

# Final Report on the Secondary Program Review

**To:** Committee of the Whole  
**Date:** 4 November 2020  
**Report No.:** 10-20-3964

## Strategic Directions

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

## Recommendation

It is recommended that:

- a) The preliminary concepts identified in Appendix A of the report be developed into future studies within the 2021-30 Long-Term Program and Accommodation Strategy document, and;
- b) That small collegiates be prioritized during the first phase of reviews to align with the commitments and vision for secondary schools, as discussed with Trustees in the Secondary Program Review workshops held in the Spring of 2020, and presented in the Interim Report received by Trustees on 20 May 2020.

## Context

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, reviewed all TDSB secondary schools at once in a comprehensive way to develop a plan to address the inequities and imbalances throughout our current system.

In May 2020, the Board of Trustees received the interim report of the Secondary Program Review, which highlighted the issues, gaps, and needs facing our system and that are impacting our ability to support the vision. The report relied heavily on data to show a comprehensive, unbiased view of our secondary school landscape, now and in the future. The full Interim Report of the Secondary Program Review can be found [here](#).

The interim report was the result of a lengthy collaborative and consultative process that demonstrated the complexity and interconnectedness of our secondary schools. It revealed that one of the primary contributing factors to the imbalances and inequities that exist today is the prevalence of surplus capacity in our system.

The interim report identified a range of target capacity reductions based on projected population and enrolment within groups of secondary schools. To address issues, including surplus capacity, a number of preliminary concepts for discussion within each secondary school group were identified.

The final report of the Secondary Program Review is the next step forward as we re-imagine and re-draw our system in consultation and collaboration with our communities. Our shared goal is to enhance equity and support the achievement and well-being of each and every student in the TDSB. This report outlines what comes next in the process and identifies the priority issues to be addressed during the first phase of studies.

### **Our Commitments**

The future work of the Secondary Program Review will become embedded within the annual Long-Term Program and Accommodation Strategy process. The studies that are identified and undertaken each year will be guided by the commitments and directions that have been set through the Secondary Program Review.

Future studies must recognize 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 and a new Specialized Schools and Programs 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.

### **Summary of Feedback Received**

After the Secondary Program Review Interim Report was received by the Board of Trustees, a significant online presence was established on the public website. Over a five-month period, students, parents, staff and community members were able to provide feedback and further insight through an online survey. This feedback period compliments the multiple engagement opportunities that were held with the public, students, community advisory committees, staff and Trustees over the past two years.

Social media platforms were also used to share information and to encourage members of the public to learn about the process and provide their feedback.

The level of feedback received was lower than expected due to a number of factors such as the impact of the pandemic on the lives of our stakeholders, the system shutdown that began in March 2020, the challenges with remote learning for the remainder of the 2019-20 school year, and the uncertainty associated with schools reopening for the 2020-21 school year.

A total of 259 individuals accessed the online form, but not all responses provided specific comments on the Interim Report. No respondents directly opposed the preliminary concepts that were presented in the Interim Report. Some offered suggestions for consideration such as:

- Considering the importance of choice for families;
- Establishing or relocating French programs;
- Considering densely-populated areas when planning boundaries;
- Examining program patterns and offerings across school communities, and;
- Exploring the needs of alternative schools and their students.

All of these suggestions will be considered as we move forward. Students, parents, staff and community members will continue to be engaged throughout the process.

### **Impact of Coronavirus (COVID-19) on Secondary Schools**

The global coronavirus pandemic resulted in schools across the province being closed in March 2020. Since then, the evolution of the pandemic has led to substantial changes in how elementary and secondary school programming is being delivered.

Schools in the TDSB were re-opened to students in September 2020 with a virtual school option for both elementary and secondary students who did not wish to attend school in-person. The demand for virtual learning has been overwhelming; there are approximately 63,200 elementary and 17,500 secondary students enrolled in their respective virtual schools. This represents nearly 37% of elementary and 24% of secondary students enrolled in TDSB schools.

The majority of secondary students are now learning in a quadmester format. Prior to the pandemic, most secondary students were learning in a semestered or non-semestered model, depending on the school. The quadmester model allows the school year to be broken down into four blocks where students will concentrate on only two subjects at a time.

Further, secondary students attending in-person schools are learning via an adapted model where students attend school every other day, supported by live synchronous learning with their teacher each day. Secondary school students have been divided into two cohorts (A and B) to further reduce the potential contact between students and support health and safety protocols.

The impact of the virtual school on enrolment at brick-and-mortar secondary schools has been dramatic right across the system. At some secondary schools, this has

resulted in classes being combined and courses being cancelled. This is contrary to the vision of secondary schools being able to offer a range of courses and programs that meet the needs of all students.

### **Impact of Coronavirus (COVID-19) on the Secondary Program Review**

The uncertainty associated with how and when we may return to a pre-pandemic learning environment must be considered as we move forward. The Virtual School has become a viable option for secondary school learners, and as such, may become a permanent offering in some capacity for students.

The introduction of the Virtual School for student learning has had an impact on the amount of space that is required for in-person learning. The current requirement for less space augments the surplus capacity issue that already exists in our system.

The complexity of the secondary school system in the TDSB will become more complex if the Virtual School is to become a permanent part of the landscape. More time is required to fully understand the long-term implications of the pandemic and the Virtual School on the system.

To this end, the annual cycle of review offered by the Long-Term Program and Accommodation Strategy process provides staff and Trustees with an opportunity to closely monitor and evaluate how changes in enrolment, program delivery and accommodation due to the pandemic and the virtual learning environment may influence our next steps.

### **Moving Forward**

The preliminary concepts identified in the interim report, developed with the input of Trustees during the working sessions held in the spring of 2020, will form the foundation for future studies. As mentioned previously, the work of the Secondary Program Review will be embedded in the Long-Term Program and Accommodation Strategy.

Recognizing that the Secondary Program Review is an evolving process, there will be an opportunity each year to refine, to add or to remove studies. The next step in the Secondary Program Review is to identify and schedule the studies to be undertaken through the Long-Term Program and Accommodation Strategy (LTPAS) process.

Given the scope and scale of the work required to re-draw the secondary school system, it is proposed that this work takes place in a series of three, three-year phases.

Phase 1 - Fall 2021 to June 2024

Phase 2 - Fall 2024 to June 2027

Phase 3 - Fall 2027 to June 2030

Each year provides staff and Trustees an opportunity to evaluate and discuss the progress of the studies undertaken, revisit the issues, gaps, needs and opportunities within the secondary school system, and to identify the next round of priorities.

Priority projects for each phase will be determined through ongoing collaboration with Trustees during the annual Long-Term Program and Accommodation Strategy process.

Staff will work closely with Trustees in early 2021 to revisit the preliminary concepts, the population and enrolment data, along with any other other issues, gaps, needs and opportunities within each of the secondary school groups. Studies will be identified and timed in the LTPAS, beginning with Phase 1.

Pending approval of this report, Phase 1 studies will be centered around small collegiates. Contained within Appendix B is a rationale for why small collegiates have been recommended as priorities, and outlines other active projects that will be undertaken within Phase 1 such as the review of technical and commercial boundaries.

### **Future Phases**

The Secondary Program Review process will evolve as studies are undertaken. The outcome(s) of these studies could result in wide-ranging impacts on the secondary school system. These impacts will need to be studied to inform how future phases will proceed, and what priorities should be identified.

Priority projects for phases 2 and 3 of the Secondary Program Review will be determined in consultation with Trustees through the annual Long-Term Program and Accommodation Strategy process.

### **Long-Term Program and Accommodation Strategy**

The Long-Term Program and Accommodation Strategy document will be expanded to include a section dedicated to the Secondary Program Review. Included in this section will be summaries of the background information contained within the interim report, the secondary school groupings, and a list of studies that will be undertaken over the next ten years. This new section allows the information to be presented in a manner that is easily accessible.

The addition will emphasize the importance of the Secondary Program Review and provide the public with improved access to the information on an annual basis. The public website will be updated as the process evolves.

The LTPAS is a public document that may present new opportunities to gather feedback from the public as the Secondary Program Review evolves. Staff will explore opportunities to expand the feedback process through mechanisms such as online surveys, interactive maps and a new feedback period on the proposed studies in the LTPAS by ward direct them to actual studies or direct links to the groups and the studies within them.

### **Alignment with the Toronto Lands Corporation**

In June 2020, the Secondary Program Review team met with the Toronto Lands Corporation Board and Senior Staff to present the interim report. As we move forward with this work, staff from the TDSB and TLC will be working collaboratively prior to and during each Pupil Accommodation Review process to ensure that we are aligned in our respective planning processes. Data and/or advice from the Toronto Lands Corporation on land-use planning and real estate matters may be sought to build upon the information shared and discussed within these processes.

## **Action Plan and Associated Timeline**

The future work of the Secondary Program Review will be embedded in the Long-Term Program and Accommodation Strategy, which identifies studies to be undertaken over a 10-year period.

Meetings with Trustees are expected to begin in early 2021 and conclude in the late Spring of 2021. These meetings will be used as opportunities to revisit the issues, gaps and needs identified in the interim report and to determine the specific studies to be undertaken.

The 2021-22 Long-Term Program and Accommodation Strategy process will begin with individual Trustee meetings, similar to previous years. When the individual meetings have concluded, a series meetings with groups of Trustees will be arranged to focus on studies associated with the Secondary Program Review.

The Long-Term Program and Accommodation Strategy 2021-30 is expected to be presented to Trustees for approval in June 2021. Phase 1 of the Secondary Program Review process is expected to begin in the Fall of 2021 and conclude in June 2024. This will be followed by Phase 2, which could begin in the Fall of 2024 and conclude in June 2027. Phase 3 would follow in the Fall of 2028.

Due to the complexity and interconnected nature of the Secondary Program Review, staff are also considering providing ongoing update reports for information to the Committee of the Whole. These reports will be presented at 6-month intervals and will provide ongoing updates on active accommodation projects, public feedback, policy initiatives and other advancements as the process evolves.

## **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 final 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, ongoing efforts will be dedicated to making the information as accessible as possible. Moving forward, these materials will continue to be updated to help ensure the public is aware of ongoing timelines and opportunities for engagement.

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

P013 - Optional Attendance

PR545 - Optional Attendance

PR612 - Admission to Specialized Schools and Programs

## **Appendices**

Appendix A - Preliminary concepts identified in the Interim Report

Appendix B - Description of Phase 1 priorities

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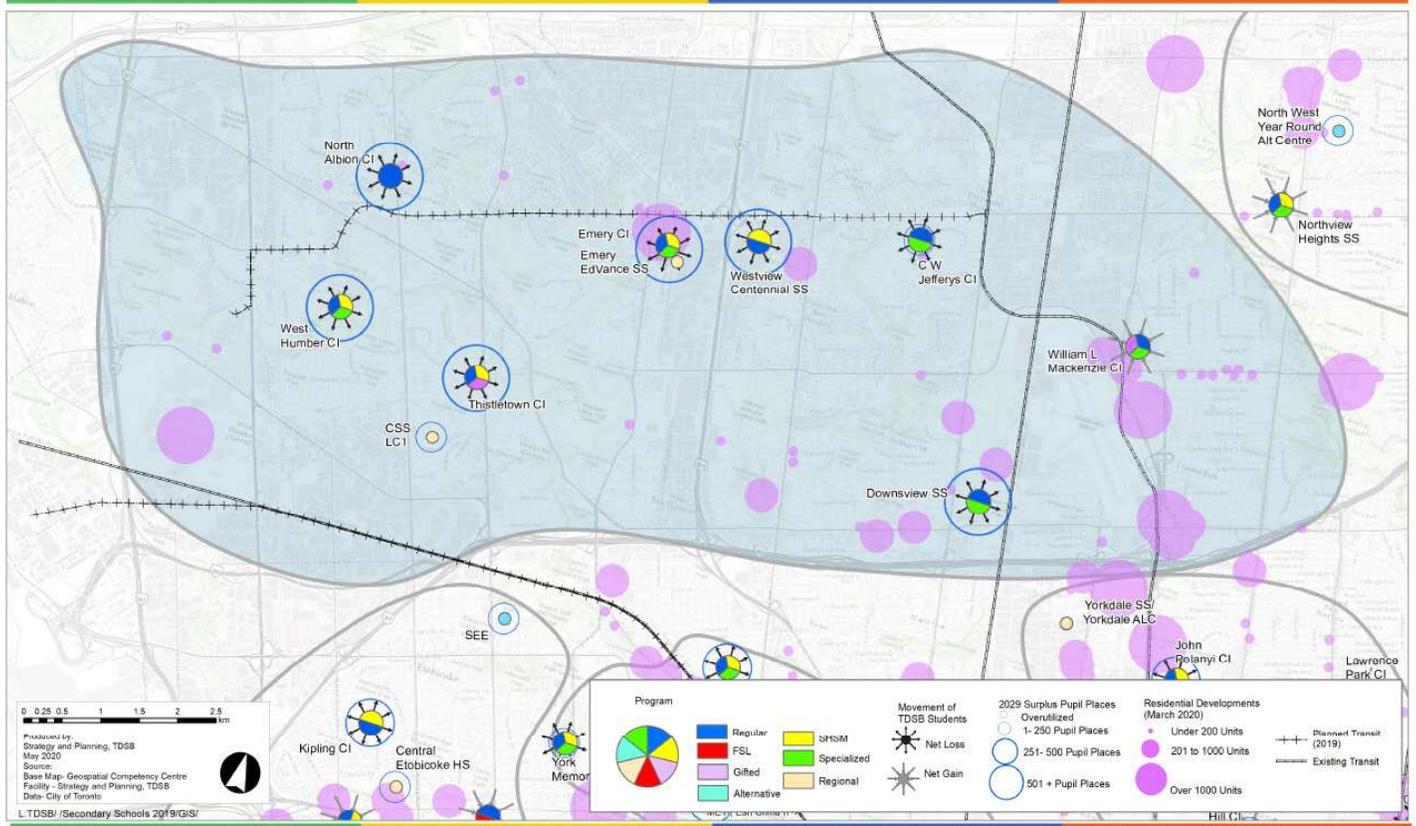
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# Context Map - Group 1

## Appendix A



### Secondary Program Review – Group 1



# Preliminary Concepts – Group 1

## Appendix A

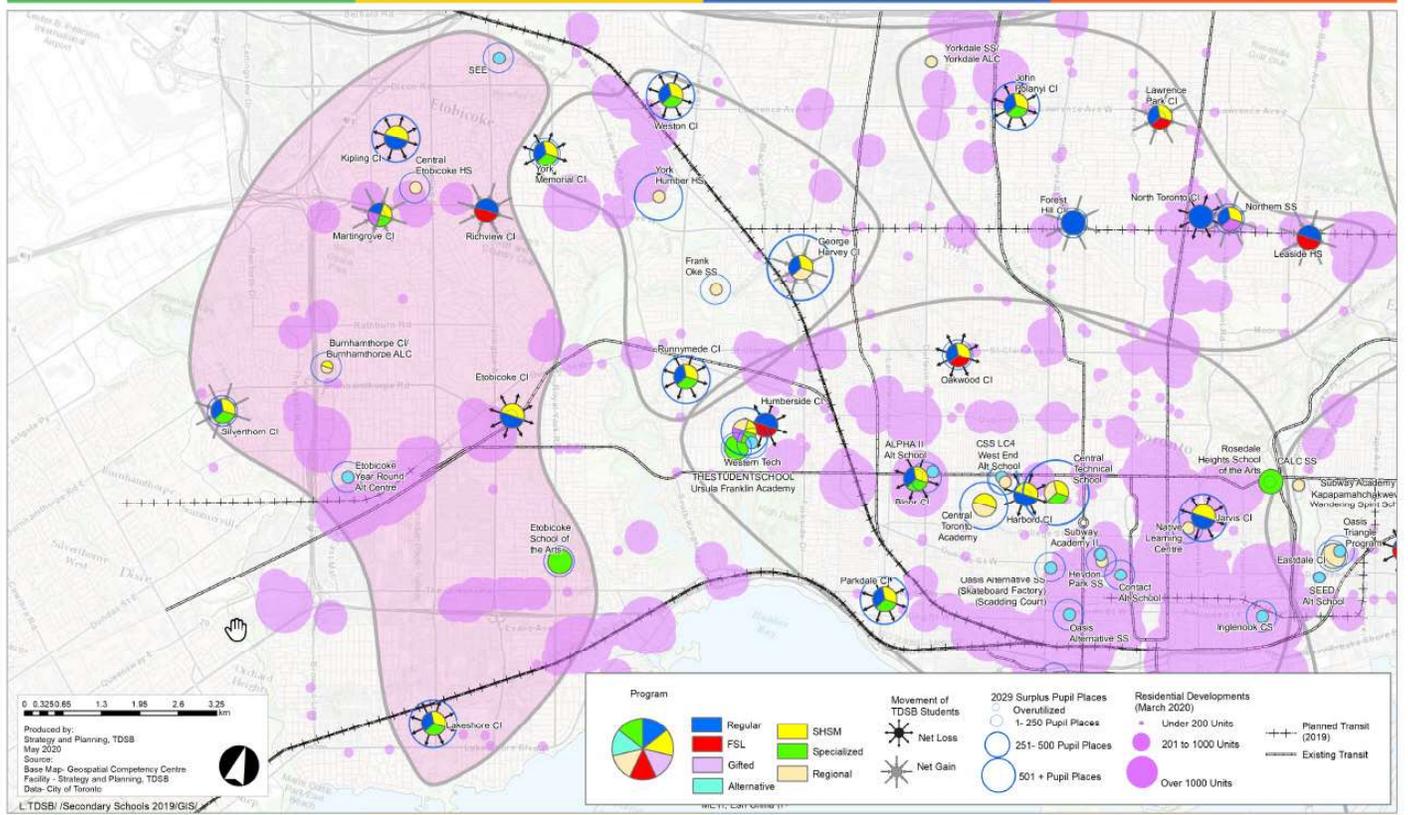
- **Target a reduction of surplus capacity between 1,565 and 2,065 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.
- **French Immersion pathway to provide a local opportunity for students**
  - There are no programs in Group 1, resulting in students having to travel to schools outside of Group 1
  - Students considerable distances or are not continuing with French programs in secondary school.
- **Explore a dedicated Adult Learning Centre to support increasing demand**
  - The Board will continue to support Adult learners in environments that benefit all students.
- **Review existing Gifted programs, their current locations and viability**
  - There are two secondary Gifted programs within this group
- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).
- **Review of Specialized Programming to increase access for local students**
  - Review of Optional Attendance data from 2019-20 to determine which programs students are applying to.
  - Determine how these programs may be replicated or better supported within Group 1 schools.
- **Reduction of Optional Attendance for regular programs outside of the Group**
  - Review Optional Attendance data from 2019-20 to determine what schools students are applying to fore regular programming.

# Context Map - Group 2

# Appendix A



## Secondary Program Review – Group 2



## Preliminary Concepts – Group 2

## Appendix A

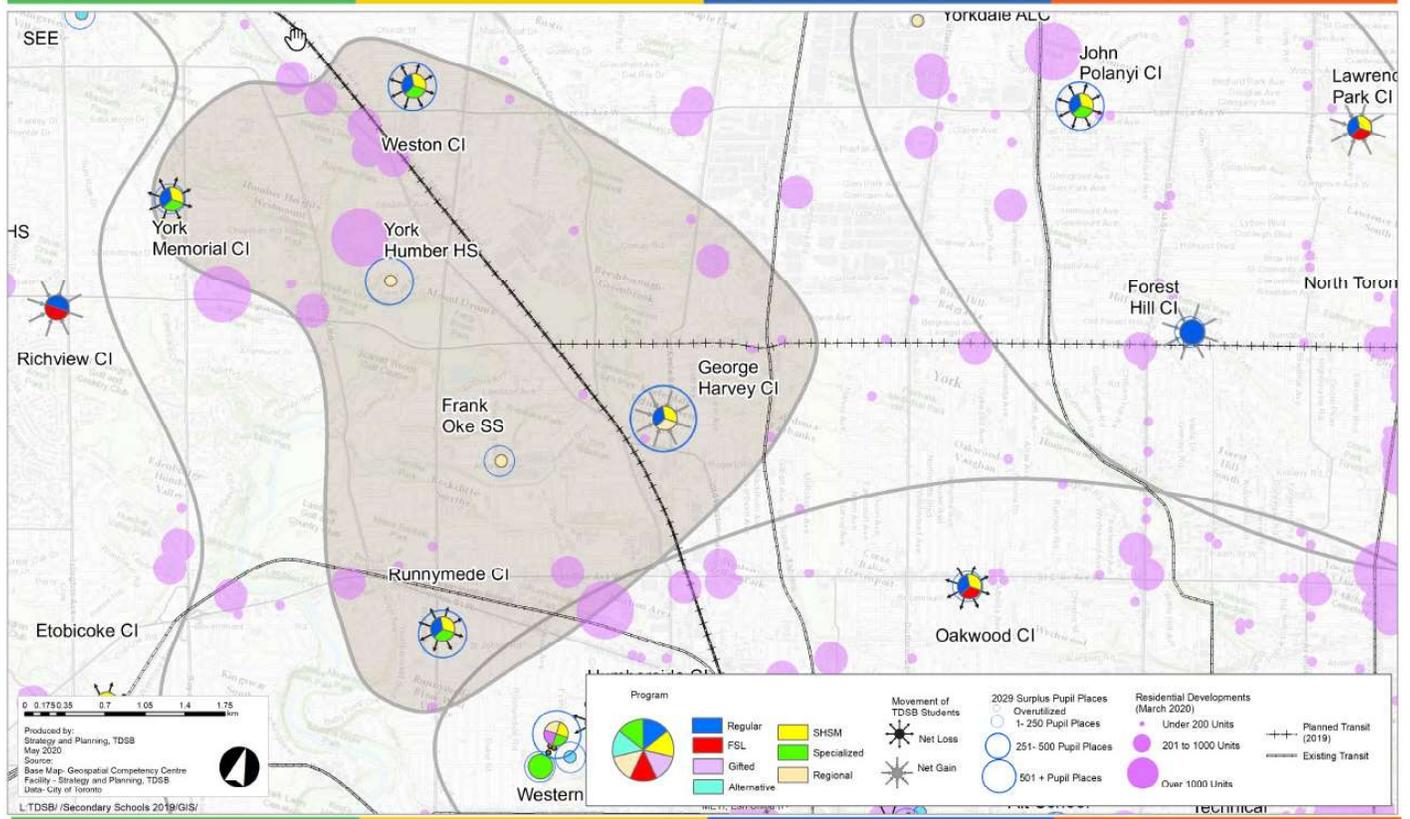
- **Target a reduction of surplus capacity between 420 and 2,080 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - Reaching the upper limit of the potential capacity reduction is unlikely due to the presence of a specialized school that is open to all students residing in the City through application
  - The large range in potential capacity reduction recognizes that there are more students attending schools in this Group than live in this Group.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
- **Exploration of secondary school capacity to address elementary accommodation pressures**
  - Substantial residential growth in the Etobicoke City Centre and Dundas St. West area could be addressed through the use of existing secondary school land and/or buildings.
- **Review of the four Year-Round Alternative Schools**
  - This review crosses multiple groups and will explore the existing location of each program.
- **Second French Immersion pathway to provide a local opportunity for students**
  - Explore a second pathway for students entering the secondary panel who are continuing in French as a Second Language programs.
- **Review of Congregated Special Education schools across the Board**
- **Review of Specialized Programming to increase access for TDSB students.**
  - The new policy managing Specialized schools and programs will prioritize access for students residing in the City of Toronto over those from outside.
- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

# Context Map - Group 3

# Appendix A



## Secondary Program Review – Group 3



## Preliminary Concepts – Group 3

### Appendix A

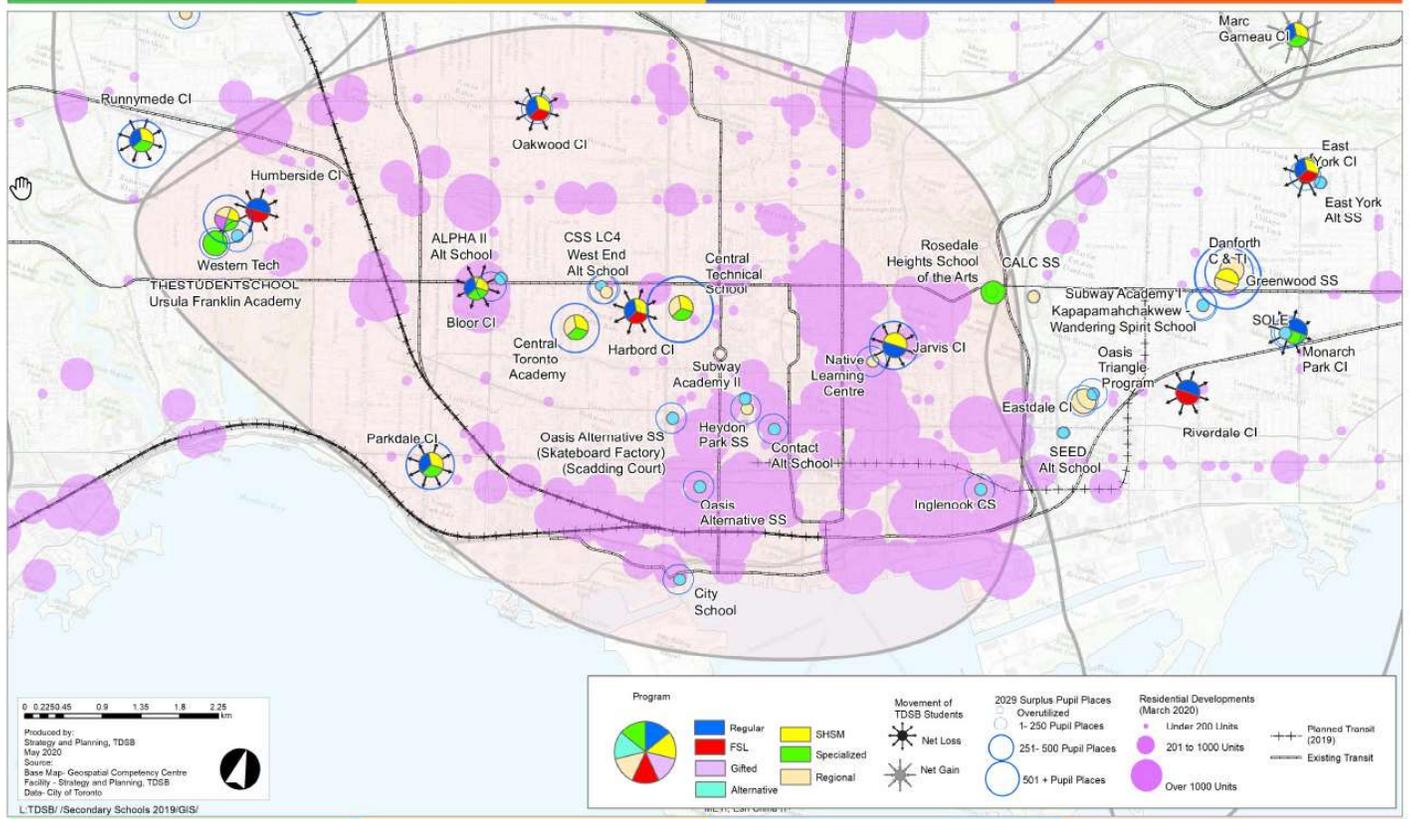
- **Target a reduction of surplus capacity approximately 1,435 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.
  - If projected declines materialize, then additional reductions in capacity could be explored
- **Explore options to dissolve legacy technical and commercial boundaries**
  - George Harvey CI has a legacy technical and commercial boundary
- **Construction of a new secondary school subject to the conclusion of the York Memorial CI and George Harvey CI Pupil Accommodation Review**
  - School size and program to be determined through the Pupil Accommodation Review.
- **Review of Congregated Special Education schools across the Board**
  - There are two Congregated Special Education schools within this Group
- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

# Context Map - Group 4

# Appendix A



## Secondary Program Review – Group 4



## Preliminary Concepts – Group 4

### Appendix A

- **Target a reduction of surplus capacity between 2,070 and 4,400 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - Any future school closures in this Group may create opportunities to establish new models such as multi-purpose centres or French Immersion centres.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning and opportunities for all students.
- **Future Reviews to Explore Opportunities to Address Elementary Accommodation Pressures**
  - Significant accommodation pressures exist at a number of elementary schools in the High Park area.
  - Future reviews could consider opportunities to open up or access space in local secondary schools to address these pressures, subject to an open and transparent accommodation review process.
- **Explore the designation of Heydon Park Secondary School as a Congregated Special Education School**
  - The models that currently exist at Heydon Park SS and Eastdale CI (Group 7) will be reviewed during the 2020-21 school year.
- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**
- **Exploration of the distribution and location(s) of Alternative secondary schools**
- **Exploration of campus opportunities involving secondary schools in close proximity to one another**
  - A campus would allow students to access courses, programs and spaces across multiple school buildings to enrich their learning, as well as to maximize space efficiency.
- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

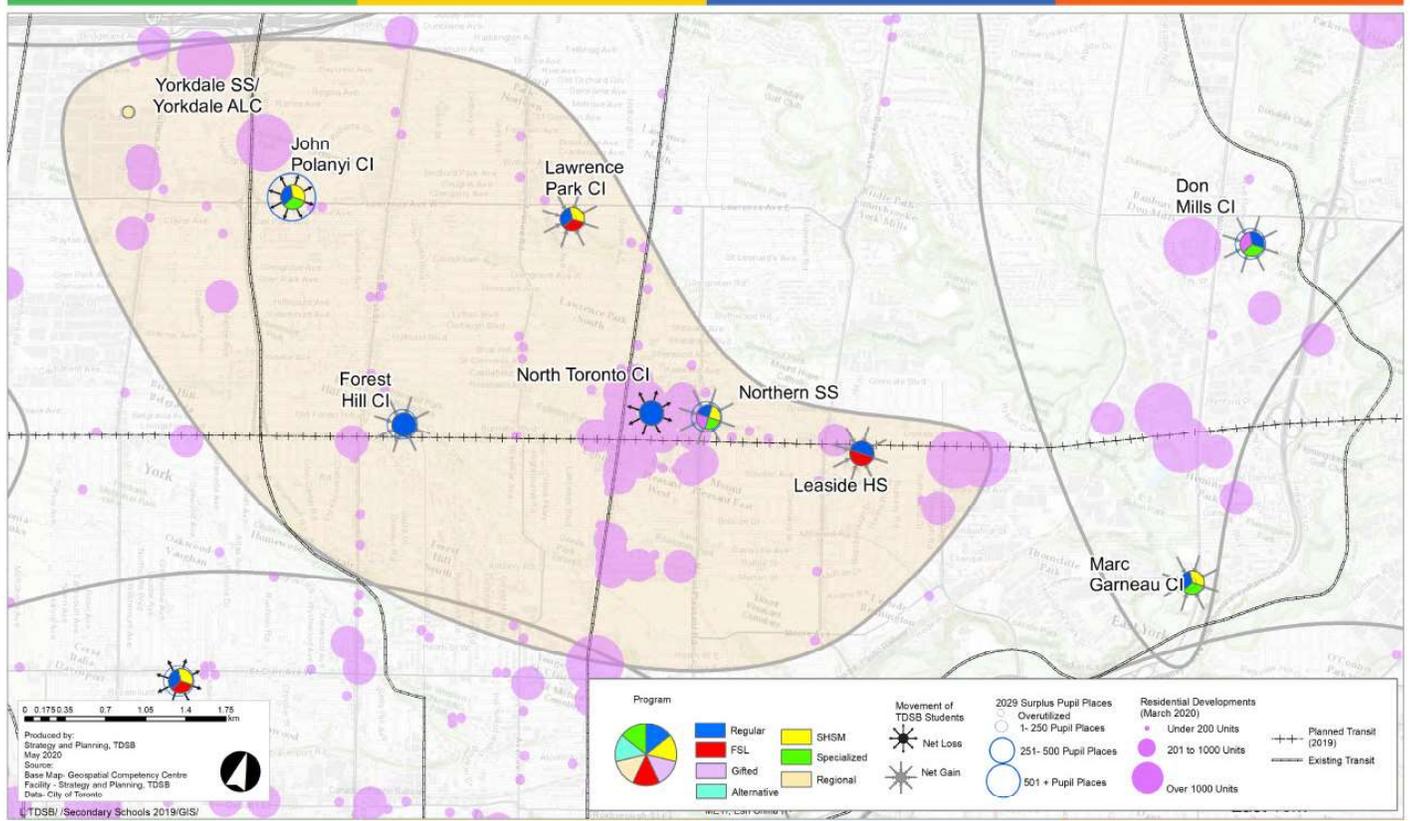
## Preliminary Concepts – Group 4

### Appendix A

- **Explore options to dissolve legacy technical and commercial boundaries**
  - Central Technical School, Central Toronto Academy and Western Technical-Commerical School all have legacy technical and/or commercial boundaries

# Context Map - Group 5

# Appendix A



## Preliminary Concepts – Group 5

### Appendix A

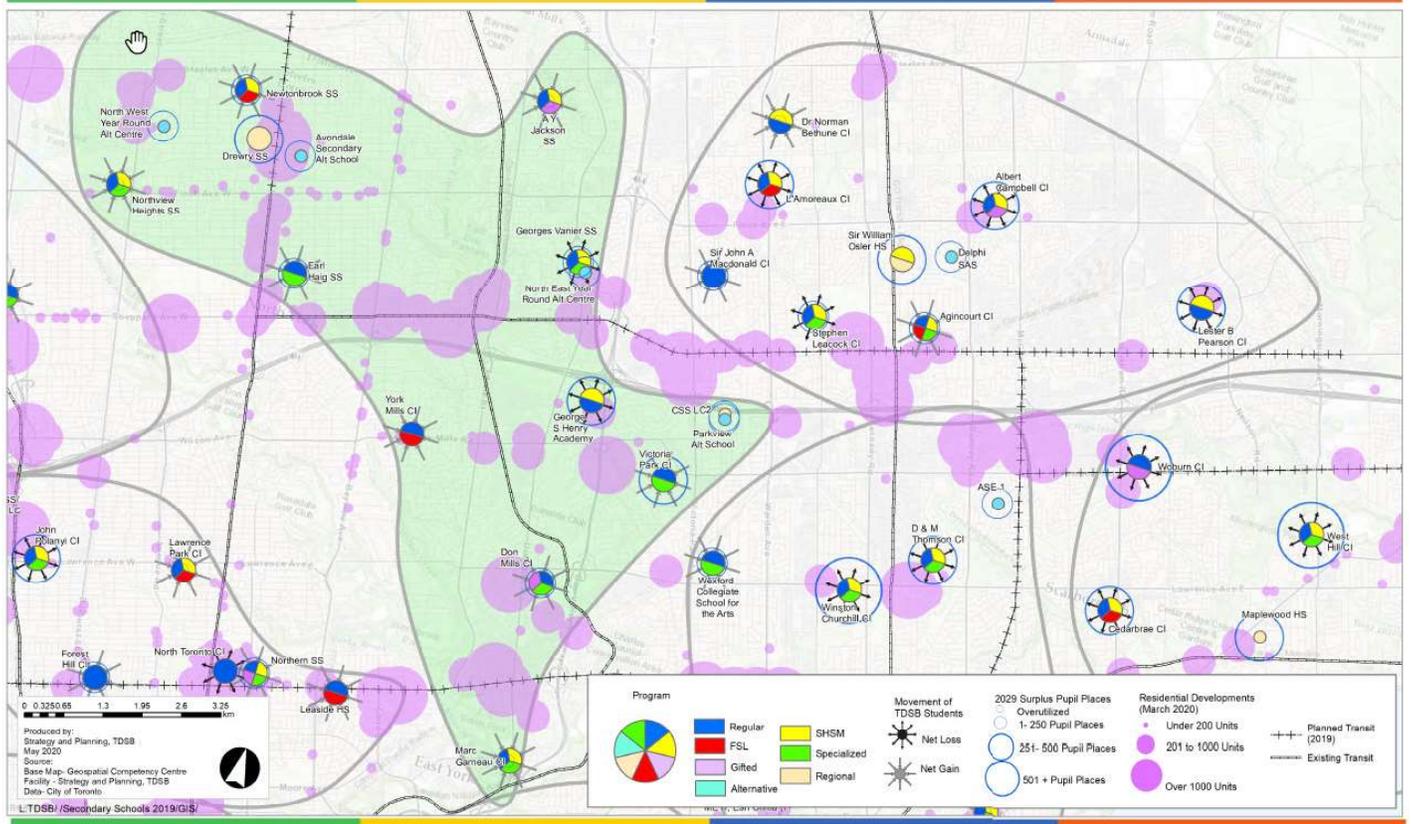
- **Future Reviews to Explore Opportunities to Address Elementary Accommodation Pressures**
  - Future reviews to explore how capacity in secondary schools in this Group may be used to address elementary accommodation pressures.
  - Secondary schools in this Group are generally fully utilized. However, they also experience a large influx of students residing in other Groups that could decrease, contingent on how a number of measures currently being considered shift how students have historically made decisions about the schools they attend.
  - These measures include the proposed dissolution of technical and commercial boundaries, changes to the Optional Attendance policy and a new proposed policy for Specialized Schools and Programs.
  - A decrease in the migration of students into this Group over time may create opportunities for space to be used to address elementary accommodation pressures.
- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**
- **Explore options to dissolve legacy technical and commercial boundaries**
  - Northern SS has legacy technical and commercial boundaries
- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

# Context Map - Group 6

# Appendix A



## Secondary Program Review – Group 6



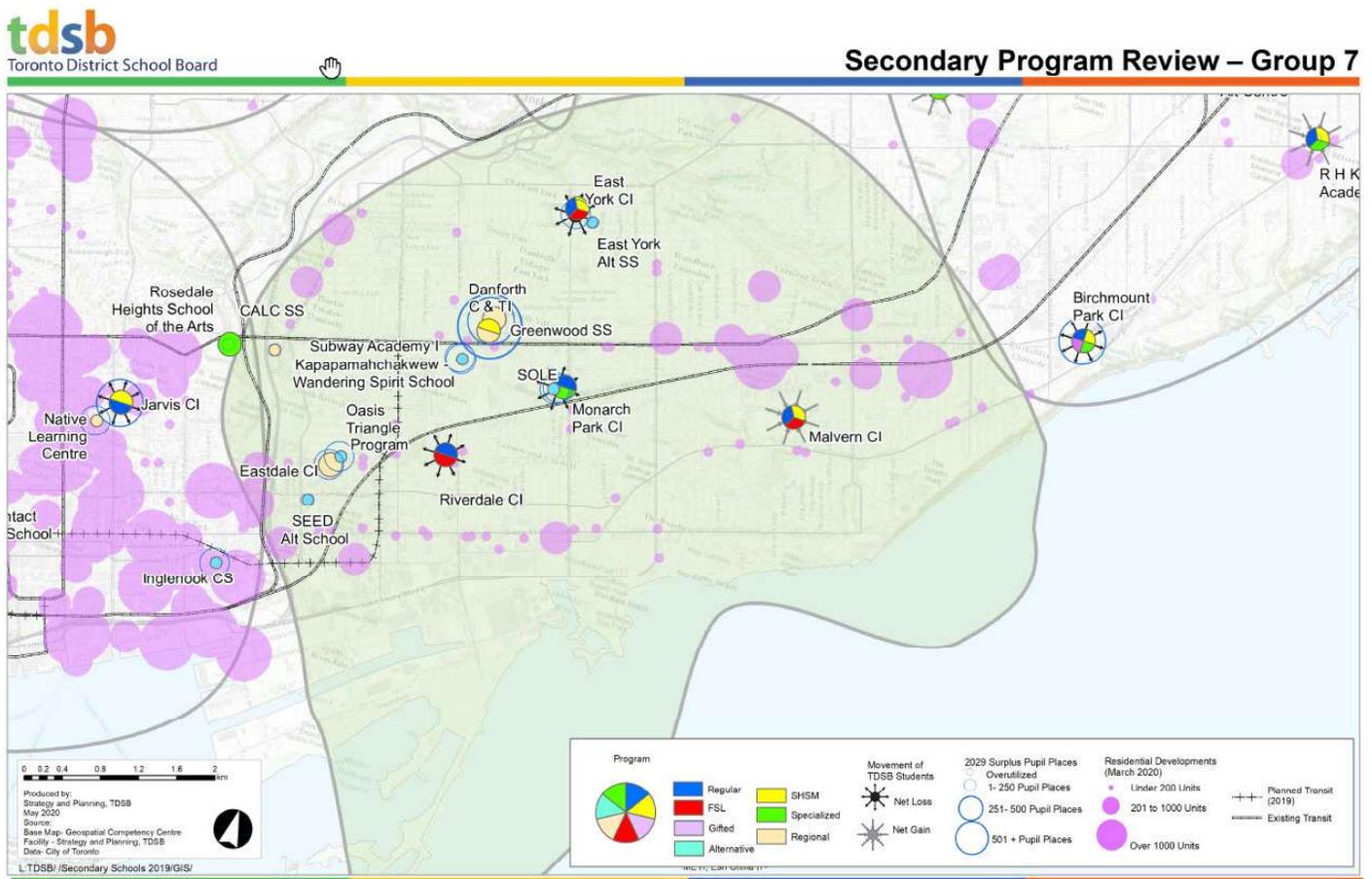
## Preliminary Concepts – Group 6

### Appendix A

- **Target a reduction of surplus capacity of up to 2,200 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.
- **Explore opportunities to end the historical and ongoing redirection of residential development along the Yonge Street corridor**
  - Supporting the goal to provide local students with access to a local collegiate
- **Review of Specialized Programming to increase access for local students**
- **Review multiple ‘shared’ attendance areas that exist within this Group**
  - Shared attendance areas and changes in student choices impact enrolment and staffing levels at the affected schools each year
- **Review of Congregated Special Education schools across the Board**
  - One congregated special education school exists within this Group
- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**
- **Review of the four Year-Round Alternative Schools**
  - This review crosses multiple groups and will explore the existing location of each program
- **Explore opportunities to provide increase capacity for local collegiates through elementary school reorganization**
- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

# Context Map - Group 7

# Appendix A



## Preliminary Concepts – Group 7

### Appendix A

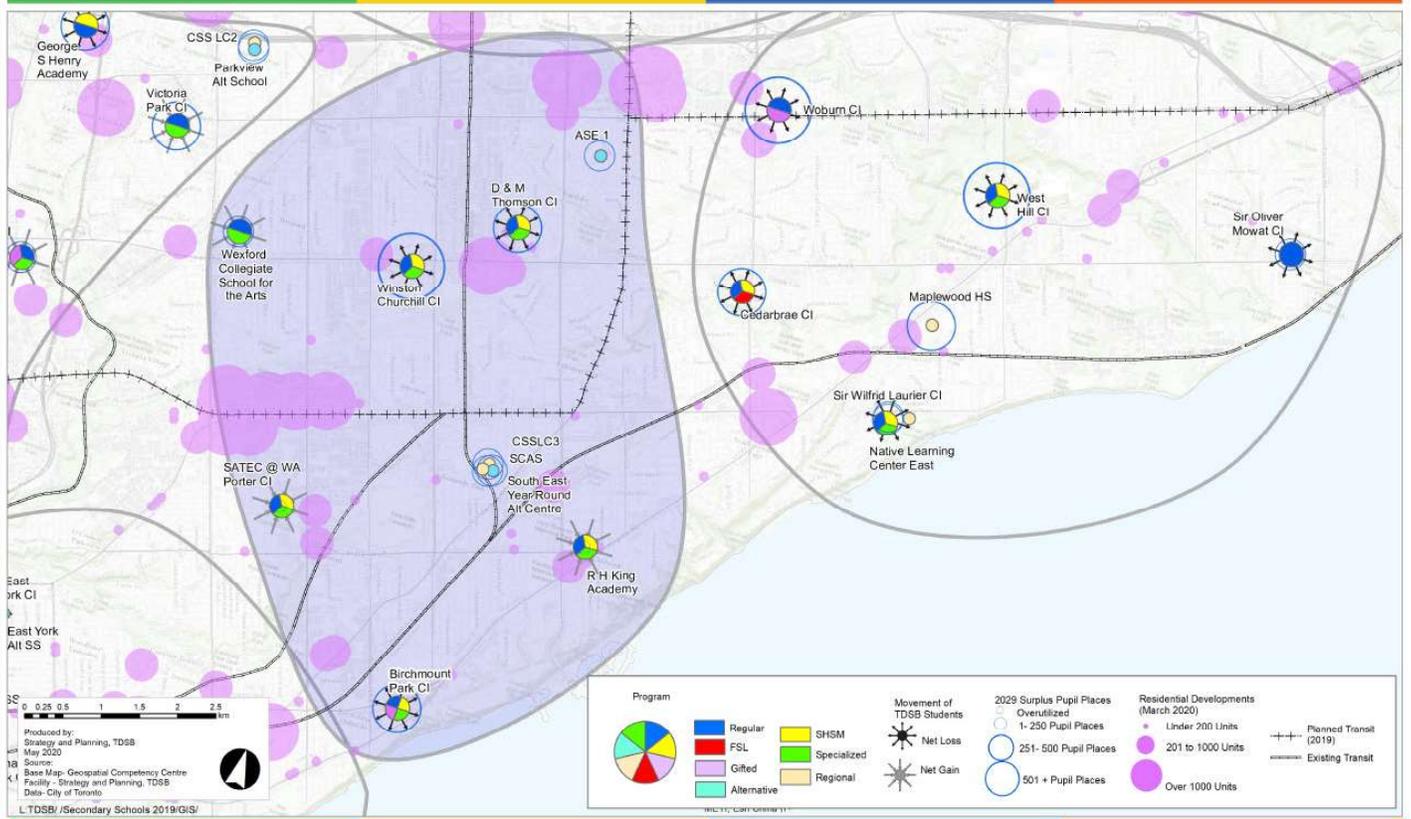
- **Target a reduction of surplus capacity of up to 310 pupil places**
  - Large secondary schools in this Group are generally fully utilized, however, there may be opportunities to review and rationalize the ‘Small by Design’ schools that exist within the Group.
- **Explore options to dissolve legacy technical and commercial boundaries**
  - Danforth Technical Collegiate Institute has a legacy technical boundary
- **Explore the designation of Eastdale Collegiate Institute as a Congregated Special Education School**
  - The models that currently exist at Heydon Park SS (Group 4) and Eastdale CI will be reviewed during the 2020-21 school year.
- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**
  - French as a Second Language programs currently exist at schools with significant enrolment pressures.
- **Exploration of the distribution and location(s) of Alternative secondary schools**
- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

# Context Map - Group 8

# Appendix A



## Secondary Program Review – Group 8



## Preliminary Concepts – Group 8

### Appendix A

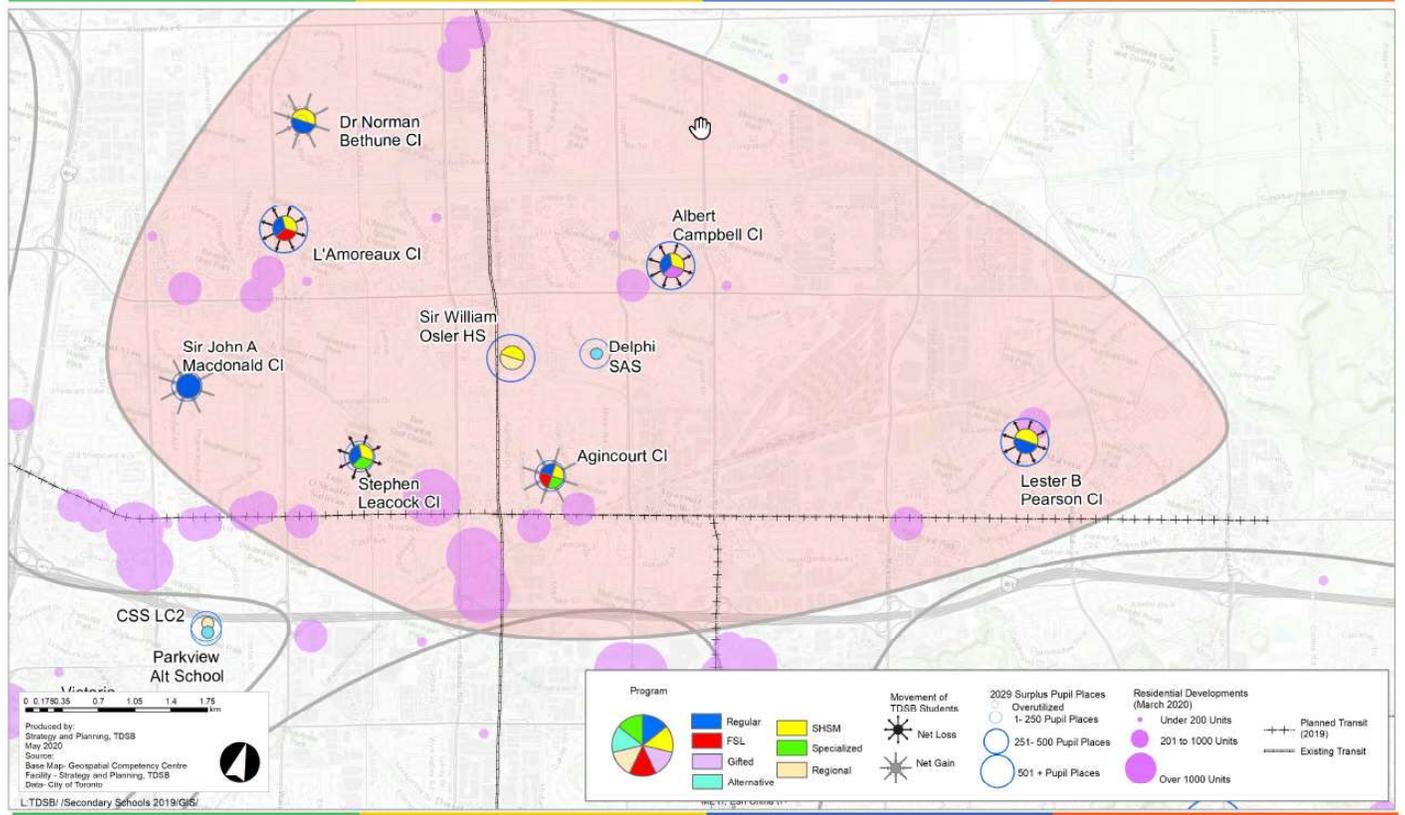
- **Target a reduction of surplus capacity between 690 and 1,420 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.
  - Future reviews must consider the significant long-term redevelopment potential of the Golden Mile, an emerging residential community along Eglinton Avenue East.
- **Review existing Gifted programs, their current locations and viability**
  - There is one secondary Gifted program within this group
- **Review of Specialized Programming to increase access for local students**
  - Review of Optional Attendance data from 2019-20 to determine which programs students are applying to.
  - Determine how these programs may be replicated or better supported within Group 8 schools.
- **Exploration of the distribution and location(s) of Alternative secondary schools**
- **Review of the four Year-Round Alternative Schools**
  - This review crosses multiple groups and will explore the existing location of each program
- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

# Context Map - Group 9

# Appendix A



## Secondary Program Review – Group 9



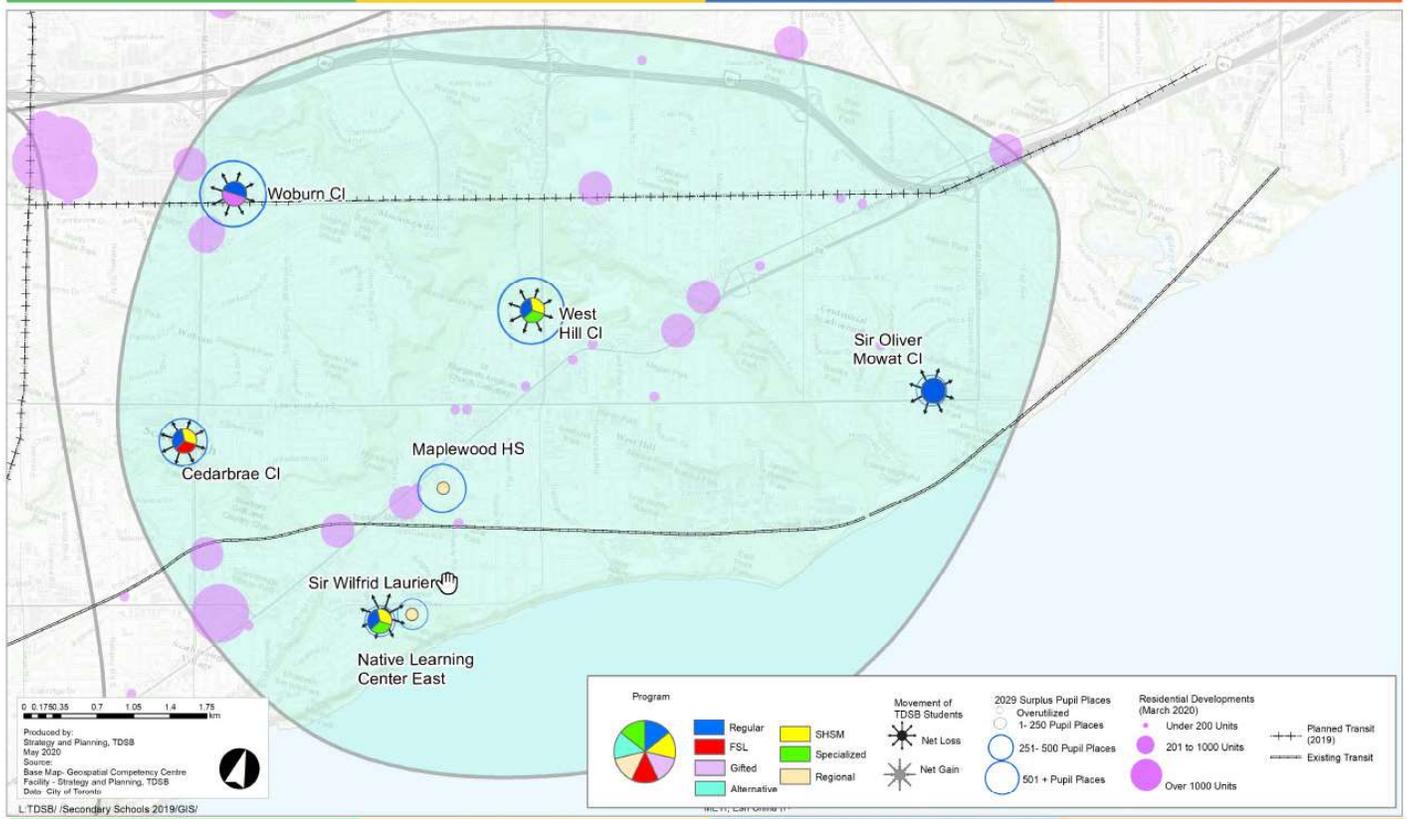
## Preliminary Concepts – Group 9

### Appendix A

- **Target a reduction of surplus capacity between 950 and 1.460 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.
- **Review of Congregated Special Education schools across the Board**
  - One congregated special education school exists within this Group
- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**
  - French as a Second Language programs currently exist at schools with significant enrolment pressures.
  - This could include exploration of a French centre at the secondary panel
- **Future Reviews to Explore Opportunities to Address Elementary Accommodation Pressures**
  - Significant accommodation pressures may arise in the Agincourt area due to significant residential intensification planned for the area.
  - Future reviews could consider opportunities to open up or access space in local secondary schools to address these pressures, subject to an open and transparent accommodation review process.
- **Explore the introduction of a new Elite Athletes program to expand access to this part of the Board**
- **Explore the introduction of a new EdVance program to expand access to this part of the Board**
- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

# Context Map - Group 10

# Appendix A



# Preliminary Concepts – Group 10

## Appendix A

- **Target a reduction of surplus capacity between 960 and 1,470 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.
- **Review of Congregated Special Education schools across the Board**
  - One congregated special education school exists within this Group
- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**
- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

## Appendix B

### Phase 1 Priorities

Phase 1 studies will focus on collegiates with small enrolments where a full breadth of program may not be available for students. As presented in the interim report, collegiates are intended to be destinations that serve all students in all pathways. This means that they should be of a sufficient size to generate the teaching staff necessary to deliver the courses and programs students desire.

The reality for students in many of our small collegiates is that the breadth of courses and programs available for students in larger schools is not available to them. This creates an inequity across the system as a result of the enrolment imbalances we currently face.

This does not include our secondary schools that are “small by design”. Although smaller schools can offer courses in most subject areas, the range of course offering is much more restricted. For example, large collegiates are able to offer multiple course offerings in each subject area, allowing for greater specialization and for increased engagement with the course material. Smaller schools may only be able to offer a limited selection of courses within each subject area. Similarly, smaller schools, given reduced staff and student numbers, will generate fewer sections of each course, resulting in greater likelihood of scheduling conflicts.

There are currently 12 collegiates that have an enrolment of fewer than 600 students, considering both in-person and virtual learners. Staff will work collaboratively with Trustees to confirm the exact groups of schools to be included within Phase 1 studies, centered around these small collegiates. These studies will include other secondary schools based on their geographic location(s), or that may present opportunities for program and/or accommodation solutions.

### Phase 1 Studies

Due to the resources and time required to undertake these complex studies, it is not going to be possible to conduct all studies within a single year. However, there may be opportunities to include multiple small collegiates within the same process to minimize the number required within Phase 1.

Staff anticipate that two to three studies can be undertaken each year, recognizing that there are other pressures at the elementary panel that also require the dedication of staff resources.

Although the Phase 1 studies will be centered around small collegiates, this is not to say that all of the studies will result in a school closure, nor does it guarantee that a small collegiate will be the school proposed for closure, should a closure be recommended.

Phase 1 studies may consider other preliminary concepts that have been identified in the interim report. Other concepts may include changes to French programming/pathways, consideration of elementary accommodation pressures or

relocation of specialized programs. It is important to remember that these studies will consider a wide variety of accommodation solutions, not simply a single school closure.

### Pupil Accommodation Reviews

Subject to the Provincial moratorium being lifted, Pupil Accommodation Reviews may be pursued as the vehicle for studies associated with the Secondary Program Review. These reviews include the most comprehensive form of consultation, provide multiple points for Board approval and oversight, while also allowing for a diverse range of accommodation and program changes to be considered, up to and including school closures.

Internal study through a Local Feasibility Team is able to proceed despite the moratorium. The moratorium prevents the processes from being engaged. Internal study provides an opportunity to identify multiple accommodation options and solutions within a diverse team of TDSB staff and Trustees.

### Phase 1 Timeline

Phase 1 of the Secondary Program Review work plan is to begin in the Fall of 2021, subject to approval of the Long-Term Program and Accommodation Strategy 2021-30, and is planned to conclude in June 2024. The three-year period is required due to the time associated with each study, as well as to ensure we build in the appropriate annual mechanisms to assess the outcomes of each process.

### Other Active Projects to be undertaken in Phase 1

The following projects are currently underway and will continue as part of the first phase of the Secondary Program Review.

#### *George Harvey CI and York Memorial CI Pupil Accommodation Review*

The Board of Trustees granted approval to begin this Pupil Accommodation Review in February 2020 after the Ministry of Education provided the Board with an exemption from the moratorium that continues to be in effect.

The review is considering options for consolidating the two existing schools into a single school to be rebuilt on the former site of York Memorial CI. The review was paused in the spring of 2020 when the system was shut down due to COVID-19. The review will recommence during the 2020-21 school year.

#### *Review of Legacy Technical and Commercial Boundaries*

This review is examining ways to dissolve the legacy technical and commercial boundaries that are still in place in certain parts of our system. These boundaries have outlived their intended purpose which was to 'stream' students into a particular type of program.

This review proposes to dissolve the remaining legacy technical and commercial boundaries and to move to a single set of boundaries for secondary schools. This

would result in improved equity of access to programs for all areas of the city and create consistent attendance boundaries throughout the district.

This process was underway during the 2019-20 school year and multiple meetings were held with Trustees, Superintendents, Principals and central staff. It was paused when the system was shut down in March 2020 but is expected to continue and conclude during the 2020-21 school year.

*Development of a new Specialized Program Policy*

In January 2020, the Policy Development Work Plan for a new Specialized Schools and Programs policy was approved. This policy affirms our commitment to providing focused specialized programming in both local schools and in district-wide specialized schools or programs, and to improving access for all students to these programs.

Consultation on the draft policy commenced in March 2020, including online consultation. However, due to the pandemic and the system shutdown, it was decided to pause the consultation efforts. Once a process to resume consultations is determined and undertaken, this policy will be presented to the Governance and Policy Committee and the Board of Trustees for approval.

*Review of Optional Attendance Policy P013*

The review of this policy is complete, including public consultation, and will be presented to the Governance and Policy Committee for approval in the near future. There will be no changes to the Optional Attendance Policy that impact the 2021-22 school year.

*Implementation of Program Type Field in School Information System*

During the 2019-20 school year, work was done with secondary schools that offer specialized programs to identify students in our School Information System (SIS) by program type. Until this school year, SIS only identified students in the Regular Secondary program, French Immersion or Extended French tracks, as well as in Special Education Intensive Support Programs.

Moving forward, Planning staff will be able to better track the number of students enrolled in specialized programs, and understand where those students reside. This data will lead to refinements in the annual enrolment projection process as specialized programs can be distinguished from the regular track.