

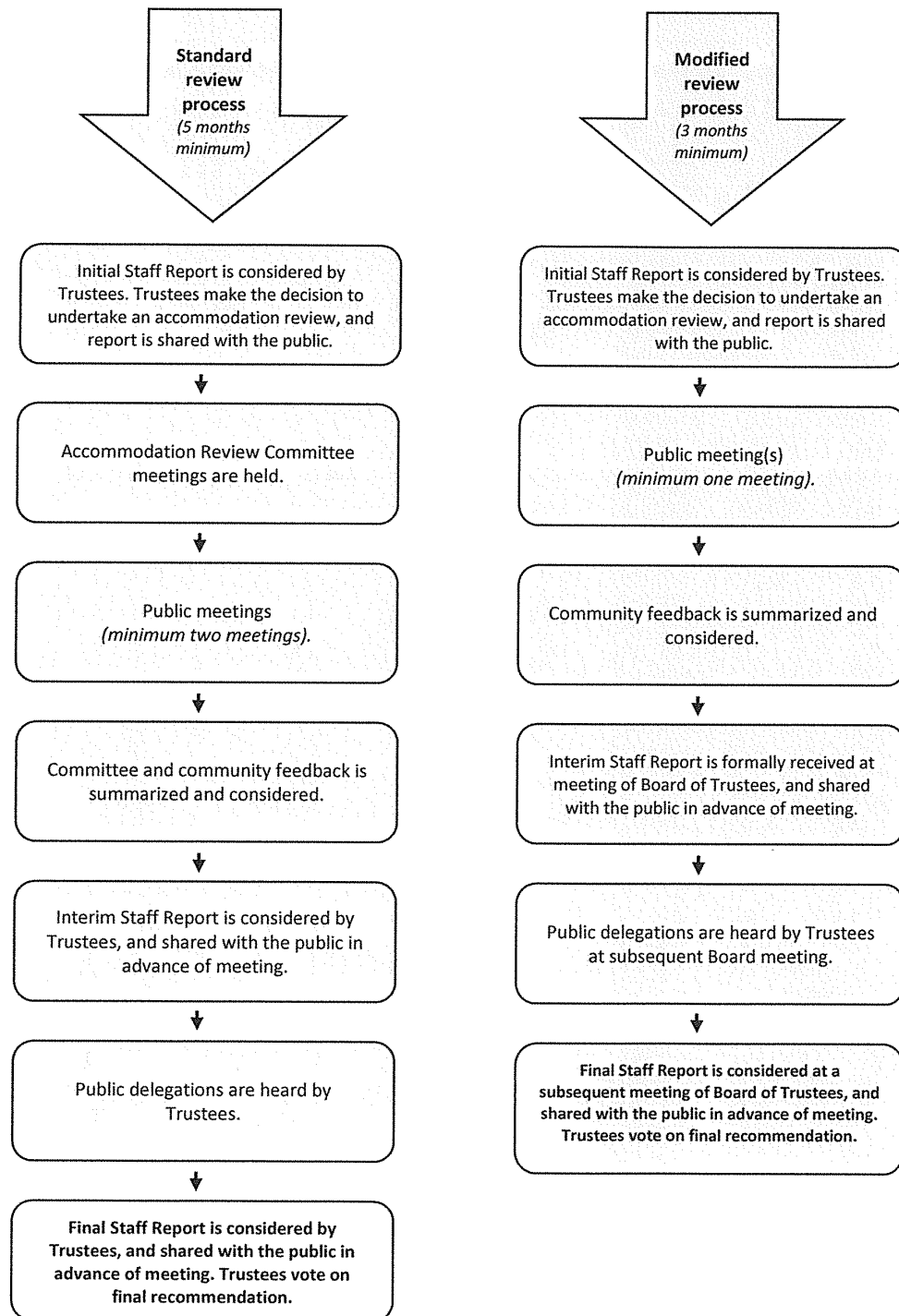


School Accommodation Review **Prince of Peace, St Rene Goupil, The Divine Infant** **Information Binder**

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Pupil Accommodation Review Processes





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SUB-SECTION:

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POLICY NO: S. 09

Date Approved: January 24, 2007	Date of Next Review: May 2019	Dates of Amendments: September 11, 2014 January 15, 2015 May 12, 2016
Cross References: Ministry of Education Pupil Accommodation Review Guideline (PARG), March 2015. Ministry of Education Administrative Review of Accommodation Review Process Ministry of Education Community Planning and Partnerships Guideline (CPPG), March 2015. Community Planning and Partnerships Policy (B.R. 07)		
Appendix: Pupil Accommodation Review Operational Procedures		

Purpose:

This policy outlines the process Toronto Catholic District School Board (the Board) will undertake to complete a pupil accommodation review or a modified pupil accommodation review of a school or schools.

On March 26, 2015, the Minister of Education released a new Pupil Accommodation Review Guideline, 2015 (the “PARG”). This Policy and the Operational Procedures are established by the Board in accordance with the PARG, as per ministry requirement.

Scope and Responsibility:

The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees in dispensing of its primary responsibility which aligns with the over-arching objectives of fostering student



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academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board's financial viability and sustainability. These objectives apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process.

In some cases, to address student populations that are constantly changing, the Board of Trustees must consider undertaking pupil accommodation reviews that could lead to school consolidations and closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the objectives noted above. Wherever possible, schools will be subject to a pupil accommodation review only once in a five-year period, unless there are circumstances that warrant a review, as determined by the Board, such as a significant change in enrolment.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being

Providing Stewardship of Resources

Financial Impact:

It is anticipated that the Board would incur limited costs associated with the implementation of the accommodation review process itself. A pupil accommodation review could potentially provide the Board with the opportunity to realize substantial savings by balancing enrolment and right-sizing schools.



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Legal Impact:

The Board could be involved in legal proceedings if the pupil accommodation review process is not implemented in accordance with this Policy. The Ministry Guidelines provide a formal process which must be followed if the implementation of the pupil accommodation review process is challenged.

Policy:

A pupil accommodation review of a school or schools will occur in the context of the Board's long-term capital and accommodation planning process, and after the necessary assessment of the options for the school(s) in accordance with that process. This assessment will be made in accordance with Board policy made pursuant to the Community Planning and Partnership Guideline (CPPG) issued by the Ministry of Education.

As a result of some assessments, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations and/or closures. Wherever practical, pupil accommodation reviews will include a school or schools to facilitate the development of viable solutions for pupil accommodation.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board will share relevant information with those affected by the process.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

The Regulations and any Schedules of this Policy may be amended from time to time in accordance with the PARG. In all cases, any minimum timelines set out in the PARG will be followed by the Board.



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A copy of this Policy, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public upon request at the Board office and on the Board's website.

Principles:

Through the Catholic Social Teachings and its Multi-Year Strategic Plan, the Board is committed to establishing integrated decision making structures and processes to support responsive and responsible allocation of resources, including the provision of equitable, affordable and sustainable learning facilities. The following principles will be used as a foundation to support the mission and vision of the Board while undertaking pupil accommodation reviews.

1. The TCDSB is committed to responsibly providing optimal learning facilities for the common good while, at the same time, making it possible for all to come to their full potential as persons and to be all that God intends them to be.
2. Schools will have meaningful connections with a Roman Catholic parish and structured links to their community.
3. Students of the TCDSB have the right to attend Catholic schools that provide reasonable community access, and the Board has a responsibility to provide schools that optimally enhance student learning opportunities in the 21st century.
4. The Catholic principle of subsidiarity promotes the establishment of groups of parents and stakeholders whose purpose is to actively participate in the school accommodation review process, contributing to decisions that consider the value of schools to the parish and community.



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Regulations:

1. Pupil Accommodation Review Process

The pupil accommodation review process shall consist of the following components:

- i. Preparation and submission to the Board of Trustees of an Initial Staff Report and School Information Profile(s);
- ii. Approval by the Board of Trustees to undertake a pupil accommodation review process;
- iii. Establishment of the Accommodation Review Committee (ARC), including its Terms of Reference;
- iv. Consultation with the City of Toronto and Community Partners;
- v. Accommodation Review Public Meetings;
- vi. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vii. Public Delegations to the Board of Trustees;
- viii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- ix. Decision by the Board of Trustees;
- x. Establishment of a Transition Committee.

2. Modified Pupil Accommodation Review Approval & Initiation

A modified pupil accommodation review process may be approved and initiated by the Board of Trustees only under exceptional circumstances, and in consultation with the local trustee(s) where three (3) or more of the following factors are present:

- i. Distance to the nearest available accommodation is 2 kilometers or less for elementary schools involved in the review and 7 kilometers or less



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for all secondary schools. The nearest accommodation indicated must be a single-gender school if a single-gender school is under review;

- ii. Utilization rate of all of the schools under review is equal to or below 50% for elementary and secondary schools;
- iii. The number of students enrolled is 100 or fewer for elementary schools involved in the review and 500 or fewer for all secondary schools in the review;
- iv. When the Board is planning the relocation of a program (in any school year or over a number of school years), in which the enrolment constitutes more than or equal to fifty percent (50%) of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- v. There are no more than two (2) schools subject to the pupil accommodation review process; or
- vi. The entire student population of the schools subject to a pupil accommodation review process can be accommodated in another within 2 kilometers for elementary schools and within 7 kilometers for secondary schools.

3. Modified Pupil Accommodation Review Process

The modified pupil accommodation review process shall consist of the following components.

- i. Preparation and submission of an Initial Staff Report and School Information Profile(s) to the Board of Trustees;
- ii. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
- iii. Consultation with the City of Toronto and Community Partners;



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- iv. An Accommodation Review Public Meeting;
- v. Preparation and submission of an Interim Staff Report to the Board of Trustees, including a Community Consultation section;
- vi. Public Delegations to the Board of Trustees;
- vii. Preparation and submission of a Final Staff Report to the Board of Trustees;
- viii. Decision by the Board of Trustees;
- ix. Establishment of a Transition Committee.

4. Exemptions

- a) The Board is not obligated to undertake a pupil accommodation review under any of the following circumstances:
 - i. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
 - ii. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
 - iii. when a lease for the school is terminated;
 - iv. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
 - v. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;



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- vi. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
 - vii. where there are no students enrolled at the school at any time throughout the school year.
- b) Board staff shall ensure that school communities are informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the pupil accommodation review process.
- c) Board staff shall prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school(s) under consideration for such exemption.
- d) Board staff shall, no fewer than five (5) business days after the Board of Trustees make a decision that such exemption applies, provide written notice to the following:
- the City of Toronto (through the Clerks' Department or equivalent);
 - other community partners that expressed an interest prior to the exemption (as defined above);
 - the coterminous school boards through the Director of Education; and
 - the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.
- e) The Board will prepare a transition plan following the Board of Trustees' decision to consolidate, close or move a school or students pursuant to an exemption to the pupil accommodation review process.



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5. Access to Pupil Accommodation Review Documents

This Policy and Operational Procedures, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board's website and will be available upon request.



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Definitions

Accommodation Review

A process undertaken by the Board to determine the future of a school or group of schools, as described in this Policy.

Accommodation Review Committee (ARC)

An advisory committee established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

Accommodation Review Public Meeting

An open meeting held by Board staff to gather broader community feedback on a pupil accommodation review.

ARC Working Meeting

A meeting of ARC members to discuss a pupil accommodation review, including the gathering of feedback from the affected school communities of a pupil accommodation review.

Business Day

A calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board's Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.



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Consultation

The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

Facility Condition Index (FCI)

A measure of the condition of a building as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

On-the-Ground (OTG) Capacity

The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Public Delegation

A presentation by an individual or a group of individuals to the Board of Trustees at a meeting of the Board, made in accordance with Board policies and procedures regarding public delegations, which permits the individual or group of individuals to have their concerns heard directly by the Board of Trustees.

Initial Staff Report (Report 1)

A report drafted by Board staff containing option(s) and identifying a preferred option with a recommendation to Trustees with respect to a school(s) that should be subject to a pupil accommodation review process or a modified pupil accommodation review process.



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Interim Staff Report (Report 2)

A report drafted by Board staff for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, that also incorporates information obtained during community consultations. The Interim Staff Report may, or may not, include the same option(s) as contained in the Initial Staff Report related to a pupil accommodation review process.

Final Staff Report (Report 3)

A report drafted by Board staff which contains recommendation(s) for consideration by the Board of Trustees with respect to a pupil accommodation review process, or a modified pupil accommodation review process, and which also incorporates information obtained during community consultations and from public delegations (and any staff response to such information).

School Information Profile (SIP)

An orientation document with point-in-time data for each of the schools under a pupil accommodation review.

PUPIL ACCOMMODATION REVIEW OPERATIONAL PROCEDURES

APPENDIX TO POLICY S.09 PUPIL ACCOMMODATION REVIEW

These Operational Procedures incorporate the following Schedules:

Schedule 'A' - School Information Profile

Schedule 'B' - Template Terms of Reference for the Accommodation
Review Committee

Schedule 'C' - Pupil Accommodation Review Timeline and Checklist
(Regular)

Schedule 'D' - Pupil Accommodation Review Timeline and Checklist
(Modified)

These Operational Procedures and related Schedules may be amended from time to time provided such amendments are made in accordance with the Ministry Pupil Accommodation Review Guidelines and Board Policy.

1. The Pupil Accommodation Review Process

a) Initial Staff Report

- i. Board staff shall prepare for the consideration of the Board of Trustees an Initial Staff Report and a School Information Profile for each school that may be subject to review. The Initial Staff Report shall identify accommodation issue(s) and will contain:
 - one or more options to address the accommodation issue(s) with supporting rationale;
 - a recommended option if more than one option is presented;
 - proposed timelines for implementation of each option; and
 - information about actions taken by Board staff prior to recommending a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

- ii. The option(s) included in the Initial Staff Report shall address the following:
- summary of accommodation issue(s) for the school(s) under review;
 - where students would be accommodated;
 - if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
 - identify any program changes as a result of the proposed option;
 - how student transportation would be affected if changes take place;
 - if new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;
 - any relevant information obtained from the City of Toronto and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space; and
 - a timeline for implementation.
- iii. The Initial Staff Report and School Information Profiles will be posted on the Board's website and made available to the public upon request, following the decision to proceed with a pupil accommodation review by the Board of Trustees.

b) School Information Profile

- i. Board staff shall prepare School Information Profiles as orientation documents to assist the Accommodation Review Committee and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.
- ii. A template for the School Information Profile, which includes the minimum data requirements and required criteria to be considered, is included as Schedule 'A' to this Policy. Board staff shall complete a School Information Profile, at the same point-in-time, for each of the schools under review.
- iii. The Board may introduce additional items that reflect local circumstances and priorities which may help to further understand the school(s) under review.

c) Accommodation Review Committee

- i. Following consideration of the Initial Staff Report and approval to proceed but prior to the first Accommodation Review Public Meeting, the Board shall establish an Accommodation Review Committee that represents the school(s) under review. The Accommodation Review Committee provides feedback to the Board on behalf of the affected school communities and acts as an official conduit for information shared between the Board and the school communities.
- ii. The Accommodation Review Committee shall be comprised of the following members:
 - At least two parent / guardian representatives from each school under review and one alternate parent/guardian, chosen by the school community;
 - School Superintendent from each school under review;
 - Principal or designate from each school under review;
 - One student representative from each secondary school under review and one alternate, selected by the School Principal;
 - Pastor or representative of the parish to which belong each of the schools under review;
 - The local trustee(s); and
 - A member of the community such as a municipal councillor or active member of the community.
- iii. One of the School Superintendents whose school is under review shall be appointed as Chair of the Accommodation Review Committee by the Director of Education.
- iv. Staff from the following areas may be assigned to assist the Accommodation Review Committee in a resource capacity as required.
 - Planning Department
 - Facilities Department

- Finance Department
 - Toronto Student Transportation Group
 - Other administrative staff as required
- v. The Board shall provide the Accommodation Review Committee with Terms of Reference that describe the following. A template for the Terms of Reference is provided in Schedule ‘B’.
- Mandate of the Accommodation Review Committee;
 - Membership of the Accommodation Review Committee;
 - Role and Responsibilities of the Accommodation Review Committee;
 - Meetings of the Accommodation Review Committee.
- vi. The Board shall invite Accommodation Review Committee members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the Accommodation Review Committee.

d) Consultation with City of Toronto and Community Partners

- i. Within five (5) business days of the Board of Trustees’ decision to conduct a pupil accommodation review, Board staff shall provide written notice of the decision to the City of Toronto (through the Clerks’ Department or equivalent) and other community partners that expressed an interest prior to the pupil accommodation review and shall invite them to a meeting, to be held before the Final Accommodation Review Public Meeting, to discuss and comment on the option(s) in the Initial Staff Report.
- ii. The City of Toronto and other community partners that expressed an interest prior to the pupil accommodation review, must provide their response (if any) on the recommended option(s) in the Initial Staff Report before the Final Accommodation Review Public Meeting.
- iii. Board staff shall document their efforts to meet with the City of Toronto, as well as the community partners, as described above.

- iv. The Board shall provide advance notice of when the Final Accommodation Review Public Meeting is scheduled to take place.

e) Notice to Coterminous School Boards and the Ministry of Education

- i. Within five (5) business days of the Board of Trustees' decision to conduct a pupil accommodation review, Board staff will provide written notice of the decision to the following:
 - the Directors of Education for the coterminous boards; and
 - the Ministry of Education, Office of the Assistant Deputy Minister of Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

f) Accommodation Review Public Meetings

- i. The Board shall hold two (2) Accommodation Review Public Meetings to gather broader community feedback on the Initial Staff Report. The Accommodation Review Committee may, at its discretion, hold additional Accommodation Review Public Meetings. Board staff shall facilitate the Accommodation Review Public Meetings.
- ii. For greater clarity, the Accommodation Review Public Meetings are not meetings of the Board of Trustees. Accommodation Review Committee members may attend Accommodation Review Public Meetings. Accommodation Review Public Meetings shall proceed if Accommodation Review Committee members are not present.
- iii. The Accommodation Review Public Meetings will be announced and advertised publicly by the Board through a range of media. Notice to the school communities of the public meeting will include a letter to go home with each student 30 business days in advance of the meeting, and notice in the bulletins of all school parishes at least 1 week in advance of the meeting. As well, every effort be made for notice to be given to the community surrounding the schools (e.g. notice sent out to local councilor, MPP, local community groups).

- iv. The First Accommodation Review Public Meeting shall be held no fewer than thirty (30) business days after the Board of Trustees' decision to conduct a pupil accommodation review.
- v. At a minimum, the First Accommodation Review Public Meeting shall include the following:
 - an overview of the Accommodation Review Committee orientation session;
 - the Initial Staff Report with recommended option(s); and
 - a presentation of the School Information Profiles.
- vi. The Final Accommodation Review Public Meeting shall be held at least forty (40) business days from the date of the First Accommodation Review Public Meeting.

g) Interim Staff Report

- i. At the conclusion of the pupil accommodation review process, an Interim Staff Report shall be prepared for the consideration of the Board of Trustees. The Interim Staff Report shall be posted on the Board's website and made available to the public upon request no fewer than ten (10) business days after the Final Accommodation Review Public Meeting.
- ii. The Interim Staff Report shall include all the information provided in the Initial Staff Report as well as the following:
 - modifications to proposed and preferred options, including proposed accommodation plans and implementation timelines, previously identified in the Initial Staff Report, if required;
 - Accommodation Review Committee comments and feedback, and any recommendations which the Accommodation Review Committee requests be included;
 - public comments and feedback;

- information and feedback obtained from the City of Toronto and other community partners; and
 - a summary of the efforts of Board staff to meet with the City of Toronto, as well as other community partners that expressed an interest prior to the pupil accommodation review.
- iii. A minimum of ten (10) business days must be allowed from the posting of the Interim Staff Report to a meeting of the Board of Trustees to receive public delegations.

h) Public Delegations to the Board of Trustees

- i. Members of the public shall be given the opportunity to provide feedback on the Interim Staff Report through public delegations at a meeting of the Board of Trustees no fewer than ten (10) business days from the posting of the Interim Staff Report on the Board website. Written notice shall be provided to school(s) and surrounding community(ies) in advance of the meeting of the Board of Trustees.
- ii. A meeting of the Board of Trustees to receive public delegations shall be announced and advertised publicly by the Board through a range of media. Written notice shall be provided to school(s) and surrounding community(ies) in advance of the meeting of the Board of Trustees. Delegations shall be received in accordance with the Board's policy and procedure on public delegations.

i) Final Staff Report and Decision by the Board of Trustees

- i. At the conclusion of the pupil accommodation review process, and no fewer than ten (10) business days after public delegations, the Board of Trustees shall consider the Final Staff Report, including information from the public delegations and any staff response to such information. The Final Staff Report shall also be posted on the Board website and made available upon request to the public, in advance of the meeting at which Trustees will make a decision regarding the pupil accommodation review.

- ii. The Board of Trustees has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report, or to approve a different outcome.
- iii. The Board of Trustees will make a decision regarding the pupil accommodation review.

j) Transition Planning

- i. The transition of students shall be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board shall establish a separate committee that will work in consultation with parents/guardians and staff to address the transition for students and staff.
- ii. A Terms of Reference will be established for the Transition Planning Committee.

2. Modified Pupil Accommodation Review Process

The Board of Trustees may, under exceptional circumstances, undertake a modified pupil accommodation review process for the identified school(s).

a) Initial Staff Reports and School Information Profiles

- i. An Initial Staff Report shall be prepared for the consideration of the Board of Trustees. In addition to the components of the Initial Staff Report identified above, the Initial Staff Report will identify those factors on which a recommendation to proceed with the modified accommodation review process is based, and provide supporting rationale.
- ii. Using the School Information Profile template (Schedule 'A'), Board staff shall also prepare School Information Profiles for each of the schools that may be subject to the modified pupil accommodation review process.
- iii. The decision to proceed with a modified pupil accommodation review process will be at the sole discretion of the Board of Trustees.

b) Accommodation Review Committee

The formation of an Accommodation Review Committee is not required under the modified pupil accommodation review process.

c) Notice and Consultation Requirements

- i. Following the decision of the Board of Trustees to proceed with a modified pupil accommodation review, the Initial Staff Report and School Information Profiles shall be posted on the Board's website and shall be made available to the public upon request.
- ii. Within five (5) business days of the decision of the Board of Trustees, Board staff shall provide to the City of Toronto (through the Clerk's Department or equivalent) and other community partners that expressed an interest prior to the modified pupil accommodation review, written notice of the decision and a meeting invitation to discuss and comment on the recommended option(s) in the Initial Staff Report.
- iii. Within five (5) business days of the decision of the Board of Trustees, Board staff shall also provide written notice of the decision to:
 - the Directors of Education for the coterminous boards; and
 - the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.
- iv. The City of Toronto and other community partners who were provided with notice must provide their responses (if any) on the recommended option(s) in the Initial Staff Report before the Accommodation Review Public Meeting (or, if more than one Accommodation Review Public Meeting is convened, prior to the Final Accommodation Review Public Meeting).

d) Accommodation Review Public Meetings

- i. Board staff shall convene and facilitate an Accommodation Review Public Meeting no fewer than thirty (30) business days from the date on which the Board of Trustees decide to hold a modified pupil accommodation review. The local school superintendent(s) and local trustee(s), at their discretion, may convene more than one Accommodation Review Public Meeting.
- ii. For greater clarity, the Accommodation Review Public Meeting is not a meeting of the Board of Trustees.
- iii. An Accommodation Review Public Meeting shall be announced and advertised through a range of media, including a minimum thirty (30) business days advance notification to school communities. Notice to the school communities of the public meeting will include a letter to go home with each student 30 business days in advance of the meeting, and notice in the bulletins of all school parishes at least 1 week in advance of the meeting. As well, every effort be made for notice to be given to the community surrounding the schools (e.g. notice sent out to local councilor, MPP, local community groups).
- iv. Board staff shall record feedback from the community at the Accommodation Review Public Meeting.

e) Interim Staff Report

- i. After the Accommodation Review Public Meeting, or if more than one Accommodation Review Public Meeting is held, after the Final Accommodation Review Public Meeting, an Interim Staff Report shall be prepared for the consideration of the Board of Trustees, and posted on the Board's website and made available to the public upon request, no fewer than ten (10) business days after the Final Accommodation Review Public Meeting.

- ii. The Interim Staff Report shall include all information provided in the Initial Staff Report, as well as the following:
 - modifications to the proposed and preferred options, including the proposed accommodation plans and implementation timelines in the Initial Staff Report, if required;
 - feedback from any public consultations; and
 - any relevant information obtained from the City of Toronto and other community partners prior to and during the modified pupil accommodation review.

f) Public Delegations

- i. No fewer than eighteen (18) business days after the Interim Staff Report is formally received at a public meeting of the Board of Trustees, members of the public shall be given the opportunity to provide feedback on the Interim Staff Report through public delegations at a meeting of the Board of Trustees. Written notice shall be provided to the school(s) and surrounding community(ies) no less than 14 business days prior to the meeting of the Board of Trustees at which public delegations can be made. The 'maximum delegation time' will be 120 minutes for those delegating on the Interim Staff Report at this meeting.
- ii. A meeting of the Board of Trustees to receive public delegations will be announced and advertised publicly by the Board through a range of media. Written notice shall be provide to school(s) and surrounding community(ies) in advance of the meeting of the Board of Trustees. Delegations will be received in accordance with the Board's policy and procedure on public delegations. Board staff shall compile feedback from the public delegations.

g) Final Staff Report and Decision by Board of Trustees

- i. No fewer than ten (10) business days from the public delegations, the Board of Trustees shall consider the Final Staff Report, which will include feedback received from the public delegations and any staff response to the feedback received. The Final Staff Report shall also be posted on the Board website

and made available to the public upon request, in advance of the meeting at which Trustees will make a decision regarding the pupil accommodation review.

- ii. The final decision regarding the modified pupil accommodation review shall be made by the Board of Trustees. The Board of Trustees has the discretion to approve the recommendations in the Final Staff Report as presented, modify the recommendations, or approve a different outcome.
- iii. A Transition Planning Committee along with a Terms of Reference for the Committee shall be established following the Board of Trustees' decision to consolidate and/or close a school.

SCHEDULE ‘A’

School Information Profile

1. The School Information Profile (SIP) is an orientation document prepared by Board staff that contains point-in-time data for each school that is under a pupil accommodation review. The School Information Profile must be prepared prior to the start of a pupil accommodation review.
2. The purpose of the School Information Profile is to help the Accommodation Review Committee (ARC) and members of the public understand the context surrounding the decision to include the school in an accommodation review process and to allow easier comparison between each school in an accommodation review process.
3. An Accommodation Review Committee is a committee established by the Board that represents the affected school(s) of a pupil accommodation review and that acts as the official conduit for information shared between the Board and the affected school communities. The Accommodation Review Committee may request clarification about the information provided in the School Information Profile, however it is not the role of the Accommodation Review Committee to approve the School Information Profile.
4. Each School Information Profile includes consideration of a detailed list of factors as well as the value of the school to the students and the value of the school to the Board.
5. The School Information Profile is established pursuant to and in compliance with the *Pupil Accommodation Review Guideline* (Ministry of Education, 2015) and Board Policy S.09.
6. The School Information Profile is to include the factors identified below for consideration during the accommodation review process. This list represents the minimum information/data requirements; the Board may introduce additional factors that reflect local circumstances and priorities which may help to further understand the school(s) under review.

Facility Profile

- a) School Name and Address
- b) Site plan and floor plan(s) of the school with the date of school construction and any subsequent additions; or space template which is a Ministry of Education template used by the Board to determine the number and type of instructional areas to be included within a new school, and the size of the required operational and circulation areas within that school.
- c) School attendance area (boundary) map.
- d) Context map (or air photo) of the school indicating the existing land uses surrounding the school.
- e) Planning map of the school with zoning, Official Plan or secondary plan land use designations.
- f) Size of the school site (acres or hectares).
- g) Building area (square feet or square metres).
- h) Number of portable classrooms.
- i) Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g. science lab, tech shop, gymnasium, etc.).
- j) Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g. tracks, basketball courts, tennis).
- k) Ten-year history of major facility improvements (item and cost).
- l) Projected five-year facility renewal needs of school (item and cost).
- m) Current Facility Condition Index (FCI) with a definition of what the index represents. FCI is the building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.
- n) A measure of proximity of the students to their existing school, and the average distance to the school for students.
- o) Percentage of students that are and are not eligible for transportation under the Board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
- p) School utility costs (totals, per square foot, and per student).
- q) Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
- r) Measures that the Board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e. barrier-free).

- s) On-the-ground (OTG) capacity, and surplus/shortage of pupil places. OTG capacity is the capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

Instructional Profile

- a) Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
- b) Describe the course and program offerings at the school.
- c) Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, etc.).
- d) Current grade configuration of the school (e.g. junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
- e) Current grade organization of the school (e.g. number of combined grades, etc.).
- f) Number of out-of-area students.
- g) Utilization factor/classroom usage.
- h) Summary of previous five years enrolment and 10-year enrolment projection by grade and program.
- i) Current extracurricular activities.

Other School Use Profile

- a) Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
- b) Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
- c) Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
- d) Availability of before and after school programs or services (e.g. child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
- e) Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
- f) Description of the school's suitability for facility partnerships.

SCHEDULE ‘B’

Template Terms of Reference of the Accommodation Review Committee

Background

The Board is responsible for fostering student achievement and well-being and ensuring effective stewardship of the Board’s resources. In this regard, the Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of elementary and secondary programs. The Board may from time to time be required to consider school consolidations and school closures by undertaking an accommodation review process that is consistent with the Board’s Pupil Accommodation Review Policy. These are the terms of reference applicable to the Accommodation Review Committee (ARC) established for the **[identify accommodation review]**.

1. Mandate

- a)** The Accommodation Review Committee is an advisory committee established by the Board that represents the school(s) affected by a pupil accommodation review and which acts as the official conduit for information shared between the Board and the affected school communities.
- b)** The Accommodation Review Committee provides feedback with respect to staff report(s) and the options set out therein and may also present alternative accommodation option(s), including rationale for the option(s), recognizing the principles outlined in the Background section above. The overall goal of the Accommodation Review Committee is to provide the local perspective of stakeholders impacted by the decision of the Board of Trustees, and to provide constructive feedback on behalf of the community to the Director of Education regarding the Initial Staff Report, School Information Profile (SIP), options, and preferred option.
- c)** The final decision regarding the future of a school or a group of schools rests solely with the Board of Trustees.
- d)** This Accommodation Review Committee is formed with respect to the following school(s):

[Insert List of Schools]

2. Membership of the Accommodation Review Committee

- a)** The Accommodation Review Committee shall be comprised of the following members.
 - i.** At least two parent / guardian representatives from each school under review and one alternate parent/guardian, chosen by the school community;
 - ii.** School Superintendent from each school under review;
 - iii.** Principal or designate from each school under review;
 - iv.** One student representative from each secondary school under review and one alternate, selected by the School Principal;
 - v.** Pastor or representative of the parish to which belong each of the schools under review;
 - vi.** The local trustee(s); and
 - vii.** A member of the community such as a municipal councillor or active member of the community.
- b)** Staff from the following areas may be assigned to assist the Accommodation Review Committee in a resource capacity, as required.
 - i.** Planning Department
 - ii.** Facilities Department
 - iii.** Finance Department
 - iv.** Toronto Student Transportation Group
 - v.** Other administrative staff as required

3. Roles and Responsibilities of the Accommodation Review Committee

- a)** A School Superintendent whose school is under review shall be appointed as Chair of the Accommodation Review Committee by the Director of Education. The Chair shall establish the Accommodation Review Committee and will facilitate the accommodation review process and ensure it is consistent with the Board's Policy. The Chair may also serve as secretary

to the Accommodation Review Committee, or delegate this role to another member of the Committee.

- b)** Members of the Accommodation Review Committee shall attend an orientation session where members will learn about the mandate, roles, responsibilities and procedures of the Accommodation Review Committee.
- c)** Members of the Accommodation Review Committee shall attend working meetings of the Accommodation Review Committee and participate in the process.
- d)** The Accommodation Review Committee shall be provided with copies of the Initial Staff Report and the School Information Profiles for each school under review.
- e)** The Accommodation Review Committee shall review the School Information Profile for each school under review. The Accommodation Review Committee may request clarification with respect to information provided in the School Information Profile, however it is not the role of the Accommodation Review Committee to approve the School Information Profile. A School Information Profile is an orientation document with point-in-time data for each of the schools under a pupil accommodation review. The School Information Profile is intended to help the Accommodation Review Committee and the school community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The School Information Profile provides an understanding of, and familiarity with the facilities under review.
- f)** The Accommodation Review Committee shall review the information provided and accommodation options proposed in the Initial Staff Report and shall seek clarification, ask questions and provide feedback as necessary. The Initial Staff Report is drafted by Board staff and identifies accommodation issues, sets out one or more options to address accommodation issues, identifies a recommended option if more than one is proposed, and includes proposed timelines for implementation.

- i. The Accommodation Review Committee shall provide feedback with respect to the options in the Initial Staff Report prior to the first Accommodation Review Public Meeting.
 - ii. The Accommodation Review Committee may provide alternative option(s) to those set out in the Initial Staff Report. The Accommodation Review Committee must provide supporting rationale for the alternative option(s).
- g) Accommodation Review Committee members are not required to reach consensus with respect to the comments and feedback that will be provided to the Board of Trustees.

4. Roles and Responsibilities of Staff Resources to the Accommodation Review Committee

- a) Board staff from various areas of responsibility shall assist, as required, with answering questions, providing clarification and shall document and compile feedback for inclusion in staff reports.
- b) The comments, feedback, and any alternative option(s) shall be collected and compiled by Board staff in the form of meeting notes. This information shall be included in the Community Consultation Section of the Final Staff Report presented to the Board of Trustees.

5. Meetings of the Accommodation Review Committee

- a) The Accommodation Review Committee shall hold at least three (3) working meetings (not including the orientation meeting) to discuss the pupil accommodation review. The Accommodation Review Committee may choose to hold additional working meetings as deemed necessary within the timelines established by the Pupil Accommodation Review Policy, at the discretion of the Accommodation Review Committee Chair.
- b) At the working meetings, the Accommodation Review Committee shall review the materials presented to it by Board staff, may solicit input from the affected school communities, and shall provide feedback to Board staff.

- c) Working meetings of the Accommodation Review Committee shall be open to the public, however, the public may not participate in such meetings, unless specifically requested by the Accommodation Review Committee to provide input.
- d) Working meetings of the Accommodation Review Committee shall be deemed to be properly constituted even if all members are not in attendance. Quorum is not required for a working meeting of the Accommodation Review Committee.
- e) The Accommodation Review Committee shall be deemed to be properly constituted even if one or more members resign or do not attend working meetings of the Accommodation Review Committee.
- f) Meeting notes of Accommodation Review Committee working meetings shall be prepared.
- g) Accommodation Review Committee members may attend the Accommodation Review Public Meetings held by Board staff.
- h) Dates of Accommodation Review Committee working meetings shall be established by the Chair in consultation with the Accommodation Review Committee.

[Insert Accommodation Review Committee Working Meeting Dates]

SCHEDULE ‘C’
Pupil Accommodation Review Timeline and Checklist

Item	Additional Information	Timeline¹	Status
Initial Staff Report and School Information Profiles considered by Trustees.	Pupil Accommodation Review approved.	0	
Initial Staff Report and School Information Profiles to be posted on the Board’s website and made available upon request.			
Written notice to City of Toronto through Clerk’s Department (or equivalent) and to community partners who expressed an interest prior to the Pupil Accommodation Review.	Include meeting invitation to discuss and comment on options in Initial Staff Report.	Within 5 business days of Pupil Accommodation Review approval.	
Written notice to Director of Education of co-terminous school boards.		Within 5 business days of Pupil Accommodation Review approval.	
Written notice to Ministry of Education.	Send to the office of the Assistant Deputy Minister of Financial Policy and Business Decisions.	Within 5 business days of Pupil Accommodation Review approval.	

¹Time is measured in business days from the date the Pupil Accommodation Review is approved by Trustees. “Business day” is defined as a calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board’s Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.

Establish the Accommodation Review Committee.	The Committee should be formed in time to permit the Committee orientation session to occur well in advance of the First Accommodation Review Public Meeting.	Within 5 business days of the Pupil Accommodation Review being approved.	
Arrange meeting with City of Toronto and with community partner(s).	Document attempts to meet.	Prior to Final Accommodation Review Public Meeting.	
Announce and advertise First Accommodation Review Public Meeting through range of media.		At least 30 business days before the meeting	
First Accommodation Review Public Meeting.		At least 30 business days after Pupil Accommodation Review approval and after minimum 30 business days written notification to school and surrounding community.	
Provide notice to City of Toronto and community partners of Final Accommodation Review Public Meeting.			
Announce and advertise Final Accommodation Review Public Meeting through range of media.			
Receive response from City of Toronto and community partners.		Prior to Final Accommodation Review Public Meeting.	
Final Accommodation Review Public Meeting.		At least 40 business days after First Public Meeting.	

Interim Staff Report considered by Trustees	Must be accessible to the public on Board website and available upon request.	At least 10 business days after Final Accommodation Review Public Meeting.	
Provide notice of date of public delegations, including written notice to school(s) and surrounding community.		After Interim Staff Report is available to the public, and at least 10 business days before the public delegations.	
Public delegations to Trustees.			
Compile feedback from public delegations and include in Final Staff Report			
Trustees to consider Final Staff Report including input from public delegations and make final decision.	Not to occur in the summer.	At least 10 business days after public delegations.	
Establish committee to address transition planning.			

SCHEDULE 'D'

Modified Pupil Accommodation Review Timeline and Checklist

Item	Additional Information	Timeline ¹	Status
Initial Staff Report and School Information Profiles considered by Trustees.	Modified Accommodation Review approved.	0	
Initial Staff Report and School Information Profiles to be posted on the Board's website and made available upon request.			
Written notice to City of Toronto through Clerk's Department (or equivalent) and to community partners who expressed an interest prior to the Modified Accommodation Review.	Include invitation to meeting to discuss and comment on options in Initial Staff Report.	Within 5 business days of Modified Accommodation Review approval.	
Written notice to Director of Education of co-terminous school boards.		Within 5 business days of Modified Accommodation Review approval.	
Written notice to Ministry of Education.	Send to the office of the Assistant Deputy Minister of Financial Policy and Business Decisions.	Within 5 business days of Modified Accommodation Review approval.	
Announce and advertise Accommodation Review Public Meeting through range of media.			

¹Time is measured in business days from the date the Modified Pupil Accommodation Review is approved by Trustees. "Business day" is defined as a calendar day that is not a weekend or statutory holiday. It also does not include days the Board is scheduled to be closed including the Board's Christmas, spring, Easter and summer break. For schools with a year-round calendar, any break that is five (5) calendar days or longer is not a business day.

Arrange meeting with City of Toronto and with community partner(s).	Document attempts to meet.	Prior to Public Meeting.	
Receive response from City of Toronto and community partner(s), if any.		Prior to Public Meeting, or final public meeting if more than one is held	
Accommodation Review Public Meeting.		At least 30 business days after Modified Accommodation Review approval and after minimum 30 business days written notification to school and surrounding community.	
Interim Staff Report is considered and received by Trustees.	Must be accessible to the public on Board website and available upon request.	At least 10 business days after the Accommodation Review Public Meeting (or final Accommodation Review Public Meeting if more than one is held).	
Provide notice of date of public delegations, including written notice to school(s) and surrounding community.		After Interim Staff Report has been received at public meeting of Board of Trustees and made available to the public, and at least 18 business days before the public delegations.	
Public delegations to Trustees.			

Compile feedback from public delegations			
Trustees to consider Final Staff Report including input from public delegations and make final decision.	Not to occur in the summer.	At least 10 business days after the public delegations.	
Establish committee to address transition planning.			



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

INITIATION OF PUPIL ACCOMMODATION REVIEWS (WARDS 7,8,9)

*Commit to the Lord whatever you do, and he will establish your plans.
Proverbs 16:3 | NIV |*

Created, Draft	First Tabling	Review
May 6, 2016	May 12, 2016	Click here to enter a date.

J. Volek, Senior Coordinator Planning Services
M. Silva Comptroller Planning and Development

RECOMMENDATION REPORT

Vision:

*At Toronto Catholic we transform the world
through witness, faith, innovation and action.*

Mission:

*The Toronto Catholic District School Board is an
inclusive learning community rooted in the love of
Christ. We educate students to grow in grace and
knowledge and to lead lives of faith, hope and
charity.*



G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and
Facilities

C. Jackson

Executive Superintendent of Business
Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report recommends that the following school groupings be approved for school accommodation review, in accordance with Pupil Accommodation Review Policy (S.09).

Groups 1 – 3 are proposed pursuant with recommendations approved by the Board on January 22, 2015 regarding priority review rankings.

1. Blessed Pier Giorgio Frassati, Sacred Heart, St. Bede, and St. Gabriel Lalemant
2. Prince of Peace, St. Rene Goupil, and The Divine Infant
3. Holy Redeemer, Our Lady of Guadalupe, St. Matthias, and St. Timothy

Group 4, St. Paul and St. Michael, is a priority school accommodation review that was brought forward by school communities, which was supported by staff.

B. PURPOSE

1. This report seeks approval for the initiation of school accommodation reviews for the following school groupings in accordance with Pupil Accommodation Review Policy (S.09):

1. Blessed Pier Giorgio Frassati, Sacred Heart, St. Bede, and St. Gabriel Lalemant
2. Prince of Peace, St. Rene Goupil, and The Divine Infant
3. Holy Redeemer, Our Lady of Guadalupe, St. Matthias, and St. Timothy.

As noted above, staff also support a priority school accommodation review involving the following two schools.

4. St. Paul and St. Michael.
2. At its meeting of January 21, 2016, the Board approved the report: *Elementary Boundary Review Ranking All Wards* which identified St. Paul and St. Michael as part of a future boundary review. However, since staff are recommending a priority school accommodation review involving these same two schools in this cycle, which will also consider boundary changes as part of the solution, there is no need for a separate boundary review.

C. BACKGROUND

3. At its meeting held on January 22, 2015, the Board considered the report: *School Accommodation Review Priority Ranking*, and adopted, in part, the following motion:

“That a future report be considered regarding the initiation of further School Accommodation Reviews at the following schools:

- *Blessed Pier Giorgio Frassati, Sacred Heart, St. Bede, St. Gabriel Lalemant*
- *Prince of Peace, St. Rene Goupil, The Divine Infant*
- *Holy Redeemer, Our Lady of Guadalupe, St. Matthias, St. Timothy”.*

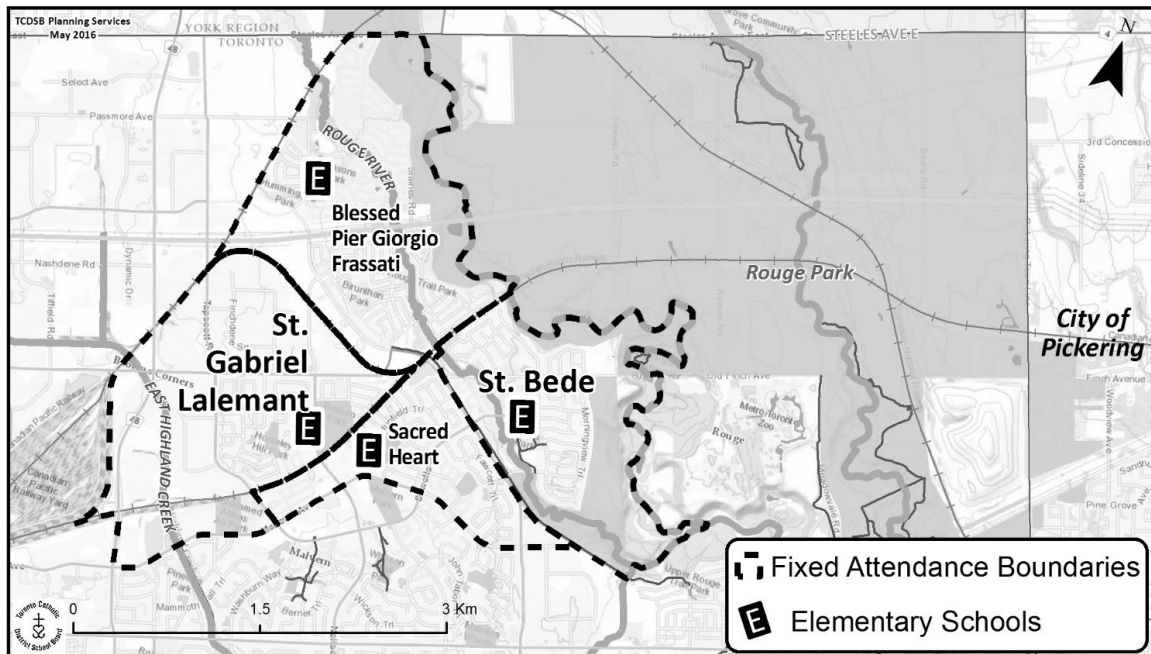
4. A priority school accommodation review has been suggested by the St. Paul and St. Michael school communities, in consultation with the Trustee.

D. ACTION PLAN

5. Staff are required as per Pupil Accommodation Review Policy (S.09) to provide, at a minimum, one recommendation to address the challenges associated with each of the school groupings noted above. Please note that recommendations stemming from school accommodation review committees may not be consistent with initial staff recommendations, as detailed below.

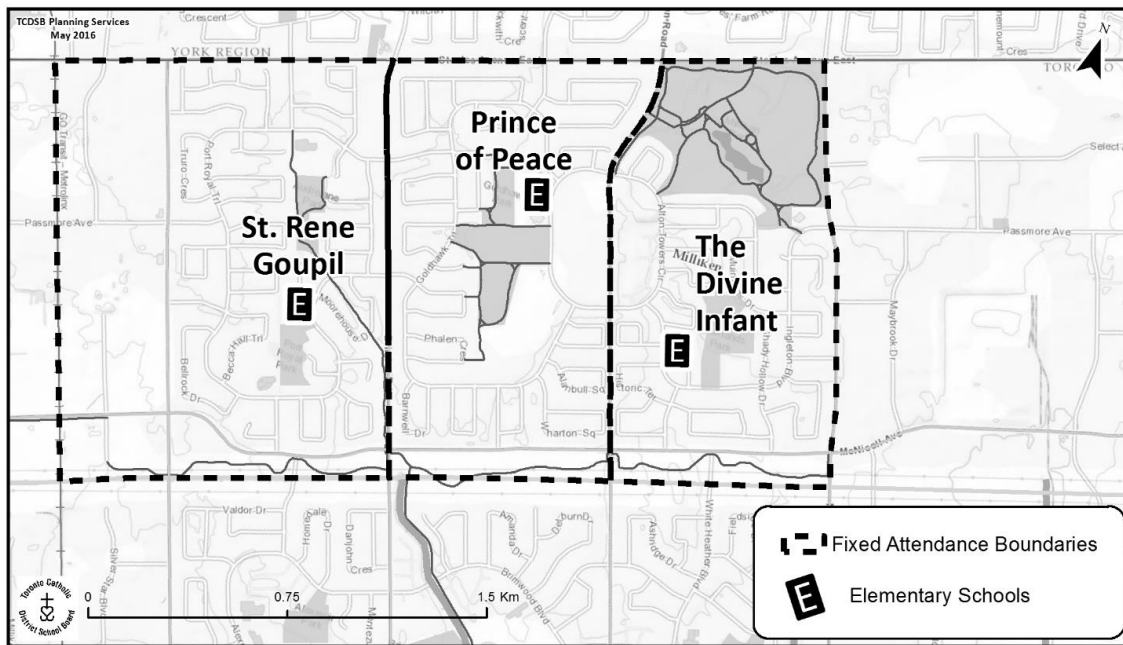
6. **Blessed Pier Giorgio Frassati, Sacred Heart, St. Bede, and St. Gabriel Lalemant**

The current staff recommendation is to close the smallest of the three school facilities that reside south of the Morningside Heights community where Blessed Pier Giorgio Frassati Catholic School is located. In this case, St. Gabriel Lalemant is recommended to close as it has a capacity of only 219 pupil places. Furthermore, staff recommend that students from St. Gabriel Lalemant be consolidated at nearby Sacred Heart. In addition to this, staff recommend a boundary change involving St. Bede and Sacred Heart in an effort to better balance enrolment between the two schools. This will have a positive net impact on utilization at both St. Bede and Sacred Heart. More details are provided in the school information profiles (*Appendix ‘A’*).



7. Prince of Peace, St. Rene Goupil, The Divine Infant

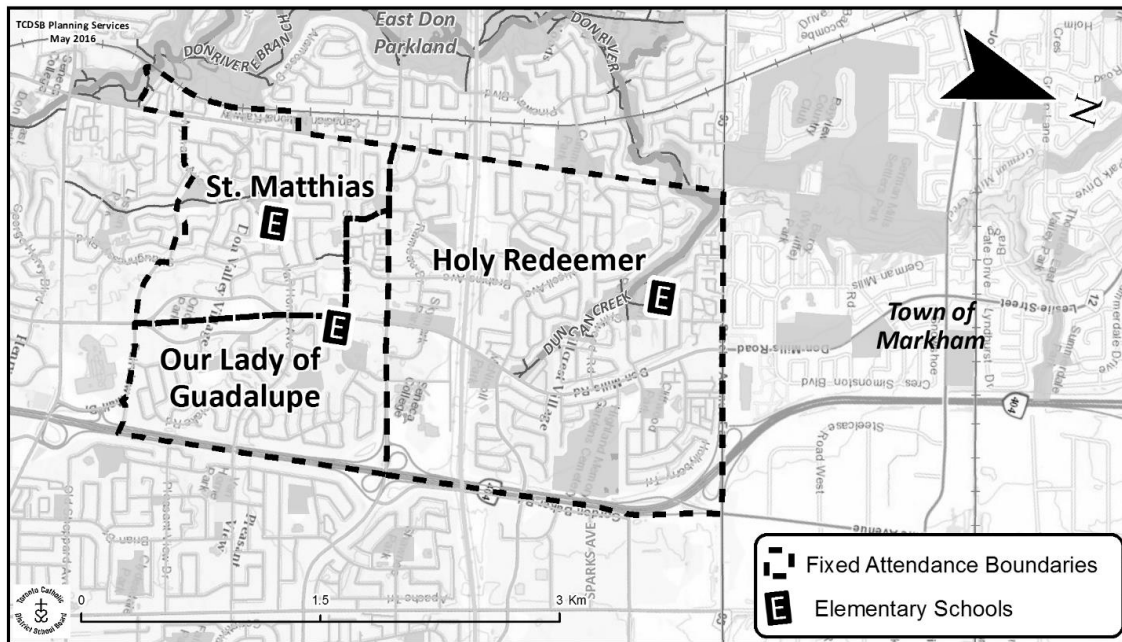
The current staff recommendation is to close both St. Rene Goupil and The Divine Infant schools. St. Rene Goupil and the Devine Infant have the lowest enrolments of the three schools at only 87 students and 130 students respectively. This represents a utilization rate of only 35% and 42% respectively. Furthermore, this undersubscription problem will worsen for both schools into the future. As a result, staff recommend the consolidation of St. Rene Goupil and The Divine Infant students at nearby Prince of Peace. This would bolster enrolment at Prince of Peace to approximately 535 students. The short-term use of portables may be required to support such a consolidation, however longer-range projections indicate a decline of approximately 100 students between the three school communities. Therefore, any future capital solution would need to be based on a longer-term sustainable enrolment of approximately 430 to 450 students, subject to further assessment by Facilities and Planning staff. More details are provided in the school information profiles (*Appendix 'B'*).



8. Holy Redeemer, Our Lady of Guadalupe, St. Matthias, St. Timothy

The current staff recommendation is to close the facility with the lowest enrolment and largest surplus capacity, and consolidate those students at nearby schools with available space. In turn, this would allow for a total enrolment in a more ideal range, as supported by the Board's upcoming draft Long Term Accommodation and Program plan. Staff therefore recommend the closure of Holy Redeemer. Holy Redeemer has a current enrolment of 68 students and a utilization rate of only 32%. This gross under-subscription problem is forecasted to continue into the foreseeable future. Staff further recommend the consolidation of Holy Redeemer students at St. Matthias. St. Matthias has a current enrolment of 194 students. With the proposed addition of students from a closed Holy Redeemer, St. Matthias would increase in enrolment to approximately 262 students. This would represent a utilization rate of 120%. The facility can accommodate this enrolment with the use of 1 or 2 portables on site. A future capital solution could also provide additional space, and would be subject to further assessment by Facilities and Planning staff. More details are provided in the school information profiles (*Appendix 'C'*).

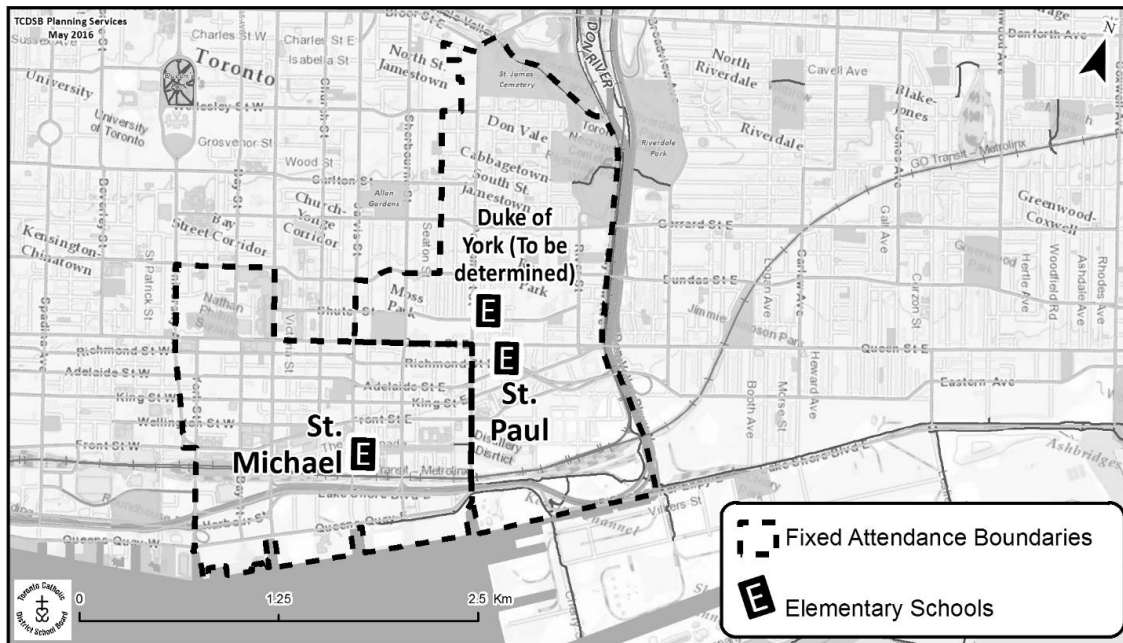
Please note: It has been determined by the Board's consultant that it would be strategically more appropriate to include St. Timothy in a future accommodation review and have it removed from the Holy Redeemer, St. Matthias and Our Lady of Guadalupe group of schools. The Board's next Long Term Accommodation Plan will advise on the composition of a future school accommodation review involving St. Timothy.



9. **St. Paul and St. Michael (Additional Recommended Priority Review)**

The current staff recommendation is to close both St. Paul and St. Michael and consolidate the student populations at a new facility built on the recently acquired Duke of York site, a former TDSB school site. This decision would require Ministry of Education approval and Capital funding availability. St. Paul is significantly undersubscribed with an enrolment of 175 students and a utilization rate of only 39%. St. Paul is projected to remain at this rate of utilization well into the foreseeable future. Conversely, St. Michael is significantly oversubscribed with an enrolment of 174 students and a utilization rate of 193%. St. Michael's enrolment is projected to steadily increase into the future as a result of residential intensification in the area. A portion of the St. Michael student population is accommodated in substandard leased space at an adjacent community centre in rooms originally designed as squash courts. Furthermore, both schools reside on small sites at 1.8 and 1.4 acres respectively. St. Paul has additional site complications as it

resides on an historical graveyard and significant retrofits of the facility are not possible. Lastly, both schools have significant deferred maintenance backlogs at \$6.8M and \$2M respectively. More details are provided in the school information profiles (*Appendix 'D'*).



10. There are currently 12,067 pupil places of excess elementary capacity. The Ministry of Education has advised staff that school accommodation reviews must take place in the future, and be fully considered as part of the Board's next Long Term Accommodation Plan.

E. STAFF RECOMMENDATIONS

1. That the following school accommodation reviews be initiated in accordance with Pupil Accommodation Review Policy (S.09):
 - Blessed Pier Giorgio Frassati, Sacred Heart, St. Bede, and St. Gabriel Lalemant
 - Prince of Peace, St. Rene Goupil, and The Divine Infant
 - Holy Redeemer, Our Lady of Guadalupe and St. Matthias
 - St. Paul and St. Michael
2. That St. Paul and St. Michael Boundary Review be considered as part of the School Accommodation Review Process.

3. That St. Timothy be removed from the Holy Redeemer, St. Matthias and Our Lady of Guadalupe group of schools and considered in a future school accommodation review which will be addressed in the next Long Term Accommodation Plan.

**MINUTES OF THE REGULAR MEETING OF THE
CORPORATE SERVICES, STRATEGIC PLANNING
AND PROPERTY COMMITTEE**

HELD MAY 12, 2016

PUBLIC SESSION

PRESENT:

P. Bottoni, Chair
M. Rizzo – by teleconference
A. Andrachuk
N. Crawford
F. D’Amico
J.A. Davis
M. Del Grande
A. Kennedy
S. Piccininni
B. Poplawski
G. Tanuan
J. Martino – by teleconference

A. Gauthier
G. Poole
A. Sangiorgio
C. Jackson
P. Matthews
R. McGuckin
P. De Cock
K. Malcolm
M. Puccetti
M. Silva
J. Yan

A. Robertson, Parliamentarian
L. Fernandes, Recording Secretary
S. Harris, Assistant Recording Secretary

In Favour**Opposed**

Trustees	Crawford	Trustee Kennedy
	Andrachuk	
	Piccininni	
	Davis	
	D'Amico	
	Rizzo	
	Bottoni	
	Del Grande	
	Tanuan	
	Poplawski	

The Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Davis, that item 15k) be adopted as follows:

- 15k) Report regarding Pupil Accommodation Review Policy (S.09) – Public Consultation and Approval Policy that:**
1. School Accommodation Review Policy (S.09) be rescinded.
 2. That Pupil Accommodation Review Policy (S.09) and Operational Procedures contained in *Appendix 'B'* be approved.

On the vote being taken, as follows:

In Favour

Trustees Crawford
Kennedy
Davis
D'Amico
Bottoni
Del Grande
Tanuan
Poplawski

Opposed

Trustees Andrachuk
Piccininni
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Davis, seconded by Trustee Del Grande, that item 15m) be adopted as follows:

15m) Report regarding Initiation of Pupil Accommodation Reviews (Wards 7, 8, 9) - received.

1. That the following school accommodation reviews be initiated in accordance with Pupil Accommodation Review Policy (S.09)
 - Blessed Pier Giorgio Frassati, Sacred Heart, St. Bede, and St. Gabriel Lalemant
 - Prince of Peace, St. Rene Goupil, and The Divine Infant
 - St. Paul and St. Michael
2. That St. Paul and St. Michael Boundary Review be considered as part of the School Accommodation Review Process.
3. That St. Timothy be removed from the Holy Redeemer, St. Matthias and Our Lady of Guadalupe group of schools and considered in a future school accommodation review which will be addressed in the next Long Term Accommodation Plan.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, to add #4 that Pupil Accommodation Reviews for Holy Redeemer, Our Lady of Guadalupe and St. Matthias be added in June 2016

MOVED in AMENDMENT to the AMENDMENT by Trustee Kennedy, seconded by Trustee Del Grande, that the Pupil Accommodation Review for Holy Redeemer, Our Lady of Guadalupe and St. Matthias be added to the June Corporate Services Agenda as an urgent item.

On the vote being taken, on the Amendment to the Amendment as follows:

In Favour

Opposed

Trustees Crawford	Trustees Del Grande
Andrachuk	Bottoni
Piccininni	
Davis	
D'Amico	
Rizzo	
Tanuan	
Poplawski	
Kennedy	
Martino	

The Amendment to the Amendment was declared

CARRIED

On the vote being taken, on the Amendment as follows:

In Favour**Opposed**

Trustees Crawford
 Andrachuk
 Piccininni
 Davis
 D'Amico
 Rizzo
 Tanuan
 Poplawski
 Kennedy
 Martino

Trustees Del Grande
 Bottoni

The Amendment was declared

CARRIED

On the vote being taken, on the Motion, as Amended as follows:

In Favour**Opposed**

Trustees Crawford
 Andrachuk
 Piccininni
 Bottoni
 Del Grande
 Davis
 D'Amico
 Rizzo
 Tanuan
 Poplawski
 Kennedy
 Martino

Trustees Rizzo

The Motion, as Amended was declared

CARRIED



Office of the Director of Education

June 21, 2016

Dear Parents/Guardians, Catholic School Parent Council, Principal, and School Staff at:

- ***St. Rene Goupil Catholic Elementary School***

In carrying out its mission to educate students to grow in grace and knowledge and to lead lives of faith, hope and charity, the Toronto Catholic District School Board is committed to its goal to support responsive and responsible stewardship and allocation of resources. The Ministry of Education's current Capital Priorities Funding focus is on projects that promote efficient use of space. In support of this initiative, the government has established a new, four-year, \$750 million School Consolidation Capital program. This funding program will be allocated on a business-case basis for new schools, retrofits and additions that support consolidations.

At its Corporate Services, Strategic Planning and Property Committee meeting held on May 12, 2016, the Board of Trustees approved the initiation of Pupil Accommodation Reviews involving **St. Rene Goupil, Prince of Peace and The Divine Infant** school communities in accordance with the Board's Pupil Accommodation Review Policy and Operational Procedure (S.09) <https://www.tcdsb.org/Board/Policies/Documents/S.09.pdf> and <https://www.tcdsb.org/Board/Policies/Documents/APPENDIX%20to%20PAR%20S.09.pdf>.

This accommodation review is the first step in seizing the opportunities available to schools which are able to consolidate their enrolment and benefit directly from the government's offer of support and assistance.

Details about public involvement in the review process will be shared with the school communities as they become available. Details will also be posted on the Board website at:

<https://www.tcdsb.org/Board/PlanningandFacilities/SARC/Pages/default.aspx>.

The first public meeting has been scheduled on October 19, 2016 at 7:00 pm at Prince of Peace Catholic School located at 255 Alton Towers Circle.

We look forward to working collaboratively with your school communities to find solutions to create equitable learning environments for all students that support student achievement and well-being, while remaining true to our Board's commitment to Catholic values.

Sincerely,


Angela Gauthier
Director of Education

CC: Kevin Malcolm, Superintendent of Education
Angelo Sangiorgio, Associate Director Planning and Facilities
Gary Poole, Associate Director Academic Affairs
Garry Tanuan, Trustee



Office of the Director of Education

June 21, 2016

Dear Parents/Guardians, Catholic School Parent Council, Principal, and School Staff at:

- ***Prince of Peace Catholic Elementary School***

Further to an early June communication regarding a “call for volunteers” from the Prince of Peace School, following is further information regarding the initiation of a **Pupil Accommodation Review**.

In carrying out its mission to educate students to grow in grace and knowledge and to lead lives of faith, hope and charity, the Toronto Catholic District School Board is committed to its goal to support responsive and responsible stewardship and allocation of resources. The Ministry of Education’s current Capital Priorities Funding focus is on projects that promote efficient use of space. In support of this initiative, the government has established a new, four-year, \$750 million School Consolidation Capital program. This funding program will be allocated on a business-case basis for new schools, retrofits and additions that support consolidations.

At its Corporate Services, Strategic Planning and Property Committee meeting held on May 12, 2016, the Board of Trustees approved the initiation of Pupil Accommodation Reviews involving **Prince of Peace, St. Rene Goupil and The Divine Infant** school communities in accordance with the Board’s Pupil Accommodation Review Policy and Operational Procedure (S.09) <https://www.tcdsb.org/Board/Policies/Documents/S.09.pdf> and <https://www.tcdsb.org/Board/Policies/Documents/APPENDIX%20to%20PAR%20S.09.pdf>.

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We look forward to working collaboratively with your school communities to find solutions to create equitable learning environments for all students that support student achievement and well-being, while remaining true to our Board's commitment to Catholic values.

Should you have any questions you may contact Superintendent of Education, Kevin Malcolm at 416-222-8282 Ext. 2263, kevin.malcolm@tcdsb.org or your local Trustee, Garry Tanuan at 416-512-3408, garry.tanuan@tcdsb.org.

Sincerely,

A handwritten signature in black ink that reads "Angela Gauthier".
Angela Gauthier
Director of Education

CC: Kevin Malcolm, Superintendent of Education
Angelo Sangiorgio, Associate Director Planning and Facilities
Gary Poole, Associate Director Academic Affairs
Garry Tanuan, Trustee



Office of the Director of Education

June 21, 2016

Dear Parents/Guardians, Catholic School Parent Council, Principal, and School Staff at:

- ***The Divine Infant Catholic Elementary School***

In carrying out its mission to educate students to grow in grace and knowledge and to lead lives of faith, hope and charity, the Toronto Catholic District School Board is committed to its goal to support responsive and responsible stewardship and allocation of resources. The Ministry of Education's current Capital Priorities Funding focus is on projects that promote efficient use of space. In support of this initiative, the government has established a new, four-year, \$750 million School Consolidation Capital program. This funding program will be allocated on a business-case basis for new schools, retrofits and additions that support consolidations.

At its Corporate Services, Strategic Planning and Property Committee meeting held on May 12, 2016, the Board of Trustees approved the initiation of Pupil Accommodation Reviews involving **The Divine Infant, Prince of Peace and St. Rene Goupil** school communities in accordance with the Board's Pupil Accommodation Review Policy and Operational Procedure (S.09) <https://www.tcdsb.org/Board/Policies/Documents/S.09.pdf> and <https://www.tcdsb.org/Board/Policies/Documents/APPENDIX%20to%20PAR%20S.09.pdf>.

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<https://www.tcdsb.org/Board/PlanningandFacilities/SARC/Pages/default.aspx>.

The first public meeting has been scheduled on October 19, 2016 at 7:00 pm at Prince of Peace Catholic School located at 255 Alton Towers Circle.

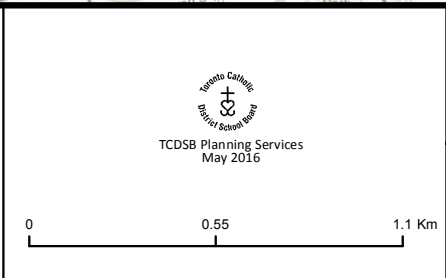
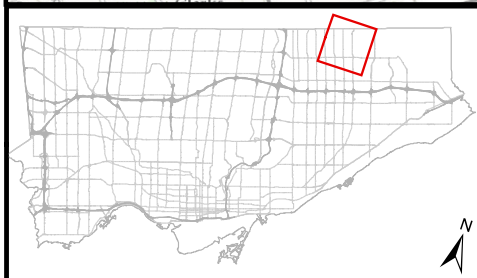
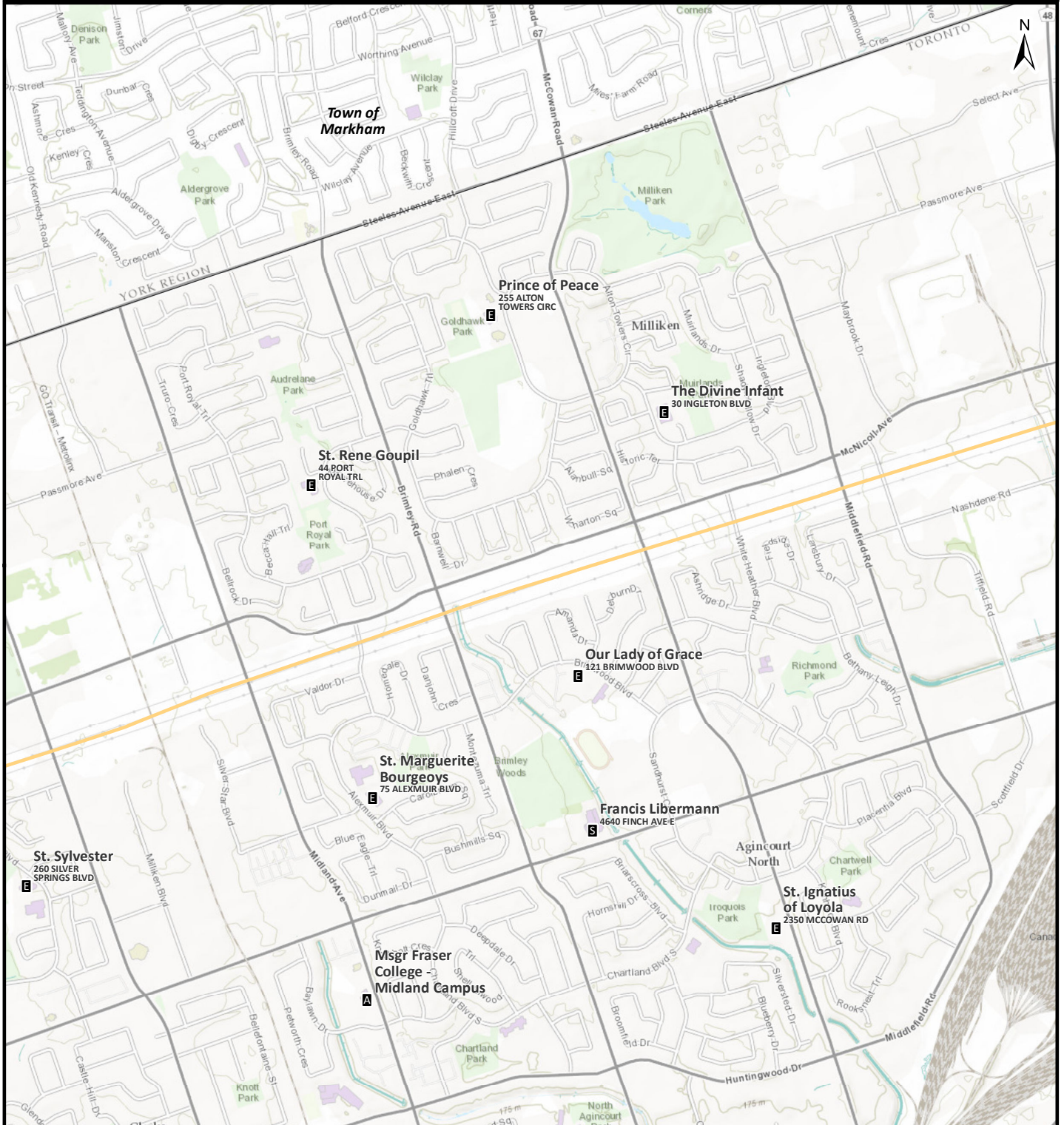
We look forward to working collaboratively with your school communities to find solutions to create equitable learning environments for all students that support student achievement and well-being, while remaining true to our Board's commitment to Catholic values.

Sincerely,


Angela Gauthier
Director of Education

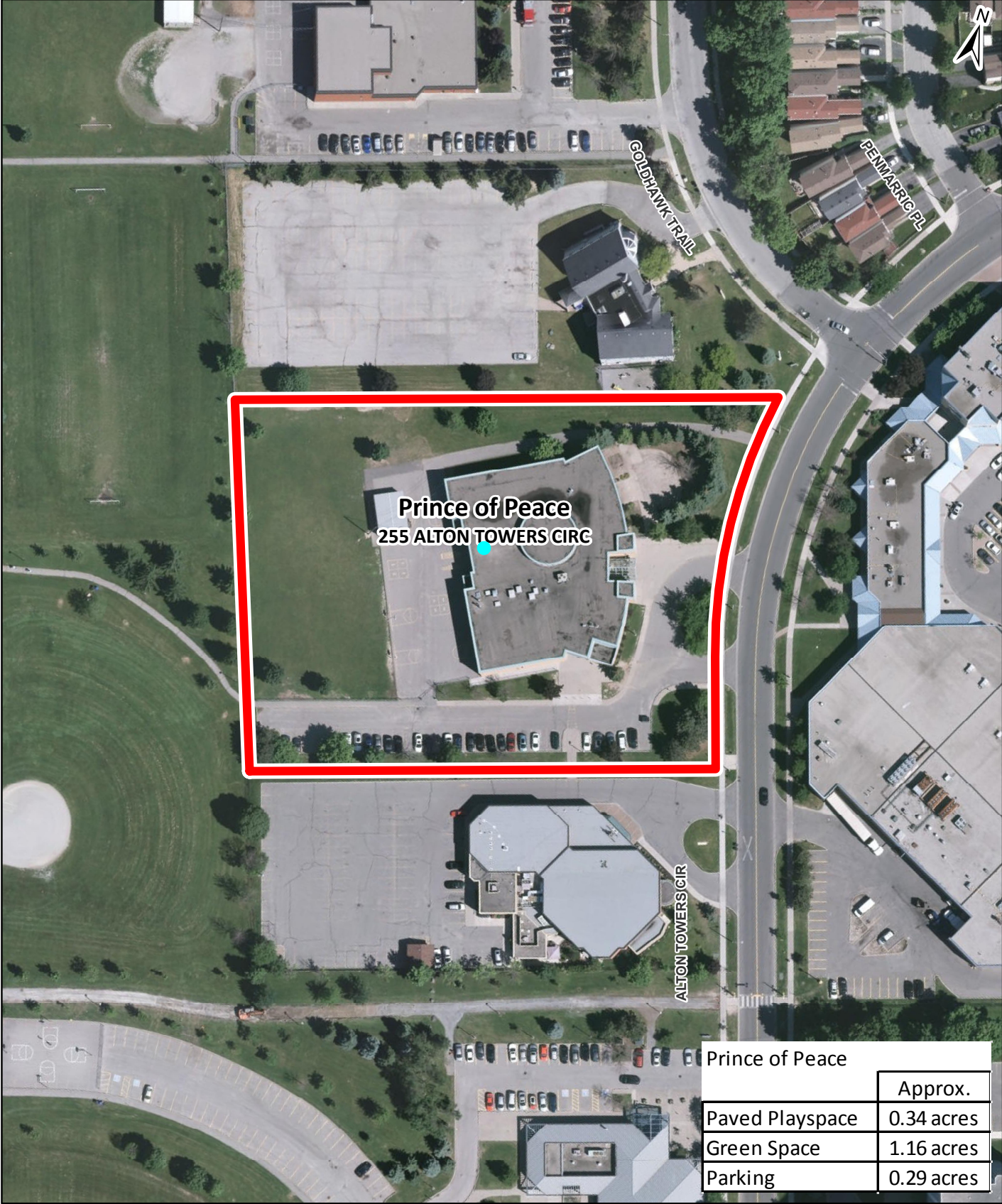
CC: Kevin Malcolm, Superintendent of Education
Angelo Sangiorgio, Associate Director Planning and Facilities
Gary Poole, Associate Director Academic Affairs
Garry Tanuan, Trustee

Location Map



E Elementary School	Streets
S Secondary School	Railway
A Alternative/Adult Education	Water & Rivers
B Admin Building	Parks
	Hydro Corridor (HEPC)

Prince of Peace School Site



Prince of Peace	
	Approx.
Paved Playspace	0.34 acres
Green Space	1.16 acres
Parking	0.29 acres



St Rene Goupil School Site



St. Rene Goupil
44 PORT ROYAL TRL

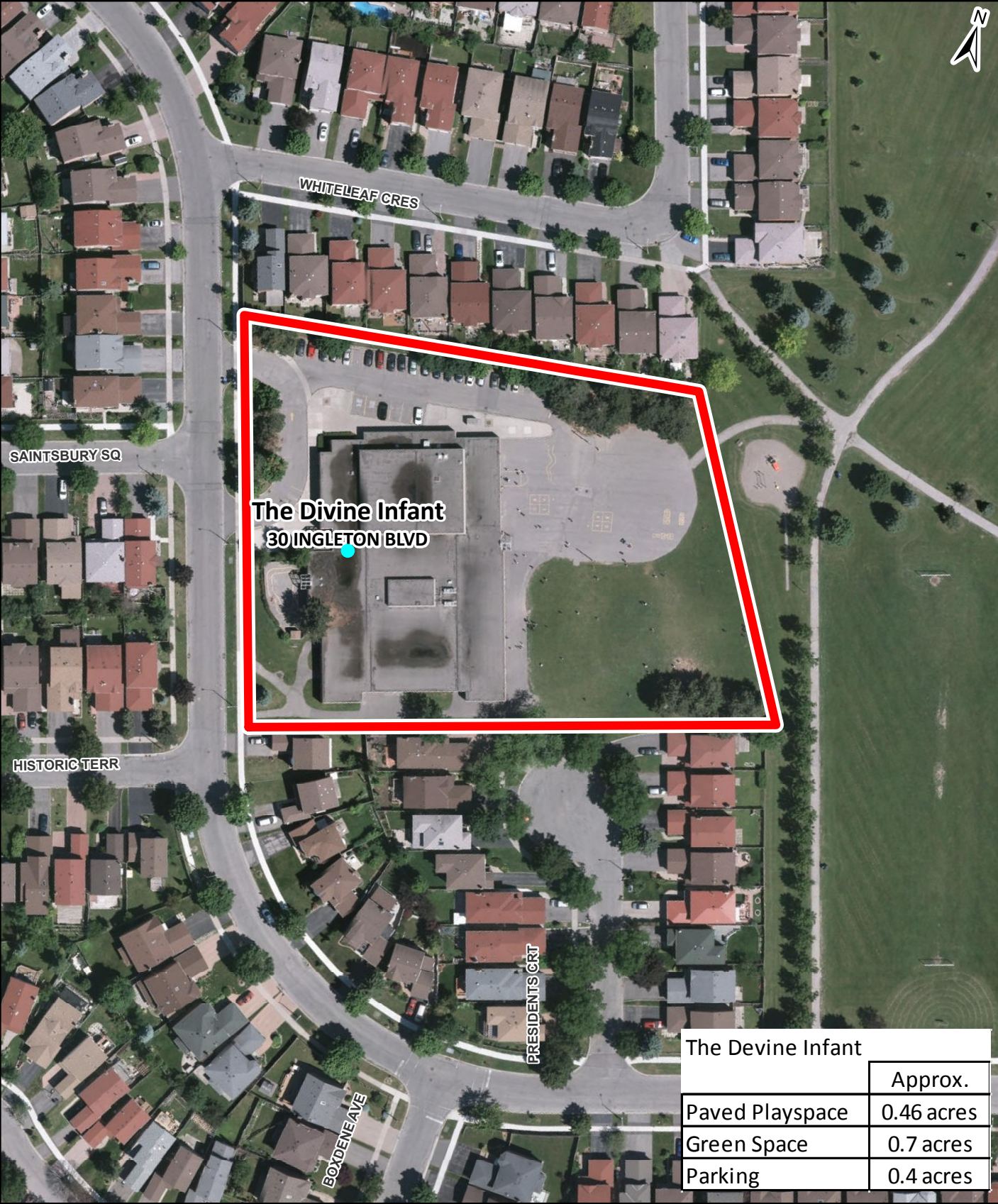
St Rene Goupil	
	Approx.
Paved Playspace	0.5 acres
Green Space	1.08 acres
Parking	0.28 acres

0 50 100 Meters

TCDSB Planning Services
May 2016



The Devine Infant School Site



The Devine Infant	
	Approx.
Paved Playspace	0.46 acres
Green Space	0.7 acres
Parking	0.4 acres



Prince of Peace Catholic School

255 Alton Towers Cir, Toronto, M1V 4E7

Trustee Ward: Ward 08 - Garry Tanuan
Superintendent Area: Area 7 - Kevin Malcolm
SQS Area: Area 7 - Shiela Farid
EDC Review Area: CE16
City Ward: Scarborough-Rouge River (41)

School programs

School Program:	JK – Grade 8	Best Start Program:	No
Child Care Program:	No	Accessibility Status:	Accessible
Before After Program:	Yes	BF Parking Space:	Yes
Transportation:	No Regular Home-to-School; No Kindergarten; Special Needs	Ramp Entry:	ground level
Eco School Certification:		Auto Door Opener:	No
Other Programs:	None	Elevator:	Yes
		BF Washroom:	Yes

Facility Characteristics

Number of Stories:	2
Site Size:	1.21 Hectares 2.99 Acres
Gross Floor Area:	3,673 SQ Metres 39,536 SQ Feet
Year Built:	1986
Playground Equipment:	No

Additions:	Addition 1	Addition 2	Addition 3	Addition 4
	1995	-	-	-

Facility Condition Index (FCI)

Last EDU Inspection¹ : 2014-15
EDU Comparable FCI (%) ² : 33

5-Year Renewal Needs Range: 2014-2018

- 1) The Ministry is conducting condition assessments of all schools. The inspections began in 2011 and facilities will be assessed over a five-year period. The Ministry last conducted condition assessments in 2002-03.
- 2) Based on condition assessment findings, the Ministry of Education calculates five-year renewal needs and replacement value to determine the Facility Condition Index (FCI).

Current Enrolment and Utilization Rate

October 31st Enrolment ³	OTG Capacity ⁴	Current Utilization	Portables
336	323	104%	1

3) Based on Pupil Count (all JK/SK at 1.0) Trillium Extract, October 31, 2015

4) OTG is based on 2015-2016 capacities

Historical Enrolment

	Historical October Pupil Count (All JK/SK at 1.0)						Historical OnSIS Approved Average Daily Enrolment (ADE)					
	2010-11	2011-12	2012-13	2013-14	2014-15	2014-15	2010-11	2011-12	2012-13	2013-14	2014-15	2014-15
Historical Enrolment	335	335	339	339	345	345	308	310	310	315	342	342
Utilization Rate	103.7%	103.7%	105.0%	105.0%	107%	107%	95.4%	96.0%	95.9%	97.4%	106%	106%

Projected Enrolment⁵

	2016-17	2017-18	2018-19	2019-20	2020-21	2025-26	2030-31
Projected October Pupil Count	318	308	295	290	282	270	270
Utilization Rate	98%	95%	91%	90%	87%	84%	84%

5) 2016-17 to 2018-19 are Board Approved Projections.

For more information, please visit the School Website:

<http://princeofpeace.tcdsb.org>

Last Updated: 27-Apr-16
TCDsb Planning And Accountability



Ortho Site Plan (2011 Image)



Assessment Parcel Map (2011 Image)

St. Rene Goupil Catholic School

44 Port Royal Tr, Toronto, M1V 2G8

Trustee Ward: Ward 08 - Garry Tanuan
Superintendent Area: Area 7 - Nic D'Avella
SQS Area: Area 7 - Shiela Farid
EDC Review Area: CE16
City Ward: Scarborough-Rouge River (41)

School programs

School Program:	JK – Grade 8	Best Start Program:	No
Child Care Program:	Yes	Accessibility Status:	Partial
Before After Program:	Yes	BF Parking Space:	Yes
Transportation:	No Regular Home-to-School; No Mid-day Kindergarten; Special Needs	Ramp Entry:	ground level
Eco School Certification:		Auto Door Opener:	No
Other Programs:	None	Elevator:	No
		BF Washroom:	Yes

Facility Characteristics

Number of Stories:	2
Site Size:	1.21 Hectares 2.99 Acres
Gross Floor Area:	2,883 SQ Metres 31,032 SQ Feet
Year Built:	1982
Playground Equipment:	No

Additions:	Addition 1	Addition 2	Addition 3	Addition 4
	-	-	-	-

Facility Condition Index (FCI)

Last EDU Inspection¹ : 2014-15
EDU Comparable FCI (%) ² : 19
5-Year Renewal Needs Range: 2014-2018

- 1) The Ministry is conducting condition assessments of all schools. The inspections began in 2011 and facilities will be assessed over a five-year period. The Ministry last conducted condition assessments in 2002-03.
2) Based on condition assessment findings, the Ministry of Education calculates five-year renewal needs and replacement value to determine the Facility Condition Index (FCI).

Current Enrolment and Utilization Rate

October 31st Enrolment ³	OTG Capacity ⁴	Current Utilization	Portables
92	242	38%	0

3) Based on Pupil Count (all JK/SK at 1.0) Trillium Extract, October 31, 2015

4) OTG is based on 2015-2016 capacities

Historical Enrolment

	Historical October Pupil Count (All JK/SK at 1.0)						Historical OnSIS Approved Average Daily Enrolment (ADE)					
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Historical Enrolment	153	144	145	130	113	139	133	133	130	113	112	112
Utilization Rate	63.2%	59.5%	59.9%	53.7%	47%	57.4%	54.9%	54.9%	53.7%	46.6%	46%	46%

Projected Enrolment⁵

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Projected October Pupil Count	87	76	74	69	68	67	67	67	67	67	67	67	67	67	67
Utilization Rate	35%	30%	29%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%	27%

5) 2016-17 to 2018-19 are Board Approved Projections.

For more information, please visit the School Website:

<http://strenegoupil.tcdsb.org>

Last Updated: 27-Apr-16
TCDSB Planning And Accountability



Ortho Site Plan (2011 Image)



Assessment Parcel Map (2011 Image)

The Divine Infant Catholic School

30 Ingleton Blvd, Toronto, M1V 3H7

Trustee Ward: Ward 08 - Garry Tanuan
Superintendent Area: Area 7 - Kevin Malcolm
SQS Area: Area 7 - Shiela Farid
EDC Review Area: CE16
City Ward: Scarborough-Rouge River (41)

School programs

School Program: JK – Grade 8
Child Care Program: Yes
Before After Program: Yes
Transportation: No Regular Home-to-School; No Kindergarten; Special Needs
Eco School Certification: Nutrition, Deaf & Hard of Hearing
Other Programs:

Best Start Program: Yes
Accessibility Status: Partial
BF Parking Space: Yes
Ramp Entry: No
Auto Door Opener: Yes
Elevator: No
BF Washroom: Yes

Facility Characteristics

Number of Stories: 1
Site Size: 1.22 Hectares 3.01 Acres
Gross Floor Area: 3,486 SQ Metres 37,523 SQ Feet
Year Built: 1986
Playground Equipment: No

Additions:	Addition 1	Addition 2	Addition 3	Addition 4
	-	-	-	-

Facility Condition Index (FCI)

Last EDU Inspection¹: 2014-15
EDU Comparable FCI (%) ²: 22
5-Year Renewal Needs Range: 2014-2018

- 1) The Ministry is conducting condition assessments of all schools. The inspections began in 2011 and facilities will be assessed over a five-year period. The Ministry last conducted condition assessments in 2002-03.
- 2) Based on condition assessment findings, the Ministry of Education calculates five-year renewal needs and replacement value to determine the Facility Condition Index (FCI).

Current Enrolment and Utilization Rate

October 31st Enrolment ³	OTG Capacity ⁴	Current Utilization	Portables
136	306	44%	0

- 3) Based on Pupil Count (all JK/SK at 1.0) Trillium Extract, October 31, 2015
- 4) OTG is based on 2015-2016 capacities

Historical Enrolment

	Historical October Pupil Count (All JK/SK at 1.0)						Historical OnSIS Approved Average Daily Enrolment (ADE)				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2010-11	2011-12	2012-13	2013-14	2014-15
Historical Enrolment	176	169	170	167	156	158	150	150	156	151	155
Utilization Rate	57.5%	55.2%	55.6%	54.6%	51%	51.5%	48.9%	48.9%	51.0%	49.3%	51%

Projected Enrolment⁵

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Projected October Pupil Count	130	122	112	101	99	95	95	95	95	95	95	95	95	95	95
Utilization Rate	42%	40%	37%	33%	32%	31%	31%	31%	31%	31%	31%	31%	31%	31%	31%

- 5) 2016-17 to 2018-19 are Board Approved Projections.

For more information, please visit the School Website:
<http://TheDivineInfant.tcdsb.org>

Last Updated: 27-Apr-16
TCDsb Planning And Accountability



Ortho Site Plan (2011 Image)



Assessment Parcel Map (2011 Image)

Financial Summary

Location Code	School	Program Grant	Total Program Cost	School Operations Costs														Program Facility Cost Per	Program Surplus (Shortfall)	Grant over/Under Expense Surplus (Deficit)	Program Operating Surplus (Deficit)	
				Customs & Benefits	Salaries & Benefits	Operations	SAP Utilities	Actual Utilities	Revised Utilities	PM Costs	Workorder and Workorder %	Revised Maintenance	SAP Maintenance	School Operation Admin	Total Operating Cost							
418	PRINCE OF PEACE	2,389,669	2,428,847	138,458	18,582	60,084	64,702	65,070	11,078	23,461	34,539	0.0082	40,959	37,854	31,629	301,697	7,987	627,279	121,256	(66,534)	(5.952)	
408	ST. RENE GUILLOT	674,945	1,441,736	132,096	14,565	47,189	43,271	43,560	8,914	10,229	19,140	0.0036	10,651	28,864	29,791	24,626	241,831	14,830	(638,791)	(138,159)	(66,534)	(5.952)
414	THE DIVINE INFANT	1,186,698	1,556,840	136,612	17,636	57,035	49,266	49,816	10,514	9,676	20,190	0.0034	15,832	26,560	36,022	30,018	260,432	11,763	(970,242)	(108,471)	(478,713)	(3.069)
	Total		5,386,623	406,096	50,803	164,298	10,993,434	10,993,328	1,984,167	2,893,865	4,822,033		1,882,314	6,704,346	103,767	86,473	803,960		(84,312)	(299,877)	(1,204,189)	(1,204,189)

Toronto Catholic District School Board

Event Listing By Ascending Event Year

Printed On: 2016/08/23

Asset	Element	Brief Description	Data Origin	Priority	Priority Value	Year	Cost	Cumulative Cost
The Divine Infant, Building ID 8103-1	D503001 Fire Alarm Systems	Replace the fire alarm system according to current building code requirements	Validation Survey 2011-2015	High	70.01	2016	\$75,741.12	\$75,741.12
The Divine Infant, Building ID 8103-1	D302002 Hot Water Boilers	Replace hot water boilers BLR01 and BLR02	Validation Survey 2011-2015	High	64.01	2016	\$216,403.20	\$292,144.32
The Divine Infant, Building ID 8103-1	B3010 Roof Coverings	Replace all sections of built up roofing assemblies.	Validation Survey 2011-2015	High	60.01	2016	\$498,808.96	\$790,953.28
The Divine Infant, Building ID 8103-1	D502002 Lighting Equipment - Exterior Lighting	Replacement [D502002 Lighting Equipment]	Validation Survey 2011-2015	High	52.01	2016	\$29,214.43	\$820,167.71
The Divine Infant, Building ID 8103-1	C3020 Floor Finishes - Carpet Flooring	Replace the carpet flooring in room 110.	Validation Survey 2011-2015	Medium	46.01	2016	\$54,100.80	\$874,268.51
The Divine Infant, Building ID 8103-1	C3030 Ceiling Finishes	Replace the suspended acoustic panel ceilings throughout the facility.	Validation Survey 2011-2015	Medium	42.01	2017	\$162,302.40	\$1,036,570.91
The Divine Infant, Building ID 8103-1	G2030 Pedestrian Paving	Replace the pedestrian poured in place concrete/asphalt walkways on the east side of the facility.	Validation Survey 2011-2015	Medium	42.01	2017	\$119,021.76	\$1,155,592.67
The Divine Infant, Building ID 8103-1	C3020 Floor Finishes - Vinyl Floor Tiles	Replace the vinyl floor tiles throughout the facility.	Validation Survey 2011-2015	Medium	46.01	2018	\$132,600.00	\$1,288,192.67
The Divine Infant, Building ID 8103-1	C1030 Fittings - Washroom Accessories	Replace the paint finished washroom partitions throughout the facility.	Validation Survey 2011-2015	Medium	44.01	2018	\$50,918.40	\$1,339,111.07
The Divine Infant, Building ID 8103-1	C3010 Wall Finishes - Painted Wall Coverings	Replace the painted wall coverings throughout the facility.	Validation Survey 2011-2015	Medium	40.01	2018	\$95,472.00	\$1,434,583.07
The Divine Infant, Building ID 8103-1	G2050 Landscaping	Replacement [G2050 Landscaping]	Validation Survey 2011-2015	N/A	-1.00	2019	\$92,129.44	\$1,526,712.51
The Divine Infant, Building ID 8103-1	C1010 Partitions - Interior Fixed Partitions	Major Repair [C1010 Partitions]	Validation Survey 2011-2015	N/A	-1.00	2019	\$46,202.00	\$1,572,914.51
The Divine Infant, Building ID 8103-1	D2020 Domestic Water Distribution	Replacement [D2020 Domestic Water Distribution]	Validation Survey 2011-2015	N/A	-1.00	2019	\$21,048.56	\$1,593,963.07
The Divine Infant, Building ID 8103-1	D302005 Auxiliary Equipment - Heat Exchangers	Replacement [D302005 Auxiliary Equipment - Heat Exchangers]	Validation Survey 2011-2015	N/A	-1.00	2019	\$7,258.16	\$1,601,221.23

Event Listing By Ascending Event Year (2011 - 2020)

Toronto Catholic District School Board

Page 1 of 3

Asset	Element	Brief Description	Data Origin	Priority	Priority Value	Year	Cost	Cumulative Cost
The Divine Infant, Building ID 8103-1	D303099 Other Cooling Generating Systems - DX Split AHU-Cool	Replacement [D303099 Other Cooling Generating Systems - DX Split AHU-Cool]	Validation Survey 2011-2015	N/A	-1.00	2019	\$72,586.80	\$1,673,808.03
The Divine Infant, Building ID 8103-1	D303099 Other Cooling Generating Systems - Packaged Terminal A/C AHU	Replacement [D303099 Other Cooling Generating Systems - Packaged Terminal A/C AHU]	Validation Survey 2011-2015	N/A	-1.00	2019	\$34,841.04	\$1,708,649.07
The Divine Infant, Building ID 8103-1	D304007 Exhaust Systems	Replacement [D304007 Exhaust Systems]	Validation Survey 2011-2015	N/A	-1.00	2019	\$30,709.12	\$1,739,358.19
The Divine Infant, Building ID 8103-1	D1010 Elevators & Lifts	Replacement [D1010 Elevators & Lifts]	Validation Survey 2011-2015	N/A	-1.00	2019	\$14,885.52	\$1,754,243.71
The Divine Infant, Building ID 8103-1	B2010 Exterior Walls	Replacement [B2010 Exterior Walls]	Validation Survey 2011-2015	N/A	-1.00	2019	\$7,442.24	\$1,761,685.95
The Divine Infant, Building ID 8103-1	C1010 Partitions - Interior Fixed Partitions	Replacement [C1010 Partitions]	Validation Survey 2011-2015	N/A	-1.00	2019	\$83,015.92	\$1,844,701.87
The Divine Infant, Building ID 8103-1	C1030 Fittings & Equipment	Replacement [C1030 Fittings]	Validation Survey 2011-2015	N/A	-1.00	2019	\$141,266.32	\$1,985,968.19
The Divine Infant, Building ID 8103-1	C1030 Fittings - Millwork	Replacement [C1030 Fittings - Millwork]	Validation Survey 2011-2015	N/A	-1.00	2019	\$214,971.12	\$2,200,939.31
The Divine Infant, Building ID 8103-1	C1030 Fittings - Window Coverings	Replacement [C1030 Fittings - Window Coverings]	Validation Survey 2011-2015	N/A	-1.00	2019	\$43,166.24	\$2,244,105.55
The Divine Infant, Building ID 8103-1	D2010 Plumbing Fixtures	Replacement [D2010 Plumbing Fixtures]	Validation Survey 2011-2015	N/A	-1.00	2019	\$14,885.52	\$2,258,991.07
The Divine Infant, Building ID 8103-1	G204007 Playing Fields	Replacement [G204007 Playing Fields]	Validation Survey 2011-2015	N/A	-1.00	2019	\$38,695.28	\$2,297,686.35
The Divine Infant, Building ID 8103-1	D502002 Lighting Equipment	Replacement [D502002 Lighting Equipment]	Validation Survey 2011-2015	N/A	-1.00	2019	\$72,586.80	\$2,370,273.15
The Divine Infant, Building ID 8103-1	D503004 Public Address Systems	Replacement [D503004 Public Address Systems]	Validation Survey 2011-2015	N/A	-1.00	2019	\$24,789.44	\$2,395,062.59
The Divine Infant, Building ID 8103-1	D503008 Security Systems	Replacement [D503008 Security Systems]	Validation Survey 2011-2015	N/A	-1.00	2019	\$10,419.76	\$2,405,482.35
The Divine Infant, Building ID 8103-1	D503099 Other Communications & Alarm Systems	Replacement [D503099 Other Communications & Alarm Systems]	Validation Survey 2011-2015	N/A	-1.00	2019	\$83,755.36	\$2,489,237.71
The Divine Infant, Building ID 8103-1	D509002 Emergency Lighting & Power	Replacement [D509002 Emergency Lighting & Power]	Validation Survey 2011-2015	N/A	-1.00	2019	\$26,801.84	\$2,516,039.55
The Divine Infant, Building ID 8103-1	D4010 Sprinklers	Replacement [D4010 Sprinklers]	Validation Survey 2003	N/A	-1.00	2020	\$90,734.80	\$2,606,774.35

Event Listing By Ascending Event Year (2011 - 2020)

Asset	Element	Brief Description	Data Origin	Priority	Priority Value	Year	Cost	Cumulative Cost
The Divine Infant, Building ID 8103-1	D502002 Lighting Equipment	Replacement [D502002 Lighting Equipment]	Routine Data Entry	N/A	-1.00	2020	\$13,399.36	\$2,620,173.71

Toronto Catholic District School Board

Report Summary

Saved Report Name	None
User Name	Albert Kazazi
Report Type	Spreadsheet
Report Name	Event Listing By Ascending Event Year
Start Year	2011
Number of Years	10
Priority	Default
Structure / Instance	The Divine Infant, Building ID 8103-1
Filter	Parent Criteria Summary: Structure parent - Major Repair OR Structure parent - Replacement;
Printed Date	2016/08/23

Toronto Catholic District School Board

Event Listing By Ascending Event Year

Printed On: 2016/08/23

Asset	Element	Brief Description	Data Origin	Priority	Priority Value	Year	Cost	Cumulative Cost
St Rene Goupil CS, Building ID 7991-1	B3010 Roof Coverings	Replace the built up roof sections 1.1, 1.3, and 2.1, including the pre finished metal roofing.	Validation Survey 2011-2015	Urgent	75.01	2016	\$397,800.00	\$397,800.00
St Rene Goupil CS, Building ID 7991-1	B2020 Exterior Windows	Replace the exterior windows throughout the facility including the roof glazing.	Validation Survey 2011-2015	High	56.01	2016	\$169,728.00	\$567,528.00
St Rene Goupil CS, Building ID 7991-1	F105002 Building Automation System - Direct Energy (Tridium)	Replacement (F105002 Building Automation System - Direct Energy (Tridium)	Routine Data Entry	Medium	48.01	2016	\$116,792.00	\$684,320.00
St Rene Goupil CS, Building ID 7991-1	C3020 Floor Finishes	Replace the vinyl floor tiles throughout the facility.	Validation Survey 2011-2015	Medium	46.01	2016	\$100,776.00	\$785,096.00
St Rene Goupil CS, Building ID 7991-1	C3030 Ceiling Finishes	Replace the suspended acoustic panel ceilings throughout the facility.	Validation Survey 2011-2015	Medium	42.01	2016	\$116,688.00	\$901,784.00
St Rene Goupil CS, Building ID 7991-1	D502002 Lighting Equipment - Emergency Lighting	Replace all emergency light heads and battery packs	Validation Survey 2011-2015	High	52.01	2017	\$26,520.00	\$928,304.00
St Rene Goupil CS, Building ID 7991-1	C3010 Wall Finishes - Painted Wall Coverings	Replace the painted wall coverings throughout the facility.	Validation Survey 2011-2015	Medium	40.01	2017	\$90,168.00	\$1,018,472.00
St Rene Goupil CS, Building ID 7991-1	B2010 Exterior Walls - (Brick Face Composite Wall)	Replace the sealants at all exterior control joints and openings.	Validation Survey 2011-2015	High	56.01	2018	\$15,912.00	\$1,034,384.00
St Rene Goupil CS, Building ID 7991-1	D2020 Domestic Water Distribution - Domestic Water Heaters	Replace domestic water heater	Validation Survey 2011-2015	Medium	48.01	2018	\$10,608.00	\$1,044,992.00
St Rene Goupil CS, Building ID 7991-1	G2020 Parking Lots	Major Repair (G2020 Parking Lots) Repair	Validation Survey 2011-2015	Medium	42.01	2018	\$159,120.00	\$1,204,112.00
St Rene Goupil CS, Building ID 7991-1	G2030 Pedestrian Paving	Replace the poured in place concrete/asphalt and interlock pedestrian walkways on the east side of the facility.	Validation Survey 2011-2015	Medium	42.01	2018	\$95,472.00	\$1,299,584.00
St Rene Goupil CS, Building ID 7991-1	D304007 Exhaust Systems	Replacement (D304007 Exhaust Systems)	Validation Survey 2011-2015	N/A	-1.00	2019	\$25,392.64	\$1,324,976.64
St Rene Goupil CS, Building ID 7991-1	D304008 Air Handling Units - SF01	Replacement (D304008 Air Handling Units)	Validation Survey 2011-2015	N/A	-1.00	2019	\$119,080.00	\$1,444,056.64
St Rene Goupil CS, Building ID 7991-1	D305001 Unit Ventilators	Replacement (D303099 Other Cooling Generating Systems - Packaged Terminal A/C	Validation Survey 2011-2015	N/A	-1.00	2019	\$29,408.08	\$1,473,464.72

Event Listing By Ascending Event Year (2011 - 2020)

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Asset	Element	Brief Description	Data Origin	Priority	Priority Value	Year	Cost	Cumulative Cost
St Rene Goupil CS, Building ID 7991-1	D3060 Controls & Instrumentation	Replacement [D3060 Controls & Instrumentation]	Validation Survey 2011-2015	N/A	-1.00	2019	\$63,133.00	\$1,536,597.72
St Rene Goupil CS, Building ID 7991-1	D502002 Lighting Equipment	Replacement [D502002 Lighting Equipment]	Validation Survey 2011-2015	N/A	-1.00	2019	\$60,019.44	\$1,596,617.16
St Rene Goupil CS, Building ID 7991-1	C1030 Fittings - Window Coverings	Replacement [C1030 Fittings - Window Coverings]	Validation Survey 2011-2015	N/A	-1.00	2019	\$35,042.80	\$1,631,659.96
St Rene Goupil CS, Building ID 7991-1	D503008 Security Systems	Replacement [D503008 Security Systems]	Validation Survey 2011-2015	N/A	-1.00	2019	\$6,002.88	\$1,637,662.84
St Rene Goupil CS, Building ID 7991-1	D503099 Other Communications & Alarm Systems	Replacement [D503099 Other Communications & Alarm Systems]	Validation Survey 2011-2015	N/A	-1.00	2019	\$69,252.56	\$1,706,915.40
St Rene Goupil CS, Building ID 7991-1	D509002 Emergency Lighting & Power	Replacement [D509002 Emergency Lighting & Power]	Validation Survey 2011-2015	N/A	-1.00	2019	\$22,161.36	\$1,729,076.76
St Rene Goupil CS, Building ID 7991-1	G204001 Fencing & Gates	Replacement [G204001 Fencing & Gates]	Validation Survey 2011-2015	N/A	-1.00	2019	\$182,828.88	\$1,911,905.64
St Rene Goupil CS, Building ID 7991-1	G204007 Playing Fields - Sodded Playing Field	Replacement [G204007 Playing Fields]	Validation Survey 2011-2015	N/A	-1.00	2019	\$59,540.00	\$1,971,445.64
St Rene Goupil CS, Building ID 7991-1	B2020 Exterior Windows	Replacement [B2020 Exterior Windows]	Validation Survey 2011-2015	N/A	-1.00	2019	\$7,156.00	\$1,978,601.64
St Rene Goupil CS, Building ID 7991-1	G2050 Landscaping	Major Repair [G2050 Landscaping] Repair	Validation Survey 2011-2015	N/A	-1.00	2019	\$44,855.52	\$2,023,257.16
St Rene Goupil CS, Building ID 7991-1	B2010 Exterior Walls	Replacement [B2010 Exterior Walls]	Validation Survey 2011-2015	N/A	-1.00	2019	\$29,770.00	\$2,053,027.16
St Rene Goupil CS, Building ID 7991-1	B2030 Exterior Doors	Replacement [B2030 Exterior Doors]	Validation Survey 2011-2015	N/A	-1.00	2019	\$5,954.00	\$2,058,981.16
St Rene Goupil CS, Building ID 7991-1	C1010 Partitions - Interior Fixed Partitions	Replacement [C1010 Partitions - Interior Fixed Partitions]	Validation Survey 2011-2015	N/A	-1.00	2019	\$63,481.60	\$2,122,462.76
St Rene Goupil CS, Building ID 7991-1	C1030 Fittings - Washroom Accessories	Replacement [C1030 Fittings - Washroom Accessories]	Validation Survey 2011-2015	N/A	-1.00	2019	\$29,770.00	\$2,152,232.76
St Rene Goupil CS, Building ID 7991-1	C1030 Fittings & Equipment	Replacement [C1030 Fittings]	Validation Survey 2011-2015	N/A	-1.00	2019	\$116,805.52	\$2,269,038.28
St Rene Goupil CS, Building ID 7991-1	C1030 Fittings - Millwork	Replacement [C1030 Fittings - Millwork]	Validation Survey 2011-2015	N/A	-1.00	2019	\$22,327.76	\$2,291,366.04
St Rene Goupil CS, Building ID 7991-1	D303099 Other Cooling Generating Systems - DX Split AHU-Cool	Replacement [D303099 Other Cooling Generating Systems - DX Split AHU-Cool]	Validation Survey 2011-2015	N/A	-1.00	2019	\$60,019.44	\$2,351,385.48

Event Listing By Ascending Event Year (2011 - 2020)

Asset	Element	Brief Description	Data Origin	Priority	Priority Value	Year	Cost	Cumulative Cost
St Rene Goupil CS, Building ID 7991-1	C3020 Floor Finishes	Replacement [C3020 Floor Finishes]	Validation Survey 2011-2015	N/A	-1.00	2019	\$104,195.52	\$2,455,581.00
St Rene Goupil CS, Building ID 7991-1	D1010 Elevators & Lifts	Replacement [D1010 Elevators & Lifts]	Validation Survey 2011-2015	N/A	-1.00	2019	\$14,885.52	\$2,470,466.52
St Rene Goupil CS, Building ID 7991-1	D2010 Plumbing Fixtures	Replacement [D2010 Plumbing Fixtures]	Validation Survey 2011-2015	N/A	-1.00	2019	\$27,699.36	\$2,498,165.88
St Rene Goupil CS, Building ID 7991-1	D2020 Domestic Water Distribution	Replacement [D2020 Domestic Water Distribution]	Validation Survey 2011-2015	N/A	-1.00	2019	\$160,666.48	\$2,658,832.36
St Rene Goupil CS, Building ID 7991-1	D302005 Auxiliary Equipment - Heat Exchangers	Replacement [D302005 Auxiliary Equipment - Heat Exchangers]	Validation Survey 2011-2015	N/A	-1.00	2019	\$6,001.84	\$2,664,834.20
St Rene Goupil CS, Building ID 7991-1	D302099 Other Heat Generating Systems - Electrical Heating System	Replacement [D302099 Other Heat Generating Systems - Electrical Heating System]	Validation Survey 2011-2015	N/A	-1.00	2019	\$16,620.24	\$2,681,454.44
St Rene Goupil CS, Building ID 7991-1	D502002 Lighting Equipment	Replacement [D502002 Lighting Equipment]	Validation Survey 2011-2015	N/A	-1.00	2020	\$15,004.08	\$2,696,458.52

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Report Summary

Saved Report Name	None
User Name	Albert Kazazi
Report Type	Spreadsheet
Report Name	Event Listing By Ascending Event Year
Start Year	2011
Number of Years	10
Priority	Default
Structure / Instance	St Rene Goupil CS, Building ID 7991-1
Filter	Parent Criteria Summary: Structure parent - Major Repair OR Structure parent - Replacement;
Printed Date	2016/08/23

Toronto Catholic District School Board

Event Listing By Ascending Event Year

Printed On: 2016/08/23

Asset	Element	Brief Description	Data Origin	Priority	Priority Value	Year	Cost	Cumulative Cost
Prince of Peace CS, Building ID 7381-1	D503001 Fire Alarm Systems	Replace the fire alarm system	Validation Survey 2011-2015	High	70.01	2016	\$84,864.00	\$84,864.00
Prince of Peace CS, Building ID 7381-1	D304007 Exhaust Systems	Replace exhaust fans	Validation Survey 2011-2015	High	59.01	2016	\$31,824.00	\$116,688.00
Prince of Peace CS, Building ID 7381-1	D502002 Lighting Equipment - Exterior Lighting	Replace the wallpack exterior lights	Validation Survey 2011-2015	High	52.01	2016	\$31,824.00	\$148,512.00
Prince of Peace CS, Building ID 7381-1	C3020 Floor Finishes	Replace the carpet flooring in the atrium.	Validation Survey 2011-2015	Medium	46.01	2016	\$42,432.00	\$190,944.00
Prince of Peace CS, Building ID 7381-1	F105002 Building Automation System - Johnson Controls (DSC 9500)	Replacement [F105002 Building Automation System - Johnson Controls (DSC 9500)]	Validation Survey 2003	Low	18.61	2016	\$146,031.60	\$336,975.60
Prince of Peace CS, Building ID 7381-1	D304008 Air Handling Units - SF01	Replace the air handling unit SF01	Validation Survey 2011-2015	High	50.01	2017	\$187,761.60	\$524,737.20
Prince of Peace CS, Building ID 7381-1	D304008 Air Handling Units - SF02	Replace the air handling unit SF02	Validation Survey 2011-2015	High	50.01	2017	\$63,648.00	\$588,385.20
Prince of Peace CS, Building ID 7381-1	D304008 Air Handling Units - SF03	Replace the air handling unit SF03	Validation Survey 2011-2015	High	50.01	2017	\$106,080.00	\$694,465.20
Prince of Peace CS, Building ID 7381-1	C3020 Floor Finishes	Replace the vinyl floor tiles throughout the facility.	Validation Survey 2011-2015	Medium	46.01	2017	\$132,600.00	\$827,065.20
Prince of Peace CS, Building ID 7381-1	G2010 Roadways	Replacement [G2010 Roadways]	Validation Survey 2011-2015	Medium	42.01	2017	\$79,560.00	\$906,625.20
Prince of Peace CS, Building ID 7381-1	C3030 Ceiling Finishes - Suspended Acoustic Panel Ceilings	Replace the suspended acoustic panel ceiling throughout the facility.	Validation Survey 2011-2015	Medium	42.01	2017	\$259,896.00	\$1,166,521.20
Prince of Peace CS, Building ID 7381-1	C3030 Ceiling Finishes - Painted GWB Ceilings	Replace the painted ceiling covering on all the suspended gypsum wall board ceilings throughout the facility.	Validation Survey 2011-2015	Medium	42.01	2017	\$31,824.00	\$1,198,345.20
Prince of Peace CS, Building ID 7381-1	G2020 Parking Lots	Replacement [G2020 Parking Lots] - 00.1-040 Parking Lots	Validation Survey 2011-2015	Medium	42.01	2017	\$79,560.00	\$1,277,905.20
Prince of Peace CS, Building ID 7381-1	G204007 Playing Fields - Asphalt Playing Field	Replace the asphalt paved playing field at the west portion of the facility.	Validation Survey 2011-2015	Medium	40.01	2017	\$106,080.00	\$1,383,985.20

Event Listing By Ascending Event Year (2011 - 2020)

Asset	Element	Brief Description	Data Origin	Priority	Priority Value	Year	Cost	Cumulative Cost
Prince of Peace CS, Building ID 7381-1	B2020 Exterior Windows - Clerestory	Replace the clerestory windows in the library.	Validation Survey 2011-2015	High	56.01	2018	\$53,040.00	\$1,437,025.20
Prince of Peace CS, Building ID 7381-1	B2030 Exterior Doors	Replace the exterior doors/frames and associated hardware throughout the facility. - 18 doors.	Validation Survey 2011-2015	High	54.01	2018	\$80,196.48	\$1,517,221.68
Prince of Peace CS, Building ID 7381-1	D303099 Other Cooling Generating Systems - DX Split AHU-Cool	Replace the air cooled condensing, the DX cooling coil and refrigerant pipes	Validation Survey 2011-2015	High	50.01	2018	\$84,864.00	\$1,602,085.68
Prince of Peace CS, Building ID 7381-1	C1030 Fittings - Millwork	Replace the millwork throughout the facility.	Validation Survey 2011-2015	Medium	44.01	2018	\$233,376.00	\$1,835,461.68
Prince of Peace CS, Building ID 7381-1	C1030 Fittings - Washroom Accessories	Replace the paint finished metal washroom partitions in the girls and boys washrooms.	Validation Survey 2011-2015	Medium	44.01	2018	\$50,918.40	\$1,886,380.08
Prince of Peace CS, Building ID 7381-1	C1020 Interior Doors	Replace the interior wood doors with associated hardware. - 20 doors	Validation Survey 2011-2015	Medium	42.01	2018	\$55,161.60	\$1,941,541.68
Prince of Peace CS, Building ID 7381-1	G2030 Pedestrian Paving	Replace the interlock pavers and poured in place concrete pedestrian walkways on the east side of the facility.	Validation Survey 2011-2015	Medium	42.01	2018	\$95,472.00	\$2,037,013.68
Prince of Peace CS, Building ID 7381-1	C3010 Wall Finishes	Replace the painted wall coverings throughout the facility.	Validation Survey 2011-2015	Medium	40.01	2018	\$100,776.00	\$2,137,789.68
Prince of Peace CS, Building ID 7381-1	C1030 Fittings & Equipment	Replacement [C1030 Fittings] - 01.6 Fittings & Equipment	Validation Survey 2011-2015	N/A	-1.00	2019	\$146,448.64	\$2,284,238.32
Prince of Peace CS, Building ID 7381-1	B2020 Exterior Windows	Replacement [B2020 Exterior Windows]	Board Inspection	N/A	-1.00	2019	\$208,407.68	\$2,492,646.00
Prince of Peace CS, Building ID 7381-1	D3050 Terminal & Package Units	Replacement [D3050 Terminal & Package Units] - 03.1-190 Terminal Units	Validation Survey 2011-2015	N/A	-1.00	2019	\$229,811.92	\$2,722,457.92
Prince of Peace CS, Building ID 7381-1	D502002 Lighting Equipment	Replacement [D502002 Lighting Equipment]	Validation Survey 2011-2015	N/A	-1.00	2019	\$270,366.72	\$2,992,824.64
Prince of Peace CS, Building ID 7381-1	D502002 Lighting Equipment	Replacement [D502002 Lighting Equipment] - 04.3-030 Exit Lighting	Validation Survey 2011-2015	N/A	-1.00	2019	\$15,771.60	\$3,008,596.24
Prince of Peace CS, Building ID 7381-1	D502002 Lighting Equipment	Replacement [D502002 Lighting Equipment] - 04.3-040 Emergency Lighting	Validation Survey 2011-2015	N/A	-1.00	2019	\$17,862.00	\$3,026,458.24
Prince of Peace CS, Building ID 7381-1	C3020 Floor Finishes	Replacement [C3020 Floor Finishes]	Validation Survey 2011-2015	N/A	-1.00	2019	\$33,795.84	\$3,060,254.08
Prince of Peace CS, Building ID 7381-1	D1010 Elevators & Lifts	Replacement [D1010 Elevators & Lifts] - 02.1 Vertical Movement	Validation Survey 2011-2015	N/A	-1.00	2019	\$162,220.24	\$3,222,474.32
Prince of Peace CS, Building ID 7381-1	D2020 Domestic Water Distribution	Replacement [D2020 Domestic Water Distribution] - 03.3-030 Domestic Water Heaters	Board Inspection	N/A	-1.00	2019	\$11,908.00	\$3,234,382.32

Event Listing By Ascending Event Year (2011 - 2020)

Asset	Element	Brief Description	Data Origin	Priority	Priority Value	Year	Cost	Cumulative Cost
Prince of Peace CS, Building ID 7381-1	D503099 Other Communications & Alarm Systems	Replacement [D503099 Other Communications & Alarm Systems]	Validation Survey 2011-2015	N/A	-1.00	2019	\$27,036.88	\$3,261,419.20
Prince of Peace CS, Building ID 7381-1	D503008 Security Systems	Replacement [D503008 Security Systems] - 04. 5-050 Security System	Validation Survey 2011-2015	N/A	-1.00	2019	\$29,289.52	\$3,290,708.72
Prince of Peace CS, Building ID 7381-1	D2010 Plumbing Fixtures	Replacement [D2010 Plumbing Fixtures] - 03. 3-010 Plumbing Fixtures	Validation Survey 2011-2015	N/A	-1.00	2019	\$168,979.20	\$3,459,687.92
Prince of Peace CS, Building ID 7381-1	G204001 Fencing & Gates - Fence	Replacement [G204001 Fencing & Gates - Fence] - 00.1-017 Site Improvements - Fence	Validation Survey 2011-2015	N/A	-1.00	2019	\$22,530.56	\$3,482,218.48
Prince of Peace CS, Building ID 7381-1	G204005 Signage	Replacement [G204005 Signage]	Validation Survey 2011-2015	N/A	-1.00	2019	\$5,632.64	\$3,487,851.12
Prince of Peace CS, Building ID 7381-1	G204007 Playing Fields -	Replace the asphalt paved playing field at the west portion of the facility.	Validation Survey 2011-2015	N/A	-1.00	2019	\$0.00	\$3,487,851.12
Prince of Peace CS, Building ID 7381-1	G2050 Landscaping	Replacement [G2050 Landscaping] - 00.1-080 Soft Landscaping	Validation Survey 2011-2015	N/A	-1.00	2019	\$95,754.88	\$3,583,606.00

Toronto Catholic District School Board

Report Summary

Saved Report Name	None
User Name	Albert Kazazi
Report Type	Spreadsheet
Report Name	Event Listing By Ascending Event Year
Start Year	2011
Number of Years	10
Priority	Default
Structure / Instance	Prince of Peace CS, Building ID 7381-1
Filter	Class Detail Criteria Summary: => Grant for School Renewal; Parent Criteria Summary: Structure parent - Major Repair OR Structure parent - Replacement;
Printed Date	2016/08/23

2010 - 2017 Capital Program								
Capital Program	Trustee Ward	Trustee Name	Project Type	Project Stage	Projected Completion	Capacity Increase	Area Increase (\$M)	Estimated Total Project Cost
Phase 1 - Building Additions						Pupil Places	Building Area	Total Cost
All Saints	Trustee Ward 01	Joe Martino	FDK Addition	Occupied	2014	44	96	\$693,696
Cardinal Leger	Trustee Ward 08	Garry Tanuan	Elementary Addition	Occupied	2011	98	634	\$2,056,374
Father Serra	Trustee Ward 01	Joe Martino	Elementary Addition	Occupied	2012	167	1,015	\$4,242,075
Holy Spirit	Trustee Ward 07	Mike Del Grande	FDK Addition	Occupied	2014	84	362	\$1,860,556
Josyf Cardinal Slipyj	Trustee Ward 02	Ann Andrachuk	Elementary Addition	Occupied	2012	130	785	\$2,654,493
Msgr. Fraser Midland	Trustee Ward 07	Mike Del Grande	Secondary Addition	Occupied	2014	96	560	\$2,208,967
Nativity of Our Lord	Trustee Ward 02	Ann Andrachuk	Elementary Addition	Occupied	2012	107	693	\$2,874,734
Our Lady of Peace	Trustee Ward 02	Ann Andrachuk	FDK + Library Addition	Occupied	2015	84	361	\$2,478,833
Our Lady of Sorrows	Trustee Ward 02	Ann Andrachuk	FDK Addition	Occupied	2015	90	120	\$1,094,507
Our Lady of Wisdom	Trustee Ward 07	Mike Del Grande	FDK+Classroom Addition	Occupied	2015	120	665	\$2,819,830
St Agatha	Trustee Ward 12	Nancy Crawford	Elementary Addition	Occupied	2012	233	1,610	\$5,350,948
St Agnes	Trustee Ward 07	Mike Del Grande	FDK Addition	Occupied	2014	32	109	\$1,215,642
St Albert	Trustee Ward 07	Mike Del Grande	Elementary Addition	Occupied	2012	423	1,641	\$5,457,147
St Augustine of Canterbury (Phase 1)	Trustee Ward 04	Patrizia Bottoni	FDK Addition	Occupied	2015	104	581	\$1,738,935
St Bernard	Trustee Ward 03	Sal Piccininni	Elementary Addition	Occupied	2012	285	1,675	\$5,146,245
St Bonaventure	Trustee Ward 05	Maria Rizzo	Elementary Addition	Occupied	2013	242	1,361	\$5,630,893
St Charles Garnier	Trustee Ward 04	Patrizia Bottoni	Elementary Addition	Occupied	2012	190	1,101	\$3,387,083
St Denis	Trustee Ward 11	Angela Kennedy	FDK + Library Addition	Occupied	2014	69	139	\$983,847
St Elizabeth	Trustee Ward 02	Ann Andrachuk	FDK Addition	Occupied	2014	55	332	\$1,235,425
St Henry	Trustee Ward 07	Mike Del Grande	Elementary Addition	Occupied	2012	164	723	\$2,459,030
St Joachim	Trustee Ward 12	Nancy Crawford	Elementary Addition	Occupied	2012	216	1,151	\$4,572,691
St Kevin	Trustee Ward 07	Mike Del Grande	FDK Addition	Occupied	2014	58	312	\$1,472,978
St Malachy	Trustee Ward 08	Garry Tanuan	FDK + Classroom Addition	Occupied	2015	164	TBD	\$4,056,471
St Norbert	Trustee Ward 04	Patrizia Bottoni	Elementary Addition	Occupied	2011	95	598	\$2,301,759
St Pius X	Trustee Ward 10	Barbara Poplawski	Elementary Addition	Occupied	2012	150	1,192	\$4,038,447
St Rose of Lima	Trustee Ward 12	Nancy Crawford	FDK Addition	Occupied	2014	78	218	\$1,453,788
St Stephen	Trustee Ward 01	Joe Martino	Elementary Addition	Occupied	2011	190	1,167	\$3,346,822
St Thomas More	Trustee Ward 12	Nancy Crawford	Elementary Addition	Occupied	2011	239	1,558	\$4,139,320
Sts Cosmas & Damian	Trustee Ward 05	Maria Rizzo	Elementary Addition	Occupied	2012	141	933	\$4,092,432
Transfiguration of Our Lord	Trustee Ward 01	Joe Martino	FDK Addition	Occupied	2014	55	286	\$1,307,828
Phase 1 - Subtotal						4,203	21,978	\$86,371,796
Phase 2 - New/Replacement Schools						Pupil Places	Building Area	Total Cost
Blessed Pier Giorgio Frassati	Trustee Ward 08	Garry Tanuan	New Elementary	Occupied	2013	467	4,500	\$10,019,115
St Ambrose	Trustee Ward 02	Ann Andrachuk	Elementary Replacement	Occupied	2013	398	3,729	\$10,265,523
St Andre	Trustee Ward 03	Sal Piccininni	Elementary Replacement	Occupied	2015	522	4,421	\$11,089,969
St Conrad	Trustee Ward 04	Patrizia Bottoni	Elementary Replacement	Occupied	2012	582	5,578	\$12,277,228
St Edward	Trustee Ward 05	Maria Rizzo	New Elementary	Occupied	2014	421	4,056	\$11,391,298
St Nicholas	Trustee Ward 12	Nancy Crawford	Elementary Replacement	Occupied	2013	444	4,047	\$9,407,643
Phase 2 - Subtotal						2,834	26,331	\$64,450,776
Phase 3 - Funded Capital Projects						Pupil Places	Building Area	Total Cost
Dante Alighieri Academy	Trustee Ward 05	Maria Rizzo	Secondary Replacement	In Design/Land Acquisition	2019	1,300	15,964	\$34,497,751
The Holy Trinity	Trustee Ward 02	Ann Andrachuk	Elementary Replacement	Construct	2017	536	5,199	\$13,087,179
St John Evangelist	Trustee Ward 06	Frank D'Amico	Elementary Replacement	In Design/Land Acquisition	2018	598	6,084	\$20,682,958
St Joseph's Morrow Park	Trustee Ward 07	Mike Del Grande	Secondary Replacement	In Design/Land Acquisition	2018	798	10,913	\$27,247,201
St Simon	Trustee Ward 03	Sal Piccininni	Elementary Replacement	Construct	2017	542	1,212	\$12,448,637
Phase 3 - Subtotal						3,774	39,372	\$107,963,726
Phase 4 - Capital Priorities Projects						Pupil Places	Building Area	Total Cost
St Clement	Trustee Ward 02	Ann Andrachuk	FDK+Classroom+Gym Addition	In Design and Approvals	2018	135	TBD	\$6,051,962
St Eugene	Trustee Ward 01	Joe Martino	FDK+Classroom+Gym Addition	Construct	2017	311	TBD	\$7,908,461
St Fidelis	Trustee Ward 03	Sal Piccininni	Replacement School	Pre-Planning	2018	648	TBD	\$10,417,567
St Margaret	Trustee Ward 05	Maria Rizzo	Replacement School	Pre-Planning	2017	642	TBD	\$11,116,682
St Paschal Baylon	Trustee Ward 05	Maria Rizzo	FDK+Classroom+Gym Addition	Construct	2017	408	TBD	\$12,946,050
St Ursula	Trustee Ward 12	Nancy Crawford	FDK+Classroom Addition	Construct	2017	97	TBD	\$2,501,156
St Victor	Trustee Ward 12	Nancy Crawford	FDK+Classroom Addition	Construct	2017	234	TBD	\$5,748,484
St. Augustine of Canterbury (Phase 2)	Trustee Ward 04	Patrizia Bottoni	Classroom + Gym Addition	In Design and Approvals	2018	115	TBD	\$7,268,741
Phase 4 - Subtotal						2,590	0	\$63,958,603
Phase 5 - FDK funded								
Year 4 ELKP Retrofits	Various	Various	No Additions	Occupied	2013	TBD	TBD	\$8,469,598
Year 5 ELKP Retrofits	Various	Various	No Additions	Occupied	2014	TBD	TBD	\$7,112,044
Phase 5 - Subtotal						0	0	\$15,581,642
Phase 6 - Development Projects								
Railway Lands (Block 31)	Trustee Ward 09	Jo-Ann Davis	New Elementary	Design	2019	510	4,947	\$18,000,000
Phase 6 - Subtotal						510	4,947	\$18,000,000
Phase 7 - 2015, 2016 Capital Priorities Projects								
Blessed Cardinal Newman	Trustee Ward 12	Nancy Crawford	Secondary Replacement	Pre-Planning	2021	1,110	15,964	\$32,818,951
St. Bruno/St. Raymond Consolidation @ St. Raymond	Trustee Ward 09	Jo-Ann Davis	Elementary Replacement	Pre-Planning	2018	350	TBD	\$9,490,000
St. Leo/St. Louis Consolidation @ St. Leo	Trustee Ward 2	Ann Andrachuk	Elementary Replacement	Pre-Planning	2018	500	TBD	\$11,850,000
Phase 7 - Subtotal						1,960	15,964	\$54,158,951
2010-2017 Capital Program Total:						15,871	108,592	\$410,485,494

2016-17 Education Funding

A GUIDE TO THE GRANTS FOR STUDENT NEEDS



support every child
reach every student



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INTRODUCTION

Ontario is widely recognized as having one of the world's best elementary and secondary school systems, and is continuously working to improve it. This guide is intended to support the important conversations among partners in the education sector by providing a clear explanation of how education is funded in Ontario through the Grants for Student Needs, or GSN. It also sets out the accountabilities of school boards and the Ministry of Education for the use of education dollars and discusses efforts to continuously improve the formulas used to fund education in Ontario.

The GSN supports funding for the classroom, school leadership and operations, specific student-related priorities and local management by school boards. The GSN's purpose is to help the system achieve key goals, especially those of *Achieving Excellence*, Ontario's renewed vision for education.

Achieving Excellence consolidates the many gains made by the education system to date and sets out a commitment to take it to the next level. It was developed by the ministry through extensive consultations with its partners in the education system.

The renewed vision emphasizes the focus on classroom education, which is the foundation of the system. At the same time, it broadens the system's aims to look at more than academic achievement, particularly by supporting student well-being in a range of areas. It also recognizes the system's need to close the gaps, so that all students benefit from a strong educational system attuned to individual needs.

The Ministry of Education, school boards and other stakeholders in publicly funded education are working together to align funding for school boards with the aims of *Achieving Excellence*.

What GSN funding supports

- **Classrooms** (\$12.7B)
- **Schools** (\$3.8B)
- **Specific priorities** (\$4.1B)
- **Local management** (\$2.2B)

The goals GSN funding helps achieve

- **Achieving Excellence**
- **Ensuring Equity**
- **Promoting Well-being**
- **Enhancing Public Confidence**

How funding is structured

The Ministry of Education provides the bulk of operating funding to Ontario's 72 district school boards¹ through the annual GSN, also known as "the funding formula." The GSN is actually a collection of grants described in detail in a regulation under the *Education Act* each year.

Many grants are made up of two or more components, which are called "allocations." This guide sets out the funding provided by each grant and gives an explanation, including a high-level description of the calculation, of the major allocations within it.

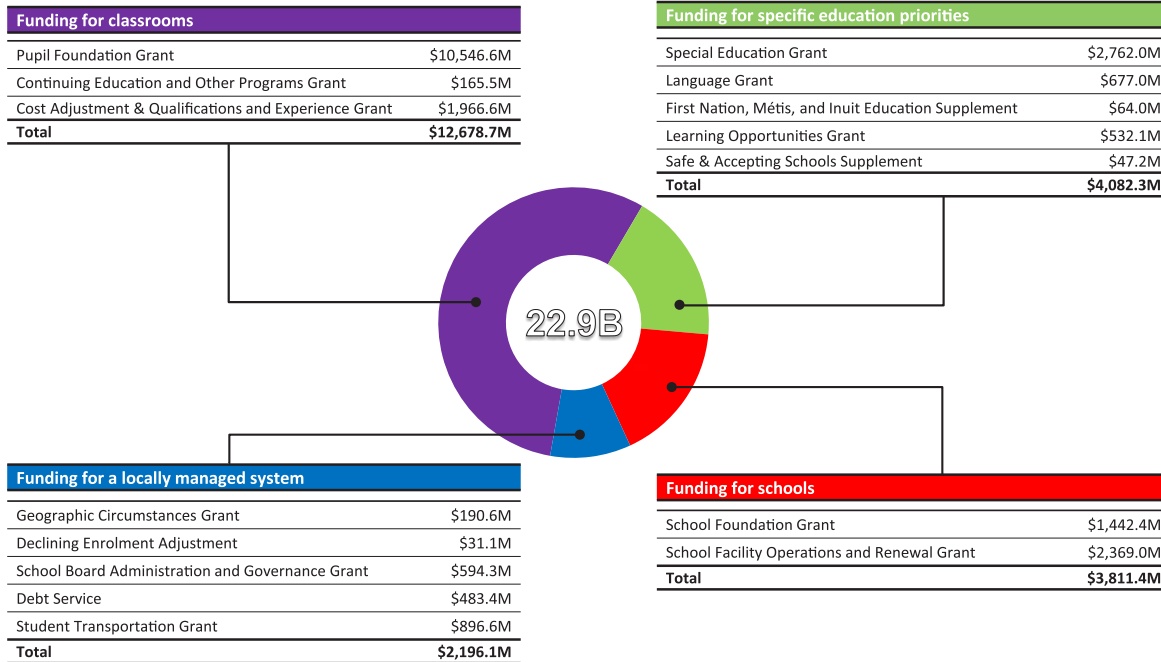
Because the ministry and its partners focus on aligning resources with the key goals of the education system, this guide has been structured to reflect those goals by grouping grants under the following headings:

- **Funding for classrooms** focuses on providing classroom resources.
- **Funding for schools** provides the resources to ensure schools have the leadership they need and are clean and well-maintained facilities for learning. Funding is also positioned to encourage the most efficient use of space possible.
- **Funding a locally managed system** aims to ensure board leadership carries out focused activities to support alignment of resources which help schools and students strive to achieve excellence.
- **Funding for specific priorities** speaks mainly to the *Achieving Excellence* goal of closing gaps by, for example, meeting special education needs and improving language proficiency.

The ministry recognizes that conditions vary widely across Ontario and the funding formulas cannot take every situation into account. This is why local school boards have flexibility in how they use funding, within the over-all accountability framework discussed in the next section.

¹ There are also 10 School Authorities, consisting of four geographically isolated boards and six hospital-based school authorities.

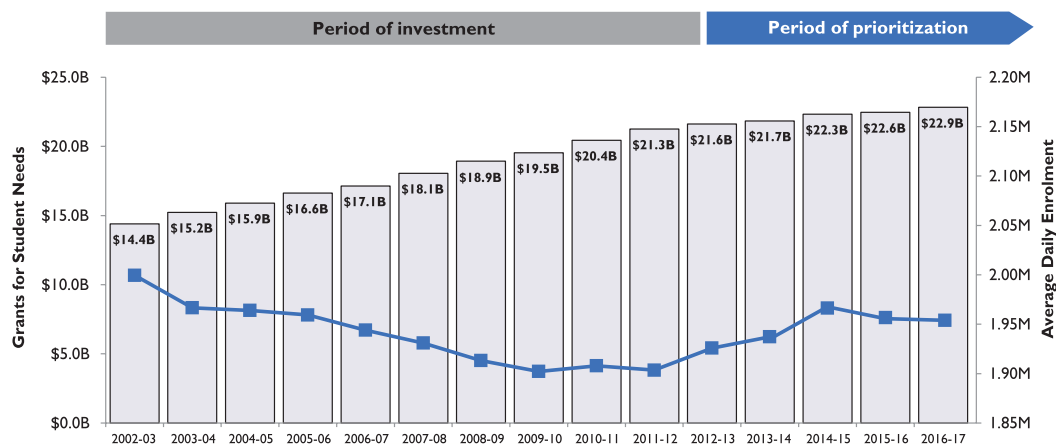
WHAT DOES THE GSN SUPPORT?



Note: School authorities funding and funding not yet allocated are included in the total, but not in the pie chart.

For the school board sector as a whole, GSN funding represents the overwhelming majority of revenues, more than 90%. Over the past decade, funding from this source has increased, even though demographic factors have caused enrolment to decline:

GSN FUNDING AND ENROLMENT SINCE 2002-03



Note: To provide a clear year-over-year comparison, we have added FDK funding and enrolment, which was previously outside the GSN, to previous years' GSN funding totals. 2016-17 information is based on projections while prior years' information is based on information as reported by school boards.

School boards also receive funding from the ministry for special, often time-limited programs, and from other ministries for specific purposes related to their mandates.

School boards may also raise funds on their own. Examples include renting out excess school space or charging fees for enhanced programming. These funds, however, should not be used to replace public funding for education or to support items funded through provincial grants. A [Guideline for School Fundraising](#) and a [Guideline for Fees for Learning Materials and Activities](#) may be found on the Ministry of Education [website](http://www.edu.gov.on.ca) (www.edu.gov.on.ca).

Accountability for education funding

A central aim of *Achieving Excellence* – and one that extends beyond the classroom or even the school – is enhancing public confidence in our education system.

The province invests about \$23 billion a year in education. A major part of enhancing confidence is ensuring accountability for the use of these resources.

The province, through the Ministry of Education, is accountable for the public education system as a whole and the policy decisions that determine funding for school boards. Given their key role in providing services at the local level, school boards have important accountabilities to students, parents and others with a stake in outcomes, as well as to the ministry.

A cornerstone of Ontario's education system is the principle that school boards have a responsibility to ensure the effective stewardship of resources. Thoughtful, transparent budgeting, aligned with a focused strategy, is vital and integral to this goal.

With respect to the GSN, a robust financial accountability framework has been developed between school boards and the Province. This framework recognizes that accountability to the ministry must be balanced against the need for school board flexibility to address local conditions. It includes:

- Legislative requirements, such as the provision that school boards balance their budgets;
- Requirements around budgeting and financial reporting, as well as monitoring, audit, review and, in some cases, supervisory activities by the Province;

- Enveloping, which means requiring that certain grants be used only for the purpose intended; and
- Program/grant specific reporting requirements overseen by various branches of the ministry.

Another important activity that supports accountability is collaboration. Ontario has a proud tradition of open and frank conversations about education funding. Through these conversations, the funding formula benefits from a stronger understanding of the perspectives of others in the system.

The ministry engages with many partners, including:

- School board representatives,
- Trustee associations,
- Principals and vice-principals,
- Teachers' federations and education worker unions,
- Parent groups and
- Student groups.

The annual engagement and other collaborations are invaluable in holding all parties, including the government, accountable for the ways education is funded.

This guide describes how several grants are in transition, with some changes being phased in over more than one year. These changes have been informed by the ministry's ongoing contact with the sector, including the annual GSN funding discussions and collaborative working groups that make technical recommendations on how to improve the GSN.

FUNDING FOR CLASSROOMS

Pupil Foundation Grant

This grant, which accounts for about half of the GSN, supports the elements of a classroom education that are generally common to all students. The largest single element of the GSN, it provides funding for the salaries of classroom teachers, early childhood educators for full-day kindergarten, educational assistants, and other teaching staff such as teacher librarians and guidance counsellors. It also funds textbooks, classroom supplies and classroom computers.

The grant is calculated on a per-pupil basis. There are three different per-pupil amounts at the elementary level, depending on the grade in which a student is enrolled – kindergarten, primary (grades 1 to 3), junior/intermediate (grades 4 to 8) – and one per-pupil amount for secondary students. For classroom teachers, the per-pupil amounts reflect benchmark salaries and benefits, class size requirements and the need for preparation time. (A separate allocation, discussed below, recognizes teachers' relative qualifications and experience.) For other staff, the per-pupil amount is based on salaries and benefits and staffing levels.

For 2016-17, funding through the Pupil Foundation Grant is projected to be \$10.55 billion.

Qualifications and Experience Grant

This grant provides additional support for classroom staff who have qualifications and experience above those provided for through the Pupil Foundation Grant. It is projected to total \$1.97 billion in 2016-17:

Allocation	2016-17 Amount
Teacher qualifications and experience	\$1,781.3 billion
Early childhood educator qualifications and experience	\$129.6 million
Other allocations	\$55.7 million
Total	\$1,966.6 billion

- The **teacher qualifications and experience** allocation provides funding to boards with teachers who, because of their qualifications and experience, have average salaries different from the benchmark level used in the Pupil Foundation Grant.

- The early childhood educators qualifications and experience allocation is provided for boards with **early childhood educators** who, because of their qualifications and experience have average salaries different from the benchmark.
- The other allocations under this grant include historical adjustments to the funding of non-teaching salary costs and funding for programs to mentor and train new teachers. Additional details can be found in the technical paper available on the ministry [website](#).

Continuing education and other programs

This grant supports a range of programs aimed at adult learners and day-school students, including secondary students who have completed more than 34 credits and wish to continue their studies. The grant is projected to total \$165.5 million in 2016-17:

Allocation	2016-17 Amount
Adult day school	\$39.0 million
High-credit day school	\$7.5 million
Summer school	\$32.4 million
Continuing education	\$58.2 million
Other allocations	\$28.4 million
Total	\$165.5 million

- The **adult day school** allocation supports day school programming for students who are at least 21 years of age as of December 31 of the current school year.
- The **high-credit day school** allocation is for day school programming for secondary students who have completed more than 34 credits and wish to continue their studies.
- The **summer school** allocation supports programming offered during the summer for day school pupils.
- The **continuing education** allocation supports a variety of programs delivered inside and outside the classroom (for example, through correspondence, self-study or e-learning), including credit courses for the purpose of earning a secondary school graduation diploma.
- The other allocations of this grant support the teaching of international languages at the elementary level and assessments of mature students' prior learning. More details are provided in the technical paper, available on the ministry [website](#).

FUNDING FOR SCHOOLS

School Foundation Grant

This grant provides funding for principals, vice-principals and office support staff, as well as administrative supplies. The total School Foundation Grant is projected to be \$1.44 billion in 2016–17. It is divided into an elementary school and a secondary school portion. It also makes provision for combined schools – that is, schools attended by both elementary and secondary pupils of the same board.

The current year marks the second year of a three-year transition in the way the grant is allocated. The new method includes changes that:

- Recognize a school's remoteness as well as its size;
- Enhance support for combined schools by lowering the enrolment level at which additional principals are funded; and
- Provide greater funding overall for vice-principals in secondary and combined schools.

During the transition, both the old and new allocation methods are being used. In 2016-17, funding will be determined by adding two-thirds of the result from the new method and one-third of the result from the old method.

School Operations and Renewal Grant

This grant supports the costs of operating, maintaining and repairing school facilities. Under the formula, funding is adjusted for boards that have older schools with unique design features such as wide hallways, large shop spaces, and auditorium spaces.

The current year marks the second year of a three-year transition to a new allocation method for many components of this grant. The new method includes changes that:

- Eliminates funding for under-utilized space in schools that are not isolated; and
- Re-invests a portion of those savings in the per-pupil operating and renewal funding for all schools.

Funding is also being updated to reflect the current inventory of schools and the implementation of full-day kindergarten.

The grant, consisting of two major allocations, is projected to total \$2.37 billion in 2016-17.

Allocation	2016-17 Amount
School operations	\$2,049.0 billion
School renewal	\$320.0 million
Total	\$2,369.0 billion

- The **school operations** allocation, which addresses operating costs such as heating, lighting, maintenance and cleaning of schools, consists of several components. The largest component is based on a benchmark operating cost associated with a standard floor area for each elementary and secondary pupil. This per-pupil benchmark is being increased to support the cost of operating space that students use.

A component of this funding that reflected the costs to clean, light and heat school space that was underutilized is being phased out over three years. However, underutilized space in isolated schools will still generate funding.

- The **school renewal** allocation addresses the costs of repairing and renovating schools. Like the operations allocation, it consists of a number of components. The largest component is based on a benchmark renewal cost associated with a standard floor area for each elementary and secondary pupil. This per-pupil benchmark is being increased to support the cost of renovating the space that students use.

Funding is also adjusted to reflect the renewal needs of older schools and regional variations in construction costs.

Components to address the needs of underutilized space are changing in parallel with the changes to the operating allocation discussed above.

FUNDING A LOCALLY MANAGED SYSTEM

School Board Administration and Governance

This grant provides funding for board administration and governance costs, including those related to board-based staff and board offices and facilities. In 2016-17, it is projected to total \$594.3 million.

The way the grant is allocated is in transition. In 2014-15, the ministry introduced a new method that will be fully in place by 2017-18. It replaces three allocations of the previous method with a single allocation, the board administration allocation. During the transition, both methods are being used. This year, the new method is weighted at 75% and the old one at 25%.

The other allocations of this grant are unaffected by the transition.

Allocation	2016-17 Amount
Board administration (combined old and new models)	\$554.6 million
Other allocations	\$39.7 million
Total	\$594.3 million

- The new **board administration model**, developed in consultation with school boards, provides funding for board-level leadership, staff and related supplies and services. The model recognizes ten core functions that all boards, regardless of size, must perform. At the same time, it recognizes that enrolment is an important driver of higher administrative expenses. The new model is replacing a way of allocating funding that relied more heavily on the size of boards' enrolment.
- The other allocations of this grant include funding for trustee compensation, parent engagement, consolidation accounting, internal audit, supports to improve school boards' information management, and the transformation of learning and teaching in the physical and virtual environment. Additional details can be found in the technical paper available on the ministry's [website](#).

Student Transportation Grant

This grant provides school boards with funding to transport students to and from school. It is projected to be \$896.6 million in 2016-17. The grant is based on the previous year's amount, with a number of possible adjustments and/or additional allocations:

- The **enrolment adjustment** is made only for school boards with increasing enrolment, and is based on the percentage increase in enrolment.
- The **cost update adjustment** factor, which recognizes the increasing costs of providing transportation services, is 2% for 2016-17. The calculation applies the adjustment factor to each board's 2015-16 transportation grant.
- The **fuel escalator and de-escalator** provides for funding increases or decreases by comparing the actual price of diesel fuel for southern school boards and northern school boards to a benchmark price.
- Details on the other allocations within this grant, which cover transportation to provincial or demonstration schools, impacts of effectiveness and efficiency reviews of transportation consortia, and full-day kindergarten transportation, can be found in the technical paper available on the ministry's [website](#).

Declining Enrolment Adjustment

Much of a school board's revenue is determined by enrolment. When enrolment goes down, funding also declines. School boards can adjust their costs downward as well, but this may take more than one year. The declining enrolment adjustment recognizes this need for extra time. The grant, which is projected to be \$31.1 million in 2016-17, is made up of a first-year and second-year component:

Component	2016-17 Amount
First-year	\$22.2 million
Second-year	\$8.9 million
Total	\$31.1 million

- The **first-year component** is based on a weighting of the difference between 2016-17 eligible revenue if enrolment had not changed from the previous year and 2016-17 revenue calculated using the current year's enrolment. It is available only if the current year's enrolment is less than the previous year's.
- The **second-year component** is 25% of a school board's 2015-16 first-year component.

Geographic Circumstances Grant

This funding recognizes the higher costs related to the remoteness of rural boards and schools. It takes into account several factors, including the enrolment of boards and individual schools, board distance from urban centres and dispersion of schools over a board's geographic area.

The grant, which is projected to be \$190.6 million in 2016-17, is made up of three allocations. The current year marks the second year of a three-year transition to a new allocation method for many components of this grant. The new method:

- Updates various geographic parameters that generate funding for boards; and
- Eliminates support for teaching staff in isolated schools that are large enough to generate the required funding under the Pupil Foundation Grant.

Allocation	2016-17 Amount
Remote and rural	\$119.6 million
Supported schools	\$69.6 million
Rural and small communities	\$1.4 million
Total	\$190.6 million

- The **remote and rural allocation** provides funding to: boards with enrolment of less than 16,000; boards that are distant from large urban centres; and boards whose schools are far from board offices and one another. The current year marks the second year of a three-year phase-in of updates to the data underlying these calculations to reflect urban population growth and other changes.
- The **supported schools allocation** helps make small, remote schools more viable by providing additional funding for teachers and, in some cases, early childhood educators. A school's eligibility is based on distance to the board's closest school of the same type (that is, elementary to elementary and secondary to secondary) with funding varying based on school enrolment.
- The **rural and small communities** allocation is being phased out.

FUNDING FOR SPECIFIC PRIORITIES

Learning Opportunities Grant

The Learning Opportunities Grant (LOG) provides funding to help students who are at greater risk of lower academic achievement. It is projected to total \$532.1 million in 2016-17.

Allocation	2016-17 Amount
Demographic	\$353.0 million
Student achievement envelope	\$160.0 million
Other allocations	\$19.1 million
Total	\$532.1 million

- The **demographic allocation**, which represents the largest share of LOG funding, is based on social and economic indicators that signal a higher risk of academic difficulty for students. The indicators are low household income, low parental education, a one-parent household, and recent arrival in Canada. This allocation is distributed to boards based on the ranking of each of their schools on these measures, and a weighting of the measures themselves. Boards can use this funding for initiatives such as breakfast programs, homework clubs, reading recovery and independent supports.
- The **student achievement envelope** comprises seven discrete allocations. These allocations, which directly support programs introduced over the past decade to improve student achievement, are for:
 - **Literacy and math outside the school day**, which funds remedial courses or classes for students who are at risk of not meeting the curriculum standards for literacy or math and/or the requirements of the Grade 10 literacy test.
 - **Student Success, Grade 7 to 12**, which funds a range of resources and activities to improve student engagement in secondary schools.
 - **Grade 7 and 8 Student Success and literacy and numeracy teachers**, which recognizes the need to help students in earlier grades so they are better prepared for the transition to secondary school and beyond.
 - The **School Effectiveness Framework**, which helps schools and boards assess how well elementary schools are performing and develop plans for improvement.

- **Ontario Focused Intervention Partnership tutoring**, which helps boards set up and/or expand tutoring programs for students who are not achieving the provincial standard in reading, writing, or math.
- The **Specialist High Skills Major** program, which allows students to customize their secondary school experience and build on their strengths and interests by focusing on a specific economic sector.
- The **Outdoor Education** program, which provides elementary and secondary students with learning experiences in the outdoors.

There is flexibility in how boards may use the individual allocations, as long as the total funding is spent on the programs within the envelope. Any unspent funding must be used on the programs within the envelope in a future school year.

- The other allocations of this grant provide funding for mental health leaders, who spearhead efforts in boards to promote clear, integrated and responsive pathways to service for students in need, funding for teacher-librarians and/or library technicians and an adjustment to reflect the impacts of amalgamating school authorities. Additional details can be found in the Technical paper available on the ministry's [website](#).

Special Education Grant

This grant provides boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education, and must save any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education. The grant, which is projected to total about \$2.76 billion in 2016–17, is made up of six allocations:

Allocation	2016-17 Amount
Special Education per Pupil Amount (SEPPA)	\$1,425.1 billion
Differentiated Special Education Needs Amount (formerly High Needs Amount)	\$1,050.0 billion
Special Equipment Amount	\$96.9 million
Other allocations	\$190.1 million
Total	\$2,762.0 billion

- The **Special Education per Pupil Amount** provides every board with foundational funding toward the cost of special education supports. It is calculated using a board's total enrolment and a per-pupil amount. There are different per-pupil amounts for kindergarten to Grade 3 pupils, Grade 4 to 8

pupils, and Grade 9 to 12 pupils. The per-pupil amounts in the earlier grades are higher to direct more funding towards early intervention.

- Based on discussions with stakeholders, in 2014 the Ministry announced a new model for allocating the High Needs Amount. Recognizing the variation across boards in the share of students with special education needs, the nature of the needs, and boards' ability to meet them, the new model aims to better align the allocation with boards' needs and resources. In line with this, its name has been changed to the **Differentiated Special Education Needs Amount** to better reflect its purpose. The new model is being phased in over four years, with full phase-in by 2017-18. In 2016-17 it will represent about 75% of the Differentiated Special Education Needs Amount allocation. The new model is based on three components: a statistical model that utilizes demographic data at the postal code level to predict special education need; a calculation that considers several indicators for a board, including special education data on programs and services, students' participation in EQAO testing and academic achievement, and distance from urban centres; and a fixed amount for each board aimed at developing collaborative and integrated approaches.
- Under the **Special Equipment Amount**, each board receives a base amount plus a per-pupil amount, which together may be used to buy computers, software and other equipment for students with special education needs in line with funding guidelines. In addition, boards may submit claims to recover the costs, less a deductible, of other equipment recommended by a qualified professional for a student with specific special education needs.
- The other allocations of the grant are the Special Incidence Portion for students who require more than two full-time staff to address their health and safety needs and those of others at their school, the Facilities Amount for providing instruction in a care, treatment, custody or correctional facility, and an amount to support board-level expertise in applied behavioural analysis. Additional details can be found in the Technical paper available on the ministry's [website](#).

Language Grant

This grant provides funding to meet school boards' costs for language instruction. It is made up of five allocations, and is projected to total \$677.0 million in the 2016-17 school year:

Allocation	2016-17 Amount
English as a Second Language/English Literacy Development (ESL/ELD)	\$226.2 million
French as a Second Language (FSL)	\$252.8 million
French as a First Language (FFL)	\$79.0 million
Programme d'appui aux nouveaux arrivants (PANA)	\$5.6 million
Actualisation linguistique en français (ALF)	\$113.5 million
Total	\$677.0 million

- **English as a Second Language/English Literacy Development** funding is provided to English-language school boards to support students who need extra help developing proficiency in English. It consists of a Recent Immigrant component and a Pupils in Canada component. The former supports students who are eligible based on their country of birth and who have been in Canada four years or less. The latter reflects an estimate of the number of children in a board whose language spoken most often at home is neither English nor French.
- **French as a Second Language** funding, available only to English-language boards, supports the costs of French instruction. It provides a per-pupil amount for each student. At the elementary level the amount varies depending on whether the pupil is taking core French, extended French, or is in a French immersion program. At the secondary level, the amount reflects both the student's grade level and whether the course covers French as a subject or another subject taught in French.
- **French as a First Language funding** is available only to French-language boards, and recognizes the higher costs of instructional materials and support to provide French-language programs. It is made up of per-pupil amounts for boards' elementary and secondary enrolments, and a fixed amount for each new elementary school in a French-language board in the current school year.
- The **programme d'appui aux nouveaux arrivants** supports students from eligible countries who are newly arrived in Canada and do not have a Charter right to education in French, but have been admitted to French-language school boards and require extra help developing proficiency in French.

- **Actualisation linguistique en français** supports students in French-language boards who have a right to education in French because it is the language of one or both of their parents, but need extra help developing proficiency in French. It is calculated using a per-pupil amount that varies using a factor based on census data, that measures a board's cultural environment. The factor reflects the share of school-age youth with at least one parent having French as their first official language spoken.

First Nation, Métis, and Inuit Education Supplement

This funding supports programs designed for Aboriginal students, as outlined in the [Ontario First Nation, Métis, and Inuit Education Policy Framework](#). It is made up of four allocations:

Allocation	2016-17 Amount
Native Languages	\$9.9 million
Native Studies	\$24.8 million
Per-pupil amount	\$23.4 million
Board Action Plans Allocation	\$5.8 million
Total	\$64.0 million

- The **Native Languages allocation** supports elementary and secondary Native Language programs. At the elementary level, funding is based on the number of pupils enrolled in the Native Language program and the average daily minutes of instruction. At the secondary level, funding is provided for each Grade 9 to 12 pupil enrolled in a credit course.
- The **First Nation, Métis, and Inuit Studies** allocation supports secondary credit courses in Native Studies, providing a per-pupil amount for Grade 9 to 12 students.
- The **per-pupil amount** supports Aboriginal students, and reflects the estimated percentage of Aboriginal students in a board's schools, based on census data. Starting in 2016-17, it consists of a per-pupil amount that will guarantee a base amount of funding, to ensure that every board can establish a lead to support the [Ontario First Nation, Métis, and Inuit Education Policy Framework](#). A weighting factor doubles the per-pupil amount when the estimated percentage of Aboriginal pupils in a board is 7.5% or greater but less than 15%, and triples it when the percentage is 15% or greater.
- The **Board Action Plans allocation** supports the implementation of programs and initiatives aligned with the 16 strategies and actions identified in the [Ontario First Nation, Métis, and Inuit Framework Implementation Plan](#).

Safe and Accepting Schools Supplement

This funding supports the Safe Schools Strategy and provides targeted support to secondary schools in priority urban neighbourhoods. The grant, made up of two allocations, is projected to total \$47.2 million in 2016-17:

Allocation	2016-17 Amount
Safe and Accepting Schools	\$37.2 million
Urban and Priority High Schools	\$10.0 million
Total	\$47.2 million

- The **Safe and Accepting Schools** allocation includes two components. One supports non-teaching staff such as social workers, child and youth workers, psychologists, and attendance counsellors who work to prevent and mitigate risks to the school environment. The other supports programs for long-term suspended and expelled students, and prevention and intervention resources. Both components provide a per-pupil amount and also reflect a board's demographic characteristics and dispersion distance.
- The **Urban and Priority High Schools** allocation helps boards respond to challenges in select secondary schools, such as a lack of community resources, poverty, conflict with the law, or a combination of these factors.

CONCLUSION

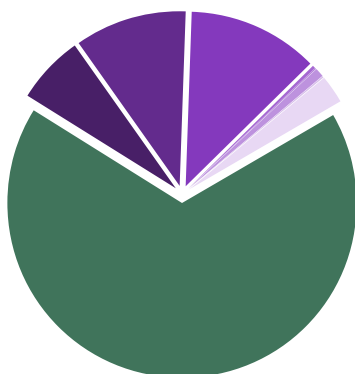
Determining the best way to allocate funding to support [Achieving Excellence](#) and to put public resources to the most effective use in our school system is an ongoing process.

Funding arrangements will and must continue to change. For an effective education system, we must stay attuned to and gather information on the evolving needs of students, the costs that boards face, and how well our funding approaches support the outcomes we want from the system.

The ministry will continue to engage with school boards and others to ensure the collection and sharing of insights and information to support the goal of making the best possible decisions.

This guide has provided high-level summaries of grants, their purposes and their funding mechanisms. It also set out how several elements of grants are in transition:

ALLOCATIONS OF THE GSN UNDER TRANSITION



Allocations Under Transition in 16-17	
School Foundation Grant	\$1,442.4M
School Facility Operations and Renewal Grant	\$2,369.0M
Special Education Grant	\$2,762.0M
First Nation, Métis, and Inuit Education Supplement	\$64.0M
Components of the Learning Opportunities Grant	\$26.7M
Geographic Circumstances Grant	\$190.6M
Declining Enrolment Adjustment	\$31.1M
School Board Administration and Governance Grant	\$594.3M
Total	\$7,480.2M

This guide is not intended to describe the legal requirements around grant amounts or allocation methods. Readers looking for that information should consult the [Grants for Student Needs – Legislative Grants for the 2016-17 School Board Fiscal Year](#) regulation. The [Education Funding Technical Paper](#) for 2016-17 provides additional information on the calculations underlying many of the grants and more information about grants not discussed in detail here.

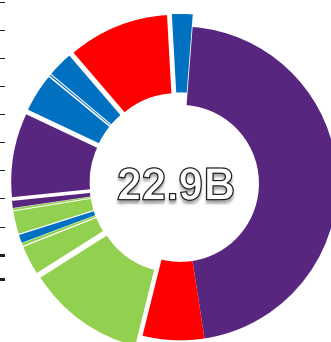
APPENDIX

This guide groups grants by the outcomes they are intended to support. In contrast, the GSN technical paper, which describes the grant calculations in more detail, uses only two broad categories: foundation grants and special purpose grants.

Foundation grants provide each board with funding based on number of students and number of schools. Special purpose grants, which provide additional funding to meet specific needs, generally use data more reflective of local conditions and students. In the Technical paper these grants are set out as a list.

TECHNICAL PAPER STRUCTURE

Special Purpose Grants	
Special Education Grant	\$2,762.0M
Language Grant	\$677.0M
First Nation, Métis, and Inuit Education Supplement	\$64.0M
Geographic Circumstances Grant	\$190.6M
Learning Opportunities Grant	\$532.1M
Safe & Accepting Schools Supplement	\$47.2M
Continuing Education and Other Programs Grant	\$165.5M
Cost Adjustment & Qualifications and Experience Grant	\$1,966.6M
Student Transportation Grant	\$896.6M
Declining Enrolment Adjustment	\$31.1M
School Board Administration and Governance Grant	\$594.3M
School Facility Operations and Renewal Grant	\$2,369.0M
Debt Service	\$483.4M
Total	\$10,779.5M



Foundation Grants	
Pupil Foundation Grant	\$10,546.6M
School Foundation Grant	\$1,442.4M
Total	\$11,989.0M

What does the GSN support?

- Funding for classrooms
- Funding for schools
- Funding for specific education priorities
- Funding for a locally managed system

Note: The total GSN for 2016-17 includes amounts for school authorities and other provisions.

The technical paper is available on the ministry website at www.edu.gov.on.ca/eng/funding

2016-2017 School Accommodation Review Tenants/Licencees

SCHOOL	TENANT/LICENSEE	USE	LEASED (exclusive space) and/or LICENCED (shared space) PREMISES	TERM and/or RENEWAL TERM OF LEASE and/or LICENSE	LEASE EXPIRY DATE
Prince of Peace	Banting and Best Child Care Centre	Before and After School Program	Room 119	10 month self-renewing Licence Agreement	
St. Rene Goupil	Heritage Home Child Care Services	Full Day Childcare Centre	Rooms 129, 129 A & B (2,116.72 sq.ft.)	Lease	August 31, 2016
	Heritage Home Child Care Services	Before and After School Program	Room 130, Library	10 month self-renewing Licence Agreement	
The Divine Infant	Family Day Care Services	Full Day Childcare Centre	135, 135A (633.44 sq.ft.)	Lease	August 31, 2016
	Family Day Care Services	Before and After School Program	Room 132	10 month self-renewing Licence Agreement	

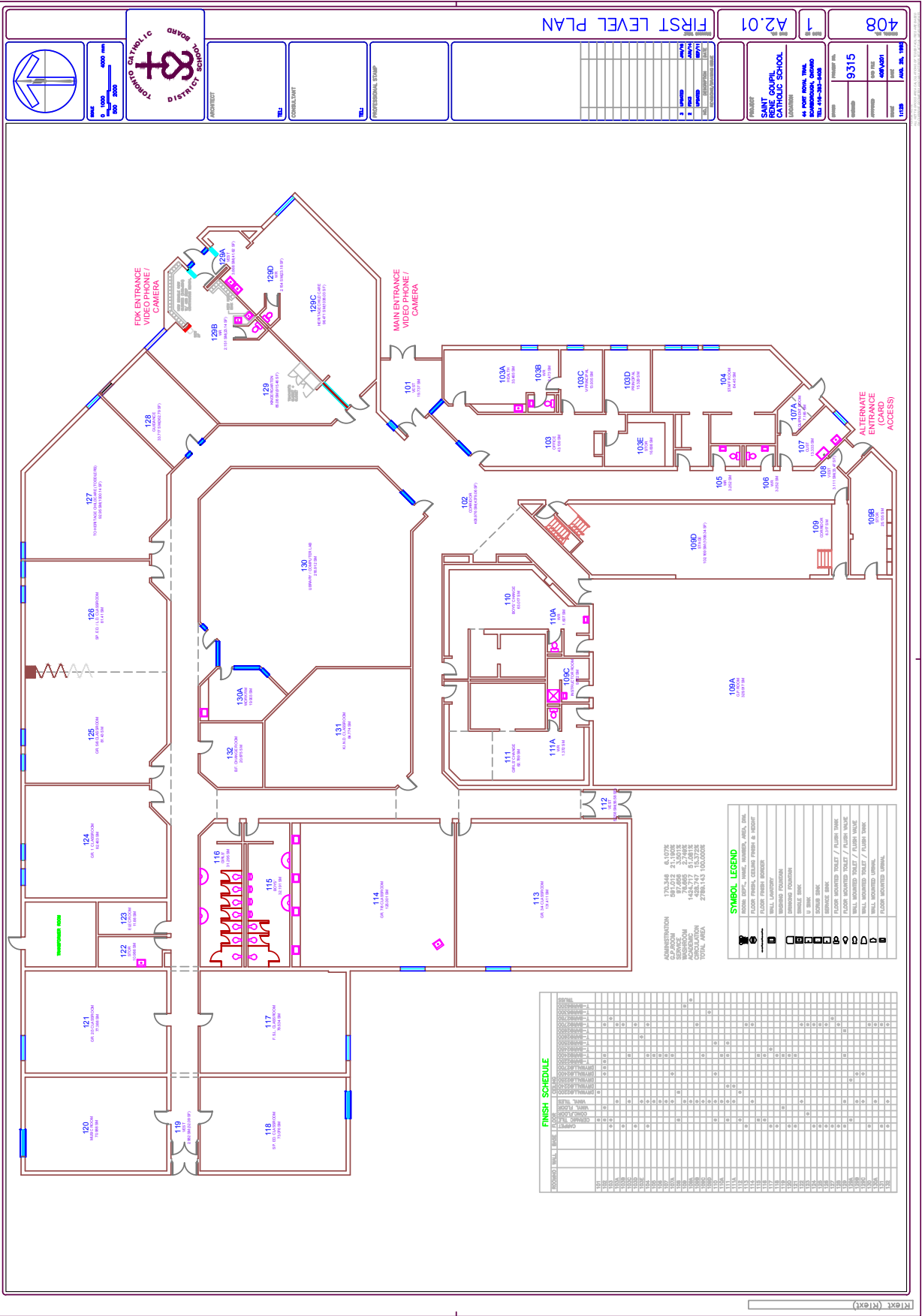
COMMUNITY USE OF SCHOOLS DATA FOR 2014-2015 ACADEMIC YEAR

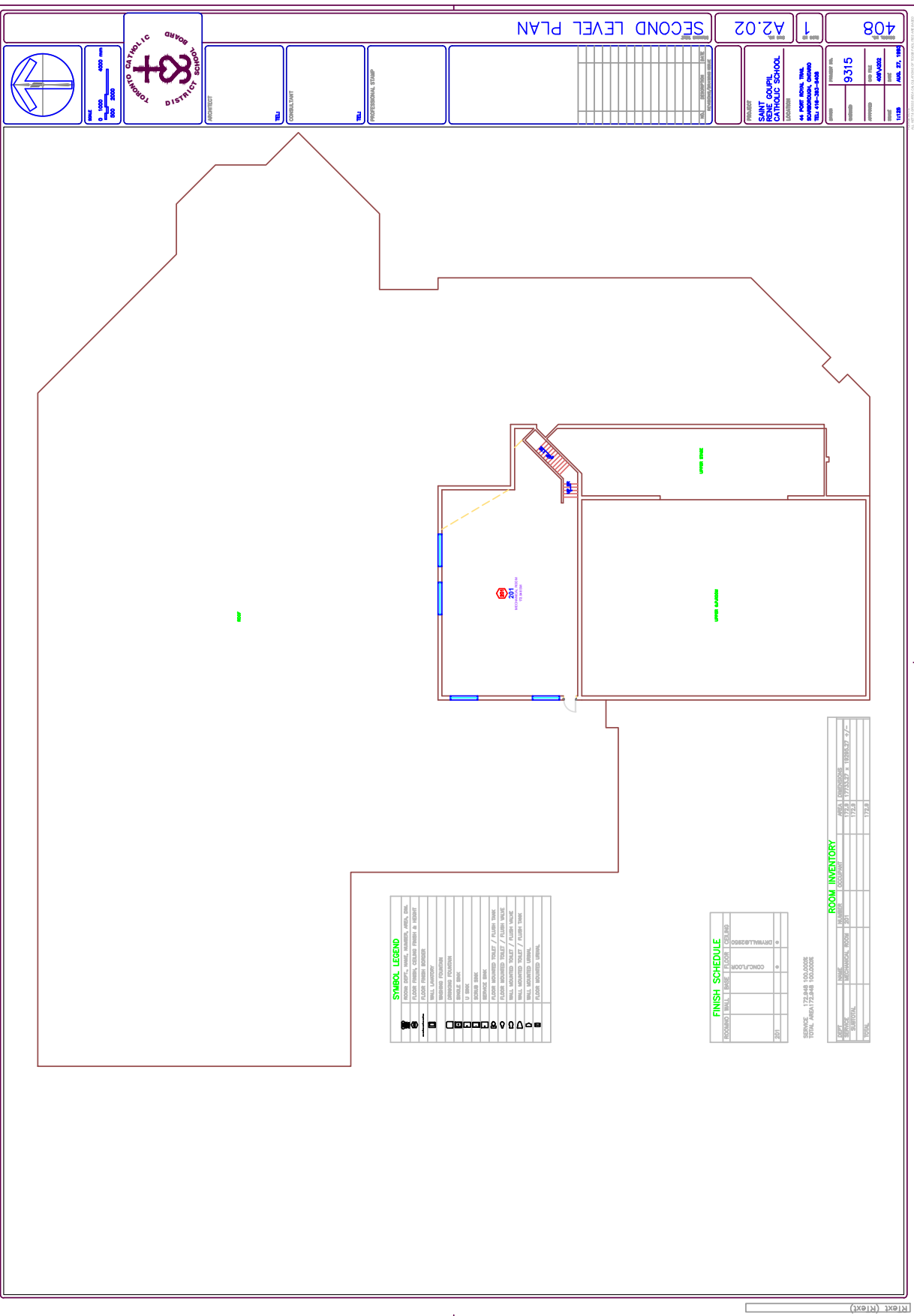
SCHOOL NAME	# OF PERMITTED HOURS	# OF PARTICIPATNS	# OF PERMIT OCCURRENCES
Prince of Peace	1,583	23,556	400
St. Rene Goupil	1,588	12,236	326
The Divine Infant	2,010	22,404	387

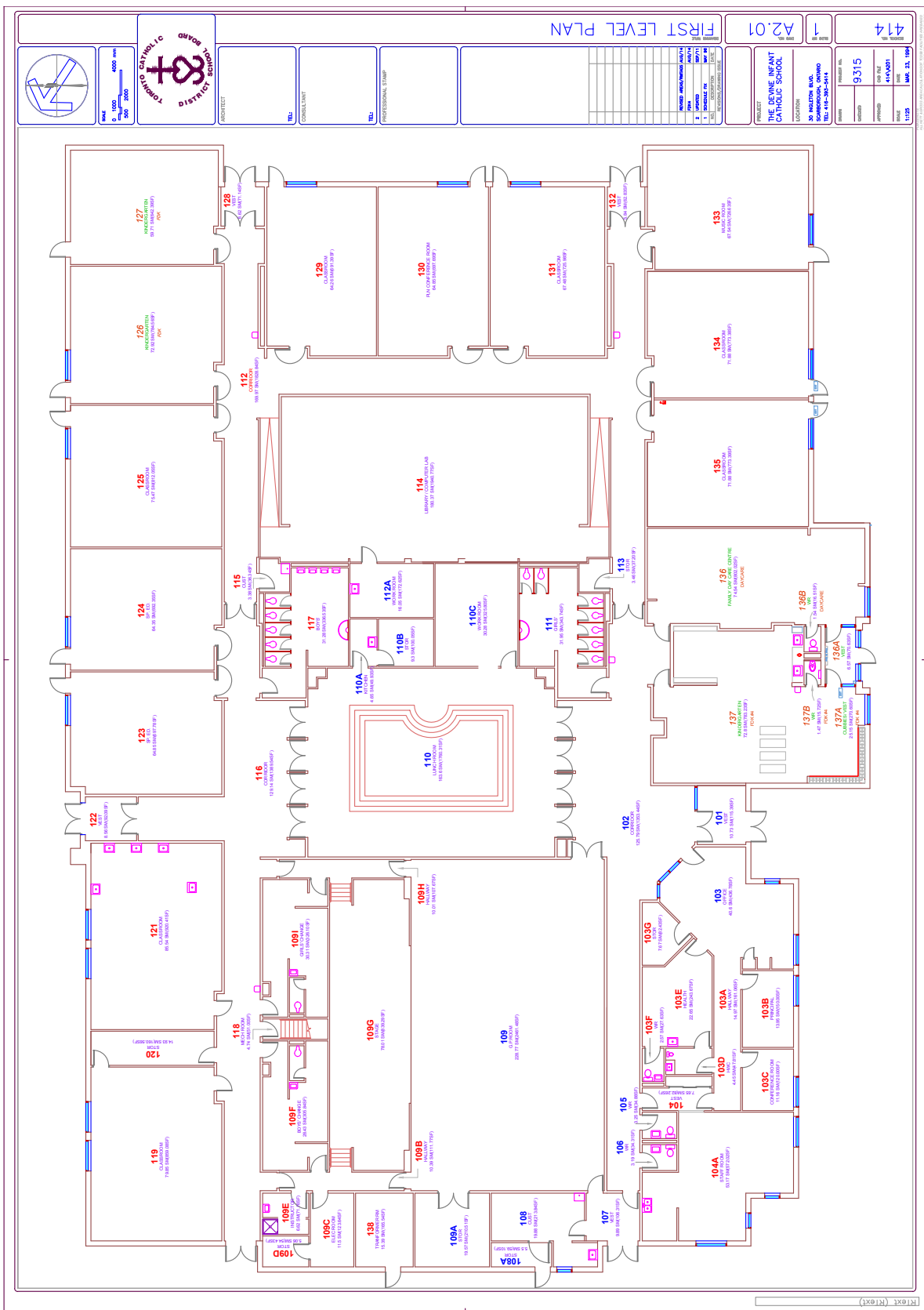
ADMINISTRATION	170,348	6.107%
G.P. ROOM	591,012	21.190%
SERVICE	87,650	3.501%
WASHROOM	78,685	2.749%
ACADEMIC	1424,717	51.681%
CIRCULATION	428,747	15.372%
TOTAL AREA	2789,143	100.000%

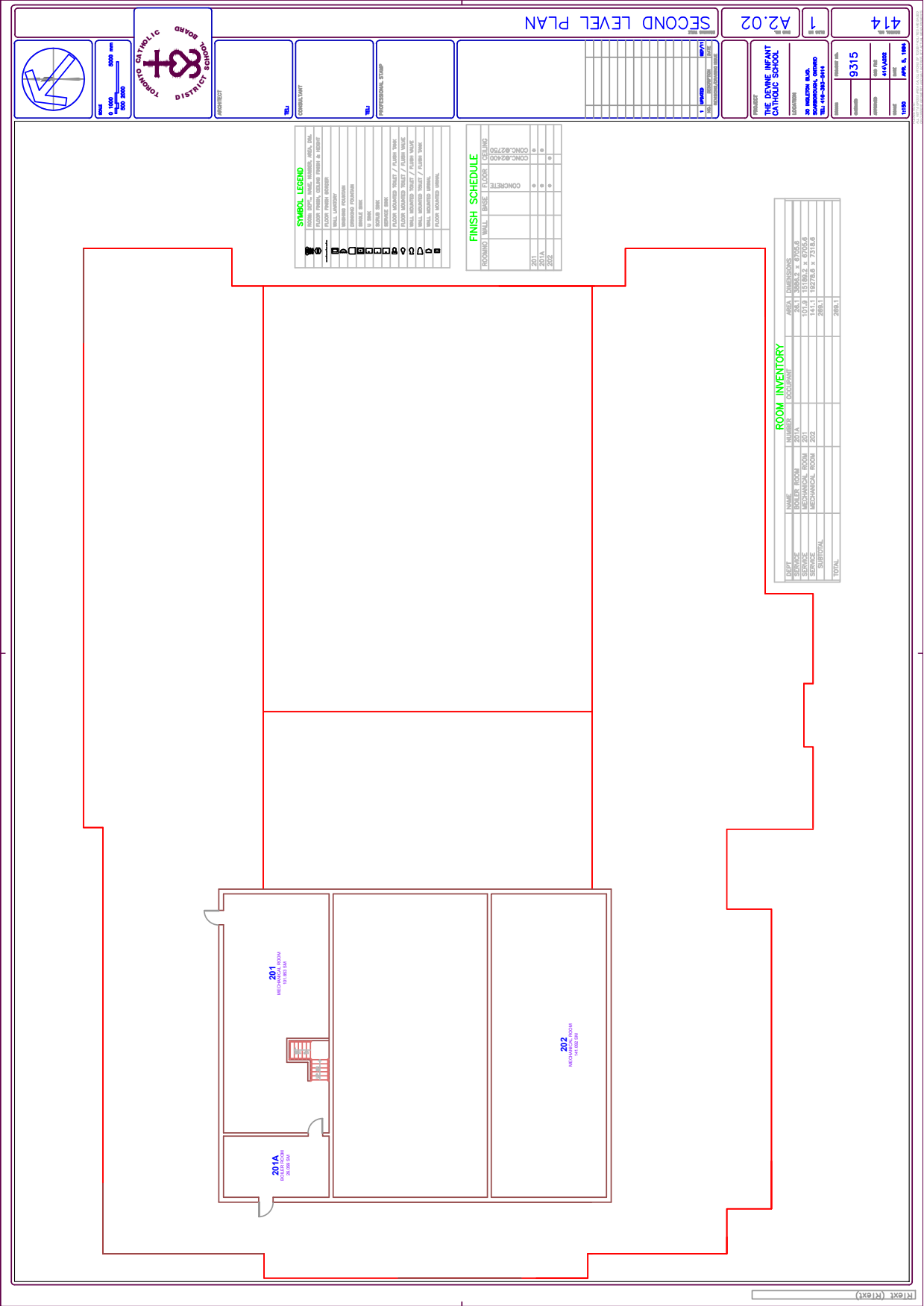
SYMBOL | LEGEND

ADMINISTRATION	170,348	6.107%
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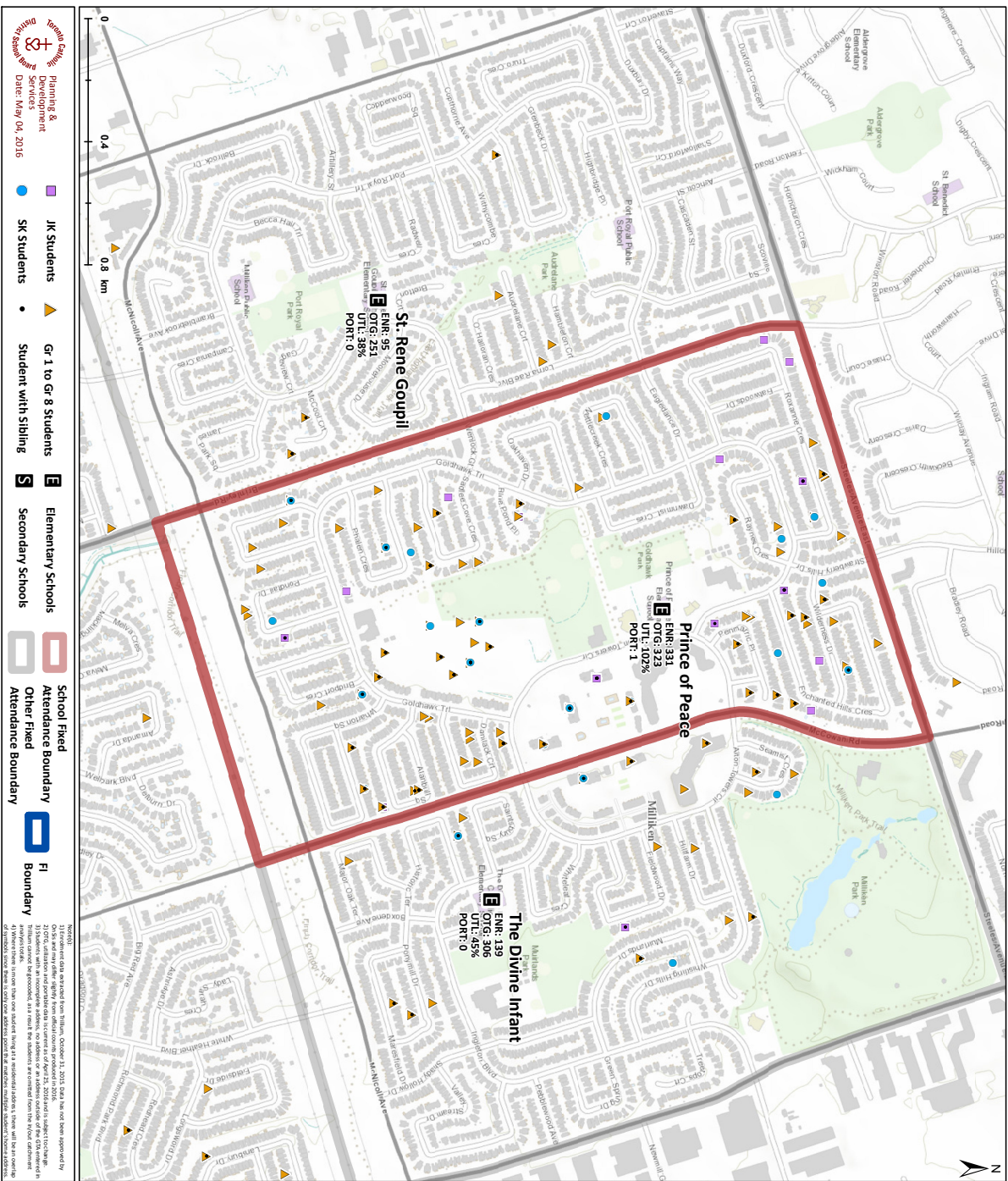
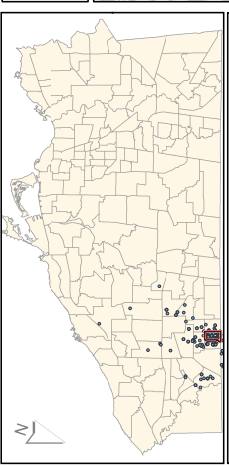
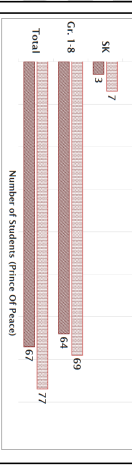






PRINCE OF PEACE Inside or Outside Boundary Analysis October 31, 2015 Trillium Enrolment

Enrolment Summary (Prince Of Peace)				
JK	SK	Gr. 1-8	Total	
22	35	281	336	



Legend:

- JK Students (Yellow Triangle)
- SK Students (Blue Circle)
- Gr. 1 to Gr. 8 Students (Green Square)
- Student with Sibling (Red Square)
- Elementary Schools (Red Outline)
- Secondary Schools (Blue Outline)
- School Fixed Attendance Boundary (Red Outline)
- Other Fixed Attendance Boundary (Blue Outline)
- FI Boundary (Blue Outline)

Scale: 0, 0.4, 0.8 km

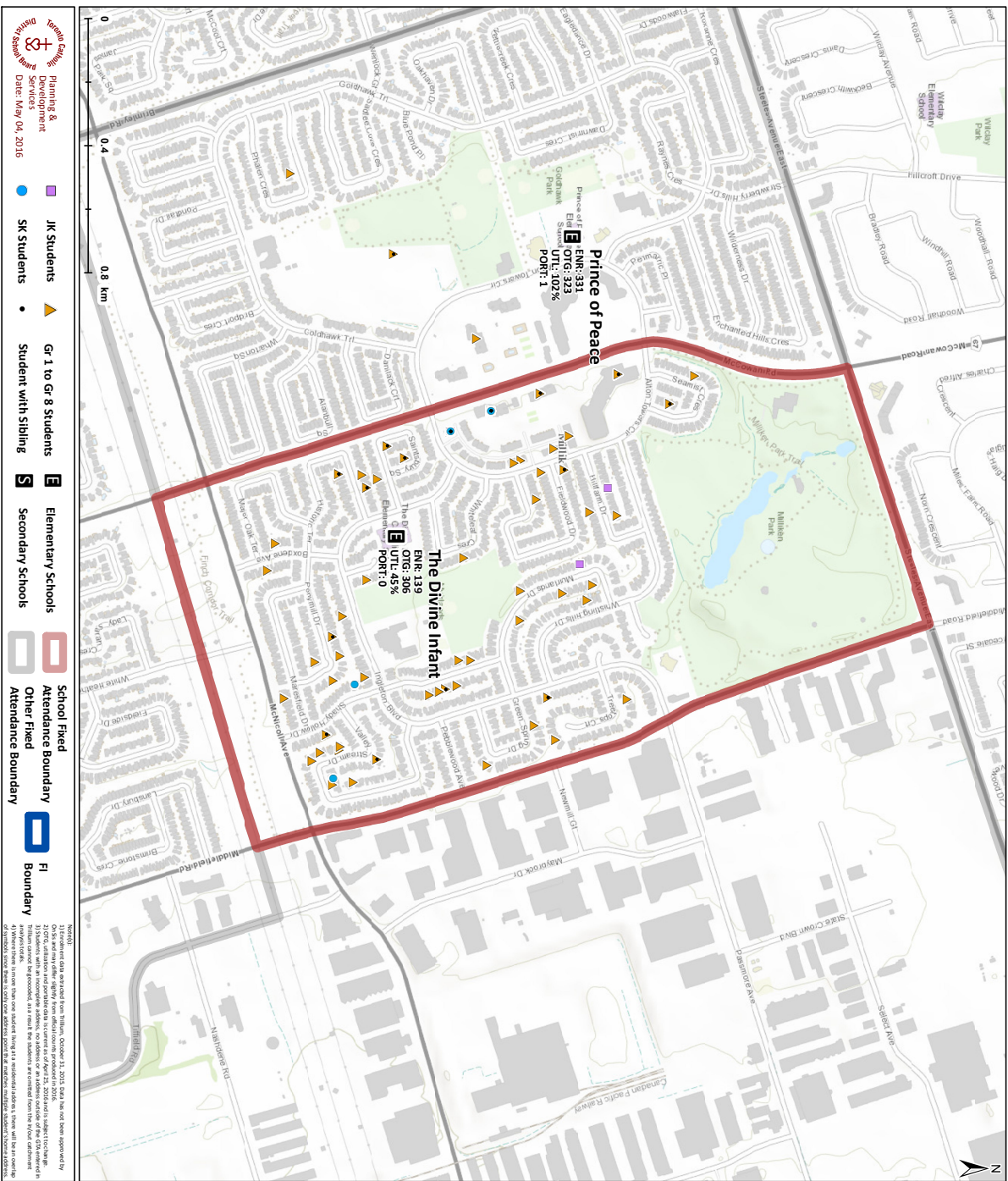
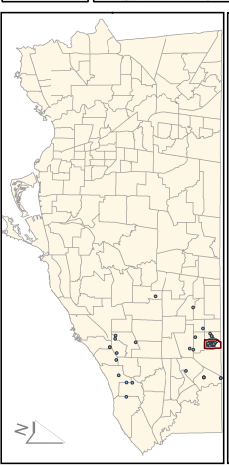
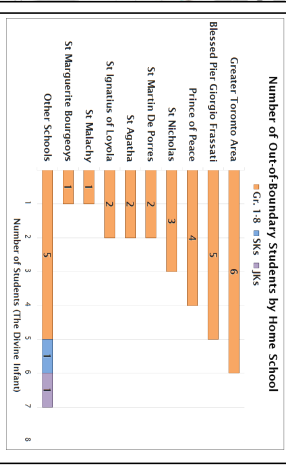
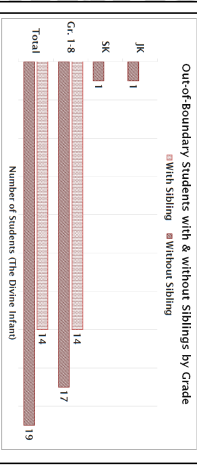
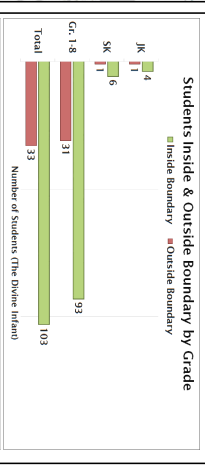
North Arrow: N

Map Date: May 04, 2016

Map Title: Prince of Peace Inside or Outside Boundary Analysis

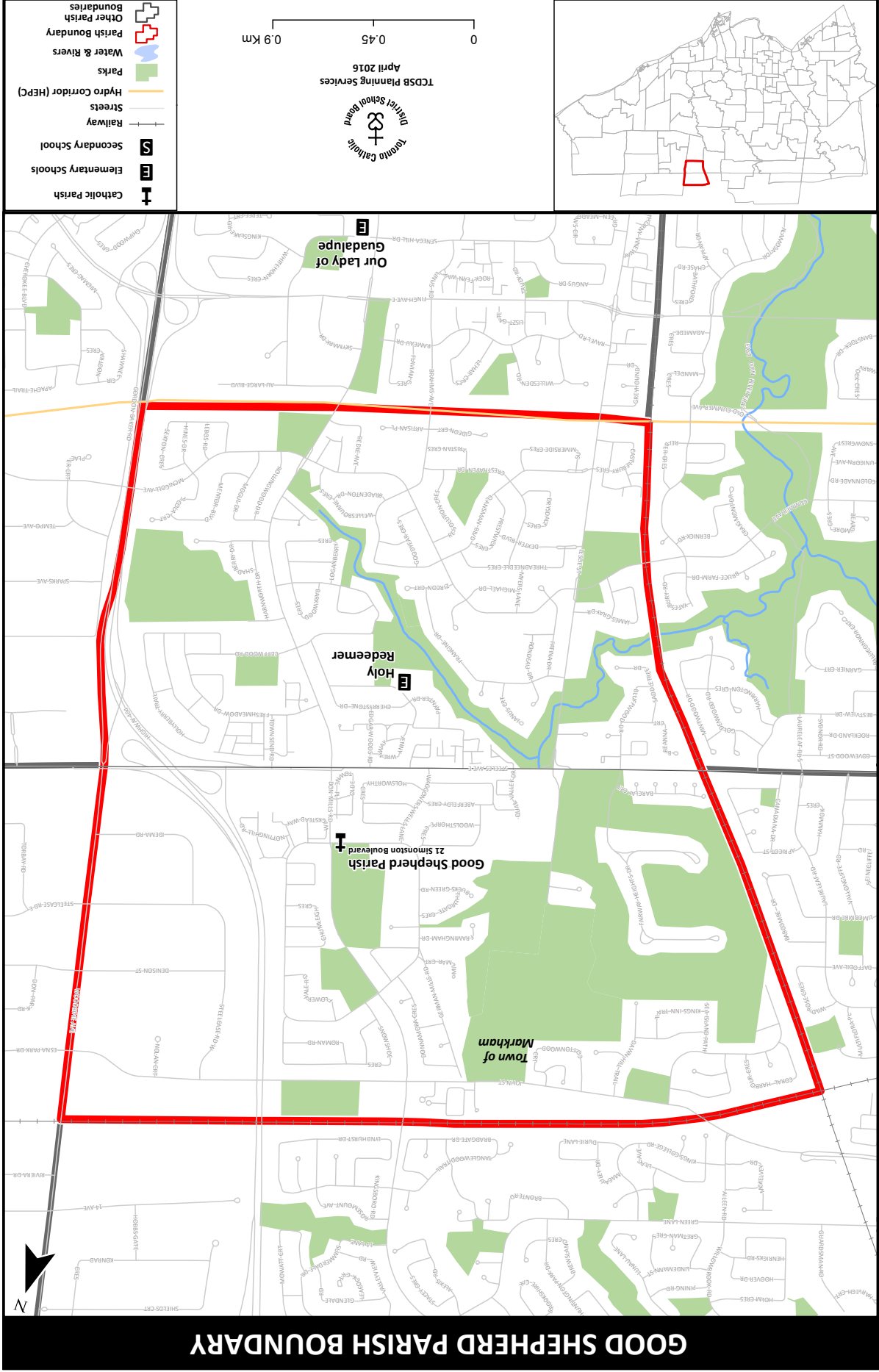
THE DIVINE INFANT Inside or Outside Boundary Analysis October 31, 2015 Trillium Enrolment

Enrolment Summary (The Divine Infant)			
JK	SK	Gr 1-8	Total
5	7	124	136



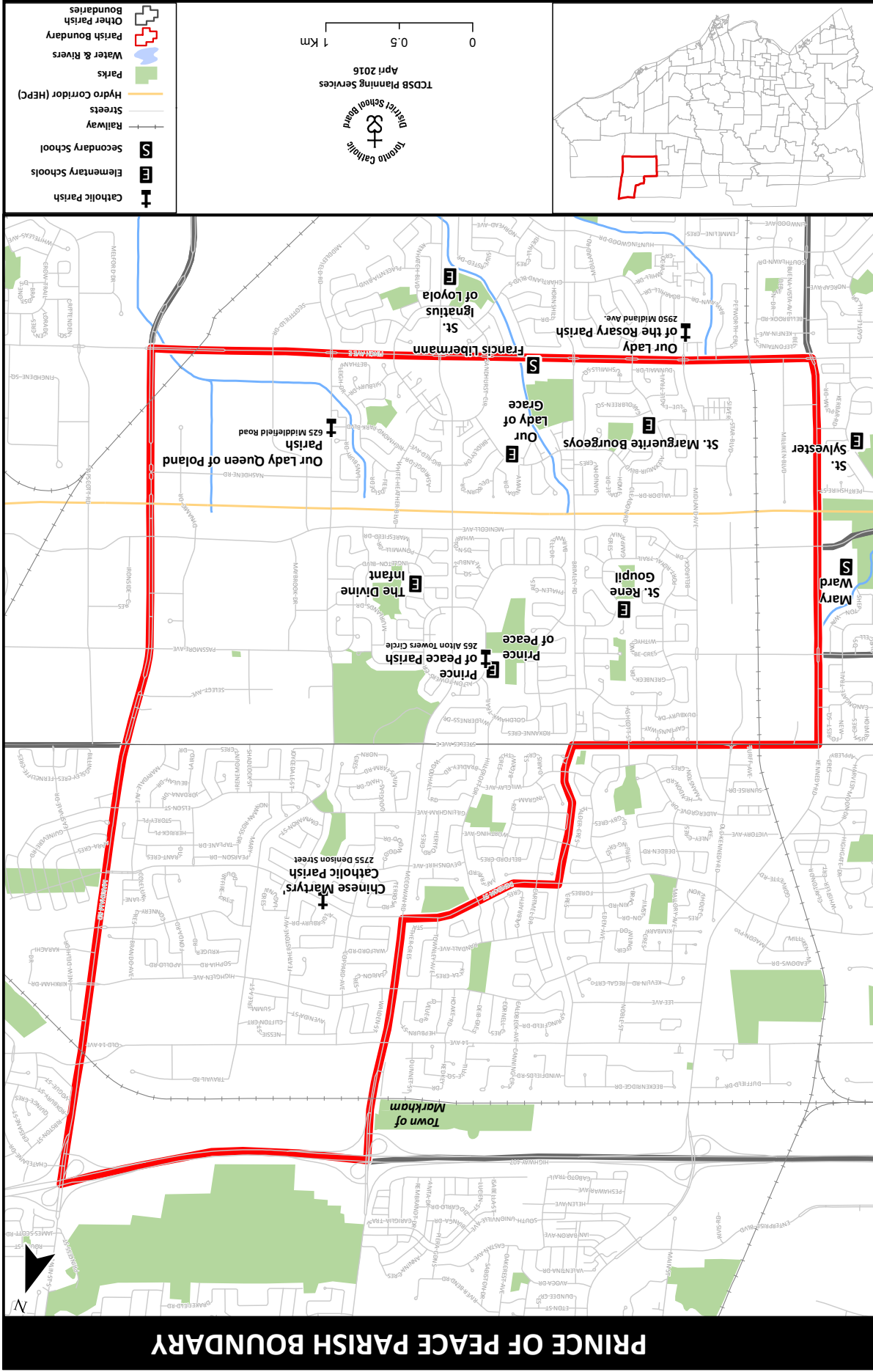
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GOOD SHEPHERD PARISH BOUNDARY

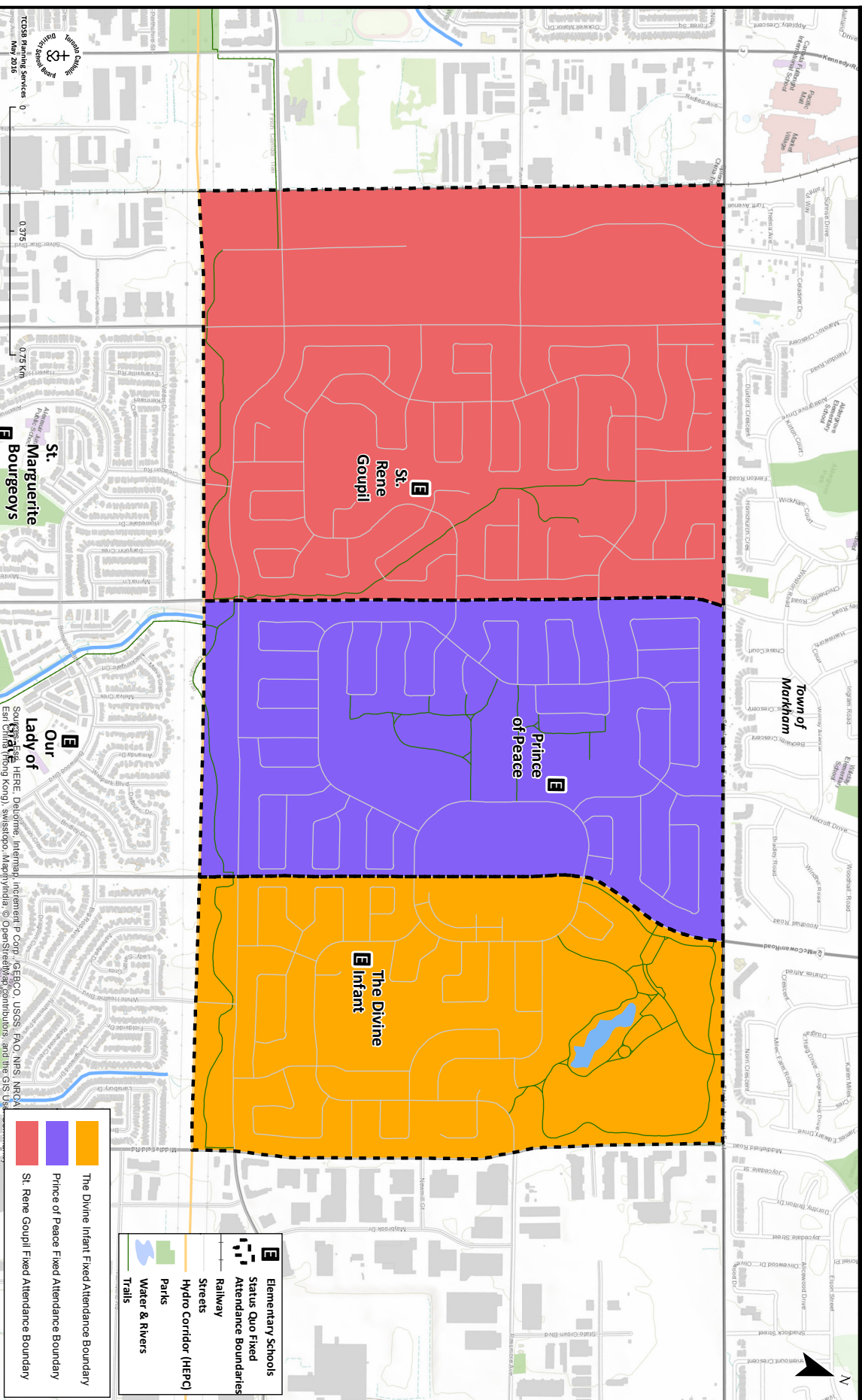


Toronto Catholic District School Board
April 2016
TCDSB Planning Services

PRINCE OF PEACE PARISH BOUNDARY



Status Quo



Status Quo: No Changes to Boundaries and No Consolidations

	OTG	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Prince of Peace															
Status Quo: Pupil Count		336	318	308	295	290	282	275	275	273	267	270	270	270	270
Status Quo: Rate of Utilization (%)		104%	98%	95%	91%	90%	87%	85%	85%	85%	83%	84%	84%	84%	84%

	OTG	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
St. Rene Goupil															
Status Quo: Pupil Count		92	87	76	74	69	68	67	65	65	66	67	67	67	67
Status Quo: Rate of Utilization (%)		37%	35%	30%	29%	27%	27%	27%	26%	26%	26%	27%	27%	27%	27%

	OTG	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
The Divine Infant															
Status Quo: Pupil Count		136	130	122	112	101	99	93	94	89	91	95	95	95	95
Status Quo: Rate of Utilization (%)		44%	42%	40%	37%	33%	32%	30%	31%	29%	30%	31%	31%	31%	31%

Prince of Peace Fixed Attendance Boundary

Legend:

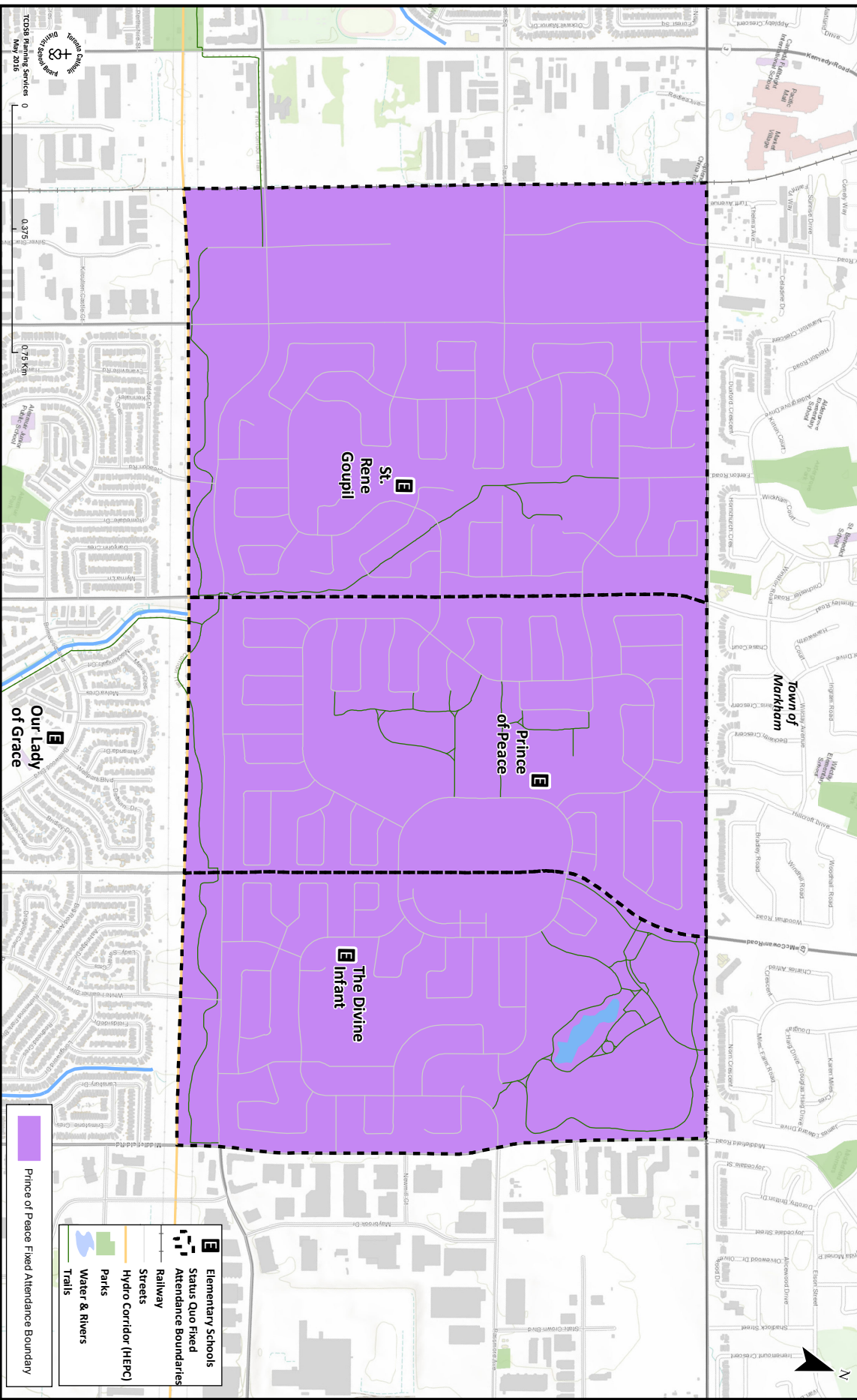
- Elementary Schools
- Status Quo Fixed Attendance Boundaries
- Railway
- Streets
- Hydro Corridor (HEPC)
- Parks
- Water & Rivers
- Trails

Scale: 0.75 km

North Arrow

Map Labels:

- St. Rene Goupil
- Prince of Peace
- The Divine Infant
- Town of Markham
- Our Lady of Grace



Scenario 1: Consolidation of St. Rene Goupil and The Divine Infant into Prince of Peace

Prince of Peace		OTG	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Status Quo: Pupil Count		323	336	318	308	295	290	282	275	275	273	267	270	270	270	270
Status Quo: Rate of Utilization (%)			104%	98%	95%	91%	90%	87%	85%	85%	85%	83%	84%	84%	84%	84%
After Boundary Change: Pupil Count				535	505	480	460	449	434	434	427	425	432	432	432	432
After Boundary Change: Rate of Utilization (%)				166%	156%	149%	142%	139%	134%	134%	132%	131%	134%	134%	134%	134%

[illegible][illegible]

Transportation Impact

Prince of Peace/St Rene Goupil/Divine Infant:

Scenario 2: Consolidation of Prince of Peace into St Rene Goupil

59 eligible pupils outside the walk area for Prince of Peace, but inside the ELP for St Rene Goupil

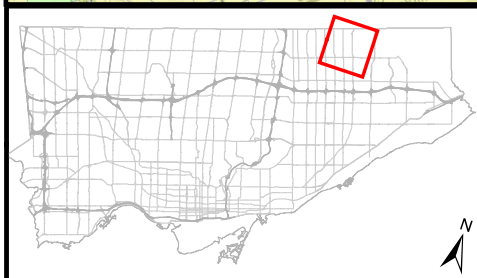
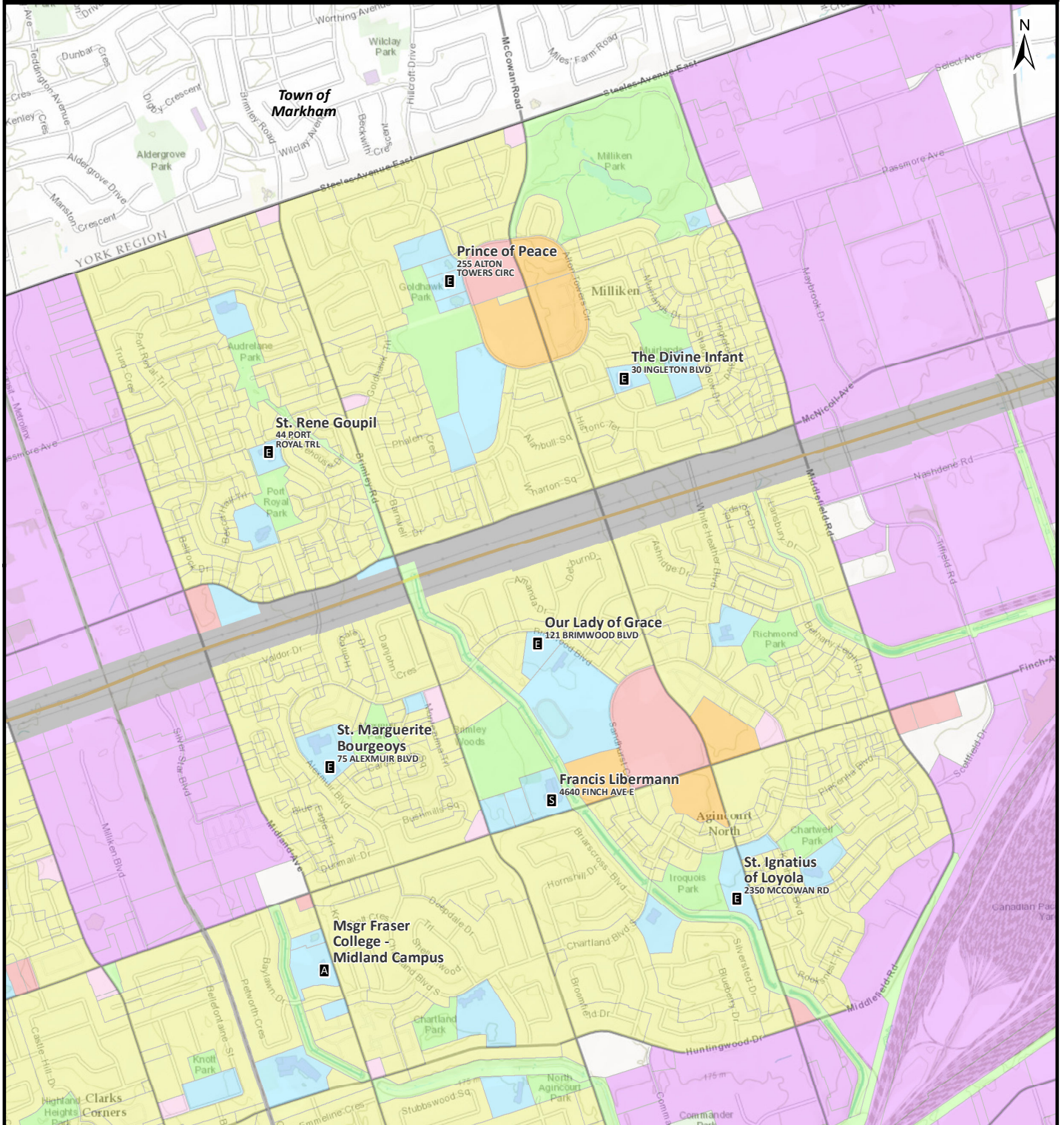
+1 Bus

Scenario 3: Consolidation & Closure of St Rene Goupil into Prince of Peace (adjusted ELP)

81 eligible pupils outside the walk area for Prince of Peace, but inside the ELP for St Rene Goupil and the revised ELP for Prince of Peace

+2 Busses

Zoning Map













 TCDSB Planning Services
 May 2016

0 0.5 1 Km

- E** Elementary School
- S** Secondary School
- A** Alternative/Adult Education
- B** Admin Building

Land Use

-  Residential
-  Residential Apartment
-  Open Space
-  Utility and Transportation
-  Commercial
-  Commercial Residential
-  Employment
-  Employment Industrial
-  Institutional

Planning Map

Town of Markham

Prince of Peace
255 ALTON TOWERS CIR
Prince of Peace Elementary School

Milliken
Milliken Park

The Divine Infant
30 INGELTON BLVD
The Divine Infant Catholic Elementary School

St. Rene Goupil
44 PORT ROYAL TRL
St. Rene Goupil Catholic Elementary School

Our Lady of Grace
121 BRIMWOOD BLVD

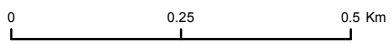
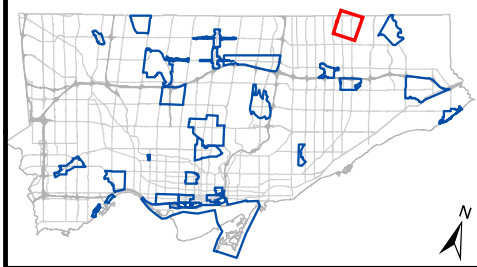
Legend:






- E Elementary School
- S Secondary School
- A Alternative/Adult Education
- B Admin Building
- Secondary Plan Area
- Streets
- Railway
- Water & Rivers
- Parks
- Hydro Corridor (HEPC)

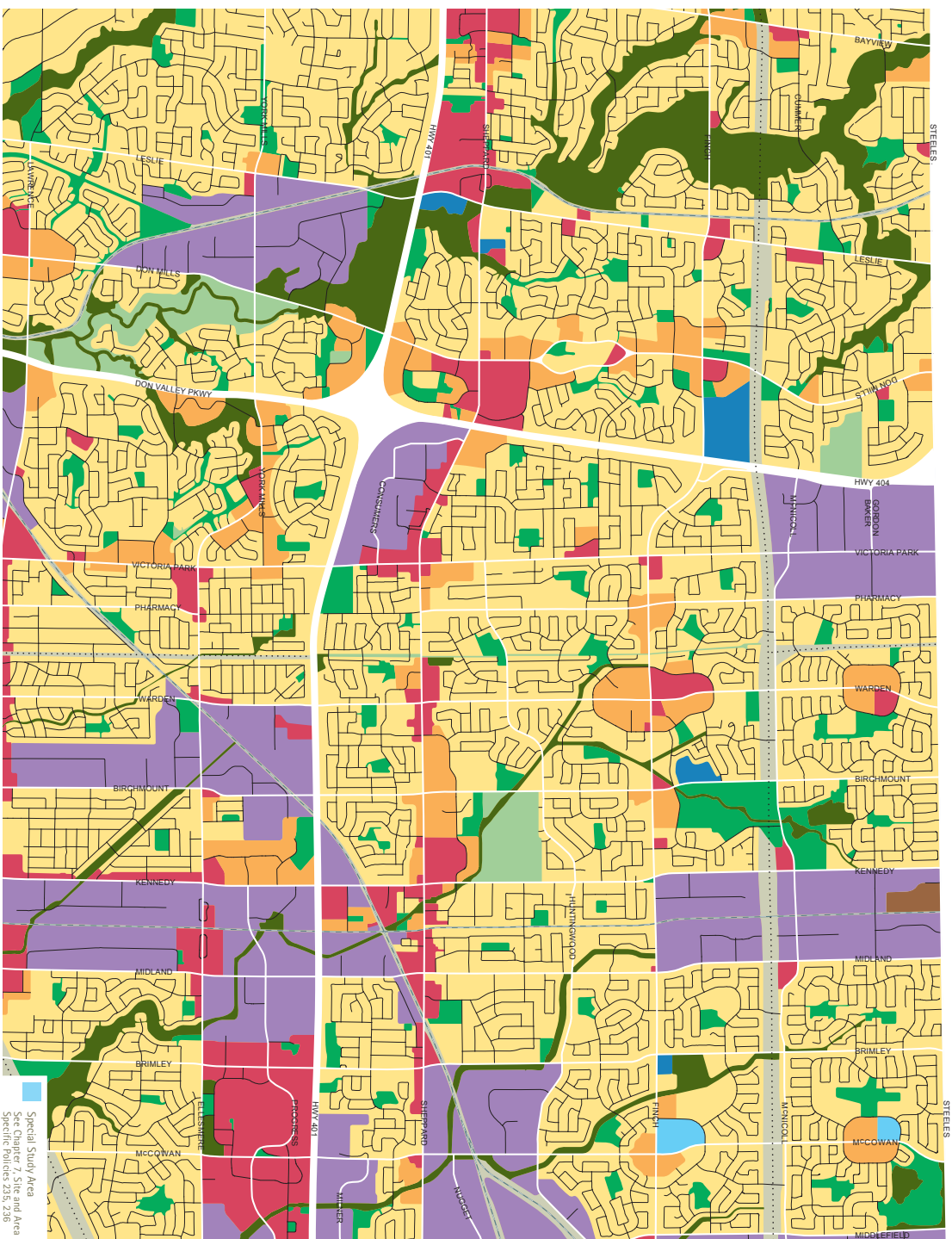
Scale: 0 0.25 0.5 Km

North Arrow: N

TCDSB Planning Services
May 2016



- E** Elementary School
S Secondary School
A Alternative/Adult Education
B Admin Building
 Secondary Plan Area
-  Streets
 Railway
 Water & Rivers
 Parks
 Hydro Corridor (HEPC)



Special Study Area
Special Study Area
Specific Policies 23.5, 23.6

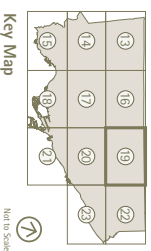
TORONTO OFFICIAL PLAN MAP 19 Land Use Plan July 2015

- ## Land Use Designations
- Neighbourhoods
 - Apartment Neighbourhoods
 - Mixed Use Areas
 - Parks and Open Space Areas
 - Natural Areas
 - Parks
 - Other Open Space Areas (including Golf Courses, Cemeteries, Public Utilities)
 - Institutional Areas
 - Regeneration Areas
 - Employment Areas
 - Utility Corridors

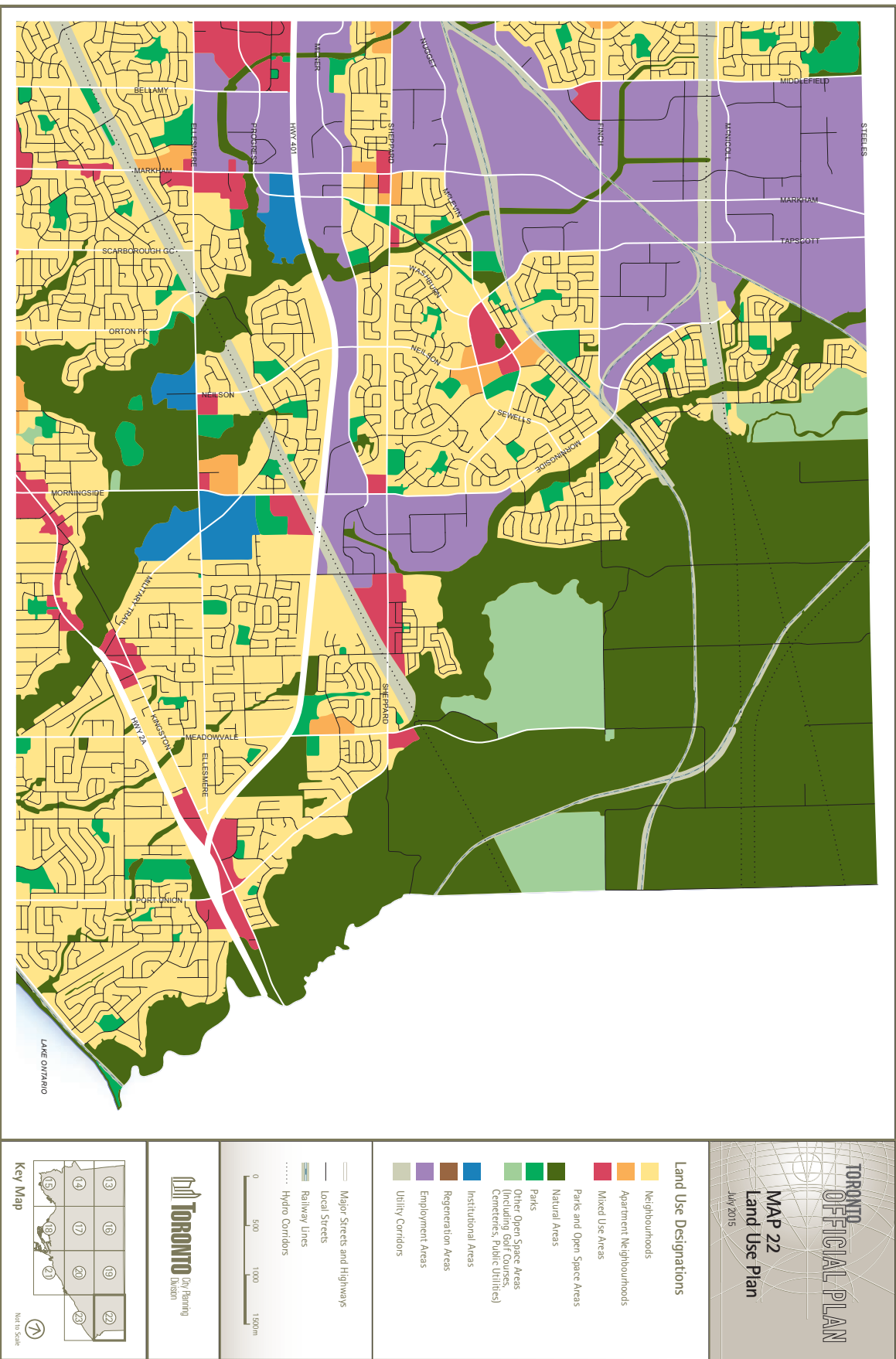
- Major Streets and Highways
- Local Streets
- Railway Lines
- Hydro Corridors

0 500 1000 1500m

TORONTO City Planning Division



Not to Scale



	School Code	
	SFIS #	
	School Name	
	PANEL	
	Trustee	
	Superintendent	
	OTG - Current	
	All Grades 2016 Projected	
	2016 Utilization Rate	
	Surplus/Shortage Pupil Places	
	Classrooms (over 69 sq.m)	
	Resource Rooms (between 38 and 69 sq. m.)	
	Special Needs (under 38 sq. m.)	
	FDK (over 80 sq. m. total space)	
	FDK (under 80 sq. m. total space)	
	Gym floor size (sq. m.)	
	Auditorium (sq. m.)	
	Stage	
	Science Lab (+ Prep)	
	Ind. Arts	
	Home Ec.	
	Auto - Shop	
	Media	
	Hospitality	
	Lecture Hall	
	Lunch room - w servery and kitchen	
	Multi-Purpose Room	
	ME/DD	
	Computer Lab	
	Library/ Computer Lab	
	Purpose Built Daycare	
	Additional Daycare use of Classrooms	

[illegible]

	FCI %(5 year Ministry Inspection)	FCI (%) 2020
Prince of Peace CS	33.06	58.85
St Rene Goupil CS	19.99	46.41
The Divine Infant	22.16	39.89

Assessment Cycle 2011-2015

Last updated August 22, 2016

[illegible]

GFA sq.ft.	Average Daily Enrolment (ADE)	Sq.ft./Student	Replacement Value (\$)	Structure (\$)	Interiors (\$)	Services (\$)	Site & Other (\$)	Total 5-year Renewal Needs (\$)	Facility Condition Index (FCI)	Assessment Year	Shared Facility	DM by Sq.ft
39521	338	117	\$ 7,147,069	\$ 491,904	\$ 884,309	\$ 576,094	\$ 351,655	\$ 2,303,962	32%	2014	No	\$ 58.30
31021	92	337	\$ 5,900,207	\$ 568,854	\$ 299,941	\$ 36,200	\$ 248,227	\$ 1,153,222	20%	2014	No	\$ 37.18
37509	135	278	\$ 7,082,765	\$ 618,209	\$ 483,009	\$ 313,325	\$ 116,046	\$ 1,530,589	22%	2014	No	\$ 40.81
108,052	565	288	\$20,130,041	\$1,678,967	\$1,667,259	\$925,619	\$715,928	\$4,987,773	29%			\$ 46.16

DM by student	
\$	6,816
\$	12,535
\$	1,338
\$	8,828

Group 2	Utilities	Utilities/sq.ft.	Utilities/ student
PRINCE OF PEACE	65,070	1.65	190
ST RENE GOUPIL	43,560	1.40	391
THE DIVINE INFANT	49,616	1.32	321
Grand Total	158,246		260

Number of Parking Spaces Per School

LOC #	School Name	SQS Area	Address	Useable Parking Spaces
416	Prince of Peace	5	255 Alton Towers Circle	25
408	St Rene Goupil	5	44 Port Royal Trail	26
414	The Divine Infant	5	30 Ingleton Boulevard	30

Proximity Analysis of Students to School

School Name	Average Distance	Minimum Distance	Maximum Distance
Prince of Peace	465 m	127 m	975 m
St Rene Goupil	385 m	90 m	873 m
The Divine Infant	396 m	120 m	769 m

Surplus and Shortage of Pupil Spaces

School Name	PANEL	Trustee	Superintendent	OTG - Current	All Grades 2016 Projected	2016 Utilization Rate	Surplus/Shortage Pupil Places
Prince of Peace	ELEM	Tanuan	7	323	318	98%	5
St. Rene Goupil	ELEM	Tanuan	7	242	87	36%	155
The Divine Infant	ELEM	Tanuan	7	306	131	43%	175

The Divine Infant	
a) Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administration staff at the school:	<ul style="list-style-type: none"> • 9 Teaching staff • E.A.'s, 1 CYW, 2 Lunchtime supervisors
b) Describe the course and program offerings at the school:	<ul style="list-style-type: none"> • 3 ISP Classes –Behavior, LD, Deaf and hard of Hearing
c) Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, etc.)	<ul style="list-style-type: none"> • Guidance Social Work,, PT, Psychology, Speech and Language
d) Current Grade configuration of the school (e.g. junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.)	<ul style="list-style-type: none"> • JK to Grade 8
e) Current Grade organization of the school (e.g. number of combined grades, etc.)	<ul style="list-style-type: none"> • 7 combined grades • FDK, ½, 2/3, 3/4, 5, 6/7, 7/8 ESL, Spec Ed, Behaviour, Deaf & Hard of Hearing, LD • 2 E.A.'s, 1 CYW, 2 Lunchtime supervisors, Family Daycare Staff: Behaviour, Deaf and Hard of Hearing, LD.
f) Number of out-of-area students	<ul style="list-style-type: none"> • 33 out-of-area students
g) Utilization factor/classroom usage	<ul style="list-style-type: none"> • All classrooms used by school and family daycare
h) Summary of previous five years enrolment and 10 year enrolment projection by grade program	<ul style="list-style-type: none"> • Please see attached individual School Profile Sheet for enrolment projections
i) Current extracurricular activities	<ul style="list-style-type: none"> • All extra-curricular sports and programming • Extra-Curricular: Basketball, Jr. Volleyball, Jr. Volleyball, Cross Country, Track and Field, Soccer, primary Soccer, Social Justice Club, Math

	<p>Club, Reading Club, W5H, jr. W5H, Sharelife, Out of the Cold, Flag Football, Talent Show, CSAC functions, Family Pasta Night, Family Movie Night, Parent Engagement Workshops (2), Public Health Nurse Parent Workshop. Me to We, Lake St. George Trip(Outdoor Education)</p>
--	---

St. Rene Goupil	
a) Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administration staff at the school:	<ul style="list-style-type: none"> • All our teachers are OCT members. We also have 2 EAs; one permanent and one <i>itinerant EA who will not be back with us next year</i>. One school secretary, a head caretaker and an evening one. One school lunch supervisor and one FDK lunchroom supervisor. • This year, we have opened up the school and invited a variety of partnerships with colleges and universities – thus, we have faculty students who do their practicum in the following areas/programs all year round: EA, ECE, CYW, teacher (student teachers) and student nurses from Ryerson University
b) Describe the course and program offerings at the school:	<ul style="list-style-type: none"> • The school is an elementary school offering the Ontario Ministry of Education program from JK to G8. • St. René Goupil has a complement of very good and motivated students and a variety of educational programs could be offered ... how about considering an elementary IB program? ... Or an elementary Arts program (e.g., a school of the Arts – a school program similar to the one that is offered by TDSB at Yonge and Sheppard!).
c) Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, etc.)	<ul style="list-style-type: none"> • We have an itinerant guidance counsellor who is supposed to be visiting the school but is rarely seen, only in emergency situations if we are fortunate to get in touch with him. He does a program with the intermediate students at one point in the year. I suppose other schools have more pressing needs that require his attendance there. • We also have one social worker who is regularly and frequently visiting our school as she has a number of cases to look after here at our school. We offer cooperative placements to our sister high schools and have high school students doing their placement here.
d) Current Grade configuration of the school (e.g. junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.)	<ul style="list-style-type: none"> • JK to Grade 8

e) Current Grade organization of the school (e.g. number of combined grades, etc.)	
f) Number of out-of-area students	<ul style="list-style-type: none"> • 35 out-of-area students
g) Utilization factor/classroom usage	<ul style="list-style-type: none"> • All classrooms are utilized most of the time. We also have a daycare operating on our premises – morning and after school programs offered.
h) Summary of previous five years enrolment and 10 year enrolment projection by grade program	<ul style="list-style-type: none"> • Please see attached individual School Profile Sheet for enrolment projections
i) Current extracurricular activities	<ul style="list-style-type: none"> • Extracurricular activities as allowed/popular within an elementary setting. We offer badminton and volleyball practices which are both popular with our student population. Also, our gym has permit on a regular basis during the week (after school hours) as well as during the week-ends.
Other:	<p>If the above will be information used in deciding the fate of some of our undersubscribed schools, I would like to propose the following:</p> <p>has any thought(s) been given to amalgamate schools with low enrollments and re-distribute the student population in these schools so that each of the school affected will be able to offer classes in one division?</p> <p>For example, should we have 3 schools with low enrolment within a certain area, the number of students could be combine to populate single grades within each of the 3 divisions and each division could be assigned one of the school buildings. There will be a need to change some bussing arrangements but the presence of catholic schools in the neighborhood would be preserved. Also the number of combined grades would be reduced. There could be a saving in the number of administrators needed to look after the 3 buildings as well!!</p>

Prince of Peace	
a) Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administration staff at the school:	<p>ELP 1</p> <p>ELP 2</p> <p>Grade 1</p> <p>Grade 2</p> <p>Grade 2/3</p> <p>Grade 3</p> <p>Grade 3/4</p> <p>Grade 4/5</p> <p>Grade 5/6</p> <p>Grade 6</p> <p>Grade 6/7</p> <p>Grade 7/8</p> <p>Grade 8</p> <p>M. E. Teacher</p> <p>Special Education (0.5)</p> <p>Special Education</p> <p>Special Education</p> <p>(pm) FSL (am)</p> <p>Educational Assistants</p> <p>FSL</p> <p>Physical Education (0.8)</p> <p>Librarian (0.5)</p> <p>Vocal and Instrumental</p> <p>Lunchtime Supervisor</p> <p>Head Custodian</p> <p>Assistant</p> <p>Secretary</p> <p>Clerk Typist (0.2)</p> <p>Principal</p>
b) Describe the course and program offerings at the school:	<ul style="list-style-type: none"> Course program: regular K-8

c) Describe the specialized service offerings at the school (e.g. cooperative placements, guidance counseling, etc.)	<ul style="list-style-type: none"> Specialized services: ME class, Guidance, Social Work, we accept co-op students from local high schools
d) Current Grade configuration of the school (e.g. junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.)	<ul style="list-style-type: none"> JK to Grade 8
e) Current Grade organization of the school (e.g. number of combined grades, etc.)	<p>Below is a list of sports and activities that we have offered:</p> <ul style="list-style-type: none"> Cross country Primary Christmas Concert Junior/Intermediate Musical Intermediate W5H Chess Junior & Senior Volleyball Basketball Soccer Primary Indoor Soccer Track & Field Our school is also very proud of our Student Government who demonstrate their leadership on a regular basis.
f) Number of out-of-area students	<ul style="list-style-type: none"> 144 out-of-area students
g) Utilization factor/classroom usage	<ul style="list-style-type: none"> All classrooms are used except one
h) Summary of previous five years enrolment and 10 year enrolment projection by grade program	<ul style="list-style-type: none"> Please see attached individual School Profile Sheet for enrolment projections
i) Current extracurricular activities	



COMMUNITY USE OF SCHOOLS (PERMITS)

PRINCE OF PEACE CS

Participation

Number of permit hours	1,583.0
Number of participants	23,556
Number of Permit Occurrences	400

Date - School	Customer	Facility
02/09/2016 7:00PM - 9:00PM - Prince Of Peace Catholic School	PRINCE OF PEACE CHURCH	Staff Room - 217
02/09/2016 7:00PM - 9:00PM - Prince Of Peace Catholic School	PRINCE OF PEACE CHURCH	Staff Room - 217
02/09/2016 6:00PM -10:30PM - Prince Of Peace Catholic School	Goldhawk Dance Group	Multi Purpose Room - 107
02/08/2016 6:00PM -10:30PM - Prince Of Peace Catholic School	Goldhawk Dance Group	Multi Purpose Room - 107
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Classroom - 119
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Classroom - 208
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Classroom - 209
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Classroom - 210
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Classroom - 211
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Classroom - 212
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Classroom - 213
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Kindergarten - 121
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Kindergarten - 122

02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Library - 206
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Multi Purpose Room - 107
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Science Room - 214
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Special Education Room - 215
02/06/2016 9:00AM - 4:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Staff Room - 217
02/06/2016 4:00PM - 6:00PM - Prince Of Peace Catholic School	TCDSB - International Languages	Hall - 102
02/05/2016 7:00PM - 9:00PM - Prince Of Peace Catholic School	Scouts Canada Greater Toronto Region1	Classroom - 112
02/05/2016 7:00PM - 9:00PM - Prince Of Peace Catholic School	Scouts Canada Greater Toronto Region1	Classroom - 114
02/05/2016 7:00PM - 9:00PM - Prince Of Peace Catholic School	Scouts Canada Greater Toronto Region1	Multi Purpose Room - 107
02/04/2016 12:00PM - 1:00PM - Prince Of Peace Catholic School	CANADIAN BUREAU FOR ADVANCEMENT OF MUSIC-CBAM	ATRIUM
02/04/2016 8:00AM - 9:00AM - Prince Of Peace Catholic School	CANADIAN BUREAU FOR ADVANCEMENT OF MUSIC-CBAM	ATRIUM
02/04/2016 6:00PM - 9:30PM - Prince Of Peace Catholic School	Prince Of Peace Catholic School	Prince Of Peace Catholic School
02/03/2016 6:00PM - 9:00PM - Prince Of Peace Catholic School	PRINCE OF PEACE CHURCH	Multi Purpose Room - 107
02/02/2016 7:00PM - 9:00PM - Prince Of Peace Catholic School	PRINCE OF PEACE CHURCH	Staff Room - 217
02/02/2016 6:00PM -10:30PM - Prince Of Peace Catholic School	Goldhawk Dance Group	Multi Purpose Room - 107
02/01/2016 6:00PM -10:30PM - Prince Of Peace Catholic School	Goldhawk Dance Group	Multi Purpose Room - 107



COMMUNITY USE OF SCHOOLS (PERMITS)

ST. RENE GOUPIL CS

Participation

Number of permit hours	1,588.0
Number of participants	12,236
Number of Permit Occurrences	326

Date - School	Customer	Facility
02/09/2016 6:30PM -10:30PM - St. Rene Goupil Catholic School	Individual Permit	Multi Purpose Room
02/09/2016 6:30PM -10:30PM - St. Rene Goupil Catholic School	Individual Permit	Multi Purpose Room
02/08/2016 7:00PM -10:00PM - St. Rene Goupil Catholic School	William Tsang	Multi Purpose Room
02/07/2016 10:00AM - 3:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Classroom – 117
02/07/2016 10:00AM - 3:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Classroom - 118
02/07/2016 10:00AM - 3:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Classroom - 121
02/07/2016 10:00AM - 3:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Classroom - 124
02/07/2016 10:00AM - 3:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Classroom - 125
02/07/2016 10:00AM - 3:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Multi Purpose Room
02/07/2016 10:00AM - 3:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Staff Room - 104
02/07/2016 3:00PM - 4:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Hall - 102
02/07/2016 3:00PM - 4:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Classroom - 117
02/07/2016 3:00PM - 4:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Classroom - 118

02/07/2016 3:00PM - 4:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Classroom - 121
02/07/2016 3:00PM - 4:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Classroom - 124
02/07/2016 3:00PM - 4:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Classroom - 125
02/07/2016 3:00PM - 4:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Multi Purpose Room
02/07/2016 3:00PM - 4:00PM - St. Rene Goupil Catholic School	The Church of God in Toronto (Scarborough)	Staff Room - 104
02/05/2016 7:00PM -10:00PM - St. Rene Goupil Catholic School	Individual Permit	Multi Purpose Room
02/04/2016 6:30PM -10:30PM - St. Rene Goupil Catholic School	Individual Permit	Multi Purpose Room
02/02/2016 6:30PM -10:30PM - St. Rene Goupil Catholic School	Individual Permit	Multi Purpose Room
02/01/2016 7:00PM -10:00PM - St. Rene Goupil Catholic School	Individual Permit	Multi Purpose Room



COMMUNITY USE OF SCHOOLS (PERMITS)

THE DIVINE INFANT CS

Participation

Number of permit hours	2,010.0
Number of participants	22,404
Number of Permit Occurrences	387

02/09/2016 6:00PM -10:00PM - The Divine Infant Catholic School	Individual Permit	Multi Purpose Room - 109
02/09/2016 6:00PM -10:00PM - The Divine Infant Catholic School	Individual Permit	Multi Purpose Room - 109
02/08/2016 6:00PM -10:00PM - The Divine Infant Catholic School	A Smooth Way to Success	Multi Purpose Room - 109
02/07/2016 9:30AM - 1:30PM - The Divine Infant Catholic School	Scarborough Mandarin Alliance Church	Atrium
02/07/2016 9:30AM - 1:30PM - The Divine Infant Catholic School	Scarborough Mandarin Alliance Church	Classroom - 132
02/07/2016 9:30AM - 1:30PM - The Divine Infant Catholic School	Scarborough Mandarin Alliance Church	Library - 112
02/07/2016 9:30AM - 1:30PM - The Divine Infant Catholic School	Scarborough Mandarin Alliance Church	Multi Purpose Room - 109
02/07/2016 9:30AM - 1:30PM - The Divine Infant Catholic School	Scarborough Mandarin Alliance Church	Office - 103
02/06/2016 6:30PM -10:00PM - The Divine Infant Catholic School	Scarborough Mandarin Alliance Church	Atrium
02/06/2016 6:30PM -10:00PM - The Divine Infant Catholic School	Scarborough Mandarin Alliance Church	Multi Purpose Room - 109
02/05/2016 5:00PM -11:00PM - The Divine Infant Catholic School	The Divine Infant Catholic School	Atrium

02/05/2016 5:00PM -11:00PM - The Divine Infant Catholic School	The Divine Infant Catholic School	Multi Purpose Room - 109
02/05/2016 5:00PM -11:00PM - The Divine Infant Catholic School	The Divine Infant Catholic School	Staff Room - 104
02/05/2016 5:00PM -11:00PM - The Divine Infant Catholic School	The Divine Infant Catholic School	Stage - 109B
02/04/2016 6:00PM -10:00PM - The Divine Infant Catholic School	A Smooth Way to Success	Multi Purpose Room - 109
02/02/2016 6:00PM -10:00PM - The Divine Infant Catholic School	Individual Permit	Multi Purpose Room - 109
02/01/2016 6:00PM -10:00PM - The Divine Infant Catholic School	A Smooth Way to Success	Multi Purpose Room - 109