



Planning and Priorities Committee Agenda

PPC:004A

Wednesday, May 15, 2024

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members

Rachel Chernos Lin (Chair), Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Alexandra Lulka Rotman, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams, Manna Wong

Pages

1. **Call to Order and Acknowledgement of Traditional Lands**
2. **Approval of the Agenda**
3. **Declarations of Possible Conflict of Interest**
4. **Delegations**
To be presented
5. **Report From Trustees Appointed to the Ontario Public School Boards' Association**
 - 5.1 OPSBA Directors' Report
To be presented
6. **Toronto Lands Corporation Reports**
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10.	Adjournment	



60 St. Clair Ave E., Suite 201, Toronto, ON M4T 1N5
Tel: 416-393-0573 | Fax: 416-393-9928
www.torontolandscorp.com
A subsidiary corporation of the TDSB

**TRANSMITTAL NO. 2024-171
(Public)**

April 2, 2024

TO: Rachel Chernos Lin, Chair, Toronto District School Board (TDSB)

This communication is to inform you of a recent decision made by the TLC Board at its meeting of March 28, 2024 with respect to the report, *Affirming TLC's Guiding Principles*, attached herein.

The TLC Board decided:

1. That the report as presented to the TLC Board on March 28, 2024 be amended to include references to both real estate and land use planning on behalf of the TDSB, be endorsed by the Board, and forwarded to the TDSB for their approval.

On behalf of the Board of Directors of the Toronto Lands Corporation, the *Affirming TLC's Guiding Principles* report is being forwarded to the TDSB Board at its May 22, 2024 meeting for approval.

Sincerely,

A handwritten signature in black ink that reads 'John Filion'. The signature is written in a cursive, flowing style.

John Filion
Chair, TLC Board

cc. Leola Pon, Associate Director, Organizational Transformation and Accountability, TDSB
cc. Paul Koven, Executive Officer, Legal Services
cc. Craig Snider, Executive Officer, Business Services, TDSB
cc. Ryan Glenn, Interim CEO, TLC

DECISION ITEM**Affirming TLC's Guiding Principles**

COMMITTEE: POLICY & PLANNING COMMITTEE

DATE: March 18, 2024

ACTION: Approval

BOARD DECISION

Payman Berjis, seconded by Trustee Liban Hassan, moved:

1. That the report as presented to the TLC Board on March 28, 2024 be amended to include references to both real estate and land use planning on behalf of the TDSB, be endorsed by the Board, and forwarded to the TDSB for their approval.

COMMITTEE DECISION

On a motion made by Aleem Punja and seconded by Trustee Shelley Laskin, the Policy and Planning Committee received this report for information.

RECOMMENDATION

1. That this report be received for information

EXECUTIVE SUMMARY

The TDSB-TLC Shareholder's Direction lays out a set of guiding principles for TLC to balance in the stewardship of TDSB's Real Estate Portfolio. As TLC advances work on its Modernization Strategy and begins work on the 2024-25 Annual Plan, staff felt it was important to ensure alignment of all TLC Board Members, and ultimately the TDSB Trustees.

The attached presentation (Appendix A) outlines a series of commitments under each of the guiding principles to better illustrate what each of these principles means to TLC operations. Additionally, a set of three TLC projects illustrate how each of these principles can work together in balance to achieve exceptional educational spaces and community facilities.

STRATEGIC DIRECTION

TDSB Strategic Plan Goal:	Build Strong Relationships and Partnerships within School Communities to Support Student Learning and Well-Being <i>Ensuring full alignment in TLC's guiding principles and vision will build stronger relationships and partnerships with our shareholder and school communities.</i>
TLC Strategic Plan Goal:	To be a highly functioning organization successfully aligning TLC's and TDSB's Missions and the Shareholder Direction <i>This presentation seeks to ensure alignment with TLC and TDSB's goals and objectives.</i>

ACTION PLAN AND ASSOCIATED TIMELINE

- During Q3 of 2023-24, work with TDSB staff to arrange an information session for TDSB Trustees to present this information and ensure alignment with our shareholder.
- May 16, 2024, the TLC 2024-25 Annual Plan comes to the Policy & Planning Committee.

RESOURCE IMPLICATIONS

N/A

DUE DILIGENCE

N/A

POLICY AND PROCEDURE REFERENCE(S)

TDSB-TLC Shareholder's Direction

APPENDICES**APPENDIX A** Affirming TLC's Guiding Principles Presentation**FROM**

Ryan Glenn, Interim Chief Executive Officer, Toronto Lands Corporation, at rglenn.tlc@tdsb.on.ca or at 437-219-8191.

Markus O'Brien Fehr, Communications and External Relations Liaison, at mo'brienfehr.tlc@tdsb.on.ca or at 416-788-3211.

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Affirming Our Guiding Principles

a report by TLC staff



The Toronto Lands Corporation (TLC) is a wholly owned subsidiary and exclusive real estate services provider to the Toronto District School Board.

TLC oversees an important and valuable public asset - over 5,000 acres of school board land.



TLC's mandate is to act as the exclusive real estate, leasing, and land use planning agent for all properties in the TDSB portfolio.



The TDSB-TLC Shareholder's Direction outlines our Guiding Principles:

1. TDSB lands will be preserved as public assets to the greatest extent possible.
2. Continuous modernization of TDSB schools strengthens the public education system.
3. Maximizing TDSB land value extends beyond the financial and is to include community and social value.
4. TDSB will be kept financially whole in the development of public service initiatives.





TDSB lands will be preserved as public assets to the greatest extent possible. TLC will:

- Consider the inherent value of these public lands to the local communities they serve.
- Support growing communities through the delivery of educational facilities alongside spaces for community services and housing.
- Establish joint partnerships that contribute to building strong communities, including co-development arrangements with government service providers to support Provincial Priorities and municipal services.



TDSB lands will be preserved as public assets to the greatest extent possible. TLC will:

- Prioritize government agencies, community groups, not-for-profits, coterminous school boards, and other public sector landowners for all land disposals, including leases.
- Ensure all leasing agreements include the allowance of public use of the facilities when otherwise not in use by the tenant.



Continuous modernization of TDSB schools strengthens the public education system. TLC will:

- Meet annual revenue generation targets to facilitate capital re-investment to modernize TDSB schools.
- Recognize that the public education system extends beyond the “brick and mortar” of the school and into the community.
- Use land to provide opportunities to attract and retain staff on behalf of the TDSB, which could include adding affordable housing.





Continuous modernization of TDSB schools strengthens the public education system. TLC will:

- Focus on projects in areas with high Learning Opportunities Index (LOI)/ Neighbourhood Improvement Areas (NIA) to achieve geographical diversity.
- Prioritize partnerships with public entities or not-for-profits that will add value to education and provide new opportunities for students.



Maximizing TDSB land value extends beyond the financial and is to include community and social value. TLC will:

- Capture and quantify value through the delivery of Provincial Priorities and other municipal and civic services.
- Focus on truth, reconciliation, and equity as part of land development due diligence.
- Develop a community benefits framework to be included as part of any RFP process.





Maximizing TDSB land value extends beyond the financial and is to include community and social value. TLC will:

- Hold projects to a high standard of design and support the TDSB Climate Action Plan.
- Explore opportunities for partnering with community services that can complement the educational experience of TDSB students.





TDSB will be kept financially whole in the development of public service initiatives. TLC will:

- Identifying opportunities for optimizing land through the addition of other uses or land severance to reinvest in improving schools.
- Ensure that properties and buildings are utilized at fair market rates to the greatest extent possible to reduce the carrying costs of these facilities.
- Leverage additional funding through government partners by seeking to incorporate Provincial priorities, municipal facilities, or other public services, ensuring TDSB receives fair market value in all transactions.



TDSB will be kept financially whole in the development of public service initiatives. TLC will:

- Build financial sustainability by identifying revenue opportunities outside government funding.
- Remain responsive to the needs of the TDSB considering the challenges of aging infrastructure.



Implementation - St. Margaret's Public School

Preserved as a Public Asset:

The site presents an opportunity for a new larger school with space for a long-term care facility.

Advances Modernization:

Creates new programs for students in a high LOI area with partnerships that deliver community services.

Community & Social Value:

Long-Term Care facility and new childcare facility address community needs and create co-programming opportunities for students.

TDSB Kept Whole:

Potential for the Ministry of Long-Term Care to contribute to the development of the site.



Implementation - West Don Lands Block 9

Preserved as a Public Asset:

Maximizes land use and supports Provincial Priorities by layering opportunities for housing above the school.

Advances Modernization:

Partnerships with the City to use green space and add other programming while exploring affordable housing.

Community & Social Value:

Creates a school facility with opportunities for additional programming in a high-growth area.

TDSB Kept Whole:

Potential for the Ministry of Municipal Affairs & Housing to contribute to the development of the site.

Implementation - Davisville Aquatic Centre

Preserved as a Public Asset:

More efficiently uses space by creating a City rec facility on part of the available TDSB property.

Advances Modernization:

Creates new opportunities for physical education as part of the school curriculum and after school hours.

Community & Social Value:

The shared use agreement between the City and TDSB will allow community use of school gyms after hours.

TDSB Kept Whole:

TDSB receives funds from the City for the construction of the new school along with nominal land lease revenue.



Implementation - Ethennonnhawahstihnen'

Preserved as a Public Asset:

Maximizes land use and supports Provincial Priorities by layering opportunities for housing above the school.

Advances Modernization:

Partnerships with the City to use green space and add other programming while exploring affordable housing.

Community & Social Value:

Creates a school facility with opportunities for additional programming in a high-growth area.

TDSB Kept Whole:

Potential for the Ministry of Municipal Affairs & Housing to contribute to the development of the site.





Implementation - Douglas Park/New Haven

Preserved as a Public Asset:

Non-instructional site occupied by New Haven Learning Centre and the Sonechko Daycare under lease since 2009.

Advances Modernization:

Opportunities are being explored for TDSB to partner with New Haven to benefit additional students and maintain childcare on-site.

Community & Social Value:

Creates a state-of-the-art facility advancing specialized programming to support those affected by ASD while maintaining community open space.

TDSB Kept Whole:

Site is being sold to New Haven for fair market value.



Human Rights Office, Annual Report, 2022-2023

To: Planning and Priorities Committee

Date: 15 May, 2024

Report No.: 05-24-4716

Strategic Directions

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

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

Recommendation

It is recommended that the Human Rights Office annual report for September 1, 2022 to August 31, 2023, be received.

Context

The Toronto District School Board (TDSB) has established the Human Rights Policy, P031, to meet to two key objectives.

- *To protect, promote and advance the human rights of all TDSB members to learn, function and work in respectful and inclusive environment free of discrimination and harassment on the basis of the protected grounds of discrimination specified in (the) Policy and protected under the Ontario Human Rights Code.*

- *To ensure TDSB meets its positive human rights obligations, including to proactively identify, address, and prevent all forms of discrimination, including individual and systemic discrimination.*

The Human Rights Office (HRO) plays a key role to support the implementation and application of the Human Rights Policy and the related procedures. Advancing human rights is a system-wide responsibility and it is vital that everyone contributes to a climate of understanding and mutual respect that benefits the TDSB community.

The HRO serves the needs of increasingly diverse communities including students, and staff who identify as Indigenous, Black, racialized, persons with disabilities, members of 2SLGBTQIA+ communities, persons from different faith groups, newcomers and refugees. This annual report details the work undertaken during the 2022-2023 year.

Action Plan and Associated Timeline

Harassment, discrimination, or hate are prohibited at TDSB. The HRO staff will continue to address human rights and Code-based workplace harassment complaints at TDSB. Building capacity to promote a culture of respect for human rights especially by supervisory staff is a key priority. As duty holders, board employees play an important role in promoting and protecting human rights. This endeavour is aligned with the Board's Multi-year Strategic Plan, 2024-2028.

Resource Implications

The work of the HRO is funded by the Board in keeping with its obligations to uphold human rights. In addition, the Ministry of Education provides some funding as well. Given the increasing demand and complexity of human rights matters, additional resources will be needed to expedite the work, especially complaint investigations.

Communications Considerations

This report is shared publicly on the Board's website including the HRO webpage.

Board Policy and Procedure Reference(s)

- Human Rights Policy (P031)
- Workplace Harassment Prevention and Human Rights Procedure (PR515)
- Reporting and Responding to Incidents of Racism and Hate Involving or Impacting Students in Schools (PR728)
- Equity Policy (P037)
- Employment Equity (P029)
- Caring and Safe Schools Policy (P051)
- Accessibility Policy (P069)

Appendices

- Appendix A: Human Rights Office, Annual Report 2022-2023

From

Human Rights System Lead, Mahejabeen Ebrahim at HumanRightsOffice@tdsb.on.ca

Executive Superintendent, Indigenous Education, Caring and Safe Schools at
Jim.Spyropoulos@tdsb.on.ca

Senior Manager Research and Development, Dr. David Cameron at
Research@tdsb.on.ca

Director of Education, Colleen Russell-Rawlins at Director'sOffice@tdsb.on.ca

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tdsb | Human
Rights Office
ANNUAL REPORT 2022-2023



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1. Introduction

The Toronto District School Board (TDSB) is committed to upholding human rights in the provision of education and employment, in accordance with the Ontario Human Rights Code. The Board's Human Rights Policy (P031) enshrines the commitment to human rights and supports the creation of a culture of respect that benefits all. This endeavour is aligned with the *United Nations Declaration of the Rights of Indigenous Peoples* and the *Truth and Reconciliation Commission's Calls to Action* that speak to the rights of Indigenous peoples in Canada.

At TDSB employees are promoting safe, respectful, equitable, accessible, and inclusive learning and working environments for the success of students and employees. Advancing human rights to serve the needs of diverse communities remains of critical importance. The demographics of both the student and staff body are changing and increasingly are reflecting many identities and faith groups, as shown in the data collected by the Board.

Student Demographics at TDSB

The [Student Census of 2023](#) demonstrates that the TDSB is one of the most diverse student populations in Canada. The identity categories are in alignment with the Anti-Racism Data Standards.

- 36.8% of the students identify as White.
- 7 out of 10 students identify with a racialized group and included those identifying as South Asian (21.8%), East Asian (18%), Black (13.3%), Middle Eastern (8.9%), Southeast Asian (6.9%) and Latino/a/x (4.7%).
- 1.2% of students reported Indigenous Identity. *(Students could have reported Indigenous identity in more than one question on the Census. Further analyses with the Urban Indigenous Education Centre are yet to be undertaken with respect to how to calculate the total number of students who self-identified as Indigenous on the Student Census. It is important to note, the actual number of Indigenous students in the TDSB is likely much higher than what is reported in the Census).*
- 3.4% of students identify a gender identity(ies) outside of the gender binary. 14.4% of grade 7 to 12 students identify as part of the 2SLGBTQIA+ communities.
- Over one-quarter of students report that religion is not a part of their life. Those students who identified with a religion or spirituality include Christian (28.6%), Muslim (18.4%), and Hindu (10.1%), Spiritual but not religious (5.6%), Jewish (3.5%), Buddhist (3.4%), Sikh (0.9%) and Indigenous Spirituality (0.4%).
- 8% of students identify as having a disability or disabilities. *(It should be noted that students' perception of disability does not necessarily correspond to Special Education data).*

Staff Demographics at TDSB

The diversity of the employee (staff) cohort is noted below (Staff Census, 2022) and the participation rate was 83.1%.

- 73% of staff identified as women, 26% identified as men, and 1.5% of staff identified with the following: agender, genderfluid, gender non-conforming, genderqueer, non-binary, questioning, trans man, trans woman, Two-Spirit, gender identity(ies) not listed, or more than one gender identity.
- 1.3% of staff identified as First Nations, Métis, and/or Inuit. *(Staff could have self-identified as Indigenous in more than one question on the Staff Census).*
- About 55% of staff indicated they identify as White, 13% identified as South Asian, 11% identified as Black, 8% identified as East Asian, 4% identified with more than one racial or Indigenous identity, 3% identified as Middle Eastern or North African or West Asian, 2% identified as Southeast Asian, 2% identified as Latino/a/x, 1% identified with a racial identity not listed, and 0.4% identified as Indigenous.
- 44% of staff identified with Christianity, 30% as not religious, 7.4% with Islam, 5.7% with more than one religion/creed, 4.6% with Hinduism, 3.9% with Judaism, 1.6% with Buddhism, 1.2% with Sikhism, 1.0% with religion/creed not listed, and 0.3% with Indigenous spirituality.
- Almost 88% of staff identified as heterosexual and about 12% identified as asexual, bisexual, fluid, gay, lesbian, pansexual, queer, questioning, Two-Spirit, sexual orientation(s) not listed, or more than one sexual orientation.
- 6.4% of staff identified as a person with one or more disabilities.

The Human Rights Policy, P031 prohibits discrimination based on 17 grounds and the intersecting identities. Harassment, discrimination, hate, and violence have no place at TDSB. The Human Rights Office (HRO) was established to support TDSB's commitments and ongoing efforts:

- To promote a culture of human rights that is characterized by understanding and mutual respect, mindful of the dignity of individuals; and
- To support identifying and addressing discrimination.

This report highlights the work of the Board's Human Rights Office (HRO) during the period of September 1, 2022, to August 31, 2023. It provides an opportunity to reflect on the goals of the HRO in service of human rights and its capacity to advance TDSB's strategic objectives.

Data are presented on two key performance indicators:

- The number of Human Rights Complaints; and
- The number of Human Rights Complaints resolved through early resolution and investigations.

This report also allows for benchmarking progress with past endeavours of the HRO and for alignment with the needs of key stakeholders.

2. The Human Rights Office

The work of the Human Rights Office is aligned with the Board's Multi-Year Strategic Plan (MYSP), 2024-2028.

The Five Strategic Directions in the MYSP

1. Truth and Reconciliation - We commit to the implementation of the Truth and Reconciliation Commission of Canada Calls to Action.
2. Belong - All students belong, are engaged, and valued in an inclusive environment.
3. Achieve - All students reach high levels of achievement, success, and personal development.
4. Thrive - All students graduate with the confidence, skills, and knowledge to thrive.
5. Revitalize - All students and staff learn and work in inclusive, safe, and modern environments.

As TDSB's centre of human rights expertise, the HRO staff provide the following services.

- ❖ Advice and Consultation
The HRO advises members of the TDSB community about their human rights and responsibilities.
- ❖ Facilitating Complaints Resolution
The HRO provides complaint resolution by impartially and fairly investigating, resolving, mediating and addressing human rights complaints and incidents. The HRO may self-initiate inquiries, environmental scans or investigations where it reasonably believes that rights under the Human Rights Policy may have been violated, including in the absence of a complaint.
- ❖ Systemic Initiatives
The HRO endeavours to proactively and systemically advance human rights organizational change including through:
 - 2.2.1 Identification of systemic human rights issues;
 - 2.2.2 Professional development, education, and capacity building;
 - 2.2.3 Policy and procedure review and development; and
 - 2.2.4 Outreach and engagement with school communities.

The HRO functions as the facilitative lead for the development, coordination, and implementation of the Board-approved Human Rights Organizational Change programs in collaboration with other departments.

The HRO works with partners to foster a culture of human rights that benefits students, staff and communities. The HRO is committed to research, data collection, analysis, reporting and evaluation of TDSB’s performance in protecting and advancing human rights.

3. Human Rights Office Activities

3.1 Advice and Consultation

The HRO staff advise members of the TDSB community, particularly employees with supervisory responsibilities about addressing human rights obligations (Table 1). The HRO supports the early resolution of complaints and incidents at the lowest level. The ongoing advice and consultation provided by the HRO builds capacity for the promotion of human rights and early intervention across the district.

Table 1: Advice and Consultations Provided

School Year	2019/2020	2020/2021	2021/2022	2022/2023
Total	190	402	613	494

During this reporting period from September 1, 2022, to August 31, 2023, 494 consultations were provided. Unlike, the other years, the 2019-2020 data is for eight months (January 1, 2020, to August 31, 2020) only. It is important to note that in 2021-2022 there were a number of consultations related to COVID.

3.2 Complaints Resolution

The HRO addresses human rights complaints of harassment and discrimination, as well as *Human Rights Code-based* workplace harassment complaints affecting employees. Student complaints of alleged harassment/discrimination are reported to the school administration and are addressed through the appropriate school policy or procedure (e.g., Caring and Safe Schools Policy, Bullying Prevention and Intervention Procedure, Sexual Misconduct by Students Procedure, Parent Concern Protocol). However, student complaints against the administration can be forwarded to the Board’s Human Rights Office. During this reporting period there were 120 human rights complaints filed and the majority were from employees (Table 2).

Table 2: Complaints Filed with the HRO

SCHOOL YEAR	ACTIVE COMPLAINTS AT THE START OF THE SCHOOL YEAR	COMPLAINTS RECEIVED	COMPLAINTS RESOLVED
2018 to 2019	287	209	216
2019 to 2020	282	202	139
2020 to 2021	343	151	90
2021 to 2022	404	210	246
2022 to 2023	368	120	186

In the years, 2018-19, 2019-20 and 2020-21, the HRO was addressing both human rights and all workplace harassment complaints. From July 2021 onwards, the HRO was addressing human rights complaints and Code-based workplace harassment complaints. Complaints about non-Code workplace harassment are referred to People and Culture and would not be reflected in this data. Given the focused effort by the TDSB to raise awareness among students, staff, and communities about the commitment to human rights, anti-racism, anti-oppression and equity, complaints to the HRO and reports of incidents in the Racism, Bias & Hate portal are expected.

Complaints Assessment

The HRO conducts a Threshold Assessment, to determine among other factors if the complaint falls within the scope and jurisdiction of the TDSB’s Human Rights Policy, P031 (Table 3).

Table 3: Threshold Assessments

Threshold Assessment	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
In Scope	54	77	69	92	45
Out of Scope	21	39	30	85	50
In Progress	7	20	52	33	25

Complaints that do not correctly fall within the purview of the Human Rights Policy are deemed out of scope. The term “in progress” refers to the assessments underway at end of this reporting period.

Complaints by Prohibited Grounds

Complaints filed with the HRO are an allegation of a human rights violation based on prohibited ground of discrimination (Table 4). Prohibited Ground means the grounds upon

which discrimination is prohibited under the Ontario *Human Rights Code* or the Board’s Human Rights Policy. The prohibited grounds are age, ancestry, citizenship, colour, creed (includes but is not limited to religion and Indigenous spirituality), ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex, sexual orientation, socio-economic status, record of offences (in employment only) and association with a person identified by a ground listed above.

Table 4: Complaints by Prohibited Grounds

GROUNDS	2018/2019 COMPLAINTS NUMBER AND PERCENTAGE		2019/2020 COMPLAINTS NUMBER AND PERCENTAGE		2020/2021 COMPLAINTS NUMBER AND PERCENTAGE		2021/2022 COMPLAINTS NUMBER AND PERCENTAGE		2022/2023 COMPLAINTS NUMBER AND PERCENTAGE	
	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
Race and Related Grounds	53	49%	70	54%	66	63%	118	61%	94	78%
Disability	22	20%	28	22%	22	21%	31	16%	27	23%
Age	12	11%	27	21%	14	13%	23	12%	16	13%
Sex	16	15%	12	9%	20	19%	13	7%	9	8%
Creed	6	6%	5	4%	15	14%	38	19%	15	13%
Gender Identity & Gender Expression	8	7%	9	7%	17	16%	26	13%	14	12%
Family and Marital Status	10	9%	1	1%	14	13%	17	9%	11	9%
Sexual Orientation	3	3%	5	4%	10	10%	11	6%	5	4%
Not Identified	19	17%	18	14%	10	10%	16	8%	13	11%
Total Number of Complaints	109		129		105		195		120	

Note: Percentages may not add up to 100 because some complaints identify more than one ground

Of the human rights complaints that were filed during this reporting period, the majority are based on race and race related grounds (race, colour, ethnic origin, ancestry, place of origin, citizenship) at 78%. The next most frequently cited ground is disability at 23%. The complaints citing age and creed were both at 13% each, followed by gender identity and gender expression at 12%. Some complaints are allegations of behaviour targeting individuals based on their membership in more than one prohibited/protected ground. It is important to note that in 2021-2022 there were a number of complaints related to COVID.

Complaints by Complainant Affiliation

The affiliation of the person filing the complaint, the complainant is provided in Table 5.

Table 5: Complainant Affiliation

Affiliation	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
CUPE	38%	29%	38%	32%	33%
ETFO	27%	38%	31%	40%	26%
OSSTF	23%	12%	14%	9%	12%
School Administration	6%	4%	4%	10%	14%
Schedule II	1%	4%	3%	2%	2%
Parent/Student	2%	5%	7%	4%	10%
Other	3%	8%	3%	2%	4%
TOTAL	100%	100%	100%	100%	100%

The largest number of complaints (33%) were filed by staff who are members of CUPE. The next highest number of complaints (26%) were filed by staff who are members of ETFO. The staffing data in the next table provides additional context about the employee complement at TDSB but is limited to the full-time employee complement only. The number of complaints is proportional to full-time employee complement at TDSB.

Table 6: Affiliation of TDSB Full Time Employees (FTE)

Full Time Employees					
Employee/Bargaining Group	2018/19	2019/20	2020/21	2021/22	2022/23
ETFO	37%	37%	37%	36%	37%
CUPE	36%	36%	36%	37%	36%
OSSTF	17%	17%	16%	16%	17%
Principals & Vice Principals	3%	3%	3%	3%	4%
Other Non-union	3%	3%	3%	3%	3%
OSSTF - EW	2%	2%	2%	2%	3%
OCEW	2%	2%	2%	2%	2%
Staffing Total	100%	100%	100%	100%	100%

(ETFO – Elementary Teachers Federation of Ontario, CUPE – Canadian Union of Public Employees, OSSTF – Ontario Secondary School Teachers Federation, OCEW - Ontario Council of Education Workers)

Human Rights Tribunal of Ontario Applications

Individuals may choose to file a human rights complaint with the Human Rights Tribunal of Ontario (HRTO). There were 12 human rights applications during this reporting period (Table 7).

Table 7: HRTO Applications

Year	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023
Number	30	28	5	29	12

The number of applications with Human Rights Tribunal of Ontario decreased during this reporting period.

Backlog Complaints

The HRO had a significant number of old cases (Table 8). The TDSB has committed funds to clearing the backlog cases and progress is being made.

Table 8: Backlog Complaint Data

Open files as of Sep 1, 2022	79
Closed files as of Aug 31, 2023	53
Open as of Aug 31, 2023	26

Over this reporting period, 53 files were closed and all of them were investigated.

3.3 Systemic Initiatives

This section will focus on three key areas:

1. Addressing racism, bias and hate related incidents;
2. Reviewing policies, procedures, and practices; and
3. Professional development, training, and education.

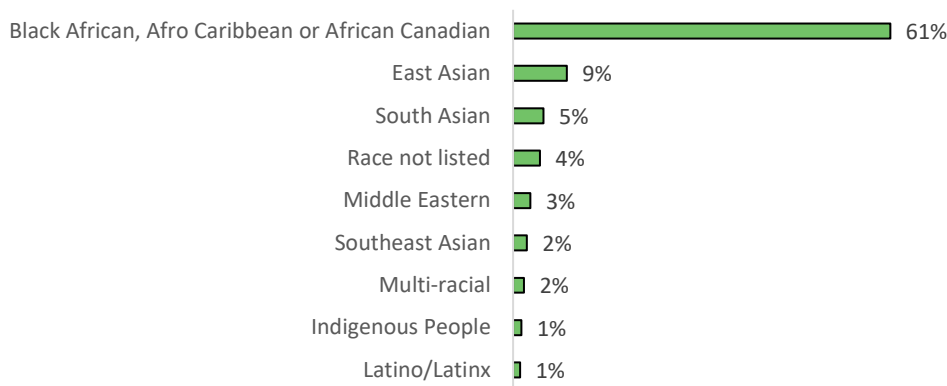
3.3.1 Racism, Bias and Hate (RBH) Portal

The Racism, Bias and Hate online reporting portal, enables detailed incident reporting on racism and hate incidents involving or impacting students in schools, as governed by the procedure for *Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools* (PR728). It also provides a record of responses to such incidents, in the form of action plans and communication strategies, while allowing for the identification of any potential lessons learned, good/best practices, future preventative measures required,

and any other systemic considerations. The HRO supports the implementation and monitoring of the procedures for reporting and responding to the incidents of racism, bias or hate.

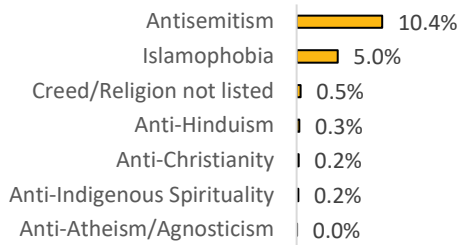
Data from the Racism, Bias, and Hate Portal shows 2,028 reported incidents were logged between September 1, 2022, and August 31, 2023. In a school system of over 238,000 students, the number of logged incidents during the 2022-23 school year equates to less than 1% of the student population. It is acknowledged that for a variety of reasons the data indicates but is not a definitive picture of incidences of racism, hate or bias in schools. Indigenous people are often underrepresented in data reports because of historical and current issues, it is likely that they are underrepresented in the incident reports as well. The work to support a respectful climate conducive for all remains a priority. The TDSB has created an Anti-Hate and Anti-Racism strategy and is working on the development and delivery of initiatives to address all forms of racism, bias and hate in schools, in accordance with the commitments to human rights and equity and the MYSP.

Table 9: RBH Incidents by Racial Groups



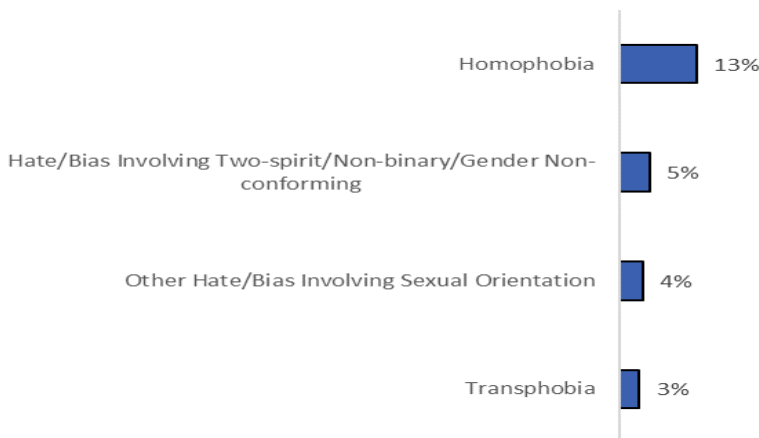
61% of the incidents involved anti-Black racism (Table 9). The next largest group involve incidents of racism towards East Asians (9% of all incidents). Compared to the previous year there is an increase in proportion of racism incidents towards Black Africans, Afro Caribbean or African Canadians (+5%) and East Asians (+4%), while the overall number of reported cases has declined (-220).

Table 10: RBH Incidents by Creed (Religion)



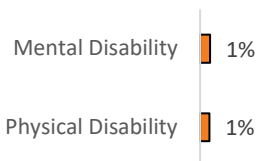
Overall, incidents due to creed/religion accounted for approximately 15% of all reported incidents, representing an increase of about +5% compared to the previous year. Antisemitism was reported the most frequently at 10% followed by Islamophobia (5%) (Table 10). Few incidents targeted other creeds/religions, which were each under 1%. Both Antisemitism and Islamophobia increased in proportion from the previous year (+3% and +2% respectively).

Table 11: RBH Incidents by Sexual Orientation and Gender Identity (2SLGBTQIA+ communities and identities)



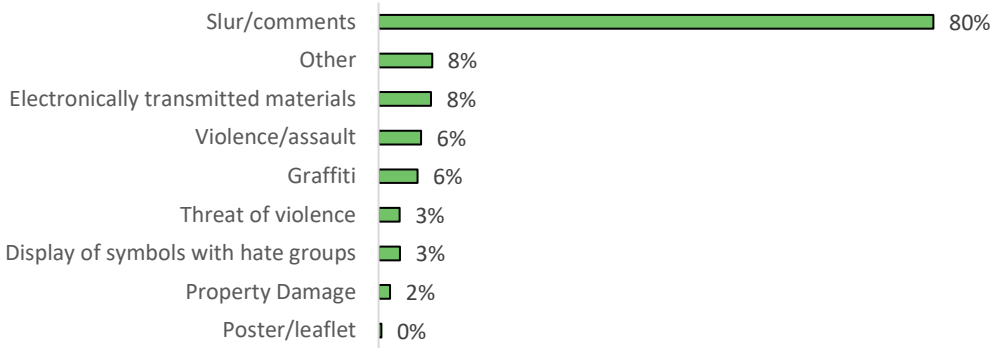
The most reported incidents involved gender/sexual orientation specifically, homophobia (13%) (Table 11). This represents a drop in proportion from the previous year where homophobic incidents accounted for 17% of all reported cases. Incidents targeting Gender Identity/Gender expression accounted for 5% of all reported incidents, which is in line with the previous year.

Table 12: RBH Incidents by Disability



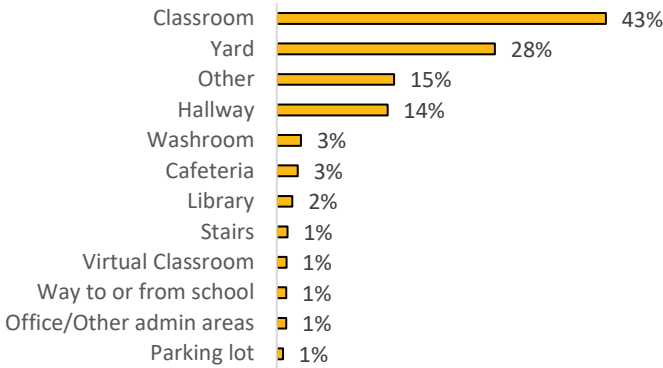
Incidents involving disability and perceived disability (Table 12) constitute a small percentage of all reported incidents (1% each).

Table 13: Nature of RBH Incidents



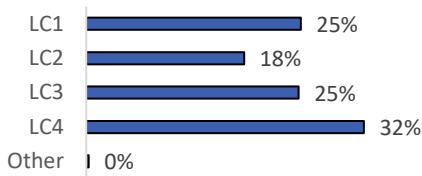
Overall, racism/hate/bias incidents were slurs/comments, which constitutes 80% of all reported incidents (Table 13).

Table 14: Location of RBH Incidents



Most reported incidents took place in the classroom or school yard. The proportion of incidents in the classroom remained the same year-over-year, while incidents reported in the school yard saw a decline of -14% (Table 14). Locations not previously reported (Other and Hallway) had significant proportions of incidents taking place in each locale (15% and 14% respectively). There were a few incidents that took place in multiple locations.

Table 15: RBH Incidents in each Learning Centre (LC)



Racism/hate/bias incidents were identified and addressed in all four Learning Centres (Table 15). The distribution of incidents among the Learning Centres was comparable to the previous year with nearly a third of incidents reported in Learning Centre 4 (32%).

3.3.2 Policies, Procedures, and Practices

To uphold human rights, governance structures and processes are reviewed with a view to integrating these obligations. The HRO supports:

- Deepening awareness about human rights and responsibilities;
- The review of Board policies, procedures, and practices to integrate human rights and responsibilities; and
- Developing capacity to implement the human rights policy and its related procedures.

Policies and procedures reviewed during this period included the following.

- *The revision of the old employment equity policy*
- *The respect in the workplace procedure*
- *The interim measures pending complaints procedure*
- *Police School Board Protocol*
- *The procedure for implementing special programs in central and elementary school programs and*
- *The fundraising policy.*

3.3.3 Professional Development, Training and Education

The HRO develops and delivers learning and skill development sessions on human rights and related matters (Table 16). This work is focused on supporting senior leaders and administrators to fulfil their responsibilities to promote, uphold and address human rights for the benefit of all, across the district.

Table 16: Professional Learning and Education

2022/2023 Training Data	
Topics	10+
People Reached	435
Business/Support Management/System Leaders	61%
School Admin/Superintendents	21%
Teachers/Students	11%
Business/Support Staff	5%
Trustees	2%

Table 17: Topics Covered

Course Name	Percentage of Trainings
Advancing Human Rights for Superintendents/System Leaders	34%
PR 728 - Racism, Bias, and Hate Portal	17%
Ethical Leadership for Human Rights, Part I and II	11%
Creating a Culture of Human Rights: Orientation for Newly Appointed Principals and Vice-Principals	10%
Human Rights 101	6%
Advancing Human Rights	4%
Special Education and Inclusion Professional Learning Session for Superintendents and Executive Superintendents	5%
Presentation on human rights (for students)	8%
Taking a Human Rights Based Approach to Education (students with Disabilities focus)	3%
Ongoing Human Rights Office related learning	2%

4. Conclusion and Future Work

The TDSB takes a human rights-based approach to education and employment, remaining deeply committed to supporting the needs of diverse communities. In this endeavour HRO staff and other employees work collaboratively across departments and schools in the district, to provide public education. The report highlights the HRO’s efforts to address the challenges in a changing landscape and identify areas of opportunity. At the end of this reporting year, four key areas of priority emerged and will be areas of focus for the HRO staff.

1. Continue to support consultation and advice provision especially on early intervention and remediation strategies.

2. Continue to support the resolution of human rights and Human Rights Code-based workplace harassment complaints.
3. Develop and deliver additional professional learning on human rights; and
4. Strengthen the capacity of the HRO team to support employees and in particular those with supervisory responsibilities, to address human rights proactively and respond to a complaint or incident.

Websites

Human Rights Office

<https://www.tdsb.on.ca/About-Us/Human-Rights>

Ontario Human Rights Commission

<https://www.ohrc.on.ca/en>

Related Policy and Procedures

Human Rights Policy, P031

Workplace Harassment Prevention and Human Rights Procedure, PR515

Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in School, PR728



Attendance Boundary Changes for Niagara Street Junior Public School, Ryerson Community School, and The Waterfront School

To: Planning and Priorities Committee

Date: 15 May, 2024

Report No.: 04-24-4669

Strategic Directions

- **Belong** - All students belong, are engaged, and valued in an inclusive environment.
- **Revitalize** - All students and staff learn and work in inclusive, safe, and modern environments.

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

Recommendation

It is recommended that:

- a) The junior attendance area for The Waterfront School be expanded to include the portion of the Niagara Street Junior Public School junior attendance area that is located south of Fort York Boulevard, north of Lake Shore Boulevard West, and west of Bathurst Street, effective September 1, 2025;
- b) The intermediate attendance area for The Waterfront School be expanded to include the portion of the Ryerson Community School intermediate attendance area that is located south of Fort York Boulevard, north of Lake Shore Boulevard West, and west of Bathurst Street, effective September 1, 2025;
- c) Students who reside in the portions of the Niagara Street Junior Public School and Ryerson Community School attendance areas described in Parts a) and b) above and attend Niagara Street Junior Public School or Ryerson Community School as of the end of the 2024-25 school year be allowed to remain at Niagara

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Street Junior Public School and Ryerson Community School until they graduate, and also be allowed to keep their current intermediate school pathway until they graduate;

- d) Siblings of students described in Part c) above be allowed to attend Niagara Street Junior Public School (for JK to 6) and Ryerson Community School (for Grades 7 and 8) provided their older sibling is attending the school at the time that they enter the school, and be allowed to remain until they graduate; and
- e) For the 2024-25 school year only, students who reside in the portions of the Niagara Street Junior Public School and Ryerson Community School attendance areas described in Parts a) and b) above be given the choice to attend Niagara Street Junior Public School (for JK to 6) and Ryerson Community School (for Grades 7 and 8) or The Waterfront School (for JK to 8).

Context

The schools involved in the boundary review are Niagara Street Junior Public School, Ryerson Community School, and The Waterfront School in Ward 9 (Trustee Dawson). Niagara St Jr PS is a JK-6 school that feeds into Ryerson CS for Grades 7 and 8. The Waterfront School is a JK-8 school.

Niagara St Jr PS has experienced enrolment growth in the last several years, primarily driven by recent residential development and newcomer arrivals. As of October 31, 2023, the school had an enrolment of 313 students (95% utilization). Enrolment at the school is projected to increase to 337 students by 2025-26 (103% utilization) and remain above capacity for the foreseeable future.

While the school is currently operating at 95% utilization, every classroom is currently being used for instructional classes. As the school's enrolment grows, projections suggest that the school will have a shortage of at least two classrooms. The school is located on a small and highly constrained site of 0.86 acres that does not allow for the placement of portables.

Options that have been implemented to address the enrolment pressures are:

- retrieval of one classroom from the onsite child care centre for use by Niagara St Jr PS (this increased the capacity of the school from 305 to 328 pupil places); and
- redirection of 13 new residential towers in the Niagara St Jr PS attendance area to Ryerson CS (these redirections are intended as an interim solution until space becomes available at Niagara St Jr PS).

To address the ongoing pressure at the school, the Long-Term Program and Accommodation Strategy, approved by Trustees in October 2023, included a study to explore a boundary change involving Niagara St Jr PS and adjacent schools.

Boundary Changes

In November 2023, a Local Feasibility Team (LFT) was established to explore solutions to reduce current and projected enrolment at Niagara St Jr PS, specifically a potential boundary change with The Waterfront School.

The LFT was composed of the local Trustee, Superintendents and Principals of Niagara St Jr PS and The Waterfront School, as well as central staff. Due to the current feeder pathway for Niagara St Jr PS students, the principal of Ryerson CS was also consulted as part of the LFT.

The LFT examined actual and projected enrolments, residential development activity, capacities, and utilization data, as well as a variety of potential boundary change scenarios involving these schools.

As a result, the LFT proposed that a portion of the Niagara St Jr PS attendance area that is south of Fort York Boulevard, north of Lake Shore Boulevard West, and west of Bathurst Street (also known as the “Fort York” area), be re-assigned to The Waterfront School. This could direct approximately 60 JK-6 students from Niagara St Jr PS to The Waterfront School. To allow the students in this area to attend the same Grade 7 and 8 program as their peers, the LFT also proposed that the intermediate school pathway should shift from Ryerson CS to The Waterfront School. This could direct approximately six intermediate students from Ryerson CS to The Waterfront School upon full implementation of the boundary change.

The Waterfront School has sufficient space in the mid-term to accommodate these students. As of October 31, 2023, enrolment at The Waterfront School was 193 students (79% utilization). By 2028-29, enrolment at the school is projected to slightly decrease to 181 students (74% utilization).

The addresses impacted by the proposed boundary change are geographically closer to The Waterfront School than to Niagara St Jr PS. Measured from the midpoint of the boundary change area, The Waterfront School is approximately 700 meters away while Niagara St Jr PS is approximately 1.5 kilometers away.

Impact of the Boundary Changes

Niagara St Jr PS

If the proposed boundary changes are approved and implemented for September 2025, enrolment at Niagara St Jr PS is projected to decrease over time. By 2028-29, enrolment is projected to decrease to 275 students (84% utilization). By 2033-34, enrolment will stabilize at 228 students (70% utilization). In the long run, this will result in a surplus of two classrooms, allowing for some flex space at the school.

As enrolment begins to decrease at Niagara St Jr PS and space becomes available, the next step will be to return the redirected residential developments from Ryerson CS. Staff will investigate this through a future study to be conducted in 2026-27 or 2027-28.

If these redirected residential developments are returned to Niagara St Jr PS, the enrolment is projected to increase to 306 students (93% utilization) in 2028-29. By 2033-34, enrolment is projected to stabilize at 265 students (81% utilization). Considering the small size of the school building and site, having some flex space allows the school to address fluctuations in enrolment that may occur in the future.

The Waterfront School

If the proposed boundary changes are approved and implemented for September 2025, enrolment at The Waterfront School is projected to steadily increase over time. By 2028-29, enrolment will increase to 236 students (96% utilization). By 2033-34, the school is projected to reach an enrolment of 343 students (140% utilization), where it will stabilize. At that point, the school is projected to have a shortfall of three classrooms.

Long-term projections suggest that the shortfall of classrooms is not projected to begin at The Waterfront School until 2029-30, four years after the implementation of the boundary change.

As the school approaches the 2029-30 school year, staff will be examining multiple options to address this potential shortfall of classrooms including residential development redirections or another boundary change. Further, The Waterfront School shares the building with City School, a secondary alternative school. City School currently occupies seven classrooms within the building, with a current staff allocation of four classroom teachers. There may be an opportunity to allocate some of these classrooms to The Waterfront School to address the shortage of classrooms it may experience in the long run.

Ryerson CS

If the proposed boundary changes are approved and implemented in September 2025, the intermediate boundary for the impacted area would be shifted from Ryerson CS to The Waterfront School, effective September 2025.

Enrolment at Ryerson CS would experience a minimal decrease in enrolment as a result – a decrease of only six students. Students currently attending Niagara St Jr PS will have a choice to continue at Ryerson CS for Grades 7 and 8. Students residing in the proposed boundary change area who begin at The Waterfront School for JK in 2025-26 will reach Grade 7 in 2033-34. As a result, the first year that Ryerson CS would be impacted is 2033-34, at which time the enrolment at Ryerson CS is projected to be 600 students (104% utilization).

As enrolment begins to decrease at Niagara St Jr PS after the implementation of the boundary change, the next step would be to return the redirected residential developments from Ryerson CS back to Niagara St Jr PS, their local school. If these redirections are reversed back to Niagara St Jr PS, the enrolment of Ryerson CS is projected to decrease to 536 students by 2033-34 (93% utilization).

Appendix A contains tables that show the impact of the proposed boundary changes on enrolment at Niagara St Jr PS, Ryerson CS, and The Waterfront School. Also included is a table that shows the impact of reversing the residential redirections from Ryerson CS to Niagara Street Jr PS. Appendix B contains maps that show the proposed change to the schools' attendance areas.

Community Consultation and Feedback

A notice describing the proposed boundary change was sent to the impacted school communities through School Messenger on January 22, 2024. The same week Canada Post delivered notices to the impacted residential addresses.

A hybrid public meeting (virtual and in-person) was held on February 6, 2024, to share information and gather community feedback regarding the proposed boundary change. The virtual component was hosted on Zoom and the in-person component was hosted at The Waterfront School, both run concurrently. There were approximately six in-person attendees and 13 virtual attendees.

During the meeting, attendees provided verbal comments and questions as well as written comments and questions through the Q&A feature in Zoom. All questions posed at the meeting were responded to.

Many attendees at the public meeting expressed their agreement with the boundary change proposal. Some of the attendees expressed interest in having their children start at The Waterfront School for the 2024-25 school year, one year earlier than the staff proposal. The reason for this request is because some of the children will be entering kindergarten in the 2024-25 school year. Considering that The Waterfront School is closer to the Fort York area than Niagara St Jr PS, some parents would prefer for their children to start at The Waterfront School rather than at Niagara St Jr PS and consequently avoid making a transition one year later.

An online survey was posted to the TDSB's public website on February 6, 2024, to gather feedback from the impacted school communities. There were six responses to the survey with the majority expressing support for the proposed boundary change. Again, some of the respondents expressed interest in having their child start at The Waterfront School in the 2024-25 school year instead of 2025-26.

To better understand the level of interest from Fort York families in starting at The Waterfront School in the 2024-25 school year, staff created another survey asking families to identify if they are interested in this option. The survey was circulated via School Messenger to Fort York families whose children currently attend Niagara St Jr PS. Further, families that are planning to register their children at Niagara St Jr PS for the 2024-25 school year were also sent the survey via the Accommodations Reviews email.

There was a total of 28 respondents. Of these, 21 respondents indicated that they are not interested in switching or starting their children at The Waterfront School in 2024-25. Seven respondents indicated that they were interested in starting at The Waterfront School in 2024-25.

While most of the Fort York families will be remaining at Niagara St Jr PS until graduation or will be switching to The Waterfront School in the 2025-26 school year, there is still an interest from some of the Fort York families to begin at The Waterfront School a year earlier than what has been proposed. As a result, the LFT decided to include this option as one of the recommendations in this report.

Future Studies

If the proposed boundary changes are approved, a study will be entered into the Long-Term Program and Accommodation Strategy to conduct a review of the redirected residential developments in the Niagara St Jr PS area to determine when they can be returned from Ryerson CS to Niagara St Jr PS. This study could occur in 2026-27 or 2027-28.

Another study will be included in the Long-Term Program and Accommodation Strategy to explore options for addressing the shortfall of three rooms at The Waterfront School that is forecast to occur in the future. The options could include redirecting residential developments, changing boundaries, and reorganizing the use of space by City School to free up rooms for The Waterfront School. This study could occur in 2028-29 or 2029-30.

Action Plan and Associated Timeline

If approved, implementation of the boundary changes will be effective for September 1, 2025.

The option of starting at The Waterfront School for the 2024-25 school year will be offered to interested families living within the area impacted by the boundary changes.

Resource Implications

There is no impact on transportation as all students residing in the impacted area are within walking distance to the current designated schools, Niagara St Jr PS and Ryerson CS, and the proposed receiving school, The Waterfront School.

There are no capital improvement costs required at the receiving school, The Waterfront School.

Communications Considerations

Information about the boundary review is posted on the TDSB's Accommodation Reviews website. The decision of the Board of Trustees will be posted on the Accommodation Reviews website, the impacted schools' websites, and the schools' profile pages on the TDSB's public website.

Notice will be sent to the parents, guardians, caregivers, and staff of the impacted schools through School Messenger and will be emailed to all attendees of the public meeting who provided email addresses.

If the boundary changes are approved by the Board of Trustees, Fort York families that have expressed interest in the option of starting at The Waterfront School in the 2024-25 school year will be contacted to provide the next steps on registering their children at The Waterfront School.

Board Policy and Procedure Reference(s)

Policy P068 Accommodation and Program Review, Section 6E

Appendices

- Appendix A: Planning and Enrolment Data
- Appendix B: Maps of the Proposed Boundary Changes – Junior Attendance Areas and Intermediate Attendance Areas

From

Stacey Zucker, Associate Director, Modernization and Strategic Resource Alignment, at stacey.zucker@tdsb.on.ca or at 416-397-3188

Maia Puccetti, Executive Officer, Facility Services and Planning, at maia.puccetti@tdsb.on.ca or at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning, at andrew.gowdy@tdsb.on.ca or at 416-394-3917

Dan Castaldo, Senior Manager, Strategy and Planning, at daniel.castaldo@tdsb.on.ca or 416-428-1857

Planning and Enrolment Data

Status Quo

No change to the Niagara St Jr PS, The Waterfront School, and Ryerson CS attendance areas.

School Name	Grade Range	Capacity	Oct. 31, 2023		Oct. 31, 2028		Oct. 31, 2033	
			Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Niagara St Jr PS*	JK-6	328	313	95%	329	100%	337	103%
The Waterfront School	JK-8	245	193	79%	181	74%	216	88%
Ryerson CS	JK-8	579	296	51%	436	75%	603	104%
Total		1,152	802	70%	946	82%	1,156	100%

*The enrolment projections exclude the 13 residential developments that were approved to be redirected to Ryerson CS.

Staff Recommendation

Proposed boundary changes: That the junior and intermediate attendance areas for The Waterfront School be expanded to include the portion of the Niagara St Jr PS junior attendance area and the Ryerson CS intermediate attendance area that is located south of Fort York Boulevard, north of Lake Shore Boulevard West, and west of Bathurst Street (also known as the Fort York area) effective September 1, 2025.

School Name	Grade Range	Capacity	Oct. 31, 2023		Oct. 31, 2028		Oct. 31, 2033	
			Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Niagara St Jr PS*	JK-6	328	313	95%	275	84%	228	70%
The Waterfront School	JK-8	245	193	79%	236	96%	343	140%**
Ryerson CS***	JK-8	579	296	51%	436	75%	600	104%
Total		1,152	802	70%	947	82%	1,171	102%

*The enrolment projections exclude the 13 residential developments that were approved to be redirected to Ryerson CS. As enrolment decreases and space becomes available at Niagara St Jr PS, a study will be conducted to return the redirected developments to Niagara St Jr PS. The table below shows the impact on enrolment at Niagara St Jr PS and Ryerson CS if the developments are returned.

**To address the projected shortfall of three classrooms at The Waterfront School in the future, a study will be conducted to explore redirecting residential developments, changing boundaries, or reorganizing the use of space by City School to free up classrooms for The Waterfront School.

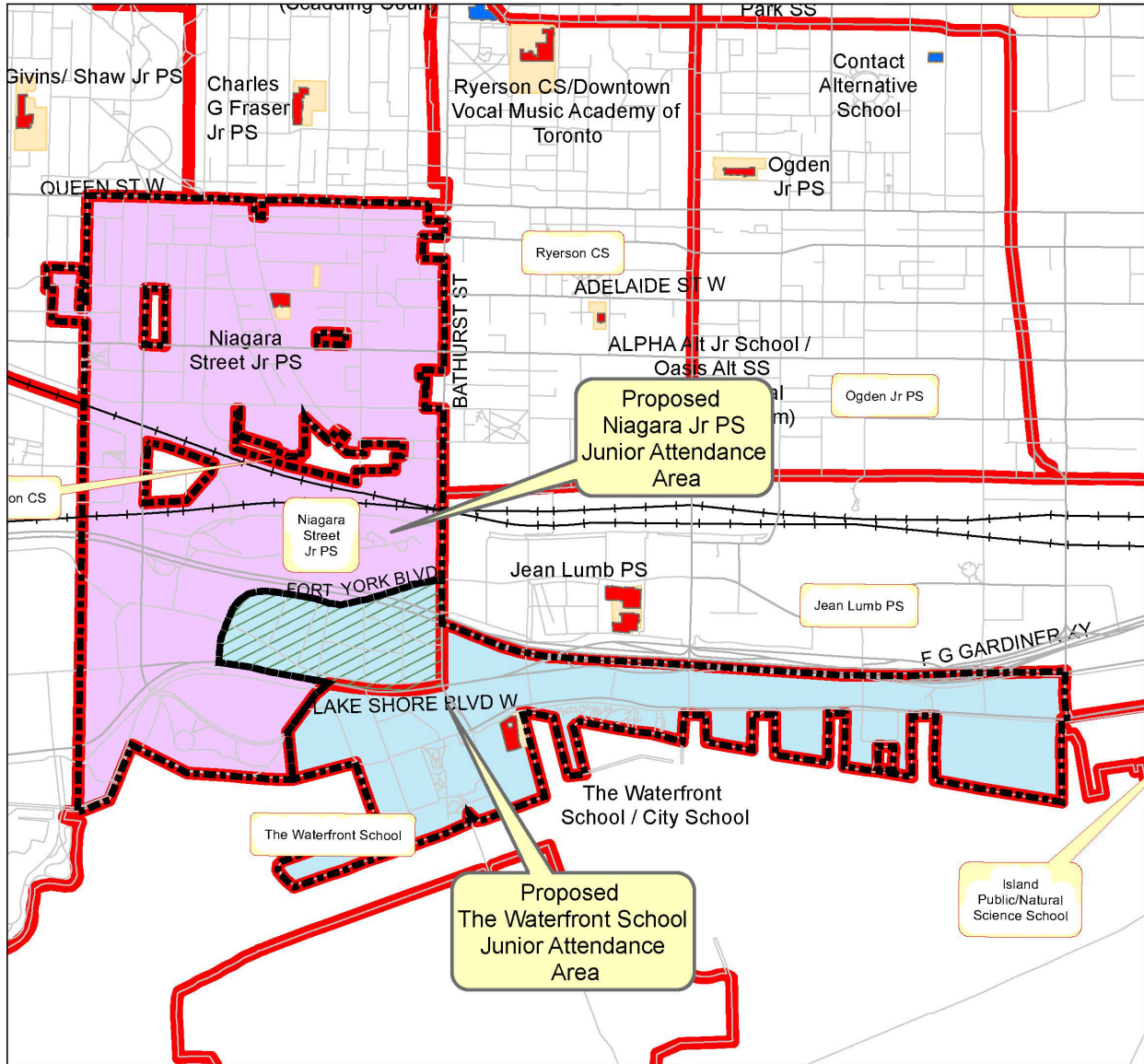
***Students living in the Fort York area who attend Niagara St Jr PS as of the end of the 2024-25 school year, will have the choice to attend Ryerson CS for Grades 7 and 8. This means Ryerson CS may continue to receive students from the Fort York area until 2032-33. In 2033-34, The Waterfront School will have its first Grade 7 cohort coming from the Fort York area.

Future Study: Reversing Residential Development Redirections (assuming the boundary changes are approved)

Once the boundary changes have been implemented starting in September 2025, the 13 residential developments that were redirected from Niagara St Jr PS to Ryerson CS could be redirected back to their local school, Niagara St Jr PS.

School Name	Grade Range	Capacity	Oct. 31, 2023		Oct. 31, 2028		Oct. 31, 2033	
			Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Niagara St Jr PS	JK-6	328	313	95%	306	93%	265	81%
Ryerson CS	JK-8	579	296	51%	409	71%	536	93%
Total		907	609	67%	715	79%	801	88%

Map of the Proposed Boundary Change – Junior Attendance Areas

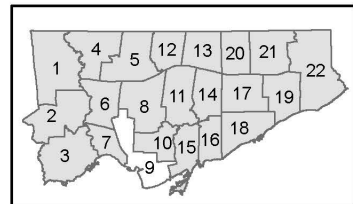
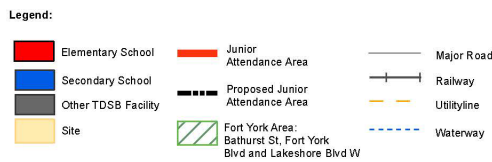


Please note:
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

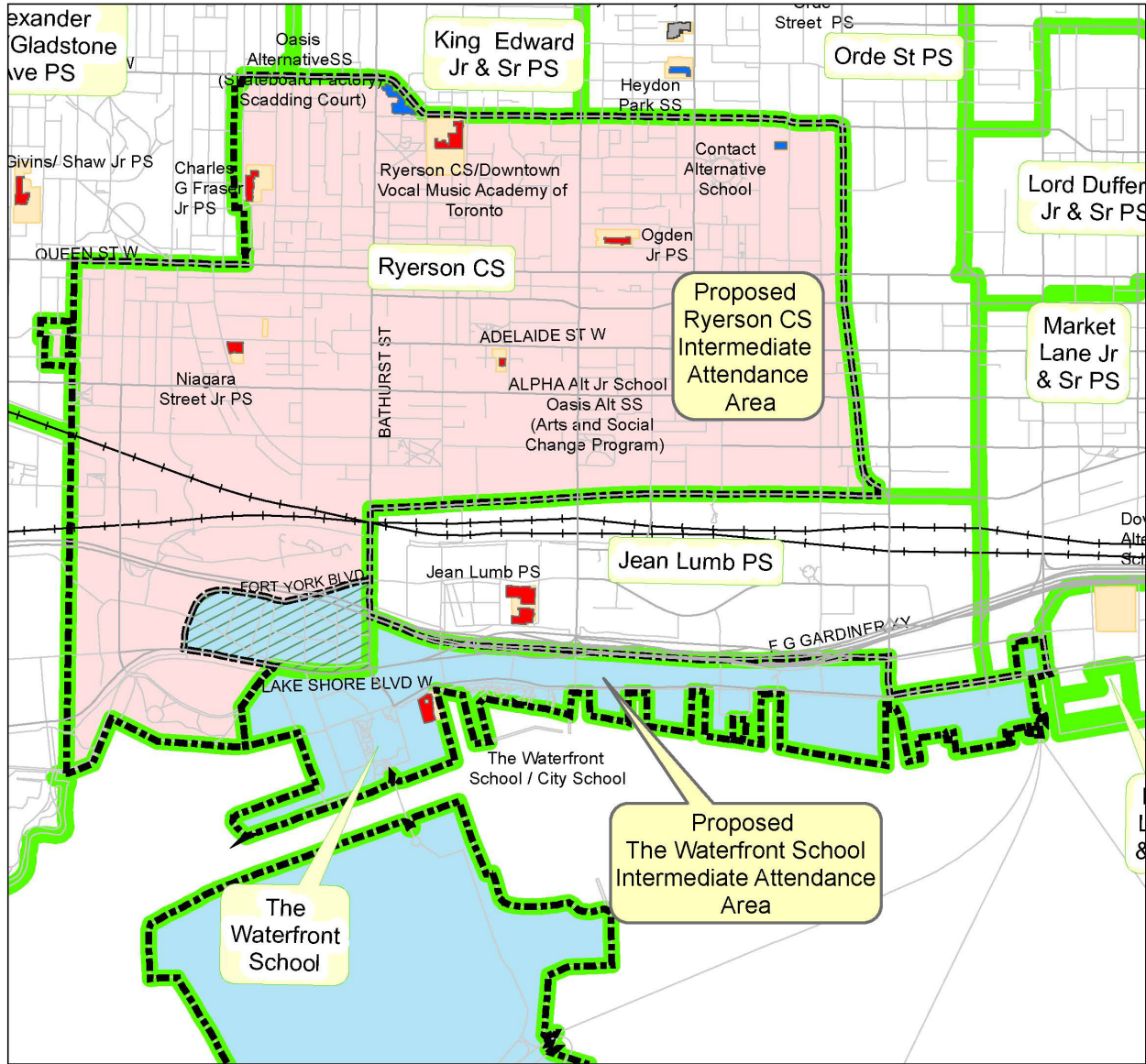
0 0.075 0.15 0.3 0.45 0.6 0.75 km

Produced by:
Strategy and Planning, TDSB
March 2024

Source:
Base Map- Geospatial Competency Centre
Facility - Strategy and Planning, TDSB
Data- City of Toronto



Map of the Proposed Boundary Change – Intermediate Attendance Areas



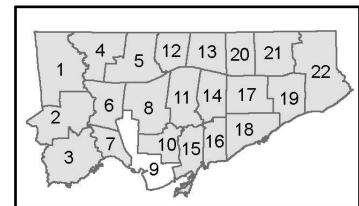
Please note:
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

0 0.075 0.15 0.3 0.45 0.6 0.75 km

Produced by:
Strategy and Planning, TDSB
March 2024

Source:
Base Map- Geospatial Competency Centre
Facility - Strategy and Planning, TDSB
Data- City of Toronto

- Legend:**
- Elementary School
 - Secondary School
 - Other TDSB Facility
 - Site
 - Intermediate Attendance Area
 - Proposed Intermediate Attendance Area
 - Fort York Area: Bathurst St, Fort York Blvd and Lakeshore Blvd W
 - Major Road
 - Railway
 - Utilityline
 - Waterway



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Review of the Legacy Technical and Commercial Boundaries

To: Planning and Priorities Committee

Date: 15 May, 2024

Report No.: 04-24-4690

Strategic Directions

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

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

Recommendation

It is recommended that:

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

Context

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

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

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

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

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

Background

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

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

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

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

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

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

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

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

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

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

Secondary Program Review

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

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

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

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

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

Other Legacy Boundaries in the TDSB

Eastern Commerce Collegiate Institute and Monarch Park Collegiate Institute

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

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

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

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

George Harvey Collegiate Institute

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

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

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

Scarborough Board of Education – Business and Technical Institutes

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

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

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

Rationale for Dissolving the Legacy Technical and Commercial Boundaries

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

Improving Access for All

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

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

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

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

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

Commercial Programming is Obsolete

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

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

Accommodation Concerns

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

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

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

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

Diminished Access for Students Outside the Legacy Boundaries

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

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

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

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

Adverse Impact on the Local Collegiates

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

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

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

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

Staff Proposal

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

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

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

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

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

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

Transition Plan

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

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

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

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

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

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

Siblings

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

Interest in Technology

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

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

Locality

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

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

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

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

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

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

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

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

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

Determining the Number of Seats Available

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

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

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

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

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

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

Application to Secondary Schools Without a Boundary and Northern Secondary School

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

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

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

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

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

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

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

Applications to Victoria Park Collegiate Institute

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

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

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

Plan for Technological Programming at all Secondary Schools in the TDSB

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

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

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

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

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

Community Consultation and Feedback

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

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

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

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

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

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

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

Feedback Survey Results

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

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

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

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

Common Themes

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

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

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

Future Studies Associated with the Former Technical and Commercial Schools

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

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

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

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

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

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

Action Plan and Associated Timeline

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

Resource Implications

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

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

Communications Considerations

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

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

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

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

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

Board Policy and Procedure Reference(s)

Policy P068 Accommodation and Program Review, Section 6E

Policy P013 Out-of-Area Admissions

Appendices

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

From

Stacey Zucker, Associate Director, Modernization and Strategic Resource Alignment, at Stacey.Zucker@tdsb.on.ca or at 416-397-3188

Maia Puccetti, Executive Officer, Facility Services and Planning, at Maia.Puccetti@tdsb.on.ca or at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning, at Andrew.Gowdy@tdsb.on.ca or at 416-394-3917

Diana Panagiotopoulos, System Superintendent, Virtual Learning & Re-Engagement at Diana.Panagiotopoulos@tdsb.on.ca or 416-396-6818

Dan Castaldo, Senior Manager, Strategy and Planning, at Daniel.Castaldo@tdsb.on.ca or 416-428-1857

Reiko Fuentes, Centrally Assigned Principal, Secondary Program and Admissions, at Reiko.Fuentes@tdsb.on.ca or 416-394-7302

Description of the Impacted Schools

Central Technical School

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

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

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

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

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

Central Toronto Academy

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

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

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

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

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

Danforth Collegiate and Technical Institute

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

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

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

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

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

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

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

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

Northern Secondary School

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

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

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

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

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

Victoria Park Collegiate Institute

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

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

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

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

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

Western Technical-Commercial School

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

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

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

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

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

Planning and Enrolment Data

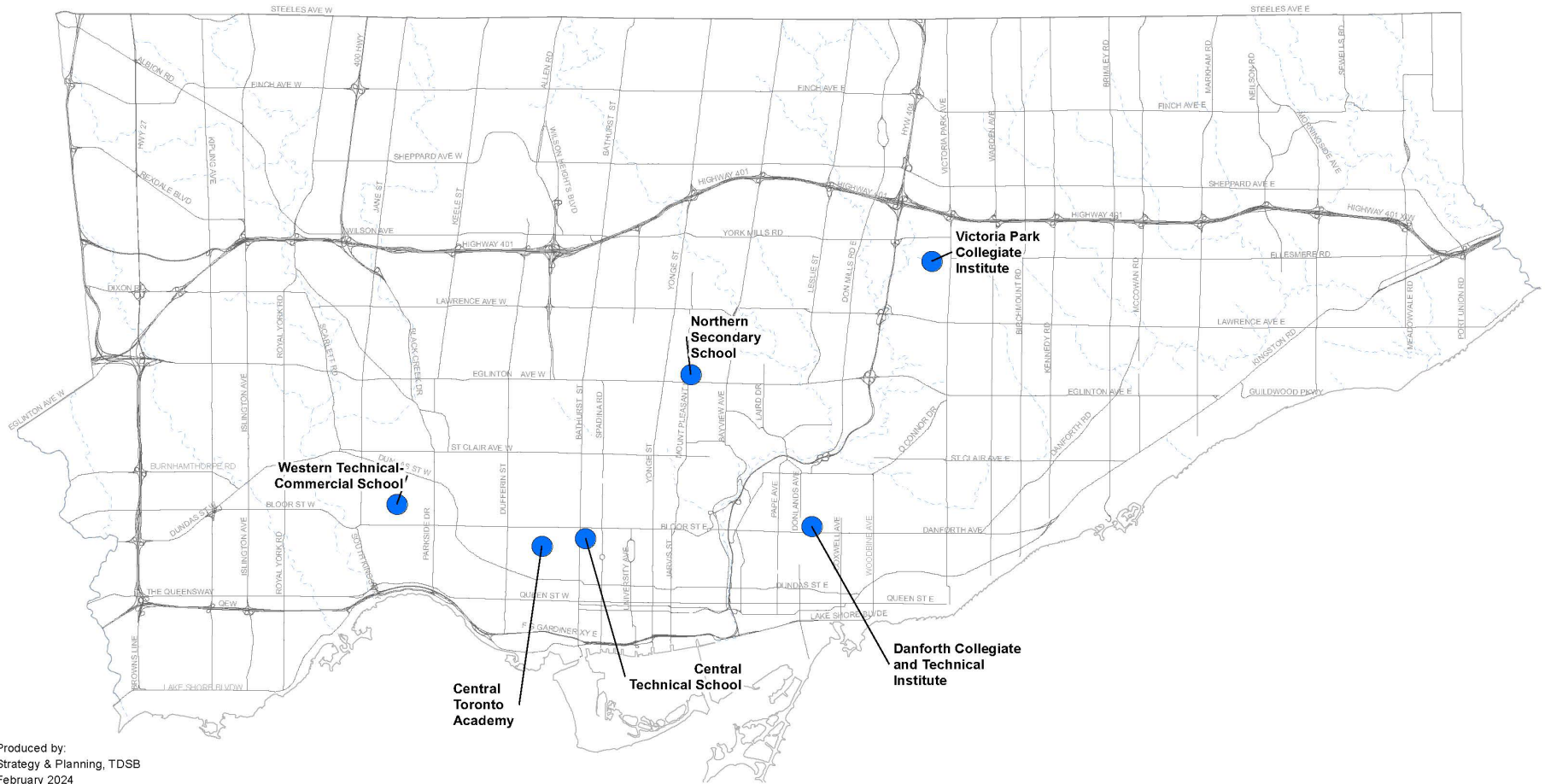
School Name	Grade Range	Boundary	Programs	Capacity	Oct. 31, 2023		Oct. 31, 2028		Oct. 31, 2033	
					Enrolment	Utilization	Enrolment	Utilization	Enrolment	Utilization
Central Technical School*	9-12	Technical	Regular Track CSIP (Arts) LD, MID	2,070	937	45%	1,028	50%	1,160	56%
Central Toronto Academy	9-12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

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

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

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

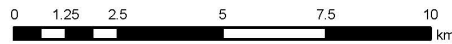
Map of Impacted Schools



Produced by:
Strategy & Planning, TDSB
February 2024

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

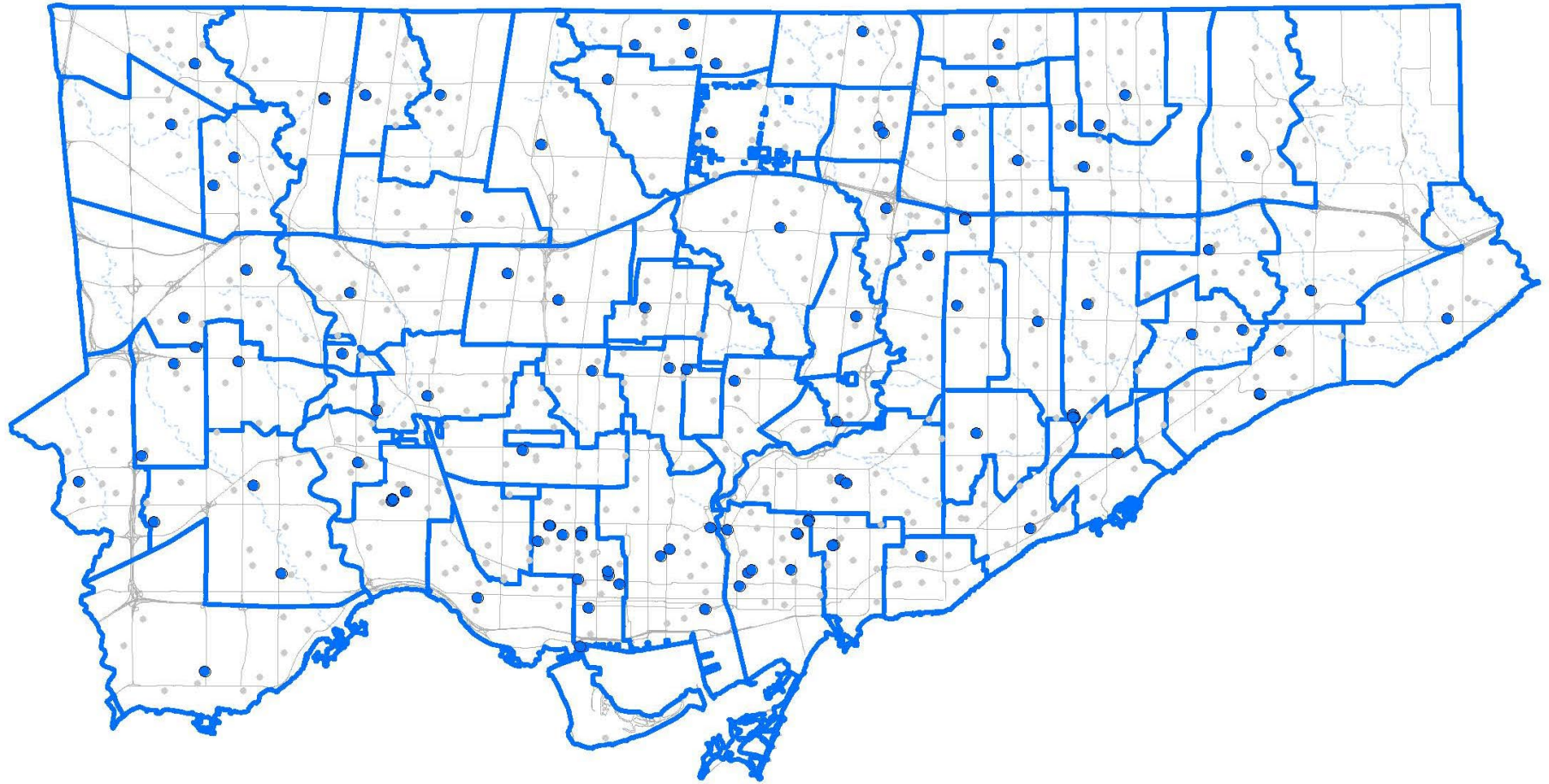
L:GIS/projectSWP23-24/P20240201CommTechnicalSchools



Legend

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

Map of Collegiate Boundaries

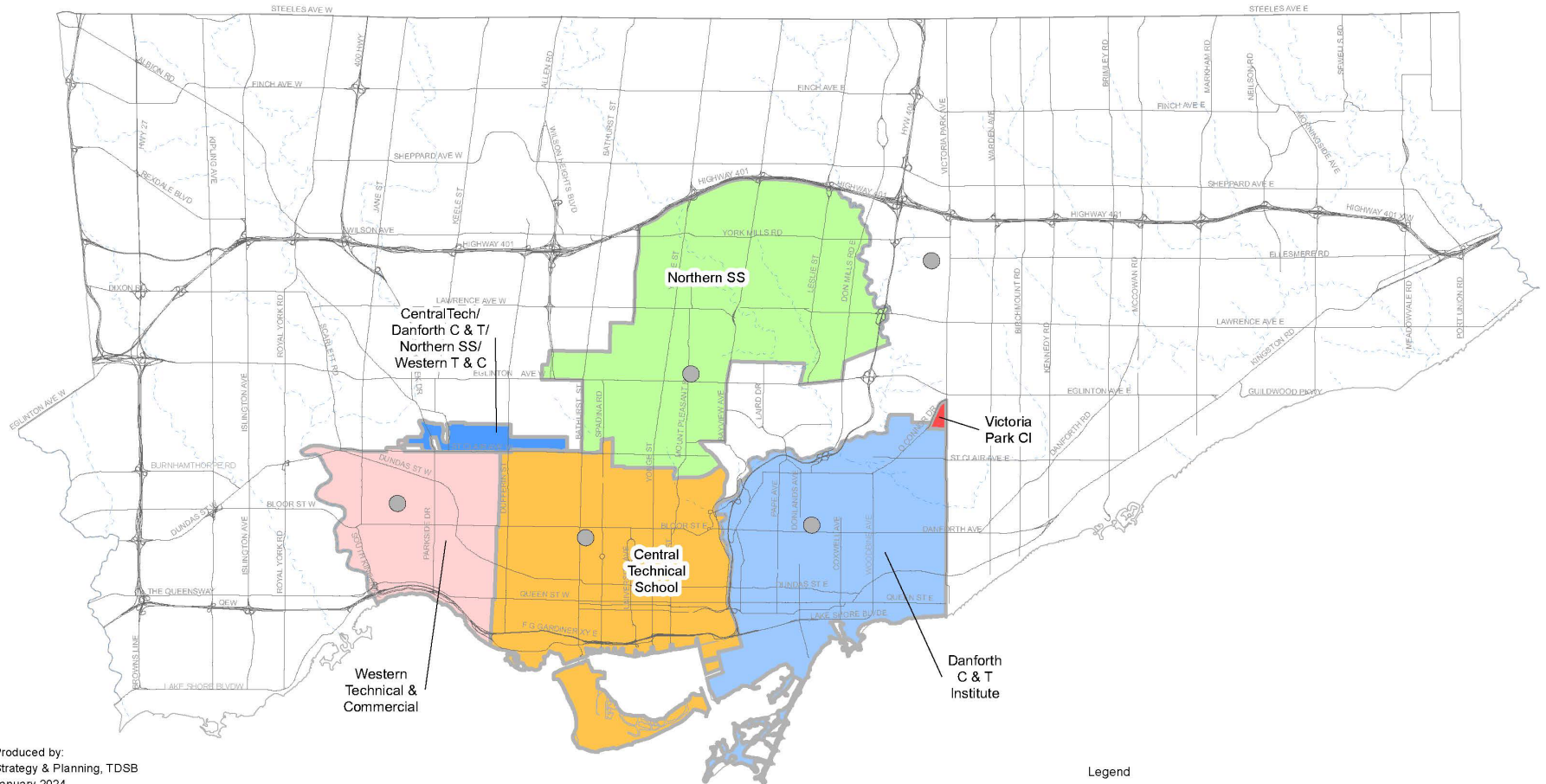


Produced by:
Strategy & Planning, TDSB
March 2023
Source:
Base Map- Geospatial Competency Centre
Facility - Strategy & Planning, TDSB



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

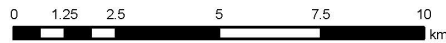
Map of Legacy Technical Boundaries



Produced by:
Strategy & Planning, TDSB
January 2024

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

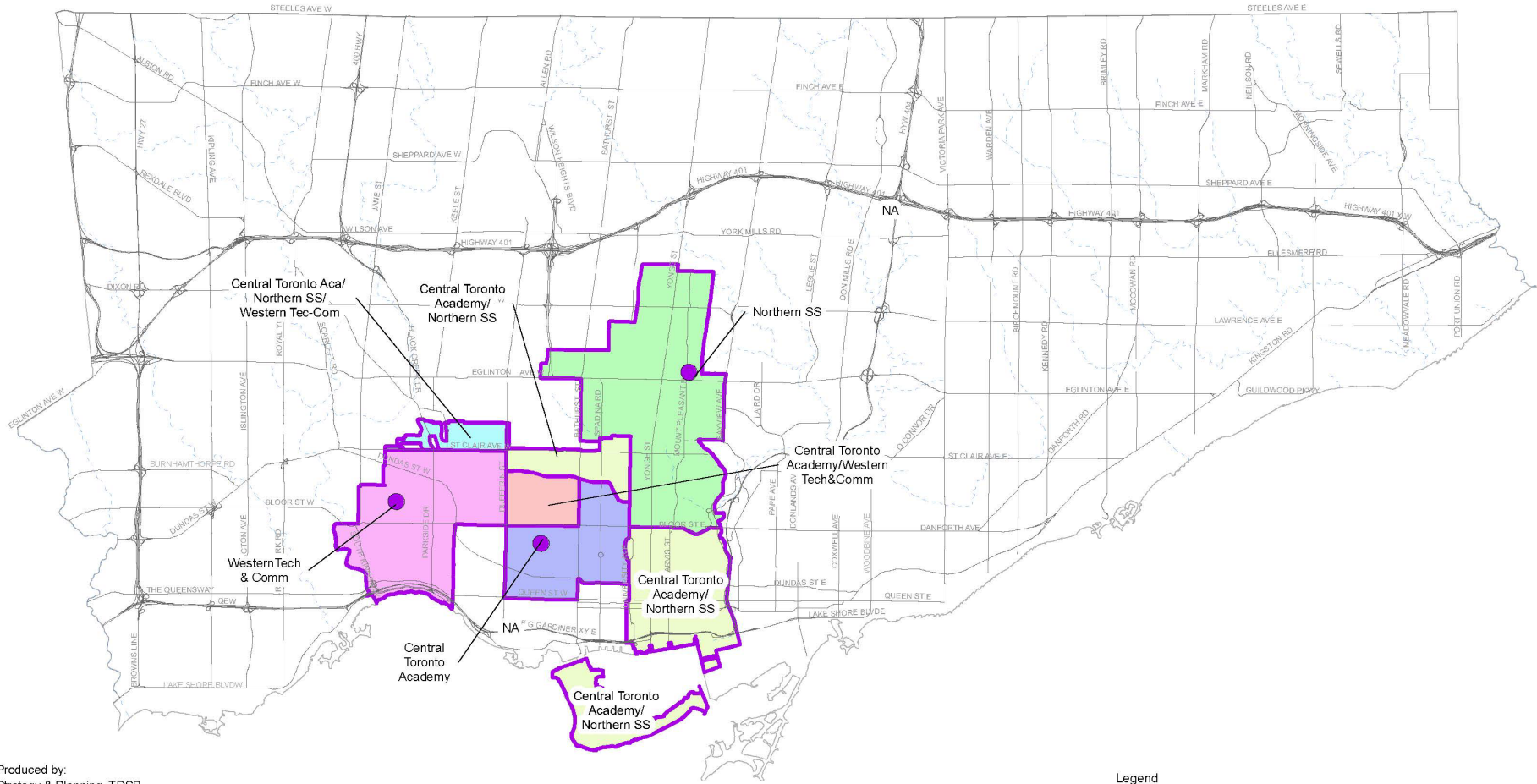
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Legend

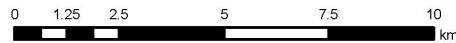
-  Secondary School Offering Technical Program
-  Technical Attendance Area
-  Major Road
-  Waterway

Map of Legacy Commercial Boundaries



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

L:GIS/project/SWP 23-24/P20230117SecCommerceAA.mxd



Legend

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

Appendix G

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

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

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

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

*Collegiate boundary for the school

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

*Collegiate boundary for the school

Appendix H

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

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

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

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

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

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

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

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

Fixed Seats

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

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

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

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

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

Priority Categories for Remaining Seats

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Summary of Written Comments Received

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

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

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

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

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

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

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

Do not go to a lottery system

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

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

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

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

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

No

Make sure it's available at all schools

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

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

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

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

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

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

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

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

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

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

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

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

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

Promoting the subject, going into elementary schools for visit.

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

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

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

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

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

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

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

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

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

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

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

I support the proposal to dissolve the legacy commercial only

Focus more on merit based admissions.

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

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

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

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

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

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

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

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

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

- Auto
- Plumbing
- Carpentry

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

Business Studies

cyber arts, trades and tv/film classes

Technology, Computing and Engineering skills

Film, Robotics, Culinary arts, Welding

Tech courses. Arts courses (lots).

Engineering and art focused programs

DIY projects, sports - hockey

hospitality, cosmetology, Construction, Automotive

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

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

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

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

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

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

Digital media, design, green industries

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



Support for Newcomer Students and Families Including Refugee Claimants and Students Without Legal Immigration Status

To: Planning and Priorities Committee

Date: 15 May, 2024

Report No.: 05-24-4695

Strategic Directions

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Belong - All students belong, are engaged, and valued in an inclusive environment.
- Achieve - All students reach high levels of achievement, success, and personal development.

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

Recommendation

It is recommended that the TDSB Support for Newcomer Students and Families Including Refugee Claimants and Students Without Legal Immigration Status Report, be received for information.

Context

The TDSB continues to support newcomer students and families including refugee claimants and students without a Legal Immigration Status. This report provides an update regarding key areas:

- Consultation with External Partners and TDSB Central and School Based Staff
- Building Capacity among School-Based Staff
- Enhancing System Consistency in Implementing PR518 and P061

- ESL/ELD- Structures, Processes and Programming

Consultation with External Partners and TDSB Central and School Based Staff

The TDSB has engaged in a consultation process with external partners and TDSB central and school-based staff to inform ongoing support for newcomer students and families including refugee claimants and students without a Legal Immigration Status.

Below is a chart outlining our summary of feedback from the consultation with TDSB External Partners:

External Partners	Areas of Greatest Needs	Ongoing Actions
FCJ Refugee Centre	<ul style="list-style-type: none"> • Admission consistency for refugee claimant students within TDSB schools • Retention rate for high school newcomer students, including refugee claimants who have to work due to financial needs • English language courses to support students over 18 and Adult Learners to access vocational programs 	<ul style="list-style-type: none"> • Continue to offer professional learning sessions for Principals, Vice-Principals and Office Administrators around P061 and PR518 • Continue to communicate clear expectations regarding Admission requirements for new students • Provide a list of TDSB programs and services for school age students and adult learners (Continuing Education) • Review retention data for high school newcomer students and develop an action plan to address retention • Continue to conduct monthly information sessions for Parent/Guardian/Caregivers and students at the shelters
Centre for Refugee Children	<ul style="list-style-type: none"> • Admission consistency for refugee claimant children who are receiving bridging funds from Ontario Works and have temporary accommodations while they wait to access emergency shelters or other housing accommodations 	
COSTI Immigrant Services	<ul style="list-style-type: none"> • Mental health and well-being supports and services for families residing at the shelters 	<ul style="list-style-type: none"> • Continue to share mental health and well-being resources and align services

Below is a chart outlining a summary of feedback from the consultation with School-Based Staff:

Principals and Vice-Principals and	<ul style="list-style-type: none"> • Additional ESL staff allocation to support ongoing registration, including LEAP allocation 	<ul style="list-style-type: none"> • Ongoing review of school registrations for newcomer students and collaboration with
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<p>Coordinators</p> <p>Principals and Vice-Principals, including those assigned to Shelters and Hotels</p> <p>ESL/ELD Teachers and classroom Teachers</p>	<ul style="list-style-type: none"> • Initial Assessment (Language and Mathematics) wait time • First Language Assessments wait time • LEAP Application and Programming additional support • ESL/ELD programming support • Additional job-embedded professional learning • Multilingual Resources • In kind and monetary donations • Multilingual resources 	<p>People and Culture to inform additional ESL allocation</p> <ul style="list-style-type: none"> • Ongoing review for initial assessment and First Language Assessment requests to accommodate students, families and schools in a timely manner • Review of LEAP applications to inform additional allocation and programming for students in LEAP programs • Enhance Professional Learning Plan for ESL/ELD teachers and classroom teachers • Continue to mobilize Onboarding plan (regular meetings with principals and central departments) to address emerging concerns and share resources • Continue to create and share multilingual resources
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Building Capacity among School-Based Staff

The TDSB has developed a professional learning plan to build capacity among school-based staff with a focus on supporting Multilingual Learners, implementation of new and revised curriculum, and engaging school communities with a large influx of newcomer families. This includes:

- monthly professional learning sessions including job-embedded learning
- a series of professional learning sessions to support the implementation of Grade 1-8 Language Curriculum with a focus on inclusive practices for Multilingual Learners
- a profession learning session about inclusive practices for Multilingual Learners on the Elementary Teachers of Toronto (ETT), December 8 PA Day
- a new ESL/ELD Website to share resources and evidence-based best practices.
- a welcoming package to support schools with an influx of newcomers
- monthly newsletters “ESL Edge”
- weekly Lunch and Learn

The TDSB has also collaborated with other school boards to exchange best practices to strengthen partnerships with external organizations, to improve communication, to enhance community engagement and to improve programming to ensure holistic support for newcomer students and families. Below is a list of boards we collaborated with:

- Calgary Board of Education
- Durham District School Board
- York Region District School Board
- Bradford District School Board
- Kenora District School Board

Enhancing System Consistency in Implementing PR518 and P061

The International Students and Admissions Office and the ESL/ELD Department have facilitated information and professional learning sessions to enhance system consistency in implementing PR518 and P061:

- information sessions for system leaders at the four Learning Centres on Admission Processes for Non-Fee-Paying International Students (including students without legal immigration status) starting in September 2023
- professional learning sessions for school Principals and Vice-Principals through the Learning Networks on the Admission Processes Non-Fee-Paying International Students (including students without legal immigration status)
- professional learning sessions for Elementary and Secondary Office Administrators on admission processes for Non-Fee-Paying International Students (including students without legal immigration status) in April, May, and September 2023
- information sessions for new Principals and Vice-Principals on admissions processes for Non-Fee-Paying International Students (including students without legal immigration status) in January 2024 and professional training sessions for School Office Administrators in February 2024)

ESL/ELD - Structures, Processes and Programming

Below is a chart outlining structures, processes and programming to support newcomer students, staff and schools:

Structures	Processes	Programming
ESL/ELD Department	ESL/ELD Support Form	ESL/ELD Guide (see Appendix A)
Onboarding Network	Onboarding Plan	Professional Learning Plan
TDSB Secondary Assessment Centres (TSACS) and Secondary School Hubs Data Report- Dec. 2023 (see Appendix B)	Initial Assessment Request Forms Secondary Additional Allocation Review Registration Guide (see Appendix C) First Visit to School (see Appendix D)	Observation Reports Welcome Package (see Appendix E)
First Language Assessment Services	First Language Assessment Request Form	Observation Reports

ESL/ELD Central Itinerant Unit	Assessment and Reporting (TRELLIS) Itinerant Allocation Review ESL Elementary Additional allocation Review	Multilingualism projects
Literacy Enrichment Academic Programs (LEAP)	LEAP Application Form & LEAP Protocol LEAP Review LEAP Allocation Review	LEAP Guide (see Appendix F)

Challenges and Ongoing Support

Funding: Funding deadlines do not reflect the fact that newcomers register at all times of the school year. The need for support for these students and families exists throughout the school year and often requires support from several departments and organizations simultaneously.

Admission

- **Online Registration:** The current online registration assumes families have English literacy skills, access to the internet, and the technology needed to upload required documents. Additional technical support is required to support families in completing the online registration. Delays occur as support for families without legal immigration status is further delayed due to support agencies' workload.
- **Documentation:** Families do not always know which documents are required. Monthly information sessions for families and external organizations have been done to provide additional information about the required documents.
 - Proof of address is difficult to prove for those who move often or use Airbnbs
 - Proof of age, actual age and official documentation do not always match, it takes time for families to access the right support to help them through this process. Principals and Superintendents are providing support with proof of age not matching actual age.
- **Temporary housing locations:** Not all temporary housing addresses are attached to a TDSB school (e.g. motels). The closest school does not always align with TDSB catchment areas to temporary housing. Central departments and schools are working together to address this barriers and ensure a timely registration and access to schools.

Services

Access to Community Partners: Many organizations that partner with TDSB to offer newcomer services/support are restricted from supporting students and families until:

- Students are officially registered (Settlement Services)
- Official immigration status is obtained due to funding and their programming parameters.

Resources: Families are reporting challenges with food security, securing housing, accessing medical care, basic school supplies (backpacks, lunch bags, indoor shoes) and winter clothing.

Communications Considerations

This update will be shared through System Leaders Bulletin and posted on TDSBweb (internal website).

Board Policy and Procedure Reference(s)

- Accountability for Student Achievement (P040)
- Equity (P037)
- Human Rights (P031)

Appendices

- Appendix A: ESL/ELD Elementary & Secondary Teacher's Guide
- Appendix B: TDSB TSAC Data
- Appendix C: Starting School: Registration Guide
- Appendix D: Welcoming Newcomer Students for their First Experience at their Home School
- Appendix E: Welcoming Newcomers and ELLs into our Schools
- Appendix F: Literacy Enrichment Academic Program (LEAP) Guide

From

Audley Salmon, Associate Director, Learning and Transformation and Equity at Audley.Salmon@tdsb.on.ca or at 416-397-3187

Suzan Joueid, Centrally Assigned Principal, ESL/ELD, Library Resources/Global Education and Interdisciplinary Studies, Social and World Studies & Humanities at Suzan.Joueid@tdsb.on.ca



ESL/ELD Elementary & Secondary Teacher's Guide

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Domain Specific Terminology

<p>English Language Learners (ELLs) Or Multilingual Learners (MLLs)</p>	<p>These terms are often used interchangeably and refer to students whose first language(s) is/are not the language of instruction.</p>
<p>English as a Second Language (ESL)</p>	<p>Refers to ESL courses offered at the secondary level or the name of the program offered in elementary. ESL programs are for students who have had age-appropriate schooling in their home country.</p>
<p>English Literacy Development (ELD)</p>	<p>ELD programming supports newcomer students who have limited prior schooling, beginning in Grade 3. The program addresses learning gaps and supports students with adjustment to school life.</p>
<p>Literacy Enrichment Academic Program (LEAP)</p>	<p>A special program for students aged 9 (Grade 4) to 18 (Grade 12) who did not have the opportunity to attend school regularly before arriving in Canada. This program helps students learn English, and develop literacy and numeracy skills.</p>
<p>Mainstream Course(s)</p>	<p>All students, regardless of their first language or learning exceptionality, are included in a mainstream course. Some examples include: History, Geography, Science, Mathematics.</p>
<p>L1</p>	<p>Student's preferred/first language(s)</p>
<p>Home Language</p>	<p>The language predominantly spoken in the student's home</p>
<p>L2</p>	<p>The language of instruction = English, though it is important to note English may be a student's second language, or their third or fourth, etc.</p>

Criteria & Goals of ESL/ELD Programming

English as a Second Language (ESL)	English Literacy Development (ELD)
<ul style="list-style-type: none"> Students whose first language is other than English or a variety of English that is significantly different from that used for instruction. Students are learning the language of instruction while learning the curriculum. 	
<ul style="list-style-type: none"> Students are either born in Canada or are newcomers 	<ul style="list-style-type: none"> Students are newcomers. (Have arrived in Canada within 3-5 years or less)
<p>Students have had the opportunity:</p> <ul style="list-style-type: none"> to attend school regularly and consistently. developed literacy skills at age-appropriate levels in their L1. 	<ul style="list-style-type: none"> Students have had limited opportunity to access school Students had limited opportunity to develop literacy and/or numeracy skills at age-appropriate levels.

Direct support for language learning is offered during the early stages of language acquisition. Students who are approaching grade level proficiency (or who have transitioned out of ESL/ELD programming) still require program adaptations (i.e. accommodations and/or modifications) to ensure the progression of language acquisition and academic success.

Canadian Born ELLs & Newcomer ELLs

Canadian born ELLs include:		Newcomer ELLs include:
Children whose primary language is not English	<p style="text-align: center;">The primary language spoken in the home is one other than English or is a variety of English that is significantly different from that taught in Ontario Schools</p>	<p>Newcomer ELLs include: Children who have arrived in Canada within the past 5 years.</p> <ul style="list-style-type: none"> Landed immigrants Permanent residents Refugees International/Visa students Status unknown
Children born in Canada, left for a number of years and recently returned to Canada		
First Nation, Inuit or Métis children whose first language is other than English		

Language Acquisition Process

Language acquisition takes time, which varies depending on several factors. To better understand how best to support students, it is important to look at:

- Initial assessment
- Children’s prior educational experiences and accomplishments
- Prior experience with English
- Presence of learning exceptionalities
- Personal and Motivational Factors
- School and Classroom Environment
- Amount and quality of language learning support
- Supportive feedback
- Opportunities for interaction in English
- Involvement of parents and community

Source: [OME 2008](#),

Different types of Language Proficiency

It is important to note the difference between how language used in everyday social circumstances compares to academic purposes to ensure sufficient support is offered to students.

Basic Interpersonal Communication Skills (BICS)	Cognitive Academic Language Proficiency (CALP)
Everyday Language Proficiency includes:	Academic Language Proficiency includes:
Face-to-face conversation with peers and with a variety of school personnel	The ability to understand when there is less opportunity for interaction (e.g. when listening to a presentation, videos, books)
The ability to talk, read, or write about familiar content or about what is happening here and now	The ability to talk, read and write about more abstract content that has fewer connections to prior learning or personal experience
Use of high-frequency and familiar vocabulary in simple sentences	Knowledge of low frequency vocabulary and more complex sentences
Describe lived experiences	Describe action, ideas, theories, frameworks, etc.,
Develops in 2 - 5+ years	Develops in 5-7+ years

Source: [OME 2013](#)



Accommodations

Accommodations can be implemented in three ways:

1. **Instructional Accommodations:** changing teaching strategies, styles of presentation, use of technology and multimedia, offering different resources to support learning expectations.
2. **Environmental accommodations:** changes in the classroom space, preferential seating, lighting, proximity to classroom features such as speakers, or displays
3. **Assessment Accommodations:** changes in assessment procedures that enable students to demonstrate their learning, such as additional time, oral responses, student-led demonstrations, etc.

Accommodations need be implemented throughout the learning cycle in order for:

- students to familiarize themselves with various strategies
- understand which strategies work best for their learning needs and learning tasks
- Conditions that allow for gradual release of responsibility where students can advocate for their learning needs and ability to demonstrate their academic skills.

Who is entitled to Accommodations?

- Students who are learning English while they are learning the curriculum including:
 - Newcomers and Canadian-born students who are in ESL/ELD programming
 - Students who have recently transitioned out of ESL/ELD programming. Recall, that CALP takes 5 to 7 years, while formal ESL/ELD programming consists of 2-3 year on average and only in the early stages of English acquisition.
- Canadian-born students who may have left Canada for an extended period of time.
- Newcomers who may be (fairly) fluent in a variety of English
- Students who speak a dialect English that is different from what is in Ontario's classrooms.

Why should newcomer students who are fluent in English be receiving accommodations?

Students need time to adjust their understanding of

- how language is tied to learning expectations in Ontario's learning environment.
- Various forms of communication used in different subject areas.
- Various forms of assessments and learning expectations that are unique to the learning culture and environment in TDSB. (i.e. presentations, group work, essays and analysis of sources, implementing the inquiry model)

Newcomer students will need various strategies to help develop an understanding of learning expectations in order to effectively demonstrate their learning. Studies indicate that English is used differently throughout the world.

Source: [OME](#), p21

Accommodations

Accommodations need to be implemented, especially when formal ESL/ELD programming is not available to support ELLs/MLLs.

How to effectively implement accommodations for ELLs?

There are two key considerations to keep in mind when deciding on the most appropriate accommodations to support learning:

1. Consider the following information about your students before deciding on the most appropriate accommodations:
 - Students' linguistic backgrounds, educational backgrounds, and learning styles
 - STEP level or stage of language acquisition (please see page 10 for more about STEP)

Being aware of a students' level of english acquisition is critical to effectively accommodate for ELLs.

2. Consider the following information about the lesson plan before deciding on the most appropriate accommodations:
 - **Input:** What key information do you want your students to take in and retain?
 - How will this information be conveyed to in the lesson? (Orally? By watching a video? By reading a text? etc.,)
 - **Output:** How are students expected to demonstrate their learning to you? (by writing a paragraph, doing a presentation, creating a display, etc.,)

The charts below are a quick guide to support teachers in understanding different stages of language acquisition as well as appropriate accommodations to best support students learning. Please click on the appropriate link below to access this resource:

- For more details about STEP levels in **elementary**, please click [here](#).
- For more details about **secondary** ESL levels, please click [here](#).

Writing	ELD A	ELD B	ELD C	ELD D
	Beginning to assess simple questions using visual aids, L1, gestures and English	Beginning to respond to simple questions about personal experiences and subject content using L1 and English to generate ideas for writing	Beginning to write short texts using appropriate language for personal and academic purposes	Beginning to respond to questions using appropriate language for personal and academic purposes
	ESLA	ESL B	ESL C	ESL D
	Beginning to write simple sentences and paragraphs with accuracy	Beginning to write simple paragraphs with accuracy	Beginning to write paragraphs with accuracy	Beginning to write paragraphs with accuracy
Accommodation for support	Provide visual support such as pictures, maps, diagrams, etc.	Provide visual support such as pictures, maps, diagrams, etc.	Provide visual support such as pictures, maps, diagrams, etc.	Provide visual support such as pictures, maps, diagrams, etc.

Speaking	ELD A	ELD B	ELD C	ELD D
	Beginning to respond to questions using simple phrases	Beginning to respond to questions using simple phrases	Beginning to respond to questions using simple phrases	Beginning to respond to questions using simple phrases
	ESLA	ESL B	ESL C	ESL D
	Beginning to respond to questions using simple phrases	Beginning to respond to questions using simple phrases	Beginning to respond to questions using simple phrases	Beginning to respond to questions using simple phrases
Accommodation for support	Provide visual support such as pictures, maps, diagrams, etc.	Provide visual support such as pictures, maps, diagrams, etc.	Provide visual support such as pictures, maps, diagrams, etc.	Provide visual support such as pictures, maps, diagrams, etc.

Reading	ELD A	ELD B	ELD C	ELD D
	Beginning to understand simple words and phrases	Beginning to understand simple words and phrases	Beginning to understand simple words and phrases	Beginning to understand simple words and phrases
	ESLA	ESL B	ESL C	ESL D
	Beginning to understand simple words and phrases	Beginning to understand simple words and phrases	Beginning to understand simple words and phrases	Beginning to understand simple words and phrases
Accommodation for support	Provide visual support such as pictures, maps, diagrams, etc.	Provide visual support such as pictures, maps, diagrams, etc.	Provide visual support such as pictures, maps, diagrams, etc.	Provide visual support such as pictures, maps, diagrams, etc.



Modifications

Some ELLs will require modified expectations to ensure success given their language proficiency development. Modifications can mean:

- There are reduced learning expectations
- Expectations are simplified

Important Considerations:

- Teachers can modify expectations for ELLs for up to three years without an IEP.
- Teachers must indicate that modifications have been made by checking the ESL/ELD box on report cards.
- Parents should be made aware of the modifications that are being implemented.

Modifications should create entry points for students to engage in learning and language throughout as they explore different subject-areas. Students who no longer require modifications are still entitled to accommodations.

ELLs and Special Education

Monitoring student progress in language acquisition and academic success is key in determining if further support is needed.

For students who are demonstrating considerable difficulty in adjusting to school routines and/or in their ability to meet learning expectations with gradual independence, teachers should consider:

- If students were given enough time to adjust to their new learning environment
- If there were learning exceptionalities noted in the Newcomer Profile or TSAC assessment report
- Observations from other subject-area teachers

ELLs who may benefit from an IEP and ongoing academic support should be:

- Given a First Language Assessment (FLA) offered by the Multilingual team
- Brought to the IPRC

For more information about FLAs, please click [here](#).

Students can receive support from ELD/ESL and Special Education programming simultaneously. For more information, please click [here](#).

The STEP continuum

What is STEP?

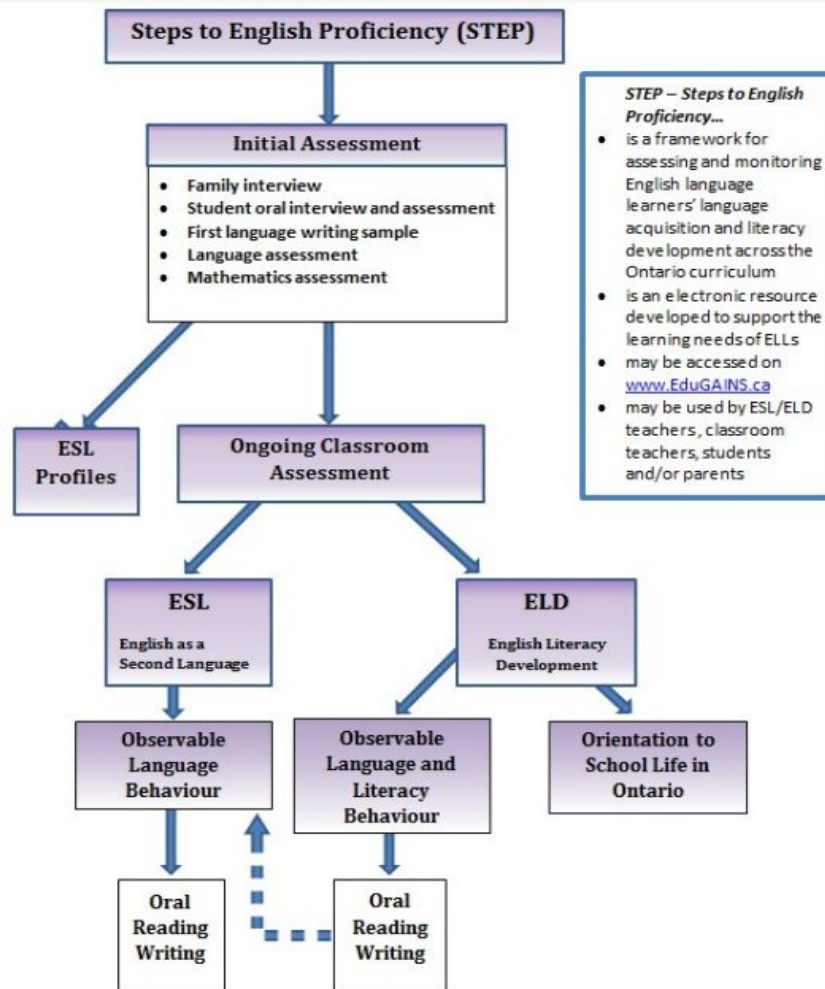
Steps to English Proficiency is a framework for assessing and monitoring the language acquisition and literacy development of English language learners across the Ontario Curriculum. The STEP continuum uses Observable Language Behaviours (OLBs) to help understand a student’s English language proficiency with respect to grade level language needs. As such, there are 4 STEP continua to reflect different division levels.

The purpose of STEP is to:

- Support initial assessments
- Support ongoing assessments
- Monitor and track students progress
- Inform effective implementation of accommodations and/or modifications
- Guide the selection of classroom resources

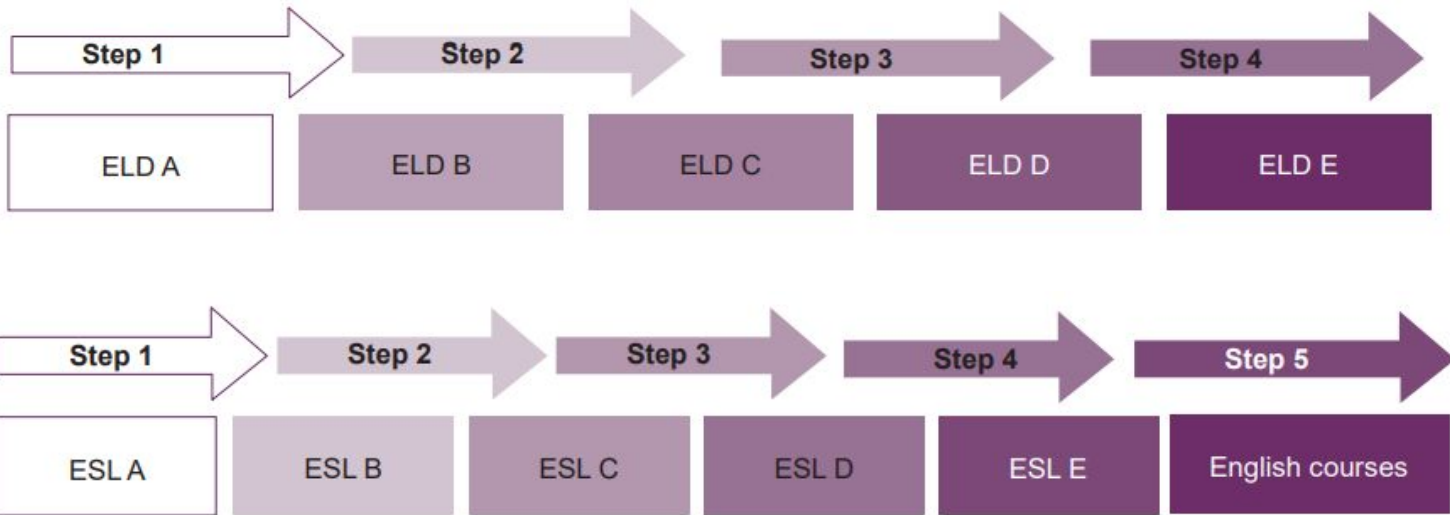
At the elementary level, TRELIS is used to track student progress in language acquisition. For more information about TRELIS, please access the TRELIS guide by clicking [here](#) or visit the ESL/ELD google site by clicking [here](#).

For more information about STEP, please visit the OME website or click [here](#).



The STEP continuum & ESL/ELD Courses

The STEP continuum can help teachers gain a better understanding of students' abilities and their progress in acquiring English. Each step is described in detail using Observable Language Behaviours (OLB). A separate OLB chart is designed for Listening/Speaking, Reading and Writing. The OLB charts can be used to design assessments and develop consistency within programming. To access the STEP continuum, click [here](#).



STEP Oral, Reading, and Writing Strategies

Strategies for English Language Learners on Steps 1 and 2

Oral	Reading	Writing
<ul style="list-style-type: none"> Allow students to respond in a variety of ways, such as communicating with gestures, and providing yes/no responses; Provide non-verbal cues such as objects, visuals, videos, demonstrations, and movement; Consider strategic language partners; Allow students of the same language background to use first language. Provide the necessary scaffolds such as, sentence frames and vocabulary lists to share their thinking in English; Allow students to observe and listen before they respond to a question or prompt; Simplify your sentence structures when speaking to students; Provide structured overviews of discussions for listening. 	<ul style="list-style-type: none"> Use a variety of simple texts with visuals, to introduce concepts of print, such as directionality and features of text; Introduce musical chants and poems that reinforce every and patterned speech; Create compilations such as illustrated life experience charts, for student re-reading; Allow students to re-read their first language; Allow students to re-read questions orally rationally; Encourage students to use language or dual-language. 	<ul style="list-style-type: none"> Explicitly teach concepts of print, such as one to one correspondence and directionality; Provide students with many opportunities to talk in English or first language.

STEP Steps to English Proficiency A Guide for Users Pgs-27-28

Strategies for English Language Learners on Steps 3 to 6

Oral	Reading	Writing
<ul style="list-style-type: none"> Provide multiple opportunities for students to paraphrase, extend thinking, justify and challenge points of view and elaborate on ideas using phrases such as I would like to add..., I heard you say...I disagree with...; Explain a complex procedure; Retell a story using figurative language; Provide opportunities for students to use academic vocabulary in their responses to questions and prompts; Summarize information from a non-fiction text. 	<ul style="list-style-type: none"> Model how to skim and scan texts as a pre-reading activity; Remind students to use the text features such as illustrations, graphs, captions and glossary to gain a better understanding of the text; Provide opportunities for Jigsaw Reading, so that each student becomes an expert on a section of a text and then shares information in the home group; Use book clubs to provide opportunities for students to talk about a book in depth and share their connections to the text; Help students to deepen understanding of texts by taking on the role of a character in the Hot Seat. 	<ul style="list-style-type: none"> Provide students with dual-language and illustrated dictionaries, thesauri, dictionaries of idioms, and glossaries; Model how to revise and edit at all stages of the writing process and co-construct editing checklists and task-based rubrics; Use student-teacher or peer dialogue journals.

Elementary ESL/ELD Programming

The chart below summarizes the different ways in which ELLs can be supported by their school communities. The type of programming offered is based on the learning needs of students, and/or based on available resources within a school.

Types	Programming	Support & Responsibilities
ESL Withdrawal Support	Ideal for students at beginning STEP levels A1-3. Small group withdrawal support to focus on language acquisition.	ESL/ELD teacher to complete Initial Assessment (if required) and ongoing assessments based on STEP continua. Track progress using TRELIS report 3x/year.
ESL In Class support	Ideal for students STEP level 4-6. ESL/ELD teacher, in collaboration with homeroom teacher, provides support with class work and assignments. Homeroom teacher to provide accommodations based on language acquisition needs.	ESL/ELD teacher to complete TRELIS report for progress term 1 and term 2. Indicating the accommodations student is receiving in class and progress in the STEP continua.
Self-Contained <i>Please refer to this page for details and procedures regarding this program.</i>	Recommended for Grades 4-8. Ideal for students at beginning STEP levels, (A1-2) and higher grade levels. Half day, small group self-contained program to focus on language acquisition, and curriculum expectations in Language and Math. Students are to be integrated in homeroom class for all other subject areas. Class cap of 16 students. Self-contained classes are based on school allocations.	Administration and ESL/ELD teacher to hold IST and submit class roster to ESL department; TRELIS report based on STEP continua 3x/year, as well as complete language, math and learning skills sections with comments and marks on the provincial report cards; June review.
LEAP	Ideal for Grade 4-12 newcomer students who have gaps in their learning due to missed opportunities for schooling in home country. LEAP classes in schools are based on school allocations.	Please see LEAP guide for more details.

When students transition from one type of programming to another, transition details should be outlined on the Term 2 TRELIS report. Please see the "[Understanding Transitions](#)" section for further details.

Elementary ESL/ELD Programming

Your role as an ESL/ELD Teacher

All elementary TDSB students who require ESL/ELD services receive support, either through the services of **itinerant** or **on-site** ESL/ELD teachers. The following suggestions will assist teachers who are new or returning to the role after an extended period.

Summary Overview of your role as an ESL/ELD Resource Teacher

- Identify students new to the school; facilitate welcoming procedures
- Facilitate communication with parents regarding school and community supports such as settlement workers and public libraries
- Assess new students and determine current STEP levels of English language acquisition, general literacy skills in the first language, and mathematical skills; complete Initial Assessment Summary and Newcomer Profile on TRELIS
- Communicate students' profiles and next steps to staff and parents
- Determine grouping needs for ELLs and the best models of service
- Collect students' timetables, create a schedule; distribute to students, staff, and administration
- Collaborate regularly with teachers to make suggestions for appropriate modifications and accommodations and to determine ways to support content area work
- Help to locate resources suitable for modifications/accommodations
- Provide instruction for ELLs and track their STEP levels on TRELIS
- Collaborate with core teachers to ensure accuracy in reporting
- Support decisions and accommodations regarding EQAO
- Provide input for IST/SST referrals and LEAP referrals

Identification of Prospective Students (Grades 1-8)

Newcomer and Canadian born students whose primary language is not English are entitled to receive ESL/ELD support. Protocols should be established for identifying students who may require support. Below are some suggestions for initial and ongoing identification of elementary students.

Initial	Ongoing
<p>Consult with former ESL/ELD teacher, Office Administrator or principal for:</p> <ul style="list-style-type: none"> • a list of students currently receiving ESL/ELD support - can be found in PowerSchool • a list of students new to the school (sort by arrival date) <p>If a list of ELLs and their STEPS is unavailable, or if you are filling a newly created ESL/ELD teacher position, introduce yourself to the school's Office Administrator who can print off a copy of the <i>Preparation for Ministry Reports</i> on PowerSchool. Check this document for students who have been in Canada for five years or less. Be mindful that not every newcomer will require direct ESL support.</p> <ul style="list-style-type: none"> • ask the classroom teachers to identify students who would benefit from ESL/ELD support. • examine the students' OSR's for additional information including Newcomer Profiles, requests for First Language Assessments, previous ESL/ELD Tracking Sheets, etc. 	<p>Establish a protocol with the Office Administrator whereby they will inform you of all new registrations as they occur throughout the year, e.g., the OA provides a copy of each new registrant's data card. Look-fors on the data card:</p> <ul style="list-style-type: none"> • Date of arrival in Canada • Country of birth • Home language • ESL/ELD support from a previous school/board <p>During a newly arrived student's registration, your OA will complete an Attestation Form that documents Canadian arrival date data for funding purposes, which should not be confused with the student's eligibility to receive ESL support. This form is photocopied on yellow paper and placed in the OSR.</p> <p>At the end of each school year, a list of students receiving ESL support and their STEP levels should be generated and left for the next teacher.</p>

Guide to Supporting ELLs (Grades 1-8)

In an ideal situation, a combination of withdrawal and in-class support would be provided to ELLs until they reach an overall STEP level of 5/6. However, with space and schedule restrictions that many schools face, often we have to veer from the ideal. The following are guidelines, as the needs of each student and school varies widely across the board.

STEP A1-2	STEP 2-3	STEP 3-4	STEP 4-6
<p>Students receive a combination of withdrawal/in-class support for approx. 200-300mins/week</p>	<p>Students receive a combination of withdrawal/in-class support for approx. 150-250 mins/week</p>	<p>Students receive a combination of withdrawal/in-class support for approx. 100-200 mins/week</p>	<p>Students receive more in-class and some withdrawal support for approx. 100-150 mins/week</p>
<p>Greater time allocated to students in higher grade levels, beginning step levels</p> <p>ESL/ELD box should be checked on the provincial report card to indicate modification of curriculum expectations in various subject areas</p>	<p>ESL/ELD box should be checked on the provincial report card to indicate modification of curriculum expectations in various subject areas</p>	<p>Homeroom teachers to provide accommodations as needed to support language needs in other subject areas</p>	<p>Homeroom teachers to continue to provide accommodations as needed to support the academic language needs of the students.</p>

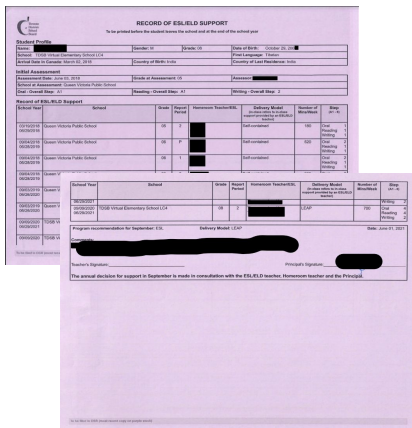


Tracking and Reporting: OSR Documentation

	Responsibility	Timeline	Reason
<p><u>Newcomer Profile</u></p>	<p>Elementary: Completed by ESL /ELD teacher after a brief interview with parents. Form found on TRELIS. Ideal to use interpreters. Gr. 1-8</p> <p>Secondary: Please refer to <u>Welcome Package</u> for guiding questions when welcoming/registering newcomer students</p>	<p>To be completed within the first month of newcomer students registering in your school for the first time.</p>	<p>Provides more information regarding student’s educational background, strengths and needs. Required to request First Language Assessment and/or LEAP application</p> <p>The completion of this form will inform decisions pertaining to timetabling and/or supports needed by the student.</p>
<p>Initial Assessment <u>TDSB</u> <u>ERGO</u> <u>EduGAINS*</u> *password protected</p>	<p>Elementary: ESL/ELD teacher.</p> <p>Secondary: Please refer to <u>Welcome Package</u> for quick diagnostics resources to support timetabling</p> <p>TDSB Secondary Assessment Center (TSAC) completes the initial assessment for both English and Math for all newcomer students. Guidance counselors need to complete a <u>google form</u> in order for appointments to be booked.</p>	<p>To be completed within the first couple of months should the newcomer student require ESL support.</p> <p>The TSAC team strives to book initial assessments as quickly as possible. Assessment reports are sent to school guidance departments by the next school day.</p>	<p>Provides initial language acquisition STEP level. Used to guide programming and determine types of support that is necessary.</p> <p>Students should be timetabled as students await assessment results from the TSAC team</p> <p>All students are entitled to education and should begin school to support acclimatization process.</p>
<p><u>First Language Assessment</u> (when applicable)</p>	<p>Elementary: Homeroom or ESL/ELD teacher to complete request form. Assessment will be completed by Multilingual Assessment Team.</p> <p>Secondary: Guidance counselor or administrator after an IST meeting where all teachers have shared observations and evidence about student progress.</p>	<p>Request to be completed within 3 years of arrival. Some exceptions on a case by case basis.</p>	<p>Provides more information about student’s academic abilities in their first language. The FLA can be used to support requests of special education support and/or LEAP application</p>



Tracking and Reporting: OSR Documentation

	Responsibility	Timeline	Reason
<u>TRELLIS Progress Update</u>	<i>Elementary:</i> Most often by the ESL/ELD teacher in collaboration with homeroom teacher.	To be completed with each reporting period (3x/yr) (All strands, 2-4 elements & some sub-elements)	To track student's language acquisition through STEP
Provincial Report Card	<p>Homeroom teacher in collaboration with ESL/ELD teacher.</p> <p>ESL/ELD box is checked if the expectations are being modified for language learning needs.</p> <p>Please note that report cards are translated in multiple languages and are available on <u>TDSB Web</u>. Please scroll down to "Report Card Translations" on this page.</p>	<p><i>Elementary:</i> to be completed 3x/yr</p> <p><i>Secondary:</i> 2x/yr- midterm and course end</p>	To provide achievement levels, progress and final grades.
Record of Support	<p><i>Elementary:</i> ESL/ELD Teacher</p> <p><i>Secondary:</i> not applicable</p> 	<i>Elementary:</i> At the end of each school year ESL/ELD teacher to print record of support on purple sheet and place in OSR	To ensure a smooth transition between schools within and outside of TDSB

Understanding the Self-Contained Program

The ESL/ELD Self-Contained Program provides literacy and numeracy focused instruction to support language acquisition and development for 50% of the day. Students are integrated with their cohort for the remainder of the day for instruction in Science, Social Studies, French, Arts & Health & Physical Education. The Self-Contained ESL/ELD program has a class cap of 16 students and is ideal for grades 4-8 students who have been assessed at STEP levels A1-2. It is recommended that Self-Contained classes are grouped by division (Gr. 4-6 or Gr. 6-8).

Criteria:

- Newcomer students (within 3 years of arrival)
- Grades 4-8
- Overall STEP level A1-2 based on initial and ongoing assessments

Programming

- Student participation in self-contained program generally **does not exceed 2 years**
- An adapted Literacy and Numeracy curriculum focus in conjunction with language acquisition
- Up to 150 mins/day of small group instruction - Self-Contained classes capped at 16
- Students should be grouped by division with a combination of grades and STEP levels
- Introduction to big ideas from Science and Social Studies Curriculum
- Program can be provided either in the AM or PM based on scheduling needs of the school

School-Based ESL/ELD Self-Contained Placement Process

- ESL/ELD/classroom teacher creates an ILP for students who meet the criteria above.
- An IST meeting inclusive of the Principal/Vice-Principal(s), ESL/ELD teacher, homeroom teachers and parents/guardian/caregiver, is scheduled to discuss the benefits of the program and review effective programming and strategies to support the learning needs of the student.
- IST team provides recommendations including full integration, in-class withdrawal support or self-contained placement
- In September, principal submits [Self-Contained class roster](#) to the (ESLELDDept@tdsb.on.ca) and keeps updating the roster throughout the school year.
- An ESL team inclusive of Principals, ESL/ELD teachers and homeroom teachers meets in June to review students' progress and determine next steps including readiness to exit the program. Recommendations will be recorded on TRELIS (full integration, in class withdrawal support or self-contained placement) including details of effective learning strategies to support transition.
- Self-Contained ESL/ELD teacher shares details regarding students' transition strategy with homeroom teacher(s)
- Principal ensures a copy of Term 2 TRELIS report and a copy of the Record of Support (purple card) is updated and placed in the OSR. (See "Understanding Transition" section for steps regarding this process).

Understanding Transitions

Transitions of ELLs refer to the movement of a student in a variety of contexts, such as: upon entry to school; between grades; from one program area to another; when moving from school to school; from an outside agency/facility to a school; from elementary to secondary school.

- Transition plans must be developed for all ELLs.
- The transitions of ELLs from various ESL/ELD programs should be gradual.
- Transition plans, along with TRELIS progress updates, and the Record of Support must be stored in the Ontario Student Record (OSR) documentation folder.
- ELLs are entitled to appropriate ESL/ELD accommodations and/or modifications to support their language acquisition within all delivery models.

A **Transition Plan** should be completed on the Term 2 TRELIS - Ongoing Assessment (see image below) to be included in the Record of Support:

- Check the box to indicate whether ESL/ELD support is needed or if it's being discontinued for the following school year.
- Select the appropriate *delivery model* (Full-Integration, Withdrawal, In Class support)
- Complete the **“Comments re: September Placement”** section with an overview of the student’s strengths and areas of needs, effective strategies for language acquisition development and appropriate supports such as accommodations and/or modifications that are required for continued growth and a successful transition.
- Record of Support (found under the “Reports” heading in TRELIS) should be printed on purple paper and placed in the OSR.
- Transition plan to be shared with appropriate school staff.

The screenshot shows the TRELIS Ongoing Assessment form with several sections highlighted by yellow callouts:

- Q27:** First Language Assessment requested (if applicable):
- Q21:** Overall Comment: Enter strengths, needs, and next steps here. Comments print on the ELL Progress Update. Please note: if a comment is not entered, an empty box will be printed.
- Q23 & 24a:** Is ESL/ELD Support needed in September? Yes No. Placement In September: ESL ELD. Delivery: Self-contained.
- Q24b:** Is ESL/ELD Support needed in September? Yes No. Discontinued from ESL/ELD Program: 06/30/2016.
- Q24a:** Comments re: September Placement: Please note: if a comment is not entered, the box will not print. Comments print on the Record of ESL/ELD Support, not the ELL Progress Update.
- Q10c:** Save, Return, Save & Update Trillium.
- Q12:** Every time you see the "Save & Update Trillium" button, click it.

A separate callout box on the left states: "When you select 'No', you will get the Discontinued from ESL/ELD Program option".

Understanding Transitions

Transition from Self-Contained to ESL/ELD Support

A student is ready to exit the Self-Contained program at any time during the school year, when they have reached an overall STEP 3 level, upon parent request, or if they have been in the program for a maximum length of 2 years. Self-Contained teacher completes transition plan as outlined on [this slide](#).

Transition from LEAP to another ESL/ELD Program

A student may exit the LEAP program at any time during the school year, when they are performing at or near grade level in literacy and mathematics, upon parent request, or if they have been in the program for the maximum length of 3 years. LEAP teacher completes LEAP Exit Form outlining effective transition strategies, as well, completes a transition plan as outlined on [this slide](#).

Grade 8 to 9 Transitioning of ELLs

The TDSB Secondary Assessment Centre provides Grade 8 to 9 transition assessments to facilitate appropriate placement and programming for newcomer students (within 3yrs of arrival) transitioning from elementary to secondary schools. Homeroom teacher outlines details regarding effective programming strategies in *myBlueprint* for all ELLs. ESL/ELD teacher completes transition plan as outlined on [this slide](#). Please see [click here](#) for further details regarding Grade 8 to 9 transitions.

Transition from ESL/ELD Support to Full Integration

When a student reaches an overall STEP level 4, they may be fully integrated into the homeroom classroom. The homeroom teacher and ESL/ELD teacher continue to monitor and track the student's progress. Students may still receive in-class/withdrawal ESL/ELD support if needed. ESL/ELD teacher completes transition plan as outlined on [this slide](#).

Transition from ESL/ELD Support to Full Discontinuation

Students (STEP 4+) who have been successfully integrated into their homeroom class will continue to experience growth and success with language acquisition. Once continued growth has been observed, a student may be ready to be discontinued from the ESL/ELD program. ESL/ELD teacher completes transition plan as outlined on [this slide](#). Please see [this page](#) for further details regarding demitting students.

Understanding Transitions

Transition from Grade 8 to 9

Beginning in March of each school year, the TDSB Secondary Assessment Centers (TSAC) provides transition assessments for grade 8 ELLs (within 3 years of arrival) progressing to high school. These assessments provide teachers, parents/guardians, students and secondary schools with information regarding students' readiness for grade 9 math, English or whether continued ESL programming is advised.

- Elementary and middle schools with grade 8 programming will be contacted about transition assessments via email.
- School staff complete a google form for each student requiring an assessment. Please note that the google form to book grade 8 assessments changes every school year and can be found [here](#).
- A TSAC team member will contact the school about where and when assessments will be conducted.
- Observations are shared with home schools. A copy of the assessment report is to be printed and included in the OSR.
- Assessment reports, observations from the homeroom teacher as well as the wishes of the student and their families should all be considered when selecting courses for high school.
- Administrators should allow students to alter their course selection on myBlueprint if required.
- The student's future high school may need to be informed of course selection changes to ensure changes are implemented in their timetable for the subsequent school year.

Please print and include the Grade 8 Assessment Report in the student's OSR.

Assessments may be conducted virtually based on the needs of the school, students and families.

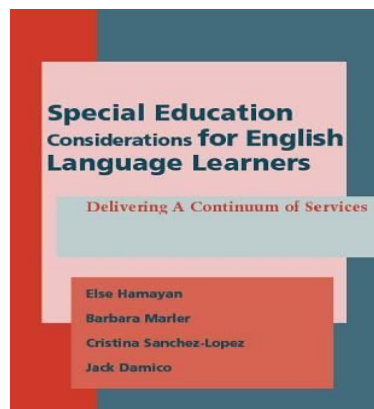
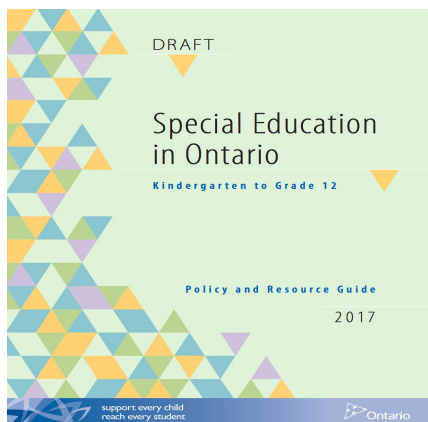
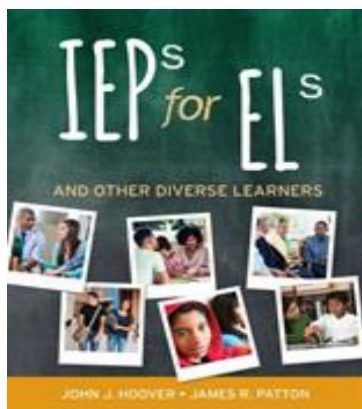
For up to date information about grade 8 assessments, please refer to the TDSBWeb by clicking [here](#).

For further questions, please contact the [TDSB Secondary Assessment Centres](#)



ELLs and IEPs

Please click on the documents below as they are hyperlinked to the respective resource.



Misconceptions	Policies and Practices in TDSB
<p>Students cannot receive both ESL and Special Education support.</p>	<p>Where special education needs have been identified, either in the initial assessment or through later assessments, students are eligible for ESL or ELD services and special education services simultaneously. The development of an Individual Education Plan (IEP) for an English language learner needs to take into consideration both needs related to language learning and needs related to the student's exceptionality.</p>
<p>Documentation similar to an IEP is needed to modify curriculum expectations for ELLs</p>	<p>An IEP is not necessary nor appropriate to use for the purpose of capturing modifications for ELLs. Modified expectations are documented on report cards. Additional documentation will note the unit, lesson and day plans and in student portfolios.</p>
<p>More detailed information about policies pertaining to ELLs and Special Education can be found on TDSBWeb or by clicking here.</p>	



Secondary Programming

Important Note Regarding ELLs, Newcomers and Equity: Secondary schools are responsible for providing programming that addresses the needs of ELLs. Families have the right to attend their homeschool; schools have the responsibility to provide programming that meets ELL needs regardless of course readiness versus courses offered at schools.

Roles & Responsibilities of all Secondary Teachers

All teachers are responsible for providing support to English language learners, regardless of their teachables and timetables. Support extends beyond the ESL or LEAP program as needed. When working to support ELLs, please consider the following:

- The specific strengths and demonstrated abilities of the student, alongside course expectations to inform decisions about accommodations and/or modifications.
- Grade level & ESL/ELD level and what these levels indicate about possible accommodations required in their courses. For more information about this please click [here](#).
- Social/emotional impact of adjusting to a new school environment. Staff should work closely with community partners to ensure newcomers, ELLs and their families/caregivers have the support they need.
- Intentional and specific support for English acquisition and opportunities to integrate multilingualism in all learning environments

Each teacher is responsible for ensuring that appropriate and effective accommodations or modifications are implemented throughout the duration of a course and particularly during assessments and evaluations. For more information, please see page [8](#).

08 Courses & School-wide Programming to Support ELLs

Using -08 coded courses (not to be confused with streaming) is a highly effective way to accommodate and support ELLs to continue to learn new concepts and skills while they are learning a new language. This practice allows central departments to track the number of students receiving ESL/ELD support in secondary schools and provides information for funding, support and allocations. Additionally, these courses ensure greater opportunity to meet graduation requirements. -08 courses can support students in both ESL or LEAP programming and students who have recently left the ESL program.

Sample Courses:

MTH1W8, BTT108, GLS208, HIF208, CIVCAR208

Important Note: ELLs in mainstream courses (those *not coded with -08*) are entitled to accommodations and/or modifications to ensure equitable opportunities for success are accessible and readily available.

Secondary Programming

Roles & Responsibilities of Guidance Counsellors

The following suggestions aim to help Guidance Counsellors in supporting newcomer students and ELLs who are new or returning students.

- Identify new students to the school; facilitate welcoming procedures. Please review the [Welcome Package](#) and the “[First Visit](#)” document in particular for more information.
- Connect with [assessment centres](#) to book an appointment if necessary
- Ensure appropriate programming, course placement and schedule based on initial assessments and student’s learning goals.
- Guide students with programming towards graduation and post secondary options.
- Coordinate supports for ELLs with various subject teacher, such as evaluation during evaluations
- Support students/families by connecting them to community services/resources
- Connect students and their families to [Mental Health & Wellness](#) resources and community services. Students and families may wish to explore the linguistically diverse resources curated in the [Virtual Heritage and Culturally Responsive Lounges](#).

Roles & Responsibilities of ESL/ELD Teachers

The following suggestions aim to help ESL/ELD teachers in supporting newcomer students and ELLs who are new or returning students.

- Identify ELLs in the school in addition to their STEP/ESL levels
- Ensure ESL/ELD programming supports the progression of language skills in English and various other subject-areas.
- Ensure ELLs leaving the ESL/ELD programming have a transition report completed.

Roles & Responsibilities of Leadership Team

The following suggestions aim to help, ACLs, administrators and other leaders in the school in supporting English Language Learners.

- Establish a procedure to create a [welcoming environment](#) for newcomer students.
- Establish a procedure for sharing students’ ESL/ELD levels with staff
- Establish a procedure for implementing accommodations for large-scale and/or final assessments
- Establish a procedure to track [student success and transitions](#) out of ESL/ELD programming

Secondary Programming

Best Practices for Linguistically Responsive Teaching

Important considerations when understanding the differences between L1 (first language) and L2 (English) learning for classroom practices:

- Pre-production or silent phase should not be equated with limited academic or cognitive ability. For more information about the acculturation process please click [here](#) and scroll to page 7.
- Exposure to proficient English speakers will not result in interaction and interaction will not result in language development. English language acquisition takes place with intentional and structured opportunities to practice and develop language skills.
- L2 language fluency for academic purposes ([CALP](#)) develops later than L2 proficiency used for various social contexts ([BICS](#)) and are distinctly different. Newcomer students with limited literacy skills in English may take up to five years to develop age appropriate competence in social communication skills. It can take up to seven years to reach an appropriate level of academic competences in a new language.
- Creating a learning environment that values the capacity of ELLs and allows students to share their prior learning are essential to an inclusive learning environment.
- Drawing from lived experiences and their L1 as a resource for learning.
- Teachers monitor their own language in the classroom (idioms, non-literal, colloquial expressions) and consider language expectations embedded in assessments.

Multilingualism in Learning and Assessments

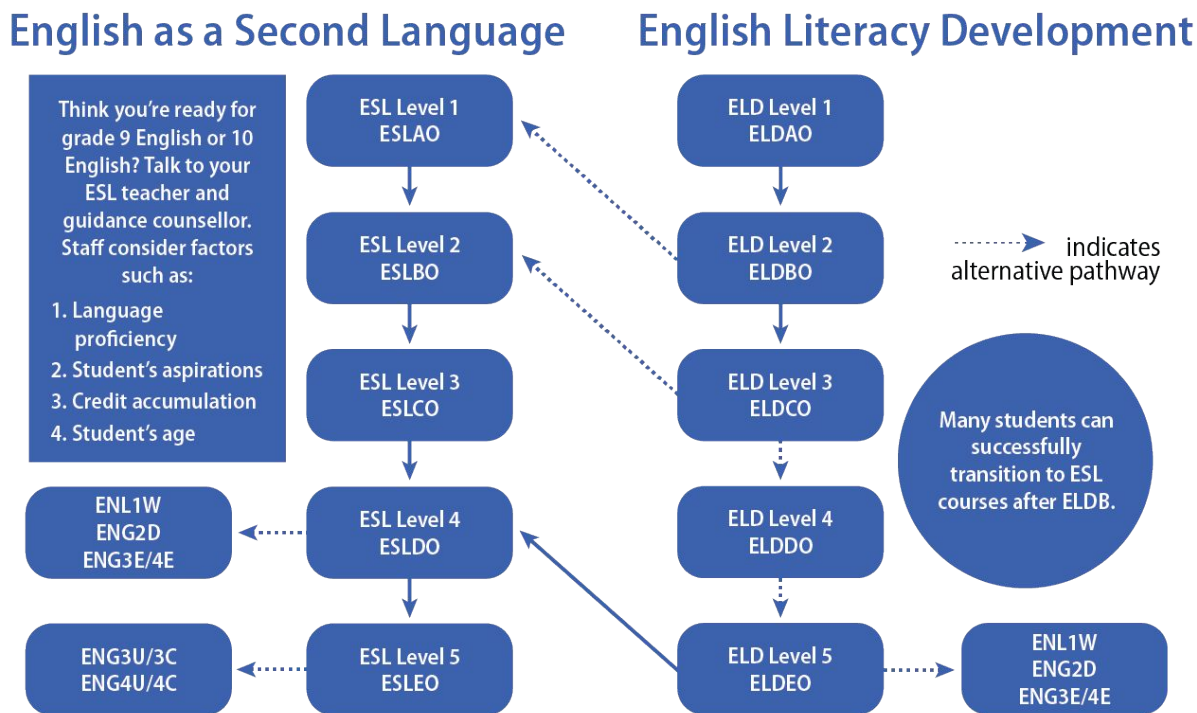
The updated Language Curriculum outlines the importance of an asset-based approach to language instruction that allows students opportunities to demonstrate their learning and thinking using their first language. Multilingualism allows for ELLs to become contributors in the learning environment. For more details regarding effective language and literacy program that supports the success of English language learners please refer to the [Planning Language Programs for English Language Learners section in the Language \(2023\) Ministry document](#).

Research suggests that competence in multilingualism plays a significant role in students' academic performance. As part of creating a welcoming school environment, schools are encouraged to incorporate [multilingualism in assessment](#) and learning by *providing opportunities for ELLs to learn and show their understanding in their first language*.



ESL/ELD/English Pathways

The following diagram is a sample pathway which indicates how a student in ESL may progress from ELD and ESL courses into mainstream English courses.



*Note: These courses will not delay a student's ability to achieve an OSSD.

Below is an example of a timetable that can support an ELL's progression toward an OSSD as well as support their language acquisition.

Semester 1	Semester 2
ESLAO8 - Level 1	ESLBO8 - Level 2
PPL10* - Healthy Active Living Education	MTH1W1 - Grade 9 Math
ADA108 - Drama grade 9 Open; AVA108 - Visual Arts grade 9 Open	GLS10 - General Learning Strategies
CGC1D - Issues in Canadian Geography	BTT1O1 - Information and Communication Technology in Business

*Students may be placed with their peers of the same age in addition to considerations of their English language proficiency.



All newcomer students of secondary school age should have an assessment of their English language proficiency and mathematics skills at one of the TDSB's two assessment centres (or hub-school locations) after registering at their secondary home school based on address. The two primary locations are:

West End Secondary Assessment Centre

777 Bloor Street West, 4th floor
416-393-0542

Georges Vanier Secondary Assessment Centre

3000 Don Mills Road East
416-395-9440

Steps to Support Students begin school:

1. Students are supported through the registration process and welcomed at their home school.
2. Guidance counsellors may contact the [TDSB Secondary Assessment Centres](#) for an initial assessment for students who are: new to Ontario, Canada; returning to Canada after 6 months or more, previously homeschooled and/or new the public school system.
3. Students families/caregivers will be contacted directly by a TSAC staff member to book an appointment.
4. Students are timetabled and begin attending classes as they await their initial assessment. Guiding questions to support guidance counsellors developing a timetable can be found in the "[First Visit](#)" document on page 5.
5. In the interim, the math, English or ESL teacher should conduct assessment for learning to determine which courses can best support student learning and student success. Teachers may use the assessment tools provided [here](#).
6. A copy of the completed initial assessment will be emailed to the guidance counsellor. A copy of the report should be placed in the OSR.
7. The English/ESL teacher and math teacher should review the results to understand how best to support the student.

Why should teachers conduct their own assessments? It is important to note that assessments done by the TSAC team are based on one day's observations. As students adjust to their new settings, they may feel more comfortable to either activate prior learning more readily, and/or take greater risks to demonstrate their abilities. As such, continued assessment is encouraged.

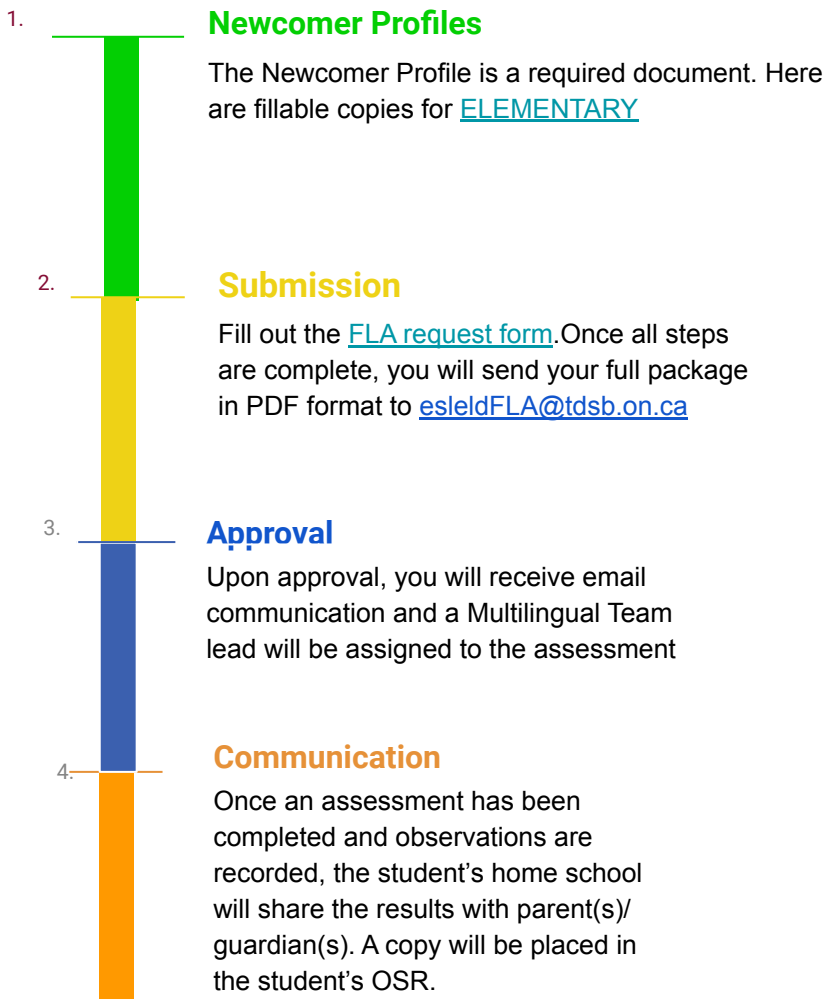
What are next steps for schools where ESL programming is not currently offered? Secondary schools are responsible for providing programming that addresses the needs of all children living in the surrounding community, including ELLs. Families have the right to attend their homeschool; schools have the responsibility to provide accommodations, modifications and supports to support student learning. If parents/caregivers decide to attend an alternative school site, the home school is required to support the family with transition and transportation.

First Language Supports

First Language Assessments

Our Multilingual Assessment team is centrally located and consists of four team leads. They, along with part-time members, are in charge of administering First Language Assessments. All assessments are conducted in-person unless a student is registered as virtual. Please ensure that you have reviewed the [protocols](#) for First Language Assessments.

Further instructions regarding FLAs can be found under the [Multilingual Assessment Services](#) Tab on the TDSB ESL/ELD webpage (TDSBweb ➔ Teachers ➔ Teaching & Learning ➔ ESL/ELD ➔ Multilingual Assessment Services).



A First Language Assessment is commonly requested when a newcomer student is demonstrating a need for support beyond what is provided through ESL/ELD programming. In these circumstances, an FLA can provide insight about a students' academic skills, strengths and needs in their first language. An FLA can indicate if language learning needs attribute to academic and/or social/emotional challenges a student is navigating. FLAs are conducted in the student's first language or language of instruction.

The Multilingual team does not provide interpretation or translation services. Please note that the TDSB has many resources for interpretation and translation services which can found [here](#).



Discontinuation of Support

It is recommended that support for ELLs be reduced gradually to ensure continued academic success. Students are entitled to accommodations while becoming fully integrated in their grade level programs and classes. The decision to discontinue ESL/ELD support is made by the principal in consultation with the student, the parents, ESL/ELD and classroom teachers. The following recommendations are based on Ministry guidelines. Schools are encouraged to consider individual student needs before officially discontinuing ESL/ELD supports.

Elementary	
Overall STEP 4 level - student is considered to be approaching grade level language proficiency	Reduce amount of direct support and begin integration with accommodations
Overall STEP 5 or 6 level - student is considered to be at grade level language proficiency	Discontinue ESL/ELD support - may still require some accommodations (outline supports in transition plan)
Please refer to the TRELIS Guide for information regarding discontinuation of support at different times of the year	TRELIS Guide Frequently Asked Questions Q24a / Q24b
Secondary	
<p>OME recommends students exit ESL programming after completing ESL E or as ELLs are approaching step 5. In circumstances where students cannot complete the full ESL program, please refer to pg 21 for ESL/ELD English pathway. Additionally, some students may exit the program sooner based on a variety of factors such as age, language proficiency, credit accumulation, etc.</p> <p>Discontinuation of support needs to be recorded in PowerSchools. For detailed instructions, please see the instructions on the Student Success site, or click here.</p>	<p>Important Note: Formal ESL support is offered through ESL courses for approximately 2.5 years during the earliest stages of language acquisition. Students who have left the ESL/ELD program are still entitled to accommodations for 5 to 7 years from their date of arrival. Schools have the responsibility to ensure that accommodations and modifications are in place as required in subject specific courses, in order to support language and ensure equitable opportunities for success.</p> <p>Some schools may offer -08 coded courses however, accommodations in all classes mean curriculum expectations remain the same and offer support to reflect varying language needs of ELLs.</p>
<p>It can take 7+ years for ELLs to achieve academic English language proficiency. As direct support is reduced or discontinued, accommodations are highly recommended in order to ensure students' continued academic growth and success. For more information please review this document.</p>	

Interpreters / Translators

I need an interpreter for parent-teacher interviews or other meetings	I need written translations of forms or report cards
<p>A list of TDSB-approved interpreters can be accessed from TDSBweb under “Services” pull-downs: Interpretations/Translations</p>	<p>TDSB forms: TDSBweb Homepage → Principals’ Site (top of the screen) → Forms → Student Support (Developmental history, Pediculosis, Online Code of Conduct, etc.)</p>
<p>Here you will find the list of interpreters and booking/payment procedures, as well as information to access Over-the-Phone Immediate Interpretation (OPI).</p> <p>Instructions: HOW TO ACCESS AN OVER THE PHONE INTERPRETER</p>	<p>Reporting: TDSBweb Homepage → Principals’ Site (top of the screen) → Student Support → Achievement and Reporting (Interview letter, Report card templates)</p>
<p>Additional school communications have already been translated and can be accessed here. TDSBWeb → Translation and Interpretation → Click “Check this List” in the body of text → Translated Documents</p>	

Supports for Newcomer Families

Settlement Workers in Schools (SWIS)

- [TDSB Web](#)
- [2022-2023 Spreadsheet by school](#)

Settlement Workers in Schools (SWIS) are available to assist teachers in their outreach to newcomer parents. Settlement workers focus their outreach on families and students who are in their first years in Canada or who have “first-year settlement needs”. Services to clients of all immigration status are facilitated where feasible. Please consult [this list](#) to identify the settlement worker contact for your school.

More information about the TDSB’s Settlement Workers can be found by going to [TDSBweb Homepage](#) → [Principals’ Site Home Page](#) → [Parent and Community Engagement](#) → [Settlement Workers](#)



Supports for Newcomer Families

You also will find helpful information for newcomer families at:



Resources for Teachers

[TDSB ESL/ELD Google Site](#)

[ESL/ELD Department Shared Drive](#)

[ERGO Classroom Resources](#)

[Translated Documents](#) (e.g., permission forms, anaphylaxis, Code of Conduct, etc.)

[Welcome Package](#)



Community Resources

These supports will help students and families:

- ✓ Family and mental health
- ✓ Skill development
- ✓ get a language assessment
- ✓ register for language classes
- ✓ find a place to live / navigate housing
- ✓ sign up kids for school
- ✓ learn about community services
- ✓ navigate the medical system
- ✓ Look for work

Community Resources



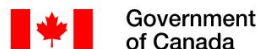
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Newcomer
Information
Centre](#)



[Newcomer
Youth
Engagement
Program](#)



[Youth
Community
Resources](#)



[Newcomer
Services
\(search by
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[COSTI
Immigrant
Services](#)



[211 Community
and City
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[TDSB
Welcoming
Communities](#)



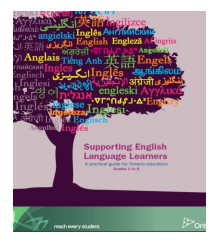
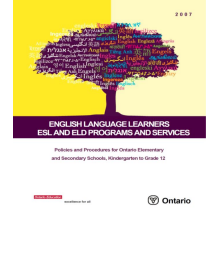
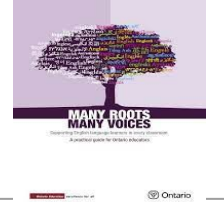
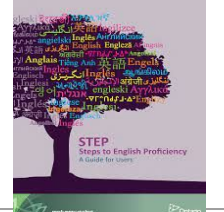
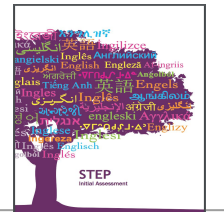
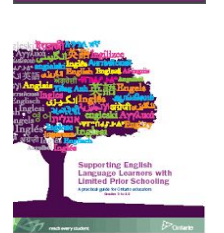
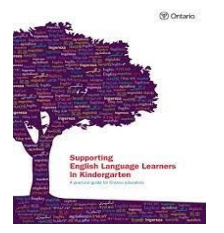
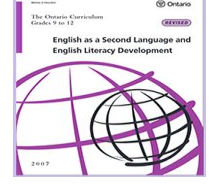
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service for free.](#)



[Instructions to
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service for free.](#)

Getting Started: Ministry Documents to Support English Language Learners

Ministry of Education and are available at the [ministry website](#).

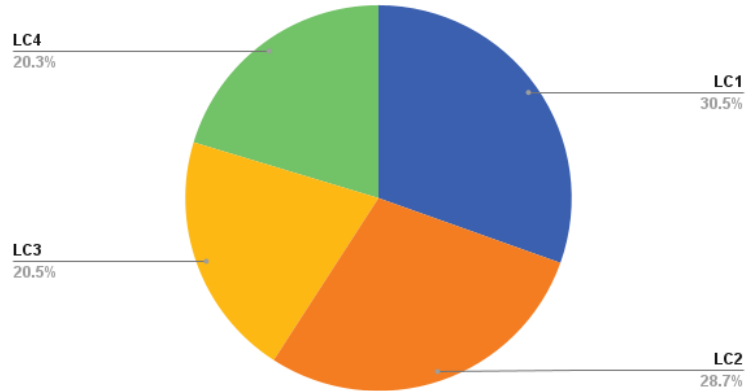
	<p><u>Supporting English Language Learners: A practical guide for Ontario educators, Grades 1-8</u> (Resources tab)</p> <p>Provides information on understanding ELLs, initial reception and assessment, stages of English language acquisition, and strategies for support and adaptation of the Ontario curriculum.</p>
	<p><u>English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12</u> (Policy tab)</p> <p>Sets out mandated policies, procedures, and responsibilities from the Ministry of Education that support the development and implementation of programs for English language learners.</p>
	<p><u>Many Roots, Many Voices: Supporting English language learners in every classroom – A practical guide for Ontario educators</u> (Resources tab)</p> <p>Presents specific tips for teachers who have ELLs in their mainstream classrooms.</p>
	<p><u>STEPS: Steps to English Proficiency. A guide for users.</u></p> <p>Steps to English Proficiency (STEP) is a framework for assessing and monitoring the language acquisition and literacy development of English language learners across The Ontario Curriculum.</p>
	<p><u>STEPS: Initial Assessment</u></p> <p>Provides a baseline information about an English language learner’s (ELLs) level of English proficiency and literacy development</p>
	<p><u>Supporting English Language Learners with Limited Prior Schooling: A practical guide for Ontario educators, Grades 3-12</u> (Resources tab)</p> <p>Provides suggestions for teachers of ELLs who have significant gaps in their formal education.</p>
	<p><u>Supporting English Language Learners in Kindergarten: A practical guide for Ontario educators</u> (Resources tab)</p> <p>Offers important information, strategies, and resources to help teachers meet the needs of kindergarten ELLs – those born in Canada and those arriving from other countries.</p>
	<p><u>English as a Second Language and English Literacy Development</u></p> <p>This document replaces The Ontario Curriculum, Grades 9 to 12: English as a Second Language and English Literacy Development, 1999</p>



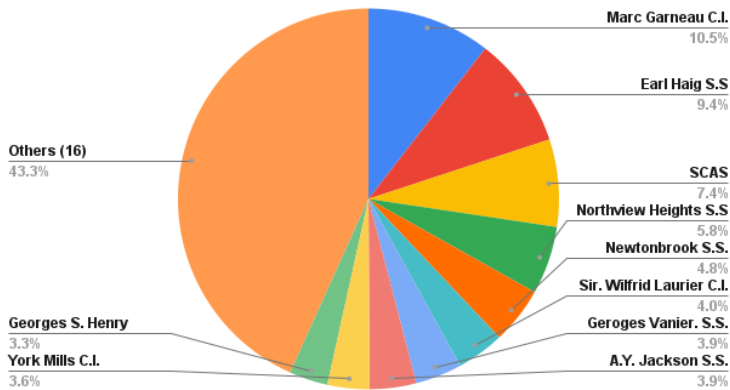
TDSB TSAC DATA

- Supporting TDSB Schools - 70
 - Georges Vanier - 26
 - West End - 44
- On-site Assessments - 31 schools
- # of Completed Assessments - 2302
 - Georges Vanier - 1038
 - West End - 1265

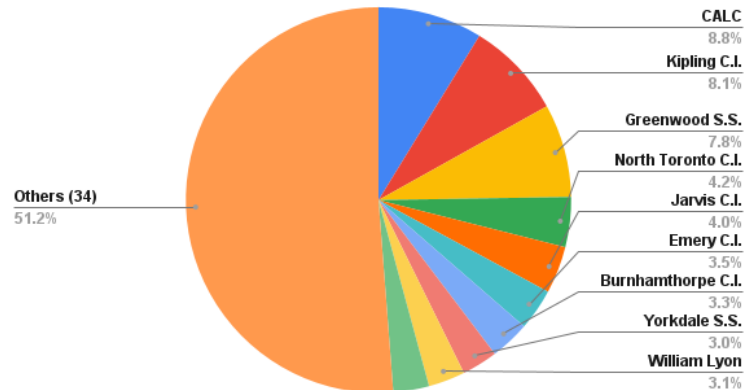
TSAC Assessment Request by Learning Centre



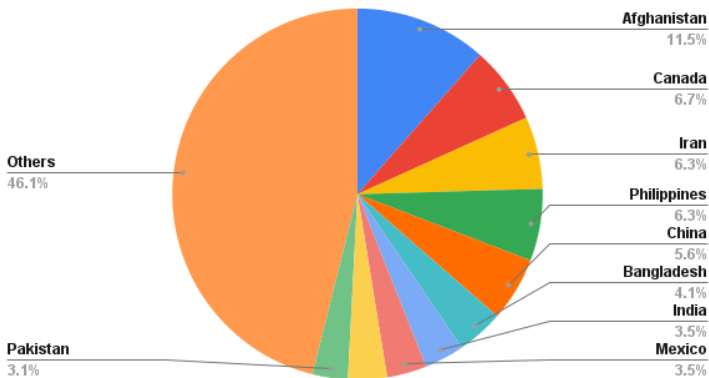
TSAC@Georges Vanier (Top 10 Schools)



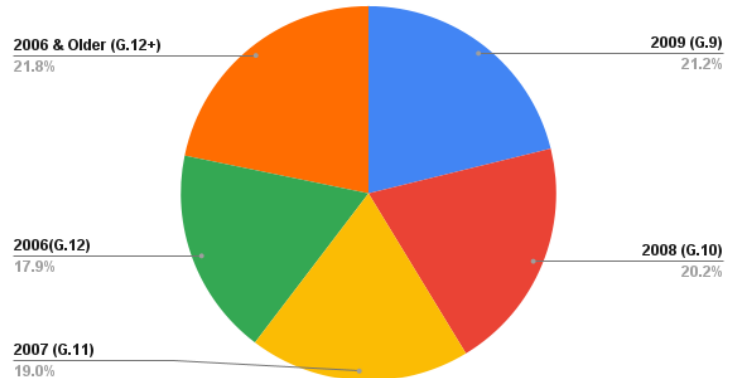
TSAC@West End (Top 10 Schools)



Assessments Completed (Top 10 Country of Birth)



Assessments Completed By Grade (Year of Birth)



Starting School: Registration Guide

STEP 1

Make an account on the website below:

<https://www.tdsb.on.ca/Find-your/School/Registration>

To make an account, you need:

- An email address
- A phone number

Complete all parts of the registration

Need help with registering?

- There are videos to help <https://www.tdsb.on.ca/Find-your/School/Registration/Online-Registration-Help>
- You can ask for a paper copy of the registration form.
- You can book an appointment with a guidance counsellor. Please ask for a translator if you think it will help you.
To book an appointment: **416-397-XXX** ext. XXXX
Email: Myschool'semail@tdsb.on.ca

STEP 2

After 1 or 2 days, the school will email or call you for an appointment.

Parents/Guardians will meet with a guidance counsellor. The appointment will take **30-45 minutes.**

You will need to bring documents showing:

- Proof of age
- Letter of Admission
- 2 documents showing proof of address

What will happen during this first appointment at school?

- Bring school records to this appointment, if possible.
- Parents and students will choose courses.
 - Parents and students will receive a timetable.
 - Students will be able to begin attending school.

STEP 3

Some students go to a TDSB Secondary Assessment Centre (TSAC) for an English and Math assessment.

Which students go to TSAC?

- New to Ontario, Canada
- Returning to Canada after 6 months or more
- Students new to public school or homeschooled

Observations from the math and English assessments help students, families and school staff:

- To choose courses
 - Find ways to help students graduate and work toward their goals for the future
- Someone from the TSAC team will call or email to tell you the date of the appointment.
For more information, please click [here](#).



Registration Guide: Important Websites

STEP 1



Begin Registration by visiting:

<https://www.tdsb.on.ca/Find-your/School/Registration>



Visit this webpage to help you register:

<https://www.tdsb.on.ca/Find-your/School/Registration/Online-Registration-Help>



Remember, someone at the school can help you with registration.

Call:

Email:

STEP 2



What information should families bring to their first appointment with a guidance counselor to complete the registration process?

<https://www.tdsb.on.ca/Find-your/School/Registration>

Move down the page until you see:

Required Documentation



To learn more about Letters of Admission, please visit:

<https://www.tdsb.on.ca/About-Us/International-Programs/International-Students/Admissions-Letter>



STEP 3



More information about the TSAC can be found by visiting:

<https://www.tdsb.on.ca/New-to-Ontario-Canada/Newcomer-Students-Elementary-and-High-School/TDSB-Secondary-Assessment-Centres-TSAC>



Remember, someone from the TSAC team will call or email you for the date of the assessment. Please check your email and voicemail. If you don't hear from the TSAC team, please let your school know.





Welcoming Newcomer Students for their First Experience at their Home School.

First impressions are critical in creating a welcoming environment. Developing a welcoming environment requires reflection, flexibility, and centering students/families. As with all efforts in developing an inclusive learning environment, ongoing reflection about assumptions, bias and current practices are required, as well as revisions to practices to better suit the needs of students and families.

The registration process may require students and their families to visit the school multiple times. Staff should be mindful of the impact multiple trips to a school may have on a family. This resource aims to guide staff in self-reflection as well as to develop specific strategies that will ensure students and families experience a positive learning environment beginning with their first visit to their school.

Key Questions & Considerations:

The questions below direct school administration and various staff to consider the initial reception, registration and process of developing a timetable. Please note that some of the solutions suggested below are based on best practices currently implemented at various TDSB school sites. While the solutions outlined below may not be applied in the same way at each school site, similar provisions can be made based on resources and staff availability.

1. What do students and their families feel when they first walk into the building?

- *Feedback from students and families is critical in implementing best practices.*
- *Consultation with students and families establishes positive rapport and provides key information to develop inclusive procedures*
- *Community partners (e.g., settlement workers) may be consulted for further insight*

2. Do students and their families know where to go based on what they need?

- *Clarify and communicate with school staff where families should be directed upon their first visit (e.g., guidance office or VP)*
- *Provide family with direct contact information if they are unable to meet with the appropriate staff member at their first visit*
- *Schedule an appointment with the family, if possible, and inform family what they should bring to move the registration process forward*

Example of inclusive practices:

→ Many schools have signs guiding families and students to the appropriate office or staff member regarding new registration to avoid confusion. *For example: "New students? Please follow the green arrows to the guidance office."*

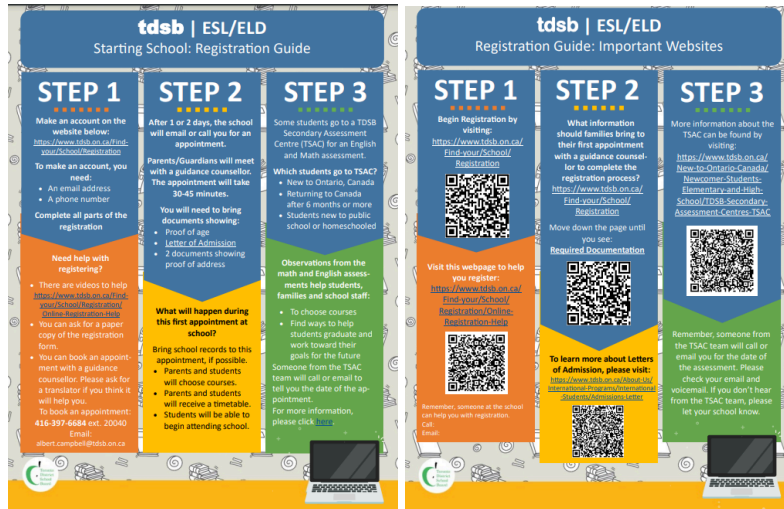
3. How does the school communicate information about the registration process and offer support during this process?

- *Consider the barriers families may face when completing the registration process (e.g., computer and internet access, language barrier).*
- *Schools should develop a plan to provide families with tools and resources to complete registration:*
 - *access to interpreter or translator*
 - *access to computer or laptop*
 - *assistance registering and completing various stages of registration*

Schools need to develop a plan in the event a family cannot independently register online .

Example of inclusive practices:

→ Please click [here](#) to access the registration guide. These can be printed, or downloaded and shared with students and families. Please see the thumbnail below. All relevant information is hyperlinked should the flyer be shared electronically and all websites have a QR code on the following page as well.



→ Some schools keep a computer/laptop in the guidance area to support families with the online registration process. If guidance staff are unable to assist families at the time they enter the building, an appointment should be made to support families at a later time/date.

→ Consider providing a paper copy of the registration form or a checklist to collect all necessary information prior to the next appointment. For translated copies of the registration form, please click [here](#).

→ General information about registering for school and graduation requirements in Ontario can be found in several languages at [settlement.org](#).

→ At times of the year, when the guidance staff is busy, a particular time of day can be allotted along with a staff member to provide support to families who are registering their children/ward. For example, in some schools with a high newcomer population, a guidance counsellor will allot a part of the day to support newcomer families and students with the registration process.

→ Administrative teams and guidance departments need to have a clear procedure in place for situations where students and families are facing barriers and/or are unwilling to provide the necessary documentation that is often presented during the registration process. Asking families to repeatedly leave and come back when they have the correct paperwork to present can be detrimental in initiating a positive relationship with the school community. It is important to note that as per the [Education Act](#) that”

“A person who is otherwise entitled to be admitted to a school and who is less than eighteen years of age shall not be refused admission because the person or the person’s parent or guardian is unlawfully in Canada.”

Therefore, staff need to have a professional and thoughtful approach in these circumstances to ensure trust and understanding between students, families and the school community.

4. Does the family need an interpreter?

If a staff member notices a student/family/guardians are struggling to understand and convey information, staff may need to use a translator or interpreter.

Steps in using over the phone interpretation/translation can be found on TDSBWeb → Quick Links → Interpretation/Translation → [Over the Phone Immediate Interpretation](#).

Examples of an inclusive practice:

Staff can post a translated message in multiple languages which allows students and families to indicate they may need a translator to support communication. Please click [here](#) or go to TDSBWeb for a full list of translated documents which can assist staff, families and students.

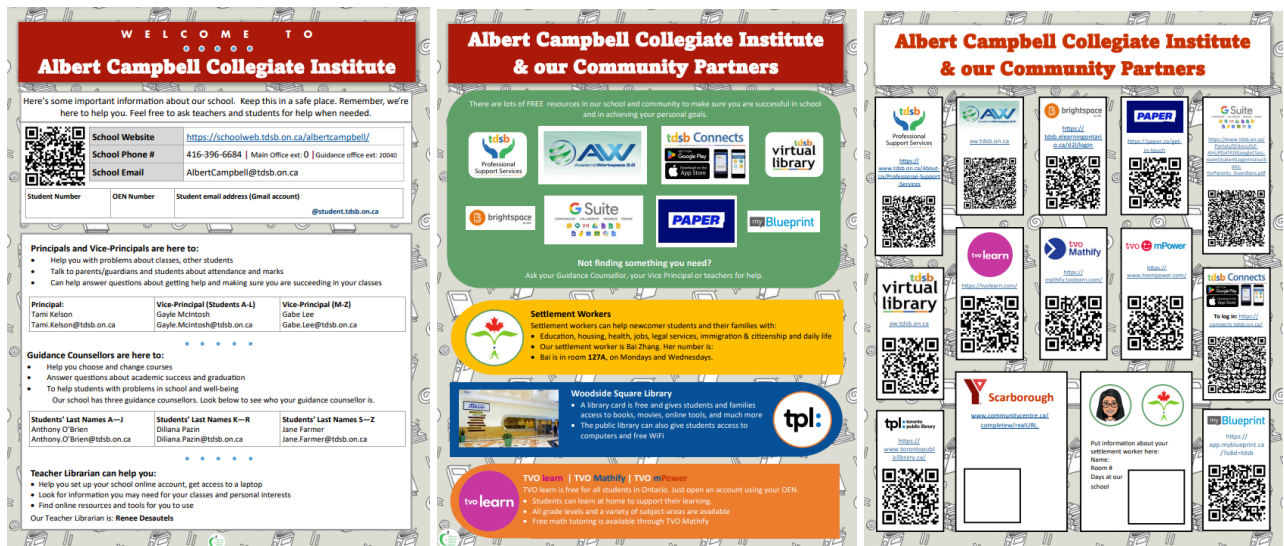
5. Setting the Stage for Student Success

Once the registration process has been completed, students and families should be contacted for an appointment to:

- *Understand the students' learning background. Guidance counsellors should ask specific questions about students' educational background and learning experiences. For a list of questions to better understand students' educational background, please see questions on page 5 or by clicking [here](#)*
- *Understand the student's future aspirations*
- *Develop a time table*

To help newcomer students to orient themselves to their new learning environment, please consider the following resource developed in collaboration with schools below. This resource provides students and families with key information about school staff as well as resources to help support their learning.

An exemplar can be viewed [here](#). Blank templates can be downloaded by clicking [here](#). Please note, that Microsoft Publisher will be required to update and customize the linked files.



6. Contacting the TSAC and arranging an assessment for Newcomer Students

- *Students should be timetabled and attend class while they wait for their initial assessment.*
- *School staff request an assessment by completing a google form which is available on [TDSBWeb](#), which can be accessed [here](#).*

Examples of an inclusive practice:

→ Staff can share the flyers for the TSAC with families and let parents and staff know to check their emails or phone numbers to arrange an appointment for a Math and English assessment.

→ The observations shared by the TSAC team should also be compared to the observations made by the English/ESL teachers. Diagnostic tools can be accessed [here](#).

7. Check-in appointment with Newcomer Students

- *After a period of a month, students should have an opportunity to check-in with their guidance counsellor to share their experiences as the acculturation and adjustment period can be overwhelming.*
- *Connecting with the settlement worker, and/or community services may be able to provide additional support to families in their adjustment process.*

Examples of an inclusive practice:


→ Ensuring regular communication (e.g., sharing a common file between staff with anecdotal notes) about a student's progress can ensure students receive early intervention and/or support in a timely manner.

→ Scheduled meetings such as the IST meetings can become a time when teachers can indicate which students in particular need further support.

Welcoming Communities & Partnerships with community partners to enhance Parent Engagement

<https://www.tdsb.on.ca/Community/Community-Services/Succeed-as-a-Newcomer/Newcomer-Services>

SWIS

 2022 - 2023 Settlement Workers - Posting

Summary

- Some schools provide a step-by-step guide to support families complete the online registration, in addition to a list of documents that need to be provided before coming in to see a guidance counsellor/administrator to begin building a timetable.
- Families should be offered different types of support to complete the registration process.
- A computer terminal/laptop should be available for families and students to use to access PowerSchools online.
- An appointment with a staff member who can offer support may be required and should be presented to families as an option.
- Students and families should leave their first visit to a school with an appointment with a guidance counsellor/administrator to complete the registration process and build a timetable. Alternatively, students and families should leave with the contact information of a staff member who can follow-up and guide them through the registration process.
- Staff should develop a follow-up procedure to ensure students are adjusting to their new school and that families are aware of important services, support, and schooling information.
- Staff should be mindful of the impact multiple trips to a school may have on a family.

Questions to ask about a student's Educational Background

Consider addressing some of the questions below to build an understanding of newcomer students.

1. Where did you attend school? (Name of country, city and if known the school?)
2. What was the last grade you completed?
3. When was the last date you attended school before coming here (to our school)?
4. How did you do in school? Were you happy with your grades?*
5. What subjects did you take in a school year?
6. What subjects did you enjoy the most?
7. What subjects did you get the highest marks in?
8. What subjects did you need help with? What kinds of help did you receive and did it work?*
9. Have you studied English before?
If yes...
 - a. Was instruction in school in English? Did you study English in school as a subject you took? Or did you attend classes/a program after school?
 - b. What types of reading materials did you study English from?
10. What would you like to do when you finish high school?
11. Was there a time when you could not go to school? If so, how long and why? (answer will help determine if the student is a possible LEAP candidate)
12. Do you need a chrome book or internet service to do your school work at home?

*Academic skills, regardless of the language spoken or language of instruction, are transferable.

Likewise, students who were striving to reach age-appropriate learning expectations prior to arriving in Canada may need additional support for academic success. These students may require more frequent check-in and monitoring to document the need for more formal academic support (i.e. FLA, IPRC)

For more questions to consider during the initial interview, please refer to pages 7 and 8 of the OME document called [STEP User Guide to Initial Assessment](#).

Welcoming Newcomers and ELLs into our Schools

Supporting English Language Learners (ELLs) and promoting equity in education are critical for ensuring that all students have access to high-quality education, regardless of their language background. A critical aspect of this work is centering learning on student identities and abilities. A greater understanding of our students can help all educators in effectively addressing achievement gaps and preparing students for success. Developing an understanding of our students' abilities is crucial to inform next steps and is pivotal in implementing effective accommodations and/or modification for ELLs. Furthermore, promoting equitable opportunities for academic success can help close achievement gaps and ensure that all students have the opportunity to reach their full potential.

The resources in this package aim to:

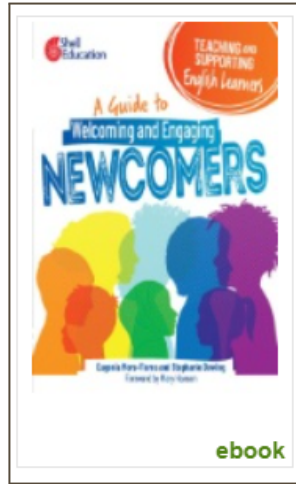
- Support Staff in welcoming newcomers and their families to their local school community
- Provides materials for guidance departments to support registering and timetabling students, as well as ensuring students and their families have the information to successfully settle into their new school.
- Assessment for Learning materials pertaining to ESL/ELD & Math programming. These assessments will supplement the initial assessment report provided by the TSAC teams to ensure students, families and educators have a full understanding of a students' demonstrated abilities to make informed decisions about pathways.

Topic	Resources to Support Learning
<p>Preparing for Students' First Visit to Schools</p>	<p>Direct Links to TDSB Resources</p> <ul style="list-style-type: none"> • ESL/ELD TDSB Web Homepage <ul style="list-style-type: none"> ◦ School-wide Approach and Welcoming Procedures ◦ TDSB Secondary Assessment Centres • ESL/ELD Google site • ESL Teacher's Guide • ESL/ELD Shared Drive <p>Links to Ministry Documents pertaining to Welcoming Newcomers and ELLs:</p> <ul style="list-style-type: none"> • Many Roots, Many Voices: Practical Guide for Ontario Educators • STEPS Framework - ERGO • STEPS Initial Assessment - OME
<p>Teacher's Guide to English Assessment for Learning</p>	<p>The Teachers' Guide to the English Assessment FOR Learning tool provides:</p> <ul style="list-style-type: none"> • Information about how to use the information gathered from the assessment • Who should administer and evaluate the assessments • Tools to help teachers in evaluating student work • Ideas about how staff can accommodate and modify courses to support student success <p>For more information about understanding how to implement effective accommodations; student's abilities at various levels of ELD and ESL programming, please click here.</p>
<p>English Assessment Tools</p>	<p>Oral and Writing Tasks for Assessment FOR Learning. Monroe Sherman Reading Indicator & Answer Key Reading Materials for Assessment FOR Learning Chart</p> <ul style="list-style-type: none"> • Two readings are provided for each level of ESL programming
<p>Math Assessment Tools</p>	<ul style="list-style-type: none"> • Teacher's Guide to the Math Assessment Tools • Math assessment Materials.

Additional Math Resources to support ELLs

- [TDSB Mathematics for Educators](#) is the Google site for Math teachers in TDSB
- Subject-guides for Math can be found by clicking [here](#), and scrolling down to 'math' and selecting the grade level. From there, you can select the strand at the top of the web page to see specific resources that support student learning.
- [Math Resources](#) for ELLs have been curated on TDSBWeb.
- For math assessments addressing grades 3-8, please click [here](#).

Additional information for PD



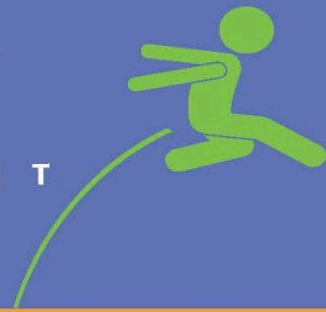


Literacy Enrichment Academic Program (LEAP)

Guide for School Administrators and Teachers



Revised: June 2023



Equity

An accelerated program that provides newcomer students who have had significant gaps in their education with specialized courses. LEAP is designed to help students be ready for success with grade-level curriculum.

A smaller staff to student ratio encourages students to connect with qualified, caring staff who are committed to inclusive education.

Well-being

Achievement

Students in LEAP are working to their potential and prepared to succeed in courses that will prepare them for their chosen post-secondary destination.

Contact: LEAP Assessment and Resource Teacher
eslelddept@tdsb.on.ca

<https://sites.google.com/tdsb.on.ca/esleld/programming/leap>

Overview of LEAP Programs

The **Literacy Enrichment Academic Program** (LEAP) program is for students aged 9-18 who have recently arrived in Ontario schools with limited prior schooling, resulting in significant gaps in their education. The LEAP program is intended to help students to make significant gains in English language development, literacy and numeracy skills, academic skills and knowledge. This program provides opportunity for students to work at an individual and accelerated pace within relatively small classes. Students can progress as quickly as their individual ability and desire allows. The goal is to progress to a confident level of English and acquire transferable academic skills, so that students can successfully transition into non-LEAP classes to pursue their chosen pathway.

Program Goals

Goals include:

- Students in LEAP will achieve at least Step 3 proficiency in oral English. For more information about STEP, please click [here](#).
- Over the 3 years in LEAP, students will make significant gains in literacy and numeracy skills
- Students will be provided time and support to adjust socially and emotionally to their school environment
- Address the equity gap by lowering barriers related achievement, mental wellbeing, and cultural adjustments

Application Process

<p>Criteria for Applications</p>	<ul style="list-style-type: none"> ▪ The student has arrived in Ontario within the last three years. ▪ The student is aged 9-20 at time of entry to the program (*students aged 18+ may attend the LEAP 18+ program). ▪ The student's limited academic achievement and literacy skills are due to restricted educational opportunities in their country of origin. <p>Note: If a student potentially has additional learning needs (i.e., academic, social/emotional, medical, etc.) the home school is responsible for initiating and establishing appropriate services and providing appropriate strategies and/or supports in place before the student transitions into the LEAP program in order to set the student up for success and to ensure an optimal transition.</p>	
<p>Elementary</p>	<p>Home school teacher to complete and email the following to the LEAP Assessment and Resource Teacher</p> <ul style="list-style-type: none"> ● Newcomer Profile (TRELIS or appendix A) ● First Language Assessment (appendix E) ● Most recent report card ● Elementary LEAP Application (appendix C) ● Student Index Card <p>Email: ESLELDDEPT@tdsb.on.ca</p>	<p>Transportation: Distance is calculated between home address and LEAP school:</p> <ul style="list-style-type: none"> ● Gr. 4-5: 1.6km or more ● Gr.6-8: 3.2km or more <p>TTC tickets are available upon parent/guardian request</p>
<p>Secondary</p>	<p>Home school to complete and email the following to LEAP Assessment and Resource Teacher</p> <ul style="list-style-type: none"> ● TDSB Secondary Assessment report ● Secondary LEAP Application (appendix D) ● Student Index Card 	<p>Transportation: TTC tickets are available for students upon parent/guardian request and financial need criteria are met.</p>

Application Process

	Email: ESLELDDEPT@tdsb.on.ca
Transportation	Responsibility of the home school to organize necessary transportation arrangements . For additional information, contact the Transportation Manager for the Toronto District School Board at 416-394-6190.
Application Deadlines	<u>Current School Year</u> : January 31st of current school year <u>September of Next School Year</u> : May 31st of current school year

Grade 9-12 Newcomer Assessments

The two TDSB Secondary Assessment Centers and hubs provide in-depth assessment of literacy and numeracy skills of recently arrived students in Grade 9-12.	
North East: Georges Vanier Assessment Centre 3000 Don Mills Road East Toronto, ON 416-395-9440	West: West End Assessment Centre 777 Bloor Street West, 4th floor Toronto, ON 416-393-0542

Roles and Responsibilities

The success of the LEAP program depends on the **coordinated efforts of staff** between the home school, LEAP school, open communication with families, and liaising with community partners. The following role descriptions identify specific areas of responsibility:

Roles & Responsibilities

Home School	<ul style="list-style-type: none"> ● Support students and families during the registration process. ● Secondary: Contacting TSAC team for an initial assessment, completing and sending the LEAP application form. ● Coordinating with the central LEAP Resource Teacher, LEAP school site, student and family/caregivers ● Providing students and their families with information about the LEAP school, LEAP programming (please click here for brochures in the students’ first language) and possible support for families to assist with transportation. <p>If a student potentially has additional learning needs (i.e., academic, social/emotional, medical, etc.) the home school is responsible for initiating and establishing appropriate services and providing appropriate strategies and/or supports in place before the student transitions into the LEAP program in order to set the student up for success and to ensure an optimal transition.</p> <p>Please note: Schools are responsible for providing programming that addresses the needs of ELLs. Families have the right to attend their homeschool. Schools have the responsibility to provide programming that meets the needs of ELLs regardless of readiness for a course/grade level. While the LEAP program can support closing learning gaps, many students and their families may choose to remain at their homeschool. School staff must be respectful of these decisions and provide the necessary social emotional and academic support to ensure student success.</p>
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Roles & Responsibilities

<p>Administrators of LEAP</p>	<ul style="list-style-type: none"> ● inform parents that placement is being considered and seek their written consent; ● inform parents of placement recommendations; ● explain the goals and demands of LEAP to the student and parents/guardians ● hire and supervise qualified teachers for the LEAP programs; ● ensure that each LEAP program has a designated classroom within the school building; ● ensure that each LEAP program receives an equitable share of funds for textbooks and other resources; ● design a timetable that allows each LEAP class to meet for approximately half a day in elementary and middle schools, and .75 of the school day in secondary schools; ● structure the timetable so that students are able to participate in the mainstream grade level program for the rest of the day; ● facilitate the attendance of LEAP teachers at centrally organized staff professional development sessions; ● attend or designate a staff member to attend central placement and review meetings.
<p>LEAP Teacher</p>	<ul style="list-style-type: none"> ● LEAP teachers are members of their school staff and grade teams, with specific centrally assigned responsibilities. ● LEAP teachers provide intensive upgrading programs, with an emphasis on literacy and numeracy, to students who have recently arrived from other countries with significant gaps in their schooling. Duties include: ● initial and ongoing assessment of students' learning needs and academic development using assessment procedures and resources provided by central ESL/ELD staff; ● provision of group and individual instruction, incorporating instructional approaches and strategies recommended by central ESL/ELD staff; ● collaboration with other teachers in the school on program adaptation and reporting; ● assistance in the gathering of assessment information for student admissions; ● regular communication with parents or guardians of students in the program; ● engaging with community partners, such as settlement workers, to provide support and programming ● participation in centrally organized review meetings to report on individual student progress and assist in student placement for the following year; ● record keeping and data management to track student progress; ● participation in centrally organized LEAP meetings and in-service sessions;
<p>Classroom Teacher</p>	<p>Teachers who work with students in the LEAP program in other areas of the curriculum collaborate with LEAP teachers to:</p> <ul style="list-style-type: none"> ● identify students' needs; ● make appropriate modifications to curriculum expectations, and adaptations to instructional strategies, assessment procedures, and criteria for assessment and evaluation, using the STEP Observable Language and Literacy Behaviours (OLLB) Continua for English Literacy Development (elementary) or ESL/ELD 9-12 curriculum document (secondary) as a guide; ● complete report cards in consultation with the LEAP teacher.
<p>LEAP School Guidance Staff</p>	<ul style="list-style-type: none"> ● complete application forms for all potential candidates for the LEAP program; ● co-ordinate or assist with the collection of necessary information for central placement and review meetings;

Roles & Responsibilities

	<ul style="list-style-type: none"> ● communicate relevant information regarding student transitions to and from LEAP programs/school sites; ● liaise with receiving LEAP teacher and subject specific teachers ● monitor newly arrived students to ensure appropriate placement; ● make appropriate timetable adjustments year-round with student and parent-informed consent ● attend LEAP review meetings; ● facilitate the integration of students into the social and academic life of the school.
ESL/ELD Teacher	<ul style="list-style-type: none"> ● Collaborate with subject/homeroom teachers to share strategies that support students ● monitor new students; ● collaborate with guidance staff and other school staff to complete the Newcomer Profile and the LEAP application form.
Central-LEAP Resource & Assessment Teacher	<ul style="list-style-type: none"> ● coordinates LEAP admissions and maintains class lists; ● provides professional learning sessions and ongoing job-embedded support for LEAP teachers; ● works with the ESL/ELD Coordinator to provide professional learning and ongoing job-embedded support; ● maintains records and coordinates reviews of all students in LEAP programs.
Multilingual Team Leaders	<ul style="list-style-type: none"> ● Upon request, Multilingual Team Leaders and their designates: ● conduct a comprehensive First Language Assessment for students who are being considered for LEAP, or for secondary students who have been placed in LEAP and are experiencing challenges affecting their success ● write detailed reports of the students’ competencies in language and mathematics as well as other information that may be relevant to placement or program decisions. ● A request form for a First Language Assessment is included in the Appendix (E) and should be submitted to esleldFLA@tdsb.on.ca
TDSB Secondary Assessment Center Team	<ul style="list-style-type: none"> ● conducts detailed initial English and mathematics assessments ● Communicates assessment results and potential pathways to students and families ● Shares assessment results with homeschool

Program Organization

	Elementary Gr.4-8	Secondary Gr. 9-12
<p>LEAP is designed to support newcomer students to close gaps in education due to missed opportunities for schooling from their home country. All students are entitled to receive ESL/ELD programming to support their language acquisition. For those students who have additional learning needs and fit the criteria for LEAP, sending schools must initiate and establish necessary supports prior to the student transitioning into the LEAP program.</p>		
Staffing	<p>Staffing for LEAP is centrally allocated to designated schools. This staff allocation is in addition to the regular school’s staff allocation and in addition to the school’s own ESL/ELD</p>	

	Elementary Gr.4-8	Secondary Gr. 9-12
	<p>staff allocation. The additional LEAP staff allocation is allocated to provide a congregated program for placed students from local schools. Staff allocation for LEAP is reviewed annually, and programs are subject to move and new ones opened in other locations to meet demographic trends/needs. This information is communicated to the LEAP host schools. Students affected by these changes may continue in another school that hosts a LEAP with the consent of parents/guardians.</p>	
	0.5 staff allocation is provided for each class of up to 16 students. Preparation time is included in the allocation.	1.0 staff allocation is provided for each LEAP of up to 16 students. Preparation time and assigned school duties are included in the staff allocation.
Qualifications & Skills of LEAP Teacher	<ul style="list-style-type: none"> • Additional Qualifications in Teaching English Language Learners Part 1 certification is required; Parts 2 and 3 would be an asset. • A minimum of 2 years of successful teaching experience. • Qualifications in Reading are desirable. • Talented and committed teachers with leadership potential and a strong commitment to equity and inclusive education are ideal candidates. 	
Transitions	<p>LEAP programming will be available to students for up to a maximum of 3 years. Students can exit the program based on progress and parent request prior to 3 years.</p> <p>Transition into mainstream classes should be gradual as students may continue to require ESL support as they continue to develop academic language skills. Appropriate accommodations/modifications and strategies should be noted in TRELIS (elementary) and PowerSchool transition (secondary).</p>	
Programing & Timetable	<p>LEAP integrates numeracy and literacy instruction (<i>The Ontario Curriculum, Grade 1-8</i>) with Big Ideas from Social Studies (<i>Gr. 1 to 6</i>), History and Geography (<i>Gr. 7/8</i>), Science (<i>Gr.1-8</i>)</p> <p>LEAP Teachers report on Language & Mathematics on the Ontario Provincial Report Card. (see below under REPORTING for more details)</p> <p>LEAP teachers work with the same group of students for 50% of the schedule (less preparation time).</p> <p>Students are integrated with their age-appropriate peers for all other subjects.</p>	<p>LEAP teachers may work with the same group of students for 3 out of 4 periods a day (6 out of 8 in non-semestered schools). Schools may opt to divide the 3 period LEAP teaching assignment between two or three teachers.</p> <p>* LEAP integrates numeracy and literacy instruction and may include other courses such as Science, Geography, Phys-Ed etc...</p>
French is mandatory in Ontario from Gr. 4-9		
Class Size/Groupings	LEAP teachers work intensively with classes of up to 16 elementary students. Classes may be organized by grade, or made up of combined grades.	LEAP teachers work intensively with classes of up to 16 secondary students.

Programming for LEAP: Secondary (Grade 9-12)

Four Secondary Programming Components	
Four Components	<ol style="list-style-type: none"> 1. Language and Literacy Development 2. Mathematics and Numeracy Development 3. Subject-based courses (either ESL coded or regular credit courses) 4. Transition into Non-LEAP Classes
1. Language and Literacy Development	<ul style="list-style-type: none"> ● LEAP provides intensive instruction in English proficiency and literacy development. ● Students may earn credits in English Literacy Development, since the expectations for those courses were written specifically for these students. The course codes are ELDA, ELDB, and ELDC. ● The ELD component should be timetabled for the equivalent of two full courses spread over the whole year. ● Some students may need two semesters to achieve one credit, while others may earn more than one ELD credit in one year. ● Students who have successfully completed ELDB may be ready to exit LEAP and take ESL and non-LEAP courses, with continuing ESL and possible Student Success support.
2. Mathematics and Numeracy Development	<ul style="list-style-type: none"> ● The mathematics component should be timetabled for the equivalent of up to two full courses per academic year. ● Students may earn credits in MAT1L8 (Recommended for up to Grade 4 level), MAT2L8 (Recommended for up to Grade 7 level), MTH1W8 (Destreamed Gr. 9 ESL sensitive) and MTH2W8 (Destreamed Gr. 10 ESL sensitive). Some students may need a whole year to achieve one credit in math, while others may earn both credits throughout the year.
3. Non-Leap Subject Based Courses	<ul style="list-style-type: none"> ● The remainder of LEAP will include classes from the subject areas outlined below, which should be structured within a cross-curricular approach. <ul style="list-style-type: none"> ○ Social Studies <ul style="list-style-type: none"> ■ Individual and Family Living (HIF108, HIF208) ■ Food and Nutrition (HFN108, HFN208) ○ Social Skills and Learning Strategies <ul style="list-style-type: none"> ■ Skills for Success in Secondary School (GLS108) ■ Discovering the Workplace (GLD208) ○ Science and Technology <ul style="list-style-type: none"> ■ SNC1W8 - Will replace SNC1D8, SNC1P8 ○ Business Studies <ul style="list-style-type: none"> ■ Exploring Computer Technology (TGJ108) ■ Information Communication Technology in Business (BTT108) ● Note: other program considerations can be made at the local school level, such as scheduling students into phys-ed, music, art, dance, etc.
4. Transition into on-LEAP Classes	<ul style="list-style-type: none"> ● Each student’s program should include at least one regular credit course, so that all students have opportunities to interact with their peers and adjust to the norms, expectations, and routines of the Canadian classroom.

Four Secondary Programming Components

- The following points should be kept in mind when selecting courses for students in LEAP:
 - For students working at ELDA and ELDB levels, subjects with a strong visual or kinesthetic component such as Health and Physical Education or the Arts may offer the best chances of successful integration.
 - Students preparing for transition to mainstream programs may be integrated into ESL/ELD sections of compulsory courses such as Geography, Science, History, Career Education, and Civics, and/or Essential courses in Mathematics and Science, in schools where ESL/ELD sections of these courses are offered.
 - Teachers in all subject areas should adapt the program to meet the needs of students in LEAP, in accordance with The Ontario Curriculum, Grades 9-12: English as a Second Language and English Literacy Development (2007), page 8.
 - Teachers should use the ELD box on the report card to indicate that the program has been modified and select appropriate comments to indicate the level of adaptation.
 - While students in LEAP need a great deal of support from their teachers, they also need high expectations to keep them moving forward and help them to catch up to their peers.
 - Students in the LEAP are expected to gain the equivalent of at least two grade levels in literacy and numeracy development in one academic year; similarly high expectations for student progress should be held by all teachers working with students in LEAP.
 - Students exiting the LEAP should have access to a variety of post-secondary pathways (including college, university and workplace/apprenticeships).

Assessment, Evaluation, Reporting, Review and Exit

	Elementary	Secondary
Assessment & Evaluation	<p>Literacy: LEAP students are assessed and tracked based on a combination of <i>The Ontario Curriculum, Grades 1-8</i> and the <i>STEP OLLB Continua for ELD</i>. Assessments should be on-going, with multiple points of entry as well as multiple ways to show learning.</p> <p>Numeracy: The expectations for Mathematics in the Ontario Curriculum (2020) are used as the basis for assessment.</p>	<p>Literacy: LEAP teachers use the expectations for English Literacy Development in <i>The Ontario Curriculum, Grades 9-12: English as a Second Language and English Literacy Development (2007)</i> to assess each student’s development in reading, writing, and oral language.</p> <p>Weighting of strands are as follows:</p> <ul style="list-style-type: none"> ● <i>Oral and Visual Communication 20%</i> ● <i>Social and Cultural Competence 20%</i> ● <i>Reading 30%</i> ● <i>Writing 30%</i> <p>Numeracy: The expectations for Mathematics</p>

	Elementary	Secondary
		in the Ontario Curriculum (2021) are used as the basis for assessment.
	<p>Literacy: LEAP teachers must establish each student’s starting point or baseline level of reading comprehension, to identify specific learning needs, and to measure growth in reading. <i>Flynt/Cooter Comprehensive Reading Inventory or Diagnostic Reading Assessments (DRA) or other appropriate reading assessment may be used. (Appendix F)</i></p> <p>Numeracy: Students may be working at various grade levels, and assessment and evaluation should be based on expectations that are appropriate to their previous educational experience and levels of development in Mathematics.</p> <p>Large Scale Assessments: In general, students in LEAP may participate in large-scale assessments such as EQAO. The guidelines for the administration of EQAO tests provide various accommodations and exemptions that may apply. Refer to the <i>Administration Guide for Teachers and School Principals, EQAO</i>.</p>	
Reporting	<p>LEAP teachers are responsible for reporting on Language, Mathematics and Learning Skills sections of the provincial report card, as well as completing a TRELIS report for each report card term (progress, term 1 & 2)</p> <p>Students in LEAP require modifications to the curriculum expectations drawn from varying grade levels, and are transferred to the next grade level.</p>	<p>Subject teachers are responsible for completing each section of the provincial report card (grade, learning strategies, and comments).</p> <p>Comments should be thoughtfully selected and individualized to indicate the level of adaptation in the course as well as the students strengths and challenges.</p>
	<p>The ESL/ELD box on the elementary and secondary progress and provincial report cards must be checked for all subjects where modifications to curriculum expectations have been made to meet the needs of students in the LEAP program, whether those subjects are taught by the LEAP teacher or not.</p>	
Review	<p>LEAP Reviews are held in spring of each year, coordinated and attended by the LEAP Assessment and Resource Teacher, LEAP teacher(s), a guidance counselor and school administrator. During the review, the team will discuss student progress, strengths, challenges and next steps. LEAP teachers gather the following information for the Spring Review:</p> <ul style="list-style-type: none"> • The LEAP Review Teacher Report (Appendix H) - completed with asset based language • Current STEP OLLB Continua for ELD (elementary), or detailed report based on the secondary ELD expectations, clearly indicating the student's present level of development in oral language, reading, and writing; • Writing samples in 3 different genres: e.g., narrative, journal entry, lab report; • Math assessment information documenting growth in all strands (include work samples); • Reading comprehension scores (Fall and Spring) • Copy of the most recent report card; • Other relevant information about achievement, learning skills, readiness for learning, etc. 	
Exit	<p>Students exit LEAP when they are performing at or near grade-appropriate levels in mathematics and literacy. Students who have achieved the program goals for LEAP are integrated into the mainstream program at their home school or their LEAP program host school for all or most of the school day, with continued ESL/ELD support, if required.</p>	

	Elementary	Secondary
	<p>Students may continue to require program adaptations in some mainstream classrooms and subjects.</p> <p>Students may Exit/be demitted before reaching their goal if they:</p> <ul style="list-style-type: none"> ● have been accepted into another program to meet learning needs ● have been in the program for the maximum length of three years ● parent requests an Exit <p>The LEAP Exit Form (Appendix G) is used to document a student’s demission from LEAP and a copy is to be sent to the LEAP Assessment and Resource Teacher and another copy to be placed in student’s OSR.</p>	

A sample Full LEAP Timetable:

Semester 1	Semester 2
ELDAO8 - Level 1	ELDBO8 - Level 2
MAT1L8 (bridging gaps up to grade 4)	MAT2L8 (bridging gaps up to grade 7)
ADA1O-08 - Drama grade 9 Open	CGC1D - Issues in Canadian Geography
**BTT1O1 (LEAP) - Information and Communication Technology in Business	PPL10 - Healthy Active Living Education

Using -08 coded courses (not to be confused with streaming) is a highly effective way to accommodate and support ELLs to continue to learn new concepts and skills while they are learning a new language. ESL sheltered courses can provide both LEAP students and students in the ESL program to benefit from courses that specifically support English Language acquisition as they learn course content. This practice allows central departments to track the number of students receiving ESL/ELD support in secondary schools and provides information for funding, support and allocations. Additionally, these courses ensure greater opportunity to meet graduation requirements. Sections allotted for the LEAP program can be used to support both LEAP and ESL students.

Some LEAP students may benefit from gradually being exposed to classes outside of LEAP programming as they progress in acquiring English and adjusting to school routines in TDSB. Additionally, a student’s prior learning, personal interests and/or motivations may prepare them for courses in certain subject-areas outside of LEAP programming. These students can be placed outside of LEAP programming in either ESL sheltered (-08) courses or in mainstream courses where they are still entitled to accommodations or modifications, if needed.

Sample Partial LEAP Timetable.

Semester 1	Semester 2
ELDBO8 - Level 1	ESLA/BO8 - Level 2
MAT1L8 (bridging gaps up to grade 4)	MAT2L8 (bridging gaps up to grade 7)
TTJ20 - Transportation Technology	TTJ3C - Transportation Technology (College Preparation)
PPL30 - Healthy Active Living Education	CGC1D08 - Issues in Canadian Geography

Appendix Links

Please make a copy and download fillable documents before filling them out to maintain student privacy.

[Appendix A - Newcomer Profile Elementary](#) (to be completed in TRELIS)

[Appendix C - LEAP Elementary Application](#)

[Appendix D - LEAP Secondary Application](#)

[Appendix E - First Language Assessment Request](#)

[Appendix F - Flynt/Cooter Class Summary](#)

[Appendix G - LEAP Exit Form](#)

[Appendix H LEAP Review](#)

[Appendix I - Post Review Sample letter](#)

[Appendix J - LEAP Map](#)

[Ministry Policy Documents and Resources](#)

Written Notice of Motion (Trustees Ehrhardt and Dawson)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, the following motion is submitted as notice at this time and for consideration at the next regular meeting of the Planning and Priorities Committee.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.49. A Notice of Motion will not be debated at the meeting at which it is introduced

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Leadership Regarding Artificial Intelligence and Education

Whereas, Artificial Intelligence (AI) is a rapidly developing technology with both positive and negative ramifications for educators, trustees, and education in general that are relatively unknown and difficult to quantify; and

Whereas, the Ministry of Education has the resources and obligation to assist Boards in understanding the implications and impact of AI in schools;

Therefore, be it resolved:

- a) The Chair of the Board send a letter to Minister Lecce and the Attorney General of Ontario requesting a provincial strategy to support school boards' understanding of and approach to the use of AI in schools and its impacts on student achievement and well-being, which may include but is not limited to:
 - i. the establishment of a provincial committee focused on supporting school boards in understanding the implications of AI on student achievement and well-being;
 - ii. hosting a provincial conference focusing on the significant issues and implications of AI on schools, school boards, teaching, learning, and student well-being;
 - iii. providing on-going support and strategies for educators and school boards regarding AI;
- b) That the provincial strategy include explicit considerations of and supports to address the following areas on the use of AI and its impacts on public education:
 - i. student well-being and achievement;
 - ii. connection to curriculum;

- iii. privacy, data and security;
 - iv. quality control and algorithmic biases;
 - v. equity;
 - vi. child social development;
 - vii. personal safety (including but not limited to cyberbullying, child exploitation, and gender-based violence);
 - viii. professional development
 - ix. academic integrity
 - x. ethical considerations (including for predictive analytics);
- c) That correspondence at Part (a) be shared with the Ontario Human Rights Commission, the Ontario Public School Boards' Association, the Toronto Catholic District School Board, and OSTA-AECO;
- d) The Director present a report to the Planning and Priorities Committee in the 2024-2025 school year on the emergence of AI and its implications for the Board, including, but not limited to:
- i. implications on student well-being and achievement;
 - ii. anticipated benefits to AI use by schools boards, educators and students;
 - iii. implications for board policies and procedures;
 - iv. early perspectives on the emergence of AI as relates to:
 - student well-being and achievement
 - connection to curriculum
 - privacy, data and security
 - quality control and algorithmic biases
 - equity
 - child social development
 - personal safety (including but not limited to cyberbullying, child exploitation, and gender-based violence)
 - professional development
 - academic integrity
 - ethical considerations (including use for predictive analytics)
 - v. summary of work underway with the province, external organizations, staff and students related to the emergence of AI, including how school-based staff and students are being supported.

Written Notice of Motion (Trustees Shan and Sriskandarajah)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45, the following motion is submitted as notice at this time and for consideration at the next regular meeting of the Planning and Priorities Committee.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.49. A Notice of Motion will not be debated at the meeting at which it is introduced

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Cricket Development

Whereas, cricket is one of the fastest growing sports in Canada; and

Whereas, offering cricket in schools provides many newcomer students a sense of belonging within the schools; and

Whereas, cricket in Canada is growing amongst students of all genders; and

Whereas many TDSB teachers, students and families have been working hard, especially over the past three decades, to promote cricket within the board; and

Whereas, many schools are struggling to find coaches, fields and equipment to offer cricket in their schools; and

Whereas, the lack of availability and accessibility of cricket fields and cricket programming have been a challenge for our students;

Therefore, be it resolved:

- (a) That the Director:
 - i. present a report, at a feasible time within next academic year, on ways to improve availability and accessibility of cricket in Toronto District School Board schools in 2024-2025 school year;
 - ii. consider initiating a formation of a time specific volunteer workgroup within the TDSB to review the status of cricket within the board and to provide recommendations;

- iii. explore ways in which cricket can be introduced and integrated into both Stand A and B of the physical education curriculum;
 - iv. explore the possibility of developing a cricket strategy for the Toronto District School Board, in collaboration with other levels of government and the cricket related organizations in Toronto;
- (b) That the Chair write to the leadership of the three levels of government inviting them to explore with the Toronto District School Board, potential collaboration to increase availability and accessibility of cricket programming in Toronto.



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 (ANISH 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 people.

Planning and Priorities Committee Mandate

The Planning and Priorities Committee shall make recommendations to the Board on:

- (a) the development and coordination of a strategic plan for the Board, in consultation with the Director and the standing Committees;
- (b) the Board's inter-governmental relations;
- (c) matters relating to meetings of the Board and the standing Committees;
- (d) the Board's Bylaws and procedures;
- (e) professional development for members of the Board;
- (f) planning and other related matters; and,
- (g) facility and property matters, including property disposition, major capital projects, boundary changes; and,
- (h) other issues referred time to time by the Board or the Chair of the Board or Committee.

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