



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

COMPREHENSIVE REVIEW OF PROGRAMMING FOR THE LONG-TERM ACCOMMODATION PLAN

"Let the wise hear and increase in learning, and the one who understand obtain guidance."
Proverbs 1:5

Created, Draft	First Tabling	Review
October 30, 2017	November 9, 2017	Click here to enter a date.

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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 the Board of Trustees with an overview of Delegations' comments in response to the results of consultation on proposed draft changes to the Secondary Admissions Policy, as well as additional information as it relates to academic programming and co-curricular activities, international student admission and admission of students from outside the City of Toronto.

Please note that there will be no change in terms of the Secondary Admissions Policy in the 2017-2018 School Year. Once the additional consultation process has been completed, Staff will be reporting back to Trustees at the March *Corporate Services, Strategic Planning and Property Committee Meeting*.

The cumulative staff time dedicated to developing this report was 55 hours.

B. PURPOSE

At the June 8th, 2017, Corporate Affairs Committee, Trustees received the report: *"Consultation Results: Proposed Draft Changes to the Secondary School Admissions Policy"* and referred to staff to come back with a report to include Delegations' comments, and to include the following:

- *"A comprehensive review of all programming as it exists and long-term programming options"*
- *Review of the international student admission by school;*
- *The plan around broader consultations from those communities we have not heard from;*
- *Comprehensive report on secondary schools that the Audit Committee requested; and*
- *Review of the 905 area code students."*

This report addresses each of the aforementioned action items.

C. BACKGROUND

1. The response to the online survey and face-to-face consultations with respect to proposed draft changes to the Secondary Admissions Policy was overwhelming. The Board also received numerous e-mail messages and

letters containing hundreds of comments presenting local perspectives and offering suggestions regarding the proposed policy changes.

2. At the June 8th, 2017, Corporate Affairs Committee, Trustees received the report: *“Consultation Results: Proposed Draft Changes to the Secondary School Admissions Policy”* and referred to staff to come back with a report in October 2017 to include Delegations’ comments, and to include the following:
 - *“A comprehensive review of all programming as it exists and long-term programming options”*
 - *Review of the international student admission by school;*
 - *The plan around broader consultations from those communities we have not heard from;*
 - *Comprehensive report on secondary schools that the Audit Committee requested; and*
 - *Review of the 905 area code students.”*
3. The Board received 13 delegations spanning 3 public meetings:
 - May 18th, 2017 Regular Meeting of the Board (4 delegations)
 - May 31st, 2017 Student Achievement and Well Being Committee (5 delegations)
 - June 8th, 2017 Corporate Services, Strategic Planning and Property Committee (4 delegations)

In addition, local site meetings that took place in late May and early June provided additional insight.

A summary of the common themes and concerns from the Delegations are found below in *D: Evidence/Research/Analysis*

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following table provides an overview of the common themes and concerns addressed by Delegations that presented to Board, as well as from e-mails and letter correspondence to date.

I. Perception: Loss of Choice

Families worry about losing their choice of specialty programs and ability to attend dual programs. Boundaries would mean students and parents would have to choose between a school strictly for Congregated Advanced Placement (AP) or a school strictly for the Arts; no pathway would combine both programs. The community believes special programs should be based solely on merit and not rely on geographic location, thus ensuring that the most qualified students are granted admission to these competitive special programs.

II. Perception: Grandfathering of Siblings

There is confusion regarding siblings of students in specialty programs not being grandfathered. Clarification is required in the policy. There is a belief amongst some community members that grandfathering will not have a significant impact on enrolment.

III. Perception: Divided Communities

There is a concern that boundaries will cut through the heart of a community built around a school with a potential to disrupt existing friendships, social networks and the school community. This may result in parents moving to the public or private system.

In addition, suggestions were made that the board would implement restrictions on international student admission for grade 9 in oversubscribed schools and that local students be prioritized

IV. Perception: Admission of GTA and VISA Students at Oversubscribed Schools

Out of area students from the GTA, as well as international students continue to be admitted to oversubscribed schools. The community is concerned that these students are taking up local students' spots.

V. Perception: Lack of Adequate Teaching Space and Need for Additional Program Availability

The community in central Etobicoke expressed their need for a new secondary school to accommodate the academic needs of all students in the area. Until specialty-type programs are introduced at additional schools, the community

believes boundaries should not be implemented. Instead, they believe the Board should implement boundaries for the comprehensive program first to see how right sizing is taking effect and then determine if boundaries for specialty programs are needed.

2. Currently, there are 7 Congregated Advanced Placement programs spread throughout the city (Bishop Allen, Father Henry Carr, Father John Redmond, Marshall McLuhan, Senator O'Connor, St. Joseph College School, and Saint Mother Teresa). In addition, most schools provide opportunities for students to prepare for and to write AP tests. There are three IB programs (Michael Power/St. Joseph, St. Mary, and St. John Paul II). There are certain areas of the city (northwest quadrant) where access to an IB program is still lacking. Science based programs such as STEM, STEAM, MSE and MST are offered at schools throughout the city (Chaminade, Madonna, Loretto College, Francis Libermann, Marshall McLuhan, Neil McNeil). There are currently 5 schools offering a specialized Arts Program (Cardinal Carter, Father John Redmond, Bishop Marrocco/Thomas Merton, St. Mother Teresa, and St. Patrick). Please see Program Summary Chart (*Appendix 'A'*) for a full listing of school offerings.
3. The following table provides a breakdown on the number of international students currently attending TCDSB secondary schools by grade.
(Refer to *Appendices 'B' and 'C'*)

TCDSB is committed to and aligned with the Province of Ontario's International Education Strategy and as such supports its 4 main goals namely:

1. Future-oriented learning for Ontario students
2. High-quality programs and services for K-12 students studying in Ontario
3. Opportunities for sharing and developing Ontario education expertise, and
4. Pathways to post-secondary education, work and living in Ontario.

With these 4 goals in mind, TCDSB markets the exemplary programs of all schools and recruits students based on future residence, program preference and available seats in all grades in elementary and in grades 10 through 12 in secondary. International students do not typically enter high schools in grade 9 unless they are transitioning from grade 8 from a local elementary school. Regardless of which grade international students enter, the number of available seats are confirmed by the Planning Department, in consultation

with each day school, early in the New Year. The International Education Department fills empty seats based on availability and demand and is always cognizant that in many cases there is usually a 4-6 month waiting period for a student to apply and receive all necessary documentation for a Canadian Study Visa.

In the past, agents and families have preferred a select number of schools in the TCDSB and, where there is space, they have been accommodated. When available seats have been exceeded, families are redirected to other TCDSB schools. Families and agents usually accept redirection or make alternate plans to study elsewhere. Over the last 12-16 months, TCDSB International Education staff has been successful in redirecting international students to schools where seats are available.

In keeping with the Ontario International Education Strategy, TCDSB is a preferred destination because it provides high-quality programs and services and a safe, welcoming environment for international students. We promote achievement and well-being and stimulate intercultural learning.

4. **Broader Consultation Plan for Draft Revised Secondary Admissions Policy.**

- i. Trustees voted to maintain the status-quo regarding the draft revised Secondary Admissions Policy for the 2017-18 academic year at the June 8, 2017 Corporate Services Meeting. However, due to the fact that a significant portion of the 2,931 responses submitted via the online-survey, recorded comments during the special Face-Face Consultation in the Round and formal delegations at Board meetings were from Toronto west end school communities (Etobicoke), staff was directed by a Trustee motion to report back with:

“The plan around broader consultations from those communities we have not heard from.”

- ii. A high level of community engagement continues to be critical to ensuring the draft revised Secondary School Admissions Policy reflect the views of the entire TCDSB community as the proposed changes have the potential to impact a student’s future choice of high schools.
- iii. The lessons learned during the initial community engagement held last winter has helped to form the foundation for this broader consultation plan which focuses efforts on digging deeper into extracting input from

under-engaged areas of the Board by striving for higher quality of engagement input rather than simply focusing on quantity. As well, this consultation plan is designed to comply with the Board's Community Engagement Policy (T.07) to facilitate the need to be inclusive to reflect views of all TCDSB community members by overcoming language, cultural and socio-economic access barriers.

- iv. Community engagement is recommended at the level of "INVOLVE" which is the same level as the initial consultation and commits the Board: *"to work directly with community members throughout the process to ensure that their concerns and aspirations are consistently understood and considered in the decision making process"*.
- v. The detailed, broader consultation plan, from those areas of the city that were underrepresented, features:
 - Regional, Face-Face Consultations in the Round (December, 2017-January 30, 2018) at four locations, with 2 being held on a Saturday to accommodate working parents:
 - **East:** St. Patrick CSS
 - North East:** St. John Paul II CSS
 - North/Central:** James Cardinal McGuigan CSS (Saturday)
 - West/Central:** Bishop Marrocco/Thomas Merton Catholic Secondary School and Regional Arts Centre
 - Online survey hosted on school websites instead of being centrally hosted on the main Board website (as was the case for initial community consultation).
 - Special letter of invitation to participate in engagement by Director and Chair to school and parent communities from whom we have not received significant response.
 - Specific direction and instructions to Principal to engage with their respective CSPC Chair and Executive Members to coordinate the submission of at least one completed survey is submitted from each school from whom the Board has not received a response.

- The broader consultation plan will be supported by the full inventory of communications tools: Director’s Bulletin, Weekly Wrap Up, web (TCDSB’s external and internal portal), social media (Twitter) and TCDSB E-News, posters to engage and inform internal and external audiences and stakeholders. This will be augmented by prepared stories for school newsletters and Church Bulletins (via the Archdiocese). Staff will also work with our official parent engagement organizations (CPIC, OAPCE-Toronto) to ensure outreach to specific under-engaged school communities.
- vi. All feedback received through public consultation activities related to the proposed draft changes to the Secondary Admissions Policy will be gathered, tabulated and presented to Trustees in March.
5. Responses to a recent survey indicate that our 32 secondary schools offer students a wide variety of Co-curricular Activities. Below is a summary of the most popular Co-curricular Activities, by category, found in our secondary schools. For a full list of Co-curricular Activities, refer to *Appendix ‘D’ & ‘E’*.

Academic Enrichment

Art/Anime, Drama, Brass Band, Vocal Music, Math Club, Photography

Competitive Sports – Boys

Basketball, Volleyball, Soccer, Tennis, Swimming

Competitive Sports – Girls

Basketball, Volleyball, Soccer, Tennis, Swimming

Intramural Sports – Boys

Basketball, Volleyball, Soccer

Intramural Sports – Girls

Basketball, Volleyball, Soccer

Leadership

WE (Free the Children), Student Council, Anti-bullying, Leadership

Social/Leisure

Prom, Dance

Academic Competitions

Waterloo Math, DECA (Bus. Studies), Robotics, Chess, Reach for the Top

6. The following table provides a breakdown on the number of students (all grades, 9-12) who reside outside the City of Toronto who attend TCDSB secondary schools. This includes all specialty programs. Please note, these students attended TCDSB elementary schools, are eligible for admission, and

were only admitted where space permitted--in accordance with the current Secondary Admissions policy (S.A.01). (Appendix 'F')

Total Number of TCDSB Secondary School Students Residing Outside the City of Toronto who attended a TCDSB Elementary School

Secondary School Program	Number of Students
Regular Program Students	695
French Immersion Students	8
Extended French Students	36
International Baccalaureate Students	17
Congregated Advanced Placement Students	242
STEM Students	2
MST Students	4
Regional Arts Students	179
Total:	1020

The following table provides a breakdown of non-metro students who attended a TCDSB secondary school but did not attend a TCDSB elementary school. Again, these students did not displace local area students.

Total Number of TCDSB Secondary School Students Residing Outside the City of Toronto, and that did NOT Attend a TCDSB Elementary School

Secondary School Program	Number of Students
Regular Program Students	269
French Immersion Students	0
Extended French Students	21
International Baccalaureate Students	14
Congregated Advanced Placement Students	120
STEM Students	0
MST Students	1
Regional Arts Students	97
Total:	422

E. METRICS AND ACCOUNTABILITY

1. Staff will report back to the board in March after broader consultation has been completed.

F. CONCLUDING STATEMENT

1. This report is for the information of the Board.