

## **Regular Meeting**

April 18, 2007

A regular meeting was convened at 4:40 p.m. on Wednesday, April 18, 2007, in the Boardroom at 5050 Yonge Street, Toronto, Ontario, with Chris Bolton, Vice-Chair of the Board, presiding. Trustee Mari Rutka presided from time to time throughout the meeting.

The following members were present: Trustees Irene Atkinson, Nadia Bello, Chris Bolton, John Campbell, Sheila Cary-Meagher, Shaun Chen, Michael Coteau, Gary Crawford, Cathy Dandy, Bruce Davis, Gerri Gershon, Howard Goodman, Scott Harrison, John Hastings, Josh Matlow, James Pasternak, Stephnie Payne, Maria Rodrigues, Mari Rutka, Chris Tonks, Soo Wong, and Student Trustee Nick Kennedy. Regrets were received from Trustee Sheila Ward.

### **64. Temporary Vice-Chair**

On a motion of Trustee Goodman, seconded by Trustee Payne, the meeting decided that Trustee Rutka would serve as Vice-Chair of the meeting.

### **65. Resolution Into Committee of the Whole (Private Session)**

At 4:45 p.m., on a motion by Trustee Dandy, seconded by Trustee Harrison, the regular meeting resolved into Committee of the Whole (Private Session) to consider matters on the private agenda of the Committee of the Whole.

### **66. Reconvene**

At 6:40 p.m., the regular meeting reconvened.

### **67. Committee of the Whole (Private), Report No. 3, April 18, 2007 (see page 361)**

Trustee Goodman, seconded by Trustee Cary-Meagher, moved: **That Report No. 3 of the Committee of the Whole (Private) be adopted.**

The motion was carried.

### **68. Recess and Reconvene**

At 6:40 p.m., on a motion of Trustee Goodman, seconded by Trustee Atkinson, the meeting recessed for the dinner break and reconvened at 7:20 p.m.

### **69. Asian Heritage Month**

The Board heard a presentation advising that Asian Heritage Month, which occurs in May, is an occasion for schools and workplaces to enhance knowledge and understanding of the history, achievements and experiences of people of Asian heritage in Canada and throughout the world. The Board also heard an outline of activities planned for schools.

Trustee Rutka, seconded by Trustee Wong, moved:

- (a) **That recognize Asian Heritage Month, May 2007, be officially recognized;**
- (b) **That the Board extend its appreciation to the planning committee for their hard work in planning the activities associated with Asian Heritage Month.**

The motion was carried.

## **70. Spirit of Mandela Week, April 23-27 2007**

The Board heard a presentation advising of the launch of the first annual Spirit of Mandela Week, to be held April 23-27, 2007. In addition to staff, the Board heard from Harold Brathwaite and Gordon Cressy.

Trustee Coteau, seconded by Trustee Chen, moved: **That the Board extend its appreciation to the schools participating in Spirit of Mandela Week, and to the organizing committee for their hard work in planning the activities associated with this event.**

The motion was carried.

## **71. Model Schools for InnerCities Initiative**

Trustee Cary-Meagher made a presentation on the progress to date of the Model Schools for InnerCities Initiative.

## **72. Memorials**

Trustee Campbell expressed sympathy on behalf of the Board to the family of June Callwood, a journalist and Toronto community activist, who died recently.

Trustee Campbell expressed sympathy on behalf of the Board to the family of Jeremy Paul, a student at Burnhamthorpe Adult Learning Centre and Secondary School, who died recently.

Trustee Bolton expressed sympathy on behalf of the Board to the family of Nick Brown, a student at Central Technical School, who died recently.

Trustee Chen expressed sympathy on behalf of the Board to the family of Vanusha Varendran, a Kindergarten pupil at Burrows Hall Junior Public School who died recently.

## **73. Approval of the Agenda**

Trustee Cary-Meagher, seconded by Trustee Matlow, moved: **That the agenda be approved.**

On a motion of Trustee Atkinson, seconded by Trustee Dandy, two matters were added as items of new business (a) Performance Evaluation, Director of Education, and (b) Search for a Director of Education. The matters were not considered at this meeting.

Trustee Payne, seconded by Trustee Dandy, moved: **That consideration of Report No. 3 of the Program and School Services Committee be considered before Report No. 2 of the Special Education Advisory Committee.**

The amendment was carried.

The motion to approve the agenda, as amended, was carried.

#### **74. Declarations of Possible Conflicts of Interest**

Trustee Campbell declared a possible conflict of interest re staff changes as a relative was a recommended candidate.

Trustee Payne declared a possible conflict of interest re the labour negotiations matter on Report No. 3 of the Committee of the Whole (Private) as she has a daughter who is a member of CUPE, Local 4400.

Trustees Payne and Campbell were not present during the discussions in private and did not take part in the voting on the matters in public.

#### **75. Confirmation of Minutes**

Trustee Hastings, seconded by Trustee Harrison, moved: **That the minutes of the meetings held on February 28 and March 7, 2007, be confirmed.**

The motion was carried.

#### **76. Consultation on the 2007-08 Budget**

The Board considered a memorandum from staff (see page 363) presenting options for public consultation sessions on the 2007-08 budget.

Trustee Harrison, seconded by Trustee Gershon, moved: **That public consultations on the 2007-08 budget be held as trustee ward meetings.**

The motion was carried.

#### **77. Program and School Services Committee, Report No. 3, April 16, 2007 (see page 364)**

Trustee Coteau, seconded by Trustee Tonks, moved: **That Report No. 3 of the Program and School Services Committee be adopted.**

re Item 4, System Reviews: Continuing Education Review Charter (04-07-1088) (see page 365)

Trustee Goodman, seconded by Trustee Matlow, moved in amendment: **That Part (c) be amended by deleting the words “all known or relevant” before “stakeholders”.**

The amendment was carried.

re Item 5, Program Area Review Team for ALPHA II Alternative School [1091] (see page 366)

Staff undertook to advise the ALPHA II community that program revitalization might impact on the school being able to remain at the Kent site.

re Item 8, Use of Electronic Communications and Media Devices in Schools (04-07-1086) (see page 367)

Trustee Hastings, seconded by Trustee Dandy, moved in amendment: **That the matter be referred to staff and interested trustees for a comprehensive report on the broader issue of all media devices, including cellphones, following consultation with school administrators.**

The amendment was defeated.

Item 8 was adopted on a separate recorded vote (see Recorded Vote 18, page 360). Student Trustee Kennedy voted in favour.

re Item 9, Model Schools for InnerCities Initiative, Phase II (see page 368)

Item 9 was considered earlier in the meeting.

Trustee Goodman, seconded by Trustee Gershon, moved in amendment: **That Part (e) be amended by:**

- (i) deleting “the Inner City Advisory Committee”;
- (ii) adding “with advice from the Inner City Advisory Committee.”

The amendment was carried.

Trustee Goodman, seconded by Trustee Matlow, moved in amendment: **That Part (a) be amended by adding, “pending approval of a budget for Phase II of the Model Schools for InnerCities Initiative.”**

The amendment was carried.

Item 9, as amended, was carried on a separate recorded vote (see Recorded Vote 17, page 360).

Item 10, Use of the Learning Opportunities Grant (see page 369)

Trustee Davis, seconded by Trustee Campbell, moved: **That the matter be referred to the 2007-08 budget process for discussion.**

The motion to refer was carried.

Item 11, School Year Calendar Committee (see page 369)

Trustee Campbell, seconded by Trustee Atkinson, moved: **That the matter be received.**

During the discussion, Trustee Payne, seconded by Trustee Atkinson, moved: **That the debate be ended.**

The motion to end the debate was carried.

The motion to receive the matter was carried.

Item 13, Don't Ask, Don't Tell Policy: Students Without Legal Immigration Status (see page 370)

Trustee Goodman, seconded by Trustee Gershon, moved in amendment: **That Part (c) be amended by changing "matters be addressed:" to "be considered."**

The amendment was carried.

re Item 14, Students Who Change Residence: Revision of Policy P.013, Optional Attendance (see page 372)

Trustee Goodman, seconded by Trustee Gershon, moved: **That the matter be referred to staff for presentation of a report to next meeting of the Program and School Services Committee.**

The motion to refer was carried.

The main motion to adopt Report No. 3 of the Program and School Services Committee, as amended, was carried.

## **78. Extension of the Meeting**

At appropriate times during the meeting, the Ending Time procedure was applied and the meeting was extended.

## **79. Special Education Advisory Committee, Report No. 2, March 5, 2007 (see page 417)**

Trustee Pasternak, seconded by Trustee Rodrigues, moved: **That Report No. 2 of the Special Education Advisory Committee be adopted.**

re School Support Service Statistics (see page 423)

Trustee Atkinson, seconded by Trustee Davis, moved in amendment: **That staff present a report with recommendations on how the waiting lists for support services could be reduced.**

The amendment was carried.

## **80. Human Resources Committee, Report No. 3, March 21, 2007 (see page 425)**

Trustee Goodman, seconded by Trustee Crawford, moved: **That Report No. 3 of the Human Resources Committee be adopted.**

re Item 1, Employee Self-identification Survey: Workforce Census (see page 425)

Trustee Goodman, seconded by Trustee Crawford, moved in amendment: **That the following be added: “and appreciation extended to staff who administered the survey and assisted in the development of the report.”**

The amendment was carried.

The main motion to adopt Report No. 3 of the Human Resources Committee, as amended, was carried.

**81. Governance Review Committee, Report No. 1, March 21, 2007 (see page 435)**

Trustee Goodman, seconded by Trustee Rutka, moved: **That Report No. 1 of the Governance Review Committee be received.**

The motion was carried.

**82. Governance Review Committee, Report No. 2, April 11, 2007 (see page 439)**

Trustee Goodman, seconded by Trustee Rutka, moved: **That Report No. 2 of the Governance Review Committee be received.**

The motion was carried.

**83. Planning and Priorities Committee, Report No. 2, March 27, 2007 (see page 441)**

Trustee Rutka, seconded by Trustee Goodman, moved: **That Report No. 2 of the Planning and Priorities Committee be received.**

The motion was carried.

**84. Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007 (see page 447)**

Trustee Atkinson, seconded by Trustee Pasternak, moved: **That Report No. 4 of the Administration, Finance and Accountability Committee be adopted.**

The motion was carried.

**85. Audit Committee, Report No. 3, April 4, 2007 (see page 468)**

Trustee Atkinson, seconded by Trustee Wong, moved: **That Report No. 3 of the Audit Committee, be received.**

The motion was carried.

**86. Operations and Facilities Management Committee, Report No. 3, April 11, 2007 (see page 474)**

Trustee Rutka, seconded by Trustee Cary-Meagher, moved: **That Report No. 3 of the Operations and Facilities Management Committee be adopted.**

re Item 3, Student Accommodation: Sanwood Boulevard and Canongate Trail (see page 475)

Staff advised that a decision was no longer required to address student accommodation.

Trustee Atkinson, seconded by Trustee Rutka, moved: **That the matter be received.**

The motion to receive the matter was carried.

re Item 5, New Letter of Understanding With the City on the Use of 41 Pools (see page 476)

Trustee Goodman, seconded by Trustee Atkinson, moved: **That staff prepare an analysis of the impact on program and budget of the removal of the City's Parks and Recreation funding of the Board's six swimming pools and that the Chair communicate this impact analysis to the Mayor and councillors.**

The motion was carried.

The main motion to adopt Report No. 3 of the Operations and Facilities Management Committee, as amended, was carried.

**87. Communication From Kathleen Wynne, Minister of Education, dated February 19, 2007, re Strengthening Operations and Trustee Expenses Policies**

Trustee Atkinson, seconded by Trustee Rutka, moved: **That the communication from Kathleen Wynne, Minister of Education, dated February 19, 2007, re Strengthening Operations and Trustee Expenses Policies be received.**

The motion was carried.

**88. Communication From Mike Colle, Minister of Citizenship and Immigration, dated March 7, 2007, re 2006-07 Specialized Language Training Pilot Projects**

Trustee Atkinson, seconded by Trustee Rutka, moved: **That the communication from Mike Colle, Minister of Citizenship and Immigration, dated March 7, 2007, re 2006-07 Specialized Language Training Pilot Projects be received.**

The motion was carried.

**89. House Committee, Report No. 1 (Part 2), February 20, 2007 (see page 503)**

Trustee Bolton, seconded by Trustee Bello, moved: **That Report No. 1 (Part 2) of the House Committee be adopted.**

re Item 1, Trustee Newsletters (see page 503)

Trustee Coteau, seconded by Trustee Goodman, moved in amendment: **That the following be added: “That trustees be permitted to adopt an alternate trustee newsletter process if they wish, using their portions of the total funds for their own newsletter.”**

The amendment was carried.

Trustee Coteau, seconded by Trustee Davis, moved: **That the matter be referred to the 2007-08 budget process.**

The motion to refer the matter, as amended, was carried.

The main motion to adopt Report No. 1 (Part 2) of the House Committee, as amended, was carried.

## **90. Designated School Entrances**

Trustee Coteau (on behalf of Trustee Cary-Meagher), seconded by Trustee Tonks, moved: **That the following be referred to staff present for presentation of a report to the Operations and Facilities Management Committee by June 2007:**

**Whereas, a need has arisen in the system to restrict the number of school doors that are open all day; and**

**Whereas, members of the public are finding it difficult to identify the designated school entrance;**

**Therefore, be it resolved:**

- (a) That before the first day of school in September, the designated entrance at every school be identified with a large Board logo and the word Welcome;**
- (b) That a good news story be published focusing on the themes of safety and welcome.**

The motion was carried.

## **91. Written Notice of Motion re Revisions to Bylaws**

Trustee Harrison gave written notice of bylaw revisions as follows for consideration at the next regular meeting:

Bylaw Revision: Membership of Standing Committees

4.10 The Chair and Vice-Chair of the Board shall be members of each standing committee ex officio **only when their attendance is required to establish or maintain quorum.**

## **92. Deferred Agenda Items**

Consideration of the following agenda items was deferred:



- GST (Goods and Services Tax) Education Campaign and Committee (Trustee Davis)
- Media Technicians (Trustee Rodrigues)

### **93. Adjournment**

At 10:40 p.m., the meeting adjourned for want of a quorum. Trustees Atkinson, Bello, Bolton, Chen, Coteau, Dandy, Davis, Payne, Rodrigues, Tonks and Ward were present at the time quorum was lost.

Sheila Ward  
Chair

Recorded Votes Summary

Recorded Vote Nu mber	Mi nute Page	TRUSTEE																				TOTALS				
		Atki nson	Bell o	Bolt on	Cam pbell	Cary -Meagher	Che n	Cote au	Cra wford	Dan dy	Dav is	Gers hon	Goo dman	Harr ison	Hast ings	Matl ow	Past ernak	Payn e	Rod rigues	Rutk a	Ton ks	War d	Won g	Yeas (Y)	Nays (N)	Absent (A)
17	354	Y	Y	Y	A	Y	Y	Y	A	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	Y	Y	A	Y	18	0	4
18	354	Y	Y	N	Y	A	Y	Y	Y	N	Y	Y	Y	A	N	Y	Y	A	Y	Y	Y	A	Y	15	3	4

**Committee of the Whole (Private)****Report No. 3**

April 18, 2007

A meeting of the Committee of the Whole (Private Session) was convened at 4:40 p.m., Wednesday, April 18, 2007, in the Boardroom at 5050 Yonge Street, Toronto, Ontario with Mari Rutka, Vice-Chair pro tem, presiding.

The following members were present: Trustees Irene Atkinson, Nadia Bello, Chris Bolton, John Campbell, Sheila Cary-Meagher, Shaun Chen, Michael Coteau, Gary Crawford, Cathy Dandy, Bruce Davis, Gerri Gershon, Howard Goodman, Scott Harrison, John Hastings, Josh Matlow, James Pasternak, Stephnie Payne, Maria Rodrigues, Mari Rutka, and Soo Wong. Regrets were received from Trustees Chris Tonks and Sheila Ward.

**1. Declarations of Possible Conflicts of Interest**

Trustee Campbell declared a possible conflict of interest re staff changes as a relative was a recommended candidate.

Trustee Payne declared a possible conflict of interest re a labour negotiations matter as she has a daughter who is a member of CUPE, Local 4400.

Trustees Payne and Campbell were not present during the discussions of the matters for which they had declared possible conflicts of interest.

**2. Operations and Facilities Management Committee, Report No. 3 (Private), April 11, 2007**

The Committee of the Whole (Private) **RECOMMENDS** that Report No. 3 (Private) of the Operations and Facilities Management Committee (as attached to the private minutes of the Committee of the Whole) be adopted.

**3. Negotiations Steering Committee, Report No. 1 (Private), April 4, 2007**

The Committee of the Whole (Private) **RECOMMENDS** that Report No. 1 (Private) of the negotiations Steering Committee (as attached to the private minutes of the Committee of the Whole) be adopted.

**4. Legal Matter**

The Committee of the Whole (Private) **RECOMMENDS** that a legal matter (as contained in the private minutes of the Committee of the Whole) be received.

## **5. 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 (as contained in the private minutes of the Committee of the Whole) be approved.

Mari Rutka  
Chair of the Committee, pro tem

**Adopted April 18, 2007**

Consultation on the 2007-08 Budget

*As presented to the Board on April 18, 2007 (see page 353).*

As part of its budget process, the Board normally provides an opportunity for parents, community and other stakeholders to comment on the Board's budget plan prior to final Board approval. This briefing note provides options for consideration regarding a process for consultation with stakeholders.

Budget consultations in the recent past have involved centrally organized public meetings in various locations across the system, conducted by central staff. In addition, trustees have used their ward community meetings to provide information and invite feedback on the proposed budget plans.

At the budget review meeting held on April 5, 2006 staff presented options for consideration .

- Quadrant meetings organised by staff;
- A combination of staff quadrant meetings and trustee ward meetings;
- Trustee ward meetings only.

There was strong consensus among trustees present for Option C. Staff supports this option. Should this option be approved, staff will be available where possible to attend or otherwise support these meetings with required information

Staff will prepare an appropriate user friendly document for information and feedback.

Timing of the meetings. Staff suggests mid to end of May.

*For the Board's decision see page 353.*

**Program and School Services Committee****Report No. 3**

April 16, 2007

A meeting of the Program and School Services Committee convened on Monday, April 16, 2007, from 6:40 to 10:10 p.m., in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Michael Coteau presiding.

Committee members present: Trustees Michael Coteau (Chair), Bruce Davis, Josh Matlow, Maria Rodrigues and Chris Tonks and Student Trustee Nick Kennedy. Regrets were received from Student Trustee Ted Kuhn. Also present were Trustees Nadia Bello, Chris Bolton, Sheila Cary-Meagher and Stephnie Payne.

The Committee decided to report and recommend as follows:

**Part A: Committee Recommendations****1. Joint Statement on Physical Punishment of Children and Youth**

The Committee considered a report of the Early Years Advisory Committee, February 6, 2007 (see page 375).

On a motion of Trustee Matlow, the Program and School Services Committee **RECOMMENDS:**

That the “Joint Statement on Physical Punishment of Children and Youth,” by the Coalition on Physical Punishment of Children and Youth, September 2004, be endorsed;

That the report of the Early Years Advisory Committee, February 6, 2007, be received.

**2. Program Revitalization Process [1082]**

The Committee considered a staff report (see page 377) recommending a project team to manage and coordinate the expansion of Program Revitalization to new review areas as they are identified by Board.

**Committee’s recommendation or action regarding the staff recommendation:**

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Concur    | <input type="checkbox"/> Refer                                     |
| <input type="checkbox"/> Amend     | <input checked="" type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard | <input type="checkbox"/> Other                                     |

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

## Program and School Services Committee, Report No. 3, April 16, 2007

- (a) That consideration of the following be postponed to the next meeting of the Program and School Services Committee to allow further discussion on parameters for program revitalization:

That the expansion of the Program Revitalization Process to new Review Areas, as they are identified by the Board, be coordinated and managed by a Project Team;

- (b) That staff prepare a cost estimate to support the project team with recommendations to be considered for inclusion in the 2007-2008 budget.

### **3. Program Area Review ARC and PART Area 1, Including Bendale BTI and David And Mary Thomson CI [1083]**

The Committee considered a staff report (see page 381) recommending establishment of an Area Review Committee in Review Area 1, including Bendale BTI and David and Mary Thomson CI, and a Program Area Review Team (PART) to address secondary programming resulting from issues identified in the ARC.

#### Committee's recommendation or action regarding the staff recommendation:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer                          |
| <input type="checkbox"/> Amend             | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard         | <input type="checkbox"/> Other                          |

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

- (a) That an Area Review Committee be formed in Area 1, including Bendale BTI and David and Mary Thomson CI;
- (b) That a Program Area Review Team be established to address secondary programming issues in the East Region resulting from issues identified in the Program Revitalization Process and anticipated from the Area Review Committee.

### **4. System Reviews: Continuing Education Review Charter [1088] (amended by the Board)**

The Committee considered a staff report (see page 384) presenting information the charter for the system review of Continuing Education.

#### Committee's recommendation or action regarding the staff recommendation:

- |   |   |
|---|---|
| <input type="checkbox"/> Concur           | <input type="checkbox"/> Refer                          |
| <input checked="" type="checkbox"/> Amend | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard        | <input type="checkbox"/> Other                          |

On a motion of Trustee Matlow, the Program and School Services Committee **RECOMMENDS** (as amended by the Board, see page 353):

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Program and School Services Committee, Report No. 3, April 16, 2007

- (a) That the Continuing Education Review Charter be received;
- (b) That staff proceed with the review of Continuing Education;
- (c) That stakeholders be consulted during this process.

Part (c) was added to the staff recommendation by Trustee Matlow.

## 5. Program Area Review Team for ALPHA II Alternative School [1091]

The Committee considered a staff report (see page 395) recommending establishment of ALPHA II, a new Grades 7 to 12 alternative school to be located at Kent P.S.

Committee's recommendation or action regarding the staff recommendation:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer                          |
| <input type="checkbox"/> Amend             | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard         | <input type="checkbox"/> Other                          |

On a motion of Trustee Davis, the Program and School Services Committee **RECOMMENDS** that the establishment of ALPHA II, a new Grade 7 to 12 alternative school at Kent Public School, beginning with Grades 7 and 8 in September 2007; expanding to Grades 9 and 10 in September 2008; and expanding to Grades 11 and 12 in September 2009, be approved.

Note: At the regular meeting held on April 18, 2007, staff made an undertaking related to the matter (see page 354).

## 6. Elementary Arts-based Curriculum Schools in Areas SW1 and SE5 [1081]

The Committee considered a staff report (see page 400) recommending the establishment of a Program Area Review Teams (PARTs) to consider the establishment of two elementary arts-based curriculum schools in regions SW1 and SE5.

Committee's recommendation or action regarding the staff recommendation:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer                          |
| <input type="checkbox"/> Amend             | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard         | <input type="checkbox"/> Other                          |

On a motion of Trustee Davis, the Program and School Services Committee **RECOMMENDS** that Program Area Review Teams for SW1 and SE5 be established towards the development of two elementary arts-based curriculum schools, thus providing equity of access to elementary arts-based curriculum in each of the four quadrants.



## 7. Program Area Review Team for Hawthorne II Bilingual Alternative School [1974]

The Committee considered a staff report (see page 401) recommending that Hawthorne II Bilingual Alternative School be expanded to include Grades 7 and 8.

Committee's recommendation or action regarding the staff recommendation:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer                          |
| <input type="checkbox"/> Amend             | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard         | <input type="checkbox"/> Other                          |

On a motion of Trustee Davis, the Program and School Services Committee **RECOMMENDS** that the expansion of Hawthorne II Bilingual Alternative School to include Grade 7 in September 2007 and Grade 8 in September 2008 be approved.

## 8. Use of Electronic Communications and Media Devices in Schools [1086]

The Committee considered a staff report (see page 408) presenting a policy regulating the use of personal electronic communication devices on school property.

Committee's recommendation or action regarding the staff recommendation:

- |   |   |
|---|---|
| <input type="checkbox"/> Concur           | <input type="checkbox"/> Refer                          |
| <input checked="" type="checkbox"/> Amend | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard        | <input type="checkbox"/> Other                          |

On a motions of Trustee Matlow and Trustee Tonks (on behalf of Student Trustee Kennedy), the Program and School Services Committee **RECOMMENDS**:

Whereas, cellphones, BlackBerries, PDAs and smartphones now form an integral part everyday communication and the Internet is a common source of entertainment and information for almost everyone, including students; and

Whereas, these devices have the ability to be used as cameras, video recorders, phones and often have internet access; and

Whereas, there are presently no systemwide rules or regulations governing the use of electronic communications and media devices;

Therefore, be it resolved:

- (a) That all schools include provisions in their codes of conduct to ensure that all personal communication devices will be powered off and stored out of view during an instructional class and other areas in the school, unless otherwise authorized by the principal;
- (b) That staff provide a report to the Board no later than 30 November 2007 concerning possible changes to policy regarding the use of all communication devices on school premises,

based on experience with the recommended changes to school codes of conduct, and with regard to recommendations to be developed by the Ontario Principals Council.

Trustee Matlow's motion added the words "and other areas in the school" to Part (a) and deleted the following staff recommendation: "that no person will use a personal communication device on school premises in any manner that interferes with the instruction or evaluation of students."

Trustee Tonks moved Part (b) on behalf of Student Trustee Kennedy.

## 9. Model Schools for InnerCities Initiative, Phase II (amended by the Board)

The Committee considered a staff report[1068] (see page 409) recommending four schools for Phase II of the Model Schools for InnerCities Initiative and a report from the Inner City Advisory Committee, March 2, 2007 presenting advice on the matter (see page 412).

The Committee also heard a presentation by the following members of the ICAC: Dr. Laurie Green, Member, Inner City Advisory Committee; Kathy Cowan, Superintendent; and Zara Mohamed, Parent, Kingsview Village P.S.

### Committee's recommendation or action regarding the staff recommendation:

- |   |   |
|---|---|
| <input type="checkbox"/> Concur           | <input type="checkbox"/> Refer                          |
| <input checked="" type="checkbox"/> Amend | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard        | <input type="checkbox"/> Other                          |

On a motion of Trustee Tonks, amended by Trustee Bolton, the Program and School Services Committee **RECOMMENDS** (as amended by the Board, see page 354):

- (a) That Forest Manor P.S., George Webster E.S., Bala Avenue C.S., and Kingsview Village J.S. be approved as the four schools to participate in Phase II of the Inner City Model Schools project pending approval of a budget for Phase II of the Model Schools for InnerCities Initiative;
- (b) That Forest Manor P.S., George Webster E.S., Bala Avenue C.S., and Kingsview Village J.S. be required to continue the sharing of successful practices as established by the three model schools in Phase I and adopt the role of Generators of Change for the entire cluster of model schools for the InnerCities Initiative;
- (c) That staff prepare a cost estimate for implementation of Phase II of the Model Schools for InnerCities Initiative, with recommendations to be considered for inclusion in the 2007-08 budget;
- (d) That the following be referred to the 2007-08 budget process:
  - (i) That six community support workers be allocated to support parent and community engagement and outreach for the four model schools for the Model Schools for InnerCities Initiative: Phase II;

- (ii) That, in order to achieve accurate, meaningful and comprehensive research results that will demonstrate the impact of the Model Schools for InnerCities Initiative on student achievement, the four Phase II model schools be allocated staff and resources equivalent to the provision for Phase I model schools;
- (iii) That \$4.7 million be allocated for the implementation of the Model Schools for InnerCities Initiative: Phase II from the 2007-08 budget and that staff prepare a budget model in conjunction with the Inner City Advisory Committee to reflect this amount;
- (e) That an integrated strategy for improving student achievement in all inner city communities, based on the work of the Model Schools for InnerCities Initiative, including current research being undertaken, the results of the current review of the Learning Opportunities Index, and on current and future plans to support the Director's goal of improving student success, be developed by the lead principal, inner city principals, superintendents, trustees and staff, with advice from the Inner City Advisory Committee;
- (f) That the report of the Inner City Advisory Committee, March 2, 2007, be received.

#### **10. Use of the Learning Opportunities Grant (referred by the Board)**

Related to the above, on a motion of Trustee Davis, the Program and School Services Committee **RECOMMENDS** (as referred by the Board, see page 354) that the following be referred to the 2007-08 budget process for discussion:

That when faced with a deficit, the Learning Opportunities Grant not be used, rather move towards full "sweating" of the LOG for its intended purpose.

#### **11. School Year Calendar Committee (received by the Board)**

On a motion of Trustee Matlow, the Program and School Services Committee recommends (received by the Board, see page 354):

That the following be referred to staff for presentation of a report providing clarification of the possible related issues:

Whereas, the Board is required to provide the Ministry of Education with an official school year calendar; and

Whereas, consideration of the school year calendar is only undertaken after the province provides a calendar framework, usually in late January, leaving trustees a minimal amount of time to consider, plan and adopt a comprehensive and sound school year calendar; and

Whereas, it is vital that all information be made available to trustees prior to deciding on a school year calendar that greatly impacts families across the city in a profound and dramatic way;

Therefore, be it resolved:

## Program and School Services Committee, Report No. 3, April 16, 2007

- (a) That a school year calendar committee be established no later than June 2007;
- (b) Mandate
  - (i) To meet with internal and external stakeholders that are impacted by the school year calendar
  - (ii) To consider alternative school year calendar models, including but not limited to areas such as year-round schooling and alternatives to conventional school holidays
  - (iii) To develop an exclusive and effective school year calendar model
  - (iv) To report to the Board no later than September 2007
  - (v) To report directly to the Ministry of Education no later than September 2007 for consideration in the planning of the provincial school year calendar framework.

## **12. Special Education Assistance and Summer School Remedial Assistance for French Immersion Students: Students Without Legal Immigration Status**

On a motion of Trustee Davis (on behalf of Trustee Cary-Meagher), the Program and School Services Committee **RECOMMENDS** that staff present a written briefing on the provision of Special Education and summer school remedial assistance for children in French Immersion, beginning September, 2007, including how the programs will be implemented.

## **13. Don't Ask, Don't Tell Policy (amended by the Board)**

On a motion of Trustee Bolton, the Program and School Services Committee **RECOMMENDS** (as amended by the Board, see page 355):

- (a) That, in the April-May cycle of meetings, staff present a policy related to the Don't Ask, Don't Tell issues and an implementation plan;
- (b) That when developing the policy and implementation plan, staff consult with relevant organizations such as No One Is Illegal, Toronto.
- (c) That during development of the policy and implementation plan the following be considered:
  - (i) That the pupil registration form be revised as follows:
    - Add to top of registration form: "The TDSB welcomes students with no status in Canada";
    - Add to registration form: "Notice to Admin.: STUDENTS WITHOUT DOCUMENTATION ARE TO BE ADMITTED";
    - Add to registration form (in section where Immigration issues "seem" relevant): "For ESL Grant Purposes Only";
    - Remove from registration form section: STATUS IN CANADA'

## Program and School Services Committee, Report No. 3, April 16, 2007

- (ii) That the Board's website (and print material such as posters, leaflets, etc.) be revised to clearly indicate:
- That the Board welcomes students without status;
  - That students without documentation will be admitted;
  - That the Board has a Don't Ask, Don't Tell: Access Without Fear policy with respect to the immigration status of its students;
  - That schools are "sanctuary zones" and that immigration officials may not enter (except under so-called *national security* issues);
  - That a communication be sent to all school principals and indicating that it must be read to all staff (especially secretaries) outlining the implementation stages of the Don't Ask, Don't Tell: Access Without Fear policy and emphasizing:
  - That school secretaries and admitting staff must ALL know that the Board welcomes students without status;
  - That students without documentation are to be admitted;
  - That the Board has a Don't Ask, Don't Tell: Access Without Fear policy with respect to the immigration status of its students;
  - That schools are "sanctuary zones" and immigration officials may not enter (except under so called *national security* issues);
- (iii) That a link to the Don't Ask, Don't Tell – Toronto's website be added to the Board's website;
- (iv) That the following be done before September 2007 registration and into September 2007:
- That a meeting be set up with the Ministry of Education to:
  - discuss how asking for certain types of documentation conflicts (in practicality) with the *Education Act* in admitting all students (including undocumented ones);
  - to demand a change in documentation required so that the Board can uphold the *Education Act* and ease the fear of admissions most people without status experience and so that students can prove their country of origin and length of time in Canada and residency by other means (i.e. letter from immigration lawyer, residency, letter from doctor, lawyer, shelter, etc.);
  - to discuss changes in ESL grant collecting methods (the current bureaucratic method is ridiculous; ESL grants should be based on the need for ESL support and the method of determining need to be developed not country of origin and length in Canada);
  - That all admission forms be revised to reflect the above and that there be a specific policy for all admitting staff directing them that documentation does not need to be photocopied. just checked and a box checked to confirm;
  - That all board documents, posters, forms, etc. reflect the Don't Ask, Don't Tell: Access Without Fear policy and any that do not be recalled;
  - That all aspects of schooling (field trips, sporting events, etc) are inclusive and reflect the Don't Ask, Don't Tell: Access Without Fear policy without trouble (i.e. it must be just as smooth for a student without status to go on an overnight field trip as a student with status in Canada -- no extra hassles);
  - That a media conference be held detailing the Board's Don't Ask, Don't Tell: Access Without Fear policy, and conveying that the Board is a safe haven for all students including students with no status in Canada and pushing for other school boards to follow suit;

- That all staff received training on the Don't Ask, Don't Tell: Access Without Fear policy;
- That meetings be arranged with other school boards, so that all Ontario boards have a Don't Ask, Don't Tell: Access Without Fear policy;
- That Business Services and the Admissions departments be separated.

Staff undertook to, in the meanwhile, remind schools of procedures related to Don't Ask, Don't Tell.

Note: The Committee also received a memorandum from staff (see page 414) on the matter.

#### **14. Students Who Change Residence: Revision of Policy P.013, Optional Attendance (referred by the Board)**

On a motion of Trustee Matlow, the Program and School Services Committee **RECOMMENDS** (as referred by the Board, see page 355) that the following be referred to staff for presentation of a report to next meeting of the Program and School Services Committee:

Whereas, the Board supports and delivers countless proven educational systems and supports throughout its schools that make a difference to at-risk students; and

Whereas, the stability of a home and school experience is an acknowledged valuable ingredient to a student's educational success; and

Whereas, students who are faced with unplanned and unwanted challenges in their home life will often find school to be one of their primary social support networks where they feel at home and safe; and

Whereas, comradeship and social activities among young people is strongly centred around their school environment and activities; and

Whereas, the Board endeavours to ensure that its policies and practices contribute to and not impede student success; and

Whereas, it is imperative that the Board do all it can to ensure optimum learning conditions for its students;

Therefore, be it resolved that policy P.013: Optional Attendance be revised to permit students who change residence after having attended a school be exempt from the policy's lottery process and admission priorities and permitted to retain home-school status at the school until graduation from that school.

#### **Part B: Information Only**

#### **15. Delegations**

The following oral delegations were heard in accordance with the Board's procedure for hearing delegations.

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Program and School Services Committee, Report No. 3, April 16, 2007re Program Revitalization and the Ideal School

1. Klara Husain, Grade 10 student, Bendale BTI, and Sajeda Canani, Student, David and Mary Thomson CI

re Pilot Program Revitalization Review: Area 1

2. Robert Holmes, School Council Chair, Charles Gordon Senior Public School

re Programs and Services Youth Advisory Committee

3. Eric Lam, Member, Programs and Services Youth Advisory Committee

re Don't Ask, Don't Tell Policy

4. Two members of the Don't Ask, Don't Tell Coalition
5. Craig Fortier, Co-ordinator, Grassroots Youth Collaborative (also written submission)

re System Reviews: Continuing Education Review Charter

6. Susan Nielsen, Executive Director, Toronto Adult Student Association (also written submission)

re Homework

7. Frank Bruni (also written submission)

re GuluWalk Event

8. Lisa Klug, Teacher, Annette Street PS and Ruchika Arora, Teacher, Huron Street PS and two students (also written submission)

re Media Services

9. Katie McGovern, CUPE 4400
10. Warren Wood, Media Specialist (also written submission)

Written submissions in lieu of oral delegations were received from the following:

re Don't Ask, Don't Tell

11. Ryan Hayes, Executive Member, Toronto Youth Cabinet
12. Kathy Raddon and Michelle Newton, Youth Action Network
13. Macdonald Scott, Immigration Consultant, Carranza Barristers and Solicitors
14. Sima Zerehi, Don't Ask Don't Tell Campaign and Karin Baqi, Law Student
15. Michael Barkley, Regent Park Community Health Centre

re Joint Statement on Physical Punishment of Children and Youth

16. Endorsements of the document

**Part C: Ongoing Matters**

No matters to report

Michael Coteau  
Chair of the Committee

**Adopted, as amended, April 18, 2007**



Program and School Services Committee, Report No. 3, April 16, 2007  
 Community Advisory Committee Report, February 6, 2007

## Community Advisory Committee Report

*As presented to the Program and School Services Committee on April 16, 2007 (see page 364).*

Community advisory  
 committee:

Early Years Advisory Committee

Meeting held on:

February 6, 2007

Time:

From: 6:30pm To: 8:30pm

Location:

Committee Room A, 5050 Yonge St

Chair:

Cindy McCarthy

Members present:

Cindy McCarthy, EYAC Co-Chair and Child Care Director, Terry Tan  
 Stephen Cohen, Toronto Preschool Speech and Language Services  
 Colleen Costa, CUPE Local 4400  
 Kim Curran, Etobicoke Brighter Futures Coalition  
 Dawn DiNoto for Costanza Allevato, Parks, Forestry and Recreation  
 Peter Dorfman, Newcomers/Settlement Agencies  
 Nancy Hendy, Community Living Toronto  
 Susan Neal, Action Children Today and Tomorrow  
 Nancy Kuipers, Dalemount Child Care Operator  
 Ken Jeffers, PSSP/OSSTF  
 Elaine Levy, Wood Green, Child Care Director and Toronto First Duty  
 Eric Mackey, Child Care Director  
 Jane Mercer, Toronto Coalition for Better Child Care  
 Pam Musson, City of Toronto and Toronto First Duty  
 Sharon Richards, Children's Aid Society of Toronto  
 Jo-Anne Robertson, York South Weston Family Service Network  
 Sulekha Sathi, Toronto Public Library  
 Clara Will, Adventure Place and Early Years Action Group, North Quad

Members not present:

Mari Rutka, EYAC Co-Chair, Trustee  
 Patricia Chorney Rubin, George Brown College  
 Coreen Gilligan, Downtown Early Years Coalition  
 Sonia Hylton, Toronto Public Health  
 Tiyanne McLean, Supervisor, Parks and Recreation  
 Elizabeth Papadopoulos, Elementary Teachers of Toronto  
 Nancy Peters, Ontario Early Years Centres  
 Randi Reynolds, Parent Child Network of West Toronto

The committee decided to make the following recommendations:

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Program and School Services Committee, Report No. 3, April 16, 2007  
Community Advisory Committee Report, February 6, 2007

### 1. Joint Statement on Physical Punishment of Children and Youth

The Early Years Advisory Committee **RECOMMENDS** that the “Joint Statement on Physical Punishment of Children and Youth,” by the Coalition on Physical Punishment of Children and Youth, September 2004<sup>1</sup>, be endorsed.

#### Supporting Information

The Canadian Joint Statement on Physical Punishment of Children and Youth (see Appendix 1) is—like the three Canadian joint statements on child health and harm before it—a comprehensive review of research on physical punishment of children, developed by a coalition of six national organizations led by the Children’s Hospital of Eastern Ontario (CHEO). It examines physical punishment in Canada from legal and human rights perspectives and offers examples of resources on effective parenting. The document’s conclusions and recommendations for action are based on this extensive and persuasive body of research evidence. An executive summary written by the coalition is also attached (see Appendix 2).

The aim of the Joint Statement is knowledge transfer because knowledge changes behaviour. Research evidence has informed and moved Canadians to protect children from exposure to second-hand smoke and the sun, and to secure children in car seat belts. In the same way, based on research evidence that physical punishment of children and youth is ineffective as discipline and poses only risks to their development, the Joint Statement is a vehicle for professional and public education.

Since its launch in September 2004, the Joint Statement has been endorsed to date by 246 organizations across Canada and by 19 distinguished Canadians. Educational organizations which have endorsed it include the Saskatoon Public Schools Board, Ottawa-Carleton District School Board, Eastern School District (Newfoundland), Ontario Public Supervisory Officials’ Association (OPSOA), and the Council of Ontario Directors of Education (CODE).

Educators, parents and students across Canada are deeply concerned about bullying and its negative impact on students, school safety and the learning environment. The research evidence is quite clear—physical punishment is strongly linked to aggression/bullying in children and youth. Educators and parents need to know this. Endorsement of the Joint Statement by the Toronto District School Board would support this objective.

**Report submitted by:** Jill Worthy, Superintendent of Education (416 394-2048)

Appendix 1: Joint Statement on Physical Punishment of Children and Youth

Appendix 2: Executive Summary

*For the Board’s decision see page 364.*

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<sup>1</sup> This document will be maintained in Board Services for a limited time.

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Program and School Services Committee, Report No. 3, April 16, 2007  
Program Revitalization Process [1082]

Program Revitalization Process [1082]

*As presented to the Program and School Services Committee on April 16, 2007 (see page 364).*

Program Revitalization is a process that allows the Board to work with communities to find new options for providing students with relevant and engaging educations in their local public schools. The process provides a systematic, project-based approach to fulfilling the Board's core commitments of Improving Student Success, Improving Stewardship of Capital and Financial Assets and Improving Services to Schools, Community and the Board. The process is described below (Program Revitalization Process).

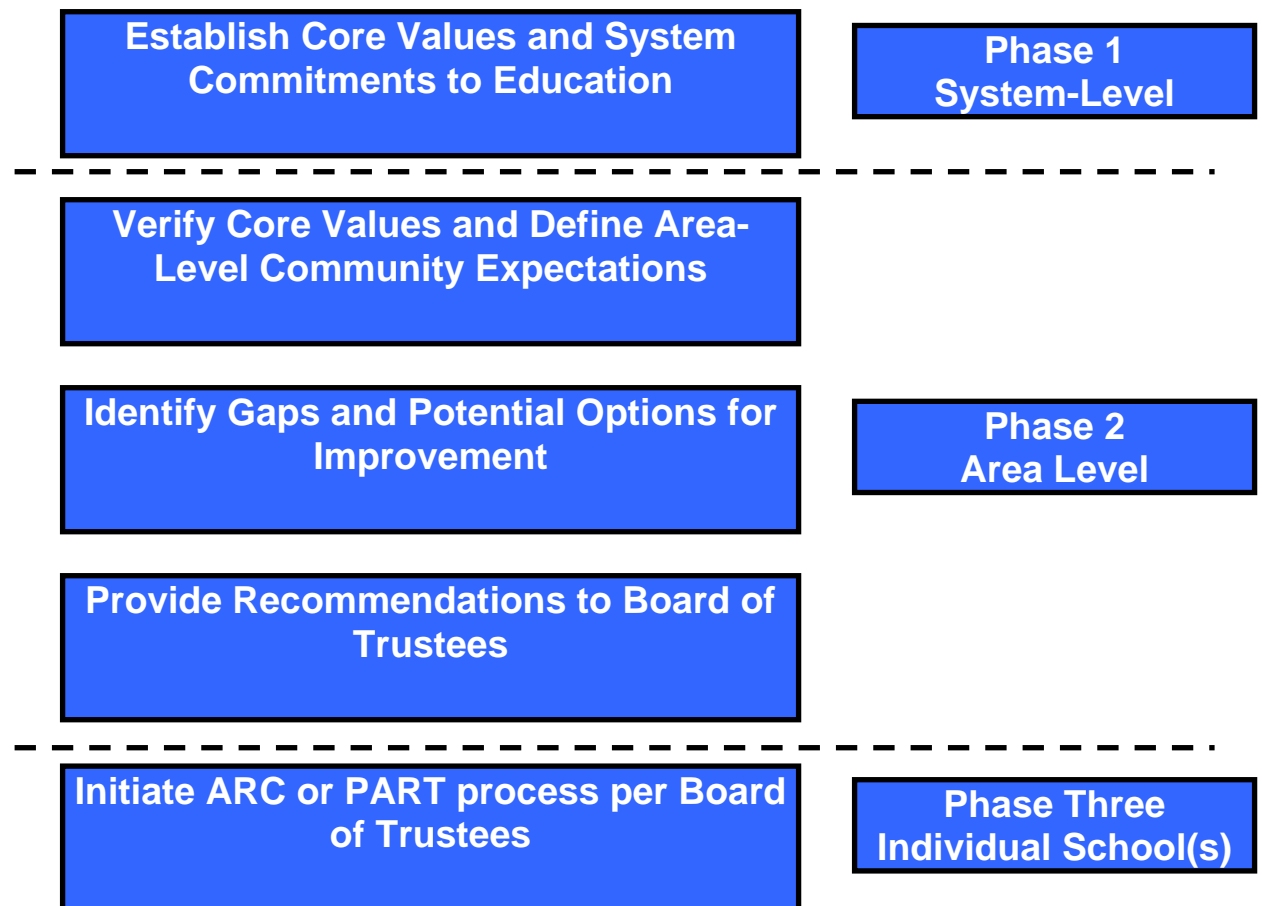
Program Revitalization was piloted in two Review Areas over the past year to assess its value, and to identify issues that need to be resolved before using the process throughout the Toronto District School Board. Coordinating and managing the Program Revitalization process in multiple Review Areas was identified as a key challenge. Information learned during the pilots is described in Information Learned from Areas 1 and 8 Pilots (below).

The project team will manage and coordinate the Program Revitalization and related processes in each Review Area identified by the Board. It will provide the staff resources needed to address the complexity of local communities, including project management, clerical, communication, research, community outreach and enhanced planning staff. The planned structure of the project team is described in the chart below (Structure of the Project Team).

The project team will have an annual cost of \$600,000 to \$800,000, depending on the number of Review Areas identified by the Board, and the complexity of local needs. Funding will be determined through the 2007-2008 budget process.

Program Revitalization Process

# Program Revitalization Process



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Program and School Services Committee, Report No. 3, April 16, 2007  
Program Revitalization Process [1082]

### Information Learned from Areas 1 and 8 Pilots

#### (a) Program

- Through the Program Revitalization Pilot Process, participants acknowledge the need to address the program, fiscal and facility realities facing the Toronto District School Board (TDSB). They are respectful of the complexity of the issues and are interested in participating in solution focused discussions.
- Another shared view across both areas was the expectation that TDSB would track, measure and communicate the effectiveness of program changes as a result of this process.
- A key priority for community participants is that TDSB continue to provide high quality educational programs, through the transition period and into new model.
- When it is once agreed upon to proceed with an Area Review Committee (ARC) or Program Area Review Team (PART), there is immense positive anticipation to act quickly and move to the next phase.
- Child care needs to be considered at every step of the way.

#### (b) Property

- Great interest in having TDSB explore links to other levels of governments, service organizations, school boards and agencies in order to maximize use of the TDSB and public resources was shared across both areas.
- The community needs to trust that the property will be disposed of in a responsible way. For example, maintaining adequate green space or preserving space for other services to community.

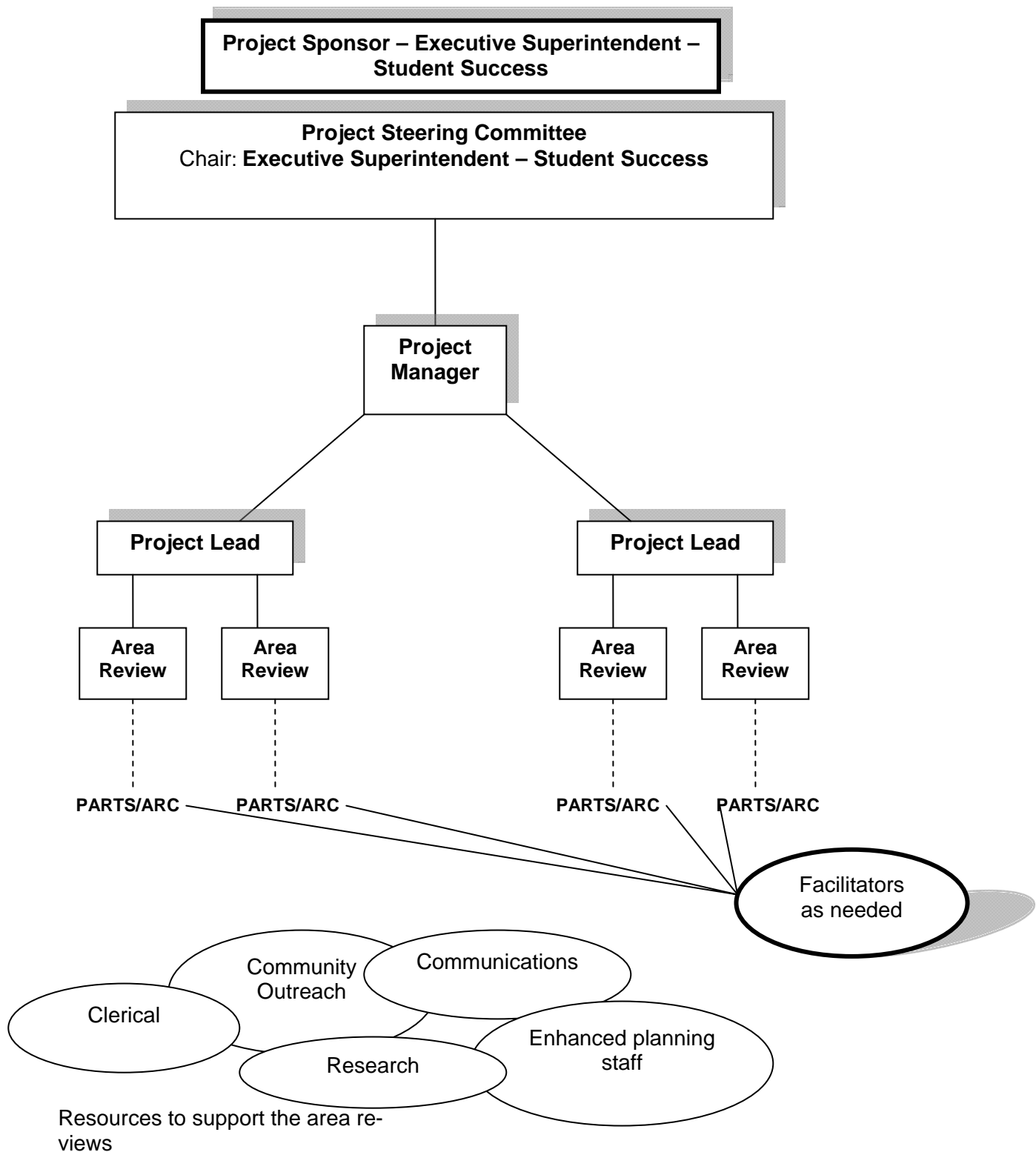
#### (c) Process

- There is a need to have frequent, regular and clear communication about the process and, if going forward, the steps and plans for the ARC well communicated in a timely way. Every child needs to be taken care of every step of the way.
- There was appreciation for well organized, well structured meetings with follow up communications.
- The process becomes very difficult when a local school is faced with possible closure. This must be dealt with sensitivity and with clear timelines ensuring minimum disruption to children's and families' lives.

### Special Note

The Program Revitalization Process requires significant staff time and expertise. The work required to support community meetings and open consultation, and to collect and present necessary information, is extensive. Dedicated staff resources are needed in order for the process to be successful.

### Structure of the Project Team



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Program and School Services Committee, Report No. 3, April 16, 2007

Program Area Review ARC and PART Area 1, Including Bendale BTI and David and Mary Thomson C.I. [1083]

Program Area Review ARC and PART Area 1, Including Bendale BTI  
and David And Mary Thomson CI [1083]

*As presented to the Program and School Services Committee on April 16, 2007 (see page 365).*

In September 2006, the Toronto District School Board (TDSB) approved that the review of Area 1, including Bendale B.T.I. and David and Mary Thomson C.I., proceed immediately as one of the two pilots for the Program Revitalization Review Process.

There were four meetings with approximately seventy-five community and educational stakeholders. The purpose was to discuss and come to a consensus with recommendations to be presented to the Board. These meetings occurred on October 20, 2006, November 20, 2006 and November 27, 2006 and January 22, 2007.

The Board's three commitments, Improving Student Success, Improving Stewardship of Capital and Financial Assets and Improving Services to Schools, Community and the Board, were the underpinning of these meetings. In addition, the participants focused on identifying the existing and future needs in the delivery of quality educational programs to all students.

The four meetings of the stakeholders of the Pilot Program Revitalization Process, Area 1, provided many insights into the commitment of the community to a high educational standard.

- Some of these insights were:
- There is a need for a state of the art site providing a full range of 21st century programming;
- There is a need for an expanded range of program choices;
- An investigation of the realistic scope of program offerings to adequately prepare students for the future should be undertaken;
- Expanded partnerships with business and community, including the Sector Council involvement, Cooperative Education and OYAP should be further explored;
- There is a strong need for differentiated instruction and evaluation;
- An investigation of the campus concept with the aim of creating a full service centre for students and community should be undertaken;
- There should be a study of the cultural community resources available to support Area 1.

A more comprehensive view of the results of the Area 1 meetings is provided below (see Comprehensive View of the Results of Area 1 Meetings).

These results have identified possible change that should be addressed through an Area Review Committee (ARC) and a Program Area Review Team (PART).

An Area Review Committee is approved by the Board to bring school and community stakeholders together to consider the future of a school or a group of schools.

A Program Area Review Team (PART) is formed upon Board approval where:

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Program and School Services Committee, Report No. 3, April 16, 2007  
Program Area Review ARC and PART Area 1, Including Bendale BTI and David and Mary Thomson C.I. [1083]

- Significant program adjustment needs are identified;
- Surplus accommodations for existing programs have been identified;
- Existing programs have insufficient accommodations (for example programs are located in schools that have portables on site);
- Existing programs have inadequate facilities.

The Program Revitalization Pilot Process in the Area 1 community has identified the need for an ARC and a PART to address program and accommodation issues. The community has considered the implications of an ARC and is eager to proceed.

#### Comprehensive View of the Results of Area 1 Meetings

Bendale B.T.I., David and Mary Thomson C.I., Edgewood P.S., Donwood Park Jr. P.S. and Highbrook Learning Centre

##### (a) Key Values Which Drive this Initiative

- what is good for students
- what constitutes good programming
- what is the configuration of an appropriate facility

##### (b) Summary of Area 1 Revitalization Community Meetings Input

- A state of the art site providing full range of 21<sup>st</sup> century programming of compulsory courses
- An expanded range of program choices
- Specialization of staff to deliver a wide variety of programs
- An investigation of the realistic scope of program offerings to adequately prepare students for the future
- An assessment of the Edgewood and Donwood facilities' capacities with attention being given to specialty rooms and flexible space
- Expanded Partnerships with business and the community, including the Sector Council involvement, Cooperative Education and OYAP
- A strong need for differentiated instruction and evaluation
- An investigation of the campus concept with the aim of creating a full service centre for students and the community
- A study of cultural community resources available to support the Area

##### (c) Recommendation to Board as a result of Community Consultations

At the Wednesday, April 18, 2007 TDSB Board meeting, the following recommendation will be presented on behalf of Area 1: that an in-depth study led by an Area Review Committee be commenced, (please note there is no Board meeting in March).



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Program and School Services Committee, Report No. 3, April 16, 2007

Program Area Review ARC and PART Area 1, Including Bendale BTI and David and Mary Thomson C.I. [1083]

(d) What is the Future?

- continued in-depth analysis at the local, south east elementary and secondary quadrant and system levels with a focus on:
- 21<sup>st</sup> century programming for student success
- specialized facilities to support innovative programming
- further investigation of Centres for Innovation and High Skills
- establishment of Area 1 teams, including parents, students, staff and community members, to provide informed direction for the project
- Edgewood and Donwood staff and parents will continue the visioning process and look at future programming needs from an elementary perspective, and from the perspective that their children will be attending high school in 5 years.
- Student Success/Program, Employee Services, Facilities and Planning Departments will continue to meet with Federations, Unions and business community partners to discuss how Centres for Innovation and High Skills, Sector Councils, Cooperative Education and OYAP programming may look in our future schools.

(e) Concluding View

The pilots are the first step. Further consultations and reviews with schools and local communities will be planned before any decisions are made. Program Revitalization is a long-term strategy to be phased in over the next five to ten years.

*For the Board's decision see page 365.*

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Program and School Services Committee, Report No. 3, April 16, 2007  
System Reviews: Continuing Education Review Charter [1088]

### System Reviews: Continuing Education Review Charter [1088]

*As presented to the Program and School Services Committee on April 16, 2007 (see page 365).*

A Continuing Education Review Charter was presented to Trustees at the Program and School Services Committee meeting held on February 13; at the Audit Committee meeting held on February 21; and at Board on March 7.

The Board decided “that consideration of the matter be postponed to the March-April 2007 cycle of meetings to permit staff to gain additional feedback and involvement from trustees and stakeholders.”

The original charter has been revised to reflect comments made by Trustees, the two Continuing Education Advisory Committees, and the Toronto Adult Student Association (see Proposed Charter for the Review of Continuing Education below).

The revised charter was discussed at the Audit Committee meeting on April 4.

The purpose of the review includes both:

- To understand how learners are currently benefiting from programs and to determine if learners, parents, and staff would like to make recommendations for change;
- To develop options for bringing the programs into better financial balance through changed costs and/or changed revenue.

A review of the Continuing Education department is needed in order to provide assurance to the Board that continuing education programs are meeting the needs and expectations of learners, and to develop options to bring programs into better alignment with revenue. Without changes, budget pressures will continue in 2007-08 and the foreseeable future.

### Proposed Charter for the Review of Continuing Education

#### (a) Context

##### *Continuing Education programs*

Continuing Education Programs have had a long history within the Board and its predecessor boards in this city. In 2005, the 150<sup>th</sup> anniversary of adult education was celebrated, taking us back to 1855, when 250 adult learners crowded together in three classrooms to learn grammar, arithmetic, geography and natural philosophy. This tradition of supporting our adult learners continues in our present adult day schools and credit night and summer programming.

In 2007, the International Languages program, mandated by the Ministry of Education in 1977, is celebrating its 30<sup>th</sup> anniversary. This widespread program reflects the Board’s ongoing commitment to the importance of language and culture and supports equitable opportunities for chil-

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Program and School Services Committee, Report No. 3, April 16, 2007  
System Reviews: Continuing Education Review Charter [1088]

dren and adolescents to maintain their first language as an important part of their pathway to success in school.

General interest programs have been offered to our communities for many years, thus establishing schools as “hubs of the community” long before this phrase was recently coined. More recent innovative programs that support student success such as tutoring programs, literacy and numeracy initiatives and even elementary summer school have been supported by the TDSB to address the needs of our learners.

The Continuing Education department of the TDSB is the largest of its kind in the province and likely the country. It has shown a great respect for its past but has moved into the 21<sup>st</sup> century with creative and innovative programming that emphasizes our global connections through international studies and focuses on parent and community engagement through adult ESL, adult diploma credit programs leading to apprenticeships, training or post-secondary study, and parent workshops that bring adults into our schools. It is clearly the one TDSB department that builds positive relationships with our learners from cradle to grave.

The programs and services provided today by the TDSB’s Continuing Education department strive to respond effectively to the needs and preferences of over 155,000 learners.

### *Improving Services*

In December 2005, TDSB approved a comprehensive approach to system review to provide ongoing support for the Board of Trustees and senior staff in TDSB. The purpose of system review is to help ensure that TDSB’s programs remain effective, accountable, responsive, well aligned with the Board’s priorities, and make wise use of resources. System reviews include reviews of programs.

In November 2006, the Director of Education released TDSB’s plan for 2006-07. One of the three priorities in this plan is an initiative called Improving Services to Schools, Community, and the Board. The initiative is intended to result in services that are more responsive to the needs of schools and learners. The review of Continuing Education programs is part of this initiative.

### *Costs and funding*

The Continuing Education department has been a focus of budget deliberations by the Board for many years. The main reason is that the funding provided by the Province is not adequate to meet the costs of delivering many Continuing Education programs. The most recent example of this focus is found in the report of the Special Assistance Team (Brian Cain and Joan Green) commissioned by TDSB and the Minister of Education to review the Board’s budget in the fall of 2006.

The report of the Special Assistance Team suggested that TDSB should assess some current practices in TDSB and the Continuing Education department. These practices included the assignment of costs to the department for the use of TDSB facilities for the department’s programs,

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Program and School Services Committee, Report No. 3, April 16, 2007  
System Reviews: Continuing Education Review Charter [1088]

its delivery models for some programs (including International Languages), the use of many sites for the delivery of programs, and the offering of programs that may also be provided by other organizations.

The projected revenue for 2006-07 is \$42.2 million and total projected expenses are \$50.7 million.

In October 2006, the Board passed a budget for 2006-07 that did not include any reductions to the Continuing Education department. It is expected, however, that ongoing budget pressures on TDSB will require--at a minimum--a careful and comprehensive consideration of options concerning a closer alignment of costs and revenue.

### *Changing needs*

The dynamic and shifting demographics of the City of Toronto may create both pressures and opportunities for Continuing Education programs in TDSB. It is projected that in the future, a growing proportion of Toronto's population will be made of up adults and newcomers to Canada. These trends will create changes in demand for educational programs that are currently and potentially provided by Continuing Education.

### *A necessary balance*

It must be acknowledged that the context described above includes a tension. On the one hand, there is value in improving the Board's existing programs or introducing new or expanded programs in response to changing social and economic needs. On the other hand, there is a need to address budget pressures. This creates a significant challenge. Both parts of this challenge must be met. Staff of TDSB must bring analysis to the Board that will help the Board assess options for better alignment of costs and revenue in these programs. At the same time, staff has an obligation to assess our current programs to identify opportunities for improved quality, improved responsiveness to the needs and preferences of learners, and improved alignment of all programs with the mission and values approved by the Board. The Continuing Education review will balance all these objectives.

### (b) Purpose

The review of Continuing Education programs is intended to provide a clarification of the role of the Continuing Education department in the TDSB and to address the following questions, which are common to system reviews in the TDSB:

### *Objectives*

Are the current objectives of the department and its specific programs clear, valid and relevant from point of view of department staff, learners, central staff, and trustees?

Are all the different kinds of programs provided by the Continuing Education department well-aligned with TDSB's mission, values, and priorities?

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Program and School Services Committee, Report No. 3, April 16, 2007  
System Reviews: Continuing Education Review Charter [1088]

Are the findings and recommendations of previous reviews of (parts of) the Continuing Education department still relevant?

*Alignment of functions*

Is staff responsible for the program organized well to achieve the objectives by program and as a department? Are there opportunities for realignment of functions in order to:

Improve efficiency and effectiveness?

Improve integration with other functions with TDSB?

Does the current mandate of the Continuing Education department include an appropriate range of programs? Are there programs in the department that should be delivered by another department? Are there programs currently outside the department that should be included in its mandate?

*Learner Satisfaction*

How are programs evaluated? Are there consistent and workable structures for learner feedback? How satisfied with each program are its learners? What makes them feel this way?

What are the most positive things about the current program?

What would stakeholders like to see changed?

Should TDSB commit further resources to provide opportunities for data collection and research to validate the success of programs and the impact on student success?

*Value for money*

What is the comparison of current revenue (funding from the Province, user fees, and other revenue) with current costs of each type of program?

Should the TDSB continue the provision of programs that are not adequately funded?

Are there possible changes in the delivery of all types of programs (such as sites, time, class size, and so forth) that would better align costs and revenue?

If there are barriers to changing delivery models, are there ways to remove or lower these barriers?

What is the social and economic value of the programs to the community?

Are the programs delivering value that is appropriate for the investment of resources (human and financial) for the Board, learners, and communities?

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Program and School Services Committee, Report No. 3, April 16, 2007  
System Reviews: Continuing Education Review Charter [1088]

Is the current approach of assigning facilities costs to Continuing Education programs reasonable and appropriate?

Are the current methods used by the Continuing Education department and other areas of the Board to report expenses and revenues appropriate? Do these methods give an accurate picture of the department's financial bottom line?

What proposals have been developed for in-year and/or long-term savings targets?

What options for both cost reduction and revenue generation could be considered for 2007-08 and for future years?

Are there other successful program delivery methods (e.g. arms-length entity) being used in other district school boards from which TDSB could learn?

Can TDSB use its influence more effectively to obtain appropriate funding for Continuing Education programs from provincial ministries?

#### *Future Directions*

How well are staff determining current priorities and preparing for future challenges? What impediments/challenges do they face in this task?

How well are Continuing Education programs being used as part of TDSB's response to the Ministry's policy directions concerning Learning to 18?

Are there opportunities, over both the short term and longer term, to find new markets for all programs in the Continuing Education department?

What opportunities does this department have to expand its programming in the international studies, global education field both in the TDSB and further afield?

Are there other organizations that could continue to provide comparable programs, if TDSB ceased to provide them?

How can knowledge of the importance of the role of Con Ed programming in the TDSB system be communicated to the TDSB system to recognize the broad and positive impact of Continuing Education programs on our learners and the wider community?

#### *Specific Questions for Program Streams*

The review will address specific questions for program streams in addition to the questions above.

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### Credit

How important are night and summer credit programs to student success?

How important is it to offer credit programs at night or in the summer?

How important is it for TDSB to continue to deliver programs for students over 21 years?

How should the demand for adult day-time credit program be met -- by expansion or alternative delivery models?

What is the best delivery model for adult learning for the purposes of earning credits towards a high school diploma?

Should blended models of adolescent and adult programming, offered in the same school buildings, be reconsidered or should the use of stand-alone adult high schools continue?

What are the strategic considerations regarding the “one-stop” model for adult learners in the TDSB? Should non-credit ESL or LBS, credit programs, and pathways to post-secondary (partnerships with community colleges etc.) all in the same building in the TDSB? Where does Continuing Education programming fit into the Board’s plans for program revitalization?

### Supports for Improving Student Achievement

What advantages are there to the Board for offering these programs to our learners?

Do these programs provide significant support to improving outcomes in TDSB’s mandate for improved student success?

What additional opportunities to expand the delivery of programs for school-aged children and their parents (such as literacy and numeracy programs or parent workshops outside the school day), delivered under the Ministry’s continuing education funding approach, might be considered? What are the challenges in expanding the program?

Which delivery models best meet the needs of learners?

Should the TDSB continue to seek funding from the Ministry to offer sustainable Grade 1-6 summer programs?

What are the advantages and disadvantages of different delivery models for the International Languages - Elementary/Black Culture (IL-E/BC) program?

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How does the International Languages - Elementary/Black Culture program meet an appropriate range of the learning needs of students and parents, within the Ministry's mandate for these programs?

Are there sufficient resources to deliver the IL-E/BC program effectively?

How could the programs be improved?

What is the social value of these programs to learners and their parents?

### Language and Citizenship

What are the greatest barriers to addressing the needs of adult ESL learners in the TDSB?

How can space for the accommodation for adult ESL learners be allocated in a better way?

What advantages are there to the school board in offering these programs to adult learners?

Describe the advantages of the TDSB ESL model in comparison to other models in the city (i.e. agency delivery; TCDSB model etc.)

What is the best delivery model for ESL classes?

Should ESL and LINC programs be delivered from one department?

### Community Programs

How do Community Programs fit in with the TDSB's mission statement and commitment to life-long learning?

What is TDSB's current position in and share of the market for adult programs in Toronto?

What enhancements or changes to the program or change in marketing would attract a greater number of participants?

What would be the impact on programs and learners if fees were adjusted to meet the full cost of community programs?

How do learners view user fees?

Are there opportunities for differentiated fees for different programs?

Should the TDSB continue to provide discounts for those in need in fee for service programs?  
What other options exist?

Is the social value of community programs such that the Board should continue to cover any deficits that occur?



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What are the barriers to expansion of revenue generation?

Should there be consideration of joint programming and marketing with the City of Toronto or other organizations? What might be the challenges in doing so?

Other questions may arise in consultation and will be addressed as appropriate.

(c) Outcome

The outcome of the review will be a report. The recommendations of the report will be brought forward to TDSB executive committee, the Continuing Education Advisory Committees, the Audit and Program and School Services Committees, and then to the Board.

The report will:

- Set out options and recommendations for the Board to consider;
- Provide information to support the Board's consideration of these options and recommendations.

This information will include:

- The alignment of each option with the views expressed in consultation in the review;
- The impacts of each option on existing programs and staff.

The report will provide a clear set of choices for the Board concerning the future direction of each Continuing Education program stream.

(d) Scope

The following programs streams will be included in the review:

Credit Credit Programs: Funded (Ministry of Education) – night and summer school, including overseas credit Adult Credit Program: Funded (Ministry of Education) – Adult Day Schools Credit program (over 21) (Continuing Education funding) Ed-Vance (under 21) (Day school funding) C. MPLAR -Funded (Ministry of Education)
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<u>Supports for Improving Student Achievement</u> Literacy and Numeracy programs outside of the school day for students at risk – Gr. 7-12: Funded (Ministry of Education) Sept – June classes Parent workshops Summer School – non-credit Grades 7-12 Special In-Year Funded – Grade 1-6 Tutoring International Languages – Elementary : funded (Ministry of Education) / Black Culture: not funded After school classes Integrated classes Weekend classes Parent workshops Curriculum writing projects
<u>Language and Citizenship: Funded (Ministry of Citizenship and Immigration)</u> Non-credit ESL classes Citizenship classes Native languages Foreign teacher training - Fee for Service TESL training course - Fee for Service
<u>Community Programs: Fee for Service</u> After 4 – Enrichment General interest Seniors' daytime
<u>Programs Supported by Other TDSB Departments</u> Business Development Contracted Services and Partnership Development International Student Services and Admissions School Services – Alternative Schools and Programs

(e) Process

*Project lead*

The Director of Strategy, Policy and Accountability (Peter Gooch) will be the project sponsor for the review.

An external consultant will be hired, who will report to Peter Gooch. An external consultant is recommended in order to:

Ensure expert and independent evaluation of information, options, and recommendations;

Increase confidence in the findings of the review, to provide assurance to the TDSB's senior staff and Board.

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### *Consultation*

Consultation will be a key feature of the review. The consultant and the project lead will consult with the TDSB's Continuing Education Advisory Committees, learners, community partners in the delivery of programs, staff, and trustees.

### *Staff Steering Committee*

A Steering Committee of TDSB staff will provide advice throughout the review. The committee's role is set out in the next section below.

### *Tasks and timeline*

<u>Task</u>	<u>TDSB</u>	<u>External reviewer</u>	<u>Completed by</u>
Establishment of Steering Committee	√ Project lead		January
Preliminary advice from Advisory Committees concerning scope	√ Project lead		January
Confirmation of review charter, including scope	√ Staff Steering Committee		January
Contract with external reviewer	√ Project lead		January
Proposal to Audit Committee and Program and School Services Committee	√ Project lead		February
Revised Charter to Audit Committee and Program and School Services Committee	√ Project lead		April
Information-gathering: Budgets Previous reviews and findings Current plans and priority setting Consultation with other TDSB departments	√ Project lead	√	April
<u>Credit programs</u> Consultation with learners and other interested partners		√	April
<u>Supports for Improving Student Achieve-</u>		√	May

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<u>Task</u>	<u>TDSB</u>	<u>External reviewer</u>	<u>Completed by</u>
<u>ment</u> Consultation with learners and other interested partners			
<u>Community Programs</u> Consultation with learners and other interested partners		√	May
<u>Language and Citizenship</u> Consultation with learners and other interested partners		√	June
Development of options for each program stream		√	June
Development of findings, options, and recommendations for each program stream (Final Report)		√	July / August
Evaluation of options for each program stream	√ Staff Steering Committee	√	September
Evaluation of findings and recommendations to senior staff	√ Staff Steering Committee		September
Review of options and recommendations with Continuing Education Advisory Committees	√ Project lead		September
Report to Board	√ Project lead		October
Implementation Plan (aiming for implementation of approved recommendations beginning in January 2008)	√ Staff Steering Committee		October

*For the Board's decision see page 365.*

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Program and School Services Committee, Report No. 3, April 16, 2007  
Program Area Review Team for ALPHA II Alternative School [1091]

Program Area Review Team for ALPHA II Alternative School [1091]

*As presented to the Program and School Services Committee on April 16, 2007 (see page 366).*

The school-community at ALPHA (a JK to Grade 6 alternative school) is seeking to create a pathway (ALPHA II) that continues their successful pedagogical philosophy for Grades 7 to 12, beginning with Grades 7 and 8 in September 2007. Key to the proposal is the intent to bring back students into the Board who may have turned to home schooling, private schooling, or separate schooling because they believed that an appropriate pathway wasn't available to them within the system.

ALPHA Alternative Elementary School is committed to a unique philosophy, at the core of which is a respect for each student's innate ability to learn at his or her own rate. The curriculum confirms to Ministry of Education guidelines without student comparison or competitions. Students are encouraged to develop a personal sense of responsibility for their own learning.

It is envisioned that ALPHA II will provide a student-centered, cooperative, community-driven, arts-infused and social justice learning environment. In this context, both independent learning and peer teaching and learning will be encouraged.

Stakeholder Plan and Analysis (below) provides a summary of completed consultation from the Local Feasibility Meeting to Board approval for the Program Area Review Team (PART) meetings.

Issues addressed at the PART meetings included:

- Location and feasibility of new physical plant;
- Potential impact of new location on Alternative Schools;
- Clarification of program model;
- Generation of enrolment method;
- Staffing and budget.

Information on the three PART meetings is provided below.

The recommended new site of Kent Public School is located at 980 Dufferin Street, Toronto, and is a Grade 7 and 8 school with a current FTE enrolment of 283 students.

Planning staff has determined that the site can accommodate both schools for both the short and long term. Also, a space forecast, based upon an analysis of enrolment trends by the Planning staff does not anticipate any measurable impact on Kent Public School's program for the foreseeable future.

In addition, it is not anticipated that the creation of ALPHA II will negatively impact any other alternative school.

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Section titled Proposed Budget for ALPHA II (below) provides a summary of budget requirements.

The establishment of ALPHA II will provide a pathway for present ALPHA students to extend their schooling in an alternative setting at the senior and secondary levels, where the present ALPHA pedagogy will be maintained.

It will also provide an opportunity to bring back students into the TDSB who may have turned to home schooling, private schooling, or separate schooling because they believed that an appropriate pathway wasn't available to them within the system.

### Stakeholder Plan and Analysis

Stakeholder Consultation That Has Occurred Or Planned		
Stakeholder Internal And External	Consultation Planned Or Completed	Dates (Day, Month, Year)
Principal, Superintendent of Education School Council Rep Planning/Program	Planned: Local Feasibility Meeting	
	Completed: Yes	29 November, 2006
Central Feasibility Team	Planned: Central Feasibility Recommendation to Proceed to Board	
	Completed: Yes	8 December, 2006
Board	Planned: Board Recommendation for PART to be established	
	Completed: Yes	January 31, 2007
Trustees, Principals, Superintendent of Education, Planning/program staff, School Council Reps and parents (both schools)	Planned: PART Meetings	
	Completed: Yes	February 27, 2007 March 30, 2007 April 12 2007

### PART Meeting 1: Establishment Of Alpha II

The first PART meeting was held at Ogden Junior Public School on Tuesday February 27, 2007. The following were invited to attend: principal, school trustee, superintendent of education, and parent representatives for ALPHA as well as Planning and Program staff. The purpose of the meeting was to address feasibility issues around the creation of ALPHA II, including reviewing the data for potential schools as a possible site for ALPHA II.

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Present at the meeting were: Chris Bolton, Trustee, Georgina Balascas, Superintendent of Education - SW6, Sandra Best, Manager, Alternative Schools Liaison Development, Cheryl Howe, Principal, Ogden Junior Public School and ALPHA, Palma Vitti, Education Planning Officer, John McPhee, Program, Norma Lee Weiss and John Clark Smith, ALPHA Parents, Usha Finucane, PART Facilitator

Based on data presented by planning staff, the following schools were considered as possible locations for ALPHA II: West Toronto Secondary School, Alex Muir/Gladstone Public School, and Kent Public School. Heydon Park Secondary School (former site) was also considered. Visits to the schools would be set up by staff. These visits needed to be completed before a decision could be made on the new school location.

Following the presentation of the philosophy and vision for ALPHA II, it was determined that ALPHA parents would organize an open house to advertise the potential opening of ALPHA II for Grades 7/8 in September 2007 and Grades 9/10, 11/12 in subsequent years.

Staffing Considerations as well as Budget and Program were discussed.

It was recommended that a Community PART meeting be held as soon as possible after the school visits and after the decision had been established about the possible location. The Community Meeting would include parents from the receiving school as well as principal and trustee, if different.

#### PART Meeting 2: Establishment Of Alpha II

Following consultation with staff and trustees, it was determined that Kent Public School, 980 Bloor Street West, be the possible site for ALPHA II.

The second PART meeting was held at Kent Public School on Friday March 30, 2007. The following were invited to attend: Principals, School Trustees, Superintendent of Education, and Parent Representatives for ALPHA and Kent Public School as well as Planning and Program staff. The purpose of the meeting was to discuss any issues and concerns and to open dialogue with both school communities.

Present at the meeting were: Trustee Chris Bolton, Trustee Maria Rodrigues, Georgina Balascas, Superintendent of Education - SW6, Sandra Best, Manager, Alternative Schools Liaison Development, Cheryl Howe, Principal Ogden Junior Public School and ALPHA, David Smith, Principal Kent Public School, John Clark Smith, ALPHA Parent and PART member, Usha Finucane, PART Facilitator.

Also present were: ALPHA parents Jody Warner, Nadya Burton, Carol Nash; Kent parents Thu Lu, Julie Seal and Kent teachers Deborah Girvin and Jack Harewood.

Regrets: Palma Vitti, Education Planning Officer, John McPhee, Program, Norma Lee Weiss

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Questions asked included:

1. How does ALPHA II fit into a regular Grade 7/8 model? How is it different from Kent Public School as it exists today, especially with Kent Public School's declining enrolment?
2. Why establish another alternative school in this area?
3. How will the ALPHA II parents and students work together with the Kent Public School parents and students, both for Grades 7/8 and with ALPHA II's Grade 9 to 12 students in the future?
4. What space will Alpha II use?
5. How would student safety issues be addressed by both schools?

Questions were answered by the Superintendent of Education and trustees.

Given that the PART meeting had been organized on very short notice, it was recommended that another PART meeting be established and fliers distributed to any possible directly affected schools in addition to Kent Public School so that the wider community would have sufficient lead time and opportunity to attend.

#### PART Meeting 3: Establishment Of Alpha II

The third PART meeting was held at Kent Public School on Thursday April 11, 2007. The following were invited to attend: Principals, School Trustees, Superintendent of Education, and Parent Representatives for ALPHA and Kent PS as well as Planning and Program staff. The purpose of the meeting was to continue discussing any issues and concerns and to open dialogue with both school communities.

Present at the meeting were: Trustee Chris Bolton, Trustee Maria Rodrigues, Georgina Balascas, Superintendent of Education - SW6, Sandra Best, Manager, Alternative Schools Liaison Development, Cheryl Howe, Principal Ogden Junior Public School and ALPHA, David Smith, Principal Kent Public School, John Clark Smith and Norma Lee Weiss, ALPHA Parents and PART members. Usha Finucane, PART Facilitator.

Also present were: ALPHA parents Carol Nash, Brad Danilition, Jim Blokland, Mardie Serenity, Julian Knight, Jan Placard Colin Ho; Kent parents D. McPherson, Nadya Burton, Vonda Johnson, Christine King, Judy Mann, Julie Seal; Kent Public School Vice-Principal Cheryl Ann Samuel-Graham and Kent Public School teachers Deborah Girvin and Jack Harewood. Parents Annie Dupuis (Annette PS), Gracida Garey Cuella and Robin Sewell (Brock Public School), Mariolein Winkink (Dovercourt Public School) attended. School Administrators from City View, Delta and Horizon Alternative Schools also attended.

Regrets: Palma Vitti, Education Planning Officer John McPhee, Program.



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A review of the PART process and the timelines was given.

An overview of the vision for ALPHA II was presented.

Reasons for considering Kent PS as a location for ALPHA II were explained.

Questions asked mirrored those asked at the second PART meeting.

### ***Next Steps***

A meeting of the PART committee took place immediately following meeting #3 to determine if there was consensus on moving forward with the recommendation to establish ALPHA II at Kent Public School. Agreement was reached by the PART members present.

The ALPHA II PART report will go to Board via the committee process.

### **Proposed Budget for ALPHA II**

#### **Classroom Costs**

##### ***Furniture and Equipment***

Computer Equipment and Drops	\$14800
Classroom Furniture	2800
Total	<u>17,600.00</u>

##### ***Books and Resources***

Textbooks	21,600.00
Literacy Support Materials	3,270.00
Start-up costs for a new classroom (consumables)	1,000.00
Subtotal	<u>25,870.00</u>

#### **Admin Office and Teaching Staff**

##### ***Furniture and Equipment***

Computer Equipment and Drops	5200
Work Station, Filing Cabinets, etc.	2,566.00
Printer/Fax/Copy Costs	960.00
Subtotal	<u>8,726.00</u>

TOTAL	\$52,196
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This budget is for year one. Additional funds will be required for subsequent years.

*For the Board's decision see page 366.*

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Program Area Review Team for ALPHA II Alternative School [1091]

Arts-based Curriculum Schools in Areas SW1 and SE5 [1081]

*As presented to the Program and School Services Committee on April 16, 2007 (see page 366).*

SW1

At its meeting on January 26, 2005, the Board approved a motion to determine the feasibility of an elementary Etobicoke School of the Arts. On June 23, 2005, an information update was provided to Trustees outlining the meetings and work of the feasibility team over that academic year. It was recommended to the Central Feasibility Team at that time that a Program Area Review Team be established for SW1. The decision was delayed.

SE5

In SE5, school and community discussions have been ongoing since 2004 to pursue an elementary arts-based curriculum model of program delivery.

In April of 2005 a Local Feasibility Study was done. The results of the Local Feasibility Study were presented to the Central Feasibility Team in May of 2005 and again in August 2005, requesting a PART. The decision was delayed. In February 2007, the Central Feasibility Team approved the request for a PART to go forward to Board.

The Board recognizes the importance of arts education for student achievement, not only in the arts, but also an arts-based curriculum fosters other areas of academic and social growth. For that reason, there is an arts focus in many of our elementary schools. There is also a recognition that all students learn differently and attention must be paid to multiple intelligences. An intense focus in the arts, that is presently provided in our arts-based curriculum schools, is yet another way to address the needs of our diverse learners.

We appreciate the increased demand for arts-based curriculum education from parents, community and students. The TDSB strives to provide equitable access to enriched arts programming across the system in each of the four geographical quadrants.

Presently, there are elementary arts-based curriculum opportunities in the NW at Faywood Arts-Based Curriculum School and at Claude Watson School for the Arts in the NE.

The establishment of an elementary arts-based curriculum site in SW1 and SE5 would provide one such school in each quadrant and more equity of access to an elementary arts-based curriculum program model.

*For the Board's decision see page 366.*

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Program and School Services Committee, Report No. 3, April 16, 2007  
Program Area Review for Hawthorne II Bilingual Alternative School [1074]

Program Area Review Team for Hawthorne II Bilingual Alternative School [1074]

*As presented to the Program and School Services Committee on April 16, 2007 (see page 367).*

Prior to the program review process for alternative schools, the Hawthorne II Bilingual Alternative School parents, students and graduates identified a need to expand their program to include Grades 7 and 8 to permit students to continue their intermediate education on site at Hawthorne II.

Hawthorne II Bilingual Alternative School is a JK to Grade 6 alternative school with a French as a Second Language (FSL) program component that shares space with Essex Public School. Hawthorne II has a current FTE enrolment of 154 students. Essex has a current FTE enrolment of 315 students from JK to Grade 8.

Hawthorne II students graduating from Grade 6 attend either alternative schools or mainstream schools for Grades 7 and 8. An expansion will enable these students to stay at Hawthorne II thereby lessening school transitions. As well, it is anticipated that other students may be admitted to an expanded program through optional attendance (an admission test to determine facility in the French language would be administered).

A Local Feasibility Team (LFT) meeting was held on October 11, 2006, to investigate the possibility of expanding the program at Hawthorne II and recommended to the Central Feasibility Team (CFT) that permission be given to proceed with a Program Area Review Team (PART). The CFT concurred and recommended that a report to request a PART be presented to Board.

On January 31, 2007 the Board approved the establishment of a PART to complete the community consultation process necessary to address issues, benefits and impacts of a program expansion at Hawthorne. To allow for full consultation, the PART to met three times. Issues addressed included:

- Clarification of program model;
- Feasibility of physical plant;
- Potential impact on Essex;
- Methodology for generating enrolment;
- Staffing.

Synopsis of each meeting is provided below.

The first PART meeting took place on February 15, 2007 where discussion focused largely on program model issues. While several options were considered, the central issue that emerged was whether or not to include the Board's Extended French program requirement in the expansion proposal. A list of participants and a synopsis of the meeting results are provided below.

The second PART meeting took place on February 27, 2007. Parents presented their additional program information and a consensus was reached that the Hawthorne II Grade 7 and 8 program would reflect the Board's Extended French program requirements, in addition to the alternative

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 Program Area Review for Hawthorne II Bilingual Alternative School [1074]

component. The program would offer graduating Hawthorne students the option of a guaranteed pathway to Harbord's Extended French program.

The third and final PART meeting also took place on February 27, 2007 and focused on community consultation with both the wider Hawthorne II and Essex communities. Discussions were guided by concerns about the feasibility of both schools being housed in adequate space and the impact of an expanded Hawthorne II program on the long term viability of the Essex Grade 7 and 8 program. Appendix 6 provides a synopsis of the question and answer section of the meeting.

A space forecast, based upon an analysis of enrolment trends over the past five years, indicates that neither Essex nor Hawthorne will experience a space shortage as a result of expanding Hawthorne II's program. In addition, the Planning Department does not anticipate any measurable impact on the Essex Grade 7/8 program for the foreseeable future.

The expansion to Grades 7 and 8 will lessen transitions for Hawthorne II students, extend their schooling in an alternative setting, and provide them with a pathway to an Extended French program at the secondary level.

### Funding

English and French classroom and library resources	\$20,000
Furniture and Equipment	
Computers and drops:	8,800
Desks and chairs:	2,700
Professional Development for staff:	700
Total:	\$32,200

### (a) First Program Area Review Team Meeting

The first Program Area Review Team (PART) meeting was held on Wednesday, February 15, 2007 at Essex/Hawthorne II, 50 Essex Street with facilitator Sandra Best. The following were invited to attend: Principal, Vice-Principal, Teachers and School Council representatives from Hawthorne II Bilingual Alternative School; School Trustee, Superintendent of Education, Planning staff as well as the French Language Program Co-ordinator. The purpose of the meeting was to examine program delivery models for FSL programming at an expanded Hawthorne II Bilingual Alternative School.

In attendance were the following: Dudley Paul, Principal of Hawthorne II and Essex, Janice Kent, Vice-Principal and Sylvain Milhomme and Ana Neves, Teachers, Hawthorne II; Haw-

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thorne II Parent Council Chair, Steph Carrier, Parent Council Secretary, Jean Rajotte, Expansion Committee Chair, Audrey Vince, Committee members Barb Crawford, Lynne Martens, Laura Carlin, Pam Hammond and Lorraine Cowley; Trustee Chris Bolton, Superintendent of Education Andrea Alimi, and FSL Program Co-ordinator Alison Pearce. Planning staff did not attend but sent a report.

Parents presented their vision to expand the Hawthorne II Bilingual Alternative School model to the Grade 7/8 level with a clear commitment to alternative education and French. Teachers presented curriculum and indicated their support for the proposed expansion.

Parents decided to consult with their constituency to decide whether or not to include the Toronto District School Board's (TDSB) Extended French program requirement in their expansion proposal and present their decision at a subsequent PART meeting. In addition, should they decide to include the Extended French program requirement, parents also undertook to decide if they wanted a guaranteed pathway into an extended French program for Hawthorne II graduates.

The Planning report indicated that there was no significant impact elsewhere in the system, in the foreseeable future, should the proposed expansion at Hawthorne II Bilingual Alternative School proceed.

It was recommended that a second PART meeting be held on February 27, 2007 to: review the finalized vision and program document submitted by the Hawthorne II Proposal Committee; review the admission procedures for entrance to the proposed Grades 7/8 program at Hawthorne II; hear the Hawthorne II Proposal Committee's decision around requesting a guaranteed pathway into the Harbord Extended French program.

#### Program Options Considered

<u>Program Options Considered</u>	<u>Description</u>
Expand to Grade 7 in Sept 2007 Expand to Grade 8 in Sept 2008 FSL programming remains status quo	Grades 7 and 8 phased in over 2 years FSL program remains at 60-80 minutes of French language instruction per day.
Expand to Grade 7 in Sept 2007 Expand to Grade 8 in Sept 2008 Hawthorne offers an Extended French program for Grades 7 and 8 phased in over 2 years	Grades 7 and 8 phased in over 2 years FSL program is increased by offering 40% of the day in French instruction which includes French language and 2 other subjects taught in French.

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Expand to Grade 7 in Sept 2007	Grades 7 and 8 phased in over 2 years
Expand to Grade 8 in Sept 2008	FSL program is increased by offering 50% of the day
Hawthorne offers an Extended French program for Grades 4-8 phased in over 5 years	in French instruction which includes French language Social Studies/History/ geography and The Arts in French.

(b) Second Program Area Review Team Meeting, February 27, 2007 – 6:30 P.M.

The Program Area Review Team (PART) meeting was held Tuesday, February 27, 2007 at Essex/Hawthorne II, 50 Essex Street with facilitator Sandra Best. The following were invited to attend: Principal, Essex/Hawthorne II, Vice-Principal, Essex/Hawthorne II, Teachers, School Council representatives and Expansion Committee members from Hawthorne II Bilingual Alternative School; School Trustee, Superintendent of Education and the French Language Program Co-ordinator. The purpose of the meeting was to: review the finalized vision and program submitted by the Hawthorne II proposal committee; review the admission procedures for entrance to the proposed Grades 7/8 program at Hawthorne II; and hear the Hawthorne II proposal committee's decision around requesting a guaranteed pathway into the Harbord extended French program.

In attendance were the following: Dudley Paul, Principal of Hawthorne II and Essex, Janice Kent, Vice-Principal and Anria Loubser, Teacher, Hawthorne II; Parent Council Chair, Steph Carrier, Parent Council Secretary, Jean Rajotte, Hawthorne II, Hawthorne II Expansion Committee Chair Audrey Vince, Committee members Barb Crawford and Lynne Martens; Trustee Chris Bolton, Superintendent of Education Andrea Alimi, and FSL Program Co-ordinator Alison Pearce.

Hawthorne II will continue to offer French programming at the primary level as an introduction to French language.

In Grades 4 to 6, students will take French language as well as Social Studies in French.

For the expansion of the program to grades 7 and 8, the French program will reflect the TDSB Extended French program requirements, delivered in an alternative setting. Students will take French language as well as History, Geography and The Arts in French. The students from Hawthorne II will have a pathway to Harbord C.I. for the secondary Extended French program.

There was consensus on the proposed content of the admission procedures. The final document will be worked out between Teachers and Parents with assistance from FSL Program Co-ordinator, Alison Pearce.

The Teacher representative present confirmed staff support for the proposed program.

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It was recommended that the results of the second PART be shared with the wider Hawthorne II School Community, the Essex School Community and the Winona School Community at a third (final) PART meeting.

(c) Third Program Area Review Team Meeting, February 27, 2007 – 7:30 p.m.

The Program Area Review Team (PART) meeting was held Tuesday, February 27, 2007, 7:30 p.m., at Essex/Hawthorne II, 50 Essex Street with facilitator Sandra Best. The following were invited to attend: Principal, Essex/Hawthorne II, Vice-Principal, Essex/Hawthorne II, Teachers, School Council representatives and Expansion Committee members from Hawthorne II Bilingual Alternative School; School Council representatives and Parents from Essex; Principal and School Council representatives from Winona; School Trustee, Superintendent of Education and the French Language Program Co-ordinator. The purpose of the meeting was to share the result of the second PART meeting with the wider Hawthorne II School Community, the Essex School Community and the Winona School Community and to present the vision and program for Hawthorne II's proposed expansion.

In attendance were the following: Dudley Paul, Principal of Hawthorne II and Essex, Janice Kent, Vice-Principal and Anria Loubser, Teacher, Hawthorne II; Hawthorne II Parent Council Chair, Steph Carrier, Parent Council Secretary, Jean Rajotte, Hawthorne II Expansion Committee member Barb Crawford, Hawthorne II parents John Bruggeman, Robin Guthrie, Chris Garvin, Wendy Rowland, Lisa Philipps, Jeannette Loakman, Carolina Murialdo and Robin Griller; Essex parents Esther Kim, Jason Iamundo, Sophie Marques, Essex Parent Council Co-Chairs Patti Parashos and Darlene Eriksen; Trustee Chris Bolton, Superintendent of Education Andrea Alimi, and FSL Program Co-ordinator Alison Pearce.

Questions asked fell into three categories: space issues, possible impact on Essex and general issues. Notes from the Question and Answer section of the meeting are attached (Appendix 6).

Space. For the foreseeable future, the Essex site provides adequate space for both Essex and an expanded Hawthorne II.

Impact on Essex. For the foreseeable future, the expansion of Hawthorne II will have minimal measurable impact on enrolment at Essex. However, further declining enrolment at Essex, notably at the JK/SK level, could have a significant impact on the long-term viability of the Grade 7/8 program. Higher interest in Hawthorne from families in the Essex catchment area could contribute to this trend.

It was agreed that both Parent Councils would continue to work together on joint community issues.

Question and Answer Session

The questions asked fell into three categories: space issues, possible impact on Essex and general issues.

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Program and School Services Committee, Report No. 3, April 16, 2007  
Program Area Review for Hawthorne II Bilingual Alternative School [1074]

### *Space Issues*

1. Will there be enough space to accommodate both schools on site?

Answer: The Planning Department indicated that there will be sufficient space to accommodate both Essex and Hawthorne II. Hawthorne has an enrolment cap and will have only one Grade 7 class and one Grade 8 class. However, Essex, as a community school, could expand. In this case, Planning have indicated that the other building on the Essex/Hawthorne site, currently leased out, could be reclaimed. In addition there are two classrooms now available at the leased site.

2. How many other Board buildings have two schools in them?

Answer: Most alternative schools share space with other schools. In addition, many mainstream schools share space with other schools or programs. An example given was Western Technical/Commercial School where three schools share one site.

### *Possible Impact on Essex Public School*

3. Will this have a negative impact on Essex in terms of staffing, program decline, etc.?

Answer: There may be some impact at the JK level and in the long term, on the Grade 7/8 program at Essex<sup>1</sup>. However, while there can be no guarantees, the Planning Department does not foresee any measurable impact in the foreseeable future. Hawthorne II draws from across the city.

4. Will Essex lose its Grade 7/8 program and if so what would happen to the Essex Grade 7/8 students?

Answer: There are no promises but the Planning Department doesn't see Essex losing its Grade 7/8 program in the foreseeable future. In addition, Essex has an entrepreneurial Principal who develops innovative programs to attract students, in particular, Design and Technology.

Private schools and the Separate School Board are all in competition for students. It may be a win/win to have two excellent schools in the same building (great program at Essex and niche market at Hawthorne).

5. How will the expansion affect the gym, library, music program, lunchroom, etc., at Essex?

Answer: There will be minimal disruption.

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<sup>1</sup> Note for clarification: Further declining enrolment at Essex, notably at the JK/SK level, could have a significant impact on the long-term viability of the grade 7/8 Essex program. Higher interest in Hawthorne, from families in the Essex catchment area, could contribute to this trend.



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Program and School Services Committee, Report No. 3, April 16, 2007  
Program Area Review for Hawthorne II Bilingual Alternative School [1074]

6. Will there be school competition between the two Grade 7/8 programs?

Answer: There may be, but many schools share sites and both School Councils can work together to minimize this by fostering such things as joint sports teams and social events. There have been rivalries in the past, but the Essex/Hawthorne II communities now have teams and clubs that involve students from both schools. Also, the parenting centre brings communities together.

*General Issues:*

7. Will there be an admission test for entrance into Hawthorne II's Grade 7/8 program?

Answer: Yes

8. Could Essex students attend Grades 7/8 at Hawthorne II?

Answer: Yes. However, they would have to go through the admission process.

9. How much will it cost to expand Hawthorne II and is the Board prepared to pay for it?

Answer: If the proposal is passed by Board then funds will be allotted. Students will generate teaching staff and the additional costs would be for computers, textbooks and resources and teacher training. No furniture costs are anticipated.

Next Steps

PART report will go to Board via the committee process.

Essex and Hawthorne II School Councils will work together to continue to bring both communities together.

Any additional questions/concerns that came up for parents subsequent to the meeting were to be forwarded to the Schools' Principal or Sandra Best.

*For the Board's decision see page 401.*

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Program and School Services Committee, Report No. 3, April 16, 2007  
Use of Electronic Communications and Media Devices in Schools [1086]

Use of Electronic Communications and Media Devices in Schools [1086]

*As presented to the Program and School Services Committee on April 16, 2007 (see page 367).*

Cell phones and similar wireless communication devices are considered necessary tools by people who rely on them for a variety of reasons. However, the use of personal communication devices during instructional time disrupts classes and interferes with student learning and evaluation. The challenge for principals is to balance the legitimate use of these devices in schools with the need to maintain effective and focused learning environment.

Although many school codes of conduct restrict their use, there is a wide-spread expectation that the Board will establish a district-wide standard to offer consistent guidance principals and students.

This issue is currently being examined by the Ontario Principals Council (the “OPC”), including a broad consultation and review of how the issue is being addressed in other provinces and countries. The OPC expects to develop a set of recommendations that would help establish a consistent approach in Ontario schools.

In addition to the recommended policy approach, staff will also seek to incorporate the social and ethical issues related to the use of personal communication technologies into lessons curriculum and evaluation of student achievement.

*For the Board’s decision see page 367.*

Program and School Services Committee, Report No. 3, April 16, 2007  
Model Schools for InnerCities Initiative, Phase II

### Model Schools for InnerCities Initiative, Phase II

*As presented to the Program and School Services Committee on April 16, 2007 (see page 368).*

The Inner City Model Schools project provides additional funding to participating schools to support strategies and programs to improve student achievement. The funds may be used for support staff, student and community programs and facilities upgrades. Additional funds may also be provided to the local cluster of schools to support joint projects.

Phase I of the project included three schools: Nelson Mandela Park P. S., Willow Park P.S., and Firgrove P.S. The total cost of Phase I in 2006/07 was approximately \$3.5 million.

In May 2006, the Board approved expanding the project to four additional schools in Phase II. Interested schools were assessed by review committees according to five criteria:

- innovation in teaching/learning practice and in school structure;
- support services to meet the social, emotional and physical well-being of students;
- school as the heart of the community;
- research, review and evaluation of students and programs;
- commitment to share successful practice.

The review committees are recommending, with the unanimous endorsement of the Inner City Advisory Committee, that the schools for Phase II be:

- Forest Manor P.S.;
- George Webster E.S.;
- Bala Avenue C.S.;
- Kingsview Village J.S.

The resources and supports that will be provided to the Phase II Model Schools depend on the allocation provided for the project in the 2007/08 budget.

Phase II of the Inner City Model Schools project will provide useful information and experience to develop a coordinated strategy for improving student achievement in inner city schools.

Funding levels to support for Phase II will be based on an analysis of Phase I results and the 2007/08 budget priorities.

Staff will develop a cost estimate for implementation of Phase II, and will present recommendations for consideration as part of the 2007/08 budget process.

Additional staff may be hired to support instructional initiatives, parent engagement and community partnerships which impact student achievement in the Model Schools communities.

Central staff will co-ordinate to support implementation.

Program and School Services Committee, Report No. 3, April 16, 2007  
Model Schools for InnerCities Initiative, Phase II

### Summary Fact Sheet, February 2007

As of September 2006, *Phase I* schools began to impact the following:

- 22 inner city schools (includes first three Model Schools and all cluster 2, 4 and 6 schools)
- 22 inner city principals, staff and school communities
- 6 trustees (6 wards out of 22)
- 7 superintendents (out of 24)
- 3 Superintendents with direct responsibility for Phase I Model Schools and cluster committees

As of June 2007, (subject to Board approval of funding for 2007-08) *Phase II schools* will begin to impact the following:

- 26 more inner city schools (will include the next four Model Schools and all cluster 1, 3, 5 and 7 schools)
- 26 more inner city principals, staff and school communities
- 11 trustees\* (11 wards out of 22)
- 13 superintendents (13 out of 24)

(\*Note: Overlap between Phase Phase II and I, Trustee Gary Crawford had one school in Phase I and one in Phase II)

As of September 2007, the initiative will involve:

- 7 Model Schools (“lighthouse” schools) and 41 cluster schools. This translates to a total of the top 50 LOI-ranked elementary schools\* in the system
- 16 trustees out of 22
- 20 superintendents out 24
- 7 superintendents out of 24 will have direct responsibility for 7 Phase I and Phase II schools, as well as overseeing the 7 cluster committees and the collaborative focus of each

What is a “cluster committee” and what do they do?

In May 2006, each of the three Phase I Model Schools received \$1.0 million to implement programs and services directly linked to the five essential components as highlighted in the Task Force report ([www.tdsb.on.ca/modelschools](http://www.tdsb.on.ca/modelschools)). Given that one of the essential components is; “commitment to share successful practice”, each cluster was allocated \$100,000 from the Model School’s allocation (18 in total) for a focus on:

- Development and sharing of “best practices” (including PD) for inner city schools
- Parent/community engagement and outreach

\*Note: the total number of schools is actually 48, but the other two are middle or intermediate schools, which were not eligible to apply as per recommendation of Research Department

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Program and School Services Committee, Report No. 3, April 16, 2007  
Model Schools for InnerCities Initiative, Phase II

Beginning in September 2006, each of the three clusters of schools initiated cluster committees to begin this collaborative process. Each committee includes (but is not limited to):

- Model School principal
- Model School Lead teacher
- Model School CSW (Community Support Worker)
- Principals from all the schools within the cluster
- Lead Principal – The Inner City School
- Superintendent responsible

Over the past few months each of the three cluster committees have been developing joint projects designed to benefit *all* students and communities in the cluster. These include applications for POR (parent outreach) grants from the Ministry of Education, special community events and guest speakers for parents and staff, arts programming for students with integrated staff PD and other collaborative initiatives.

*For the Board's decision see page 368.*

Program and School Services Committee, Report No. 3, April 16, 2007  
 Report of the Inner City Advisory Committee, March 2, 2007

Report of the Inner City Advisory Committee, March 2, 2007

*As presented to the Program and School Services Committee on April 16, 2007 (see page 368).*

Community advisory committee: Inner City Advisory Committee

Meeting held on: Friday March 2, 2007

Time: From: 12:00 pm To: 3:30 pm

Location: Firgrove Public School

Chair: Diane Dyson

Members present: Darlene Berry, Vicky Branco, Sheila Cary-Meagher (Co-Chair), Lana Cumberbatch, Joanne Davis, Don Diplo, Diane Dyson (Co-Chair), Harpreet Ghuman, Isaiah Goldman, Nanci Goldman, Laurie Green, Heather Groves, Nancy Hart, John Ippolito, Eugene James, Paula Jarrett, Heather Johnson, Diana Kordic, Jeff Kugler, Kandie Learmonth, Verna Lister, Christe Okonkwo- MacKenzie Lothar Maier,, Lance McCready, Lorraine Nowina, Linda Perez, Ruth Sis-chy, Judy Speirs, Leonard Wandili, Soo Wong

Members not present: Carol Stuart, Alice Pitt, Jacqueline Karsemeyer, Marni Price, Liz Janzen, Pat Saul, Aldona Volunge, Michelle Smith, Mari Rutka, John Hastings, Mike Rethazi, Katie McGovern, Margaret Blair-Grant, Augustre Munro, Cheryl Prescod;

The committee decided to make the following recommendations:

**Topic: Model Schools for Inner Cities Phase II**

The Inner City Advisory Committee **RECOMMENDS:**

1. That the following four schools be approved as the four Phase II Model Schools for InnerCities Initiative: Forest Manor PS, George Webster ES, Kingsview Village Jr. PS, Bala Avenue Community School;
2. That each of the four recommended schools be required to share successful practices and, in conjunction with the three Phase I schools, act as “Generators of Change” within all seven inner city cluster communities;
3. That six Community Support Workers (CSWs) be hired to support parent/community engagement and outreach for the four Phase II Model Schools and 22 cluster schools;

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Program and School Services Committee, Report No. 3, April 16, 2007  
Report of the Inner City Advisory Committee, March 2, 2007

4. That, in order to achieve accurate, meaningful and comprehensive research results which demonstrate the impact of the initiative on student achievement, Phase II Model Schools receive Model School staffing and resources/funding equivalent to Phase I staffing and resource levels (2006-07);
5. That \$4.7 million be allocated for the implementation of Phase II from the 2007-08 budget;
6. That an integrated strategy for improving student achievement in all inner city communities, based on the work of the inner city Model Schools' initiative, including current research being undertaken, the results of the current LOI review and on current and future plans to support the Director's goal of improving student success, be developed by the Inner City Advisory Committee, the Lead Principal –The Inner City School, inner city principals, superintendents, trustees and staff;
7. That when faced with a deficit, the Board not use the LOG, and move towards full sweating of the LOG for its intended purpose; and, that further to the Board meeting of February 28, 2007, the ICAC congratulates the Trustees in recognizing that LOG funding is to be used for "at risk" and inner city children and youth and for not making the recommended cuts to the LOI teacher allocation.

#### Background or Supporting Information

The above recommendations reflect the decisions of the Inner City Advisory Committee as to what is critically needed at this time for effective implementation of the vision for the education of children in Toronto's inner city communities. The selection of the four schools for Phase II and their respective clusters, and the support required for building their capacity to change the life chances for these children and their families, is a significant milestone along the path to that vision. That vision was embraced by the Board when it approved the Phase II process in May 2006. Many people with expertise in inner-city education have come together with our parents, staff and trustees to establish, nurture and enrich our process for making this project work, through the work of the ICAC. The selected schools (Forest Manor, George Webster, Bala Avenue, and Kingsview Village) and their clusters look forward with enthusiasm to the possibilities that exist for them, their students and their communities through approval of the above recommendations.

Attached is supporting material prepared by the ICAC<sup>1</sup>.

*For the Board's decision see page 368.*

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<sup>1</sup> This document will be maintained in Board Services for a limited time.

Program and School Services Committee, Report No. 3, April 16, 2007  
Report of the Inner City Advisory Committee, March 2, 2007

### Don't Ask, Don't Tell Policy

*As received by the Program and School Services Committee on April 16, 2007 (see page 370).*

This briefing note is to update trustees on the status of the implementation of the Don't Ask, Don't Tell Policy. This Policy will address procedures concerning students living in our community who are without documentation establishing their immigration status in Canada.

Some community advocacy groups and individuals have acknowledged the Board's approval of the principle of a Don't Ask Don't Tell Policy in May 2006, but are concerned that a policy has not yet been brought forward for Board approval.

Staff have been working on the development of a Policy and will present a draft Policy to PSSC on 2 May 2007. This draft Policy will include a statement about the Board's commitment and obligation concerning the admission of students without immigration documentation. This Policy will provide the guideline for all schools.

In May 2006, the Board decided that "the principle of Don't Ask, Don't Tell be endorsed in order to protect the rights of children and their families as follows: Not asking for, reporting, or sharing information about any student's or student's family's immigration status".

This decision came after public and Board discussion about an incident in which Immigration authorities attended a Toronto Catholic school to enforce a deportation order of two students and their family. The students were alleged to be without documents which established their legal immigration status in Canada.

The Board also requested a staff report on a Policy based on the principle of Don't Ask, Don't Tell at the beginning of 2006-007.

A staff memo was sent to all schools dated 1 June 2006 advising school administrators of the Board decision of May 24, 2006, and included a Q & A on how to respond to requests for information by Immigration Department authorities. The memo included the following statement of instruction:

Except where it appears that a student is a visa student, or his/her parents are visitors, his or her immigration status is irrelevant to the TDSB.

A staff memo dated 30 August 2006 was sent to all school administrators specifying the Ministry of Education's regulation and policy memorandum regarding admission of students without immigration status or documentation (S 49.1). The memo also instructed schools that no information about a student or his/her family is to be disclosed to immigration officials or to Canadian Border Services personnel.

A staff committee met in November 2006 with a coalition of Don't Ask Don't Tell advocates to receive suggestions for consideration in developing a policy.



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Program and School Services Committee, Report No. 3, April 16, 2007  
Report of the Inner City Advisory Committee, March 2, 2007

Staff is currently working on revisions to the School Registration Form to eliminate the requirement for information about Immigration Status. The revision will include deletion of the section on Status in Canada, and other changes needed. These revisions are expected to be in place by June 2007.

A clear language instruction statement for school office staff which will provide the do's and don'ts of implementation of the policy.

A review of all published TDSB documents concerning admission procedures in order to amend the language to reflect consistency with a Don't Ask, Don't Tell principle.

A parent-friendly information sheet for parents about school eligibility and registration procedures available in multiple languages.

Subsequent to the approval of the policy, a briefing meeting with principals at FOS meetings.

An internal monitoring and evaluation procedure to determine what's working and what needs to be changed.

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Program and School Services Committee, Report No. 3, April 16, 2007  
Report of the Inner City Advisory Committee, March 2, 2007

For students born outside of Canada, how to verify date of arrival in the absence of immigration documents (passports to travel or citizenship ID documents, not immigration documents, and do not always indicate date of arrival). This information is important for ESL grant purposes. Staff is considering the option of having the parent/guardian provide as verification, a letter from a person of recognized standing known to the student/family such as a lawyer, doctor, or faith official.

How to ensure that persons who are on temporary permits as visitors to Canada and therefore qualify for admission as fee-paying, do not enroll their child(ren) in TDSB schools without payment of international student fees, under the opportunity afforded by a Don't Ask, Don't Tell policy.

#### Next Steps

Staff has convened another meeting with the Don't Ask Don't Tell advocacy group on 24 April 2007 at 6:30 pm to get final feedback from the group on a policy.

Staff will present a draft policy to Program and School Services on 2 May 2007.

## **Special Education Advisory Committee**

### **Report No. 2**

March 5, 2007

A meeting of the Special Education Advisory Committee was convened on Monday, March 5, 2007 at 7:15 p.m., in the Boardroom, 5050 Yonge Street, Toronto, Ontario, with Christina Buczek presiding.

The following committee members were present: Loris Bennett, Christina Buczek, Richard Carter, Merle Fedirchuk, Dr. Norm Forman, Elizabeth Fisher, Susan Musgrave, Krystyna Ross, Paula Surdin, and Trustees John Hastings and James Pasternak.

Regrets were received from Scott Bridges, Debbie Philips, Ann Martindale, Elizabeth Fisher and Trustee Scott Harrison.

#### **1. Presentation re External Partnerships: Supplemental Student Services**

SEAC heard a presentation from Dr. Janice Currie, Senior Manager, Professional Support Services on the TDSB Operational Procedure PR.578 SCS, which provides a framework for creating and implementing partnerships with external agencies, professionals and paraprofessionals, who provide mental health, physical health or social services, which involve assessment, counseling, therapy or treatment. She spoke to the importance of implementing this procedure across the district and encouraging these partnerships which are at no cost to the board. Information on partnerships established through this operational procedure will be posted on the SEAC web site.

#### **2. Approval of the Agenda**

The agenda was amended to include an item of new business re proposed cuts to the number of Educational Assistants in JK and SK. Paula Surdin, seconded by Susan Musgrave moved: That the agenda as amended, be approved. The motion was carried.

#### **3. Confirmation of the Minutes**

Page 3, Item 6 (b) should read Christina Buczek volunteered to prepare a letter in response to the Ottawa-Carleton District School Board.

Paula Surdin, seconded by Loris Bennett, moved: That the minutes of the SEAC meeting held on February 12, 2007 be confirmed as amended.

The motion was carried.

#### 4. Business Arising from the Minutes of February 12, 2007

##### (a) Membership

The SEAC membership subcommittee met and discussed the applications for membership from the Ontario Prader Willi Syndrome Association and REENA. The subcommittee found that both organizations met the criteria for membership and decided to evaluate the applications against current SEAC membership. On that basis, the subcommittee recommends that REENA be considered for representation on SEAC.

On a motion of Paula Surdin, seconded by Merle Fedirchuk, SEAC recommends that the nomination of the Reena Foundation for association representation on SEAC for the term 2006-08 be approved. The motion was carried.

Letter received re resignation of Annie Dupuis as representative for the Association for Bright Children, February 12, 2007.

On a motion of Krystyna Ross, seconded by Susan Musgrave, SEAC accepted the resignation of Annie Dupuis as the SEAC representative for the Association for Bright Children.

##### Recommendation 1: Membership

The Special Education Advisory Committee **RECOMMENDS**

- (a) That the Reena Foundation be invited to nominate a representative to serve on the Special Education Advisory Committee;
- (b) That the resignation of Annie Dupuis, Association for Bright Children, be received.

##### (b) Response to letter from the Ottawa-Carleton District School Board re funding

As directed by the Committee, Christina Buczek drafted a letter to the Minister of Education, in response to correspondence dated November 28, 2006 from the Ottawa-Carleton District School Board re funding. A draft of the letter was circulated for perusal. It was decided that the letter should be copied to all trustees, all other SEAC associations in Ontario, the Director of Education and senior team members of the TDSB.

##### (c) Ministry Pamphlet, "Bullying: We can all help to stop it"

Merle Fedirchuk suggested that the pamphlet be made available to all parents in Special Education. It was noted however, that the pamphlet was a Ministry document. Staff undertook to determine whether it has been distributed to schools. Staff also undertook to have the Safe Schools Department make a presentation to the next meeting of SEAC re what is happening in that department.

(d) Professional Development Day

Approximately 1500 CUPE staff attended the February 16th professional development day and participated in a variety of workshops including ABA Parts 1 and 2, Introduction to Autism, Aspergers' Syndrome at the Secondary Level, Fetal Alcohol Syndrome Disorder, Adaptive Activities – Variety Village, Emergency First Aid, Behaviour Management Systems training, How Children Think and Learn, Human Rights, OMERS, Challenge of Caring for Self while working with Others, the Role of the EA and the EA Handbook, Behaviour workshop focusing on moving from Reacting to Planned Response Intervention, Health and Safety, Understanding the Collective Agreement, Lifting in the Low Incidence programs, Personal Back Care and The Family Experience at the Geneva Centre.

Staff undertook to include information on the training offered on the PD day on the SEAC web site.

(e) Budget Subcommittee

The budget subcommittee met on March 5 and discussed the challenges staff faced re staffing allocation. Karen Gravitis raised the issues with SEAC and indicated that staff would present an overview of the staff allocation process for Special Education and Support Services to the Board's Executive Planning and Priorities Committee on March 6. The Committee recommended that Karen convey to EP&P, SEAC's request that the exceptional needs of students not be jeopardized in recommending cuts to the Board.

## **5. Executive Superintendent's Report**

(a) Toronto Sun Article, March 1, 2007

Karen Gravitis spoke to an article appearing in the Toronto Sun on March 1, 2007 in which the Minister of Education has urged the TDSB to "wait until the grants are released before finalizing cuts." Karen pointed out that staff needed to finalize staffing quickly in order to meet the terms of the various collective agreements affected, and were unable to wait, as suggested by the Minister.

(b) Report of the OPSBA Ad Hoc Committee on Special Education, December 15, 2006

Members received a copy of the report of the Ontario Public School Boards Association's Ad Hoc Committee on Special Education. This committee met to consider a range of Special Education policy and funding issues. The report sets out the committee's deliberations and recommendations regarding the funding formula for Special Education. Karen Gravitis and Don Higgins participated on the committee.

(c) Ministry of Education Special Education Update, February 2007

Members received a copy of the Ministry's Special Education update, which outlines key activities by both the Special Education Policy and Program Branch and the Special Education Strategic Planning Branch.

(d) Canadian Psychiatric Research Foundation

SEAC received information on a series of full-day workshops by the Canadian Psychiatric Research Foundation to be held from April 23-27.

(e) In News Clipping File

Members received copies of two articles, one from The Mercury News entitled: "U.S. Health Officials say Autism Rate about 1 in 150", and another from CTV.ca re "Canadian Team Finds Genetic Markers for Autism."

(f) Professional Development Day -- Secondary

On March 2, professional development workshops on ASD were provided through the School Support Program – ASD (Surrey Place Centre) to a number of secondary school staff.

(g) Response to the Think Tank on Autism

Judith Melville-Bennoch presented the Response to the Think Tank on Autism Recommendations Implementation Report. SEAC also were provided information on the resulting Emerging Directions which outline six strategies identified as priorities for implementation. It was pointed out that these priorities also support many of the recommendations identified in the recently released document "Making a Difference" For Students with Autism Spectrum Disorders in Ontario Schools – From Evidence to Action (February 23, 2007). This document is the Report of the Ministers' Autism Spectrum Disorders Group to: Minister of Education and Minister of Children and Youth Services. A copy of the recommendations was provided in the members' folders.

On March 1, the Deputy Minister of Education issued a memo in response to the Report of the Reference Group clarifying that there will be a PPM released soon on the use of Applied Behaviour Analysis (ABA) in schools. The memorandum indicated that the focus of this PPM will be ABA teaching practices and not Intensive Behavioural Intervention (IBI) that is presently used in the Ministry of Children and Youth Services' Autism Intervention Program. A copy was included in members' folders.

A group will continue to meet twice per year to inform the implementation of the Reference Group Report. This will include some members of the original Reference Group and a few others. Jyoti Sanwalka, a member of the TDSB PDD/ASD Team has agreed to represent us. The first meeting will take place in June, 2007.

Judith also identified that beginning in September we have been tracking the number of staff receiving training through the School Support Program – ASD (Surrey Place Centre). The following chart identifies statistics relating to ABA training and an Introduction to Autism Spectrum Disorders (ASD).

## Special Education Advisory Committee, Report No. 2, March 5, 2007

School Support Program – ASDStatistics 2006 – 2007 (as of March 5, 2007)

<u>Training Session</u>	<u>School Staff</u>	<u>Special Ed Staff</u>	<u>Totals</u>
Introduction to ABA (Part 1)	634	54	1188
Reinforcement (Part 2)	213	75	288
Introduction to ASD	677		677

In addition to date 66 different schools across TDSB have accessed the School Support Program. A number of schools have had more than one training session and these have included a variety of topics.

- (h) Education Programs for Pupils in Government-Approved Care and /or Treatment, Custody and Correctional Facilities (Section 23)

Members received a copy of a Ministry of Education memo dated February 22, which provides an update on the Ministry's work in the area of Section 23 programs.

## **6. System Superintendent's Report**

- (a) Workshop re Supporting Students with Special Needs when Behavioural Issues Arise

Karen Forbes spoke to the success of the School Services workshop held on March 5, 2007 for administrators, central staff on *Dealing with Students with Special Needs when Behavioural Issues Arise*. Copies of the workshop package were included in members' folders. Further resources will be sent out electronically.

- (b) Blind-Low Vision Early Intervention Program

Karen spoke to the Blind-Low Vision Early Intervention Program Guidelines, which were available in draft form.

- (c) Come to Your Senses Conference

The MukiBaum Treatment Centres for children and adults with complex disabilities will hold its second international conference from May 23-37, 2007 at the Sheraton Centre, Toronto. Visit their web site at [www.sensoryconference.ca](http://www.sensoryconference.ca) for further information.

- (d) Good News Story

Ali Narajapour, a student who attends the Developmental Disability program at York Mills CI competed in a regional swim meet at the Etobicoke Olympium on February 12, 2007 and placed

first in his category. Ali trained with the York Mills CI swim team and the Special Education Aquatic instructional staff assisted with training and coaching for the meet. Ali also had a student mentor who provided additional support and encouragement. He qualified for the City Championships on February 20 and not only was he successful, but he bettered his previous time by three seconds in finishing first once again. Ali will now participate in the Provincial OFSAA swim meet on March 6 and 7 at the Etobicoke Olympium.

(e) Orientation for SEAC members

Lyn Ziraldo, previous chair of the Minister's Advisory Committee on Special Education is available to conduct orientation sessions for SEAC. Given that there are many new members on SEAC, it might be something that members would like to consider receiving.

(f) Canadian Psychiatric Research Foundation – Open Mind Sessions

The Canadian Psychiatric Research Foundation is hosting a series of educational workshops in the GTA on youth and mental health. This 2007 Open Mind Series involves full day workshops in the Toronto, Peel and York regions from April 23-27, 2007. For details about registration visit their web site at [www.cprf.ca/events/Openmind2007/mainpage.html](http://www.cprf.ca/events/Openmind2007/mainpage.html).

(g) The Boy Inside Screening

The Aspergers Society of Ontario is hosting a special screening of The Boy Inside, A Journey into Asperger Syndrome on March 24, 2007. For tickets send an email to [aspergers.society@sympatico.ca](mailto:aspergers.society@sympatico.ca) with 'Tickets to TBI Screening' in the subject line.

## **7. Senior Manager, Professional Support Services Report**

(a) OPA-EDU Student Assessment Project Update

Dr. Janice Currie reported that OPA-EDU student assessments are underway. To date, 81 Psychology assessments have been completed using the funds. There remain difficulties in recruiting additional Psychology, SLP and OT/PT staff. However, it is anticipated that current staff will opt to work during the March Break and so totals for March should be increased.

On February 22<sup>nd</sup>, at the 60<sup>th</sup> Annual Convention of the Ontario Psychological Association, a paper entitled "The TDSB Capacity Building Initiative" was presented. This paper was based on the TDSB proposal for the Student Assessment Project by Dr. Janice Currie and was part of a mini-workshop, which included presentations by Bruce Drewett, of the Ministry of Education, along with the project manager, Marg Peppler from OPA and five other psychologists representing the Toronto Catholic, York Region, Simcoe-Muskoka Catholic, Durham and Durham Catholic Boards. The presentation was well received.



## Special Education Advisory Committee, Report No. 2, March 5, 2007

(b) School Support, Service Statistics, February 2007 (as amended by the Board)

	<u>Psychology</u>	<u>Soc Work</u>	<u>Attendance</u>	<u>SLP</u>	<u>OT/PT</u>
Referrals	6983	5820	1200	4408	1164
Change since last Month	+220	+723	+258	+399	+92
Completed	3542	283	103	2070	447
Change since last month	+168	+54	+50	+300	+125
Wait List	2408	139	32	1028	263
Change since last month	-87	+24	-23	-173	-11

Note: At the regular meeting held on April 18, 2007, the Board made a decision related to the matter (see page 355):

(a) Down Syndrome Association of Toronto

The Down Syndrome Association of Toronto will move office on March 9, 2007. The web site and phone number will remain the same.

(b) The Easter Seal Society of Ontario

March is Easter Seal Month in Ontario and the organization is celebrating its 8<sup>th</sup> anniversary.

The Easter Seal Society will partner with five other associations from SEAC for a training conference weekend in spring 2007.

**8. Reports/Updates from representatives on TDSB and other committees**Website Committee

Susan Musgrave reported that the web site committee met on March 5 and continues to work on the process, exploring the SEAC section of the Special Education web site. The committee has identified areas to be tidied up and is currently gathering statistics on activity on the site so as to help improve content. It is a work in progress and SEAC will be informed as they add different elements to the site. Suggestions and questions for the 'Frequently Asked Questions' section of the web site are invited.

**9. Trustees' Report**

Trustee Hastings informed the meeting that at the Board meeting of February 28, trustees discussed the staffing allocation model, however, an outcome has not yet been determined with re-

gard to Educational Assistants. The issue to be cognizant of was the pending release of information relating to the Ministry Grants.

## **10. New Business**

### Proposed reductions to Educational Assistants in Primary Classes

SEAC discussed the issue before the Board of reductions to Educational Assistants in primary classes, especially those in JK and SK classrooms and the potential problems that could arise from a lack of support for students with special needs without these supports.

Paula Surdin, seconded by Krystyna Ross, moved: That a letter be sent to the Board before the upcoming Board meeting, expressing SEAC's concern regarding any proposed reductions to Educational Assistants in primary classes. The motion was carried.

Paula Surdin agreed to take the lead on preparing the letter.

## **11. Adjournment**

At 9:35 p.m., Richard Carter, seconded by Elizabeth Fisher, moved that the meeting be adjourned.

Christina Buczek  
Chair of the Committee

**Adopted April 18, 2007**

**Human Resources Committee****Report No. 3**

March 21, 2007

A meeting of the Human Resources Committee convened on Wednesday, March 21, 2007, from 6:35 to 9 p.m. in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Trustee Howard Goodman presiding.

The following members were present: Trustees Howard Goodman (Chair), Nadia Bello, Gary Crawford and Stephnie Payne. Regrets were received from Trustee Gerri Gershon. Also present were Trustees Sheila Cary-Meagher and John Hastings.

The Committee decided to report and recommend as follows:

**Part A: Committee Recommendations****1. Employee Self-identification Survey: Employment Equity Workforce Census [1065] (amended by the Board)**

The Committee considered a staff report (see page 428) presenting the results of the Employee Self-identification Survey and heard a presentation by Barbara Herring of Barbara Herring and Associates Inc. outlining the resulting analysis titled "Demographic Composition of Toronto District School Board Employees." This document is on file with the Employment Equity Office. It provides detailed statistics and analysis on:

- (a) Rate of census return and completion
- (b) Representation of demographic groups in the TDSB compared to external availability and population
- (c) Distribution of demographic groups in the elementary and secondary teaching panels
- (d) Representation of demographic groups in positions of added responsibility
- (e) Evidence of hiring patterns over time
- (f) Representation of subgroups within the demographic groups

Committee's recommendation or action regarding the staff recommendation:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer                          |
| <input type="checkbox"/> Amend             | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard         | <input type="checkbox"/> Other                          |

On a motion of Trustee Bello, the Human Resources Committee **RECOMMENDS** (as amended by the Board, see page 356) that the report be received and that appreciation be extended to staff who administered the survey and assisted in the development of the report.

Staff undertook to provide, for the next Committee meeting, an explanation of retention requirements for the original survey forms completed by employees and an outline of what, if any, outside research will be permitted concerning the results.

## **2. Parental Involvement in Principal and Vice-principal Selection and Performance Appraisals**

The Committee considered a memorandum from staff (see page 429) providing information on the Board's parental involvement in principal and vice-principal selection and performance appraisals and the practices of the predecessor boards. The matter was introduced by the Parent Involvement Advisory Committee and referred to staff by the Board at its regular meeting held on January 31, 2007,

On a motion of Trustee Bello, amended by Trustee Goodman, the Human Resources Committee **RECOMMENDS:**

- (a) (i) That parent involvement be included as one of the important factors that the supervisory officer will use to evaluate principals and vice-principals during performance appraisals;
- (ii) That supervisory officers actively collect information from parents including, where possible, school council members, on the above factor as part of the appraisal.
- (b) That the matter of parent involvement in the hiring and selection of principals and vice-principals be referred to the Parent Involvement Advisory Committee for comments.
- (c) That training be delivered to teachers and school administration on parent involvement;
- (d) That the Parent Involvement Advisory Committee be involved in meaningful participation in principal in-servicing on parent involvement;

Staff undertook to communicate with the Ministry of Education expressing concern and asking for clarification on the role of parents in teacher performance appraisals and copy the Ontario Public Supervisory Officials' Association, the Ontario Public School Boards' Association and the Council of Ontario Directors of Education.

### **Part B: Information Only**

## **3. Delegations**

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

re Parental Involvement in Principal and Vice-principal Selection and Performance Appraisals

- Karl Sprogis, Chair, Toronto School Administrators Association

re Employee Self-identification Survey: Workforce Census

- Michael Kerr, Co-Chair, Equity Policy Advisory Committee

**4. Communications Technology Issues**

The Committee considered a matter introduced by Trustee Hastings concerning the Board's current and future information technologies as related to issues such as employment law, privacy and security of data; legal implications of blogging, banning of electronic devices from schools and workplaces, cyber-bullying, etc.

Staff undertook to work with Trustee Hastings to investigate what guidelines currently exist and to develop a Questions and Answers document. Trustee Goodman offered to contact the Ontario Public School Boards' Association for further information.

**5. Retired Administrator Usage: January and February, 2007**

On a motion of Trustee Payne, the Committee received a memorandum from staff (see page 432) providing a summary of the cost of employing retired administrators during the period January and February, 2007.

**Part C: Ongoing Matters**

No matters to report

Howard Goodman  
Chair of the Committee

**Adopted, as amended, April 18, 2007**

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Human Resources Committee, Report No. 3, March 21, 2007

Employee Self-identification Survey: Employment Equity Workforce Census [1065]

Employee Self-identification Survey: Employment Equity Workforce Census [1065]

*As presented to the Human Resources Committee on March 21, 2007 (see page 425).*

On 23 February 2005 Board approved implementation of a self-identification survey as part of the establishment of the Employment Equity Office.

Through an RFP process, the Board retained the services of Barbara Herring and Associates Inc., an experienced Employment Equity consulting firm, to conduct and analyze the Employment Equity Self-Identification Survey.

A Workforce Census working group was established that included membership and representation from all bargaining units, associations, staff and the consulting firm. The group was guided by the Board's Equity Foundation Statement and Commitments to Equity Policy Implementation, and the Employment Equity policy.

The Employment Equity Workforce Census (entitled "Count Yourself In") took place in early June 2006 and a summary of the results was published<sup>1</sup>.

More than 22,800 employees participated in the survey.

This data gathered will assist in carrying out the Toronto District School Board's commitment to the development, implementation and maintenance of employment and promotion policies, practices and procedures that result in and sustain a workforce that, at all levels, reflects, understands and responds to a diverse population.

*For the Board's decision see page 425.*

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<sup>1</sup> This document will be maintained in Board Services for a limited time.

## Human Resources Committee, Report No. 3, March 21, 2007

## Parental Involvement in Principal and Vice-principal Selection and Performance Appraisals

Parental Involvement in Principal and Vice-principal Selection and Performance Appraisals

*As presented to the Human Resources Committee on March 21, 2007 (see page 426).*

At the regular meeting of 31 January 2007, the Board decided that the following be referred to staff for presentation of information to the Human Resources Committee:

- (a) That Parent Involvement be a determining factor in staff (principal) appraisals;
- (b) That the matter of parent involvement in the hiring and selection of principals and vice-principals be referred to the Parent Involvement Advisory Committee.
- (c) That training be delivered to teachers and school administration on parent involvement;
- (d) That the Parent Involvement Advisory Committee be involved in meaningful participation in principal in-servicing on parent involvement.

and the minority report of Trustee Cary-Meagher as follows:

That Parent Involvement Advisory Committee establish a principals' award program for parent involvement with support from trustees and that PIAC develop criteria, in conjunction with other stakeholders, to award four principals (one from each quadrant), every school year, with nominations from the parent communities in the respective quadrant.

Also, at the 31 January 2007 meeting, staff undertook to provide information concerning the practices of the predecessor boards. This memorandum addresses this staff undertaking.

At the point of amalgamation principals and vice-principals were still members of the teachers' federations. Although they were covered by the same Collective Agreements across Metro, performance appraisal and promotion processes were locally determined. An overview of parental involvement in these processes is summarized below.

Parental Involvement -Principal/Vice-Principal, Selection/Appraisal Process

<u>Former Board</u>	<u>Selection</u>	<u>Placement/Promotion</u>	<u>Appraisal</u>
East York	A panel of trustees and supervisory officers interviewed and appointed to a list School Council developed a school leadership profile through the school supervisory officer	School leadership profile utilized to identify matches HR, school supervisory officer and trustee developed recommendation for Board approval	Community relationships were evaluated as part of the administrators performance appraisal

## Human Resources Committee, Report No. 3, March 21, 2007

## Parental Involvement in Principal and Vice-principal Selection and Performance Appraisals

<u>Former Board</u>	<u>Selection</u>	<u>Placement/Promotion</u>	<u>Appraisal</u>
Etobicoke	School superintendents selected candidates for promotion/trustees present for second interview School Councils identified school needs	Transfer/placement processes involved senior staff with consideration of School Council criteria Promotions presented for Board approval	School superintendents evaluated principals on community involvement criteria.
North York	Senior staff were involved in the selection of candidates to a pool of qualified candidates	School leadership profile was utilized to identify placements that were presented to Board	Community involvement was a component of the leadership competencies appraised
Scarborough	School superintendents, principals and senior staff interviewed applicants for selection to a ranked list	Leadership profile was used as a tool to identify the placement match Trustee consultation took place prior to presentation at Board	Community involvement was one criteria in evaluation of school administrators
Toronto	Parent rep sat in on an interview committee with a local trustee, teacher rep, local SOE and HR Superintendent to select the Principal for the school	Shortlist of 3 candidates would be determined by the SOE of HR, the SOE for the school and the trustee for the ward Board approval was sought for appointments	End of 1-year probationary period, SOE convene a community meeting of parents to review the principals performance as it related to community involvement
York	A panel of trustees and senior superintendents interviewed and appointed to ranked list	Human Resources Superintendent in consultation with senior staff reviewed placements/ transfers Trustee consultation on proposed placements	Community relationships were evaluated as part of the key tasks performed by the administrator

The TDSB selection process for principals and vice-principals established in 2000 and has been reviewed twice through consultation.

The Performance Appraisal Process for Principals/Vice-Principals in the TDSB is currently in the consultation phase and was presented to Human Resources Committee on January 10<sup>th</sup>, 2007.



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Human Resources Committee, Report No. 3, March 21, 2007

Parental Involvement in Principal and Vice-principal Selection and Performance Appraisals

### Issues

1. MFIPPA (Municipal Freedom of Information and Protection of Privacy Act) has been introduced since amalgamation and provides direction on sharing of personal information.
2. Principals/vice-principals are now part of Ontario Principals' Council (OPC) and Toronto Schools Administrators Association (TSAA) rather than the teachers' federations. This has established different relationships.
3. The Ministry's Teacher Performance Appraisal changes have provided a structured framework for teacher evaluation that has reconfigured parental input.
4. The Ministry of Education is very close to publishing and implementing their principal, vice-principal performance appraisal process.

Additional information appended to this memorandum will be maintained in Board Services for a limited time.

*For the Board's decision see page 426.*

Human Resources Committee, Report No. 3, March 21, 2007

Retired Administrator Usage: January and February 2007

Retired Administrator Usage: January and February, 2007*As received by the Human Resources Committee on March 21, 2007 (see page 427).*

Attached please find a report that summarizes the cost of the use of retired administrators for the period.

Employee Services produces this report as a result of a Board decision made on September 22, 2004.

(a) Principals, In School

Reason for Employment	Number re-reported Utilized	Range of Days	Cost
Coverage for illness	73	.5 - 38	256,290.27
Principal Vacancy	2	2 – 38	*79,150.00
Professional Development/Conference	28	.5 - 4	12,937.50
Special Circumstances	4	.5 – 9.5	6,750.00
Subtotal			275,977.77

(b) Principals, Central

Reason for Employment	Number re-reported Utilized	Range of Days	Cost
Employee Services – Recruitment of Teachers	23	1-9	18,937.50
Special Circumstances	2	3-8	4,125.00
Subtotal			23,062.50

(c) Vice Principals, In School

Reason for Employment	Number re-reported Utilized	Range of Days	Cost
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Human Resources Committee, Report No. 3, March 21, 2007

Retired Administrator Usage: January and February 2007

Coverage for illness	53	1 - 38	235,602.50
Vice Principal Vacancy	15	1 - 38	*89,775.00
Professional Development/Conference	5	1	1,625.00
Special Circumstances	5	1 – 10	6,675.00
Subtotal			243,902.50

(d) Vice Principals, Central

Reason for Employment	Number reported Utilized	Range of Days	Cost
Employee Services – Recruitment of Teachers	3	1 - 4	1,950.00
Subtotal			1,950.00

(e) Central Co-ordinator, District Co-Ordinator, Central Business Manager

Reason for Employment	Number reported Utilized	Range of Days	Cost
Special Circumstances	2	.5 – 11	3,960.50
Employee Services – Recruitment of Teachers	2	2	750.00
Subtotal			4,710.50

\*No additional cost to the Board, therefore not part of the total additional cost.

Casual Administrators

The group of people available to cover in the event of a P/VP illness is in the vast majority comprised of retired TDSB administrators unlike other employee groups where casual employees constitute this list i.e. Occasional Teachers.

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Human Resources Committee, Report No. 3, March 21, 2007  
Retired Administrator Usage: January and February 2007

Cost of Use of Retired Administrators

January and February 2005    Total: 514,313.00

January and February 2006    Total: 319,080.00

January and February 2007    Total: 549,603.00

**Governance Review Committee****Report No. 1**

March 21, 2007

A meeting of the Governance Review Committee convened on Wednesday, March 21, 2007, from 2:35 to 3:50 p.m., in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Peter Gooch, Director, Strategy, Policy and Accountability, presiding.

The following committee members were present: Trustees Irene Atkinson, Scott Harrison, and Howard Goodman. Regrets were received from Trustee Gerri Gershon. Also present was Trustee Chris Bolton.

The Committee decided to report and recommend as follows:

**Part A: Committee Recommendations**

No matters to report

**Part B: Information Only****1. Election of Committee Chair**

The Committee appointed Trustee Goodman as Chair.

**2. Governance Review: Next Steps**

The Committee reviewed the following information presented by staff at the meeting:

- Discussion notes (see page 437)
- Excerpt from the Report of the Special Assistance Team;
- Information about the City of Toronto's Community Councils (provided by the City Clerk)<sup>5</sup>.

Various issues were discussed including:

- Numbers of trustees (including the number of student trustees) and ward boundaries;
- Issues that could be determined by local committees of trustees using geographic location-based membership;
- Roles and responsibilities of trustees as a board, vis a vis staff (for future consideration);

Staff undertook to further develop the framework for analysis of options and related work for consideration at a future meeting to be held on April 11.

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<sup>5</sup> This document will be maintained in Board Services for a limited time.

**Part C: Ongoing Matters**

No matters to report

Howard Goodman  
Chair of the Committee

**Received April 18, 2007**

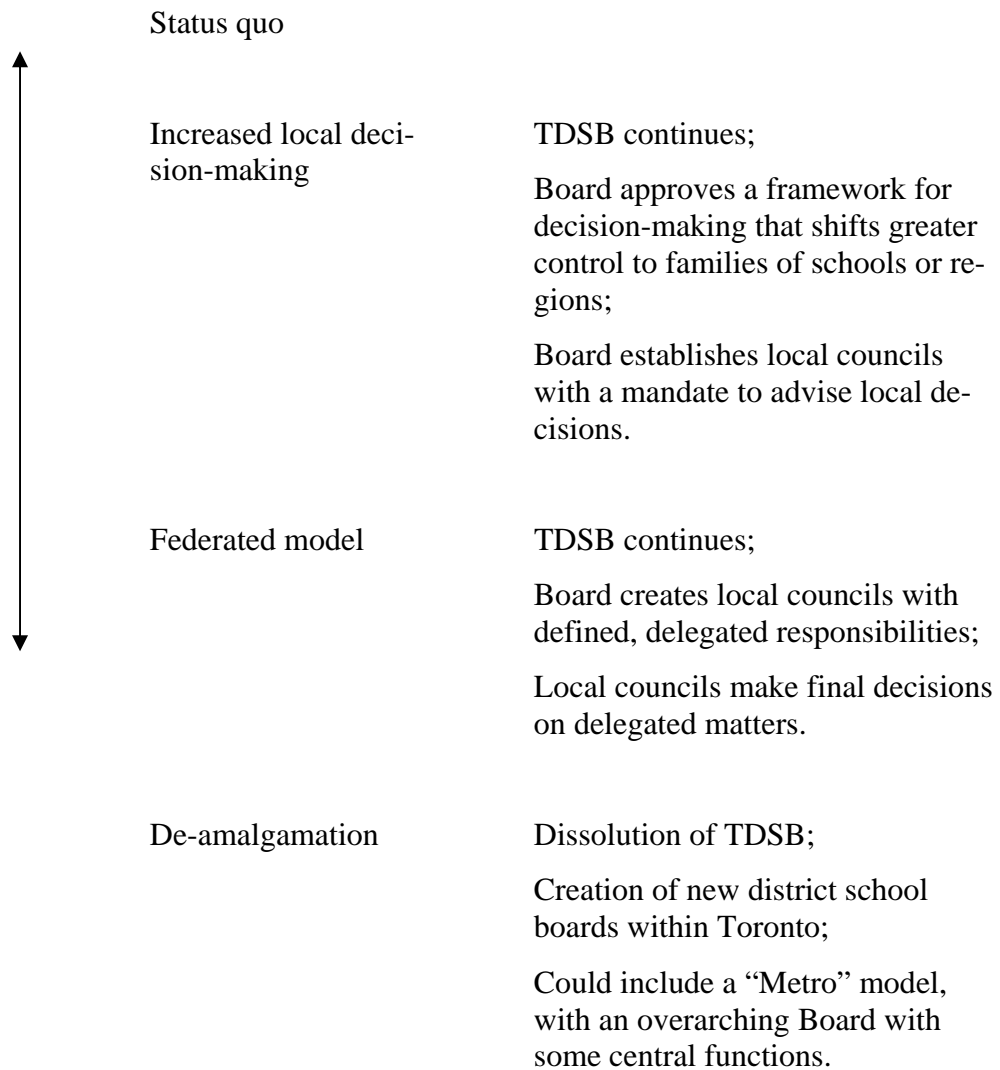
Next Steps: Notes for discussion

These notes are only a suggested framework for the committee's initial discussion.

The ideas here are preliminary only. They are not staff recommendations.

The Board has directed staff to provide a preliminary analysis of options arising out of Recommendation 37 of the SAT report, to P&P. What range of options should staff consider?

The following is one way to describe a range of options.



Is this the appropriate range of options?

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Governance Review Committee, Report No. 1, March 21, 2007  
Next Steps: Notes for Discussion

1. What should be the framework for the preliminary analysis of options?

The framework for each option could include:

- Potential impact on goals for improved governance, and impacts on challenges identified in SAT report [see appendix 1].
  - Consistency with and impact on directions being considered by the Director concerning Improving Services.
  - Whether the option could be effected by changes in the Board's current control, or whether changes in legislation or regulation are required.
  - Major steps to implement the option, and major implications.
  - Impact on the ongoing cost structure of management and governance.
2. Staff is also directed to provide a list of activities and a schedule required to complete the analysis of options (with special attention paid to the role of trustee and community consultation).

The following is a possible list of key activities:

- Articulation of the goals of changes in governance.
- Research into City of Toronto's changed governance model (City councils and local councils).
- Research concerning governance models in other large school districts.
- Preliminary analysis of options.
- Proposed process for consultation.
- Documents to support consultation.
- Consultation.
- Report concerning findings of consultation.
- Final analysis of options, and recommendations to Board.
- Negotiation with Province.
- Implementation plan.

Who should be consulted, and how?

What should be the proposed schedule for these activities?

What is the goal for completion of recommendations, and negotiations with the Province?

What is the nature of the interaction with the Province?



**Governance Review Committee****Report No. 2**

April 11, 2007

A meeting of the Governance Review Committee convened on Wednesday, April 11, 2007, from 2:40 to 4:10 p.m., in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Howard Goodman, presiding.

The following committee members were present: Trustees Howard Goodman (Chair), Irene Atkinson, and Gerri Gershon and Scott Harrison. Trustee Harrison participated by electronic means.

The Committee decided to report and recommend as follows:

**Part A: Committee Recommendations**

No matters to report

**Part B: Information Only****1. Governance Discussion Paper**

The Committee discussed a draft discussion paper<sup>1</sup> concerning governance matters. The Board has directed the Governance Committee to explore options for governance and the implications of those options, to identify funding and resources required, and to provide a preliminary analysis of options to the Planning and Priorities Committee in April 2007.

Part A of the discussion paper is a preliminary draft of the content of the report requested by the Board. It is intended to support discussion of the Governance Committee.

The Board also directed the Committee to provide a list of activities and a schedule required to complete the analysis of the options and implications (with special attention paid to the role of trustee and community consultation).

Part B of the discussion paper provides a proposed plan to complete the review.

The Committee determined to take the following next steps:

- consult with Ministry staff and the Minister's Office;
- analyze data (to be provided by staff) re transience of student population and capital issues;
- organize an "imminent persons" panel of those with direct knowledge of the predecessor Metro and area school boards model.

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<sup>1</sup> This document will be maintained in Board Services for a limited time.

**Part C: Ongoing Matters**

No matters to report

Howard Goodman  
Chair of the Committee

**Received April 18, 2007**

**Planning and Priorities Committee****Report No. 2**

March 27, 2007

A meeting of the Planning and Priorities Committee convened on Tuesday, March 27, 2007, from 2:35 to 3:20 p.m., in the Fifth Floor Executive Meeting Room, 5050 Yonge Street, Toronto, Ontario, with Sheila Ward presiding.

The following committee members were present: Trustees Sheila Ward (Chair), Nadia Bello, Chris Bolton, Howard Goodman, Scott Harrison, John Hastings, Josh Matlow and Mari Rutka. Regrets were received from Trustees John Campbell and Michael Coteau. Also present was Trustee Sheila Cary-Meagher who participated for part of the meeting by electronic means and part in person.

The Committee decided to report and recommend as follows:

**Part A: Committee Recommendations**

No matters to report

**Part B: Information Only****1. Role of Community Advisory Committees**

The Committee considered a memorandum from staff (see page 442) providing policy and background information on the role of community advisory committees.

On a motion of Trustee Bolton, the Planning and Priorities Committee received the memorandum.

**Part C: Ongoing Matters**

No matters to report

Sheila Ward  
Chair of the Committee

**Received April 18, 2007**

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Planning and Priorities Committee, Report No. 2, March 27, 2007  
Role of Community Advisory Committees

Role of Community Advisory Committees

*As received by the Planning and Priorities Committee on March 27, 2007 (see page 441).*

At its meeting of March 7, 2007, the Board decided that the following recommendations of the Parent Involvement Advisory Committee (PIAC) be referred to staff for presentation of a written briefing to the Planning and Priorities Committee clarifying the mandates, procedures etc, of advisory committees:

- (a) That only parent and community members of PIAC have voting rights;
- (b) That trustee representation on the PIAC be limited to a maximum of three trustees including the co-chair, and that additional trustees wishing to attend specific meetings do so as observers;
- (c) That the role of the trustee be to provide support, advice and background information to the PIAC so that the members may make fully informed decisions on any issue brought forward.

Action to date:

Staff held one initial discussion with Community Advisory Committee chairs to identify the issues and questions regarding the role of Community Advisory Committees. Based on this discussion and previous discussions of the PIAC, staff developed the attached discussion paper that sets out current policies and practices (see Role of Community Advisory Committees, Current Procedure March 2007 below). At this meeting, participants recommended that a task force of trustees, Community Advisory Committee representatives be established to discuss and report back the Planning and Priorities Committee with recommendations.

Note: As of March 2007 the following Community Advisory Committees are in place: Aboriginal Community Advisory Committee, Early Years Advisory Committee, Equity Policy Advisory Committee, French as a Second Language Advisory Committee, Inner City Advisory Committee, and Parent Involvement Advisory Committee.

Role of Community Advisory Committees, Current Procedure March 2007

(a) Mandate

Policy P.023, Parent and Community Involvement (2005) states:

Community Advisory Committees shall be established where necessary to provide the Board with ongoing community advice on specified areas of Board policy or program, as well as on educational matters of broad community interest

A Community Advisory Committee may advise the board on a matter specifically requested by the Board, or may advise the Board on matters of its own choosing;

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Planning and Priorities Committee, Report No. 2, March 27, 2007  
Role of Community Advisory Committees

A Community Advisory Committee may choose to exercise an advocacy role, i.e. it may choose to indicate to the Board a preferred position on an educational issue under consideration by the Board, on the understanding that the position has been established through a fair and democratic process of deliberation and decision-making among the CAC membership.

When a Community Advisory Committee has presented advice to the Board, there is no obligation on the part of the Board or its staff to accept the advice.

(b) Procedure for Communicating Advice to the Board

- (i) Advice may take the form of formal recommendations approved by a decision of the Committee, or Committee feedback on an issue expressed in a separate Committee document or recorded in the minutes of its meetings.
- (ii) (Note: Committee feedback does not necessarily have to reflect a consensus view-point nor a majority decision, but may reflect the range of diverse views on the Committee).
- (iii) There are two ways to present advice to the Board: a request may be made for a delegation at the appropriate Standing Committee; or by presenting a committee report to the appropriate Standing Committee.
- (iv) A Community Advisory Committee may direct advice to senior staff, either on request or independently, where such matter is appropriate for staff attention.
- (v) The supervisory staff liaison to the CAC is responsible for informing the committee about the appropriate routes for communicating advice, including the appropriate Standing Committee to which the matter should be directed;
- (vi) A Community Advisory Committee may request information or reports directly from staff. Staff may determine which requests for information or reports can be accommodated and the timelines for doing so, and which requests require approval by the Board or Director.

(c) Standing Committee Protocol for Dealing With Advisory Committee Matters

- (i) A Standing Committee may exercise any of the following options in considering a recommendation of a Community Advisory Committee:
  - Approve the recommendation and recommend that the Board approve it
  - Amend the recommendation and recommend that the Board approve the amended recommendation
  - Not approve or receive the recommendation
  - Refer the recommendation to staff for a report, briefing note, or for follow up
  - Refer the recommendation back to the Community Advisory Committee for clarification.

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Planning and Priorities Committee, Report No. 2, March 27, 2007  
Role of Community Advisory Committees

- (ii) A recommendation of a Community Advisory Committee that is approved by a Standing Committee, becomes the Standing Committee's recommendation to the Board.
  - (iii) The original recommendation of the Community Advisory Committee is always included on agendas as the matter moves forward.
- (d) Role of the trustee on the Advisory Committee
- (i) The Board has the right to decide the number of trustees it wishes to appoint to any given Community Advisory Committee.
  - (ii) The trustee co-chair has equal status to the parent/community co-chair with regard to agenda-setting, meeting management, and role as CAC spokesperson. The specific division of responsibilities of each co-chair is mutually agreed upon by the co-chairs.
  - (iii) Other trustee members appointed to the Community Advisory Committee by the Board have the same right to participate in discussions as other members. The trustee members may also provide information on a matter under discussion. The nature and extent of the participation in these discussions is at the discretion and judgment of the trustee member.
  - (iv) As full members of the Community Advisory Committee, trustee members have voting privileges, unless otherwise decided by the Board.
  - (v) Trustees who are not members of a Community Advisory Committee have the right to attend and participate in Community Advisory Committee discussions, without voting privileges.
- (e) Other Operational Issues
- (i) The selection process for Community Advisory Committee co-chairs will be conducted annually to coincide with the annual appointment of trustee co-chairs, unless otherwise decided by the CAC.
  - (ii) Community Advisory Committees may decide their own internal operational procedures as long as they are seen as fair and democratic by the members and are consistent with the Board operational by-laws.
  - (iii) Community Advisory Committees are free to establish their own communication network among themselves and to participate in joint or collective activities relevant to their role.

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Planning and Priorities Committee, Report No. 2, March 27, 2007  
Role of Community Advisory Committees

The following two sections contain an initial clarification of issues concerning Community Advisory Committees presented for the information of trustees in June 2005.

Community Advisory Committees (CACs)

Community Advisory Committees are established by the Board to advise the Board on the ongoing implementation of major areas of policy and program. The Board determines their mandate, membership composition, selection procedures, operating guidelines and accountability procedures. The Director assigns a senior staff officer to each committee. The Board selects trustee members to each committee, one of who will be co-chair of the committee. The senior staff officer, trustee and community co-chairs are responsible for determining the agenda for meetings and the overall conduct of the committee's operations. The committee is aligned to a Board Standing Committee, for the purpose of presenting reports and recommendations.

Community Advisory Committees may be composed of any appropriate combination of parents, community members, professional experts, staff, student representatives, trustees, TDSB employee group representatives, representatives of other public institutions. The specific representation from among these constituencies on a given advisory committee along with the mandate of the committee, is determined at the time of Board decision to establish the committee.

Recommendations from Community Advisory Committees, which request specific Board action, will be referred to the Director/Executive Council for review and comment.

The Board's decision to establish a Community Advisory Committee would normally come about as a result of the prior establishment of a major policy or program area which directly relates to system goals and priorities and which has significant implications for schools, students and parents. Implementation of this policy or program area over time is developmental, and is subject to periodic adaptations in response to internal and external circumstances. In this situation, the need for ongoing focused stakeholder input through a community advisory structure, would be deemed by the Board to be critical to effective and responsive implementation.

Given the commitment of staff time required to sustain and support the work of Community Advisory Committees and the requirement for trustee membership on these committees, it is advisable that the number of these committees be kept within reasonable limits.

The procedures of the current Parent and Community Involvement Policy list the following Community Advisory Committees:

- The Early Years Advisory Committee (EYAC), (the former Childcare Advisory Committee is formally changed to a Working Group linked to the EYAC);
- The Equity Policy Advisory Committee (replaces the Community Equity Reference Group);
- The Parent Involvement Advisory Committee (PIAC), (replaces the Parent Community Network).

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Planning and Priorities Committee, Report No. 2, March 27, 2007  
Role of Community Advisory Committees

Subsequent to the approval of the Parent and Community Involvement Policy in January 2005, the Board established the Inner City Model Schools Advisory Committee.

Currently there are discussions among the Aboriginal/First Nations Community Committee, which has been working with staff, regarding a possible forthcoming request for the establishment of an Aboriginal/First Nations Advisory Committee.

Ad Hoc Community Advisory Committees

The Board may also periodically establish an Ad Hoc Community Advisory Committee to provide advice on the development of a specific proposed direction, initiative, program or policy of the Board, within a given time frame. A current example of an Ad Hoc Advisory Committee is the Advisory Committee on Student Achievement (2005).

Some Ad Hoc Advisory Committees may include information gathering and consultation with stakeholders as part of their work. These kinds of advisory structures are sometimes referred to as Task Forces or Working Groups e.g. Safe Schools Task Force (2004), Community Use of Schools Task Force (2004), and the Working Group on Parent and Community Involvement (2004).

The mandate and work of Ad Hoc Community Advisory Committees established by the Board usually terminate with a final report to the Board.

Note: A distinction must be made between Community Advisory Committees (ongoing or ad hoc) which are established by the Board, and those central “advisory committees”, which are established by staff decision out of the need for an internal consultative forum for receiving stakeholder advice and input on implementation issues. For the purpose of clarity of terminology, these staff-initiated structures should adopt a different generic descriptor “e. g. reference group”, in order to avoid confusion with advisory committees established by decision of the Board. Current examples of such staff initiated structures are the Continuing Education Advisory Committee, which has two subcommittees (International Languages – Elementary, and Community Programs), and the Music Advisory Committee, whose predecessor was the Music Task Force.



**Administration, Finance and Accountability Committee****Report No. 4**

March 28, 2007

A regular meeting of the Administration, Finance and Accountability Committee convened on Wednesday, March 28, from 4:40 to 6:55 p.m., in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with John Campbell presiding.

The following members were present: Trustees John Campbell (Chair), Irene Atkinson, John Hastings and James Pasternak. Regrets were received from Trustee Shaun Chen. Also present were Trustees Chris Bolton, Sheila Cary-Meagher, Josh Matlow, Mari Rutka and Soo Wong. Trustee Atkinson participated by electronic means.

The Committee decided to report and recommend as follows:

**Part A: Committee Recommendations****1. Contract Awards [1066]**

The Committee considered a staff report (see page 450) presenting contracts for products and/or services used by schools and administrative departments.

**Committee's recommendation or action regarding the staff recommendation:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer                          |
| <input type="checkbox"/> Amend             | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard         | <input type="checkbox"/> Other                          |

On a motion of Trustee Atkinson, the Administration, Finance and Accountability Committee **RECOMMENDS** that the contract on Chart C be approved.

**2. Review of Trustee Expenditures**

On a motion of Trustee Campbell, amended by Trustee Atkinson, the Administration, Finance and Accountability Committee **RECOMMENDS**:

Whereas, trustees have not reviewed their expenditure guidelines for more than three years; and

Whereas, a new board of trustees was elected in November 2006; and

Whereas, the Board balanced the 2006-07 budget after making reductions to central administration and programs without any adjustments to the expenditures incurred by the trustees; and

Whereas, the Minister of Education, in a letter dated February 19, 2007, to all school board chairs, referred to an earlier letter (December 5, 2006) requesting that trustees:

...take note of guidelines addressing trustee expenses, including the use of corporate credit cards, travel, meals and hospitality....that these guidelines will help reinforce the work boards are undertaking to strengthen operations and improve student achievement.

Whereas, these guidelines have been sent to directors of education and the Ministry of Education has requested that school boards publish their guidelines on their websites;

Therefore, be it resolved that a committee composed of a minimum of five trustees be established:

- (i) to review the Ministry of Education guidelines addressing trustee expenses;
- (ii) to review the current level of expenditures made by trustees and supports provided by the Board;
- (iii) to present recommendations on spending guidelines and allocations afforded to trustees by September 2007.

The words “and supports provided by the Board” in Part (ii) were added on amendment of Trustee Atkinson.

### **3. Student Transportation and Global Positioning System (GPS) Technology**

On a motion of Trustee Hastings, on behalf of Trustee Harrison, the Administration, Finance and Accountability Committee **RECOMMENDS:**

Whereas, the Board’s busing contract has recently lapsed; and

Whereas, the availability of GPS technology is now quite common and increasingly becoming an affordable addition to vehicle fleet management and security; and

Whereas, future uses and needs for technology and equipment is most effectively considered at the contract tendering stage;

Therefore, be it resolved that staff present a report to the Administration, Finance and Accountability Committee no later than December 2007 providing:

- (i) information on the feasibility and costs of installing GPS technology on the Board’s student transportation buses;
- (ii) an analysis of the relative benefits that could be realized through the installation of GPS technology on the student transportation buses;
- (iii) suggestions re partnerships that could facilitate the roll-out of GPS technology.

**Part B: Information Only****4. Delegations**

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

**re Student Transportation**

- Tim Shields, parent

Staff undertook to review the circumstances in this case and respond as expeditiously as possible. Staff will also review the transportation and optional attendance policies in an effort to resolve conflicts.

**5. Review of Policies and Procedures in Response to the Report of the Auditor General of Ontario and Ministry of Education**

On a motion of Trustee Atkinson, the Committee received a staff memorandum (see page 454) presenting a comparison of all Board policies and procedures related to expenditures with recommendations by the Auditor General of Ontario in his 2006 annual report and the Ministry of Education Memorandum 2006:15 of December 5, 2006, which provides guidelines relating to school board expenditures.

**6. Impact of the 2007-08 Grants for Student Needs (GSN) Changes**

On a motion of Trustee Pasternak, the Committee received a staff memorandum (see page 466) summarizing changes in the Ministry's education funding through the Grants for Student Needs (GSN) for 2007-08 and its impact on the Board.

**Part C: Ongoing Matters**

No matters to report

John Campbell  
Chair of the Committee

**Adopted April 18, 2007**

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Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007  
Contract Awards [1066]

Contract Awards [1066]

*As presented to the Administration, Finance and Accountability Committee on March 28, 2007  
(see page 447).*

In accordance with Board Policy P.017: Purchasing, the attached charts present contracts for receipt and/or approval as appropriate.

The recommended suppliers and the term of each contract are shown in the attached Appendix 1. Chart A outlines contract awards provided for information; Chart B outlines contracts requiring Administration, Finance and Accountability Committee 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 BidNavigator) 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.

Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007  
Contract Awards [1066]

Chart C: Contracts Requiring Board Approval (contracts over \$250,000 and Consulting Services over \$50,000)

	User/ Budget Holder School/Depart ment	Products/Services De- tails	Ward	Recom- mended Sup- plier	Low Bid	Objec- tions	No. of Bids Re- ceived	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involve- ment
1	IT Services	Enterprise Interactive Voice Response (IVR) AS06-450P See note below	All	Bell Canada	No	No	5	\$680,000	April 2007 to March 2008	ITS & PDS

#### Enterprise Interactive Voice Response (IVR) Functions

This briefing note has been prepared to provide information on potential use of District-wide IVR technology to automate services, provide consistent messaging, achieve overall cost savings, and enhance community/parental involvement and services.

#### What is IVR?

Interactive Voice Response (IVR) refers to the technology that enables services to be delivered through the telephone system similar to those offered by financial institutions and telemarketing organizations. Popular services in use globally are telephone banking, call centres, marketing campaigns and surveys to name a few.

TDSB currently uses this technology to provide services to schools in an ad-hoc manner, meaning that services are provided by standalone applications that do not share the same infrastructure. These applications include student attendance reporting (SynreVoice and DAE), occasional teacher dispatch (SmartFind Express), continuing education registration (CLASS) and our various help desks (Apropos). This recommendation to the Board seeks to combine these various applications onto one platform and save cost through consolidation.

#### Why Enterprise IVR?

The primary purpose of an Enterprise IVR is to reduce total operating costs of various IVR applications while at the same time improving quality and broadening service levels to schools. The immediate goal is to address the need for a centralized attendance notification applica-

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Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007  
Contract Awards [1066]

tion expressed as a need from many schools. The longer term goal is to incorporate existing and new IVR applications and drive cost savings through these consolidations.

The first phase of implementation will address the need for automatic student attendance notification system for all schools. The Board currently has two vendors (SynreVoice and DAE) which provide 78 secondary schools with a standalone reporting mechanism. By replacing these systems with a centralized application, schools will realize cost savings and a reduction in administrative load.

The centralized system also provides for all schools which currently do not use an automatic attendance notification system the opportunity to benefit from the efficiency of this automation.

The enterprise IVR system integrates with other TDSB systems such as SAP, Trillium, Outlook, and contact lists to bring ease of use in establishing a call-out campaign. Once implemented, it becomes part of the core infrastructure that will enable staff to incorporate IVR in our workflow to deal with crisis, safety and community services.

#### Other service enhancement opportunities

1. Surveys – Currently surveys are being conducted by external sources, on-line and on paper to benchmark programs/services or to identify a need. This could eliminate such costs and expand the target audience for increased participation.
2. School Library and Classroom Text Books – Automatic reminders through call-outs to parents for over-due book returns. This practice has been proven to reduce the number of books being replaced.
3. Community Notification – Kindergarten and Continuing Education registration dates, Parent Information Nights, Council Meeting announcements or reminders could be initiated to increase community awareness and parent involvement.
4. Emergency Preparedness – Parental notification during crisis incidents. An automatic notification to parents is sent in the event of a school lockdown by Toronto Police or in the event of a school evacuation; parents are provided the plan of action and an alternative location to pick up their children. Principals can use this tool to communicate a message to parents rather than sending a letter home.
5. Crisis Reporting – One message can be sent to a number of people simultaneously to report a crisis. This will save valuable time and provide consistent messaging.

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Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007  
Contract Awards [1066]

6. Hotline – During labour disruptions, severe weather or pandemics it allows for a hotline to be set up to communicate the plan of action and also allows for a parent call-back for more information.

#### Cost

The cost to implement the Enterprise IVR is \$680,000. This includes 3 years maintenance and support. The cost of annual maintenance after 3 years is \$80,000. The estimated annual savings with full implementation is over \$260,000. The one-time cost for the Enterprise IVR will provide an annual savings to schools and central administration by consolidating existing applications/services, reducing paper costs, outsourcing services, book replacement, advertisements in local newspapers and administrative workload.

The potential savings are the maintenance costs for the following stand-alone IVR Systems:

1. SynreVoice Maintenance	\$46,909
2. DAE Maintenance	2,984
3. Line Charges (120 lines)	41,400
4. Apropos Maintenance	<u>70,000</u>
	<u>\$261,293</u>

Upon approval of the tender award by the Board, staff will work out a payment plan with the vendor to spread the cost over 3 years to fit within the ITS operational budget.

*For the Board's decision see page 447.*

Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007  
Review of Policies and Procedures in Response to the Report of the Auditor General of Ontario and Ministry of Education

Review of Policies and Procedures in Response to the Report of the Auditor General of Ontario and Ministry of Education

*As received by the Administration, Finance and Accountability Committee on March 28, 2007 (see page 449).*

Staff undertook a review of all TDSB policies and procedures related to school board expenditures and compared them to those recommended by the Auditor General of Ontario, in his 2006 annual report, and to the Ministry of Education in Memorandum 2006:15 of December 5, 2006 that outlined guidelines relating to school board expenditures.

Following a review of four school boards, the Auditor General of Ontario released a number of recommendations related to the acquisition of goods and services. In addition, the Ministry of Education released a memorandum outlining a number of guidelines related to school board expenditures that included key principles and best practices.

A review of the TDSB policies and procedures determined that the majority of TDSB policies and procedures meet or exceed the recommendations of the Auditor General and the Ministry of Education.

Some opportunities to strengthen TDSB procedures were identified and are being implemented. In certain cases, it is a matter of capturing in a written procedure for, the practices that are in place.

The Auditor General's recommendations and the Ministry of Education's best practices are attached (see Auditor General of Ontario Report 2006, Recommendations below). Below is also a comparative review of the respective TDSB practices and identifies the opportunities for improvement where appropriate.

Section Proposed Amendments to Operating Procedures (below) outlines the procedures that will be implemented to assist in meeting the expectations of the Auditor General and the Ministry fully. Some are new and some can be achieved by making enhancements to existing procedures.

The TDSB policies and procedures, related to school board expenditures, have been reviewed periodically since their establishment. These have been subject to ongoing review by:

- The trustees (Board reviewed purchasing policy in 1999, 2001 and 2006);
- Annual external audits (KPMG and Deloitte);
- Ongoing review by staff.

It is noteworthy that the Board's Purchasing and Accounts Payable departments have been ISO 9001 registered since 2002 (only school district in Canada) and as such follow well defined and documented processes which are subject to annual internal and external audits in order to maintain the ISO 9001 registration.



Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007  
 Review of Policies and Procedures in Response to the Report of the Auditor General of Ontario and Ministry of Education

Staff from Business Services:

- undertook a review of TDSB policies and procedures related to school board expenditures;
- received information from other school boards regarding their procedures;
- compared the TDSB policies and procedures to those recommended by the Auditor General and the Ministry of Education.

A summary of actions to be taken to address areas for improvement is provided below (see Proposed Amendments to Operating Procedures).

The following are the policies and procedures referenced in the briefing note:

1. Purchasing Policy and Administrative Procedures Manual which references P.017, Purchasing.
2. Business Office Procedure Manual (Purchase Card Policy & Procedures) – referenced in this document as BOP: P-card
3. Business Office Procedures Manual (Travel & Expense Reimbursement) – referenced in this document as BOP: Travel

Auditor General of Ontario Report 2006, Recommendations

<u>Auditor General Recommendation</u>	<u>TDSB Board Policy/Operational Procedure</u>
<p>1. To better ensure that goods and services are acquired with due regard to economy and that effective purchasing practices are followed consistently throughout the board, school boards should:</p> <ul style="list-style-type: none"> <li>• Ensure that the purchasing department is consulted on all major purchases;</li> <li>• Ensure that all goods and services are acquired competitively in accordance with board policies;</li> <li>• Use a publicly advertised competitive process for major purchases or where the possibility of a shortage of bidders exists;</li> <li>• Limit the number of years that a contract can continue without requiring a new competitive acquisition process;</li> </ul>	<ul style="list-style-type: none"> <li>• In place (P.017 Purchasing)</li> <li>• In place (P.017 Purchasing)</li> <li>• In place (P.017 Purchasing)</li> <li>• In place (P.017 Purchasing) All major contracts and Vendors of Record are reviewed at a minimum, but not limited to, the con-</li> </ul>

Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007  
 Review of Policies and Procedures in Response to the Report of the Auditor General of Ontario and Ministry of Education

<u>Auditor General Recommendation</u>	<u>TDSB Board Policy/Operational Procedure</u>
<ul style="list-style-type: none"> <li>• Not permit purchase order expiry dates and limits to be exceeded;</li> <li>• Periodically obtain bids for ongoing routine services</li> </ul>	<p>tract expiry date (3-5 years).</p> <ul style="list-style-type: none"> <li>• In place (P.017 Purchasing)</li> <li>• In place (P.017 Purchasing)</li> </ul>
2. To help ensure that due regard for economy can be demonstrated for all purchasing decisions, school boards should prepare and retain appropriate documentation.	<ul style="list-style-type: none"> <li>• In place (P.017 Purchasing)</li> </ul>
3. To help protect against the risk of not receiving services paid for, school boards should prohibit unnecessary prepayment for services.	<ul style="list-style-type: none"> <li>• In place (Purchasing Policy and Administrative Procedures Manual)</li> </ul>
4. To help ensure that only valid school board expenditures are charged to purchasing cards, school boards should enforce the requirements that proper detailed receipts be submitted to support all card purchases and that managers follow up on any unusual expenditures.	<ul style="list-style-type: none"> <li>• In place (BOP: P-Card)</li> </ul>
5. To help ensure that gifts to recognize employees are appropriate and justified, school boards should have clear policies regarding the use of board funds for employee recognition and gift purchases.	<ul style="list-style-type: none"> <li>▪ Procedure to be developed (see No. 1, Amendments to Board Operating Procedures below)</li> </ul>
6. To help ensure that meals and travel expenses are appropriate, school boards should ensure that: <ul style="list-style-type: none"> <li>• Amounts claimed are reasonable;</li> <li>• Any personal expenses are not paid by the board;</li> <li>• The purchase of travel gift certificates is prohibited</li> </ul>	<ul style="list-style-type: none"> <li>• In place (BOP)</li> <li>• In place (BOP)</li> <li>▪ Procedure to be developed (see No. 2, Amendments to Board Operating Procedures below)</li> </ul>

Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007

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<u>Auditor General Recommendation</u>	<u>TDSB Board Policy/Operational Procedure</u>
<p>7. To help limit the risk of inappropriate expenditures being incurred on purchasing cards, school boards should:</p> <ul style="list-style-type: none"> <li>Review the number of purchasing cards that have been issued to staff</li> <li>Cancel unnecessary cards.</li> </ul>	<ul style="list-style-type: none"> <li>We periodically review. The most recent review done was in 2006 and resulted in approximately 250 cards being cancelled. The next review will coincide with the conversion from the CIBC to the new vendor, US Bank, around May, 2007.</li> <li>In place (Practice)</li> </ul>

Ministry of Education, School Board Expenditure Guidelines ReviewUse of Corporate Credit Cards

<u>MOE Recommended Best Practice</u>	<u>Board Policy/Operational Procedure</u>
The appropriate uses of corporate credit cards are specified in board policies and procedures	<ul style="list-style-type: none"> <li>In place (BOP: P-Card)</li> </ul>
Corporate credit card policies and procedures are reviewed with cardholders	<ul style="list-style-type: none"> <li>In place (BOP: P-Card)</li> </ul>
Corporate credit cards are used only for expenses incurred in relation to a cardholder's duties	<ul style="list-style-type: none"> <li>In place (BOP: P-Card)</li> </ul>
The cardholder is responsible for the card and meeting all the terms and conditions	<ul style="list-style-type: none"> <li>In place (BOP: P-Card)</li> </ul>
All expenditures are supported by receipts; hospitality expense claims should be accompanied with names of individuals entertained and their role. Purpose of the hospitality is also clearly stated.	<ul style="list-style-type: none"> <li>In place (BOP: P-Card)</li> <li>Hospitality not specifically mentioned. BOP: Travel to be amended (see No. 3, Amendments to Board Operating Procedures below)</li> </ul>

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<u>MOE Recommended Best Practice</u>	<u>Board Policy/Operational Procedure</u>
Appropriate approvals of the expenses are obtained from a higher ranking employee (for example, immediate supervisor); - in the case of trustees, the Chair of the Board or a designated senior official of the board; - in the case of The Chair of the Board, a designated senior official of the board other than the Director of Education; The Chair of the Board should approve all of the expenses initiated by the Director of Education	<ul style="list-style-type: none"> <li>• In place (BOP: Travel)</li> </ul> (see No. 4, Amendments to Board Operating Procedures below)
Cash advances are kept to a minimum and limited to unusual circumstances; appropriate approvals should be obtained	<ul style="list-style-type: none"> <li>• In place (BOP: Travel)</li> </ul>
A monitoring process is in place to ensure corporate credit cards are used in accordance with established policies and procedures	<ul style="list-style-type: none"> <li>• In place (BOP: P-Card)</li> </ul>
These policies must be publicly available on a school board's website.	<ul style="list-style-type: none"> <li>• Currently posted on intranet and Public Folders of Outlook.</li> <li>• They will be posted on the Web</li> </ul>

### Travel, Meals and Hospitality Expenditures

School Board expenditures for travel, meals, and hospitality (see No. 3, Amendments to Board Operating Procedures below for scope definition) must be reasonable and transparent, with appropriate accountability and reporting mechanisms based on system-wide policies.	
<u>Best Practice</u>	<u>Board Policy/Operational Procedure</u>
Policies and procedures should be publicly available on a school board's website	<ul style="list-style-type: none"> <li>• To be posted on the web</li> </ul>
Policy should clearly address: <ul style="list-style-type: none"> <li>• Travel reimbursement costs within and outside the province</li> <li>• Kilometric reimbursement rates for personal vehicle use</li> <li>• Meal allowances</li> <li>• Hospitality expenses</li> <li>• Policy on reimbursement of alcohol (Board functions only such as receptions, retirements)</li> </ul>	<ul style="list-style-type: none"> <li>• In place (BOP: Travel)</li> <li>• In place (BOP: Travel)</li> <li>• In place (BOP: Travel)</li> <li>• BOP: Travel to be amended</li> <li>• BOP: Travel to be amended. Presently referenced in BOP: Travel related to Conferences and Work-</li> </ul>

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<ul style="list-style-type: none"> <li>• Standard level of travel and accommodation</li> <li>• Non-reimbursable expenses</li> <li>• Cash advances</li> </ul>	<p>shops</p> <ul style="list-style-type: none"> <li>• BOP: Travel to be amended</li> <li>• In place (BOP: Travel)</li> <li>• In place (BOP: Travel)</li> </ul>
Expenditures are in compliance with the established policies and procedures	<ul style="list-style-type: none"> <li>• In place (BOP: Travel)</li> </ul>
Policies and procedures specifically address exceptions and processes to follow	<ul style="list-style-type: none"> <li>• In place (BOP: Travel)</li> </ul>
Policies and procedures ensure fair and consistent treatment of all employees and, where applicable, are consistent with collective agreements	<ul style="list-style-type: none"> <li>• In place (BOP: Travel)</li> </ul>
Expenses are associated with employee's duties, support the program objectives of the organization, and maximize the benefits to the organization	<ul style="list-style-type: none"> <li>• In place (BOP: Travel)</li> </ul>
Expenditures are accompanied with original receipts to support the claim; hospitality expense claims should be accompanied with names of individuals entertained and their role. Purpose of the hospitality is also clearly stated	<ul style="list-style-type: none"> <li>• In practice, however, BOP: Travel will be amended to include the requirement regarding the names of individuals entertained, their role and purpose</li> </ul>
<p>Appropriate approvals of the expenses are obtained from a higher ranking employee (for example, immediate supervisor);</p> <p>in the case of trustees, the Chair of the Board or a designated senior official of the board other than the Director of Education;</p> <p>the Chair of the Board should approve all of the expenses initiated by the Director of Education</p>	<ul style="list-style-type: none"> <li>• In place (BOP: Travel)</li> </ul> <p>(see No. 4, Amendments to Board Operating Procedures below)</p>
The policies clearly address when and if reimbursement of alcohol is permitted; reimbursement of alcohol is not encouraged	<ul style="list-style-type: none"> <li>• In place (BOP: Travel)</li> </ul>
Cash advances are kept to a minimum and should be limited to unusual circumstances; appropriate approvals should be obtained	<ul style="list-style-type: none"> <li>• In place (BOP: Travel)</li> </ul>
Preference to be given to travel services and accommodation that provide specially nego-	<ul style="list-style-type: none"> <li>• In practice. BOP: Travel to be amended to include specific lan-</li> </ul>

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tiated rates (such as government rates)	guage
Periodic review and audit of expenditures are undertaken to monitor the adherence to the policy	<ul style="list-style-type: none"> <li>In place (BOP: Travel and P-Card)</li> </ul>

### Advertising Expenditures.

Advertising expenditures should be for the purposes of informing and educating the public, as well as creating awareness of education programs, services, issues, events and community activities of specific interest or benefit to students and families. The level of expenditure should be appropriate to school board status as a taxpayer funded organization whose primary purpose is to educate students.	
<u>Best Practice</u>	<u>Board Policy/Operational Procedure</u>
School boards exercise due diligence in determining the advertising medium that maximizes cost efficiency	<ul style="list-style-type: none"> <li>The Board does not advertise as described here except in very rare circumstances. If there is to be advertising sponsored by the Board, the advertising would be subject to board approval and the reasons and details and cost would form part of the submission to the Board for approval.</li> </ul>
Appropriate approvals support the nature and the extent of an advertising campaign	
Advertising presents objective, factual and explanatory information based on verifiable facts in an unbiased, fair and equitable manner	
Advertising campaigns are in compliance with any applicable laws and regulations	
School boards are able to produce measurable outcomes as a result of advertising activities (for example, increase in number of inquiries or participation rates; awareness surveys)	
School boards have a process in place to ensure that advertising expenditures are adequately managed to achieve planned outcomes (such as ensuring that the actual advertisement was done appropriately and checking actual against planned outcomes)	
School boards have a process in place to ensure that significant advertising expenditures	<ul style="list-style-type: none"> <li>In place (P.017)</li> </ul>

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are competitively placed.	
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Advocacy Expenditures, (Limited spending except in special Board approved circumstances)

School board communication with the Ontario government is an important activity to identify, discuss and find solutions to policy and financial issues. Ontario has an effective education governance structure to ensure there is open and ongoing communication between school boards and the province, including partnership tables, regular meetings and other vehicles established by the government.	
<u>Best Practices</u>	<u>Board Policy/Operational Procedure</u>
Focus on ongoing communication between school boards, education partners and governments through established mechanisms and channels.	<ul style="list-style-type: none"> <li>The Board must approve any consulting appointments over \$50,000. In only special circumstances the Board incurs Advocacy expenditures and they are approved by the Board due to the nature of the expenditure and it has been past practice to do so.</li> </ul>
Avoid basing communications on personal or partisan political agendas.	
Maximize resources for student success and achievement.	

Proposed Amendments to Operating Procedures

	<u>Operational Procedure to be Implemented</u>
<p>1. Employee Recognition/Gifts of Appreciation</p> <p>To help ensure that gifts to recognize employees are appropriate and justified, school boards should have clear policies regarding the use of board funds for employee recognition and gift purchases.</p>	<p>AMENDMENT TO BOP</p> <p>No cash gifts or honoraria are allowed for any Board employees.</p> <p>Gifts of appreciation up to \$50, in appropriate gift certificates, or token gifts, are allowed for exceptional circumstances.</p> <p>Such gifts are limited to no more than one a year per recognized employee and must be approved by the superior of the manager</p>

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	<u>Operational Procedure to be Implemented</u>
	whom the employee reports to.
2. Travel Gift Certificates To help ensure that travel expenses are appropriate and properly approved and accounted for, all travel arrangements will follow the guidelines outlined in BOP: Travel.	AMENDMENT TO BOP  The purchase of travel gift certificates is prohibited using Board funds.
3. Travel and Hospitality To help ensure that hospitality procedures are consistent across the Board and ensure appropriate use of public funds, hospitality is offered only where the guidelines outlined in BOP: Travel are met.	AMENDMENT TO BOP  Hospitality may be extended on behalf of the Board when: <ul style="list-style-type: none"> <li>• Engaging representatives of government, the broader public sector, industry, public interest groups or unions in discussions on matters related to Board business;</li> <li>• Sponsoring formal conferences, honouring distinguished persons, and/or conducting prestigious ceremonies attended by heads of other public and/or private sector organizations;</li> <li>• Conducting staff meetings outside of regular business hours and/or hosting special events to celebrate significant milestones and accomplishments.</li> <li>• For reimbursement purposes, hosts must ensure that hospitality expenses are recorded, and records contain information for each function: <ul style="list-style-type: none"> <li>○ The circumstances;</li> <li>○ The form of hospitality</li> <li>○ The cost supported by original receipts;</li> <li>○ Name and location of establishment;</li> <li>○ Number of attendees;</li> <li>○ Names of individuals entertained;</li> <li>○ Approval(s) by appropriate individuals.</li> </ul> </li> <li>• Payment for alcoholic beverages is prohibited using Board funds at any</li> </ul>



Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007  
 Review of Policies and Procedures in Response to the Report of the Auditor General of Ontario and Ministry of Education

	<u>Operational Procedure to be Implemented</u>
	hospitality event.
<p>4. Approval of Expenditures</p> <p>The Board reimburses employees and elected officials for approved expenditures related to the performance of their duties and responsibilities.</p> <p>To ensure compliance with the required procedures, the following procedures apply and must be followed for PCard and other expenditures:</p>	<p>AMENDMENT TO BOP</p> <p>In general, the one-over-one approval principle is to be followed, e.g. expenditures and reimbursements must be approved by the immediate supervisor;</p> <p>In the case of the Director, Trustees and the Chair of the Board, the following procedures apply:</p> <p>Director's expenses must approved by the Chair of the Board;</p> <p>Trustees' expenditures must be approved by the Chair of the Board;</p> <p>The Chair's expenditures must be approved by Executive Superintendent, Business Services.</p>
<p>5. Advertising</p> <p>Advertising expenditures are for the purposes of informing and educating the public, as well as creating awareness of education programs, services, issues, events and community activities of specific interest or benefit to students and families and the following procedures apply:</p> <ul style="list-style-type: none"> <li>• Determine the advertising medium that maximizes cost efficiency</li> <li>• Appropriate approvals support the nature and the extent of an advertising campaign</li> <li>• Advertising presents objective, factual and explanatory information based on verifiable facts in an unbiased, fair and equitable manner</li> </ul>	<ul style="list-style-type: none"> <li>• TDSB has developed a two-level approach to advertising policies and procedures: TDSB corporate advertising and advertising by schools. As much as possible, the TDSB uses existing communications vehicles, including its external and internal Web sites and publications. Schools are directed to maximize use of these vehicles for their advertising needs.</li> <li>• Trustees provide stringent oversight on all corporate advertising initiatives. Within these restraints, the Communications and Public Affairs Office will develop a coordinated advertising strategy. Processes for advertising options, approvals, and measuring and reporting</li> </ul>

Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007

Review of Policies and Procedures in Response to the Report of the Auditor General of Ontario and Ministry of Education

	<u>Operational Procedure to be Implemented</u>
<ul style="list-style-type: none"> <li>Advertising campaigns are in compliance with any applicable laws and regulations</li> <li>Produce measurable outcomes as a result of advertising activities (for example, increase in number of inquiries or participation rates; awareness surveys)</li> <li>Advertising expenditures are adequately managed to achieve planned outcomes (such as ensuring that the actual advertisement was done appropriately and checking actual against planned outcomes)</li> <li>Ensure that significant advertising expenditures are competitively placed in accordance with the Board's purchasing policy.</li> </ul>	<p>outcomes will be included in the strategy.</p> <p>Advertising in schools may involve items such as yearbook advertisements, special events programs, fun fair sponsorships, partnerships, donor recognition, athletic uniforms and T-shirts. All must be submitted to Principals and forwarded to the Business Development Department for approval. If necessary, the department will amend existing Advertising policy, which focuses on schools, to incorporate corporate advertising.</p>
<p>6. Advocacy</p> <p>School board communication with the Ontario government is an important activity to identify, discuss and find solutions to policy and financial issues. Ontario has an effective education governance structure to ensure there is open and ongoing communication between school boards and the province, including partnership tables, regular meetings and other vehicles established by the government. As an advocate for its students and community, the Board follows the following guidelines:</p> <ul style="list-style-type: none"> <li>Focus on ongoing communication between school boards, education partners and governments through established mechanisms and channels.</li> <li>Avoid basing communications on personal or partisan political agendas.</li> </ul>	<p>NEW</p> <p>TDSB Government Relations</p> <p>TDSB is currently establishing a government relations function within the Communications and Public Affairs Department.</p> <p>The focus of TDSB communications with the Ontario Government is to help Trustees to build effective relationships with government officials. The Director of Communications will work closely with Trustees and the Senior Team to identify and coordinate communications strategies with governments.</p> <p>The key objective of the TDSB's government relations is to develop effective two-way communications and work with the Government of Ontario to support the TDSB's mandate to help every student succeed.</p> <p>If necessary, the Communications and Public</p>

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Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007

Review of Policies and Procedures in Response to the Report of the Auditor General of Ontario and Ministry of Education

	<u>Operational Procedure to be Implemented</u>
<ul style="list-style-type: none"><li>• Maximize resources for student success and achievement.</li></ul>	Affairs Department will develop policies and procedures related to advocacy.

Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007  
Impact of the 2007-08 Grants for Student Needs (GSN) Changes

### Impact of the 2007-08 Grants for Student Needs (GSN) Changes

*As received by the Administration, Finance and Accountability Committee on March 28, 2007  
(see page 449).*

#### Summary of Grant Changes for 2007-08 – TDSB Impact

The following is a summary of the Grant announcement today. Although there are still some details to be addressed, the majority of the announcement is clear.

The total estimated grant increase for the Board for 2007-08 was \$ 57 million. The details of the grant increase and what the related costs that the grants will address are as follows:

1. The province provided full funding for the cost of the 3% wage adjustment for teachers and support staff. Also, full funding for the increase in elementary preparation time has been provided (equal to \$2M or 27 elementary teachers). However, there was no increased funding to address the full costs of the annual inflation for the employee benefits.
2. Some limited inflation protection has been provided for utilities (1% = \$1M) and transportation (2% = \$920,000). This should cover the anticipated cost increases although we are concerned that the 1% inflationary adjustment for utilities may not be enough given the current pressures in energy costs especially if the pressures do not ease in the coming months. The Ministry staff indicated that they would review the status later in the year if utility costs are higher than this year beyond what has been provided.
3. The government acknowledged the challenges faced by many boards in fully implementing the primary class size cap and has now provided a limited opportunity for boards to seek Ministry approval for some flexibility to address their challenges. Further, the government provided a slightly higher grant to ensure that prep time for all primary class size teachers is also funded. This amendment provided TDSB with an additional \$1.7M which equates to an estimated 22 additional elementary teachers. The Ministry has emphasized that all boards are expected to attempt to reach the class size standard with the new funding. Staff will be discussing with Ministry staff what flexibility the Board may require once we have completed the staffing allocation in the coming weeks.
4. Special Education grants will be partially protected from the impact of declining enrolment. Without this change our Special Education grant for our “high needs” students would have decreased by about \$2 million. The grant loss in 2006-07 for special education, as a result of funding changes implemented last year of about \$8 million, will continue to contribute to the budgetary pressures for the board in 2007-08.
5. Funding for capital under the Good Places to Learn (GPL) Phase 3 will be provided in Sept 2007 – TDSB estimate is \$85M - \$90M based on the GPL funding provided for the 2006-07 year. The final amount of allocation will be provided by the Ministry in the coming weeks.

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Administration, Finance and Accountability Committee, Report No. 4, March 28, 2007  
Impact of the 2007-08 Grants for Student Needs (GSN) Changes

6. A new “program enhancement grant” has been introduced to help boards address existing costs for programs such as arts, music, physical education and outdoor education. This grant may be used to fund or enrich existing programs or to offer new programs. The funding is based on \$7,500 per school, which will provide an estimated \$4.2M to the TDSB. For 2008-09, a more formal definition of “eligible investments” is to be introduced. In our discussions with senior Ministry staff today they indicated that we can apply this increased funding to offset existing programs that are not funded such as our Outdoor education programs.
7. Native as Second Language Grant (NSL) benchmark has been increased and will provide TDSB with additional allocation of \$552,318 to help offset current expenditures in NSL.
8. International Languages will be funded at an average class size of 23. It is expected that this small benchmark adjustment will not fully cover increased costs.

The early grant announcement will provide boards more time than past years to develop their detailed budget plans for the upcoming school year.

#### Upcoming Ministry Consultations

1. New Definition of “Balanced Budget” for school boards in 2008-09 to address PSAB requirements. This relates to new accounting rules regarding asset accounting for reporting purposes.
2. Program Enhancement grant eligibility – As noted in number 6 above.
3. Special Education reform – The need to determine for the future, among other issues, how the change in a board’s “high needs” incidence will be measured.
4. Transportation - On going consideration of amendments to the funding for student transportation.
5. PCS implementation - As noted in number 3 above.
6. Disposition of Surplus Schools - The reference is that the Ministry will consult with school boards on a process to address the disposition of surplus schools.

**Audit Committee****Report No. 3**

April 4, 2007

A meeting of the Audit Committee convened on Wednesday, April 4, 2007, 2:15 to 2:50 p.m., in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Trustee Scott Harrison presiding.

The following committee members were present: Trustees Scott Harrison (Chair) and Soo Wong. Regrets were received from Trustee Howard Goodman.

The Committee decided to report and recommend as follows:

**Part A: Committee Recommendations**

No matters to report

**Part B: Information Only****1. System Review: Revised Continuing Education Review Charter**

On a motion of Trustee Wong, the Committee received a memorandum from staff<sup>1</sup> presenting a charter for the system review of the Continuing Education department. The Committee suggested a minor editorial change which will be included in the document presented to the Program and School Services Committee on April 16, 2007.

**2. Auditor's Management Letter**

On a motion of Trustee Wong, the Audit Committee received the Auditor's Management Letter, dated February 19, 2007 (see page 469).

**Part C: Ongoing Matters**

No matters to report

Scott Harrison  
Chair of the Committee

**Received April 18, 2007**

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<sup>1</sup> This report was also considered by the Program and School Services Committee on April 16, 2007 (see page 365).

Audit Committee, Report No. 3, April 4, 2007

**Deloitte**

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February 19, 2007

**Private and confidential**

Mr. Scott Harrison  
Chair, Audit Committee  
Toronto District School Board  
5050 Yonge Street  
Toronto, ON M2N 5N8

Dear Mr. Harrison:

We have completed our examination of the financial statements of the Toronto District School Board ("TDSB") for the year ended August 31, 2006. In addition to our audit report on the financial statements which was reviewed with the Committee in November, 2006, we would like to provide the attached management letter for your consideration.

As part of our audit examination, we are required to obtain an understanding of the Board and its environment, including internal controls, sufficient to identify and assess the risk of material misstatements of the financial statements, and sufficient to design and perform further audit procedures. The scope of our review of internal controls is not sufficient to express an opinion as to the effectiveness or efficiency of the Board's controls, however, we do undertake to report any matters that come to our attention during the audit.

We have reviewed our comments with management and their responses to our recommendations are included in the attached report.

Yours very truly,

*Deloitte & Touche LLP*

Chartered Accountants

c. Mr. Don Higgins, Executive Superintendent of Business Services



**TORONTO DISTRICT SCHOOL BOARD****Management Letter Comments**

August 31, 2006

Page 1 of 4

**1. Changes to Supplier Master File***Observation:*

During our review of internal controls, we noted that the accounts payable manager and two accounts payable supervisors, who can create cheques and who are not directly responsible for setting up suppliers in the supplier masterfile, have access to edit the supplier master file through the SAP system. Therefore, changes may be made to the master file that are not properly approved. Fictitious suppliers could be created or existing information adjusted which could increase the opportunity for misappropriation of assets. As a mitigating control, an "edit list" of all changes of this nature is produced and reviewed by the accounts payable manager.

*Recommendation:*

If possible, management should ensure that editing rights are limited to staff with responsibility for updating the supplier master file, in order to minimize the possibility of any unauthorized changes being made to this masterfile. If this is not practical, the "edit list" noted above should be produced, reviewed and initialed by someone independent of the cheque issuing process. Read only privileges should be provided to any other user requiring viewing access to the supplier master file.

*Management Response:*

TDSB has altered the security profiles of accounts payable manager and supervisors, to ensure that they only have "display/read only" access to the supplier master data. In addition, TDSB has instituted a regular management review of process of changes made to the supplier master records. The accounts payable manager and supervisors will periodically run reports, which will be reviewed and signed, to determine which vendor records were changed and what values were changed.



**TORONTO DISTRICT SCHOOL BOARD****Management Letter Comments**

August 31, 2006

Page 2 of

**2. School Generated Funds:**

This was the second year that school generated funds have been included in the financial statements of the Board. Management and staff have worked tremendously hard over the past year to improve the quality of the school's information reporting processes and the number of schools reporting information to the Board in a timely manner. As a result, 100% of schools and 86% of school councils provided the requested information in time for consolidation of the school generated funds with the financial statements of the Board.

The following is a summary of our observations made during this year's visits to the schools selected for review:

- **Bank reconciliations:** During our school visits we noted that bank reconciliations were not always prepared in a timely manner. We also noted a few bank accounts that were not reconciled during the current year. Timely bank account reconciliations identify errors and/or any material misstatements and provide management the opportunity to take corrective action promptly.
- **Cheque signing procedures:** We noted several instances where issued cheques only contained one manual signature, instead of two signatures, as per Board policy. This increases the risk that personal expenses/unauthorized payments can be made. It is important to ensure that all school funds are disbursed in accordance with approved Board policy.
- **Supporting documentation for expenditures:** During our audit of school generated funds, we encountered several instances at one school visited, where back up documentation (e.g. supplier's invoices) could not be located for selected items.
- **Stale dated cheques:** During our review of the year-end bank reconciliations, we noted several instances where stale-dated cheques were being included in the outstanding cheques listings. These cheques should be formally cancelled and new replacement cheques should be issued (as appropriate). The related bank reconciliations should be updated accordingly.

*Recommendation:*

The Board (including the individual schools) continue to refine their reporting processes. We understand that training is ongoing and procedure manuals have been developed to help ensure controls are being implemented to address the observations noted above.



**TORONTO DISTRICT SCHOOL BOARD****Management Letter Comments**

August 31, 2006

Page 3 of 4

*Managements Response:*

We will follow up with the schools where the auditors' comments arose and ensure that appropriate action is taken to address the specific items. We will also reinforce, with all schools, the need to ensure that the procedures associated with the auditors' comments are followed and adhered to. TDSB currently has a pilot project to increase supports to schools in an effort to increase training and monitoring of school reporting as part of the overall project. In addition as the experience of administrative assistants increases, as well as, continued training on financial reporting requirements we will see a decrease in exceptions in our yearend reporting. TDSB staff have also been working with the Parent Involvement Advisory Committee (PIAC) to develop a School Council Financial Reporting and Procedure Manual and will be participating in training sessions for School Council Treasurer's in the spring '07.

**3. Year End Audit Preparedness***Observation:*

There were some late adjustments to account balances which required related changes to working papers, financial statements and notes to the financial statements. This resulted in several versions of various documents having to be re-audited/updated by audit staff and as a result audit inefficiencies occurred.

*Recommendation:*

We do appreciate the significant requests made of finance/budget staff during the same period as the audit preparation process. In future, management and Deloitte should re-evaluate the timing of the final audit process in order to better accommodate the work schedules of both the auditors and the Board staff, and thereby provide for maximum audit efficiency. The final audit should be scheduled to commence after all working papers, financial statements and related notes (in external reporting format) are completed.

*Managements Response:*

Efforts to increase the year end audit effectiveness were somewhat slowed down this year by the fact that a Special Advisory Team was brought in September and October to help address some of the Board's challenges in completing the 2006-07 budget process at the same time as yearend. This meant that staff was working on two major tasks at the same time, thereby slowing down the flow of information to the auditors. Management has also scheduled a late spring planning meeting with the auditors, to further streamline and plan the yearend process.



**TORONTO DISTRICT SCHOOL BOARD****Management Letter Comments**

August 31, 2006

Page 4 of 4

**4. Information systems***Observation:*

During the prior year's audit, we were informed that the Board was undertaking an enterprise-wide approach to systems and data security and that changes were being made to ensure enterprises-wide frameworks, policies and processes are in place to address disaster recovery, business continuity, privacy and other security related areas. It was anticipated that this would be completed with the roll out of the SAP HR and Payroll Project. This work has not been completed to date and we will therefore review the progress in these areas as part of the 2007 audit process. We are currently working with Board staff on our observations relating to the implementation of the SAP HR and Payroll Project and these will be provided at a later date.

*Recommendation:*

Enterprise-wide initiatives such as an overall information security policy, data security strategy document and disaster recovery plan in the information systems area should be put in place at the Board. Existing processes should be improved to create and maintain IT guidance documentation which is sufficiently current and supports the business controls. These policies should have an appropriate level of enforcement to support accountability.

*Managements Response:*

Staff is in the process of reviewing the ISO 17799 Security Management Standards to assess TDSB's Enterprise-wide security practices. The first step was to evaluate the Access Control areas of the ISO Standard and will be providing recommendations to Management for adoption. This will also include a risk assessment of critical assets in order to implement necessary controls to mitigate identified risks and the development of a board wide computer security policy. In addition if any enhancements to security and disaster recovery process/procedure are identified and are deemed appropriate for TDSB, they get implemented using a rigorous change management process. Some recent changes to the infrastructure include: recovery after crash, automatic ready to use imaging, web filters, automated clean-up of deleted items in Outlook, upgrade the CA Asset Management Servers and load balanced and upgraded domain controllers.

**Operations and Facilities Management Committee****Report No. 3**

April 11, 2007

A regular meeting of the Operations and Facilities Management Committee convened on Wednesday, April 11, 2007, from 6:35 to 9:35 p.m., in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Trustee Mari Rutka presiding.

The following members were present: Trustees Mari Rutka (Chair), Sheila Cary-Meagher, Cathy Dandy, Scott Harrison, and Soo Wong. Also present were Trustees Chris Bolton, Gerri Gershon, and Josh Matlow. Trustee Harrison participated by electronic means.

The Committee decided to report and recommend as follows:

**1. Facilities Contract Awards [1076]**

The Committee considered a staff report (see page 479) presenting contracts related to Facility Services. The Committee approved the contracts on Appendix A (see page 480).

Committee's recommendation or action regarding the staff recommendation:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer                          |
| <input type="checkbox"/> Amend             | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard         | <input type="checkbox"/> Other                          |

On a motions of Trustee Cary-Meagher, the Operations and Facilities Management Committee **RECOMMENDS:**

- (a) That the contracts on Appendices 1 and 2 be received.
- (b) That the contracts on Appendix 3 be approved.

**2. Student Accommodation: 3025 Finch Avenue West [1078]**

The Committee considered a staff report (see page 491) seeking approval to designate Daystrom P.S. as the designated elementary school for students resident at 3025 Finch Avenue West.

Committee's recommendation or action regarding the staff recommendation:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer                          |
| <input type="checkbox"/> Amend             | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard         | <input type="checkbox"/> Other                          |

On a motion of Trustee Cary-Meagher, the Operations and Facilities Management Committee **RECOMMENDS** that effective immediately, elementary students in Junior Kindergarten to

Grade 5, residing in the development at 3025 Finch Avenue West as identified in the report, attend Daystrom P. S.

### **3. Student Accommodation: Sanwood Boulevard And Canongate Trail [1079] (received by the Board)**

The Committee considered a staff report (see page 494) seeking approval to designate Lynnwood Heights Jr. P.S. and Henry Kelsey Sr. P.S. as the schools to accommodate students residing at new residential units on Sanwood Blvd. and Canongate Trail.

#### Committee's recommendation or action regarding the staff recommendation:

- |   |   |
|---|---|
| <input type="checkbox"/> Concur           | <input type="checkbox"/> Refer                          |
| <input checked="" type="checkbox"/> Amend | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard        | <input type="checkbox"/> Other                          |

On a motion of Trustee Wong, the Operations and Facilities Management Committee recommends (received by the Board, see page 357):

That the home addresses of all students currently attending Kennedy P. S. be verified no later than May 2007, and if there are no vacancies at Kennedy P.S. after verification of home addresses, that students elementary residing in the development site at Sanwood Boulevard and Canongate Trail as identified in Appendix 1, attend Lynnwood Heights Jr PS for Junior Kindergarten to Grade 6 and Henry Kelsey Sr PS for Grades 7 and 8.

Note: Trustee Wong added "that the home addresses of all students currently attending Kennedy P. S. be verified prior to the end of the school year, and if there are no vacancies at Kennedy P.S. after verification of home addresses" to the staff recommendation.

Staff undertook to review the pupil accommodation at Kennedy P. S. to see if the capacity could be increased.

At the regular meeting held on April 18, 2007, staff advised that a decision was no longer required to address student accommodation.

### **4. Primary Class Size: Capital Funding and Confirmation of the Ministry of Education's Calculation [1077]**

The Committee considered a staff report (see page 497) seeking confirmation of the Ministry of Education's assessment of the Board's capital needs to accommodate the Primary class size reductions and assurance for the Ministry that the Primary class size reduction funding will be used for related projects only.

#### Committee's recommendation or action regarding the staff recommendation:

- |   |   |
|---|---|
| <input type="checkbox"/> Concur           | <input type="checkbox"/> Refer                          |
| <input checked="" type="checkbox"/> Amend | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard        | <input type="checkbox"/> Other                          |

On a motion of Trustee Wong, and amended by Trustee Wong (on behalf of Trustee Matlow), the Operations and Facilities Management Committee **RECOMMENDS**:

- (a) That the Ministry of Education's calculation of the Board's Primary class size capital needs of 2,484 pupil places be accepted;
- (b) That the Primary class size capital funds be used only for projects that address Primary class size space requirements;
- (c) That the Ministry of Education be requested to consult with school boards before implementing class size caps for grades other than Primary in order to ascertain how a new initiative might impact on staffing requirements and space needs pupil accommodation;
- (d) That the Ministry of Education be notified in writing of these recommendations.

Note: Part (c) was added on amendment of Trustee Wong on behalf of Trustee Matlow.

## **5. New Letter of Understanding With the City on the Use of 41 Pools (amended by the Board)**

The Committee considered a memorandum from staff (see page 499) providing a new Letter of Understanding with the City of Toronto re the City's use of the Board's 41 swimming pools.

### Committee's recommendation or action regarding the staff recommendation:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer                          |
| <input type="checkbox"/> Amend             | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard         | <input type="checkbox"/> Other                          |

On a motion of Trustee Dandy, the Operations and Facilities Management Committee **RECOMMENDS** (as amended by the Board, see page 357) that staff prepare an analysis of the impact on program and budget of the removal of the City's Parks and Recreation funding of the Board's six swimming pools and that the Chair communicate this impact analysis to the Mayor and councillors.

Note: The Committee's recommendation was to receive the memorandum.

The Committee discussed the related matter of keeping apprised of matters of interest being considered by the City and the need for the Board to liaise with other levels of government. The Chair of the Committee undertook to bring this matter to the attention of the Planning and Priorities Committee.

The trustees and staff agreed to liaise with Councillor Janet Davis re lobbying to keep the current City funding in place for all 41 swimming pools.

## **6. Community Use of Board Facilities**

On November 17, 2004, the Board established a Community Use of Schools Advisory Committee.

On a motion of Trustee Cary-Meagher, and amended by Trustee Dandy, the Operations and Facilities Management Committee **RECOMMENDS** that the Community Use of Schools Advisory Committee be convened as follows:

- (a) That the following mandate be approved:
  - (i) to facilitate ongoing feedback from community organizations on both the continued implementation of policy P.011, Community Use of Board Facilities;
  - (ii) to suggest improvements to the policy;
  - (iii) to provide an opportunity to explore the concept of Integrated Service Delivery (ISD) with community agencies and groups.
- (b) That the community members of the former Community Use of Schools Task Force be polled for continued membership;
- (c) That trustees be polled for membership;
- (d) That staff present a report to the Operations and Facilities Management Committee on the use of Board facilities, i.e. the Westview Centennial pool, during the summer months;

Note: Part (a)(iii) was added on amendment of Trustee Dandy.

Staff undertook to provide information on the TCDSB's permits process, charges, user categories, etc.

## **7. Cooling Centres**

Related to the above, and on a motion of Trustee Cary-Meagher, the Operations and Facilities Management Committee **RECOMMENDS** that staff integrate with the City of Toronto and the Toronto Catholic District School Board concerning approaches to heat relief this summer.

## **8. Summer Use of Playing Fields**

Related to the matter of Community Use of Board Facilities (above) and on a motion of Trustee Cary-Meagher, the Operations and Facilities Management Committee **RECOMMENDS** that a communication plan be implemented to advise local communities that playing fields may be closed to community use this summer due to replanting and/or resodding.

### **B: Information Only**

No matters to report

### **Part C: Ongoing Matters**

No matters to report

Mari Rutka  
Chair of the Committee

**Adopted, as amended, April 18, 2007**



### Facilities Contract Awards [1076]

*As presented to the Operations and Facilities Management Committee on April 11, 2007 (see page 474).*

In accordance with the Board's policy P.017: Purchasing, the attached charts present contracts for receipt or approval, as appropriate.

The recommended suppliers and the term of each contract are shown in the attached appendices. Appendix 1 outlines contract awards provided for information; Appendix 2 outlines contracts requiring Operations and Facilities Management Committee approval; and Appendix 3 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.

Also attached (see page 490) is a summary of contract awards for selected Facility Service projects for the period September 2006 to date.

### The Process

Contractors bidding on Board construction/maintenance projects must be pre-qualified. Consideration is given to bonding ability, financial stability, depth of experience, references, on-site safety record, and proof of union affiliation (applies to projects less than \$1M or additions less than 500 square feet). Issuing a market call to pre-qualify is periodically advertised in Daily Commercial News and two electronic bulletin boards (MERX and BidNavigator) 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.

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
Facilities Contract Awards [1076]

Appendix A: Facilities Contract Awards Provided for Information (over \$50,000 and up to \$250,000)

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
<b>BOILERS</b>											
	Nil Items										
<b>ROOFING</b>											
1	Facility Services	Partial Roof Replacement at Valleyfield JS – DW07-168T. The roof leaks in several locations throughout the area of replacement.	2	Crawford Roofing Corp	Yes	No	8	\$62,000	March 12, 2007/ March 30, 2007	Facility Services	Critical Debt - Capital
2	Facility Services	Partial Roof Replacement at Lucy Maud Montgomery PS – DW07-159T. The existing roof replacement area is at the end of its life cycle.	21	Dean-Chandler Roofing Limited	Yes	No	7	\$211,562	March 2007/ May 11, 2007	Facility Services	Good Places to Learn
3	Facility Services	Partial Roof Replacement Areas A, A1 & C1 at Sir Ernest MacMillan Sr. Public School STM07-134T Replace deteriorating leaking roof	20	Triumph Aluminum Roofing	Yes	No	8	\$244,324	March 2007/ April 27, 2007	Facility Services	Good Places To Learn
4	Facility Services	Partial Roof Replacement at Sloane P.S. RB07-149T Replace deteriorating leaking roof	17	Trio Roofing	Yes	No	9	\$74,800	March 2007/ August 17, 2007	Facility Services	Good Places To Learn
5	Facility Services	Partial Roofs replacement at Mono Cliffs Outdoor Education Centre – Roofs are end the end of their life cycles	N/A	Semple-Gooder Roofing	Yes	No	3	\$67,714	April 2007/ May 31, 2007	Facility Services	Emergency
6	Facility Services	Partial Roof Replacement at Edgewood P.S. RB07-166T Replace deteriorating leaking roof.	19	Top Line Roofing	Yes	No	7	\$99,908	April 2007/ May 31, 2007	Facility Services	Good Places to Learn
<b>BUILDING AUTOMATION SYSTEMS</b>											
7	Facility Services	Controls Upgrade at Flemington P.S. RB07-126T. Old system is failing	8	Canadian Tech Air	Yes	No	6	\$220,000	April 2007/ September 28, 2007	Facility Services	Good Places to Learn

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
 Facilities Contract Awards [1076]

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
8	Facility Services	Controls Upgrade at Faywood Arts – DW07-125T. Replace old failing control system.	5	Canadian Tech Air	Yes	No	7	\$202,400	March 2007/ September 28, 2007	Facility Services	Good Places to Learn
9	Facility Services	Heating Control Upgrades at Elm-bank Public School STM07-127T Installing a new control system	1	Royal Mechanical	Yes	No	5	\$170,500	May 2007/ September 30, 2007	Facility Services	Good Places to Learn
10	Facility Services	Heating Control Upgrade at Elia MS CN07-128T. Installation of a new control system.	4	Royal Mechanical	Yes	No	5	\$162,500	May 2007/ September 30, 2007	Facility Services	Good Places to Learn
11	Facility Services	06 BAS Energy Package #2 and 06BM Energy Project Mechanical Measures at Chine Drive PS CN07-136T and CN07-138T. Energy Conservation Project to reduce Energy consumption at the Facilities.	18	Optimira Controls	Yes	No	2 for BAS and 5 for Mechanical	\$63,300	March 2007/ July 8, 2007	Facility Services	Capital Reserve/Energy Conservation
12	Facility Services	06 BAS Energy Package #2 and 06BM Energy Project Mechanical Measures at JG Workman PS. CN07-136T and CN07-138T. Energy Conservation Project to reduce Energy consumption at the Facilities.	18	Optimira Controls	Yes	No	2 for BAS and 5 for Mechanical	\$63,200	March 2007/ July 8, 2007	Facility Services	Capital Reserve/Energy Conservation
13	Facility Services	06 BAS Energy Package #2 and 06BM Energy Project Mechanical Measures at Norman Cook PS . CN07-136T and CN07-138T. Energy Conservation Project to reduce Energy consumption at the Facilities.	18	Optimira Controls	Yes	No	2 for BAS and 5 for Mechanical	\$60,110	March 2007/ July 8, 2007	Facility Services	Capital Reserve/Energy Conservation
15	Facility Services	06 BAS Energy Package #2 and 06BM Energy Project Mechanical Measures at Samuel Hearne. CN07-136T and CN07-138T. Energy Conservation Project to reduce Energy consumption at the	18	Optimira Controls	Yes	No	2 for BAS and 5 for Mechanical	\$76,300	March 2007/ July 8, 2007	Facility Services	Capital Reserve/Energy Conservation

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
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	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
		Facilities.					cal				
16	Facility Services	Controls Upgrades at Fenside PS – DW07-154T. Controls system requires replacement.	17	Bird Mechanical Ltd.	Yes	No	3	\$216,000	March 2007/ August 17, 2007	Facility Services	Good Places to Learn
17	Facility Services	Replacement of Controls & Terminal Units at Rippleton PS – DW07-153T. Controls system requires replacement.	13	Bird Mechanical Ltd.	Yes	No	5	\$180,000	March 2007/ August 17, 2007	Facility Services	Good Places to Learn
HVAC											
18	Facility Services	Replacement of Controls & Terminal Units at Silver Springs PS – DW07-141T. Existing units at the end of their life cycle	20	Comstock Emcor Inc.	Yes	No	6	\$56,900	March 2007/ July 27, 2007	Facility Services	Good Places to Learn
SWIMMING POOLS											
	Nil Items										
BEST START PROGRAM											
	Nil Items										
OTHER											
19	Facility Services	Roof Overhang Repair at George Webster ES STM07-103Q Constant water penetration due to deteriorated state of soffit and fascia	16	Classic Construction	Yes	No	5	\$149,900	May 2007 June 30, 2007	Facility Services	Health & Safety/GPL
20	Facility Services	Fire Restoration in pool area at Danforth C. & T.I.	15	Centrum Renovation & Repair	Yes	No	3	\$175,323 <sup>1</sup>	February 2007 March 15, 2007	Facility Services	Emergency Reserve
21	Facility Services	Asbestos floor tile removal in the gym at W. A. Porter CI. Informal quote obtained by D & C. Removal of the asbestos containing floor to prepare for the new gym floor installation.	18	I & I Construction	Yes	No	5	\$60,800 <sup>2</sup>	November 2006/ January 2007	Facility Services	Health & Safety
22	Facility Services	Replacement of Unit Ventilators	18	Leeson Me-	Yes	No	6	\$184,698	April 2007/	Facility Ser-	Good Places

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
Facilities Contract Awards [1076]

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
		at Oakridge P.S. CN07-143T. Unit vents are beyond their useful life span.		chanical					August 15, 2007	vices	to Learn
23	Facility Services	Library Renovation at Scarborough Centre For Alternative Studies CN07-167T. Upgrades to existing facilities.	19	Tartu Incorporated	Yes	No	5	\$120,790	April 2007/ June 2007	Facility Services	Site-Funded
24	Facility Services	High Voltage Feeders Replacement at John D. Parker P.S. STM07-140Q Existing Feeders are damaged and beyond repair	1	Stevens & Black	Yes	No	5	\$53,700	March 2007/ July 31, 2007	Facility Services	Emergency Reserve/GPL
25	Facility Services	Caretaking Equipment (carpet extractors, auto scrubbers, vacuums) – For Various Schools	N/A	Mr. Janitorial Supplies	Yes	No	8	\$73,702	April, 2007	Facility Services	Operations Equipment Budget
26	Facility Services	Caretaking Equipment (polishers and burnishers) – For Various Schools	N/A	Flexo Products	Yes	No	8	\$51,916	April, 2007	Facility Services	Operations Equipment Budget
27	Facility Services	Caretaking Equipment (lawn tractors) – For Various Schools	N/A	Hutchinson Farm Supply	Yes	No	12	\$116,696	April, 2007	Facility Services	Operations Equipment Budget
28	Facility Services	Barrier Free Washroom, Railings, D/HH Room at Drewry SS. CN07-152T. To provide barrier free access and barrier free equipment for disabled students to use the washroom.	12	Dole Contracting Inc.	Yes	No	8	\$176,900 <sub>3</sub>	March 2007/ August 15, 2007	Facility Services	Barrier Free
29	Facility Services	Replacement of Exhaust Fans at W.A. Porter C.I. CN07-163T. Exhaust Fans are beyond their useful life expectancy.	18	Municipal Mechanical	Yes	No	9	\$238,000	April 2007/ September 15, 2007	Facility Services	Good Places to Learn
30	Facility Services	Interior Stair Replacement at Bruce P.S. RB07-173Q. Stairs #2 and #3 are rusted out and need to be replaced..	15	Ross & Anglin	Yes	No	4	\$58,600	March 2007/ May 31, 2007	Facility Services	Good Places to Learn

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
 Facilities Contract Awards [1076]

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
31	Facility Services	Emergency Water Damage repairs at Sir Oliver Mowat C.I.	22	Centrum Renovations	Yes	No	4	\$66,723	March 8, 2007/ April 8, 2007	Facility Services	Emergency Reserve

1 TDSB will fund the first \$100,000 (deductible) for this restoration work, the balance covered by insurance.

2 Project is part of the replacement in which TDSB will fund the first \$100,000 (deductible) for this restoration work, the balance covered by insurance.

3 Bid price including # 1 separate price to supply labour & material for all work related to Room 504 Deaf & Hard of Hearing Program including Architectural, Mechanical and Electrical.

Note: Good Places to Learn (GPL) is a Capital Funding source

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
Facilities Contract Awards [1076]

Appendix B: Facilities Contracts Requiring Operations and Facilities Management Committee Approval (over \$250,000 and up to \$500,000)

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
<b>BOILERS</b>											
1	Facility Services	Replacement of Hot Water Heating Plant at Maryvale Public School STM07-115T Boiler Plant is beyond it's useful life span	19	M.Schultz Mechanical	Yes	No	7	\$330,000	March 19, 2007/ September 15, 2007 <sub>1</sub>	Facility Services	Good Places to Learn
2	Facility Services	Replacement of Boiler at Rippleton P.S. RB07-116T Boiler Plant is beyond its useful life span.	13	M.Schultz Mechanical	Yes	No	6	\$312,340	April 2007/ September 15, 2007 <sub>1</sub>	Facility Services	Good Places to Learn
3	Facility Services	Replacement of Boiler at Dorset Park P.S. RB07-164T Boiler Plant is beyond it's useful life span.	19	M .Schultz Mechanical	Yes	No	9	\$325,000	April 2007/ September 15, 2007	Facility Services	Health & Safety/GPL
<b>ROOFING</b>											
4	Facility Services	Partial roof replacement at George Harvey C.I. RB07-135T deteriorated and leaking roof	6	Semple Gooder	Yes	No	8	\$432,830	April 2007/ June 30, 2007 <sub>1</sub>	Facility Services	Good Places to Learn
<b>BUILDING AUTOMATION SYSTEMS</b>											
5	Facility Services	Heating Control Upgrade at Emery CI – DW07-137T. Installation of a new control system is required.	4	Canadian Tech Air Systems Inc.	Yes	No	8	\$459,250	May 2007/ October 31, 2007	Facility Services	Good Places to Learn
6	Facility Services	Controls Upgrade at Eastern Commerce CI – RB07-129T. Project to improve school heating system.	15	Leeson Mechanical	Yes	No	6	\$439,340	April, 2007/ September 15, 2007 <sub>1</sub>	Facility Services	Good Places to Learn
7	Facility Services	Controls Upgrade at Northview Heights S.S. – RB07-129T. Replace an old failing	5	Gimco	No <sub>2</sub>	No	5	\$450,000	April 2007/ October 1, 2007	Facility Services	Good Places to Learn

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
Facilities Contract Awards [1076]

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
		control system.									
HVAC											
	Nil Items										
SWIMMING POOLS											
	Nil Items										
BEST START PROGRAM											
	Nil Items										
OTHER											
8	Facility Services	Central Tech School Window Replacement Art Bldg. RB07-148T Windows are 35 years old and leaking	10	Centrum Renovations	Yes	No	5	\$297,523	April 2007/ Aug 15, 2007	Facility Services	Good Places to Learn 2/ H&S
9	Facility Services	Corvette P.S. Façade Rehabilitation RB07-165T Deteriorated and requires brick replacement	18	Limen Group Ltd.	Yes	No	4	\$250,355	April 2007/ August 24, 2007	Facility Services	Critical De-benture-Capital
10	Facility Services	PA System Replacement at Williamson Road/Glen Ames Public School STM07-160T Existing system is beyond useful lifespan	16	Gridd Electric	No2	No	4	\$420,000	April 2007/ August 15, 2007	Facility Services	Good Places to Learn
11	Facility Services	Fire Alarm System Replacement at Albert Campbell C.I. STM07-142T Existing system at end of life cycle	21	Stevens & Black	Yes	No	5	\$349,800	April 2007/ August 24, 2007	Facility Services	Good Places to Learn
12	Facility Services	Caretaking Equipment (auto scrubbers, upright vacuums) For Various Schools	N/A	Comfort Vacuum	Yes	No	8	\$278,585	April , 2007	Facility Services	Operations Equipment Budget
13	Facility Services	Supply of paint and painting supplies RB07-071T.	N/A	Color Your World	Yes	No	3	\$100,000	May 1, 2007/ April 30, 2010	Facility Services	Operations/ Construction
14	Facility Services	Supply of paint and painting supplies RB07-071T.	N/A	Sico	Yes	No	3	\$100,000	May 1, 2007/ April 30, 2010	Facility Services	Operations/ Construction



Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
 Facilities Contract Awards [1076]

1 Letter of Intent

2 Low bidder withdrew their bid, a vendor performance letter has been sent

Note: Good Places to Learn (GPL) is a Capital Funding source

Appendix C: Facilities Contracts Requiring Board Approval (over \$500,000)

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
<b>BOILERS</b>											
1	Facility Services	Replace Hot Water Heating Plant at Woburn C.I. CN07-123T Existing boilers at end of life cycle.	19	M. Schultz Mechanical	Yes	No	7	\$787,000	March 8, 2007/ September 21, 2007 <sup>1</sup>	Facility Services	Good Places to Learn
2	Facility Services	Replacement of Boilers at W.A. Porter C.I. CN07-163T. Boilers are beyond their useful life expectancy.	18	Municipal Mechanical	No <sup>2</sup>	No	9	\$818,500	April 2007/ September 15, 2007	Facility Services	Good Places to Learn
<b>ROOFING</b>											
	Nil Items										
<b>BUILDING AUTOMATION SYSTEMS</b>											
	Nil Items										
<b>HVAC</b>											
3	Facility Services	Air Handling Unit Replacement at Berner Trail JPS STM07-124T Existing AHU at end of life cycle	21	Ram Mechanical	Yes	No	7	\$749,900	April 2007/ August 24, 2007	Facility Services	Emergency Reserve/GPL
<b>SWIMMING POOLS</b>											
	Nil Items										
<b>BEST START PROGRAM</b>											
	Nil Items										
<b>OTHER</b>											

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
 Facilities Contract Awards [1076]

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
4	Facility Services	Hospitality Program at Danforth CTI. CN07-111T. Broadening Choice Program Upgrade	15	Dole Contracting	Yes	No	7	\$521,000	March 19, 2007/ June 15, 2007 <sup>1</sup>	Facility Services	Revitalization Program
5	Facility Services	Engineering Consulting Svcs. – Structural discipline for Minor projects with a total construction cost up to \$300,000 and Category Two – projects with a total construction cost in excess of \$300,000 but less than \$1,000,000 STM07-084P – To have pre-qualified Structural Firms of Record for upcoming Facilities projects	N/A	Halcrow Yolles IRC Building Sciences Read Jones Christofferson Barry-Bryan Assoc. Davroc & Assoc. Kremisco Eng. Alfred Tam Ojdrovic Eng. Urbis Eng. Neumann Assoc. JAG Mohan & Assoc.	Yes	No	22	\$1,000,000	April 2007/ March 2009	Facility Services	Good Places to Learn <sup>2</sup>
6	Facility Services	Chiller Plant Replacement at West Toronto C.I. CN07-147T Original equipment service life exceeded Code requirement - chiller enclosure.	9	Canadian Tech Air	Yes	No	7	\$839,400	March 2007/ August 15, 2007 <sup>1</sup>	Facility Services	Good Places to Learn <sup>2</sup>
7	Facility Services	Unleaded Gasoline 87 Octane with Ethanol	N/A	Suncor	Yes	No	N/A	\$700,000 <sup>3</sup>	April, 2007/ December 31, 2007	Facility Services	Operations & Technical Services
8	Facility Services	Low Sulphur Diesel Fuel	N/A	Suncor	Yes	No	N/A	\$300,000 <sup>3</sup>	April, 2007/ December 31,	Facility Services	Operations & Technical Ser-

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
 Facilities Contract Awards [1076]

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement	Funding Source
									2007		vices
9	Facility Services	Replacement of Primary Underground Feeders at Victoria Park S.S. STM07-151T Existing feeders have deteriorated	17	Ozz Electric Inc.	Yes	No	4	\$530,880	April 2007/ August 17, 2007	Facility Services	Good Places to Learn
10	Facility Services	Consulting Services To Conduct Confined Space Identification and Hazardous Assessment for all TDSB Buildings STM07-039P As required by the Ontario Ministry of Labour enforcing new and expanded requirements for confined space entry under regulation 0.Reg.632	N/A	Pinchin Environmental	Yes	No	7	\$160,878	March 2007/ July 2007 <sup>1</sup>	Facility Services	Standards & Compliance
11	Facility Services	Set Design and Woodworking Classroom Addition at Wexford C.I. School For The Arts. CN07-132T Addition of instructional space.	19	Everstrong Construction Ltd.	Yes	No	8	\$675,920	April 2007/ November 30, 2007	Facility Services	Revitalization Program (SFRMP)

<sup>1</sup> Letter of Intent

<sup>2</sup> Since the work of the two projects noted are integrated and have to be carried out by one Contractor, the Tenders for these two projects will be awarded to the Contractor submitting the lowest combined Total Bid price.

<sup>3</sup> City of Toronto tender. TDSB pools its requirements with the City.

Note: Good Places to Learn (GPL) is a Capital Funding source

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
 Facilities Contract Awards [1076]

Summary of Select Facilities Contracts

(September 1, 2006 to Present)

<u>Project Classification</u>	<u>Total Expenditures For this Report</u>	<u>Total Number of Projects for this Report</u>	<u>Total Number of Pro- jects 2006/07 to date</u>	<u>Total 2006/07 Contract Awards Re- ported to Date</u>	<u>Total Number of Projects 2005/06</u>	<u>Total 2005/06 Contract Awards</u>
Boilers	\$2,572,840	5	5	\$2,572,840	19	\$11,723,716
Roofing	\$1,193,138	7	14	\$2,281,247	92	\$21,426,593
Building Automation Sys- tems (BAS)	\$2,880,100	14	19	\$3,272,931	8	\$743,200
Heating Ventilation Air Conditioning (HVAC)	\$806,800	2	11	\$3,147,940	46	\$16,134,972
Swimming Pools	0	0	0	0	4	\$781,345
Best Start Program (City Funded)	0	0	0	0	9	\$1,689,243
TOTAL	\$7,452,878	28	49	\$11,274,958	178	\$55,222,849

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Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
Student Accommodation: 3025 Finch Avenue West [1078]

Student Accommodation: 3025 Finch Avenue West [1078]

*As presented to the Operations and Facilities Management Committee on April 11, 2007 (see page 474).*

Accommodation of Students From New Development

In October 2000 the Board approved a protocol for dealing with new residential development that was based on the need to work within the parameters of the provincial funding model. A key directive of the approved protocol was that staff should redirect students from new residential development occurring in areas served by over-utilized schools to other schools with space available.

New Development Planned for Site in Ward 4

A new residential development of 63 townhouses and 337 condominium apartments is planned for a site located at 3025 Finch Avenue West in Ward 4 on the south side of Finch Avenue between Islington Avenue to the west and Weston Road to the east.

The location of the subject site is shown on the map in Appendix 1.

The site is currently under construction and is expected to commence occupancy, at the earliest, in the Spring of 2007.

Schools that Currently Serve the Development Site

The development is currently situated within the Gracedale PS, Humber Summit MS and Emery CI attendance areas.

Gracedale PS serves students in Junior Kindergarten to Grade 5 and is operating above capacity with a utilization rate of 107% and 5 portables on site.

Humber Summit MS serves students in Grades 6 to 8 and is operating above capacity with a utilization rate of 122% and 6 portables on site.

Emery CI serves students in Grades 9 to 12 and is operating below capacity.

Students Projected From The Development Site

The numbers of students projected to reside in the new residential units are 130 elementary students (Junior Kindergarten to Grade 8) and 86 secondary students (Grades 9 to 12).

The tables in Appendix 2 show the student yields produced by the new development over time

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Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
Student Accommodation: 3025 Finch Avenue West [1078]

### Recommended Elementary Schools

Because Gracedale PS is operating above capacity with the potential to become significantly over-utilized, staff recommends that Daystrom PS become the receiving school for junior students emanating from the new residential development.

Daystrom PS is recommended because it is the closest school to the area with space available to accommodate the 84 students projected to come from the new development in Junior Kindergarten to Grade 5. The school has a capacity of 713 pupil places (full time equivalent) and an October 2006 enrolment of 475 students (full time equivalent), resulting in a utilization rate of 67%. The enrolment is projected to decline in the foreseeable future resulting in sufficient space to accommodate all students from the new development without the use of portables.

Humber Summit MS is recommended to remain the designated school for the new development. As of October 2006, the school was operating with an enrolment of 708 students (full-time equivalent) and a capacity of 579 pupil places (full-time equivalent). Although, the school facility is operating above capacity with a utilization rate of 122% and 6 portables, the enrolment is projected to decline in the foreseeable future resulting in sufficient space to accommodate all 36 students anticipated from the new development in Grades 6 to 8.

Table 1 in Appendix 3 shows the impact of the new development on enrolment at Daystrom and Humber Summit.

### Recommended Secondary School

Staff recommends that Emery CI remain the designated school for the new development.

The facility has sufficient capacity to accommodate additional students. Of the 86 secondary students generated from the development, only 65 are expected to attend Emery CI if the existing attendance patterns continue in this part of the City.

Table 2 of Appendix 3 shows the impact of the new development on enrolment at Emery CI.

### Transportation

Pursuant with the Board's transportation policy, elementary students residing in the development will require transportation to Daystrom PS because the school is more than 1.6 kilometres away.

### Impacts on French Immersion and Extended French Programs

The new development is expected to produce ten elementary students and three secondary students to attend the French Immersion and Extended French Programs.

Because of this small number of students, no change is recommended to the designated French Immersion and Extended French Programs.

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Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
Student Accommodation: 3025 Finch Avenue West [1078]

The Early French Immersion pathway (Senior Kindergarten entry) is Derrydown PS, Beverley Heights MS and Newtonbrook SS.

The Middle French Immersion pathway (Grade 4 entry) is Yorkwoords PS, Beverley Heights MS and Newtonbrook SS.

The Extended French pathway (Grade 4 entry) is Stanley PS, Beverley Heights MS and Newtonbrook SS.

#### Support for Recommendations

The local Trustee, Superintendent of Education, and affected Principals have been notified and are in support of these recommendations.

Note: The appendices mentioned in this report will be maintained in Board Services for a limited time.

*For the Board's decision see page 474.*

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Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
Student Accommodation: Sanwood Boulevard and Canongate Trail [1079]

### Student Accommodation: Sanwood Boulevard And Canongate Trail [1079]

*As presented to the Operations and Facilities Management Committee on April 11, 2007 (see page 475).*

#### Need to Accommodate Students From New Development in Schools With Space Available

In October 2000 the Board approved a protocol for dealing with new residential development that was based on the need to work within the parameters of the provincial funding model.

A key directive of the approved protocol was that staff should redirect students from new residential development occurring in areas served by over-utilized schools to other schools with space available.

#### New Development Planned for Site in Ward 20

A new residential development of 53 single family homes is planned for a site located immediately north-east of Sanwood Boulevard and Canongate Trail in Ward 20, in the area south of Steeles Avenue East between Birchmount Road and Kennedy Road.

The location of the subject site is shown on the map in Appendix 1.

The site is currently under construction and is expected to commence occupancy in the summer of 2007.

#### Schools that Currently Serve the Development Site

The development is currently situated within the Kennedy PS and Dr Norman Bethune CI attendance areas.

Kennedy PS serves students in Junior Kindergarten to Grade 8 and is operating above capacity with a utilization rate of 166% and eight portables on site. A ninth portable is planned for the site for September 2007 to address the reductions to primary class size. The site cannot accommodate more than nine portables.

Dr Norman Bethune CI serves students in Grades 9 to 12 and is operating above capacity with a utilization rate of 125% and one portable on site.

#### Students Projected From the New Development

The numbers of students projected to reside in the new residential units are 42 elementary students (Junior Kindergarten to Grade 8) and 17 secondary students (Grades 9 to 12).

The tables in Appendix 2 show the student yields produced by the new development over time.



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Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
Student Accommodation: Sanwood Boulevard and Canongate Trail [1079]

### Elementary Students

Because Kennedy PS is significantly over-utilized with limited ability to accommodate additional portables on site, staff recommends that Lynnwood Heights Jr PS and Henry Kelsey Sr PS become the receiving schools for elementary students residing in the new residential development.

Lynnwood Heights Jr PS is recommended because it is the closest school to the new development with the most space available to accommodate the 31 students projected to come from the new development in Junior Kindergarten to Grade 6. The school has a capacity of 199 pupil places (full time equivalent) and an October 2006 enrolment of 134 students (full time equivalent), resulting in a utilization rate of 67%. The enrolment is projected to remain stable in the foreseeable future which should leave sufficient space to accommodate the students from the new development without the use of portables.

Henry Kelsey Sr PS is recommended because it is the existing senior school that the students attending Lynnwood Heights flow into, and, despite being over-utilized, should be able to accommodate the eight students projected to come from the new development in Grades 7 and 8. The school has a capacity of 504 pupil places (full time equivalent) and an October 2006 enrolment of 610 students (full time equivalent), resulting in a utilization rate of 121%. There are three portables on site. The enrolment is anticipated to decline slightly in the future; the school should be able to accommodate the eight students without the addition of more portables to the school site.

Table 1 of Appendix 3 shows the impact of the new development on enrolment at Lynnwood Heights and Henry Kelsey.

### Secondary Students

Staff recommends that Dr Norman Bethune CI remain the designated school for the new development. As of October 2006, the school was operating with an enrolment of 1,288 students (full time equivalent) and a capacity of 1,029 (full-time equivalent). Although the school facility is operating above capacity with a utilization rate of 125% and one portable, the number of students projected from the new development will not have a significant impact on the enrolment, particularly if existing attendance patterns continue in this area of the City. Of the 17 secondary students projected from the new development, only 13 students are expected to attend the local secondary school.

Table 2 of Appendix 3 shows the impact of the new development on enrolment at Dr Norman Bethune.

### Impacts on French Immersion and Extended French Programs

The new development is expected to produce three elementary students and one secondary student to attend the French Immersion and Extended French Programs.

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Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
Student Accommodation: Sanwood Boulevard and Canongate Trail [1079]

Because of this small number of students, no change is recommended to the designated French Immersion and Extended French Programs.

French Immersion is currently offered at Beverley Glen PS, Sir Ernest Macmillan Sr PS and Agincourt CI.

The Extended French pathway (Grade 4 entry) is Sir Samuel B Steele Jr PS, Sir Ernest Macmillan Sr PS and Agincourt CI.

#### Transportation

Pursuant with the Board's transportation policy, elementary students residing in the new development will require transportation to Lynnwood Heights Jr PS because the school is more than 1.6 kilometres away, and also to Henry Kelsey Sr PS because the school is more than 3.2 kilometres away.

Note: The appendices mentioned in this report will be maintained in Board Services for a limited time.

*For the Board's decision see page 475.*

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Operations and Facilities Management Committee, Report No. 3, April 11, 2007

Primary Class Size: Capital Funding and Confirmation of the Ministry of Education's Calculation [1077]

Primary Class Size: Capital Funding and Confirmation of the Ministry of Education's Calculation [1077]

*As presented to the Operations and Facilities Management Committee on April 11, 2007 (see page 475474).*

The Ministry of Education has made a request for a response to its assessment of the Board's capital assets to that the Ministry can proceed with adjusting the Grants for Students Needs for the TDSB reflecting the agreed upon Primary class size capital needs.

Ministry Review of the Board's Primary Class Size Capital Needs

In February 2007 the Ministry of Education completed a review of each school board's needs to accommodate the reductions to Primary class size.

The Ministry calculated the needs by comparing elementary school capacity (including portables and adjusted for Primary class size) to enrolment.

The Ministry considered other circumstances such as the availability of surplus space at nearby schools, the opportunity to adjust attendance areas, the opportunity to relocate programs, the ability of sites to accommodate portables, and the need to preserve specialized teaching spaces such as music rooms.

The Ministry concluded that the TDSB requires 2,484 additional pupil places to accommodate the reductions to Primary class size.

This allocation amounts to \$2.9 million per year for 25 years in capital funding which will generate approximately \$40 million in debenture funding using current interest rates.

Review of Ministry's Calculation

TDSB staff reviewed the Ministry's calculation of Primary class size space needs with Ministry staff.

TDSB staff are in agreement with the Ministry allocation of 2,484 pupil places.

Ministry Requires Board Confirmation and Resolution

The Ministry of Education has requested school boards to confirm in writing that they agree with the Primary class size capital funding that the Ministry has allocated to each school board.

The Ministry has also requested that school boards attach to their confirmation letters a copy of a board resolution indicating that the Primary class size capital funding will only be used for projects that address Primary class size space requirements.

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Operations and Facilities Management Committee, Report No. 3, April 11, 2007

Primary Class Size: Capital Funding and Confirmation of the Ministry of Education's Calculation [1077]

Staff recommend that the Board accept the Ministry's allocation of 2,484 pupil places and adopt a resolution that the funds associated with the 2,484 pupil places will be used only for addressing Primary class size space needs, and that these decisions be communicated in writing to the Ministry.

If approved, the Board will receive an additional allocation of \$2.9 million per year for 25 years to finance all projects related to the school board's needs to accommodate the Primary class size cap.

*For the Board's decision see page 475.*

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Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
New Letter of Understanding With the City on the Use of 41 Pools

New Letter of Understanding With the City on the Use of 41 Pools

*As presented to the Operations and Facilities Management Committee on April 11, 2007 (see page 476).*

The original Letter of Understanding dated October 1, 2003 expired on December 31, 2006. Negotiations have been underway since early December 2006 on a revised Letter of Understanding which was complicated by outstanding escalation charges.

The original Letter of Understanding committed the City to pay \$5.6 million for the use of 41 Pools and the TDSB was committed to fund all maintenance, repairs and facility renewal projects associated with these 41 Pools. The two parties were also committed to negotiate inflationary costs which would be applicable after January 1, 2004.

A new Letter of Understanding covers the use of the same 41 pools for the period January 1, 2007 to December 31, 2007 and commits the City to pay up to \$5,926,048. The City has the right to vacate pools on four months' notice. If a pool closes due to maintenance problems, the City is not be obligated to pay for the period of time the pool is closed and the amount shall be deducted, at a daily pro-rated rate, from the annual contribution for the use of the site. Due to capital funding issues related to pools the following clause was added to the agreement:

The TDSB provincial funding model for school operations does not provide for major maintenance (renewal) associated with the pools. It is anticipated that maintenance or repairs up to a cost of \$125,000 will be undertaken by the TDSB. When major maintenance or repairs is estimated to exceed \$125,000 for a specific pool, approval from the Board will be obtained and the City shall be requested to fund the incremental repairs costs. If the City funds incremental repair costs beyond \$125,000 the pool will be fixed. If the City cannot fund the incremental cost beyond \$125,000 further direction will be required from the Board. If the pool is considered to be unsafe, it will be closed until the repairs, if they approved, are completed. The TDSB shall advise the City of any pending pool closures. The City may choose another TDSB pool to continue their swimming programs or give immediate notice of cancellation of use. No further charges to the City for the identified inoperable site would apply.

If the City uses all 41 pools for the entire year and none of the pools are closed for a significant period of time, the Board will receive an increase of \$326,048 over the previous annual payments.

The City has committed to paying the Board the retroactive amount of \$956,511 to cover escalation costs over the period Jan1, 2004 to December 31, 2006.

The Manager of Aquatics for the City and the Regional Manager of Operations for the Board will begin discussions/negotiations on the extension of the contract beyond December 31, 2007, no later than June 30, 2007.

Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
New Letter of Understanding With the City on the Use of 41 Pools

### Content of Agreement

The City of Toronto and the Toronto District School Board (TDSB) agree to the following conditions regarding the City use of TDSB swimming pools:

1. The TDSB, or a designated and qualified third party on their behalf, shall continue to be the on-site designated Owner and Operator of all Pools in accordance with the Ontario Health Protection and Promotion Act - R.R.O. 1990, Public Pools Regulation 565, Amended to O. Reg. 179/02, hereafter referred to as "Regulation 565", and other pertinent legislation.
2. The City may utilize swimming pools in TDSB schools (refer to attached list of 41 pools and associated operating costs) to conduct their Parks Forestry and Recreation programs and permits.
3. This agreement shall expire on December 31, 2007. The parties, represented by the Manager of Aquatics for the City, the respective Regional Manager for the TDSB, agree to begin discussions/negotiations on the extensions of the contract beyond December 31, 2007, and the related terms and conditions, no later than June 30, 2007.
4. In 2007, the City shall contribute to the discounted operational costs of up to \$ 5,926,048 for the pools used by the City from January 01, 2007 until December 31, 2007. There shall be no other costs assessed to the City of Toronto for the use of these pools, including additional charges for caretaking, maintenance, utilities, supplies or safety equipment listed in Regulation 565.
5. The City shall provide to the TDSB, a list of the board's swimming pools it intends to utilize, and shall pay the operating cost per pool, as detailed in Appendix "A".
6. The TDSB shall be responsible for all costs associated with routine maintenance custodial services, security and utilities, and shall provide a safe aquatic environment, in accordance with Regulation 565, for all users throughout the duration of this agreement, for pools which remain open.
7. The TDSB provincial funding model for school operations does not provide for major maintenance (renewal) associated with the pools. It is anticipated that maintenance or repairs up to a cost of \$125,000 will be undertaken by the TDSB. When major maintenance or repairs is estimated to exceed \$125,000 for a specific pool, approval from the Board will need to be obtained and the City shall be requested to fund the incremental repair costs. If the City funds incremental repair costs beyond \$125,000 the pool will be fixed. If the City cannot fund the incremental cost beyond \$125,000 further direction will be required from the Board. If the pool is considered to be unsafe, it will be closed until the repairs, if they are approved, are completed. The TDSB shall advise the City of any pending pool closures. The City may choose another TDSB pool to continue their swimming programs or give immediate notice of cancellation of use. No further charges to the City for the identified inoperable site would apply.

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Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
New Letter of Understanding With the City on the Use of 41 Pools

8. The City and the TDSB shall investigate energy saving initiatives for the pools covered by this Letter of Understanding.
9. Current practice on accessing school facilities will continue. City staff shall show a copy of the permit on demand during program time to TDSB staff.
10. No charges shall apply for the bona-fide TDSB student use of the pools, during school hours (7:00 a.m. – 6:00 p.m.). The City of Toronto shall have first right of refusal to access school pool time during the day should space be available.
11. The City shall have exclusive access to the pool facility including, the showers and change rooms, from January 1, 2007 to June 30, 2007 and September 1 to December 31, 2007 from 6 p.m. to 10 p.m. (out of the building by 10:15 p.m.) Monday to Friday and 8 a.m. to 10 p.m. (out of the building by 10:15 p.m.) on Saturday and Sunday. The City shall have exclusive access to the pool facility from July 1, 2007 to August 31, 2007 from 8 a.m. to 10 p.m. (out of the building by 10:15 p.m.) Monday to Sunday.
12. City and TDSB permit staff shall meet twice yearly to agree on specified times for planned capital repairs or maintenance of the pool facility. In addition, staff shall determine permit schedules to meet limitations placed on space due to holidays such as March Break, Christmas Break, school pool tournaments and/or school special events as identified by the parties. Meetings shall be held in March to discuss closures for the following fall & winter seasons and in October to discuss closures for the following spring & summer seasons. Pool closures due to caretaker scheduling or special school events, outside these agreed upon dates shall not be afforded.
13. The City operates public programs which are advertised in Parks Forestry and Recreation brochures 6 months in advance of program commencement. Lessons are offered in guaranteed numbers. The TDSB agrees to provide the city with as much notice as possible in the event of any necessary closure. The City contacts should receive notice immediately following discovery of a necessary closure. When notice of closure is not provided the City shall not be obligated to make payment for the period of the closure and the amount shall be deducted, at a daily pro-rated rate, from the annual contribution for use of the site.
14. Except where the TDSB advises of immediate closures for maintenance as indicated in Clause #7, the City of Toronto shall, on 4 months written notice to the TDSB, be able to make decisions on deletions or additions to the number of pools which are utilized for programs, and the payments to be made by the City for operating costs shall be adjusted accordingly.
15. The City shall provide fully qualified program staff (instructors and life guards) to conduct Parks, Forestry and Recreation programs in accordance with Regulation 565.
16. The TDSB shall provide fully qualified program staff (instructors and life guards) to conduct TDSB aquatic programs in accordance with Regulation 565.

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Operations and Facilities Management Committee, Report No. 3, April 11, 2007  
New Letter of Understanding With the City on the Use of 41 Pools

17. The City shall permit all school pools in which City programs shall be run and retain any revenue associated with these pools. The City shall provide a schedule of permit activity to the schools being utilized, and shall advise the Head Caretaker, at least one week in advance, of any changes to the schedule. The remaining pools not utilized by the City of Toronto would be permitted by the TDSB permit office.
18. The TDSB shall provide all daily, weekly and monthly pool inspections, testing, and pool safety audits as required under the Regulations of the Ontario Health Protection and Promotion Act to ensure safe operation of the pool, and shall maintain all required operational records. Upon request, on-site city staff shall be permitted to review all records relating to pool operation.
19. School pools not on the primary list of pools to be utilized by the City or operated by a third party operator shall be made available (where possible) should demand increase and the City shall be charged hourly rates in keeping with the TDSB's Permit Policy G.06.

*For the Board's decision see page 476.*



**House Committee****Report No. 1 (Part 2)**

February 20, 2007

A meeting of the House Committee convened on Tuesday, February 20, 2007, from 10:15 to 11:30 a.m., in the Trustees Meeting Room, Fifth Floor, 5050 Yonge Street, Toronto, Ontario, with Sheila Cary-Meagher presiding.

The following committee members were present: Trustees Sheila Cary-Meagher (Chair), Nadia Bello and Chris Bolton. Regrets were received from Trustee Irene Atkinson.

The Committee decided to report and recommend as follows:

**Part A: Committee Recommendations****1. Trustee Newsletters (amended and referred by the Board)**

The Committee discussed the matter of semi-annual newsletters as was done in the spring of 2002 and earlier, including format, layout, ward-content specific content, and distribution methods. In the spring of 2002, it was reported that the cost of the fall 2001 newsletters was \$154,000 (see breakdown on page 505); no costs were reported for the spring 2002 edition.

On a motion of Trustee Bello, the House Committee **RECOMMENDS** (as amended and referred by the Board, see page 358) that the following be referred to the 2007-08 budget process:

- (a) That citywide trustee newsletters be published twice yearly in a format similar to those issued in the spring of 2002;
- (b) That an issue be published and distributed by the end of May 2007;
- (c) That trustees be permitted to adopt an alternate trustee newsletter process if they wish, using their portions of the total funds for their own newsletter.

Note: This matter will required reconsideration of the Board decision of October 25, 2006, re the budget.

**2. Boardroom Layout and Supports**

The matter was considered on March 7, 2007.

**Part B: Information Only**

Part B matters were received on March 7, 2007.

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House Committee, Report No. 1 (Part 2), February 20, 2007

**Part C: Ongoing Matters**

No matters to report

Sheila Cary-Meagher  
Chair of the Committee

**Adopted, as amended, April 18, 2007**

Trustee Newsletters Fall 2001

Trustee Newsletters	Fall 2001
Number of editions	22
Tabloid	18
Magazine	4
Number of copies	969,500
Translations	5
Number of Languages	9
<u>Costs</u>	
Translations	\$ 1,348.20
Proofing	1,008.47
Artwork/changes/redesigns	15,821.63
Printing	49,466.85
Distribution	85,896.93
Printing House, courier, copying	279.45
Total	\$153,821.53

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