



Planning and Priorities Committee Agenda

PPC:002A

Wednesday, February 28, 2024

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members

Rachel Chernos Lin (Chair), Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Alexandra Lulka Rotman, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams, Manna Wong

	Pages
1. Call to Order and Acknowledgement of Traditional Lands	
2. Approval of the Agenda	
3. Declarations of Possible Conflict of Interest	
4. Delegations	
To be presented	
5. Report From Trustees Appointed to the Ontario Public School Boards' Association	
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10. Adjournment	



**TRANSMITTAL NO. 2024-166
(Public)**

February 16, 2024

TO: Rachel Chernos Lin, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of February 15, 2024 with respect to the report, *TLC 2022-2023 Annual Report*, attached herein.

The TLC Board decided:

1. That the 2022-23 TLC Annual Report be received and forwarded to the TDSB Board for information.

On behalf of the Board of Directors of the Toronto Lands Corporation, the *TLC 2022-2023 Annual Report* is being forwarded to the TDSB Board at its March 28, 2024 meeting for information.

Sincerely,

A handwritten signature in black ink that reads 'John Fillion'. The signature is written in a cursive, flowing style.

John Fillion
Chair, TLC Board

cc. Leola Pon, Associate Director, Organizational Transformation and Accountability, TDSB
cc. Paul Koven, Executive Officer, Legal Services
cc. Craig Snider, Executive Officer, Business Services, TDSB
cc. Ryan Glenn, Interim CEO, TLC

TLC 2022-23 ANNUAL REPORT

COMMITTEE:	Audit & Finance Committee
DATE:	February 1, 2024
ACTION:	ACTION

TLC BOARD OF DIRECTORS DECISION

Date: February 15, 2024

On a motion made by Payman Berjis and seconded by Aleem Punja, the Board of Directors decided:

1. That the 2022-23 TLC Annual Report be received and forwarded to the TDSB Board for information.

AUDIT & FINANCE COMMITTEE RECOMMENDATION

On a motion made by John Filion and seconded by Aleem Punja, the Audit and Finance Committee recommends:

1. That the 2022-23 TLC Annual Report be received and forwarded to the TDSB Board for information.

RECOMMENDATION

That the TLC 2022-23 Annual Report be received and forwarded to the TDSB Board for information.

EXECUTIVE SUMMARY

The TLC's Shareholders Direction mandates an annual reporting of its results and achievements set out in the previous year's Annual Plan, including financial and key performance targets. The TLC 2022-23 Annual Report (Appendix A) profiles the most significant work from the prior year and outlines TLC's success in alignment with the TDSB's strategic goals.

The 2022-23 Annual Plan is presented in conjunction with the TLC 2022-23 Unaudited Financial Statements to create a comprehensive look at TLC's work and overall results.

STRATEGIC DIRECTION

Authority or Direction: Shareholder's Direction

- Section 4.10 (1) (b) of the Shareholder's Direction, TLC is required to report quarterly to the TDSB Board highlighting key activities and achievements.
- Section 4.10 (5), TLC is required to report annually on its results and achievements set out in the previous years' Annual Plan, including financial and key performance targets.

The 2022-23 Annual Report serves as the 2022-23 Q4 report and the Annual Report.

STRATEGIC GOAL AND ANNUAL PLAN DIRECTIONS

- Transform Student Learning Environments through the Modernization of Facilities
- Create a Culture of Partnership & Collaboration with Key Stakeholder Groups
- To be a highly functioning organization successfully aligning TLC's & TDSB's Missions and the Shareholder's Direction

RESOURCE IMPLICATIONS

n/a

DUE DILIGENCE

n/a

ACTION PLAN AND ASSOCIATED TIMELINES

- February 15, 2024, to TLC Board
- February 28, 2024, to PPC of TDSB
- March 6, 2024 to TDSB Board

POLICY AND PROCEDURE REFERENCE(S)

[Shareholders Direction](#)
[Toronto District School Board \(TDSB\) Multi-Year Strategic Plan](#)
[Toronto Lands Corporation \(TLC\) Annual Plan](#)

APPENDICES

APPENDIX A TLC 2022-23 Annual Report

FROM

R. Glenn, Interim Chief Executive Officer, Toronto Lands Corporation, rglenn.tlc@tdsb.on.ca.


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2022-23

Annual Report



Land Acknowledgement



We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Metis and the Inuit peoples.

Executive Officer's Message

On behalf of the Toronto Lands Corporation, I am pleased to present TLC's 2022-2023 Annual Report.

With a sense of excitement and anticipation, we have, over the last year, renewed TLC's commitment to the modernization of the Toronto District School Board's (TDSB) real estate portfolio. With a focus on providing new and exciting learning environments for students, we will work together to create opportunities that demonstrate the potential for new and modern schools, but also explore how these initiatives can advance other important community needs, such as affordable housing, improved community spaces or long-term care facilities. We look forward to presenting many of these exciting modernization opportunities to our Board in the coming months.

Along with our renewed commitment to modernization, we have continued to provide the day-to-day real estate, leasing, and land use planning expertise to the TDSB over the past year. In keeping with our revised Shareholder's Direction, we will continue to focus on providing efficient and timely service and promote open and transparent communication with the Board.

The TLC continues to build and strengthen relationships with our public sector and community partners. We understand the inherent value of the public assets that we manage, and how important the retention and optimization of these assets are to the health of the TDSB, to help transform student learning and provide equity of access for all students.

I am excited for the TLC as we bring this work to life; I am excited for the TDSB and its students and staff; for our school communities; and for the contribution we can make towards creating a vibrant city.

Ryan Glenn
Interim Chief Executive Officer

“The TLC continues to build and strengthen relationships with our public sector and community partners.”



About TLC

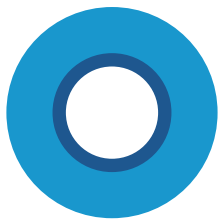


The Toronto Lands Corporation (TLC) is the Toronto District School Board's (TDSB) real estate and land use planning agent, advisor and asset manager. Following the amalgamation of seven local school boards in 1998, the TDSB became the owner of one of the largest public real estate portfolios in the City – over 600 sites. TLC's mandate includes the responsibility for managing all TDSB real estate interests for the purpose of redevelopment, land use planning, disposition and acquisition, leasing, strategic partnerships and unlocking the potential of communities. This mandate makes TLC the first point of contact for all parties interested in the availability of, or access to, TDSB properties. TLC's purpose is to provide opportunities and strategies that optimize the accommodation and well-being of TDSB students in modern and innovative schools, while preserving public assets the greatest extent possible. TLC recognizes that exceptional learning will often happen beyond the walls of physical school buildings and that maximizing the value of TDSB properties must include exploring broader social and community benefits.



Our Mission

To unlock the potential of TDSB properties for the benefit of students, staff and communities.



Our Vision

Exceptional learning spaces serving vibrant communities.



Our Guiding Principles

- TDSB lands will be preserved as public assets to the greatest extent possible.
- Continuous modernization of TDSB schools strengthens the public education system.
- Maximizing TDSB land value extends beyond the financial and is to include community and social value.
- TDSB will be kept financially whole in the development of public service initiatives.



Notable 2022-23 Projects

Spadina-Fort York: Lower Yonge Sugar Wharf

In January 2022, the Ontario Ministry of Education announced the capital funding approval of \$44M for a new and innovative elementary school fully integrated within the podium on a high-density mixed-use development in the Lower Yonge Precinct. The 455-pupil K-8 school will occupy the third floor of the podium and will include a 10,000 sq ft outdoor play area on the podium roof, with additional play space at a newly created City park across the street. TLC continues to facilitate discussions between the developer, City staff and TDSB to ensure the success of this first-of-its-kind school in Ontario. The project presents an opportunity to develop guiding principles for future vertically integrated schools.

Photograph via Menkes



“This school will provide lessons and guiding principles for future vertically integrated schools”

Photograph via New Haven Learning Centre



“A state-of-the-art facility to support those affected by ASD”

Etobicoke-Lakeshore: Douglas Park

This 5.52-acre site at 301 Lanor Avenue has been tenanted by New Haven since 2009, an organization offering highly specialized programming for how to best understand and treat those affected by Autism Spectrum Disorder (ASD). TLC has been working with the tenant to facilitate a purchase of the site allowing the construction of a modernized facility for their community. This transaction would replace a building, currently aged beyond its usable life, with a state-of-the-art facility to support those affected by ASD. Opportunities are being explored for TDSB to partner with New Haven to benefit additional students and to maintain the current childcare centre which currently operates on site.

Etobicoke Centre: Scarlet Heights

TLC has been working towards the sale of the former Scarlett Heights Entrepreneurial Academy to the Toronto Catholic District School Board (TCDSB). A large 18-acre site shared with Hilltop Middle School, TDSB closed Scarlet Heights due to declining enrollment. At the direction of the TDSB Board, TLC separated the two school sites in August 2023 after the Scarlett Heights portion was declared surplus. The TCDSB has expressed interest in establishing a new secondary school on the site. TLC continues to work with TCDSB to finalize an agreement that will establish a more efficient use of public land, generate revenue for TDSB and allow the site to continue serving the local community.



“An agreement that will establish a more efficient use of public land”

Scarborough-Guildwood: Sir Robert Borden

This site at 200 Poplar Road has been under active discussion since it was declared surplus in 2016. In 2023, TLC entered discussions with a consortium of not-for-profit housing providers who share a vision to build a “Gathering Place” – a model of housing which integrates affordable housing with a full complement of services, sense of belonging and opportunities for community building. In addition to providing hundreds of housing units within a private and not-for-profit mix, the site presents opportunities to explore integrating a much-needed job skills training facility, senior’s care, youth support programs and enhanced green space. TLC will continue to work with the consortium to advance opportunities to maximize the use of the property.



“A model of housing with a full complement of services, sense of belonging and opportunities for community building”



“A new cutting edge facility along with affordable housing opportunities on site.”

Davenport: Safehaven

Two TDSB owned parking lots on Brock Crescent have presented an opportunity to add critical community supports, recreation space and affordable housing. The two lots are adjacent to Safehaven, the home of a not-for-profit organization that provides residential and respite care to individuals with medical complexities and developmental disabilities. Leveraging the two TDSB properties will allow Safehaven to develop a new cutting edge facility along with affordable housing opportunities on site. The proposed new facility will also contain an indoor pool, creating a new recreation facility to be used by TDSB students at the adjacent Bloor Collegiate Institute. TLC continues to work with Safehaven to explore access as part of any future transaction.

Scarborough-Guildwood: St. Margaret’s

The TDSB has identified St. Margaret’s Public School at 235 Galloway Road as a capital priority in each of its annual submissions to the Ontario Ministry of Education dating back to 2018. With a repair backlog of over \$4 million and most of the school’s instructional classrooms deteriorating, the school is beyond reinvestment and urgently requires a rebuild. The large size of the site has allowed TLC to think more broadly about how to leverage a new school facility to provide further benefit to the community. The TLC Board has provided direction to explore including a new public sector, or not-for-profit long-term care home as part of any future redevelopment, along with other possible city and community building opportunities. These opportunities will be explored in through the upcoming year.



“The site has allowed TLC to think more broadly about how to leverage a new school facility”

Photograph via Montgomery Sisam Architects, HDR



Don Valley East: 770 Don Mills Road

Since 2020 TLC has been working with the City of Toronto to establish a new school site southwest of Don Mills Road and Eglinton Avenue East. In May 2022 City Council adopted a plan under the Housing Now Initiative to establish 1,254 new housing units at 770 Don Mills Road, one third of which will be designated as affordable rental. Housing Now is a program designed to leverage City-owned land for urgently needed affordable housing as part of complete communities. Collaborating with the City, TLC was able to secure space for a new 550-pupil elementary school in the podium of the building with a new play space on the roof accessible to the broader community outside of school hours. The new development will also include a new City park and non-profit childcare facility.

“A new 550-pupil school in the podium of the building with a new play space on the roof accessible to the broader community”

Etobicoke-Lakeshore: Mimico Adult Learning Centre

The TDSB Mimico Adult Learning Centre property at 255 Royal York Road is adjacent to the property of St. Leo Catholic School. The school community at St. Leo’s has temporarily relocated to accommodate a necessary expansion of the school. To optimize the growth, the Toronto Catholic District School Board (TCDSB) has requested a portion of the Mimico property for its use. TLC has worked with the TDSB to declare a portion of its property surplus in order to support the TCDSB request. The final agreement, which has shown exceptional collaboration between school boards in maximizing the value of the land, is expected in early 2024.

Photograph via Architectural Conservancy Ontario



“TLC has worked with the TDSB to declare a portion of its property surplus supporting the TCDSB.”

Alignment with TDSB Strategic Goals



TDSB Strategic Goal:
Transform Student Learning



2022-23 TLC Commitments:

- Identify sites and develop strategies to address non-instructional sites.
- Identify sites that provide value uplift opportunity.
- Develop a business case on asset building.
- Explore the concept of Education Oriented Development.



TDSB Strategic Goal:
Create a Culture for Student and Staff Well-Being



2022-23 TLC Commitments:

- Update TLC's strategic goals for the next five years.
- Creation/approval of key performance indicators.
- Governance and structural reform to align with business priorities.
- Attract and retain exceptional talent.





TDSB Strategic Goal:
Build Strong Relationships and Partnerships Within School Communities to Support Student Learning & Well-Being



2022-23 TLC Commitments:

- Ongoing education and information sharing with Trustees and TDSB Staff.
- Regular strategic planning sessions with TDSB.
- Establish working meetings with City Planning to advance TDSB accommodation needs and redevelopment opportunities to include Parks, Recreation, Housing and Care facilities.
- Foster partnership relationships with other local school boards in advance of expected transactions with provincial and municipal agencies.



TDSB Strategic Goal:
Allocate Human and Financial Resources Strategically to Support Student Needs



2022-23 TLC Commitments:

- Identify/generate \$100M from TDSB surplus declarations of sites identified within TDSB's LTPAs.

Board of Directors

At the start of the 2022-23 year the Toronto Lands Corporation was governed by an independent 10 member Board of Directors, consisting of six citizen directors and four appointed TDSB Trustees. The Board transitioned over the course of the year with the appointment of four new Trustees, four new citizen directors and two TDSB executive staff members. The current Board of Directors was convened in June 2023.

TLC's Board of Directors:

Payman Berjis
Citizen Director

Shelley Laskin
Trustee Director

Igor Dragovic
Citizen Director

Zakir Patel
Trustee Director

John Filion
Citizen Director/Chair

Leola Pon
TDSB Staff Director

Liban Hassan
Trustee Director

Aleem Punja
Citizen Director/Vice-Chair

Dennis Hastings
Trustee Director

Stacey Zucker
TDSB Staff Director

Also serving the Board during the 2022-23 year:

Doug Annand
Citizen Director

Dan MacLean
Trustee Director

Robin Pilkey
Trustee Director

Kumi Somaskandan
Citizen Director

Peter Gross
Citizen Director

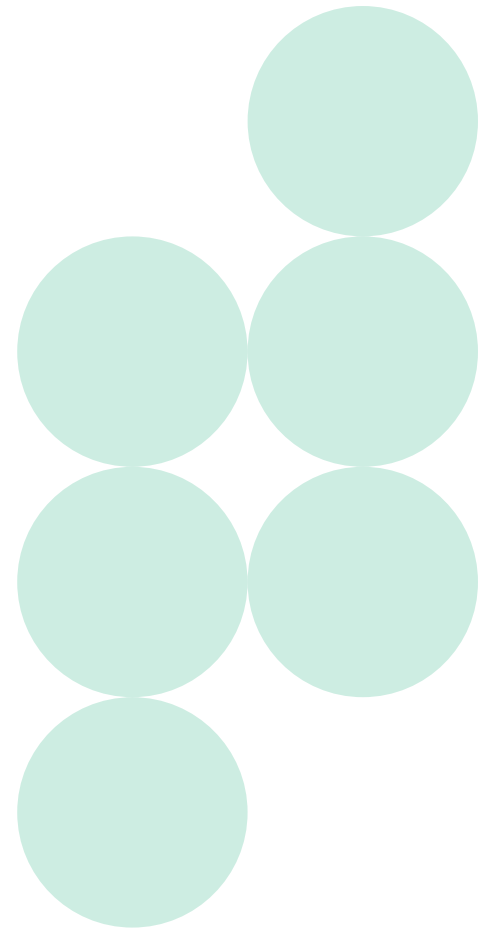
Laurie McPherson
Citizen Director

Sheerin Sheikh
Citizen Director

Mana Wong
Trustee Director

Parthi Kandavel
Trustee Director

Brenda Patterson
Citizen Director/Chair



OPPORTUNITY BY THE NUMBERS

600

Properties



582

Schools



247,000

Students enrolled



308,000

Student capacity



2,057

Hectares of total land
(5,083 acres)



Over 650

Lease agreements in place



270 schools are over

60 years old



58 schools are over

95 years old



\$4B

Maintenance &
repair needs



\$300M

Annual maintenance &
repair funding



185 new

Development
applications received

Only 8

Schools built in
the last 10 years





TORONTO LANDS CORPORATION

For more detail on the work of the Toronto Lands Corporation visit our website at torontolandscorp.com




[@TorontoLands](https://twitter.com/TorontoLands)



[/Toronto-Lands-Corporation](https://www.linkedin.com/company/Toronto-Lands-Corporation)





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A subsidiary corporation of the TDSB

**TRANSMITTAL NO. 2024-168
(Public)**

February 16, 2024

TO: Rachel Chernos Lin, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of February 15, 2024 with respect to the report, *Disposition of Scarlett Heights Property, 15 Trehorne Drive*, attached herein.

The TLC Board decided:

1. That the Toronto Lands Corporation (TLC) be authorized to enter into agreements with the Toronto Catholic District School Board upon satisfactory completion of Ontario Regulation 444/98 to dispose of the Scarlett Heights property, located at 15 Trehorne Drive, on terms and conditions satisfactory to TLC's legal counsel;
2. TLC be granted authority to execute all agreements and other documents as required to give effect thereto in a form and content satisfactory to its legal counsel; and
3. The report be forwarded to the TDSB Board for approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, the *Disposition of Scarlett Heights Property, 15 Trehorne Drive* report is being forwarded to the TDSB Board at its March 28, 2024 meeting for information.

Sincerely,

A handwritten signature in black ink that reads 'John Fillion'.

John Fillion
Chair, TLC Board

cc. Leola Pon, Associate Director, Organizational Transformation and Accountability, TDSB
cc. Paul Koven, Executive Officer, Legal Services
cc. Craig Snider, Executive Officer, Business Services, TDSB
cc. Ryan Glenn, Interim CEO, TLC

DECISION ITEM**Disposition of Scarlett Heights Property, 15 Trehorne Drive****TLC Board of Directors Decision****Date:** February 15, 2024

On a motion made by Igor Dragovic and seconded by Payman Berjis, the Board of Directors decided:

1. That the Toronto Lands Corporation (TLC) be authorized to enter into agreements with the Toronto Catholic District School Board upon satisfactory completion of Ontario Regulation 444/98 to dispose of the Scarlett Heights property, located at 15 Trehorne Drive, on terms and conditions satisfactory to TLC's legal counsel;
2. TLC be granted authority to execute all agreements and other documents as required to give effect thereto in a form and content satisfactory to its legal counsel; and
3. The report be forwarded to the TDSB Board for approval.

Policy and Planning Committee Recommendation**Date:** February 6, 2024

On a motion made by Payman Berjis and seconded by Trustee Shelley Laskin, the Policy and Planning Committee recommends to the Board of Directors:

1. That the Toronto Lands Corporation (TLC) be authorized to enter into agreements with the Toronto Catholic District School Board upon satisfactory completion of Ontario Regulation 444/98 to dispose of the Scarlett Heights property, located at 15 Trehorne Drive, on terms and conditions satisfactory to TLC's legal counsel;
2. TLC be granted authority to execute all agreements and other documents as required to give effect thereto in a form and content satisfactory to its legal counsel; and
3. The report be forwarded to the TDSB Board for approval.

To: Policy and Planning Committee**Date:** February 6, 2024**RECOMMENDATION:**

1. That the Toronto Lands Corporation (TLC) be authorized to enter into agreements with the Toronto Catholic District School Board upon satisfactory completion of Ontario Regulation 444/98 to dispose of the Scarlett Heights property, located at 15 Trehorne Drive, on terms and conditions satisfactory to TLC's legal counsel;

2. TLC be granted authority to execute all agreements and other documents as required to give effect thereto in a form and content satisfactory to its legal counsel; and
3. The report be forwarded to the TDSB Board for approval.

EXECUTIVE SUMMARY

The Scarlett Heights building is a secondary school facility located in the center of Etobicoke, northeast of Eglinton Avenue West and Royal York Road, in Ward 2. In 2018 this facility was closed as an operating school due to declining enrolment. In 2019, York Memorial Collegiate Institute was relocated into this facility as a temporary holding solution due to substantial fire damage. York Memorial CI was subsequently re-located to George Harvey CI in the summer of 2022 and the Scarlett Heights facility is currently vacant.

The Scarlett Heights facility is part of a large 18-acre TDSB property that includes Hilltop Middle School. TDSB reviewed both school facilities and concluded that Hilltop MS continues to be required and is better suited to satisfy the long-term student accommodation requirements in this area. In June 2022, the TDSB Board decided to create two parcels of land from the site. The east parcel, the one that contains the Scarlett Heights facility, was declared surplus and referred to TLC to complete the disposition and severance processes.

In accordance with Regulation 444/98, TLC circulated the property in early 2023 to other public agencies and received interest from the Toronto Catholic District School Board. TLC commenced negotiations with TCDSB and agreement on the terms was reached in January 2024. TCDSB advised that they will seeking approval of the agreement at their Board in early February 2024.

The primary terms of the agreement include:

- TCDSB to purchase the 10-acre former Scarlett Heights property for \$61,200,000;
- TDSB will continue to operate Hilltop MS on the remaining 8 acres;
- TDSB/TLC to complete the severance process;
- TDSB to pay for the removal of an existing solar panel system and the corresponding solar power easement from the roof of the school building;
- Each party will complete necessary site improvements on their respective lands resulting from the splitting of the larger site, including storm water control sewer, play field improvements, relocation of the existing track;
- Both parties will share the cost of the installation of a boundary fence on the new property line;
- TCDSB is required to sign a subsequent sale agreement with TDSB that returns any profits from a re-sale of the property within a 20-year period;
- TCDSB will be required to obtain Ministry approval

TLC also started the severance process with the City of Toronto. On August 3rd, the City's Committee of Adjustment approved the severance application. As part of the approval, the City required that the TDSB convey 0.4 metres of land along Royal York Road for future road



widening, among other standard conditions (i.e. municipal addressing, registering the draft r-plan, etc).

This transaction represents an excellent example of transferring surplus TDSB land to another school board so that it can continue to be used for public benefit. Funds from this transaction will be used by TDSB to complete capital improvements on its schools, including repairs to Hilltop MS.

AUTHORITY OR DIRECTION FOR UNDERTAKING PROJECT

Authority or Direction (select from drop down): Shareholders Direction

STRATEGIC GOAL AND ANNUAL PLAN DIRECTIONS

<p>TDSB Strategic Plan Goal: (include all that apply)</p>	<ul style="list-style-type: none"> • Provide Equity of Access to Learning Opportunities for All Students • Allocate Human and Financial Resources Strategically to Support Student Needs • Build Strong Relationships and Partnerships with School Communities to Support Student Learning and Well- Being
--	---

Working with the TCDSB to create a strong partnership to generate revenue that supports student learning at TDSB

<p>TLC Strategic Plan Goal: (include all that apply)</p>	<ul style="list-style-type: none"> • Transform Student Learning Environment through the Modernization of Facilities • Create a Culture of Partnership & Collaboration with Key Stakeholder Groups • To be a highly functioning organization successfully aligning TLC's & TDSB Missions and the Shareholder's Direction
---	--

Collaborating with another school board partner to achieve mutually beneficial results and success

DUE DILIGENCE

Policy & Planning Committee

- | | |
|--|--|
| <input checked="" type="checkbox"/> Site Inspection | <input type="checkbox"/> Planning Report |
| <input checked="" type="checkbox"/> Official Plan | <input type="checkbox"/> Consultation with Local Trustee |
| <input checked="" type="checkbox"/> Zoning | <input type="checkbox"/> TDSB Staff Review and Agreement |
| <input checked="" type="checkbox"/> Reg 444/98 | <input checked="" type="checkbox"/> Consultation with TDSB Executive Staff |
| <input checked="" type="checkbox"/> Appraisal Report | <input checked="" type="checkbox"/> Consultation with TDSB Planning Staff |



- Environmental Report
- Title Check
- Other:
- Consultation with TDSB Finance Staff
- Historical Assessment

FINANCIAL IMPLICATIONS

Sale Price: \$61,200,000
 Less: Removal of Solar Panels - estimated to be \$1,100,000
 Hilltop MS Playground work - TDSB to provide estimate
 Hilltop MS water retention system – TDSB to provide estimate
 Boundary Fence – TDSB to provide estimate
 Legal Fees – estimated to be \$15,000
 Appraisal Fees – \$18,800
 Severance Fees - \$25,000
 R-plan – \$5,000
 Topographic Survey - \$10,000

RISK LEVEL

N/A – Low

ACTION PLAN AND ASSOCIATED TIMELINES

- February 15, 2024 – TLC Board Approval
- March 6, 2024 – TDSB Board Approval
- February 2024 – TCDSB Board Approval
- Closing date is 20 days following TCDSB waiver of their conditions, including environmental, planning, and title review, along with receipt of Ministry approval
- TDSB is required to remove the solar panels within 90 days of execution of the agreement

TLC AND TDSB BOARD POLICY AND PROCEDURE REFERENCE(S)

- Shareholder Direction
- Toronto District School Board Disposition of Property Policy

APPENDICES

- **Appendix A:** Review of the Scarlett Heights Property, 15 Trehorne Drive – April 12, 2022
- **Appendix B:** Review of the Scarlett Heights Property, 15 Trehorne – June 22, 2022
- **Appendix C:** TDSB Board Resolution – July 5, 2022
- **Appendix D:** TCDSB Expression of Interest – February 2023

FROM



Ryan Glenn, Interim Chief Executive Officer, Toronto Lands Corporation, at rglenn.tlc@tdsb.on.ca or at 437-219-8191.

Kevin Bolger, Manager of Real Estate and Leasing, Toronto Lands Corporation, at kbolger.tlc@tdsb.on.ca or at 416 254-5665.



Update on the Review of the Scarlett Heights Property, 15 Trehorne Drive

To: Planning and Priorities Committee

Date: 12 April, 2022

Report No.: 04-22-4304

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the update on the review of the Scarlett Heights property be received.

Context

The purpose of this report is to provide an update on the status of the Scarlett Heights building and the review to determine its long-term future. The Scarlett Heights building is a secondary school facility located in the centre of Etobicoke, northeast of Eglinton Avenue West and Royal York Road, in Ward 2 (Trustee MacLean).

In 2018, Scarlett Heights Entrepreneurial Academy closed as an operating secondary school due to declining enrolment. In 2019, York Memorial Collegiate Institute was relocated into the Scarlett Heights building as a temporary holding solution due to the fire that devastated the York Memorial building. In the summer of 2022, York Memorial CI will be relocated to the George Harvey building to become a single consolidated school with George Harvey CI. After this relocation, the Scarlett Heights building will be vacant.

When a building becomes vacant, staff reviews the property to determine the TDSB's long-term need for it. There are three possibilities for vacant sites: they can be used to address a current pressure; they can be sold to achieve efficiencies and generate revenue; or they can be kept to address a future pressure and leased out until required.

Staff is currently in the process of reviewing the Scarlett Heights building to determine its long-term future and has the following findings to share.

Is a TDSB secondary school needed on the site?

The Scarlett Heights building is not required to serve as a future TDSB secondary school because the area is well served by another secondary school, Kipling CI, that has space to accommodate any growth that occurs over the long term.

Through the Pupil Accommodation Review that concluded with the closure of Scarlett Heights Entrepreneurial Academy, Kipling CI was identified as the local secondary school to serve the Scarlett Heights neighbourhood. The addresses in the Scarlett Heights neighbourhood are all within 4.8 km distance of Kipling CI (4.8 km is the distance within which secondary students are expected to make their own way to school). Kipling CI was renovated and improved through the closure process. The school has sufficient space to accommodate any growth that may occur over the long term (it is currently 67% utilized).

Is a TDSB elementary school needed on the site?

There is already a TDSB elementary school on the property. The Scarlett Heights building is located on a large 18-acre property that also accommodates Hilltop Middle School (see Appendix A for an aerial photo of the property). Hilltop MS is a viable school that is a necessary component of the TDSB's distribution of sites to accommodate local students within walking distance.

Hilltop MS currently has 515 students and is 84% utilized. The school has a regular program, a French Immersion program, and two Special Education programs. In 2020-21, a decision was made to start a new intermediate-level French Immersion program in southern Etobicoke to improve geographic accessibility to the French program. The implementation of this new French program will decrease the size of the French program at Hilltop MS. Over the long term, the enrolment at Hilltop MS is anticipated to decrease to approximately 400-450 students (65-73% utilization). There is no need for more space to accommodate elementary students in this area.

Which building is the best to keep for the TDSB?

Because the Scarlett Heights building and the Hilltop building are on the same property, there is an opportunity to compare the two buildings and keep the best one to accommodate Hilltop MS. The other building can be sold because it is not required to provide a local TDSB presence in the neighbourhood.

It is staff's opinion that the Hilltop building should be kept and continued to be used for accommodating Hilltop MS for the following reasons:

Agenda Page 27

- The Hilltop building is the appropriate size to accommodate Hilltop's enrolment. The Scarlett Heights building has a larger capacity than is required for Hilltop MS. If Hilltop MS were to occupy the Scarlett Heights building, the school would be under-utilized over the long term – approximately 50% utilized.
- The Hilltop building is in better condition than the Scarlett Heights building. The Scarlett Heights building has a renewal backlog of \$10.8M; the Hilltop building has a renewal backlog of \$5M.
- The Hilltop building is more efficient to operate than the Scarlett Heights building. The Hilltop building has 145 square feet per pupil place; the Scarlett Heights building has 150 square feet per pupil place. Preceding the closure of Scarlett Heights Entrepreneurial Academy, the Scarlett Heights building had an annual operating cost (caretaking and maintenance) of approximately \$450,000. Hilltop MS had an annual operating cost of approximately \$395,000.

Is there interest from other public agencies in purchasing the site?

The Toronto Catholic School Board has expressed interest in purchasing the Scarlett Heights building to use for a secondary school. The Ministry of Education is supportive and has provided the TCDSB with capital funds to establish this school. From an overall site configuration perspective, the better location to place a secondary school on the 18-acre property is on the eastern portion where the Scarlett Heights building is situated. It is closer to a major street and public transit and will minimize traffic going through the adjacent residential neighbourhood.

Next Steps

Staff will organize a public meeting to inform the community of the review of the Scarlett Heights building, staff's recommendation to keep the Hilltop building and sell the Scarlett Heights building, and to collect feedback. The meeting will be held in May 2022. Following the public meeting, staff will present a report to the Board of Trustees for decision-making in the June 2022 cycle of meetings.

Action Plan and Associated Timeline

A public meeting will be held in May 2022 at a time to be arranged with the local Trustee. A report containing the feedback from the public meeting and staff's recommendation will be submitted to the Planning and Priorities Committee on June 22, 2022, and to the Board of Trustees on June 29, 2022.

Resource Implications

The public meeting will be paid for from the budget of the Strategy and Planning Department.

Communications Considerations

Not applicable.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

- Appendix A: Aerial Photo of the Scarlett Heights and Hilltop Property

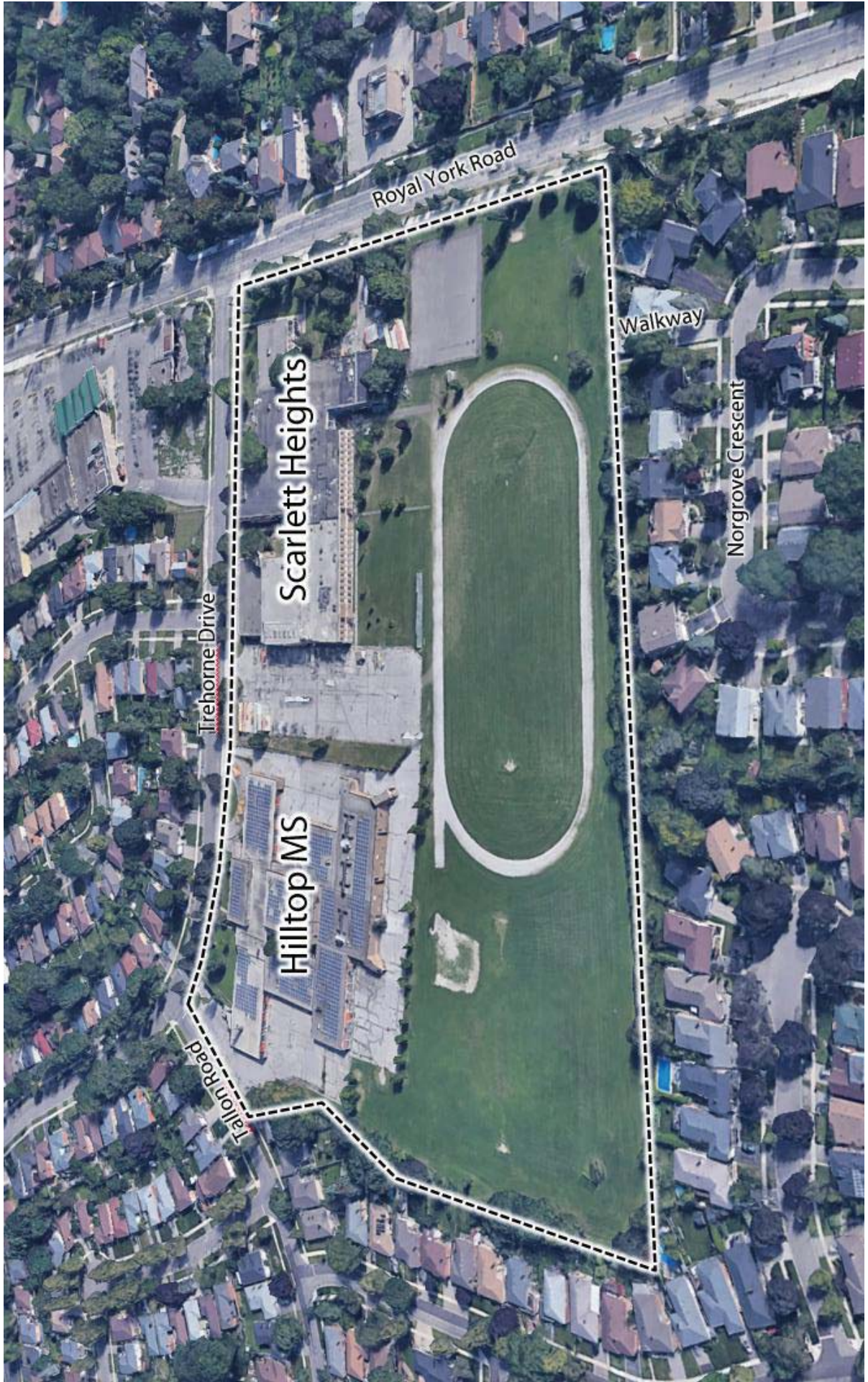
From

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Aerial Photo of the Scarlett Heights and Hilltop Property





Review of the Need for the Scarlett Heights Property, 15 Trehorne Drive

To: Planning and Priorities Committee

Date: 22 June, 2022

Report No.: 06-22-4353

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that:

- a) New property lines be established for the Scarlett Heights building, 15 Trehorne Drive, and Hilltop Middle School, 35 Trehorne Drive, to create two parcels as shown in Appendix C of this report; and
- b) The east parcel created through recommendation a) that contains the Scarlett Heights building be declared surplus to the needs of the Toronto District School Board and referred to the Toronto Lands Corporation for sale.

Context

This report presents the outcome of the review of the long-term need for the Scarlett Heights building. The Scarlett Heights building is a secondary school facility located in the centre of Etobicoke, northeast of Eglinton Avenue West and Royal York Road, in Ward 2 (Trustee MacLean). Appendix A shows the location of the Scarlett Heights building and the surrounding TDSB facilities.

In 2018, Scarlett Heights Entrepreneurial Academy closed as an operating secondary school due to declining enrolment. In 2019, York Memorial Collegiate Institute was relocated into the Scarlett Heights building as a temporary holding solution due to the

fire that devastated the York Memorial building. In the summer of 2022, York Memorial CI will be relocated to the George Harvey building to become a single consolidated school with George Harvey CI. After this relocation, the Scarlett Heights building will be vacant.

When a building becomes vacant, staff reviews the property to determine the TDSB's long-term need for it. There are three possibilities for a vacant building: it can be used to address a current pressure; it can be sold to achieve efficiencies and generate revenue; or it can be kept to address a future pressure and leased out until required.

Staff have completed the review of the Scarlett Heights building and are recommending that it be sold.

Property Review

Detailed information about the Scarlett Heights building and the adjacent TDSB sites can be found in Appendix B.

The Scarlett Heights building is located on a large 18-acre property with Hilltop MS. The Scarlett Heights building is located on the eastern portion of the property and the Hilltop MS building is located on the western portion.

Staff considers the Scarlett Heights building as unnecessary to serve the long-term accommodation needs of the TDSB because there is an adequate distribution of other TDSB facilities in the area to provide options for neighbourhood schools and flexibility for the future. A full explanation and rationale can be found in Appendix B.

The portion of the property that contains Hilltop MS is necessary to be retained by the TDSB to provide a local middle school and flexibility for future elementary accommodations.

To retain the Hilltop portion and dispose of the Scarlett Heights building, new property lines must be established to separate the 18-acre property into two parcels. Appendix C shows the existing and proposed property lines.

Staff is recommending that the eastern parcel containing the Scarlett Heights building be sold. The TCDSB has expressed interest in purchasing the building for use as a Catholic secondary school. The Ministry of Education has provided capital priority funds to the TCDSB to establish this secondary school. The TCDSB has Education Development Charges that it can use to purchase the land. From an overall site configuration perspective, the better location to place a secondary school is on the eastern parcel because it is closer to a major street and public transit and will minimize traffic going through the adjacent residential neighbourhood.

The proposed property lines create a 10-acre parcel that the TCDSB can acquire and an 8-acre parcel to be retained for Hilltop MS. The acreage to be retained for Hilltop MS

is sufficient to support a viable middle school and provide flexibility for the future. As can be seen from the aerial photo in Appendix C, the property line that divides the property into east-west parcels is proposed to go through the west end of the track. The TCDSB may choose to build a new track on the eastern parcel or they could enter into a shared-use arrangement with the TDSB and use the track in its current location.

By selling the Scarlett Heights building, revenue will be generated that the TDSB can invest in other TDSB facilities. Staff is recommending that some of the revenue be used to address facility condition issues at Hilltop MS such as reconfiguration of the open-concept pod to enclose the classrooms and provide corridor access, and improvement of the playfield. In addition to generating revenue, the sale will also reduce costs for the TDSB. The TDSB will no longer need to operate and maintain the Scarlett Heights building and grounds, and will eliminate the renewal backlog of \$10.8M.

Staff explored moving Hilltop MS into the Scarlett Heights building and selling the Hilltop portion of the property. Staff concluded that the Hilltop building should be kept and continued to be used for accommodating Hilltop MS for the following reasons:

- The Hilltop building is the appropriate size to accommodate Hilltop's enrolment. The Scarlett Heights building has a larger capacity than is required for Hilltop MS. If Hilltop MS were to occupy the Scarlett Heights building, the school would be under-utilized over the long term – approximately 50% utilized.
- The Hilltop building is in better condition than the Scarlett Heights building. The Scarlett Heights building has a renewal backlog of \$10.8M; the Hilltop building has a renewal backlog of \$5M.
- The Hilltop building is more efficient to operate than the Scarlett Heights building. The Hilltop building has 145 square feet per pupil place; the Scarlett Heights building has 150 square feet per pupil place. Before the closure of Scarlett Heights Entrepreneurial Academy, the Scarlett Heights building had an annual operating cost (caretaking and maintenance) of approximately \$450,000. Hilltop MS had an annual operating cost of approximately \$395,000.

Community Consultation

A virtual public meeting was held on May 30, 2022 to share information and gather community feedback. The meeting was attended by 35 people. In general, the participants expressed support for selling the Scarlett Heights building to the TCDSB.

An online survey was available for the public to complete. The results of the survey are presented in Appendix D.

The majority of respondents (88%) were in support of selling the Scarlett Heights building to the TCDSB. Respondents in support of the sale stated that they like that the property will stay in public ownership, be actively used and maintained, serve local residents, and not be sold to a developer.

A small number of respondents (12%) were opposed to the sale. A respondent opposed to the sale stated that the TDSB should keep the property for future TDSB needs and lease it out to the TCDSB until required for TDSB purposes.

Action Plan and Associated Timeline

If approved, the Toronto Lands Corporation will submit a Consent to Sever application to the Committee of Adjustment to create new property lines for Hilltop MS and the Scarlett Heights building.

The Toronto Lands Corporation will circulate the east parcel containing the Scarlett Heights building created through the severance process to public agencies as per Ontario Regulation 444/98.

Resource Implications

Costs incurred in the sale of the property will be offset by the revenue generated.

At this time, staff have anticipated that approximately \$10M of the revenue will be used to address facility condition issues at Hilltop MS, subject to approval from the Ministry of Education. A more detailed design and facility condition study will be initiated to determine the full scope of the renovations and site improvements. Some of the work can be funded through the existing School Condition Improvement grant.

Communications Considerations

Information and results of this report will be posted on the TDSB's Accommodation Reviews website.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

- Appendix A: Map Showing the Location of the Scarlett Heights Property
- Appendix B: Property Review
- Appendix C: Aerial Photos Showing the Existing and Proposed Property Lines

- Appendix D: Survey Results

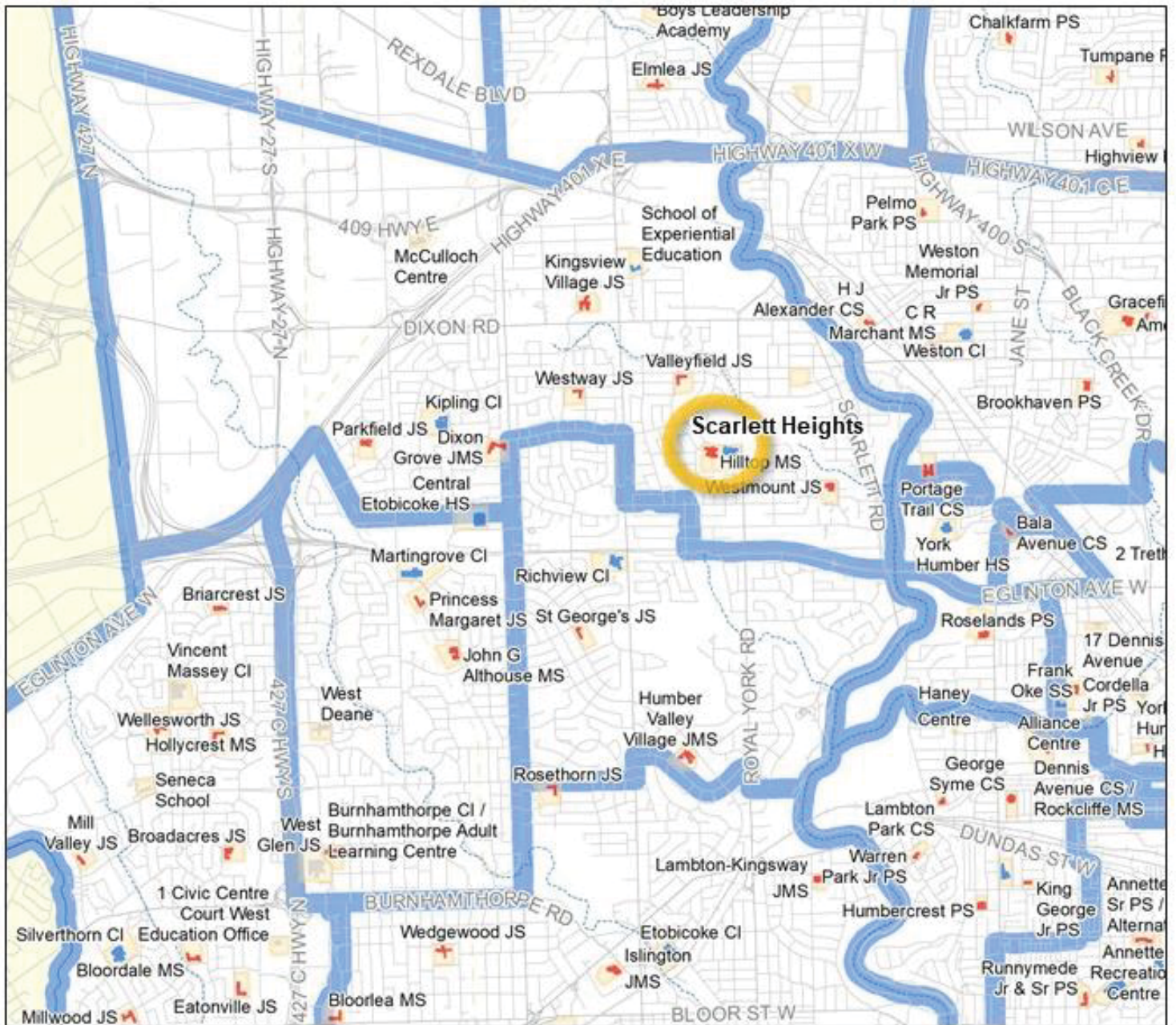
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Map Showing the Location of the Scarlett Heights Property



0 500 1,000 2,000 Meters

- Elementary School
- Secondary School
- Elementary & Secondary School
- Other TDSB Facility
- Site
- Secondary Attendance Area



**Property Review
Scarlett Heights Property**

Site Description

Address:	15 Trehorne Drive, Etob	Facility Size:	124,087 Sq Ft
Ward:	2	Ministry Capacity:	828 Pupil Places
Trustee:	Dan MacLean	Official Plan:	Neighbourhood
Learning Network:	LN03	Existing Zoning:	R2
Superintendent:	Kwame Lennon	Expropriated Land¹:	No
Tenure:	Exclusive Ownership	Heritage Status²:	None
Used As:	Secondary	Renewal Backlog³:	\$10.8 Million
Site Size:	18 acres shared with Hilltop MS		

Adjacent TDSB Properties

School and Facility Facts

Property Name	Used As	Grade Range	Learning Opportunities Index ⁴	Site Size Acres	Portables Used for Instruction ⁵	Ministry Capacity Pupil Places
Hilltop MS	Elem	6-8	145	18 shared	0	614
St George's JS	Elem	JK-5	411	6.1	0	254
Valleyfield JS	Elem	JK-5	51	6.2	0	355
Westmount JS	Elem	JK-5	111	6.3	0	347
Westway JS	Elem	JK-5	93	6.2	1	251
Kipling CI	Sec	9-12	18	12.1	0	936
Martingrove CI	Sec	9-12	67	16.9	0	1,059
Richview CI	Sec	9-12	85	13.8	2	873
Thistle town CI	Sec	9-12	25	14.6	0	975
West Humber CI	Sec	9-12	40	17.2	0	1,248
Weston CI	Sec	9-12	9	8.2	0	1,287

Enrolment and Utilization

Property Name	Actual Enrolment ⁶ 2001	Actual Enrolment ⁶ 2021	Projected Enrolment ^{6,7} 2031	Actual Utilization 2001	Actual Utilization 2021	Projected Utilization 2031
Hilltop MS	647	515	405	105%	84%	66%
St George's JS	245	171	178	96%	67%	70%
Valleyfield JS	315	289	315	89%	81%	89%
Westmount JS	422	223	270	122%	64%	78%
Westway JS	235	188	225	94%	75%	90%
Kipling CI	729	624	567	78%	67%	61%
Martingrove CI	1,042	936	968	98%	88%	91%
Richview CI	991	1,117	1,319	114%	128%	151%
Thistle town CI	1,037	501	464	105%	51%	48%

Property Name	Actual Enrolment ⁶ 2001	Actual Enrolment ⁶ 2021	Projected Enrolment ^{6,7} 2031	Actual Utilization 2001	Actual Utilization 2021	Projected Utilization 2031
West Humber CI	1,116	1,086	785	89%	87%	63%
Weston CI	1,287	1,082	950	100%	84%	74%

Discussion

Background

- The Scarlett Heights building was constructed in 1963. It opened as Scarlett Heights Collegiate Institute. In the late 1990’s, the school introduced a business focus to its curriculum and was renamed Scarlett Heights Entrepreneurial Academy.
- In 2016-17, a Pupil Accommodation Review was conducted to address declining enrolment and underutilization at Scarlett Heights Entrepreneurial Academy. As a result of this review, on June 21, 2017, the Board of Trustees approved the closure of the school effective September 1, 2018. The majority of the Scarlett Heights attendance area was assigned to Kipling CI; a smaller portion was assigned to Richview CI.
- As a result of the fire that devastated the York Memorial CI building, on June 19, 2019, the Board of Trustees decided that York Memorial CI will be accommodated in the Scarlett Heights building until a plan is established for the school.
- On June 30, 2021, the Board of Trustees approved a plan for York Memorial CI. In this plan York Memorial CI will consolidate with George Harvey CI in the George Harvey building and become a single school effective September 1, 2022.
- At the end of August 2022, the Scarlett Heights building will be vacant.

Enrolment

- Most secondary schools in the area experienced a decline in enrolment since 2001. Richview CI increased in enrolment mostly due to increased admission to the elementary French programs in Etobicoke.
- Looking to the future, there are a mix of trends for the secondary schools: some are expected to remain stable; some are expected to decline; and some are expected to grow. The Long-Term Program and Accommodation Strategy contains studies to address the changes in enrolment: the declining enrolment at Thistletown CI will be addressed in a Pupil Accommodation Review; and the growth at Richview CI will be addressed by starting new secondary French programs and changing pathways.
- Most elementary schools experienced a decrease in enrolment since 2001.
- Over the long term, the elementary schools are projected to stabilize in enrolment.

Development

- There is little residential development in the immediate vicinity of this property.

- There is potential for development activity to occur along Eglinton Avenue West in the long term. The City of Toronto has identified this area in its official plan as an “Avenue” where higher density, mixed uses, including residential uses, are encouraged.
- Over the next ten years, the Eglinton Crosstown LRT will be expanded along Eglinton Avenue West through this area from Weston Road to Renforth Drive. This transit improvement will likely stimulate residential development in the “Avenue”.
- There are several TDSB sites that are close to the “Avenue” that will provide the TDSB with options for accommodating students from this potential development (e.g. Kipling CI, Richview CI, and Martingrove CI).

Distance

- All residential addresses in the vicinity of the Scarlett Heights property are within 4.8 km of a TDSB secondary school (4.8 km is the distance threshold for eligibility for transportation for students in Grades 9 to 12).
- There are addresses in the greater area around the Scarlett Heights property that are outside of 1.6 km to an operating TDSB elementary school (1.6 km is the distance threshold for eligibility for transportation for students in JK to 5). The Scarlett Heights property is not in a better location to serve these addresses.

Site Size

- The adjacent elementary and secondary schools all have large site sizes that can accommodate portables and expanded facilities if required in the future.

Property Lines

- The Scarlett Heights building and Hilltop MS building are located on an 18-acre site. The existing property lines divide the site into two north-south parcels where the north parcel contains the two buildings and the south parcel contains the sports fields (see Appendix C).
- To sell the portion of the property that contains the Scarlett Heights building, new property lines should be created that divide the site into east-west parcels, separating the Hilltop MS building from the Scarlett Heights building. The property line dividing the two parcels should be drawn between the east driveway of Hilltop MS and the west parking lot of the Scarlett Heights building to create an 8-acre parcel for Hilltop MS and a 10-acre parcel for the Scarlett Heights building.

Encumbrances

- A solar easement has been registered on title to allow the installation and operation of solar panels on the roof of the Scarlett Heights building. If this property is sold, the TDSB must do one of the following: have the solar easement and related agreements assumed by the purchaser; or, provide a suitable alternative rooftop property and pay all costs of relocation (including lost revenues); or, terminate the solar easement and pay the lost profit and all costs for the balance of the solar contract.
- There is a sewer connection agreement registered on title.

Comments from Other Public Organizations

- The TCDSB has expressed interest in purchasing the Scarlett Heights property for use as a secondary school.
- The Ministry of Education has provided capital priority funds to the TCDSB to establish this secondary school. The TCDSB has Education Development Charges that it can use to purchase the land.
- The local City Councillor and Member of Provincial Parliament have expressed support for the sale of the property to the TCDSB.

Conclusion

- The area immediately surrounding the Scarlett Heights property is stable and is unlikely to experience significant growth. There is potential in the long term for growth to occur in the Eglinton Avenue corridor but there are several TDSB properties in proximity to the corridor that provide options for the TDSB.
- The Scarlett Heights property is not necessary to provide a local secondary school within 4.8 km of the residential addresses in the area. While there are residential addresses outside of 1.6 km distance to an elementary school, the Scarlett Heights property does not improve geographic accessibility.
- There are adjacent TDSB properties to this site that are of adequate size to accommodate expansion if unanticipated growth requires additional accommodations to be constructed in the future.
- The portion of the property that contains Hilltop MS is necessary to be retained by the TDSB to provide a local middle school and flexibility for future elementary accommodations.
- Because there is an adequate distribution of other TDSB properties in the area, staff considers the Scarlett Heights property unnecessary to serve the long-term accommodation needs of the TDSB.

Notes:

1. It is important to be aware of lands that the Board has expropriated in the past, because, according to section 42 of the Expropriations Act, when the Board is disposing of expropriated lands the Board must give the former owners of the expropriated lands the first chance to repurchase the lands unless the Board specifically approves not to do so.
2. Heritage Status – "Listed" means City Council has adopted a recommendation for the property to be included on the Heritage Properties Inventory; inclusion on the Inventory is a clear statement that the City would like to see the heritage attributes of these properties preserved. "Designated" means the property has been designated under Part IV of the Ontario Heritage Act (or is located within a Heritage Conservation District designated under Part V); the property owner must apply to the City for a permit to undertake alterations to any of the identified heritage elements of the property or to demolish any buildings or

structures on the property. Designated properties are identified by a by-law number. “None” means the property is neither “Listed” nor “Designated”.

3. Renewal Backlog – an estimate of the total cost to repair the major components of the building, such as windows, roofs, and boilers.
4. Learning Opportunities Index (LOI) – ranks each school based on measures of external challenges affecting student success. The school with the greatest level of external challenges is ranked number one and is described as highest on the index.
5. The portable count reported includes only those portables used for instructional use as of September 2021. Excluded are portables used for storage, washrooms, and leased to tenants (such as child care centres). Also excluded are portables that are surplus to the needs of the school that remain on site. The portable count includes stand-alone portables as well as those in portapaks.
6. The enrolment reported is Full Time Equivalent enrolment (FTE) – FTE is a count of the number of students attending a school where every student is counted by the amount of time they are registered for instruction, as opposed to the Head Count (HC) where every individual student is counted as “1.0”. The actual and projected enrolments are reported as of October 31 of each school year.
7. The projected enrolments were calculated in the 2020-21 school year for the 20-year period from 2021-22 to 2040-41. Virtual students are counted at their home school in the actual enrolment for 2021 and the projected enrolment for 2031.

Aerial Photos Showing the Existing and Proposed Property Lines

Existing Property Lines



Proposed Property Lines



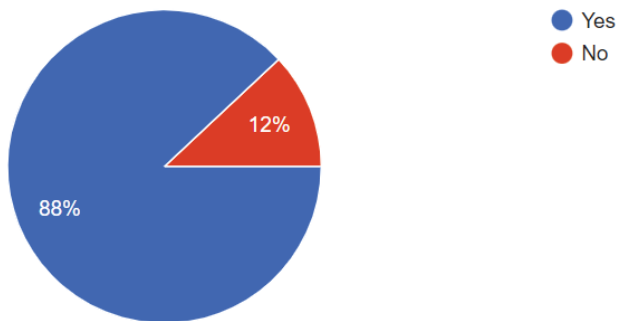
Scarlett Heights Property Review

Survey Results

Question 1

Are you supportive of the proposed sale of the Scarlett Heights property to the Toronto Catholic District School Board?

25 responses



Question 2

Why or why not?

22 responses

1. It would enable my elementary school children to continue their high school education in a Catholic school close to home.
2. We need more Catholic high schools in central Etobicoke.
3. We need a Catholic high school in the area.
4. To support local students to stay in their community for high school instead of travelling far distances.
5. Our community needs a Catholic high school. Michael Power is too far from at least 3 elementary schools and it is beyond capacity.
6. This school is an important community resource. It is important to have the school being used to its full potential. Having said this, TCDSB has no other HS options in the area. The students in the community deserve a local HS.
7. There is a strong desire by many parents like myself in the community who wish to send our children to a local Catholic high school. Michael Power is not very convenient and I would not consider it local, and also I understand it is overpopulated.

8. Important for the Catholic school community to FINALLY have a high school in this neighbourhood and not so far away (as with MPSJ CHS).
9. The TCDSB needs a school in the area and given that the TDSB no longer needs Scarlett Heights, it makes a lot of sense. This is a win for both school boards.
10. We need a Catholic high school.
11. It's my high school I went to SHCI, I am very happy to have students attend it once again, and as a retired teacher of the TCDSB, am extremely supportive of their purchasing it.
12. A Catholic high school is really needed in this area.
13. Complimentary to neighbourhood.
14. Hopefully by the time the sale and reno are done it will be when my sons are starting or about to start high school walking distance from home vs other current options.
15. It would mean a Catholic high school in walking distance from our home.
16. Currently there is no Catholic secondary school in central or east Etobicoke center. There are 3 or 4 Catholic primary feeder schools in the immediate area of Scarlett Heights and those students basically have no local secondary school. The need is very obvious and the facility already exists [Scarlett Heights]. I think your process is very fair and considerate to all parties and will result in the best use of the facility. Congratulations on a job well done.
17. If TCDSB wants to purchase property, needs a high school, that is better than letting the property sit empty or be sold for non-public purposes. This also means that in the future, it is possible for the property to be sold back to TDSB if the situation warrants it, or for some other public purpose.
18. The community need a Catholic High School since we have quite a few feeder schools to support the enrolment.
19. The reasons for the sale that were outlined in the presentation make sense and it would be nice to continue to have the vibrancy of a high school in the area as part of the community.
20. The TDSB should keep this prime property and plan for its use in the future if need be. The TDSB will struggle to re-purchase large enough property to build schools and think about the needs of students. The property could alternatively be leased to the TCDSB for an approximate amount of time (i.e., 10-20 years), which allows the TDSB to remain ownership of this key property in a good location and still be able to use it in the future if need be. Selling the property would be a mistake.

21. TCDSB needs more high schools in Etobicoke.
22. The area needs more Catholic high schools.

Question 3

Please share any additional comments you may have.

14 responses

1. I believe the students of the four Catholic elementary schools in the immediate vicinity of Scarlett Heights (St. Eugene, Father Serra, All Saints & St. Demetrius), would benefit from having the option to attend a catholic high school in the area.
2. With a full staff on site they can also support local businesses in the area during lunch and after work.
3. We support and look forward to a Catholic high school being in the community. We hope the transaction can take be expedited so our kids (grade 7 and 5) can attend high school in our neighbourhood).
4. Thank you for the opportunity to share feedback.
5. It sounds like a win-win for all parties involved. Thank you for providing this consultation.
6. What I would hope is that a NEW Middle School be considered for the area north of the Hilltop MS. 90% of the students come from north and east of Dixon Rd/Islington. For the SAFETY, and the morale of the students not having to travel such a far distance to school, opening a new middle school within their own community would be a great asset. The children coming into this community to go to Hilltop have been disrespectful to the nearby residents and have caused some property damage as well. Little has been done on the transit side to move the children out of the neighbourhood more quickly and the children are often left loitering on residents' properties and even causing traffic congestion. Keep Hilltop middle school for the local residents, but a NEW school should be considered for somewhere in the Dixon Rd/Islington area where there are more junior schools that would feed into them.
7. Great meeting.
8. As long as it doesn't end up in the hands of developers, I am very supportive of the school.
9. I am in agreement as to the Catholic School Board not having a Catholic High School in this area since Don Bosco closed. This is a positive for the neighbour and would give stability for

my alma mater-Scarlett Heights Collegiate. Thank you for the thorough presentation to all and for your follow up.

10. As great as it would be conceptually for Hilltop and the possible new TCDSB high school to share the fields/track/green space etc. I don't believe that it's a feasible option that would work out smoothly for both schools.
11. The public officials involved were well informed, courteous, and civil, and very professional. We, as taxpayers, are well represented. Thank you.
12. An expansion of the property to include a community centre would be welcome since there is not one in this area. Note that when the high school is completed, traffic will increase on Royal York Road which is already a high traffic road. Also, there will need to be better separation of high school students from the middle school students at Hilltop to ensure that the middle school students are not bullied, exploited, etc.
13. The format, content and delivery of the presentation was very effective and well done. Thank you!
14. A re-drawing of the enrolment boundaries and de-stigmatizing specific locations and schools would have helped with declining enrollment. Students and families are clamouring into over-enrolled schools leaving some like this property to have to be closed. Recalling the closure of this school the TDSB forced students north of Eglinton Avenue West into a new catchment area at Kipling CI rather than a few blocks south at Richview CI. Richview does have high enrollment, but it seems that equitable access to schools wasn't considered as the higher income proportionately south of Eglinton group we're sent to the school that has a good image and high enrollment. The people in walking distance to the school, we're sent a bus ride away to Kipling CI. The catchment boundaries favour the wealthy and well connected and leave the people who have no other choice but to rely on public education. You can see it throughout the city. When Cedarvale's parents were able to remove students in JR Wilcox via catchment from attending Forest Hill and forcing them to go south to Oakwood, students in the north end of the catchment were left travelling further than they needed to the go-to school after the closing of Vaughn Road. The JR Wilcox parents are also generally low-middle class working parents, especially at the time. Those parents generally don't have the time to be able to attend these meetings due to their circumstances that are forgotten and it has made the catchment areas inequitable. The TDSB needs to take a deep look at the specific catchment areas and look into what they can do to make the boundaries more equitable, without the large class divide that makes parents want to send their

children to schools that have greater opportunities. If specialized schools we're able to become more equitable with this new application process, how is it that students in higher class neighbourhoods get access to greater programming and choice than students in those lower-class areas with lower enrollment? A redrawing of the catchments and maybe reintegrating these buildings at some point in the future would be able to provide more equity in determining catchment areas. Selling these buildings would be a mistake and a lease may be the better option than selling the property. These inequitable catchment areas further stigmatize specific schools and drive enrollment away from specific schools forcing them to close. This was a missed opportunity to keep more schools, with lower student populations and greater course offerings. As stated in the planning 2021-2030 state that schools would be optimal at 90% of schools operating at those levels would be able to build better catchments and better school communities for students.

Please note: All comments are verbatim.



APPENDIX C

Chair

Alexander Brown

Ward 12, Willowdale

July 5, 2022

Mr. Daryl Sage
Chief Executive Officer
Toronto Lands Corporation
60 St. Clair Avenue East, Suite 201
Toronto, ON. M4T 1N5

Dear Mr. Sage:

**RE: Review of the Need for the Scarlett Heights Property, 15 Trehorne Drive
[4353]**

Please be advised that at its June 29, 2022, meeting, the Board decided:

- (a) That new property lines be established for the Scarlett Heights building, 15 Trehorne Drive, and Hilltop Middle School, 35 Trehorne Drive, to create two parcels as shown in Appendix C, as presented in the report;
- (b) That the east parcel created through part a) that contains the Scarlett Heights building be declared surplus to the needs of the Toronto District School Board and referred to the Toronto Lands Corporation for sale.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alexander Brown'.

Alexander Brown
Chair, Toronto District School Board



February 10, 2023

Toronto Lands Corporation
60 St. Clair Avenue East, Suite 201
Toronto, Ontario M4T 1N5

Attention: Daryl Sage, Chief Executive Officer

Dear Mr. Sage,

Re: TCDSB Expression of Interest – Scarlett Heights (15 Trehorne Drive)

We are writing in response to the January 26, 2023 circulation of the TDSB school building known as Scarlett Heights (15 Trehorne Drive), which was declared surplus by the Toronto District School Board on June 29, 2022.

As per the requirements of *Ontario Regulation 444/98*, this letter constitutes the Toronto Catholic District School Board (TCDSB) expression of interest to acquire the Scarlett Heights building and property as identified in the circulation. As you are aware, the TCDSB has a long-standing interest in purchasing this property, located at 15 Trehorne Drive, to address its student accommodation needs.

The TCDSB Board of Trustees has approved the submission of an offer to acquire the property.

We look forward to continuing discussions on the acquisition of this site. If you have further questions regarding this matter, please contact Michael Loberto, Superintendent of Planning and Development, at (416) 222-8282 ext. 2026 or michael.loberto@tcdsb.org.

Sincerely,

A handwritten signature in black ink, appearing to read "Derek Boyce".

Derek Boyce
Associate Director of Corporate Services and Chief Commercial Officer



60 St. Clair Ave E., Suite 201, Toronto, ON M4T 1N5



Tel: 416-393-0573 | Fax : 416-393-9928

www.torontolandscorp.com

A subsidiary corporation of the TDSB

TRANSMITTAL NO. 2024-167
(Public)

February 16, 2024

TO: Rachel Chernos Lin, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of February 15, 2024 with respect to the report, *Strategy to Address Growth & Intensification - Update*, attached herein.

The TLC Board decided:

1. That the report be received and forwarded to TDSB for information.

On behalf of the Board of Directors of the Toronto Lands Corporation, the *Strategy to Address Growth & Intensification - Update* report is being forwarded to the TDSB Board at its March 28, 2024 meeting for information.

Sincerely,

A handwritten signature in black ink that reads 'John Filion'.

John Filion
Chair, TLC Board

cc. Leola Pon, Associate Director, Organizational Transformation and Accountability, TDSB
cc. Paul Koven, Executive Officer, Legal Services
cc. Craig Snider, Executive Officer, Business Services, TDSB
cc. Ryan Glenn, Interim CEO, TLC

INFORMATION ITEM

Strategy to Address Growth and Intensification – Update to Board on Land Use Planning Matters

TLC Board of Directors Decision

Date: February 15, 2024

On a motion made by Igor Dragovic and seconded by Trustee Shelley Laskin, the Board of Directors decided:

1. That the report be received and forwarded to TDSB for information.

Policy and Planning Committee Recommendation

Date: February 6, 2024

On a motion made by John Filion and seconded by Aleem Punja, the Policy and Planning Committee recommends to the Board of Directors:

1. That the report be received and forwarded to TDSB for information.

To: Policy & Planning Committee

Date: February 6, 2024

RECOMMENDATION:

It is recommended that the report be received and forwarded to TDSB for information.

EXECUTIVE SUMMARY

In June 2018, TDSB Board of Trustees approved the Strategy to Address City Growth and Intensification. In October 2022, a Strategy Update Report, including Trustee input, was received by TDSB Board of Trustees (TDSB Report #10-22-4415, attached as **Appendix B**), reaffirming the strategy to be utilized, on behalf of the TDSB, regarding land use planning matters with the City of Toronto and provincial entities.

In accordance with the Strategy, this report (at **Appendix A**) provides a general overview and highlights of the various land use planning matters in which the TDSB/TLC is involved.

AUTHORITY OR DIRECTION FOR UNDERTAKING PROJECT

Authority or Direction: TDSB Resolution

June 2018 (PPC:082A Item 10, f): Report periodically to the Board, at a minimum annually, to provide a general overview and highlights of the various land use planning matters in which the TDSB is involved.



Authority or Direction: Shareholders Direction
TLC’s mandate includes the responsibility of all land use planning matters on behalf of the TDSB.

STRATEGIC GOAL AND ANNUAL PLAN DIRECTIONS

TDSB Strategic Plan Goal: (include all that apply)

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships with School Communities to Support Student Learning and Well- Being

TLC Strategic Plan Goal: (include all that apply)

- Transform Student Learning Environment through the Modernization of Facilities
- Create a Culture of Partnership & Collaboration with Key Stakeholder Groups
- To be a highly functioning organization successfully aligning TLC’s & TDSB Missions and the Shareholder’s Direction

DUE DILIGENCE *(Select all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> Site Inspection | <input type="checkbox"/> Planning Report |
| <input type="checkbox"/> Official Plan | <input type="checkbox"/> Consultation with Local Trustee |
| <input type="checkbox"/> Zoning | <input type="checkbox"/> TDSB Staff Review and Agreement |
| <input type="checkbox"/> Reg 374/23 | <input type="checkbox"/> Consultation with TDSB Executive Staff |
| <input type="checkbox"/> Appraisal Report | <input checked="" type="checkbox"/> Consultation with TDSB Planning Staff |
| <input type="checkbox"/> Environmental Report | <input type="checkbox"/> Consultation with TDSB Finance Staff |
| <input type="checkbox"/> Title Check | <input type="checkbox"/> Historical Assessment |
| <input type="checkbox"/> Other: | |

FINANCIAL IMPLICATIONS

Staff resources at TLC will continue to be reviewed to ensure the various components of the Strategy can be fulfilled. External legal counsel and other consultants (e.g. traffic engineers) may be required to assist in Ontario Land Tribunal matters.

RISK LEVEL

N/A



ACTION PLAN AND ASSOCIATED TIMELINES

Implementation of the Strategy will continue. TLC will continue to report annually to the TLC and TDSB Boards, to provide a general overview and highlights of the various land use planning matters in which TLC/TDSB are involved.

APPENDICES

- **Appendix A: TLC Report on Strategy to Address Growth and Intensification – Update to Board on Land Use Planning Matters**
- **Appendix B: October 2022 TDSB Report on Strategy to Address Growth & Intensification**
- **Appendix C: January 2024 TLC Report on Ontario Regulation 374/23**

FROM

Ryan Glenn, Interim Chief Executive Officer, Toronto Lands Corporation, at rglenn.tlc@tdsb.on.ca

Yvonne Choi, Director of Planning, Toronto Lands Corporation, at ychoi.tlc@tdsb.on.ca

APPENDIX A**TLC Report on Strategy to Address Growth and Intensification –
Update to Board on Land Use Planning Matters****BACKGROUND**

In June 2018, the TDSB Board of Trustees approved the Strategy to Address City Growth and Intensification to strengthen and enhance the TDSB's role in the municipal planning process to better serve school communities and to meet the TDSB's infrastructure needs. The Strategy is a multi-pronged approach based on four pillars:

- I. Affecting Change within the Municipal Policy Making Process;
- II. Representation at the Local Planning Appeal Tribunal (now the Ontario Land Tribunal);
- III. Greater Participation in the City's Development Application and Approval Process; and
- IV. Affecting Change within the Provincial Policy, Funding and Regulatory Context.

In April 2022, the Board of Trustees approved a motion directing staff to update the Strategy, inclusive of Trustee input, and report back to the Board. In October 2022, the Board of Trustees received an updated Strategy to Address Growth and Intensification (the "October 2022 Strategy Update Report", see **Appendix B**), prepared and co-authored by staff at TDSB and TLC. The October 2022 Strategy Update Report confirmed that the Strategy set out in 2018 remains relevant and set out updated approaches within each of the four pillars of the Strategy. Following Board receipt of this report, TDSB staff reaffirmed to TLC that the Strategy set out in the October 2022 Strategy Update Report is the strategy to be utilized, on behalf of the TDSB, regarding land use planning matters with the City of Toronto and provincial entities.

TRUSTEE ENGAGEMENT

With a new Board of Trustees elected in November 2022, TDSB staff engaged in ward-specific review meetings on its Long-Term Program and Accommodation Strategy (LTPAS), which were held with Trustees in the Spring 2023. TLC staff participated in the LTPAS review meetings, presenting an overview of the land use planning work undertaken on behalf of the TDSB.

Individual Trustees have also been engaged in the following:

- Circulation of TLC commenting letters and City public consultation notices on development applications (which invite Trustees to reach out to the TLC land use planner for additional information)
- Information session on the land use planning process and TLC/TDSB's role
- Meetings with TLC and TDSB staff regarding specific development applications in close proximity to school sites with potential impacts
- Briefing sessions with TLC and TDSB staff regarding opportunities for future elementary schools as part of large development proposal (e.g. in the Wynford-Concorde community)
- Support of TLC's request for the conversion of 38 Orfus Road (Yorkdale Secondary School) from employment to mixed-use designation



REPORT ON THE FOUR PILLARS OF THE STRATEGY

This report provides a general overview and highlights of the various land use planning matters in which the TDSB/TLC is involved for each of the four pillars of the Strategy.

I. Affecting Change within the Municipal Policy Making Process

As the city of Toronto continues to grow and plan for growth, it is important that TDSB’s interests are reflected in municipal planning policy. The table below includes the updated approach for this pillar, as set out in the October 2022 Strategy Update Report and summarizes the actions TLC and TDSB staff have undertaken in 2023 to implement the Strategy.

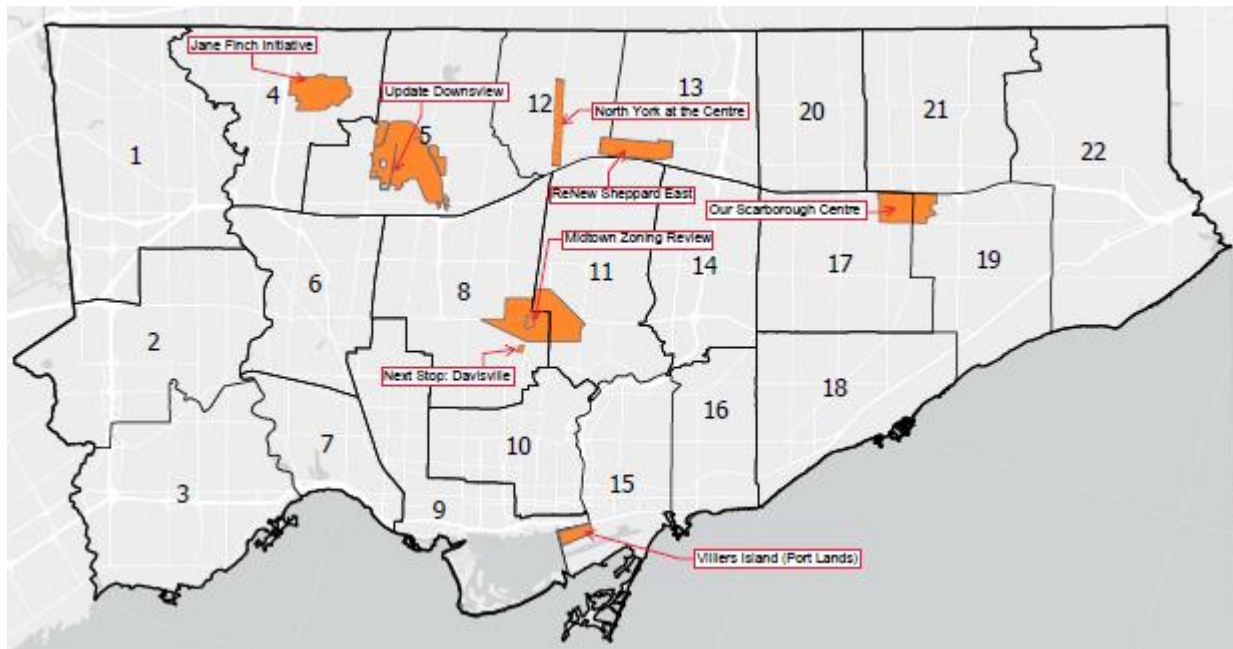
Table I-1: Pillar I Summary – Approach & Actions to Implement Strategy

Approach	Actions
Play an active and prominent role in the City’s development of municipal policy documents	TLC and TDSB continue to be actively engaged as key stakeholders in the development of the City’s municipal planning policy documents and initiatives. TLC, in collaboration with TDSB accommodation planning staff, provide input to City staff, both through draft policy reviews, and as members of technical advisory committees and working groups, which meet regularly with City staff project teams. Where necessary, TLC participates in the Ontario Land Tribunal (OLT) process for City-initiated Secondary Plans and OPAs (discussed further in Pillar II)
Work proactively with the City and developers to identify new and creative opportunities for new school sites, where appropriate	City initiatives benefitting from TLC involvement are often focused on areas experiencing and/or planned for significant growth, where student accommodation is a key consideration. TLC, in collaboration with TDSB accommodation planning staff, advise on any requirements for new school space, so that these may be reflected within planning background and policy documents. Where a need for new school sites has been identified, such as at Downsview, TLC has undertaken meetings and site visits with developers to ensure appropriate sites and building models are considered early in the planning process. TLC/TDSB have been advancing design guidelines for urban format schools with the assistance of an architectural consultant. These guidelines will aid discussions with the City and developers, providing greater clarity on TDSB requirements for urban format schools in mixed-use developments.
Advocate for policies that reflect the critical role schools play in achieving complete communities	TLC has arranged regular meetings with City Planning’s Strategic Initiatives, Policies and Analysis team to discuss items including TDSB/TLC’s role in City policy formulation and development of agreed standard policy language. This language is intended to recognize the importance of schools in achieving complete communities, provide flexibility in



	<p>school design and outdoor space provision, create incentives for partnerships with school boards, and omit onerous and unnecessary policy requirements for school boards. City planning updates and TDSB school space needs are also shared during meetings.</p>
<p>Take action to protect TDSB assets from adverse impacts of residential development</p>	<p>While this is largely achieved through TLC’s participation in the City’s development application and approval process (Pillar IV), certain actions have been undertaken under this pillar. This includes providing new policy recommendations concerning appropriate locations for new school sites which must consider shadow, wind, air quality, noise and traffic conditions.</p>

The City planning initiatives TLC have been involved in within 2023 are shown on the following map and outlined below; these initiatives include Official Plan Amendments and Secondary Plan updates, Community Service and Facility Strategies, Feasibility Studies, Site and Area Specific Policies, Zoning By-law updates and Urban Design Guidelines, Employment Land Conversion Requests, Community Infrastructure and Housing Accelerator tool, and City implementation of Provincial legislation and policy.



Community Services and Facilities Strategies

To inform certain City planning studies, City staff may prepare a Community Services and Facilities (CS&F) Strategy to identify local community infrastructure issues and improvements necessary to support the anticipated growth. The City engages TLC on the TDSB’s school accommodation needs and both TLC and TDSB staff will often be part of CS&F working groups or advisory committees, meeting regularly with the City and other community service stakeholders. In 2023, TLC provided input and feedback on CS&F Strategies as part of the following initiatives:

- Jane Finch Initiative
- Update Downsview
- North York at the Centre
- ReNew Sheppard East
- Villiers Island (Port Lands)

Update Downsview

This Study is concerned with several deliverables, including updating the Downsview Area Secondary Plan, preparing a CS&F Strategy, Urban Design Guidelines and an interim uses zoning by-law. The Downsview lands generally include Downsview Park and Downsview Airport (now closed). It is estimated the Plan Area will accommodate approximately 110,000 new residents over the next 30 years.

TLC's involvement in 2023 has included:

- Monthly Working Group meetings to provide ongoing input and feedback;
- School accommodation planning – review unit projections and phasing to determine potential number and general location of schools over the entire build-out period;
- Review of draft policies to ensure school boards are consulted when consideration is given to integrating new schools into emerging communities;
- Review draft policies and design guidelines to ensure flexible school designs and opportunities for shared use of parks and outdoor school space, particularly in light of reductions to parkland dedication from recent legislative changes;
- Attending public meetings and providing information in response to questions concerning TDSB involvement and new school requirements; and,
- Working with landowners / developers in preparation of initial (Phase 1) District Plans to identify appropriate school sites

Scarborough Centre Review – Our Scarborough Centre

This initiative is concerned with the update of the Scarborough Centre Secondary Plan and related supporting study material. TLC and TDSB staff's involvement has included meetings with City staff to consider projected growth in the area and the anticipated impact on accommodation pressures in local TDSB schools. TDSB projections indicate that the existing schools surrounding the secondary plan area and the planned school (at 705 Progress) within the secondary plan area will not be able to accommodate all the students emerging from the scale of development proposed, and therefore additional school sites will need to be considered to serve the growth. TLC staff have expressed concerns related to the City study materials that identify portions of TDSB East Education Office (120-140 Borough Drive) as future green/open space, which would place restrictions on the opportunity for TDSB to redevelop the site with new elementary school and other uses. TLC will continue to engage in the City's secondary plan process to ensure the final policy framework provides TLC/TDSB with the opportunities required to address future student accommodation in the area.

Midtown Zoning Review

To implement the Yonge-Eglinton Secondary Plan, zoning of some areas in Midtown needs to be revised. This review is being undertaken in stages, each stage concerned with different land use designations in the Secondary Plan. TLC has been reviewing and providing comments to the City as necessary to ensure that zoning of TDSB properties is appropriately considered and that TDSB schools are protected from adverse development impacts as far as possible.



Employment Land Conversion Requests

As part of the City’s Official Plan Review, TLC continued to monitor the outcomes of requests to convert employment land designations to designations that could include future residential development. Updates were provided to TDSB accommodation planning staff to allow any approved changes to be factored into long-term student accommodation planning. TLC also continued to pursue a request for the conversion of 38 Orfus Road (Yorkdale Secondary School) from employment to mixed-use designation, during which time support was obtained from the local Trustee. A mixed-use designation would afford the site greater options for any future redevelopment. Unfortunately, despite the strong case in favour, City planning staff did not recommend conversion and the request was refused by Council.

Monitoring City Planning Updates

TLC continues to monitor and discuss with City staff the implications of certain ongoing changes to City planning processes and the potential application of new planning tools, such as the Community Infrastructure and Housing Accelerator tool. These changes are in part a result of the City’s implementation of Provincial legislative and policy changes, including those introduced through Bill 109, *More Homes for Everyone Act (2022)* and Bill 23, *More Homes Built Faster Act (2022)*.

II. Representation at the Ontario Land Tribunal

The Ontario Land Tribunal (OLT) is a provincial administrative tribunal that hears, decides, and mediates appeals on matters related to land use planning, environmental protection, heritage protection, land valuation, land compensation, municipal finance, and related matters.

Where TLC and TDSB’s concerns are not adequately addressed through the municipal planning process, TLC - in consultation with TDSB staff (Strategy and Planning, and school administration staff where appropriate) and external legal counsel - will consider whether to get involved at the OLT to protect TDSB’s interests.

Table II-1 below sets out the approach in the October 2022 Strategy Update Report regarding OLT matters and outlines the actions TLC and TDSB staff have been undertaking. Table II-2 provides an OLT case summary table of the OLT matters where TLC was involved.

Table II-1: Pillar II Summary – Approach & Actions to Implement Strategy

Approach	Actions
Seek party or participant status at the OLT on matters where the interests of the TDSB need to be protected, such as policy initiatives where new school sites need to be secured or where a proposed development is anticipated to cause adverse impacts on a TDSB site	The OLT case summary table (Table II-2) identifies matters where TLC had party or participant status in 2023 to protect the interests of TDSB. TLC was involved in 12 OLT cases in that year.
Prioritize negotiating a consensual resolution of some or all of the issues in dispute through mediation rather than a full hearing	In all the OLT cases where TLC had party status in 2023, TLC participated in mediation or resolved issues through direct discussions with the applicant. Achieving a consensual resolution eliminated the need for lengthy and



Approach	Actions
	costly OLT hearings, which have uncertain outcomes.
Advocate for policies that provide for new educational facilities in the City's policy documents	Through the OLT process, TLC seeks policy changes that ensure schools are a permitted use in areas where TDSB has identified a need, as well as policies that incentivize third parties to engage with TDSB/TLC in discussions on how schools may be incorporated into development plans to ensure a local school is available to current and future TDSB students.
Ensure that any comments submitted to the City about a planning application focus on consistency and conformity with applicable provincial and municipal policy	Through the development application review process, reviewed with TDSB Strategy & Planning staff, TLC focuses on providing comments to the City that reflect the current land use or accommodation concerns of the TDSB, while acknowledging the changing landscape of municipal and provincial policy. In particular, and as reported in the October 2022 Strategy Update Report, the TDSB and TLC will no longer be seeking party seeking party status at the OLT to secure Minutes of Settlement (MOS) as a blanket approach to oppose development applications in areas experiencing accommodation pressures. This approach acknowledges the current concerns regarding housing shortfalls in the City, keeps TDSB in line with Provincial legislation – such as More Homes Built Faster Act (2022) – and municipal policy, which seek to address this shortfall.
No longer seek party status at the OLT to secure Minutes of Settlement as a blanket approach to oppose development applications in areas experiencing accommodation pressures.	
Consideration of other forms of agreement outside of the OLT process, such as commitment letters from the developer confirming occupancy timing no earlier than an agreed-upon date.	

Table II-1: OLT Case Summary – TLC Involvement 2023

	TDSB WARD	AREA	DEVELOPMENT ADDRESS / INITIATIVE	APPLI-CATION TYPE ¹	OLT File #	TLC/TDSB STATUS AT OLT ²	NATURE OF TLC/TDSB AT OLT	OUTCOME (TRIBUNAL DECISION)	ISSUES
A. DEVELOPMENT APPLICATIONS									
1.	3	Etobicoke Centre	4340 Bloor St W	ZBA	OLT-22-003672	Party	Negotiated Minutes of Settlement with the developer to secure revised plan, mitigating wind, shadow, vehicular access impacts on Millwood Jr School	Settlement hearing held June 2023 – OLT approval of development, including zoning by-law reflecting negotiated settlement with TLC/TDSB	Land Use (impact on adjacent Millwood Jr School)
2.	14	Wynford-Concorde (DVP/ Eglinton)	1-3 Concorde Gate & 10-12 Concorde Place	ZBA, DPS	OLT-22-002185	Party	Attended mediation; OLT approved zoning by-law includes new public school space able to accommodate a 600 pupil place JK-5 school (in podium)	Settlement hearing held June 2023 – OLT approval of development. Final OLT order pending finalization of zoning by-law (draft zoning by-law reflects requested TDSB school)	Student accommodation (Gateway PS), lack of local school
3.	14	Wynford-Concorde (DVP/ Eglinton)	175 Wynford Dr	ZBA	OLT-21-001257	Party	Attended mediation to seek school space. Withdrew (2023) following progression of 1-3 Concorde Gt site	Settlement hearing held June 2023 – OLT approval of development	Student accommodation (Gateway PS), lack of local school
4.	8	South Hill (St Clair /Avenue Rd)	438-440 Avenue Road	OPA, ZBA	OLT-22-002490	Party	Attended mediation; MOS to reduce building height from 24 to 21 storey, reducing shadow impact	Settlement hearing held June 2023 – OLT approval of development, including zoning by-law which reflected the reduced building height sought by TLC	Shadow impact (Brown JPS)
5.	8	Midtown	181-191 Eglinton Ave E	ZBA	OLT-23-000146	Participant	Monitoring appeal to ensure potential changes do not negatively impact TDSB site. Prepared participant statement identifying issues of concern.	TBD – case management conference or settlement hearing scheduled February 2024	Proximity to Eglinton Jr PS
6.	10	Yorkville	100 Davenport Rd	ZBA	OLT-22-004195	Participant	Monitored appeal to ensure potential changes do not negatively impact TDSB site	TDB – settlement hearing not yet set by OLT	Proximity to Jesse Ketchum Jr & Sr PS
7.	18	South West Scarborough	1615-1640 Kingston Road	ZBA	OLT-21-001332	Party	Attended mediation; MOS to address need to relocate school playfield to mitigate shadow impacts of proposed development	Minutes of Settlement achieved and approved by OLT (September 2023)	Shadow impact on Birch Cliff PS site
8.	17	Scarborough Centre	300 Borough Dr	OPA	OLT-22-004605	Party	Attended mediation to secure opportunity(ies) in policy for potential TDSB elementary school	TBD – mediation ongoing	Student accommodation (St. Andrews PS), lack of local school
9.	17	Golden Mile	1920-1940 Eglinton Avenue E	OPA	OLT-22-002062	Party	Engaged in discussions with developer about locating school within development. Reviewed policy language coming out of settlement discussion between	TBD – settlement hearing not yet set by OLT, but Council approved OPA includes potential opportunity for school within development	Student accommodation, lack of local school

	TDSB WARD	AREA	DEVELOPMENT ADDRESS / INITIATIVE	APPLI-CATION TYPE ¹	OLT File #	TLC/TDSB STATUS AT OLT ²	NATURE OF TLC/TDSB AT OLT	OUTCOME (TRIBUNAL DECISION)	ISSUES
							the City and applicant to secure opportunity for future school		
10.	17	Golden Mile	1960 Eglinton Avenue E	OPA	OLT-22-002442	Party (withdrawn)	Withdrew party status in Jan 2023 after securing potential school locations in more suitable portions of the secondary plan area.	Settlement hearing held March 2023 – OLT approval of development. Final OLT order pending finalization of OPA	Student accommodation, lack of local school
B. CITY PLANNING INITIATIVES									
11.	17 / 18	Golden Mile	Golden Mile Secondary Plan OPA 499	OPA	OLT-22-002510	Appellant (Party)	Attended mediation and settled with City on policies. Recommended policy revisions were approved by City Council (March 2022) and are pending presentation to the Tribunal for approval.	TDB – settlement hearing not yet set by OLT	Policies that support TDSB's ability to secure appropriate school sites and align growth with school accommodation
12.	All	City-wide	City-wide Zoning By-law 569-2013	ZBA	OLT-22-002465 (PL130 592)	Appellant (Party)	Attended formal mediation in 2017; ongoing meeting with City staff and TCDSB to resolve issues	TBD – first phase settlement forthcoming	Zoning of school uses and school sites

¹ Application types: OPA = official plan amendment; ZBA = zoning by-law amendment; DPS = draft plan of subdivision

² To be involved in an OLT hearing, the OLT would need to grant either Party or Participant status. Parties have a more active role and certain statutory obligations, whereas Participants are generally limited to providing participant statements.



III. Greater Participation in the City’s Development Application and Approval Process

TLC, on behalf of the TDSB, is a commenting agency for development applications in the City of Toronto and is formally circulated on all development applications (official plan amendments, zoning by-law amendments, site plans, plans of subdivision) in the City of Toronto. The table below includes the updated approach regarding the development application and approval process, as set out in the October 2022 Strategy Update Report, and outlines the actions TLC and TDSB staff have undertaken.

Table III-1: Pillar III Summary – Approach & Actions to Implement Strategy

Approach	Actions
Provide thorough and timely comments to the City on planning applications in advance of their consideration by Council	TLC in collaboration with TDSB staff continue to provide thorough and timely comments (443 letters in 2023) that meet the City’s application review deadlines, which have shortened as a result of provincial legislative changes.
Work closely with the City to ensure that the issue of student accommodation is clearly articulated	Comments provided to the City on development applications include updated language and a link to a TDSB webpage with additional resources (described below). TLC staff hold quarterly meetings with City planning staff to discuss areas with significant accommodation pressures.
Work in close partnership with the City and developers on specific development applications where planning issues exist	TLC continues to work in close partnership with the City and developers in securing potential opportunities for new school sites in communities with planned growth and intensification.
Engage early in the planning process to mitigate land use planning impacts from new development and costly appeals at the OLT	TLC staff engage early in the planning process through reviewing and commenting on development applications near TDSB properties, in accordance with the process set out in the TLC’s Development Review Guideline, with refined updates as set out in the October 2022 Strategy Update Report. TDSB administration and school staff (Principal, Superintendent of Education, Facilities Services staff, Occupational Health & Safety staff, Traffic Safety consultant) where appropriate, are also engaged in this process. TLC is working with City staff to ensure involvement at relevant Pre-Application Consultation meetings.
Amend the language in correspondence to the City on proposed development applications to reflect the potentially disruptive measures the TDSB may need to take to accommodate new students.	New language has been implemented, as detailed below.
Amend the language on development site signage to incorporate a QR code and landing page to provide helpful	New signage language has been implemented, as detailed below.

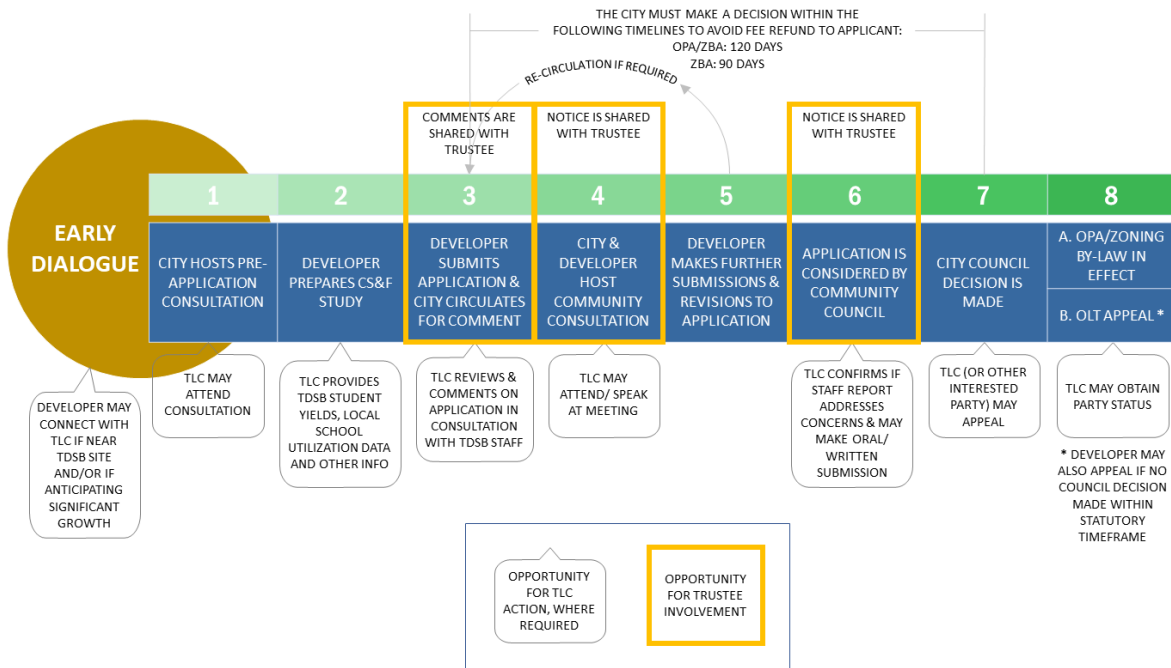


Approach	Actions
information to members of the public on the TDSB's approach to accommodation and land use planning.	

Changes to the Municipal Planning Approval Process

Bill 109, *More Homes for Everyone Act, 2022* received Royal Assent in April 2022, introducing a number of changes intended to reduce the development application timeframe, including punitive measures (i.e. application fee refunds) for exceeding legislative review timelines. In 2023, the City of Toronto initiated changes to implement Bill 109, including updated application review timelines, eliminating the requirement for preliminary staff reports for official plan and zoning by-law amendment applications, and the requirement for zoning by-law amendment and site plan applications to be filed consecutively. As a result of these changes, application review times have become shorter for TLC and TDSB staff and the need to engage early in the process is even more important for applications in residential growth areas and/or with proximity impacts on a TDSB school. A diagram outlining the planning process is provided below, highlighting opportunities for staff and Trustee involvement:

OPPORTUNITIES FOR TLC & TDSB INVOLVEMENT IN THE CITY OF TORONTO PLANNING PROCESS



As of April 3, 2023, a mandatory Pre-Application Consultation (PAC) meeting between City staff and the applicant is a prerequisite to the submission of a development application. The requirement applies to official plan amendment, zoning by-law amendment, plan of subdivision



and site plan applications. TLC staff are working with City staff to ensure notification of PAC meetings and opportunity to engage early in the process, particularly for applications in residential growth areas and/or with potential land use proximity impacts on a TDSB school or site.

Site Plan Conditions of Approval – Warning Clauses and Signage on Development Sites

In areas where TDSB staff have advised that there are or may be student accommodation challenges, TLC staff continue to communicate those concerns in commenting letters to the City on development applications. As outlined in the October 2022 Strategy Update Report, TLC’s commenting letters include updated statements that indicate to the City and developer that future students from the development may not be able to be accommodated at the local school, and that potentially disruptive measures need to be taken to ensure that space is available at the local school in the future. As a condition of site plan approval, TLC staff continue to request warning clauses be included in purchase and sale/lease/rental/tenancy agreements to inform new residents, and that the developer place a sign on the development site as follows:



As set out in the October 2022 Strategy Update Report, the language on these signs has been amended to support information sharing with the public and increase transparency as to the TDSB’s approach to land use and accommodation planning.

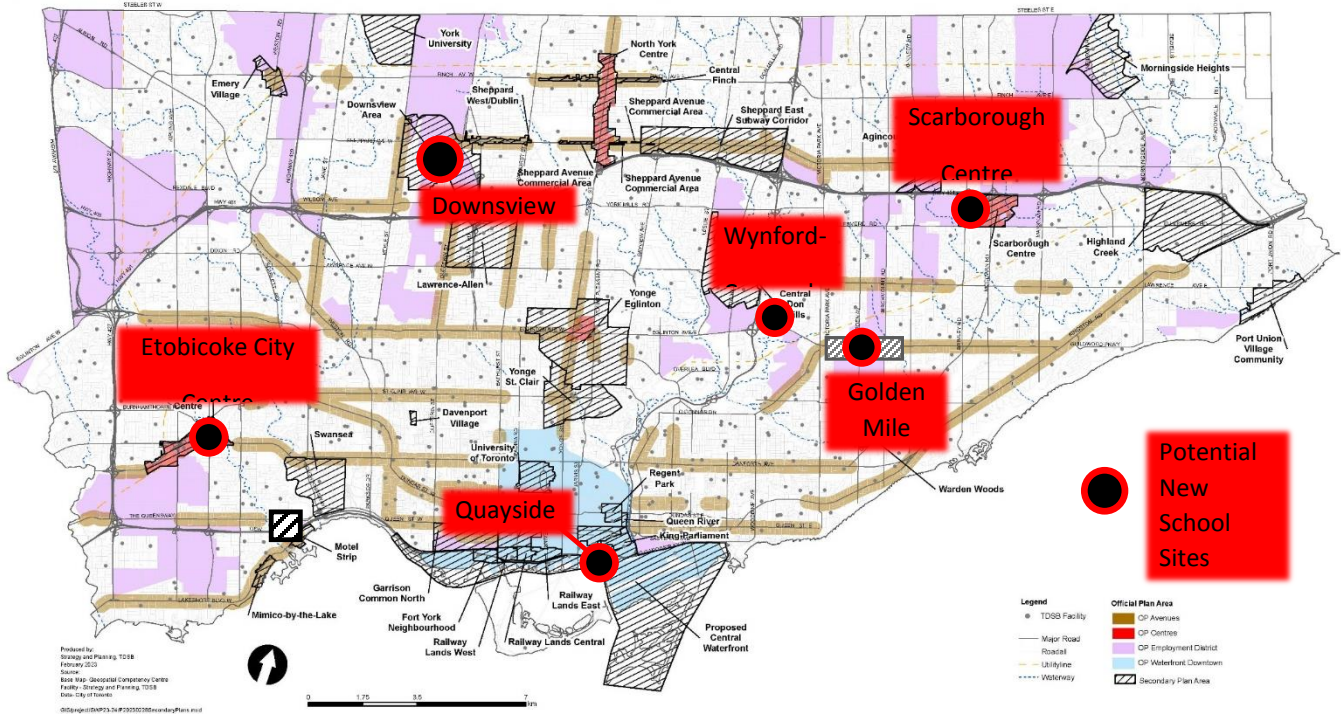
A landing page for the QR code has been created containing helpful resources on how the TDSB manages enrolment growth from new residential development, information on where TDSB is redirecting students from new residential development to other schools outside of the immediate area, and Frequently Asked Questions.

Equity

TLC staff consider the school’s Learning Opportunities Index (LOI) ranking when reviewing development applications near a TDSB school. City planning staff and developers are advised of the additional factors and barriers to participation that may need to be considered to ensure inclusive and accessible public engagement opportunity is provided for the school community. The school administration staff (Principal, Superintendent of Education) and Trustee are also advised of the development application, to share with the school community.

Securing Opportunities for Potential New School Sites

TDSB and TLC staff have continued to advance discussions for potential new school sites in emerging neighbourhoods across the city, including Etobicoke City Centre, Downsview, Quayside, Wynford-Concorde, Golden Mile, and Scarborough Centre. These opportunities have been identified early in the planning stages through extensive work with staff at the City as well as the developers. In some cases, staff have had to proceed to the OLT to ensure that these opportunities are preserved in the final approved plans.



Review and Mitigating Impacts of Development Near School Sites

Engaging earlier in the process has allowed the TLC to resolve land use planning impacts through the development approval process, and in some cases avoiding an appeal to the OLT. Examples of mitigating development impacts near school sites since the October 2022 Strategy Update Report include:

- 4340 Bloor Street West – Active application. Mitigating concerns with building massing, setbacks, balcony, wind, vehicular access and construction concerns from Millwood Junior School
- 2345 Yonge Street – Active application. Resubmitted materials removed amenity space directly adjacent North Toronto Collegiate Institute playing field following safety concerns outlined by TLC.
- 47 Ranleigh Avenue – Active application. Resubmitted materials reduced massing of proposed building adjacent Bedford PS and added roof-top amenity space screens to reduce overlooking



IV. Affecting Change within the Provincial Policy, Funding and Regulatory Context

The Strategy outlined several areas where increased collaboration with the provincial government was required for the TDSB to ensure that schools were available to address growth and intensification in the city. The table below includes the updated approach for this pillar as set out in the October 2022 Strategy Update Report and summarizes the actions TLC and TDSB staff have undertaken to implement the Strategy.

Table IV-1: Pillar IV Summary – Approach & Actions to Implement Strategy

Approach	Actions
Continue to advocate to the provincial government for greater presence, influence and autonomy in land use and capital planning processes.	A number of significant provincial legislative, regulatory and policy changes have been made or proposed that impact land use and capital planning. As these changes were emerging, TDSB and TLC staff have taken advantage of available opportunities for advocacy, highlighted below in this report.

Provincial Changes

Bill 23, *More Homes Built Faster Act, 2022*

Bill 23, *the More Homes Built Faster Act, 2022* received Royal Assent on November 28, 2022. Bill 23 makes changes to legislation related to planning and development, development charges, heritage, conservation authorities, and new construction, with the objective of supporting the provincial objective of getting 1.5 million homes built over the next ten years. TLC staff prepared a summary of the changes and preliminary assessment of potential impacts on TLC/TDSB ([Report #2023-01-15](#)), which was presented to TLC’s Policy and Planning Committee in January 2023 and subsequently shared with Trustees. Staff continue to monitor and assess these changes as they are implemented in the City of Toronto.

Bill 98, *Better Schools and Student Outcomes Act, 2023* and related regulatory changes

Bill 98, *Better Schools and Student Outcomes Act, 2023* received Royal Assent on June 8, 2023, which made broad amendments to the *Early Childhood Educators Act*, the *Education Act*, and the *Ontario College of Teachers Act*. The Bill 98 changes included allowance for new and amended regulations governing school board property. In the Fall of 2023, school boards were invited to review proposals for changes to two regulations and provide comments. TDSB and TLC staff reviewed the proposed changes and prepared comments set out in [TDSB Report #10-23-4610](#) that was presented to TDSB’s Finance, Budget and Enrolment Committee and TLC Board in October 2023.

1. O. Reg 374/23 Acquisition and Disposition of Real Property

O. Reg 374/23 came into effect December 31, 2023. TLC and TDSB staff are reviewing and discussing the new regulation and will be seeking additional clarification from the Ministry on certain matters.

2. Proposed New Regulation: Schools on a Shared Site

The second regulation for comment is a new regulation dealing with schools on shared sites. This regulation will provide a process for school boards to follow to construct a school on a shared site, for example, a school built in the podium of a residential tower. As of the date of this report, the Ministry has not released the new regulation.



Proposed Provincial Planning Statement

In April 2023, as part of the Province's housing-focused policy review, a new proposed Provincial Planning Statement ("Proposed PPS") was released as a draft for review. The Proposed PPS is intended to replace the existing provincial planning policy documents: A Place to Grow: Growth Plan for the Greater Golden Horseshoe, 2019 ("A Place to Grow") and the Provincial Policy Statement, 2020 (the "PPS 2020"). In general, the proposed new policies align with the direction the TDSB is taking with respect to many new school opportunities in emerging high-density neighbourhoods, and also support TLC's mandate to modernize public schools and unlock the potential of TDSB properties for the benefit of students, staff, and communities. To provide further support in the delivery of these mandates, TLC staff have requested additional provincial planning policy changes, which are set out in the correspondence to the Ministry of Municipal Affairs & Housing in August 2023. Specifically, the request addressed:

- Prioritizing schools - policies that prioritize and expedite development approvals for schools, requiring planning authorities to consider the use of all tools available to them, to ensure that schools can be available when residential developments are occupied.
- Phasing of development / school capacity – policies that require municipal planning approvals to consider the adequacy of existing and planned school sites, and for municipalities to establish and implement phasing policies to ensure the orderly progression of development and the timely provision of public service facilities in conjunction with that growth.
- Innovative approaches in school design – policies to ensure school boards are given full opportunity to participate in determining when and what innovative approaches may be appropriate, ensuring flexibility in policies and standards to allow for innovative school facilities.
- Leveraging development proponents – policies that that encourage/incentivize private sector and public sector partners to include school facilities within their development through municipal planning measures such as density exemptions and bonusing, and community benefit charge credits.
- Optimizing public open space – policies that direct municipalities to collaborate and consult with other public agencies (including school boards) in coordinating, planning, and sharing public open space, to ensure the use and potential of these public assets are optimized.

It is the understanding of TLC staff that Ministry of Education and Ministry of Municipal Affairs and Housing staff are discussing the above noted requested changes.

Advancing the Modernization Strategy

In light of the capital funding challenges faced by TDSB, TLC has been exploring potential alternatives through a modernization strategy that seeks to leverage the value of TDSB assets to support the renewal and construction of new schools, along with exploring other broader city building objectives which strengthen the communities these schools serve. See [TLC Report #2023-10-052](#), presented to the TLC Board and TDSB Board of Trustees in October and November 2023. Specifically, the TLC Board directed staff to prioritize and continue to explore development and redevelopment potential on three TDSB sites.

TDSB and TLC staff have continued to meet with Ministry staff to ensure that the modernization strategy is supported, and that the TDSB is able to proceed with these opportunities.



Strategy to Address City Growth and Intensification: Update

To: Planning and Priorities Committee

Date: 20 October, 2022

Report No.: 10-22-4415

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the updated Strategy to Address City Growth and Intensification be received.

Context

In June 2018, the Board of Trustees approved the Strategy to Address City Growth and Intensification to strengthen and enhance the TDSB's role in the municipal planning process to better serve school communities and to meet the TDSB's infrastructure needs.

The Strategy to Address City Growth and Intensification is a multi-pronged approach based on four pillars:

- I. Affecting Change within the Municipal Policy Making Process;
- II. Representation at the Local Planning Appeals Tribunal (LPAT);
- III. Greater Participation in the City's Development Application and Approval Process; and
- IV. Affecting Change within the Provincial Policy, Funding and Regulatory Context.

Specifically, the Board approved that staff:

- a) Ensure that future planning policy documents reflect the TDSB's interests in the provision of school accommodation as a component of a complete community. Such interests to reflect in policy the principle that development cannot proceed unless adequate school accommodation can be provided;

- b) Take any and all measures to ensure future development proposals are phased to align with the adequate provision of school accommodation;
- c) Seek redress from proponents of development in the form of assets that can contribute to the provision of school accommodation;
- d) Take any and all measures to minimize adverse impacts resulting from development adjacent to school sites;
- e) Meet with development proponents early in the planning process to ensure the TDSB's accommodation needs are understood; and
- f) Report periodically to the Board, at a minimum annually, to provide a general overview and highlights of the various land use planning matters in which the TDSB is involved.

As per recommendation f), the Toronto Lands Corporation (TLC), who has responsibility for land use planning matters on behalf of the TDSB, has provided updates on progress made on the Strategy in their annual update reports.

In April 2022, the Board of Trustees approved a motion that directed staff to update the Strategy, inclusive of Trustee input, and to report back to the Board.

Staff from both the TLC and TDSB have worked collaboratively over the past few months to prepare and co-author the updated Strategy. Each organization remains highly involved and active in the planning process to ensure that expertise in both student accommodation planning and land use planning is reflected in the work.

Working Relationship Between the TDSB and the TLC

The collaborative relationship that exists between Planning staff at the TLC and the TDSB is critical to successfully implement the Strategy. Input from both teams is required to ensure that each development application, policy initiative, or study is reviewed in a comprehensive manner.

Since the Strategy was approved in June 2018, the TLC and the TDSB have worked together to review and comment on nearly 1,500 development applications throughout the city. Similarly, staff from both teams have been active in participating in over 26 municipal policy initiatives and studies to ensure that the TDSB's interests were represented.

TDSB Planning staff are responsible for reviewing each development application and policy initiative from the lens of student accommodation involving: forecasting pupil yields; analyzing projected enrolment at local schools to assess impacts of new development; identifying the need for future school sites based on proposed urban structure; and determining studies to address accommodation issues because of new development.

TLC Land Use Planning staff are the conduit to the City of Toronto Planning Department and the development community, and are responsible for reviewing each development application and policy initiative through the land use planning lens involving: determining whether a development is anticipated to have adverse impacts on TDSB property to ensure the health and safety of students and staff; facilitating the review of construction management plans; assessing whether creative opportunities may exist for new school opportunities; and attending public consultation meetings on behalf of the TDSB.

Planning staff from both organizations meet regularly to review all residential development applications and non-residential applications near or adjacent to TDSB sites to determine the nature of the response to the City. Staff from the TDSB advise on accommodation impacts, and staff from the TLC advise on land use impacts.

Further, staff from both organizations are involved in each policy initiative led by the City or developer. Examples of this include Community Services and Facilities Strategies, as well as working groups such as those organized for the major redevelopments at Downsview and Canada Square.

Updating the Strategy to Address City Growth and Intensification

To date, the collaboration between the TDSB and the TLC in moving the Strategy forward has been successful. The recommendations approved by the Trustees in 2018 remain relevant and continue to be implemented.

There have been several lessons learned over the past four years that will influence staff's implementation of components of the Strategy. The work to date and modifications within each of the four pillars is described below.

I. Affecting Change within the Municipal Policy Making Process.

Work to Date:

Both TLC and TDSB staff had taken a more prominent and active role in the City's development of municipal policy documents prior to the approval of the Strategy in 2018. Staff were active on many initiatives that regulate, inform and guide how the city grows and intensifies including Official Plan Amendments, Site and Area Specific Policies, and Urban Design Guidelines.

Staff from the TDSB and the TLC continue to play a highly active role in these processes, many in key growth areas that will impact long-term student accommodation. Examples of this work include:

- Participating in the City's Technical Advisory Committees and Community Services and Facilities Working Groups for major planning initiatives;

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- Initiating meetings with City Planning staff to review and discuss 'hot spot' areas where intensification has, or is anticipated to, impact the TDSB's ability to accommodate students at local schools;
- Participating in the City's Official Plan review, which is currently underway;
- Reviewing and providing comments on draft secondary plans and other policy documents; and
- Working with developers and landowners to ensure school sites are secured in emerging neighbourhoods.

In these land use planning initiatives, staff have been consistent in emphasizing the importance of complete communities, where schools are considered integral and essential components of a healthy neighbourhood.

Holding Provisions and Phasing Development

When a development application is circulated, the practice is to notify the City through written correspondence on the status of space availability in local schools (either sufficient space is available or is not available). In 2018, this practice was expanded in areas experiencing severe accommodation challenges to include a clause stating that the TDSB does not support an application in its current form.

The intent of this statement was to highlight the accommodation challenges that exist in some neighbourhoods, and to suggest that the phasing of growth and student accommodation was an issue to be addressed through the development process.

To address the issue of aligning new residential development with the ability of local schools to accommodate it, staff at the TDSB and the TLC explored the use of holding provisions to align the occupancy of development with space being available at local schools. This concept emerged through a series of discussions with internal and external legal staff to identify potential tools to better align growth with the availability of space in local schools. Staff from the TDSB and the TLC met with City Planning and legal staff on many occasions to discuss this opportunity.

The City may impose holding by-laws on new residential development to ensure that critical infrastructure is in place prior to new dwellings being constructed. This practice is bestowed upon the City through Section 36 of the Provincial Planning Act and is reflected in the City's Official Plan as a tool to manage growth. However, the concept of imposing a holding provision to allow the TDSB time to implement changes to create space at local schools or construct new facilities was not supported by City Planning and legal staff.

The City's approach in recent years has been to implement holding provisions with conditions that can be satisfied by the developer (e.g., delivering infrastructure improvements). As neither the developer nor the City has the ability to control the

timing of provincial funding for new school space, the City has not been willing to implement a holding provision to delay new residential development on the grounds of insufficient school capacity.

Further, delaying or denying development applications on the grounds of insufficient local school capacity is also at odds with broader provincial directives such as greater intensification along key transit corridors and the increased provision of affordable housing.

School boards in Ontario have an obligation under the Education Act to accommodate all students within their respective jurisdictions and have the tools available to create space such as using portables, realigning school boundaries, moving programs, bussing students to schools where space is available, and building more space through the Ministry of Education's Capital Priorities program.

Instead of seeking holding provisions on new development applications, the TDSB and the TLC will continue to work collaboratively with the City and proponents of new residential development to identify new and creative opportunities for school sites, where appropriate, as a proactive means of providing accommodation for future students. For example, staff are working with the City and developers to secure opportunities to build schools in mixed-use developments in emerging neighbourhoods such as Canada Square, the Golden Mile, the Christie Lands, and Downsview.

Where new sites are not required and residential development is anticipated to cause or increase accommodation pressure at a school, TDSB staff will continue to work with Trustees through the TDSB's Long-Term Program and Accommodation Strategy process to identify appropriate measures to address the enrolment pressures through future studies.

Updated Approach

- TDSB and TLC staff will continue to:
 - Play an active and prominent role in the City's development of municipal policy documents;
 - Work proactively with the City and developers to identify new and creative opportunities for new school sites, where appropriate;
 - Advocate for policies that reflect the critical role schools play in achieving complete communities; and
 - Take action to protect TDSB assets from adverse impacts of residential development.

- TDSB and TLC will no longer seek holding provisions on new development. City Planning and legal staff have been very clear that placing a holding provision on

a development application on the grounds of insufficient local school accommodation is not supported.

II. Representation at the Ontario Land Tribunal

In June 2021, the Ontario Land Tribunal (OLT) was established, which amalgamated the Local Planning Appeal Tribunal (LPAT), Environmental Review Tribunal, Board of Negotiation, Conservation Review Board, and the Mining and Lands Tribunal. The provincial government introduced this change to decrease the amount of time required to resolve land use planning disputes and to increase housing supply across the province.

When the Strategy was presented to Trustees in 2018, the province had recently made changes to the LPAT that influenced how the TDSB engaged in the process. Those changes were largely reversed by the province in 2019, returning to broader planning appeal grounds and a hearing process with the Tribunal making final decisions.

Work to Date:

Staff from the TLC and the TDSB have been actively participating in cases before the OLT where representation was necessary to address issues related to student accommodation, securing new school sites, language in municipal policies, and development adjacent to school sites.

TDSB and TLC staff, supported by external legal counsel, have been successful in working with parties at the OLT to better align development with the provision of school capacity by securing Minutes of Settlement (MOS) in the Midtown and High Park areas. These are agreements that contractually bind the developer (and their successors) from occupying dwellings in their development before a certain date. The MOS are secured in advance of a contested hearing, thereby avoiding a lengthy process requiring significant staff time and cost, and with uncertain outcomes.

The dates in the MOS are typically linked to studies in the TDSB's Long-Term Program and Accommodation Strategy that are oriented toward creating space at a local school to accommodate enrolment growth. Although these MOS are a tool being used to align development with the provision of local school capacity similar to a holding provision, the dates secured in the Midtown and High Park MOS have generally aligned with the developer's own timeline, therefore not causing an overly burdensome delay for them.

To date, there have been a total of 15 settlements that secure occupancy timing for residential development to ensure it is phased to better align with the TDSB's timing and strategy for providing sufficient local school accommodation.

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Staff from the TDSB and the TLC have also been able to resolve broader policy issues related to future school sites at the OLT. Examples of this work include securing language that allows for flexibility on urban design requirements and different school models (JK-8, 7-12, 9-12) on sites in the Port Lands area of the downtown waterfront.

Further, through mediation or direct discussions with the developer, TLC and TDSB staff have been successful in negotiating revised development proposals and agreements with developers to achieve lower building heights resulting in reduced shadows on TDSB property, increased setbacks, elimination of balconies overlooking school sites, enhanced interface between the development and school property, traffic safety improvements, and active involvement of TLC and TDSB in construction management plans and site design committees. These achievements have protected the TDSB's interests in numerous developments across the city.

Updated Approach

- TDSB and TLC staff will continue to:
 - Seek party and/or participant status at the OLT on matters where the interests of the TDSB need to be protected, such as policy initiatives where new school sites need to be secured or where a proposed development is anticipated to cause adverse impacts on a TDSB site;
 - Prioritize negotiating a consensual resolution of some or all of the issues in dispute through mediation rather than a full hearing;
 - Advocate for policies that provide for new educational facilities in the City's policy documents; and
 - Ensure that any comments submitted to the City about a planning application focus on consistency and conformity with applicable provincial and municipal policy.

- The TDSB and TLC will no longer be seeking party status at the OLT to secure MOS as a blanket approach to oppose development applications in areas experiencing accommodation pressures. Obtaining party status at the OLT is a costly endeavor for the TLC and requires external legal counsel and potentially significant TDSB and TLC staff time. Further, the dates secured through the MOS have generally been aligning with the developer's own project timelines and are not providing a significant amount of additional time for the TDSB. However, there may be instances where seeking party status is necessary to protect the TDSB's interests.

- Where appropriate, TDSB and TLC will consider other forms of agreement outside of the OLT process, such as commitment letters from the developer confirming occupancy timing no earlier than an agreed-upon date. While these letters will not have the same legal weight as formal MOS, they provide a level of

comfort to the TDSB for creating enrolment projections and student accommodation plans.

III. Greater Participation in the City's Development Application and Approval Process

The Planning Act establishes a legislated municipal planning approval process. School boards have no statutory authority in that process, but similar to other organizations and members of the public, the TDSB has the opportunity to participate in the planning process. Appendix A contains a diagram illustrating the process in the City of Toronto for Official Plan and Zoning By-Law applications, and the different opportunities for involvement by the TDSB and TLC.

In areas where student accommodation or proximity to a school site is anticipated to be challenging, TDSB and TLC staff have been very effective in coordinating meetings with City staff, developers and their consultant teams earlier in the process.

These meetings are opportunities for the City and developer to understand the impact that a proposed development may have on the local schools and sites.

Work to Date:

Securing Potential School Sites

TDSB and TLC staff have continued to be successful in securing opportunities for new schools in emerging neighbourhoods across the city. These opportunities have been identified early in the planning stages through extensive work with staff at the City as well as the developers. In some cases, staff has had to proceed to the OLT to ensure that these opportunities were preserved in the final approved plans.

Examples of new school opportunities that have been identified recently include the Christie Lands in south Etobicoke, Canada Square in Midtown, and the Golden Mile in Scarborough. Staff from both teams continue to be engaged in work to secure additional sites in emerging neighbourhoods such as Downsview and Wynford-Concorde in North York and East Harbour in the downtown.

Staff will continue to advance this work in emerging communities where new schools are required to meet the needs of future students and families.

Review and Mitigating Impacts of Development Near School Sites

Engaging earlier in the process has allowed the TLC to resolve land use planning impacts through the development approval process, and in some cases avoiding an appeal to the OLT.

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TLC prepared the “Development Review Guideline: Reviewing Proposed Development in the Vicinity of TDSB Sites” to ensure development applications in the vicinity of TDSB properties are reviewed in a comprehensive and consistent manner. This guideline was received by the TLC Board in September 2019, and forwarded to the TDSB for information in October 2019, in TLC Board Report # 2019-09-791. The guideline continues to be refined and updated, and includes:

- Communication and consultation with TDSB school administration to ensure the school is informed and operational concerns are considered;
- Detailed review and assessment of potential shadow impacts on TDSB property based on policy considerations and utilizing software tools to model built form changes and incremental shadow;
- A refined process to minimize the impact of construction on TDSB students, staff, and properties through commitments at zoning and site plan stages, and a team-based review of construction management plans with TDSB staff

Signage on Development Sites

In areas where local schools are experiencing accommodation challenges the TDSB and TLC staff request that the developer place a sign on the development site indicating that local schools are full and that students may be redirected to another school with space.

The language on these signs is being amended to reflect a more welcoming tone as well as a QR code that will direct members of the public to the TDSB website where additional information will be housed. This change in approach is to support information sharing with the public and increase transparency as to the TDSB’s approach to land use and accommodation planning.

A landing page for the QR code is being created that will contain helpful resources on how the TDSB is involved in the land use planning process, information on how the TDSB engages in planning for student accommodation and Frequently Asked Questions.

It is anticipated that the new signs, inclusive of the QR code and landing page will be up and running for the Fall of 2022. An example of the sign can be found in Appendix B.

Correspondence to the City on Development Applications

TDSB and TLC staff have changed the language in correspondence that is sent to the City on development applications in areas where accommodation challenges exist. These letters now include statements that indicate to the City and developer that future students from the development may not be able to be accommodated at the local

school, and that potentially disruptive measures may need to be taken to ensure that space is available at the local school in the future. This revised language is as follows:

“To address accommodation challenges that may arise, the Board may need to use portables to accommodate students or engage in studies to explore options for creating space at a local school. These options include changing school boundaries, moving programs, or bussing new students to another school, among others. These studies are made publicly available in the Board’s Long-Term Program and Accommodation Strategy and may be subject to Board approval and (in some cases) include public engagement.”

Further, TDSB and TLC staff worked together to develop a more robust response template for the City’s information requests related to Community Services and Facilities Studies. These templates were designed to ensure that applicants better understand the TDSB’s accommodation needs and the development’s impact on TDSB schools.

Updated Approach

- TDSB and TLC staff will continue to:
 - Provide thorough and timely comments to the City on planning applications in advance of their consideration by Council;
 - Work closely with the City to ensure that the issue of student accommodation is clearly articulated;
 - Work in close partnership with the City and developers on specific development applications where planning issues exist; and
 - Engage early in the planning process to mitigate land use planning impacts from new development and costly appeals at the OLT.
- TDSB and TLC staff will amend the language in correspondence to the City on proposed development applications to reflect the potentially disruptive measures the TDSB may need to take to accommodate new students.
- TDSB and TLC staff will amend the language on development site signage to incorporate a QR code and landing page to provide helpful information to members of the public on the TDSB’s approach to accommodation and land use planning.

IV. Affecting Change within the Provincial Policy, Funding and Regulatory Context

Work to Date:

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The Strategy outlined several areas where increased collaboration with the provincial government was required for the TDSB to ensure that schools were available for emerging communities in high density parts of the city. In some cases, holding students at nearby schools is challenging due to small sites and the inability to accommodate portables.

To meet the long-term accommodation needs of these areas, the TDSB may need to construct new schools prior to having a critical mass of students 'in hand'. The TDSB receives funding from the provincial government through the Capital Priorities program to support new schools and expansions to existing schools. Typically, the criteria from the Ministry will give priority to projects where the need for new school capacity is demonstrable, i.e., students are 'in hand' and accommodated in a holding arrangement. Secondary consideration is given to projects where the accommodation pressure is projected to emerge within five to ten years.

The inability to secure and construct new schools in advance of a critical mass of students was a challenge that existed in the Lower Yonge Precinct. This rapidly developing part of the city's central waterfront was projected to place incredible strain on local schools once fully occupied, and the TDSB was able to secure an opportunity for a new elementary school within the podium of a condominium tower in the area.

In advance of and during the Capital Priorities process in 2021 where the Lower Yonge Precinct school was to be submitted for consideration, TDSB and TLC staff worked collaboratively with Ministry staff to communicate the challenges associated with the current model that prioritized projects that demonstrated an existing pressure over a projected one.

One of the primary challenges was the developer's timeline for the project, specifically a deadline that required the TDSB to commit to the project, after which point the opportunity would be lost. Significant inroads were made with Ministry staff through a series of meetings on the project to ensure that the urgency associated with the Lower Yonge Precinct was fully understood. In April 2021, funding was approved for the future school.

There are no students currently residing in the Lower Yonge Precinct, meaning that the TDSB was successful in advocating for the ability to build schools in high density emerging communities in advance.

This approach will likely be replicated in other areas of the city where schools in mixed-use developments are proposed, such as the Golden Mile and Christie Lands.

Education Development Charges

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In February 2018, the TDSB filed an application for a judicial review of the existing Education Development Charge (EDC) regulation, Ontario Regulation 20/98. The TDSB's position was that the regulation as currently written undermines the fundamental purpose of the EDC that growth pays for growth.

Unfortunately, the TDSB's position was not supported by the Superior Court and the judicial review was dismissed in June 2021. The ruling found that EDCs still permit growth to pay for growth but can be levied for that purpose only when school capacity is required within the area served by the school board. As a result of the many underutilized schools that exist throughout the city, the ruling suggests that this underutilized capacity is still an opportunity for the TDSB to accommodate students from new development.

Exploring Creative Funding Opportunities

Although EDCs remain unavailable to the TDSB staff, in consultation with the province, will continue to pursue changes that create the conditions for the TDSB to engage in direct agreements with developers to secure a levy in areas where significant density is being proposed.

This model was applied when the Railway Lands was proposed for redevelopment in the late 1980's and ultimately paid for two new elementary schools which opened in 2018: Jean Lumb PS and Bishop Macdonell CS.

Although not appropriate in all areas, there are emerging neighbourhoods where a large amount of density has been proposed that will require one or more new schools to accommodate future students. For example, the redevelopment of the Bombardier Lands in Downsview will house approximately 80,000 new residents. This massive substantive change to urban structure in the area will necessitate a number of new schools to accommodate future students. A levy regime, if agreed to by the province, on new residential units in this area could create a revenue stream to fund these future schools when they are required.

Advancing the Modernization Strategy

The TLC has developed a modernization strategy that seeks to leverage the value of TDSB assets to support the construction of new schools across the city. This is a departure from the current framework whereby the TDSB is reliant on Capital Priority grants to construct new schools and expand existing ones.

TDSB and TLC staff must continue to work with the Ministry to ensure that the modernization strategy is supported, and that the TDSB is able to proceed. The current framework mandates that Proceeds of Disposition (POD) are to be used for renewal

work only, not to support the cost of new school facilities unless exempted by the Minister of Education.

Updated Approach

- Continue to advocate to the provincial government for greater presence, influence and autonomy in land use and capital planning processes.

Trustee Input

In September 2022, the Strategy to Address City Growth and Intensification was sent to all Trustees. Staff requested feedback from Trustees on the Strategy to better inform the approach to updating the document.

A total of six responses was received from Trustees. The key themes and staff responses are summarized in Appendix C.

Action Plan and Associated Timeline

Implementation of the Strategy will continue. Following receipt of this report, staff will reaffirm to the TLC that the Strategy to Address City Growth and Intensification is the strategy to be utilized, on behalf of the TDSB, with development applications at the City of Toronto and provincial entities.

Resource Implications

Staff resources at the TLC will need to be reviewed to ensure that the various components of the Strategy can be fulfilled.

In some instances, external legal and/or land use planning expertise may be sought to assist in preparing for hearings at the OLT. This includes Case Management Conferences, mediation, and full hearings before the OLT.

Communications Considerations

Communication strategies will be developed as required.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

- Appendix A: Municipal Planning Process
- Appendix B: Language on Signs on Development Sites
- Appendix C: Feedback from the Trustees

From

Stacey Zucker, Associate Director, Modernization and Strategic Resource Alignment, at stacey.zucker@tdsb.on.ca or at 416-397-3188

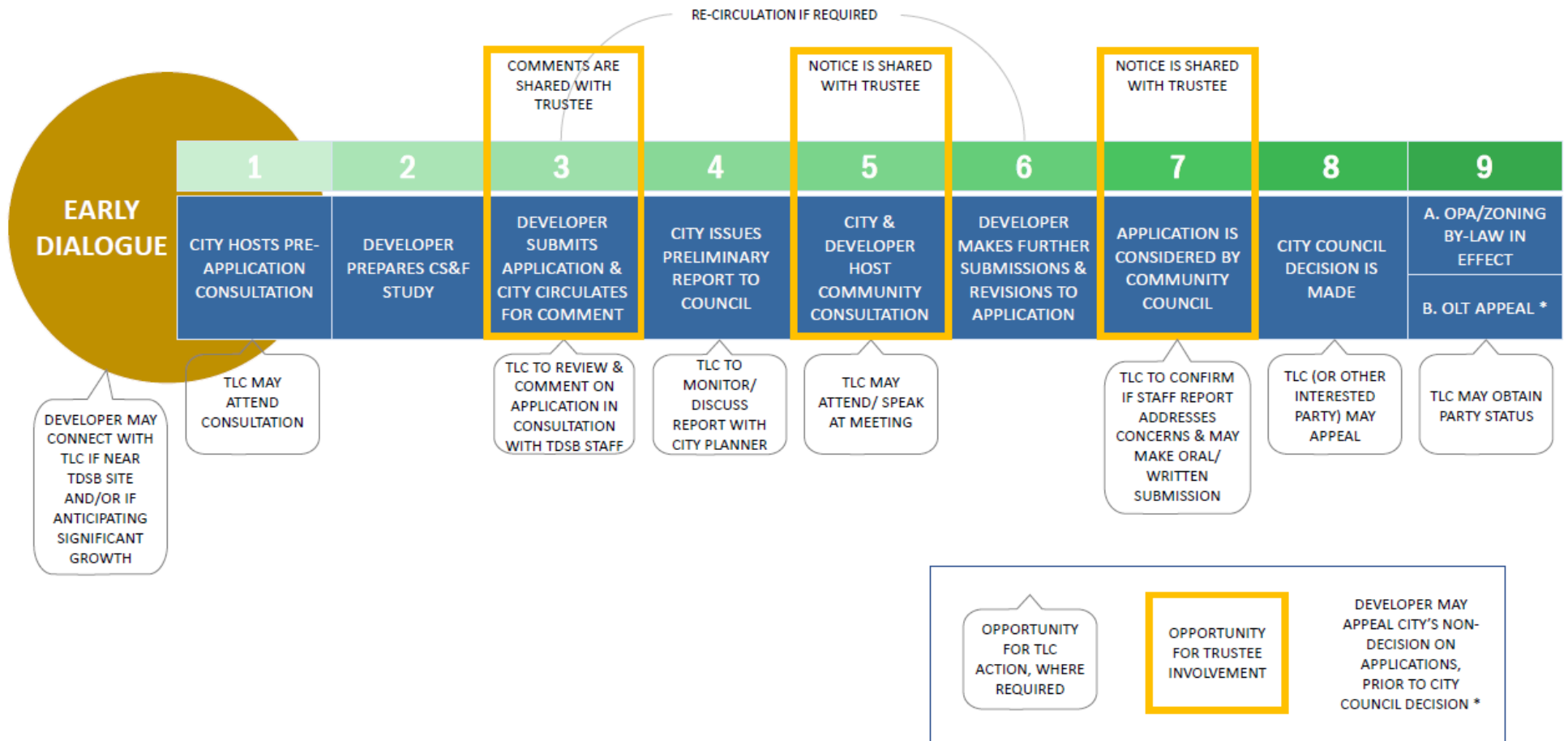
Maia Puccetti, Executive Officer, Facility Services and Planning, at maia.puccetti@tdsb.on.ca or at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning, at andrew.gowdy@tdsb.on.ca or at 416-394-3917

Dan Castaldo, Senior Manager, Strategy and Planning, at daniel.castaldo@tdsb.on.ca or at 416-428-1857

Municipal Planning Process

Opportunities for TLC and TDSB Involvement in the City of Toronto Planning Process



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Language on Signs on Development Sites

Current Language on Development Redirection Sign:



Important Notice to New and Potential Residents

The Toronto District School Board makes every effort to accommodate students at local schools. However, due to residential growth, sufficient accommodation may not be available for all students. Students may be accommodated in schools outside this area until space in local schools becomes available.

For information regarding designated school(s), please call 416-394-7526.

Planning Division
Toronto District School Board

Revised Language:



The Toronto District School Board Welcomes You!

Every effort is made to accommodate students at local schools. Due to increasing enrolment, local schools may not have space for students from this address. If this is the case, students will be sent to other schools with available space. Students may be bussed until space becomes available locally.

For more information, please scan the QR code,
or go to <https://www.tdsb.on.ca/Residential-Developments-And-Schools>,
or call 416-394-7526.



Planning Division
Toronto District School Board

Appendix C

Feedback from the Trustees

On September 22, 2022, a survey was sent to all Trustees requesting input into the Strategy to Address City Growth and Intensification. A total of six responses was received from Trustees. The four questions asked in the survey are listed below, along with a high-level summary of the key themes reflected in the feedback, and comments from staff on those themes.

Question 1: Do you feel that the Strategy and the pillars are effective in guiding the Board's involvement in the Land Use Planning process?

Key Themes

- Responses generally indicated support for the pillars and their effectiveness
- One response indicated that the pillars should be stronger
- The need for greater clarity for the public on the pillars and the work being undertaken

Staff Response

Staff will continue working on a refined public website for the Strategy that will contain a variety of accessible materials that provide more information to the public. Signs on development sites will include a QR code that connects to the website where materials can be easily accessed.

Question 2: Are there any changes that you feel are needed to strengthen the pillars?

Key Themes

- Exploring measurable goals
- 'Sub-pillars' to provide more detail on each of the four pillars
- Better communication and consultation with the public, accessible materials to increase public knowledge
- Clarity on the roles the TDSB and the TLC play in the process

Staff Response

The updated report includes a section that outlines the roles played by both TDSB and TLC in the process. The report also details how the two organizations have worked closely together over the past five years to implement the Strategy.

The TLC website currently includes an interactive map and information on TDSB/TLC's involvement at the OLT, major city planning initiatives, and development near school sites. Staff will continue to explore how the TLC and TDSB public websites can be improved to include information on how the Strategy has been implemented. The website is an accessible place where materials (letters, maps, FAQ) could be posted that clearly explain for the public how the Board is involved in land use planning matters.

Staff at the TDSB and the TLC will consider how measurable goals could be developed to track progress on the Strategy and report back to the Board in future updates.

Question 3: Is there anything that should be added or eliminated from the Strategy or the pillars?

Key Themes

- Proactive outreach to developers and other private sector partners
- Stronger language clearly stating that staff and the Board will organize against development where accommodation pressures exist at local schools
- Greater Trustee voice in the land use planning process

Staff Response

Staff have drafted the Strategy and the pillars to align with the Board's ability to influence land use planning under existing legislation. School boards are not granted any authority within the Planning Act to significantly affect or influence the land use planning process, but do have the opportunity (similar to any other stakeholder / member of the public) to participate in the process and provide advice and recommendations for consideration by City Council.

Under the Strategy, staff will:

- Continue to advise the City through written correspondence of the accommodation challenges faced by many school communities;
- Continue to make deputations to City Council on development applications in areas where accommodation challenges exist;

- Continue to participate in public meetings to share concerns around development and the impacts on schools;
- Continue to work with developers to better align timing with adequate local school accommodation – either at the Ontario Lands Tribunal or through direct conversations outside of the process;
- Continue to work with the City on land use planning initiatives to ensure that policies in these documents include schools as a critical element of complete communities; and
- Continue to work with developers and the City where proposed developments are expected to have adverse impacts on TDSB property.

With respect to Trustee involvement, staff from the TDSB and the TLC will consider ways to improve how Trustees are engaged on land use planning matters. Appendix A to this report outlines the stages in the municipal planning process where the currently TLC engages the local Trustees.

Question 4: Are there any other comments that you would like to share with us?

Key Themes

- Be proactive to improve the TDSB's position
- Greater collaboration with the relevant Ministry's at the province as well as the City on developing complete communities
- Greater Trustee and community involvement in land use planning decisions

Staff Response

Staff acknowledges the importance of being proactive in the land use planning process to identify creative ways to address the TDSB's needs. This approach will continue to be the focus as the Strategy is implemented.

Collaboration with the provincial government is critical to ensure that planning legislation is changed to better reflect the role of school boards in the development of complete communities. Staff will continue to pursue these changes where appropriate.

Staff from the TDSB and the TLC will consider ways to improve how Trustees are meaningfully engaged on land use planning matters. Appendix A to this report outlines

the stages in the municipal planning process where the TLC currently engages the local Trustees.

INFORMATION ITEM**ONTARIO REGULATION 374/23- SUMMARY OF CHANGES AND PRELIMINARY ASSESSMENT OF POTENTIAL IMPACTS TO SCHOOL BOARD PROPERTIES****COMMITTEE DECISION**

The Committee received the report for information.

To: HR, NOMINATING & GOVERNANCE COMMITTEE

Date: January 9, 2023

RECOMMENDATION:

It is recommended that the report be received for information.

EXECUTIVE SUMMARY

On April 17, 2023, the Ontario Legislature introduced Bill 98, also known as the *Better Schools and Student Outcomes Act, 2023*. This Bill made several amendments to the *Education Act*, including changes to Schedule 2, Section 19 of the Act which aims to streamline the process by which boards surplus and dispose of property.

On December 6, 2023 the Province released Ontario Regulation 374/23: *Acquisition and Disposition of Real Property* which provides the directives to support the amendments in the *Better Schools and Student Outcomes Act, 2023*. The new Regulation, which will come into force on December 31, 2023, is intended to replace O.Reg. 444/98.

Toronto Lands Corporation (TLC) has reviewed the legislative changes introduced through O.Reg. 374/23: *Acquisition and Disposition of Real Property* related to the disposition of properties owned by the Toronto District School Board (TDSB). This report will provide a high-level overview of the proposed changes as they relate to the following:

- Circumstances in which a board may make or shall make a sale, lease or disposition
- Circumstances in which a board shall give notice to the Minister of a sale, lease or disposition or obtain the approval of the Minister for the sale, lease or disposition
- Details around the conduct of a sale, lease or disposition
- Bodies to whom school sites or parts of school sites or property may or must be offered
- Directives around the price or other considerations for a disposition, and
- Directives around the use of the proceeds of a disposition

AUTHORITY OR DIRECTION FOR UNDERTAKING PROJECT

Authority or Direction (select from drop down): Shareholders Direction

STRATEGIC GOAL AND ANNUAL PLAN DIRECTIONS

N/A

DUE DILIGENCE *(Select all that apply)***Policy & Planning Committee**

- | | |
|---|---|
| <input type="checkbox"/> Site Inspection | <input type="checkbox"/> Planning Report |
| <input type="checkbox"/> Official Plan> | <input type="checkbox"/> Consultation with Local Trustee |
| <input type="checkbox"/> Zoning | <input type="checkbox"/> TDSB Staff Review and Agreement |
| <input checked="" type="checkbox"/> Reg 444/98 (O.Reg 374/23 replaces this) | <input type="checkbox"/> Consultation with TDSB Executive Staff |
| <input type="checkbox"/> Appraisal Report | <input type="checkbox"/> Consultation with TDSB Planning Staff |
| <input type="checkbox"/> Environmental Report | <input type="checkbox"/> Consultation with TDSB Finance Staff |
| <input type="checkbox"/> Title Check | <input type="checkbox"/> Historical Assessment |
| <input type="checkbox"/> Other: | |

FINANCIAL IMPLICATIONS

There are no financial implications as a result of this report.

RISK LEVEL

- N/A

ACTION PLAN AND ASSOCIATED TIMELINES

- N/A

TLC AND TDSB BOARD POLICY AND PROCEDURE REFERENCE(S)

- N/A

APPENDICES

- **Appendix A:** *Assessment of Regulatory Impacts*

FROM

Ryan Glenn, Interim Chief Executive Officer, Toronto Lands Corporation rqlenn.tlc@tdsb.on.ca

Barbara Carou, Manager, Partnerships and Development, Toronto Lands Corporation
bcarou.tlc@tdsb.on.ca

APPENDIX A: ASSESSMENT OF REGULATORY IMPACTS

The changes proposed by Ontario Regulation 374/23: *Acquisition and Disposition of Real Property*, support amendments to Section 19 of Schedule 2 of the *Education Act*, which sets out a new framework for managing assets no longer needed for educational purposes by a school board.

The new legislation has the intended outcome of streamlining and standardizing the process by which boards dispose of property no longer required to meet pupil accommodation needs. The proposed changes look to assist boards in maximizing their capital assets; expedite the use of property surplus to a board's needs to satisfy the need of another school board; and provide opportunities for other provincial priorities such as building affordable housing and long-term care facilities.

The following is a summary of the proposed amendments through O.Reg. 374/23 that are related to the disposition of properties owned by the Toronto District School Board (TDSB).

Disposition of Property

Discretionary Disposition

Section 1(1) sets out a regime for the discretionary disposition of a property by a board which adds new clarity around the ability of a board to be able to not only sell lease or otherwise dispose of a school site, but also to be able to surplus a “portion” of school site as well as “other property” not required for the purposes of the board.

Section 1(2) provides new opportunities for boards to expedite the sale, lease or disposition in whole or in part of a school site by exempting transactions from the notice of disposition process, provided the following is achieved:

- The board adopts a resolution that the disposition is a reasonable step in a plan to provide accommodation for pupils
- The transaction is a “swap” allowing for a replacement school site
- The board will continue to use the disposed site for pupil accommodation
- The Minister approves the disposition

The board is required to notify the Minister when negotiations begin, provide information as requested and obtain the approval of the Minister prior to entering into an agreement. The prescribed time period within which the Minister must notify the board remains at no more than 60 days from the day of notice.

Mandatory Disposition

Bill 98 provides the Minister of Education with greater direct and indirect influence regarding the utilization of surplus school board facilities and lands including the ability to mandate a disposition if a board does not voluntarily elect to do so.

Section 2(1) of the new Regulations supports the changes in *Bill 98* by allowing the Minister to notify the board of the requirement to lease, sell or dispose of a school site or other property which is not being used or has not been identified as required to meet the board's pupil accommodation needs for the next 10 years. However, the framework establishes that prior to doing so, the Minister shall review whether additional factors need to be considered or consultation needs to be completed before a decision is made. Specification on what additional factors the Minister may take into consideration were not outlined as part of the new Regulation.

However, provisions are also made within the Regulation that allow the Minister, at its discretion, to exempt a school site or property from this process if the board can demonstrate that it will need the property for pupil accommodation at a time more than 10 years into the future. If the Minister agrees to provide such exemption, it may be given with or without conditions.

Notice of Disposition and Exemptions to Disposition

The new Regulation proposes significant changes to the circulation process of surplus property, as it significantly reduces the prioritized list of public bodies to whom notice must be given. Through the new Regulation, the Minister has the discretion to identify to whom an offer must be made considering the following persons or bodies, and in the following order of priority:

- **School boards-** A surplus property would first be assessed by the Minister as to whether it is needed by another school board for pupil accommodation.
- **The Crown-** If the surplus property is not needed by another school board, the Crown has priority for acquisition.
- **Persons or bodies requiring property in order to achieve Provincial priorities-** The Minister has the ability to assess whether a property should be granted to a person or body in order to address critical Provincial priorities.
- **Other Persons or Bodies-** If the surplus property is not needed for public education or other provincial priorities, the Minister would direct school boards to dispose of the property on the open market.

The coterminous school board would continue to retain priority for obtaining surplus lands from another school board for education purposes, however, the new Regulation significantly changes the previous circulation process which required notice be given to a much broader list of public bodies.

Within this new framework, the Ministry has 120 days after receiving notice that the board intends to surplus, lease or dispose a property to identify a person or body to whom the property must be offered to; or otherwise inform the board the property may be offered to any person or body.

Once the person or body to whom the offer shall be made is identified, the board and such party have 180 days to enter into an agreement to dispose of the property. If an agreement is not reached in that time and an extension is not granted by the Minister, the board may offer that property to any person or body or elect to restart the property disposition process.

Exemptions

In addition to an exemption to the Notice of Disposition Process for properties outlined in section 1(2) related to pupil accommodation, new exemptions are also granted if a property is required by the municipality or board of the municipality for infrastructure projects outlined in the *Development Charges Act, 1997* or for the purposes of child focused programming as per the *Child Care and Early Years Act, 2014*.

Exemptions also apply in instances where a board may sell, lease or otherwise dispose of property for the purpose of granting easements.

Valuation and Proceeds of Disposition

Fair Market Value

The proposed regulation continues to indicate disposition, sale or lease of property by school boards, in all instances, would need to be conducted at fair market value.

The one potential exemption to this rule, requiring further clarification, is noted in Section 1(3)a “the granting of the easement is for consideration that a board considers reasonable.”

Proceeds of Disposition

School boards would continue to be allowed to reinvest processed of disposition of surplus property in their school facilities as per Ontario Regulation 193/10. No changes were proposed to broaden or provide more flexibility as to where proceeds of disposition may be utilized. Changes were also not made to the requirements for Ministry approval.

COMMENTS

The proposed regulatory amendments through O.Reg 374/23 are intended to create a more efficient process to dispose of surplus property and continue to allow for the reinvestment of proceeds of disposition by school boards in their schools. The Regulation also better positions

the Province to leverage property surplus to a school board's requirements for use by another school board and/or other provincial priorities such as building affordable housing and long-term care facilities. However, there are a number of sections within the Regulation where further clarification is required:

- Section 1(3)b refers to language around "... granting of an easement for consideration that the board considers reasonable". Clarification is required whether "reasonable consideration" trumps the requirement for fair market value.
- Section 2 (1) affords the Minister to direct the sale of a property that is not required to meet pupil accommodation needs in the next 10 years. The Minister may also exempt a site from this process if the board can demonstrate that it will need the property for pupil accommodation at a time more than 10 years into the future. However, is unclear whether this exemption is only limited to properties that support pupil accommodation. Often times, sites that have a non-operating school may be used to support the delivery of other educational programs and services such as continuing education and adult learning, administration, training, and facility maintenance. Non-operating schools may also be reserved to accommodate students of planned school rebuild projects in addition to being held for future schools.
- There is no information or context to understand the circumstances in which the Minister "may" direct a board to act on surplus property. It would be helpful to understand the additional factors which will be considered by the Ministry before deciding on whether the property must be disposed of.
- The regulation in section 5(1) 1. "The Minister shall identify the person or body to whom the property must be offered, *if the board intends to offer [the property] to any person or body*" is vague. Further clarification is required as to whether the board has the ability to dispose of a property to a specific group (as long as it meets the priorities set out by the Ministry) or whether this is at the sole discretion of the Ministry.
- If a property is deemed surplus by a board, and there is no need for it by another school board, the property is to be considered as an opportunity to support provincial priorities. Further details are required as to how the list of priorities will be communicated to the boards, including any new priorities that may arise from time to time.

As part of the Ministry's consultation on the draft regulations, TLC and TDSB provided a number of comments for consideration. In addition to recommendations on the disposition of surplus property, suggestions were also made to include changes to the regulations that address challenges around consideration for fair market value and restrictions on the use of proceeds of disposition. The comments provided to the Ministry on this subject are summarized below:

- Recommendation for an amendment to be added to the regulation that enables the board to request Ministerial exemption in the need to obtain fair market value where a direct benefit is being secured that enhances the education and learning opportunities for students (i.e., Davisville Aquatic Centre adjacent to Davisville Junior Public School)
- Recommendation for amendments that provide greater flexibility in the use of proceeds of disposition for other purposes beyond facility renewal, allowing the board to better respond in a timely manner and enhance the learning environment for students. Specifically, that permission be given to use proceeds of disposition for:
 - a. Building new pupil places such as additions, replacement schools and new schools.
 - b. Improving barrier-free accessibility to schools
 - c. Upgrading outdated instructional spaces in schools such as science labs and shops
 - d. Expanding under-sized gyms in schools
 - e. Renovating space to accommodate changes in program such as converting a regular classroom into a kindergarten room

While O.Reg. 374/23 does acknowledge the need to consider other provincial priorities, including affordable housing and long-term care facilities, the new Regulation does not reflect the recommendations put forward by TLC and TDSB to broaden the requirement around fair market value to include other direct benefits to education. The continued requirement to obtain fair market value for land, as proposed by O.Reg 374/23, will likely impact the feasibility of delivering on other Provincial priorities on school lands.

Requested changes to the way a board can apply proceeds of disposition beyond that of school renewal were also not reflected.

REFERENCES

- O. Reg. 374/23: Acquisition and Disposition of Real Property
<https://www.ontario.ca/laws/regulation/r23374>
- Bill 98, Better Schools and Student Outcomes Act, 2023
<https://www.ola.org/en/legislative-business/bills/parliament-43/session-1/bill-98>
- Ontario Regulation 444/98: Disposition of Surplus Real Property and Acquisition of Real Property (under Education Act, R.S.O. 1990, c. E.2)
<https://www.ontario.ca/laws/regulation/980444>

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www.torontolandscorp.com
A subsidiary corporation of the TDSB

**TRANSMITTAL NO. 2024-169
(Public)**

February 16, 2024

TO: Rachel Chernos Lin, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of February 15, 2024 with respect to the report, *Community Partnership Opportunities to Enhance Sports Fields*, attached herein.

The TLC Board decided:

1. The Board of the Toronto Lands Corporation ("TLC") approve the terms of the Licence Agreement (Appendix A) between the Toronto District School Board ("TDSB") and the Toronto Scottish Rugby Football Club ("TSRFC") to grant non-exclusive shared use of the sports field at Lawrence Park Collegiate Institute ("LPCI") in exchange for financial investment in the construction of an artificial turf field at LPCI.
2. The Board of the Toronto Lands Corporation authorize staff of the TLC to work with the TDSB on establishing a Request for Proposal ("RFP") process to seek out community, not-for-profit partners at Emery Collegiate Institute and Pearson Collegiate Institute with the intent to enhance the existing outdoor sports fields for the benefit of the school and community.
3. The terms of the Licence Agreement between the TDSB and the TSRFC form the basis of the RFP process for Emery Collegiate Institute and Pearson Collegiate Institute, the results of which will be reported by TLC staff with recommendations to the TLC Board, and that TLC staff report back to the TLC Board on the outcome of both.
4. The report be forwarded to the TDSB Board with recommendations for consideration and approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, the *Community Partnership Opportunities to Enhance Sports Fields* report is being forwarded to the TDSB Board at its March 28, 2024 meeting for approval.

Sincerely,

A handwritten signature in black ink that reads 'John Filion'. The signature is written in a cursive, flowing style.

John Filion
Chair, TLC Board

cc. Leola Pon, Associate Director, Organizational Transformation and Accountability, TDSB
cc. Paul Koven, Executive Officer, Legal Services
cc. Craig Snider, Executive Officer, Business Services, TDSB
cc. Ryan Glenn, Interim CEO, TLC

DECISION ITEM**Community Partnership Opportunities to Enhance TDSB Sports Fields****TLC Board of Directors Decision****Date:** February 15, 2024

On a motion made by Igor Dragovic and seconded by Trustee Shelley Laskin, the Board of Directors decided:

1. The Board of the Toronto Lands Corporation (“TLC”) approve the terms of the Licence Agreement (Appendix A) between the Toronto District School Board (“TDSB”) and the Toronto Scottish Rugby Football Club (“TSRFC”) to grant non-exclusive shared use of the sports field at Lawrence Park Collegiate Institute (“LPCI”) in exchange for financial investment in the construction of an artificial turf field at LPCI.
2. The Board of the Toronto Lands Corporation authorize staff of the TLC to work with the TDSB on establishing a Request for Proposal (“RFP”) process to seek out community, not-for-profit partners at Emery Collegiate Institute and Pearson Collegiate Institute with the intent to enhance the existing outdoor sports fields for the benefit of the school and community.
3. The terms of the Licence Agreement between the TDSB and the TSRFC form the basis of the RFP process for Emery Collegiate Institute and Pearson Collegiate Institute, the results of which will be reported by TLC staff with recommendations to the TLC Board, and that TLC staff report back to the TLC Board on the outcome of both.
4. The report be forwarded to the TDSB Board with recommendations for consideration and approval.

Policy and Planning Committee Recommendation**Date:** February 6, 2024

On a motion made by Trustee Shelley Laskin and seconded by Payman Berjis, the Policy and Planning Committee recommends to the Board of Directors:

1. The Board of the Toronto Lands Corporation (“TLC”) approve the terms of the Licence Agreement (Appendix A) between the Toronto District School Board (“TDSB”) and the Toronto Scottish Rugby Football Club (“TSRFC”) to grant non-exclusive shared use of the sports field at Lawrence Park Collegiate Institute (“LPCI”) in exchange for financial investment in the construction of an artificial turf field at LPCI.
2. The Board of the Toronto Lands Corporation authorize staff of the TLC to work with the TDSB on establishing a Request for Proposal (“RFP”) process to seek out community, not-for-profit partners at Emery Collegiate Institute and Pearson Collegiate Institute with the

intent to enhance the existing outdoor sports fields for the benefit of the school and community.

3. The terms of the Licence Agreement between the TDSB and the TSRFC form the basis of the RFP process for Emery Collegiate Institute and Pearson Collegiate Institute, the results of which will be reported by TLC staff with recommendations to the TLC Board, and that TLC staff report back to the TLC Board on the outcome of both.
4. The report be forwarded to the TDSB Board with recommendations for consideration and approval.

To: Policy and Planning Committee

RECOMMENDATION:

1. The Board of the Toronto Lands Corporation (“TLC”) approve the terms of the Licence Agreement (Appendix A) between the Toronto District School Board (“TDSB”) and the Toronto Scottish Rugby Football Club (“TSRFC”) to grant non-exclusive shared use of the sports field at Lawrence Park Collegiate Institute (“LPCI”) in exchange for financial investment in the construction of an artificial turf field at LPCI.
2. The Board of the Toronto Lands Corporation authorize staff of the TLC to work with the TDSB on establishing a Request for Proposal (“RFP”) process to seek out community, not-for-profit partners at Emery Collegiate Institute and Pearson Collegiate Institute with the intent to enhance the existing outdoor sports fields for the benefit of the school and community.
3. The terms of the Licence Agreement between the TDSB and the TSRFC form the basis of the RFP process for Emery Collegiate Institute and Pearson Collegiate Institute, the results of which will be reported by TLC staff with recommendations to the TLC Board, and that TLC staff report back to the TLC Board on the outcome of both.
4. The report be forwarded to the TDSB Board with recommendations for consideration and approval.

EXECUTIVE SUMMARY

The TLC working with the TDSB issued a public RFP in the spring of 2023 seeking a community, not-for-profit partner to invest in the enhancement of the outdoor sports field at LPCI (Appendix B). Through this process, staff received a single proposal from TSRFC for financial investment in the field for the benefit of their club, the school and the broader community. The TSRFC is a Toronto-based rugby club which currently fields 2 senior men’s teams and 1 senior women’s team. In addition, TSRFC has a juniors rugby program.

Subsequent to evaluation and approval of the proposal under the terms of the RFP staff have been working with the TSRFC on the terms of the Agreement (Appendix A). The proposed Agreement represents a novel approach for the TDSB, insofar that by partnering with a not-for-profit community group the overall outcome allows for not only the enhancement of a public

asset but also a broad and direct benefit to community stakeholders. In this arrangement, the TSRFC will have access and use of the field for prescribed times throughout the term of the Agreement, leaving the remaining time, including during all school hours, for the exclusive benefit of the school and a significant amount of time after school hours for the general or permitted use of the community. This shared-use model for improvement of TDSB outdoor facilities differs significantly from current agreements with for-profit partners as the asset remains under TDSB control and revenues from the permit process could be allocated to outdoor facility improvement and maintenance. The agreement will see the TSRFC invest \$1,500,000 as a cash contribution for the design and construction of the new field, with TDSB responsible for the balance of project costs. All ongoing maintenance and operation over the term of the agreement would be the responsibility of the TDSB. The proposed hours of use by the TSRFC are outlined below:

- Lawrence Park Collegiate Institute will have exclusive use of the Field during regular school days up to 6:00 p.m., use of the Field outside of regular school hours will be shared.
- The Licensee will have use of the Field annually April through November for rugby training, practice and playing of games as follows:
 - Saturday: 9 hours, beginning at 9:30 AM to 6:30 PM (Adult and Youth)
 - Tuesday: 3 hours, beginning at 6:00 PM (Adult)
 - Wednesday: 3 hours, beginning at 6:00 PM (Youth)
 - Thursday: 3 hours, beginning at 6:00 PM (Adult)

The work done to date to establish these draft terms at LPCI provides an opportunity to replicate this process on other TDSB assets that could also benefit from community partnerships to establish enhanced sports fields. Staff from the TDSB and the TLC have identified two other sites that they feel should be prioritized and would be excellent candidates for this type of partnership. Both Emery Collegiate Institute (Appendix C) and Pearson Collegiate Institute (Appendix D) are sites that staff have determined would be sites to be prioritized for this type of approach. These sites lend themselves to this approach in that they are both large sites and located in areas of the city high on the Learning Opportunities Index (LOI).

The approach taken at LPCI is novel in that it will see a true partnership between the TDSB and the TSRFC, where both parties have specific responsibilities and commitments to the establishment and ongoing operation and maintenance of this new asset. In that type of partnership, the overall benefit to the school and broader community is recognized, and the opportunity to maximize the impact and enjoyment of this new and valuable asset is paramount.

AUTHORITY OR DIRECTION FOR UNDERTAKING PROJECT

Authority or Direction (select from drop down): Shareholders Direction

STRATEGIC GOAL AND ANNUAL PLAN DIRECTIONS

TDSB Strategic Plan Goal: (include all that apply)

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships with School Communities to Support Student Learning and Well- Being

Working with the TCDSB to create a strong partnership to generate revenue that supports student learning at TDSB

TLC Strategic Plan Goal: (include all that apply)

- Transform Student Learning Environment through the Modernization of Facilities
- Create a Culture of Partnership & Collaboration with Key Stakeholder Groups
- To be a highly functioning organization successfully aligning TLC's & TDSB Missions and the Shareholder's Direction

Collaborating with another school board partner to achieve mutually beneficial results and success

DUE DILIGENCE
Policy & Planning Committee

- | | |
|---|--|
| <input checked="" type="checkbox"/> Site Inspection | <input type="checkbox"/> Planning Report |
| <input checked="" type="checkbox"/> Official Plan | <input type="checkbox"/> Consultation with Local Trustee |
| <input checked="" type="checkbox"/> Zoning | <input type="checkbox"/> TDSB Staff Review and Agreement |
| <input checked="" type="checkbox"/> Reg 444/98 | <input checked="" type="checkbox"/> Consultation with TDSB Executive Staff |
| <input type="checkbox"/> Appraisal Report | <input checked="" type="checkbox"/> Consultation with TDSB Planning Staff |
| <input type="checkbox"/> Environmental Report | <input checked="" type="checkbox"/> Consultation with TDSB Finance Staff |
| <input type="checkbox"/> Title Check | <input type="checkbox"/> Historical Assessment |
| <input type="checkbox"/> Other: | |

FINANCIAL IMPLICATIONS

See Term Sheet

RISK LEVEL

N/A – Low

ACTION PLAN AND ASSOCIATED TIMELINES

- February 15, 2024 – TLC Board Approval
- March 6, 2024 – TDSB Board Approval

TLC AND TDSB BOARD POLICY AND PROCEDURE REFERENCE(S)

- Shareholder Direction
- Toronto District School Board Disposition of Property Policy

APPENDICES

- **Appendix A:** Term Sheet
- **Appendix B:** Lawrence Park Collegiate Institute Property Profile
- **Appendix C:** Emery Collegiate Institute Property Profile
- **Appendix D:** Pearson Collegiate Institute Property Profile

FROM

Ryan Glenn, Interim Chief Executive Officer, Toronto Lands Corporation, at rglenn.tlc@tdsb.on.ca or at 437-219-8191.

APPENDIX A

**Term Sheet
Toronto District School Board – Toronto Scottish Rugby Football Club
Capital Funding and Shared Use**

1. PREMISES

Lawrence Park Collegiate Institute – 125 Chatsworth Drive, Toronto, Ontario

2. PARTIES

Toronto District School Board (“TDSB”) – Toronto Lands Corporation (“TLC”) – Toronto Scottish Rugby Football Club (“TSRFC”).

3. USE

Shared (scheduled) use of outdoor artificial turf field for rugby (TSRFC), TDSB school purposes, public use and community sports programming by permit fee. TSRFC shall have access to the field at a schedule agreed to by the Parties as outlined herein.

4. TSRFC SCHEDULED USE

See Schedule “A”

5. TERM

25-year initial term, plus a 25-year renewal term, commencing on a date agreed to by the Parties upon completion of field construction and approval for use. The renewal term is subject to all obligations being met by TSRFC under terms of the Agreement.

6. CAPITAL INVESTMENT

TSRFC – One Million Five Hundred Thousand Dollars (\$1,500,000)

TDSB – Capital investment required for completion of field and related capital improvements

TSRFC capital contribution to be released within 6 weeks of construction start date.

7. CONSTRUCTION

TDSB will undertake design and construction of the field subject to technical specifications which will be mutually established, The Parties agree that TSRFC’s contribution to the project is subject to adherence to a mutually agreed timeline to be set out as a Schedule to the agreement. TSRFC reserves the right to terminate this Agreement and re-allocate its capital investment to another field partner if the established milestone timeline is not achieved.

8. PARKING

TSRFC will contribute 50% of costs associated with a parking and / or traffic impact study / opinion letter, up to a maximum of \$5000, if required or requested, for outdoor sports facilities. The qualifications and selection for transportation engineering firm to conduct the assessment to be undertaken by the TDSB.

9. CAPITAL INVESTMENT - TERMINATION

TDSB shall be required to repay the TSRFC Capital Investment if the Agreement is terminated during the initial or renewal Term or at any other time the Agreement is terminated, including the end of the initial term

or any subsequent renewal term. TDSB shall not be required to repay the TSRFC Capital Investment if TSRFC is terminated for cause under terms of the Agreement. In the event of a dispute or if the TDSB needs to terminate without cause, the Parties agree to participate in mediation / arbitration with an impartial third-party.

10. OPERATING COSTS, MAINTENANCE AND REPAIR

TDSB shall be responsible for operating costs, field maintenance and repair throughout the Term, including any renewal. Both Parties agree that required maintenance is to be carried out in a timely manner (time is of the essence) and will not be scheduled in interference with TSRFC scheduled field time.

11. TURF REPLACEMENT

TDSB shall maintain a reserve fund throughout the Term, including renewals, for the replacement of the artificial turf at approximately 15 years intervals, or at the end of the turf life cycle as reasonably determined and agreed to by the Parties.

12. FIELD RENTAL/PERMITS

TDSB will manage field access for school purposes and coordinate field rental for community purposes under the existing permit system, proceeds of which will be designated to the reserve fund for ongoing maintenance and turf replacement.

13. INSURANCE

TSRFC shall at all times during the Term maintain comprehensive public liability insurance in amounts satisfactory to TDSB, acting reasonably.

14. RELEASE AND INDEMNITY

The TSRFC shall indemnify and save harmless TDSB and TLC, its officers, directors and employees, against and from all losses, liabilities, damages, fines, suits, claims, demands, costs and actions of every kind, which TDSB/TLC, its officers, directors, employees, or any of them, suffer by reason of or in connection with any breach by the TSRFC of the Agreement, or by reason of any injury, death, damage or accident suffered by any person or persons or any property by reason of or in connection with the occupation or use of the Premises, including any gross negligence on the part of the TSRFC or any of its agents, employees, or other person or persons for whom it is in law responsible, save and except for any losses, liabilities, damages, fines, suits, claims.

SHARED USE SCHEDULE

- Lawrence Park Collegiate Institute will have exclusive use of the Field during regular school days up to 6:00 p.m., use of the Field outside of regular school hours will be shared.
- The Licensee will have use of the Field annually April through November for rugby training, practice and playing of games as follows:
- Saturday: 9 hours, beginning at 9:30AM
 - 9:30am – 12:30pm Youth
 - 12:30pm – 6:30pm Adult
- Tuesday: 3 hours, beginning at 6:00PM (Adult)
- Wednesday: 3 hours, beginning at 6:00PM (Youth)
- Thursday: 3 hours, beginning at 6:00PM (Adult)
- For non-scheduled times during evenings, weekends, and holidays TDSB will make the Field available to other groups for community recreational use.
- The Licensee shall have non-exclusive use of parking on site within designated parking areas for Club members.
- The Licensee shall not have the right to permit the for fee use of the Field to any groups or individuals.
- The community will have access to the Field outside of regular school hours, and when it is not being used by either the Licensee or by permit holders.

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Lawrence Park CI

125 Chatsworth Dr

9-12

Secondary

TDSB Ward 8 City Ward(s) 8 and 12

Shelley Laskin

Lawrence Park CI

88

Building Age

11.37

Site Size (Ac)

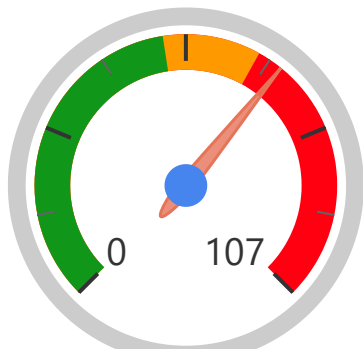
168K

Facility Size (Sf)

882

Student Capacity

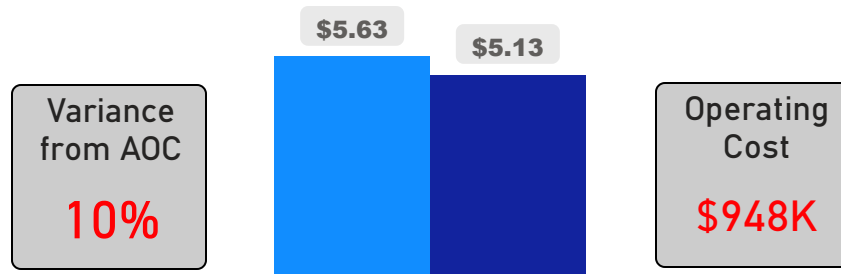
Current FCI



69%

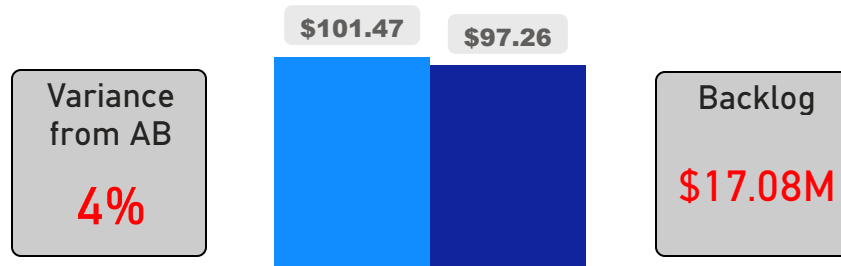
Operating Cost Per Square Foot

● Operating Cost/Sf ● Average Operating Cost (AOC)/Sf



Backlog Per Square Foot

● Backlog/Sf ● Average Backlog (AB)/Sf



Legend



Facility



TDSB Site



Leased Site



Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community



Emery CI
3395 Weston Rd

9-12 Secondary TDSB Ward 4 City Ward(s) 7 Matias de Dovitiis

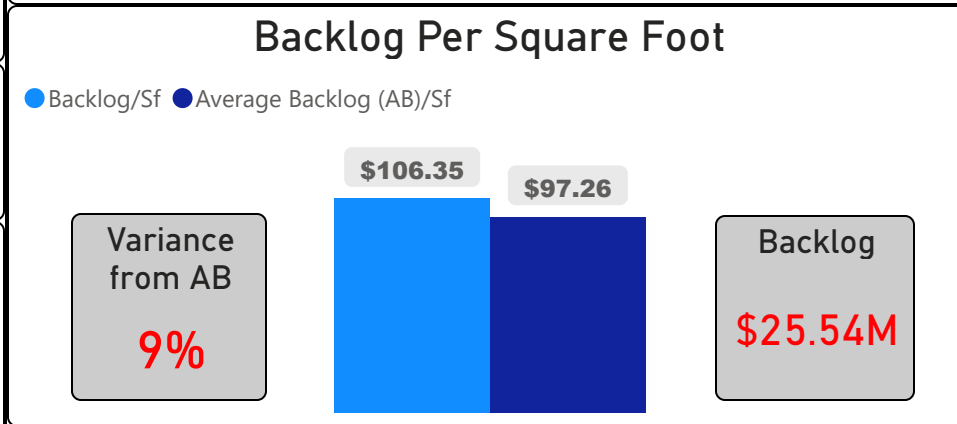
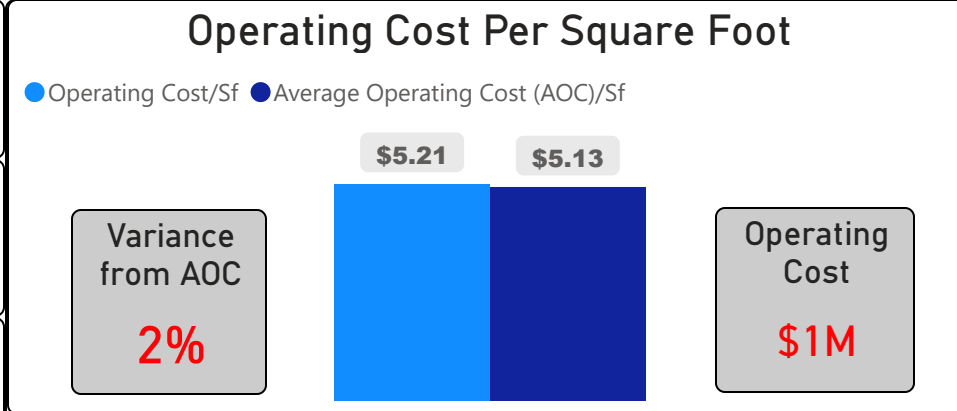
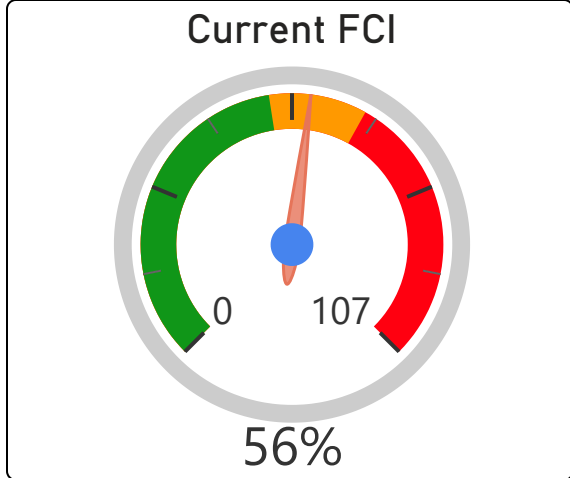
Emery CI

63
Building Age

11.61
Site Size (Ac)

240K
Facility Size (Sf)

1,416
Student Capacity



Legend

- Facility
- TDSB Site
- Leased Site



Source: Esri, DigitalGlobe, GeoEye, Earthstar Geographics, CNES/Airbus DS, USDA, USGS, AeroGRID, IGN, and the GIS User Community



Status of Child Care Centres in the Toronto District School Board

To: Planning and Priorities Committee

Date: 22 January, 2024

Report No.: 01-24-4646

Strategic Direction

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
Create a Culture for Student and Staff Well-Being
Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that this Report be received.

Context

Under Ontario's child care legislation (Child Care and Early Years Act, 2014), Service System Managers (Municipalities) are responsible for the planning, funding, administration and operation of licensed child care services in their designated jurisdictions. The City of Toronto's Children's Services Division holds these responsibilities for Toronto, and works closely with local school boards to plan and deliver various programs across Toronto's early years system. The Board recognizes its important leadership role in supporting this joint-planning, and the ongoing delivery of early years programs in TDSB schools. As stated in section 6.3 (Strategic System Leadership) of our Early Learning and Care Policy (Policy 022), "Partnerships will continue to be developed with all levels of government, where appropriate, to support the development, expansion and management of child and family programs and child care in schools".

This Report to Board summarizes the status of child care and before- and after-school programs in TDSB, and illustrates the breadth of our existing system, as well as opportunities for system enhancement in our schools. On September 27, 2023, the Board put forward a Motion (a) That the Director present a report by the end of November 2023 on the status of child care services across the TDSB, including an update on the 17 new child care centers announced by the Province from 2017; and, (b) That the Director work with the City's Children's Services Department to identify inequities of access across the board, such as in underserved areas such as Scarborough and the Northwest, including, scan or mapping of child care services across the city and in the TDSB, based on data from the Board's own sources but also from children's services data from the City of Toronto.

To address systemic issues concerning child care availability, access, equity and affordability, in 2016, Toronto Children's Services commissioned the Licensed Child Care Demand and Affordability Study from a research team led by Dr. Gordon Cleveland and Dr. Michael Krashinsky. In the Report submitted to City Council following this study ([Growing Toronto's Licensed Child Care System – Report to Council \(2017\)](#)), aspirational commitments were made by the City to build capacity in the child care system to meet demand and provide high quality, licensed child care for 50% of children between 0-4 years of age by 2026.

Over the past several years, purpose built child care centres and existing program expansions (capacity increases) have resulted in additional infant, toddler and preschool spaces and programs across the City, and in TDSB schools. While child care is the joint responsibility of the Province and the City, TDSB remains committed to promoting early years programming in schools, and a seamless day model for children and their families.

Child Care (0-4) Landscape:

Currently in the City of Toronto there are approximately 870 licensed child care centres serving children between the ages of birth and 3.8 years. Twenty-five percent (25%) of those centres are co-located in TDSB's schools. Of the 446 elementary schools in TDSB, approximately 47% have co-located child care programs offering 8,307 spaces to infants, toddlers and preschool-aged children. Appendix A demonstrates the breadth of licensed 0-3.8 child care programs across Toronto, including those co-located in TDSB schools. As reflected in Appendix A, there are few geographical gaps in Toronto's licensed centre-based child care system. To address existing access inequities however, areas with disproportional child care availability are prioritized by Toronto

Children's Services, in its legislated service system planning responsibilities related to child care.

In addition to these licensed child care programs, EarlyON Child and Family Centres are also available to families with children from birth to age 6 in TDSB's schools. TDSB directly operates 75 of these programs and provides space in schools to community organizations for the provision of an additional 21 programs.

Child Care Capital:

As outlined in Policy 022 and PR691, in partnership with the City of Toronto, the Board may submit applications for capital funding to various levels of government to develop new child care programs in schools for children from birth to 3.8 years of age. The Board's vision of schools as community hubs to improve accessibility and continuity of programming and service, has remained front and centre in its capital planning opportunities for decades. The Board will continue to include child care opportunities in its capital planning discussions and submissions to the government. Priority neighbourhoods for child care growth will continue to be identified by the City of Toronto, in alignment with its mandated Service System Plan. Appendix B demonstrates the City of Toronto's identified areas of priority for Canada Wide Early Learning and Child Care (CWELCC) expansion, with TDSB child care capital identified.

The Provincial trend over the past decade has been developing licensed child care programs in schools. Since 2012-2013 there has been a steady increase in child care centres located in schools: from 2,422 centres in schools in 2012-2013 to 2,996 in 2021-22. This trend is even more prominent with the number of spaces in schools which, as shown in Figure 2, have more than doubled since 2012-13. Community-based centre growth has seen the reverse trend, with a decline from 2,628 centres to 2,549 between 2012-13 and 2021-22. Thus, given the City, Provincial and Federal commitments to expand child care spaces through the Canada-Wide Early Learning & Child Care system and other growth plans, there will continue to be increased pressures on school boards for child care space and growth.

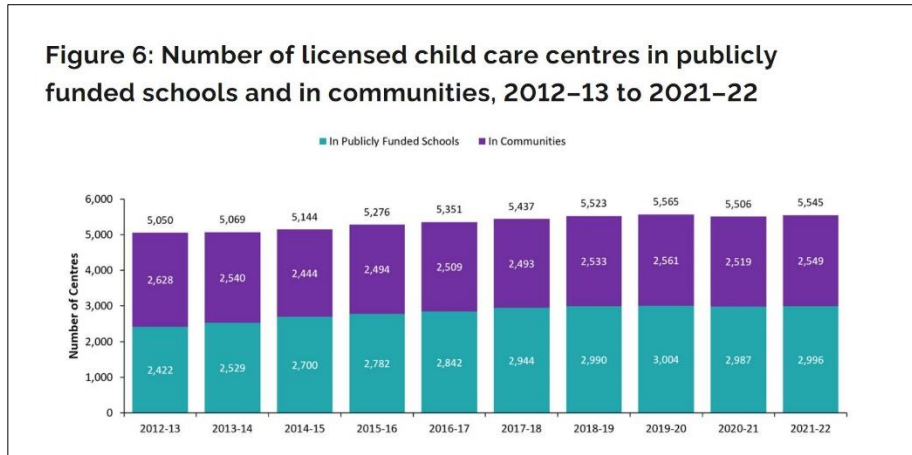


Figure 1: Number of licensed child care centres in schools vs. community

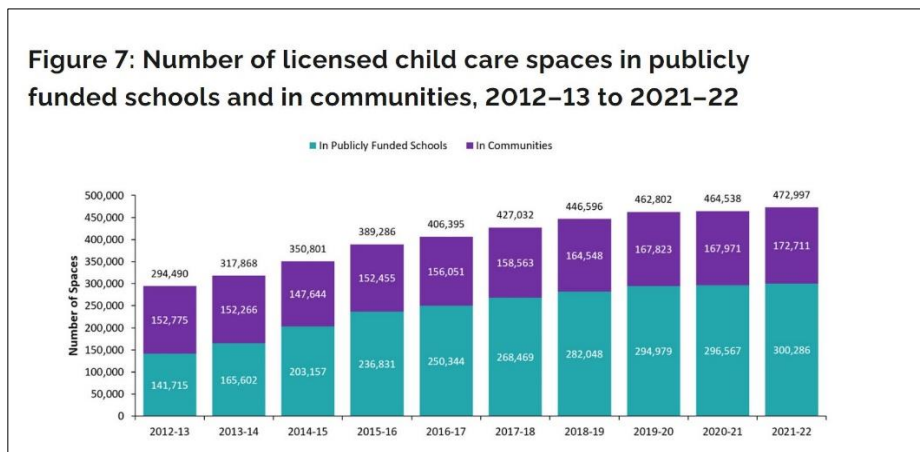


Figure 2: Number of licensed child care spaces in schools vs. community

Child Care Capital Projects and System Inequities:

The 17 TDSB child care capital projects that have Approval to Proceed (ATP) to tender from the Ministry of Education are still under consideration, however there is a risk these projects will not be able to proceed. These 17 child cares are projected to create over 1,000 child care spaces in areas with the highest demand for subsidized childcare. As shown in Appendix C, these are located throughout Scarborough and in West/Northwest areas of Toronto, areas where families continue to face significant inequities. Unfortunately, significant delays by the Ministry in giving our Board ATP, combined with Ministry benchmarks that do not reflect current construction costs has left the Board unable to proceed without significant additional funding from the Ministry. The estimated project costs will exceed the recent funding approved by the Ministry of Education by 43% for these 17 child care centres.

In addition to these 17 projects, TDSB is also awaiting for Approval to Proceed from the Ministry for an additional 11 planned child care capital projects. These projects have been in various stages of approvals since 2017, and similar to the 17, have been planned in areas of the City where there is disproportionate availability of licensed child care to families with young children. Overall, together with the City, TDSB has planned for 28 new licensed child care centres across Toronto, none of which can proceed at this time. And while these projects remain on paper, thousands of families with young children struggle to find access to quality child care in their communities.

Appendix B shows priority areas of the city where the City of Toronto's, Children's Services has targeted CWELCC expansion based on proportional access to licensed 0-3.8 programs. Of note, Scarborough and Northwest Etobicoke are the two largest areas of the city, with high CWELCC priority, where there are significant gaps (access inequities) in licensed programming for infant, toddler and preschool-aged children and their families. In these areas, only 18-30% of families have access to a licensed child care space. By comparison, medium and low priority CWELCC areas of the city currently serve between 30-54% of families with young children.

In the absence of the required capital funding from the Ministry of Education to move forward with these planned and necessary capital projects, despite the Board's continued commitment, existing inequities in these areas may further increase. This is particularly true for specific Northwest City Wards where population growth is expected (e.g., Humber River-Black Creek; York South-Weston). TDSB child care capital projects can play a significant role in not only addressing service gap inequities, but also in supporting Children's Services and the Province's CWELCC expansion targets. TDSB is committed to moving forward with its planned capital projects but cannot do so in the absence of required Ministry funding.

Action Plan and Associated Timeline

Discussions with Ministry of Education staff, and the City of Toronto to address funding concerns with the 17 child care projects with ATP have been ongoing since 2020, when TDSB first learned about the Ministry benchmark discrepancies. Despite TDSB's commitment in 2020 to put forward an additional \$14.3M from the Board's Proceeds of Disposition to get these projects off the ground, along with recent [media coverage](#), and a [letter to the Minister](#) from the Chair of the Board, on November 28th, 2023 Minister Lecce told The Trillium that the latest offer was a "final 25 per cent." Furthermore, the Minister reported that "It's up to them [the board] now to make that decision, we'll

respect it and while they do their thing, we're going to keep building child care in a much quicker fashion.” The Minister has indicated the government will develop a plan once it hears from the TDSB about its intentions to proceed with the 17 projects.

The Board continues to support the development of child cares in schools and remains committed to discussing opportunities for building centres in schools. To that end, TDSB will continue to include child care capital plans in its capital project submissions to the Ministry of Education. Priority areas, such as those identified by the City, and outlined in Appendix B, will continue to be the areas targeted for child care capital in TDSB schools in an effort to address the service inequities faced by families in these communities.

Resource Implications

There are no additional resource implications at this time.

Communications Considerations

There are no communication considerations at this time.

Board Policy and Procedure Reference(s)

Policy 022 - Early Learning and Care Policy

Procedure PR691 - Licensed Child Care and Before- and After-School Programs: New and Expanded Programs in Schools

Other Resources:

1. [Growing Toronto’s Licensed Child Care System – Report to Council \(2017\)](#)
2. [Ontario’s Early Years and Child Care Annual Report 2022](#) (source of Figures 1 and 2)
3. [Toronto Children’s Services, Raising the Village - Child and Family Inequities Score](#)

Appendices

Appendix A: Licensed child care landscape in Toronto

Appendix B: TDSB Child Care Capital projects and priority CWELCC areas

Appendix C TDSB’s 17 Child Care Capital Projects with ATP

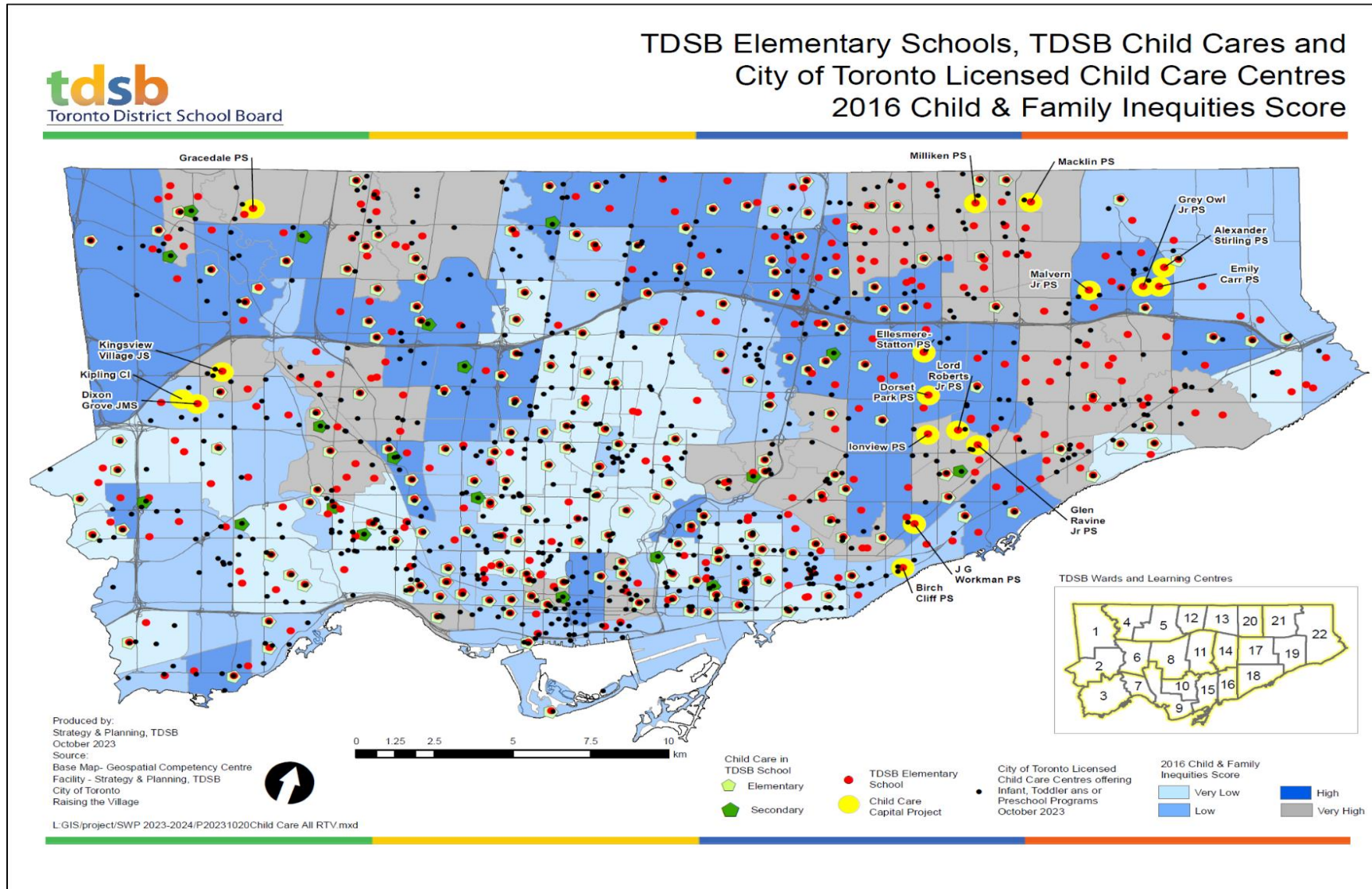
From

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Cynthia Grundmann, Senior Policy Advisor/Manager of Child Care Services
Cynthia.grundmann@tdsb.on.ca or at 416-884.6260

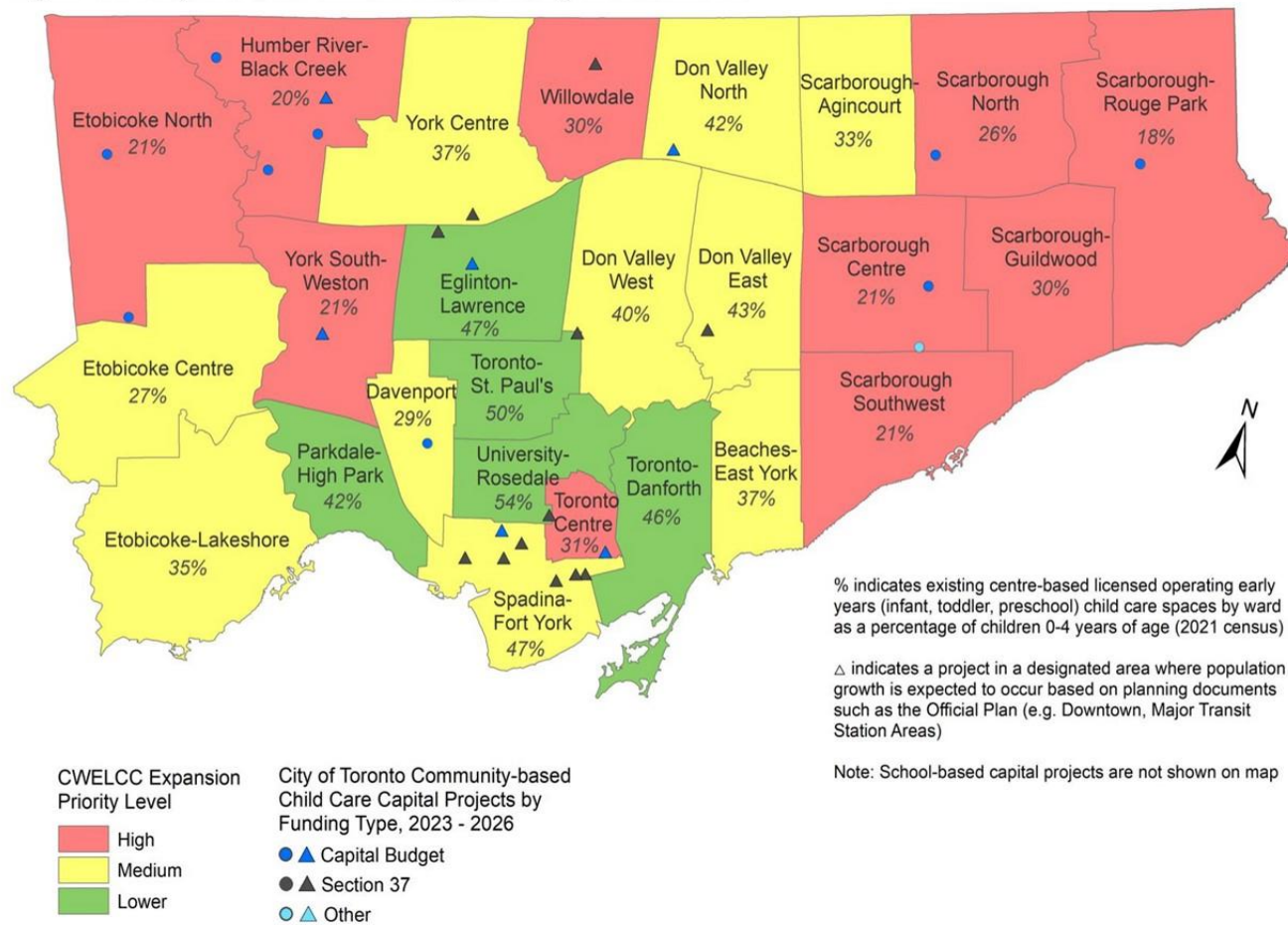
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Licensed child care landscape in Toronto and TDSB schools

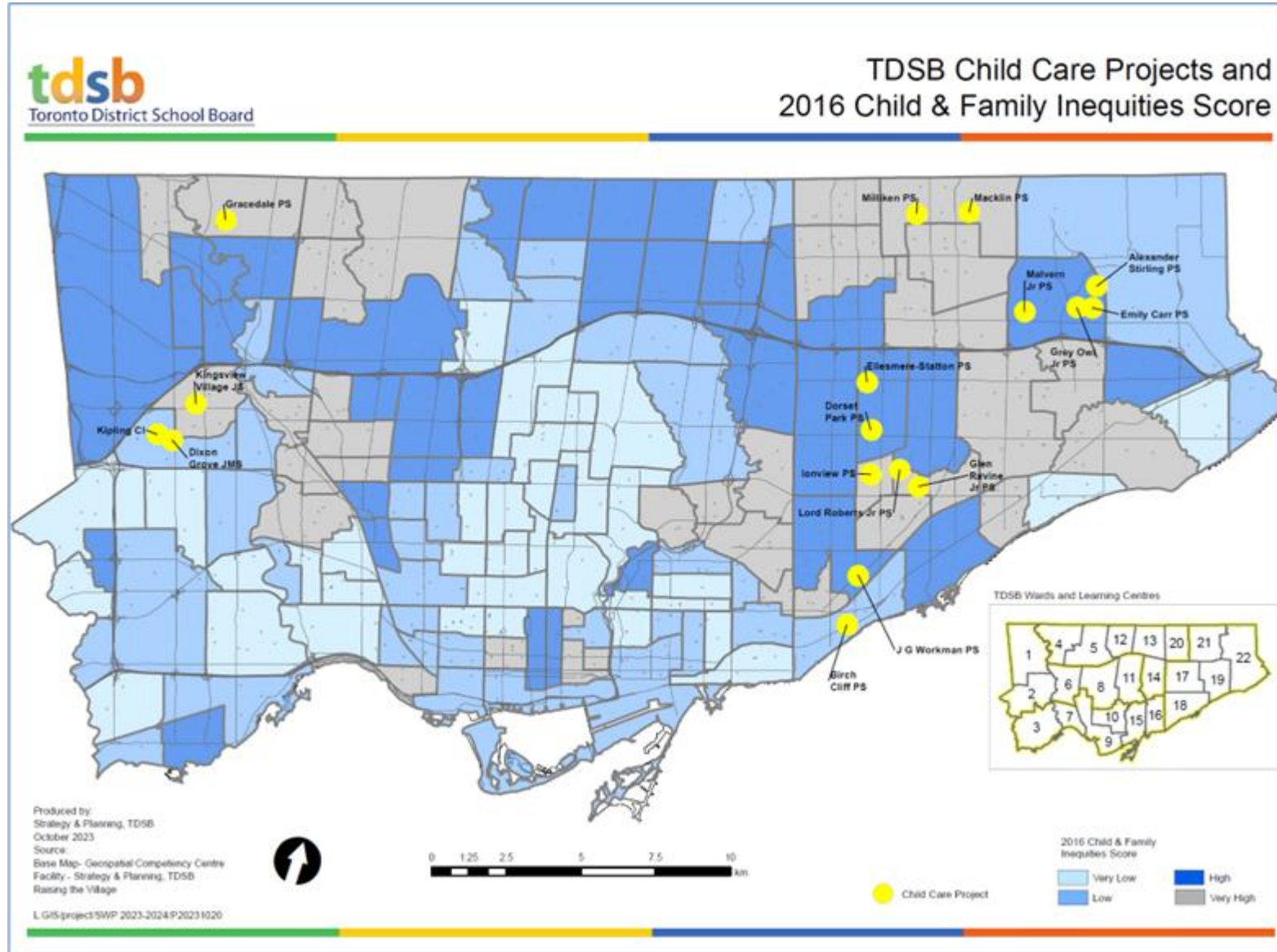


TDSB Child Care Capital projects and priority CWELCC areas

Figure 1: Priority Levels for CWELCC Expansion by Toronto Wards



TDSB's 17 Child Care Capital Projects with ATP



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Preliminary Report on the Review of the Legacy Technical and Commercial Boundaries

To: Planning and Priorities Committee

Date: 28 February, 2024

Report No.: 02-24-4661

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the preliminary report on the review of the legacy technical and commercial boundaries be received.

Context

The purpose of this report is to bring staff's preliminary recommendations from the review of the legacy technical and commercial boundaries to the Trustees for discussion and feedback. Staff will submit final recommendations to the Trustees for approval at the Planning and Priorities Committee meeting on April 11, 2024, and the Board meeting on April 17, 2024.

The schools involved in this review are Central Technical School (Ward 10, Trustee Williams), Central Toronto Academy (Ward 10, Trustee Williams), Danforth Collegiate and Technical Institute (Ward 15, Trustee Ehrhardt), Northern Secondary School (Ward 11, Trustee Chernos Lin), Victoria Park Collegiate Institute (Ward 14, Trustee Rajwani) and Western Technical-Commercial School (Ward 7, Trustee King).

These six schools have regional boundaries that govern admission to the schools. The regional boundaries are a legacy from the pre-amalgamation school boards in Toronto when these schools had distinct technical and commercial programs that students were streamed into.

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After extensive consultation and analysis, it is staff's view that that these legacy technical and commercial boundaries should be dissolved to improve equity of access for all students in the TDSB. Staff's preliminary recommendations are that:

- a) The legacy technical and commercial boundaries for Central Technical School, Central Toronto Academy, Danforth Collegiate and Technical Institute, Northern Secondary School, Victoria Park Collegiate Institute and Western Technical-Commercial School be dissolved for the purposes of admission to the schools beginning in September 2025;
- b) Central Technical School, Central Toronto Academy, Danforth Collegiate and Technical Institute and Western Technical-Commercial School become Secondary Schools Without a Boundary, accessible to all students in the City of Toronto, effective September 1, 2025; and
- c) The Three-Year Transition Plan outlined in Appendix H be implemented.

A description of the six impacted schools can be found in Appendix A. A summary table showing the enrolments, capacities and programs at the schools can be found in Appendix B. A map showing the locations of the schools can be found in Appendix C.

Background

Admission to most secondary schools in the TDSB is administered through a network of collegiate boundaries. The network of collegiate boundaries spans the entire city and provides every address with a designated secondary school. The designated collegiate is considered as the local secondary school. A map of the collegiate boundaries can be found in Appendix D.

In addition to the network of collegiates, there are former technical and commercial schools that historically offered a different option for students that were not pursuing or deemed eligible for an academic-oriented program.

Historically (prior to amalgamation), secondary schools in some parts of the city were separated into three distinct school types, each with a particular focus: the local collegiates offered an academic-focussed program; technical schools offered vocational programming; and commercial schools focussed on business and administrative skills. Students were streamed into a secondary school based on their perceived academic ability, prior achievement, or interest.

These former technical and commercial schools have technical and/or commercial boundaries, which are large regional boundaries that were used to determine which technical or commercial school a student would be streamed into according to their home address. A map of the legacy technical boundaries can be found in Appendix E, and a map of the legacy commercial boundaries can be found in Appendix F.

The remaining legacy boundaries exist predominantly in pre-amalgamated City of Toronto (Toronto Board of Education), where most of the impacted schools are geographically located.

The former technical and commercial schools have all been reinvented over time, and currently offer a composite secondary program that includes academic pathways just like the network of collegiates that span the city.

The former technical schools continue to offer rich opportunities in technological programming due to the unique facilities available within the buildings, while Central Toronto Academy, a former commercial school, operates like a collegiate.

The legacy technical and commercial boundaries are still in place in some parts of the city and are no longer used as a streaming mechanism. This effectively provides an additional layer of guaranteed access to multiple secondary schools for some addresses, while most of the city is not extended that same degree of choice.

The tension around equity of access emerged through the Secondary Program Review and has been reflected as a study in the Long-Term Program and Accommodation Strategy since 2016.

Secondary Program Review

The Secondary Program Review is an extensive study of secondary schools and programs across the TDSB which was completed in June 2020.

One of the outcomes of the Secondary Program Review was a directive to support and strengthen the neighbourhood school model by building a network of collegiates with strong enrolments that generate the staffing necessary to deliver breadth of program.

The network of collegiates would be composite schools, serving students in all academic pathways and provide the opportunities and experiences students want as close to home as possible.

Supporting and strengthening the neighbourhood school model is a theme that spans many accommodation, program and policy initiatives emerging from the Secondary Program Review, including revisions to the Out-of-Area Admissions Policy, a new Central Student Interest Programs Policy, and a series of Pupil Accommodation Reviews supported by the Capital Revitalization Strategy as the outcomes of those reviews are implemented.

The Interim Report of the Secondary Program Review (May 2020) described that former technical and commercial schools will continue to play a role in the landscape of secondary schools in the TDSB, but access to these schools was problematic due to the inequities they created by offering additional school choices to some parts of the city

and not to others. The Interim Report described the dissolution of the legacy boundaries as a next step to increase access for all students.

Other Legacy Boundaries in the TDSB

Eastern Commerce Collegiate Institute and Monarch Park Collegiate Institute

Eastern Commerce CI was a former commercial school located at 16 Phin Avenue, near the intersection of Donlands and Danforth Avenues. In addition to Central High School of Commerce and Western TCS, this school offered a program focus on business and administrative skills where students in the former Toronto Board of Education were once streamed.

The school was closed after a Pupil Accommodation Review in 2016 due to low enrolment and program non-viability. The commercial boundary was dissolved when the school was closed. The 16 Phin Avenue building currently accommodates Kâpapâmahchakwêw - Wandering Spirit School and Subway Academy I.

Monarch Park CI, located near the intersection of Coxwell and Danforth Avenues, had a large commercial boundary in addition to its collegiate boundary. The commercial boundary was much larger than the collegiate boundary, and, when combined with the commercial boundary for Eastern Commerce CI, covered the entirety of former East Toronto.

The commercial boundary for Monarch Park CI was dissolved in 2016 as part of the Pupil Accommodation Review that led to the closure of Eastern Commerce CI. Since commercial programming was no longer offered at the school, the boundary did not serve a purpose.

George Harvey Collegiate Institute

George Harvey CI was a former vocational school located near the intersection of Keele Street and Eglinton Avenue West that served the former City of York (York Board of Education). Although it was a vocational school with large regional technical and commercial boundaries, George Harvey CI was assigned a small collegiate boundary in the early 2000s to reduce enrolment pressure at the surrounding collegiates. Despite having large regional boundaries and a collegiate boundary, enrolment at the school continued to decline.

The school was closed and merged with York Memorial CI in 2022 due to low enrolment and concerns around program viability.

The large technical and commercial boundaries for the school were dissolved when the school was closed in 2022. The building is currently the holding school for York Memorial CI while the new York Memorial building is under construction.

Scarborough Board of Education – Business and Technical Institutes

The former Scarborough Board of Education historically operated three Business and Technical Institutes (BTIs) that offered programs with a vocational and commercial focus. Students were streamed into either the local collegiate for an academic-oriented program, or into a Business and Technical Institute.

Timothy Eaton BTI served the northern part of Scarborough, Sir Robert Borden BTI served the southeast, and Bendale BTI served the center. Each school had a large regional boundary, and when combined they covered the entirety of the former City of Scarborough.

All three BTIs were closed due to low enrolment: Timothy Eaton BTI was closed in 2009; Sir Robert Borden BTI in 2016; and Bendale BTI in 2019. The legacy boundaries associated with these schools were dissolved when the schools were closed. There are no remaining legacy boundaries in the former City of Scarborough.

Rationale for Dissolving the Legacy Technical and Commercial Boundaries

Staff is recommending that the legacy technical and commercial boundaries be dissolved for the following reasons.

Equity of Access

The existing network of legacy technical and commercial boundaries does not span the entire City of Toronto like the collegiate boundaries. This means that there are addresses in some parts of the city that enjoy guaranteed access to multiple secondary schools, whereas most of the city only has guaranteed access to their local collegiate.

This additional layer of access was relevant when students were streamed into a particular type of secondary school (collegiate, vocational, or commercial). Students are no longer streamed, and the former technical and commercial schools offer courses and programs in all academic pathways: university, college, apprenticeship, or the workplace. The legacy boundaries have become redundant.

The former technical and commercial schools all have large enrolments close to or above of 1,000 students, some have Central Student Interest Programs (e.g., MaST at Danforth CTI, Arts at Western TCS and Central Technical School), and others have Gifted Programs (Northern SS and Western TCS). This is in addition to rich technological programming opportunities available at the former technical schools.

These schools mirror the network of local collegiates in terms of the programs, opportunities, and experiences available for students. Rather than guaranteeing access for some, the opportunity to attend these schools should be made available to any student interested in applying.

Commercial Programming is Obsolete

Commercial programming is no longer offered at secondary schools in the TDSB. Courses that were commercial in focus such as keyboarding, shorthand and bookkeeping are no longer part of the Ontario curriculum.

There is no reason to retain commercial boundaries for a program that no longer exists at secondary schools in the TDSB. The legacy commercial boundaries do not serve a purpose.

Accommodation Concerns

Due to the large regional boundaries, most of the former technical and commercial schools have grown in enrolment and have emerged as accommodation pressures.

As an example, Northern SS, with large technical and commercial boundaries that guarantee access to all, has grown to a point where a Local Feasibility Team (LFT) was struck in the Fall of 2023 to investigate options to address overcrowding for the 2023-24 school year. As of October 31, 2023, the school's enrolment was 2,054 students. The school's capacity is 1,806 pupil places (114% utilization). The site is small at just over seven acres and cannot accommodate portables.

Staff investigated a variety of options including leasing space in a local church, implementing a special placement process (random selection), and dissolving the legacy boundaries in advance of the other schools.

None of these options were supported by the LFT, and opportunities to renovate spaces within the building were supported as the solution. These internal renovations are estimated to cost approximately \$1,000,000 and represent the only remaining opportunities to accommodate students. If enrolment increases for the 2024-25 school year, the school will be facing significant accommodation challenges, which may lead to highly disruptive changes.

Diminished Access for Students Outside the Legacy Boundaries

As enrolment grows at these schools, their ability to admit students from outside the large regional boundaries decreases. Historically, most of these schools were able to accept all interested students, but as enrolment grows this may no longer be the case.

As an example, enrolment at Danforth CTI has increased in recent years, meaning that the number of interested students the school was able to admit through the Out-of-Area Admissions process has declined year-over-year. For the 2023-24 school year only eight students were admitted through the Out-of-Area Admissions process. For the 2024-25 school year, the school will only be allowed to admit siblings of current

students. If the boundaries are not dissolved, the school is likely to be closed to Out-of-Area Admissions the following year.

Central Toronto Academy is also on the verge of being closed to Out-of-Area Admissions due to an increase in enrolment. This means that access to the school is closed for anyone residing outside of the legacy boundaries, yet guaranteed access is still a possibility for those that reside within those boundaries.

Northern SS is closed to Out-of-Area Admissions for the 2024-25 school year, but the large technical and commercial boundaries still guarantee access for a very large geography and potential pool of students, meaning the risk of ongoing accommodation challenges still exists.

Adverse Impact on the Local Collegiates

Many of the former technical and commercial schools have become regional destinations for students. Although this has resulted in strong enrolment and rich programming for the students attending these schools, it has come at a cost to local collegiates that are not seen as schools of choice for some members of the surrounding community. This negatively impacts the students attending the local collegiates.

Enrolment at some local collegiates has declined due to students using the legacy boundaries to avoid their local collegiate. The negative perception of some schools was vocalized during the public meetings held for this review. This has led to a concern from some members of the public that they would be forced to attend their local collegiate if the legacy boundaries are dissolved. Some see this as having the potential to negatively impact their child academically.

As enrolment declines, the complement of staff also declines, which creates a challenge for the school in being able to offer a fulsome range of courses that aligns with the interests of students. As courses and opportunities decrease, students seek out other options for their secondary school experience. This 'snowball effect' of fewer staff, fewer courses, and fewer students can lead to program non-viability and in some cases the closure of the school. This is counter to the goal of the Secondary Program Review, which is to support and strengthen the local schools.

A table summarizing the enrolment make-up of the former technical and commercial schools, specifically the collegiate boundaries of the students attending them, can be found in Appendix G.

Staff Proposal

As described in Appendix A, there are four schools that *only* have legacy technical and/or commercial boundaries:

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- Central Technical School (Ward 10, Trustee Williams);
- Central Toronto Academy (Ward 10, Trustee Williams);
- Danforth CTI (Ward 15, Trustee Ehrhardt); and
- Western TCS (Ward 7, Trustee King).

Staff is recommending that the legacy technical and commercial boundaries be dissolved for these four schools, and that they be classified as Secondary Schools Without a Boundary.

These four schools would not have any boundaries, and access to the regular program at these schools would be available to all students residing within the City of Toronto. There would no longer be any guaranteed access by geography.

Other programs at these schools including Central Student Interest Programs and Gifted programs are not impacted by this proposal. Admission to these programs will continue to be administered through existing processes.

Staff is recommending that the legacy technical and commercial boundaries for Northern SS and Victoria Park CI be dissolved. Because these two schools have collegiate boundaries, it is not necessary to classify these schools as Secondary Schools Without a Boundary. These two schools will be classified as local collegiates.

Transition Plan

A transition plan has been recommended as a response to the feedback received through the consultation process. Staff has developed a transition plan that addresses many of the concerns that were shared through the public consultation process and e-mail correspondence.

Staff is recommending that Northern SS be extended the same transition plan as the four Secondary Schools Without a Boundary to ease the impact on families impacted by the proposed dissolution of the legacy boundaries.

The legacy technical boundary for Victoria Park CI is geographically very small and has not historically contributed many students to the school (currently only 13 students from this geographic area attend Victoria Park CI). Removing guaranteed access is not expected to have a significant impact and therefore staff has not recommended the school be included within the transition plan.

Staff is recommending that the transition plan be in place for admission in the following years: 2025-26, 2026-27 and 2027-28. The transition plan and list of admissions priorities will be revisited during the three-year period to determine how admissions will

be overseen for the 2028-29 school year and beyond. A three-year period allows for two full years of admission cycles to be completed. This will provide staff with two years of student data to analyze, which will better inform recommendations on how to proceed for the 2028-29 school year.

The proposed Three-Year Transition Plan can be found in Appendix H.

In the development of the transition plan, staff has included the following considerations.

Consideration #1: Siblings

Staff is recommending that access for siblings of students attending these schools as of the 2024-25 school year be guaranteed. This aligns with the sibling priority in the Out-of-Area Admissions policy and provides families with the opportunity to have their children attend the same school.

Consideration #2: Interest in Technology

Staff is recommending that 30% of available seats in the former technical schools be reserved for students interested in pursuing technological programs. These schools have specialized facilities and staff to deliver rich technological programs.

Accommodating students with an interest in pursuing technology ensures that these highly specialized programs are not in danger of disappearing. This criterion is not intended to create technical schools, but to ensure that there is a healthy balance between academic (collegiate) and technological programming. These reserved seats will be available only to applicants that are not included in the other priority categories.

Consideration #3: Locality

Staff is recommending that access be prioritized for students residing within collegiate areas that have historically contributed large numbers of students to the former technical and commercial schools and have limited ability to receive an influx of additional students due to building and/or site constraints.

There are accommodation challenges present at the local collegiates like Riverdale CI (Danforth CTI), Humberstone CI (Western TCS), Harbord CI (Central Technical School and Central Toronto Academy) and North Toronto CI (Northern SS). Extending a priority to students residing within the collegiate attendance area of these schools is a way to mitigate against further overcrowding at these schools.

Further, these schools have a history and roots in the communities within which they are located. By extending a priority to the local community it provides schools with an opportunity to continue building relationships with the local elementary schools and acknowledges that the local collegiate may not be equipped to offer technological

programming that students may be interested in. This does not apply to Northern SS; students residing within the school's collegiate boundary have automatic access.

Determining the Number of Seats Available

Planning staff will work closely with the impacted Principals, Superintendents and Secondary Program and Admissions staff to determine the number of available seats in each of the four Secondary Schools Without a Boundary during each projection cycle. The number of available seats will be set to ensure that the school is able to deliver breadth of program, but also to ensure that the school does not become over-utilized as students progress through the grades.

Consistent enrolment results in consistent staffing, which results in consistent timetables for students. With the current arrangement of legacy boundaries, enrolment can swing quite significantly from year-to-year, making annual processes like enrolment projections, Out-of-Area Admissions, and staffing, quite challenging.

Appendix I contains a table that illustrates a potential Grade 9 enrolment target for each of the five schools included within the Three-Year Transition Plan. The purpose of this table is to demonstrate that each school will have seats available for students not included within the sibling and local collegiate priority groups. This ensures that students from across Toronto will have a chance to attend these schools.

There are two opportunities for students from across Toronto to attend: through the 30% of seats reserved for technology; or through the remaining seats available after each priority group is accommodated.

The number of remaining seats available varies from school to school based on several factors: the size of the regular track Grade 9 cohort, the number of siblings to be accommodated, the number of seats reserved for technology, and the number of students from the collegiate boundary (Northern SS) or priority collegiate areas.

The table in Appendix I illustrates the percentage of seats in Grade 9 available for students from outside the priority groups. This percentage ranges from 46% at Northern SS to 82% at Central Technical School.

Application to Secondary Schools Without a Boundary and Northern Secondary School

Staff is recommending that access to the four Secondary Schools Without a Boundary and to Northern SS be included within a separate application. Although not a Secondary School Without a Boundary, staff is recommending that Northern SS be included to recognize the impact that dissolving the boundaries would have on families residing within these areas.

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All students would be required to apply to these five schools for the regular program, regardless of their address (Northern SS collegiate boundary applicants notwithstanding).

Staff is recommending that a separate application process be established to separate them from the Out-of-Area Admissions process. The separate application would be created within PowerSchool and administered centrally.

A separate application is recommended to ensure that these schools are not overlooked by students. As of the 2023-24 school year, only one school choice is available through the Out-of-Area Admissions application. Creating a separate application for the four Secondary Schools Without a Boundary and Northern SS would make another school choice available to all students.

If approved, a student could apply to one school through the Out-of-Area Admissions application AND to one of the four Secondary Schools Without a Boundary through the proposed application process. A single school choice for the Secondary Schools Without a Boundary is recommended to mirror the Out-of-Area Admissions process and to ensure that students are applying to a school that best aligns with their interests.

The application process for the four Secondary Schools Without a Boundary and Northern SS will run concurrently with the Out-of-Area Admissions process, which typically runs through January of each calendar year, followed by offers and acceptances through February. Both processes would conclude by March 1 of each calendar year.

Like Central Student Interest Programs, seats that are made available after March or during the school year would not be backfilled. This is to ensure minimal disruption to class sizes and staffing at other secondary schools that may lose students.

Applications to Victoria Park Collegiate Institute

Victoria Park CI has a collegiate boundary as well as a very small legacy technical boundary.

If the legacy technical boundary is dissolved for Victoria Park CI, the school would operate as a local collegiate. The school will admit students who reside within its collegiate boundary, and if space is available then available seats would be filled through the Out-of-Area Admissions process. Victoria Park CI would not be available as a choice in the separate application process that is proposed for the four Secondary Schools Without a Boundary and Northern SS.

The priorities already established within the Out-of-Area Admissions Policy will continue to apply to students wishing to access to Victoria Park CI.

Plan for Technological Programming at all Secondary Schools in the TDSB

Most collegiates outside of the downtown are equipped with a variety of shops and labs and currently offer a variety of technological programs. These schools are composite in nature and can offer a range of programs and opportunities for all students.

All secondary students in the province will be required to take at least one technological course as of the 2024-25 school year. This change will require all secondary schools to make technological courses available for students. The range of technological options will vary from school to school due to the range of specialized spaces available within the school buildings.

Schools without specialized spaces that have historically offered an academic-oriented program will offer technological courses that can be delivered in existing spaces.

The Facilitated Access to Skilled Trades program (FAST) was developed as part of the Secondary Program Review to improve access to skilled trades for interested students that may not be available at their local school.

The FAST program allows students whose designated school by address does not provide a Skilled-Trades Based SHSM to apply to a school where the program is available. Students can apply to another school through the FAST program starting in Grade 10.

Community Consultation and Feedback

Staff consulted widely on the proposal to dissolve the legacy technical and commercial boundaries. Multiple opportunities were made available to share information and to seek feedback on the proposal.

Staff presented the proposal to dissolve legacy technical and commercial boundaries at the Parent Involvement Advisory Committee (PIAC) on December 12, 2023. Staff also organized a meeting with the Chairs and Vice Chairs from all Community Advisory Committees (CACs) on February 8, 2024, to share information and seek feedback on the proposal.

Three virtual public consultations were held for this review to ensure that members of the public were extended multiple opportunities to learn about the proposal and to provide feedback. The meetings were held from 6:30 pm to 8:00 pm on Monday, January 15, 2024, Thursday, January 18, 2024, and Sunday, January 21, 2024.

A series of notifications were sent in advance of the public meetings including:

- Notice in TDSB Connects on December 12, 2023, to TDSB parents/guardians/caregivers and all TDSB staff;

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- Direct notification through School Messenger from the impacted secondary schools to all parents/guardians/caregivers; and
- Targeted e-mails to all parents/guardians/caregivers of elementary students attending a school with a boundary that intersects with a legacy technical or commercial boundary (approximately 125 elementary schools). Over 68,000 direct e-mails were sent.

In total, approximately 500 members of the public registered for the meetings, and approximately 300 attended.

Feedback Survey Results

Over 188 survey responses were received. There were several common themes that emerged through the responses. Most respondents reside within a legacy technical and/or commercial boundary (90%); fewer reside outside the boundaries (10%).

Respondents that currently reside within a legacy attendance area did not support the dissolution of the boundaries. Of the 164 survey responses received from those residing within a legacy boundary, 125 respondents did not support dissolving them. There were 16 respondents who supported the dissolution of the boundaries and 23 who did not have an opinion.

Of the respondents that currently reside outside of the legacy attendance areas, most supported dissolving them. Of the 18 responses received, 12 respondents supported dissolving the boundaries, while four respondents did not support dissolving them. There were only two respondents without an opinion.

Most respondents were parents/guardians/caregivers of current elementary students (77%), followed by parents/guardians/caregivers of current secondary students (19%). The remaining respondents were students, community members or TDSB staff.

Common Themes

Several common themes emerged from the feedback received through the consultation process, including:

- Opposition to dissolving the legacy boundaries;
- Support for dissolving the legacy boundaries;
- Prioritizing siblings of current students attending the schools;
- Prioritizing local students over those from farther afield;
- Prioritizing students interested in pursuing technology;

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- Prioritizing students interested in other programs offered at the school (e.g., Arts);
- Supporting the local collegiates with better programming; and
- Supporting technology in all secondary schools.

A summary of the written comments received can be found in Appendix J.

Future Studies Associated with the Former Technical and Commercial Schools

Dissolving the legacy technical and commercial boundaries creates opportunities to resolve other program and accommodation issues through future study. Several studies that pertain to the former technical and commercial schools already exist in the Long-Term Program and Accommodation Strategy to guide the work of staff over the next few years. A new study will be added to Long-Term Program and Accommodation Strategy to further this work. The existing and proposed studies are listed below:

Existing Studies in the Long-Term Program and Accommodation Strategy:

Explore a new French pathway into Danforth CTI for implementation in September 2025. This new pathway is intended to address significant accommodation pressures at Riverdale CI.

- Explore additional French pathway changes that include Danforth CTI (subject to a program being established in 2025), East York CI, Leaside HS, and Malvern CI for implementation in September 2026.
- Explore a larger collegiate boundary for Northern SS for implementation in September 2026. The study will occur during the 2024-25 school year and include a review of existing shared areas that include Northern SS. The larger collegiate boundary is intended to relieve accommodation pressures at nearby schools like North Toronto CI.
- Review the admission restriction at Riverdale CI with the goal of eliminating it. This admission restriction was put in place in the early 2000s to mitigate overcrowding at the school.
- Undertake Pupil Accommodation Reviews that involve small collegiates, as identified in the Long-Term Program and Accommodation Strategy. These reviews will include some of the former technical and commercial schools like Central Toronto Academy and Western TCS.

New Study to be Added to the Long-Term Program and Accommodation Strategy:

- Establish a collegiate boundary for Danforth CTI for implementation in September 2026. The study will occur during the 2024-25 school year. The purpose of a collegiate boundary at Danforth CTI is to reduce emerging accommodation pressures at nearby schools like East York CI, Riverdale CI, and Monarch Park CI.

Action Plan and Associated Timeline

Staff is seeking feedback from Trustees on the preliminary recommendations presented in this report. Trustees can provide feedback at the Planning and Priorities Committee meeting on February 28, 2024. After the committee meeting, Trustees can provide feedback directly to Senior Manager Dan Castaldo by March 8, 2024 (Daniel.Castaldo@tdsb.on.ca or 416-428-1857).

The final report on the review of the legacy technical and commercial boundaries will go to the Planning and Priorities Committee on April 11, 2024, and to the Board of Trustees on April 17, 2024, for approval.

If approved, the dissolution of the legacy technical and commercial boundaries will be effective for the purposes of accessing the schools for September 2025. A transition plan will be implemented for a three-year period to ease the impact on students and families. Staff will revisit the transition plan during the three-year period and reassess how admission to these schools will be administered for the 2028-29 school year and beyond.

Resource Implications

Developing a separate application module within the PowerSchool system will require additional staff time (TDSB and PowerSchool) to create, implement and administer. The inclusion of the Three-Year Transition Plan adds to the complexity.

As a result, there may be additional costs associated with developing this separate module. TDSB staff is currently investigating the steps and resources required to develop and implement this application process.

Communications Considerations

If approved, all impacted school communities will be provided with notice of the decision. The TDSB public website will be updated with the decision. The TDSB 'Find Your School' module will be updated to remove the 'technological programming' and 'commercial school' columns from the resulting tables. A floating banner will be added to the top of the 'Find Your School' module to inform users about the opportunity to apply to the Secondary Schools Without a Boundary.

Information on the Three-Year Transition Plan, the admission priorities, and the application process for these schools will be made available on the TDSB public website.

Staff will also develop a strategic communications plan to ensure that any changes made to the schools involved in this review are clear and understandable to the public.

Staff will explore creating videos for the website to describe the admission process and transition plan, including different application scenario examples. Staff will continue to use available communications platforms like the public website, TDSB Connects, Trustees Weekly and System Leaders' Bulletin, along with external social media.

Board Policy and Procedure Reference(s)

Policy P068 Accommodation and Program Review, Section 6E

Policy P013 Out-of-Area Admissions

Appendices

- Appendix A: Description of the Impacted Schools
- Appendix B: Planning and Enrolment Data
- Appendix C: Map of Impacted Schools
- Appendix D: Map of Collegiate Boundaries
- Appendix E: Map of Legacy Technical Boundaries
- Appendix F: Map of Legacy Commercial Boundaries
- Appendix G: Count of Students Attending the Technical and Commercial Schools by the Collegiate Boundaries that their Home Addresses Fall Within
- Appendix H: Three-Year Transition Plan for Secondary Schools Without a Boundary and Northern Secondary School
- Appendix I: Three-Year Transition Plan – Illustration of Grade 9 Seats Available
- Appendix J: Summary of Written Comments Received

From

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Description of the Impacted Schools

Central Technical School

Central Technical School is located at 725 Bathurst Street at the northeast corner of Harbord Street and Bathurst Street. The school falls within the collegiate attendance area of Harbord CI, which is located approximately 600 metres to the west. Central Technical School was constructed in 1912 as a vocational school that offered programs focussed on the skilled trades.

The school consists of three buildings that form a campus. The total capacity of the school is 2,868 pupil places and the total area of all three buildings is nearly 593,000 square feet, making it the largest physical plant in the TDSB. Central Technical School has a large technical boundary that includes the majority of downtown Toronto. The school does not have a collegiate boundary.

Central Technical School offers a regular track program that serves students in all pathways, while also offering an extensive range of technological programs. The school also has an Arts Focus Central Student Interest Program (The Arts Centre @ Central Tech), along with Special Education Intensive Support Programs (ISPs): Learning Disability (LD) and Mild Intellectual Disability (MID).

Central Technical School also offers seven Specialist High Skills Major programs (SHSMs): Arts & Culture, Construction, Health & Wellness, Hospitality & Tourism, Information Communications Technology (ICT), Justice, Community Safety & Emergency Services, and Transportation.

Despite having an enrolment of close to 1,000 students, the school's large capacity results in underutilization. Projections suggest that enrolment at the school will increase slightly over the short term, which is primarily a result of an increase to the number of available seats in the school's Arts program.

Central Toronto Academy

Central Toronto Academy is located at 570 Shaw Street near the intersection of Harbord Street and Ossington Avenue. The school also falls within the collegiate boundary of Harbord CI, which is located approximately 800 metres to the east. The school was formerly known as Central High School of Commerce.

The school was constructed in 1914 as a commercial school that offered programs focussed on business and commerce. The school has a large commercial boundary that includes the majority of downtown Toronto. In addition to the primary commercial

boundary, Central Toronto Academy is included in several shared attendance boundaries that extend guaranteed access for a wider pool of students. The school does not have a collegiate boundary.

The school was renamed as Central Toronto Academy in 2014 as part of an effort to rebrand the school and increase enrolment, shifting away from the categorization of being a commercial school. Prior to the rebranding of the school, enrolment had declined to only 320 students. Enrolment has increased substantially since 2014 and is currently 1,069 students.

Central Toronto Academy offers a regular track program much like any other collegiate in the city and does not provide a robust technological program like the other schools involved in this review (only one technology course available). The school offers two SHSM programs: Business and Sports.

Danforth Collegiate and Technical Institute

Danforth CTI is located at 800 Greenwood Avenue, north of Danforth Avenue. The school falls within the collegiate boundary of Riverdale CI, which is located approximately 2.1 kilometres to the south.

The school was constructed in 1922 as a technical school offering programs focussed on the skilled trades. The school has a large technical boundary that extends from the Don River in the west and north to the Scarborough border in the east. The school does not have a collegiate boundary.

Danforth CTI also accommodates Greenwood SS, which was relocated from a standalone building at 24 Mountjoy Avenue in 2017. Greenwood SS operates as an ESL program where students typically spend one to three semesters before moving onto another secondary school.

Danforth CTI offers a regular track program that serves students in all academic pathways along with a robust technical program. The school also accommodates a Central Student Interest Program in Math, Science and Technology (MaST). The school offers three SHSM programs: Health & Wellness, Hospitality & Tourism and Transportation. Danforth CTI accommodates three Special Education ISPs: Autism, LD and Development Disability (DD/DH).

Danforth CTI has become a regional destination for students. Enrolment at Danforth CTI has increased over the past five years and is projected to continue to grow. The school is currently operating at 99% utilization with over 1,500 students.

Due to accommodation pressures at Riverdale CI, the local collegiate, a special admission restriction has been in place at Riverdale CI since 2000 that does not allow students who

reside within the attendance area to register at the school after February 28. These students are directed to Danforth CTI.

Until the admission restriction at Riverdale CI is lifted, this arrangement will continue. Although the technical boundary for Danforth CTI may be dissolved, it will continue to be the designated school for students not admitted into Riverdale CI.

Northern Secondary School

Northern SS is located at 851 Mount Pleasant Boulevard, north of Eglinton Avenue East. Northern SS has very large technical and commercial boundaries, extending north to Highway 401 (technical) and south to the waterfront (commercial). In addition, the school has a small collegiate boundary that encompasses an area to the south of the school. Northern SS is the only former technical or commercial school that has a collegiate boundary.

Northern SS was originally opened as Northern Vocational School in 1929 and later renamed Northern Technical-Commercial School in the 1950s. A collegiate attendance area was assigned to the school by the former Toronto Board of Education and it was then renamed as Northern SS. Prior to the collegiate attendance area being assigned, the school fell within the collegiate boundary of North Toronto CI.

Northern SS offers a regular track program that serves students in all academic pathways in addition to technological programming. The school also offers three SHSM programs: Arts & Culture, Health & Wellness and Manufacturing. The school accommodates three Special Education ISPs: Gifted, LD and Deaf & Hard of Hearing (Deaf/HH).

Enrolment at Northern SS has increased over the past few years and has resulted in the school becoming overutilized. The legacy boundaries guarantee access for a very large pool of students, many of whom exercise their right of access to the school.

Accommodation pressure is a significant concern due to the constraints of the site, and the school cannot continue to accommodate further increases in enrolment. There are currently over 2,000 students at the school, making it one of the largest secondary schools in the TDSB.

Victoria Park Collegiate Institute

Victoria Park CI is located at 15 Wallingford Road near the intersection of Victoria Park Avenue and Parkwoods Village Drive, just south of York Mills Road.

Victoria Park CI is unlike the other schools involved in this review because it is a local collegiate with a large collegiate boundary. The school was not opened or historically operated as a vocational or commercial school.

Victoria Park CI has a very small technical boundary at the south end of its collegiate boundary, capturing the Parma Court neighbourhood near O'Connor Drive and Victoria Park Avenue. It is unclear why the school was assigned a small technical boundary.

The dissolution of the small technical boundary at Victoria Park CI is not expected to have an impact on the school's enrolment: most students attending the school reside within the large collegiate boundary. There are only 13 students currently attending the school that reside within the legacy technical boundary (less than 2% of the total enrolment).

The area covered by the legacy technical boundary is assigned to Marc Garneau CI and East York CI by the existing collegiate boundaries.

Western Technical-Commercial School

Western TCS is located at 125 Evelyn Crescent in the Bloor West Village neighbourhood, close to Bloor Street and Runnymede Avenue. The school falls within the collegiate boundary of Humberside CI, which is located approximately 700 metres to the east. Western TCS has a large technical boundary and a large commercial boundary. The school does not have a collegiate boundary.

Western TCS was opened in 1927 as a vocational and commercial school, providing an option for students who resided in the west end of the former City of Toronto. The school is equipped with a wide range of shops, labs and other specialized spaces that support a range of programs. The school now offers a rich academic program in addition to its technological programs.

Western TCS offers a Central Student Interest Program with an Arts Focus. The school also accommodates three Special Education ISPs: Gifted, Autism and LD. The building is large and accommodates Ursula Franklin Academy, a specialized secondary school, and THESTUDENTSSCHOOL, a small secondary alternative school. Western TCS offers four SHSM programs: Arts & Culture, Hospitality & Tourism, Manufacturing and Non-Profit.

The total capacity of the building is 2,304 pupil places: 1,515 pupil places are assigned to Western TCS; 621 pupil places are assigned to Ursula Franklin Academy; and 168 pupil places are assigned to THESTUDENTSSCHOOL.

Enrolment at Western TCS has grown over the past ten years and it has become a regional destination for students. The school's current enrolment is 1,340 students, which results in a utilization rate of 88%. Enrolment is projected to remain stable over the next ten years.

Appendix B

Planning and Enrolment Data

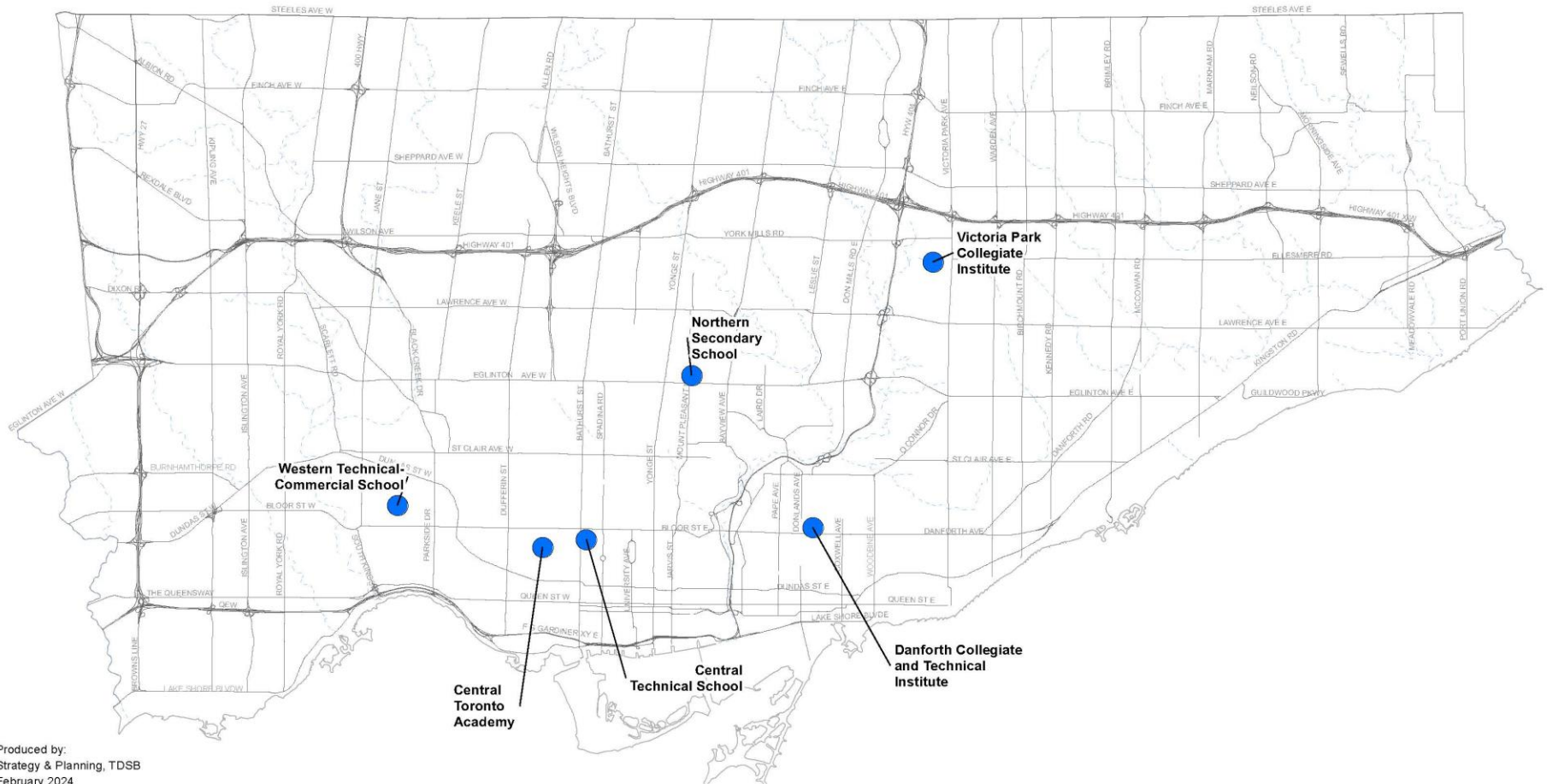
School Name	Grade Range	Boundary	Programs	Capacity	Oct. 31, 2023		Oct. 31, 2028		Oct. 31, 2033	
					Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Central Technical School*	9-12	Technical	Regular Track CSIP (Arts) LD, MID	2,070	937	45%	1,028	50%	1,160	56%
Central Toronto Academy	9-12	Commercial	Regular Track	1,239	1,069	86%	1,090	88%	1,091	88%
Danforth Collegiate and Technical Institute**	9-12	Technical	Regular Track CSIP (MST) Autism, LD, DD/DH	1,539	1,523	99%	1,842	120%	1,781	116%
Northern Secondary School	9-12	Collegiate Technical Commercial	Regular Track Gifted LD, Deaf/HH	1,806	2,054	114%	2,355	130%	2,471	137%
Victoria Park Collegiate Institute	9-12	Collegiate Technical	Regular Track CSIP (IB) LD, MID	1,440	1,060	74%	1,149	80%	1,191	83%
Western Technical-Commercial School***	9-12	Technical Commercial	Regular Track CSIP (Arts) Gifted, Autism, LD	1,515	1,340	88%	1,274	84%	1,273	84%
Total				9,609	7,983	83%	8,738	91%	8,967	93%

*Central Technical School's capacity has been reduced from 2,868 to 2,070 to reflect the space temporarily occupied by Bloor CI

**Danforth C&TI also accommodates Greenwood SS (capacity of 420pp)

***Western TCS also accommodates Ursula Franklin Academy (capacity of 621pp) and THESTUDENTSCHOOL (capacity of 168pp)

Map of Impacted Schools



Produced by:
Strategy & Planning, TDSB
February 2024

Source:
Base Map- Geospatial Competency Centre
Facility - Strategy & Planning, TDSB

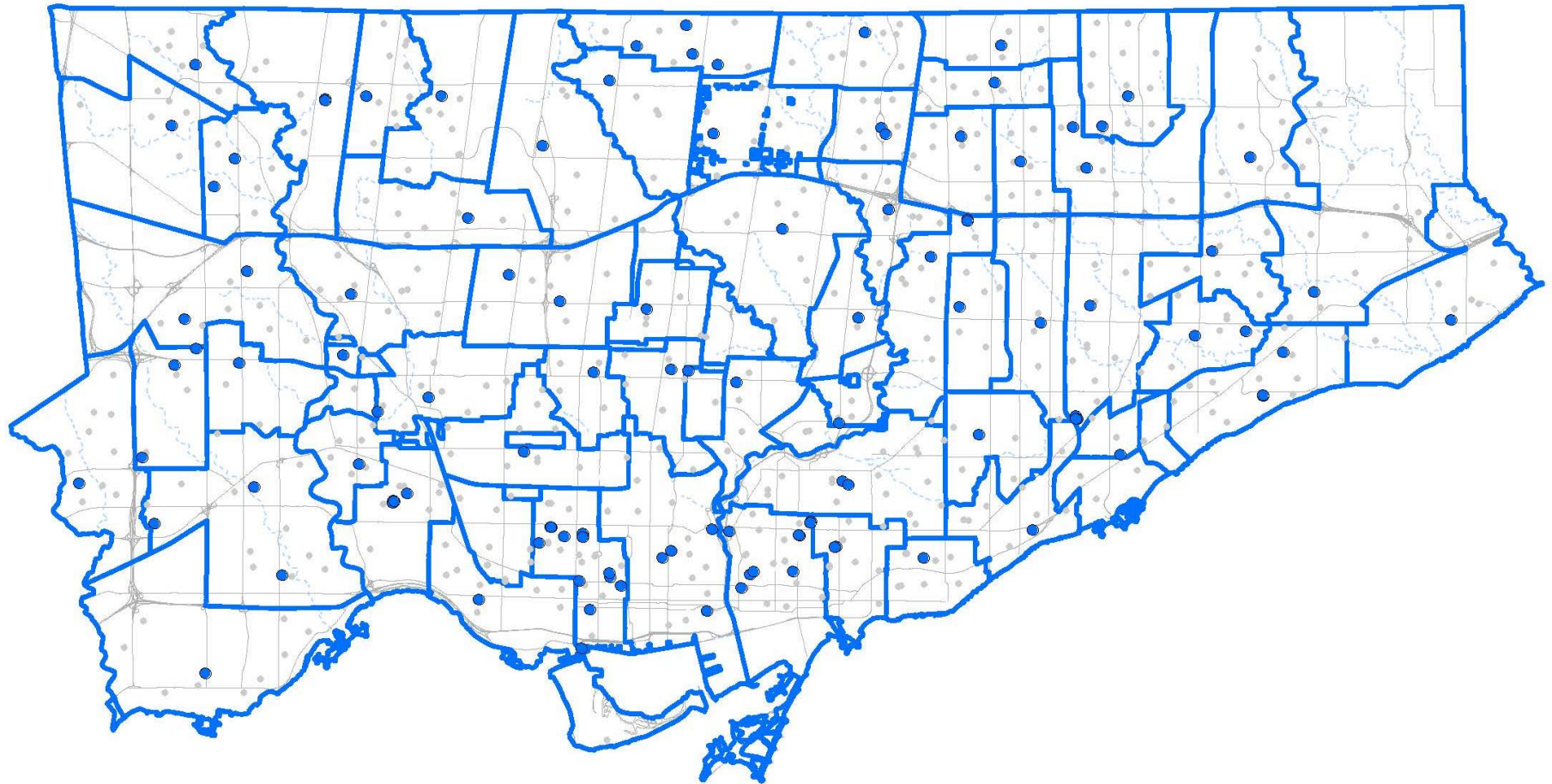
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Legend

- School with Technical and/or Commercial Boundaries
- Major Road
- Waterway

Map of Collegiate Boundaries

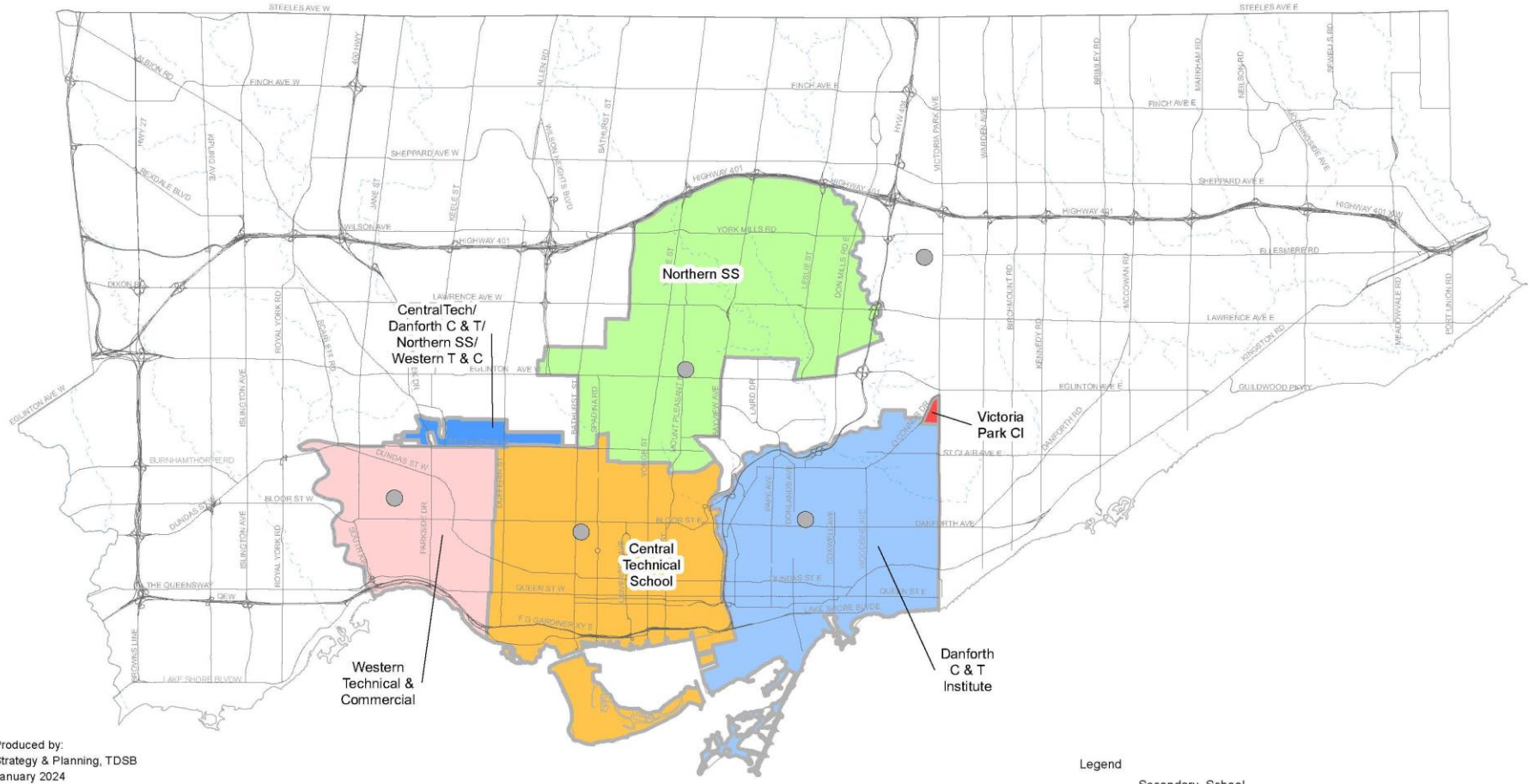


Produced by:
Strategy & Planning, TDSB
March 2023
Source:
Base Map- Geospatial Competency Centre
Facility - Strategy & Planning, TDSB



- TDSB Facility
- Secondary School
- Major Road
- Waterway
- Collegiate Attendance Area

Map of Legacy Technical Boundaries



Produced by:
Strategy & Planning, TDSB
January 2024

Source:
Base Map- Geospatial Competency Centre
Facility - Strategy & Planning, TDSB

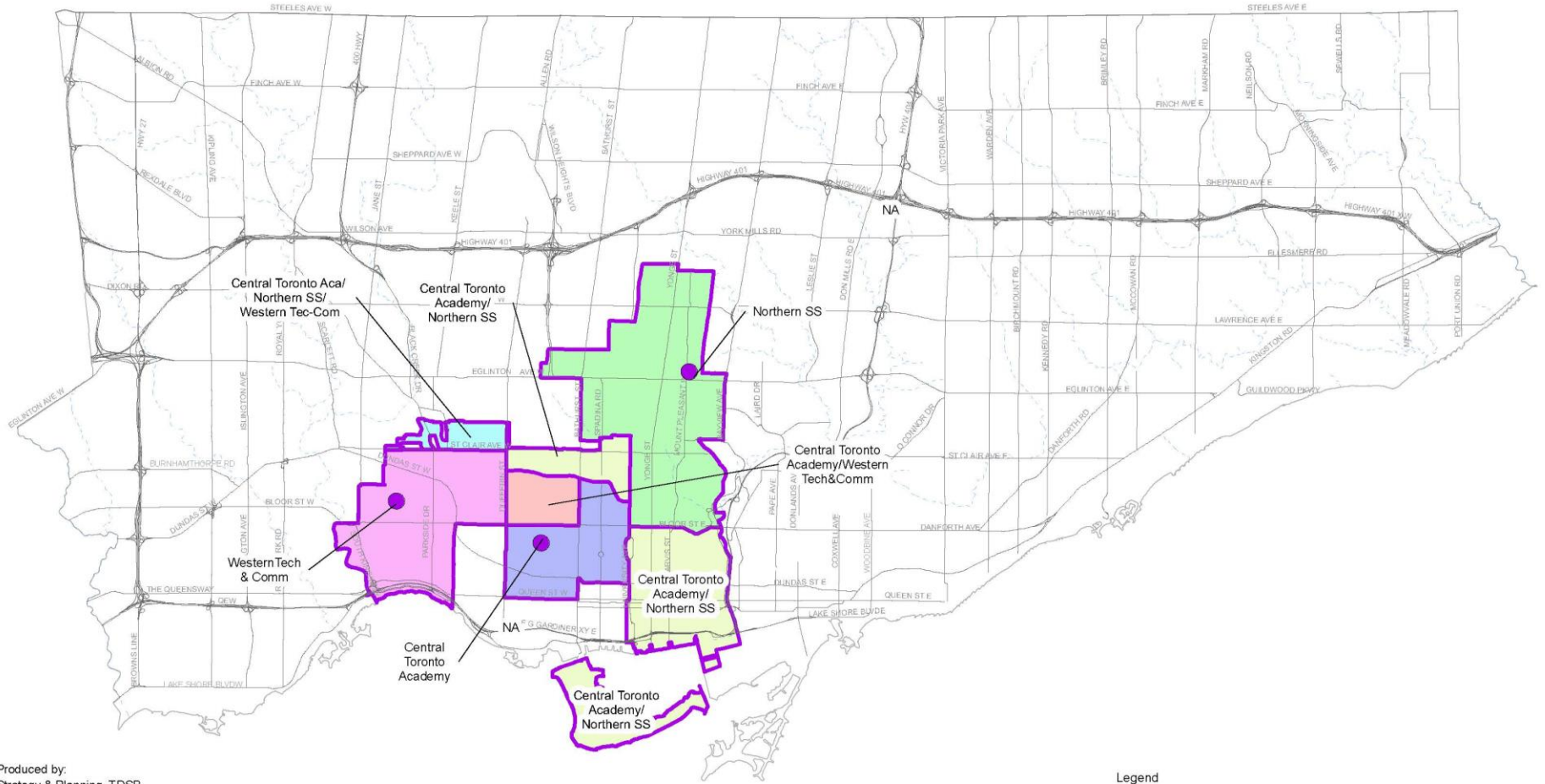
L:GIS/projectSWP23-24/P20230117SecTechnicalAA.mxd



Legend

- Secondary School Offering Technical Program
- Technical Attendance Area
- Major Road
- - - - Waterway

Map of Legacy Commercial Boundaries



Produced by:
 Strategy & Planning, TDSB
 January 2024
 Source:
 Base Map- Geospatial Competency Centre
 Facility - Strategy & Planning, TDSB

L:GIS/project/SWP 23-24/P20230117SecCommerceAA.mxd



Legend

- Secondary School Offering Commercial Program
- Commercial Attendance Area
- Major Road
- Waterway

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Appendix G

**Count of Students Attending the Technical and Commercial Schools
by the Collegiate Boundaries that their Home Addresses Fall Within**

Regular Program Enrolment (October 2023) – Grades 9-12

Central Technical School		Central Toronto Academy	
Harbord CI	146	Oakwood CI	233
Parkdale CI	132	Harbord CI	226
Jarvis CI	125	Bloor CI	210
Oakwood CI	90	Jarvis CI	134
Bloor CI	57	Parkdale CI	131
Other	226	Other	135
Total	776	Total	1,069

Danforth CTI		Northern SS	
East York CI	558	Jarvis CI	417
Monarch Park CI	174	Northern SS*	318
Riverdale CI	171	North Toronto CI	281
Other	162	Oakwood CI	125
Total	1,065	Lawrence Park CI	81
		Forest Hill CI	75
		Other	359
		Total	1,656

*Collegiate boundary for the school

Western TCS		Victoria Park CI	
Humberside CI	175	Victoria Park CI*	470
Runnymede CI	161	Winston Churchill CI	50
Oakwood CI	129	George S Henry Academy	47
Parkdale CI	108	Other	99
Bloor CI	94	Total	666
Other	200		
Total	867		

*Collegiate boundary for the school

Appendix H

Three-Year Transition Plan for Secondary Schools Without a Boundary and Northern Secondary School

Spaces at the former technical and commercial schools will be filled according to the admission priorities outlined within this transition plan.

The following admission priorities are to support a transition plan for a three-year period. This three-year transition plan will be in place for admission in the following years: 2025-26, 2026-27 and 2027-28.

The transition plan will apply to **Central Technical School, Central Toronto Academy, Danforth Collegiate and Technical Institute, Northern Secondary School, and Western Technical-Commercial School**. The transition plan will not apply to Victoria Park Collegiate Institute.

Admission to Victoria Park Collegiate Institute will be facilitated by the school's collegiate boundary and the Out-of-Area Admissions policy (subject to space availability).

Students residing within the collegiate boundary of Northern Secondary School are guaranteed access to the school by address, and as a result are not subject to this transition plan or the associated application process.

The transition plan and list of admission priorities will be revisited during the three-year period to determine how admissions will be overseen for the 2028-29 school year.

Admission Priorities for Secondary Schools Without a Boundary and Northern Secondary School for September 2025 to September 2027

Fixed Seats

In keeping with Truth and Reconciliation, access for First Nations, Métis and Inuit students will be supported outside of the Three-Year Transition Plan and given priority access to the schools. Admission will be supported at any regular intake time in Regular Programs.

Secondary students whose child(ren) is/are enrolled in a child care centre in the collegiate catchment area or priority collegiate catchment area as described below will be supported outside of the Three-Year Transition Plan and given priority access. Admission will be supported and accommodated at any regular intake time in Regular Programs.

Younger siblings of students attending the schools as of September 2024 will be accommodated, as long as the older sibling will be returning and attending the school in the following year.

30% of spaces in each grade will be held for applicants residing in the City of Toronto and outside of other priority categories who are interested and committed to pursuing technological studies over the course of four years. This does not apply to Central Toronto Academy.

Priority Categories for Remaining Seats

For each of the admission priorities listed below, in order, a random selection process will be undertaken if the number of applications exceeds available spaces:

- Applicants residing within collegiate areas that have historically contributed large numbers of students to the former technical and commercial schools and have limited ability to receive an influx of additional students due to building and/or site constraints:
 - Riverdale CI to Danforth CTI;
 - North Toronto CI to Northern SS;
 - Humberstone CI to Western CTS; and
 - Harbord CI to Central Technical School and Central Toronto Academy.
- Applicants residing within the City of Toronto.
- Applicants residing outside the City of Toronto.

Three-Year Transition Plan – Illustration of Grade 9 Seats Available

	A	B	C (A*0.3)	D	E	F (A-B-C-D-E)	G ((C+F)/A)
School	Target Grade 9 Enrolment (Regular Track)	Siblings	30% for Technology	Collegiate Boundary	Priority Collegiates	Remaining Seats	% Seats Available to Any Student
Central Technical School	300	25	90	0	30	155	82%
Central Toronto Academy	250	25	75	0	70	80	62%
Danforth Collegiate & Technical Institute	225	25	68	0	45	88	69%
Northern Secondary School	355	25	107	82	85	57	46%
Western Technical-Commercial School	250	40	75	0	50	85	64%

Column A: Potential Grade 9 enrolment target based upon past enrolment trends, school capacity and other programs/schools within the building.

Column B: The potential number of younger siblings to be accommodated based on past trends. Note that the number of siblings will decline as the priority is phased out.

Column C: The number of seats reserved for students interested in pursuing technology. A total of 30% of the regular track Grade 9 enrolment will be reserved for this purpose. These seats are available only to students that reside outside of the other priority areas.

Column D: Students that reside within the school's collegiate boundary. This currently applies to Northern Secondary School only.

Column E: Students that reside within priority collegiate areas where the local collegiate has limited ability to receive an influx of additional students due to building and/or site constraints. The number reflects the largest number of students residing within the collegiate priority area that have attended the school over a 5-year period.

Column F: The potential number of available Grade 9 seats at each school after the priority categories are accommodated.

Column G: The percentage of seats available to students that reside outside of the priority areas (30% of technology seats + remaining seats).

Summary of Written Comments Received

Question 1: Do you have any other suggestions or ideas on how technological programming could be protected at these schools?

Fund public education better. Allow ability based applications again (eg.MAST).
not sure
Offer credits after hours for (ie) Runnymede Col students wanting to take automotive studies at a technical school etc. ? My oldest wasn't able to actually work on a car when he took automotive, because of staffing issues (no licensed LTO's available, so all they did was read manuals and use light tools - very disappointing). Might be easier to find staff after regular working hours, and students could still have equitable access to all subject matters?
Priorities should be given to within legacy boundaries to prevent an impact to community and allow for other schools to operate without further impacts
I also feel very strongly about younger siblings having the opportunity of going to the same school opportunities of older siblings. And, I do not think it should be restricted to a specific window of time. I believe it should simply apply to siblings of children that are already in the current system. It is inequitable at a very personal level to have families split in terms of opportunities of access. My son will be entering Western Technical and Commercial School next year and my daughter is in Grade 3 at Rawlinson, but at 8 years of age, she has a very clear expectation of having the same opportunity to go there when she enters high school. I believe most families in my situation will feel very strongly the same. I would not support any program that does not afford my daughter that opportunity. And as others in the meeting noted, when families chose a place to live, they considered the current system. If we had only the option of our collegiate boundary school, we would not have decided to move into Ward 7. I would support the proposal IF AND ONLY IF there was an explicit clause that extended the opportunities of older siblings to younger ones irrespective of the age gap with the older sibling. This equity issue trumps the less personalized equity issues addressed by the current proposal. It is deeply troubling and disappointing to hear that this proposal has come forward without a component to address this serious equity issue. How can a proposal motivated by increasing equity not take into account how this affects sibling equity?
Just want to make it very clear that some schools have no tech programming to speech of. So these boundaries need to stay in place.
Priority should be given to former legacy boundary students
increasing SHSM , apprenticeships, FAST programs
No

<p>"It seems very protected. I don't see how it isn't protected when instead the meeting Monday night kept expressing increasing tech in all</p>
<p>Schools. It's great we have</p>
<p>Schools with big tech depts and they should be open only if space beyond local boundaries (which you could consider expanding)"</p>
<p>People are choosing these schools for a range of reasons, very few relating to the specific technical programs. Given how low the bar is to meet the standard of interest, this will continue to happen. Efforts should instead be focused on increasing interest in the schools people are trying to avoid.</p>
<p>When implementing, give priority to siblings (families build their work, child care, and after school programs around school location) as well as honouring legacy technical boundaries. Honouring the child's cohort is important; my 8 year old, grade 3 and my 12 yr old he 6, experienced serious social disruption due to pandemic; they shouldn't have to have further unnecessary disruption. Also, The vast majority of tdsb students do not "choose" to attend a school outside of their boundaries; cost and time of transportation is not a privilege many can enjoy. Opening Danforth tech — a school that has almost in size in 10 yrs - will not be as accessible if it is open to all students in tdsb. While my sons' rights have not been removed, the risk we face in them not being able to attend our community school (that's how we feel about it) is huge and would cause real disruption to our day to day lives.</p>
<p>Stronger partnerships between TDSB and TCDSB to improve offerings for all students attending publicly funded schools and put students first. Expand technical offerings at non-technical schools in the district through partnerships with corporations to sponsor technology and computer labs, partnerships with trade unions etc.</p>
<p>No but we would like to see the legacy boundaries (ie people who live close by to the school) grandfathered into the admissions process, ie allowed to go automatically without having to apply. In other words take a phased approach to the change that would allow anyone with children kindergarten aged as of today attend their local high school.</p>
<p>I do worry about the board being able to hire enough technology teachers in order to offer a robust technical program at my home collegiate school. As well, it takes years to implement and grow a program. If a child is interested in a technology pathway, I strongly believe that should still be able to attend their local technical school (as in the legacy boundaries).</p>
<p>I believe no changes should be made</p>
<p>No</p>
<p>Actively promoting these programs as equally valid options to the academic streams so that families don't continue to look down upon tech programming. When we toured Malvern recently there was little to no mention of technological programming such as the FAST program. It was marketed strongly as a collegiate environment and I know many parents were happy not to have</p>

the "tech" programs and openly expressed that it was better to have Malvern as a home school because it was a "better" school.

Widen the boundaries for each school, don't just dissolve them. Lottery system DOESN'T work! Make the home collegiate school a viable option with good course options and improved quality of education so people aren't defaulting to the tech school because their home school is bad.

"I'd like for their to be an option for things like culinary or hospitality or autoshop at all collegiate schools. I don't think Jarvis or Northern has programs like that. My grade 8 son is fortunate enough that he can get into Central Tech this year without things changing. I'm concerned for kids like him that would thrive in that kind of a program not to get the chance because they had to go to Jarvis or a similar school unequipped with these programmes.

It's not a huge issue for our family as we didn't pick our neighbourhood based on secondary schools, but we have an interesting legacy that both my mom and my eldest son went to CTA. it would be neat if my youngest son (currently grade 6) had the chance to go there or had priority because of this history."

Do not go to a lottery system

I think these schools should be open by right to people in the legacy boundaries and then offered more broadly if there is room. They are seen as community schools, students with siblings and peer groups will be negatively impacted by this.

Tech programming should be offered at all schools as the future will be all tech!

"Don't change anything about boundaries. Instead, focus on the local area schools that kids aren't attending and fix what's wrong first. Make improvements and upgrades and make them the kind of schools that kids want to go to. Parents want to have confidence that a good education will be received at the local school. Making the technical schools open to everyone in the city instead of their immediate community won't fix the reason that kids are avoiding their local school.

Please consider the following: The lottery program implemented in the arts schools ruined the funding, community support, and the attendance and interest in arts courses in those schools. Kids applied in order to go with their friends, or for other reasons and didn't even want the special programming that was available.

Also, if and when you change the technical school borders and insert a lottery system, please make sure that POC and kids in the LGBTQ community, or even those with lower grades in the regular schools; they should get 1st dibs on attending these technical schools. These kids can't be left behind!"

No

Make sure it's available at all schools

"I thought you said at the meeting that this would impact the regular program and not the technical program?? Why would technological programming not be protected?"

You did not leave room for meaningful feedback on this form, so I will add it here. Many of the technical schools are located in areas of high population density, so it actually makes sense for these areas to have more than one secondary school choice to spread out the student population and prevent overcrowding.

I'm located in the Danforth area. My daughter is in Grade 7, and we have already started to make some decisions about secondary schools as she is interested in some of the Central Student Interest programs. If she doesn't get into these programs, Danforth Tech's regular program is where she wants to go. Danforth Tech is also a block away from our house, so you can understand my unhappiness and unease with this proposed change.

I think it's unfair to roll out this process in time to impact the current Gr. 7 students as many of them (and their families) have already put serious thought into high school - they have to register and apply next year. Many of them already have a plan in place and their hearts set on a certain secondary school. I think this change should be delayed by at least a year as students currently in Grade 6 or lower likely haven't thought past middle school, so their plans will not be as heavily impacted, and they will have more time to deal with the change.

Our regular secondary school is Riverdale CI, which is overpopulated - families are told that they only have the option to register in Gr. 9 and cannot enter after that point. At Danforth Tech's open house last month, the school said they have their largest Gr. 9 cohort this year. Clearly, there are a LOT of kids going to both schools. I know that on the call, you said that West Tech and Central Tech are already open to out of area admissions, so kids likely won't have issues getting in. Is this the case for Danforth too or will we have trouble getting in with the new application system? And if not everyone who applies gets into Danforth, many of those students will then go to Riverdale. How will you deal with overcrowding at Riverdale?

I am also concerned with the process. It was unclear from the webinar how the application process would work and how students will be chosen. My daughter is currently at an Alternative School. We were incredibly lucky and grateful to get a spot, but it is clear to me that the lottery system is not successful. Will this be a lottery? First come, first served? Random selection? If you are giving priority to certain groups of people again, Jewish students should be added to the list. There are more Jewish students in my daughter's school now than in her last K-6 school, but they still amount to less than 10% of the population, which is under representation. Furthermore, throughout her school career thus far, she has often expressed feelings of other and difference as a Jewish student. And with the rising tide of antisemitism, it is extremely important that Jewish students are included and heard.

I think there should still be a catchment area for these schools that gives students in the area (within walking distance) priority admissions. I do understand that equity involves giving everyone the same opportunity, but as many mentioned during the webinar Q&A, it can be very hard for kids to form lasting relationships with friends who live all over the city. It is much more beneficial to be able to form connections with people they can easily see outside of school. It also gives students a sense of responsibility and ownership if they live in the same area as their school – truthfully, they are more likely to care about their behaviour and their environment if they see neighbours and business owners they recognize when out for lunch or after school. As well, many on the call mentioned the fact that people buy houses with school catchments in mind. I know that we did. I researched schools before we bought, and we paid more to live in this catchment area. It was a stretch for us. I realize that many people can't afford to live in the areas with the schools they want. I realize that isn't equity (and it sucks), but it's the reality of the real estate market. If people pay more to live near certain schools and then can't get into them, that's a problem. I know we will be extremely disappointed if we can't get into Danforth Tech and live a block away from it.

"The enrollment limit is fixed. So your proposal is to just further limit the locals and keep technological programming limited. Limit the locals - bring in out of community folks. Not a recipe for success clearly

More technical schools/programs r required. Not merely a rejuggle "

If all CSIP programs are lottery, I don't see why technical and commercial schools should have to be bound by specific interest. I also don't think the average parent or student understands the difference in collegiate, technical and commercial schools in 2024.

Promotion weeks, It is now a provincial requirement to take a tech subject in grades 9 or 10, New Code TAS. Visibility of these subjects in grades 9 and 10 will promote it for later grades.

Keep legacy boundaries until all current students have enrolled in grade 9

I attended one of the sessions and it really didn't feel like there was strong end to end planning involved. the easy step is to change the boundaries. The more important step is to bring all schools to the same level with the same opportunity in class weather they be academic, technical or other. I don't believe most of the facilities were built with enough space to accommodate everything. hence there being different secondary school. Rather than diluting talent we should be congregating it and growing it now more than ever when there seems to be a lack or focus on the technical. The number of adults i see that can't even use a screw driver.....its shocking

Promoting the subject, going into elementary schools for visit.

"Thank you for the presentation on the technical and commercial boundaries review. This is an issue that has concerned me for many years. I appreciate the information you shared and am fully behind your recommendations.

However, I was very disappointed in the comments you received Monday night. I expected that people who had been benefiting from the privilege of choice for so many years would be reluctant to give it up, but I was disheartened by all the excuses that were given to support their claim that

they are entitled to this privilege. I am writing to provide a counter perspective and rebuttals against these arguments.

False Argument 1: Dissolution of the boundaries will mean siblings will be split up. The TDSB has modified the rules for all other application-based pathways (out of area, specialized programs, etc.) to phase out the sibling rule for high schools. I do not see why there should be any difference for technical or former commercial schools. Each area has a designated collegiate. If parents would like their students to attend the same school, they should attend their local collegiate. The other options are intended to provide alternatives for students who feel their needs would be better met in a specialized program, which is specific to students, not families. Several people argued that if the boundaries are dissolved, a sibling rule should be put in effect. I do not agree with this recommendation, it would just extend the privilege for those currently benefiting.

False Argument 2: Dissolution of the boundaries will mean cohorts will be split up. This is a ridiculous argument. Having multiple choices means more splitting up of cohorts. Having one designated collegiate is the pathway to keeping cohorts together. Again, specialized programs are available to students who feel their needs would be better served elsewhere and are making that a priority over staying with their cohort. A proposal was made that if the boundaries are dissolved, those residing in the former boundaries should have priority in the case of a lottery to guarantee they can continue to have choice and stay with their friends. I do not agree with this recommendation. The same households that currently have right of way access to the schools would instead have priority in the application, in effect making no change.

False Argument 3: The schools in question currently benefit from being a community-based school. This argument is easily disproved by the size of the current boundaries. I know multiple students who attend Western Tech and Northern from within the technical or commercial boundaries who commute about 1 hour each way to school. Again, the local collegiate schools are the community-based schools.

False Argument 4: By dissolving the boundaries, TDSB is removing a critical pathway for students who are less “academical inclined.” First of all commercial schools, as was pointed out, no longer serve any purpose. On the other hand, Technical schools do provide an important option that should be available to all students equitably. That is why the boundaries should be dissolved: rather than provide a small proportion of students with easy access and other students with much more difficult access, technical schools should be equally available to all students. The one point I do agree with is that the TDSB should ensure that the rich variety of technical programming currently available does not suffer. The suggestion that students wishing to pursue a technical pathway be given priority in the application process, may help this. (As a bit of an aside, I’m not sure what Central Toronto Academy’s niche would be in the future, as it is no longer a commercial school and was never a technical school—but that is an issue I will leave to another time.)

False Argument 5: The technical and commercial school options provide access to better schools than the local collegiate. I find this argument particularly offensive. To be frank, it is rooted in racism. The two schools mentioned, Runnymede and Oakwood, are both schools with larger black student populations than most of the other schools in this review. As someone who lives in the Oakwood encatchment area, I know several community members that work at Oakwood and many students who attend the school. The stories I hear from them are overwhelmingly positive. Oakwood is successfully launching graduating students into their desired post-secondary pathways, including attending competitive universities. Its negative reputation is based on people who have no involvement or insight into the school. The one aspect of this argument that is true is that Oakwood is a small school and, as such, may suffer from a lack of programming options compared to larger schools. However, the dissolution of the technical and commercial boundaries is the solution to that problem. With the changes made a while ago to the French Immersion boundaries, Oakwood's population has been growing. This change would help Oakwood continue on that trajectory towards the TDSB's ideal size of 1000 students, by nudging more students towards their local collegiate as the easiest pathway and the way to guarantee staying with their friends. Right now, it is much too easy for the local community to choose a school on the other side of town, and in some cases, a school that is over capacity.

False Argument 6: People paid a premium for their homes to secure access to these schools. I happen to live in the pocket of white at the top of the Oakwood boundary on slide 12—a small area with no designated commercial or technical schools. There is no difference in the value of my house compared to those just a little south of me that have right of way access to six schools across the city—that little blue area on the technical and commercial boundaries map with such exceptional privilege that I just cannot understand how it could have ever been justified. And, even in areas where houses do have a higher value, it seems completely counter to TDSB's stated values of equity to provide greater options for Toronto's wealthier areas.

I really hope that the vocal minority who is desperately fighting to maintain their privileged access to multiple schools does not result in TDSB voting down this very important proposal to restore equity across the board. I simply cannot understand how any legitimate argument can be made that some students should continue to have easy access to up to six high school options, while others, including their next door neighbours in some cases, should only have easy access to one option."

If available space for technological programing is limited, why aren't efforts being made to create additional spaces as opposed to limiting access for others? My primary concern is keeping my children local, with existing friends, and each other for as much of their schooling as possible. By removing the legacy boundary - I'm being stripped of my choices given the unique boundaries I have faced in my current catchment.

I support the proposal to dissolve the legacy commercial only

Focus more on merit based admissions.

Admissions should be based by portfolio and written expression of interest to evaluate the student level of interest and commitment to the program

Assessment or skills based admissions
student interview or survey
Ensuring meritorious application consideration before application of lottery, not just straight lottery if more applicants than spots
Siblings of PAST students who live within the current boundary should also be eligible to attend the school without being part of a lottery.
They are technological schools. They have facilities that are unique to technological programming that many other schools do not. Some mechanism to determine student intent on participating in technological programming would help protect it and also provide equitable access to students who intend on taking traditional technical programs as a pathway to employment, etc. afterwards. I do not think a lottery is acceptable for protecting the intent of these programs and the students who should have access to them. Not every student will experience success in a collegiate school. Not every student is destined for post-secondary education. Technical schools and programming allow for students to gain skills and interest in something that could lead to a career. I worry that the TDSB lottery approach to special-interest programs has watered down the programming and programs itself. In addition, specifically for technical schools, MaST is a very popular program that not all students will get access to through the lottery. My concern is that an additional lottery at these schools just to gain access to the courses that would mirror a MaST program, would actually inhibit the possibility for students who had interest and would have benefitted from the intent of technological programming. The lottery approach while it represents equality of opportunity does not represent equity.
Remove the boundaries but still give address considerations as part of the lottery process. It does not make sense to have kids from far away attend these schools. It's not good for the kids, it impacts social, home and school life if they are travelling to go to school - TDSB needs to do a better job of creating more equal programming across the city. That's the real problem here. Opening the boundaries to say it is 'fair and equal' is a band aid solution. The lottery process is terrible, I should be application based on proximity to the school, and program interest.
Please stop closing options for parents and students; we should be protecting the options that exist plus providing more options for students to access schools nearby, not less.
"I would suggest that these schools remain unique, specialized tech (and collegiate) schools that provide specialty programs for those with a keen interest/commitment to STEM (and accept students from within TDSB boundaries accordingly). I would hate to see them lose what makes them special and morph into collegiate schools. Having STEM focus in all collegiate schools is great for all students but keeping these schools specialized and open to everyone provides options for those who really would thrive in a hands-on/learn by doing STEM focused program.
I would also suggested that the students with IEPs for giftedness (even if they aren't currently in a gifted program) have these schools as an option (i.e. given priority) regardless of their address. Screening for giftedness is standardized, denotes a speciality that comes with specific learning needs (inquiry based/hands on learning) and many gifted students have a keen interest

in/commitment to STEM and will benefit from the specialized programming these schools can provide.

Question 2: What programming would you like to see offered at your local secondary school?

Strong performance arts
Better programming/more courses...our local schools really lack compared to Northern SS
The 'trades' ie applied arts, automotive, culinary etc
Combination of technical, and academic programming.
stronger special education supports, technical programs (carpentry, mechanics, etc.)
Could you give priority to streets surrounding the school (for us, CTA). This seems wrong to be a lottery for residents who live in the neighbourhood.
Ai
As noted above, I want an equitable option, which is to have every opportunity for my daughter as my son was afforded this year.
Tech (not just sitting at a computer) - video and film production. Family Studies
Auto, all art(pottery wheel, printmaking, etc), Film, editing, all vocational training
Stronger higher academic programming, Oakwood has a poor academic reputation, many elementary schools feed into Oakwood, but still very low enrolment which subsequently get low funding and resources.
Robotics and engineering
IB
Basic student safety and minimum educational standards (Jarvis CI)
More choices. North Toronto is very academic but min choice for a kid that is more tech inclined but not interested in all tech
Arts, leadership, sports
I'd like if my local secondary school was safer, and had a better reputation.
More access to technical training and apprenticeship opportunities in construction, manufacturing and technology

<p>A diverse range of programming - if there aren't going to be options available anymore I would like to see all the options at all local secondary schools</p>
<p>Changing from as-right to lottery will drive more kids into the private system</p>
<p>Strong academic programming</p>
<p>Strengthen overall academic achievement. My home collegiate school is in the bottom 12% of Ontario schools according to the Fraser Institute. Funnelling more students into a school that is already struggling will not fix its problems.</p>
<p>secondary school and senior public school as well primary public school education needs to improve for science, math and history topics. and music. currently, students are not challenged enough and they are offered education below their capacities.</p>
<p>Both commercial and technical</p>
<p>A variety of tech/stem courses to carry through the four years of study</p>
<p>A more robust trades based program. As it stands now it is heavily geared towards the arts/french/math&science leaving few options for students who want a robust trades program. The culture of the school does not seem very supportive of these programs or the students that may benefit from and enjoy them.</p>
<p>More arts, more technology, music, IMPROVE the academic performance,</p>
<p>TOPS, gifted</p>
<p>Just more class variety. They don't need a special program</p>
<p>Business, Law, grade 11 and 12 social science</p>
<p>International Baccalaureate. I travel very far to get to an IB school. I would appreciate it if my local schools could offer the program.</p>
<p>Gifted program</p>
<p>hospitality or auto-shop: all kids should have at least the chance to take these things. Some thrive at working with their hands and they won't know without a cooking or shop programme.</p>
<p>Sports/arts</p>
<p>Not sure. Our local secondary school has a poor academic reputation so I think they should just focus on improving across the board rather than creating specialty programs.</p>
<p>Enrichment, technical, everything that specialized schools offer</p>
<p>Tech programming</p>

Business, visual art, design and technology
Trades, Arts, SHSM
Advanced STEM
i don't know what the options are and my kids aren't there yet. but as many options and as much variety as possible
Updated sports facilities, more electives, tech workshops
Business and Football and Skiing
Specialty visual arts courses, culinary, auto mechanics, wood working, graphic design, architecture, fashion and sewing
A wide variety of high quality programming at each and every school. This would eliminate the need to "choose" schools. Return our pools, for example.
I have no idea what this discussion is about As no details
Arts (visual, music, drama, production)
Arts, tech, sport
I would like a fulsome boundary review if our technical/commercial options are being taken away. We have two closer (geographically) collegiates but they are "out of district". Our designated collegiate is 2.5km away. Our closest commercial school is only 1 km and offers business, arts and athletics which my kids are interested in.
Enriched academics, lots of extracurricular sports and a variety of arts programs.
Arts, tech, sport
Com Tech, Tech Design, Construction Tech and Automotive.
Nothing because I want to attend Danforth Tech like I'm supposed to be allowed to I dont want to go to East York at all
electrical, woodworking, family studies/life skills, Auto shop, small business ownership
Family studies- cooking
Computer science, robotics
Computer Technology, Construction Technology, Technological Design, Transportation

<p>My local secondary school is not at the level of the elementary school experience my children have had access to and it is not in the same boundary as any of their current peers/classmates. The commercial boundary (not technological boundary) allowed is actually closer to their current school geographically and is within the same boundary as their current peers. By shifting the commercial option for my boundary I may be forced to leave the TDSB altogether which is very counterintuitive to how I had hoped to raise my children.</p>
<p>Broader curriculum - oakwood is small, daughter switched to CTA because of lack of grade 12 courses available for engineering in uni.</p>
<ul style="list-style-type: none"> -Auto -Plumbing -Carpentry
<p>The breadth of programs can't be the same due to the smaller school size</p>
<p>Business Studies</p>
<p>cyber arts, trades and tv/film classes</p>
<p>Technology, Computing and Engineering skills</p>
<p>Film, Robotics, Culinary arts, Welding</p>
<p>Tech courses. Arts courses (lots).</p>
<p>Engineering and art focused programs</p>
<p>DIY projects, sports - hockey</p>
<p>hospitality, cosmetology, Construction, Automotive</p>
<p>All secondary schools should have technical offerings and life skills like home ec (sewing, repairing, meal planning, budgeting for food)</p>
<p>I am concerned that my local collegiate will change as a result of Western Tech being turned to no-boundary. If Runnymede Collegiate is going to be the collegiate for some current Humberside feeder schools, then I expect the offerings at Runnymede to be stepped up to mirror those at Humberside which are superior by a large margin. The impact on collegiate schools a result of this decision should be seriously considered. What out of boundary students will no longer have access to superior collegiates because local kids are no longer able to access the CT school? How will students counting on accessing a good collegiate because of current boundaries be impacted if that collegiate's area gets narrowed as a result of these changes? Simply put, not all collegiates are equal. Some out of boundary students may simply want to be able to access a better collegiate than their local option and that door may be closed if the local collegiate is taking all the local kids as a result of this change.</p>

Computer Science, Entrepreneurship and Business
Auto-body, engineering, carpentry, computer science, language, phys-ed, arts, geography, social sciences
All programming. Every major community should have all the same programming.
My collegiate boundary secondary school is Jarvis Collegiate - it will take much more than programming to fix what's happening there. Jarvis is in the bottom 10/15% of secondary schools in Ontario and this is despite the fact that I live at Yonge and St. Clair which is a great neighborhood! Also I more conveniently closer to North Toronto and Northern, however, somehow my catchment is Jarvis which makes no sense. TDSB needs to provide more options to parents/students like me - not take them away please!
We toured the local collegiate school in our catchment (East York Collegiate) and asked about how they could support students with IEPs for giftedness - they admitted they have no enrichment opportunities and had only 9 gifted students within the school. Therefore, I would like to see all collegiate schools (including EYC) to provide enrichment opportunities, to include STEM/hands on learning opportunities within the class structure and through extra curricular clubs, and to allow acceleration of course selection (e.g. taking grade 11 courses in grade 10 and grade 12 courses in grade 11).
I want proximity. I disagree with the boundary less plan
Business / entrepreneurship programming, LAWS program, gifted program, Intensive support program
All programs should be at all schools...or available to any student via evening or summer school
Should be consideration made for visible minorities and under represented populations
Hands on design opportunities are essential. Art courses need to be available in 3D media. Architecture and other 3D arts are lacking at most schools
Leadership programs and design studio special high schools major programs at western tech, that are not currently offered at Oakwood Collegiate, would be welcomed.
If options for schools are being limited for 2025 I would like to see additional course selection available as of 2025 in the local school, including in math, science and technology.
More granular arts programming e.g. separating grade 11 & 12 visual arts out into more specific courses such as painting and drawing, ceramics, photography etc.
AP and a "specialized" program (such as Cyber Arts) because they tend to draw interest and can help boost attendance
AP programming

More computer related programs
good options at our local schools
<p>My concerns are more about local secondary planning because removing Danforth Tech from open admissions creates a strong potential for students without an a secondary school. Riverdale CI is closed to anyone who doesn't enroll at the start of Gr9. If students move into catchment after Gr9 registration, they currently go to Danforth Tech as their "home" school courtesy of the legacy boundaries. Another "orphaning" of students may occur if they register for FI and later decide they do not want to complete the rest of secondary in French. For instance, our FI pathway is Malvern which very, very far away. My son's (now in Gr7) current plan is to graduate from FI at Malvern, but he should be able to reserve the right to change his mind if circumstances prove unfavourable - whether that's the lengthy commute or not excelling in French. If Danforth Tech changes to centralized enrollment, it effectively closes the school just the same as Riverdale CI. How is the TDSB going to ensure there are spots for every student in the community? Considering the number of elementary FI programs that have been opened in the East End in the past decade there are *a lot* of FI students already essentially orphaned because Malvern is too far and East York is closed to students south of Danforth. They are choosing English at Riverdale for Gr9 because the risk is too great they'll be orphaned by Gr10 if they want to switch to English, or simply Malvern is too far away. There has been no talk of opening any new East End high schools despite the over-subscribing of *all* of them and zero talk of what to do with the influx of FI students created by the new elementary FI programs. This is a real problem that doesn't exist elsewhere in the city, as Riverdale is the only secondary in the board that has completely closed enrollment like that. So this has less to do with the technical programs (which, frankly should just exist in all secondary schools - specialty schools are dumb,) and much more to do with negligent planning for the entire East End.</p>
<p>More arts programming- Visual arts specifically Wood working Trades' options</p>
Guarantee of feeder schools to continue historical tracks to high school
There should always be some aspect of technical, hands-on learning for all students
Better academic performance, minimum standards for education.
No
I'd like to ensure this change does not negatively impact my grade 7 child that will not be able to continue school with her peers.
It seems that kids (like mine) are really engaged by short video creation and gaming. It would be great to develop skills that are used in these activities (storyboarding, public speaking, coding). It would get the kids excited about school while also teaching them practical and transferable skills.
Coding robotics ai Electrician, mechanics, etc.

<p>This survey is not broad enough to consider the range of concerns and feedback. I think the former boundaries, if they are to be eliminated, should be changed over a longer period of time to take into consideration students who have been wanting to attend one of these schools in two to three years down the line and now will not have that selection but will have to apply. Priority should be given to areas that have already lost other high school choices over the past few years due to boundary changes. Also, eliminating boundaries means these schools will no longer have a neighbourhood feel - better solution would be to select schools in each geographical area to offer technical courses so students can attend more locally to their home.</p>
<p>It's more a matter of better facilities and stronger arts focused programs. Our local school is nowhere near the calibre of Wester Tech.</p>
<p>These schools should guarantee a certain percentage of spaces to students who live nearby over students who live further away. The region where we are located has closed optional attendance at all local high schools. That means a student who enters a specialty program at an out-of-area school who later decides to return to the "normal" stream will not have the option to attend the local school.</p>
<p>Strong academics. I don't think all secondary schools can be everything to everyone as the equipment can be expensive. e.g., to have a theatre program and mechanics.</p>
<p>Technological Design, Computer Engineer</p>
<p>Communications Technology, Technological Design, Construction Technology</p>
<p>Auto shop at East York CI</p>
<p>Science and technology</p>
<p>I would love to see all tech offered. However, in older former collegiate buildings, hospitality and computer or design tech may be the only viable options. At the tech schools, continuing with auto, woodworking/cabinetmaking, electrical, etc. are excellent skills that should be offered.</p>
<p>Technology courses are now being offered at our local collegiate school. There has been a shift in the last few years.</p>
<p>My concern isn't around the program offerings as much as it is around the application of consistent quality across the different schools</p>
<p>Technology programs</p>
<p>Sports, Trades, How to build a house, How to grow food, Cooking, Levels of difficulty for core academics, Arts and Performing Arts</p>
<p>NA</p>

Oakwood for example has a very limited course variety. Not remotely comparable to schools like Northern. If your goal to remove the boundaries is "equality", it's a tough argument given how inequitable the offerings are from school to school.

Currently Western Tech is one of our local secondary schools and we are happy with the offerings. We are not pleased with making this school boundaryless because it would force us to potentially have our child attend a high school that is much farther away and has very low output of overall educational scores. Even if the programming offerings changed at the other local school, we are unsure about the reason for the poor education/output and changing the programming may not make a difference if the root cause is in some other area.

I would like to see an overall strong foundational education in math, science and technology that will set kids up for success in post-secondary education and in the work place. High school co-op opportunities in the later years for practical application of knowledge, etc. would be great offerings. The local secondary school (aside from Western Tech which seems like it may become much more challenging for our child to get into if it become boundaryless) is a very poor choice of school for us as the educational output is low and we do not know why. Also - by dissolving the boundaries around Western Tech, we are losing the community connectivity across the families and children who have gone to school together during elementary. The board could instead consider opening up other dedicated tech schools in the areas they feel are underserved which is more inclusive and transportation friendly for families, or look to enhance the tech offerings at the existing schools that are not in the boundaries of these specialized schools (eg. introduce tech workstreams, afterschool tech clubs, intro to tech workshops throughout the year, etc.)

Facilities, trained staff, and ample variety in senior course selection that support technical and commercial programs.

Classes dedicated to robotics, electronics and computer science at all grade levels.

ANSWER TO "OTHER" IN PREVIOUS QUESTION - I think consideration should be given to students who live geographically closer to these schools. Wanting to attend the school closest to your home is very valid! This was not discussed in the January meetings at all.

More workshops and tech training but we know that that is a massive structural problem not fixed any time soon as there is a massive lack of capital to fund these expansions and a huge lack of qualified teachers. More MAST and ways to learn 'hands on' and the ability to use more critical thinking.

More robust congregated gifted classes, more specialized teachers, wide diversity of classes and students. Consistent student population to provide consistent course selection.

Arts focus

Engineering related, ongoing music and the arts, biology and chem

Student leadership

Digital media, design, green industries

I would like my local secondary school to be a community based school with theatre and an arts program. As well as tech & math/robotics. Parents are scared of sending their kids there. The local kids are scared to go there because they've seen videos of kids fighting outside the school.

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Written Notice of Motion for Consideration (Trustees Laskin and Aarts)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, notice of the following motion was provided at the January 22, 2024 meeting of the Planning and Priorities Committee and is therefore submitted for consideration at this time.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Ban Ads for Gambling

Whereas, since sports betting was legalized in 2021, there has been a proliferation of gambling advertising—on television, radio and social media, in venues and on players' uniforms with iGaming in Ontario reporting 1.6M active bettors; and

Whereas, data from the Canadian Community Health Survey indicates that 2% of Canadians aged 15 or older have a gambling problem; and

Whereas, gambling can lead to significant harm, including runaway debt, stress to families, low self-esteem, anxiety, depression, and even suicide; and

Whereas, research shows that the restriction of ads can prevent or minimize the harms from gambling, especially among youth and other vulnerable groups; and

Whereas, school boards across Ontario and beyond are dedicated to preserving and improving the mental health of students

Therefore, be it resolved:

- a) That the Toronto District School Board support the [Campaign to Ban Ads for Gambling](#) call for the prohibition of advertisements for gambling in the same way that ads for tobacco and cannabis have been restricted;
- b) That the Chair write to elected provincial and federal political leaders to advocate that legislation be enacted to ban advertising for gambling in all media, particularly that which is seen by great numbers of children;
- c) That this resolution be shared with the Ontario Public School Boards' Association, in support of the Bluewater District School Board's resolution and call to action from December 2023 supporting the advertising ban.

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Written Notice of Motion for Consideration (Trustees Pei and Hastings)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, notice of the following motion was provided at the January 22, 2024 meeting of the Planning and Priorities Committee and is therefore submitted for consideration at this time.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Review Process on Literature Review on Meritocratic Perceptions of Public Education and Diverse Learning Opportunities

Whereas, the TDSB Research Department authored a document (“Document”) titled “*Literature review on meritocratic perceptions of public education and diverse learning opportunities*”; and

Whereas, this document was presented to the Board of Trustees as part of the Central Student Interest Programs Implementation Update in May 2023, to justify continued implementation of the new Central Student Interest Programs; and

Whereas, an independent analysis found that more than 50% of the document was plagiarized, and approximately 20% of the citations were falsified; and

Whereas, a TDSB spokesperson admitted that “This [document] is a serious departure from the professional standards and academic integrity of the TDSB.”; and

Whereas, it is very important to TDSB’s continuing credibility and reputation as education institution to transparently demonstrate to the public, accountability for and redress of breaches of academic integrity; and

Whereas, no further information was provided about the origin, explanations for the lapses in oversight, and steps undertaken to avoid similar incidents in the future;

Therefore, be it resolved that the Director present a report to the Planning and Priorities Committee by June 30, 2024 addressing:

- i. the review process for issuance of the document, *Literature review on meritocratic perceptions of public education and diverse learning opportunities*, and reasons why it was placed before the board without proper review;
- ii. the total costs incurred in producing the report, including any expenses related to external contractors or services;

- iii. any cost recover attempts and the results of such attempts;
- iv. the results of accountability measures taken;
- v. a summary of remedial measures taken to prevent recurrence.



Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (ANISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit people.

Planning and Priorities Committee Mandate

The Planning and Priorities Committee shall make recommendations to the Board on:

- (a) the development and coordination of a strategic plan for the Board, in consultation with the Director and the standing Committees;
- (b) the Board's inter-governmental relations;
- (c) matters relating to meetings of the Board and the standing Committees;
- (d) the Board's Bylaws and procedures;
- (e) professional development for members of the Board;
- (f) planning and other related matters; and,
- (g) facility and property matters, including property disposition, major capital projects, boundary changes; and,
- (h) other issues referred time to time by the Board or the Chair of the Board or Committee.

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board