



## Interim Report on the Secondary Program Review

**To:** Committee of the Whole  
**Date:** 20 May, 2020  
**Report No.:** 05-20-3885

### Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

### Recommendation

It is recommended that the Interim Report on the Secondary Program Review be received for information.

### Executive Summary

The Toronto District School Board's vision is that all students have equitable access to stronger programs and richer opportunities – as close to home as possible. This is the driving force of the Secondary Program Review, which, for the first time ever, is reviewing all TDSB secondary schools at once to develop a plan to address the inequities and imbalances throughout our current system.

As we move forward in this work, we are guided by our commitment to create a system that:

- Has fewer but stronger schools that provide greater access, better options, and rich pathways as close to home as possible;
- Strengthens the role of the neighbourhood secondary school;
- Continues to support specialized schools and programs and increase access for all students;
- Provides schools with the flexibility to respond to student needs and interests by creating the programs they desire, supported by strong enrolment;
- Provides school choice through a revised Optional Attendance policy and procedure;
- Continues to support some small secondary schools that offer different learning environments, programs or supports; and,
- Offers the support that students want such as caring adults, flexible learning environments, and general scheduling modifications.

This interim report of the Secondary Program Review, highlights the issues, gaps, and needs facing our system that are impacting our ability to support this vision. And, while it offers some preliminary concepts for discussion, it is not a set of recommendations on school closures or a roadmap to a one size fits all approach to our schools. Using the comprehensive and data-rich information, including enrolment and population projections, this report acknowledges where we have been, where we are and where we *could* go, all

while respecting and protecting many of the successful schools and programs that exist right across our system.

This report supports our next step forward as we start to re-imagine and re-draw our system in consultation and collaboration with our communities to enhance equity and support the achievement and well-being of each and every student in the TDSB, now and in the future.

### **Identifying Challenges and Opportunities**

Access has long been identified as a challenge in the TDSB. The Secondary Program Review Interim Report has been informed by, and builds upon, years of past consultations with our communities, reports, and system commitments including:

- **Integrated Equity Framework (2016)** – A phased, multi-year action plan that aligned operations and organizational culture with the Board’s equity vision. A key component of the focus on improving achievement and well-being for all students was around access.
- **Enhancing Equity Task Force (2016)** – Its work with parents and students brought to the surface the systemic barriers many students faced in the TDSB and identified the specific areas to focus on to achieve large scale system change, including access by developing strong neighbourhood schools.
- **Director’s Response to the Enhancing Equity Task Force (2018)** – This report brought forward directions in seven key areas that aligned to our principles of equity and ensuring every student has the right tools, resources, access and opportunities needed to thrive.
- **Multi-Year Strategic Plan (2018)** – Its focus is to ensure that every student has equitable access to programs and resources and increased opportunities to lead to success. Its action plans lay the groundwork for transforming student learning, creating a culture of well-being, and providing access to learning opportunities.
- **Guiding Principles of the Long Term Planning and Accommodation Strategy (2019)** – These new principles put equity, access and flexible and efficient learning space at the centre of our work.

A system-wide consultation with students in 2016 invited them to share their voice and ideas about improving the secondary school experience. This followed by another extensive consultation process this past year, where we heard directly from our communities – students, staff, Trustees, and current and future parents and families – to hear ideas, feedback and thoughts on all areas related to access. All of the groups we consulted agreed that secondary schools should provide opportunities for all students to experience a variety of stimulating choices, facilitate post-secondary or future pathways exploration, support the development of life skills and global competencies, help students make lasting relationships, and enable students to support their own well-being within a positive school climate.

Finally, this report relies heavily on data to show a comprehensive, unbiased view of our secondary school landscape, now and in the future. It demonstrates the complexity and interconnectedness of our 111 secondary schools and readily identifies that one of the primary contributing factors to the imbalances and inequities that exist today is the prevalence of surplus capacity in our system. This surplus – fuelled by decades of declining enrolment – is unevenly divided throughout the system. In some communities, there is significant competition among underutilized schools to increase enrolment, while in other areas that are at or beyond capacity, frustration for our students and communities across the city who are trying to access schools that may not have available space.

Together with data that shows the impact of our evolving city on our schools over the next decade, including residential developments, planned and existing transit, migration of

students and attendance patterns and projected enrolment, we can easily see how and where our current surplus of nearly 20,000 spaces in our system – the equivalent of 15 to 20 schools – is not expected to change.

### **Looking Ahead to 2029**

Using all of this information, the TDSB is committed to “right-sizing” our system to improve access to strong programs and diverse course offerings, better use our schools and operate more efficiently as a system.

There is not a one-size-fits-all approach to this work. As the next logical step in the dialogue, this report has organized all secondary schools into 10 school groupings, not by existing boundaries but rather geographical adjacencies, common feeder school pathways and program relationships. Preliminary concepts, based on data, have also been identified to help guide conversations and considerations going forward.

It is important to note that no specific schools have been named for consolidation and no further steps will be taken without extensive local community consultation. While those timelines and processes will not be identified through the Secondary Program Review, all work will be done through open, inclusive and transparent reviews over the next decade and follow appropriate guidelines and policies by both the TDSB and the Ministry of Education.

Over the next five months, students, parents, staff and community members can continue to provide feedback and further insight through delegations and their local Trustee. The Secondary Program Review Final Report will be presented to the Board in October 2020.

We live in a highly dynamic and rapidly changing city and we must address the issues, gaps and needs within our system to better support and serve our students. Meaningful change will take time but the opportunity to improve access, experiences and outcomes for students is both necessary and exciting.

### **Action Plan and Associated Timeline**

Over the next few months, parents, students, staff and community members will have the opportunity to provide feedback on the information shared in the report. Feedback can be provided to [secondaryreview@tdsb.on.ca](mailto:secondaryreview@tdsb.on.ca) and/or to local Trustees.

If approved in the fall, the Secondary Program Review Final Report will inform the Long-Term Program and Accommodation Strategy, which identifies studies and reviews about any proposed changes, including school consolidations, boundary changes, or school reconfigurations. Regular and ongoing communication will be provided so that parents, students, staff and community members are informed of the opportunity to engage and provide feedback during the program and accommodation review processes.

### **Resource Implications**

Not applicable

### **Communications Considerations**

The Secondary Program Review is a significant and complex initiative. The Government, Public and Community Relations team will continue to be engaged to help support ongoing stakeholder communication and issues management.

The information and preliminary concepts identified in this Secondary Program Review Interim Report will be shared with the public and the TDSB community through our regular channels of communication including TDSB Connects, the Board website, social media, and school newsletters.

In addition, to address the complexity of this review for the public, efforts will be dedicated to making the information as accessible as possible through videos, infographics, a robust website with questions and answers, and social media. Moving forward, these materials will continue to be updated to help ensure the public is aware of ongoing timelines and opportunities for engagement. A communications plan to support the next phase of this work is underway.

### **Board Policy and Procedure Reference(s)**

P013 - Optional Attendance

PR545 - Optional Attendance

PR612 - Admission to Specialized Schools and Programs

### **Appendices**

#### **(Separate Documents)**

1 - Interim Report on the Secondary Program Review

#### **Maps**

2A - System map of the 10 Secondary School Groups

2B - System map of Collegiates and attendance areas

2C - System map of legacy Technical Schools and attendance areas

2D - System map of legacy Commercial Schools and attendance areas

2E - System map of Alternative Schools

2F - System map of Congregated Special Education schools

2G - System map - Greenwood SS, Heydon Park SS and Eastdale CI

2H - System map of EdVance Programs

2I - System map of Specialized Programs

2J - System map of Specialized Schools

2K - System map of Indigenous Schools

2L - System map of Caring and Safe School locations

2M - Heat Map: Secondary School Utilization rates 2019

2N - Heat Map: Secondary School Utilization rates 2029

2O – System Map of Residential Development Activity

### **Secondary Program Review Consultations**

3 - Summary of Findings from the Secondary Program Review Consultations

### **Secondary Groups Appendix**

Each school grouping has an appendix that includes two documents, the first is Looking Ahead 2029, which includes:

- Information on population and enrolment projections, capacity, and utilization
- Context map identifying all schools and programs
- Graph tracking the movement of students into and out of the group
- Graph identifying potential capacity targets and potential surplus space reductions to be considered over the next 10 years through future reviews
- List of high level preliminary concepts to explore over the next 10 years

The second is a detailed School Inventory for each group that includes:

- A school by school inventory of current and projected enrolment, capacity, utilization, surplus capacity
- A list of programs offered at each school
- A summary of in-district versus out-of-district attendance patterns by school

The list of Looking Ahead 2029 and School Inventory appendices is below.

4A - Secondary School Group 1 – Looking Ahead 2029

4B - Secondary School Group 1 – School Inventory

4C - Secondary School Group 2 – Looking Ahead 2029

4D - Secondary School Group 2 – School Inventory

4E - Secondary School Group 3 – Looking Ahead 2029

4F - Secondary School Group 3 – School Inventory

4G - Secondary School Group 4 – Looking Ahead 2029

4H - Secondary School Group 4 – School Inventory

4I - Secondary School Group 5 – Looking Ahead 2029

4J - Secondary School Group 5 – School Inventory

4K - Secondary School Group 6 – Looking Ahead 2029

4L - Secondary School Group 6 – School Inventory

4M - Secondary School Group 7 – Looking Ahead 2029

4N - Secondary School Group 7 – School Inventory

4O - Secondary School Group 8 – Looking Ahead 2029

4P - Secondary School Group 8 – School Inventory

4Q - Secondary School Group 9 – Looking Ahead 2029

4R - Secondary School Group 9 – School Inventory

4S - Secondary School Group 10 – Looking Ahead 2029

4T - Secondary School Group 10 – School Inventory

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## **Basketball Net Pilot Project Update**

**To:** Committee of the Whole

**Date:** 20 May, 2020

**Report No.:** 05-20-3889

### **Strategic Directions**

- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is recommended that:

1. Basketball Nets remain up at all locations unless the location meets the approved criteria in recommendation 2.
2. Basketball Nets be removed nightly at locations where one of the following criteria is met:
  - The basketball court is located within 7.5 meters of an adjacent home.
  - There is lighting that the TDSB cannot control, which allows play after dusk.
  - The courts are designed for children and are being used by adults (not regulation height).
3. The Appeal Protocol contained in this report for reviewing school locations not captured in recommendation number 2, be approved.
4. The Nets complaint Email address be continued and communicated via the TDSB website.

### **Context**

In January 2020, staff brought forward a report on the Basketball Net pilot project to update the Board on the outcome. This pilot project was in response to increased demand for Basketball facilities and was intended to ensure individuals, particularly younger children, across the city would have access to these important recreational spaces beyond 6 pm, and on weekends, when nets were often taken down. The pilot