

Although there is hesitation and concern from many, there is agreement on the important elements of the secondary school experience.

- All students should have access to specialized programs, engaging courses, extra-curricular activities, school resources, engaging field trips, and supports for students with Special Education needs.
- All students should experience a supportive learning environment that fosters a sense of belonging or community and is a safe space where students can be themselves and learn.
- All students should have access to community spaces that foster strong relationships with peers and staff, create a sense of belonging, facilitate positive socio-emotional development, and are safe, equitable spaces for supporting student well-being and diversity.
- All schools should have adequate resources to provide a variety of courses, extra-curricular activities, learning materials, and facilities — including ensuring staff in every school are teaching the subjects that match their qualifications (i.e., art teacher teaching art).
- Students and families should be able to go to school as close to home as possible. Considerations should be made about reasonable commute times, public transit access, equity implications of the cost to travel to schools, and school boundaries.

The larger report to follow outlines more specific details on the findings from the Secondary Program Review consultations.

## INTRODUCTION

A review of secondary schools, programs, policies and procedures was approved by the Board of Trustees in June 2019. A report by staff noted that the “existing structure of secondary schools across the TDSB is not in sync 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”<sup>1</sup> and recommended that a newly developed action plan for secondary school programs be approved. The overarching vision of this action plan is that *all secondary school students across the TDSB deserve equitable access to stronger programs and richer pathways, as close to home as possible.*

This new vision for secondary schools is aligned with the Board’s commitment to Equity; the Multi-Year Strategic Plan; the Guiding Principles of the Long-Term Program and Accommodation Strategy; and responds to student voice. It draws on historical demographic and enrolment trends and future assessments of high school utilization patterns<sup>2</sup>.

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<sup>1</sup>Toronto District School Board. (2019). [Secondary Program Review](#). Toronto District School Board.

<sup>2</sup> Toronto District School Board. (2019). [Secondary Program Review](#). Toronto District School Board.

## The Secondary Program Review

To gather stakeholder reactions to this vision, families, staff, and students were consulted. The engagement component of the Secondary Program Review gathered perspectives from multiple groups of individuals to provide an in-depth, inclusive analysis of the current secondary program experience at the TDSB as well as how to reimagine it for future students. The objectives of the consultation component of this review include the following:

- To examine the lived experiences of those involved in the TDSB's Secondary Programs (staff, current students, and families).
- To examine the concerns and perception of those going into the TDSB's Secondary programs (future students and families).
- To gather important considerations from staff, current and future students, and families as well as the wider community related to the new vision for secondary schools as well as future secondary program planning in general.

The Secondary Program Review draws on previous important system research outlining questions around school choice and equity of access to schools and programs, student voice, student enrolment and school utilization, school location and boundaries, program of study, and demographic trends. Please see Appendix A for a list of relevant research studies that describe issues facing TDSB's secondary schools.

This document summarizes the findings from the engagement efforts and focused conversations of the Secondary Program Review.

## ENGAGEMENT METHODS

### Public Consultation Sessions

The four public consultation sessions were held at four different school sites across the TDSB. Each session included a presentation about the Optional Attendance policy as well as the larger Secondary Program Review followed by a two-part table discussion on (1) the suggested changes to the new draft of the Optional Attendance Policy and (2) the Secondary Program Review<sup>3</sup>. Participants sat grouped at small tables while a facilitator and note-taker at each table asked discussion questions and recorded comments. All table facilitators and note-takers had a common discussion guide with questions and templates for recording notes.

Participants were invited to attend public consultations via Trustees Weekly, Direct Line, System Leaders Weekly, TDSB Connects (parents and staff), social media avenues, and the Secondary Program Review website.

Please see Appendix B for the list of consultation questions.

### Online Survey

A general online survey was developed which asked stakeholder groups (i.e., parents, community members, staff, students) to comment on current secondary programming. The survey was voluntary and responses were anonymous. The survey was posted on the Secondary Program Review website. Information inviting participation was distributed via Trustees Weekly, Direct Line, System Leaders Weekly, TDSB Connects (Parents and Staff), and social media avenues.

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<sup>3</sup> [Information and presentations on the Secondary Program Review](#)

A second online survey was developed for TDSB students. A random representative sample was created using student enrolment and demographic information from the TDSB's School Information System and TDSB's Student Census data. A survey consent letter was emailed first to TDSB parents followed by an email invitation to the student sample (Gr. 6 to 10). The survey link was also posted online for any other students who wished to participate. Administrators at Adult Learning Centres were asked to encourage their students to complete the student survey as well.

Please see Appendix C for the list of survey questions.

## **Staff Forum and Focused Conversations**

A staff forum was held for all TDSB staff. Due to the timing and related job action campaigns, attendance was limited and teaching staff were unable to attend. Focused conversations were held with multiple stakeholder groups throughout this review. In addition to the groups noted in Tables 1 through 3, key conversations were held over the course of this review that informed stages along the way (e.g., Secondary Review Steering Committee, Trustees, Senior Team, Planning Department).

Invitation to participate in the forum was emailed directly to staff from Senior Leadership, and it was advertised in System Leaders' Weekly and Direct Line. Participation requests for focused conversations were always emailed directly to stakeholders.

## **Email Feedback**

Stakeholders were encouraged to contact [secondaryreview@tdsb.on.ca](mailto:secondaryreview@tdsb.on.ca) if they had comments, concerns, feedback, etc. All emails were read. In certain communities, stakeholders submitted letters documenting their concerns and recommendations.

## ENGAGEMENT POPULATION

The engagement components of this review are based on the TDSB's Community Engagement Policy (P078), which was informed by best practices within the area of community engagement as well as recommendations outlined in the Director's Response to the TDSB's Enhancing Equity Task Force (TDSB, 2018)<sup>4</sup>. Over **4,000** stakeholders were heard from, in some capacity, during this 2019-2020 consultation period. Tables 1, 2, and 3 outline who and how groups were engaged.

**Table 1: Students - Engagement Details**

Who we talked to	Engagement Methods	Population Details
Students (Gr. 6 to 12) and Adult Learners	<b>Online Survey:</b> <ul style="list-style-type: none"> <li>Email distributed to a representative sample of students in Gr. 6 to 10</li> <li>Survey link available online from February 20, 2020 to March 13, 2020</li> </ul>	<b>729 respondents</b> <ul style="list-style-type: none"> <li>255 Gr. 6/7/8</li> <li>460 Gr. 9-12</li> <li>14 other- adult learners/co-op students</li> <li>A smaller number of students identified themselves as attending a school on optional attendance: Gr. 6 to 8 - 44 and Gr. 9 to 12 - 116.</li> </ul>
Students enrolled at UIEC/Wandering Spirit School	Focused conversation on January 31, 2020	<b>15 Students</b>
Student Senate	Focused conversation on February, 27 2020	<b>20 students</b>

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<sup>4</sup> Toronto District School Board. (2018). [\*Directors response to the Enhancing Equity Taskforce.\*](#)

**Table 2: The Public - Engagement Details**

Engagement Methods	Population Details
<p>Four Public Consultation Sessions:</p> <ul style="list-style-type: none"> <li>Western Technical-Commercial School</li> <li>East Education Office</li> <li>C W Jefferys Collegiate Institute</li> <li>John Polanyi Collegiate Institute</li> </ul>	<p>Approximately <b>200 attendees</b> made up mostly of parents and a small number of students and staff. Many were families in specialized programs.</p> <p><i>*In conjunction with the Optional Attendance (P013) review.</i></p>
<p>Public Online Survey:</p> <ul style="list-style-type: none"> <li>Available from November 2019 to February 28, 2020.</li> </ul> <p><i>*Families, students, staff, and community members were all invited to complete this survey.</i></p>	<p><b>2,484</b> respondents</p> <ul style="list-style-type: none"> <li>Parents: <b>2,019 respondents</b> (current and future) [1216 elementary; 527 middle; 1050 secondary]</li> <li>Students: <b>241 respondents</b> [19 Gr. 6/7/8; 222 Gr. 9-12]</li> <li>Staff: <b>134 respondents</b> [1 superintendent, 9 central admin, 14 principals/VPs, 13 school support staff, 96 teachers, 1 trustee]</li> <li>Other: <b>90 respondents</b> [former students, former parents/grandparents; community members/tax payers, etc.]</li> </ul> <p><i>*There was representation from all wards. There were fewer respondents from the furthest east and west wards (Scarborough and Etobicoke) than more central wards.</i></p>
<p>Two Online Question and Answer Sessions:</p> <ul style="list-style-type: none"> <li>Thursday January 30, 1:00 pm</li> <li>Thursday January 30, 7:00 pm</li> </ul> <p><i>*Q and A sessions were posted online for viewing.</i></p>	<p>A variety of questions were asked by the public. It is unknown the actual number of individuals who accessed the session or viewed it afterwards.</p>
Open feedback collected	Total number: Approximately <b>220 emails</b> .

	<i>*In conjunction with the Optional Attendance Policy (P013) Review.</i>
Focused Conversations with Community Advisory Committees (CAC)	<p>Joint meeting with representation from each CAC: Alternative Schools (ASAC), Black Student Achievement (BSAAC), Community Use of Schools (CUSAC), Early Years (EYAC), Equity Policy (EPAC), French as a Second Language (FSLAC), Parent Involvement (PIAC), Urban Indigenous (UIAC), Parent Involvement Advisory Committee (PIAC), and Special Education Advisory Committee (SEAC).</p> <p>Additional email feedback and meetings with PIAC and SEAC.</p>

**Table 3: Staff - Engagement Details**

Who we talked to?	Engagement Methods	Population Details
Staff Forum	Multiple small table discussions with staff groups on February 20, 2020	<b>Approximately 24</b> (school-based and non-school based staff)
Principals and Vice Principals	Focused conversation with TSAA representatives on January 30, 2020	<b>Approximately 22</b> principals and vice-principals
Staff teaching at Urban Indigenous Education Centre/Wandering Spirit School	Focused conversation with staff January 31, 2020	<b>6 Staff</b>
Principals and Vice Principals from Adult Day Schools/EdVance Programs	Focused conversation with principals and vice principals from Adult Day Schools/ EdVance programs on February 27, 2020	<b>Approximately 10</b> principals and vice-principals
Staff at Alternative	Focussed conversation with staff at Alternative Secondary Schools on	<b>Approximately 85</b> staff

Secondary Schools	February 4, 2020 (west) and March 23, 2020 (east)	
Elementary Itinerant Counsellors (EICs)	Focused conversation with EICs on March 13, 2020	<b>Approximately 25 staff</b>

## METHODOLOGICAL LIMITATIONS

The Secondary Program Review endeavored to engage a diverse group of stakeholders from across TDSB communities. That being said, there are important methodological limitations that should be noted as it provides context for the results.

The majority of the participants in the public consultations and general survey were parents of students attending specialized programs or students from specialized programs. Many participants felt an unstated aim of the Secondary Program Review might be to close specialized schools or programs, and so families attended consultations to express concerns about this. Combining the Optional Attendance policy review and the Secondary Program Review at the public consultation sessions was also confusing for some attendees and at times led to further misunderstandings about the goal of the larger Secondary Program Review.

# ENGAGEMENT RESULTS

## Qualitative Analysis

The data sources that make up the Secondary Program Review engagement results are mostly qualitative in nature. To begin the analysis, a subset of comments was reviewed from the public consultation sessions, the public survey, and the student survey. A coding framework (thematic labels) was developed along with key inquiry questions to guide the analysis. This coding framework was used to structure the analysis for all qualitative data sources (public consultation sessions, surveys, forums, and focused conversations. As analysis continued, themes that were not exposed during the development of the coding framework emerged and were further mapped into the coding framework. As each comment was read, applicable codes were assigned. All comments were read.

Results are presented by thematic area in three main sections:

1. What are the current experiences at TDSB secondary schools?
2. Considerations for future secondary school and program planning.
3. Considerations for further secondary program review planning and public engagement.

## What are the Current Experiences at TDSB Secondary Schools?

The following pages are a summary of the themes from all engagement points (data sources) combined. To align with previous Secondary Program Review reporting, sub-themes are grouped within larger themes: access and program, location, and facilities.

### *Access and Program*

#### **Access to Specialized Programs and Educational Supports**

Students, families, staff, and members of the wider community who had access to various learning opportunities such as specialized programs (i.e., IB, Arts, Elite Athlete, Math/Science/Technology, etc.), course options, co-op opportunities, and extra-curricular activities, felt these options were one of the most positive components of current TDSB secondary programming.

The students that completed the online survey were asked to identify the specialized programs they were enrolled in (if applicable). Many middle school students were not enrolled in a specialized program, but almost two-thirds of current secondary students who participated were currently enrolled in a specialized program (63%). Of those that were enrolled in programs (other than regular programs), French Immersion/Extended French and Arts focused schools were the most popular in middle schools, while French Immersion/Extended French along with Math, Science, and Technology were the most popular in secondary schools.

**Table 4: Breakdown of Students in Specialized Programs (Online Student Survey Only)**

Type of Specialized Program	Gr. 6-8	Gr. 9-12
Not Enrolled in a Specialized Program	59% (N=142)	37% (N=157)
Advanced Placement	1% (N=3)	2% (N=9)
Arts Focused Schools	6% (N=14)	4% (N=17)

Cyber Arts	1% (N=3)	1% (N=6)
Elementary Academies	4% (N=9)	N/A
French Immersion/Extended French	18% (N=43)	12% (N=52)
Integrated Technology	0% (N=0)	0.7% (N=3)
High Performance Athlete	2% (N=4)	0% (N=0)
International Baccalaureate	2% (N=4)	7% (N=28)
Leadership Pathway	0.8% (N=2)	2% (N=7)
Math, Science & Technology	3% (N=7)	15% (N=63)
Other (gifted, alternative, enriched, SHSM, co-op, LAWS, etc.)	6% (N=14)	6% (N=25)

While specialized programming was named as a positive aspect of secondary school, it was also cited as a challenge by others. Participants detailed a lack of equitable access to these learning opportunities for all students. Staff, in particular, mentioned schools in low-SES or racialized neighbourhoods were often the ones without these options. All stakeholders also identified the inconsistent equity of access to things such as supports for students with Special Education needs, mental health counsellors, school facilities, and in-school resources (i.e., new technology, classroom materials, equipment, etc.). While some families benefitted from necessary educational supports, others struggled to access them.

### **Positive School Climate**

All stakeholder groups felt school climate was another one of the biggest successes of current TDSB secondary programs. Factors such as caring staff, supportive or safe learning spaces, and a sense of belonging and community all contributed to a positive school climate.

Students and staff from Kapapamahchakwew (Wandering Spirit School) especially felt the child-centred and culturally relevant learning environment made this school a particularly good fit for them (i.e., relationships with other Indigenous staff/students, small classes, focus on culture, etc.).

Staff felt parent and community partnerships in their schools made for a positive environment for them to learn and work in. The presence of safe spaces (i.e., for historically marginalized students such as those identifying as LGBTQ2S+) also contributed to a positive school climate at some schools.

Lastly, staff identified the brilliance and talent of students they worked with as one of the best parts of their school environment. Further to this, staff noted anecdotes of misguided stereotypes about students' abilities in underserved schools, but pointed out students continue to be brilliant and inspiring regardless of the school they are studying in.

### **Challenges with School Climate**

While school climate was one of the best parts of secondary schools for some, this was not always the case for others. Some students described experiences of racism/discrimination which contributed to a negative school climate, as well as other issues such as bullying, conflicts with friends or school staff, distracting/rude classmates, violence, and/or drug use.

Some students and families also talked about facing significant pressure in secondary schools because of heavy workloads (i.e., balancing academics and extra-curriculars), challenges with meeting expectations of people around them, lack of time to spend with family/friends, etc.). Other students noted not receiving enough one-on-one support from teachers, enough support with course selection and post-secondary pathways, or support with developing personal life skills (i.e., time management, organization, financial literacy, etc.).

### **Equitable Learning Environment: Achievement Gaps and Student Engagement**

Staff talked about systemic barriers, such as anti-Black racism, anti-Indigenous racism, and other forms of systemic oppression as challenges for creating equitable learning conditions. Staff also recognized challenges with addressing wide achievement gaps (i.e. students who are 17 but have only accumulated two credits). They felt it was challenging to engage all students in a variety of learning opportunities (i.e., extra-curriculars); a sentiment that was echoed by some families. Staff also mentioned a sense of hopelessness among some students about the value of school. Yet, staff praised moves toward things like academic pathways for all (de-streaming), culturally relevant and responsive pedagogy, Indigenous education, and other such practices which moved towards eliminating systemic inequity.

Students identified barriers related to equity in education such as challenges with school related expenses (i.e. buying gym uniforms, school snack programs, inequities in access to technology to complete homework and assignments, etc.). Some newcomer students talked about negative experiences in their ESL classes (i.e., lack of rigorous or engaging work).

### **Secondary School Staff: Relationships, Quality of Instruction, and Availability**

All stakeholder groups said dedicated teachers and staff helped create a more positive secondary school experience. These staff members were approachable, caring, and pushed students to their fullest potential. For staff members, working with other dedicated coworkers contributed to a positive work environment.

While students had positive experiences with some staff, they described negative experiences with others with respect to quality of teaching, favouritism, and unsupportive administrators. Similarly, families raised concerns about variation in the quality of teaching skillsets across educators.

Students and families identified issues with the consistency and availability of staff (i.e., challenges with constant supply teachers, lack of the same teachers year-over-year or enough subject specialty teachers). Some of these issues were echoed by staff where staffing rules led

to inconsistent availability of staff to offer programming year-over-year (i.e., arts or other programs requiring specialized skillsets). Staff from schools with a specific cultural focus felt staffing rules should differ at their schools, as it is important to bring in teachers who are a good fit for the school.

Students talked about concerns and stress stemming from teacher strikes which took place earlier this school year.

## *Location and Facilities*

### **Neighbourhood School**

#### **Reasons for Not Attending**

Many of the families in the public consultations sessions and 73% of families who completed the online survey noted their children did not attend their neighbourhood school. Families explained that they did not attend their neighbourhood school because of the negative reputation/reviews of their designated school or because of the positive reputation of their Optional Attendance school and/or because of school location. Some families felt the Optional Attendance school was a better overall fit (i.e. due to class/school size, specialized programs, course offerings, supports, etc.), or felt their child needed a change from peers at their neighbourhood school (i.e. due to bullying or perceived negative influences).

A few parents noted their children did not attend their designated school because it was further from their home than their Optional Attendance school.

Middle school students who were planning to go outside their neighbourhood for secondary school were enrolling because of the school's specialized programs, school's reputation, a sibling, better fit, negative experiences at their previous home school (i.e. bullying), and/or meet a new peer group.

## **Reasons for Attending**

On the student survey, 68% of students said that they attend their neighbourhood school. Students and families preferred when schools were close to home because it meant shorter commute times and allowed students to participate in activities in their neighbourhood within and outside of school, such as clubs, sports teams or hanging out with friends after school. Others reasons were similar to reasons noted by students who do not attend their neighbourhood school (i.e., for course offerings or specialized programs within their catchment area, overall fit of the school, or school's reputation).

Almost all middle school students, when asked, knew where they wanted to attend high school. Many chose based on school location, for specialized programming (either to start in one or continue on in one), overall fit, based on reputation/reviews, to remain close to friends or to go to the same school as a sibling.

## **Competition, Reputation, Stigma**

Staff, particularly principals and vice-principals, expressed concerns with needing to compete with other schools for enrolment, along with finding ways to mitigate any stigma about the school's reputation that may exist in the community. Some families and students felt school or community reputations became the deciding factor in choosing a secondary school. Schools that currently benefit from positive reputations acknowledged this lead to high enrolments. Some families and students also talked about feeling increased pressure to choose and compete for different secondary programs.

## **School Size, Timetables, and Calendars**

A few students and families preferred being able to attend small schools, yet found it challenging to find small high schools. There were mixed responses to timetable and calendar options with some students and families preferring non-semester options, some advocating for semesters, and many in favour of late start options. Some families were open to all schedules such as semestered/non-semestered/full year/late starts, and others felt there should be

flexible options for timetables and calendars to suit diverse learning needs. For some families, modified schedules posed challenges when it came to fitting in all required/elective courses.

### **Educational Funding and Facility Repairs**

Stakeholders talked about ongoing issues with funding/cuts to education over the last few decades, and the negative impact this has had on schools. Current students talked about how this led to challenges in terms of increased class sizes, cuts to Arts programming, and an overall lack of resources (i.e., out-of-date technology). Families and staff also felt provincial funding formulas and cuts to education over the years negatively impacted class sizes, availability of resources, staffing, and program quality. Increased class sizes and their negative impact on student learning were especially mentioned by many discussants, likely due to policy changes surrounding this issue in 2019. Also noted were concerns about poor facilities (i.e., functioning washrooms, schools in need of repairs, etc.) and the backlog of capital repairs across the system. Staff mentioned schools in low SES or neighbourhoods with larger racialized populations were particularly more likely to have poor facilities or be in need of capital repairs.

## Considerations for Future Secondary School and Program Planning

The following section outlines considerations from students, parents, and staff for future secondary school and program planning. Similar to the previous pages, sub-themes have been organized into categories: access and program, and location and facilities.

### Students

#### *Access and Program*

##### **Access to Specialized Programs and Other Learning Opportunities**

Students were concerned that all students do not have the same access to programs across the system. They wanted more equitable access to specialized programs, extra-curricular activities, courses, school resources, and field trips. Students wanted more choices to explore and experiment from a wide range of options for post-secondary/career planning. Alongside this, they wanted programming that would help them develop life skills beyond academic learning (i.e., time management, budgeting, taxes, job applications, internships, study habits, leadership, responsibility, critical thinking, problem solving, learning how to learn, presentation skills, preparing for the real world, etc.). Those already benefitting from access to these opportunities wanted reassurance that their access would not be impacted by any changes stemming from the Secondary Program Review process (i.e. students currently in specialized programs wished to remain in those programs) and future long term planning.

Students identified a need to better address discrimination and racism from staff and students. Others noted a desire to learn with a more diverse school community.

##### **Positive School Climate and Learning Environment**

Students wanted a supportive learning environment that was equitable and fostered a sense of belonging or community. This would include skilled staff members, positive relationships with both peers and school adults, and safe spaces where students can be themselves/learn from

failure. When asked about what structures would help them succeed in high school, students mentioned a need for things like stronger school communities, time-table coordination, caring adults, focused academic supports, and post-secondary pathways (See Table 5). In their survey comments, several students asked for more guidance counsellors, and some students also mentioned a need for better special education supports, Child and Youth Workers, and mental health/well-being resources (i.e., support personnel, strategies to manage stress/pressure, a learning environment where students don't have to compromise on sleep, etc.).

Students also wanted an environment that would better support their academic success (i.e., attendance/class participation, graduation rates). Some students further made suggestions to improve the natural environment in the schools with more plants and greenery.

**Table 5: What structures of support would better help you to succeed in high school? (Online Student Survey Only)**

<b>Structures of Support</b>	<b>Gr. 6-8 (selected yes)</b>	<b>Gr. 9-12 (selected yes)</b>
<b>Caring adult</b>	25% (N= 64)	19% (N= 88)
<b>Focused academic support</b>	27% (N= 68)	21% (N= 97)
<b>Mental health supports</b>	21% (N= 54)	18% (N= 84)
<b>Nutritional resources</b>	8% (N= 21)	12% (N= 53)
<b>Post-secondary pathways</b>	21% (N= 53)	24% (N= 112)
<b>Public speaking support</b>	15% (N= 37)	12% (N= 56)
<b>Social workers/CYWs</b>	11% (N= 28)	9% (N= 43)
<b>Special Education support</b>	11% (N= 28)	8% (N= 36)
<b>Stronger school community</b>	30% (N= 75)	21% (N= 98)
<b>Time table coordination</b>	30% (N= 76)	23% (N= 107)

## Future Programming

Table 6 illustrates the types of programs or courses students would like to see more of in the future. Students did not gravitate to any one course or program; they suggested things like: language classes including American Sign Language, French, German, or Spanish; automotive skills; cooking classes; writing classes; enriched programming; music, drama, arts programming; sports/phys-ed programming; law, forensics; robotics/coding/computers; wood working; life skills such as taxes, budgeting, etc.; psychology; sociology/social science; anthropology; politics; entrepreneurship; mental health & well-being; and economics.

**Table 6: In the future, what courses or programs would you like to see at your high school?  
(Online Student Survey Only)**

<b>Future Programs</b>	<b>Gr. 6-8 (selected yes)</b>	<b>Gr. 9-12 (selected yes)</b>
<b>AP</b>	14% (N=36)	13% (N=62)
<b>Arts focused</b>	15% (N=37)	10% (N=46)
<b>Co-op</b>	15% (N=37)	10% (N=44)
<b>Cyber arts</b>	10% (N=26)	6% (N=27)
<b>Elite athlete</b>	14% (N=36)	7% (N=32)
<b>French Immersion/Extended</b>	11% (N=29)	10% (N=45)
<b>IB</b>	10% (N=25)	10% (N=44)
<b>Integrated technology</b>	13% (N=32)	9% (N=40)
<b>Leadership</b>	17% (N=44)	12% (N=54)
<b>Math, science, technology</b>	28% (N=70)	13% (N=60)
<b>Skilled trades</b>	8% (N=20)	7% (N=34)
<b>Not sure</b>	7% (N=18)	6% (N=26)

## **Transition from Elementary School to High School**

Students wanted better supports to help transition from elementary to secondary school. For example, some suggestions included aligning work done in the latter part of elementary school to be more similar to high school, more discussions around what to expect in secondary both in terms of academics and atmosphere, tours /assemblies about high school, buddy systems that pair Grade 8 students with a high school student, access to myBlueprint, opportunity to spend one day in secondary outside of an open house, more preparation in terms of accountability for getting their work done and enforcement of rules and norms, etc. Students also wanted more advice about how to select a high school, more support with applications and course selections, along with information about the implications of different pathways or post-secondary options.

## ***Location and Facilities***

### **School Structures**

Late starts and modifications to class times were a popular suggestion by current high school students (See Table7). Other suggestions made by students in Grades 9 to12 with respect to calendar/timetable adjustments and broader school structures included things such as: classroom size, windows in all classrooms, smaller class sizes, more in-class discussions, coordination between teachers for scheduling tests/exams, more balanced timetables, semestered systems, more flexibility to change courses, early dismissals, a place to eat and study at lunch, longer school days, less homework, more PA days, more frequent short breaks from school rather than long holiday periods, and spares before Grade 12.

Students in Grades 6 to8 identified increased transition time between classes, along with late starts and modifications to class times as popular timetable adjustments. Other suggestions they made included things like: the ability to request people to be in/not in your class, semestered calendars, less homework, larger lockers, more freedom in course selection, more gym time, more time for projects, longer recess, and shorter summer vacation. Students also

raised concerns such as back pain/physical pain from the weight of backpacks and advocated for more consideration on this front.

**Table 7: What structures of support would better help you to succeed in high school? (Online Student Survey Only)**

<b>Timetable Adjustments</b>	<b>Gr. 6-8 (selected yes)</b>	<b>Gr. 9-12 (selected yes)</b>
<b>Campus model (school clusters)</b>	15% (N=39)	8% (N=37)
<b>Changes to length of class</b>	20% (N=50)	16% (N=74)
<b>Increased breaks/holiday</b>	24% (N=61)	24% (N=110)
<b>Increased transition time</b>	29% (N=75)	17% (N=79)
<b>Late start</b>	26% (N=67)	33% (N=152)
<b>Modifications to class time</b>	25% (N=63)	25% (N=114)
<b>Year round</b>	16% (N=41)	10% (N=44)

## Distance

Students who responded to the general public survey were willing to travel up to an hour or upwards of an hour to attend another regular school and/or specialized/alternative program. This group of students for the most part were not currently attending their neighbourhood school and were often already traveling this distance. In the student-specific survey, responses showed most current high school and middle school students would be willing to travel up to thirty or forty minutes to school each day. In line with this, open-ended survey comments from both surveys showed students wanted schools to be located at an accessible distance from their home.

## Parents/Guardians and General Public

### *Access and Program*

#### **Access to Specialized Programs, Other Learning Opportunities, and Student Supports**

Similar to students, families and the broader community felt that all students across the system should have access to choice – meaning access to specialized programs, a variety of courses, extra-curriculars, field trips, and other rich learning experiences.

Alongside academic skillsets, the public also felt secondary schools need to provide more supports around school transitions and course selection such as guidance counsellors and focus more on supporting student mental health. Some families voiced concerns about the new IB fees as a financial barrier.

While they were few in numbers, some families talked about a need to bring back student supports like gender-based violence teams.

#### **Special Education**

Members from the Special Education Advisory Committee (SEAC) were particularly concerned how the Secondary Program Review might impact accessible schools and other supports for students with Special Education Needs. There is a necessity of low enrollment numbers in Congregated Special Education schools. The group felt that these schools serve students with the most complex needs and therefore require special consideration. They also raised questions about how students in larger/non-congregated sites would be supported.

### *Location and Facilities*

#### **Modified Timetable/Calendar**

Like students, many families preferred late starts. However, they also had concerns about how late starts would impact extra-curriculars, the duration of the school day and year, and safety (i.e., students leaving school when it is dark out in winter months). There was mixed feedback

about other modified options, with a portion of families saying they would be open to any format as long as school offerings were a good fit for their child. The full year option was less popular, because families said they valued summer holiday time with their children or wanted children to have the opportunity to get a part-time job/other leadership opportunity, and not be in schools without air-conditioning during summer months. Some families also pointed out if they have one child in a full year school, and another in a non-full year school, it would pose challenges to coordinate family time, vacations, etc.

### **Distance and Transportation**

Families felt schools should be in close proximity to student neighbourhoods or easily accessible via public transit (some requested more bussing or TTC tokens), yet, many parents and families also commented they would be willing to travel upwards of 40-60 minutes to a school outside of their neighbourhood. It is, however, important to mention many of these respondents currently had children in specialized schools or programs and were already travelling the stated amount of time. Other families did raise concerns about not wanting their children to have to commute too much and some emphasized the importance of being able to walk or bike to school. Various families also brought up issues with catchment boundaries (i.e., having to travel to a school further away from their home because the closer school was not in their designated attendance boundary).

## **Staff**

### ***Access and Program***

#### **Access to Specialized Programs, Other Learning Opportunities, and Student Supports**

Like other stakeholders, staff felt all students, regardless of where they live, should have equitable access to specialized programs (i.e., Arts, STEM, etc.), course offerings, special education supports, and a breadth of other learning opportunities. Some staff felt that schools were not currently doing enough to prepare students for the future and more efforts needed to

be made to make education more relevant, challenging, and engaging for students (i.e. through increased opportunities for extra-curriculars, field trips, experiential learning, cross-curricular collaborations, and multiple future pathways including college/trades, etc.).

Staff pointed out that schools in low-SES neighbourhoods with larger racialized populations often are the ones that have the fewest programs and smallest enrolment. Staff further commented that sometimes there are underlying reputational issues which contribute to stigma and fear of schools in certain neighbourhoods. These fears are often driven by broader systemic issues like anti-Black racism, fear of schools in underserved neighbourhoods, etc. Simply adding programs to encourage enrolment by the community will not address systemic issues. Further, administrators noted that there are multiple factors that go into a successful program (i.e., school leadership, how the program is implemented, how it is experienced by Grade 8 students, how the current students talk about it, etc.).

Particularly, the Community Support Workers (CSWs) consulted recognized if a child is struggling academically in middle school, the student may not have access to many options in secondary, but they emphasized that all students should have choices to explore from a range of programs and future pathways.

### **Indigenous and Anti-Oppressive Approaches to Education**

Staff emphasized the need to invest in culturally relevant and responsive models of schooling. For example, staff talked about the need for things like a lounge or safe space for students run by TDSB staff until 8PM where food/snacks/homework help might be available; particularly for students who do not have positive family environments. Programs like this are not currently possible due to Board protocols. Similarly, this group said things like collecting permission forms are a huge challenge in some racialized communities because connecting with parents or guardians is not always easy due to wider systemic issues.

The CSWs consulted emphasized using a more anti-oppressive approach when connecting with families and developing a welcoming space for all communities. Further, staff noted that more

effort needs to be made to bring the school to families in culturally relevant ways (i.e., instead of always asking families to come to the school for open houses, could secondary schools go to elementary schools and do an informational session for students in class).

### **Programs to Offer**

When asked about the types of programming they would like to see more of, staff listed a diverse list of programs, such as: Arts, Co-op, French Immersion, Inquiry Based Learning, Interdisciplinary Learning, SHSM, STEM (particularly Coding/Robotics or Digital Technology), Trades/Programming for College, IB, Gifted, Indigenous Language, outdoor education, and Youth Advocacy/Activism courses. Some, but not all of these suggestions were in line with programming identified by students. For example, students also suggested they would like more French Immersion, Arts and STEM learning, but few other than adult learners mentioned co-op and none mentioned inquiry based or interdisciplinary learning. Parents also identified trades/programming for college as important.

### **Adult Learning**

A need for adult courses (21+) was identified (i.e., physical education program, arts, photography) by staff. Some also identified a need for adult students to have their own dedicated learning space as it is challenging for them to learn in the same school as Grade 7 to 12 students given their age and unique life circumstances. Other staff identified issues with students being told to register in EdVance programs as soon as they turn 18.

### **Alternative Education**

There were worries that Alternative Schools might close as a result of this review. It was emphasized that alternative schools house important programs that serve students with specific needs. Staff felt if Alternative Schools were redistributed, it is important to consider how Alternative programs complement each other with programming within close geography, rather than competing against each other. Staff also said there were some areas of the city that are underserved and don't have access to Alternative programs.

Co-op was highlighted as a critical part of Alternative schools. It provides a meaningful practical transition for vulnerable students, especially those not planning on attending post-secondary directly from high school. Alternative schools are essential services to support the most marginalized students. Anecdotally, staff noted that Alternative Schools serve a high percentage of students with mental health needs and should be considered an important piece of TDSB supporting mental health and well-being.

## *Location and Facilities*

### **Focus on Community**

Staff emphasized the importance of community spaces that foster strong relationships with peers and staff, create a sense of belonging, facilitate positive socio-emotional development, and are safe, equitable spaces for supporting student well-being and diversity. Some staff talked about the need for schools to be community hubs more than just educational spaces and the need for more flexibility in creating school calendars and timetables.

### **Equitable Resource Allocation**

Staff felt it was critical that schools are provided adequate resources to run a variety of courses and extra-curriculars, including ensuring staff in every school are teaching the subjects that match their qualifications (i.e., art teachers teaching art). They also identified strong administrators, greater staff supports (i.e., more professional development and mental health supports), and up-to-date facilities as important parts of secondary schooling.

### **Supporting, Communicating, and Trust-Building with the Community**

According to staff, school closures or consolidations will likely lead to a lot of pushback and fear from the community; however, this can be prevented if the Board seeks community input throughout the process and clearly communicates with them how their children will be supported in the midst of any changes. Staff talked about longstanding trust issues between communities and the Board. As such, dedicated work needs to happen to ensure community members are heard, while having their fears acknowledged.

### **School Closures and Consolidations**

Staff were in support of school closures and consolidations per the vision of the Secondary Program Review. However, when deciding on which schools to close or consolidate, they recommended the need to take into account socio-cultural considerations (i.e., schools from two neighbourhoods that are geographically close to each other, but culturally have a long standing history of not getting along, could not easily be consolidated).

It was further pointed out that school closures and consolidations may surplus younger educators out of the system, who at times may be more experienced with newer pedagogies or anti-oppressive teaching methods.

### **Distance and Transportation**

Staff highlighted the need for strong neighbourhood schools that are local and close to students' homes. This would facilitate greater community within the school, greater connections with the community outside the school, and also create shorter commutes. Some staff felt consideration should be given to how accessible a school's location is via public transit. Staff pointed out if schools are consolidated, and it requires students to travel to their local high school via public transit, consideration should be made for how families that currently can't afford this option would manage this (i.e., those who are currently able to walk to school but will need to take public transportation post consolidation).

## Considerations for Further Secondary Program Review Planning and Planning Engagement

While consolidating stakeholder comments and themes, specific recommendations to consider for further consultations became apparent. This section outlines key areas to consider during future planning processes of the TDSB's Secondary Program Review and potentially into phases of the Long-Term Program and Accommodation Strategy Planning.

### Community Voices in Future Planning

The community asked to be further engaged in the subsequent phases of this review. Many families questioned the stated goals of the Secondary Program Review and wanted to see more concrete plans for the future. Although staff endeavoured to hear from TDSB's adult learners, their voices are underrepresented in this review. Future planning considerations should engage a larger number of adult learners. Finally, the Board should continue to find meaningful ways to incorporate student voice in further secondary review consultations and planning.

### Communicating Equity Vision to Broader Community

Throughout the consultations, it was evident that at times, not all stakeholders' understood TDSB's vision of equity. This highlighted a need for more efforts to be made to support and facilitate community understanding of equity and anti-oppression, and how these concepts are being used to drive Board policies. Similar to how the Board is working to support staff in gaining competency of equity and anti-oppression knowledge, such efforts should also be made to support parents and the broader community.

### Special Education Needs

Stakeholders would like the Review to investigate what challenges schools have in meeting students with Special Education needs in under or over enrolled schools. It was also noted that future planning should explore the pros and cons of a shared building model.

## **Indigenous Education**

Staff from Kapapmahchakwew (Wandering Spirit School) suggested a need to speak with students more regularly. When central staff consult with students, it should be an ongoing relationship. They further recommended Indigenous students should take part in the review process so that students are the ones asking the questions. These staff also gave examples of how all Indigenous students should not be required to pick from a list of courses, but rather the Indigenous community should be given greater control over their students' education.

Staff suggested expanding enrolment at Kapamahchakwew to students from the wider community (i.e., many other Indigenous students live in the community who could benefit from this school, and many non-Indigenous students could also benefit from the teaching style at this school).

## **Low Enrollment**

Administrators noted that future planning should consider consulting with principals and vice-principals at schools with fewer than 500 students and examine their program offerings and enrollment numbers. Would their community benefit from program changes?

## **Alternative Schools**

Staff suggested exploring the possibility of combining Alternative schools that are offering the same programs and are struggling with program enrollment. It was noted that the TDSB needs 4 to 5 schools in each quadrant that offer a variety of course options. Staff also asked if the TDSB has a current data profile of all Alternative Schools (i.e., what makes them unique, profile of students they are serving, size, location, courses offered etc.). Before making decisions about Alternative schools, their specific data should be reviewed.

## **Optional Attendance**

Staff suggested further exploring patterns of student mobility as the process for collecting optional attendance data becomes centralized.



## APPENDIX A: RELEVANT TDSB RESEARCH

The work within the Secondary Program Review is informed by previous system research.

Please see below for a list of resources.

Brown, S.R., Tam, G., & Marmureanu, C. (2015). [\*Toronto District School Board maps representing demographics and achievement by geographic area\*](#). (Research Report No. 14/15-11). Toronto District School Board.

Brown, S.R. (2017). [\*Review of alternative schools: Research analysis 2016-17\*](#). (Research Report No. 17/18-10). Toronto District School Board.

Erling, S., De Jesus, S., & Zheng, S. (2017). [\*Access and secondary school program review: Student consultation highlights 2016-17 student voice\*](#). (Research Report No. 17/18-8). Toronto District School Board.

Malik, S. (2015). [\*School choice determinants, declining enrolment issues and strategies: A review of the literature\*](#). (Research Report No. 14/15-09). Toronto District School Board.

Parekh, G., & Underwood, K. (2015). [\*Inclusion: Creating school and classroom communities where everyone belongs. Research, tips, and tools for educators and administrators\*](#). (Research Report No. 15/16-09). Toronto District School Board.

Toronto District School Board. (n.d.a). [\*Academic pathways leading to student success\*](#). Toronto District School Board.

Toronto District School Board. (2017). [\*New funding strategy needed for school repairs as TDSB's backlog hits \\$3.7 billion\*](#). Toronto District School Board.

Toronto District School Board (2018b). [\*2016-2017 Student census: Grade 9 to 12 system report\*](#). Toronto District School Board.

Toronto District School Board. (2019). *Increased opportunities for student success in academic learning*. Toronto District School Board.

Toronto District School Board. (2019). [\*Secondary program review\*](#). Toronto District School Board.

## APPENDIX B: IN PERSON CONSULTATION QUESTIONS

### Public Session and Community Advisory Groups

1. *Ice breaker:* In your opinion, what is the goal of secondary schooling?
2. What is the most important part of your child's (or your, or your students') secondary school experience?
3. What are the positive aspects of the secondary school your child (or you) currently attends (staff - or work at)?
4. What are the challenges your child (or you) have experienced at your current secondary school?
5. If applicable, why did your family (or you) choose to attend a school outside of your neighbourhood secondary school? How did your family (or you) choose this secondary school?
6. If not attending your neighbourhood secondary school, what would be the furthest distance your family (or you) are willing to travel to attend another regular school or specialized/ alternative program/school? (in time)
7. Any additional comments?

### Staff Forum

1. What do you think are the important aspects of a student's secondary school experience?
2. Related to secondary programming:
  - a. What are the current challenges in your secondary school – for you and your staff?
  - b. What are the current successes in your secondary school – for you and your staff?

3. How can the TDSB work to address both under and over-utilized schools – while moving towards fewer secondary schools with strong programming and access to courses that support all pathways?
4. Do you think your school would benefit from a change in program offerings? Yes / NO  
Why?
5. Are there specialised programs or courses that you think would be beneficial to the students at your school?
6. Do you experience competition for students from other secondary schools? How do you deal with this?
7. Additional Comments:

## TSAA

1. What do you think are the important aspects of a student's secondary school experience?
2. Related to secondary programming:
  - a. What are the current challenges in your secondary school – for you and your staff?
  - b. What are the current successes in your secondary school – for you and your staff?
3. Do you think your school would benefit from a change in program offerings? Yes / NO  
Why?
4. Are there specialised programs or courses that you think would be beneficial to the students at your school?
5. Do you experience competition for students from other secondary schools? How do you deal with this?
6. Additional Comments:

*\*Please note other focussed conversations had similar questions, but were not as structured as the sessions noted above and may have asked additional questions specific to the group.*

## APPENDIX C : ONLINE CONSULTATION QUESTIONS

### Public Survey

1. I will be completing this survey as: Current Parent/Guardian/Caregiver, Future Parent/Guardian/Caregiver, Student, Trustee, Superintendent, Central Administration, Professional Support Services, Support Staff (e.g., CAP, Manager, Coordinator, Program Lead, etc.), Principal/Vice Principal, Teacher, School Support Staff (e.g., Office Admin, Caretaker, etc.), Other
2. What grade do you currently attend? OR What grade does your child(ren) currently attend?
3. What ward do you live in?
4. What are the reasons why you (or your child) do not attend your neighbourhood secondary school?
  - a. How did you choose this secondary school?
5. Why did you (or your child) choose to attend your neighbourhood secondary school?
6. What is the most important part of a secondary school experience? In terms of:
  - a. School learning environment and culture (e.g., academic program or course availability, extracurricular activities, opportunities for students' social, emotional, ethical, intellectual and civic learning, technology and e-learning, experiential learning, etc.).
  - b. Organizational structures (e.g., school location, staffing, general rules and norms, infrastructure, resources, supplies, scheduling/calendar, school organization model, etc.).

7. If considering attending a secondary school outside of your neighbourhood, what would be the furthest distance your family/you is/are willing to travel to attend another regular school or specialized/alternative program/school? (in time)
8. Would you consider attending a secondary school that had a modified calendar/timetable? (e.g. non-semester, full year, late start, etc.).
9. What are the positive aspects of the secondary school your child (or you) currently attend?
10. What are the challenges you/or your child have experienced at your current secondary school?
11. How well does the current secondary school experience prepare students for their future?
12. Any additional comments?

*\*Please note different stakeholder groups were directed to different questions based on survey skip logic.*

## Student Survey

1. What grade are you in?
2. Are you currently enrolled in any of the following programs? French Immersion/Extended French, Arts Focused Schools (Elementary), Arts Focused Schools (Secondary), Cyber Arts/Studies, High Performance Athletes /Elite/Exceptional Athletes, Integrated Technology, International Baccalaureate, Leadership Pathway, Math, Science & Technology Advanced Placement (AP), Elementary Academies (e.g., Boys Leadership Academy, Girls' Leadership Academy, Vocal Music Academy, Sports & Wellness Academy, Health & Wellness Academy), Other
3. Are you currently attending a school on optional attendance?
4. What is needed in elementary school to help you prepare for high school?
5. What do you think is the most important part of high school?

6. What structures of support would help you better succeed in high school? Caring Adult or Mentor Mental Health Supports, Post-secondary Pathways / Skilled Trades / or Career Counselling, Nutritional Resources, Increased Access to Social Workers or Child and Youth Workers, Increased Access to Special Education Support, School Time Table Coordination of Tests and Exams, Public Speaking Support, Focused Academic Support, Stronger School Community/Connectedness
  - a. Are there other things the school board should consider that would help you better succeed in high school?
7. If applicable, what are the challenges you have experienced at your current school?
8. In the future, what courses or programs would you like to see at your high school? French Immersion / Extended French, Arts Focused Schools, Cyber Arts/Studies, Elite/Exceptional Athletes / High Performance Athletes, Integrated Technology, International Baccalaureate (IB), Leadership Math, Science & Technology, Advanced Placement (AP), Skilled Trades, Co-op, Other
9. Would any of the following timetable adjustments positively support your learning? Late start, Year round school calendar, Modifications to class time (e.g., increased homework time during the day, better spacing of difficult academic subject,) Increased breaks / holiday time, Changes to length of class time, Increased transition time in between classes, Campus model (e.g., multiple buildings, cluster of schools), Other
10. Do you know where you want to go to high school?
  - a. Are you planning to go somewhere outside of your neighbourhood?
  - b. Why are you planning on attending your neighbourhood high school? OR
  - c. Why are you planning on attending a high school outside of your neighbourhood?
  - d. If considering attending a secondary school outside of your neighbourhood, what would be the furthest distance you are willing to travel to attend another regular school or specialized/alternative program/school? (in time)
11. Do you attend your neighbour secondary school?

12. If considering attending a secondary school outside of your neighbourhood, what would be the furthest distance you would be willing to travel to attend another regular school or specialized/alternative program/school? (in time)

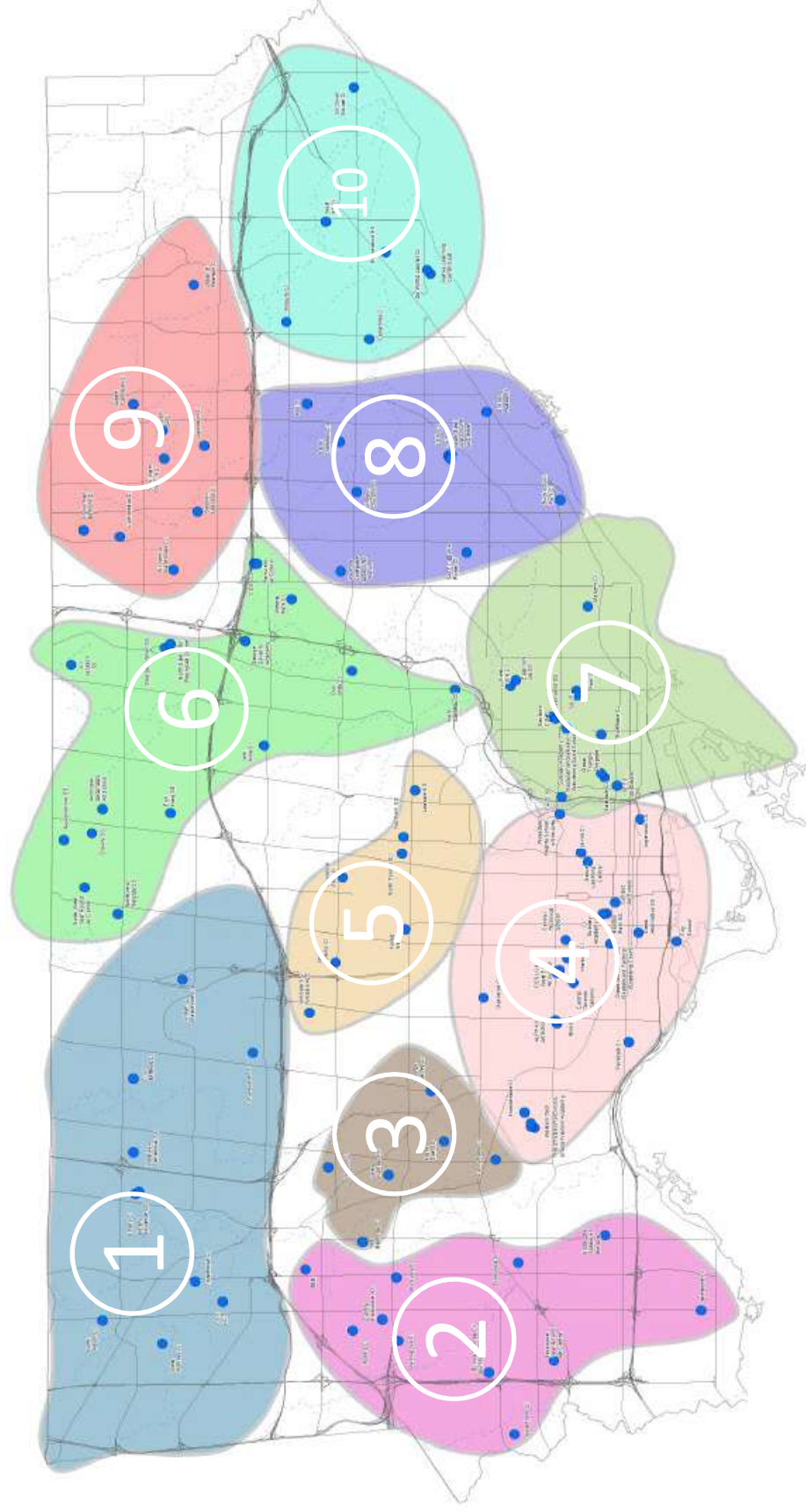
13. Please provide any additional comments you feel is relevant to this review.

*\*Please note students in different grade levels were directed to different questions based on survey skip logic.*

# Looking Ahead – 2029

## Secondary School Groups

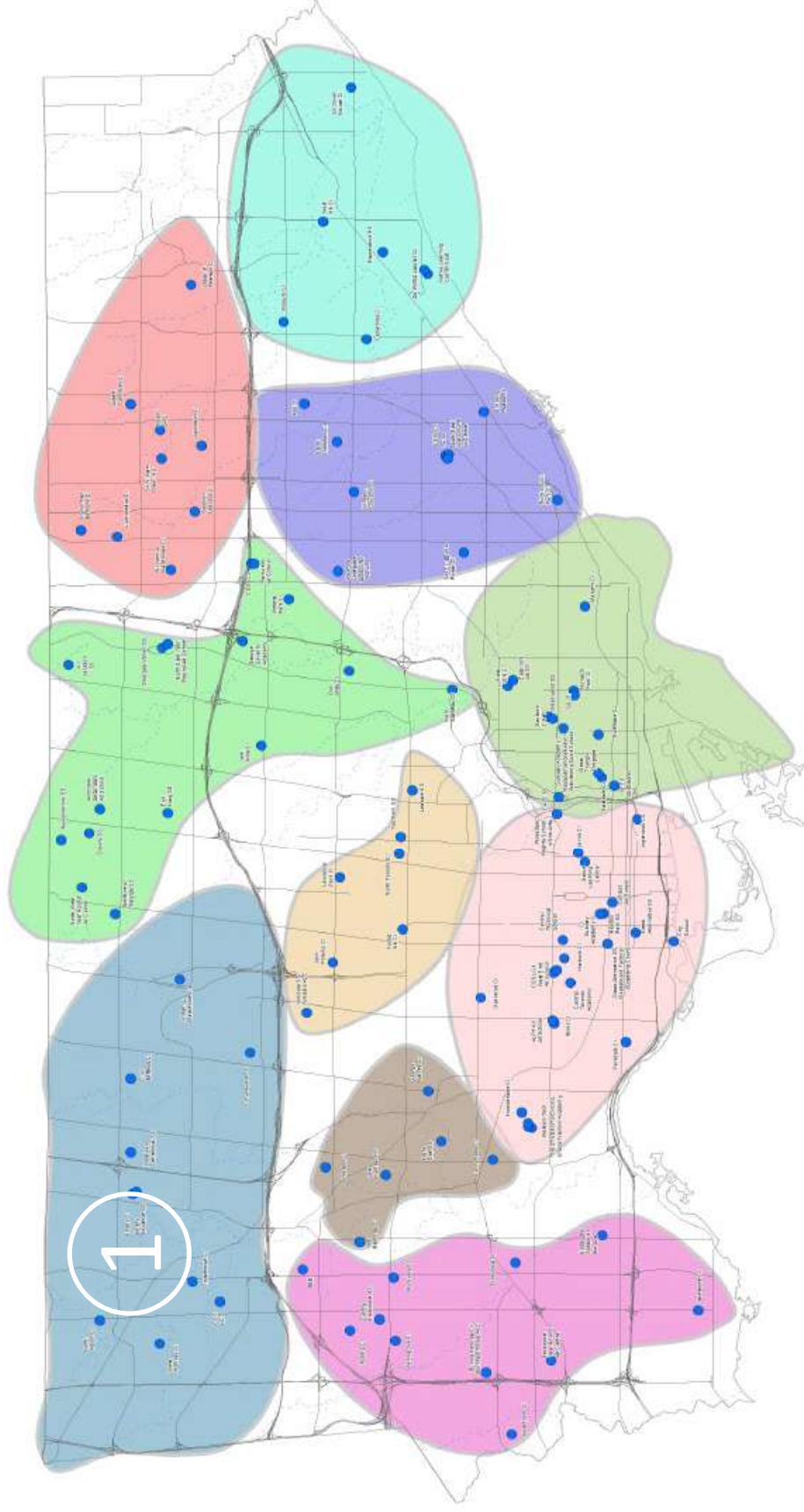
### Appendix 4



# Looking Ahead 2029

## Group 1

### Appendix 4A



# Looking Ahead 2029 - Group 1

## List of Schools

### Collegiates

- C W Jefferys Collegiate Institute
- Downsview Secondary School
- Emery Collegiate Institute
- North Albion Collegiate Institute
- Thistletown Collegiate Institute
- West Humber Collegiate Institute
- Westview Centennial Secondary School
- William Lyon Mackenzie Collegiate Institute

### EdVance Programs

- Emery EdVance

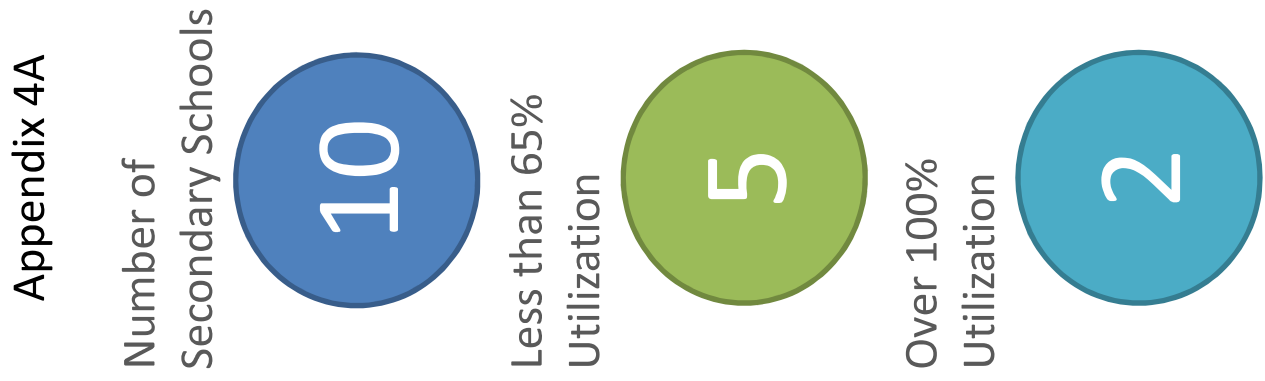
### Caring and Safe Schools

- Caring and Safe Schools – Learning Centre 1

# Looking Ahead 2029 - Group 1

## Key Facts

	2019	2029	Change
Total Enrolment	6,874	6,396	-478
Total Capacity	9,765	9,765	-
Surplus Space <small>(Capacity - Enrolment)</small>	2,891	3,369	478
Utilization Rate <small>(Enrolment / Capacity)</small>	70%	65%	-5%



# Looking Ahead 2029 - Group 1

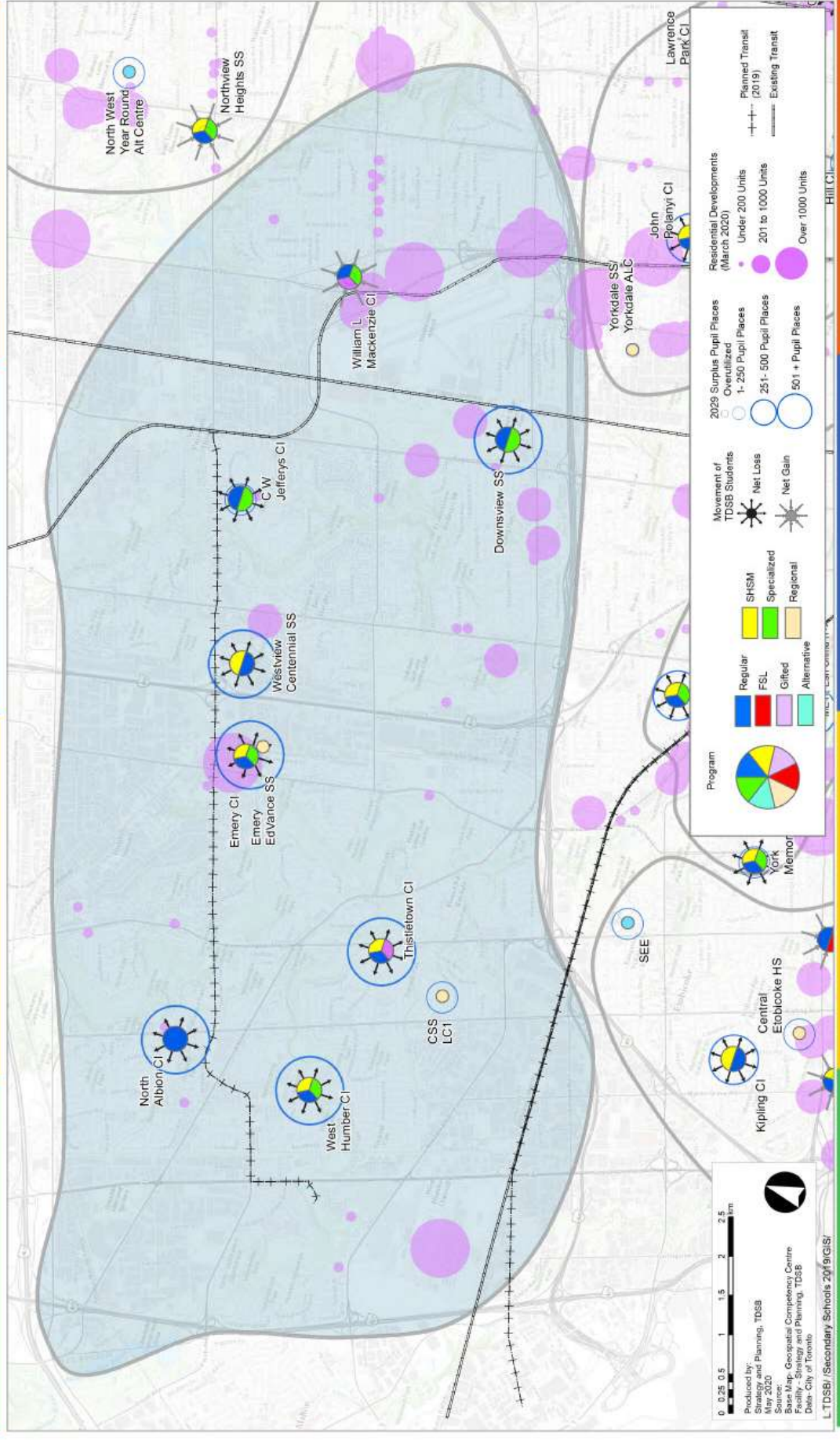
## Appendix 4A

Context Map



Toronto District School Board

### Secondary Program Review – Group 1

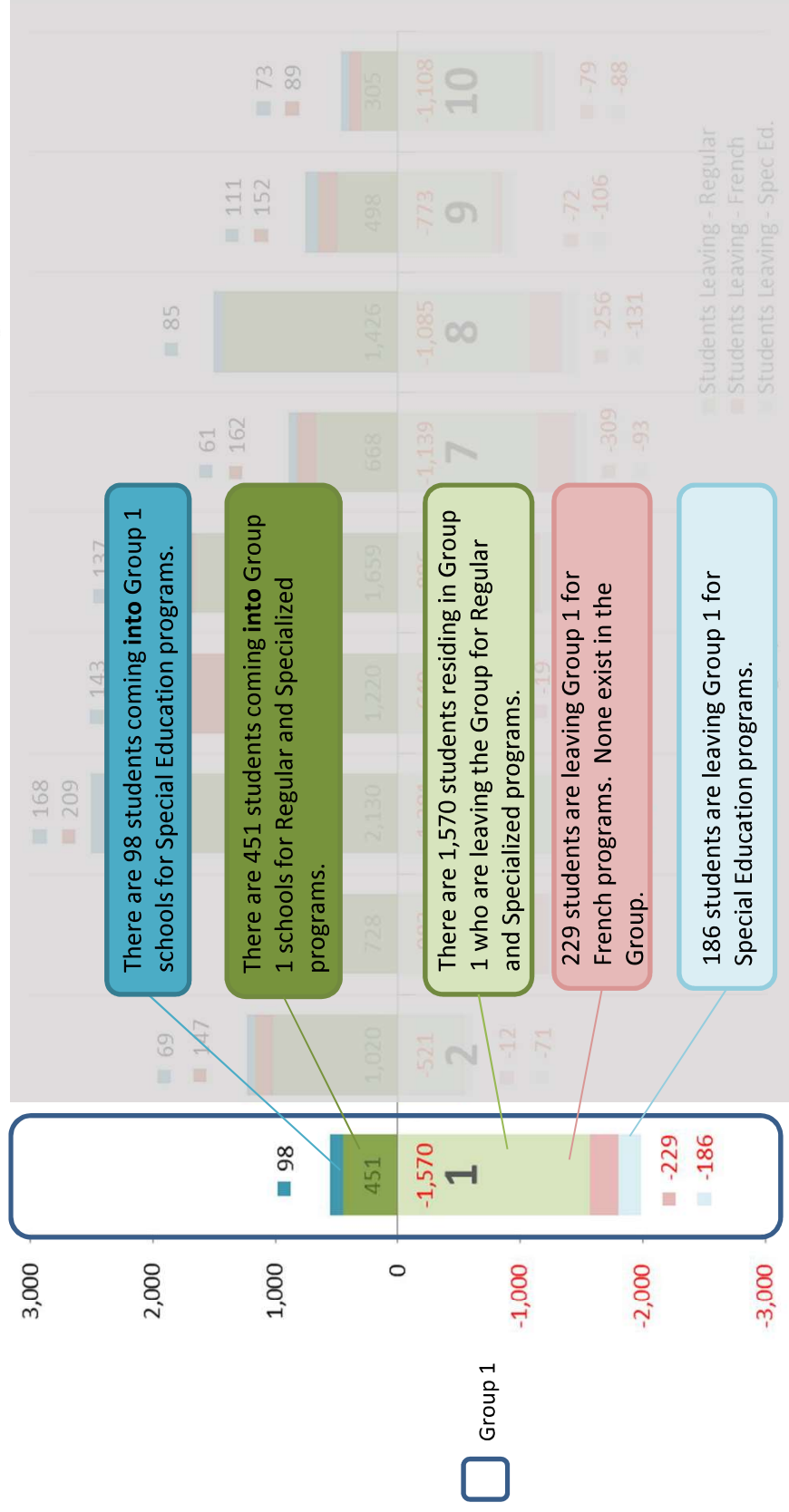


# Looking Ahead 2029 - Group 1

Appendix 4A

## Movement of Students

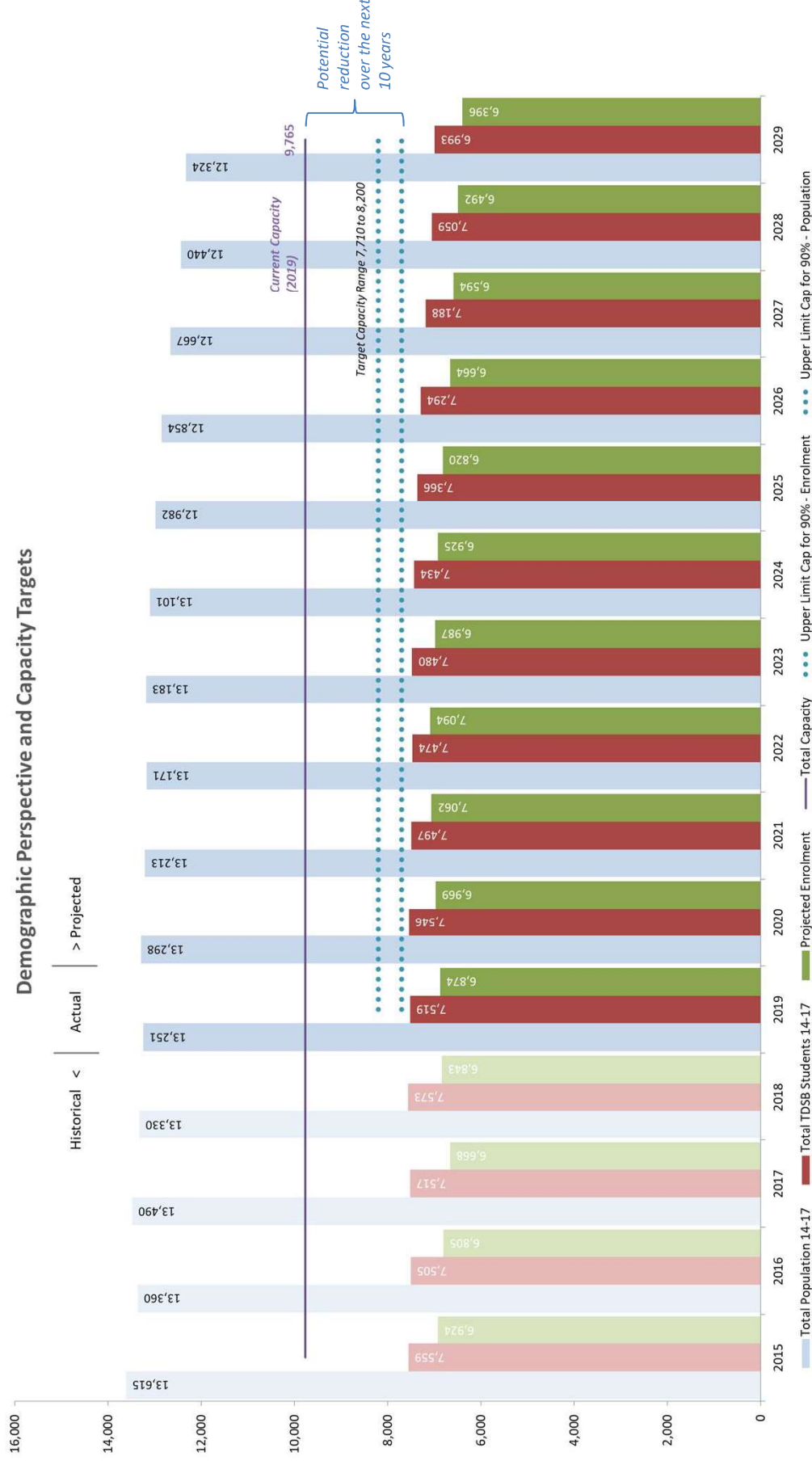
### Movement of Students Between School Groups - 2019



- Large numbers of students residing in Group 1 are choosing to attend schools in other Groups for regular or specialized programs.
- There are 400+ students choosing to attend schools in Group 1 from outside of the group. This could be due to the specialized programs that exist at some schools.
- There are no French as a Second Language programs in Group 1; over 200 students are leaving to attend these programs elsewhere

# Looking Ahead 2029 - Capacity Targets

## Appendix 4A



- Target capacity range is between 7,700 and 8,200 pupil places.
- Opportunity to reduce surplus capacity by approximately 1,565 to 2,065 pupil places, or a potential reduction of up to two schools
- The target capacity range considers the peak enrolment in both the population (2020) and enrolment projections (2022). Given that both are anticipated to decline, additional capacity reductions could be considered over the long-term.
- There are currently over 2,891 surplus pupil places (2019), growing to 3,369 by 2029.

# Roadmap to 2029 – List of Preliminary Concepts

## Appendix 4A

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

School Inventory - Group 1

School Name	School Type	LOI (2017)	Current Situation						5 Years Out (2024)						10 Years Out (2029)					
			Actual Enrollment	Capacity	Util. Rate	Under Capacity	Over Capacity	% Underutilized	% Overutilized	Projected Enrollment	Util. Rate	Under Capacity	Over Capacity	% Underutilized	% Overutilized	Projected Enrollment	Util. Rate	Under Capacity	Over Capacity	% Underutilized
C.W. Jefferys Collegiate Institute	Collegiate	11	821	984	83%	163				871	89%	113				951	97%	33		
Downsview Secondary School	Collegiate	3	641	1,320	49%	679				732	55%	588				656	50%	664		
Emery Collegiate Institute	Collegiate	18	588	1,428	41%	840				615	43%	813				673	47%	755		
North Albion Collegiate Institute	Collegiate	48	830	1,095	76%	265				702	64%	393				501	46%	594		
Thistletown Collegiate Institute	Collegiate	33	470	975	48%	505				502	51%	473				388	40%	587		
West Humber Collegiate Institute	Collegiate	46	1,049	1,248	84%	199				957	77%	291				713	57%	535		
Westview Centennial Secondary School	Collegiate	1	870	1,581	55%	711				837	53%	744				758	48%	823		
William Lyon Mackenzie Collegiate Institute	Collegiate	91	1,412	924	153%	-488				1,552	168%	-628				1,599	173%	-675		
Emery EdVance Secondary School	EdVance	6	192	84	229%	-108				151	180%	-67				151	180%	-67		
Caring and Safe School LC1	CSS	-	1	138	1%	137				6	4%	132				6	4%	132		

Collegiates and Technical-Commercial Schools - 2019 Enrolment Breakdown and Programs Offered

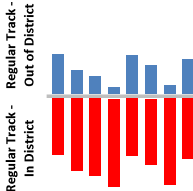
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)	
						Visual Arts Focus   Math and Science Focus	Africentric Program
C.W. Jefferys Collegiate Institute	821			45	MID DD	SHSM - Transportation	Cyber Studies
Downsview Secondary School	596			26	MID DD	SHSM - Arts and Culture	SHSM - Hospitality and Tourism   SHSM - Info./Comm. Tech
Emery Collegiate Institute	562			3	LD	Math and Science Focus   Advanced Placement   SHSM - Info./Comm. Tech	SHSM - Arts and Culture   SHSM - Health and Wellness   SHSM - Transportation
North Albion Collegiate Institute	827			22	Gifted Autism	Math and Science Focus	
Thistletown Collegiate Institute	448			33	MID DD		
West Humber Collegiate Institute	1,016			108	MID DD LD		
Westview Centennial Secondary School	762			173	Gifted		
William Lyon Mackenzie Collegiate Institute	1,239						

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-Area Students	Total Attending Local School (Reg. Track) and %
C.W. Jefferys Collegiate Institute	977	480 49%
Downsview Secondary School	915	451 49%
Emery Collegiate Institute	967	452 47%
North Albion Collegiate Institute	1,316	762 58%
Thistletown Collegiate Institute	623	266 43%
West Humber Collegiate Institute	1,144	708 62%
Westview Centennial Secondary School	1,571	693 44%
William Lyon Mackenzie Collegiate Institute	981	784 80%

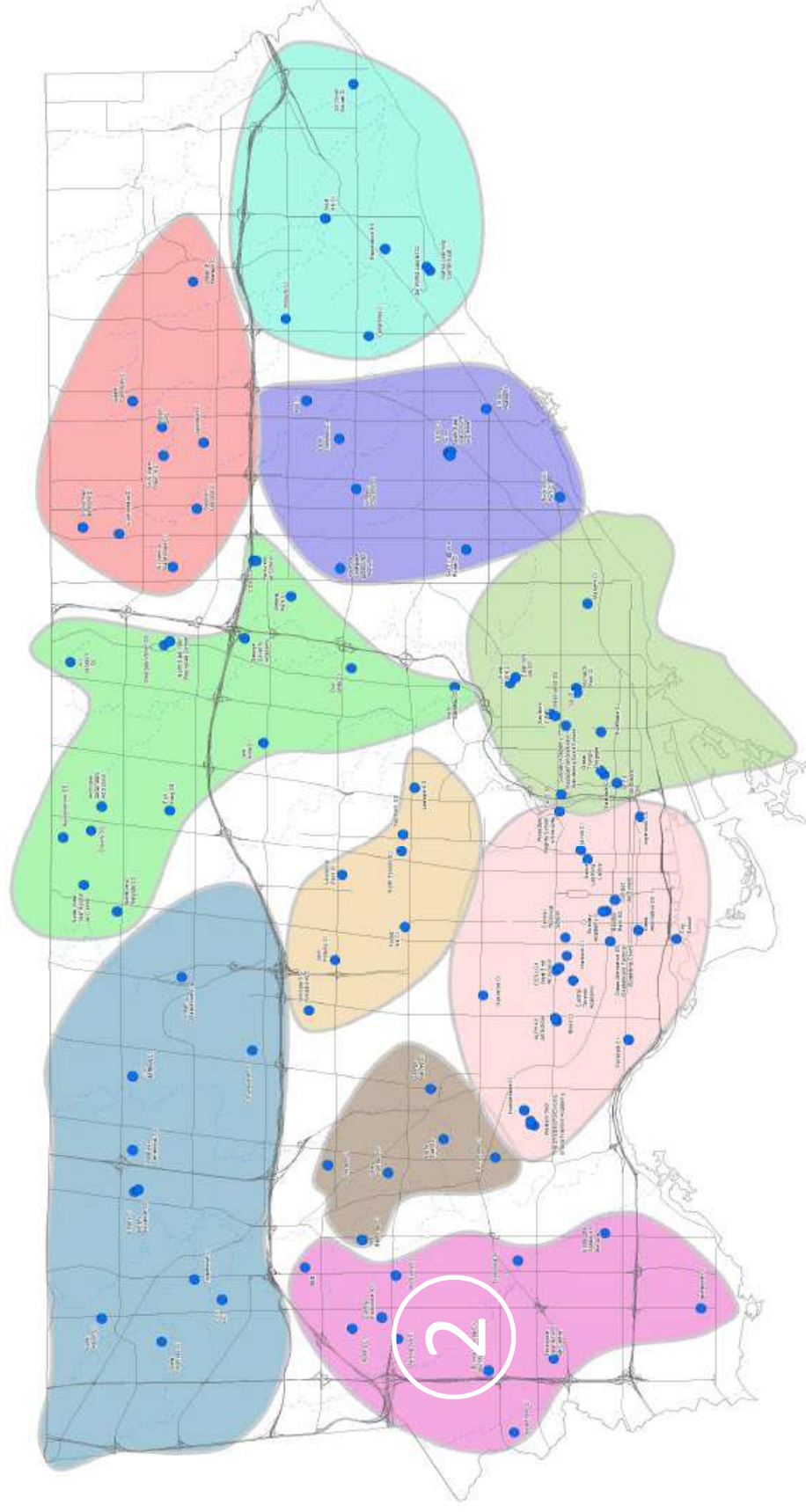
Collegiates - Attending School Summary: Regular Program 2019

School Name	Total Enrol. Reg. Track	Total In-District (Reg. Track) and %	Total Out of District (Reg. Track) and %
C.W. Jefferys Collegiate Institute	821	480 58%	341 42%
Downsview Secondary School	596	451 76%	145 24%
Emery Collegiate Institute	562	452 80%	110 20%
North Albion Collegiate Institute	827	762 92%	65 8%
Thistletown Collegiate Institute	448	266 59%	182 41%
West Humber Collegiate Institute	1,016	708 70%	308 30%
Westview Centennial Secondary School	762	693 91%	69 9%
William Lyon Mackenzie Collegiate Institute	1,239	784 63%	455 37%



# Looking Ahead 2029 Group 2

## Appendix 4C



# Looking Ahead 2029 - Group 2

Appendix 4C

## List of Schools

### Collegiates

- Etobicoke Collegiate Institute
- Kipling Collegiate Institute
- Lakeshore Collegiate Institute
- Martingrove Collegiate Institute
- Richview Collegiate Institute
- Silverthorn Collegiate Institute

### EdVance Programs

- Burnhamthorpe Collegiate Institute

### Specialized Schools

- Etobicoke School of the Arts

### Alternative Schools

- Etobicoke Year Round Alternative School
- School of Experiential Education

### Congregated Special Education Schools

- Central Etobicoke High School

# Looking Ahead 2029 - Group 2

## Key Facts

	2019	2029	Change
Total Enrolment	6,808	7,330	522
Total Capacity	8,529	8,529	-
Surplus Space (Capacity - Enrolment)	1,721	1,199	-522
Utilization Rate (Enrolment / Capacity)	80%	86%	6%

### Note

- There is a large Specialized School in this Group, which attracts a significant number of students who reside in other areas.

## Appendix 4C

Number of  
Secondary Schools



Less than 65%  
Utilization



Over 100%  
Utilization



# Looking Ahead 2029 - Group 2

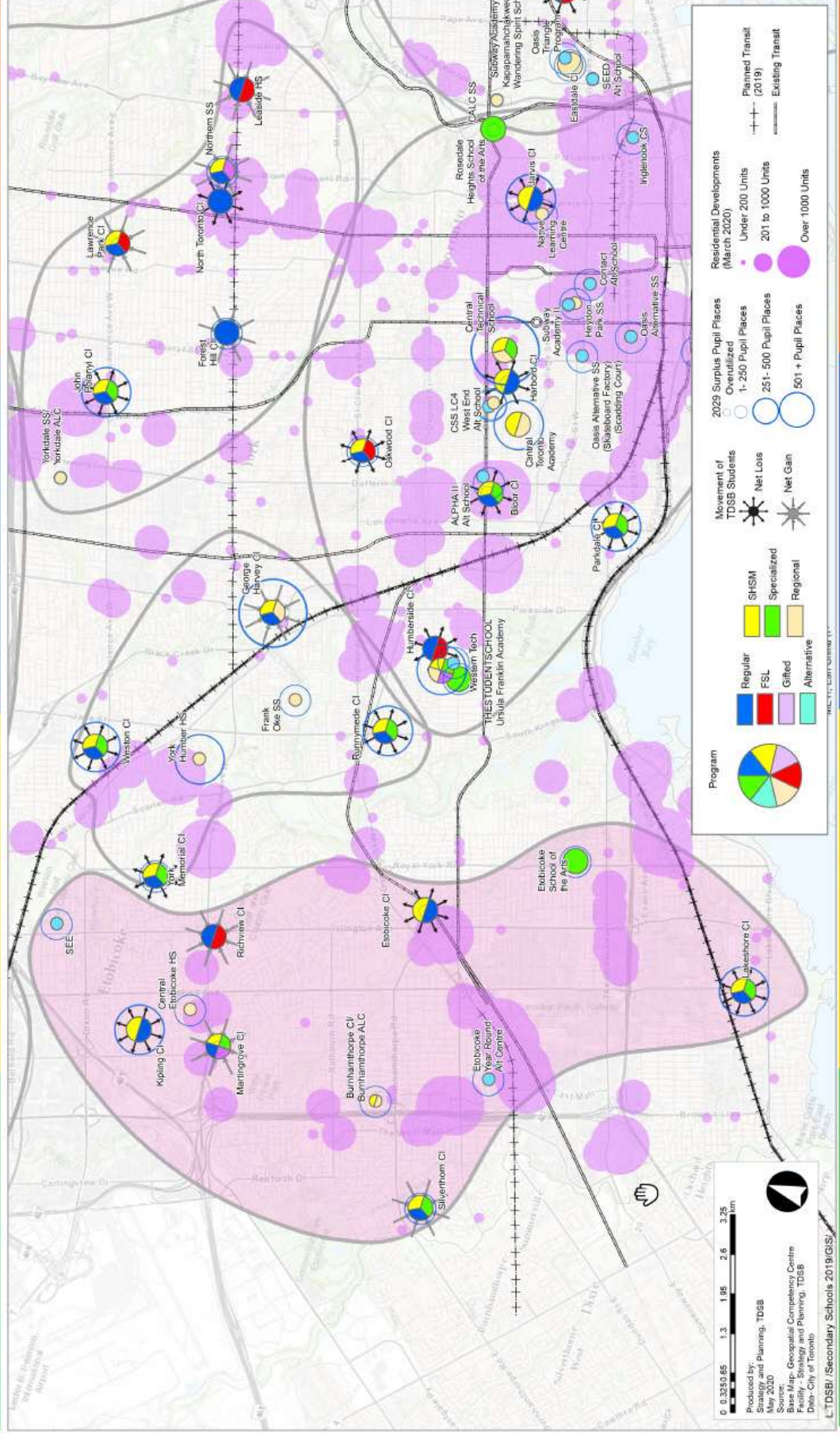
## Appendix 4C

### Context Map



Toronto District School Board

### Secondary Program Review – Group 2

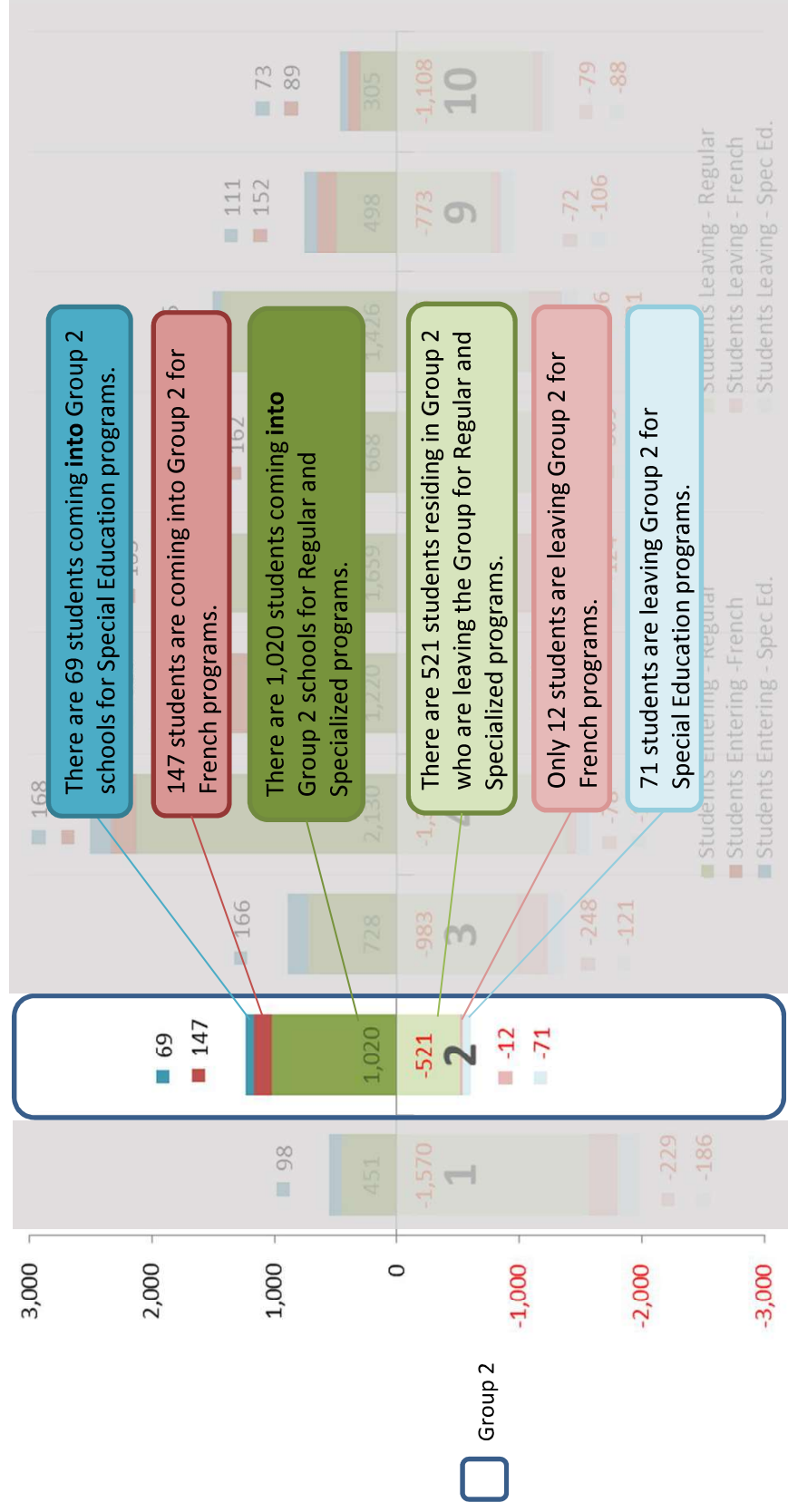


# Looking Ahead 2029 - Group 2

Appendix 4C

## Movement of Students

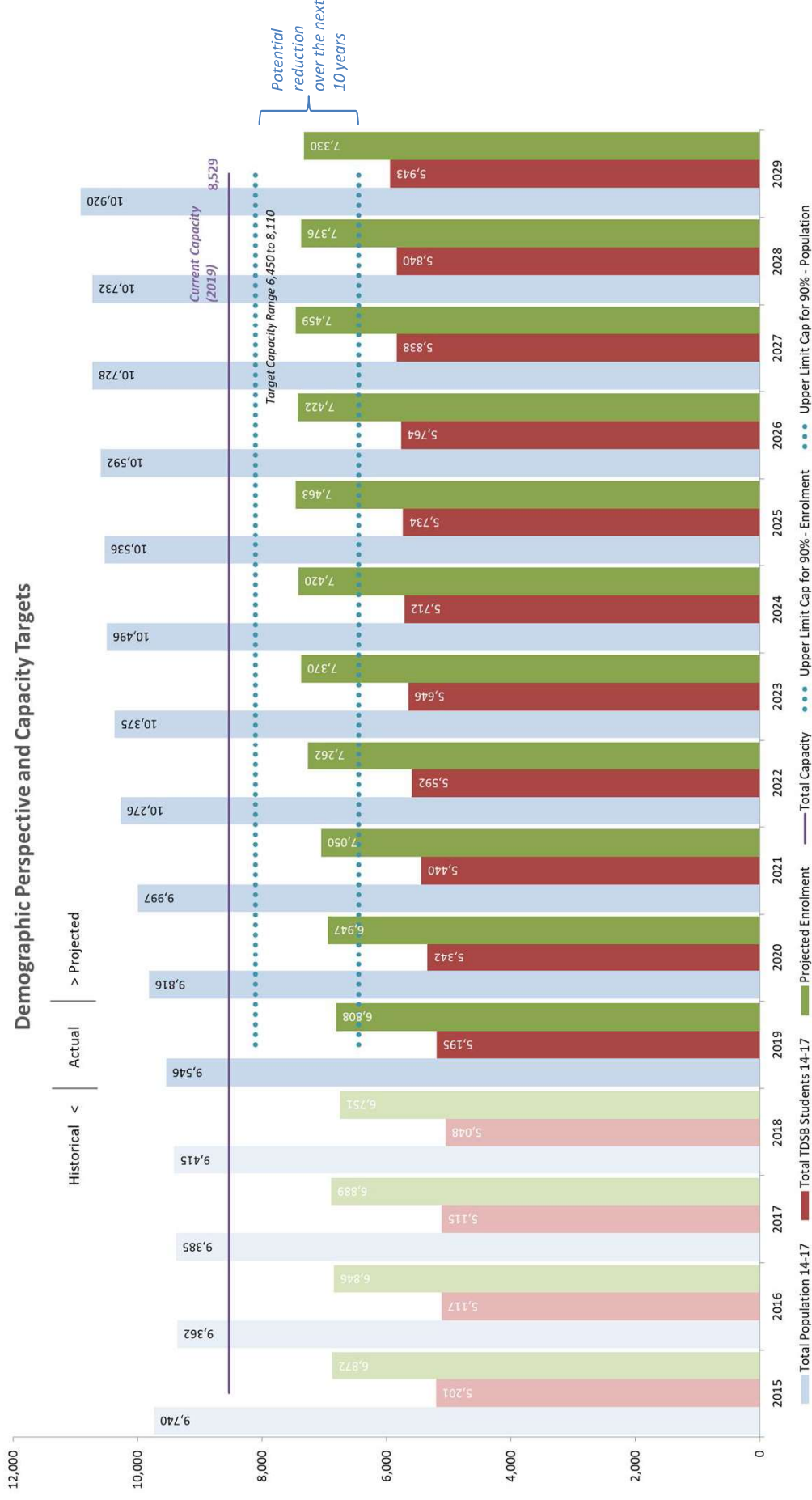
### Movement of Students Between School Groups - 2019



- Large numbers of students residing outside of Group 2 are attending schools within the Group for regular or specialized programs
- Etobicoke School of the Arts draws over 500 students into this Group from outside (half of the 1,020 shown)
- There are over 100 students coming into schools within Group 1 for French as a Second Language program (single site in Etobicoke).
- This Group does not lose many students to French as a Second Language programs outside of the Group (-12).

# Looking Ahead 2029 - Capacity Targets

## Appendix 4C



- The number of projected students exceeds the number of 14-17 year old TDSB students residing in the area.
- The large target capacity range is due to the variance between the two datasets (approx. 420pp to 2,080pp).
- Etobicoke School of the Arts, a specialized school, draws a large number of students (500+) into the group.
- There is also many students coming into the group on Optional Attendance (Martingrove CI), and French programs (Richview CI)

# Roadmap to 2029 – List of Preliminary Concepts

## Appendix 4C

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

School Inventory - Group 2

School Name	School Type	LOI (2017)	Current Situation						5 Years Out (2024)						10 Years Out (2029)					
			Actual Enrolment	Capacity	Util. Rate	Under Capacity	Over Capacity	% Underutilized	% Overutilized	Projected Enrolment	Util. Rate	Under Capacity	Over Capacity	% Underutilized	% Overutilized	Projected Enrolment	Util. Rate	Under Capacity	Over Capacity	% Underutilized
Etobicoke Collegiate Institute	Collegiate	97	1,055	1,263	84%	208									1,297	103%		-34		
Kipling Collegiate Institute	Collegiate	9	519	936	55%	417									458	49%	478			
Lakeshore Collegiate Institute	Collegiate	70	635	1,098	58%	463									658	60%	440			
Martingrove Collegiate Institute	Collegiate	74	1,046	1,059	99%	13									1,103	104%		-44		
Richview Collegiate Institute	Collegiate	92	1,117	873	128%	-244									1,315	151%	-442			
Silverthorn Collegiate Institute	Collegiate	93	895	1,056	85%	161									914	87%	142			
Etobicoke Year Round Alternative Centre	Alt	32	40	57	70%	17									35	61%	22			
School of Experiential Education	Alt	27	108	252	43%	144									81	32%	171			
Central Etobicoke High School	SpEd	16	134	378	35%	244									187	49%	191			
Burnhamthorpe Collegiate Institute	EnRance	38	335	507	66%	172									339	67%	168			
Etobicoke School of the Arts	Specialized	106	924	1,050	88%	126									943	90%	107			

Collegiates and Technical-Commercial Schools - 2019 Enrolment Breakdown and Programs Offered

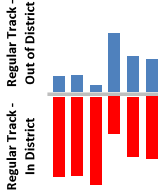
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)	
						SHSM - Manufacturing   SHSM - Info./Comm. Tech   SHSM - Sports	SHSM - Hospitality and Tourism   SHSM - Info./Comm. Tech
Etobicoke Collegiate Institute	1,014			41	LD	SHSM - Manufacturing   SHSM - Info./Comm. Tech   SHSM - Sports	SHSM - Hospitality and Tourism   SHSM - Info./Comm. Tech
Kipling Collegiate Institute	519					SHSM - Hospitality and Tourism   SHSM - Info./Comm. Tech	SHSM - Business   SHSM - Construction   SHSM - Hospitality and Tourism   Advanced Placement   Cyber Arts   SHSM - Info./Comm. Tech
Lakeshore Collegiate Institute	619			16	LD	SHSM - Business   SHSM - Construction   SHSM - Hospitality and Tourism   Advanced Placement   SHSM - Health and Wellness	Advanced Placement   SHSM - Health and Wellness
Martingrove Collegiate Institute	940			106	Gifted PD	Advanced Placement   SHSM - Health and Wellness	Elite Athletes   SHSM - Arts and Culture
Richview Collegiate Institute	498	461	158				
Silverthorn Collegiate Institute	895						

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-School Students	Total Attending Local School Area (Reg. Track) and %	
		Enrol.	%
Etobicoke Collegiate Institute	1,486	850	57%
Kipling Collegiate Institute	1,142	427	37%
Lakeshore Collegiate Institute	1,092	575	53%
Martingrove Collegiate Institute	672	358	53%
Richview Collegiate Institute	474	312	66%
Silverthorn Collegiate Institute		584	66%

Collegiates - Attending School Summary: Regular Program 2019

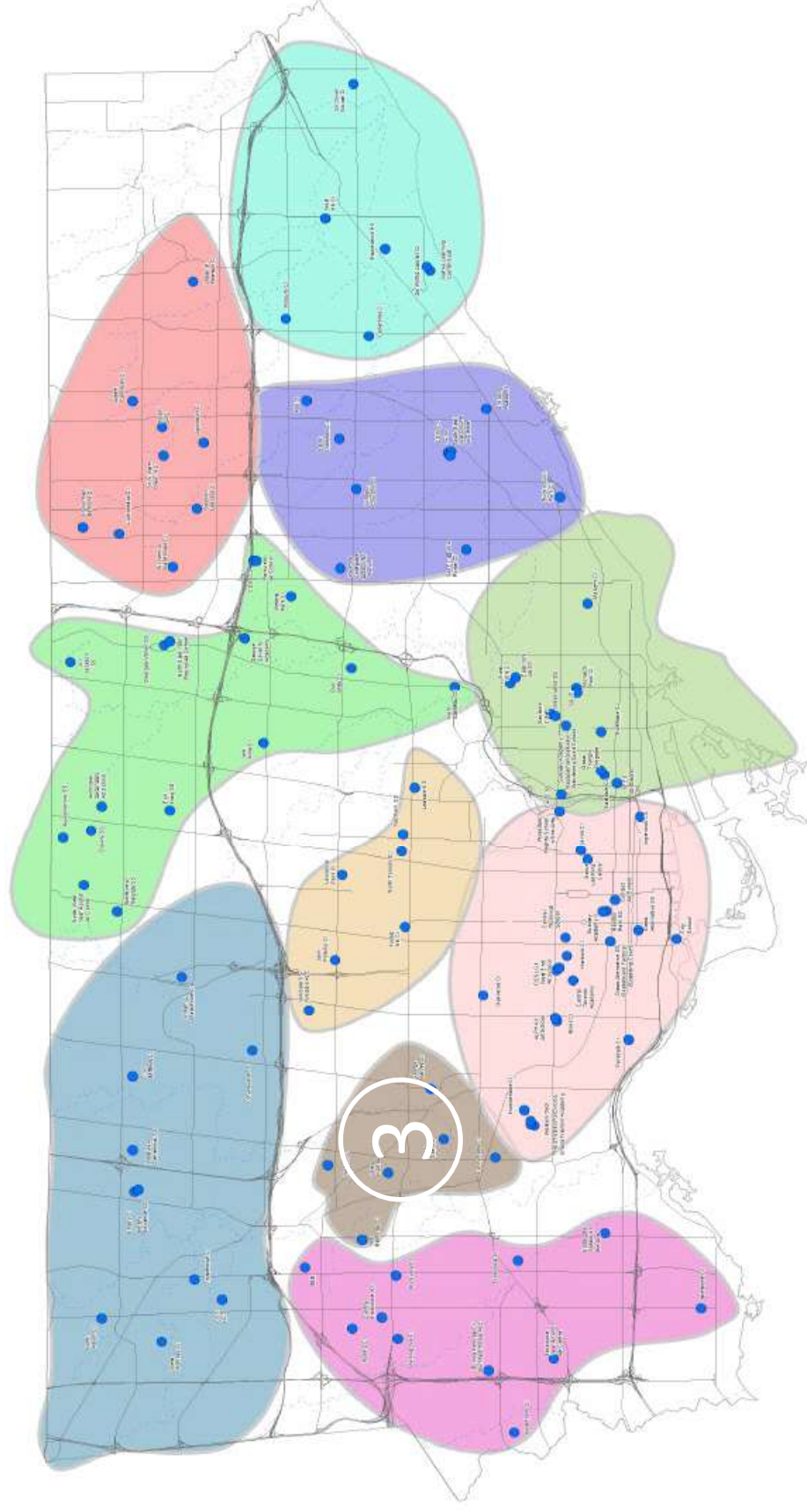
School Name	Total Enrol. Reg. Track	Total In-District (Reg. Track) and %		Total Out of District (Reg. Track) and %	
		Enrol.	%	Enrol.	%
Etobicoke Collegiate Institute	1,014	850	84%	164	16%
Kipling Collegiate Institute	519	427	82%	92	18%
Lakeshore Collegiate Institute	619	575	93%	44	7%
Martingrove Collegiate Institute	940	358	38%	582	62%
Richview Collegiate Institute	498	312	63%	186	37%
Silverthorn Collegiate Institute	895	584	65%	311	35%



# Looking Ahead 2029

## Group 3

### Appendix 4E



# Looking Ahead 2029 - Group 3

## List of Schools

### **Collegiates**

- Runnymede Collegiate Institute
- Weston Collegiate Institute
- York Memorial Collegiate Institute

### **Technical-Commercial Schools**

- George Harvey Collegiate Institute

### **Congregated Special Education Schools**

- Frank Oke Secondary School
- York Humber High School

# Looking Ahead 2029 - Group 3

## Key Facts

	2019	2029	Change
Enrolment	3,122	2,602	-520
Capacity	5,004	5,004	-
Surplus Space <small>(Capacity - Enrolment)</small>	1,882	2,402	520
Utilization Rate <small>(Enrolment / Capacity)</small>	61%	51%	-10%

### Note

- There are two Congregated Special Education Schools in this group, which contributes to the low overall utilization rate.

## Appendix 4E



# Looking Ahead 2029 - Group 3

## Appendix 4E

### Context Map

