



## Program and School Services Committee Agenda

PSSC:001A

Wednesday, January 24, 2024

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

### Trustee Members:

Deborah Williams (Chair), Alexis Dawson, Malika Ghous, Debbie King,  
Alexandra Lulka Rotman, Farzana Rajwani

	<b>Pages</b>
<b>1. Call to Order and Acknowledgement of Traditional Lands</b>	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Possible Conflict of Interest</b>	
<b>4. Delegations</b>	
To be presented	
<b>5. Community Advisory Committee Reports</b>	
5.1 Alternative Schools Community Advisory Committee Report, October 23, 2023	1
5.2 Special Education Advisory Committee Report, January 15, 2024	5
<b>6. Staff Reports</b>	
6.1 School Year Calendar 2024-2025 [4647]	9
6.2 Secondary Alternative Schools Program Review Update [4648]	19
6.3 2023 Summer Programs [4649]	39
6.4 Central Student Interest Programs: Update [4650]	49
<b>7. Adjournment</b>	

**Blank Page**



**Name of Committee:** Alternative Schools Community Advisory Committee

**Meeting Date:** 23 October 2023

**Directed To:** Program and School Services Committee

A meeting of the Alternative Schools Community Advisory Committee convened on October 23, 2023 from 6:30 p.m. to 8:35 p.m. virtually via [zoom/teams/webex/etc], Laurie McAllister (Co-Chair) presiding.

<b>Attendance:</b>	<b>Sarah Bogatie</b> (Student, Avondale Alternative Secondary School; Secondary School Student Representative); <b>Diana Grimaldos</b> (Parent, Mountview Alternative Junior School, ASCAC Member); <b>Serge Guschin</b> (Parent, Beaches alternative School, ASCAC Member); <b>Joanne Huber</b> (Parent, High Park Alternative JS, ASCAC Member), <b>Shelley Laskin</b> (Trustee Ward 8, ASCAC Trustee Member); <b>Laurie McAllister</b> (Parent, Avondale Secondary Alternative School, ASCAC Co-Chair)
<b>Regrets:</b>	<b>Olga Ingram</b> (Parent, Alternative Scarborough Education 1, ASCAC Member); <b>Jacob Leibovitch</b> (Parent, ALPHA Alternative Junior School, ASCAC Co-Chair);

**Part A: Recommendations**

**Review of Admissions Process**

**WHEREAS:**

On May 15, 2023, the Director of Education acknowledged that trust had been lost with the community as a result of the 2023-24 elementary alternative schools’ admission process, and committed to “deep engagement and listening” and to engage with staff, families, and ASCAC, to determine next steps to the elementary alternative admissions process (the “Process”);

The TDSB FAQs website committed to a “full review of the entire application process”, including to determine whether the intended process contained barriers to the goals of equity, diversity and inclusion, and assures the community that “decisions about the application process for next year will be based on the outcome of the review”;

On May 29, 2023, TDSB staff advised ASCAC that staff had no plans for a review nor any intent to engage with ASCAC in a review, and intended to maintain the process as originally

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may “report out to any standing committee of the Board” with “recommendations only and all other information and activities are reported annually”. For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit <https://www.tdsb.on.ca/Leadership/Boardroom/Committees>

planned (“the process is the process”), and asserted that the staff timeline for the 2024-25 admissions process would not allow for a review;

Staff held one follow-up meeting at the insistence of ASCAC on July 5, 2023, but only included ASCAC voting members and was limited in scope, and cannot reasonably be considered deep engagement or a full review;

The community is relying on the TDSB to act on its own volition to fulfill its commitments, and needs assurance that an error will not occur again and that the Process will not erode alternative schools and introduce barriers to access;

Therefore, the Alternative Schools Community Advisory Committee (ASCAC) recommends:

- (i) that the TDSB act in good faith to fulfill its commitment to deep engagement, listening, and a full review;
- (ii) such full review will include the 2023-24 process and plans for the 2024-25 process including:
  - a. a detailed review of the 2023-24 process and the TDSB’s plan to ensure the error does not occur again, including a review of the video of the placement process and the procedure document which was agreed between TDSB and the vendor, the exact step in the process where the error occurred and the reasons it occurred, and the impact of the error and remedy versus the intended outcomes of the planned process;
  - b. a review of barriers in the Process to the goals of diversity, equity, and inclusion, and which resulted in reduced enrolment in elementary alternative schools which historically experienced long waitlists;
  - c. a review of the Process in relation to TDSB’s obligation under Section 6.2.1 of Policy P062 to prioritize First Nations, Métis, and Inuit students “outside of the centralized random selection process”, in keeping with Truth and Reconciliation;
- (iii) that the TDSB commit to designing a Process intended to fill all available seats, and include the ability for applicants to rank school choice, and manage the wait list considering such rankings;
- (iv) in keeping with the TDSB’s commitment under Section 6.1.5 of P062;
  - a. a centralized annual Process will provide for meaningful involvement of the administration and community from each elementary alternative school;
  - b. the TDSB will review the data and outcomes of the Process annually with school administration and ASCAC to assess outcomes and make changes where required;

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may “report out to any standing committee of the Board” with “recommendations only and all other information and activities are reported annually”. For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit <https://www.tdsb.on.ca/Leadership/Boardroom/Committees>

- (v) in all cases the design of the Process must consider:
  - a. intersectionality of identities in its equity considerations;
  - b. extenuating circumstances, for example when student safety is at risk;
  - c. students with siblings, and the way in which the design of the Process might disadvantage and prevent families from accessing alternative schools;
  - d. the potential for bias in algorithms, and the recognition that students and families deserve compassion and humanity.

## **Part B: Staff Supplementary Information**

At the ASCAC meeting on October 23, 2023, staff mentioned that they met with ASCAC in June and July, 2023 to consult on the Elementary Alternative Schools Central Application Process to ensure that the error would not happen again. Staff went through some of the key areas of the Process and asked for recommendations on any changes to the process. Based on their feedback, the following changes will be implemented in the upcoming Process:

1. 2 school choices will continue
2. Applicants can rank school choices (Primary and Alternate)
3. Review the language of the Process for greater clarity
4. Include child cares co-located in elementary alternative schools
5. Continue to offer seats, where available, at non-entry grades
6. Communicate space availability for non-entry grades before the Random Selection Process begins (after the applications are received)
7. Maintain sibling priority
8. Remove gender from the application form

Furthermore, as part of the review, staff met with central staff (including Legal, Human Rights, ITS, Employee Services) and continue to meet with principals of elementary alternative schools.

**Report Submitted by:** Peter Chang, System Superintendent and ASCAC Staff Resource Person

**Blank Page**



**Statutory Committee**

**Name of Committee:** Special Education Advisory Committee (SEAC)

**Meeting Date:** January 15, 2024

**Directed To:** Program and School Services Committee

A hybrid meeting of the Toronto District School Board (TDSB) Special Education Advisory Committee (SEAC) convened on January 15, 2024 from 7: 00 p.m. to 8:51 p.m. with SEAC Chair David Lepofsky and Vice-Chair Richard Carter presiding.

<b>Attendance:</b>	Melissa Rosen- Association for Bright Children (ABC) Leo Lagnado - Autism Society of Ontario (Toronto Chapter) Richard Carter- Down Syndrome Association of Toronto (DSAT) Aliza Chaqpar- Easter Seals Ontario Steven Lynette- Epilepsy Toronto Nora Green- Integration Action for Inclusion in Education and Community Diane Montgomery (Alternate)- Integration Action for Inclusion in Education and Community Guilia Barbuto- Learning Disabilities Association Toronto District Aline Chan (Alternate)- Community Living Dana Chapman (Alternate)- Ontario Parents of Visually Impaired Children (OPVIC) Bronwen Alsop- VOICE for Deaf and Hearing Impaired Children Stephany Ragnany- (Alternate) VOICE for Deaf and Hearing Impaired Children Beth Dangerfield- Centre for ADHD Awareness Canada CADDAC David Lepofsky- Ontario Parents of Visually Impaired Children (OPVIC) Nerissa Hutchinson- Sawubona Africentric Circle of Support Tracey O'Regan Community Living Toronto Trustee Aarts Trustee Patel Saira Chhibber- LC1 Representative Jean-Paul Ngana- LC2 Representative Jordan Glass- LC2 Representative Kirsten Doyle- LC3 Representative
--------------------	--

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may “report out to any standing committee of the Board” with “recommendations only and all other information and activities are reported annually”.

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit

<https://www.tdsb.on.ca/Leadership/Boardroom/Committees>

	<p><b>Staff</b>                  Louise Sirisko- Associate Director                  Nandy Palmer- System Superintendent, Special Education and Inclusion                  Effie Stathopoulos- Centrally Assigned Principal, Special Education                  Andrea Roach- Centrally Assigned Principal, Special Education                  Elizabeth Chalmers- Administrative Liaison (SOE)                  Katia Palumbo- Centrally Assigned Principal, Special Education                  Alison Board - Centrally Assigned Principal, Special Education                  Wendy Terro- Centrally Assigned Principal, Special Education                  Elizabeth Schaeffer- Centrally Assigned Principal, Special Education                  Mun Shu Wong- (Audio/Video)                  Lianne Dixon- TDSB SEAC Liaison</p>
<p><b>Regrets:</b></p>	<p>Trustee Liban Hassan                  Izabella Pruska-Oldenhoff</p>

**Part A: Recommendations**

**SEAC Membership Updates**

**It is recommended that the following be approved.**

1. The TDSB has received documentation and recommendations from the following associations for the following alternate member vacancies:

New Alternate member for Epilepsy Ontario (Toronto): Ann Blanchette

New Alternate member for CADDAC (Centre for ADHD Awareness, Canada): Reese Macklin

Both nominees meet the criteria for approval.

**It is recommended that the following be received.**

1. At the Monday, January 15, Special Education Advisory Committee (SEAC) meeting, David Lepofsky was elected as Chair and Richard Carter was elected as Vice Chair. The term for these positions is January to December 2024.

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may “report out to any standing committee of the Board” with “recommendations only and all other information and activities are reported annually”.

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit <https://www.tdsb.on.ca/Leadership/Boardroom/Committees>



**From:**

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes at [louise.sirisko@tdsb.on.ca](mailto:louise.sirisko@tdsb.on.ca)

Nandy Palmer, System Superintendent of Special Education and Inclusion at [nandy.palmer@tdsb.on.ca](mailto:nandy.palmer@tdsb.on.ca)

Lianne Dixon, TDSB SEAC Liaison at [lianne.dixon@tdsb.on.ca](mailto:lianne.dixon@tdsb.on.ca)

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may “report out to any standing committee of the Board” with “recommendations only and all other information and activities are reported annually”.

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit <https://www.tdsb.on.ca/Leadership/Boardroom/Committees>

**Blank Page**



## **School Year Calendar 2024-2025**

**To:** Program and School Services Committee

**Date:** 24 January, 2024

**Report No.:** 01-24-4647

### **Strategic Directions**

- Make every school an effective school

### **Recommendation**

It is recommended that the school year calendar for 2024-2025 for elementary, secondary and quadmestered alternative schools be approved.

### **Context**

Regulation 304 requires that there be a minimum of 194 school days between 1 September and 30 June, including a maximum of ten examination days for secondary schools and a maximum of seven Professional Activity (PA) days. It also establishes the dates for the Winter Break and the Mid-Winter Break.

Each year, the Ministry of Education provides direction to school boards in determining their calendar for the following school year. On January 9 and 15, 2024, a School Year Calendar committee with representative membership (Appendix A) convened to develop recommendations around the 2024-2025 School Year Calendar.

The Key Dates (Appendix B) have been reviewed by the Board's Equity team.

### **PA Days**

PA days have been designated for curriculum and program review and development, as well as all other professional activities of teachers. Boards are required to include in their 2024-2025 calendars, three PA days in which teachers will engage in professional activities that enhance teacher capacity and maximize student learning in priority areas.

The following dates are the PA Days for elementary and secondary schools. Schools will have seven scheduled PA Days.

	<b>Elementary</b>	<b>Secondary</b>
1.	27 September 2024	11 October 2024
2.	11 October 2024	15 November 2024
3.	15 November 2024	29 November 2024
4.	29 November 2024	30 January 2025
5.	17 January 2025	14 February 2025
6.	14 February 2025	26 June 2025
7.	6 June 2025	27 June 2025

The attached calendars for the elementary and secondary panels represent recommended dates for all schools in the Board (Appendices C - E).

### **Secondary School Examination Days**

A maximum of ten examination days will be determined by each secondary school in consultation with the School Council, Superintendent of Education, and staff, to identify the most appropriate timeframes for the school.

### **Quadmestered Alternative Schools**

The Board operates nine alternative secondary school programs that are quadmestered: Burnhamthorpe Secondary School, Yorkdale Secondary School, Emery Edvance, City Adult Learning Centre – Edvance, Scarborough Centre for Alternative Studies – Edvance, North West Secondary Alternative School, Etobicoke Secondary Alternative School, South East Secondary Alternative School and North East Secondary Alternative School. The classes in these schools are scheduled over four quadmesters within the school year. (Appendix E).

### **Consultation**

Consultation took place with the School Year Calendar Committee members representing areas of the board listed in Appendix A.

## **Consultation with Other Boards**

Staff has consulted with the Toronto Catholic District School Board (TCDSB), as well as the Peel and York Region District School Boards, to ensure the most consistency possible with their School Year Calendar plans. It is important that the Board align the calendar as much as possible with the TCDSB because of shared student transportation services.

## **Implementation and Review**

Students, parents and staff will have sufficient notice to make plans for the 2024-2025 school year following Ministry approval.

## **Appendices**

- Appendix A: School Year Calendar Committee 2024-2025
- Appendix B: Key Dates – School Year Calendar 2024-2025
- Appendix C: Elementary School Year Calendar 2024-2025
- Appendix D: Secondary School Year Calendar Semestered 2024-2025
- Appendix E: Quadmestered Alternative School Year Calendar 2024-2025

## **From**

Leola Pon, Associate Director, Organizational Transformation and Accountability at [leola.pon@tdsb.on.ca](mailto:leola.pon@tdsb.on.ca)

Lorraine Linton, Interim Executive Superintendent, Employee Services at [lorraine.linton@tdsb.on.ca](mailto:lorraine.linton@tdsb.on.ca)

Michelle Lawrence, System Officer, People, Strategy & Service at [michelle.lawrence@tdsb.on.ca](mailto:michelle.lawrence@tdsb.on.ca)

**Blank Page**

**SCHOOL YEAR CALENDAR COMMITTEE – 2024-2025**

CUPE 4400
Child Care Services
Communications & Public Affairs
Continuing Education
Early Years Program
Employee Services
Equity
ETT
ETFO – Toronto Occasional Teachers Local
Facility Services
Inclusive Schools: Students, Parent & Community
Information Technology Services/Student Information Services
OSSTF D12
OSSTF - Secondary Occasional
Parent Involvement Advisory Committee
Professional Learning & Leadership Development
Secondary Alternative & Year Round Schools
Strategy & Planning
Secondary Review
Student Trustee
Superintendents of Education (2) -- West/East
Toronto School Administrators' Association
Leadership & Learning
Transportation (Business Services)
Trustee
Unit A, OSSTF - District 12, PSSP

# KEY DATES - SCHOOL YEAR CALENDAR 2024-2025

**The official school year calendar for the Toronto District School Board runs from  
September 1, 2024 to June 30, 2025, inclusive**

Professional Activity Days	September	October	November	January	February	June
Elementary Schools	27	11	15, 29	17	14	6
Secondary Schools		11	15, 29	30	14	26, 27

Designation of Professional Activity Days	
Elementary	Secondary
<ol style="list-style-type: none"> <li>1. September 27, 2024 – Professional Development</li> <li>2. October 11, 2024 – Professional Development</li> <li>3. November 15, 2024 – Parent Teacher Conferences</li> <li>4. November 29, 2024– Professional Development</li> <li>5. January 17, 2025 – Assessment and Reporting</li> <li>6. February 14, 2025 – Parent Teacher Conferences</li> <li>7. June 6, 2025 – Assessment and Reporting</li> </ol>	<ol style="list-style-type: none"> <li>1. October 11, 2024 – Professional Development</li> <li>2. November 15, 2024 - Professional Development</li> <li>3. November 29, 2024 - Professional Development</li> <li>4. January 30, 2025 - Professional Development</li> <li>5. February 14, 2025 - Professional Development</li> <li>6. June 26, 2025 - Professional Development</li> <li>7. June 27, 2025 - Professional Development</li> </ol>

**EQAO:** - The following dates have been established:

**Gr. 9 Math:** TBD  
**Gr. 9 Math:** TBD

**OSSLT:** TBD  
**Primary/Junior EQAO:** TBD

Dates to Remember - School Year Holidays (as per Ministry of Education)	
<b>Labour Day:</b>	<b>September 2, 2024</b>
<b>Thanksgiving:</b>	<b>October 14, 2024</b>
<b>Winter Break:</b>	<b>December 23, 2024 – January 3, 2025</b>
<b>Family Day:</b>	<b>February 17, 2025</b>
<b>Mid-Winter Break:</b>	<b>March 10-14, 2025</b>
<b>Good Friday:</b>	<b>April 18, 2025</b>
<b>Easter Monday:</b>	<b>April 21, 2025</b>
<b>Victoria Day:</b>	<b>May 19, 2025</b>





Ministry of Education

# School Year Calendar 2024 - 2025

**Legend** ▶ **H** - Statutory Holiday    **E** - Scheduled Examination Day    **P** - Professional Activity Day    **B** - Board Designated Holiday    ☐ Half Day

**ELEMENTARY**

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week					2 <sup>nd</sup> Week					3 <sup>rd</sup> Week					4 <sup>th</sup> Week					5 <sup>th</sup> Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2024							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
September 2024	19	1		2 <b>H</b>	3 <b>FD</b>	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 <b>P</b>	30				
October 2024	21	1			1	2	3	4	7	8	9	10	11 <b>P</b>	14 <b>H</b>	15	16	17	18	21	22	23	24	25	28	29	30	31	
November 2024	19	2						1	4	5	6	7	8	11	12	13	14	15 <b>P</b>	18	19	20	21	22	25	26	27	28	29 <b>P</b>
December 2024	15			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 <b>B</b>	24 <b>B</b>	25 <b>B</b>	26 <b>B</b>	27 <b>B</b>	30 <b>B</b>	31 <b>B</b>			
January 2025	19	1				1 <b>B</b>	2 <b>B</b>	3 <b>B</b>	6	7	8	9	10	13	14	15	16	17 <b>P</b>	20	21	22	23	24	27	28	29	30	31
February 2025	18	1		3	4	5	6	7	10	11	12	13	14 <b>P</b>	17 <b>H</b>	18	19	20	21	24	25	26	27	28					
March 2025	16			3	4	5	6	7	10 <b>B</b>	11 <b>B</b>	12 <b>B</b>	13 <b>B</b>	14 <b>B</b>	17	18	19	20	21	24	25	26	27	28	31				
April 2025	20				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 <b>H</b>	22 <b>H</b>	23	24	25	28	29	30		
May 2025	21						1	2	5	6	7	8	9	12	13	14	15	16	19 <b>H</b>	20	21	22	23	26	27	28	29	30
June 2025	19	1		2	3	4	5	6 <b>P</b>	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30 <b>H</b>				
July 2025					1 <b>H</b>	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
<b>TOTAL</b>	<b>187</b>	<b>7</b>		<p><b>Note:</b> The 2024-2025 calendar provides for 195 possible school days between September 1, 2024 and June 30, 2025. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								



School Year Calendar 2024 - 2025

SECONDARY SEMESTERED

Secondary

**Legend** ▶ **H** - Statutory Holiday    **E** - Scheduled Examination Day    **P** - Professional Activity Day    **B** - Board Designated Holiday    ☐ - Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week					2 <sup>nd</sup> Week					3 <sup>rd</sup> Week					4 <sup>th</sup> Week					5 <sup>th</sup> Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2024							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
September 2024	20			2 <b>H</b>	3 <b>FD</b>	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30										
October 2024	21	1			1	2	3	4	7	8	9	10	11 <b>P</b>	14 <b>H</b>	15	16	17	18	21	22	23	24	25	28	29	30	31							
November 2024	19	2						1	4	5	6	7	8	11	12	13	14	15 <b>P</b>	18	19	20	21	22	25	26	27	28	29 <b>P</b>						
December 2024	15				2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 <b>B</b>	24 <b>B</b>	25 <b>B</b>	26 <b>B</b>	27 <b>B</b>	30 <b>B</b>	31 <b>B</b>								
January 2025	14	1	5			1 <b>B</b>	2 <b>B</b>	3 <b>B</b>	6	7	8	9	10	13	14	15	16	17	20	21	22 <b>E</b>	23 <b>E</b>	24 <b>E</b>	27 <b>E</b>	28 <b>E</b>	29 <b>ER</b>	30 <b>P</b>	31 <b>S2</b>						
February 2025	18	1			3	4	5	6	7	10	11	12	13	14 <b>P</b>	17 <b>H</b>	18	19	20	21	24	25	26	27	28										
March 2025	16				3	4	5	6	7	10 <b>B</b>	11 <b>B</b>	12 <b>B</b>	13 <b>B</b>	14 <b>B</b>	17	18	19	20	21	24	25	26	27	28	31									
April 2025	20					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 <b>H</b>	22 <b>H</b>	23	24	25	28	29	30							
May 2025	21						1	2	5	6	7	8	9	12	13	14	15	16	19 <b>H</b>	20	21	22	23	26	27	28	29	30						
June 2025	13	2	5		2	3	4	5	6	9	10	11	12	13	16	17	18 <b>E</b>	19 <b>E</b>	20 <b>E</b>	23 <b>E</b>	24 <b>E</b>	25 <b>ER</b>	26 <b>P</b>	27 <b>P</b>	30 <b>H</b>									
July 2025						1 <b>H</b>	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31						
<b>TOTAL</b>	<b>177</b>	<b>7</b>	<b>10</b>	<p><b>Note:</b> The 2024-2025 calendar provides for 195 possible school days between September 1, 2024 and June 30, 2025. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														



Ministry of Education

# School Year Calendar 2024 – 2025

**Legend** ▶ **H** - Statutory Holiday    **E** - Scheduled Examination Day    **P** - Professional Activity Day    **B** - Board Designated Holiday     Half Day

**SECONDARY QUADMESTERED**

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week					2 <sup>nd</sup> Week					3 <sup>rd</sup> Week					4 <sup>th</sup> Week					5 <sup>th</sup> Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2024							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
September 2024	20			2 <b>H</b>	3 <b>FD Q1</b>	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October 2024	21	1			1	2	3	4	7	8	9	10	11 <b>P</b>	14 <b>H</b>	15	16	17	18	21	22	23	24	25	28	29	30	31	
November 2024	16.5	2	2.5					1	4	5	6 <b>E</b>	7 <b>E</b>	8 <b>ER</b>	11 <b>Q2</b>	12	13	14	15 <b>P</b>	18	19	20	21	22	25	26	27	28	29 <b>P</b>
December 2024	15			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 <b>B</b>	24 <b>B</b>	25 <b>B</b>	26 <b>B</b>	27 <b>B</b>	30 <b>B</b>	31 <b>B</b>			
January 2025	16.5	1	2.5			1 <b>B</b>	2 <b>B</b>	3 <b>B</b>	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27 <b>E</b>	28 <b>E</b>	29 <b>ER</b>	30 <b>P</b>	31 <b>Q3</b>
February 2025	18	1		3	4	5	6	7	10	11	12	13	14 <b>P</b>	17 <b>H</b>	18	19	20	21	24	25	26	27	28					
March 2025	16			3	4	5	6	7	10 <b>B</b>	11 <b>B</b>	12 <b>B</b>	13 <b>B</b>	14 <b>B</b>	17	18	19	20	21	24	25	26	27	28	31				
April 2025	17.5		2.5		1	2	3	4	7	8	9	10	11	14 <b>E</b>	15 <b>E</b>	16 <b>ER</b>	17 <b>Q4</b>	18 <b>H</b>	21 <b>H</b>	22	23	24	25	28	29	30		
May 2025	21						1	2	5	6	7	8	9	12	13	14	15	16	19 <b>H</b>	20	21	22	23	26	27	28	29	30
June 2025	15.5	2	2.5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 <b>E</b>	24 <b>E</b>	25 <b>ER</b>	26 <b>P</b>	27 <b>P</b>	30 <b>H</b>				
July 2025					1 <b>H</b>	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
<b>TOTAL</b>	<b>177</b>	<b>7</b>	<b>10</b>	<p><b>Note:</b> The 2024-2025 calendar provides for 195 possible school days between September 1, 2024 and June 30, 2025. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								

**Blank Page**



## Secondary Alternative Schools Program Review Update

**To:** Program and School Services Committee

**Date:** 24 January, 2024

**Report No.:** 01-24-4648

### Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### Recommendation

It is recommended that the Secondary Alternative Schools Program Review Update report be received.

### Context

In response to recommendations from the Alternative Schools Community Advisory Committee, the Board of Trustees passed a resolution on May 26, 2021 that the Board conduct a review of Secondary Alternative Schools.

This review of Secondary Alternative Schools does not include Elementary Alternative Schools. Secondary Alternative Schools are small schools by design to meet the academic and socio-emotional needs of students who face challenges with engagement in a composite school environment and would benefit from alternative learning strategies.

On June 9, 2021, the [Review of Secondary Alternative Schools Feasibility Report](#) was presented to the TDSB's Program and School Services Committee and subsequently Board of Trustees on June 30, 2021. As part of this feasibility report, staff committed to a subsequent report to the Program and School Services Committee that would provide a detailed timeline for Secondary Alternative Schools Program Review (refer to the Action Plan and Associated Timeline section below).

The Environmental Scan – Alternative School Information Profiles (see Appendix B) provides insights into school profiles, including, but not limited to, student projections, facility conditions, programming details, and maps of the schools in correspondence to their attending students. This environmental scan aims to foster informed discussions and strategic decisions for the continuous improvement of our educational landscape.

The Secondary Alternative Schools Program Review Update report was reviewed by the Executive Council on December 19, 2023 and is being provided to the Committee for information.

### Action Plan and Associated Timeline

Under the leadership of the System Superintendent of Continuing Education, Secondary Alternative Schools (LN30), Adult Education, International Delegations and Heritage Months, a multi-disciplinary staff working group for the Review of Secondary Alternative Schools was established in June 2023. A series of working group meetings have taken place to-date and are planned to continue into the 2023/2024 school year. The staff working group includes representation from Secondary Alternative Schools, Equity, Research, Planning, Continuing Education, and Policy Services.

A summary of tasks with status and timelines is provided below:

Task	Status/Timeline
1. Review and approval of revised Alternative Schools Policy (P062)	October 2022
2. Prepare program review timelines and environmental scan of Secondary Alternative Schools including enrolment, Learning Opportunities Index (LOI), school profiles, and history	Presented to PSSC, January 24, 2024
3. Develop consultation process for all stakeholders, including: <ul style="list-style-type: none"> <li>● All TDSB students, including current students of secondary alternative schools</li> <li>● All TDSB parents/guardians/caregivers, including those of current students at secondary alternative schools</li> <li>● All TDSB staff</li> <li>● Alternative Schools Community Advisory Committee</li> <li>● Student Senate</li> <li>● Community Advisory Committees</li> <li>● Federations/Union partners</li> <li>● TDSB and non-TDSB communities (including alumni of secondary alternative schools)</li> </ul>	In Progress – expected completion: February 2024

## Agenda Page 21

<p>4. Conduct consultations with stakeholders listed in #3 above. Methods may include but not be limited to:</p> <ul style="list-style-type: none"> <li>● Focus groups</li> <li>● Student town halls and forums during school visits</li> <li>● Online webinar and consultation/ survey opportunities.</li> </ul>	<p>February-December 2024</p>
<p>5. Provide a mid-report to Program and School Services Committee and Board on the status of the Secondary Alternative Schools Program review, including:</p> <p>a) literature review,</p> <p>b) consultation summary, and</p> <p>c) preliminary analysis of programs, strengths and weaknesses, student outcomes, opportunities and risks, and staff and communities connected to Secondary Alternative Schools</p>	<p>Spring 2025</p>
<p>6. Provide a final report to Program and School Services Committee and the Board on System-wide recommendations and long-term visioning following completion of Secondary Alternative Schools review</p>	<p>Spring 2025</p>
<p>7. Review Alternative Schools Procedure (PR584) to align with recommendations from the Secondary Alternative Schools program review. Present to the Governance and Policy Committee/Board.</p>	<p>Begin September 2025</p>
<p>8. Local Feasibility Team, Staffing and other School-related processes based on final Secondary Alternative Schools Program Review recommendations</p>	<p>As required</p>

### **Resource Implications**

Not applicable at this time. As consultations evolve and resources are required, an update to this section will be provided.

### **Communications Considerations**

A Communications Plan will be developed with Government, Public and Community Relations. Information about public consultation will be made available on the TDSB's public website when available.

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

- Alternative Schools Policy (P062)
- Alternative Schools Procedure (PR584)

## Appendices

- **Appendix A:** Environment Scan (Alternative Secondary School Detailed Charts and Maps)

### From

Louise Sirisko, Associate Director, Instructional Innovation & Equitable Outcomes at [louise.sirisko@tdsb.on.ca](mailto:louise.sirisko@tdsb.on.ca)

Peter Chang, System Superintendent, Continuing Education, Learning Network 30, Secondary Alternative Schools, Adult Education, International Delegations and Heritage Months at [peter.chang@tdsb.on.ca](mailto:peter.chang@tdsb.on.ca)



Environment Scan (Alternative Secondary School detailed Charts and Maps)

Chart A – School information Profiles (General Information)

General Information										
School Name	Panel	Grade Range	Semestered Sec.	LOI (2023)	Ward	Trustee	Learning Centre	Learning Network	Learning Network SOE	2023-24 OOA Reg EFI/FI MI/EF CSIP
School of Experiential Education	S	9-12	Semestered	3	1	Dennis Hastings	Central	30	Peter Chang (Interim)	Limited
Etobicoke Secondary Alternative School	S	grade 11-12	Quadmester	12	3	Patrick Nunziata	Central	30	Peter Chang (Interim)	Limited
THESTUDENTSCHOOL	S	9-12	Semestered	85	7	Debbie King	LC 4	19	Debbie Donsky	Limited
ALPHA II Alternative School	S	7-12	Semestered	(E 330)(S 51)	9	Alexis Dawson	LC 4	21	Jennifer Chan	Limited
City School	S	9-12	Semestered	84	9	Alexis Dawson	Central	30	Peter Chang (Interim)	Limited
Contact Alternative School	S	9-12	Semestered	7	9	Alexis Dawson	Central	30	Peter Chang (Interim)	Limited
Oasis Alternative Secondary School	S	9-12	Semestered	47	9	Alexis Dawson	Central	30	Peter Chang (Interim)	Limited
Inglenook Community School	S	10-12	Semestered	72	10	Deborah Williams	Central	30	Peter Chang (Interim)	Limited
Subway Academy II	S	9-12	Semestered	50	10	Deborah Williams	Central	30	Peter Chang (Interim)	Limited
West End Alternative School	S	9-12	Semestered	38	10	Deborah Williams	Central	30	Peter Chang (Interim)	Limited
Avondale Secondary Alternative School	S	grade 10-12	Semestered	65	12	Weidong Pei	Central	30	Peter Chang (Interim)	Limited
North West Secondary Alternative School	S	grade 11-12	Quadmester	34	12	Weidong Pei	Central	30	Peter Chang (Interim)	Limited
North East Secondary Alternative School	S	grade 11-12	Quadmester	13	13	James Li	Central	30	Peter Chang (Interim)	Limited
School of Life Experience	S	9-12	Semestered	55	15	Sara Ehrhardt	LC 4	23	Belinda Longe	Limited
SEED Alternative School	S	9-12	Semestered	62	15	Sara Ehrhardt	Central	30	Peter Chang (Interim)	Limited
Subway Academy I	S	grade 10-12	Semestered	18	15	Sara Ehrhardt	Central	30	Peter Chang (Interim)	Limited
East York Alternative Secondary School	S	10-12	Semestered	10	16	Michelle Aarts	Central	30	Peter Chang (Interim)	Limited
Alternative Scarborough Education 1	S	grade 11-12	Semestered	41	17	Neethan Shan	Central	30	Peter Chang (Interim)	Limited
Parkview Alternative School	S	grade 11-12	Quadmester	17	17	Neethan Shan	Central	30	Peter Chang (Interim)	Limited
South East Secondary Alternative School	S	grade 11-12	Quadmester	5	18	Malika Ghous	Central	30	Peter Chang (Interim)	Limited
Delphi Secondary Alternative School	S	9-12	Semestered	64	21	Yalini Rajakulasinga	Central	30	Peter Chang (Interim)	Limited

Chart B – Planning information (Current and projected enrolment)

School Name	Current Enrolment and			Projected Enrolment (FTE)				
	Revised Capacity 2022	Head Count 2022	FTE 2022	Projected Oct. 2022 (1 yr)	Projected 2027	Projected 2032	Projected 2037	Projected 2042
School of Experiential Education	252	151	147.06	136	142	142	142	142
Etobicoke Secondary Alternative School	57	27	25.94	20	19	19	19	19
THESTUDENTSCHOOL	168	62	60	36	96	97	97	97
ALPHA II Alternative School	65	18	18	27	22	22	22	22
City School	147	51	50	29	29	29	29	29
Contact Alternative School	213	57	55.5	76	76	76	76	76
Oasis Alternative Secondary School	141	101	98.48	107	108	108	108	108
Inglenook Community School	126	48	47.5	52	53	53	53	53
Subway Academy II	57	69	69	67	67	67	67	67
West End Alternative School	168	42	42	43	43	43	43	43
Avondale Secondary Alternative School	168	40	39.49	36	36	36	36	36
North West Secondary Alternative School	147	12	12	11	10	10	10	10
North East Secondary Alternative School	84	38	37.47	21	20	20	20	20
School of Life Experience	189	26	25.67	45	100	100	100	100
SEED Alternative School	57	70	69.04	55	55	55	55	55
Subway Academy I	210	25	23.98	28	26	26	26	26
East York Alternative Secondary School	84	144	143	117	121	121	121	121
Alternative Scarborough Education 1	84	43	35.72	41	41	41	41	41
Parkview Alternative School	273	33	33	40	39	39	39	39
South East Secondary Alternative School	147	52	52	41	39	39	39	39
Delphi Secondary Alternative School	147	70	66.7	77	75	75	75	75

Chart C- Planning information (Utilization and Surplus Summary)

School Name	Utilization (FTE Enrolment / Capacity)					Surplus (Capacity - FTE Enrolment)				
	Utilization		Utilization	Utilization	Utilization	Surplus	Surplus	Surplus	Surplus	Surplus
	2022	Utilization 2027	2032	2037	2042	Seats	Seats	Seats	Seats	Seats
School of Experiential Education	0.60	0.56	0.56	0.56	0.56	105	110	110	110	110
Etobicoke Secondary Alternative School	0.47	0.33	0.33	0.33	0.33	31	38	38	38	38
THESTUDENTSCHOOL	0.37	0.57	0.58	0.58	0.58	108	72	71	71	71
ALPHA II Alternative School	0.28	0.34	0.34	0.34	0.34	47	43	43	43	43
City School	0.35	0.20	0.20	0.20	0.20	97	118	118	118	118
Contact Alternative School	0.27	0.36	0.36	0.36	0.36	158	137	137	137	137
Oasis Alternative Secondary School	0.72	0.77	0.77	0.77	0.77	43	33	33	33	33
Inglenook Community School	0.38	0.42	0.42	0.42	0.42	79	73	73	73	73
Subway Academy II	1.21	1.18	1.18	1.18	1.18	-12	-10	-10	-10	-10
West End Alternative School	0.25	0.26	0.26	0.26	0.26	126	125	125	125	125
Avondale Secondary Alternative School	0.24	0.21	0.21	0.21	0.21	129	132	132	132	132
North West Secondary Alternative School	0.08	0.07	0.07	0.07	0.07	135	137	137	137	137
North East Secondary Alternative School	0.45	0.24	0.24	0.24	0.24	47	64	64	64	64
School of Life Experience	0.14	0.53	0.53	0.53	0.53	163	89	89	89	89
SEED Alternative School	1.23	0.96	0.96	0.96	0.96	-12	2	2	2	2
Subway Academy I	0.12	0.12	0.12	0.12	0.12	186	184	184	184	184
East York Alternative Secondary School	1.71	1.44	1.44	1.44	1.44	-59	-37	-37	-37	-37
Alternative Scarborough Education 1	0.51	0.49	0.49	0.49	0.49	48	43	43	43	43
Parkview Alternative School	0.12	0.14	0.14	0.14	0.14	240	234	234	234	234
South East Secondary Alternative School	0.35	0.27	0.27	0.27	0.27	95	108	108	108	108
Delphi Secondary Alternative School	0.48	0.51	0.51	0.51	0.51	80	72	72	72	72

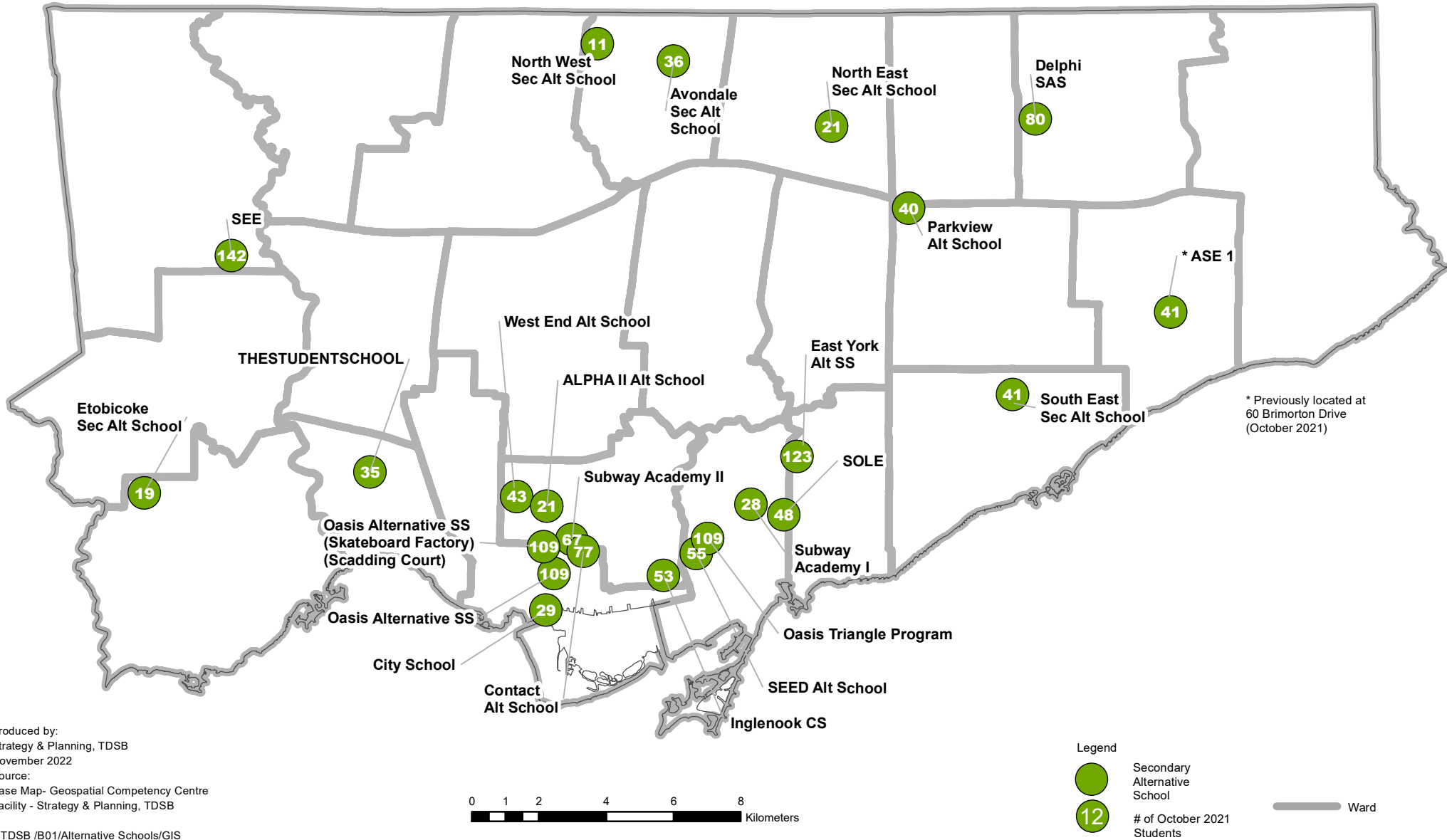
**Blank Page**

# Agenda Page 27

Chart D – School Programing details

School Name	Programing Details
School of Experiential Education	School facts and Programing details
School of Experiential Education	<ul style="list-style-type: none"> <li>•A safe, small, caring community for students who have challenges with engagement, attendance, motivation, achievement or mood</li> <li>•Supportive staff provide Applied and Workplace curriculum through engaging in-person classes with a focus on personalized hands-on learning</li> </ul>
Etbicoke Secondary Alternative School	<ul style="list-style-type: none"> <li>•Appealing to students who learn in unique ways and who bring to school differing abilities, talents, and interests</li> <li>•Quadmestered model that works to re-engage vulnerable youth, 16-20years of age, who struggle to succeed in the mainstream school system</li> <li>•Co-op and experiential learning opportunities available to interested students</li> </ul>
THESTUDENTSCHOOL	<ul style="list-style-type: none"> <li>•A small semestered school located in the High Park area that offers predominantly academic courses for students in grades 11 and 12.</li> <li>•Inclusive welcoming environment with student directed learning and a focus on wellness and social justice.</li> <li>•Unique schedule for students whose needs are not met in mainstream secondary schools.</li> </ul>
ALPHA II Alternative School	<ul style="list-style-type: none"> <li>•Education as unique as each person. For youth aged 11-18.</li> <li>•A vibrant community of self-directed learners who take responsibility for their own education.</li> <li>•With the help from the core community, students direct their own learning based on what they value.</li> </ul>
City School	<ul style="list-style-type: none"> <li>•Offering a challenging academic program for the critical-thinking, creative, motivated, and socially-minded student</li> <li>•Our school community is small, friendly and committed to its mandate as an EcoSchool</li> <li>•We offer numerous semestered courses for students who are planning to pursue post-secondary education</li> </ul>
Contact Alternative School	<ul style="list-style-type: none"> <li>•Specializing in re-engaging and graduating students, aged 16 to 20</li> <li>•Our school provides a safe location for students that need a fresh start, feel racialized or excluded, have become disengaged with school and/or are suffering from mental health or anxiety</li> <li>•We have an abundance of support and resources for students and families in need</li> </ul>
Oasis Alternative Secondary School	<ul style="list-style-type: none"> <li>•OASIS Arts and Social Change Program delivers an arts and social justice influenced curriculum based on evidence which demonstrates that student achievement is heightened in schools that provide high quality arts education.</li> <li>•OASIS Triangle Program is Canada's only high school program for 2SLGBTQ+ students. It is a small and supportive student-centred program for youth who are able to work both independently and in small teacher-led classes</li> <li>•OASIS Skateboard Factory offers courses with a skateboard and street art focus where students earn credits by operating a socially responsible entrepreneurial business.</li> </ul>
Inglenook Community School	<ul style="list-style-type: none"> <li>•A small, friendly, alternative community high school with a family-like atmosphere</li> <li>Student driven curriculum and initiatives</li> <li>•Offering programs at the Academic, Applied, Open, Mixed, College, and University levels from Grades 10 to Grades 12</li> </ul>
Subway Academy II	<ul style="list-style-type: none"> <li>•Enabling students to achieve success and independence through personalized learning experiences</li> <li>•Emphasis on independent work and high academic performance cultivates responsibility, ownership, and active learning</li> <li>•Individual attention and open concept workspaces create an inclusive learning community</li> </ul>
West End Alternative School	<ul style="list-style-type: none"> <li>•Offering programs to pique interest and foster meaningful learning</li> <li>•Students participate in the decision-making processes shaping their school community</li> <li>•Our school is a warm, welcoming, supportive and small community committed to nurturing students' development beyond the classroom</li> </ul>
Avondale Secondary Alternative School	<ul style="list-style-type: none"> <li>•Small and caring community where every student is accepted, valued and celebrated</li> <li>•Students take an active role in creating a dynamic program and learning culture</li> <li>•We offer intellectually rigorous courses at the university/college preparation levels</li> </ul>
North West Secondary Alternative School	<ul style="list-style-type: none"> <li>•A unique school experience utilizing the quadmestered model, designed to accommodate individualized learning styles</li> <li>•Support students in their re-engagement through experiential learning opportunities and an integrated approach to learning</li> <li>•Our staff builds strong working relationships to ensure that students excel in our small, caring, and mutually respectful learning environment</li> </ul>
North East Secondary Alternative School	<ul style="list-style-type: none"> <li>•A small, community-based alternative school utilizing a quadmestered model, focussed on whole-student education; serving students (ages 16-20)</li> <li>•Providing students an opportunity to harness their own strengths as learners and achieve success</li> <li>•Our vision is to build positive relationships among students by promoting both academic and social success</li> </ul>
School of Life Experience	<ul style="list-style-type: none"> <li>•A small alternative school offering a different approach to secondary school education for students who are committed to learning excellence</li> <li>•Providing a caring atmosphere in a supportive, community environment</li> <li>•Optional programs available, in addition to the regular instructional program (The Ontario Curriculum)</li> </ul>
SEED Alternative School	<ul style="list-style-type: none"> <li>•A warm, dynamic space that promotes student capacity and optimizes learning potential</li> <li>Our academic focus is on University and College preparation</li> <li>•SEED promotes autonomy of thinking and independent thought by providing opportunities for students to direct their own learning</li> </ul>
Subway Academy I	<ul style="list-style-type: none"> <li>•Featuring a wide range of subjects held in small classes in a welcoming environment</li> <li>•A warm, welcoming space that promotes student voice and optimizes learning potential</li> <li>Our academic focus is on a variety of compulsory and high interest experiential elective credits as students move towards graduation.</li> </ul>
East York Alternative Secondary School	<ul style="list-style-type: none"> <li>•Offering an inclusive space where students flourish academically, socially, and in their personal growth</li> <li>•Our programme seeks to include student-directed, arts-focused, and social justice oriented education</li> <li>•Students grow to be independent and self-governing, while learning to appreciate connectedness - to peers, the school community, and the world</li> </ul>
Alternative Scarborough Education 1	<ul style="list-style-type: none"> <li>•Small, caring, safe school that provides an inclusive environment for all students.</li> <li>•We offer university, mixed, college and open level courses for students in grades 11 and 12</li> <li>•Courses in Math, science, English, history, and the social sciences are available</li> </ul>
Parkview Alternative School	<ul style="list-style-type: none"> <li>•Serving the need of re-engaging youth who are 16-20 years of age who need support to work towards graduation utilizing a quadmestered model.</li> <li>•The program offers a small supportive learning environment</li> <li>•Students can complete a variety of high school credits, recover credits, and participate in co-operative education and workplace situations</li> </ul>
South East Secondary Alternative School	<ul style="list-style-type: none"> <li>•South East Secondary Alternative School serves students between the ages of 16 and 20 who have the majority of their junior compulsories.</li> <li>•A quadmestered schedule allows us to welcome students at many points throughout the school year</li> <li>•Offering a broad selection of courses that provide an experiential educational experience.</li> </ul>
Delphi Secondary Alternative School	<ul style="list-style-type: none"> <li>•We value the uniqueness and diversity of our students and community</li> <li>•Equity, innovation, accountability, and accessibility</li> <li>•Learning environments that are safe, nurturing, positive, and respectful</li> </ul>

**Blank Page**

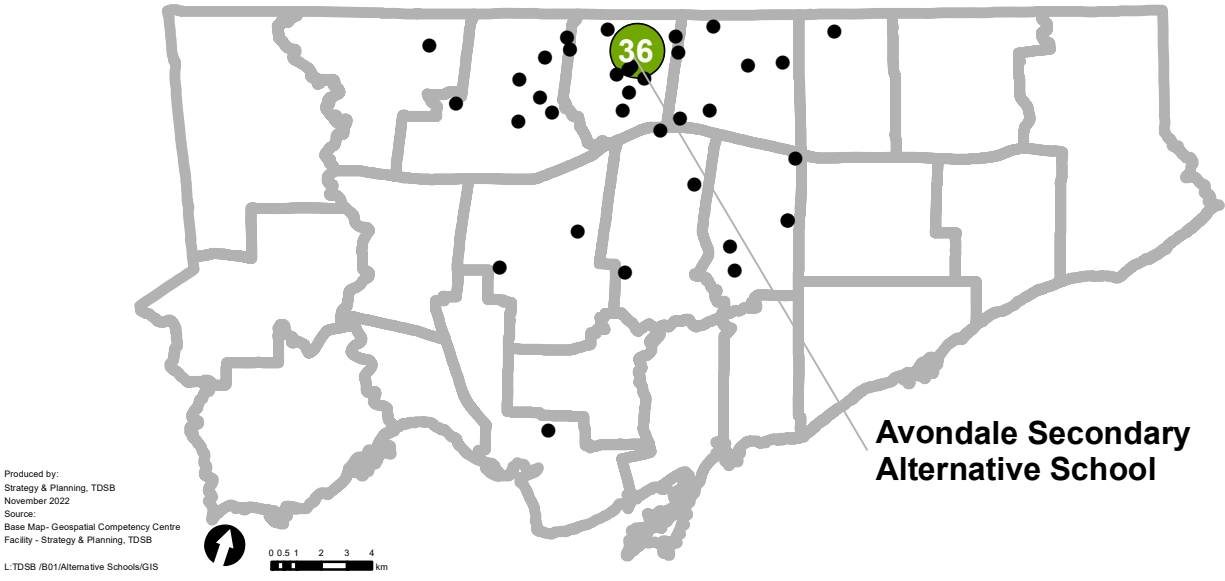
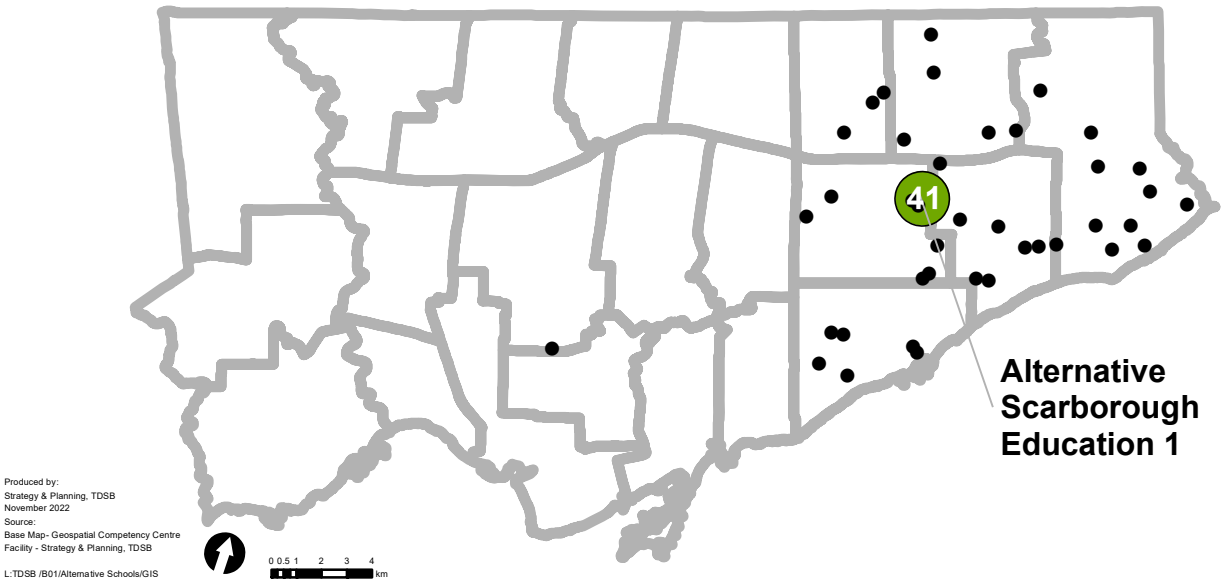
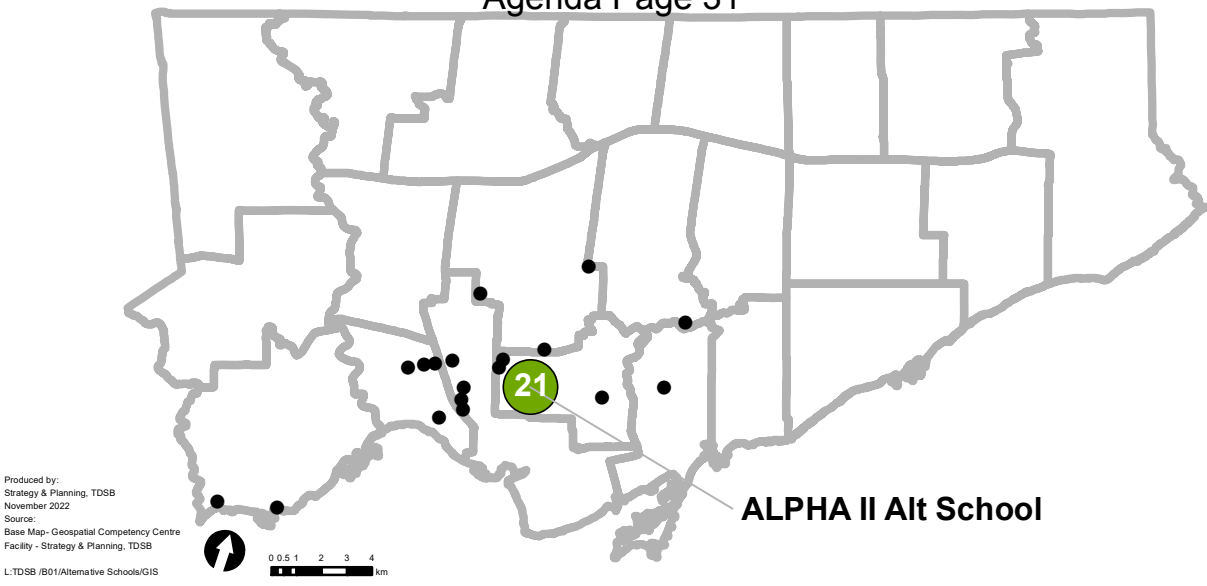


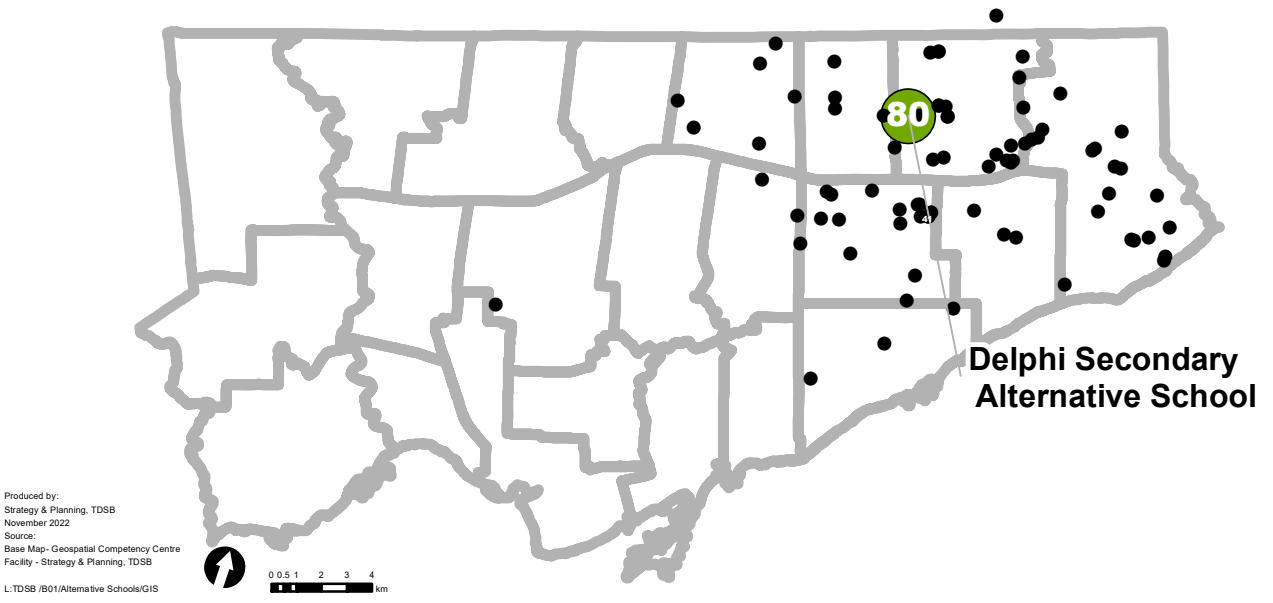
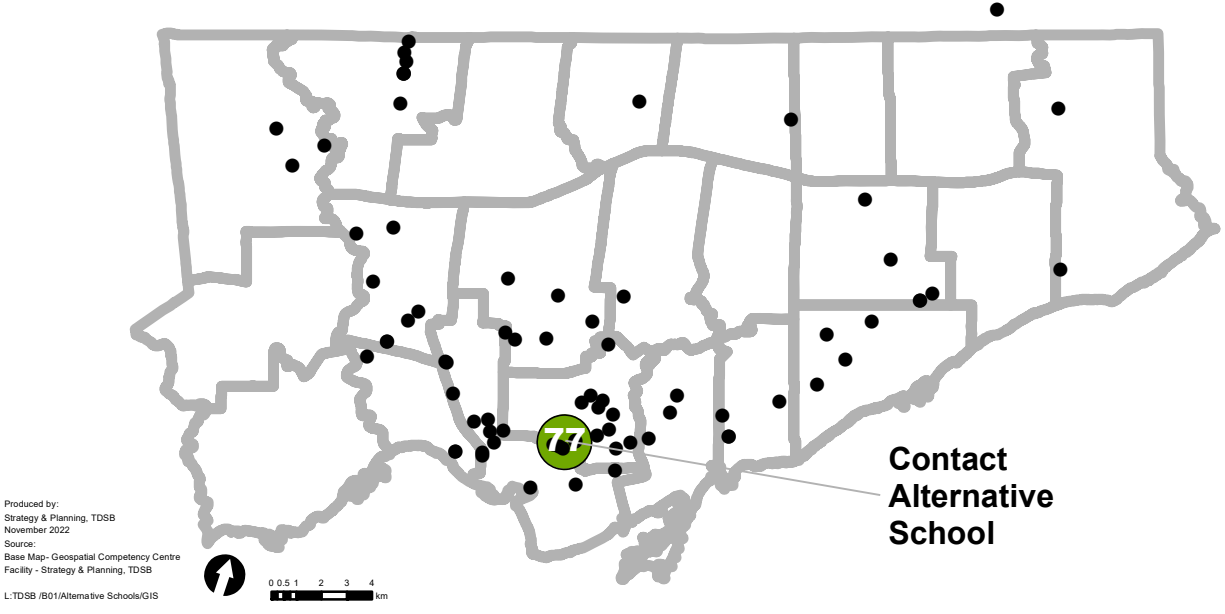
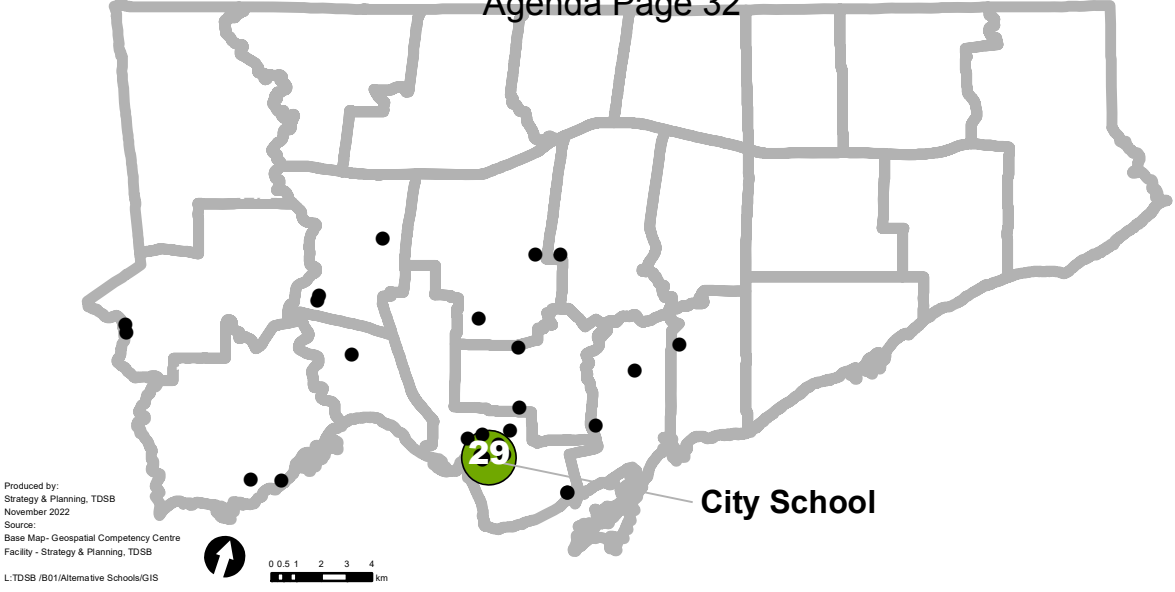
Produced by:  
Strategy & Planning, TDSB  
November 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB

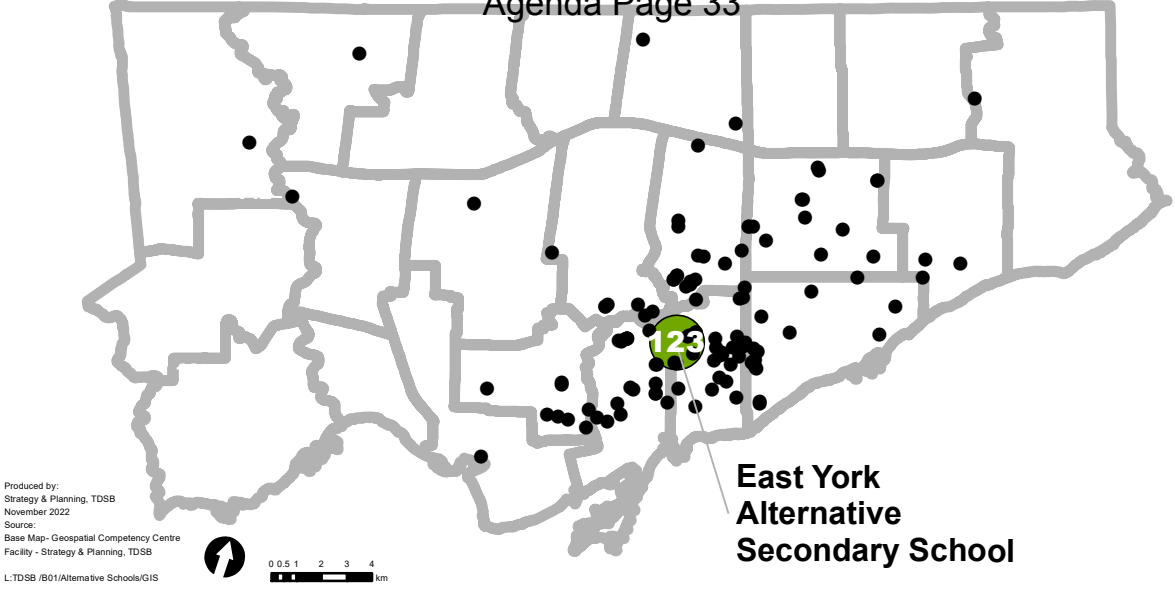
L:TDSB /B01/Alternative Schools/GIS

**Blank Page**

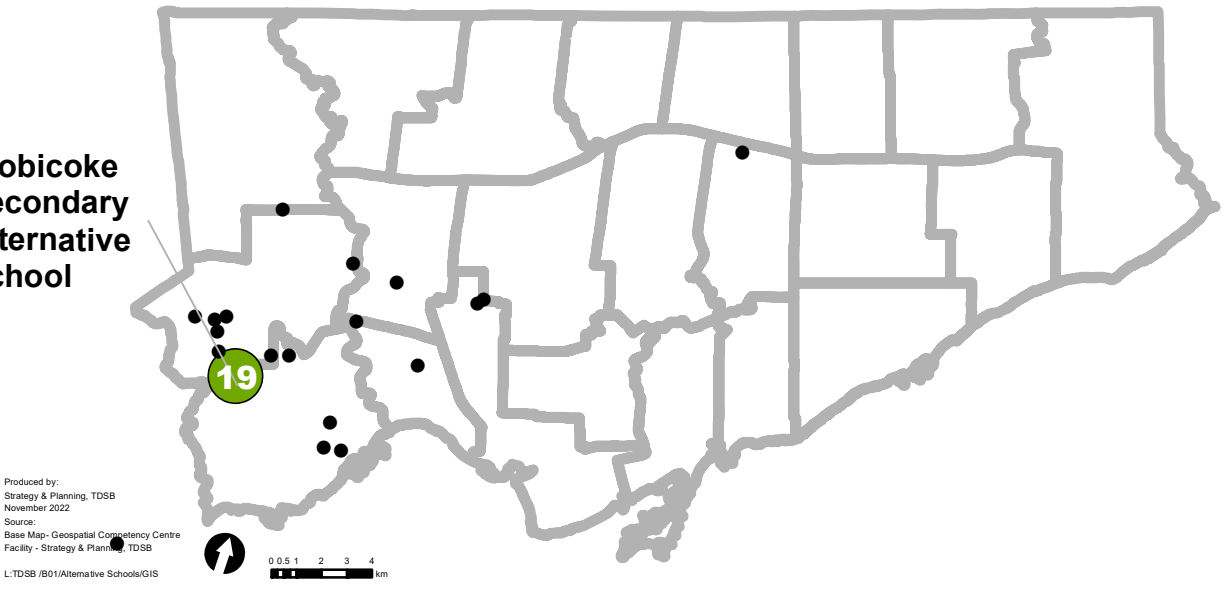




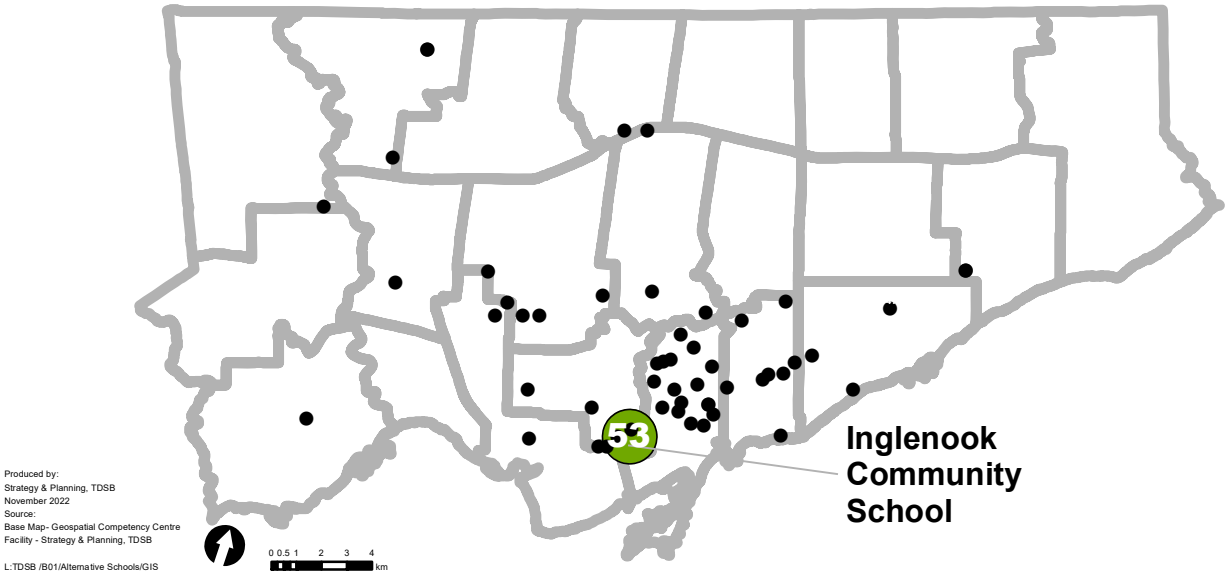


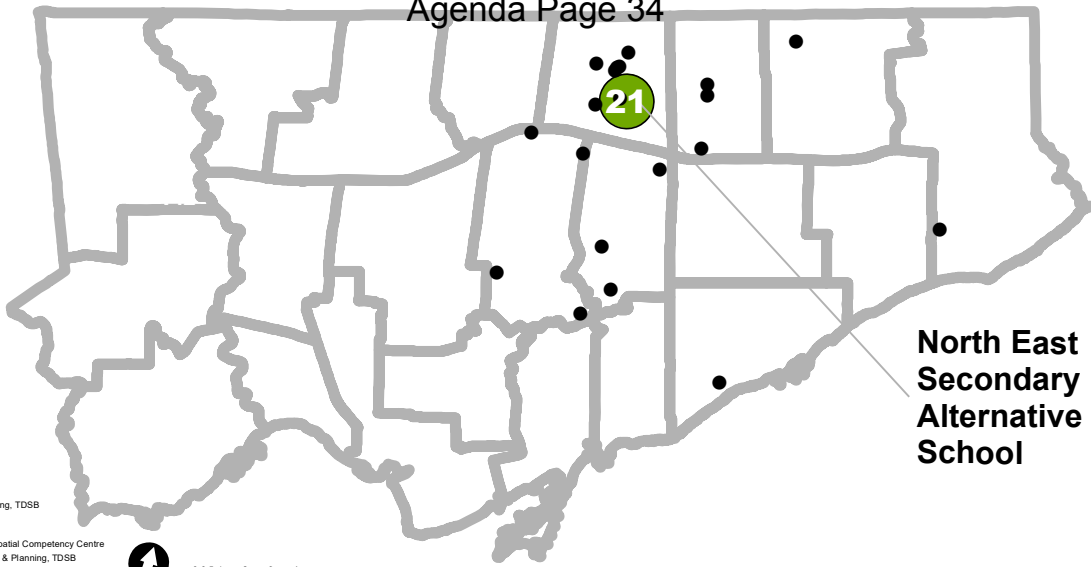


**Etobicoke  
Secondary  
Alternative  
School**

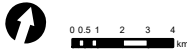


**Inglenook  
Community  
School**

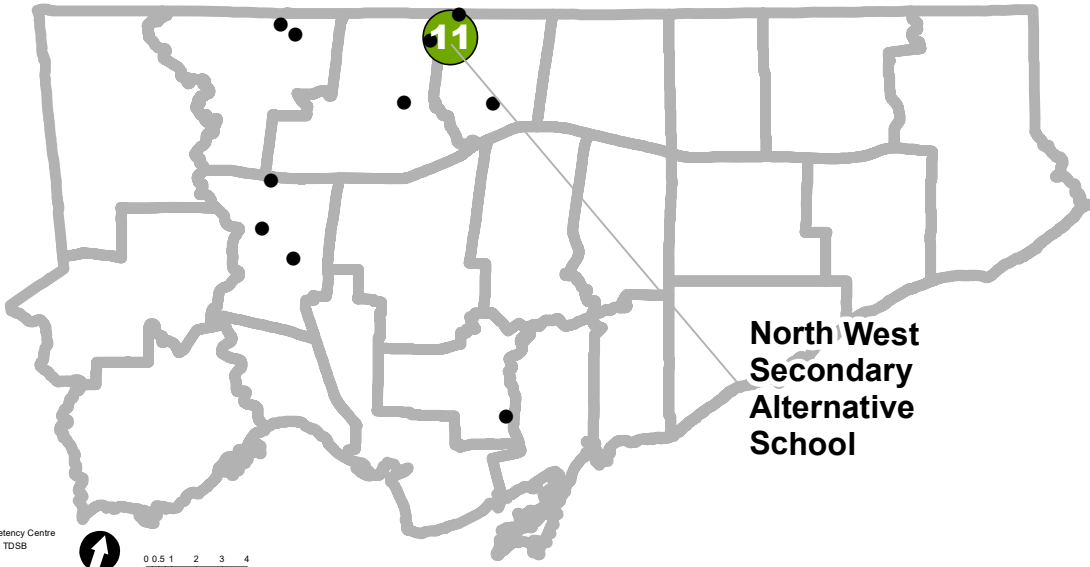




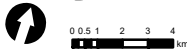
Produced by:  
Strategy & Planning, TDSB  
November 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB  
L:TDSB /B01/Alternative Schools/GIS



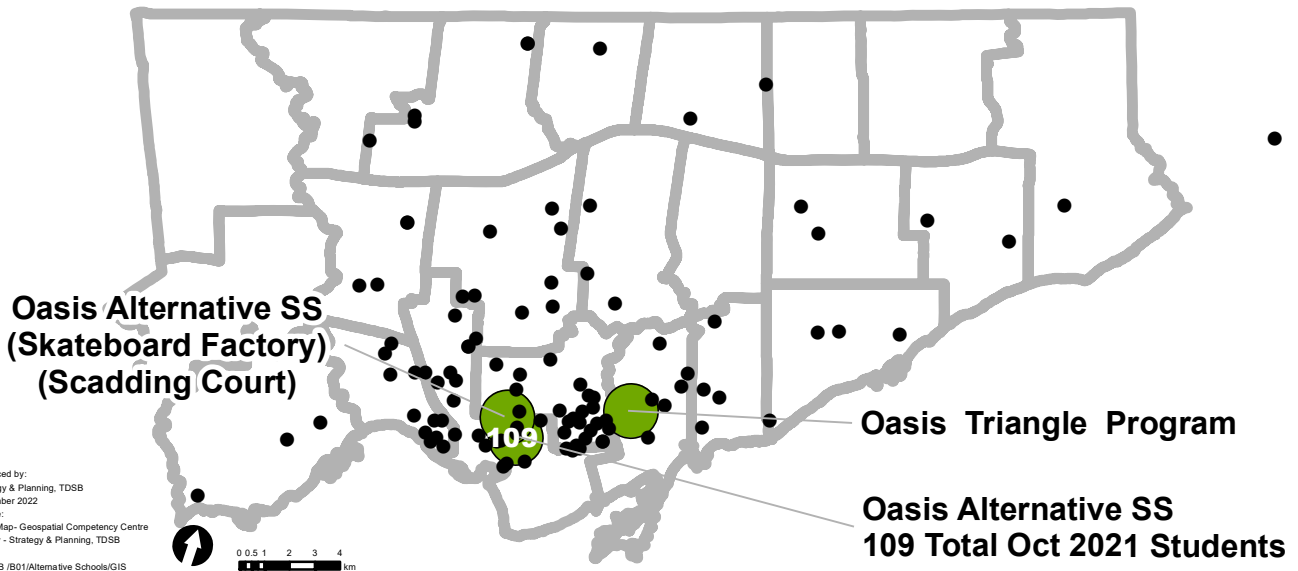
**North East  
Secondary  
Alternative  
School**



Produced by:  
Strategy & Planning, TDSB  
November 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB  
L:TDSB /B01/Alternative Schools/GIS



**North West  
Secondary  
Alternative  
School**



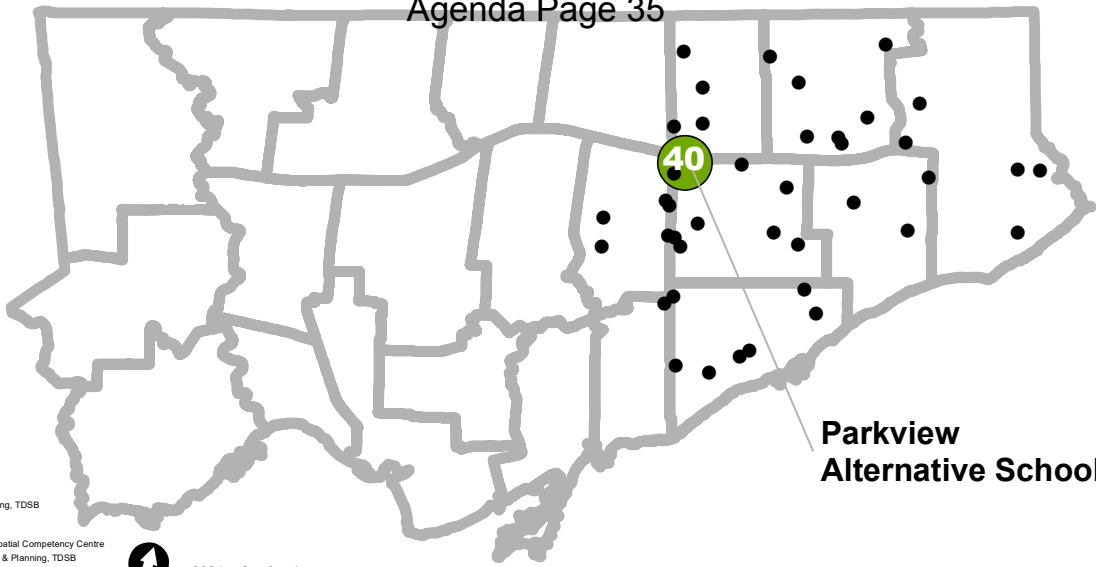
Produced by:  
Strategy & Planning, TDSB  
November 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB  
L:TDSB /B01/Alternative Schools/GIS



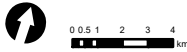
**Oasis Alternative SS  
(Skateboard Factory)  
(Scadding Court)**

**Oasis Triangle Program**

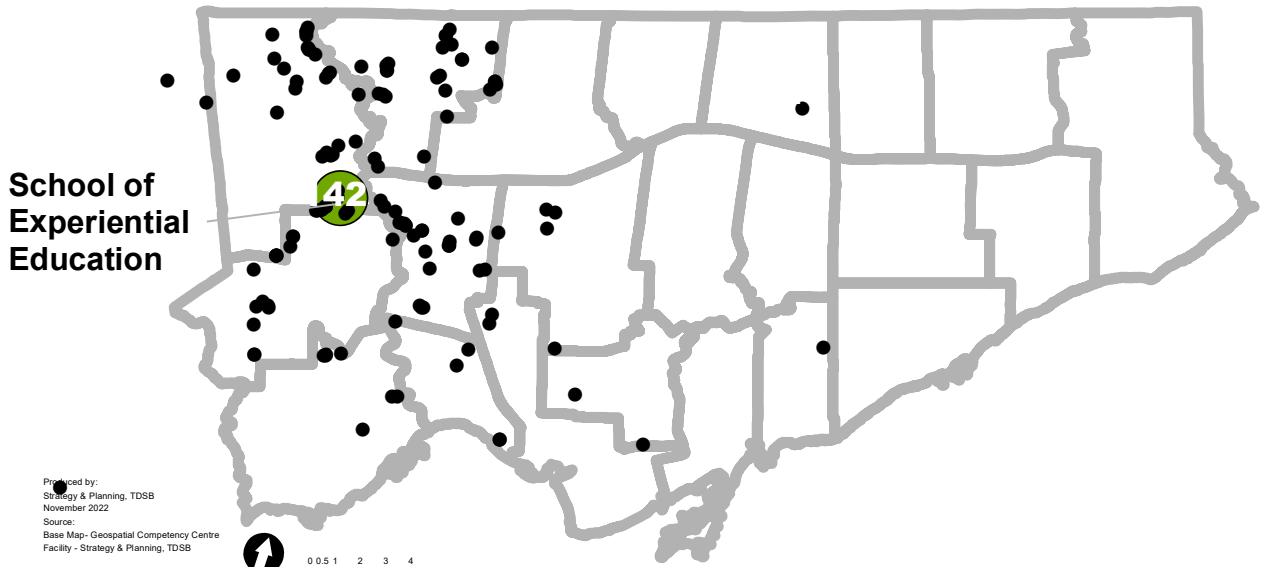
**Oasis Alternative SS  
109 Total Oct 2021 Students**



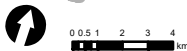
Produced by:  
Strategy & Planning, TDSB  
November 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB  
L:TDSB /B01/Alternative Schools/GIS



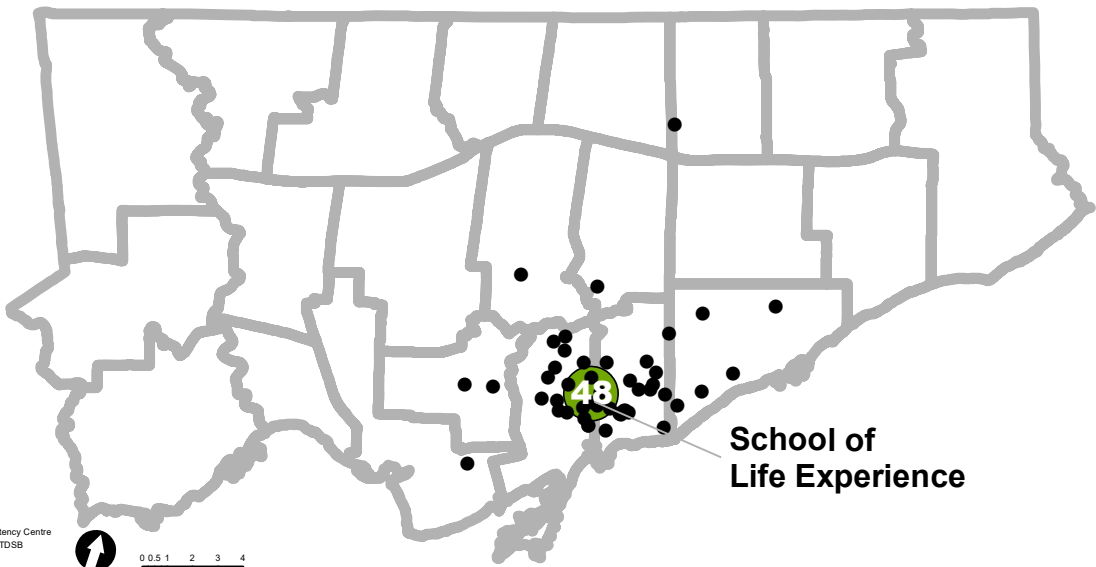
**Parkview  
Alternative School**



Produced by:  
Strategy & Planning, TDSB  
November 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB  
L:TDSB /B01/Alternative Schools/GIS



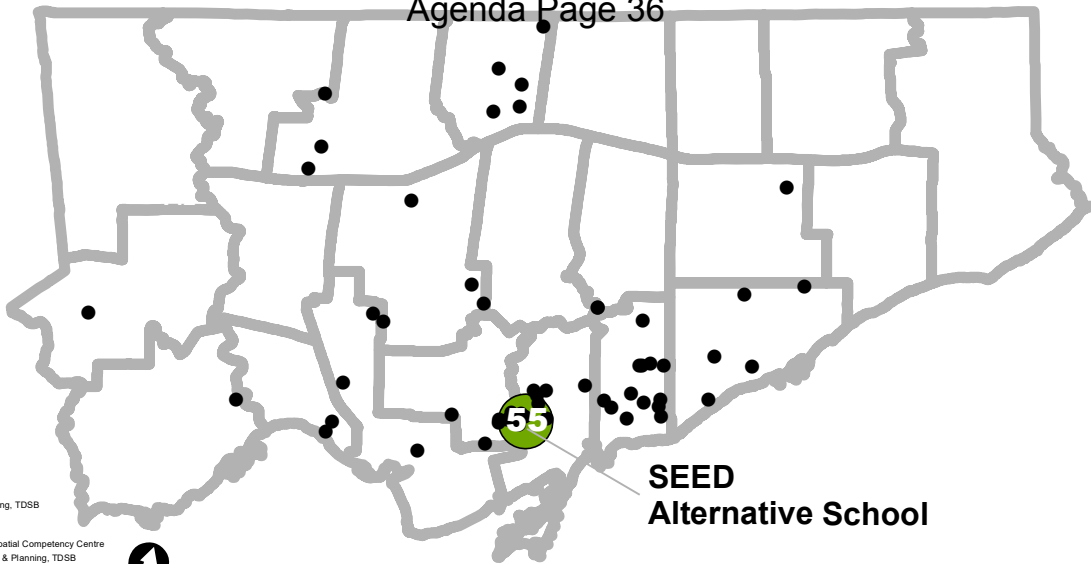
**School of  
Experiential  
Education**



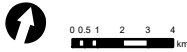
Produced by:  
Strategy & Planning, TDSB  
November 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB  
L:TDSB /B01/Alternative Schools/GIS



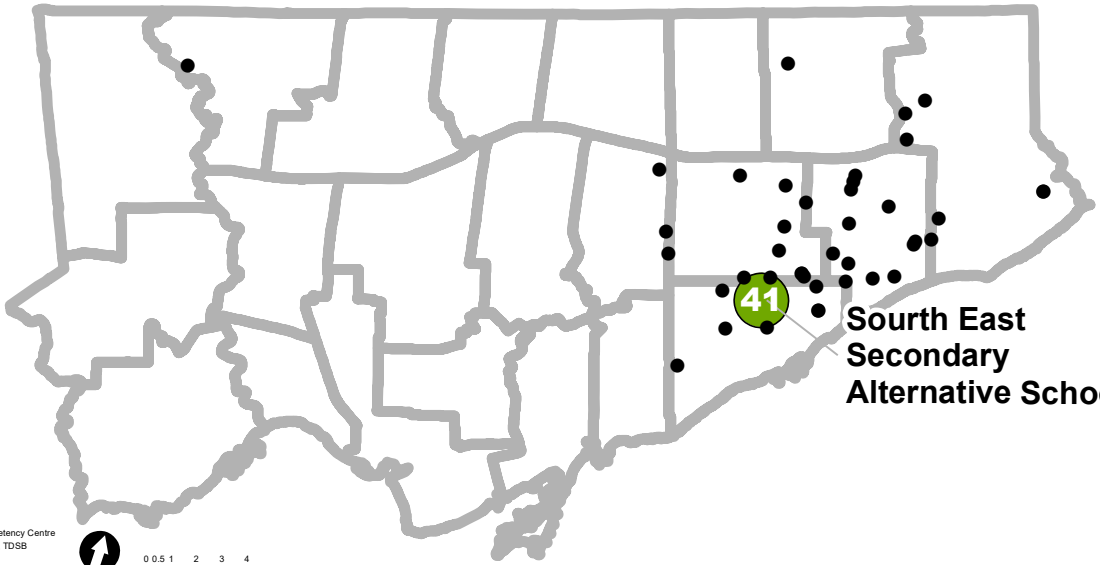
**School of  
Life Experience**



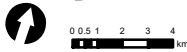
Produced by:  
Strategy & Planning, TDSB  
November 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB  
L:TDSB /B01/Alternative Schools/GIS



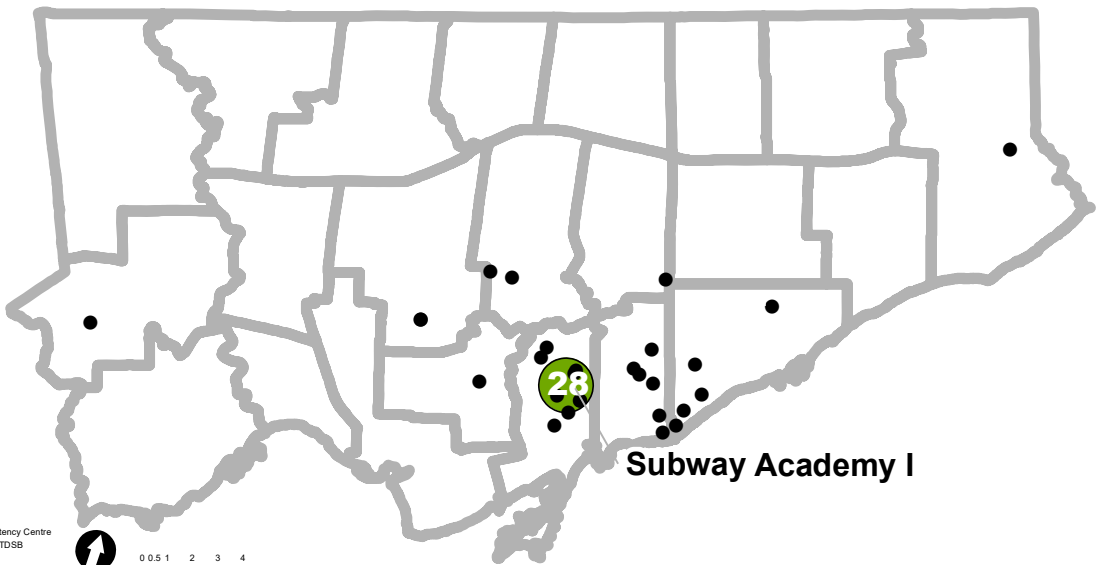
**SEED  
Alternative School**



Produced by:  
Strategy & Planning, TDSB  
November 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB  
L:TDSB /B01/Alternative Schools/GIS



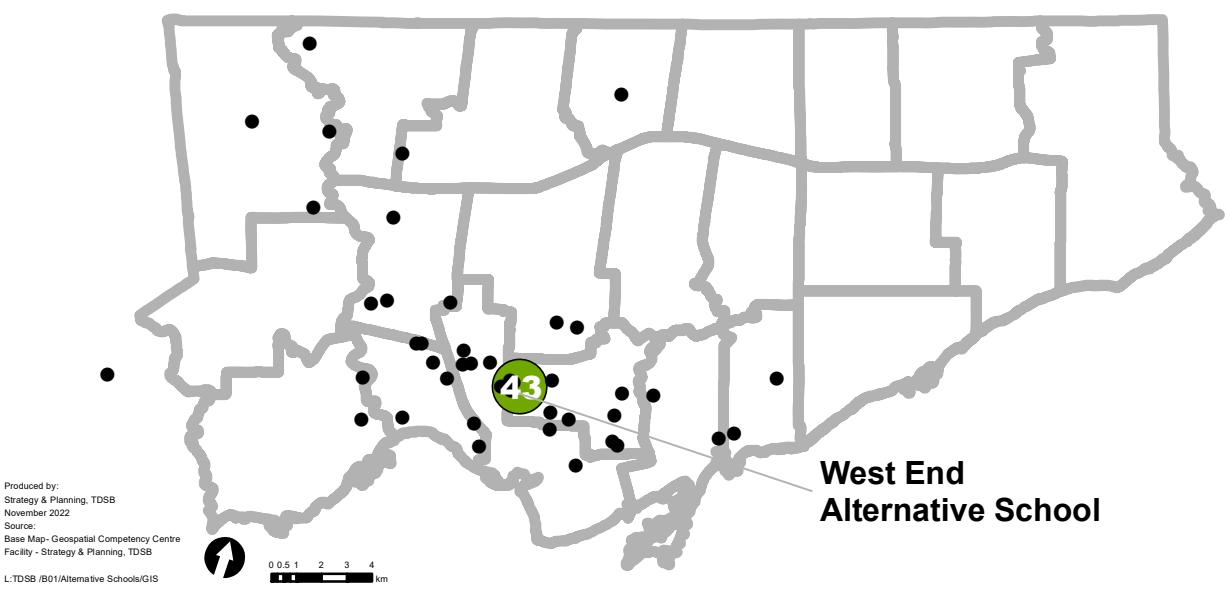
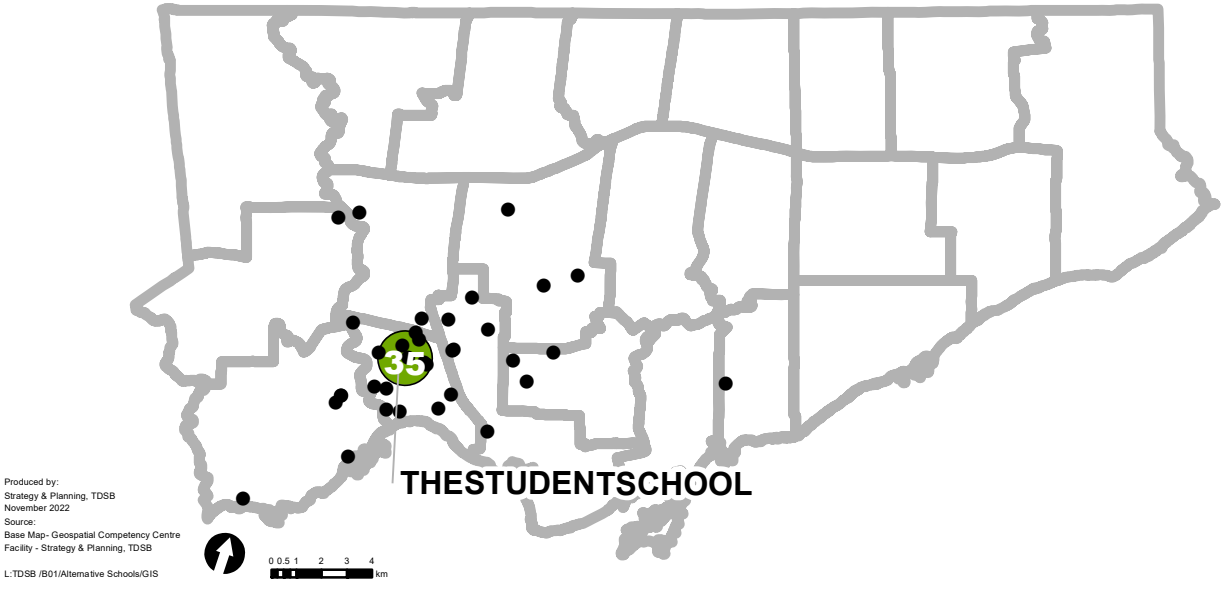
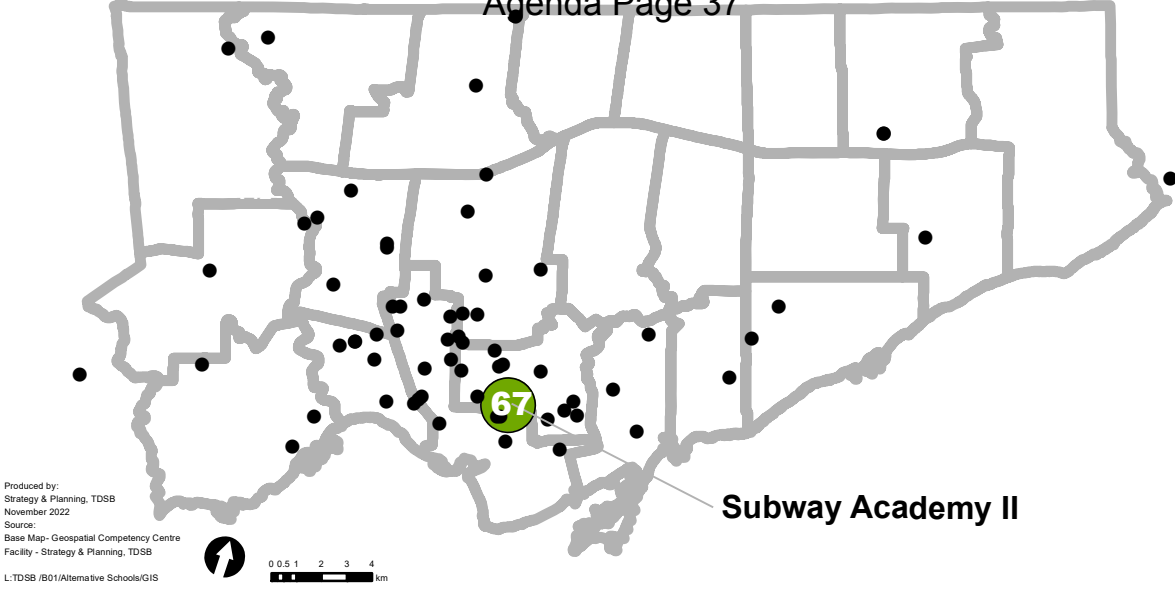
**South East  
Secondary  
Alternative School**



Produced by:  
Strategy & Planning, TDSB  
November 2022  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB  
L:TDSB /B01/Alternative Schools/GIS



**Subway Academy I**



**Blank Page**





## 2023 Summer Programs

**To:** Program and School Services Committee

**Date:** 24 January, 2024

**Report No.:** 01-24-4649

### Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### Recommendation

It is recommended that 2023 Summer Programs Report be received.

### Context

During Summer 2023, the TDSB offered a variety of enriching programs supporting 38,000 children, youth, and adult students and learners from across the city. Through secondary credit programming, more than 18,600 credits were earned by students. With both online and in-person options available, inclusive learning environments were created to meet the needs of all students to support their education and well-being outside of the regular school year.

One of the many highlights included a partnership with Jays Care Foundation for the [RBI Summer Edition program](#). This collaborative initiative provided an enriching experience for students registered for half-day elementary summer school at nine TDSB locations.

The *RBI Summer Edition* program goes beyond academics and offers a range of recreational activities for students. The program included inclusive baseball training, cooperative games, arts and crafts, and team-building exercises. These activities provided a well-rounded experience, fostering personal growth and skills development.

View [CityTV coverage](#) of the *RBI Summer Edition* program at Eastview Public School.

## **ELEMENTARY OPPORTUNITIES**

### **Early Years (Inspired to Excel Program Pre-Kindergarten and Kindergarten)**

The *Inspired to Excel, Africentric and Culturally Relevant Pre-Kindergarten and Kindergarten* programs had another phenomenal summer. This year, the 10th anniversary of the program was celebrated with 11 locations across the city supporting 176 early learners. These early learners were able to be affirmed in the curriculum, develop greater self-awareness, enhance their sense of belonging and engage in positive identity development through rich and culturally relevant learning experiences. These experiences were also provided with community educators that included African drumming, storytelling, spoken word, visual arts and Reggae. Through creative expression, students and their families learned about Afrocentricity, Culturally Relevant Pedagogy and the importance of honouring students' lived experiences as they learn within the TDSB.

### **Special Education and Inclusion**

The TDSB provided 529 students with special education needs in *Low Incidence* programs to develop and improve on functional academics, communication, and daily living skills as identified by their Individual Education Plans. This year, the program supported students in six congregated sites, and in eight programs integrated within the Elementary Literacy and Numeracy sites. In addition to the summer learning program, 109 additional schools and 1,400 students participated in summer transition programs for students with Special Education Needs, Autism, and through Educational and Community Partnerships.

### **Elementary Literacy and Numeracy**

This year, 8,392 students participated in the *Elementary Summer School* program offered to students in grades Kindergarten to 8, both in-person and remotely. Programs were locally developed to best respond to the needs and interests of each school community.

An exciting array of robotics were loaned out to 16 Elementary Summer School sites, which included Dash, Codey Rocky, Cyber Pi, and Phidgets. The comprehensive resources comprised not only captivating tools but also immersive teacher and student hands-on workshops, along with online lessons aligned with the Literacy and Numeracy curriculum. By the end of summer school, students were actively involved in a diverse range of activities and competitions, reaping the countless benefits that STEM (Science, Technology, Engineering, and Mathematics) education has to offer.

Elementary Literacy and Numeracy programs are funded through the Ministry of Education Grants for Student Needs (GSN) via the Learning Opportunity Grants (LOG) and operate within funding and staffing allocations. The funding and student enrolment determine the total number of sites offered.

### **International Languages Elementary and African Heritage**

The summer *International Languages Elementary & African Heritage* programs offered in-person half-day instruction to 1,664 students from across the city. Languages offered included Amharic, Cantonese, Farsi, Hindi, Korean, Mandarin Simplified, Mandarin Traditional, Punjabi, Romanian, Sanskrit, and Tamil. Students had the opportunity to learn another language to reinforce literacy connections and enhance reading and writing skills that are transferable to the regular school day setting. Additionally, an African Heritage program was offered which highlighted the history, culture, traditions, and contributions made by the people of African descent to Canada and the world.

Registration and participation is a family decision; therefore, families are asked to register for this program. They can register online and in-person for the program. Registration in advance is necessary for Central Program staff to allocate appropriate resources and classes for the number of students who applied.

### **Summer Music & Art Camps**

The Toronto District School Board offered four, in-person music and art camps this summer to 257 students. The camps included an exciting arts program that provided participants with diverse and valuable social and cultural experiences. Students explored new opportunities, made new friends, explored their creativity, and played music in fun and educational settings.

### **Outdoor Education Summer Camp**

For the first time in over two decades, the Island Natural Science School sold out all three one-week overnight camps with 180 campers from across the TDSB and beyond. During this unique overnight experience, campers engaged in team building activities, biking, art, visits to culturally significant landmarks on the Toronto Island including the William Meany Maze, Gibraltar Point Lighthouse, and explored the Ward's Island and Algonquin Island communities. In addition to this camp, the staff hosted an additional 3-day, 2-night, opportunity for 18 international students in the TDSB. These students, from 8 different countries, engaged in camp activities while gaining language skills and bonding with their peers.

The staff hosted day trips for 180 students from four TDSB summer schools that offered elementary programming (David and Mary Thomson CI, Greenholme JMS, Oakridge PS, and Yorkwoods PS).

Over seven weeks, nine different programs were offered to campers aged 8 to 18, and two “Family Camps” were also offered. Experiences at this overnight camp included: overnight camping trips, challenge courses, hiking, swimming, canoeing, and some wilderness trips to Temagami and Algonquin Park. Over 330 campers attended these programs. This included seven students who participated in the *Focus On Youth* Program and were sponsored to attend camp after their work term was complete. In addition to these camps, Camp Kearney ran successful Family Camp weekends for 130 participants from 32 family groups who engaged in family friendly activities.

### **Extended Day Summer Camp Program**

The *Extended Day Summer Camp* program operated at 16 TDSB school locations and provided summer programming for 450 students. The summer camp, staffed by Designated Early Childhood Educators, Early Childhood Assistants, and 20 Focus on Youth students operated for seven weeks throughout the summer and offered full-day programming from 7:15 a.m. to 6:00 p.m.

Students in the *Extended Day Summer Camp* program engaged in fun activities that promoted social skills and offered many leadership opportunities. Each week the camp incorporated a different focus such as construction and building, sports, science, and visual arts. The summer camp provided opportunities to engage in exploring the outdoors, as well as having weekly fun visits to local splash pads, libraries, and parks, and there were also pizza and ice cream days. Students especially enjoyed the visitors who provided hands-on experiences for learning about unique animals, drumming, learning new multicultural dances, and visits from Toronto Public Librarians, and their local Toronto Fire Departments.

## **SECONDARY OPPORTUNITIES**

### **Black Student Summer Leadership Program (BSSLP)**

The Centre of Excellence for Black Student Achievement entered its fifth year of the *Black Student Summer Leadership* program (BSSLP) in 2023. Led by the Graduation Coaches for Black Student Achievement that work alongside a multidisciplinary team, over 100 Black TDSB student leaders in Grades 10 to 12 received mentorship, engaged in skill development opportunities and paid work placements through the collaboration with Continuing Education and Focus on Youth.

Enrolled in a 40-hour work week, Black students were matched with experiential learning placements, representing a variety of employment sectors and educational training opportunities. The aim was to support the development of Black students’ interest in career pathways and increase their awareness of industries and professions

where Black community members are often underrepresented. In addition, 54 students enrolled and successfully completed co-operative education (CO-OP) courses and were awarded two high school credits.

As part of their engagement in the program, Black students were required to participate in *Youth Participatory Action Research* (YPAR) to develop their research skills. In preparation for YPAR in 2023, students participated in training sessions in two phases: Spring (April-June) and Summer session. Students continued to research and explore societal and educational issues facing Black students in their school and communities. Together or individually, students skillfully presented their findings and recommendations to their peers, educational leaders and community educators.

As part of the continued engagement with research, Black students have the choice to participate in the YPAR Conference in collaboration with the Centre and the Research and Development Department. The second annual student-led and student organized *Youth Participatory Action Research(YPAR) Conference: **Creating Possibilities for Black Students in K-12 Education and Leadership*** took place at York University.

For further understanding of the Black Student Summer Leadership Program (BSSLP) and Youth Participatory Action Research (YPAR), please view link and articles below:

About the Black Student Summer Leadership Program ([Click here](#))

- Voices of Black youth remind adults in schools to listen — and act to empower them ([Click here](#))
- Black students shone brightly at youth conference ([Click here](#))

### **Indigenous Student Summer Leadership Program**

The *Indigenous Students Summer Leadership* program offered leadership opportunities, credits, and paid work experiences for Indigenous secondary school students across the TDSB. This past summer, the program supported 22 Indigenous students with accessing leadership experiences in a variety of Indigenous and non-Indigenous owned agencies and companies, as well as opportunities to gain a co-operative education credit.

### **International Education - Integrated Orientation and Summer School**

The TDSB offered an orientation and summer school for new international students joining the TDSB for the 2023-2024 school year. 232 new international high school students completed this program. Academic programming included courses in English as a Second Language, Drama, Family Studies, and Designing Your Future through BrightSpace. Engagement programming was also part of the program through the online platform. A total of 224 credits were earned.

### **Secondary Credit e-Learning**

Enrolment in the secondary credit e-Learning program remained strong in both July and August with nearly 13,800 students from across Ontario enrolling in high school courses. There was strong interest on the part of students in being part of the e-*Summer* program and their experience in July and August prepared them well for engaging in future online learning opportunities. Areas of study included Business, English, Career Studies, Civics, Computer Science, Canadian Studies, Family Studies, French, Mathematics, Physical Education, Social Sciences, and Sciences. Many of the Grade 11 and 12 courses were offered at three levels to meet a wide variety of learning needs. A course was designed for students in Grade 8 about to enter Grade 9; students earned an e-Learning credit before starting high school in the fall

### **Secondary Credit Summer School**

Nearly 5,800 students across the city enrolled in this program. Five secondary school programs were delivered in-person and six remote credit programs were offered to the system including reach-ahead credits to incoming Grade 9 students. Students were able to increase their overall credit accumulation, change pathways, reach ahead, experience a career pathway of choice, or receive credits not available to them in their day schools.

The in-person secondary summer school sites meet the local needs of students at the specific schools and surrounding geographical areas. School locations are based on overall student enrolment needed to operate the sites. There is a high success rate for student success in credit accumulation. School sites are initially selected based on their locations throughout TDSB but final determination of schools that offer programs is according to sufficient student enrolment.

Secondary credit programs are funded through the Ministry of Education Grants for Student Needs (GSN) via the Continuing Education Grant and operate within funding and staffing allocations. The funding and student enrolment determine the total number of sites offered.

### **Secondary Credit Recovery Summer School**

More than 2,700 students participated in the secondary credit recovery Continuing Education program. Students who earned credits had not been successful in one or more courses over the last two school years.

<b>Summer Credit Programs 2023</b>	<b>Number of Students Enrolled</b>	<b>Number Students Completed Course(s)</b>	<b>Credit Value Earned by Students</b>

Secondary Credit Summer School	5,783	4,753	4,712
Remote Credit Recovery	2,730	2,342	2,265.5
e-Learning credit (July and August)	13,769	10,553	10,682
International Education - Integrated Orientation and Summer School	232	232	224
Adult High School	1,176	835	751

**Focus on Youth**

The *Focus on Youth Toronto* (FOYT) summer program supported 670 students through paid work and co-op placements, and paid training opportunities. Placements were developed in collaboration with 33 external not-for-profit community agencies, and the following internal TDSB departments: Centre of Excellence for Black Student Achievement, Caring and Safe Schools, Legal, Human Rights, Permits, Employee Services, Community Services, Facilities, Partnerships, and Special Education. These placements exposed students to recreational, cultural, academic enrichment, and business experiences. In addition, students had the opportunity to earn a co-op credit through the *Continuing Education Secondary Credit Summer* program. A total of 183 students completed the two-credit course this summer, earning 235.5 credits. At the end of the program, students received a backpack with school supplies and a bursary to support them with back-to-school needs.

Community organizations are encouraged to apply to be a FOYT partner in March. Organizations applying must be not-for-profit, community-based organizations. Applications are reviewed and partners that meet the criteria are provided the opportunity to support and mentor FOYT students. Placements are then done from April- June. The partners often offer programs in TDSB schools or within communities that offer programs that are accessible to TDSB students.

**Occupational Therapy & Physiotherapy Services Focus on Youth Students**

TDSB's *Occupational Therapy and Physiotherapy (OT/PT) Services* supported students with intellectual, developmental, and/or physical disabilities (along with other intersectional identities of in-risk criteria) to benefit from this funding opportunity to ensure smooth transitions and accommodations in the employment setting. The funding encouraged their participation and equitable inclusion in traditional high-school co-op experiences, provided a sense of belonging, responsibility, and assimilation into

the workforce, and revealed opportunities to solidify work skills to increase future employment opportunities. Some students were able to earn credits to contribute to their high school diploma while also developing positive relationships with employers who were interested in their return as paid employees in the future.

This program supported TDSB high school students with job readiness skills through on-the-job work experiences including the development of:

- basic social skills (e.g., recognizing non-verbal body language cues, engaging in self-advocacy, etc.);
- executive function skills (e.g., organization, managing stress, adapting to change, etc.);
- self-care skills (e.g., maintaining regular hygiene, dressing to prepare for work, preparing meals for the work day, etc.);
- orientation/community navigation skills (e.g., independently travelling to and from work, taking the TTC, engaging in safe pedestrian skills, etc.);
- accountability and time management (e.g., completing tasks within an appropriate time frame);

OT/PT staff provided students with coaching, modelling, and check-ins to ensure their success.

The FOYT (Focus on Youth Toronto) program was invaluable in bolstering the impact of a rich learning experience for students with physical, intellectual, and/or developmental disabilities, other neuro-diversities, and/or barriers to inclusion. Some students who had withdrawn from the traditional school experience demonstrated re-engagement with their school community through participating in these funded co-op education experiences. Individuals with disabilities present with lower employment rates within the community and this funding opportunity provided a concrete pathway for students with disabilities to gain valuable experience and meaningfully integrate into the workforce, while also stimulating inclusive hiring practices and anti-ableist shifts in perspectives for community employers.

### **Caring and Safe Schools**

TDSB Continuing Education, in partnership with TDSB Caring and Safe Schools successfully collaborated on the *Summer Employability Preparation* program hosted at David and Mary Thomson Collegiate Institute. This program provided TDSB secondary school students from multiple schools in Scarborough with a paid opportunity to engage in daily learning activities that supported and further enhanced their skills to improve employability opportunities. The *Summer Employability Preparation* program included an introduction to a Skills Trade Program that was supported by the Toronto Business Development Centre. The educational components that were included support the future development of participants. Financial Literacy, Mental Health and Well Being, Fitness and Nutrition were some of the areas of focus in the program. The program was



supported by TDSB Administrators, Caring and Safe Schools Staff, Continuing Education and various trainers.

## **ADULT OPPORTUNITIES**

### **Adult High School**

Remote credit courses were offered to 1,176 adult students across the GTA. The Adult High School offered courses to adult students working towards their Ontario Secondary School Diploma requirements to continue their learning through the summer. A total of 751 credits were earned.

### **Adult English as a Second Language (ESL)**

Adult ESL supported 1,160 learners attending in-person classes at six locations in the month of July. Topics covered were related to the needs and goals of the learners as they had the opportunity to add one to two assessment tasks to their portfolios.

### **Community Programs - General Interest**

Nearly 450 learners participated in a variety of online and in-person courses which included Gentle Yoga, Piano Keyboarding, and Building and Maintaining Solid Relationships. Learners were excited to keep mentally and physically active and engaged, as they learned new hobbies and skills throughout the month of July.

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

- P019, Continuing Education

### **From**

Louise Sirisko, Associate Director, Instructional Innovation & Equitable Outcomes at [louise.sirisko@tdsb.on.ca](mailto:louise.sirisko@tdsb.on.ca)

Peter Chang, System Superintendent, Continuing Education, Learning Network 30, Secondary Alternative Schools, Adult Education, International Delegations and Heritage Months at [peter.chang@tdsb.on.ca](mailto:peter.chang@tdsb.on.ca)

**Blank Page**



## Central Student Interest Programs: Update

**To:** Program and School Services Committee

**Date:** 24 January, 2024

**Report No.:** 01-24-4650

### Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students

### Recommendation

It is recommended that the report be received.

### Context

On June 14, 2023 the following motion was approved by the Board of Trustees:

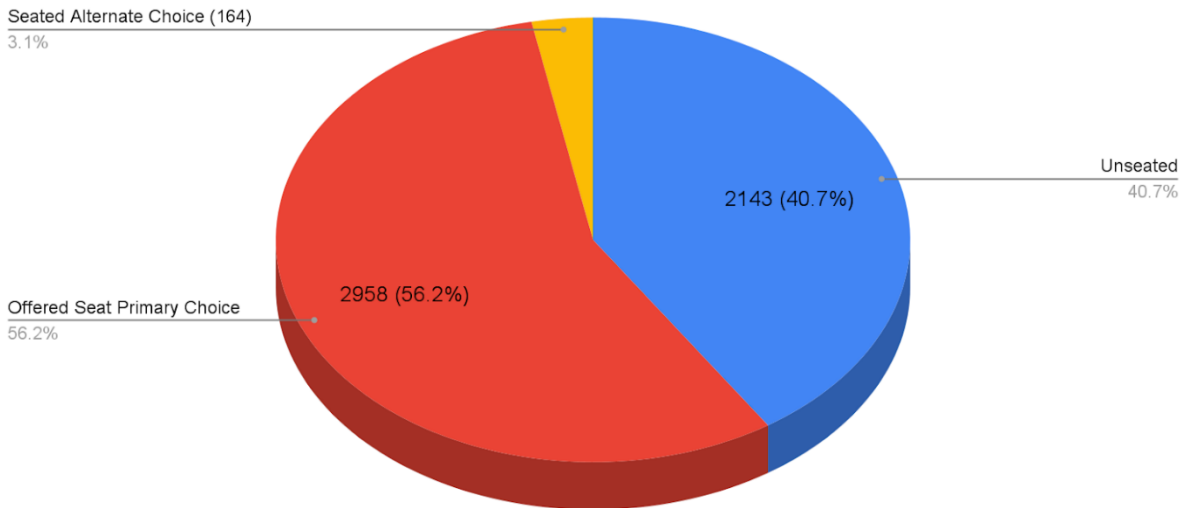
Therefore, be it resolved:

- (a) That the following be referred to staff as part of the report back to the Board in the fall 2023:
  - i) the numbers of students who, as of June 1, 2023, applied for, were accepted to, and were placed in each specialized program whose admissions are governed by policy P100;
  - ii) the number of seats left unfilled in said programs, or that were then filled from local waitlists as opposed to the previous central waitlist;
  - iii) a list of schools in underserved geographic areas of the city where additional specialized programs could be added based on the high demand evidenced in the lottery process;
- (b) That the Director assess the current implementation of section 6.3.5, while upholding the objectives and guiding principles of policy P100;
- (c) That the Director present a report on the feasibility of extending waitlists.

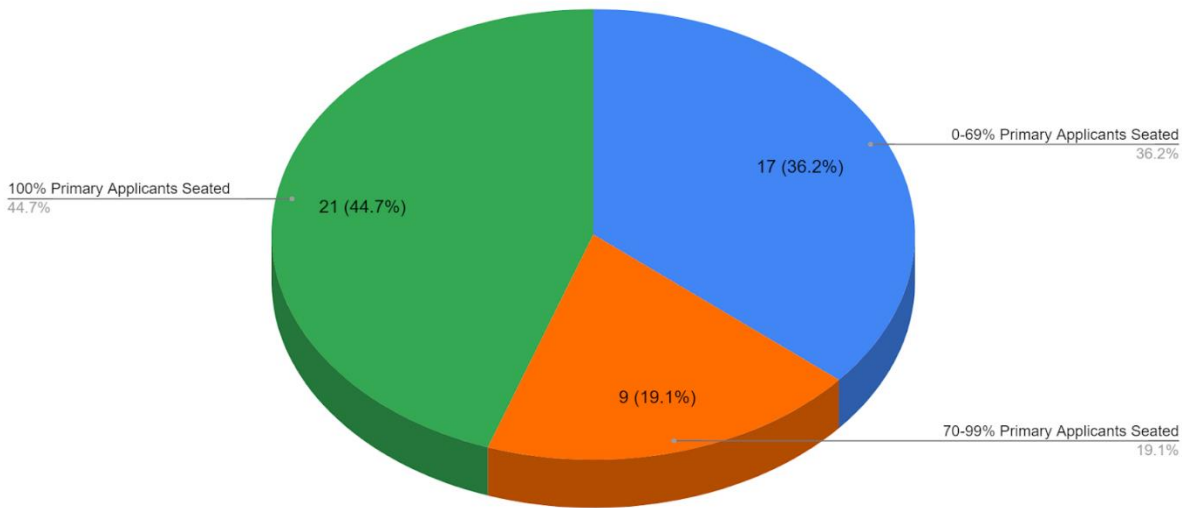
The purpose of this report (Appendix A) is to provide the requested data and information to the Trustees. Highlights from the report include:

- Overall, there were 210 vacant seats as of June 2023 in the various Central Student Interest Programs. 87 applicants were placed in programs from Local Waitlists, where available, in June and September 2023. Nearly 2,700 seats were filled through the central process.
- In September there were 187 vacant seats that remained unfilled in the programs where active waitlists expired in February/March 2023.
- In the November 2023 CSIP application cycle, an “Expression of Interest” was included as a requirement to better align with the language in the Student Interest Program Policy (P100).
- In October 2023, a briefing regarding waitlists was presented to Trustees. The key components of that presentation are included in the attached report.
- A summary of the applicant data from the most recent application process showing that nearly 60% of applicants for Grade 9 entry have been seated (effective January 10, 2024) in either their Primary or Alternate program choice (Graphic 1 below)

Graphic 1: Grade 9 CSIP Applicants (September 2024)



Graphic 2: Percentage Fill Rates of Elementary and Secondary CSIPs (September 2024)



- A summary of the percentage of applicants accommodated in the 47 Central Student Interest Programs showing that:
  - 30 of the 47 Central Student Interest Programs (Elementary and Secondary) *illustrated in green and orange* accommodated at least 70% of the applicants who indicated the program was their primary choice
  - 21 programs *illustrated in green* seated 100% of the applicants who indicated the program was their primary choice (Graphic 2 above)
- The waitlist expiration timelines has been aligned to meet the needs of the staffing process, closing prior to the March Break for all program types.

### Action Plan and Associated Timeline

Subject to the Program and School Services Committee’s receipt of the report, the report will be brought to the Board of Trustees on January 31, 2024.

### Resource Implications

N/A

### Communications Considerations

N/A

### Board Policy and Procedure Reference(s)

- Student Interest Programs (P100).

## Appendices

- Appendix A Central Student Interest Programs: Report
- Appendix B All Applicants and those Seated June 2023
- Appendix C Waitlist Data September 2023
- Appendix D MAP - All CSIP
- Appendix E MAP - All Arts CSIP
- Appendix F MAP - MST CSIP and Local MST
- Appendix G MAP - International Baccalaureate
- Appendix H MAP - Standalone CSIP
- Appendix I November 2023 Seated Applicant Data

## From

Louise Sirisko, Associate Director of Instructional Innovation and Equitable Outcomes at [Louise.Sirisko@tdsb.on.ca](mailto:Louise.Sirisko@tdsb.on.ca)

Diana Panagiotopoulos, System Superintendent, Virtual Learning, Re-Engagement and Secondary Program and Admissions at [Diana.Panagiotopoulos@tdsb.on.ca](mailto:Diana.Panagiotopoulos@tdsb.on.ca)

Reiko Fuentes, Centrally Assigned Principal, Secondary Program and Admissions at [Reiko.Fuentes@tdsb.on.ca](mailto:Reiko.Fuentes@tdsb.on.ca)

### **Central Student Interest Programs: Report**

This report was assembled to address the Board motion of June 14, 2024. This report aims to be responsive to the system's needs and that the data contained within are instrumental for the continued successful implementation of Central Student Interest Programs.

Section 1: Applicants and Seated Applicants (June 2023)

Section 2: Unfilled Seats and the Use of Local Waitlists

Section 3: New Central Student Interest Programs

Section 4: P100 section 6.3.5 - "Active Interest or Passion"

Section 5: Waitlists

### **Section 1: Applicants and Seated Applicants (June 2023)**

Appendix B contains data regarding the applicant pools and seated students in the entry grade for Central Student Interest Programs admissions in September 2023.

**Applications for Grade 9 in November 2022 (Appendix B, column D)** - this data contains the number of applicants who listed the program as either their first or second choice of program.

**Seated June 2023 (Appendix B, column E)** - shows the number of students that had been offered and accepted seats in each program. In some cases, all central applicants were satisfied, and unfilled seats remained available in June (pale yellow highlight) In some cases, these seats may have been filled in September by local students at the schools where the programs were located.

**Elite Athlete Programs** - the programs were allocated the number of seats needed to meet the interests and demands of applicants due to the unique eligibility requirements. There were no waitlists, and the number of students in seats changed as student-athletes opted to cease to participate in their specific area of competitive sports.

The Elite Athlete Programs are distinct and different from the Exceptional Athlete Program at Birchmount Park CI. The Exceptional Athlete Program continues to be a Central Student Interest Program as the program is based on students' passions for athletics, leadership and healthy living.

## **Section 2: Unfilled Seats and the Use of Local Waitlists**

Appendix C contains data regarding unfilled CSIP seats, seated students from Local Waitlists and students seated from the local Regular program along with the percentage of program seats that were filled in September 2024.

**Seated as of September 2023 from Local Waitlist (Appendix C, column F)** - schools with unfilled seats and local waitlists were able to offer seats to applicants from the central application process if they were already in attendance at the school, living in the local designated attendance area. Students were not moved from one school to another to fill these seats.

**Seated as of September 2023 from the local population (Appendix C, column G)** - in some cases, where there was no local waitlist, or it had been exhausted, schools were able to offer seats to local students in the regular program. This also recognizes that there may be students who are newcomers, new to Toronto or the TDSB, or were not familiar with the Central Student Interest Programs. As such, we are continuing a past practice from many schools, who offered seats to local students.

**Seated as of Oct 2023 in Gr 9 (Appendix C, column H)** - this is the total number of students participating in the Central Student Interest Program at the entry grade at the end of October 2023.

**Percentage of seats filled for 2023-2024 (Appendix C, column I)** - shows the percentage of seats in programs that were filled in October 2023. Of the 29 secondary programs (excluding Elite Athletes), 20 had 90% or more of their program seats filled. Five programs did not meet the 90% threshold, though all original applicants were accommodated and provided with an opportunity to enter into the program, or were seated in a different program.

## **Section 3: New Central Student Interest Programs**

In the Spring of 2023, 10 new Central Student Interest Programs were initiated by the TDSB to better serve the needs and interests of students from across the city. Geography and proximity to Neighbourhood Improvement Areas identified by the City of Toronto were used to help identify program locations, in addition to data about local demand, school utilization rates, proximity to existing programs and local feasibility and viability (e.g. staffing, existing local programs etc.) Four programs were established in the east, where only SATEC @ W A Porter existed (\* in Table 1: New Central Student Interest Programs for September 2024)

**Table 1: New Central Student Interest Programs for September 2024**



Arts Focus Programs	Math, Science and Technology
Westview Centennial Secondary School	Cedarbrae Collegiate Institute*
Woburn Collegiate Institute	Downsview Secondary School
	Jarvis Collegiate Institute
	Kipling Collegiate Institute
	Lakeshore Collegiate Institute
	Lester B. Pearson Collegiate Institute*
	Stephen Leacock Collegiate Institute*
	West Hill Collegiate Institute*

Appendices D through H are maps showing the current locations of Central Student Interest Programs across the TDSB. These include the 2 new Secondary Arts Programs and 8 new Math, Science and Technology programs. Appendix F additionally includes 12 new local Math, Science and Technology programs designed to support and serve their local communities.

November 2023 Applicant Data

From Appendix I - November 2023 Applicant Data, 30 of the programs were able to accommodate 70% or more of the primary applicants by the third round of offers made on January 10, 2023.

- 10 of the 20 Math, Science and Technology programs were able to accommodate all primary applicants and had seats available for alternate choice applicants;
- Unfilled seats exist in four of the programs;
- There are a few programs that have received very high numbers of applications.

Of the 7 programs that were not able to accommodate at least 70% of applicants, 5 are existing programs in schools that are Closed or have Limited (Siblings) status for Out-of-Area Admissions. This makes the Central Student Interest Program the only entry point to the school for those living outside of the catchment area.

- Danforth CTI - Limited (Siblings)
- Marc Garneau CI - Closed
- SATEC - Closed
- West Humber CI - Closed
- William Lyon Mackenzie CI - Closed

**Program Coherence Studies**

In the Spring of 2023, the Program Coherence Study for the Elite Athlete Programs was conducted, leading to the separation of the programs from the Central Student Interest Program portfolio and the renaming of the programs to the High Performing Athlete Programs. The programs provide unique and flexible scheduling to support the training schedules of student-athletes, but do not have specific required courses focused on an area of study.

The new, separate application process for these programs is currently underway and we are beginning the process of investigating a third site for the programs in the east end of the City.

We are committed to completing Program Coherence Studies to better understand the nature of each type of Central Student Interest Program and to establish that the programs are aligned with the principles of the policy and the next study will be undertaken in the Spring of 2024.

#### **Section 4: P100 section 6.3.5 - "Active Interest or Passion"**

##### *P100 section 6.3.5*

*Each type of TDSB Centralized programs/schools will have standard interest-based admissions processes established by the Board, which include a demonstration of active interest or passion, where applicable. Students demonstrating interest or passion, will be eligible for the random selection process when demand exceeds available space.*

In the November 2023 Central Student Interest Program admissions process, the submission of an applicant-generated Expression of Interest was introduced as an application requirement. Applicants could choose one of many ways to demonstrate their interest in attending a Central Student Interest Program. Each Expression of Interest was reviewed for completion and to ensure that the expectations outlined below were met.

Expectations for the Expression included:

- Applicant-generated submissions
- Length limitations
- Connection to the Central Student Interest Program
- Expression of Interest communicated

Examples of the Expressions of Interest included (but were not limited to):

- Essays and application "letters"
- Samples of applicant-generated artwork accompanied by artist statements
- Slideshow presentations highlighting interest and related experience
- Applicant-generated videos of performances, statements, claymation, digitally generated videos

Examples of Expressions of Interest that were declined, and where new submissions were requested:

- Letters written by parents/caregivers on behalf of their child
- Google drives with folders containing large numbers of files

- Report Card submissions, certificates of accomplishment, photos of tests with high grades
- Selfies and other unrelated photographs provided without context
- Writing samples that were not connected to a Central Student Interest Program area of focus and did not include any expression of interest for a program

### **Section 5: Waitlists**

On October 2, 2023, a presentation was delivered to Trustees regarding the timelines established for waitlist expiry. There are significant implications when students are moved from one school to another that relate to staffing and projected enrollments, class size, Ministry compliance requirements and school operations.

*Some key factors include:*

#### Class Size

Enrolment must comply with legislative requirements on class size averages and limits; as well as board targets which optimize funding under the Grants for Student Needs. Non-compliance will result in penalties between 1% and 5% of the Grants for Student Needs; which for 2023-24, may amount to \$150 million.

#### Staffing & Reporting

Class sizes must be reported per provincially-mandated deadlines (October 31<sup>st</sup> and March 31<sup>st</sup> of each year for secondary class sizes). Stable enrollment informs staffing requirements, the timelines for which are established by Collective Agreements specific to the TDSB. Non-compliance is subject to the immediate withholding of payment, up to 50% of the monthly transfer from the Ministry and increases the likelihood of disruption to student learning and staffing.

#### Approvals

The staffing complement requires the timely approval of the Board of Trustees, as part of the budget document process. Non-compliance increases the likelihood of disruption to student learning and staffing.

At both the Elementary and Secondary levels, the staffing processes for the upcoming year begin at the March Break. The Staffing allocation for the upcoming year goes to the Board for approval in March annually.

To better align our waitlist practices with the staffing and reporting requirements outlined above, timelines have been shifted for the current year, ensuring that the plans for student movement between schools for the next school year are complete before the March Break.

### **Table 2: Expiration Dates for Waitlists**

Application Process	September 2023 Waitlist Expiration Date	September 2024 Waitlist Expiration Date
Secondary Central Student Interest Programs	February 22, 2023	February 21, 2024
Secondary Out-of-Area Admissions	February 22, 2023	February 21, 2024
Elementary Central Student Interest Programs	March 22, 2023	February 21, 2024
Elementary Out-of-Area Admissions	March 22, 2023	March 1, 2024
Elementary Alternative Schools	June 11, 2023 **	March 1, 2024

\*\* finalized placements occurred later than anticipated

Prior to P100, schools with former specialized programs were not to make offers of admission to applicants after the waitlist expiry date, as outlined in the former Optional Attendance procedures (PR545).

Seats that become unfilled in a Central Student Interest Program can be filled by applicants on the local waitlist, where one exists. Other available seats can be filled by students in the regular program. This is consistent with the past practices of schools before P100.

Schools without local waitlists or a regular program/catchment area are not able to bring students into their schools after the expiry of waitlists. This is consistent with the expectations outlined in the procedures overseeing admissions to former specialized schools.

Several active steps have been taken this year to help address and reduce attrition in Central Student Interest Programs and decrease the reliance on local waitlists.

- Primary applicants, those who are most interested in a particular program are seated before alternate choice applicants;
- Email correspondence with all applicants, explaining the nature of CSIP programming and the requirement of changing schools to participate;
- Addition of the Expression of Interest generated by the student-applicant;
- A small buffer of additional seats have been offered in most programs, especially those without local boundaries and without local waitlists to reduce the number of unfilled seats in September;
- Lists of seated students have been shared with the Special Education department and will be included in the IPRC review process. Placement are being made earlier and

families accepting offers of placement for Intensive Support Programs will be required to communicate with the Central Student Interest Program Admissions Team;

- Schools offering Central Student Interest Programs are communicating directly with incoming students and their parents/caregivers in the month of January, developing a relationship for the upcoming year and opening the communication channels for applicants who may change their minds;
- Registration and follow up on incoming students in the Elementary programs have been streamlined and will be conducted earlier in the process as the entry grades are often not natural transition years.

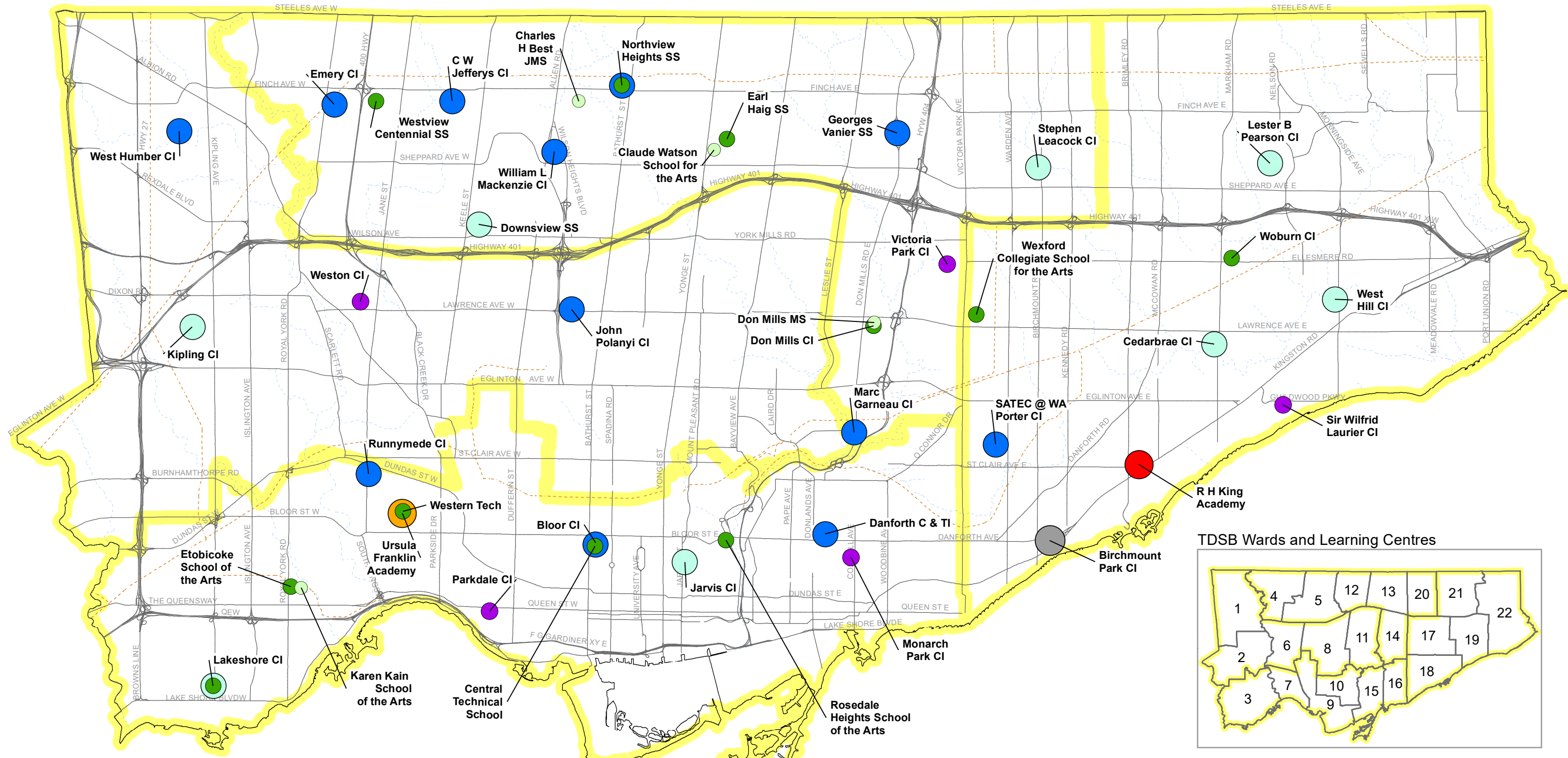
Applicants for CSIP and Those Seated in June 2023					
Secondary Program	School	Allocated Gr 9 Seats for Sept 2023	Applications for Grade 9 in November 2022	Seated June 2023	Empty Seats June 2023
Arts Program	Central Technical School	60	136	55	5
Arts Program	Earl Haig	130	566	126	4
Arts Program	Wexford	180	377	177	3
Arts School	ESA	243	512	215	28
Arts School	Rosedale	243	718	218	25
CyberARTS	Don Mills CI	60	90	58	2
CyberARTS	Lakeshore CI	28	20	15	13
CyberARTS	Northview Heights SS	60	88	60	0
CyberARTS	Western Technical and Commercial	60	161	59	1
Elite Athletes	Northview Heights SS	30	38	22	NA
Elite Athletes	Silverthorn CI	69	78	57	NA
Exceptional Athletes	Birchmount Park CI	60	230	45	15
Integrated Technology	Ursula Franklin Academy	108	927	103	5
International Baccalaureate	Monarch Park CI	81	255	78	3
International Baccalaureate	Parkdale CI	81	204	67	14
International Baccalaureate	Sir Wilfrid Laurier CI	108	242	102	6
International Baccalaureate	Victoria Park CI	108	268	106	2
International Baccalaureate	Weston CI	54	142	42	12
Leadership	R. H. King	120	558	104	16
Math, Science and Tech	Bloor CI	54	550	47	7
Math, Science and Tech	C. W. Jefferys CI	54	77	50	4
Math, Science and Tech	Danforth CTI	84	660	76	8
Math, Science and Tech	Emery CI	27	28	15	12
Math, Science and Tech	Georges Vanier SS	81	189	79	2
Math, Science and Tech	John Polanyi CI	54	65	44	10
Math, Science and Tech	Marc Garneau CI	54	338	53	1
Math, Science and Tech	Northview Heights SS	84	388	82	2
Math, Science and Tech	Runnymede CI	54	210	52	2
Math, Science and Tech	SATEC @ WA Porter	81	729	81	0
Math, Science and Tech	West Humber CI	81	229	82	-1
Math, Science and Tech	William Lyon Mackenzie CI	81	587	81	0
A	B	C	D	E	F
Elementary School/Program	Entry Grade	Allocated Entry Grade Seats for Sept 2023	Applications for Entry Grade	Seated June 2023	Empty Seats June 2023
Claude Watson / Arts	Grade 4	60	290	55	5
Karen Kain / Arts	Grade 6	60	142	59	1
C H Best MS / CyberARTS	Grade 7	27	57	26	1
Don Mills MS / CyberARTS	Grade 6	27	90	25	2
			all applicants were seated in program		



**Blank Page**

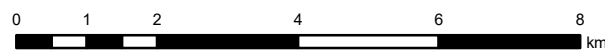


# TDSB Central Student Interest Programs

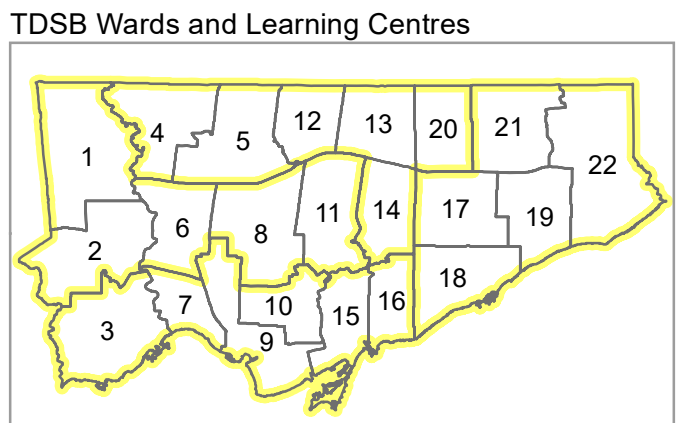


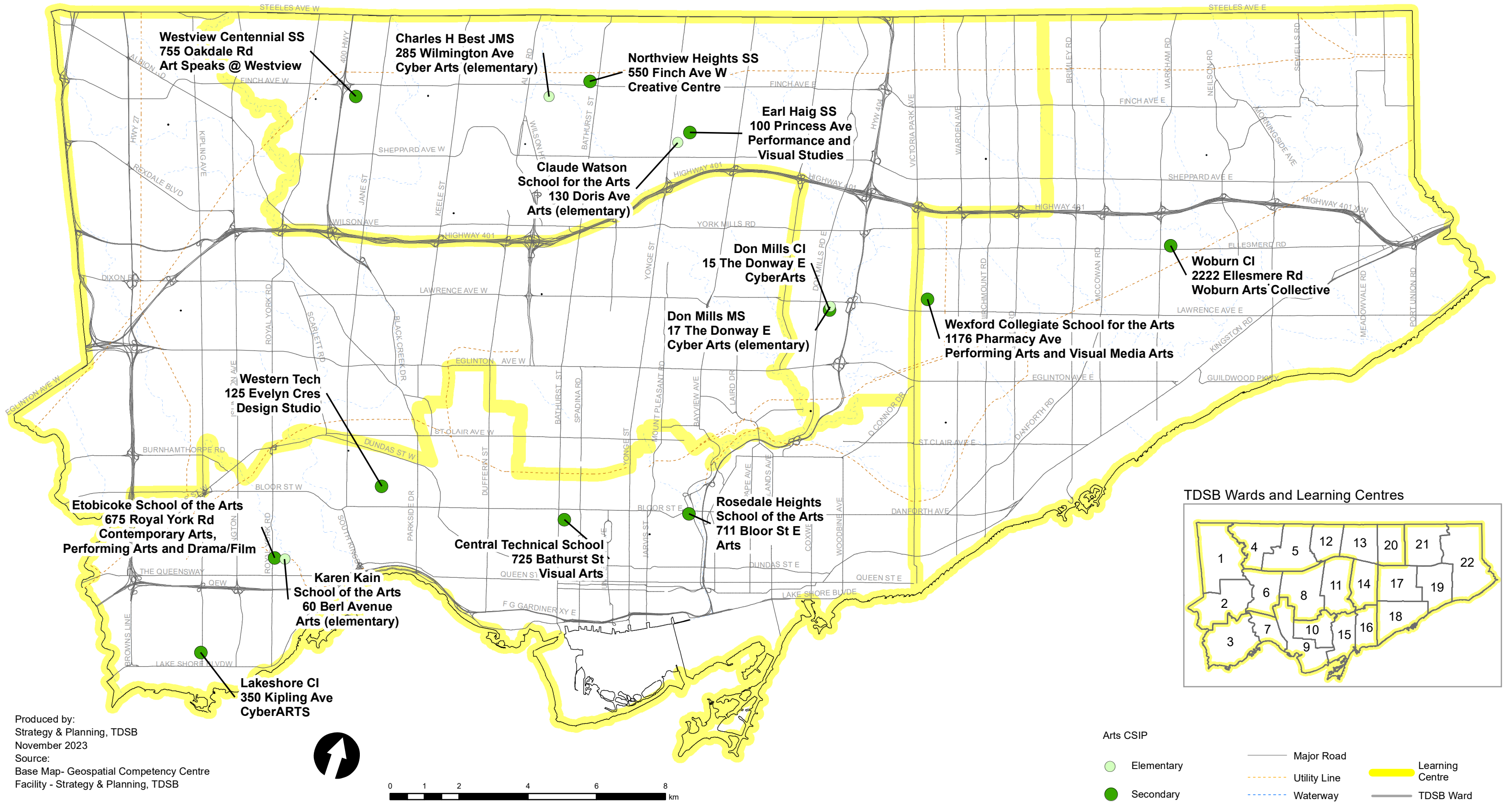
Produced by:  
 Strategy & Planning, TDSB  
 November 2023  
 Source:  
 Base Map- Geospatial Competency Centre  
 Facility - Strategy & Planning, TDSB

L:GIS/projectSWP2023-2024/P20231121CSIP.mxd

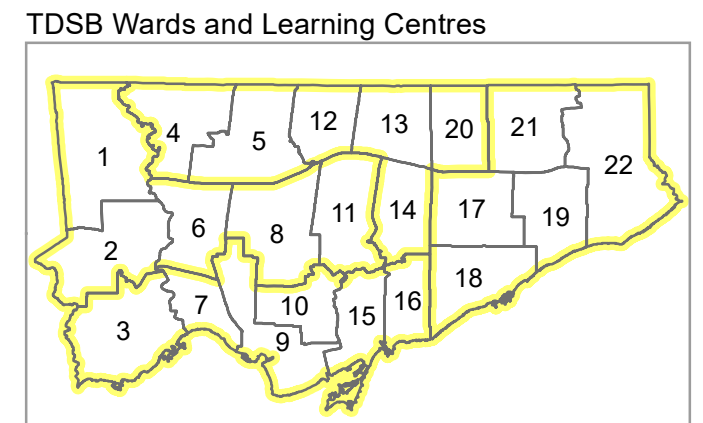
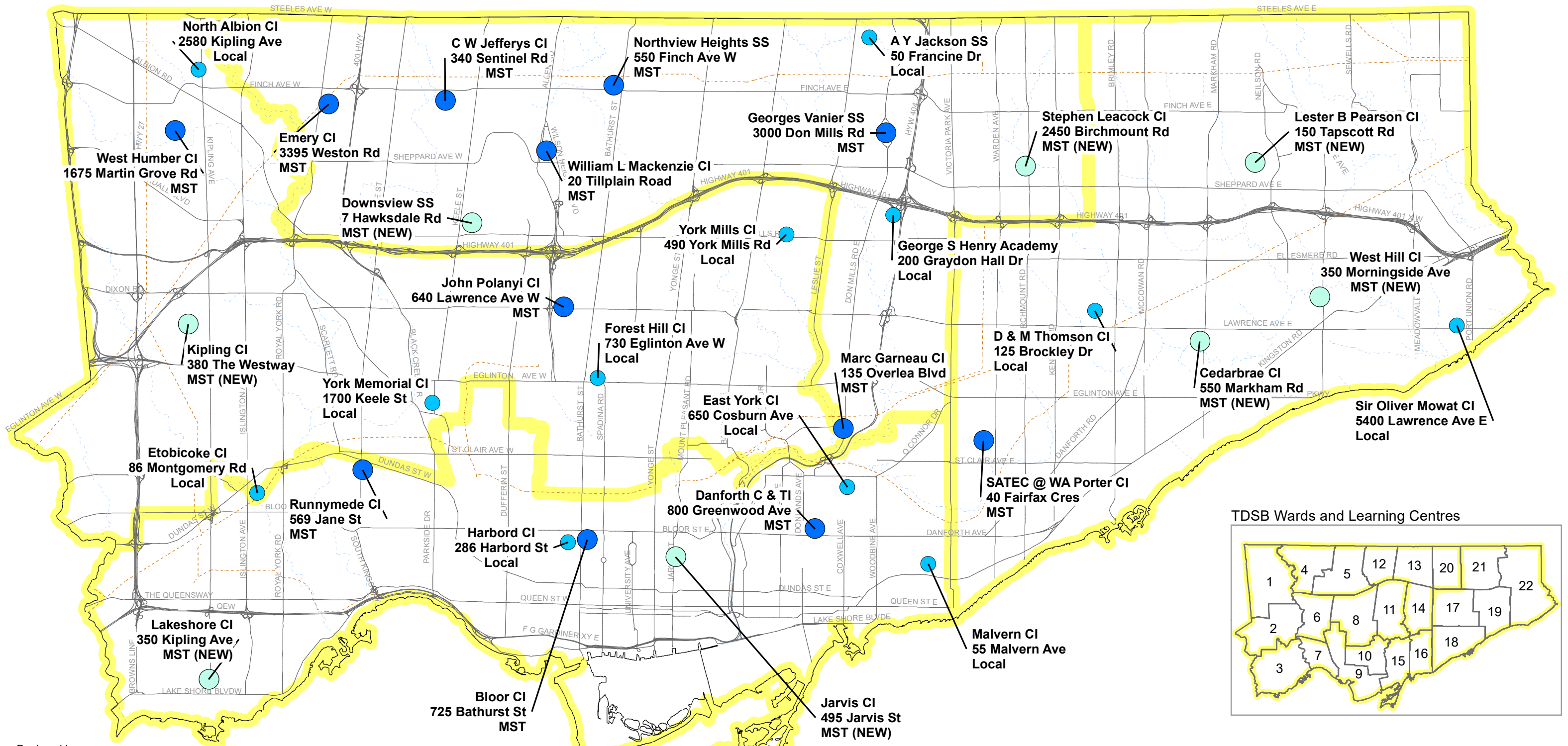


Arts CSIP	Math, Science Technology	Stand Alone CSIP
Elementary	Current MST	Exceptional Athlete
Secondary	New MST	Integrated Technology
International Baccalaureate		Leadership
		Major Road
		Utility Line
		Waterway
		Learning Centre
		TDSB Ward

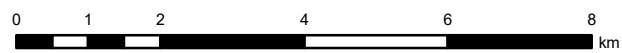






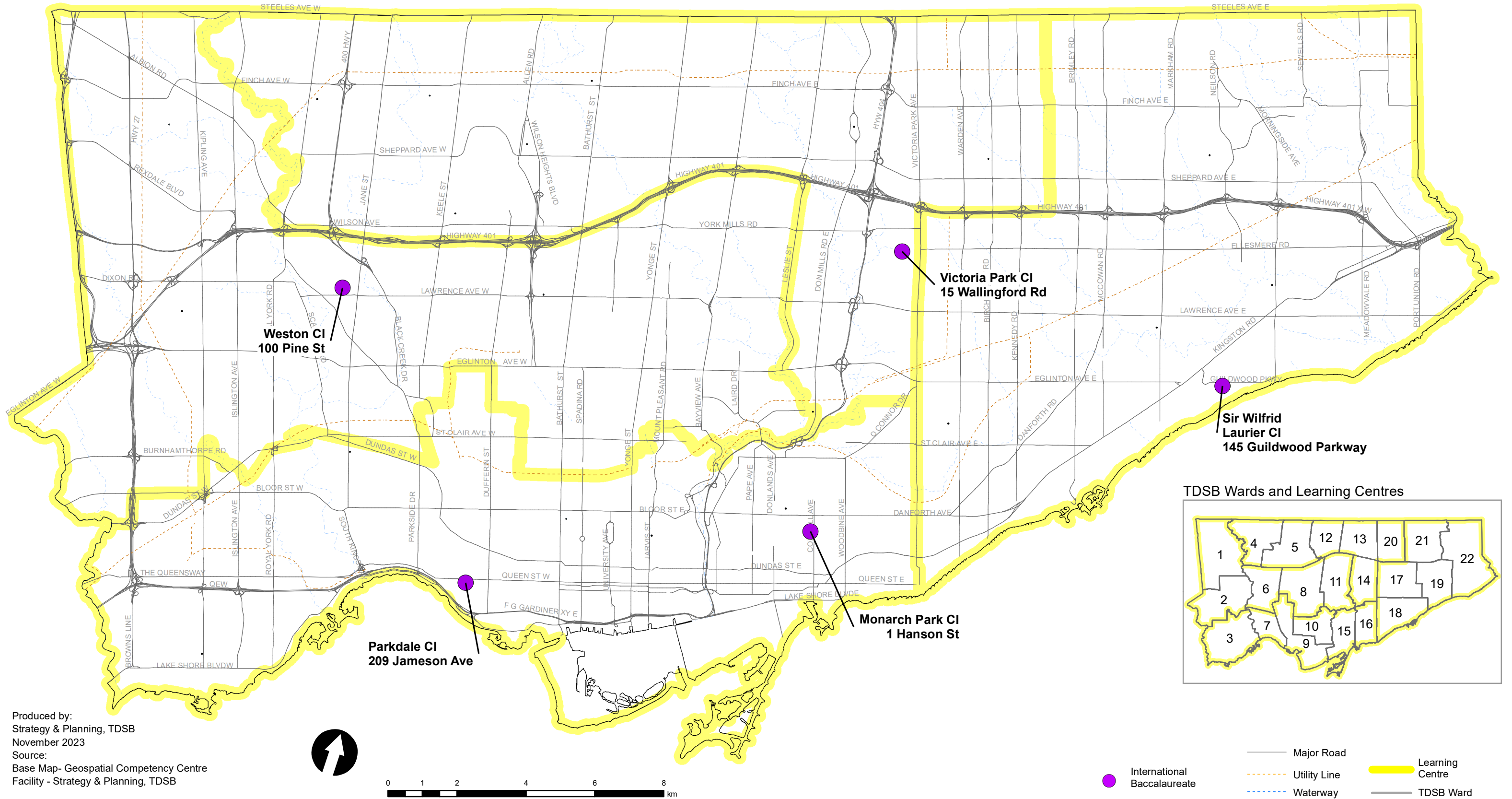


Produced by:  
Strategy & Planning, TDSB  
November 2023  
Source:  
Base Map- Geospatial Competency Centre  
Facility - Strategy & Planning, TDSB



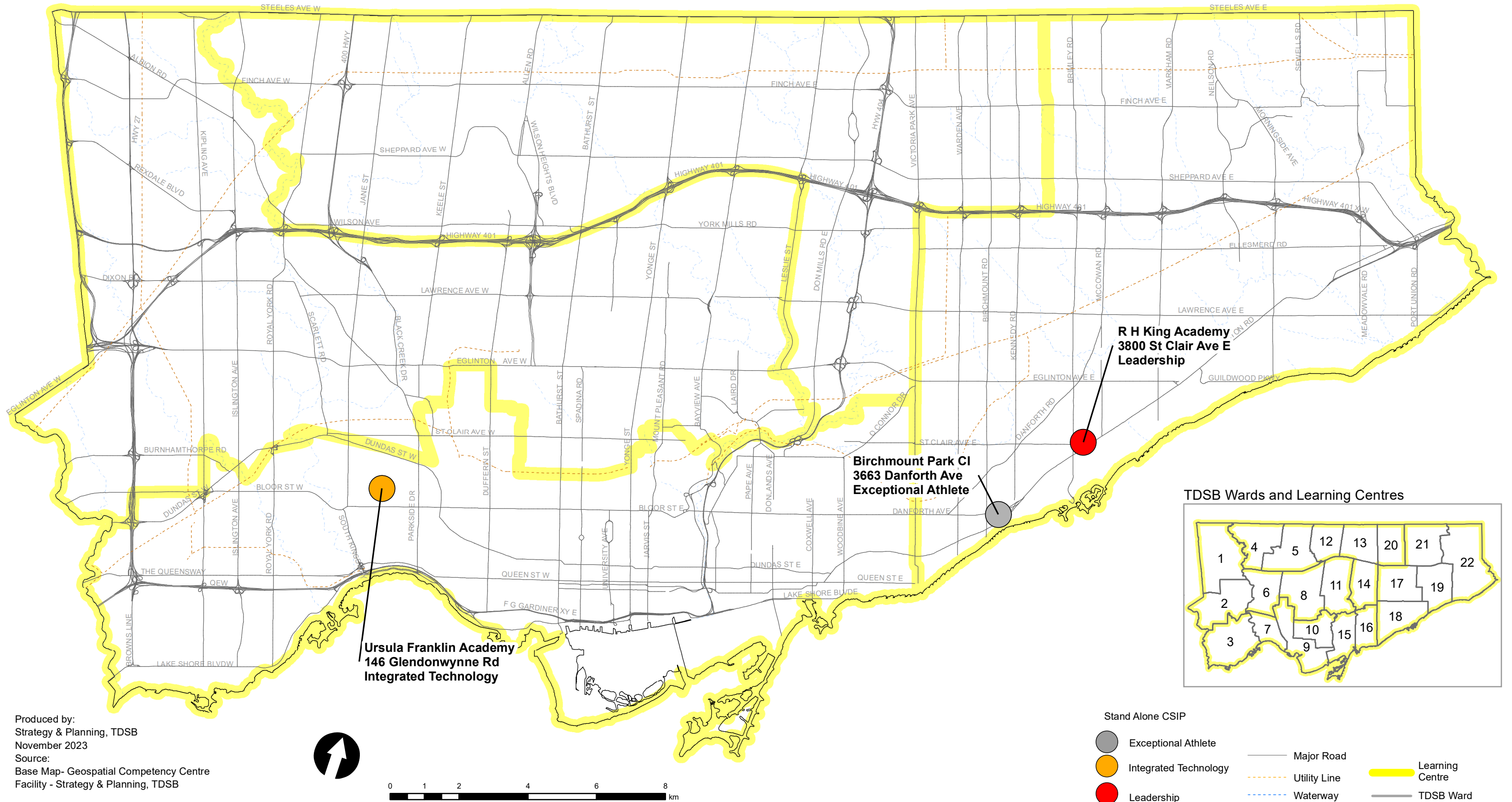
- Math, Science Technology
- Current MST
  - Local
  - New MST
  - Major Road
  - - - Utility Line
  - - - Waterway
  - Learning Centre
  - TDSB Ward

# International Baccalaureate



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





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



**Blank Page**

**APPENDIX I**

<b>Percentage of Entry Grade Primary Applicants Seated in Primary Choice Program</b>				
<b>Secondary Program</b>	<b>School</b>	<b>Sept. 2024 Round 1 Offers December 7, 2023</b>	<b>Sept. 2024 Round 2 Offers December 14, 2023</b>	<b>Sept. 2024 Round 3 Offers January 10, 2024</b>
Arts Program	Central Technical School	100%	100%	100%
Arts Program	Don Mills CI	84%	95%	100%
Arts Program	Earl Haig SS (Performance Studies)	47%	51%	54%
Arts Program	Earl Haig SS (Visual Studies)	33%	37%	39%
Arts School	ESA (Contemporary Arts)	58%	63%	69%
Arts School	ESA (Drama/Fillm)	98%	100%	100%
Arts School	ESA (Performing Arts)	71%	81%	89%
Arts Program	Lakeshore CI	100%	100%	100%
Arts Program	Northview Heights SS	100%	100%	100%
Arts School	Rosedale Heights	56%	62%	65%
Arts Program	Western Technical and Commercial School	85%	87%	92%
Arts Program	Westview Centennial	100%	100%	100%
Arts Program	Wexford (Performing Arts)	100%	100%	100%
Arts Program	Wexford (Visual Media Arts)	96%	100%	100%
Arts Program	Woburn CI	100%	100%	100%
International Baccalaureate	Monarch Park CI	45%	50%	52%
International Baccalaureate	Parkdale CI	65%	72%	76%
International Baccalaureate	Sir Wilfrid Laurier CI	74%	82%	82%
International Baccalaureate	Victoria Park CI	85%	92%	96%
International Baccalaureate	Weston CI	98%	100%	100%
Integrated Technology	Ursula Franklin Academy	24%	26%	26%
Leadership	R. H. King	49%	51%	53%
Exceptional Athletes	Birchmount CI	38%	42%	46%
Math, Science and Tech	Bloor CI	20%	23%	23%
Math, Science and Tech	C. W. Jefferys CI	100%	100%	100%
Math, Science and Tech	Cedarbrae CI	96%	100%	100%
Math, Science and Tech	Danforth CTI	34%	37%	38%
Math, Science and Tech	Downsview SS	100%	100%	100%
Math, Science and Tech	Emery CI	100%	100%	100%
Math, Science and Tech	Georges Vanier SS	95%	100%	100%
Math, Science and Tech	Jarvis CI	100%	100%	100%
Math, Science and Tech	John Polanyi CI	100%	100%	100%
Math, Science and Tech	Kipling CI	93%	100%	100%
Math, Science and Tech	Lakeshore CI	80%	86%	89%
Math, Science and Tech	Lester B Pearson CI	67%	67%	71%
Math, Science and Tech	Marc Garneau CI	51%	57%	58%
Math, Science and Tech	Northview Heights SS	62%	66%	66%
Math, Science and Tech	Runnymede CI	93%	100%	100%
Math, Science and Tech	SATEC @ WA Porter	20%	21%	21%
Math, Science and Tech	Stephen Leacock CI	100%	100%	100%
Math, Science and Tech	West Hill CI	84%	97%	97%
Math, Science and Tech	West Humber CI	34%	37%	39%
Math, Science and Tech	William Lyon Mackenzie CI	18%	20%	20%
<b>Elementary Program</b>	<b>School</b>	<b>Sept. 2024 Round 1 Offers December 7, 2023</b>	<b>Sept. 2024 Round 2 Offers December 14, 2023</b>	<b>Sept. 2024 Round 3 Offers January 10, 2024</b>
Grade 4 Arts	Claude Watson	30%	31%	31%
Grade 6 Arts	Karen Kain	59%	66%	72%
Grade 6 Arts	Don Mills MS	60%	67%	69%
Grade 7 Arts	Charles H Best MS	93%	100%	100%
<b>70% or more of primary applicants have been seated</b>				

**Blank Page**





# Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

## We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

## Our Goals

### **Transform Student Learning**

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

### **Create a Culture for Student and Staff Well-Being**

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

### **Provide Equity of Access to Learning Opportunities for All Students**

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

### **Allocate Human and Financial Resources Strategically to Support Student Needs**

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

### **Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being**

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

### **Acknowledgement of Traditional Lands**

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

### **Reconnaissance des terres traditionnelles**

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

### **Funding Information Requirement**

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

### **[1]Closing of certain committee meetings**

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

(a) the security of the property of the board;

(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;

(c) the acquisition or disposal of a school site;

(d) decisions in respect of negotiations with employees of the board; or

(e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board