



Review of the Legacy Technical and Commercial Boundaries

To: Planning and Priorities Committee

Date: 15 May, 2024

Report No.: 04-24-4690

Strategic Directions

- **Belong** - All students belong, are engaged, and valued in an inclusive environment.
- **Achieve** - All students reach high levels of achievement, success, and personal development.
- **Thrive** - All students graduate with the confidence, skills, and knowledge to thrive.
- **Revitalize** - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

Recommendation

It is recommended that:

- a) The legacy technical and commercial boundaries for Central Technical School, Central Toronto Academy, Danforth Collegiate and Technical Institute, Northern Secondary School, Victoria Park Collegiate Institute and Western Technical-Commercial School be dissolved for the purposes of admission to the schools beginning in September 2025;
- b) Central Technical School, Central Toronto Academy, Danforth Collegiate and Technical Institute and Western Technical-Commercial School become Secondary Schools Without a Boundary, accessible to all students in the City of Toronto, effective September 1, 2025; and
- c) The Three-Year Transition plan outlined in Appendix H be approved.

Context

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The purpose of this report is to bring staff's final recommendations from the review of the legacy technical and commercial boundaries to the Trustees for approval. Staff presented a preliminary report to the Trustees for receipt at the Planning and Priorities Committee meeting on February 28, 2024, for discussion and feedback. Based on feedback received from Trustees, a minor amendment to the Three-Year Transition Plan has been made, which is described within this report.

The schools involved in this review are Central Technical School (Ward 10, Trustee Williams), Central Toronto Academy (Ward 10, Trustee Williams), Danforth Collegiate and Technical Institute (Ward 15, Trustee Ehrhardt), Northern Secondary School (Ward 11, Trustee Chernos Lin), Victoria Park Collegiate Institute (Ward 14, Trustee Rajwani) and Western Technical-Commercial School (Ward 7, Trustee King).

These six schools have regional boundaries that govern admission to the schools. The regional boundaries are a legacy from the pre-amalgamation school boards in Toronto when these schools had distinct technical and commercial programs that students were streamed into.

After extensive consultation and analysis, it is staff's view that these legacy technical and commercial boundaries should be dissolved to improve equity of access for all students in the TDSB.

A description of the six impacted schools can be found in Appendix A. A summary table showing the enrolments, capacities and programs at the schools can be found in Appendix B. A map showing the locations of the schools can be found in Appendix C.

Background

Admission to most secondary schools in the TDSB is administered through a network of collegiate boundaries. The network of collegiate boundaries spans the entire city and provides every address with a designated secondary school. The designated collegiate is considered as the local secondary school. A map of the collegiate boundaries can be found in Appendix D.

In addition to the network of collegiates, there are former technical and commercial schools that historically offered a different option for students that were not pursuing or deemed eligible for an academic-oriented program.

Historically (prior to amalgamation), secondary schools in some parts of the city were separated into three distinct school types, each with a particular focus: the local collegiates offered an academic-focussed program; technical schools offered vocational

programming; and commercial schools focussed on business and administrative skills. Students were streamed into a secondary school based on their perceived academic ability, prior achievement, or interest.

These former technical and commercial schools have technical and/or commercial boundaries, which are large regional boundaries that were used to determine which technical or commercial school a student would be streamed into according to their home address. A map of the legacy technical boundaries can be found in Appendix E and a map of the legacy commercial boundaries can be found in Appendix F.

The remaining legacy boundaries exist predominantly in pre-amalgamated City of Toronto (Toronto Board of Education), where most of the impacted schools are geographically located.

The former technical and commercial schools have all been reinvented over time, and currently offer a composite secondary program that includes academic pathways just like the network of collegiates that span the city.

The former technical schools continue to offer rich opportunities in technological programming due to the unique facilities available within the buildings, while Central Toronto Academy, a former commercial school, operates like a collegiate.

The legacy technical and commercial boundaries are still in place in some parts of the city and are no longer used as a streaming mechanism. This effectively provides an additional layer of guaranteed access to multiple secondary schools for some addresses, while most of the city is not extended that same degree of choice.

The tension around equity of access emerged through the Secondary Program Review and has been reflected as a study in the Long-Term Program and Accommodation Strategy since 2016.

Secondary Program Review

The Secondary Program Review is an extensive study of secondary schools and programs across the TDSB which was completed in June 2020.

One of the outcomes of the Secondary Program Review was a directive to support and strengthen the neighbourhood school model by building a network of collegiates with strong enrolments that generate the staffing necessary to deliver breadth of program.

The network of collegiates would be composite schools, serving students in all academic pathways and provide the opportunities and experiences students want as close to home as possible.

Supporting and strengthening the neighbourhood school model is a theme that spans many accommodation, program and policy initiatives emerging from the Secondary Program Review, including revisions to the Out-of-Area Admissions Policy, a new Central Student Interest Programs Policy, and a series of Pupil Accommodation Reviews supported by the Capital Revitalization Strategy as the outcomes of those reviews are implemented.

The Interim Report of the Secondary Program Review (May 2020) described that former technical and commercial schools will continue to play a role in the landscape of secondary schools in the TDSB, but access to these schools was problematic due to the inequities they created by offering additional school choices to some parts of the city and not to others. The Interim Report described the dissolution of the legacy boundaries as a next step to increase access for all students.

Other Legacy Boundaries in the TDSB

Eastern Commerce Collegiate Institute and Monarch Park Collegiate Institute

Eastern Commerce CI was a former commercial school located at 16 Phin Avenue, near the intersection of Donlands and Danforth Avenues. In addition to Central High School of Commerce and Western TCS, this school offered a program focus on business and administrative skills where students in the former Toronto Board of Education were once streamed.

The school was closed after a Pupil Accommodation Review in 2016 due to low enrolment and program non-viability. The commercial boundary was dissolved when the school was closed. The 16 Phin Avenue building currently accommodates Kâpapâmahchakwêw - Wandering Spirit School and Subway Academy I.

Monarch Park CI, located near the intersection of Coxwell and Danforth Avenues, had a large commercial boundary in addition to its collegiate boundary. The commercial boundary was much larger than the collegiate boundary, and, when combined with the commercial boundary for Eastern Commerce CI, covered the entirety of former East Toronto.

The commercial boundary for Monarch Park CI was dissolved in 2016 as part of the Pupil Accommodation Review that led to the closure of Eastern Commerce CI. Since commercial programming was no longer offered at the school, the boundary did not serve a purpose.

George Harvey Collegiate Institute

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George Harvey CI was a former vocational school located near the intersection of Keele Street and Eglinton Avenue West that served the former City of York (York Board of Education). Although it was a vocational school with large regional technical and commercial boundaries, George Harvey CI was assigned a small collegiate boundary in the early 2000s to reduce enrolment pressure at the surrounding collegiates. Despite having large regional boundaries and a collegiate boundary, enrolment at the school continued to decline.

The school was closed and merged with York Memorial CI in 2022 due to low enrolment and concerns around program viability.

The large technical and commercial boundaries for the school were dissolved when the school was closed in 2022. The building is currently the holding school for York Memorial CI while the new York Memorial building is under construction.

Scarborough Board of Education – Business and Technical Institutes

The former Scarborough Board of Education historically operated three Business and Technical Institutes (BTIs) that offered programs with a vocational and commercial focus. Students were streamed into either the local collegiate for an academic-oriented program, or into a Business and Technical Institute.

Timothy Eaton BTI served the northern part of Scarborough, Sir Robert Borden BTI served the southeast, and Bendale BTI served the center. Each school had a large regional boundary and, when combined, they covered the entirety of the former City of Scarborough.

All three BTIs were closed due to low enrolment: Timothy Eaton BTI was closed in 2009; Sir Robert Borden BTI in 2016; and Bendale BTI in 2019. The legacy boundaries associated with these schools were dissolved when the schools were closed. There are no remaining legacy boundaries in the former City of Scarborough.

Rationale for Dissolving the Legacy Technical and Commercial Boundaries

Staff is recommending that the legacy technical and commercial boundaries be dissolved for the following reasons.

Improving Access for All

The existing network of legacy technical and commercial boundaries does not span the entire City of Toronto like the collegiate boundaries. This means that there are

addresses in some parts of the city that enjoy guaranteed access to multiple secondary schools, whereas most of the city only has guaranteed access to their local collegiate.

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This additional layer of access was relevant when students were streamed into a particular type of secondary school (collegiate, vocational, or commercial). Students are no longer streamed, and the former technical and commercial schools offer courses and programs in all academic pathways: university, college, apprenticeship, or the workplace. The legacy boundaries have become redundant.

The former technical and commercial schools all have large enrolments close to or above 1,000 students, some have Central Student Interest Programs (e.g., MaST at Danforth CTI, Arts at Western TCS and Central Technical School), and others have Gifted Programs (Northern SS and Western TCS). This is in addition to rich technological programming opportunities available at the former technical schools.

These schools mirror the network of local collegiates in terms of the programs, opportunities, and experiences available for students. Rather than guaranteeing access for some, the opportunity to attend these schools should be made available to any student interested in applying.

Commercial Programming is Obsolete

Commercial programming is no longer offered at secondary schools in the TDSB. Courses that were commercial in focus such as keyboarding, shorthand and bookkeeping are no longer part of the Ontario curriculum.

There is no reason to retain commercial boundaries for a program that no longer exists at secondary schools in the TDSB. The legacy commercial boundaries do not serve a purpose.

Accommodation Concerns

Due to the large regional boundaries, most of the former technical and commercial schools have grown in enrolment and have emerged as accommodation pressures.

As an example, Northern SS, with large technical and commercial boundaries that guarantee access to all, has grown to a point where a Local Feasibility Team (LFT) was struck in the Fall of 2023 to investigate options to address overcrowding for the 2023-24 school year. As of October 31, 2023, the school had an enrolment of 2,054 students in a building with a capacity of 1,806 pupil places. The site is small at just over seven acres and cannot accommodate portables.

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Staff investigated a variety of options including leasing space in a local church, implementing a special placement process (random selection), and dissolving the legacy boundaries in advance of the other schools.

None of these options were supported by the LFT, and opportunities to renovate spaces within the building were supported as the solution. These internal renovations are estimated to cost approximately \$1,000,000 and represent the only remaining opportunities to accommodate students. If enrolment increases for the 2024-25 school year, the school will be facing significant accommodation challenges, which may lead to highly disruptive changes.

Diminished Access for Students Outside the Legacy Boundaries

As enrolment grows at these schools, their ability to admit students from outside the large regional boundaries decreases. Historically, most of these schools were able to accept all interested students, but as enrolment grows this may no longer be the case.

As an example, enrolment at Danforth CTI has increased in recent years, meaning that the number of interested students the school was able to admit through the Out-of-Area Admissions process has declined year-over-year. For the 2023-24 school year only eight students were admitted through the Out-of-Area Admissions process. For the 2024-25 school year, the school will only be allowed to admit siblings of current students. If the boundaries are not dissolved, the school is likely to be closed to Out-of-Area Admissions the following year.

Central Toronto Academy is also on the verge of being closed to Out-of-Area Admissions due to an increase in enrolment. This means that access to the school is closed for anyone residing outside of the legacy boundaries, yet guaranteed access is still a possibility for those that reside within those boundaries.

Northern SS is closed to Out-of-Area Admissions for the 2024-25 school year, but the large technical and commercial boundaries still guarantee access for a very large geography and potential pool of students, meaning the risk of ongoing accommodation challenges still exists.

Adverse Impact on the Local Collegiates

Many of the former technical and commercial schools have become regional destinations for students. Although this has resulted in strong enrolment and rich programming for the students attending these schools, it has come at a cost to local collegiates that are not seen as schools of choice for some members of the surrounding community. This negatively impacts the students attending the local collegiates.

Enrolment at some local collegiates has declined due to students using the legacy boundaries to avoid their local collegiate. The negative perception of some schools was vocalized during the public meetings held for this review. This has led to a concern from some members of the public that they would be forced to attend their local collegiate if the legacy boundaries are dissolved. Some see this as having the potential to negatively impact their child academically.

As enrolment declines, the complement of staff also declines, which creates a challenge for the school in being able to offer a fulsome range of courses that aligns with the interests of students. As courses and opportunities decrease, students seek out other options for their secondary school experience. This 'snowball effect' of fewer staff, fewer courses, and fewer students can lead to program non-viability and in some cases the closure of the school. This is counter to the goal of the Secondary Program Review, which is to support and strengthen the local schools.

A table summarizing the enrolment make-up of the former technical and commercial schools, specifically the collegiate boundaries of the students attending them, can be found in Appendix G.

Staff Proposal

As described in Appendix A, there are four schools that *only* have legacy technical and/or commercial boundaries:

- Central Technical School (Ward 10, Trustee Williams);
- Central Toronto Academy (Ward 10, Trustee Williams);
- Danforth CTI (Ward 15, Trustee Ehrhardt); and
- Western TCS (Ward 7, Trustee King).

Staff is recommending that the legacy technical and commercial boundaries be dissolved for these four schools, and that they be classified as Secondary Schools Without a Boundary.

These four schools would not have any boundaries, and access to the regular program at these schools would be available to all students residing within the City of Toronto. There would no longer be any guaranteed access by geography.

Other programs at these schools including Central Student Interest Programs and Gifted programs are not impacted by this proposal. Admission to these programs will continue to be administered through existing processes.

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Staff is recommending that the legacy technical and commercial boundaries for Northern SS and Victoria Park CI be dissolved. Because these two schools have collegiate boundaries, it is not necessary to classify these schools as Secondary Schools Without a Boundary. These two schools will be classified as local collegiates.

Transition Plan

A transition plan has been recommended as a response to the feedback received through the consultation process. Staff has developed a transition plan that addresses many of the concerns that were shared through the public consultation process and e-mail correspondence.

Staff is recommending that Northern SS be extended the same transition plan as the four Secondary Schools Without a Boundary to ease the impact on families impacted by the proposed dissolution of the legacy boundaries.

The legacy technical boundary for Victoria Park CI is geographically very small and has not historically contributed many students to the school (currently only 13 students from this geographic area attend Victoria Park CI). Removing guaranteed access is not expected to have a significant impact and therefore staff has not recommended the school be included within the transition plan.

Staff is recommending that the transition plan be in place for admission in the following years: 2025-26, 2026-27 and 2027-28. The transition plan and list of admissions priorities will be revisited during the three-year period to determine how admissions will be overseen for the 2028-29 school year and beyond. A three-year period allows for two full years of admission cycles to be completed. This will provide staff with two years of student data to analyze, which will better inform recommendations on how to proceed for the 2028-29 school year.

The proposed Three-Year Transition Plan can be found in Appendix H.

In the development of the transition plan, staff has considered the following.

Siblings

Staff is recommending that access for siblings of students attending these schools as of the 2024-25 school year be guaranteed. This aligns with the sibling priority in the Out-of-Area Admissions policy and provides families with the opportunity to have their children attend the same school.

Interest in Technology

Staff is recommending that 30% of available seats in the former technical schools be reserved for students interested in pursuing technological programs. These schools have specialized facilities and staff to deliver rich technological programs.

Accommodating students with an interest in pursuing technology ensures that these highly specialized programs are not in danger of disappearing. This criterion is not intended to create technical schools, but to ensure that there is a healthy balance between academic (collegiate) and technological programming. These reserved seats will be available only to applicants that are not included in the other priority categories.

Locality

Staff is recommending that access be prioritized for students residing within collegiate areas that have historically contributed large numbers of students to the former technical and commercial schools and have limited ability to receive an influx of additional students due to building and/or site constraints.

There are accommodation challenges present at the local collegiates like Riverdale CI (Danforth CTI), Humberstone CI (Western TCS), Harbord CI (Central Technical School and Central Toronto Academy) and North Toronto CI (Northern SS). Extending a priority to students residing within the collegiate attendance area of these schools is a way to mitigate against further overcrowding at these schools.

Further, these schools have a history and roots in the communities within which they are located. By extending a priority to the local community it provides schools with an opportunity to continue building relationships with the local elementary schools and acknowledges that the local collegiate may not be equipped to offer technological programming that students may be interested in. This does not apply to Northern SS; students residing within the school's collegiate boundary have automatic access.

Changes to the Three-Year Transition Plan Based on Trustee Feedback

Staff presented a preliminary report to Trustees for discussion and feedback at the Planning and Priorities Committee meeting on February 28, 2024. Following the meeting, Trustees were provided with an opportunity to provide feedback on the proposal and Three-Year Transition Plan until March 8, 2024.

Based on feedback received from Trustees, a small amendment to the Three-Year Transition Plan was made to prioritize TDSB applicants over non-TDSB applicants. The previous iteration of the Three-Year Transition Plan did not make a distinction between TDSB and non-TDSB applicants, meaning that students that had previously attended

schools within a coterminous school board or private schools could have been accepted over students that had already made a commitment to TDSB schools.

Priority #4, which provides access to all addresses within the City of Toronto, now includes TDSB applicants only. Priority #5 includes all other applicants residing within the City of Toronto, and Priority #6 includes applicants that reside outside of the City.

Non-TDSB applicants would still have an opportunity to access the schools through the other priority categories.

Determining the Number of Seats Available

Planning staff will work closely with the impacted Principals, Superintendents and Secondary Program and Admissions staff to determine the number of available seats in each of the four Secondary Schools Without a Boundary during each projection cycle. The number of available seats will be set to ensure that the school is able to deliver breadth of program, but also to ensure that the school does not become over-utilized as students progress through the grades.

Consistent enrolment results in consistent staffing, which results in consistent timetables for students. With the current arrangement of legacy boundaries, enrolment can swing quite significantly from year-to-year, making annual processes like enrolment projections, Out-of-Area Admissions, and staffing, quite challenging.

Appendix I contains a table that illustrates a potential Grade 9 enrolment target for each of the five schools included within the Three-Year Transition Plan. The purpose of this table is to demonstrate that each school will have seats available for students not included within the sibling and local collegiate priority groups. This ensures that students from across Toronto will have a chance to attend these schools.

There are two opportunities for students from across Toronto to attend: through the 30% of seats reserved for technology; or through the remaining seats available after each priority group is accommodated.

The number of remaining seats available varies from school to school based on several factors: the size of the regular track Grade 9 cohort, the number of siblings to be accommodated, the number of seats reserved for technology, and the number of students from the collegiate boundary (Northern SS) or priority collegiate areas.

The table in Appendix I illustrates the percentage of seats in Grade 9 available for students from outside the priority groups. This percentage ranges from 46% at Northern SS to 82% at Central Technical School.

Application to Secondary Schools Without a Boundary and Northern Secondary School

Staff is recommending that access to the four Secondary Schools Without a Boundary and to Northern SS be included within a separate application. Although not a Secondary School Without a Boundary, staff is recommending that Northern SS be included to recognize the impact that dissolving the boundaries would have on families residing within these areas.

All students would be required to apply to these five schools for the regular program, regardless of their address (Northern SS collegiate boundary applicants notwithstanding).

Staff is recommending that a separate application process be established to separate them from the Out-of-Area Admissions process. The separate application would be created within PowerSchool and administered centrally.

A separate application is recommended to ensure that these schools are not overlooked by students. As of the 2023-24 school year, only one school choice is available through the Out-of-Area Admissions application. Creating a separate application for the four Secondary Schools Without a Boundary and Northern SS would make another school choice available to all students.

If approved, a student could apply to one school through the Out-of-Area Admissions application AND to one of the four Secondary Schools Without a Boundary through the proposed application process. A single school choice for the Secondary Schools Without a Boundary is recommended to mirror the Out-of-Area Admissions process and to ensure that students are applying to a school that best aligns with their interests.

The application process for the four Secondary Schools Without a Boundary and Northern SS will run concurrently with the Out-of-Area Admissions process, which typically runs through January of each calendar year, followed by offers and acceptances through February. Both processes would conclude by March 1 of each calendar year.

Like Central Student Interest Programs, seats that are made available after March or during the school year would not be backfilled. This is to ensure minimal disruption to class sizes and staffing at other secondary schools that may lose students.

Applications to Victoria Park Collegiate Institute

Victoria Park CI has a collegiate boundary as well as a very small legacy technical boundary.

If the legacy technical boundary is dissolved for Victoria Park CI, the school would operate as a local collegiate. The school will admit students who reside within its collegiate boundary, and if space is available then available seats would be filled through the Out-of-Area Admissions process. Victoria Park CI would not be available as a choice in the separate application process that is proposed for the four Secondary Schools Without a Boundary and Northern SS.

The priorities already established within the Out-of-Area Admissions Policy will continue to apply to students wishing to access Victoria Park CI.

Plan for Technological Programming at all Secondary Schools in the TDSB

Most collegiates outside of the downtown are equipped with a variety of shops and labs and currently offer a variety of technological programs. These schools are composite in nature and can offer a range of programs and opportunities for all students.

All secondary students in the province will be required to take at least one technological course as of the 2024-25 school year. This change will require all secondary schools to make technological courses available for students. The range of technological options will vary from school to school due to the range of specialized spaces available within the school buildings.

Schools without specialized spaces that have historically offered an academic-oriented program will offer technological courses that can be delivered in existing spaces.

The Facilitated Access to Skilled Trades program (FAST) was developed as part of the Secondary Program Review to improve access to skilled trades for interested students that may not be available at their local school.

The FAST program allows students whose designated school by address does not provide a Skilled-Trades Based SHSM to apply to a school where the program is available. Students can apply to another school through the FAST program starting in Grade 10.

Community Consultation and Feedback

Staff consulted widely on the proposal to dissolve the legacy technical and commercial boundaries. Multiple opportunities were made available to share information and to seek feedback on the proposal.

Staff presented the proposal to dissolve legacy technical and commercial boundaries at the Parent Involvement Advisory Committee (PIAC) on December 12, 2023. Staff also organized a meeting with the Chairs and Vice Chairs from all Community Advisory

Committees (CACs) on February 8, 2024, to share information and seek feedback on the proposal.

Three virtual public consultations were held for this review to ensure that members of the public were extended multiple opportunities to learn about the proposal and to provide feedback. The meetings were held from 6:30 pm to 8:00 pm on Monday, January 15, 2024, Thursday, January 18, 2024, and Sunday, January 21, 2024.

A series of notifications were sent in advance of the public meetings including:

- Notice in TDSB Connects on December 12, 2023, to TDSB parents/guardians/caregivers and all TDSB staff;
- Direct notification through School Messenger from the impacted secondary schools to all parents/guardians/caregivers; and
- Targeted e-mails to all parents/guardians/caregivers of elementary students attending a school with a boundary that intersects with a legacy technical or commercial boundary (approximately 125 elementary schools). Over 68,000 direct e-mails were sent.

In total, approximately 500 members of the public registered for the meetings, and approximately 300 attended.

Feedback Survey Results

Over 188 survey responses were received. There were several common themes that emerged through the responses. Most respondents reside within a legacy technical and/or commercial boundary (90%); fewer reside outside the boundaries (10%).

Respondents that currently reside within a legacy attendance area did not support the dissolution of the boundaries. Of the 164 survey responses received from those residing within a legacy boundary, 125 respondents did not support dissolving them. There were 16 respondents who supported the dissolution of the boundaries and 23 who did not have an opinion.

Of the respondents that currently reside outside of the legacy attendance areas, most supported dissolving them. Of the 18 responses received, 12 respondents supported dissolving the boundaries, while four respondents did not support dissolving them. There were only two respondents without an opinion.

Most respondents were parents/guardians/caregivers of current elementary students (77%), followed by parents/guardians/caregivers of current secondary students (19%). The remaining respondents were students, community members or TDSB staff.

Common Themes

Several common themes emerged from the feedback received through the consultation process, including:

- Opposition to dissolving the legacy boundaries;
- Support for dissolving the legacy boundaries;
- Prioritizing siblings of current students attending the schools;
- Prioritizing local students over those from farther afield;
- Prioritizing students interested in pursuing technology;
- Prioritizing students interested in other programs offered at the school (e.g., Arts);
- Supporting the local collegiates with better programming; and
- Supporting technology in all secondary schools.

A summary of the written comments received can be found in Appendix J.

Future Studies Associated with the Former Technical and Commercial Schools

Dissolving the legacy technical and commercial boundaries creates opportunities to resolve other program and accommodation issues through future study. Several studies that pertain to the former technical and commercial schools already exist in the Long-Term Program and Accommodation Strategy to guide the work of staff over the next few years. A new study will be added to Long-Term Program and Accommodation Strategy to further this work. The existing and proposed studies are listed below:

Existing Studies in the Long-Term Program and Accommodation Strategy:

- Explore a new French pathway into Danforth CTI for implementation in September 2025. This new pathway is intended to address significant accommodation pressures at Riverdale CI.
- Explore additional French pathway changes that include Danforth CTI (subject to a program being established in 2025), East York CI, Leaside HS, and Malvern CI.
- Explore a larger collegiate boundary for Northern SS. The study will occur during the 2024-25 school year and include a review of existing shared areas that

- include Northern SS. The larger collegiate boundary is intended to relieve accommodation pressures at nearby schools like North Toronto CI.
- Review the admission restriction at Riverdale CI with the goal of eliminating it. This admission restriction was put in place in the early 2000s to mitigate overcrowding at the school.
- Undertake Pupil Accommodation Reviews that involve small collegiates, as identified in the Long-Term Program and Accommodation Strategy. These reviews will include some of the former technical and commercial schools like Central Toronto Academy and Western TCS.

New Study to be Added to the Long-Term Program and Accommodation Strategy:

- Establish a collegiate boundary for Danforth CTI. The study will occur during the 2024-25 school year. The purpose of a collegiate boundary at Danforth CTI is to reduce emerging accommodation pressures at nearby schools like East York CI, Riverdale CI, and Monarch Park CI.

Action Plan and Associated Timeline

If approved, the dissolution of the legacy technical and commercial boundaries will be effective for the purposes of accessing the schools for September 2025. A transition plan will be implemented for a three-year period to ease the impact on students and families. Staff will revisit the transition plan during the three-year period and reassess how admission to these schools will be administered for the 2028-29 school year and beyond.

Resource Implications

Developing a separate application module within the PowerSchool system will require additional staff time (TDSB and PowerSchool) to create, implement and administer. The inclusion of the Three-Year Transition Plan adds to the complexity.

As a result, there may be additional costs associated with developing this separate module. TDSB staff is currently investigating the steps and resources required to develop and implement this application process.

Communications Considerations

If approved, all impacted school communities will be provided with notice of the decision. The TDSB public website will be updated with the decision. The TDSB 'Find Your School' module will be updated to remove the 'technological programming' and 'commercial school' columns from the resulting tables. A floating banner will be added

to the top of the 'Find Your School' module to inform users about the opportunity to apply to the Secondary Schools Without a Boundary.

Information on the Three-Year Transition Plan, the admission priorities, and the application process for these schools will be made available on the TDSB public website.

Staff will also develop a strategic communications plan to ensure that any changes made to the schools involved in this review are clear and understandable to the public.

Staff will explore creating videos for the website to describe the admission process and transition plan, including different application scenario examples. Staff will continue to use available communications platforms like the public website, TDSB Connects, Trustees Weekly and System Leaders' Bulletin, along with external social media.

Board Policy and Procedure Reference(s)

Policy P068 Accommodation and Program Review, Section 6E

Policy P013 Out-of-Area Admissions

Appendices

- Appendix A: Description of the Impacted Schools
- Appendix B: Planning and Enrolment Data
- Appendix C: Map of Impacted Schools
- Appendix D: Map of Collegiate Boundaries
- Appendix E: Map of Legacy Technical Boundaries
- Appendix F: Map of Legacy Commercial Boundaries
- Appendix G: Count of Students Attending the Technical and Commercial Schools by the Collegiate Boundaries that their Home Addresses Fall Within
- Appendix H: Three-Year Transition Plan for Secondary Schools Without a Boundary and Northern Secondary School
- Appendix I: Three-Year Transition Plan – Illustration of Grade 9 Seats Available
- Appendix J: Summary of Written Comments Received

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Description of the Impacted Schools

Central Technical School

Central Technical School is located at 725 Bathurst Street at the northeast corner of Harbord Street and Bathurst Street. The school falls within the collegiate attendance area of Harbord CI, which is located approximately 600 metres to the west. Central Technical School was constructed in 1912 as a vocational school that offered programs focussed on the skilled trades.

The school consists of three buildings that form a campus. The total capacity of the school is 2,868 pupil places and the total area of all three buildings is nearly 593,000 square feet, making it the largest physical plant in the TDSB. Central Technical School has a large technical boundary that includes the majority of downtown Toronto. The school does not have a collegiate boundary.

Central Technical School offers a regular track program that serves students in all pathways, while also offering an extensive range of technological programs. The school also has an Arts Focus Central Student Interest Program (The Arts Centre @ Central Tech), along with Special Education Intensive Support Programs (ISPs): Learning Disability (LD) and Mild Intellectual Disability (MID).

Central Technical School also offers seven Specialist High Skills Major programs (SHSMs): Arts & Culture, Construction, Health & Wellness, Hospitality & Tourism, Information Communications Technology (ICT), Justice, Community Safety & Emergency Services, and Transportation.

Despite having an enrolment of close to 1,000 students, the school's large capacity results in underutilization. Projections suggest that enrolment at the school will increase slightly over the short term, which is primarily a result of an increase to the number of available seats in the school's Arts program.

Central Toronto Academy

Central Toronto Academy is located at 570 Shaw Street near the intersection of Harbord Street and Ossington Avenue. The school also falls within the collegiate boundary of Harbord CI, which is located approximately 800 metres to the east. The school was formerly known as Central High School of Commerce.

The school was constructed in 1914 as a commercial school that offered programs focussed on business and commerce. The school has a large commercial boundary that includes the majority of downtown Toronto. In addition to the primary commercial

boundary, Central Toronto Academy is included in several shared attendance boundaries that extend guaranteed access for a wider pool of students. The school does not have a collegiate boundary.

The school was renamed as Central Toronto Academy in 2014 as part of an effort to rebrand the school and increase enrolment, shifting away from the categorization of being a commercial school. Prior to the rebranding of the school, enrolment had declined to only 320 students. Enrolment has increased substantially since 2014 and is currently 1,069 students.

Central Toronto Academy offers a regular track program much like any other collegiate in the city and does not provide a robust technological program like the other schools involved in this review (only one technology course available). The school offers two SHSM programs: Business and Sports.

Danforth Collegiate and Technical Institute

Danforth CTI is located at 800 Greenwood Avenue, north of Danforth Avenue. The school falls within the collegiate boundary of Riverdale CI, which is located approximately 2.1 kilometres to the south.

The school was constructed in 1922 as a technical school offering programs focussed on the skilled trades. The school has a large technical boundary that extends from the Don River in the west and north to the Scarborough border in the east. The school does not have a collegiate boundary.

Danforth CTI also accommodates Greenwood SS, which was relocated from a standalone building at 24 Mountjoy Avenue in 2017. Greenwood SS operates as an ESL program where students typically spend one to three semesters before moving on to another secondary school.

Danforth CTI offers a regular track program that serves students in all academic pathways along with a robust technical program. The school also accommodates a Central Student Interest Program in Math, Science and Technology (MaST). The school offers three SHSM programs: Health & Wellness, Hospitality & Tourism, and Transportation. Danforth CTI accommodates three Special Education ISPs: Autism, LD and Development Disability (DD/DH).

Danforth CTI has become a regional destination for students. Enrolment at Danforth CTI has increased over the past five years and is projected to continue to grow. The school is currently operating at 99% utilization with over 1,500 students.

Due to accommodation pressures at Riverdale CI, the local collegiate, a special admission restriction has been in place at Riverdale CI since 2000 that does not allow

students who reside within the attendance area to register at the school after February 28. These students are directed to Danforth CTI.

Until the admission restriction at Riverdale CI is lifted, this arrangement will continue. Although the technical boundary for Danforth CTI may be dissolved, it will continue to be the designated school for students not admitted into Riverdale CI.

Northern Secondary School

Northern SS is located at 851 Mount Pleasant Boulevard, north of Eglinton Avenue East. Northern SS has very large technical and commercial boundaries, extending north to Highway 401 (technical) and south to the waterfront (commercial). In addition, the school has a small collegiate boundary that encompasses an area to the south of the school. Northern SS is the only former technical or commercial school that has a collegiate boundary.

Northern SS was originally opened as Northern Vocational School in 1929 and later renamed Northern Technical-Commercial School in the 1950s. A collegiate attendance area was assigned to the school by the former Toronto Board of Education and it was then renamed as Northern SS. Prior to the collegiate attendance area being assigned, the school fell within the collegiate boundary of North Toronto CI.

Northern SS offers a regular track program that serves students in all academic pathways in addition to technological programming. The school also offers three SHSM programs: Arts & Culture, Health & Wellness, and Manufacturing. The school accommodates three Special Education ISPs: Gifted, LD and Deaf & Hard of Hearing (Deaf/HH).

Enrolment at Northern SS has increased over the past few years and has resulted in the school becoming overutilized. The legacy boundaries guarantee access for a very large pool of students, many of whom exercise their right of access to the school.

Accommodation pressure is a significant concern due to the constraints of the site, and the school cannot continue to accommodate further increases in enrolment. There are currently over 2,000 students at the school, making it one of the largest secondary schools in the TDSB.

Victoria Park Collegiate Institute

Victoria Park CI is located at 15 Wallingford Road near the intersection of Victoria Park Avenue and Parkwoods Village Drive, just south of York Mills Road.

Victoria Park CI is unlike the other schools involved in this review because it is a local collegiate with a large collegiate boundary. The school was not opened or historically operated as a vocational or commercial school.

Victoria Park CI has a very small technical boundary at the south end of its collegiate boundary, capturing the Parma Court neighbourhood near O'Connor Drive and Victoria Park Avenue. It is unclear why the school was assigned a small technical boundary.

The dissolution of the small technical boundary at Victoria Park CI is not expected to have an impact on the school's enrolment: most students attending the school reside within the large collegiate boundary. There are only 13 students currently attending the school that reside within the legacy technical boundary (less than 2% of the total enrolment).

The area covered by the legacy technical boundary is assigned to Marc Garneau CI and East York CI by the existing collegiate boundaries.

Western Technical-Commercial School

Western TCS is located at 125 Evelyn Crescent in the Bloor West Village neighbourhood, close to Bloor Street and Runnymede Avenue. The school falls within the collegiate boundary of Humberside CI, which is located approximately 700 metres to the east. Western TCS has a large technical boundary and a large commercial boundary. The school does not have a collegiate boundary.

Western TCS was opened in 1927 as a vocational and commercial school, providing an option for students who resided in the west end of the former City of Toronto. The school is equipped with a wide range of shops, labs and other specialized spaces that support a range of programs. The school now offers a rich academic program in addition to its technological programs.

Western TCS offers a Central Student Interest Program with an Arts Focus. The school also accommodates three Special Education ISPs: Gifted, Autism and LD. The building is large and accommodates Ursula Franklin Academy, a specialized secondary school, and THESTUDENTSSCHOOL, a small secondary alternative school. Western TCS offers four SHSM programs: Arts & Culture, Hospitality & Tourism, Manufacturing, and Non-Profit.

The total capacity of the building is 2,304 pupil places: 1,515 pupil places are assigned to Western TCS; 621 pupil places are assigned to Ursula Franklin Academy; and 168 pupil places are assigned to THESTUDENTSSCHOOL.

Enrolment at Western TCS has grown over the past ten years and it has become a regional destination for students. The school's current enrolment is 1,340 students, which results in a utilization rate of 88%. Enrolment is projected to remain stable over the next ten years.

Planning and Enrolment Data

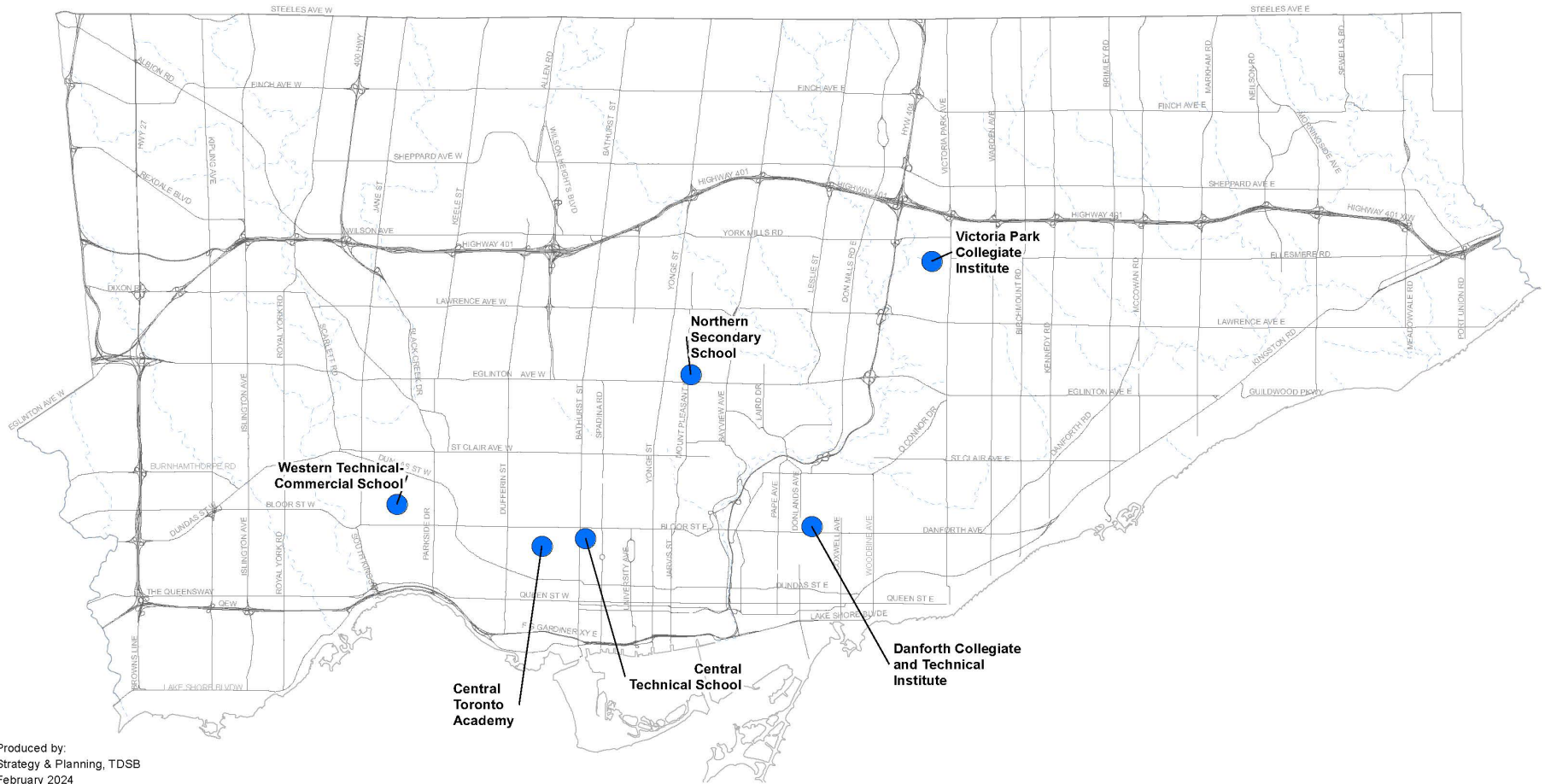
School Name	Grade Range	Boundary	Programs	Capacity	Oct. 31, 2023		Oct. 31, 2028		Oct. 31, 2033	
					Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Central Technical School*	9-12	Technical	Regular Track CSIP (Arts) LD, MID	2,070	937	45%	1,028	50%	1,160	56%
Central Toronto Academy	9-12	Commercial	Regular Track	1,239	1,069	86%	1,090	88%	1,091	88%
Danforth Collegiate and Technical Institute**	9-12	Technical	Regular Track CSIP (MST) Autism, LD, DD/DH	1,539	1,523	99%	1,842	120%	1,781	116%
Northern Secondary School	9-12	Collegiate Technical Commercial	Regular Track Gifted LD, Deaf/HH	1,806	2,054	114%	2,355	130%	2,471	137%
Victoria Park Collegiate Institute	9-12	Collegiate Technical	Regular Track CSIP (IB) LD, MID	1,440	1,060	74%	1,149	80%	1,191	83%
Western Technical-Commercial School***	9-12	Technical Commercial	Regular Track CSIP (Arts) Gifted, Autism, LD	1,515	1,340	88%	1,274	84%	1,273	84%
Total				9,609	7,983	83%	8,738	91%	8,967	93%

*Central Technical School's capacity has been reduced from 2,868 to 2,070 to reflect the space temporarily occupied by Bloor CI

**Danforth C&T also accommodates Greenwood SS (capacity of 420pp)

***Western TCS also accommodates Ursula Franklin Academy (capacity of 621pp) and THESTUDENTSCHOOL (capacity of 168pp)

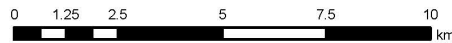
Map of Impacted Schools



Produced by:
Strategy & Planning, TDSB
February 2024

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

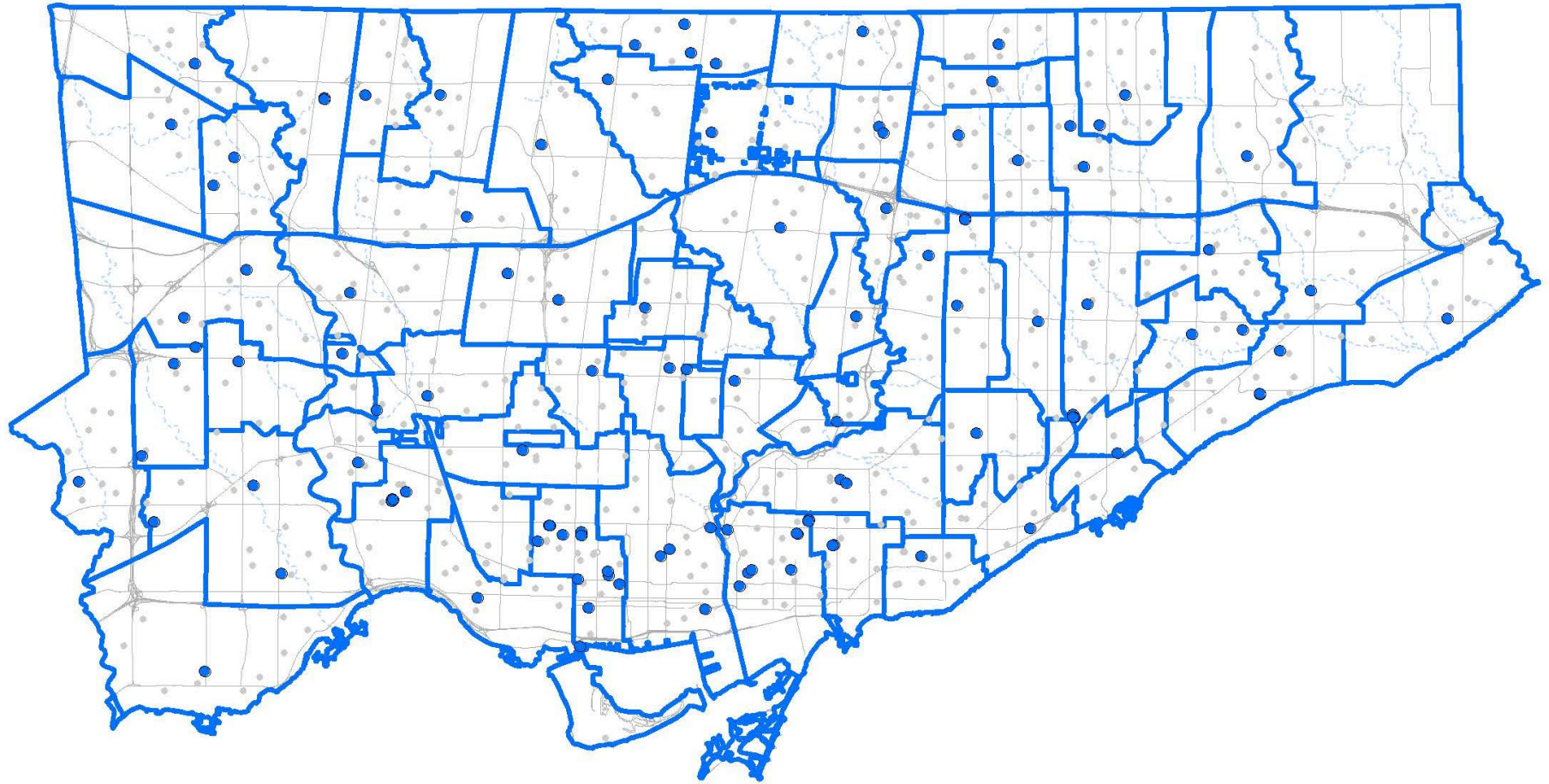
L:\GIS\project\SWP23-24\P20240201CommTechnicalSchools



Legend

- School with Technical and/or Commercial Boundaries
- Major Road
- Waterway

Map of Collegiate Boundaries

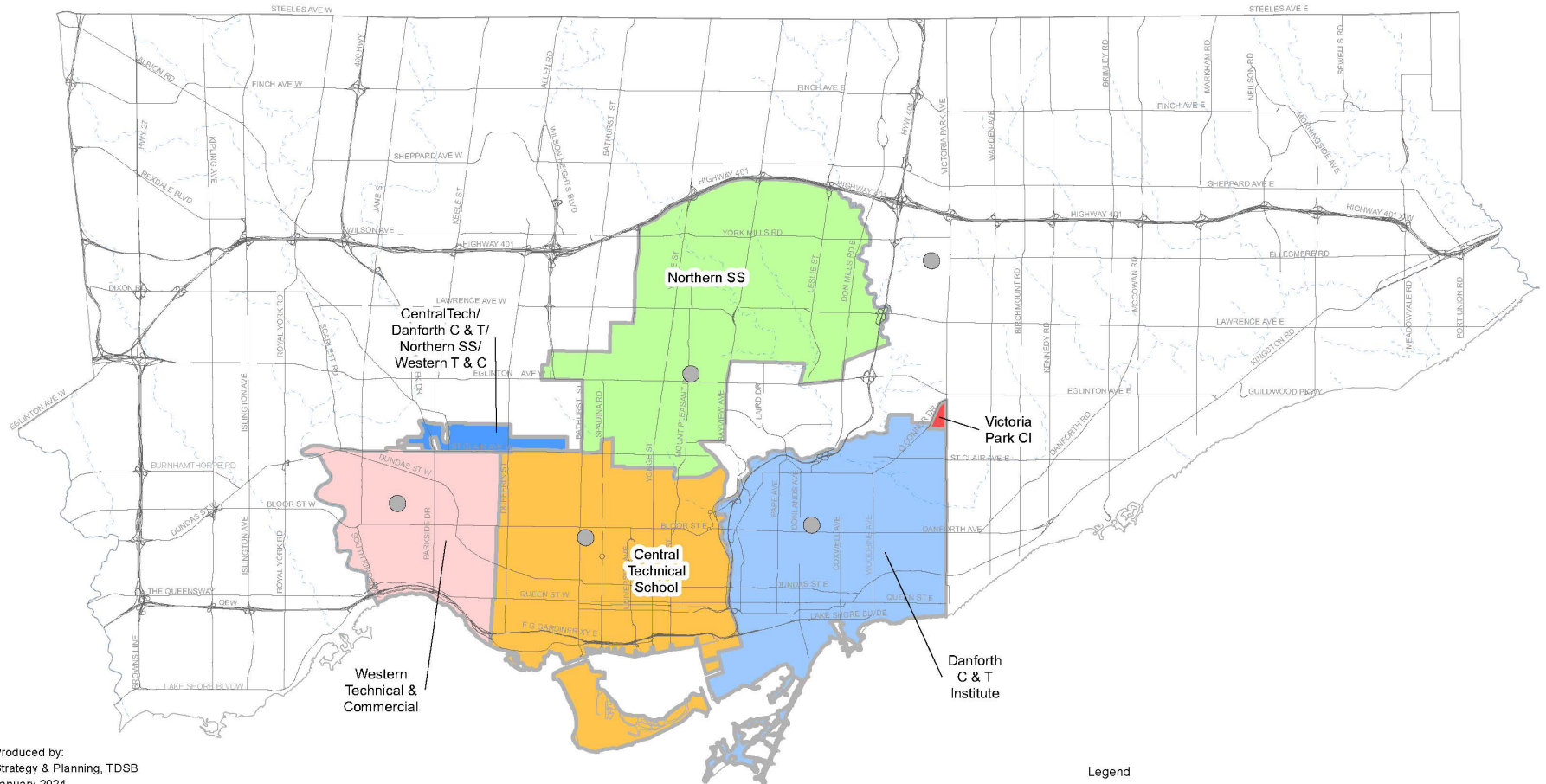


Produced by:
Strategy & Planning, TDSB
March 2023
Source:
Base Map- Geospatial Competency Centre
Facility - Strategy & Planning, TDSB



- TDSB Facility
- Secondary School
- Collegiate Attendance Area
- Major Road
- - - Waterway

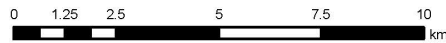
Map of Legacy Technical Boundaries



Produced by:
 Strategy & Planning, TDSB
 January 2024

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

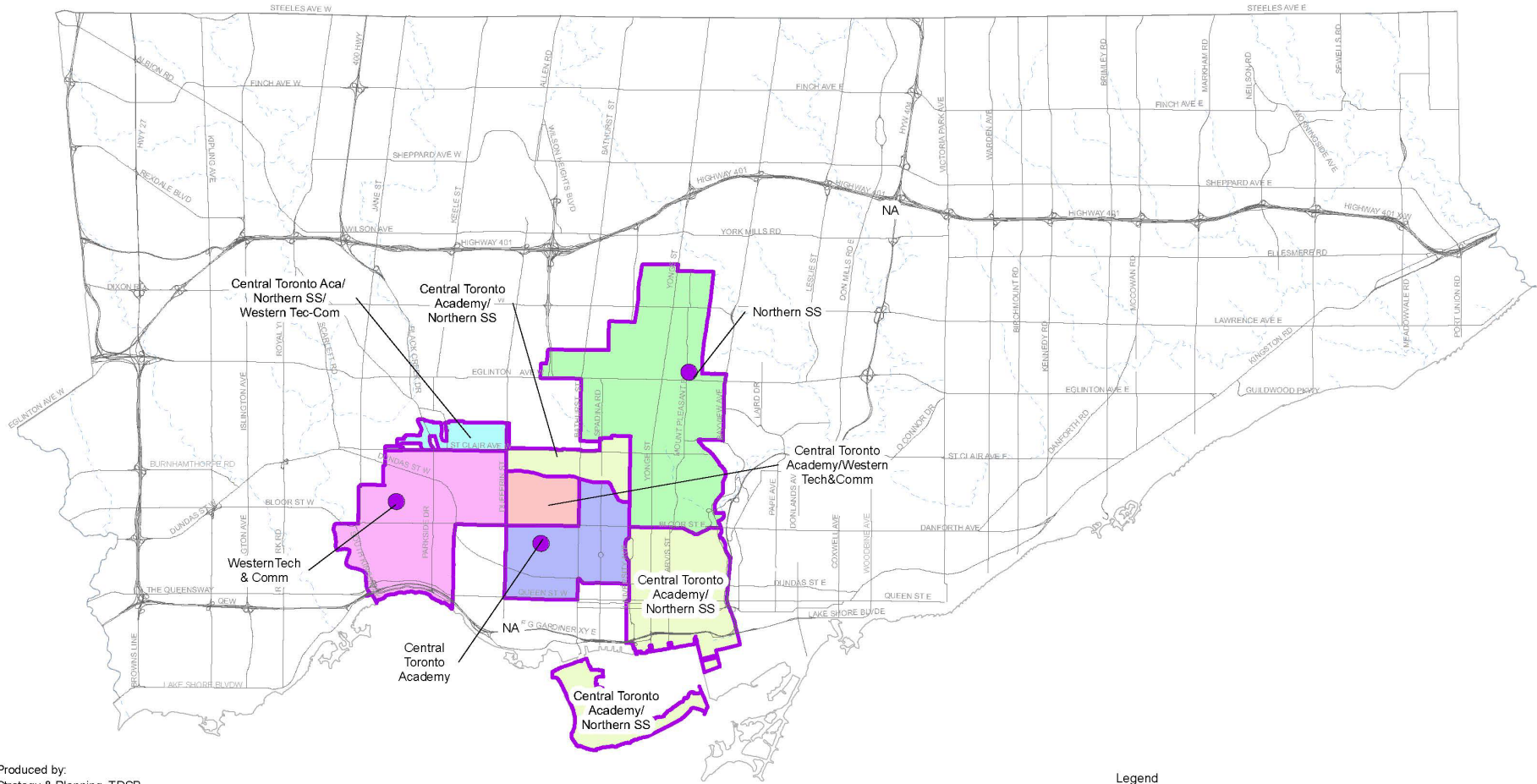
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Legend

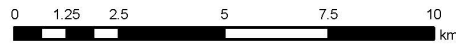
- Secondary School Offering Technical Program
- Technical Attendance Area
- Major Road
- Waterway

Map of Legacy Commercial Boundaries



Produced by:
 Strategy & Planning, TDSB
 January 2024
 Source:
 Base Map- Geospatial Competency Centre
 Facility - Strategy & Planning, TDSB

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Legend

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

Appendix G

**Count of Students Attending the Technical and Commercial Schools
by the Collegiate Boundaries that their Home Addresses Fall Within**

Regular Program Enrolment (October 2023) – Grades 9-12

Central Technical School		Central Toronto Academy	
Harbord CI	146	Oakwood CI	233
Parkdale CI	132	Harbord CI	226
Jarvis CI	125	Bloor CI	210
Oakwood CI	90	Jarvis CI	134
Bloor CI	57	Parkdale CI	131
Other	226	Other	135
Total	776	Total	1,069

Danforth CTI		Northern SS	
East York CI	558	Jarvis CI	417
Monarch Park CI	174	Northern SS*	318
Riverdale CI	171	North Toronto CI	281
Other	162	Oakwood CI	125
Total	1,065	Lawrence Park CI	81
		Forest Hill CI	75
		Other	359
		Total	1,656

*Collegiate boundary for the school

Western TCS		Victoria Park CI	
Humberside CI	175	Victoria Park CI*	470
Runnymede CI	161	Winston Churchill CI	50
Oakwood CI	129	George S Henry Academy	47
Parkdale CI	108	Other	99
Bloor CI	94	Total	666
Other	200		
Total	867		

*Collegiate boundary for the school

Appendix H

Three-Year Transition Plan for Secondary Schools Without a Boundary and Northern Secondary School

Spaces at the former technical and commercial schools will be filled according to the admission priorities outlined within this transition plan.

The following admission priorities are to support a transition plan for a three-year period. This three-year transition plan will be in place for admission in the following years: 2025-26, 2026-27 and 2027-28.

The transition plan will apply to Central Technical School, Central Toronto Academy, Danforth Collegiate and Technical Institute, Northern Secondary School, and Western Technical-Commercial School. The transition plan will not apply to Victoria Park Collegiate Institute.

Admission to Victoria Park Collegiate Institute will be facilitated by the school's collegiate boundary and the Out-of-Area Admissions policy (subject to space availability).

Students residing within the collegiate boundary of Northern Secondary School are guaranteed access to the school by address, and as a result are not subject to this transition plan or the associated application process.

The transition plan and list of admission priorities will be revisited during the three-year period to determine how admissions will be overseen for the 2028-29 school year.

Admission Priorities for Secondary Schools Without a Boundary and Northern Secondary School for September 2025 to September 2027

Fixed Seats

In keeping with Truth and Reconciliation, access for First Nations, Métis and Inuit students will be supported outside of the Three-Year Transition Plan and given priority access to the schools. Admission will be supported at any regular intake time in Regular Programs.

Secondary students whose child(ren) is/are enrolled in a child care centre in the collegiate catchment area or priority collegiate catchment area as described below will

be supported outside of the Three-Year Transition Plan and given priority access. Admission will be supported and accommodated at any regular intake time in Regular Programs.

Priority #1 - Younger siblings of students attending the schools as of September 2024 will be accommodated, as long as the older sibling will be returning and attending the school in the following year.

Priority #2 - 30% of spaces in each grade will be held for applicants residing in the City of Toronto and outside of other priority categories who are interested and committed to pursuing technological studies over the course of four years. This does not apply to Central Toronto Academy.

Priority Categories for Remaining Seats

For each of the admission priorities listed below, in order, a random selection process will be undertaken if the number of applications exceeds available spaces:

Priority #3 - Applicants residing within collegiate areas that have historically contributed large numbers of students to the former technical and commercial schools and have limited ability to receive an influx of additional students due to building and/or site constraints:

- o Riverdale CI to Danforth CTI;
- o North Toronto CI to Northern SS;
- o Humberstone CI to Western CTS; and
- o Harbord CI to Central Technical School and Central Toronto Academy.

Priority #4 - TDSB applicants residing within the City of Toronto.

Priority #5 - Non-TDSB applicants residing within the City of Toronto.

Priority #6 - Applicants residing outside the City of Toronto.

Three-Year Transition Plan – Illustration of Grade 9 Seats Available

	A	B	C (A*0.3)	D	E	F (A-B-C-D-E)	G ((C+F)/A)
School	Target Grade 9 Enrolment (Regular Track)	Siblings	30% for Technology	Collegiate Boundary	Priority Collegiates	Remaining Seats	% Seats Available to Any Student
Central Technical School	300	25	90	0	30	155	82%
Central Toronto Academy	250	25	0	0	70	155	62%
Danforth Collegiate & Technical Institute	225	25	68	0	45	88	69%
Northern Secondary School	355	25	107	82	85	57	46%
Western Technical-Commercial School	250	40	75	0	50	85	64%

Column A: Potential Grade 9 enrolment target based upon past enrolment trends, school capacity and other programs/schools within the building.

Column B: The potential number of younger siblings to be accommodated based on past trends. Note that the number of siblings will decline as the priority is phased out.

Column C: The number of seats reserved for students interested in pursuing technology. A total of 30% of the regular track Grade 9 enrolment will be reserved for this purpose. These seats are available only to students that reside outside of the other priority areas.

Column D: Students that reside within the school's collegiate boundary. This currently applies to Northern Secondary School only.

Column E: Students that reside within priority collegiate areas where the local collegiate has limited ability to receive an influx of additional students due to building and/or site constraints. The number reflects the largest number of students residing within the collegiate priority area that have attended the school over a 5-year period.

Column F: The potential number of available Grade 9 seats at each school after the priority categories are accommodated.

Column G: The percentage of seats available to students that reside outside of the priority areas (30% of technology seats + remaining seats).

Summary of Written Comments Received

Question 1: Do you have any other suggestions or ideas on how technological programming could be protected at these schools?

Fund public education better. Allow ability based applications again (eg.MAST).
not sure
Offer credits after hours for (ie) Runnymede Col students wanting to take automotive studies at a technical school etc. ? My oldest wasn't able to actually work on a car when he took automotive, because of staffing issues (no licensed LTO's available, so all they did was read manuals and use light tools - very disappointing). Might be easier to find staff after regular working hours, and students could still have equitable access to all subject matters?
Priorities should be given to within legacy boundaries to prevent an impact to community and allow for other schools to operate without further impacts
I also feel very strongly about younger siblings having the opportunity of going to the same school opportunities of older siblings. And, I do not think it should be restricted to a specific window of time. I believe it should simply apply to siblings of children that are already in the current system. It is inequitable at a very personal level to have families split in terms of opportunities of access. My son will be entering Western Technical and Commercial School next year and my daughter is in Grade 3 at Rawlinson, but at 8 years of age, she has a very clear expectation of having the same opportunity to go there when she enters high school. I believe most families in my situation will feel very strongly the same. I would not support any program that does not afford my daughter that opportunity. And as others in the meeting noted, when families chose a place to live, they considered the current system. If we had only the option of our collegiate boundary school, we would not have decided to move into Ward 7. I would support the proposal IF AND ONLY IF there was an explicit clause that extended the opportunities of older siblings to younger ones irrespective of the age gap with the older sibling. This equity issue trumps the less personalized equity issues addressed by the current proposal. It is deeply troubling and disappointing to hear that this proposal has come forward without a component to address this serious equity issue. How can a proposal motivated by increasing equity not take into account how this affects sibling equity?
Just want to make it very clear that some schools have no tech programming to speech of. So these boundaries need to stay in place.
Priority should be given to former legacy boundary students
increasing SHSM , apprenticeships, FAST programs
No

<p>"It seems very protected. I don't see how it isn't protected when instead the meeting Monday night kept expressing increasing tech in all</p>
<p>Schools. It's great we have</p>
<p>Schools with big tech depts and they should be open only if space beyond local boundaries (which you could consider expanding)"</p>
<p>People are choosing these schools for a range of reasons, very few relating to the specific technical programs. Given how low the bar is to meet the standard of interest, this will continue to happen. Efforts should instead be focused on increasing interest in the schools people are trying to avoid.</p>
<p>When implementing, give priority to siblings (families build their work, child care, and after school programs around school location) as well as honouring legacy technical boundaries. Honouring the child's cohort is important; my 8 year old, grade 3 and my 12 yr old he 6, experienced serious social disruption due to pandemic; they shouldn't have to have further unnecessary disruption. Also, The vast majority of tdsb students do not "choose" to attend a school outside of their boundaries; cost and time of transportation is not a privilege many can enjoy. Opening Danforth tech — a school that has almost in size in 10 yrs - will not be as accessible if it is open to all students in tdsb. While my sons' rights have not been removed, the risk we face in them not being able to attend our community school (that's how we feel about it) is huge and would cause real disruption to our day to day lives.</p>
<p>Stronger partnerships between TDSB and TCDSB to improve offerings for all students attending publicly funded schools and put students first. Expand technical offerings at non-technical schools in the district through partnerships with corporations to sponsor technology and computer labs, partnerships with trade unions etc.</p>
<p>No but we would like to see the legacy boundaries (ie people who live close by to the school) grandfathered into the admissions process, ie allowed to go automatically without having to apply. In other words take a phased approach to the change that would allow anyone with children kindergarten aged as of today attend their local high school.</p>
<p>I do worry about the board being able to hire enough technology teachers in order to offer a robust technical program at my home collegiate school. As well, it takes years to implement and grow a program. If a child is interested in a technology pathway, I strongly believe that should still be able to attend their local technical school (as in the legacy boundaries).</p>
<p>I believe no changes should be made</p>
<p>No</p>
<p>Actively promoting these programs as equally valid options to the academic streams so that families don't continue to look down upon tech programming. When we toured Malvern recently there was little to no mention of technological programming such as the FAST program. It was marketed strongly as a collegiate environment and I know many parents were happy not to have</p>

the "tech" programs and openly expressed that it was better to have Malvern as a home school because it was a "better" school.

Widen the boundaries for each school, don't just dissolve them. Lottery system DOESN'T work! Make the home collegiate school a viable option with good course options and improved quality of education so people aren't defaulting to the tech school because their home school is bad.

"I'd like for there to be an option for things like culinary or hospitality or autoshop at all collegiate schools. I don't think Jarvis or Northern has programs like that. My grade 8 son is fortunate enough that he can get into Central Tech this year without things changing. I'm concerned for kids like him that would thrive in that kind of a program not to get the chance because they had to go to Jarvis or a similar school unequipped with these programmes.

It's not a huge issue for our family as we didn't pick our neighbourhood based on secondary schools, but we have an interesting legacy that both my mom and my eldest son went to CTA. it would be neat if my youngest son (currently grade 6) had the chance to go there or had priority because of this history."

Do not go to a lottery system

I think these schools should be open by right to people in the legacy boundaries and then offered more broadly if there is room. They are seen as community schools, students with siblings and peer groups will be negatively impacted by this.

Tech programming should be offered at all schools as the future will be all tech!

"Don't change anything about boundaries. Instead, focus on the local area schools that kids aren't attending and fix what's wrong first. Make improvements and upgrades and make them the kind of schools that kids want to go to. Parents want to have confidence that a good education will be received at the local school. Making the technical schools open to everyone in the city instead of their immediate community won't fix the reason that kids are avoiding their local school.

Please consider the following: The lottery program implemented in the arts schools ruined the funding, community support, and the attendance and interest in arts courses in those schools. Kids applied in order to go with their friends, or for other reasons and didn't even want the special programming that was available.

Also, if and when you change the technical school borders and insert a lottery system, please make sure that POC and kids in the LGBTQ community, or even those with lower grades in the regular schools; they should get 1st dibs on attending these technical schools. These kids can't be left behind!"

No

Make sure it's available at all schools

"I thought you said at the meeting that this would impact the regular program and not the technical program?? Why would technological programming not be protected?

You did not leave room for meaningful feedback on this form, so I will add it here. Many of the technical schools are located in areas of high population density, so it actually makes sense for these areas to have more than one secondary school choice to spread out the student population and prevent overcrowding.

I'm located in the Danforth area. My daughter is in Grade 7, and we have already started to make some decisions about secondary schools as she is interested in some of the Central Student Interest programs. If she doesn't get into these programs, Danforth Tech's regular program is where she wants to go. Danforth Tech is also a block away from our house, so you can understand my unhappiness and unease with this proposed change.

I think it's unfair to roll out this process in time to impact the current Gr. 7 students as many of them (and their families) have already put serious thought into high school - they have to register and apply next year. Many of them already have a plan in place and their hearts set on a certain secondary school. I think this change should be delayed by at least a year as students currently in Grade 6 or lower likely haven't thought past middle school, so their plans will not be as heavily impacted, and they will have more time to deal with the change.

Our regular secondary school is Riverdale CI, which is overpopulated - families are told that they only have the option to register in Gr. 9 and cannot enter after that point. At Danforth Tech's open house last month, the school said they have their largest Gr. 9 cohort this year. Clearly, there are a LOT of kids going to both schools. I know that on the call, you said that West Tech and Central Tech are already open to out of area admissions, so kids likely won't have issues getting in. Is this the case for Danforth too or will we have trouble getting in with the new application system? And if not everyone who applies gets into Danforth, many of those students will then go to Riverdale. How will you deal with overcrowding at Riverdale?

I am also concerned with the process. It was unclear from the webinar how the application process would work and how students will be chosen. My daughter is currently at an Alternative School. We were incredibly lucky and grateful to get a spot, but it is clear to me that the lottery system is not successful. Will this be a lottery? First come, first served? Random selection? If you are giving priority to certain groups of people again, Jewish students should be added to the list. There are more Jewish students in my daughter's school now than in her last K-6 school, but they still amount to less than 10% of the population, which is under representation. Furthermore, throughout her school career thus far, she has often expressed feelings of other and difference as a Jewish student. And with the rising tide of antisemitism, it is extremely important that Jewish students are included and heard.

I think there should still be a catchment area for these schools that gives students in the area (within walking distance) priority admissions. I do understand that equity involves giving everyone the same opportunity, but as many mentioned during the webinar Q&A, it can be very hard for kids to form lasting relationships with friends who live all over the city. It is much more beneficial to be able to form connections with people they can easily see outside of school. It also gives students a sense of responsibility and ownership if they live in the same area as their school – truthfully, they are more likely to care about their behaviour and their environment if they see neighbours and business owners they recognize when out for lunch or after school. As well, many on the call mentioned the fact that people buy houses with school catchments in mind. I know that we did. I researched schools before we bought, and we paid more to live in this catchment area. It was a stretch for us. I realize that many people can't afford to live in the areas with the schools they want. I realize that isn't equity (and it sucks), but it's the reality of the real estate market. If people pay more to live near certain schools and then can't get into them, that's a problem. I know we will be extremely disappointed if we can't get into Danforth Tech and live a block away from it.

"The enrollment limit is fixed. So your proposal is to just further limit the locals and keep technological programming limited. Limit the locals - bring in out of community folks. Not a recipe for success clearly

More technical schools/programs r required. Not merely a rejuggle "

If all CSIP programs are lottery, I don't see why technical and commercial schools should have to be bound by specific interest. I also don't think the average parent or student understands the difference in collegiate, technical and commercial schools in 2024.

Promotion weeks, It is now a provincial requirement to take a tech subject in grades 9 or 10, New Code TAS. Visibility of these subjects in grades 9 and 10 will promote it for later grades.

Keep legacy boundaries until all current students have enrolled in grade 9

I attended one of the sessions and it really didn't feel like there was strong end to end planning involved. the easy step is to change the boundaries. The more important step is to bring all schools to the same level with the same opportunity in class weather they be academic, technical or other. I don't believe most of the facilities were built with enough space to accommodate everything. hence there being different secondary school. Rather than diluting talent we should be congregating it and growing it now more than ever when there seems to be a lack or focus on the technical. The number of adults i see that can't even use a screw driver.....its shocking

Promoting the subject, going into elementary schools for visit.

"Thank you for the presentation on the technical and commercial boundaries review. This is an issue that has concerned me for many years. I appreciate the information you shared and am fully behind your recommendations.

However, I was very disappointed in the comments you received Monday night. I expected that people who had been benefiting from the privilege of choice for so many years would be reluctant to give it up, but I was disheartened by all the excuses that were given to support their claim that

they are entitled to this privilege. I am writing to provide a counter perspective and rebuttals against these arguments.

False Argument 1: Dissolution of the boundaries will mean siblings will be split up. The TDSB has modified the rules for all other application-based pathways (out of area, specialized programs, etc.) to phase out the sibling rule for high schools. I do not see why there should be any difference for technical or former commercial schools. Each area has a designated collegiate. If parents would like their students to attend the same school, they should attend their local collegiate. The other options are intended to provide alternatives for students who feel their needs would be better met in a specialized program, which is specific to students, not families. Several people argued that if the boundaries are dissolved, a sibling rule should be put in effect. I do not agree with this recommendation, it would just extend the privilege for those currently benefiting.

False Argument 2: Dissolution of the boundaries will mean cohorts will be split up. This is a ridiculous argument. Having multiple choices means more splitting up of cohorts. Having one designated collegiate is the pathway to keeping cohorts together. Again, specialized programs are available to students who feel their needs would be better served elsewhere and are making that a priority over staying with their cohort. A proposal was made that if the boundaries are dissolved, those residing in the former boundaries should have priority in the case of a lottery to guarantee they can continue to have choice and stay with their friends. I do not agree with this recommendation. The same households that currently have right of way access to the schools would instead have priority in the application, in effect making no change.

False Argument 3: The schools in question currently benefit from being a community-based school. This argument is easily disproved by the size of the current boundaries. I know multiple students who attend Western Tech and Northern from within the technical or commercial boundaries who commute about 1 hour each way to school. Again, the local collegiate schools are the community-based schools.

False Argument 4: By dissolving the boundaries, TDSB is removing a critical pathway for students who are less “academical inclined.” First of all commercial schools, as was pointed out, no longer serve any purpose. On the other hand, Technical schools do provide an important option that should be available to all students equitably. That is why the boundaries should be dissolved: rather than provide a small proportion of students with easy access and other students with much more difficult access, technical schools should be equally available to all students. The one point I do agree with is that the TDSB should ensure that the rich variety of technical programming currently available does not suffer. The suggestion that students wishing to pursue a technical pathway be given priority in the application process, may help this. (As a bit of an aside, I’m not sure what Central Toronto Academy’s niche would be in the future, as it is no longer a commercial school and was never a technical school—but that is an issue I will leave to another time.)

False Argument 5: The technical and commercial school options provide access to better schools than the local collegiate. I find this argument particularly offensive. To be frank, it is rooted in racism. The two schools mentioned, Runnymede and Oakwood, are both schools with larger black student populations than most of the other schools in this review. As someone who lives in the Oakwood encatchment area, I know several community members that work at Oakwood and many students who attend the school. The stories I hear from them are overwhelmingly positive. Oakwood is successfully launching graduating students into their desired post-secondary pathways, including attending competitive universities. Its negative reputation is based on people who have no involvement or insight into the school. The one aspect of this argument that is true is that Oakwood is a small school and, as such, may suffer from a lack of programming options compared to larger schools. However, the dissolution of the technical and commercial boundaries is the solution to that problem. With the changes made a while ago to the French Immersion boundaries, Oakwood's population has been growing. This change would help Oakwood continue on that trajectory towards the TDSB's ideal size of 1000 students, by nudging more students towards their local collegiate as the easiest pathway and the way to guarantee staying with their friends. Right now, it is much too easy for the local community to choose a school on the other side of town, and in some cases, a school that is over capacity.

False Argument 6: People paid a premium for their homes to secure access to these schools. I happen to live in the pocket of white at the top of the Oakwood boundary on slide 12—a small area with no designated commercial or technical schools. There is no difference in the value of my house compared to those just a little south of me that have right of way access to six schools across the city—that little blue area on the technical and commercial boundaries map with such exceptional privilege that I just cannot understand how it could have ever been justified. And, even in areas where houses do have a higher value, it seems completely counter to TDSB's stated values of equity to provide greater options for Toronto's wealthier areas.

I really hope that the vocal minority who is desperately fighting to maintain their privileged access to multiple schools does not result in TDSB voting down this very important proposal to restore equity across the board. I simply cannot understand how any legitimate argument can be made that some students should continue to have easy access to up to six high school options, while others, including their next door neighbours in some cases, should only have easy access to one option."

If available space for technological programing is limited, why aren't efforts being made to create additional spaces as opposed to limiting access for others? My primary concern is keeping my children local, with existing friends, and each other for as much of their schooling as possible. By removing the legacy boundary - I'm being stripped of my choices given the unique boundaries I have faced in my current catchment.

I support the proposal to dissolve the legacy commercial only

Focus more on merit based admissions.

Admissions should be based by portfolio and written expression of interest to evaluate the student level of interest and commitment to the program

<p>Assessment or skills based admissions</p>
<p>student interview or survey</p>
<p>Ensuring meritorious application consideration before application of lottery, not just straight lottery if more applicants than spots</p>
<p>Siblings of PAST students who live within the current boundary should also be eligible to attend the school without being part of a lottery.</p>
<p>They are technological schools. They have facilities that are unique to technological programming that many other schools do not. Some mechanism to determine student intent on participating in technological programming would help protect it and also provide equitable access to students who intend on taking traditional technical programs as a pathway to employment, etc. afterwards. I do not think a lottery is acceptable for protecting the intent of these programs and the students who should have access to them. Not every student will experience success in a collegiate school. Not every student is destined for post-secondary education. Technical schools and programming allow for students to gain skills and interest in something that could lead to a career. I worry that the TDSB lottery approach to special-interest programs has watered down the programming and programs itself. In addition, specifically for technical schools, MaST is a very popular program that not all students will get access to through the lottery. My concern is that an additional lottery at these schools just to gain access to the courses that would mirror a MaST program, would actually inhibit the possibility for students who had interest and would have benefitted from the intent of technological programming. The lottery approach while it represents equality of opportunity does not represent equity.</p>
<p>Remove the boundaries but still give address considerations as part of the lottery process. It does not make sense to have kids from far away attend these schools. It's not good for the kids, it impacts social, home and school life if they are travelling to go to school - TDSB needs to do a better job of creating more equal programming across the city. That's the real problem here. Opening the boundaries to say it is 'fair and equal' is a band aid solution. The lottery process is terrible, I should be application based on proximity to the school, and program interest.</p>
<p>Please stop closing options for parents and students; we should be protecting the options that exist plus providing more options for students to access schools nearby, not less.</p>
<p>"I would suggest that these schools remain unique, specialized tech (and collegiate) schools that provide specialty programs for those with a keen interest/commitment to STEM (and accept students from within TDSB boundaries accordingly). I would hate to see them lose what makes them special and morph into collegiate schools. Having STEM focus in all collegiate schools is great for all students but keeping these schools specialized and open to everyone provides options for those who really would thrive in a hands-on/learn by doing STEM focused program.</p>
<p>I would also suggested that the students with IEPs for giftedness (even if they aren't currently in a gifted program) have these schools as an option (i.e. given priority) regardless of their address. Screening for giftedness is standardized, denotes a speciality that comes with specific learning needs (inquiry based/hands on learning) and many gifted students have a keen interest</p>

in/commitment to STEM and will benefit from the specialized programming these schools can provide.

Question 2: What programming would you like to see offered at your local secondary school?

Strong performance arts
Better programming/more courses...our local schools really lack compared to Northern SS
The 'trades' ie applied arts, automotive, culinary etc
Combination of technical, and academic programming.
stronger special education supports, technical programs (carpentry, mechanics, etc.)
Could you give priority to streets surrounding the school (for us, CTA). This seems wrong to be a lottery for residents who live in the neighbourhood.
Ai
As noted above, I want an equitable option, which is to have every opportunity for my daughter as my son was afforded this year.
Tech (not just sitting at a computer) - video and film production. Family Studies
Auto, all art(pottery wheel, printmaking, etc), Film, editing, all vocational training
Stronger higher academic programming, Oakwood has a poor academic reputation, many elementary schools feed into Oakwood, but still very low enrolment which subsequently get low funding and resources.
Robotics and engineering
IB
Basic student safety and minimum educational standards (Jarvis CI)
More choices. North Toronto is very academic but min choice for a kid that is more tech inclined but not interested in all tech
Arts, leadership, sports
I'd like if my local secondary school was safer, and had a better reputation.
More access to technical training and apprenticeship opportunities in construction, manufacturing and technology

<p>A diverse range of programming - if there aren't going to be options available anymore I would like to see all the options at all local secondary schools</p>
<p>Changing from as-right to lottery will drive more kids into the private system</p>
<p>Strong academic programming</p>
<p>Strengthen overall academic achievement. My home collegiate school is in the bottom 12% of Ontario schools according to the Fraser Institute. Funnelling more students into a school that is already struggling will not fix its problems.</p>
<p>secondary school and senior public school as well primary public school education needs to improve for science, math and history topics. and music. currently, students are not challenged enough and they are offered education below their capacities.</p>
<p>Both commercial and technical</p>
<p>A variety of tech/stem courses to carry through the four years of study</p>
<p>A more robust trades based program. As it stands now it is heavily geared towards the arts/french/math&science leaving few options for students who want a robust trades program. The culture of the school does not seem very supportive of these programs or the students that may benefit from and enjoy them.</p>
<p>More arts, more technology, music, IMPROVE the academic performance,</p>
<p>TOPS, gifted</p>
<p>Just more class variety. They don't need a special program</p>
<p>Business, Law, grade 11 and 12 social science</p>
<p>International Baccalaureate. I travel very far to get to an IB school. I would appreciate it if my local schools could offer the program.</p>
<p>Gifted program</p>
<p>hospitality or auto-shop: all kids should have at least the chance to take these things. Some thrive at working with their hands and they won't know without a cooking or shop programme.</p>
<p>Sports/arts</p>
<p>Not sure. Our local secondary school has a poor academic reputation so I think they should just focus on improving across the board rather than creating specialty programs.</p>
<p>Enrichment, technical, everything that specialized schools offer</p>
<p>Tech programming</p>

Business, visual art, design and technology
Trades, Arts, SHSM
Advanced STEM
i don't know what the options are and my kids aren't there yet. but as many options and as much variety as possible
Updated sports facilities, more electives, tech workshops
Business and Football and Skiing
Specialty visual arts courses, culinary, auto mechanics, wood working, graphic design, architecture, fashion and sewing
A wide variety of high quality programming at each and every school. This would eliminate the need to "choose" schools. Return our pools, for example.
I have no idea what this discussion is about As no details
Arts (visual, music, drama, production)
Arts, tech, sport
I would like a fulsome boundary review if our technical/commercial options are being taken away. We have two closer (geographically) collegiates but they are "out of district". Our designated collegiate is 2.5km away. Our closest commercial school is only 1 km and offers business, arts and athletics which my kids are interested in.
Enriched academics, lots of extracurricular sports and a variety of arts programs.
Arts, tech, sport
Com Tech, Tech Design, Construction Tech and Automotive.
Nothing because I want to attend Danforth Tech like I'm supposed to be allowed to I dont want to go to East York at all
electrical, woodworking, family studies/life skills, Auto shop, small business ownership
Family studies- cooking
Computer science, robotics
Computer Technology, Construction Technology, Technological Design, Transportation

My local secondary school is not at the level of the elementary school experience my children have had access to and it is not in the same boundary as any of their current peers/classmates. The commercial boundary (not technological boundary) allowed is actually closer to their current school geographically and is within the same boundary as their current peers. By shifting the commercial option for my boundary I may be forced to leave the TDSB altogether which is very counterintuitive to how I had hoped to raise my children.

Broader curriculum - oakwood is small, daughter switched to CTA because of lack of grade 12 courses available for engineering in uni.

- Auto
- Plumbing
- Carpentry

The breadth of programs can't be the same due to the smaller school size

Business Studies

cyber arts, trades and tv/film classes

Technology, Computing and Engineering skills

Film, Robotics, Culinary arts, Welding

Tech courses. Arts courses (lots).

Engineering and art focused programs

DIY projects, sports - hockey

hospitality, cosmetology, Construction, Automotive

All secondary schools should have technical offerings and life skills like home ec (sewing, repairing, meal planning, budgeting for food)

I am concerned that my local collegiate will change as a result of Western Tech being turned to no-boundary. If Runnymede Collegiate is going to be the collegiate for some current Humberside feeder schools, then I expect the offerings at Runnymede to be stepped up to mirror those at Humberside which are superior by a large margin. The impact on collegiate schools a result of this decision should be seriously considered. What out of boundary students will no longer have access to superior collegiates because local kids are no longer able to access the CT school? How will students counting on accessing a good collegiate because of current boundaries be impacted if that collegiate's area gets narrowed as a result of these changes? Simply put, not all collegiates are equal. Some out of boundary students may simply want to be able to access a better collegiate than their local option and that door may be closed if the local collegiate is taking all the local kids as a result of this change.

Computer Science, Entrepreneurship and Business
Auto-body, engineering, carpentry, computer science, language, phys-ed, arts, geography, social sciences
All programming. Every major community should have all the same programming.
My collegiate boundary secondary school is Jarvis Collegiate - it will take much more than programming to fix what's happening there. Jarvis is in the bottom 10/15% of secondary schools in Ontario and this is despite the fact that I live at Yonge and St. Clair which is a great neighborhood! Also I more conveniently closer to North Toronto and Northern, however, somehow my catchment is Jarvis which makes no sense. TDSB needs to provide more options to parents/students like me - not take them away please!
We toured the local collegiate school in our catchment (East York Collegiate) and asked about how they could support students with IEPs for giftedness - they admitted they have no enrichment opportunities and had only 9 gifted students within the school. Therefore, I would like to see all collegiate schools (including EYC) to provide enrichment opportunities, to include STEM/hands on learning opportunities within the class structure and through extra curricular clubs, and to allow acceleration of course selection (e.g. taking grade 11 courses in grade 10 and grade 12 courses in grade 11).
I want proximity. I disagree with the boundary less plan
Business / entrepreneurship programming, LAWS program, gifted program, Intensive support program
All programs should be at all schools...or available to any student via evening or summer school
Should be consideration made for visible minorities and under represented populations
Hands on design opportunities are essential. Art courses need to be available in 3D media. Architecture and other 3D arts are lacking at most schools
Leadership programs and design studio special high schools major programs at western tech, that are not currently offered at Oakwood Collegiate, would be welcomed.
If options for schools are being limited for 2025 I would like to see additional course selection available as of 2025 in the local school, including in math, science and technology.
More granular arts programming e.g. separating grade 11 & 12 visual arts out into more specific courses such as painting and drawing, ceramics, photography etc.
AP and a "specialized" program (such as Cyber Arts) because they tend to draw interest and can help boost attendance
AP programming

More computer related programs
good options at our local schools
<p>My concerns are more about local secondary planning because removing Danforth Tech from open admissions creates a strong potential for students without an a secondary school. Riverdale CI is closed to anyone who doesn't enroll at the start of Gr9. If students move into catchment after Gr9 registration, they currently go to Danforth Tech as their "home" school courtesy of the legacy boundaries. Another "orphaning" of students may occur if they register for FI and later decide they do not want to complete the rest of secondary in French. For instance, our FI pathway is Malvern which very, very far away. My son's (now in Gr7) current plan is to graduate from FI at Malvern, but he should be able to reserve the right to change his mind if circumstances prove unfavourable - whether that's the lengthy commute or not excelling in French. If Danforth Tech changes to centralized enrollment, it effectively closes the school just the same as Riverdale CI. How is the TDSB going to ensure there are spots for every student in the community? Considering the number of elementary FI programs that have been opened in the East End in the past decade there are *a lot* of FI students already essentially orphaned because Malvern is too far and East York is closed to students south of Danforth. They are choosing English at Riverdale for Gr9 because the risk is too great they'll be orphaned by Gr10 if they want to switch to English, or simply Malvern is too far away. There has been no talk of opening any new East End high schools despite the over-subscribing of *all* of them and zero talk of what to do with the influx of FI students created by the new elementary FI programs. This is a real problem that doesn't exist elsewhere in the city, as Riverdale is the only secondary in the board that has completely closed enrollment like that. So this has less to do with the technical programs (which, frankly should just exist in all secondary schools - specialty schools are dumb,) and much more to do with negligent planning for the entire East End.</p>
<p>More arts programming- Visual arts specifically Wood working Trades' options</p>
Guarantee of feeder schools to continue historical tracks to high school
There should always be some aspect of technical, hands-on learning for all students
Better academic performance, minimum standards for education.
No
I'd like to ensure this change does not negatively impact my grade 7 child that will not be able to continue school with her peers.
It seems that kids (like mine) are really engaged by short video creation and gaming. It would be great to develop skills that are used in these activities (storyboarding, public speaking, coding). It would get the kids excited about school while also teaching them practical and transferable skills.
Coding robotics ai Electrician, mechanics, etc.

<p>This survey is not broad enough to consider the range of concerns and feedback. I think the former boundaries, if they are to be eliminated, should be changed over a longer period of time to take into consideration students who have been wanting to attend one of these schools in two to three years down the line and now will not have that selection but will have to apply. Priority should be given to areas that have already lost other high school choices over the past few years due to boundary changes. Also, eliminating boundaries means these schools will no longer have a neighbourhood feel - better solution would be to select schools in each geographical area to offer technical courses so students can attend more locally to their home.</p>
<p>It's more a matter of better facilities and stronger arts focused programs. Our local school is nowhere near the calibre of Wester Tech.</p>
<p>These schools should guarantee a certain percentage of spaces to students who live nearby over students who live further away. The region where we are located has closed optional attendance at all local high schools. That means a student who enters a specialty program at an out-of-area school who later decides to return to the "normal" stream will not have the option to attend the local school.</p>
<p>Strong academics. I don't think all secondary schools can be everything to everyone as the equipment can be expensive. e.g., to have a theatre program and mechanics.</p>
<p>Technological Design, Computer Engineer</p>
<p>Communications Technology, Technological Design, Construction Technology</p>
<p>Auto shop at East York CI</p>
<p>Science and technology</p>
<p>I would love to see all tech offered. However, in older former collegiate buildings, hospitality and computer or design tech may be the only viable options. At the tech schools, continuing with auto, woodworking/cabinetmaking, electrical, etc. are excellent skills that should be offered.</p>
<p>Technology courses are now being offered at our local collegiate school. There has been a shift in the last few years.</p>
<p>My concern isn't around the program offerings as much as it is around the application of consistent quality across the different schools</p>
<p>Technology programs</p>
<p>Sports, Trades, How to build a house, How to grow food, Cooking, Levels of difficulty for core academics, Arts and Performing Arts</p>
<p>NA</p>

<p>Oakwood for example has a very limited course variety. Not remotely comparable to schools like Northern. If your goal to remove the boundaries is “equality”, it’s a tough argument given how inequitable the offerings are from school to school.</p>
<p>Currently Western Tech is one of our local secondary schools and we are happy with the offerings. We are not pleased with making this school boundaryless because it would force us to potentially have our child attend a high school that is much farther away and has very low output of overall educational scores. Even if the programming offerings changed at the other local school, we are unsure about the reason for the poor education/output and changing the programming may not make a difference if the root cause is in some other area.</p>
<p>I would like to see an overall strong foundational education in math, science and technology that will set kids up for success in post-secondary education and in the work place. High school co-op opportunities in the later years for practical application of knowledge, etc. would be great offerings. The local secondary school (aside from Western Tech which seems like it may become much more challenging for our child to get into if it become boundaryless) is a very poor choice of school for us as the educational output is low and we do not know why. Also - by dissolving the boundaries around Western Tech, we are losing the community connectivity across the families and children who have gone to school together during elementary. The board could instead consider opening up other dedicated tech schools in the areas they feel are underserved which is more inclusive and transportation friendly for families, or look to enhance the tech offerings at the existing schools that are not in the boundaries of these specialized schools (eg. introduce tech workstreams, afterschool tech clubs, intro to tech workshops throughout the year, etc.)</p>
<p>Facilities, trained staff, and ample variety in senior course selection that support technical and commercial programs.</p>
<p>Classes dedicated to robotics, electronics and computer science at all grade levels.</p>
<p>ANSWER TO "OTHER" IN PREVIOUS QUESTION - I think consideration should be given to students who live geographically closer to these schools. Wanting to attend the school closest to your home is very valid! This was not discussed in the January meetings at all.</p>
<p>More workshops and tech training but we know that that is a massive structural problem not fixed any time soon as there is a massive lack of capital to fund these expansions and a huge lack of qualified teachers. More MAST and ways to learn ‘hands on’ and the ability to use more critical thinking.</p>
<p>More robust congregated gifted classes, more specialized teachers, wide diversity of classes and students. Consistent student population to provide consistent course selection.</p>
<p>Arts focus</p>
<p>Engineering related, ongoing music and the arts, biology and chem</p>
<p>Student leadership</p>

Digital media, design, green industries

I would like my local secondary school to be a community based school with theatre and an arts program. As well as tech & math/robotics. Parents are scared of sending their kids there. The local kids are scared to go there because they've seen videos of kids fighting outside the school.