



REPORT TO

**REGULAR BOARD**

## DRAFT LONG TERM PROGRAM PLAN FOR ELEMENTARY AND SECONDARY SCHOOLS

*Be diligent in these matters; give yourself wholly to them, so that everyone may see your progress.” 1 Timothy 4:15 (NIV)*

Created, Draft	First Tabling	Review
October 3, 2016	October 20, 2016	
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<b>RECOMMENDATION REPORT</b>		

**Vision:**

*At Toronto Catholic we transform the world through witness, faith, innovation and action.*

**Mission:**

*The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.*



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## A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board (TCDSB) is nearing the completion of its next Long-Term Accommodation and Program plans. After fulsome consultation with Trustees over a number of months, the plan identifies various educational programs that can be implemented in both elementary and secondary schools, with particular emphasis on French Immersion (FI) programs, equitably distributed across the system

This draft plan will serve as a blueprint for various programming initiatives in selected schools to be implemented over a 15-year period. It is intended to be flexible and responsive to changing needs. Once approved, this draft plan will be made available to the broader community for consultation beginning in November 2016.

A final report will be considered by the Board in February 2017, reflecting the input received in the consultation phase.

*Development of this report was extremely process-oriented, involving a considerable amount of time in collaboration. The cumulative staff time dedicated to this endeavour was 504 hours.*

## B. PURPOSE

This report presents the Board with an overview of proposed Program plans in alignment with the Long Term Accommodation Plan after consultation between academic and planning staff, and available Trustees.

## C. BACKGROUND

1. **September 2007** -Board approved the previous Long Term Accommodation Plan (LTAP), intended for 10 years. Many of the recommendations in the previous LTAP were implemented.
2. **January 2015** -staff began the process of developing a new LTAPP to replace the current LTAP, with a greater emphasis on balancing Capital investments and necessary consolidation studies with a strong Program focus—the long-term Program plan is intended to fully align with the long-term Accommodation plan, so that a cohesive system approach is adopted.

3. **March 2016-October 2016** – Staff engaged in fulsome conversations with Trustees, Principals and key internal staff. The plan identifies various educational Programs that can be implemented in both elementary and secondary schools across the system, with a particular emphasis on French Immersion (FI), equitably distributed across the City.
4. Staff coordinated meetings with individual Trustees to review both the Accommodation plans and considerations for Program plans for their respective Wards. Wherever possible, staff incorporated Trustees' input into the overall plan.
5. Staff are committed to making further Program recommendations in the LTAPP during the stakeholder and community consultation process, following approval in principle of the LTAPP.

#### **D. EVIDENCE/RESEARCH/ANALYSIS**

1. The overarching assumptions of the Program plan are as follows:
  - Increased enrolment
  - Increased Catholic Service Factor in schools
  - Increased utilization of our schools
2. The Long Term Accommodation Program Plan (LTAPP) will provide greater equity of access to programs for all students served by the TCDSB.
3. Current Catholic Service Factor estimates indicate that the Board services approximately 93% of eligible Catholic students, therefore there is opportunity to attract new students to TCDSB through this Program plan.
4. The Program plan is intended to align with the Accommodation plan so that a cohesive and comprehensive system approach is adopted.
5. A consultation plan will be developed and shared with Trustees prior to the commencement of stakeholder consultation.
6. While there were many conversations about a variety of programs that could be implemented across the TCDSB, the focus on implementing French

Immersion programs in elementary schools became the predominant program choice. Below are the recommended program offerings:

### **FRENCH IMMERSION PROGRAMS**

7. The rationale for implementing French Immersion Programs is as follows:
  - a. Ontario Ministry of Education data indicates that the average annual growth rate for FI enrolment is 5.7% over the past ten years. FI enrolment represents 10.5% of the total elementary and secondary student body in the 60 English school boards in Ontario.
  - b. TCDSB is not offering FI Programs to the same degree as TDSB. Over the past 10 years, the TCDSB has had an increase of 1705 students in both FI and EF programs. TDSB, on the other hand, experienced an increase of approximately **10,000** FI and EF students over the same period.
  - c. TCDSB begins FI programming in JK, while TDSB begins FI programming in SK. There is an opportunity to attract potential students from TDSB because of the earlier start in the FI program.
  - d. TCDSB has 9 elementary FI programs and 2 secondary FI programs, whereas TDSB has **64** FI programs and 10 secondary FI programs.
  - e. TCDSB has 19 elementary EF programs and 12 secondary EF programs, whereas TDSB has **46** elementary EF programs and 11 secondary EF programs.
  - f. There was an increase of 77 students in FI Kindergarten classes, as evidenced in the chart below:

<b>School Name</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Variance</b>
Blessed Pier Giorgio Frassati	29	49	20
Holy Rosary	48	57	9
James Culnan	77	84	7
Our Lady of Peace	101	102	1
Our Lady of Wisdom	80	93	13
St. Agatha	57	69	12
St. Cecilia	90	97	7
St. Cyril	85	86	1
St. Leo	47	54	7
<b>French Immersion (Board Total):</b>	<b>614</b>	<b>691</b>	<b>77</b>

- g. Evidence suggests that a greater percentage of TCDSB grade 8 students in FI or EF programs continue to enrol in secondary school FI or EF programs. For example, in 2007-2008, out of 513 grade 8 students in French programs, 66.5% continued to take either FI or EF in grade 9, whereas in 2015-2016, out of 592 grade 8 students in French programs 83.8% continued to take either FI or EF in grade 9.
- h. The increased retention of students in FI or EF programs is a compelling argument to develop further programs.
- i. The Ontario Institute for Studies in Education has submitted to EQAO that by Grade 6, French Immersion students achieved better overall results on the Grade 6 EQAO reading, writing and mathematics tests.

### **OTHER PROGRAMS – ELEMENTARY SCHOOLS**

Subject to further consultation and analysis, the following educational programs are considered:

- 8. An additional Extended French (EF) program.
- 9. Provide an Arts focus (audition-based) program for grades 7 and 8 students in an elementary school.
- 10. Provide a Multi-language program in an elementary school beginning in FDK.
- 11. Provide a Reggio Emilia program in an elementary school beginning in FDK.
- 12. Explore a Middle Years International Baccalaureate (IB) program in an elementary school.

### **OTHER PROGRAMS – SECONDARY SCHOOLS**

Subject to further consultation and analysis, the following educational programs are considered:

13. Provide opportunities to both expand existing Specialist High Skills Major (SHSM) programs in secondary schools, and introduce new SHSM programs based on needs and current trends.
14. Explore a variety of opportunities for technology-based programs through the development of new, or expansion of existing STEM (Science/Technology/Engineering/Mathematics) programs and STEAM (Science/Technology/Engineering/Arts/Mathematics) programs.
15. Introduce a fourth International Baccalaureate Diploma Program in the northern part of the city.
16. Explore the expansion of secondary school Hospitality (culinary) programs in partnership with local Community Colleges.
17. Consider a new secondary school in the downtown core that can offer unique programming in partnership with St. Michael's College at the University of Toronto.
18. The need to acquire a new secondary school site in central Etobicoke to deal with enrolment pressures of existing secondary schools in the area, will provide the opportunity to explore unique programming opportunities.

## **D. ACTION PLAN**

### **ELEMENTARY SCHOOLS**

1. It is recommended that the implementation of French Immersion (FI) programs in both elementary and secondary schools occur in three (3) phases, as outlined in the table below. This proposal will be consulted with TECT and TSU as per provisions in the Collective Agreements.

<b>2017</b>	<b>2018</b>	<b>Later Phase (year)</b>
Cardinal Leger	St. Alphonsus	Railway Lands elementary (2019)
St. Benedict	St. Brigid	St. John (2020)
St. Eugene	St. Gerald	St. Monica (2024)
St. Jerome	St. Jane Francis	Bloor-Dundas elementary (2025)
St. Joseph	St. Mary	Beaches-Waterfront elementary (2029)
St. Vincent de Paul	The Holy Trinity	

2. It is recommended that a Multi-language school be established at St. Maximillian Kolbe in 2017-2018, subject to a thorough Facilities assessment. A survey conducted in 2015 was responded to by 258 people, of which 216 respondents indicated an interest in enrolling children at a Multi-language school.
3. It is recommended that specialized Arts programming be developed at St. Raymond commencing in 2019-2020. Research of applicants for 3 successive years since the 2014-2015 school year indicates that 260 grade 6 student applicants to grade 7 at Cardinal Carter Academy of the Arts did not gain entry. This indicates that parents and students are seeking this Arts programming experience.
4. It is recommended that Reggio Emilia programming be implemented at the Railway Lands site in 2019-2020. The program is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through a self-guided curriculum.
5. It is recommended that the Board explore the implementation of a Middle Years International Baccalaureate (IB) program in an elementary school. Students in grades 6-8 could participate in the MY Program.

## **SECONDARY SCHOOLS**

6. It is recommended that Specialist High Skills Major (SHSM) programs continue to be implemented at secondary schools across the city. In 2007-2008, TCDSB had 2 SHSM programs and in 2016-2017, 61 SHSM programs operate in TCDSB secondary schools. Further, twenty-eight (28) secondary schools offer from one to four SHSM programs.
7. It is recommend that secondary schools offering Math-Science-Technology programs expand the programs to include engineering courses and/or Arts courses. Schools interested in developing a focus on STEM/STEAM will consult with Curriculum staff at the board.
8. It is recommended that implementing a Secondary International Baccalaureate (IB) Diploma program be investigated at James Cardinal McGuigan, subject to consultation. The Board presently operates IB programs at Michael Power/St.

Joseph HS (West), St. John Paul II CSS (East) and St. Mary CSS (South). Adding a fourth IB Diploma program in the northern part of the city, will better address the programming needs of secondary schools. Further, James Cardinal McGuigan is located next to the new subway station at Keele Street and Finch Avenue West (anticipated to be operational in 2017), making the school far more accessible.

9. It is recommended the board explore various options for programming in a central downtown secondary school in collaboration and partnership with St. Michael's College at the University of Toronto.
10. Secondary schools with Hospitality (Culinary) programs can work with the Partnership Development department to seek partnerships with Community Colleges to expand existing programs.

## **F. STAFF RECOMMENDATION**

1. That the Board of Trustees approve in principle the draft Long Term Program Plan identified in the Action Plan, for the purpose of consultation and gathering feedback.
2. That staff return to the board in February 2017 with revisions to the LTAP arising out of consultation.