



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

**To:** Committee of the Whole

**Date:** 10 April, 2019

**Report No.:** 04-19-3623

### **Strategic Directions**

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

### **Recommendation**

It is recommended that the guiding principles for the Long-Term Program and Accommodation Strategy (LTPAS), as presented in this report, be approved.

### **Context**

For the last five years, the Long-Term Program and Accommodation Strategy has included program and accommodation drivers that have remained mainly consistent. The drivers were developed to identify issues and needs to be addressed through studies recorded in the LTPAS and to assist in the development of options and solutions regarding the issues and needs that are generated through the completion of a study.

The current drivers are included in Appendix A.

The drivers are reviewed annually to ensure they are still relevant and then are included in the LTPAS document approved by the Board of Trustees.

In the fall of 2018, a more detailed review of the drivers was identified in the action plans related to the implementation of the TDSB's Multi-Year Strategic Plan (MYSP) to ensure alignment with the goals of the MYSP and consideration of the TDSB's commitment to human rights, equity, accessibility and inclusion.

As part of the review, staff decided to replace the term “drivers” with “guiding principles” because the latter term is more commonly used in education and easily understood.

Staff has grouped the principles under two themes: “Equity of Access” and “Efficient and Flexible Learning Space”. The theme of equity of access makes a direct connection to the goals of the MYSP and provides guidance on how this will be achieved.

In developing the new guiding principles, staff did not want to repeat what is already found in the TDSB’s Mission, Values and Goals, policies and procedures. The guiding principles listed below are intended to provide supplemental guidance to these documents.

### **Equity of Access**

1. **Neighbourhood schools that meet the needs of all students** – Focus on building strong neighbourhood schools that offer a wide range of programs including specialty programs that meet the needs and interests of all students and support all post-secondary destinations.
2. **Optimal elementary school size of at least two classes per grade** – Aim for enrolments of no less than two classes per grade in elementary schools where possible to ensure that schools have a sufficient number of teaching staff to offer a range of educational opportunities.
3. **Optimal secondary school size of at least 1,000 students** – Aim for enrolments of no less than 1,000 students in secondary schools where possible to ensure that a variety of pathways, opportunities and programs can be offered to all students – review secondary schools with enrolments of less than 700 students to address diminishing opportunities to offer viable programs that meet the needs of all students.
4. **Consistent attendance boundaries** – Establish consistent attendance boundaries across the TDSB – review instances of shared attendance boundaries where multiple schools are offered based on home address and split attendance boundaries where graduating cohorts are divided among two or more schools.
5. **School locations that support active transportation** – Locate schools and plan attendance boundaries to support active, safe and sustainable transportation to and from school – locate elementary schools within walking distance and secondary schools in close proximity to public transit.

6. **Minimal transitions** – Minimize school transitions for students as they move through their elementary and secondary school pathways.

### **Efficient and Flexible Learning Space**

7. **Optimal utilization rate of 90%** – Ensure that school buildings are used efficiently by targeting utilization rates of 90% – address issues of underutilization (schools operating at 65% utilization or less) and overutilization (schools operating at 110% utilization or greater) – use existing space in schools efficiently to balance enrolments.
8. **Minimal use of portables** – Use portables when the enrolment of a school exceeds the capacity of the building – review the use of portables on a site when the number of portables approaches the maximum number that can be accommodated on the site.
9. **Flexible buildings and sites** – Plan school sites, school buildings, and additions to be flexible and adaptive to a dynamic and changing city – design sites that can accommodate portables and future expansion as well as school spaces that are multi-functional.
10. **Different models of school organization** – Explore different models of school organization such as JK to Grade 12, Grade 7 to 12, specialty programs, campus models, multiple schools co-existing within the same building, full-year schools, and schools in mixed-use developments.

### **Action Plan and Associated Timeline**

If approved, the guiding principles will be included in the Long-Term Program and Accommodation Strategy for 2019-2028 that will be presented to the Board of Trustees in June 2019 and will be used in all new accommodation studies.

### **Resource Implications**

N/A

### **Communications Considerations**

The guiding principles will be included in the Long-Term Program and Accommodation Strategy for 2019-2028 which will be posted on the TDSB public website after approval by the Board of Trustees in June 2019.

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

### Policies:

Accommodation and Program Review (P068)

Equity Policy (P037)

Mission, Values and Goals (P002)

### Procedures:

Program Area Review (PR715)

Pupil Accommodation Review (PR598).

## **Appendices**

- Appendix A: Current Drivers for the Long-Term Program and Accommodation Strategy

## **From**

Manon Gardner, Associate Director, School Operations and Service Excellence at 416-394-2041 or at [manon.gardner@tdsb.on.ca](mailto:manon.gardner@tdsb.on.ca)

Steve Shaw, Executive Officer, Facilities and Planning at 416-393-8780 or at [steve.shaw@tdsb.on.ca](mailto:steve.shaw@tdsb.on.ca)

Andrew Gowdy, System Planning Officer at 416-394-3917 or at [andrew.gowdy@tdsb.on.ca](mailto:andrew.gowdy@tdsb.on.ca)

## **Current Drivers for the Long-Term Program and Accommodation Strategy**

The current drivers are as follows:

### **Program Drivers**

- **Program Choice** – Offer a variety of program choices to all learners including adults
- **Equity** – Provide equity of opportunity and access to programs
- **Fair Access to Specialized Programs and Schools** – Achieve a fair and equal distribution of specialized programs and specialized schools
- **Viability** – Ensure viability of program

### **Accommodation Drivers**

- **Good Distribution of Schools** – Maintain a distribution of elementary schools within walking distance and secondary schools with good access to public transit and eliminate redundancy (schools in close proximity)
- **Minimal Transitions** – Minimize school transitions for students
- **Minimal Use of Portables** – Minimize the use of portables (three is acceptable if space allows)
- **Service Integration** – Integrate services in schools (wherever possible)
- **Good Utilization** – Target utilization rates of 80% to 90% (review schools at 65% or less and schools over 100% utilization rate)
- **Distinct Attendance Areas** – Avoid shared attendance boundaries and split attendance areas
- **Efficient Use of Space** – Use existing space in schools efficiently to balance enrolments

**Blank Page**