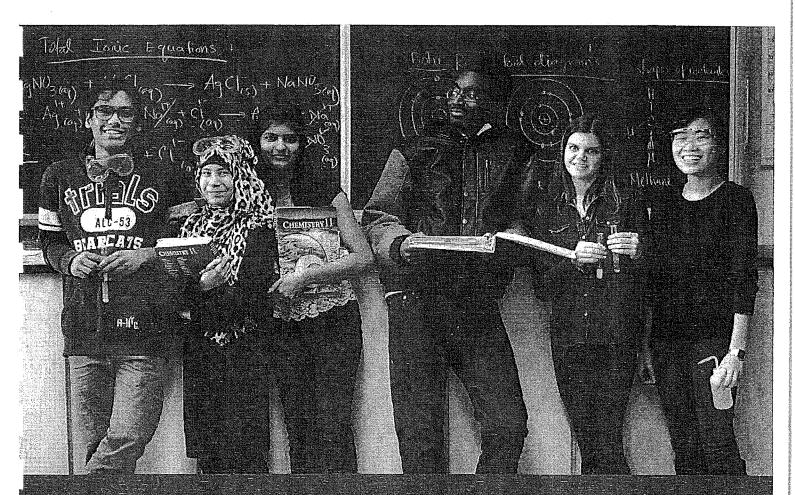
A Commissioner for Taking Affidavits Padraic Ryan LSO# 61687J





Appendix A
Approved

Long-Term Program and Accommodation Strategy 2017-2026



Find What Inspires You

Overview

In May 2014, the Toronto District School Board approved its first Long-Term Program and Accommodation Strategy (LTPAS). The LTPAS document is refreshed annually in order to ensure that the program and pupil accommodation needs of our students are being addressed in the most efficient way possible to improve learning opportunities and student achievement. The LTPAS document is presented to the Board every year for approval.

Some important facts about the strategy:

- The strategy is based on program and accommodation drivers including program choice; fair access to programs and schools; and minimal use of portables (see full list of drivers Tab 1–1).
- The document identifies all program and accommodation studies that could lead to new programs, program relocations, school closures, boundary changes, and grade reorganizations that will be conducted over the next 10 years.
- Information about future program and accommodation studies is presented by type of study and by ward.
- A total of 56 studies have been completed during this past year (see full list of studies Tab 1 –
 3).
- The TDSB plans to conduct 18 Pupil Accommodation Reviews. These reviews will allow current and projected demographic data to confirm the best decisions to enhance student learning and program offerings as we close underused schools.
- It is because many of our schools have low utilization rates, 65% or less, that we will consider the closure of a number of schools in the next five years.
- We have identified 16 emerging capital priorities for which we will seek provincial funding.
- Once approved by the Board of Trustees, the LTPAS document will be posted on the TDSB public website.



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TAB 1

Introduction and Context

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Introduction

The Long-Term Program and Accommodation Strategy developed by the Toronto District School Board provides an approach to program and accommodation planning with a ten-year timeframe that allows for responsiveness and flexibility in a changing environment by including an annual cycle of review.

The strategy, first approved by the Board of Trustees in May 2014, is updated and then presented to the Board annually for approval.

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

Accommodation Drivers

- Good Distribution of Schools Maintain a distribution of elementary schools within walking distance and secondary schools with good access to public transit and eliminate redundancy (schools in close proximity)
- Minimal Transitions Minimize school transitions for students
- Minimal Use of Portables Minimize the use of portables (three is acceptable if space allows)
- Service Integration Integrate services in schools (wherever possible)
- Good Utilization Target utilization rates of 80% to 90% (review schools at 65% or less and schools over 100% utilization rate)
- Distinct Attendance Areas Avoid shared attendance boundaries and split attendance areas
- Efficient Use of Space Use existing space in schools efficiently to balance enrolments

Amount Cycle of Review

Each year, the Long-Term Program and Accommodation Strategy is reviewed and updated and then presented to the Board of Trustees for approval.

The first step in the annual review process involves the refreshing of school data (detailed system information such as operational, planning and program data for every school) and the review of program and accommodation drivers to ensure they are still relevant. Staff then develops initial concepts for the entire system.



Introduction

Input from meetings with individual Trustees and Superintendents of Education and from discussions with the City of Toronto and co-terminus schools boards is considered. The list of all planned program and accommodation studies is reviewed and modified if needed. The changes are then reflected in the next version of the Long-Term Program and Accommodation Strategy which is a ten-year rolling plan.

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The planned studies are called Local Feasibility Studies. A Local Feasibility Study can be defined as a preliminary analysis of an accommodation or program concept to determine its viability. A Local Feasibility Study is conducted by a staff team, the Local Feasibility Team (LFT). The team, led by the Superintendent of Education, conducts the analysis and follows the appropriate Board policy or procedure. The Local Feasibility Studies could lead to other public processes such as Pupil Accommodation Reviews, Program Area Reviews or Boundary Reviews.

Annual Planning Document

The Annual Planning Document provides details about the studies that will be done during the next school year. It reflects the short-term work in the form of Local Feasibility Studies that will be done to execute the long-term strategy. It is presented to the Board for approval.

Studies in the Long-Term Program and Accommodation Strategy

The Long-Term Program and Accommodation Strategy includes studies that address program priorities and accommodation issues.

Studies to Address Program Priorities

Seven program areas have been identified as priorities for study to address a range of issues such as increasing access, implementing new initiatives, and promoting equity. The seven program areas are:

- Aboriginal Education
- Centres of Innovation for Skills and Technologies

- Continuing Education
- French Immersion and Extended French
- Information Technology
- Special Education and Inclusion
- The Arts



Introduction

Secondary Program Review

Through the program priorities, all students will be supported so they successfully graduate with a diploma or certificate of school completion and continue on their chosen post-secondary pathway. The Secondary Program Review will actively engage students in re-envisioning our secondary schools. It will examine access to secondary programs and the programs offered at the secondary panel. It will be completed over the next three years.

Studies to Address Accommodation Issues

The Long-Term Program and Accommodation Strategy identifies studies to address the key accommodation issues of underutilization and redundant facilities (Pupil Accommodation Reviews), areas of sustained overcrowding where additional pupil places are required (Emerging Capital Priorities to Submit for Funding), and opportunities to reduce costs and generate revenue (Reviews of Nonoperating School Sites for Potential Sale).

In addition, the Long-Term Program and Accommodation Strategy identifies other studies to balance enrolments across schools and make use of existing school space to solve problems (Boundary Changes, Grade Changes, Program Relocations, New Programs, Rooms Available for Partnership, Development Redirections, and Child Care Occupancy Reviews).

Summary of Studies Completed in 2016-2017

A total of 56 studies have been completed during this past year. These completed studies consist of those identified within the strategy as well as studies that were undertaken to address issues or priorities that emerged. A summary of the studies completed is found below.

- Emerging Capital Priorities: 8 projects can be considered complete. The Board was successful in acquiring capital grants from the province to support these projects.
- Pupil Accommodation Reviews: 4 completed
- Boundary Change Studies: 5 completed
- Grade Change Studies: 3 completed
- New Program Studies: 2 completed
- Program Relocation Studies: 4 completed
- Development Redirection Studies: 4 completed
- Non-Operating School Site Studies: 9 completed
- Child Care Occupancy Reviews: 3 completed
- Program Priorities: 13 completed
- · Other: 1 completed



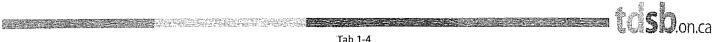
Introduction

Summary of Studies Currently Underway

- Emerging Capital Priorities: 1
- Pupil Accommodation Reviews: 4
- **Boundary Change Studies: 7**
- Grade Change Studies: 3
- New Program Studies: 1
- Program Relocation Studies: 2
- Development Redirection Studies: 0
- Non-Operating School Site Studies: 2
- Child Care Occupancy Reviews: 1
- Program Priorities: 0
- Other: 0

Summary of Studies Planned for 2017-2018

- **Emerging Capital Priorities: 5**
- Pupil Accommodation Reviews: 2
- Boundary Change Studies: 12
- Grade Change Studies: 6
- New Program Studies: 8
- Program Relocation Studies: 1
- Development Redirection Studies: 3
- Non-Operating School Site Studies: 0
- Child Care Occupancy Reviews: 0
- Program Priorities: 11
- Other: 2



Context

Integrated Equity Framework

The Toronto District School Board is committed to increasing equity of access and opportunity for all students in all schools. In October 2016, the Integrated Equity Framework Action Plan 2016-2019 was approved by the Board.

The action plan sets out a series of coordinated, strategic actions to focus and align every facet of the Board's work including policies, practices, programs, and culture through an equity lens, and anchor all of it within a coherent, comprehensive framework of Equity. The plan is characterized by ongoing evaluation, planning, implementation and re-evaluation, linked to the School Improvement Process, and aimed at supporting every school in addressing the distinct circumstances and needs of its students and community in order to meet its unique School Improvement objectives.

While equity has been one of the drivers of the Long-Term Program and Accommodation Strategy since it was first developed and approved in 2014, moving forward, equity will be a major consideration during the development and implementation of the strategy.

Capital Funding

The TDSB has the responsibility to provide strong programs to students in quality learning spaces in schools across Toronto.

Managing school facilities is part of that responsibility. School buildings and properties are valuable community assets and the TDSB is committed to managing them to support students and the broader school community.

As part of its annual planning process, the TDSB reviews school facilities to determine facility condition as well as current and projected utilization. Given that many schools were built in the 1950s and 1960s, most major building systems within the schools need to be renewed. Unaddressed repairs in aging schools over time have led to a rapidly increasing renewal backlog. The backlog, approximately \$3.12 billion (as of May 2017), is the amount of funding required to bring our buildings back to a good state of repair.

The ongoing challenge for the TDSB is determining how to fund capital requirements including not only renewal, but also new builds and major renovations to address growth pressures.

The main source of funding for renewal, new builds and major renovations is through grants from the Ministry of Education. In addition, the Ministry requires school boards to review surplus properties and consider them for sale to generate revenue.



Context

Each year, the TDSB submits a capital budget to the Ministry that sets out how renewal needs and growth pressures will be managed. From 2008-2016, the TDSB received less than 4% of Ministry capital priority grants even though the TDSB supports 12.5% of students in Ontario.

In many schools boards, growth pressures are fully supported through government funding and Education Development Charges (EDC). EDCs provide school boards with funds to purchase school sites and cover all related site preparation and development costs that result from growth. The TDSB does not have access to EDCs because the Board has surplus space – the Board's total elementary or secondary enrolment does not exceed existing school capacity across the city.

The TDSB is faced with the challenge of having both high growth areas and aging neighbourhoods with declining enrolment. This, along with the Ministry's expectation to generate revenue from the sale of property, has resulted in pressures in certain areas of the system.

Toronto's Changing Demographics

Since the TDSB operates in a very dynamic and growing city, it is important to plan for the future and be adaptable when needed to respond to unforeseen changes. The TDSB has designed its long-term planning process to be flexible and accommodate this continuous change. For instance, the Long-Term Program and Accommodation Strategy is reviewed and updated each year to consider emergent trends and issues. As part of this annual update, the long-term enrolment projections are recalculated each year to reflect the most recent enrolments, Board decisions on program locations, boundaries and grade ranges, and residential development activity. Staff also conducts a system-wide review of pupil accommodation needs. This analysis includes reviewing operating and closed school sites in all wards with Trustee participation and input.

Staff monitors changes in demographics and neighbourhoods that impact both short-term and long-term enrolment projections to identify potential areas of over and underutilization. That analysis could lead to reviews that are included in the Long-Term Program and Accommodation Strategy.

Toronto's population growth is closely monitored to ensure that school capacity is maintained where it could be needed. Future growth could be accommodated by opening previously-closed schools, building new schools, adding additions on existing schools, adding portables on school sites, and changing boundaries to shift students to underutilized schools.

The annual process to update the Long-Term Program and Accommodation Strategy and capital budget ensures the TDSB is responsive in managing Toronto's changing demographics.

Toronto's Vertical Growth

Toronto is growing vertically and that offers an opportunity for the TDSB to explore new options for building new schools. One such option is mixed-use opportunities in areas of urban context where expensive property values make it too costly for the school board to acquire land for a conventional



Context

school. A school could be integrated into a specific development area where there is anticipated residential intensification, population growth and accommodation pressures. The school could be located on the ground level with commercial and retail uses occupying other ground floor space or floors above. Residential or an office component would be located on the above storeys.

Designing schools in combination with a condominium or commercial building must assign a priority to:

- Student safety
- School programming
- Schools as community hubs
- Opportunity for resource sharing in a mixed-use project

Where schools within mixed-use development could be appropriate:

- Downtown core, employment land conversion, Yonge Street corridor;
- New residential areas: emerging new (vertical) communities-high rise developments;
- TDSB sites (with aging facilities and sufficient site size to accommodate redevelopment); and
- Areas where the cost of new school sites are impractical/impossible to acquire.

The TDSB will continue to explore this type of opportunity for future new school projects.

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TAB 2

Annual Planning Document 2017-2018

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Pulpil Accommingodation Reviews

The Board's Long-Term Program and Accommodation Strategy must examine areas of the City of Toronto where declining enrolment has resulted in the underutilization of schools. A Pupil Accommodation Review involves studying a school or group of schools where significant underutilization and low enrolment impact the Board's ability to deliver strong programming. A Pupil Accommodation Review, or 'PARC', will consider ways to reduce surplus space and build viable programs. The review may result in school closure.

List of Pupil Accommodation Reviews Currently Underway

Elementary Schools

Ward(s)	Description of the Pupil Accommodation Review
6	Explore a review of Rockcliffe MS, Cordella Jr. PS, Harwood PS, George Syme CS, Roselands Jr. PS, Lambton Park CS and Dennis Avenue CS to address underutilization, school boundaries and grade distribution among this group of schools.
	Current Status: Public process is complete. Final Staff Report to be presented to Trustees in June 2017.
22	Explore a review of Jack Miner Sr. PS and its feeder schools, Poplar Road Jr. PS, Guildwood Jr. PS and Elizabeth Simcoe Jr. PS to address existing and projected underutilization at Guildwood Jr. PS and Jack Miner Sr. PS.
	Current Status: Public process is complete. Final Staff Report to be presented to Trustees in June 2017.

Secondary Schools

Ward(s) Description of the Pupil Accommodation Review

Explore a review of Scarlett Heights EA, Kipling CL and Richview CL to examine underutilization and low enrolment at Scarlett Heights EA and Kipling CL. This study would consider the rebranding of the schools and/or augmenting program opportunities.



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Current Status: Public process is complete. Final Staff Report to be presented to Trustees in June 2017.

List of New Pupil Accommodation Reviews to begin in 2017-18

Elementary Schools

Ward(s)	Description of the Pupil Accommodation Review
6	Explore a review of Gracefield PS and Amesbury MS to determine the most efficient distribution of students and grades across the two schools, which share a single site. The review will be extended to include Brookhaven PS, George Anderson PS and Pelmo Park PS.
19	Explore a review of Manhattan Park Jr. PS and Buchanan PS to determine the most appropriate distribution of students across the two sites, which are in close proximity to one another.
22	Explore a review of Galloway Road PS and St. Margaret's PS to determine the most appropriate distribution of students across the two sites, which are in close proximity to one another, while also addressing the facility condition at St. Margaret's PS.

Capital Phiodby Phojects

As part of the Long-Term Program and Accommodation Strategy, the Board must consider new capital investment to create much needed additional capacity in areas of the City of Toronto experiencing enrolment growth and to support the outcomes of Pupil Accommodation Reviews where schools may be closed. Capital investment to provide new and efficient learning environments is an integral part of this strategy. Business cases that outline the need for school additions, school replacements or deep retrofits will be prepared and submitted to the Ministry of Education for capital funding consideration. Capital Priority projects are ranked based on a priority sequence (e.g. accommodation growth, consolidating two or more schools into one new facility) that aligns with the criteria outlined by the Ministry in previous memoranda.

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List of the Top 8 Capital Priority Projects for 2017-18

Business cases will be prepared for the six projects identified below to the Ministry of Education for capital funding consideration under the Capital Priorities grant program. Two placeholders have been identified as 'TBD' in the number seven and eight spots to acknowledge that a formal notice of motion has been filed. Pending the final Board decision on the motion, capital projects may be added back into the list of Capital Priorities for submission.

If other Capital Priority projects associated with Pupil Accommodation Reviews are not approved by the Board and/or if the Ministry of Education allows for a greater number of Capital Priority projects to be submitted, staff will submit business cases for projects that meet the Ministry's criteria from the list contained in the Capital Priority Projects section of the Studies by Type tab of the LTPAS.

Any projects associated with Board-approved school closures that the Ministry does not fund through the Capital Priorities grant program, will be resubmitted to the Ministry at the next opportunity for the School Consolidation Capital Grant funding.

Ward(s) Brief Description of the Capital Priority project

- 8
- Submit a business case to support a renovation at the Sir Sandford Fleming building to accommodate the relocation of the Baycrest PS school and child care. This study is a component of the broader long-term vision for student accommodation and program delivery in the Lawrence Heights community.
- Submit a business case to support renovations and/or deep retrofits required at the Eastern Commerce CI building to accommodate the First Nations School of Toronto and Urban Indigenous Centre of Excellence that has been established at this site.
- Subject to the approval of the Scarlett Heights EA PARC, submit a business case to support program and facility enhancements at Kipling CI. This will support the closure of Scarlett Heights EA and provide greater program opportunities for students.
- Subject to the approval of the Ward 6 South PARC, submit a business case to support the construction of a new 400 pupil place JK-8 replacement school for Dennis Avenue



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CS. This will support the closures of Cordella Jr. PS and Rockeliffe MS, as well as the associated boundary and grade changes.



Subject to the approval of the Ward 6 South PARC, submit a business case to support the construction of a 4-classroom addition and second floor retrofit at George Syme CS. This will support the closure of Rockcliffe MS, as well as associated boundary and grade changes.

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Submit a business case to support the construction of an 8-classroom addition to address overcrowding at Regent Heights PS.



TBD



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Local neighbourhood schools have attendance areas defined by boundaries that are used to determine admission to the Regular Program. Boundaries between two schools can be changed to reduce overcrowding, to utilize surplus space, or to designate addresses to a closer school. The Long-Term Program and Accommodation Strategy identifies a number of boundary change studies that will seek to achieve a better distribution of students to spaces.

List of Boundary Change Studies Currently Underway

Elementary Schools

Ward(s) Brief Description of the Boundary Change Study

6,7 Explore a boundary change review involving Rockcliffe MS and Annette Jr. & Sr. PS to examine the portion of Annette Jr. & Sr PS^r attendance area north of the rail corridor.

Note: This boundary change is currently being explored through the Ward 6 Pupil

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Accommodation Review. The public process is complete and will be reporting to Trustees in June 2017 for approval.

Explore a boundary change review to address overutilization at Brown Jr. PS, which is situated on a constrained school site. This review will examine a boundary change with Cottingham Jr. PS.

Note: This boundary change is currently being reviewed as part of the Brown Jr. PS PART. The public process is complete and will be reporting to Trustees for approval in June 2017.

Proceed with a public consultation process to explore boundary changes between Avondale PS and Hollywood PS that support the recommendations of the Local Feasibility Team (Phase 3). These boundary changes will be implemented upon the opening of the new JK-8-school on the Avondale site.

Note: This boundary change, along with the following two, is a component of the Avondale Boundary Project, which will establish a new attendance area for the Avondale PS replacement school, while continuing the progress that has been made in addressing enrolment pressures in the Yonge-Sheppard community. The public process is underway and will be reporting to Trustees in June 2017.

- Proceed with a public consultation process to explore boundary changes between Avendale PS and McKee PS that support the recommendations of the Local Feasibility Team (Phase 3). These boundary changes will be implemented upon the opening of the new IK-8 school on the Avendale site.
- Proceed with a public consultation process to explore boundary changes between Lillian PS and McKee PS that support the recommendations of the Local Feasibility Team (Phase 3). These boundary changes will be implemented upon the opening of the new JK-8 school on the Avondale site.
- 11, 14 Explore a boundary change review involving Deer Park Jr. & Sr. PS and Jesse Ketchum Jr. & Sr. PS to establish an appropriate middle school pathway for Cottingham Jr. PS. Note that this review will coincide with the boundary change study of Brown Jr. PS and Cottingham Jr. PS.

Note: This boundary change is currently being reviewed as part of the Brown Jr. PS PART. The public process is complete and will be reporting to Trustees for approval in June 2017.



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Explore a boundary change review involving Church Street Jr. PS and Jesse Ketchum Jr. & Sr. PS to address overutilization at Church Street Jr. PS, which is situated on a small site.

Note: A grade change study has also been identified as a means of addressing overutilization at Church St. In PS. The public process is currently underway and will be reporting to Trustees for approval in June 2017.

List of Boundary Change Studies to begin in 2017-18

Ward(s)	Brief Description of the Boundary Change Study
3:	Explore a review of the holding strategy introduced at the Norseman JMS/Castlebar 'campus' to determine if it is regulated in perpetuity to accommodate continued enrolment pressure, or, if the community is better served through the introduction of a new JK-3 or JK-5 standalone school on the Castlebar school site.
5	Explore a review of the shared attendance area whereby students residing within the Eaywood ABC school catchment area have the option to attend either Düblin Height's E & MS or Faywood ABC for Grades 6-8.
5 _e ,12	Explore a review of the junior and middle school boundaries of Pleasant PS, RJ Lang E & MS and Fisherville Sr. PS, specifically the divided junior attendance area of Pleasant PS.
	Note: This boundary change will be explored as part of a comprehensive Fisherville Sr. PS Program Area Review.
9	Explore potential boundary changes involving Carleton Village Jr. & Sr. Sports & Wellness Academy, Regal Road Jr. PS and Perth Avenue Jr. PS to achieve an optimal distribution of students across the three schools while mitigating underutilization at Carleton Village Jr. & Sr. Sports & Wellness Academy.
10	Explore a review to establish a JK-8 boundary for the new Railway Lands school.
11	Explore a boundary change between Eglinton Jr. PS and Maurice Cody Jr. PS to address projected accommodation pressure at Eglinton Jr. PS. This review is contingent upon space being available at Maurice Cody Jr. PS:
	Note: This boundary change has been advanced from its previously scheduled date of 2022-23, and will be considered as part of the comprehensive Yonge-Eglinton

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Program Area Review.

12, 17 Explore a boundary change review involving Crestview PS, Elkhorn PS and Bayview PS to determine the most appropriate home school for students residing within the Cahadian Tire lands, which is currently holding at Crestview PS. This review will also coincide with a study of the grade configurations at Bayview MS.

Note: This boundary change will be explored as part of a comprehensive Canadian Tire Lands Program Area Review.

- 13, 17 Explore a review of the existing shared elementary attendance area between Greenland PS and Norman Ingram PS. Neither school currently has a defined catchment area. Emerging residential communities at the intersection of Don Mills Rd. and Eglinton Ave. Celestica Lands and 1095 Leslie St. should be considered during this study.
- Explore a boundary change review involving Iroquois Ir. PS and Tom Longboat Ir. PS to return a historically redirected Malvern community back to its home school.

Note: This boundary change will be explored as part of a comprehensive Program Area Review involving the noted schools.

21, 22 Explore a boundary change review involving George B. Little PS and Torn Longboat Jr., PS to return a historically redirected Malvern community back to its home school.

Note: This boundary change will be explored as part of a comprehensive Program Area Review involving the noted schools.

Secondary Schools

Ward(s) Brief Description of the Boundary Change Study

15, 16 Explore a review of middle and secondary school boundaries of Monarch Park Chand Riverdale CL to eliminate instances of divided intermediate attendance areas. The impacted elementary schools are Roden PS and Duke of Connaught Jr. & Sr. PS.

Note: This boundary change could be explored as part of the Riverdale Cl admissions restriction study, identified in the Annual Planning Document as an 'Other Study'.

7, 8, 9, 10; Explore the legacy commercial attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.



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Schools have grade ranges associated with them that define the ages of the students to be accommodated at the schools. Grades can be changed to reduce transitions (the movement of students between schools), to decrease overcrowding, or to utilize surplus space.

List of Grade Change Studies Currently Underway

Ward(s)	Brief Description of the Grade Change Study
5	Explore a review to consider a grade change between Wilmington CS and CH Best. MS. This review would examine converting Wilmington CS into a IK-3 señool and CH Best MS into a IK-3 señool and CH Best MS into a Grade 4-8 school.
	Note: This grade change is being considered as part of a comprehensive Program Area Review involving the noted schools. This process will continue in the fall of 2017.
11, 14	Explore a review of introducing a grade expansion to JK-8 at Whitney Jr. PS, to which Rosedale Jr. PS could become a feeder school. Currently both schools feed into Deer Park Jr. & Sr. PS for Grades 7 and 8.
	Note: This grade change is being considered as part of the Whitney Jr. PS—Rosedale Jr. PS—Deer Park Jr. & Sr. PS Program Area Review. The public process is complete and will be reporting to Trustees for approval in June 2017.
14	Explore a grade change involving Church St. Ir. PS and Jesse Ketchum Jr. & Sr. PS to examine directing Grade 6 students from Church St. Ir. PS to Jesse Ketchum Sr. PS. This grade change would address enrolment pressures at Church St. Ir. PS, a constrained urban site.
	Note: A boundary change study has also been identified as a means of addressing overutilization at Church St. Jr. Ps. The public process is currently underway and will be reporting to Trustees for approval in June 2017.

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List of Grade Change Studies to begin in 2017-18

Ward(s)	Brief Description of the Grade Change Study
8	Explore a grade expansion from JK-5 to JK-8 at Baycrest PS. This study will be undertaken in advance of the larger Lawrence Heights study scheduled for 2019-20.
9, 10	Explore a review of the grade change at Givins-Shaw Jr. PS approved in June 2016. for implementation in September 2017, to determine if the transition from a JK-6 to a JK-5 is the most appropriate accommodation solution for this school at this time. The implementation of the grade change will be deferred until this study is completed in the fall of 2017.
	Note: The grade change would have required students in Grade 6 to move into Alexander Muir/Gladstone Jr. & Sr. PS for September 2017 to mitigate projected enrolment growth and eliminate the need for future portables on the Givins-Shaw Jr. PS site, however, revised enrolment projections suggest that Givins-Shaw can continue to accommodate Grade 6 students for the 2017-18 year, and allows for a subsequent study to be undertaken. The subsequent study will allow staff to reassess updated demographic, development and enrolment data to determine when the grade change should be implemented. The Givins-Shaw Jr. PS and Alexander Muir/Gladstone Jr. & Sr. PS communities are aware that the grade change has been deferred subject to further study.
11	Explore a grade change to determine the long-term accommodation solution for the Grade 6 Davisville students (regular-track) accommodated at Hodgson Sr. PS.
	Note: This grade change has been advanced from its previously scheduled date of 2020-21, and will be considered as part of the comprehensive Yonge-Eglinton Program Area Review.
12	Explore a grade conversion at Bayview MS into a JK-8 program. This review will coincide with the study of the Canadian Tire Lands area, Elkhorn PS and their current holding school Crestview PS.
	Note: This boundary change will be explored as part of a comprehensive Canadian Tire Lands Program Area Review.
19, 22	Explore a grade change at Willow Park Jr. PS whereby it could be expanded to JK to 8. The impacted intermediate schools are George B. Little PS and Tecumseh Sr. PS.

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New Program Saudies

A program is a group of students within a school who receive different instruction from the Regular Program. Often these students are together as a group for at least 50% of the school day. New programs are established to accommodate increased demand for specific programming, and to improve geographic distribution and access to programs. Note that all studies planned for 2017–18 to consider the introduction of new French programs will need to align with the direction(s), recommendation(s) and/or outcomes of the comprehensive French review to be undertaken in 2017–18.

List of New Program Studies to begin in 2017-18

Ward(s)	Brief Description of the New Program Study
3	Explore the introduction of a new Gifted program at Lanor IMS.
5, 12	Explore the introduction of a Grade 6-8 pathway for the Early French Immersion program at Rockford PS to Fisherville Sr. PS. This review can coincide with the Rockford PS, Fisherville Sr. PS and Pleasant PS study involving grade and boundary changes.
•	Note: This new program study will be explored as part of a comprehensive Fisherville Sr. PS Program Area Review. Studies associated with the introduction of new French as a second language programs consideration must have regard for the direction(s), recommendation(s) and/or outcomes of the comprehensive French review to be undertaken during the 2017-18 school year.
6.	Explore the introduction of a new Grade 4 entry Extended French program at Maple Leaf PS.

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8, 11, 13 Continue with the second phase of the Yonge-Eglinton PART as a means to address continued projected enrolment growth and accommodation pressure at local elementary schools in the area (Ward 8, 11 and 13). This review should determine the future program to be delivered within the Bannockburn building. This study will reflect the long-term need to identify further opportunities for additional school capacity in the Yonge-Eglinton community. The provision of additional long-term capacity will be sought through the exploration and pursuit of innovative partnerships with the City of Toronto and the private sector to ensure that the long-term accommodation requirements of the community are addressed.

Explore the introduction of a new French Immersion program within a cluster of schools including Mason Road Jr. PS, Cedar Drive Jr. PS and HA Halbert Jr. PS. The intermediate pathway to be explored is Bliss Carman Sr. PS.

Secondary Schools

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Brief Description of the New Program Study Explore the introduction of a new secondary school pathway at Lakeshore Clifor French Immersion students in the west and to relieve overutilization at Richview Cl, the current secondary pathway for French Immersion students. Explore a review of the current programs being delivered at Eastdale Cl. Explore the introduction of a new secondary school pathway at East York Clifor French Immersion and/or Extended French students to relieve overutilization at existing programs.



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Riogram Relocemon Situates

A program is a group of students within a school who receive different instruction from the Regular Program. Often these students are together as a group for at least 50% of the school day. Examples of programs that are considered for relocation are French immersion programs, Extended French programs and Special Education programs. Existing programs can be moved between two schools to improve geographic distribution and access to programs, to reduce overcrowding, and to utilize surplus space.

List of Program Relocation Studies Currently Underway

Secondary Schools

Ward(s)	Brief Description of the Program Relocation Study
7, 9	Explore the relocation of the Adult ESL program from Alexander Muir/Gladstone Jr. & Sr. PS into Parkdale Cl. This is an outcome of the PART that was undertaken to address eigolment growth issues at Givins-Shaw Jr. PS.
14, 15	Explore the relocation of the Native Learning centre from Church St. Jr. PS into the proposed JK-12 First Nations School of Toronto. This review will coincide with the larger study examining the creation of a new JK-12 First Nations School of Toronto.
	Note: Boundary and grade change studies have also been identified as a means of addressing overutilization at Church St. Jr. PS. The public process is currently underway and will be reporting to Trustees for approval in June 2017.

List of Program Relocation Studies to begin in 2017-18

Elementary Schools

Ward(s)	Brief Description of the Program Relocation Study
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Explore a review of projected overutilization at Keele Street PS. This review will include consideration of the space currently accupied by Mountview Alternative School and potential redirection of proposed residential development to schools with sufficient space. Note: This program relocation study will be considered as part of a comprehensive Program Area Review involving the noted schools.

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Development Redirection Studies

Redirecting a residential development is a tool for controlling overcrowding at schools. A redirection is considered when a large residential development is proposed to be constructed in an area that is served by an overcrowded school. The large residential development is assigned to a school outside of the area that has space available. The redirection occurs before the residential development is occupied. Usually bussing is required to transport the students living in the new development to the designated receiving school.

List of Development Redirection Studies to begin in 2017-18

Ward(s)	Brief Description of the Development Redirection Study
7	Explore a review of projected overytilization at Keele Street PS. This review will include consideration of the space currently occupied by Mountylew Alternative School and potential redirection of proposed residential development to schools with sufficient space.
	Note: This program relocation study will be considered as part of a comprehensive Program Area Review involving the noted schools.
19	Explore the redirection of proposed residential development located at 1966 Eglinton Avenue East from a currently unassigned industrial/commercial area to an adjacent elementary school.
22	Explore the redirection of proposed residential development on Sheppard Avenue east to John G. Diefenbaker PS (currently unassigned industrial/commercial area).



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Child Came Orconoanicy Reviews

A Child Care Occupancy Review Committee (CCORC) is struck when an overutilized school has explored alternatives for accommodating students and an examination of external partners operating within the building needs to be undertaken. A CCORC may result in the reclamation of some or all of the space used exclusively by a child care centre. TDSB staff will work with the child care operator in an attempt to find a suitable space nearby in the event that all of the child care space is to be reclaimed by the school for instructional use.

List of Child Care Occupancy Reviews to Currently Underway

Elementary Schools

Ward(s) Brief Description of the Child Care Occupancy Review

Explore a review to determine relocation options for the child care currently accommodated at Buttonwood Hill. Nearby TD\$B schools in Ward 2 including Kipling Cl and Valleyfield is could be considered.

Proper na Palorines

The Program Priorities identified in the Annual Planning Document (for more details see Tab 5) reflect those identified in the Long-Term Program and Accommodation Strategy document where studies are to be undertaken in the upcoming school year.

List of Program Priority Studies to begin in 2017-18

System

In light of the increasing enrolment in French programs combined with the concerns from many stakeholders about transportation, entry points, location of programs, staffing and equity, the Teaching and Learning staff will be conducting a review of all French programs in the fall of 2017. The last French review took place, in 2009. The review will provide for consultation with parents, trustees, staff, students, and advisory committees.



Annual Planning Document 2017-2018

Secondary Schools

Ward(s)	Brief Description of the Program Priority Study
2.	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Etobicoke Ci.
5	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Northview Heights SS.
è	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at George Harvey Cl.
7	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Parkdale CL.
12	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at AY Jackson SS.
14	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Jarvis Cl.
15	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Monarch Park Cl.
17	Proceed with the implementation of phase 3 of the Centres of innovation for Skills and Technologies at Victoria Park Cl.
19·	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Gedarbrae CI.
19	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at David and Mary Thomson CI.

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The Other Studies identified in the Annual Planning Document reflect those identified in the Long-Term Program and Accommodation Strategy document where studies are to be undertaken in the upcoming school year, however, do not necessarily fit within the study categories that have been identified.

List of Other Studies to begin in 2017-18

Elementary Schools

10

Explore a review of King Edward Ir. & Sr. PS current and projected enrolment to determine if further study is required to mitigate potential enrolment growth at the site.

List of Other Studies to begin in 2017-18

Secondary Schools

15, 16

Explore a review of the admissions restrictions currently in place at Riverdale Cl. This study will include Monarch Park, East York Cl and Danforth Cl.

TOSE Facility Major Road Ward

Learning Centre Boundary

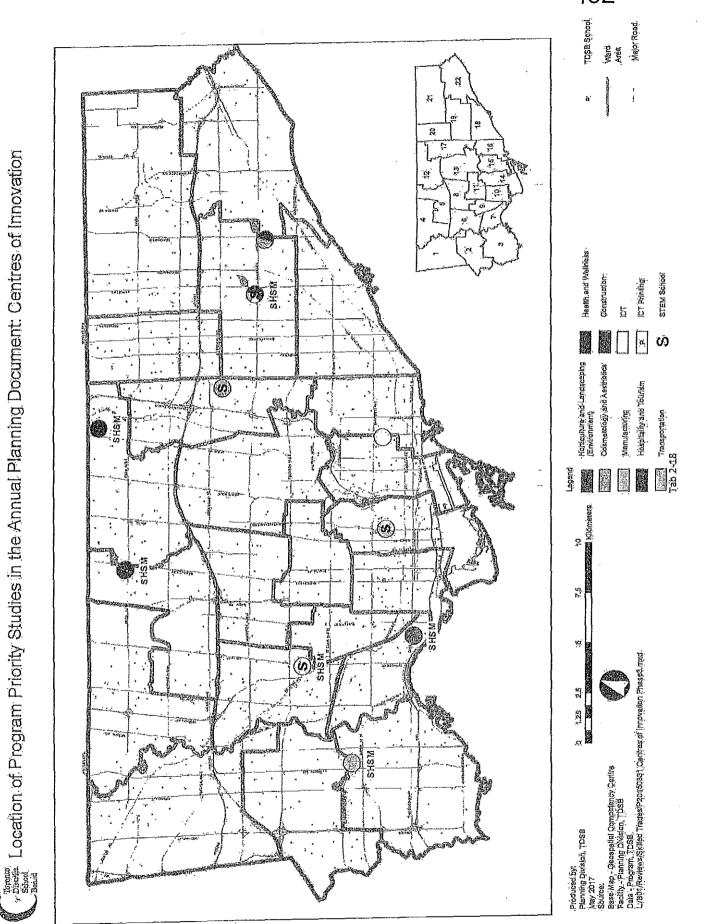
Projects, Boundary Change Studies, Grade Change Studies, New Program Studies, Program Relocation ន Studies, Development Redirection Studies, Child Care Occupancy Reviews and Other Studies < Toronto District School

Location of Studies in the Annual Planning Document: Pupil Accommodation Reviews, Capital Priority

Other Studies Child Care Decupary Δ Program Relocation Non Operating Site. Development Redirection Particip. A Boundary Change. Stade Change Secondary, Publi Accommodation Review Elementary Publi Appomnodation Review Capital Priorities LITDSB/BO1/Capital Priorites 2016/Maps 2017/7/P201706524/2017/2019 all Studies, mxd O Base Math-Geöspatial Campetarcy Centre. Facility - Planning Division, TOSB Data-Citylof Tororto: Produced by: Planding Division, TDSB May 2017

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Tab 2-17



TAB 3

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Studies by Type

Pupil Accommodation Reviews

The Board's Long-Term Program and Accommodation Strategy must examine areas of the City of Toronto where declining enrolment has resulted in the underutilization of schools. A Pupil Accommodation Review involves studying a school or group of schools where significant underutilization and low enrolment impact the Board's ability to deliver strong programming. A Pupil Accommodation Review, or 'PARC', will consider ways to reduce surplus space and build viable programs. The review may result in school closure.

List of Pupil Accommodation Reviews

Year	Ward(s)	Description of the Study
Uņderwāÿ	2	Explore a review of Scarlett Heights EA, Kipling CI and Richview CI to examine underutilization and low enrolment at Scarlett Heights EA and Kipling CI. This study would consider the rebranding of the schools and/or augmenting program opportunities as a means of attracting students to the area while achieving an efficient use of space among this cluster of schools.
Underway	F	Explore a review of Rockcliffe MS, Cordella Jr. PS, Harwood PS, George Syme CS, Roselands Jr. PS, Lambton Park CS and Dennis Avenue CS to address underutilization, school boundaries and grade distribution among this group of schools.
Underway	19	Explore a review of Manhattan Park Jr. PS and Buchanan PS to determine the most appropriate distribution of students across the two sites, which are in close proximity to one another.
Underway	22	Explore a review of Jack Miner Sr. PS and its feeder schools, Poplar Road Jr. PS, Guildwood Jr. PS and Elizabeth Simcoe Jr. PS to address existing and projected underutilization at Guildwood Jr. PS Jack Miner Sr. PS.
2017-18	6	Explore a review of Gracefield PS and Amesbury MS to determine the most efficient distribution of students and grades across the two schools, which share a single site. The review will be extended to include Brookhaven PS, George Anderson PS and Pelmo Park PS.

2017-18	22	Explore a review of Galloway Road PS and St. Margaret's PS to determine the most appropriate distribution of students across the two sites, which are in close proximity to one another, while also addressing the facility condition at St. Margaret's PS (port-a-pack).
2018-19	6,7,9	Explore a review of George Harvey CI, York Memorial CI, Weston CI, Runnymede CI, Humberside CI and Oakwood CI to address underutilization at George Harvey CI.
2018-19	21	Explore a review of Henry Kelsey Sr. PS and its feeder schools, Alexmuir Jr. PS, Anson Taylor Jr. PS, Brimwood Boulevard Jr. PS, Chartland Jr. PS, Iroquois Jr. PS, Lynnwood Heights Jr. PS and Percy Williams Jr. PS, to address existing and projected underutilization at Henry Kelsey Sr. PS.
2019-20	Ï	Explore a review of Braeburn Jr. PS, The Elms JMS and the Boys Leadership Academy to address existing and projected underutilization at these schools:
2019-20	ĬÖ.	Explore a review of Kensington CS, Ryerson CS, King Edward Jr. & Sr. PS and Lord Lansdowne Jr. & Sr. PS to address underutilization in the area.
2019-20	.18	Explore a review of Bliss Carman Sr. RS and its feeder schools, Mason Road Jr. PS, Cedar Drive Jr. PS and HA Halbert Jr. PS to address current and projected underutilization.
2019-20	20	Explore a review of John Buchan Sr. PS and its feeder schools, Highland Heights Jr. PS, Jean Augustine Girl's Leadership Academy, Tam O'Shanter Jr. PS, Inglewood Heights Jr. PS, Lynngate Jr. PS, Pauline Johnson fr. PS and Timberbank Jr. PS to address existing and projected underutilization at John Buchan Sr. PS.
2020-21	6	Explore a review of Keelesdale Jr. PS and Silverthorn PS to address existing and projected underutilization at these schools.
2020-21	Ğ	Explore a review of Fairbank-Memorial Jr. PS, General Mercer Jr. PS, FH Miller Jr. PS and Fairbank PS to address existing and projected underutilization in the area.
2020-21	17	Explore a review of Donview Middle Health & Wellness Academy, Fenside PS, Roywood PS, and Rene Gordon Elementary Health & Wellness Academy to address current and projected underutilization at Donview Middle Health & Wellness Academy, along with program distribution, school boundaries and grade ranges amongst this group of schools.

Studies by Type

2020-21	19	Explore a review of Bendale Jr. PS and North Bendale Jr. PS upon the opening of a new JK-8 elementary school at 705 Progress Avenue in the Scarborough City Centre. Students residing in these developments are currently holding at Bendale Jr. PS.
2021-22	19,22	Explore a review of Henry Hudson Sr. PS and its feeder schools, Heather Heights Jr. PS, Churchill Heights Jr. PS and Woburn Jr. PS, to address: existing and projected underutilization at Henry Hudson Sr. PS. Note that a successful JK-8 conversion at Churchill Heights PS may preclude it from being included in this review.
TBD	6	Explore a review of congregated Special Education sites Frank Oke SS, Haney Centre and York Humber HS.

Capital Priority Projects

As part of the Long-Term Program and Accommodation Strategy, the Board must consider new capital investment to create much needed additional capacity in areas of the City of Toronto experiencing enrolment growth and to support the outcome(s) of Pupil Accommodation Reviews where schools may be closed. Capital investment to provide new and efficient learning environments is an integral part of this strategy. Business cases that outline the need for school additions, school replacements or deep retrofits will be prepared and submitted to the Ministry of Education for capital funding consideration. Capital Priority projects are ranked based on a priority sequence (e.g. accommodation growth, consolidating two or more schools into one new facility) that aligns with the criteria outlined by the Ministry.

List of Capital Priority Projects

Year	Ward(s)	Description of the Study
Underway	15	Submit a business case to support renovations and/or deep retrofits required at the Eastern Commerce CI building to accommodate the First Nations School of Toronto and Urban Indigenous Centre of Excellence that has been established at this site.



2017-18	8	Submit a business case to support a renovation at the Sir Sandford Fleming building to accommodate the relocation of the Baycrest PS school and child care. This study is a component of the broader long-term vision for student accommodation and program delivery in the Lawrence Heights community.
2017-18	Ž	Subject to the approval of the Scarlett Heights EA PARC, submit a business case to support program and facility enhancements at Kipling CI, This will support the consolidation of Scarlett Heights EA and provide greater program opportunities for students.
2017-18	Ġ	Subject to the approval of the Ward 6 South PARC, submit a business case to support the construction of a new 400 pupil place JK-8 replacement school for Dennis Avenue CS. This will support the consolidation of Cordella Jr. PS, closure of Rockeliffe MS, as well as the associated boundary and grade changes.
2017-18	6	Subject to the approval of the Ward 6 South PARC, submit a business case to support the construction of a 4-classroom addition and second floor retrofit at George Syme CS. This will support the closure of Rockcliffe MS, as well as associated boundary and grade changes.
2017-18	1 <u>8</u>	Submit a business case to support the construction of an 8-classroom addition to address overcrowding at Regent Heights PS.
TBD	20	Submit a business case to support the construction of an 8-classroom addition to address overcrowding at David Lewis PS.
Ţ₿Ď	12	Submit a business case to support an 8-classroom addition at Hollywood PS to support future enrolment growth. This addition is subject to the approved recommendations of the Avondale Boundary Project.
TBĎ [.]	12	Explore the construction of a permanent 3-classroom addition to address overcrowding at McKee PS.
ŤΒD	8	Submit a business case to support a renovation of the Bannockburn building to accommodate current and projected pupil enrolment growth along the Yonge-St. corridor. Although the second phase of the Yonge-Eglinton PART is anticipated to be complete by the end of the 2017-18 school year, enrolment pressures in this area are projected to continue.

Studies by Type

12

8

19

11

TBD

TBD

TBD

TBD

TBD 14 Explore the construction of a minimum of two new JK-8 elementary schools (pupil places TBD) to accommodate new students generated from significant residential intensification and emerging new communities along the waterfront. At present, future elementary

school sites have been identified in the West Donlands and the Lower Yonge Precinct. Current long-term enrolment projections suggest that

both schools will be required.

Note that the acquisition and purchase of land to support future elementary schools in the waterfront will be a consideration in both locations. A site has been reserved for the Board in the West Donlands for purchase (Block 9), an exact location for a school site within the Lower Yonge Precinct is subject to further discussion and review with the City of Toronto and the developer.

Explore the construction of either a permanent addition at Elkhorn PS and/or Bayview MS, or a new elementary school in the Canadian Tire. Lands area to allow for redirected students residing within the nearby developments to return to their local neighbourhood. This project is subject to a review of grade configurations across the two sites, as well as an examination of the feasibility of constructing a new school within the Canadian Tire Lands community.

A school site has been reserved for the Board within the Canadian Tire Lands to support a future elementary school. If a new school is determined to be the best long-term accommodation option for the area, provincial funding support will be required to proceed with the purchase of these lands, and will form part of the business case to be submitted to the Ministry.

Explore the construction of a replacement JK-8 elementary school (pupil places TBD) on an adjacent site as part of the Lawrence Heights revitalization project. This new school supports the implementation of a completed Pupil Accommodation Review in this area.

Explore the construction of a new JK-8 elementary school on the 705 Progress site to accommodate students residing in the Scarborough City Centre neighbourhood.

Submit a business case to support a renovation at Eglinton Ir. PS to support the construction of 2 additional classrooms within the open atrium area.

Studies by Type

TBD

12

Explore the construction of a new 1,000 - 1,500 pupil place secondary school to address existing and projected accommodation pressure at the secondary panel in the area, specifically at Earl Haig SS.

Boundary Change Studies

Local neighbourhood schools have attendance areas defined by boundaries that are used to determine admission to the Regular Program. Boundaries between two schools can be changed to reduce overcrowding, to utilize surplus space, or to designate addresses to a closer school. The Long-Term Program and Accommodation Strategy identifies a number of boundary change studies that will seek to achieve a better distribution of students to spaces.

List of Boundary Change Studies

Year	Ward(s)	Description of the Study
Underway	6, 7	Explore a boundary change review involving Rockcliffe MS and Annette Jr. & Sr. PS to examine the portion of Annette Jr. & Sr. PS attendance area north of the rail corridor.
Underwaÿ	11	Explore a boundary change review to address overutilization at Brown In PS, which is situated on a constrained school site. This review will examine a boundary change with Cottingham Ir. PS.
Underway	11,-14	Explore a boundary change review involving Deer Park Jr. & Sr. PS and Jesse Ketchum Jr. & Sr. PS to establish an appropriate middle school pathway for Cottingham Jr. PS. Note that this review will coincide with the boundary change study of Brown Jr. PS and Cottingham Jr. PS.
Underway	12.	Proceed with a public consultation process to explore boundary changes between Avondale PS and Hollywood PS that support the recommendations of the Local Feasibility Team (Phase 3). These boundary changes will be implemented upon the opening of the new JK-8 school on the Avondale site.
Underway	12.	Proceed with a public consultation process to explore boundary changes between Avondale PS and McKee PS that support the recommendations of the Local Feasibility Team (Phase 3). These boundary changes will be implemented upon the opening of the new JK-8 school on the Avondale

Studies by Type

site.

Underway 12 Proceed with a public consultation process to explore boundary changes between Lillian PS and McKee PS that support the recommendations of the Local Feasibility Team (Phase 3). These boundary changes will be implemented upon the opening of the new JK-8 school on the Avondale site. Underway 14 Explore a boundary change review involving Church Street Jr. PS and Jes Ketchum Jr. & Sr. PS to address overutilization at Church Street Jr. PS, which is situated on a small site. 2017-18 3 Explore a review of the holding strategy introduced at the Norseman JMS/Castlebar 'campus' to determine if it is required in perpetuity to accommodate continued enrolment pressure, or, if the community is better served through the introduction of a new JK-3 or JK-5 standalone school on the Castlebar school site. 2017-18 5, 12 Explore a review of the junior and middle school boundaries of Pleasant	
Ketchum Jr. & Sr. PS to address overutilization at Church Street Jr. PS, which is situated on a small site. 2017-18 3 Explore a review of the holding strategy introduced at the Norseman JMS/Castlebar 'campus' to determine if it is required in perpetuity to accommodate continued enrolment pressure, or, if the community is better served through the introduction of a new JK-3 or JK-5 standalone school on the Castlebar school site.	
JMS/Castlebar 'campus' to determine if it is required in perpetuity to accommodate continued enrolment pressure, or, if the community is better served through the introduction of a new JK-3 or JK-5 standalone school on the Castlebar school site.	se
2017-18 5, 12 Explore a review of the junior and middle school boundaries of Pleasant	
PS, RJ Lang E & MS and Fisherville Sr. PS, specifically the divided junior attendance area of Pleasant PS.	
2017-18 5 Explore a review of the shared attendance area whereby students residi within the Faywood ABC school catchment area have the option to attend either Dublin Heights E & MS or Faywood ABC for Grades 6-8.	
2017-18 6, 7, 8, 9, Explore the legacy commercial attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.	
2017-18 9 Explore potential boundary changes involving Carleton Village Jr. & Sr. Sports & Wellness Academy, Regal Road Jr. PS and Perth Avenue Jr. PS to achieve an optimal distribution of students across the three schools whi mitigating underutilization at Carleton Village Jr. & Sr. Sports & Wellness Academy.	le
2017-18 10 Explore a review to establish a JK-8 boundary for the new Railway Lands school.	
2017-18 11 Explore a boundary change between Eglinton Jr. PS and Maurice Cody Jr. PS to address projected accommodation pressure at Eglinton Jr. PS. This review is contingent upon space being available at Maurice Cody Jr. PS.	



		- -
2017-18	12, 17	Explore a boundary change review involving Crestview PS, Elkhorn PS and Bayview PS to determine the most appropriate home school for students residing within the Canadian Tire Lands, which is currently holding at Crestview PS. This review will also coincide with a study of the grade configurations at Bayview MS.
2017-18	13, 17	Explore a review of the existing shared elementary attendance area between Greenland PS and Norman Ingrain PS. Neither school currently has a defined catchment area. Emerging residential communities at the intersection of Don Mills Rd, and Eglinton Ave. Celestica Lands and 1095 Leslie St. should be considered during this study.
2017-18	15, 16	Explore a review of middle and secondary school boundaries of Monarch Park Cl and Riverdale Cl to eliminate instances of divided intermediate attendance areas. The impacted elementary schools are Roden PS and Duke of Connaught Jr. & Sr. PS.
2017-18	21	Explore a boundary change review involving froquois Ir. PS and Tom Longboat Ir. PS to return a historically redirected Malvern community back to its home school.
2017-18	21; 22	Explore a boundary change review involving George B. Little PS and Tom Longboat Jr. PS to return a historically redirected Malvern community back to its home school.
2018-19	4, 5	Explore a review of the shared attendance area between Stanley PS and Calico PS to determine a single home school.
2018-19	4	Explore a boundary change between Gracedale PS and Daystrom PS to return a redirected pocket of Gracedale PS' attendance area. This review is timed to align with the occupancy of new residential units within the catchment area of Daystrom PS.
2018-19	4	Explore a boundary change review to address underutilization at Shoreham Heath & Wellness Academy and overutilization at Driftwood PS.
2018-19	4	Explore a review of the shared attendance area that is currently directed to either Driftwood PS or Topcliff PS to determine a single home school.
2018-19	5, 8	Explore a review of the split intermediate pathway at Summit Heights Jr. PS. The junior attendance area is bisected by Ledbury Park E & MS and Dublin Heights E & MS. This review would not address the secondary pathway.

2018-19	6, 7	Explore a review of the current secondary school boundaries of York Memorial Cl, Humberside Cl and Runnymede Cl to eliminate shared and split catchment areas.
2018-19	8	Explore a review of the existing attendance areas of Allenby Jr. PS, John Ross Robertson Jr. PS and North Preparatory Jr. PS.
2018-19	8	Explore a review of the split intermediate pathway at John Ross Robertson Jr. PS. The Junior attendance area is bisected by Ledbury Park E & MS and Glenview Sr. PS. This review would not address the secondary pathway.
2018-19	ġ	Explore a review of the existing shared attendance area whereby students have the choice to attend either Bloor CI or Oakwood CI.
2019-20	6	Explore a boundary change between HJ Alexander CS and Portage Trail PS. to mitigate overcrowding at HJ Alexander CS.
2019-20	8	Explore a review of the shared attendance areas that are currently directed to either Lawrence Heights MS or Ledbury Park E & MS. The impacted junior elementary school is Glen Park PS. This review will coincide with the implementation of the Lawrence Heights Pupil Accommodation Review recommendations, which involve the construction of a new JK-8 elementary school as part of the revitalization project.
2019-20	13	Explore returning students redirected from within the Grenoble PS catchment area from Rippleton PS. This review will include a study of existing and proposed residential development within the catchment area of Grenoble PS.
2019-20	16	Explore a review of the split junior attendance areas of Norway Jr. PS and Kew Beach Jr. PS. Currently these two junior attendance areas are divided between two separate intermediate pathways; Bowmore Jr. & Sr. PS and Glen Ames Sr. PS.
2019-20	16	Explore a review of the split junior attendance area of Kimberly Jr. PS. Currently this junior attendance area is divided between two separate intermediate pathways; Bowmore Jr. & Sr. PS and Glen Ames Sr. PS.
2020-21	7,9	Explore a review of the shared attendance area that is currently directed to either Parkdale CI or Bloor CI to determine a single home school. The impacted elementary school is Fern Avenue Jr. & Sr. PS.
2020-21	7, 8, 9, 10, 11, 13, 14,	Explore the legacy technical attendance areas and rationalize the program



	15, 16	scope of the schools where these legacy boundaries currently exist.
2020-21	8, 11, 13	Explore a review of shared aftendance areas that are currently directed to either Northern SS or York Mills CI to determine a single home school. The impacted feeder schools are St. Andrew's JHS, Bedford Park PS and Glenview Sr. PS.
2020-21	8, 11, 13	Explore a review of shared attendance areas that are currently directed to either Northern SS or Lawrence Park Cl. to determine a single home school. The impacted feeder schools are Ledbury Park E & MS, St. Andrew's JHS and Glenview Sr. PS.
2020-21	18, 19, 22	Explore a review of the shared attendance area that is currently directed to either RH King Academy or Sir Wilfrid Laurier CI to determine a single home school. The impacted elementary schools are Fairmount PS and Bjiss Carman Sr. PS. Note there are a small number of addresses in Ward 19 that are impacted by this boundary change (Scarborough Village PS) neighbourhood falls within the senior boundary of Bliss Carman Sr PS).
2020-21	18	Explore a review of the shared attendance areas that are currently directed to either Birchmount Park CI or RH King Academy to determine a single home school.
2020-21	18, 19	Explore a review of middle and secondary school boundaries at Birchmount Park CI, RH King Academy, SATEC, Winston Churchill CI and Dayld & Mary Thomson CI to eliminate instances of divided attendance areas that impact Robert Service Sr. PS, General Brock PS, John A. Leslie PS and Anson Park PS.
2020-21	19, 22	Explore a review of elementary and secondary school boundaries at West Hill Cl and Woburn Cl to eliminate instances of divided intermediate attendance areas. The impacted elementary school is Highcastle PS.
TBD	3	Explore a review of the junior and middle school boundaries of Norseman JMS, Park Lawn JMS and Sunnylea Jr. PS, specifically the divided junior attendance area of Sunnylea Jr. PS.
TBD	5, 8	Explore a review of the secondary school pathway for Summit Heights RS. This school is currently assigned to John Polanyl CI.
ŤβĎ	12	Explore a review of the junior and middle school boundaries of McRee PS; Finch PS, Bayview MS and Cummer Valley MS to eliminate the divided junior attendance areas of McRee PS and Finch PS.

Studies by Type

ŤBD	13	Explore a boundary change review involving Bedford Park PS and Blythwood Jr. PS, specifically south of Lawrence Avenue. This review will also examine the shared area that is currently directed to either Bedford Park PS or Blythwood Jr. PS to determine a single home school.
TBD	.Ï3, 17	Explore a review of the shared attendance area that is currently directed to either Marc Garneau CI or Don Mills CI to establish a single home school. The timing of this review is subject to significant enrolment changes at either school as both are currently full.
ŤBĐ	13, 17	Explore a review of the shared attendance area that is currently directed to either Don Mills MS or Valley Park MS to establish a single home school.
TBD	15, 16	Explore a review of the split intermediate pathway at Leslieville Jr. PS. The junior attendance area is bisected by Duke of Connaught Jr. & Sr. PS and Queen Alexandra MS.
TBD	15	Explore a review of the split intermediate pathway at Withrow Jr. PS. The Junior attendance area is bisected by Earl Grey Sr. PS and Queen Alexandra MS.
TŖD	17	Explore a boundary change review to address overutilization at Three Valley PS by directing students to either Ranchdale PS or Cassandra PS. This review would examine a portion of Three Valleys PS' attendance area situated east of the Don Valley Parkway. The timing of this review is subject to continued enrolment growth at Three Valleys PS, which will be monitored.
ŢŖD	20	Explore a review of the shared attendance area that is currently directed to either Terry Fox PS or Sir Samuel B. Steele Jr. PS to determine a single home school.
TBD	21	Explore a boundary change review to address overutilization at Burrows Hall Jr. PS and underutilization at Lucy Maud Montgomery PS. The timing of this review is subject to continued enrolment increases at Burrows Hall Jr. PS, which will be monitored.

Grade Change Studies

Schools have grade ranges associated with them that define the ages of the students to be accommodated at the schools. Grades can be changed to reduce



Studies by Type

transitions (the movement of students between schools), to decrease overcrowding, or to utilize surplus space.

List of Grade Change Studies

Year	Ward(s)	Description of the Study
Underway	5	Explore a review to consider a grade change between Wilmington CS and CH Best MS. This review would examine converting Wilmington CS into a JK-3-school and CH Best MS into a Grade 4-8 school.
Undèrway	11, 14	Explore a review of introducing a grade expansion to JK-8 at Whitney Jr. PS, to which Rosedale Jr. PS could become a feeder school. Currently both schools feed into Deer Park Jr. & Sr. PS for Grades 7 and 8.
Underway	14	Explore a grade change involving Church St. Jr. PS and Jesse Ketchum Jr. & Sr. PS to examine directing Grade 6 students from Church St. Jr. PS to Jesse Ketchum Sr. PS. This grade change would address enrolment pressures at Church St. Jr. PS, a constrained urban site.
2017-1 <u>8</u>	5, 12	Explore a review to examine converting Rockford PS and Pleasant PS into JK-5-schools with Grade 6 students from both sites moving into Fisherville. Sr. PS to establish a Grade 6-8 school. The pathway for the existing French Immersion program at Rockford PS would be examined as part of this study.
2017-18	8	Explore a grade expansion from JK-5 to JK-8 at Baycrest PS: This study will be unidertaken in advance of the larger Lawrence Heights study scheduled for 2019-20.
2017-18	<u>9</u> .10	Explore a review of the grade change at Givins-Shaw Jr. PS approved in June 2016 for implementation in September 2017, to determine if the transition from a JK-6 to a JK-5 is the most appropriate accommodation solution for this school at this time. The implementation of the grade change will be deferred until this study is completed in the fail of 2017. Note: The grade change would have required students in Grade 6 to move into Alexander Muir/Gladstone Jr. & Sr. PS for September 2017 to mitigate projected entolment growth and eliminate the need for future portables on the Givins-Shaw Jr. PS site, however, revised enrolment projections suggest that Givins-Shaw can continue to accommodate Grade 6 students for the 2017-18 year, and for a subsequent study to be undertaken. The subsequent study will allow staff to re-assess updated demographic,

Studies by Type

development and enrolment data to determine when the grade change should be implemented. The Givins-Shaw Jr. PS and Alexander Muir/Gladstone Jr. & Sr. PS communities are aware that the grade change has been deferred subject to further study. Explore a grade change to determine the long-term accommodation 2017-18 11 solution for the Grade 6 Davisville Jr. PS students (regular-track) accommodated at Hodgson Sr. PS. Explore a grade conversion at Bayview MS into a JK-8 program. This 2017-18 12 review will coincide with the study of the Canadian Tire Lands area, Elkhorn PS and their current holding school Crestview PS. Explore a grade change at Willow Park Jr. PS whereby it could be expanded 19, 22 2017-18 to JK to 8. The impacted intermediate schools are George B. Little PS and Tecumseh Sr. PS. Explore a grade change at Blacksmith PS to expand from a JK-5 to a JK-8 2018-19 4 school. This school currently feeds into Brookview MS for Grades 6-8. Explore a review of the current grade ranges at Glehview Sr. PS, Allenby Jr. 2018-19 PS. John Ross Robertson Jr. PS and John Wanless Jr. PS. Engage in a public consultation process to confirm the impact of the Pupil 2019-20 8 Accommodation Review recommendations at Flemington PS, which could be expanded into a JK-8 school. Explore a grade change in the French Immersion program that is currently 2020-21 18, 19 growing at General Crerar PS. This review will coincide with study to begin a new Grade 7-8 French Immersion pathway at Robert Service Sr. P.S. Explore a grade expansion from JK-6 to JK-8 at Churchill Heights PS. Note 19 2020-21 that the timing of this review is subject to the successful relocation of the Gifted program to George B. Little PS. Explore the feasibility of Runnymede Jr. & Sr. PS transitioning into a JK-6 TBD 7 school and a campus arrangement with Western Technical School for Grade 7 and 8 students. Note that although current enrolment projections suggest that Runnymede Jr. & Sr. PS will remain stable over the mld to long-term, the site is highly constrained. Enrolment at this site will be closely monitored and reviewed annually to determine if this study should proceed.

Studies by Type

TBD 21

Explore a review of grade distribution among SIr Alexander Mackenzie Sr. PS and its feeder schools, Agincourt Jr. PS, North Agincourt Jr. PS and CD Farquharson Jr. PS.

New Phogram Situdies

A program is a group of students within a school who receive different instruction from the Regular Program. Often these students are together as a group for at least 50% of the school day. New programs are established to accommodate increased demand for specific programming, and to improve geographic distribution and access to programs. Note that all studies planned for 2017-18 to consider the introduction of new French programs will need to align with the direction(s), recommendation(s) and/or outcomes of the comprehensive French review to be undertaken in 2017-18.

List of New Program Studies

Year	Ward(s)	Description of the Study
Underway	÷5	Explore a review of introducing a new Extended French program at CH Best MS to address oversubscription at adjacent sites.
2017-18	3	Explore the introduction of a new Gifted program at Lanor JMS.
2017-18	3	Explore the introduction of a new secondary school pathway at Lakeshore. Of for French Immersion students in the west and to relieve overutilization at Richview CI, the current secondary pathway for French Immersion students.
2017-18	5, 12	Explore the Introduction of a Grade 6-8 pathway for the Early French Immersion program at Rockford PS to Fisherville Sr. PS. This review can coincide with the Rockford PS, Fisherville Sr. PS and Pleasant PS study involving grade and boundary changes.
2017-18	6	Explore the introduction of a new Grade 4 entry Extended French program at Maple Leaf PS.
2017-18	8, 11, 13	Continue with the second phase of the Yonge-Eglinton PART as a means to address continued projected enrolment growth and accommodation

Studies by Type

pressure at local elementary schools in the area (Ward 8, 11 and 13). This review should determine the future program to be delivered within the Bannockburn building. This study will reflect the long-term need to identify further opportunities for additional school capacity in the Yonge-Eglinton community. The provision of additional long-term capacity will be sought through the exploration and pursuit of innovative partnerships with the City of Toronto and the private sector to ensure that the long-term accommodation requirements of the community are addressed.

		to a service of the seriments of the ser
2017-18	15	Explore a review of the current programs being delivered at Eastdale Cl.
2017-18	16	Explore the introduction of a new secondary school pathway at East York Cl for French immersion and/or Extended French students to relieve overutilization at existing programs.
2017-18	_1,8	Explore the introduction of a new French Immersion program within a cluster of schools including Mason Road Ir. PS, Cedar Drive Jr. PS and HA. Halbert Jr. PS. The intermediate pathway to be explored is Bliss Carman Sr. PS.
2018 , 19	9	Explore the introduction of a new secondary French Immersion pathway into Oakwood CI to accommodate growing elementary programs in the area and to reduce current and projected enrolment at Harbord CI.
2019-20	1	Explore the introduction of a new secondary school pathway for French Immersion students, such as Thistletown Cl or West Humber Cl, in the west and to relieve overutilization at Richyley Cl, the current secondary pathway for French Immersion students.
2020-21	18, 19	Explore the introduction of a Grade 7-8 pathway for the Early French Immersion programs at Corvette Jr. PS and General Crerar PS to Robert Service Sr. PS. The introduction of this program will address underutilization at Robert Service Sr. PS, while addressing projected overutilization at General Crerar PS. Note that General Crerar PS is a JK-8 school; however, the full implementation of the French Immersion program will require a large number of portables that the site may not be able to accommodate.
ТŖD	13	Explore the introduction of a new Grade 4 entry Extended French program at Rippleton PS.
TBD	19	Explore the existing vision for programming at Scarborough Village PS.



Studies by Type

TBD

20

Explore the introduction of a new Early French Immersion program at North Bridlewood Jr. PS to address oversubscription to existing programs in the area.

Pleogramm Relioxization Stationes

A program is a group of students within a school who receive different instruction from the Regular Program. Often these students are together as a group for at least 50% of the school day. Examples of programs that are considered for relocation are French immersion programs, Extended French programs and Special Education programs. Existing programs can be moved between two schools to improve geographic distribution and access to programs, to reduce overcrowding, and to utilize surplus space.

List of Program Relocation Studies

Year	Ward(s)	Description of the Study
Underway	7,.9	Explore the relocation of the Adult ESL program from Alexander Mult/Gladstone Ir. & Sr. PS into Parkdale Cl. This is an outcome of the PART that was undertaken to address entolment growth issues at Givins-Shaw Jr. PS.
Underway	14, 15	Explore the relocation of the Native Learning centre from Church St. Jr. PS into the proposed JK-12 First Nations School of Toronto. This review will coincide with the larger study examining the creation of a new JK-12 First Nations School of Toronto.
2017-18	7'	Explore a review of projected overutilization at Keele Street PS. This review will include consideration of the space currently occupied by Mountview Alternative-School and potential redirection of proposed residential development to schools with sufficient space.
2018-19	7	Explore a review of projected overutilization at Swansea In & Sr. PS. This review will include consideration of the space currently-occupied by the Extended French Program and potential redirection of proposed residential development to schools with sufficient space.

Studies by Type

2020-21	19, 22	Explore the relocation of the Gifted program from Churchill Heights PS into George B. Little PS. The timing of this review is subject to the successful redirection of students holding at George B. Little PS to their home school(s) in the Malvern community.
TBD	<u>2</u> 1	Explore the relocation of the Extended French program from Sir Alexander Mackenzie Sr. PS into Henry Kelsey Sr. PS to address overutilization at Sir Alexander Mackenzie Sr. PS and underutilization at Henry Kelsey Sr. PS.

Development Redinection Studies

Redirecting a residential development is a tool for controlling overcrowding at schools. A redirection is considered when a large residential development is proposed to be constructed in an area that is served by an overcrowded school. The large residential development is assigned to a school outside of the area that has space available. The redirection occurs before the residential development is occupied. Usually bussing is required to transport the students living in the new development to the designated receiving school.

List of Development Redirection Studies

Year	Ward(s)	Description of the Study
2017-18	7	Explore a review of projected overutilization at Keele Street PS. This review will include consideration of the space currently occupied by Mountview Alternative School and potential redirection of proposed residential development to schools with sufficient space.
2017-18	19	Explore the redirection of proposed residential development located at 1966 Eglinton Avenue East from a currently unassigned industrial/commercial area to an adjacent elementary school.
2017-18	22	Explore the redirection of proposed residential development on Sheppard Avenue east to John G. Diefenbaker PS (currently unassigned industrial/commercial area).
2018-19	3	Explore the redirection of proposed residential development in the Sherway Gardens area to Lanor IMS. Existing addresses have already been directed to the school, this study would include future proposed residential development in the same area.



Studies by Type

2018-19	5	Explore a review to consider assigning a portion of the Downsylew Secondary Plan area, Allen District, away from William Lyon Mackenzie Cf. and into Downsview SS.
2018-19	7	Explore a review of projected overutilization at Swansea Ir. & Sr. PS. This review will include consideration of the space currently occupied by the Extended French Program and potential redirection of proposed residential development to schools with sufficient space.
2018-19	13	Explore the redirection of new residential development proposed along Eglinton Avenue East, particularly within the Rolph Road ES attendance area. This study will include a review of existing redirected residential development and long-term accommodation requirements in the Leaside area.
2018-19	19	Explore a boundary review of an unassigned industrial area south of Highway 401 and east of Wärden Avenue (Holiday Innisité). The proposed home school for this emerging development area is Ellesmere Statton PS.
2018-19	20	Explore the redirection of proposed residential development within the catchment area of Lynnwood Heights Jr. PS into Highland Heights Jr. PS.
2018-19	.21	Explore a boundary review of an unassigned commercial plaza in the centre of the Malvern community. The proposed home school for this emerging development area is Berner Trail Ir. PS.
2019-20	19	Explore the redirection of proposed residential development within the attendance area of inglewood Heights Ir. PS to Eynngate Ir. PS.
TBD	7	Explore the redirection of new residential development proposed within the catchinent area of Runnymede Jr. & Sr. PS.

Child/Gaire: Occupanicy Reviews

A Child Care Occupancy Review Committee (CCORC) is struck when an overutilized school has explored alternatives for accommodating students and an examination of external partners operating within the building needs to be undertaken. A CCORC may result in the reclamation of some or all of the space used exclusively by a child care centre. TDSB staff will work with the child care

Studies by Type

operator in an attempt to find a suitable space nearby in the event that all of the child care space is to be reclaimed by the school for instructional use.

List of Child Care Occupancy Reviews

Year	Ward(s)	Description of the Study
Underway	2	Explore a review to determine relocation options for the child care currently accommodated at Buttonwood Hill. Nearby TDSB schools in
•	,	Ward 2 including Kipling Cl and Valleyfield JS could be considered.

Programi Priorities

The Program Priorities identified in the Annual Planning Document (For more details see Tab 5) reflect those identified in the Long-Term Program and Accommodation Strategy document.

List of Program Priority Studies

Year	Ward(s)	Description of the Study
`2017-18	System	In light of the increasing enrolment in French programs combined with the concerns from many stakeholders about transportation, entry points, location of programs, staffing and equity, the Teaching and Learning staff will be conducting a review of all French programs in the Fall of 2017. The last French review took place in 2009. The review will provide for consultation with parents, trustees, staff, students, and advisory committees.
2017-18	2	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Etobicoke CI.
2017-18	5	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Northview Heights \$5:
2017-18	6	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at George Harvey Cl.
2017-18	Ï	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Parkdale CL.

Studies by Type

,2017-18	12	Proceed With the implementation of phase 3 of the Centres of innovation for Skills and Technologies at AY Jackson SS.
2017-18	14	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Jarvis Cl.
2017-18	.15	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Monarch Park Cl.
2017-18	.17	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Victoria Park Cl.
2017-18	. 1 9	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Cedarbrae Cl.
2017-18	. <u>1</u> 9	Proceed With the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at David and Mary Thomson Cl.
TBĐ	System	Continue the search for an appropriate site for the sixth EdVance program, to be located in the northeast part of the district.

Other Silveres

The Other Studies identified in the Annual Planning Document reflect those identified in the Long-Term Program and Accommodation Strategy document where studies are to be undertaken but do not necessarily fit within the study categories that have been identified in the document.

List of Other Studies

Year	Ward(s)	Description of the Study	
2017-18	10	Explore a review of King Edward Jr. & Sr. PS current and project enrolment to determine if further study is required to mitigate enrolment growth at the site.	
2017-18	15, 16	Explore a review of the admissions restrictions currently in plac Riverdale Cl. This study will include Monarch Park, East York Cl Danforth Cl.	

Studies by Type

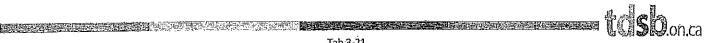
Non-Operating School Site Situdies

A non-operating school site is a property owned by the TDSB that is not currently used as an operating school. The property could be vacant land, an administration building, or a closed school that is leased out to a tenant. Many of these properties are considered core holding — they are properties that the TDSB wishes to keep ownership of because they are currently used by the TDSB, or they are encumbered by conditions that prevent them from being sold, or they are required for possible use by the TDSB in the future.

Sometimes, as a result of changes in demographics or school board operations, it may be determined that a site is no longer required for future use and can be declared surplys to the needs of the board and sold. Proceeds of sales would be applied to the TDSB's Capital Renewal Backlog.

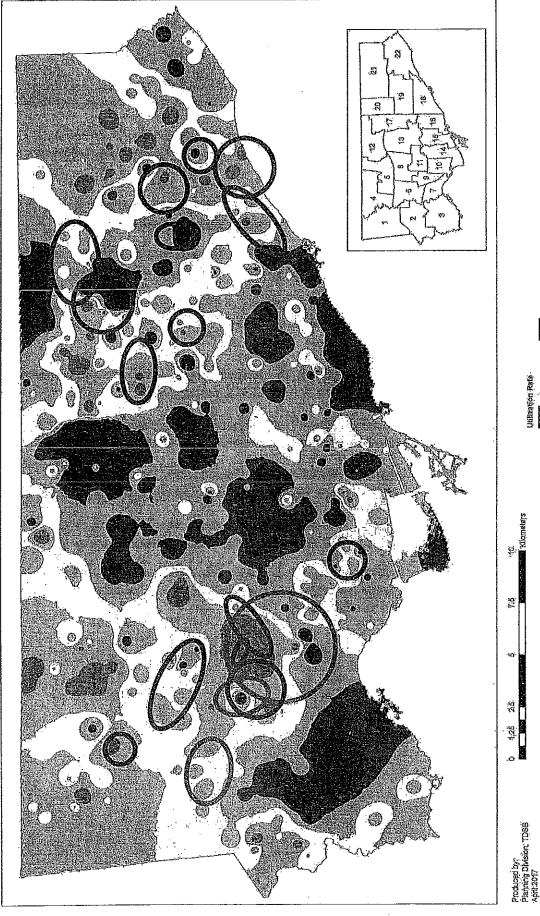
List of Non-Operating School Site Studies

	Year	Ward(s)	Description of the Study
-	Underway	8.	Explore a review of the non-operating school site, Cartwright, to determine if it is a candidate for potential surplus declaration and sale.
	Underway	15	Explore a review of the closed school site, Greenwood \$5; to determine if it is a candidate for potential surplus declaration and sale.
	ТВО .	3	Explore a review of the non-operating school site, Queens Court, to determine if it is a candidate for potential surplus declaration and sale. This study will consider future residential development potential in the immediate vicinity and the residential development activity occurring in adjacent neighbourhoods.
	TBD	4	Review the core holding status of the non-operating school site, Whitfield, to determine if it should be declared surplus to the needs of the board.
	TBD	5	Explore a review of the non-operating school site, Champlain, to determine if it is a candidate for potential surplus declaration and sale.
	TBD	8	Explore a review of the non-operating school site, DB Hood CS, to



		determine if it is a candidate for potential surplus declaration and sale.
ŤΒD	<u>8</u> .	Explore a review of the non-operating school site, CB Parsons, to determine if a portion of the site is a candidate for potential surplus declaration and sale.
TBD	8	Explore a review of the non-operating school site, Glen Rush, to determine if it is a candidate for potential surplus declaration and sale.
TBD	9	Explore a review of the non-operating school site, Earlscourt, to determine if it is a candidate for potential surplus declaration and sale.
ŢBŊ	10	Review the core holding status of the non-operating school site, Old Orchard, to determine if it should be declared surplus to the needs of the board.
ŤBĎ	Ì2	Explore a review of the non-operating school site, Burnett, to determine if it is a candidate for potential surplus declaration and sale.
TBD	17	Explore a review of the non-operating school site, Brookbanks, to determine if it is a candidate for potential surplus declaration and sale.
Ţ₿Ď:	1,9	Explore a review of the non-operating school site, Gooderham, to determine if it is a candidate for potential surplus declaration and sale.
твр	1 9 .	Explore a review of the non-operating school site, McCowan, to determine if it is a candidate for potential surplus declaration and sale.
TBD	22	Review the core holding status of the non-operating school site. Bridgeport/Bridgend, to determine if it should be declared surplus to the needs of the board.





Utilization Rate

Elementary Review

85%-100% 100%-110%

Bellow 60% | Bellow 60% - 7,5% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15% | 15

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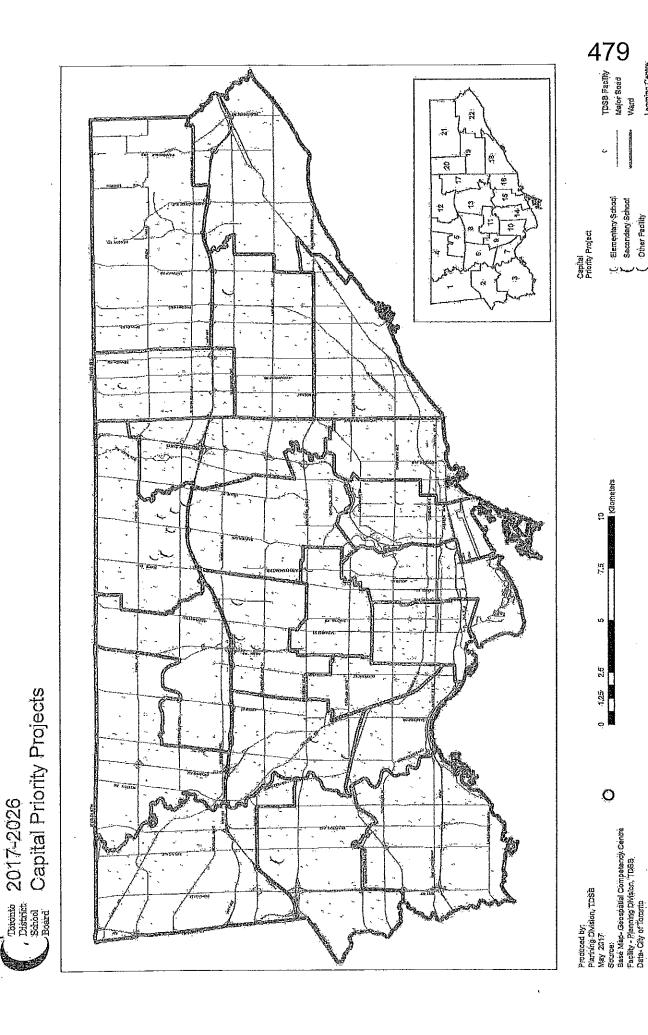
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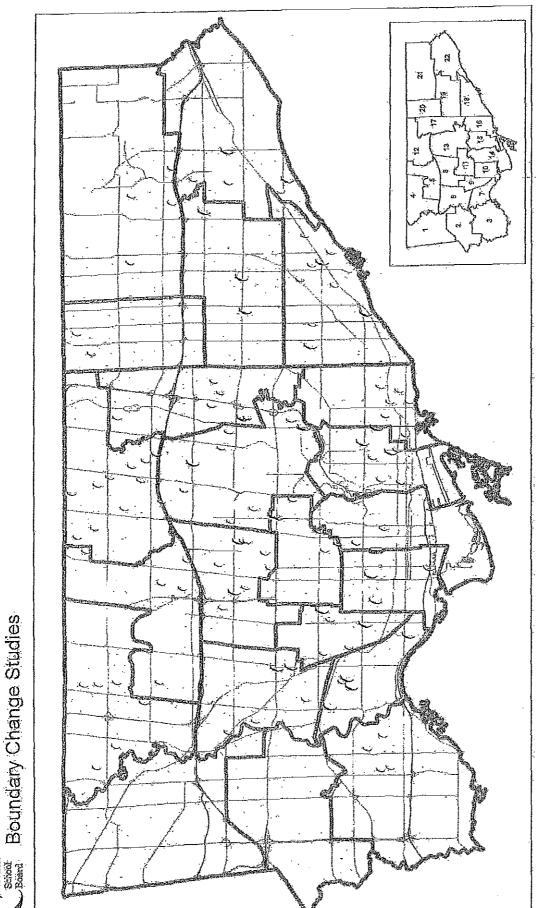


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Leaming Centre Boundary

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Secondary School
Other Facility



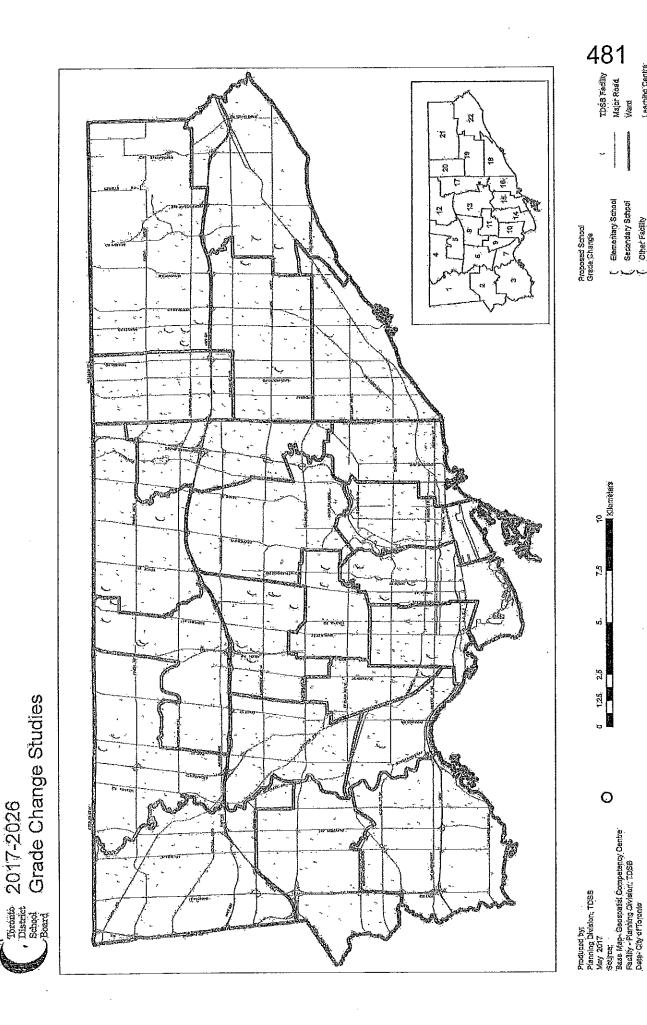
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Tab 3-27

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Learhing Centre Boundary

Elementary School
Secondary School
Other Facility

, District 2017-2026 Select New Program Studies Tab 3-28

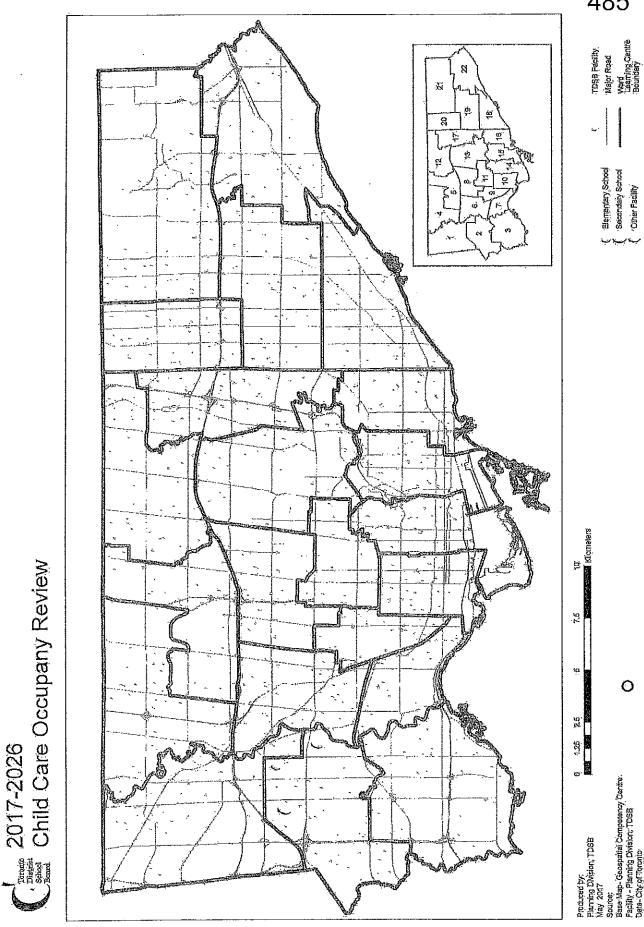
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2017-2026 Development Redirection Studies

Elementary, School Secondary School Other Facility

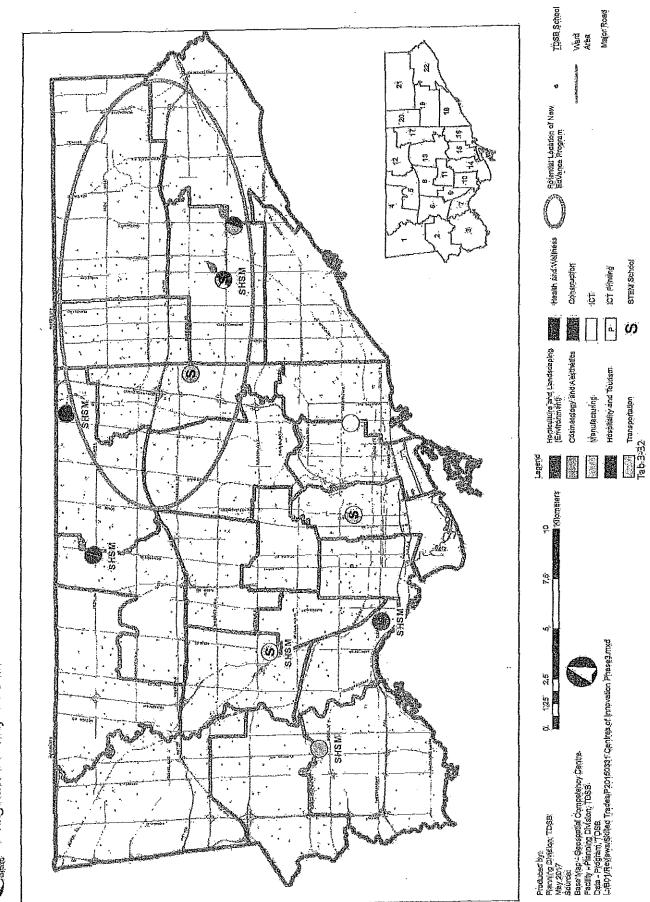


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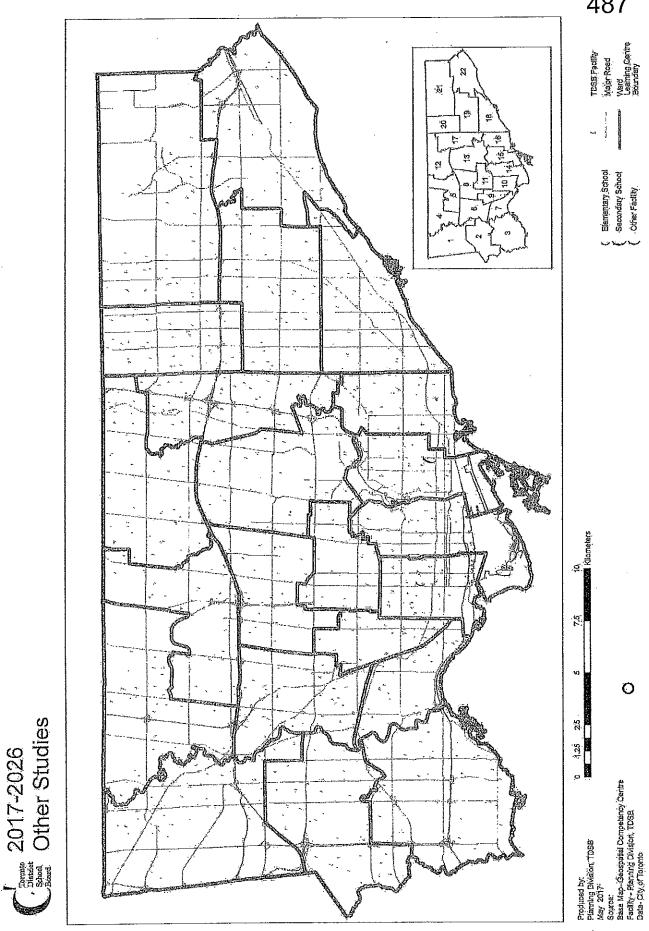
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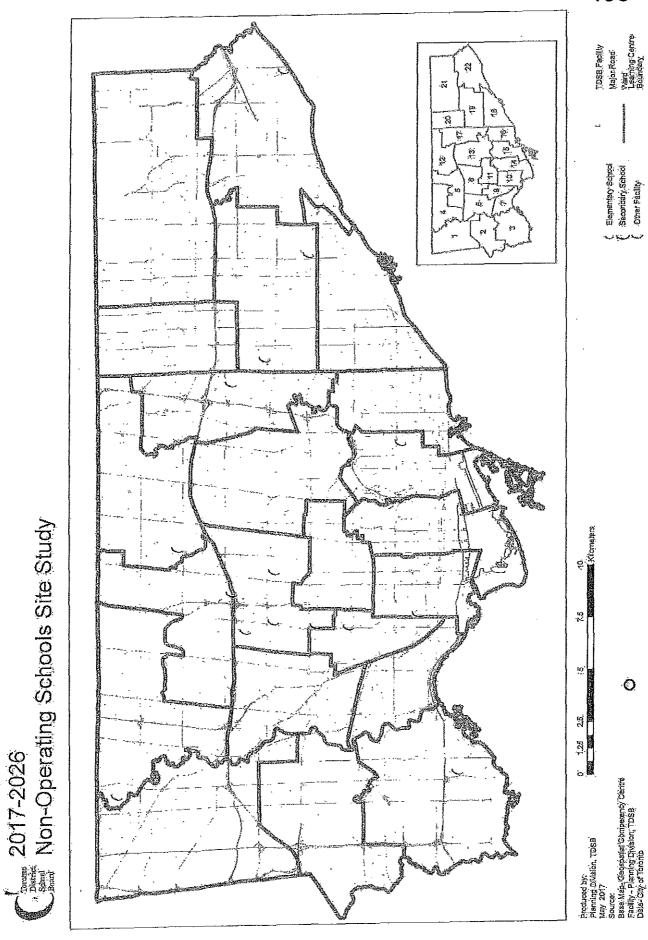
Elementary School
Secondary School
Other Facility



Tab 3-33

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Tab 3-34

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Studies by Ward

Wallde

Year	Study Type	Description of the Study
2019-20	New Program Study	Explore the introduction of a new secondary school pathway for French immersion students, such as Thistletown CI or West Humber CI, in the west and to relieve overutilization at Richview CI, the current secondary pathway for French Immersion students.
2019-20	Pupil Accommodation Review	Explore a review of Braeburn Jr. PS, The Elms JMS and the Boys Leadership Academy to address existing and projected underutilization at these schools.

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Year	Study Type	Description of the Study
Undérway	Pupil Accommodation Review	Explore a review of Scarlett Heights EA, Kipling CI and Richylew CI to examine underutilization and low enfolment at Scarlett Heights EA and Kipling CI. This study would consider the rebranding of the schools and/or augmenting program opportunities as a means of attracting students to the area while achieving an efficient use of space among this cluster of schools.
Underway	Child Care Occupancy Review	Explore a review to determine relocation options for the child care currently accommodated at Buttonwood Hill. Nearby TDSB schools in Ward 2 including Kipling CI and Valleyfield JS could be considered.
2017-18	Program Priority	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Etobicoke CI.
2017-18	Emerging Capital Priority	Subject to the approval of the Scarlett Heights EA PARC, submit a business case to support program and facility enhancements at Kipling CI. This will support the closure of Scarlett Heights EA and provide greater program opportunities for students.

Studies by Ward

W/and E

Year	Study Type	Description of the Study
2017-18	New Program Study	Explore the introduction of a new Gifted program at Lanor JMS.
2017-18	Non-Operating School Site Study	Explore a review of the non-operating school site, Queens Court, to determine if it is a candidate for potential surplus declaration and sale. This study will consider future residential development potential in the immediate vicinity and the residential development activity occurring in adjacent neighbourhoods.
2017-18	New Program Study	Explore the introduction of a new secondary school pathway at Lakeshore CI for French Immersion students in the west and to relieve overutilization at Richview CI, the current secondary pathway for French Immersion students.
2017-18	Boundary Change Study	Explore a review of the holding strategy introduced at the Norseman JMS/Castlebar campus to determine if it is required in perpetuity to accommodate continued enrolment pressure, or, if the community is better served through the introduction of a new JK-3 or JK-5 standalone school on the Castlebar school site.
2018-19	Development Redirection Study	Explore the redirection of proposed residential development in the Sherway Gardens area to Lanor IMS. Existing addresses have already been directed to the school, this study would include future proposed residential development in the same area.
ТВО	Boundary Change Study	Explore a review of the junior and middle school boundaries of Norseman JMS, Park Lawn JMS and Sunnylea Jr. PS, specifically the divided junior attendance area of Sunnylea Jr. PS.

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Year	Study Type	Description of the Study
2017-18	Non-Operating School Site Study	Review the core holding status of the non-operating school site, Whitfield, to determine if it should be declared surplus to the needs of the board.

Studies by Ward

2018-19	Grade Change Study	Explore a grade change at Blacksmith PS to expand from a JK-5 to a JK-8 school. This school currently feeds into Brookview MS for Grades 6-8.
2018-19	Boundary Change Study	Explore a review of the shared attendance area between Stanley PS and Calico PS to determine a single home school.
2018-19	Boundary Change Study	Explore a boundary change between Gracedale PS and Daystrom PS to return a redirected pocket of Gracedale PS' attendance area. This review is timed to align with the occupancy of new residential units within the catchment area of Daystrom PS.
2018-19	Boundary Change Study	Explore a boundary change review to address underutilization at Shoreham Heath & Wellness Academy and overutilization at Driftwood PS.
2018-19	Boundary Change Study	Explore a review of the shared attendance area that is currently directed to either Driftwood PS or Toppliff PS to determine a single home school.

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Year	Study Type	Description of the Study
Underway	New Program Study	Explore a review of introducing a new Extended French program at CH Best MS to address-oversubscription at adjacent sites.
Underway	Grade Change Study	Explore a review to consider a grade change between Wilmington CS and CH Best MS. This review would examine converting Wilmington CS into a JK-3 school and CH Best MS into a Grade 4-8 school.
2017-18	Non-Operating School Site Study	Explore a review of the non-operating school site, Champlain, to determine if it is a candidate for potential surplus declaration and sale.
2017-18	Boundary Change Study	Explore a review of the junior and middle school boundaries of Pleasant PS, RI Lang E & MS and Fisherville Sr. PS, specifically the divided junior attendance area of Pleasant PS.
2017-18	Grade Change Study	Explore a review to examine converting Rockford PS and Pleasant PS into JK-5 schools with Grade 6 students from both sites moving Into Fisherville St. PS to establish a Grade 6-8 school. The pathway for the



existing French Immersion program at Rockford PS would be

Studies by Ward

		examined as part of this study.
2017-18	New Program Study	Explore the introduction of a Grade 6-8 pathway for the Early French Immersion program at Rockford PS to Fisherville Sr. PS. This review can coincide with the Rockford PS, Fisherville Sr. PS and Pleasant PS study involving grade and boundary changes.
2017-18	Boundary Change Study	Explore a review of the shared attendance area whereby students residing within the Eaywood ABC school catchment area have the option to attend either Dublin Heights E & MS or Faywood ABC for Grades 6-8.
2017-18	Program Priority	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Northview Heights SS.
2018-19	Boundary Change Study	Explore a review of the shared attendance area between Stanley PS and Calleo PS to determine a single home school.
2018-19	Development Redirection Study	Explore a review to consider assigning a portion of the Downsview Secondary Plan area, Allen District, away from William Lyon Mackenzie Cl and into Downsview SS.

2018-19 Boundary Explore a review of the split intermediate pathway at Summit Heights
Change Study Ir. PS. The junior attendance area is bisected by Ledbury Park E & MS
and Dublin Heights E & MS. This review would not address the

secondary pathway.

TBD Boundary Explore a review of the secondary school pathway for Summit Heights
Change Study PS. This school is currently assigned to John Polanyi Ci.

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Year Study Type Description of the Study

Underway Pupil
Accommodation
Review

Explore a review of Rockcliffe MS, Cordella Jr. PS, Harwood PS, George Syme CS, Roselands Jr. PS, Lambton Park CS and Dennis Avenue. CS to address underutilization, school boundaries and grade distribution among this group of schools.

Underway	Boundary Change Study	Explore a boundary change review involving Rockcliffe MS and Annette Jr. & Sr. PS to examine the portion of Annette Jr. & Sr PS' attendance area north of the rail corridor.
2017-18	New Program Study	Explore the Introduction of a new Grade 4 entry Extended French program at Maple Leaf PS.
2017-18	Pupil Accommodation Review	Explore a review of Gracefield PS and Amesbury MS to determine the most efficient distribution of students and grades across the two schools, which share a single site. The review will be extended to include Brookhaven PS, George Anderson PS and Pelmo Park PS.
2017-18	Program Priority	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at George Harvey Cl.
2017-18	Boundary Change Study	Explore the legacy commercial attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
2017-18	Emerging Capital Priority	Subject to the approval of the Ward 6 South PARC, submit a business case to support the construction of a new 400 pupil place JK-8 replacement school for Dennis Avenue CS. This will support the closures of Cordella Jr. PS and Rockcliffe MS, as well as the associated boundary and grade changes.
2017-18	Emerging Capital Priority	Subject to the approval of the Ward 6 South PARC, submit a business case to support the construction of a 4-classroom addition and second floor retrofit at George Syme CS. This will support the closure of Rockeliffe MS, as well as associated boundary and grade changes.
2018-19	Boundary Change Study	Explore a review of the current secondary school boundaries of York Memorial Ci, Humberside Ci and Runnymede Ci to eliminate shared and split catchment areas.
2018-19	Pupil Accommodation Review	Explore a review of George Harvey CI, York Memorial CI, Weston CI, Runnymede CI, Humberside CI and Oakwood CI to address underutilization at George Harvey CI.
2019-20	Boundary Change Study	Explore a boundary change between HJ Alexander CS and Portage Trail PS to mitigate overcrowding at HJ Alexander CS.
2020-21	Pupil Accommodation Review	Explore a review of Keelesdale Jr. PS and Silverthorn PS to address existing and projected underutilization at these schools.



Studies by Ward

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Pupil Accommodation Reylew Explore a review of congregated Special Education sites Frank Oke SS, Haney Centre and York Humber HS.

Ward 7

Year	Study Type	Description of the Study
Underway	Boundary Change:Study	Explore a boundary change review involving Rockcliffe MS and Annette Jr. & Sr. PS to examine the portion of Annette Jr. & Sr. PS to attendance area north of the rail corridor.
Underway	Program Relocation Study	Explore the relocation of the Adult ESL program from Alexander Mult/Gladstone Jr. & Sr. PS into Parkdale Cl. This is an outcome of the PART that was undertaken to address enrolment growth issues at Givins-Shaw Jr. PS.
2017-18	Boundary Chânge Study	Explore the legacy commercial attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
2017-18	Program Priority	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Parkdale Cl.
2017-18	Program Relocation Study	Explore a review of projected overutilization at Keele Street PS. This review will include consideration of the space currently occupied by Mountview Alternative School and potential redirection of proposed residential development to schools with sufficient space.
2017-18	Development Redirection Study	Explore a review of projected overutilization at Keele Street PS. This review will include consideration of the space currently occupied by Mountview Alternative School and potential redirection of proposed residential development to schools with sufficient space.
2018-19	Boundary Change Study	Explore a review of the current secondary school boundaries of York Memorial CI, Humberside CI and Runnymede CI to eliminate shared and split catchment areas.
2018-19	Pupil Accommodation Review	Explore a review with George Harvey Cl, York Memorial Cl, Weston Cl, Runnymede Cl, Humberside Cl and Oakwood Cl to address underutilization at George Harvey Cl.

Studies by Ward

2018-19	Development Redirection Study	Explore a review of projected overutilization at Swansea Jr. & Sr. PS. This review will include consideration of the space currently occupied by the Extended French Program and potential redirection of proposed residential development to schools with sufficient space.
2018-19	Program Relocation Study	Explore a review of projected overutilization at Swansea Jr. & Sr. PS. This review will include consideration of the space currently occupied by the Extended French Program and potential redirection of proposed residential development to schools with sufficient space.
2020-21	Boundary Change Study	Explore a review of the shared attendance area that is currently directed to either Parkdale CI or Bloor CI to determine a single home school. The impacted elementary school is Fern Avenue Jr. & Sr. PS.
2020-21	Boundary Change Study	Explore the legacy technical attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
TBD	Grade Change Study	Explore the feasibility of Runnymede Ir. & Sr. PS transitioning into a JK-6 school and a campus arrangement with Western Technical School for Grade 7 and 8 students. Note that although current enrolment projections suggest that Runnymede Ir. & Sr. PS will remain stable over the mid-to long-term, the site is highly constrained. Enrolment at this site will be closely monitored and reviewed annually to determine if this study should proceed.
TBD	Development Redirection Study	Explore the redirection of new residential development proposed within the catchment area of Runnymede Jr. & Sr. PS.

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Year	Study Type	Description of the Study
Underway	Non-Operating School Site Study	Explore a review of the non-operating school site, Cartwright, to determine if it is a candidate for potential surplus declaration and sale.
2017-18	Boundary Change Study	Explore the legacy commercial attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.



2017-18	Non-Operating School Site Study	Explore a review of the non-operating school site, DB Hood CS, to determine if it is a candidate for potential surplus declaration and sale.
2017-18	Non-Operating School Site Study	Explore a review of the non-operating school site, CB Parsons, to determine it a portion of the site is a candidate for potential surplus declaration and sale.
2017-18	Non-Operating School Site Study	Explore a review of the non-operating school site, Glen Rush, to determine if it is a candidate for potential surplus declaration and sale.
2017-48	Émerging Capital Priority	Submit a business case to support a renovation at the Sir Sandford Fleming building to accommodate the relocation of the Bayerest PS school and child care. This study is a component of the broader long-term vision for student accommodation and program delivery in the Lawrence Heights community.
2017÷18	New Program Study	Continue with the second phase of the Yonge-Eglinton PART as a means to address continued projected enrolment growth and accommodation pressure at local elementary schools in the area (Ward 8, 11 and 13). This review should determine the future program to be delivered within the Bannockburn building. This study will reflect the long-term need to identify further opportunities for additional school capacity in the Yonge-Eglinton community. The provision of additional long-term capacity will be sought through the exploration and pursuit of innovative partnerships with the City of Toronto and the private sector to ensure that the long-term accommodation requirements of the community are addressed.
2017-18	Grade Čhange Stüdý	Explore a grade expansion from JK-5 to JK-8 at Baycrest PS. This study will be undertaken in advance of the larger Lawrence Heights study scheduled for 2019-20.
2018-19	Boundary Change Study	Explore a review of the split intermediate pathway at Summit Heights Ir. PS. The Junior attendance area is bisected by Ledbury Park E & MS and Dublin Heights E & MS. This review would not address the secondary pathway:
2018-19	Boundary Change Study	Explore a review of the existing attendance areas of Allenby Jr. PS, John Ross Robertson Jr. PS and North Preparatory Jr. PS.

2018-19	Grade Change Study	Explore a review of the current grade ranges at Glenview Sr. PS, Allenby Jr. PS, John Ross Robertson Jr. PS and John Wanless Jr. PS.
2018-19	Boundary Change Study	Explore a review of the split intermediate pathway at John Ross Robertson Jr. PS. The junior attendance area is bisected by Ledbury Park E & MS and Glenview Sr. PS. This review would not address the secondary pathway.
2019-20	Boundary Change Study	Explore a review of the shared attendance areas that are currently directed to either Lawrence Heights MS or Ledbury Park E & MS. The impacted junior elementary school is Glen Park PS. This review will coincide with the implementation of the Lawrence Heights Pupil Accommodation Review recommendations, which involve the construction of a new JK-8 elementary school as part of the revitalization project.
2019-20	Grade Change Study	Engage in a public consultation process to confirm the impact of the Pupil Accommodation Review recommendations at Flemington PS, which could be expanded into a JK-8 school.
2020-21	Boundary Change Study	Explore the legacy technical attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
2020-21	Boundary Change Study	Explore a review of shared attendance areas that are currently directed to either Northern SS or York Mills CI to determine a single home school. The impacted feeder schools are St. Andrews IHS, Bedford Park PS and Glenview Sr. PS.
2020-21	Boundary Change Study	Explore a review of shared attendance areas that are currently directed to either Northern SS or Lawrence Park CI to determine a single home school. The impacted feeder schools are Ledbury Park E & MS, St. Andrew's JHS and Glenview Sr. PS.
TBD	Boundary Change Study	Explore a review of the secondary school pathway for Summit Heights PS. This school is currently assigned to John Polanyi CI.
TBD	Emerging Capital Priority	Submit a business case to support a renovation of the Bannockburn building to accommodate current and projected pupil enrolment growth along the Yonge St. corridor. Although the second phase of the Yonge-Eglinton PART is anticipated to be complete by the end of the 2017-18 school year, enrolment pressures in this area are projected to continue.

Studies by Ward

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Emerging Capital Priority Explore the construction of a replacement JK-8 elementary school (pupil places TBD) on an adjacent site as part of the Lawrence Heights revitalization project. This new school supports the implementation of a completed Pupil Accommodation Review in this area.

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Year	Study Type	Description of the Study
2017-18	Non-Operating School Site Study	Explore a review of the non-operating school site, Earlscourt, to determine if it is a candidate for potential surplus declaration and sale.
2017-18	Boundary Change Study	Explore potential boundary changes involving Carleton Village Jr. & Sr. Sports & Wellness Academy, Regal Road Jr. PS and Perth Avenue Jr. PS to achieve an optimal distribution of students across the three schools while mitigating underutilization at Carleton Village Jr. & Sr. Sports & Wellness Academy.
2017-18	Grade Change Study	Explore a review of the grade change at Givins-Shaw Jr. PS approved in June 2016 for implementation in September 2017, to determine if the transition from a JK-6 to a JK-5 is the most appropriate accommodation solution for this school at this time. The implementation of the grade change will be deferred until this study is completed in the fall of 2017.
		Note: The grade change would have required students in Grade 6 to move into Alexander Muli/Gladstone Jr. & Sr. PS for September 2017 to mitigate projected enrolment growth and eliminate the need for future portables on the Givins-Shaw Jr. PS site, however, revised enrolment projections suggest that Givins-Shaw can continue to accommodate Grade 6 students for the 2017-18 year, and for a subsequent study to be undertaken. The subsequent study will allow staff to re-assess updated demographic, development and enrolment data to determine when the grade change should be implemented. The Givins-Shaw Jr. PS and Alexander Muli/Gladstone Jr. & Sr. PS communities are aware that the grade change has been deferred subject to further study.
2018-19	Pupil Accommodation Review	Explore a review of George Harvey Cl. York Memorial Cl, Weston Cl, Runnymede Cl, Humberside Cl and Oakwood Cl to address

Studies by Ward

underutilization at George	Harve'	y Cl.
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2018-19	Boundary Change Study	Explore a review of the existing shared attendance area whereby students have the choice to attend either Bloor CI or Oakwood CI.
2018-19	New Program Study	Explore the introduction of a new secondary French Immersion pathway into Oakwood CI to accommodate growing elementary programs in the area and to reduce current and projected enrolment at Harbord CI.
2020-21	Boundary Change Study	Explore a review of the shared attendance area that is currently directed to either Parkdale CI or Bloor CI to determine a single home school. The impacted elementary school is Fern Avenue Jr. & Sr. PS.
2020-21	Boundary Change Study	Explore the legacy technical attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
2020-21	Pupil Accommodation Review	Explore a review of Fairbank Memorial Ir. PS, General Mercer Ir. PS, FH Miller Ir. PS and Fairbank PS to address existing and projected underutilization in the area.

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Year	Study Type	Description of the Study
2017-18	Boundary Change Study	Explore the legacy commercial attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
2017-18	Grade Change Study	Explore a review of the grade change at Givins-Shaw Jr. PS approved in June 2016 for implementation in September 2017, to determine if the transition from a JK-6 to a JK-5 is the most appropriate accommodation solution for this school at this time. The implementation of the grade change will be deferred until this study is completed in the fall of 2017. Note: The grade change would have required students in Grade 6 to move into Alexander Multi/Gladstone Jr. & Sr. PS for September 2017
		to mitigate projected enrolment growth and eliminate the need for future portables on the Givins-Shaw Jr. PS site, however, revised enrolment projections suggest that Givins-Shaw can continue to

Studies by Ward

accommodate Grade 6 students for the 2017-18 year, and for a subsequent study to be undertaken. The subsequent study will allow staff to re-assess updated demographic, development and enrolment data to determine when the grade change should be implemented. The Givins-Shaw Jr. PS and Alexander Muir/Gladstone Jr. & Sr. PS communities are aware that the grade change has been deferred subject to further study.

2017-18 Non-Operating School Site Study Review the core holding status of the non-operating school site, Old Orchard, to determine if it should be declared surplus to the needs of the board.

2017-18 Boundary Change Study Explore a review to establish a JK-8 boundary for the new Railway Lands school.

2017-18 Other Study

Explore a review of King Edward Ir. & Sr. PS current and projected enrolment to determine if further study is required to mitigate potential enrolment growth at the site.

2019-20 Pupil Accommodation Review Explore a review of Kensington-CS, Ryerson-CS, King Edward Jr. & Sr. PS and Lord Lansdowne Jr. & Sr. PS to address underutilization in the area.

2020-21 Boundary Change Study Explore the legacy technical attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.

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Year	Study Type	Description of the Study
2017-18	Boundary Change Study	Explore the legacy commercial attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist:
2017-18	New Program Study	Continue with the second phase of the Yonge-Eglinton PART as a means to address continued projected enrolment growth and accommodation pressure at local elementary schools in the area (Ward 8, 11 and 13). This review should determine the future program to be delivered within the Bannockburn building. This study will reflect the long-term need to identify further opportunities for

Studies by Ward

additional school capacity in the Yonge-Eglinton community. The provision of additional long-term capacity will be sought through the exploration and pursuit of innovative partnerships with the City of Toronto and the private sector to ensure that the long-term accommodation requirements of the community are addressed.

2017-18 Grade Change Study Explore a grade change to determine the long-term accommodation solution for the Grade 6 Dayisville Jr. PS students (regular-track) accommodated at Hodgson Sr. PS.

2017-18 Boundary Change Study Explore a houndary change between Eglinton Jr. PS and Maurice Cody Jr. PS to address projected accommodation pressure at Eglinton Jr. PS. This review is contingent upon space being available at Maurice Cody Jr. PS.

2020-21 Boundary Change Study Explore the legacy technical attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.

2020-21 Boundary Change Study Explore a review of shared attendance areas that are currently directed to either Northern SS or York Mills CI to determine a single home school. The impacted feeder schools are St. Andrew's JHS, Bedford Park PS and Glenview Sr. PS.

2020-21 Boundary Change Study Explore a review of shared attendance areas that are currently directed to either Northern SS or Lawrence Park CI to determine a single home school. The impacted feeder schools are Ledbury Park E & MS, St. Andrew's JHS and Glenview Sr. PS.

TBD Emerging Capital Priority

Submit a business case to support a renovation at Eglinton Ir. PS to support the construction of 2 additional classrooms within the open atrium area.

Ward 1

Year Study Type Description of the Study

2017-18 Boundary Change Study Explore a review of the junior and middle school boundaries of Pleasant PS, RJ Lang E & MS and Fisherville Sr. PS, specifically the divided junior attendance area of Pleasant PS.

2017-18	Grade Change Study	Explore a review to examine converting Rockford PS and Pleasant PS into JK-5 schools with Grade 6 students from both sites moving into Fisherville Sr. PS to establish a Grade 6-8 school. The pathway for the existing French immersion program at Rockford PS would be examined as part of this study.
2017-18	New Program Study	Explore the introduction of a Grade 6-8 pathway for the Early French Immersion program at Rockford PS to Fisherville Sr. PS. This review can coincide with the Rockford PS, Fisherville Sr. PS and Pleasant PS study involving grade and boundary changes.
2017-18	Non-Operating: School Site Study	Explore a review of the non-operating school site, Burnett, to determine if it is a candidate for potential surplus declaration and sale.
2017-18	Böundary Change Study	Explore a boundary change review involving Crestview PS, Elkhorn PS and Bayview PS to determine the most appropriate home school for students residing within the Canadian Tire Lands, which is currently holding at Crestview PS. This review will also coincide with a study of the grade configurations at Bayview MS.
2017-18	Grade Charige Study	Explore a grade conversion at BayView MS into a JK-8 program. This review will coincide with the study of the Canadian Tire Lands area, Elkhorn PS and their current holding school Crestview PS.
2017-18	Program Priority	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at AY Jackson SS.
TBD	Boundary Change Study	Explore a review of the junior and middle school boundaries of McKee PS, Finch PS, Bayview MS and Cummer Valley MS to eliminate the divided junior attendance areas of McKee PS and Finch PS.
TB _j Dj:	Emerging Capital Priority	Explore the construction of a new 1,000 - 1,500 pupil place secondary school to address existing and projected accommodation pressure at the secondary panel in the area, specifically at Earl Haig SS.
TBD	Emerging Capital Priority	Explore the construction of a permanent addition to address overcrowding at McKee PS.
ŢĠD [.]	Emerging Capital Priority	Submit a business case to support an 8-classroom addition at Hollywood PS to support future enrolment growth. This addition is subject to the approved recommendations of the Avondale Boundary Project.

Studies by Ward

TBD

Emerging Capital Priority Explore the construction of either a permanent addition at Elkhorn PS and/or Bayview MS, or a new elementary school in the Canadian Tire Lands area to allow for redirected students residing within the nearby developments to return to their local neighbourhood. This project is subject to a review of grade configurations across the two sites, as well as an examination of the feasibility of constructing a new school within the Canadian Tire Lands community.

A school site has been reserved for the Board within the Canadian Tire Lands to support a future elementary school. If a new school is determined to be the best long-term accommodation option for the area, provincial funding support will be required to proceed with the purchase of these lands, and will form part of the business case to be submitted to the Ministry.

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Year	Study Type	Description of the Study
2017-18	Boundary Change Study	Explore the legacy commercial attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
2017-18	New Program Study	Continue with the second phase of the Yonge-Eglinton PART as a means to address continued projected enrolment growth and accommodation pressure at local elementary schools in the area (Ward 8, 11 and 13). This review should determine the future program to be delivered within the Bannockburn building. This study will reflect the long-term need to identify further opportunities for additional school capacity in the Yonge-Eglinton community. The provision of additional long-term capacity will be sought through the exploration and pursuit of innovative partnerships with the City of Toronto and the private sector to ensure that the long-term accommodation requirements of the community are addressed.
2017-18	Boundary Change Study	Explore a review of the existing shared elementary attendance area between Greenland PS-and Norman Ingram PS. Neither school currently has a defined catchment area. Emerging residential communities at the intersection of Don Mills Rd. and Egilnton Ave. Celestica Lands and 1095 Leslie St. should be considered during this study.

2018-19	Development Redirection Study	Explore the redirection of new residential development proposed along Eglinton Avenue East, particularly within the Rolph Road ES attendance area. This study will include a review of existing redirected residential development and long-term accommodation requirements in the Leaside area.
2019-20	Beündary Change Study	Explore returning students redirected from within the Grenoble PS catchment area from Rippleton PS. This review will include a study of existing and proposed residential development within the catchment area of Grenoble PS.
2020-21	Boundary Change Study	Explore the legacy technical attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
2020-21	Boundary Change Study	Explore a review of shared attendance areas that are currently directed to either Northern SS or York Mills CI to determine a single home school. The impacted feeder schools are St. Andrew's JHS, Bedford Park PS and Glenview Sr. PS.
2020-21	Boundary Change Study	Explore a review of shared attendance areas that are currently directed to either Northern SS or Lawrence Park CI to determine a single home school. The impacted feeder schools are Ledbury Park E & MS, St. Andrew's JHS and Glenview Sr. PS.
Ϋβ	Boundary Chánge Stúdy	Explore a boundary change review thyolving Bedford Park PS and Blythwood Jr. PS, specifically south of Lawrence Avenue. This review will also examine the shared area that is currently directed to either Bedford Park PS of Blythwood Jr. PS to determine a single home school.
TBĎ∙	Boundary Change Study	Explore a review of the shared attendance area that is currently directed to either Marc Garneau CI or Don Mills CI to establish a single home school. The timing of this review is subject to significant enrolment changes at either school as both are currently full.
TBD-	New Program Study	Explore the introduction of a new Grade 4 entry Extended French program at Rippleton PS.
TBD	Boundary Change Study	Explore a review of the shared attendance area that is currently, directed to either Don Mills MS or Valley Park MS to establish a single home school.

Studies by Ward

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Year	Study Type	Description of the Study
Underway	Grade Change Study	Explore a review of introducing a grade expansion to JK-8 at Whitney Jr. PS, to which Rosedale Jr. PS could become a feeder school. Currently both schools feed into Deer Park Jr. & Sr. PS for Grades 7 and 8.
Underway	Boundary Chānge Study	Explore a boundary change review involving Deer Patk Jr. & Sr. PS and Jesse Ketchum Jr. & Sr. PS to establish an appropriate middle school pathway for Cottingham Jr. PS. Note that this review will coincide with the boundary change study of Brown Jr. PS and Cottingham Jr. PS.
Underway	Boundary Change Study	Explore a boundary change review involving Church Street Jr. PS and Jesse Ketchum Jr. & Sr. PS to address overutilization at Church Street Jr. PS, which is situated on a small site:
Underway	Grade Change Study	Explore a grade change involving Church St. Jr. PS and Jesse Ketchum Jr. & Sr. PS to examine directing Grade 6 students from Church St. Jr. PS to Jesse Ketchum Sr. PS. This grade change would address enrolment pressures at Church St. Jr. PS, a constrained urban site.
Underway	Program Relocation Study	Explore the relocation of the Native Learning centre from Church St. Jr. PS into the proposed JK-12 First Nations School of Toronto. This review will coincide with the larger study examining the creation of a new JK-12 First Nations School of Toronto.
2017-18	Boundary Change Study	Explore the legacy commercial attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
2017-18	Program Priority	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Jarvis CI.
2020-21	Boundary Change Study	Explore the legacy technical attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.

Studies by Ward

TBD

Emerging Capital Priority Explore the construction of a minimum of two new JK-8 elementary schools (pupil places TBD) to accommodate new students generated from significant residential intensification and emerging new communities along the waterfront. At present, future elementary school sites have been identified in the West Donlands and the Lower Yonge Precinct. Current long-term enrolment projections suggest that both schools will be required.

Note that the acquisition and purchase of land to support future elementary schools in the waterfront will be a consideration in both locations. A site has been reserved for the Board in the West Donlands for purchase (Block 9), an exact location for a school site within the Lower Yonge Precinct is subject to further discussion and review with the City of Toronto and the developer.

Year	Study Type	Description of the Study
Underwaÿ	Program Relocation Study.	Explore the relocation of the Native Learning centre from Church St. Jr. PS into the proposed JK-12 First Nations School of Toronto. This review will coincide with the larger study examining the creation of a new JK-12 First Nations School of Toronto.
Underway	Emerging Capital Priority	Submit a business case to support renovations and/or deep retrofits required at the Eastern Commerce CI building to accommodate the First Nations School of Toronto and Urban Indigenous Centre of Excellence that has been established at this site.
Underwäy	Non-Operating School Site Study	Explore a review of the closed school site, Greenwood SS, to determine if it is a candidate for potential surplus declaration and sale.
2017-18	Boundary Change Study	Explore a review of middle and secondary school boundaries of Monarch Park Cl and Riverdale Cl to eliminate instances of divided intermediate attendance areas. The impacted elementary schools are Roden PS and Duke of Connaught Ir. & Sr. PS.
2017-18	Program Priority	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Monarch Park Cl.
2017-18	New Program Study	Explore a review of the current programs being delivered at Eastdale

Studies by Ward

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2017-18	Other Study	Explore a review of the admissions restrictions durrently in place at Riverdale CI. This study will include Monarch Park, East York CI and Danforth CI.
2020-21	Boundary Change Study	Explore the legacy technical attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
TBD	Boundary Change Study	Explore a review of the split intermediate pathway at Leslieville Ir. PS. The junior attendance area is bisected by Duke of Connaught Ir. & Sr. PS and Queen Alexandra MS.
ŤBĎ	Boundary Change Study	Explore a review of the split intermediate pathway at Withrow Jr. PS. The junior attendance area is bisected by Earl Grey Sr. PS and Queen Alexandra MS.

Ward 16

Year	Study Type	Description of the Study
2017-18	Boundary Change Study	Explore a review of middle and secondary school boundaries of Monarch Park Chand Riverdale Gl to eliminate instances of divided intermediate attendance areas. The impacted elementary schools are Roden PS and Duke of Connaught Jr. & Sr. PS.
2017-18	Other Study	Explore a review of the admissions restrictions currently in place at Riverdale CI. This study will include Monarch Park, East York CI and Danforth CI.
2017-18	New Program Study	Explore the introduction of a new secondary school pathway at East York CI for French Immersion and/or Extended French students to relieve overutilization at existing programs.
2019420	Boundary Change Study	Explore a review of the split junior attendance areas of Norway Jr. PS and Kew Beach Jr. PS. Currently these two junior attendance areas are divided between two separate intermediate pathways; Bowmore Jr. & Sr. PS and Glen Ames Sr. PS.

Studies by Ward

2019-20	Boundary Change Study	Explore a review of the split junior attendance area of Kimberly Jr. PS. Currently this junior attendance area is divided between two separate intermediate pathways; Bowmore Jr. & Sr. PS and Glen Ames Sr. PS.
2020-21	Boundary Change Study	Explore the legacy technical attendance areas and rationalize the program scope of the schools where these legacy boundaries currently exist.
Τ̈́BD	Boundary Change Study	Explore a review of the split intermediate pathway at Leslieville Jr. PS. The junior attendance area is bisected by Duke of Connaught Jr. & Sr. PS and Queen Alexandra MS.

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Year	Study Type	Description of the Study
2017-18	Boundary Change Study	Explore a boundary change review involving Crestview PS, Elkhorn PS and Bayview PS to determine the most appropriate home school for students residing within the Canadian Tire Lands, Which is currently holding at Crestview PS. This review will also coincide with a study of the grade configurations at Bayview MS.
2017-18	Boundary Change: Study	Explore a review of the existing shared elementary attendance area between Greenland PS and Norman Ingram PS. Neither school currently has a defined catchment area. Emerging residential communities at the intersection of Don Mills Rd. and Egilnton Ave. (Celestica Lands and 1095 Leslie St.) should be considered during this study.
2017-18	Non-Operating School Site Study	Explore a review of the non-operating school site; Brookbanks, to determine if it is a candidate for potential surplies declaration; and sale.
2017-18	Program Priority	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Victoria Park Cl.
.29 <u>20</u> -21	Pupil Accommodation Review	Explore a review of Donview Middle Health & Wellness Academy, Fenside PS, Roywood PS, and Rene Gordon Elementary Health & Wellness Academy to address current and projected underutilization at Donview Middle Health & Wellness Academy, along with program distribution, school boundaries and grade ranges amongst this group of schools.

Studies by Ward

TBD	Boundary Change Study	Explore a review of the shared attendance area that is currently directed to either Marc Garneau CI of Don Mills CI to establish a single home school. The timing of this review is subject to significant enrolment changes at either school as both are currently full.
TBD	Boundary Change Study	Explore a review of the shared attendance area that is currently directed to either Don Mills MS or Valley Park MS to establish a single home school.
TBD.	Böundary Change Study	Explore a boundary change review to address overutilization at Three Valley PS by directing students to either Ranchdale PS or Gassandra PS. This review would examine a portion of Three Valleys PS' attendance area situated east of the Don Valley Parkway. The timing of this review is subject to continued entolment growth at Three Valleys PS, which will be monitored.

Ward 18

Year	Study Type	Description of the Study
2017-18	Emerging Capital Priority	Submit a business case to support the construction of an 8-classroom addition to address overcrowding at Regent Heights PS.
2017-18	New Program Study	Explore the introduction of a new French Immersion program within a cluster of schools including Mason Road Jr. PS, Cedar Drive Jr. PS and HA Halbert Jr. PS. The intermediate pathway to be explored is Bliss Carman Sr. PS.
2019-20	Pupil Accommodation Review	Explore a review of Bliss Carman Sr. PS and its feeder schools, Mason Road Jr. PS, Cedar Drive Jr. PS and HA Halbert Jr. PS to address current and projected underutilization.
2,020-21	Grade Changé Study	Explore a grade change in the French Immersion program that is currently growing at General Crerar PS. This review will coincide with study to begin a new Grade 7-8 French Immersion pathway at Robert Service Sr. PS.
2020-21	New Program Study	Explore the introduction of a Grade 7-8 pathway for the Early French Immersion programs at Corvette Jr. PS and General Crerar PS to Robert Service Sr. PS. The introduction of this program will address underutilization at Robert Service Sr. PS, while addressing projected

Studies by Ward

overutilization at General Crerar PS. Note that General Crerar PS is a JK-8 school; however, the full implementation of the French immersion program will require a large number of portables that the site may not be able to accommodate.

2020-21 Boundary Ghange Study Explore a review of the shared attendance area that is currently directed to either RH King Academy or Sir Wilfrid Laurier Ci to determine a single home school. The impacted elementary schools are Fairmount PS and Bliss Carman Sr. PS. Note there are a small number of addresses in Ward 19 that are impacted by this boundary change (Scarborough Village PS) neighbourhood falls within the senior boundary of Bliss Carman Sr PS).

2020-21 Boundary Change Study Explore a review of the shared attendance areas that are currently directed to either Birchmount Park Cl or RH King Academy to determine a single home school.

2020-21 Boundary Change Study Explore a review of middle and secondary school boundaries at Birchmount Park CI, RH King Academy, SATEC, Winston Churchill CI and David & Mary Thomson CI to eliminate instances of divided attendance areas that impact Robert Service Sr. PS, General Brock PS, John A. Leslie PS and Anson Park PS.

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Year	Study Type	Description of the Study
Underwäÿ.	"Püpil Accommodation <u>Review</u>	Explore a review of Manhattan Park Ir. PS and Buchanan PS to determine the most appropriate distribution of students across the two sites, which are in close proximity to one another.
2017-18	Non-Öperating Schöol Site Study	Explore a review of the non-operating school site, Gooderham, to determine if it is a candidate for potential surplus declaration and sale.
2017-18	Non-Öperating School Site Study	Explore a review of the non-operating school site, McCowan, to determine if it is a candidate for potential surplus declaration and sale.
2017-18	Development Redirection Study	Explore the redirection of proposed residential development located at 1966 Eglinton Avenue East from a currently unassigned industrial/commercial area to an adjacent elementary school.

2017-18	Program Priority	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at Cedarbrae CI.
2017-18	Program Priority	Proceed with the implementation of phase 3 of the Centres of Innovation for Skills and Technologies at David and Mary Thomson Cl.
2017-18	Grade Change Study	Explore a grade change at Willow Park Jr. PS whereby it could be expanded to JK to 8. The impacted intermediate schools are George B. Little PS and Tecumseh Sr. PS.
2018-19	Development Redirection Study	Explore a boundary review of an unassigned industrial area south of Highway 401 and east of Warden Avenue (Holiday Inn site). The proposed home school for this emerging development area is Ellesmere-Statton PS.
2020-21	Grade Change Study	Explore a grade change in the French immersion program that is currently growing at General Crerar PS. This review will coincide with study to begin a new Grade 7-8 French immersion pathway at Robert Service Sr. PS.
2020-21	New Program Study	Explore the introduction of a Grade 7-8 pathway for the Early French Immersion programs at Corvette Ir. PS and General Crerar PS to Robert Service Sr. PS. The introduction of this program will address underutilization at Robert Service Sr. PS, while addressing projected overutilization at General Crerar PS. Note that General Crerar PS is a JK-8 school; however the full implementation of the French Immersion program will require a large number of portables that the site may not be able to accommodate.
2020-21	Boundary Change Study	Explore a review of the shared attendance area that is currently directed to either RH King Academy or Sir Wilfrid Laurier CI to determine a single home school. The impacted elementary schools are Fairmount PS and Bliss Carman Sr. PS. Note there are a small number of addresses in Ward 19 that are impacted by this boundary change (Scarborough Village PS' neighbourhood falls within the senior boundary of Bliss Carman Sr. PS).
2020-21	Boundary Change:Study	Explore a review of middle and secondary school boundaries at Birchmount Park Cl, RH King Academy, SATEC, Winston Churchill Cl and David & Mary Thomson Cl to eliminate instances of divided attendance areas that impact Robert Service Sr. PS, General Brock PS, John A. Leslie PS and Anson Park PS.

Studies by Ward

2020-21	Boundary Change Study	Explore a review of elementary and secondary school boundaries at West Hill Cl and Woburn Cl to eliminate instances of divided Intermediate attendance areas. The impacted elementary school is Higheastle PS.
2020-21	Grade Change Study	Explore a grade expansion from JK-6 to JK-8 at Churchill Heights PS. Note that the timing of this review is subject to the successful relocation of the Gifted program to George B. Little RS.
2020-21	Program Relocation Study	Explore the relocation of the Gifted program from Churchill Heights PS into George B. Little PS. The timing of this review is subject to the successful redirection of students holding at George B. Little PS to their home school(s) in the Malvern community.
2020-21	Pupil Accommodation Review	Explore a review of Bendale Jr. PS and North Bendale Jr. PS upon the opening of a new JK-8 elementary school at 705 Progress Avenue in the Scarborough City Centre. Students residing in these developments are currently holding at Bendale Jr. PS.
2021-;22	Pupil Accommodation Review	Explore a review of Henry Hudson Sr. PS and its feeder schools, Heather Heights Jr. PS, Churchill Heights Jr. PS and Woburn Jr. PS, to address existing and projected underutilization at Henry Hudson Sr. PS. Note that a successful JK-8 conversion at Churchill Heights PS may preclude it from being included in this review.
ŤΒD	New Program Study	Explore the existing vision for programming at Scarborough Village-PS.
₹₿D	Emerging Capital Priority	Explore the construction of a new JK-8 elementary school on the 705 Progress site to accommodate students residing in the Scarborough City Centre neighbourhood.

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Year:	Study Type	Description of the Study
2018-19	Development Redirection Study	Explore the redirection of proposed residential development within the catchment area of Lynnwood Heights Jr. PS into Highland Heights Jr. PS.

Studies by Ward

2019-20	Pupil Accommodation Review	Explore a review of John Buchan Sr. PS and its feeder schools, Highland Heights Jr. PS, Jean Augustine Girl's Leadership Academy, Tam O'Shanter Jr. PS, Inglewood Heights Jr. PS, Lynngate Jr. PS, Pauline Johnson Jr. PS and Timberbank Jr. PS to address existing and projected underutilization at John Buchan Sr. PS.
2019-20	Development Redirection Study	Explore the redirection of proposed residential dévelopment within the attendance area of Inglewood Heights Jr. PS to Lynngate Jr. PS.
TBD	Boundary Charige Study	Explore a review of the shared attendance area that is currently directed to either Terry Fox PS or Sir Samuel B. Steele Jr. PS to determine a single home school.
TBD	New Program Study	Explore the introduction of a new Early French Immersion program at North Bridlewood Jr. PS to address oversubscription to existing programs in the area.
TBD	Emërging Capital Priority	Submit a business case to support the construction of an 8-classroom addition to address overcrowding at David Lewis PS.

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Year	Study Type	Description of the Study
2017-18	Boundary Change Study	Explore a boundary change review involving Iroquois Jr. PS and Tom Longboat Jr. PS to return a historically redirected Malvern community back to its home school.
2017-18	Boundary Change Study	Explore a boundary change review involving George B. Little PS and Tom Longboat Jr. PS to return a historically redirected Malvern community back to its home school.
2018-19	Development Redirection Study	Explore a boundary review of an unassigned commercial plaza in the centre of the Malvern community. The proposed home school for this emerging development area is Berner Trail Jr. PS.
2018-19	Pupil Accommodation Review	Explore a review of Henry Kelsey Sr. PS and its feeder schools, Alexmuir Jr. PS, Anson Taylor Jr. PS, Brimwood Boulevard Jr. PS, Chartland Jr. PS, Iroquois Jr. PS, Lynnwood Heights Jr. PS and Percy Williams Jr. PS, to address existing and projected underutilization at Henry Kelsey Sr. PS.

Studies by Ward

TBD Grade Change Explore a review of grade distribution among Sir Alexander Mackenzle Study Sr. PS and its feeder schools, Agincourt Ir. PS, North Agincount Ir. PS and CD Farquharson Jr. PS. TBD Program Explore the relocation of the Extended French program from Sir Relocation Study Alexander Mackenzie Sr. PS Into Henry Kelsey Sr. PS to address overutilization at Sir Alexander Mackenzle Sr. PS and underutilization. at Henry Kelsey Sr. PS. TBD Boundary Explore a boundary change review to address overutilization at Change Study Burrows Hall Jr. PS and underutilization at Lucy Maud Montgomery PS. The timing of this review is subject to continued enrolment increases at Burrows Hall Jr. PS, which will be monitored.

Year	Study Type	Description of the Study
Underway.	Pupil Accommodation Review	Explore a review of Jack Miner Sr. PS and its feeder schools, Poplar Road Jr. PS, Guildwood Jr. PS and Elizabeth Simcoe Jr. PS to address existing and projected underutilization at Guildwood Jr. PS and Jack Miner Sr. PS.
2017-18	Grade Change Study	Explore a grade change at Willow Park Jr. PS whereby it could be expanded to JK to 8. The impacted intermediate schools are George B. Little PS and Tecumseh Sr. PS.
2017-18	Boundary Change Study	Explore a boundary change review involving George B. Little PS and Tom Longboat Jr. PS to return a historically redirected Malvern community back to its home school.
2017-18	Non-Operating School Site Study	Review the core holding status of the non-operating school site, Bridgeport/Bridgend, to determine if it should be declared surplus to the needs of the board.
2017-18	Pupil Accommodation Review	Explore a review of Galloway Road PS and St. Margaret's PS to determine the most appropriate distribution of students across the two sites, which are in close proximity to one another, while also addressing the facility condition at St. Margaret's PS (port-a-pack).

2017-18	Development Redirection Study	Explore the redirection of proposed residential development on Sheppard Avenue east to John G. Diefenbaker PS (currently unassigned industrial/commercial area).
2020-21	Boundary Change Study	Explore a review of the shared attendance area that is currently directed to either RH King Academy or Sir Wilfrid Laurier CI to determine a single home school. The impacted elementary schools are Fairmount PS and Bliss Carman Sr. PS. Note there are a small number of addresses in Ward 19 that are impacted by this boundary change (Scarborough Village PS' neighbourhood falls within the senior boundary of Bliss Carman Sr PS).
2020-21	Boundary Change Study	Explore a review of elementary and secondary school boundaries at West Hill CI and Woburn CI to eliminate instances of divided intermediate attendance areas. The impacted elementary school is Highcastle PS.
2020-21	Program Relocation Study	Explore the relocation of the Gifted program from Churchill Heights PS into George B. Little PS. The timing of this review is subject to the successful redirection of students holding at George B. Little PS to their home school(s) in the Malvern community.
2021-22.	Pupil Accommodation Review	Explore a review of Henry Hudson Sr. PS and its feeder schools, Heather Heights Jr. PS, Churchill Heights Jr. PS and Woburn Jr. PS, to address existing and projected underutilization at Henry Hudson Sr. PS. Note that a successful JK-8 conversion at Churchill Heights PS may preclude it from being included in this review.
TBD	Grade Change Study	Explore a grade expansion from JK-6 to JK-8 at Elizabeth Simcoe Jr. PS, to which George P. Mackie Jr. PS could become a feeder school.



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TAB 5

Program Priorities

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The Context for TDSB

Building innovation in the program area and developing program priorities is an evolving process that supports what students need to be successful both at school and beyond. Choice, equity of access and opportunity, fair distribution of specialized schools and programs, and program viability continue to be drivers that underpin the work done in the program area.

As a diverse system with more than 240,000 students, it is essential that students see themselves reflected in their schools and their learning. Along with that, we need to create learning spaces that are effective and respectful, and celebrate and honour students, their families and their communities.

The Board has approved the Integrated Equity Framework Action Plan 2016-2019 setting out a series of coordinated, strategic actions to focus and align every facet of the Board's work including policies, practices, program, culture through an equity lens, and anchor all of it within a coherent, comprehensive framework of Equity. This equity action plan provides us focus and ensures that the work we are doing at the system level has a direct impact in classrooms. A large part of this work is having conversations and dialogue, and understanding how bias and perspective can create - or remove - obstacles.

The TDSB is committed to providing programs through a process that understands the central role of student voice in creating equity, inclusion and enhanced learning cultures.

As part of the Integrated Equity Framework, a specific review looking at access to secondary programs as well as a review of the programs offered at the secondary panel will be completed over the next three years.

Actions Year One (2016-2017) - nearing completion

- Begin extensive consultation with students system-wide (e.g. through Student Trustees and Student SuperCouncil; Student Equity Program Advisors, Grade 7-12 students) to inform secondary program visioning, strategy and planning.
- Conduct an environmental scan of all existing secondary school programs across the system to confirm current program availability, and to identify future programs and corresponding facility requirements.
- Implications for Staff: Staff leadership and participation will be critical in these consultation processes. Staff at the school level will be supported in effectively activating and utilizing student voice.

Actions Year Two (2017-2018)

Continue infusing student voice into the review process by creating meaningful opportunities for students in each school to provide input regarding the unique learning culture, and program offerings and options within their own school community (e.g. through the Student Census).



The Context for TDSB

- Continue to involve all stakeholders in consultation regarding the secondary program strategy.
 Seek input from staff, parents and community members to provide insight into the Secondary Program Strategy and accommodation.
- Consult with parents, community members to inform-secondary program-visioning, expectations, strategy and planning.
- Identify program drivers based on data from Year 1 and begin to categorize secondary school
 programs (e.g. offered in a few schools; offered in some-schools; and offered to all students in
 all schools) in order to build prototypes of schools that will increase full access for students,
 thus ensuring equity of opportunity.
- Collaborate with Facility Services to assess classroom conditions that will impact programs
 involving Experiential Learning.

Actions Year Three (2018-2019)

- Continue to facilitate discussion and consultation aligned with the Long-Term Program and Accommodation Strategy 2017-2026.
- · Implement the Secondary Program Strategy through the Pupil Accommodation Review process.

Program Priorities

We recognize that the persistent achievement gap identified across Ontario for Aboriginal students compared to their non-Aboriginal peers is rooted in the destructive events and histories of colonization. In 2014, the Board passed a resolution to ensure that all students graduate with a significant knowledge of the effects of residential schools on Aboriginal communities.

How do we Support Aboriginal Education?

The goal of TDSB's Aboriginal Education Strategy is to "decolonize" our schools through actions aimed at:

- Enhancing overall achievement and social and emotional well-being of First Nations, Métis and inuit students:
 - By analyzing existing and emerging data through an indigenous lens to identify trends, target research-based initiatives and inform effective program planning.
 - By creating community partnerships to deliver culturally-relevant wrap-around supports and services directly to First Nations, Metis and Inuit students and their families.
 - By creating culturally-relevant and responsive programming and learning environments that
 meet the unique needs of First Nations, Métis and Inuit students and communities.
- Increasing knowledge and appreciation of Aboriginal experiences, values and cultures across the system, among all TDSB students and staff;
 - By developing innovative program options and inclusive curriculum to infuse Aboriginal voices, perspectives and experiences across all areas of the curriculum, for all TDSB students from Kindergarten to Grade 12.
 - By delivering structured staff development to increase knowledge of First Nations, Métis and Inuit cultures, histories and ways of knowing, and build system-wide capacity and cultural competence.

2016-2017 Update

- The Aboriginal Education Centre developed and launched a K-12 resource on addressing the Truth
 and Reconciliation Commission of Canada: Calls to Action, including Indian Residential Schools and
 Treaties.
- First Nations, Metis and Inuit Knowledge Building Series 2014-2017 is a comprehensive three-year Professional Learning Plan that aims to deepen the understanding about histories, cultures and perspectives of First Nations, Metis, Inuit peoples and building system capacity with respect to Aboriginal Education. This year, the focus continues to be on the implementation of this plan that includes the Truth and Reconciliation report recommendations as a framework for all initiatives.



Program Priorities

- In June 2015, the Board approved the recommendations of the First Nations School of Toronto (FNST) Program Area Review Team (PART) established to study long-term pupil accommodation options and the needs of Aboriginal students across the system. The PART recommendations included the relocation of the FNST to Eastern Commerce Cl.. In October 2016, the Board approved "the First Nations School of Toronto and the Aboriginal Education Centre be permanently housed at Eastern Commerce Cl".
- With two locations, TDSB's Native Learning Centres work in collaboration with Native Child and Family Services of Toronto to offer Aboriginal youth an alternative secondary program based on highly individualized instruction, traditional cultural practices and "wrap around" supports to foster positive Aboriginal identity, academic success and overall well-being.
- For students studying Native Language, a secondary school pathway is in place at two TDSB secondary schools.
- First Introduced in 2013 at 18 secondary schools as a Grade 9 Visual Arts pilot program, NAG10: Expressions of First Nations, Métis, Inuit Cultures has now grown to 49 secondary schools. Response from both students and staff has been extremely positive, and the incremental revenue generated for the Board by the course is used to fund NAC10 teacher professional learning, classroom resources and experiential pattnerships.

Program Priorities

Centures of Innovation for Skills and Technologies

Definition:

Centres of Innovation for Skills and Technologies are customized learning hubs that enable students to design their own learning in a recognized industry sector. They are aligned to the Ministry's five-year strategy focused on the Premier's Highly Skilled Workforce Report. The report looks at the Ontario Student Assistance Plan (OSAP) transformation; professional learning with educators of the next five years; expansion of experiential learning opportunities for all students; expansion of Specialist High Skills Majors (SHSM) programs.

These Centres of Innovation for Skills and Technologies respond to current and emerging economies, and are supported by strong industry partnerships and have Science, Technology, Engineering and Mathematics (STEM) infused throughout the learning. Students will gain specific knowledge, skills and career-related certifications for which they will apply through cooperative education and the Ontario Youth Apprenticeship Program. Purposeful pathway planning will transition students seamlessly to the world of work, postsecondary learning and apprenticeships.

Identification of Centres of Innovation for Skills and Technologies Based on the Following Drivers:

- Current student numbers and sections timetabled in the "major" courses
- Viable and sustainable programming as indicated in the achievement patterns over three years
- Potential to offer all four pathways and align with STEM
- Strong partnerships within the sector(s)
- Approved Specialist High Skills Major (SHSM) program
- "Coupled" and "stand-alone" sites in relation to larger hubs
- Representation of industry sectors in all four quadrants of the district
- Transportation access
- Equitable distribution of industry sectors within each quadrant of the district

Implementation Plan (2015-2018):

Phase 1 - completed

- Identify schools based on industry sector allocation using program and facilities drivers.
- Confirm identified schools/programs with Trustees, SOEs and Principals.
- Create marketing and communication strategy involving student recruitment,
- Implement consistent sector-related program plans in all four pathways.
- Establish an admission process for student attendance and align application process with SIS and my Blueprint education planner.



Program Priorities

- Start up: large school hubs: establish program plans with Albert Campbell CI, Central Technical School, Danforth C&TI, Lakeshore CI, West Hill CI, Western Technical School, Westview CI; seed STEM and establish Horticulture and Landscaping through the construction sector.
- Facilities assessment and refresh for Phase 1 schools including ICT with adequate technical support and infrastructure.
- Sector engagement through industry advisory.
- Student enrolment in the Centres of Innovation for Skills and Technologies begins September 2016.

Phase 2 - completed

- Large school hubs apply for SHSM status in the identified sector(s) for implementation in year 2.
- Start up: small school hubs: prioritize schools by sectors not represented in each geographical area; and establish program model with Bloor CI, Don Mills CI, East York CI, John Polanyi CI, Lester B. Pearson CI, Marc Garneau CI, Northern SS, SATEC@WA Porter CI, Sir Wilfrid Laurier CI, Stephen Leacock, Thistletown CI, Winston Churchill CI; seed STEM and establish Horticulture and Landscaping through the construction sector.
- Facilities assessment and refresh for Phase 2 schools including ICT with adequate technical support and infrastructure.
- Sector engagement through industry advisory.
- Student enrolment begins September 2017.

Phase 3 – In process

- Small school hubs (Phase 2) apply for SHSMs in the identified sector(s) for implementation in year 2.
- Start-up: remaining small school hubs: establish program model with AY Jackson CI, Cedarbrae CI,
 David and Mary Thomson CI, Etoblooke CI, George Harvey CI, Jarvis CI, Monarch Park CI, Northview
 SS, Parkdale CI, Victoria Park CI; seed STEM and establish Horticulture and Landscaping through the
 construction sector.
- Facilities assessment and refresh for Phase 2 schools including ICT with adequate technical support and infrastructure.
- Sector engagement through industry advisory.
- Student enrolment begins September 2018.

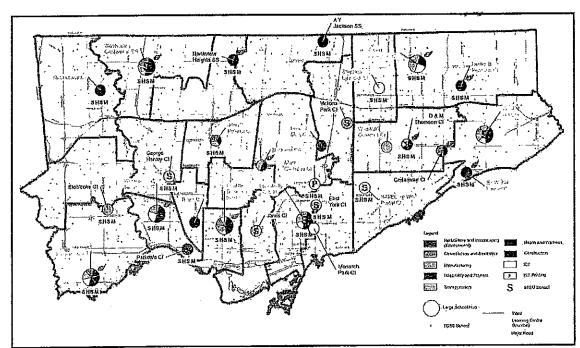
Completion September 2018

- Centres of Innovation for Skills and Technologies aligned with STEM.
- Remaining small school hubs apply for SHSMs in the identified sector(s) for implementation 2019.
- Underpin pathways with effective career guidance information within the sectors and position work-integrated learning (co-op/OYAP) as a core competency.
- Students and teachers supported with STEM opportunities through industry advisories, partnerships, dual credits, articulation agreements and OYAP/apprenticeship opportunities.
- Classroom facilities in the "major" courses meet design standards and are "Tour Ready".



Program Priorities

- Make purposeful connections with feeder schools and transitions.
- The establishment of the Centres of Innovation will be reviewed to determine how equitable the process has been and to identify gaps.



Phases 1-3 - Implementation of Centres of Innovation for Skills and Technologies

Program Priorities

Continuing Education and International Education

Why Continuing Education and International Education?

- To re-engage early leavers.
- · To increase graduation rates.
- To improve program choices and access.
- · To expand opportunities for international learners to access TDSB schools and programs.
- To help newcomers to Canada Integrate Into Canadian society.

How Do We Support Continuing and International Education?

By increasing access to meet demand.

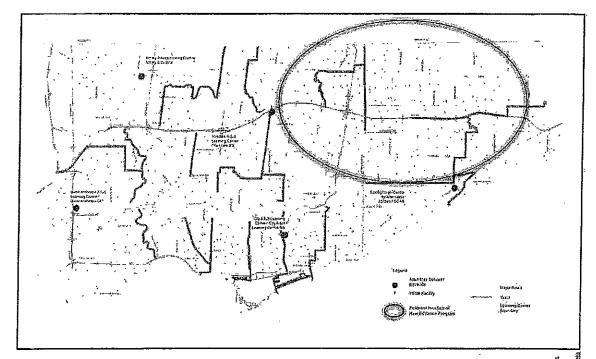
2016-2017 Update

Continue study to introduce a sixth EdVance program in the northeast area of TDSB.

Next Steps

- · Continue search for an appropriate site for the sixth EdVance program.
- Launch a study about the viability of increasing the number of schools that attract international.

General Area for a New EdVance Program



Program Priorities

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Why French Immersion and Extended French?

- French is one of Canada's two official languages and it is a language used widely around the world.
- Proficiency in French is a valuable skill and an element of student achievement.
- Teaching and learning French-as-a-Second Language strengthens English language skills, enhances reasoning, problem-solving and creative thinking skills and develops understanding and respect of other cultures.

How Do We Support French Immersion and Extended French?

 By ensuring equity of access to quality French as a Second Language programs in alignment with Toronto District School Board's policy PO80 and procedure PR597.

2016-2017 Update

Staff continued to address the high demand for French programming. Enrolment has increased from 15,000 to over 28,000 students in French immersion and Extended French over the past seventeen years.

Total enrolment in French Immersion and Extended French programs increased by approximately 1,000 students in 2016-2017 (compared to 2015-2016).

Staff continuously reviewed program viability, sustainability, and stability in alignment with the Long-Term Program and Accommodation Strategy.

To meet demand, additional classes were introduced at existing sites; five new Early French Immersion sites were opened and two new Junior Extended French sites were added.

Next Steps

Staff will continue to ensure access to meet demand. Four new Early French Immersion sites and one new Junior Extended French sites will open in September 2017.

Review of French Programs

Currently, there are 90,000 students in Core French and another 28,000 students in French Immersion programs. With this, comes system successes and system challenges. In light of the increasing

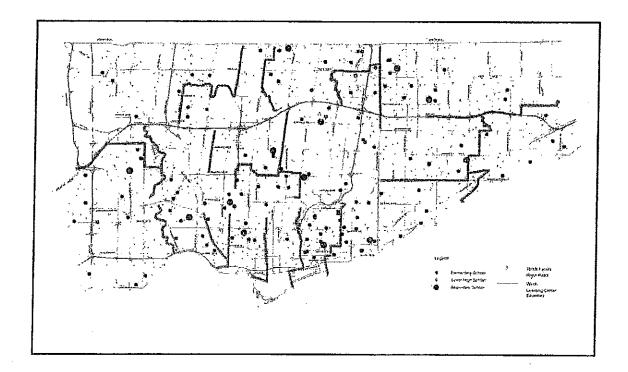


Program Priorities

enrolment in French programs combined with the concerns from many stakeholders about transportation, entry points, location of programs; staffing and equity, the Teaching and Learning staff will be conducting a review of all French programs in the fall of 2017. The last French review took place in 2009.

The review Will provide for consultation with parents, trustees, staff, students, and advisory committees. It will be conducted with an equity lens to ensure consistency with the Integrated Equity Framework.

Location of All Exisiting French Immersion and Extended French Programs



Program Priorities

Why Information Technology?

- To support the schools in their pursuit of technology-enabled teaching and learning.
- To support the Vision for Learning through service excellence.

How Do We Support Information Technology?

- By increasing network access:
 - Implement wide area network upgrade system-wide by December 2018.
 - Equip 100% of our schools with wireless school zones and/or classrooms to accommodate "Bring Your Own Device" (BYOD) programming for students.
 - Improve network bandwidth.
- By aligning business and technical requirements/objectives for the successful delivery of IT projects.
- By providing greater integration with cloud-based solutions including G Suite for Education and a Board-wide library system (Insignia) that enrich the teaching and learning community, enhance sharing and collaboration abilities, improved service reliability and scalability.
- By implementing Voice-Over-Internet Protocol (VoIP) to modernize the telephone systems and provide unified communications.
- By providing more choices for devices, e.g. Chromebooks, and by giving schools autonomy for device choices by including additional funding for technology in each school's budget.
- By leading TDSB's vision for deep learning supported by technology, and providing support to Digital Lead Learners and Learning Coaches.

2016-2017 Update

Work on these initiatives is ongoing,

Next Steps

Continue to work on these initiatives as scheduled.

Program Priorities

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Why Special Education and Inclusion?

Students with exceptionalities need to participate and be fully included in all school activities. They need to be valued as individuals for their unique contributions to school life so that they will enjoy a sense of belonging to a school community that accepts ownership and responsibility for their learning. They need to be unencumbered by stereotypical, outdated perspectives about abilities and disabilities.

The Integrated Equity Framework for Inclusion and Special Education EQUITY GOALS:

Students are successfully included, supported, and empowered when:

- All students experience a sense of belonging and social citizenship (e.g., membership, inclusion, shared power and value (Parekh, 2014).
- The learning environment is modified to fit the student, not the student to fit the environment (Parekh & Underwood, 2016)
- All identities and cultures are celebrated within the learning environment (Parekh & Underwood, 2016)
- The right to participation and establishing a positive climate where social engagement and friendships can be promoted is prioritized (Underwood, 2013)
- Deficit thinking is rejected and students are not organized within and outside the classroom by perceived ability (Parekh & Underwood, 2016)

Actions Year Two (2017-2018)

- Confinue to remodel the Home School Program. Ensure that resources are available to meet the needs of primary students who will be served in their regular home school class.
- Continue to provide appropriate resources, inclusive professional learning and support to teachers and support staff.

Next Steps

Continue our move towards greater inclusion by:

Reviewing students in primary, junior and intermediate grades placed in HSP, Learning Disability,
 Mild intellectual Disability and Behaviour Interior Support Programs through the JPRC process.



Program Priorities

- Reviewing limiting or removing the option to waive annual IPRC reviews for students in specific settings or exceptionalities.
- Continuing to use a variety of communication strategies in order to provide parents/students with information about services and programs offered by Special Education and Section 23 Programs.
- · Providing increased professional development opportunities for all staff.

Program Priorities

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Why the Arts?

- To further support the proven positive impact of the Arts on student achievement. Links between the Arts and higher graduation rates, heightened engagement, and increased achievement are cited by students, teachers, artists and researchers.
- · To support the TDSB commitment to fostering creativity and innovation.
- To ensure equitable distribution of specialized programming in the Arts so that all TDSB students can gain access.

How Do We Support the Arts?

In addition to core arts programming offered in all secondary schools. Specialized Arts schools or programs are available to students. The demand for these programs exceeds availability indicating a high-level of interest and need for additional specialized arts schools and programs.

Next Steps

In an effort to increase equity of access to all elementary and secondary specialized Arts schools and programs for 2018-19, existing admission procedures will be reviewed and changes will be implemented where necessary. This approach is consistent with the integrated Equity Framework.

TAB 6

Rooms Available for Potential Partnership

Rooms Available for Potential Partnership

The schools identified on the list of candidate sites below represent opportunities where infrastructure that is not required for the accommodation of students within the next three to five years may be shared with community partners. If an interest in a particular site below is expressed, then a site investigation will proceed to determine many of the specific details related to the proposed partnership including the exact number and location of rooms within the school that could be made available, and the compatibility/suitability of the potential partner. Note that any lease arrangement with an external group or agency is subject to approval by the Board of Trustees. Leases will be for a minimum of one year and may be terminated with six months' notice. The exercise to identify candidate sites is undertaken annually in order to incorporate changes in demographics, enrolment or outcomes of active/planned accommodation studies.

Elementary Schools

School Name	Ward	Potential Rooms Available
Berner Trail Jr. PS	2,1	Up to 4 Rooms
Beverley Heights MS	5	Up to 2 Rooms
Blacksmith PS	.4	Up to 3 Rooms
Bliss Carman Sr. PS	18	Up to 5 Rooms
Bloordale MS	2	Up to 7 Rooms
Braeburn JS	1	Úp tọ 5 Rooms
Çáliçő PS	5	Up to 7 Rooms
Carleton Village Jr. & Sr. PS	9	Up to 9 Rooms
Charles E _r Webster PS	6	Up to 5 Rooms
Charles G. Fraser Jr. PS	10	Up to 3 Rooms



Long-Term Program and Accommodation Strategy 2017-2026 Rooms Available for Potential Partnership

Charles Gordon Sr. PS	19	Up to 6 Rooms
Charles H. Best MS	5	Up to 7 Rooms
Chester Le Jr. PS	20	Up to 2 Rooms
DA Morrisan MS	16	Up to 8 Rooms
Dixon Grove JMS	2	Up to 6 Rooms
Don Valley MS	17	Up to 6 Rooms
Donview MS	17	Up to 8 Rooms
Eastview PS	22	Up to 2 Rooms
Eatonville JS	2	Up to 2 Rooms
Edgewood PS	19	Up to 2 Rooms
Elia MS	Ą.	Up to 6 Rooms
Elmbank JMA	1	Up to 9 Rooms
Emily Carr PS	21	Ųp to 5 Rooms
Essex Jr. & Sr. PS	10	Up to 6 Rooms
FH Miller Jr. PS	9	Up to 4 Rooms
Fairbank Memorial CS.	9	Up to 8 Rooms
Fenside PS	17	Up to 4 Rooms
Firgrove PS	4	Up to 8 Rooms
Fisherville Sr. PS	5	Up to 11 Rooms
Flemington PS	8	Up to 10 Rooms
General Mercer Jr. PS	9	Up to 6 Rooms

Rooms Available for Potential Partnership

Greenholme JMS	1	Up to 13 Rooms
Heather Heights Jr. PS	22	Up to 2 Rooms
Henry Hudson Sr. PS	22	Up to 7 Rooms
Henry Kelsey Sr. PS	21	Up to 8 Rooms
Heritage Park PS	21	Up to 2 Rooms
Highfield JS	1	Up to 10 Rooms
Highland Heights Jr. PS	20	Up to 2 Rooms
John Buchan Sr. PS	20	Up to 10.Rooms
Joseph Brant PS	22	Up to:3 Rooms
Keelesdale Jr. PS	6	Up to 4 Rooms
Kensington CS	10	Up to 2 Rooms
Kingslake PS	17	Up to 6 Rooms
Knob Hill PS	19	Up to 6 Rooms
Lanor JMS	3	Up to 6 Rooms
Lawrence Heights MS	8	Up to 8 Rooms
Lescon PS	17	Up to 12 Rooms
Lord Dufferin Jr. & Sr. PS	14	Up to 6 Rooms
Lucy Maud Montgomery PS	21	Up to 4 Rooms
Maple Leaf PS	6	Up to 3 Rooms
Mason Road Jr. PS	18	Up to 2 Rooms
Melody Village JS	.1	Up to 6 Roams

Rooms Available for Potential Partnership

Military Trail PS	22	Up to 7 Rooms
Nelson Mandela Park PS	14	Up to 11 Rooms
Oakdale Park MS	5	Up to 8 Rooms
Parkfield JS.	2	Up to 4 Rooms
Pauline Jr. PS	ġ	Up to 4.Rooms
Pineway PS	12	Up to 4 Rooms
Queen Alexandra MS	15	Ųp to 5 Rooms
Robert Şervice Sr. P\$	18	Up to 4 Rooms
Ryerson CS	10	Up to 7 Rooms
Second Street JMS	3	Up to 8 Rooms
Śhoreham PS	4	Up to 5 Rooms
Silverthorn C\$	6	Up to 6 Rooms
Stanley PS	4	Up to 6 Rooms
The Elms JMS	.1	Up to 9 Rooms.
Vradenburg (r. PS	20	Up to 3 Rooms
Wellesworth JS	2.	Up to 6 Rooms
Wijliam Burgess ES	15	Up to 3 Rooms
Willow Park Jr. PS	22	Up to 5 Rooms
Woodbine MS	17	Up to 10 Rooms
Zìọn Ḥelghts MS	1,2	Up to 3 Rooms

Rooms Available for Potential Partnership

Secondary Schools

Secondary schools identified below have a utilization rate that falls below 65%. The number of rooms that may be available for potential partnership will be further explored upon an interest being identified by a community partner/public agency.

Śchool Name	Ward
Central Etobicoke High School	2
Central Technical School	10
Central Toronto Academy	10
Downsview Secondary School	5
Eastdale Collegiate Institute	15
George Harvey Collegiate Institute	6
George S. Henry Academy	17
Georges Vanier Secondary School	17
Lakeshore Collegiate Institute	3.
L'Amoreaux Collegiate Institute	20
Oakwood Collegiate Institute	9
Parkdale Collegiate Institute	7
Thistletown Collegiate Institute	1
West Hill Collegiate Institute	22
Weston Collegiate Institute	6
Winston Churchill Collegiate Institute	19
Woburn Collegiate Institute	19



Rooms Available for Potential Partnerships

Toronto
District
School

Tab 5-6

TAB 7

Annual Long-Term Planning Process

To Sonca

Report out as required

Accommodation Planning Process Annual long-form Program and

Process to review and update the studies in the LTPAS

Studies in the LTPAS

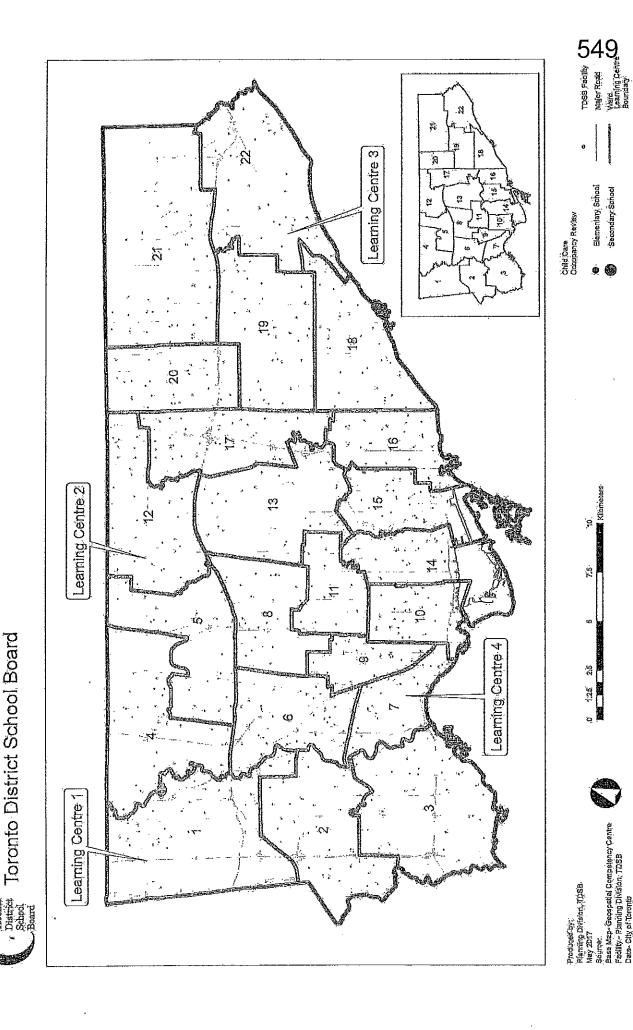
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Policy and Procedure
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Tab 7

TAB 8

Map of the Toronto District School Board





Tab 8-1

L.TDS&/BO1/Capital Priorities 2018/GIS/P20180508 TDSB Wap, mxd

Source: Rass Mzp.-Geospatial Competency Centre Faddity.-Planting Division: TDSB Dats- Clty of Taronto

Elementary, School Secondary: School

TAB 9

Maps of "The Three Cities
Within Toronto",

J. David Hulchanski



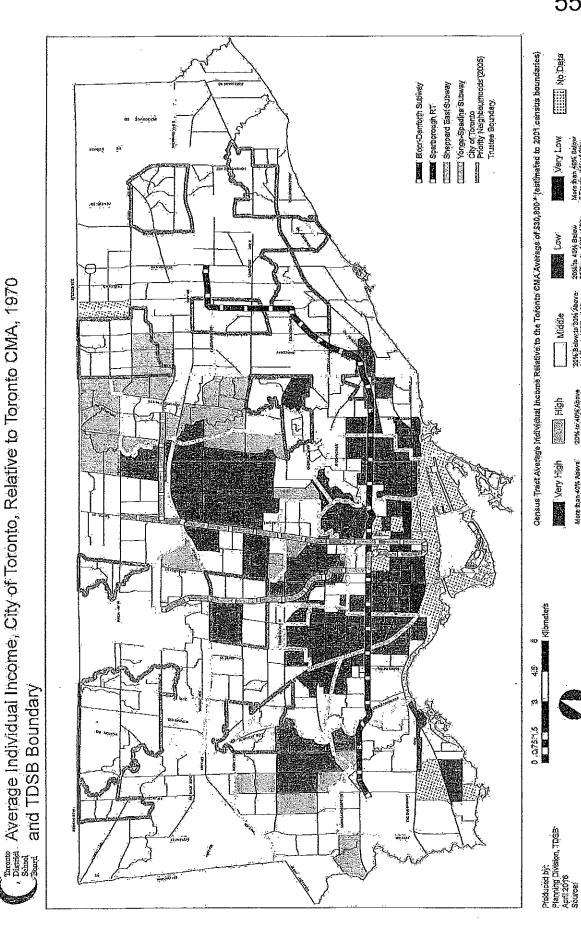
* Average incomes in constant 2005 dollars

20%th 40% Below 91 Tracts, 18% of City Average=\$23,300*

20% Below: to 20% Above. 341 Tracts, 66% of Cily Average=\$29,800.

> 20% to 40% Above 41 Treats, 8% of Clly Average #539,000*

> More than 40% Above 38 Tracts , 7% of City Average ~\$54,700:



Tab.9-1

L'TOSBIBBIAC P.2015/Three Cilles Repolt/Average Indome 1970-mix

Base Map-Geospallai Competency Centre Facility - Habrang Division, TDSB: Distriction of Toronto The Titles Cities, Within Toronto, Hutchanski, Leff The Titles Cities, Within Toronto, Hutchanski, Leff

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Census. Tract. Average Individual Income Relative to the Toronto CNA Average of 330,300 "(Estimated to 2001, census iboundaries) Dress Blook Danforth, Subway Sheppard East Subway Term Yorige-Spacina Subway 6: Kilometers and TDSB Boundary .77 6: 0.75 f.5.

Average Individual Income, City of Toronto, Relative to Toronto CMA, 2005

Tab.9-2

LtTDSB/B01/C.P 2015/Thrad-Cities Réport/Ayerage Incomé 2005.mxd

Base Map; Geóspafar Obinjetency Centre. Fadility - Planning Division; TDSS Data-City of Toronto. The Trace Cities Within Toronto, Hutthanski, Loff.

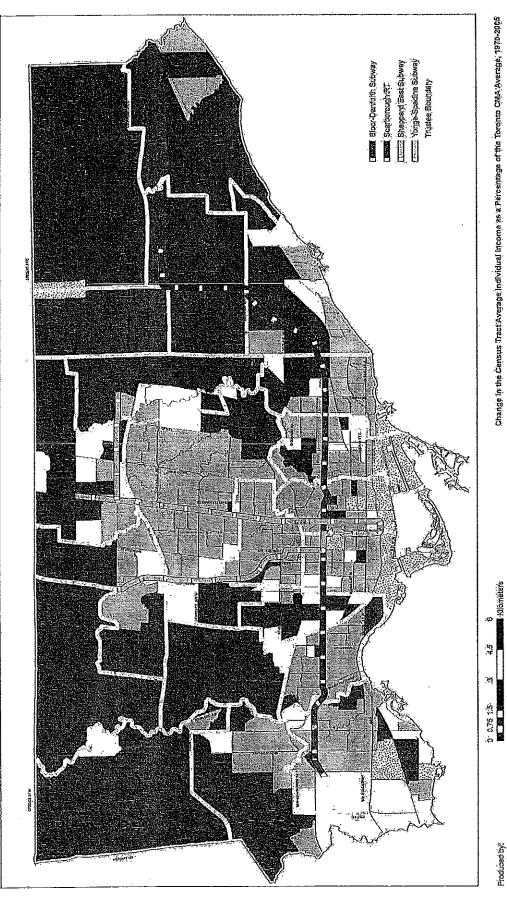
Produced by: Planting Division, TOSB April 2018. Source:

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Depriess of 20% or More: 308 carbus tracks, 59% of the City (2008 actival, 206 behaus tracks, 40% of the, dity)



Change in the Census Tract Average Individual Income as a Percentage of the Toronto CAIA Average, 1970-2005

Manual Manual

CITY 2

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horese of 20% or Adrie. 156. Census Tracu, 30% of the City (2005. adual; 100 census tracis, 19% of the City)

Tab 9-3

LTDSB/BÖ1/G-P-2015/Three: Offes Report/Projector/3 cities 2025.mxd

Base Map-Géóspatal Competerior Centre. Fapility -- Planning Division, 1958 Data-City of Toronto The Three Citias Within Toronto, Hurbhanski, Uoff

Produced by: Planning Division, TBSB April 2016

TAB 10

School Data (abbreviated version)

School Data

(abbreviated data)

enrolment trends that emerged in the fall of 2015 or Board decisions on grade range, boundaries, and program locations made in The projections were calculated in the 2015-2016 school year for the period 2016-2017 to 2036-2037. They do not reflect recent the 2016-2017 school year. Enrolment projections are revised each spring and are made available in the following year.

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claire/lile/uniorSchool:	73.2%	58.8%	358	\$08	302:0	# 27 A	522	M	7.XX	200	19	83%	.297	18	83%	787	Ħ	%83% %
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Grescent Town Elementary School	85.8%	80.15	792	582	632.0	80%	592	200	428X	0. 89		100	985	2005		386	-\$0Z	74%
Cresthaven Public. School	56,5%	45.1%	or H	199	292	23%	270	, SS	,%58 82%;	472	. 3	\$698	272		88	472	\$	8,6%
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Fern Avenue Junior and Semon Public School	32,8%	55,4%	Ë	672.	672.0:	87%	089	K	883%	34. 34.	\$ 1	84%	653	118	85%	858	R .	:85%
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Forcet (III) Junder and Senior, This School	22052	X	14. E	2.0	795.0	103%	895	422	7.95	30¢	9	,425.	308	132	7,777	906	-132	11.7%
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frasel Mustard Early Learning Acedemy	78/8%	757%	685	क्षंत्र	-ĕ63 <u>.</u> 0.	97%	SS¢	. <u>101</u>	88%	šřš	106	х ,я	.875	306	8596	. 57ë		.85%
Galloway Road Public School	- 45.00 - 41.00 - 41.0	22.0	231	190	13000	82%	60		7.4 9. 0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.	10.00 10.00	R/	3838	205	26.	89%	205	25	883
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Gateway Public School	%E 60	57.4%	365	884	988.0	525	100	9	100 200	166	136	82%	791	174	828	734	174	#2#
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	Superjorendent	Sandra Tondat	Angela Nardi- Addesa	Nadira Persaira	Kerry-tym Stadnyk	Nadira Persayit	Sandra Tordot	Vicky Brainco.	Lúby Glánnbria	Miketalizgher	Yawahani Suray	Mary Jane, McNamara	John Chasty.	Lella Girdhan Hill	Shirley Chan	Vicky Branco	Xnga-Seymour I	Lucy Glannotta	Lyon, Strangway
General Information;	Thustee	Marits stiles:	Spire Lail Age	Jerry Chaldwick,	Parcol Kandavel	David Smith	PameloiGough	Chris Tonik	Shella Caryo Weagher	Aŭsina Malik	Manna Wong	Shella Cary. Meagher	Shellardary.	Jenniter Arp	tilus pived	ໜີ່ຢູ່ ຂອງເຄີຍີ່ອາ	pavid smith	Snella Cary- Meagher	Tiffany Ford
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Kingsview Villaga, Innīon School	,561 <i>6%</i>	48.8%	3538	524	324.0	,408.	\$73	żső	72%	,480	£47.	7674	480	173	74%	úst.	547	74%.
Knob HillPlulle School	X0207	81.5%	288	461	4610	78%	350	239	%65°	345	244	38%	340	\$30 Z 6	58%	176	248	3885
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O'Connor Public School	\$1.7%	43,3%	· 25¥	¥68	1,55.0	3,59	148	iù:	28%	245	197	28%	147	£03.	2885	260	107	.58%
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Helding of the	Participation Rates	lon Rates				20163	2018: Entolment and Projections FTB, Sufplus Seats = OTG Revised - Projection FTE; Utilizations = Projection/OTG Revised	Projections F	TE, Sumplus Sea	sts =: OTG: Revi	sedProjecti	on FTE, Utiliza	tions = Project	ion/OTG Rev	pas			
Shughing Name	Tues 2013-14 Tues Petticipation Taken	Tpsg.zozz.u. Konie School Baridjadon Raiz	Revised Capadity 2018	HC. (pq- 2016)	FTE (1)	2016 Utilization Rate.	2021 Projected	Supplies Seats	2021 Velization Rate	2026 ?rojectegi	2026 Surplus Seats	Z0Z6' Unilization Rate	2031. Přojectěd	2031. Surplus Seats	2031 Utilizațion Bare	2036 Projected	2036 Surplus Sexts	2036. Dulitation Rate
R. Lang Elementary and Middle. School	54,8%	40.5%	552	.495	Q*\$6\$,	\$18	zůz.	o'r	87%	435	197	%Q8;	,430°	213	7,39%	430	1	78%
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Rene Gordon Health and Wellness. Academy	26. 12. 12. 12. 12. 12. 12. 12. 12. 12. 12	%C05	368	249	249.0	823	1902	77.7	2.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1	1205	¥1930	52%	205	E61;	×25	205	1193	.52%
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Robert Service Sanior Public School	56.9%	74.5%	: इस्ट्रेड	ízi	0.021	-#£85	. 160:	134	54%	-162	ZEJ	\$25%	169	- SZ	%LS	ís9	125	37%
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Rockford Public School	58.7%	48.5%	żör	225	672.0	95%	:ÉES:	, H	%2.6 %2.6	9890	.	. 27.16	683	, pt	27.6	688	ją.	978
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Rolph Rond Elementary School	74,086	63.5%	317	390	390.0	123%	្សី ស្ត្រ ស្ត្រ	, g	123%	988	417	123%	582	-72	123%	:83	žį.	123%
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Riverdale Collegiate, Institute	192.4X	%Z 05	11.6	1,182	1,1778	106%	1,750	134	112%	1,280	¥9.7	225%	7,257	-101	7E11	1,253	787	112%	
Rosedale Heights School of the Arts			94.6	796	. 4.596	3,522	ġę <i>ў</i>	IŞ	119%	972	9517	3,611	972	156	25GTT	žŽŽ	955	119%	
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Scarlett Heights Entrepronourial Academy	44.6%	18.4%	£78:	żż	\$ 022	7,92	181	5652	213%	15	202	27.2	139	704	353	139	704	168	
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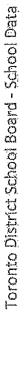
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TAB 11

Glossary of Terms

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Glossary of Terms

Aboriginal Education Programs

Aboriginal Education Programs have the goal of closing the opportunity gap for Aboriginal students. This mandate is approached by infusing Aboriginal perspectives across the curriculum for all students as well as by providing direct wraparound supports to enhance the overall achievement of First Nations, Métis and Inuit students throughout the TDSB.

Annual Planning Document

A document that outlines the planned accommodation and program studies involving operating schools to be conducted during a given year.

Arts Focus (AF)

Programs for students who wish to pursue visual and performing arts at a professional level. These programs consist of intensive courses within select schools as well as specialized schools focused solely on the arts. The specialized facilities within these schools enable them to offer a unique learning experience for students who want to specialize in the arts.

Boundary Change Study

Local neighbourhood schools have attendance areas defined by boundaries that are used to determine admission to the Regular Program. Students who live in the boundary have a right to attend the school. Boundaries between two schools can be changed to reduce overcrowding, to utilize surplus space, or to designate addresses to a closer school.

Capacity (Schools)

Schools are designed to accommodate a certain number of students. Student enrolment may vary in a community over time so that a school may end up having more or fewer students than the building can accommodate—that is, the school may be over capacity or under capacity. The capacity of school buildings is measured using a set

of rules for optimal use of rooms defined by the Ministry of Education. This capacity is referred to as the Ministry-Rated Capacity.

Capital Budget

An annual plan for major capital expenditures and revenue sources to fund the expenditures. It is approved by the Board.

Central Accommodation Team (CAT)

A team of senior staff from operational and program departments that makes decisions and/or recommendations to effectively and efficiently manage the exclusive use of space in TDSB facilities in order to create/maintain the strategic placement of academic programming and services to support students and system-wide accommodation needs.

Core Holding

A site that is owned by the TDSB and should be kept because:

- 1. the site is being used by the TDSB; or
- 2. the site is necessary to maintain an adequate distribution of sites based on a 1.6 killometres walking distance network; or
- 3. the site is encumbered (e.g., the site is leased out for a long term, the site has a restrictive agreement or covenant associated with it, the site is jointly owned).

EdVance

Ed-Vance programs allow students ages 18 to 21 years old to complete a high school diploma in a flexible, personalized program in one of our five Adult schools.

Emerging Capital Priority Project

A school is designated an emerging capital priority if it is significantly over-utilized, is projected to remain over-utilized for the next ten years, and is surrounded by schools that are fully utilized. Because the surrounding schools do not have space available, there is no opportunity to alleviate

the overutilized school's pressure by moving students to the adjacent schools. Consequently, the best solution to the overcrowding is to construct additional pupil places through a capital project such as an addition or a new building. These emerging capital priorities will be submitted to the Ministry of Education for their funding consideration through the provincial annual Capital Priority grant process.

Extended French (ExF)

Designed for students who have had 1,080 to 1,440 hours of instruction in French in elementary school. The program includes French, plus other subjects studied in the French language. Effective 2003, students who have completed 7 credits in Extended French and other subjects taught in French will earn a Certificate of Bilingual Studies in Extended French. Four of these credits must be Extended French.

Facilities Condition Index (FCI)

A rating system for the overall condition of TDSB facilities. The index is used to help guide decisions regarding the order in which buildings will receive funding for renewal and/or replacement of building parts or components (e.g. roofs, plumbing, boilers, and windows). The FCI is calculated by dividing the total value of renewal needs of a given year(s) by the asset replacement value. It provides an indication of the condition of the facility/building components. Ratings are categorized as Good, Fair, Poor or Critical.

French immersion (FI)

These courses have been designed for students who have had 3,000 to 6,000 hours of instruction in French in elementary school. This program includes French, plus other subjects studied in the French language. Effective 2003, to earn a Certificate of Bilingual Studies in Immersion students will be required to complete 10 credits in French of which four must be in Immersion French.

Full-Time Equivalent (FTE)

This identifies the Full-Time Equivalent pupil enrolment at each school as of October 31 of a given year.

Grade Range

Identifies a school's grade structure.

Head Count (HC)

This identifies the pupil headcount at each school as of October 31 of a given year. All students count as one.

Identification, Placement, and Review Committee (IPRC)

Students being considered for identification of an exceptionality or entry into Special Education programs and/or services may be presented to an Identification, Placement, and Review Committee (IPRC). Regulation 183/98 requires that all school boards set up IPRCs. Resident students enrolled in and attending a TDSB school are eligible for consideration by a TDSB IPRC, An IPRC is composed of at least three persons, one of whom must be a Principal or Supervisory Officer of the board. Source: TDSB website, Parents' Guide to Special Education.

Local Feasibility Study

A preliminary analysis of an accommodation or program concept to determine its viability that is conducted by a staff team and the affected Trustee(s). The team, called the Local Feasibility Team, is led by the local Superintendent(s) of Education, The study could lead to other formal public processes such as Boundary Reviews, Program Area Reviews and Pupil Accommodation Reviews that include community engagement.

Long-Term Program and Accommodation Strategy A roadmap for the future that provides a systematic approach to program and accommodation planning with a ten-year timeframe that allows for responsiveness and flexibility in a changing environment by including an annual cycle of review:

Non-Operating School Site

A non-operating school site is a property owned by the TDSB that is not currently used as an operating school. The property could be vacant land, an administration building, or a closed school that is leased out to a tenant. Many of these properties are considered core holding. They are properties that the TDSB wishes to keep ownership of because they are currently used by the TDSB, or they are encumbered by conditions that prevent them from being sold, or they are required for possible use by the TDSB in the future. Sometimes, as a result of changes in demographics or school board operations, it may be determined that a siteis no longer required for future use and can be declared surplus to the needs of the board and sold.

On-the-Ground (OTG) Capacity

This is the student capacity associated with a school facility. This capacity is intended for use in planning the accommodation of regular day school programs. It is also a component of the Ministry of Education's formula for funding school operations, renewal and new pupil places. This capacity is not related to maximum occupancies governed by the Building Code and the Fire Code. Specifically, this capacity is a measure of the number of students, elementary or secondary, that the school has been built to accommodate. This figure is based on the physical attributes of the facility and classroom loadings determined by the Ministry of Education. Source: Strategy and Planning, October 2010.

Panel

The level of program offered at a school. E = Elementary; S = Secondary; ES = Elementary and Secondary (e.g. junior high schools); NDS= Non Day School.

Pathways

Pathways is an initiative, as well as a TDSB system priority, which provides a wide range of program and learning opportunities to prepare students for success whatever career or further education is chosen — college, trade, workplace, university.

Participation Rate

Home School Participation Rate

The percentage of school-aged children within a school's boundary who attend any TDSB school.

TDSB Participation Rate

The percentage of school-aged children within a school's boundary who attend their local school.

Program Area Review

A process undertaken for consideration of changes to grade configurations of a school (excluding changes to grade configurations of French Immersion or Extended French programs and programs for students with exceptionalities); the establishment of new schools; or new specialized programs.

Program Area Review Team (PART)

A group that is formed to complete a Program Area Review. A PART is formed when there is a proposed program addition, expansion, enhancement, removal, or relocation.

Membership includes Planning and Teaching and Learning staff (as required), affected Trustees, affected Superintendent(s) and Principal(s), and School Council Chair or designate from each school. A PART uses the information gathered during the Local Feasibility process, communicates with the larger community and staff, and considers options and implications of these options.

Recommendations from the PART are based on consensus of the PART.

Pupil Accommodation Review

A pupil accommodation review involves studying a school that is significantly underutilized and its adjacent schools. The review considers ways to reduce surplus space and build viable programs. The review may result in the movement of a large number of students between schools. A school closure is a possible outcome.

Pupil Accommodation Review Committee (PARC)
A committee, established by a school board to
represent the schools involved in a Pupil
Accommodation Review, which acts as the official

conduit for information sharing between the school board and the affected school communities.

Redirection of a Residential Development
Redirecting a residential development is a tool for
controlling overcrowding at schools. A redirection
is considered when a large residential
development is proposed to be constructed in an
area that is served by an overcrowded school. The
large residential development is assigned to a
school outside of the area that has space available.
The redirection occurs before the residential
development is occupied. Usually bussing is
required to transport the students living in the new
development to the designated receiving school.

Renewal Backlog

This identifies the estimated cost to repair or maintain major building components such as air handling units, plumbing, roofs, boilers and windows.

Source: Strategic Building and Renewal, 2011.

School Data

A database of operational and program information by school that was created as part of the process to develop the Long-Term Program and Accommodation Strategy.

Science, Technology, Engineering and Mathematics (STEM)

A trans-disciplinary approach to inquiry and problem-based learning that fosters collaboration, creativity, and innovation in all students.

Specialist High Skills Major (HS)

Specialist High Skills Major (SHSM) offers an opportunity to earn a red seal on a Diploma (OSSD). SHSM's focus on specific economic sectors and supports students in transition to college, apprenticeship, university and the workplace. Sixteen economic sectors are represented and all school boards must have Ministry approval in order to offer a SHSM.

Toronto Lands Corporation (TLC)

A wholly-owned subsidiary of the TDSB with: responsibility to manage TDSB's leased property portfolio, and to dispose of TDSB properties declared surplus to the needs of the Board, such as non-operating schools and vacant land. The revenue generated through TLC can then fund major school improvements such as renovating existing schools in disrepair and building new schools where needed.

Utilization Rate

This identifies the school's projected utilization rate for October of a given year. It is calculated by dividing the projected October 2013 enrolment by the OTG capacity for that year. The number of students attending a school compared to the number of students that the school was designed to hold. For example, if a school is designed to accommodate 200 students and the enrolment is actually 250 (likely with the addition of portables), the utilization rate is 125%. The formula for calculating a school's utilization rate is: Total Full-Time Equivalent (FTE)/Ministry-Rated Capacity X 100.