



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

STATUS UPDATE REGARDING SECONDARY SCHOOL DESIGN STANDARDS (ALL WARDS)

"I can do all this through Him who gives me strength." Philippians 4:13 (NIV)

Created, Draft	First Tabling	Review
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INFORMATION 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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A. EXECUTIVE SUMMARY

This report provides information to the Board on the progress of the preparation of a new TCDSB Secondary School Design Manual. This manual will update the current Secondary School Standard to reflect the Board's 21st Century Learning Principles and provide guidance to designers to ensure that new secondary school facilities consistently support TCDSB learning objectives, while also reflecting the culture of individual school communities, and remaining flexible enough to adapt to future technologies.

Funding has been made available from the unrestricted portion of the Board/Developer contribution agreement reserve to engage CS&P Architects to undertake consultation with all stakeholders, review strategic planning work completed by the Board, identify spatial arrangements and relationships, materials, resources, equipment and technology required to support the Board's learning objectives, and from this information prepare design principles to provide a framework for detailed design guidelines. Detailed design briefs will be prepared for each academic and support area, to be compiled in the new Secondary School Design Manual.

The success of the secondary school design standards initiative is reliant on receiving fulsome and comprehensive feedback from senior staff, curriculum leaders as well as other key stakeholders including students and parents. The first phase of consultation and information gathering is currently underway and will include a visioning session for all stakeholders once the new Director of Education is in place.

The cumulative staff time dedicated to developing this report was 15 hours.

B. BACKGROUND

1. In September 2006, with revisions in January 2007, as a result of their design work for Percy Johnson Catholic Secondary School, ZAS Architects produced a TCDSB Secondary Design Standards manual, including typical room layout drawings and "room data sheets."
2. In June 2010, the Ministry of Education (EDU) released a report from the Expert Panel on Capital Standards entitled "*Building Our Schools, Building Our Future*". This report was a precursor to the EDU's Space Plan Template. The Space Plan Template dictates the acceptable area benchmarks for new elementary and secondary school and major additions based on the approved number of pupil places. The report also indicated the types and

sizes of rooms that would be considered included in the instructional and ancillary spaces.

3. On May 13, 2013, the Board approved a 21st Century Learning Five Year Action Plan, supporting the guiding principle that “*The TCDSB will continue to invest in technology aimed at enabling and supporting 21st Century Learning.*” The following essential elements were determined to be required to enact this principle:
 - (i) Adequate network infrastructure;
 - (ii) Investment in mobile technology instead of desktop computers;
 - (iii) Wifi in all schools and promotion of “Bring Your Own Device,” with the vision that all school spaces, including corridors, alcoves and exterior spaces can be locations for student engagement and learning;
 - (iv) Reduction of fixed, built-in elements in teaching spaces to allow flexibility of configuration and easy transition to other technologies as they evolve.
4. With the above-noted developments, The Ministry Space Plan Template and the Board’s 21st Century Learning Principles, the current Secondary School Design Standard is outdated. In fact, the concept of a prescriptive “standard” is contrary to the 21st Century reality of evolving technology. At the same time, designers need guidance to ensure that school facilities consistently support the TCDSB learning objectives across the Board, while also reflecting the culture of individual school communities, and remaining flexible enough to adapt to future technologies.

C. ACTION PLAN

1. On October 20, 2016, Associated Directors’ Council approved the appointment of CS&P Architects to undertake consultation with all stakeholders to prepare a 21st Century TCDSB Secondary School Design Manual that meets the needs of current and future teaching and learning strategies and technologies.
2. CS&P Architects recently completed a similar secondary school design manual development exercise for the Hamilton-Wentworth District School Board. They have completed a large portfolio of secondary schools in the GTA and they are the architects for the new Dante Alighieri Academy/Villa Charities joint facility. With an OTG of 1300 pupil places, this school represents a fairly typical secondary school size offering a complete range of

programs. With the consultation to date on the Dante program, CS&P Architects are well positioned to leverage this preliminary work in the development of a Secondary School Design Manual for the TCDSB.

3. CS&P Architects has proposed a process for the completion of the Secondary School Design Manual, comprising three phases as follows:
 - (i) Information gathering, stakeholder consultations;
 - (ii) Data processing & preparation of design principles;
 - (iii) Preparation of detailed design manual providing performance based design briefs for each academic and support area.

A key feature of this proposal is intensive consultation, including visioning sessions and focus groups, with curriculum leaders, trustees, students, parents and administrative and operational staff.

4. A principals' secondary school standards workshop was held in April 2016, facilitated by Capital staff and a number of architects who have completed secondary school designs. Notes from the workshop, detailing principals' brainstorming about the requirements for various teaching spaces, have been provided to the consultant. While principals' input is helpful, in depth focus group sessions with curriculum leaders who are actually teaching and working in these spaces is the next critical step.
5. A kick-off meeting with the consultant and senior academic and facilities staff was held on November 28, 2016. Composition of and general format for focus groups was discussed and Superintendents of Curriculum Leadership & Innovation and Student Success (Secondary) have been compiling names of key curriculum leaders to participate in educators' focus groups.

D. METRICS AND ACCOUNTABILITY

Consulting fees for the Secondary School Design Manual are being funded from the unrestricted portion of the Board/Developer contribution agreement reserve. There will also be some costs for supply teachers to enable curriculum leaders to participate in focus groups and incidental costs for workshops and visioning sessions.

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT

1. Full engagement of senior academic staff is necessary for the success of this initiative, including identifying and providing support for participation of teachers who are leaders and innovators in their fields.
2. Other focus groups will include students, parents, operations and maintenance staff, union and health and safety representatives and administrators. The consultant has also proposed individual conversations with Trustees and with the Director to talk about their vision and priorities for the future of the Board's secondary schools.
3. An overall visioning session will be held to inspire all stakeholders with a review of examples from other schools around the world, including not only secondary schools but universities and colleges as well.
4. Long Term Program Plan recommendations for the Board's secondary schools will need to be considered, particularly implementation and/or expansion of programs such as SSHM (Specialist High Skills Major), STEM (Science/ Technology/Engineering/Mathematics), STEAM (Science/ Technology /Engineering/Arts/Mathematics), International Baccalaureate Diploma and Hospitality.
5. Planning for the first focus group session with curriculum leaders is underway, to take place in the early fall.
6. With the retirement of the current Director of Education, it is suggested that visioning sessions and discussions begin in earnest in September 2017 when the new Director is in place.
7. With lessons learned from consultation with academic staff the for two current secondary school projects (St. Joseph Morrow Park and Dante Alighieri), the timing is very appropriate for the development of a new Secondary School Design Manual prior to finalizing the design development for Dante and to beginning design of the newly funded Blessed Cardinal Newman replacement school.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.