

## Regular Meeting

May 16, 2007

A regular meeting was convened at 4:40 p.m. on Wednesday, May 16, 2007, in the Boardroom at 5050 Yonge Street, Toronto, Ontario, with Sheila Ward, Chair of the Board, presiding. Chris Bolton, Vice-Chair, 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, Sheila Ward, Soo Wong, and Student Trustee Nick Kennedy.

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

At 4:40 p.m., on a motion by Trustee Matlow, seconded by Trustee Campbell, the regular meeting resolved into Committee of the Whole (Private Session) to consider matters on the private agenda of the Committee of the Whole.

### **100. Reconvene**

At 6:50 p.m., the regular meeting reconvened.

### **101. Committee of the Whole (Private), Report No. 5, May 16, 2007 (see page 519)**

Trustee Goodman, seconded by Trustee Rutka, moved: **That Report No. 5 of the Committee of the Whole (Private) be adopted.**

The motion was carried.

A private property matter as contained in Report No. 5 (Private) of the Operations and Facilities Management Committee was adopted on a on a recorded vote (see Recorded Vote 19, page 518).

### **102. Recess and Reconvene**

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

### **103. Bicentenary of the Abolition of the Transatlantic Slave Trade in the British Empire**

Staff presented information about the bicentenary of the abolition of the slave trade in the British Empire.

Trustee Dandy, seconded by Trustee Gershon, moved: **That teaching and learning activities in recognition of the bicentenary of the abolition of the transatlantic slave trade in the British Empire be supported and encouraged.**

The motion was carried.

#### **104. Aboriginal Education Month, June 2007**

Staff spoke about the establishment of June 2007 as Aboriginal Education Month.

Trustee Rutka, seconded by Trustee Harrison, moved: **That Aboriginal Education Month, June 2007, be recognized and that related events and activities be supported.**

The motion was carried.

#### **105. Portugal Week, June 1-10, 2007**

Trustee Rodrigues informed the meeting about Portugal Week in June 2007 and the events and activities that will be taking place.

Trustee Rodrigues, seconded by Trustee Bolton, moved: **That Portugal Week, June 1-10, 2007, be recognized and that related events and activities be supported.**

The motion was carried.

#### **106. Thirtieth Anniversary of International Languages and Black Culture Programs**

Trustee Bolton informed the meeting that it was the thirtieth anniversary of International Languages and Black Culture programs in the City of Toronto.

#### **107. Trustee Statements**

##### **(a) Student SuperCouncil Executive and Student Trustees, 2007-08**

Student Trustee Kennedy informed the meeting of the new executive of the Student SuperCouncil for 2007-08 and introduced the officers who were present.

- President: Praveen Arichandran, L'Amoreau C.I.
- Vice-president: Primiva Kirobakaran, Wexford School for the Arts
- Student Trustees: Gerald Mak, Earl Haig S.S., and Aurelija Jusyte, Humberside C.I.

##### **(b) Duke of Edinburgh Awards and Thomas L. Wells P.S.**

Trustee Chen informed the meeting of the recent Duke of Edinburgh Awards ceremony and the Board's recipients. He also advised that Thomas L. Wells P.S. is taking part in Toronto's Open Doors annual event, showcasing its many energy saving and green initiatives.

##### **(c) Asian Heritage Month**

Trustee Rutka informed the meeting that the events and activities celebrating Asian Heritage Month were proceeding successfully and encouraged participation in the remaining events.

**108. Approval of the Agenda**

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

Trustee Cary-Meagher, seconded by Trustee Rodrigues, moved in amendment: **That a notice of motion of Trustee Cary-Meagher re the number of student trustees be considered before the staff report “Improving Services Implementation Plan.”**

The amendment was carried.

Trustee Payne, seconded by Trustee Rodrigues, moved in amendment: **That the following notice of motion be considered after Report No. 3 of the Special Education Advisory Committee:**

- Media Technicians (Trustee Rodrigues)
- Performance Evaluation, Director of Education (Trustee Atkinson)
- Search for a Director of Education (Trustee Atkinson)
- Trans Fat Content in Foods (Trustee Coteau)
- GuluWalk Event (Trustee Bello)

The amendment was carried.

Trustee Campbell, seconded by Trustee Goodman, moved in amendment: **That Report No. 4 of the Program and School Services Committee be considered after Report No. 3 of the Special Education Advisory Committee.**

The amendment was carried.

Trustee Tonks, seconded by Trustee Goodman, moved in amendment: **That an item of new business concerning his resignation from the Toronto Foundation Student Success be added.**

The amendment was carried.

Note: The above item was not considered at this meeting.

Trustee Pasternak, seconded by Trustee Hastings, moved in amendment: **That Report No. 3 of the Special Education Advisory Committee be considered after staff report “Improving Services Implementation Plan.”**

The amendment was carried.

Trustee Goodman, seconded by Trustee Matlow, moved: **That Item 1 of Report No. 4 of the Human Resources Committee (Fragrance-free Environment Workgroup and Scented Products Awareness Program), Item 1 of Report No. 5 of the Administration, Finance and Accountability Committee (Contract Awards), Item 1 of Report No. 4 of the Operations and Facilities Management Committee (Facilities Contract Awards) and Item 2 (Summer Use of Schools in the Seven Inner City Priority Areas be considered no later than 10 p.m.**

The amendment was carried.

Trustee Rutka, seconded by Trustee Coteau, moved in amendment: **That the items of new business concerning funding for aboriginal programming be considered after the items timed for 10 p.m.**

The amendment was carried.

Note: The above item was not considered at this meeting.

Approval of the agenda, as amended, was carried.

### **109. Reconsideration of a Private Personnel Matter**

Trustee Davis, seconded by Trustee Wong, moved: **That a recommendation from the Committee of the Whole (Private) re a private personnel matter adopted by the Board earlier in the meeting be reconsidered.**

The following procedural bylaws are applicable:

- 18.17 A motion to reconsider a previous decision of the Board shall require a majority of the members of the Board to carry.
- 18.18 A decision of the Board made at a previous meeting shall not be reconsidered unless notice of the motion to reconsider the decision is included in the agenda.
- 18.19 A decision of the Board made earlier in an ongoing meeting may be reconsidered on a motion without notice.

The motion to reconsider was carried by a majority of the members of the Board (a minimum of 12 votes in favour).

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

At 8:25 p.m., on a motion by Trustee Wong, seconded by Trustee Atkinson, the regular meeting resolved into Committee of the Whole (Private Session) to consider a private personnel matter on the private agenda of the Committee of the Whole, as referenced in the decision to reconsider (see Item 109 above).

### **111. Reconvene**

At 8:45 p.m., the regular meeting reconvened.

### **112. Committee of the Whole (Private), Report No. 5, May 16, 2007 (see page 519)**

Trustee Goodman, seconded by Trustee Cary-Meagher, moved: **That a personnel matter as contained in Report No. 5 of the Committee of the Whole (Private) be approved.**

The motion was carried.

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

Trustee Pasternak declared a possible conflict of interest with regard to Item 1 of Report No. 5 of the Administration, Finance and Accountability Committee (Contract Awards), Legislative Payments Review Services, as he is involved in a related business. Trustee Pasternak did not participate in the discussion or voting on the matter.

Trustee Campbell declared a possible conflict of interest for the special meeting held on May 3, 2007 (for which he was absent) with regard to Staff Changes on Report No. 4 of the Committee of the Whole (Private) as a relative is a recommended candidate.

Trustee Payne declared possible conflicts of interest for the special meeting held on May 3, 2007 (for which she was either absent) with regard to support staff negotiations as she has a daughter who is a member of CUPE, Local 4400.

Later in the meeting, Trustees Bello and Coteau declared possible conflicts of interest with regard Summer Use of Schools in the Seven Inner City Priority Areas as they work for organizations that could be involved in using Board space as part of the program. They did not participate in the discussion or voting on the matter.

### **114. Confirmation of Minutes**

Trustee Matlow, seconded by Trustee Rodrigues, moved: **That the minutes of the meetings held on April 18 and May 3, 2007, be confirmed.**

The motion was carried.

### **115. Number of Student Trustees**

Trustee Cary-Meagher, seconded by Trustee Rodrigues, moved:

**Whereas, the Ontario government allows up to three student trustees for youth representation on school boards; and**

**Whereas, the TDSB is the largest school board in the province with the largest student population; and**

**Whereas, student participation in the democratic process and decision making that affects their education should be encouraged;**

**Therefore, be it resolved that effective August 1, 2007, the number of student trustees be increased by one, to a total of three.**

Trustee Goodman (on behalf of Student Trustee Kennedy), seconded by Trustee Rutka, moved in amendment:

**(a) That “effective August 1, 2007” be replaced with “no sooner than August 1, 2008;”**

- (b) **That the following be added: “and that prior to taking effect, the Student Super-Council be consulted.”**

The amendment was carried on a recorded vote (see Recorded Vote 20, page 518). Student Trustee Kennedy voted in favour.

The main motion, as amended, was carried on a recorded vote (see Recorded Vote 21, page 518). Student Trustee Kennedy voted in favour.

### **116. Improving Services Implementation Plan [1099]**

The Board considered a report from the Director (see page 521) informing trustees of the work underway to develop a detailed plan for regional resource teams to improve access to and responsiveness of services to schools, families of schools, and communities.

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

The motion was carried.

Staff undertook to provide more information to trustees on the implementation plan and timelines.

### **117. Special Education Advisory Committee, Report No. 3, April 16, 2007 (see page 526)**

Trustee Pasternak, seconded by Trustee Hastings, moved: **That Report No. 3 of the Special Education Advisory Committee be adopted.**

The motion was carried.

### **118. Program and School Services Committee, Report No. 4, May 2, 2007 (see page 534)**

Trustee Coteau, seconded by Trustee Tonks, moved: **That Report No. 4 of the Program and School Services Committee be adopted.**

re Item 1, Admission to Senior Kindergarten French Immersion From Waiting Lists (see page 534) (see page 534)

The matter was defeated on a separate vote.

re Item 2, Students Without Legal Immigration Status Policy [1093] (see page 534)

The matter was adopted on a recorded vote (see Recorded Vote 22, page 518).

re Item 3, Entry of French-Language Students to French Immersion: Improving Student Success (see page 536)

The matter was referred to the Board without recommendation.

Trustee Tonks, seconded by Trustee Coteau, moved: **That the memorandum be received.**

The motion was carried.

The main motion to adopt Report No. 4 of the Program and School Services Committee, as amended, was carried.

#### **119. Human Resources Committee, Report No. 4, April 25, 2007 (see page 554)**

Trustee Goodman, seconded by Trustee Crawford, moved: **That Item 1 (Fragrance-free Environment Workgroup and Scented Products Awareness Program) of Report No. 4, of the Human Resources Committee be adopted.**

re Item 1, Fragrance-free Environment Workgroup and Scented Products Awareness Program [1087] (see page 554)

Trustee Campbell, seconded by Trustee Dandy, moved in amendment:

- (a) **That “students and the Parent Involvement Advisory Committee” be added after “and the public”;**
- (b) **That the following be added: That students, as appointed by the Student SuperCouncil, be invited to serve on the Fragrance-free Environment Workgroup.”**

The amendment was carried.

The main motion to adopt Item 1 of Report No. 4 of the Human Resources Committee, as amended, was carried.

#### **120. Administration, Finance and Accountability Committee, Report No. 5 (Part 1), April 25, 2007 (see page 561)**

Trustee Campbell, seconded by Trustee Hastings, moved: **That Item 1 (Contract Awards) of Report No. 5 of the Administration, Finance and Accountability Committee be adopted.**

The motion was carried.

#### **121. Extension of the Meeting**

At 11 p.m., the Ending Time procedure was applied and the meeting was extended for 30 minutes.

#### **122. Operations and Facilities Management Committee, Report No. 4, May 9, 2007 (see page 574)**

Trustee Rutka, seconded by Trustee Cary-Meagher, moved: **That Item 1 (Facilities Contract Awards) and Item 2 (Summer Use of Schools in the Seven Inner City Priority Areas) of Report No. 4 of the Operations and Facilities Management Committee be adopted.**

re Item 2, Summer Use of Schools in the Seven Inner City Priority Areas (see page 574)

Trustee Campbell, seconded by Trustee Matlow, moved in amendment: **That the following qualification be added to the Committee's recommendations: "dependent on securing funds from the current budget or an external source or sources, and not adding to the Board's projected \$8.1 million deficit."**

During discussion of the matter, it became necessary to apply the Ending Time procedure. A motion to extend the meeting did not receive the support of a majority of the members of the Board. Applying the procedure, a majority of the members of the Board decided to end debate on the matter under discussion.

Therefore, the amendment was put to a vote and carried.

The main motion to adopt Items 1 and 2 of Report No. 4 of the Operations and Facilities Management Committee, as amended, was carried.

### **123. Deferred Agenda Items**

Consideration of the following agenda items was deferred:

- Human Resources Committee, Report No. 4, April 25, 2007
  - Whistle-blowing Policy
  - Qualification for Promotion of School Principal
- Administration, Finance and Accountability Committee, Report No. 5, April 25, 2007
  - Wide Area Network Needs Assessment – Trustee Participation
- Operations and Facilities Management Committee, Report No. 4, May 9, 2007
  - Development Levies
- Communications
  - From Kathleen Wynne, Minister of Education, dated April 19, 2007, re Governance Review
  - Ted Boadway, Chair, Citizens Panel on Increasing Organ Donations, dated April 20, 2007, re Final Report
- GST (Goods and Services Tax) Education Campaign and Committee (Trustee Davis)
- Media Technicians (Trustee Rodrigues)
- Bylaw Revision: Membership of Standing Committees (Trustee Harrison)
- Performance Evaluation, Director of Education (Trustee Atkinson)
- Search for a Director of Education (Trustee Atkinson)
- Trans Fat Content in Foods (Trustee Coteau)
- GuluWalk Event (Trustee Bello)



**124. Adjournment**

At 11:35 p.m., the meeting adjourned following consideration of Report No. 4 of the Operations and Facilities Management Committee (see Item 122) for want of a majority of members of the Board agreeing to extend the meeting as per the Ending Time procedure.

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)
19	509	A	Y	Y	Y	N	Y	A	Y	Y	A	Y	Y	Y	Y	Y	Y	A	A	Y	A	Y	N	14	2	6
20	514	N	Y	N	Y	N	Y	Y	Y	Y	A	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	16	5	1
20	514	N	Y	N	Y	N	Y	Y	Y	Y	A	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	16	5	1
22	514	Y	Y	Y	Y	Y	Y	Y	Y	Y	A	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	20	1	1

**Committee of the Whole (Private)****Report No. 5**

May 16, 2007

A meeting of the Committee of the Whole (Private Session) was convened at 4:40 p.m., Wednesday, May 16, 2007, in the Boardroom at 5050 Yonge Street, Toronto, Ontario with Chris Bolton, Vice-Chair, 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, Chris Tonks, Sheila Ward, and Soo Wong.

**1. Operations and Facilities Management Committee, Report No. 4 (Private), May 9, 2007**

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

**Disposition of Surplus Real Property: Champlain P.S., Ward 5**

That the Champlain P.S. property located at 44 Champlain Avenue be declared surplus to the needs of the Board and made available for sale subject to Regulation 444/98.

**2. Planning and Priorities Committee, Report No. 3 (Private), May 14, 2007**

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

**3. 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.

**4. Transfers, Promotions and Placements of Principals and Vice-principals**

The Committee considered a report from staff presenting transfers, promotions and placements of principals and vice-principals (on file in the Director's office) for approval.

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Committee of the Whole (Private), Report No. 5, May 16, 2007

The Committee of the Whole **RECOMMENDS** that the transfers, promotions and placements of principals and vice-principals (as contained in the private minutes of the Committee of the Whole) be approved.

Chris Bolton  
Chair of the Committee

**Adopted May 16, 2007**

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Improving Services Implementation Plan [1099]Improving Services Implementation Plan [1099]

*As received by the Board on May 16, 2007 (see page 514).*

The Director's three major commitments are to Improve Student Success; Improve Services to Schools, Communities, and the Board; and to Improve Stewardship of Capital and Financial Assets.

Staff responsible for the Improving Services commitment have held staff focus groups, reviewed research, and received advice from experts in organizational design and change management.

The Director has met with trustees to explore preliminary recommendations.

Overwhelmingly, schools and communities expressed the need for improved access of services and supports to ensure more timely response and attention to local needs.

A key concept emerging from work to date is the development of regional resource teams to improve access to and responsiveness of services to schools, Families of Schools and communities; to create 'smallness out of bigness'.

Also, the system is reflecting a need to move slowly and carefully toward this new realignment. As a result, the executive level structure will remain in place for the 2007-08 school year, to ensure stability and continuity as the first steps of improving services are shaped and implemented.

To begin this work, executive and senior officials will move through an analysis of existing services and programs that would be better situated closer to the schools served or managed centrally.

Staff will present a plan concerning alignment of services in Regional Resource Teams by October 2007.

Improving Services: Next Steps in Implementation, May, 2007

(d) Purpose

The purposes of this document are to:

Inform the Board of staff's intent to develop a plan to create regional resource teams to better support schools and communities.

Indicate to trustees what other decisions they will be asked to make in the coming months to ensure appropriate direction and progress in the Improving Services initiative.

(e) Improving Services: Context

Improving Services is one of the Director's three major commitments (along with Improving Student Success, and Improving Stewardship of Capital and Financial Assets).

## Improving Services Implementation Plan [1099]

In the fall, staff responsible for the initiative held many focus groups with staff, reviewed research concerning organizational effectiveness, and received advice from experts in organizational design and change management.

In January, the Board approved directions to guide implementation.

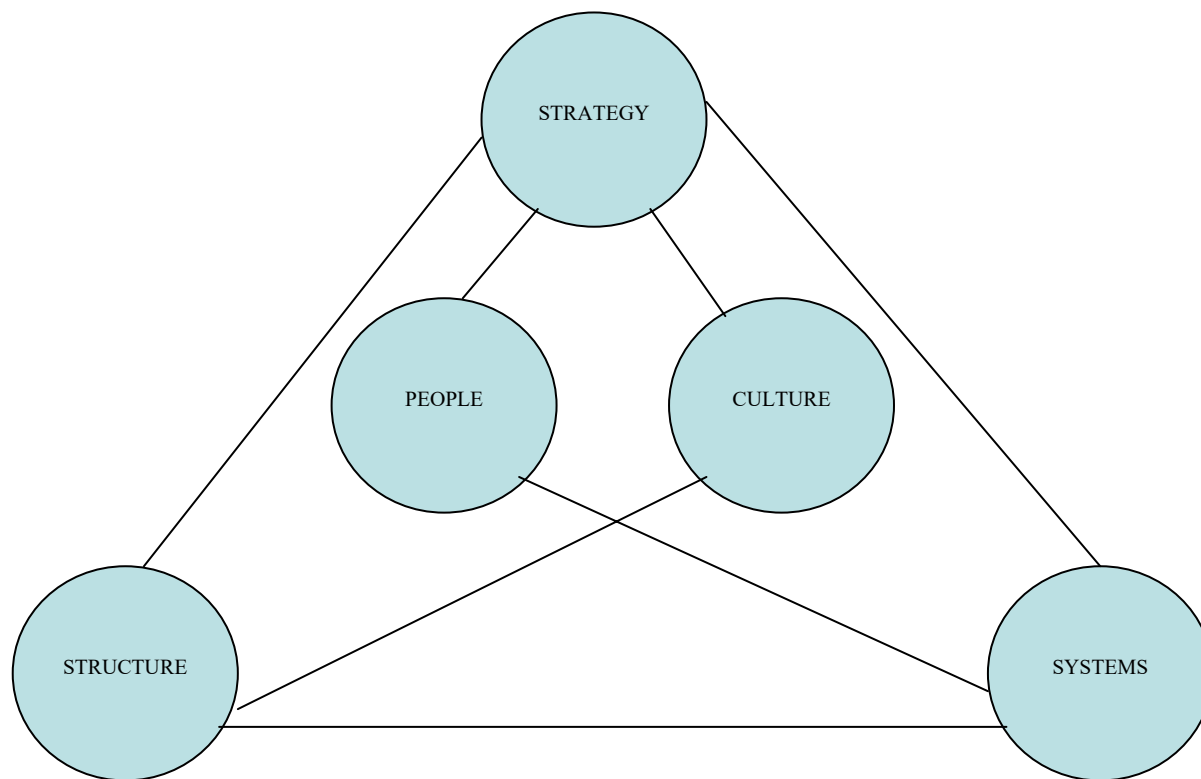
In March, the Director met with trustees in small meetings to discuss her vision for changes that will support Improving Services.

Based on the information and advice gathered through all these activities, the Director is proposing an implementation plan and process.

(f) Improving Services: Proposed implementation plan

A key concept emerging from work to date is the development of *regional resource teams* to improve the organization of services, so that schools, Families of Schools and communities have more timely access to services, services are more responsive to local needs and there is a sense of community among staff (resource teams and schools) and community.

This requires addressing key components of our central organization.



Other project teams will be established to address the many aspects of change that are needed to support the Improving Services directions. These groups will address:

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Improving Services Implementation Plan [1099]

- An integrated student success strategy
- Fiscal strategy
- Equity strategy
- Accountability framework to increase public confidence and Board satisfaction with quality of services
- Leadership plan
- Staff development plan
- Internal decision-making structures
- Changes to support a positive shift in TDSB's culture

The system reviews of Facilities Services and Information Technology Services will also provide advice that staff will incorporate into plans for improved services to schools and Families of Schools.

An integrated implementation plan including these aspects will be brought to the Board by October 2007.

(g) Further direction from the Board

In coming months, staff will also be exploring what services currently held by central departments could be moved to the local level – to regional education centres, to Families of Schools, or to schools. This work will build on proposals developed for the regional resource teams.

This section of the document discusses further direction that staff will seek from the Board for at least four key decisions in ongoing implementation of Improving Services:

- Division of responsibilities among central departments, regional education centres, Families of Schools, and schools;
- Changes in the Board's governance consistent with increased local decision-making;
- Boundaries of the regional education centres, and boundaries of Families of Schools;
- Number and location of administration buildings.
- The following pages briefly discuss each of these decisions.

1. Division of responsibilities among central departments and regional education centres

Based on work to develop regional resource teams, staff will develop options concerning the shifting of decision-making responsibilities from central departments to regional education centres, or to Families of Schools.

Because such changes would carry significant possible impacts on organizational effectiveness and accountability, the Board would be asked to review and approve the distribution of responsibilities among central departments, regional education centres, Families of Schools, and schools.

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Improving Services Implementation Plan [1099]

## 2. Changes in the Board's governance consistent with increased local decision-making

To the extent that decision-making responsibilities are moved to regional education centres or to Families of Schools, it will be necessary to consider corresponding changes to how the Board makes decisions.

The Board has established a Governance Committee to consider options for changes in governance. Staff will work closely with this committee to consider implications as staff recommendations concerning central and local decision-making responsibilities are developed.

Staff will strive to ensure that Improving Services recommendations are brought to the Board in coordination with recommendations of the Governance Committee.

## 3. Boundaries of the regional education centres, and boundaries of Families of Schools

Once decisions have been approved concerning regional resource teams (and possibly regional education centres), it will be necessary to consider options for the boundaries of regional structures.

It may also be appropriate to consider changes in the boundaries of Families of Schools – for example, to respond to changes in projected student enrolment or patterns of students' movement from elementary to secondary schools.

Staff will bring options and recommendations concerning boundaries of regional structures and Families of Schools to the Board for review and approval.

## 4. Number and location of administration buildings

Once decisions have been approved concerning the boundaries of regional structures, it will be necessary to consider requirements for accommodation of administration staff that are part of the regional structures and their Families of Schools.

Staff will bring options and recommendations concerning the number and location of buildings to accommodate regional structures to the Board for review and approval.

As directed by the Board, staff will bring an update concerning development of options for administrative space to the June meeting of the Operations and Facilities Management Committee.

### (h) Next steps

Once the Board is informed of this direction, project teams will develop proposed deliverables and time lines.

An integrated project plan will be brought to the Board by October 2007.



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Improving Services Implementation Plan [1099]

This plan will identify:

- Key deliverables;
- The ways in which trustees will have opportunities to provide advice as staff develop options;

The approximate times in which we will be returning to Board for direction.

Improving Services: Directions for change approved by the Board on January 31, 2007

The Board approved the following directions to guide ongoing implementation of the Improving Services commitment:

1. The Improving Services commitment will identify opportunities to increase the scope of educational and administrative decisions made by Families of Schools, to support improved student success.
2. Administrative decisions will be made by central departments where:
  - (i) Central decisions are required to ensure equity;
  - (ii) Central decisions are required for adherence to the Board's mission and values;
  - (iii) Central decisions are required to ensure consistent compliance with legislation and the Board's policies, procedures, or collective agreements;
  - (iv) Central decisions are required to avoid needless duplication or inefficiencies; or
  - (v) Central decisions are required to resolve disputes among Families of Schools.
3. All central departments will provide simple and consistent access to services by schools and Families of Schools, to the extent that is feasible within the budget approved by the Board. Schools and Families of Schools will know whom they can call to obtain services and resolve concerns. The organization of services will support relationships between specific central staff and schools and Families of Schools.
4. All central departments will develop criteria and measurements to gauge how schools, Families of Schools, other departments, trustees, and the community are satisfied with their services. Satisfaction will be monitored through ongoing processes. Central departments will adapt services to improve satisfaction.
5. Services provided by central departments will be evaluated against the key purposes of improving student success, supporting the governance of the Board and accountability to the Director, the Board, and the public; and improving public confidence. Where services do not add high value to these purposes, the resources that support them will be redirected to cost reduction or to services of higher value.
6. Management of TDSB will have a structure that supports transparent and effective accountability. All managers in the TDSB will have the highest appropriate number of direct reports, consistent with the complexity of their responsibilities.

## **Special Education Advisory Committee**

### **Report No. 3**

April 16, 2007

A meeting of the Special Education Advisory Committee was convened on Monday, April 16, 2007 at 7:08 p.m., in the Boardroom, 5050 Yonge Street, Toronto, Ontario, with Christina Buczek presiding.

The following committee members were present: Scott Bridges, Christina Buczek, Richard Carter, Merle Fedirchuk, Elizabeth Fisher, Clovis Grant, Cheryl Hampson, Margarita Isakov, Susan Musgrave, Krystyna Ross, Paula Surdin, and Trustees John Hastings and James Pasternak.

Regrets were received from Loris Bennett, Dr. Norm Forman and Trustee Scott Harrison.

#### **1. Presentation**

(i) Walk for Autism Research, Jyoti Sanwalka, Event Co-Chair

SEAC heard a presentation from Jyoti Sanwalka on the 2007 Ontario Walk for Autism, which takes place on Sunday, June 3, 2007 from Nathan Phillips Square, Toronto. Further information is available at [www.canada.autismwalk.org](http://www.canada.autismwalk.org) or 1-888-362-6227.

(ii) Financial Update, Craig Snider, Assistant Comptroller, Financial Reporting and Planning

Craig Snider presented the Special Education Allocation for the 2007-08 school year, which amounts to \$273.6 million. He provided an analysis of the projected funding for Special Education, which consists of 5 components and also spoke to declining enrolment and its impact on the budget and variances in funding. Staff is in the process of building expenditure budgets and staffing and will report to SEAC in early May.

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

The agenda was amended to include an item of new business re an announcement from Executive Superintendent Karen Gravitis. Merle Fedirchuk, seconded by Elizabeth Fisher moved: That the agenda as amended, be approved. The motion was carried.

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

Elizabeth Fisher was present at the meeting. Page 2, Item 4 (c) should read Merle Fedirchuk suggested that the pamphlet be made available to all parents.

Elizabeth Fisher, seconded by Paula Surdin, moved: That the minutes of the SEAC meeting held on March 5, 2007 be confirmed as amended. The motion was carried.

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

##### (a) SEAC Vacancy

SEAC's recommendation that REENA be considered for representation on SEAC was received by the Board on April 18, 2007, however the name of the representative from the Reena Foundation needs Board approval.

It is therefore **RECOMMENDED** that Ann Szabo be accepted as the representative of Reena on SEAC. The motion was carried.

Reena's representative, Ann Szabo was in attendance at the night's meeting as an observer.

##### Recommendation 1: Membership

The Special Education Advisory Committee **RECOMMENDS** that Ann Szabo be appointed to serve on the Special Education Advisory Committee as a representative of the Reena Foundation.

##### (b) Budget Subcommittee

The business plan for 2006-07 for Special Education and Support Services was shared with trustees on April 4, 2007 at its Budget Review meeting.

As directed by SEAC, Executive Superintendent Gravitis conveyed to EPP, SEAC's request that the exceptional needs of students not be jeopardized in recommending cuts to the Board.

##### (c) Response to the Think Tank on Autism

Judith Melville-Bennoch provided an update on the Provincial Training Initiative. She indicated that the intent is to have the first group of 50 staff trained by the end of this school year. The targeted group would be SNAs and EAs who deal with students with extremely high needs. Additional sessions will be held throughout the next school year. Judith will meet with representatives from the Geneva Centre on April 19, 2007 to begin to develop a board plan.

Paula Surdin suggested that a representative from SEAC sit in on the planned training session.

Judith also spoke to the correspondence dated March 1, 2007 from the Deputy Minister of Education re the release of a PPM on the use of Applied Behaviour Analysis (ABA) in schools. Training is to take place for school teams in the principles of ABA before the end of the school year as part of the release of the Memorandum.

The Board's General Counsel, Tony Brown also spoke to the Supreme Court's decision not to grant leave to hear an appeal by a group of Ontario parents of children with autism, who want the provincial government to pay for expensive treatment for their children who attend school.

**5. Correspondence received by the Chair**

- (a) Resignation of Mary Weedon as representative for VOICE for Hearing Impaired Children.

On a motion of Susan Musgrave, seconded by Clovis Grant, SEAC accepted the resignation of Mary Weedon as the SEAC representative for VOICE for Hearing Impaired Children.

- (b) Kids on the Block.

The group, Kids on the Block has approached SEAC and Special Education and Support Services for endorsement as they seek funding to continue their work. Staff indicated that there has been positive feedback and their presentations have been well received in schools.

It was decided that Karen Gravitis would supply a letter of reference to Kids on the Block.

**6. Executive Superintendent's Report**

- (a) Education Funding for 2007-08

Members received in their circulation folder, correspondence dated March 19, 2007 from the Ministry of Education to Directors of Education with information about education funding for 2007-08.

- (b) Summary of Grant Changes for 2007-08 – TDSB Impact

Members received in their circulation folder a summary of the grant changes for 2007-08 and its impact on the TDSB.

- (c) Bill 165 – An Act to establish and provide for the office of the Provincial Advocate for Children and Youth

Members received correspondence re Bill 165, which suggests changes to the position of Child and Youth Advocate, which currently reports to the government of Ontario to that of an independent advocate. The bill has passed second reading. Information has been included in the handout on how one can make a presentation or submission to the committee looking at Bill 165. A link to the website, [www.ontla.on.ca](http://www.ontla.on.ca) will also be included on the board's SEAC site.

- (d) Additional Items in Circulation File

Members received the following material in their circulation folders:

- The BIST Beacon, a newsletter from the Brain Injury Society of Toronto, which featured a tribute to Merle Fedirchuk for her sixteen years of dedicated service.
- Quilt of Honour Campaign, a newsletter which provides an update on the campaign for Children's Mental Health.
- A review of MTV's documentary series, True Life. True Life: I have Autism premiered on MTV on March 17, 2007.

(e) Upcoming Events

- “Special Education is Changing: How is it going to affect your child?” sponsored by the Learning Disabilities Association of Ontario and the St. Lawrence Centre for the Arts, will take place on April 30, 2007 from 7:30 to 9:30 p.m., St. Lawrence Centre for the Arts, 27 Front Street East, Toronto.
- A Safe Schools forum, Strategies for Developing and Sustaining Caring Schools and Communities takes place on May 31, 2007 from 9 a.m. to 4 p.m. at Walter Hall, Edward Johnson Building, Faculty of Music, 80 Queens Park, Toronto. The keynote address, Peaceful Schools: It Does Take a Village will be presented by Hetty van Gurp, Ph.D.

(f) News Clippings

Members received the following news clippings in their circulation folders:

- Deaf students still being ignored, Toronto Star, March 22, 2007
- Defibrillators to be installed in high schools, [www.insidetoronto.ca](http://www.insidetoronto.ca), March 22, 2007
- Canadian Council for Inner City Education National Conference on education in inner cities: “Strength in Diversity: Advocating for the Future!” April 19-21, 2007, Media Advisory, April 13, 2007.

## **7. System Superintendent’s Report**

(a) Response to the OHRC Principal Presentation

As requested by the chair, Karen Forbes shared with SEAC, notes from the administrators who spoke at the principals in-service on *Accommodating and Consequencing students with Special Needs Appropriately when Behavioural Issues Arise*. She also circulated handouts provided by the participants.

(b) Additional correspondence

SEAC received an update letter dated March 29, 2007 to Board Directors from the Deputy Minister of Education and correspondence from the acting Deputy Minister of Education. SEAC also received correspondence from the Ministry introducing a brochure on differentiated instruction for teachers of grade 7 and 8 entitled, Reach Every Student through Differentiated Instruction, six copies of which are scheduled for distribution to all schools with grades 7 and 8 in early April 2007.

On the suggestion of the chair, an article dated April 2, 2007, Special needs students in the classroom was included in members’ folders.

(c) Future Search at the Peel District School Board

Karen Forbes joined approximately ninety educators, community members, agency representatives, parents, union representatives, ministry officials and students from Peel to discuss the fu-

ture of special education at the Peel District School Board (PDSB). The issues faced by the PDSB and the direction in which they are heading bear similarity with the TDSB and include:

#### Issues

- The increase of children's mental health issues and the lack of service for children, which is having significant impact on the schools
- The need for all stakeholders to work together in collaboration
- The need to transition students effectively in and out of high school
- The need to help students learn self advocacy
- The lack of funding dollars and the effects on special education
- The impact of the increase in technology on special education
- The impact on the classroom from increased stress in families and the violence it sometimes generates
- The impact of increased diversity on special education

#### (d) Report on Arrowsmith Program

SEAC heard a report from Catherine Huycke on the Arrowsmith program in response to a request from Trustees Ward and Cary-Meagher. Several of their parents asked if we would consider putting the Arrowsmith Program into TDSB schools. The Special Education department decided to explore the program and report back to SEAC.

The program, developed by the Arrowsmith School, an independent school in Toronto which is dedicated to helping students with learning disabilities, is described as "a cognitive program for the remediation of learning disabilities." The goal of the program, which is offered in eleven private schools in North America, including seven classes in the TCDSB, is to identify, intervene and strengthen several cognitive skills that affect learning and the acquisition of academic skills.

After an investigative process, which included meeting with the creator and director of the Arrowsmith Private School, visiting classrooms and reviewing documentation on the program, staff has found that:

- Programming is not based on the Ontario curriculum and does not include all aspects of literacy and numeracy outcomes. Programming also does not include any Ontario curriculum in the areas of Science, Social Studies, French, Music and Art.
- The program is expensive as it costs \$30,000 per classroom each year. There is also a need to have a minimum of three computers and a CD player for each student.
- The Communications Coordinators reviewed the TCDSB report and all other documentation and felt that the programming seemed to consist of rote "brain exercises" rather than teaching curriculum
- Concerns were expressed around the evaluation methods used in the TCDSB documentation.
- Programming is all individualized so there is very little opportunity for collaborative group work

## Special Education Advisory Committee, Report No. 3, April 16, 2007

- The program is designed to target only specific areas though different modalities such as paper and pencil, auditory and computers, but there are no other opportunities for learning through other multiple intelligences such as art, drama or kinesthetic.
- The reports recommend that for the program to be successful a student must spend 160 minutes per day on “brain exercise” and therefore there is not enough time left in the day to cover all of the other Ministry of Education expectations.
- The IEP does not address all areas of accommodations or modifications needs for each student, only those that are appropriate for the Arrowsmith Program

Staff does not recommend that the Board purchase the Arrowsmith program for the following reasons:

- The program does not comply with the Ontario Ministry of Education curriculum
- The cost is expensive, \$30,000 per class
- The programming is in essence “brain exercising” and is not curriculum-based.
- Methodology is exceedingly repetitive and does not support the concept of multiple intelligences
- The efficacy of the program is not proven by the TCDSB report, as the results reported appear to be based on questionable methodology.
- The program does not adhere to the IEP guidelines.

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

### **(a) OPA-EDU Student Assessment Project Update**

Dr. Janice Currie reported that assessments continue; to date, 101 assessments have been completed using the funds. The next installment of funds totalling \$410,000 was received in March 2007.

Staff received copies of a reporting questionnaire and survey, which the Ontario Psychological Association will use to evaluate progress on the Capacity Building Plan, which was submitted in January 2007. Staff will be interviewed on May 10 and will present the progress made in implementing its plan. A formal report is required by June 1, prior to the disbursement of the next installment of funds.

### **(b) Bill 52: Learning to 18**

A memo was received on April 5, 2007 from the Assistant Deputy Ministers, George Zegarac and Dominic Giroux re the “Implementation of Bill 52, Learning to 18”. The memo outlines the legislative changes currently in effect and provides some clarity in response to questions that have arisen. Specifically, students who stopped attending school prior to December 20, who were 16 or 17 are not required to return to school, however, if they do return to school, they will need to remain until 18.

In addition, principals must report students up to the age of 18 who are absent more than 15 consecutive days to the school’s attendance counsellor. As long as a case is active with the attendance counsellor, the student remains on the register and qualifies for funding.

## Special Education Advisory Committee, Report No. 3, April 16, 2007

SALEP (Supervised Alternative Learning for Excused Pupils) currently exists for 14- and 15-year-olds and is also extended to 16- and 17-year-olds. The memo notes that programs and supports offered under Student Success will offer new opportunities to address the learning needs and interests of 16- and 17-year-olds.

(c) Mental Health Awareness Day, May 2, 2007

Students' need for mental health services and the mental health services available at the TDSB will be highlighted at a presentation on May 2, 2007 entitled "Resilience and Stigma" for new teachers and their mentors, as part of the New teacher Induction Program. The guest speaker will be Susan Hess, president of Parents for Children's Mental Health and she will present on the topics of coping with mental illness and the stigma of mental illness: what it looks like, its impact on people's lives and how to overcome it in yourself and others. Psychology, Social Work and the Guidance Departments are collaborating to provide an overview of the mental health services provided by TDSB staff.

(d) March is Social Work Month and May is Speech, Language and Hearing Month

Members received materials that have been shared and will be shared with schools across the Board to celebrate awareness of the services provided by Social Workers and Speech-Language Pathologists.

(e) Statistics

## March 2007 Service Statistics

	<u>Psychology</u>	<u>Soc Work</u>	<u>Attendance</u>	<u>SLP</u>	<u>OT/PT</u>
Referrals	7854	6203	1305	4671	1213
<i>Change since last Month</i>	<i>+871</i>	<i>+383</i>	<i>+105</i>	<i>+247</i>	<i>+49</i>
Completed	3577	285	96	1986	345
<i>Change since last Month</i>	<i>+35</i>	<i>+2</i>	<i>+13</i>	<i>+269</i>	<i>+68</i>
Wait List	2415	117	26	1188	242
<i>Change since last month</i>	<i>+7</i>	<i>-22</i>	<i>-6</i>	<i>-20</i>	<i>-21</i>



## **9. Local SEAC Association Reports**

### Community Living Toronto

- Community Living Toronto announced a call for nominations for the ninth annual awards for inclusive education. The closing date for nominations is May 25, 2007.
- Community Living Toronto, North York Region presents a Sibshop for Young Adults: Keeping your Sanity on May 17, 2007 at 1122 Finch Avenue West Unit 16. It is designed for young adults ages 14-18, who have a sibling with an intellectual disability and who want to meet other young adults who truly understand. Telephone registration is required by calling Cate Whiteley at 416-225-7177 ext. 227 or Stephanie Jones at 416-225-7166 ext. 225.

### Brain Injury Society of Toronto

June is Brain Injury Awareness Month and in recognition of this a “Survivor Celebration” is being held at Nathan Phillips Square on June 14, 2007.

## **10. New Business**

### **(a) Retirement**

Karen Gravitis announced that Judith Melville-Bennoch has indicated her intention to retire from the TDSB.

### **(b) SEAC Training Conference**

Merle Fedirchuk stated that the SEAC training conference for both old and new members to review their SEAC abilities is upcoming.

Two items on the agenda were deferred to the next meeting.

## **11. Adjournment**

At 9:50 p.m., Clovis Grant, seconded by Richard Carter, moved that the meeting be adjourned.

Christina Buczek  
Chair of the Committee

**Adopted May 16, 2007**

## **Program and School Services Committee**

### **Report No. 4, May 2, 2007**

A meeting of the Program and School Services Committee convened on Wednesday, May 2, 2007, from 6:35 to 11:10 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 Sheila Cary-Meagher, Howard Goodman, Mari Rutka, and Soo Wong.

The Committee decided to report and recommend as follows:

#### **Part A: Committee Recommendations**

##### **1. Admission to Senior Kindergarten French Immersion From Waiting Lists (NOT ADOPTED BY THE BOARD)**

The Committee considered a report of the French as a Second Language Advisory Committee, April 26, 2007 (see page 540) presenting a recommendation on the matter.

On a motion of Trustee Davis, the Program and School Services Committee recommends (**NOT ADOPTED BY THE BOARD**, see page 514):

- (a) That staff submit an application to the Ministry of Education for program exemptions from the Primary class size cap for pupils in Jackman Avenue Junior Public School's Senior Kindergarten French Immersion program so the wishes of the parents can be accommodated;
- (b) That a standard communication be provided to schools for advising parents whose first choice for Senior Kindergarten French Immersion cannot be accommodated;
- (c) That the report of the French as a Second Language Advisory Committee, April 26, 2007, be received.

##### **2. Students Without Legal Immigration Status Policy [1093]**

The Committee considered a staff report (see page 542) presenting a policy re students who are without legal immigration status and an implementation plan to support the policy.

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:**

Whereas, the Toronto District School Board endorses an Access Without Fear: Don't Ask, Don't Tell policy for children without legal immigration status, in order to protect the rights of children and their families by not asking for reporting or sharing information about any student's or a student's family's immigration status;

(a) That the following policy statements be adopted:

All children who are qualified to be resident pupils of the Board, including those who are without immigration status in Canada, shall be entitled to admission to school. All children shall be welcomed, regardless of immigration status, and information about them or their families shall not be shared with Immigration authorities.

(b) That the following implementation plan be approved

- (i) The Students Without Legal Immigration Status policy and section 49.1 of the *Education Act*, regarding the obligation to admit students without full immigration status will be communicated annually to all school administrators and school office staff and school will implement admission procedures in accordance with these requirements;
- (ii) All staff involved in admission of students will be provided with orientation and training regarding the policy and implementation plan in order to promote expertise and the appropriate degree of sensitivity required concerning the admission of students without immigration status in Canada who find themselves in vulnerable circumstances;
- (iii) Where there is a need to verify a student's name, home address, or date of arrival in Canada, and where the usual documentation is not available, the Board will accept letters from lawyers, notary publics, and medical doctors confirming their personal knowledge of this information pertaining to the student.
- (iv) Schools will continue to comply with current Ministry of Education requirements for verification of date of entry to Canada for all students whom ESL funding claims are made; staff will work with the Ministry of Education to establish a procedure for ESL grant eligibility for students without immigration verification documents, who would otherwise be counted for such grant claims.
- (v) The student registration form will be amended to specify that Date of Arrival information is required for ESL grant purposes only and that the absence of this information on this form will not prevent admission to school nor limit the student's access to ESL school resources. The section of the form on Status in Canada will be deleted.

- (vi) Schools will be instructed not to provide information about a student or his/her family to Immigration authorities, but rather to refer such requests to the Director of Education. Furthermore, the Director shall inform Immigration enforcement agents of the TDSB policy that opposes access to students while in school.
- (vii) Schools will continue to require verification of temporary resident status or possession of a study permit from visitors to Canada when they apply for admission to a school in order to determine whether school fees are applicable.
- (viii) The appropriate instructions for staff and public information materials concerning admission procedures will be revised to reflect the above policy and implementation plan; such revisions will also be included in all training and orientation programs for staff and community agencies who have responsibilities in this area.

Staff undertook to analyze the above recommendation and present alternative wording, as required, the May 16, 2007 regular meeting.

Also, staff undertook to advise trustees concerning the role of federal settlement workers and the impact, if any, on the agreement concerning use of their services in schools.

### **3. Entry of French-Language Students to French Immersion: Improving Student Success (received by the Board)**

The Committee considered a memorandum from staff (see page 545) providing information on the current practice for enrolling students who reside outside the district in Extended French and/or French Immersion programs.

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

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Concur    | <input checked="" type="checkbox"/> Refer (without recommendation) |
| <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 refers the matter without recommendation.

Note: Staff recommended that the memorandum be received.

### **4. Program Area Review Team, Review Area 8, Including Schools In The Yonge-Sheppard Corridor [1094]**

The Committee considered a staff report (see page 547) proposing several Program Area Review Teams (PARTs) in Review Area 8, including the Yonge-Sheppard corridor, to address student accommodation and programming issues that emerged from the Program Revitalization process.

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 Davis, the Program and School Services Committee **RECOMMENDS:**

- (a) That the formation of a PART to address the programming needs and issues in Willowdale Middle School, Churchill Public School, Yorkview Public School, and Cameron Public School be approved;
- (b) That the formation of a PART to address the programming needs and issues in R. J. Lang Elementary and Middle School, Fisherville Junior High School, and Pleasant Public School be approved;
- (c) That the formation of a PART to address the programming needs and issues in Bayview Middle School, McKee Public School, Elkhorn Public School, and Hollywood Public School be approved;
- (d) That the formation of a PART to address the programming needs and issues in McKee Public School and Finch Public School be approved;
- (e) That the formation of a PART to address the programming needs and issues in Drewry Secondary School be approved;
- (f) That the formation of a PART to address secondary programming needs in Review Area 8, including schools in the Yonge-Sheppard corridor and Georges Vanier Secondary School, be approved.

## **5. Battle of Vimy Ridge Commemoration**

On a motion of Trustee Tonks (on behalf of Trustee Hastings), the Program and School Services Committee **RECOMMENDS:**

Whereas, the Board honours the diversity of its students and communities through various events such as heritage weeks within the context of inclusiveness and equity; and

Whereas, the Board honours all significant historic events to foster greater unity and understanding about Canada as a nation;

Therefore, be it resolved that appropriate ceremonies be established to commemorate the Battle of Vimy Ridge Memorial Week:

- (i) to recognize the significant achievements of the Canadian veterans who fought in the Battle of Vimy Ridge in World War I;

- (ii) to demonstrate that it was an iconic event in the evolution of Canada's national identity;
- (iii) to foster amongst students a fundamental understanding of Canada's history--spectacular and exciting from both past and future perspectives.

## **Part B: Information Only**

### **6. Delegations**

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

#### **re Item 7.1, Waiting List Placements SK French Immersion**

1. Amagoia Langara, Frankland Parent
2. Wendy McGuire, Withrow Parent and FSLAC Representative, Ward 15

#### **re Item 8, Students Without Legal Immigration Status Policy**

3. Sima Sahar Zerehi, No One is Illegal and the Don't Ask, Don't Tell Campaign

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

#### **re Item 7.1, Waiting List Placements SK French Immersion**

1. Trustee Cathy Dandy
2. Wendy McGuire

#### **re Item 8, Students Without Legal Immigration Status Policy**

3. Beth Wilson, Community Social Planning Council of Toronto
4. John Campey, Community Social Planning Council of Toronto
5. Sima Sahar Zerehi

### **7. French Immersion/Extended French Grade 4 Program Implementation Plans: Improving Student Success**

On a motion of Trustee Tonks, the Committee received a memorandum from staff (see page 550) providing information on implementation of the Board's directions concerning Extended French and/or French Immersion programs, focusing on programs beginning in Grade 4.

### **8. New Business**

With the permission of the meeting, the members discussed the following matters:

- Inner-City Conference
- Restorative Justice

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Program and School Services Committee, Report No. 4, May 2, 2007

- Report Card Data
- Program Revitalization
- Forum of African-Canadian Parents
- Closing the Achievement Gap Speakers Series

**Part C: Ongoing Matters**

No matters to report

Michael Coteau  
Chair of the Committee

**Adopted, as amended, May 16, 2007**

Program and School Services Committee, Report No. 4, May 2, 2007  
Admission to Senior Kindergarten French Immersion From Waiting Lists

Admission to Senior Kindergarten French Immersion From Waiting Lists

*As presented to the Program and School Services Committee on May 2, 2007 (see page 534).*

Community advisory committee: French as a Second Language Advisory Committee (FSLAC)

Meeting held on: 26 April 2007

Time: From: 7:00 pm To: 10:45 pm

Location: 5050 Yonge Street, Committee Room A

Chair: Trustee Chris Tonks

Members present: Mike Bunn, Mary Cruden, Cindy Ewins, Trustee Howard Goodman, Julian Heller (Co-Chair), Frances Hincenbergs, Wendy McGuire, Tami Oudendijk, Francois Routhier, Sandra Skinner-Anthony, Catherine Vivash, Jillian Walker

Members not present: Renate Bradley, Joanne Drapeau, Karen Galler, Caryl Kroone, Marie Swan

The committee decided to make the following recommendation:

**1. Admission to Senior Kindergarten French Immersion From Waiting Lists**

The French as a Second Language Advisory Committee recommends **(not adopted by the Board, see page 534)**:

- (a) That staff advise of each case in which the waiting list was not followed for access to Senior Kindergarten French Immersion;
- (b) That all students who were on the waiting list and who were not offered a spot in accordance with the lottery waiting list rules now be offered a spot in the original school.

Excerpt from operational procedure PR.545: Optional Attendance

Access to the Immersion/Extended French programs is determined by the Protocols and Procedures for Admission to French Programs [see section 1.6 below]

Protocol For Admission To Early French Immersion Programs

Students who are residents of the City of Toronto will have the right to access an Early French Immersion program through a designated school. Right of access is subject to the guidelines outlined below.



Program and School Services Committee, Report No. 4, May 2, 2007  
 Admission to Senior Kindergarten French Immersion From Waiting Lists

- 1.1 Students are eligible for access to an Early French Immersion program who are currently attending a TDSB Junior Kindergarten program or who are otherwise eligible to attend Senior Kindergarten in the Toronto District School Board. (Other applicants may be considered under *Protocols and Procedures for Late Admission to Early French Immersion Programs*)
- 1.2 Placement in an Early French Immersion Program is subject to deadlines of: (i) February 15<sup>th</sup> for receipt of application forms and (ii) April 15<sup>th</sup> for registration at the Early Immersion Program school.
- 1.3 Early Immersion Program schools will be designated based on the applicant's home address. Proof of residency will be required at the time of registration. All other applicants will be considered according to the priorities outlined below and requested on the application form.
- 1.4 Placement in an Early Immersion Program is subject to availability of space. If applications exceed the spaces available in a designated school, eligible students will be admitted by a lottery subject to the following priorities:
  1. Students living in the Early French Immersion catchment area (see Early Immersion Catchment Area )
  2. Siblings of students currently enrolled in the program and who will be in attendance in the school in the following school year
  3. Students attending licensed child care in the 1.6 km walking distance of the Early Immersion school. (Optional Attendance)
  4. Other students who are residents of the City of Toronto (Optional Attendance)
  5. Students living outside the City of Toronto (Optional Attendance)

On completion of the lottery, students' names will be placed on a waiting list according to the priorities set out above.

- 1.5 Transportation will be provided according to the policy of the Toronto District School Board for all eligible\* applicants.
- 1.6 **As of June 15<sup>th</sup>, should sufficient space not be available in a student's designated Early French Immersion school; eligible\* priority 1 students may be offered a place in the next closest Early Immersion Program school with space as determined by a central placement. Transportation will be provided for one year with a yearly review.**
- 1.7 Students will be admitted to the program up to and including the last day of December classes, should sufficient space be available.
- 1.8 Once admitted to a school offering the Early French Immersion Program, students will have the right to follow the pathway designated for that school to complete the Early Immersion Program. (see Pathways).
- 1.9 If a student elects to attend an Early French Immersion Program in other than the designated school/pathway, the Optional Attendance Policy set out for regular schools and programs shall apply. No transportation will be provided.
- 1.10 Students leaving the Early French Immersion program will be required to return to their local school for the English program as determined by home address or apply for Optional Attendance in any English program school.

\* Eligibility is defined in sections 1.1, 1.2, 1.3 and 1.4 of the *Protocol For Admission To Early Immersion French Programs*

*Note: This matter was not adopted by the Board, see page 534.*

Program and School Services Committee, Report No. 4, May 2, 2007  
Students Without Legal Immigration Status Policy [1093]

### Students Without Legal Immigration Status Policy [1093]

*As presented to the Program and School Services Committee on May 2, 2007 (see page 534).*

In May 2006, the Board considered the matter of students in our schools or students seeking admission who were without legal status in Canada. This followed a publicized incident in which Immigration authorities visited a Toronto Catholic District school for purposes related to the enforcement of a deportation order of two students and their family.

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”.

On April 18, 2007, the Board requested 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, and that staff consider the list of specific suggestions named in the report of PSSC, April 16, 2007 related to implementation of this policy.

The proposed policy statement and implementation plan is presented in response to the Board request.

In developing this policy, staff consulted with Ministry officials to discuss and clarify related aspects of the Education Act as well as procedures established by the Ministry related to this topic. Staff has also consulted with representatives of the Don’t Ask, Don’t Tell advocacy group.

#### Education Act provisions

The Education Act (S 49.1) provides that “ A person who is otherwise entitled to be admitted to a school and who is less than eighteen years of age shall not be refused admission because the person or the person’s parent or guardian is unlawfully in Canada”

#### Community Concerns

Some community advocacy groups have expressed concern that in the absence of a clear Don’t Ask, Don’t Tell policy in the Board, children living in our community who are without legal status may continue to be denied access to schooling.

As well, there is a community concern that schools may automatically accommodate requests by Immigration authorities for information about students and families or may facilitate their apprehension for deportation purposes.

#### Staff Response

Prior to the start of the 2006 school year, staff informed all schools about the Ministry’s regulation regarding admission of students without legal immigration status (Section 49.1), Staff also instructed all school administrators that any request for information about a student and his/her

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Program and School Services Committee, Report No. 4, May 2, 2007  
Students Without Legal Immigration Status Policy [1093]

family by the Immigration authorities must be referred immediately to the Director of Education. The Director also received a letter in May 2006, from the President of the Canadian Border Services Agency (CSBA) specifying that CSBA officers were “instructed not to enter schools or access school information for the purpose of enforcing The Immigration and Refugee Protection Act (IRPA) except in extraordinary circumstances”.

### ESL Grants Issue

The admission procedure of the Board requires verification of date of arrival of students not born in Canada. The Ministry of Education currently requires such verification in order to establish the level of the ESL grants to the Board. In a meeting with the Ministry officials on April 24, 2007, Ministry staff specified that ESL grants require verification of student dates of arrival through immigration documents or passports only. Non English-speaking students without legal status who do not possess these documents to verify date of arrival may still be admitted under Section 49.1 but would not be counted for ESL grant purposes. The Ministry staff indicated that other verifying options are not accepted for this purpose.

### International Student Fees

The Board also needs to retain the right to establish visitor status information from Visitors to Canada who arrive at a school or central office to enroll their children. These children are eligible to attend as visitors upon payment of international student fees.

### Students Without Legal Immigration Status Policy, Implementation Plan

1. The Policy Statement and Section 49.1 of the Education Act regarding obligation to admit students without legal status will be communicated annually to all school administrators and school office staff, and that all schools implement admission procedures in accordance with these requirements.
2. All staff involved in the admission of students will be provided with orientation and training where necessary, regarding the policy and implementation plan in order to promote expertise and the appropriate degree of sensitivity required concerning the admission of children without legal status in Canada who find themselves in these vulnerable circumstances.
3. Schools will continue to comply with current Ministry of Education requirements for verification of date of entry to Canada for all students for whom ESL funding claims are made.
4. The student registration form will be amended to specify that Date of Arrival information is required for ESL grant purposes only. The section currently specified as “Status in Canada” will be deleted.
5. Schools will be instructed not to provide information about a student and or his family to Immigration authorities, but rather to refer such requests to the Director of Education for decision.

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Program and School Services Committee, Report No. 4, May 2, 2007  
Students Without Legal Immigration Status Policy [1093]

6. Schools will continue to require verification of visitor status from visitors to Canada when they apply for admission to a school, in order to determine whether school fees are applicable;
7. The appropriate instructions for staff and public information materials concerning admission procedures will be revised to reflect the above policy and implementation plan.
8. The implementation plan will take effect immediately following Board approval and will be subject to ongoing monitoring and an annual review.

*For the Board's decision see page 534.*

Program and School Services Committee, Report No. 4, May 2, 2007  
Entry of French-Language Students to French Immersion: Improving Student Success

Entry of French-Language Students to French Immersion: Improving Student Success

*As presented to the Program and School Services Committee on May 2, 2007 (see page 536), and received by the Board on May 16, 2007 (see page 514).*

At the 7 March 2007 Board meeting, the following was referred to staff for a report:

That the present practice of requiring French-language students to attend their local (home) school for the English curriculum before entry into the Board's French Immersion program be discontinued, and that French-language students be exempt from the Optional Attendance policy and permitted direct entry to French Immersion program, subject to the satisfactory completion of a French proficiency test.

To clarify the current practice, parents from outside the TDSB may enrol their children directly into French Immersion/Extended French program schools, subject to availability of space.

If space is not available in the program, students are offered access to other programs in the system through the Optional Attendance policy. No transportation is provided for students who apply to programs through Optional Attendance.

Admission Eligibility Requirements PR.518 SCH

"A student has the right to attend a school if he or she qualifies in each of the following categories: age, guardianship, residency, etc." In an English language school board, students have the right to attend a school which is designated to serve their residential address.

Optional Attendance Policy P.013 SCH

"Right of access to French Immersion/Extended French programs is determined by the Protocols and Procedures for Admission to French Immersion/Extended French Programs." These Protocols and Procedures are based on the specific entry points of Senior Kindergarten, Grade 4 and Grade 7. There are also Protocols and Procedures for Late Admission to French Immersion/Extended French Programs for student admission at other than the entry points above.

Protocol and Procedure for Late Admission

Students seeking admission from Francophone school boards, Catholic school boards and independent schools are admitted through the Late Admission protocol which is subject to availability of space:

- Where parents request that their children be admitted to a French Immersion/Extended French program at other than the entry point (i.e. SK, Grade 4, Grade 7), the Principal of the French program school will determine, through examination of previous school records, whether the student has an equivalent background in French.
- Where the student's background in French is deemed to be equivalent, and space is available, the student will be admitted to the program.

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Program and School Services Committee, Report No. 4, May 2, 2007

Entry of French-Language Students to French Immersion: Improving Student Success

Rationale for the Late Admission Protocol:

- The French Immersion programs and the Francophone programs are very different programs; one is French as Second Language and one is first language instruction.
- Parents opting out of Francophone schools are looking for placements in English schools because they want their children to have more English instruction (In Francophone schools there is English for one period a day like Core French).
- In “closed” schools where the numbers in French Immersion are very high, programs and/or course availability may be prohibited by class size caps. The introduction of automatic placement for Francophone students would mean additional teachers/classes in a school that may not have classroom or portable space.
- Although every effort is made to enrol students in French Immersion in their designated schools, some students are redirected to other sites when space has not permitted the creation of an additional class. The automatic placement of Francophone students would provide them with a priority designation before TDSB students.

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Program and School Services Committee, Report No. 4, May 2, 2007

Program Area Review Team, Review Area 8, Including Schools in the Yonge-Sheppard Corridor [1094]

Program Area Review Team, Review Area 8, Including Schools In  
The Yonge-Sheppard Corridor [1094]

*As presented to the Program and School Services Committee on May 2, 2007 (see page 536).*

In September 2006, the Board approved that this review of Area 8, (including schools in the Yonge-Sheppard corridor) proceed immediately as one of the two pilots for the Program Revitalization Review Process

There were seven (7) meetings with approximately ninety (90) community and educational stakeholders between 24 October 2006 and 24 April 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 complexity of issues and size of the area requires several Program Area Review Teams as identified below.

Area 8 PART for R. J. Lang Elementary and Middle School, Fisherville Junior High School, and Pleasant Public School. The increasing population along the west side of Yonge Street and the shifting demographics have resulted in programming concerns at the intermediate level, Special Education pathway challenges, accommodation issues, and school boundary issues.

Area 8 PART for Bayview Middle School, McKee Public School, Elkhorn Public School, and Hollywood Public School. The increase in housing developments along the Sheppard corridor have resulted in programming issues at the elementary school level, accommodation issues, and school boundary issues.

Area 8 PART for McKee Public School and Finch Public School. The increased population on the east side of Yonge Street has created pupil accommodation issues for the local school and resulted in redirection of pupils to other area schools (busing of students) and a need to review accessibility to a variety of programs and to review the attendance areas of the local schools.

Area 8 PART for Drewry Secondary School is a stand alone Special Education school. The school community is currently reviewing programming and accommodation concerns and wishes to continue to explore options for the students at Drewry Secondary School within the system Special Education Plan with the support of Board resources.

Area 8 PART for Willowdale Middle School and its feeder schools (Churchill Public School, Yorkview Public School, and Cameron Public School). The increased population on the west side of Yonge Street has created accommodation issues, aging facilities in need of significant repairs and renewal, increased busing of students, and legacy board school boundary issues that need to be resolved in concert with area program needs.

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Program and School Services Committee, Report No. 4, May 2, 2007

Program Area Review Team, Review Area 8, Including Schools in the Yonge-Sheppard Corridor [1094]

Area 8 PART for secondary programming. While the secondary schools in Area 8 offer many exemplary programs, accommodation pressures have limited the program options that schools are able to provide to students. The school communities identified a lack of technological education opportunities and a need for a high skills/high technology centre to address the needs of secondary school students in the area. Also, there is a desire to move to a common secondary school configuration of grades nine through twelve (Grades 9 to 12) in every secondary school.

#### Program Area Review Team (PART) AREA 8: Learnings from Area 8 Meetings

The Area 8 community (including schools in the Yonge-Sheppard corridor) outlined the below requirements of revitalized education delivery in their area.

- Students have full breadth of programs that are delivered in a way that is engaging and motivating with programs that prepare students well for their futures...wherever that future leads them.
- Students have access to programs that are tailored to special needs, talents and passions – students do not have to travel great distances to access these programs.
- Learning environments are totally accessible, flexible, well equipped and relate to the future environments students may experience.
- Schools have a sense of community and be welcoming and inspiring to attract and retain students and their families as well as employees.
- School learning environments support specific needs, cultures and traditions of the students' communities.
- Schools are large enough to provide flexibility in programming to meet student needs and offer a breadth of experiences, supports, enrichments and a nurturing environment.
- Families know clearly which schools a student may attend from kindergarten through high school.
- Secondary core credits are offered at all levels of study in Grades 9 and 10 at local community schools.
- Transitions between schools are minimized between the ages of 10 and 14.
- Where funded, government and community agencies partner with schools to use available school space for initiatives that strengthen the community and local economy.
- Schools are well and equitably resourced across the area to meet the specific needs of the students.
- Childcare and parenting programs are located in schools, space permitting, to support parents and to reduce transitions for students.
- Schools are able to support a full range of student programs with up-to-date facilities (i.e., science and computer labs, auditoriums, libraries, multiple gyms, arts, childcare facilities for nutrition programs, integrated resource centres, proper lunch rooms and athletic facilities).
- Portables are only used as a temporary means to address short-term pressures.
- All schools are clean, well maintained, energy efficient and healthy.
- New and renovated school facilities are designed for environmental sustainability – all schools will be EcoSchools.
- All schools are barrier-free.
- All schools meet all building codes and regulations.



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Program and School Services Committee, Report No. 4, May 2, 2007

Program Area Review Team, Review Area 8, Including Schools in the Yonge-Sheppard Corridor [1094]

- Welcoming school facilities are inspirational learning environments that help attract/retain students, families and employees.
- School sites have sufficient space to support future expansion, as well as recreational, athletic and community activities.
- Schools have sufficient use and community partnerships to cover operating costs from available funding.

The community also agreed on the following Foundation Statements.

If school changes are made we would ensure that:

- Any solutions must include a short-term and long-term plan that moves us from where we are today to the ideal school of tomorrow;
- All stakeholders would continue to be involved in the decision making and communications strategies;
- Any solutions developed must be financially sustainable over the long term.

...and this would be accomplished in a caring, sensitive and inspirational manner.

To Reduce the Impact on Families of Changing Schools, We Would Ensure That:

- Any shifting of students to different schools would be made with sensitivity to timelines in the schools year;
- Every year needed to shift students between schools would be carefully structured;
- Careful consideration would be given to the impact of change on neighbours.

The process would offer long-term solutions that:

- Add value to the community;
- Are outlined and transparent for each neighbourhood.

*For the Board's decision see page 536.*

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Program and School Services Committee, Report No. 4, May 2, 2007

French Immersion/Extended French Grade 4 Program Implementation Plans: Improving Student Success

### French Immersion/Extended French Grade 4 Program Implementation Plans: Improving Student Success

*As received by the Program and School Services Committee on May 2, 2007 (see page 538).*

The Toronto District School Board (TDSB) is committed to improving student success by providing equitable access to languages including French Immersion and Extended French programs. More than 17,000 students are presently enrolled in these programs.

This briefing note provides information about implementation of the Board's directions concerning French Immersion and Extended French programs, focusing on programs beginning in Grade 4.

The TDSB now hosts Grade 4 Extended French programs in 26 schools and Grade 4 Middle Immersion programs in nine schools, totalling 35 schools. In Phases 1, 2 and 3 of the Grade 4 Expansion (2004-06), 21 sites for Extended French were added to the previously existing four sites for Middle Immersion.

For Phase 4, beginning in 2007, the Board approved five additional Extended French and five additional Middle Immersion sites. Nine of these ten programs will have sufficient enrolment to open in September 2007.

For the 2006-07 school year, there were 414 applicants on the waiting list for Grade 4 French Immersion/Extended French programs who were not placed. For the 2007-08 school year, there will be 630 more student spaces available than there were in 2006-07. It is anticipated that there will be no unplaced applicants.

At the 31 January 2007 Board meeting, eleven decisions were made regarding the admission of students to Grade 4 French Immersion/Extended French programs for September 2007. This report describes the progress to date. (The Board decisions are identified below in ***bold italics***. Staff comments follow each recommendation.)

#### Implementation of Decisions

- (a) That, wherever possible, every applicant to an Extended French or French Immersion program in his/her French catchment starting in September 2007 for Grade 4 Immersion/Extended programs be accepted using [specified] criteria.
- 1,463 applications for Junior Extended and 411 applications for Middle Immersion were received for the September 2007 school year. To date, all but about 50 applicants have been offered placements. Staff is continuing to offer a program to these applicants in sites where space is available;
- To accommodate students within geographic proximity, some catchment areas were adjusted and students were offered placements in the next closest school/program to their designated school (e.g. Cliffwood, Cassandra, Orde, John Ross Robertson).

## Program and School Services Committee, Report No. 4, May 2, 2007

## French Immersion/Extended French Grade 4 Program Implementation Plans: Improving Student Success

- (b) (i) That if there is less than a full class over the target, the staffing model will be adjusted accordingly by the Principal, recognizing that split classes might be needed.
- No schools accommodated the Grade 4 entry by combining Grade 4 with Grade 5 classes;
  - Four schools combined Grades 5 and 6 (Roselands, Rawlinson, Wilkinson, Orde);
  - No schools combined Grades 3 and 4;
  - To avoid combined classes and meet the demand of the program, classes in Grades 4 to 8 are loaded at over 30 students in most schools.
- (b) (ii) That if there is more than a full class over the target, the Superintendent will examine the available space at the host school to see if all the applicants can be accommodated.
- Eleven schools will open a second Grade 4 French Immersion/Extended French class in an existing program site;
  - To support decisions about opening these classes, meetings were held with Superintendents of Education, Principals, and Program and Planning staff. Trustees, School Council Chairs, and French as a Second Language Advisory Committee (FSLAC) representatives were consulted prior to making a decision;
  - In some instances, English parents in Dual Track schools raised concerns that the viability of the English program would be jeopardized by the increase of French classes.
- (b) (iii) That if numbers exceed the spaces available, an additional site will be determined within the geographic area.
- Only one new site was opened to accommodate registrations from schools that had no available space for an additional class;
  - All parents were contacted to explain the relocation of the program;
  - The Board's decisions provided flexibility concerning which students would be accommodated in the home site and which students would be moved to the additional site. As a result of local decisions students were placed by proximity of home school to the French program. Catchment areas were adjusted to offer students a program closer to their home schools, and students were placed by home school groupings so that they would be able to travel together to the new school;
  - The Phase 4 expansion highlighted the difficulty of addressing space restrictions resulting from both the primary class size cap and expansion of Grade 4 programs. Staff sought not to displace other programs to support French Immersion/Extended French expansion, and not to close Music rooms, and not to create classroom space by moving a Core French teacher from a dedicated classroom to rotation to other classrooms "a la carte" (since this is not a supportive strategy for retaining a French teacher);
  - Resource costs are increased when programs are opened in new rather than existing sites. Where new sites are established, there is an increase of \$4,000 per year to support the library resources.

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Program and School Services Committee, Report No. 4, May 2, 2007

French Immersion/Extended French Grade 4 Program Implementation Plans: Improving Student Success

- (c) That when the viability of the English program in a dual track school is compromised, a PART would be convened to examine the feasibility of establishing a centre for Extended French and/or French Immersion.
  - No Dual Track school was identified with a non-viable English program.
- (d) That the creation of a centralized computerized admission process be explored.
  - Several meetings have been held with Information Technology staff to develop this process;
  - Consultation and on-site visits have taken place with other school boards that use a computerized process;
  - Adaptation of in-house models (e.g. CLASS, Key to Learn, Virtual School) is being explored;
  - Staff will return to Board with a report concerning a centralized admission process in October 2007.
- (e) That the sibling rule be maintained.
  - All schools have registered siblings before other applicants;
  - All siblings of students in French Immersion/Extended French programs have been placed.
- (f) That for September 2007, where possible, the current number of available spots for SK Immersion be maintained with no more than 30 students in each class and that Educational Assistants continue to be assigned to each SK class in 2007-08, to the extent that the budget process allocates.
  - Planning and Program staff determined the number of classes based on a set of criteria including historical application patterns, projections, space availability, and other existing programs;
  - In order to address the initial Ministry of Education direction to implement the Primary Class Size Cap, 101 SK classes of 20 or 23 students were created. This resulted in 2,104 pupil places, 114 spaces more than last year and 18 classes more than last year;
  - The Ministry of Education announced, as part of the March 2007 funding release, that Boards may apply for exemptions to the cap on class sizes where caps will compromise program delivery. To make use of this flexibility, we have created classes that pierce the cap in 60% of schools with early French Immersion classes. We have allowed classes up to 27 students. It is important to note that, despite allowing this flexibility, we have maintained 101 classes – the number required under the cap. The flexibility was used from school to school to help maintain program viability and reduce disruption of classes;
  - Approximately, 50 students are on a waiting list for SK programs and are being offered placement in other program sites. Last year all students applying for SK were placed by the end of September;
  - All SK French Immersion classes will have an Educational Assistant for 2007-08;
  - A more detailed report will come to Board in June 2007 on the final status of SK registration.

## Program and School Services Committee, Report No. 4, May 2, 2007

## French Immersion/Extended French Grade 4 Program Implementation Plans: Improving Student Success

- (g) That every student be in a catchment for Grade 4 Immersion and Grade 4 Extended.
  - This was accomplished through the 24 May 2006 Board decision and implemented through the establishment of the Phase 4 sites approved by the Board on 31 January 2007.
- (h) That, if possible, the application process for French Immersion and Extended French programs be abandoned as a first step and be replaced by a one-step registration.
  - This will be examined further as the computerized registration process is developed.
- (i) That staff present a report to the Program and School Services Committee on the SK and Grade 7 Extended applications and catchment areas.
  - This report will be presented in the fall.

Issues to be Addressed in the Fall

Changes as a result of the decisions concerning entry to Grade 4 French Immersion and Extended French programs will have implications in the fall.

- Program Revitalization and the Long-term Capital Plan will affect program placement and expansion;
- There is the potential for significant reorganization of schools in the fall, as the timing of adding classes did not allow the most current enrolment data to be used. This reorganization in French programs is in addition to the anticipated reorganization that will result from implementation of the primary class size cap;
- It is likely that more combined classes will be generated by attempting to accommodate every applicant;
- Teachers allocated to new French Immersion and Extended French classes were taken from the holdback. This will reduce the number of staff available for flexibility in the fall. Additional teachers can be hired only if the system meets and exceeds its projections;
- Transportation costs are still being examined.

Next Steps

- A further report to Board in October 2007 on the implications and issues outlined above, when September enrolment reports have been completed;
- Transportation costs of the Phase 4 expansion will be reported to Board in April 2008;
- In future years, staff will begin Grade 4 registration in November for the following September, rather than in January to support better planning for organization of classes and placement of programs.

## Human Resources Committee

### Report No. 4 (Part 1), April 25, 2007

A meeting of the Human Resources Committee convened on Wednesday, April 25, 2007, from 4:10 to 6:30 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, Gerri Gershon, and Stephnie Payne. Also present were Trustees Sheila Cary-Meagher and John Hastings.

The Committee decided to report and recommend as follows:

#### **Part A: Committee Recommendations**

##### **1. Fragrance-free Environment Workgroup and Scented Products Awareness Program [1087] (amended by the Board)**

The Committee considered a staff report (see page 557) presenting a consultation document for a proposed Scented Products Awareness Program.

##### **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 Payne, the Human Resources Committee **RECOMMENDS** (as amended by the Board, see page 515)

- (a) That the information on a Scented Products Awareness Program, as presented in the report, form the basis for consultation with employee groups, students, the public, and the Parent Involvement Advisory Committee;
- (b) That students, as appointed by the Student SuperCouncil, be invited to serve on the Fragrance-free Environment Workgroup.

As requested by the Committee Chair, staff undertook to extend the scope of the consultation beyond the direction given by the Board and include topics that individuals may wish to address that are beyond the scope of the report.

Also, staff undertook to ensure that consultation included members of the medical and scientific communities identified in the report.

**2. Whistle-blowing Policy**

The Board postponed consideration of this matter to the next meeting.

**3. Qualification for Promotion of School Principal**

The Board postponed consideration of this matter to the next meeting.

**Part B: Information Only****4. Delegations**

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

**re Fragrance-Free Environment Workgroup and Scented Products Awareness Program**

- Bev Agar
- Nancy Bradshaw
- Doug Joliffe and David Pickering, OSSTF

**re Occasional Teacher Dispatch System (SmartFindExpress)**

- Barry Weisleder

The Committee received the following written submissions in lieu of oral delegations.

**re Fragrance-free Environment Workgroup and Scented Products Awareness Program**

- Linda Sepp
- Ellen Pickett
- Lynne Hill
- Carol Goldman, Infection Control Consultant
- Doug Atwood

**5. Update Information on the Occasional Teacher Dispatch System (SmartFindExpress): Update 5**

The Board postponed consideration of this matter to the next meeting.

**Part C: Ongoing Matters**

**6. Deferred Agenda Item**

- Costs of Resolving Employee Grievances (Trustee Hastings)

Howard Goodman  
Chair of the Committee

**Adopted, as amended, May 16, 2007**



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Human Resources Committee, Report No. 4 (Part 1), April 25, 2007

Fragrance-free Environment Workgroup and Scented Products Awareness Program [1087]

Fragrance-free Environment Workgroup and Scented Products Awareness Program [1087]

*As presented to the Human Resources Committee on April 25, 2007 (see page 554).*

On 30 August 2006, Board established a Fragrance-free Environment Workgroup to:

- **review** the issues including legislative/legal implications, effective strategies for raising awareness, resources, identification of effective programs, and associated costs
- **address** this issue through a collaborative, informed and strategic process that would encourage staff and student support
- **consider** the following:
  - (i) That a public awareness program be established to encourage both staff and students to be aware of others who may suffer allergies or sensitivities to fragrances found in perfumes, hair sprays, deodorants, creams and other personal grooming products;
  - (ii) That if a student or staff member complains of allergies or other sensitivities to scents in their workplace, immediate action be taken to respond to the complaint and to make that workspace free of the offending chemical-based scent.

A Fragrance-free Committee was established that included membership and representation from bargaining units, associations and staff. The group's work was guided by the Board motion and includes the development of an awareness program.

The Committee has met regularly since October 2006 and the following is the culmination of the committee's work.

Scented Products Awareness Program

For the purpose of this document, *Scented Products* refers to fragrances (natural and/or synthetic) used in perfumes, detergents, deodorants, deodorizers and other scented personal grooming products.

(a) Description

- (i) Scented products have been used for centuries. They have become an issue because some individuals with fragrance sensitivities are unable to tolerate even low levels of exposure. Scented products may trigger a health crisis resulting in illness, absence from work or school and sometimes hospitalization.
- (ii) The composition of fragrances can be chemically complex and may involve numerous natural and/or synthetic compounds. Most of these ingredients have never been tested for human toxicity.

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Human Resources Committee, Report No. 4 (Part 1), April 25, 2007

Fragrance-free Environment Workgroup and Scented Products Awareness Program [1087]

(iii) Symptoms and reactions for a fragrance sensitive individual can range from mild to severe, including, but not limited to:

- Watery eyes
- Sneezing
- Coughing
- Dizziness
- Nausea
- Fatigue
- Shortness of breath/breathing problems
- Loss of concentration
- Asthma
- Migraines
- Heaviness in the chest
- Hypertension
- Anaphylaxis

(b) Objective

- (i) The Toronto District School Board (TDSB) must provide a safe and secure environment for students, employees, and volunteers. Due to health concerns arising from exposure to scented products, the Board has created a Scented Products Awareness Program.
- (ii) For some individuals, the impact of scents on their health is so severe that a Health and Safety accommodation is required. The Scented Products Awareness Program will not supersede such an accommodation.
- (iii) The TDSB recognizes that exposure to strong scents and fragrances in the environment can cause discomfort, as well as directly impact the health of some individuals. This Scented Products Awareness Program is part of the TDSB's effort to limit exposure to potentially harmful chemicals.
- (iv) Although the TDSB recognizes that there is a broad spectrum of environmental hazards presented by products that contain Volatile Organic Compounds (VOCs), the focus of this document is on the potentially harmful effects of scented products.

(c) Direction

- (i) In order to protect individuals with fragrance sensitivities and to possibly prevent others from developing such sensitivities, the TDSB is asking for cooperation of students, employees, volunteers and all other persons who are invited to or who work on TDSB property.

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Human Resources Committee, Report No. 4 (Part 1), April 25, 2007

Fragrance-free Environment Workgroup and Scented Products Awareness Program [1087]

- (ii) The TDSB community is encouraged to reduce the use of scented products and replace them, where possible, with unscented alternatives.

(d) Communication and Education

- (i) The Scented Products Awareness Program will be communicated to the TDSB community through a variety of means which may include:
  - Signs posted in buildings;
  - Presentations at meetings (eg. School Council, Student Council and Staff)
  - Inserts in school and TDSB newsletters;
  - Information in student planners and staff handbooks;
  - Publication of various promotional materials;
  - Orientation and/or training;
  - Posting of the Scented Products Awareness Program on the TDSB and school web sites.
- (ii) Links will be available on the TDSB web sites offering information. Examples may include:
  - Understanding Environmental Sensitivities
  - Common Questions and Answers

Note: Other information emerging through public consultation.

(e) Responsibilities

- (i) TDSB is responsible for increasing awareness and encouraging participation in this program.
- (ii) The *Ontario Occupational Health and Safety Act* requires that the TDSB, as an employer, take every precaution reasonable to ensure that a healthy and safe work environment is provided for all employees.
- (iii) The *Ontario Human Rights Code* may require that accommodations be made for persons with disabilities.
- (iv) Students, employees and volunteers are expected to support the Scented Products Awareness Program and to act in a responsible and respectful manner which does not place an individual in jeopardy or at risk.

Human Resources Committee, Report No. 4 (Part 1), April 25, 2007

Fragrance-free Environment Workgroup and Scented Products Awareness Program [1087]

Scented Products Awareness Program Consultation Plan

<u>Timeframe</u>	<u>Consultation Process</u>
May 16, 2007 Board Meeting	<i>Approval</i> to move forward
May 17, 2007	<i>Communication</i> to Committee Members and Unions that the document is available for consultation. Provide employee reference groups with structured response documents.
May 21 – June 8, 2007	<i>Consultation Period</i>
June 12- 30, 2007	<i>Analysis</i> of feedback from consultation meetings.
August HRC	Return to HRC with any required revisions.
August 2007	Beginning of awareness program.
September 2007 – December 2007	Committee continues to work.

*For the Board's decision see page 554.*

## **Administration, Finance and Accountability Committee**

### **Report No. 5 (Report No. 1), April 25, 2007**

A regular meeting of the Administration, Finance and Accountability Committee convened on Wednesday, April 25, from 7:05 to 8:50 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, Shaun Chen, John Hastings and James Pasternak. Also present were Trustees Sheila Cary-Meagher and Gerri Gershon. Trustee Atkinson participated by electronic means.

The Committee decided to report and recommend as follows:

#### **Part A: Committee Recommendations**

##### **1. Contract Awards [1090]**

The Committee considered a staff report (see page 563) 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 motions of Trustees Atkinson, amended by Trustee Hastings, the Administration, Finance and Accountability Committee **RECOMMENDS**:

- (a) That the contracts on Chart 1 be received;
- (b) That the contracts on Chart 2 be approved;
- (c) That with regard to digital multifunctional devices, staff document savings on an annual basis and advise the appropriate standing committee.

Parts (a) and (b) were moved by Trustee Atkinson, and Part (c) was added on amendment of Trustee Hastings. Trustee Pasternak declared a possible conflict of interest on item (1) of Chart 2. Therefore, that item was considered separately.

##### **2. Wide Area Network Needs Assessment: Trustee Participation**

The Board postponed consideration of this matter to the next meeting.

**Part B: Information Only****3. Declaration of Possible Conflict of Interest**

Trustee Pasternak declared a possible conflict of interest with regard to Contract Awards, Legislative Payments Review Services, as he is involved in a related business. Trustee Pasternak did not participate in the discussion of this matter and did not vote.

**4. Delegations**

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

**re Contract Awards**

- Cullen Simpson and Peter Priest-Brown, Konica Minolta Business Solutions

**5. Business Services Consortia [1092]**

The Board postponed consideration of this matter to the next meeting.

**6. Interim Financial Report: Six Months to February 28, 2007**

The Board postponed consideration of this matter to the next meeting.

**7. Provision of TTC Tickets for Students attending French Immersion Program under Optional Attendance**

The Board postponed consideration of this matter to the next meeting.

**8. Inner City Model Schools Initiative: Expenditures to Date**

The Board postponed consideration of this matter to the next meeting.

**Part C: Ongoing Matters**

No matters to report

John Campbell  
Chair of the Committee

**Adopted May 16, 2007**

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Administration, Finance and Accountability Committee, Report No. 5 (Part 1), April 25, 2007  
Contract Awards [1090]

### Contract Awards [1090]

*As presented to the Administration, Finance and Accountability Committee on April 25, 2007 (see page 561).*

In accordance with the Board's policy P.017: Purchasing, the attached charts present contracts for receipt or approval, as appropriate.

Contracts related to the Board's Facility Services function are presented separately to the Operations and Facilities Management Committee.

The recommended suppliers and the term of each contract are shown in the attached charts. Chart 1 outlines contract awards provided for information and Chart 2 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.

### The Process

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. 5 (Part 1), April 25, 2007  
Contract Awards [1090]

**Chart 1: Contract Awards Provided for Information (contracts over \$50,000 and up to \$175,000)**

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Received	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement
1	All Schools	First Aid Provider for Sporting events LG07-065P Vendors of Record	All	Panno Therapeutic Canadian Medical Response Event Medical Staff	Yes	No	5	\$40,000	May 2007 to April 2010	PDS and Athletic Administrator
2	All Schools and Administrative Departments	Long Distance Telephone Services LG07-112P	All	Primus Telecom Canada Inc.	Yes	No	2	\$25,000*	April 2007 to March 2010	ITS Telecom and PDS
3	School Services	Printing of Choices Newspaper	All	Hume Imaging	N/A	N/A	1	\$59,125**	December 13, 2006	School Services

\* This award recommendation represents a 56.25% savings per minute on North American Wide Regular Long Distance (this type of calling represents approximately 98.7% of the Board's long distance expenditure). This award also represents a 100% saving on network charges we are paying the current provider.

\*\* The end-user solicited the single bid from Hume Imaging, the supplier of the previous printing. Hume Imaging is also an approved printer of record.

**Chart 2: Contracts Requiring Board Approval (contracts over \$250,000 and Consulting Services over \$50,000)**

	User/Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Received	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement
1	Business Services	Legislative Payments Review Services (See additional information-below)	N/A	Deloitte & Touche	Yes	No	9	\$10,000	June 1, 2007/ May 31, 2012	Finance and PDS staff
2	All Schools and Admin. Sites	Digital Multifunctional Devices (See additional information-below)	N/A	Ricoh Canada	Yes*	Yes	6	\$3,500,000	July 1, 2007/ May 31, 2012	School Administrators, Office Admin-



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	User/ Budget Holder School/Department	Products/Services Details	Ward	Recommended Supplier	Low Bid	Objections	No. of Bids Received	Estimated Annual Amount	Projected Start/End Date of Contract	Customer Involvement
		below)								istrators, Centrally Assigned Staff, Printing Services, ITS and PDS staff

\* Lowest overall bid, considering the amount of proposed equipment, no-charge features, and value-added services

*For the Board's decision see page 561.*

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(a) Legislative Payments Review Services (Chart 2, item 1)

Legislative Payments Review Services refers to the external review of expenditure areas of the Board for the purpose of discovering areas and/or issues where opportunities exist for the recovery of taxes paid. Such taxes may include Goods and Services Tax, Ontario Retail Sales Tax, and Customs.

The instances and amount of tax recovery opportunities identified by the external reviewer has steadily declined since the amalgamation days to approximately \$21,000 in the last audit period, September 2000 to February 2004. The average recovery for the last three reviews has been approximately \$50,000. The decline in recovery opportunities can be attributed to improved controls and processes and continuous educational support to staff.

Purchasing and Distribution Services issued a Request for Proposal (RFP) and proposals were received from the following firms:

- Benchmark Group International
- Deloitte & Touche LLP
- Grant Thornton LLP
- HMT Sales Tax Consultants
- Infinitus Consulting Incorporated
- KPMG
- PriceWaterhouseCoopers
- Robert Brakel & Associates
- Stratos Solutions

Proposals were evaluated by Purchasing and Finance staff based on the bidders' levels of experience and resources, references, audit methodology, proposed fee schedule, value-added services such as no charge training seminars, regular updates, etc. The Committee short-listed Deloitte & Touche LLP and Stratos Solutions. Both firms were invited to clarify their proposals by presenting to the selection committee.

Fee proposals are based on a percentage of recovered monies and are not actually paid until the recovered overpayments are received by the Board. Fee proposals are tiered according to the total monies recovered.

Based on the RFP responses and subsequent presentations by the short-listed firms, the Committee is recommending that Deloitte & Touche be awarded a contract to provide the services for the following reasons:

- A National firm with over 150 professionals on staff, including support in the areas of legal and taxation and Information Technology
- Thorough understanding of the school board environment
- Proposed assigned staff each with more than 20 years relevant experience
- Value added services such as customized on-site training, hot line advisory support,

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- web casts, regular tax updates provided at no additional cost
- Excellent data security proposal
- Long standing market presence and stability
- Most attractive fees proposal

Based on a historical contract and experience, the fee structure proposed by Deloitte & Touche is approximately 5-10% less than those charged by the previous providers.

(b) Digital Multi-Functional Devices (Chart 2, item 2)

There are approximately 1400 copiers located in schools and an additional 245 leased machines located in administrative centres throughout the Board. These digital multifunctional devices produce approximately 300 million impressions per year.

The current \$0.01251 cost per copy contract with Ricoh Canada expired in December 2006 and has been extended on a month-by-month basis to allow full stakeholder (see Chart 1) involvement (Customer Committee) in the development of the specifications, Request for Proposal document, bid review process, testing of equipment, and to assist in post contract award management.

Purchasing and Distribution Services issued a Request for Proposals (RFP) on July 21, 2006, for the provision of Digital Multi-functional Photocopier Equipment, Service Maintenance and Supplies. Multi-functional refers to the ability of the equipment to be used as network printer, stand-alone copier, scanning device, and optional fax functionality.

The RFP specified “brand new, never before used” digital photocopiers, and was sent to eight (8) bidders, and posted on two electronic bulletin boards to facilitate broader market access; Bid Navigator and Merx. The RFP closed on August 18, 2006 and six (6) bids were received from the following bidders:

- 4-Office Automation
- Konica/Minolta
- Ricoh
- Sharp
- Toshiba
- Xerox

Evaluation Process

The Customer Committee’s evaluation process included an evaluation of the overall bids submitted by the bidders as well as the total cost of each proposal based on the various equipment configuration formulas (blends) requested within the RFP document. Testing of the short listed bidders’ photocopiers was performed by IT Services and four committee member schools of the copiers provided in Blend A. Blend A required fewer but faster copy per minute machines per location, Blend B required more machines at a slower copy

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per minute per location, and Blend C requested bidders to suggest their own solution if different from Blends A and B (see Print Solutions below).

Upon evaluation of the bidders' proposals, the committee short-listed to four vendors based on the overall bid response received, mandatory requirements, and pricing.

Chart 2 provides each bidder's ranking based on their weighted scores, the number of digital copiers to be provided and the estimated cost for the five-year term exclusive of applicable taxes.

The following vendors were short listed for phase two of the process:

- Konica/Minolta
- Ricoh
- Sharp
- Toshiba

Phase two included testing of the photocopiers; first by IT Services at 140 Borough Drive, and then by four committee member schools. These schools were:

- Cummer Valley MS
- Eastern Commerce CI
- Georges Vanier SS
- Rockford PS

A mandatory requirement of the RFP is that all proposed equipment be network enabled to increase efficiencies and reduce costs. The purpose of the testing by ITS is to ensure that the proposed equipment successfully integrates with the Board's ITS Network infrastructure.

Once phase two was completed, IT Services reported any testing issues they had with vendor hardware. Testing schools were also asked to provide feedback based on staff's observation while testing these photocopiers.

Konica/Minolta and Sharp were removed from the short list due to print driver problems and customer feedback.\*

The Customer Committee unanimously selected Ricoh Canada to provide all of the requirements stated in the Request for Proposal. The selection was based on the agreed upon evaluation criteria with each Committee member completing a detailed evaluation.

Ricoh Canada received top ranking overall, as well as in a number of the key evaluation criteria listed below:

- Service – number of dedicated qualified staff, parts availability, supplies;

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- Vendor reputation – financial viability, Canadian content, ISO 9002 Certification for all processes;
- Environmental and Health Issues – recycling of toner cartridges, energy conservation, duplexing capabilities, availability of Material Safety Data Sheets;
- Hardware / Software – software cost, security, user codes, certified components;
- Cost and value for money
- Proposed value added services

The recommended Ricoh Canada bid offers the Board more equipment with more features for a lower cost per copy than the previous contract. This cost per copy includes equipment, transportation, set-up, maintenance service and all supplies for the duration of the contract with the exception of paper and staples.

Ricoh also included 3-hole punching option on all office and high end photocopiers, and heavy duty multi-position stapling finishers on all office photocopiers at no extra cost.

The ability to network the recommended copiers will also reduce the need to purchase network printers resulting in further savings. An added efficiency bonus for users will be increased speeds and digital duplex copying that can reduce the use of paper and related costs.

Funding for all photocopier expenditures is provided from the operating budget of each school and central administrative department.

The previous contract called for only one network ready photocopier for every school based on the committee's requirements at that time. During the committee deliberations to develop the new specifications, it was proposed that all photocopiers be network ready to allow schools/centres to take full advantage of the networking capabilities of these units. Considering that more information is being distributed electronically to schools to disseminate to staff, a high-speed networked copier would facilitate the distribution of this type of communication more effectively. A networked copier would also enable teachers and other Board staff to direct printing from their desktop computers to a higher speed, lower cost per copy device.

#### Konica/Minolta Challenge

Konica/Minolta challenged the recommendations of the committee when they received notification of our intended recommendation to Board. They are disputing the negative test results submitted by Information Technology Services. The Konica Minolta print drivers did work in our test environment but failed in production. Without stable print drivers, access to the print function and accessories may not be available on demand.

Purchasing and IT Services met with representatives from Konica/Minolta on Tuesday April 10, 2007 to discuss the process.

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We explained the processes followed and the issues that we encountered both in our test and production environments. They continued to state that the schools that tested their photocopiers never complained and were very happy with their equipment. They also claimed they had no issues printing at the schools. Our documentation does not support their claims.

Other key differences between the Ricoh and Konica Minolta proposals are as follows:

	<u>Ricoh</u>	<u>Konica Minolta</u>
Number of Digital Copiers	1967	1546 (421 less)
Testing of Print Drivers	No Issues	Unsatisfactory
e-Forms Conversion Software and Scanning to Trillium	No additional charge. Savings to Board estimated at up to \$3,000,000	
Transition savings	Current cost per copy of \$0.01251 reduced to \$0.008 for the transition period. Savings to Board estimated at \$1,353,000	
3-hole punch included on all office and high end copiers	No additional charge. Value added estimated to be \$250,000+	
Multi-position stapling finishers on all office and high speed copiers	No additional charge. Value added estimated to be \$400,000+	
Other value added	Ricoh Gelsprinter for every computer lab, valued at \$225,000	
Recycling Program	Extensive recycling program. Empty plastic bottles are collected by Ricoh and shipped to a waste to energy facility in the U.S.	Proposes use of TDSB blue boxes which is not acceptable to the TDSB waste management department
Other Value-Added	Cancellation of all existing lease agreements including elimination of copy commitments. Value to Board approx. \$61,000	

Purchasing relayed further information supporting our recommendation, which is included in this recommendation. The vendor felt these were insufficient, and not worthy of forming a basis for a recommendation.

It is estimated that the proposed Ricoh Canada solution of \$0.01183 per copy will save the Board approximately \$2.6 million per year compared to the previous contract terms. The additional equipment proposed will also increase user satisfaction and provide additional

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capacity during peak periods. Additional savings of approximately \$4 million will be realized throughout the contract period by utilizing e-Forms conversion software and scanning to Trillium, and other transition cost reductions as noted above. Staff will also encourage replacing local laser printers with digital networked multi-functional devices for additional savings potential.

It is recommended that Ricoh Canada be awarded, on a cost per copy basis, a five-year contract for the supply of digital copiers, maintenance service and supplies, commencing on or about July 1, 2007. The value of the contract is expected to be \$3,500,000 per year or \$17,500,000 for the five-year period.

### Print Solutions

Possible Equipment Blends Based on Employee Population “Staff” per site:

Please note, each school may choose the blend that best suites their needs.

#### *Blend “A”*

Alternative, Elementary and Junior High Schools

Staff	Photocopiers
2 – 10	1 x 35 cpm
11 – 30	2 x 35 cpm
31 – 74	1 x 35 cpm, 2 x 45 cpm
75 +	2 x 35 cpm, 2 x 45 cpm

Secondary, Alternative, BTI and Adult Schools

Staff	Photocopiers
2 – 20	1 x 45 cpm
21 – 30	2 x 35 cpm, 1 x 75 cpm
31 – 74	1 x 35 cpm, 1 x 45 cpm, 1 x 75 cpm
75 – 99	1 x 35 cpm, 2 x 45 cpm, 1 x 75 cpm
100 – 144	1 x 35 cpm, 2 x 45 cpm, 2 x 75 cpm
145 +	3 x 35 cpm, 1 x 45 cpm, 2 x 75 cpm

All Secondary Schools “MUST” receive one coin-operated photocopier for the Library and one 15 to 20 cpm network ready photocopier for the Guidance Office over and above the Blend.

If a school’s blend only calls for two photocopiers but the school has three floors, the school “MUST” be provided an additional copier.

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All photocopiers must be Network Ready, Duplex (double sided), ARDF (Automatic Return Document Feeder), four (4) Paper Trays and Electronic Sorting. All photocopiers must be “ALL PARTS NEW - NEVER BEFORE USED”.

All High Speed Photocopiers 75 cpm and above “MUST” include Finishers.

All office photocopiers “MUST” have a large capacity tray and finisher.

Photocopier Speeds may be “Plus or Minus” 5 cpm.

### *Blend “B”*

Possible Photocopier Blends Based on Employee Population.

Please note, each school may choose the blend that best suites their needs.

Alternative, Elementary and Junior High Schools

Staff	Photocopiers
2 – 10	1 x 20 cpm, 1 x 15 cpm
11 – 30	2 x 30 cpm, 1 x 20 cpm
31 – 74	2 x 30 cpm, 1 x 35 cpm, 1 x 40 cpm
75 +	2 x 30 cpm, 2 x 35 cpm, 1 x 45 cpm

Secondary, Alternative, BTI and Adult Schools

Staff	Photocopiers
2 – 20	1 x 30 cpm 1 x 15 cpm
21 – 30	2 x 30 cpm, 1 x 35 cpm
31 – 74	1 x 30 cpm, 1 x 35 cpm, 1 x 45 cpm, 1 x 75 cpm
75 – 99	1 x 30 cpm, 2 x 35 cpm, 1 x 45 cpm, 1 x 75 cpm
100 – 144	2 x 30 cpm, 2 x 45 cpm, 1 x 65 cpm, 1 x 75 cpm
145 +	3 x 30 cpm, 2 x 45 cpm, 1 x 65 cpm, 2 x 75 cpm

All Secondary Schools “MUST” receive one coin-operated photocopier for the Library and one 15 to 20 cpm network ready photocopier for the Guidance Office over and above the Blend.

If a school’s blend only calls for two photocopiers but the school has three floors, the school “MUST” be provided an additional copier.

All photocopiers must have a Network Card, Duplex (double sided), ARDF (Automatic Return Document Feeder), four (4) Paper Trays and Electronic Sorting. All photocopiers must be “ALL PARTS NEW - NEVER BEFORE USED”.



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Administration, Finance and Accountability Committee, Report No. 5 (Part 1), April 25, 2007  
Contract Awards [1090]

All High Speed Photocopiers 75 cpm and above “MUST” include Finishers.

All office photocopiers “MUST” have a large capacity tray and finisher.

Photocopier Speeds may be “Plus or Minus” 5 cpm.

*Blend “C”*

Vendor Recommended School, Administration, and Fleet Configuration.

Please note, each school may choose the blend that best suites their needs.

Alternative, Elementary and Junior High Schools

Staff	Photocopiers
2 – 10	
11 – 30	
31 – 74	
75 +	

Secondary, Alternative, BTI and Adult Schools

Staff	Photocopiers
2 – 20	
21 – 30	
31 – 74	
75 – 99	
100 – 144	
145 +	

### Bid Response Scoring (Phase 1) by Committee Members

<u>Vendor</u>	<u>Total Possible Score</u>	<u>Score</u>	<u>Rank</u>
Ricoh	6800	5282	1
Sharp	6800	4766**	2
Toshiba	6800	4497	3
Konica/Minolta	6800	4495**	4
Xerox	6800	4181*	5
4-Office	6800	4135*	6

\*not short-listed for phase 2 testing

\*\*eliminated in phase 2 due to unsatisfactory testing of print drivers

## Operations and Facilities Management Committee

### Report No.4 (Part 1), May 9, 2007

A regular meeting of the Operations and Facilities Management Committee convened on Wednesday, May 9, 2007, from 4:40 to 10:40 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 Irene Atkinson, Chris Bolton, and John Hastings. Trustee Harrison participated by electronic means.

The Committee decided to report and recommend as follows:

#### **Part A: Committee Recommendations**

##### **1. Facilities Contract Awards [1095]**

The Committee considered a staff report (see page 577) presenting contracts related to Facility Services. The Committee approved the contracts on Chart 2.

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 Charts 1 and 2 be received.
- (b) That the contracts on Chart 3 be approved.

##### **2. Summer Use of Schools in the Seven Inner City Priority Areas (amended by the Board)**

The Committee considered report of the Inner City Advisory Committee, April 27, 2007 (see page 587).

On a motion of Trustee Cary-Meagher, amended by Trustee Bolton, the Operations and Facilities Management Committee **RECOMMENDS** (as amended by the Board, see page 516):

Whereas, community use of schools creates stronger, safer and more equitable neighbourhoods, enhances parental and community involvement, increases resiliency and mitigates against risk factors for children and youth, and provides more meaningful engagement between the community and the school board; and

Whereas, the Board, as a guiding principle in its Community Use of Board Facilities policy states, “The use of public assets such as schools and civic buildings should be guided by the needs and priorities of the neighbourhoods served by these public buildings. Access and equity in use of facilities is particularly important in a community as ethnically diverse as Toronto”; and

Whereas, current permit fees remain among the highest in the province thus making community use of schools particularly difficult in inner-city school areas and priority neighbourhoods; and

Whereas, these barriers to community access of schools is especially problematic in the summer months when the gaps in opportunities between high-income and low-income families widens because of the lack of access to affordable and quality social-recreational activities for children and youth; and

Whereas, the Board supports schools as being the heart of vibrant and healthy neighbourhoods;

Therefore, be it resolved that, dependent on securing funds from the current budget or an external source or sources, and not adding to the Board’s projected \$8.1 million deficit:

- (i) after consultation with staff and the Inner City Advisory Committee, free space be provided in up to 50 schools based on the most up-to-date LOI ranking, in the summer of 2007, for non-profit organizations that will provide free or affordable quality summer community programs for children and youth;
- (ii) staff take a leadership role in establishing a Community Use of Publicly Funded Space Workgroup including representatives from the three levels of government (municipal, provincial and federal), the Board’s Community Use of Schools Advisory Committee, and the Board’s Inner City Advisory Committee, to address issues relating to community use of publicly funded schools and community centres and other community space based on the principles of equity, accessibility, and affordability.

Note: Consideration of the matter may require that the meeting vote to reconsider the Board’s decision of October 25, 2006 re the 2006-07 budget. Reconsideration requires the agreement of a majority of the members of the Board [Bylaw 18.17].

Also, at the special meeting held on March 7, 2007, the Board decided “that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board’s approved budget; an analysis, prepared by staff, of the financial implications; and a framework to explain the expected benefit and outcome as a result of the expenditure.”

On amendment of Trustee Bolton, Part (a) was amended by adding “after consultation with staff and the Inner City Advisory Committee” and “in the most up-to-date.”

Staff undertook to provide a recommendation to ensure that the neediest communities are covered.

### **3. Development Levies**

The Board postponed consideration of this matter to the next meeting.

### **B: Information Only**

### **4. Delegations**

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

#### **re Summer Use of Schools in the Seven Inner City Priority Areas**

1. Jody Schmidt, Malvern Family Resource Centre
2. Scott Veals, Youth Unlimited, Etobicoke
3. Lorna Weigand, Doorsteps Neighbourhood Services
4. Ann Fitzpatrick and others, SPACE Coalition and Children's Aid Society of Toronto
5. David Godri, SWITCH program, William Lyon Mackenzie C.I.

The Committee received the following written submissions in lieu of oral delegations.

#### **re Summer Use of Schools in the Seven Inner City Priority Areas**

6. Jody Schmidt, Malvern Family Resource Centre (attached)
7. Lorna Weigand, Doorsteps Neighbourhood Services (attached)
8. Tracy Cato, It's In Me Education and Training Programs (attached)
9. Ann Fitzpatrick, SPACE Coalition and Children's Aid Society of Toronto (attached)
10. Lynn Laprise, North West Scarborough Youth Centre (attached)
11. Scott Veals, Youth Unlimited, Etobicoke (attached)

### **5. Facility Services Review Recommendation Implementation**

The Board postponed consideration of this matter to the next meeting.

### **6. Matters Referred to the Program and School Services Committee**

The Board postponed consideration of this matter to the next meeting.

### **Part C: Ongoing Matters**

No matters to report

Mari Rutka  
Chair of the Committee

**Adopted, as amended, May 16, 2007**

### Facilities Contract Awards [1095]

*As presented to the Operations and Facilities Management Committee on May 9, 2007 (see page 574).*

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 charts. Chart 1 outlines contract awards provided for information; Chart 2 outlines contracts requiring Operations and Facilities Management Committee approval; and Chart 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.

Chart 4 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 \$1 million 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. 4 (Part 1), May 9, 2007  
Facilities Contract Awards [1095]

**Chart 1: 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 White Haven JPS CN07-177T. Existing roof at end of life cycle.	21	Cordeiro Roofing Ltd.	Yes	No	8	\$187,000	April 2007/ June 29, 2007	Facility Services	Good Places To Learn
2	Facility Services	Extension option for Emergency Roof Repairs as required for various schools within the following regions SW FOS 1,2,6 STM05-101T – Vendor of record for emergency roof repairs in the SW FOS 1,2,6 schools	3,7,9,10	Trio Roofing	No <sup>1</sup>	No	11	\$130,000	June 2007/ May 2008	Facility Services	Emergency Reserve Good Places To Learn
3	Facility Services	Extension option for Emergency Roof Repairs as required for various schools within the following region SW 3,4,5 STM05-101T – Vendor of record for emergency roof repairs in the SW FOS 3,4,5 schools	11,14,15	Triumph Roofing	No <sup>1</sup>	No	11	\$130,000	June 2007/ May 2008	Facility Services	Emergency Reserve Good Places To Learn
4	Facility Services	Extension option for Emergency Roof Repairs as required for various schools within the NW region STM05-101T – Vendor of record for emergency roof repairs in the NW schools	1,2,4,5,6,8	Semple Gooder Roofing	No <sup>1</sup>	No	11	\$130,000	June 2007/ May 2008	Facility Services	Emergency Reserve Good Places To Learn
5	Facility Services	Partial Roof Replacement at Fleming PS – DW07-195T. Existing Roof is at the end of its life cycle.	21	Cordeiro Roofing Ltd.	Yes	No	7	\$197,000	April 2007/ August 15, 2007	Facility Services	Good Places to Learn

<sup>1</sup>Low bidder is unable to effectively service the entire TDSB; these vendors are 2, 3 and 4

Operations and Facilities Management Committee, Report No. 4 (Part 1), May 9, 2007  
 Facilities Contract Awards [1095]

	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
6	Facility Services	Partial Roof Replacement at Glamorgan Jr. PS – DW07-182T. Existing Roof is beyond repair.	20	Aseal Roofing Ltd.	Yes	No	8	\$143,000	May 2007/ August 17, 2007	Facility Services	Good Places to Learn
7	Facility Services	Partial Roof Replacement Areas A4,A5 at West Humber C.I. STM07-185T Existing Roof beyond repair	1	Cordeiro Roofing Ltd.	Yes	No	9	\$204,700	April 2007/ August 25, 2007	Facility Services	Good Places to Learn
8	Facility Services	Partial Roof Replacement at Morse Street PS DW07-205T Roof areas are at the end of their life cycle and need to be replaced.	15	Triumph Aluminum and Sheet Metal Inc.	Yes	No	7	\$181,900	May 5, 2007/ June 15, 2007	Facility Services	Good Places to Learn
9	Facility Services	Partial Roof Replacement at Mill Valley Jr. School DW07-200T. The existing roof is approximately 35 years old and has deteriorated beyond routine maintenance. A replacement is required to stop the numerous leaks.	2	Crawford Roofing	Yes	No	9	\$110,400	April 2007/ May 18, 2007	Facility Services	Good Places to Learn
10	Facility Services	Partial Roof Replacement Areas A,B1, B2 at Sir Samuel B. Steele Jr. Public School STM07-184T To replace deteriorating leaking roof	20	Crawford Roofing	Yes	No	8	\$156,800	April 2007/ May 15, 2007	Facility Services	Good Places to Learn
11	Facility Services	Partial Roof Replacement Areas A, B and C2 at Rene Gordon PS. CN07-201T. Deteriorated roofs require replacement.	17	Nortex Roofing Ltd.	Yes	No	9	\$134,500	April 2007/ August 17, 2007	Facility Services	Good Places to Learn
12	Facility Services	Partial Roof Replacement Areas C,C1,C2,C3 at Heather Heights JPS STM07-206T Existing roof at end of life cycle	22	Dean Chandler Roofing	Yes	No	7	\$224,840	April 2007/ August 17, 2007	Facility Services	Good Places to Learn
13	Facility Services	Partial Roof Replacement Areas B1, B2, & C2,B&C at Topclif P.S. STM07-203Q Existing roof is beyond repair	4	Crawford Roofing	Yes	No	9	\$73,300	April 2007/ August 5, 2007	Facility Services	Good Places to Learn
14	Facility Services	Partial Roof Replacement at	4	Aseal Roofing	Yes	No	8	\$63,300	April 2007/	Facility Ser-	Good Places

Operations and Facilities Management Committee, Report No. 4 (Part 1), May 9, 2007  
 Facilities Contract Awards [1095]

	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
		Chalkfarm PS. CN07-207Q Existing roof is beyond repair.		Ltd					August 15, 2007	vices	to Learn
15	Facility Services	Partial Roof Replacement at Kingslake Road Public School RB07-199T Replace deteriorating leaking roof	17	Cordeiro Roofing	Yes	No	8	\$147,000	April 2007/ June 15, 2007	Facility Services	Good Places to Learn
16	Facility Services	Partial Roof Replacement at Gracedale P.S. RB07-187T Existing roof is beyond repair.	4	Trio Roofing	Yes	No	9	\$128,500	April 2007/ August 20, 2007	Facility Services	Good Places to Learn
17	Facility Services	Partial Roof Replacement at Brimwood Blvd JPS RB07-193T Existing roof is beyond repair end of lifecycle.	4	Flynn Canada Ltd.	Yes	No	7	\$164,848	April 2007/ June 8, 2007	Facility Services	Good Places to Learn
18	Facility Services	Partial Roof Replacement at Clairlea P.S. RB07-216Q Existing roof is leaking.	18	Triumph Aluminum and Sheet Metal	Yes	No	7	\$82,981	April 2007/ June 30, 2007	Facility Services	Good Places to Learn
BUILDING AUTOMATION SYSTEMS											
	Nil Items										
HVAC											
19	Facility Services	Domestic Hot Water System at James S Bell JMS CN07-197T. Replacement parts are no longer available for the school's custom designed air distribution system. - Air leaks, (heating control system), are a constant repair item.	3	Royal Mechanical	Yes	No	6	\$80,400	May, 2007/ April 12, 2008	Facility Services	Good Places to Learn
20	Facility Services	Control Upgrade at James S Bell JMS CN07-197T. Replacement parts are no longer available for the school's custom designed air distribution system. - Air leaks, (heating control system), are a constant repair item.	3	Royal Mechanical	Yes	No	6	\$192,500	May, 2007/ April 12, 2008	Facility Services	Good Places to Learn
SWIMMING POOLS											



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 Facilities Contract Awards [1095]

	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
	Nil Items										
BEST START PROGRAM											
	Nil Items										
OTHER											
21	Facility Services	Storm Drain & Foundation Repairs at Sir William Osler HS CN07-171T. Existing system leaks causing damage to foundation walls.	21	Dole Contracting	Yes	No	6	\$219,100	April 2007 August 24, 2007	Facility Services	Health & Safety Good Places To Learn
22	Facility Services	Model School Kitchen at Firgrove PS CN07-081T. The project is a part of Inner City Model School Program. The purpose of this initiative is to integrate schools with community.	4	Inter-All Ltd.	Yes	No	8	\$171,500	April 2007/ June 1, 2007	Facility Services	Reserved
23	Facility Services	Fire Alarm System Replacement at Winston Churchill C.I. CN07-189T Existing system is beyond useful life span.	19	RE Cavanagh Electric Co. Ltd.	Yes	No	7	\$220,000	May 2, 2007/ August 30, 2007	Facility Services	Good Places to Learn
24	Facility Services	Miscellaneous and Emergency Plumbing Repairs as required _ DW06-193T These Contractors of Record can be accessed when our in-house trades staff cannot respond. Year two extension option.	N/A	Gorbern Mechanical Contractors Ltd.  Bomben Plumbing & Heating Limited  John McKenzie Plumbing & Heating Ltd.	Yes, three lowest bids	No	7	\$150,000	June 1, 2007/ May 31, 2008	Facility Services	Operations
25	Facility Services	Miscellaneous and Emergency Electrical Repairs as required _ DW06-194T These Contractors of Record can be accessed in the	N/A	Alltech Electrical Systems Inc.  Gridd Electrical	Yes, three lowest bids	No	4	\$90,000	May 1, 2007/ April 30, 2008	Facility Services	Operations

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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
		event that in-house trades staff cannot respond. Year two extension option.		Services Kudlak-Baird Limited							
26	Facility Services	Electrical Service & Main Distribution Upgrade at Lord Roberts Jr. PS – DW07-192T. Upgrades of existing electrical service and power distribution systems are required.	19	Rogol Electric	Yes	No	5	\$80,000	July 2007/ August 24, 2007	Facility Services	Health & Safety/Good Places to Learn
27	Facility Services	Supply of Window Hardware at 95 Shorting Road Window Fabrication Shop, Facility Services Warehouse SXM07-202T.	N/A	Northern Architectural Products	Yes	No	3	\$ 186,605 <sup>2</sup>	April 25, 2007/ April 24 2008	Facility Services	Good Places To Learn

**Chart 2: 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	Boiler Replacement at Highland Creek PS CN07-188T. Convert steam to Hot Water System.	22	Municipal Mechanical	No <sup>1</sup>	No	6	\$355,000	April 11, 2007/ Sept 14, 2007 <sup>1</sup>	Facility Services	Good Places to Learn
<b>ROOFING</b>											
2	Facility Services	Partial Roof Replacement Area A,K,K1,L at Stephen Leacock C.I.	20	Trio Roofing	Yes	No	8	\$277,000	April 2007/ June 29, 2007 <sup>1</sup>	Facility Services	Good Places to Learn

<sup>2</sup>Since the two projects are integrally related to each other, the Tenders for these projects will be awarded to the Contractor who has the lowest combined total bid price of the two projects.

Operations and Facilities Management Committee, Report No. 4 (Part 1), May 9, 2007  
 Facilities Contract Awards [1095]

	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
		& John Buchan Sr.P.S. STM07-176T Existing Roof at end of life cycle									
3	Facility Services	Extension option for Emergency Roof Repairs as required for various schools within the following regions NE & SE STM05-101T – Vendor of record for emergency roof repairs in the NE & SE	12,13,16,17,18,19,20,21,22	Flynn Canada	Yes	No	11	\$260,000	June 2007/ May 2008	Facility Services	Emergency Reserve Good Places To Learn
BUILDING AUTOMATION SYSTEMS											
	Nil Items										
HVAC											
4	Facility Services	New Hot Water System Project at Highland Creek PS CN07-188T. Convert steam to Hot Water System.	22	Municipal Mechanical	Yes <sup>2</sup>	No	6	\$450,000	April 11, 2007/ Sept 14, 2007 <sup>1</sup>	Facility Services	Good Places to Learn
5	Facility Services	Replacement of Terminal Units at Gordon A. Brown MS CN07-180T. Terminal units are old, require renewal.	16	W. Mitchell & Sons Ltd.	Yes	No	7	\$375,700	April 17 2007/ August 31, 2007 <sup>1</sup>	Facility Services	Good Places to Learn
6	Facility Services	Control System Upgrade at Dixon Grove JMS RB07-178T The existing pneumatic controls are outdated and require extensive maintenance replacement is required in order to bring the controls to acceptable standards	2	Leeson Mechanical	Yes	No	7	\$371,800	May, 2007/ August 15, 2007 <sup>1</sup>	Facility Services	Good Places to Learn
SWIMMING POOLS											
	Nil Items										
BEST START PROGRAM											
	Nil Items										
OTHER											
	Nil Items										

Operations and Facilities Management Committee, Report No. 4 (Part 1), May 9, 2007  
 Facilities Contract Awards [1095]

<sup>1</sup> Letter of Intent Issued

<sup>2</sup> Since the two projects are integrally related to each other, the Tenders for these projects will be awarded to the Contractor who has the lowest combined total bid price of the two projects.

**Chart 3: Facilities Contracts Requiring Board Approval (over \$500,000 and Consulting Services over \$50,000)**

	User/Budget Holder School/Department	Products/Services Details	Ward	Recom- mended Sup- plier	Low Bid	Objec- tions	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer In- volvement	Funding Source
<b>BOILERS</b>											
1	Facility Services	Replacement of Existing Boiler, at James S Bell JMS CN07-197T. Replacement parts are no longer available for the school's custom designed air distribution system. - Air leaks, (heating control system), are a constant repair item.	3	Royal Mechanical	Yes 4	No	6	\$550,500	May, 2007/ April 12, 2008	Facility Services	Good Places to Learn
<b>ROOFING</b>											
	Nil Items										
<b>BUILDING AUTOMATION SYSTEMS</b>											
	Nil Items										
<b>HVAC</b>											
2	Facility Services	Miscellaneous and Emergency Heating (Gas & Oil) Repairs as required – DW06-192Q These Contractors of Record can be accessed when our in-house trades staff cannot respond. Year two extension option.	N/A	Gorbern Mechanical Contractors Ltd.  Carmichael Engineering Ltd.	Yes, two lowest bids	No	4	\$530,000	June 1, 2007/ May 31, 2008	Facility Services	Operations
3	Facility Services	Air Handling Unit at James S Bell JMS CN07-197T. Replacement parts are no longer available for the school's custom designed air	3	Royal Mechanical	Yes 4	No	6	\$581,600	May, 2007/ April 12, 2008	Facility Services	Good Places to Learn

Operations and Facilities Management Committee, Report No. 4 (Part 1), May 9, 2007  
Facilities Contract Awards [1095]

	User/Budget Holder School/Department	Products/Services Details	Ward	Recom- mended Sup- plier	Low Bid	Objec- tions	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer In- volvement	Funding Source
		distribution system. - Air leaks, (heating control system), are a constant repair item.									
SWIMMING POOLS											
	Nil Items										
BEST START PROGRAM											
	Nil Items										
OTHER											
4	Facility Services	Classroom Addition at Northlea E & MS – DW07-175T. Addition of instructional space is required.	13	KCL Contracting & Engineering	Yes	Yes 3	5	\$934,000	April 11, 2007/ September 7, 2007 <sup>1</sup>	Facility Services	Ministry Grant Primary Class Size Cap
5	Facility Services	Supply of Window Coverings, Roller Shades, Blinds and Cleaning – MJ07-157T – Supply of products and cleaning services to support the window covering program. Various Schools	N/A	Solarfective Products SunProject Toro Inc. Art Venetian Blinds Cleanol Services Inc. Drape Master On-Site Mobile Drapery Clean-A-Blind	Yes <sup>2</sup>	No	8	\$1,551,303	June 1, 2007 – May 31/2008	Facility Services	Operations

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User/Budget Holder School/Department	Products/Services Details	Ward	Recom- mended Sup- plier	Low Bid	Objec- tions	No. of Bids Rec'd	Estimated Annual Amount	Projected Start/End Date of Contract	Customer In- volvement	Funding Source

<sup>1</sup> Letter of Intent issued

<sup>2</sup> Vendors of record, quantities and values of contracts are not guaranteed

<sup>3</sup> Second lowest bidder disputed staff's calculation of low bid; contractor later withdrew the objection.

<sup>4</sup> Since the two projects are integrally related to each other, the Tenders for these projects will be awarded to the Contractor who has the lowest combined total bid price of the two projects.

Chart 4: Summary of Select Facilities Contracts: (September 1, 2006 to Present)

<u>Project Classification</u>	<u>Total Expendi- tures For this Report</u>	<u>Total Number of Projects for this Report</u>	<u>Total Number of Projects 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	\$905,500	2	7	\$3,478,340	19	\$11,723,716
Roofing	\$3,127,069	20	34	\$5,408,316	92	\$21,426,593
Building Automation Sys- tems (BAS)	0	0	19	\$3,272,931	8	\$743,200
Heating Ventilation Air Con- ditioning (HVAC)	\$2,582,000	7	18	\$5,729,940	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	\$6,614,569	29	78	\$17,889,527	178	\$55,222,849

*For the Board's decision see page 574.*

Operations and Facilities Management Committee, Report No. 4 (Part 1), May 9, 2007  
Summer Use of Schools in the Seven Inner City Priority Areas

Summer Use of Schools in the Seven Inner City Priority Areas

*As presented to the Operations and Facilities Management Committee on May 9, 2007 (see page 574).*

Community advisory committee: Inner City Advisory Committee

Meeting held on: Friday April 27, 2007

Time: From: 1:00 pm To: 3:30 pm

Location: 5050 Yonge Street

Chair: Diane Dyson, Co-chair  
Trustee Sheila Cary-Meagher

Members present: Eugene James, Liz Janzen, Harpreet Ghuman, Jacqueline Karsemeyer, Carol Stuart, Leonard Wandili, Jodi Burton, Elizabeth Schaeffer, Jeff Kugler, Michelle Munroe, Nanci Goldamn, Kathy LeBlanc, Don Diplo, Nancy Hart, Paula Jarrett, Susan Colleran, Augustre Munro, Soo Wong, Heather Groves, Laurie Green

Members not present:

The committee decided to make the following recommendations:

The Inner City Advisory Committee **RECOMMENDS**:

**1. Community Use of Schools**

Note: The following recommendation is the same as the written notice of motion submitted by Trustee Cary-Meagher for the May 9 meeting of the Operations and Facilities Management Committee (see agenda item 7.4).

Whereas, community use of schools creates stronger, safer and more equitable neighbourhoods, enhances parental and community involvement, increases resiliency and mitigates against risk factors for children and youth, and provides more meaningful engagement between the community and the school board; and

Whereas, the Board, as a guiding principle in its Community Use of Board Facilities policy states, "The use of public assets such as schools and civic buildings should be guided by the needs and priorities of the neighbourhoods served by these public buildings. Access and equity in use of facilities is particularly important in a community as ethnically diverse as Toronto"; and

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Operations and Facilities Management Committee, Report No. 4 (Part 1), May 9, 2007  
Summer Use of Schools in the Seven Inner City Priority Areas

Whereas, current permit fees remain among the highest in the province thus making community use of schools particularly difficult in inner-city school areas and priority neighbourhoods; and

Whereas, these barriers to community access of schools is especially problematic in the summer months when the gaps in opportunities between high-income and low-income families widens because of the lack of access to affordable and quality social-recreational activities for children and youth; and

Whereas, the Board supports schools as being the heart of vibrant and healthy neighbourhoods;

Therefore, be it resolved:

- (a) That, in the summer of 2007, free space be provided in seven inner-city areas (encompassing the top 50 LOI-ranked schools) for non-profit organizations that will provide free or affordable quality summer community programs for children and youth;
- (b) That staff take a leadership role in establishing a Community Use of Publicly Funded Space Workgroup including representatives from the three levels of government (municipal, provincial and federal), the Board's Community Use of Schools Advisory Committee, and the Board's Inner City Advisory Committee, to address issues relating to community use of publicly funded schools and community centres and other community space based on the principles of equity, accessibility, and affordability.

Background or Supporting Information

Ann Fitzpatrick from SPACE coalition did a brief presentation to the ICAC on the issue of community access to school space. She spoke about ongoing barriers to community access to schools, particularly within the seven inner city clusters and city's priority neighbourhoods and the importance of having free access to some of these schools for quality programming was highlighted.

*For the Board's decision see page 574.*