

School Address

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Principal

Rick Tarasuk

Vice Principal(s)

Paul Edwards
Karin Fuessel
Dan Shafransky

Administrative Office Staff

Diane Mowles
Angie Puhacz
Aaron McQuiggan

*

School Council Chair(s)

Willa Marcus
Stephanie Strohmeier

*

Ward 10 Trustee

Chris Bolton
(416) 397-3100

Superintendent

Karen Falconer
(416) 394-2052

Director of Education

Chris Spence

OUR SCHOOL

Central Technical School (C.T.S.) is a composite school offering a wide range of programs, including all core academic courses with modern computer technology integrated into all core subjects, as well as concentration and specialization in Visual Arts and Technical Studies. C.T.S. also offers Enriched levels and Special Education, including resource room and monitoring for students who have been identified as having learning disabilities, and support for students in the transition from high school to university, college, or employment.

Central Tech is a leader in providing advanced computerized technology programs and innovative community service opportunities for its students. C.T.S. provides students with the support and opportunity to explore many subject disciplines to understand and develop their personal goals and aptitudes. Work experience and co-operative education helps C.T.S. to maintain its leadership in technological studies to ensure that all programs are up-to-date and on the leading edge of technology.

The school also has a tradition of teamwork, individual achievement, fair play, and excellence. We are proud of our multi-ethnic, multicultural student population and the services we provide our students. Our attendance program ensures that we maintain regular contact with parents, our partners, in the education of our students.

We believe that each student's personal, intellectual, and social growth can be accomplished by a shared interaction with other students, staff, and the community. C.T.S. is committed to developing personal discipline, caring, and a respect for the rights of others. An active Students' Council adds to the excitement at Central Tech, supporting varied co-curricular programs in physical education, music, art and student clubs.

Central Tech enjoys a fine reputation in the university, community college, and business community for the caliber of its graduates.

Special Features

- ✦ we offer a variety of specialized Art Department programs, including a concentrated focus gr.9-12 in visual arts and a variety of opportunities in the performing arts
- ✦ remedial help is available, as required, on an on-going basis in science and English
- ✦ enrichment education provides a versatile open-ended program, designed to challenge and stimulate students in digital computer technology or individual subjects
- ✦ a tutorial program allows our senior students to gain valuable experience as peer tutors providing tutorial support for Grade 9 students
- ✦ use of computers is integrated into all subjects with state-of-the-art programs and facilities

OUR STUDENTS (As of spring 2008)

	No.	Percent
✦ Total number of students:	1785	
✦ Gender:		
Female	681	38%
Male	1104	62%
✦ Primary language other than English:	836	55%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	142	9%
Students living in Canada for 3 - 5 years	188	12%

* Calculation does not include students for whom language information is missing.

THE SCHOOL BOARD PROVIDES:

The Toronto District School Board (TDSB), in partnership with students, parents, teachers and all our communities, is committed to taking responsibility for continuous improvement of schools. This is achieved through:

- ✦ **Relevant Curriculum**
- ✦ **Equity**
- ✦ **Accountability**

Regular Instructional Programs

In addition to the regular instructional program mandated by *The Ontario Curriculum*, our school offers optional programs. Details of these programs can be found in the Choices document available on the TDSB web (TDSB.on.ca). A hardcopy is provided to students and parents in January of each year to assist them in choosing courses for the following school year.

Special Education Programs

A variety of special education programs and services are offered to meet the needs of all students, including students with exceptionalities, such as behavioural, communication, intellectual, physical and multiple learning disabilities. Students' exceptionalities are identified through a formal review process undertaken by an Identification, Placement and Review Committee (IPRC).

OUR SCHOOL ALSO OFFERS:

Co-Curricular

Arts Programs

- ✦ Visual Arts:
Collection X

Curricular Enhancement

- ✦ Healthy Learning Communities (Ryerson)
- ✦ Healthy Learning Communities (York U)
- ✦ The Fourth R

Community, Culture and Caring

Community - Tutoring

- ✦ Community Based:
Tutoring Program, Centre for Community Partnership
- ✦ School Based:
Tutors In Our Schools (Secondary)

Culture/Caring

- ✦ Caring:
Settlement Education Partnership Toronto (SEPT)
- ✦ Social Skills:
Future Aces

Student Success

Pathways Programs

- ✦ Schools to Future:
First Generation - George Brown, Law In Action Within Schools (LAWS), Pathways to Education, TDSB Student GuluWalk

Specializations and Other Programs

Specialized Programs - Board Sanctioned

- ✦ Skills Enhanced:
Transportation
- ✦ Specialist High Skills Major:

Construction Technology

- ✦ Specialized Program:
Arts

Other Programs (Not deemed specialized)

- ✦ Cisco/Nortel Systems
- ✦ Coop Packages:
Individual Co-op, Technical Majors, SHSM - Construction
- ✦ ESL
- ✦ LEAP

Information about the success of our programs comes from a wide variety of student assessments. These assessments are based on clear expectations for all learners, consistent with those described in *The Ontario Curriculum*.

The primary purpose of student assessment is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of classroom activities. Teachers assess student progress towards achieving the expectations on an ongoing basis by using strategies such as projects, class presentations, homework assignments, classroom observations, portfolios of student work, and tests.

Schools use assessment information and information from other sources to make informed decisions for school improvement planning. Schools identify areas of strength as well as areas that require improvement. Input is obtained from a variety of sources such as student assessments, teacher feedback, parent feedback, and community surveys. In this way, schools monitor, celebrate and improve their efforts in providing a supportive and challenging learning environment for all their students.

WHAT OUR SCHOOL IS PLANNING FOR THIS YEAR

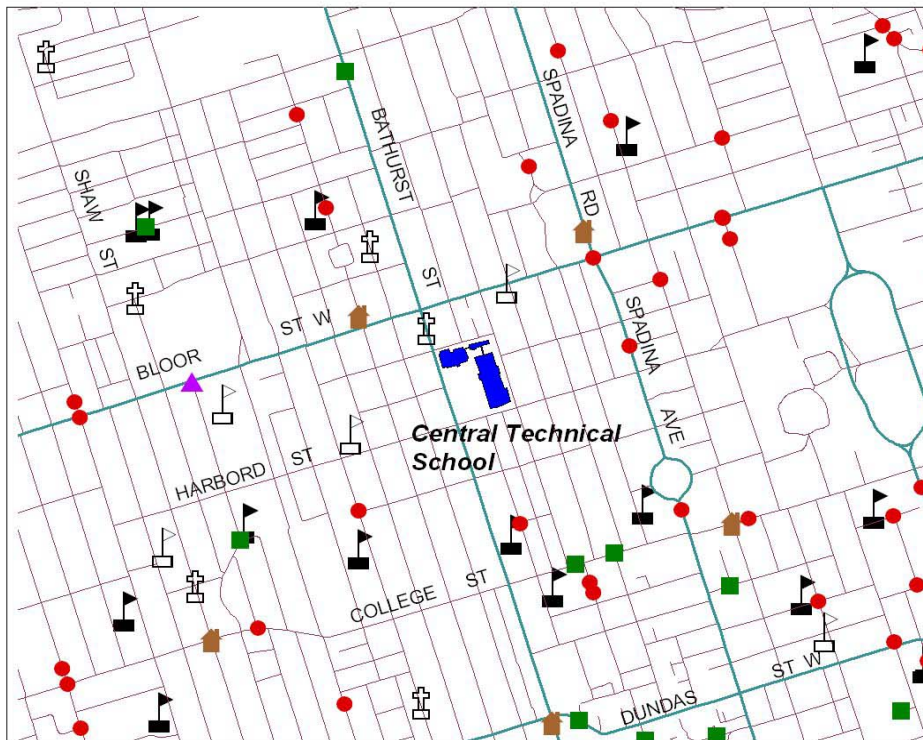


OUR COMMUNITY PARTNERS



Parent And Community Involvement

OUR NEIGHBOURHOOD



- OUR SCHOOL
- TDSB Elementary School
- TDSB Secondary School
- Separate School
- Daycare/Nursery School
- Family Resource/ Parenting Centre
- Community/ Recreation Centre
- Public Library

0 0.5 1 Kilometers

Notes: The map shows the locations of local schools, community and social service facilities. For more information about these locations please contact the school. Sources: TDSB - Academic Accountability, Facility Services; City of Toronto - Children's Services, Toronto Land Information Services.



The mission of the Toronto District School Board is to enable all students to reach high levels of achievement and to acquire the knowledge, skills and values they need to become responsible members of a democratic society.