



Program Area Review for Dublin Heights Elementary and Middle School, Faywood Arts-Based Curriculum School, John Polanyi Collegiate Institute, Ledbury Park Elementary and Middle School, Summit Heights Public School, and William Lyon Mackenzie Collegiate Institute

To: Committee of the Whole

Date: 15 May, 2019

Report No.: 05-19-3652

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that:

- a) Summit Heights Public School be converted from a Junior Kindergarten to Grade 6 school to a Junior Kindergarten to Grade 8 school, retaining Grade 7 effective 1 September 2020 and Grade 8 effective 1 September 2021;
- b) The shared intermediate attendance area for Faywood Arts-Based Curriculum School and Dublin Heights Elementary and Middle School be assigned to Faywood Arts-Based Curriculum School, as shown in Appendix A of the report, effective 1 September 2020;
- c) The shared intermediate attendance area for Dublin Heights Elementary and Middle School and Ledbury Park Elementary and Middle School be assigned to Summit Heights Public School, as shown in Appendix A of the report, effective 1 September 2020;
- d) The portion of the secondary attendance area for John Polanyi Collegiate Institute north of Highway 401 be assigned to William Lyon Mackenzie Collegiate Institute, as shown in Appendix A of the report, effective 1 September 2020; and

- e) All students affected by the recommended attendance area changes mentioned above be allowed to remain at their current school until they graduate.

Context

The schools involved in the Program Area Review are Dublin Heights EMS, Faywood Arts-Based Curriculum School (ABC Sch), Summit Heights PS, and William Lyon Mackenzie CI, located in Ward 5 (Trustee Lulka). Also involved are John Polanyi CI and Ledbury Park EMS, located in Ward 8 (Trustee Laskin). A map showing the location of the schools can be found in Appendix A.

A Program Area Review Team (PART) for these schools was established in the fall of 2018 and conducted its work between November 2018 and March 2019. The PART held six working meetings and two public meetings.

Rationale for the Review

The purpose of the Program Area Review was to create distinct attendance areas that resolve shared and split attendance areas and to address current and projected accommodation pressures:

- There are two shared attendance areas in this grouping of schools where the residents have the choice of attending two home schools: the residents of the Summit Heights area have the choice of attending Dublin Heights EMS or Ledbury Park EMS for the intermediate grades; and, the residents of the Faywood area have the choice of staying at Faywood ABC Sch up to Grade 8 or attending Dublin Heights EMS for the intermediate grades. These shared areas are anomalies – for the majority of the city, addresses are assigned to a single home school.
- The Faywood area is split between two secondary schools. Addresses in the north portion of the Faywood area are assigned to William Lyon Mackenzie CI and addresses in the south portion are assigned to John Polanyi CI. This split divides graduating Grade 8 students between two secondary schools.
- Most of the schools in this grouping are over utilized and projected to increase in enrolment over the next ten years. There are currently 21 portables in use across all the schools; this number is projected to increase to 44 portables if nothing changes.

Appendix B contains a table that shows the schools' current grade ranges, enrolments, facility capacities, utilization rates, and portables (Table 1: Status Quo).

Recommended Student Accommodation Plan

The PART recommends that the two shared attendance areas be assigned to single home schools: the shared Faywood and Dublin Heights area be assigned to Faywood ABC Sch; and the shared Dublin Heights and Ledbury Park area be assigned to Summit Heights PS.

The PART recommends that the grade range of Summit Heights PS be expanded from Junior Kindergarten to Grade 6 to Junior Kindergarten to Grade 8.

The PART recommends that the attendance boundary between William Lyon Mackenzie CI and John Polanyi CI be changed so that all of the Faywood area and the Summit Heights area be assigned to William Lyon Mackenzie CI.

In addition to the recommendations above that require approval of the Board of Trustees, the PART also made the following recommendations that do not require approval of the Board of Trustees:

- Dublin Heights EMS, Faywood ABC Sch, Ledbury Park EMS, Summit Heights PS, and William Lyon Mackenzie CI be closed to optional attendance, if not already.
- The TDSB explore redirecting new residential developments located in the William Lyon Mackenzie CI attendance area to elementary and secondary schools outside of this area until such time as there is sufficient space in the schools in the William Lyon Mackenzie area.
- The TDSB explore establishing new elementary and secondary schools in the Allen District and lands west of Allen Road that could be redeveloped for residential uses.
- The TDSB explore constructing additions and interior renovations for the schools in this review through the Ministry of Education's Capital Priorities process.
- The TDSB explore relocating Special Education programs (such as Gifted at Summit Heights PS and Dublin Heights EMS) to other schools with sufficient space.
- The TDSB explore repurposing other TDSB properties that are currently leased out to alleviate accommodation pressures at the schools in this review.
- These recommendations not be considered as a final solution to the overcrowding of the schools in this review.

Staff is in agreement with the recommendations of the PART. The impact of the recommendations on projected enrolment and utilization can be seen in Appendix B

(Table 2: PART and Staff Recommendations). The report of the PART can be found in Appendix C.

Commentary on the Recommended Changes

Overall, the recommended changes achieve a better balance of enrolment and utilization across the schools than the status quo and decreases the projected number of portables required in the area from 44 to 29.

By assigning the shared areas to Faywood ABC Sch and Summit Heights PS and expanding the grade range of Summit Heights PS, the following benefits are achieved:

- Students are provided with a single home school.
- Transitions for students are reduced.
- The projected enrolment at Dublin Heights EMS is decreased. Without these changes, Dublin Heights is projected to become a very large elementary school with over 1,000 students and 15 portables on site by 2028. By making these changes, Dublin Heights' enrolment is projected to decrease to approximately 900 students requiring 8 portables.

A disadvantage of the above changes is that Dublin Heights EMS, Faywood ABC Sch and Summit Heights PS remain over utilized with multiple portables on site. However, a potential solution to reduce the portables at Dublin Heights EMS and Summit Heights PS is to relocate the Gifted Program out of these schools to another nearby school with space. An opportunity that staff will explore is relocating the Gifted Program to nearby Baycrest PS once it moves into the former Sir Sandford Fleming Academy building and has occupancy of the entire building (the Toronto Catholic District School Board is leasing space in this building until 2022). If the Gifted Program is relocated, the portables required for Dublin Heights EMS by 2028 decreases from 8 to 6 and for Summit Heights PS decreases from 5 to 1.

By making the secondary boundary change, the following benefits are achieved:

- The split in the Faywood area is resolved – all the addresses are assigned to a single home school and the graduating Grade 8 students have the opportunity to attend the same secondary school.
- Travel time and distance is decreased. The average distance from all of the addresses in the Faywood area to William Lyon Mackenzie CI is 2.67 kilometers compared to 3.95 kilometers to John Polanyi CI. The average distance from all of the addresses in the Summit Heights area to William Lyon Mackenzie CI is 3.61 kilometers compared to 3.95 kilometers to John Polanyi CI. All of the addresses in the Faywood and Summit Heights areas are within 4.8 kilometers' walking

distance to William Lyon Mackenzie CI so no transportation costs are incurred. There are a small number of addresses in the Summit Heights area that are outside of 4.8 kilometers walking distance to John Polanyi CI.

A disadvantage of the proposed secondary boundary change is that William Lyon Mackenzie CI remains over utilized – the school is projected to have 1,575 students (170% utilization) by 2028. If the boundary is not changed, the enrolment could be reduced to 1,422 students (154% utilization).

The proposed secondary boundary change will not have an adverse impact on John Polanyi CI. The vast majority of students who reside north of Highway 401 do not choose to attend John Polanyi CI. If the boundary change is approved, John Polanyi CI is still projected to grow in enrolment up to 1,237 students (120% utilization) by 2028 due to the large number of developments proposed in the Lawrence Heights area and the Dufferin corridor.

By closing the schools to optional attendance, the projected enrolments will decrease as the out-of-area students graduate. For example, William Lyon Mackenzie CI currently has 92 students in the Regular Program who live out-of-area and will be graduating over the next four years.

Community Consultation

The PART membership agreed on all of their recommendations except for the recommendation on the secondary boundary change. A vote was taken and the recommendation was narrowly supported (4 in favour and 3 opposed). It is clear from the PART working meetings that there were two strong opinions on the secondary boundary change: the representatives for Faywood ABC Sch and Summit Heights PS were in favour of the boundary change, and the representatives for William Lyon Mackenzie CI and Dublin Heights EMS were opposed.

The representatives for Faywood ABC Sch were in favour of the boundary change because: the north portion of their attendance area is already assigned to William Lyon Mackenzie CI; they feel they are part of the larger community north of Highway 401; and they believe that William Lyon Mackenzie CI is more accessible to where they live than John Polanyi CI.

The representatives for Summit Heights PS were in favour of the boundary change because: they have historically attended William Lyon Mackenzie CI through optional attendance; they feel they are part of the larger community north of Highway 401; and they believe that William Lyon Mackenzie CI is more accessible to where they live than John Polanyi CI.

These representatives also believe that William Lyon Mackenzie CI can address enrolment pressures by reducing admission of out-of-area students (for example, 316 of the 346 students in the MaCS program live out-of-area and 116 of 154 students in the Gifted Program live out-of-area).

These representatives expressed that they were supportive of the proposed changes to the elementary schools and closing William Lyon Mackenzie CI to optional attendance on the condition that the secondary boundary is changed.

The representatives for William Lyon Mackenzie CI and Dublin Heights EMS were opposed to the boundary change because they feel that William Lyon Mackenzie CI is overcrowded and by keeping the boundaries as they are the projected enrolment can be reduced. They recognize that the school accepts a large number of out-of-area students into the MaCS program but they believe it is important for this admission to continue to support fair access and maintain program viability. They do not agree that William Lyon Mackenzie CI is more accessible to the Summit Heights and Faywood areas than John Polanyi CI. The representatives for William Lyon Mackenzie CI and Dublin Heights EMS have submitted dissenting reports which describe these views in more detail. The dissenting reports can be found in Appendix D.

These two opposing views were also expressed by the participants in the two public meetings. A summary of the feedback from the two public meetings, as well as the details are contained in the PART report.

Next Steps

Staff will follow through with the further explorations recommended by the PART.

Staff is currently designing internal renovations for William Lyon Mackenzie CI, Dublin Heights EMS and Faywood ABC Sch to provide additional classrooms. There is the potential for four additional classrooms to be created within William Lyon Mackenzie CI (the facility's capacity will increase to 1,008 pupil places; the projected 2028 utilization rate will decrease from 170% to 156%). Two to three additional classrooms can potentially be created within Dublin Heights EMS (the capacity will increase to 764-787 pupil places; the projected 2028 utilization rate will decrease from 126% to 115-119%). One additional classroom can be created within Faywood ABC Sch (the capacity will increase to 463 pupil places; the projected 2028 utilization rate will decrease from 136% to 130%).

Staff will monitor the Ministry of Education's proposed changes to secondary class size. The capacity of secondary school buildings could increase as a result of the secondary

class sizes increasing. Currently, the capacity of secondary school buildings is based on 21 pupils accommodated in each classroom. If the capacity is recalculated using 28 students in each classroom, the secondary school capacities will significantly increase. For example, the capacity of William Lyon Mackenzie CI could increase from 924 pupil places to 1,232 pupil places; the projected 2028 utilization rate would decrease from 170% to 128%. Combined with the above internal renovations, the projected utilization would decrease further to 117%.

Through the review of the Optional Attendance Policy and the Secondary Program Review, admission practices and program locations may change which may assist with enrolment pressures.

Action Plan and Associated Timeline

If approved, the boundary and grade changes would be implemented effective 1 September 2020.

Resource Implications

Renovations at William Lyon Mackenzie CI, Dublin Heights EMS and Faywood ABC Sch are being explored to create additional instructional spaces and reduce the number of portables required at each site. These improvements will be funded from a number of existing budgets such as the Program and Pupil Accommodation allocation in the Three Year Capital Budget (Central Accommodation Team funding) and School Condition Improvement (SCI) funding.

Capital funding and approval for projects like additions come from the Ministry of Education through the Capital Priorities program. The Ministry has not yet released information on the next opportunity for Capital Priorities funding. When this occurs, staff will assess the schools in this review in the context of all the enrolment pressures in the TDSB and against the parameters for funding identified by the Ministry.

Communications Considerations

Information and results of this report will be posted on the TDSB's Accommodation Reviews website. Information and notice of the Board decision will also be provided through the school's website, the school's profile page on the TDSB website, backpack circulation, and will be emailed to all attendees to the public meeting who provided email addresses.

Notation will be added to the TDSB street guide notifying anyone using the 'Find Your School' search function of the Board-approved changes and directing them to the latest information about the outcome of this review.

Board Policy and Procedure Reference(s)

Policy P068 Accommodation and Program Review, Sections 6D and 6E

Procedure PR715 Program Area Review

Appendices

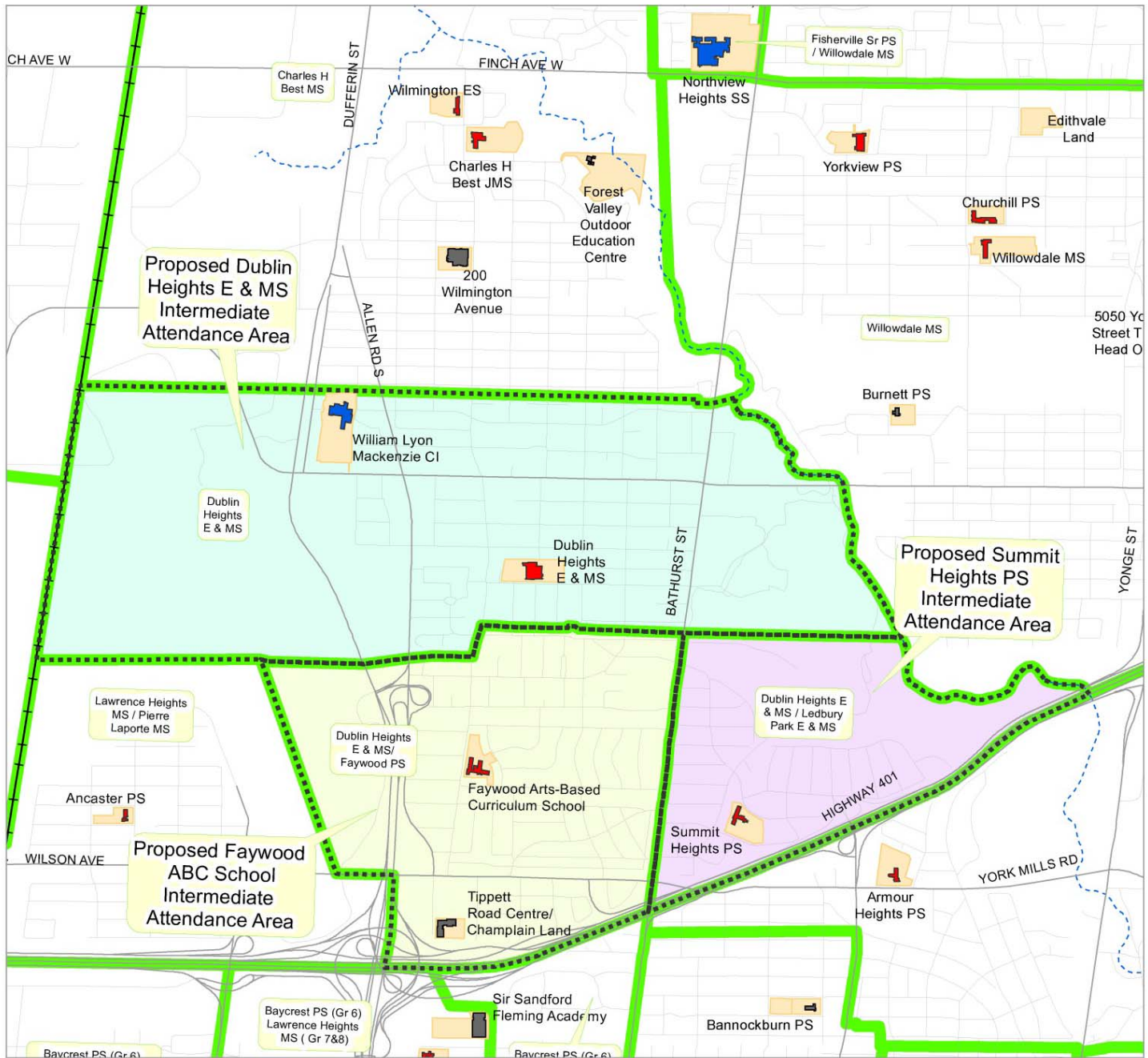
- Appendix A: Maps of Existing and Proposed Intermediate and Secondary Attendance Areas
- Appendix B: Planning and Enrolment Data
- Appendix C: Report of the Program Area Review Team
- Appendix D: Dissenting Reports from Program Area Review Team Process

From

Steve Shaw, Executive Officer, Facilities and Planning at steve.shaw@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

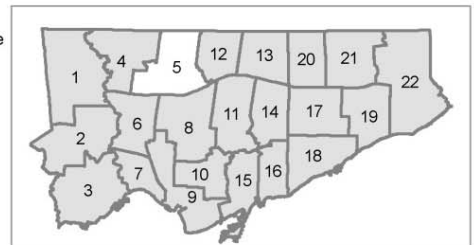
Map of Existing and Proposed Intermediate Attendance Areas



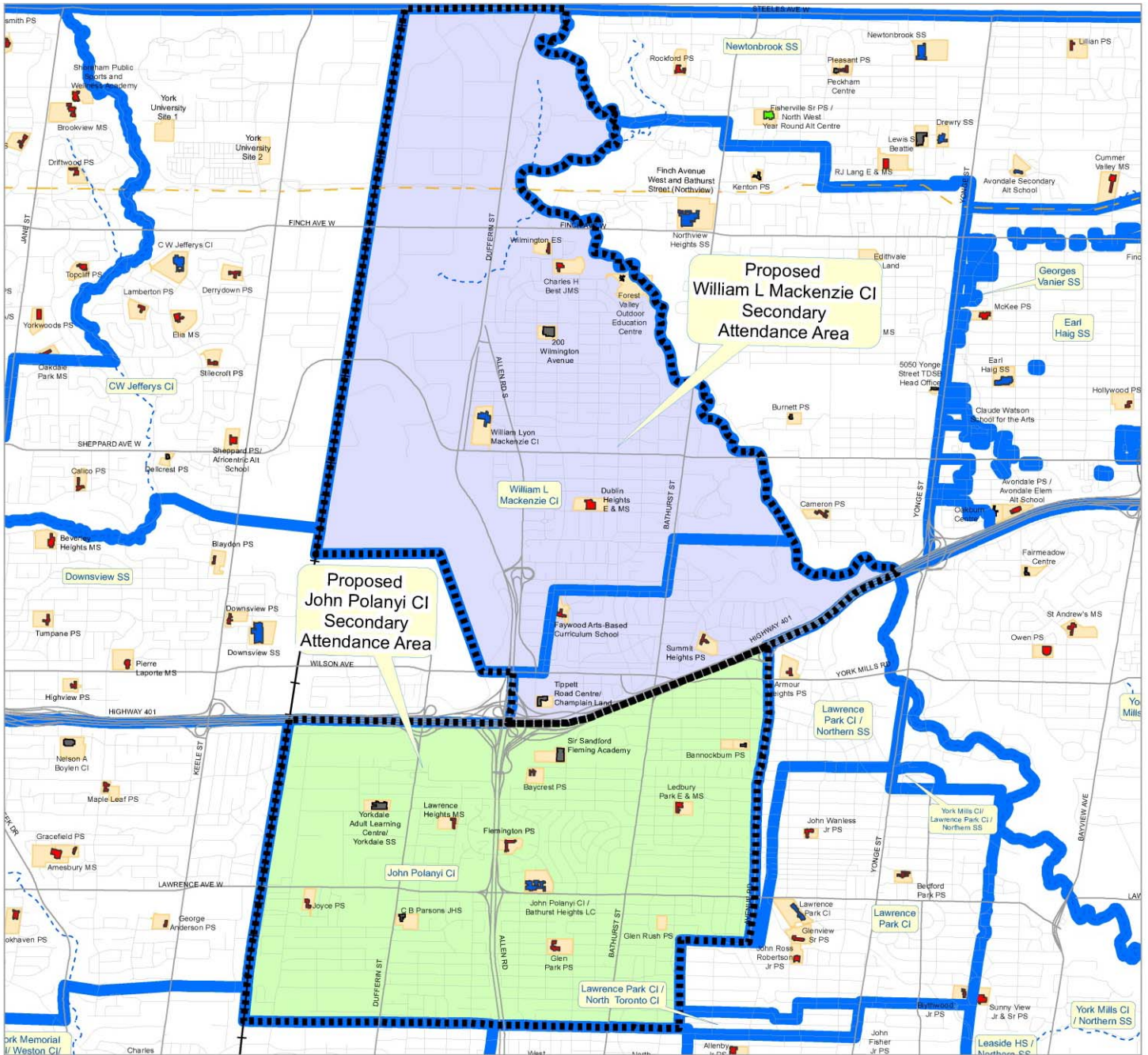
Please note:
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

Produced by:
Strategy and Planning, TDSB
April 2019
Source:
Base Map- Geospatial Competency Centre
Facility - Strategy and Planning, TDSB
Data- City of Toronto

- Legend:
- Elementary School
 - Elementary & Secondary School
 - Secondary School
 - Other Facility
 - Site
 - Intermediate Attendance Area
 - Proposed Intermediate Attendance Area
 - Ward Boundary
 - Road
 - + Railway
 - Utilityline
 - Waterway



Map of Existing and Proposed Secondary Attendance Areas

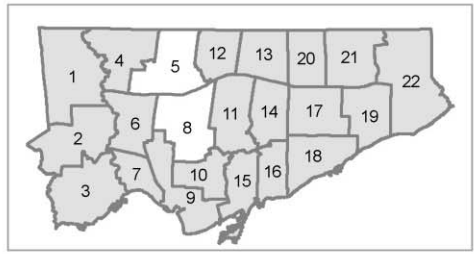


Please note:
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

0 0.275 0.55 1.1 1.65 2.2 2.75 km

Produced by:
Strategy and Planning, TDSB
April 2019
Source:
Base Map - Geospatial Competency Centre
Facility - Strategy and Planning, TDSB
Data - City of Toronto

- Legend:
- Elementary School
 - Elementary & Secondary School
 - Secondary School
 - Other Facility
 - Site
 - Collegiate Attendance Area
 - Proposed Collegiate Attendance Area
 - Ward Boundary
 - Road
 - Railway
 - Utilityline
 - Waterway



Planning and Enrolment Data

Table 1: Status Quo

School Name	Site Size (Acres)	Capacity*	Actual 2018				Projected 2023				Projected 2028			
			Grades	Enrolment	Utilization	Portables	Grades	Enrolment	Utilization	Portables	Grades	Enrolment	Utilization	Portables
Dublin Hts EMS	9.09	718	JK-8	860	120%	6	JK-8	938	131%	9	JK-8	1,056	147%	15
Faywood ABC Sch	6.00	440	JK-8	501	114%	5	JK-8	633	144%	8	JK-8	665	151%	10
John Polanyi CI	12.11	1,032	9-12	910	88%	0	9-12	1,072	104%	0	9-12	1,292	125%	2
Ledbury Pk EMS	4.99	554	JK-8	560	101%	0	JK-8	592	107%	2	JK-8	594	107%	2
Summit Hts PS	6.89	326	JK-6	369	113%	3	JK-6	376	115%	2	JK-6	386	118%	3
Wm L Mackenzie CI	14.28	924	9-12	1,425	154%	7**	9-12	1,581	171%	10	9-12	1,628	176%	12
Total	53.36	3,994		4,625	116%	21		5,192	130%	31		5,621	141%	44

* capacities do not include approved retrofits to provide additional instructional classrooms yet to be constructed (Dublin Hts EMS 2-3; Faywood ABC Sch 1; Wm L Mackenzie CI 4)

** Includes two portables for classrooms that are temporarily unavailable because of renovations

Table 2: PART and Staff Recommendations

- Change grades for Summit Heights PS to JK-8 starting grade 7 in September 2020 and grade 8 in September 2021
- Change elementary boundaries effective September 2020 - eliminate the shared boundary areas at the intermediate-grade level involving Faywood ABC Sch, Summit Heights PS, Dublin Heights EMS and Ledbury Park EMS
- Change secondary boundary between John Polanyi CI and William Lyon Mackenzie CI effective September 2020
- Close Dublin Heights EMS, Faywood ABC Sch, Ledbury Park EMS, Summit Heights PS, and William Lyon Mackenzie CI to optional attendance, if not already

School Name	Site Size (Acres)	Capacity*	Actual 2018				Projected 2023				Projected 2028			
			Grades	Enrolment	Utilization	Portables	Grades	Enrolment	Utilization	Portables	Grades	Enrolment	Utilization	Portables
Dublin Hts EMS	9.09	718	JK-8	860	120%	6	JK-8	838	117%	5	JK-8	906	126%	8
Faywood ABC Sch	6.00	440	JK-8	501	114%	5	JK-8	624	142%	8	JK-8	600	136%	7
John Polanyi CI	12.11	1,032	9-12	910	88%	0	9-12	1,017	99%	0	9-12	1,237	120%	0
Ledbury Pk EMS	4.99	554	JK-8	560	101%	0	JK-8	592	107%	2	JK-8	594	107%	2
Summit Hts PS	6.89	326	JK-6	369	113%	3	JK-8	430	132%	5	JK-8	452	139%	5
Wm L Mackenzie CI	14.28	924	9-12	1,425	154%	7**	9-12	1,536	166%	7	9-12	1,575	170%	7
Total	53.36	3,994		4,625	116%	21		5,037	126%	27		5,364	134%	29

* capacities do not include approved retrofits to provide additional instructional classrooms yet to be constructed (Dublin Hts EMS 2-3; Faywood ABC Sch 1; Wm L Mackenzie CI 4)

** Includes two portables for classrooms that are temporarily unavailable because of renovations

**Report of the Program Area Review Team (PART) involving
William Lyon Mackenzie Southern Cluster of Schools (Dublin Heights E&MS, Faywood ABC School, John
Polanyi CI, Ledbury Park E&MS, Summit Heights PS, and William Lyon Mackenzie CI)
March 29, 2019**

RECOMMENDATIONS

Dublin Heights E&MS, Faywood ABC School, John Polanyi CI, Ledbury Park E&MS, Summit Heights PS, and William Lyon Mackenzie CI Program Area Review Team recommends that:

1. A grade change be implemented at Summit Heights PS so that it becomes a JK-8 school by retaining Grade 7 effective 1 September 2020 and Grade 8 effective 1 September 2021.
2. Changes to elementary boundaries and pathways be implemented effective 1 September 2020, eliminating the shared boundary areas at the intermediate-grade level involving Dublin Heights E&MS, so that:
 - Faywood students remain at Faywood ABC School for JK-8;
 - Summit Heights students remain at Summit Heights PS for JK-8.
3. Changes to secondary boundaries and pathways be implemented effective 1 September 2020 so that all addresses in the Faywood ABC School area (north and south portions) and Summit Heights PS area become part of the William Lyon Mackenzie CI Regular Program attendance area.
4. Dublin Heights E&MS, Faywood ABC School, Ledbury Park E&MS, Summit Heights PS, and William Lyon Mackenzie CI (Regular Program) be closed to optional attendance effective 1 September 2020, if not already.
5. The TDSB explore redirecting new residential developments located within the current William Lyon Mackenzie CI secondary boundary area, and within the Dublin Heights E&MS, Faywood ABC School, and Summit Heights PS boundary areas, to both elementary and secondary schools with sufficient space.
 - The redirections away from these schools are combined for both elementary and secondary grades so that there is no expectation of students return to these schools until such a time when there is sufficient accommodation for all the grades (JK to Grade 12).
6. The TDSB explore establishing new elementary and secondary schools in the Allen District and lands west of Allen Road that could be redeveloped for residential uses.
7. The TDSB explore constructing additions and interior renovations for the schools in this review through the Ministry's Capital Priorities process.
8. The TDSB explore relocating Special Education Programs out of the schools in this review to other schools with sufficient space:
 - The Gifted Program at Summit Heights PS and Dublin Heights E&MS could be relocated to a JK-8 school outside this PART to alleviate existing accommodation pressures.
9. The TDSB explore repurposing other TDSB properties that are currently leased out to alleviate accommodation pressures at the schools in this review.
10. These PART recommendations not be considered as a final solution to the overcrowding of the schools in this review.

BACKGROUND

At the first meeting (November 8, 2018 at William Lyon Mackenzie CI) of the Program Area Review Team (PART), the PART membership was told that a Local Feasibility Team (LFT), comprised of TDSB Principals, Trustees, Superintendent and central program and planning staff, was established to follow through on planning studies identified in the Long-Term Program and Accommodation Strategy (LTPAS). The identified studies were:

1. Explore a review of the shared attendance area whereby students residing within the Faywood ABC School catchment area have the option to attend either Dublin Heights E&MS or Faywood ABC School for Grades 6-8.
2. Explore a review of the split intermediate pathway at Summit Heights Jr PS. The junior attendance area is bisected by Ledbury Park E&MS and Dublin Heights E&MS.
3. Explore a review of the secondary school pathway for Summit Heights PS and Faywood ABC School. Summit Heights PS is currently assigned to John Polanyi CI. Faywood ABC School is split between John Polanyi CI and William Lyon Mackenzie CI.

The objective of the LFT was to come up with a feasible solution for the split intermediate and secondary pathways, and to address current and projected accommodation pressures, as illustrated by the high utilization rates, and large number of portables currently in use and projected in the future.

The System Program and Accommodation Drivers were described to the PART membership as guiding principles that help identify issues within the TDSB that need improving. The Drivers were used by the LFT as a guideline to create a feasible solution to the issues described above.

The transition of the LFT to a PART was approved by the TDSB's Central Accommodation Team (CAT) on October 4, 2018.

The PART membership was informed that the objective of the PART was to continue the work of the LFT in evaluating options by seeking advice and feedback from impacted parent representatives and the broader community. The PART was informed of its advisory role. A discussion was held about reaching consensus and voting should consensus not be achieved.

The PART was provided with a table showing 2018 actual student enrolments and projected enrolments for 2023, and 2028 (see Appendix A). Attendance charts and maps illustrating the splits in the pathway from junior to intermediate elementary schools and then to secondary schools were provided as were tables illustrating the amount of Optional Attendance at the schools, and known future residential developments. The existing intermediate and secondary boundaries for the schools in this cluster are shown in Appendix B.

At the second PART meeting (November 15, 2018 at William Lyon Mackenzie CI), the PART membership reviewed notes from the first meeting. The LFT-Suggested Option was presented to the PART:

- Phase Out Optional Attendance;
- Implement timetable and accommodation efficiencies;
- Add Grades 7 and 8 to Summit Heights PS making it a JK-8 school;
- Remove the shared boundary between Dublin Heights E&MS and Ledbury Pk E&MS for Summit Heights PS Grade 6 graduates as Summit Heights becomes a JK-8 school, as shown in Appendix C;
- Remove the shared boundary between Faywood ABC School and Dublin Heights E&MS making these students Faywood ABC School students for Grades 6, 7 and 8, as shown in Appendix C;
- Change the secondary boundary for the Summit Heights PS and Faywood ABC School students living north of highway 401 to make Mackenzie CI the home school, as shown in Appendix D, as these students historically went to William Lyon Mackenzie through a Feeder School priority in the Optional Attendance Policy

The table provided to the PART illustrated some enrolment and portable count improvements when compared to the status quo situation.

The PART was told that a transition for students graduating from Summit Heights PS is eliminated as those students now remain at Summit Heights PS for Grades 7 and 8.

The split pathways and shared attendance areas are eliminated. Those local students defined as being in-district to the junior or immediate local schools but outside William Lyon Mackenzie attendance area and still residing north of highway 401 can now attend Mackenzie as in-district students.

Although there is some improvement, the PART membership reaffirmed the position also shared by staff that there are still accommodation pressures at the schools. The table provided to the PART showed on-going high enrolment, utilization rates, and many portables at some of the schools in the cluster.

The PART was informed that certain strategies in the “tool kit” could be deployed to further assist in the remedy of the accommodation pressures:

- Additions (Board makes a Business Case to the Ministry of Education);
- Redirections of new residential developments.

The PART was shown that the LFT also worked on variations of the LFT-Suggested Option. The objective of the variations was to balance and further reduce enrolments at the largest schools, minimize portables by consolidating and relocating existing Special Education Programs among the schools in the cluster, plus reducing the MaCS program enrolment to 240 students from its current level of 346 students.

The PART was told that these variations of the LFT-Suggested Option were “options which are not part of the PART recommendations or Board decisions because they are decisions made by staff”. Specifically, staff make decisions about:

- The maximum number of students in Specialized Programs;
- The relocation of Special Education Programs;
- Secondary school timetable changes which increase efficiency in the use of space and makes the shared spaces less crowded (i.e. multiple lunch periods, grade timetabling).

The PART Membership discussed and provided additional comments about:

- The numbers of non-local students within the Mackenzie Regular and MaCS Programs, and how it appears unfair to some that students from the local community (Summit Heights PS and Faywood PS South areas) are not eligible to attend William Lyon Mackenzie CI.
- Neighbourhoods and which neighbourhoods should be included in the attendance area for William Lyon Mackenzie CI. For instance, it was asked if highway 401 was a realistic barrier for secondary-aged students. There are other parts of the city where secondary boundary areas have students cross highway 401 by bridge or underpass.
- Capacity at John Polanyi CI and that adding students to William Lyon Mackenzie CI through a boundary change is counter-intuitive. Adding students does not help the accommodation pressures at William Lyon Mackenzie CI.
- The current MaCS enrolment was optimal, and that any enrolment reduction would be detrimental to both the MaCS and Regular Program at William Lyon Mackenzie CI. All the programs at the school thrive through their interactions with each other.
- Timetable efficiencies, such as a second lunch period, could impact the mentorship program at William Lyon Mackenzie CI.

Last, there were questions about the number projected portables at Dublin Heights E&MS for the future and how those were calculated.

At the third PART meeting (November 22, 2018 at William Lyon Mackenzie CI), staff revisited the table for the status quo enrolments, utilization rates, and portables. The previous question on how projected portables were calculated was answered, and as a result, a new status quo table with revised portable projections was provided to the PART membership.

Also, there was follow-up conversation about Optional Attendance for the Regular Programs at William Lyon Mackenzie CI, Dublin Heights E&MS, Faywood ABC School, and Summit Heights PS. The PART membership asked staff to provide a geographical “zone” map that illustrates which schools the students attend for the next meeting.

Maps provided by staff illustrating walk to school distances were reviewed. A request was made to re-examine the walking distance to Dublin Heights E&MS. Staff was asked to investigate and reply for the next meeting.

The PART membership also asked staff to further elaborate on the need to add a second lunch period at William Lyon Mackenzie CI. Staff responded that it is possible to improve certain aspects of the accommodation pressures by introducing a second lunch period. Second lunches are used at other large secondary schools with success. The Principal at William Lyon Mackenzie CI has been collaboratively working with teaching staff to mitigate impacts on programming and co-curricular activities that are done during the current single-lunch period.

For the next PART Meeting, staff was asked to follow up by providing or reviewing:

- The walking distances from Wilmington ES, Charles H Best JMS and Dublin Heights E&MS;
- Information about whether the developments in the Allen East and West Districts are accounted for in the enrolment projections;
- More information about multiple lunches;
- The portable plans for the schools;
- The locations of where the William Lyon Mackenzie students reside.

Furthermore, staff was asked to explore the possibility of:

- Including CH Best JMS and Wilmington ES in the PART. Some parents of the PART thought the current available accommodation space at CH Best JMS, and changing boundary areas for CH Best JMS and Wilmington ES could provide opportunities for this PART;
- Relocating the Elementary Gifted Program that are currently at Summit Heights PS (Gr.4-6) and Dublin Heights E&MS (Gr.7-8) to schools outside this cluster.

Staff and the PART membership agreed that the PART was not yet in a position to present recommendations at a public meeting. The public meetings set for December 4 & 5, 2018 were postponed.

At the fourth PART meeting (December 6, 2018 at Faywood ABC School), staff responded to the questions and requests asked at the previous meeting.

Staff provided revised 1.6 km and 3.2 km walking distance maps from Dublin Heights E&MS, as well as the 1.6 km walking distance map from Wilmington ES and the 3.2 km walking distance map from CH Best JMS. It was pointed out that most of the addresses in the Dublin Heights area are outside 1.6 km to Wilmington ES and CH Best JMS. The result is that these two schools could not accommodate students from Dublin Hts E&MS without incurring additional student transportation costs. Furthermore, staff explained that CH Best JMS and Wilmington ES are projected to be fully utilized as a result of a recently-concluded PART process for those schools. That PART's recommended grade reconfiguration was approved by the Board. Wilmington ES is now a JK-Gr. 3 school, and CH Best is a Gr. 4-8 school. Last, an Extended French program was introduced at CH Best JMS in September 2018.

Students emanating from known future residential developments within the Allen East and West Districts are included in the projected enrolments. However, there remains uncertainty regarding the size and occupancy timing of these residential developments because of additional lands becoming available for further residential developments. Regardless the size and timing of the residential developments, any additional students emanating from residential developments will further worsen the accommodation pressures at the affected schools. TDSB Planning staff are working with City of Toronto Planning staff and other stakeholder agencies to participate in information sharing about the size and timing of the developments and as well as initiating conversations about possible need for future school sites.

The Principal of William Lyon Mackenzie CI provided more information about implementing multiple lunches. It is possible to mitigate many of the concerns about limiting co-curricular activities. The Principal responded to questions, including that the tutoring program could take place before school, and that multiple lunches could open up other possibilities for staff participation that were not there before.

Staff provided school site maps illustrating possible locations of future portables. Staff replied to a question about how the future number of portables was projected. In general, the number of secondary students timetabled to a classroom or portable is 30. However, the Ministry Rated Capacity for a typical secondary classroom is 21. The school's total capacity is the sum of all the room capacities. As a result, the first portable at a secondary school often occurs when the school is well above 100% of its capacity.

Also, staff provided a "zone" map of Dublin Heights E&MS, Faywood ABC School and Summit Hts PS. The map illustrated the schools that current students attend. Of the 925 (Oct 2018) Regular Program students at William Lyon Mackenzie CI:

- There are 755 in-district students:
 - 364 originate from the Dublin Heights area;
 - 325 originate from the Wilmington–CH Best areas;
 - 66 originate from the Faywood north area.
- There are 170 out-of-district students:
 - 30 originate from the Summit Heights area;
 - 48 originate from the Faywood south area;
 - 92 originate from other school areas.

Absent was a breakdown of students from the Dublin Heights E&MS attendance area. The PART Membership asked staff to obtain this information for the next meeting.

Staff then presented a table of projected enrolments for the PART's suggestion of relocating the Elementary Gifted Program to a school outside this cluster. Staff provided context behind the possibility of the Elementary Gifted Program being relocated to the new Baycrest PS site (former Sir Sandford Fleming building) as space becomes available after 2022. With the Gifted Program phased out from Summit Heights PS and Dublin Heights E&MS, the cluster of schools could realize a decline of 2 portables in 2023, and 5 portables by 2028. Staff responded to a question that a phased-in approach is often implemented because it is the least disruptive to families and students enrolled in the affected program.

Staff also showed another variation to the LFT-Suggested Model of where only the elementary changes are implemented, and there are no secondary boundary changes. Without the secondary boundary change, the resulting enrolment at William Lyon Mackenzie CI is 1,383 in 2023 and 1,422 in 2028.

The PART membership asked if other TDSB properties in the area could provide relief to accommodation pressures. Staff explained that the Tippett Road site is used for warehousing functions. The adjacent Champlain school building was sold but the TDSB still owns the 2-acre playfield. Also, TDSB owns 200 Wilmington Avenue, formerly Wilmington PS. This site is not available because of a long-term lease.

The PART membership expressed concerns from the perspective of their own schools. Concerns and questions were asked of each other. The conversation was respectful and to the point. In summary:

- Elimination of the elementary intermediate split attendance areas was supported by the parents.
- The Summit Heights PS parents indicated that adding Grades 7 & 8 would not be supported by the Summit Heights PS school community if the secondary pathway to William Lyon Mackenzie CI was not included.
- The Dublin Heights E&MS and William Lyon Mackenzie CI parents expressed concern of their communities that expanding the existing William Lyon Mackenzie CI boundary to more students does not make sense when the school is so over capacity.

At the fifth PART meeting (January 15, 2019 at Summit Heights PS), staff responded to the request to break out the Dublin Heights E&MS "zone" on the map previously provided. Residing within the Dublin Heights E&MS boundary area in 2018, there are 418 Grade 9 to 12 Regular Program students. Of the 418:

- 364 attend William Lyon Mackenzie CI ;
- 14 attend John Polanyi CI;
- 12 attend Northview Heights SS;
- 28 attend other schools.

In addition to the requested breakout for the Dublin Heights “zone”, staff provided a package of maps and tables illustrating “Location of Students”, tables of “Count of Students Attending a School by Attendance Area of Home Address”, and school floor plates.

Staff then proceeded to review the options (re-named to reflect the work of the PART):

- Status Quo;
- PART Option (same as the LFT-Suggested Option);
- PART Option with Elementary Gifted Relocated Elsewhere after 2022;
- PART Option with No Changes to Secondary Attendance Areas.

Staff also indicated that implementing the second lunch at William Lyon Mackenzie CI may not be necessary if 4 additional classrooms are created within the existing building, and the school retains the existing 7 portables (5 for instruction and 2 assigned for renovation). Closing Optional Attendance for the Regular Program is still necessary.

Staff then presented the 18 Options that were considered by the LFT. The 18 Options had common elements:

- Change to the secondary boundary;
- Grade change to Summit Heights, making it a JK to Grade 8 school;
- Eliminating the shared intermediate attendance area.

The main difference between the 18 Options was the treatment of Special Education Programs as they were consolidated and or relocated among the cluster of schools. It was pointed out by staff that Special Education Program changes are not taken lightly, as these are the most vulnerable students.

There was general agreement among the PART membership that the PART Option as well as the variation to have the Elementary Gifted Program Relocated Elsewhere be presented at the public meetings.

Again, staff indicated to the PART membership that a decision to relocate the Elementary Gifted Program (or any change to Special Education Programs), as well as implementing optional attendance, and multiple lunches is not decided by Trustees, but by staff.

Staff provided the PART membership with a general outline of its role while attending the public meetings. The PART membership was encouraged to attend both meetings, if possible, and to listen to questions and comments provided by the community. Staff indicated they would record all the feedback from the question and answer period, ‘sticky’ notes, and e-mails. At the next working meeting of the PART, the membership would be given the opportunity to review the feedback and be asked if it is representative of their experience at the public meetings.

Two public meetings were held on February 26 and 28, 2019 at Northview Heights Secondary School Auditorium and Cafeteria. The agenda and presentation were the same for both nights. After the presentation and question and answer period, the community was asked to visit the stations in the cafeteria to ask more questions and provide comments.

- 140 (estimated) individuals attended each night;
- 25 to 30 individuals asked questions during the question and answer period;
- 19 e-mails were received (up to March 3, 2019);
- 73 ‘sticky’ notes were retrieved from the display boards across the 5 stations;
- 59 on-line surveys were completed (up to March 3, 2019).

It is noted that the PART Option was called “Model Discussed by the PART” at the 2 public meetings.

The sixth PART meeting was held on March 7, 2019 at Dublin Heights E&MS. The evening before this meeting, staff shared with the PART membership a 35 double-sided page document that illustrated all the feedback obtained. At the meeting, staff asked the PART membership if they had questions or comments about the content in the feedback.

Staff was asked to elaborate on feedback comments that were identified from the Bathurst Manor / CH

Best JMS neighbourhood about split pathways and neighbourhoods. The same group also expressed concern that expanding the Mackenzie CI boundary will cause more overcrowding at William Lyon Mackenzie CI, and then could cause the removal of Bathurst Manor / CH Best JMS neighbourhood from William Lyon Mackenzie CI in a future boundary change. Staff indicated that the intermediate attendance area for CH Best JMS overlaps the secondary attendance area for William Lyon Mackenzie CI and Northview Hts SS. The Northview Heights SS portion of the intermediate attendance area is within very close proximity to Northview Heights SS. The Principal of William Lyon Mackenzie CI indicated that only 5 or 6 students from this area apply to the school. Staff indicated that this PART was dealing with historical enrolment patterns within this cluster of schools.

From this, staff was asked to indicate if the Bathurst Manor / CH Best JMS neighborhood was notified of the public meetings. Staff responded that approximately 11,000 flyers were printed and distributed. Distribution was through student 'back pack' to home for each student attending a cluster school, as well as Canada Post distribution to those addresses most affected by the proposed movement of the southern portion of the William Lyon Mackenzie CI boundary with John Polanyi CI to align with highway 401 from its current location that bisects the Faywood ABC School attendance area, and Summit Hts PS. The Bathurst Manor / CH Best JMS neighbourhood did not receive Canada Post delivery because there was no proposal to change the William Lyon Mackenzie CI – Northview Heights SS boundary in the Bathurst Manor / CH Best JMS area.

The PART membership then acknowledged the feedback presented to it was reflective of what was heard at the 2 public meetings.

Staff then provided the PART membership with a summary of the feedback provided. The summary illustrates common themes from all the feedback, as shown in Appendix E. The summary illustrated a wide spectrum of responses, from "Agreement with the Model" to "Concerns with the Model" with many "other comments". Appendix F shows all the feedback collected at the two public meetings, plus on-line and e-mail submissions up to March 4, 2019.

The PART then worked on establishing its recommendations for its report:

1. Grade change for Summit Heights PS so it becomes at JK-8 school – **consensus reached.**
2. Elimination of shared boundary areas and reduction of the enrolment pressures on Dublin Heights EMS by retaining Faywood ABC students at Faywood ABC for JK-8 and Summit Heights students at Summit Heights for JK-8 – **consensus reached.**
3. Changes to secondary boundary and pathway to include all in-district Regular Program Grade 8 graduates from Faywood ABC School (north and south portions) and Summit Heights areas attend William Lyon Mackenzie C.I. – **no consensus, vote required – recommendation passed with a 4 to 3 vote in favour.**
4. Closing Optional Attendance at Dublin Heights EMS, Faywood ABC School, Ledbury Park EMS, Summit Heights PS and Wm Lyon Mackenzie CI – **consensus reached.**

The PART also recommended that the report state that recommendation 4 is impacted by recommendation 3.

Furthermore, the PART asked that Ledbury Park E&MS be added to recommendation 4.

Afterwards, Trustee Laskin suggested to the PART membership that it review the Summary of Feedback, and consider making additional recommendations. From that, the PART reached consensus on:

5. The redirection of new residential developments located within the current William Lyon Mackenzie CI secondary boundary area, and within the Dublin Heights E&MS, Faywood ABC School, and Summit Heights PS boundary areas to both elementary and secondary schools with sufficient space. The redirections away from these schools are combined for both elementary and secondary grades so that there is no expectation of students return to these schools until such a time when there is sufficient accommodation for all the grades (JK to Grade 12).
6. The exploration of new elementary and secondary schools in the Allen District and lands west of Allen Road that could be redeveloped for residential uses.
7. The need for renovations and additions at these PART schools.

Agenda Page 41

8. The relocation of Special Education Programs to schools with sufficient space. The Gifted Program at Summit Heights PS and Dublin Heights E&MS could be relocated to a school outside this PART to alleviate accommodation pressures.
9. The repurposing of other TDSB properties currently under lease.
10. These PART recommendations not being considered as a final solution to the overcrowding.

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
Dublin Heights E&MS	Laura Slater	Principal
	Marlene Ellison	Parent Representative
	Alex Levato	Parent Representative
Faywood ABC School	Leopold Campbell	Principal
	Shira Farber	Parent Representative
	Karen Gnat	Parent Representative
Ledbury Park E&MS	Paul Friberg	Principal
	Jason Rosen	Parent Representative
John Polanyi CI	Antonio Santos	Principal
	Liza Stern	Parent Representative
Summit Heights PS	Bill Mah	Principal
	Alexandra Evans	Parent Representative
	Amy Greenberg	Parent Representative
	Laurie Zeitz	Parent Representative
William Lyon Mackenzie CI	Keith Johnson	Acting Principal
	Stephen Morris	Vice Principal
	Lisa Feldman	Parent Representative
	Nina Phan	Parent Representative
	Ervis Musa	Student Representative
	Aaron Segal	Student Representative
Learning Network 4	Marguerite Campbell	Superintendent Education
Learning Network 12	Linda Curtis	Superintendent Education

Trustees	Name	Role
	Alexandra Lulka	Trustee Ward 5
	Shelly Laskin	Trustee Ward 11

Staff Resources		
Organization	Name	Role
TDSB Central Staff	Peter Naperstkow	Educational Planning Officer
	Andrew Gowdy	System Planning Officer
	Audrey Amo	Facilitator
	Susan Moulton	Supervising Principal – Special Education
	Tom Schloessin	Architectural Coordinator
	Kelly MacDougall	Administrative Liaison (note taker)

Meeting Details		
Meeting Type	Date	Location and Time
Committee	November 8, 2018	Wm L Mackenzie CI 5:00 to 7:30 p.m.
Committee	November 15, 2018	Wm L Mackenzie CI 5:30 to 7:30 p.m.
Committee	November 22, 2018	Wm L Mackenzie CI 5:30 to 7:30 p.m.
Committee	December 6, 2018	Faywood ABC Sch 6:00 to 8:00 p.m.

Agenda Page 42

Committee	January 15, 2019	Wm L Mackenzie CI 6:00 to 8:00 p.m.
Public Meetings	February 26 & 28, 2018	Northview Hts SS 7:00 to 9:00 p.m.
Committee	January 15, 2019	Wm L Mackenzie CI 6:00 to 8:00 p.m.

ANALYSIS OF THE OPTION DISCUSSED BY THE PART

The Model Discussed by the PART achieves:

- Removal of the shared Faywood Dublin intermediate attendance area:
 - Both schools already offer JK to Grade 8 programming. Removal of the shared area creates a single and distinct intermediate attendance area for Faywood ABC School.
- Adding Grades 7 and 8 to Summit Heights removes the need for a split intermediate pathway from Summit Heights PS. The junior attendance area is no longer bisected by Ledbury Park E&MS and Dublin Heights E&MS.
 - Adding grades at Summit Heights PS removes a transition (to Dublin Heights E&MS).
 - For the past two years, no students graduating from Summit Heights PS have chosen to attend Ledbury Park E&MS for Grades 7 and 8. Removal of the split intermediate pathway reflects existing community choice, and creates a single and distinct attendance area for Summit Heights PS for JK to now Grade 8.
- Solves the secondary school pathway issues for Summit Heights PS and Faywood ABC School. Summit Heights PS is currently assigned to John Polanyi CI, located in another neighbourhood, and on the opposite side of highway 401. Faywood ABC School is split between John Polanyi CI and William Lyon Mackenzie CI.
 - Moving the southern boundary between John Polanyi CI and William Lyon Mackenzie CI to align with highway 401;
 - Lessens the time and distance travelled to secondary school. William Lyon Mackenzie CI is more accessible by street and transit to the Summit Heights and Faywood areas than John Polanyi CI.
 - Keep existing peer groups together that were formed in elementary schools. Student groups are no longer split after graduating from Grade 8.
 - Furthers the sense of a larger community allowing all of Faywood, Summit Heights, and Dublin Heights school communities to share a single secondary school.
- Some improvement to high enrolments, large number of portables but more needs to be done. The Model Discussed by the PART, if implemented, reduces portables and enrolment, when compared to the Projected 2023 Status Quo. See Appendix A for complete information regarding enrolment, utilization, and portables (actual and projected values).
 - Overall projected number of portables is reduced by 4 to 27 from a status quo total of 31.
 - Dublin Heights E&MS has a reduction of 4 portables achieved through eliminating optional attendance, and boundary changes where graduates of Faywood ABC School and Summit Heights PS are no longer directed to Dublin Heights E &MS as they remain at those schools for Grades 7 and 8.
 - Summit Heights PS has a projected increase of 3 portables to a total of 5 as a result of keeping its Grade 6 graduating class for Grades 7 and 8.
 - William Lyon Mackenzie CI has a projected decrease of 3 portables that is achieved through eliminating Optional Attendance in its Regular Program, and still accommodating the additional students from Summit Heights PS and Faywood ABC School that are now in-district to the school.
 - Faywood ABC School does not see a change in the number of portables projected if the Model Discussed by the PART is implemented. The number of portables remains at 8.
 - Overall cluster enrolment decreases by 155. This is achieved through phasing out optional attendance.
 - Individual schools see some improvement to high enrolments but still require further

attention.

- Dublin Heights E&MS projected enrolment is 838, 100 less than the status quo. Dublin Heights E&MS remains a large school with 5 portables on site.
- William Lyon Mackenzie CI enrolment drops by 45 students to a total enrolment 1,536, when compared to the Projected 2023 Status Quo enrolment of 1,581. William Lyon Mackenzie CI still has accommodation pressures as the school is projected to be 612 students over its capacity of 924.
- It is suggested that:
 - Residential developments be redirected away from Dublin Heights E&MS, Faywood ABC School, and William Lyon Mackenzie CI to other schools with enrolment capacity. The redirections be inclusive of elementary and secondary students as to prevent the expectation of attending any of the cluster schools until a time that sufficient elementary and secondary capacities are built;
 - Exterior additions be sought through permission and funding from the Ministry of Education;
 - Additional classrooms inside the buildings are created by reconfiguring large spaces; and
 - The Elementary Gifted Program be relocated to a school outside this cluster of schools to address the accommodation pressures at Dublin Heights E&MS and Summit Heights PS.

SUMMARY OF FINDINGS

There is support among the PART members to proceed with the elementary changes to boundaries and grades. However, there is mixed support for the secondary boundary change as reflected in the need to conduct a vote (4 to 3 decision).

Throughout the course of the discussions, parents at the PART working and public meetings provided feedback and raised several questions about the overall program and accommodation plan for this community. It is apparent from the PART working and public meetings that the programs offered and the school facilities are extremely valued.

It is noted that at the PART working meetings, conversation about these themes was lengthy, robust and full of thoughtful questions and responses that allowed multiple sides of the issue to be openly discussed. The PART membership is commended for its fulsome participation.

In conclusion, there is a good sense among the parent community that with careful planning and the commitment of school staff, administration, parents, the Superintendents and Trustees, we can achieve the long-term goal to improve program delivery and remedy accommodation pressures in this cluster of schools, albeit much more work needs to be done

SUMMARY OF APPENDICIES

- APPENDIX A – Table: Summary of Current and Projected Enrolments, Utilization Rates, and Portables
- APPENDIX B – Map: William Lyon Mackenzie Southern Cluster of Schools – Facilities and Existing Boundary Areas
- APPENDIX C – Map: Proposed Intermediate - Grade 7 & 8 Boundary Areas for Dublin Heights E&MS, Faywood ABC School, and Summit Heights PS
- APPENDIX D – Map: Proposed Secondary - Grades 9 to 12 Boundary Attendance Areas for William Lyon Mackenzie CI and Other Schools
- APPENDIX E – Table: Mackenzie CI Southern Cluster of Schools PART: Summary of Themes - Feedback from Community Meetings
- APPENDIX F – Table: Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings



Wm Lyon Mackenzie Southern Cluster of Schools PART: Summary of Current and Projected Enrolments, Utilization Rates, and Portables

Dublin Hts E&MS	Faywood ABC Sch	John Polanyi CI	Ledbury Pk E&MS	Summit Hts PS	Wm L Mackenzie CI	Total
-----------------	-----------------	-----------------	-----------------	---------------	-------------------	-------

Status Quo Data

	JK-8	JK-8	Gr.9-12	JK-8	JK-6	Gr.9-12	
Grades Served	JK-8	JK-8	Gr.9-12	JK-8	JK-6	Gr.9-12	
Capacity*	718	440	1,032	554	326	924	3,994
Portables on Site Oct 2018	6	5	0	0	3	7**	21
Headcount Enrolment Oct 2018	860	501	910	560	369	1,425	4,625
Utilization Oct 2018	120%	114%	88%	101%	113%	154%	116%
Projected Headcount Enrolment 2023	938	633	1,072	592	376	1,581	5,192
Projected Utilization Oct 2023	131%	144%	104%	107%	115%	171%	130%
Projected Portables Oct 2023	9	8	0	2	2	10	31
Projected Headcount Enrolment 2028	1,056	665	1,292	594	386	1,628	5,621
Projected Utilization Oct 2028	147%	151%	125%	107%	118%	176%	141%
Projected Portables Oct 2028	15	10	2	2	3	12	44
Programs (Special Education, French, Other)	Deaf-Hard of Hearing, Gifted (Gr.7&8), Physical, Regular.	Deaf-Hard of Hearing, Developmental Disability, Regular	Regular	Autism Regular	Gifted (Gr.4-6), Regular	Gifted, MaCS, Regular	
Program / Community Partnerships	Dublin Heights Community Child Care	Faywood Blvd. Child Care Program	RAMAC (pool)	Ledbury Park Child Care Program	The Learning Enrichment Foundation		

*capacities do not include additional rooms approved but yet constructed (Dublin Hts E&MS:3, Faywood ABC Sch: 1, Wm L Mackenzie CI: 4)

**Includes two portables for classrooms that are temporarily unavailable because of renovations

Model Discussed by the PART:

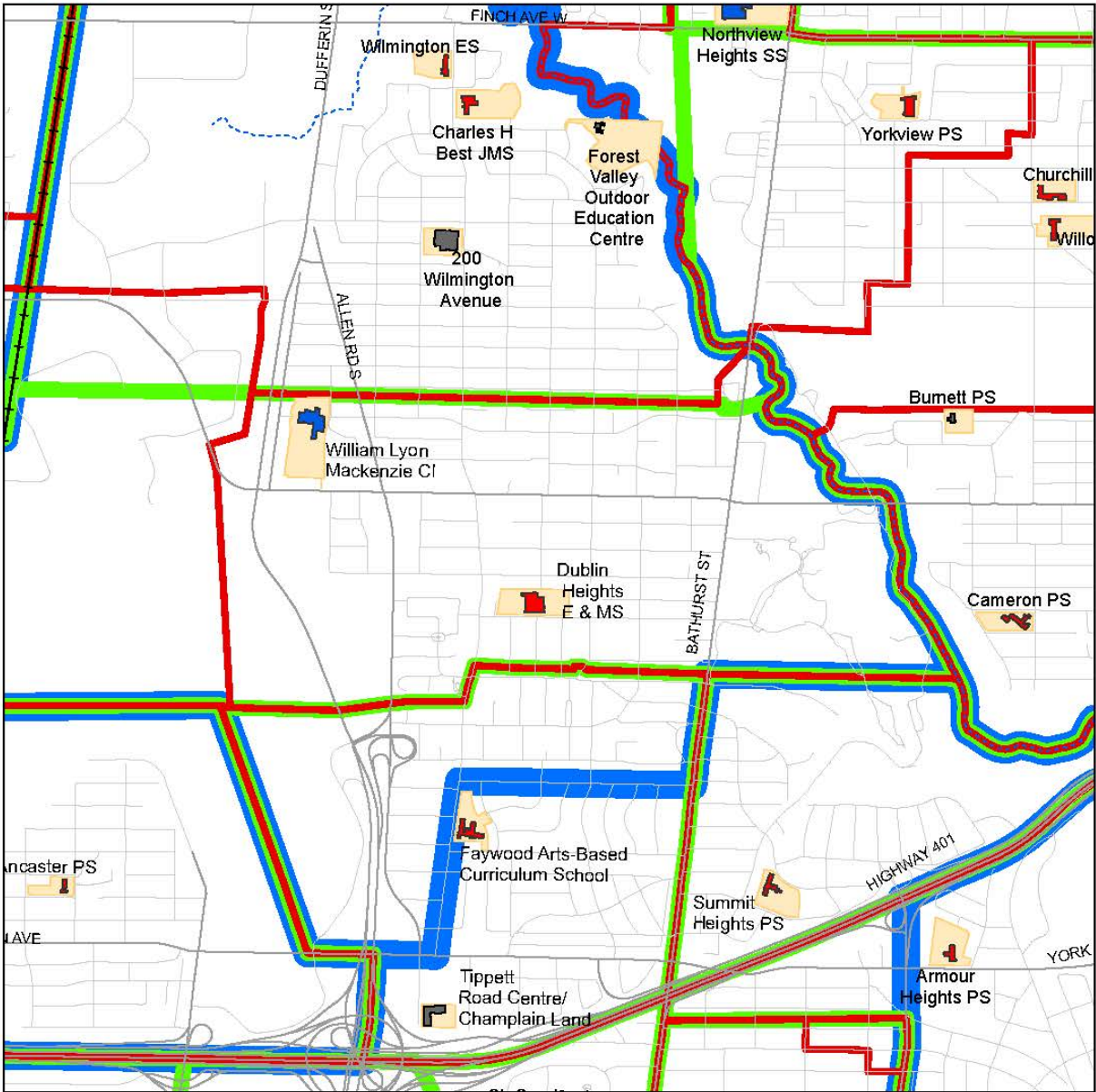
- Grade change for Summit Hts PS so it becomes a JK-8 school
- Elementary boundary and pathway changes:
 - Eliminate shared boundary areas and reduce the enrolment pressures on Dublin Hts E&MS;
 - Faywood students stay at Faywood ABC Sch for JK-8;
- Summit Hts students stay at Summit Hts for JK-8.
- Secondary boundary and pathway changes:
 - All in-district regular program Grade 8 graduates from Faywood ABC Sch (north and south portions) and Summit Hts PS areas attend Wm L Mackenzie CI.
- No optional attendance at Dublin Hts E&MS, Faywood ABC Sch, Summit Hts PS, and Wm L Mackenzie CI (Regular Program).

	JK-8	JK-8	Gr.9-12	JK-8	JK-8	Gr.9-12	
Projected Headcount Enrolment 2023	838	624	1,017	592	430	1,536	5,037
Projected Utilization Oct 2023	117%	142%	99%	107%	132%	166%	126%
Projected Portables Oct 2023	5	8	0	2	5	7	27
Projected Headcount Enrolment 2028	906	600	1,237	594	452	1,575	5,364
Projected Utilization Oct 2028	126%	136%	120%	107%	139%	170%	134%
Projected Portables Oct 2028	8	7	0	2	5	7	29

PART Report APPENDIX B



Wm L Mackenzie Southern Cluster of Schools: Facilities and Existing Boundary Areas

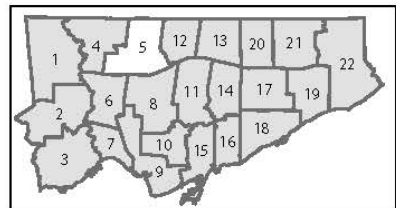


Please note:
The lines on this map representing the Attendance Areas are approximate.
For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

0 0.175 0.35 0.7 1.05 1.4 km

Produced by:
Strategy and Planning, TDSB
March 2019
Source:
Base Map: Geospatial Competency Centre
Facility - Strategy and Planning, TDSB
Data: City of Toronto

- Legend:
- Elementary School
 - Elementary & Secondary School
 - Secondary School
 - Other Facility
 - Site
 - Utilityline
 - Junior Boundary Area
 - Intermediate Boundary Area
 - Secondary Boundary Area
 - Ward Boundary
 - Road
 - Railway
 - Watway

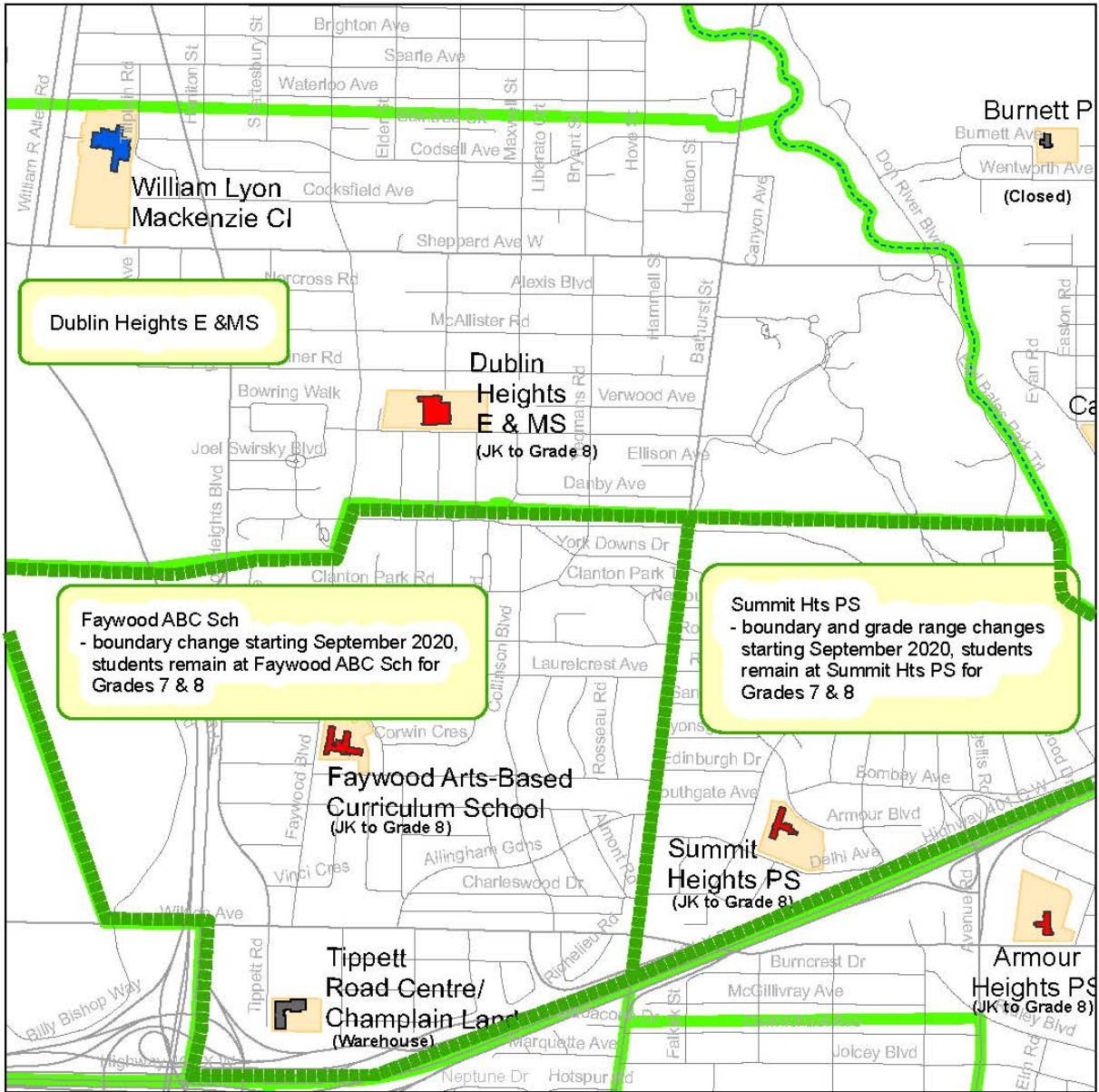


L:\GISData\project\PN\Wm L Mackenzie Boundary Change\Wm L Mackenzie Cluster Area Map pn.mxd

PART Report APPENDIX C



Proposed Intermediate - Grade 7 & 8 Boundary Areas for Dublin Heights E&MS, Faywood ABC Sch, and Summit Hts PS



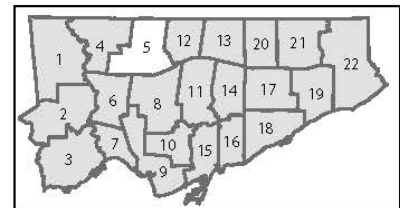
Please note:
The lines on this map representing the Attendance Areas are approximate.
For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

0 0.1 0.2 0.4 0.6 0.8 km

Produced by:
Strategy and Planning, TDSB
March 2019
Source:
Base Map: Geospatial Competency Centre
Facility - Strategy and Planning, TDSB
Data: City of Toronto

Legend:

- Elementary School
- Elementary & Secondary School
- Secondary School
- Other Facility
- Site
- Proposed Intermediate Boundary Area
- Current Intermediate Boundary Area
- Ward Boundary
- Road
- Railway
- Utilityline
- Waterway

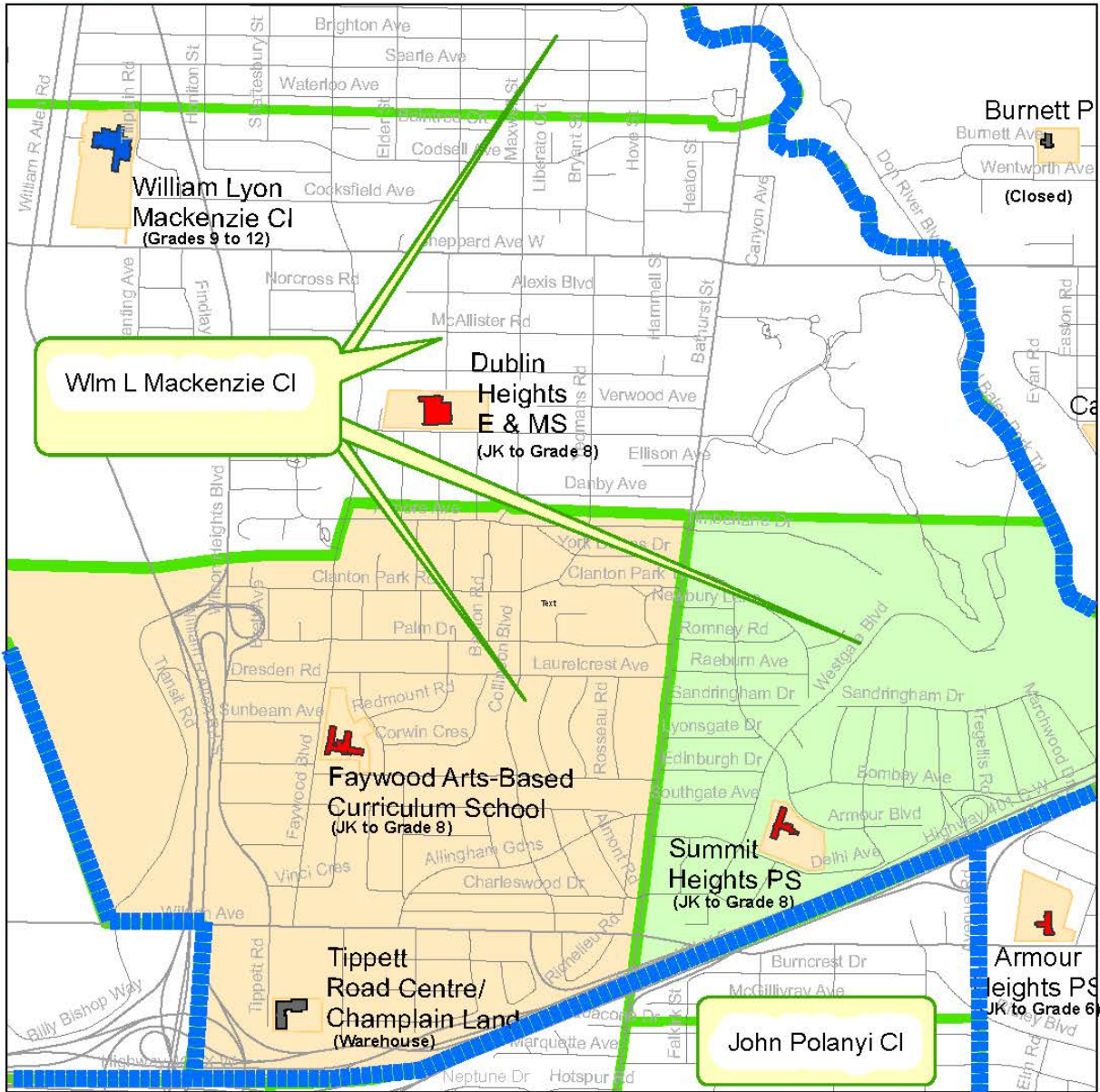


L:/GISData/project/PNA/Wm L Mackenzie Boundary Change/Wm L Mackenzie Cluster Intermediate Proposed.mxd

PART Report APPENDIX D



Proposed Secondary - Grades 9 to 12 Boundary Attendance Areas for Wlm L Mackenzie CI and Other Schools



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

0 0.1 0.2 0.4 0.6 0.8 km

Produced by:
Strategy and Planning, TDSB
March 2019
Source:
Base Map: Geospatial Competency Centre
Facility - Strategy and Planning, TDSB
Data: City of Toronto

- Legend:
- Elementary School
 - Elementary & Secondary School
 - Secondary School
 - Other Facility
 - Site
 - Utilityline
 - - - Waterway
 - + Railway
 - Current Intermediate Attendance Area
 - - - Proposed Secondary Attendance Area
 - Proposed Faywood ABC Sch Gr.7-8 Attendance Area
 - Proposed Summit Hts PS Gr.7-8 Attendance Area
 - Ward Boundary
 - Road



L:\GISData\project\PN\Wm L Mackenzie Boundary Change\Wm L Mackenzie Cluster Intermediate WLMac Proposed.mxd

PART Report APPENDIX E

Mackenzie CI Southern Cluster of Schools PART: Summary of Themes - Feedback from Community Meetings

Summary of "Themes" in the response to the Model Discussed by the PART

"Themes" and "Support" are based on the Planner's interpretation of the Feedback in relation to the Model Discussed by the PART

In summary, there are 151 feedback items (made up of 73 sticky notes, 59 online, 19 e-mails). Each item could have several themes. In terms of support, an individual feedback item could indicate both support (for Faywood grade-boundary change) and no support (for Summit Hts bdy), or neither

Theme	Sum of Count
Concerns with the Model	
Dublin Hts, model provides minimal relief - no support	1
Elementary Bdy Chg - not support for Summit	1
Elementary Bdy Chg- not supported, too much pressure on programs	1
MaCS & Gifted could be negatively impacted	6
MaCS & Gifted is integral part of Mackenzie	1
Model not supported - doesn't help the long term	1
No changes to Mackenzie until the Secondary Review is complete	3
not a full solution	1
Secondary Bdy - not supported as Mackenzie over enrolled and other schools are under enrolled	1
Secondary Bdy Change not supported - CH Best has a split cohorts too	3
Secondary Bdy Chg- not supported	1
Secondary Bdy Chg- not supported	2
Secondary Bdy Chg- not supported as Mackenzie over enrolled and other schools are under enrolled	38
Secondary Bdy Chg- not supported as there is no urgency	1
Secondary Bdy Chg- not supported, wait for Secondary Review	1
Total	62
Other Comments	
Accommodating future development at Mackenzie - MaCS and Gifted	1
additions needed for Mackenzie and Summit	1
allow optional attendance for Gifted Program students so that they attend a school closer to home	1
barriers to schools	1
Bathurst Manor should not be assigned to Northview Hts	9
Baycrest and SS Fleming should be included	1
better plan needed	1
better sound system needed	1
Build more schools	1
CH Best not included	18
challenge to get to J Polanyi	5
Challenges to J Polanyi not dire	1
clarity of school boundaries and pathway is good	1
close optional attendance	1
construction for Faywood	2

PART Report APPENDIX E

Mackenzie CI Southern Cluster of Schools PART: Summary of Themes - Feedback from Community Meetings

Summary of "Themes" in the response to the Model Discussed by the PART

"Themes" and "Support" are based on the Planner's interpretation of the Feedback in relation to the Model Discussed by the PART

In summary, there are 151 feedback items (made up of 73 sticky notes, 59 online, 19 e-mails). Each item could have several themes. In terms of support, an individual feedback item could indicate both support (for Faywood grade-boundary change) and no support (for Summit Hts bdy), or neither

Theme	Sum of Count
decision has been made	1
dire issues vs preferences	1
distance to school	1
education is sub par, and the model doesn't come close to improving it.	1
eliminating Faywood optional attendance for Gr.6-8	1
Gr.7&8 implementation concerns - program and facilities	4
helpful information	1
home school, application to	1
Involve City of Toronto	1
Involve Downsview SS	1
J Polanyi EQAO results are not high	1
John Polanyi is a great school	1
local schools for local students	1
local students vs out of district students	1
Mackenzie - close to optional attendance	1
Mackenzie - extra-curricular are important	1
Mackenzie - model will cause social ramifications for Summit students to adjust	1
Mackenzie - question projected enrolments or capacities	4
Mackenzie accommodation - construction needed	2
MaCS camps	1
more construction needed	1
more public meetings	1
more school construction needed	3
Multiple lunches - is not ok	1
Multiple lunches - is ok	2
New school needed for residential development	1
ongoing over enrolment at elementary schools	1
over crowding continues for Faywood and Dublin	1
over enrolment at Mackenzie,	1
over enrolment at Mackenzie, under enrolment at J Polanyi	2
over enrolment ongoing	1
PART Process is flawed	1
portables are better than split lunches	1
preferential treatment	2
programming and facilities for Gr.7&8 at Summit	2

PART Report APPENDIX E

Mackenzie CI Southern Cluster of Schools PART: Summary of Themes - Feedback from Community Meetings

Summary of "Themes" in the response to the Model Discussed by the PART

"Themes" and "Support" are based on the Planner's interpretation of the Feedback in relation to the Model Discussed by the PART

In summary, there are 151 feedback items (made up of 73 sticky notes, 59 online, 19 e-mails). Each item could have several themes. In terms of support, an individual feedback item could indicate both support (for Faywood grade-boundary change) and no support (for Summit Hts bdy), or neither

Theme	Sum of Count
public school system has limited financial resources	1
question enrolment projections	1
question future portables at Summit	1
question projected enrolments	1
question projected enrolments - private schools	1
question projected enrolments, residential developments	1
Redirect new residential developments	1
redirections of residential developments should come before pathway changes	1
reduce over enrolment	1
Reduces optional attendance application stress	1
Relocate Specialized and Special Education Programs	4
renovations to be AODA compliant	1
rent or build space until permanent space is available	1
residential developments	1
residential redirections needed	1
results in large class sizes	1
school distances	1
school refurbishment is needed before portables	1
secondary school review - more transparency	1
Single model vs looking at different options	2
split lunches - over crowded, safety	1
there is no perfect solution	1
too many portables for Faywood	1
transition to Dublin is provides a good interim step	1
transitions - eliminating is good	1
transitions - eliminating is good for Summit Hts	1
treatment of CH Best students is not equitable	1
under enrolment at other schools	1
under enrolment at other schools, move specialty programs there	1
why is Lawrence Park not included	1
Wilmington CH Best PART kept the transition	1
Total	128

PART Report APPENDIX E

Mackenzie CI Southern Cluster of Schools PART: Summary of Themes - Feedback from Community Meetings

Summary of "Themes" in the response to the Model Discussed by the PART

"Themes" and "Support" are based on the Planner's interpretation of the Feedback in relation to the Model Discussed by the PART

In summary, there are 151 feedback items (made up of 73 sticky notes, 59 online, 19 e-mails). Each item could have several themes. In terms of support, an individual feedback item could indicate both support (for Faywood grade-boundary change) and no support (for Summit Hts bdy), or neither

Theme	Sum of Count
Agreement with the Model	
Dublin Hts, model provides minimal relief	4
Elementary Bdy Chg- support - Faywood south	6
Elementary Grade and Bdy Chg- support	14
Elementary Grade and Bdy Chg- support - Summit	1
Elementary Grade and Bdy Chg- support, relief at Dublin	1
Elementary Grade Chg- support	3
Elementary Grade Chg- support - Summit	1
keeping peers through the pathway	1
keeping peers together is supported	1
Secondary Bdy - supports because it makes the pathway official	1
Secondary Bdy - supports because Mackenzie is closer	1
Secondary Bdy - supports because Mackenzie is in the same ward	1
Secondary Bdy - supports because Summit Faywood has little impact	1
Secondary Bdy - supports because Summit has little impact	1
Secondary Bdy - supports Summit	1
Secondary Bdy Chg- supported	5
Secondary Bdy Chg- supported as there is some enrolment relief	1
Secondary Bdy Chg- supported as they will have a local high school	4
Secondary Bdy Chg- supported because distance and barriers to J Polanyi	1
Secondary Bdy Chg- supported for Faywood south	4
Secondary Bdy Chg- supported, local students before optional attendance	1
Summit Hts JK-8 is good	1
Summit Hts JK-8 is supported, but growing pains to implement	1
Total	56

Source: P20190304-Wm L Mackenzie Southern Cluster PART FeedbackV03.xlsx
 P20190307-Wlm MackenziePART_Report_toCAT Appendix E.docx

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
1	2-27-2019 0:16:29	Online	Parent / Guardian		Adding students to an already overcapacity highschool when other options are available. It's a choice between having students travel a little further to a highschool (either keeping status quo) or considering other schools (northview, downsview which have less utlization). Real reasons for pathway change (at least for Summit) have been expressed previously (on the Summit facebook group page). This raises serious equity issues.	*
2	2-27-2019 0:36:34	Online	Parent / Guardian			There is a sense that the public meetings are being carried out because it is required, but the decisions have already been made, which is unfortunate as these changes may impact overall numbers at Mackenzie and have implications for programs such as MACs and Gifted and may impact whether future developments (right next Mackenzie in the Allen District) would be directed to Downsview, although in very close proximity to Mackenzie*
3	2-27-2019 0:36:34	Online	Parent / Guardian			*
4	2-27-2019 9:14:09	Online	Parent / Guardian	Having Summit as a K-8 school will eliminate the movement between school and having Summit students going to McKenzie will eliminate the optional attendance process that is already occurring.	None. I feel that while there may be growing pains, it is best for the well-being of all students involved.	No
5	2-27-2019 11:18:48	Online	Parent / Guardian	Minimal reduction of pressure on Dublin	Many concerns namely the additional pressure on Mackenzie. Will be huge social ramifications to isolating kids until high school if you stop pathway from Summit to Dublin for Grade 7 & 8	Rather than change the elementary pathway from summit and faywood to dublin, instead move future developments to another school from leased lands used for other purposes. As well - seeking other funding for addition to Mackenzie
6	2-27-2019 11:24:46	Online	Parent / Guardian	It will give some relief to Dublin for a short time. Redistribution of students and numbers to other schools are a good start.	I worry about the future of Mackenzie, it's specialized programs, over population, and the traffic in the area. The pedestrian accidents have increased over the years.	Our increased density will only get worse over time. What are the plans for our aging schools and the possibilities of refurbishing them to accommodate increased numbers. I believe that Portables should not be a solution.
7	2-27-2019 11:40:15	Sticky note	Parent / Guardian			Happy to see kids can stay with their friends across pathways
8	2-27-2019 13:09:45	Sticky note	Parent / Guardian			Sticky note Note: It makes no sense for a kid who learns at Bathurst/Wilson to have to go to Polyani when Mackenzie is closer
9	2-27-2019 13:11:11	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - I believe that a fundamental principle of our democray is that the school my child goes to should be the same as the Ward I live in.
10	2-27-2019 13:12:07	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - ensure all upgrades/renovations take into account access for students with disabilities to comply AODA
11	2-27-2019 13:12:56	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie- making pathway official is the most logical decision. Closing optional attendance is also critical

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
12	2-27-2019 13:13:37	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - Summit has little input on Mackenzie and has always been part of the population
13	2-27-2019 13:14:35	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - if optional attendance is closed it will open up 92 spots and the Summit/Faywood numbers have little impact reducing Macs by 1/3 opens up 240 spots.
14	2-27-2019 13:15:32	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - current Mackenzie numbers gifted 154 MaCs 346 Regular 755 out of district 170 optional attendance 92
15	2-27-2019 13:15:58	Sticky note	Parent / Guardian			Sticky note Note: - Mackenzie - build a wing to school or a new school
16	2-27-2019 13:16:30	Sticky note	Parent / Guardian			Sticky note Note: - Mackenzie - classrooms created should not replace existing space
17	2-27-2019 13:17:00	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - you do extra curricular after school
18	2-27-2019 13:17:32	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - I work in a school in YRDSB where there is NO common lunch
19	2-27-2019 13:18:19	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - double lunch is a HUGE barrier for extra curriculums, leadership and school community
20	2-27-2019 13:19:14	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - a double lunch is NOT a big deal when compared to school distance and splitting co-horts
21	2-27-2019 13:19:45	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - numbers don't appear to make sense for projected enrolment for Mackenzie
22	2-27-2019 13:20:15	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - distance should not be given a priority when determining pathways
23	2-27-2019 13:20:53	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - would suggest sharing the increased capacity from new classrooms in the Mackenzie projection
24	2-27-2019 13:21:22	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - numbers do not make sense when it comes to development
25	2-27-2019 13:22:02	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - the number of classrooms is not really that much (2 rooms in the library but already one there so only 1 room
26	2-27-2019 13:22:51	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - why are students directed to Mackenzie when Polanyi is lower capacity and not much distance difference
27	2-27-2019 13:23:20	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - does this mean MaCs gifted will be moved from Mackenzie?
28	2-27-2019 13:24:04	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - accessibility from Faywood/Summit to polanyi is much harder than going north to Mackenzie

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
29	2-27-2019 13:24:49	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - It is unfair to split friends. It is only a small zone been excluded for FAYwood south
30	2-27-2019 13:25:27	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - crossing a highway to get to school JPCI isn't fair to students. Mac is walking distance of Faywood
31	2-27-2019 13:25:57	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - It is really ONLY 17 kids difference per year with this change at Mackenzie
32	2-27-2019 13:26:41	Sticky note	Parent / Guardian			Sticky note Note: Mackenzie - "high school students are mobile" not as big a concern crossing large streets as for elementary
33	2-27-2019 14:00:34	Sticky note	Parent / Guardian			Sticky note Note: Faywood - how is projected enrolment higher if no boundary expansion
34	2-27-2019 14:01:12	Sticky note	Parent / Guardian			Sticky note Note: - Faywood - why not consider other schools with less capacity (downsview, northview, polanyi)
35	2-27-2019 14:02:14	Sticky note	Parent / Guardian			Sticky note Note: Faywood - why don't speciality programs (gifted, STEM) move to under capacity schools to make way for kids who live in then neighbourhood? not fair to prioritize special programs
36	2-27-2019 14:02:52	Sticky note	Parent / Guardian			Sticky note Note: Dublin - why not consider other schools will less capacity
37	2-27-2019 14:03:21	Sticky note	Parent / Guardian			Sticky note Note: Dublin - How is enrolment higher if NO boundary change
38	2-27-2019 14:03:54	Sticky note	Parent / Guardian			Sticky note Note: Summit - there is no room for 2 more portables at Summit
39	2-27-2019 14:06:18	Sticky note	Parent / Guardian			Sticky note Note: Summit - how are we going to manage the HUGE culture shock these kids will have going from Summit to Mackenzie Dublin was a good medium
40	2-27-2019 14:07:07	Sticky note	Parent / Guardian			Sticky note Note: Dublin - need to make sure programs (sports, gym, music) they would have gotten at Dublin continue if they stay at Summit
41	2-27-2019 14:07:48	Sticky note	Parent / Guardian			Sticky note Note: Summit - facilities for 7&8 students at Summit (gym Library, computer labs will be adequate.
42	2-27-2019 14:08:12	Sticky note	Parent / Guardian			Sticky note Note: how is projected enrolment higher if MORE students directed to Mackenzie
43	2-27-2019 14:18:19	Sticky note	Parent / Guardian			frustrated with the number of % of over capacity that already exists at mackenzie and that students are being moved there when other neighbouring schools are well under capacity
44	2-27-2019 14:19:36	Sticky note	Parent / Guardian			not answered: how is it equitable to divide CH Best Co-hort and why not send students to polyani which is underutilized -- equity issues that must addressed
45	2-27-2019 14:20:52	Online	Parent / Guardian	keep the community north of the 401. like seeing Summit students moving to Mackenzie for high school		need to capital investment in the area for summit and mackenzie. why is lawrence park not part of the discussion
46	2-27-2019 14:21:42	Online	Parent / Guardian	the elementary changes seem fine	there is NO NEED to change the boundaries for Mackenzie.	

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
47	2-27-2019 14:22:48	Online	Parent / Guardian	I'm happy to see the elimination of optional attendance at Dublin Heights, as we are already seeing significant overenrollment and struggles of the administration to oversee 900+ children. Furthermore, I'm satisfied by the proposal to extend Faywood and Summit Heights to Grade 8, reducing "pressure" on Dublin Heights enrollment.	Selectively changing attendance boundaries for W.L. Mackenzie to allow all students coming from Faywood and Summit Heights makes no sense at all, especially considering over-enrollment projections at Mackenzie due to an increase in future housing developments in the near future. It reeks of influence from vocal parents *, who - due to unfounded prejudices - won't allow their children to attend John Polanyi (which, despite preconceived notions, has an acclaimed Science, Mathematics and Robotics program), and has no merit from an objective geographical and planning perspective.	Please consider rejecting a change in high school pathways for Summit Heights, and Faywood "South" students. Again, John Polanyi's reputation is often sullied due to socioeconomic prejudices, and as such, cannot be considered to be a legitimate impetus for changing boundaries. As far as Faywood is concerned, nearby Downsview Collegiate should be considered as an alternate site, as they are currently experiencing under-enrollment. I know as a parent that we all want the best for our children, but unfounded fears should not be the basis for creating unnecessary issues with respect to over-enrollment. Furthermore, while it isn't currently being proposed, over-enrollment of students in the general education stream would most likely lead to erosion/elimination of the very special education programs that made Mackenzie desirable in the first place. For an example of this, just look at Earl Haig S.S. - which in the late 90s was forced to phase out its gifted, and special athletics programs to accommodate an influx of new students from new condominiums in the home school area (something that had more geographical urgency than what Summit, and to some extent Faywood, are lobbying for).
48	2-27-2019 14:23:01	Online	Parent / Guardian	Faywood south kids will stay with their friends in high school, will have shorter and safer commute to high school better community keeping them there until grade 8	Mackenzie will need more room and adjustments	
49	2-27-2019 14:24:04	Online	Parent / Guardian	keeping kids together transitions	if Mackenzie is so over capacity why are we forcing children who would otherwise go to polanyi to go there	Faywood to Dublin to Mackenzie summit to polanyi
50	2-27-2019 14:25:28	Online	Parent / Guardian	that students a Summit/Faywood will be able to to stay in their schools until grade 8	Mackenzie is over capacity I do not understand why we are expanding the boarders to allow more schools in.	
51	2-27-2019 23:05:59	Online	Parent / Guardian	Reduces number of transitions for Summit students. Never really made a lot of sense to leave for 2 years. Reduces students at Dublin which is bursting. Natural geographic boundaries/barriers (crossing under the 401 which bottlenecks south on Bathurst during rush hour and takes a ridiculous amount of time to travel) are recognized. A pathway to a high school which can be more easily accessed and closer to the neighbourhood is finally acknowledged and formalization of the pathway of Summit students and Faywood south students to WL Mackenzie where they have been attending anyway.	There will be some transition time to integrate 7-8 physically at Summit. Very small gym, no music etc.	Reducing the number of MaCS students from 90 per year to 60 per year would create 120 spaces of breathing room at Mackenzie. Moving 154 gifted students to an under utilized school would also help with capacity issues at Mackenzie. While I acknowledge this was not part of the PART, it should be formally investigated.
52	2-28-2019 6:45:57	Online	Parent / Guardian	Happier students. Parents who have worry less. More consistency in the students life.	None	Please put this through!!!
53	2-28-2019 8:46:15	Sticky	Parent / Guardian			Why are we talking about gifted students if they are part of the PART?
54	2-28-2019 8:47:07	Sticky	Parent / Guardian			Has the PART looked at City of Toronto patterns?
55	2-28-2019 8:47:42	Sticky	Parent / Guardian			Why is DSS not involved?

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
56	2-28-2019 8:48:43	Sticky	Parent / Guardian			The secondary with the lowest capacity is not included
57	2-28-2019 8:49:43	Sticky	Parent / Guardian			Sticky Note: Summit - Has the infrastructure been looked at? What is in place for 2020?
58	2-28-2019 9:01:41	Sticky	Parent / Guardian			Sticky Note: Mackenzie - Have empathy for the elementary schools but dont understand the secondary change. Why are we streaming students to an already over crowded school. This presentation has several contradictions. This seems like an elementary issue.
59	2-28-2019 9:14:48	Online	Parent / Guardian	none. Very little improvement. Not acceptable.	All schools remain over capacity, there is no even discussion about eliminating portables that were originally invented as a temporarily solution to compensate for the population fluctuations. We are not experiencing temporarily population increase, it is a significant permanent increase, and therefore we need a good permanent solution. Dublin Heights is way over capacity now, and it prevents it from normal operation. Kindergarten kids suffer from not getting three recesses outside (their playground cannot accommodate six classes), older kids suffer from very short lunch time as there are now three shifts due to the cafeteria capacity. There are many other issues going on caused by the fact that elementary school of this size becomes hard to manage. Portables only solve classroom capacity issue, but gym, library, washrooms, cafeteria etc. also have capacity! The traffic in the area during drop off/ pick up hours became extremely dangerous as local streets cannot accommodate so many cars. Are you waiting for a fatal incident to happen in order to start solving our problems? Not only parents complain, but local residents (!) complain that they cannot reach their houses during the rush hour!	The only possible solution is to build TWO new schools in the area: one elementary and one high-school. If there is a commercial residential development in the area, then there should be a school development. What if your office was 170% of capacity? What if YOU had to work in the portable for years?! For how long would you retain your current job? And what would be the quality of your work done in such conditions? Kids deserve the same quality of space as you do! There is no excuses for what is happening now. It is a shame for Canada to put our kids into the conditions far inferior of the ones in the third-world country that I came from.
60	2-28-2019 17:09:01	Online	Parent / Guardian	At the elementary school level, the model appears to alleviate as much of the student population pressure as can be expected. Appears to be a reasonable solution to the changing demographics of the area.	At the high school level the model does not appear to be an effective solution to the issues around Mackenzie. Given that Polanyi will be at 99% capacity, it makes no sense to have Mackenzie at 150%+ capacity. Issues raised around "crossing highways" are done for dramatic effect. Someone living on Lyonsgate for example is 3.7km away from Mackenzie and 3.7km away from Polanyi. Transit is required for both schools. Nobody is "crossing the 401"...in both cases they are travelling on Bathurst, the only difference being direction. Sheppard and Lawrence are comparable in terms of traffic and would be utilized for the East-West component of the trip. Furthermore, claims of "historically kids from these areas have gone to Mackenzie" does not justify creating a school environment that is this over capacity. The reality is that historically kids from these areas went to Fleming, which in short-sighted fashion was re-allocated/sold. Lastly, talk of removing the gifted and/or the MACS program from Mackenzie are being driven by parental groups who are	I am not sure of the legalities around developer levies to build schools in specific regions (vs. TDSB driven decisions around their perception of overall GTA needs), school access/rights for new developments, but this is an issue that definitely needs to be addressed imminently because of the amount of construction taking place and potentially to take place. If new developments could be excluded from Mackenzie and potentially the over-capacity local elementary schools, then this would be a welcome discussion at the community level.

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
					using biased EQAO data * . These programs are what has made Mackenzie special and the reason many parents moved into the district in the first place. These current Mackenzie zoned families should not be penalized due to the socio-economic biases of people currently out of district.	
61	2-28-2019 19:18:44	Online	Parent / Guardian	Some people in the community will have a high school nearby.	Without moving the MaCS program and Gifted programs at Mackenzie the school will be very overcrowded which negatively impacts all our children. Faywood allowed the Deaf program in when many of the existing buildings along Wilson were built and in planning stages. Within a very short time Faywood no longer had space to accommodate its own students and had to add many portables. We need to prioritize space in our schools for our neighbourhood students that live in the zone.	We recently moved into the proper Mackenzie district which is already a crowded school so our kids could go there. Now that we have invested here it is being rezoned to allow for many more areas to attend, as well as for future planned huge developments along Wilson and Sheppard to be within the zone. This will lead to terrible overcrowding again. Those planned developments should be excluded from attending Mackenzie. All special programs should be relocated to underenrolled schools with space to accommodate. Not doing that is like another form of optional attendance. Our older son attends XX and our younger son attends the neighbourhood school, Faywood. If you choose a special program for your child you need to arrange for them to get there. It doesn't need to be the most convenient in the neighbourhood. Those schools are for kids that live there. High school kids can get to special program locations on their own using public transportation. I am very disappointed that TDSB isn't planning well for the long term future needs of communities. Move the special programs out to make space for our kids to go to Mackenzie!
62	3-1-2019 8:29:11	Sticky	Parent / Guardian			Sticky Note: Summit - transportation to JPCI is lengthy and difficult for young teenagers from our community. Please prioritize local kids over specialized programs.
63	3-1-2019 8:29:56	Sticky	Parent / Guardian			Sticky Note: Summit- JPCI (88%), DSS (44%) utilization rates why add more to Mackenzie
64	3-1-2019 8:30:55	Sticky	Parent / Guardian			Sticky Note: - *
65	3-1-2019 8:47:38	Sticky	Parent / Guardian			Sticky Note: Mackenzie - gifted crowding at Mackenzie could be reduced by allowing gifted students to use optional attendance for gifted programs just like all regular students can access optional attendance for regular programs. This would allow some gifted students who live near Northern to move out of over crowded Mackenzie to northern gifted which has extra space. It seems like changes to gifted boundary lines in the last few years have the intended or unintended effect of discouraging gifted students from accepting offers of placement . Please reverse these effects. Don't just dump gifted programs at under-enrolled schools or at schools that don't offer rich & diverse extracurricular clubs etc that gifted students need to supplement lack of challenge in academics (even in gifted program)
66	3-1-2019 8:48:35	Sticky	Parent / Guardian			Sticky Note: Mackenzie - Summit/Faywood kids should be able to go to high school in their communities with their peers.
67	3-1-2019 8:49:41	Sticky	Parent / Guardian			Sticky Note: - Mackenzie - gift & MaCs programs are integral to the cultural, extra-curricular and full positive experience of all students (especially regular students) at Mackenzie and should be retained.
68	3-1-2019 8:51:06	Sticky	Parent / Guardian			Sticky Note: Mackenzie - there is an opportunity now to alleviate pressure at Mackenzie, and the current proposed model presents a very option. shouldn't this equal 5192 in the table?

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
69	3-1-2019 8:51:53	Sticky	Parent / Guardian			Sticky Note: Mackenzie - consider moving gifted out to ease the overcrowding and make room for community kids from Faywood/Summit
70	3-1-2019 8:53:26	Sticky	Parent / Guardian			Sticky Note: Mackenzie - how will new developments be accommodate? Was this factored into the model? 500 students come from out of area for MaCs and gifted. Mackenzie is not over capacity due to development.
71	3-1-2019 8:54:28	Sticky	Parent / Guardian			Sticky Note: Mackenzie - moving the gifted program and/or MaCs program out of Mackenzie will solve the over capacity problem and make room for the neighbourhood kids who should get first dibs on that space.
72	3-1-2019 8:56:25	Online	Parent / Guardian	It was insightful	Look into several options and don't propose a single model. There are many other options available for secondary pathways -- yet none were presented aside from the singular "solution" encompassed by the model.	
73	3-1-2019 8:58:05	Online	Parent / Guardian	somewhat . Helped to see that there are no plans being considered that keep schools at capacity and to understand that the TDSB thinks that 170% of capacity can be described as "well-utilized" which was to me an offensive euphamism.	present more than one option	
74	3-1-2019 9:00:15	Online	Parent / Guardian	Helpful. There no answers to some questions like why is 170% capacity at Mackenzie considered acceptable at all? Also, why would boundaries to Mackenzie increasing seem a solution	better sound system. Although it may use up paper, it would be helpful if some key slides were printed so we could see them more clearly for longer.	
75	3-1-2019 9:02:22	Online	Parent / Guardian	I found the information helpful in how it offered honestly related to the challenges faced by the TDSB planning department. It was also helpful to hear the voices of other parents. Thank you for making this event important and possible.	Have more meetings earlier in the process open to all parents. Allow parents to learn how they can help to make positive changes and minimize rants if possible by parents.	
76	3-1-2019 9:03:08	Online	Parent / Guardian	It may reduce the over utilization in Mackenzie, though I don't think it would resolve the problem in Dublin Heights.		
77	3-1-2019 9:06:28	Online	Parent / Guardian	Removes stress for kids applying to optional attendance for Mackenzie. JPCI is too far and difficult to get to probably an hour which will be difficult for many students.	Concerned about closing optional attendance at Dublin - difficult transition for students from Faywood "feels like a small school" to high school. Dublin provides a good interim step.	
78	3-1-2019 9:07:50	Online	TDSB Staff Member	Good Plan that keeps neighbourhood kids together.	Lack of plan/action to offer great rather than good grade 7/8 programming	co-ordinate more/better about finding challenges
79	3-1-2019 9:09:44	Online	Parent / Guardian	Minimize elementary transitions and alleviate transportation challenges from Summit community to JPCI. Ease the transition to grade 9 by moving elementary cohorts together to a local school.	enrolment pressures in all schools will persists. FAYwood/Summit will have challenges implementing grades 7/8	
80	3-1-2019 9:10:23	Online	Parent / Guardian			consider moving gifted programs from summit, dublin and mackenzie to ease pressure in all area schools to a school with unused capacity.
81	3-1-2019 9:12:34	Online	TDSB Staff Member	I agree with Summit K-8 especially closing the doors to Dublin for Faywood and Summit students	Mackenzie over crowded	

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
82	3-1-2019 9:13:07	Online	Parent / Guardian	Better model for children living north of 401, its too far away		
83	3-1-2019 9:14:29	Online	Parent / Guardian	It solves the elementary school issues	It does not adequately address the overcrowding at Mackenzie at all	Do not create a pathway for faywood/summit kids to automatically attend mackenzie. Close Mackenzie off to ALL optional attendance
84	3-1-2019 9:16:32	Online	Parent / Guardian	reduce the over utilization for the school, provide better education, provide better enrolment within kids in the neighbourhood	not a full solution for the problem, as an alternative the school may look at cutting some of the extra curriculum activities and over utilization has been provided by research to reduce quality education	Consider approving an additional space to the school through a capital project
85	3-1-2019 9:18:51	Online	Parent / Guardian	None for Mackenzie. Emphasis on keeping cohorts together holds little importance as compared to maintaining an appropriate utilization rate	Nothing done to address overcrowding at Mackenzie	Aim for meeting the MOE benchmarks for new buildings in planning space utilization. Apply for capital funding to build extensions instead of adding portables and cannabilizing the library
86	3-1-2019 9:22:27	Online	Parent / Guardian			Build another high school or expand McKenzie.
87	3-1-2019 11:25:42	Sticky	Parent / Guardian			Sticky Note: Faywood - will 8 portables at Faywood really work? Do you have a plan?
88	3-1-2019 11:26:31	Sticky	Parent / Guardian			Sticky Note: Faywood - my child's home is Faywood but they are currently at XX. Can they still go to Mackenzie as their home high school?
89	3-1-2019 11:27:29	Sticky	Parent / Guardian			Sticky Note: Mackenzie - this model doesn't help Mackenzie. It sounds like we are not on the top of your list for a any time of capital project.
90	3-1-2019 11:28:20	Sticky	Parent / Guardian			Portables at the high school are not terrible, they are better than a split lunch.
91	3-1-2019 11:29:36	Sticky	Parent / Guardian			It sounds like your PART representatives haven't reached a consensus. It makes sense at the elementary level but more consideration needs to happen at the secondary pathways
92	3-1-2019 11:31:45	Sticky	Parent / Guardian			According to Facebook the 2018 enrolment at Mackenzie is: Gifted (154), MaCs Program (346), Regular (925) and Optional Attendance (78). Mackenzie is saying that they don't want these 78 students who have historically gone to the school but want to take 346 from out of area.
93	3-1-2019 11:33:11	Sticky	Parent / Guardian			Moving the gifted program, secondary school review and optional attendance. By time May comes around it is pretty much an done deal. There needs to be a little more transparency.
94	3-1-2019 13:12:23	Sticky	Parent / Guardian			Will we lost MaCs as part of the Strategic Plan if we do nothing?
95	3-1-2019 13:12:54	Sticky	Parent / Guardian			Why don't we just deal with elementary and let the strategic plan take care of Mackenzie?
96	3-1-2019 13:15:49	Sticky	Parent / Guardian			There is no success measures for split lunches. there will still be safety issues with over crowding in the halls and not enough to get to classes.
97	3-1-2019 13:17:18	Sticky	Parent / Guardian			If Mackenzie closes itself to optional attendance 170 students won't get in but neither will the 78 students who live in the community.
98	3-1-2019 13:18:31	Sticky	Parent / Guardian			Sticky Note: Mackenzie - Why is JPCI sitting at 80% capacity. * . Students should be directed to go there instead of Mackenzie

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
99	3-1-2019 13:19:29	Sticky	Parent / Guardian			What is the urgency of pushing something through for Mackenzie that doesn't help us.
100	3-1-2019 13:57:05	Sticky	Parent / Guardian			You are projecting forward 10 years. But clearly this didn't just happen overnight you must have seen it coming. This is not a plan. If you look at trends you would have been it coming.
101	3-1-2019 13:58:38	Sticky	TDSB Staff Member			Sticky Note: JPCI - teachers at JPCI and there is nothing wrong with out school, it is a great school. She spoke to senior students and they indicated that they would rather in eat in the hallways than in the cafeteria. Split lunches are not a bad thing.
102	3-1-2019 13:59:42	Sticky	Parent / Guardian			The elementary schools are over capacity and everyone is so concern about Mackenzie. Little people still play outside and having a huge amount portables is a problem because its takes away playspace
103	3-1-2019 14:00:11	Sticky	Parent / Guardian			Has the TDSB thought about a secondary camps for MaCs?
104	3-1-2019 14:13:47	Sticky	Parent / Guardian			there doesn't seem to be a perfect solution. The TDSB doesn't have the tools for this. Going forward transportation for students going to JPCI will be an issue
105	3-1-2019 17:52:59	Online	Parent / Guardian	Some advantage at the Elementary level, given that it would make sense for Faywood which is already a jk-8 school to retain their students through grade 8. If Summit becomes a jk-8 school it would make sense to retain their students. This would ease some of the pressure off of Dublin. It would also make sense for Dublin, Summit and Faywood to close optional attendance.	<p>The model does not address the over-crowding that will occur at Faywood and Dublin as a result of new developments in the area. These schools will face significant pressure from new area developments, for Dublin along Sheppard and in the Allen District.. and for Faywood, along Wilson and Bathurst, including the Tippett Road development. Not all of the proposed developments in the area were included in the model, and it is highly possible that the numbers are off.</p> <p>Redirecting students to Mackenzie which is majorly over-capacity doesn't make sense in the context of other schools within the area that have far less utilization. Mackenzie will be facing significant pressure from its existing boundaries due to new developments within the existing area. It does not make sense at this time to further widen its boundaries without such widening of boundaries being contingent on an addition. Summit is not partially zoned for Mackenzie, and there is no issue with a split cohort currently. If the 401 is the real reason for requiring a redirection of students, there are other options to consider (which the part did not consider) including schools that are significantly under capacity such as Downsview within ward 5 which is one bus along Wilson Avenue. However, there are many students who cross major streets to get to high school. The TDSB's own planner, Andrew, indicated during the part meeting that "high school students are mobile". It is not the same as considerations for elementary school students. While Faywood does have a split cohort, this would have to be weighed against placing students (and the future Tippett development and developments along Wilson) into a school that is majorly over-capacity.</p>	<p>Equity. The secondary pathway request has been a desire of certain communities in the area for some time. The reasons for the secondary pathway change have nothing to do with the 401, and everything to do with perception of schools that are 'ranked' lower on various scales. This is a bad and dangerous precedent to set. It validates that pressure to change a pathway to a more desirably 'ranked' school will succeed even if it makes no sense given the overcapacity at that school.</p> <p>Prejudice to Mackenzie. It could (and will) have implications for the MACs program (which some are suggesting should be moved) and potentially the gifted program. While these programs may have to be considered at some point in the future as part of a separate process, adding to the numbers now by expanding boundaries is prejudicial to Mackenzie. The notion that students have historically been accepted to Mackenzie from these areas ignores the fact that there is discretion on the part of the administration currently at Mackenzie to not allow students in if the facilities/school will be overburdened. With this proposed change, that discretion will be taken away.</p> <p>It could impact whether Mackenzie gets an addition in the future. Accepting new students in 2019, then asking for an addition will likely not be well-received. Asking for an addition, while Downsview sits at such a low utilization rate will not be well-received.. particularly if some students could have been directed there instead of Mackenzie. There are internal renovations to Mackenzie that MAY be completed by 2019 (but not with certainty). These are required to serve the existing population. There is no discussion by the part about making the changes contingent on that addition or renovations.</p> <p>I hope the considerations brought up at the part meetings and during the public consultation are taken into consideration and this process is not just a rubber-stamp of promises made to a particular community.</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
106	3-1-2019 19:30:29	Online	Parent / Guardian	I agree with the grade changes relating to Summit and Faywood (making them JK-8 schools).	The model does nothing to alleviate the pressure to Mackenzie and its overcrowding situation. creating a pathway for Faywood and Summit students is incompatible with effecting meaningful change to W. L. Mackenzie C.I.	W.L. Mackenzie should keep the existing secondary pathways, and it should also close off all optional attendance. This will greatly assist in the overcrowding situation. It is unfair to the current student body (which exceeds 1500 students) to have to take on more students, when there are other UNDERUTILIZED schools that can accommodate the Summit and Faywood students (as those schools have already been doing).
107	3-1-2019 19:34:36	Online	Parent / Guardian	expanding Summit and Faywood to the grade 8 level.	creating a direct pathway for Faywood and Summit students to Mackenzie. This is disadvantageous to the students who attend the school, and it puts too much pressure on the school itself and the ability of the school to operate its clubs, etc..	the TDSB should avoid making any changes that affect Mackenzie at this time. It is too premature to deal with secondary pathways in this P.A.R.T. process. In the alternative, the secondary pathways should remain as they are, and Mackenzie should be closed off to optional attendance.
108	3-1-2019 23:39:32	Online	Parent / Guardian	It's good as a supplementary set of solutions	It's not nearly good enough as a complete solution. Not even close. The standard of education is already sub-par because of over-crowding and it's only going to get worse.	Rent a building/space (or several) for the 10 years that it will take to build something permanent.
109	3-2-2019 12:26:52	Online	Parent / Guardian	Some reduction at elementary level of pressure at some schools.	The secondary pathway not making sense. Why the urgency and why not consider other schools slightly further away as potential high school pathway if current pathway is unacceptable. Mackenzie is overcrowded! Have implications been considered for CH Best if o/a closed? May mean splitting up friends if attend by o/a at CH Best if they attend from out of area with no chance of Mackenzie.	Why are some schools being prioritized over others? Why was CH Best not included in the review?
110	3-2-2019 21:06:53	Online	Parent / Guardian	It doesn't address the problems it seeks to address re; overcrowding. It doesn't rationally explain why the pathway model is preferred?	Major overcrowding at Mackenzie. Specious arguments in favour of changing pathways. Socio-economic bias. Prioritizing certain schools over others. Lack of true community input into the process.	Why not include CH Best?
111	3-2-2019 22:39:08	Online	Parent / Guardian	Keep kids together k-8	Why Mackenoir is being further overcrowded by Summit and Faywood kids who should be attending Polyani which has lots of space .	Close optional attendance to Mackenzie and send summit and faywood kids to polyani. They'll say it's farther but it's exactly the same distance from Summit.
112	3-3-2019 8:35:09	Online	Parent / Guardian	No confusing crossovers. Kids staying at Faywood until grade 8. Happy with Mackenzie entry after Faywood.	School needs restructuring for middle school features.	
113	3-3-2019 8:44:57	Online	Parent / Guardian	All kids continue going to school together	Not sure yet	No
114	3-3-2019 8:56:17	Online	Parent / Guardian	My concern is for high school since my kids are in private for elementary. John polyani is so far outside our community that I wouldn't be happy sending them there. Mackenzie is closer to home and half of our community is zoned to go there already	None	
115	3-3-2019 9:05:41	Online	Parent / Guardian			Highly recommend having everyone in district for Faywood to be in district for Mackenzie. It's such a small demographic of students that aren't currently zoned for Mackenzie and it makes no sense that people living on the west side of Faywood but further south and technically geographically closer to Jpci are zoned for Mackenzie but people living on Invermay and other streets are not zoned for Mackenzie therefore go to a school where they don't know their peers at an age where it is difficult to make new friends in high school.

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
116	3-3-2019 9:17:24	Online	Parent / Guardian	Faywood and Summit students go to Mackenzie	Optional attendance for Faywood students at Dublin grades6-8	
117	3-3-2019 9:18:55	Online	Parent / Guardian	This all makes perfect sense and we agree with all of these revisions to the boundaries etc. Amazing!	I don't think there are any.	No
118	3-3-2019 9:21:21	Online	Parent / Guardian	Clarity regarding school zoning and pathways	Students currently zoned for Polyani should go to that school as the future capacity at WLM is way too high and Polyani is much lower.	I live in North Bathurst Manor and there has been no discussion about these proposed changes in our zoning to WLM. I would hope this means there will be no impact to us! Or at the very least, we are included and consulted in the discussion prior to any zoning changes away from WLM.
119	3-3-2019 9:40:55	Online	Parent / Guardian	Keeping kids together through elementary/middle school and on through high school.	None.	No
120	3-3-2019 10:07:37	Online	Parent / Guardian	Advantage is not splitting up kids from elementary school to high school.	WI McKenzie will be heavily enrolled.	Since Summit Heights kids will not stay at their school through grade 8, they should all be zoned for Polayni High school. There is no need for that school yo be going to McKenzie. This will alleviate some stress on that school.
121	3-3-2019 14:35:26	Online	Parent / Guardian	Faywood and Summit students stay together and attend Mackenzie.	None	Add a second level to Faywood
122	3-3-2019 15:09:37	Online	Parent / Guardian	Consistency with students Bri g with their peers.	More space is needed at Faywood to make a separate intermediate area.	
123	3-3-2019 16:47:32	Online	Parent / Guardian	None	My children are at WLMAC and they already experience a very overcrowded school which not is not only ill equipped to handle the large numbers of students in terms of a lack of space (over crowded halls, crowded lunch rooms, no room for students to eat lunch, etc.) but there are also not enough choices for students in terms of classes (my children have not been able to get into their class of choice as they fill up very quickly. Adding the Faywood students and the Summit students will only add to this problem and students' experience at the school will suffer greatly.	The students from Summit Heights and Faywood should be sent to their current feeder school which is John Polanyi. This is a school that is under capacity (currently it is approximately 88% full as opposed to MAC which is almost 150% full.) The reasons that the TDSB has provided as to why this is not being considered are wildly inappropriate and not compelling. There is no need to keep an entire cohort of high school students together, especially when this is not being considered for students at CH Best who are all split up when they reach high school. To only consider the needs of the Summit Heights and Faywood students is highly inequitable and *. In addition - it has been stated that the students from Summit Heights and Faywood shouldn't have to cross a highway to get to school. This is highly misleading as they are not crossing a highway but rather would have to take a bus south on Bathurst St. that happens to pass under a the bridge of the highway. There is absolutely no reason that the students from Summit and Faywood should be given preferential treatment by streaming them all into WLMAC - which will negatively impact that entire WLMAC population.

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
124	3-3-2019 16:57:03	Online	Parent / Guardian	The elementary recommendations make sense to reduce pressures on Dublin heights.	<p>The secondary school recommendations make absolutely no sense to me and I cannot believe this proposal. I'm not sure how you can rationalize changing the boundaries of W.Mackenzie to include Summit and fayewood graduates when the school is already at over 150% and the school they are zoned for is in the 80's at present. Having a projection of 170% in the future is not a recommendation. And by under-utilizing the other schools in the region (Downsview and Polyani) you are ensuring that Mackenzie will never qualify for funding for an addition. *. The timing of making a decision on recommendations for the secondary pathway this year also makes absolutely no sense to me if there are other reviews relating to Mackenzie in the future.</p> <p>You should be closing optional attendance to Mackenzie and not changing the boundaries to direct Summit and day wood there. If everyone went to the schools they were zoned for then all schools would be better utilized. I'm sorry, but kids are resilient and changing to high school is a time when kids learn to expand their social networks anyways. This whole cohort none sense in lieu of a school at 170% capacity is crazy. If this was a business plan it would never fly.</p>	
125	3-3-2019 17:01:23	Online	Community Member	Questionable	Too much impact on Faywood as an elementary school, with developments continuing to be approved on Wilson and south of Wilson. Impact on Mackenzie, again, due to developments along Sheppard.	The percentages and utilization numbers don't add up. Would like to know what assumptions went in to these numbers.
126	3-3-2019 17:20:19	Online	Student	None	Larger classes which would mean less focus from teachers, more crowded and louder environment, harder to get around and takes more time to get from class to class	No
127	3-3-2019 17:39:09	Online	Parent / Guardian	Closing optional attendance for all schools involved.	<p>The PART does little to alleviate the overcrowding at Dublin Heights and Faywood. Furthermore, with a diversion study coming up for Allen district, Dublin will have a split cohort. There needs to be an elementary school that can house all the students from new developments, then a split cohort can be avoided and Dublin and Faywood will not become portable cities over the next 10 years. A new elementary school or a school that can house elementary students should be part of the PART plan.</p> <p>With regards to Mackenzie, MACs is part of the school's identity and efforts should be made to preserve it. Unfortunately, the trustees have not addressed the REAL reason that this secondary pathway is being rammed through and is expanding the boundaries. This whole process has been frustrating because of the consistent and ongoing pressure on the trustee to guarantee a pathway to Mackenzie *. If parents</p>	Thank you for the opportunity to allow community members to have their input. I hope that the input will actually be considered and that this PART does not go forward without consideration of what the entire community as a whole would like to see.

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
					actually sent their children to their designated schools, there would actually be equity that TDSB prides itself on. Unfortunately, this is one example of how TDSB and the trustees have failed in their leadership on equity. Though John Polyani is projected to go to capacity, Downsview is not. I hope that the diversion plan for 2019 goes through to help with overcrowding at Mackenzie, but I also hope that there will be a corresponding elementary school for these students (whether by bus or new school).	
128	3-3-2019 21:24:03	Online	Parent / Guardian	bringing Faywood North and South into one pathway. and the removal of optional attendance to alleviate the strain on Dublin	Summit pathway to Mackenzie makes no sense when an underused school like Polyani is open to them. Completely Failed to convince me why this is a good idea !!	New builds - restrictions on schools they can attend - eliminate the options of Mackenzie for sure and force them into schools that have capacity/ LEAVE SUMMIT HEIGHTS PS to John Polyani, move Faywood to the Mackenzie they are closer. Utilize for Summit heights John Polyani.
129	3-3-2019 21:29:24	Online	Parent / Guardian	Doesn't appear that the model solves any long term issues brought forward.	There doesn't appear to be a long term solution confirmed for dealing with population growth to this neighbourhoods. The percentage changes are so minimal that I'm not clear on what positive impact these changes will have year over year.	Stop waiting and start building. The only way to alleviate long term pressure on these schools is to build new schools in the areas that need them most. Cramming more kids and teachers in to buildings that are already busting at the seams is as foolish as continuing to spend time discussing boundaries for populations that may be too expansive to accommodate these changes.
130	3-3-2019 21:41:35	Online	Parent / Guardian	Doesn't appear that the model solves any long term issues brought forward.	There doesn't appear to be a long term solution confirmed for dealing with population growth to this neighbourhoods. The percentage changes are so minimal that I'm not clear on what positive impact these changes will have year over year.	Stop waiting and start building. The only way to alleviate long term pressure on these schools is to build new schools in the areas that need them most. Cramming more kids and teachers in to buildings that are already busting at the seams is as foolish as continuing to spend time discussing boundaries for populations that may be too expansive to accommodate these changes.
131	3-3-2019 23:00:57	Online	Parent / Guardian	Kids go to local schools and make friends that are in the neighbourhood. Can also safely walk to schools (elementary, middle school and high school)	Overcrowding at all schools	Keep all faywood students together as they go to Mackenzie
132	2-27-2019	Sticky	Parent / Guardian			Sticky Note: Mackenzie - how did we get to the point that Polanyi isn't on the table + instead we're over-enrolling Mackenzie more?
133	2-27-2019 9:27 p.m.	e-mail				e-mail: I know the PART committee worked hard to come to an agreement. I do feel it is a mistake to zone the children for Summit for WL Mackenzie. WL Mackenzie is over capacity and John Polanyi is still under capacity. Summit will be a K-8 so the whole cohort could go to John Polanyi. In both cases, they will have take the Wilson bus to the Subway, what is the difference if the go south rather than north? I was disappointed the CH Best was not included in the PART process. Some of the CH Best cohort will be split too. Most of the CH Best cohort are zoned for WL Mackenzie and some are zoned for Northview. Also, I feel that the TDSB made a huge mistake to make the former Sir Sandford Fleming high school site into an elementary school. They are also selling off the former Baycrest elementary. All the surrounding high schools (Lawrence Park, John Polanyi, WL Mackenzie) are very close to capacity or over capacity. Before Sir Sandford Fleming was closed, Summit was zoned for Sir Sandford Fleming for High School. The band aid solution of adding portables is not acceptable. If the PART goes through there need to be a commitment for a true addition on WL Mackenzie and the three elementary schools or a new high school and/or elementary school built.Thank you,

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
134	2-28-2019 6:49 p.m.	e-mail				<p>e-mail: part 1 of 4: I have previously shared most of the comments below, via email, to the related trustees, Superintendent and Director of Education. The only updates are related to my attendance at the public consultation meeting on Feb. 26.</p> <p>I am writing to you in regards to the upcoming Program Area Review public consultation meetings impacting William Lyon Mackenzie secondary school. I have a child that is currently attending Mackenzie and a child currently attending CH Best. Both of my children attended Wilmington Elementary, CH Best Junior Middle school and hopefully both will attend Mackenzie for Secondary school. I plan on attending the public consultation meetings, but I am concerned that there may not be time to address my concerns in that forum.</p> <p>My first concern is in regards to the communication to the community at large regarding this process. While some members of the community may not have students currently attending Mackenzie, or one of its feeder schools, they may wish to be involved in the consultation process for other reasons. How has the TDSB shared information about this process and the public consultation meetings with the community at large? As a parent council member at Mackenzie and at CH Best, one of its feeder schools, I was made aware of this through council meetings. As a community member, who owns a home in the immediate vicinity of CH Best and Mackenzie, I have not been provided any information regarding this process. Has the community population surrounding Mackenzie and its feeder schools been properly informed about the considerations and the opportunity to express their support or concerns?</p> <p>My other concerns relate directly to the proposed boundary changes for Mackenzie and its feeder schools. I have reviewed the information compiled by the TDSB including the original proposals from the planning department and the subsequent committee meetings and have not found that my concerns have been addressed.</p>
135	2-28-2019 6:49 p.m.	e-mail				<p>e-mail: part 2 of 4:</p> <p>My understanding is that the proposed changes will largely involve adding grade 7 and 8 to Summit and feeding all of those grade 8 students into Mackenzie despite the fact that those students are currently zoned to attend John Polanyi. My understanding is that this is being done to address over capacity issues at the middle school level, address parent concerns regarding students having to “cross” the 401 to get to school, the distance for students to walk to school, the number of transitions students are being exposed to, the desire to keep cohorts of students intact, and the desire to include families that feel that they are already part of the Mackenzie community.</p> <p>In terms of the over capacity issues I am appalled that the TDSB proposal put forward to address middle school capacity issues appears to completely ignore the capacity issues at the secondary level. Mackenzie is currently sitting well above capacity while John Polanyi sits well below capacity. Mackenzie is so far above capacity that students find the halls crowded and claustrophobic when they are moving around the school, clubs are often filled to capacity and are sometimes unable to encourage new (including grade 9) students to join, and the cafeteria/auditorium and library cannot accommodate the volume of students. The capacity issues are such an enormous concern at Mackenzie that part of the original proposal from the TDSB was to move Mackenzie to split lunches, something that the majority of parents and students at Mackenzie do not support. The only part of the proposal that appears to address the</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
136	2-28-2019 6:49 p.m.	e-mail				<p>capacity issues is the decision to close optional attendance at Mackenzie. The first question is, why would a school that is over capacity even be allowed to accept any optional attendance students? The second question is if you are closing the optional attendance to address capacity concerns why would you then increase the capacity by expanding the school boundaries? How is it possible that the TDSB would put forward any proposal that would involve moving students from a school that is below capacity to a school that already exceeds capacity and is not always able to meet the needs of all of its current students?</p> <p>As to parent concerns about “crossing” the 401 I am at a loss to understand why the TDSB would begin a process like this to address an issue that was created by the Board itself. I believe that the 401 would have run its same course when the original school boundary lines were drawn and that this has never been an issue before so what has changed that it is now a concern? I would also question the terminology being used about “crossing” the 401. Clearly children are not being asked to walk across active lanes of a major highway. In a city the size of Toronto, with the number of schools and major roadways, I would imagine that many other students have to “cross” main arteries to get to school, in fact students from William Lyon Mackenzie and John Polanyi have to cross Allen Rd when they are coming from the West end of the catchment area. Is the TDSB going to be addressing ALL of the schools where students are crossing main arteries? Will they be providing bussing for all those students? I am unsure why this is a particular issue for these students and what differentiates them from other TDSB students that cross main arteries to access their area school.</p> <p>e-mail: part 3 of 4:</p> <p>The walking distance issue appears to be quite different for students from Summit versus students from Faywood. I can understand that it may be difficult for a student from Faywood to walk to John Polanyi as their access going South would be impeded by the 401. This means that they would either have to go East to Bathurst, South to Lawrence and then West again to school or they would need to take the subway down the Allen and then walk to Polanyi. Students from Summit don’t have this issue as they would already be heading West and would not have to back track in order to access Polanyi. However, the boundaries for these schools were, again, created by the TDSB and obviously meet the transportation guidelines that should apply to all of the schools so I am unsure why it is a particular issue for these students and what differentiates them from other TDSB students that have to take a circuitous route to school.</p> <p>The remaining three issues, the number of transitions experienced by students, the desire to keep cohorts of students intact and the desire to include families in the community of the school are not dire issues but rather preferences. The parents of these students would prefer that their children not experience as many transitions, not be split up from friends and attend a school that they feel is part of their community. What about the preferences of the over 2000 other students and their parents? I would prefer that my child’s school not be overcrowded is that preference going to be addressed by the TDSB? Why do the preferences of these particular parents and students outweigh the preferences of so many others? My children have experienced various transitions as they and their cohort move through the school system in Toronto. They began at Wilmington for K-4 and then moved on to CH Best for grades 5-8 (these grades have changed after the Program Area Review that CH Best underwent last year) they will then move on to Mackenzie for Secondary school. It is quite common that students would move from elementary to middle school and then to high school. It is also quite</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
137	2-28-2019 6:49 p.m.	e-mail				<p>common for students to move during their school years and have to attend more than one school at a particular level. Most students seem to be able to manage these transitions, so again I am unsure what makes this particular group of TDSB students more vulnerable. In relation to keeping the cohort together technically the entire cohort from Summit is zoned to attend Polanyi and could all attend grade 9 there as a single cohort. If you are referring to the cohort as students from Dublin, Faywood and Summit then they could potentially be attending two different secondary schools. It is interesting to me that the cohort issue has been brought up as one of the concerns as one of the other Mackenzie feeder schools, CH Best, also has a split cohort. Both of my children will have attended CH Best and the students from there are also divided into two different secondary pathways, Northview and Mackenzie. It was a struggle for my son when he first started at Mackenzie because a number of his friends had gone to Northview. If you are addressing this issue for students at Summit will you be addressing it for all middle schools, including CH Best, that have dual secondary pathways? Will my younger son be moving with his whole cohort to Mackenzie? Again I question why this particular group of students would be more vulnerable to change than all of the other TDSB students that share similar pathway experiences. As to the community issue my response is simple, if they were truly a part of the Mackenzie community then they would live within the boundary originally created by the TDSB based on distance from the school.</p> <p>e-mail: part 4 of 4: On February 26 I attended the public consultation meeting held to discuss this process. I commented that the information provided had done nothing to convince me that there was a dire need to change the boundaries of a secondary school to move students to a school that was well over capacity from a school that was over capacity and in fact if all of the students attended the school they were zoned for the cohort issue would be moot. I also asked why the changes to the boundary for Mackenzie are even being considered as part of this process since the reasoning behind that was also not clear? I received no answer, just a promise to share that information with the committee.</p> <p>After reviewing all of the Program Area Review information and attending the public consultation meeting I am left feeling that preferential treatment is being given to a select group of parents and students by the TDSB. *. I also find it interesting that out of all the feeder schools that access Mackenzie the only one that was left out of this process entirely was CH Best, *. None of what I have read or heard has explained these very visible equity concerns.</p> <p>I hope that as representatives of the TDSB, a Board that emphasizes the equitable treatment of all of its students, that you will look at this with a critical lens and make a decision based on the best interests of all the students impacted.</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
138	2-28-2019 2:12 p.m.	e-mail				<p>e-mail: I did not have time to write out my response to your How Did we do? survey the night of the public consultation meeting. I was told I can email my response to this address.</p> <p>Did you find the information provided tonight helpful? The information provided that evening was helpful in explaining the reasoning behind the changes to the elementary pathways for students at Dublin, Faywood, Ledbury and Summit. The information provided that evening did nothing to explain the reasoning behind the addition of the changes to Mackenzie's boundaries. The reasoning I heard did not justify the urgency of this change, especially considering the upcoming secondary review for the entire TDSB. I asked a question at the end of the meeting about the reasoning for the addition of the changes to Mackenzie's boundaries in this process and I received no answer at all. Do you have any suggestions for how we can improve these types of meetings? These meetings can be improved by ensuring that they are a valuable and effective part of the PART process overall. To be considered a valuable and effective part of the PART process the public consultation meetings would need to come at a point in the timeline where alterations, based on issues brought forward at the public meeting, could be made to the proposal prior to it being presented to the board of trustees. I believe that may not currently be the case based on some comments made at the public consultation meeting on Feb. 26. While at the public consultation meeting the Superintendents present stated that PARTs are always approved at the trustee level. In fact they could only think of one example where a PART decision was sent back for some adjustment. They also stated that the trustees present were in support of the proposal being presented. This implies that this process is flawed from the beginning. If the proposal created by the PART is almost guaranteed to be approved and the trustees are already voicing their support for this proposal prior to the public consultations then what is the point of them? What an utter waste of three hours I spent politely listening to the presentation and the questions raised by other community members/parents. If you truly want to improve these meetings then you need to ensure the viewpoints being expressed are valued and you need to examine their place in the overall process.</p>
139	3-1-2019 6:46 p.m.	e-mail				<p>e-mail; My son currently attends Wilmington Elementary School. We live in Bathurst Manor. We were excluded from notices regarding the Program Area Review. Children currently attending Wilmington and zoned for Mackenzie are clearly not a consideration at all.</p> <p>Mackenzie is over capacity and will continue to be greatly over-capacity by re-zoning all students from Summit Heights and Faywood to Mackenzie. This was made clear at the latest meetings regarding the proposed changes.</p> <p>I understand one of the reasons to do is to avoid the split that currently exists in having students zoned for John Polanyi.</p> <p>What will happen to children like mine? Are the same excuses for re-routing students to Mackenzie suddenly going to be imposed on Wilmington*: zoning us for Northview Heights instead? This is something that many families in Bathurst Manor do not want *</p> <p>We are invisible stakeholders in the Program Area Review who potentially confront the greatest risk to our interests with the proposed changes.</p> <p>How do I ensure that what is in the best interests for my children is not tampered with while the</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
						<p>team overseeing the Program Area Review accommodates families with children at Summit Heights and Faywood?</p> <p>Clearly Bathurst Manor will become a lot more densely populated when the land of the former Bathurst Manor plaza is developed into multi-unit homes. The area in general is growing with more families with school-aged children. Overcrowding is present as is.</p> <p>Where is the consideration for my children? For our area? Let me be clear: 1) we do not want to be re-zoned for Northview Heights; 2) We do not want our children attending a high school that is at almost at 200% over- capacity because others voices were deemed more important than ours.</p> <p>We want our voices heard and our concerns to be acknowledged and properly and publicly addressed.</p>
140	3-1-2019 7:37 p.m.	e-mail				<p>e-mail: I write to you with great concern about the proposed changes to the Secondary Pathway proposed for W.L. Mackenzie C.I.</p> <p>I am a resident of the area, and have children who attend Dublin Heights, and who will be attending W.L. Mackenzie in the future.</p> <p>I have attended two P.A.R.T. meetings and have heard and read all the information and comments relating to the issues.</p> <p>I strongly disagree with the proposed model that sets out to create a direct pathway for Summit Heights and Faywood students to attend W.L. Mackenzie C.I.</p> <p>The ONLY model that has been put forth does nothing to alleviate the over-enrollment issues that Mackenzie is currently experiencing, and - based on the TDSB model with projected attendance numbers – the model does nothing to alleviate or reduce these pressures.</p> <p>A projection of 170% of capacity at Mackenzie in the future is unacceptable, and I am astounded that this is even a proposed solution in the eyes of the TDSB.</p> <p>I urge you to not proceed with the proposed secondary pathway changes. It does not benefit the students to have such a grossly overcrowded school, when an underutilized school (John Polanyi C.I.) is also in the area.</p> <p>The TDSB has an opportunity to make a change to benefit a growing school, and an growing school community – it seeks premature and short sighted to attempt to accommodate a small number of students from other catchment area at the detriment of the 1500++ students who are designated to attend the school. I strongly believe that further options need to be considered with respect to the secondary pathways.</p> <p>I thank you for taking the time to consider my concerns.</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
141	3-1-2019 8:55 p.m.	e-mail				<p>e-mail: To whom it may concern,</p> <p>I am concerned about the overcrowding at William Lyon Mackenzie high school with the new re-zoning that is being proposed. My family lives in Bathurst Manor and one reason we live here is because we are zoned for Mackenzie which is where we want to send our children for high school.</p> <p>I am concerned we may be re zoned to Northview Heights if other schools are taking up all the spaces at Mackenzie with the new re zoning. I am unsure whether this is simply a fear or a real possibility but would like to be part of the conversation.</p>
142	3-2-2019 7:40 p.m.	e-mail				<p>Sincerely,</p> <p>e-mail: My family lives in Bathurst Manor. We were excluded from notices regarding the Program Area Review, despite the fact that we are zoned for William Lyon Mackenzie Collegiate Institute.</p> <p>1. I do not want want my children to be at risk of being re-zoned to Northview Heights. The split of students being zoned for Mackenzie and John Polanyi is one of the reasons for why a total re-zone to Mackenzie is being proposed. Currently, there is a split at C.H. Best between Mackenzie and Northview Heights. I do not want the same logic being applied to the current Program Area Review to later be imposed on my family to its detriment.</p> <p>2. I do not want my children to attend a high school school that is 176% or more over-capacity. A few portables and 4 new classrooms will not solve the problem, especially as Bathurst Manor and the surrounding area becomes more densely populated with young families due to new developments.</p> <p>3. I do not want my children being re-zoned for Northview Heights because Armour Heights and Clanton Park South were re-zoned for Mackenzie.</p> <p>The current proposed changes seriously risks subordinating the concerns of families residing in Bathurst Manor to those residing in Armour Heights and Clanton Park South. Our voices need to be heard and our concerns ought to be publicly addressed.</p> <p>Mackenzie is over capacity and will continue to be greatly over-capacity by re-zoning all students from Summit Heights and Faywood to Mackenzie. This was made clear at the latest meetings regarding the proposed changes.</p> <p>I understand one of the reasons to re-zone them is to avoid the split that currently exists in having students zoned for John Polanyi.</p> <p>What will happen to children like mine? C. H. Best currently has a split between Mackenzie and Northview Heights. Is the same excuse for re-routing students to Mackenzie suddenly going to be imposed on students from Bathurst Manor, by zoning us for Northview Heights instead? This is something that many families in Bathurst Manor do not want (and for similar reasons why many parents don't want their children being zoned for John Polanyi).</p> <p>The solutions being proposed for overcrowding at Mackenzie provide zero comfort. Portables and a few new classrooms will not solve over-capacity, especially as Bathurst Manor becomes more densely populated with young families.</p> <p>In my view, the proposed changes simply displaces one problem for another and currently risks subordinating the concerns of families in Bathurst Manor to the concerns of families in Armour Heights and Wilson Heights.</p> <p>Thank you for your time and review of my concerns,</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
143	3-2-2019 8:58 p.m.	e-mail				<p>e-mail: My family lives in Bathurst Manor. We were excluded from notices regarding the Program Area Review, despite the fact that we are zoned for William Lyon Mackenzie Collegiate Institute.</p> <p>1. I do not want want my children to be at risk of being re-zoned to Northview Heights. The split of students being zoned for Mackenzie and John Polanyi is one of the reasons for why a total re-zone to Mackenzie is being proposed. Currently, there is a split at C.H. Best between Mackenzie and Northview Heights. I do not want the same logic being applied to the current Program Area Review to later be imposed on my family to its detriment.</p> <p>2. I do not want my children to attend a high school school that is 176% or more over-capacity. A few portables and 4 new classrooms will not solve the problem, especially as Bathurst Manor and the surrounding area becomes more densely populated with young families due to new developments.</p> <p>3. I do not want my children being re-zoned for Northview Heights because Armour Heights and Clanton Park South were re-zoned for Mackenzie. The current proposed changes seriously risks subordinating the concerns of families residing in Bathurst Manor to those residing in Armour Heights and Clanton Park South. Our voices need to be heard and our concerns ought to be publicly addressed. Mackenzie is over capacity and will continue to be greatly over-capacity by re-zoning all students from Summit Heights and Faywood to Mackenzie. This was made clear at the latest meetings regarding the proposed changes. I understand one of the reasons to re-zone them is to avoid the split that currently exists in having students zoned for John Polanyi. What will happen to children like mine? C. H. Best currently has a split between Mackenzie and Northview Heights. Is the same excuse for re-routing students to Mackenzie suddenly going to be imposed on students from Bathurst Manor, by zoning us for Northview Heights instead? This is something that many families in Bathurst Manor do not want (and for similar reasons why many parents don't want their children being zoned for John Polanyi). The solutions being proposed for overcrowding at Mackenzie provide zero comfort. Portables and a few new classrooms will not solve over-capacity, especially as Bathurst Manor becomes more densely populated with young families. In my view, the proposed changes simply displaces one problem for another and currently risks subordinating the concerns of families in Bathurst Manor to the concerns of families in Armour Heights and Wilson Heights.</p>
144	3-2-2019 11:33 p.m.	e-mail				<p>e-mail: My family lives in Bathurst Manor. We were excluded from notices regarding the Program Area Review, despite the fact that we are zoned for William Lyon Mackenzie Collegiate Institute.</p> <p>1. I do not want want my children to be at risk of being re-zoned to Northview Heights. The split of students being zoned for Mackenzie and John Polanyi is one of the reasons for why a total re-zone to Mackenzie is being proposed. Currently, there is a split at C.H. Best between Mackenzie and Northview Heights. I do not want the same logic being applied to the current Program Area Review to later be imposed on my family to its detriment.</p> <p>2. I do not want my children to attend a high school school that is 176% or more over-capacity. A few portables and 4 new classrooms will not solve the problem, especially as Bathurst Manor and the surrounding area becomes more densely populated with young families due to new developments.</p> <p>3. I do not want my children being re-zoned for Northview Heights because Armour Heights</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
145	3-3-2019 12:02 a.m.	e-mail				<p>and Clanton Park South were re-zoned for Mackenzie. The current proposed changes seriously risks subordinating the concerns of families residing in Bathurst Manor to those residing in Armour Heights and Clanton Park South. Our voices need to be heard and our concerns ought to be publicly addressed. Mackenzie is over capacity and will continue to be greatly over-capacity by re-zoning all students from Summit Heights and Faywood to Mackenzie. This was made clear at the latest meetings regarding the proposed changes. I understand one of the reasons to re-zone them is to avoid the split that currently exists in having students zoned for John Polanyi. What will happen to children like mine? C. H. Best currently has a split between Mackenzie and Northview Heights. Is the same excuse for re-routing students to Mackenzie suddenly going to be imposed on students from Bathurst Manor, by zoning us for Northview Heights instead? This is something that many families in Bathurst Manor do not want (and for similar reasons why many parents don't want their children being zoned for John Polanyi). The solutions being proposed for overcrowding at Mackenzie provide zero comfort. Portables and a few new classrooms will not solve over-capacity, especially as Bathurst Manor becomes more densely populated with young families. In my view, the proposed changes simply displaces one problem for another and currently risks subordinating the concerns of families in Bathurst Manor to the concerns of families in Armour Heights and Wilson Heights.</p> <p>Thank you, e-mail: To whoever this may concern,</p> <p>My family and I are longtime residents of Bathurst Manor. To say we were disappointed from being excluded from the notices regarding the Program Area Review, despite the fact that we are zoned for William Lyon Mackenzie Collegiate Institute, is an understatement. How are we not even asked nor invited to such discussions which directly impact our family and children regarding our home school? The current proposed changes seriously risk subordinating the concerns of families residing in Bathurst Manor to those residing in Armour Heights and Clanton Park South. To be clear:</p> <ol style="list-style-type: none"> 1. I do not want want my children to be at risk of being re-zoned to Northview Heights because Armour Heights and Clanton Park South were re-zoned for Mackenzie, my neighbourhood school. I understand that one of the reasons to re-zone them is to avoid the split that currently exists in having students zoned for John Polanyi, but what will happen to children like mine? Currently, there is a split at C.H. Best between Mackenzie and Northview Heights. This split has existed for years - even when I attended C.H. Best in the early 1990s. Is the same excuse for re-routing students to Mackenzie suddenly going to be imposed on students from Bathurst Manor, by zoning us for Northview Heights instead? This is something that myself and many families in Bathurst Manor do not want (for similar reasons why many parents don't want their children being zoned for John Polanyi). I do not want the same logic being applied to the current Program Area Review to later be imposed on my family to its detriment. 2. If not re-zoned, I still do not want my children to attend a high school that is 176% or more over-capacity. What was made evident at the latest meetings was the major issue of over-capacity which will be exacerbated by the re-zoning all students from Summit Heights and Faywood to Mackenzie - so how does this idea make sense? The solutions being proposed for overcrowding at Mackenzie provides minimal comfort.

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
146	3-3-2019 12:04 a.m.	e-mail				<p>Adding a few portables and new classrooms will not solve the issue of over-capacity, especially as Bathurst Manor becomes more densely populated given the many new developments now underway.</p> <p>It seems that the proposed changes displace one problem for another and risks subordinating the concerns of families in Bathurst Manor to the concerns of families in Armour Heights and Wilson Heights.</p> <p>Please advise on the above concerns as well as include Bathurst Manor in the discussions currently underway. These matters impact my kids, and so I am sure you can understand their importance to my family.</p> <p>e-mail: To whoever this may concern,</p> <p>My family and I are longtime residents of Bathurst Manor. To say we were disappointed from being excluded from the notices regarding the Program Area Review, despite the fact that we are zoned for William Lyon Mackenzie Collegiate Institute, is an understatement. How are we not even asked nor invited to such discussions which directly impact our family and children regarding our home school?</p> <p>The current proposed changes seriously risk subordinating the concerns of families residing in Bathurst Manor to those residing in Armour Heights and Clanton Park South.</p> <p>To be clear:</p> <p>1. I do not want want my children to be at risk of being re-zoned to Northview Heights because Armour Heights and Clanton Park South were re-zoned for Mackenzie, my neighbourhood school. I understand that one of the reasons to re-zone them is to avoid the split that currently exists in having students zoned for John Polanyi, but what will happen to children like mine? Currently, there is a split at C.H. Best between Mackenzie and Northview Heights. This split has existed for years - even when I attended C.H. Best in the early 1990s.</p> <p>Is the same excuse for re-routing students to Mackenzie suddenly going to be imposed on students from Bathurst Manor, by zoning us for Northview Heights instead? This is something that myself and many families in Bathurst Manor do not want (for similar reasons why many parents don't want their children being zoned for John Polanyi).</p> <p>I do not want the same logic being applied to the current Program Area Review to later be imposed on my family to its detriment.</p> <p>2. If not re-zoned, I still do not want my children to attend a high school that is 176% or more over-capacity. What was made evident at the latest meetings was the major issue of over-capacity which will be exacerbated by the re-zoning all students from Summit Heights and Faywood to Mackenzie - so how does this idea make sense?</p> <p>The solutions being proposed for overcrowding at Mackenzie provides minimal comfort. Adding a few portables and new classrooms will not solve the issue of over-capacity, especially as Bathurst Manor becomes more densely populated given the many new developments now underway.</p> <p>It seems that the proposed changes displace one problem for another and risks subordinating</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
147	3-3-2019 4:23 a.m.	e-mail				<p>the concerns of families in Bathurst Manor to the concerns of families in Armour Heights and Wilson Heights.</p> <p>Please advise on the above concerns as well as include Bathurst Manor in the discussions currently underway. These matters impact my kids, and so I am sure you can understand their importance to my family.</p> <p>e-mail: To whoever this may concern,</p> <p>></p> <p>> My family and I are longtime residents of Bathurst Manor. To say we were disappointed from being excluded from the notices regarding the Program Area Review, despite the fact that we are zoned for William Lyon Mackenzie Collegiate Institute, is an understatement. How are we not even asked nor invited to such discussions which directly impact our family and children regarding our home school?</p> <p>></p> <p>> The current proposed changes seriously risk subordinating the concerns of families residing in Bathurst Manor to those residing in Armour Heights and Clanton Park South.</p> <p>></p> <p>> To be clear:</p> <p>></p> <p>> 1. I do not want want my children to be at risk of being re-zoned to Northview Heights because Armour Heights and Clanton Park South were re-zoned for Mackenzie, my neighbourhood school. I understand that one of the reasons to re-zone them is to avoid the split that currently exists in having students zoned for John Polanyi, but what will happen to children like mine?</p> <p>> Currently, there is a split at C.H. Best between Mackenzie and Northview Heights. This split has existed for years - even when I attended C.H. Best in the early 1990s.</p> <p>></p> <p>> Is the same excuse for re-routing students to Mackenzie suddenly going to be imposed on students from Bathurst Manor, by zoning us for Northview Heights instead? This is something that myself and many families in Bathurst Manor do not want (for similar reasons why many parents don't want their children being zoned for John Polanyi).</p> <p>></p> <p>> I do not want the same logic being applied to the current Program Area Review to later be imposed on my family to its detriment.</p> <p>></p> <p>> 2. If not re-zoned, I still do not want my children to attend a high school that is 176% or more over-capacity. What was made evident at the latest meetings was the major issue of over-capacity which will be exacerbated by the re-zoning all students from Summit Heights and Faywood to Mackenzie - so how does this idea make sense?</p> <p>> The solutions being proposed for overcrowding at Mackenzie provides minimal comfort. Adding a few portables and new classrooms will not solve the issue of over-capacity, especially as Bathurst Manor becomes more densely populated given the many new developments now underway.</p> <p>></p> <p>> It seems that the proposed changes displace one problem for another and risks subordinating the concerns of families in Bathurst Manor to the concerns of families in Armour Heights and Wilson Heights.</p> <p>></p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
148	3-3-2019 2:54 p.m.	e-mail				<p data-bbox="1747 267 2567 341">> Please advise on the above concerns as well as include Bathurst Manor in the discussions currently underway. These matters impact my kids, and so I am sure you can understand their importance to my family.</p> <p data-bbox="1747 365 1962 389">e-mail: Good afternoon,</p> <p data-bbox="1747 414 2567 462">After attending one of the PART meetings last week, I wanted to add in my comments about the proposed changes.</p> <ol data-bbox="1747 487 2567 690" style="list-style-type: none"> 1. I completely agree, add in 7-8 to Summit which will alleviate the overflow to Dublin. 2. Dublin however with the added portables - needs added Facilities to offset the added children. It sound plain disgusting at this point. 3. removing the optional attendance at all three elementary schools - 100% makes sense. 4. Bring Faywood North and South together and align/pathway them to Mackenzie. 5. Do not pathway Summit to Mackenzie - *. Summit Heights PS was never zoned for Mackenzie and upon buying homes in that area even if Mackenzie was optional that optional attendance could always be changed. So to argue that as part of their case is ridiculous. <p data-bbox="1747 714 1774 738">*.</p> <p data-bbox="1747 763 2567 885">6. New builds in the future should have restrictions on them upon purchase in regards to schools their children can attend. they must attend XYZ but it wont be mackenzie. RESTRICTIONS ON SCHOOLS FOR NEW BUILDS IS NEEDED. Upon signing and buying a property it is clearly marked and BOLDED in the purchase agreement. So they cannot come back and argue this point in the future.</p> <p data-bbox="1747 909 2419 1063">Again my suggestion - Add 7-8 at Summit No optional for any of the three elementary schools Bring Faywood North and South together and pathway to Mackenzie Leave Summit at John Polyani. no option for new builds to attend any of these over over capacitated schools.</p> <p data-bbox="1747 1079 1854 1104">Thank you</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
149	3-3-2019 3:29 p..m.	e-mail				<p>e-mail: Hello!</p> <p>My family lives in Bathurst Manor, and we are currently zoned for William Lyon Mackenzie Collegiate Institute. I understand there is currently a process underway to determine potential changes to zoning.</p> <p>I do not want my children to be at risk of being re-zoned to Northview Heights. I don't see why a family who lives in walking distance to Mackenzie (without having to cross any major roads), would be bumped to a different school (which involves crossing a major street), to favour the needs of families who do not live in the neighbourhood. I do not want my children being re-zoned for Northview Heights because Armour Heights and Clanton Park South were rezoned for Mackenzie. This current proposed change risks subordinating the concerns of families residing in Bathurst Manor to those residing in Armour Heights and Clanton Park South.</p> <p>I do not want my children to attend a high school that is 176% or more overcapacity. A few portables and four new classrooms will not solve the problem, especially as Bathurst Manor and the surrounding area becomes more densely populated with young families. Mackenzie is overcapacity and will continue to be greatly overcapacity by rezoning all students from Summit Heights and Faywood to Mackenzie.</p>
150	3-3-2019 5:18 p..m.	e-mail				<p>Please consider these concerns as this program area review continues.</p> <p>e-mail: To Whom it May Concern,</p> <p>I recently attended the PART Review Meeting held at Northview Heights Secondary School on Tuesday February 26th.</p> <p>I have two children currently attending William Lyon Mackenzie (“Mac”) and one that will attend in a few years. I am writing to express my concern with respect to the proposed enlargement of the pathway area associated with Mac.</p> <p>As you already know, Mac is severely overcrowded at this time - so much so that students are forced to eat in the hallways, the state of disrepair at the school is extreme and teachers and other staff (like guidance councillors) are burdened with so many students that they regularly have no time for extra help or even enough time to meet with parents on parent/teacher evenings.</p> <p>I appreciate that the TDSB is reviewing the need to expand its offerings at related primary schools (Faywood, Summit etc) — that review should have no bearing on Mac, specially in light of the fact that the TDSB will be conducting a more comprehensive review of secondary pathways and structures in the next couple years.</p> <p>I also appreciate that the currently population at Mac includes many students from Summit, Faywood and Dublin who have only been able to get in to the school under an optional attendance program — and that essentially the TDSB is suggesting to codify this optional attendance to the standard form of pathway granted attendance. The fact of the matter is that these students should never have been allowed to attend Mac and the continuation of this policy is a serious mistake. I implore each one of you who is making this decision to spend a lunch hour at the school and get a better perspective of how crowded the building is at that time. Mac was originally built as a middle school and is proportioned accordingly — today it is a high school with larger kids that is bursting at the seams. If you do not have the ability to stop by at lunch...simply hang out in the halls in between two periods and watch as kids smash in to each other and put each other at risk simply trying to navigate the hallways.</p> <p>I can not understand how the TDSB thinks that maintaining such an overcrowded school makes</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
151	3-3-2019 5:21 p.m.	e-mail				<p>sense in light of the stark fact that John Polanyi is only at 88% (approx) capacity. Why would administrators not welcome the ability to fill a school and create a robust and thriving environment. It is beyond any logic that was presented at the PART meeting — and I am disturbed by the fact that the voice of that school was not properly represented nor its constituents given the chance to advocate for a broader and more robust population for themselves. Further — the voice of CH Best was clearly ignored and not invited to the PART meeting/review. CH Best feeds Mac as well as Northview and its cohort is split — not just due to specialized programs. Yet - those families and those kids have been given no consideration in this process — which leads me to believe that the overall process is deeply flawed and not equitable. Families and students need to be treated equally and given equal consideration — this has not been done and it is deeply concerning.</p> <p>I sincerely hope that the TDSB understand the gravity of the issues discussed above and at the very least postpones the decision on the catchment area to such a time as it is doing the overall assessment of secondary schools in the City. The issue of overcrowding, safety, lack of teacher time, physical disrepair due to overuse are all serious...but the issue of equity related to John Polanyi and CH Best not receiving the same consideration is beyond disturbing and one that impacts not just Mac but cuts to the core of how students and families are treated by the TDSB across this City. I trust you will see to it that this process is given further consideration and that it is expanded and included in the overall assessment that will occur in the next couple years.Thank-you for your consideration.</p> <p>e-mail: I am writing to STRONGLY support the proposed changes put forth in the PART process. Summit Heights needs a proper pathway for its students that takes in to account travel time to school, their cohort staying together, their ability to stay within their geographical neighbourhood.</p> <p>I truly believe that there is something incredibly wrong with not providing access to a neighbourhood school to families who wish to attend while opening the doors to optional programs such as MACS.</p> <p>Please pass this proposed plan.</p>
152	3-3-2019 5:26 p.m.	e-mail				<p>e-mail part 1 of 2: To Whom it May Concern,</p> <p>I am writing to express my serious concern with respect to the PART review that includes William Lyon Mackenzie. A number of reasons were tabled as to why the TDSB believes it is a good idea to increase the pathways to Mac -- none of which addressed the real issues at the school and all disregarded the realities that currently exist at Mac.</p> <p>The fact that the proposed feeder schools of Faywood and Summit are expanding to include middle school should have no bearing on Mac. Mac's future should be decided as part of the overall examination of secondary schools that will occur over the next few years (as discussed in the PART meeting).</p> <p>There are some obvious flaws with the proposal -- the most glaring is the fact that Mac is severely overcrowded while John Polyani, the pathway school for Summit, is functioning well under capacity. It simply defies any logic that was presented at the meeting to funnel students to a school running at 177% capacity (Mac) while diverting them from a school running at 88%</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
153	3-3-2019 5:26 p.m.	e-mail				<p>capacity (Polyani). Furthermore -- it was deeply disturbing that parents and community members from Polyani were not represented at the meeting or in the process to have a chance to voice their opinion. It is clear that the TDSB does not feel the need to populate Polyani and support that school or its population by making sure it fills itself with a robust and healthy student body -- thereby being able to attract more teachers, more class choices and more programs.</p> <p>Overcrowding at Mac is not just an issue of numbers -- please do all student s favour and join them for a lunch period or a time when they are trying to navigate the narrow hallways of Mac. It is an unsafe and unclean environment that will only deteriorate. The physical space in conjunction with 177% capacity is setting everyone up for a serious accident. As you know, Mac was designed as a middle school originally and is now being used by larger kids at 177% capacity -- this is an untenable situation.</p> <p>The rationale of wanting to expand the catchment area to prevent student from crossing the highway is a red herring. All one has to do is look across the TDSB system to know for a fact that thousands of kids travel great distances each day by way of cars and busses - across highways and major arteries - to attend specialized programs, special high schools and the like. It is insulting to families in this City if the TDSB thinks that they are somehow protecting our kids from having to travel underneath a bridge (allow me to state the obvious...it is illegal to "cross" a highway...all crossing happen under a bridge in the City).</p> <p>e-mail part 2 of 2: Another rationale provided was the TDSB not wanting to split cohorts. Again, this is a deflection and a red herring -- or worse, a lack of understanding of the reality that most of your students deal with. Cohorts are regularly split up -- all one has to do is look at student flows from middle to high school. Cohorts split up for many reasons - pathways, specialized programs, siblings etc. To suggest that students must stay together is (a) an absurd argument given the precedent that is occurring throughout the city and (b) insulting to the resilience of students and their families. From personal experience my children did not remain with their cohorts and they are thriving -- and so are their friends who also left their cohorts -- doing so has allowed them to grow, meet new peer groups and expand their experience.</p> <p>Perhaps the most disturbing issue related to the PART review is the fact that the CH Best community - families and students - were not considered in the process. CH Best sends kids to Mac and Northview. For some reason it is ok for the TDSB to split that cohort but not that of Summit and Faywood. Is it due to different levels of parental pressure, educational considerations -- why have the families at CH Best not been given the same consideration in this process (nor have the families at Polyani). It is incomprehensible and without any justification that the TDSB ignores this community. The fact that CH Best kids can be split up and that their voice is not important enough to be at the table is egregious and is plain and simple an issue of equity. The TDSB has a strong record of maintaining equity across its system - do not let this be a time when it is ignored...please do not let down your families and your students.</p> <p>I sincerely hope that the TDSB reconsiders its suggestion to open up the pathways at this time. The review of the pathways should be done at the same time as all the secondary schools are being evaluated. This is an issue of simple numbers, safety and perhaps most importantly equity for families and students.</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
154	3-3-2019 9:58 p..m.	e-mail				<p>Thank you for your consideration.</p> <p>e-mail part 1 of 2: To whom it may concern, I would like to raise the following concerns regarding the Program Area Review. My apologies for the long e-mail.</p> <p>1. My family lives in the Bathurst Manor area and yet our area was excluded from the PART committee even though we are zoned for William Lyon Mackenzie Collegiate Institute. This is an issue that directly affects our children and our area and yet many people in this area were unaware of the changes being proposed or were only asked to comment on the changes once they were in the final stages of review. I was at the TDSB meeting on Tuesday February 26th and one of the questions asked was the likelihood that these changes will be implemented. The response was concerning, a trustee had said that in their entire tenure at the TDSB there was only one instance when a review was not accepted. Perhaps I misunderstood this comment but at this stage I feel that there is little that can be done to address the concerns of my community. I cannot understand why we were not included in the review. I understand that the review does not affect our boundaries but it affects the capacity of the school that our children are zoned for! We are stakeholders in this matter.</p> <p>2. Based on the numbers that were shown at the presentation, by doing "nothing", Mackenzie will have 171% capacity as of 2023 and 176% as of 2028. If the changes are implemented then Mackenzie will have 166% capacity as of 2023 and 170% as of 2028. We are talking about a decrease of 45 and 52 students respectively. This is not a solution! Mackenzie is over capacity and will continue to be greatly over-capacity by re-zoning all students from Armour Heights and Clanton Park South to Mackenzie.</p> <p>Interestingly one of the options that was not presented at the meetings was what would happen if the TDSB closed optional attendance at Mackenzie without changing the zoning for Mackenzie. In this case Mackenzie would have a 150% capacity by 2023 and 154% by 2028. This seems like a better solution for easing constraints on an overpopulated school yet this option was not presented. Perhaps if Bathurst Manor area was included in the PART committee then this option would have been given more serious thought.</p> <p>3. One of the main reasons provided to include Armour Heights and Clanton Park South in the Mackenzie school zone was to avoid splitting up cohorts for high school. In the meetings I attended many parents did not see the issue of splitting up cohorts. In fact, one parent brought up the fact that there were no issues with splitting up the cohort of students that attend CH Best. These students are not zoned for the same high school with some attending Northview Heights and others attending Mackenzie.</p> <p>If these zoning changes are implemented then the decision to not split cohorts will set a precedent. Where is my assurance that this precedent will not be applied to rezone my family to Northview Heights in the future when it is deemed that Mackenzie cannot sustain the influx of students from the surrounding areas and new developments? I do not want my children being re-zoned for Northview Heights because Armour Heights and Clanton Park South were re-zoned for Mackenzie.</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
155	3-3-2019 9:58 p..m.	e-mail				<p>e-mail part 2 of 2:</p> <p>4. If Summit Heights changes to a JK-8 school then the issue of separating future Summit Heights students would be resolved. Summit Heights students would not attend Dublin for grade 7&8 and would not be split from their Dublin friends when it came time for high school. What is the rationale for including Armour Heights in the Mackenzie zoning if the cohorts are no longer split up?</p> <p>Let's be honest here, the Armour Heights parents have been lobbying for years for a direct pathway to Mackenzie *. As parents we closely monitor the EQAO and Fraser Institute rankings for the schools in our area and use these ratings as a strong guide when deciding where we want to send our children to school. School zoning is even a factor when purchasing a new home. Most MLS sales listings in the Armour Heights area will specify that a house is zoned for the "top rated Summit Heights PS". It is therefore safe to assume that many of the parents invited to the Program Area Review have a vested interest in changing their zoning to include Mackenzie, another top ranked school in the TDSB. Yet Bathurst Manor parents were not included in the PART committee, an area that would likely raise concerns over changing zoning and would prefer to send their children to a school that is 150% over capacity vs. 166%. The proposed change to rezone Armour Heights to Mackenzie when there is no split cohort issue simply displaces one problem for another and subordinates the concerns of families in Bathurst Manor to the concerns of families in Armour Heights.</p> <p>In summary, I have no issues with the proposed changes being discussed for the elementary schools, all major stakeholders of the elementary schools were given the opportunity to get involved with the PART committee. There was no need to include the Bathurst Manor community since any elementary school decisions only indirectly impact our area. However, with respect to Mackenzie, the only just and equitable thing to do is conduct another review and give the Bathurst manor community the opportunity to join the PART committee. The solutions being proposed for overcrowding at Mackenzie provide zero comfort. Portables and a few new classrooms will not solve over-capacity, especially as Bathurst Manor and the surrounding areas become more densely populated with young families. The Bathurst Manor community has a vested interest in the future zoning and overcapacity affecting Mackenzie and can likely provide different viewpoints and concerns from the communities that were included in the PART committee.</p> <p>Thank you for your time and consideration.</p>

* see last page

Wm L Mackenzie CI Southern Cluster of Schools PART: Feedback from Community Meetings

PART Report APPENDIX F

(Includes sticky note attached to display board, paper response form, on-line response form, and e-mail)

Row Number	Time stamp	Type	Please identify yourself?	1. What are the advantages you see to The Model Discussed by the PART?	2. What are the disadvantages you see to The Model Discussed by the PART?	3. Do you have any other suggestions or comments that you would like the TDSB to consider?
156	2-28-2019 9:19 p.m.	e-mail				e-mail: I know the PART committee worked hard to come to an agreement. I do feel it is a mistake to zone the children for Summit for WL Mackenzie. WL Mackenzie is over capacity and John Polanyi is still under capacity. Summit will be a K-8 so the whole cohort could go to John Polanyi. In both cases, they will have take the Wilson bus to the Subway, what is the difference if the go south rather than north? I was disappointed the CH Best was not included in the PART process. Some of the CH Best cohort will be split too. Most of the CH Best cohort are zoned for WL Mackenzie and some are zoned for Northview. Also, I feel that the TDSB made a huge mistake to make the former Sir Sandford Fleming high school site into an elementary school. They are also selling off the former Baycrest elementary. All the surrounding high schools (Lawrence Park, John Polanyi, WL Mackenzie) are very close to capacity or over capacity. Before Sir Sandford Fleming was closed, Summit was zoned for Sir Sandford Fleming for High School. The band aid solution of adding portables is not acceptable. If the PART goes through there need to be a commitment for a true addition on WL Mackenzie and the three elementary schools or a new high school and/or elementary school built.

***Comment was edited or removed from public display because it was deemed to be negative to a person, school, or community, and or reflected comments that did not provide feedback to the information presented. The PART membership viewed the complete and unedited text.**

* see last page

Appendix D

**Program Area Review Team (PART) involving William Lyon Mackenzie
Southern Cluster of Schools (Dublin Heights E&MS, Faywood ABC
School, John Polanyi CI, Ledbury Park E&MS, Summit Heights PS, and
William L. Mackenzie CI**

Minority Report

**Dublin Heights Elementary and Middle School
March 20, 2019**

Executive Summary

This report presents the community concerns and issues with the PART proposal presented by the TDSB LFT team and planning department.

Specifically that:

- None of the changes fundamentally address overcrowding in our area schools
- The proposed secondary pathway change to William Lyon Mackenzie C.I. should **not** be implemented as it adds students to a school which is already one of the most overcapacity secondary school in the TDSB.
- Should the secondary pathway change be approved by the TDSB, it will set a troubling precedent and will undermine core TDSB values.

Remarks on the PART process:

Goal setting and integrity of the process

From both the public feedback in the consultation meetings and our own canvassing of community members, it is clear that the highest priority for residents is how to decrease overcrowding in our schools.

However, it seems that when setting the goals for this process, the TDSB did not adequately listen to the needs of the greater community.

The TDSB has undertaken an expensive and time-consuming process which was driven by the desires of a small group of residents who have publicly declared that they want to change their secondary school pathway because their current school has low Fraser Institute ranking and low EQAO results.

It is extremely troubling that the TDSB is willing to allow groups to impose a change to their school pathway simply based on their perception of the academic quality of their currently assigned school. This runs directly contrary to the core values of the TDSB

and puts into serious question the ability of the TDSB to make rational, equitable decisions which are guided by their core values and backed by real data.

If the decision to allow the secondary boundary change is approved, it will set a dangerous precedent that will result in loss of trust in TDSB and will encourage other groups to petition the board to change their assigned schools based on bias and perception rather than the needs of the community.

Lack of community representation and consultation

The goal of a Program Area Review is to solicit input from as many stakeholders in the community as possible when changes are proposed. We were confused and dismayed when we were told that representatives from CH Best Middle School and Wilmington Elementary would not be invited to provide their input as members of the PART.

The students and parents at these schools represent a significant portion of the resident population in this community. Therefore, it was logical to assume that they should have been included not just because they represent a large number of residents but also because their secondary school is William Lyon Mackenzie, whose boundaries would be expanded to include more students.

Also, we were shocked to find out that families from these schools were not informed of the proposed boundary change at all via the normal TDSB methods (printed sheets distributed to students and mailers sent directly via Canada Post to homes). To us, this indicates a failure in the procedures of the TDSB with regard to how notifications for changes are disseminated in the community and we would strongly suggest that those policies be reviewed by the TDSB.

Issues with voting procedures and transparency

Due to the lack of inclusion of a large segment of the area residents (CH Best/Wilmington families) we do not believe that the PART vote on the secondary pathway change (4-3) accurately reflects the will of the majority in the community and would ask that Trustees take this into account when viewing the final report.

Additionally, there have been concerns voiced by the community regarding about how this vote was conducted. In the final meeting on March 5th, 2019, the vote was done as a secret ballot and only the final tally was announced. Information about how each representative voted was withheld and subsequent requests for that information have been denied by the TDSB representatives. This causes a lack transparency in the process as there is no way for a community member to see what their representative voted. It undermines the basic purpose of a community representative to be accountable that their input reflects the will of the people they are representing.

Issues with the Primary Pathway Recommendations:

We do not have any opposition to the primary pathway reconfigurations as outlined in the PART report. They reduce transitions for students, simplify the currently confusing attendance areas, and allow students to remain at their home school for grades K-8.

However, we still believe that this PART should have more fully addressed the already critical problem of over enrollment in area schools and that alleviating (or even planning for) overcrowding should have been the primary focus of this process.

The LFT suggested option, which was presented at the beginning of the process, seemingly did not include any recommendations or even analysis on how to address the area-wide overcrowding at primary schools.

Issues with the Secondary Pathway Recommendations:

Fundamental Capacity Issues

Rather than assist with the issue of overcrowding at William Lyon Mackenzie, the PART Recommended Option will make the situation of overcrowding at Mackenzie significantly worse. We struggle to understand how the LFT can propose this boundary expansion because all data indicates that the school is already critically overenrolled.

Currently, Mackenzie is by most measures the #1 overcapacity secondary school in the whole of the TDSB, with a utilization rate in 2018 at 154% (1425 students).

Furthermore, by the TDSB's own projections, the situation will only get worse, with the school projected to have a utilization rate of 171% (1628 students) by 2023.

While the report emphasizes that current students from the expanded area can be accommodated at Mackenzie, our main issue is that the expanded attendance boundary will also include areas where there are a large number of new developments under construction and in planning (specifically around Wilson TTC subway station and along Wilson Ave). The Wilson Ave corridor is slated for significant densification in the next 5-10 years as part of the City of Toronto's Official Plan (Avenues policy) and our concern is that this will add significantly more pressure on the Mackenzie student population.

When we first learned about the LFT recommendation that the boundaries be expanded, we were somewhat taken aback by the lack of any plans, suggestions or analysis on how to solve this issue. It seems logical to expect that any recommendation to expand the boundaries for a school which is already well above capacity would also present a clear and logical plan for mitigating the effects of the new students added to the school's population. However, this was not the case at the beginning of the PART

process and, as you can see from the final report, no concrete solutions have been forthcoming.

Nearby schools with space

In an attempt to find solutions for the overcrowding issues at Mackenzie, we noted the presence of nearby under-capacity secondary schools which could be used to accommodate students rather than modify the existing boundaries. Specifically there is a nearby school: Downsview SS, which is currently at 45% capacity and is projected to remain at that level for the next 10 years.

There was a concern raised at the meetings with regards to travel distance to the school. The school is well served by transit and is easily reachable from the proposed areas of expansion. For example, travel time via public transit from Summit Heights to Downsview Secondary is identical to that of William Lyon Mackenzie (both are 35 minutes according to Google Maps). Interestingly, it should be noted that the travel time from Summit Heights to John Polanyi C.I.(the currently assigned secondary school for Summit Heights students) is actually shorter than both of these at 31 minutes.

Negative effect of nearby schools on expansion business case for Mackenzie

It must be noted that the presence of a nearby school with so much extra space has a significantly detrimental effect to the business case for any sort of capital expansion of Mackenzie. As the TDSB planners have clearly explained, the provincial government is not going to approve any expansion of Mackenzie while there are underused facilities nearby (Downsview SS).

In essence, the expansion of the attendance area has a double effect: it not only adds more students to an already critically overcrowded school, but also guarantees that no relief can come via expansion because the TDSB refuses to entertain the idea of utilizing the space at nearby schools.

Threat to viability of programs

The increase of student population due to the expansion of the boundaries threatens the viability of long-standing school programs which are an inseparable part of the identity of the school and community (MaCS). There has not been any substantive analysis or proposals on how to mitigate this concern. The community has repeatedly expressed this concern via the PART and the public consultations but the final PART recommendation does not address this in a satisfactory manner.

Concluding Remarks:

Going forward, we intend to continue to advocate for real and substantive solutions to our community's issues and are looking forward to working with the TDSB to find those solutions.

We also hope that future TDSB planning proposals will incorporate a better understanding of the needs of the residents so that the valuable time and effort of both community members and TDSB employees is put to effective use.

**MINORITY REPORT REGARDING PROGRAM AREA REVIEW TEAM
(PART) INVOLVING
WILLIAM LYON MACKENZIE SOUTHERN CLUSTER OF SCHOOLS
SUBMITTED BY WILLIAM LYON MACKENZIE C.I. PARENT COUNCIL
REPS**

This Minority Report will primarily address our response to Recommendation #3 from the (draft) PART Report:

3. Changes to secondary boundaries and pathways be implemented effective 1 September 2020 so that all addresses in the Faywood ABC School area (north and south portions) and Summit Heights PS area become part of the William Lyon Mackenzie CI Regular Program attendance area.

As is noted in the report “There is support among the PART members to proceed with the elementary changes to boundaries and grades. However, there is mixed support for the secondary boundary change as reflected in the need to conduct a vote.” “The recommendation passed with a 4 to 3 vote in favour.” This was clearly a close vote.

Mackenzie parent representatives were one of the 3 dissenting votes. We disagree with the recommendation and our rationale and perspectives are reflected in this report.

Boundary Change – Overall Enrolment & Accommodation Pressure Impacts

As per the report, ***“The objective of the LFT was to come up with a feasible solution for the split intermediate and secondary pathways, and to address current and projected accommodation pressures, as illustrated by the high utilization rates, and large number of portables currently in use and projected in the future.”***

It is our position that the accommodation pressures for Mackenzie have not only not been addressed, they have been made worse by recommendation #3.

The numbers speak for themselves:

“Without the secondary boundary change, the resulting enrolment at Wm L Mackenzie CI is 1,383 in 2023 and 1,422 in 2028.” (Page 7 of 20 of draft Report)

With the secondary boundary change, the resulting enrolment at Wm L Mackenzie CI is 1,536 in 2023 (166% capacity) and 1,575 (170% capacity) in 2028. (Appendix A of draft Report)

The difference in headcount enrolment projections is 153 students in both 2023 and 2028. This equates to approximately 5 classrooms of students being added to Mackenzie’s already overcapacity facilities. **That is a significant difference -and that should outweigh any other arguments in support of the boundary change.**

Expanding boundaries for an overcapacity school to take students away from an under-capacity school defies logic. It is illogical to expand boundaries that will increase numbers for Mackenzie (already at 154% capacity) when those students captured within the expanded boundaries are currently zoned to attend a school that is at 88% capacity; and therefore has plenty of room for them.

Even with the recent approval of 4 additional rooms to Mackenzie (two new classrooms, a dance studio, and a repurposed staff room), the school will still be well over capacity. And that doesn’t address the other parts of the school as they relate to common areas – for example, lack of hallroom capacity – which results in potential safety issues (e.g., in the event of an emergency or evacuation) as well as the day-to-day challenges, such as difficulty getting to class on time due to hallway congestion. Furthermore, the cafeteria capacity cannot hold the current and projected student numbers all at once. The number of washrooms were built for 50% fewer students, the library capacity, the gym capacity....this school does not even have an auditorium.

Another problem with adding more students to Mackenzie is that currently classes are all mostly over-capacity as it is, which means that:

- i) too often, a student cannot get into a desired course because it is deemed full, almost from the outset, and
- ii) if a student wants to switch to another course, it is virtually impossible because classes are not accepting additional students,

even when some drop out of those courses, because they won't add students to a class that is already considered over-capacity.

As per a question asked at one of the public meetings: what is the urgency for this boundary change to happen? There was no answer to this question and no persuasive rationale provided for why this is a necessary action.

Analysis of the Model

Neighbourhoods

The Report indicates that the proposed model ***“solves the secondary school pathway issues for Summit Heights PS and Faywood ABC Schools. Summit Heights PS is currently assigned to John Polanyi CI, located in another neighbourhood, and on the opposite side of the 401. Faywood ABC School is split between John Polanyi CI and Wm Lyon Mackenzie CI.”***

We disagree with the characterization of John Polanyi as “located in another neighbourhood”. How can Summit students in particular be considered part of the Mackenzie neighbourhood/community? Almost all the neighbourhoods in Toronto use Bathurst as a major division street. Neighbourhoods east of Bathurst are not considered part of the neighbourhoods west of Bathurst. This is true for real estate as well. For example: Bathurst Manor ends at Bathurst St., (from Dufferin) Lawrence Manor ends at Bathurst St., Bedford Park ends at Bathurst going west from Yonge/Avenue Rd., Clanton Park ends at Bathurst (from Dufferin). Why would this be any different when considering school attendance communities?

Regardless of the definition of “neighbourhoods,” it is not necessarily a relevant point to have everyone in a single “neighbourhood” attend the same school. That’s why some “neighbourhoods” have more than one school, and some have none.

Mackenzie is no more a community school to Summit than Polanyi is. Bathurst St. can be seen as a neighbourhood dividing line. As could Sheppard.

Time & Distance Travelled & Crossing the 401

Per the draft Report, ***changing the secondary boundary to align with the 401 “lessens the time and distance travelled to secondary school.***

Wm L Mackenzie CI is more accessible by street and transit network to the Summit Hts and Faywood areas than John Polanyi CI.”

Crossing the 401

There was a significant amount of discussion at the Committee regarding the concern that students would need to cross the 401 to get to John Polanyi CI. The wording above focuses more on the time and distance, but we believe it should be reiterated that:

- a) The terminology of “crossing” the 401 is a misnomer, as there is an underpass and/or overpass – no-one would actually be required to cross active lanes of a major highway.
- b) As the Report acknowledges, “there are other parts of the city where secondary boundary areas have students cross the 401 by bridge or underpass.” There seems to be no specific reason why it is more problematic in this circumstance for this student population.

Time & Distance Travelled

Distances from Summit to Mackenzie and/or Polanyi are very comparable. Both are still beyond 3.2 km for most of the students residing East of Bathurst. Neither is really “walking distance”. The distance travelled (or to be walked) and amount of public transportation required to get to Mackenzie versus John Polanyi is very similar (a difference of only 4 minutes, according to Google Maps).

As raised by some parents at our school, it may be more difficult for a student from Faywood to walk to John Polanyi as their access going South would be impeded by the 401. This means that they would either have to go East to Bathurst, South to Lawrence and then West again to school or they would need to take the subway down the Allen and then walk to Polanyi. Students from Summit don’t have this issue as they would already be heading West and would not have to back track in order to access Polanyi.

TTC access for Summit students to Polanyi would seem quite straightforward: take a bus south on Bathurst to Lawrence then either walk or transfer to a bus going West. The ease of transit access for Faywood students is more complicated for getting to Polanyi. Taking a bus South on Bathurst similar to Summit students is an option. Depending on where one

lives in the area, one could take the subway from Wilson and get off at Lawrence, and walk to Polanyi.

The access of Summit students to Mackenzie is comparable to access to Polanyi – but certainly not easier. At minimum it would require taking a bus going North on Bathurst, then transferring to a bus going West on Sheppard, then walking to the school. We fail to see how one is more accessible or time consuming than the Polanyi travel option.

In terms of transit to Mackenzie – there is easier TTC access for Faywood students than Summit students. There is a bus that goes North on Faywood Blvd (Wilmington north of Sheppard). Students can walk from Faywood and Sheppard or Wilmington and Waterloo without needing to transfer buses.

Finally, in keeping with the TDSB “Good Distribution of Schools” Accommodation Driver, the goal is for “secondary schools with good access to public transit”. Such is the case for Summit and Faywood students to travel to Polanyi.

“Keep existing peer groups together that were formed in elementary schools. Student groups are no longer split after graduating from grade 8.”

First and foremost, split cohorts or existing peer groups staying together won’t be an issue when Summit becomes a K to 8 school, and the shared boundaries between Faywood & Dublin are eliminated. With no change to secondary boundaries, all the Grade 8 students from Summit and Faywood would be in district and able to attend Polanyi together.

Regardless of whether the changes to Summit and Faywood happened or not, split attendance or attending high school with their friends is a weak rationale. First of all, these are high school students. Give our students credit for their resilience – or high school is the time to teach it. There are plenty of other circumstances where students are split from their friends when going to high school (CH Best within our own boundaries is but one example).

The TDSB has many specialized programs that result in elementary school students going to other schools. The TDSB’s own data mentioned during PART Committee discussions indicates that a significant percentage (approximately 40+%) of high school students attend out of boundary

schools. It seems to be a fairly common occurrence that students go to a different school than what they would have gone to otherwise. This is life. Our kids need to learn how to adapt and cope with change. These kids are soon going to be working, driving, and possibly going away to postsecondary schools. When will they learn how to cope without their friends by their side? How will they learn to socialize and make new friends? Changing a student's class schedule in order to be with their friends is not an acceptable rationale....so why is it okay as a rationale to attend high school?

“Furthers the sense of a larger community allowing all of Faywood, Summit Hts, and Dublin Hts school communities to share a single secondary school.”

Once again, we would suggest that there is not a “sense of larger community” amongst those schools mentioned, as their attendance boundaries are far and wide. As mentioned earlier in this minority report, it is hard to see how the Summit Heights school zone in particular can be considered part of the Mackenzie larger community. Geographically there is quite a distance and separation between communities East and West of Bathurst.

There was discussion at the meetings regarding historical attendance of Summit and Faywood students at what is considered a neighbourhood/community school. Historical acceptance does not justify overloading an already over capacity school. In fact, in our view, it is hard to understand why and certainly not in keeping with TDSB Optional Attendance policy and operational procedure that Mackenzie has continued to accept a significant number of out of district students on a regular basis when they have been over capacity for a number of years.

The TDSB Operational Procedure for Optional Attendance says “Students will be provided with opportunities to access schools and programs when space is available, outside the designated attendance area in which they reside. “ The operative words are “when space is available” - which there has not been at Mackenzie for quite some time. Formalizing a continuing pattern that was ill advised to begin with does not make sense.

Additional Recommendation: The redirection of new residential developments located within the current Wm L Mackenzie CI

secondary boundary area, and within the Dublin Hts E&MS, Faywood ABC Sch, and Summit Hts PS boundary areas to both elementary and secondary schools with sufficient space.

Although the report indicates consensus was reached on the above additional recommendation, this was only in the context of the approval of the expanded secondary boundary. It seems unfair and contradictory that residential developments already within the established boundaries of the school would need to be redirected to other schools with sufficient space when Mackenzie's boundaries are being forced to change for students who already have a school to attend that has sufficient space. It is one thing to suggest redirection when the pressures on the local school are significant and the population cannot be accommodated. But to say on one hand that it is okay to expand a boundary to add students from another area, but on the other hand new residents within the original boundaries must attend a different school is completely counterintuitive.

If it is okay to tell new residents they should not have an expectation of attending Mackenzie due to capacity...why is it not okay to tell the Summit & Faywood communities the same thing? Why not tell Summit & Faywood communities that they should have no expectation of attending Mackenzie (not their zoned school anyway) until such time as there is sufficient capacity, and that they need to attend Polanyi – the school that they are zoned for - which already has capacity for them?

Program Driver: Equity & Fair Access

The draft Report states: ***“Although there is some improvement, the PART membership reaffirmed the position also shared by staff that there are still accommodation pressures at the schools.”*** We

disagree. We believe that there is no improvement. In fact, there are still significant postsecondary accommodation pressures at Mackenzie resulting from expanding the boundary for reasons already delineated.

The draft Report also states: ***“The PART Membership discussed and provided additional comments about: The numbers of non- local students within the Mackenzie Regular and MaCS Programs, and how it appears unfair to some that students from the local community (Summit Hts PS and Faywood PS South areas) are not eligible to attend Wm L Mackenzie Cl.***

One of the TDSB key Program Drivers for their Long-Term Program and Accommodation Strategy is: “Equity – Provide Equity of opportunity and access to Programs.”

The acceptance of these students to the MaCS program is based on merit not residential neighbourhood because deserving students in the past may not have had access to such programs. The approach to the acceptance of students in the MACS program is specifically intended to combat the inequities within the school system in accordance with the equity principles that TDSB has espoused. We disagree that accepting out-of-district MACS students versus out-of-boundary Summit students is “unfair”. In fact, it is equitable and supports fair access.

Multiple Lunches

As noted in the draft report, multiple lunches were a topic of discussion at more than one meeting. The report comments that based on information from Mackenzie administration, “It is possible to mitigate many of the concerns about limiting cocurricular activities.” We wish to clarify that there was no consensus on that viewpoint; however, discussions about the multiple lunch option ended because the Committee was informed at the January 15th meeting that “timetable efficiencies” (aka multiple lunches) had been removed from the recommended option. The Committee was told that moving to multiple lunches is considered to be a decision that the school administration would need to make when and if necessary (perhaps in consultation with the Superintendent), and therefore would not be examined or included in the PART Review recommendations. Although split lunches is currently off the table, it might have to go “back on” at some point, again depending on student enrolment numbers. Extending the secondary boundaries may result in Mackenzie having to revisit the multiple lunch decision sooner rather than later. There remain significant concerns from the parent community regarding the multiple lunch approach – including limiting access to extra help, clubs, creating divisions between students and groups, and affecting school start and end time, which causes a number of issues. It would be regrettable if the secondary boundary extension puts us right back to the beginning on this issue.

In Conclusion:

After attending all the Committee meetings, participating in the discussions, and listening to the comments and interactions at both public meetings, we fail to see that there is any compelling justification to extend the secondary boundary for Mackenzie.

We believe that the significant accommodation pressures at Mackenzie outweigh and take precedence over any other rationale provided for changing the secondary boundary for Mackenzie. Nothing that was raised at the Committee meetings and the Public Meetings provided sufficient justification in our opinion, to add more students to a school that is already well over capacity, while the school those students are zoned to attend can handle the numbers.

Respectfully Submitted

William Lyon Mackenzie C.I. Parent Council Representatives

Blank Page