



Date of Meeting: 2018 APRIL 10
Item #:

REPORT TO:	<input type="checkbox"/> Administrative Council <input type="checkbox"/> Program and School Services Advisory Committee
	<input type="checkbox"/> Policy Working Committee <input checked="" type="checkbox"/> Planning and Priorities Advisory Committee
	<input type="checkbox"/> Board <input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Holding Zones and Holding Schools Summary Report
PRESENTED BY:	Susan Mark, Superintendent of Facility Services and Capital Planning Brooke Moore, Planning Coordinator Danielle Kettle, Planning Analyst Lara Cutler, GIS/Planning Technician
PRESENTED FOR:	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):	
Purpose:	<p>To review TVDSB Holding Zones and discuss the use of Holding Zones as a planning tool to manage student accommodation in areas of intense new residential development.</p> <p>Trustees requested further information on the following:</p> <ul style="list-style-type: none"> • Advantages and disadvantages • Application in rural and urban settings • Other school boards use • History of growth and the use of Holding Zones within the TVDSB • Timeline of TVDSB Holding Zones existence • Residential growth timelines • Students / community / capital accomplishments through the use of Holding Zones
Content:	<p>Sustainable and appropriate accommodation of students is an important priority for the TVDSB. It is in the best interest of students to maintain school populations that support a range of opportunities in programming, extracurricular activities and services. In both rural and urban schools, shifting demographics can often result in schools with significant empty pupil places leading to fewer opportunities for students. In comparison, schools within newer subdivisions that cater to young families often experience over capacity issues. The pace of residential development can vary between urban and rural areas, although the outcome of student yield can be very similar. In either case the TVDSB is faced with the uneven distribution of students in some areas. Through the long term accommodation process, school closures in areas of declining enrolment and future capital funding for additional capacity in areas of growth may be necessary.</p> <p>TOOLS AVAILABLE TO ADDRESS ACCOMMODATION PRESSURES</p> <p>TVDSB utilizes three tools to address accommodation pressures: Holding Zones, Pupil Accommodation Reviews (PAR), and Attendance Area Reviews (AAR). The timing of when and how these procedures may be used will vary depending on the official plans of municipalities, the historical and projected enrolment of a school's student population and the condition of a school facility.</p> <p>In order to address accommodation pressures that schools face in areas of intense residential growth, Holding Zones are created consistent with the TVDSB <i>Holding Zones and Holding</i></p>

Schools procedure (4015d). The purpose of a Holding Zone is to allow for a viable learning environment by moderating enrolment pressure through the timeframe that a subdivision is being built. Holding Zones are designated before any residential development has commenced in order to avoid the displacement of existing students. The students within a holding zone are an active and vibrant part of the holding school's community. The geographic identification as Holding Zone provides clarity to those families, that they may be permanently accommodated elsewhere in the future. Students attend schools which have appropriate space to accommodate them, until the area reaches a critical mass of students, to warrant an addition or new school through Board and Ministry approval.

To determine the viability of a PAR or AAR for the purpose of accommodating growth Administration must analyze the information to determine which review may be more suitable. The outcome of both processes is to harmonize the enrolment and capacity of all schools within the identified area.

The PAR process is utilized when a school closure is being contemplated. Students would then be relocated from the closing school to existing school(s) which has sufficient capacity or requires additional capacity to educate additional students, or in some circumstances may require a new school be built.

The AAR process is used to modify attendance areas. Students are redirected from an existing school and designated to other schools in order to "right size" the school's capacity with the enrolment. This process is best suited for stable student populations that are not evenly distributed within an area.

Public consultation is required in order to permanently accommodate students from a Holding Zone. A PAR or AAR would be required once a substantial amount of TVDSB students have materialized in the Holding Zone.

In the case of new residential development, the student population increase has not yet materialized but would be projected as the new development progresses. Conducting an AAR prior to students materializing, will not right size the schools in the long term and will require additional future reviews. This will result in the multiple disruptions of students, create program pressure at over capacity schools and require a large number of portable classrooms on site for an extended period of time. If there is residential growth, a plan must be established to ensure that growth can be accommodated appropriately over the long term.

LONG TERM PLANNING

TVDSB assesses long term accommodation plans by reacting to, and incorporating the planning direction outlined in the Official Plans of Municipalities. Both rural and urban official plans provide: details of land use designation, upgrades to municipal services and the location of future settlement areas. The shared goal is to accomplish economic richness, sustained infrastructure, environmental responsibility and viable communities.

Long term planning allows for school boards to work with municipalities in fulfilling a synchronized balance in the overall community planning process. The anticipated outcome is new or renovated schools, located in walkable communities and partnerships with community agencies on co-build or collaboration opportunities.

School boards experiencing growth in intense residential development utilize both holding zones and boundary adjustments to accommodate students. Based on provincial feedback, only a few boards use planning tools similar to TVDSB's Holding Zones. Other boards may use a process or a formal procedure, *Appendix A - Ontario School Boards Holding Zone Research* identifies school boards and outlines information that can be found on the school boards webpages.

Appendix B - TVDSB Survey- Accommodation of New Residential Development shares the results of a survey conducted through the OASBO (Ontario Association of School Business Officials) venue which outlines the practice other school boards' use when managing intense residential development. It is apparent that the geographic region a board encompasses is an important factor in determining the need for Holding Zones, or residential development placement. This is due to the fact that areas of intense residential growth are not spread out evenly across the province.

The TVDSB experiences both decline and growth challenges as a result of the board's vast geography that encompasses both rural and urban areas. The approach of utilizing holding zones may be questioned concerning the appropriate nature of the process in more rural municipalities. TVDSB has students being accommodated in rural Holding Schools from more urban Holding Zones, such as Southeast St. Thomas Holding Zone to Port Stanley. Unfortunately, while these students help increase a rural school's utilization, parents often find challenges with before and after school care and transportation. What is the tipping point of population density that determines the appropriate use of Holding Zones? Perhaps the greater measure is the distance of a Holding School from the designated home school.

In cities, growth areas are larger than in rural settlement areas, although proportionally, the amount of development that can be associated to a Holding School can be relatively the same. In larger urban areas municipal secondary plans may be split by holding subdivisions at more than one school, as one school may not have the sufficient capacity to accommodate the number of students residing in the subdivision. This is the case for the *Southwest Area Secondary Plan* in the City of London where multiple Holding Schools have been utilized to manage the overpopulation of the area. In rural areas where communities may double in size over time as outlined in municipal Official Plans, one Holding School may be sufficient.

In the creation of a Holding School, Administration takes into consideration: a school's capacity to accommodate the projected number of students from the proposed Holding Zone, if portables measures will be required, the distance to the Holding School from the Holding Zone and transportation implications, and minimizing the number of holding schools whenever possible. Regardless of which tool the TVDSB utilizes, Holding Zones, PARs or AARs for urban or rural areas of intense residential growth, the Board has a responsibility to properly accommodate the students coming from newly planned subdivisions.

EXISTING BOARD APPROVED HOLDING ZONES

TVDSB has 20 Elementary Holding Zones and 1 Secondary Holding Zone that have yet to be permanently accommodated, as outlined in Appendix C - TVDSB Board Approved Holding Zones. This appendix outlines all of the existing and recently designated Holding Zones and Holding Schools, development student yield, student count, and potential planned accommodation for the areas. The student yields are derived using Municipal Property Assessment Corporation (MPAC) data comparing houses built versus the TVDSB enrolment emanating from that subdivision.

CURRENT STATUS

The challenge that TVDSB encounters with Holding Zone and Holding School designation is that the permanent accommodation of students is dependent upon a variety of factors. These factors can include; the timing of the development, student enrolment yields, board share of students and often Ministry of Education approval of Capital funding and/or construction.

New residential subdivisions present uncertainty and volatility of student yields, TVDSB board share (of students) and construction phasing can affect Ministry of Education approval and the board's ability to offer a comprehensive long term solution.

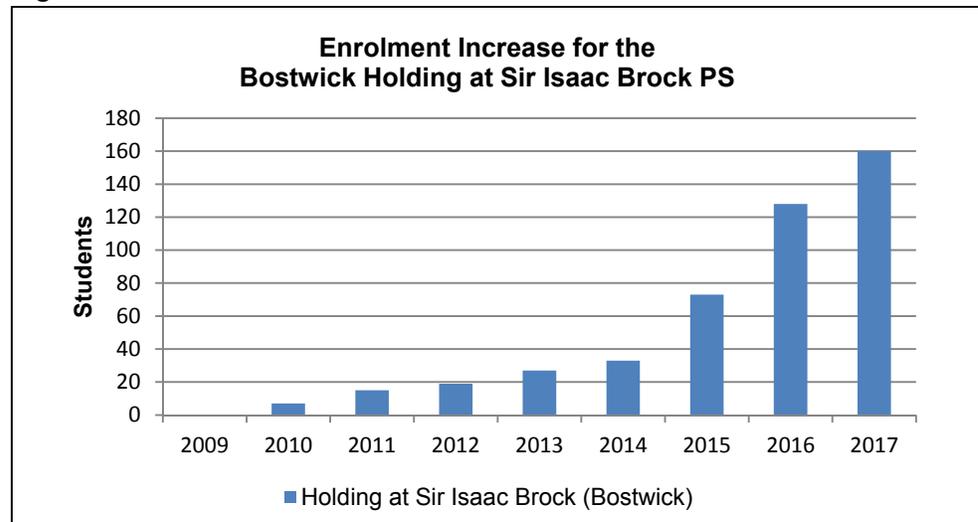
Timing of Development

The timeline of a new subdivision build out can be 10-20 years in order to reach the mass of students required to warrant Ministry of Education Capital funding for additional accommodation. This is based from the time of first circulation of the subdivision plan from the Municipality to the time of completion. During this timeframe the concentration of student population required to receive Ministry of Education Capital funding will not occur until the subdivision reaches the final stages of construction build out.

An example of the lengthy timeframe of a development can be observed in the historical data of the Bostwick Holding Zone currently holding at Sir Isaac Brock PS, as illustrated in Figure 01 - Enrolment Increase for the Bostwick Holding at Sir Isaac Brock PS.

In 2005 the City of London first began discussions with the TVDSB about the Bostwick east community plan. The area was designated as a Holding Zone in March 2009. In 2010, there were less than 9 students residing within this Holding Zone and by 2015, there were 73 students. As of 2017, the amount of TVDSB student enrolment from that Holding Zone has increased to 158.

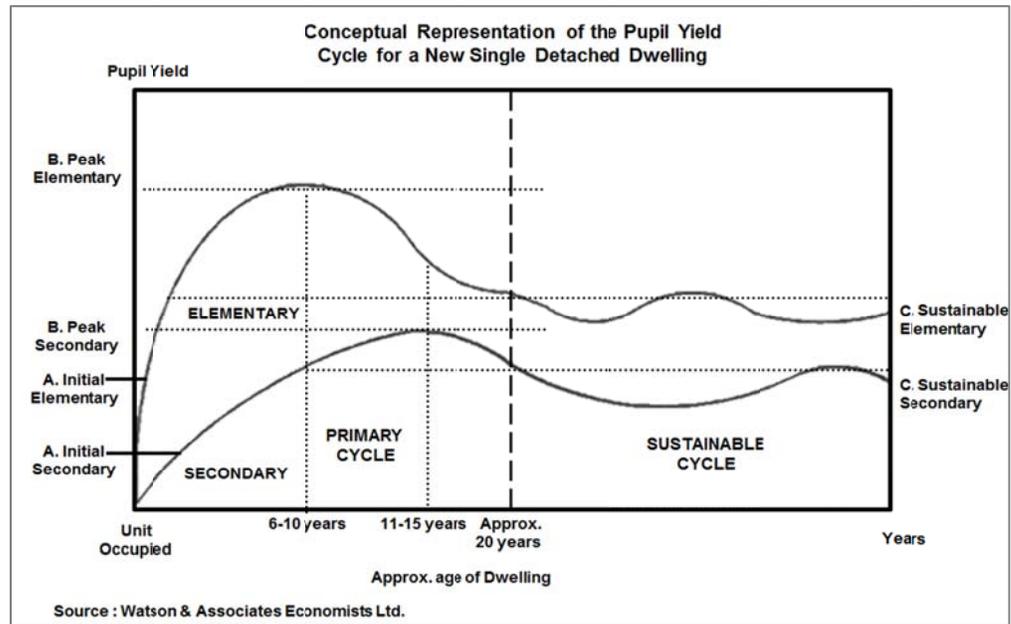
Figure 01



Within the Bostwick Holding Zone, the majority of the student increase is realized in the primary grades and TVDSB projects that this area will have approximately 250 students by 2020. This timeline is not irregular.

As outlined in Figure 02 – Conceptual Representation of the Pupil Yield Cycle for a New Single Detached Dwelling created by *Watson & Associates Economists Ltd.*, it can often take 6-10 years from the beginning of construction for school boards to start realizing an influx of students within new residential subdivisions.

Figure 02



Student Enrolment Yields & Board Share of Students

Another type of delay in reaching a student mass to warrant Capital funding can be due to the perceived socioeconomic status of a Holding School and community optional program preferences. As a result, TVDSB can experience a lower than normal board share within Holding Zones. This not only causes delays in reaching the student mass required for Capital funding of a new school, can also cause complications when the school opens with larger enrolment, than funded due to an increase in Board share and the potential immediate use of portable classrooms. This was the situation when Stoney Creek PS opened in 2010 September.

In May 2001, the Board approved the Stoney Creek Holding Zone with students attending Sir John A. Macdonald PS as a Holding School. Nine years later, in 2010, Stoney Creek PS opened with a total enrolment of 637. At the time, there were 100 students in JK and 62 students in grade 8, signifying a much larger continual cohort in the primary grades. The TVDSB currently has 1,096 students in the original Stoney Creek PS attendance area.

Due to continued residential growth in northeast London multiple Holding Zones had to be created in order to properly accommodate students and relieve accommodation pressure at Northridge PS and Stoney Creek PS until September 2017 when Cedar Hollow PS opened.

It is expected that this same phenomenon will be experienced when the New Southeast London PS opens within the Summerside community. According to a comparison of TVDSB enrolment and the 2016 Statistics Canada Census data, the three holding schools received a smaller than normal board share of students: 29% at Fairmont, 32% at Tweedsmuir PS and 50% at Princess Elizabeth PS. With an increase in board share in Summerside, the school will become over capacity, creating program pressure and requiring the use of portable classrooms on site.

Ministry of Education Funding Process

As part of the most recent Capital Priorities approval process, projects were only eligible if they met one of the following categories: enrolment pressure, school consolidation, facility condition, or French-language accommodation (applicable for French-language schools

boards only).

Enrolment pressure projects accommodate pupils where enrolment is currently or is projected to persistently exceed capacity at a school or group of schools, and students are currently housed in non-permanent space.

Ministry of Education assessment of each enrolment pressure project is based on school-level capacity ratings, historical enrolment trends, enrolment forecasts, and geographic distribution of students. Primary consideration is given to projects in areas where accommodation needs are currently high with secondary consideration to projects in areas where accommodation needs are expected to be high in the next five to ten years.

TVDSB submitted business cases for Capital Priorities projects, and these must compete against accommodation pressure projects from other school boards. Across the province school boards are experiencing accommodation pressure for a variety of reasons. Demand for Capital funding for 2017-18 was significant, 55 school boards submitted over 250 requests for school capital projects totaling \$3.3 billion.

There are many contributing factors that can cause Holding Zones to be in place for long periods of time outside of the control of TVDSB. This reality must be weighed against the existing school's inability to properly and appropriately accommodate current and the future students, from intense residential development, and the impact of over-crowding on program delivery, students education and wellness, staff and the school community.

OPTIONS FOR RESOLUTION

Administration recognizes the interest and complexity of utilizing Holding Zones as a temporary solution to accommodation. Apart from the notification to Municipalities and residential developers, there is a lack of community feedback on the creation of a Holding Zone.

Although each home buyer within the Holding Zone is notified by the TVDSB Holding Zone clause located within the purchaser's agreement, this process does not currently inform the surrounding school communities. Other boards have processes which includes the notification to existing community schools, that students from new development areas will not displace existing students at local schools.

Administration would like to propose an engagement strategy to create dialogue with affected school communities prior to the creation of a Holding Zone. Similar to the process followed with PARs, Administration would present an initial Holding Zone proposal to the Board for consideration, and then share this proposal through consultation with the affected community schools for feedback. This would provide the opportunity for such communities to provide input on the proposed plan through a variety of engagement strategies. This feedback would be shared with the Board in a report. The additional process will allow the Board to hear the voice of the community school(s) that may be affected by the new residential development and allow for a more informed Board decision.

	<p>CONCLUSION</p> <p>The issue of overcrowding and declining enrolment experienced in many communities are not unique to the TVDSB. The creation and designation of Holding Zones while controversial in some cases, does solve a number of student accommodation issues that affect both student safety and program opportunities. Holding Zones allow enrolment to increase at schools with low enrolment or faced with decline, until a critical mass of students is attained for a funding request to be viable for additional accommodation through a new community school or an addition. To that end the TVDSB remains committed to making decisions that ensure we provide the best educational experiences possible in an equitable and sustainable manner to all students. These reasons form the rationale for Senior Administration to continue to recommend Holding Zones.</p>
Cost/Savings:	N/A
Timeline:	N/A
Communications:	N/A
Appendices:	<p>A – Ontario School Boards Holding Zones Research</p> <p>B – Accommodation of New Residential Development survey to OASBO Planning Committee</p> <p>C - TVDSB Approved Holding Zones</p>

Form Revised 2017 November 8

Relation to Commitments:

- Putting students first
- Actively engaging our students, staff, families and communities
- Recognizing and encouraging leadership in all its forms
- Being inclusive, fair and equitable
- Ensuring safe, positive learning and working environments
- Inspiring new ideas and promoting innovation
- Taking responsibility for the students and resources entrusted to our care

Ontario School Boards Holding Zone Research	
District School Board	Information from Webpage
Avon Maitland DSB	Indicated through the "Accommodation of New Residential Development" Survey that this Board does not have a policy or procedure to accommodate new residential development
Bluewater DSB	Boundary Review Page: http://www.bwdsb.on.ca/schools/boundaries
CÉC du Centre-Est	2017 Public Consultation Attendance Boundaires Page: http://www.ecolecatholique.ca/en/Arnprior_161 2015-16 Boundary Change/Holding Zone situation: http://www.ecolecatholique.ca/en/Press-Releases_33/Catholic-Secondary-School-In-Fernbank-The-Cecce-Announces-Details-On-The-Opening-And-Catchman-Area_374 2017-18 Attendance Boundary for new school in Arnprior: http://www.ecolecatholique.ca/en/Press-Releases_33/Cecce-Announces-Attendance-Boundaries-For-Its-New-School-In-Arnprior_989
DSB Niagara	Board Report - Elementary and Secondary Boundary Changes (2017 sept): https://dsbn.org/docs/default-source/meeting-agendas/program-planning/2017-2018/p-p---nov-7---agenda-supporting-documents-for-website.pdf?sfvrsn=c3727d1f_0
Durham CDSB	Boundary Policy: https://www.dcsb.ca/uploads/525/Doc_635864611561780312.pdf?ts=635923496318524874
Durham DSB	Boundary and Program Review Page: http://ddsb.ca/AboutUs/FacilitiesAccommodations/BoundaryandProgram%20Reviews/Pages/default.aspx
Grand Erie DSB	Board Boundary Page: http://www.granderie.ca/board/about/facilities/boundary-review Boundary Review Procedure: http://www.granderie.ca/application/files/1715/0108/6338/FT119_boundary_reviews.pdf
Halton CDSB	Main Boundary Review Page: https://www.hcdsb.org/Schools/BoundaryReviews/Pages/default.aspx Boundary Review Process: https://www.hcdsb.org/Board/Policies/PoliciesProcedures/I-29%20School%20Boundary%20Review%20Process.pdf
Halton DSB	Board Boundary Review page: https://www.hdsb.ca/schools/Pages/School-Boundary-Reviews.aspx Boundary Review Procedure: https://www.hdsb.ca/our-board/Policy/BoundaryReviewsSchools.pdf
Hamilton-Wentworth CDSB	Boundary Review: https://www.hwcdsb.ca/boundaryreview/
Hamilton-Wentworth DSB	Board Boundary Review Page: http://www.hwdsb.on.ca/about/boundary-reviews/ Board Boundary Review Policy: http://www.hwdsb.on.ca/wp-content/uploads/2012/05/Boundary-Review.pdf
Lakehead DSB	Indicated through the "Accommodation of New Residential Development" Survey that this Board does not have a policy or procedure to accommodate new residential development
London DCSB	Doesn't look like they have any active reviews currently, but this is the page: https://www.ldcsb.ca/Parentsandcommunity/boundaryreview/Pages/default.aspx

Ontario School Boards Holding Zone Research	
District School Board	Information from Webpage
Niagara CDSB	Indicated through the "Accommodation of New Residential Development" Survey that this Board does not have a policy or procedure to accommodate new residential development Direct link to the Attendance Area Review page: http://www.niagaracatholic.ca/accommodation-planning/attendance-area-reviews/
Northeastern CDSB	Boundary Review Process: https://www.ncdsb.on.ca/pdfs/rev%20NCDSB%20BOUNDARY%20REVIEW%20Terms%20of%20Reference%202.pdf
Ottawa CSB	Boundary Change Policy: https://docs.google.com/document/d/1hmVeWBM7NtilkF7yC0YDWrk7Msrz_ikGI62TxxUa9A/edit
Ottawa-Carleton DSB	Boundary Review Policies: https://www.ocdsb.ca/search/default.aspx?q=boundary&sortby=Relevance&type=-1,55478-124 0,55394-350,55394-117&pg=0
Peel DSB	Holding School Approval Update(PAGE 123 and 160) http://www.peelschools.org/aboutus/apd/Documents/2017%20APD%20FINAL.pdf
Rainy River DSB	Boundary Review: https://www.rrdsb.com/departments/facilities/school-boundary-review
Simcoe County DSB	Direct link to the Board's Attendance Area Review page: https://www.scdsb.on.ca/Board/Capital-Planning/Pages/Attendance-Area-Reviews.aspx
Simcoe Muskoka CDSB	Boundary Review: http://smcdsb.on.ca/UserFiles/Servers/Server_29970/File/Community/LTPAP%202016%20Summary%20of%20Accommodation%20Plans%20-%20Secondary.pdf
Thunder Bay CDSB	Pupil Accommodation Review: https://www.tbcschools.ca/application/files/4514/9744/8657/305_-_Pupil_Accommodation_Review.pdf
Toronto CDSB	Annual Portable Plan and Other Accommodation Needs: https://www.tcdsb.org/Board/PlanningandFacilities/LTAPP/LTAPPOct142016/Annual%20Portable%20Plan%20and%20Other%20Accommodation%20Needs%202016-2017.pdf Boundary Review Page: https://www.tcdsb.org/Board/PlanningandFacilities/PlanningServices/BoundaryReview/Pages/default.aspx
Toronto DSB	Board uses the term: "Redirection of a Residential Development" for HZ type matters, "Redirecting a residential development is a tool for controlling overcrowding at schools. A redirection is considered when a large residential development is proposed to be constructed in an area that is served by an overcrowded school. The large residential development is assigned to a school outside of the area that has space available. The redirection occurs before the residential development is occupied. Usually bussing is required to transport the students living in the newdevelopment to the designated receiving school. (PAGE 15/20) http://www.tdsb.on.ca/Portals/0/AboutUs/StrategyPlanning/LTPASSections/Tab2AppendixALTPAS20172026V3.pdf General Information on Accommodation: http://www.tdsb.on.ca/About-Us/Strategy-Planning/Accommodation-Reviews

Ontario School Boards Holding Zone Research	
District School Board	Information from Webpage
Upper Canada DSB	<p>Indicated through the "Accommodation of New Residential Development" Survey that this Board does not have a policy or procedure to accommodate new residential development</p> <p>Their website has SIPs for each of their schools; http://www.ucdsb.on.ca/for_families/ucdsb_schools/school_information_profiles</p>
Upper Grand DSB	<p>Indicated through the "Accommodation of New Residential Development" Survey that this Board does not have a policy or procedure to accommodate new residential development</p> <p>No formal HZ Procedure, but the School Boundary Review Policy may be helpful: https://www.ugdsb.ca/wp-content/uploads/2017/07/320-School-Boundary-Review-Policy-Statement.pdf</p>
Waterloo CDSB	<p>Indicated through the "Accommodation of New Residential Development" Survey that this Board does not have a policy or procedure to accommodate new residential development</p> <p>Planning Area 07 Kitchener Central has a recommendation that schools in this area may be used as holding schools for new development in E08. https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/01/LTAP.pdf</p>
Waterloo Region DSB	<p>Indicated through the "Accommodation of New Residential Development" Survey that this Board does not have a policy or procedure to accommodate new residential development</p> <p>Holding School Assignments: https://www.wrdsb.ca/planning/holding-schools/#.WjvcSIWnGVM Boundary Review Information: https://www.wrdsb.ca/planning/boundary-studies/#.Wk5FYVWnGUK</p>
Wellington CDSB	<p>Pupil Accommodation Review Procedure: http://www.wellingtoncdsb.ca/BoardOffice/Policies/Documents/P.FD.B.3%20Pupil%20Accommodation%20Review.pdf</p>
York CDSB	<p>Capital Implementation Parameters discussed the requirements for short/medium term student accommodation. Board gives option of "Dual and Triple Feeder Areas" - Students living in these areas have the option to attend any of the two (dual) or three (triple) secondary schools that they reside in the boundary of. Holding Schools Procedure PAGE 12: http://www.yrdsb.ca/boarddocs/Documents/PP-studentaccommodationattendanceareas-108.pdf</p>
York Region DSB	<p>Student Accommodation Information page: http://www.yrdsb.ca/AboutUs/Departments/Planning/Pages/Boundary-Review-Process.aspx Boundary Change Policy: http://www.yrdsb.ca/boarddocs/Documents/PP-studentaccommodationattendanceareas-108.pdf</p>

ACCOMMODATION OF NEW RESIDENTIAL DEVELOPMENT - SCHOOL BOARD POLICY AND PROCEDURES											
Question		Response									
		Upper Canada DSB	Lakehead DSB	Upper Grand DSB	Durham Catholic DSB	Avon Maitland DSB	HCDSB	Niagara Catholic DSB	Waterloo Region DSB	Conseil des écoles catholiques du Centre-Est	Waterloo Catholic DSB
Q1	What is the name of your Board?										
Q2	Does your Board have a policy to accommodate new residential development?	No	No	No	Yes	No	Yes	No	No	No	No
Q3	Does your Board have a procedure to accommodate new residential development?	No	No	Notes A	No	No	Yes	No	Yes	No	No
Q4	Does your Board have Education Development Charges (EDC)?	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Q5	Do your interim alternative pupil accommodation need approval from Trustees?	N/A	No	Notes B	No	No	Yes	N/A	Yes	Not Sure	N/A
Q6	Does your Board seek Municipal input/communication prior to recommending interim alternative pupil accommodation for new residential development areas?	No	No	No	No	Yes	No	No	No	Not Sure	No
Q7	If you answered Yes to the above question, please specify which division/department input is requested from.	N/A	N/A	N/A	N/A	Notes C	N/A	N/A	N/A	N/A	N/A
Q8	Does your Board seek developer input/communication prior to recommending interim alternative pupil accommodation for new residential development areas?	N/A	No	No	No	No	No	No	N/A	Notes D	N/A
Q9	Besides Pupil Accommodation Reviews, Attendance Area Reviews, Holding Zones, and/or temporary accommodation, what other steps does your Board take to accommodate rapid or future enrolment growth?	N/A	Notes E	Notes F	Notes G	None	N/A	Notes H	Notes I	Notes J	Notes K
Q10	Does your Board seek public input/communication prior to recommending interim alternative pupil accommodation for new residential development areas?	N/A	No	No	Yes	Notes L	Yes	Yes	Notes M	N/A	N/A

NOTES			
Ref.	Question	Board	Response
A	Does your Board have a procedure to accommodate new residential development?	Upper Grand DSB	Not a board approved procedure, but a formal process that we follow
B	Do your interim alternative pupil accommodation need approval from Trustees?	Upper Grand DSB	The Board approves the school assignments of the DAs each year, but staff creates the designation and advises the City and developer through conditions of draft plan approval, without Trustee approval.
C	If you answered Yes to the above question, please specify which division/department input is requested from.	Avon Maitland DSB	CAO and the County Planning Department
D	Does your Board seek developer input/communication prior to recommending interim alternative pupil accommodation for new residential development areas?	Conseil des écoles catholiques du Centre-Est	We have not been in a situation where we have an interim alternative for new residential development
E	Besides Pupil Accommodation Reviews, Attendance Area Reviews, Holding Zones, and/or temporary accommodation, what other steps does your Board take to accommodate rapid or future enrolment growth?	Lakehead DSB	we just use PAR and attendance area reviews
F	Besides Pupil Accommodation Reviews, Attendance Area Reviews, Holding Zones, and/or temporary accommodation, what other steps does your Board take to accommodate rapid or future enrolment growth?	Upper Grand DSB	We have re-opened a closed school to provide interim accommodation. In this case the school was re-opened for a year to phase in a boundary change until the new school could be built
G	Besides Pupil Accommodation Reviews, Attendance Area Reviews, Holding Zones, and/or temporary accommodation, what other steps does your Board take to accommodate rapid or future enrolment growth?	Durham Catholic DSB	That about covers it, portables are the usual
H	Besides Pupil Accommodation Reviews, Attendance Area Reviews, Holding Zones, and/or temporary accommodation, what other steps does your Board take to accommodate rapid or future enrolment growth?	Niagara Catholic DSB	We use above strategies
I	Besides Pupil Accommodation Reviews, Attendance Area Reviews, Holding Zones, and/or temporary accommodation, what other steps does your Board take to accommodate rapid or future enrolment growth?	Waterloo Region DSB	portable classrooms
J	Besides Pupil Accommodation Reviews, Attendance Area Reviews, Holding Zones, and/or temporary accommodation, what other steps does your Board take to accommodate rapid or future enrolment growth?	Conseil des écoles catholiques du Centre-Est	Portables, construction of an addition, boundary change if no new school is expected
K	Besides Pupil Accommodation Reviews, Attendance Area Reviews, Holding Zones, and/or temporary accommodation, what other steps does your Board take to accommodate rapid or future enrolment growth?	Waterloo Catholic DSB	additions or new schools, boundaries adjusted as needed. We designate growth to other schools but don't call it a holding school. A boundary change is required to move these students at a later date.
L	Does your Board seek public input/communication prior to recommending interim alternative pupil accommodation for new residential development areas?	Avon Maitland DSB	It depends on the specific situation. If we actually have options open to us, we will consult with the public.
M	Does your Board seek public input/communication prior to recommending interim alternative pupil accommodation for new residential development areas?	Waterloo Region DSB	only if there are existing students/homes in the area that will be moved

TVDSB Holding Zones - Current Board Approved (Sorted by Holding School)

Holding Zone	Holding School	Date Approved	Historical Students			Projected Students			Student Yields	Board Approved and Proposed Accommodation
			2015-16	2016-17	2017-18	2018-19	2022-23	2026-27		
Existing Elementary										
Byron	Byron Somerset PS	2013 NOV	< 9	< 9	17	38	266	372	0.27	Potential new Byron PS*
North Woodstock	Central PS	2013 NOV	0	<9	<9	<9	58	83	0.26	Potential new North Woodstock PS*
Summerside	Fairmont PS	2004 AUG	131	129	122	107			0.22	2019-20 at new Southeast London PS*
Highlands	Mountsfield PS	UNK	125	116	113	108	96	111	0.25	Proposed 2018-19 AAR
Southeast St. Thomas	Port Stanley PS	2013 NOV	0	<9	10	28			0.32	2020-21 at new Southeast St. Thomas PS*
Summerside	Princess Elizabeth PS	2004 AUG	56	75	88	108			0.28	2019-20 at new Southeast London PS
Colonel Talbot	Rick Hansen PS	2016 MAY	0	0	0	0	52	104	0.22	Potential new Southwest London PS* (2)
Fox Hollow	Ryerson PS	2013 NOV	0	0	17	31	142	248	0.27	Potential new Northwest London PS* (Fox Hollow 2)
Sunningdale	Ryerson PS	2001 MAY	16	23	33	34	52	63	0.25	Potential future AAR
Bostwick	Sir Isaac Brock PS	2009 MAR	73	128	158	182	265	275	0.28	Potential new Southwest London PS*
Kipps Lane	Sir John A. Macdonald PS	UNK	199	217	234	243	253	252	0.12	Potential future AAR
Summerside	Tweedsmuir PS	2004 AUG	86	78	81	78			0.25	2019-20 at new Southeast London PS
West Ilderton	Valleyview Central PS	2013 NOV	0	<9	<9	<9	59	71	0.05	Potential PAR
East Ilderton	Valleyview Central PS	2014 NOV	0	0	0	<9	41	75	-	Potential PAR
Southdale	Victoria PS	UNK	37	36	41	48	47	50	0.21	Potential future AAR
Highlands	Victoria PS	UNK	50	43	37	32	31	29	0.21	Potential future AAR
Talbot Village-Phase 2	W. Sherwood Fox PS	2013 NOV	0	0	0	<9	81	131	0.35	(1)
Longwoods (Elem.)	White Oaks PS	2005 JUN	113	124	137	154	194	203	0.31	Potential future AAR
Southwest London	White Oaks PS	2014 NOV	0	<9	<9	16	163	281	0.22	Potential new Southwest London PS* (1 & 2)
East Woodstock	Winchester Street PS	2013 NOV	0	<9	13	28	87	109	0.30	Potential future AAR, accommodation at Springbank PS*
Existing Secondary										
Longwoods (Sec.)	Westminster SS	2005 AUG	30	19	20	17	15	18	0.14	Potential future PAR

Acronyms: AAR - Attendance Area Review

PAR - Pupil Accommodation Review

* Pending Ministry of Education approval & funding

TVDSB Holding Zones - Historic Permanently Accommodated (Sorted by Date Approved)

Holding Zone	Holding School	Date Approved	Historical Students			Projected Students			Student Yields	Permanently Accommodated
			2015-16	2016-17	2017-18	2018-19	2022-23	2026-27		
Historic Elementary										
Uplands	Centennial Central PS	1998								Date unknown at Jack Chambers PS / Centennial Central PS
Hylands	Ryerson PS	1998 MAY								Date unknown
Dalewood	Edward St PS / Locke's PS	1999 DEC								Date unknown at Locke's PS
Lake Margaret/Shawside	Port Stanley PS	1999 DEC								2004-05 at Elgin Court PS
Potters Woods	unknown (Woodstock)	1999 JUN								Date unknown
Capulet	Empress PS	2000 JUN								2004-05 at Eagle Heights PS
North Talbot	Westminster Central PS	2001 MAY								Date unknown at Lambeth PS (partial Talbot Village-Phase 1)
Stoneycreek	Sir John A. Macdonald PS	2001 MAY								2009-10 at Stoney Creek PS
Hyde Park South	Wilfrid Jury PS	2002 OCT								Date unknown
Kilally	Chippewa PS	2002 OCT								Date unknown
River Bend	Byron Northview PS	2002 OCT								Date unknown
Lynhurst/Ferndale	Port Stanley PS	2004 SEP								2008-09 at Southwold PS
Fox Hollow	Riverside PS	2005 JUN								2017-18 at Sir Arthur Currie PS
Springbank	Springbank PS	2008 FEB								2014 April at Springbank PS
Fox Hollow	Centennial Central PS	2008 JAN	132	199						2017-18 at Sir Arthur Currie PS
Fox Hollow Central (north)	Wilfrid Jury PS	2013 NOV	< 9	<9						2017-18 at Sir Arthur Currie PS
Fox Hollow Central (south)	Wilfrid Jury PS	2013 NOV	< 9	30						2017-18 at Sir Arthur Currie PS
Highbury North	Chippewa PS	2013 NOV	0	0						2017-18 at Cedar Hollow PS
Sunningdale East (east)	Stoneybrook PS	2013 NOV	< 9	13						2017-18 at Cedar Hollow PS
Sunningdale East (west)	Stoneybrook PS	2013 NOV	< 9	0						2017-18 at Cedar Hollow PS