

# **Appendix 1 - Secondary Program Review Interim Report**

**May 2020**

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# 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.

## Context

As outlined in our initial staff report in June 2019, the existing structure of secondary schools across the TDSB is not consistent with the recent strategic and visionary documents approved by the Board of Trustees, and action is necessary to develop and implement a new vision for secondary school programming that:

- Aligns with the Board's commitment to Equity;
- Aligns with the Multi-Year Strategic Plan, its goals and action plans;
- Aligns with the Guiding Principles of the Long-Term Program and Accommodation Strategy; and,
- Responds to student voice.

The overarching principle guiding this work is to provide all secondary school students across the TDSB with equitable access to stronger programs and richer pathways, as close to home as possible.

As we move forward with changes to our secondary schools, we must reaffirm 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.

With these statements at the forefront, we must recognize and acknowledge 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 capacity has and will continue to create competition among underutilized schools to increase enrolment and frustration for our

students and communities across the city who are trying to access schools that may not have available space. Continuing with the status quo will only result in more of the same, and will not meet the needs of our students.

Over the next 10 years, the system will need to be re-visioned and re-drawn to support this goal. This work will be challenging and complex but necessary to move our system forward and to achieve the goals established and outlined in key strategic documents previously approved by the Board.

### **Integrated Equity Framework**

In October 2016, the Board of Trustees approved the Integrated Equity Framework, a phased multi-year action plan, that guides the Board's strategic efforts, ensuring the ongoing alignment of our operations and organizational culture with the Board's Equity Vision, with the goal of improving achievement and well-being outcomes for all of our students. One of the key components of the Integrated Equity Framework Action Plan was Access and Secondary Program Review.

### **Enhancing Equity Task Force**

The Enhancing Equity Task Force was launched in November 2016 and led by an external facilitator. The Enhancing Equity Task Force took a bold new approach to connecting with our parents and students. Its work brought to the surface the systemic barriers that many students are facing in the TDSB and highlighted – and in many cases reinforced – the specific areas we need to focus on in order to achieve large-scale system change. The recommendations developed aimed to address those areas and identify ways to better support students, especially those who have been traditionally underserved and/or marginalized.

The taskforce also heard from parents who were very satisfied with their child's school. It learned that our communities had strong, divergent views on how we support students but there are things we agree on: that every student deserves a great education, that student well-being and learning should be at the centre of every decision we make and that access to opportunities and experiences must be made in an equitable and inclusive manner.

In December 2017, the Enhancing Equity Task Force made recommendations to support the TDSB as it strives to ensure that the framework of 'equity for all' infuses every aspect of the Board's work.

### **Director's Response to the Enhancing Equity Task Force Report**

In February 2018, the Board of Trustees approved proposed directions to enhance our support for each and every student in the TDSB, as outlined in the Director's Response to the Enhancing Equity Task Force Report.

This next step of our equity commitment brought forward directions in seven key areas that align to our principles of equity, value student voice and ensure that each and every student has the right tools, resources, access and opportunities they need to thrive. The proposed direction of the report laid the foundation for the Multi-Year Strategic Plan.

## **Multi-Year Strategic Plan**

The Vision for Learning, Integrated Equity Framework, and the work of the Enhancing Equity Task Force laid the foundation for the Multi-Year Strategic Plan (MYSP), which sets direction and identifies system goals to support all students. Approved by the Board of Trustees in October 2018, its focus is to ensure that every student receives a great education by having equitable access to programs and resources and increased opportunities to lead to success.

The MYSP and its associated action plans set the stage for how we will transform student learning, create a culture of well-being, provide access to learning opportunities, allocate resources strategically, and build strong partnerships.

## **Guiding Principles of the Long-Term Program and Accommodation Strategy**

In April 2019, the Board approved a new set of guiding principles for the Long-Term Program and Accommodation Strategy. These new guiding principles put equity, access and flexible and efficient learning space at the centre of our work. They also established parameters for optimal school size and utilization rates, among others. A link to the revised guiding principles of the Long-Term Program and Accommodation Strategy can be found [here](#).

## **Process to Date**

Since receiving direction in June 2019, staff have conducted an extensive and multi-pronged system scan of enrolment, demographic and facility data as well as the course options available for students. Staff have also launched reviews of existing practices, policies and procedures related to Optional Attendance and specialized programs.

A series of public consultations, including face-to-face meetings, virtual consultations and webchats, were held with students, staff and our communities. During these consultations, the issues and challenges outlined in our June 2019 report were presented for consideration and feedback. These consultations also sought feedback on proposed changes to the Optional Attendance policy, which will be presented to Trustees in the fall for approval.

The findings of these consultations were reported to the Board of Trustees through the monthly update staff reports. A summary of all consultation findings of the Secondary Program Review is included in Appendix 3, the TDSB Secondary Program Review Consultation Summary Report. These findings will be reviewed over the next few months and included, where feasible, as recommendations in the final report of the Secondary Program Review.

To build knowledge and collaborate on ideas for moving forward, Trustees were engaged through a series of nine Secondary Program Review workshops, held in conjunction with our annual Long-Term Program and Accommodation Strategy meetings from February to mid-March 2020.

At these meetings, small groups of Trustees were provided with an in-depth perspective of the challenges, issues, gaps and needs facing the system. The information was provided at both a system and local level. The largest component of each meeting was a focused, collaborative workshop to dive deeper into the issues and challenges facing our secondary

schools and discuss preliminary concepts that could ultimately inform a broader system plan. Summaries of these high-level preliminary concepts for each group will be outlined in the Looking Ahead 2029 documents contained within Appendices 4A to 4T.

## **Current System and Context**

### **Enrolment**

There are currently 72,619 students enrolled in secondary schools across the TDSB. Enrolment at the secondary panel has been steadily declining since the late 1970s. This decline is a result of major demographic shifts like the 'boom, bust and echo', and significant changes to the provincial education system such as the full extension of funding to Catholic school boards and the elimination of Grade 13.

The enrolment decline since the 1970s has left many of our secondary school buildings underutilized. Our system was built to accommodate historically higher numbers of students and has only been reduced through moderate school closures over the past number of years.

Secondary school enrolment in the TDSB has declined by over 13,000 students over the past 10 years. The decline is not unique to TDSB schools but is due to a broader decline in the number of secondary school-aged students residing the city. This means not only are TDSB schools competing with each other to gain a larger portion of a declining population, they are also competing with other publicly-funded school boards and the private school system.

For comparison, secondary school enrolment in the Toronto Catholic District School Board (TCDSB) has also declined over the past five years. Since 2015, secondary school enrolment in the TCDSB has declined from 30,208 students to 28,411 students. This represents a 5.95% decline. Enrolment declined in secondary schools within the TDSB declined by 2.78% over the same time period.

Moving forward, enrolment at the secondary panel is projected to remain relatively stable over the next 10 years. This period of stability indicates the end of the decades-long declines that the Board has experienced. However, stable enrolment will not resolve the issues associated with having too much available space across the system, which is why action is still necessary.

### **Secondary School System Today**

A critical review of our secondary school landscape is important as we move forward with this work. The network of secondary schools across the Board is diverse and highly complex. The following section is intended to provide an understanding of the different types of schools in our system, their purpose and unique attributes.

The current system consists of 111 secondary schools and reflects the diverse range of school models that have been implemented across the city over generations within the legacy school boards and since the creation of the TDSB. There is a difference between the number of schools and the number of buildings, due to the presence of two schools sharing

the same building on multiple occasions. In total, secondary schools occupy 100 buildings (most are in secondary buildings but some are in elementary buildings and multipurpose centres).

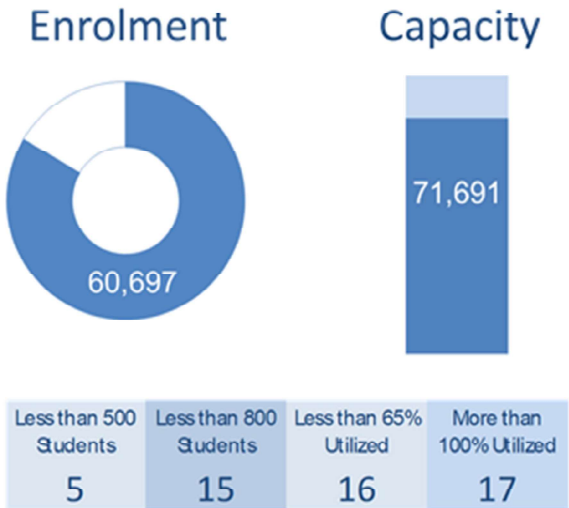
The 111 secondary schools are not all the same but rather represent a variety of different school types. In addition to large secondary schools like collegiates and technical-commercial schools, there are also a number of smaller schools that deliver a specific type of program to meet the unique needs and/or choices of students. In total, there are 42 of these schools that are considered to be ‘small by design’. Moving forward, all school types will be included in future program and accommodation studies associated with the Secondary Program Review, which will be identified through the Long-Term Program and Accommodation Strategy process.

An overview of each of the different secondary school types is provided in further detail below.

**Collegiates**

Collegiates are distributed right across the system and are intended to serve as destinations for all students in all learning pathways.

Collegiates should be supported by a strong enrolment to allow for a diverse range of courses, programs and extracurricular opportunities for all students. As per the guiding principles of the Long-Term Program and Accommodation Strategy approved by the Board of Trustees in April 2019, collegiates should aim for a minimum enrolment of 1,000 students and be efficiently utilized at 90%, wherever possible.



The entire system is served by the network of collegiates, where admissions are administered through a series of attendance areas. In other words, every address in the city is assigned to a ‘neighbourhood’ collegiate.

The vision for collegiates is that they each have a strong, robust enrolment that allows them to provide the programs students want, as close to their homes as possible. When enrolment declines, so does the staff complement and ability to offer a variety of courses for students. This becomes a self-fulfilling prophecy when schools do not have the courses students desire, students will seek out other options, which results in further enrolment declines.

Collegiates represent 61 of our 111 secondary schools, a slight majority. In terms of enrolment, the vast majority of secondary school students are enrolled at our collegiates at

84% (60,697). Many collegiates also offer specialized programs or regional programs like French Immersion or Extended French as well as a variety of special education Intensive Support Programs (ISPs).

On average, our collegiates are fairly well utilized at 85%. However, there are disparities at the extremes that will be addressed as the Secondary Program Review moves forward.

There are 16 of 61 collegiates currently operating at 65% utilization or below. This is the threshold at which schools, both elementary and secondary, are considered to be underutilized. Conversely, there are 17 collegiates that are operating at 100% utilization or above. There are a variety of reasons for overutilization at secondary schools that include demographic changes within the community, regional programs like French, specialized programs that draw students from outside the community, and Optional Attendance.

As set out in the guiding principles of the Long-Term Program and Accommodation Strategy, we would like to achieve utilization rates of 90% and enrolments of 1,000 students. However, it is important to note that not all collegiates will be able to achieve a utilization rate of 90% due to the small size of their buildings (capacity).

To achieve a 90% utilization rate *and* have an enrolment of 1,000 students, the building capacity required would be roughly 1,100 pupil places. Over half of our collegiates (31) have a capacity of less than 1,100 pupil places. Many schools in this situation operate with enrolments above their respective capacities to ensure that they are able to support a breadth of programs.

As an example, to meet a utilization target of 90%, a collegiate with a capacity of 850 pupil places would need to have an enrolment of 765 students, meaning that the ability to deliver strong programs may be limited.

If this same school were operating at the optimal enrolment level of 1,000 students, the utilization rate would be 117%. Due to the scheduling flexibility afforded to secondary schools, operating above the capacity presents fewer accommodation challenges than in elementary schools, meaning this would not be an overly-cumbersome situation to manage.

On average, enrolment at collegiates is 995 students, which aligns with the desired target of 1,000 as per the LTPAS guiding principles. Secondary schools currently operating above this level will not be required to 'shrink' their enrolments down to 1,000 students. This could negatively impact program delivery as well as result in underutilization at schools with larger capacities.

However, similar to the disparities identified in the range of utilization rates, there are a number of collegiates that operate with very small enrolments. There are five collegiates that are currently operating with fewer than 500 total students, which represents less than half of the desired enrolment of 1,000 students. There are a total of 16 collegiates operating with fewer than 800 students. Although larger, these schools still fall below the desired target.

A map of all collegiates and their attendance areas can be found in Appendix 2B.

Technical and Commercial Schools

Technical and Commercial schools were established in some of the former area Boards prior to amalgamation in 1998 (i.e., Toronto Board of Education, Scarborough Board of Education, and the Board of Education for the City of York).

These schools were once destinations for students who were streamed into vocational programming rather than the academic streams that were offered at collegiates.

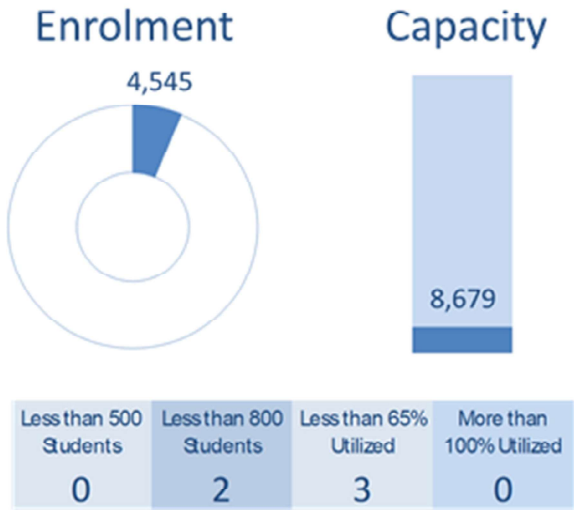
This practice of streaming students into vocational programming is no longer in place. Over time, these former technical and commercial schools have reinvented themselves into regional destinations that offer academic programs and pathways in addition to a variety of vocational programming. The combination of a strong academic program and rich technical/vocational course options is an exemplary model of secondary school programming, i.e. ‘composite’.

Commercial programs no longer exist and remain in name only. Former commercial schools have since been closed, like Eastern Commerce Collegiate Institute in 2016, or have been renamed, like Central Commerce Collegiate Institute, now known as Central Toronto Academy. In some areas of the city, commercial boundaries were eliminated over time as other accommodation studies were undertaken. For example, commercial boundaries at Monarch Park Collegiate Institute were eliminated in 2016.

The former Scarborough Board of Education operated a series of ‘Business and Technical Institutes’ (BTIs), which offered similar programs to the legacy technical and commercial schools that continue to operate within the Board. These BTIs have all since been closed, and students are now accommodated within the existing network of area collegiates.

At present, there are five secondary schools that have been categorized as technical or commercial schools: Central Technical School, Central Toronto Academy, Danforth Collegiate and Technical Institute, George Harvey Collegiate Institute and Western Technical-Commercial School. On average, these schools are generally underutilized due to the large sizes of their buildings. The average capacity of a collegiate in Toronto is 1,117 pupil places compared to 1,736 pupil places in legacy technical-commercial schools. Central Technical School is the largest building in the system with 2,868 pupil places.

Admission to technical and commercial schools is administered by legacy attendance areas that cover fairly large geographies, and are most prevalent in the former City of Toronto. Further, there are two collegiates in the system that also have a technical and/or commercial boundary: Northern Secondary School and Victoria Park Collegiate Institute.





There are considerably large areas of the city that do not have ‘as of right’ access to these schools through attendance areas. This inequity of access is being addressed through a review of all legacy technical and commercial boundaries, which is currently underway. The goal of this review is to dissolve these legacy attendance areas and expand access to these schools to all students residing in the City of Toronto. A report about these legacy boundaries will be presented to the Board of Trustees in the fall.

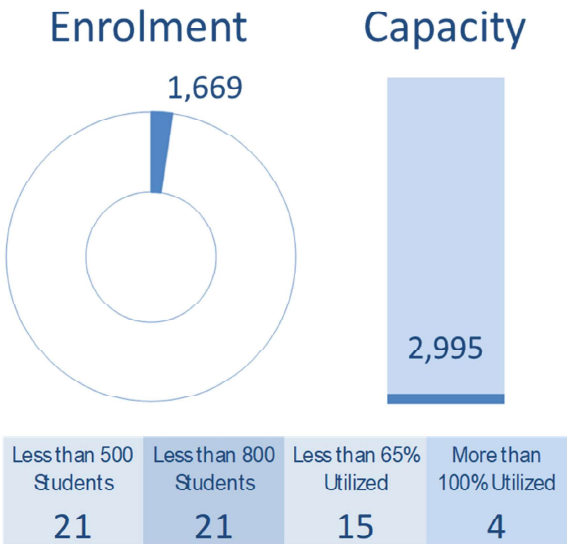
Former technical and commercial schools will continue to have a place in our secondary school system. The presence of these schools will be improved on the public website to ensure that students, parents/guardians and the broader community are aware of the diversity of academic programs and technical specializations that they offer.

A map of existing technical schools and their attendance areas can be found in Appendix 2C.

A map of existing commercial schools and their legacy attendance areas can be found in Appendix 2D.

### Secondary Alternative Schools

Alternative schools offer smaller school environments that use non-traditional and/or hands-on approaches to learning. Each school has a distinct identity and focus such as democratic education, holistic learning, physical art, mindful living, entrepreneurship or social justice. Some alternative schools support the most vulnerable students in the system, many of whom require a smaller school environment.



Alternative schools do not have attendance areas and are open to all students in the City of Toronto. Admission to alternative schools is application based, with slight differences for each one.

Currently, there are 21 secondary alternative schools. Most were established prior to amalgamation in 1998, and exist primarily in the former Toronto Board of Education. Although there are a small number of exceptions, alternative schools are generally accommodated within other schools such as collegiates, technical-commercial schools and elementary schools. Most do not occupy dedicated standalone buildings.

Currently, the 21 secondary alternative schools that exist within the TDSB are underutilized at 56%. Enrolment at alternative schools has generally declined from a peak of just over 2,300 in 2011 to approximately 1,670 today.

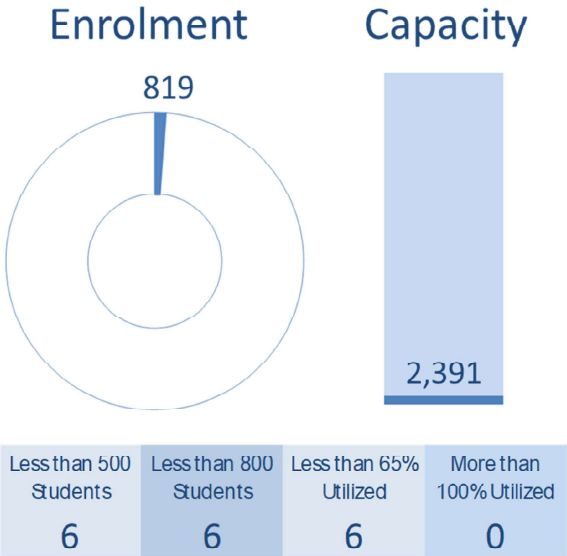
In terms of administrative oversight, most of the secondary alternative schools have been divided into two groupings: East and West. Each grouping has a principal and two vice-principals who travel from site to site. Each site has a curriculum leader (teacher with a position of responsibility) to support the day-to-day operation of the site. Where a secondary alternative school is housed within an existing collegiate, the principal of the collegiate is responsible for both schools.

A map of alternative secondary schools can be found in Appendix 2E.

**Congregated Special Education Schools**

Congregated special education schools are those that are dedicated to accommodate students with one or more exceptionalities that require additional support and resources. There are currently six secondary congregated special education schools. Access to these schools is not administered through attendance areas but rather by placement through the Identification, Placement and Review Committee (IPRC).

It is important to note that in many cases, the utilization rate at congregated special education schools may not fully reflect how space is used within the buildings. These schools could require additional space to accommodate the unique nature of their program(s), as well as the staff and accompanying resources necessary to support them. The average utilization rate of congregated special education schools is 34%.



Congregated special education schools will continue to play a role in our secondary school system. However, recognizing the Board’s commitment to inclusion, there may be opportunities to integrate students into traditional secondary school settings, where appropriate. These opportunities will be explored as part of the Secondary Program Review, where appropriate.

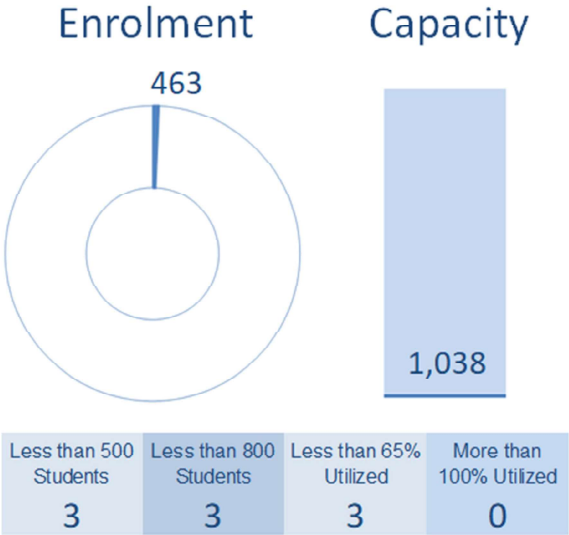
A map of all congregated special education schools can be found in Appendix 2F.

**Eastdale CI, Greenwood SS and Heydon Park SS**

Three secondary schools within the TDSB do not necessarily align with any of the different school types that have been laid out within this report.

Eastdale CI and Heydon Park SS are schools that have a significant number of students with special education needs but are not currently identified as congregated special education schools.

As part of the Secondary Program Review, staff will engage in a process to consider whether or not these schools should be a part of the congregated special education network of schools. For this report, these two schools have been identified separately, as they have not yet been formally designated as congregated special education schools.



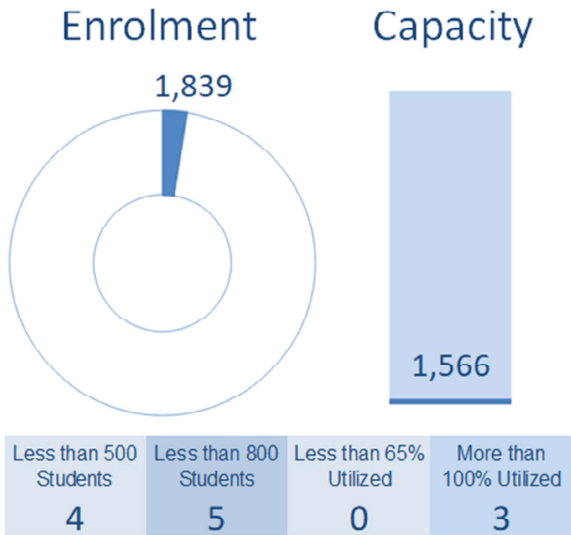
Greenwood SS is accommodated within the Danforth CTI building, and provides English as a Second Language (ESL) instruction for newcomers to Canada who are of secondary school age. The school provides opportunities to gain English language skills while students earn high school credits before moving on to another TDSB secondary school.

A map of these three schools can be found in Appendix 2G. Further information on their enrolment, capacity and utilization rates can be found in the respective appendices; Eastdale CI and Greenwood SS in Group 7 (4M and 4N) and Heydon Park SS in Group 4 (4G and 4H).

### EdVance Programs

EdVance programs are offered to students who are 18 to 20 years of age who need to fulfill the requirements of their Ontario Secondary School Diploma (OSSD). Students enrolled in EdVance programs often take a small number of courses in a quadmester setting at one of five sites.

EdVance programs share physical space with Adult Education programs that provide instruction for learners that are 21 or older; one shares a building with a program for adult students and an operating collegiate, Emery CI.



Utilization rates at EdVance programs are often high, which is a reflection of the quadmestered nature of the program. Students enrolled in EdVance programs take two or three courses per quadmester and are not in the building for the entire duration of the school day, i.e. students are constantly cycling through the building to attend the courses they require.

EdVance program locations, distribution and access will be explored through the Secondary Program Review, where appropriate.

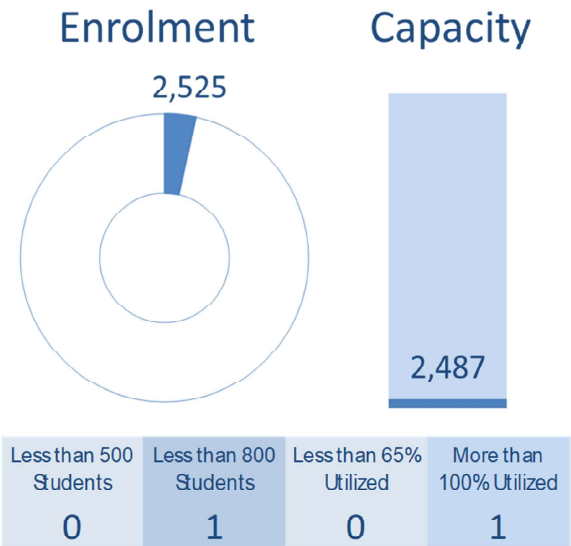
A map of the EdVance program sites can be found in Appendix 2H.

**Specialized Schools**

There are currently three specialized secondary schools in the Board: Etobicoke School of the Arts, Rosedale Heights School of the Arts and Ursula Franklin Academy.

Specialized schools do not have attendance areas and are open to all students in the City of Toronto. Admission to these schools is application-based and differs for each school.

Specialized schools have a specific program focus, and all students attending the school are fully immersed in that program. The three specialized schools within the Board are all well utilized, averaging 101%.



Our specialized schools have 842 students on average. Rosedale Heights School of the Arts and Etobicoke School of the Arts are larger schools with 1,082 and 924 students, respectively. Ursula Franklin Academy is accommodated within Western Technical-Commercial School and has 519 students. Enrolment is controlled to align with the school’s program.

**Specialized Programs**

Although not a ‘type’ of secondary school, a layer of specialized programs exists across the Board that are offered within our secondary schools. These programs provide unique learning opportunities for students with a specific curriculum focus (e.g. arts, athletics, information technology, leadership).

Our current Operational Procedure PR612 - Admission to Specialized Schools and Programs requires students take a minimum of seven courses directly related to each program's particular focus. Schools are also required to develop specific admission criteria for specialized programs.

Currently, access to specialized programs is not governed by attendance boundaries, and schools that offer these programs are able to accept students from across the city who meet the admission criteria. This has created challenges at some schools where the draw of specialized programs has resulted in significant accommodation pressures.

To this end, a policy that will oversee the development and administration of Specialized Schools and Programs is being developed. This policy will establish guidelines regarding the balance of students who are admitted into specialized programs that do not reside within the local attendance area.

This, in effect, may result in 'local' specialized programs that are available only to students who reside in the school's attendance area. Where space allows, schools with specialized programs may continue to accept students who reside outside of the attendance area.

Secondary schools are encouraged to provide programming that responds to the interests of their local communities and student voice. Although specialized programs will continue to be supported, secondary schools are able to develop their own programs that meet the needs and interests of their students. These programs can be augmented, refined or changed entirely as the interests of students evolve.

A map of the existing specialized programs and Specialist High Skills (SHSM) programs can be found in Appendix 2I.

A map of specialized schools can be found in Appendix 2J.

### **Indigenous Schools**

The Board is committed to its ongoing support of Indigenous education and the Truth and Reconciliation Commission of Canada's Calls to Action. To this end, there are presently three schools that offer Indigenous-focused instruction for students.

Kapapamahchakwew - Wandering Spirit School is currently a JK to Grade 11 Indigenous-focused school that is located at 16 Phin Avenue in Ward 15. In addition, there are two Native Learning Centres, one located at Church Street Jr. PS in Ward 10 and the other at Sir Wilfrid Laurier CI in Ward 19.

The largest of these schools is Kapapamahchakwew - Wandering Spirit School (Ward 15) with 156 JK-8 and 26 Grade 9-11 students in 2019-20. This school will be expanding to JK to Grade 12 in September 2020. Kapapamahchakwew - Wandering Spirit School was first located at Dundas Street Jr. PS but moved into its current location at 16 Phin Avenue in early 2017. A substantial capital project will be undertaken to indigenize the building and create a new gathering space/gymnasium along with other significant internal retrofits.

The Native Learning Centre at Church Street Jr. PS (Ward 10) is a partnership that was developed in 1998 between Native Child and Family Services and the TDSB. The program provides opportunities for re-entry for students of Indigenous ancestry who are in Grades 9-12+. The program is a highly-individualized one, designed to support students working toward high school graduation or apprenticeship programs.

The Native Learning Centre East at Sir Wilfrid Laurier Collegiate Institute (Ward 19) offers a wide range of supports to Indigenous youth and is structured similarly to the Church Street Jr. PS Native Learning Centre.

There are no attendance areas associated with Indigenous schools. The total enrolment of these schools is quite small at 60 students, representing 0.08% of the total secondary panel. The total capacity used by these schools is 160 pupil places (38% utilization).

A map of the Indigenous schools can be found in Appendix 2K.

### **Caring and Safe Schools**

Caring and Safe Schools are settings where students who are not able to attend a traditional secondary school receive instruction to provide continuity in their studies. Caring and Safe Schools offer a variety of prevention programs that support improving student attitudes and behaviours to enhance school climate and safety such as character education and restorative practices.

There are also a number of specific intervention programs such as anger management, peer mediation and community conferencing as well as programs involving the Toronto Police Services, Parks and Recreation, and Public Health.

There is one dedicated Caring and Safe School location in each Learning Centre, four in total. Caring and Safe Schools are accommodated within other elementary or secondary school buildings. Enrolment at these schools is often very small, typically fewer than 10 students, and they do not occupy a large amount of space.

A map of the Caring and Safe Schools can be found in Appendix 2L.

## **Expanding Upon Our New Realities**

In the June 2019 report, a number of challenges were outlined that were referred to as 'new realities' of our secondary school system. These included declining enrolment, unintended consequences of Optional Attendance, changes to secondary school class size, aging buildings and a polarization of the city by income.

This section of the report will provide information on a number of additional new realities to assist in providing context to the challenges currently facing the Board.

### **Course Offerings**

Our 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.

With a rich and diverse array of course opportunities, students can access courses that match their academic ability, interests and ultimately their post secondary goals. A broad range of course offerings also means that students can avoid being 'stuck' with a course that does not interest them or does not align with the field of study they would like to pursue.

Opportunities for experiential learning are also expanded in larger schools because co-op can be restricted when course offerings are limited.

Our analysis of course offerings across the system confirmed the limitations that exist in smaller secondary schools. 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. For example, if a school can only offer one section of a course, it will often result in the student having to select between two of their choices.

As well, the analysis revealed that 'split' or 'stacked' (multi-grade, multi-level) classes are more prevalent in smaller collegiates as schools look to creative solutions to provide course options to students without having to collapse sections. Although all schools run 'split' classes, the percentage of teachers with multi-grade or multi-level classes is far greater in smaller schools. The school with the largest teacher allocation only had 13% of its teachers assigned to teach a 'split' course. The schools with the smallest teacher allocations had between 70% and 97% of its teachers assigned to teach split level classes.

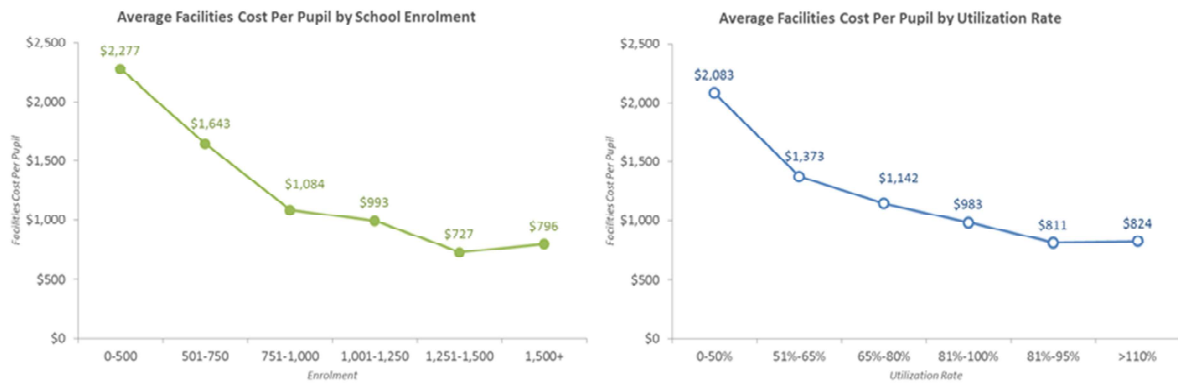
### **Budget Considerations**

Provincial grants to school boards are provided through Grants for Student Needs (GSN) each year and are generated primarily by student enrolment. Because our funding is deeply connected to student enrolment, we need to consider how to adapt programs and school organization to align with enrolment trends.

Historical enrolment declines have had significant implications on the number of small and underutilized schools that can operate within ministry funding benchmarks. As noted, small secondary schools also have difficulty offering the high-quality programs and services that TDSB students and parents expect.

To provide an example of the budget issues associated with small and underutilized secondary schools, an analysis of the facility operating costs relative to school size and school utilization was undertaken. This analysis found that the facility operating costs (per-student) associated with small and underutilized schools are much greater than schools with higher utilization rates and larger enrolment. Facility operating costs include the cost of caretaking, supplies, utilities and maintenance. Administration and staff costs are not included in this analysis.

The graphs below illustrate the relationship between the 2016-17 costs to operate schools on a per student basis, and school size. Secondary schools that are 'small by design', which include alternative, congregated special education etc. were removed from this analysis.



The graph on the left illustrates the average per-student cost of operating small secondary schools versus large secondary schools. The average cost in schools of fewer than 500 students is \$2,277 per student and \$1,643 in schools of between 501 and 750 students. The average cost to operate larger schools is much less, at \$993 per student in schools of between 1,001 and 1,250 students, and \$727 in schools of 1,251 to 1,500 students.

Similarly, the cost of operating underutilized schools is significantly greater than those with higher utilization rates. The graph on the right hand side illustrates that schools with utilization rates below 50% cost an average of \$2,083 per student, compared to \$811 in schools with utilization rates of 81%-95%.

In summary, small and underutilized secondary schools do not have the critical mass of students that is necessary to align with provincial funding grants. Entire secondary school buildings still need to be heated, cleaned and maintained whether or not they are fully occupied or not. In other words, there are no economies of scale to be achieved with the small numbers of students in many of our buildings.

### Connection Between the Learning Opportunities Index and School Size

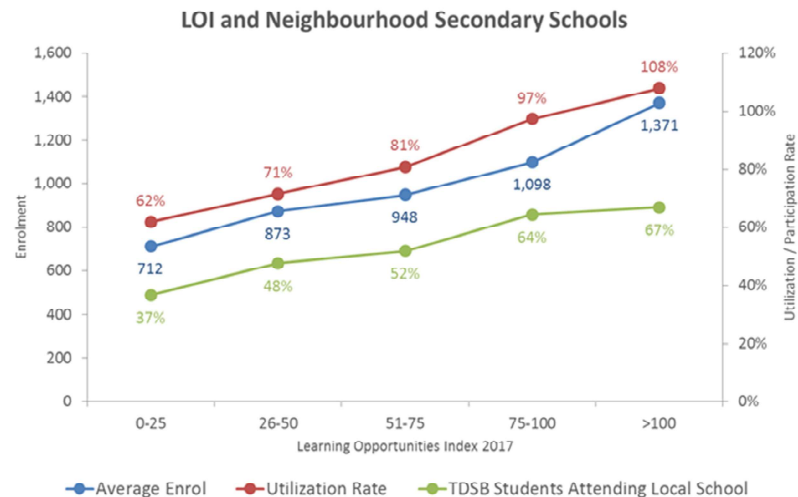
In the June 2019 staff report, the polarization of the City of Toronto in terms of income was presented as a challenge we face as a system. The LOI ranks each school based on measures of external challenges affecting student success. The school with the greatest level of external challenges is ranked number one and is described as highest on the index. The ranking of schools in the Learning Opportunities Index, when compared against the average enrolment, utilization rate and participation rate within secondary schools provides further context that supports the theory that students are fleeing schools in poor socio-economic areas.

The graph below looks at how the average enrolment, utilization and participation rates connect to the 2017 LOI ranking of secondary schools. This graph shows that schools higher on the LOI have smaller enrolments, lower utilization rates and lower participation rates than those lower on the index. The average utilization rate of schools that fall between 1 and 25 of the LOI is 62%, compared to 97% in schools that fall between 75 and 100, and 108% in schools over 100.

Similar trends are found in the average school size, with those in the 1-25 bracket averaging 712 students, while those in the 75-100 range average nearly 1,100.



The participation rate is a simple measure of the percentage of secondary school students across all programs who attend their locally-designated school. The participation rate in secondary schools that rank between 1-25 is only 37%, this means that 63% of students who reside in the attendance areas of these schools are seeking options elsewhere. The participation rate is 64% for schools between 75-100 on the index, and 67% for those over 100.



The participation rate is 64% for schools between 75-100 on the index, and 67% for those over 100.

This information illustrates that there are large numbers of secondary school students who are fleeing schools in certain areas of the city in favour of others. This trend does not align with the objective of strengthening the role of the neighbourhood school and providing students with rich opportunities as close to home as possible.

### Optional Attendance Process for 2020-21

The preliminary analysis supports the statements made in the staff report approved by the Board of Trustees in June 2019. Optional Attendance is possible only because there is excess capacity at some schools; it has become much more pervasive across the system as a function of declining enrolment; and past practices of choice combined with the harsh reality of declining enrolment have created inequities where students are fleeing certain schools and neighbourhoods in favour of others.

To really crystalize the prevalence of students exercising choice through Optional Attendance, it was important to quantify the application cycle in a given school year.

Because our Optional Attendance process is currently paper-based, it was not possible to conduct an analysis of previous years' processes. In the 2019-20 school year, however, all secondary schools were asked to retain all information related to the Optional Attendance process for September 2020 admission.

In 2019-20, there were over 10,000 Optional Attendance applications from over 8,000 students. The majority of applications were from students currently in Grade 8 applying for Grade 9 admission. In this year's process, more than 7,300 Grade 8 students applied to a school other than their designated secondary school by address, or 44%. For perspective, there are currently 14,475 Grade 8 students in the regular program and French as a Second Language track. Including students in Intensive Support Programs, the current total number of Grade 8 students is 16,689.

It is important to note that these application numbers do not include students who may have different school options through French Immersion or Extended French pathways or students who have received an offer of placement into a secondary Intensive Support Program (including Gifted) through the IPRC process.

This year, approximately 5,400 students were accepted into schools through Optional Attendance, which confirms the trend that almost 50% of secondary school students do not attend their designated school by address.

The majority of students who applied for Optional Attendance applied for only one school choice (approximately 6,000), while approximately 1,400 applications specified two schools, 64 specified three schools and 40 specified four schools.

A summary of the findings from this analysis will be included in the final report in the fall.

Further analysis of this information is currently underway. Staff from Research and Development are working with the Strategy and Planning department to map each student's application using the address information provided. This will allow for greater understanding of migration patterns of our students, the school and programs to which they are applying, and the acceptance rates into these schools and programs. It will also enable staff to determine possible locations for new programs in parts of the city from where students are applying.

## **Advancing Our System - Looking Ahead 2029**

As a means of identifying issues, gaps and needs within broader geographic areas, and supporting the early development of a preliminary system plan, secondary schools were divided into 10 separate groups. The 10 groups offer an opportunity to review secondary schools through a larger geographic lens, highlight key trends, identify issues, gaps and needs, and identify preliminary concepts that could potentially resolve them.

This section of the report and the related appendices provide an overview of the enrolment and demographics within each of the 10 secondary school groups that have been established.

The appendix for each group contains a Looking Ahead 2029 document that examines projected enrolment and population trends within each group, and provides a high-level estimate of the capacity required to achieve an average 90% utilization rate over the next 10 years.

The methodology and approach used to develop each of the Looking Ahead 2029 documents is also described.

### **Purpose of the Secondary School Groupings**

The school groups provide a view of the current and future landscape of secondary schools within the TDSB. The groups are intended to provide a foundation to inform how program and accommodation issues, gaps and needs could be addressed through future studies. These future studies will be identified, timed in the Long-Term Program and Accommodation

Strategy, which is approved annually by the Board, and will include opportunities for public engagement.

The secondary school groupings represent our best attempt to create groups of schools that respect geographic adjacencies and, to the extent possible, associated feeder school pathways and program relationships.

Future reviews and studies to address program and accommodation issues may span these groups, as they do not represent 'hard' boundary lines that cannot be crossed when engaging in future studies.

The number of schools within each of the 10 groups varies based on the area, from a low of six (Group 3) to a high of 21 (Group 4). The types of schools also vary widely from group to group depending on the area.

The secondary school groupings are identified below, and can be viewed on the system map in Appendix 2A. This report includes a high-level overview of the schools and general enrolment trends. Additional information on each of the groups is provided within each group's respective appendices.

### **Approach to Developing the Looking Ahead 2029 Document for each Group**

Within each of the groups, the projected enrolment and secondary school-aged population (14-17 year olds) has been used in the Looking Ahead 2029 document to estimate the capacity required to support optimal school size and utilization rates.

These estimates should be considered as guidelines only, and are presented to provide, from an area and system perspective, an awareness of the space issues that exist and the potential reductions that could be achieved over time. Appendix 4 will also contain a high-level summary of the projected enrolment, capacity and utilization within the group, along with a detailed map of the schools and programs offered. In addition, there is a graph for each group that tracks the movement of secondary students into and out of schools in the group. This information is provided to underline the significance of choice within the system today.

As referenced earlier in this report, the prevalence of surplus capacity within our system has led to the system we have today. The focus of the Secondary Program Review is not solely space reductions, however, the challenges associated with that system, including enrolment imbalances, small schools and access to rich programming, will continue unless the issues around surplus capacity are addressed.

To achieve the vision for secondary schools that has been laid out in directions received from the Board of Trustees through the Multi-Year Strategic Plan, Long-Term Program and Accommodation Strategy and the June 2019 Secondary Program Review report, the reduction of surplus capacity across the system must be a theme that spans the entire city.

## Secondary School Groupings

Group 1	Group 2	Group 3	Group 4	Group 5
<ul style="list-style-type: none"> <li>• C.W. Jefferys CI</li> <li>• Caring and Safe School LC1</li> <li>• Downsview SS</li> <li>• Emery CI</li> <li>• Emery Edvance</li> <li>• North Albion CI</li> <li>• Thistletown CI</li> <li>• West Humber CI</li> <li>• Westview Centennial SS</li> <li>• William Lyon Mackenzie CI</li> </ul>	<ul style="list-style-type: none"> <li>• Burnhamthorpe CI</li> <li>• Central Etobicoke HS</li> <li>• Etobicoke CI</li> <li>• Etobicoke School of the Arts</li> <li>• Etobicoke Year Round Alternative Centre</li> <li>• Kipling CI</li> <li>• Lakeshore CI</li> <li>• Martingrove CI</li> <li>• Richview CI</li> <li>• School of Experiential Education</li> <li>• Silverthorn CI</li> </ul>	<ul style="list-style-type: none"> <li>• Frank Oke SS</li> <li>• George Harvey CI</li> <li>• Runnymede CI</li> <li>• Weston CI</li> <li>• York Humber HS</li> <li>• York Memorial CI</li> </ul>	<ul style="list-style-type: none"> <li>• ALPHA II</li> <li>• Bloor CI</li> <li>• Caring and Safe School LC4</li> <li>• Central Technical School</li> <li>• Central Toronto Academy</li> <li>• City School</li> <li>• Contact Alt. School</li> <li>• Harbord CI</li> <li>• Heydon Park SS</li> <li>• Humberside CI</li> <li>• Inglenook CS</li> <li>• Jarvis CI</li> <li>• Native Learning Centre</li> <li>• Oakwood CI</li> <li>• Oasis Alt. SS</li> <li>• Parkdale CI</li> <li>• Rosedale Heights School of the Arts</li> <li>• Subway Academy II</li> <li>• THESTUDENTSCHOOL</li> <li>• Ursula Franklin Academy</li> <li>• West End Alt. School</li> <li>• Western Technical-Commercial School</li> </ul>	<ul style="list-style-type: none"> <li>• Forest Hill CI</li> <li>• John Polanyi CI</li> <li>• Lawrence Park CI</li> <li>• Leaside HS</li> <li>• North Toronto CI</li> <li>• Northern SS</li> <li>• Yorkdale SS</li> <li>• York Mills CI</li> </ul>
Group 6	Group 7	Group 8	Group 9	Group 10
<ul style="list-style-type: none"> <li>• A.Y. Jackson SS</li> <li>• Avondale Secondary Alt. School</li> <li>• Caring and Safe School LC2</li> <li>• Don Mills CI</li> <li>• Drewry SS</li> <li>• Earl Haig SS</li> <li>• George S. Henry Academy</li> <li>• Georges Vanier SS</li> <li>• Marc Garneau CI</li> <li>• Newtonbrook SS</li> <li>• North East Year Round Alternative Centre</li> <li>• North West Year Round Alternative Centre</li> <li>• Northview Heights SS</li> <li>• Parkview Alt. School</li> <li>• Victoria Park CI</li> </ul>	<ul style="list-style-type: none"> <li>• City Adult Learning Centre</li> <li>• Danforth CTI</li> <li>• East York Alt. SS</li> <li>• East York CI</li> <li>• Eastdale CI</li> <li>• Greenwood SS</li> <li>• Kapapamahchakwew - Wandering Spirit School (JK-12)</li> <li>• Malvern CI</li> <li>• Monarch Park CI</li> <li>• Oasis Triangle Program</li> <li>• Riverdale CI</li> <li>• School of Life Experience</li> <li>• SEED Alt. School</li> <li>• Subway Academy I</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Scarborough Education 1</li> <li>• Birchmount Park CI</li> <li>• Caring and Safe School LC3</li> <li>• David and Mary Thomson CI</li> <li>• R.H. King Academy</li> <li>• SATEC @ WA Porter CI</li> <li>• Scarborough Centre for Alternative Studies</li> <li>• South East Year Round Alternative Centre</li> <li>• Wexford CI</li> <li>• Winston Churchill CI</li> </ul>	<ul style="list-style-type: none"> <li>• Agincourt CI</li> <li>• Albert Campbell CI</li> <li>• Delphi Secondary Alt. School</li> <li>• Dr. Norman Bethune CI</li> <li>• L'Amoreaux CI</li> <li>• Lester B. Pearson CI</li> <li>• Sir John A. Macdonald CI</li> <li>• Sir William Osler HS</li> <li>• Stephen Leacock CI</li> </ul>	<ul style="list-style-type: none"> <li>• Cedarbrae CI</li> <li>• Maplewood HS</li> <li>• Native Learning Centre East</li> <li>• Sir Oliver Mowat CI</li> <li>• Sir Wilfrid Laurier CI</li> <li>• West Hill CI</li> <li>• Woburn CI</li> </ul>

## Summary of Issues Explored within the Groups

Each of the Looking Ahead 2029 documents contains a Roadmap to 2029, which identifies high-level and preliminary concepts to explore through future reviews that could resolve the issues, gaps and needs that have been identified.

A summary of those issues, gaps and needs is provided below. This is not an exhaustive list of the issues that were discussed but rather a high level summary of the themes that will be referenced within the Roadmap to 2029 documents contained within Appendix 4 of this report.

### **Strong Programs, Diverse Course Offerings and Small Schools**

It is tremendously important that secondary schools across the TDSB have the ability to offer rich programs and experiences to all students.

To support this objective, secondary schools that are not considered to be ‘small by design’, such as collegiates and technical schools, need to have large and robust enrolment to generate the teaching staff necessary to deliver the strong programs and broad range of course offerings to support student achievement and interests.

The Board-approved guiding principles of the Long-Term Program and Accommodation Strategy identify a goal of secondary schools having a minimum of 1,000 students. Secondary schools operating with this critical mass of students have the ability and flexibility to deliver a wide variety of courses to students in all pathways.

Small secondary schools do not generate the staff required to provide a fulsome and diverse range of courses. This results in situations where the courses students would like to engage with are either not available or only available at the same time as another course they require or would like to pursue. This also results in teachers having to teach multiple grades or course types (e.g., Academic, Applied etc.) or levels (e.g. International Language and English-as-a-Second-Language courses) within the same class, which can be challenging for both teachers and students.

These timetable conflicts are problematic and highly prevalent within small secondary schools. Larger secondary schools are able to generate a large number of staff, offer the courses that students want, and schedule multiple course sections to ensure that they are available when students want them.

### **Enrolment Decline, Underutilization and Surplus Pupil Places**

Throughout the City of Toronto, there are neighbourhoods and communities that have experienced a lengthy period of enrolment decline, leading to many of our secondary schools becoming underutilized. This means that there are not enough students to fill the number of spaces in the buildings that we currently have. There are approximately 20,000 surplus spaces in our system at the secondary level.

Looking forward, long-term enrolment projections suggest that this trend will continue in many areas of the city over the next decade. Enrolment decline in the secondary panel is associated with a number of factors, including a decline in the secondary school-aged population, smaller cohorts of Grade 9 students entering the system versus those graduating, and net migration out of the City of Toronto.

In most cases, schools operating with a low utilization rate do not reflect an efficient use of space within our buildings. The prevalence of underutilization and surplus capacity across the system leads to inefficiencies with respect to limited financial and staff resources.

Many areas where underutilization exists will be examined through future Pupil Accommodation Reviews to examine opportunities to reduce the amount of surplus capacity within a specific group of schools. These reviews will be identified in the Long-Term Program and Accommodation Strategy.

### **Overutilization and Accommodation Pressure**

Although there are many areas of Toronto that are experiencing declining enrolment, there are other areas where schools are fully occupied, and sometimes operating well in excess of their respective capacities.

There are secondary schools that are operating as high as 153% utilization (William Lyon Mackenzie CI) this school year. In these situations, multiple portables are added to a site, wherever possible, and the timetable may need to be changed. There are many situations where non-instructional space is needed to be retrofitted into instructional classrooms to manage these accommodation pressures.

There are a variety of reasons that secondary schools are overutilized, including specialized programs that attract students from outside of the area, multiple programs or French tracks, and demographic changes within the community.

### **The Impact of Optional Attendance**

On average, 53% of students attend their local collegiate by address. This means that nearly half of our students are opting to attend schools elsewhere, often far afield from their local communities.

Optional Attendance has enabled the flight of students from schools perceived to be in undesirable areas to schools in areas perceived to be more desirable. The result is underenrolled and underutilized schools in some areas of the city that cannot offer viable programs and opportunities for students.

When enrolment at a school declines and course options begin to diminish, students may not have access to what they want to pursue, meaning they are more likely to seek out other schools or programs that better meet their needs. This trend has led to the closure of secondary schools in the past, including Vaughan Road Academy in 2016 and Scarlett Heights Entrepreneurial Academy in 2017.

### **Elementary Accommodation Pressures**

There are areas where enrolment at elementary schools has reached a point where there are no further opportunities to accommodate future students within the existing elementary buildings and sites available to the Board, including through the use of portables.

These areas have experienced significant enrolment increases over time due to a variety of factors, including rapid residential development intensification. Opportunities to maximize

the use of space within existing elementary schools have already been exhausted through a variety of measures implemented after extensive accommodation studies.

With some exceptions, secondary schools within these areas have not been used as solutions to address enrolment growth challenges within elementary schools.

### **French as a Second Language – Pathways and Programs**

The French as a Second Language Review, approved by the Board of Trustees in June 2019, outlined a number of significant changes to these programs.

The impact of these changes on secondary schools will be considered through the Secondary Program Review. Currently there are approximately 5,200 secondary students enrolled in French as a Second Language programs (7% of the total enrolment).

At present, there are 11 secondary schools that offer the French Immersion program and 12 that offer the Extended French program. Of these, there are 9 that are 'triple track', meaning they offer both French programs in addition to the regular track.

As the Extended French program is phased out and transitioned into a Middle Immersion program, opportunities to explore pathway changes exist. Many schools that currently offer French programs are overutilized or will soon become overutilized as a result of larger cohorts of students moving through the elementary panel and into secondary schools.

Conversely, there are existing French programs that are small and approaching non-viability. These programs will also be explored as part of the Secondary Program Review.

### **Specialized Programs and Access**

As identified in the Enhancing Equity Task Force Report, current TDSB practices result in inequitable access to specialized programs. As part of the Secondary Program Review, staff is reviewing the Optional Attendance policy and procedures and creating a new policy for Specialized Schools and Programs to reduce barriers of accessibility.

Preliminary findings from consultations and feedback received throughout the year suggest that our current system of specialized programs is inequitable. Although the TDSB website includes a listing of recognized specialized programs, our analysis has confirmed that other secondary schools also claim to have specialized programs. In doing so, the application process to these programs is inconsistent. Some students apply using a 'Regular' Optional Attendance application, whereas others may apply using a 'Specialized' Optional Attendance application, increasing their potential total number of applications. As well, if information about a school's 'specialized program' is not shared system wide, there is inherent inequity as some will know about the program and others will not.

The location of some programs has also been identified as an area to examine in the Secondary Program Review. Accepting students into a specialized program from outside the attendance boundary has led to accommodation pressures in some schools, and in some cases, these schools have multiple portables. The creation of a new policy for Specialized Schools and Programs will assist with reclassifying some programs as 'Local'

programs, available only to students, or a percentage of students, who reside in the school's attendance boundary.

Similarly, our system scan has identified the need to replicate existing or similar specialized programs in other parts of the city where they do not exist. Some schools receive over 700 applications to specialized programs with only 90 spaces. Our analysis of Optional Attendance data will enable us to identify areas of the city from which students are applying for specific programs and to determine whether new programs should be established in these areas.

The final report will include recommendations to improve access so that schools can offer a variety of specialized programs to all students.

## **Overview of the Secondary School Groups**

This section of the report will provide a high-level overview of the schools and programs that exist within each secondary school group.

As noted, each group has an associated appendix that provides a summary of the high-level enrolment and demographic data, a map that outlines existing school and program locations, tables that identify the range of capacity required to accommodate future students (*Looking Ahead 2029*), and a summary of the preliminary concepts to explore (*Roadmap to 2029*).

These preliminary concepts identified in the Roadmap to 2029 represent potential opportunities only. Any preliminary concept would be identified in the Board's Long-Term Program and Accommodation Strategy as a formal study, and considered through an open and transparent review process conducted according to Board policy, that would include multiple opportunities and avenues for public engagement. Decisions on any recommendations will be made by the Board of Trustees.

Also, each group will have a second accompanying appendix that contains a detailed inventory of all schools within the group, including their historical and projected enrolment as well as program information.

We live, work and learn in a highly-dynamic city with rapidly-changing conditions. Therefore, accommodation planning in the TDSB cannot be viewed as static. The information contained within this report should be viewed as representing a specific point in time, predicated upon the most recent and accurate information available, and subject to change.

The information contained within the school by school inventories is intended to provide additional context that supports the preliminary concepts identified in the Roadmap to 2029.

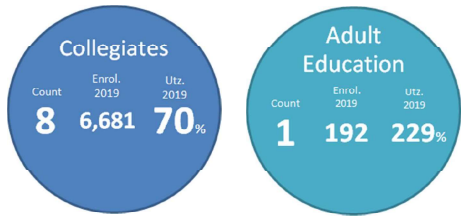
### **Group 1**

Group 1 is located in the northwest part of Toronto and generally includes TDSB Wards 1 (Trustee Gill), 4 (Trustee Mammoliti) and 5 (Trustee Lulka). This group is served by a number of collegiates and one EdVance program. There are no alternative, technical-commercial, congregated special education or specialized schools within this group.



At present, many of the collegiates in this group are underutilized and some have small enrolments that may negatively impact their ability to offer a fulsome range of programs and courses for students.

### Summary of Secondary Schools in Group 1



Enrolment is generally declining at the collegiates in this group, with four of the eight currently operating at 65% utilization or less. Further, one collegiate, Thistlethorn CI, is currently operating with fewer than 500 students, which is significantly low when considering the critical mass of students required to ensure a diverse range of course offerings.

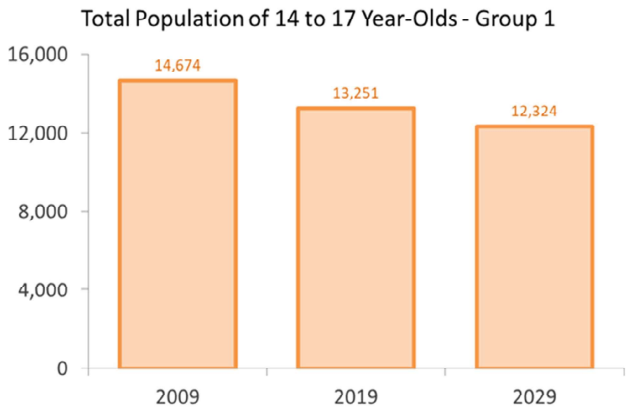
Current enrolment projections suggest that enrolment will continue to decline over the long term, with six of eight becoming 65% utilized or less by 2027. There is opportunity to explore the reduction of surplus capacity within this group.

There is one collegiate, William Lyon Mackenzie CI that is operating well in excess of its capacity with multiple portables onsite. This school offers a specialized program in Math, Science and Technology (MaCS) as well as a large Gifted Program.

There is one EdVance program located at Emery CI. This program occupies a small number of classrooms at the school. Emery CI operates as a collegiate and also accommodates a large Adult Education program for students 21 and over. As noted earlier, the utilization rates associated with EdVance programs do not reflect how the programs operate, and the frequency at which students cycle in and out of the school.

Enrolment within this group has been declining since its peak in 2010 with over 8,500 students. Enrolment declines are generally associated with a declining population of secondary school aged students as the neighbourhoods that make up this group mature.

Based on current enrolment projections and Optional Attendance trends, approximately 6,396 students are projected to attend schools in this group in 2029. The current capacity of these schools is 9,765 suggesting that the number of surplus pupil places could reach nearly 3,370.



The total secondary school-aged population within this group of schools (14 to 17 year olds) is anticipated to continue to decline over the next five to 10 years.

The secondary school-aged population (14-17 year olds) residing within this area is approximately 13,200. Population projections suggest that this number will continue to decline, reaching 12,300 within the next 10 years, a decline of just under 1,000.

See Appendix 4A for the Looking Ahead 2029 and Roadmap to 2029 for Group 1.

See Appendix 4B for the School Inventory for Group 1.

## Group 2

Group 2 is located in the southwest part of Toronto and generally includes TDSB Wards 2 (Trustee MacLean) and 3 (Trustee Nunziata). This group is served by a number of collegiates, one congregated special education school, one alternative school, one specialized school and one EdVance program.

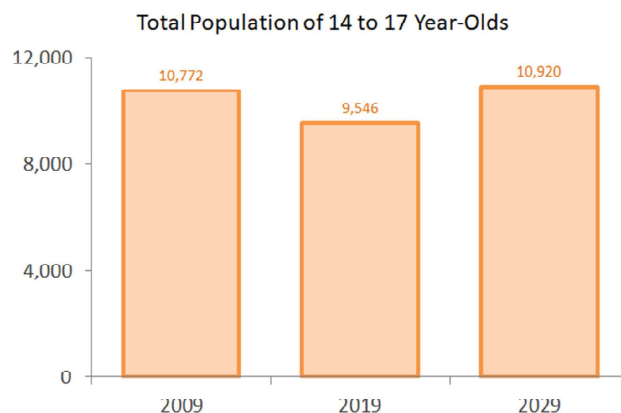
### Summary of Secondary Schools in Group 2



Group 2 is served by six collegiates. These schools are generally well utilized at 84%, however, there are issues of underutilization and overutilization within the group that suggest opportunities to improve the balance of enrolment among these schools.

Underutilization exists at Kipling CI at Lakeshore CI, with the schools operating at 55% and 58%, respectively. Kipling CI was recently included in a Pupil Accommodation Review that resulted in the closure of Scarlett Heights Entrepreneurial Academy. Kipling CI assumed the former attendance area of this school in 2018.

There are issues of overutilization at Richview CI, primarily due to the large French as a Second Language programs that exist at the school. The school is currently operating at 128% utilization and projected to grow to 151% utilization by 2029.



The overall population of secondary school-aged students in this group is projected to increase over the next 10 years. The majority of this growth is projected to occur in the Etobicoke City Centre area, and in south Etobicoke where many neighbourhoods are currently undergoing a resurgence in elementary enrolment.

There are two alternative schools in Group 2. Unlike many other alternative schools, these two do not occupy space within a larger elementary or secondary school like most others in the system. Both alternative schools are underutilized.

Central Etobicoke HS is the congregated special education school in this group. The school has an enrolment of 134 students, and has generally declined from a peak of nearly 300 students in 2008.

See Appendix 4C for the Looking Ahead 2029 and Roadmap to 2029 for Group 2.

See Appendix 4D for the School Inventory for Group 2.

### Group 3

Group 3 is located in the western part of Toronto and generally includes schools from TDSB Wards 6 (Trustee Tonks) and 7 (Trustee Pilkey). This group is served by a number of collegiates, two congregated special education schools, and one former technical-commercial school.

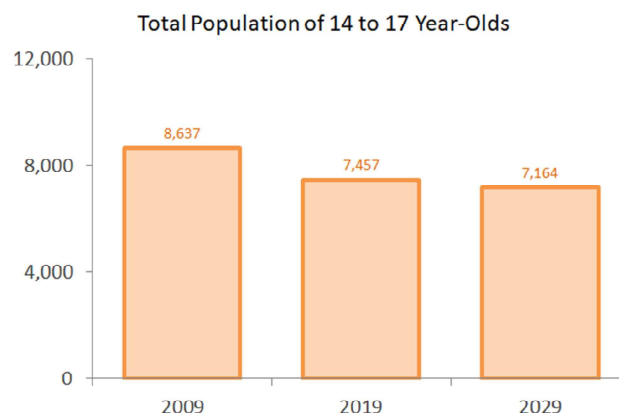
#### Summary of Secondary Schools in Group 3



Enrolment at schools in this group has generally been declining since 2008, from approximately 4,500 students to just over 3,100 today. The secondary school-aged population has followed a similar trend. The total population of secondary school-aged students has declined from over 8,600 in 2009 to 7,450 today.

Population projections suggest a slower rate of decline over the next 10 years.

The three collegiates in this group are operating at 80% utilization, which is slightly below the 90% target. Enrolment at Runnymede CI is the smallest of the three, with only 498 students. Runnymede CI also



has a small capacity (756 pupil places), partially due to the accommodation of Mountview Elementary Alternative School, which was relocated into the building in September 2019 to address accommodation pressures at the previous host school, Keele Street PS.

A Pupil Accommodation Review is currently underway that involves York Memorial CI and George Harvey CI, a legacy technical-commercial school. Special permission by the Ministry of Education was granted to enable the Board to proceed with this review. This process is currently underway and will continue into the 2020-21 school year. This review is examining options for consolidating these two schools into one, which will inform the final rebuild plan for a new secondary school on the York Memorial CI site, which was devastated by a fire in May 2019.

This group is also home to two congregated special education schools, Frank Oke SS and York Humber HS.

See Appendix 4E for the Looking Ahead 2029 and Roadmap to 2029 for Group 3.

See Appendix 4F for the School Inventory for Group 3.

## Group 4

Group 4 is located in the southern part of Toronto and generally includes TDSB Wards 7 (Trustee Pilkey), 9 (Trustee Donaldson) and 10 (Trustee Moise). This group is served by a very diverse array of secondary schools including a number of collegiates, three former technical-commercial schools, eight alternative schools, two specialized schools, and two indigenous schools among others.

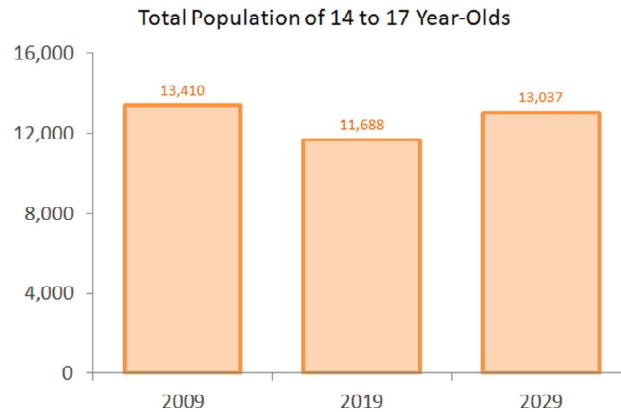
### Summary of Secondary Schools in Group 4



This group is the most diverse in terms of the types of secondary schools, which has played a role in the tremendous degree of choice available for students. In general, enrolment has been declining since 2008, from over 11,600 students to approximately 9,960 today. This is mirrored in the secondary school-aged population trend over the same time period.

The total population of secondary school-aged students has declined from 13,400 in 2009 to approximately 11,690 today. In part due to the extensive residential intensification happening in many neighbourhoods and emerging communities within this group, this population is projected to increase over the next 10 years.

On average, collegiates are generally well utilized but there are significant disparities in the utilization rates and school size. There are three overutilized collegiates, Bloor CI, Harbord CI and Humberside CI, operating at 107%, 105% and 123% utilization, respectively. Harbord CI and Humberside CI are both triple-track schools, which contribute to the accommodation pressures being experienced.



Conversely, there are collegiates within this group that are heavily underutilized like Jarvis CI, Oakwood CI and Parkdale CI, operating at 58%, 37% and 67% respectively. These collegiates are also small in size. Oakwood CI is the smallest with 349 students in total (includes the regular track, Extended French and special education Intensive Support Programs). Parkdale CI and Jarvis CI are slightly larger than Oakwood CI at 537 and 637 students, respectively.

As identified in the School Inventory documents contained in Appendix 4H, there are a significant number of TDSB secondary school-aged students who reside in the attendance areas of these schools but few attend them. For example, there are over 1,600 TDSB secondary school students residing in the attendance area(s) of Oakwood CI, but only 12% attend Oakwood CI. Parkdale CI and Jarvis CI are in a similar situation with only 28% of TDSB students attending.

In addition to the collegiates, there are also three large legacy technical-commercial schools within this group. These schools have expansive attendance areas that span those of multiple collegiates in the group and beyond. These schools are another option for students who reside in these large attendance areas, contributing to the low collegiate participation rates in some cases.

In general, these schools are underutilized at 53%, partly due to the substantial size of their buildings. As an example, Central Technical School has a capacity of 2,868 pupil places, more than double the average collegiate in the TDSB. The Western Technical-Commercial School building also accommodates a Gifted program, one specialized school (Ursula Franklin Academy) and one alternative school (THESTUDENTSCHOOL). Combined, this results in a total capacity of over 2,300 pupil places.

This group has the highest number of alternative secondary schools at eight. These schools are generally underutilized at 62% and have declined in enrolment since 2008, from 970 students to approximately 670 students today.

Two of the three specialized schools are located in this group, Rosedale Heights School of the Arts and Ursula Franklin Academy (at Western Technical-Commercial School). Specialized schools have a single curricular focus and are open to all students in the TDSB who meet the application criteria. These schools are well utilized with Rosedale Heights School of the Arts operating at 133% utilization and Ursula Franklin Academy at 84%.

Ursula Franklin Academy is currently located within the Western Technical-Commercial School building and has an enrolment that is 'capped' to align with the space occupied by the school.

Heydon Park SS and the Native Learning Centre are located within this group. Heydon Park SS is an all-girls school that accommodates a large number of students with special education needs. The Native Learning Centre is a small secondary school with an indigenous-focused curriculum that is accommodated within Church Street Jr. PS, a local elementary school.

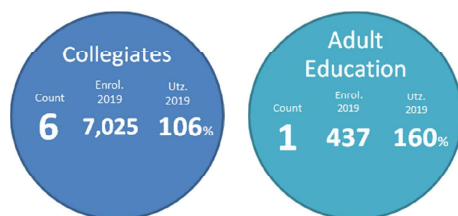
See Appendix 4G for the Looking Ahead 2029 and Roadmap to 2029 for Group 4.

See Appendix 4H for the School Inventory for Group 4.

## Group 5

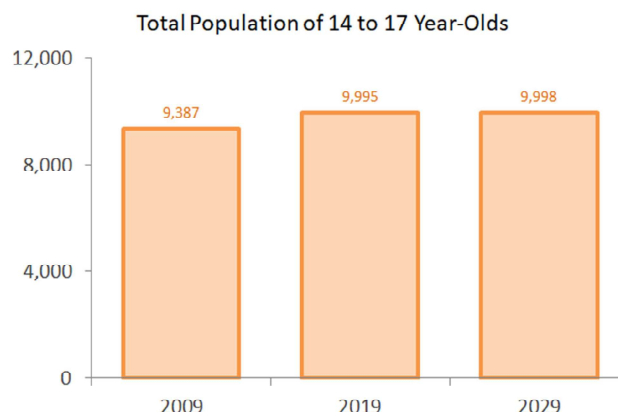
Group 5 is located in the centre of Toronto and generally includes TDSB Wards 8 (Trustee Laskin) and 11 (Trustee Chernos Lin). This group is served by a number of collegiates and one EdVance program.

### Summary of Secondary Schools in Group 5



Enrolment at schools within this group has generally increased over the past 10 years, with some fluctuation as a result of the closure of Vaughan Road Academy in 2017, a collegiate located within this group. The population of secondary school-aged students is projected to increase over the next five years, due in part to significant residential intensification within many communities that make up this group.

Collegiates within this group are generally very well utilized at 106%. There are several in this group that are operating over capacity, including North Toronto CI at 113%, Forest Hill CI at 113%, Leaside HS at 115% and Lawrence Park CI at 136%. John Polanyi CI is the smallest in the group with approximately 780 students, down from 930 in 2017.



The high utilization rates at a number of collegiates in this group are due in part to the small building sizes (capacity). Lawrence Park CI, operating at 132% utilization with two portables onsite, has a capacity of only 882 pupil places. Lawrence Park CI is also a triple-track school, adding to the accommodation pressure. Leaside HS has a capacity of 894 pupil places and Forest Hill CI 801. These are examples of schools that are not necessarily able to meet the 90% utilization rate target as this would dramatically shrink the size of their enrolment to a level where programs and course offerings could be affected.

Northern SS is the largest in the group with 1,720 students. This school has a very small collegiate attendance area but also has very large legacy technical and commercial attendance areas that provide large areas of the city with 'as of right' access to the school. These boundaries are currently being reviewed. Northern SS also accommodates a large Gifted program.

Yorkdale SS is an adult learning centre that accommodates the EdVance program (18-20 year olds). The utilization rate reflects the enrolment and capacity of the EdVance program only, not the students that attend the school who are 21 and over.

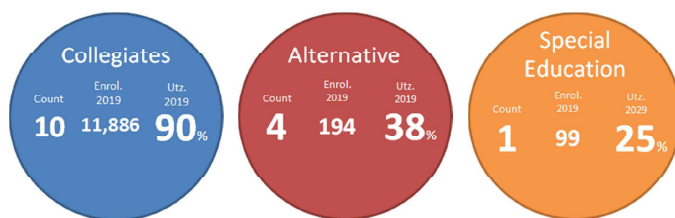
See Appendix 4I for the Looking Ahead 2029 and Roadmap to 2029 for Group 5.

See Appendix 4J for the School Inventory for Group 5.

## Group 6

Group 6 is located in the centre of Toronto and generally includes schools from within TDSB Wards 11 (Trustee Chernos-Lin), 12 (Trustee Brown), 13 (Trustee Li) and 14 (Trustee Doyle). This group is served by a number of collegiates, four alternative schools and one congregated special education school.

### Summary of Secondary Schools in Group 6

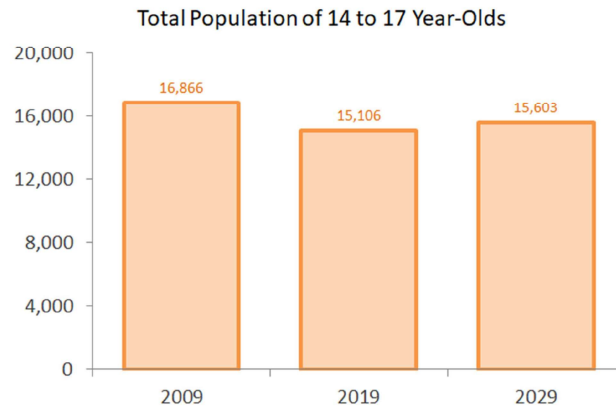


Enrolment within this group has generally declined since 2008, from 14,200 students to approximately 12,200 today. The total population of secondary school-aged students has also declined over the past 10 years, from over 16,800 in 2009 to approximately 15,106 today. This population is projected to increase slowly over the next 10 years.

Many collegiates in this group have undergone significant changes over the past five years after Grade 9 was introduced as the remaining junior high schools (Grade 7-9) were converted into middle schools (Grade 6-8).



Collegiates within the group are generally well utilized, although there are disparities in terms of school size and utilization rates. The most overutilized school in the group is Marc Garneau CI, which is operating at 133% utilization with nearly 1,800 students. The school accommodates a specialized program in Math, Science and Technology (TOPS) and has multiple portables onsite.



Don Mills CI is operating at 110% utilization with portables onsite but has a very small capacity at only 825 pupil places. The school accommodates a fairly large Gifted program.

Earl Haig SS is the largest school in the group with over 1,800 students. The school is currently operating at 94% utilization and has declined in enrolment since the peak in 2012 with over 2,200 students enrolled. Earl Haig SS also accommodates a specialized program in the arts with nearly 500 students enrolled. Past practice of redirecting new residential development within the attendance area of the school continues to this day. A significant number of addresses are assigned to Georges Vanier SS rather than their local collegiate.

George S. Henry Academy is the smallest collegiate in the group with only 432 students enrolled. The school is currently operating at 51% utilization. Georges Vanier SS is operating at 58% utilization with slightly over 900 students, and has increased in enrolment over the past few years.

The four alternative schools in this group are generally underutilized at 38%. Enrolment has declined at these schools over the past decade, from over 250 students down to 194 today.

Drewry SS is the congregated special education school located within this group. The school has an enrolment of 99 students and is operating at 25% utilization.

See Appendix 4K for the Looking Ahead 2029 and Roadmap to 2029 for Group 6.

See Appendix 4L for the School Inventory for Group 6.

## Group 7

Group 7 is located in the southeastern area of Toronto and generally includes TDSB Wards 15 (Trustee Story) and 16 (Trustee Aarts). This group is served by a number of collegiates, one former technical-commercial school, four alternative schools, one EdVance program among others.



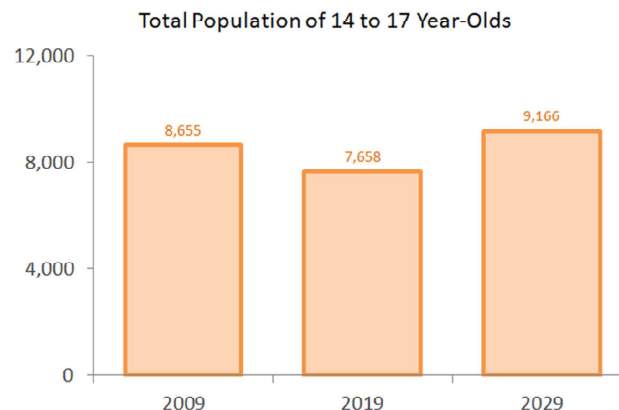
## Summary of Secondary Schools in Group 7



Enrolment in this group declined from 2008 to 2015, then began to increase to where it sits today at 6,673 students. Current projections suggest that enrolment will increase over the next five to 10 years.

The total population of secondary school-aged students followed a similar trend to 2015, and is also projected to increase over the next five to 10 years. The secondary school-aged population is associated with a resurgence of many neighbourhoods within this group where elementary enrolment has grown quite substantially.

Collegiates within this group are generally well utilized at an average of 97%. There are two that are quite overutilized, Malvern CI at 132% utilization with 1,125 students and Riverdale CI at 120% utilization with 1,337 students. Malvern CI is a triple track school with a small capacity (852 pupil places), which contributes to the accommodation issues at the school.



Riverdale CI still has special admission restrictions in place that were introduced in the early 2000s as a way to mitigate enrolment growth. Riverdale CI also has a large Extended French program.

There is one large technical-commercial school in this group, Danforth CTI, which has grown in enrolment from approximately 880 in 2016 to nearly 1,100 today.

There are four alternative schools in the group that have a range of utilization rates from 25% (Subway Academy I) to 144% (East York Alternative SS). Generally, enrolment at alternative schools in this group has declined, from approximately 650 students in 2011 to nearly 360 today. With the exception of East York Alternative Secondary School, the others share buildings with other schools in the group.

The City Adult Learning Centre (CALC) accommodates the EdVance Program in the group. The building also has a very large Adult Program for students 21 years and older. The

utilization rate of 182% considers only the enrolment and capacity associated with EdVance. The program is quadmastered and functions differently than a typical collegiate.

Eastdale CI is a school that accommodates a large number of students with special education needs, and does not have an attendance boundary. Admission to the school is by placement through IPRC or referral. Greenwood SS is accommodated within the Danforth CTI building, and provides English as a Second Language (ESL) instruction for newcomers to Canada who are of secondary school age. The school provides opportunities to gain English language skills while students earn high school credits before moving onto another TDSB secondary school. Both schools are underutilized at 38% and 49% respectively.

Kapapamahchakwew - Wandering Spirit School is open to all students and provides a curriculum that centres Indigenous knowledge, perspectives and cultures. The school will be expanding to JK to Grade 12 in September 2020. Kapapamahchakwew - Wandering Spirit School was first located at Dundas Street Jr. PS but moved into its current location at 16 Phin Avenue in early 2017.

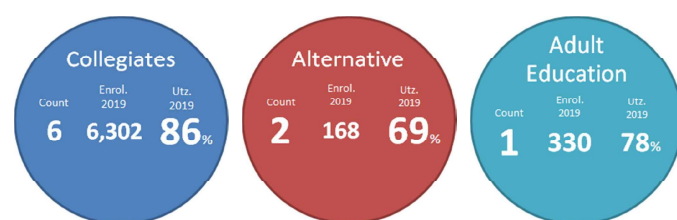
See Appendix 4M for the Looking Ahead 2029 and Roadmap to 2029 for Group 7.

See Appendix 4N for the School Inventory for Group 7.

## Group 8

Group 8 is located in the southwestern part of former Scarborough and generally includes secondary schools within TDSB Wards 17 (Trustee Smith) and 16 (Trustee Kandavel). This group is served by six collegiates, two alternative schools, and one EdVance program.

### Summary of Secondary Schools in Group 8



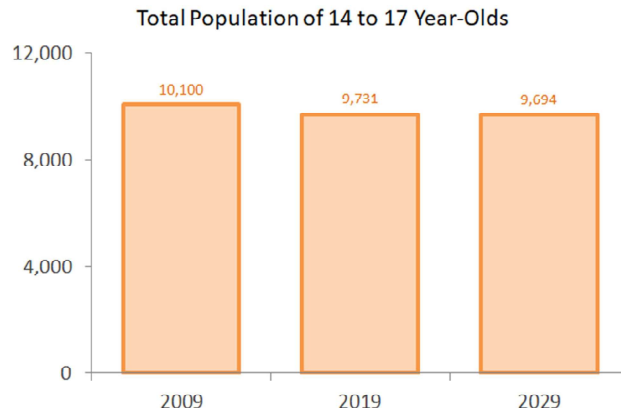
Enrolment in this group has declined since 2008, from approximately 8,157 students to just over 6,800 today. Projections suggest that enrolment will remain stable over the next five to 10 years.

The total secondary school-aged population declined slightly over the same time period, and is also projected to remain stable over the next five to 10 years.

Collegiates in this group are generally well utilized on average at 86%, although some enrolment imbalance exists. Most collegiates in this group are operating at or close to 1,000 students. The smallest in the group is Winston Churchill CI, which is operating at 46% utilization with 571 students. Two collegiates are operating just above their capacity, SATEC @ W A Porter CI at 102% utilization and RH King Academy at 116% utilization. Both of

these schools offer specialized programs that attract students from outside of their attendance areas.

Bendale Business and Technical Institute (BTI) closed in June 2019, and was the last remaining BTI in Scarborough after the closures of Timothy Eaton BTI and Sir Robert Borden BTI. The school was consolidated with David and Mary Thomson CI, which was rebuilt and opened in December 2019.



There are also two alternative schools in the group. Alternative Scarborough Education 1 is accommodated within a local elementary school and is operating at 98% utilization. South East Year Round Alternative Centre operates out of the Scarborough Centre for Alternative Studies building, which also accommodates the group's EdVance Program and a large Adult program for students 21 and up.

See Appendix 4O for the Looking Ahead 2029 and Roadmap to 2029 for Group 8.

See Appendix 4P for the School Inventory for Group 8.

## Group 9

Group 9 is located in the northern part of former Scarborough and generally includes TDSB Wards 20 (Trustee Wong) and 21 (Trustee Rajakulasingam). This group is served by seven collegiates, one alternative school, and one congregated special education school.

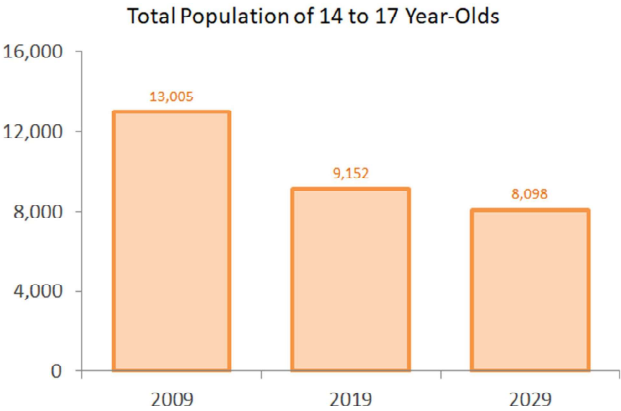
### Summary of Secondary Schools in Group 9



Enrolment in this group has declined since 2008, from over 9,900 students to approximately 7,370 today. Looking forward, enrolment is projected to increase slowly over the next five to 10 years.

The total population of secondary school-aged students in the group has followed a similar trend. Population projections suggest that this population will continue to decline over the next five to 10 years, although not as rapidly.

Collegiates within this group are generally operating below the 90% target at an average of 82%. None in the group are overutilized. The largest collegiate is Agincourt CI at 1,340 students, operating at 94% utilization. This school is triple track with large French as a Second Language programs. The smallest collegiate is L'Amoreaux CI, which is operating at 52% utilization with only 541 students.



There is one alternative school within the group, Delphi Secondary Alternative School, which is well utilized at 88% with 129 students. The school occupies space within a local elementary school.

The congregated special education school in the group is Sir William Osler HS, operating at 37% utilization with 195 students. Enrolment has declined at this school since 2008 when the school had over 320 students.

See Appendix 4Q for the Looking Ahead 2029 and Roadmap to 2029 for Group 9.

See Appendix 4R for the School Inventory for Group 9.

### Group 10

Group 10 is located in the southeastern part of former Scarborough and generally includes TDSB Wards 19 (Trustee Patel) and 22 (Trustee Sriskandarajah). This group is served by five collegiates, one congregated special education school and the Native Learning Centre East.

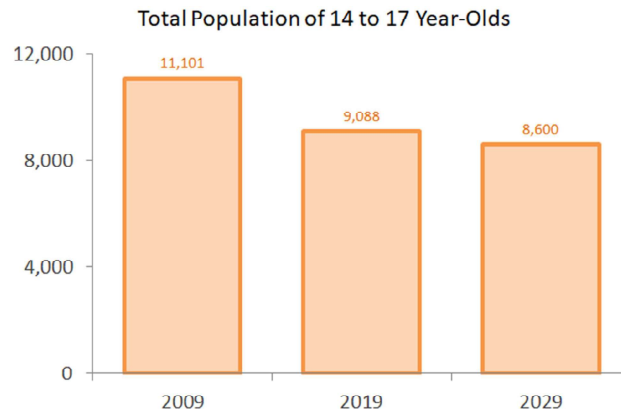
#### Summary of Secondary Schools in Group 10



Enrolment within this group has declined since 2008, from 7,261 students to approximately 5,700 today. Current projections suggest that enrolment will remain relatively stable over the next five to 10 years.

The secondary school-aged population has also declined within this group, from a peak of nearly 11,100 to approximately 9,090 today. Population projections suggest a decline over the next five to 10 years.

Collegiates within this group are operating below the 90% target threshold on average. The largest collegiate in the group is Sir Wilfrid Laurier CI, which is operating at 100% utilization with approximately 1,400 students. The smallest in the group is West Hill CI, operating at 51% utilization with 674 students.



Sir Robert Borden Business and Technical Institute (BTI) was closed in 2016, and was the second to last of the BTIs in Scarborough to be closed, after Timothy Eaton BTI and before Bendale BTI. Many of the students that attended Sir Robert Borden BTI were provided opportunities to attend West Hill CI and Sir Wilfrid Laurier CI. Capital improvements were undertaken at both schools to replicate the specialized spaces and programs offered at Sir Robert Borden BTI. Because this was a legacy technical-commercial school, there was no collegiate attendance area to be reassigned to adjacent schools.

There is one congregated special education school in this group, Maplewood HS. The school is operating at 27% utilization with 136 students. Enrolment has declined since the peak in 2009 with just over 300 students.

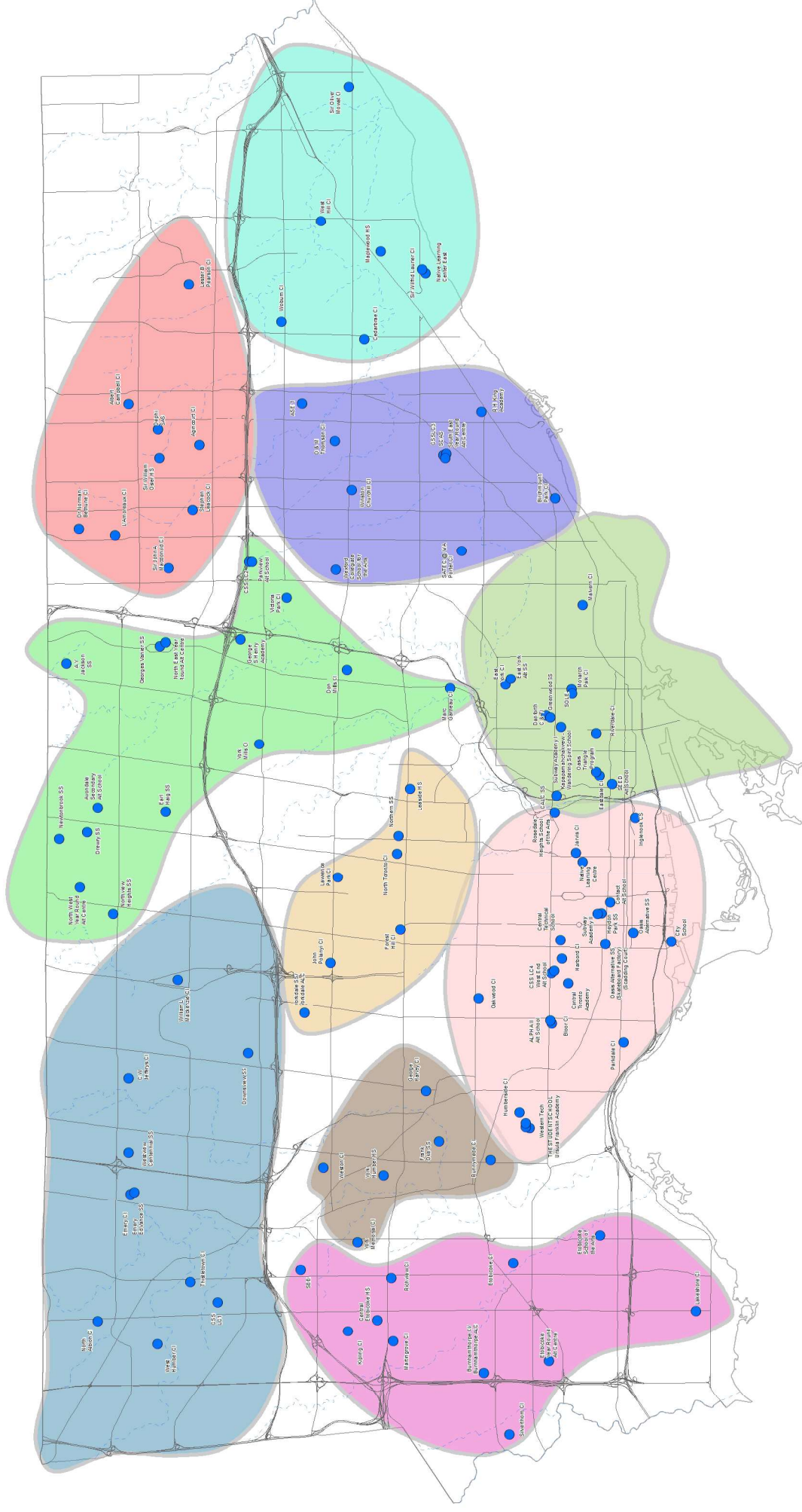
The Native Learning Centre East is a small indigenous-focused secondary school that is accommodated in two classrooms within the Sir Wilfrid Laurier CI building. Enrolment at this school is approximately 15 students each year.

See Appendix 4S for the Looking Ahead 2029 and Roadmap to 2029 for Group 10.

See Appendix 4T for the School Inventory for Group 10.

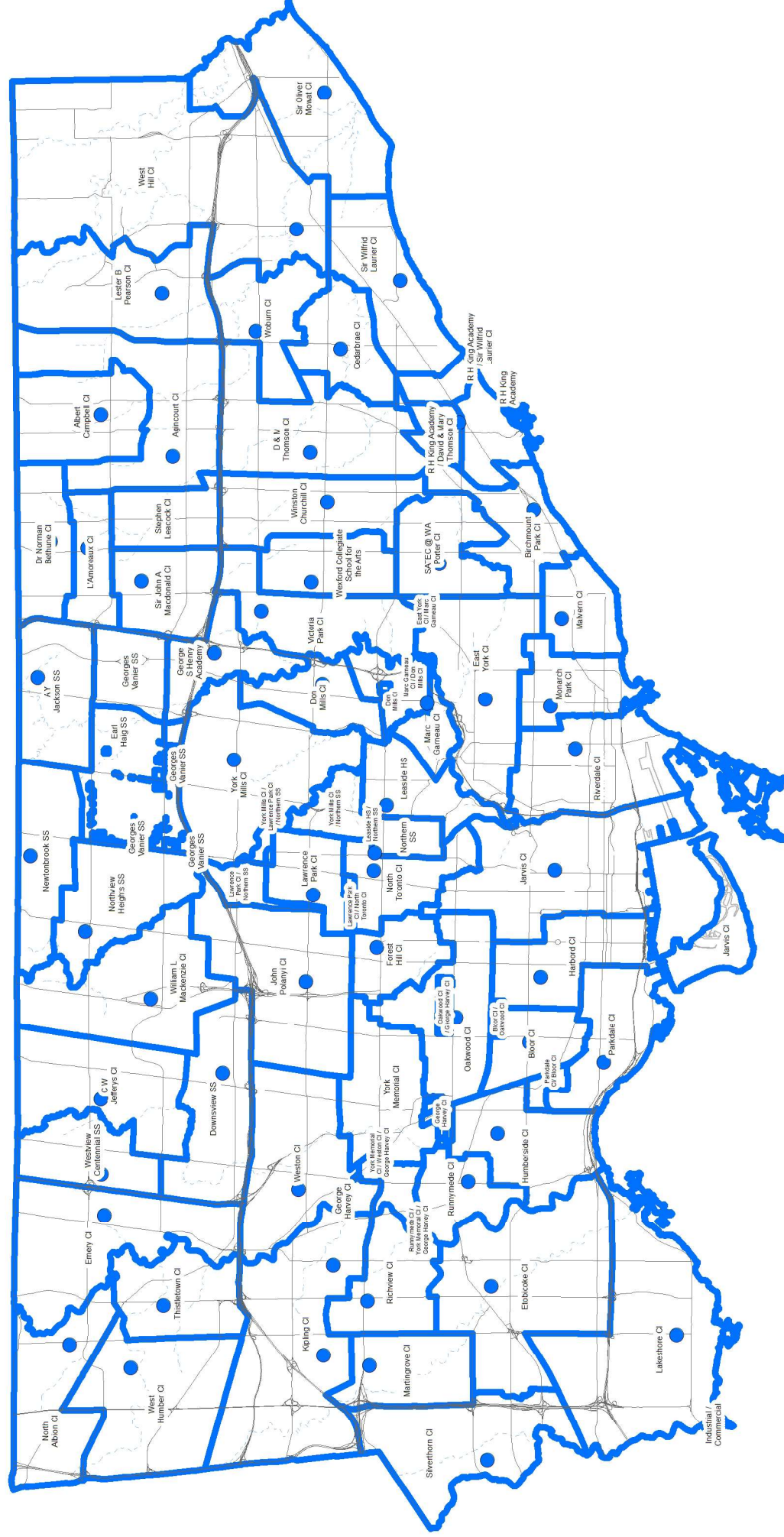


# System map of Secondary School Groups



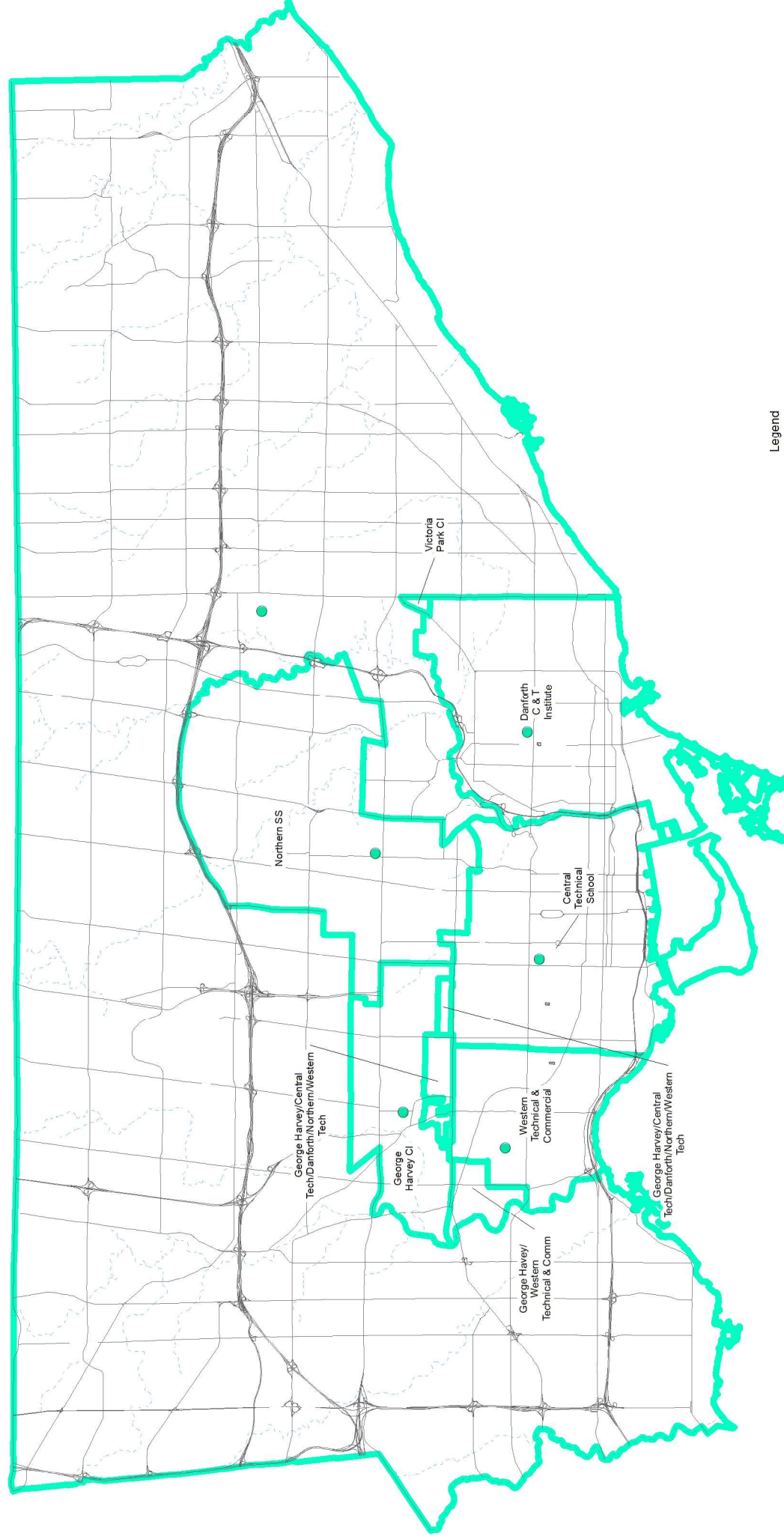
Produced by:  
Strategy & Planning, TDSB  
May 2020  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB

# Collegiates and Attendance Areas





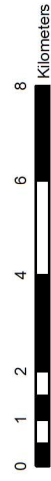
# Technical Schools and Attendance Areas



Legend

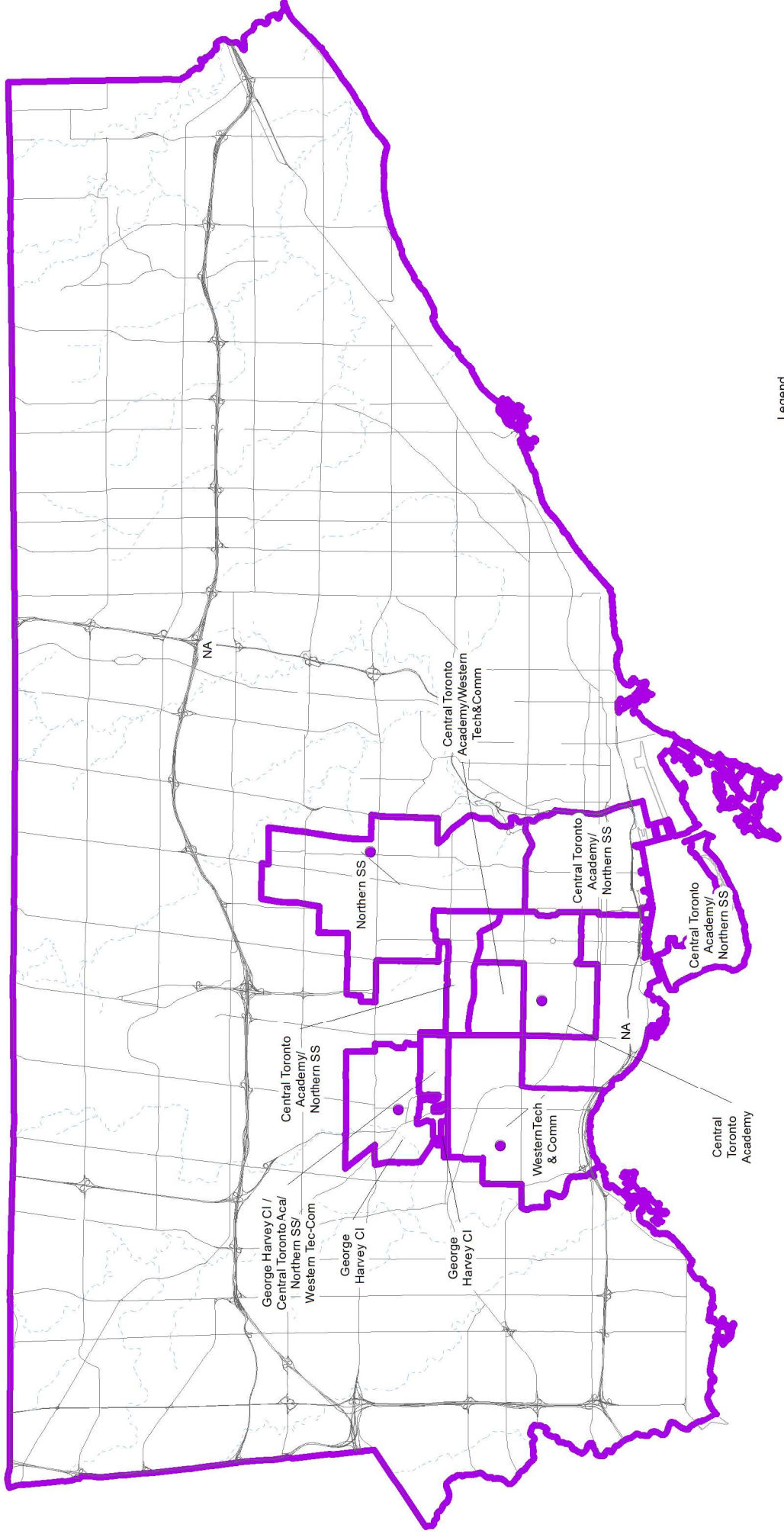
- Secondary School Offering Technical Program
- Technical Attendance Area
- Major Road
- Waterway

Produced by:  
Strategy & Planning, TDSB  
May 2020  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB





# Commercial Schools and Attendance Areas



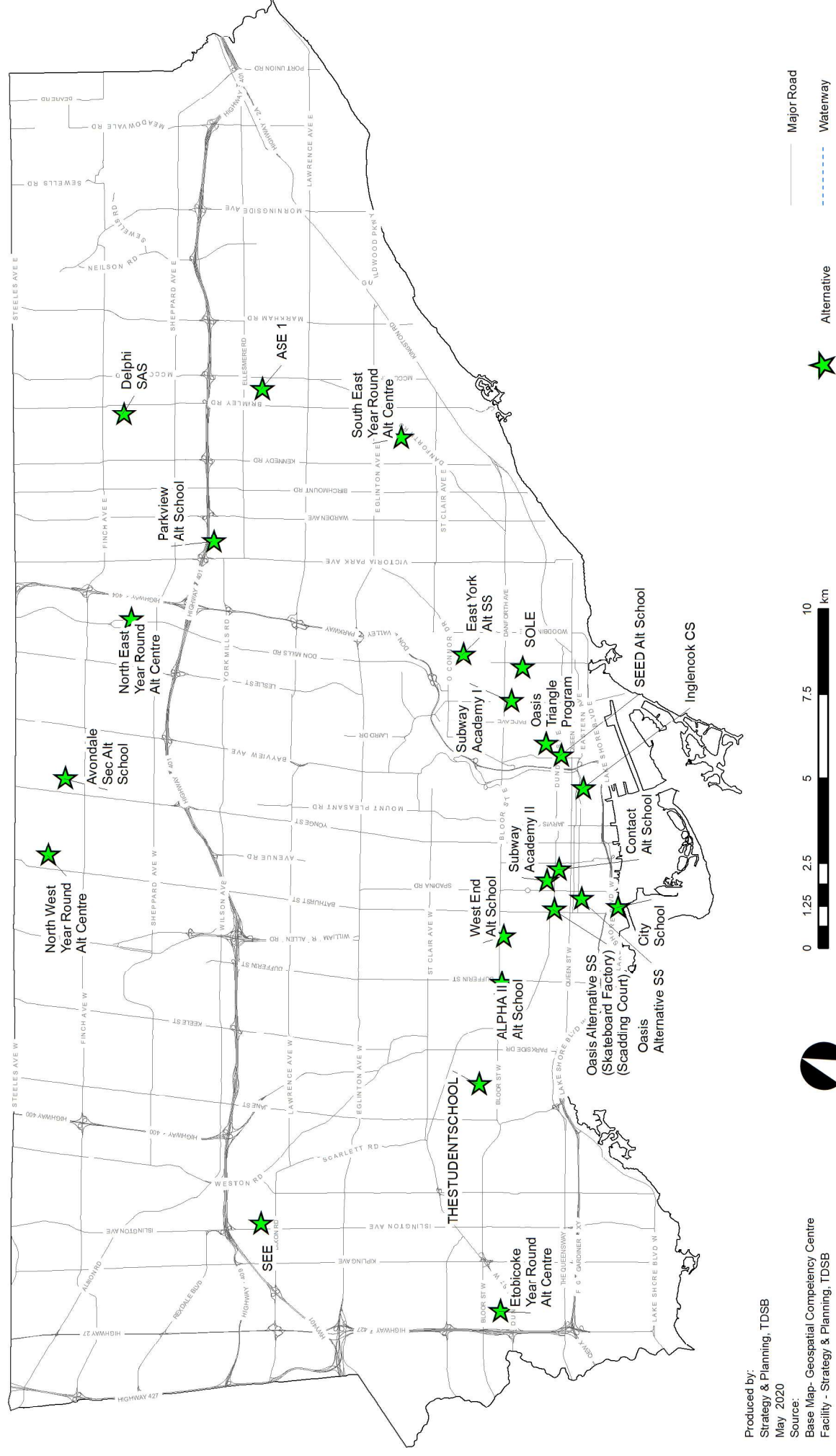
## Legend

- Secondary School Offering Commercial Program
- Commercial Attendance Area
- Major Road
- - - Waterway

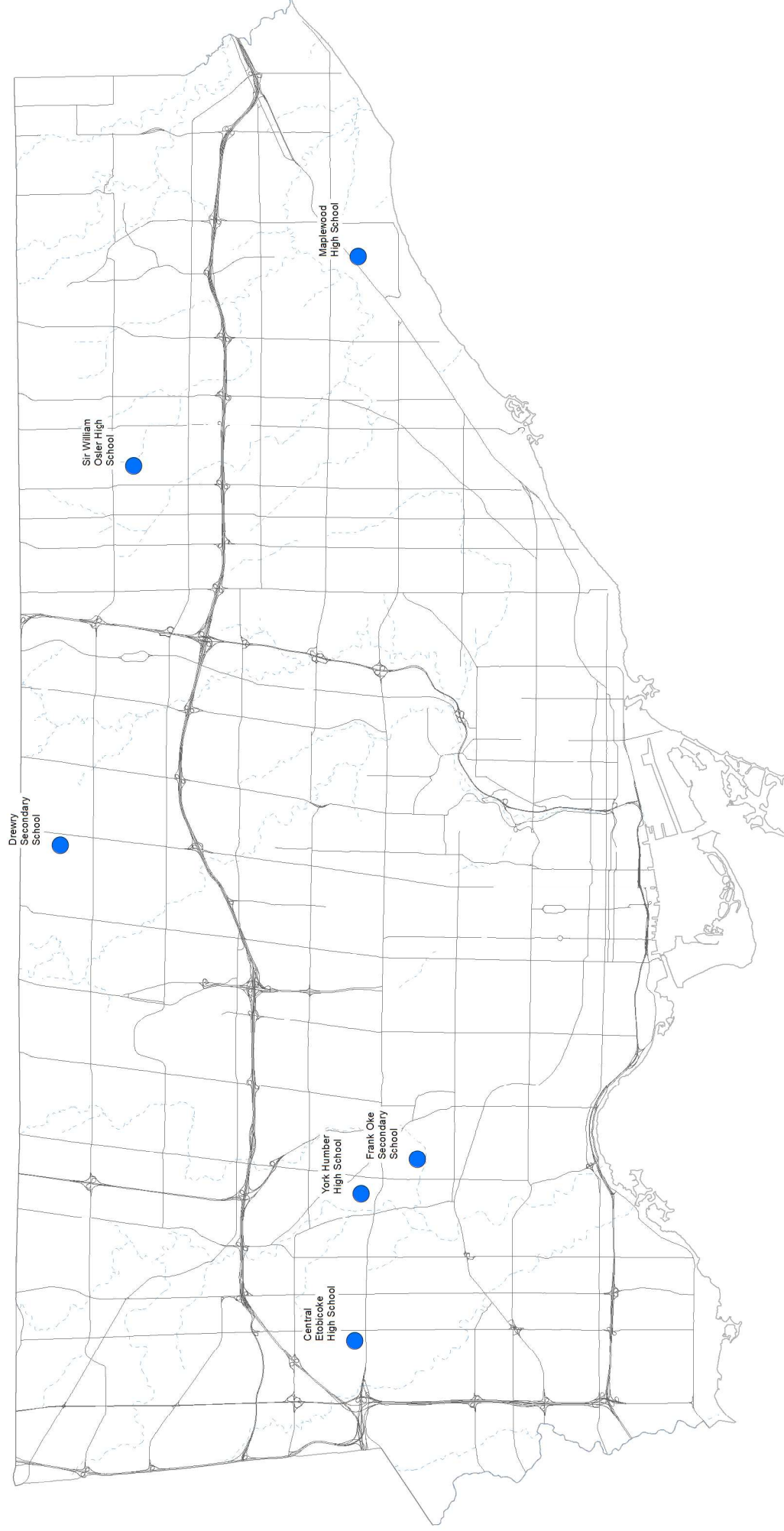


Produced by:  
Strategy & Planning, TDSB  
May 2020  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB

# System Map of Alternative schools



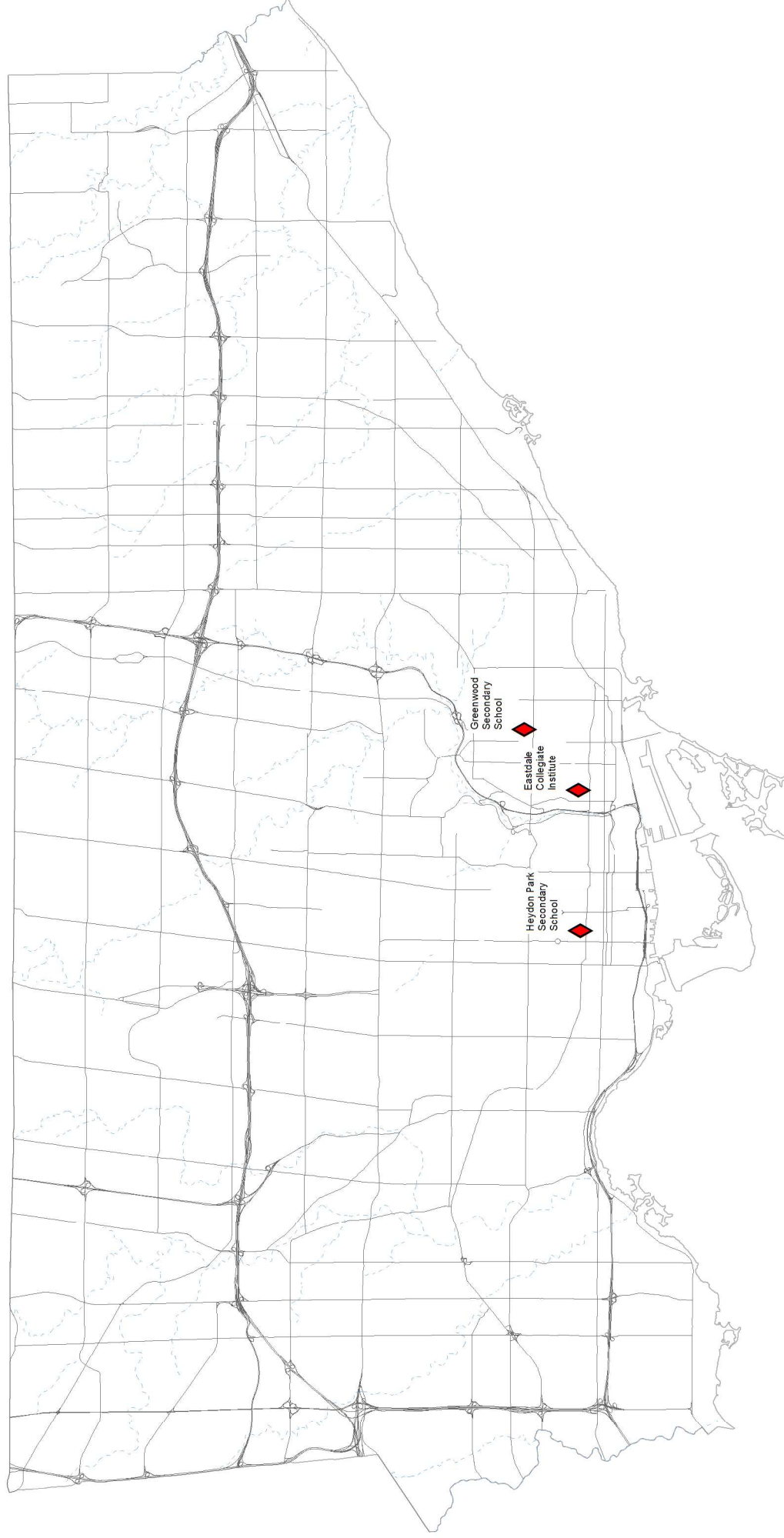
# System map of Congregated Special Education Schools



Legend

- Congregated Special Education
- Major Road
- Waterway

# Map of Eastdale CI, Heydon Park SS and Greenwood SS



Legend



Other

Major Road

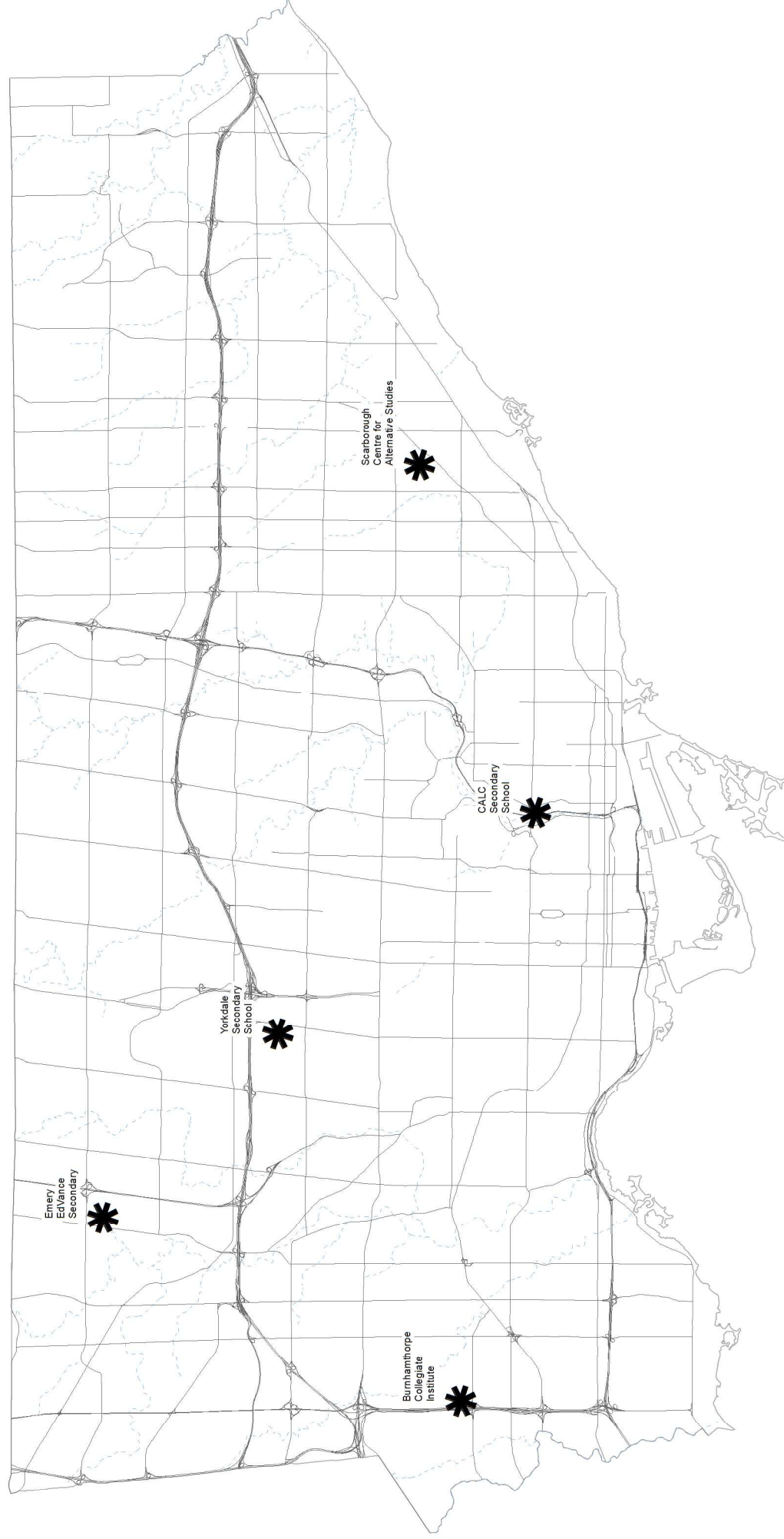
Waterway



Produced by:  
Strategy & Planning, TDSB  
May 2020  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB



# System map of EdVance programs



Produced by:  
Strategy & Planning, TDSB  
May 2020

Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB



Legend



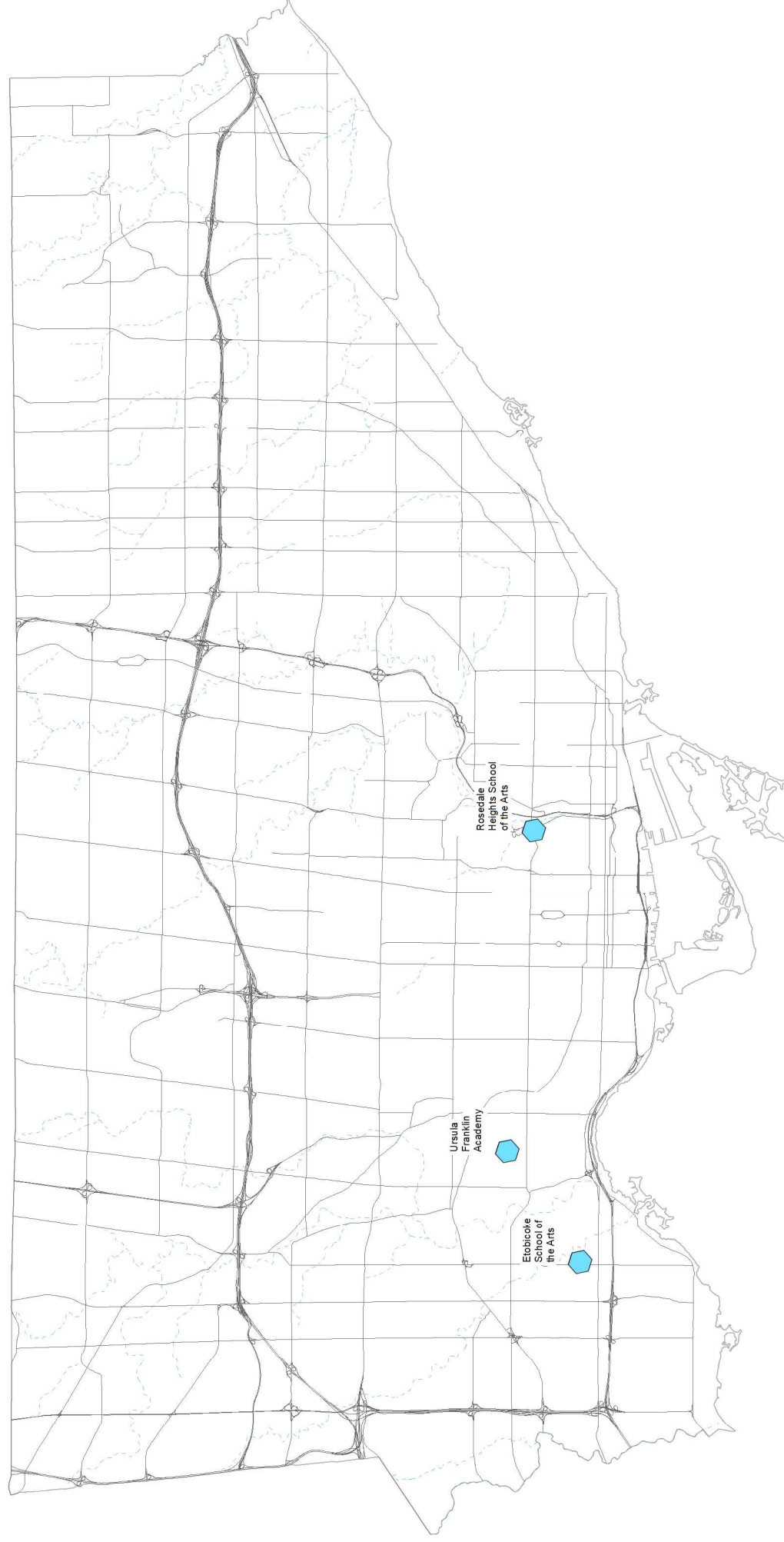
EdVance  
Program

Major Road

Waterway

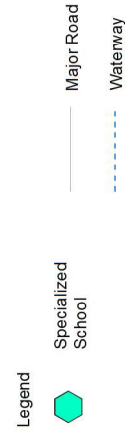
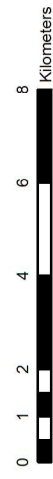


# System Map of Specialized Schools



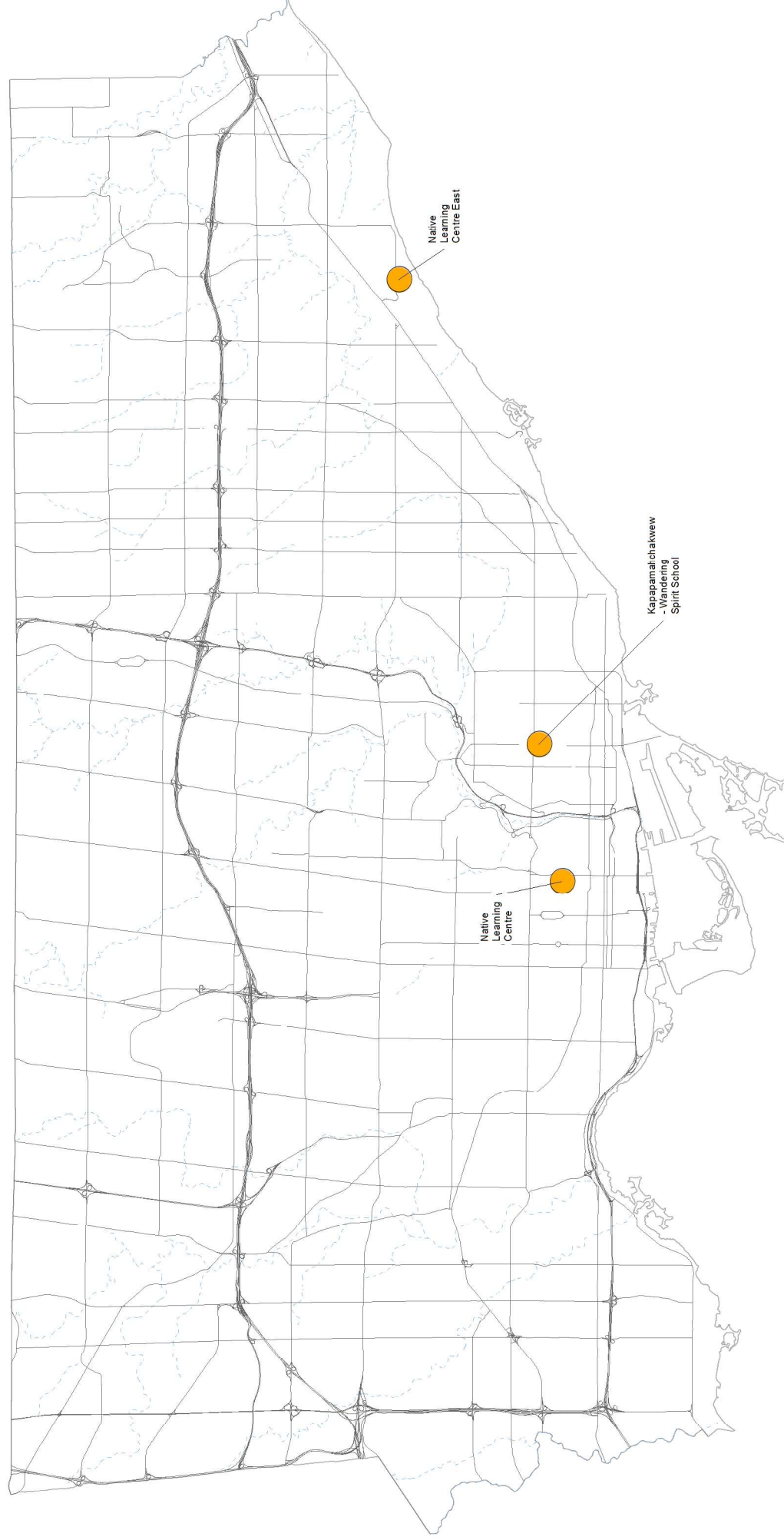
Produced by:  
Strategy & Planning, TDSB  
May 2020

Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB

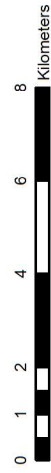




# System Map of Indigenous Programs

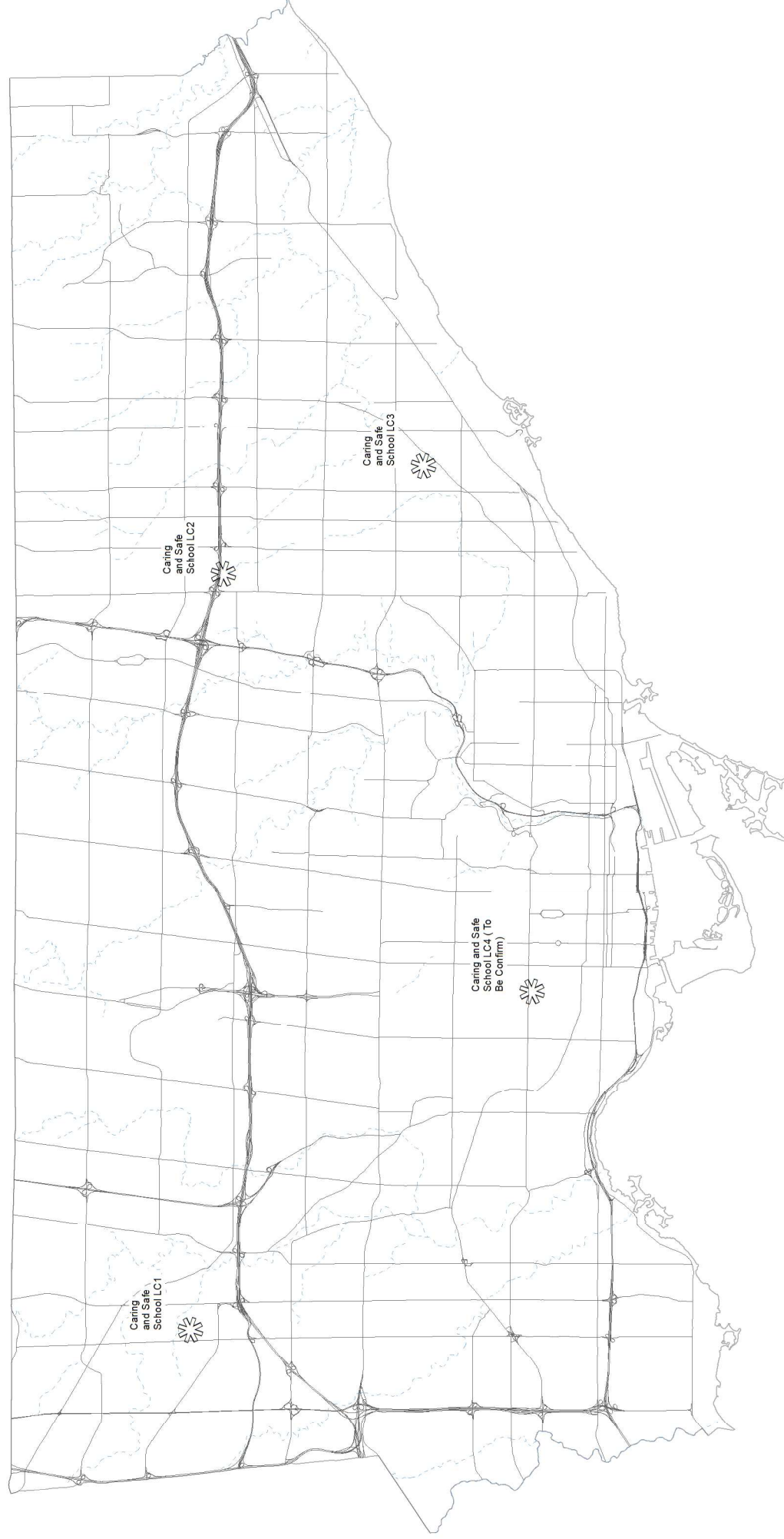


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May 2020  
Source:  
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# System Map of Caring and Safe Schools



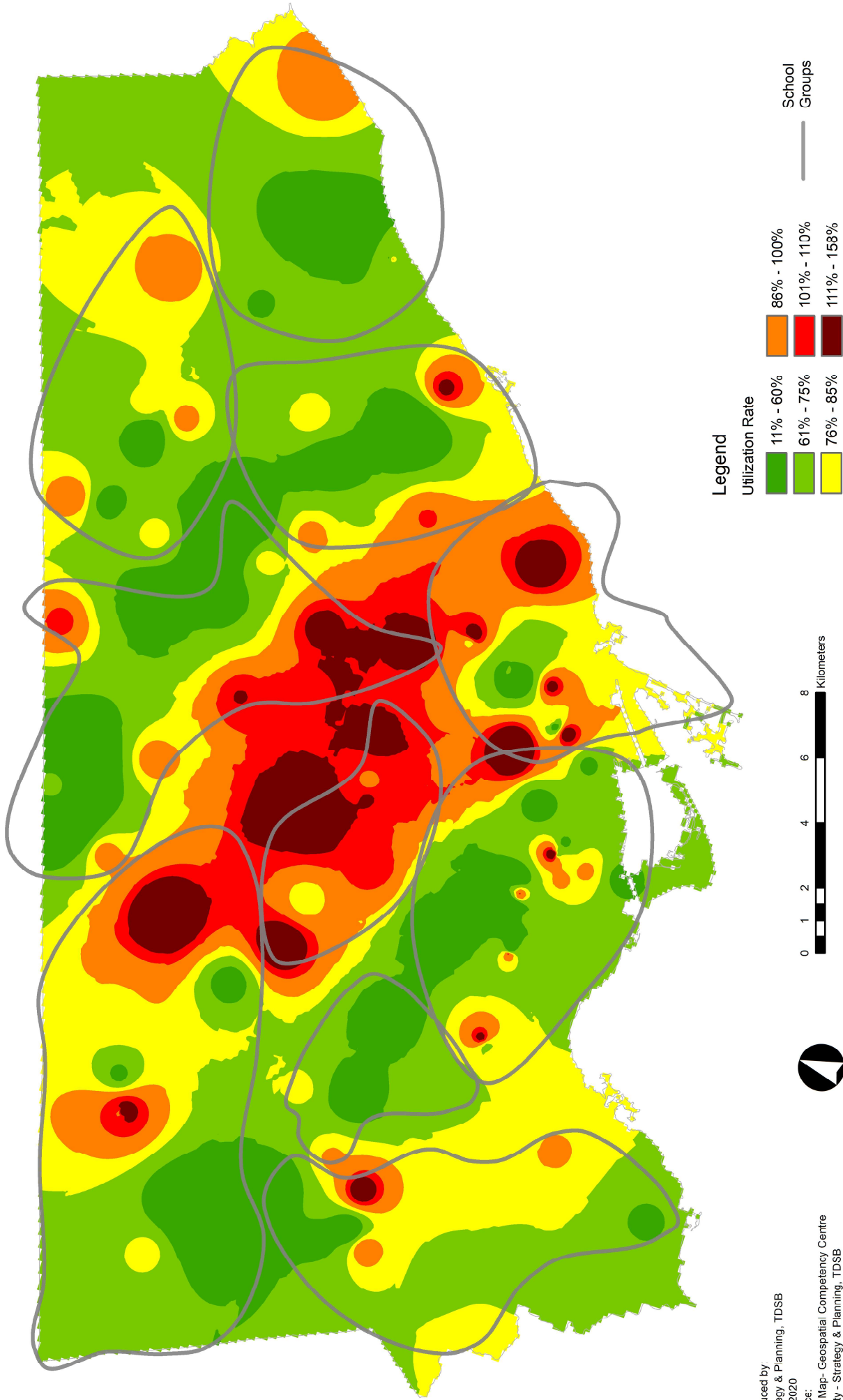
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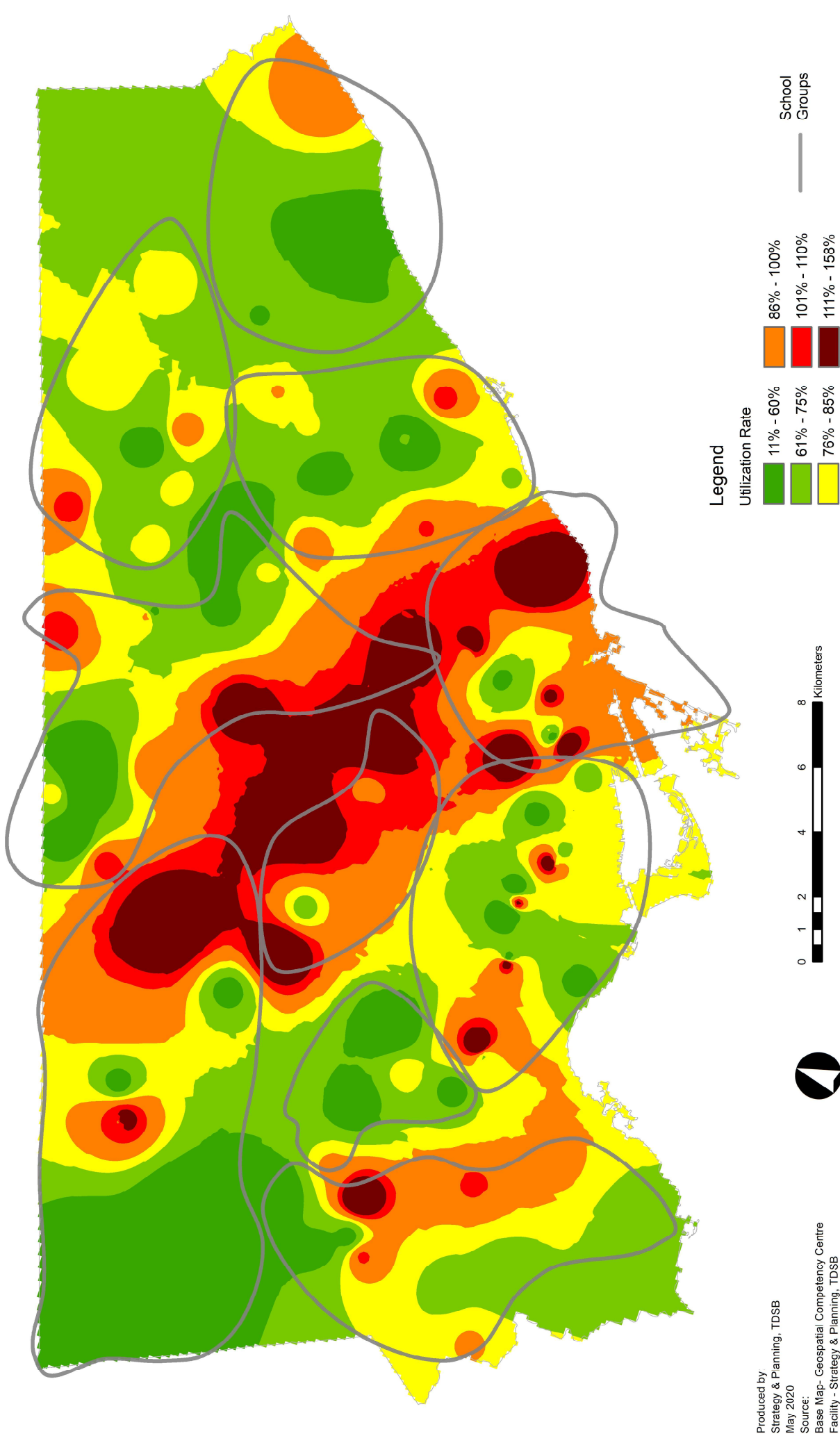


0 1 2 4 6 8 Kilometers

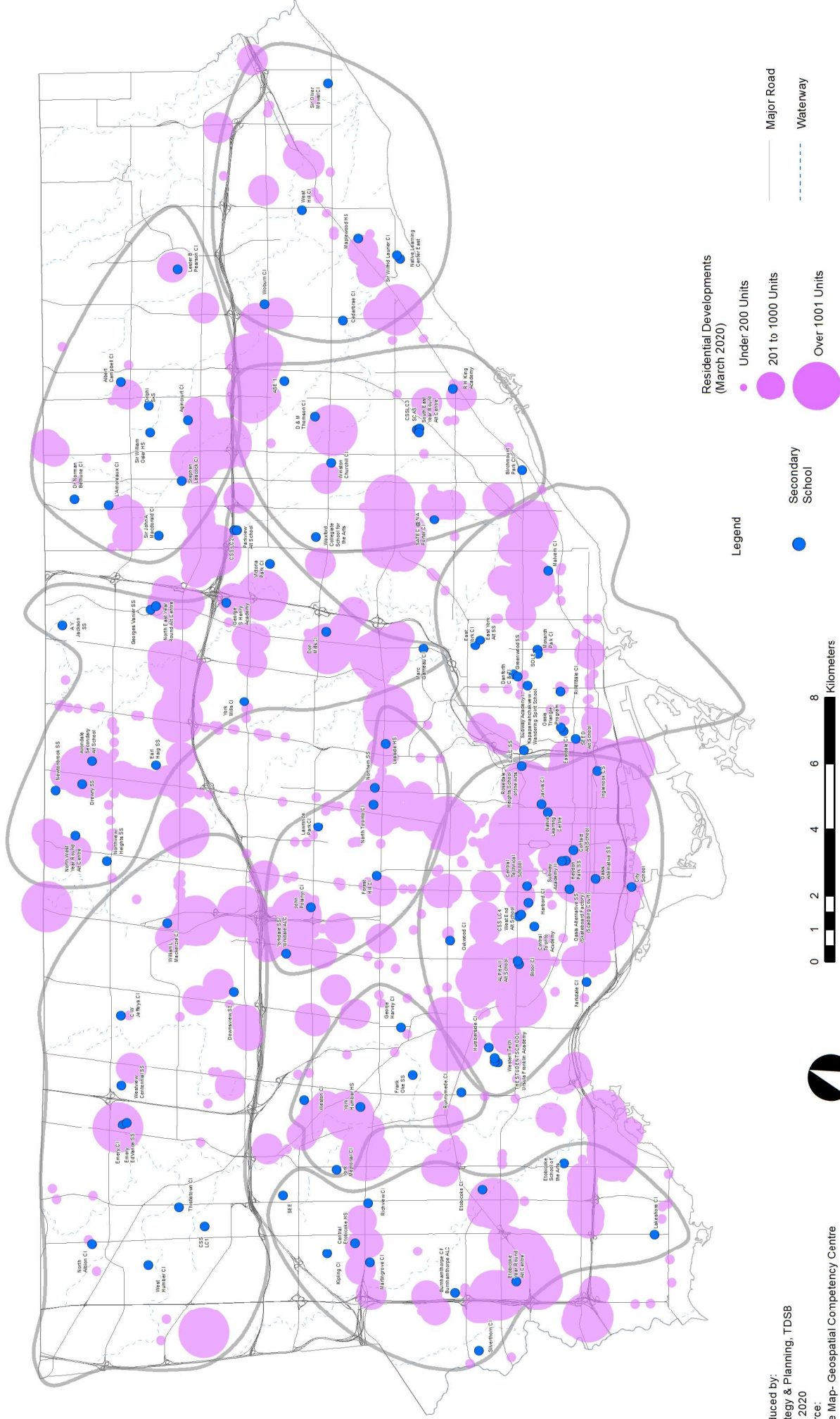
# Secondary School Utilization Rates 2019



# Secondary School Projected Utilization Rates 2029









Toronto District School Board

## **TDSB Secondary Program Review: Summary of Consultation Themes**

### **Research & Development**

Toronto District School Board

May 2020

Report No. 19-20-1



**TITLE:** TDSB Secondary Program Review: Summary of Consultation Themes

**AUTHOR:** Amie Presley, Sarah Armson, Aakriti Kapoor

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# TDSB SECONDARY PROGRAM REVIEW: CONSULTATION SUMMARY REPORT

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## EXECUTIVE SUMMARY

A review of secondary schools, programs, policies and procedures was approved by the Board of Trustees in June 2019. The Review's action plan presented a new vision which specified all secondary school students deserve equitable access to stronger programs and richer pathways, as close to home as possible. To gather stakeholder feedback on this new vision, families, staff, and students were consulted over the 2019-2020 school year. Engagement opportunities included public consultation sessions, two online surveys: one for the community and one for students, focused conversations with multiple stakeholder groups across the TDSB, and open ongoing feedback collected via email. Over 4,000 stakeholders were heard from, in some capacity.

Evidence gathered from the Secondary Program Review consultations verifies the complex nature of system-wide secondary school planning. All groups believe that secondary school 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 with both adults and peers, and enable students to support their own socio-emotional well-being within a positive school climate. However, families' actual experiences within secondary schools varied across the system. Some families noted access to sought-after specialized programs, exceptional learning opportunities and much needed educational supports, as well as a positive and safe school climate. Other families noted the opposite experience.

Further evidence suggests that there is mixed support for the TDSB's new vision of secondary schools. Staff consulted believe it is a positive direction but there is much to consider when mapping schools and distributing programs, such as the importance of taking into account socio-cultural relationships of neighbouring communities and systemic issues of racism against certain Toronto neighbourhoods. Families and students were quite concerned that schools and programs might close and wanted more details on how this new vision will unfold.