

# APA Meeting Minutes

## Wednesday, March 27, 2013

### 7-9 pm

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1. Welcome & Introductions – Chair, Lori Miller Pike

Lori welcomed everyone to the meeting. Lori apologized that everyone could not introduce themselves given the large turnout tonight.

2. Adoption of the Agenda and January Minutes – Chair, Lori Miller Pike – Lori proposed two changes to the agenda.

**Motion:** First, to amend the agenda so that the second item on the agenda reads “Adoption of the Agenda and February Minutes”. Secondly, the order to the items on the agenda be altered to switch the third item, i.e. the Principal Update until after the Committee Updates and before the PART discussion. Seconded by Indira Sawh. All in favour. No objections. Motion carried.

**Motion:** to adopt the February minutes as presented. Seconded by Dave Cherkassky. All in favour. No objections. Motion carried.

3. Treasurer’s Report – Stuart Baltman & Andrew Heitelman

Stuart Baltman explained that the APA accounts on a cash basis. He explained that the Total Revenues for the period ending February 28<sup>th</sup>, 2013 were \$83,630.33. The Total Expenses for the period were \$41,525.66. The Net Income for the period was \$42,104.67. Therefore, Stuart is projecting a surplus of approximately \$47K at end of this year. Note that there is an additional \$10K set aside as a commitment to the TDSB to allow the APA to move forward with field improvements.

**Motion:** Adopt financial statements for the month ended February 28<sup>th</sup>, 2013 as presented. Seconded by Shannon Philips All in favour. No objections. Motion carried.

#### **4. Committee Updates**

##### **School Programs: Shannon Philips**

Kids Kitchen – provides a hot lunch option to students at Allenby. This program began on Wednesday, March 20<sup>th</sup> and all is going well.

Speaker Series – Bullying Prevention with Anthony MacLean from iEngage will be presenting in the Allenby library on Monday, April 15<sup>th</sup> – from 7:00 pm to 8:30 pm. Child care will be provided from 6:45 pm to 9:00 pm. More details will be coming home in backpacks in the next week.

Allenby Baseball – the original deadline set for registration is tomorrow; however, the deadline will be extended for one additional week to April 3<sup>rd</sup>.

##### **Health & Safety: Catherine Vivash**

Kiss & Ride – There has been ongoing communication with Karen Stinz's office with regard to parking. Presently, this program is looking for a volunteer on Tuesday mornings. Please contact Steven Dawang or Catherine Vivash if interested in volunteering.

Lice Check – next lice check is scheduled for April. Presently, seeking volunteers to support the movement of students from classrooms to the lice checkers.

##### **Fundraising: Lisa Parker**

Fun Fair – Scheduled for June 1<sup>st</sup> this year. Mark your calendars. Volunteers are needed for the day of the event.

##### **Community Awareness: Christine Tekker**

Elementary Teachers Federation & Co-curricular – Volleyball is coming to an end. A tournament is scheduled for tomorrow with Wanless. The media reported today that the Elementary Teachers Federation has withdrawn its advice to teachers about the suspension co-curricular activities.

There is a tournament for soccer organized by a parent at JRR scheduled for June 7<sup>th</sup>. Trying to determine whether Allenby can organize or partner in this.

## **5. Principal Report:**

- Jennie Ucar welcomed the parents. She explained that she is aware that everyone is concerned right now and that everyone wants the best for the children. She explained that she, too, shares these concerns. She stated that, at this time, some information is still lacking. She sent a message home today in the Allenbeat. She stated that she felt the need to remind everyone that we all have the same goal – i.e. to create a good environment for the kids. She explained that there is a range of opinions and options on the implementation of FDK.
- She has had consultations with Superintendent Jeff Hainbach & TDSB. The Ministry policy on implementing FDK is to keep child cares in the schools if possible. Therefore, the Ministry wants the TDSB to work with the day cares to develop alternative business models.
- She explained that the Day Care presently has a lease for the space – i.e. 006, Room 1, and Room 2. If the TDSB wishes to terminate the lease, the contract stipulates that the day care must be given a minimum of 365 days notice. If a day care is being removed a process called Childcare Occupancy Review Process (CORP) must be undertaken. The TDSB must consult with the day care if it plans to repurpose space. The TDSB can provide Allenby childcare with 365 days notice before June 15<sup>th</sup> in order to make a change a year hence. There is no financial cost if the terms are changed. Termination of the lease will result in a financial cost for the TDSB. All decisions are made by the TDSB.

- Discussion ensued about the prospect of Building at Allenby. TDSB staff has spent about 8 hours at Allenby exploring the possibility of building on site. A report due of the findings will be prepared for April 10<sup>th</sup>.
- Jennie explained that Allenby parents have come together to create the Allenby Space Committee. This is a large group of people (approx. 15), who have devoted huge amounts of their time to assessing the needs of the community and exploring options to be discussed at the PART. She introduced Heather Stark and Lisa Speigel as the parent representatives for Allenby. She also introduced Lori Miller as the chair for the APA. She thanked these parents, along with the committee, for their efforts to date.
- She explained that tonight is the opportunity to voice opinions so that we can create a prioritized list of options. She requested that parents save questions till the end of the presentation. She reiterated that everyone will have an opportunity to express your opinions at the end during question period.
- A parent posed a question to Jennie about the viability of building on site being architecturally feasible or financial viability? Jennie explained that according to the information she has been provided building is an option.

## **6. Program Area Review Team (PART) Process**

- Lori Miller explained the process for tonight. There are three cards: 1. white cue cards for questions. 2. Two coloured cards for voting.
- She explained that this meeting is open only to current Allenby parents. She explained that the date for the community participation is Tuesday, April 16<sup>th</sup> at Lawrence Park Collegiate from 7 to 9 p.m. Individuals who are not presently parents at Allenby were requested to leave. A few individuals chose to leave at this point.
- Heather Stark introduced herself and explained that we are all here today because of Full Day Kindergarten (FDK). FDK will

start at Allenby in September 2014. We cannot opt out of or delay FDK.

- We need to find space to accommodate FDK and increasing enrollment:

Allenby is projected to have approximately 100 additional full time students (FTE) in the school:

In 2012, there are 690 FTE

In 2014, there will be 797 FTE

- According to the TDSB website, Allenby is 105% capacity. In 2014, according to projections Allenby will be at 122% capacity. Therefore, the TDSB is projecting a need for 4 additional classrooms to support FDK and potential increase in enrolment.
- It is important to note that kindergarten rooms must meet certain criteria, i.e. they must be at least 800 sq feet, have a washroom, preferably be located on the first floor, and have access to kindergarten playground.
- Heather then reviewed the purpose of the meeting tonight. The objective of the meeting is to:
  - develop preferred potential workable solutions for the Allenby PART Representatives to present at the April 2nd PART meeting:
    - Review all possible scenarios to accommodate FDK and forecasted Allenby student growth.
    - “Vote” on preferred options once all scenarios have been reviewed. The voting cards will be used later in the evening to solicit the votes. Another “vote” on April 16<sup>th</sup> at the Public PART meeting as well. The “vote” on the 16<sup>th</sup> will gauge the community’s preferred solutions.
- **Timeline & Summary of Upcoming Meetings** was discussed as follows:
  - Next Tuesday, April 2<sup>nd</sup> – PART Meeting: Potential workable solutions presented from each school by their PART representatives. Impact of those potential workable solutions on the other Ward 8 schools to be discussed. The

results of the discussion at this meeting will be shared at the Public Meeting on **April 16th**. Therefore, Allenby will present our decisions of preferred options.

- April 16<sup>th</sup> – Public Meeting #2 - This will be a working meeting where three schools involved in the PART will be present. Each school will meet in a separate room to discuss possible options, workable solutions and impacts of the implementation of FDK in their school. If you cannot attend, a written submission can be sent in so that your voice is heard. APA will inform about the process for the written submissions in upcoming Allenbeats. This is the meeting where we will be trying to finalize Allenby's position. There will be an opportunity for the whole community to vote.
- April 30<sup>th</sup> – PART Meeting – Final recommendations are discussed by the PART. These recommendations will be written up and discussed at the final Public Meeting on May 15<sup>th</sup>.
- May 15<sup>th</sup> – Final Public Meeting #3 – The PART committee will present its findings, in preparation for the report that will go to the Board of Trustees. There will be time for questions and comments from the audience.
- The role of the Allenby Space Committee and steps taken to date were discussed as follows:
  - Continuously reviewing data and submitting requests for additional information from the TDSB. Therefore, collecting information and disseminating this to the community.
  - Brainstormed several potential scenarios and developed pros and cons as data received
  - Held an in-depth FDK discussion at the APA meeting in February. Parents were provided with the opportunity to voice their concerns.
  - Allenby PART members met with the TDSB Planning Department and Superintendent on February 26<sup>th</sup> and March 8<sup>th</sup> for ½ day meetings at Allenby to review space and potential options for accommodating FDK. This included a walk through Allenby to inspect the space.

- The results of all of the meetings and small group research on specific issues have culminated in the development of potential scenarios for review this evening.

### **What do we know?**

- Allenby will remain a dual track school (French and English)
- TDSB is willing to close optional attendance for French Immersion (FI). There are presently 60 spots for SK to fill in FI. If we have not filled the SK spots then optional attendance is often allowed; however, to shrink the number of students coming into Allenby the TDSB is looking to close the optional attendance.
- TDSB is looking into the exemption possibilities for primary French Immersion classes, i.e. increasing cap sizes.
- TDSB prefers to find space within schools
- The Ministry and by definition the TDSB prefers to maintain daycares within schools with revised viable business models if space permits
- There is funding available ONLY for FDK spending
- Capital plans are under consideration to sell off TDSB properties

### **What Solutions Are Off the Table?**

- Repurposing the pool – Why is this off the table? The cost to fill in the pool is estimated to be \$800K. The pool is used to meet gym requirements and without the pool the school cannot meet its physical education requirements. Lots of effort went into saving the pool a few years back with the “save our pool” campaign.
- JK/SK Boundary change of specialized ‘academy’ – Why is this off the table? Bussing kids and the costs associated with new school does not fit with TDSB capital plan. Costs may be prohibitive.

### **What Options Do We Have?**

- Boundary changes – redraw the existing boundaries for English stream.

- Build – expand the school footprint by building two classrooms for FDK. The committee is not certain whether if this option is feasible. They are hoping to hear soon.
- Repurpose – Find space in the existing the Allenby footprint. One of the draw backs to repurposing is that there is no wiggle room if enrolment increases.
- The above can be done independently or in combination. The school cannot do a build and boundary change. If our boundary changes, then another school will have to build to accommodate our children.
- It is unlikely that TDSB will consider program change (e.g. Allenby continuing as a Gr 1- 6 school and relocating kindergarten to Bannockburn.)

The next section of the meeting was facilitated by Robin Halpern, a Space Committee Member:

**Options: Boundary Changes**

- As part of considering all options, TDSB staff has started to model potential boundary changes.
- IMPORTANT: Exact boundaries that could be affected, if a boundary change was approved by the TDSB, have not been determined.
- However, the TDSB has indicated that changes to boundaries are not viable at certain areas.
- Change to the S/E Boundary Not Viable
  - Eglinton Jr PS is presently over-capacity and there is no room to build on this site. This would involve students crossing Yonge Street.
- Change requiring student to cross Eglinton Ave to go to Oriole Park Jr. PS. This is not a viable option as the school is presently over capacity.
- Change at the N/W border is not viable as the nearest schools are all beyond the maximum 1.6 kms walking distance.
- Boundary changes that may be viable are: Western border still under exploration depending on space at North Prep (NP). The

N/E border still has potential and this depend on space at John Ross Robertson (JRR).

The next section of the meeting was facilitated by Dave Cherkassky, a Space Committee Member:

- Building 2 classrooms on Castlefield – proposed that an addition be build into the hill on the Castlefield side. The addition would be in the main playground area built into the hill in the current amphitheatre area. Entrances from the playground area as well as connected to the main building through a bridge or tunnel. TDSB planning has hired an architect to determine cost and building speculations. This will be a permanent structure. Attempting to determine whether such a footprint could support an additional 2 classrooms in the future. What is the feasibility of this option? Ministry funds are available to support the implementation of FDK. The TDSB wants to only build at one school in WARD 8. Other schools in Ward 8 are finding space in their schools. Boundary changes and building are mutually exclusive.
- Will know feasibility by April 16<sup>th</sup> meeting as this process takes about 3 weeks.

The next section of the meeting was facilitated by Paula Rickzer, a Space Committee Member:

Repurpose Space in the School:

- There are two potential spaces in the school that can be repurposed: the music room and the daycare rooms.

Repurposing the Music Room:

- Using a map, Paula pointed out where the music room is located. She explained that there are two potential options: 1. divide music room so that two rooms are created – i.e. one classroom and one smaller music room. 2. Divide the music room into 2 room – i.e. both of which will be used as classrooms and eliminate the music room and offer music a la carte. Note that neither option above will accommodate a Kindergarten classroom in this space.

How is the music room currently used?

- The whole room is currently being used. The ORFF approach to teaching music is used. This is a hands on approach to teaching music. Dance/drama uses this space. When the addition was put onto the school this room was designed as a multi-purpose room. It is the only space large enough to hold 2 classes. Used for primary/junior choir of about 140 students; 70 students use the space in dance program; 62 peer helpers meet in this space regularly; grade 6 grad uses the space for ceremony preparation; After4 also uses and permits the space. Instruments are stored in the room and approximately 100 students are in the band and string program.

The next section of the meeting was facilitated by Rochelle Fox, a Space Committee Member:

Repurposing of Rooms Currently being Used by the Daycare:

- Allenby Daycare currently leases three rooms: room 006, room 1 and room 2.
- Daycare has a lease with TDSB. This lease expires August 31<sup>st</sup> 2015. The TDSB is checking with their legal department to determine whether changes to lease can occur.
- The TDSB position regarding daycares in schools indicates that leases will be honoured and that it is beneficial to child development for a child to stay in same educational environment from 18 months to grade 6.
- There are currently 102 children enrolled in the daycare program and a waitlist of 393 children. All children in the daycare are in district Allenby school children and most nursery children are siblings of Allenby school children. Daycare assisted the funding of Rooms 1 and 2 and received a grant to help fund the kindergarten playground
- Rochelle used a map to indicate the exact location of day care rooms. She then explained how the rooms are currently being used:
  - Room 006 – not currently used during the school day. Currently used for before and after school care. May be

- utilized as a grade one classroom as there is insufficient square footage (only 680 sq feet) for an alternate grade.
- Rooms 1 – with 1047 sq feet, currently being used for nursery program (am and pm) and for before and after school care.
  - Room 2 – with 1293 sq feet, currently used during the day for kindergarten students not in school for the entire day, as well as before and after school care.

Repurpose Daycare Rooms: What does this mean for current program?

- Since there will no longer be ½ day kindergarten once FDK is implemented at Allenby in 2014/15, there will no longer be a need for kindergarten child care during school hours.
- The daycare may need to replace this program with a larger “Early Years Program” in order to maintain a viable business.
- 006 and Room # 2 are also used after the school day for before and after care programs.
- Repurposing this space relates to use of these rooms during the school day for classrooms.

The following was presented by Heather Stark, a Space Committee Member:

- Heather explained the “voting” process and that they were now going to explain the considerations of each of the following options:
  - Build and Repurpose Space
  - Boundary Changes
  - Boundary Changes & Repurpose Space
  - Repurpose Space

The next section of the meeting was facilitated by Robin Halpern, a Space Committee Member:

Boundary Changes: Considerations

- Early indication is that the TDSB prefers to grandfather existing students impacted by boundary changes where space is available; however, given that there are space

constraints the viability of grandfathering must be closely examined.

#### Boundary Changes: Positive Considerations

- Decreasing overall number of students will immediately decrease strain on Allenby's common facilities including:  
"Green" space - playground  
Cafeteria  
Gym  
Pool  
Bathrooms  
Hallways/Stairways
- Decrease traffic congestion at drop off/pick up
- Possibly contribute to smaller classrooms and more room for children to work in small groups
- Allow continuation of enrichment/music room/daycare and other programming with fewer a la carte programs than might occur with no boundary change

#### Boundary Changes: Negative Considerations

- Huge social impact on moving children to new school.
- Junior high/high school pathway could be impacted
- Would likely cover large area to achieve intended reduction of population.
- "Community Uproar" if new school is not considered equal caliber.
- Since neighboring schools are unlikely able to absorb additional students, such schools may require a build. The TDSB wants to build at only one site.

The next section of the meeting was facilitated by Dave Cherkassky, a Space Committee Member:

#### Building on Site: Positive Considerations

- Two classrooms will be found immediately. The combination of (1) building 2 classrooms on site and (2) repurposing space to find 2 additional classrooms could remove the need for boundary changes.

- The above combination could provide Allenby with flexibility to find more space within the school (if needed) as compared to the option of repurposing only, which will leave Allenby with no room to grow.
- Building FDK classrooms could include building new bathrooms for those classrooms.

#### Building on Site: Negative Considerations

- Increased strain will occur on **ALL** space (facilities/green space) and may impact on students feeling of well being during the day
- Building will not address strain on all other components of school life
- Increased traffic in and around the school will lead to unsafe congestion of cars, further the need for several more parent volunteers and other actions to improve traffic safety. As it stands now pick up drop off poses safety concerns. Parents would need to fundamentally change their approach to Pick-up and Drop-off
- Issues regarding where children gather, line up and enter must be resolved
- The current KG playground is not large enough to hold the number of incoming students in the morning and teachers must work out a play schedule
- The teachers would need to work out a schedule for all classes to play in the small yard during alternate times of the day

The following section was presented by Heather Stark, a Space Committee Member:

#### Repurposing Rooms as a Stand Alone Option

- Heather reiterated what was said by Dave with regard to the negative impacts as follows:
- Increased strain will occur on **ALL** space (facilities/green space) and may impact on students feeling of well being during the day
- Building will not address strain on all other components of school life

- Increased traffic in and around the school will lead to unsafe congestion of cars, further the need for several more parent volunteers and other actions to improve traffic safety. As it stands now pick up drop off poses safety concerns. Parents would need to fundamentally change their approach to Pick-up and Drop-off. There may be a chance that this program will be lost.
- Issues regarding where children gather, line up and enter must be resolved
- The current KG playground is not large enough to hold the number of incoming students in the morning and teachers must work out a play schedule
- The teachers would need to work out a schedule for all classes to play in the small yard during alternate times of the day
- If there isn't a build and we repurpose as a Stand Alone Option:
  - While Allenby MAY be able to find space for 4 classrooms if all potentially available options were repurposed (1/2 music room, 006, Room #1 and Room #2), Allenby would be left with no options to address any increased growth (Or any underestimation of future attendance at the school).
  - Would impact music program
  - Would eliminate Daycare's preschool program. Would mean losing staff that has been with the daycare for years. Could affect the viability of the Daycare providing before and after school care, necessitating search for other before and after school care provider.
  - Note: using all four spaces would mean no boundary changes even if no build occurred.

The next section of the meeting was facilitated by Paula Rickzer, a Space Committee Member:

Repurposing Music Room: Positive Considerations

- If part or all of the music room were repurposed in combination with a build (and the repurposing of another room), boundary changes may not be required.
- If part or all of the music room were repurposed in combination with a build (and the repurposing of 006), Room #1 and Room #2 may not require repurposing.

#### Repurposing Music Room (as two classrooms): Negative Considerations

- Music program would be taught a la carte, program would NOT exist as it does today, curriculum would be compromised
- Orff instruments would not be able to be used. These instruments were funded by the APA and have an approximate value \$15K.
- Using instruments is fundamental concept for Gr 1-6 in Ontario Curriculum for arts
- Program would be pencil/paper theory; not applying concepts using instruments
- Teachers would lose their class for prep if program delivered a la carte (this is already a problem)
- Implications for programming other than music (i.e.. dance and drama, choir, folk dancing). Loss of storage for instruments

#### Repurposing Music Room (½ Music): Negative Considerations

- No space for activities for larger groups (peer helpers, grade 6 grad prep, performance rehearsals)
- An additional classroom in that space has implications for overcrowded hallways
- Implications for programming other than music (i.e. No room to run dance and drama if instruments set-up in smaller space)
- Value of music program to education

Encourages innovative thinking, spontaneity, intuition, divergent thinking, critical thinking and improvisation (Ontario Curriculum, 2009)

Music contributes to the development of listening and cognitive skills and affects auditory verbal memory.

High correlation between math test scores and music education

The next section of the meeting was facilitated by Rochelle Fox, a Space Committee Member:

#### Repurposing 006: Consideration

- As space is under lease to Daycare, this would require an agreement with Daycare to be used as Shared space before 2015-2016 school year.

#### Repurposing 006: Positive Considerations

- Not currently in use during the day.
- Size is appropriate for a regular classroom, i.e. grades 1 to 6 (cannot be used as a FDK classroom owing to sq footage).
- Can still be shared space to facilitate before-after care programs.
- If this room were repurposed in combination with a build and one more repurposed room, boundary changes may not be required.

#### Repurposing Room #1 or #2: Considerations

- Daycare is currently working on a business plan for when FDK arrives. Specifically, the TDSB has asked Daycare to come up with two models:
  1. For the operation of a daycare using 1 room during the day; and
  2. For the operation of a daycare using 2 rooms during the day.
- In addition, the plan will look at before and after care options

#### Repurposing Room #1 or #2: Positive Considerations

- Rooms #1 and #2 are “ready made” FDK rooms; both exceed the minimum size requirements for FDK classrooms and have bathrooms.
- Since there will no longer be ½ day kindergarten with FDK, there is no need for Kindergarten child care during school hours.
- Can still be shared space for before-after care programs.
- If one or both of these rooms were repurposed in combination with a build, boundary changes may not be required.

- If one or both of these rooms were repurposed in combination with a build, and 006, the music room may not require repurposing.

#### Repurposing Room #1 or #2: Negative Considerations

- If daycare requires both rooms during the day and will not be able to continue if Room #1 or #2 are repurposed:

There will be a loss of the daycare staff with implications to the program and the 73 families using daycare's services

Loss of current staff that supervises children both at recess and at lunch time

Allenby could continue to be without a childcare program for pre-school children

Likely loss of summer program for community

Loss of financial contribution from Daycare to Allenby Jr. Public School

Loss of "other contributions" from Daycare to Allenby Public School

The following section was presented by Heather Stark, a Space Committee Member:

#### Recap: Implications of Each Option

- Boundaries – Decreased strain on Facilities but enormous impact on community
- Build – Provides 2 rooms without boundary changes but strain on Facilities and PU/DO
- Re-purposing Space – Helps us to find space but not all of the space needed and has increased strain on facilities now and in the future with no wiggle room for future growth. May negatively impact curriculum (music) and Daycare programs as they are run today.

Heather explained that question period will now begin. Runners collected questions from the audience. Heather explained that there will be four options to vote on:

1. Build & Repurpose Space

2. Boundary Changes & Repurpose Space
3. Boundary Changes
4. Repurpose Space

**Question Period:** The following questions and answers were provided:

Question 1: Repurposing – Are there windows in 006? Yes, there are windows.

Question 2: After you submit the proposal to the TDSB, what would be the next steps from that point forward? The proposal will be submitted to the trustees, who will vote in June.

Question 3: Could the music room be split into two FDK classrooms and use 006 as a music room? 006 is not large enough and it is not sound proof. 006 is only large enough to be a grade 1 class. The music room is located on the 2<sup>nd</sup> floor and there is a policy of keeping kindergarten classes on the main floor.

Question 4: Where will the music class (including the current activities that happen there) be relocated to? The music program will be delivered a la carte. If the room was split, the program could remain intact. If the room is divided, one of the two rooms could be used as a music room as it will be sound proofed.

Question 5: Isn't it true that ORRF can still occur – some of the instruments are used with no loss of hands on approach? Many schools do ORRF without a single room. The program is built on the ORFF which uses a hands on approach with instruments – some of which could be used but most could not. There would have to be an adapted approach to music programming.

Question 6: Can music room be repurposed? Yes, but this only creates two rooms and we would still need two more rooms.

Question 7: Can the music room be repurposed to two classrooms for other grades to use while at the same time sourcing two existing

classrooms that can be retrofitted with bathrooms to accommodate FDK? This still needs to be determined.

Question 8: If the music room is going to be divided into 2 rooms for non-FDK classes, then where will the 2 additional classrooms come from? Are there any other big rooms in the school now? Is the lunch room or gym available? The problem with the lunch room is that it is used for programming for most of the day. Drama and Dance classes 3 periods a day, Daycare shared space and use of space for preparation last period, band and strings program and set up and clean up after lunch. It is used 100% of the day now so programming would be affected. There are also issues with tables and storage. The gym is used all periods throughout the day (with the divider being used for 2 classes to have physical education during the same period).

Question 9: Can 006 become a staff room and use the staff room for a new music room? The staff room is already strained for a staff of 45 to 50 people. The staff needs a place where they can prep their lessons as their classes are often being used to deliver a la carte programs.

Question 10: Can we repurpose the gym? The gym is already divided to allow for enough space for programming. The Ministry requires a certain amount of physical education.

Question 11: Why are we not discussing potential for repurposing of the lunchroom? Why not repurpose lunch room into classrooms? This would mean that student would need to eat elsewhere. This would result in a need for complex supervision. Teachers are required by contract to have a 40 minute lunch period. Eating in rooms would mean the cleaning of individual classrooms after lunch.

Question 12: Why are we not considering repurposing the cafeteria? This will be addressed at the next Part meeting.

Question 13: Can we repurpose the staff room and move staff room to a smaller room? This would mean a retrofit of another part of the school. This has already been addressed in a previous question.

Question 14: How are the kindergarten classes staffed? What are the caps? How do the FDK classes total only 7 sections when there are presently 5 sections in both the afternoon and morning? How are we going from 5 to 7 and not 5 to 10? Shouldn't the number logically double? The regular class caps are 20 in the primary section; however, FDK there is an exemption with 2 adults (i.e. teacher and ECE) for between 25 and 30 students per class. There will be approximately 200 kids in FDK at Allenby.

Question 15: JK is not mandatory. Why not eliminate JK at Allenby and offer it elsewhere? All kindergarten classes require a minimum of 800 sq feet. The projections suggest there will be 92 JK in school 2014. Moving the JK elsewhere means moving the potential building dollars with them.

Question 16: Are rooms 1 & 2 available for repurposing/sharing during the day? Can the nursery be allotted another space to help support this business option? The presentation explained that the space could be repurposed. By providing another space this would only create another problem as space is not available. The daycare is presently looking at business model. The day nursery act needs to be looked at. Trading space is equivalent to not adding space in the end.

Question 17: If we lose the Daycare rooms 1&2 to kindergarten repurposing, do we lose the before and after care? Before and after care can be expanded if we go to sharing space.

Question 18: How many kids using day care? This was answered in the presentation – 102 are registered in the before and after school program.

Question 19: Are subsidies being considered to make the daycare viable if their classes are used for FDK during the day? There is

funding available if needed for day cares to repurpose. Capital assistance is available to day care to help with change to their business model.

Question 20: According to the “schools first child care capital retrofit policy”, the goal is to increase child care within schools to accommodate children under the age of 4. How does this affect the ability to repurpose rooms 1 & 2? Maintaining the daycare increases ability to retain staff and increase the program. If space is repurposed, the day care may become unviable.

Question 21: Can the day care staff become ECEs in the FDK classes? TDSB ECEs are members of CUPE. There is no guarantee that daycare staff can become ECEs in the FDK classrooms; however, they can apply.

Question 22: The daycare does not serve very many children in the school. It is beneficial to very few families. I applied for a spot for my oldest when she entered SK. None of my three kids have made it into the program over a 9 year period. How is the daycare useful to the majority of Allenby families? The estimates number of families at Allenby is approximately 550 and about 73 families use the daycare for after and before school care.

Question 23: Allenby daycare invested nearly \$500K to build the two classrooms they lease with parent funds. Will you reimburse these funds if you kick out the parents and children of the daycare? This will need to be forwarded to the PART committee to be explored further.

Question 24: For the repurpose or build options, can the common areas even handle the higher enrolment? E.g. will there be a need for 3 lunch shifts? There will be 100 additional kids in building all day. The impact on facilities is gradual. Lunch for FDK is unknown at this point. The drop off and pick up will be problematic. The impact on the gym is unknown. FDK will need to be provided with gym in each cycle.

Question 25: You mentioned that the criteria was that classrooms had to have access to the kindergarten yard. How does this work with the proposed build? The access and yard will have to be worked out. A schedule may have to be put in place.

Question 26: Even if new classes are built, how will the shared facilities accommodate the extra students? The build will create 800 sq ft rooms. If we build FDK classrooms, then these rooms will have a washroom. Therefore, the build will provide two more washrooms.

Question 27: Of all the schools in Ward 8, why would we build at Allenby which is so over-capacity (maybe the most of all the schools) and has the least grounds to build upon? The Allenby situation is more complex than any other in ward 8. Only two other schools are not at capacity; however, all the other schools have found space within the school with retrofitting. Building elsewhere potentially means boundary changes. Building at North Prep will supposedly be difficult. All schools in Ward 8 are stressed.

Question 28: Can we build across the front of the school instead of into the hill? In the past, an architect looked at building on the front; however, this is structurally difficult. The idea of building into the hill is supposedly the most feasible option.

Question 29: Was the roof on the daycare an option for a build? It was my understanding that the daycare was built with the possibility in mind (i.e. structure)? The committee did not know the answer. Will present this question to the larger PART committee.

Question 30: Is it possible to put a portable or building in the JK/SK playground and restructure the 1 to 6 playground to incorporate the JK/SK? We would need to look at the playground space. There is not enough playground space currently. There may need to be a schedule set for kindergarten students to access to playground. Not certain whether placing a portable in the JK/SK playground is worth

the benefits. Also, the Ministry requirement for the playscape is different for JK/SK and the one in the grades 1 to 6 playground is presently too high.

Question 31: Does the building option require students to be moved out for the period of construction? Uncertain on this. More information will be forthcoming.

Question 32: How long construction last? When will it begin? According to the TDSB, construction will last about one year and will begin this summer probably in August. There is a need for exploration of the architectural report to answer this question.

Question 33: If building, what will this mean for use of the playground while building is occurring? Again, we would need information from the architect. Hopefully kids would still be able to use the playscape.

Question 34: Is there an estimated cost to the build option? Does the build include an option for portables? How big will you allow French classes? The estimated cost is 1.2 million. Hopefully there will be no portables as we are trying to avoid this option. The cap on French classes is presently not above 23. The board can grant exemptions if over the cap.

Question 35: You mentioned the building option would result in 2 new classrooms, but potential down the road to add more on top. Why not just build additional ones now? Capital funds are presently available for FDK build only. There are two levels for approval to build - the TDSB and then proposal to Ministry for the funding.

Question 36: If the daycare rooms are repurposed as FDK, can Allenby still get funding for a build to make the FDK addition on Castlefield? The committee is not certain. If you have to build to accommodate FDK in some fashion you may still get capital funds. We can build and those rooms can be used for other grades; however, we get rooms with washrooms.

Question 37: Can we fundraise to assist with the build option? No

Question 38: Have we seriously explored option for deferral of FDK particularly in light of the build option. Yes and deferring FDK is not an option.

Question 39: What is the likelihood that the TDSB or the Ministry will accept solutions that involve increasing the school density (as apposed to moving boundaries)? If the solutions are deemed to be feasible, this is quite likely. The TDSB prefers for solutions to be found in the school; however, the committee cannot be certain about what actions the TDSB will take.

Question 40: Have you considered a build using the space where the nursery school students play near the lunch room? Yes and it appears that the space is not big enough.

Question 41: When is it expected that the final decision of the TDSB will be made? June 26<sup>th</sup>, 2013 at the TDSB Trustee meeting.

Question 42: When does the school become too full and create a fire hazard? Is there a magic number the TDSB wants us at? The school is audited on regular basis for safety.

Question 43: Why are portables not being actively considered at Allenby or neighbouring schools that are at capacity but have physical space such as Oriole Park? All of these are under consideration. The PART is for the five schools in Ward 8.

Question 44: The city, specifically mid-town Toronto, has a formal densification plan. Toronto's population is projected to double in the next 20 years. What is the downside to all of the building and how is the TDSB preparing for what is unfolding now and the years ahead? This is a great question to ask at the public meeting. New condos/densification will have impacts on local schools.

Question 45: Just a thought for consideration regarding the loss of green space with a build. Could a green room or garden be considered? All could be considered. This sounds lovely. Whether this is viable is another question.

Question 46: Based on the information provided to the school by the TDSB for next year, is the option of creating more split grade classrooms feasible and thus might free up 1 or more classroom spaces? There are class size caps that need to be adhered to.

Question 47: What is the capacity at NP and JRR? The capacity of JRR is 107%. NP is at 90%, but only has 188 kids (only 6 kids could potentially be added to reach 100% capacity).

Question 48: Is moving grade 6s to Bannockburn or Glenview an option? Glenview does not have room. Bannockburn is not an option. The distance to the school is too far as it exceeds the 1.6 km walking criteria. Most of the other schools will find space in the school and thus the grade 6s students that would potentially move to either of these schools would be just from Allenby.

Question 49: Could you clarify what the boundaries would look like if we needed to change them? The committee does not have information regarding street names. The TDSB is just starting to model this. How large of a change this will be is unknown. The committee is not in the position at this time to deliver more information on this option.

Question 50: (Note: there were five questions that basically posed the same question as follows.) What has been done by Allenby to ensure that the students at Allenby are current residents of the neighbourhood and live within the boundaries? How can we enforce policy? The school is closed for optional attendance. Students must be within the boundaries. The TDSB is doing an audit. We have done an informal audit in the past. Some students are out of district and

some of these students may have started when acceptance was open. If students withdraw from the FI program, these students are being moved to their home school. The school bases registration on proof of address and birth. The school can only work on information provided by parents in the community.

Question 51: Would boundary changes affect FI boundary in addition to English boundary? The committee can explore the FI boundary change if this is preferred option. The boundary change would affect the English first and French second. Two changes to FI boundaries have occurred in the last 7 years. If the vote tonight indicates this is something we want to explore further then the committee can investigate this. Please check the scattergrams on the TDSB website and it will be noted that most FI students live within the Allenby English catchment area.

Question 52: (Note: there were four questions that basically posed the same question as follows). If a current student is grandfathered, will there be sibling priority? The TDSB examines space and how quickly they need the space to determine measures that will be taken around grandfathering of students who are outside the boundaries.

Question 53: Does changing boundaries for elementary schools also change boundaries for middle and high schools? If so, are existing trajectories grandfathered? A pathway change will occur with boundary changes to Allenby.

Question 54: Many parents expressed concern about the strains that will be placed on facilities. The committee agreed that strain would occur with FDK.

Question 55: What is the preferred option of the Space committee? The committee has no preferred option.

Question 56: What does the Allenby parent community want? This is the opportunity to vote right now. The only point that the space committee would like to reiterate is that if all the space for

classrooms is made available through repurposing, then there is no room for growth in the future. It took the TDSB a long time to agree that there are four classrooms needed for 2014. Therefore, wiggle room may be needed/required in the future.

Question 57: Nobody seems to be talking about the negatives on the social impact on rezoning. Have these impacts been considered? The committee is aware of the enormous impact that any change will have on families and children. The committee investigated the social impacts, but did not spend too much time discussing these today as it felt that everyone understood what loss of friends and school would mean to children.

The voting process was explained by Lisa Spiegel.

169 parents signed in to the meeting. The results of the vote were as follows:

**Pink Card Results: Basic Decision to Obtain 4 Classrooms for FDK & Increased Enrolment**

Option 1 Build & Repurpose – 117

Option 2 Boundary Changes & Repurpose Space – 11

Option 3 Boundary Changes – 20

Option 4 Repurpose Space – 5

Total Votes: 153

**Yellow Cards Results: Re-purposing Space to Find 2 Classrooms for Increased Enrolment**

Option 1 of 2: ½ Music Room & 006 Shared Space – 48

Option 2 of 2: 006 Shared Space & Room 1 or 2 Shared Space – 101

Total Votes: 149

