

TORONTO DISTRICT SCHOOL BOARD

ELEMENTARY ALTERNATIVE LEARNING OPTIONS

TO Program and School Services Committee 2 November 2011

RECOMMENDATIONS IT IS RECOMMENDED:

- 1. That the Board approve the opening of three (3) Sports and Wellness Academies, neighbourhood school model, effective September 2012, at the following locations:**
 - a. Carleton Village Junior and Senior Public School;**
 - b. James S. Bell Junior Middle School; and**
 - c. Shoreham Public School;**
- 2. That the Board approve the opening of two (2) Health and Wellness Academies, neighbourhood school model, effective September 2012 at the following locations:**
 - a. Rene Gordon Elementary School; and**
 - b. Donview Middle School;**
- 3. That the Board approve the opening of one (1) Boys' Leadership Academy, Grades 4-6 and adding one subsequent grade each year up to and including Grade 8 by 2014, school-within-a-school model, effective September 2012 at the following location:**
 - a. The Elms Junior Middle School;**
- 4. That the Board approve the opening of one (1) Girls' Leadership Academy, Grades 4-6 and adding one subsequent grade each year up to and including Grade 8 by 2014, school-within-a-school model, effective September 2012 at the following location:**
 - a. Highland Heights Junior Middle School; and**
- 5. That the Board approve the opening of two (2) Vocal Music Academies, Grades 4-6 and adding one subsequent grade each year up to and including Grade 8 by 2014, school-within-a-school-model,**

effective September 2012 at the following locations:

- a. Heather Heights Junior Public School; and**
- b. Ryerson Community School.**

**STRATEGIC
DIRECTIONS**

- 1. Make every school an effective school.
- 2. Identify disadvantage and intervene effectively.

RATIONALE

On 16 April 2011, the Board decided:

- (a) That staff prepare for Board consideration a policy related to the establishment of elementary alternative learning options, including a rationale and process for establishing an elementary alternative learning option, and the distinctions that set an elementary alternative learning option apart from regular, alternative and specialized programs;
- (b) That the establishment of Program Area Reviews be approved to consider Elementary Alternative Learning Option programs related to:
 - (i) a Sports and Wellness Academy (all elementary grades, neighbourhood school model) at Carleton Village Junior/Senior Public School, James S. Bell Junior Middle School, Rene Gordon Elementary School, Donview Middle School and Shoreham Public School;
 - (ii) a Vocal Music Academy (neighbourhood school model) at Heather Heights Junior Public School and Ryerson Community School;
 - (iii) a Boys' Leadership Academy (Grades 4-8) at Calico Public School and the Elms Junior Middle School;
 - (iv) a Girls' Leadership Academy (Grades 4-8) at Highland Heights Junior Middle School;
- (c) That staff report to the Program and School Services Committee with recommendation on the outcome of the Program Area Reviews;
- (d) That the implementation of the programs at (i) to (iv) above, not occur prior to September 2012 and a full report be presented as soon as possible to the appropriate standing committee.

Over the past few months, Program Area Review Teams coordinated program area reviews for the proposed Elementary Alternative Learning Options. Nine of the ten Program Area Reviews resulted in recommenda-

tions to proceed with the opening of an Elementary Alternative Learning Option. One Program Area Review, Calico Public School, recommends that an Elementary Alternative Learning Option not be considered at the school.

Results of these community meetings are attached (Appendix A).

In progress is work towards a preliminary draft policy regarding the establishment of elementary alternative learning options, including a rationale and process for establishing an elementary alternative learning option, and the distinctions that set an elementary alternative learning option apart from regular, alternative and specialized programs.

RESOURCES

The total cost of opening the nine proposed Elementary Alternative Learning Options will vary due to enrolment patterns.

Costs will include resources to support program start up. Up to one time funding of \$25,000 may be considered to support applicable resources and program sustainability, as defined and determined through shared staff discussion with the local school community.

A detailed costing analysis of facility upgrades has been conducted. Three of the suggested nine sites (Donview Middle School, Highland Heights Junior Public School and Heather Heights Junior Public School) were identified as requiring minor facility upgrades. The estimated cost for one time facility upgrades at the three locations is \$94,000.00, which will be covered within the Facilities Renewal Budget.

Costs of teaching staff will follow enrolment patterns and will be allocated from the existing system staff complement.

IMPLEMENTATION AND REVIEW

To ensure these school learning environments are both programmatically and fiscally viable, it is expected that:

- The opening of the Boys' Leadership, Girls' Leadership and Vocal Music Academies will be subject to an appropriate minimum enrolment to permit at least two classes
- Programs will adhere to the board's Optional Attendance process where applicable
- Programs will adhere to the Ontario Curriculum requirements and Board Policies and Procedures
- Monitoring and review of program impact will occur through a research based cycle, including analysis of trend information on student engagement, achievement and well-being

Pending Board approval of the recommendations, a registration and comprehensive internal and external broad community-based campaign will be developed.

APPENDICES Appendix A: Program Area Review Team Reports

- FROM**
- Chris Spence, Director of Education at chris.spence@tdsb.on.ca or 416.395.8201
 - Donna Quan, Deputy Director – Academic at donna.quan@tdsb.on.ca or 416.397.3190
 - Penny Mustin, Deputy Director – Operations at penny.mustin@tdsb.on.ca or 416.397.3188
 - Manon Gardner, Chief Academic Officer – School Improvement at manon.gardner@tdsb.on.ca or 416.397.3929
 - Gen Ling Chang, Coordination Superintendent, Teaching and Learning at genling.chang@tdsb.on.ca or 416.394.3934
 - Karen Grose, Coordinating Superintendent, Program Planning at karen.grose@tdsb.on.ca or 416.397.3205
 - Annie Appleby, NW1 Superintendent of Education at annie.appleby@tdsb.on.ca or 416.394.2028
 - Glenford Duffus, NW2 Superintendent of Education at glenford.duffus@tdsb.on.ca or 416.394.2030
 - Sandy Spyropoulos, NE3 Superintendent of Education at sandy.spyropoulos@tdsb.on.ca or 416.396.9176
 - Kathleen Meighan, NE5 Superintendent of Education at kathleen.meighan@tdsb.on.ca or 416.396.9174
 - Nadine Segal, SE3 Superintendent of Education at nadine.segal@tdsb.on.ca or 416.396.9190
 - Jane Phillips-Long, SW1 Superintendent of Education at jane.phillips-long@tdsb.on.ca or 416.394.2044
 - Curtis Ennis, SW2 Superintendent of Education at curtis.ennis@tdsb.on.ca or 416.394.2044
 - Karen Falconer, SW6 Superintendent of Education at karen.falconer@tdsb.on.ca or 416.394.2052



**Final Report of the Program Area Review Team for
Carleton Village Public School - Sports and Wellness Academy
12 October 2011**

RECOMMENDATIONS

The Program Area Review Team Steering Committee for the Sports and Wellness Academy at Carleton Village Public School recommends:

- 1. That the Sports and Wellness Academy be established at Carleton Village Public School;**
- 2. That the school begin operation in September 2012; and**
- 3. That a whole school model be adopted for the Sports and Wellness Academy**

BACKGROUND

In April 2010 The Board of Trustees approved the feasibility for Elementary Alternative Learning Options (EALO).

In May 2011 the Board of Trustees approved the establishment of Program Area Review (P068) to consider the Elementary Alternative Learning Options (EALO). Carleton Village Public School is identified as a potential site for the Sports and Wellness Academy.

The Priorities and goal of the Sports and Wellness Academy are:

- To physically and mentally prepare students to be able to reach their academic potential
- To improve health and well-being of students and;
- To increase student achievement through exercise

Currently Carleton Village is a K-8 school with a head count of 390 students; there is space in the building for approximately 620 students.

Carleton Village currently has 380 out of a total of 1094 eligible students in catchment area.

EALO is another opportunity to bring more students to Carleton Village; many of whom are non-TDSB students

Carleton Village has fine athletics facilities including a recently renovated swimming pool. Carleton Village has many partnerships that promote healthy and active living including but not limited to: Dovercourt Boys and Girls Club; Toronto Public Health; Toronto Police Services; Davenport Perth Neighbourhood Community Health Centre

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
Carleton Village P.S.	Kaitlyn Alexander	Student
Carleton Village P.S.	Courtnei Martin	Student
Carleton Village P.S.	John Sweeney	Parent/School Council
Carleton Village P.S.	Lorelei Eccleston	Principal
Carleton Village P.S.	Judith Kramer	Vice Principal
Carleton Village P.S.	Serafina Agostino	Staff
Trustee	Maria Rodrigues	Ward 9 Trustee
Superintendent	Curtis Ennis	SW2

Staff Resources		
Organization	Name	Role
TDSB Central	Tracy Hayhurst	CCP-Teaching & Learning
TDSB Central	George Kourtis	Program Co-ordinator
TDSB Central	Joanne Magee	TDSB Planning Department
TDSB Central	Giovanna DeGirolamo	TDSB Planning Department
TDSB MSIC	Lynne Martens	Community Support Worker

Meeting Details		
Meeting Type	Date	Time
Committee	October 3, 2011	6:00 p.m.
Public Meeting	October 12, 2011	6:00 p.m.
Committee	October 12, 2011	8:00 p.m.

ANALYSIS OF ALTERNATIVES

- Community reminder to maintain excellence in academics while focusing on the Sports and Wellness Academy.
- Each Carleton Village student currently receives the minimum 150 minutes of physical activity required by the Sports and Wellness Academy through physical education and swimming;
- Therefore the established timetable could accommodate the Sports and Wellness Academy.

SUMMARY OF FINDINGS

- The Sports and Wellness Academy at Carleton Village will provide an excellent opportunity for enhanced healthy living and student well being.
- Parents and community members gave an overwhelming mandate to move forward with the Sports and Wellness Academy pending approval.
- Carleton Village has the facilities and existing programs to integrate the Sports and Wellness Academy.
- Approximately 30 parents, community partners and staff attended the public meeting.



**Final Report of the Program Area Review Team for
James S. Bell Junior Middle School – Sports & Wellness Academy
29 September 2011**

RECOMMENDATIONS

The James S. Bell Junior Middle School Program Area Review Team recommends:

- 1. That James S. Bell Junior Middle School becomes a Sports and Wellness Academy effective September 2012.**
- 2. That the James S. Bell Junior Middle School community is consulted as the Sports and Wellness model is co-constructed.**
- 3. That throughout the remainder of this 2011-12 school year James S. Bell Junior Middle School will move forward on the development of the framework for the Sports and Wellness model.**

BACKGROUND

James S. Bell Junior Middle School has been selected as a potential location for an Elementary Alternative Learning Option (ELAO) specifically a Sports and Wellness Academy and has the potential space required to house such a program.

James S. Bell is presently at **347 students** which represent **61 %** of the schools **capacity of 567**. The school has **220 per pupil places** available to accommodate new admissions to the school if the ELAO Sports and Wellness Academy were to be housed here.

James S. Bell is a Junior Middle School offering programs from JK to Grade 8 and offers Full Day Kindergarten. The school is in good physical condition and has a good sized field to accommodate outdoor physical activities along with a double gym indoors. The school currently offers 180 minutes per week of physical education for its middle school students (6-8) and 150 minutes for the Primary/Junior students including the Kindergarten students.

Toronto Parks and Recreation are housed in the building as a community school and are true partners in offering healthy and active activities for the larger community after school hours and during the weekends and summer months.

The school also promotes healthy living through its large nutrition program and gardening club. The school's 'Back on Track' program places treadmills and stationary bikes in classrooms that allow special education students the opportunity to exercise which has shown measurable growth in both social and academic measures for these students.

James S. Bell Junior Middle School offers a variety of physical activities that encourages all children to participate, emphasizing enjoyment, fair play, self fulfillment and personal health and reflection.

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
James S Bell JM School	Stacey Lee	Child and Youth Worker
	Jason Barnes	Teacher HR and PE
	John Currie	Principal James S. Bell JMS
	Wai Yin Mok	VP James S. Bell JMS
	Sandre MacDonald	Parent
	Tammy Heaney Quick	Parent
	Cameron Viegas	Grade 7 Student
Toronto Public Health	Cali Kim	Public Health Nurse

Staff Resources		
Organization	Name	Role
Toronto District School Board	Jane Phillips Long	Superintendent of Education SW1
	Pamela Gough	Trustee Ward 3
	Palma Vitti	Education Planning Officer
	Joanne Magee	Education Planning Officer
	George Kourtis	Program Co-ordinator
	Tracy Hayhurst	Health and Physical Education, Teaching and Learning Central Coordinating Principal, Teaching and Learning

Meeting Details		
Meeting Type	Date	Time
Committee	September 16, 2011	4:30- 5:45 pm
Public Meeting	September 29, 2011	6:00 – 8:00 pm
Committee	September 29, 2011	8:00 – 9:00 pm

ANALYSIS OF ALTERNATIVES

- Sports and Wellness Academy – a whole school focus; this option was discussed through committee, community and school-based meetings (i.e. school curriculum nights). There was support for this focus with a great deal of discussion concerning the need to recognize and support different types of wellness including physical, emotional, social, intellectual and work and career.
- The PART committee recommends transitional funding be allotted from the Board to allow for the release time for a core group of teachers and program staff to plan the curricular framework, applying for funding grants and to source appropriate equipment necessary for start up.

SUMMARY OF FINDINGS

- The James S. Bell Junior Middle school community wishes to express their enthusiastic support for this Elementary Alternative Learning Option (Sports and Wellness Academy) and its implementation for September 2012.
- James S. Bell Junior Middle School would like to continue to explore innovative and exciting partnerships within the community and beyond that promote healthy living and enhance the opportunities for the James S. Bell Sports and Wellness Academy staff, students and community.



**Final Report of the Program Area Review Team for
Shoreham Public School - Sports & Wellness Academy
26 September 2011**

RECOMMENDATIONS

The Shoreham Public School Program Area Review Team recommends:

- 1. That the Elementary Alternative Learning Option, Sports and Wellness be approved by the Toronto District School Board;**
- 2. That the Sports and Wellness option be operational beginning September 2012; and**
- 3. That the Board's current Optional Attendance Policy be applied in managing enrolment/registration from outside the Shoreham Public School Attendance Area.**

BACKGROUND

- Shoreham Public School is a K-5 school. The school is being considered for the implementation of the Elementary Alternative Learning Option – Sports and Wellness in September 2012.
- The school's current projected enrolment (2011) is 335, with a head count of 373 and a Full Time Equivalent (FTE) of 327.5 as of 16 September 2011. The projected enrolment for 2012 is 328 and the pattern shows a decrease in the following years to 300 in 2016.
- The Ministry of Education projected utilization rate for Shoreham sits at 58% and will reach 52% by 2016. The facility boasts a large double gymnasium and several open spaces that can be converted into fitness areas. The school also has a very large playfield.
- The administrators, staff, parents and community partners unanimously support the approval of the Sports and Wellness EALO.

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
	Glenford Duffus	Superintendent of Education, NW2
Shoreham Public School	Shosh Brenner	Principal

Staff Resources		
Organization	Name	Role
	Stephnie Payne	Trustee, Ward 4
	Sharon Mitchell	School Council Chair
	Gen Ling Chang	Co-ordinating Superintendent Teaching and Learning
	Matthew Anderson	Educational Planning Officer
	Tracey Hayhurst	Central Co-ordinating Principal Elementary Programs
	George Kourtis	Program Co-ordinator Health & Physical Education

Meeting Details		
Meeting Type	Date	Time
Committee	Monday, 12 September 2011	6:30 p.m.
Public Meeting	Monday, 19 September 2011	6:30 p.m.
Committee	Monday, 26 September 2011	6:30 p.m.

ANALYSIS OF ALTERNATIVES

The committee recommends that Sports and Wellness be offered in K-5 based on the following criteria:

- Projected enrolment will allow for effective program delivery with built in options for students
- Availability of space
- Equity of access to achieve equity of outcome or achievement
- Expertise and interests of current staff
- Established partnerships

SUMMARY OF FINDINGS

- Shoreham Public School's enrolment will facilitate program viability
- Available space will accommodate approximately 50% projected enrolment growth
- School has already established supportive partnerships and is pursuing other options
- Administrators, staff, parents and community welcome opportunity
- Committee unanimously recommended the Sports and Wellness EALO be approved at Shoreham Public School beginning September 2012.



**Final Report of the Program Area Review Team for
Rene Gordon E.S. and Donview M.S. – Sports & Wellness Academies
23 September 2011**

RECOMMENDATIONS

The Rene Gordon E.S. & Donview M.S. Program Area Review Team recommends:

- 1. That Rene Gordon E.S. and Donview M.S. become Sports & Wellness Academies effective September 2012;**
- 2. That the name of the Academy be changed to Health and Wellness Academy; as in Rene Gordon E.S. “A Health and Wellness Academy” and Donview M.S. “A Health and Wellness Academy”**

BACKGROUND

- **Rene Gordon E.S.** (JK – Gr. 5); current FTE enrollment 230; Ministry of Education Utilization Rate 55.5%; facility has space potentially for an additional 6 or 7 classes or 100 – 150 more students;
- **Rene Gordon E.S.** is in close proximity to tennis courts, an arena, a swimming pool and has a large field area for soccer, cricket, and other outdoor sports
- **Rene Gordon E.S.** students feed into Donview M.S.
- **Donview M.S.** (Grade 6- 8); current FTE enrollment 423; Ministry of Education Utilization Rate 63.9%; facility has space potentially for an addition 100 – 150 more students;
- **Donview M.S.** has gym facilities, large playing fields and indoor space to provide health and wellness programs;
- **Rene Gordon E.S. and Donview M.S.** have already begun incorporating a focus on and elements of Health and Wellness in their current programming with the support of their staff and community; current ongoing work aligns with and builds towards a Health and Wellness Academy;
- **Rene Gordon E.S. and Donview M.S.** currently comprise a unique, proposed collective K – 8 campus approach to “Health and Wellness Academies” and are committed to working together as staff and communities to support a K – 8 continuum of student learning and focus on Health and Wellness to benefit their local students and communities.
- **George S. Henry Academy** is the local secondary school which most of the Rene Gordon E.S. and Donview M.S. students will attend. As part of the community approach to our “Health and Wellness Academies”, we will consciously make connections with the staff and students of George S. Henry Academy.

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
NE5 Family of Schools	Kathleen Meighan	Superintendent of Education
Ward 17	Michael Coteau	Trustee
Rene Gordon E.S.	Nancy Nikorak	Principal
Rene Gordon E.S.	Brenda Bencic	Office Administrator
Rene Gordon E.S.	David Marchioni	Teacher
Rene Gordon E.S.	Iqbal Ahmed	School Council Chair
Donview M.S.	Sue Brown	Principal
Donview M.S.	Nina Garcia-Rojas Flores	Special Needs Assistant
Donview M.S.	Audra Morgan	Teacher
Donview M.S.	Jennifer Mohamed	Teacher
Donview M.S.	Lori Nemecek	Parent Representative

Staff Resources		
Organization	Name	Role
Teaching and Learning	Gen Ling Chang	Co-ordinating Superintendent
Teaching and Learning	Tracy Hayhurst	Central Co-ordinating Principal - Elementary Programs
Teaching and Learning	George Kourtis	Program Co-ordinator Health and Physical Education
Facility Services - Planning	Indro Bhattacharyya	Educational Planning Officer – NE

Meeting Details		
Meeting Type	Date	Time
Committee	September 13, 2011	4:00 p.m. to 6:00 p.m.
Public Meeting	September 21, 2011	6:30 p.m. to 8:30 p.m.
Committee	September 21, 2011	8:30 p.m. to 9:30 p.m.

ANALYSIS OF ALTERNATIVES

- Sports and Wellness Academy – a whole school focus; this option was discussed through committee, community and school-based meetings (i.e. school curriculum nights). There was support for this focus with a great deal of discussion concerning the need to recognize and support different types of wellness including physical, emotional, social intellectual and work and career.
- At the committee and community meetings, there was discussion of and support for a focus on Health and Wellness as opposed to Sports and Wellness.
- The committee recommends changing the name from “Sports and Wellness Academy” to” Health and Wellness Academy.” The committee and participants at the community meeting expressed concerns about the term “Sports” limiting the focus to physical wellness. In both school communities, it was articulated that there were some parents who have concerns with the sports focus and others who may misunderstand the name to mean an “elite” sports program. The community and committee participants spoke to the desire to support and attract children who traditionally have not been athletic and expose them to other activities that promote health and wellness. The committee discussed that “Health and Wellness” in our communities better promotes and encompasses all strands of wellness which include; physical, emotional, social intellectual and work and career.

SUMMARY OF FINDINGS

- There is appetite and support at the school and community level to pursue a “Health and Wellness Academy” at Rene Gordon E.S. and Donview M.S. for September, 2012
- Focus questions were used to facilitate small group discussions at the community meeting and identify challenges and opportunities. (Attachment)



**Final Report of the Program Area Review Team for
The Elms Junior Middle School - Boys' Leadership Academy
30 September 2011**

RECOMMENDATIONS

The Boys' Leadership Academy at The Elms Junior Middle School Program Area Review Team recommends:

- 1. That the Boys' Leadership Academy be a Grades 4-8 school within a school at The Elms JMS;**
- 2. That the school begin in September 2012 with up to two classes, either two split Grade 4/5 and one Grade 6 or one each at Grades 4, 5 and 6; and**
- 3. That the Boys' Leadership Academy grow year by year with Grades added in September 2013 and 2014 with a final cohort of Grade 8 in 2015.**

BACKGROUND

- In April 2010, the Board of Trustees approved the feasibility study of four Elementary Alternative Learning Options (EALO) (formerly known as Programs of Choice), including Boys' Leadership Academy, Girls' Leadership Academy, Vocal Music Academy, and Sports and Wellness Academy.
- In May 2011, the Board of Trustees approved the establishment of Program Area Review Teams (PARTs) to consider the EALO schools identified in the feasibility study.
- Boys' Leadership Academy at The Elms JMS is intended to narrow the gap in boys' achievement by addressing gendered learning approaches to reach and teach each learner while augmenting citizenry, self-regulation and social justice issues.
- Community outreach will be a focus with a Me to We identity.
- The Ministry Rated Capacity at The Elms JMS is 783 pupil places. The Elms JMS is a K-8 school with an enrolment of 527 students as of September 23, 2011.

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
The Elms JMS	Isabelle Khan	Principal
The Elms JMS	David Singh	Teacher
The Elms JMS	Nicole Telesford	Parent
The Elms JMS	Karen Clifton	Community Member
The Elms JMS	Ashif Neekzad	Student
TDSB Trustee	John Hastings	Trustee Ward 1
TDSB Superintendent	Annie Appleby	Chair

Staff Resources		
Organization	Name	Role
TDSB Central	Reema Khanna	Educational Planning Officer
TDSB Central	Daniel Castaldo	Planning
TDSB Central	Camille Williams-Taylor	Teaching and Learning
TDSB Central	Alix Harte	Teaching and Learning
TDSB Central	Marguerite Campbell	Teaching and Learning

Meeting Details		
Meeting Type	Date	Time
Committee	September 15, 2011	6:00 p.m. – 8:00 p.m.
Public Meeting	September 27, 2011	6:30 p.m. – 8:30 p.m.
Committee	September 28, 2011	6:00 p.m. – 8:00 p.m.

ANALYSIS OF ALTERNATIVES

- The facility can accommodate the Boys' Leadership Academy. The program will be phased in beginning September 2012 and will reach its full implementation by 2015. The total enrolment projection for the 2015/16 school year is 557; 407 at The Elms JMS and 150 at the Boys' Leadership Academy.
- A program that is a school within a school is seen as the most viable option to honour the host school initiatives which include continued support for the Special Education classes; FROM *3to3*© an oral language program that focuses on oral storytelling and social reasoning (self-regulation) for children ages 3 years to Grade 3.
- The lack of alternative options in the North West Quadrant and the need for a strong neighbourhood school weighed heavily towards a school within a school.
- The Boys' Leadership Academy is recommended as an option to address the global achievement gap.

SUMMARY OF FINDINGS

- The Boys' Leadership Academy at The Elms JMS will offer the community more focused opportunities within the public system.
- The Director's Vision of Hope and the Achievement Gap Task Force – now called the Opportunity Gap were referenced with the need to address the Global Boys' Achievement gap.
- The Boys' Leadership Academy will be aligned and promote the Five Strategic Directions approved by the TDSB in 2011.
- There are approximately 40 Alternative Schools in the TDSB. Currently, there are 2 Alternative options offered in the North West Quadrant: Africentric elementary (JK-8) and School of Experiential Education (SEE) (Grade 10-12). There is a dearth of options for families in this area of the city.
- The whole community is positive about this option.
- There is a large green space at the school suitable for sports, environment and urban farming, plus a swimming pool and full sized gymnasium with other large spaces suitable for drama activities. In addition, the POD has a discrete section of classrooms that offer community building within and amongst the teaching staff.
- Boys who attend the Leadership Academy are expected to achieve robust academic results whilst engaging in social justice and community leadership. They will be expected to explore what it means to be a boy and a man in our society in preparation for their future citizenry. They will be engaged and impassioned.



**Final Report of the Program Area Review Team for
Highland Heights Junior Public School - Girls' Leadership Academy
13 October 2011**

RECOMMENDATIONS

The Highland Heights Junior Public School Program Area Review Team recommends:

- 1. The establishment of a Girls' Leadership Academy to commence in September 2012 with grades 4-6 at Highland Heights Junior Public School;**
- 2. That the Girls' Leadership Academy expands to grade 7 in September 2013 and to grade 8 in September 2014; and**
- 3. That the Girls' Leadership Academy be a "school within a school" at Highland Heights Junior Public School.**

BACKGROUND

- In April 2010, the Board of Trustees approved the feasibility study of four Elementary Alternative Learning Options, EALO (formerly known as Programs of Choice), including Girls' Leadership Academy, Boys' Leadership Academy, Vocal Music Academy, and Sports and Wellness Academy.
- In May 2011, the Board of Trustees approved the establishment of Program Area Review Teams (PARTs) to consider the EALO schools identified in the feasibility study.
- Highland Heights JPS was identified as a potential site for a Girls' Leadership Academy.
- The Girls' Leadership Academy is intended to provide a learning environment that will support the social, physical, emotional and cognitive needs of girls as they develop their identities as young women and become leaders of social change. It is intended that the girls will be engaged in before and after school activities, community partnerships and mentorship programs such as Young Women on the Move.
- Highland Heights JPS is a JK-6 school with a Ministry Rated Capacity of 466 pupil places; the current headcount enrolment is 180 pupils, resulting in 286 available pupil spaces.
- The projected enrolment for 2015 is 182 pupils, resulting in 284 available pupil places.
- The school has large bright classrooms with moveable walls to accommodate a variety of instructional groupings and clusters; the school is Eco-certified
- The facility boasts 2 gyms, a newly constructed playground, wi-fi, easy TTC access and is in close proximity to a public library, a City park and the Leacock Community

Centre; the school houses a Parenting and Family Literacy Centre, and soon the Timothy Eaton Infant and Toddler Centre

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
NE3 Family of Schools	Sandy Spyropoulos	School Superintendent
Ward 20	Soo Wong	Trustee
Highland Heights JPS	David Williams	Principal
Highland Heights JPS	Kathryn Mattison	Teacher Representative
Highland Heights JPS	Faraz Chaudhery	School Council Co-Chair
Timothy Eaton Infant and Toddler Centre	Nancy Wickson	Community Representative

Staff Resources		
Organization	Name	Role
TDSB Central-Strategy and Planning Department	Peter Naperstkw	Educational Planning Officer - NE
TDSB Central-Teaching & Learning	Gen Ling Chang	Coordinating Superintendent
TDSB Central-Teaching & Learning	Camille Williams-Taylor	Central Co-ordinating Principal
TDSB Central-Teaching & Learning	Marguerite Campbell	Central Co-ordinating Principal
TDSB Central-Teaching & Learning	Alix Harte	Program Co-ordinator Literacy
Meeting Details		
Meeting Type	Date	Time
Committee	Tuesday, October 4th	4:00-6:00 pm
Public Meeting	Tuesday, October 11th	6:00-8:00 pm
Committee	Thursday, October 13th	4:00-6:00 pm

ANALYSIS OF ALTERNATIVES

- The facility can accommodate the Girls' Leadership Academy. The program will begin in September 2012 with grades 4-6 and will be phased in by adding grade 7 in September 2013 and grade 8 in September 2014
- A "school within a school model" is the most viable option; the host school will include students from the Girls' Leadership Academy in presentations, assemblies, special events, excursions etc.

- At the Committee and Community meetings there was discussion about the benefits of establishing this program for the betterment of the entire school community. The parent representative spoke in strong support of the program and articulated that “this is an exciting time for Highland Heights JPS as it would ensure the success of all students and optimize the learning environment both for the existing student population and the girls in the Girls’ Leadership Academy”.
- Students and staff presented their passionate views at the Community meeting in support of a Girls’ Leadership Academy.
- Given that there will be an increase in the number of students attending the school there was a request from the community that the issue of increased traffic be addressed.
- A strong desire to expand Highland Heights JPS to grade 8 was expressed in order to align with the Girls’ Leadership Academy thereby creating a smooth and seamless transition to secondary school for both student bodies.

SUMMARY OF FINDINGS

- The Girls’ Leadership Academy at Highland Heights JPS will create additional school realities to offer yet another path to success for our girls.
- The Girls’ Leadership Academy will be aligned to the Vision of Hope and promote the Five Strategic Directions approved by the Board in 2011.
- The principal, staff, parents and community welcome the opportunity and are eager to begin the process of establishing the Girls’ Leadership Academy at Highland Heights JPS



**Final Report of the Program Area Review Team for
Heather Heights Junior Public School - Vocal Music Academy
4 October 2011**

RECOMMENDATIONS

The Steering Committee for the Vocal Music Academy at Heather Heights recommends:

- 1. That the Vocal Music Academy be a Grade 4-8 “school within a school” model at Heather Heights;**
- 2. That the Academy begin in September 2012 with a minimum of 50 students from outside the Heather Heights catchment area;**
- 3. That enrolment will be in grades 4-6 with future expansion to grades 7 and 8 if numbers warrant;**
- 4. That if there is insufficient enrolment to open a school within a school model, a neighbourhood school model may be considered;**
- 5. That the Communications Department develop a comprehensive system-wide communication plan to promote Elementary Alternative Learning Options.**

BACKGROUND

In May 2011, the Board of Trustees approved the establishment of Program Area Reviews to consider Elementary Alternative Learning Options (formerly known as Programs of Choice).

The Vocal Music Academy at Heather Heights is intended to build skills in vocal music and to develop musical literacy as it fulfills its mandate to increase student achievement in all academic areas.

Singing will be the primary vehicle for learning and expression as the Ministry mandated curriculum is taught. Songs and repertoire will be explored from a variety of music practices and the school program will include learning music theory and making connections to all other areas of the curriculum (language arts, math, science, dance, drama, history). It is intended that students will be exposed to career paths which involve music and that community outreach will be a continued focus of the school.

Heather Heights currently has 190 JK-6 students enrolled for the 2011-12 school year,

utilizing 38.8% of the capacity of the school. Most of the students live in the Heather Heights catchment area and attend the school as in-district students. Approximately 15% of Heather Heights' catchment area students are currently enrolled in other TDSB schools. Fifty elementary students do not attend any TDSB schools.

The Ministry Rated Capacity for Heather Heights is 490 pupil places. The facility can accommodate 162 additional students.

STAKEHOLDER ENGAGEMENT

Program Area Review Team Steering Committee		
School/Organization	Name	Role
Heather Heights Jr PS	Brian Bennett	Principal
Heather Heights Jr PS	Amelia Maharaj	Teacher
Heather Heights Jr PS	Laura Goldfield	School Council Chair
TDSB Trustee	Jerry Chadwick	Ward 22
TDSB Superintendent	Nadine Segal	SE3

Staff Resources		
Organization	Name	Role
TDSB Central	Geof McMacken	Educational Planning Officer
TDSB Central	Frank Liu	Teaching & Learning
TDSB Central	Diane Jamieson	Teaching & Learning
TDSB Central	Janet Bambrick	Teaching & Learning

Meeting Details		
Meeting Type	Date	Time
Committee	September 8 th , 2011	7:00 p.m.
Public Meeting	September 22, 2011	7:00 p.m.
Committee	October 4, 2011	7:00 p.m.

ANALYSIS OF ALTERNATIVES

- A variety of organizational models was considered and two were identified as models to discuss with the community: the neighbourhood school model and the school within a school model.
- There are advantages and disadvantages to each model including staffing allocation, school culture and community, budget, impact on host school and neighbouring schools, and the structure of the vocal program.
- The community meeting was attended by more than 40 parents and community members who asked thorough, insightful questions. In an informal show of hands, 8 voted for each model.

SUMMARY OF FINDINGS

- The Vocal Music Academy at Heather Heights Jr PS will offer the community more focused opportunities within the public system.
- In the public meeting, the community offered complete support for a vocal academy located at Heather Heights beginning in September 2012;
- The existing music program with appropriate facilities and resources offer a solid foundation for a Vocal Music Academy at Heather Heights Jr PS.
- Students who attend The Vocal Music Academy and their parents are expected to demonstrate high levels of interest and engagement.
- The PART Steering Committee favoured the “school within a school” model.



**Final Report of the Program Area Review Team for
Ryerson Community School - Vocal Music Academy
16 November 2011**

RECOMMENDATIONS

The Vocal Music Academy at Ryerson Community School Program Area Review Team recommends:

- 1. That The Vocal Music Academy be a Grades 4-8 school within a school at Ryerson Community School;**
- 2. That the school begin in September 2012 with up to two Grade 4 classes, up to two Grade 5 classes and up to two Grade 6 class; and**
- 3. That it continue year by year with up to two Grade 7 classes in September 2013 and with up to two Grade 8 classes in September 2014.**

BACKGROUND

In May 2011, the Board of Trustees approved the establishment of Program Area Reviews to consider Elementary Alternative Learning Options (formerly known as Programs of Choice).

The Vocal Music Academy at Ryerson Community School is intended to build skills in vocal music and to develop musical literacy as it fulfills its mandate to increase student achievement in all academic areas.

Singing will be the primary vehicle for learning and expression as the Ministry mandated curriculum is taught. Songs and repertoire will be explored from a variety of music practices and the school program will include learning music theory and making connections to all other areas of the curriculum (language arts, math, science, dance, drama, history). It is intended that students will be exposed to career paths which involve music and that community outreach will be a continued focus of the school.

Ryerson CS currently has 311 JK-8 students enrolled for the 2011-12 school year. 665 students live in the Ryerson CS attendance area of which 261 presently attend the school as in-district students and 221 of Ryerson's catchment area students are currently enrolled in other TDSB schools. 183 students do not attend any TDSB schools.

The Ministry Rated Capacity for Ryerson CS is 804 pupil places. The facility can accommodate 490 additional students, well under the size of the proposed new The Vocal Music Academy.

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
Ryerson Community School	Craig Tsuji	Principal
Ryerson Community School	Mark Bell	Vice-Principal
Ryerson Community School	Ray Chong	Teacher
Ryerson Community School	Abullais Chowdhury	School Council Chair
Scadding Court Community Centre	Susanne Burkhardt	Community Member
Alexandra Park Community Centre	Donna Harrow	Community Member
TDSB Trustee	Chris Bolton	Ward 10
TDSB Superintendent	Karen Falconer	SW6

Staff Resources		
Organization	Name	Role
TDSB Central	Palma Vitti	Educational Planning Officer
TDSB Central	Gen Ling Chang	Teaching & Learning
TDSB Central	Frank Liu	Teaching & Learning
TDSB Central	Diane Jamieson	Teaching & Learning
TDSB Central	Janis Lewis	Teaching & Learning

Meeting Details		
Meeting Type	Date	Time
Committee	September 14 th , 2011	10:00 a.m.
Public Meeting	September 19 th , 2011	7:00 p.m.
Committee	September 27 th , 2011	12:30 p.m.

ANALYSIS OF ALTERNATIVES

- A variety of organization structures, including whole school focus, a program within a school and an alternative school were briefly considered.
- Staffing considerations, alternative school considerations and the need for a continued strong neighbourhood school weighed heavily towards a school within a school structure/model
- The vocal option was selected as a cost effective and accessible vehicle for developing a viable music school.

SUMMARY OF FINDINGS

- The Vocal Music Academy at Ryerson Community School will offer the community more focused opportunities within the public system.
- The Ward Council has regularly expressed the desire to have more enhanced arts programming within the area.
- Community membership has advocated for increased partnership with universities and colleges, community and arts organizations, cultural groups and other schools; The Vocal Music Academy would serve to address this need.
- Specialty programs are usually placed in secondary schools. The community and the staff support the expansion of choice to Ryerson CS.
- “Schools with strong arts programs are proven to be effective and productive learning environments that encourage a high level of student success.” (Champions of Change, the Impact of the Arts on Learning, 2000)
- Students who attend The Vocal Music Academy are expected to achieve high results and to be impassioned and engaged.



**Final Report of the Program Area Review Team for
Calico Public School - Boys' Leadership Academy
20 October 2011**

RECOMMENDATIONS

**The Boys' Leadership Academy at Calico Public School Program Area Review
Team recommends:**

- 1. That due to geographic and other site user factors, the proposed Boys' Leadership Academy not be considered at Calico Public School.**

BACKGROUND

Background:

- In April 2010, the Board of Trustees approved the feasibility study of four Elementary Alternative Learning Options (EALO) (formerly known as Programs of Choice), including Boys' Leadership Academy, Girls' Leadership Academy, Vocal Music Academy, and Sports and Wellness Academy.
 - In May 2011, the Board of Trustees approved the establishment of Program Area Review Teams (PARTs) to consider the EALO schools identified in the feasibility study.
 - Boys' Leadership Academy at Calico PS is intended to narrow the gap in boys' achievement by addressing gendered learning approaches to reach and teach each learner while augmenting citizenry, self-regulation and social justice issues.
 - Community outreach will be a focus with a Me to We identity.
 - The Ministry Rated Capacity at Calico PS is 650 pupil places. Calico PS is a K-5 school with an enrolment of 304 students as of September 23, 2011.
2. Currently, Calico PS houses the administrative offices for the Section 23 administrative team occupying 4 classrooms and will need to be relocated to accommodate the Boys' Leadership Academy.

STAKEHOLDER ENGAGEMENT

Program Area Review Team		
School/Organization	Name	Role
Calico PS	Pat Bonavota	Principal
Calico PS	David Dailey	Teacher
Calico PS	Mark Starbuck	Parent
Calico PS	Anab Qaline	Community Member
TDSB Trustee	Howard Kaplan	Trustee Ward 5
TDSB Superintendent	Annie Appleby	Chair

Staff Resources		
Organization	Name	Role
TDSB Central	Reema Khanna	Educational Planning Officer
TDSB Central	Daniel Castaldo	Planning
TDSB Central	Camille Williams-Taylor	Teaching and Learning
TDSB Central	Alix Harte	Teaching and Learning
TDSB Central	Marguerite Campbell	Teaching and Learning

Meeting Details		
Meeting Type	Date	Time
Committee	September 8, 2011	4:30 p.m. – 6:30 p.m.
Public Meeting	September 14, 2011	6:30 p.m. – 8:30 p.m.
Committee	September 22, 2011	4:30 p.m. – 6:30 p.m.

ANALYSIS OF ALTERNATIVES

- A program that is a school within a school is seen as the most viable option to honour the host school initiatives which include continued support for the Special Needs classes; *FROM 3to3*© an oral language program that centres on oral storytelling and social reasoning (self-regulation) for children ages 3 years to Grade 3; as well as the Regio Emilio Arts focus for environmental awareness and problem-solving.
- The lack of alternative options in the North West Quadrant and the need for a strong neighbourhood school weighed heavily towards considering a school within a school.
- The Boys' Leadership Academy has been recommended as an option to address the global achievement gap. There are caveats; however:
- The Trustee has some reservations related to surrounding schools and the potential impact, and
- Parents raised the point that The Elms JMS and Calico PS are fairly close geographically and wondered at the selection of these two schools both being in North West 1 Family of Schools.
- Parents also expressed concern at introducing Grade 8 boys into a JK-5 school.
- The administrative offices for the Section 23 team will need to be relocated. Planning is reviewing potential sites for the Section 23 administrative team.

SUMMARY OF FINDINGS

- The Boys' Leadership Academy at Calico Public School could offer the community more focused opportunities within the public system.
- The Director's Vision of Hope and the Achievement Gap Task Force – now called the Opportunity Gap were referenced with the need to address the Global Boys' Achievement gap.
- There are approximately 40 Alternative Schools in the TDSB. Currently, there are 2 Alternative options offered in the North West Quadrant: Africentric Alternative School (K-8) and School of Experiential Education (SEE) (Grades 10-12). There is a dearth of options for families in this area of the city. Schools such as High Park Alternative were organized, planned and accepted within TBE in the 1980's.
- The facility has a gymnasium that parents believe will not be adequate for intermediate level students in Grades 7 and 8 as there are no change rooms. Moreover, the playing fields are not conducive to soccer, basketball or cricket. Upgrades will be necessary to the site.
- The four (4) classrooms currently housing Section 23 offices would need to be re-configured as classroom/teaching space for students.

Blank Page