile - Facility and Instructional Extract
- Appendix D: Modified Pupil Accommodation Review Timeline
- Appendix E: Student Accommodation and Program Plan
- Appendix F: Existing and Proposed Attendance Areas

- Appendix G: Student Transition Plan - Timeline
- Appendix H: Summary of Feedback
- Appendix I: All Feedback Received for the Vaughan Road Academy PARC
- Appendix J: Summary of Comments Received from the City of Toronto
- Appendix K: Summary of Comments Received from other Public Agencies and Community Partners

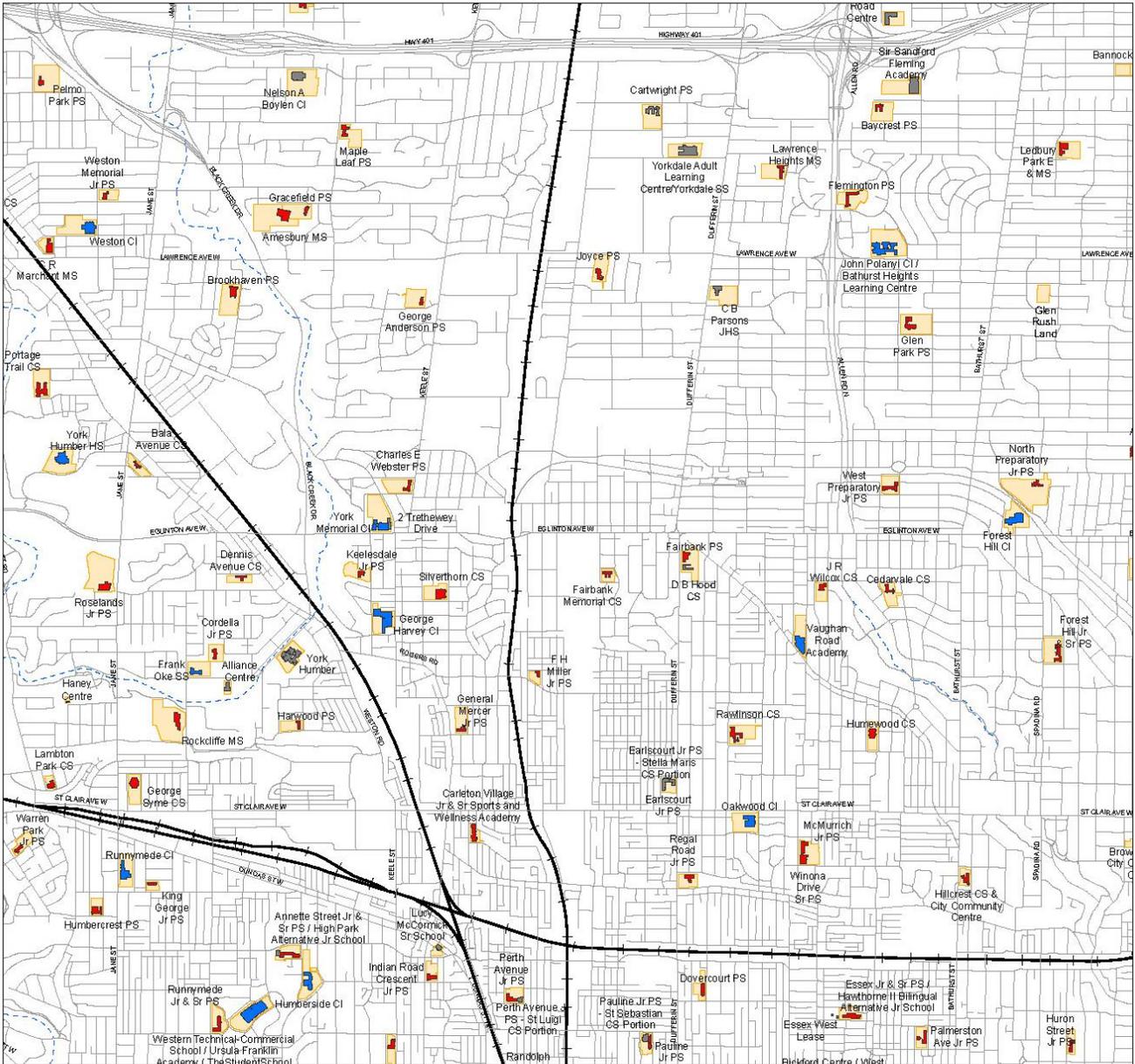
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<b>ROUTING</b>	Public Posting (TDSB Website)	2 November 2016
	Planning and Priorities Committee	16 November 2016
	Board	7 December 2016



# Vaughan Road Academy School Location Map

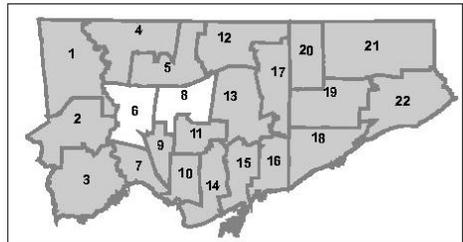


0 0.325 0.65 1.3 1.95 2.6 km

Produced by:  
Planning Division, TDSB  
November 2016  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Planning Division, TDSB  
Data- City of Toronto

Legend:

- Elementary School
- Elementary & Secondary School
- Secondary School
- Other Facility
- Site
- Road
- Railway
- Utilityline
- Waterway
- Ward Boundary



## Enrolment, Capacity and Utilization Data – Status Quo and Recommended Option

### Current Situation



#### Student and Program Accommodation Plan - Vaughan Road Academy Pupil Accommodation Review

		Status Quo													
		Forest Hill CI		John Polanyi CI		Oakwood CI		Vaughan Road Academy		York Memorial CI		Weston CI		Total	
Capacity:		789		1,347		951		1,179		873		1,296		6,435	
		Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ
Actual	2011-12	923	117%	444	33%	687	72%	576	49%	1,040	119%	1,187	92%	4,857	75%
	2012-13	924	117%	555	41%	689	72%	542	46%	941	108%	1,130	87%	4,781	74%
	2013-14	887	112%	614	46%	607	64%	446	38%	937	107%	1,033	80%	4,524	70%
	2014-15	930	118%	646	48%	533	56%	349	30%	917	105%	944	73%	4,318	67%
	2015-16	932	118%	791	59%	490	52%	276	23%	896	103%	874	67%	4,259	66%
Projected*	2016-17	917	116%	839	62%	441	46%	244	21%	919	105%	831	64%	4,191	65%
	2017-18	898	114%	873	65%	460	48%	231	20%	863	99%	822	63%	4,147	64%
	2018-19	914	116%	906	67%	482	51%	237	20%	838	96%	800	62%	4,177	65%
	2019-20	928	118%	931	69%	509	54%	243	21%	812	93%	793	61%	4,216	66%
	2020-21	942	119%	931	69%	545	57%	244	21%	770	88%	799	62%	4,231	66%
	2021-22	970	123%	937	70%	552	58%	248	21%	768	88%	806	62%	4,281	67%
	2022-23	942	119%	955	71%	567	60%	244	21%	775	89%	822	63%	4,305	67%
	2023-24	948	120%	973	72%	579	61%	246	21%	767	88%	840	65%	4,353	68%
	2024-25	970	123%	983	73%	590	62%	247	21%	756	87%	838	65%	4,384	68%
	2025-26	972	123%	1,002	74%	598	63%	246	21%	720	82%	822	63%	4,360	68%

### Staff Recommendation

		Staff Recommended Option														
		Forest Hill CI		John Polanyi CI		Oakwood CI		Vaughan Road Academy		York Memorial CI		Weston CI		Total		
Capacity:		789		1,347		951		-		873		1,296		5,256		
		Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	Enrolment (FTE)	UTZ	
Actual	2011-12	923	117%	444	33%	687	72%	576	49%	1,040	119%	1,187	92%	4,857	75%	
	2012-13	924	117%	555	41%	689	72%	542	46%	941	108%	1,130	87%	4,781	74%	
	2013-14	887	112%	614	46%	607	64%	446	38%	937	107%	1,033	80%	4,524	70%	
	2014-15	930	118%	646	48%	533	56%	349	30%	917	105%	944	73%	4,318	67%	
	2015-16	932	118%	791	59%	490	52%	276	23%	896	103%	874	67%	4,259	66%	
Projected*	2016-17	917	116%	839	62%	441	46%	244	21%	919	105%	831	64%	4,191	65%	
	2017-18	921	117%	873	65%	555	58%			896	103%	903	70%	4,148	79%	
	2018-19	938	119%	906	67%	579	61%			871	100%	883	68%	4,177	79%	
	2019-20	953	121%	931	69%	608	64%			846	97%	878	68%	4,216	80%	
	2020-21	967	123%	931	69%	645	68%			804	92%	884	68%	4,231	81%	
	2021-22	995	126%	937	70%	653	69%			802	92%	893	69%	4,280	81%	
	2022-23	967	123%	955	71%	667	70%			809	93%	907	70%	4,305	82%	
	2023-24	973	123%	973	72%	680	72%			801	92%	926	71%	4,353	83%	
	2024-25	995	126%	983	73%	691	73%			790	90%	924	71%	4,383	83%	
	2025-26	997	126%	1,002	74%	699	74%			754	86%	908	70%	4,360	83%	
	Proposed Change	- Assign Cedarvale CS to Forest Hill CI		- John Polanyi CI will not receive a portion of the existing Vaughan Road Academy attendance area				- Assign All of Rawlinson CS (Regular Track + Ext. French) to Oakwood CI - Assign all of Humewood CS (Regular Track) to Oakwood CI - Assign Vaughan Road Academy Interact Program to Oakwood CI				- Close Vaughan Road Academy effective June 30, 2017		- Assign Fairbank PS (portion) to York Memorial CI		- IB Diploma Program relocated into Weston CI

## School Information Profile - Facility Extract

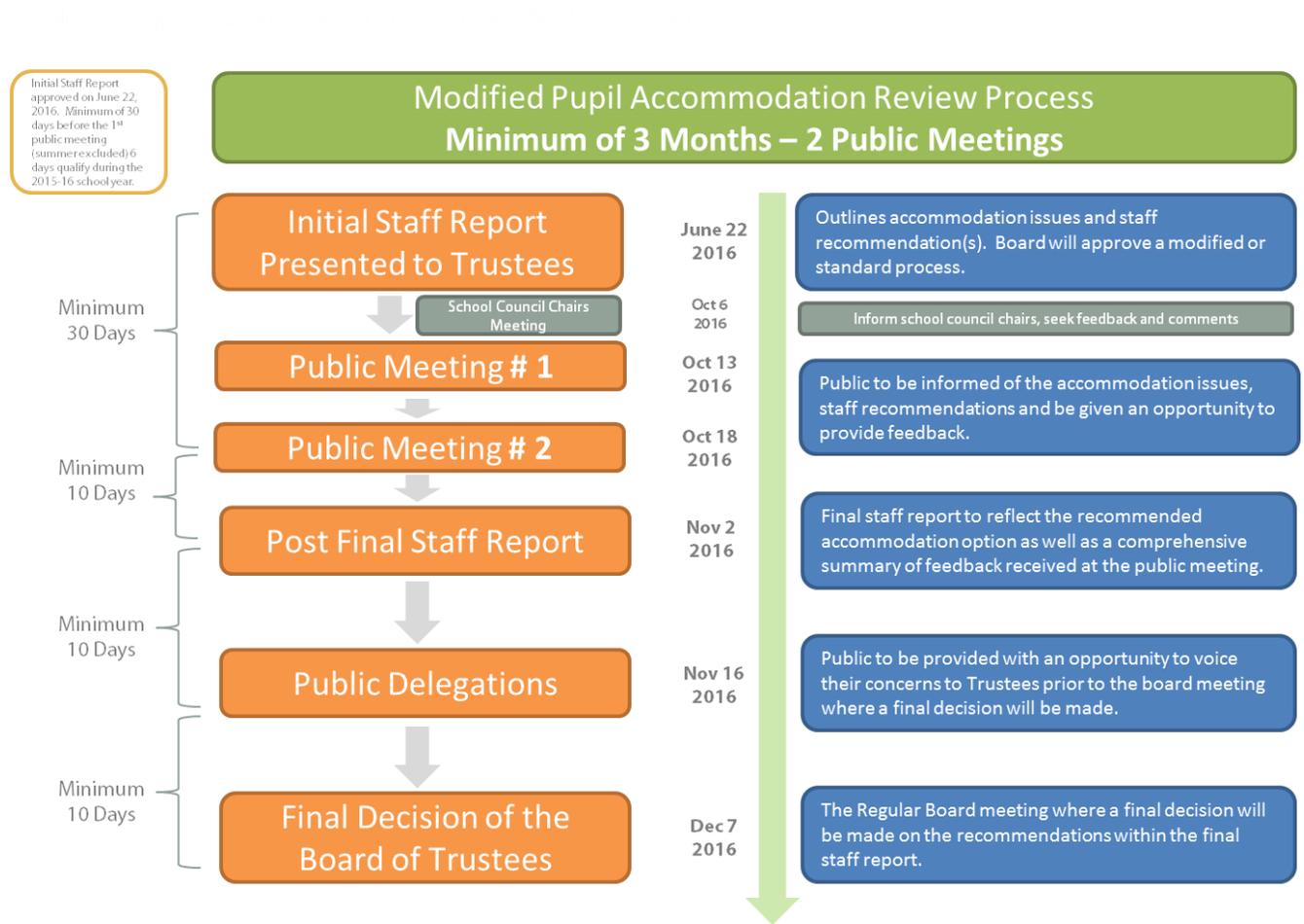
	Vaughan Road Academy	York Memorial CI	Oakwood CI	John Polanyi CI	Forest Hill CI
<b>School Address</b>	529 Vaughan Road, York, M6C2R1	2690 Eglinton Avenue West, York, M6M1T9	991 St Clair Avenue West, Toronto, M6E1A3	640 Lawrence Avenue West, North York, M6A1B1	730 Eglinton Avenue West, Toronto, M5N1B9
<b>TDSB Ward</b>	8	6	9	8	11
<b>City Ward</b>	15	12	17	15	21
<b>Constructed</b>	1927	1929	1912	1951	1947
<b>Building Age</b>	89	87	104	65	69
<b>Site Size</b>	5.36	7.61	6.52	12.11	6.72
<b>Facility GFA (Ft<sup>2</sup>)</b>	183,211	171,307	200,079	186,387	169,258
<b>Greenfield Play Area</b>	2.4	4.08	2.61	4.33	-
<b>Renewal Backlog 2015</b>	\$ 3,556,269	\$ 7,690,120	\$ 7,835,330	\$ 26,651,239	\$ 3,809,280
<b>Facility Condition Index 2015</b>	11%	30%	26%	78%	17%
<b>Renewal Backlog 2019</b>	\$21,669,083	\$24,283,799	\$21,752,653	\$28,847,466	\$8,520,401
<b>Facility Condition Index 2019</b>	64%	93%	72%	84%	38%
<b>Capacity</b>	1,179	873	1,014	1,347	789
<b>Grade Structure</b>	9-12	9-12	9-12	9-12	9-12
<b>Enrolment 2015</b>	276	896	490	791	932
<b>Surplus Seats</b>	903	-	524	556	-

### School Information Profile - Instructional Extract

	Vaughan Raod Academy	York Memorial CI	Oakwood CI	John Polanyi CI	Forest Hill CI
<b>Grade Organization</b>	9-12	9-12	9-12	9-12	9-12
<b>Optional Attendance Status - 2014/15</b>	Limited	Limited	Limited	Limited	Limited
<b>Optional Attendance Status - 2015/16</b>	Limited	Limited	Limited	Limited	Limited
<b>Optional Attendance Status - 2016/17</b>	Limited	Limited	Limited	Limited	Limited
<b>% of students attending local school that reside in the attendance area - October 2015</b>	48%	32%	36%	58%	39%
<b>% of TDSB students residing in attendance area that attend local school - October 2015 (*Not including shared attendance areas)</b>	15%*	33%*	17%*	33%	64%*
<b>Actual Enrolment October 2011</b>	576	1040	687	444	923
<b>Actual Enrolment October 2012</b>	542	941	689	555	924
<b>Actual Enrolment October 2013</b>	446	937	607	614	887
<b>Actual Enrolment October 2014</b>	349	917	533	646	930
<b>Actual Enrolment October 2015</b>	276	896	490	791	932
<b>Projected Enrolment October 2016</b>	244	919	439	839	917
<b>Projected Enrolment October 2017</b>	231	863	460	873	898
<b>Projected Enrolment October 2018</b>	237	838	482	906	914
<b>Projected Enrolment October 2019</b>	243	812	509	931	928
<b>Projected Enrolment October 2020</b>	244	770	545	931	942
<b>Projected Enrolment October 2021</b>	248	768	552	937	970
<b>Projected Enrolment October 2022</b>	244	775	567	955	942
<b>Projected Enrolment October 2023</b>	246	767	579	973	948
<b>Projected Enrolment October 2024</b>	247	756	590	983	970
<b>Projected Enrolment October 2025</b>	246	720	598	1002	972
<b>Facility Capacity (OTG)</b>	1179	873	1014	1347	789
<b>Actual Utilization Rate October 2011</b>	49%	119%	68%	33%	117%
<b>Actual Utilization Rate October 2015</b>	23%	103%	48%	59%	118%
<b>Projected Utilization October 2020</b>	21%	88%	54%	69%	119%
<b>Projected Utilization October 2025</b>	21%	82%	59%	74%	123%

## Modified Pupil Accommodation Review Timeline

### Actual Timeline for the Pupil Accommodation Review



## Student Accommodation and Program Plan

### Background

The Local Feasibility Team (LFT) met on five occasions between March and May 2015, and again on 26 April, 27 September and 17 and 26 October 2016. The purpose of these meetings was to examine the enrolment and facility data, consider the current program and accommodation challenges, identify and analyze accommodation options, plan for public consultation meetings, review and discuss feedback received from participants at the public meetings and to determine next steps.

Membership of the Local Feasibility Team included the impacted Trustees, the Executive Superintendent, Family of Schools Superintendents, Secondary and Elementary School Principals, as well as Planning, Teaching and Learning, Early Years, and Facility Services staff.

A variety of accommodation scenarios were prepared by Planning staff and reviewed by the Local Feasibility Team with the goal to maximize the utilization of schools and strengthen program offerings within the area. Consensus on the staff recommendation in the initial staff report was reached at the fifth meeting of the group in May 2015 and reaffirmed in April 2016. The recommended option is described below and in further detail within this report.

The Local Feasibility Team has recommended that Vaughan Road Academy be closed effective 30 June 2017, and that students be accommodated at nearby TDSB secondary schools.

The Local Feasibility Team is recommending this option for the following reasons:

- Enrolment at Vaughan Road Academy has declined to a point where the ability to deliver a strong secondary program is severely compromised.
- Projections suggest that enrolment at Vaughan Road Academy is not anticipated to increase over the short or long-term.
- Nearby TDSB secondary schools have sufficient capacity to accommodate the additional enrolment expected as a result of this closure.
- Secondary students residing within the catchment area of Vaughan Road Academy have chosen and continue to choose other TDSB secondary schools and programs over their local school.
- Given that students currently choose other schools for a variety of reasons, the accommodation impacts on the receiving schools are anticipated to be minimal.

- Specialized programs currently offered at Vaughan Road Academy can be relocated to other TDSB facilities with available space (Oakwood CI and Weston CI).
- There is an adequate geographic distribution of secondary school sites in the area to accommodate potential long-term enrolment growth, if necessary.
- Oakwood CI is currently underutilized and has been designated as the school to receive the majority of the Vaughan Road Academy catchment area. This will enhance program opportunities for students at that school while improving the utilization of the facility.

### **Program Considerations**

The enrolment decline at Vaughan Road Academy has led to significant challenges in terms of the ability of the school to offer a secondary program that offers a broad range of courses to students. A composite neighbourhood secondary school should have the ability to provide opportunities for students within all four pathways: the workplace, apprenticeship, college and university. The closure of Vaughan Road Academy will enable students to access an expanded range of courses at their new secondary schools due to larger student population(s).

Currently at Vaughan Road Academy there are few course choices for students at all grade levels and pathways. This has resulted in many students having to take night school courses and/or e-learning courses to complete their diploma requirements in order to graduate. Specialized programs at Vaughan Road Academy, International Baccalaureate Diploma and Interact, are not able to maintain key features of their student programming and supports as student and teacher numbers are reduced. Significant curricular and extra-curricular learning experiences in the Arts, Athletics, and Student Leadership are also reduced. For example, in 2016, there is no drama program, limited opportunities for the very small band and choir and not enough students to field certain sports teams.

#### *Proposed Distribution of the Regular Program (Grades 9-12)*

Planning staff undertook a thorough review of projected enrolment, demographic data, and residential development activity within the attendance area of Vaughan Road Academy. Through this review, staff has established that sufficient capacity exists within nearby secondary schools to accommodate the projected secondary student population.

The existing Vaughan Road Academy attendance area would be divided as per the existing elementary feeder school attendance areas and assigned to adjacent secondary schools. The new secondary attendance areas would become effective for the 2017-18 school year and are illustrated on the map in Appendix F.

Under the option being put forward by staff, the existing elementary feeder schools to Vaughan Road Academy would be directed to other TDSB secondary schools as described below beginning on 1 September 2017.

- Forest Hill CI will receive Cedarvale CS as an elementary feeder school.
  - Note that a large number of Cedarvale CS graduates already choose Forest Hill CI over Vaughan Road Academy. Since 2012-13 an average of 11% of Cedarvale CS graduates have elected to attend Vaughan Road Academy. An average of 51% has been able to access Forest Hill CI.
- Oakwood CI will receive Humewood CS (Regular track), J. R. Wilcox CS and Rawlinson CS (Regular track and Extended French) as elementary feeder schools. Note that Humewood CS and Rawlinson CS also accommodate Early French Immersion programs that have been directed to Harbord CI at Grade 9, no changes to this pathway have been recommended as part of this review.
  - Note that a higher proportion of graduates from Humewood CS and Rawlinson CS have historically chosen to attend Oakwood CI over Vaughan Road Academy. Since 2012 an average of 16% of Humewood CS and 12% of Rawlinson CS graduates have elected to attend Vaughan Road Academy. An average of 28% and 25%, respectfully, has chosen Oakwood CI.
  - J. R. Wilcox CS has historically sent the highest proportion of graduates to Vaughan Road Academy. This can, in part, be attributed to the connection with the IB Primary and Middle Years program offered at J. R. Wilcox CS. Since 2012, 29% of J. R. Wilcox CS graduates have elected to attend Vaughan Road Academy.
- York Memorial CI will receive Fairbank PS as an elementary feeder school. Note that a cohort of Grade 8 Fairbank PS graduates are currently directed to York Memorial CI by address (split attendance area). The accommodation option proposed by staff would align the entire Fairbank PS attendance area with York Memorial CI.
  - Note that very few graduates from Fairbank Public School have historically chosen to attend Vaughan Road Academy.

The impact on projected enrolment at the secondary schools that have been identified to absorb the Vaughan Road Academy attendance area is outlined in the table contained in Appendix B.

The Principals of each of the receiving schools are members of the Local Feasibility Team and are in full support of this recommended boundary alignment.

#### *Proposed Relocation of the International Baccalaureate Diploma Program*

The relocation of the International Baccalaureate programs must be done in conjunction with the International Baccalaureate Organization (IBO). Discussions with the IBO occurred throughout the review process and through the summer of 2016.

Staff has recommended that the IB Diploma program currently accommodated at Vaughan Road Academy be relocated and merged with the IB Diploma program at Weston Collegiate Institute. Although not part of the Local Feasibility Team, the administration at Weston CI has been consulted and is in full support of this recommendation.

The Principal and Vice-Principal of Weston C I attended the second public meeting on 18 October 2016 to listen to the concerns and questions from IB students and parents. This feedback will be used to create and implement measures that make the transition to Weston CI as easy and seamless as possible for those impacted. The IB Diploma program at Weston CI offers a nearly identical focus to that of Vaughan Road Academy, meaning there is a good alignment of course to allow students currently at Vaughan Road Academy to meet the requirements of the IB Diploma program that are required for graduation.

However, the unique needs of every student in the program will be carefully considered. This means that if another IB Diploma program elsewhere in the Board is better suited to meet the needs of a particular student they will be offered a placement in that particular program.

The long-term future of the International Baccalaureate Program across the TDSB will be undertaken as part of the Integrated Equity Framework, which will begin this year. This review will determine if there is a need for additional IB programs across the district and what the focus of those programs should be.

#### *Proposed Relocation of the Interact Program*

The staff option recommends that the Interact program be relocated to Oakwood CI effective 1 September 2017. The rationale for recommending Oakwood CI was the availability of space to accommodate the program and the close proximity to Vaughan Road Academy. Relocation to Oakwood CI also provides an opportunity to grow and strengthen the program. Staff from Oakwood CI will work with Vaughan Road Academy staff in order to replicate the program components that are currently in place.

The Principal at Oakwood CI is a member of the Local Feasibility Team and is in full support of this recommendation.

There are alignments between the programs currently being offered at Oakwood CI and the Interact program. Over the years, Oakwood CI has maintained a strong commitment to athletics excellence as demonstrated by their participation in the Toronto District Secondary School Athletics Association (TDSSAA). Oakwood CI also has a robust, Ministry of Education approved Specialist High Skills Major (SHSM) in Sports. This industry-recognized, focused program, offers students a concentration of courses, contextualized learning and industry-recognized certifications and training, leading to a variety of post-secondary opportunities. The SHSM program is supported by outstanding facilities, including a dance studio, and staff commitment to an active, healthy lifestyle.

## **Transition of Vaughan Road Academy Students**

Given the small enrolment at Vaughan Road Academy and the serious concern around the ability to deliver a program after the upcoming school year, it has been recommended that all students be relocated from the facility for September 2017.

A transition process would be established whereby existing Vaughan Road Academy students would be provided with the support and guidance necessary to select a school that best meets their individual program requirements. It is recommended that all students enrolled at Vaughan Road Academy in Grades 9-11 for the 2016-17 school year be provided with an opportunity to choose a school for September 2017 that best meets their needs regardless of the optional attendance status.

Subject to the Board's approval of the closure, this process will begin with a letter home with students in December 2016. A detailed timeline for this process can be found in Appendix G and highlights are provided below.

Individual student consultations would begin in December 2016 with assistance from the Principal at Vaughan Road Academy and the Guidance/Student Success Team. "Reach Ahead" visits to the potential receiving schools for each student will proceed starting in February 2017, followed by the confirmation of choice on behalf of the receiving school administration. Students with special education needs will be consulted in March 2017 as per the Student Services Transition Planning process. Through April and June 2017 students will be connected with a caring adult and peer buddy at their respective receiving school. There will be ongoing dialogue with guidance staff and the school administration through the 2017-18 school year regarding the achievement and well-being of students.

Grade 8 students attending the existing elementary feeder schools to Vaughan Road Academy that will enter Grade 9 for September 2017 will be provided with notice of the closure, subject to Board approval, in December 2016. This would ensure that students attending the current feeder schools to Vaughan Road Academy will be aware of their new secondary school pathways well in advance of September 2017.

### *Specialized Programs*

As previously mentioned, it is recommended that students to be enrolled in the International Baccalaureate and Interact programs for 2016-17 be relocated to their new schools, Weston CI and Oakwood CI, respectively, for September 2017.

## **Transportation Considerations**

No students are bused to Vaughan Road Academy as all residential addresses within the catchment area of the school are within the 4.8km walking distance, as outlined within the Board's Transportation of Students Policy P020. The staff option outlined in this report does not have

any impact on student transportation with respect to the recommended boundary alignment and no additional costs associated with transportation will be incurred in this regard.

Note that existing students at Vaughan Road Academy that are to be relocated to new secondary schools for the 2017-18 school year will be provided with assistance with TTC support on a case-by-case basis.

### **Facility Considerations**

The option being proposed by staff would not necessitate any significant capital investment associated with accommodating TDSB students. The adjacent secondary schools that have been identified to receive the additional students have sufficient capacity available over the short and long term. There are no specific fit-up requirements associated with the potential closure of Vaughan Road Academy and no new capital building projects, including permanent additions or a new secondary school, have been proposed.

For reference, the current and five year renewal needs of each school to be included as part of the Pupil Accommodation Review are outlined in the School Information Profile extract found within Appendix C.

#### *Review of the Vaughan Road Academy Site and Building*

This Pupil Accommodation Review may result in the closure of the program(s) currently being delivered at Vaughan Road Academy, however, the facility will still remain as part of the TDSB asset stock..

Staff has made a commitment to undertake a review of the property immediately following the Board decision, should it be to close Vaughan Road Academy. This commitment was shared publically at the consultation meeting held on 18 October 2016. The property review will assess long-term TDSB requirements and make a recommendation as to whether or not the property should be retained as a core holding.

#### *On-Site Child Care*

A Child Care Occupancy Review Committee (CCORC) process has been engaged to examine options for relocating the child care centre that is currently accommodated at Vaughan Road Academy. These options are being explored in the event that the subsequent review of the building the site is determined to be surplus to the needs of the Board. The CCORC is a standard component of the Pupil Accommodation Review process when space occupied exclusively by a child care centre is located within a school that has been identified for potential closure.

Board staff met with staff from the City of Toronto Children's Services department and child care centre on 9 May 2016 to begin discussions. At this meeting, the student accommodation

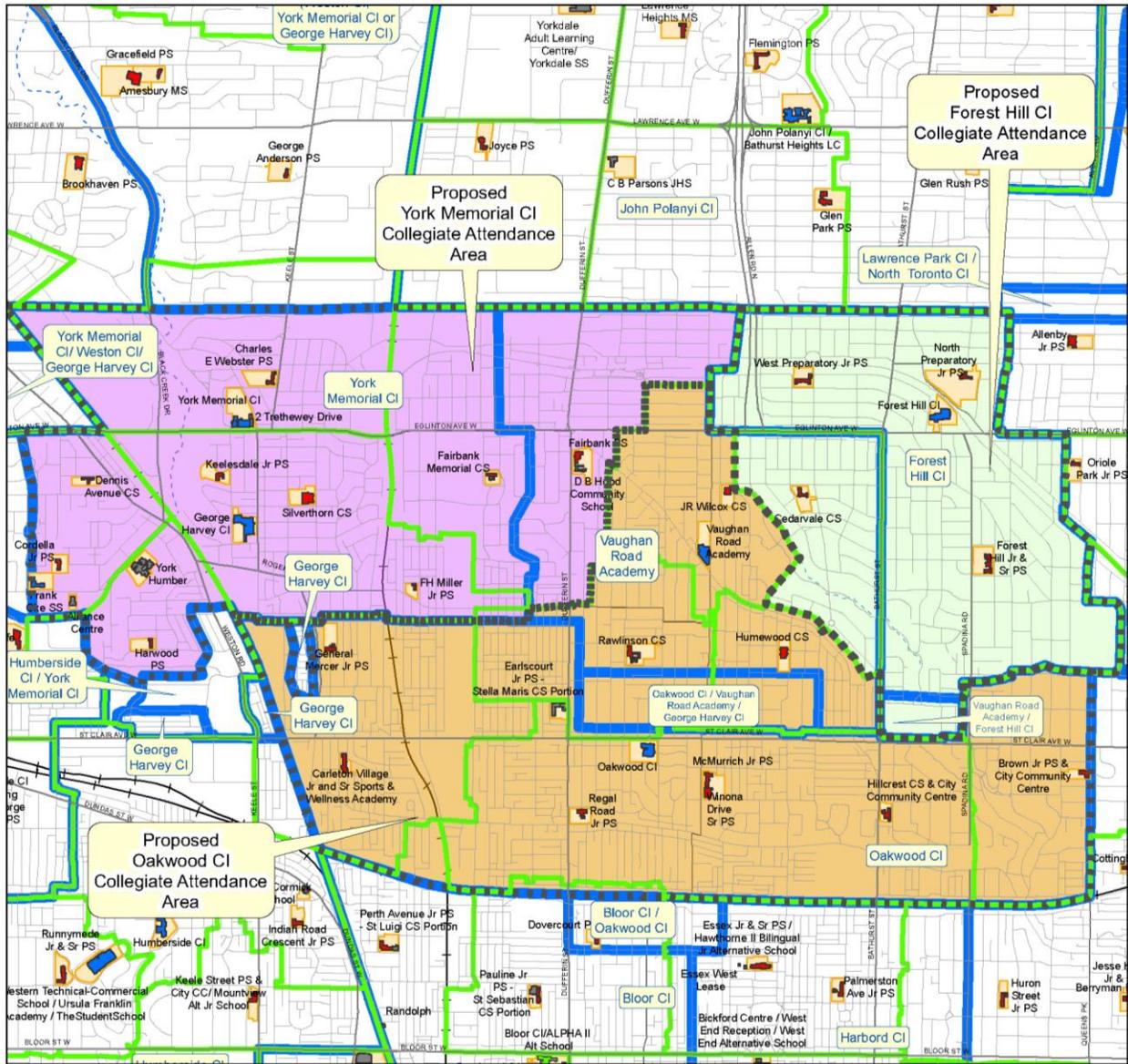
option proposed by staff was shared with all parties to ensure that they were provided with sufficient notice of the potential outcome.

A second CCORC meeting was held on 7 June 2016. At this meeting, potential TDSB sites to accommodate the child care within a 2km radius were presented and discussed. Children's Services staff at City of Toronto has indicated that it is important to retain service levels within the municipal ward (15), and to find a suitable site within that geography.

To that end, TDSB staff has identified Fairbank Public School as a potential location to potentially accommodate the displaced child care (subject to consultation with the School Principal, Superintendent and Early Years staff), should the staff review of the property conclude that the site and building are surplus to the needs of the TDSB. The CCORC will continue to conduct its work.



# Existing and Proposed Vaughan Road Academy Collegiate Attendance Areas



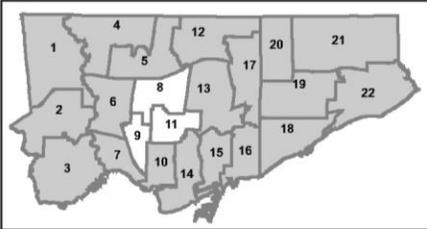
Please note:  
The lines on this map representing the Attendance Areas are approximate.  
For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

0 0.275 0.55 1.1 1.65 2.2 km

Produced by:  
Planning Division, TDSB  
April 2016

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

- Legend:
- Elementary School
  - Elementary & Secondary School
  - Secondary School
  - Other Facility
  - Site
  - Road
  - Railway
  - Utilityline
  - Watway
  - Intermediate Attendance Area
  - Collegiate Attendance Area
  - Proposed Collegiate Attendance Area



### Vaughan Road Academy Transition Plan

What?	When?	Who?
Letter home to Vaughan Road Academy Parents/Guardians following Board decision	December 2016	<ul style="list-style-type: none"> <li>Principal Cynthia Zwick-er-Reston</li> </ul>
Individual Student Consultation: <ul style="list-style-type: none"> <li>Determine First, Second, and Third choice of schools based on student learning profile</li> <li>Review of Graduation Requirements based on Credit Counselling Summary and Student strengths and interests: i.e. Community Involvement Hours/Co-curricular opportunities such as Sports, Student governance, Arts and Culture activities</li> </ul>	December 2016	<ul style="list-style-type: none"> <li>Guidance/Student Success Team</li> <li>Principal to continue coordination with IB receiving schools and Interact at Oakwood</li> </ul>
Students identified in the <i>Transitions Tracking Tool</i> <ul style="list-style-type: none"> <li>Creation of Student Profiles (<i>illustration of interests, strengths of students</i>)</li> <li></li> </ul>	December 2016	<ul style="list-style-type: none"> <li>Vaughan Road Academy Administration</li> <li>Vaughan Road Academy Guidance/Student Success Team</li> <li>Central Guidance</li> </ul>
Student's "Reach Ahead" visits to possible receiving schools with a view of course selection for the 2017 – 2018 Academic year	February (ongoing) 2017	<ul style="list-style-type: none"> <li>Administration</li> <li>Guidance of receiving schools</li> </ul>
Information Evenings for Vaughan Road Academy Students/Parents/Guardians	January – February 2017	Receiving Schools to host Information Evenings to explain various programs at schools
Student confirmation of school choice <ul style="list-style-type: none"> <li>Vaughan Road Academy Student Data provided to</li> </ul>	February 3, 2017	Receiving School

What?	When?	Who?
receiving schools – i.e. Student Profiles •		
Planning for students with Special Education Needs per the <i>Student Services Transition Planning</i>	10 March 2017	Special Education team of Vaughan Road Academy and Receiving schools
Students to be connected with a ‘Caring Adult’ and ‘Peer Buddy’ at receiving school.  Identification of Student Interests – i.e. extra-curricular (connect with appropriate teachers, coaches, caring adult)  <i>Orientation Sessions in April, May, and June to discover opportunities outside of Academics: Leadership, student governance, and co-curricular activities</i>	April – June 2017	Guidance/Student Success Team at receiving schools
Students to receive a “Welcome” letter from Principal re: details for start of School Year in early August Receive information regarding individualized timetables.	August 2017	Principal of Receiving Schools
Student ‘check in’ begins on first day of school in order for staff to monitor, track, and intervene where needed.	September 2017	Vice-Principal/Guidance Counselor/Student Success teacher
Vice Principals to track and monitor students – address with Student Success Team.	September 2017	Vice-Principals/Student Success Team
Seek both Community and Professional support to support the transition of students, as needed.	September 2017	Guidance/Student Success Team
Ongoing dialogue with Guidance and Administration, re: Achievement and Well-Being.	Ongoing throughout 2017 – 2018 school year	Vice-Principals/Guidance/Student Success

**VRA PUBLIC FEEDBACK – CONSOLIDATED AND SUMMARIZED FOR FINAL REPORT  
NOVEMBER 1, 2016**

The responses listed below were received through various means such as survey forms submitted online, hardcopy survey forms and post-it sticky notes collected at both public meetings. A total of 151 feedback forms were received over the course of this Pupil Accommodation Review. The form asked respondents to share their thoughts on the staff recommendations and provided a set of questions to focus the response. All of the feedback forms can be found in Appendix I. A high-level summary of the most prevalent comments from the feedback forms is provided below:

The responses have been summarized and categorized by respondent – Students, Parents/Guardians and Community Member. Where a response was identified multiple times, the estimated number of times it was raised is indicated by an “X”.

Summary of responses received from **Students**:

- Student voice is missing in decision making process **XXXX**
- Transition of students specifically from Grade 11 to a new school will be challenging. Spending the last high school year in another school is not desirable for students. Post-secondary pathways are broken with transition to a new school **XXXXX**
- Long commuting time to Weston CI and Oakwood CI **X**
- Keep the pool and daycare open. Both are in high demand in this community **X**
- The accommodation process should have started earlier **XX**
- Consider moving the IB program to Oakwood CI for a shorter commute rather than Weston CI **X**
- Move the Interact program to Forest Hill CI

Summary of responses received from **Parents/Guardians**:

- Keep the day care and pool facilities open **XXX**
- Long commute for IB students to travel to Weston CI **X**
- Grade 11 transition will not allow students to maintain leaderships roles in new school **XX**
- Support of Cedarvale CS becoming a feeder school to Forest Hill CI **X(77)**
- Limit optional attendance at Forest Hill CI **X**
- Close VRA **X**

Summary of responses received from **Community Members**:

- Close Forest Hill CI and move students to VRA **XX**
- Do not sell the property. Keep VRA property in public ownership **XXXXXXX**
- Increased population and development in the area will warrant VRA staying open into the future to accommodate these future students **XXX**
- Optional attendance created the declining enrolment. Eliminate optional attendance **XX**

- Keep the pool and daycare open as surrounding schools do not have either. This is the only infant/toddler centre in the area and the demand is high. Consider closing another school that does not offer these programs **XXXXXXXXXX**
- There needs to be better support for students during transition period **X**
- Cannot afford TTC fare to transit students to further locations **X**

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

Appendix I

<p><b>Q1. Please identify yourself</b></p> <p><b>Q2. What else should the TDSB take into consideration in its decision-making regarding the proposed closure of Vaughan Road Academy?</b></p> <p><b>Q3. Do you feel there are factors or issues that staff have overlooked in their recommendations? If so, please describe them.</b></p> <p><b>Q4. What are your biggest concerns with the accommodation option recommended by staff in the Initial Staff Report?</b></p> <p><b>Q5. Do you have any other suggestions or comments that you would like the TDSB to consider?</b></p>
<p>Q1. Student</p> <p>Q2. The guidance councilor for our Elementary/Middle School continued to try and persuade the students of the schools she was working for NOT to come to Vaughan Road Academy. This person worked as a Guidance Councilor for Deer Park, J.R Wilcox, and Rawlinson C.S (Which has over 60 Grade 8's that graduate each year) and other school's and I think this plays a HUGE factor in the decline in student enrollment. I think you should take into consideration that this school has opportunities, if not MORE opportunities than other school's in the area. More than Oakwood Collegiate, more than Forest-hill Collegiate and more than Bloor Collegiate. Our school has a pool, our school as two wonderful programs with incredible teachers to match the success of the students that graduate from this school and our school has a separate daycare facility. In addition to that, regarding the I.B Program we have had several amazing teachers that have taught for more than 10 years at the school and are EXPERTS in teaching the International Baccalaureate curriculum. Now the students are being forced to leave and attend schools that have no experience with the I.B curriculum as well as teachers with no experience in the I.B curriculum.</p> <p>Q3. I think the students is what you overlooked. I'm sure you hear that all the time but I'm pretty pissed that you choose our school that has the MOST programs and opportunists even more so than Oakwood C.I.</p> <p>Q4.</p> <p>Q5. I strongly feel that if Grade 7 and 8 students were to be more educated on the many many options and opportunities that this school has to offer we'd get a LOT more students than we have now. It is at NO fault of the school that our students are declining, it is simply the demographic of the area as well as the lack of education from people to the students who should very well be PROMOTING the school.</p> <p>I feel that it would be better if OAKWOOD COLLEGIATE closed and the students of THAT school come to VAUGHAN because Vaughan Road Academy has more programs, opportunities, and "things to loose" than other schools.</p> <p>I personally use the swimming pool of this school and it has been MOLE'S more convenient than going to the community center on St. Clair because It is a 30 minute walk or a 4\$ TTC ride to go there and leaser swim on weekends or take lessons when I have a local pool that has swimming lessons AND leisure swims.</p>
<p>Q1. Student</p> <p>Q2. Not much. I feel students in interact and ib may run into a few issues but I'm not ib or interact nor do I know the full details of what will happen with the programs.</p> <p>Q3. No. I feel they have been quite prepared for a while and done the best they could for the students and faculty in the school.</p> <p>Q4. I'm not reading 18 pages</p> <p>Q5. One thing I do like about the school in fact is that it is such a small environment and that's could. I feel when the school does close I won't get the attention from teachers at another school like I did VRA.</p>
<p>Q1. Student</p> <p>Q2. I'm a grade 11 student at VRA. The I.B program (which I am a part of) and Interact program provide students with great opportunities unique to those at other schools within our community. Though there are plans to move the Interact program to a school nearby, the same cannot be said for I.B, which is inconvenient and discouraging for many of its participants. As a grade 11 I stress the undesirable situation my class awaits that is spending our last year of highschool as unfamiliar with our new school as it's grade 9s are. Curriculums and teaching styles vary school to school, and in this competitive new age these are not adjustments we, especially those in I.B., have time to make while planning for our futures as well as excelling during the final and most important year of school.</p> <p>Students and teachers at VRA are an amazing close knit family. All of our teachers are so helpful and involved, each volunteering extra time towards running multiple teams/clubs, and providing us with extra help. The Interact program at Vaughan allots the future artists (ex: Drake) and olympic athletes of our generation the extra time they need to perfect their crafts while also allowing them to succeed at school. We have such a diverse, friendly, and intelligent student body. We are all eager to participate in extracurriculars such as MetoWe, Debate, DECA-where one of us recently made it to Internationals, and athletics. Our 3 gym teachers are responsible for all of our teams and individual sports, and thanks to their dedication we produce many OFSAA qualifiers each year!</p> <p>The problem is our false reputation of violence due to a few incidents with students or in the surrounding community YEARS AGO, not to mention the constant rumors of Vaughan's inevitable closure. This causes a cycle of "Vaughan's so small and ghetto: they're going to shut it down", to lower enrollment, to a worse reputation, to the disappearance of any reputation at all (often other schools don't even know who we are), to even lower enrollment in following years, but still no school closure. I myself was debating other schools in Grade 8 because going to highschool at all seemed scary and stressful, let alone the idea of moving schools again should Vaughan close. Despite these worries I gave Vaughan a try and am glad to say I do not regret it.</p> <p>We may be small, but our specialized programs attract exceptional students. All those attending Vaughan know how great it is, and only those who don't dismiss it. Let this years grade 11s graduate without disrupting their I.B curriculum or their travel routes. Leave Vaughan open another year.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Student</p> <p>Q2. Vaughan Road's pool and daycare, and the effect on the community if they were closed.</p> <p>Q3. Staff have overlooked the thoughts and feelings of students. They say that they care about our opinions, but they don't really make an effort to show that they do. Plans seem to be made without our input.</p> <p>Q4. The information regarding relocating IB students is very vague. In fact, everything seems very vague. There are a lot of facts but not much detail on how relocating students will happen. Will the board have time to help every single student? Will they?</p> <p>Q5. Consider not closing Vaughan Road please.</p>
<p>Q1. Student</p> <p>Q2. The accomodation of the grade 11 students who will be looking to possible post-secondary education in the following year which may be at a new school. How are these students supposed to adjust to a new school while developing new connections with teachers and as well have the opportunity to become leaders in a school community and participate in school activities? There will be bigger issues to worry about such as post-secondary pathways and more will be added onto their plate which can become very stressful and a mental burden. The group that will be most affected by this is the grade 11 IB students which will be ad-</p>

# Feedback Received for the Vaughan Road Academy PARC

## Received as of November 1st

<p>vancing to complete the IB Diploma Programme in grade 12 which consists of many exams and internal assessments and additional acquired hours of creativity, activity and service. There are bigger things to focus on and these students need to complete their diploma in a stable manner which may not be established at a new school next year.</p> <p>Q3. The students' views on the school closing. Last year, no one was certain as to whether or not VRA would close, putting a burden on many students to decided whether or not to leave the school, so that they may adjust quickly or stay to complete their year.</p> <p>Q4. It is stated that the recommendation to close the school is because the enrolment has "declined to a point where the ability to deliver a strong secondary program is compromised." I believe that as a student, my teachers are very dedicated and passionate about what they do and they are able to give all Vaughan Road students an education surplus. Due to our low numbers, we have smaller student to teacher ratios which allows us to get the attention we need rather than going to a big school where classes are 40 kids and teachers barely know all their students' names. We are able to receive the strong education which we need as shown through IB examination results where Vaughan Road has been placed above the international average for certain classes in the math and science sector. This is all because of the teachers and the tight-knit community which VRA has developed over the past few years.</p> <p>Q5. Many of the grade 11 IB students are student leaders and participants in school clubs, along with many other students from the other grades. If we move to another school, we may not get the same opportunities as we get here at Vaughan which is extremely important to the IB students who look to accomplish a CAS Profile for the Diploma Programme and to put on post-secondary applications. Nobody will vote for new students in grade 12 to become their music council president or the president of athletic council, neither will the opportunity to be on student council be in any of our hands.</p> <p>In addition, our relationship with the teachers is very important for post-secondary education applications as they refer students and communicate with us and encourage us to do well.</p> <p>As well, sleep is a very valuable thing for students as it is a way to ensure mental and physical health. Many of the IB students will get relocated to Weston which essentially is an hour-hour and a half of travel every day, one trip. Students traveling to Oakwood will have to travel by public transit, at least half an hour (one trip) every day. This poses as a liability for all students financially to invest in metropasses or bus tickets and a sleeping time liability.</p>
<p>Q1. Student</p> <p>Q2. Vaughan Road is a school with 2 amazing programs that people admire and would love to join. (IB &amp; Interact) In addition, we have a swimming pool and a daycare. They should hear from the students perspectives mainly (grade 11) so they understand that there are OTHER major problems besides our decline in enrolment and TDSB underfunding issues. -during school hours. If they do close, they should close it for the school year of 2018-2019 so its a little eased for grade 10 students to have a fresh start at a new school for 2 years. Rather than making the grade 11 students start from rock bottom during their senior year. -which is the current fear of ALL grade 11 students right now.</p> <p>Q3. TDSB staff is just looking at the decline in enrolment and funding issues as the 'heart of the problem'. In reality for us students they are suppose to be promoting student growth and providing them with the best education possible. Closing the school right now makes no sense because that triggers the OPPOSITE of student growth and best education. Instead it adds unnecessary stress to students more than they should have from already striving to do well in school.</p> <p>Q4. My biggest concern is closing it for September 2017 and making the grade 11 students (Graduating class of 2017-2018) start from rock bottom at a new school. With the transition of programs it causes more unnecessary complications for staff to 'accommodate' to students. Instead they should keep the school open and close other schools with no variety/less programs such as York Memorial and Forest Hill. They already don't offer enough opportunities and choices for each students needs. At VRA it accommodates to students with outside commitments such as sports and arts (Interact) and students that want to take the academic challenge. (IB) Although those schools have more students, it doesnt mean that they could offer the best academic needs or accommodations for student success. Therefore they should look at the concern of student benefits and understand that the variety of programs that VRA offers accomodates more to students and staffs as a whole, rather than just the number of students.</p> <p>Q5. A suggestion I have is to NOT CLOSE VRA at all, and close Forest Hill. Forest Hill doesn't offer as much programs for their students. Therefore the TDSB should NOT close a school such as VRA, with programs that could accommodate all's needs and in return they can assist to those students that weren't offered those opportunities in the first place.</p>
<p>Q1. Student</p> <p>Q2. The students who will graduate next year and will have to find a school and adjust again. Also, the students who lived the area will have to find a further school.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Student</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Student</p> <p>Q2. The school could have been closed a long time ago, it's not going to hurt anyone if you keep the school open a little bit longer until I graduate (2018)</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. It looks like the decision to close the school was made a long time ago, if I had known about it, I would have attended school some where else</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Keeping it open, I was thinking if children move from the other schools to fill up VRA that would be great. Zoning should change so more students will come to this school or make it into a community hub. We need the daycare to stay open, people of the community are all here, the room is full, and we are not getting any feedback from the TDSB members here. The pool needs to be open to the public if not its a waste of money.</p> <p>Q3. I don't think it matters what we think. I believe you all have already made your minds up. We as a community have no say and thats sad. The TDSB members can't even answer our questions.</p> <p>Q4. school, daycare, pool</p> <p>Q5. Kids need to keep their friends, no other childcare in the area, pool needs to stay open, change zoning area (area code) -- people who live by Oakwood should be coming to VRA, opening a community HUB for parents/children, open an employment centre</p>
<p>Q1. Community Member</p> <p>Q2. Don't sell the property. Create a use for it (rent it), real estate is valuable. If the demographics change it would cost a fortune to obtain another property</p> <p>Q3. We didn't hear anything about future demographic change for the areas discussed tonight. Development at Dufferin &amp; Dupont plus other condo development likely to increase population. Will Vaughan Road be needed in the future?</p> <p>Q4. IB not being moved to Oakwood. The Board needs a massive publicity campaign promoting our schools highlighting what is so good about the system. People are bleeding by the schools by sending their kids to private schools. Therefore they don't enough about what is good about the TDSB.</p>

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

<p>Q5. Organize meeting so that we don't lose a lot of people (1/3 of the audience) before we have a chance to engage in questions as a larger group. Make the opportunity to ask questions, session shorter and bring us back together after 1/2 hour. We waited for this to happen not a good way to engage public support.</p>
<p>Q1. Community Member                  Q2. that optional attendance has created this mess @ VRA by expanding the Forest Hill boundaries. Will Oakwood be in jeopardy. Get RID of optional attendance! There is no \$\$ to move LEF and no guarantee of EDU funding                  Q3. Eglinton LRT impact on building &amp; demographic growth in the area -- where are these projections? Number of kids in kindergarten in Primary schools in neighbourhood we are bursting.                  Q4. Forest Hill expansion with optional attendance in place will mean we talk/closure with Oakwood in 5 years.                  Q5.</p>
<p>Q1. Parent/Guardian                  Q2. How else can we make use of this school? Are there ways to keep it open that are not school use? Can we keep a small student population in a smaller portion of the building?                  Q3. Cap optional attendance. Don't allow Forest Hill to operate about 100% utilization rate, this will keep more local students here.                  Q4. My kids are at Humewood and I want them to come to VRA                  Q5.</p>
<p>Q1. Parent/Guardian                  Q2. We need to move VRA's IB program to John Polanyi because ALL Bathurst/Lawrence area has many private IB schools that would feed the new program.                  Q3. Put 2 schools in one building. Whereby John Polanyi will have a floor to house Vaughan Road                  Q4.                  Q5. Making IB students travel long distance to school.</p>
<p>Q1. Parent/Guardian                  Q2. My child has become accustomed to the encouragement at VRA and is currently in grade 11. I am concerned that if the school were to close in 2017 my child will not receive the opportunities at the new school that she received here.                  Q3. The kids in grade 11 won't be in charge of as many things at a new school that they are here                  Q4.                  Q5.</p>
<p>Q1. Community Member                  Q2. The history of the community and its involvement with VRA and the benefits of a daycare in the community.                  Q3. The community's voice hasn't been heard, the resources that are provided and VRA's pool is loved by all.                  Q4. Where does this leave VRA's facilities?                  Q5.</p>
<p>Q1. Student                  Q2. The nature and stressfulness of specialized programs, the obstacles present for students to apply for post-secondary education at a new school, commute times, the possibility of student leadership roles at a new school (just not possible)                  Q3. consulting students (and no we have not directly talked to Trustees), how stressful transition is for IB, this is very last minute (we found out and when it was already almost decided)                  Q4. Students and continuation of programs.                  Q5. Accommodation process should start earlier, don't close our school, we are special and have developed a community</p>
<p>Q1. Community Member                  Q2. students enrolled in special programs (IB) shouldn't be sent far out of their community and away from their friends. Put the IB Program at Oakwood, otherwise it seems you have cynically misled those who enrolled in it. Foster a pride in PUBLIC education in the community. This school serves a diverse local community and that is a good thing.                  Q3. Drawing the community at large into the discussion. Fostering community use of facilities creates a positive feeling about the school that can translate into increased enrolment.                  Q4. It is a budget response first in spite of calling it concern with student welfare. This school population is too small to be a good education experience but you are not giving students the options they need when they have to change mid-stream.                  Q5. Do not look at facilities built with public money by the community as easy money in a hot real estate market. This school must remain a community facility. Solve your funding issues some other way. Don't organize a so-called consultation with the community AFTER you have already made the decisions. Why don't you sincerely want to hear anything people have to say? You might learn something in school.</p>
<p>Q1. Graduate Class of 78                  Q2. That is should be used for programs needed in the community such as: Parks &amp; Rec., Art Programs                  Q3. Yes that in 5-10 years the neighbourhood will need a high school for the students coming from the neighbouring elementary schools                  Q4. I haven't read the Initial Staff Report, so I can't comment.                  Q5. As tempting as it may be, please don't sell this property for condo development. It would be a mistake that will forever curse this community. This comment is from a professional Property Manager of Condominiums -- so I know of what I speak.</p>
<p>Q1. Community Member                  Q2.                  Q3.                  Q4.                  Q5. This meeting (October 13) was badly organized. A full house listened for half an hour to a power point presentation and then you asked them to write on post-it notes. You have had a Q&amp;A at the very least. I will submit comments by email.</p>
<p>Q1. Community Member                  Q2. Many surrounding schools to not have a pool or auditorium, VRA does. It has more to offer to students why not bring students here and close the other schools                  Q3.                  Q4.                  Q5.</p>
<p>Q1. Community Member                  Q2. CHILD CARE -- this is causing so much confusion to the parents and all the community of being uncertain of the effects of the TDSB's decision. SWIMMING</p>

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

<p>POOL -- The facility should be open to all and should have regular maintenance. ZONING -- Should be able to transfer the children to a nearby school so then selecting this place VRA should be only map.</p> <p>Q3. Financial Aspect -- TDSB is losing alot of income due to the students moving to other academies since the community received notification.</p> <p>Q4. There are no options to the community therefore we presume TDSB does not care of the community thus they got to do what the Trustees have decided.</p> <p>Q5. I would say TDSB should keep the building as it is currently is from many years community has changed thus affecting old and new community in the area. TDSB might not care about the decision they have made but is affecting all the students making parents to find alternative in the nearby schools this causes the numbers to decrease day by day community is scared and worried of the uncertainty. Where will parents take their children with such short notice.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. I feel that TDSB has not considered how their actions have caused us to be at this point of enrollment -- no promotion of VRA. Allowing optional attendance. Guidance counsellors and feeder schools discouraging kids from going to VRA.</p> <p>Q3. I believe TDSB actions (above) have caused VRA's declining enrollment. Also why re-open John Polyani!! Mismanagement -- also-- no french immersion high for 2 neighbouring feeder schools</p> <p>Q4. TDSB has caused this community tragedy and now blames the community for it.</p> <p>Q5.</p>
<p>Q1. Community Member</p> <p>Q2. Daycare, student voice, green space, community use of building</p> <p>Q3. time should be made to hear any/all students give feedback. How do they feel about this plan? This should have been embedded long ago in the process but going forward how do you get heard now</p> <p>Q4. Loss of a valuable public asset. Strongly suspect this building is being sold to a private school? to underwrite deficit of government's flawed funding formula.</p> <p>Q5. Process might have worked better putting people @ small round tables to brainstorm and then open discussion. Broad and open invite to student bodies of all affected schools. City Demographics -- 10 years ago VRA's enrolment was good. It is dreadful now -- why? Why was a flag not raised sooner? What will demographics look like 10 years from now? Babyboom (indicated how) and gentrification power impact. Once sold this school and land will be gone. Consider floating utilization -- IB, daycare, local programs</p>
<p>Q1. Community Member</p> <p>Q2. Consider parents needs in the area and parents of daycare that they really need to stay in this area and keep their children in that daycare. Why can't they rent the rooms for community centre for 5 years and the children of the area will grow up and need a school as parents in the area are different now.</p> <p>Q3. Why can't bring some students from other schools in the area that are packed like Forest Hill and other schools here. Also, when they announce that school is closing alot of parents move their children and as a results numbers dropped.</p> <p>Q4. Daycare is the only infant/toddler centre in the area and it is a lot of demand for childcare in this locaton.</p> <p>Q5.</p>
<p>Q1. Community Member</p> <p>Q2. Impact on Parks &amp; Recreation programs. How will families without cars put their kids in affordable Learn to Swim and summer camps.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. What are the equity implications of moving the only local academic enrichment program (IB) right out of the neighbourhood. Lower income students will lose access -- can't afford TTC and older siblings often babysit younger sibs after school.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. How about interviewing current IB students from the local catchment and finding out whether they would have approved if outside immediate neighbourhoods. Process tonight took time away from family and everything that I got out of the meeting I could have done on-line</p>
<p>Q1. Community Member</p> <p>Q2. Why low enrollment happened, because students choose their schools, so affluent families leave. The TDSB did nothing to stem the tides. LEF does not want to move. Fairbank reno is too expensive. If TCDSB does not want it, should be a core holding.</p> <p>Q3. Demographics: increase with Crosstown, increase with Dufferin. Where will the kids to.</p> <p>Q4.</p> <p>Q5. HUBS: health care services, childcare (LEF), training (LEF), senior programs, affordable housing, student programs</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3. To ensure that the DD Program at Oakwood C.I. remain unaffected given the increase in the number of students coming from VRA.</p> <p>Q4.</p> <p>Q5. I find the analysis well thought out</p>
<p>Q1. Parent/Guardian</p> <p>Q2. The school has been rumoured to close for 2 years now. Nothing has been done to change the decline. Did the TDSB do enough to understand and correct to increase enrollment.</p> <p>Q3. Changing the Cedarvale catchment to FHCI led to further decline at VRA. Why would they do this if VRA is in decline and FHCI is over capacity.</p> <p>Q4. What will happen to the school land.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Ensuring that all present students have optional opportunities. Make this year a special year for the existing students who are here.</p> <p>Q3. Yes! As soon as it was announced in the press that there may be a closure, future enrolment declined. The rumours in the past years have hindered growth.</p> <p>Q4. Ensuring that students presently here have a feeling of belonging in their schools.</p> <p>Q5.</p>
<p>Q1. Community Member</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. Transfer this school to the TDCSB to use as a local high school since there is no school nearby school</p>

# Feedback Received for the Vaughan Road Academy PARC

## Received as of November 1st

<p>Q1. Student  Q2.  Q3.  Q4.  Q5. How are we expected to be successful in the IB program when so time is spent during the commute. The proposed location would involve and unreasonable commute. Who will pay the TTC fare to get me there? Consider moving the IB program to Oakwood</p>
<p>Q1. Parent/Guardian  Q2.  Q3.  Q4.  Q5. Engagement is a two-way street. We want REAL public meeting next Tuesday (October 18)</p>
<p>Q1. Parent/Guardian  Q2.  Q3.  Q4.  Q5. Boundary for JR Wilcox should be Forest Hill or send Cedarvale to Oakwood</p>
<p>Q1. Student  Q2.  Q3.  Q4.  Q5. How will I establish a foundation at a school for only 1 year. TDSB should let all students currently in the school graduate before they close it.</p>
<p>Q1. Community Member  Q2.  Q3.  Q4.  Q5. Green Space very limited in the City will the field be taken away? Rent out a portion of the school, keep this building a core asset, public ownership and space for an under-resourced community, feeling silenced as a community</p>
<p>Q1. Parent/Guardian  Q2.  Q3.  Q4.  Q5. other schools do not have a pool or auditoriums hence this location offers students a lot more.....bring students from other schools.</p>
<p>Q1. Parent/Guardian  Q2.  Q3.  Q4.  Q5. Minimize optional attendance -- students should have to go to their catchment schools. If you cared about the school you wouldn't close it.</p>
<p>Q1. Student  Q2.  Q3.  Q4.  Q5. You don't have the right to take away our home #VRAforever</p>
<p>Q1. Community Member  Q2.  Q3.  Q4.  Q5. Je ne suis pas content avec les decisions faites par le TDSB. C'est la persecution! -- Etudiant Francais</p>
<p>Q1. Student  Q2. They should consider on how much the student go their care about that school and the graduates would always want a home to come back to remember their past.  Q3. I think they are looking at the bad thing that go on in the school year and not all the good its doing to the other student.  Q4. my biggest concern is that the initial staff does care about the school and that if they did even a little bit and did some upgrades on the school it would changethe ind of the parent that send their children.  Q5. look at the media see how much people care.</p>
<p>Q1. Parent/Guardian  Q2. None - I feel that the numbers (especially as it relates to funding from the board) are very indicative of the changes in the community. The utmost importance is the quality of our student's education. With the enrollment numbers and projections, it is unlikely that the school will be able to offer the best that the TDSB has to offer. In addition, we need to make sure that we are getting value for our tax dollars that are spent in education. Empty classrooms are not providing us any value in the community or across the school board in general.  Q3. No  Q4. 1- My biggest concern was that there was a Grade 9 intake at all for the 2016-17 year. The small number of students and the difficulty staffing to an appropriate level makes it seem that this cohort should have already been re-dispersed.  2- Change is stressful, so recognizing that on behalf of the parents and students will go far in building bridges in this period where we, as parents, are left to trust the administration to lead us through. 3- Although I do recognize that this decision has been made in a highly accelerated timeframe, I want to compliment the team for coming to a clear decision and having the individual program and student requirement accommodations in the forefront.  Q5. 1-We need a preliminary plan for "Reaching Forward" as it was described to me during the 1-on-1 session Oct 13. An outline of these timelines and tasks that administrators, staff, students and parents can expect as a transition into other schools is launched. I found out that there will be school tours offered and additional support for the specialty programs if we need it. That was not made clear until I went to ask questions. 2- For these community sessions, it is important to keep people focused on positive outcomes. I would have liked staff from the surrounding catchment schools to have been in attendance to let us know what the</p>

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

opportunities are at the other schools. 3- I was under the impression that the Oct 13 and Oct 18 meetings would be the same presentation/opportunity for 1-on-1 feedback. If this is not the case, it was not well communicated on the TDSB invitation letter. 4- Please consider that not all the parents are upset or angry. We all knew this change was coming as our community continues to evolve and the building continues to age. I felt that my questions were answered at the session on Oct 13 and I was given more confidence regarding the decision to close VRA and the effective management planning for transitioning the students. Thank you for all of your hard work!

Q1. Student

Q2. The students that are in the neighborhood that attend the school and if it were to close down they wouldn't be able to afford transport to the new location

Q3.

Q4.

Q5.

Q1. Student

Q2. The fact that Vaughan has a very positive and pleasant school atmosphere. Despite the size I really enjoy my time and Vaughan. There is minimal bullying when compared to other high schools and the majority of people you run into or talk to in the halls are friendly even if you don't know them so well. It seems to function relatively well despite its size too, we have lots of sports teams, and clubs. We always have a semi-formal and a prom (sometimes an athletic banquet). It's just generally a great school and it would be a shame to close it.

Q3. The factor that Vaughan has IB students who have a very limited selection of public high schools to choose from if they'd like to continue the IB program at a different school. As well in many IB courses, particularly history (which we have to take at Vaughan), there is choice in what a teacher teaches so the grade eleven students may enter into grade 12 having learned a very limited amount of what their new school is teaching. Or their ToK course, which is done in grade 12 at Vaughan, may have been done in grade 11 at the other school and so they would need an extra course on top of everything so that they can catch up.

Q4. It will be stressful for students to have to juggle school with making sure they are able to get into a high school that suits their needs.

Q5. There is the interact program too which is a great opportunity for students who need to juggle school and serious outside commitments (athletes, actors, musicians, etc). What will happen to it when Vaughan road closes?

Q1. Community Member

Q2. We are a unique, diverse community, with many strengths and some important issues. Demographic change: Anecdotally, as well as city data, ( city planning reports highest number of housing renovation permit requests in the city) show that many young families are moving onto our area, at a very rapid rate. Many elementary schools in the area are jammed in the younger grades. The cross-town LRT will bring in more housing development. There will be a huge impact on our under-served community, forgotten and often ignored by policy-makers. Studies have shown we are underserved in many ways--youth programming, senior's programming, primary care, poverty, and related crime; the school has partially mitigated our total lack of a community based centre for community activities. This school has been more than a school -- with a daycare centre, Parks and rec. pool, community basketball programs, as well as Parks and Rec. programming. The seemingly inevitable closure sends messages to our stigmatized community, among them: 1) One more example that education is not important for poor (and middle class) black families in our community, 2) we're in a rush to close because we know better than the community so no need for real consultation, 3) it's OK for wealthier (often white) families to find ways to get their children into other schools, like Forest Hill CI, Northern, etc., some of which are over-enrolled.

Q3. The building is spacious, with a large auditorium, a well-functioning cafeteria, a relatively healthy building structure. Given the overall demographic challenge Why not close other schools and have student COME to VRA? What focussed concerted efforts have been made to recruit students, promote this unique school?

Q4.

Q5. We need to find by any means possible to keep this site in the hands of the public. If it is sold to private interests, the community will lose it forever. The TDSB is a public institution with a vital democratic mission: education of our diverse population. If it can continue as a high school, as an overflow for the area's elementary schools, as a centre for several alternative schools. Let's look at other creative options: keep it as core holding and perhaps open a community hub, or shared space with a school and community centre, etc.

Concerns: If you are really not officially closing the school until after the Board meeting in December, why are you trying to move out the daycare, and close the Parks and Rec pools? Also, it would be very upsetting if the TDSB is planning to close VRA, and then do expansion in other high schools. Are we heading towards a more segregated system, where those with advantage are flocking to some specific schools, and less advantaged communities are left with no schools or schools for poorer families?

Q1. Parent/Guardian

Q2.

Q3.

Q4.

Q5. Please redirect the district high school for the current Cedarvale district to Forest Hill CI.

Q1. Parent/Guardian

Q2. proximity of the students/households to the catchment high school.

Q3. I believe that given the demographics and academic nature of Cedarvale, students would be best served by Forest Hill C.I.

Q4.

Q5.

Q1. Parent/Guardian

Q2. The majority of Cedarvale parents want to send their kids to Forest Hill

Q3. No. I completely agree with the recommendation to close Vaughan and redirect to Forest Hill. Should TDSB decide otherwise we would not send our sons to Oakwood.

Q4. Am in agreement with the redirection to Forest Hill

Q5.

Q1. Parent/Guardian

Q2.

Q3.

Q4.

Q5. My children are in the Cedarvale School district and I have a strong interest in getting the boundary changed for them to attend Forest Hill Collegiate Institute.

Q1. Parent/Guardian

Q2. Cedarvale CS should be directed to Forest Hill Collegiate as most parents leaving Cedarvale CS request optional attendance for FHCI

## Feedback Received for the Vaughan Road Academy PARC

### Received as of November 1st

<p>Q3. Once completed, the Eglinton Crosstown will provide adequate transportation for Cedarvale students to travel to FHCI</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Ensuring that Cedarvale Community School is assigned to Forest Hill Collegiate</p> <p>Q3. None, the current plan looks good, we support Cedarvale feeding Forest Hill. If 80% already attend FH, makes logical sense</p> <p>Q4. Forest Hill is closet to our community and Oakwood is quite far, we support going with the plan as is.</p> <p>Q5. Approve Cedarvale Community School as a feeder school to Forest Hill</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. In re-directing the students who currently attend Cedarvale Community School, the TDSB should take into account (i) the historical attendance of Cedarvale students at high schools in the area (i.e. that the majority of Cedarvale students choose to apply to/end up at Forest Hill C.I.); and (ii) the proximity of most students in the Cedarvale area to Forest Hill C.I. (as opposed to other schools).</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Resources needed to optimize the future education experience and the flow of students within the boundaries.</p> <p>Q3. Cedarvale area students have easier access to FHCI versus Vaughan and Oakwood. The 80+% of applications/attendance reflect this. Please update the boundaries to enable Cedarvale students to have access to FHCI for secondary school.</p> <p>Q4. Please support this report and specifically: Forest Hill CI would receive Cedarvale CS as an elementary feeder school.</p> <p>Q5. Not at this time.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. That Cedarvale community school is close to forest hill so should be assigned to it</p> <p>Q3. That 80% of Cedarvale kids already go to forest hill so makes sense to make it a feeder school to forest hill</p> <p>Q4. None, proceed as planned</p> <p>Q5. That forest hill is the only school we'll agree to attend</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Previous attendance patterns, what schools the students from the feeder schools have chosen to attend.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. As a parent of a child at Cedarvale, I feel strongly that my child attend FHCI as we are practically kiddy-corner to the school. The kids being directed to any other school would be totally impractical, as it has already been for years.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Close Vaughan Road academy but MAke Forest Hill an IB school</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. Please make Forest Hill an IB school</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Opportunities for children to be exposed to Ethnic, Socio, and Economic diversity, as well as proximity. Many of us parents do not have cars or have 1 car and Oakwood CI is closer Re: transportation.</p> <p>Q3. Forest Hill being mostly a homogeneous (socio economic, etc) does not allow our children the opportunity to be exposed to the diversity that Vaughn Road would have allowed. Hence, allowing children from Cedarvale the option to attend a school like Oakwood would satisfy this concern.</p> <p>Q4.</p> <p>Q5. As above: Choose Oakwood as the feeder school from Cedarvale, or allow an option of two schools.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Cohesion of students - similar learning styles, like minded students, familiarity</p> <p>Q3. Yes. I think students perform best with consistency and familiarity and comfort esp at that often insecure age - 14!! If oakwood was the school for cedarvale students I think students would go to many different places - Private and secular and be a fragmented group - causing a more unnatural and less familiar transition at an already sensitive time and age for students</p> <p>Q4.</p> <p>Q5. It makes sense for cedarvale students to naturally transition to forest hill- it gives a sense of familiarity, ,comfort and cohesion. Also it's very close and easy for students to get there only having to cross 1 main road.this is a very strong argument for Safety of students</p>
<p>Q1. Cedarvale resident</p> <p>Q2. I support TDSB's recommendation that if Vaughan Road Academy is closed, the current attendance area for Cedarvale would be reassigned to Forest Hill C.I. for high school.</p> <p>Q3. no</p> <p>Q4. A reassignment to Oakwood instead of Forest Hill C.I.</p> <p>Q5. No</p>
<p>Q1. Parent/Guardian</p> <p>Q2. The appropriate boundary redistributions. Today, the majority of students (80%) from Cedarvale community school are accepted to Forest Hill Col. through optional attendance. This should just become formalized. Why put parents and students through that process, when a majority are accepted.</p> <p>Q3. None that the staff has overlooked. However, the sooner the question of the IB program can be answered, the easier it will be for students to transition to the program if interested.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Declining future enrollment at FHCI will allow for Cedarvale CS as a feeder school as recommended by Staff.</p> <p>Q3. We concur with the staff recommendation. We believe that future declining enrollment at FHCI as a result of an aging local population will allow for Cedarvale CS as a feeder school as recommended by Staff.</p>

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

<p>Q4. No concerns. Cedarvale CS should be the feeder school to FHCI as recommended by Staff.</p> <p>Q5. Consider Northern and North Toronto as potential Secondary options for Cedarvale CS.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Please redirect Cedarvale students to forest hill collegiate. It is a very small number of students and the proximity is very close.</p> <p>Q3. Proximity to the high school. As it stands over 80% of our current students go to forest hill</p> <p>Q4. Oakwood is quite far whereas forest hill is down the street</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Where most of Cedarvale graduates currently attend high school.</p> <p>Q3. Forest Hill collegiate is my first choice</p> <p>Q4. Forest hill collegiate is my first choice</p> <p>Q5. Forest hill collegiate is my first choice</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Forest Hill CI is the most logical location for any students of Cedarvale to attend.</p> <p>Q3. The TDSB is losing to students to private education because of the archaic boundaries in our area. If you designate the Cedarvale community to any other high school, other than Forest Hill CI, you will continue to lose students and enrolment will continue to decline.</p> <p>Q4. We strongly agree and support the boundary change of Cedarvale Community to Forest Hill CI.</p> <p>Q5. The TDSB is losing to students to private education because of the archaic boundaries in our area. If you designate the Cedarvale community to any other high school, other than Forest Hill CI, you will continue to lose students and enrolment will continue to decline.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. accurate considerations - good conclusions of post closure student disbursement</p> <p>Q3. post closure facility use of VRA is not mentioned. Could this be turned into a much needed community centre for the greater neighbourhood area?</p> <p>Q4. none. good analysis and conclusions</p> <p>Q5. Agree that Cedarvale students should be allocated to Forest Hill CI due to location and precedent optional enrollment percentages.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. I'm a former parent member of a TDSB ARC and familiar with the analyses and models used in the detailed report for this PARC, and have reviewed it thoroughly. The longstanding boundary preventing Cedarvale students from feeding to FHCI as their home high school is a legacy of pre-amalgamation Toronto and has no rational foundation. The staff projections regarding school attendance following the realignment will promote quality educational experiences in the remaining schools, which is the goal of the process. The TDSB should learn from past experiences and strenuously resist politicization of the process from school-specific advocates, and remain focused on students' needs.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3. No. i think the recommendations to have Cedarvale students attend Forest Hill is the correct decision.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Proximity to our houses. Oak wood if very far from us, Forest Hill is much closer.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4. Strongly support the redirection of Cedarvale students to Forest Hill CI.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. It is a good recommendation to relocate to Forest Hill high school as my kids are currently in Cedarvale.</p> <p>Q3. no</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. You should take into consideration where the students that are currently in the Vaughan Road district attend when they apply for optional attendance. i.e. 80% of Cedarvale's current students already attend Forest Hill CL and therefore Cedarvale should now feed Forest Hill CL.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. The school where Cedarvale students would be reassigned. Forest Hill is extremely close to the Cedarvale neighbourhood, whereas any other school, Oakwood or otherwise, is too far and our city's already burdened traffic could not handle an additional load.</p> <p>Q3.</p> <p>Q4. Oakwood Collegiate is not a good option to reassign Cedarvale Community School students. Forest Hill is the natural choice given its proximity and neighbourhood extension. Most kids would walk to Forest Hill!</p> <p>Q5. By closing one school, it is the hope that other schools would receive funding for renovation/building improvements and transportation improvements.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p>

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

<p>Q4.</p> <p>Q5. I feel very strongly that Cedarvale C.S. students should be redirected to Forest Hill CI. Our community has advocated for this change for decades and it is the logical and most convenient alternative given our proximity to the school and the fact that the vast majority of Cedarvale students already attend FHCI through optional attendance. Students should not be redirected to Oakwood high school. It is much further from Cedarvale and many siblings of Cedarvale students already attend FHCI. I would adamantly opposed to redirecting Cedarvale students to any school other than FHCI.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. How close you live to Bathurst</p> <p>Q3. No</p> <p>Q4. That cedarvale does not get forest hill as a high school</p> <p>Q5. No</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Proximity, class size and resources, traffic</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. We live in Cedarvale and currently send our son to a private school. If Forest Hill were our public school, then we would strongly consider attending. We could not attend if our designated school was Oakwood.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. cedarvale CS should be a feeder school for FHCI</p> <p>Q3. cedarvale CS should be a feeder school for FHCI</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Please reassign students in the Cedarvale community to Forest Hill C I</p> <p>Q3. no</p> <p>Q4. Please reassign students in the Cedarvale community to Forest Hill C I</p> <p>Q5. Please reassign to Forest Hill C I</p>
<p>Q1. Parent/Guardian</p> <p>Q2. where the students of Cedarvale CS should go</p> <p>Q3. the proximity of Cedarvale to Forest Hill</p> <p>Q4.</p> <p>Q5. Cedarvale students should attend Forest Hill</p>
<p>Q1. Community Member</p> <p>Q2. Cedarvale students should attend Forest Hill</p> <p>Q3. There should be room for optional attendance at multiple schools, so we find the best fit for students</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Community Member</p> <p>Q2. Please make sure Cedarvale is zoned to Forest Hill Secondary as Oakwood would be devastating to the community</p> <p>Q3. No so long as Forest Hill is the solution for High School Zoning</p> <p>Q4. Please only consider Cedarvale being redirected to Forest Hill High</p> <p>Q5. None</p>
<p>Q1. Parent/Guardian</p> <p>Q2. That the property not be sold but used to enhance the community as a community centre private school, not redevelopment.</p> <p>Q3. over 80% of Cedarvale Elementary students attend FHCI both currently and historically via optional attendance. It is logical that the closest geographic high school is where pupils in the geographic area should be directed to.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Proper allocation future school districts</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. 80% of Cedarvale CS grads go to Forest Hill CI. I have heard that some parents want to be redirected to Oakwood. This is much too far. Our community borders on a eglinton and not St. Clair therefore should be going to Forest Hill CI in the event of a Vaughan closure</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3. No</p> <p>Q4.</p> <p>Q5. I fully support sending the graduates of Cedarvale Community School to Forest Hill. It is an easy walk to Forest Hill Collegiate from the Cedarvale neighbourhood. Redirecting them to Oakwood or York Memo would result in these students needing to take the TTC, which is an unnecessary expense and a waste of time.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. None</p> <p>Q3. No</p> <p>Q4. My biggest concern is the recommendations are not implemented</p> <p>Q5. None. The Initial Staff report is a logical plan given the closure of Vaughan</p>
<p>Q1. Parent/Guardian</p> <p>Q2. The use of the space after it is closed. The pool is an important part of the community and the space should be used to continue to support the community.</p> <p>Q3.</p> <p>Q4. I 100% support the recommendation.</p> <p>Q5. Our desire and preference would be for zoning to be directed to Forest Hill Collegiate. Anything else would be completely undesirable and inconvenient.</p>

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

<p>Q1. Parent/Guardian</p> <p>Q2. Currently, many students from the Cedarvale community want to attend Forest Hill Collegiate. Forest Hill CI is not full, yet, students from Bayview have the same chance as children from down the street in Cedarvale, to get in to Forest Hill through optional attendance. This is ridiculous. When I was a child in the 70s and 80s, people were talking about changing the boundaries to include Cedarvale. It is long overdue. As a graduate of FHCI and as a parent, I urge you to end the uncertainty for Cedarvale parents regarding which public high school our children will be allowed to attend. FHCI has always been our neighbourhood high school- it's time that it is recognized as such.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. I have two children at Cedarvale Community School, one of whom is in grade eight and will be graduating next year. I was extremely surprised and disappointed to hear that some people in the community are requesting that Cedarvale be redirected to Oakwood. This will be incredibly inconvenient for me since Forest Hill C.I. is within walking distance of my home, while Oakwood is not. Given that over 80% of Cedarvale graduates attend Forest Hill C.I. through optional attendance, I am sure that I am not the only parent who has this concern. The numbers simply speak for themselves.</p> <p>My recommendation is that Forest Hill C.I., the preferred option for the vast majority of Cedarval graduates, be Cedarvale's default feed-in school. If graduates want to go to Oakwood, they should be permitted to apply to attend.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Proximity to the high school and ease of public transport</p> <p>Q3. Where students have historically gone</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Where current students from surrounding areas are actually going for high school.</p> <p>Q3.</p> <p>Q4. Where is the IB program going to be relocated?</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4. As my children attend Cedarvale and live in the area I don't believe it would be appropriate for them to attend Oakwood. It is well outside the neighbourhood and would not be within close proximity to our home.</p> <p>Q5. Given the low attendance Vaughan should be closed. I also believe Forest Hill would be the appropriate high school for children attending Cedarvale. It is within close proximity and as noted in the staff report the school already accommodates a large number of students from the Cedarvale area. Having four young kids I believe their overall education would be greatly enhanced by being able to live and go to Forest Hill, a school essentially in the same neighbourhood, giving them a more enjoyable high school experience.</p>
<p>Q1. Community Member</p> <p>Q2. Cedarvale students should qualify for forest hill collegiate.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. I feel strongly that Cedarvale students should be reassigned to Forest Hill CI pending the closure of Vaughan Rd. Academy</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. I am writing to express my support for the recommendation that Forest Hill CI would receive Cedarvale CS as an elementary feeder school. Rumour has it that Cedarvale students may be redirected to Oakwood CI instead. Given the proximity of Cedarvale to Forest Hill CI, as well as the interactions between children from West Prep, Forest Hill Jr/Sr PS, and Cedarvale, Forest Hill CI seems a much more logical choice than Oakwood.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. There are many kids now growing up in this area who would benefit from Attending Vaughan Rd high school. Have they taken a census of young kids now in middle School who would be enrolling in Vaughan Rd moving forward. This area is changing and we would All benefit from a multicultural mixed socio economic background and diverse array of students which makes up the area.</p> <p>Q3. Vaughan is walking distance from the home I purposely bought and my kids could walk to School Which is healthy and great for a sense of being connected to their community.</p> <p>Q4. My biggest concern is that although forest hill Is probably a great school it is too homogenous and my husband and I purposely bought a home in this area so that my kids would grow up in a diverse neighbourhood and be in school Abs community with a mix of people of religions and of socio economic backgrounds which is healthy and represents</p>

## Feedback Received for the Vaughan Road Academy PARC

### Received as of November 1st

<p>Toronto. Both Vaughan Rd and oakwood high schools would offer this. Q5.</p>
<p>Q1. Parent/Guardian Q2. We would like cedarvale students to be zoned for forest hill collegiate as per the report and plan. Q3. Forest hill is close by and easy to get to for cedarvale students who will additionally be able to take advantage of the new LRT when it is completed. Q4. I believe that the staff report is well thought out and makes sense. I support the recommendations. Q5.</p>
<p>Q1. Parent/Guardian Q2. None Q3. No Q4. Cedarvale students should be sent to Forest Hill CI, not Oakwood. Q5. Already 80% of Cedarvale students go to Forest Hill CI - changing to Oakwood would continue this non-sensical policy.</p>
<p>Q1. Parent/Guardian Q2. I believe that the most important consideration is school proximity within the respective communities. As busy, working parents, having our children located within the geography of our community fosters a stronger community neighbourhood. Q3. No, I strongly support the recommendations. Q4. No concerns - I strongly support the accommodation options recommended. Q5.</p>
<p>Q1. Parent/Guardian Q2. The future population of the Eglinton corridor. Will the remaining schools be able to sustain the growing population ten, twenty years from now? Q3. Perhaps Q4. The numbers don't address the reasons students have not been attending Vaughan. Perhaps this should have been examined. Q5.</p>
<p>Q1. Parent/Guardian Q2. Students in Cedarvale community should be in the catchment for Forest Hill CI, as recommended - most students from Cedarvale attend FHCI through optional attendance and it is within walking distance from the neighbourhood. Q3. No - I support the staff recommendations. Q4. Q5. The staff report is thorough and adequately addresses the needs of the communities affected. I support the recommendation as it pertains to Cedarvale CS.</p>
<p>Q1. Parent/Guardian Q2. I feel strongly that Cedarvale should be zoned for FHCI Q3. Q4. Q5.</p>
<p>Q1. Parent/Guardian Q2. value of land, community resources (e.g. pool), risk of potential development to population density and lack of infrastructure to support that increase in density. Q3. The sale of Arlington for such a small dollar amount, especially considering the financial cost to update the feeder schools to accommodate the grade 7 &amp; 8 students was a huge oversight. Q4. It is too short sighted. North Toronto is a potential example for what could be done so as not to lose the property. Q5. Cedarvale CS students should be assigned to Forest Hill CI as recommended. This is where most have historically gone, where they expect to go, and where that cohort of students would be best served.</p>
<p>Q1. Parent/Guardian Q2. Q3. Q4. Q5. I am making this submission to support assigning Cedarvale P.S. to Forest Hill C.I. None of the other high schools are within a reasonable distance for Cedarvale residents. As a household with two working parents, Forest Hill C.I. provides the best option for Cedarvale students to get to school.</p>
<p>Q1. Parent/Guardian Q2. Q3. Q4. Q5. It is critical that the zoning be changed so that the students in Cedarvale get re-zoned to attend Forest Hill CI</p>
<p>Q1. Parent/Guardian Q2. FHCI for Cedarvale students. Q3. Q4. Q5. FHCI is the best choice for the students.</p>
<p>Q1. Parent/Guardian Q2. Q3. Q4. Q5. Cedarvale parents have been advocating for this boundary redistribution for decades, primarily because the vast majority of Cedarvale graduates (over 80%) attend F.H.C.I. through optional attendance. Please keep to the plan for Cedarvale to be directed to FHCI - it clearly makes the most sense and it's what the community has been asking for, for a very long time. From, a highly concerned Cedarvale Community School Parent</p>
<p>Q1. Parent/Guardian Q2. Cedarvale parents have been advocating for this boundary redistribution for decades, primarily because the vast majority of Cedarvale graduates (over 80%)</p>

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

<p>attend F.H.C.I. through optional attendance. Please keep to the plan - it makes the most sense and it's what the community has been asking for, for a very long time.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. Please stick to the plan. Forest hill is where we want to see our kids going.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. Cedarvale should be a feeder school for foresthill.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. Cedarvale parents have been advocating for this boundary redistribution for decades, primarily because the vast majority of Cedarvale graduates (over 80%) attend F.H.C.I. through optional attendance. Please keep to the plan - it makes the most sense and it's what the community has been asking for, for a very long time.</p> <p>Thank you for taking the time to hear our concerns.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Not sure</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. Cedarvale parents have been advocating for this boundary redistribution to Forest Hill Collegiate for decades, primarily because the vast majority of Cedarvale graduates (over 80%) attend F.H.C.I. through optional attendance. Please keep to the plan - it makes the most sense and it's what the community has been asking for, for a very long time.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. The quality of education at Vaughan; the viability of the school to meet the needs of our children given the extremely low population rate of the school; timing of making a decision to minimize impact on students.</p> <p>Q3. Not that I can see. Unfortunately the numbers speak for themselves and I have not seen or heard anything that would cause the situation at Vaughan to improve making it a viable school for my children.</p> <p>Q4. As a parent of a student in grade 8 that would be effected I would like a decision to be made such that my child does not have to switch schools after one year due to the process extending any longer than necessary. I am in agreement with the modified review being recommended.</p> <p>Q5. I would like Cedarvale Community School to have Forest Hill be the feeder school.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. The parents wishes!!</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. Parents at CEDARVALE have been advocating for years to extend the boundaries for attendance at FHCI. 80% of students already attend through optional attendance. Please respect the wishes of the parents and stay true to the plan to make FHCI CEDARVALE's high school.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Cedarvale parents have been advocating for this boundary redistribution for decades, primarily because the vast majority of Cedarvale graduates (over 80%) attend F.H.C.I. through optional attendance. The community has been asking for, for a very long time.</p> <p>Q3. Forest hill is also much closer for the vast majority of families in the community.</p> <p>Q4. I don't think oak wood should be the second choice.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. I agree with the proposal and new boundaries.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. That Cedarvale children be directed towards FOrest Hill collegiate.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. The parents and children have been advocating for the guaranteed attendance at FH for years and the majority of children are attending optional. Most older siblings already attend Forest Hill under optional attendance and the families should be able to continue to send their children there. It is a close enough walk for everyone and the families will continue to apply for that school even if redirected towards another. It would make it easier to calculate numbers for the TDSB and take a big stress off the children if they knew that they were going to be accepted as a group instead of having to wait to find out who didn't or did make it.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. 80 percent of Cedarvale students have historically attended Forest hill collegiate through optional attendance. It is a closer school and would allow children in the neighbourhood to be together and have easy access from a transportation perspective.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. We would be happy to have the children of Cedarvale school feed into Foresthill collegiate.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p>

# Feedback Received for the Vaughan Road Academy PARC

## Received as of November 1st

<p>Q5. Living in Cedarvale near Eglinton Ave., my children are MUCH closer to Forest Hill than any other school. Forest Hill encourages their independence and walking/physical exercise, the other requires parental and/or public transportation and a heavier carbon footprint.</p>
<p>Q1. Parent/Guardian            Q2. FHCI is more accessible for Cedarvale students.            Q3.            Q4. It is an accurate judgement that forest hill is a more appropriate placement for cedarvale students.            Q5.</p>
<p>Q1. Parent/Guardian            Q2. Cedarvale should feed into Forest Hill            Q3.            Q4.            Q5.</p>
<p>Q1. Parent/Guardian            Q2. While it is sad for the community and for the current students, VRA should be closed. It only makes sense that Cedarvale PS is zoned for Forest Hill.            Q3.            Q4.            Q5. I take great offense to people making this an issue about race and socio economic factors. This is a VRA issue. Even if the entire Cedarvale PS graduating class went to VRA, there would still not be enough students to keep VRA open. Both Cedarvale and Forest Hill CI are diverse schools. My son was enrolled in the current Grade 11 VRA IB class but he left after grade 9 as there were not enough boys in his class (I believe that there is currently only 1) so he was unhappy socially and there were very limited course selections and sports teams (i.e. no soccer for his age). This was not how he wanted to spend his high school career even though academically it was a great school. And then I could not get him moved to Forest Hill CI as no out of district students were accepted from out of district (we live in Cedarvale) for his grade 10 year. This was very upsetting and caused a lot of stress as that is where all of his friends went, from all different backgrounds. He had graduated from Cedarvale. I hope that this finally gets fixed so that other families don't have to go thru what we went thru.</p>
<p>Q1. Community Member            Q2.            Q3.            Q4.            Q5. Not sure why race and Cedarvale were brought up. This is supposed to be about the closing of VRA. 40 graduating students from Cedarvale would not be enough to keep Vaughan open. That is part of what is wrong with letting the Cedarvale students go to Forest Hill. Why can't we wait to close in June 2018 so that the current grade 11 students can graduate from VRA. Also a hospital should be there if you were to sell the building.</p>
<p>Q1. Parent/Guardian            Q2. No decision to make -- not enough students close it.            Q3.            Q4.            Q5.</p>
<p>Q1. Student            Q2.            Q3.            Q4.            Q5. Move Interact to Forest Hill</p>
<p>Q1. Student            Q2.            Q3.            Q4.            Q5. Move Interact to Forest Hill</p>
<p>Q1. Parent/Guardian            Q2. TDSB closes what they want            Q3.            Q4.            Q5. TDSB is going to do whatever it wants. For years it has sabotaged VRA and has forced the decline in enrollment. This is not really a community consultation because the decision was made long ago. TDSB lacks foresight &amp; planning. Why did they open John Polanyi? No program supports at VRA. Rumours started years ago causing VRA decline. Where are the 2 French Immersion feeder schools suppose to go?</p>
<p>Q1. Parent/Guardian            Q2.            Q3.            Q4.            Q5. I support the recommendations of the VRA review. As a parent, I am especially pleased with the new catchment areas for the remaining high schools, they make sense. My older son currently attends Forest Hill under optional attendance. He can easily walk to school, which is important to us as a family. Getting to school is not a problem for him which allows him to be involved in extra-curricular activities, which are an important part of school life.</p>
<p>Q1. Parent/Guardian            Q2.            Q3.            Q4.            Q5. Thank you very much for the thorough presentation &amp; answering so many questions. I support the recommendations to close.</p>
<p>Q1. Parent/Guardian            Q2. Weston IB is too far to travel. 60 days is not enough time for this process. Need a public IB program in the area. Robins Hebrew Academy is newly accredited independent IB program.            Q3. look at the numbers in the feeder elementary schools. there are 5 kindergarten classes at Humewood C.S. It is the school reputation that is harming it. RACE &amp; CLASS is an issue here.</p>

# Feedback Received for the Vaughan Road Academy PARC

## Received as of November 1st

<p>Q4. VRA is the hub of the neighbourhood</p> <p>Q5. It is a Hub it needs to stay open. Toronto is a segregated city and this is an issue at this school.</p>
<p>Q1. ESL Student</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. This was my first school coming to Canada. It is the beginning of many things for me. The teachers here care for the students they always help me and helped me find my way.</p>
<p>Q1. ESL Student</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. I feel that if VRA is to close its going to affect other people because they are going to feel sad. I can write a note to the principal saying that they have to think about the students.</p>
<p>Q1. ESL student</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. I believe that VRA is going to close. It's bad news because it is close but I don't think that we can do something. But maybe it's not going to close because they said that last year and it didn't close so maybe not.</p>
<p>Q1. ESL student</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. If they close the school I may have to move to George Harvey or Forest Hill. Many students will be affected and teachers may lose their jobs.</p>
<p>Q1. Community Member</p> <p>Q2. Nothing. It is fiscally irresponsible to keep the school open given the future projections.</p> <p>Q3. IB should continue to have cereal locations. Weston is too far.</p> <p>Q4. It is thorough.</p> <p>Q5. No</p>
<p>Q1. Parent/Guardian</p> <p>Q2. The students currently attending Vaughan road should be transferred to Oakwood Colligate.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. Having both children attending Cedervale community school we highly request the feeder Highschool should automatically be Forest Hill Colligate. Students at both schools share the same interest, sports, recreational activities and summer camp programs. The parent presence and involvement is highly present in both school, helping guide our children to succeed for their future goals.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. to send our kids to a school near by which is the parents choice</p> <p>Q3. Cedarvale parents wish our kids will be sent to Forrest hill HS</p> <p>Q4. Cedarvale parents wish students would be sent to Forrest hill HS</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Whether to eliminate optional attendance</p> <p>Q3. No</p> <p>Q4. None</p> <p>Q5. I was very disturbed at the meeting held at VRA. My son went to VRA and we lived in cedarvale. The comments made about cedarvale parents where offensive and downright untrue. I understand a large number of students from Cedarvale go to Forest Hill, but even if everyone went to VRA it would still be a problem, as the majority of students from all the feeder schools do not go to VRA. To single out one group is not helpful. I want to make sure that the comments made by the person who made these comments be ignored.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. I am supportive of closing Vaughn and making forest hill c.i, the new feeder high school for Cedarvale</p> <p>Q3. No</p> <p>Q4. I support forest hill c.i. To become the feeder school for Cedarvale</p> <p>I am concerned about the distance to other proposed high schools (forest hill ci is closest for us) and strongly prefer the community in which forest hill c,i. Is housed p</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. 1) Please look at and share: the number of grade 9 optional attendance applications to forest hill ci from Vaughan road ci catchment, broken down by elementary school. Will allocating Cedarvale cs grads to forest hill ci take away optional spots from other graduates from humewood, Wilcox, etc? Have you looked at the impact both now and in 5-10 years? I realize the graduating cohort from cedarvale is only ~30 this year, but it's my understanding that will be 60+ in the near future.</p> <p>2) Vaughan road ci currently provides affordable swimming lessons to the local residents, as well as summer camps. The utilization of these programs may be low due to the extremely poor condition of the pool facilities (for instance, compared to north Toronto memorial centre). But that doesn't mean that the community residents are not in great need of adequate facilities. The sad reality is that many less privileged families will have to go without if Vaughan road is removed from the community.</p> <p>3) please also consider the fact that Arlington MS was also recently removed from the area.</p>

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

<p>Q3. Will allocating Cedarvale cs grads to forest hill ci take away optional spots from other graduates from humewood, Wilcox, etc? Have you looked at the projected growth of the cedarvale graduating cohort over the next 5-10 years? I realize the graduating cohort from cedarvale is only ~30 this year, but it's my understanding that will be 60+ in the near future and the school is growing.</p> <p>-why was cedarvale alone chosen? Forest hill ci is also much closer to Jr. Wilcox than oak wood collegiate.</p> <p>Q4. - how will the need for affordable swimming and children's camps be addressed?</p> <p>-why was J r Wilcox not redistributed to forest hill ci as well? If forest hill ci currently takes such a high number of optional attendance applicants, does it not have room</p> <p>Q5. something needs to be done to make tdsb schools more equitable. Of course the schools with a higher proportion Of wealthy parents are able to invest more in their facilities and programming with the current fund raising model. the high emotions and hateful words at some Of the meetings are the result Of a growing amount Of unrest. children from all families should benefit from good quality instruction, programming and facilities.</p> <p>it would be an oversight not to consider the impact the lrt will have on projected populations in the area.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Make sure that whatever goes in there will not bring the neighbourhood down – i.e., high rise apartments. We want to keep the pool, the greenspace, etc. Turn the building into true mixed use for all ages.</p> <p>Q3. Since I was not at the meeting I have no idea what the recommendations are (other than to close). The main factor is that some schools are overcrowded, some schools have less than stellar reviews.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. I am in support of the TDSB recommendations fort he proposed closure of Vaughn Road Academy and the feeder school propsal put forward along side of this recommendation.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. We live at Strathearn closer to Bathurst - forest hill is walking distance. Oak wood is not. Cedarvale is a smaller public school and forest hill is a smaller High school - easier adjustment for kids. Most Cedarvale kids do optional attendance to forest hill this will not change if oak wood is made feeder school - and why not accommodate them if you can.</p>
<p>Q1. Community Member</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. For thr children that live at Bathurst and Eglinton, it is very challenging for to get to school in a reasonable amount of time. It simply does not make sense for these kids to be zoned anywhere else besides Forest Hill Collegiate. No buses, no subway. It is a 30 minute walk, and when the weather is icy many kids will be inclined to stay homemif they cannot get a lift.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. I am a parent of 2 children at Cedarvale Community School. The closest secondary school to us is Forest Hill. In fact about 80% of our students end up going there. It is very important to me that my children are in close proximity to the school. All other secondary schools are too far.</p> <p>Q3. No. I am very happy with the recommendation.</p> <p>Q4. My biggest concern is the proximity. I am very happy that that was considered by your staff.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. I am a cedervale parent and would love for my children's high school to be redirected to Forest Hill</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Nothing I believe the research is enough</p> <p>Q3. NO</p> <p>Q4. I think this is the correct move - closure of Vaughan</p> <p>Q5. No</p>
<p>Q1. Parent/Guardian</p> <p>Q2. How to further mitigate the social, extracurricular and academic impact to the students who will have to move for their final year of high school while applying to university.</p> <p>Q3.</p> <p>Q4.</p> <p>Q5. I support the conclusions of the initial staff report.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. Irrespective of the decision to close Vaughan or keeping it open, the school that is the most easily accessible to and is a natural feeder for the Cedarvale neighbourhood is Forest Hill Collegiate.</p> <p>Q3. If Vaughan were to remain open, during the winter months, getting home from there necessitates crossing the scarcely travelled Cedarvale ravine in the dark. I would be concerned for my children's safety if they attended an after school program and had to walk this way.</p> <p>Q4.</p> <p>Q5.</p>
<p>Q1. Parent/Guardian</p> <p>Q2. If the TDSB proceeds with the closure of Vaughan Road Academy, I urge the board to go forward with the recommended reconfiguration and have Cedarvale</p>

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

Community School feed into Forest Hill high school. This recommendation makes solid sense from a geographic perspective and is also in keeping with current practice as most Cedarvale students attend Forest Hill collegiate. To show the impact the decision would have on our family and others that attend Cedarvale: we live near Cedarvale community school and Forest Hill Collegiate Institute is 0.9 km away - an easy walk. Other high schools, such as Oakwood, is 4 km from our home and is in an entirely different part of the city.

Q3. I am in favour of the recommendations. I would urge the board to proceed as is.

Q4. My only concern is that they don't proceed as is. I am in favour and strongly urge the board to have Cedarvale Community School feed into Forest Hill Collegiate and not others given the issue of proximity and the fact that most Cedarvale students currently attend Forest Hill.

Q5.

Q1. Parent/Guardian

Q2. NO

Q3. NO

Q4. FORESTHILL IS A GOOD RECOMMENDATION

Q5. NO

Q1. Parent/Guardian

Q2. Should consider building's use for other community purposes (Toronto Parks and Rec swimming lessons, etc.)

Q3. Root cause of VRA low attendance: History of (or at least) perceived violence at VRA (e.g. reports of shootings) and other factors drives attendance away, and large optional attendance at FHCI provides "competition" resulting in lower VRA attendance.

Q4. Charges of racism in decision to route JR Wilcox to Oakwood have root in fact that JR Wilcox is closer to FHCI (1.7 km) than Oakwood (2.2 km), per Google Maps walking directions.

Smarter (to defuse racism accusations) as well as fairer would be to route JR Wilcox to FHCI. Clear justification is that FHCI is the closer school (same as for Cedarvale: 1.2 km to FHCI vs 2.7 km to Oakwood). At worst, FHCI could reduce its (already large) optional attendance quota by the 30-60 students that might attend from Wilcox.

Both Rawlinson and Humewood are closer to Oakwood (0.75 km and 1.3 km respectively) than to FHCI (3.5 km and 2.6 km respectively), so at least those are "fair" in directing to Oakwood. (Students from those schools preferring FHCI could try to get in under the optional attendance.)

Q5. TDSB should have acted earlier, when initial declines in VRA attendance were first witnessed. Per above comment, suggest that perceived levels of violence and delinquency at the school as being high (relative e.g. to FHCI) contributed to drive down attendance levels. The bleeding off of attendance could have been stanchied if action had been taken earlier, but now it is too late.

Q1. Parent/Guardian

Q2.

Q3.

Q4. Ideally I would like to see Cedarvale community school zone be reallocate to forrest hill school. it has a strong reputation and easily accessible for the zone (especially with the LRT eventuality).

Q5. See above

## Feedback received from the Student Council Chairs Meeting held on 6 October 2016

Q1: What else should the Toronto District School Board take into consideration in its decision-making on whether to approve the closure of Vaughan Road Academy?

- Long term – is it later going to be a feasible school
- Is the LRT being built on Eglinton going to improve the attendance
- Has there been a review of the former ARC with Arlington to determine lessons for this process
- Re-introduce Special Education Programs
- ESL classes for new comers
- Child Care is only one in Ward 15
- Youth Centre, Medical Clinic, Health Clinic, Community Centre or Senior Centre
- Long-term strategy is unknown
- What will demographics be in 10-15 years
- Consideration to move IB/Interact Staff with students

Q2: What are your biggest concerns with the accommodation option recommended by staff in the Initial Staff Report?

- Child care spaces. What is going to happen to those families that rely on the program
- IB @ Oakwood might be more of a draw

Q3: In your view, what are the most important factors to consider to ensure a smooth transition for students impacted by the potential closure of Vaughan Road Academy?

- Teacher to come with the students cohorts – IB and Interact
- First "dibs" for teacher placement
- One-to-one consulting with students/families for support opportunities to visit other programs
- Mentor/buddy system

Q4: Do you feel there are factors that staff have overlooked in their recommendations? If so, please describe them.

- French Immersion
- Alternate use of space (community use)
- Staff

Q5: What information do you feel would be helpful at the public meeting? What do you feel would be unhelpful?

- Presentation – Visual

Clarity of next steps and opportunity to provide input

# Feedback Received for the Vaughan Road Academy PARC

## Received as of November 1st

### Feedback received via Email

#### Email #1:

Most residents of this community were not aware of the fact that there were two meetings held regarding the closing of Vaughan Road Academy..

There is an influx of young families with children that would be in the catchment area for Vaughan Road Academy and closing it permanently would prove to be a poor decision down the road.

Optional attendance has destroyed Vaughan and many other schools. When there was no optional attendance, Vaughan Road Collegiate was the only school for Wilcox, Humewood, Rawlinson and Cedarvale schools. It was a wonderful school that provided excellent preparation for post secondary studies. George Harvey was an excellent vocational school that helped prepare students for employment immediately after high school and apprenticeships.

These two schools have lost their enrollment and their community due to the optional attendance policy of the TDSB.

Forest Hill Collegiate is well over capacity because students are allowed to leave their catchment area.

I feel that rather than close the school, Forest Hill and other schools like Northern and North Toronto should only accept students from their catchment areas.

Once that is done, then it would be appropriate to revisit the enrollment issue at Vaughan Road Academy.

Instead of reopening schools like Bathurst Heights, infusing money and giving it a new name, John Polanyi, try getting it right now before you find that there is no school in this community for our children.

#### Email #2:

Dear Sir/Madam,

I would like to ask TDSB to move Vaughan Road Academy into John Polanyi Collegiate Institute, creating two schools in one building. Vaughan Road Academy sharing the same building of John Polanyi CI would be beneficial for the following reasons:

- 1) This suggestion would mean moving the IB program as-is to a different building, keeping a 5 km distance between two TDSB IB schools.
- 2) This solution would satisfy the Alumni, current students, and their parents.
- 3) We are not asking to create a new IB program, this is just moving the IB program.
- 4) Vaughan Road Academy, in the new building, will share teachers and facilities with John Polanyi CI. This is similar to the current situation in Vaughan Road, where a French teacher is only available for Day 2 in school.
- 5) I believe this suggestion would solve two problems, where in one hand TDSB closes the old building maintaining Vaughan Road Academy's IB Program while raising the utilization of John Polanyi Building.
- 6) Since the John Polanyi building is in a growing area, the IB program would grow there. Plus, since all the private schools in the area are IB schools, parents have the option to move their grade 8 IB students to a grade 9 IB program at Vaughan Road.
- 7) The John Polanyi building has an easy access to the highway, which would make the number of students applying to the IB program nearly as large as the number of students applying to the Victoria Park IB program.
- 8) Moving the Vaughan Road IB program to the John Polanyi building would take many students from the over-populated schools (such as Lawrence Park, William Lyon Mackenzie Collegiate MaCS program, and Victoria Park IB) in which the parents and students have applied to these schools and were not accepted into due to lack of space, now gives them another option: Vaughan Road Academy IB program.
- 9) Vaughan Road Academy, as an entity, is not closing. The IB teachers currently teaching in the old building of Vaughan Road Academy can teach at the new building of Vaughan Road Academy (John Polanyi Collegiate Institute).

Please don't shut down the Vaughan Road IB program, many students and parents of the Bathurst and Lawrence area would like the IB program to move closer to Bathurst and Lawrence.

#### Email #3:

Hello,

I am truly sad that the board is considering closing Vaughan Road Academy. That was the school I planned on sending my son after he graduates from elementary school. Now maybe my dreams for my son to attend such a wonderful school is now gone. First, the board need to look at the reasons why there are low enrolment in our schools and how to address the problem that is causing such low enrolments.

I know that one of the reasons if not the main reason for low enrolment is that parents are concerned about their children low academic achievements like most in my neighbourhood. The board has to look into ways for student to improve academically. I've seen parents taken their children from public schools and enrolled them into private schools and their number one concern is that their children are not achieving academically so they decided to pull them from public schools. The story is always the same. I don't want to hear that another public school has to close because of low enrolment. The question is when is the board going to tackle the achievement gap and fix our public school buildings so that our children has a environment to thrive in. I know we don't have to close our schools. I know we can do a better job than any private schools in education our children. Lets start today.

#### Email #4:

**Attention: Toronto District School Board**

**Regarding Vaughan Road Academy – Community Feedback**

On October 13, 2016 Vaughan Road Academy held a Public Meeting presumably to include community members in the decision making regarding the school, the school's current low enrollment, the Daycare on the premises, the swimming Pool on the premises, and the Specialized Magnet Programs at the school that are continuing in spite of dire comments as to whether or not students and families will be allowed to see their children graduate from within the premises!

**Low enrollment: *advertising makes things happen*** and TDSB advertised the possible closure of Vaughan Road Academy starting in 2013 – and perhaps earlier but it was in preparation for the 2014-2015 High School year that had former students of mine worried about not only applying to Vaughan's International Baccalaureate program but also where else they could or should apply for their four year high school program! To then tell people two years later that enrollment is down-well that was the goal of the initial statement that the school may be closing else why post such news in the Toronto Star?

**Parents automatically worry when considering High School for their children, and no one wants to have to change their children's school location mid-program.** If TDSB wanted to create the dearth of student to teacher ratio then TDSB succeeded. In addition, those of the community in the audience voiced surprise at how the capacity for a school is determined- Vaughan is fortunate to have both a full cafeteria area and a full auditorium with a stage and comfortable seating. (A stage that may have started current star "DRAKE" in his career when as a young teen the now famous singer/rapper attended Vaughan Road Academy) Many a graduate from the specialized programs – **the Interact** in particular, appreciated the **history of the other former students at this building; a school is more than merely rooms and hallways, it is also a place where others found a form of freedom to express themselves**, and the names of **Al Waxman and Monte Kwinter, Anne Michaels, Charles Pachter** etc. carry weight in the Greater Toronto area- hence the concept of a "magnet school" drawing people from other districts to the region.

**As for the IB program-** a hard and intense program that at Vaughan was taught by skilled professional and caring teachers, **such a program ought to reflect the diversity of the city of Toronto too** and be housed within a school in areas where mixed income prevail- students studying for the IB diploma are being trained with a look to future leadership, and being encouraged to acknowledge a Global Perspective. **This then does not mean upper income students only- but the**

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

**mixed and healthy diversity of a school where the population reflects the multiple aspects of modern society; Vaughan Road Academy** may be currently short of students, but the very building of both the Metro Linx and variety of accompanying apartments and condominiums just north of the school on Eglinton and along Bathurst and the revitalizing of the entire district will be accomplished best when there are schools to offer to interested future occupants of these planned properties, and when the schools reflect the history of the neighbourhood the way Vaughan Road Academy does, the appeal to both “old money” and “new money” and simply earning money becomes stronger. **Cities and people thrive on story; Vaughan Road Academy remains a part of a changing community – not a dissolute community but one that daily is seeing revitalization via new business on Eglinton west and via new energy through Summer time Street Fairs and recognition too of the history of, for example, Reggae Music and the strong contributions of the faces which now decorate a Public Mural on a neighbouring street! The area is important enough to warrant Local Politicians to visit and Encourage Growth- TDSB ought to also be encouraging revitalization of the school itself, not frightening families away!**

**TDSB made a mistake regarding the school populations in the Sheppard and Yonge Corridor and now buses students even of kindergarten age from local and walking distance schools to schools further away.** This need for busing was so strong this current 2016 September beginning to school year that the local papers such as the Toronto Star carried article after article condemning the mismanagement of TDSB when pupils were late for pick up- not picked up- or without proper bus routes to start their academic year! In fact the call for extra bus drivers went out after the September beginning of classes! **Yet right now at Vaughan Road Academy are students and families enjoying the walking distance to the in house daycare! These young families continue to grow and encourage other families to also make homes in the area- forward thinking suggests that very soon middle and high school age students will fill the area once more** and the school availability coupled with the school’s positive attraction for Educators to work in an area where the challenge as teacher is a solid one- Educators at Vaughan mentioned the pleasure of working with local students mixed with the specialized programs so that classes were varied and teachers stayed stimulated too!

Statistics are constantly manipulated to “prove” already established goals- **are we as members of the community actually being given a voice** in whether or not the Vaughan Road Academy not only remains a viable institution in the area even if for a period it becomes a space for mixed use until the school age population increases, or **are we being offered a salve with the understanding that others at the Board already determined the fate of the school?** Again advertizing can make things happen and very little positive advertizing regarding the school or the neighbourhood in which it is located has taken place over recent years.

**Vaughan Road Academy should not be competing with the Forest Hill School-** especially when Forest Hill is already operating at capacity and only the lure of the presumed status of economically wealthier Forest Hill has made this the choice location. On a map of school districts, Vaughan located south of Forest Hill school is also open to the St. Clair community which for a period underwent the continuous construction currently overtaking Eglinton west- but which now has the roadways relatively clear and constant rebirth and rebuilding taking place in the neighbourhood. Again, this means families returning and families require schools!

**One of the first negatives to affect a street scape is an empty and closed school building. Vaughan Road Academy must be available and the Daycare continued open for the prospect of community revitalization to become real.** TDSB represents the openness of what public schooling is meant to offer – to third generation Canadians and to recent immigrants- a shared space, in which to not merely speak about diversity but to experience it! If this mosaic we as Canadians so proudly brag about developing is to continue to be a real and dynamic force for both positive change and educational ideals, then Public Schools are the breeding ground for encouraging communication not merely about school homework, and tests, but equally importantly about the students themselves, how they see themselves in relation to one another, their contributions to society, and their goals for improving this very society they are inheriting. Maintaining schools in mixed neighborhoods, and the plans for future expansion of this area suggest continuing the diversity of the region, rather than outright gentrification and a “new homogeneity” the emphasis of builders attempting to create middle income pricing for the homes, while retaining the already mixed income properties in the area, allows for this hopeful perspective that this region will not only benefit long term from the Metro Linx but the schools and families in the neighbourhood will benefit from the upgrading that is taking place on the street. **Destination streets bring people to shop, to eat, to visit and to live! Families require schools- and schools offer safety and security to a neighbourhood. Schools do this by being a central hub- for parents as well as the children or youth in attendance.**

Vaughan Road Academy has been a hub – **let Vaughan Road Academy continue to encourage the next generation of students to enjoy mid town Toronto living by having a school in the midtown region that is reflective of the diversity and vitality of the city.**

Sincerely,

Parent, teacher – and former supply teacher at the school, tutor, mentor, and neighbour

Email #5:

Below are my comments on the two public meetings held regarding the fate of Vaughan Road Academy, 13 and 18 October, 2016:

Early this October I received in the mail, unsolicited, an invitation to attend two public meetings, to be held two weeks later at Vaughan Road Academy (VRA), a Toronto secondary school located approximately one kilometre south of my apartment. The invitation was tendered on behalf of Leila Girdhar-Hill, Toronto District School Board (TDSB) Superintendent at Learning Centre 1 for Learning Network 1, whose domain includes (among many others) Vaughan Road Academy; and issued on 30 September, whereupon it was sent to every home within VRA's receiving catchment, my own on Eglinton West being the northernmost frontier. I and my most immediate neighbours had been asked to attend at least one Provincially-mandated, public Pupil Accommodation Review (PAR), on the subject of the future of Vaughan Road Academy.

I am an alumnus of Vaughan Road Academy (Class of 2009), and, with greater specificity, of the International Baccalaureate Program, a youth elixir instituted at VRA in 1998 as a stave against already declining enrolment, at which point the former Vaughan Road Collegiate became the Academy it remains today; VRA also operates an “Interact” program, which in practice is a modified high school experience for teenage athletes, actors, and other specialists unable to maintain a regular school schedule, and desirous of the opportunity to address teachers by their first name. I am, obviously, not a parent of any high school-aged child, nor any child at all; nor am I a homeowner, eye always turned toward property values, particularly mine. I am a “community member,” inasmuch as I live and linger and make frequent use (groceries, parks, libraries, etc.) of the community roughly delineated north-south from Eglinton West to St. Clair West, and west-east from Dufferin to Bathurst. VRA relates to me now most frequently as a familiar landmark, passed nightly on 10km runs or en route to and from St. Clair – I had not set foot in the school since early June 2009, the day after my high school promenade. Nevertheless, I maintain more than a little sentimental affection for my four years there, and, equally potent, a material interest in the fate of public schooling and public property in the city I very much insist on calling home. And so I determined to attend both PAR meetings, scheduled on 13 and 18 October, respectively, and make note of what I did and did not hear and see, or have told to me. A Pupil Accommodation Review is a process, mandated by the Government of Ontario, by which the efficacy of the continued operation of certain schools in Ontario is evaluated, according to a “minimum standard” most recently revised by the Province on 26 March 2015; local school boards, so long as they meet this minimum standard, may enact each PAR as they see fit. Vaughan Road Academy is the first school in the province subjected to the new PAR minimum, although any such review inevitably incorporates a number of proximate schools, which in this case includes Oakwood CI, Forest Hill CI, York Memorial CI, and John Polanyi CI, roughly south, northeast, northwest, and north of Vaughan, respectively; only VRA is potentially set to close. The new minimum is a streamlined process – one more bureaucratic paean to the virtues of efficiency – consisting of four consultation standards: the creation of an Accommodation Review Committee (ARC), with parent and, possibly, student representation (no students are on the VRA ARC); a meeting with representatives from the city government (here occurring in March 2015 and May 2016); at least one meeting open to the public (of which there were two, the subject of this report); and an open meeting before the Toronto District School Board, at which pre-approved delegations may make their case for or against the closing of the school before the city's elected trustees (scheduled for 16 November). A report summarizing the findings of the ARC was submitted in June 2016 to the TDSB, and approved on 22 June 2016, formally inaugurating the PAR process (steps one and two being preliminary gestures). As per provincial guidelines, the first public meeting was deferred until the new school year.

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

I arrived at Vaughan Road Academy shortly before 7:00 p.m. the night of the first meeting, greeted by two uniformed students distributing fliers advertising the work of the Oakwood-Vaughan Neighbourhood Action Partnership (awkwardly, in acronym, the OV NAP). Anticipating, with good cause, the closing of the school by year's end – such was the recommendation in the initiating PAR staff report – the OV NAP, in their own simple words, “wants the site to remain a public asset.” And certainly, any building in possession of two gymnasiums, a large auditorium, and a functioning swimming pool, not to mention more prosaic classroom facilities, suggests possible uses beyond public schooling. The OV NAP will host their own meeting at and on the school building at 6:00 p.m., 8 November 2016, six days prior to the registration deadline for all interested in producing a formal delegation before the TDSB.

The building had not changed much in the seven-and-a-half years since I had last visited – more murals, I think, and certainly more low-end printout signs advertising activist causes (sexual equality, etc.) far more popular among Toronto teens now than they were one-decade prior. Plaques honouring graduating award recipients had not been updated since 2013; certain athletic and social photo-montages dated to before my graduation – among those memorialized on the first-floor art wing was the 2008 VRA swim team. Decorative inertia signifies nothing beyond deference mistaken for complacency, and one may better locate evidence of decrepitude on individual signs, (hardly ubiquitous), announcing classroom relocations, often to somewhere smaller. The school smelled the same.

Contrary to the original invitation, the first PAR was not held within VRA's spacious auditorium; rather the cafeteria was designated “meeting room,” owing to the greater mobility it allowed for, essential because those present from the TDSB Planning Committee had chosen to atomize their presentation. Rather than attempting to sustain an argument for the school's closing before an inevitably hostile audience, the Planning Committee fragmented each component of the PAR and its potential effect on the school into individual booths, accessible to all in any order following a short introduction, doubling as the school's last will and testament. Some two-hundred people were present – parents, certainly, but also students, local residents, alumni, journalists, and at least one current teacher; for the city, Superintendent Girdhar-Hill, who served as the moderator at both meetings; Daniel Castaldo, a young manager within the TDSB's planning division, who articulated the school board's argument for closing VRA, and who was therefore on the receiving end of a number of un-generous inquiries; and Ward 8 Trustee Jennifer Arp, within whose jurisdiction Vaughan Road Academy falls. Principals and vice-principals from VRA and the four other proximate high schools identified above were present to take questions as well. Conspicuously absent, in the opinion of many present, was Ward 11 Trustee Shelley Laskin, who represents most residents living immediately east (literally, the other side of the street) of VRA.

It would impart too much intent on behalf of the TDSB planning committee to describe the structure of the first public PAR meeting as “insidious,” but knowing intent often of little relation to consequence, I will do so anyway. Dispersing the presentation, and with it the audience, into smaller interest groups diffused public hostility into a few personalized collectives, most of which (without structure) were dominated by the especially aggrieved and the temporarily myopic. It is very difficult to formulate any sort of united criticism when everyone has been relegated to their own individual concerns; those with students at the school, those who use its daycare service, and those most concerned with the possible sale of the building do not often encounter each other on more regular occasions, and did not interact as often as they should have in this set-up, no matter that all of their preferred outcomes are contingent on the status of Vaughan Road as an operating public high school. But I am getting ahead of myself.

Mr. Castaldo (“Dan”) was tasked, without ever saying as much, for making the TDSB planning committee's case for closing VRA at the end of the school year, and for explaining, in brief, the immediate consequences of its closure on continuing high school students and the VRA daycare service. He explained, first, the PAR process, unfortunately familiar to many in attendance, noting that VRA's review is being conducted not only under the newer guidelines, but through a “modified” (the official designation) version of them, the main difference being that a decision regarding Vaughan's fate would be reached earlier than it could have been under the regular guidelines – specifically, 7 December 2016, allowing, he contended, students and parents more time to make plans for the 2017-2018 school year should the school be closed. The proposed efficiency of the modified PAR process was met with less support than he seemed to have anticipated, as many in attendance, on the first night and second, accused the school board of rushing a decision upon them, so little time was there between a public announcement of the PAR and the eventual decision regarding the school's fate. Of course, the possibility of school closure was hardly unexpected, either: at the second meeting, upon prompting from an attendee's question, Mr. Castaldo revealed to no one's surprise that a PAR had been initiated against VRA well before 2015, but the creation of new provincial guidelines forced the TDSB planning committee to begin anew under the updated regulations. With an unmodified PAR, he added, a decision may not have been made before the summer of 2017.

Here I should remind the reader than any and all “should”s and “if”s and other modifiers of an equivocating nature are to be read legalistically, their inclusion a rhetorical defence against putting the cart before the horse. I should also remind the reader that the TDSB planning committee recommended Vaughan's closure at the conclusion of their Provincially-mandated staff report in June 2016, thereby initiating the PAR process in the first place; the PAR is, nominally, intended for divesting students from overcrowded schools as well, but the TDSB is most insistent that enrolment is down throughout Toronto, and, anyway, there would be no purpose (from the School Board's standpoint) of continuing with the public process if maintaining a status quo few objected to was the desired outcome.

Declining enrolment, a hard truth in outcome, lies at the heart of the argument against VRA's continued operation as a public high school. At present, 223 students, across four grades and split between three distinct programs, attend Vaughan Road Academy. This is a decline of over three-hundred students from the year (2012-2013) preceding the high school career of 2017's graduating class. For comparison, my graduating year (2008-2009) featured a total of 672 students, while the oldest year on the graph provided by the School Board, 2006-2007, sported a total enrolment of 769 students. This year's grade nine class featured only 46 students, evenly (not literally, although the greatest difference is four) distributed among the three programs. The TDSB's own projections have enrolment flatlining over the next five years, although how any projection is derived remains, as far as I can tell, a trade secret – the second meeting offered a non-technical explanation, the most noteworthy limitation being that projected community “growth” is tied to approved building projects, and so any and all inevitable, if presently hypothetical, “development” following the completion of the Eglinton Light Rail Transit (LRT) system is excluded from enrolment estimates. (The City identified the LRT as a vessel for “growth” at their two meetings with TDSB planning staff, but this and all other City suggestions sit floating within the initial report as rote non-sequiturs, suggesting step two of the PAR as practiced in the VRA test case no more than a formality). Without any dramatic change in enrolment, Vaughan Road Academy would remain the least-attended public high school in Toronto.

Enrolment abstracted offers little understanding of the situation; more important to note is that school funding is directly tied to enrolment, so that a decline in enrolment is inevitably accompanied by a decline in the school's operating budget. Specific numbers were not included in Mr. Castaldo's presentation, but they are easily accessible on the TDSB website. For the 2016-2017 school year, VRA has a budget \$149722, of which a mere \$36722 (at \$150.50/student) is tied to enrolment. Over one-third of the budget is provided by funding for the IB program, which, combined with money received for running the Interact program, accounts for a bit less than 50% of the total budget (roughly speaking, a bit over 40% of the student populace is in either the IB or Interact program). By comparison, Forest Hill Collegiate, which offers no special programs but which enrolled 932 students in the 2015-2016 year, has an operating budget this year of \$227307; Oakwood Collegiate, an even better comparison, also without any special programs, and too one of the schools set to receive Vaughan's former students, has an operating budget of \$131401 following a year in which it enrolled 490 students (though the budget this year is premised on a reduced enrolment of 439). Those with a managerial inclination (God help you) may notice certain “inefficiencies” in the allocation of city resources, and even the least technocratic should realize that VRA is currently sustained only by grants relating to its two specialty programs.

Feverish visions of inefficiency, the likes of which haunt the evenings of any and all professional “planners,” are further supported by reference to VRA's carrying capacity. Indeed, the key figure in Mr. Castaldo's initial presentation was that Vaughan Road was currently operating at a city-low 19% capacity – that capacity being a personally unfathomable 1179 students. Of the five high schools under review, VRA holds (again, I find this difficult to imagine) the second highest capacity, after John Polanyi's 1347 (59% occupancy last year), and over two-hundred students higher than the next greatest capacity, belonging to Oakwood at 951 (52%, less this year). York Memorial (873) and Forest Hill (789) finish off the quintet, though both were last year operating over-capacity, the latter (118%) featur-

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

ing the largest total enrolment of the five schools as well. Without surprise, Mr. Castaldo and his fellow school planners concluded that devoting resources to an implicitly empty school was unwise, for it deprived nearby schools of the funding afforded to larger enrolments, without supplying enough money to VRA to sustain the kind of programming desired of students and parents alike.

Having attended Vaughan Road Academy when it was last operating above 50% capacity, I can say with some certainty that under-capacity was evident only in empty lockers, which probably do not total 1179 anyway. Classes hovered around twenty students, the TDSB's own ideal, give or take a few students depending on the subject; they were certainly larger in the lower grades, where choice is limited and program demarcation less severe. In retrospect, the absence of certain courses – regular track physics, for example, or the canceled world religions offering – may have already pointed toward a tightened budget or a refusal to run courses with limited enrolment, as did the introduction of supplementary night school for many university-bound regular track students; but it would require some stretching to suggest VRA students of my own scholastic generation were impoverished for options (“choice,” in the preferred vernacular). Online courses have since been added, an unfortunate development in no way unique to supposedly under-filled high schools.

Regardless of my own experience, I think it disingenuous to overwhelm with numbers without a complementary explanation for their providence; that is, I wanted someone from the TDSB to define their terms. During the free-for-all that followed the opening presentation, I enquired of one of the representatives of the “Planning Department” exhibit how the TDSB determines, first, maximum capacity, and, after, ideal capacity (most likely as a percentage). A nice man with terrible breath, hapless in the extreme, his partner an apologetic novice, bumbled out an explanation ultimately incorrect, and I will not further demean him by repeating it. Without too much difficulty I found the explanation online – let me first say that it is not the TDSB, but the provincial Ministry of Education which determines capacity. For high schools, the number is derived by taking every classroom (how classroom is defined is another question, to which I do not have the answer) in the school over 700 square feet and assigning it a capacity of 21 students. So-called “resource rooms” (music rooms being the example given) between 400-700 square feet in size are assigned 12 students. One classroom is removed from the calculation and “allowed” to remain empty, as a placeholder for any classroom empty at some point of the day. Libraries, cafeterias, and gymnasiums are not included in the calculation; the school auditorium, the drama room, and, most importantly, a section of any school requisitioned for daycare services are, as far as I can tell, more ambiguous cases. Regardless of whether or not they were included in calculating the school's carrying capacity, the entire building, and every facility therein, must be maintained by the city – two gymnasiums and a swimming pool for a school at 19% capacity a heavy burden upon the soul of any bureaucrat.

Upon the closing of the school, those students not-yet matriculated or otherwise departed are to be distributed among four schools, three of which are among those also encompassed in the VRA PAR. The majority of students will be sent to Oakwood Collegiate, which will also be the new home of the local Interact program. The remaining regular track students will be distributed among York Memorial and Forest Hill, although if none of these three schools entice all students will be given the opportunity to attend a high school of their own choosing, optional attendance procedures having been waved. Middle school students present within the former VRA catchment, or attending one of VRA's feeder schools, will mostly be funnelled toward Oakwood, although Cedarvale Community School, one such feeder – and an object of contention among community members – will see its entire student body ferried off to Forest Hill CI, beginning in 2017. Accordingly, VRA's catchment will be redistributed among the three aforementioned schools, John Polanyi CI receiving no new influx of students.

An obvious consequence of eliminating without replacement any single school within Toronto is an increase in distance travelled to and from school each day for students now in attendance elsewhere. Vaughan Road Academy is located in the approximate centre of its catchment, no more than 2.5km away from anyone living within the district – this 2.5km, I should add, represents a small outlying enclave around St. Clair West and Spadina, shared with the Forest Hill catchment, making it an unlikely source of students for VRA. The new catchments risk expanding distance between home and school to over 2 km, and for those formerly of Vaughan Road Academy now assigned to York Memorial, 3 km (it also results in two huge catchments for Oakwood and York Memorial, the latter already above 100% capacity, while leaving Forest Hill's receiving zone relatively unchanged). The effects of such a change were ably demonstrated by a VRA student, speaking at the second public meeting, who reported that she was tasked each day with picking-up a nearby younger sibling from Fairbank Public School (1.3 km from VRA), and then returning home quickly to attend to another younger sister with (undefined) special needs – the route impossible under transformed circumstances. More commonplace problems (not that the aforementioned is an especially rare occurrence) involve increased expenses on public transit – walking to and from school each day might be good exercise, but in winter it is asking a lot of students to awake early enough to make the trip, and to preserve enough energy to complete the route home seven hours later; the bus beckons. Conveniently, all revised catchments are just small enough (under 4.5 km) at their maximums to disqualify students from TDSB busing.

I feel it should almost go without saying that increased trip time to-and-from school is likely to correlate with declining student motivation, not to mention depressing participation in extra-curricular activities liable to retain students well into the late afternoon, or even early evening: the result, of course, being a lot of exhausted teenagers, homework and other afterschool (or before school) duties as-yet unattended to. The effect is even worse on IB students, who will see their program transferred to Weston Collegiate, some 7 km northwest of Vaughan Road Academy. Certainly, many IB students do not live within VRA's catchment, and arrive daily anyway from well outside the two adjacent school wards. No student I talked to (and I talked to quite a few, keeping in mind that the school does, alas, have a very low enrolment), however, reported a shorter trip to Weston CI, and more than one did indeed identify her own home within the immediate vicinity of VRA – proximity, obviously, among each student's reason for choosing the IB program at VRA instead of that at (for example) Weston CI. One student asked, bluntly, via an open “comment” exhibit, the results of which are to be included verbatim in the final staff report, who intends to pay for her TTC fare everyday.

I make no secret that I believe limitations on mobility to be a most effective example (and description) of social control. One may read this metaphorically, and find some value there, but I take it as most potent in its literal form. In our context: shuttering Vaughan Road Academy will, for students present and future, commit more of their teenage lives to transit, and will accordingly cost them more, in time and money, than either they or their families had budgeted upon making plans for their secondary school education. VRA's catchment houses a diverse array of people – a population in rapid transformation itself, as anyone wandering along Eglinton West over the past few years could attest – but, as more than a few community members made clear: they are not, on the whole, especially wealthy. If they were, their children would have likely attended Forest Hill.

But it is not the students, nor their parents, who are likely to be most adversely affected by Vaughan Road's closing. Rather, those who make use of its daycare face the greatest immediate challenge – one which the school board has not yet accounted for, and one which will almost certainly, yes, limit the mobility and stretch the dollar of working mothers (and families) living in proximity to the school. At both meetings – especially the first – parents and, better dramatizing the point than I ever could, their young children, formed a large bloc of especially aggrieved and concerned community members. As announced in the opening presentation, the closing of VRA in 2017 will almost certainly see the end to its embedded daycare program as well – since the city would still own the building, it need not go down with the ship, but any city planner figuring the building in its present state an inefficient albatross is less likely to see it as boon to the community with use restricted to a single small wing hidden away at the north side of the school. Worse yet, there is no designated replacement location for the daycare. The school board does promise a new program within the ward by the start of the next school year. However, since there is no guarantee of announcing that program in accordance with any formal decision to close the school, or even before the summer of 2017 (assuming it isn't “forgotten” by then), parents of children within the daycare (or expecting to make use of it) cannot plan in advance as those with students at VRA can, negating on their part any nominal advantage offered by the expedited “modified” PAR process. Ward 8 is also very large, and anyone who could drop a child off in the morning at VRA may not be able to do so at, say, Yonge Street, around Highway 401; all commentary regarding mobility applies here as well, twofold. Finally, if a new location is not selected quickly – and it cannot be until after December at the earliest – parents, knowing how limited daycare space is within both public and private institutions, may not risk waiting until a decision is made, the consequences, either way, being increased expense: in gasoline, in private daycare services...

(Overcrowded daycares also suggest that either/both the city and province are failing to provide accessible child care options for Torontonians, and that enrol-

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

ment may not always remain so low in the not-too-distant future – if it did, then, perhaps, there are other reasons for it... Read on!)

Also concerned with cost was one especially irate woman, exiting middle-age, neither a parent nor a past participant at VRA: a concerned community member, concerned most of all about the fate of the building in the event of the school's closing. Noting, aptly, that she had for years paid for the school through – to paraphrase the preferred saying of the anglophone political orator – her taxpayer's dollar, she found, most disagreeable, the prospect of VRA being privatized without any local input. This, she noted (to anyone within earshot), was an experience already familiar to her, and, I would learn over the course of the first evening, many others living around Vaughan. The former Arlington Middle School, located less than 1 km (by road) east of Vaughan Road Academy, had been shut down following the conclusion of the 2010-2011 school year (a harbinger, to anyone paying attention). The building was promptly sold off, to become, beginning in September 2012, the second home of the Leo Baeck Day School, among the city's better known private religious schools. Private schools offering something other than proximity as a selling point, the woman above, seconded by more than a few fellow community members, complained daily of the noise pollution and traffic congestion caused by parents dropping off and picking up their children at the start and conclusion of the day, respectively. The prospect (small, I think, for reasons outlined below) of VRA also converting to a private school, or, more likely, demolished in place for a condominium or two, was a hard one to take for anyone who felt they had spent most of their life cultivating a community around the school. The school planning committee had anticipated such an objection, and insisted explicitly, repeatedly, and to no apparent result that no decision on the fate of the building would be made until after it had been condemned as a school. Procedurally, true, no doubt – but as the decision to close a school is in essence one of “asset management,” it would be hard to believe, or even justify, the school board and city not considering the fate of the building before moving to evacuate it of its current purpose. And, of course, any “community” might feel itself more mobilized in opposition (or, less likely, support) for a proposed closing if they knew of what would follow. It is no coincidence that they do not.

Still lingers, though, the uncomfortable fact that VRA currently possesses a precariously small student body, albeit one so decimated only within the past five years. The sudden drop in enrolment demands an explanation, though, and enough were offered, in private and at louder volume, to compel Mr. Castaldo to provide a more sustained explanation at the second public meeting. There was, he demonstrated, an overall decline in secondary school enrolment in Ontario over the past twenty years. 27000 “surplus” spaces currently exist in Toronto, of which Vaughan Road Academy can only claim 900. The elimination of grade 13 began in 1998 and concluded in 2003, removing an entire class of students. Concurrent to the constriction of teenage education was the elimination of most adult education programs throughout the TDSB. Two legislative acts thus dramatically reduced the pool of qualified students, and with it each school's ability to meet its own designated capacity. Moreover, VRA's catchment is heavily Catholic, and many students who may have qualified for automatic enrolment at VRA instead attend one of the local Catholic schools. Indeed, more than 82% (607 of 737, the TDSB's numbers) of eligible high school students within Vaughan Road Academy's catchment attend school elsewhere.

The last statistic offered above is of the most importance, for better explanations for Vaughan Road's feeble enrolment than a citywide decline in youth can be found in answering why so many local students choose (or have chosen for them) a different high school, and why two of the schools close enough to absorb VRA's catchment presently operate over 100% capacity. One parent, the father of two students at Vaughan, offered to the aforementioned hapless planning representative an explanation simple in construction and potent in execution. Declining enrolment, he argued, was a direct result of ongoing rumours to the effect that VRA's closure was imminent: few wanted to send their children to a school that wouldn't be there when they graduated. A negative feedback system promptly developed, as fewer students led to a smaller budget, and with that smaller budget the contraction of staff, extra-curriculars, and course options, which in turn discouraged enrolment, and onward. Any signs of decrepitude, self-inflicted though they may be, offered further justification to parents willing to submit their child to the optional attendance process, or select (where possible) Oakwood or, especially, Forest Hill. Decrepitude is also a fine reason to close a school. With practice, this same parent delivered his argument with a most effectively controlled fury as the community's unofficial opening statement at the second meeting. No one objected to the claim that plans for Vaughan Road's closing had long predated the current pupil accommodation review, including the school planning representatives – after all, they had already admitted that they had initiated the PAR process before the province instituted new guidelines. But many in attendance contended that the process extended well into the recent past – into the mid-1990s – and that, accordingly, whispers relating to the closure of Vaughan Road Academy had been floating around since before any of its current students were born; I can personally account for the truth of this statement, at least back to 2005. An archival history of the TDSB's own projections suggests some support for the claim as well, or at least the negative feedback system outlined most effectively by that first furious parent: as late as 2014, city planners projected Vaughan at a utilization rate of 35% (414 students) for 2019, to remain steady throughout 2024.

At the conclusion of the first public meeting, I spoke with Jason Kunin, the lone representative of VRA's teaching faculty in attendance, albeit as but another disgruntled community member. “Mr. Kunin,” as he was known to most of my classmates, has taught at VRA for about seventeen years; I am likely one of very few alumni during that period who was never assigned to his class. Presently, he teaches english, the civics/career studies diptych, and a novel “film studies” course introduced after my graduation. He also owns a home visible from the school itself. Mr. Kunin was blunt in his diagnosis: Vaughan Road Academy was a victim of “white flight,” ably executed with the assistance of optional attendance. His was not a controversial interpretation among community participants at the PAR meeting, inasmuch as it was shared by most willing to publicly express their own opinions on the proposed closing of the school. It requires a bit of history, though, to better understand.

The land between St. Clair West and Eglinton West, and roughly from Bathurst west to Weston, was a frequent initial, and often permanent, destination for the tens of thousands of young Italian immigrants, initially single men, later followed by wives and children, who settled in Toronto in the aftermath of the Second World War. Some vestiges of this earlier colony remain today, outwardly expressed in the chintzy votive statues still decorating a handful of old houses in area; the Cinecitta barber shop, never open, supplies another, a few blocks west of my apartment; together the remnants are, by definition, old and aging out of their homes. Their children, better assimilated into English-Canada and, eventually, late-century middle-class Toronto, often moved elsewhere, if the opportunity presented itself. In the late 1960s, Canadian immigration policy changed with the implementation of the “points system,” which, in its approximate form, remains today. Nominally, the points system rid the Canadian immigration process of individual biases (among them, racial, gender, etc.), by determining eligibility along standardized criteria, rather than through an interview and review process conducted by fallible immigration officers. In practice, myriad biases remained, not least of which was one toward those who spoke French or, especially, English. This criterion could, however, be met with some ease by proposed immigrants from the English-speaking isles of the Caribbean – Jamaica, Trinidad & Tobago, the Bahamas – and with the demand for domestic workers, as ever, insatiable – and with that same job of no appeal – as ever – to Canadians already established culturally and economically – there opened a relatively easy pathway into the country for Afro-Caribbean women, who began arriving in Toronto in larger numbers in the 1960s, and later, too, brought over children, husbands, and extended family. Many settled in the region previously occupied by Italian immigrants, where the community remains to this day (although a quick walk west along Eglinton West will show it, too, rapidly dissipating). The children of Caribbean immigrants, unsurprisingly, attended the local high schools, where they were later joined by a newer wave of students from families recently of West Africa. By the late 1980s and early 1990s, Vaughan Road Academy had developed a reputation as a “black school,” with connotations too obvious for me to list here; framed differently, members of the Caribbean diaspora in Toronto cited VRA and Oakwood CI two of the city's “cool” high schools in anthropologist Frances Henry's “The Caribbean Diaspora in Toronto” (1994).

It should also not surprise the reader to learn that a “black school” struggled to attract students who were not themselves black, or, for that matter, black students whose own parents feared the dubious implications – drugs, gangs, an inferior education experience – of such a designation. Evidently, the TDSB felt the same way some fifteen years later, for they thought VRA deserving of a permanently-assigned beat officer beginning in the 2008-2009 school year, making it one of the first schools to receive the honour; the officer remains, as does student bafflement over what purpose she is supposed to serve. Already VRA was losing potential students to nearby schools, foremost Forest Hill CI, located in the tonier Forest Hill district, and those earliest rumblings of school closure followed. The

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

solution: the International Baccalaureate Program, introduced in 1998, which added educational prestige (not to mention money) to the school, as well as a student body drawn from throughout the city. In practice, this student body was, if not overwhelmingly white, then demonstrably not black; that would aptly describe my own IB class, and Mr. Kunin affirmed this as the norm until greater parity was achieved amidst smaller class size these past few years. Regardless, the IB and then the Interact programs (suffused as the latter was with cast members from *Degrassi: The Next Generation*) certainly diversified the school in a manner easier marketed, even if some cleavage remained between IB and regular track students (again, reportedly lessened in recent years, perhaps because, by necessity, students from both programs are more often obligated to take classes with each other).

If not clear, optional attendance allowed students within VRA's catchment to pledge themselves to schools outside the district, and so they did en masse, to Forest Hill, North Toronto, and even farther away; or they turned to private or Catholic schools. Moreover, students from nearby feeder schools, like the defunct Arlington, or, especially, Cedervale, were given the choice of attending Vaughan Road Academy or another school in the district. A community member speaking at the second meeting offered a rough statistic, quietly affirmed by the school planning committee, that approximately 80% of all middle school students graduating from Cedervale selected Forest Hill CI over VRA. Another question, put forth before representatives of the TDSB and its planning committee on the second night, asked why schools like Forest Hill and York Memorial were allowed to accept further students via optional attendance applications when already operating above 100% capacity; Mr. Castaldo replied, vaguely, that it was part of the TDSB's commitment to offering parents and students "choice" in the former's education. Why, precisely, one makes such a choice remains, as always, beyond a process that only begins in reaction to the symptoms of any given cause. I note again here that the TDSB's own "course selection & planning guide" for the 2016-2017 school year, titled "Choices," annotates VRA's entry with symbols indicative of "elite athletes/arts" (Interact) and "Intentional Baccalaureate,;" Forest Hill receives no special designation.

(In fairness to Forest Hill, it is attached to a well-stocked branch of the Toronto Public Library; of course, Vaughan Road Academy is within walking distance of both the Maria Shchuka Library on Eglinton West, near Dufferin, and the Oakwood Library, on Oakwood, by Rogers Road. I make frequent use of the Maria Shchuka Library, and often seen students in VRA uniforms hanging out on the second floor after school. Also, that same hapless school planning officer with whom I discussed technical definitions on the first night also explained to me, in a manner more technical, for better and worse, than Mr. Castaldo's offering, how the TDSB and Province justify sustained over-enrolment at the high school level: high school students in the later grades often have "spare" periods in their schedules, accordingly absenting from class, during which they may spend their time in cafeterias, libraries, and other school rooms not included in capacity calculations, or off-campus. Additionally, students are obligated to take at least one gym course during their high school career, which typically involves placing them within an academic setting uncovered by enrolment calculations).

I will now turn definitively to the second public meeting, held five days after the first, less-attended (perhaps, because it conflicted with of the Toronto-Cleveland playoff series) than the first, and in the "town hall" format so obviously preferred and expected by those participant on 13 October. Many in attendance had not been at the first meeting; likewise, quite a few did not make the second trip, including, as far as I could tell, Mr. Kunin. Altogether, there were probably fewer than the 200 or so individuals who made the first trip. New and notable faces included Trustee Shelley Laskin, accompanied by Ward 9 Trustee (and federal president of the New Democratic Party) Marit Stiles, and a returning Trustee Arp. A reporter arrived as well.

Most questions – in truth, more often statements – repeated grievances aired at individual booths at the meeting prior, or among sympathetic compatriots, at the first meeting; some questions gained the power of statement by the TDSB representatives' unwillingness to respond to them. The main difference was that in allowing for a public forum in which community members could express their dissatisfaction with every facet of the Pupil Accommodation Review (and its likely outcome), individual statements could be and often were bolstered by a hardy and unified round of defiant applause. Especially welcome, with some later dissent, was a statement by Julian Heller, a Toronto-based lawyer, ex-TDSB trustee, and former NDP candidate in the 2007 provincial elections. With the confidence that comes from once holding elected office, Heller assumed, without formal permission, the (literal) podium, and riffed off a prepared statement, ultimately to resounding applause, the formal purpose of which was to claim Vaughan Road Academy a victim of ingrained racial and class discrimination. Optional attendance was, once again, faulted. The IB program, he argued, had been instituted at VRA as a cover for funnelling (at the behest of wealthier and, often, whiter parents) Cedervale students off to Forest Hill. School catchments had been gerrymandered to the same effect. Bringing an uncommon rhetorical force to the night's proceedings, he drew analogy between TDSB zoning and the erection of colonial borders, including as occurred in the "Middle East." I quote briefly this last part because it prompted the most baffling of rejoinders, some four or five questions later, from the aggrieved parent of a Cedervale-turned-Forest Hill student, who found Mr. Heller's reference to Israel (a stretch) "problematic" and rejected any "socio-economic" explanation behind her decisions and those of all other parents with children at the latter school. It requires a certain kind of myopia to take a reference, in its broadest form, to the Sykes-Picot Agreement and think it a slander of Israel, but then so too does believing a well-made broadside against ingrained discrimination a personalized accusation of racism. She was echoed by two other women shortly afterward, one claiming herself a guidance counsellor within a TDSB school; they all extolled, with varying degrees of coherence, the great community and programming offered by Forest Hill, itself rebuked with a shout of "we want that for Vaughan" from another woman in the audience. Without need to humiliate any of the three dissenting women any further, I note that it was no benefit to the first to claim her decisions unaffected by racial and economic considerations, note that Forest Hill and Vaughan Road are equidistant from both Cedervale and her own home, and then add that she chose the former because it was a shorter walk to school. Perhaps she misspoke.

The most interesting presentation on the second night was given by a group of about six students, supported by a few more of their peers, who rose as a united front to express (most politely) their own concerns, amidst their own giggling and nervous transactions, unusual as it must have been to speak as adults. I have already covered some of the points they made earlier in my report, and wish only to add a few more here; first, though, I think it necessary to acknowledge that they were a self-selected bunch, likewise self-described leaders within the student body, which may or may not make their arguments atypical, although I doubt it changes much the effects of a school closure on their fellow students. Some raised issues relating to community – to friendships, of course, severed suddenly, with little time to development replacements for those relocated before their final year of high school. Others, who have achieved high positions – on student council, on sports teams, within clubs – may find it difficult to replicate their achievements at a new school where social hierarchies are formed around familiarity. The consequence, mercenary as it appears, is an impoverished high school resume, not without effect when applying for universities and, especially, funding to go along with them. Still others (in truth, all students) insisted that, contrary to the school board's claim, VRA remained full of high-quality programming – they were just coming off another OFSAA championship – and, anyway, fewer students meant more opportunities to participate for those who remained! It was unlikely that anyone in attendance would have booed or otherwise denied a well-spoken student presentation a good reception, but I think it safe anyway to say that most applauding their stand did so sincerely and in sympathy with the arguments put forward. No Trustee could afford not to.

At this point in the night, Vaughan Road Academy's principal, Cynthia Zwicker-Reston, stood in response, offering her support to the students just seated, before providing a rare dissent. She was flattered and honoured that the students thought so highly of their experience at VRA, and equally proud of the faculty who provided it. But it came at a great cost to the latter, whose numbers were culled over the past few years – to about twenty teachers, I later learned – and who were forced to contrive classes around students pulled from all four grades, or work with single classes as in elementary school, or outside their own specialized fields, and then on top of that run the extra-curricular programs so extolled by their students. Students, she reminded, were only meeting their own desired university entry requirements through additional night school and online courses. It was, she concluded, an unsustainable model, unlikely to improve without additional funding, undeliverable without increased enrolment.

Principal Zwicker-Reston's statement was the only one made on either evening in reference to the faculty at Vaughan Road Academy. This is hardly surprising, considering that both PAR meetings were intended to provide information to parents and other community members less familiar with the process by which VRA will be closed than those already working at the school; their concerns are different. Even so, I was struck, especially upon reflection, by the absence of any con-

# Feedback Received for the Vaughan Road Academy PARC

Received as of November 1st

sideration for the fate of the faculty at Vaughan Road Academy – the teachers, of course, but also the custodial staff and the cafeteria workers who still come into the school every day. The course of the latter is all too familiar; I asked a TDSB planning representative on the first night what would happen to the teachers at VRA should the school close in June 2017. I was told, in brief, that they would all be thrown onto a kind of waiting list, offered reassignment in order of seniority. I am sure a few will retire. But the city of Toronto will not open a new school following Vaughan's closure, and they are diffusing the student body well-enough that none of the four "local" schools affected will receive too great an influx of new students in September 2017 – and, anyway, most will attend Oakwood, which will remain under-capacity. I don't think they're hiring.

(Perhaps, Oakwood, as the new home of the VRA Interact program, will need specialist teachers familiar with students who address them by their given names. Weston already has an IB program.)

If there can be said to have been an optimistic note, however flat, offered on either night, it was to be found in Trustee Arp's concluding remarks at the second PAR meeting. She anticipates that the school will close. But that is no reason to believe, she added, that the building will be sold. After all, John Polanyi CI was not always John Polanyi CI: for many years, it was known by the geographically suspect name of Bathurst Heights, where it serviced (I'll add) the similarly "suspect" ("public housing") neighbourhood of Lawrence Heights. It was closed in 2001. It re-opened in 2011.

The LRT is coming to Eglinton. Daycares throughout the ward are overflowing with toddlers who will, one must always hope, reach high school age one day. Their parents certainly believe so, having purchased houses around Vaughan Road Academy under the expectation that it would still be there two decades later. Teachers bought homes, too. Mothers and fathers bring their children after hours for swimming lessons at one of the few pools remaining within the Toronto District School Board. There are two parks across two different streets. Vaughan Road Academy is at the centre of the community – if the building is sold, terminated, and turned into a condominium, where will the new tenants go to school?

## **Summary of Comments Received from the City of Toronto**

Prior to the establishment of a Pupil Accommodation Review, school boards are to request technical information from the local municipality where a planned Pupil Accommodation Review will occur. To satisfy this requirement, TDSB Planning staff met with representatives from the City of Toronto on two separate occasions to share information and to receive comments.

City of Toronto representatives from the Community Planning, Children's Services, Social Development, Finance & Accountability, and Parks and Recreation departments were consulted on this group of schools in June 2015, May 2016 and August 2016.

A summary of the technical information and comments received from the City of Toronto about Vaughan Road Collegiate Institute is provided below.

### **Parks Forestry & Recreation**

- Strong municipal interest in Vaughan Road Academy from a green space and recreation perspective:
  - Loss of green space in an area with low local parkland provision.
  - The site is across the street from Laughlin Park and close proximity to Cedarvale Ravine
  - The area has a low tree canopy coverage
  - Existing Parks, Forestry & Recreation aquatic and youth recreation programming on site
  - Medium potential for new or enhanced recreation services in the area
  - Feasibility fit for park or recreation facility (to be confirmed through upcoming Facilities Master Plan)
  - The City of Toronto is currently undertaking a new Recreation Facilities Master Plan that will guide the creation of new recreation facilities, and the renewal of existing facilities. The City of Toronto will evaluate park and recreation needs in the community, as well as existing facilities in the area, to determine how to optimize the use of facilities to best meet local and City-wide needs. The final Facilities Master Plan will be submitted to City Council in Spring 2017.

### **Aquatic program update:**

- Parks, Forestry & Recreation operates aquatic and youth recreation programming at Vaughan Road Academy. The programming at the school will end on June 30, 2017 when the school closes. Parks, Forestry & Recreation is assessing whether the programming provided at Vaughan Road Academy can be relocated to other City of Toronto locations.

- As alternatives, the new York Recreation Centre (Eglinton Ave West & Black Creek Dr.) will be opening this fall. The brand new community centre offers a 25 m pool with an accessible ramp and separate children's tot pool, double-sized gymnasium, fitness studio, weight room and multi-purpose rooms.
- Other City of Toronto Recreation Facilities include:
  - Fairbank Memorial Community Centre is 1 km away feature gymnasium, weight room and outdoor pool.
  - Joseph J. Piccininni Community Centre (St. Clair Ave West and Lansdowne Ave) has indoor pool and Health Club.com.
  - Hillcrest Community Centre (Bathurst, south of Vaughan Road) has an indoor pool.

### **City Planning**

- The lands are identified as 'Neighbourhoods' in the City's Official Plan.
- There is some active development within 800m of the site.
- The school site is located approximately one kilometre from the Dufferin Street and Eglinton Avenue West Focus Area and new Eglinton Crosstown LRT Station. Focus Areas are lands within the Eglinton Connects Study that have a significant capacity to accommodate future residential, mixed-use or employment growth.
- Site and Area Specific Policy 37 in the Official Plan, which is adjacent to the site, identifies residential permissions of up to 6 storeys.
- TDSB will need to factor in the impact of upcoming transit investment and potential future residential growth prior to considering the disposition of this site and coordinate this review with input from City staff.

### **Children's Services**

- Vaughan Road Infant and Toddler Care centre located in the school.
- The centre provides care for infant (10 spaces), toddler (15 spaces) and preschool children (16 spaces) for a total of 41 spaces.
- The centre has a service contract for child care fee subsidy with the City of Toronto.
- Ward is considered well-served for child care fee subsidy, however, additional subsidies are required for infants and toddlers. It is projected that there will be a continued need for infant and toddler capacity in this ward.

### **Social Development Finance and Administration**

- Area is within the Oakwood Vaughan Revitalization Area.
- This site is one of the hubs of the Oakwood Vaughan community for youth.
- There is already a significant shortage of community service space in area; loss of this facility would negatively impact quality of life in the community.

- The Oakwood Vaughan Neighbourhood Action Partnership table is eager to access the space for child care and community programs including community kitchen

## **Summary of Comments Received from other Public Agencies and Community Partners**

TDSB's annual meeting regarding Community Planning and Partnerships was held on 31 May 2016. The meeting was attended by representatives from the City of Toronto along with many other public agencies and community partners. Of the five secondary schools proposed for this review, two have space available for potential partnerships namely Vaughan Road Academy and Oakwood CI. No specific interest was expressed in the two schools will unused space.

Further, a formal letter was sent to the Directors at our co-terminus school boards, the Ministry of Education and City of Toronto on 29 June 2016 regarding the commencement of this Pupil Accommodation Review.

No further comment was received from any of the above noted partners (City of Toronto comments notwithstanding).