

Appendix B

Phase 1 Priorities

Phase 1 studies will focus on collegiates with small enrolments where a full breadth of program may not be available for students. As presented in the interim report, collegiates are intended to be destinations that serve all students in all pathways. This means that they should be of a sufficient size to generate the teaching staff necessary to deliver the courses and programs students desire.

The reality for students in many of our small collegiates is that the breadth of courses and programs available for students in larger schools is not available to them. This creates an inequity across the system as a result of the enrolment imbalances we currently face.

This does not include our secondary schools that are “small by design”. Although smaller schools can offer courses in most subject areas, the range of course offering is much more restricted. For example, large collegiates are able to offer multiple course offerings in each subject area, allowing for greater specialization and for increased engagement with the course material. Smaller schools may only be able to offer a limited selection of courses within each subject area. Similarly, smaller schools, given reduced staff and student numbers, will generate fewer sections of each course, resulting in greater likelihood of scheduling conflicts.

There are currently 12 collegiates that have an enrolment of fewer than 600 students, considering both in-person and virtual learners. Staff will work collaboratively with Trustees to confirm the exact groups of schools to be included within Phase 1 studies, centered around these small collegiates. These studies will include other secondary schools based on their geographic location(s), or that may present opportunities for program and/or accommodation solutions.

Phase 1 Studies

Due to the resources and time required to undertake these complex studies, it is not going to be possible to conduct all studies within a single year. However, there may be opportunities to include multiple small collegiates within the same process to minimize the number required within Phase 1.

Staff anticipate that two to three studies can be undertaken each year, recognizing that there are other pressures at the elementary panel that also require the dedication of staff resources.

Although the Phase 1 studies will be centered around small collegiates, this is not to say that all of the studies will result in a school closure, nor does it guarantee that a small collegiate will be the school proposed for closure, should a closure be recommended.

Phase 1 studies may consider other preliminary concepts that have been identified in the interim report. Other concepts may include changes to French programming/pathways, consideration of elementary accommodation pressures or

relocation of specialized programs. It is important to remember that these studies will consider a wide variety of accommodation solutions, not simply a single school closure.

Pupil Accommodation Reviews

Subject to the Provincial moratorium being lifted, Pupil Accommodation Reviews may be pursued as the vehicle for studies associated with the Secondary Program Review. These reviews include the most comprehensive form of consultation, provide multiple points for Board approval and oversight, while also allowing for a diverse range of accommodation and program changes to be considered, up to and including school closures.

Internal study through a Local Feasibility Team is able to proceed despite the moratorium. The moratorium prevents the processes from being engaged. Internal study provides an opportunity to identify multiple accommodation options and solutions within a diverse team of TDSB staff and Trustees.

Phase 1 Timeline

Phase 1 of the Secondary Program Review work plan is to begin in the Fall of 2021, subject to approval of the Long-Term Program and Accommodation Strategy 2021-30, and is planned to conclude in June 2024. The three-year period is required due to the time associated with each study, as well as to ensure we build in the appropriate annual mechanisms to assess the outcomes of each process.

Other Active Projects to be undertaken in Phase 1

The following projects are currently underway and will continue as part of the first phase of the Secondary Program Review.

George Harvey CI and York Memorial CI Pupil Accommodation Review

The Board of Trustees granted approval to begin this Pupil Accommodation Review in February 2020 after the Ministry of Education provided the Board with an exemption from the moratorium that continues to be in effect.

The review is considering options for consolidating the two existing schools into a single school to be rebuilt on the former site of York Memorial CI. The review was paused in the spring of 2020 when the system was shut down due to COVID-19. The review will recommence during the 2020-21 school year.

Review of Legacy Technical and Commercial Boundaries

This review is examining ways to dissolve the legacy technical and commercial boundaries that are still in place in certain parts of our system. These boundaries have outlived their intended purpose which was to 'stream' students into a particular type of program.

This review proposes to dissolve the remaining legacy technical and commercial boundaries and to move to a single set of boundaries for secondary schools. This

would result in improved equity of access to programs for all areas of the city and create consistent attendance boundaries throughout the district.

This process was underway during the 2019-20 school year and multiple meetings were held with Trustees, Superintendents, Principals and central staff. It was paused when the system was shut down in March 2020 but is expected to continue and conclude during the 2020-21 school year.

Development of a new Specialized Program Policy

In January 2020, the Policy Development Work Plan for a new Specialized Schools and Programs policy was approved. This policy affirms our commitment to providing focused specialized programming in both local schools and in district-wide specialized schools or programs, and to improving access for all students to these programs.

Consultation on the draft policy commenced in March 2020, including online consultation. However, due to the pandemic and the system shutdown, it was decided to pause the consultation efforts. Once a process to resume consultations is determined and undertaken, this policy will be presented to the Governance and Policy Committee and the Board of Trustees for approval.

Review of Optional Attendance Policy P013

The review of this policy is complete, including public consultation, and will be presented to the Governance and Policy Committee for approval in the near future. There will be no changes to the Optional Attendance Policy that impact the 2021-22 school year.

Implementation of Program Type Field in School Information System

During the 2019-20 school year, work was done with secondary schools that offer specialized programs to identify students in our School Information System (SIS) by program type. Until this school year, SIS only identified students in the Regular Secondary program, French Immersion or Extended French tracks, as well as in Special Education Intensive Support Programs.

Moving forward, Planning staff will be able to better track the number of students enrolled in specialized programs, and understand where those students reside. This data will lead to refinements in the annual enrolment projection process as specialized programs can be distinguished from the regular track.