

Regular Meeting

October 27, 1999

A regular meeting of the Toronto District School Board convened at 6:38 p.m. in the Board Room at 155 College Street, Toronto, Ontario, with Gail Nyberg, Chair of the Board, presiding.

The following members were present: Trustees Irene Atkinson, Donna Cansfield, Diane Cleary, Judi Codd, Christine Ferreira, Gerri Gershon, Suzan Hall, Elizabeth Hill, Jeff Kendall, Shelley Laskin, Sheine Mankovsky, Ron McNaughton, David Moll, Elizebeth Moyer, Barbara D. Nash, Gail Nyberg, Stephnie Payne, Lilein Schaeffer, Doug Stephens, Mike Thomas and Sheila Ward.

Regrets were received from Trustee Brian Blakeley.

204. Memorial

Trustee Ward extended sympathy on behalf of the Board to the family of Denise E. Hammond, a teacher at Huron Street Junior Public School who died recently, and the members stood for a moment of silence in her memory. A tribute submitted by Trustee Ward has been shared with the family.

205. Temporary Chairs

Trustees Laskin, Vice-Chair of the Board and Christine Ferreira, Co-Chair of the Standing Committee, presided from time to time throughout the meeting.

206. Approval of Agenda

Trustee Cleary, seconded by Trustee Laskin, moved: **That the agenda be approved.**

Trustee Laskin, seconded by Trustee Cleary, moved: **That the Board consider Item No. 1 within Report No. 3 of the Chair's Committee on the Trustees' Seminar after the oral presentations from the delegations.**

The motion was carried.

Trustee Stephens, seconded by Trustee Moyer, moved: **That a Notice of Motion from Trustee Stephens regarding a re-consideration of the closure of McNicoll Public School be added to the agenda under New Business.**

The motion was defeated.

The motion to approve the agenda was carried.

207. Confirmation of Minutes

(a) Meeting held on September 8, 1999

Trustee Laskin, seconded by Trustee Mankovsky moved: **That the minutes of the Special Board meeting held on September 8, 1999, be confirmed.**

The motion was carried.

(b) Meeting held on September 29, 1999

Trustee McNaughton, seconded by Trustee Codd, moved: **That the minutes of the Regular Board meeting held on September 29, 1999, be confirmed.**

The motion was carried.

Arising out of the confirmation of the minutes, Trustee Ward advised the Board that had there been a recorded vote on September 29 with regard to Item No. 2 of Report No. 16 of the Committee of the Whole (Private Session), she would have voted against the recommendation of the Committee of the Whole on this matter.

208. Delegations

(a) Oral Presentations

The Board heard the following oral presentations:

Optional Attendance Policy and Procedures (see page 464) and Item No. 4 within Report No. 10 of the Standing Committee, October 13, 1999):

- Lisa Rogers, Co-Chairperson, Summit Heights Elementary School Council
- Shelley Carroll, Toronto Education Assembly
- Vicky Sanderson, Chair, Ledbury Park School Advisory Council

Partnership Policy (see page 478, Item No. 1 within Report No. 9 of the Standing Committee, October 6, 1999):

- Bill Kennedy
- Doug Jolliffe, Vice-President, Ontario Secondary School Teachers' Federation (OSSTF) District 12
- Jacqueline Latter, Ontario Education Alliance

(b) Written Submissions:

The Board received the following written presentations in lieu of delegations:

Optional Attendance Policy and Procedures (see page 464, Item No. 4 within Report No. 10 of the Standing Committee, October 13, 1999):

- John Weatherup, President – Canadian Union of Public Employees (CUPE), Local 4400.
- Christine Bradshaw and Ruth Jorgensen, parent representatives on the Optional Attendance Task Force.
- Lorrie Goldstein and Krystna Goldstein, parents at Ledbury Park Elementary and Middle School.

Nutrition Program – Campbell Soup Company Ltd. (see page 484, Item No. 2 within Report No. 10 of the Standing Committee, October 13, 1999):

- John Weatherup, President – Canadian Union of Public Employees (CUPE), Local 4400.

Trustee Gershon, seconded by Trustee Laskin, moved: **That the oral presentations from the delegations and the written submissions in lieu of delegations be received.**

The motion was carried.

**209. Foundation for Public Education, Directional Statements and Actions
[Item No. 1, within Report No. 3 of the Chair's Committee.
The full report will be published in the November Board Minutes]**

The Chair of the Board presented the following directional statements to its decision-making process and its commitment to public education. The statements arose out of discussions that took place at a recent Trustees' Seminar.

Preamble

A new foundation for public education must be laid because of the massive changes in program, funding and governance introduced by the provincial government.

The Toronto District School Board believes that innovative and far-sighted directions must be set to guide the system through this period of change to enable our students to continue to strive for excellence.

Directional Statements

- Student success is the goal of our public school system in Toronto.
- Student, staff and community diversity is our strength.
- Students' physical, mental and social well-being are essential to their success.
- The involvement of parents and guardians is key.
- The contribution of all staff in serving our communities is valued.
- The Toronto District School Board is committed to maintaining Toronto's public schools as the schools of choice for parents and guardians.

Directional Actions

The Toronto District School Board will:

1. Broaden the range of learning opportunities for all our students.
2. Deliver a balanced program that recognizes the importance of extra-curricular activities.
3. Champion early learning opportunities for children.

4. Support all parents and guardians to become more involved in the education of their children.
5. Strive to develop new labour-management relationships.
6. Provide safe, clean and well-maintained schools.
7. Continue to have our schools available for community use.
8. Run a cost-effective school system.
9. Seek further changes in the provincial funding of education.
10. Develop new sources of revenue to support our programs and services.

Trustee Nyberg, seconded by Trustee Ferreira, moved:

- (a) **That these statements (shown above) of the Board's commitment to public education be confirmed for the purpose of setting the context for the TDSB five-year budget planning process information sessions; and**
- (b) **That a committee be set up by the Board to continue to work with communications on a format and final wording of these statements based on the input of all trustees; and that the committee make further recommendations to the Board as to their future use.**

Trustee Atkinson, seconded by Trustee Hill, moved: **That consideration of the recommendations be postponed until a copy of the above statements are made available in writing to all members of the Board.**

The motion to postpone consideration was defeated.

Trustee Moyer, seconded by Trustee Nyberg, moved in amendment: **That the word confirmed in recommendation (a) be amended to read "approved in principle", so that the recommendation reads as follows (change underscored):**

Recommendation (a)

that these statements of the Board's commitment to public education be approved in principle for the purpose of setting the context for the TDSB five-year budget planning process information sessions; and

The amendment was carried.

The main motion as amended, was carried.

Therefore the decision of the Board with regard to the directional statements on the Board's commitment to public education is as follows:

- (a) **that these statements of the Board's commitment to public education be approved in principle for the purpose of setting the context for the TDSB five-year budget planning process information sessions; and**

- (b) that a committee be set up by the Board to continue to work with communications on a format and final wording of these statements based on the input of all trustees; and that the committee make further recommendations to the Board as to their future use.

210. Good News Reports

1. TDSB Staff and Students

The Board received a report of the officials dated October 27, 1999, providing information about TDSB staff and students who were recognized for outstanding achievement(s) in various areas.

Trustee Gershon, seconded by Trustee Cleary, moved: **That the congratulations of the Board be extended to:**

- (a) Alan Skeoch, a veteran Toronto History teacher, recipient of the 1999 Governor General's Award for Excellence in Teaching Canadian History;
- (b) Kostas Moliotsias, Mathematics teacher at Woburn CI, recipient of the Mathematical Association of America's Edyth May Sliffe Award for Distinguished High School Mathematics Teaching;
- (c) North Toronto CI, recipient of the Nike School Challenge Award in recognition of their *Run for the Cure* raising the highest school contribution, \$3,800, for Breast Cancer Research; and
OAC students Zenith Chance and Sean Henderson, for co-ordinating the event;
- (d) Stewart Craven, Districtwide Co-ordinator for Mathematics, recipient of a Police Citation for advancing community safety objectives, and working with students on "real-life" mathematical problems and creating solutions;
- (e) Jinny Chen, York Mills CI. student, recipient of a Willowdale-Thornhill PEO Engineering Scholarship Award;
- (f) Sue Daniels, Downsview SS, and Mel Grief, HumberSide CI, recipients of the Toronto Sun's Teachers of the Year Award;
- (g) Francie Maroosis, Oakwood CI, Joanne Sleightholm, Armour Heights PS, and Angela Vavitas, Northern SS, recipients of Certificates of Merit at the eighth annual TVOntario Teachers' Awards;
- (h) Junior Achievement National Award recipients, students:
 - Danielle Floyd, Bloor CI, Philip Love, David & Mary Thompson CI, Award for Best Investors Report
 - Ee Lyn Lum, Jarvis CI, The Joseph Rotman Entrepreneurial Award;
- (i) Junior Achievement Local Award recipients, students:
 - Danielle Floyd, Bloor CI, Philip Love, David & Mary Thompson CI, Company of the Year Award

- **Bryan Abichandani, York Mills CI, Freddy Cheng, York Mills CI, Joanna Lee, Harbord CI, Adrian Seto, L'Amoreaux CI, Freeman Yu, Agincourt CI, for Best Shareholder's Report, Highest Return on Investment, Best Practice, and Esso Teamwork Award**
- **Junaid Alam, Malvern CI, Randy Dressar, Forest Hill CI, Alfie Hakan, Forest Hill CI, Matt Breaky, Malvern CI, Nick Maroulis, Forest Hill CI, Best Business Plan Award**
- **Rebecca Goodman, William Lyon MacKenzie CI, Award for Leadership in Human Resources**
- **Junaid Alam, Malvern CI, Leadership in Finance Award**
- **Freeman Yu, Agincourt CI, Leadership in Quality Award**
- **Adam Deif, York Mills CI, Leadership in Marketing Award**
- **Nick Maroulis, Forest Hill CI, Entrepreneurship Award**
- **Jane Kim, Newtonbrook SS, First-Year Achiever of the Year Award**
- **Daniel Ambichandani, York Mills CI, Achiever of the Year Award.**

2. Sharon Bate, Executive Officer, Student and Community Services

The Director of Education announced that Sharon Bate, Executive Officer, Student and Community Services has been appointed Director of Education for the Simcoe County District School Board and she would be assuming her new responsibilities on January 1, 2000.

Members of the Board joined the Director of Education in extending best wishes to Sharon Bate and appreciation for her outstanding contribution to the success of public education within the Toronto District School Board.

211. Optional Attendance Policy and Procedures (see page 471)

The Board considered a report from the officials dated October 22, 1999, presenting for approval, the Optional Attendance Policy (see page 471) for the Toronto District School Board as well as the procedures for the implementation of the policy (see page 474).

The report advised that the Optional Attendance Policy Task Group began meeting on 11 May 1998. In December 1998, the Board received the Draft Optional Attendance Policy and approved a consultation process.

The Consultation Process

All School Councils received a copy of the Draft Policy and were invited to respond. As well, written responses were encouraged via e-mail and other means. The Task Group's aim was to open the process as much as possible for all stakeholders. In all, 64 responses were received from both groups and individuals ranging from parents, residents and ratepayers groups, School Councils, teachers, administrators and child care providers. Detailed input was also received from the Facility Services Department.

The input received from the written responses and from meetings held with the York Mills Collegiate School Council and the Etobicoke School Council Chairs was utilized to develop questions to facilitate meetings with focus groups.

Three focus group meetings were conducted in the spring of this year. The focus groups included representatives from a variety of stakeholders and from a number of communities across the TDSB. The Policy and Procedures (see pages 471 and 474) is the result of this extensive consultation process.

Issues

Parents and students value the opportunity to access schools and programs outside their designated attendance area. Significant concern was expressed that the provincial government's funding formula as it affects school operations, could have a negative impact on the range of choice parents and students might have.

Concern was expressed as to how students were selected to attend schools other than their designated school. It was believed that those families who could afford the time to line up or hire someone to line up for them were at a distinct advantage. To ensure fairness and objectivity in the selection process a majority of respondents felt that selection by lottery was the fairest and most equitable process.

Considerable input was received from parents whose children attend specialized programs in our secondary schools. School staffs and administrators in such schools and programs also provided input. Specialized programs initiated at the Board level should have admission criteria developed by the Board and be open to students from across the TDSB. School initiated specialized programs should have admission criteria developed by the school and approved by the Superintendent of Schools. In all cases it was felt that the same program housed in a number of schools should have similar criteria. Some communities felt that in-district students should have the right of first access to such programs while other school initiated programs wanted to open access to students from across the TDSB. A list of the specialized programs available in the TDSB is included in the procedures.

Specialized Programs and Alternative Schools are not equally available across the TDSB. Distance to some programs prohibits students in certain areas from accessing programs they are interested in attending. Respondents indicated that they felt the Board had a responsibility to see that programs were available in all areas of the Board.

Parents of students in Optional French Programs, administrators in such programs and consultative staff assigned to such programs provided considerable input to the Task Group. Much of the input related to issues that were beyond the terms of reference of the Optional Attendance Task Group. It is the view of these groups that the TDSB must create a specialized task force consisting of administrators, trustees, staff, teachers and parents to make further recommendations on issues that particularly affect the continued delivery of Optional French Programs in a consistent and progressive fashion throughout the TDSB, including procedures governing access to such programs.

The Optional French Programs section of the Optional Attendance Policy is contained in this report as a reflection of the need to have a policy in place for these valued programs, while the specialized task force performs its mandate.

The Director of Education took under advisement the concerns raised by some trustees about establishing the sunset nature of the "flexibility" statement within the procedures; and equity within the system as it relates to flexibility to access schools.

Trustee Cansfield, seconded by Trustee Hall, moved:

- (a) that the Optional Attendance Policy be approved;**
- (b) that the Optional Attendance Procedures be received.**

The motion was carried.

212. Recess

On a motion by Trustee Atkinson, seconded by Trustee Hall, the Board recessed for approximately five minutes.

213. Report No. 9, Standing Committee, October 6, 1999 (see page 478)

Trustee Mankovsky, seconded by Trustee Ferreira, moved: **That Report No. 9 of the Standing Committee, October 6, 1999, be adopted.**

The Board discussed Item No. 1, Partnership Policy and Item No. 4, Transportation Start-up Issues, separately.

Item No. 1, Partnership Policy (see page 478)

Trustee Mankovsky, seconded by Trustee Ferreira, moved: **That the External Partnerships Policy Statement be amended as follows:**

- (a) **That the third nugget be amended as follows (change underscored): Any school entering into a partnership must do so with community organizations, unions, businesses and institutions that demonstrate good citizenship and a commitment to a publicly governed and funded education system. Schools should not partner with business that are engaged in activities, provide services or manufacture products that are deemed inappropriate for student consumption or use.**

The amendment was carried.

- (b) **The above statement be divided into two sentences with an amendment to the second sentence as follows (change underscored):**
- **Any school entering into a partnership must do so with community organizations, unions, businesses and institutions that demonstrate good citizenship and a commitment to a publicly governed and funded education system.**
 - **Schools should not partner with businesses that are engaged in activities, provide services or manufacture products that are deemed inappropriate for student consumption or use; or who are on record as contravening provincial and international Human Rights Codes.**

The amendment was defeated.

- (c) **That the sixth nugget be amended as follows (change underscored):**
- **Schools must evaluate their partnerships on a regular basis to ensure ongoing benefit and value to learners and the Toronto District School Board.**

The amendment was carried.

Therefore, the decision of the Board with regard to the External Partnerships Policy Statement is as follows:

External Partnerships Policy Statement (as amended)

It is the policy of the Toronto District School Board that partnerships with community, labour and business agencies be encouraged in all schools when the following conditions are met:

- The activities must be consistent with the Vision, Values and Goals, Policies and Procedures of the Toronto District School Board.
- All activities related to the partnership will be commercially or otherwise non-exploitive of the students, staff, or the school.
- Any school entering into a partnership must do so with community organizations, unions, businesses and institutions that demonstrate good citizenship and a commitment to a publicly governed and funded education system. Schools should not partner with businesses that are engaged in activities, provide services or manufacture products that are deemed inappropriate for student consumption or use;
- The primary objectives of partnerships are designed to support curriculum and school-to-work opportunities, and enhance the quality and relevance of learning.
- Recognition of partners must be circumscribed by community standards of propriety and good taste.
- Schools must evaluate their partnerships on a regular basis to ensure ongoing benefit and value to learners and the Toronto District School Board.
- School councils and student councils at secondary schools, junior high schools and middle schools as appropriate, will be involved in approving new partnerships at the school level.
- Large partnerships that involve several schools, and/or multiple partners, should be endorsed by an advisory committee consisting of representatives from administration, schools, community, federations, unions, trustees, parents and students. The committee will re-evaluate the partnerships on an ongoing basis to ensure beneficial outcomes for learners.

Item No. 4, Transportation Start-up Issues (see page 482)

Trustee Atkinson, seconded by Trustee Payne, moved: **That the following recommendation be added to the recommendation contained in the report:**

- (b) **The Director of Education report on a process involving parents to evaluate the student transportation service.**

The amendment was carried.

Therefore, the decision of the Board with regard to Transportation Start-up Issues is as follows:

- (a) **That the report be received;**

- (b) **That the Director of Education report on a process involving parents to evaluate the student transportation service.**

The motion to adopt Report No. 9 of the Standing Committee, October 6, 1999, as amended, was carried.

214. Report No. 10, Standing Committee, October 13, 1999 (see page 484)

Trustee Ferreira, seconded by Trustee Mankovsky, moved: **That Report No. 10 of the Standing Committee, October 13, 1999, be adopted.**

The Board discussed the following items separately:

Item No. 2, Nutrition Program – Campbell Soup Company Ltd. (see page 484)

The Director of Education undertook to advise the Board on equity relating to school fund-raising, including the connection, if any, between sponsorships and the approved External Partnerships policy.

The recommendation of the Standing Committee was carried on a recorded vote as follows

YEAS: Trustees Atkinson, Cansfield, Cleary, Codd, Ferreira, Gershon, Hall, Kendall, Laskin, Mankovsky, McNaughton, Moll, Moyer, Nash, Nyberg, Payne, Stephens, Thomas and Ward (19). **NAYS:** Trustee Hill (1). **ABSENT:** Trustees Blakeley and Schaeffer (2).

Item No. 6, Policy on Abuse and Neglect of Students (see pages 490 and 500)

Trustee Hill, seconded by Trustee Nash, moved in amendment: **That the name of the Policy on Abuse and Neglect of Students be amended to read “Policy on Dealing with Neglect and Abuse of Students (change underscored).**

The amendment was carried.

Item No. 7, Selection, Promotion and Placement Procedures for Principals and Vice-Principals (see pages 493 and 503)

Trustee Laskin, seconded by Trustee Kendall, moved in amendment: **That the following recommendation be added to the recommendation contained in the report:**

Additional Recommendation

- (b) **That the Board invite applications for the positions of Principal and Vice-Principal from external candidates as well as internal candidates.**

The amendment was carried on a recorded vote as follows:

YEAS: Trustees Atkinson, Cansfield, Cleary, Codd, Ferreira, Hall, Hill, Kendall, Laskin, Mankovsky, McNaughton, Nash, Nyberg, Payne, Stephens, Schaeffer and Ward (17). **NAYS:** Trustees Gershon, Moll, Moyer and Thomas (4). **ABSENT:** Trustee Blakeley (1).

Therefore, the decision of the Board with regard to the Selection, Promotion and Placement Procedures for Principals and Vice-Principals is as follows:

- (a) **That the Selection, Promotion and Placement Procedures for Principals and Vice-Principals be approved.**
- (b) **That the Board invite applications for the positions of Principal and Vice-Principal from external candidates as well as internal candidates.**

Item No. 10, Closure Implementation Teams (CITs) (see page 496)

Amendment to Report

Trustee Ferreira, seconded by Trustee Mankovsky, moved in amendment: **That secondary school students as appropriate be included in the membership of the CITs Steering Committee.**

The amendment was carried.

Note: The decisions of the Board with regard to Closure Implementation Teams are now reflected in the text of Item No. 10 of Report No. 10 of the Standing Committee.

The motion to adopt Report of the Standing Committee, October 13, 1999, as amended, was carried.

215. Report No. 17 of the Committee of the Whole (Private Session), October 27, 1999 (see page 508)

As part of the Ending Time procedure, Trustee Laskin, seconded by Trustee Ferreira, moved: **That Report No. 17 of the Committee of the Whole (Private Session), October 27, 1999, be approved.**

The motion was carried.

216. Carried Forward Agenda Items

As a result of the Ending Time procedure being applied, the Board decided not to extend the meeting. The following agenda items were carried forward to a Special Board Meeting on November 3, 1999:

- Special Education Advisory Committee Vacancy
- Report No. 8 of the Budget Process Group, October 13, 1999
- Report No. 3 of the Chair's Committee, with the exception of Item No. 1
- Report No. 3 of the Trustees' Communications Steering Committee, October 7, 1999
- Report No. 7 of the Special Education Advisory Committee, October 12, 1999
- Notice of Motion from Trustee Kendall on the Student Transportation Policy: Appeals and Criteria regarding Safety Issues.

217. Adjournment

At 11:05 p.m, Trustee Atkinson, seconded by Trustee McNaughton, moved: **That the meeting stand adjourned.**

The motion was carried.

Marguerite Jackson
Director of Education and Secretary-Treasurer

Gail Nyberg
Chair of the Board

Certified Correct: _____
Director of Education and Secretary-Treasurer

Confirmed by the Board of Education at meeting held
on November 24, 1999.

Chair of the Board

Optional Attendance Policy*

(As approved by the Board October 27, 1999, see page 464)

Each student who is otherwise eligible to attend school will have the right to attend a designated school based on the parents'/guardians'** residential address. The Toronto District School Board values parental and student choice within the education system. Students should have the right to access programs and schools that best meet their needs, interests and aptitudes. Students will be provided with opportunities to access schools and programs when space is available, outside the designated attendance area in which they reside.

Optional Attendance – Regular Schools And Programs

Students who are residents of the City of Toronto*** and eligible to attend an elementary, middle, senior, junior high or secondary school are eligible to apply for enrolment in a school within the Toronto District School Board, outside their regular attendance area subject to the guidelines outlined below.

IF SUFFICIENT SPACE AS OUTLINED IN THE PROCEDURES AND A SUITABLE PROGRAM ARE AVAILABLE AT THE REQUESTED SCHOOL THEN:

1. Parents/guardians, on behalf of their children, or students who are 18 years of age or older may apply to two schools for optional attendance.
- 2a) If requests exceed the space available, students will be admitted by a lottery subject to the following admissions priorities:

Priority 1

Students who have siblings already in the requested school and expected to be in the school for the next school year.

Priority 2

Students attending licensed child care in the requested school and secondary students whose child is receiving child care in the catchment area of a secondary school.

Priority 3

Students attending licensed child care in the catchment area of the requested school.

Priority 4

Students receiving child care in the catchment area of the requested school.

Priority 5

Feeder school students who are currently under optional attendance.

* *This does not apply to students placed through Identification, Placement and Review Committees or other administrative placements.*

** *As defined in the Education Act*

*** *Students who reside outside the City of Toronto may apply for Optional Attendance to all schools and programs should sufficient space be available when all the needs of students resident in the City of Toronto are met.*

Priority 6

Students who attend a school which feeds more than one regular program school at the next level and where students are assigned to one of the schools based on their residential address, and where the students must apply for Optional Attendance to attend the other school.

Priority 7

Other students resident in the City of Toronto.

- 2b) On completion of the lottery, students' names will be placed on a waiting list according to the priorities set out above.
3. Students who receive approval to attend a school under the Optional Attendance Policy are expected to continue to attend that school until graduation from that school.
4. Upon graduation from a school, Optional Attendance students will be required to reapply under the Optional Attendance Policy for admission to the middle, senior, junior high or secondary school into which their current school feeds.
5. No transportation will be provided.

Optional Attendance – Specialized Schools And Programs****

Where schools or sections of schools are dedicated to specialized programs access to such schools and/or programs will be open to any students who are residents of the City of Toronto and eligible to attend subject to the guidelines outlined below:

1. Students will be selected for admission subject to the students meeting the required admission criteria of such schools and programs.
2. If more students meet the criteria than there are spaces available, students will be admitted based on a lottery.
3. Where identical programs are offered at several locations standardized criteria will exist to select students.
4. Admission criteria for specialized programs that are school initiated will be developed by the school and approved by the Superintendent of Schools. The TDSB will develop admission criteria for specialized schools or programs initiated by the TDSB.
5. No transportation will be provided.

Alternative Schools Or Programs****

All students who are residents of the City of Toronto are eligible to attend any alternative school and/or program subject to the guidelines outlined:

Elementary

1. The student and parent meet the required admission criteria for the school or program developed by that school or program.

2. If more students meet the criteria than there are spaces available, students will be admitted based on a lottery.
3. No transportation will be provided.

Secondary

1. The student meets the required admission criteria for the school or program developed by that school or program.
2. No transportation will be provided.

Optional French Programs****

All students who are residents of the City of Toronto and eligible to attend will have the right to attend an Optional French Program and will have a designated school which they have the right to attend to access the program. Right of access is subject to the guidelines outlined below, and to any admission criteria that may exist for programs other than the Early Optional French Programs.

1. Should sufficient space not be available in a student's designated school, students will be offered a place in the next closest designated school offering an Optional French Program.
2. Once admitted to a school, the student will have the right to complete the Optional French Program in the schools designated to deliver Optional French Programs in that area.
3. Transportation will be provided according to the policy of the TDSB.
4. If a student elects to attend an Optional French Program in other than the designated school the Optional Attendance policy set out for regular schools and programs shall apply. No transportation will be provided.

***** To maintain program viability students who attend Specialized Schools and Programs, Alternative Schools and Programs and Optional French Programs will have priority over Optional Attendance students attending under Regular Schools and Programs.*

Procedures for Optional Attendance

1. Regular Schools and Programs

- 1.1. The school shall accommodate students from within its designated attendance area. Designated attendance boundaries will be approved by the Board.
- 1.2. Students will be provided with opportunities to access schools and programs when space is available, outside the designated attendance area in which they reside.
- 1.3. Projected enrolment patterns for a three year period will be used in the determination of those schools recommended for inclusion on a list of schools closed to optional attendance. *
- 1.4. A list of schools closed to optional attendance will be prepared by the Planning Section, Facility Services, and distributed to schools and trustees during the first operating week in January.
- 1.5. Applications for optional attendance shall be available at schools and Education offices during the month of January.
- 1.6. Applications are to be completed and signed by the parent/guardian or student 18 years of age or older and returned to the school the student currently attends (home school).
- 1.7. The home school principal or a designate shall sign the application.
- 1.8. The parent /guardian or student 18 years of age or older will forward or deliver the application to the requested school by 28 February.
- 1.9. Applications will be received at the requested school up to 28 February, if a suitable program is available.
- 1.10. Students will be accepted by the requested school according to the admission priorities defined in the Optional Attendance Policy. The students will be assigned to priority categories based on the criteria outlined in the policy. Admission of students will be determined by addressing each priority category sequentially, beginning with Priority One, and examining the number of requests in a priority category and the space available. If space is available for the requests in a priority category, all the students in the category will be accepted before addressing the next priority. If requests in a priority category exceed the space available, students in that category will be accepted through a lottery (no further priority categories would be addressed).

The lottery will be held during the first week of March and conducted by the requested school.

* *Flexibility in implementation of these procedures will be required until such time as the space accommodation review processes are complete.*

Note: At the meeting of the Board on October 27, 1999, staff took under advisement concerns re the nature of the flexibility statement and equity with the system related to flexibility to access schools. (See page 465)

- 1.11. The requested school principal will complete and sign the application indicating the decision and forward a copy to the parent /guardian or student before March break.
 - 1.12. Parents/guardians or students 18 years of age or older must inform the requested school of acceptance by 15 April.
 - 1.13. Forms for students who accept the offer of admission will be forwarded to the TDSB home school and the Planning Section – Facility Services Department.
2. Specialized Schools and Programs
- 2.1. Applications for attendance at specialized schools or programs shall be available from the principal of the specialized school or program.
 - 2.2. Applications for specialized schools or programs will contain an outline of the admission criteria for the school or program and the timelines related to acceptance or rejection of the application, as well as timelines related to the lottery, should one be required.
 - 2.3. Applications are to be completed and signed by the parent/guardian or student 18 years of age or older and returned to the home school.
 - 2.4. The home school principal will sign the application.
 - 2.5. The parent /guardian or student 18 years of age or older will forward or deliver the application to the requested school.
 - 2.6. The requested school principal will complete and sign the application indicating the decision and forward a copy to the parent/guardian or student before March break.
 - 2.7. Parents/guardians or students 18 years of age or older must inform the requested school of acceptance by 15 April.
 - 2.8. Forms for students who accept the offer of admission will be forwarded to the TDSB home school and the Planning Section – Facility Services Department.

The following specialized schools and programs are available in the Toronto District School Board. This list will be updated annually by the Instruction Department.

Elementary Schools and Programs

- Arlington Middle School International Baccalaureate Middle Years Program
- Claude Watson School for the Arts, Seneca Campus
- Claude Watson School for the Arts(Grades 4-8), Spring Garden Campus
- CyberARTS, Don Mills Middle School
- CyberARTS, C.H. Best Middle School

- Faywood Arts-Based Curriculum School

Secondary Schools and Programs

- CyberARTS, Don Mills Collegiate Institute
- CyberARTS, Northview Heights Secondary School
- CyberScience, Emery Collegiate Institute
- Gifted Athletic Program, Birchmount Park Collegiate Institute
- International Baccalaureate, Vaughan Road Academy
- International Baccalaureate, Weston Collegiate Institute
- International Baccalaureate, Victoria Park Secondary School
- Etobicoke School of the Arts
- TOPS (Talented Offerings for Programs in the Sciences), Marc Garneau Collegiate Institute
- Claude Watson Program, (Arts) Earl Haig Secondary School
- High Performance Program, (Athletics), Silverthorn Collegiate Institute
- Macs Program, William Lyon MacKenzie Collegiate Institute
- Entrepreneurial School, Scarlett Heights Entrepreneurial Academy
- SATEC, W.A. Porter Collegiate Institute
- Academic Program for Gifted Athletes, Northview Heights Secondary School
- Downsview Arts Advantage, Downsview Secondary School
- Wexford Collegiate Institute (Arts)

3. Alternative Schools

- 1.1. Applications for alternative schools and programs are available from the principal or designate of the alternate school or program.
- 1.2. Applications for alternative school and programs will contain an outline of the admission criteria for such schools and programs and the timelines related to acceptance or rejection of the application, as well as timelines related to the lottery, should one be required.
- 1.3. Applications are to be completed and signed by the parent/guardian or student 18 years of age or older and returned to the principal or designate of the Alternative school or program.
- 1.4. The requested school principal will complete and sign the application indicating the decision and forward a copy to the parent/guardian or student before March break.
- 3.5 Parents/guardians or students 18 years of age or older must inform the requested school of acceptance by 15 April.
- 3.6 Forms for students who accept the offer of admission will be forwarded to the TDSB home school and the Planning Section – Facility Services Department.

The following alternative schools and programs are available in the TDSB:

Elementary Programs

<u>School</u>	<u>Address</u>	<u>Phone</u>
ALPHA	20 Brant Street, M5V 2M1	393-1880
Alternative Primary School	1100 Spadina Road, M5N 2M6	393-9199
Avondale (Elem. & Sec.)	171 Avondale Ave., M2N 2V4	395-3130
Beaches	50 Swanwick Ave., M4E 1Z5	393-1451
City View Senior	65 Grace Street, M6J 2S4	393-8287
Delta Senior	301 Montrose Ave., M6G 3G9	393-9730
Downtown Alternative	85 Lower Jarvis St., M5E 1R8	393-1882
E.A.S.T. Senior	21 Boulton Ave., M4J 1A7	393-8442
Hawthorne II Bilingual	50 Essex St., M6G 1T3	393-0727
High Park	265 Annette St., M6P 1R3	393-9050
Horizon Senior	401 College St., M5T 1S9	393-1298
Mountview	99 Mountview Ave., M6P 2L5	393-9037
Quest Senior	25 Bain Ave., M4K 1E5	393-9430
Scarborough Village	15 Luella St., M1J 3P2	396-6560
Spectrum Senior	223 Eglinton Ave. E., M4P 1L1	393-9311

Secondary Programs

<u>School</u>	<u>Address</u>	<u>Phone</u>
East York Alternative	670 Cosburn Ave., M4C 2V2	396-2925
Alternative Scarb. Edn (ASE1)	60 Brimorton Dr., M1P 3Z1	396-6914
Alternative Scarb. Edn. (ASE2)	109A Chartland Blvd., M1S 2R7	396-6919
Avondale (Elem. & Sec.)	171 Avondale Ave., M2N 2V4	395-3130
The City School	315 Osler St., M6N 2Z4	393-1470
Contact	132 St. Patrick St. M5T 1V1	393-1455
Inglenook Community School	19 Sackville St., M5A 3E1	393-0560
Interact	529 Vaughan Road, M6C 2R1	394-3222
Oasis	20 Brant St., M5V 2M1	393-9830
S.E.E.D.	22 College St. Ste. 500 M5G 1K3	393-0564
S.O.L.E.	24 Mountjoy Ave., M4J 1J6	393-0756
School of Experiential Education	40 McArthur St. M9P 3M7	394-6990
Subway Academy One	16 Phin Ave., M4J 3T2	393-9466
Subway Academy Two	304 Brunswick Ave., M5S 2M7	393-1445
The Student School	125 Evelyn Cr., M6P 3E3	393-9639
West End Alternative	70 D'Arcy St. M5T 1K1	393-0660

4. Optional French Programs

- 4.1. The procedures governing access to Optional French Programs will be determined by the specialized task force referred to in the body of the report of the Optional Attendance Task Force. In the interim current procedures will continue to be used.

The procedures for Optional Attendance to Optional French Programs shall be governed by the Procedures for Optional Attendance, Regular Schools and Programs in the policy.

**Report No. 9, Standing Committee
(Public Session)**

October 6, 1999

To the Chair and Members of
the Toronto District School Board:

The Standing Committee of the Toronto District School Board convened from 6:45 p.m. to 8:45 p.m. on October 6, 1999, in the Board Room at 155 College Street, Toronto, Ontario, with Co-Chair Christine Ferreira presiding.

The following members were present: Trustees Irene Atkinson, Brian Blakeley, Judi Codd, Christine Ferreira, Gerri Gershon, Suzan Hall, Elizabeth Hill, Shelley Laskin, Sheine Mankovsky, Ron McNaughton, David Moll, Barbara Nash, Gail Nyberg, Stephnie Payne, Lilein Schaeffer, Doug Stephens, Mike Thomas and Student Trustee Haley Weber.

Regrets were received from Trustees Donna Cansfield, Diane Cleary, Jeff Kendall, Elizebeth Moyer and Sheila Ward.

1. Partnership Policy (Amended, see page 466)

The Committee considered a report of the officials, dated October 6, 1999, provided to highlight examples of the existing educational partnerships and practices that support program and to set out guidelines in the development of future partnerships within the Toronto District School Board to ensure positive outcomes for our students.

The changes in education finance brought about by Bill 160 will significantly reduce the resources available for education in Toronto. One of the ways to mitigate these reductions in funding is to create new resources by reaching out into our community. The Board took one step in creating new resources with the creation of a Toronto District School Board Charitable Foundation (now known as the Toronto Foundation For Student Success). External partnerships represent an additional way in which the Toronto district School board can enhance the resources available to support education in Toronto.

Toronto District School Board Charitable Foundation Statement

The Toronto District School Board Charitable Foundation was established in May 1998 to provide a sustainable funding and administrative support structure that would ensure the necessary resources would be available to support school based nutrition programs on an ongoing basis. The Foundation serves to financially coordinate diverse resources in support of nutrition programs, but is not limited to nutrition programs, it can easily extend its support to other necessary programs that are essential to learning. The goal of the Board Charitable Foundation is to support the mission of the Toronto District School Board:

The Toronto District School Board affirms its commitment to student nutrition programs by establishing the Toronto District School Board Charitable Foundation. This foundation will financially coordinate diverse resources to support the Board's Mission Statement: "Our mission is to enable all students to reach high levels of achievement and to acquire the knowledge, skills and values they need to become responsible members of a democratic society."

Together with its partners in the community, the Toronto District School Board Charitable Foundation intends to build on existing programs and develop unique new ways to facilitate the academic success of students. Staff will explore ideas for creative, non-traditional projects, outside the regular instructional program, aimed at supporting the desire of students to learn.

The Toronto District School Board Charitable Foundation believes in assisting students to benefit physically, emotionally and intellectually from each school day. Students under stress have difficulty learning--students under extreme stress cannot learn. Some of the Board's students do not have enough to eat, some are living in minimal shelter, some experience violence in their homes. The Board will act as an advocate for these students and will honour them, and build their trust in the board and pride in themselves. The Board supports the creation of an environment for learning in which students can be successful. The Toronto District School Board Foundation will support nutrition and other programs in order to address some of these issues.

External Partnerships

A committee, composed of staff from across the TDSB who work in the area of partnerships, developed a Partnership Report outlining some of the more creative partnerships that currently exist.

A partnership is a mutually supportive arrangement between a school, or school board, and a community organization, large or small business, union, post-secondary institution, or government department. It is a collaboration that encourages learning and growth in both learners and employees, and enriches the educational environment by utilizing the human resources available in the community. Each partnership is unique and autonomous in the type of service and resources shared, and in the number of projects and activities that occur.

The true partnership in education is between schools and society. The role of community-education partnerships is to support this primary commitment. The determination of criteria for education partnerships should, at all times, take into account the well-being and benefit of learners and reflect the Board's missions statement:

"Our mission is to enable all students to reach high levels of achievement and to acquire the knowledge, skills and values they need to become responsible members of a democratic society."

The Standing Committee **RECOMMENDS** that the following policy statement concerning external partnerships be approved.

External Partnerships, Policy Statement (Amended)

(As approved by the Board October 27, 1999, see page 467)

It is the policy of the Toronto District School Board that partnerships with community, labour and business agencies be encouraged in all schools when the following conditions are met:

- the activities must be consistent with the Vision, Values and Goals, Policies and Procedures of the Toronto District School Board;

- all activities related to the partnership will be commercially or otherwise non-exploitive of the students, staff, or the school;
- any school entering into a partnership must do so with community organizations, unions, businesses and institutions that demonstrate good citizenship and a commitment to a publicly governed and funded education system. Schools should not partner with businesses that are engaged in activities, provide services or manufacture products that are deemed inappropriate for student consumption or use;
- the primary objectives of partnerships are designed to support curriculum and school-to-work opportunities, and enhance the quality and relevance of learning;
- recognition of partners must be circumscribed by community standards of propriety and good taste;
- schools must evaluate their partnerships on a regular basis to ensure ongoing benefit and value to learners and the Toronto District School Board.
- school councils and student councils at secondary schools, junior high schools and middle schools as appropriate, will be involved in approving new partnerships at the school level;
- large partnerships that involve several schools, and/or multiple partners, should be endorsed by an advisory committee consisting of representatives from administration, schools, community, federations, unions, trustees, parents and students. The committee will re-evaluate the partnerships on an ongoing basis to ensure beneficial outcomes for learners.

2. Greenland Public School Child Care Centre

The Committee considered the following report of the officials dated October 6, 1999, provided to obtain approval for program and the appointment of an architect for the construction of a purpose-built child care centre at Greenland Public School.

A purpose-built child care centre is planned to be constructed at Greenland Public School as the result of a joint-use initiative between the City of Toronto and the Toronto District School Board. The 4,800-square-foot child care centre addition will accommodate the program of the Playhouse Child Care Centre currently operating out of Don Mills Middle School. This initiative resulted from the need to relocate the day care from Don Mills Middle School due to significant enrolment growth. It is the intention of Playhouse to relocate and offer child care services out of the new centre by September 2000 .

Greenland Public School is located on Greenland Road in the Don Mills community, east of Don Mills Road, south of Lawrence Avenue East, north of Eglinton Avenue East and west of the Don Valley Parkway. This school is currently at capacity and increased growth anticipated from proposed development in the attendance area will necessitate either the building of an addition at this site or the reopening of a closed school (Overland Public School) to the west of Don Mills Road. Currently the majority of the school-age pupils in the Greenland After-School Program (GRASP), are accommodated at Greenland Public School, thus the location of a new purpose-built child care centre at Greenland Public School will not further exacerbate the current enrolment at this school.

School	Ministry Capacity	Enrolment (FTE)									
		Actual					Projected				
		1995	1996	1997	1998	1999	2000	2001	2002	2003	
Greenland PS	177	188	179	170	186	181	205	216	217	216	

Greenland Public School is 24,068 sq. feet, built in 1955 and is in very good condition. The site is 7.5 acres, which is approximately 2.5 acres more than a regular elementary school site and is, therefore, more than adequate to accommodate a purpose-built child care centre, as well as an addition if required in the near future.

At its meeting held on July 27-30, 1999, the Council of the City of Toronto approved an allocation of up to \$800,000 in capital funding to support the renovations required to move the Playhouse Child Care Centre to Greenland Public School. A building program, cost estimate and project schedule have been prepared in support of this.

A request for proposal for consulting services was distributed to 24 architectural firms. Thirteen submissions were received and ranked against the following criteria: quality of the proposal and ability to meet the Terms of Reference, project team experience and qualifications, project experience, proposed schedule, methodology, cost control and the total cost of services. The firm of Taylor Hariri Pontarini Architects received the highest rating. It is therefore proposed that Taylor Hariri Pontarini Architects be appointed as the architect for the child care centre project at Greenland Public School.

The Standing Committee **RECOMMENDS:**

- (a) That program construction of a 4,800-square-foot, purpose-built child care centre at Greenland Public School, at a total project cost not to exceed \$800,000, funded by the City of Toronto Child Care Capital Reserve be approved; and
- (b) That the appointment of Taylor Hariri Pontarini Architects to provide the consulting services for the Greenland Public School Child Care Centre be approved.

3. External Audit Review

The Committee considered the following report of the officials dated October 6, 1999, provided to propose a committee review of the audit function and reports to the Board.

Review of Audit Function and Reports

The Education Act, Section 253(1) and (4), provides that: "Every board shall appoint one or more auditors for a term not exceeding five years who shall be a person licensed under the *Public Accountancy Act*... [who] shall perform the duties that are prescribed by the Minister under paragraph 30 of subsection 8(1) and the duties that may be required by the board that do not conflict with the duties prescribed by the Minister."

The auditor reports through the issuance of the Auditor's Report on the annual financial statements, which are submitted to the Board. In addition, the auditor will, on a periodic basis, issue management letters to the officials, which will deal with a specific operational matter.

It proposed that prior to submission of the annual financial statements to Board that a committee of the Board review the annual financial statements. This committee would report thereon to the Board at the regular meeting in November of each year.

The proposed terms of reference are as follows:

1. To review, from time to time, the terms of the appointment of the auditor.

2. To review the annual financial statements and the auditor's report thereon.
3. To review the auditor's management letter on accounting practices and internal control and the staff response.
4. To identify specific projects which the Business Administration and Human Resources Committee wishes to undertake and, if such projects are approved by the Board, to act as the Steering Committee for such projects.
5. To report on these items to the Board as appropriate.

The Standing Committee **RECOMMENDS:**

- (a) That the Business Administration and Human Resources Committee add to its Terms of Reference, the role of audit liaison to review the appointment and duties of the auditor on an as-needed basis and the annual audited financial statements; and
- (b) That the Business Administration and Human Resources Committee submit its report to the regular meeting of the Board to be held in November of each year.

4. Transportation Start-up Issues (As amended, see page 467)

The Standing Committee considered a report of the officials dated October 6, 1999, on transportation start-up issues. It described steps undertaken to address transportation start-up problems in specific areas of the city.

Several routes in the former Toronto and North York Boards have not had reliable service since the start of school. Laidlaw Transit Ltd. was short of drivers and did not initially advise the Board administration of this problem. Laidlaw was requested to rectify the lack of service but could not maintain the required routes. Accordingly, staff have reduced Laidlaw's contracted routes by 10 and transferred them to another carrier. Other routes are currently being assessed by staff to determine if more transfers are required. In addition to this reduction in business to Laidlaw, staff will impose a financial penalty on the carrier from the next month's payment. This will address the cost of extra taxis used and non-delivery of service.

Since the new transportation policy required the redesign of most routes, the initial distribution of buses was untried for both the carrier and Board staff. The final placement of buses should be resolved within the next week.

Action to Ensure Future Timely and Reliable Busing

Board staff met with the senior officials of Laidlaw on Monday, October 4th, to obtain an assurance that all routes presently in their care will be closely monitored and serviced. Laidlaw has also agreed to provide a daily report on any discrepancies that occur on their buses and the corrective measures taken. Laidlaw has provided an action plan to deal with the current driver shortage.

Due to the hundreds of students with changed busing eligibility, transportation staff have been overwhelmed with the volume of discussions and issues with parents and schools. The new transportation policy is now in place and further major disruption is not anticipated.

Placement of Crossing Guards

Prior to September, School Board staff requested many additional crossing guards for busy street locations. To date, only one of our requests has been approved (Finch and Pearldale). The Toronto Police Service is monitoring the identified crossings. On each crossing review, police determine if there are numerous traffic gaps in which to cross, as well as the number of young children involved. Crossing guards are not normally placed where middle school children are the usual pedestrians. Since crossing guards must be municipal employees placed by the police, the School Board is constrained by the decisions of the police. Transportation staff will continue to urge the police to expand crossing guard placement.

The Standing Committee **RECOMMENDS** that the Director of Education report on a process involving parents to evaluate the student transportation service.

5. Student Transportation Policy

For the information of the Board A notice of motion presented by Trustee Stephens regarding a review of the student transportation policy was referred for additional information and report to the Board on November 24, 1999.

Respectfully submitted,

Christine Ferreira
Co-Chair of the Standing Committee

Adopted, as amended, October 27, 1999

**Report No. 10, Standing Committee
(Public Session)**

October 13, 1999

To the Chair and Members of
the Toronto District School Board:

The Standing Committee of the Toronto District School Board convened from 6:40 p.m. to 8:45 p.m. on October 6, 1999, in the Board Room at 155 College Street, Toronto, Ontario, with Co-Chair Sheine Mankovsky presiding.

The following members were present: Trustees Irene Atkinson, Brian Blakeley, Donna Cansfield, Judi Codd, Christine Ferreira, Gerri Gershon, Suzan Hall, Elizabeth Hill, Shelley Laskin, Sheine Mankovsky, Ron McNaughton, Barbara Nash, Gail Nyberg, Stephnie Payne, Lilein Schaeffer, Doug Stephens, Mike Thomas, Sheila Ward and Student Trustee Piragash Velumylyum.

Regrets were received from Trustees Diane Cleary, Jeff Kendall, David Moll, Elizebeth Moyer.

1. Memorials

The members extended the sympathy of the Board to the families and stood for a moment of silence in memory of the following:

- Sharmini Anandavel, a Woodbine Junior High School student, who died recently under tragic circumstances;
- Kwadwo Amankewaah, a North Albion Collegiate student, who died in an accident;
- Bismark Ofori, a Central Etobicoke High School student, who died in an accident;
- Michael Jackson, a caretaker at 155 College Street, who died unexpectedly on the previous weekend.

2. Nutrition Program: Campbell Soup Company Ltd

The Committee considered a report of the officials outlining a proposal that would provide nutritional benefits for students and significant financial benefits for the Board.

Early in 1999, discussions began with the Campbell Soup Company with a view to securing support for child nutrition programs through the Toronto Foundation for Student Success. In the course of ongoing dialogue, it became apparent that there was a basis for developing a unique new multi-layer initiative that would generate significant revenue both for the Board and local schools and nutritionally support students in less affluent schools through the foundation.

In late March, senior management of Campbell Soup Company Ltd. presented an initial proposal for consideration. Through the summer staff worked with Campbell to refine the proposal.

The Proposal

In summary, Campbell is proposing to:

- provide unlimited soup to the TDSB below cost;
- provide all heating equipment;
- provide reusable soup mugs and spoons or inexpensive disposable ware;
- provide support and training for volunteers;
- facilitate communications material;
- make a Founding Partner financial commitment to the foundation;
- extend its purchasing power for vegetables to the TDSB which will greatly reduce the cost of food for nutrition programs.

Campbell estimated that schools could sell this soup for 75 cents per bowl thereby generating potential gross revenues of \$2,200,000. Against this revenue expenses incurred include:

- cost of the soup;
- distribution costs;
- associated TDSB administration costs;
- surplus revenue for the TDSB.

Campbell estimated that schools would net 35 to 40 cents per bowl for fund-raising or other purposes at the discretion of the school principal in consultation with the school council. This net revenue may be reduced if insufficient volunteers are found to serve the soup necessitating the payment of honoraria or hourly wages.

Potential Revenue Generation

Fully implemented, Campbell estimates the annual revenue generation of this initiative as follows:

Equipment	\$85,000
Board Revenue	300,000
Labels for Education Program*	30,000
School Fundraising (approx 50%)	1,100,000
Foundation Donation**	<u>100,000</u>
Total	\$1,615,000

* *Labels for Education is a local school fund-raising initiative whereby schools collect labels that can be redeemed for computers. The proposal calls for this to be administered centrally by Campbell's without label collection. The computers will be allocated to the Board.*

** *This allows Campbell's to make a sustained Founding Partner commitment to the Foundation. However, the proposal calls for these funds to be used to provide soup for needy students at little or no cost.*

As participation is voluntary, revenue projections may be overstated but even if half of Campbell's projections are realized there is considerable financial benefit to the system. Other

benefits include providing an inexpensive bowl of hot soup for students who stay at school for lunch and ensuring that needy children receive soup at low or no cost. This proposal has been well received by the Toronto Foundation for Student Success as it complements the need to support at-risk students at lunch time and provides for a significant and sustained financial contribution to the student nutrition programs.

Campbell is not seeking to advertise in the schools. The reusable soup mugs they have offered to make available at no cost carry their corporate logo but schools may chose to purchase other bowls/mugs or use disposable bowls and cutlery. A polystyrene recycling project may be launched in conjunction with the soup program to address environmental concerns. A model for this kind of initiative is in place in a few schools.

The Standing Committee **RECOMMENDS** that staff proceed to develop and enter into an agreement and implementation plan and report to the Board by June 2000 on the status of the progress of the sponsorship.

3. Safe Learning and Workplace Procedures

The Committee considered a report of the officials providing an update on the work that has been completed in developing safe learning and workplace procedures in Technological Education. Staff provided an overview of a CD-ROM that has been developed for all TDSB teachers and students imparting the necessary knowledge.

In 1994, Facility Services (North Region) undertook a project to develop safe workplace procedures for the skilled tradespersons. Risk analyses were performed and all equipment and procedures were evaluated. Safe workplace procedure documents were designed, published and used as the basis for access control, supervision and employee training.

The scope of this program was broad, including chainsaws, dump trucks, ladders and keyboards. The program, once fully implemented and supervised, demonstrated more clearly the concept of "due diligence" for both supervisors and the Board.

In late 1997, a similar project associated with Technological Education was initiated. Because it addressed issues of a safe learning and working environment for both students and teachers, the project had to reflect the requirements of the Education Act and relevant curriculum documents as well as the Occupational Health and Safety Act. Both "duty of care" and "due diligence" were issues of significance.

Pilot Program

In 1998, a steering committee was formed to review program content and to make recommendations regarding modifications, training and implementation strategies for the TDSB in order to fulfil a commitment to further develop a safe learning and working environment for teachers and students in Technological Education.

F. Coppinger	General Manager, Operations
J. Hogan	Consultant (Chair)
R. Shepherd	Superintendent
J. Stewart	Superintendent
J. Kennedy	Secondary School Principal
R. Wager	Co-ordinator, Technological Education

C. Broadbent	Occupational Health and Safety
T. Kilp	Facility Services
J. Ketelaars	Computers in Education

The program was developed by a consultant, D. Elliott, through the following process:

- (a) Interviewing of technical teachers, heads and principals to identify equipment and safe working procedures to support the Technological Education Guidelines, 1999;
- (b) Identification of risks and safe practices for each listed item;
- (c) Development of documents accessible to both teachers and students throughout the Board that may be used in the design process.

The following distribution channels were designed to ensure convenient access by students and teachers:

- CD-ROM as the primary source of access
- TDSB web site as a secondary source of access
- Binder format as required

There are more than five hundred and fifty technical labs in the TDSB including secondary and middle schools. More than ninety equipment procedures as well as numerous risk statements are available to the labs.

To ensure that students have all the knowledge necessary before beginning a task, links have been built to join related procedures to provide more background information. Vehicle service is linked to raising and lowering a hoist and driving a vehicle into and out of a lab.

The program model was tested in secondary schools throughout the TDSB.

Delivery Plan

The primary source of delivery is by CD-ROM. To support the language skills of students from Grade 7 to OAC, as well as special needs and ESL students, modified language, voice over reading and task-photos have been included on the CD-ROM. With Internet and CD-ROM delivery, program access is available from many sources, is interactive and allows links with related topics and can be readily modified.

The most recent curriculum document, Technological Education (9, 10, 11, 12) includes both Technological and Computer Studies. The program commenced this month for Grade 9 students and will be fully implemented by the year 2002. One of the three major strands of the documents is associated with personal, community and technological health and safety.

To ensure that access to information is available to all students and teachers during the initial start-up period, printed documents will be made available. School administrators will be encouraged to ensure that electronic drops and computers are available as quickly as possible.

A review of the program and the CD-ROM was presented to Director's Council in April 1999 for endorsement and direction.

Training

Training began last spring to ensure that all Technical heads and lead teachers received a CD-ROM and were informed of the program. Lab training has been provided and is continuing this fall. Secondary school principals have also had an opportunity to become aware of the program and their responsibilities associated with safe practices in the lab. Superintendents will have the same opportunity this fall.

The Standing Committee **RECOMMENDS** that the report be received.

4. Optional Attendance Policy and Procedures

The Committee considered a report of the officials presenting an Optional Attendance policy and implementation procedures for the Toronto District School Board.

The Standing Committee **REFERRED** this matter to the Board without recommendation (see page 464 for the decision of the Board).

5. Secondary School Reform

The Committee considered a report of the officials providing an update on the progress of Secondary School Reform initiatives.

Revision of Steering Committee Structure

The responsibility for implementation of the Secondary School Reform requirements rests in the three divisions of the organization: Instruction, Student and Community Services and Academic Accountability. To reflect this shared responsibility, the Steering Committee structure has been redesigned to include leaders from each of these areas, together with appropriate representation of administrators and teachers from each of the four Education Office areas.

Project Areas

Currently in progress are a series of initiatives related to Secondary School Reform with departmental initiatives assigned as follows:

Initiative	Department Responsibility
SIT (School Implementation Team) Training sessions and resource support	Instruction
Curriculum Implementation, all subjects	Instruction
Teacher Advisor and Annual Education Plan	Student and Community Services, Human Resources, Staff Development
Community Involvement	Instruction, Student and Community Services
Literacy Test, Grade 10	Academic Accountability
Assessment and Evaluation	Instruction, Academic Accountability

Reporting	Academic Accountability
Special Needs Students	Student and Community Services
After Eight	Instruction, Communications
School-to-Work Transitions	Instruction
Implementation of SSR System Accountability	Academic Accountability

Staff have been assigned to give leadership in these areas in order to provide support for the reforms. A broad range of communication mechanisms is being utilized to provide information pertinent to the implementation.

Course Profiles

Grade 9 course profiles are now completed for each of the subject areas. Teachers are now implementing the new curriculum using both the Ministry documents and the course profile materials. The plans for writing Grade 10 course profiles are now underway. Courses should be ready in time for teachers to implement with greater support and the benefit of the experience of implementing the Grade 9 profiles.

Exemplars

The Ministry of Education and Training is proceeding to develop assessment exemplars for each subject area using a distributed task model. As a large board, the Toronto District School Board has been asked to provide leadership by developing exemplars for three subject areas: smaller boards may only have one subject area to manage. The three subject areas offered to the Ministry of Education and Training for exemplar development projects were English, Mathematics and the Arts. These areas are yet to be confirmed by the Ministry. Release time for teachers to construct these important assessment tools will be provided by Ministry funding using the formula of five days for each of five team members per subject.

School Implementation Team Training: Phase 3

On September 17 and 18 Toronto District School Board representatives (Bonnie Hamilton, John Reynolds, Robin Shepherd and Vera Taylor) received the compulsory Ministry training, which focused on the following change modules: shift in assessment philosophy/paradigm; working with expectations, achievement levels and rubrics; processing assessment data using both scoring and judgement; separating achievement reporting from learning skills; tips for successful school implementation; and, making creative connections among subject assessment, the Choices Into Action expectations and the Annual Education Plan requirements.

SIT team training sessions for all secondary schools in the system have been planned and will be offered between October 14 and 27, 1999.

Implementation Support for the Teacher-Advisor System

Detailed resource materials are available in the form of lesson-by-lesson resource binders for each of three grade levels which currently support the Teacher-Advisor System: Grades 7, 8

and 9. In-services are in progress to implement the resource documents and to offer support for teachers as they field-test these materials for the first time. Administrative and in-service support will continue to be provided to implement this important dimension of Secondary School Reform.

Textbooks

Secondary Schools were provided with financial resources for textbook purchases on a per-student basis. Over \$5 million was allocated to purchase English language texts for the following subject areas: English, Geography, Math and Science (including graphing calculators). Over \$4 million was allocated from Ministry funding with \$1 million being provided from central funds.

The second phase of the textbook allocation process will begin in November-December. At that time, monies will be allocated for French as a Second Language and French Immersion textbooks.

Districtwide Co-ordinators

To effectively utilize the time and expertise of the newly appointed districtwide co-ordinators, a system of communication partnering has been designed. Each districtwide co-ordinator will offer leadership for either the Secondary School Reform Steering Team or the Elementary Curriculum Implementation Team. Each districtwide co-ordinator has a communication partner who will serve on the alternate committee and report on an ongoing basis. The intent is to strive for greater co-operative planning and curriculum coherence to support the system.

The Standing Committee **RECOMMENDS** that the report be received.

6. Policy on Dealing with Neglect and Abuse of Students (Amended, see pages 468 and 500)

The Committee considered a report of the officials presenting a Policy on Dealing with Neglect and Abuse of Students.

In March of 1998, as part of the Toronto District School Board initiative to establish new standardized Boardwide policies, a Task Group on Child Abuse and Sexual Assault Policies and Procedures was struck. Although the predecessor Boards had an existing policies and were signatories to the Metropolitan Toronto Child Sexual Abuse Protocol, sharing in joint preventative education programs, it was recognized that there were significant differences in the approaches.

Three recent developments require that the Toronto District School Board adopt and implement a standardized systemwide policy on abuse and neglect as soon as possible. One is a change in the duty of the Board and its employees to detect and report abuse and neglect of students by anyone. The second is the creation of a new liability for the abuse inflicted by employees or volunteers of the Board. The third is the convening of a provincial inquiry into the sexual abuse of students of school boards.

First of all, amendments have been made to the Child and Family Services Act, which are anticipated to be in effect by January 2000. One significant change is that all persons, not just professionals working with children, must report suspicions of abuse and neglect. Only

professionals are subject to legal sanction for failure to do so. A second change is that the person suspecting the abuse has the duty to report. Someone else cannot assume this duty. A principal, for example, cannot report on behalf of a teacher or other staff member. Finally, the definition of abuse has been widened to incorporate various forms of neglect on the part of the person having charge of the child. All staff of the Toronto District School Board must be alerted to and educated about these changes. The policy will require the Board to "educate all its employees, volunteers and parents about the issues of abuse and neglect."

The second development is the recent decision of the Supreme Court in the case of *The Children's Foundation et al v. B*, also known as the "Curry case." In this decision the court unanimously held a non-profit residential care facility "vicariously liable" for the sexual abuse of children by a staff member. The agency did not have any prior knowledge of the propensity of the employee for sexual misconduct and there was no negligence in supervision. The court held that when the nature of the enterprise of the agency and the empowerment of an employee create an opportunity for abuse, the agency will be held liable for the unauthorized and unknown criminal acts of an employee.

Lawyers on both the defense and prosecution sides of personal damages litigation, as well as insurance experts, agree that this doctrine will be extended to other fact situations involving institutions such as school boards. In addition the principle of "no fault" strict liability will expand from the abuse of children to include sexual assault of adolescents and adults and perhaps even harassment of adults.

The third development is the creation by the provincial government of an inquiry led by Justice Sydney Robins as a result of the infamous DeLuca child abuse that involved the serial abuse of female students and staff by a teacher with the Sault Ste. Marie Roman Catholic Separate School Board. Justice Robins has heard submissions from the Ontario Public School Boards Association that incorporate many of the measures contained in the policy and procedures such as staff codes of behaviour, mandatory screening of new employees, preventative education programs and a zero-tolerance approach to abuse. Adoption and implementation of the attached policy will place the Toronto District School Board in the vanguard of reform.

The effect of the Curry decision is that institutions such as the Toronto District School Board will find it difficult to deny liability for abuse or harassment. Defence of such claims will focus on limiting the extent of damages. If it can be demonstrated that the Board did everything it could to prevent abuse, support victims and educate the school community there will be little chance that the Board will have to pay expensive aggravated or punitive damages. In a recent paper on this topic, Toronto litigation expert John Page made the following minimum recommendations for institutions:

- a screening mechanism for new employees;
- a written procedure requiring reporting and investigation of all evidence and allegations of sexual abuse made on reasonable grounds;
- an education and training program which ensures that staff and volunteers are in a position to identify situations where abuse may occur, with an internal resource network who are available for consultation.

In addition to these measures, the Frank Cowan Company, insurance and risk consultants, recommends that there be zero tolerance for abuse, assault and harassment and a strict code of behaviour for employees. The draft policy, in conjunction with the interim administrative procedures, meets or exceeds all of these requirements.

The policy reflects the legal requirements of Board employees to report the suspected abuse of children and sets a zero-tolerance standard for the physical, sexual and emotional abuse of students by staff of the Toronto District School Board. The policy requires that students be educated about the right to live without fear of abuse in a safe environment.

Sexual relationships are prohibited between employees and volunteers with students of any age. Any staff member found to have abused a student will be dismissed from employment. In addition, all prospective employees of the Board must be screened for criminal convictions for sexual offences and offences involving children.

The policy requires that victims of abuse be supported and that, when appropriate, such support be extended to other students, staff, and the greater school community. In cases where a student is allegedly abused by a staff member or where students are at risk from a sexual offender in the community a response team will be convened to determine a communication strategy and the appropriate types and level of support to be offered.

The policy also recognizes that students, even very young children, can abuse other students and requires that victims be protected and, where appropriate, the perpetrators be removed from the school and placed in alternative settings.

Although the policy is only three pages in length, will pose many challenges for implementation. For this reason the task force also developed a 50-page set of interim administrative procedures. This highly detailed document will give step-by-step guidance to school administrators, teachers and other staff including referring staff to central consultants called child abuse resource persons. The procedures will be reviewed after one year.

Members of the Task Group

The following persons served on the task group:

Chair	Grant Bowers
Sponsor	Gary Parkinson
Trustees	Diane Cleary, Ron McNaughton, Stephnie Payne
Staff	Ruth Baumal, Kathy Coyle, Vicki Kelman, Ruth Spearing, Sharon Turnbull-Schmidt
Principals	Varla Abrams, MaryLee Meyer-Balconi, Joe Walters
Unions, Federations	Mark Dooner (OSSTF-PSSP), Cathy Fife (CEP), Giselle Burton (CUPE 4400), Anne Campbell (ETT)
School Advisory Councils	Jacqueline Ho, Dr. Michael Irving, Karen Tzventarny
Community and Parent Organizations	Sharon Allen (Macauley Centre), Joan Davis (Toronto C.A.S.), Theresa Monaghan, Debbie Massey (Toronto Police Service)
Students	Gina Sousa, Peng Tiao

The Standing Committee **RECOMMENDS** that the Policy on Dealing with Neglect and Abuse of Students be approved (see page 500).

7. Selection, Promotion and Placement Procedures for Principals and Vice-Principals (Amended, see pages 468 and 503)

The Committee considered a report of the officials presenting revised Selection, Promotion and Placement Procedures for Principals and Vice-Principals.

In the fall of 1998, the Board approved the Interim Procedure for the Selection, Promotion and Placement of Principals and Vice-Principals. The Selection Process Project Team continued refining the administrative processes involved in the Interim Procedure during the year and many changes were introduced in the second selection-promotion process that was held in March-April, 1999.

During the year, a massive consultation process also took place in a variety of ways. Individual submissions, as well as submissions from groups and organizations, such as the Toronto School Administrators' Association, were sent in. Feedback was received from trustees, principals and vice-principals, candidates and supervisory officers. In addition, a group of researchers and staff developers sent out a comprehensive survey to all candidates with a return of almost fifty percent. They also set up several focus groups whose members were candidates, principals, trustees and supervisory officers.

There were many common themes for change identified in the feedback. The Selection Process Project Team, with the assistance of the Toronto School Administrators' Association, has made major revisions to the Interim Procedures based on the feedback. The revised procedure is attached to this report (see page 503).

The Standing Committee **RECOMMENDS:**

- (a) That the Selection, Promotion and Placement Procedures for principals and vice-principals be approved (see page 503).
- (b) That the Board invite applications for the positions of principal and vice-principal from external candidates as well as internal candidates.

8. Elementary and Secondary Day School Enrolment for September 30, 1999

The Committee considered a report of the officials providing comments on the initial September 30, 1999, actual enrolment submission for the Toronto District School Board.

Each September, schools are required to submit their actual enrolment count each Friday and a final count on September 30th. This practice has enabled the Board to not only monitor enrolment trends, but to anticipate any significant factors or any other anomaly that could affect the allocation of staff, budgets, or accommodation for the new school year.

There are normally four submissions each September, including the September 30th submission. This year's early submissions have indicated that both the elementary and secondary panels (day school only) would come in below projection.

Due to the new funding level set by the Province, each board must submit its Average Daily Enrolment (ADE) projections for October 31st and March 31st in the winter for the upcoming school year. This process results in a systemwide projection being submitted to the Ministry of Education at an early date to determine grant calculations for the Board, and a separate school-by-school projection at a later date to determine staffing allocations.

For the 1999-2000 school year, the total school-by-school projection for September 30, 1999, was higher than the systemwide projection for September 30, 1999, and October 31, 1999, as calculated in the winter of 1998.

Panel	Grade, Age	Actual Enrolment FTE Sept 30/98	Final Projection FTE Sept 30/99	Budget Projection FTE Sept 30/99	Actual Enrolment FTE Sept 30/99	% Difference Actual Enrol. FTE Sept/99 vs Final Proj. FTE Sept/99
Elementary	JK to Grade 8	174,266	178,421	177,988	176,113	-1.29
Secondary	under age 15 to 20	97,793	99,600	96,078	97,163	-2.45
	Age 21 and over	3,249	773	0	612	-20.84
Total		275,308	278,794	274,066	273.888	-1.76

Note: The above enrolments exclude Section 19 students (Care and Treatment Centre students). The FTE figures have been rounded to the nearest whole number for presentation purposes; however the totals and differences are based on FTEs to two decimal places.

A comparison of the actual September 30, 1999, Full Time Equivalent (FTE) enrolment to the school-by-school projected September 30, 1999, FTE enrolment indicates shortfalls of 2,308 FTE in the elementary panel, and 2,599 FTE in the secondary panel. This adds up to a total shortfall of 4,907 FTE. It should be noted, however, the shortfall between the systemwide projected October 31, 1999, FTE enrolment submitted to the Ministry for grants calculations is 179 FTE. It is anticipated that when the actual October 31, 1999, enrolment is collected, the elementary enrolment will be at or above the current September 30, 1999, figures, while the secondary enrolment could be further reduced based on historical attrition rates. Due to the change in the delivery model of secondary program to adults in the Province, staff is anticipating a reduced drop-off factor between September 30 to October 31, 1999.

A comparison of the actual September 30, 1999, FTE enrolment to the actual September 30, 1998 FTE enrolment indicates an increase in the elementary panel of 1,847 FTE, and a decrease in the secondary panel of 3,267 FTE. This adds up to a net decrease in day school enrolment of 1,421 FTE. The decrease is largely the result of reductions to adults in the secondary day school program.

A factor that has contributed to the less than anticipated growth in both panels is the buoyant economy which has created new job opportunities as well as a significant housing boom in the Greater Toronto Area. Initial inquiry by staff of boards in Peel, Durham and York has indicated some migration of students from Toronto to these areas.

In summary, the total actual enrolment for September 30, 1999, was 4,907 students below the final September 30, 1999, projection, or -1.76%. When compared to the Ministry submission for grant purposes that difference is 179 students or -0.07%.

School listings of head counts and FTE enrolments, as of September 30, 1999, broken down by elementary and secondary panels will be kept on file in the office of the Secretariat to the Board for a limited time.

Staff will provide a more detailed analysis in late fall when the October 31st enrolments are known. Staff will have had an opportunity to look at the enrolment shifts and patterns of each school.

The Standing Committee **RECOMMENDS** that the report be received.

9. Request for Tender: Writing and Drawing Instruments

The Committee considered a report of the officials requesting approval to award a contract for the supply of writing and drawing instruments.

Purchasing and Distribution Services issued a Request for Tenders (RFT) for the provision of approximately 100 types of writing and drawing instruments stocked in the Board's Distribution Centres for classroom and office use. These include assorted crayons, markers, pens and pencils.

Consistent with Board policy, tenders were requested from 37 potential bidders and notices were placed on two electronic bulletin boards (ETN and MERX) on June 23, 1999. The RFT closed on July 24, 1999.

The following companies submitted tenders:

Company	Amount	Comments
B & B School Supplies	\$911,559.59	Partial Bid
Baldwin School Supplies	741,162.61	Partial Bid
Business Stationers	771,768.44	Complete Bid
Corporate Express	727,832.11	Complete Bid
Friens Wholesale Division	675,135.81	Partial Bid
Hobbycrafter's Supply House	84,382.33	Partial Bid
J.L. Hammett Co.	973,097.94	Partial Bid
Sax of Canada	1,178,213.53	Partial Bid
Spectrodata Communications	61,529.40	Partial Bid
Universal Art Supplies	247,259.78	Partial Bid

Evaluation

Purchasing and Distribution staff evaluated all tenders and products bid and recommended, through sample testing, the lowest cost products that meet the Board's quality and performance requirements. The terms of tender allow the Board the discretion to mix and match products and award to more than one bidder where beneficial.

The report of the officials provided a list of all items included in this tender. The total cost of the tenders is based on estimated quantities for each item and the Board has reserved the right to purchase less or more as required. The prices shown represent an overall reduction of approximately 10% from the previous prices for the identical products and are a result of the consolidation of volumes used by the entire system. A detailed summary of all tenders received is on file in the Purchasing and Distribution Services Department.

The Standing Committee **RECOMMENDS**:

- (a) That Business Stationers be awarded a contract for \$336,374.01 for assorted writing and drawing instruments for one year term commencing November 1, 1999;
- (b) That Friesens Wholesale Division be awarded a contract for \$362,908.37 for assorted writing and drawing instruments for one year term commencing November 1, 1999;
- (c) That Purchasing and Distribution Services be authorized to exercise up to two one-year optional extensions based on suppliers' satisfactory performance and market conditions.

10. Closure Implementation Teams (Amended, see page 469)

The report, "School Closures September 2000 and Beyond: Analysis of ARC Recommendations," approved by the Board on September 29, 1999, identified the need for the formation of Closure Implementation Teams (CITs), one for each approved school closure. The Committee considered a report of the officials that provided information re the recommended membership, mandate, process and a critical path to complete the closures. It is recognized that special consideration will have to be given to Heydon Park, West End Alternative School, Givins-Shaw, City View Alternative School and Ossington/Old Orchard as these involve program relocation rather than school closures.

Closure Implementation Teams

The Toronto District School Board school closure process is designed to allow for approximately one school year to complete any school closure. There are many tasks to be completed to effect a school closure, many of which will have significant impact on lives of the students and staff within a closing school, and the parents and community served by a closing school.

To accomplish all the necessary tasks, staff recommends that CITs be structured with a steering committee to guide the work of several task-specific work groups. Work groups will meet to develop recommendations for the consideration of the steering committee. The number of work groups, reporting timelines and representation will be the responsibility of the steering committee with coordination support from Facility Services. The intent is to have representation from parties affected by a closure in task-specific, short-term work groups.

Steering Committee Membership

The school superintendents will be responsible for ensuring that the quality of the educational experience continues for students in both closing and receiving schools. A co-ordinator will be appointed by Facility Services in consultation with the Superintendent of Schools for the closing school to assist in expediting the work of the CIT. Staff recommend that the steering committee membership be as follows:

Chair

- The Co-ordinator

Members

- The school principal of the closing school
- The school principals of 'receiving' schools
- Secondary school students as appropriate

- A parent representative chosen by the school council from each of the schools involved
- The school superintendent responsible for the closing school
- Superintendent(s) of receiving school(s) [amendment by Standing Committee, Oct 13]
- Two community members, to be chosen at the first meeting [amendment by Standing Committee, Oct 13]

Ad Hoc Members

- School trustee(s) for the affected schools
- Board resource staff (Facility Services, program, transportation etc.) will be assigned
- City of Toronto staff and Police Service staff as appropriate

Work Group Membership

Work group topics will involve representatives of schools and organizations (e.g. child care, parks & recreation etc.) affected by a closure with a direct interest in an issue needing resolution. Specific membership including resource staff will be organized by the steering committee.

Work groups could include:

- boundary revisions and student relocation
- child care
- community use
- special events
- capital upgrades
- parenting programs
- lunch programs

Mandates

Staff recommend that the mandate of Closure Implementation Teams be to develop recommendations for the consideration of the Director's Council and, where appropriate, the Board regarding:

- school attendance area revision
 - student relocation
 - school/program relocation including the delivery of special education
 - student safety
 - location of affected child care services and parenting programs
 - location of affected community programs and services
 - readiness of recommended 'receiving' schools
 - relocation of memorabilia and art collections
 - other matters identified by the CITs
- The staff relocation process will be the responsibility of Human Resources and the process will involve consultation with the staff and teacher federations and unions affected by a school closure.
 - Facility Services will be forwarding to the Board a procedure for the reuse of the school buildings and sites which will include a process for community consultation.
 - Inventory redistribution will be the responsibility of Facility Services.

Process

The formation of each CIT will be the responsibility of the superintendent of schools for the school approved for closure. It is anticipated that the steering committees will be working throughout the school year, with the greatest time demands on members occurring in the October-December period. The number of meetings, location and dates and times will be developed at the first meeting and adjustments will be made as needed by the individual CITs. One of the first tasks of the steering committees will be organizing work groups. Many of these groups will meet at the same time as their membership may be different from each other. Work groups will have completed their work once its recommendations are forwarded to the steering committee.

Planning staff will assist in formulating recommendations regarding school attendance boundaries and student relocation. Facility Services staff will assist the appropriate work groups in plant-related matters. Facility services will also provide coordination for all operating CITs to reduce duplication of effort.

Timeline

It is recommended that the process commence in October and follow the critical path outlined below. Staff also recommend that each CIT develop communication linkages with the larger community to keep the community informed.

Critical Path

Fall Schedule: Tasks

- school attendance area revision
- student relocation
- student safety
- location of affected child care services
- readiness of recommended 'receiving' schools
- school/program relocation
- special education programs
- identification of capital upgrades to receiving schools

Winter Schedule: Tasks

- location of affected community programs and services
- relocation of memorabilia
- planning closing ceremonies
- other tasks as identified by a steering committee

Spring Schedule: Tasks

- arranging orientation sessions for students in the 'receiving' schools
- holding information meetings for parents on an 'as needs' basis
- implementing any recommended closing events
- other tasks as identified by a steering committee

The objective of each steering committee is to resolve matters relating to the school closure by June 30, 2000.

The Standing Committee **RECOMMENDS:**

- (a) That the process, membership, mandate and timelines for Closure Implementation Teams, as outlined in the report, be approved;
- (b) That the revised school boundaries be brought to the Board, for approval, in December 1999;
- (c) That a progress report be brought to the Board early in the Year 2000 which would include plans for the relocation of special education programs;
- (d) That the membership of committees to respond to the program relocations with respect to Heydon Park, Givins-Shaw, West End Alternative School, City View alternative program and Ossington/Old Orchard Junior Public School be determined in consultation with the trustee and superintendent of schools;
- (e) That a report outlining the capital upgrades for receiving schools be presented to the Board for approval early in the new year;
- (f) That the Director advise principals not to enrol students deciding to transfer schools because of a school's impending closure in June 2000 without the permission of the school superintendent.

Respectfully submitted,

Sheine Mankovsky
Co-Chair of the Standing Committee

Adopted, as amended, October 27, 1999

Policy on Dealing With Neglect
and Abuse of Students

(Approved by the Board October 27, 1999, see pages 490 and 468)

Statement

The Toronto District School Board is committed to providing each and every student with a safe, nurturing, positive and respectful learning environment.

Every year, thousands of cases of child abuse and neglect are reported to child welfare authorities in Toronto. Both the Ontario Child and Family Services Act and the Criminal Code of Canada demonstrate our society's commitment to protecting children from abuse and neglect. The employees of the Toronto District School Board have a special role and responsibility in the protection of children and students of all ages.

Whether a child suffers from physical, sexual or emotional abuse or is a victim of neglect, the long-term effects can be enormous. Increased rates of suicide, addiction, and mental health disorders of all kinds are directly related to child abuse or neglect. Experience has shown that it is not only younger children who are victims of abuse, but that older students can also be victimized in the home, at school, or in the community.

The Toronto District School Board has a duty to prevent, detect, intervene in and report abuse or neglect of any students.

Early identification of child abuse and neglect can occur through disclosure or as the result of reasonable suspicions on the part of Board employees and volunteers. Reporting disclosures or suspicions may not only prevent future victimization of children, it may also permit both the victim and perpetrator to receive the help they need. Early intervention may ameliorate the long-term effects of abuse and break the ongoing cycle of further victimization and harm.

By pursuing an integrated program of prevention education and intervention and by providing the necessary resources to support these initiatives for all students, we will demonstrate the Board's commitment to the goal of eradicating abuse and neglect.

The Toronto District School Board, therefore, shall have zero tolerance in all of its learning environments for physical, sexual and emotional abuse and/or neglect of students.

For the purpose of this policy, abuse is any form of physical harm, sexual mistreatment, emotional harm, or neglect, which can result in injury or psychological damage. The four categories of abuse of students are described in the procedures document.

1. Principles

- (a) No student shall experience corporal punishment, physical mistreatment, sexual, emotional or verbal abuse by staff. In addition, students shall be protected from violence and harassment, including threats and/or bullying and inappropriate sexual behaviour by other students.

- (b) The Toronto District School Board will educate all of its students about their right to live without fear of physical, sexual, and emotional abuse and neglect and will support disclosure of such abuse.
- (c) The Toronto District School Board will establish a series of age-appropriate programs in the elementary and secondary panels to explicitly educate all of its students about the issues of abuse and neglect. In addition, the Board will educate all its employees, volunteers and parents about the issues of abuse and neglect and their duty to maintain safe and abuse-free learning environments. While the Board respects the diversity of its school communities, child abuse prevention and reporting practices must be consistent with Canadian law.
- (d) The Toronto District School Board will hold all employees and volunteers accountable for the following:
 - (i) Board staff and volunteers working directly with a student of any age in their professional capacity (see (iii) below) will not enter into a sexual relationship with that student during the course of the professional relationship or for a period of one year thereafter.
 - (ii) In the case of students and former students under the age of 18, any such relationship, in addition to being a serious breach of Board policy, is also a criminal offence of sexual exploitation or sexual assault.
 - (iii) Professional capacity shall mean working or volunteering in the same school as the student is enrolled or otherwise supervising, counselling, coaching or assisting in extra curricular activities in which the student is participating regardless of which school the student is enrolled.
- (e) The Toronto District School Board will ensure that all prospective employees are screened for records of criminal conviction for sexual offences and offences involving children.

2. Detecting and Reporting Abuse or Neglect

- (a) All Toronto District School Board employees and volunteers must remain vigilant about neglect and abuse. In the event a Toronto District School Board employee or volunteer suspects that abuse or neglect has occurred, the employee or volunteer will forthwith report her/his suspicions to the police and/or a children's aid society in accordance with the procedures related to this policy and in compliance with the Child and Family Services Act. The legal responsibilities under the Child and Family Services Act are described in the administrative procedures.
- (b) All employees are expected to support victims of abuse and neglect in accordance with the procedures related to this policy.
- (c) All student disclosures shall be reported to the police and/or children's aid society as is appropriate.

- (d) The dignity and all legal rights to privacy of those affected by an abuse disclosure will be respected.
- (e) Where the alleged perpetrator of abuse is an adult, every effort will be made to protect the student in the learning environment from further contact or reprisals by the adult.
- (f) If a Board employee is convicted of abusing a student or if an internal investigation determines, on a balance of probabilities, that the employee abused a student, the employee will be dismissed from employment. Any volunteer found to have abused a student will no longer be permitted to volunteer.
- (g) Where the alleged perpetrator is a student, he/she will be separated from the alleged victim and, where appropriate, an alternative learning environment and support and counselling will be provided.

3. Sexually Intrusive Behaviour By Students

The Toronto District School Board also recognizes that not all perpetrators of abuse are of the age of criminal responsibility and that sexually intrusive behaviours can occur between students of all ages. For the purpose of this policy sexual intrusion includes behaviour of a sexual nature that may put a child or children at risk of physical or emotional harm. These include any behaviours for which a person over the age of 12 might be charged under the Criminal Code. Other sexually problematic behaviours include persistent sexually explicit talk or enactments, sex play between children of different ages or developmental levels and the inability of a child to stop engaging in sexual behaviour.

The Toronto District School Board will offer support for both victims and perpetrators of sexually intrusive behaviour.

4. After Abuse Is Reported

Where abuse has been reported, the Toronto District School Board will co-operate fully with the investigating agency. In the case of child sexual abuse, the Toronto Child Sexual Abuse Protocol (MCSA) will be followed.

The Toronto District School Board is committed to the goal of obtaining appropriate emotional and psychological support for all victims of neglect and abuse and for their families. In addition, where appropriate, support and as much information as may be legally shared will be provided to the greater school community. In some sexual abuse situations, a response team will be convened to provide support to the school and the community. The response team will draw upon designated staff who are trained in sexual abuse issues.

Selection, Promotion and Placement Procedures
for Principals and Vice-Principals

(Approved by the Board October 27, 1999, see pages 493 and 468)

A. The Application Process

Purpose

The purpose of the application process is for potential candidates to identify their interest in the school administrative positions of principal and/or vice-principal and for the principals and school supervisory officers to establish a leadership relationship with potential candidates for those positions.

Procedure

- In October, postings for principal and vice-principal positions will be distributed to schools and Education Offices across the Toronto District School Board.
- Information sessions on the entire process will be held for potential candidates at several locations.
- A complete package*, including full descriptions of, and timelines for, each stage of the process, as well as dates for information sessions and in-service opportunities, will be given to potential candidates. This information will eventually also be available on the Board's Web site.
- Candidates will be required to complete a School Principal/ Vice-Principal Application Form, a Resume Highlights Form, a Readiness Statement and a References Form. These forms will be available in the Education Offices and electronically.
- The signature of the candidate's principal/supervisor will indicate that the candidate has the necessary Ministry qualifications to enter the selection-promotion process.
- School Superintendents will meet with their candidates to begin developing a leadership relationship with them.

B. The Screening Process

Purpose

The purpose of the screening process is to select, from the pool of applicants, candidates with strong track records, problem-solving skills and presentation skills and to identify those candidates who will proceed to the interview process and those who will be encouraged to participate in the Leadership Growth Track for Principals and Vice-Principals.

Procedure

- Candidates who hold the necessary Ministry qualifications are eligible for the screening process.
- There are three components to the screening process:
 - In each Education Office, a team of principals, under the supervision of a supervisory officer, will assess the candidates' Resume Highlights and Readiness Statements forms and conduct reference checks to assist in the assessment, in accordance with established criteria and guidelines.
 - All candidates will be scheduled to meet individually with a team of principals and supervisory officers.
 - The purpose of the Screening Process meeting is to identify candidates with strong track records, problem-solving skills and presentation skills.
 - The Screening Process meeting will consist of two parts. The first part will be a prepared response that focuses on a candidate's experience/track record. The second part will be a problem-solving scenario for which the candidate will have time to prepare a response.
 - The schedule will be structured so that all candidates for the position of elementary principal will have their Screening Process meeting on the same day, all candidates for elementary vice-principal on another day, etc.
 - The team will be composed of three members, selected from principals and supervisory officers from the candidate's Education Office, central principals and/or central supervisory officers.
 - School superintendents in each Education Office will meet to review the results of the Resume assessment and Readiness Statement, the reference checks and the assessments from the Screening Process meeting. They will, in accordance with established criteria and guidelines, evaluate candidates as follows:
 - ready for the interview process
 - not yet ready for the interview process but encouraged to participate in the Leadership Growth Track for Principals and Vice-Principals.

C. The Interview Process

Purpose

The purpose of the interview process is to select, from the screened applicants, candidates who are able to articulate clearly, with poise, confidence and good judgement. These candidates will be placed on the Elementary Principal Promotion List, the Elementary Vice-Principal Promotion List, the Secondary Principal Promotion List and the Secondary Vice-Principal Promotion List. The interview process will also provide specific recommendations for professional development for candidates who are not yet selected for those lists.

Procedure

- Interview teams may be composed of supervisory officers, principals and trustees.
- Interview teams will not interview candidates from their own Education Office, or, in the case of candidates who have central positions, from their own central department.
- Interviews will consist of an opening statement, related to the candidate's resume, followed by an individual question specifically related to the candidate's opening statement and a common series of experience-based questions.
- Interview teams will be given copies of the candidate's Resume Highlights Form and the results of the screening process assessment.
- In accordance with established criteria and guidelines, the interview teams will evaluate the candidates as follows:
 - candidates are added to the appropriate Promotion List;
 - candidates will not be included on the Promotion List. They are encouraged to participate in the Leadership Growth Track for Principals and Vice-Principals. These candidates, if they reapply for principal or vice-principal in the following school year, will go directly to the interview process stage of the selection-promotion process.

D. The Promotion List

- The names of candidates will be placed on the appropriate Promotion List, in alphabetical order; candidates will not be ranked.
- Candidates may remain on the Promotion List for 3 years. If candidates are not appointed in that time period, they will have to reapply.

E. Promotion Process From the Promotion Lists

- Twice each year, in late November and in February, an information session will be held for candidates on the Promotion Lists, to help them complete a Candidate Information Form. This form will assist in achieving the best match of candidates and schools.
- The promotion process for candidates on the Promotion Lists will take place as part of the Transfer and Placement Process, described below.
- The Board approves all appointments to positions of principal and vice-principal.

F. Transfer and Placement Process

Principal/Vice-Principal Profiles and School Profiles

Vacancies for principal and vice-principal can occur at any time during the year. As a result, it is vital that the profiles and other documents referred to below are reviewed and updated annually.

- Each fall the School Council will facilitate a meeting whereby parents in the school will develop or review the Principal/Vice-Principal Profile and a list of the skills and abilities desired in these administrators. These will be used as part of the criteria in selecting administrators for the school should a vacancy occur during the school year. At this meeting, a parent representative will be selected to be involved further in the process.

- Guidelines on suggested content of these profiles will be made available to communities at their request.
- Each principal will, with input from the school council, develop or update a School Profile: a description of the school's program and important school-community information for potential school administrators.
- Trustees will be consulted about these Profiles and their input solicited. Trustees may choose to facilitate and attend the profile setting meetings.
- In secondary schools, students, through their Student Council, will be asked to develop a Principal/Vice-Principal Profile.
- School staffs may also submit a Principal/Vice-Principal Profile.
- These profiles will be submitted annually to the School Superintendent and the trustee by November 1st .
- School Superintendents will discuss the profiles with the trustee(s) in advance of the Transfer and Placement meetings.

Transfer Requests From Principals and Vice-Principals:

- Each fall, school superintendents will discuss with their principals and vice-principals their career plans and their preferences regarding transfer/placement.
- Principals and vice-principals wishing to be considered for a transfer will complete a Transfer and Placement Request Form, which will include resume details, and forward it to the Executive Officer – Human Resources by November 1st (for December-January transfers) and by March 1st (for September transfers).
- Input on potential transfers will also be sought from trustees and school superintendents.

Information Binders

- Transfer and Placement binders will be prepared for each trustee and supervisory officer.
- The binders will contain:
 - A copy of each Promotion List;
 - The Candidate Information Form and Resume Highlights Form, for each candidate on a Promotion List;
 - A list of current principals and vice-principals requesting transfer;
 - The Transfer and Placement Request Forms, for each of the current principals and vice-principals requesting transfer;
 - Timelines for the Transfer and Placement process.

- The binders will be available prior to the commencement of the Transfer and Placement meetings.

Transfer and Placement Meetings

When most openings are known, the Executive Officer – Human Resources, will convene meetings of School Superintendents to draft plans for transfers of current principals and vice-principals and for promotions and placements of candidates on the Promotion Lists. These draft plans will:

- Involve consultation with the trustee(s) in whose ward(s) the affected schools are located as well as with the parent representative at the school where the vacancy occurs. Consultation with the trustee(s) and with the parent representative will take place prior to the completion of the draft plans for transfers and placements. School superintendents will bring back to the Transfer and Placement meetings feedback from the trustee(s) and the parent representative regarding the draft plan for their school(s).
- Take into account the Profiles, identified needs across the system and the career plans and transfer/placement requests from the school administrators and those on the Promotion Lists.
- Involve consultation, in confidence, with individuals affected by the draft plan. Principals will be consulted about the vice-principal member(s) of their school teams; vice-principals will be consulted about the principals with whom they will be working.
- The Director and the Executive Officers will have input into the draft transfer and placement plans.

Promotion Announcements

- School Superintendents will communicate promotions to their successful candidates on the Thursday immediately following the Board meeting at which the appointments were approved.
- Communications will be made to the system shortly thereafter.
- Trustees and School Superintendents will issue written communications to their affected communities.

G. Human Rights, Antiracism and Ethnocultural Equity Issues

Staff who have a range of experience in human rights, antiracism and ethnocultural equity issues will be involved in each step of the Selection, Promotion and Placement Procedure to ensure a fair and bias-free process, and to assist trustees, supervisory officers and principals involved in the administration of the procedure.

H. Review of the Procedure

The procedure will be reviewed and brought back to the Board for consideration in the winter of 2001-2002.

**Report No. 17, Committee of the Whole
(Private Session)**

October 27, 1999

To the Chair and Members of
the Toronto District School Board:

A meeting of the Committee of the Whole (Private Session) convened at 5:35 p.m. on October 27, 1999, in the Board Room at 155 College Street, Toronto, Ontario, with Shelley Laskin, Vice-Chair of Board, presiding.

The following members were present: Trustees Irene Atkinson, Donna Cansfield, Diane Cleary, Judi Codd, Christine Ferreira, Gerri Gershon, Suzan Hall, Elizabeth Hill, Jeff Kendall, Shelley Laskin, Sheine Mankovsky, Ron McNaughton, Elizebeth Moyer, Barbara D. Nash, Gail Nyberg, Stephnie Payne, Lilein Schaeffer, Doug Stephens and Mike Thomas.

Regrets were received from Trustees Brian Blakeley, David Moll and Sheila Ward.

1. Staff Changes

- (a) The Committee considered a report from the officials dated October 27, 1999, recommending a list of staff changes for approval.

The Committee of the Whole **RECOMMENDS** that the list of staff changes as presented (on file in the Director's Office) be approved.

- (b) The Committee considered a report from the officials dated October 27, 1999, presenting recommendations for appointments to the Student and Community Services Department.

The Committee of the Whole **RECOMMENDS** approval of the appointments to the various positions in the Student and Community Services Department as shown in the private minutes of the Committee of the Whole.

Respectfully submitted,

Shelley Laskin
Chair of the Committee

Adopted October 27, 1999