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).

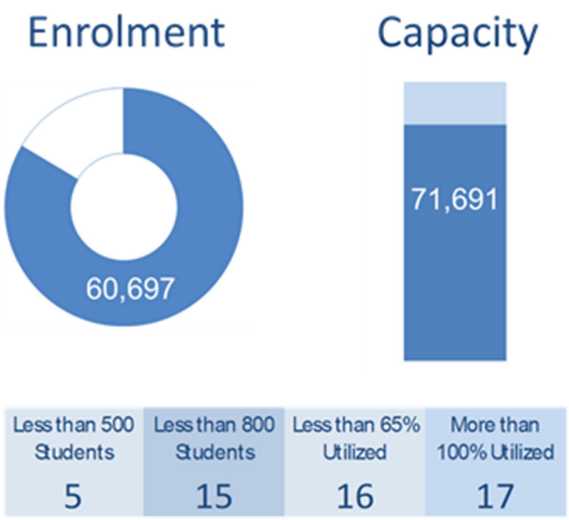
The 111 secondary schools are not all the same but rather represent a variety of different school types. In addition to large secondary schools like collegiates and technical-commercial schools, there are also a number of smaller schools that deliver a specific type of program to meet the unique needs 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.

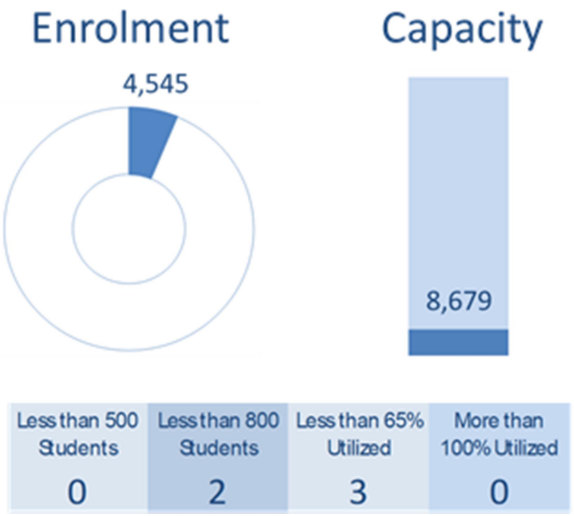
On average, enrolment at collegiates is 995 students, which aligns with the desired target of 1,000 as per the LTPAS guiding principles. Secondary schools currently operating above this level will not be required to ‘shrink’ their enrolments down to 1,000 students. This could negatively impact program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

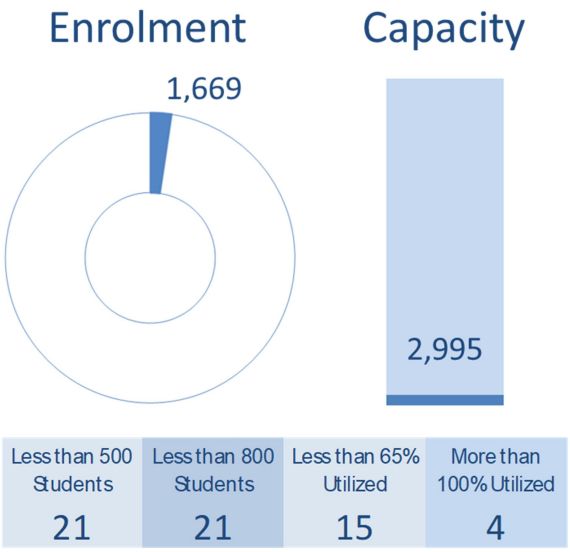
Former technical and commercial schools will continue to have a place in our secondary school system. The presence of these schools will be improved on the public website to ensure that students, parents/guardians and the broader community are aware of the diversity of academic programs and technical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

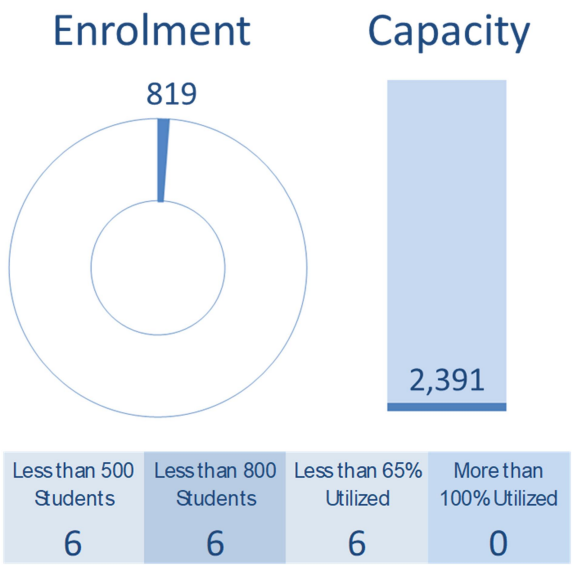
Currently, the 21 secondary alternative schools that exist within the TDSB are underutilized at 56%. Enrolment at alternative schools has generally declined from a peak of just over 2,300 in 2011 to approximately 1,670 today.

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%.

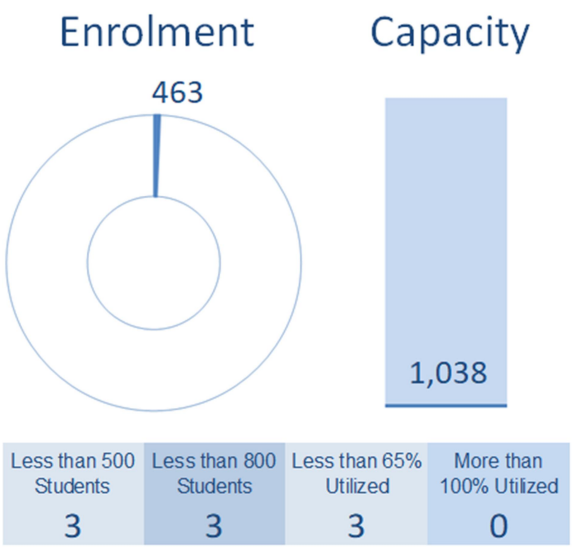
Congregated special education schools will continue to play a role in our secondary school system. However, recognizing the Board's commitment to inclusion, there may be opportunities to integrate students into traditional secondary school settings, where appropriate. These opportunities will be explored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



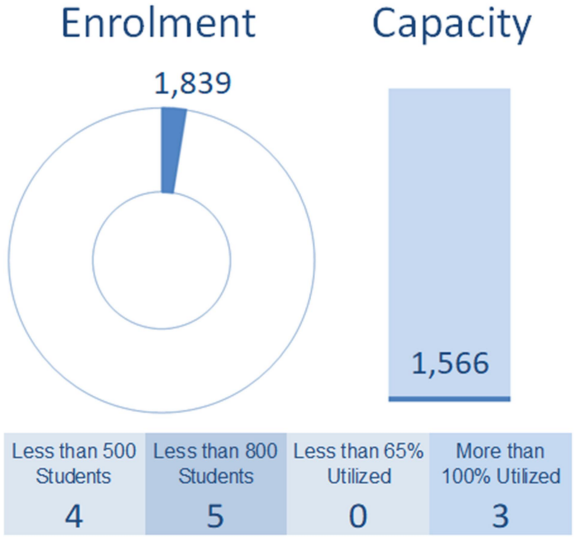
As part of the Secondary Program Review, staff will engage in a process to consider whether or not these schools should be a part of the congregated special education network of schools. For this report, these two schools have been identified separately, as they have not yet been formally designated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

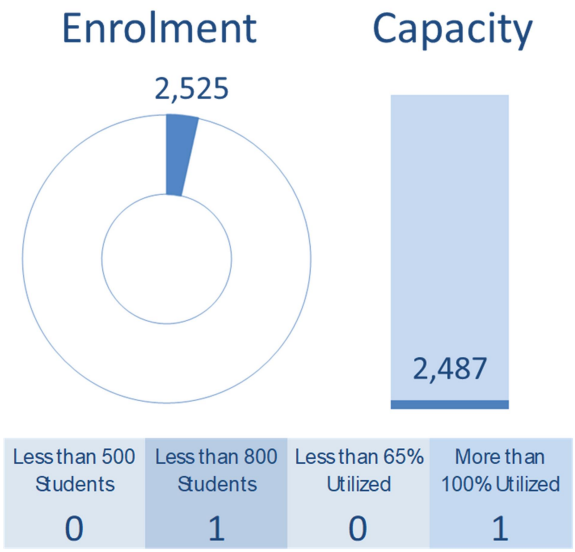
A map of the EdVance program sites can be found in Appendix 2H.

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.

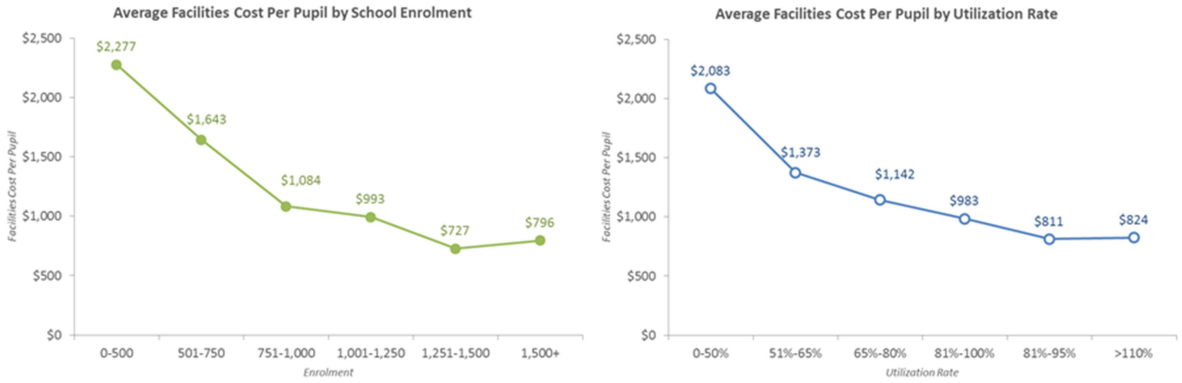
Budget Considerations

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.

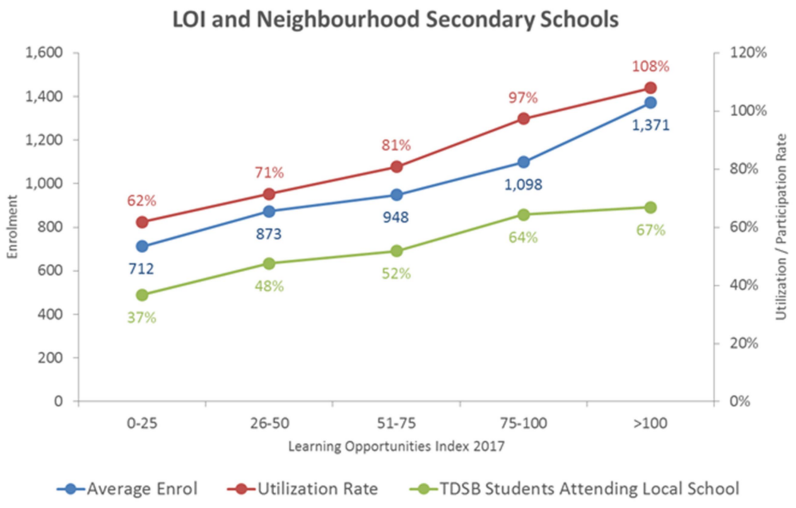
Connection Between the Learning Opportunities Index and School Size

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.



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

- C W Jefferys CI
- Caring and Safe School LC1
- Downsview SS
- Emery CI
- Emery Edvance
- North Albion CI
- Thistletown CI
- West Humber CI
- Westview Centennial SS
- William Lyon Mackenzie CI

Group 2

- Burnhamthorpe CI
- Central Etobicoke HS
- Etobicoke CI
- Etobicoke School of the Arts
- Etobicoke Year Round Alterative Centre
- Kipling CI
- Lakeshore CI
- Martingrove CI
- Richview CI
- School of Experiential Education
- Silverthorn CI

Group 3

- Frank Oke SS
- George Harvey CI
- Runnymede CI
- Weston CI
- York Humber HS
- York Memorial CI

Group 4

- ALPHA II
- Bloor CI
- Caring and Safe School LC4
- Central Technical School
- Central Toronto Academy
- City School
- Contact Alt. School
- Harbord CI
- Heydon Park SS
- Humberside CI
- Inglenook CS
- Jarvis CI
- Native Learning Centre
- Oakwood CI
- Oasis Alt. SS
- Parkdale CI
- Rosedale Heights School of the Arts
- Subway Academy II
- THESTUDENTSCHOOL
- Ursula Franklin Academy
- West End Alt. School
- Western Technical-Commercial School

Group 5

- Forest Hill CI
- John Polanyi CI
- Lawrence Park CI
- Leaside HS
- North Toronto CI
- Northern SS
- Yorkdale SS
- York Mills CI

Group 6

- A Y Jackson SS
- Avondale Secondary Alt. School
- Caring and Safe School LC2
- Don Mills CI
- Drewry SS
- Earl Haig SS
- George S. Henry Academy
- Georges Vanier SS
- Marc Garneau CI
- Newtonbrook SS
- North East Year Round Alternative Centre
- North West Year Round Alternative Centre
- Northview Heights SS
- Parkview Alt. School
- Victoria Park CI

Group 7

- City Adult Learning Centre
- Danforth CTI
- East York Alt. SS
- East York CI
- Eastdale CI
- Greenwood SS
- Kapapamahchakwew - Wandering Spirit School (JK-12)
- Malvern CI
- Monarch Park CI
- Oasis Triangle Program
- Riverdale CI
- School of Life Experience
- SEED Alt. School
- Subway Academy I

Group 8

- Alternative Scarborough Education 1
- Birchmount Park CI
- Caring and Safe School LC3
- David and Mary Thomson CI
- R H King Academy
- SATEC @ WA Porter CI
- Scarborough Centre for Alternative Studies
- South East Year Round Alternative Centre
- Wexford CI
- Winston Churchill CI

Group 9

- Agincourt CI
- Albert Campbell CI
- Delphi Secondary Alt. School
- Dr. Norman Bethune CI
- L'Amoreaux CI
- Lester B. Pearson CI
- Sir John A Macdonald CI
- Sir William Osler HS
- Stephen Leacock CI

Group 10

- Cedarbrae CI
- Maplewood HS
- Native Learning Centre East
- Sir Oliver Mowat CI
- Sir Wilfrid Laurier CI
- West Hill CI
- Woburn CI

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.

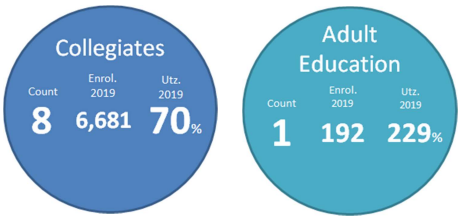
The information contained within the school by school inventories is intended to provide additional context that supports the preliminary concepts identified in the Roadmap to 2029.

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

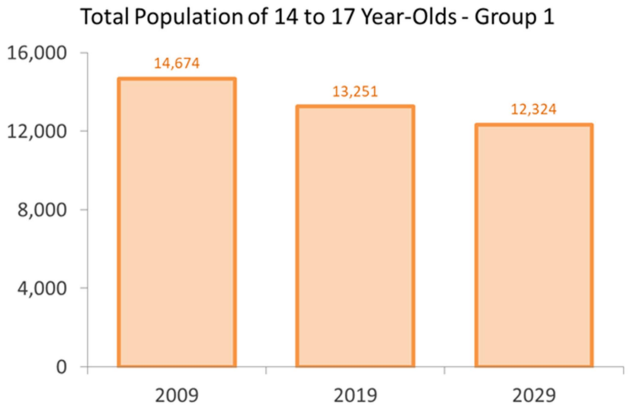


Enrolment is generally declining at the collegiates in this group, with four of the eight currently operating at 65% utilization or less. Further, one collegiate, Thistletown CI, is currently operating with fewer than 500 students, which is significantly low when considering the critical mass of students 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.

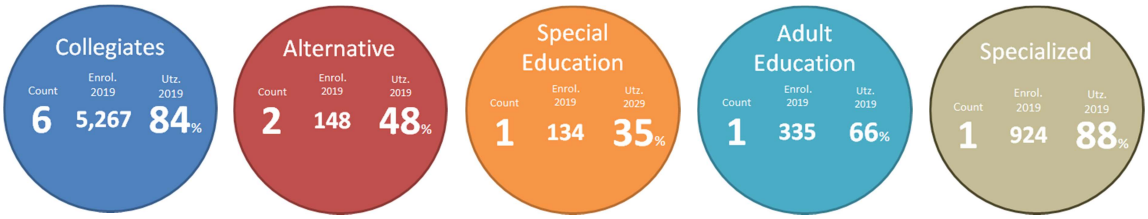
See Appendix 4A for the Looking Ahead 2029 and Roadmap to 2029 for Group 1.

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

Group 2

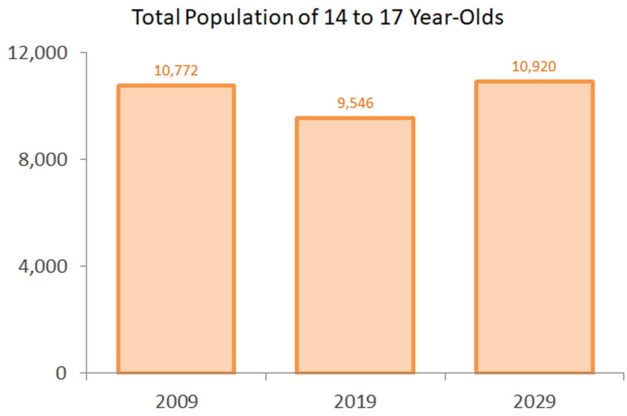
Group 2 is located in the southwest part of Toronto and generally includes TDSB Wards 2 (Trustee MacLean) and 3 (Trustee Nunziata). This group is served by a number of collegiates, one congregated special education school, one alternative school, one specialized school and one EdVance program.

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.

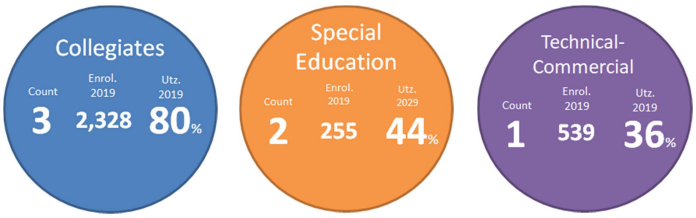
See Appendix 4C for the Looking Ahead 2029 and Roadmap to 2029 for Group 2.

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

Group 3

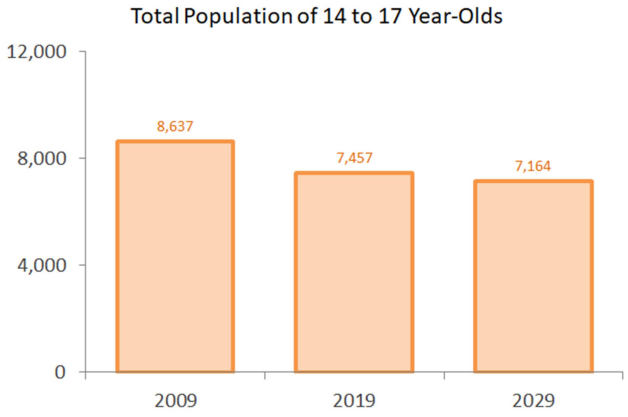
Group 3 is located in the western part of Toronto and generally includes schools from TDSB Wards 6 (Trustee Tonks) and 7 (Trustee Pilkey). This group is served by a number of collegiates, two congregated special education schools, and one former technical-commercial school.

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

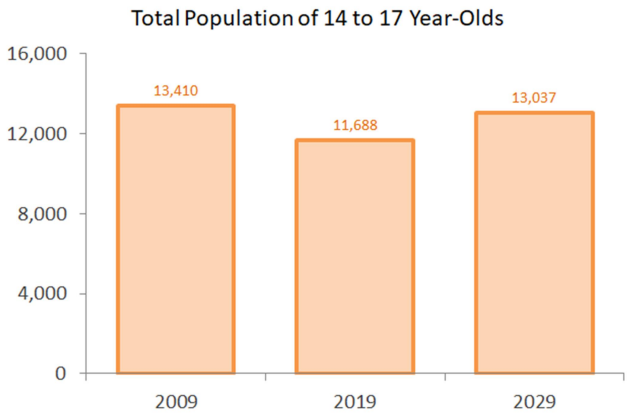
Group 4 is located in the southern part of Toronto and generally includes TDSB Wards 7 (Trustee Pilkey), 9 (Trustee Donaldson) and 10 (Trustee Moise). This group is served by a very diverse array of secondary schools including a number of collegiates, three former technical-commercial schools, eight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

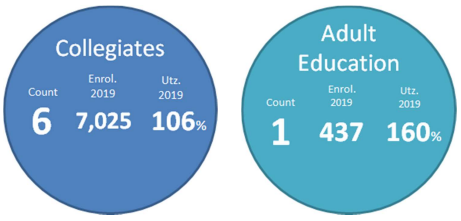
See Appendix 4G for the Looking Ahead 2029 and Roadmap to 2029 for Group 4.

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

Group 5

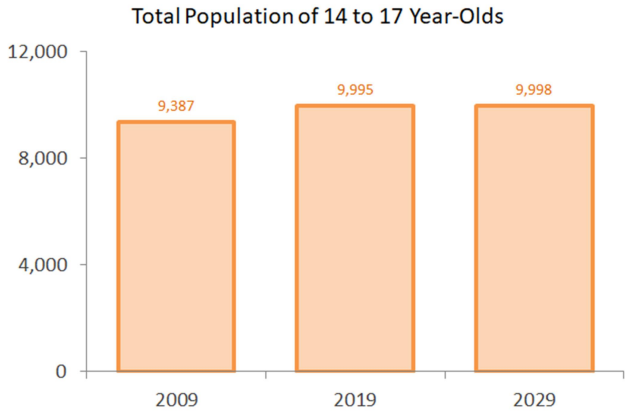
Group 5 is located in the centre of Toronto and generally includes TDSB Wards 8 (Trustee Laskin) and 11 (Trustee Chernos Lin). This group is served by a number of collegiates and one EdVance program.

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.

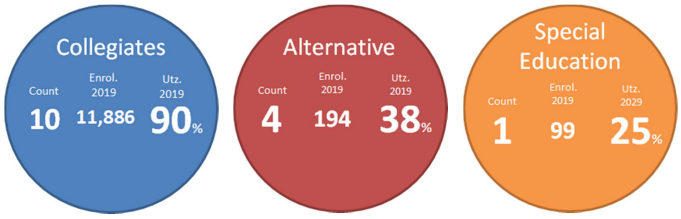
See Appendix 4I for the Looking Ahead 2029 and Roadmap to 2029 for Group 5.

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.

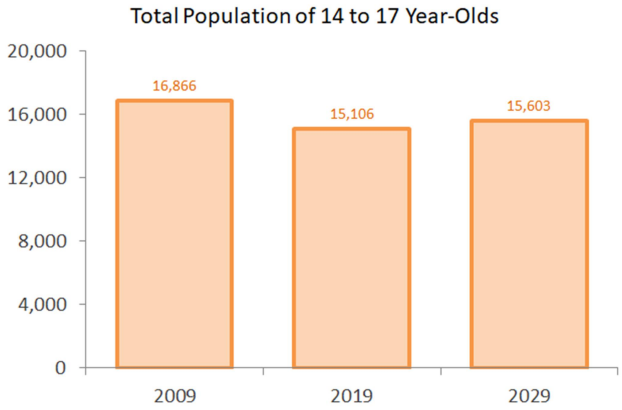
Summary of Secondary Schools in Group 6



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

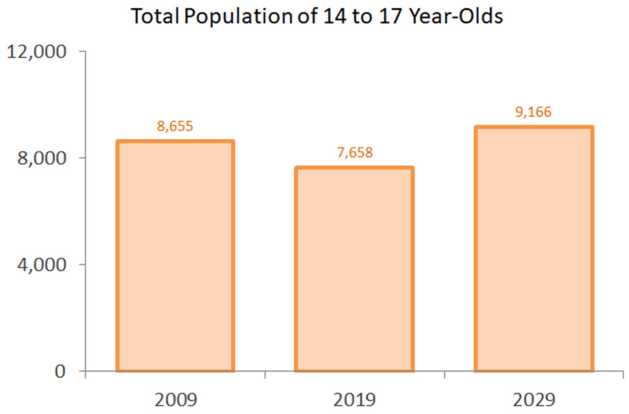
Group 7 is located in the southeastern area of Toronto and generally includes TDSB Wards 15 (Trustee Story) and 16 (Trustee Aarts). This group is served by a number of collegiates, one former technical-commercial school, four alternative schools, one EdVance program among others.

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 quadmestered 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.

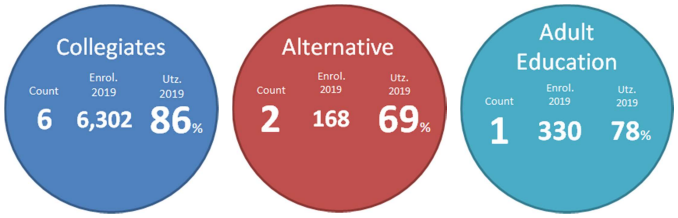
See Appendix 4M for the Looking Ahead 2029 and Roadmap to 2029 for Group 7.

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

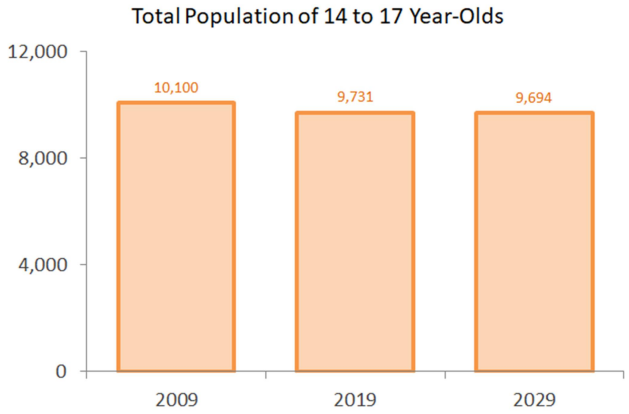


Enrolment in this group has declined since 2008, from approximately 8,157 students to just over 6,800 today. Projections suggest that enrolment will remain stable over the next five to 10 years.

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.

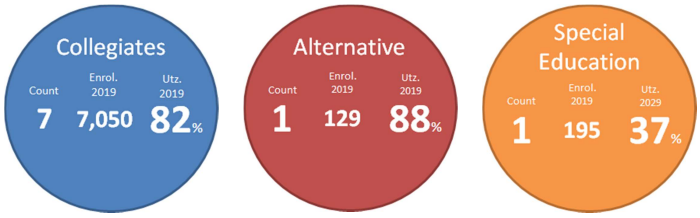
See Appendix 4O for the Looking Ahead 2029 and Roadmap to 2029 for Group 8.

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.

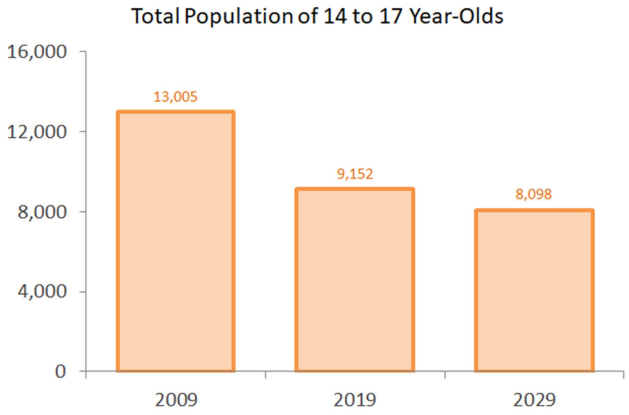
Summary of Secondary Schools in Group 9



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.

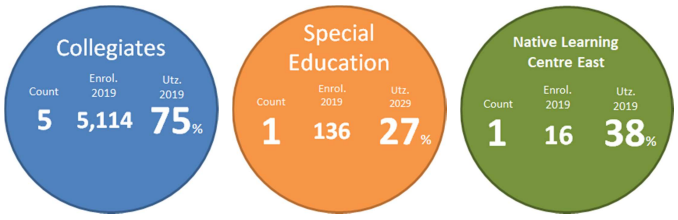
See Appendix 4Q for the Looking Ahead 2029 and Roadmap to 2029 for Group 9.

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

Group 10

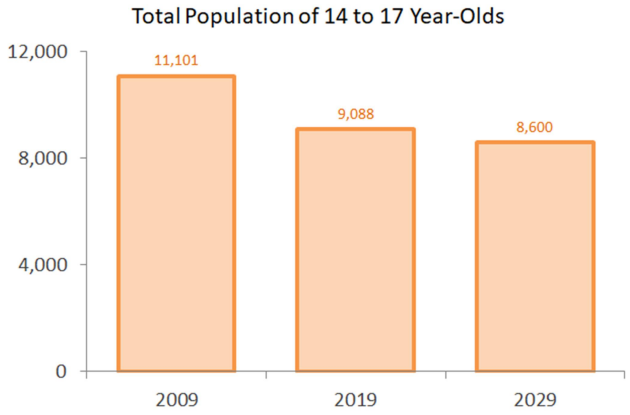
Group 10 is located in the southeastern part of former Scarborough and generally includes TDSB Wards 19 (Trustee Patel) and 22 (Trustee Sriskandarajah). This group is served by five collegiates, one congregated special education school and the Native Learning Centre East.

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.

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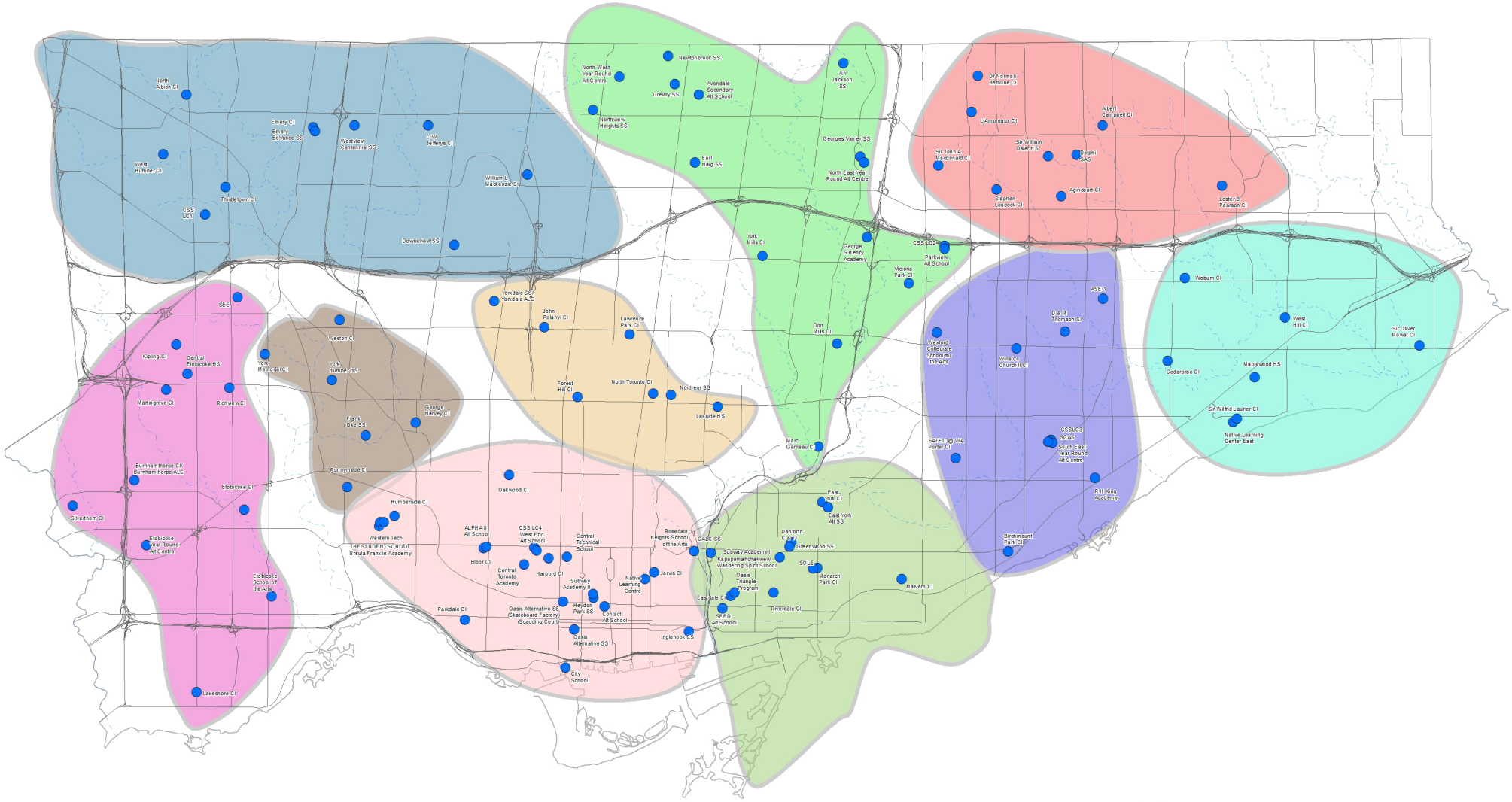
Toronto District School Board

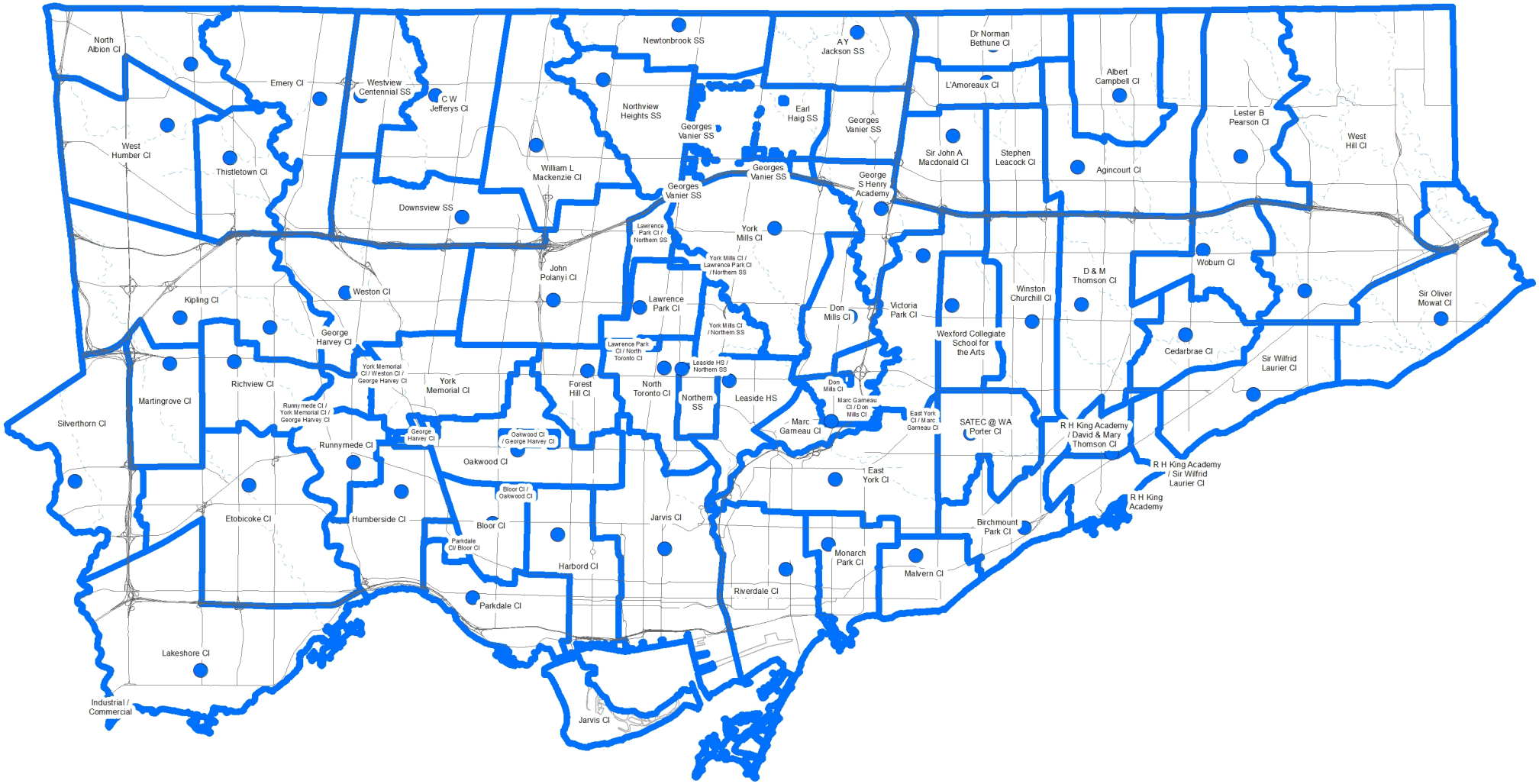
System map of Secondary School Groups



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

tdsb
Toronto District School Board

Collegiates and Attendance Areas



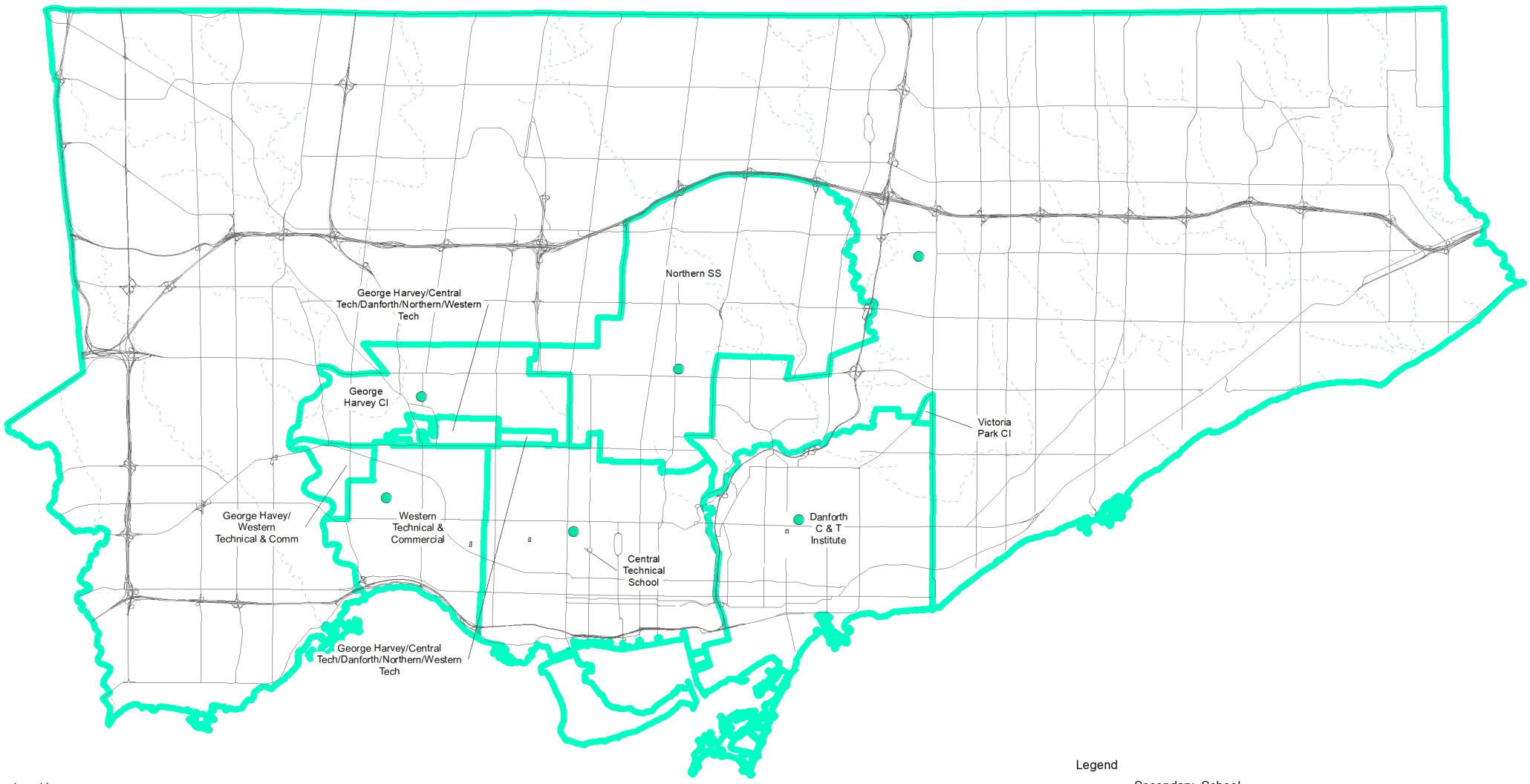
Produced by:
Strategy & Planning, TDSB
May 2020
Source:
Base Map- Geospatial Competency Centre
Facility - Strategy & Planning, TDSB

0 1 2 4 6 8
Kilometers

Legend
Collegiate
Collegiate Attendance Area
Major Road
Waterway

Toronto District School Board

Technical Schools and Attendance Areas



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

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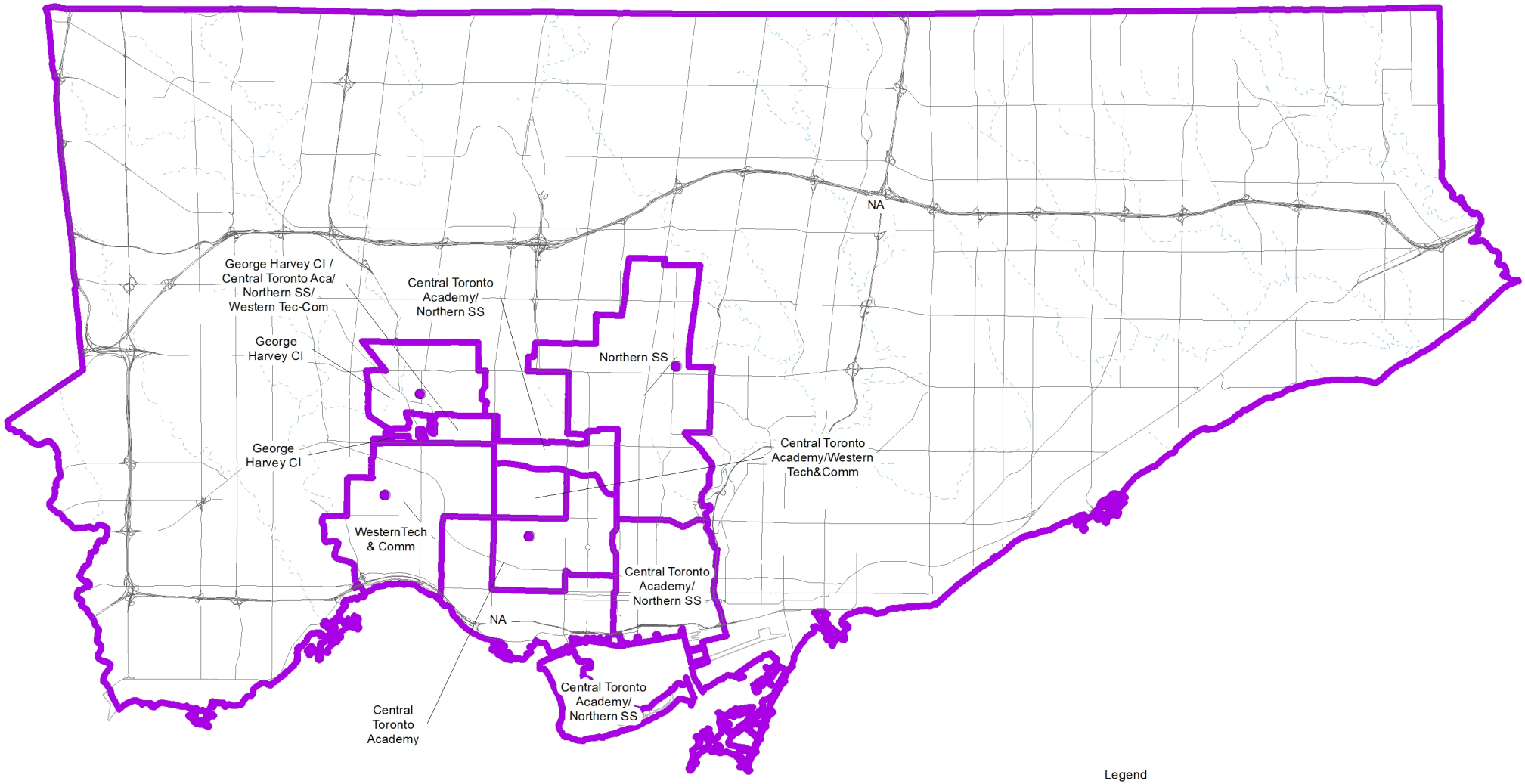
Toronto District School Board

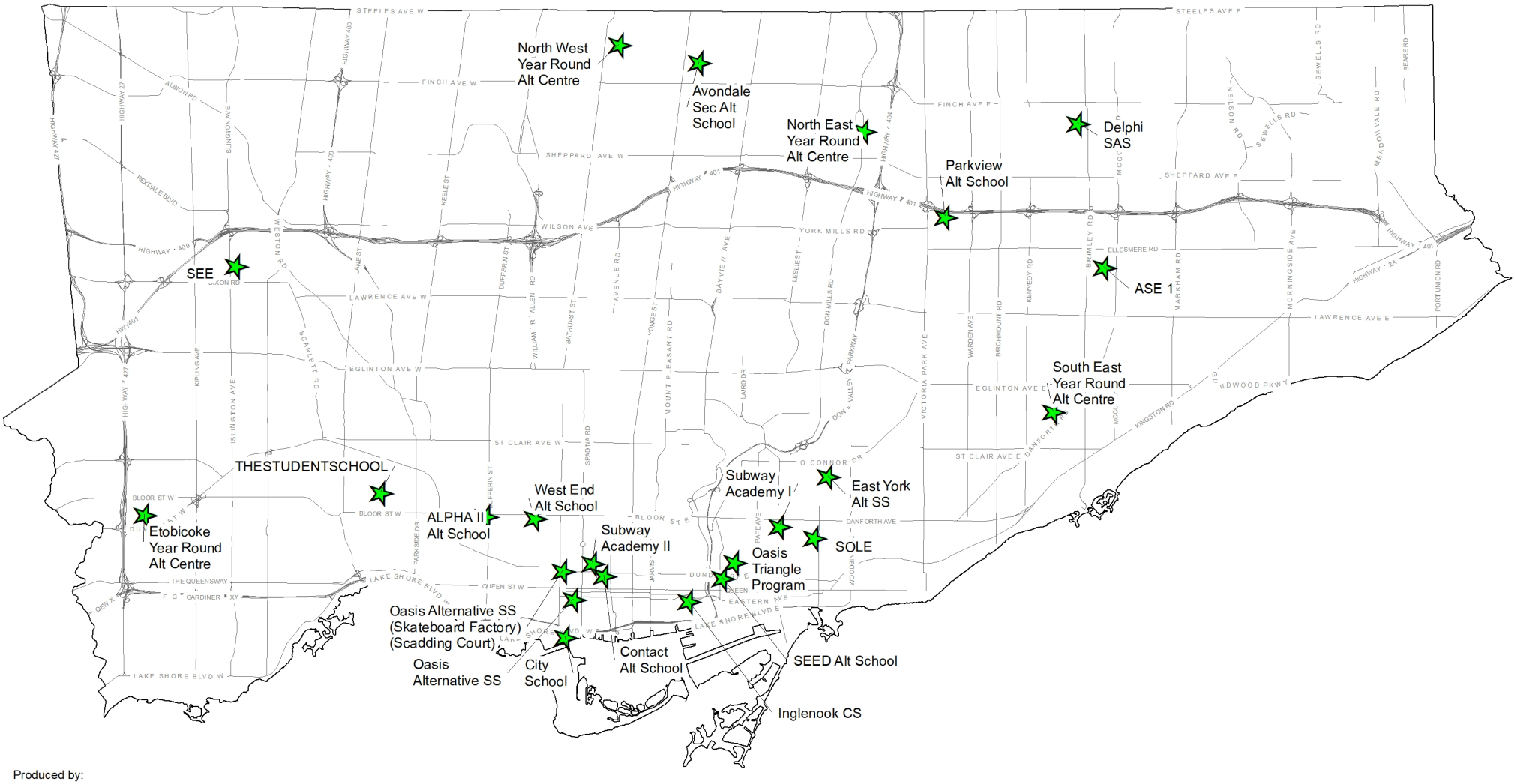
Commercial Schools and Attendance Areas



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

Toronto District School Board

System Map of Alternative schools



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

L:TDSB/B01/ Secondary Schools 2019

0 1.25 2.5 5 7.5 10 km

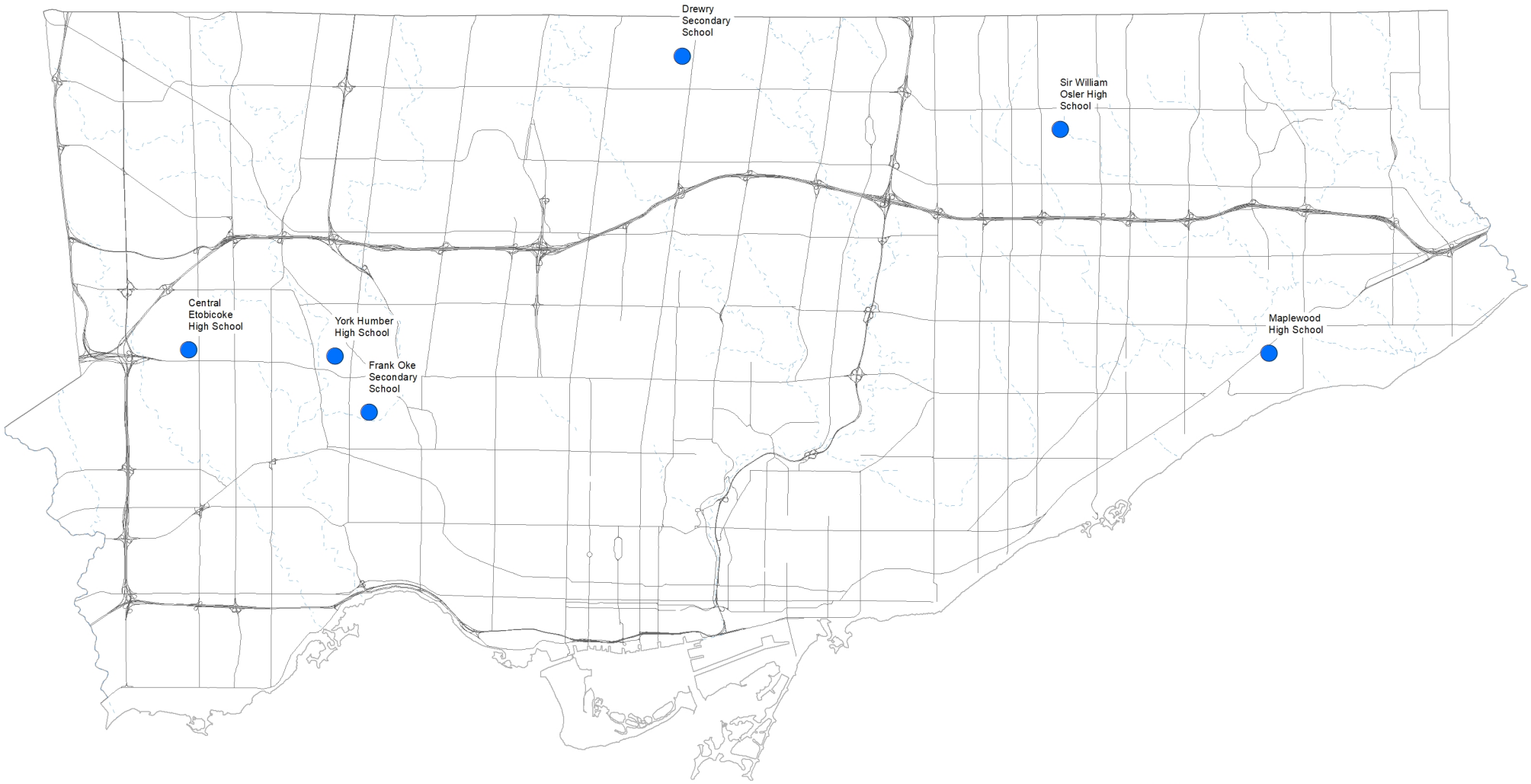
Alternative

Major Road

Waterway

Toronto District School Board

System map of Congregated Special Education Schools



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May 2020
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Map of Eastdale CI, Heydon Park SS and Greenwood SS

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0 1 2 4 6 8
Kilometers

Legend
Other
Major Road
Waterway

Toronto District School Board

System map of EdVance programs

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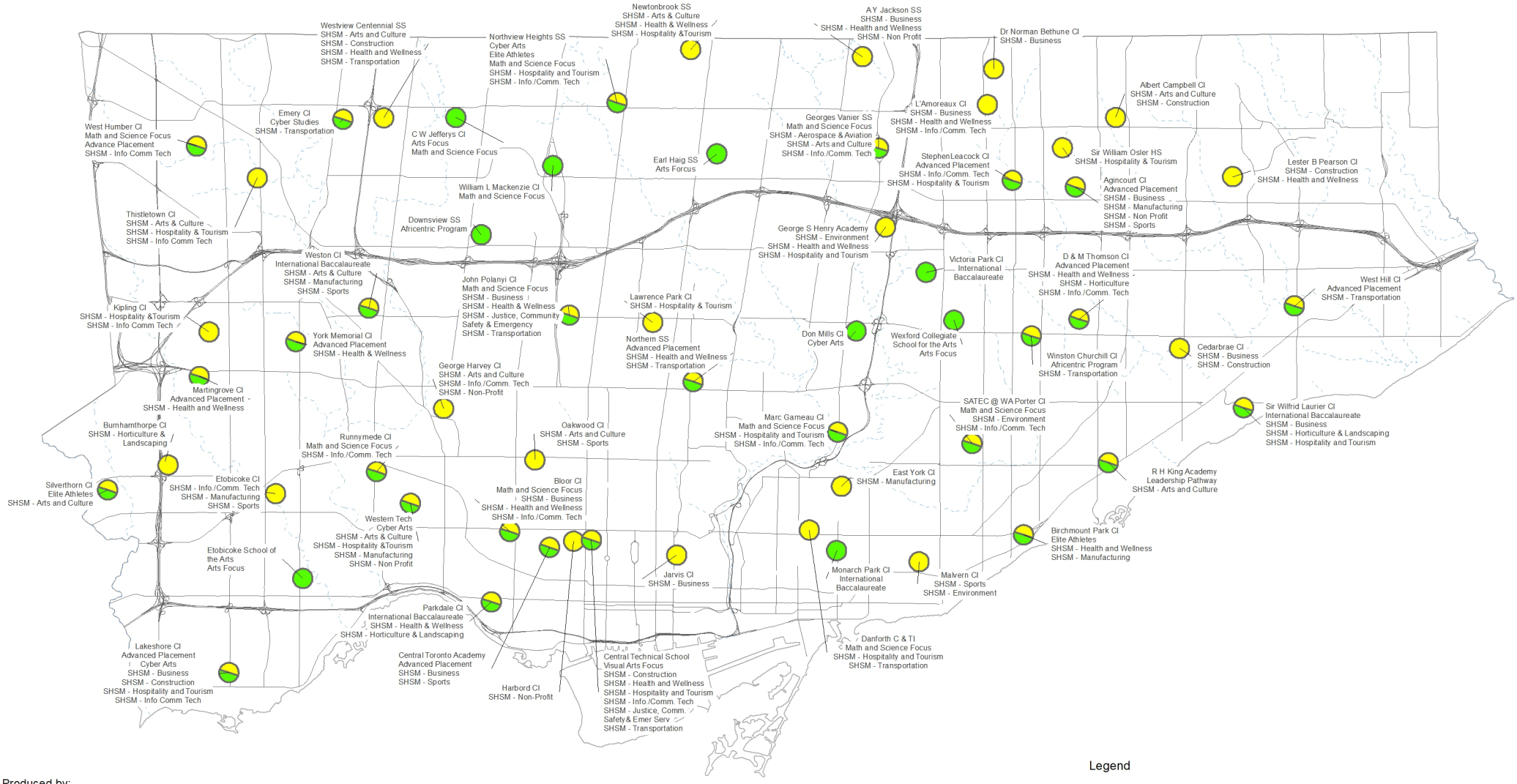
System Map of Specialized Programs and SHSM Programs



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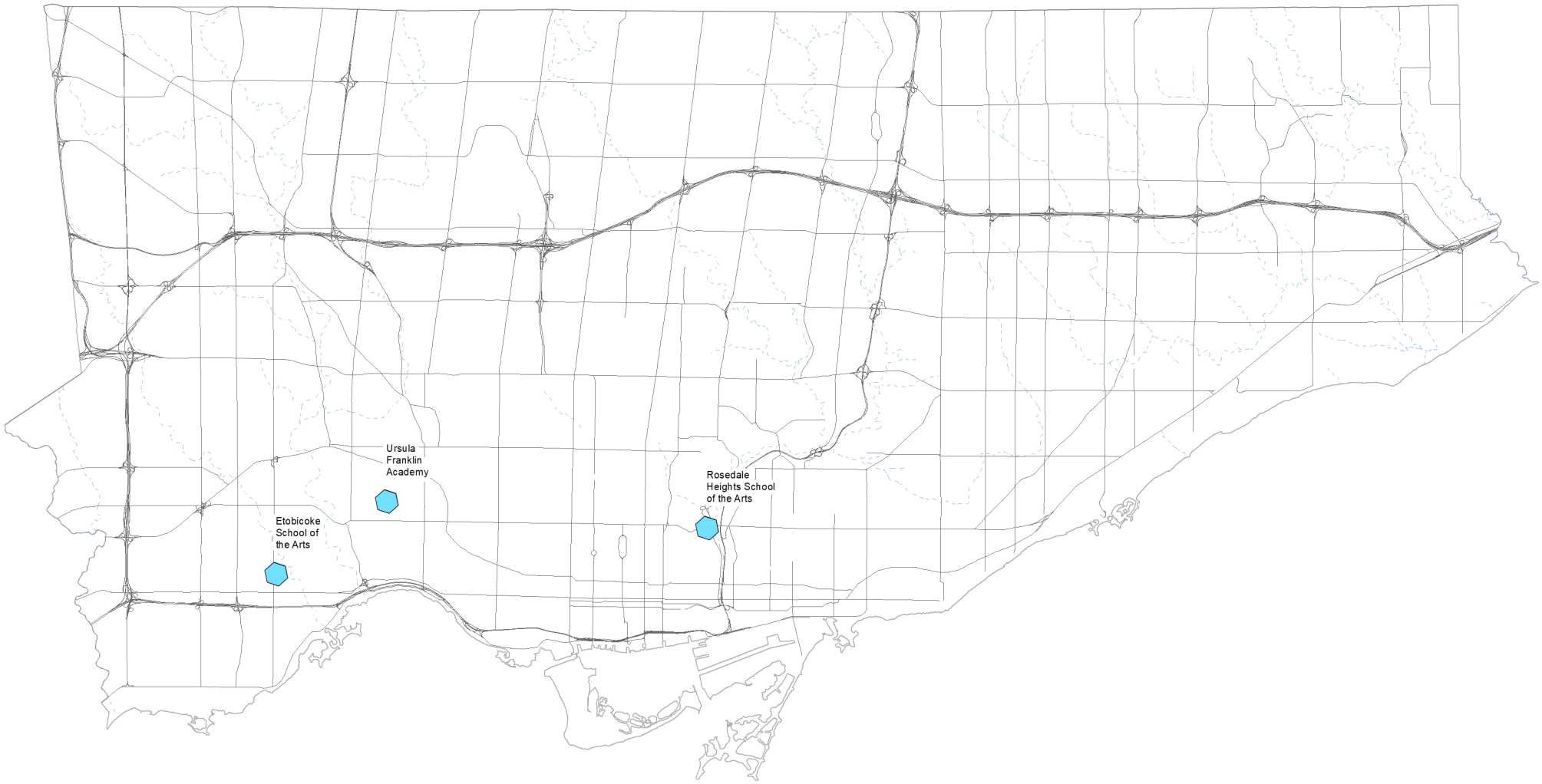
System Map of Specialized Schools



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System Map of Indigenous Programs

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Kilometers

Legend

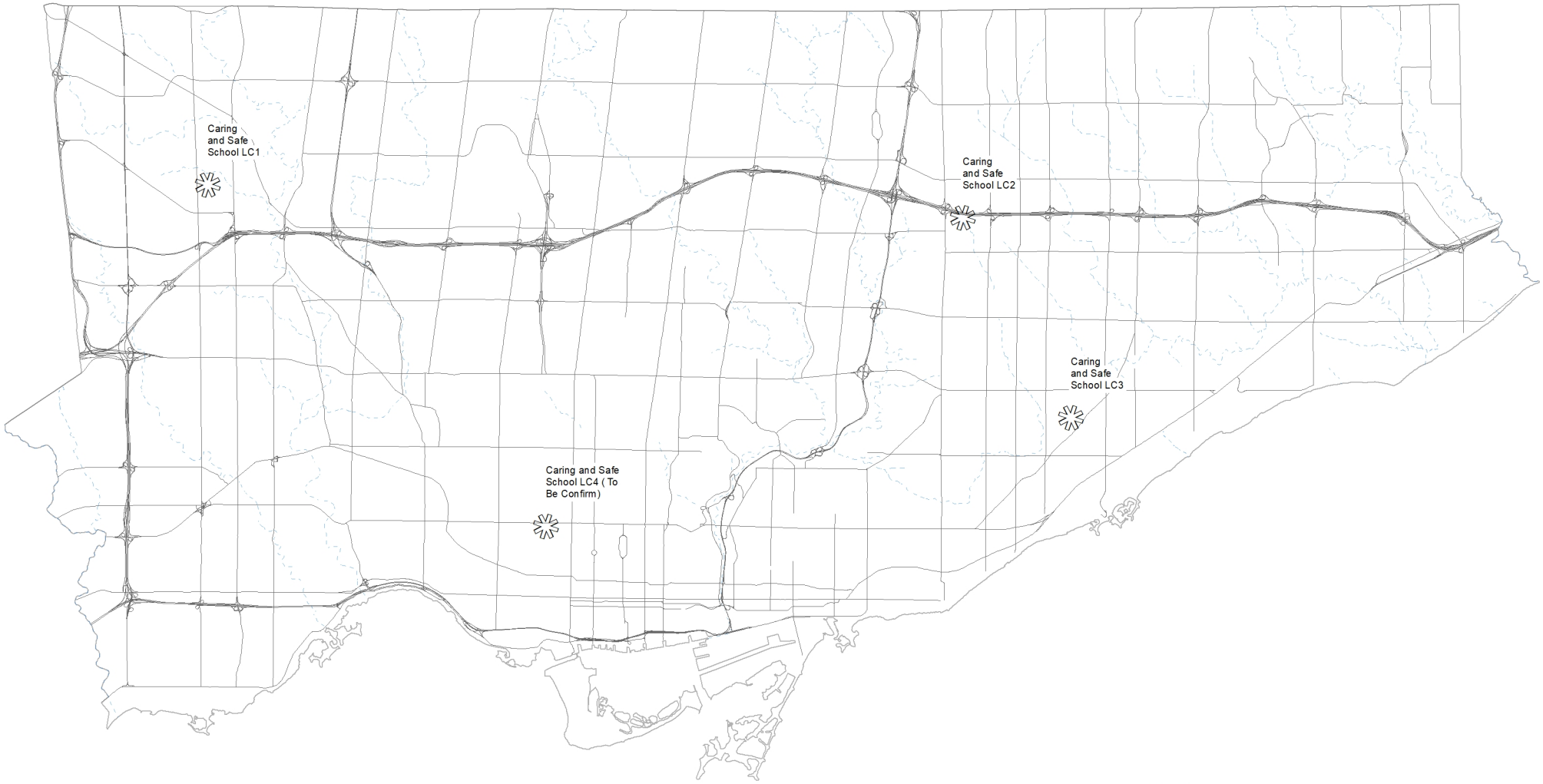
Indigenous Program

Major Road

Waterway

Toronto District School Board

System Map of Caring and Safe Schools



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Kilometers

Legend

Caring and Safe School

Major Road

Waterway

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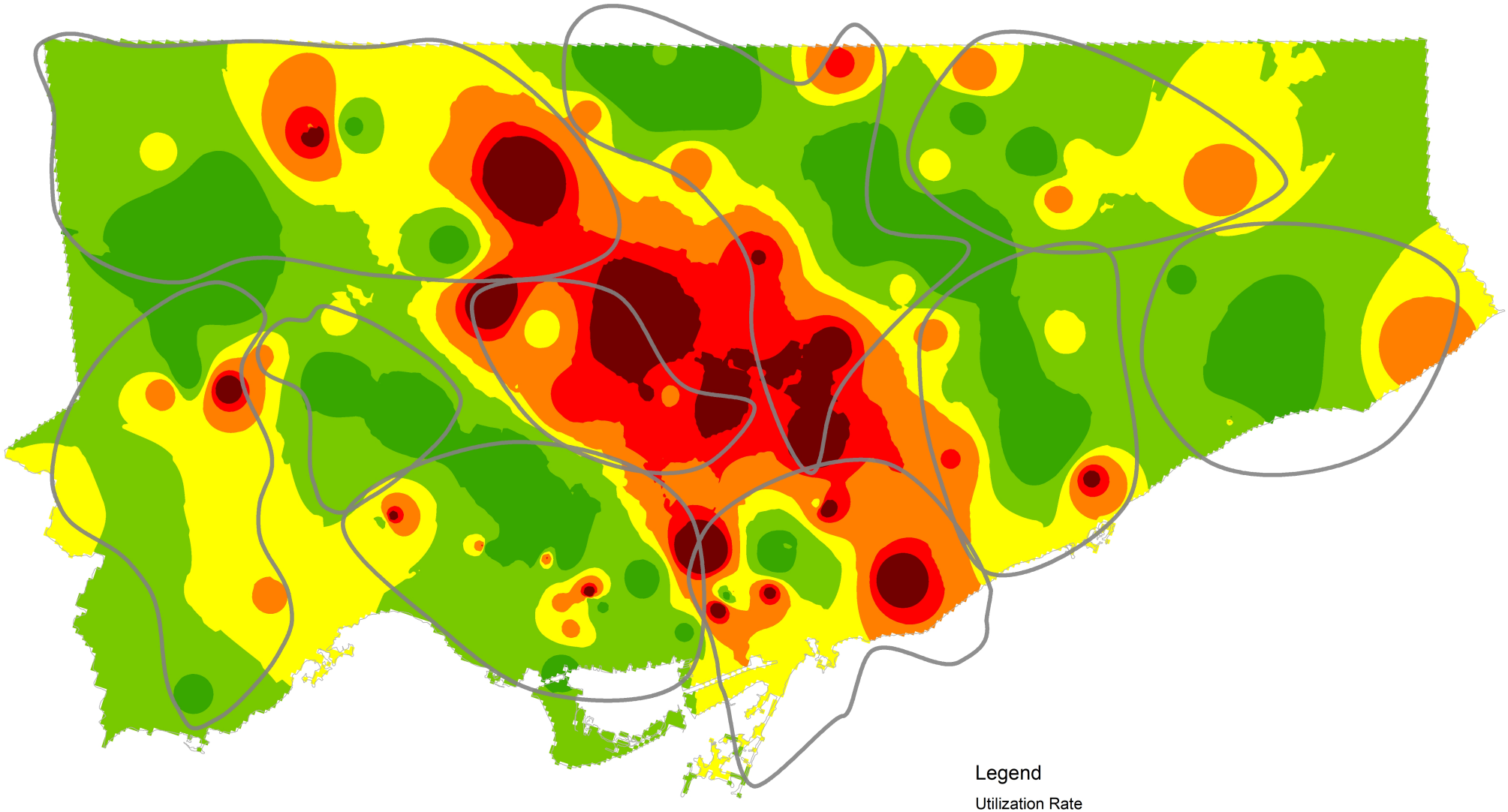
Secondary School Utilization Rates 2019



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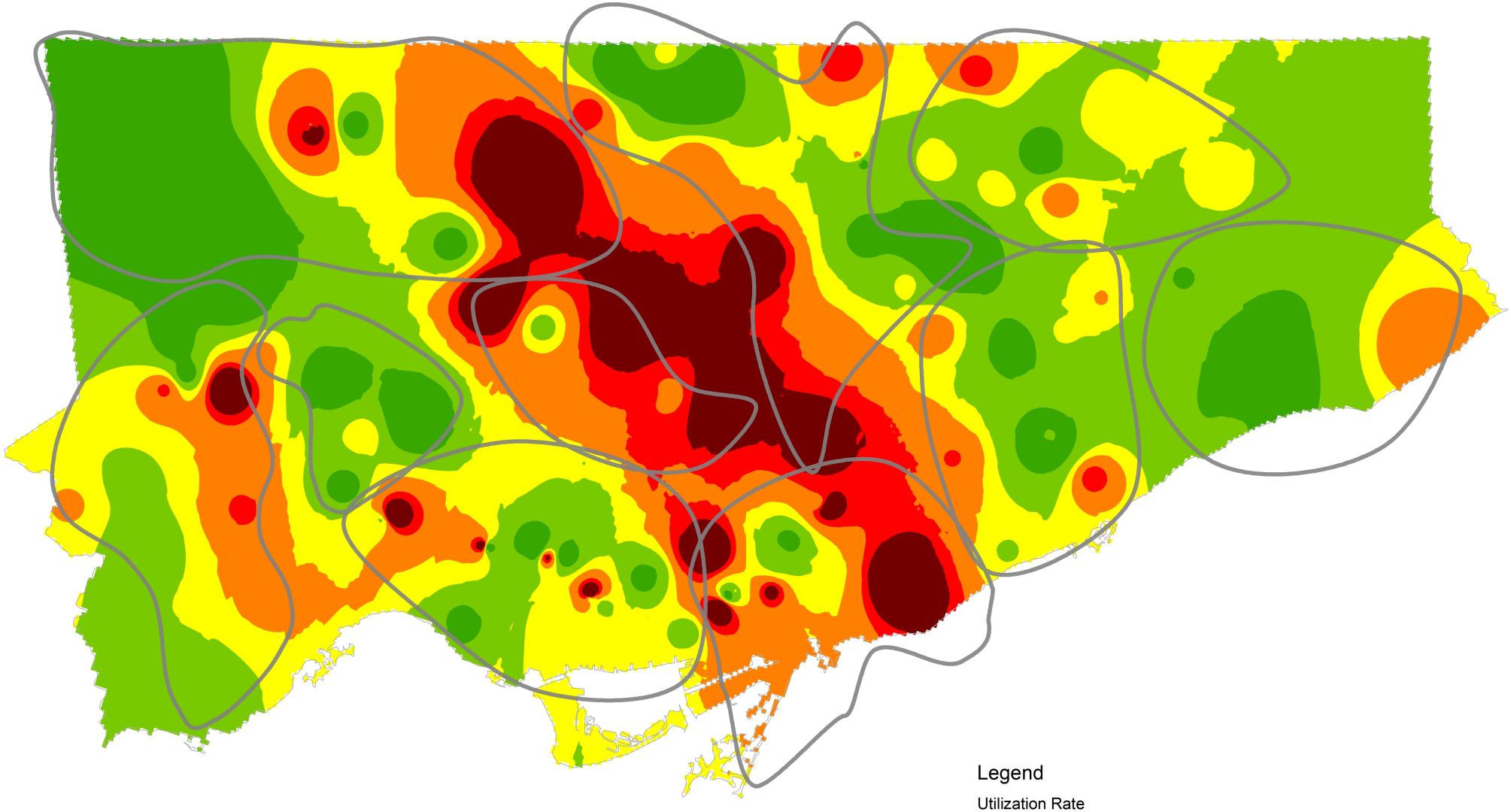
Secondary School Projected Utilization Rates 2029



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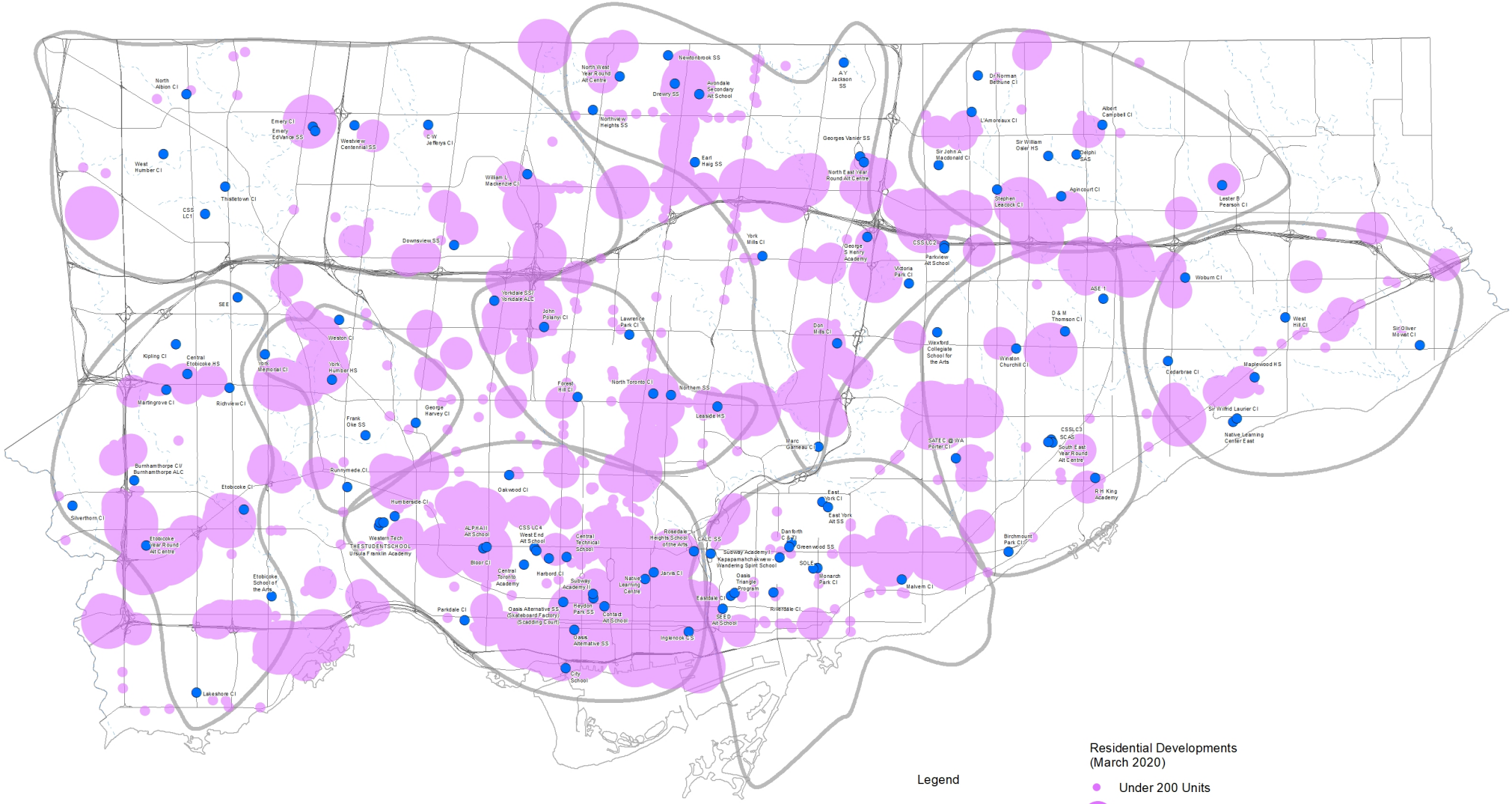
System map of Secondary School Groups
Residential Developments (March 2020)



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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

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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 opportunites 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.

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"[1] and recommended that a newly developed action plan for secondary school programs be approved. The overarching vision of this action plan is that a*ll 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[2].

[1]Toronto District School Board. (2019). *Secondary Program Review*. Toronto District School Board.

[2] 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[3]. 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.

[3] 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 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)[4]. 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	Online Survey: • Email distributed to a representative sample of students in Gr. 6 to 10 • Survey link available online from February 20, 2020 to March 13, 2020	**729 respondents** • 255 Gr. 6/7/8 • 460 Gr. 9-12 • 14 other- adult learners/co-op students • 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.
Students enrolled at UIEC/Wandering Spirit School	Focused conversation on January 31, 2020	**15** Students
Student Senate	Focused conversation on February, 27 2020	**20** students

[4] Toronto District School Board. (2018). *Directors response to the Enhancing Equity Taskforce.*

Table 2: The Public - Engagement Details

Engagement Methods	Population Details
Four Public Consultation Sessions: • Western Technical-Commercial School • East Education Office • C W Jefferys Collegiate Institute • John Polanyi Collegiate Institute	Approximately **200 attendees** made up mostly of parents and a small number of students and staff. Many were families in specialized programs. **In conjunction with the Optional Attendance (P013) review.*
Public Online Survey: • Available from November 2019 to February 28, 2020. **Families, students, staff, and community members were all invited to complete this survey.*	**2,484** respondents • Parents: **2,019 respondents** (current and future) [1216 elementary; 527 middle; 1050 secondary] • Students: **241 respondents** [19 Gr. 6/7/8; 222 Gr. 9-12] • Staff: **134 respondents** [1 superintendent, 9 central admin, 14 principals/VPs, 13 school support staff, 96 teachers, 1 trustee] • Other: **90 respondents** [former students, former parents/grandparents; community members/tax payers, etc.] **There was representation from all wards. There were fewer respondents from the furthest east and west wards (Scarborough and Etobicoke) than more central wards.*
Two Online Question and Answer Sessions: • Thursday January 30, 1:00 pm • Thursday January 30, 7:00 pm **Q and A sessions were posted online for viewing.*	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.
Open feedback collected	Total number: Approximately **220 emails**.

	**In conjunction with the Optional Attendance Policy (P013) Review.*
Focused Conversations with Community Advisory Committees (CAC)	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). Additional email feedback and meetings with PIAC and SEAC.

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	**Approximately 24** (school-based and non-school based staff)
Principals and Vice Principals	Focused conversation with TSAA representatives on January 30, 2020	**Approximately 22** principals and vice-principals
Staff teaching at Urban Indigenous Education Centre/Wandering Spirit School	Focused conversation with staff January 31, 2020	**6 Staff**
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	**Approximately 10** principals and vice-principals
Staff at Alternative	Focussed conversation with staff at Alternative Secondary Schools on	**Approximately 85** staff

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

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 progams, 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)

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

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

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

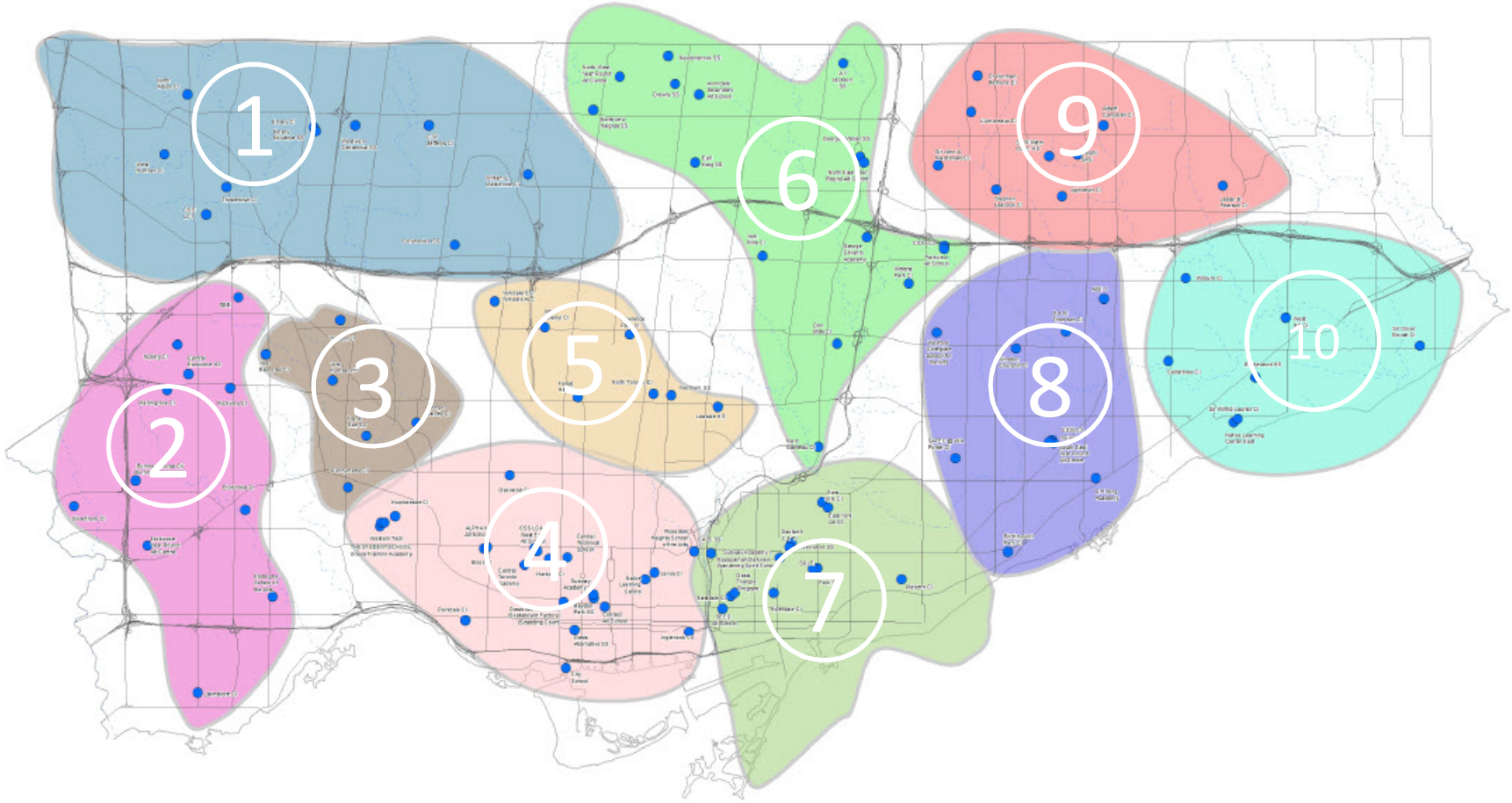
12. If considering attending a secondary school outside of your neighbourhood, what would be the furthest distance you would be willing to travel to attend another regular school or specialized/alternative program/school? (in time)
13. Please provide any additional comments you feel is relevant to this review.

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

Appendix 4

Looking Ahead – 2029

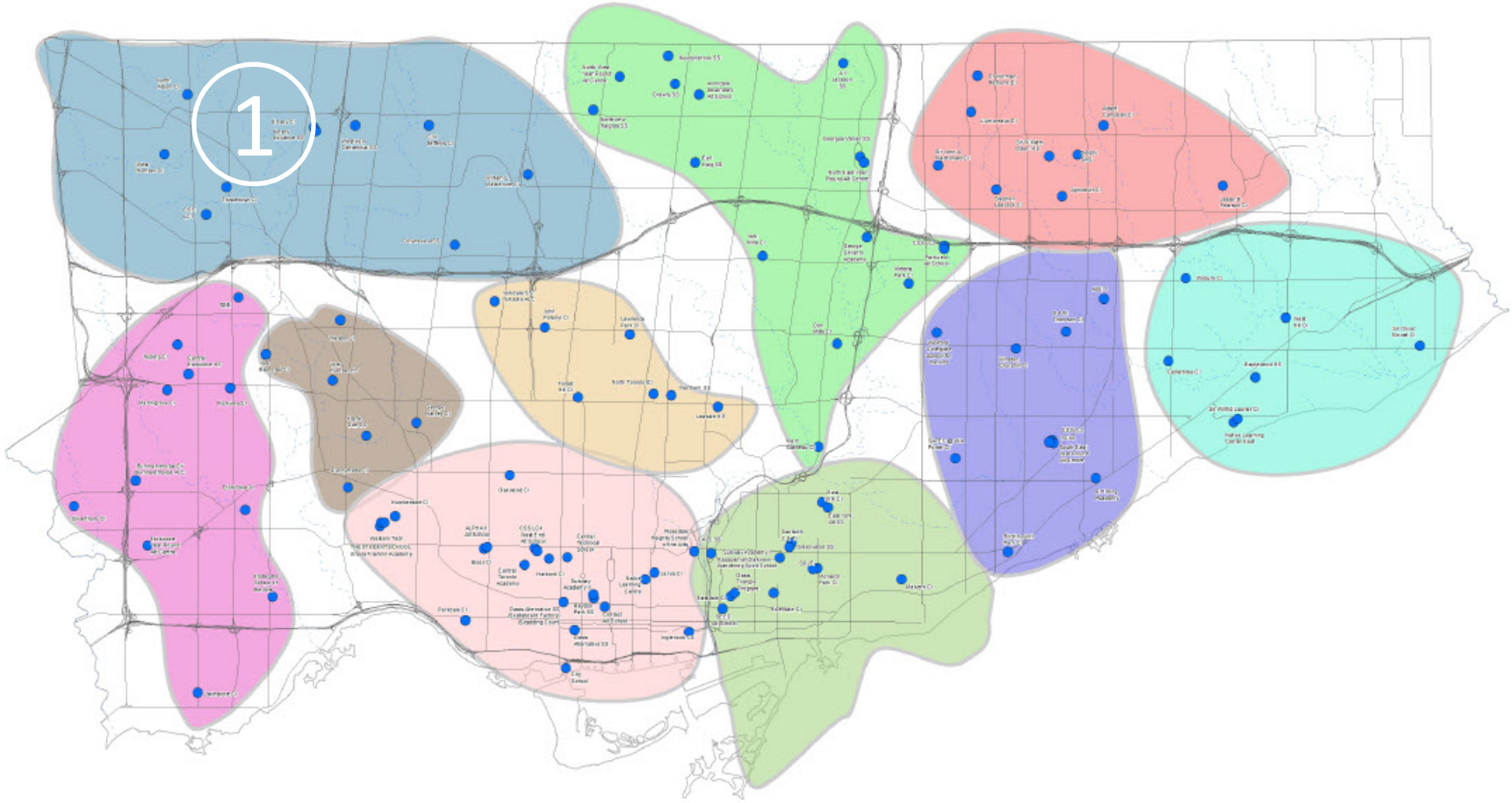
Secondary School Groups



SECONDARY PROGRAM REVIEW

Looking Ahead 2029
Group 1

Appendix 4A



SECONDARY PROGRAM REVIEW

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

Appendix 4A

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 (Capacity - Enrolment)	2,891	3,369	478
Utilization Rate (Enrolment / Capacity)	70%	65%	-5%

Number of Secondary Schools

Less than 65% Utilization

Over 100% Utilization

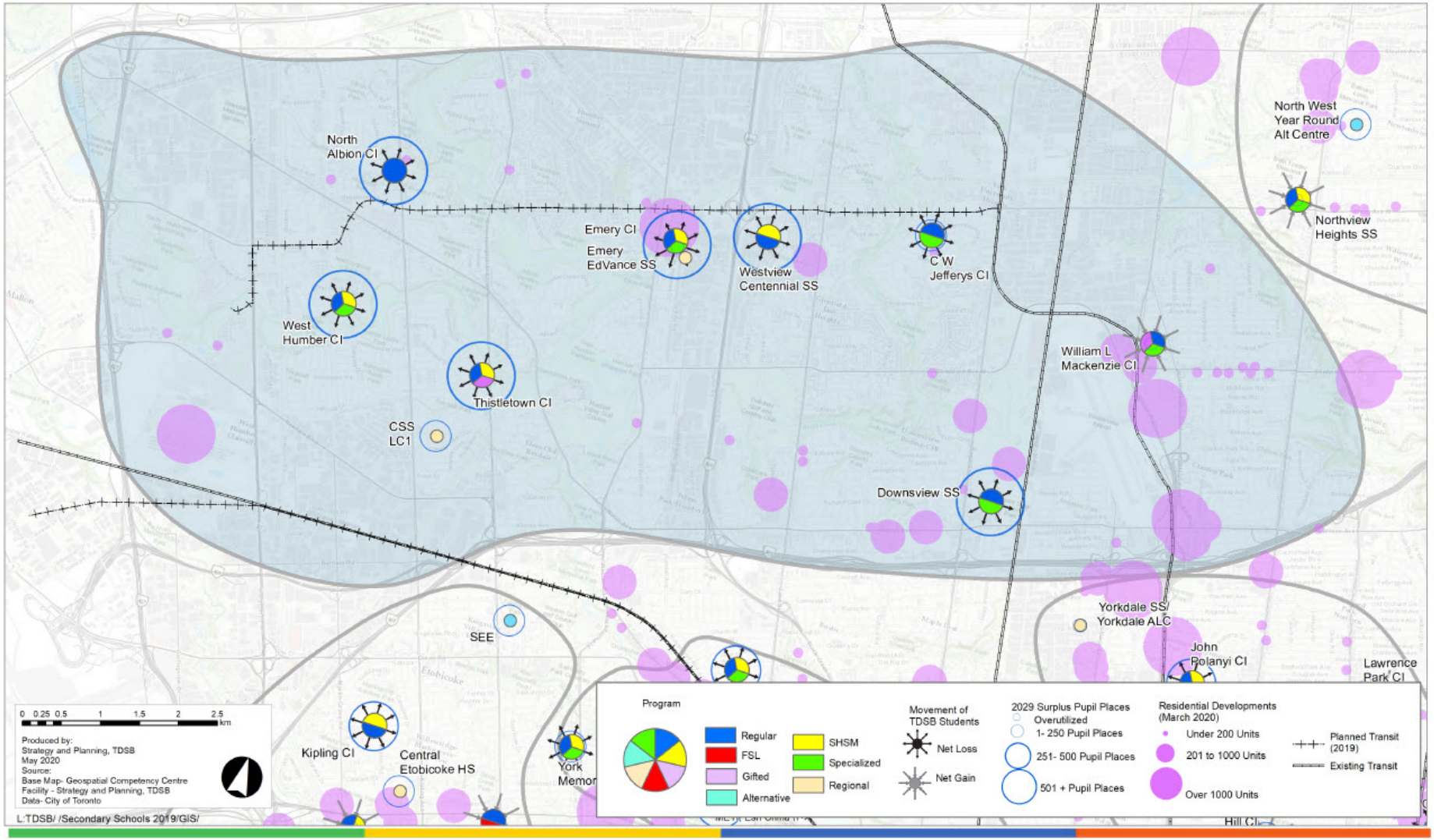
Appendix 4A

Looking Ahead 2029 - Group 1

Context Map

tdsb
Toronto District School Board

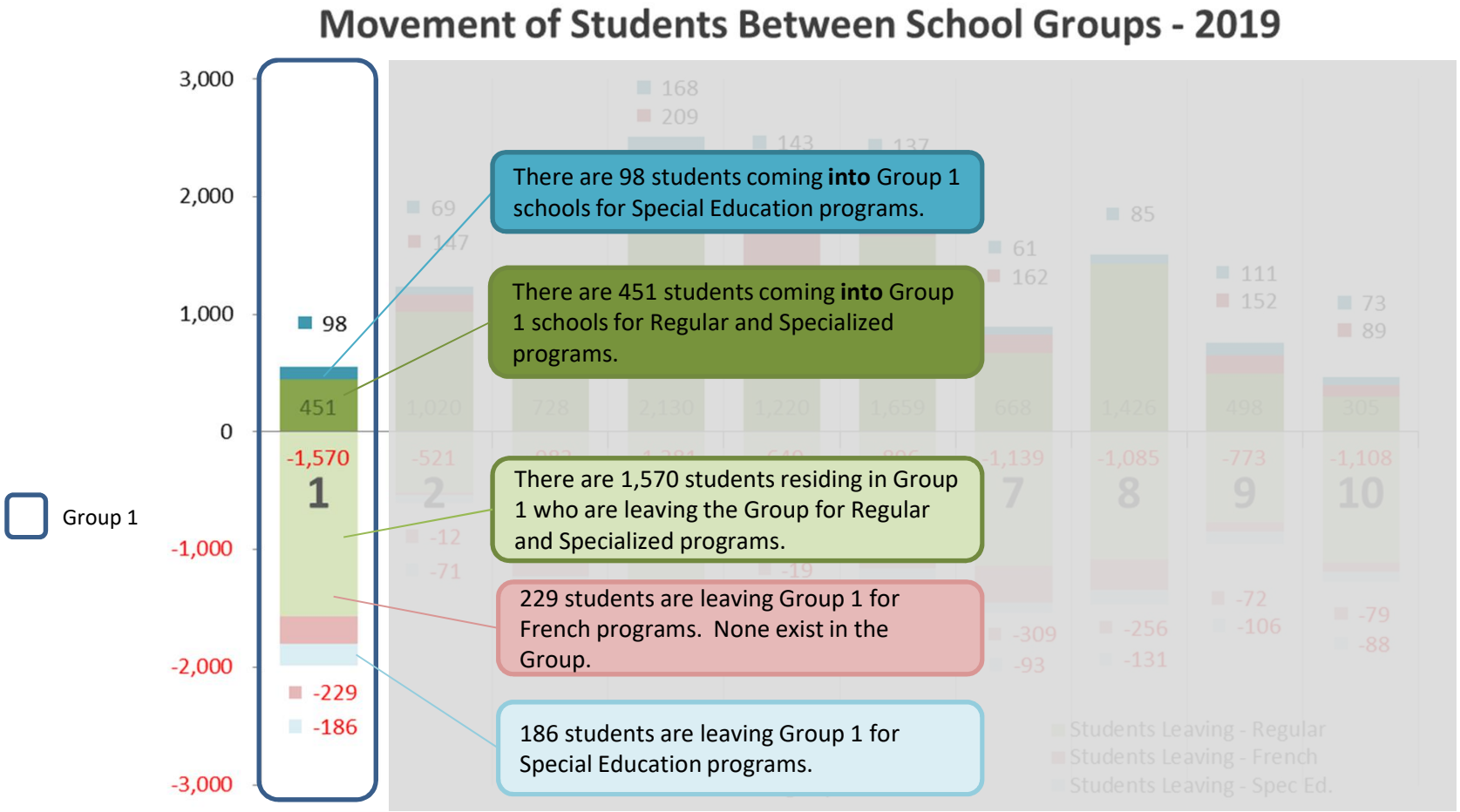
Secondary Program Review – Group 1



Looking Ahead 2029 - Group 1

Appendix 4A

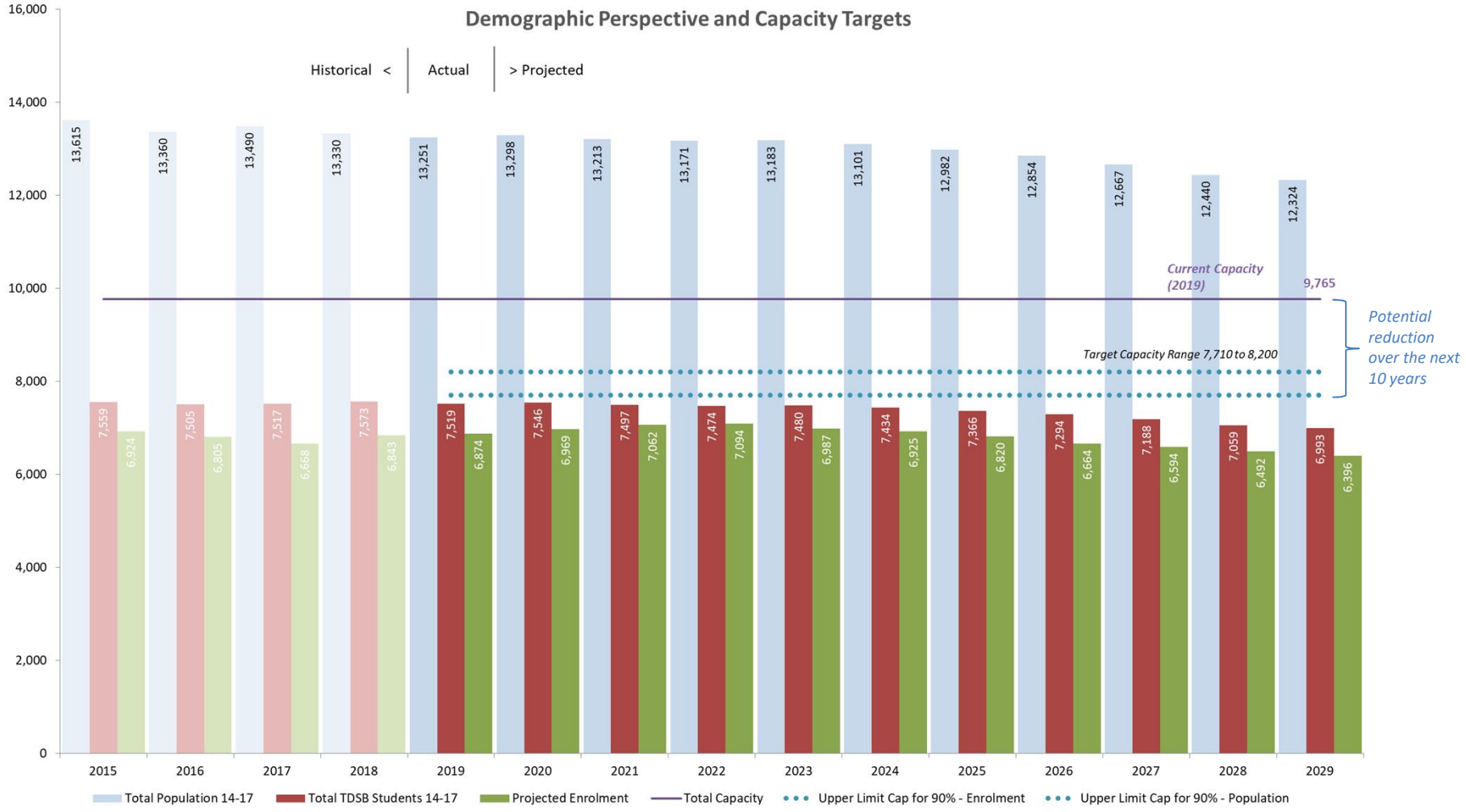
Movement of Students



- 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

- **Target a reduction of surplus capacity between 1,565 and 2,065 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.

- **French Immersion pathway to provide a local opportunity for students**
  - There are no programs in Group 1, resulting in students having to travel to schools outside of Group 1
  - Students considerable distances or are not continuing with French programs in secondary school.

- **Explore a dedicated Adult Learning Centre to support increasing demand**
  - The Board will continue to support Adult learners in environments that benefit all students.

- **Review existing Gifted programs, their current locations and viability**
  - There are two secondary Gifted programs within this group

- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

- **Review of Specialized Programming to increase access for local students**
  - Review of Optional Attendance data from 2019-20 to determine which programs students are applying to.
  - Determine how these programs may be replicated or better supported within Group 1 schools.

- **Reduction of Optional Attendance for regular programs outside of the Group**
  - Review Optional Attendance data from 2019-20 to determine what schools students are applying to fore regular programming.

School Inventory - Group 1

			Current Situation							5 Years Out (2024)						10 Years Out (2029)					
School Name	School Type	LOI (2017)	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	% Overutilized
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

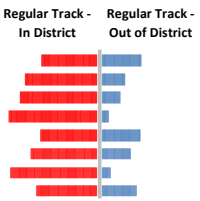
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)
C W Jefferys Collegiate Institute	821					Visual Arts Focus | Math and Science Focus
Downsview Secondary School	596			45	MID DD	Africentric Program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

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%

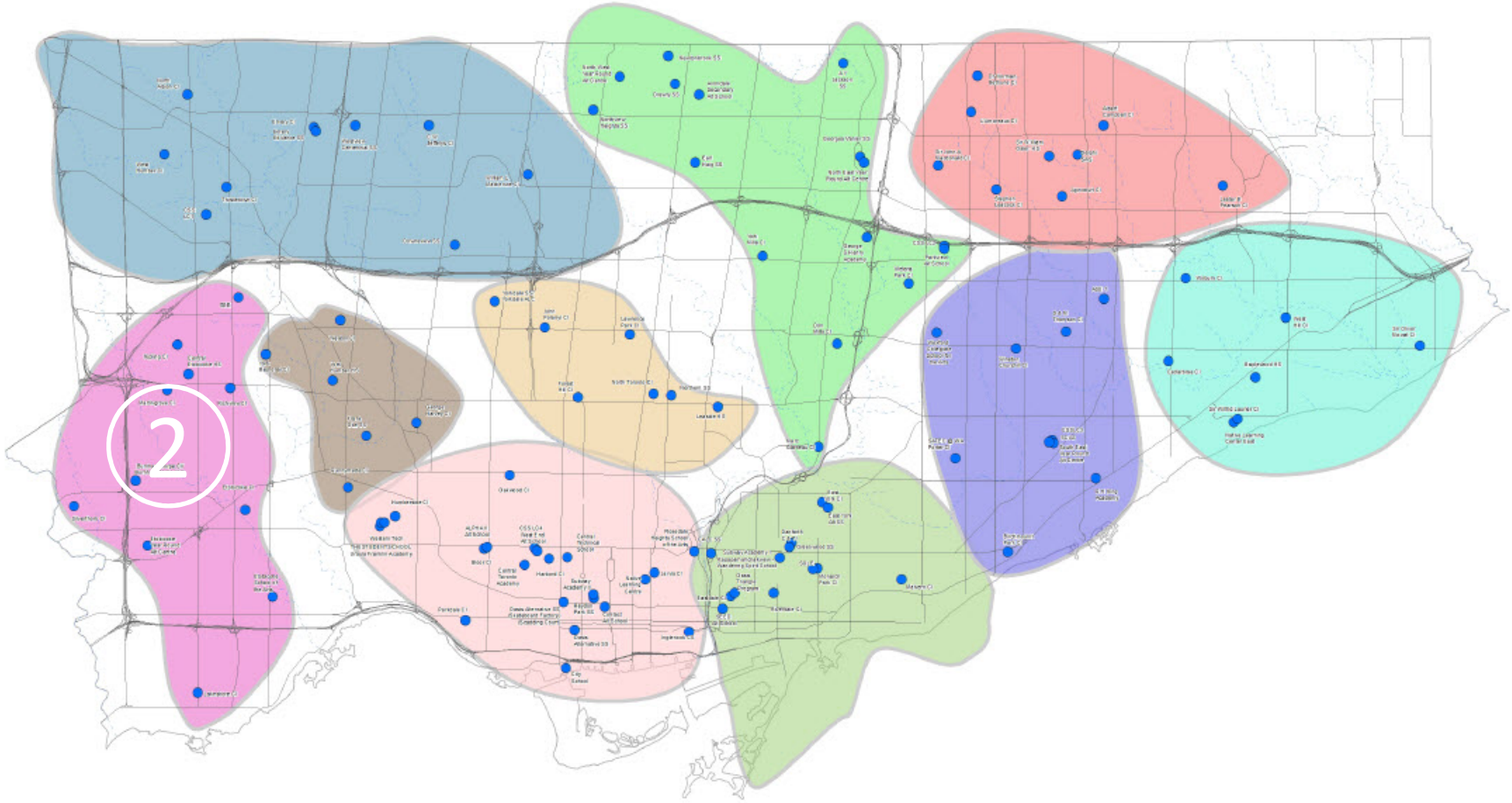
Collegiates - Attending School Summary: Regular Program 2019

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



SECONDARY PROGRAM REVIEW

Appendix 4C

Looking Ahead 2029 - Group 2

List of Schools

Collegiates

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

Alternative Schools

- Etobicoke Year Round Alternative School
- School of Experiential Education

Congregated Special Education Schools

- Central Etobicoke High School

EdVance Programs

- Burnhamthorpe Collegiate Institute

Specialized Schools

- Etobicoke School of the Arts

Appendix 4C

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%

Number of Secondary Schools

Less than 65% Utilization

Over 100% Utilization

Note

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

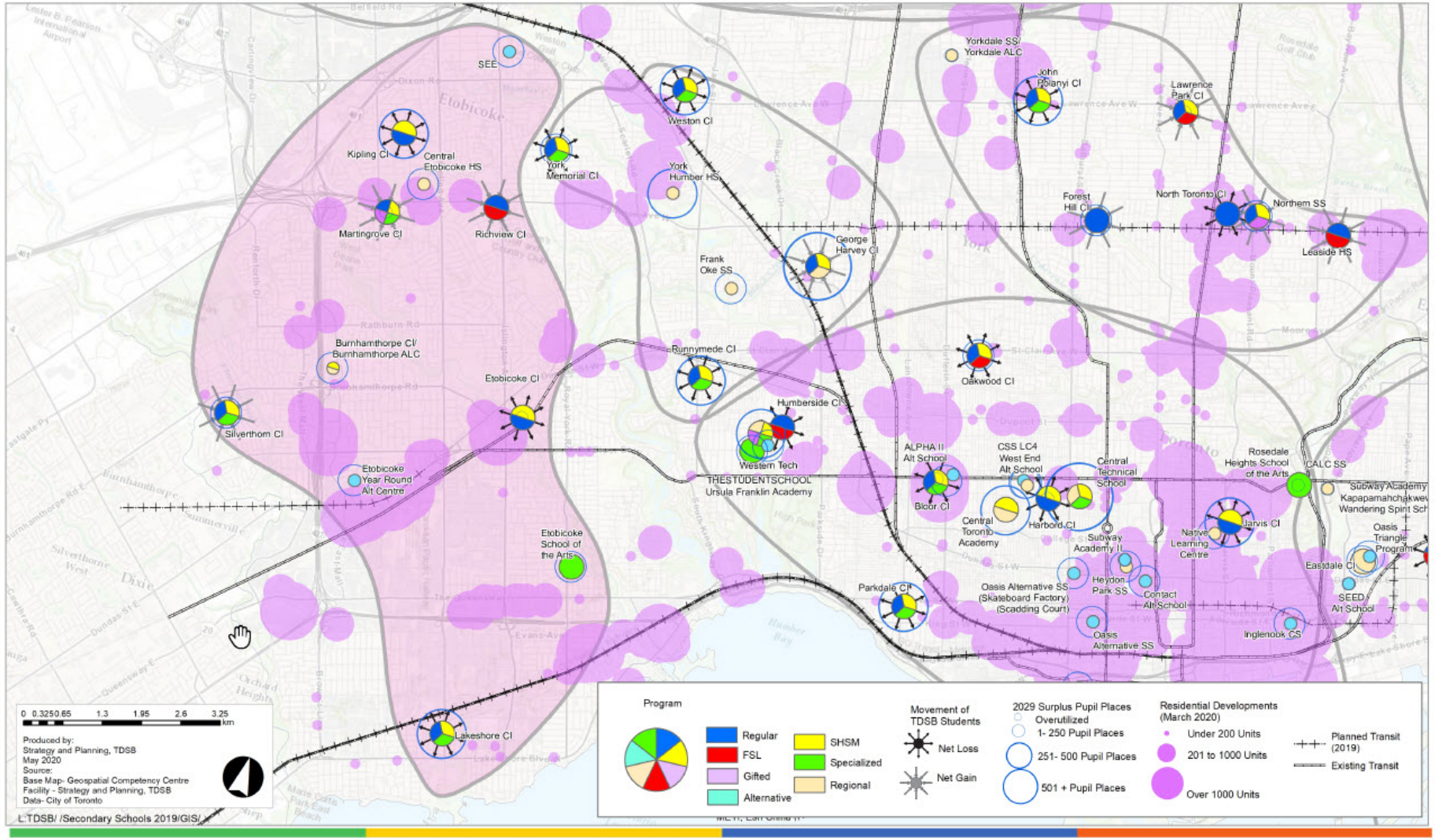
Looking Ahead 2029 - Group 2

Appendix 4C

Context Map

tdsb
Toronto District School Board

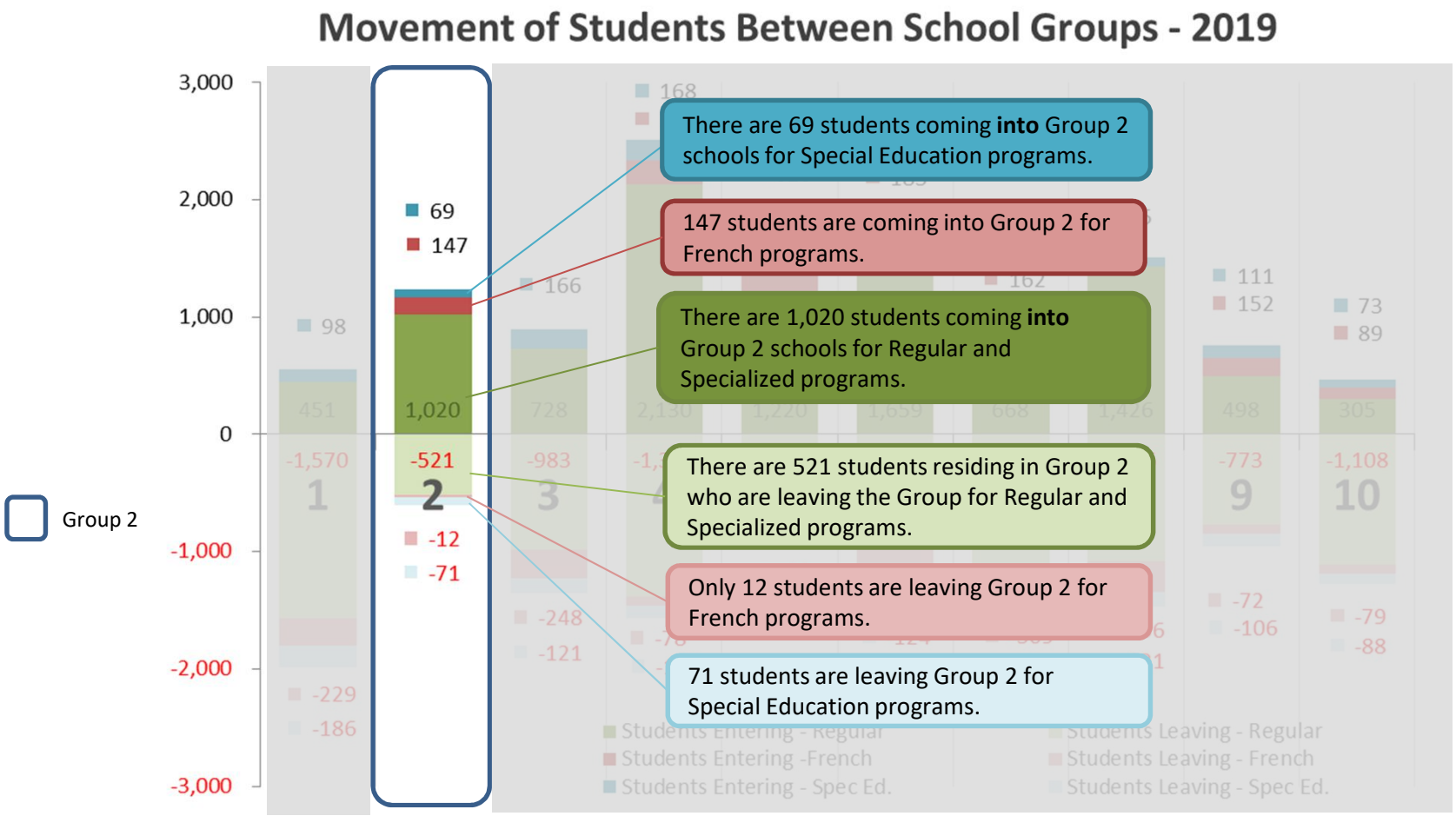
Secondary Program Review – Group 2



Looking Ahead 2029 - Group 2

Appendix 4C

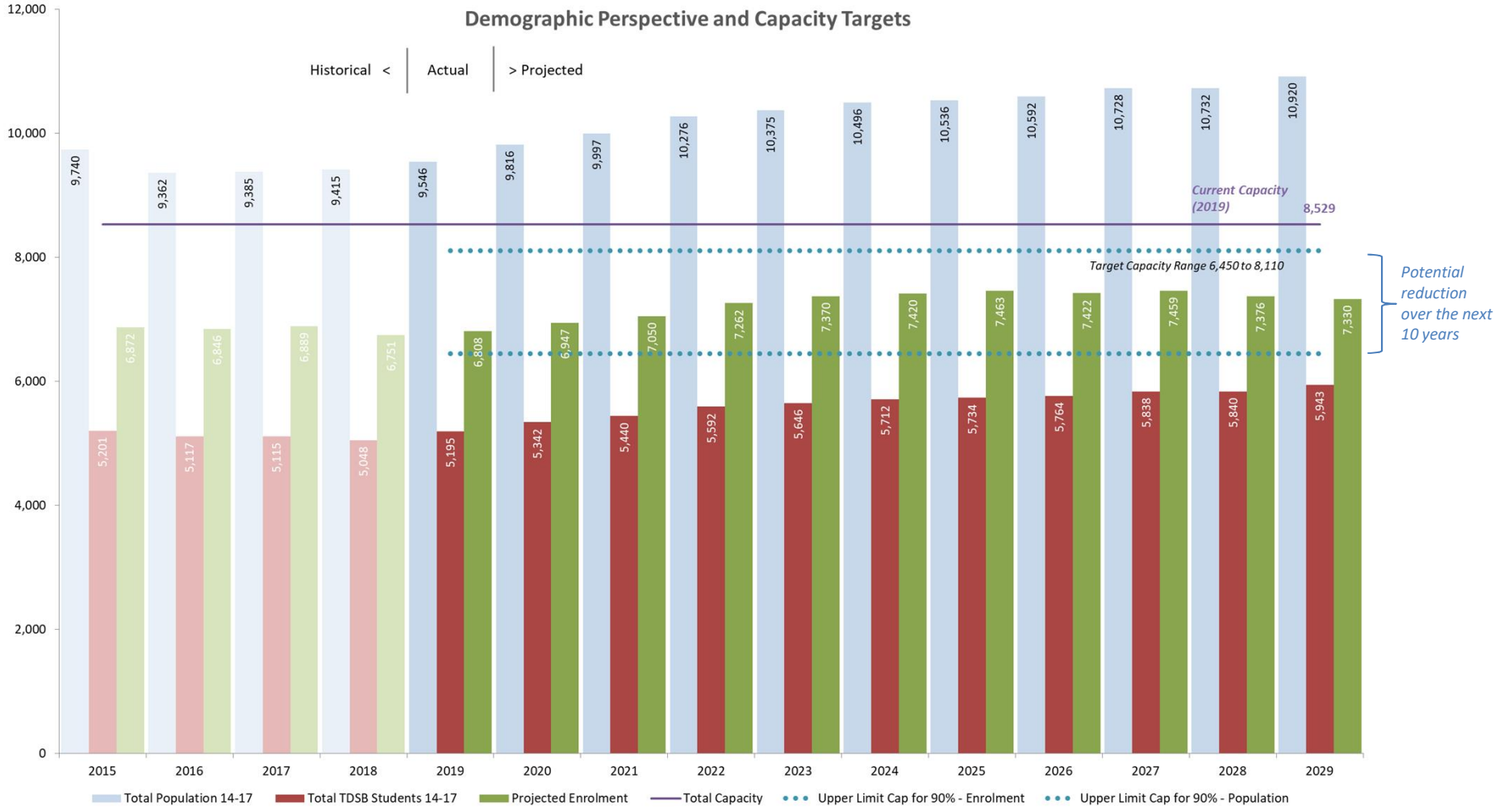
Movement of Students



- 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)

Appendix 4C

Roadmap to 2029 – List of Preliminary Concepts

- **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

			Current Situation							5 Years Out (2024)						10 Years Out (2029)					
School Name	School Type	LOI (2017)	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	% Overutilized
Etobicoke Collegiate Institute	Collegiate	97	1,055	1,263	84%	208				1,262	100%	1				1,297	103%		-34		
Kipling Collegiate Institute	Collegiate	9	519	936	55%	417				479	51%	457				458	49%	478			
Lakeshore Collegiate Institute	Collegiate	70	635	1,098	58%	463				711	65%	387				658	60%	440			
Martingrove Collegiate Institute	Collegiate	74	1,046	1,059	99%	13				1,160	110%		-101			1,103	104%		-44		
Richview Collegiate Institute	Collegiate	92	1,117	873	128%		-244			1,261	144%		-388			1,315	151%		-442		
Silverthorn Collegiate Institute	Collegiate	93	895	1,056	85%	161				970	92%	86				914	87%	142			
Etobicoke Year Round Alternative Centre	Alt	32	40	57	70%	17				35	61%	22				35	61%	22			
School of Experiential Education	Alt	27	108	252	43%	144				81	32%	171				81	32%	171			
Central Etobicoke High School	SpEd	16	134	378	35%	244				179	47%	199				187	49%	191			
Burnhamthorpe Collegiate Institute	EdVance	38	335	507	66%	172				339	67%	168				339	67%	168			
Etobicoke School of the Arts	Specialized	106	924	1,050	88%	126				943	90%	107				943	90%	107			

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

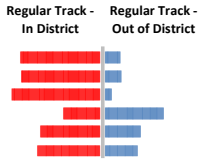
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)
Etobicoke Collegiate Institute	1,014			41	LD	SHSM - Manufacturing | SHSM - Info./Comm. Tech | SHSM - Sports
Kipling Collegiate Institute	519		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

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-Area Students	Total Attending Local School (Reg. Track) and %	
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	890	584	66%

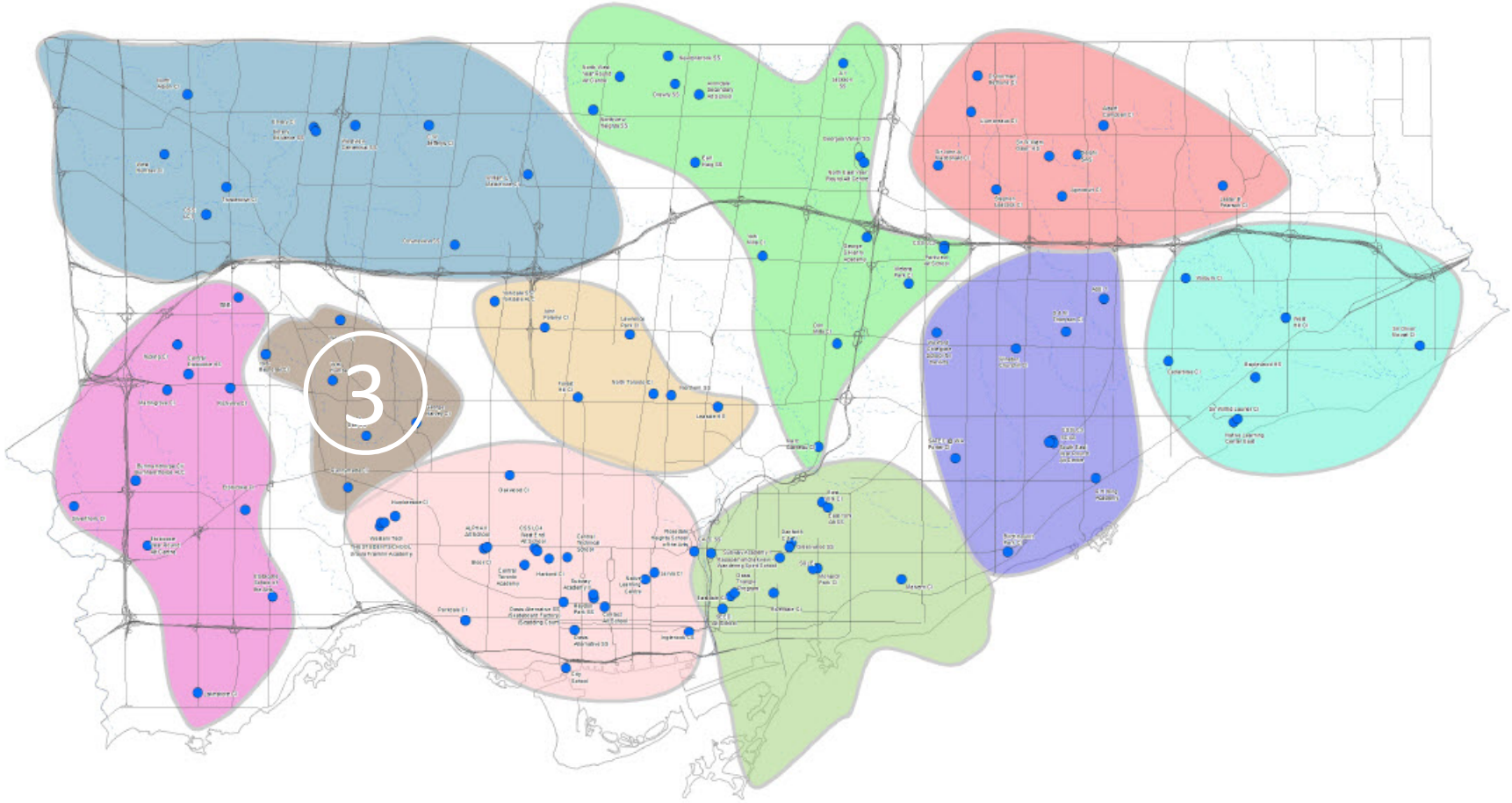
Collegiates - Attending School Summary: Regular Program 2019

School Name	Total Enrol. Reg Track	Total In-District (Reg. Track) and %		Total Out of District (Reg. Track) and %	
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



SECONDARY PROGRAM REVIEW

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

Appendix 4E

Looking Ahead 2029 - Group 3

Key Facts

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

Number of Secondary Schools

6

Less than 65% Utilization

4

Over 100% Utilization

-

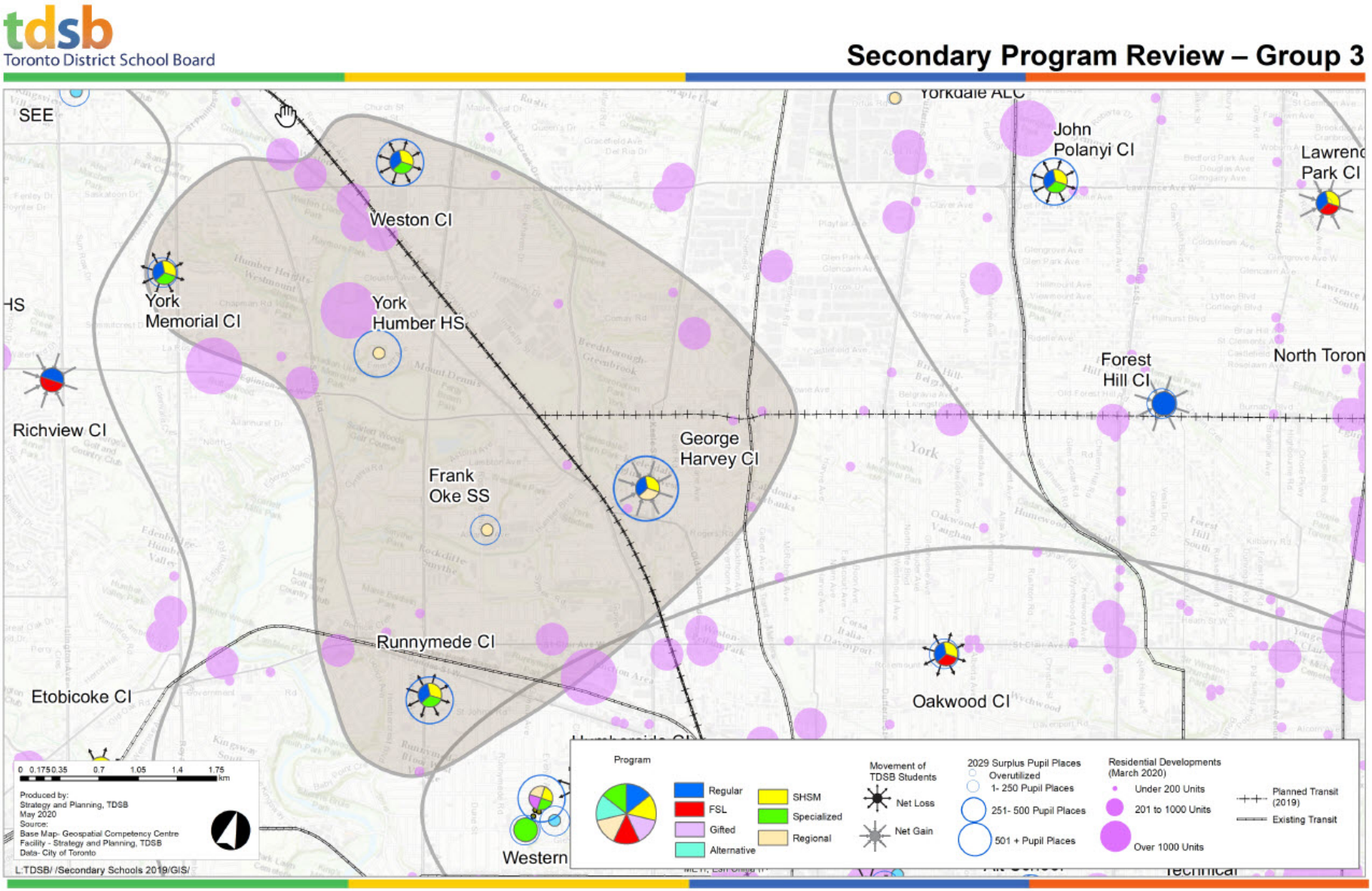
Note

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

Looking Ahead 2029 - Group 3

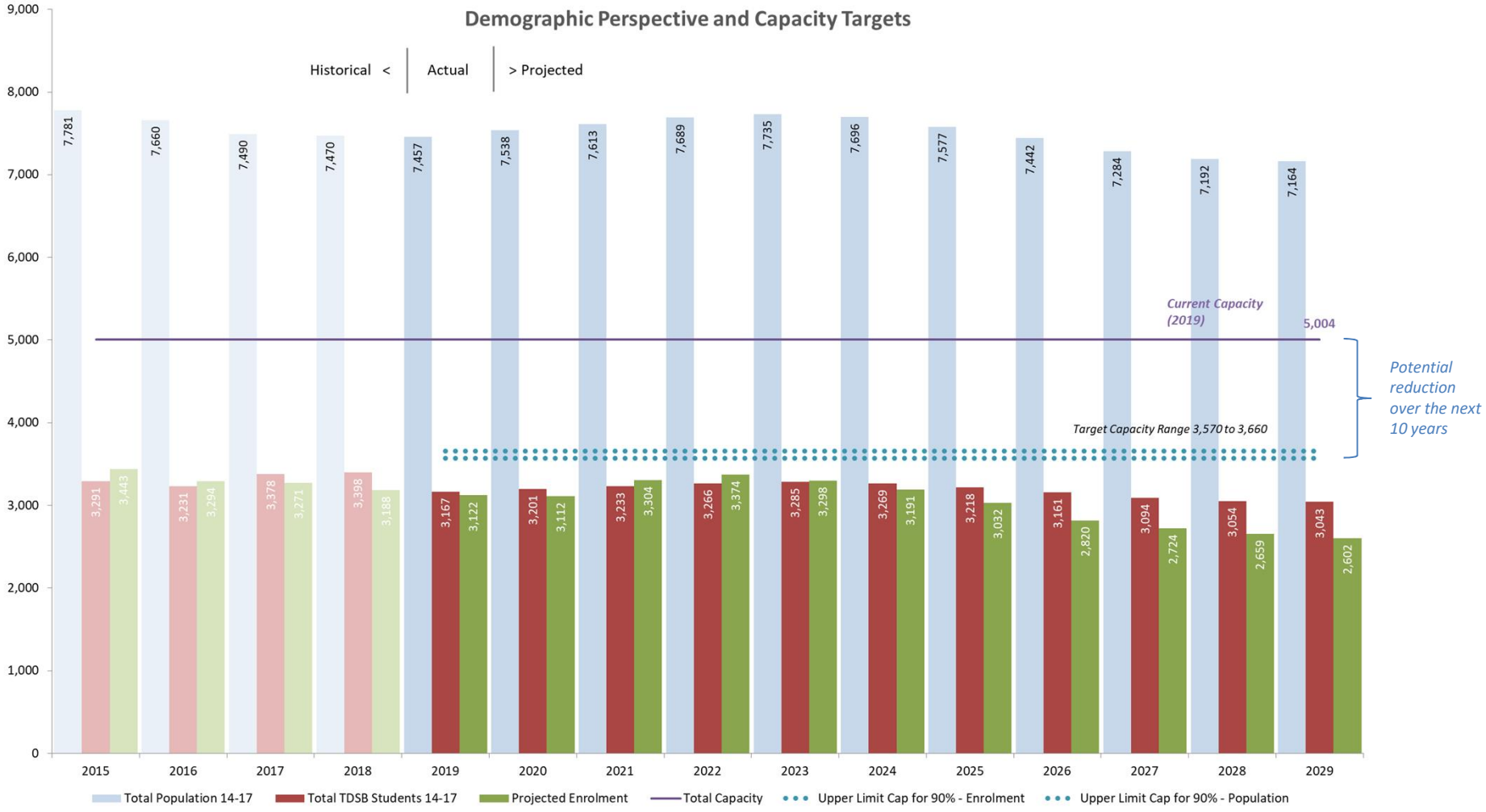
Appendix 4E

Context Map



Looking Ahead 2029 - Capacity Targets

Appendix 4E

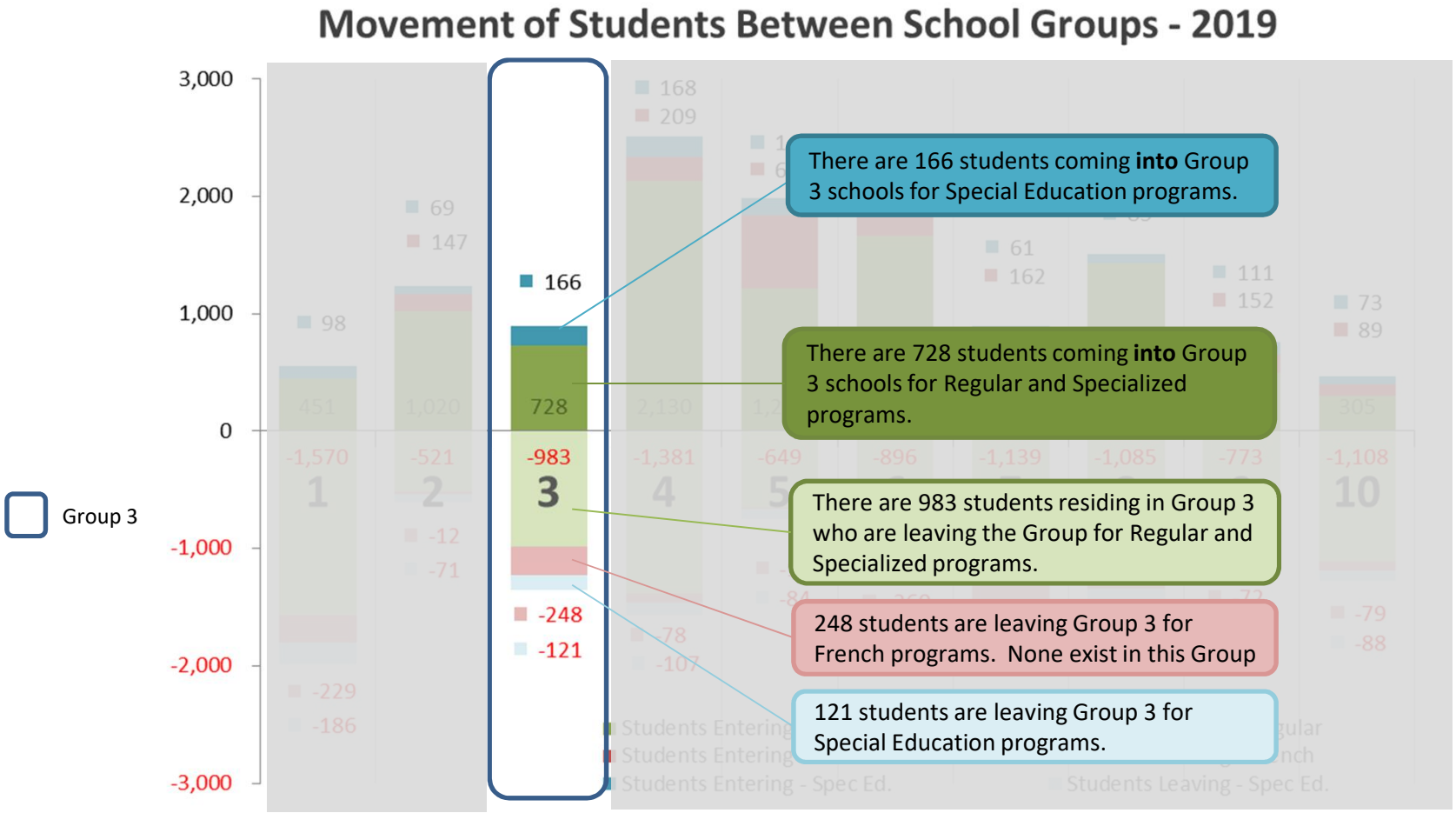


- The peak projected enrolment and projected TDSB 14-17 year old students are very close: very small target capacity range.
- Low overall participation rate, meaning that the majority of 14-17 year olds are choosing other options such as Catholic or French schools, private schools etc.
- The potential pupil place reduction is approximately 1,435 – however, this is based upon the peak enrolment / population over the 10-year period, and could be revisited if declines continue as projected.

Looking Ahead 2029 - Group 3

Appendix 4E

Movement of Students



- Large numbers of students residing outside of Group 3 are attending schools within the Group for the regular program. York Memorial CI accommodates a large number of out of area students, and George Harvey CI has large technical and commercial boundaries.
- There is a large number of students coming into schools within Group 3 for Special Education programs, which is due to two congregated sites being situated in this area.
- This Group does not have any French as a Second Language Programs, therefore a large number of students leave for those options.

Roadmap to 2029 – List of Preliminary Concepts

- **Target a reduction of surplus capacity approximately 1,435 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.
  - If projected declines materialize, then additional reductions in capacity could be explored

- **Explore options to dissolve legacy technical and commercial boundaries**
  - George Harvey CI has a legacy technical and commercial boundary

- **Construction of a new secondary school subject to the conclusion of the York Memorial CI and George Harvey CI Pupil Accommodation Review**
  - School size and program to be determined through the Pupil Accommodation Review.

- **Review of Congregated Special Education schools across the Board**
  - There are two Congregated Special Education schools within this Group

- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

School Inventory - Group 3

			Current Situation							5 Years Out (2024)						10 Years Out (2029)					
School Name	School Type	LOI (2017)	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	% Overutilized
Runnymede Collegiate Institute	Collegiate	10	498	756	66%	258				440	58%	316				326	43%	430			
Weston Collegiate Institute	Collegiate	12	1,025	1,287	80%	262				1,136	88%	151				909	71%	378			
York Memorial Collegiate Institute	Collegiate	13	805	882	91%	77				919	104%		-37			811	92%	71			
George Harvey Collegiate Institute	Tech	7	539	1,494	36%	955				447	30%	1047				298	20%	1196			
Frank Oke Secondary School	SpEd	5	86	144	60%	58				119	83%	25				119	83%	25			
York Humber High School	SpEd	4	169	441	38%	272				130	29%	311				139	32%	302			

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

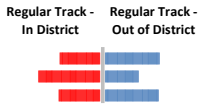
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)
Runnymede Collegiate Institute	498					SHSM - Info./Comm. Tech | Math and Science Focus
Weston Collegiate Institute	948			77	Autism LD	International Baccalaureate | SHSM - Manufacturing | SHSM - Sports | SHSM - Arts and Culture
York Memorial Collegiate Institute	786			19	DD	Advanced Placement | SHSM - Health and Wellness
George Harvey Collegiate Institute	539					SHSM - Arts and Culture | SHSM - Info./Comm. Tech | SHSM - Non Profit

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-Area Students	Total Attending Local School (Reg. Track) and %	
Runnymede Collegiate Institute	879	212	24%
Weston Collegiate Institute	1,807	611	34%
York Memorial Collegiate Institute	1,320	339	26%

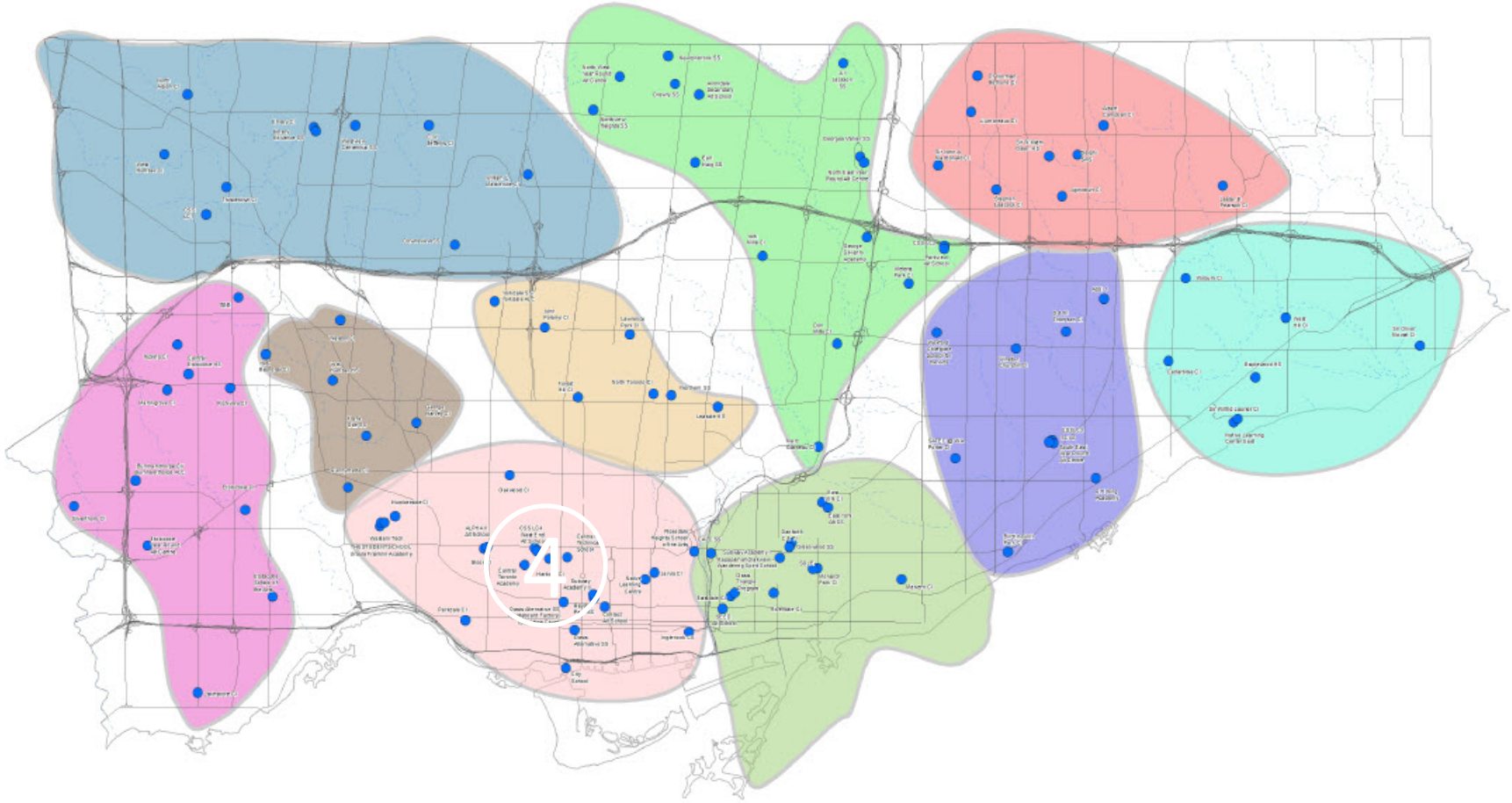
Collegiates - Attending School Summary: Regular Program 2019

School Name	Total Enrol. Reg Track	Total In-District (Reg. Track) and %		Total Out of District (Reg. Track) and %	
Runnymede Collegiate Institute	498	212	43%	286	57%
Weston Collegiate Institute	948	611	64%	337	36%
York Memorial Collegiate Institute	786	339	43%	447	57%



Looking Ahead 2029
Group 4

Appendix 4G



SECONDARY PROGRAM REVIEW

Appendix 4G

Looking Ahead 2029 - Group 4

List of Schools

Collegiates

- Bloor Collegiate Institute
- Harbord Collegiate Institute
- Humberside Collegiate Institute
- Jarvis Collegiate Institute
- Oakwood Collegiate Institute
- Parkdale Collegiate Institute

Alternative Schools

- ALPHA II Alternative School
- City School
- Contact Alternative School
- Inglenook Community School
- Oasis Alternative Secondary School
- Subway Academy II
- THESTUDENTSCHOOL
- West End Alternative School

Technical-Commercial Schools

- Central Technical School
- Central Toronto Academy
- Western Technical-Commercial School

Specialized Schools

- Rosedale Heights School of the Arts

Heydon Park Secondary School

Native Learning Centre

Caring and Safe Schools

- Caring and Safe Schools – Learning Centre 4

Appendix 4G

Looking Ahead 2029 - Group 4

Key Facts

	2019	2029	Change
Enrolment	9,962	10,944	982
Capacity	13,764	13,764	-
Surplus Space (Capacity - Enrolment)	3,802	2,820	-982
Utilization Rate (Enrolment / Capacity)	71%	78%	7%

Number of Secondary Schools

Less than 65% Utilization

Over 100% Utilization

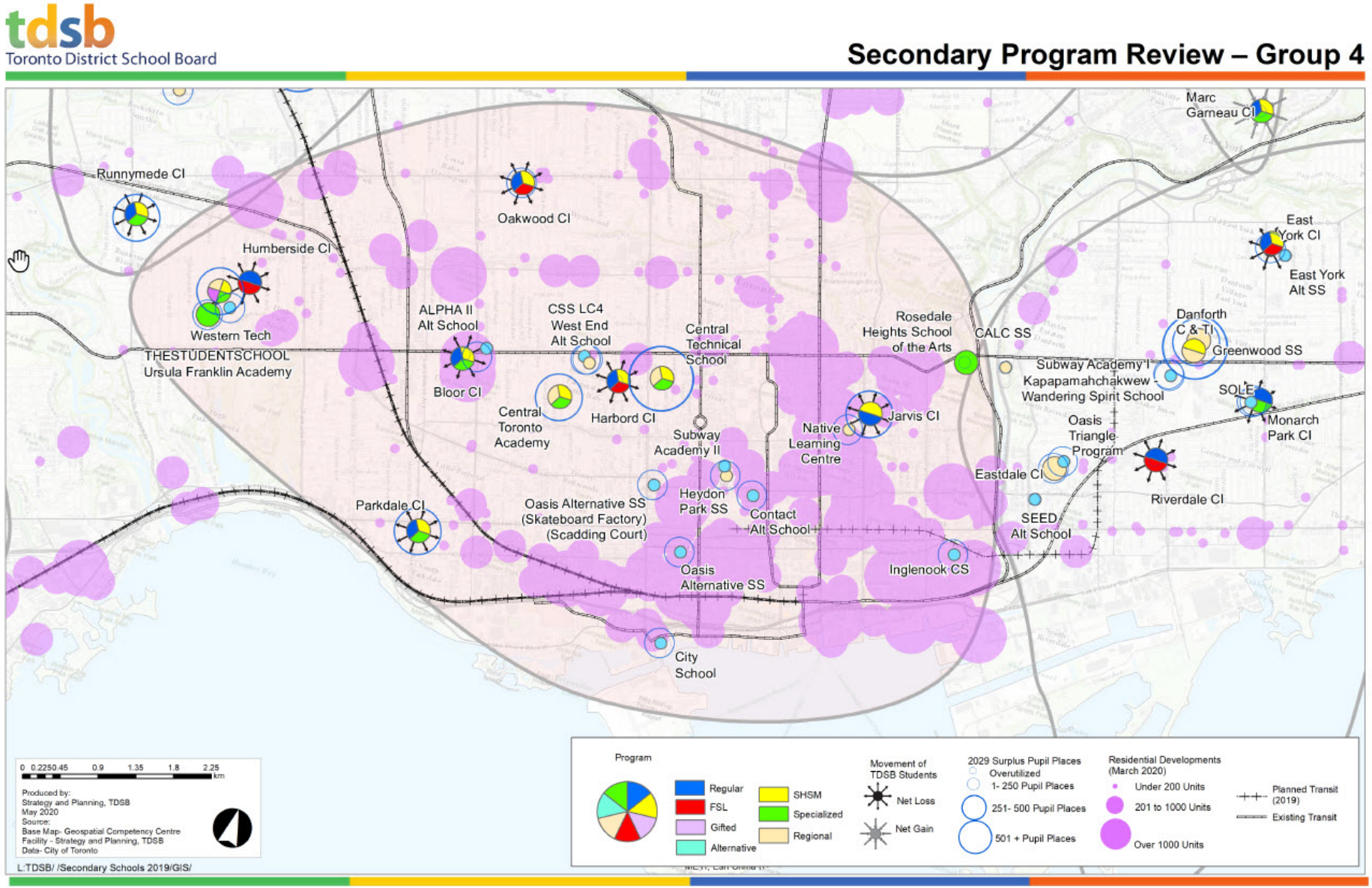
Note

- This Group has the most diverse array of school types including eight alternative schools, three technical-commercial schools and two specialized schools.

Looking Ahead 2029 - Group 4

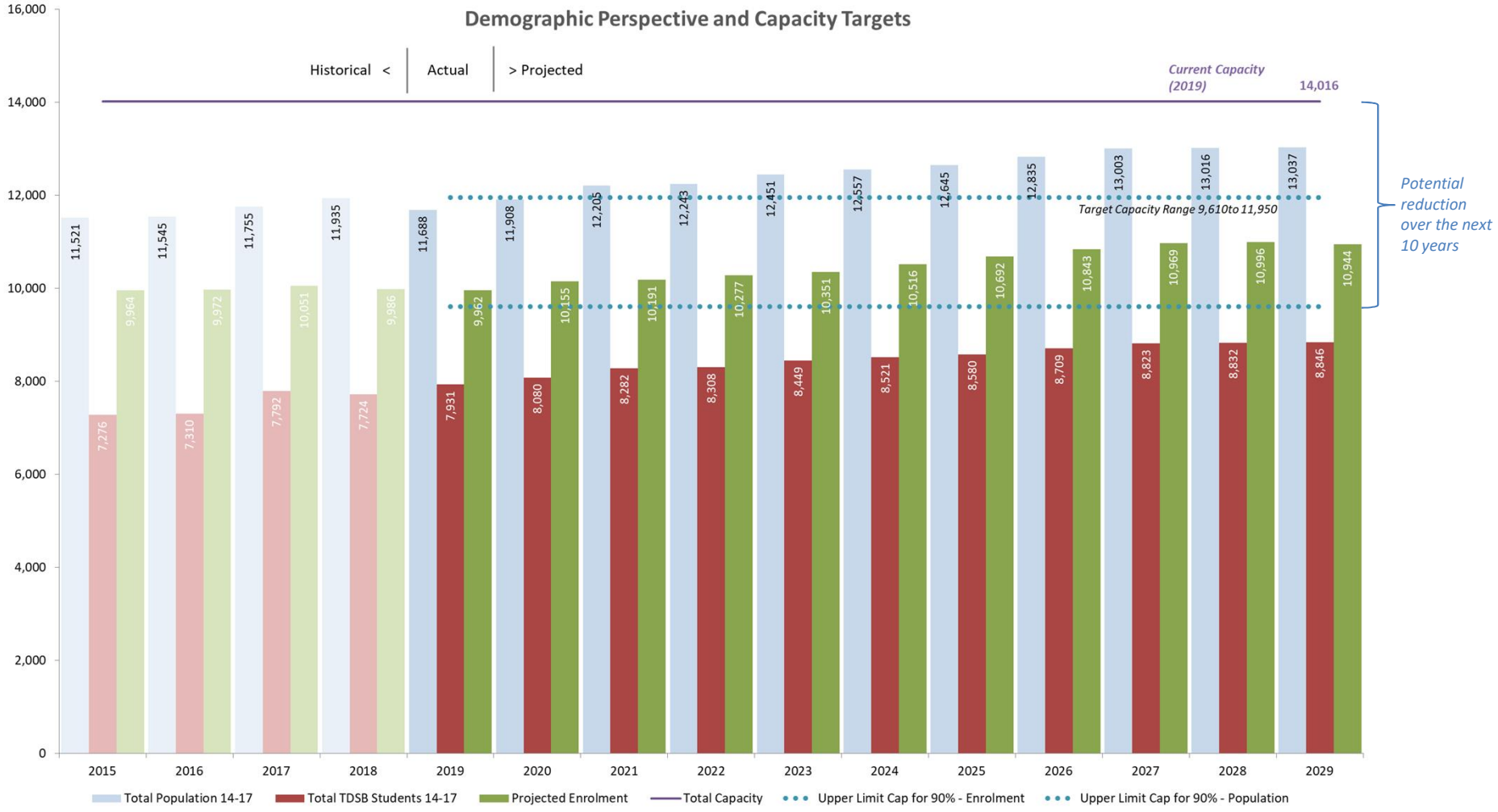
Appendix 4G

Context Map



Looking Ahead 2029 - Capacity Targets

Appendix 4G

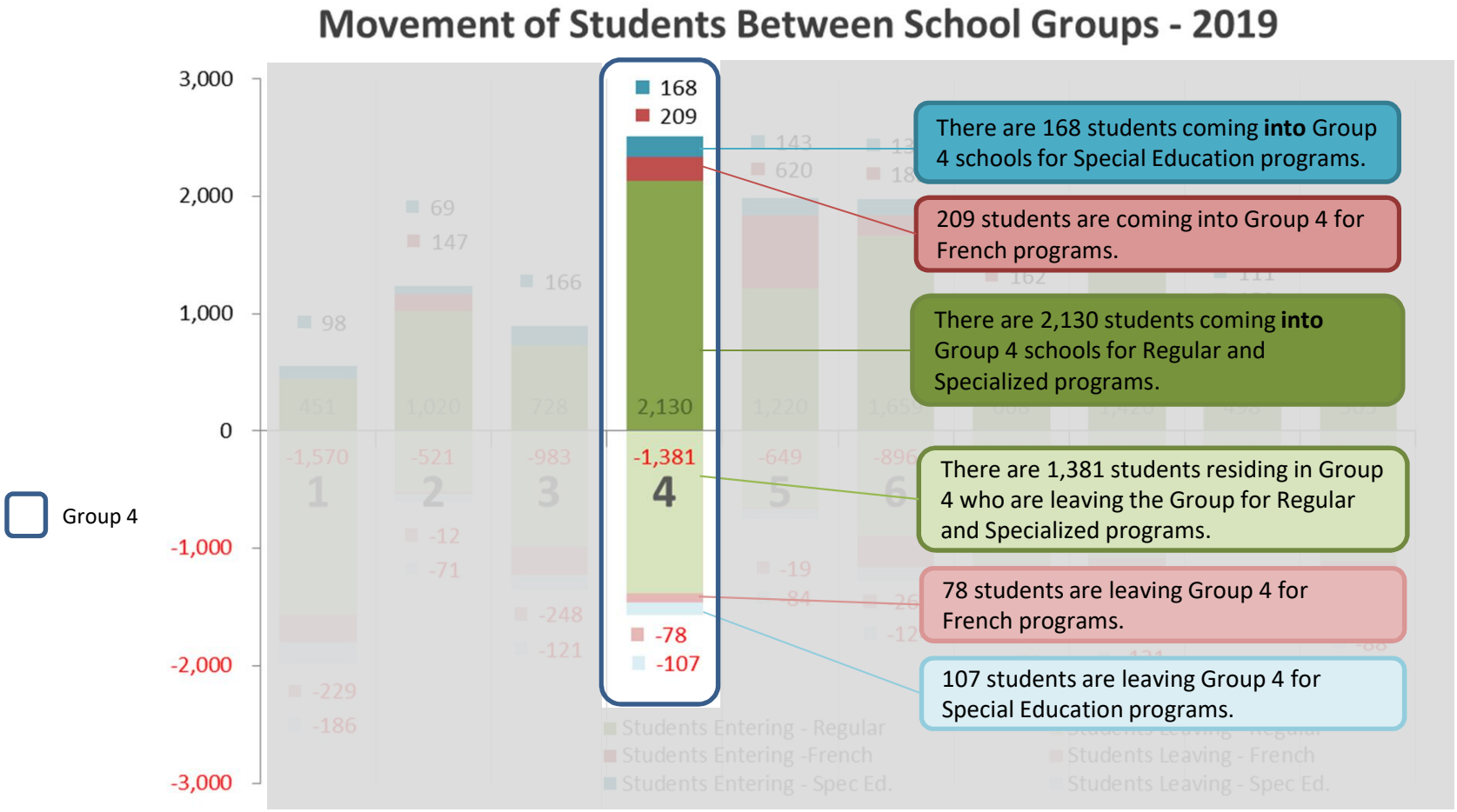


- The number of students that attend schools in this group is higher than the number of TDSB students that reside there. This is likely due to large legacy technical and commercial schools, as well as multiple specialized schools and programs.
- The potential capacity reduction over time ranges between and approximately 2,070 and 4,400 pupil places over the next 10 years
- Both the projected population and enrolment are expected to increase over the next 10 years.

Looking Ahead 2029 - Group 4

Appendix 4G

Movement of Students



- There are large numbers of students coming into Group 4 schools from other Groups. This can be attributed in part due to the existence of two specialized schools within the Group that are open to all students, as well as technical and commercial schools that have large boundaries and are able to accept many students on Optional Attendance.
- There is also a considerable number of students leaving this Group to attend regular schools and programs outside of the group.
- There are more students who come into this Group for Special Education and French programs than leave the Group.

Roadmap to 2029 – List of Preliminary Concepts

- **Target a reduction of surplus capacity between 2,070 and 4,400 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - Any future school closures in this Group may create opportunities to establish new models such as multi-purpose centres or French Immersion centres.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning and opportunities for all students.

- **Future Reviews to Explore Opportunities to Address Elementary Accommodation Pressures**
  - Significant accommodation pressures exist at a number of elementary schools in the High Park area.
  - Future reviews could consider opportunities to open up or access space in local secondary schools to address these pressures, subject to an open and transparent accommodation review process.

- **Explore the designation of Heydon Park Secondary School as a Congregated Special Education School**
  - The models that currently exist at Heydon Park SS and Eastdale CI (Group 7) will be reviewed during the 2020-21 school year.

- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**

- **Exploration of the distribution and location(s) of Alternative secondary schools**

- **Exploration of campus opportunities involving secondary schools in close proximity to one another**
  - A campus would allow students to access courses, programs and spaces across multiple school buildings to enrich their learning, as well as to maximize space efficiency.

- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

Roadmap to 2029 – List of Preliminary Concepts

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

School Inventory - Group 4

			Current Situation							5 Years Out (2024)						10 Years Out (2029)					
School Name	School Type	LOI (2017)	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	% Overutilized
Bloor Collegiate Institute	Collegiate	64	837	783	107%		-54			965	123%		-182			1,094	140%		-311		
Harbord Collegiate Institute	Collegiate	85	993	948	105%		-45			972	103%		-24			1,141	120%		-193		
Humberside Collegiate Institute	Collegiate	102	1,269	1,032	123%		-237			1,403	136%		-371			1,363	132%		-331		
Jarvis Collegiate Institute	Collegiate	19	637	1,095	58%	458				661	60%	434				651	59%	444			
Oakwood Collegiate Institute	Collegiate	42	349	933	37%	584				666	71%	267				788	84%	145			
Parkdale Collegiate Institute	Collegiate	51	537	798	67%	261				427	54%	371				430	54%	368			
Central Technical School	Tech	36	1,049	2,868	37%	1,819				1,067	37%	1801				1,130	39%	1738			
Central Toronto Academy	Tech	31	763	1,176	65%	413				875	74%	301				874	74%	302			
Western Technical-Commercial School	Tech	65	1,116	1,515	74%	399				1,052	69%	463				1,050	69%	465			
Alpha II Alternative School	Alt	-	31	63	49%	32				30	48%	33				30	48%	33			
City School	Alt	87	72	147	49%	75				110	75%	37				111	76%	36			
Contact Alternative School	Alt	14	111	213	52%	102				139	65%	74				139	65%	74			
Inglenook Community School	Alt	84	68	126	54%	58				79	63%	47				79	63%	47			
Oasis Alternative Secondary School	Alt	61	131	141	93%	10				112	79%	29				112	79%	29			
Subway Academy II	Alt	39	88	57	154%		-31			95	167%		-38			95	167%		-38		
THESTUDENTSCHOOL	Alt	90	105	168	63%	63				113	67%	55				113	67%	55			
West End Alternative School	Alt	44	67	168	40%	101				79	47%	89				79	47%	89			
Rosedale Heights School of the Arts	Specialized	95	1,082	816	133%		-266			955	117%		-139			955	117%		-139		
Ursula Franklin Academy	Specialized	101	519	621	84%	102				532	86%	89				528	85%	93			
Heydon Park Secondary School	-	17	118	252	47%	134				154	61%	98				152	60%	100			
Native Learning Centre	-	26	18	54	33%	36				24	44%	30				24	44%	30			
Caring and Safe School LC4	CSS	-	2	42	5%	40				6	14%	36				6	14%	36			

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

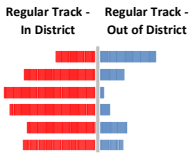
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)
Bloor Collegiate Institute	837					SHSM - Business | SHSM - Health and Wellness | SHSM - Info./Comm. Tech | Math and Science Focus
Harbord Collegiate Institute	654	264	75			SHSM - Non Profit
Humberside Collegiate Institute	728	377	164			
Jarvis Collegiate Institute	637					SHSM - Business
Oakwood Collegiate Institute	272		30	47	DD	SHSM - Arts and Culture | SHSM - Sports
Parkdale Collegiate Institute	520			17	Autism	SHSM - Horticulture & Landscaping | International Baccalaureate | SHSM - Health and Wellness
Central Technical School	954			95	MID LD	Visual Arts Focus | SHSM - Construction | SHSM - Health and Wellness | SHSM - Hospitality and Tourism | SHSM - Info./Comm. Tech | SHSM - Justice, Comm. Safety | SHSM - Transportation
Central Toronto Academy	763					SHSM - Business | Advanced Placement | SHSM - Sports
Western Technical-Commercial School	847			269	Gifted Autism LD	SHSM - Arts and Culture | SHSM - Hospitality and Tourism | SHSM - Manufacturing | SHSM - Non Profit | Cyber Arts

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-Area Students	Total Attending Local School (Reg. Track) and %	
Bloor Collegiate Institute	1,159	351	30%
Harbord Collegiate Institute	1,308	487	37%
Humberside Collegiate Institute	1,520	696	46%
Jarvis Collegiate Institute	2,044	571	28%
Oakwood Collegiate Institute	1,642	194	12%
Parkdale Collegiate Institute	1,410	395	28%

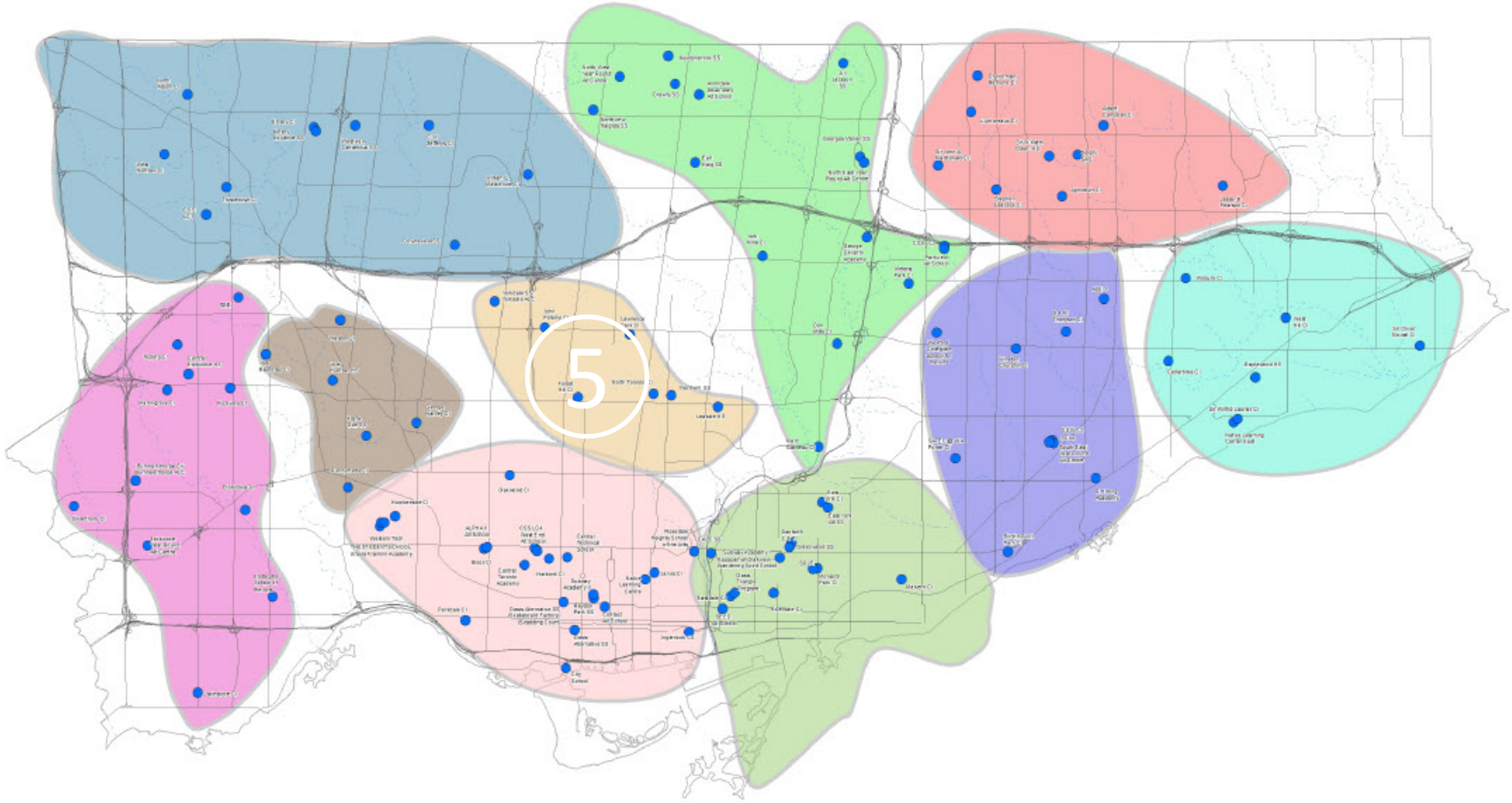
Collegiates - Attending School Summary: Regular Program 2019

School Name	Total Enrol. Reg Track	Total In-District (Reg. Track) and %		Total Out of District (Reg. Track) and %	
Bloor Collegiate Institute	837	351	42%	486	58%
Harbord Collegiate Institute	654	487	74%	167	26%
Humberside Collegiate Institute	728	696	96%	32	4%
Jarvis Collegiate Institute	637	571	90%	66	10%
Oakwood Collegiate Institute	272	194	71%	78	29%
Parkdale Collegiate Institute	520	395	76%	125	24%



Looking Ahead 2029
Group 5

Appendix 4I



SECONDARY PROGRAM REVIEW

Appendix 4I

Looking Ahead 2029 - Group 5

List of Schools

Collegiates

- Forest Hill Collegiate Institute
- John Polanyi Collegiate Institute
- Lawrence Park Collegiate Institute
- Leaside High School
- North Toronto Collegiate Institute
- Northern Secondary School

EdVance Programs

- Yorkdale Secondary School

Appendix 4I

Looking Ahead 2029 - Group 5

Key Facts

	2019	2029	Change
Enrolment	7,462	7,241	-221
Capacity	6,636	6,636	-
Surplus Space (Capacity - Enrolment)	-826	-605	221
Utilization Rate (Enrolment / Capacity)	108%	104%	-3%

Number of Secondary Schools

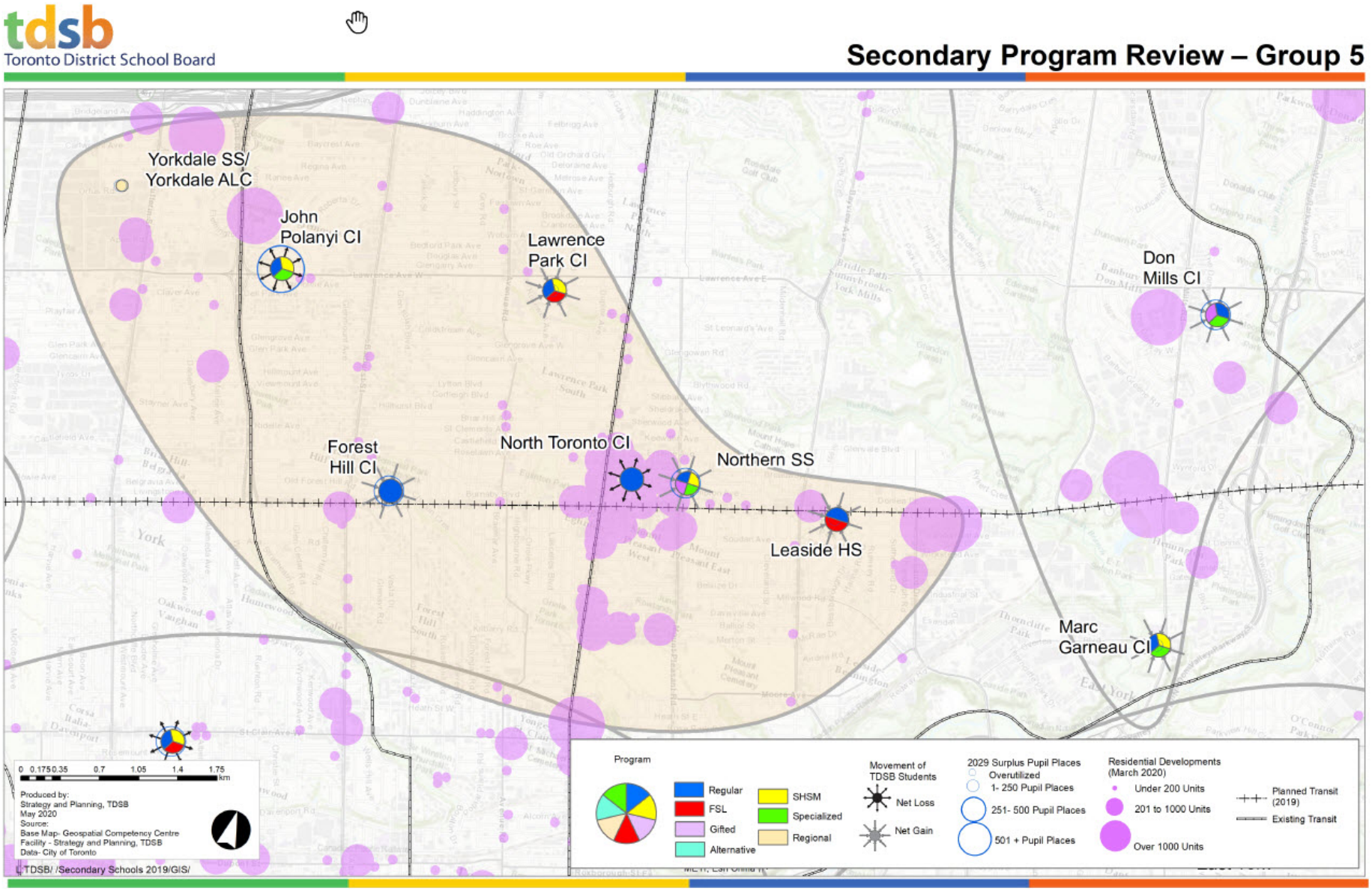
Less than 65% Utilization

Over 100% Utilization

Looking Ahead 2029 - Group 5

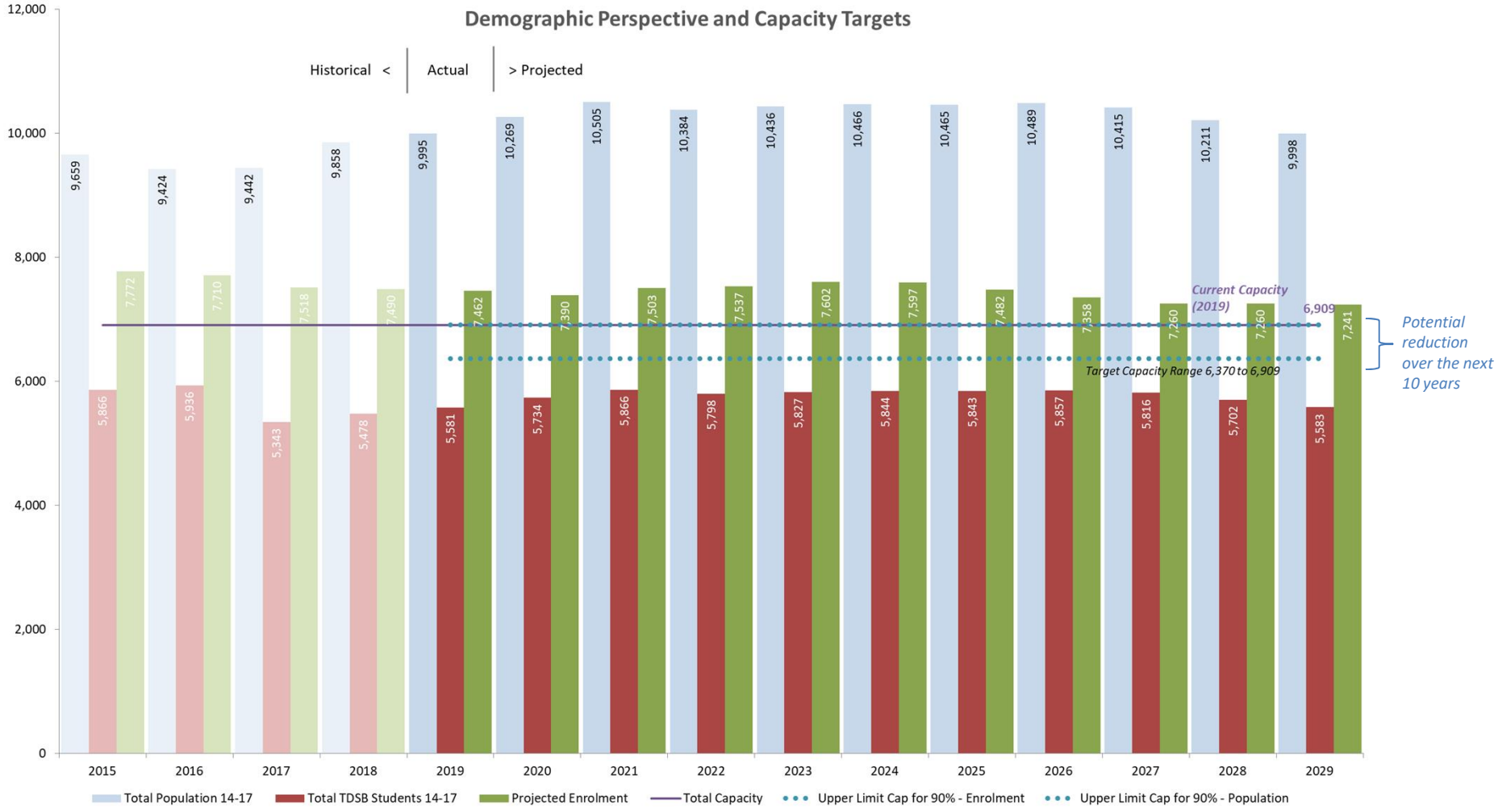
Appendix 4I

Context Map



Looking Ahead 2029 - Capacity Targets

Appendix 4I

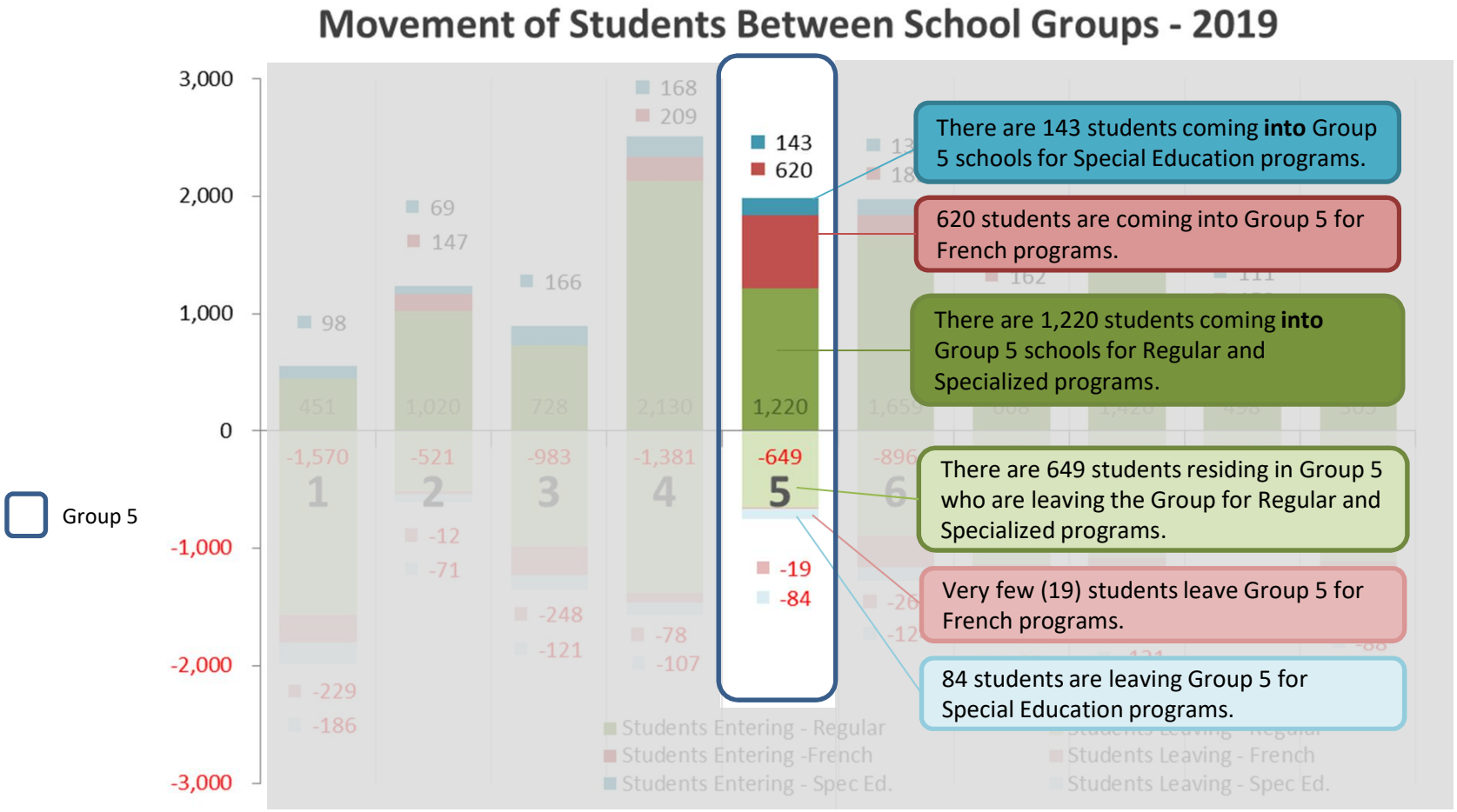


- The number of students attending schools in this group is higher than the number of TDSB students that reside within the group.
- This could be due to large French programs at some schools (Lawrence Park CI, Leaside HS, and/or large legacy technical-commercial boundaries at Northern SS.
- Future potential reductions in capacity would only be possible if the number of students attending these schools from other areas were to decline. Achieving a 90% utilization target would be challenging for small collegiates in this group and not recommended.

Looking Ahead 2029 - Group 5

Appendix 4I

Movement of Students



- There are large numbers of students coming into Group 5 schools from other Groups for regular and French programs.
- This can be attributed in part due to large legacy technical and commercial schools that provide as of right access to other areas
- There are more students entering this group for special education programs than leave, likely due to a large Gifted program at Northern SS
- Very few students leave for French programs. Leaside HS and Lawrence Park CI have very large French programs.

Roadmap to 2029 – List of Preliminary Concepts

- **Future Reviews to Explore Opportunities to Address Elementary Accommodation Pressures**
  - Future reviews to explore how capacity in secondary schools in this Group may be used to address elementary accommodation pressures.
  - Secondary schools in this Group are generally fully utilized. However, they also experience a large influx of students residing in other Groups that could decrease, contingent on how a number of measures currently being considered shift how students have historically made decisions about the schools they attend.
  - These measures include the proposed dissolution of technical and commercial boundaries, changes to the Optional Attendance policy and a new proposed policy for Specialized Schools and Programs.
  - A decrease in the migration of students into this Group over time may create opportunities for space to be used to address elementary accommodation pressures.

- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**

- **Explore options to dissolve legacy technical and commercial boundaries**
  - Northern SS has legacy technical and commercial boundaries

- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

School Inventory - Group 5

			Current Situation							5 Years Out (2024)						10 Years Out (2029)					
School Name	School Type	LOI (2017)	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	% Overutilized
Forest Hill Collegiate Institute	Collegiate	96	906	801	113%		-105			805	100%		-4			797	100%	4			
John Polanyi Collegiate Institute	Collegiate	35	785	1,032	76%	247				744	72%	288				701	68%	331			
Lawrence Park Collegiate Institute	Collegiate	108	1,200	882	136%		-318			1,379	156%		-497			1,245	141%		-363		
Leaside High School	Collegiate	99	1,024	894	115%		-130			1,241	139%		-347			1,179	132%		-285		
North Toronto Collegiate Institute	Collegiate	107	1,390	1,233	113%		-157			1,401	114%		-168			1,260	102%		-27		
Northern Secondary School	Collegiate	104	1,720	1,794	96%	74				1,619	90%	175				1,651	92%	143			
Yorkdale Secondary School	EdVance	23	437	273	160%		-164			408	149%		-135			408	149%		-135		

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

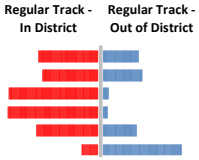
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)
Forest Hill Collegiate Institute	906					
John Polanyi Collegiate Institute	785					SHSM - Transportation | Math and Science Focus | SHSM - Justice, Comm. Safety and Emer. Serv. | SHSM - Business | SHSM - Health and Wellness
Lawrence Park Collegiate Institute	653	470	77			SHSM - Hospitality and Tourism
Leaside High School	423	320	281			
North Toronto Collegiate Institute	1,377			13	Autism	
Northern Secondary School	1,329			391	Gifted LD Deaf/Hear	Advanced Placement | SHSM - Health and Wellness | SHSM - Transportation

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-Area Students	Total Attending Local School (Reg. Track) and %	
Forest Hill Collegiate Institute	797	565	71%
John Polanyi Collegiate Institute	1,238	459	37%
Lawrence Park Collegiate Institute	1,254	612	49%
Leaside High School	685	398	58%
North Toronto Collegiate Institute	1,563	892	57%
Northern Secondary School	673	229	34%

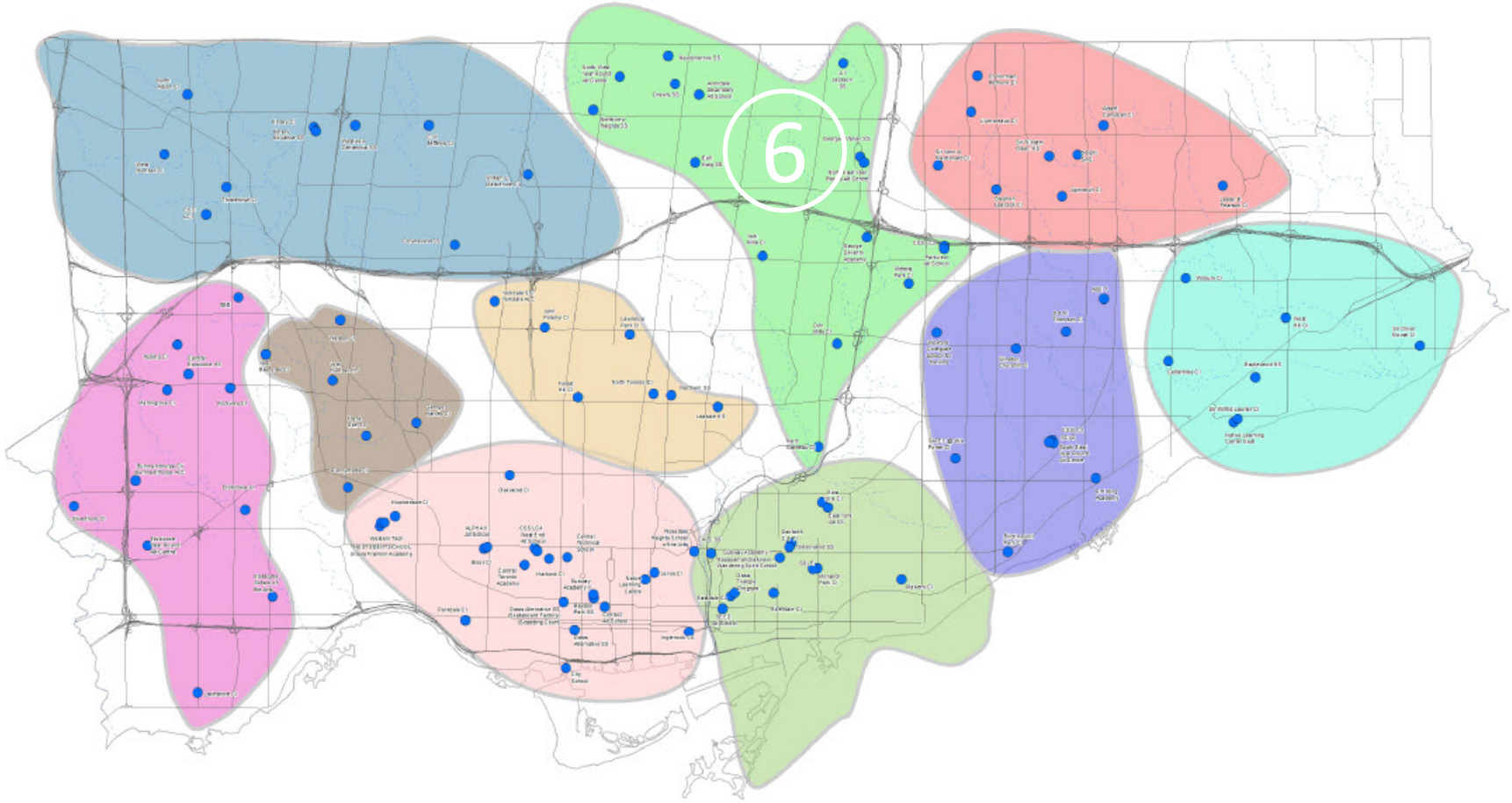
Collegiates - Attending School Summary: Regular Program 2019

School Name	Total Enrol. Reg Track	Total In-District (Reg. Track) and %		Total Out of District (Reg. Track) and %	
Forest Hill Collegiate Institute	906	565	62%	341	38%
John Polanyi Collegiate Institute	785	459	58%	326	42%
Lawrence Park Collegiate Institute	653	612	94%	41	6%
Leaside High School	423	398	94%	25	6%
North Toronto Collegiate Institute	1,377	892	65%	485	35%
Northern Secondary School	1,329	229	17%	1,100	83%



Looking Ahead 2029
Group 6

Appendix 4K



SECONDARY PROGRAM REVIEW

Appendix 4K

Looking Ahead 2029 - Group 6

List of Schools

Collegiates

- A Y Jackson Secondary School
- Don Mills Collegiate Institute
- Earl Haig Secondary School
- George S Henry Academy
- Georges Vanier Secondary School
- Marc Garneau Collegiate Institute
- Newtonbrook Secondary School
- Northview Heights Secondary School
- Victoria Park Collegiate Institute
- York Mills Collegiate Institute

Alternative Schools

- Avondale Alt. Secondary School
- North East Year Round Alt. School
- North West Year Round Alt. School
- Parkview Alternative School

Congregated Special Education Schools

- Drewry Secondary School

Caring and Safe Schools

- Caring and Safe Schools – Learning Centre 2

Appendix 4K

Looking Ahead 2029 - Group 6

Key Facts

	2019	2029	Change
Total Enrolment	12,182	13,394	1,212
Total Capacity	14,112	14,112	-
Surplus Space (Capacity - Enrolment)	1,930	718	-1,212
Utilization Rate (Enrolment / Capacity)	86%	95%	9%

Number of Secondary Schools

15

Less than 65% Utilization

7

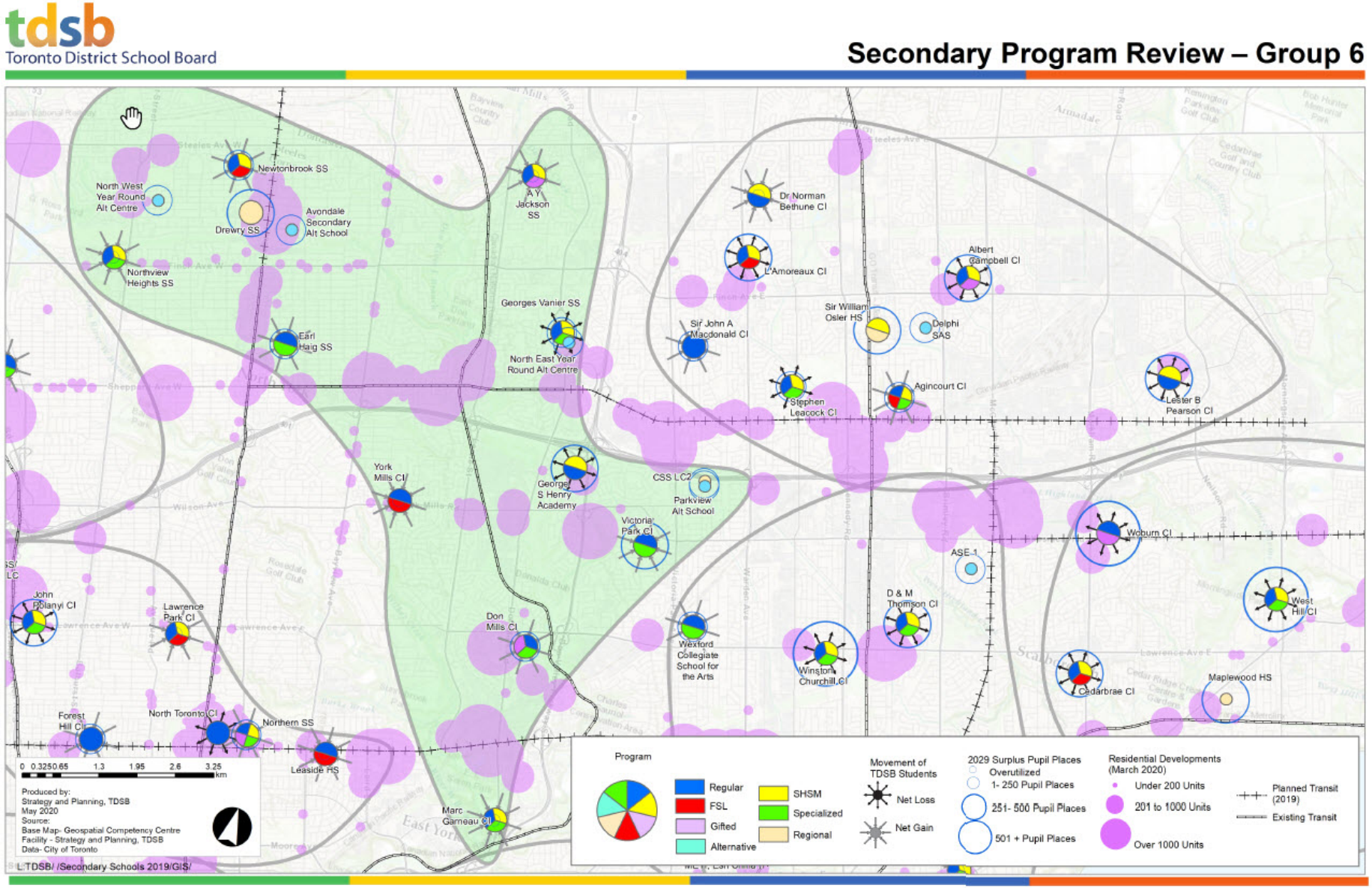
Over 100% Utilization

4

Looking Ahead 2029 - Group 6

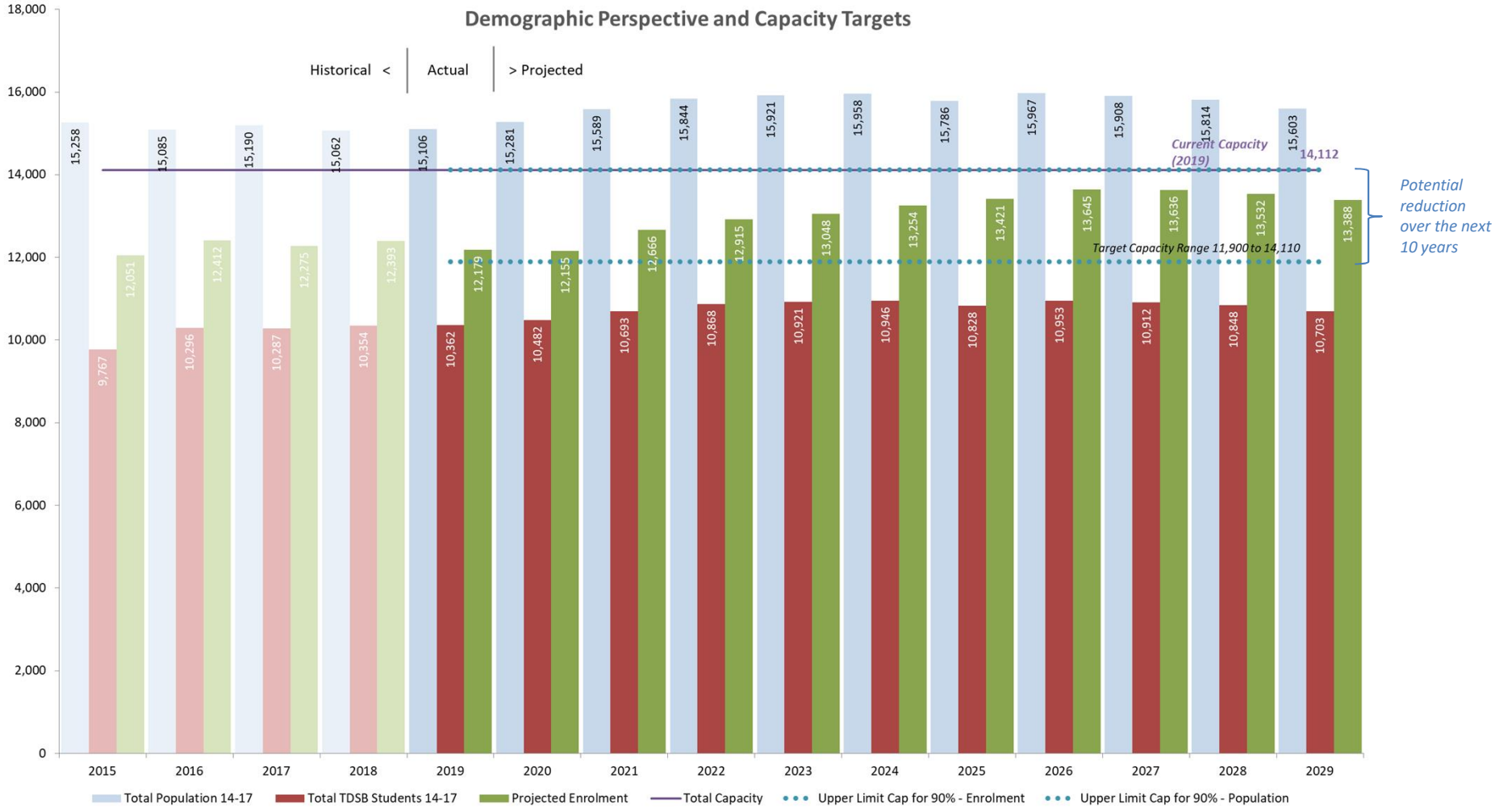
Appendix 4K

Context Map



Looking Ahead 2029 - Capacity Targets

Appendix 4K

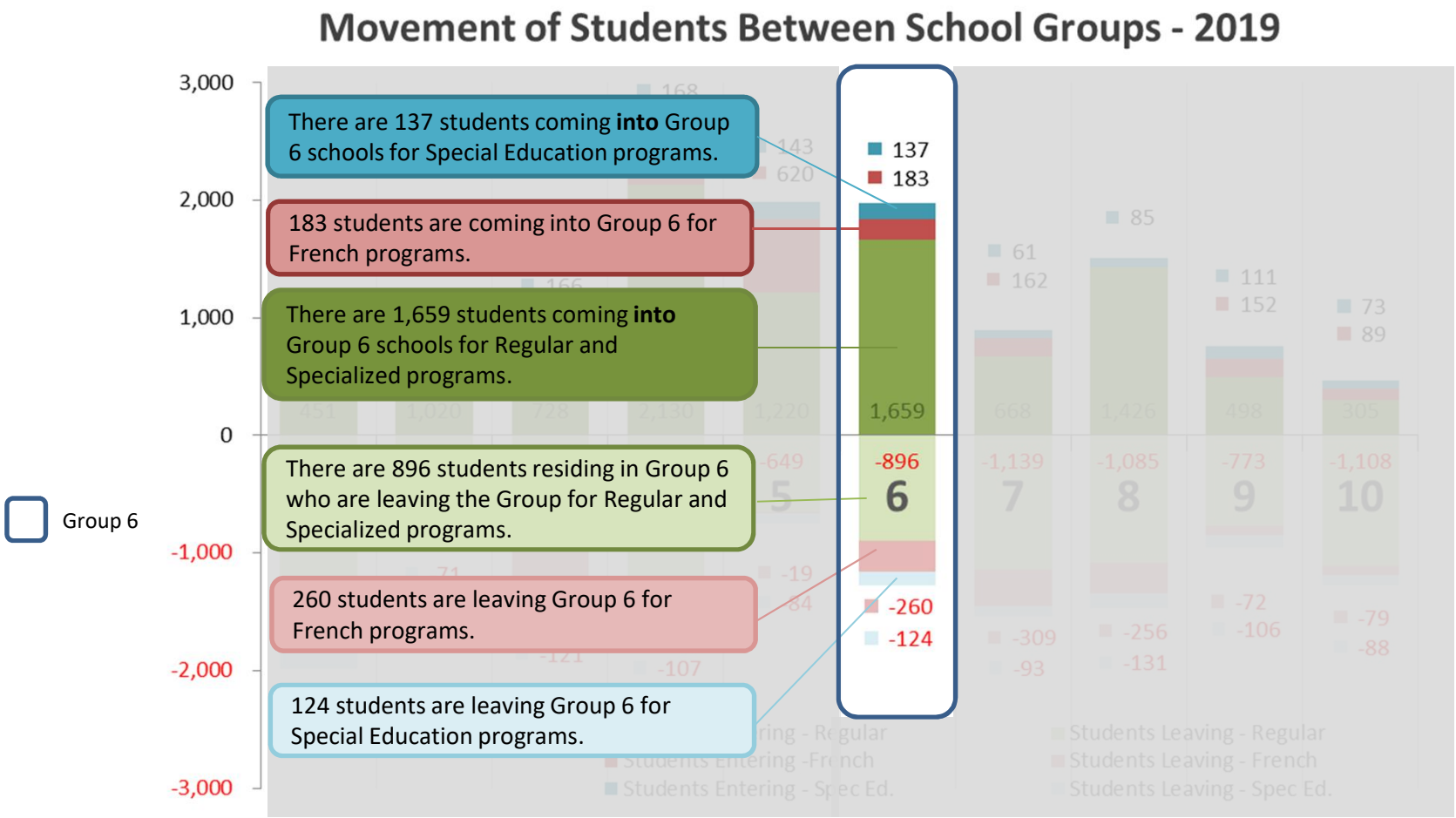


- The number of students who attend schools in this group is higher than the number of TDSB students that reside within the group.
- This could be due to the large specialized programs that exist at some schools, regional programs like Gifted and/or French, as well as Optional Attendance.
- Future reductions of up to approximately 2,200 pupil places may be achievable in this group, subject to future reviews and study.

Looking Ahead 2029 - Group 6

Appendix 4K

Movement of Students



- There are a substantial number of students attending schools in this group for regular or specialized programs that reside in other groups (1,659). This could be due to multiple specialized programs and/or regional programs like Gifted or French.
- Slightly more students are leaving the group for French programs than are coming in,
- Approximately the same number of students are leaving for Special Education programs (124) than are coming in (137).

Roadmap to 2029 – List of Preliminary Concepts

- **Target a reduction of surplus capacity of up to 2,200 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.

- **Explore opportunities to end the historical and ongoing redirection of residential development along the Yonge Street corridor**
  - Supporting the goal to provide local students with access to a local collegiate

- **Review of Specialized Programming to increase access for local students**

- **Review multiple 'shared' attendance areas that exist within this Group**
  - Shared attendance areas and changes in student choices impact enrolment and staffing levels at the affected schools each year

- **Review of Congregated Special Education schools across the Board**
  - One congregated special education school exists within this Group

- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**

- **Review of the four Year-Round Alternative Schools**
  - This review crosses multiple groups and will explore the existing location of each program

- **Explore opportunities to provide increase capacity for local collegiates through elementary school reorganization**

- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

School Inventory - Group 6

			Current Situation							5 Years Out (2024)						10 Years Out (2029)					
School Name	School Type	LOI (2017)	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	% Overutilized
A Y Jackson Secondary School	Collegiate	94	1,154	1,092	106%		-62			1,209	111%		-117			1,167	107%		-75		
Don Mills Collegiate Institute	Collegiate	81	910	825	110%		-85			821	100%	4				705	85%	120			
Earl Haig Secondary School	Collegiate	100	1,867	1,995	94%	128				1,867	94%	128				1,981	99%	14			
George S Henry Academy	Collegiate	54	432	840	51%	408				418	50%	422				457	54%	383			
Georges Vanier Secondary School	Collegiate	78	904	1,551	58%	647				1,393	90%	158				1,430	92%	121			
Marc Garneau Collegiate Institute	Collegiate	68	1,785	1,341	133%		-444			1,873	140%		-532			1,884	140%		-543		
Newtonbrook Secondary School	Collegiate	59	878	1,293	68%	415				974	75%	319				1,075	83%	218			
Northview Heights Secondary School	Collegiate	63	1,566	1,707	92%	141				1,776	104%		-69			1,846	108%		-139		
Victoria Park Collegiate Institute	Collegiate	73	1,199	1,452	83%	253				1,107	76%	345				1,145	79%	307			
York Mills Collegiate Institute	Collegiate	98	1,191	1,071	111%		-120			1,467	137%		-396			1,349	126%		-278		
Avondale Secondary Alternative School	Alt	89	57	168	34%	111				57	34%	111				57	34%	111			
North East Year Round Alternative Centre	Alt	47	35	84	42%	49				43	51%	41				43	51%	41			
North West Year Round Alternative Centre	Alt	29	38	147	26%	109				51	35%	96				51	35%	96			
Parkview Alternative School	Alt	24	64	105	61%	41				85	81%	20				85	81%	20			
Drewry Secondary School	SpEd	72	99	399	25%	300				113	28%	286				113	28%	286			
Caring and Safe School LC2	CSS	-	3	42	7%	39				6	14%	36				6	14%	36			

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

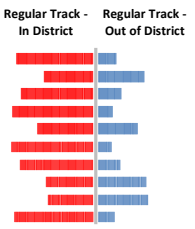
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)
A Y Jackson Secondary School	988			166	Gifted	SHSM - Business | SHSM - Health and Wellness | SHSM - Non Profit
Don Mills Collegiate Institute	801			109	Gifted DD	Cyber Arts
Earl Haig Secondary School	1,867					Arts Focus
George S Henry Academy	432					SHSM - Environment | SHSM - Health and Wellness | SHSM - Hospitality and Tourism
Georges Vanier Secondary School	879			25	DD	SHSM - Aerospace & Aviation | SHSM - Arts and Culture | SHSM - Info./Comm. Tech | Math and Science Focus
Marc Garneau Collegiate Institute	1,758			27	MID	SHSM - Info./Comm. Tech | Math and Science Focus | SHSM - Hospitality and Tourism
Newtonbrook Secondary School	705	139	34			SHSM - Health and Wellness | SHSM - Arts and Culture | SHSM - Hospitality and Tourism
Northview Heights Secondary School	1,514			52	Autism MID LD	SHSM - Hospitality and Tourism | SHSM - Info./Comm. Tech | Cyber Arts | Elite Athletes | Math and Science Focus
Victoria Park Collegiate Institute	1,126			73		International Baccalaureate
York Mills Collegiate Institute	787	397		7	DD	

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-Area Students	Total Attending Local School (Reg. Track) and %	
A Y Jackson Secondary School	1,103	795	72%
Don Mills Collegiate Institute	1,455	409	28%
Earl Haig Secondary School	1,685	1,410	84%
George S Henry Academy	935	366	39%
Georges Vanier Secondary School	1,025	512	50%
Marc Garneau Collegiate Institute	2,256	1,498	66%
Newtonbrook Secondary School	875	541	62%
Northview Heights Secondary School	1,104	748	68%
Victoria Park Collegiate Institute	1,062	531	50%
York Mills Collegiate Institute	1,062	653	61%

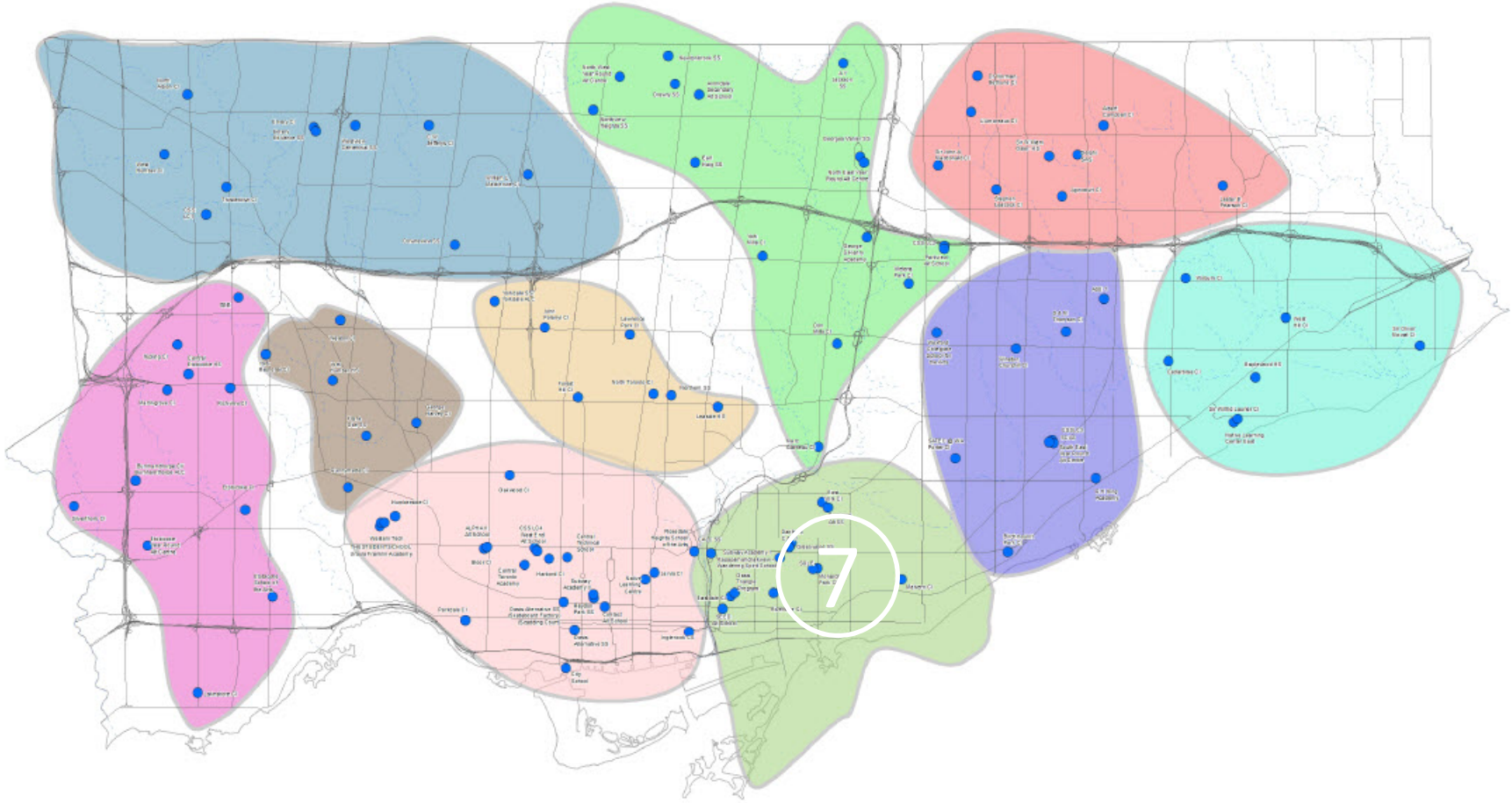
Collegiates - Attending School Summary: Regular Program 2019

School Name	Total Enrol. Reg Track	Total In-District (Reg. Track) and %		Total Out of District (Reg. Track) and %	
A Y Jackson Secondary School	988	795	80%	193	20%
Don Mills Collegiate Institute	801	409	51%	392	49%
Earl Haig Secondary School	1,867	1,410	76%	457	24%
George S Henry Academy	432	366	85%	66	15%
Georges Vanier Secondary School	878	512	58%	366	42%
Marc Garneau Collegiate Institute	1,758	1,498	85%	260	15%
Newtonbrook Secondary School	705	541	77%	164	23%
Northview Heights Secondary School	1,514	748	49%	766	51%
Victoria Park Collegiate Institute	1,126	531	47%	595	53%
York Mills Collegiate Institute	787	653	83%	134	17%



Looking Ahead 2029
Group 7

Appendix 4M



SECONDARY PROGRAM REVIEW

Appendix 4M

Looking Ahead 2029 - Group 7

List of Schools

Collegiates

- East York Collegiate Institute
- Malvern Collegiate Institute
- Monarch Park Collegiate Institute
- Riverdale Collegiate Institute

Alternative Schools

- East York Alternative School
- School of Life Experience
- SEED Alternative School
- Subway Academy I

Technical-Commercial Schools

- Danforth Collegiate and Technical School

EdVance Programs

- CALC Secondary School

Eastdale Collegiate Institute

Greenwood Secondary School

Kapapamahchakwew – Wandering Spirit School

Appendix 4M

Looking Ahead 2029 - Group 7

Key Facts

	2019	2029	Change
Total Enrolment	6,773	7,169	396
Total Capacity	8,121	8,121	-
Surplus Space (Capacity - Enrolment)	1,348	952	-396
Utilization Rate (Enrolment / Capacity)	87%	92%	5%

Number of Secondary Schools

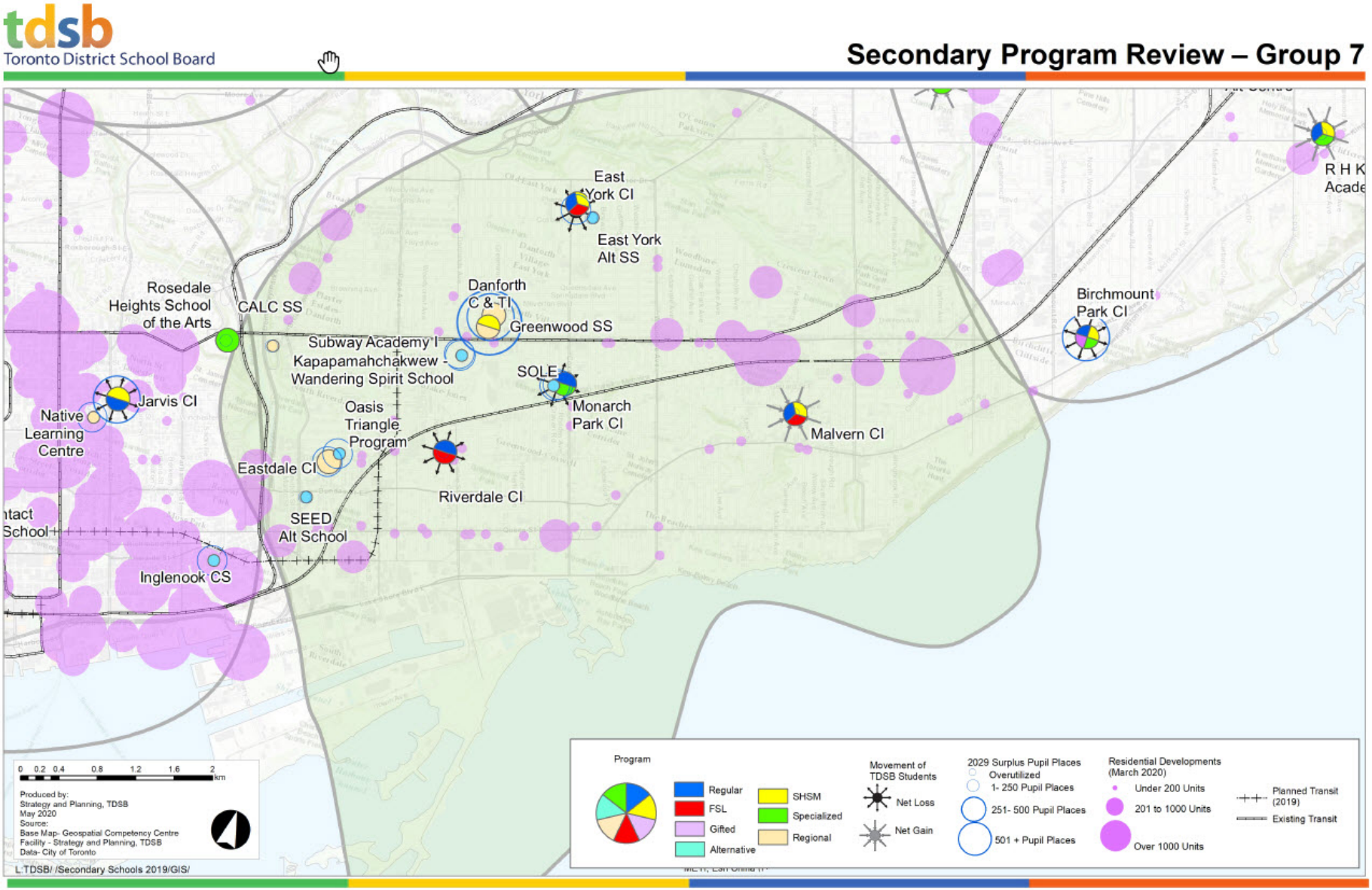
Less than 65% Utilization

Over 100% Utilization

Looking Ahead 2029 - Group 7

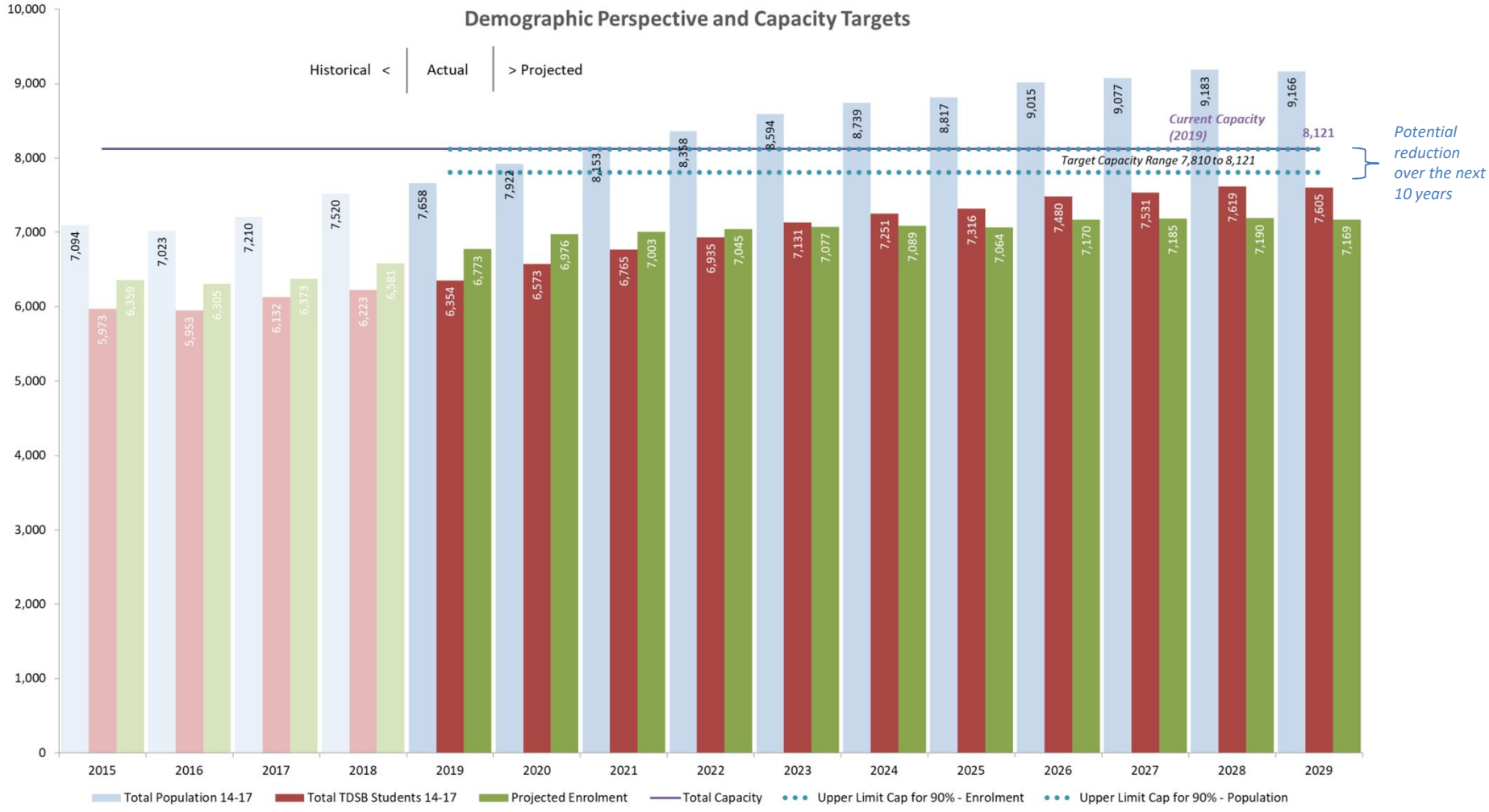
Appendix 4M

Context Map



Looking Ahead 2029 - Capacity Targets

Appendix 4M

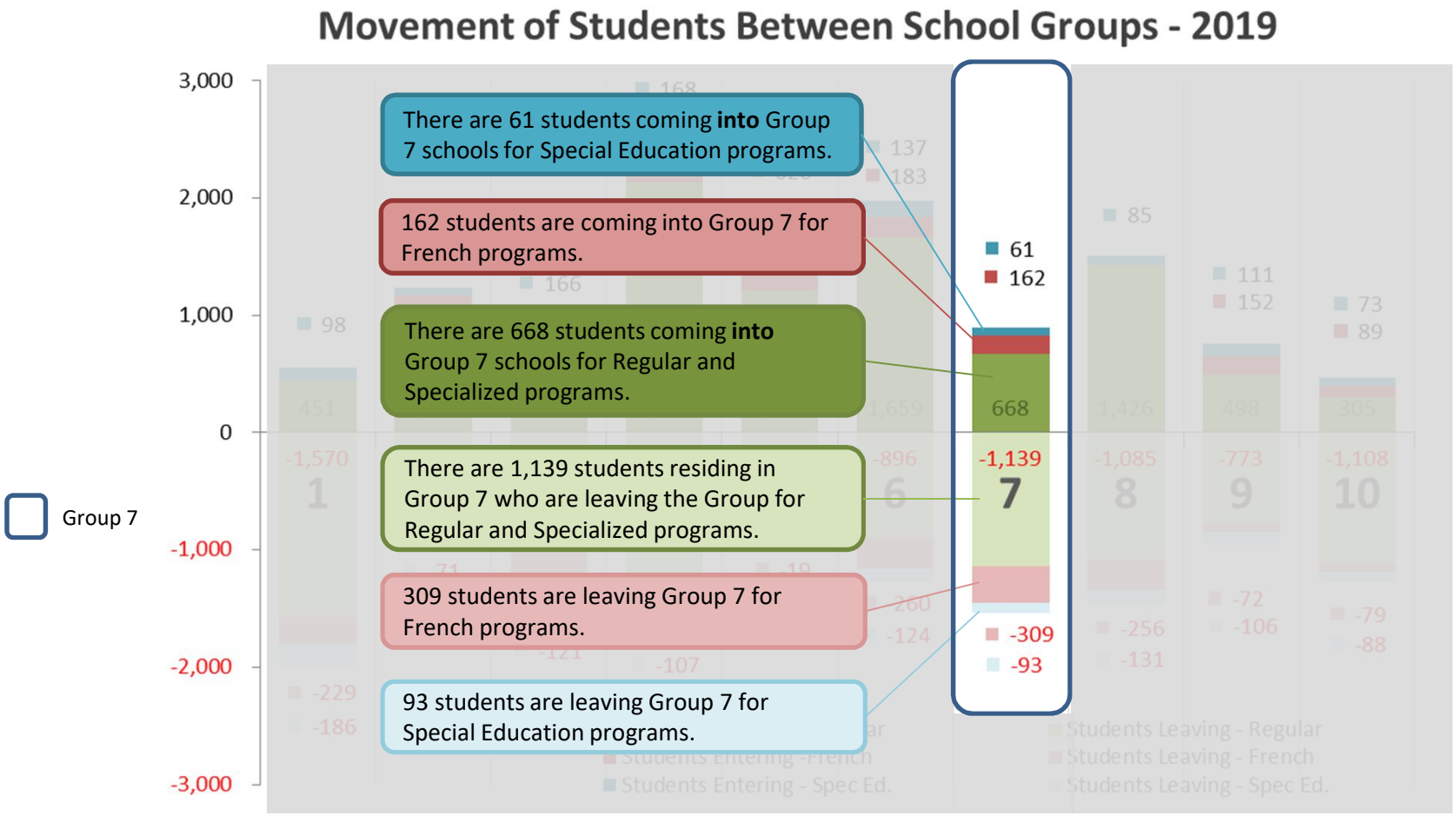


- The total secondary school aged population, total TDSB students and projected enrolment are all expected to increase within this group. This is likely due to a number of neighbourhoods currently experiencing a resurgence in elementary enrolment.
- This model suggest that there may be an opportunity to reduce the surplus capacity by a small amount over the next 10 years (approximately 310 pupil places).

Looking Ahead 2029 - Group 7

Appendix 4M

Movement of Students



- The number of students attending schools in this group from other groups is smaller (668) than the number who leave (1,139).
- Many students leave to follow French pathways at schools in other groups (primarily Group 5)
- This group has a large technical-commercial school, but the legacy boundary doesn't extend beyond the group.

Roadmap to 2029 – List of Preliminary Concepts

- **Target a reduction of surplus capacity of up to 310 pupil places**
  - Large secondary schools in this Group are generally fully utilized, however, there may be opportunities to review and rationalize the 'Small by Design' schools that exist within the Group.

- **Explore options to dissolve legacy technical and commercial boundaries**
  - Danforth Technical Collegiate Institute has a legacy technical boundary

- **Explore the designation of Eastdale Collegiate Institute as a Congregated Special Education School**
  - The models that currently exist at Heydon Park SS (Group 4) and Eastdale CI will be reviewed during the 2020-21 school year.

- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**
  - French as a Second Language programs currently exist at schools with significant enrolment pressures.

- **Exploration of the distribution and location(s) of Alternative secondary schools**

- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

School Inventory - Group 7

			Current Situation							5 Years Out (2024)						10 Years Out (2029)					
School Name	School Type	LOI (2017)	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	% Overutilized
East York Collegiate Institute	Collegiate	62	1,073	1,515	71%	442				1,219	80%	296				1,259	83%	256			
Malvern Collegiate Institute	Collegiate	105	1,125	852	132%		-273			1,238	145%		-386			1,352	159%		-500		
Monarch Park Collegiate Institute	Collegiate	75	887	1,095	81%	208				914	83%	181				899	82%	196			
Riverdale Collegiate Institute	Collegiate	83	1,337	1,116	120%		-221			1,424	128%		-308			1,334	120%		-218		
Danforth Collegiate and Technical Institute	Tech	53	1,078	1,563	69%	485				1,014	65%	549				1,027	66%	536			
East York Alternative Secondary School	Alt	41	121	84	144%		-37			120	143%		-36			120	143%		-36		
School of Life Experience	Alt	57	109	189	58%	80				132	70%	57				133	70%	56			
SEED Alternative School	Alt	76	75	57	132%		-18			92	161%		-35			92	161%		-35		
Subway Academy I	Alt	43	52	210	25%	158				94	45%	116				94	45%	116			
CALC Secondary School	EdVance	34	545	300	182%		-245			506	169%		-206			506	169%		-206		
Eastdale Collegiate Institute	-	15	138	366	38%	228				126	34%	240				126	34%	240			
Kapapamahchakwew - WSS	-	-	26	354	7%	328				48	14%	306				72	20%	282			
Greenwood Secondary School	-	21	207	420	49%	213				162	39%	258				155	37%	265			

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

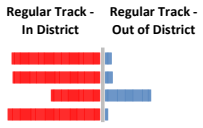
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)
East York Collegiate Institute	999	66		8	DD	SHSM - Manufacturing
Malvern Collegiate Institute	573	335	217			SHSM - Sports | SHSM - Environment
Monarch Park Collegiate Institute	851			36	DD PD	International Baccalaureate
Riverdale Collegiate Institute	995		342			
Danforth Collegiate and Technical Institute	974			104	Autism DD LD	Math and Science Focus | SHSM - Hospitality and Tourism | SHSM - Transportation

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-Area Students	Total Attending Local School (Reg. Track) and %	
East York Collegiate Institute	2,749	926	34%
Malvern Collegiate Institute	1,100	524	48%
Monarch Park Collegiate Institute	1,280	439	34%
Riverdale Collegiate Institute	1,891	958	51%

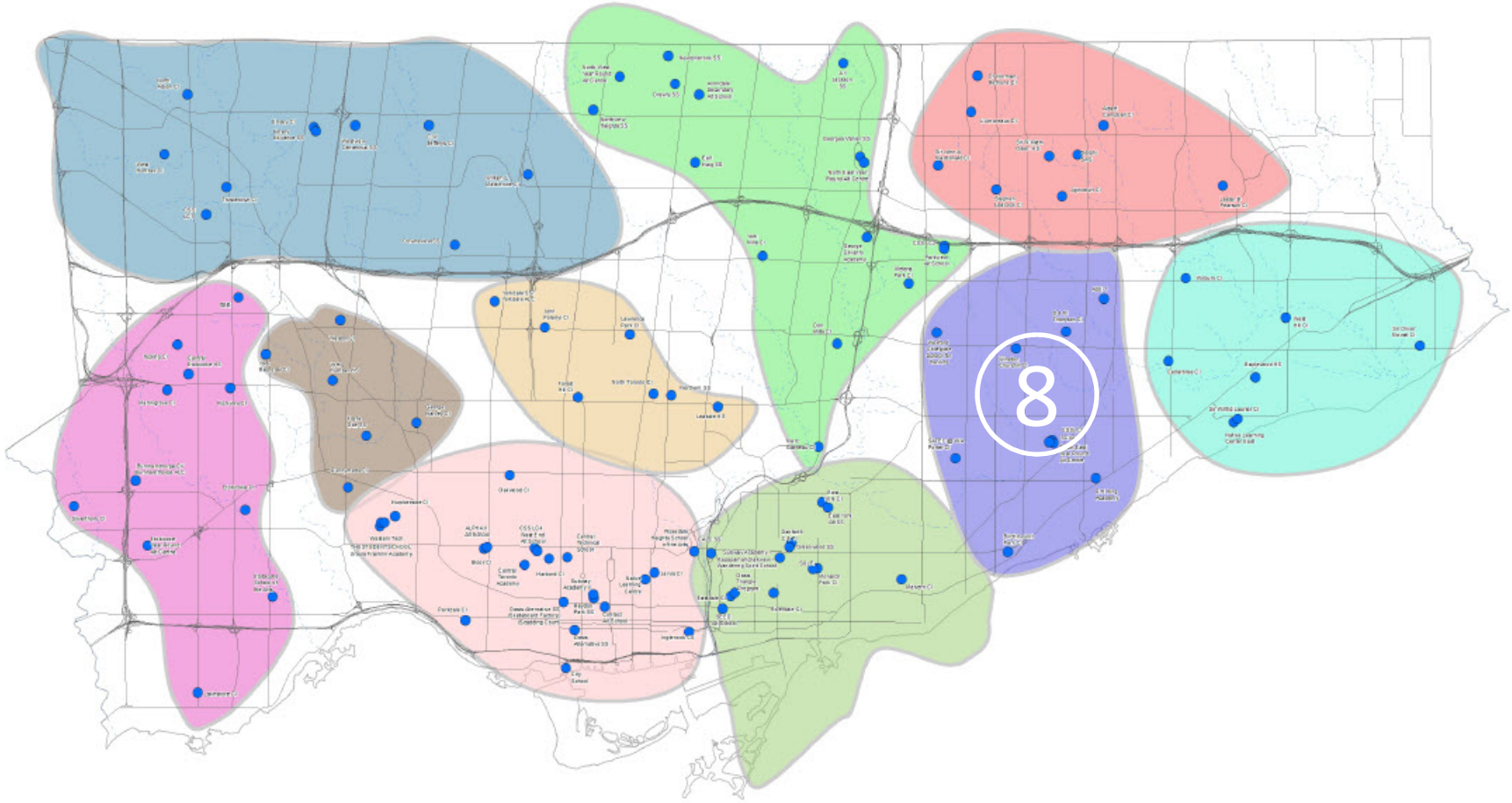
Collegiates - Attending School Summary: Regular Program 2019

School Name	Total Enrol. Reg Track	Total In-District (Reg. Track) and %		Total Out of District (Reg. Track) and %	
East York Collegiate Institute	999	926	93%	73	7%
Malvern Collegiate Institute	573	524	91%	49	9%
Monarch Park Collegiate Institute	851	439	52%	412	48%
Riverdale Collegiate Institute	995	958	96%	37	4%



Looking Ahead 2029
Group 8

Appendix 4O



SECONDARY PROGRAM REVIEW

Appendix 4O

Looking Ahead 2029 - Group 8

List of Schools

Collegiates

- Birchmount Park Collegiate Institute
- David and Mary Thomson Collegiate Institute
- R H King Academy
- SATEC @ W A Porter Collegiate Institute
- Wexford Collegiate School for the Arts
- Winston Churchill Collegiate Institute

Alternative Schools

- Alternative Scarborough Education 1
- South East Year Round Alt. School

EdVance Programs

- Scarborough Centre for Alternative Studies

Caring and Safe Schools

- Caring and Safe Schools – Learning Centre 3

Appendix 4O

Looking Ahead 2029 - Group 8

Key Facts

	2019	2029	Change
Total Enrolment	6,806	6,733	-73
Total Capacity	8,178	8,178	-
Surplus Space (Capacity - Enrolment)	1,372	1,445	73
Utilization Rate (Enrolment / Capacity)	83%	82%	-1%

Number of Secondary Schools

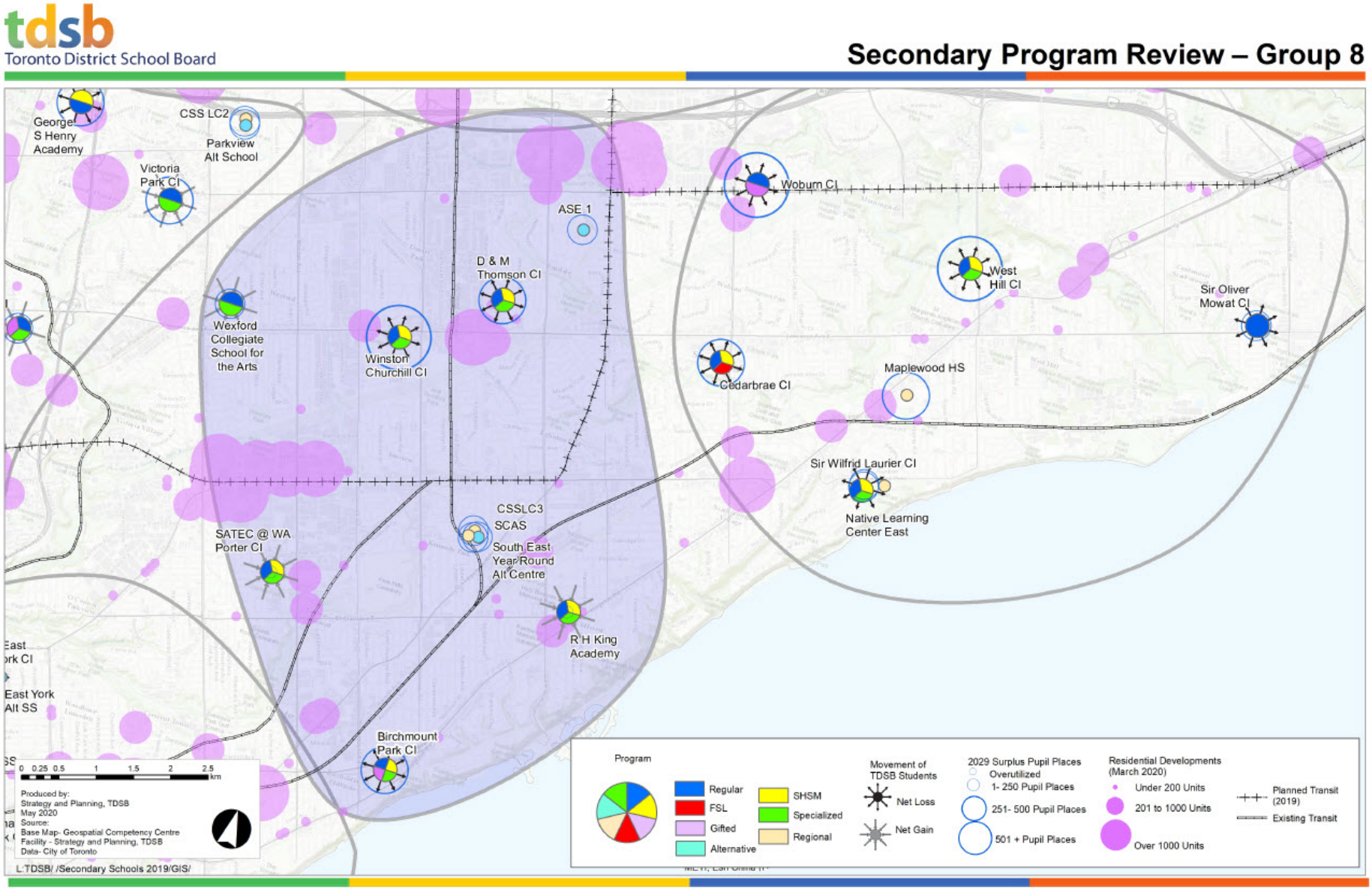
Less than 65% Utilization

Over 100% Utilization

Looking Ahead 2029 - Group 8

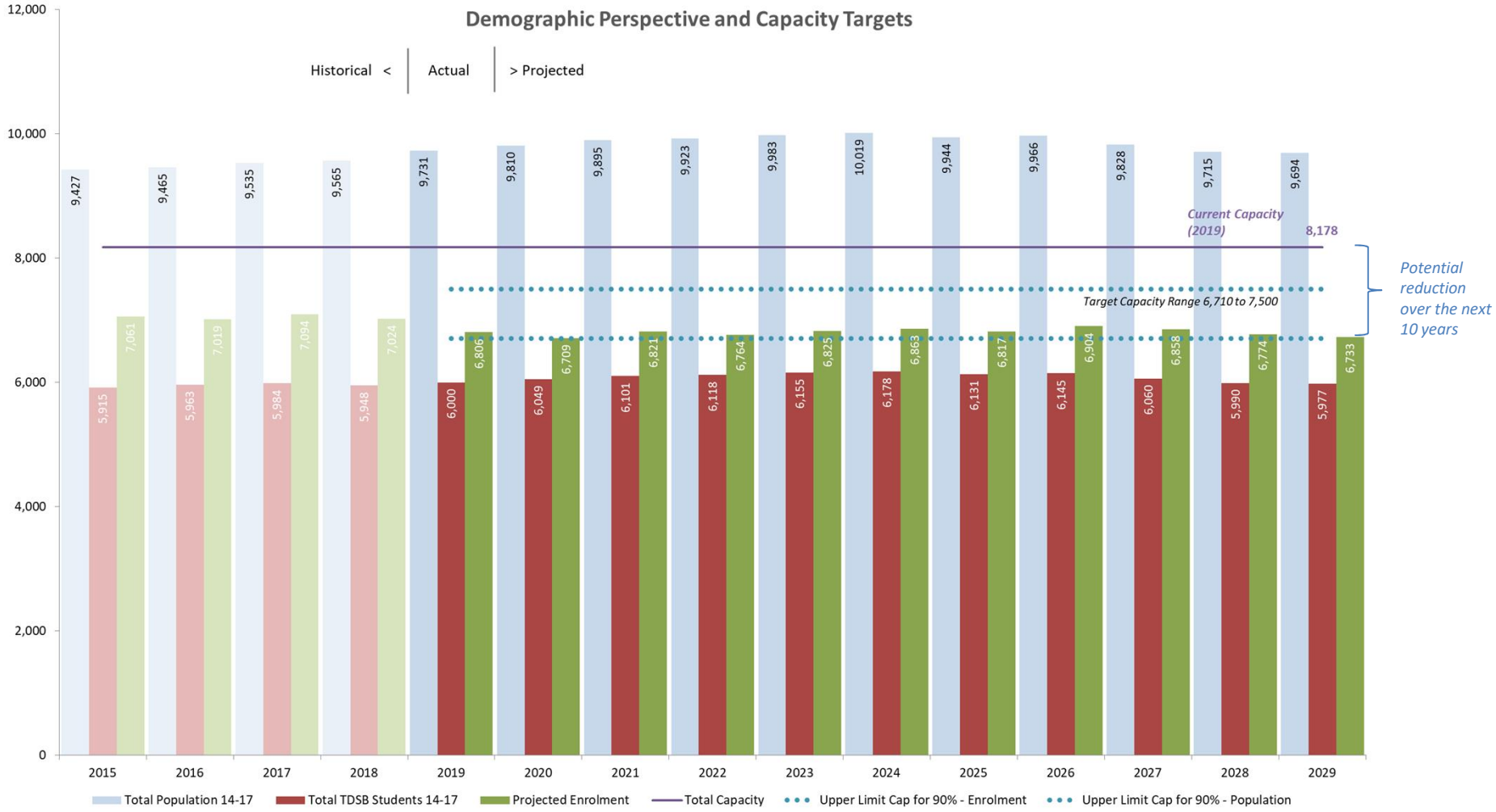
Appendix 4O

Context Map



Looking Ahead 2029 - Capacity Targets

Appendix 4O

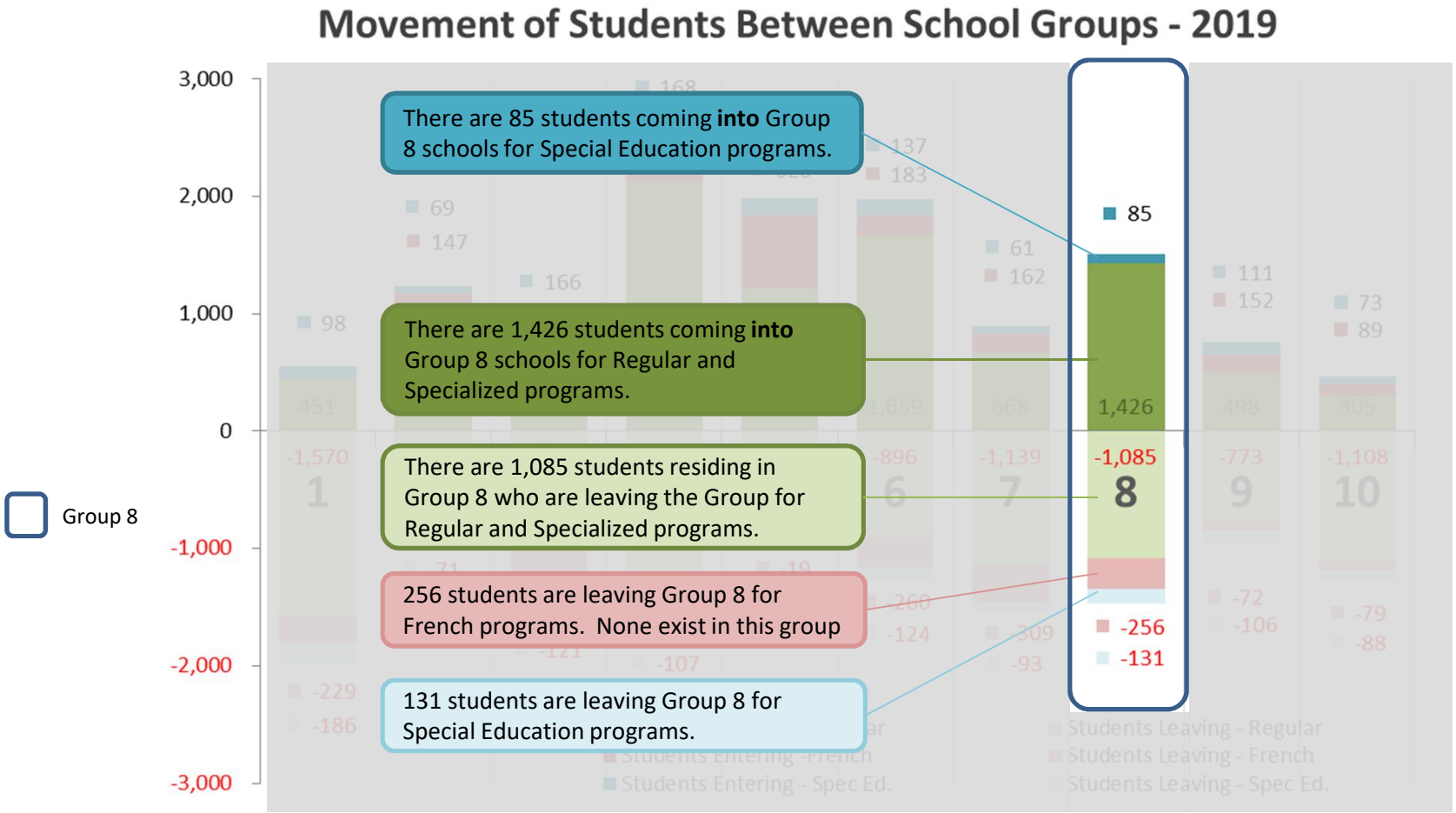


- The number of students who attend schools in this group exceeds the number of TDSB who reside there. This could be due to the specialized programs that exist in some schools.
- The projected enrolment and population are expected to remain stable over the next 10 years.
- Future capacity reductions could range between 690 and 1,470 pupil places.

Looking Ahead 2029 - Group 8

Appendix 4O

Movement of Students



- There is a significant amount of student migration into and out of this group for regular or specialized programs (1,426 in, 1,085 out). There are multiple specialized programs in this group that could be a contributing factor.
- There are no French programs in this group, resulting in 256 students leaving to attend schools outside of the group.

Roadmap to 2029 – List of Preliminary Concepts

- **Target a reduction of surplus capacity between 690 and 1,420 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.
  - Future reviews must consider the significant long-term redevelopment potential of the Golden Mile, an emerging residential community along Eglinton Avenue East.

- **Review existing Gifted programs, their current locations and viability**
  - There is one secondary Gifted program within this group

- **Review of Specialized Programming to increase access for local students**
  - Review of Optional Attendance data from 2019-20 to determine which programs students are applying to.
  - Determine how these programs may be replicated or better supported within Group 8 schools.

- **Exploration of the distribution and location(s) of Alternative secondary schools**

- **Review of the four Year-Round Alternative Schools**
  - This review crosses multiple groups and will explore the existing location of each program

- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

School Inventory - Group 8

			Current Situation							5 Years Out (2024)						10 Years Out (2029)					
School Name	School Type	LOI (2017)	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	% Overutilized
Birchmount Park Collegiate Institute	Collegiate	52	883	1,107	80%	224				879	79%	228				822	74%	285			
David and Mary Thomson Collegiate Institute	Collegiate	40	1,287	1,509	85%	222				1,114	74%	395				1,167	77%	342			
R H King Academy	Collegiate	66	1,278	1,101	116%		-177			1,219	111%		-118			1,199	109%		-98		
SATEC @ WA Porter Collegiate Institute	Collegiate	55	1,216	1,194	102%		-22			1,248	105%		-54			1,205	101%		-11		
Wexford Collegiate School for the Arts	Collegiate	56	1,062	1,155	92%	93				1,121	97%	34				1,121	97%	34			
Winston Churchill Collegiate Institute	Collegiate	37	576	1,254	46%	678				693	55%	561				630	50%	624			
Alternative Scarborough Education 1	Alt	67	94	96	98%	2				108	113%		-12			108	113%		-12		
South East Year Round Alternative Centre	Alt	20	74	147	50%	73				85	58%	62				85	58%	62			
Scarborough Centre for Alternative Studies	EdVance	28	330	423	78%	93				390	92%	33				390	92%	33			
Caring and Safe School LC3	CSS	-	6	192	3%	186				6	3%	186				6	3%	186			

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

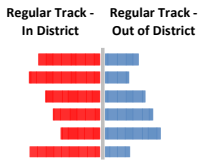
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)
Birchmount Park Collegiate Institute	826			57	Gifted DD PD	SHSM - Health and Wellness | SHSM - Manufacturing | Elite Athletes
David and Mary Thomson Collegiate Institute	1,166			121	MID DD LD	SHSM - Health and Wellness | SHSM - Info./Comm. Tech | Advanced Placement | SHSM - Horticulture & Landscaping
R H King Academy	1,278					SHSM - Arts and Culture | Leadership Pathway
SATEC @ WA Porter Collegiate Institute	1,216					SHSM - Environment | SHSM - Info./Comm. Tech | Math and Science Focus
Wexford Collegiate School for the Arts	1,057			5	PD	Arts Focus
Winston Churchill Collegiate Institute	554			22	Autism	SHSM - Transportation | Africentric Program

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-Area Students	Total Attending Local School (Reg. Track) and %	
Birchmount Park Collegiate Institute	1,169	535	46%
David and Mary Thomson Collegiate Institute	1,648	874	53%
R H King Academy	1,092	731	67%
SATEC @ WA Porter Collegiate Institute	964	605	63%
Wexford Collegiate School for the Arts	710	443	62%
Winston Churchill Collegiate Institute	965	409	42%

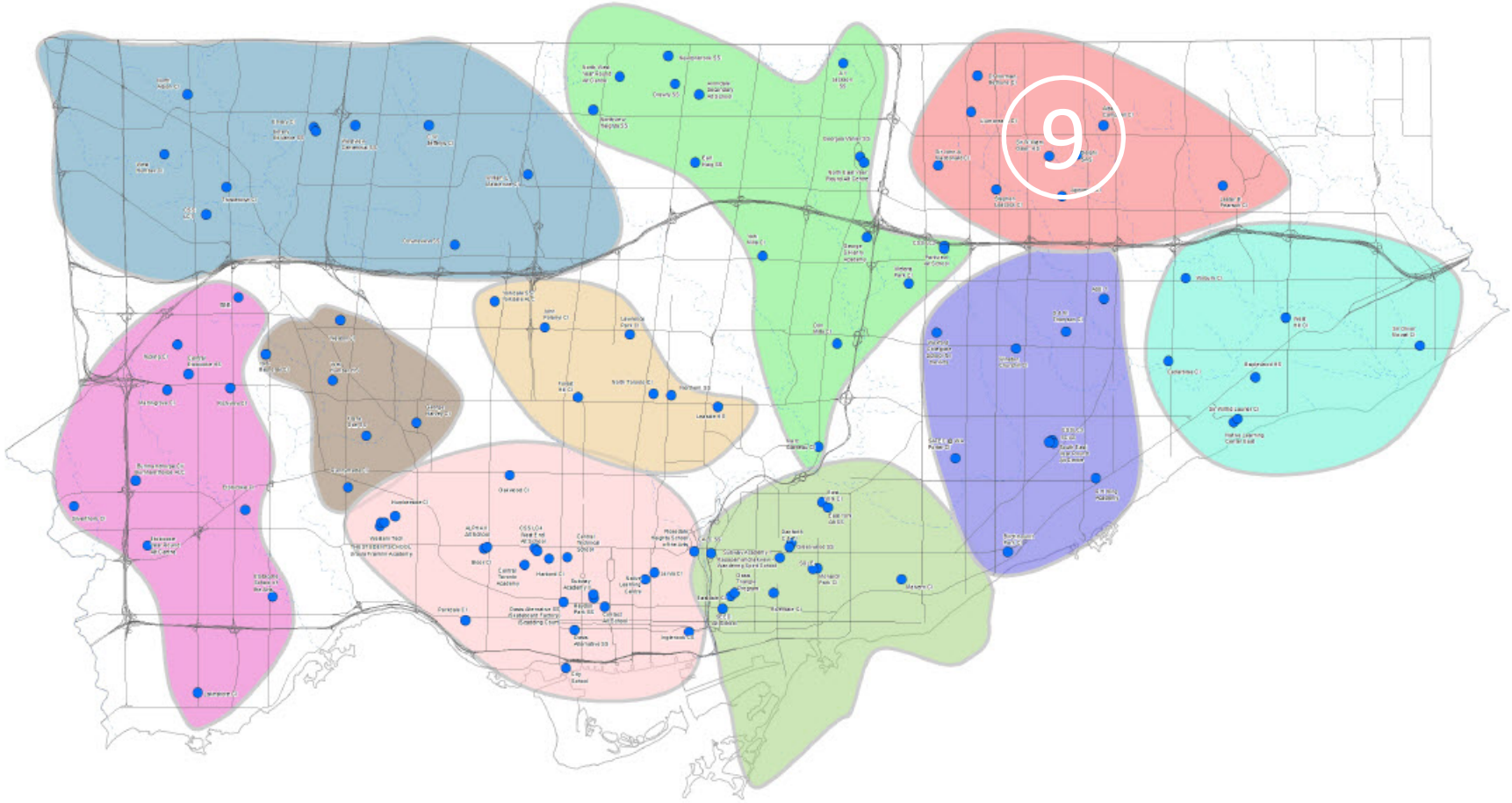
Collegiates - Attending School Summary: Regular Program 2019

School Name	Total Enrol. Reg Track	Total In-District (Reg. Track) and %		Total Out of District (Reg. Track) and %	
Birchmount Park Collegiate Institute	826	535	65%	291	35%
David and Mary Thomson Collegiate Institute	1,166	874	75%	292	25%
R H King Academy	1,278	731	57%	547	43%
SATEC @ WA Porter Collegiate Institute	1,216	605	50%	611	50%
Wexford Collegiate School for the Arts	1,057	443	42%	614	58%
Winston Churchill Collegiate Institute	554	409	74%	145	26%



Looking Ahead 2029
Group 9

Appendix 4Q



SECONDARY PROGRAM REVIEW

Appendix 4Q

Looking Ahead 2029 - Group

List of Schools

Collegiates

- Agincourt Collegiate Institute
- Albert Campbell Collegiate Institute
- Dr. Norman Bethune Collegiate Institute
- L' Amoreaux Collegiate Institute
- Lester B Pearson Collegiate Institute
- Sir John A Macdonald Collegiate Institute
- Stephen Leacock Collegiate Institute

Alternative Schools

- Delphi Secondary Alt. School

Congregated Special Education Schools

- Sir William Osler High School

Appendix 4Q

Looking Ahead 2029 - Group 9

Key Facts

	2019	2029	Change
Total Enrolment	7,374	7,700	326
Total Capacity	9,312	9,312	-
Surplus Space (Capacity - Enrolment)	1,938	1,612	-326
Utilization Rate (Enrolment / Capacity)	79%	83%	3%

Number of Secondary Schools

9

Less than 65% Utilization

3

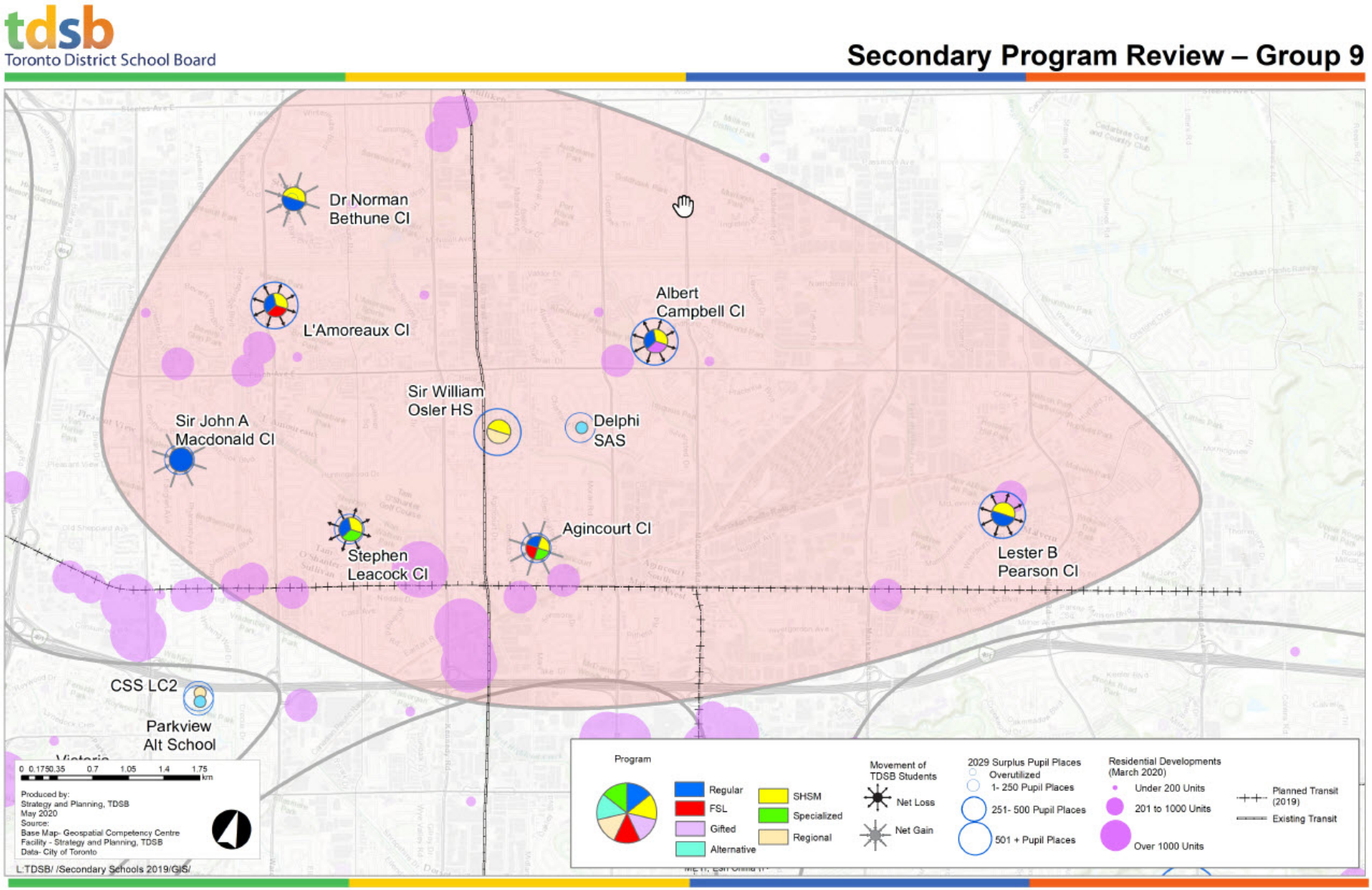
Over 100% Utilization

0

Looking Ahead 2029 - Group 9

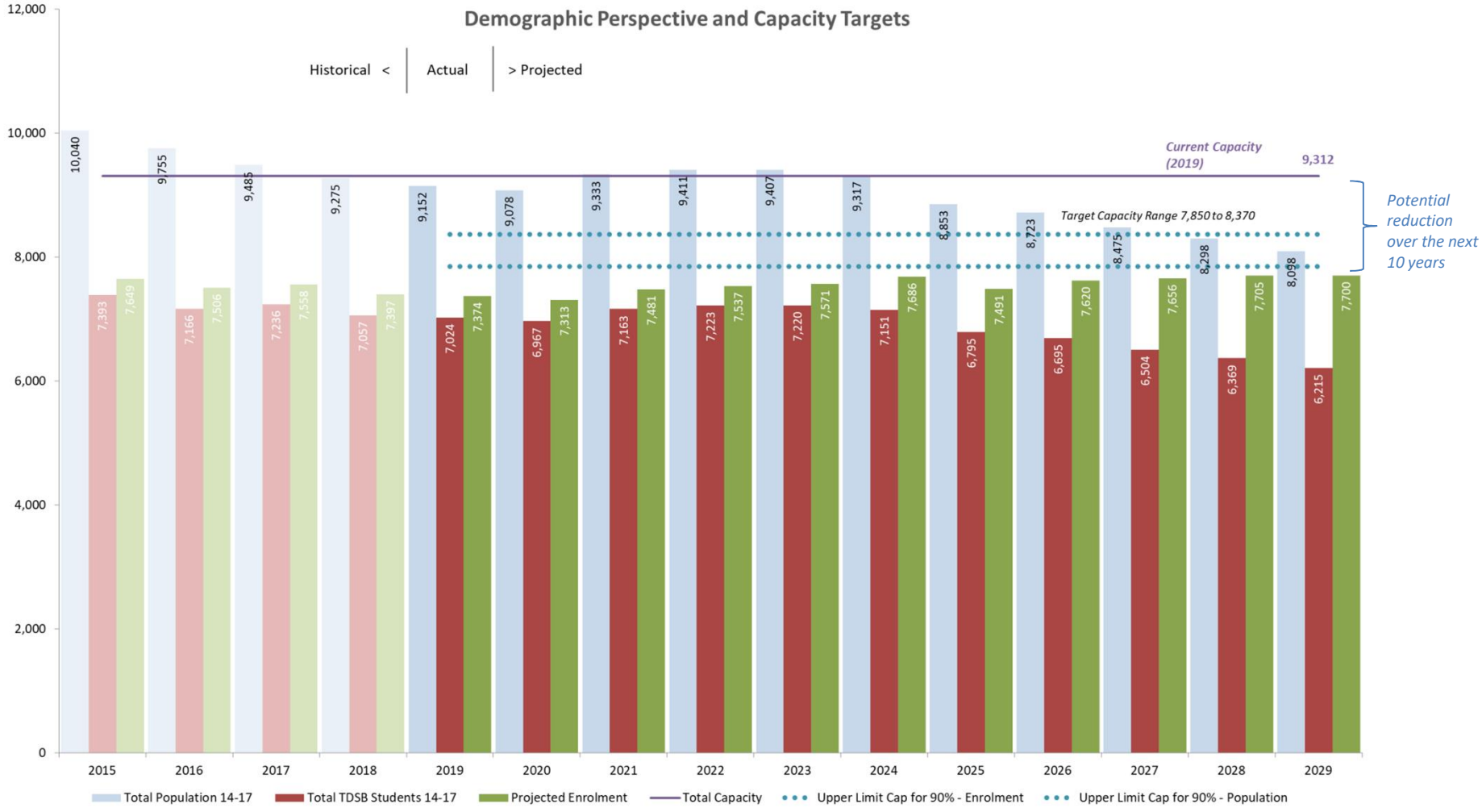
Appendix 4Q

Context Map



Looking Ahead 2029 - Capacity Targets

Appendix 4Q

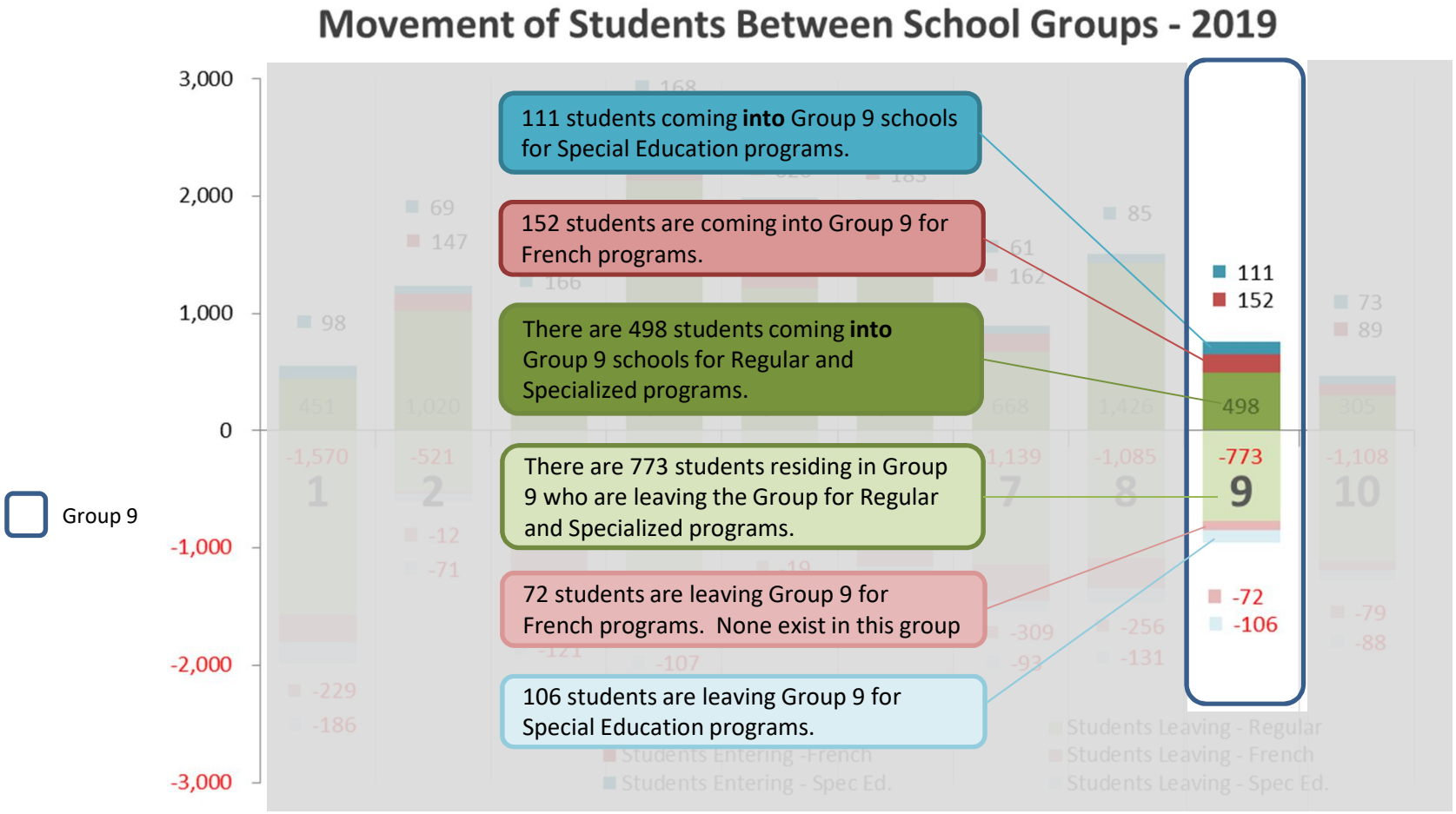


- The projected population and number of TDSB students is projected to decline over the next 10 years, while enrolment is projected to remain stable.
- These diverging trends will need to be thoroughly examined through ongoing study.
- Future potential capacity reductions range from 940 to 1,460 pupil places.

Looking Ahead 2029 - Group 9

Appendix 4Q

Movement of Students



- When compared to other groups there are smaller numbers of students moving in and out of Group 9
- There were nearly 500 students attending schools in Group 9 who resided in other groups, and approximately 770 students leaving Group 9 to attend schools elsewhere
- The number of students migrating into and out of this group for special education programs is nearly identical
- The number of students entering this group for French programs is slightly higher than the number leaving

Appendix 4Q

Roadmap to 2029 – List of Preliminary Concepts

- **Target a reduction of surplus capacity between 950 and 1.460 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.

- **Review of Congregated Special Education schools across the Board**
  - One congregated special education school exists within this Group

- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**
  - French as a Second Language programs currently exist at schools with significant enrolment pressures.
  - This could include exploration of a French centre at the secondary panel

- **Future Reviews to Explore Opportunities to Address Elementary Accommodation Pressures**
  - Significant accommodation pressures may arise in the Agincourt area due to significant residential intensification planned for the area.
  - Future reviews could consider opportunities to open up or access space in local secondary schools to address these pressures, subject to an open and transparent accommodation review process.

- **Explore the introduction of a new Elite Athletes program to expand access to this part of the Board**

- **Explore the introduction of a new EdVance program to expand access to this part of the Board**

- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

School Inventory - Group 9

			Current Situation							5 Years Out (2024)						10 Years Out (2029)					
School Name	School Type	LOI (2017)	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	% Overutilized
Agincourt Collegiate Institute	Collegiate	80	1,340	1,419	94%	79				1,402	99%	17				1,403	99%	16			
Albert Campbell Collegiate Institute	Collegiate	79	1,194	1,626	73%	432				1,293	80%	333				1,331	82%	295			
Dr Norman Bethune Collegiate Institute	Collegiate	86	1,060	1,083	98%	23				1,152	106%		-69			1,188	110%		-105		
L'Amoreaux Collegiate Institute	Collegiate	71	496	957	52%	461				533	56%	424				611	64%	346			
Lester B Pearson Collegiate Institute	Collegiate	77	1,233	1,275	97%	42				1,229	96%	46				1,011	79%	264			
Sir John A Macdonald Collegiate Institute	Collegiate	88	1,158	1,365	85%	207				1,087	80%	278				1,125	82%	240			
Stephen Leacock Collegiate Institute	Collegiate	58	569	912	62%	343				719	79%	193				750	82%	162			
Delphi Secondary Alternative School	Alt	82	129	147	88%	18				103	70%	44				100	68%	47			
Sir William Osler High School	SpEd	45	195	528	37%	333				168	32%	360				181	34%	347			

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

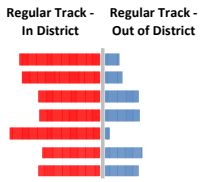
School Name	Regular Track	French Imm.	French Ext.	Special Education	Special Education Programs	Specialized Programs and Specialist High Skills Majors (SHSMs)
Agincourt Collegiate Institute	703	243	378	16	Autism	SHSM - Business | Advanced Placement | SHSM - Sports | SHSM - Manufacturing | SHSM - Non Profit
Albert Campbell Collegiate Institute	1,122			72	Gifted MID	SHSM - Arts and Culture | SHSM - Construction
Dr Norman Bethune Collegiate Institute	1,060					SHSM - Business
L'Amoreaux Collegiate Institute	404		92			SHSM - Business | SHSM - Info./Comm. Tech | SHSM - Health and Wellness
Lester B Pearson Collegiate Institute	1,211			22	DD	SHSM - Construction | SHSM - Health and Wellness
Sir John A Macdonald Collegiate Institute	1,150			8	Autism	
Stephen Leacock Collegiate Institute	553			16	Autism	SHSM - Info./Comm. Tech | Advanced Placement | SHSM - Hospitality and Tourism

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-Area Students	Total Attending Local School (Reg. Track) and %	
Agincourt Collegiate Institute	927	597	64%
Albert Campbell Collegiate Institute	1,499	915	61%
Dr Norman Bethune Collegiate Institute	841	682	81%
L'Amoreaux Collegiate Institute	772	258	33%
Lester B Pearson Collegiate Institute	1,629	1,150	71%
Sir John A Macdonald Collegiate Institute	1,121	696	62%
Stephen Leacock Collegiate Institute	816	355	44%

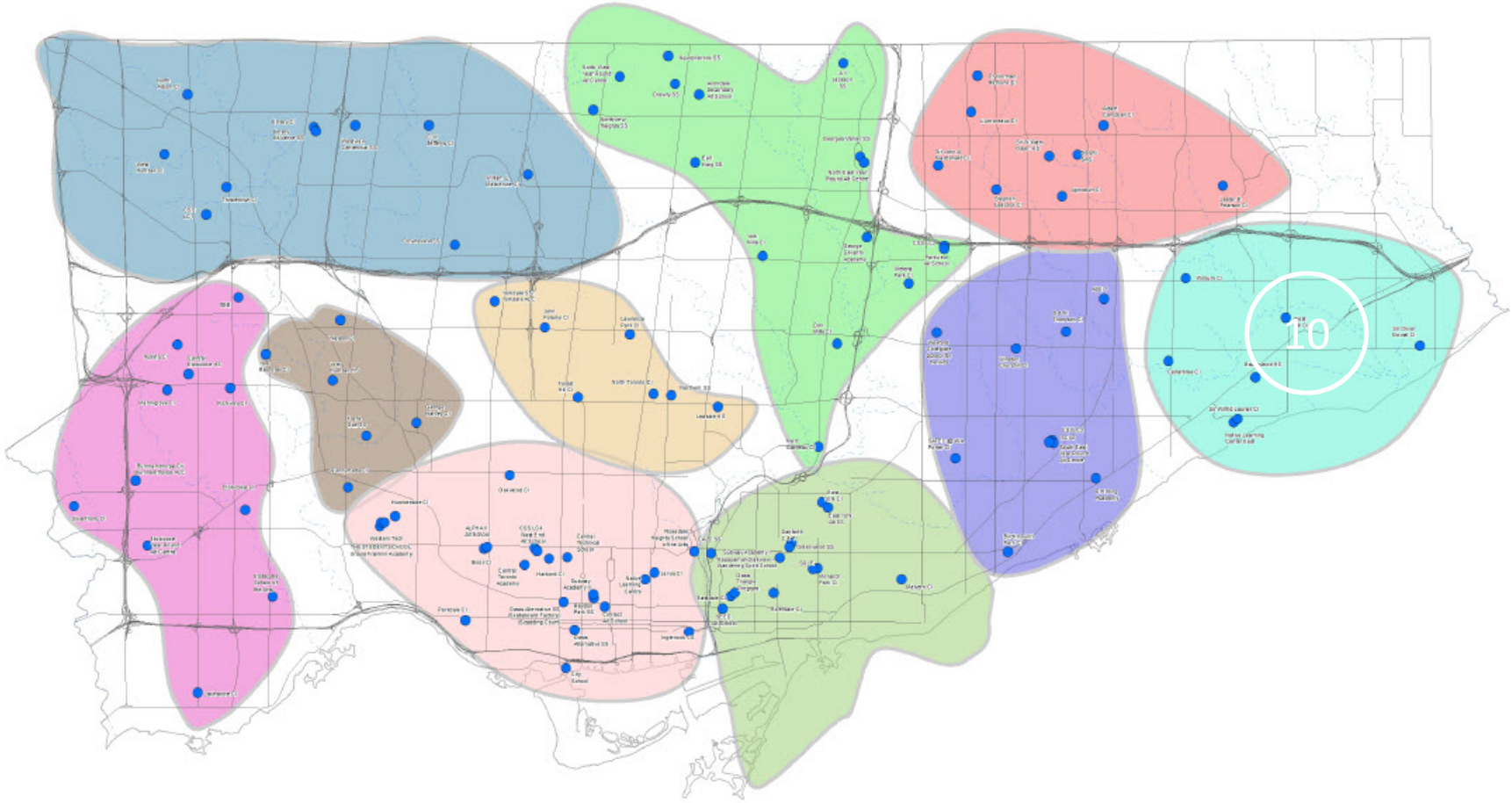
Collegiates - Attending School Summary: Regular Program 2019

School Name	Total Enrol. Reg Track	Total In-District (Reg. Track) and %		Total Out of District (Reg. Track) and %	
Agincourt Collegiate Institute	703	597	85%	106	15%
Albert Campbell Collegiate Institute	1,122	915	82%	207	18%
Dr Norman Bethune Collegiate Institute	1,060	682	64%	378	36%
L'Amoreaux Collegiate Institute	404	258	64%	146	36%
Lester B Pearson Collegiate Institute	1,211	1,150	95%	61	5%
Sir John A Macdonald Collegiate Institute	1,150	696	61%	454	39%
Stephen Leacock Collegiate Institute	553	355	64%	198	36%



Looking Ahead 2029
Group 10

Appendix 4S



SECONDARY PROGRAM REVIEW

Appendix 4S

Looking Ahead 2029 – Group 10

List of Schools

Collegiates

- Cedarbrae Collegiate Institute
- Sir Oliver Mowat Collegiate Institute
- Sir Wilfrid Laurier Collegiate Institute
- West Hill Collegiate Institute
- Woburn Collegiate Institute

Congregated Special Education Schools

- Maplewood High School

Native Learning Centre East

Appendix 4S

Looking Ahead 2029 - Group 10

Key Facts

	2019	2029	Change
Total Enrolment	5,266	5,144	-122
Total Capacity	7,380	7,380	-
Surplus Space (Capacity - Enrolment)	2,114	2,236	122
Utilization Rate (Enrolment / Capacity)	72%	70%	-2%

Number of Secondary Schools

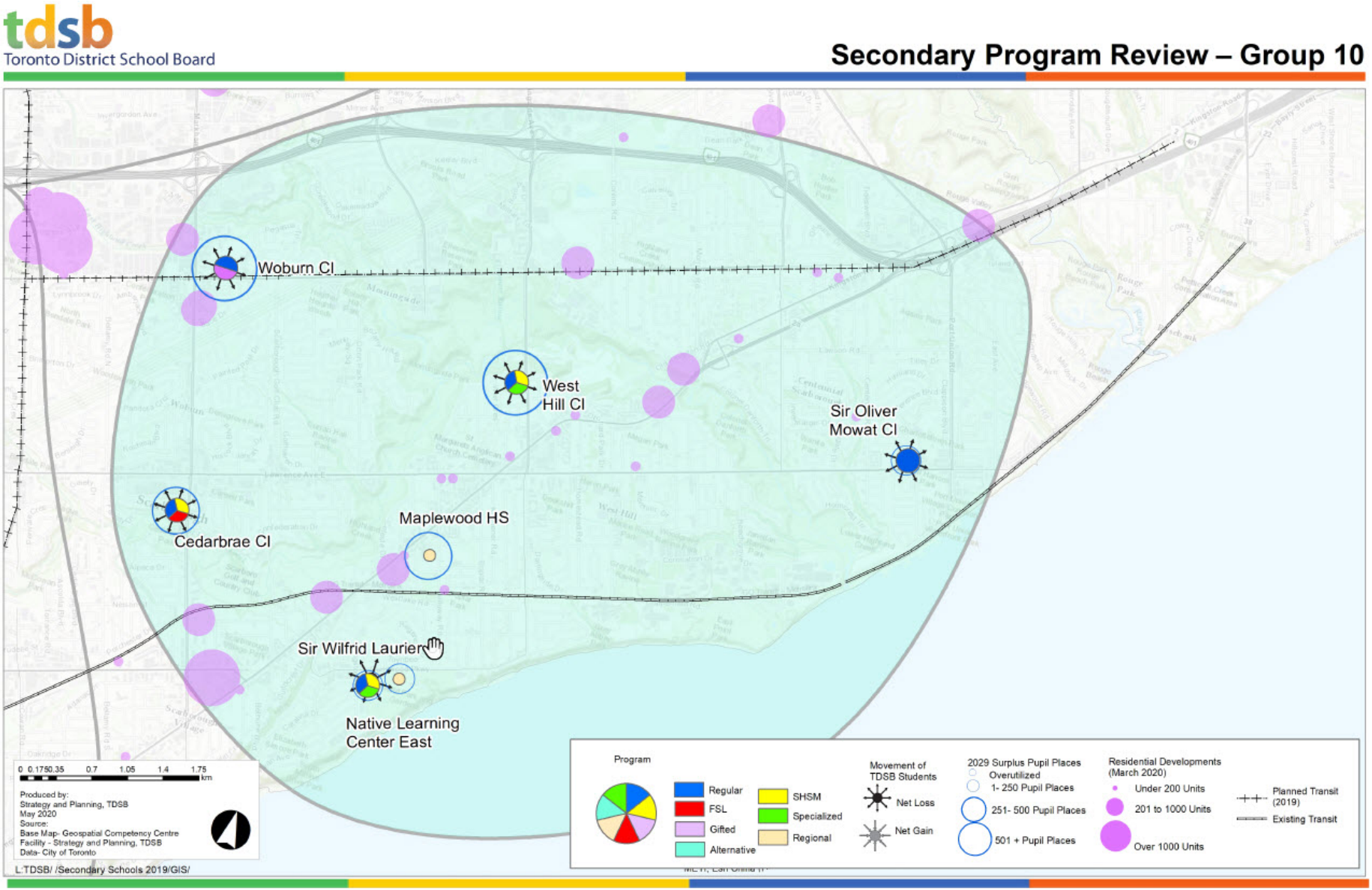
Less than 65% Utilization

Over 100% Utilization

Looking Ahead 2029 - Group 10

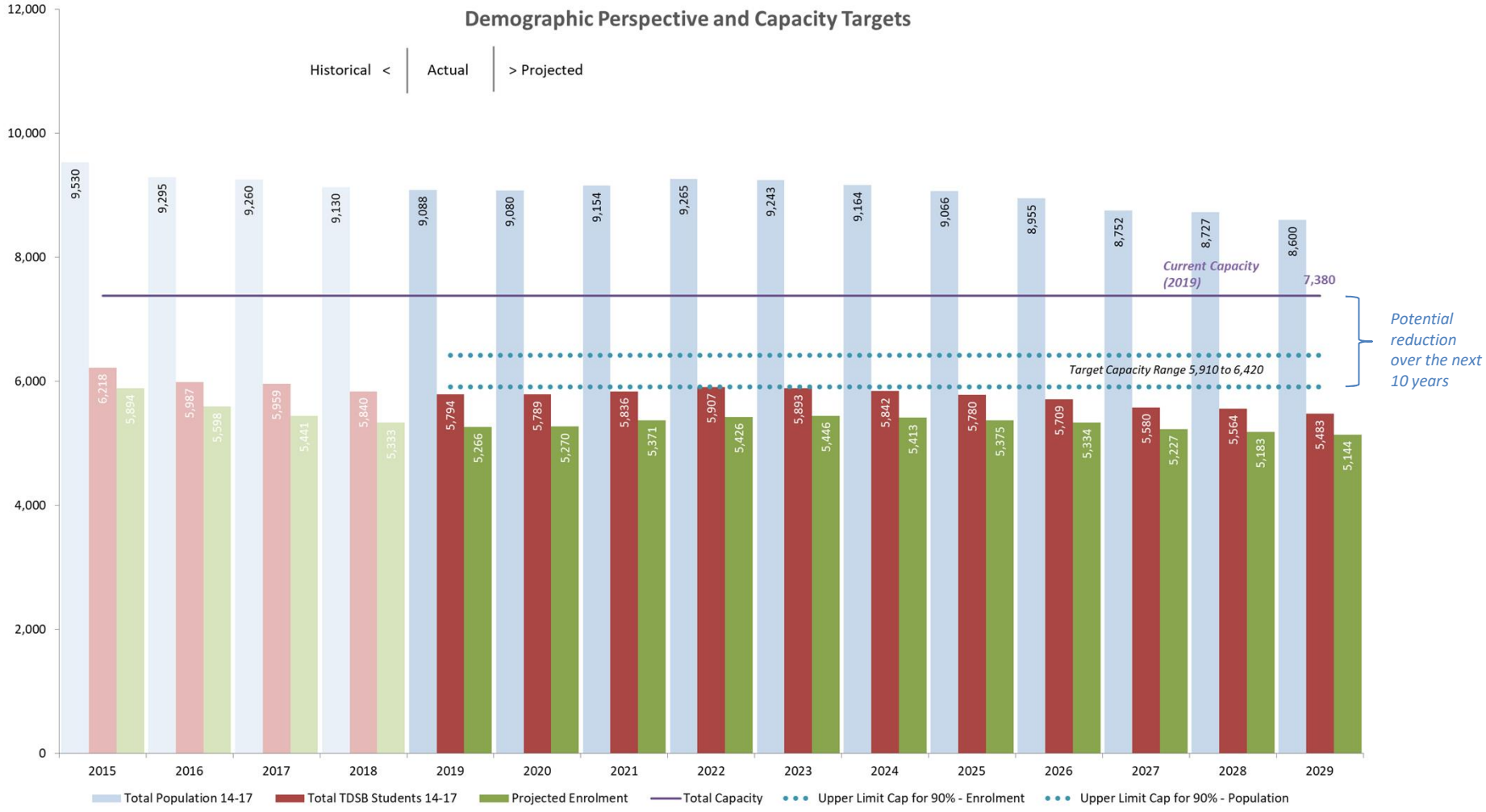
Appendix 4S

Context Map



Looking Ahead 2029 - Capacity Targets

Appendix 4S

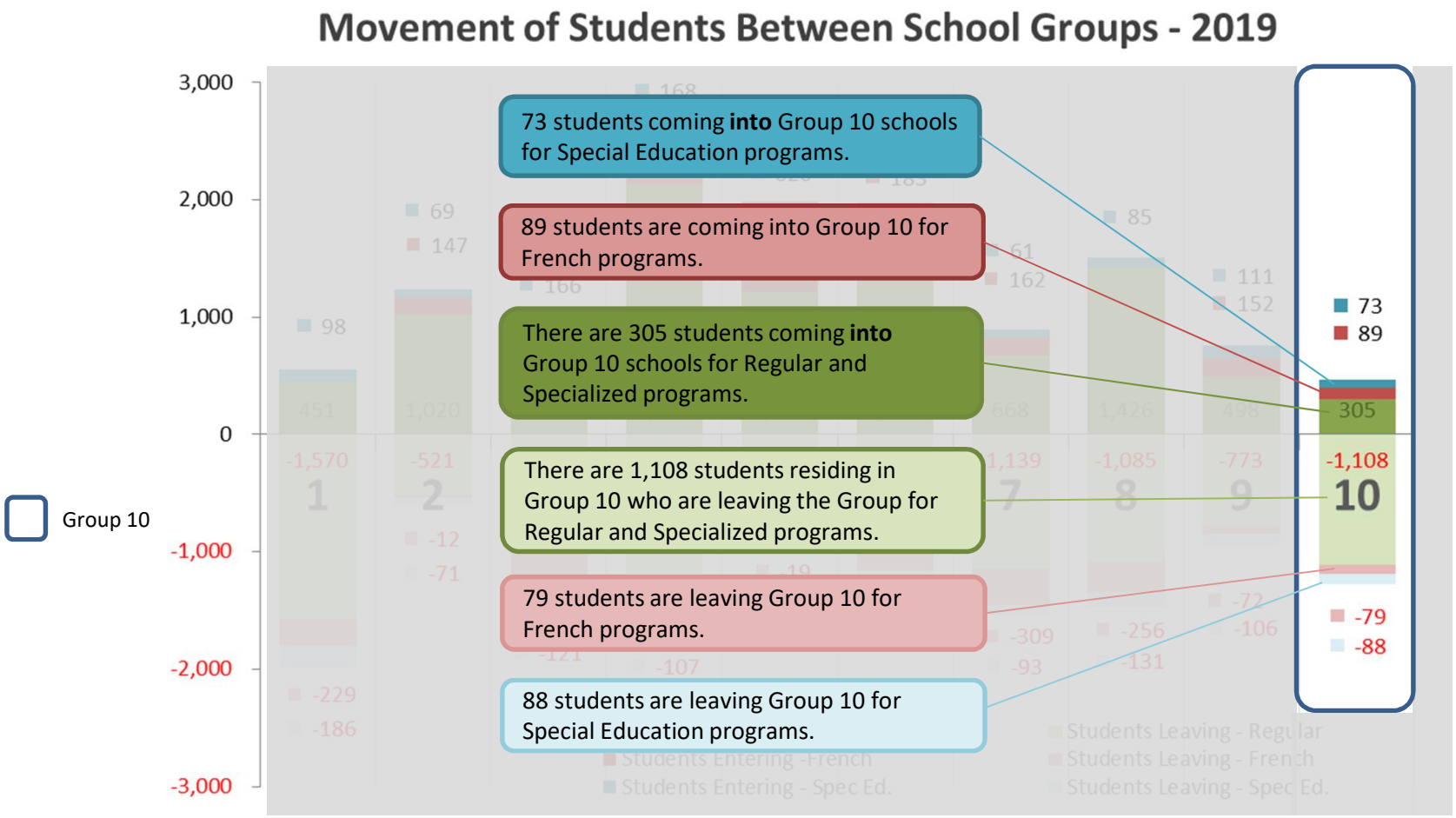


- The total secondary school aged population, total number of TDSB secondary students and the projected enrolment are all anticipated to increase slightly in the short-term, then decline over the long-term.
- The total number of TDSB students residing in the group and the total enrolment in at schools in this group are closer than others
- Future potential capacity reductions range from 960 to 1,470 pupil places

Looking Ahead 2029 - Group 10

Appendix 4S

Movement of Students



- There are a comparatively small number of students attending schools in this group that do not reside in the group (305)
- There is a much larger number of students who reside in this group choosing to attend schools in other groups (1,108)
- The number of students migrating into and out of this group for special education and French programs is very similar

Appendix 4S

Roadmap to 2029 – Group 10 Concepts

- **Target a reduction of surplus capacity between 960 and 1,470 pupil places**
  - Future Pupil Accommodation Reviews to explore potential consolidations and reduce surplus capacity.
  - The guiding principles of the Long-Term Program & Accommodation Strategy will inform this work, specifically school size and utilization targets.
  - Secondary schools should be of a sufficient size that can support rich programming, pathways learning opportunities for all students.

- **Review of Congregated Special Education schools across the Board**
  - One congregated special education school exists within this Group

- **Exploration of changes to French as a Secondary Language pathways to address enrolment imbalances and program sizes**

- **Introduction of FAST programs to increase/expand offerings in Skills and Technology**
  - FAST programs are an opportunity to expand access for students who wish to pursue pathways in the skilled trades.
  - FAST programs will maximize the use of specialized spaces within schools, and align with Specialist High Skills Major (SHSM programs).

School Inventory - Group 10

			Current Situation							5 Years Out (2024)						10 Years Out (2029)					
School Name	School Type	LOI (2017)	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	% Overutilized
Cedarbrae Collegiate Institute	Collegiate	30	1,112	1,500	74%	388				1,117	74%	383				1,026	68%	474			
Sir Oliver Mowat Collegiate Institute	Collegiate	103	1,025	1,068	96%	43				1,102	103%		-34			1,065	100%	3			
Sir Wilfrid Laurier Collegiate Institute	Collegiate	49	1,402	1,407	100%	5				1,285	91%	122				1,197	85%	210			
West Hill Collegiate Institute	Collegiate	50	674	1,320	51%	646				825	63%	495				764	58%	556			
Woburn Collegiate Institute	Collegiate	69	901	1,542	58%	641				910	59%	632				905	59%	637			
Maplewood High School	SpEd	25	136	501	27%	365				159	32%	342				172	34%	329			
Native Learning Centre East	-	2	16	42	38%	26				15	36%	27				15	36%	27			

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)
Cedarbrae Collegiate Institute	848	111	153			SHSM - Construction | SHSM - Business
Sir Oliver Mowat Collegiate Institute	1,010			15	Autism	
Sir Wilfrid Laurier Collegiate Institute	1,402					SHSM - Business | SHSM - Horticulture & Landscaping | SHSM - Hospitality and Tourism | International Baccalaureate
West Hill Collegiate Institute	656			18	DD	SHSM - Transportation | Advanced Placement
Woburn Collegiate Institute	810			91	Gifted LD	

Collegiates - Attendance Area Summary 2019: Attending Regular Track Locally

School Name	Total In-Area Students	Total Attending Local School (Reg. Track) and %	
Cedarbrae Collegiate Institute	1,214	689	57%
Sir Oliver Mowat Collegiate Institute	1,183	934	79%
Sir Wilfrid Laurier Collegiate Institute	1,724	974	56%
West Hill Collegiate Institute	1,372	533	39%
Woburn Collegiate Institute	1,015	680	67%

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 %	
Cedarbrae Collegiate Institute	848	689	81%	159	19%
Sir Oliver Mowat Collegiate Institute	1,010	934	92%	76	8%
Sir Wilfrid Laurier Collegiate Institute	1,402	974	69%	428	31%
West Hill Collegiate Institute	656	553	84%	103	16%
Woburn Collegiate Institute	810	680	84%	130	16%