



## REPORT TO

## REGULAR BOARD

## LONG-TERM PROGRAM PLAN - RESULTS OF STAKEHOLDER CONSULTATION

*Let everyone be subject to the governing authorities, for there is no authority except that which God has established. The authorities that exist have been established by God.*

*Romans 13:1 | NIV |*

Created, Draft	First Tabling	Review
February 13, 2017	February 23, 2017	Click here to enter a date.

Nick D'Avella, Superintendent, Student Success

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### RECOMMENDATION REPORT

#### 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 uniting home, parish and school and rooted in the love of Christ.*

*We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.*



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Associate Director of Academic Affairs

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Executive Superintendent of Business Services and Chief Financial Officer

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## **A. EXECUTIVE SUMMARY**

The draft Long-Term Program Plan (LTPP) was approved in principle by the Board of Trustees on October 20, 2016, subject to consultation and gathering feedback. The consultation survey period was initiated on November 16, 2016 and was concluded on January 13, 2017. Consultation consisted of direct communications to organizations such as CPIC, OAPCE, CSPC Chairs, and the TCDSB system, a virtual town hall, presentations to specific groups, and an online consultation survey.

On February 2, 2017, a special Long Term Program Plan Report specific to the implementation of French Immersion Programs was presented at Student Achievement and Well Being, Catholic Education and Human Resources Committee and dealt with by the Board. Those recommendations are not contained in this report.

Academic and Research staff have analysed the data from the different forms of consultation and will make recommendations for new or expanded program considerations beginning in 2017-2018 and continuing into subsequent years. Of critical importance is that the plan is flexible and can be modified in the best interests of student achievement and well-being.

The consultation data has been provided in the following appendices:

**Appendix A** – Long Term Program Plan Online Consultation Results

**Appendix B** – Long Term Program Plan Online Consultation Comments

This report will provide recommendations for the implementation of program proposals in elementary and secondary schools.

*The cumulative staff time required for the preparation of this report was 38 hours.*

## **B. PURPOSE**

1. To provide information and stakeholder feedback related to the LTPP consultation survey strategies initiated on November 16, 2016 and concluded on January 13, 2017.

2. To make recommendations for the successful implementation of programs at the elementary and secondary school level beginning in September 2017, excluding the recommendations for French Immersion programs.

## **C. BACKGROUND**

1. **October 20, 2016** – At the Regular Board meeting, the draft Long-Term Accommodation and Program Plan (LTAPP) was approved for consultation.
2. **November 16, 2016 - January 13, 2017** – Stakeholder consultation was undertaken.
  - a. **November 16** – Launch of LTAP/LTPP consultation:
    - Board-wide system email invitation announcing GO LIVE for TCDSB mini-website hosting online LTAP and LTPP survey, and featuring online tools such as confidential comment box, “Ask the Director” page, opportunity to submit questions in advance for the November 23 Virtual Town Hall.
    - Special Spotlight graphic on LTAP/LTPP information on main TCDSB web page and all school websites. Web pages contained all LTAP and LTPP Board reports, presentations and information resources, contained in-broad communication to the entire TCDSB system including all CPIC members, OAPCE, CSPCs chairs.
    - Direct e-mail communication delivered to all key TCDSB stakeholders across the system including Catholic Parent Involvement Committee (CPIC), Ontario Association of Parents in Catholic Education-Toronto (OAPCE), all Catholic School Parent Council Chairs, and Catholic Student Leadership Impact Team (CSLIT).
    - Archdiocese informed and all local parishes advised of consultation via email to include notice in parish bulletins.
    - Public Service Announcement to community calendars for inclusion in local newspapers was published in SNAPd and the Scarborough Mirror-Etobicoke Guardian.
  - b. **November 23, 2016** – A Virtual Town Hall Information session with over 100 online viewers. It consisted of a formal presentation, followed by the answering of 53 questions by a panel of staff in 90 minutes.
  - c. **December 5, 2016** – staff presentations to CSLIT and OAPCE

- d. **December 19, 2016** – staff presentation to CPIC
  - e. **January 11, 2017** – staff presentation to the Special Education Advisory Committee (SEAC)
  - f. **November 16, 2016 to January 13, 2017** – online stakeholder consultations hosted for duration of 2 month consultation. Reminder to engage in LTAP/LTPP surveys promoted weekly through TCDSB E-News and Twitter began on November 15th, and continued throughout the duration of the consultation period.
3. To overcome language and cultural barriers, the Communications and IT teams refined and customized the standard Google Translator web tool to embed it as a large button on the survey page to ensure its visibility for use by non-English language users. (Google Translator tool normally sits on the top menu bar on most websites).
  4. The main goal of this consultation process was to increase transparency and inclusiveness in order to capture the views of all TCDSB community members by overcoming language, cultural and socio-economic access barriers. Several online web-based communications tools were deployed to support the consultation process sessions. This was achieved by dedicating a section of the TCDSB website that hosted a micro-site focused on the LTAP/LTPP consultations.
  5. **January 18 –February 10, 2017** – Staff from Academic Affairs, Communications, Planning and Research analyzed the data gathered through the various modes of consultation and, where necessary, prepared revised recommendations for the Long Term program Plan, based on the report of October 20, 2016.
  6. **February 2, 2017** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, the Board approved, with amendments, the Long Term Program Plan for French Immersion and Extended French programs.

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

### **LONG TERM PROGRAM PLAN CONSULTATION FEEDBACK**

7. Online stakeholder consultation surveys were initiated on November 16, 2016 and concluded on January 13, 2017. Four hundred and eighty-one (481) responses were received to date for the Long Term Program Plan as shown in **Table 1** below. This sample size of respondents means the LTPP survey results are considered accurate 95% of the time, with a margin of error of plus or minus 4.5%. (**Appendix A**)

**Table 1**

Participant Groups		# Responses	% Responses
a.	Parent	217	45.1%
b.	Staff	154	32.0%
c.	Student	23	4.8%
d.	Catholic Ratepayer/ Community member	27	5.6%
e.	Other	60	12.5%
<b>TOTAL:</b>		<b>481</b>	<b>100.0%</b>

8. The Long Term Program Plan consultation survey provided respondents with an opportunity to submit comments. In addition to the 481 survey responses, one hundred and sixty-nine (169) comments were submitted representing approximately 35% of respondents. Unfiltered comments organized by Program proposal and Participant Group are provided in **Appendix B**.

**Table 2** shows the breakdown of comments provided by Participant Group. Almost half of the comments submitted were from parents.

**Table 2**

LTPP Survey Participant Group	# Comments	% of Comments
Parent	81	47.9%
Staff	46	27.2%
Student	8	4.7%
Catholic Ratepayer/Community Member	13	7.6%
Other	21	12.4%
<b>TOTAL:</b>	<b>169</b>	<b>100%</b>

## E. ACTION ITEMS

For each of the program areas in the Long Term Program Plan (LTPP) consultation, Research staff have provided a Survey Summary, a Comment Summary and a Program Recommendation. Staff have also included a summary of the general comments provided by survey participants.

### ELEMENTARY SCHOOLS

<b>General Comments:</b>	
<b>Comment Summary:</b>	
<b>i. Budget:</b>	<ul style="list-style-type: none"><li>• Questions raised about sufficient funds to support proposed programs</li><li>• allocate funds to students in need, high impact programs</li></ul>
<b>ii. Special Education</b>	<ul style="list-style-type: none"><li>• Do not reduce Special Education programs and staffing</li></ul>
<b>iii. Science, Technology, Math</b>	<ul style="list-style-type: none"><li>• Focus on and increase STEM programs</li></ul>
<b>iv. Program Focus:</b>	<ul style="list-style-type: none"><li>• Focus on a small number of specialized programs</li><li>• Ensure equity in program placement/offering</li><li>• Also consider: elementary arts, alternative programs, focus on the basics, financial literacy, well-being, humanities, university preparation</li></ul>

<b>1. Multi-Language School at St. Maximillian Kobe (2017)</b>
<b>Survey Summary:</b> 41% of respondents “Agree or Agree Strongly”; 20% “Disagree or Strongly Disagree”; 39% offered no opinion.
<b>Comment Summary:</b> <ul style="list-style-type: none"><li>• Focus on Official Languages, French &amp; English, not other languages</li><li>• Good idea – expand languages</li><li>• Possibly start in a small, but still open school</li></ul>
<b>Program Recommendation:</b> <i>Finalize the Program Model for JK/SK and grade 1 in consultation with OECTA-Toronto Elementary Catholic Teachers (TECT) and present the model to Ministry of Education for approval. Pending timely approval by Ministry of Education staff, anticipate implementation for September 2017.</i>

## 2. Specialized Arts Program at St. Raymond 2019-2020

### Survey Summary:

Overall 55% of respondents “Agree or Agree Strongly”; 15% “Disagree or Strongly Disagree”; 30% offered no opinion.

### Comment Summary:

- Will this program increase enrolment in the TCDSB, or just redistribute students?

### Program Recommendation:

*Proceed with planning for a specialized Arts program through consultation with TECT and with input from the architect for the new school design.*

## 3. Reggio Emilia Program at Railway Lands School

### Survey Summary:

Overall, 49% of respondents “Agree or Agree Strongly”; 21% “Disagree or Strongly Disagree”; 30% offered no opinion. 58% of Staff “Agree or Strongly Agree”. There was a higher proportion of parents (44.7%) and staff (58%) supporting the proposal.

### Comment Summary:

- Good idea for self-directed learners

### Program Recommendation:

*Proceed with planning for implementation at new Railway Lands School, and explore Reggio Emilia opportunities in other schools in the next 2 years.*

## 4. Middle Years International Baccalaureate Program

### Survey Summary:

55% “Agree or Strongly Agree”; 22% “Disagree or Strongly Disagree”; 22% offered no opinion. Both parents and staff support reflect the overall 55% support level.

### Comment Summary:

- Positive programming idea and will help to retain highly motivated students

### Program Recommendation:

*Proceed to investigate the application requirements and cost with International Baccalaureate Ontario (IBO); consult with TECT and school communities to gauge interest.*

## 5. Year Round Elementary Programs

### Survey Summary:

36% “Agree or Strongly Agree”; 49% “Disagree or Strongly Disagree”; 14% offered no opinion

### Comment Summary:

- Bad idea for working parents
- Give students a break – will work year round as adults

### Program Recommendation:

*Revisit Year Round Elementary programs in 2 years.*

**N.B.** Full year schooling would still contain 194 Instructional days, spread out differently throughout the year. Hundreds of TCDSB elementary students participate in Summer School Remediation programs as well as Grade 9 Transitions programs in July/August.

## 6. Other Programs and Comments

### Comment Summary:

#### i. International Languages Programs

- Eliminate IL programs – too expensive and often misplaced
- Focus on students and communities most in need

#### ii. Focus:

- Specialized programming at the elementary level, arts, music, computers and technology, mental health, gifted JK-8.

### Program Recommendation:

*Central staff will work with schools to explore the enrichment of existing Curriculum Expectations with a focus on Science, Technology, Engineering, Arts and Mathematics.*

## SECONDARY SCHOOLS

## 1. Continued implementation of Specialist High Skills Major (SHSM) Programs

### Survey Summary:

Over 55% “Agree or Agree Strongly”; 8% “Disagree or Strongly Disagree”; 35% offered no opinion. 83% of students “Agree or Strongly Agree”



**Comment Summary:**

- Do SHSM programs cater to university-bound students?
- Need for a skilled-trades centre
- Focus on interests and skills in the local community

**Program Recommendation:**

*Central Resource staff will continue to support schools in enriching existing Specialist High Skills Major (SHSM) programs and consult about adding different SHSM programs to secondary schools.*

## **2. Continued Support of Science-Technology-Engineering-Mathematics Programs**

**Survey Summary:**

Over 85% of respondents “Agree or Agree Strongly”, reflecting similar high levels of support across the Board from parents, staff, and stakeholders. Students indicated over 91% support. 5% “Disagree or Strongly Disagree”; 10% offered no opinion

**Comment Summary:**

- Support programs that are multifaceted and meet specific diverse needs such as those of artistic students and those who possess superior bodily kinaesthetic intelligence, as well as on STEM and STEAM, 21st Century technology

**Program Recommendation:**

*Central Resource staff will continue to support schools in enriching existing Math/Science/Tech (MST) by introducing Computer Engineering and Technology courses to create a STEM program, and consider adding Arts programs to develop STEAM programs in all interested secondary schools.*

## **3. Creation of an International Baccalaureate Program at James Cardinal McGuigan C.S.S.**

**Survey Summary:**

Close to 62% of respondents “Agree or Agree Strongly” with the proposal; 11% “Disagree or Strongly Disagree”; 27% offered no opinion.

**Comment Summary:**

- Focus on improving existing programs in TCDSB schools
- IB is expensive and not beneficial and will not appeal to existing students
- Consider a more central location

**Program Recommendation:**

*Delay the application to the International Baccalaureate Ontario (IBO) pending further consultation with OECTA-Toronto Secondary Unit (TSU) and the James Cardinal McGuigan staff and community, and develop a budget for the implementation and maintenance of the IB program.*

**4. Centrally –located, downtown secondary school in partnership with St. Michael’s College, University of Toronto****Survey Summary:**

Over 66% of respondents across the Board “Agree or Agree Strongly” the proposed new downtown secondary school; 10% “Disagree or Strongly Disagree”; 24% offered no opinion

**Comment Summary:**

- Co-ed program would be better
- Consider an Arts focus

**Program Recommendation:**

*Proceed to develop a co-educational secondary school in partnership with St. Michael’s College, University of Toronto and consider developing programs commensurate with programming found at St. Michael’s College and the University of Toronto.*

**5. Culinary Arts/Hospitality Programs – Partnerships with Community Colleges****Survey Summary:**

Over 80% of respondents “Agree or Agree Strongly” to expand the program; 7% “Disagree or Strongly Disagree”; 13% offered no opinion

**Comment Summary:**

*No Comments Offered.*

**Program Recommendation:**

*Central staff and Partnership Development Department to support those schools with existing Hospitality/Culinary programs develop partnerships with community colleges to align programming. Where there is interest and existing Hospitality/Culinary facilities in schools, support schools in the expansion of such programs.*

## 6. High Performance Sports Academy for Secondary Athletes

### Survey Summary:

Over 63% of respondents “Agree or Agree Strongly” with this type of academy; 22% “Disagree or Strongly Disagree”; 15% offered no opinion. Student support was mixed with as many supporting the idea as those who disagree with the proposal.

### Comment Summary:

- Focus should be on good athletics programs for all students, not just for Elite athletes

### Program Recommendation:

*Pursue high performance sports programming within an existing secondary school to permit alternative schedules and modes of instruction for elite student-athletes, pending consultation with school communities and TSU.*

## 7. Year Round Secondary School

### Survey Summary:

On average, 36% “Agree or Strongly Agree” with year-round schooling; 49% “Disagree or Strongly Disagree”; 14% offered no opinion. Over 70% of Catholic Ratepayers indicated they disagree or disagree strongly.

### Comment Summary:

- Current facilities do not support this model (air conditioning)
- Parents’ holidays do not match this model
- High school students need summer jobs – gain experience and earn money

### Program Recommendation:

*Delay implementation at this time.*

**N.B.** Full year schooling would still contain 194 Instructional days, spread out differently throughout the year. Thousands of TCDSB secondary students participate in Summer School in July.

## 8. Creation of a “Late Start” Secondary School

### Survey Summary:

Response was split across the Board: 39% “Agree or Strongly Agree”; 40% “Disagree or Strongly Disagree; 21% offered no opinion.

### Comment Summary:

- Question how a late start would prepare students for the “real world”
- Does not work well for students with after school part time jobs
- Would interfere with typical after-school activities

**Program Recommendation:**

*Creation of a Late Start School is not recommended at this time.*

**9. 21<sup>st</sup> Century, High-Tech Centre of Excellence Colleges****Survey Summary:**

Overall strong agreement with over 70% of respondents “Agree or Agree Strongly” with the suggestion; 14% “Disagree or Strongly Disagree”; 16% offered no opinion

**Comment Summary:**

- All schools should be 21<sup>st</sup> century schools – not only a few specialized locations
- Ensure all schools are excellent by training staff to incorporate 21C skills in teaching strategies
- Further invest in technology

**Program Recommendation:**

*Incorporate 21<sup>st</sup> Century fluencies, Technology and Arts programming in developing STEM, STEAM and other Science-Technology programs in any interested secondary schools to create a centre of excellence.*

**10. Robotics Centres in Secondary Schools****Survey Summary:**

Strong indication of support among respondents with 74% “Agree or Strongly Agree”; 11% “Disagree or Strongly Disagree”; 15% offered no opinion. Over 70% among parents and staff and over 86% of student respondents expressed their agreement.

**Comment Summary:**

- Funding will be an issue – it will not be available, or create disparity between schools
- Specialty programming should be looked at for our schools that are currently undersubscribed

**Program Recommendation:**

*Investigate central funding sources to support curriculum-aligned Robotics activities in schools.*

**11. Business/Young Entrepreneurs Program within a Secondary School****Survey Summary:**

Over 78% of respondents “Agree or Agree Strongly” with this type of specialty program; 9% “Disagree or Strongly Disagree”; 13% offered no opinion.

**Comment Summary:**

- Focus on skills that will lead to jobs

**Program Recommendation:**

*Consult with secondary schools with strong Business Studies programs to develop Entrepreneurial studies, and offer Advanced Placement opportunities in Business courses.*

**12. Other Programs / Comments****Comment Summary:**

- We need to examine the needs of specific schools – programming for each
- Consult with staff about programming
- Place programs in all schools, not a small focus
- Address infrastructure needs
- Specific program focuses: humanities and liberal arts, skilled trades, financial literacy, students at risk, self-directed learning
- School boundaries have an impact on specialty programs

**F. METRICS AND ACCOUNTABILITY**

1. Continued dialogue with Teacher Unions about programming in elementary and secondary schools.
2. Local and community consultation may be required dependent upon the nature of the program being proposed.
3. Assess the budget implications of each proposed program.
4. Complete an environmental scan of existing specialized programs in all secondary schools and assess the suitability, viability and success of each program.

**G. STAFF RECOMMENDATION**

1. That staff complete an assessment of all existing specialized programs in secondary schools and make recommendations to the Board in 2017-2018.

2. That the Board of Trustees approve the program recommendations for **Elementary Schools** contained in the Action section of this report as follows:
  - a. Finalize the Program Model for JK/SK and grade 1 in consultation with OECTA-Toronto Elementary Catholic Teachers (TECT) and present the model to Ministry of Education for approval. Pending timely approval by Ministry of Education staff, anticipate implementation for September 2017.
  - b. Proceed with planning for a specialized Arts program through consultation with TECT and with input from the architect for the new school design.
  - c. Proceed with planning for implementation at new Railway Lands School, and explore Reggio Emilia opportunities in other schools in the next 2 years.
  - d. Proceed to investigate the application requirements and cost with International Baccalaureate Ontario (IBO); consult with TECT and school communities to gauge interest.
  - e. Revisit Year Round Elementary programs in 2 years.
  - f. Central staff will work with schools to explore the enrichment of existing Curriculum Expectations with a focus on Science, Technology, Engineering, Arts and Mathematics.
3. That the Board of Trustees approve the program recommendations for **Secondary Schools** contained in the Action section of this report as follows:
  - a. Central Resource staff will continue to support schools in enriching existing Specialist High Skills Major (SHSM) programs and consult about adding different SHSM programs to secondary schools.
  - b. Central Resource staff will continue to support schools in enriching existing Math/Science/Tech (MST) by introducing Computer Engineering and Technology courses to create a STEM program, and consider adding Arts programs to develop STEAM programs in all interested secondary schools.
  - c. Delay the application to the International Baccalaureate Ontario (IBO) pending further consultation with OECTA-Toronto Secondary Unit (TSU) and the James Cardinal McGuigan staff and community, and develop a budget for the implementation and maintenance of the IB program.
  - d. Proceed to develop a co-educational secondary school in partnership with St. Michael's College, University of Toronto and consider developing programs commensurate with programming found at St. Michael's College and the University of Toronto.

- e. Central staff and Partnership Development Department to support those schools with existing Hospitality/Culinary programs develop partnerships with community colleges to align programming. Where there is interest and existing Hospitality/Culinary facilities in schools, support schools in the expansion of such programs.
- f. Pursue high performance sports programming within an existing secondary school to permit alternative schedules and modes of instruction for elite student-athletes, pending consultation with school communities and TSU.
- g. Revisit Year Round Secondary programs in 2 years.
- h. Creation of a Late Start School is not recommended at this time.
- i. Incorporate 21<sup>st</sup> Century fluencies, Technology and Arts programming in developing STEM, STEAM and other Science-Technology programs in any interested secondary schools to create a centre of excellence.
- j. Investigate central funding sources to support curriculum-aligned Robotics activities in schools.
- k. Consult with secondary schools with strong Business Studies programs to develop Entrepreneurial studies, and offer Advanced Placement opportunities in Business courses.