

Regular Meeting

October 20, 2004

A regular meeting was convened at 4:05 p.m. on Wednesday, October 20, 2004, in the Board-room at 5050 Yonge Street, Toronto, Ontario with Sheila Ward, Chair of the Board, presiding.

The following members were present: Trustees Irene Atkinson, Chris Bolton, John Campbell, Sheila Cary-Meagher, Michael Coteau, Gary Crawford, Gerri Gershon, Bruce Davis, Howard Goodman, Scott Harrison, Elizabeth Hill, Sheine Mankovsky, Josh Matlow, Stan Nemiroff, Noah Ng, Stephnie Payne, Maria Rodrigues, Mari Rutka, Patrick Rutledge, David Shory, Rick Telfer, Sheila Ward (Chair), and Student Trustees Ige Egal and Hillay Nabi.

280. Approval of the Agenda

Trustee Atkinson, seconded by Trustee Goodman, moved: **That the agenda be approved.**

Trustee Cary-Meagher, seconded by Trustee Bolton, moved in amendment: **That the matter of the City of Toronto consultation and future planning concerning swimming pools be added as an item of new business.**

The amendment was carried

The main motion, as amended, was carried.

281. Declarations of Possible Conflicts of Interest

Trustees Atkinson, Cary-Meagher and Payne declared possible conflicts of interest re matters on the private agenda of the Committee of the Whole:

- (a) Trustee Atkinson re negotiations as her daughter is a member of OSSTF;
- (b) Trustee Cary-Meagher re teacher negotiations as her daughter is a member of OSSTF;
- (c) Trustee Payne re support staff negotiations as her daughter is a member of CUPE, Local 4400.

Trustees Atkinson, Cary-Meagher and Payne were not present during the private discussion on these matters and did not take part in the discussions or voting on these matters in public.

Trustee Bolton declared a conflict of interest with regards to the funding for the After-school Music Program on Report No. 10 of the Program and School Services Committee as he is involved with an organization that may provide funding for this program. Trustee Bolton did not participate in the discussion or voting on this matter.

282. Temporary Chair

Trustee Nemiroff, Vice-Chair of the Board, presided from time to time throughout the meeting.

283. Memorials

Trustee Ng expressed sympathy on behalf of the Board to the family of Robert Smith, a former Scarborough Board of Education trustee who died on October 25.

Trustee Bolton expressed sympathy on behalf of the Board to the family of Ava Lou Clewes, a student at Beverley Street School who died recently.

Trustee Bolton expressed sympathy on behalf of the Board to the family of Silvana Carletti, a former elementary school principal, who died on October 17.

Trustee Crawford expressed sympathy on behalf of the Board to the family of Isaiah Fraser-Butters, a student of Warden Avenue Public School, who died on October 3.

284. Consent Agenda

Trustee Goodman, seconded by Trustee Bolton, moved: **That the following matters presented as Consent Agenda items be received or adopted, as appropriate.**

- (a) re Communication From the St. Clair Catholic District School Board to the Minister of Education dated September 28 re Compliance and Accountability Reports
- (b) House Committee, Report No .5, October 7, 2004 (see page 725)
- Item 5, Training for Trustees re Rules of Order

Trustee Cary-Meagher, seconded by Trustee Shory, moved in amendment: **That Part (a) be deleted.**

The amendment was carried.

The main motion, as amended, was carried.

285. Confirmation of Minutes

Trustee Hill, seconded by Trustee Goodman, moved: **That the minutes of the regular meeting held on September 22, 2004, be confirmed.**

The motion was carried.

286. Chair

Trustee Nemiroff presided from time to time throughout the meeting.

287. Communications

Trustee Cary-Meagher, seconded by Trustee Shory, moved: **That the concern re the burden that new compliance and accountability reports are placing on board personnel, as stated**

in the communication from the St. Clair Catholic District School Board to the Minister of Education dated September 28, be endorsed and supported.

The motion was carried.

288. Reports From the Board's Representatives on Other Organizations

(a) Ontario Public School Boards' Association and the Canadian School Boards' Association

Trustees Gershon and Hill updated the meeting on events at OPSBA's annual general meeting and informed the meeting of a Canadian Schools Boards' Association conference that will take place March 31 to April 2, 2005, in Vancouver.

(b) Toronto Board of Health

Trustee Cary-Meagher updated the Board regarding issues under review by the Board of Health including sexually transmitted diseases and shade policy (UV protection).

With the permission of the meeting, Trustee Cary-Meagher, seconded by Trustee Shory, moved: **That material from the Board of Health concerning shade policy be referred to the Facilities Management Committee.**

The motion was carried.

(c) Mayor's Roundtable on Children

Trustee Ward informed the meeting about a meeting scheduled for October 21, 2004. The Board's representatives to this group are Trustees Bolton and Rutka.

289. Relationship Committee: Update and Status Report

The Board considered a memo from the Trustee Crawford, Chair of the Relationship Committee advising as follows:

Over the past few months the Relationship Committee has been meeting and working with the Director and Senior staff on the implementation of the Accountability Framework.

The enclosed updated Accountability Framework¹ outlines the progress and work of both the Committee and the Director in meeting the objectives set out in the Framework.

The complexity of issues has made it necessary to revise some of the timelines in which it had been anticipated that information and recommendations would be made to the Board.

The Committee and Director are committed to the full implementation of the Accountability Framework in a timely and efficient manner.

We continue to be encouraged by progress in this regard and fully expect to fulfil our mandate in the coming weeks and months.

¹ This document will be maintained in Board Services for a limited time.

Attached to the memo was a report of the Relationship Committee updating its timelines for work, advising of the ongoing development of the accountability framework, and including a status report on the actions to be taken.

Trustee Crawford, seconded by Trustee Gershon, moved: **That the report be received.**

Trustee Cary-Meagher, seconded by Trustee Bolton, moved: **That the material presented by the Relationship Committee be referred to the trustees seminar on the Accountability Framework and Integrated System Plan that will be held on Wednesday, October 27, 2004.**

The motion was carried.

Trustee Davis, seconded by Trustee Bolton, moved: **That the Education Plan be presented to the Program and School Services Committee no later than December 2004.**

Trustee Goodman, seconded by Trustee Bolton, moved in amendment by addition so that the motion would now read: **That all the components of the integrated system plan emanating from the work of the Relationship Committee, including the Education Plan, be presented to the appropriate standing committees in December 2004.**

The amendment was carried.

The motion, as amended, was carried.

During discussion of the Relationship Committee report, the Board recessed for a period of time on a motion of Trustee Davis, seconded by Trustee Atkinson.

290. Delegations

With the permission of the Board, Trustee Payne, seconded by Trustee Hill, moved: **That the meeting hear an oral delegation by students and former students concerning programs to support at-risk students.**

The motion was carried on a recorded vote (Recorded Vote 92, see page 712).

Therefore, an oral delegation by a current student and a former student was heard.

The following written submissions were received in accordance with the Board's procedure:

re Optional French Consolidation for Winchester/Market Lane P.S. (09-04-0612) (consideration of this matter was postponed, see page 751)

- Julian Heller, Chair, French-as-a-Second-Language Community Liaison Group

Indoor Quality Inspection Project (Facilities Management Committee, Report No. 7) (consideration of this matter was deferred)

- Jane Veit, Chair, TDSB Parents' Environmental Network

291. Intergovernmental and Community Relations Committee, Report No. 5, October 5, 2004 (see page 715)

Trustee Matlow, seconded by Trustee Rodrigues, moved: **That Report No. 5 of the Intergovernmental and Community Relations Committee be received.**

The motion was carried.

292. Audit Committee, Report No. 4, September 28, 2004 (see page 717)

Trustee Ng, seconded by Trustee Davis, moved: **That Report No. 4 of the Audit Committee be adopted.**

The motion was carried.

With the permission of the meeting, Trustee Bolton, seconded by Trustee Nemiroff, moved: **That the Director report in January 2005 on establishing an internal audit process and the ramifications of doing so.**

The motion was carried.

293. Budget Committee, Report No. 7, October 13, 2004 (see page 719)

Trustee Atkinson, seconded by Trustee Hill, moved: **That Report No. 7 of the Budget Committee be adopted.**

re Item 1, Educational Assistants for Kindergarten and Grade 1 (see page 719) (also part of Item 308, Deferred Agenda Items, see page 710)

Trustee Davis, seconded by Trustee Coteau, moved in amendment: **That “where there are 20 or more students” be added to the end of Part (i).**

Trustee Davis, seconded by Trustee Ng, moved in amendment: **That Part (iv) be referred to the Program and School Services Committee.**

On a motion of Trustee Gershon, seconded by Trustee Rutledge, moved: **That the meeting resolve into Committee of the Whole (Private) to consider a related legal matter.**

Trustee Davis, seconded by Trustee Ng, moved in amendment by substitution: **That Item 1 be referred to the Committee of the Whole (Private) to consider a related legal matter at the time when the Board resolves into Committee of the Whole to consider the entire private agenda.**

The amendment was carried.

The motion to refer to the Committee of the Whole (Private) was carried.

Note: Consideration of this matter was not completed, see Item 308, Deferred Agenda Items, see page 710.

The main motion to adopt Report No. 7 of the Budget Committee, as amended, was carried.

294. House Committee, Report No. 5, October 7, 2004 (see page 725)

Trustee Cary-Meagher, seconded by Trustee Shory, moved: **That Report No. 5 of the House Committee be adopted.**

re Item 1, Trustees' Newsletters (see page 725)

Trustee Davis, seconded by Trustee Atkinson, moved in amendment: **That the following be added: "That staff consider the distribution of newsletters by parent-student work teams as a method of saving money and providing funds for local schools."**

The amendment was carried.

Trustee Goodman, seconded by Trustee Ng, moved in amendment: **That "staff prepare a report" be changed to "staff prepare a written briefing."**

The amendment was carried.

re Item 2, Citizens Advisory Committee on Trustee Remuneration (see page 725)

Trustee Davis, seconded by Trustee Goodman, moved in amendment: **That the following be added:**

- (a) That the membership of the Citizens Advisory Committee on Trustee Remuneration be referred to the Chair's Committee for approval and report to the Board;**
- (b) That terms of reference for the Citizens Advisory Committee on Trustee Remuneration be developed by the Chair's Committee and reported to the Board;**

The amendment was carried.

Trustee Goodman, seconded by Trustee Crawford, moved in amendment: **That in Part (c) "staff report to" be changed to "staff prepare a written briefing for."**

The amendment was carried.

re Item 3, Trustee Earnings and Deductions (see page 726)

Trustee Goodman, seconded by Trustee Shory, moved in amendment: **That "staff prepare a report" be changed to "staff prepare a written briefing."**

The amendment was carried.

The main motion to adopt Report No. 5 of the House Committee, as amended, was carried.

295. Recess

At 6:40 p.m., on a motion of Trustee Nemiroff, seconded by Trustee Atkinson, the meeting recessed for dinner and reconvened at 7:50 p.m.

296. Trustee Statements

An opportunity was provided for trustees to make public statements and ask questions on matters of concern. If particulars were to be included in the minutes, trustees were requested to submit information in writing prior to the meeting.

The following trustees made statements: Trustees Bolton, Davis, Harrison, Hill, Goodman and Matlow.

Trustee Harrison provided information about the participation of John McCrae Senior Public School in the Computers for Schools - Ontario project that helps young Canadians gain greater access to computer technology.

Trustee Hill spoke about October 18-24 being Ontario Public Library Week and provided a bookmark with a quotation about the importance of reading.

297. Reordering of the Agenda

Trustee Coteau, seconded by Trustee Atkinson, moved: **That the agenda be reordered and that the matter of a notice of motion of Trustee Bolton re School-based Safety Monitors Increase in Hours of Pay be considered.**

The motion was carried.

298. School-based Safety Monitors Increase in Hours per Day

Trustee Bolton, seconded by Trustee Rodrigues, moved: **That in accordance with Board By-law 4.9, the matter of the Budget of the Board for the Fiscal Year September 1, 2004, to August 31, 2005 and the Working Fund Reserve as decided on September 22, 2004, be reconsidered for the purpose of considering the following:**

That sufficient funding be approved to ensure that all full-time School Based Safety Monitors be increased to a minimum of to seven hours per day.

The motion to reconsider was defeated on a recorded vote (Recorded Vote 93, see page 712). (Reconsideration requires a majority of all members of the Board, Bylaw 4.9).

299. Special Education Advisory Committee, Report No. 8, September 20, 2004 (see page 728)

Trustee Bolton, seconded by Trustee Hill, moved: **That Report No. 8 of the Special Education Advisory Committee be adopted.**

re Item 7 (a), CUPE 4400 re Protecting Vulnerable Students in the Event of Possible Job Action (see page 731)

Trustee Davis, seconded by Trustee Hill, moved in amendment: **That “a written briefing re” be added before “contingency plans”**

The amendment was carried.

The main motion to adopt Report No. 8 of the Special Education Advisory Committee, as amended, was carried.

300. Accommodation for Special Needs Students in Secondary Schools

With the permission of the meeting, Trustee Cary-Meagher, seconded by Trustee Telfer, moved: **That a written briefing be presented to the Program and School Services Committee outlining the obstacles that are arising with regards to the accommodation of special needs students in secondary schools.**

The motion was carried.

301. Chair’s Committee, Report No. 6, October 6, 2004 (see page 734)

Trustee Nemiroff, seconded by Trustee Goodman, moved: **That Report No. 6 of the Chair’s Committee be adopted.**

re Item 1, Equity Foundation Policy Implementation Review (see page 734)

Trustee Bolton, seconded by Trustee Payne, moved in amendment: **That the following be added to Part (a): “and the results of the review be presented to the Chair’s Committee in December 2004.”**

The amendment was carried.

re Item 2, Student Recruitment, Retention and Recovery (09-04-0598) (see page 734)

Trustee Davis, seconded by Trustee Campbell, moved in amendment: **That the title of the report and the name of the work group in Part (a) be changed to “Student Recruitment, Retention and Recovery.”**

The amendment was carried.

Trustee Atkinson, seconded by Trustee Goodman, moved in amendment: **That in Part (a) “to review, in depth, the issue of student retention, recruitment and recovery and to develop a draft policy and to make other recommendations in due course” be added after “with trustees and staff.”**

Following discussion, Trustee Payne, seconded by Trustee Harrison, moved: **That the debate be ended.**

The motion to end the debate was defeated.

Following further discussion, the amendment was carried.

Trustee Davis, seconded by Trustee Matlow, moved in amendment: **That Part (b) be amended by replacing Trustee Hill with Trustee Campbell as a member of the work group.**

The amendment was carried.

Trustee Rutledge, seconded by Trustee Payne, moved in amendment: **That the Part (b) become Part (c) and that the following be added as a new Part (b) : “That students and former students be involved in the policy development process in a meaningful way.”**

The amendment was carried.

Note: For the Board’s decision, see page 734.

The main motion to adopt Report No. 6 of the Chair’s Committee, as amended, was carried.

302. Human Resources and Staff Development Committee, Report No. 10, October 12, 2004 (see page 745)

Trustee Hill, seconded by Trustee Goodman, moved: **That Report No. 10 of the Human Resources and Staff Development Committee be adopted.**

re Item 1, Parent Involvement in the School Staffing Process (see page 745)

Trustee Davis, seconded by Trustee Cary-Meagher, moved in amendment: **That the recommendation be amended to indicate only one work group to cover both elementary and secondary processes.**

The amendment was carried.

Trustee Harrison, seconded by Trustee Gershon, moved: **That the matter be referred to the Chair’s Committee and considering during a review of all committees, subcommittees, task forces and work groups that are operating at the present time.**

Following discussion, Trustee Payne, seconded by Trustee Rodrigues, moved: **That the debate be ended.**

The motion to end debate was carried.

The amendment was defeated.

Trustee Rutka, seconded by Trustee Coteau, moved in amendment: **That in Part (b), the number of parents be changed from two to four elementary and four secondary.**

The amendment was carried.

Following further discussion, Trustee Payne, seconded by Trustee Rodrigues, moved: **That the debate be ended.**

The motion to end debate was carried.

The Board appointed Trustees Bolton and Cary-Meagher to the School Staffing Work Group.

The main motion to adopt Report No. 10 of the Human Resources and Staff Development Committee, as amended, was carried.

303. Reordering of the Agenda

Earlier in the meeting, Trustee Harrison, seconded by Trustee Campbell, moved: **That the meeting resolve into Committee of the Whole (Private) at 10 p.m. to consider the private agenda.**

The motion was carried.

As 10 p.m. approached, and with the permission of the meeting, Trustee Davis, seconded by Trustee Payne, moved: **That the meeting resolve into Committee of the Whole (Private) following consideration of Report No. 10 of the Program and School Services Committee.**

The motion was carried.

304. Program and School Services Committee, Report No. 10, October 12, 2004 (see page 748)

Trustee Davis, seconded by Trustee Rutka, moved: **That Report No. 10 of the Program and School Services Committee be adopted.**

re Item 1, After-school Music Program (10-04-0617) (see page 748)

Trustee Cary-Meagher, seconded by Trustee Bolton, moved: **That the matter be referred back to the Program and School Services Committee.**

Following discussion, Trustee Payne, seconded by Trustee Rodrigues, moved: **That the debate be ended.**

The motion to end debate was defeated.

Following further discussion, the motion to refer was defeated.

Trustee Cary-Meagher, seconded by Trustee Bolton, moved in amendment: **That in Part (a) “five after-school music programs” be changed to “three after-school music programs.”**

The amendment was defeated.

re Item 2, Intervention to Support At-Risk Students in Grades 8 and 9 (09-04-0611) (see page 748)

Trustee Davis, seconded by Trustee Coteau, moved in amendment: **That the following be added:**

- (d) **That staff provide trustees with a summary of existing relevant research on the impact of or correlation between gender, race, ethnicity, mother tongue and income or place of residence on student achievement;**
- (e) **That staff report to the next meeting of the Programs and Schools Services Committee with a plan to initiate three focus groups with at-risk students and young adults who are not currently students to gain further insight into their experiences with the school system and how we can improve things to allow them to reach their potential.**

and that the following be referred to the Program and School Services Committee:

- (a) **That staff, in consultation with the Ontario Human Rights Commission and educational experts, develop a research program that examines student achievement in the TDSB including such factors as gender, race, ethnicity, mother tongue, income of place of residence, and that the research program, including a proposed budget, be presented to the Programs and Schools Services Committee in January 2005 for further consultation with parents, educators, federation and union representatives and administrators;**
- (b) **That a Request for Proposal be initiated to solicit from community members, schools, educators and outside organizations to seek innovations in serving students at risk and that the RFPs include an evaluation component;**
- (c) **That staff prepare a report for the Programs and Schools Services Committee in January 2005 re implementation of a summer student employment program for July and August 2005 that provides an incentive for at-risk students to stay in school..**

Trustee Rutka, seconded by Trustee Matlow, moved: **That all parts of the amendment be referred to the Program and School Services Committee.**

The motion to refer was defeated.

The amendment was carried on a recorded vote (Recorded Vote 94, see page 712). Student Trustee Ige Egal voted in favour.

re Item 5, Optional French Consolidation for Winchester/market Lane P.S. (09-04-0612) (see page 751)

Trustee Ward, seconded by Trustee Davis, moved: **That consideration of this matter be postponed to the next regular meeting.**

The motion to postpone consideration was carried.

The main motion to adopt Report No. 10 of the Program and School Services Committee, as amended, was carried.

305. Resolution into Committee of the Whole (Private)

At 11:15 p.m., on a motion of Trustee Atkinson, seconded by Trustee Nemiroff, the meeting resolved into Committee of the Whole to consider matters on the private agenda.

At 1:10 a.m., Thursday, October 21, 2004, the meeting reconvened.

306. Accountability and Finance Committee, Report No. 11, September 14, 2004 (see page 767)

Trustee Goodman, seconded by Trustee Campbell, moved:

- (a) That Report No. 11 of the Accountability and Finance Committee be adopted;**
- (b) That the contract on Chart C be approved**

The motion was carried.

307. Committee of the Whole (Private), Report No. 14, October 20, 2004 (see page 713)

Trustee Nemiroff, seconded by Trustee Crawford, moved: **That Report No. 14 of the Committee of the Whole (Private) be adopted.**

The motion was carried.

308. Deferred Agenda Items

Consideration of the following matters is postponed to the next regular meeting:

- (a) Program and School Services Committee, Report No. 10, October 12, 2004
 - Optional French Consolidation for Winchester/Market Lane P.S. (09-04-0612)
- (b) Budget Committee, Report No. 7, October 13, 2004:
 - Educational Assistants for Kindergarten and Grade 1
- (c) Facilities Management Committee, Report No. 7, October 13, 2004
 - Security Services Unit and the Dispatch Centre
 - Indoor Air Quality Inspection Project

309. Adjournment

At 1:15 a.m., Thursday, October 21, 2004, on a motion of Trustee Nemiroff, seconded by Trustee Hill, the meeting was adjourned.

Sheila Ward
Chair of the Board

Recorded Votes Summary

Recorded Votes Summary

		TRUSTEES																				TOTALS				
Recorded Vote Number	Minute Page	Atkinson	Bolton	Campbell	Cary-Meagher	Coteau	Crawford	Davis	Gershon	Goodman	Harrison	Hill	Mankovsky	Matlow	Nemiroff	Ng	Payne	Rodrigues	Rutka	Rutledge	Shory	Telfer	Ward	Yeas (Y)	Nays (N)	Absent (A)
92	702	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	*	19	1	1
93	705	Y	Y	N	Y	Y	N	N	N	N	N	Y	N	Y	Y	A	Y	Y	N	N	Y	Y	*	11**	9	1
94	709	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	A	Y	Y	Y	Y	Y	Y	Y	Y	Y	*	19	1	1

C = Did not vote due to possible of interest

* No vote cast. The Board's Bylaws, Section 7.2 states: Every member, except the Chair, will vote on all questions, unless excused by the Board. Any member present when a vote is taken who does not vote and has not been excused by the Board, will be deemed to have voted in the negative. The Chair may vote on all questions before the Board.

** This motion was defeated as reconsideration requires a majority of all members of the Board, Bylaw 4.9.

Committee of the Whole (Private Session)**Report No. 14**

October 20, 2004

A meeting of the Committee of the Whole (Private Session) was convened at 11:15 p.m. on Wednesday, October 20, 2004, in the Boardroom at 5050 Yonge Street, Toronto, Ontario with Stan Nemiroff, Vice-Chair, presiding.

The following members were present: Trustees Irene Atkinson, Chris Bolton, Sheila Cary-Meagher, Michael Coteau, Gary Crawford, Gerri Gershon, Bruce Davis, Howard Goodman, Scott Harrison, Elizabeth Hill, Sheine Mankovsky, Stan Nemiroff, Stephnie Payne, Maria Rodrigues, Mari Rutka, David Shory, Rick Telfer and Sheila Ward (Chair).

Regrets were received from Trustees John Campbell, Josh Matlow, Noah Ng and Patrick Rutledge.

The Committee decided to report as follows:

1. Declarations of Possible Conflicts of Interest

Trustees Atkinson, Cary-Meagher and Payne declared possible conflicts of interest re matters on the private agenda of the Committee of the Whole:

- (a) Trustee Atkinson re negotiations as her daughter is a member of OSSTF;
- (b) Trustee Cary-Meagher re teacher negotiations as her daughter is a member of OSSTF;
- (c) Trustee Payne re support staff negotiations as her daughter is a member of CUPE, Local 4400.

Trustees Atkinson, Cary-Meagher and Payne were not present during the discussion or voting on these matters.

2. Staff Changes

The Committee considered a report from staff presenting staff changes (on file in the Director's office) for approval.

The Committee of the Whole **RECOMMENDS** that the staff changes be approved.

3. Audit Committee (Private), Report No. 4, September 28, 2004

The Committee of the Whole **RECOMMENDS** that Report No. 4 of the Audit Committee (Private) (as attached to the private minutes of the Committee of the Whole) be adopted, including:

Committee of the Whole (Private Session), Report No. 14, October 20, 2004

Safe Schools Procedures and Related Issues of Safety in Schools

That staff report to the Programs and School Services Committee on the Safe School procedures and related issues of safety in schools.

4. Negotiations Update

The Committee received update from staff re the status of current.

5. Negotiations and Compensation Committee (Private), Report No. 9, October 4 2004

The Committee of the Whole **RECOMMENDS** that Report No. 9 of the Negotiations and Compensation Committee (Private) (as attached to the private minutes of the Committee of the Whole) be received.

During consideration of the committee report, trustees received an oral update from staff re the current round of support staff bargaining.

6. Human Resources and Staff Development Committee (Private), Report No .10, October 12, 2004

The Committee of the Whole **RECOMMENDS** that Report No. 10 of the Human Resources and Staff Development Committee (Private) (as attached to the private minutes of the Committee of the Whole) be received.

7. Accountability and Finance Committee (Private), Report No .11, October 14, 2004

The Committee of the Whole **RECOMMENDS** that Report No. 11 of the Accountability and Finance Committee (Private) (as attached to the private minutes of the Committee of the Whole) be received.

8. Facilities Management Committee (Private), Report No. 7, October 13, 2004

The Committee of the Whole **RECOMMENDS** that Report No. 7 of the Facilities Management Committee (Private) (as attached to the private minutes of the Committee of the Whole) be adopted.

Stan Nemiroff
Chair

Adopted October 20, 2004

Intergovernmental and Community Relations Committee**Report No. 5**

October 5, 2004

A meeting of the Intergovernmental and Community Relations Committee convened on Tuesday, October 5, 2004, from 6:40 to 10 p.m. in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Josh Matlow presiding.

Committee members present: Trustees Josh Matlow (Chair), Michael Coteau and Maria Rodrigues. Regrets were received from Trustees Chris Bolton and Sheine Mankovsky. Also present were Trustee Stan Nemiroff and Student Trustees Ige Egal and Hillay Nabi.

The Committee decided to report and recommend as follows:

Part A: Committee Recommendations

No matters to report

Part B: Information Only**1. External Contact List**

Staff informed the meeting it is necessary to recreate the electronic database which comprised the Board's external contact list. This work will be done as quickly as possible.

2. Delegations

The following oral delegation was heard in accordance with the Board's procedure for hearing delegations:

re Music Monday

- Ingrid Whyte, Executive Director, Coalition for Music Education in Canada

The Committee also received a report on the Coalition's project, Music Monday.

Note: This matter will be considered by the Program and School Services Committee on October 12, 2004. The Intergovernmental and Community Relations Committee indicated its support for the motion from Trustee Crawford as shown on the agenda for that meeting.

3. Parent, Community and Student Involvement Policy Review

The Committee considered a summary of the interim report on the outcome of the review of the Parent, Community and Student Involvement policy. The Committee made suggestions to staff about the content of the report. Staff advised that the consultation process is ongoing and that

input from the consultation process will be incorporated into the final report that will be presented in November.

Part C: Ongoing Matters

4. Notice of Motion

Trustee Coteau submitted the following notice of motion for consideration at the next meeting of the Intergovernmental and Community Relations Committee:

Survey of School Councils

That staff present a report to the Intergovernmental and Community Relations Committee on a process related to the Parent, Community and Student Involvement policy review to survey school councils including details of the survey, its purpose, timelines and cost.

Josh Matlow
Chair of the Committee

Received October 20, 2004

Audit Committee**Report No. 4**

September 28, 2004

A meeting of the Audit Committee convened on Tuesday, September 28, 2004, from 4:10 to 6:00 p.m. in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Noah Ng presiding.

The following committee members were present: Trustees Noah Ng (Chair) and Bruce Davis. Also present were Trustees Sheila Cary-Meagher and Howard Goodman.

The Committee decided to report and recommend as follows:

Part A: Committee Recommendations**1. Audit Plan for the Financial Year Ended August 31, 2004**

The audit plan for the financial year ended August 31, 2004, as compiled by the Board's auditor, Deloitte and Touche¹, was presented to the Committee by Paula Jesty, Partner, and Bernie Chandler, Audit Senior Manager of Deloitte.

The key objectives of the audit plan are:

- to outline Deloitte's formal reporting responsibilities
- to outline Deloitte's audit approach
- to assist the Board in discharging its responsibilities

Following the presentation Ms. Jesty, Mr. Chandler and Board staff answered questions from trustees regarding the audit plan.

On motion of Trustee Davis, the Audit Committee **RECOMMENDS** that the audit plan from Deloitte and Touche for the year ended August 31, 2004, be approved.

Note: The Board made a related decision (see page 703).

Part B: Information Only

No matters to report

¹ This document will be maintained in Board Services for a limited time.

Audit Committee, Report No. 4, September 28, 2004

Part C: Ongoing Matters

No matters to report

Noah Ng
Chair of the Committee

Adopted October 20, 2004

Note: The Board made the following related decision (see page 703):

That the Director report in January 2005 on establishing an internal audit process and the ramifications of doing so.

Budget Committee**Report No. 7**

October 13, 2004

A meeting of the Budget Committee convened on Wednesday, October 13, 2004; from 4:40 to 6:40 p.m. in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Irene Atkinson presiding.

The following Committee members were present: Trustees Irene Atkinson (Chair), John Campbell, Gerri Gershon and Elizabeth Hill. Also present were Trustees Chris Bolton, Sheila Cary-Meagher, Howard Goodman, Stan Nemiroff, Mari Rutka, Michael Coteau, David Shory, and Josh Matlow.

The Committee decided to report and recommend as follows:

Part A: Committee Recommendations**1. Educational Assistants for Kindergarten and Grade 1 (referred to the Committee of the Whole (Private)) (not adopted (unfinished business) see page 703)**

The Committee considered a motion of Trustee Matlow regarding special funding for educational assistants, as follows:

That the Ministry of Education be requested to provide special funding to hire a sufficient number of additional educational assistants so that all Kindergarten and Grade 1 classes can be allocated one educational assistant and so that Kindergarten and Grade 1 classes with enrolments of 25 or more students can be allocated a second educational assistant.

The motion was defeated.

On a motion of Trustees Nemiroff, Cary-Meagher and Matlow, the Budget Committee **RECOMMENDS** (matter to be considered at next regular meeting of the Board):

Therefore be it resolved that the Minister of Education be requested:

- (i) to immediately provide special funding to hire a sufficient number of additional educational assistants so that all Kindergarten classes can be allocated one educational assistant;
- (ii) to immediately provide additional funding to implement its promise of lowering class sizes in primary grades and Kindergarten;
- (iii) to provide each board in Ontario with the flexibility to implement these lower class sizes, including the option of class caps of 20;

- (iv) to have the option of one teacher and one educational assistant for class sizes between 25-27 students.

Note: The Board referred this matter to the Committee of the Whole (Private) (see page 703).

Note: Consideration of this matter was not completed (see page 703).

Part B: Information Only

2. Delegations

The Committee heard the following delegations in accordance with the Board's procedure for hearing delegations:

re Effect of the Current Funding Formula on Kindergarten Adult-to-Child Supervision

- P. Christopher Jackson, Parent, McMurrich P.S.

re School Based Safety Monitors

- John Weatherup, President, CUPE 4400

3. Allocation and Hours per Site of Hall Monitors

The Committee received information from staff (see page 721), with regard to the allotment of school based safety monitors since 2002. Trustee Bolton will submit a motion on this matter for consideration at the October 20, 2004, regular meeting.

Part C: Ongoing Matters

4. Deferred Matter

The Budget Committee postponed consideration of the following matters to the next meeting:

- The Real Costs of Education 2001/2002
 - Development of a similar document
 - Current Elements of the Real Costs of Education
- Communication on Funding Textbooks and Classroom Supplies
- Tax Policy Working Group

Irene Atkinson
Chair of the Committee

Adopted, as amended, October 20, 2004

Budget Committee, Report No. 7, October 13, 2004
 School-based Safety Monitors as of October 13, 2004

School-based Safety Monitors as of October 13, 2004

As received by the Budget Committee on October 13, 2004 (see page 720).

QUAD /FOS	School ID	School Name	2002-03 Allocation	2003-04 Allocation	2004-05 Allocation	Over 30/15 Hours
NE3	4106	Agincourt CI	0.50	0.00	0.00	
NE4	4120	Albert Campbell CI	1.00	1.00	1.00	
NE1	3409	Avondale E and S Alternative	0.50	0.50	0.50	
NE1	3432	AY Jackson SS	0.50	0.50	0.50	
NE5	3415	Don Mills CI	0.50	0.50	0.50	
NE3	4116	Dr Norman Bethune CI	0.50	0.50	0.00	
NE1	3512	Drewry SS	0.00	0.00	0.00	
NE1	3430	Earl Haig SS	1.50	1.00	1.00	5.0
NE5	3439	George S Henry Academy	0.50	0.50	1.00	10.0
NE2	3446	Georges Vanier SS	2.00	2.00	2.00	
NE1	4226	L'Amoreaux CI	1.00	1.00	1.00	
NE6	1836	Leaside HS	0.50	0.00	0.00	
NE4	4134	Lester B Pearson CI	2.00	2.00	2.00	
NE6	1950	Marc Garneau CI	1.50	2.00	2.00	5.0
NE1	3442	Newtonbrook SS	1.00	1.00	1.00	
NE2	4154	Sir John A Macdonald CI	0.50	0.50	0.50	
NE3	4126	Sir William Osler HS	1.00	1.00	1.00	
NE3	4208	Stephen Leacock CI	1.00	1.00	1.00	
NE2	4220	Timothy Eaton BTI	1.00	1.00	2.00	
NE5	3447	Victoria Park SS	1.00	1.00	1.00	
NE6	3450	York Mills CI	0.50	0.00	0.00	
		North East Quadrant Allocation	18.50	17.00	18.00	20.0 (3)
NW6	2832	Burnhamthorpe CI - Adolescent	0.00	0.00	0.50	2.5
NW5	2816	Central Etobicoke HS	1.00	1.00	1.00	5.0
NW2	3441	CW Jefferys CI	2.00	1.00	1.00	
NW4	3420	Downsview SS	1.50	1.50	1.50	
NW2	3434	Emery CI	2.00	1.50	1.00	
NW6	2802	Etobicoke CI	0.50	0.00	0.50	2.5
NW	2800	Etobicoke Youth Centre	0.00	0.00	0.00	
NW6	6532	Frank Oke SS	0.50	0.00	0.00	
NW4	6834	George Harvey CI	1.00	1.50	1.50	

Budget Committee, Report No. 7, October 13, 2004
 School-based Safety Monitors as of October 13, 2004

QUAD /FOS	School ID	School Name	2002-03 Allocation	2003-04 Allocation	2004-05 Allocation	Over 30/15 Hours
NW5	2803	Kipling CI	1.00	1.00	0.50	
NW3	5525	Lawrence Park CI	1.00	0.00	0.00	
NW6	2804	Martingrove CI	1.00	0.50	0.00	
NW4	3411	Nelson A Boylen CI	1.00	1.00	1.00	2.5
NW1	2807	North Albion CI	1.00	1.00	1.50	5.0
NW3	3440	Northview Heights SS	2.00	1.50	1.50	
NW6	2808	Richview CI	0.50	0.00	0.00	
NW5	2810	Scarlett Heights Entrepren. Academy	0.50	0.50	0.50	
NW5	2831	School of Experiential Education	0.00	0.00	0.00	
NW6	2811	Silverthorn CI	1.00	0.50	1.00	
NW3	3437	Sir Sandford Fleming Academy	1.00	1.00	1.00	
NW1	2812	Thistletown CI	1.00	1.00	1.00	5.0
NW4	6782	Vaughan Road Academy	0.50	0.50	1.00	
NW1	2814	West Humber CI	1.00	1.00	1.50	
NW5	6988	Weston CI	2.00	1.00	1.00	
NW2	3448	Westview Centennial SS	2.50	2.00	2.00	
NW3	3444	William L Mackenzie CI	0.50	0.00	0.50	
NW5	6594	York Humber HS	1.00	1.00	1.00	
NW4	6697	York Memorial CI	1.00	1.00	1.00	
		North West Quadrant Allocation	28.00	21.00	23.00	22.5 (5)
SE2	4112	Bendale BTI	2.00	2.00	2.00	10.0
SE5	4118	Birchmount Park CI	1.50	1.00	1.00	2.5
SE2	4124	Cedarbrae CI	2.00	1.00	2.00	5.0
SE2	4130	D and M Thomson CI	1.00	1.00	1.00	
SE6	1007	D A Morrison JHS	0.50	0.00	0.00	
SE/SW5	1928	East York Alternative SS	0.00	0.00	0.00	
SE6	1924	East York CI	1.50	1.00	1.00	2.5
SE5	5530	Malvern CI	1.00	1.00	1.00	5.0
SE4	4136	Maplewood HS	1.00	1.00	1.00	
SE5	4148	RH King Academy	1.00	1.00	1.00	
SE1	4178	SATEC @ WA Porter CI	1.00	1.00	1.00	
SE4	4175	SCAS (Con't Ed)	1.00	0.00	0.00	
SE4	4110	SCAS (ASE 1)	0.00	0.00	0.00	
SE4	4109	SCAS (ASE 2)	0.00	0.00	0.00	
SE4	4176	SCAS (Overflow)	0.00	0.00	0.00	

Budget Committee, Report No. 7, October 13, 2004
 School-based Safety Monitors as of October 13, 2004

QUAD /FOS	School ID	School Name	2002-03 Allocation	2003-04 Allocation	2004-05 Allocation	Over 30/15 Hours
SE4	4214	Sir Oliver Mowat CI	1.00	1.00	1.00	
SE4	4160	Sir Robert L Borden BTI	2.00	2.00	2.00	
SE4	4166	Sir Wilfrid Laurier CI	1.00	1.00	1.00	
SE3	4184	West Hill CI	1.00	1.00	1.00	
SE1	4190	Wexford CI	1.00	1.00	1.00	
SE1	4196	Winston Churchill CI	1.00	1.00	1.00	5.0
SE3	4202	Woburn CI	1.00	1.00	2.00	5.0
		South East Quadrant Allocation	21.50	18.00	20.00	30.5 (7)
SW6	5505	Bloor CI	1.00	0.50	0.50	
SW4	5893	CALC - Adolescent	0.00	0.00	0.00	
SW6	5805	Central Commerce CI	1.00	1.00	1.00	15.0
SW6	5610	Central Technical School	4.00	3.00	3.50	30.0
SW5	5589	Contact Alternative School	0.00	0.00	0.00	
SW4	5615	Danforth C and TI	3.00	2.50	2.50	10.0
SW6	5705	Eastdale CI	1.00	0.50	0.50	
SW4	5810	Eastern HS of Commerce	2.00	1.00	1.00	
SW1	2905	Etobicoke School of the Arts	0.00	0.00	0.00	
SW3	5508	Forest Hill CI	0.50	0.00	0.50	
SW4	5579	Greenwood SS	0.50	0.00	0.00	
SW6	5510	Harbord CI	1.50	0.50	0.50	5.0
SW6	5710	Heydon Park SS	0.00	0.00	0.00	
SW2	5515	Humberside CI	1.00	0.00	0.00	
SW5	5582	Inglenook CS	0.00	0.00	0.00	
SW5	5520	Jarvis CI	2.00	1.00	1.00	
SW1	2817	Lakeshore CI	1.00	1.00	1.00	
SW4	5535	Monarch Park CI (DH is Elem.)	1.50	1.00	1.00	7.5
SW	5512	Native Learning Centre	0.00	0.00	0.00	
SW3	5540	North Toronto CI	0.50	0.00	0.00	
SW3	5620	Northern SS	1.00	1.00	1.00	5.0
SE3	5545	Oakwood CI	1.00	1.00	1.00	7.5
SW5	5584	Oasis Alternative SS	0.00	0.00	0.00	
SW2	5550	Parkdale CI	1.00	1.00	1.00	
SW4	5555	Riverdale CI	1.00	0.50	1.00	10.0
SW5	5630	Rosedale Heights SS (DH is Elem.)	0.00	0.00	0.00	
SW1	6776	Runnymede CI	1.00	1.00	1.00	

Budget Committee, Report No. 7, October 13, 2004
 School-based Safety Monitors as of October 13, 2004

QUAD /FOS	School ID	School Name	2002-03 Allocation	2003-04 Allocation	2004-05 Allocation	Over 30/15 Hours
SW4	5823	School of Life Experience (SOLE)	0.00	0.00	0.00	
SW5	5596	SEED Alternative School	0.00	0.00	0.00	
SW4	5843	Subway Academy I	0.00	0.00	0.00	
SW6	5846	Subway Academy II	0.00	0.00	0.00	
SW5	5570	TheCitySchool	0.00	0.00	0.00	
SW2	5848	TheStudentSchool	0.00	0.00	0.00	
SW2	5604	Ursula Franklin Academy	1.00	0.50	0.50	
SW5	5569	West End Alternative School	0.00	0.00	0.00	
SW2	5850	West Toronto CI (DH is Elementary)	1.00	1.00	1.50	5.0
SW2	5625	Western Tech	2.00	2.00	2.00	5.0
		South West Quadrant Allocation	29.50	20.00	22.00	100.0 (16)

House Committee

Report No. 5

October 7, 2004

A meeting of the House Committee convened on Thursday October 7, 2004, from 5:10 p.m. to 5:50 p.m. in the Executive Conference Room, 5050 Yonge Street, Toronto, Ontario, with Sheila Cary-Meagher presiding.

The following Committee members were present: Trustees Sheila Cary-Meagher (Chair) and David Shory. Trustee David Shory participated by electronic means. Also present were Trustees Irene Atkinson and Gerri Gershon. Regrets were received from Trustee Elizabeth Hill

The Committee decided to report and recommend as follows:

Part A: Committee Recommendations

1. Trustees' Newsletters (as amended by the Board, see page 704)

On a motion of Trustee Atkinson, the House Committee **RECOMMENDS:**

- (a) That staff prepare a written briefing for the next meeting of the House Committee on all costs, including preparing, printing and distribution of the last trustees' newsletters, with a view to preparing trustees' newsletters in the spring of 2005;
- (b) That staff consider the distribution of newsletters by parent-student work teams as a method of saving money and providing funds for local schools.

2. Citizens Advisory Committee on Trustee Remuneration (as amended by the Board, see page 704)

On a motion of Trustee Atkinson, the House Committee **RECOMMENDS:**

- (a) That a Citizens Advisory Committee on Trustee Remuneration be established as soon as possible;
- (b) That representation include:
 - Board of Trade
 - Toronto and York Region Labour Council
 - parents from each quadrant
 - community representation
 - the Board's employee groups
- (c) That the membership of the Citizens Advisory Committee on Trustee Remuneration be referred to the Chair's Committee for approval and report to the Board;

- (d) That terms of reference for the Citizens Advisory Committee on Trustee Remuneration be developed by the Chair's Committee and reported to the Board;
- (e) That staff prepare a written briefing for the next meeting of the House Committee on:
 - (v) any similar approach to this matter used by predecessor boards;
 - (vi) remuneration of the predecessor boards;
 - (vii) remuneration for elected representatives at other levels of government;
 - (viii) remuneration for members of other boards, agencies and commissions.

3. Trustee Earnings and Deductions (as amended by the Board, see page 704)

On a motion of Trustee Atkinson, the House Committee **RECOMMENDS** that staff prepare a written briefing providing a clear statement concerning the earning and deductions form that trustees receive biweekly.

4. Health Benefits for Trustees

On a motion of Trustee Cary-Meagher, the House Committee **RECOMMENDS** that the matter of health benefits for trustees be referred to the Citizens Advisory Committee on Trustee Remuneration (see Item 2 above) for consideration.

Note: The chair of the House Committee undertook to survey the trustees for their need for health benefits.

5. Training for Trustees re Rules of Order

On a motion of Trustee Cary-Meagher, the House Committee **RECOMMENDS** that the matter of training for trustees re rules of order be referred to the Code of Ethics and Meeting Norms Work Group for review.

Part B: Information Only

No matters to report

House Committee, Report No. 5, October 7, 2004

Part C: Ongoing Matters

6. Trustee Expenses

The House Committee will convene its meeting scheduled for November 4, 2004, at 4 p.m. to permit a presentation at 5 p.m. by an accountant concerning trustees' expenses and follow-up questions.

Sheila Cary-Meagher
Chair of the Committee

Adopted, as amended, October 20, 2004

Special Education Advisory Committee

Report No. 8

September 20, 2004

A meeting of the Special Education Advisory Committee convened this day, at 7:05 p.m., in the Boardroom, 5050 Yonge Street, Toronto, Ontario, with Michelle Worley, Co-Chair, presiding.

The following committee members were present: Nancy Cooper, Merle Fedirchuk, Elizabeth Fisher, Dr. Norm Forman, Charlotte James, Kym Kristalie, Ann Martindale, Debbie Philips, Pat Sparks, Mary Weedon, Michelle Worley (Co-Chair), Trustees Elizabeth Hill and Chris Bolton (Vice Chair). Alternates Sherron Grant and Tina Shier were also present.

Regrets were received from Scott Bridges (Co-Chair), Mara Meikle, Susan Musgrave, and Trustee Bruce Davis.

1. Welcome

Dave Rowan welcomed Karen Forbes, System Superintendent of Special Education, Catherine Huycke, Supervising Principal, NE quadrant, and Ellen Doxtator, the new community representative.

2. Approval of the Agenda

Debbie Phillips, seconded by Nancy Cooper moved: **That the agenda be approved.**

The motion was carried.

3. Confirmation of Minutes of June 21, 2004

Amendments: Sherron Grant was present at the June meeting.

Remove section 9 (c)

On a motion of Merle Fedirchuk, seconded by Elizabeth Fisher, the minutes of the SEAC meeting of June 21, 2004, with the above noted amendments, were confirmed.

4. Business Arising from the Minutes of June 21, 2004

(a) Special Education Revenues

Funding in the amount of \$3.6M was released on September 13.

An Effectiveness and Equity Fund will be available for specific unmet needs in 2004-05, upon consultation with school board officials.

(b) Special Education Plan

The Special Education Plan was submitted July 2003. Areas being addressed:

- compliance with standards for IEPs will be put in place following in-service in early 2005.
- revision of Gifted identification
- paraprofessional staff clarification of role of Educational Assistants and Special Needs Assistants

(c) Educational Assistants Handbook

The handbook is approaching completion and will be reviewed by an editor, equity staff, and a Board proofreader. Dave Rowan thanked Judith Melville-Bennoch for her exemplary work and noted that CUPE has indicated approval of the content and the process.

(d) Early Years Policy Draft

A draft has been included in the member's folders. A response form has been provided (please return to Judith Melville-Bennoch by September 28).

(e) June 21 SEAC meeting request re OSSLT results.

Grade 10 OSSLT for Special Education:

- 11% of the total first time eligible and 10% of the fully participating OSSLT students are identified as students with special needs (excluding gifted)
- 8% of the total first time eligible and 9% of the fully participating OSSLT students are as students with special needs (excluding gifted) receiving accommodations.
- 42% of the first time eligible students with special needs successfully completed OSSLT, 8% passed Reading only, 18% passed Writing only and 31% did not pass Reading or Writing in Method 2 results for OSSLT

Regular Grade 10 OSSLT

- 70% of first-time eligible students successfully completed the OSSLT; 5% passed Reading only; 11% passed Writing only; 13% did not pass Reading or Writing; 73% female and 68% male successfully completed the OSSLT; 40% ESL/ELD students successfully completed the OSSLT
- 54% of previously eligible students successfully completed the OSSLT;
- 35% passed both Reading and Writing; 10% passed Reading only;
- 21% passed Writing only; 34% did not pass Reading or Writing;
- 56% female and 53% male successfully completed the OSSLT;
- 44% female and 47% male wrote the OSSLT but were not successful;
- 44% ESL/ELD students successfully completed the OSSLT;

- 56% ESL/ELD students wrote the OSSLT but were not successful.

5. Conferences and Workshops

- (a) Beginning Teachers Conference (Aug 23-25): sessions provided to teachers, elementary and secondary; Families of Schools superintendents, coordinators and consultants attended the first day
- (b) Teachers new to the Methods and Resource Teacher assignment (Aug 25): over 80 teachers attended
- (c) Partnership with Autism Society of Ontario (Aug 26): 37 Education Assistants attended the Geneva Centre for PD
- (d) New Administrators Workshop on Special Education (Aug 25-26): presented by supervising principals Orysia Perun, Marilyn Lowe and Catherine Huycke
- (e) Supporting Students with Special Needs the Role of Educational Assistant (Aug 31)
- (f) Autism Symposium (Sep 1)
- (g) Supporting Students with Developmental Disabilities workshop (Sep 2)

Fall Sessions:

- (a) Partnership with Toronto Public Health - Healthy Babies/Healthy Children (October – 6 sessions): increasing understanding of healthy child development; use of the Developmental History Forum
- (b) Communicating Child Development (new teachers): Special thanks to Merle Fedirchuk and Ann Martindale for staffing the SEAC information display over the 3 days of the conference.
- (c) PDD/ASD Teams will present workshops during October: Overview of Autism; Understanding Behaviour in Students with Autism; Developing Communication and Social Skills in students with Autism Spectrum Disorders
- (d) Administrators Workshop will be rescheduled due to CUPE 4400 Work to Rule: Dave Rowan noted that \$.5M was provided to support 536 summer school students. Judith was thanked for her organization and leadership with these summer initiatives.

6. Transportation Survey of Special Education Students

On a written motion of Trustee Harrison, amended by Trustees Bolton and Hill, seconded by Norman Forman, SEAC **RECOMMENDS** that beginning in the 2004-05 school year a process be put in place for a biannual transportation survey for parents of Special Education Students, the

results of which will be used for the purpose of directing improvement to student transportation for the following year.

7. Correspondence Received by the Chair

(a) CUPE 4400 re: Protecting Vulnerable Students in the Event of Possible Job Action

A letter from CUPE 4400 dated June 25 re their position on this matter in the event of job action.

On a motion of Nancy Cooper, seconded by Kym Kristalie, SEAC **RECOMMENDS** (as amended by the Board, see page 706): That a written briefing re contingency plans be developed for Special Education students in the event of labour disruptions.

Note: The Board made a related decision (see page 706).

(b) Hastings and Prince Edward DSB re: Receipt of Cycle 5 ISA Monies, June 21, 2004

A letter from Wally Salamanchuk, Chair of HPEDSB, to Gerard Kennedy re distribution of ISA Cycle 5 funds.

(c) Ministry of Education re: Ministry of Education Review of 2003 Special Education Plan, April 26, 2004

A letter to the Director of the Board from Moira Sinclair, providing feedback on the 2003 Special Education Plan submitted by the Board.

(d) Huron-Superior Catholic DSB re: Urgent Need for Maintenance of ISA Process, July 2, 2004

A letter to Gerard Kennedy from Karen Ribout, Co-chair of SEAC for Huron-Superior CDSB urging the Minister of Education to honour the commitment of the government to provide full Cycle 5 ISA funding to school boards for the 2003-04 school year.

(e) Ottawa-Carleton DSB SEAC re: Concerns Regarding the Future of ISA Funding, and Arguments of the LDAO, July 7, 2004

A letter from Lamar Mason, Nancy Myers, SEAC Co-Chairs, and Myrna Laurenceson, Vice Chair, re concerns regarding the future of ISA funding, and arguments of the Learning Disabilities Association of Ontario.

8. Executive Superintendent's Report

- Dave Rowan noted that there is not expected to be a CUPE 4400 work stoppage at this time. In the next Superintendent's report he will outline a contingency update for special education students as requested by members.
- Kids on the Block – Partnership

- \$7,500 has been made available for 50 schools to be involved with the program (two schools in each family of schools). Dave Rowan will formulate a letter of support for Kids on the Block in their quest to secure funding through Ronald McDonald House Charities so that they continue to expand their presentations.
- Conflict of dates with the December meeting. It was agreed that November 29 would be substituted.
- A request for information should go out in October re Global Positioning Systems (GPS). An attempt is being made to make this a Greater Toronto Area initiative so that the most school boards in our area would be a part of the initiative.

9. Reports/Updates from Representatives on TDSB and Other Committees

(a) Safe and Compassionate Schools Task Force, Norman Forman

N. Forman made a verbal report. The Task Force will disband and a working group will be formed to continue with the implementation of the Safe and Compassionate Schools Task Force findings. D. Rowan will inquire re a SEAC member being part of the working group

(b) Parent Community Involvement, Ann Martindale

A draft is being compiled for presentation to the November Board.

(c) Optional Attendance Task Force Report, Merle Fedirchuk

Following a meeting on Tuesday, September 28, M. Fedirchuk will have further information.

(d) Review of Implementation of Community Based Resource Model, Chris Bolton

Trustee Bolton noted that there will be a follow-up to the 80-page report after the next meeting prior to the SEAC meeting. N. Forman noted that there were key areas of concern:

- correction: Steven Katz applied research paper
- more resources,
- better communication needed

10. Local SEAC Association Reports

Dog Guides Open House, Michelle Worley

An open house will be held on Saturday, September 25

11. Trustees' Report

Trustee Elizabeth Hill

- The Board held a Regular Board meeting on August 30, following a Senior Retreat August 25 and 26.

Special Education Advisory Committee, Report No. 8, September 20, 2004

- The newly formed Relationship Committee submitted a report *Strategic Goals and Priorities*, to the Board outlining roles, guiding principles and leadership goals.
- The June 21 Special Education Advisory Committee Report was accepted.

12. New Business

- (a) M. Fedirchuk presented a document (pink sheet in members folders) stressing the importance of *Special Education Advisory Committees to Boards of Education*, and advising that survey information from PAAC indicates that “many boards overtly value the contributions of the knowledgeable volunteers who are represented on their SEAC.” It is necessary for SEACs to address the need for programs for all exceptionality groups.

M. Fedirchuk also presented a PAAC on SEAC calendar – a working document of annual SEAC business.

- (b) D. Rowan advised that there are in-services for staff orientation on posting materials to the Board's Intranet site.

New IEP forms will take effect in 2005; Cathy Schaeffer to bring SEAC members up-to-date (separate evening suggested).

- (c) Kym Kristalie presented a short synopsis of Quantitative EEG, a Neuro-Science breakthrough in treating ADD. Background information is available to members. The Web site address is Chp-Neurotherapy.com

13. Adjournment

At 10:00 p.m., on a motion of Debbie Philips, seconded by Elizabeth Fisher, **the meeting adjourned.**

Michelle Worley
Co-Chair of the Committee

Scott Bridges
Co-Chair of the Committee

Adopted, as amended, October 20, 2004

Note: The Board made the following related decision (see page 706):

That a written briefing be presented to the Program and School Services Committee outlining the obstacles that are arising with regards to the accommodation of special needs students in secondary schools.

Chair's Committee

Report No. 6

October 6, 2004

A meeting of the Chair's Committee convened on Wednesday, October 6, 2004, from 6:10 p.m. to 8:10 p.m. in the fifth floor meeting room, 5050 Yonge Street, Toronto, Ontario, with Sheila Ward presiding.

The following members were present: Trustees Sheila Ward (Chair), Sheila Cary-Meagher, Gary Crawford, Howard Goodman, Josh Matlow, Stan Nemiroff, Noah Ng and David Shory. Regrets were received from Trustees Irene Atkinson, Bruce Davis and Elizabeth Hill. Also present were Trustees Chris Bolton and Rick Telfer. Trustee Bolton participated by electronic means.

The Committee decided to report and recommend as follows:

Part A: Committee Recommendations

1. Equity Foundation Policy Implementation Review (as amended by the Board, see page 706)

At its meeting held on September 22, 2004, the Board approved the formation of a task force to review the implementation of the Equity Foundation Statement and to refer the matters of the mandate and membership of the task force to the Chair's Committee and the Community Equity Reference Group for recommendations to the Board in October 2004.

The Chair's Committee **RECOMMENDS** (as amended by the Board):

- (a) That an Equity Foundation Policy Implementation Review subcommittee be established to explore possible processes for this review including, as part of the system plan process currently underway, and the results of the review be presented to the Chair's Committee in December 2004;
- (b) That Trustees Bolton, Hill and Telfer be appointed as members of this subcommittee.

2. Student Recruitment, Retention and Recovery (09-04-0598) (as amended by the Board, see page 706)

The Committee considered a staff report (see page 736) concerning student retention, as requested by the Board at its meeting held on June 16, 2004.

The Chair's Committee was requested to forward the report to the appropriate standing committee.

The Chair's Committee **RECOMMENDS** (as amended by the Board):

Chair's Committee, Report No. 6, October 6, 2004

- (a) That a Student Recruitment, Retention and Recovery work group be established with trustees and staff to review, in depth, the issue of student retention, recruitment and recovery and to develop a draft policy and to make other recommendations in due course, and to report to the Board through the Chair's Committee;
- (b) That students and former students be involved in the policy development process in a meaningful way;
- (c) That Trustees Campbell, Davis and Matlow be appointed as members of this work group.

Part B: Information Only

3. Reports of French Program Issues

The Committee considered material at the request of Trustee Cary-Meagher, including correspondence from Trustee Davis to the Director on reports requested by the Board on optional French programs, and a response from the Associate Director to Trustee Davis.

The Committee decided to refer the financial components of this matter to the Accountability and Finance Committee.

Part C: Ongoing Matters

4. Committee Structure

The Committee considered a report of the Chair of the Board with regard to the structure and use of the current committee system and how changes to the structure and to meeting procedures might result in trustees working more effectively.

The Chair undertook to involve all trustees in this review and to report to the regular meeting to be held November 17, 2004, concerning this review and accompanying revisions to the Board's bylaws.

Sheila Ward
Chair of the Committee

Adopted, as amended, October 20, 2004

Chair's Committee, Report No. 6, October 6, 2004
 Student Recruitment, Retention and Recovery (09-04-0598)

Student Recruitment, Retention and Recovery (09-04-0598)

As presented to the Chair's Committee on October 6, 2004 (see page 734).

On June 16, 2004, the Board approved a resolution to say, "that on an interim basis, the Director of Education be responsible for developing plans for student recruitment, retention and recovery and that the Director present an interim report to the Board by the end of September 2004."

Over the past number of years student retention has been analyzed and reviewed by different groups and structures within the Board. Despite the effort, very little policy has been developed to respond to the complexity of the issues affecting the retention of students. Most recently the Enterprise II Task Force has focussed its efforts on student retention. While this interim report does not incorporate any of the Enterprise II findings into the overview, it is assumed that the Task Force would be directly involved with any subsequent work by the Board.

This preliminary report is organized to outline some of the factors and issues that will require attention as the Board moves to address the issue of student retention and recruitment in the current climate of severe enrolment decline in most of the public schools within the Province. Clearly, there are no simple solutions that address the problem of declining enrolment as it exists at this time. In order to develop a comprehensive and cohesive approach to this complex issue, an examination of system priorities, policy and direction is necessary.

Issues Affecting Student Retention

(a) Declining Enrolment

The enrolment of the Board has been declining at an alarming rate for the past few years, a consequence of reduced birth rates, declining immigration, the migration of people to the suburbs, and, to some extent, the challenge of the private education system. This trend will continue over the next five years or more, based on the analysis provided by the Planning Department.

Number of Students (2001-2006)

<u>Year</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>
<i>Elementary</i>	180,255	178,784	175,091	175,807	166,611
<i>Secondary</i>	93,579	92,594	87,552	* 83,846	81,861
<i>Total</i>	273,833	271,378	262,644	254,653	248,472

Decline from 2001 to 2005 = 19,180
Decline projected to 2006 = 6,181
Total in four years = 25,361

**Preliminary actual secondary enrolments collected in September 2004 have come in approximately 2,000 students higher than the projection for September 2004. Despite coming in over projection, the*

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secondary panel has still declined from last year. The decline from last year based on the preliminary actual September 2004 enrolment is approximately 1,000 students.

The Ministry of Education provides funding for teachers based on the enrolment reports that are provided each year. The revenue for the Board is then adjusted to reflect the actual enrolment of the Board, year over year. The impact of dramatic changes in enrolment is mitigated through a declining enrolment grant. In the absence of new policy from the government, the declining enrolment grant of \$30m will essentially disappear in 2007. This will have a negative impact on the operations of the Board, as we are not able to quickly adjust infrastructure spending in lock-step with our enrolment changes.

(b) Immigration

There has been a general reduction in the numbers of people coming to Canada over the past few years. This has a direct impact on the number of students entering TDSB schools. While the majority of families will take up residence in the major metropolitan centres of Canada, and in particular the Toronto area, in recent years many have chosen the outlying areas (referred to as the 905). Whereas immigrants were initially attracted to the low cost of social housing available in Toronto, the recent shift to the 905 area has resulted because the cost of housing is less and social and settlement services are now readily available in the outlying areas. As well, a new trend has emerged with emigration back to China and the Far East due to the recent emergence of strong economies in that area.

Total Immigrants and Refugees Settling in Toronto, 1998-2003:

1998 = 76,364
1999 = 84,445
2000 = 110,069
2001 = 125,114
2002 = 111,580
2003 = 97,276 (preliminary figure)
22% decrease from 2001 to 2003

Sources:

Citizenship and Immigration Canada, *Facts and Figures 2002*
Citizenship and Immigration Canada, *The Monitor*, Spring 2004

(d)

TDSB Students - New Arrivals to Canada, 1998-2003 (Residing in Canada For 1 Year or Less and Born in Non-English Speaking Countries):

1998 = 10,811
1999 = 12,537
2000 = 14,950
2001 = 16,744
2002 = 14,018
2003 = 10,472
37% decrease from 2001 to 2003

Source:

Trillium Student Information System

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(c) Settlement

The resources from the Federal government for the cost of settlement are insufficient to meet the demand for ESL and other programs. This has compelled the Board to move some resources out of regular classroom programs in order to meet the demand. This impacts on the quality and flexibility that schools have to address local needs at the school level. In turn this has an impact on the public's confidence.

3.2% of students entered the TDSB from other Boards during the 2001-2002 school year
3.5% of students transferred from the TDSB to other Boards during the 2001-2002 school year
Source:

Trillium Student Information System.

(d) Private Schools

Private schools represent choice for parents. Smaller classes and the general absence of students with high needs are perceived by some parents as advantageous to their children. It is the emergence of low cost private options that represents the greatest challenge from the private system.

It is the view of staff that the net exchange of students between the public and private schools within the region has not changed significantly over the past several years. However, it is imperative that we begin to explore options that will give parents and students additional choices. We need to explore a range of effective strategies that will allow the public system to compete effectively with the private schools located in the Greater Toronto Area.

0.5% of students entered the TDSB from private schools during the 2001-2002 school year
0.6% of students transferred from the TDSB to private schools during the 2001-2002 school year
The Research Department indicates that the statistical difference between the two factors is insignificant and therefore it can be concluded that there was neither a net gain nor loss of students between the private system and TDSB.

Source:

Trillium Student Information System

(e) At-Risk Students

Given the range of options that are currently available to students within the Board it is likely that we'll continue to lose students to other systems, including the Toronto Catholic, unless and until we are able to provide a broader range of options. Our programs and services must demonstrate the sophistication of our identification processes and our unique ability to respond with programs that address the needs of students that are considered to be at risk.

Higher rates of student retention will be achieved if we are able to develop a broad strategy that provides for early identification of at-risk students at the secondary level and programs that meet individual needs. Guidance services and the ability to establish and maintain a strong linkage between the home and the school are critical to any strategy.

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(f) Public Confidence

Recent research has indicated that most parents in Ontario are generally satisfied with the schools that their children attend. Most express satisfaction with the school administration, the dedication of their child's teacher and accept the quality of the facilities. This same research also suggests that the majority of parents are dissatisfied with the school system and with the school boards that operate the schools in their communities. This is likely a consequence of the continuous labour unrest in the province over the past several years and with the perceived lack of accountability at the system level.

It is the opinion of staff that the assignment of dedicated staff, such as a Manager of Student Recruitment, to the job of recruiting students to the TDSB would result in some improvements to our overall enrolment. It is likely also that a concerted effort to retain students through an early identification process for students at risk would have an impact on the overall enrolment picture. However, it is the view of staff that a strategy to deal with student retention, recovery and recruitment must be comprehensive in its scope and plans must be developed with the mission, strategic goals and annual priorities in mind.

A policy to retain students, if developed, should include the collection of useful data and processes to contact students to review their reasons for departing the system. Ongoing data collection and polling of students who have graduated from the system will provide important information for retention planning.

Strategies and Ideas that Will Make a Difference

A system as large and diverse as the Toronto District School Board must find ways to ensure that its message gets out and that the message is coherent. Programs that demonstrate our commitment to equity and resources aligned to real evidence of need communicate to parents and students that we see every individual student as important.

Ideas that motivate staff, encourage innovation and mobilize effort are needed if we are to build public confidence. Our objective should be to encourage parents to think that; "excellence is the standard for every Board school."

(a) Human Resources

Critical to student retention are the experiences and relationships that students and their parents have with teachers. Teachers who are outstanding in their fields, current in their knowledge and reflective of the students that they teach have an increased opportunity to engage and retain students. Continued emphasis must be placed on developing policies and procedures around teacher recruitment, retention and professional development. This will ensure that we continue to attract the highest quality teachers and that teachers new to the profession remain in the field and in the employment of the Board. Employees of the Board can be our most powerful advocates in a retention strategy. Staff who exemplify a message of caring and concern will provide the positive environment which parents want for their children. Other school boards have

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launched with positive results, internal communication plans to employees to build pride in their organizations.

(b) Encouraging Innovative Ideas

The Innovation Fund should be expanded to provide for major initiatives and high profile model programs within schools and school communities. This would complement the current strategy that allocates modest investments intended to produce great results, while honoring the creativity of staff. The implicit message to the public is that any system that can generate great programs and services must be excellent.

(c) Celebrating Staff Excellence

The proposed Centre for Learning Excellence would provide the vehicle to showcase the outstanding, creative, innovative programs and services of the Board. The Centre could also support high profile partnerships with the academic and business community.

Recent articles in the Globe and Mail (September 7, 2004) should help guide our thinking. "Well-educated teachers lead to a strong, well-respected profession and enable a thoughtful debate about educational approaches and appropriate standards for teaching." And, "keeping experienced, well-qualified teachers in our classrooms means offering respect, support and education."

(d) Regular Reporting to our Public

Validation of the programs and opportunities that are provided to students is essential. In order to ensure the credibility and integrity of the validation, we have embarked on the certification program provided by the National Quality Institute. This certification demonstrates to the public that we are improving continuously and meeting high standards throughout the organization on a range of criteria.

The System Plan Report Card is a strategy to assist with the communication of our success as an organization and as a professional learning community. It will reflect the accomplishments of the Board based on the strategic goals that are established on an annual basis. For 2004-2005 these have been identified as:

- Successful Students
- Inspired Staff
- Engaged Parents and Communities
- Kind and Caring Schools and Workplaces
- Fine Facilities
- Equity of Access for All

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(e) Policy Analysis

The existing policy framework of the Board is the product of a great deal of work and deliberation by the staff and trustees of the Board. It is, nonetheless, true that some of these policies might be considered by some to be disincentives to student retention. This occurs because policy is often a tradeoff between competing interests. A policy such as optional attendance attempts to provide equitable access to limited spaces in some schools. This is absolutely necessary but at the same time may be viewed by unsuccessful applicants as being unfair and inequitable. Similar negative reactions may occur in other areas such as school closures, appropriate dress and transportation. This suggests that a policy review should be conducted to determine whether there are ways to smooth or augment the policy or if additional policy is needed to facilitate successful student recruitment and retention.

(f) Strategic Partnerships and Marketing

Work has been underway through the Business Development Department to develop marketing strategies for the Board. A detailed subsequent report on student retention will focus on the work that has been completed to date to develop marketing strategies that build public confidence and support for the Board as a professional learning organization.

The marketing strategies outlined in the detailed report will allow us to articulate who we are, what we think about ourselves, what we want to do and why we deserve public support. Essentially it will detail how we may publicize, both internally and externally, our innovative programs, student achievement, and the quality and variety offered within our system.

The plan calls for central and local efforts to be complementary with a strong public relations and marketing effort. This central initiative will be backed by strong local school outreach to parents and to the community.

(g) Alternative Schools and Programs

The Board has many Alternative Schools and Programs that have different models for service delivery. It is highly recommended that we begin a detailed review of Alternative Schools and Programs with the goal of expanding options and models in the future. The Board has the people, programs and resources to provide the variety of options that parents demand.

(h) Faith-based Schools

The *Education Act* and Supreme Court jurisprudence limit the Board's ability to respond to the demands within some communities for religious instruction and for program changes that reflect their religious and social values. As a consequence of our apparent inability to address their needs, we can anticipate that students will continue to leave our system for religious reasons.

Can we develop the "alternative" model that will comply with the law while giving some flexibility to the school to respond to the expectations of the immediate community?

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(i) Home Schooling

Many parents opt to educate their children at home. The Board loses access to the provincial funding for these hundreds, if not thousands of students. Can we find an accommodation with home schooling parents that will support a home-school partnership while retaining the student on the role of the local school?

Other jurisdictions, including Alberta, have introduced a virtual schools model to include home-schooled students that provides access to on-line distance education delivered through the resources of local Boards of Education. As a result, home-schooled students generate per pupil grants at both elementary and secondary levels. To do this the Board would need to enhance its virtual school programs and services to include elementary school children.

(j) Other Considerations

Other approaches that have the potential to attract additional students include:

- Increase international student numbers by developing an aggressive marketing strategy
- Expand virtual school opportunities
- Increase number of specialized schools
- Ensure up-to-date facilities
- Train and mentor teachers and support them to stay in their profession of choice
- Establish TDSB schools in other parts of the world (TDSB World-wide) and offer the International Baccalaureate program
- Hire and work to attract teachers that reflect our communities more closely

System Planning Components to Improve Schools and Retain Students

(a) Mission/Values

The mission of the Board is “to enable students to reach high levels of achievement and to acquire the knowledge, skills and values they need to become responsible members of a democratic society.” This mission is based on seven foundation principles that says that we value:

- each and every student,
- a strong public education system,
- a partnership of students, schools, family and community,
- the uniqueness and diversity of our students and our community,
- the commitment and skills of our staff,
- equity, innovation, accountability and accessibility, and
- learning environments that are safe, nurturing, positive, and respectful.
- Integration of the mission and values into all Board policies and every aspect of our operation would go a long way towards creating the kind of school system that succeeds with the retention of students through to graduation.

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The following summary provides a list of action items that refer to student retention and recovery. These are the types of ideas and approaches that would be researched and developed by a Board established work group on this topic.

(b) School Improvement Planning (SIP)

The SIP process is about aligning resources to evidence of need. If we are to be successful as a professional learning organization then we must be responsive to the individual needs of every student. Full commitment to the SIP process, including the appropriate alignment of resources and budget will go a long way towards achieving system success.

In certain school communities where the data suggests that student retention is a critical issue, the School Improvement Plan should focus on the plans, programs and strategies that have the best chance of retaining students who might otherwise be at risk.

(c) The Integrated System Plan

The Board recently approved six strategic goals for 2004-2005:

- Successful Students
- Inspired Staff
- Engaged Parents and Communities
- Kind and Caring Schools and Workplaces
- Fine Facilities
- Equity

All plans, in particular the Education Plan (School Services Plan), must provide the programs and strategies that focus the resources and the effort of the system on successful outcomes. Each of the strategic goals must be integrated into our student retention and recruitment planning.

(d) Successful Students

If we provide a range of options for students in terms of programs, locations, environments and supports then we'll increase our ability to retain these students through to graduation. The PATHWAYS project and the concept of Clustered Schools are examples of a range of options.

(e) Inspired Staff

Staff must be the main advocates for the system. Everyone of us must publicly support and praise the quality of our services and the strength of our programs. High staff morale, a stable labour relations environment and effective in-service for staff will assist in this regard.

(f) Engaged Parents and Communities

The notion of advocacy must extend to parents and communities also. Engaging parents in purposeful ways at the system level and through school improvement planning is advised. Our

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communication and external validation efforts (NQI, System Report Card) will be beneficial as we build public confidence in our approach.

The Community Support Project (Community Use of Schools) is an example of a process that engages communities while building capacity. This project will demonstrate the value of this approach and provide the means to encourage federal investment in school infrastructure for the delivery of other community and social services.

(g) Kind and Caring Schools and Workplaces

If our schools and workplaces are places where staff, students and the public want to be then we'll retain students for the same reason.

(h) Fine Facilities

We have far too many facilities that are underused. While small schools may be attractive to the parents of students who attend those schools, the program that is provided to students may lack flexibility and variety. For example, if we are going to operate small schools then we should consider guarantees to students that their access to music, the arts, library and physical education will be provided. Attending a small school should not result in a trade-off that undermines our commitment to equity of access for all students.

The quality of our facilities must be substantially improved. A deferred maintenance factor of \$750 million is not good. As well our inability to construct new spaces and to modernize existing spaces will continue unless we are able to reduce our surplus spaces in the areas where students are no longer present.

(i) Equity

Equity must permeate every aspect of our policy, operation, system planning and service delivery. The quality of the effort should be measured on the basis of clear indicators of the Board's commitment to equity of opportunity, access and outcome.

For the Board's decision see page 734

Human Resources and Staff Development Committee

Report No. 10

October 12, 2004

A special meeting of the Human Resources and Staff Development Committee convened on Monday, October 12, 2004, from 1:15 to 4:00 p.m. in the Executive Conference Room, 5050 Yonge Street, Toronto, Ontario, with Sheila Cary-Meagher presiding.

The following members were present: Trustees Elizabeth Hill (Chair), Sheila Cary-Meagher and Howard Goodman. Regrets were received from Stephanie Payne. Also present was Trustee John Campbell.

The Committee decided to report and recommend as follows:

Part A: Committee Recommendations

1. Parent Involvement in the School Staffing Process (as amended by the Board, see page 707)

The Board at its meeting held on September 22, 2004, decided:

Whereas, parent involvement in school planning is desirable;

Therefore, be it resolved, that a work group be established to recommend effective ways to engage parents in the school staffing process and report to the Human Resources and Staff Development Committee in December 2004.

On a motion of Trustee Goodman, the Human Resources and Staff Development Committee recommended:

- (a) That two School Staffing work groups be established to recommend effective ways to engage parents in the school staffing process: one for secondary schools and one for elementary;
- (b) That the work groups be comprised of the following members:
 - 3 trustees (same trustees for both work groups)
 - 2 parents for each work group
 - 2 principals for each work group
 - 1 supervisory officer for each work group
 - 2 teacher federation representatives for each work group
 - 1 staff resource person for each work group;
- (c) That the Board appoint three trustee representatives to serve on the School Staffing work groups.

The Board **DECIDED** (see page 707):

- (a) That a School Staffing work group be established to recommend effective ways to engage parents in the school staffing process;
- (b) That the work group be comprised of the following members:
 - 3 trustees
 - 8 parents (4 elementary, 4 secondary)
 - 2 principals
 - 1 supervisory officer
 - 2 teacher federation representatives
 - 1 staff resource person
- (c) That the Board appoint three trustee representatives to serve on the School Staffing work group.

Note: Trustees Bolton and Cary-Meagher were appointed to the work group. (A third trustee may be appointed at a later time.)

Part B: Information Only

2. Delegation

The Committee heard the following oral delegation in accordance with the Board's procedure for hearing delegations:

re Pay Equity for Educational Assistants From the Former Scarborough and Etobicoke Boards

- Katie McGovern, CUPE, Local 4400

3. Policy Revisions re Same-sex Partners

Staff advised that Board's policies will be revised as per the Board's decision of May 19, 2004 (as follows):

That the Board's relevant policies and procedures be reviewed and revised, as appropriate, to comply fully with all provisions the *Ontario Human Rights Code* and in particular those provisions concerning same-sex partners

Part C: Ongoing Matters

4. Policy Development: Hiring of Students for Summer Work

Trustee Hill submitted written notice of the following motion for consideration at the next meeting of the Human Resources and Staff Development Committee:

That a policy on the hiring of students for summer work that covers advertising and the recruitment process be presented to the Human Resources and Staff Development Committee in November 2004.

Elizabeth Hill
Chair of the Committee

Adopted, as amended, October 20, 2004

Program and School Services Committee

Report No. 10

October 12, 2004

A meeting of the Program and School Services Committee convened on Tuesday, October 12, 2004, from 6:05 to 9:40 p.m. at Georges Vanier S.S. 3000 Don Mills Road, Toronto, Ontario, with Bruce Davis presiding.

Committee members present: Trustees Bruce Davis (Chair), Chris Bolton, Gary Crawford, Michael Coteau, and Mari Rutka. Regrets were received from Sheine Mankovsky. Also present were Trustees Sheila Cary-Meagher, Howard Goodman, Elizabeth Hill and Student Trustee Ige Egal.

The Committee decided to report and recommend as follows:

Part A: Committee Recommendations

1. After-school Music Program (10-04-0615)

The Committee considered a staff report (see page 754) requesting approval for a pilot program for five after-school music programs in a cross-section of school communities.

On a motion of Trustee Crawford, amended by Trustee Rutka, the Program and School Services Committee **RECOMMENDS:**

- (a) That the development and pilot of five after-school music programs in a cross-section of school communities be approved;
- (b) That a report on the outcome of the after-school music program pilot project be presented to the Board in spring of 2005;
- (c) That staff investigate the possibility of increasing the number of participants to more than the current proposal of 15 students for each of the five pilot schools.

Minority Report

Trustee Cary-Meagher disagrees with the Committee's recommendation and recommends instead that the After-school Music program be offered in three schools that are at the high end of the Learning Opportunities Index.

2. Intervention to Support At-Risk Students in Grades 8 and 9 (09-04-0611) (as amended by the Board, see page 709)

The Committee considered a staff report (see page 757) requesting approval for intervention initiatives to support at-risk students in Grades 8 and 9.

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On a motion of Trustee Coteau, amended by Trustee Hill, the Program and School Services Committee **RECOMMENDS** (Parts (d) and (e) were added by the Board):

- (a) That the following four interventions, with a research component, be approved:
 - (ix) Targeted tracking and intervention of students;
 - (x) Increase the number of students and parents involved in the after-school literacy and numeracy classes by increasing awareness and accessibility of the program;
 - (xi) Expand the Tutor in the Classroom initiative;
 - (xii) Enhance and initiate summer programs for at-risk Grade 8 students;
- (b) That funds be requested from the Ministry's \$21M Learning to 18 Strategy fund to support additional staffing for a Grade 9 intervention program that includes literacy, numeracy and learning skills.
- (c) That staff report on additional strategies for targeting populations of high-risk students whose needs are not currently being met by the Board
- (d) That staff provide trustees with a summary of existing relevant research on the impact of or correlation between gender, race, ethnicity, mother tongue and income or place of residence on student achievement;
- (e) That staff report to the next meeting of the Programs and Schools Services Committee with a plan to initiate three focus groups with at-risk students and young adults who are not currently students to gain further insight into their experiences with the school system and how we can improve things to allow them to reach their potential.

and that the following be referred to the Program and School Services Committee:

- (a) That staff, in consultation with the Ontario Human Rights Commission and educational experts, develop a research program that examines student achievement in the Board including such factors as gender, race, ethnicity, mother tongue, income of place of residence, and that the research program, including a proposed budget, be presented to the Programs and Schools Services Committee in January 2005 for further consultation with parents, educators, federation and union representatives and administrators;
- (b) That a Request for Proposal be initiated to solicit from community members, schools, educators and outside organizations to seek innovations in serving students at risk and that the RFPs include an evaluation component;
- (c) That staff prepare a report for the Programs and Schools Services Committee in January 2005 re implementation of a summer student employment program for July and August 2005 that provides an incentive for at-risk students to stay in school.

The Board requested that the following be included in the Committee report:

The following major components of the staff report emanate from the Program and School Services Committee (components already approved by the committee and outlined in the staff report):

- Monitoring of at-risk students, leading to changes in school improvement plans for 2005-06;
- Deployment of ten half-time guidance counselors in ten high schools with highest concentrations of at-risk students;
- 25,000 hours of tutoring for Grade 9 students achieving at Level 1 or below in literacy or math; tutoring will be conducted by post-secondary students;
- Expansion of Grade 8.5 whereby students take half a year of Grade 8 with supports and half a year of Grade 9;
- After-school remedial programs for students in Grades 7 to 9 who achieve at Level 1 or lower in literacy or math;
- After-school programs for parents;
- Deployment of four full-time community advisors to promote after-school remedial programs;
- Mentoring program for high school students to assist at-risk students in Grades 7 to 9; mentors are eligible for community service hours or high school credit.

3. Allocation of Lunchroom Supervisors, 2004-05 Supplementary Report (10-04-0616)

The Committee considered a staff report (see page 762) providing the Board with additional information re this matter.

On a motion of Trustee Rutka, amended by Trustee Davis, the Program and School Services Committee **RECOMMENDS:**

- (a) That for 2005-06 lunchroom supervisors be allocated on the basis of projected headcount enrolment for Grades 1 through 8;
- (b) That lunchroom supervisors continue to be allocated using a formula than provides moderate front-end loading and distributes resources in a way that addresses the largest number of schools' needs;
- (c) That this report be referred to the Budget Committee for consideration of budget priorities.

4. Music Monday

On a motion of Trustee Crawford, amended by Trustee Coteau, the Program and School Services Committee **RECOMMENDS**:

- (a) That Music Monday, a project of the Canadian Coalition of Music, be endorsed and supported by:
 - (xiii) a written statement of support;
 - (xiv) distribution of Music Monday information annually to every school free of charge;
 - (xv) annual participation by all schools in the celebration of Music Monday on Monday, May 2, 2005;
- (b) That staff provide advice concerning any difficulty schools may have in participating in Music Monday.

5. Optional French Consolidation for Winchester/Market Lane P.S. (09-04-0612)

The Board postponed consideration of this matter (see page 709).

6. Review of PART Process for Optional French Programs

The Committee considered the recommendation of its French Program subcommittee which met earlier on the same day concerning a motion of Trustee Goodman. On a motion of Trustee Bolton, the committee **RECOMMENDS**:

Whereas, the Board has resolved that one of its strategic goals is to engage parents and the community; and

Whereas, FSL CLG is recognized by the Board as integral to the review and planning of matters dealing with FSL instruction within Board; and

Whereas, the Board resolved that staff should follow each community's needs (as evaluated through an impartial PART) in deciding whether a new Grade 4 entry to an Optional French Program be Immersion or Extended; and

Whereas, it appears that the current PARTs have not been designed in a way consistent with these three resolutions of the Board;

Therefore be it resolved:

- (a) That the FSL Community Liaison Group be involved in reviewing and revising the current PART plans for consulting with the affected communities;

- (b) That the reviews be conducted with all possible speed so that these new programs will be available to receive students in September 2005.

Part B: Information Only

7. Declaration of Possible Conflict of Interest

Trustee Bolton declared a conflict of interest with regards to the funding for the After-school Music Program as he is involved with an organization that may provide funding for this program. Trustee Bolton did not participate in the discussion or voting

8. Delegations

The Committee heard the following delegations in accordance with the Board's procedure for hearing delegations:

re Respectful Encounters with Inner City At-Risk Youth in Toronto Schools

- Ann Pohl, Author

re Lunchroom Supervisors

- Giselle Burton, Vice President, Unit C, CUPE 4400

9. Program and School Services Committee Work Plan

The Committee discussed its work plan and identified the following key initiatives for future consideration:

- What constitutes student success
- Raising the profile and increasing the curriculum content of the Applied Technical Education program, and the need for advocacy at the provincial level to reorganize the curriculum
- Itinerant Music program
- Arts program
- Numeracy and literacy
- At-risk early intervention program
- Early Years education; school preparedness
- Specialty innovative programs, i.e. JUMP
- Extra-curricular activities
- ESL for adults (Continuing Education programs)
- Specialized schools (gender-specific)
- Alternative programs and schools
- Programming for Pathways to Success
- Optional French
- E-Learning Strategy
- International Languages
- Report card comments

- Junk food in schools
- Government contracts

Part C: Ongoing Matters

10. Report Card Comments

The Committee received information from staff concerning the review of report card comments.

The committee requested that staff provide a status report to the November committee to more accurately describe the attributes and accomplishments of students. At its meeting of February 18, 2004, the Board approved that a report be presented to the Program and School Services Committee on this matter.

11. Toronto Schools on the Move

The Committee received information from staff concerning a partnership with the Toronto Public Health department which is developing an information package. This matter will be considered at a future meeting of the committee.

12. Adequacy of French-language Learning Resources

The Committee considered the matter of the adequacy of teachers, educational assistants and translated materials as referred by the French Program subcommittee which met earlier on the same day. This matter was deferred to the November meeting.

13. Student for a Day Project

Staff will provide information on the process to trustees.

14. Deferred Matters

The Committee postponed consideration of the following matters to the next meeting:

- School Sports and Extracurricular Activities Inventory (Trustee Davis)
- School Evaluation and Reporting Process (Trustee Davis)

Bruce Davis
Chair of the Committee

Adopted, as amended, October 20, 2004

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After-school Music Programs (10-04-0615)

After-school Music Programs (10-04-0615)

As presented to the Program and School Services Committee on October 12, 2004 (see page 748).

In June 2004 the Board decided:

- (a) that staff be directed to develop a campaign for a pilot after-school music program in a cross section of school communities;
- (b) that this model be brought to the Board for consideration and approval in the fall of 2004.

Research indicates that studying and performing music enhances academic performance. There are sponsors and partners interested in working with the Board to develop after-school music programs offering students the opportunity to experience the joy of music.

In consultation with Music and Continuing Education staff, potential community sponsors have been approached to develop a pilot project to be implemented in five sites across the Board in January 2005.

Throughout the summer, preliminary meetings were held to begin to explore a potential model for an after-school music program pilot project that would provide an enjoyable and enriching experience for students but not as part of the core curriculum. This project would expose students to music in an attractive context, and, hopefully, inspire their interest in pursuing their musical education in the future. This is also an opportunity to bring together musicians, community organizations and donors.

The current Continuing Education after-school model would not support such a program due to funding. These after-school music pilot programs need to be cost-recovery.

Initial discussions with music staff identified two areas of focus. In the primary grades, the program will focus on the delivery of a program based on singing games and traditional songs, and playing homemade instruments. In the junior/senior grades, the program could include the introductory study of the recorder, African drums, the sitar, steel pans, guitar, piano keyboard, and/or contemporary vocal music.

Each school involved in the pilot project will identify the needs of their community and select a program that reflects the interests and cultural diversity of their student population.

Two sessions will be offered weekly, immediately after school, for a period of nine weeks. Each session will be 1.5 hours in length and will involve 15 students.

Contracted instructors will deliver the program using a fee for service model. These instructors could be local musicians, university/college students studying music at the post-secondary level, and/or other skilled community volunteers. One secondary school student could assist the instructor with each program, either on a paid basis, or as part of their mandatory Community

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After-school Music Programs (10-04-0615)

Service hours requirement. Volunteer guest musicians and other music students may also be involved.

Sponsors and donors will be sought to provide musical instruments that are not already available in the project schools.

Five pilot after-school music programs are being proposed across the Board: three in schools high on the Learning Opportunity Index (LOI), and two in more affluent communities. The funding concept is based on the successful Student Nutrition model, which employs a combination of parental contribution and subsidies. Parents in more affluent communities will be expected to pay a modest fee for their children's participation while donors and sponsors will be sought to support programs in areas where parents cannot afford to support the programs.

Principals in the pilot schools will consult with School Councils to determine local needs, solicit interest from the targeted student group, provide space for the program, and co-ordinate the registration with the contracted Program Coordinator.

A contracted Program Coordinator will be hired to oversee the pilot project. Modules of 27 hours of instruction will be developed for each area of study identified by the project schools. Principals of the project schools will have on-site responsibility for the students in the programs as they would for any after-school activity.

The contracted Coordinator will engage the Instructor and student assistant and manage the contracts, facilitate the development of the required program modules and liaise with Business Development for funding and instruments as required.

The pilot program will be evaluated for its success and a report will be prepared for Board in the spring of 2005.

The pilot project is predicated upon full cost recovery.

Fees for instructors and assistants, program development, material and instruments costs will be covered through a combination of parent contributions and sponsor donations (see chart below).

Each pilot will cost approximately \$2,500.00. It is anticipated that the total cost of the pilot project will be approximately \$12,500.00. The cost per student would be \$6.00 per hour based on 3 hours per week for a total cost of approximately \$162.00 for the 9-week program.

Student costs for subsequent programs, using program modules already developed, would cost \$5.14 per class, based on 3 hours per week for a total of approximately \$140.00 per program.

Funding will come from a combination of sponsorships, grants and parental contributions.

Should the program be successful, possible funding for expansion would be requested through the Innovation Fund, local school fundraising, and/or expanded sponsorship.

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Pilot After-school Music Programs: Estimated Costs

<u>REASON</u>		<u>AMOUNT</u>	<u>PER PILOT</u>	<u>TOTAL FOR 5 PILOTS</u>	<u>COMMENTS</u>
Instruction	Hourly Rate	35.00			
	3 Hours/Wk	105.00			
	9 Weeks	945.00	945.00	4,725.00	
Additional Exp.	Student Assistants	216.00	216.00	1,080.00	\$8.00 x 27 hrs
	Program Development	350.00	350.00	1,750.00	
	Co-ordinator	400/wk	720.00	3,600.00	(\$400 one day a week x 9 weeks)
	Materials	200.00	200.00	1,000.00	
	Instruments	n/a	n/a		Donation, etc.
Total Costs	Cost per pilot		2,431.00	12,155.00	
	Cost per student		162.07		9 weeks
	Cost per hour		6.00		Based on 1 ½ hours per day, twice a week
	Cost per week		18.00		2 per week

Subsequent programs will not require program development costs

<u>REASON</u>		<u>AMOUNT</u>	<u>PER PILOT</u>	<u>TOTAL FOR 5 PILOTS</u>	<u>COMMENTS</u>
Additional Pro- grams Post-Pilot			\$2,081.00	\$10,405.00	(\$2431 above less \$350 development fees)
	Cost per student		\$138.73		
	Cost per hour		\$5.14		Based on 1 ½ hours per day, twice a week
	Cost per week		\$15.41		

For the Board's decision see page 748.

Program and School Services Committee, Report No. 10, October 12, 2004
Intervention to Support At-risk Students in Grades 8 and 9 (09-04-0611)

Intervention to Support At-Risk Students in Grades 8 and 9 (09-04-0611)

As presented to the Program and School Services Committee on October 12, 2004 (see page 748).

In June 2004, the Board decided:

That staff be requested to develop an intervention program for consideration by the Board that will support students at risk and help students make a successful transition between Grades 8 and 9 in September 2004;

That additional funds be requested from the Ministry to support additional staffing for a Grade 9 intervention program that includes Literacy, Numeracy and Learning Skills from the "Targeted Investments in High School" funds.

This motion supports the Board's goal of Student Success.

Superintendents of Education, through their Family of Schools plans, have identified the need to provide additional support for students who are considered at risk. The interventions identified in this report support the actions identified in the School Improvement Plans and the applications for Pathways funding made by schools.

At the present time, there are a number of central program initiatives in place to support Grade 9 teachers and students that have been identified as a result of the Family of Schools Improvement Plans (see Appendix below).

For purposes of this report, students are identified at risk if they are working at Levels 1 or below based on the Grades 7, 8 and 9 report card data. This includes approximately 11,000 students.

Five interventions are proposed beginning in the fall 2004. The Central Coordinating Principal - Secondary will coordinate these.

These interventions are:

(a) Targeted Tracking and Intervention of Students

For 2004-05, all principals and Superintendents of Education are asked to identify the 15% of students that they determine to be most at risk (based on criteria identified above and additional criteria determined by staff and parents). They will monitor student achievement and the effectiveness of intervention programs in place to support these students. They will also facilitate and support tutoring and other intervention initiatives. Additional required programs and supports would be built into their School Improvement Plans for 2005-06.

Subject to available allocation, ten secondary schools with the greatest percentage of at-risk students will be assigned an additional .5 guidance teacher for the remainder of the 2004-05 school year. These teachers will liaise with social service agencies to provide supports as needed; will

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Intervention to Support At-risk Students in Grades 8 and 9 (09-04-0611)

facilitate and monitor tutoring and other intervention initiatives; and communicate this to the principal, teachers and parents.

- (b) Increase student participation and attendance in after-school Literacy and Numeracy classes by increasing parental awareness and understanding of available programs.

At the present time, there are four unassigned staff (former School Community Workers) who will be temporarily assigned to this project to work with the Continuing Education Department, parents and school staff. They will inform parents of the opportunity for their children to participate in the classes and to encourage and support parent engagement. This program is a Ministry funded program managed through Continuing Education. Funding for parent programs is also available.

If there is a significant increase of students and parents involved in this initiative, additional central administrative support for Continuing Education will be required. Approximate cost : \$30,000.

- (c) Expand the “Tutor in the Classroom” Initiative

The Ministry matches Board funds for tutoring available to students at-risk. Schools that have had this one-on-one tutoring during the school day have reported an increase in student achievement.

Applications for this funding were due end of September. The Ministry has approved \$125,000 for the Board. This amount will be matched by School Services’ funds.

- (d) Enhance and initiate summer programs for at-risk Grade 8 students.

These programs would be an enhancement of the existing summer school programs. The enhancement would include a Learning Strategies credit course and incorporate remedial Literacy and Numeracy as part of a full day session. Grade 8 and 9 Literacy and Numeracy summer programs are currently funded as non-credit programs for half-days in July. This program is funded by the Ministry of Education and managed through the Continuing Education Department.

Permission to grant a Learning Strategy credit and to fund it at the rate of the summer remedial literacy programs (\$5,381 ADE) will be requested. At this rate, the program will be cost-recoverable and would include provisions for nutrition breaks and additional central administrative support.

- (e) Request for additional funding for whole school initiative to engage and re-engage students who are at-risk of dropping out of school

Staff will work with Ministry officials to access additional funds to support an intervention pilot in select schools that could include but not limited to:

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Intervention to Support At-risk Students in Grades 8 and 9 (09-04-0611)

- Additional staff in key areas such as guidance support, child and youth workers, community support staff to engage parents and teaching staff to decrease the class size in Essential and Applied courses;
- Intervention and preventative programs;
- More flexible timetabling;
- Research and tracking of student success and parent, staff and student perceptions;
- Seek partnerships with outside service agencies serving at-risk teenagers (e.g. Oolagen, Hinks-Dellcrest) and;
- Develop learning materials to support Essential and Applied level programs.

The funding source for the pilot request is the \$21M “Learning to 18” Strategy that was announced in spring 2004. The \$21M includes pilot projects to help at-risk youth at \$3.5M over 4 years.

A research component will be included to track student achievement and program effectiveness. This research will be part of a larger Board research project that is underway for all at-risk initiatives.

- | | |
|---------------|---|
| Initiative #1 | 5 Guidance Teachers – approximately \$380,000 |
| Initiative #2 | Literacy/Numeracy Remediation expansion: estimated cost for 520 classes is \$240,000. Funding source is \$5,381 per ADE grant. Program would be cost-recoverable based on 13-15 students per class. |
| Initiative #3 | Tutors in the Classroom: \$125,000 Ministry Grant (approved), \$125,000 School Services’ Budget |
| Initiative #4 | Summer School Credit Program: estimated cost \$170,000 based on 320 learners in four sites. Approval sought for Grades 7-12 remediation funding to include this credit course. Funding source is \$5,381 per ADE grant. |
| Initiative #5 | Proposal to be developed. Board to request \$1M from the Ministry. |

Appendix

Programs and Initiatives to Support Grade 9 Teachers and Students

There are a number of accommodations and program initiatives currently available and in place to support both Grade 9 teachers and students:

- Non-credit courses (“K”-coded courses), which provide focussed remediation in literacy, math, learning skills, computer skills, etc., taught by certified teachers as part of their scheduled timetable;

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Intervention to Support At-risk Students in Grades 8 and 9 (09-04-0611)

- 220-hour one-credit courses, which provide students with additional instructional time with their subject teacher in order to meet course expectations in English, Math, and/or Science and earn compulsory credits;
- Learning Strategies credit courses designed to help students improve the skills they need to be successful in school, offered in Grades 9 through 12;
- Substitution to replace up to three compulsory credits with other courses to help students meet OSSD requirements;
- Self-contained classes in compulsory academic subjects for beginning ESL students;
- Six Essential courses available in Grades 9 and 10 English, Math and Science to meet the needs of struggling students. All six essential courses can now be counted toward compulsory credits for the OSSD. Previously, only three of these credits counted as compulsory, thereby creating an obstacle to graduation for many TDSB students. In January 2005, a new Grade 10 Essential History course will also be available as an elective credit.

Priorities of School Services: Program

- Supported implementation of new Essential (1L/2L) courses in Grade 9/10 English, Grade 9/10 Mathematics, Grade 9/10 Science, and grade 10 History (January 2005) will occur beginning in September.
- Concrete math manipulatives, specialized software, and graphing calculators have been purchased centrally from the Student Success fund and will be provided to Grade 9 teachers of Applied and Essential Mathematics courses attending after-school workshops focussing specifically on proven instructional strategies, beginning in September.
- The “Tutors in the Classroom” program, funded by the Board with matched funds from the Ministry of Education, has provided 100 hours of tutoring by university/college students at the elementary and secondary level in each of 150 selected schools. The program significantly improves student achievement through individual/small group support, and needs to be expanded;
- Funds from the Student Success budget will support course development for summer remedial Mathematics and Literacy courses for at-risk Grade 8 students, as well as provide resources and manipulatives (cubes, geoboards, set of graphing calculators, appropriate cross-curricular Literacy materials) for these courses.
- The Central Coordinating Principal, Secondary will review with secondary principals the courses and programs and accommodations already available under OSS (e.g. non-credit “K” courses; 220-hour credits; compulsory credit substitutions; Essential courses, Learning Strategies courses) and ensure that schools are making full use of these supports for students at risk.

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- All secondary schools will be encouraged to facilitate senior student tutoring for Community Service hours with at-risk Grade 8 students in feeder schools.
- All secondary schools will be encouraged and supported in providing students with appropriate courses and opportunities that meet their needs and prepare them for the destination of their choice.

For the Board's decision see page 748.

Program and School Services Committee, Report No. 10, October 12, 2004
Allocation of Lunchroom Supervisors, 2004-05, Supplementary Report (10-04-0616)

Allocation of Lunchroom Supervisors, 2004-05, Supplementary Report (10-04-0616)

As presented to the Program and School Services Committee on October 12, 2004 (see page 750).

At its meeting of June 23, 2004, the Board passed the following motion from the Program and School Services Committee which arose from its deliberations:

The Board decided:

That 1,476 lunchroom supervisors be allocated using the Resource Allocation Option 6 as contained in the report;

That staff report to the August 2004 Program and School Services Committee meeting on the following issues:

- allocating lunchroom supervisors to schools based on a head-count of actual pupils staying for lunch averaged over a 10-month period versus enrolment;
- the possibility of front-end loading the formula for smaller schools;
- provide a general description of the type of circumstances, schools and needs for the assignment of the approved complement of lunchroom supervisors;
- and other issues discussed at the Committee meeting.

For the year 2004-05, Lunchroom Supervisors are allocated to schools on the following basis:

Base Allocation:

Grades 1-8

Supervisors	Headcount
0-99	1
100-224	2
225-449	3
450-699	4
700-949	5
950-1199	6
1200+	7

Total Base Allocation: 1373

Profile Allocation: 103 (Allocated to schools with agreed-upon needs as a result of consultation between Superintendents of Education and their families of schools' principals.) (See Appendix 1, page 763)

The Total number of Lunchroom Supervisors allocated to schools in late June 2004 for the 2004-05 school year is **1,476**.

Program and School Services Committee, Report No. 10, October 12, 2004
Allocation of Lunchroom Supervisors, 2004-05, Supplementary Report (10-04-0616)

As indicated in “Background” above, Lunchroom Supervisors are currently allocated to schools according to enrolment (headcount) in Grades 1 to 8. Many schools check lunchroom attendance on a daily basis, but no mechanisms exist for the reporting of that information. Currently, teachers are allocated to schools for the most part on the basis of projected enrolment; projected enrolment also plays an important role in the allocating of office clerical staff. (See Appendix 2, page 764)

The question of “front-end loading” of Lunchroom Supervisors in a manner that serves the needs of smaller schools presents some difficult challenges (see Appendix 3, page 765). Given the current finite number of Lunchroom Supervisors that is available (1476) “front-end loading” results in small schools gaining supervision at the expense of larger schools.

The Profile Allocation of Lunchroom Supervisors (103 for 2004-05) was allocated to schools after a consultative process involving Superintendents of Education and the principals in their families of schools. This consultative process was informed in great part by the School Improvement Planning (SIP) process at the local level and by the aggregated draw up of resource-based issues that arose as a result of that planning to the family of schools level. This assisted in the identification of schools with the greatest need for resources, in this case Lunchroom Supervisors. The profile allocation was then distributed with those identified needs in mind. Typically, then, profile allocation decisions focused on SIP identified requests and specific concerns arising from:

- enrolment
- size of physical plant
- layout of school yard
- school’s location
- presence of Special Education programs
- other unique factors.

Appendix 1: Allocation of Lunchroom Supervisors, 2004-2005

Base Allocation:

Grades 1-8

Supervisors	Headcount
0-99	1
100-224	2
225-449	3
450-699	4
700-949	5
950-1199	6
1200+	7

Total Base Allocation: 1373

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Allocation of Lunchroom Supervisors, 2004-05, Supplementary Report (10-04-0616)

Profile Allocation:

103 Lunchroom Supervisors would remain available for distribution as a result of consultation between Superintendents of Education and principals of schools.

Notes:

- The “Headcount Number” of students in grades 1 and 8 enrolled in a school is a much more reliable number than “number of students reported as staying for lunch.” It excludes kindergarten pupils who typically do not eat lunch at school.
- The actual percentage of pupils that stays at school for lunch will vary by neighbourhood, whether based on the number of children who are bussed to school, and a variety of other factors.
- The allocation formula above is “front-end loaded” in that it assigns the first two lunchroom supervisors to schools on a far “richer” basis than that on which the last five are allocated. This formula assists smaller schools meet their overall supervision needs in a way that helps reduce the average number of minutes of supervision that teachers in such schools would be assigned each week.

Appendix 2: Allocation of Lunchroom Supervisors: Enrolment Headcount or Average Daily Lunchroom Attendance

(a) The percentage of students in a school who stay for lunch

This percentage varies according to:

- The grade levels of program offered in the school: JK to 5, JK to 6, JK to 8, 6 to 8, 7 and 8.
- The socio-economic nature of the community that the school serves
- The programs offered by the school (Special Education, French Immersion) that might require bussing
- The geographical size of the school’s attendance area and the distances that children must walk to school
- The school’s daily schedule – if certain co-curricular activities are available during the lunch hour, some children who otherwise eat lunch at home will stay for lunch.
- The weather each day
- Where the children eat in the school itself, whether it is in a central room such as a gymnasium or in one or more classrooms
- Parents taking their children out of school at lunch time on (a few to many) occasion(s) after signing a form that indicates that their children will stay for lunch
- Parents whose circumstances change during the school year with the result that their children must eat lunch at school.
- Enrolment fluctuations in the early part of the school year as students return from summer vacation up to a month after school starts

Program and School Services Committee, Report No. 10, October 12, 2004
Allocation of Lunchroom Supervisors, 2004-05, Supplementary Report (10-04-0616)

- Finding good lunchroom supervisors and assigning them responsibilities commensurate with their job descriptions and their abilities to fulfil their responsibilities.

(b) Lunchroom Attendance-Taking:

- Early in the school year, many schools require the parents of pupils who will be eating lunch at school to complete forms that signify the days of the week that the child will be at school for lunch.
- Many schools assign the task of lunchroom attendance taking to lunchroom supervisors; in other schools, classroom teachers take attendance as they escort the children from their class to the lunchroom.
- After eating, pupils spend time in the schoolyard or, depending on the schedule for the day and the availability of facilities, they are engaged in co-curricular activities after lunch. Attendance for lunch on any given day may be directly related to the activities scheduled.

(c) Option 1: “Average Daily Lunchroom Attendance”:

- As indicated above, the variation of lunchtime attendance from day to day can be extensive for a variety of reasons.
- Attendance taking is a feature of most schools lunchroom operations.
- Determining “Average Daily Lunchroom Attendance” may offer a way of establishing whether or not an abnormal (high or low) percentage of pupils typically stay for lunch in particular schools and thus assisting in the process of allocating of Lunchroom Supervisors, either on a Base Allocation or a Profile Allocation basis.
- Recording this information centrally will require:
 - reporting and recording procedures not yet in place
 - staff that are not currently assigned this task
 - establishing a computerized method of maintaining records.

(d) Option 2: Headcount, Student Enrolment, Grades 1 to 8:

- This data is centrally maintained and is readily available.
- Projected enrolments for upcoming school years are a very reliable gauge used for the allocation of teaching and other support staff. Projected head counts for grades 1 through 8 will have the same reliability.

Appendix 3: “Front-end Loading” the Allocation of Lunchroom Supervisors

Elementary Schools by Headcount Enrolment, Grades 1 through 8:

Headcount Enrolment Number of Schools

0 – 99	21	(13 Alternative, 6 Spec Ed, 2 Reg Prog)
100-199	78	
200-299	123	
300-399	118	

Program and School Services Committee, Report No. 10, October 12, 2004
Allocation of Lunchroom Supervisors, 2004-05, Supplementary Report (10-04-0616)

400-499	67
500-599	33
600-699	13
700-799	7
800+	4

Models of Front-end Loading

Every school: 1 Lunchroom Supervisor: assigns: 472

A second LS after reaching

50 in enrolment assigns an additional:	470 (942)
75 in enrolment assigns an additional:	456 (928)
100 in enrolment assigns an additional:	450 (922)
125 in enrolment assigns an additional:	439 (911)

A third LS after reaching (Assuming allocation of 1 per school (472) and a second to every school at 75 headcount (total out 928):

125 in enrolment assigns an additional:	439 (1367)
150 in enrolment assigns an additional:	426 (1354)
175 in enrolment assigns an additional:	395 (1323)
200 in enrolment assigns an additional:	371 (1299)
225 in enrolment assigns an additional:	340 (1268)

Given the current total allocation of 1476 Lunchroom Supervisors, assigning: 1 per school, plus a second at 75 headcount enrolment, plus a third at 225 headcount enrolment results in (1476 – 1268) or 208 Lunchroom Supervisors left to serve the additional needs of 336 schools with enrolments between 226 and 800 plus.

Front-end loading as a means of providing smaller schools with a higher ratio of Lunchroom Supervisors to students than larger schools presents some significant questions in terms of equity of access of all students to Board resources.

For the Board's decision see page 750.

Accountability and Finance Committee

Report No. 11

October 14, 2004

A meeting of the Accountability and Finance Committee convened on Thursday, October 14, 2004, from 6:05 to 8:10 p.m., in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Howard Goodman presiding.

Committee members present: Trustees Howard Goodman (Chair) and John Campbell. Also present was Trustee Sheila Cary-Meagher.

The Committee decided to report and recommend as follows:

Part A: Committee Recommendations

1. Contract Awards (09-04-0605) (as amended by the Board, see page 710)

The Committee considered a staff report (see page 769) presenting contracts for products and/or services used by schools and administrative departments for receipt or approval of the Board.

On a motion of Trustee Campbell, the Accountability and Finance Committee **RECOMMENDS** that the contracts on Charts A and B be received, and **REFERS WITHOUT RECOMMENDATION** the contracts listed on Chart C.

The Board approved the contract on Chart C (see page 710).

Part B: Information Only

2. IT Services Quarterly Report, School Opening 2004 (09-04-0608)

The Committee considered an information report from staff (see page 772) providing details of the ICT issues and resolutions related to this year's school opening.

On a motion of Trustee Campbell, the Accountability and Finance Committee received the report.

3. Major Upcoming Tenders (09-04-0607)

The Committee considered a staff report (see page 781) providing information about major upcoming tenders in this fiscal year.

On a motion of Trustee Campbell, the Accountability and Finance Committee received the report.

Staff undertook to investigate the feasibility of tendering for criminal background checks as the Police Services requirement for certified cheques to cover the fee is creating a hardship for volunteers.

4. Collaborative Initiatives 2003-04 (09-04-0606)

The Committee considered a staff report (see page 768) providing information about collaborative initiatives undertaken by Purchasing and Distribution Services during the 2003-04 school year.

On a motion of Trustee Campbell, the Accountability and Finance Committee received the report.

Part C: Ongoing Matters

5. Deferred Matter

The Committee decided to postpone consideration of the following matter to the next meeting:

- School Bus Safety Restraints (Trustee Harrison)

Howard Goodman
Chair of the Committee

Adopted, as amended, October 20, 2004

Contract Awards (09-04-0605)

As presented to the Accountability and Finance Committee on October 14, 2004 (see page 767).

The Accountability and Finance Committee and the Board respectively must approve contracts for goods or services over \$175,000 and \$250,000, exclusive of taxes, prior to an award. The Board must also approve consulting contracts over \$50,000 prior to an award. Contracts for goods and services over \$50,000 and up to \$175,000 may be approved by the Director, or designate, and reported to the Accountability and Finance Committee for information.

The Board's Purchasing Policy allows the Director, in consultation with the Chair of the Accountability and Finance Committee, to call meetings to approve contracts during months where there are no scheduled meetings and report such approvals at the first scheduled Board meeting.

The recommended suppliers and the term of each contract are shown in the attached Appendices 1. Chart A outlines contract awards over \$50,000 and under \$175,000 provided for information; Chart B outlines contracts requiring Accountability and Finance approval; Chart C outlines contracts requiring Board approval. The amounts shown are based on the estimated annual consumption unless indicated otherwise. Actual amounts depend on the volume of products/services actually used during the term of the contract.

Purchasing and Distribution Services, where possible, invited bids from a minimum of three firms. Requirements expected to exceed \$100,000 were also posted on two electronic bulletin boards (MERX and ETN) to facilitate broader public access.

The lowest cost bid is accepted where quality, functional, safety, environmental and other requirements are met. Every effort is made to include input from the users in the development of specifications and the evaluation process. Copies of all bids received and detailed information regarding all recommended awards are available in the Purchasing and Distribution Services Department.

For the Board's decision see page 767.

Accountability and Finance Committee, Report No. 11, October 14, 2004
Contract Awards (09-04-0605)

CHART A: Contract Awards Provided for Information

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Received	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source for Facilities Contract Awards
1	Facility Services	Caretaking Equipment (Indoor) such as auto scrubbers, wet/dry vacuums, power washers MJ04-151T	N/A	Mister Chemical	Yes	No	19	\$84,593	Immediately	Facility Services	Operations
2	Facility Services	Chiller Retrofit at Marc Garneau CI Retrofit of existing chiller by original manufacturer allowed project to remain within budget.	13	York International	Sole Source	N/A	1	\$158,125.	Immediately/ October 2004	Facility Services	Standards & Compliance (Environmental)
3	School Services Instruction	Mathematics Kits SS04-269T	N/A	Spectrum Educational	Yes	No	6	\$129,509	Immediately / September 2004	School Services Instruction	N/A
4	SAP/HR Project Fairmeadow	Various Furniture Items	13	Mayhew & Associates	Yes	No	Vendor of Record	\$127,873	Immediately / September 2004	Facility Services, Employee Services	N/A
5	Facility Services	Roof Replacement at Palmerston P.S. RB04-278Q	10	Nortex Roofing	Yes	No	7	\$60,880	Immediately/ October 2004	Facility Services	Emergency Reserve
6	Facility Services	Condensate Return Replacement at Wilkinson P.S. RB04-272Q	15	Bering Mechanical	Yes	No	5	\$52,820	Immediately/ October 2004	Facility Services	Emergency Reserve
7	Facility Services	Roof Replacement at Northern SS Emergency Roof Replacement RB04-261T	11	Flynn Canada	Yes	No	7	\$68,515	Immediately/ August 31,04	Facility Services	Emergency Reserve
8	Facility Services	Building Automation System (BAS) Mechanical Measures at Contact Alternative to reduce energy consumption STM04-279T	10	TAC Controls	Yes	No	2	\$67,280	Immediately/ October 30, 2004	Facility Services	Energy Conservation
9	Facility Services	Building Automation System (BAS) Mechanical Measures at East York C.I. to reduce energy consumption - STM04-279T	16	TAC Controls	Yes	No	2	\$174,950	Immediately/ October 30, 2004	Facility Services	Energy Conservation
10	Facility Services	Building Automation System (BAS) Mechanical Measures at Etobicoke C.I. to reduce energy consumption STM04-279T	3	Optimira Controls	Yes	No	2	\$122,035	Immediately/ October 30, 2004	Facility Services	Energy Conservation
11	Facility Services	Building Automation System (BAS) Mechanical Measures at John D.Parker JPS to reduce energy consumption STM04-	1	TAC Controls	Yes	No	2	\$62,491	Immediately/ October 30, 2004	Facility Services	Energy Conservation

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Contract Awards (09-04-0605)

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Received	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source for Facilities Contract Awards
		279T									

CHART B: Contracts Requiring Accountability and Finance Committee Approval (>\$175,000 to \$250,000)

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Received	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source for Facilities Contract Awards
1	Facility Services	Playground Learning Environment at Church Street Public School including walkways, shrubs, trees, landscaping STM04-200T	14	F. Greco & Sons	Yes	No	1*	\$188,800**	Immediately/ October 31, 2004	Facility Services	Conservation Maintenance

* 4 vendors were invited to bid, only 1 vendor submitted a bid

**Phase 1 of a 2-phase project. Neighbouring developer has contributed \$190,000. towards the project

CHART C: Contracts Requiring Board Approval (>\$250,000 and Consulting Services >\$50,000)

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Received	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source for Facilities Contract Awards
1	Facility Services	Library Addition at Parkdale C.I. STM04-271T	7	KCL Contracting	Yes	No	6	\$736,000	Immediately/ December, 2004	Facility Services	Capital

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IT Services Quarterly Report (09-04-0608)

IT Services Quarterly Report (09-04-0608)

School Opening 2004

As received by the Accountability and Finance Committee on October 14, 2004 (see page 767).

At the request of the Accountability and Finance Committee, IT Services presents quarterly reports informing trustees about ICT matters of interest. This report describes the preparation and provision of the Board's IT Services that supported the 2004-05 school year opening.

1. ICT Services Description

The complexities of present-day technology to support a system the size of the TDSB must be managed properly to ensure that students and staff can depend on these services to learn and work. This means People, Process and Technology must complement each other and work together to ensure an enjoyable user experience.

The annual school opening always presents a unique challenge as schools receive new students; settle them into classes, schedule changes, take attendance, do reports and reconnect tens of thousands of computers that were turned off during the summer months. Teachers are excited to get classes going and students are eager to begin learning. The level of anxiety and expectations are unusually high and frustration often results when if are breakdowns.

Last year many challenges were faced during school opening. The effects of the Blackout in August, Blaster worm infestation in schools, and Trillium outages added extra pressure on all users.

1.1 Trillium SIS

So far, this year's school opening has been very smooth in comparison to previous years. All field reports have been highly positive and the general atmosphere is pleasant and engaging. This is due to a significant amount of advance planning that centered on our three key change components: People, Process and Technology.

The positive series of events which have occurred during the past two weeks are the direct benefit of activities that started early in 2004.

1.1.1 People-Related

- (a) Securing the appropriate resources to staff the SIS Support Desk and provide second level support to clients during peak opening time has resulted in a reduction of wait times and phone-call abandon rates. Over 450 calls are being received daily with first-call resolution averaging over 90 percent.
- (b) Special emphasis was placed on contacting schools that were known to have a change in administration to ensure a smooth transition with Trillium.

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- (c) Fifteen training sessions were offered for new administrative staff, with 134 individuals being trained during August.
- (d) The SIS Team conducted internal training during the week of August 16 and placed particular emphasis on making improvements over last year's school opening. PD sessions on customer service and trouble-shooting techniques were held for all staff.
- (e) The SIS Support Desk was available from 8 a.m. to 7 p.m. until September 17.
- (f) The SIS Management Team staff visited schools during the first two days to observe school opening and solicit feedback. Unanimously, feedback has been that this year "things have been much smoother."

1.1.2 Process-Related

- (a) Establishment of the Trillium Advisory User Group (TAUG) focused on resolving school operation issues. This group provided insights, solutions and helped with decision making.
- (b) In May 2004, a forced signoff after one hour of idle time was implemented in Trillium, allowing for more efficient use of Trillium resources.
- (c) Year-end closing and school opening checklists were revised to place more emphasis on earlier completion of tasks. Bringing work forward from August to June or July has eased the burden of work during school opening.
- (d) Monitoring of progress for school closing tasks by the SIS Team resulted in every elementary school being contacted to ensure timely completion of tasks.
- (e) Secondary schools were contacted based on the results of the system monitoring against expected checklist deadlines.
- (f) Greater emphasis was placed on completing school closing-related tasks, so that all of the 81 Trillium regular scheduling schools closed in July with timetables for the next school year.
- (g) Workshops were conducted for 40 hand-built scheduling schools (schools that structure timetables to accommodate student needs) and follow-up was conducted in the last weeks of August to ensure a smooth opening.
- (h) Twenty-four hands-on workshops were conducted for all scheduling schools during the month of May to ensure successful timetabling for 2004-05.
- (i) Preopening-related tasks supported the rapid generation of student enrolments and processing arrival records for students. After the first two days of school, over 219,000 or 78.5% of students were accounted for.

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- (j) 23,098 new registrations in Trillium were been processed in the first week of school--a true testament to the increased stability, availability, training and support provided to clients.
- (k) 243,029 timetable changes were made in secondary schools within the first week. Once again, a true testament to working with schools by providing hands-on workshops and revising processes to ensure this level of productivity.

1.1.3 Technology

- (a) Implementation of the Load Testing Tool in May helped with identifying specific issues to be addressed before changes are promoted for general use. It also provided insightful information for decision-making. Savings result from buying only the technology that is needed.
- (b) A new Trillium database server was installed in June. Over 1,500 Trillium users are accessing the system on a daily basis with no restrictions.
- (c) The new Trillium database server is highly available, allowing schools to complete pre-opening tasks during the August 23 to September 3 period.
- (d) The new Trillium software, with key performance improvements that were made to all frequently used Trillium features, was implemented in May 2004. Some fixes were made to address issues that were specific to the TDSB.
- (e) Oracle, database management system software, was upgraded to version 9.0 to improve the overall Trillium environment.
- (f) Performance improvements were made to key opening-related Trillium-generated reports to facilitate the production of over 8,000 reports by schools between August 23 and September 8.
- (g) The Apropos computer telephone integration system has been leveraged to record a Trillium Tip of the Day for all clients who call into the SIS Support Desk. Schools have found these tips to be helpful when performing closing and opening tasks.
- (h) The Apropos computer telephone system was leveraged to enable self-service for resetting passwords for staff who have forgotten their passwords. During the first eight days of the new school year, 1,373 staff requested password resets, of which 414 were handled by phone using the self-service mechanism.
- (i) Network accounts were created for nearly 230,000 students enabling them to access Board network resource. 170,000 of these accounts were created automatically during the first two days of school based on home-room assignments and an interface with the Trillium system.

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- (j) Sixty-three schools were converted under the CTMI framework resulting in increased stabilization of the infrastructure and reduced support requirements.

1.1.4 Summary

The 2004-05 school opening is progressing towards success based on the appropriate amount of planning and timeliness in the execution of tasks between TAUG, SIS Team, IT Technical Services, and the user community in schools.

This is the second school opening since all schools were converted to using a single Trillium system. Schools are getting familiar with using various Trillium functions and processes. The system is achieving a stable production state. Any changes will be managed properly by following the Board's Change Management Process, Application Release Strategy and Quality Assurance process (functional and load-testing). It is expected that the system will continue to function well to serve students and schools.

1.2 Enterprise Help Desk

For the first eight days of school, the Enterprise Help Desk (EHD) processed the following of requests:

EHD

Live telephone calls coming to EHD:	3370
Voice Mails:	450
Emails:	1071
Outbound:	2059

SIS

Live telephone calls coming to SIS:	2151
Voice Mails:	260

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Calls that resulted in requests for support:

Number of ticket generated by SIS:	2368
Problems:	2259
Request:	39
Question:	70
Number of ticket generated by EHD:	4912
Problems:	3043
Request:	1663
Question:	206
Ticket assignments to other groups:	
EHD – Enterprise Help Desk:	3128
FS – Field Services:	969
EUC – End-User Computing:	458
SP – System Programming:	295
MS – Media Services:	5
NS – Network Services:	21
EIS/SIS/Other:	36

Virus-related

Outage ticket HD 629773:	275
Other not logged as outage:	128

Password

Manual Password resets (Remedy Tickets):	959
Successful Automatic password reset:	414

1.3 Goabot Virus

For the third year, during school opening a virus outbreak occurred. The reasons for this phenomenon are:

- (xvi) That during the summer months tens of thousands of computers are turned off, and therefore do not receive the antivirus updates and other security patches;
- (xvii) That laptops that were disconnected from the network failed to get updated for nearly two months;
- (xviii) That only one infected computer is required to start an outbreak if attached to the network;
- (xix) That not all computers are properly secured and managed remotely.

The virus this year was a variation of the Agobot virus which itself was a variation of the Gaobot virus. Due to increased security measures and standards that were implemented, the number of reported incidents related to the virus was restricted to about 400 for the first eight days of

school. Forgotten passwords (1,373 calls) were three times greater than the virus-related incidents. With a system the size of the TDSB and the varying ages of computers in use, there will always be something broken. However, the low incidents reported tell the story--that staff has been highly successful in managing the ICT resources and that the dedication and efforts of staff to continuously support the system with passion, discipline and ownership has paid off.

1.4 Classroom Technology Migration Initiative (CTMI)

As a result of amalgamation, the Board inherited a wide variety of classroom desktop computer software configurations, supported by multiple groups with inconsistent service levels and service delivery models. There were also inconsistent appropriate-use policies and security procedures that ranged from bare minimum to non-existent.

This lack of uniformity created a very complex technical support environment which has directly inhibited the Board's ability to establish desirable support levels. It also exposes the Board's computing environment to risk from lack of on-line discipline and accountability. With 60,000 classroom computers in use, the problem is significant.

To address the needs expressed by principals for a highly available classroom-computing environment that can be both supported and sustained effectively, the Board's Information Technology group created the CTMI project (Classroom Technology Migration Initiative).

Foremost, CTMI addresses the desktop uniformity issue, but the project also delivers additional benefits by bringing workstation technology up to date. The end result will be a classroom technology environment that is both more stable, and significantly easier to support.

The primary objective of the CTMI project is to establish a technology environment in classrooms that is highly available to support teaching and learning and that is technically sustainable in the long term. When technology is not sustained and managed well, school ICT curriculum programs and student learning will be interrupted.

Therefore, the following goals have been defined for the project:

- (a) Standardize the academic desktops by deploying a standard Board software image upon which school-specific additional software can be added as required by the school's programs.
- (b) Upgrade some of the desktop software components to more recent versions to ensure version compatibility.
- (c) Streamline the software installation process and implement controls over random software installs to stabilize the desktops and minimize exposure to software license liability.
- (d) Refresh obsolete computer hardware (based on an equitable entitlement calculation formula) with newer hardware that meets the minimum requirements of the CTMI standard image.

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- (e) Enable new network-based technical support tools on classroom computers (specifically software distribution, remote control and asset management) to effectively support all classroom computers.
- (f) Bring all teacher and student login accounts and their data onto the Board's computer domain.
- (g) Bring the school's shared data onto the Board's computer domain.
- (h) Bring all network-connected (academic) printers onto the Board's computer domain.
- (i) Deliver to schools the equivalent of their current ability to perform selected computer administration tasks locally.

1.4.1 Benefits

CTMI brings with it a wide range of benefits that collectively improve the availability of the classroom-computing environment to support teaching and student learning. The following is a brief summary of the key benefits organized by school, teachers and students:

1.4.1.1 The School

- (a) Improved technical support of classroom computers made possible through:
 - Implementation of a uniform base software image on all desktops, which promotes easier training of both technical support staff and teachers.
 - New ability of support staff (Help Desk, Field Services, End User Computing) to diagnose and fix many problems over the network, via Remote Control Access to the desktops.
 - Improved stability of classroom desktops through elimination of unplanned changes to the configuration.
 - Elimination of region-specific skill requirements in Technical Support staff allowing the deployment of any Field Services technician to any school across the Board.
 - Ability for schools to share computer labs more readily than before due to software image packaging and software library. This promotes better use of current computer resources and increases accessibility for students.
- (b) Replacement of some obsolete computer hardware through the hardware refresh component of the CTMI project.
- (c) Continuation of schools' existing ability to perform routine login-account and workstation administration tasks (password resets, controlling access to school resources, disabling/enabling student accounts) without the need to engage the Help Desk.
- (d) Elimination of school-specific support requirements through harmonization of technology environments and processes in all schools.

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- (e) Provision of a quantity of central storage for storing student, teacher and administration work files. The storage is delivered complete with automatic backups, virus checking, re-store on demand, and full technical support.
- (f) Schools' network printers will be serviced through the central print service group, providing a new avenue of assistance for resolving print-related problems.
- (g) Delivery of a new Print Quota Management service that will provide the capability of setting print quotas by individual thereby delivering a new level of control over printing costs.
- (h) Automated asset management for all CTMI-completed computers.

1.4.1.2 The Teacher

- (a) Student accounts are assigned automatically to teachers through system interfaces with Trillium information. Teachers do not need to create student accounts manually.
- (b) Enhanced availability and dependability of classroom computers to deliver ICT curriculum.
- (c) Delivery of a secure desktop accessible only by teachers through their personal login ID.
- (d) Delivery of portability allowing teachers to access their personal home drives from any CTMI completed workstation at any school.
- (e) Delivery of a secure shared teacher folder through which all teachers in a school can share files. This folder is automatically backed up with no involvement required from teaching staff.
- (f) Delivery of a secure home drive for every teacher for the confidential storage of their personal files. This home drive is automatically backed up with no involvement required from the teacher.
- (g) Elimination of the need for teachers or other school staff to install software (made possible through implementation of over-the-network Software Distribution).
- (h) Access to an extensive library of additional software products (MSI Package library) available for installation immediately upon completion of licensing.
- (i) Provision for teachers to reset their passwords from any workstation without needing to contact the Help Desk.

1.4.1.3 The Student

- (a) Increase access to computer resources and a dependable computing environment to learn.

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- (b) Delivery of a secure desktop accessible only by the individual student through their personal login IDs. This enhances accountability and protects students' files from unauthorized access and deletion.
- (c) Delivery of portability allowing a student to access their personal home drive from any CTMI completed workstation at any school.
- (d) Delivery of a secure shared student folder through which all students within the school can share files. This folder is automatically backed up with no involvement required from students.
- (e) Delivery of a secure home drive for each student for the confidential storage of their own files. This home drive is automatically backed up with no involvement required from the student.
- (f) Provision for students to reset their own passwords from any workstation without the need to contact the Help Desk.

To date 63 schools have completed this process and the plan is to complete another 200 schools by the end of this year, if staffing issues can be resolved.

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IT Services Quarterly Report (09-04-0608)

Major Upcoming Tenders 2004-05 (09-04-0607)

Received by the Accountability and Finance Committee on October 14, 2004 (see page 767).

The Chair of the Accountability and Finance Committee requested a list of the major upcoming tenders that will require Accountability & Finance Committee and/or Board approvals (see next page).

Purchasing and Distribution Services invites bids for goods and services, when and as required. Requirements expected to exceed \$100,000 are also posted on two electronic bulletin boards (MERX and ETN) to facilitate broader public access.

The lowest cost bid is accepted where quality, functional, safety, environmental and other requirements are met. Every effort is made to include input from the users in the development of specifications and the evaluation process. This often takes the form of a user committee whose members are from areas affected by the goods or services involved. Copies of all bids received and detailed information regarding all recommended awards are kept in the Purchasing and Distribution Services Department.

Following the tendering process, recommendations for awards are submitted for approval, through the Executive Council, to the Accountability and Finance Committee and/or the Board as guided by the Board's Purchasing Policy.

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Major Upcoming Tenders 2004-05 (09-04-0607)

Major Upcoming Tenders 2004-05

Board Expenditures

<u>Tender/RFP</u>	<u>User Department</u>	<u>Estimated Annual/One-Time Amount</u>	<u>Tender/Proposal Release Date</u>	<u>Tender/Proposal Closing Date</u>	<u>Anticipated Date to AFC</u>
Telephony Voice Services	Telecommunications (Schools and Administrative Departments)	\$3,000,000	January 2005	February 2005	May 2005
Electricity (Vendors of Record)	Facility Services	\$17,000,000	August 2004	September 2004	November 2004
Classroom Furniture	Schools	\$250,000	November 2004	December 2004	February 2005
Consulting Services-Architectural and Engineering (Minor Projects)	Facility Services	\$800,000	September 2004	October 2004	December 2004
Internet Service Provider	Information Technology Services	\$250,000	September 2004	October 2004	December 2004
Visual Arts Supplies	Schools	\$250,000	September 2004	October 2004	December 2004
Unleaded Gasoline and Diesel Fuel	Facility Services	\$900,000	Tender issued by City of Toronto (joint purchase)		December 2004
Snow Clearing Services	Facility Services	\$1,300,000	September 2004	September 2004	November 2004
Electrical Supplies	Facility Services	\$600,000	May 2004	June 2004	November 2004
Plumbing Supplies	Facility Services	\$1,000,000	May 2004	June 2004	November 2004
Disposal of PCB Ballasts	Facility Services	\$250,000	September 2004	October 2004	December 2004
Storage Area Network	Information Technology Services	\$250,000	July 2004	August 2004	November 2004
Legal Services (External Firms)*	Legal Services	TBD	TBD	TBD	TBD

* Existing contracts expire August 31, 2005 and include year-to-year extension options at the discretion of the Board. Legal Services to review needs and present recommendations to the Board.

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Major Upcoming Tenders 2004-05 (09-04-0607)

Cost Recovery/Revenue Generating

<u>Tender/RFP</u>	<u>User Department</u>	<u>Estimated Annual/One-Time Amount</u>	<u>Tender/Proposal Release Date</u>	<u>Tender/Proposal Closing Date</u>	<u>Anticipated Date to AFC</u>
Student Planners	Schools	\$700,000	August 2004	September 2004	November 2004
School Photography	Schools	\$500,000	January 2005	February 2005	April 2005
School Uniforms	Schools	\$500,000	November 2004	December 2004	February 2005
Selection of Developer to Re-Develop North Toronto C.I.	Facility Services	Revenue Generating	July 2004	September 2004	November 2004

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Collaborative Initiatives 2003-04 (09-04-0606)

Collaborative Initiatives 2003-04 (09-04-0606)

As received by the Accountability and Finance Committee (see page 768).

In October 2001, the Board amended the Purchasing Policy to include the following:

Collaborative Services

The Board is committed to working collaboratively with other boards and, where applicable, other public sector agencies, to develop cooperatives and shared services in a wider range of board operations.

Accountability

The Director shall present a report to the Board, in October of each year, outlining all collaborative ventures entered into by the Board during the previous fiscal year including the measurements and effectiveness of existing collaborative ventures.

During the 2003-04 school year, Purchasing & Distribution Services staff continued to work collaboratively with school boards and other public organizations pursuing efficiencies and economies of scale.

The types of collaboration fall in the following categories:

Exchange of information

The Board's Purchasing & Distribution Services Department (PDS) is seen as a leader in collaborative purchasing practices and its efforts have been recognized in the Education Improvement Commission's (EIC) report "*Collaboration among School Boards*" which has been posted on the EIC website. The result has been numerous calls from school boards across Canada and some calls from the U.S.A. for information about many purchasing aspects.

Purchasing staff belong to a number of associations such as the Ontario Association of School Business Officials (OASBO), the Purchasing Management Association of Canada (PMAC), the National Institute of Governmental Purchasing (NIGP), the Ontario Public Buyers Association (OPBA) and the Canadian Public Procurement Council (CPPC) and routinely exchange information about commodities, supplier performance, tender documents, policies and practices.

This exchange of information results in the building of a broader knowledge base for all parties and; efficiencies by 'not reinventing the wheel' and risk management by learning from each other's experiences.

Access to other Public Organizations' Contracts

As part of the MUSH sector (Municipalities, Universities, School Boards and Hospitals), the Board has access to contracts that are established by the provincial government. PDS staff monitor the Management Board Secretariat website for available contracts and where beneficial, take advantage of them. In most cases, Board contracts are more attractive than the provincial

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Collaborative Initiatives 2003-04 (09-04-0606)

contracts for various valid reasons. One exception is the province's courier contract with Purolator for next-day delivery anywhere in Ontario, which has extremely competitive rates, and the Board has been using. PDS staff participated with Management Board Secretariat staff in the evaluation of the Courier Services Request for Proposal process.

Co-operative Tendering

PDS staff work with their counterparts at the City of Toronto, other school boards and municipalities to tender jointly for commonly used commodities. In the majority of cases, the benefit for the Board is a result of efficiencies (when another partner undertakes to issue the tender) and cost reductions.

Fee for Service Initiatives

PDS has been selling materials from the Distribution Centre to private schools, daycare centres and the City of Toronto Parks and Recreation Department saving them money and bringing in revenue. In the 2003/04 school year this resulted in revenue of approximately \$55,000.

Other Collaborative Initiatives

OntarioBuys

The Province recently announced this initiative to promote efficiencies by implementing Supply Chain Management best practices across the broader based public sector including school boards, colleges, universities, and hospitals.

TDSB staff has been invited to participate in the Working Group of this initiative.

Catholic School Boards Services Association

Board Purchasing staff participated in the joint tendering of digital postal meters.

The Board was also invited to share information related to the upcoming de-regulation of electricity generation.

Toronto Catholic District School Board

The Board has jointly tendered with TCDSB on consulting services to facilitate a feasibility study on joint use of selected properties. In addition, joint Request for Proposals have been issued in the area of Student Transportation Services.

Universities Purchasing Group

Board staff is participating with a purchasing group that includes the University of Toronto, Ryerson University, McMaster University, Trent University and the City of Toronto to review areas of potential collaboration.

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Collaborative Initiatives 2003-04 (09-04-0606)

Governments Incorporating Procurement Policies to Eliminate Refuse (GIPPER)

The Board has been a long-standing member of the GIPPER Committee, which includes representatives from municipal, provincial and federal agencies and has been instrumental in helping to promote environmentally responsible procurement.

Education Network of Ontario

The Board is in the process of exchanging information that may lead in a collaborative initiative in the areas of Internet access (Internet Feeds) and dial-in access (Modem Pools).

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 Collaborative Initiatives 2003-04 (09-04-0606)

Collaborative Initiatives 2003-04

Type of Collaboration	Other Participants	Lead Agency	Benefits for the Board	Comments
Exchange of Information				
Purchasing Issues	OASBO Purchasing Committee Members	Rotating Chair	Increased knowledge base Reduced Administrative Costs	Currently working on a number of projects which include: Standard Tender Terms and Conditions that all Boards could use; PD sessions on Tax and Legal Issues; Expanded use of technology
Purchasing Issues	Across Ontario, Canada and the USA	Reciprocal exchange	Increased knowledge base Reduced Administrative Costs	In most cases the Board is providing the information to others
Access to Other Public Organizations' Contracts				
Next-day Courier Service	City of Toronto, University of Toronto, York University, various hospitals	Province of Ontario, Management Board Secretariat	Lowest available next-day courier cost anywhere in Ontario	Used only as needed. Majority of internal courier service is provided by Board staff
Co-operative Tendering				
Bulk Winter Salt and Sand	City of Toronto	City of Toronto	Reduced Cost Better Accessibility to products (yard pick-ups) Reduced Tender Administration Costs	City's volumes are much higher than the Board's resulting in savings for the Board
Gasoline and Diesel Fuel Tender	City of Toronto	City of Toronto	Reduced Cost Reduced Tender Administration Costs	City's volumes are much higher than the Board's resulting in savings for the Board
Postage Meters	Catholic School Boards Services Association	Durham Catholic District School Board	Reduced Costs Reduced Tender Administration Costs	Pooling of requirements resulted in approx. 20% reduction in prices
Consulting Services – Feasibility Study (joint use of properties)	Toronto CDSB	TDSB	Reduced Tender Administration Costs	
Fee for Service				
Sale of Stock Products	Private schools Daycare centres City of Toronto Parks and Recreation	TDSB (Distribution Centre)	Revenue from sales (approx. \$55,000)	Sale of stock items
Other Initiatives				
Universities' Purchasing Group	University of Toronto McMaster University Ryerson University Trent University York University City of Toronto		Pooling of requirements such as grass seed and fertilizer resulted in lower Tender Administration Costs and Prices Piggy-back provisions included in TDSB tenders for chalk, A/V lamps and bulbs resulted in lower costs for participating member agencies.	Review of all common interest areas
PDS is a member of Governments Incorporating Procurement Policies to Eliminate Refuse (GIPPER)	City of Toronto Canadian Standards Association City of Mississauga Region of York Toronto Public Library Terrachoice Ontario Ministry of the Environment Public Works and Government Services of Ontario	City of Toronto (Chair)	Keep abreast of environmental issues and influence environmentally responsible procurement policy development	Board staff is also the OASBO Purchasing Committee representative at GIPPER
Education Network of Ontario (ENO)	Members of ENO	ENO	To be determined	Collaborative initiatives in the areas of Internet Feeds and Modem Pools may result in financial savings.

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