



## **STAFF REPORT ACTION REQUIRED**

### **Toronto School Boards Task Force Recommendations**

<b>Date:</b>	May 27, 2014
<b>To:</b>	Toronto School Boards Task Force
<b>From:</b>	Executive Director, Social Development, Finance & Administration
<b>Wards:</b>	All
<b>Reference Number:</b>	

#### **SUMMARY**

---

In July 2013, City Council established the City of Toronto – Toronto School Boards Task Force as an advisory committee reporting to Council through the Executive Committee. It was tasked with providing advice to the next term of Council as to the best means to ensure ongoing collaboration between the City and the School Boards.

This report provides a consultation summary from Task Force members and their resulting advice for how the City and the School Boards can best collaborate and the key priorities for such collaboration. The Task Force proposes that the next Term of Council establish a City-School Boards Advisory Committee. City staff will report at the beginning of the next term of City Council with recommendations on the establishment of Council advisory bodies and working committees.

#### **RECOMMENDATIONS**

---

**The Executive Director, Social Development, Finance and Administration recommends that:**

1. The Toronto School Boards Task Force endorse the proposed Terms of Reference, priorities and key areas of collaboration set out in this report; and
2. Executive Committee forward this report to the City Manager for consideration as part of the report on the establishment of Council advisory bodies and working committees in the new term of Council.

## **Financial Impact**

There are no financial implications resulting from the adoption of the recommendations included in this report.

The Deputy City Manager and Chief Financial Officer has reviewed this report and agrees with the financial impact information.

## **DECISION HISTORY**

On July 16, 17, 18 and 19, 2013, City Council established a City of Toronto – Toronto School Boards Task Force as an advisory committee reporting to Council through the Executive Committee for the remainder of the 2010-2014 term of Council.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2013.EX33.16>

On February 3, 2014, the City of Toronto – Toronto School Boards Task Force requested the Inter-agency Staff Support Team to consult with the Executive Director, Municipal Licensing and Standards to identify ways the City could work with the School Boards on joint enforcement of off leash-dogs on School Boards and adjacent properties.

Information is provided in Appendix G.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2014.TS1.3>

On May 6, 2014, City Council requested the Toronto School Boards Task Force to consider the issues raised in Motion MM51.38 as the Task Force identifies recommendations to Council on ways of achieving greater coordination and cooperation between the City and the Toronto School Boards. MM51.38 speaks to the challenges faced by both the City and the School Boards, specifically the Toronto District School Board, as relates to Ontario Regulation 444/98: Disposition of Real Surplus Property.

<http://app.toronto.ca/tmmis/viewAgendaItemHistory.do?item=2014.MM51.38>

## **ISSUE BACKGROUND**

The staff of Toronto's four School Boards and the City of Toronto collaborate regularly on program-specific issues. Elected officials from the School Boards and the City also seek opportunities to share information and discuss plans to maximize resources for local communities. These efforts have often been ad hoc. The creation of an ongoing advisory body comprised of School Trustees and City Councillors will facilitate formal dialogue and strengthen strategic partnerships between the School Boards and the City in a clear and consistent fashion.

In July 2013, City Council established a Toronto School Boards Task Force comprised of six Trustees representing Toronto's four School Boards and six Councillors for the City of Toronto. The list of the Task Force members is provided in Appendix B, and a description of each organization is provided in Appendix C. The Task Force was mandated to provide advice to the next term of Council as to the best means to ensure ongoing collaboration between the City and the School Boards. The report is the result of the Task Force's consideration and includes their advice.

## **COMMENTS**

Social Development, Finance and Administration (SDFA) developed a consultation process to ensure that Task Force members could fully contribute to designing an appropriate advisory body to address City-School Boards issues and to determine its priorities.

### **Priority Setting**

An Inter-agency School Boards Staff Team was formed as a first step with staff representation from all the Task Force member institutions:

- Toronto District School Board (TDSB);
- Toronto Catholic District School Board (TCDSB);
- Conseil scolaire de district catholique Centre-Sud (CSDCC);
- Conseil scolaire Viamonde (CSV); and
- SDFA representing the City of Toronto.

An internal City of Toronto School Boards Staff Team comprised of Children's Services; City Planning; Parks, Forestry and Recreation; Real Estate Services; and SDFA was also formed. The City Staff team consulted on specific issues raised by the Task Force and developed the City's list of priority key areas for collaborative discussions. Municipal Licensing and Standards was also consulted on specific issues raised by the Task Force.

The Inter-agency School Boards Staff Team met several times to discuss the consultation process and to help develop a questionnaire. The questionnaire was designed to have two parts: Part 1: Design of the Advisory Body, and Part 2: Key Areas for Collaboration (Appendix D).

To facilitate a productive discussion and to support timely analysis of Task Force members' responses, SDFA staff interviewed members of the Task Force. School Board staff were also invited to attend the interviews, and participated in several of the interviews with Task Force members. Each Task Force member completed the questionnaire prior to their interview, and their responses were then discussed in more detail during an interview. Eleven members ultimately were able to participate in the interview process, either by meeting in person, conference call or submitting a completed questionnaire.

This report was developed in partnership with staff from the four School Boards (the same representatives the Inter-agency School Boards Staff Team) and the above-mentioned City divisions.

### **Part 1: Design of the Advisory Body**

The first part of the interviews asked open-ended questions on Task Force members' opinions on four issues pertaining to the design of the advisory body.

## **Question #1: Procedural Issues / Priorities Identified**

The Toronto School Boards Task Force reports to the Executive Committee, which then reports to City Council. City Council's meetings are governed by the City of Toronto Act, meetings of Boards of Education are governed by the Education Act. The Task Force was established under §27-130 of the Toronto Municipal Code as an advisory body reporting to City Council through the Executive Committee as to avoid a potential conflict or confusion as to which Act presides.

Staff asked the Task Force members: (1) Is this a suitable way for the City and the School Boards to share information and coordinate on strategic direction; (2) identify if the advisory body structure could be better fed into the decision-making processes of the School Boards; and (3) did they have other suggestions for ways that the City of Toronto and the four School Boards, can more effectively share information and coordinate strategic direction on matters of mutual interest, e.g., roundtables, town halls, less formal arrangements.

The Task Force members' responses included such observations as:

- A committee should limit its focus to two or three key strategic issues;
- The development approvals process for school boards is of great concern;
- There is a strong need for improved communication;
- There is a need for joint/shared planning (capital/service);
- The decision-making process should be considered – reaching consensus is important;
- A formal structure is necessary, but needs to have clear goals and identified mutual interests. There are other venues for communication and sharing ideas, but a formal body was widely viewed as needed;
- There is a need to also ensure staff involvement;
- Reporting directly to Council might be preferable;
- There needs to be clarity around how this process should work for the school boards—an identified parallel structure;
- Speaking rights for trustees who are not committee members, much like visiting councillors, should be considered;
- How to engage/determine a role for the province;
- There needs to be Mayoral involvement;
- Many of the issues identified in the TCDSB/TDSB joint proposal "Made in Toronto" solution still apply—this document should be reviewed for common interest by all partners; and
- Subcommittees of this body could be created to support in-depth work on specific identified issues.



## **Question #2: Advisory Body Structure / Chair and Vice-Chairs**

The Toronto School Boards Task Force Chair is a City Councillor and the Vice-Chairs are Trustees from TDSB and TCDSB. This seemed a fair way to arrange the roles, but the only actual role of a Vice-Chair is to chair meetings when the Chair is absent. Given that Councillors are more likely to be familiar with City meeting procedures, it might be preferable to have only one Vice-Chair, and for the Vice-Chair to also be a Councillor.

SDFA staff asked the Task Force members to comment whether the symbolic value of Trustees as Vice-Chairs is an important consideration for a Task Force.

The Task Force members responded:

- Issue of vice-chairs garnered mixed reaction—key would appear to be a transparent and fair process for involvement in creation of the agenda, and the appearance of fairness in administration of the advisory body; and
- French boards have different needs – perhaps vice-chair should rotate through school boards.

## **Question #3: Balance of Membership**

SDFA staff asked the Task Force members if the current balance of membership, with six City Councillors and six Trustees the best arrangement (Two TDSB Trustees, two TCDSB trustees, one CS Viamonde, and one CSDCCS) a fair representation.

Several Task Force members responded that Yes it is a fair representation, while others provided the following comments:

- It is important to balance fair representation of all parties while keeping the size of the body manageable;
- There is a need to effectively value the significant size of the TDSB; and
- It would be helpful to have alternates for French Boards representatives in case they can't attend as they only have one member, e.g, consider a designation of alternates/proxies for members.

## **Question #4: Balance Geographic Representation by Trustees and Councillors**

SDFA staff asked the Task Force members if a geographic representation a more important consideration, or is representation from the following four standing committees more important: Parks & Environment Committee, the Community Development and Recreation Committee, the Government Management Committee, and the Planning & Growth Committee.

Several Task Force members responded: "Yes, it is a fair representation," while others provided the following comments:

- Generally supportive of the status quo – but an interest in education issues was key point for Trustees; and
- Councillors not unanimous but largely in favour of geographic balance.

## Part 2: Key Areas for Collaboration

The second part of the consultation addressed key areas for Collaboration. Twenty-one priorities were identified by School Boards and City staff as key areas of mutual interest. Each Task Force member was asked to rank each of the areas by circling the "Importance of Collaboration" for the area, and the "Opportunity for Progress" that could reasonably be achieved through collaboration. Additional rows were provided if members wanted to identify other priorities.

The results are presented below in two figures. A table with numerical data is attached as Appendix E, which also includes the full questions; the figures presented here only have abbreviated topic titles. In both tables, the total responses are represented by varying shades from very light gray to black. The darker the bar, the greater the number of members identified the issue as being of higher importance or higher opportunity.

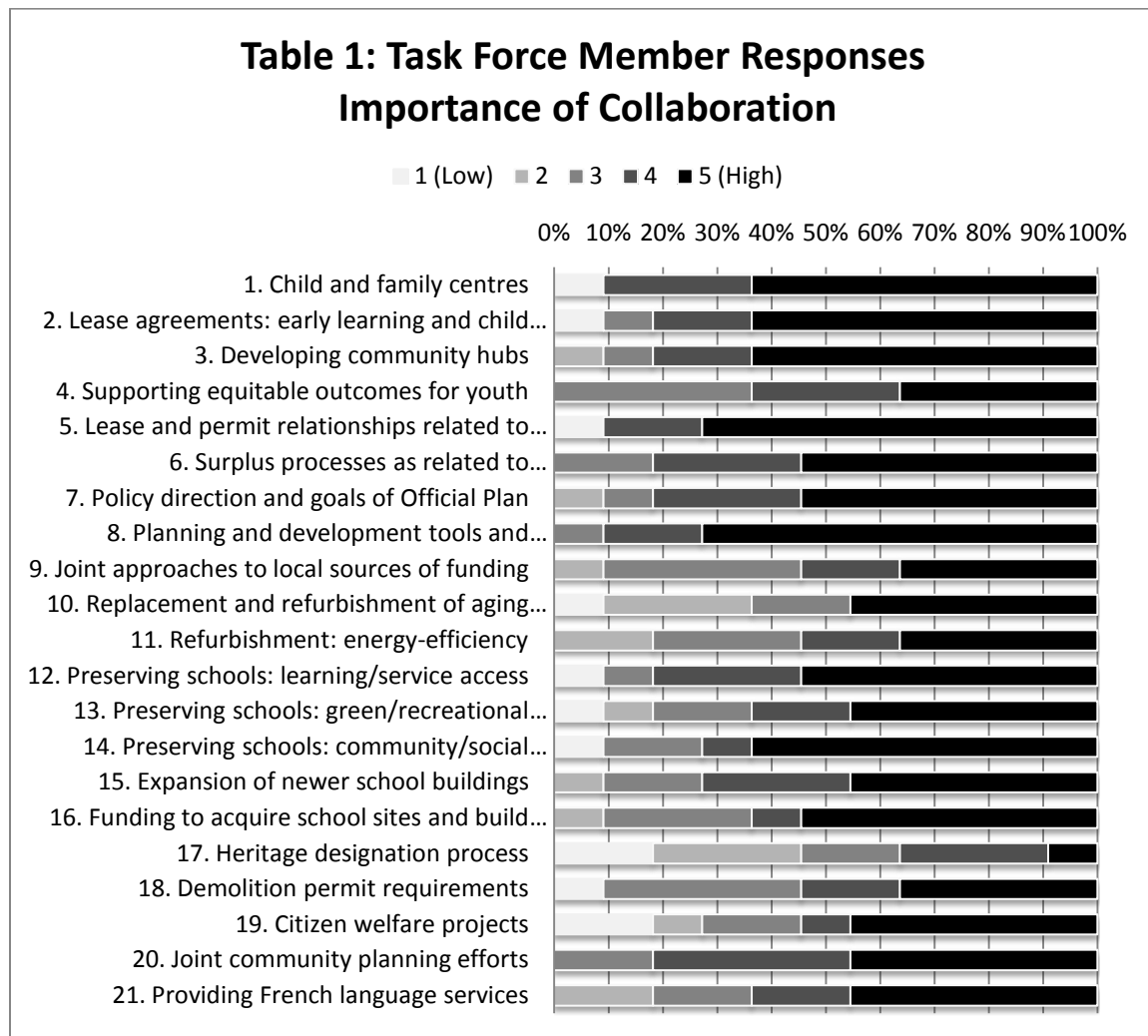


Table 1 shows that almost every area of mutual interest was identified as important by Task Force members. However, the two areas that members identified as being of the greatest interest were streamlining processes related to permits for Parks, Forestry and

Recreation uses and to the City's planning and development approval system. Both Councillors and Trustees expressed strong desire to improve communication and reduce bureaucracy in the relationship between the City and School Boards.

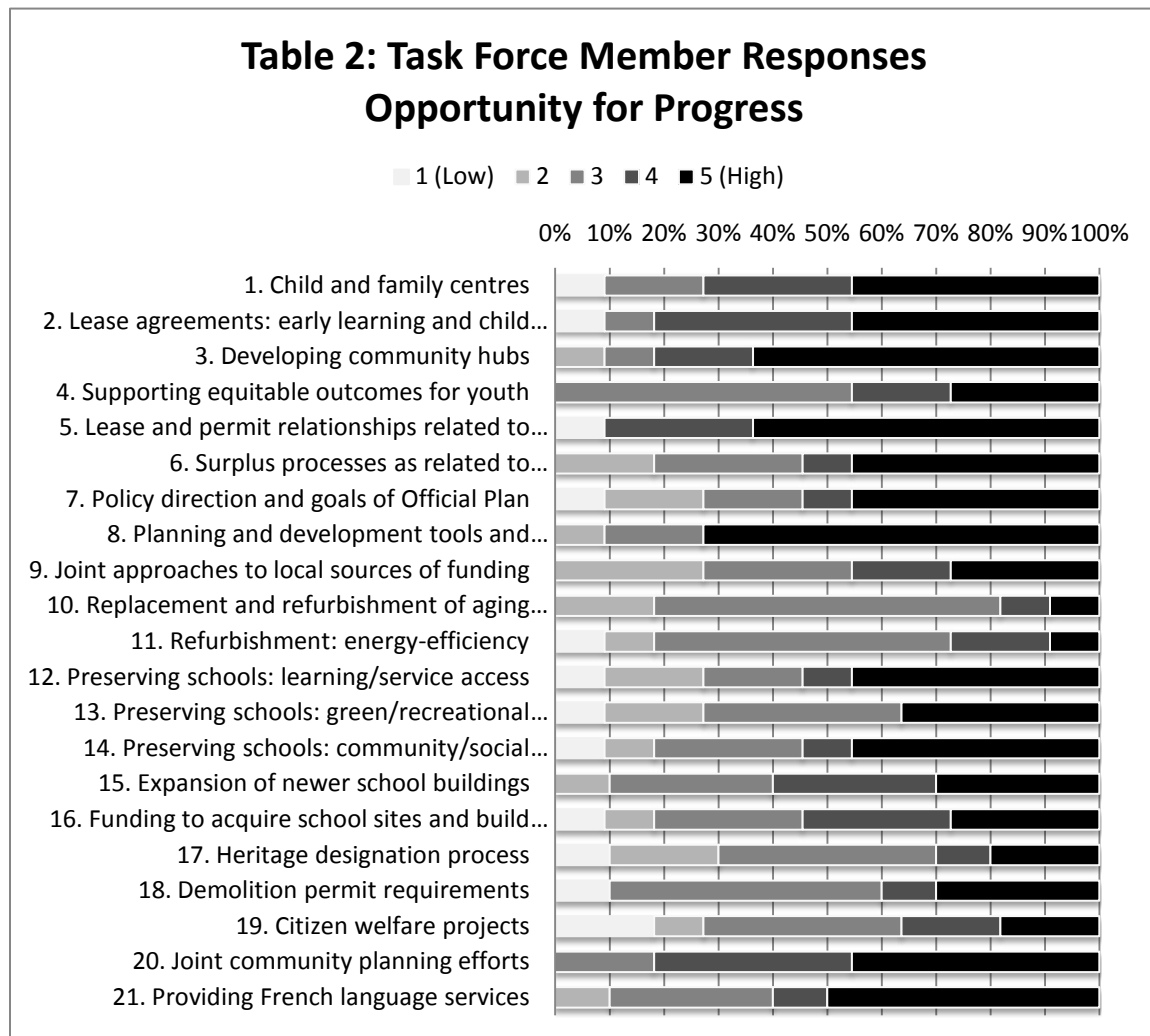


Table 2 shows that when polled about the opportunity to make progress on the City and School Boards' relationships in these areas of mutual interest, members responded with a wider variety of opinions, but still in a generally positive way. Items #5 and #8, the two top ranked priorities, also ranked highly for opportunity for progress.

Several key themes emerge in the Task Force members' responses. There is: (1) high interest in facilitating improved communication around and simplification of policies and procedures, be they for use of school spaces or for development of school properties; (2) optimism about coordinated use of spaces for delivery of services for children and youth; and, (3) a desire to coordinate planning efforts, though there were a variety of opinions on the degree and focus of that engagement.

## **A "Made in Toronto" Solution**

While responses from Task Force members as to the key priorities for collaboration indicate great agreement, there were some different issues raised by Councillor and Trustee members of the Task Force. Trustee Members, as well as School Boards staff consulted in the development of this report, identified delays in receiving planning approvals as a key procedural issue that impacts their ability to replace and refurbish schools. Numerous Councillor Members, as well as consulted City staff, identified Ontario Regulation 444/98 of the Education Act as presenting a significant challenge to the City's ability to develop creative means to preserve public ownership of surplus school buildings.

In the face of broad agreement on the key issues, it is important to focus on a shared path forward. At least one Task Force member made reference to the "Made in Toronto" proposal advanced jointly by the TDSB and the TCDSB in June, 2006 (attached as Appendix F). While published eight years ago, the proposal remains highly relevant to the current situation.

The proposal identifies "intersecting interests" that emerged from the policy environment of the time, an environment which still remains relevant. The interests of the English language School Boards, the City, and the Province are listed and shown to intersect and reinforce one another. The identified interests for School Boards and the City match very closely to many of the priorities identified by Task Force members.

The proposal supports the creation of a working group with representatives from each School Board, the City of Toronto, and the Provincial government to develop and implement a solution that is reflective of the specific needs of Toronto, its residents and its various orders of government.

Such a working group should be a priority activity to improve collaboration between the City and the School Boards. Additionally, this proposal identifies a means by which an ongoing City-School Boards Advisory Committee could engage with the Province with a shared voice. It would also provide for the engagement and participation of the French language School Boards in this initiative. The fact-finding first phase proposed for a working group would also support work identified by the Task Force as key, such as developing an inventory of school fields and indoor permitting uses for the City and all four School Boards.

For these reasons, the proposed Terms of Reference for a Toronto City - School Boards Advisory Committee identifies fostering collaboration on a "Made in Toronto" solution as a key purpose of the committee that Council may establish for the next term.

## **Proposed Terms of Reference**

Task Force members generally agreed that a formal committee similar in structure to the Task Force is a suitable way to improve collaboration and communication between the City and the School Boards. While it was also acknowledged that there are other venues for communication and the sharing of ideas, a formal body was widely viewed as needed.

Staff have reviewed and revised the Task Force Terms of Reference to create a proposed Terms of Reference for a Toronto City - School Boards Advisory Committee (attached as Appendix A). Should City Council decide to establish such an advisory committee, staff are proposing that it not be termed a "Task Force" as this term denotes a body charged with a specific short-term task.

While there was broad support among Task Force members for a formal committee arrangement, there were some concerns expressed by members that cannot be addressed within the City's advisory committee structure. Trustee members of the Task Force were concerned about how their School Boards would be involved in the decision-making process for a City Committee; members from the French School Boards expressed concern that they be allowed to designate a proxy should they not be able to attend, and members expressed concern that non-member Trustees should have the same speaking rights as non-member Councillors during meetings. Members also suggested alternative decision-making processes, namely a consensus-based model, would be a more productive means of making decisions as a committee. Issues such as these cannot be addressed within the procedures of a Council advisory body as proposed. If Council opts to form a City-School Boards Advisory Committee for the 2014 to 2018 term, further consideration will need to be given to how school boards can integrate decisions into their decision-making processes.

The Inter-agency School Boards Staff Team agrees that through the interview process, the Task Force Members provided a framework for the City-School Boards Advisory Committee for the next term of Council. The framework will help to achieve concrete solutions to address procedural issues for collaboration and a guide to focus on key priorities for such collaboration. The continuation of the Inter-agency School Boards Staff Team, the internal City of Toronto School Boards Staff Team, and the opportunity to engage with the Province of Ontario will support the City-School Boards Advisory Committee during the next term of Council.

## **CONTACT**

Fenicia Lewis-Dowlin  
Policy Development Officer  
Social Development, Finance & Administration  
Phone: 416-392-3144  
Fax: 416-392-4976  
E-Mail: [flewisd@toronto.ca](mailto:flewisd@toronto.ca)

**Toronto District School Board**

Carla Kisko  
Associate Director, Finance and Operations  
Tel: 416-397-3188  
Email: carla.kisko@tdsb.on.ca

**Toronto Catholic District School Board**

Angelo Sangiorgio  
Associate Director, Planning and Facilities  
Phone: (416) 222-8282 ext. 2349  
E-mail: angelo.sangiorgio@tcdsb.org

**Conseil scolaire de district catholique  
Centre-Sud**

Réjean Sirois  
Directeur de l'éducation  
Phone: 416-397-6564  
Email: rsirois@csdccc.edu.on.ca

**Conseil scolaire Viamonde**

Gyslaine Hunter-Perreault  
Directrice de l'éducation  
Phone: 416-614-5929  
Email: hunterperreaultg@CSViamonde.ca

**SIGNATURE**

---

Chris Brillinger  
Executive Director  
Social Development, Finance and Administration

**ATTACHMENTS**

Appendix A: City–School Boards Advisory Committee – Proposed Terms of Reference  
Appendix B: Toronto School Boards Task Force Members  
Appendix C: Descriptions of School Boards and City of Toronto  
Appendix D: Toronto School Boards Task Force Member – Questionnaire  
Appendix E: Toronto School Boards Task Force Member – Interview Results  
Appendix F: The “Made in Toronto” Solution – Prepared by TCDSB and TDSB  
Appendix G: Dogs off-leash on School Board and Adjacent City Properties

## **Appendix A**

### **City–School Boards Advisory Committee**

#### **Proposed Terms of Reference**

#### **A. Background:**

The City of Toronto and its local School Boards are partners in serving a shared constituency. From school lands to community service delivery, schools are integral to neighbourhoods. Changes to these physical assets have a considerable effect on local neighbourhoods and city-wide service strategies.

Although staff and political leaders often work together closely, City of Toronto divisions usually work with the Toronto District School Board (TDSB), the Toronto Catholic District School Board (TCDSB) and both French language boards, the Conseil Scolaire de District Catholique Centre-Sud and the Conseil Scolaire Viamonde, at the staff level and on program-specific issues. A coordinated effort to share information and plan collaboratively will provide opportunities for the City of Toronto and School Boards serving Toronto to maximize resources and to minimize negative effects on local communities.

The Toronto City-School Boards Advisory Committee is the product of the City of Toronto – Toronto School Boards Task Force, a City of Toronto advisory body that was struck in 2014. The Task Force was mandated to investigate the most effective means for the City of Toronto and the School Boards that serve Toronto to share information and coordinate strategic directions on matters of mutual interest.

#### **B. Purpose:**

The Toronto City-School Boards Advisory Committee (hereafter referred to as "the Committee") is a means for the City of Toronto (hereafter "the City") and School Boards that serve Toronto (hereafter "the School Boards") to share information and coordinate on strategic direction on matters of mutual interest. A key purpose of this Committee is to foster coordination of the City and the School Boards' roles in developing a "Made in Toronto" solution to address the local needs of the City, the School Boards and the Province of Ontario as they relate to publicly funded schools and related infrastructure.

#### **C. Standing Committee Alignment:**

The Committee will be constituted as a Council advisory body of Toronto City Council and will provide its advice to Council through the Executive Committee.

#### **D. Membership:**

1. The Committee will be composed of elected representatives from the City and the School Boards. The Committee will be composed of up to twelve (12) members in total;
2. Six (6) Members of City Council appointed by City Council, with each of Toronto's four Community Councils represented by at least one Councillor;
3. Two (2) Trustees appointed by the Toronto District School Board;

4. Two (2) Trustees appointed by the Toronto Catholic District School Board;
5. One (1) Trustee from the Conseil Scolaire de District Catholique Centre-Sud;
6. One (1) Trustee from the Conseil Scolaire Viamonde;
7. The School Boards and the City will develop a Memorandum of Understanding, which will identify how decisions from the Committee will integrate into the School Boards decision-making processes;
8. The Chair of the Committee will be a Member of Council appointed by City Council on the recommendation of the Striking Committee, and, at its first meeting or as soon as possible after, the Committee will elect two (2) vice-chairs, one of which shall be a Trustee from the Toronto District School Board, and one of which shall be a Trustee from the Toronto Catholic District School Board.

**E. Term of Office:**

1. The Committee is a time-limited Council advisory body and will sunset at the end of the 2014-2018 term of Council.
2. Members are appointed for the remainder of the 2014-2018 term of Council.

**F. Role and Procedures:**

1. The Committee is an advisory body to City Council.
2. The Committee is not a decision-making body.
3. Any advice or recommendations that require formal action or implementation by City of Toronto staff must be considered by the Executive Committee and approved by City Council.
4. The Committee will meet twice per year at the call of the Chair.
5. The Committee will operate under the rules for committees in Chapter 27 (Council Procedures) of the Municipal Code.
6. All meetings will be governed by the open and closed meeting provisions of the City of Toronto Act.
7. The Social Development, Finance and Administration Division of the City of Toronto will provide policy-related staff support to the Committee, in collaboration with staff from the Toronto District School Board, the Toronto Catholic District School Board, the Conseil Scolaire de District Catholique Centre-Sud and the Conseil Scolaire Viamonde.
8. The City Clerk will provide secretariat support to the Committee. Secretariat support for the City-School Boards Advisory Committee can be provided by the City Clerk's Office within the approved budget.



**Appendix B**  
**Toronto School Boards Task Force Members**

Toronto District School Board	Chris Bolton Cathy Dandy (Vice-Chair)
Toronto Catholic District School Board	Ann Andrachuk (Vice-Chair) Barbara Poplawski
Conseil scolaire de district catholique Centre-Sud	Nathalie Dufour-Séguin
Conseil scolaire Viamonde	Jean-Francois L'Heureux
Toronto City Councillors	Gary Crawford (Chair) Mary Fragedakis Frances Nunziata John Parker Karen Stintz Vincent Crisanti

## **Appendix C**

### **Descriptions of School Boards and City of Toronto**

**Toronto District School Board (TDSB)** is the largest school board in Canada. They serve approximately 259,000 students (172,000 elementary and 87,000 secondary) in almost 600 schools throughout Toronto. In addition, there are 160,000 student enrolled in continuing education programs. The Chair of the Board of Trustees for TDSB is Chris Bolton; he is supported by 23 other publicly elected school trustees, including two student trustees. TDSB is staffed by 17,415 permanent teachers and 15,460 permanent support staff.

**Toronto Catholic District School Board (TCDSB)** is a part of the publicly-funded Catholic education in the Province of Ontario. They serve more than 93,000 students in 201 Catholic schools. The Board employs approximately 10,064 employees, including approximately 6,000 elementary and secondary school teachers, and 3,829 support and administrative staff. The Chair of the Board of Trustees for the TCDSB is Jo-Ann Davis; she is supported by 14 other publicly elected officials, two of which are student trustees.

**Conseil Scolaire Viamonde (CSV)** is comprised of 178 municipalities and extends from Windsor to Trenton, as far south as the Niagara peninsula and as far north as Algonquin park – 30 % of the Canadian population and 35 of 100 of the largest cities in Canada. CSV provides French language education to nearly 10,100 students. The staff is comprised of more than one thousand people, 750 of which are teachers. This board currently serves 46 schools, (32 elementary and 13 secondary). The president of the Board of Trustees is Francois Gratton; he is supported by 12 other publicly elected school trustees, including two student trustees. The conseil scolaire Viamonde territory

**Conseil Scolaire de District Catholique Centre-Sud (CSDCCS)** provides francophone catholic education to more than 15,000 students. This Board serves 54 schools (44 elementary schools and 10 secondary schools) and was established over an area of over 40,000 km<sup>2</sup> that extends from the Niagara Peninsula to Peterborough and Lake Ontario (Toronto) to Georgian Bay. The head office is located in Toronto. The president of the Board of trustees is Nathalie Dufour-Seguin; she is supported by 12 other publicly elected school trustees, including two student trustees.

**City of Toronto** serves a population of approximately 2.79 million residents and currently has approximately 35,000 employees. The City is comprised of four Districts (Toronto & East York, Etobicoke, North York, and Scarborough) and is divided into 44 wards. There are a total of eight Civic Centers serving the City of Toronto, 182 Community Centers, and 52 child care facilities within the City of Toronto. The City of Toronto is governed by City Council, comprised of a publicly elected Mayor and 44 councillors. Rob Ford is the Mayor for the 2010 – 2014 term; Norm Kelly is the Deputy Mayor.

**Appendix D**  
**Toronto School Boards Task Force Member -- Questionnaire**

**The Design of a City-School Boards Advisory Body  
and  
Priorities for Collaboration**

**Interview Date:** \_\_\_\_\_

**Trustee/Councillor's Name:** \_\_\_\_\_

Due to the tight timelines, we would like you to complete the questionnaire (Parts 1 and 2), and bring copies to the interview. At that time, we'll discuss your responses in more detail. This process will allow us to turn-around the results more rapidly.

**Part 1: The design of a City-School Boards Advisory Body**

**Question #1: Establishment of a City of Toronto – Toronto School Boards Task Force (from EX33.16)**

While City Council's meetings are governed by the City of Toronto Act, meetings of Boards of Education are governed by the Education Act. The Task Force was established under § 27-130 of the Toronto Municipal Code as an advisory body reporting to City Council through the Executive Committee as to avoid a potential conflict or confusion as to which Act presides.



Questions	Responses
1.a. Is this a suitable way for the City and the School Boards to share information and coordinate on strategic direction.	
1.b. How could the advisory body structure better feed into the decision-making processes of the School Boards?	
1.c. Do you have other suggestions for ways that the City of Toronto and the four School Boards, which serve Toronto, can more effectively share information	

Questions	Responses
and coordinate strategic direction on matters of mutual interest? (e.g. roundtables, town halls, less formal arrangements.)	

**Question #2: The Chair is a City Councillor and the Vice-Chairs are Trustees from TDSB and TCDSB.**

This seemed a fair way to arrange the roles, but the only actual role of a Vice-Chair is to chair meetings when the Chair is absent. Given that Councillors are more likely to be familiar with City meeting procedures, it might be preferable to have only one Vice-Chair, and for the Vice-Chair to also be a Councillor.

Question	Response
Is the symbolic value of Trustees as Vice-Chairs an important consideration for a Task Force?	

**Question #3: Advisory body membership is balanced between the City and the School Boards.**

Question	Response
Is the current balance of membership, with six City Councillors and six Trustees the best arrangement (Two TDSB Trustees, two TCDSB trustees, one CS Viamonde, and one CSDCCS)?	

**Question #4: A geographic balance of Councillors is represented by ensuring that each of Toronto's four Community Councils has at least one representative on the advisory body.**

Consultations with staff and interested Councillors also produced the suggestion that representation from members of the Parks & Environment Committee, the Community Development and Recreation Committee, the Government Management Committee, and the Planning & Growth Committee is desirable for the Task Force. It was deemed too complicated to require representation from all four Committees in addition to the geographic representation.

Question	Response
Is a geographic representation the more important consideration, or is representation from the four standing committees more important?	

## Part 2: Priorities for Collaboration

The following priorities have been identified by School Boards and City staff as key areas of mutual interest. As a representative of your Board or City Council, please rank each of the areas by circling the "Importance of Collaboration" for the area, and the "Opportunity for Progress" that could reasonably be achieved through collaboration. Additional rows have been provided if you would like to identify other priorities.

	Areas of Mutual Interest	Importance of Collaboration					Opportunity for Progress				
		Low				High	Low				High
1	Managing development of child and family centres	1	2	3	4	5	1	2	3	4	5
2	Strengthening service and lease agreements related to early learning and child care	1	2	3	4	5	1	2	3	4	5
3	Developing community hubs	1	2	3	4	5	1	2	3	4	5
4	Supporting equitable outcomes for youth	1	2	3	4	5	1	2	3	4	5
5	Strengthening lease and permit relationships related to Parks, Forestry and Recreation use (schools/pools)	1	2	3	4	5	1	2	3	4	5
6	Surplus processes as related to parkland and other uses	1	2	3	4	5	1	2	3	4	5
7	Weighing the use and potential re-use of school board properties against the policy direction and goals of the City's Official Plan	1	2	3	4	5	1	2	3	4	5
8	Employing the City's planning and development tools (such as the zoning by-law, Section 37, etc.), and related processes and procedures (development approvals process, permit and application fees) in a timely, mutually agreed to and strategically sound manner	1	2	3	4	5	1	2	3	4	5
9	Joint approaches to responsible use of local sources of funding	1	2	3	4	5	1	2	3	4	5
10	Replacement and refurbishment of aging active schools that are physically deteriorating	1	2	3	4	5	1	2	3	4	5
11	Refurbishment and retrofitting of schools with modern energy-efficient systems and designs	1	2	3	4	5	1	2	3	4	5
12	Preserving schools operating in existing neighbourhoods as learning institutions for local residents and access points for other community services	1	2	3	4	5	1	2	3	4	5
13	Preserving schools so that the fields can be used as green or recreational space	1	2	3	4	5	1	2	3	4	5
14	Preserving schools so that the buildings can be used to house community and social activities and services	1	2	3	4	5	1	2	3	4	5
15	Expansion of newer school buildings that are serving a growing student population	1	2	3	4	5	1	2	3	4	5
16	Funding to acquire school sites and build schools in growth areas in Toronto, not now provided by the provincial education funding model	1	2	3	4	5	1	2	3	4	5
17	Heritage designation process for school properties	1	2	3	4	5	1	2	3	4	5
18	Demolition permit requirements for institutional sites	1	2	3	4	5	1	2	3	4	5
19	Enhanced collaboration on citizen welfare projects (such as nutrition or transportation)	1	2	3	4	5	1	2	3	4	5
20	Improved partnership and communication for joint community	1	2	3	4	5	1	2	3	4	5

	Areas of Mutual Interest	Importance of Collaboration					Opportunity for Progress				
		Low		High			Low		High		
	planning efforts										
21	Providing French language services to meet the needs of Toronto's Francophone community	1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5
		1	2	3	4	5	1	2	3	4	5

If you have any questions as you complete this form, please contact:

Fenicia Lewis-Dowlin  
Policy Development Officer  
Social Development, Finance, and Administration  
City of Toronto  
flewisd@toronto.ca  
416-392-3144

**Appendix E**  
**Toronto School Boards Task Force Member Interview Results**

	Areas of Mutual Interest	Importance of Collaboration					Opportunity for Progress				
		Low		High			Low		High		
		1	2	3	4	5	1	2	3	4	5
1	Managing development of child and family centres	9%	0%	0%	27%	64%	9%	0%	18%	27%	45%
2	Strengthening service and lease agreements related to early learning and child care	9%	0%	9%	18%	64%	9%	0%	9%	36%	45%
3	Developing community hubs	0%	9%	9%	18%	64%	0%	9%	9%	18%	64%
4	Supporting equitable outcomes for youth	0%	0%	36%	27%	36%	0%	0%	55%	18%	27%
5	Strengthening lease and permit relationships related to Parks, Forestry and Recreation use (schools/pools)	9%	0%	0%	18%	73%	9%	0%	0%	27%	64%
6	Surplus processes as related to parkland and other uses	0%	0%	18%	27%	55%	0%	18%	27%	9%	45%
7	Weighing the use and potential re-use of school board properties against the policy direction and goals of the City's Official Plan	0%	9%	9%	27%	55%	9%	18%	18%	9%	45%
8	Employing the City's planning and development tools (such as the zoning by-law, Section 37, etc.), and related processes and procedures (development approvals process, permit and application fees) in a timely, mutually agreed to and strategically sound manner	0%	0%	9%	18%	73%	0%	9%	18%	0%	73%
9	Joint approaches to responsible use of local sources of funding	0%	9%	36%	18%	36%	0%	27%	27%	18%	27%
10	Replacement and refurbishment of aging active schools that are physically deteriorating	9%	27%	18%	0%	45%	0%	18%	64%	9%	9%
11	Refurbishment and retrofitting of schools with modern energy-efficient systems and designs	0%	18%	27%	18%	36%	9%	9%	55%	18%	9%
12	Preserving schools operating in existing neighbourhoods as learning institutions for local residents and access points for other community services	9%	0%	9%	27%	55%	9%	18%	18%	9%	45%
13	Preserving schools so that the fields can be used as green or recreational space	9%	9%	18%	18%	45%	9%	18%	36%	0%	36%
14	Preserving schools so that the buildings can be used to house community and social activities and services	9%	0%	18%	9%	64%	9%	9%	27%	9%	45%

	Areas of Mutual Interest	Importance of Collaboration					Opportunity for Progress				
		Low		High			Low		High		
		1	2	3	4	5	1	2	3	4	5
15	Expansion of newer school buildings that are serving a growing student population	0%	9%	18%	27%	45%	0%	10%	30%	30%	30%
16	Funding to acquire school sites and build schools in growth areas in Toronto, not now provided by the provincial education funding model	0%	9%	27%	9%	55%	9%	9%	27%	27%	27%
17	Heritage designation process for school properties	18%	27%	18%	27%	9%	10%	20%	40%	10%	20%
18	Demolition permit requirements for institutional sites	9%	0%	36%	18%	36%	10%	0%	50%	10%	30%
19	Enhanced collaboration on citizen welfare projects (such as nutrition or transportation)	18%	9%	18%	9%	45%	18%	9%	36%	18%	18%
20	Improved partnership and communication for joint community planning efforts	0%	0%	18%	36%	45%	0%	0%	18%	36%	45%
21	Providing French language services to meet the needs of Toronto's Francophone community	0%	18%	18%	18%	45%	0%	10%	30%	10%	50%

Additional areas of mutual interest identified by Task Force members (all three listed as high priority (Score=5) and high opportunity (Score=5) by their proposing members):

- Review processes for site plan review for school board
- Minimize obstacles for boards to acquire permits, site plans, and approvals to build or retrofit the schools.
- Regulation 444/98



**Appendix F**  
**The “Made in Toronto” Solution – Prepared by TCDSB and TDSB**

**TORONTO CATHOLIC DISTRICT  
SCHOOL BOARD**

**TORONTO DISTRICT  
SCHOOL BOARD**

**THE “MADE IN TORONTO” SOLUTION**

**JUNE 21, 2006**



### **The “Made in Toronto” Solution**

The Toronto School Boards are proposing changes to the provincial school capital funding formula and an agreement with the City of Toronto which would permit the use of school facilities for community activities on a broader basis: school facilities would be used for childcare, senior programs, community and sport activities, and could include community health care centres, libraries and field offices where space is available.

The School Boards hold approximately 5% of the land in the City of Toronto in over 800 locations. The School Boards also bring capital, facility renewal and operating funds. The City has its own Capital and Program funds. The City’s ability to reach into every community is limited compared to that of the Boards, and could never be duplicated. An integrated approach to long term renewal and building would enable all parties to achieve their long term goals.

There is no attempt to have the City assume any of the costs related to education, which is a provincial responsibility. Rather the City will, in partnership with the Boards, would pool their resources in order to provide better multi-purpose facilities to the community. The Boards would get new facilities and the City’s residents would get access to the facilities they need and want in the communities in which they live.

The Province would be expected to provide an appropriate level of school renewal funding and new construction support. The provincial school capital funding formula would need to be modified to provide for “review area” approach in determining both the eligibility for Education Development Charges and New Pupil Place grants. In other words, if a School Board has excess enrolment in a review area, it would be eligible both for New Pupil Place Grants and to levy EDCs regardless of its possible excess capacity elsewhere. The EDCs would need to be eligible for use in acquiring land and also for renewal and new construction.

The school boards recognize that in an intensive urban environment like Toronto, school sites are considered by most people to be a form of park. The School Boards will be looking to sell surplus school sites at fair market value to use the proceeds for new facilities. If the City wants to retain the surplus sites as green space or for other public purposes, then either the Province or the City will need to ensure that the School Boards receive the underlying real estate value of any school board land. This could be achieved through the sale of transferable density rights.

This would be an equal partnership. The Boards are bringing as much if not more than the City to the table. There are number of planning and approval issues that would need to be worked out after agreement in principle was reached. When it comes to school facilities, lands and programs, it is important to remember that, as education is a provincial responsibility, the City has no rights to these facilities or their lands without the Boards’ agreement.

It is projected that the aging facility stock of the Boards could be rebuilt over the next 15 years using this approach while the communities and residents get the facilities they require.



**JOINT PROPOSAL FROM THE TORONTO DISTRICT  
SCHOOL BOARD AND THE TORONTO CATHOLIC  
DISTRICT SCHOOL BOARD**

**Renewing Toronto Schools, integrated within the community as hubs of learning.**

The two School Boards believe an historic opportunity exists to work in partnership with municipal and provincial governments to develop a new model of community schools, a model in which schools will achieve their potential as learning centres at the hub of the community.. The School Boards recognize that schools are important places for community services and events. Apart from the use of school sites for recreational purposes, many schools already have daycare centres in them. Some house other public services.

In an intensive urban environment like Toronto, school sites are considered by most people to be a form of park and, regardless of the use of the school on a site, the community believes that the facility should be available to the public.

The School Boards want to engage the City of Toronto and the Province in a discussion of the ways in which new and rebuilt schools can be learning centers at the hub of communities, linking to other community services and their infrastructures. The School Boards have been discussing a number of co-operative ventures. But for this idea to really take flight, we need the City and the Province to join us, to rebuild schools and community infrastructures.

This proposal raises the prospect of a win-win-win solution. The City and the School Boards face challenges that do require unique solutions. The Province recognizes the unique needs of Toronto, and the critical role that schools play in community life. The City of Toronto and the people of Toronto stand to benefit from this new vision of schools and community infrastructure.

We propose the establishment of a working group with representatives from each School Board, the City of Toronto and the Provincial Government to develop and implement a “made in Toronto” solution that addresses the local needs of all three levels of government as they relate to publicly funded schools and community service infrastructure.

The Backgrounder quotes the various public pronouncements by City, the Ministry of Municipal Affairs and Housing, and the Ministry of Education that set out the public policy basis for this approach.

The interests of the City of Toronto include the need:

- to preserve existing schools so that the fields can be used as green or recreational space.
- to preserve publicly funded schools operating in existing neighbourhoods as learning institutions for local residents and access points for community integrated services;
- to prevent re-development of surplus school sites and the loss of green space..

The School Boards support the City's interests, provided that we have the financial resources to operate and maintain the schools and school sites to the high standards demanded by the communities we serve.

The School Boards face a number of challenges over the next 15 years:

- the need to replace and refurbish aging active schools that are physically deteriorating and to refurbish and retrofit schools with modern energy-efficient systems and designs;
- the need to preserve schools operating in existing neighbourhoods as learning institutions for local residents and access points for other community services;
- the need to preserve schools so that the fields can be used as green or recreational space;
- the need to expand newer school buildings that are serving a growing student population;
- the need for funds to acquire school sites and build schools in growth areas in the City of Toronto, not now provided by the provincial education funding model.

The School Boards see a number of options for addressing these mutual needs that the working group should explore. Some of these will require provincial legislation.

The solutions are a combination of:

- multi-purpose operating agreements and joint ventures;
- provincial grants;
- education development charges and development levies;
- the redevelopment, lease, and/or sale of surplus properties and transferable development rights;
- a streamlined and coordinated approach to addressing education and school matters within the planning process in the City including a "single window" protocol for addressing school matters.

There may be other solutions too.

This Joint Proposal offers each level of government a return on its investment exceeding the benefits it could hope to achieve by continuing to pursue unilateral or bilateral policy options. The result of this cooperation and coordination will be a better City for the citizens of Toronto.

## THE PROPOSAL

The School Boards propose that a Working Group be created with representatives from each of them, the City of Toronto and the Ministries of Education and Public Infrastructural Renewal to develop and implement a “made in Toronto” solution that addresses the local needs of all three levels of government as they relate to publicly funded schools and to related infrastructure. The Working Group would be convened by beginning of September at the latest, and would work towards the following steps:

- ☐ Phase 1 – fact finding – completion by the end of September
- ☐ Phase 2 – potential pilot projects – should dove-tail with the school boards’ long term plans
- ☐ Phase 3 – selecting appropriate options
- ☐ Phase 4 – formalization - written report / agreement
- ☐ Phase 5 – implementation

This will allow the Working Group to make recommendations on the necessary inclusion or amendment of provisions in the new *City of Toronto Act*.

To help the Working Group function, it may be advisable to appoint a neutral third party as facilitator. It would be preferable to have someone who is familiar with education and municipalities, and who also has the confidence of the Provincial Government, and particularly the Premier and the Minister of Education.



**JOINT PROPOSAL FROM THE TORONTO DISTRICT  
SCHOOL BOARD AND THE TORONTO CATHOLIC  
DISTRICT SCHOOL BOARD**

**BACKGROUNDER**

The two School Boards believe an historic opportunity exists to work in partnership with each other and the municipal and provincial governments to develop an integrated model of school and community service infrastructure, a model in which schools will achieve their potential as learning centres and community hubs.

The School Boards recognize that schools are important places for community services and events. Apart from the use of school sites for recreational purposes, many schools today have daycare centres in them. Some house other public services.

In an intensive urban environment like Toronto, school sites are considered by most people to be a form of park and, regardless of the use of the school on a site, the community believes that the facility should be available to the public.

The School Boards want to engage the City of Toronto and the Province in a discussion of the ways in which new and rebuilt schools can be learning centres at the hub of the community linked to other community services and their infrastructure. The School Boards have been discussing a number of co-operative ventures. But for this idea to really take flight, we need the City and the Province to join us.

**I. EXECUTIVE SUMMARY**

We propose the establishment of a working group with representatives from each School Board, the City of Toronto and the Provincial Government to develop and implement a “made in Toronto” solution that addresses the local needs of all three levels of government as they relate to publicly funded schools and community service infrastructure.

The Working Group would lead the initial steps in this new vision, by exploring options for a joint approach to the responsible use of local sources of funding, recognizing:

- ☐ the need to replace and refurbish aging active schools that are physically deteriorating, and to refurbish and retrofit schools with modern energy-efficient systems and designs;
- ☐ the need to preserve schools operating in existing neighbourhoods as learning institutions for local residents and access points for other community services;
- ☐ the need to preserve schools so that the fields can be used as green or recreational space and the buildings used to house community and social activities and services;
- ☐ the need to expand newer school buildings that are serving a growing student population;

- the need for funds to acquire school sites and build schools in growth areas in the City of Toronto, not now provided by the provincial education funding model;

## **II. POLICY BACKGROUND**

There are various public pronouncements by City, the Ministry of Municipal Affairs and Housing, and the Ministry of Education that set out the public policy basis for this approach.

Motion J(24) of City Council, provided among other things:

NOW THEREFORE BE IT RESOLVED THAT Council request the Ontario Minister of Public Infrastructure Renewal and the Minister of Education to bring forward appropriate policies, tools, and funding mechanisms to allow the school boards in the City of Toronto to respond to planned urban intensification in Toronto and provide an appropriate level of school facilities to serve students in the neighbourhood where they live.

AND BE IT FURTHER RESOLVED THAT Council request the Toronto District School Board and the Toronto Catholic District School Board to advise the City of Toronto what is needed to be able to respond to planned urban intensification in Toronto, and provide an appropriate level of school facilities to serve students in the neighbourhood where they live, so that the City of Toronto may assist in encouraging the Province of Ontario in providing appropriate policies, tools, and funding mechanisms.

This motion is important for a number of reasons. First, it shows that City Council is aware of the great difficulties that the School Boards have in providing adequate school facilities throughout the City of Toronto. Second, City Council recognizes that it must be a participant in the efforts of the School Boards to address their needs. Finally, the motion recognizes that the Ontario Government must also be an active participant if solutions are to be found. The School Boards welcome this motion of City Council. It reflects a profound understanding, one that we share, about the importance of schools to communities. This understanding is reflected in a number of places.

### **The City's New Official Plan**

The City's new Official Plan provides in s. 3.2.2.:

For the City and local agencies to deliver services and meet community needs, they require ready access to community service facilities such as community and recreation centres, arenas, community health clinics, community gardens and publicly funded schools and libraries, located across the City and within neighbourhoods.

City Council approved the following policies for the new Official Plan:

2. Keeping surplus schools for community service purposes will be pursued where the need for such facilities has been identified as a priority. Where this is not feasible, alternate uses of closed schools must be compatible with the surrounding neighbourhood and should provide City residents with continued access to school playgrounds and playing fields.
3. Shared use of multi-service facilities will be encouraged. Shared use of municipal and/or school facilities, places of worship and lands for community service purposes will be particularly encouraged. The addition of other uses on school sites, including other community service facilities, residential units or office space, is permitted provided all uses can be adequately accommodated.
4. Council recognizes that schools are an integral community resource that serve not only as learning institutions but also as socio-cultural centres and a source of valuable community open space. The City will encourage and promote the shared use of schools, parks and public open space. The City will consider



### **III. INTERSECTING INTERESTS**

In light of the policy statements outlined above, it is clear that the School Boards, the City and the Province have intersecting interests.

#### **The Interests of the School Boards**

The School Boards welcome the commitment to local schools reflected in these statements, which together constitute an inspiring vision. But we need help if we are to play the active and important role that this vision calls us to play. The goals of all levels of government are clear, but the means of achieving them are not.

The School Boards have common interests and problems:

- ☐ the need for money to acquire school sites and build schools in growth areas in the City of Toronto, not now provided by the provincial education funding model.
- ☐ the need to replace and refurbish aging active schools that are physically deteriorating.
- ☐ the need to refurbish and retrofit schools with modern energy-efficient systems and designs
- ☐ the need to expand newer school buildings that are serving a growing student population
- ☐ in recognition of these needs, the school boards have a number of joint ventures under way, which depended on the provincial funding model to provide cash flow.
- ☐ the School Boards have some surplus facilities that are not appropriate for use by students, and which may be suitable for disposition or for other public sector uses.

#### **The Interests of the City of Toronto**

The City of Toronto has well recognized interests:

- ☐ to preserve existing schools so that the fields can be used as green or recreational space and the buildings used to house community and social services;
- ☐ to preserve publicly funded schools operating in existing neighbourhoods as learning institutions for local residents and access points for other community services;
- ☐ to prevent re-development of surplus school sites.

The School Boards support the City's interests, provided they have the financial resources to operate and maintain their schools and school sites to the high standards demanded by the communities they serve.



## **The Interests of the Province of Ontario**

The Province has well recognized interests:

- ☐ ensuring our schools are safe, modern and conducive to a proper learning environment;
- ☐ ensuring all children have access to adequate programs and facilities including, for example, gyms, pools and computer rooms, regardless of their parents' economic situation;
- ☐ keeping good schools open;
- ☐ encouraging the efficient development of public infrastructure.
- ☐ In addition, the Province has already recognized in a number of different ways that Toronto is unique and often requires unique solutions and approaches.

We believe that these principles encourage the Province to participate in this Proposal.

The School Boards support the Province's position that closing local schools as a prerequisite to funding renewal or new capital projects is not a good or viable policy option. The School Boards also recognize that the Province cannot fund all of the costs associated with meeting their local needs for acquiring school sites and constructing, refurbishing and maintaining school buildings.

## **IV. ADDRESSING THE NEEDS**

In addition to looking at new ways to build or rebuild schools to ensure that they better meet the needs of their communities, the School Boards want to work with the province and the City of Toronto to examine new sources of funding for new school sites and construction, and agree that only a multi-faceted approach will work to meet this challenge. We believe that the solution to the problem of raising the funds needed to capital renewal and development could include a combination of options. Key sources of additional funds include the following:

1. multi-purpose operating agreements and joint ventures
2. provincial grants;
3. education development charges and development levies;
4. redevelopment, lease, and/or sale of surplus properties and transferable development rights.

### **1. Multi-purpose Operating Agreements and Joint Ventures**

**Multi-purpose operating agreements and joint ventures among all levels of government are an essential element of any solution.** The purchase, construction and maintenance of schools and school sites are the responsibility of the School Boards. However, the reality is that both the City and the Province rely on school facilities to deliver other community services to local

residents. Pools and schoolyards are prime examples of multi-use school facilities that are relied on heavily by the municipal government. There are outstanding examples of multi-purpose operating agreements and joint ventures in the City. It is critical that the City and the Province participate in such ventures with the School Boards so that we can together develop a new model of community schools, a model in which schools will achieve their potential as community facilities.

## **2. Provincial Grants**

**Provincial grants are an essential element of a solution.** The provincial education funding model provides funding for new school construction where there is an excess of enrolment over capacity, measured on a board-wide basis. This approach ignores the fact that the Toronto School Boards are experiencing growth in some areas while experiencing declining enrolment in other areas that are not reasonably accessible.

The “distant schools allocation” in the funding model provides capital grants where the nearest elementary school is 8 km. away by road and the figure for secondary schools is 32 km; these distances have no practical application in an urban setting. A review area approach to the determination of capacity and enrolment would better match capital grants and enrolment. Further, the model does not provide capital grants for the Boards because it inappropriately defines much of the space used in schools as being surplus.

The construction benchmarks do not provide sufficient funds to build school spaces in the Toronto construction market.

## **3. Education Development Charges**

**Education Development Charges (EDCs) are an essential element of a solution.** EDCs are a significant resource for the TCDSB, but the TDSB is not currently eligible for EDCs because the eligibility trigger requires an excess of enrolment over capacity measured on a board-wide basis. This trigger is conceptually flawed as noted in the previous section. The trigger should utilize a review area approach to the determination of capacity and enrolment.

The TCDSB has EDCs in place, but these are not sufficient to purchase the school sites that it needs to accommodate future growth and the students now housed in portables because the previous provincial government did not provide grant funding for new school sites. Even when the sites are purchased there are no NPP grants to build the schools. In any event, EDCs can only be used to purchase school sites and cannot be used for construction.

## **4. Development Levies**

**Development levies are an essential element of any solution.** Development levies have been used by the Boards throughout the City to provide school sites and funds for school buildings where the provincial funding model falls short. Rather, they result from negotiations between the School Boards, the City and developers. Commonly, a levy agreement will include a condition that the funds must be applied to a specific purpose in a particular location.



## **5. Disposition of Surplus Property and Development Rights**

**Creative sources of revenue are an essential part of a solution.** The City of Toronto wishes to discourage the sale of surplus school properties, believing that they should remain in public hands as open space and to provide facilities for social services. The School Boards support this goal, but have a duty to treat their surplus properties as a potential source of capital funds. Rather than pursuing the outright sale of school sites, the School Boards view leasing, shared-spaced arrangements, and redevelopment or land-swaps as preferable options in many cases. These options are beneficial for the City and the Province because they preserve valuable green space and other facilities for community use. The City and the Province can play a valuable role by facilitating the processes involved in finalizing creative agreements between various parties. For example, community agencies that want to lease space may require a guarantor to obtain funding for long term leases or leasehold improvements, or a developer may require rezoning in order to swap a parcel of land with a School Board. The creation of transferable development rights such as density transfers and bonuses could permit a School Board to sell or transfer development rights to other properties within the City as an additional source of funds. In some circumstances this type of density transfer system may allow the School Boards to realize the development potential from school sites that the City does not want to see redeveloped.

## **6. A ‘Single-Window’ Approach**

A streamlined and coordinated approach to addressing education and school matters within the planning process in the City would be a significant step towards implementing some of the options identified in this proposal. The current planning process, with multiple steps required at various stages, is inefficient and results in unnecessary delays. Creating a “single window” protocol for addressing school matters would allow all levels of government to more efficiently realize the benefits available by using the new tools proposed in this Joint Proposal.

## **V. CONCLUSION**

**The School Boards propose a coordinated effort to identify and manage local funding sources to support and maintain school facilities in Toronto. This will be mutually beneficial to all levels of government because it will maximize the positive impact of their policies.**

A concerted effort to respond to the issues raised in this Joint Proposal, although complex, will offer each level of government a return on its investment exceeding the benefits it could hope to achieve by continuing to pursue unilateral or bilateral policy options. The result of this cooperation and coordination will be better service for the citizens of Toronto.

## **VI. THE PROPOSAL**

The School Boards propose that a Working Group be created with representatives from each of them, the City of Toronto and the Ministries of Education and Municipal Affairs and Housing to develop and implement a “made in Toronto” solution that addresses the local needs of all three levels of government as they relate to publicly funded schools and to related infrastructure. The School Boards want to engage the City of Toronto and the Province in a discussion of the ways in which schools can form hub facilities for community activities, services and resources. The

Working Group will lead the initial steps in this new vision, by exploring options for a joint approach to the responsible use of local sources of funding.

The Working Group would have three stages to its work. In the first stage it would conduct a fact finding exercise, setting out the current situation for each of the interested parties and their needs in light of current and future circumstances. The second stage would involve developing a set of options for a Toronto solution that addresses the interests of the parties. The third stage would involve making recommendations for implementation that would fold into the political process.

To help the Working Group function, it is advisable to appoint a neutral third party as facilitator. It would be preferable to have someone who is familiar with education and municipalities, and who also has the confidence of the Provincial Government, and particularly the Premier and the Minister of Education.



### TCDSB QUICK FACTS

<b>Operating</b>		
<b>Schools:</b>	Elementary	168
	Secondary	33
	<b>Total</b>	<b>201</b>
<b>Buildings</b>		
		223
<b>Acreage in</b>		
<b>Toronto:</b>	Schools	851.7
	Surplus/Closed	
	Schools	64.3
	Vacant sites	29.37
Acreage outside GTA		14
<b>Total</b>		
<b>acreage:</b>		<b>959.37</b>
<b>Average elementary site</b>		
		3.3
<b>Average secondary site</b>		
		7.69
<b>Number of permit hours</b>		
		140,449
<b>Number of participants</b>		
		3,212,855
<b>Number of permits &amp; bookings</b>		
		62,549



### Quick Facts

<b>Operating Schools:</b>	Elementary	473 (JK to Gr.8)
	Secondary	114
	<b>Total</b>	<b>587 (in 559 buildings)</b>
<b>Buildings:</b>		<b>649</b>
<b>Acreage in</b>		
<b>Toronto:</b>	Operating Schools	3,642.24
	Closed Schools	201.11
	Vacant Sites-12 no bld.	87.96
	Outdoor Educ. Facilities	
	Operating OE	1,145.42
	Closed OE	705.22
	<b>Total</b>	<b>5781.95</b>
<b>Average elementary site:</b>		5 Acres
<b>Average secondary site:</b>		9 Acres
<b>Number of permit hours:</b>		<b>582,735</b>
<b>Number of permits &amp; bookings:</b>		<b>138,799</b>

## **Appendix G**

### **Dogs off-leash on School Board and Adjacent City Properties**

Off-leash dogs on School Board and adjacent City properties create safety and nuisance issues including incidents of dog bites, dogs off-leash with no owner present, and uncollected dog waste.

Toronto Municipal Code, Chapter 349, Animals and Chapter 608, Parks requires that dogs in public spaces be on a leash at all times unless they are in a designated off-leash area. Municipal Standards Officers and Animal Care and Control Officers in the Municipal Licensing and Standards Division are responsible for enforcing these by-laws.

Parks, Forestry, and Recreation (PFR) is responsible for approving requests for off-leash areas in public parks based on location criteria established in the People, Parks and Dogs Off-Leash Policy. Off-leash areas in parks adjacent to schools are not considered suitable due to health and safety concerns.

School Board sites are private properties. They use either in-house or contracted security to monitor their buildings and green spaces. The security personnel operate during the day and not after school hours when the property is available to the public. Both School Boards have identified that these security resources are insufficient when it comes to responding to off-leash issues on their properties.

Municipal Standards Officers and Animal Care and Control Officers do not have the authority under the Trespass to Property Act to enter private property. However, they have the authority to enforce unleashed dogs on City properties that are adjacent to TDSB buildings and green spaces. Under Toronto Municipal Code, Chapter 349 (12), Dogs at Large, Animal Control Officers respond to dogs off-leash on City right-of-ways or boulevards. Municipal Standards Officers enforces unleashed dogs on City parks as per Chapter 608-341A (1), Parks.

Issues relating to dogs in parks have increased the demand for enforcement and challenged the capacity of the City to respond. Municipal Licensing and Standards requires additional resources to meet its enforcement needs.

The School Boards, Municipal Licensing and Standards and Parks, Forestry and Recreation continue to explore opportunities to address dogs off-leash on School Board and adjacent City properties. This includes the City obtaining permission to enter school property to enforce City by-laws and more collective resources to increase enforcement. Public education will be a key component to ensure that residents of Toronto understand the City's by-laws.