



**Planning and Priorities Committee  
(Special Meeting)  
Revised Agenda**

PPC:003A

Thursday, March 21, 2024

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members

Rachel Chernos Lin (Chair), Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Alexandra Lulka Rotman, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams, Manna Wong

The purpose of the meeting is to consider the Board's Multi-Year Strategic Plan and an update on nutrition.

	<b>Pages</b>
<b>1. Call to Order and Acknowledgement of Traditional Lands</b>	
<b>2. Declarations of Possible Conflict of Interest</b>	
<b>3. Delegations</b>	
To be presented	
<b>4. Community Advisory Committee Reports</b>	
4.1 Special Education Advisory Committee Report, March 18, 2024	1
1. Multi-Year Strategic Plan Objectives: Accessibility	
<b>5. Staff Reports</b>	
5.1 Multi-Year Strategic Plan for 2024-2028 [4683]	3
5.2 Nutrition Update [4684]	21
<b>6. Adjournment</b>	

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**Statutory Committee**

**Name of Committee:** Special Education Advisory Committee (SEAC)

**Meeting Date:** March 18, 2024

**Directed To:** Planning and Priorities Committee

A hybrid meeting of the Toronto District School Board (TDSB) Special Education Advisory Committee (SEAC) convened on March 18, 2024, from 7: 00 p.m. to 9:00 p.m. with SEAC Chair David Lepofsky and Vice-Chair Richard Carter presiding.

<b>Attendance:</b>	<p>Leo Lagnado - Autism Society of Ontario (Toronto Chapter)                  Richard Carter- Down Syndrome Association of Toronto (DSAT)                  Steven Lynette- Epilepsy Toronto                  Nora Green- Integration Action for Inclusion in Education and Community                  Diane Montgomery (Alternate)- Integration Action for Inclusion in Education and Community                  Aline Chan (Alternate)- Community Living                  Dana Chapman (Alternate)- Ontario Parents of Visually Impaired Children (OPVIC)                  Bronwen Alsop- VOICE for Deaf and Hearing Impaired Children                  Stephany Ragnany- (Alternate) VOICE for Deaf and Hearing Impaired Children                  David Lepofsky- Ontario Parents of Visually Impaired Children (OPVIC)                  Nerissa Hutchinson- Sawubona Africentric Circle of Support                  Aline Chan (alternate) – Community Living                  Trustee Aarts                  Saira Chhibber- LC1 Representative                  Jean-Paul Ngana- LC2 Representative                  Jordan Glass- LC2 Representative                  Kirsten Doyle- LC3 Representative                  Izabella Pruska-Oldenhoff – LC4 Representative</p> <p><b>Staff</b>                  Louise Sirisko- Associate Director                  Nandy Palmer- System Superintendent, Special Education and Inclusion                  Effie Stathopoulos- Centrally Assigned Principal, Special Education                  Andrea Roach- Centrally Assigned Principal, Special Education                  Katia Palumbo- Centrally Assigned Principal, Special Education                  Alison Board - Centrally Assigned Principal, Special Education                  Elizabeth Schaeffer- Centrally Assigned Principal, Special Education                  Mun Shu Wong- (Audio/Video)</p>
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	Lianne Dixon- TDSB SEAC Liaison
<b>Regrets:</b>	Guilia Barbuto- Learning Disabilities Association Toronto District Beth Dangerfield- Centre for ADHD Awareness Canada CADDAC Tracey O'Regan Community Living Toronto Aliza Chaqpar- Easter Seals Ontario Trustee Patel Trustee Hassan

**Part A: Recommendations**

At the TDSB SEAC meeting on March 18, 2024, SEAC passed the following motion:

SEAC recommends that the Multi-Year Strategic Plan Objectives must include:

To make as much progress as possible towards achieving an accessible and barrier-free public school system for students with disabilities/special education needs, including those with intersecting identities,

- a) By removing and preventing accessibility barriers impeding students with disabilities/special education needs from fully participating in, and fully benefitting from all aspects of the education system
- b) By providing a prompt, accessible, fair, effective and user-friendly process to learn about and seek programs, services, supports, accommodations and placements tailored to the individual strengths and needs of each student with disabilities/special education needs.

**Part B: Staff Supplementary Information**

In 2017, the K-12 Education Standards Development Committee was developed by the Minister Responsible for Accessibility to make recommendations to the Ministry for a new accessibility education standard under the Accessibility for Ontarians Act (AODA). The Accessibility for Ontarians with Disabilities Act (AODA) sets forth standards for accessibility in five key areas: customer service, employment, information and communications, transportation, and public spaces.

This motion uses language from the K-12 Education Standards Development Committee. SEAC Chair David Lepofsky was a member of the K-12 Education Standards Development Committee. The Government has not yet issued an Education Standard.

The language in the proposed TDSB MYSP is recommended by staff.

**Report Submitted by:**

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes at [louise.sirisko@tdsb.on.ca](mailto:louise.sirisko@tdsb.on.ca)

Nandy Palmer, System Superintendent of Special Education and Inclusion at [nandy.palmer@tdsb.on.ca](mailto:nandy.palmer@tdsb.on.ca)



## **Multi-Year Strategic Plan for 2024-2028**

**To:** Planning and Priorities Committee

**Date:** 21 March 2024

**Report No.:** 03-24-4683

### **Strategic Directions from the 2018-2023 MYSP**

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- Embed the Truth and Reconciliation Commission of Canada: Calls to Action (Board Resolution)

### **Recommendation**

It is recommended that the Multi-Year Strategic Plan, 2024-2028, including the values, guiding principles, strategic directions, conditions for success and indicators of progress, as presented in the report, be approved.

### **Context**

The Strategic Directions within the proposed Multi-Year Strategic Plan (MYSP) is our continued journey towards excellence in education for all students. Grounded in our commitment to Truth and Reconciliation: Calls to Action, student success, innovation, and equity, this MYSP will serve as a roadmap towards realizing our collective vision of excellence for the students and staff served by the TDSB.

The proposed final MYSP is the culmination of a year and a half of planning and broad consultation with the TDSB community.

This report builds on Update #3. If approved, it will serve as the MYSP for the TDSB for the next four years. The MYSP provides a coherent direction for staff that aligns with the

Ministry of Education Student Achievement Plan (SAP) to ensure coherence, clarity, and effective use of resources.

This MYSP is built on the important and relevant themes of **Belong - Achieve - Thrive - Revitalize**. We want every student to feel they *belong*, have what they need to *achieve* and *thrive* in our programs, schools, the City of Toronto, and the world. A key component of fulfilling those directions is a revitalization of the processes which support 40,000 staff in addition to creating new and renovating existing schools and work sites. It is an important complementary strategic direction to those directly focused on our students.

Equity must be woven throughout our actions to create greater belonging, achievement, and the conditions where EVERY student can thrive. TDSB's commitment to further action under Truth and Reconciliation: Calls to Action is both foundational to the MYSP and an urgent collective priority that transcends this document. These themes are represented in the model in Appendix A.

This renewed MYSP 2024-2028 reflects:

- The Board's ongoing commitment to equity
- Input from students, parents/guardians/caregivers, staff, community partners, and education partners through the engagement process (refer to Appendix B)
- Input from the TDSB Board of Trustees and senior leadership
- The 2022 board resolution committing to including the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action in the Board's strategic directions (refer to Appendix C)
- The Ministry of Education's [Provincial Priorities in Education](#), Student Achievement Plan (refer to Appendix D), and required indicators
- Effective practices learned from the jurisdictional scan, system data and evidence illustrating trends of respect, compassion, citizenship, well-being, and belonging (refer to Appendix E for the civility resolution)

## Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success (2024-2028)

### Values

*We value:*

- Each and every student's interests, strengths, passions, identities and perspectives on their education
- Partnerships with students, parents/caregivers/guardians, staff, community partners, and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential<sup>1</sup>
- The diversity of students, parents/caregivers/guardians, staff, community partners, and education partners
- Shared leadership and respectful working relationships

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<sup>1</sup> Consistent with the [Education Act](#) and the [Accessibility for Ontarians with Disabilities Act, 2005](#).

- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship

## Equity as a Guiding Principle

*Equity is a principle that will continue to guide the TDSB in all that it does. [Equity](#) will be foundational to all TDSB work and will be embedded throughout the strategic directions.*

The TDSB is committed to identifying, removing, and preventing barriers that create disproportionate outcomes for underserved students. The TDSB's goal is to provide an equitable, accessible, and inclusive education experience for all students according to their unique needs.<sup>2</sup>

*We will do this by:*

- Holding high expectations for all students and providing them with the support they need to reach their full potential.
- Implementing effective school and classroom pedagogy including culturally relevant and responsive instructional practices.
- Providing students with increased choice and building relationships to support a sense of belonging and connectedness.
- Creating inclusive learning environments for students with disabilities/special education needs and intersecting identities.
- Identifying, removing, and preventing systemic, procedural, and attitudinal barriers that stand in the way of equity of access and outcomes in education.
- Implementing employment policies, practices, and procedures that contribute to a workforce that understands the unique needs of a diverse and changing student population and is adaptable to changing socio-political conditions.
- Building the capacity of staff to serve students with disabilities/special education needs and intersecting identities.

## Strategic Directions

**Truth and Reconciliation:** We commit to the implementation of the [Truth and Reconciliation Commission of Canada](#): Calls to Action.

*We will do this by:*

- Embedding the Truth and Reconciliation Commission of Canada: Calls to Action into the delivery of all education services.
- Identifying and closing gaps in academic achievement and well-being for First Nations, Métis, and Inuit students.
- Creating learning and working environments that are welcoming for First Nations, Métis, and Inuit students and staff.
- Educating all students about Indigenous histories, contemporary contexts, cultures, and perspectives.

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<sup>2</sup> Consistent with the [Canadian Charter of Rights and Freedoms](#).

- Providing all students with opportunities to experience learning through listening to, learning from, and working with Indigenous peoples and perspectives.

**Belong:** All students belong, are engaged, and valued in an inclusive environment.

***We will do this by:***

- Establishing inclusive and welcoming learning environments in which every student feels valued and feels a sense of joy, engagement, and belonging.
- Providing professional learning, resources, and opportunities dedicated to prioritizing and nurturing student mental health and well-being.
- Expanding platforms for student voice and leadership, helping them to shape their educational experiences and contribute meaningfully to the school community.
- Embracing restorative practices where appropriate to foster understanding and empathy and to cultivate strong, supportive relationships among all members of the school community.
- Increasing inclusivity and support for all students, including students with disabilities/special education needs, in recognition and celebration of their unique abilities and contributions.
- Actively engaging parents/caregivers/guardians and diverse community agencies to foster collaborative relationships that promote holistic development and well-being of TDSB students.

**Achieve:** All students reach high levels of achievement, success, and personal development.

***We will do this by:***

- Developing a strong foundation of literacy and numeracy skills beginning in kindergarten.
- Creating culturally responsive, identity-affirming resources and learning environments that reflect the diverse backgrounds and experiences of TDSB students.
- Increasing equity of access to programs, extracurricular opportunities and other enrichment opportunities.
- Strengthening instructional practices to reflect evidence-based approaches and more fully include [Universal Design for Learning](#) and differentiated instruction.
- Welcoming, respecting, and valuing parents/caregivers/guardians as partners in their children's learning and development.
- Holding high expectations for students and finding ways to set goals and monitor progress with them, to enable students to master skills that will help them to be successful in their chosen pathways.

**Thrive:** All students graduate with the confidence, skills, and knowledge to thrive.



***We will do this by:***

- Using evidence-based interventions to close gaps in learning.
- Supporting effective transitions for all students with the aim to maximize their career options after graduation.
- Providing a range of support for students to be successful in their chosen academic pathways.
- Increasing students' access to courses and programs that reflect their interests and that they find engaging and relevant.
- Welcoming, respecting, and valuing parents/caregivers/guardians as partners in their children's learning and development.
- Continuing to innovate and offer new and meaningful experiential learning opportunities for students in collaboration with a diversity of community partners.

**Revitalize:** All students and staff learn and work in inclusive, safe, and modern environments.

***We will do this by:***

- Effectively recruiting, retaining, developing, and engaging employees.
- Hiring and developing leaders with the skills and expertise to meet organizational needs.
- Building and renovating existing schools to utilize space more effectively, be environmentally sustainable, and create modern and accessible learning spaces.
- Distributing resources to effectively support student learning and the professional responsibilities of staff.
- Continually assessing the benefits and feasibility of adopting new technologies and processes to optimize business functions, student learning, and teaching practices.

## **Conditions for Success**

The conditions for success, listed below, are factors that contribute to the successful implementation of the Multi-Year Strategic Plan, 2024-2028.

### **Partnering with Parents/Caregivers/Guardians and Community**

We partner with parents/caregivers/guardians and the community as essential partners in our shared efforts to improve outcomes for all students.

### **Culture of Human Rights and Respect**

We foster a culture of human rights and respect that enables all learning and working environments to be safe, welcoming, and inclusive.

### **Accessibility and Inclusion**

We increase the ability of all students to access education in a way that reflects their needs and removes structural, procedural, and attitudinal barriers to inclusion.

### **Strategic, Agile, and Equitable Leadership**

We develop and support leaders who can allocate resources, delegate responsibilities, and empower staff to effectively implement the TDSB's strategic directions. These leaders are also dynamic and responsive to current conditions and unanticipated challenges.

### **Effective Communication**

We regularly engage in two-way communication with our internal and external educational partners.

## **Indicators of Progress (Ministry of Education Indicators)**

Indicators of progress in the MYSP provide insights into the success or effectiveness of initiatives and identify areas of improvement. The following indicators have been identified as compulsory by the Ministry of Education and also align with the proposed TDSB priorities of Belong, Achieve and Thrive. Furthermore, these indicators serve as a baseline, and beginning in 2025/2026, staff and the Board of Trustees may add additional indicators as it progresses with the implementation of the MYSP.

The indicators are as follows:

1. Percentage of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Reading and Writing
  - Grade 6 EQAO Reading and Writing
2. Percentage of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Mathematics
  - Grade 6 EQAO Mathematics
  - Grade 9 EQAO Mathematics
3. Percentage of fully participating, first-time eligible students who are successful on the Ontario Secondary School Literacy Test/le Test provincial de compétences linguistiques.
4. Percentage of students who earn 16 or more credits by the end of Grade 10.
5. Percentage of students participating in at least one job skills program.
6. Percentage of students graduating with an Ontario Secondary School Diploma within five years of beginning Grade 9.
7. Percentage of students enrolled in at least one Grade 12 mathematics, or Grade 11 or 12 science course.
8. Percentage of students who believe their learning has prepared them for the next step in their learning experience.
9. Percentage of students in Grades 1-8 whose individual attendance rate is equal

to or greater than 90%.

10. Percentage of students in Grades 4-12 who have been suspended at least once.

11. Percentage of students in Grades 6, 9 and 10 who report being aware of mental health supports and services in order to seek supports for mental health.

## **Resource Implications**

The MYSP serves to inform resource allocation during the budget development process so that programs and strategic initiatives are assessed and funded based on their alignment with the strategic directions.

The TDSB has faced many years of chronic underfunding. The anticipated deficit for the 2024/2025 school year is approximately \$50M. This deficit restricts the TDSB's ability to make additional investments to launch and strategically execute this plan. Over the next four years, the MYSP will provide a framework to assess and prioritize programs for alignment with each of the renewed strategic directions.

## **Communications Considerations**

### **Roll-out of the Renewed MYSP**

A communications plan is in place for the launch of the Multi-Year Strategic Plan (MYSP) 2024/2025, following Board approval in April 2024. The initial communications plan encompasses the period from April to June 2024, with a goal of announcing the new MYSP and familiarizing all audiences with the plan, its strategic directions, and the TDSB's goals for the next four years. The communications plan focuses on sharing high-level information about the MYSP with all audiences using all internal and external channels, including (but not limited to):

- News release - April 17, 2024 (following Board approval)
- TDSB public website update - April 18, 2024 and ongoing
- Direct emails (staff and parents/caregivers/guardians) - April 18, 2024
- Social media - April 18, 2024 and ongoing
- TDSB Connects - May and June 2024
- Implementation resources - For business teams, Families of Schools, and staff meetings to inform future planning (To begin Fall 2024 and ongoing)
- Trustee and school newsletter content - May and June 2024
- Student engagement campaign - To capture student voice, creativity, and joy connected to the MYSP (ongoing)
- Success stories - To highlight effective implementation of the MYSP (ongoing)

### **Implementation Communications**

Beginning in September 2024 and continuing until March 2025, communications around the MYSP will be integrated as part of the overall implementation plan and will focus on continued awareness building and engagement. Individual communications plans with specific strategies will be developed on an ongoing basis to support initiatives, activities, and events related to the MYSP as they are rolled out

across the system. Communications will continue throughout the school year using available internal and external channels.

## **Implementation Considerations**

Upon Board approval, the Annual Operating Plan (AOP) will be developed by staff and presented to the Board of Trustees in fall 2024. The AOP will outline specific staff actions to fulfill the strategic directions and the Ministry of Education's Student Achievement Action Plan (SAP). Additionally, the current and/or forthcoming Math, Literacy, Capital Revitalization, Mental Health, and Future Success strategies will serve to fulfill the Board's strategic directions.

## **Board Policy and Procedure Reference(s)**

Not applicable.

## **Appendices**

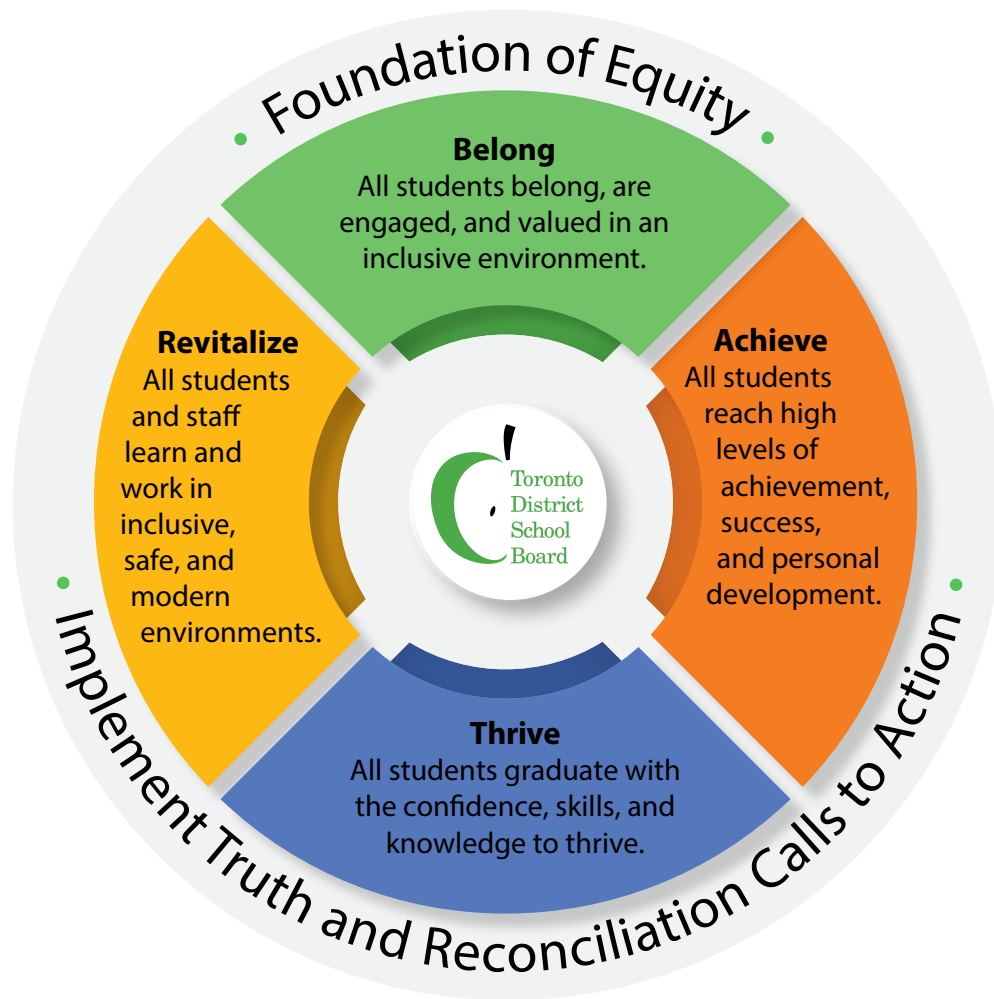
- Appendix A: Multi-Year Strategic Plan 2024-2028 Model
- Appendix B: MYSP Engagement Report - Executive Summary
- Appendix C: Board Resolution - Truth and Reconciliation (June 29, 2022)
- Appendix D: Ministry of Education Student Achievement Plan
- Appendix E: Civility Resolution

## **From**

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# Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success (2024-2028)



## We Value

- Each and every student’s interests, strengths, passions, identities and perspectives on their education
- Partnerships with students, parents/caregivers/guardians, staff, community partners, and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/caregivers/guardians, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship

## Conditions for Success

The conditions for success are factors that contribute to the successful implementation of the Multi-Year Strategic Plan, 2024-2028.



# Inspiring Minds and Shaping Futures: Our Multi-Year Commitment to Student Success (2024-2028)

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## Indicators of Progress (Ministry of Education Indicators)

Indicators of progress in the MYSP provide insights into the success or effectiveness of initiatives and identify areas of improvement. The following indicators have been identified as compulsory by the Ministry of Education and also align with the proposed TDSB priorities of Belong, Achieve and Thrive. Furthermore, these indicators serve as a baseline, and beginning in 2025/2026 the TDSB may add additional indicators as it progresses with the implementation of the MYSP.

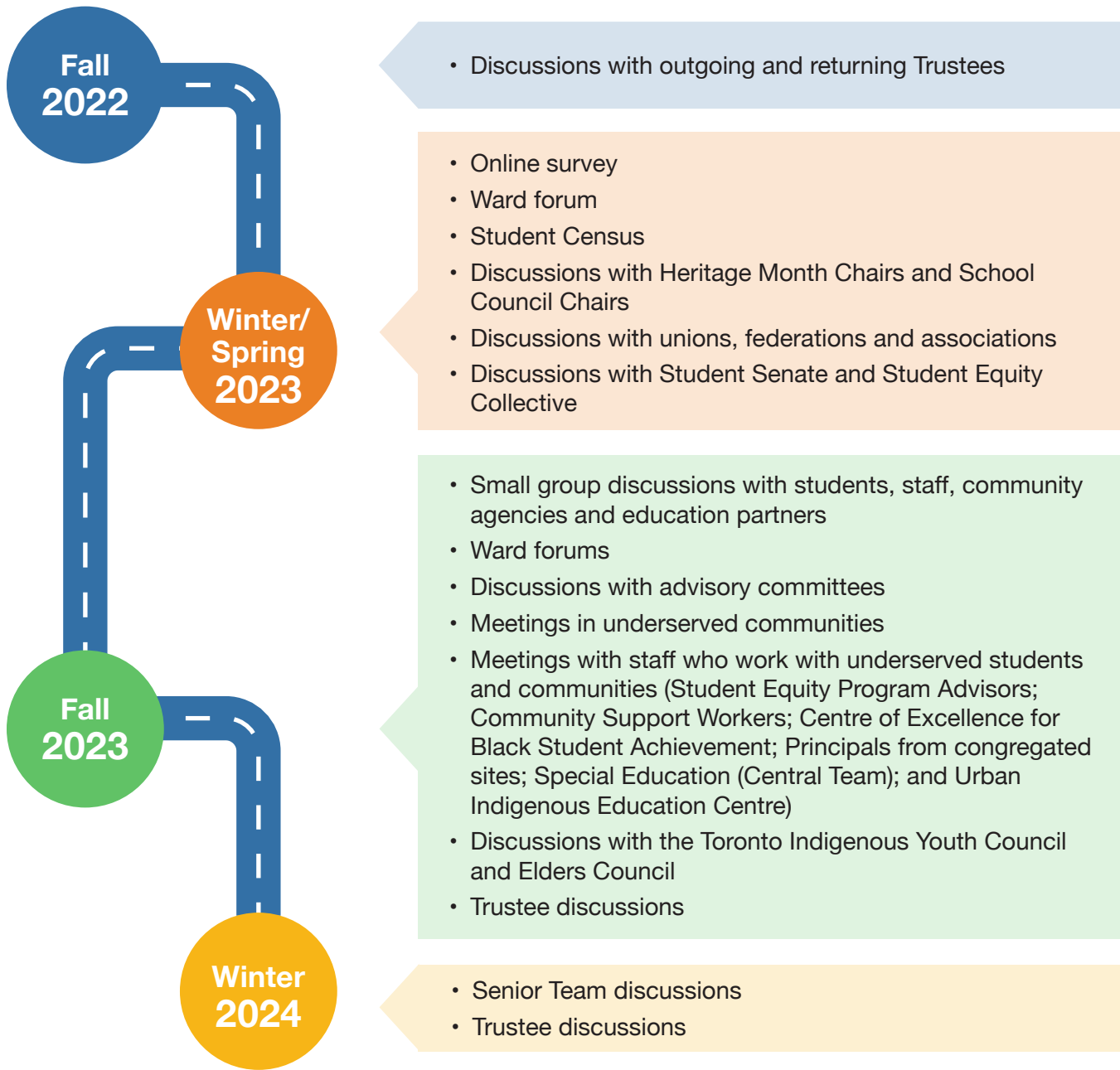
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- 1) Percentage of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Reading and Writing
  - Grade 6 EQAO Reading and Writing
- 2) Percentage of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Mathematics
  - Grade 6 EQAO Mathematics
  - Grade 9 EQAO Mathematics
- 3) Percentage of fully participating, first-time eligible students who are successful on the Ontario Secondary School Literacy Test/le Test provincial de compétences linguistiques.
- 4) Percentage of students who earn 16 or more credits by the end of Grade 10.
- 5) Percentage of students participating in at least one job skills program.
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- 8) Percentage of students who believe their learning has prepared them for the next step in their learning experience.
- 9) Percentage of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90%.
- 10) Percentage of students in Grades 4-12 who have been suspended at least once.
- 11) Percentage of students in Grades 6, 9 and 10 who report being aware of mental health supports and services in order to seek supports for mental health.

# Executive Summary

## WHAT WE DID

In May 2022, the Board of Trustees agreed to begin the process of renewing the TDSB’s Multi-Year Strategic Plan (MYSP) as the current plan was coming to an end.



**In total, over 8,000 people provided input into the renewed MYSP.**

## WHAT WE HEARD

### 1 The MYSP should be more focused, with increased transparency, accountability, and measurement

- There was strong support for the existing priorities, but also a desire to have clearer language, a reduced number of priorities, and more clearly focused priorities.
- Transparency, accountability, and measurement were not seen in the current plan and need to be included in the renewed version.

### 3 Increase our focus on student and staff mental health and well-being

- Continue to enhance well-being and learning by creating welcoming, identity-affirming, and safe learning spaces.
- Continue to provide and enhance the mental health supports students need.
- Continue to improve staff well-being and address staffing issues.
- Continue to reduce student and staff experiences of oppression, bullying, and violence.
- Implement a comprehensive approach to student well-being that recognizes the connections to other aspects of schooling.

### 2 Effective teaching and learning continue to be important

- Participants wanted a renewed focus on literacy, numeracy, and STEM.
- They wanted the curriculum to be supplemented with learning about social and climate justice as well as life and social skills.
- Social-emotional learning should be incorporated into lessons, including self-awareness, emotional intelligence, self-regulation, interpersonal skills, responsible decision-making.
- Provide greater awareness of educational pathways.
- Increase the variety of pedagogical approaches (e.g., culturally relevant and responsive pedagogy, inclusive education, experiential learning, outdoor education, environmental sustainability, etc.).
- Better engage students.
- Address issues that keep students out of the classroom.
- Continue to address the needs of students with disabilities.
- Reduce staff absences and use of occasional teachers which impact student connections with school and with their learning.



## WHAT WE HEARD (continued)

### 4 Continue to focus on equity, accessibility and Indigenous education

- Indigenous education continues to be important.
- There is a need to increase accessibility and inclusion for students with disabilities and special education needs.
- Continue to address inequities in allocation of resources.
- Need to customize learning to account for students' cognitive abilities, neurodiversity, learning styles, and interests.
- Continue to ensure that students see themselves reflected among staff, curriculum, and learning materials.
- Continue to ensure that policies and practices are reviewed and drafted through an equity lens.
- While the majority support the Board's equity efforts, a small number of participants expressed opposition to an equity focus.

### 5 Increase parent/guardian/caregiver and community engagement

- Reduce barriers to parent/guardian/caregiver engagement and community partnerships.
- Schools and the board need to communicate better with parents/guardians/caregivers.
- Reduce barriers to engagement of and partnerships with community agencies.
- Need to better engage and partner with community agencies and other organizations that provide services to students and families or use TDSB facilities.
- Need to make more local connections to ensure that public schools are relevant to the local community.

### 6 Continue to address operational considerations

- There is an urgency to improve some school facilities and modernize processes.
- Stable staffing is needed.
- There is a need for business and operational staff to see themselves reflected in the MYSP and understand how their work supports student success and well-being.

**Board Resolution - Truth and Reconciliation (June 29, 2022)****Implementation of the Truth and Reconciliation Commission of Canada: Calls to Action**

The Board decided:

Whereas, the Urban Indigenous Community Advisory Council met on Tuesday, May 17, 2022; and

Whereas, the Elders Council passed a motion that was unanimously supported by the representatives of the Indigenous communities of Toronto (UICAC); and

Whereas, it is the stated goal of the Toronto District School Board to ensure that Indigenous staff and students are not deprived of their rights and are provided with a learning and working environment that is free from racism and discrimination of any kind;

Therefore, be it resolved:

(a) That the Toronto District School Board commit by resolution to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action, including the United Nations Declaration on the Rights of Indigenous Peoples as the governing framework for reconciliation;

(b) That the TDSB acknowledge that Indigenous peoples (First Nations, Métis, and Inuit) are distinct with inherent rights, laws, and institutions;

(c) That the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples be embedded in policies, bylaws and Board governance structures;

(d) That Truth and Reconciliation be set in the Board's strategic directions.

# Student Achievement Plan

## PURPOSE:

Levelling up achievement outcomes and experiences for every student.

For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.



### PRIORITY:

**Achievement of Learning Outcomes in Core Academic Skills**



### PRIORITY:

**Preparation of Students for Future Success**



### PRIORITY:

**Student Engagement & Well-being**

### Goal: Improve students' literacy learning and achievement.

#### Indicators:

1. % of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Reading
  - Grade 3 EQAO Writing
  - Grade 6 EQAO Reading
  - Grade 6 EQAO Writing
2. % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

### Goal: Improve students' math learning and achievement.

#### Indicators:

3. % of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Math
  - Grade 6 EQAO Math
  - Grade 9 EQAO Math

### Goal: Improve students' graduation rates and preparedness for future success.

#### Indicators:

4. % of students who earn 16 or more credits by the end of Grade 10
5. % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)
6. % of students graduating with an OSSD within five years of starting Grade 9
7. % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses
8. % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

### Goal: Improve students' participation in class time and learning.

#### Indicators:

9. % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent
10. % of students in Grades 4-12 who were suspended at least once

### Goal: Improve student well-being.

#### Indicators:

11. % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

# Plan pour la réussite des élèves

## Objectif :

Améliorer les résultats en matière de rendement et les expériences de chaque élève.

Pour chaque priorité et indicateur, les conseils scolaires utiliseront les données de leur conseil sur leurs populations d'élèves afin de mieux guider les démarches.



### PRIORITÉ :

**Atteinte des résultats d'apprentissage dans les compétences académiques de base**



### PRIORITÉ :

**Préparation des élèves pour les succès de l'avenir**



### PRIORITÉ :

**Engagement et bien-être des élèves**

## Objectif : Améliorer l'apprentissage et le réussite des élèves en littérature

### Indicateurs :

1. Pourcentage d'élèves qui atteignent ou dépassent la norme provinciale en :
  - lecture aux évaluations de l'OQRE de la 3<sup>e</sup> année
  - écriture aux évaluations de l'OQRE de la 3<sup>e</sup> année
  - lecture aux évaluations de l'OQRE de la 6<sup>e</sup> année
  - écriture aux évaluations de l'OQRE de la 6<sup>e</sup> année
2. Pourcentage d'élèves admissibles pour la première fois qui participent pleinement et qui réussissent le Test provincial de compétences linguistiques (TPCL/OSSLT)

## Objectif : Améliorer l'apprentissage et le réussite des élèves en mathématiques.

### Indicateurs :

3. Pourcentage d'élèves qui atteignent ou dépassent la norme provinciale en :
  - mathématiques aux évaluations de l'OQRE de la 3<sup>e</sup> année
  - mathématiques aux évaluations de l'OQRE de la 6<sup>e</sup> année
  - mathématiques aux évaluations de l'OQRE de la 9<sup>e</sup> année

## Objectif : Améliorer les taux d'obtention de diplôme des élèves et les préparer pour les succès de l'avenir

### Indicateurs :

4. Pourcentage d'élèves ayant obtenu 16 crédits ou plus à la fin de la 10<sup>e</sup> année
5. Pourcentage d'élèves qui participent à au moins un programme lié aux métiers spécialisés (Majeure Haute Spécialisation, double reconnaissance de crédit ou Programme d'apprentissage pour les jeunes de l'Ontario)
6. Pourcentage d'élèves qui obtiennent un Diplôme d'études secondaires de l'Ontario (DESO) dans les cinq années qui suivent le début de la 9<sup>e</sup> année
7. Pourcentage d'élèves inscrits à au moins un cours de mathématiques de 12<sup>e</sup> année ou de sciences de la 11<sup>e</sup> ou de la 12<sup>e</sup> année
8. Pourcentage d'élèves qui croient que leur apprentissage les a préparés pour la prochaine étape de leur expérience d'apprentissage (par exemple, la prochaine année d'études, les études postsecondaires, etc.)

## Objectif : Améliorer l'engagement des élèves aux activités en classe et à l'apprentissage

### Indicateurs :

9. Pourcentage d'élèves de la 1<sup>e</sup> à la 8<sup>e</sup> année dont le taux d'assiduité individuel est égal ou supérieur à 90 %
10. Pourcentage d'élèves de la 4<sup>e</sup> à la 12<sup>e</sup> année ayant été suspendus au moins une fois

## Objectif : Améliorer le bien-être des élèves.

### Indicateurs :

11. Pourcentage d'élèves de la 6<sup>e</sup>, de la 9<sup>e</sup> et de la 10<sup>e</sup> année qui déclarent connaître les soutiens et les services en santé mentale offerts

## **Civility Resolution**

### **Intentional Enhanced Efforts to Create Improved Levels of Kindness and Respect**

Whereas, some students and staff are still suffering the effects of the pandemic; and

Whereas, some students and staff are struggling with their mental health and well-being; and

Whereas, decreasing levels of respect, compassion and civility can create some challenging environments for students, educators and administrators; and

Whereas, incidents of bullying, hate and racism persist TDSB schools; and

Therefore, it be resolved:

- (a) That the Director present a report to the Planning and Priorities Committee in the fall 2023, providing effective practices learned from a jurisdictional scan, system data and evidence illustrating trends of respect, compassion, citizenship, well-being and belonging;
- (b) That the report at Part (a) inform the work of the Multi-Year Strategic Plan with the intention to support students and staff.

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## Nutrition Update

**To:** Special Planning and Priorities Committee

**Date:** March 21, 2024

**Report No.:** 03-21-4684

### Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### Recommendation

It is recommended that the nutrition update report be received for information.

### Context

#### ***Background***

On September 27, 2023, the Board approved the following motion:

“(a) That the Director present a report to the Planning and Priorities Committee by January 2024 that includes:

- i. the status of nutrition funding and programs in elementary and secondary schools, including the sources of that funding;
- ii. a brief needs assessment that draws on current evidence about the role of nutrition on growth and development and learning;
- iii. a proposed strategy to increase students’ access to nutrition programs and possible strategic partnerships including Toronto Public Health”

This report is the first report in response to this motion.

## Agenda Page 22

According to the Daily Bread Food Bank's "Who's Hungry?" report released in December 2023, "One in ten people in Toronto are now relying on food banks to make ends meet. Last year, that number was one in twenty. Food insecurity is at crisis levels in Toronto." It also stated that "Skyrocketing housing costs, food inflation, stagnating wages, and insufficient income supports are pushing more and more households into poverty." (Akeileh, O., Allen, C., Bronstein, T., Shuvra, M.M., 2023, p. 4)

"Approximately 1.8 million children under the age of 18 were affected by food insecurity in 2022, a marked increase from the 1.4 million in 2021." (Children First Canada, 2023, p. 10)

We know that food insecurity has a significant impact on our students' mental health and achievement. The report "Food Insecurity and Educational Outcomes: A Focus on TDSB Students" states that "... early deprivation in the form of food insecurity (inadequate quantity and quality of food) and its influence on the educational opportunities experienced by youth. Deprivation often creates unequal playing conditions at the primary school level and this educational disadvantage is accentuated when youth experiencing food insecurity transition into secondary school. A substantial body of literature shows that hungry children experience more behavioural, emotional and academic problems than non-hungry children. Food insecurity has been linked to lower test scores, trouble interacting with peers, poor health and higher prevalence of illness." (Anisef, P., Robson, K., Maier, R., Brown, R. S., 2017, p. 4)

Maintaining healthy eating habits is essential to staying healthy, as emphasized by Toronto Public Health. According to the Canadian Pediatric Society, children should have three meals a day and 1-3 snacks, with healthy snack options being just as important as the meals served (Canadian Pediatrics Society, 2020). The Nutrition Programs offered in some elementary and secondary schools in TDSB have proved to be crucial in supplementing the meals provided by their families. These programs rely on volunteers and donations from parents/guardians/caregivers to supplement the grants they receive and have undergone several changes over the years e.g., the number of meals served, the variety of foods served, program expansion, and timing. These programs operate under the supervision and administration of the Principal/Vice-Principal as an additional responsibility.

Studies and anecdotal evidence show that food insecurity is prevalent in communities across the TDSB (please see Appendix F). There are likely students in all schools experiencing food insecurity and hunger during the school day. Canada is the only G7 country without a national school food program (Arrel Food Institute, 2023; Karen et al., 2022). The Daily Bread Food Bank's Report – "Who is Hungry?" highlights the increase in food bank visits, by quadrant of the city (Children First Canada, 2023). The report also identifies that Indigenous and Black people, individuals/families on social assistance, face even greater barriers to achieving food security due to systemic racism



(Children First Canada, 2023). This troubling assertion has been also confirmed by both Toronto Public Health. While food banks and school nutrition programs cannot solve the problem of food insecurity, they are important strategies to address the issue. Ensuring that no child's learning and future success is compromised because of hunger is crucial.

***Status of Nutrition Funding and Programs in Elementary and Secondary Schools***

The Board’s Nutrition Statement document, P035 BUS: Nutrition Foundation, states that “The Board is therefore committed to working with its community partners to ensure that students have equitable access to high quality school-based nutrition programs, and that through curriculum activities, they have opportunities to develop an appreciation for the value of proper nutrition as an integral part of their present and future lives.”

Most of the TDSB nutrition programs are supported through the Toronto Foundation for Student Success (TFSS). The TFSS receives funding from the Province of Ontario, from the City of Toronto and through donations from individuals and corporations. Schools. With this funding, the Foundation supports 826 school and community based programs and provide over 225,000 meals every day. The TFSS annual report is attached as Appendix A.

Funding from the Province and the City is allocated based on the number of students participating x the meal type x the number of days the program operates expressed as a percentage of available funds. In any given year, the number of students the programs apply for may change. Please note that if a program has a high balance, which usually indicates that the program is not serving the number of students applied for, provincial funding is reallocated to other programs in need.

On average this year, funding per meal (MUN = 17.4%, PROV = 6.4%) equals 23.8% of the food costs. The only real variable is the meal type and whether it is elementary or secondary as the portion sizes vary. TPH determines the meals costs annually using the good food basket.

The funding formula used for the 2023/2024 school year resulted in average daily meal funding as follows:

<b>Elementary</b>		<b>MUN</b>		<b>PROV</b>		<b>TOTAL</b>
Breakfast / Morning Meal	\$	0.35	\$	0.13	\$	0.48
Lunch	\$	0.55	\$	0.20	\$	0.76
Snack	\$	0.32	\$	0.12	\$	0.43

<b>Secondary</b>		<b>MUN</b>		<b>PROV</b>		<b>TOTAL</b>
Breakfast / Morning Meal	\$	0.55	\$	0.20	\$	0.75
Lunch	\$	0.86	\$	0.32	\$	1.18
Snack	\$	0.45	\$	0.16	\$	0.62

The meals provided per school is provided in the attached spreadsheet (Appendix B).

To assist the elementary School Nutrition Programs (SNP) that cannot afford enough food the TFSS began the "Bridging the Nutrition Gap" initiative this year. By buying directly from the Ontario Food Terminal and suppliers where we can leverage volumes and secure deep discounts, the TFSS is providing 1-2 servings of fresh fruit and vegetables, dairy or whole grain foods every day, at no cost, to help supplement local programs. In order to participate in this initiative, schools required additional fridges, freezers, dishwashers etc. as well as dollies and cart to receive the food. The TFSS was able to secure donations to provide approximately 270 pieces of equipment. The TFSS is working with an additional 135 to provide replacement or additional equipment. Further investment in equipment is required to support more programs. A list of the schools participating is provided in Appendix C.

In secondary schools, the TFSS is also supporting in-school nutrition pantries. These are stocked with healthy non-perishable foods. Students can go to the food pantry and discreetly fill their backpacks with healthy food to tide them over in the evenings or weekends. To prevent stigma, students are not required to register and are not monitored in their selections. The schools participating are provided in Appendix D.

In addition, there are a number of programs that receive donated shelf stable foods, at no cost, that are delivered by TDSB staff. The list of participating schools is provided in Appendix E.

***Needs Assessment and Literature Review***

Research shows that a healthy diet is integral for everyone and is especially important for children and young adults (Bundy et al., 2017; Kupka et al., 2020). Several countries, globally, with established national school meal programs, have reported positive impact on students’ learning, health and wellbeing. Namely enhanced academic performance, improved health benefits for children and adolescents, student behaviours, enhanced growth and development, and increased efficiency in the healthcare system (Cuadros-Meñaca, 2023; Micha et al., 2018; Taylor et al., 2020).

There is a profound connection between good nutrition and academic achievement (Stuber, 2014). Research underscores the positive linkages between regular breakfast and meal consumption and heightened academic achievement (Murakami &

Livingstone, 2016; Roberts et al., 2020). Literature reveals that schools are a significant nutritional setting for many children (Darmody, 2023; Ganann et. al., 2014; World Food Programme, 2017).

### **Student Nutrition Programs in the Toronto District School Board (TDSB)**

According to TDSB Student Nutrition Department, the Board supports 580 nutrition programs across 420 schools and provides meals to over 150,000 students daily, but funding support is required to expand its reach to all TDSB schools (TDSB Nutrition Department, n.d). School meal programs may include breakfast, snack, morning meal, or lunch options tailored to each school's unique needs. While universal student nutrition programs are an equity strategy for student success, the funding structure at the board relies on fundraising and parent contributions which presents greater challenges for schools in communities with higher rates of poverty and food insecurity. Student Nutrition Department's Winter 2023 newsletter revealed that due to challenges with the increasing cost of food across Canada, many schools with nutrition programs are unable to achieve the requirement of three food groups for students.

School meals serve as an opportunity to bridge nutritional inequities among students due to existing socio-economic barriers (Brettschneider et al., 2019). Evidence from the 2021 Parent Winter Check-in Survey revealed some parents/caregivers had concerns about food insecurity across all four TDSB Learning Centres. There were significant differences between wards when TDSB Research and Development examined food insecurity across them.

At the elementary level, parents/caregivers in Ward 4 (62%) reported the highest concern of food running out before they can buy more for their family while those in Ward 7 and Ward 15 (10%) reported the lowest concern about food running out at home (TDSB Parent Winter Check-in Survey, 2021). At the secondary level, Ward 4 (53%) recorded the highest food insecurity and Ward 7 (10%) had the lowest food insecurity concern across the 22 wards (TDSB Parent Winter Check-in Survey, 2021).

The 2023-2024 Census revealed that 86% of students report that during a regular week, they rarely or never feel hungry due to potential food shortages at home. The remaining 14% of students indicated that they sometimes, often, or always feel hungry because food may run out at home. This information will be further explored through different demographic variables.

### ***Next Steps***

The next steps will assist staff in meeting part iii. of the motion - "a proposed strategy to increase students' access to nutrition programs and possible strategic partnerships including Toronto Public Health". Staff will bring an update to trustees, when appropriate.

TDSB is taking part in a research project with the Jonnah & Brian Lawson Centre for Child Nutrition at the University of Toronto (U of T) and Toronto Public Health that aims to explore:

- the different types of school food program strategies
- their impact on student achievement, health and emotional well-being, dietary quality, and food and nutrition knowledge, attitudes and behaviours?”

This research study will generate information for the Board to consider when determining strategies that will best support students’ access to nutrition programs.

The U of T research team has worked closely with the TDSB’s Student Nutrition Liaisons in developing the study and will continue to work in partnership. A project advisory committee made up of TDSB staff, students, and community members will support the implementation efforts of the study. As well, the study will be supported by the TDSB’s Research and Development Department.

The study’s goal is to employ a case study approach to assess and compare the impact of school food programs. Up to 20 schools (elementary and secondary) interested in participating and that have various types of school food programs will be included the study. The TDSB’s Research Department will support recruitment efforts by ensuring a diverse sample of schools (based on school and neighbourhood data and the Learning Opportunity Index).

Beginning this spring, materials will be piloted with the larger study beginning in the fall of 2024.

A partnership MOU is being drafted in collaboration with the research team at Jonnah & Brian Lawson Centre for Child Nutrition at the University of Toronto (U of T). It is hopeful that a longer-term partnership will support the further refinement of research, knowledge needs, and strategies to ensure the well-being of TDSB students.

### **Action Plan and Associated Timeline**

N/A

### **Resource Implications**

N/A

### **Communications Considerations**

N/A.

### **Board Policy and Procedure Reference(s)**

## Appendices

Appendix A: TFSS 2022-23 Annual Report

Appendix B: Programs Offered at TDSB Elementary and Secondary Schools

Appendix C: List of Elementary Schools Participating in “Bridging the Nutrition Gap”

Appendix D: List of Secondary Schools Offering Nutrition Pantries

Appendix E: List of Programs Receiving Shelf Ready Food

Appendix F: Student Nutrition: Needs Assessment Report

## From

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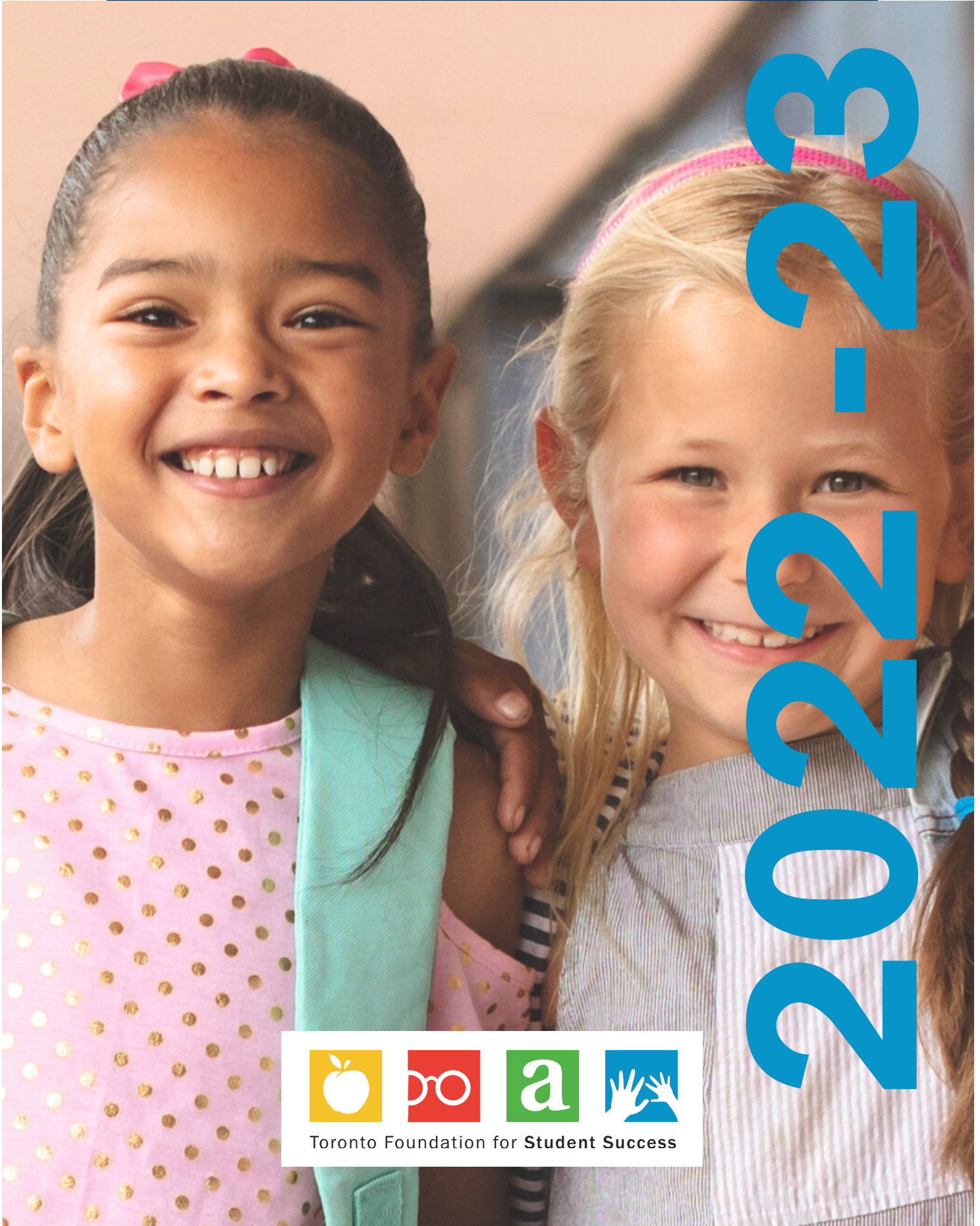
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# ANNUAL REPORT



2022-23



Toronto Foundation for Student Success

## MESSAGE FROM THE CHAIR

As schools opened their doors in the Fall of 2022, record-breaking inflation, costs of living and food prices became the “new normal”, and many students and their families struggled to make ends meet. The demand for student support increased dramatically this past year, and the Toronto Foundation for Student Success (TFSS) was there to help support.

**Student Nutrition:** Student Nutrition Programs were particularly hard hit by increased student participation and the high costs of food. TFSS is proud to share that in addition to our normal level of support, we provided nearly \$3 million of additional food at no cost to programs to help mitigate food inflation. In total, we supported over 30,000,000 meals in 826 Student Nutrition Programs this year.

**Academic Support:** To address the ongoing impact of pandemic learning loss faced by students, we worked with the TDSB to strengthen and add resources to the academic component of our programming. We expanded to offer tutoring support to all students in schools with *beyond 3:30* programs, as well as 16 non-*beyond 3:30* schools. In total, we provided 128,675 additional hours of tutoring to students.

**Emergency Fund:** We experienced an unprecedented number of applications for funding from our Emergency Fund this year, which we accommodated thanks to our generous, caring donors. We also piloted a new School Opportunity Fund to provide grants of up to \$5,000 for schools in our most underserved communities.

**Gift of Sight and Sound:** Lastly, I am happy to report that after a two-year pandemic pause, the Gift of Sight and Sound Program resumed this school year, and we provided over 13,000 in-school vision and hearing screenings. We also provided optometry services to hundreds of children through our optometry clinic and free prescription glasses to over 1,000 children in need.

We thank the individuals, donors, non-profits, corporations, the City of Toronto, and the Ontario Government for their generosity and continued support.

Finally, I thank Alice Eastman for her 15 years of dedicated service as a TFSS Board member and former Chair, my fellow Board members, and the many volunteers for their commitment and dedication to the children we serve. Also, on behalf of our Board, I thank our Executive Director and her highly dedicated and hard-working staff, who have worked tirelessly to enhance the success of our students.



William Northcote  
Chair, TFSS Board of Directors



# CONTENTS

**MESSAGE FROM THE CHAIR** ..... 2

**PROGRAMS**

    Nutrition .....4

    beyond 3:30 ..... 6

    Emergency Fund ..... 7

    School Opportunity Fund ..... 8

    Gift of Sight and Sound ..... 9

**MISSION AND VISION** ..... 10

**FINANCIAL SUMMARY** ..... 11

**MAJOR FUNDERS AND DONORS** ..... 12

**BOARD OF DIRECTORS** ..... 13

**APPENDIX** ..... 14-26



# PROGRAMS

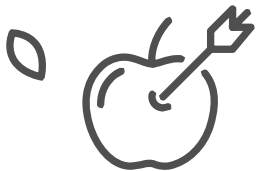
## NUTRITION

As the Lead Agency for Toronto, Toronto Foundation for Student Success (TFSS) is proud to be one of 14 Provincial Lead Agencies across Ontario. TFSS provides financial and on-site support for 826 Student Nutrition Programs (SNPs) across our city. We are also proud to be part of Student Nutrition Ontario – Toronto (SNO-Toronto), a collaborative partnership that helps support SNPs in Toronto.

For the last 25 years, SNPs have provided children and youth in Toronto with nutritious meals every school day. Each community-based SNP has a local advisory committee, consisting of school administrators, teachers, parents, grandparents and other volunteers, that oversees the operation of the program, from menu planning to bookkeeping.

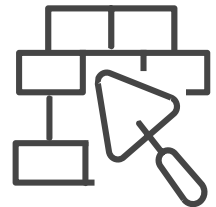
In total, we supported 29,526,562 meals in 826 programs this year.

## IMPACT



**29,526,562**

meals served



**826**

programs

“

**“Having the SNP and Breakfast program is an essential part of our school day! Children arrive at school excited to start their day with a tasty, healthy meal, and this means they can focus on learning rather than rumbling tummies. We love bringing students and staff together in the morning to share a meal.”**

**- Vice Principal**

*\*For more 2022-2023 Nutrition Program details, see [Appendix](#)*

# PROGRAMS

## NUTRITION

### Nutrition Pantry Program

To provide children with the additional nutritional support needed to get through the school day, our Nutrition Pantry (NP) program, with help from Toronto District School Board and our grocery partners, continued to deliver shelf-stable foods directly to elementary and secondary schools in 2022-2023.

We expanded our NP to serve students in 47 additional schools. We also partnered with several organizations to accept and distribute food donations worth \$2,967,000.

## IMPACT

**55,727**

students supported

**170**

participating schools

**1,284,453**

meals supplied



**“The Nutrition Pantry provides food that has a huge impact on our student success. It helps them focus and learn throughout the day, and it brings me so much joy to see how excited and happy the children are to have the extra food.” - School Administrator**

**“The food provided through the Nutrition Pantry has had a big impact on our students and school community. We rely on the Nutrition Pantry to ensure our students have daily access to healthy and nutritious foods. Without it, we would struggle to provide consistent daily snacks. This has been a lifesaver for us! We are incredibly grateful for it.” - School Administrator**



For more 2022-2023 Nutrition Pantry Program details, see [Appendix](#)



# PROGRAMS

## beyond 3:30

### A Safe and Welcoming Place After School

Since 2009, the *beyond 3:30* (B330) after-school program has provided a safe and welcoming place for children to be at the end of the school day. Here students get academic support, meals and nutrition education, as well as opportunities to build their social and physical skills. Programming includes:

- Tutoring, homework and academic help
- Physical activity
- Junior Chefs' club
- Arts and crafts, and performing arts
- Wellness and personal health

During the 2022-2023 school year, we added a new program site, bringing us to 24 programs in 19 schools. We also continued to focus on addressing pandemic learning loss and student wellness. We offered online tutoring to all children in grades 3-8 in schools with *beyond 3:30* programs, as well as 16 non-B330 schools. Our focus was on math and literacy.

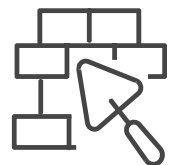
## IMPACT



**19**

school sites

**“Being with my friends at beyond 3:30 makes learning more fun. I didn’t know math was this easy until I got help from the program. I’m excited to keep learning more!”**  
- beyond 3:30 Participant



**24**

programs

“

**“I used to be shy and quiet, but beyond 3:30 has helped me stand out.”** - beyond 3:30 Participant

*\*For more 2022-2023 beyond 3:30 Program details, see [Appendix](#)*



# PROGRAMS

## EMERGENCY FUND

### Unique Problems Require Unique Solutions

Many children face unique challenges at school because of poverty at home, as their parents struggle to provide food and shelter. Many secondary students are not able to live at home and simply can't afford necessities. The Emergency Fund provides students with support for urgent needs, and in emergency situations. This may be a warm coat, a pair of boots that don't leak, or some food.

As parents coped with high inflation rates, and the largest increase in food costs since 1981, many struggled to provide essentials for their children. Also, as our city welcomed unprecedented numbers of refugees and new Canadians, students needed help more than ever. The Emergency Fund was able to make life a little easier for students in need.



**“My student Marianna and her little brother are newcomers to the country and living with very little. They have been relying on food and clothing banks just to get by. Both siblings were in need of warm winter clothes, a jacket and boots so they could get to school safely. Thanks to the Emergency Fund, they’ve been able to get what they needed.” - Teacher**

*\*student's name has been changed for privacy*



**“Braden\* recently lost most of his belongings in a tragic home fire. His family was already struggling financially and couldn't afford to replace school supplies and clothing Braden needed to continue the school year. Your support has meant the world to him and his family.” - Teacher**

*\*student's name has been changed for privacy*

*\*For more 2022-2023 Emergency Fund details, see [Appendix](#)*



# PROGRAMS

## SCHOOL OPPORTUNITY FUND

### As supported by the Marissa and Moez Kassam Foundation

In 2022-2023, we launched the School Opportunity Fund. The School Opportunity Fund provides grants of up to \$5,000 to schools in underserved communities for special projects or initiatives that enhance supports for students, including:

- Food
- School supplies for children
- Refrigerators, freezers and other equipment
- Other student needs

Schools often rely on their communities to raise funds to enhance student support initiatives. However, some communities are less able to raise funds than others, and these are the ones that need support the most. This is what the School Opportunity Fund is for. The Fund gives a much-needed boost that helps students thrive.



**“A huge thanks for your generosity to our school community—it’s made a huge impact! We purchased 12 Chromebooks which students use for projects that engage their creativity, imagination, math and social skills. We also use the Chromebooks in the classrooms to help support Literacy and Numeracy for our students experiencing gaps in their learning and with many of our English Language Learners. Your help is providing opportunity and access for our students.” - Principal**

**“Our students and staff want to thank you for the very generous grant—we are so grateful. We were able to purchase STEM, problem-solving and cooperative activities for our students that focus on wellness and self-regulation. The skills that are learned and reinforced through these activities are incredible.” - Principal**

*\*For more 2022-2023 details about the School Opportunity Fund, see [Appendix](#)*

# PROGRAMS

## GIFT OF SIGHT AND SOUND

### Helping Children See and Hear the World Clearly

The Gift of Sight and Sound (GSS) program serves children in Toronto’s most underserved communities in TDSB schools by providing:

- Free vision and hearing checks
- Follow-up optometry clinics
- Free glasses when required

After a two-year pause during the COVID-19 pandemic, we were able to resume our school-based vision and hearing clinics in 2022-2023. Through these clinics, we provided over 13,000 vision and hearing screenings, and over seven hundred children saw our Optometrist for further assessment. We continued providing free, custom prescription glasses to children who needed them, distributing over one thousand pairs this year.

## IMPACT

**13,743**

vision & hearing screenings

**776**

students seen by our Optometrist

**1,045**

glasses distributed

“

**“A student of mine was struggling with school because of her vision. When I asked her if she had glasses, she said no. She said her parents weren’t able to take time off work to get her eyes checked and didn’t have money to buy her glasses. Through this program, she was able to get a free eye exam at school and the glasses she needed. I can’t tell you how grateful she is.” - Teacher**

**“One of my students told me in a very low voice one day that he couldn’t see the board because his glasses were broken. This student was living in the foster care system, and it broke my heart that he was struggling with his eyesight, too. He was able to see an Optometrist through the program and pick out a brand-new pair of prescription glasses in the colour and style he wanted. It’s made a huge difference in his life.” - Teacher**

*\*For more 2022-2023 Gift of Sight and Sound Program details, see [Appendix](#)*

## MISSION

Toronto Foundation for Student Success helps mitigate poverty issues that prevent children from thriving at school.

We work with school communities, partners, governments, donors, and other organizations, to provide safe and inclusive programs that support students in underserved communities.

We are advocates for children and youth.

## VISION

Our vision is that every school-aged child attends school well nourished, ready to learn and has equal access to supports needed to take advantage of a good education.

## GOAL

We will develop and initiate programs to enable students to build resilience and thrive.

*\*For more information about total program reach, see [Appendix](#)*





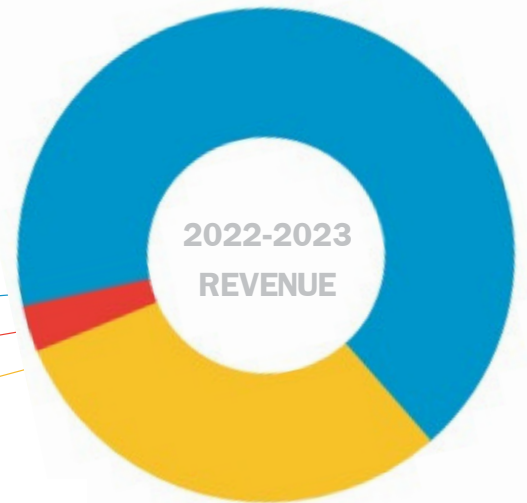


# FINANCIAL SUMMARY

## REVENUE

	2022- 2023
Grants	\$22,067,391
Donations & Fundraising	\$9,935,607
Interest / Investment	\$935,862
<b>TOTAL</b>	<b>\$32,938,860</b>

Grants **67%**  
 Interest /Investment **2.8%**  
 Donations & Fundraising **30.2%**



## EXPENDITURES

	2022- 2023
Program Disbursements	\$31,055,258
Fundraising & Outreach	\$215,620
Administration	\$1,123,802
<b>TOTAL</b>	<b>\$32,394,680</b>

Program Disbursements **95.9%**  
 Administration **3.5%**  
 Fundraising & Outreach **0.7%**



## MAJOR FUNDERS

City of Toronto  
Province of Ontario



## DONORS

### INDIVIDUALS

Abid Dobani  
Adam Shalaby  
Adrian Rocca  
Anne-Marie McLaughlan  
Barbara Haire  
Beth Malcolm  
Christina Wilson  
Daniel Schlaepfer  
Daniel Schwartz  
Daria Virani and Shamez Virani  
Denise Dodds  
Glenn & Susanna Hadden  
Gord Love & Sarah Jones

Gordon Chung  
Greer Carter  
Hashem Ghadaki  
Ian Gilmour  
James Strachan  
Jonathan Kay  
Jonathan Rogers  
Kristin M. Olson  
Lefteris Papachristoforou  
Linda Young  
Mairi Stewart  
Marie Huggard  
Mark Buck

Mark Day  
Matt Moody  
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Nicholas Skrypek  
Ralph M. Barford  
Savio Joanes  
Stephen Woods  
Sue and Biff Matthews  
Susan and Malcolm Mcleod  
Susan Weedon  
The Pritchards  
Vincenta Cheng  
Zhiyao Chen

### CORPORATIONS & ASSOCIATIONS

3AM Cookies Limited  
Bosley Real Estate Ltd.  
Clark Construction Management Inc.  
Crestwood School  
Dairy Farmers Of Ontario  
Egg Farmers of Ontario  
Griffith Foods Ltd.  
Guyana Ex Police Association of Canada  
Impala Canada

Kathy McLachlan Group Realty  
KPM Power Inc.  
Manulife  
Maple Leaf Sports & Entertainment  
MAZON Canada  
Morgan Stanley Canada Ltd.  
Owens Corning Toronto  
Peter & Greg Walker Contracting Inc.  
Pizza Nova

Premium Retail Services (Canada) Inc.  
RE/MAX Hallmark Realty Ltd.  
Saputo Inc.  
State Street Financial  
TD Bank Group  
The Ontario Produce Marketing Association  
The UPS Foundation  
The Wawanesa Mutual Insurance Company  
Whole Foods Market

### FOUNDATIONS & SERVICE GROUPS

A. Kalani Medicine Professional  
Airlie Foundation  
Bell Let's Talk Community Fund  
Breakfast Club of Canada  
C And C Family Foundation  
Canadian Children's Literacy Foundation  
Cavelti Family Foundation  
Clayton Gyotoku Fund\*  
Dawn Tattle Family Foundation  
Flatley Family Foundation  
Forest Hill Lions Club  
Gordon & Susan Thompson Charitable Fund  
Hadden Family Foundation  
JBS Foundation  
John and Barbara Hepburn Foundation  
Kiwanis Club of Casa Loma

Leslois Shaw Foundation  
Marissa & Moez Kassam Foundation  
Minto Foundation Inc.  
OneSight EssilorLuxottica Foundation  
Ontario REALTORS Care Foundation  
Payne Family Fund\*  
Philip Gold & Molly Shainfarber  
Robert Cameron McLaughlin Foundation  
Rossy Foundation  
Sheila Kirpalani Foundation\*  
Show Kids You Care  
Shum Vourkoutiotis Fund\*  
Telus Greater Toronto Area Community Board  
Teow Family Foundation\*  
The Actuarial Foundation of Canada  
The Catherine and Maxwell Meighen Foundation

The Four Oaks Foundation  
The Goldie Feldman Fund\*  
The Government of Canada's Community  
Services Recovery Fund  
The Grocery Foundation  
The Hogarth Family Foundation Fund at  
Hamilton Community Foundation  
The Murphy Family Foundation  
The O'Brien Family  
The Paul Barber Foundation  
The Schad Foundation  
Throop Family Foundation  
Weisz Family Foundation  
Windswept Farms Fund  
Youth and Education Fund  
*\*at Toronto Foundation*

# BOARD OF DIRECTORS

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Chair

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# APPENDIX





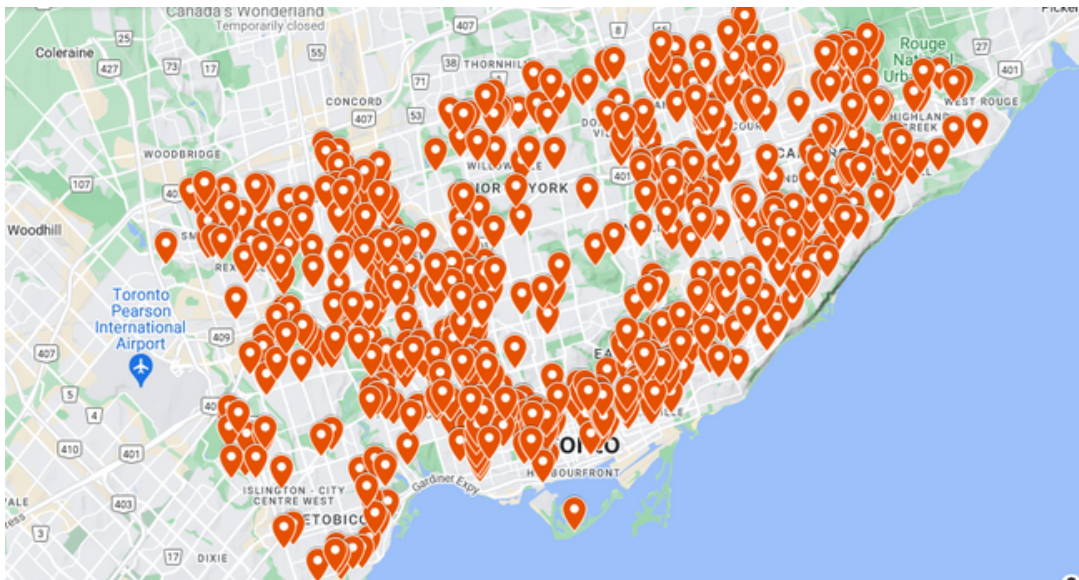
# TFSS Program Delivery Model & Reach

TFSS uses a school-based program delivery model. We offer school-based programs for one simple reason: schools are where children must be and are the place their parents trust the most. This model allows us to reach the majority of school-aged children in the communities we serve and reduce the number of children in need who fall through the cracks.

## The Students We Support

TFSS supports students in schools who score high on the TDSB Learning Opportunity Index (LOI). The LOI is a factor analysis process carried out by TDSB Research based on Toronto-based student-level data and other Canadian Statistical databases such as Statistics Canada. Its purpose is to rank school and community need. Rankings are used to identify students who have access to fewer resources at home and in their neighbourhoods so that additional support and resources can be provided to help them succeed in school. For more information about the LOI, [click here](#).

**Figure 1:** Map of TFSS Programs Based on School Location



## Program Reach

Many students access more than one of our programs in any given year. Providing program access without stigma is essential to our delivery model, and there is no sign-in process when students access meals through the nutrition programs we support. For this reason, it makes it difficult to accurately calculate the total number of students we support each year. Instead, we calculate the total number of schools supported. In 2022-2023, we supported students in 826 schools across Toronto.



# Nutrition

**Table 1:** Problem Quantification

<p><b>1 in 5 children in Canada are at risk of going to school hungry on any given day.</b> <sup>1</sup></p>
<p><b>BIPOC Children experience higher rates of hunger.</b> <sup>2</sup></p> <ul style="list-style-type: none"> <li>• 39.2% of Black people, 33.4% of off-reserve Indigenous Peoples, and 29.2% of Filipino people in the ten provinces were struggling to put food on the table in 2022, compared to 15.3% of white people. <sup>2</sup></li> </ul>
<p><b>Hunger has a significant impact on children’s academic performance.</b> <sup>3</sup></p> <ul style="list-style-type: none"> <li>• Hunger among children is associated with delays in socioemotional, cognitive and motor development; higher levels of hyperactivity, inattention and poor memory. <sup>3</sup></li> </ul>
<p><b>School meal programs can help:</b> <sup>1</sup></p> <ul style="list-style-type: none"> <li>• Improve academic outcomes and achievement</li> <li>• Reduce hunger</li> <li>• Improve children’s access to nutritious food</li> <li>• Help support families by reducing their food costs                             <ul style="list-style-type: none"> <li>◦ Student Nutrition Programs improve attendance and academic success including better scores in math, reading and science. <sup>4</sup></li> </ul> </li> </ul>
<p><b>Giving children a nutritious breakfast each morning has a direct effect on their academic performance.</b> <sup>5</sup></p> <p>Students who ate a healthy breakfast at school:</p> <ul style="list-style-type: none"> <li>• Exceeded provincial reading standards 10% higher than those who did not have breakfast. <sup>5</sup></li> <li>• 78% were on-track for graduation compared to 61% of students who ate breakfast only on a few days or not at all. <sup>5</sup></li> <li>• 50% less likely to be suspended and less likely to miss school on a regular basis. <sup>5</sup></li> </ul>

**Table 2:** Goals, Challenges & Learning

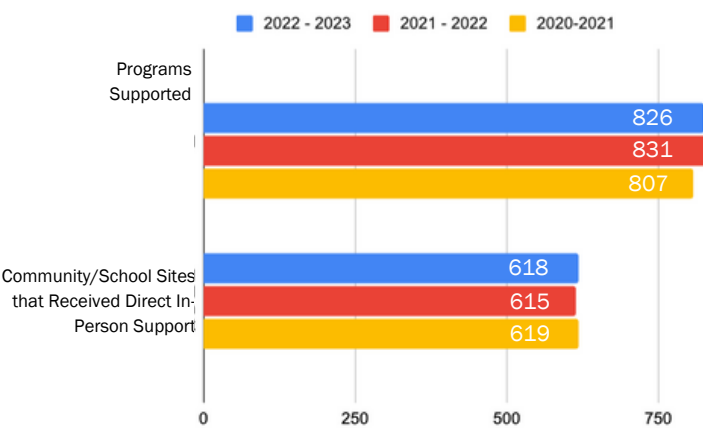
<p><b>Program Output &amp; Outcome Goals</b></p>	<p>Our goal is to provide supplementary food through leveraging donations and centralized bulk purchasing using economies of scale to provide \$2 million (retail value) worth of food to programs at no cost by June 2023.</p> <p>By June 2024, our goal is to provide supplemental food to programs struggling the most. This will ensure 18,000 children receive full servings of whole grain foods, fruit/vegetables and protein every school day. Our longer-term goal is to expand the provision of supplementary food to 34,000 additional children by June 2025.</p>
<p><b>Program Challenges, Learning &amp; Change from Learning</b></p>	<p>To see program challenges, learning and change from learning, see page 1 (Environmental Scan) of our <i>2023-2024 Strategic Business Plan</i>. <a href="#">Click here.</a></p>



# Nutrition

## Student Nutrition Programs: Outputs & Outcomes

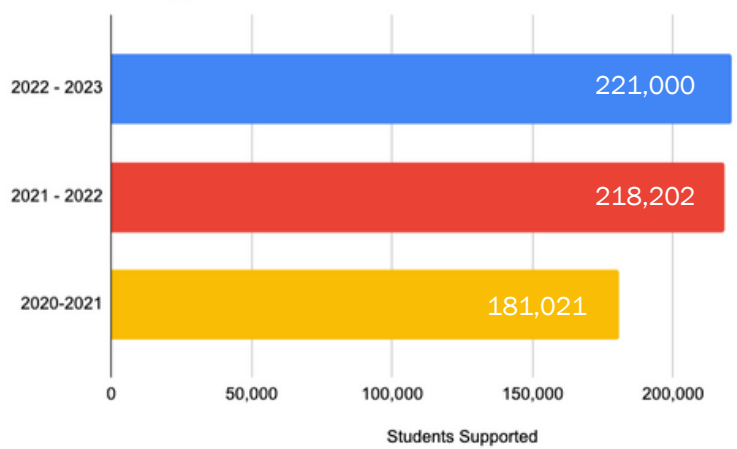
**Figure 2.** Number of Programs Supported



\*Some schools have more than one program (ex. Breakfast and lunch programs)

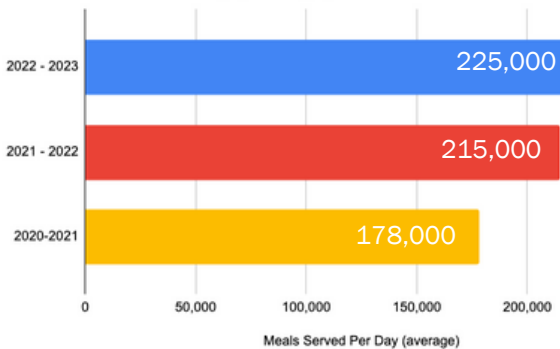
\*For more information on how TFSS works with partners to support SNPs across Toronto, [click here](#).

**Figure 3.** Number of Students Supported



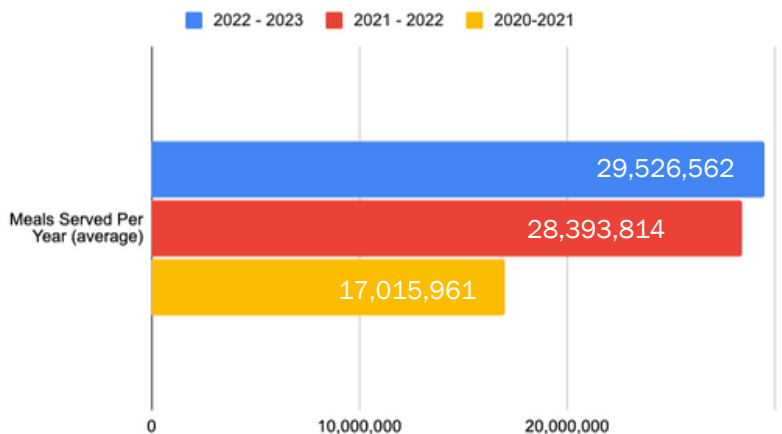
\*Data based on application # of students

**Figure 4.** Number of Meals Served Per Day (Average)

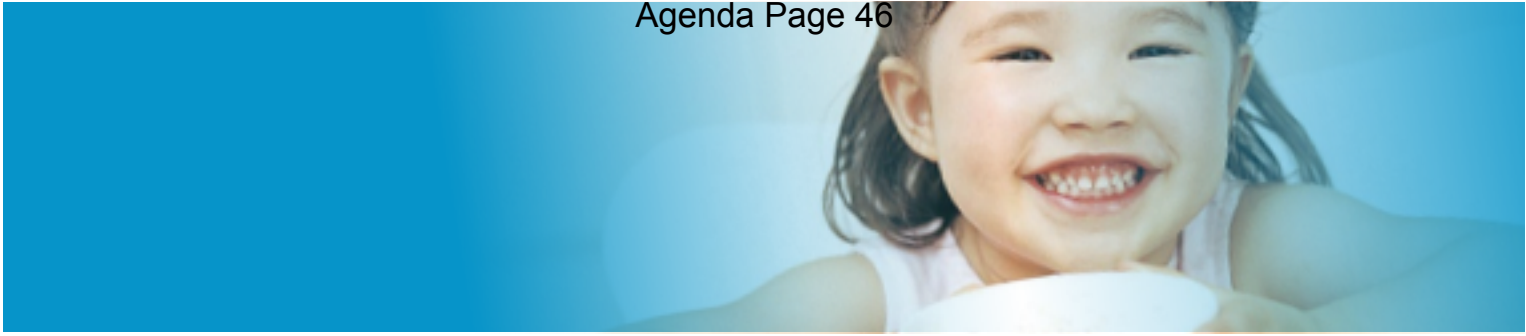


\*To see definition of a meal, [click here](#)

**Figure 5.** Number of Meals Served Per Year (Average)



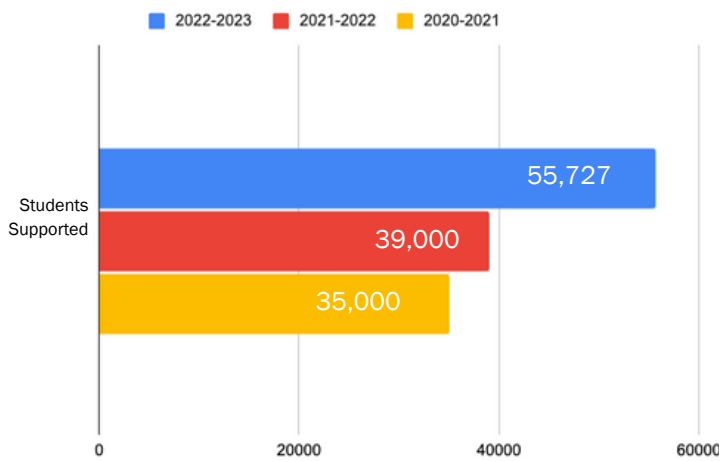
\*To see definition of a meal, [click here](#)



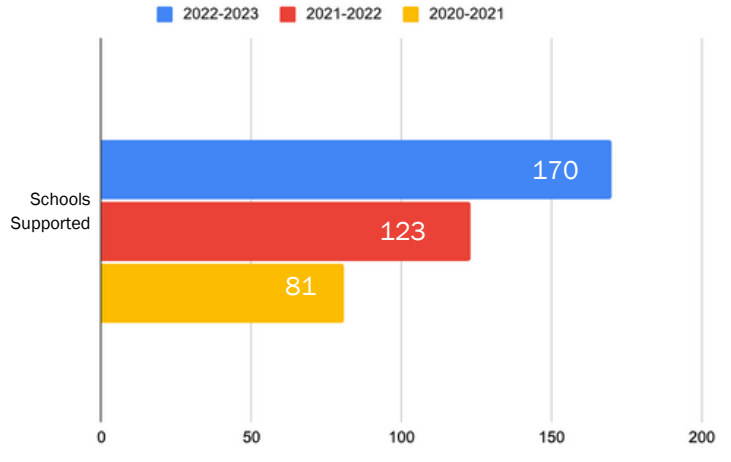
# Nutrition

## Nutrition Pantry: Outputs & Outcomes

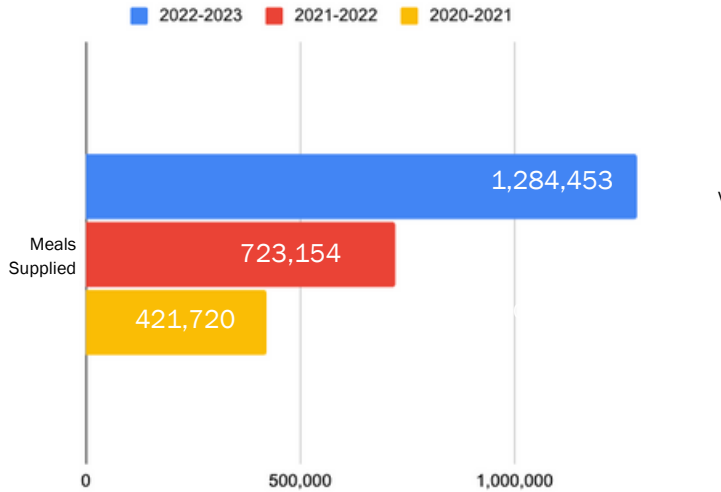
**Figure 6.** Number of Students Supported



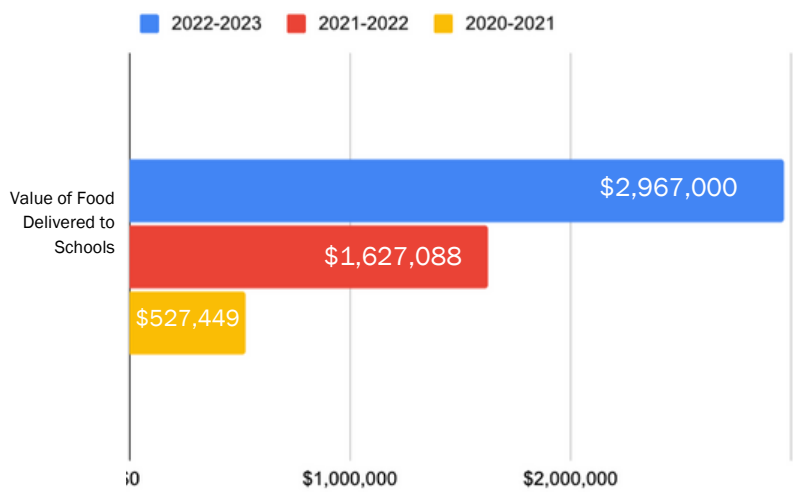
**Figure 7.** Number of Schools Supported



**Figure 8.** Number of Meals Supplied



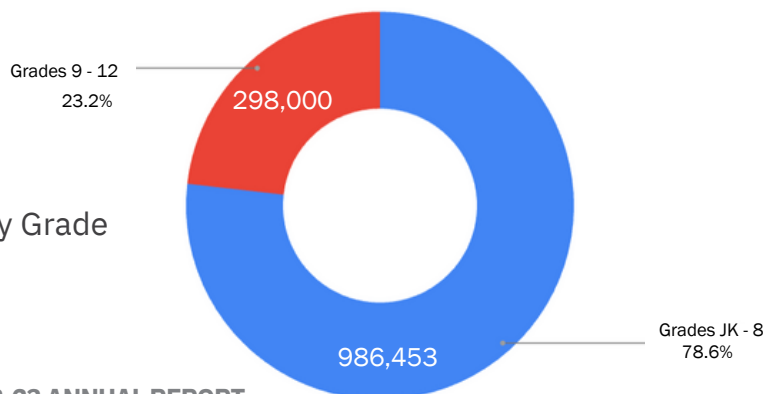
**Figure 9.** Value of Food Delivered to Schools



\*To see definition of a meal, [click here](#)

## Program Beneficiaries: Nutrition Pantry

**Figure 10.** Beneficiaries by Grade







# beyond 3:30

**Table 3:** Problem Quantification

<p>It’s during the hours after school lets out that our children are most vulnerable. Instead of spending time on the streets, or going home to an empty apartment, <b>beyond 3:30</b> gives children between the ages of 8 and 14 a safe and welcoming place for sports and physical fitness, a nutritious meal, and homework support each school day – opportunities that are out of reach for most families facing poverty issues. <b>beyond 3:30</b> is offered free to all participants.</p>
<p><b>Children and youth from marginalized groups have less access to out-of-school care and childcare.</b> <sup>6</sup></p> <ul style="list-style-type: none"> <li>• Children from the lowest-income families are 48% as likely to participate in extracurricular activities compared to children from the highest-income families. <sup>7</sup></li> <li>• 3 in 10 (31%) Canadian families cannot afford for their kids to participate in after-school sports or music programs. <sup>8</sup></li> <li>• 45% of families can’t afford to pay for a tutor if their child was failing at school. <sup>8</sup></li> </ul>
<p><b>High Quality after-school programs have a positive impact on the educational outcomes, school attendance and social and emotional learning of children.</b> <sup>9</sup></p> <ul style="list-style-type: none"> <li>• Regular participation in after-school programs is linked to lower dropout rates and a narrowing of achievement gaps, and the development of college and career-readiness skills for children from underserved communities. <sup>9</sup></li> </ul>
<p><b>Youth who are involved in safe, structured activities after school have less interactions with the youth justice system.</b> <sup>10</sup></p> <ul style="list-style-type: none"> <li>• Between the hours of 3 p.m. and 6 p.m. are peak hours for crime amongst youth, with 42% of all youth crime occurring at this time of day. <sup>11</sup></li> </ul>

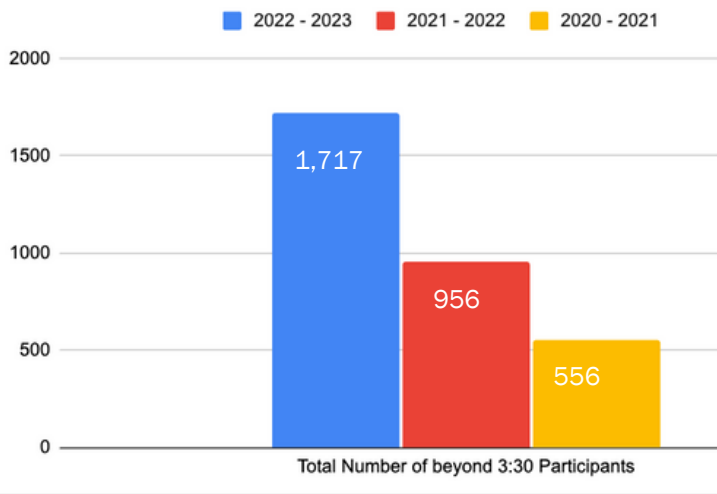
**Table 4:** Goals, Challenges & Learning

<p><b>Program Output &amp; Outcome Goals</b></p>	<p>Our goal is to open two new programs and register 1,000 students by June 2023. Our longer-term goal is to increase the number of sites by 6 between 2023-2028.</p>
<p><b>Program Challenges, Learning &amp; Change from Learning</b></p>	<p>To see program challenges, learning and change from learning, see page 1 (Environmental Scan) of our <i>2023-2024 Strategic Business Plan</i>. <a href="#">Click here.</a></p>

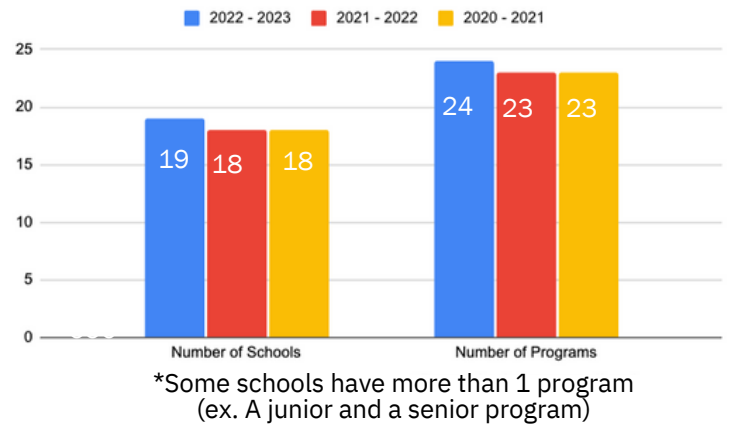


## beyond 3:30: Outputs & Outcomes

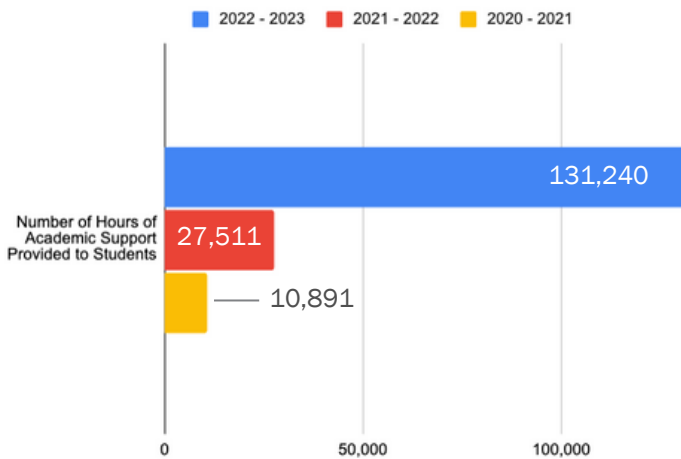
**Figure 11.** Total Number of Students Registered (in-person & online)



**Figure 12.** Number of Schools & Number of Programs

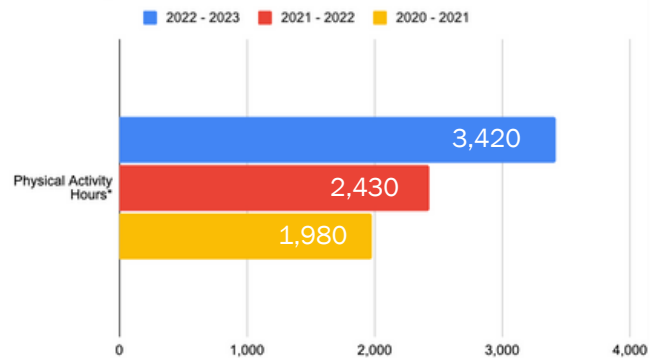


**Figure 13.** Number of Hours of Academic Support Provided to Students



\*For the 2021-2022 year, tutoring began Spring 2022 and continued in Summer.

**Figure 14.** Number of Student Physical Activity Hours



\*The [Canadian 24-Hour Movement Guidelines](#) recommends that children and youth receive 60 minutes of moderate-to-vigorous physical activity per day, on average. However, [research](#) shows that only 40% (approximately 2 out of 5) of children and youth aged 5 to 17 meet that physical activity target in Canada. That's why our after-school program ensures that children receive 60 minutes of moderate-to-vigorous physical each day they attend.



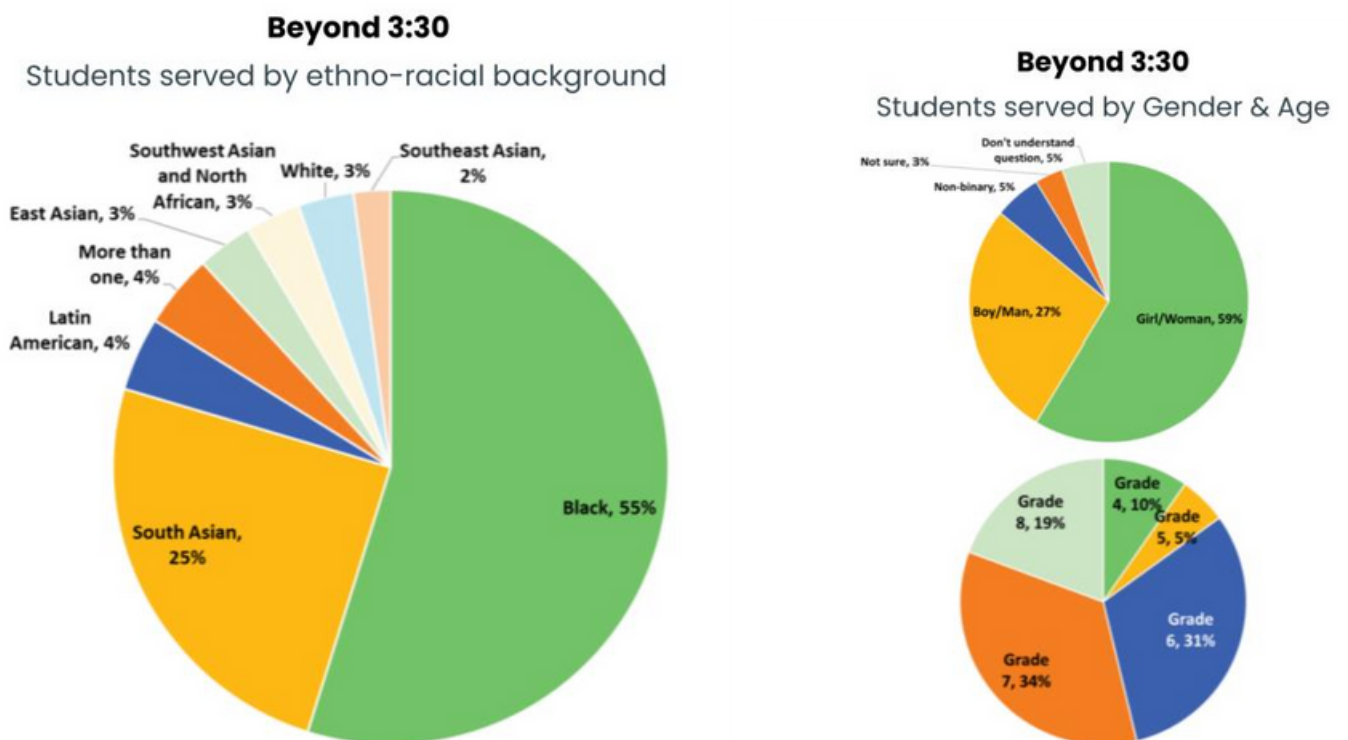
**Table 5:** Outcomes

<b>Improved Grades &amp; Academic Performance</b>	<ul style="list-style-type: none"> <li>• At least <b>75%</b> of children indicated <b>improved grades</b> in either literacy, math and/or reading.</li> <li>• Children who participate annually, and attend at least <b>75%</b> of sessions, see an <b>improvement year over year</b> in their academic performance.</li> </ul>
<b>Improved Fitness &amp; Health</b>	<ul style="list-style-type: none"> <li>• At least <b>71%</b> of kids said they <b>felt physically fit and healthy</b> compared to only 58% before joining the program.</li> </ul>

\*Source: [TDSB beyond 3:30 Phase II Evaluation](#). Based on data from 2021-22.

## Program Beneficiaries

**Figure 15.** Beneficiaries by Ethnicity, Gender & Age



\*Source: [TDSB beyond 3:30 Phase II Evaluation](#). Based on data from 2021-22.



# Emergency Fund

**Table 9:** Problem Quantification

<p><b>1 in 5 Canadian parents (21%) have struggled financially to ensure their child is appropriately dressed for winter.</b> <sup>8</sup></p> <ul style="list-style-type: none"> <li>Kids without proper outerwear are less likely to be able to play outside and partake in winter activities which significantly impacts their development. <sup>14</sup></li> </ul>
<p><b>1 in 4 children live in poverty in Toronto.</b> <sup>15</sup></p> <ul style="list-style-type: none"> <li>Children from racialized families– families of people of colour– are 2x as likely to be living in poverty compared to children in non-racialized families (25.3 % compared to 11.4%). <sup>16</sup></li> <li>Indigenous families with children are experiencing an extremely high poverty rate of 84%. <sup>16</sup></li> <li>26% of Canadian households do not have the financial resources to cover an unexpected expense of \$500. <sup>17</sup></li> </ul>
<p><b>The TFSS Emergency Fund is set up to provide individual children and youth with immediate support in emergency situations.</b></p> <ul style="list-style-type: none"> <li>It could be a warm coat, a pair of shoes with no holes, or any other essential items that will help a student in need get to school and participate to the best of their ability.</li> <li>Without the TFSS Emergency Fund, many young people will go without these things.</li> <li>The amount of support the Fund is able to provide often makes an enormous difference to the basic health, safety, and well-being of students. It often enables them to stay in school.</li> </ul>

**Table 10:** Goals, Challenges & Learning

<b>Program Output &amp; Outcome Goals</b>	Our goal is to increase the funding available for the Emergency Fund to \$300,000 by September 2023. Our long-term goal will be reassessed on a yearly basis premised on prevailing economic conditions.
<b>Program Challenges, Learning &amp; Change from Learning</b>	To see program challenges, learning and change from learning, see page 1 (Environmental Scan) of our <i>2023-2024 Strategic Business Plan</i> . <a href="#">Click here.</a>

**Table 11:** Program Beneficiaries

<b>Emergency Fund</b>
The Emergency Fund serves students in schools that score high on the LOI. For more information about the LOI, <a href="#">click here</a> .



# School Opportunity Fund

**Table 12:** Problem Quantification

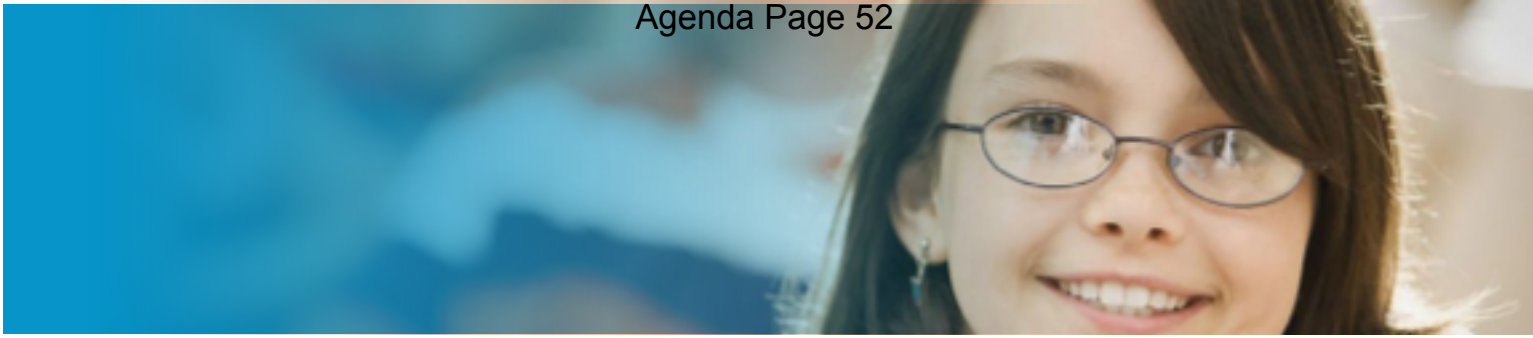
<p><b>1 in 4 children live in poverty in Toronto.</b> <sup>15</sup></p> <ul style="list-style-type: none"> <li>Children from racialized families– families of people of colour– are 2x as likely to be living in poverty compared to children in non-racialized families (25.3 % compared to 11.4%). <sup>16</sup></li> <li>Indigenous families with children are experiencing an extremely high poverty rate of 84%. <sup>16</sup></li> </ul>
<p><b>The School Opportunity Fund provides grants of up to \$5,000 to schools in need for special projects or initiatives that enhance supports for students.</b></p> <ul style="list-style-type: none"> <li>The School Opportunity Fund gives a much-needed boost that helps students thrive.</li> </ul>

**Table 13:** Goals, Challenges & Learning

<p><b>Program Output &amp; Outcome Goals</b></p>	<p>Our goal is to offer the School Opportunity Fund to the 60 lowest income schools on the TDSB elementary Learning Opportunities Index (LOI), and to the 20 lowest income schools on the TDSB secondary LOI and distribute funding by June 2023. Our long-term goal is to refine the program and maintain our funding for the 2023-2024 year.</p>
<p><b>Program Challenges, Learning &amp; Change from Learning</b></p>	<p>To see program challenges, learning and change from learning, see page 1 (Environmental Scan) of our <i>2023-2024 Strategic Business Plan</i>. <a href="#">Click here.</a></p>

**Table 14:** Program Beneficiaries

<p><b>School Opportunity Fund</b></p>
<p>The School Opportunity Fund supports school-based needs for groups of students in elementary schools listed between 1-60 on the LOI and secondary schools listed between 1-20 on the LOI. For more information about the LOI, <a href="#">click here.</a></p>



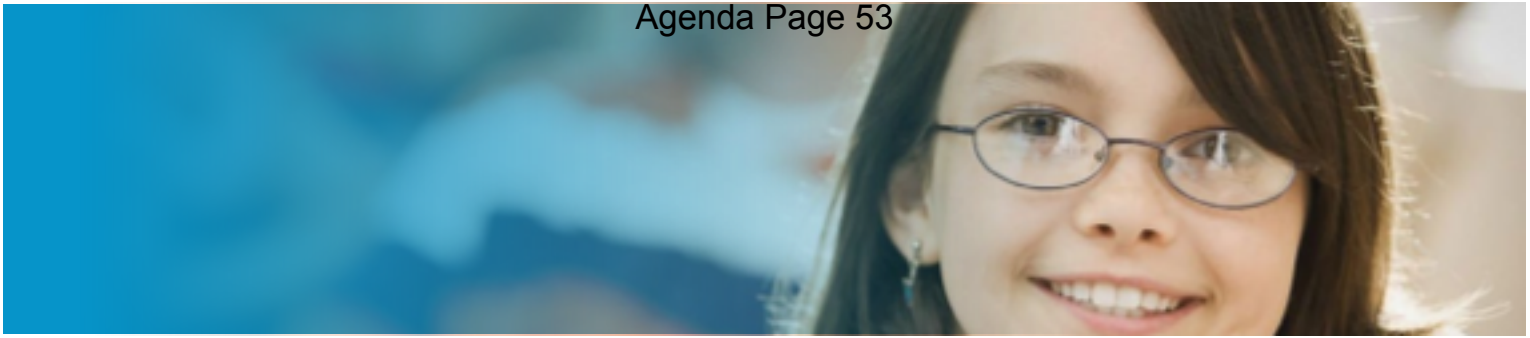
# Gift of Sight and Sound

**Table 6:** Problem Quantification

<p>There are many reasons why children don't get the healthcare they need. It could be because their families face language barriers and struggle to navigate the healthcare system, or it could be that parents simply can't take time off work.</p>
<p><b>Students from low-income urban areas have a much higher rate of undetected visual and/or auditory problems than the general population.</b> <sup>12</sup></p> <ul style="list-style-type: none"> <li>• They experience multiple barriers to eye and ear care (e.g., lack of OHIP coverage or access to family physicians or pediatricians, language or cultural barriers, family difficulties, and money concerns.) <sup>13</sup></li> </ul>
<p><b>1 in 6 children has a vision problem that makes it difficult to learn and read.</b> <sup>1</sup></p> <ul style="list-style-type: none"> <li>• In Ontario, 3% to 5% of children lose the use of one eye (4000 to 6000) every year and countless more do poorly in school, because they have an eye problem that is not treated in time. <sup>12</sup></li> </ul>
<p><b>Hearing loss in children has been linked with lifelong deficits in academic performance.</b> <sup>12</sup></p> <ul style="list-style-type: none"> <li>• 1 in 6 or 1 in 7 of the students in high needs neighbourhoods have undetected potential auditory problems that require medical follow-ups. <sup>12</sup></li> </ul>
<p><b>This points to the importance of offering school-based vision and hearing screening services for students in high needs neighbourhoods.</b> <sup>12</sup></p>

**Table 7:** Goals, Challenges & Learning

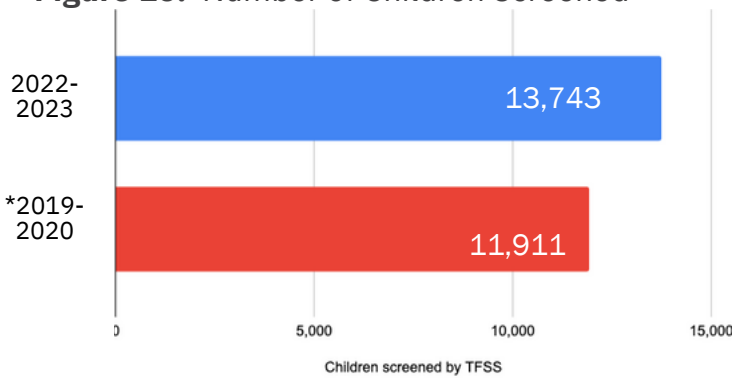
<p><b>Program Output &amp; Outcome Goals</b></p>	<p>Our goal is to conduct 10,000 visual acuity assessments by June 2023 for Grades 5 and 7 (including children in other grades who would benefit). By June 2024, our goal is to provide visual acuity assessments to 15,000 children per school year.</p>
<p><b>Program Challenges, Learning &amp; Change from Learning</b></p>	<p>To see program challenges, learning and change from learning, see page 1 (Environmental Scan) of our <i>2023-2024 Strategic Business Plan</i>. <a href="#">Click here.</a></p>



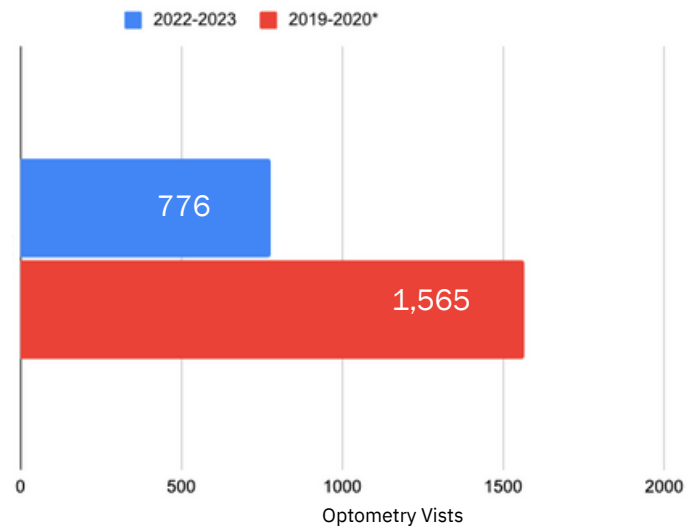
## Gift of Sight and Sound: Outputs & Outcomes

**Note:** For the 2019 -2020 year, the Gift of Sight and Sound program was paused in March when the COVID-19 Pandemic began. The program remained closed for 2 years (2020-2021 and 2021-2022) due to the COVID-19 Pandemic.

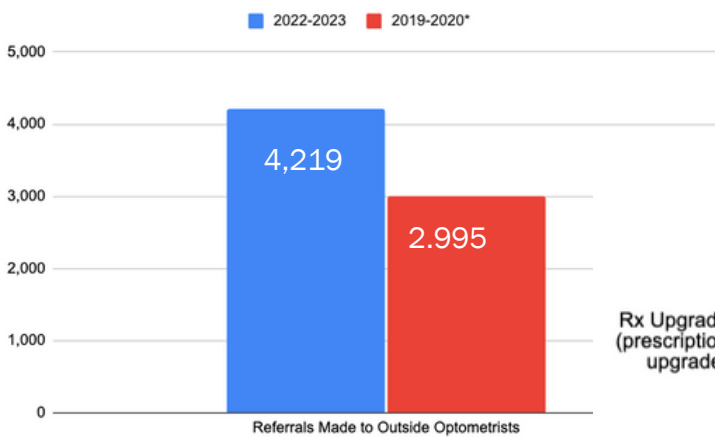
**Figure 16.** Number of Children Screened



**Figure 17.** In-School Optometry Visits Performed by TFSS

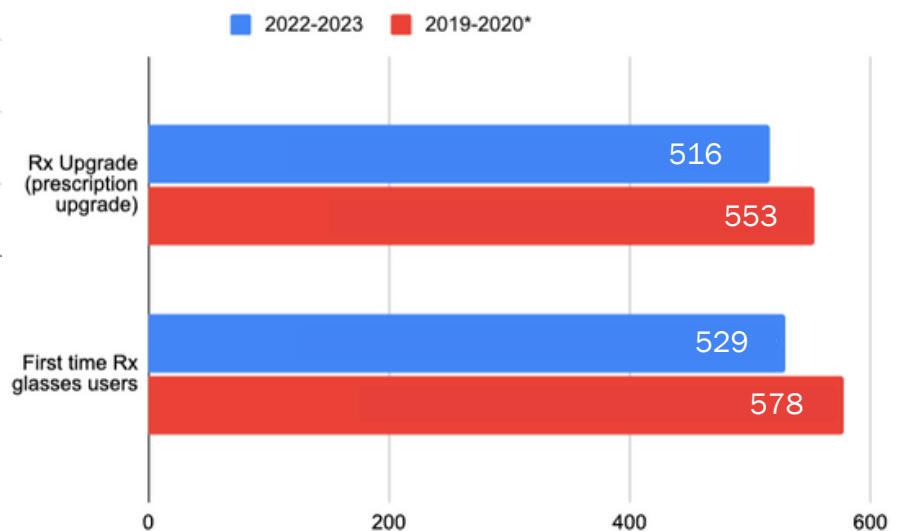


**Figure 18.** Referrals Made to Outside Optometrists



\*This includes the prescriptions from external Optometrists

**Figure 19.** Rx Upgrades & First-Time Glasses Users





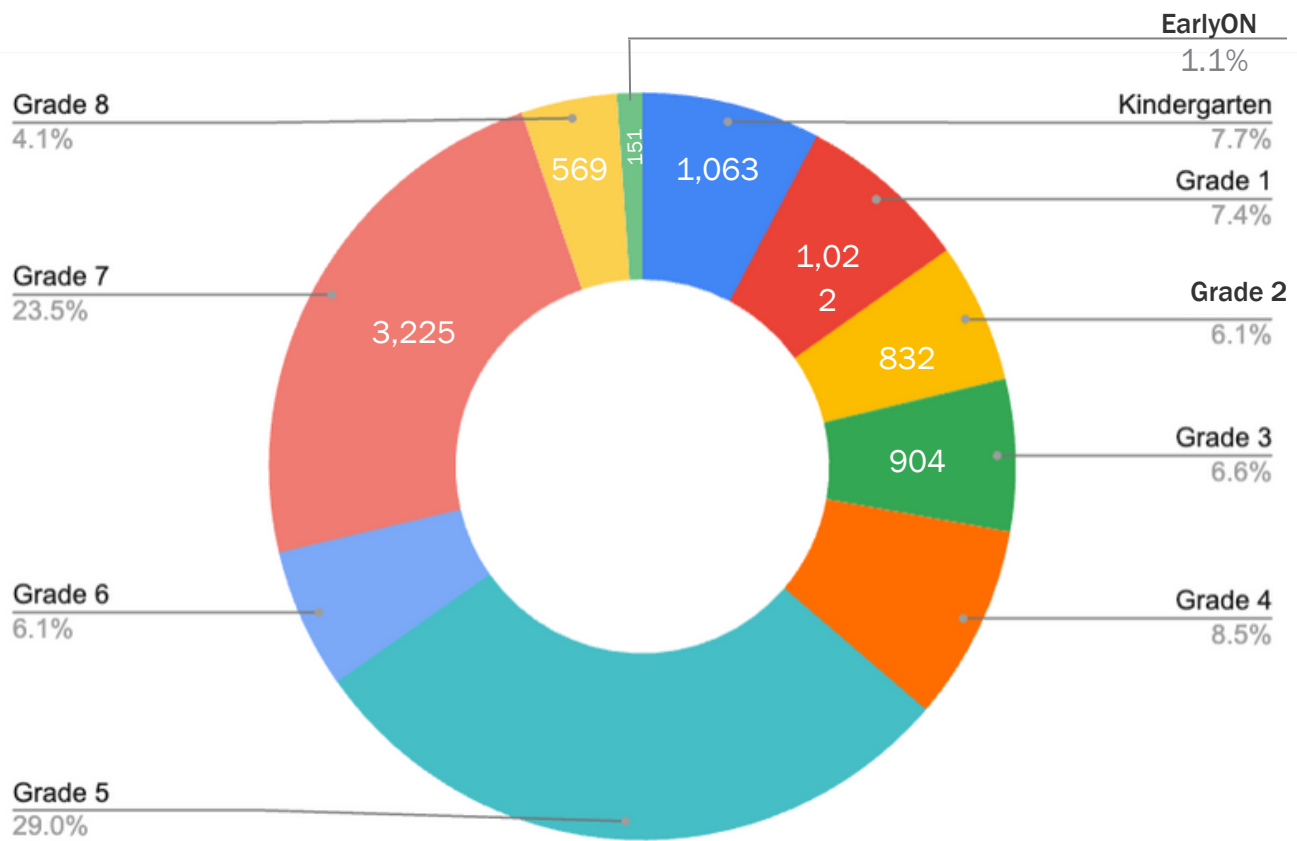
## Program Beneficiaries

**Table 8:** Program Beneficiaries

**Gift of Sight and Sound**

The Gift of Sight and Sound Program is offered in elementary schools from 1-150 on the LOI. For more information about the LOI, [click here](#).

**Figure 20.** Beneficiaries by Grade







## Research List

1. [Government of Canada launches consultations on a pan-Canadian school food policy](#) (2022)
2. [Proof Toronto: Household Food Insecurity in Canada](#) (2022)
3. [Food insecurity and hunger: A review of the effects on children's health and behaviour](#) (2015)
4. [TDSB: Why do we need Student Nutrition Programs?](#)
5. [Feeding the Future: The First and Second Year Evaluation](#) (2012)
6. [Statistics Canada: Use of child care before and after school in Canada](#) (2021)
7. [The Hidden Epidemic: A Report on Child and Family Poverty in Toronto](#) (2014)
8. [Angus Reid Institute: What does poverty look like in Canada?](#) (2018)
9. [Supporting Student Success Through Afterschool Programs](#) (2023)
10. [From Risk to Opportunity: Afterschool Programs Keep Kids Safe When Juvenile Crime Peaks](#) (2018)
11. [A Statistical Snapshot of Youth at Risk and Youth Offending in Canada](#) (2012)
12. [Integrated Service Delivery In TDSB's Model Schools for Inner Cities: The Case for School-Based Vision and Hearing Screening](#) (2011)
13. [Kindergarten Vision-Testing Programme](#) (2015-2018)
14. [United Way Greater Toronto: Here's just how much poverty can hold kids back](#) (2019)
15. [No One Left Behind: Strategies for an Inclusive Recovery](#) (2020)
16. [Unequal City: The Hidden Divide Among Toronto's Children and Youth](#) (2017)
17. [Statistics Canada: One in four Canadians are unable to cover an unexpected expense of \\$500](#) (2023)



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CHARITY INTELLIGENCE 2023

**TOP 10 IMPACT  
YOUTH CHARITY**

CHARITY INTELLIGENCE 2023

**TOP 100  
CHARITY**

**Appendix B  
School Nutrition Programs at TDSB Schools**

*Elementary Schools*

Organization	Location Type	305	375	Grades	Requested: Program Type	118,059
		Number of Sites	Number of Programs			Requested: Number Of Participants
Africentric Alternative School	TDSB-EA	1	1	Grade JK-8	Morning Meal	100
Alexander Muir/Gladstone Ave Junior and Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	490
Alexander Stirling Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	360
Alexmuir Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	360
ALPHA Alternative Junior School	TDSB-EA	1	1	Grade JK-8	Morning Meal	90
Amesbury Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	300
Ancaster Road Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	140
Anson Park Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	260
Anson S Taylor Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	180
Bala Avenue Community School	TDSB-E	-	1	Grade JK-8	Lunch	65
Bala Avenue Community School	TDSB-E	1	1	Grade JK-8	Morning Meal	240
Banting and Best Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	325
Baycrest Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	250
Beaumonde Heights Junior Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	520
Bellmere Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	376
Berner Trail Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	300
Beverley Heights Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	460
Beverley Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	79
Birch Cliff Heights Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	340
Birch Cliff Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	480
Blacksmith Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	200
Blake Street Junior Public School	TDSB-E	-	1	Grade JK-8	Breakfast	80
Blake Street Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	400
Blaydon Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	175
Bliss Carman Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	320
Bloordale Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	390
Bowmore Public School	TDSB-E	1	1	Grade JK-8	Snack AM	1050
Braeburn Junior School	TDSB-E	1	1	Grade JK-8	Lunch	80
Braeburn Junior School	TDSB-E	-	1	Grade JK-8	Morning Meal	175
Broadacres Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	365
Brock Public School	TDSB-E	1	1	Grade JK-8	Snack AM	300
Brookhaven Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	400
Brookview Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	450
Brookview Middle School	TDSB-E	-	1	Grade JK-8	Snack PM	450
Bruce Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	295
Buchanan Public School	TDSB-E	1	1	Grade JK-8	Snack AM	300
C D Farquharson Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	380
C R Marchant Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	351
Calico Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	300
Caring and Safe Alternative Schools Program	TDSB-E	-	8	Grade JK-8	Lunch	48
Caring and Safe Alternative Schools Program	TDSB-E	8	8	Grade JK-8	Morning Meal	48
Carleton Village Junior and Senior Sports and Wellness Academy	TDSB-E	1	1	Grade JK-8	Lunch	350
Carleton Village Junior and Senior Sports and Wellness Academy	TDSB-E	-	1	Grade JK-8	Morning Meal	500
Cedar Drive Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	700
Cedarbrook Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	440
Central Toronto Academy and Horizon Alternative	TDSB-E	1	1	Grade JK-8	Breakfast	30
Central Toronto Academy and Horizon Alternative	TDSB-E	-	1	Grade JK-8	Snack PM	30
Chalkfarm Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	240

## Agenda Page 58

Charles E Webster Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	400
Charles G Fraser Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	240
Charles Gordon Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	315
Chester Elementary School	TDSB-E	1	1	Grade JK-8	Morning Meal	474
Chester Le Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	200
Chief Dan George Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	300
Church Street Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	450
City View Alternative Senior School	TDSB-EA	1	1	Grade JK-8	Morning Meal	54
Claireville Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	200
Clairlea Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	620
Cliffside Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	204
Cliffwood Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	290
Cordella Junior Public School	TDSB-E	1	1	Grade JK-8	Lunch	85
Cordella Junior Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	141
Cornell Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	700
Corvette Junior Public School	TDSB-E	1	1	Grade JK-8	Breakfast	125
Corvette Junior Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	585
Cosburn Middle School	TDSB-E	1	1	Grade JK-8	Breakfast	250
Crescent Town Elementary School	TDSB-E	1	1	Grade JK-8	Morning Meal	481
Crescent Town Elementary School	TDSB-E	-	1	Grade JK-8	Snack PM	175
Cummer Valley Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	383
D A Morrison Middle School	TDSB-E	1	1	Grade JK-8	Breakfast	375
D A Morrison Middle School	TDSB-E	-	1	Grade JK-8	Lunch	100
da Vinci School	TDSB-EA	1	1	Grade JK-8	Morning Meal	96
Danforth Gardens Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	570
David Hornell Junior School	TDSB-E	1	1	Grade JK-8	Snack AM	214
Davisville Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	641
Daystrom Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	440
Dennis Avenue Community School	TDSB-E	1	1	Grade JK-8	Morning Meal	150
Derrydown Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	400
Dewson Street Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	380
Dixon Grove Junior Middle School	TDSB-E	1	1	Grade JK-8	Breakfast	150
Dixon Grove Junior Middle School	TDSB-E	-	1	Grade JK-8	Morning Meal	685
Don Mills Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	424
Donview Middle Health and Wellness Academy	TDSB-E	-	1	Grade JK-8	Breakfast	100
Donview Middle Health and Wellness Academy	TDSB-E	1	1	Grade JK-8	Morning Meal	325
Donwood Park Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	700
Dorset Park Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	275
Dovercourt Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	415
Downsview Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	295
Downtown Vocal Music Academy of Toronto	TDSB-E	1	1	Grade JK-8	Morning Meal	30
Dr Marion Hilliard Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	273
Driftwood Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	350
Dublin Heights Elementary and Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	772
Duke of Connaught Junior and Senior Public School	TDSB-E	1	1	Grade JK-8	Breakfast	100
Duke of Connaught Junior and Senior Public School	TDSB-E	-	1	Grade JK-8	Lunch	350
Duke of Connaught Junior and Senior Public School	TDSB-E	-	1	Grade JK-8	Snack AM	770
Dundas Junior Public School	TDSB-E	1	1	Grade JK-8	Lunch	500
Dundas Junior Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	500
Earl Grey Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	450
Earl Haig Public School	TDSB-E	1	1	Grade JK-8	Lunch	360
Earl Haig Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	655
Eastview Junior Public School	TDSB-E	1	1	Grade JK-8	Breakfast	200
Eastview Junior Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	250
Eatonville Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	252
Edgewood Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	194
Elia Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	390

## Agenda Page 59

Ellesmere-Statton Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	735
Elmbank Junior Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	340
Elmbank Junior Middle School	TDSB-E	-	1	Grade JK-8	Snack PM	100
Elmlea Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	340
Emily Carr Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	320
Equinox Holistic Alternative School	TDSB-EA	1	1	Grade JK-8	Morning Meal	200
Essex Junior and Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	300
Étienne Brûlé Junior School	TDSB-E	1	1	Grade JK-8	Snack AM	260
F H Miller Junior Public School	TDSB-E	1	1	Grade JK-8	Snack AM	170
Fairbank Memorial Community School	TDSB-E	1	1	Grade JK-8	Breakfast	45
Fairbank Memorial Community School	TDSB-E	-	1	Grade JK-8	Morning Meal	200
Fairbank Memorial Community School	TDSB-E	-	1	Grade JK-8	Snack PM	200
Fairbank Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	300
Faywood Arts-Based Curriculum School	TDSB-E	1	1	Grade JK-8	Morning Meal	530
Fenside Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	300
Fern Avenue Junior and Senior Public School	TDSB-E	1	1	Grade JK-8	Lunch	170
Fern Avenue Junior and Senior Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	107
Finch Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	310
Firgrove Public School	TDSB-E	1	1	Grade JK-8	Breakfast	300
Firgrove Public School	TDSB-E	-	1	Grade JK-8	Lunch	397
Firgrove Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	397
Fisherville Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	210
Fleming Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	276
Flemington Public School	TDSB-E	-	1	Grade JK-8	Lunch	95
Flemington Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	210
Fraser Mustard Early Learning Academy	TDSB-E	1	1	Grade JK-8	Morning Meal	513
Galloway Road Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	225
Gateway Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	1000
General Brock Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	450
General Crerar Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	400
General Mercer Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	220
George Anderson Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	150
George B Little Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	340
George P Mackie Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	180
George Peck Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	260
George R Gauld Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	260
George Syme Community School	TDSB-E	1	1	Grade JK-8	Morning Meal	440
George Webster Elementary School	TDSB-E	1	1	Grade JK-8	Lunch	350
George Webster Elementary School	TDSB-E	-	1	Grade JK-8	Morning Meal	730
George Webster Elementary School	TDSB-E	-	1	Grade JK-8	Snack PM	130
Glamorgan Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	400
Gledhill Junior Public School	TDSB-E	1	1	Grade JK-8	Snack AM	400
Glen Park Public School	TDSB-E	1	1	Grade JK-8	Breakfast	200
Glen Park Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	430
Glen Ravine Junior Public School	TDSB-E	1	1	Grade JK-8	Snack AM	280
Golf Road Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	320
Gordon A Brown Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	380
Gosford Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	220
Gracedale Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	575
Gracefield Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	170
Greenholme Junior Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	340
Grenoble Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	950
Grey Owl Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	259
Guildwood Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	150
Gulfstream Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	580
H A Halbert Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	233
H J Alexander Community School	TDSB-E	1	1	Grade JK-8	Morning Meal	510

## Agenda Page 60

Harwood Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	175
Heather Heights Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	190
Highcastle Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	380
Highfield Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	600
Highland Heights Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	210
Highland Middle School	TDSB-E	1	1	Grade JK-8	Breakfast	200
Highview Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	210
Hilltop Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	400
Hollycrest Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	340
Humber Summit Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	475
Humberwood Downs Junior Middle Academy	TDSB-E	1	1	Grade JK-8	Morning Meal	650
Hunter's Glen Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	420
Indian Road Crescent Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	250
Inglewood Heights Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	315
Ionview Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	460
Island Public/Natural Science School	TDSB-E	1	1	Grade JK-8	Morning Meal	255
Islington Junior Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	675
J G Workman Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	160
J R Wilcox Community School	TDSB-E	1	1	Grade JK-8	Morning Meal	360
James S Bell Junior Middle School	TDSB-E	1	1	Grade JK-8	Lunch	250
Jean Lumb Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	556
Jesse Ketchum Junior and Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	550
John A Leslie Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	470
John Buchan Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	225
John D Parker Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	455
John English Junior Middle School	TDSB-E	-	1	Grade JK-8	Lunch	220
John English Junior Middle School	TDSB-E	1	1	Grade JK-8	Snack AM	801
John McCrae Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	670
Joseph Brant Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	570
Joyce Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	196
Kapapamahchakwew - Wandering Spirit School	TDSB-E	1	1	Grade JK-8	Breakfast	200
Kapapamahchakwew - Wandering Spirit School	TDSB-E	-	1	Grade JK-8	Lunch	200
Kapapamahchakwew - Wandering Spirit School	TDSB-E	-	1	Grade JK-8	Morning Meal	200
Kapapamahchakwew - Wandering Spirit School	TDSB-E	-	1	Grade JK-8	Snack PM	200
Keeleisdale Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	165
Kensington Community School	TDSB-E	1	1	Grade JK-8	Morning Meal	145
Kimberley Junior Public School / Beaches Alternative School	TDSB-E	1	1	Grade JK-8	Snack AM	360
King Edward Junior and Senior Public School	TDSB-E	1	1	Grade JK-8	Snack AM	140
Kingsview Village Junior School	TDSB-E	1	1	Grade JK-8	Lunch	200
Kingsview Village Junior School	TDSB-E	-	1	Grade JK-8	Morning Meal	550
Knob Hill Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	520
Lamberton Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	370
Lambton Park Community School	TDSB-E	1	1	Grade JK-8	Morning Meal	180
Lanor Junior Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	400
Lawrence Heights Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	150
Leslieville Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	300
Lester B Pearson Elementary and Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	460
Lord Dufferin Public School	TDSB-E	1	1	Grade JK-8	Breakfast	100
Lord Dufferin Public School	TDSB-E	-	1	Grade JK-8	Lunch	380
Lord Dufferin Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	450
Lord Lansdowne Junior and Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	320
Lord Lansdowne Junior and Senior Public School	TDSB-E	-	1	Grade JK-8	Snack PM	320
Lord Roberts Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	407
Lucy Maud Montgomery Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	210
Lucy McCormick Senior School	TDSB-E	1	1	Grade JK-8	Morning Meal	71
Lynngate Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	165
Lynnwood Heights Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	190

## Agenda Page 61

Malvern Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	376
Maple Leaf Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	311
Market Lane Junior and Senior Public School	TDSB-E	-	1	Grade JK-8	Breakfast	20
Market Lane Junior and Senior Public School	TDSB-E	1	1	Grade JK-8	Lunch	250
Market Lane Junior and Senior Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	350
Mary Shadd Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	415
Maryvale Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	250
Mason Road Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	323
Melody Village Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	235
Military Trail Public School	TDSB-E	1	1	Grade JK-8	Breakfast	60
Military Trail Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	400
Milne Valley Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	550
Montrose Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	195
Morrish Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	350
Muirhead Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	230
Nelson Mandela Park Public School	TDSB-E	1	1	Grade JK-8	Breakfast	100
Nelson Mandela Park Public School	TDSB-E	-	1	Grade JK-8	Lunch	200
Nelson Mandela Park Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	475
Niagara Street Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	320
Norman Cook Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	160
North Bridlewood Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	220
North Kipling Junior Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	610
Oakdale Park Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	430
Oakridge Junior Public School	TDSB-E	1	1	Grade JK-8	Breakfast	40
Oakridge Junior Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	570
O'Connor Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	230
Ogden Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	220
Orde Street Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	500
Ossington/Old Orchard Junior Public School	TDSB-E	1	1	Grade JK-8	Snack AM	56
Ossington/Old Orchard Junior Public School	TDSB-E	-	1	Grade JK-8	Snack PM	56
Pape Avenue Junior Public School	TDSB-E	1	1	Grade JK-8	Snack AM	311
Park Lane Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	32
Park Lawn Junior Middle School	TDSB-E	1	1	Grade JK-8	Snack AM	550
Parkdale Junior and Senior Public School	TDSB-E	1	1	Grade JK-8	Breakfast	20
Parkdale Junior and Senior Public School	TDSB-E	-	1	Grade JK-8	Lunch	150
Parkdale Junior and Senior Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	508
Parkfield Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	300
Parkside Elementary School	TDSB-E	1	1	Grade JK-8	Morning Meal	200
Pauline Johnson Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	380
Pauline Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	60
Pelmo Park Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	300
Percy Williams Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	355
Perth Avenue Junior Public School	TDSB-E	1	1	Grade JK-8	Snack AM	560
Pierre LaPorte Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	410
Pineway Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	150
Portage Trail Community School	TDSB-E	1	1	Grade JK-8	Morning Meal	560
Queen Alexandra Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	420
Dr. Rita Cox – Kina Minogok Public School	TDSB-E	1	1	Grade JK-8	Lunch	200
Dr. Rita Cox – Kina Minogok Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	780
R J Lang Elementary and Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	440
Ranchdale Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	240
Rawlinson Community School	TDSB-E	1	1	Grade JK-8	Morning Meal	600
Regal Road Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	600
Regent Heights Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	503
Rene Gordon Health and Wellness Academy	TDSB-E	1	1	Grade JK-8	Morning Meal	270
Rivercrest Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	265
Robert Service Senior Public School	TDSB-E	1	1	Grade JK-8	Breakfast	220

## Agenda Page 62

Roden Public School	TDSB-E	-	1	Grade JK-8	Breakfast	80
Roden Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	460
Rose Avenue Junior Public School	TDSB-E	-	1	Grade JK-8	Breakfast	25
Rose Avenue Junior Public School	TDSB-E	-	1	Grade JK-8	Lunch	150
Rose Avenue Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	680
Roselands Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	400
Rouge Valley Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	225
Roywood Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	200
Ryerson Community School	TDSB-E	1	1	Grade JK-8	Lunch	90
Ryerson Community School	TDSB-E	-	1	Grade JK-8	Morning Meal	300
Samuel Hearne Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	333
Scarborough Village Public School	TDSB-EA	1	1	Grade JK-8	Morning Meal	223
Second Street Junior Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	578
Secord Elementary School	TDSB-E	1	1	Grade JK-8	Breakfast	100
Secord Elementary School	TDSB-E	-	1	Grade JK-8	Lunch	400
Secord Elementary School	TDSB-E	-	1	Grade JK-8	Morning Meal	721
Selwyn Elementary School	TDSB-E	1	1	Grade JK-8	Morning Meal	250
Seneca School	TDSB-E	1	1	Grade JK-8	Morning Meal	75
Seventh Street Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	200
Shaughnessy Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	220
Sheppard Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	180
Shirley Street Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	165
Shoreham Public Sports and Wellness Academy	TDSB-E	-	1	Grade JK-8	Breakfast	232
Shoreham Public Sports and Wellness Academy	TDSB-E	1	1	Grade JK-8	Morning Meal	232
Silver Springs Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	420
Silverthorn Community School	TDSB-E	1	1	Grade JK-8	Lunch	45
Silverthorn Community School	TDSB-E	-	1	Grade JK-8	Snack AM	298
Sir Alexander MacKenzie Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	311
Sir Ernest MacMillan Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	303
Sloane Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	325
Smithfield Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	550
Sprucecourt Public School	TDSB-E	-	1	Grade JK-8	Lunch	200
Sprucecourt Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	340
St Margaret's Public School	TDSB-E	-	1	Grade JK-8	Breakfast	40
St Margaret's Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	310
Stanley Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	250
Stilecroft Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	248
Sunny View Junior and Senior Public school	TDSB-E	1	1	Grade JK-8	Morning Meal	85
Swansea Public School	TDSB-E	1	1	Grade JK-8	Snack AM	1000
Tam O'Shanter Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	345
Taylor Creek Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	422
Tecumseh Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	290
Terraview-Willowfield Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	305
The Elms Junior Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	480
The Grove Community School	TDSB-E	1	1	Grade JK-8	Snack AM	50
The Waterfront School	TDSB-E	1	1	Grade JK-8	Morning Meal	238
Thornccliffe Park Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	1375
Three Valleys Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	250
Timberbank Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	235
Tom Longboat Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	250
Topcliff Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	350
Tredway Woodsworth Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	670
Tumpane Public School	TDSB-E	1	1	Grade JK-8	Breakfast	100
Tumpane Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	400
Twentieth Street Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	175
Valley Park Middle School	TDSB-E	1	1	Grade JK-8	Breakfast	100
Valley Park Middle School	TDSB-E	-	1	Grade JK-8	Morning Meal	1200



## Agenda Page 63

Valleyfield Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	280
Walter Perry Junior Public School	TDSB-E	1	1	Grade JK-8	Breakfast	300
Walter Perry Junior Public School	TDSB-E	-	1	Grade JK-8	Snack AM	300
Warren Park Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	180
Wellesworth Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	165
West Glen Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	179
West Hill Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	260
West Preparatory Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	530
Westmount Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	270
Westway Junior School	TDSB-E	1	1	Grade JK-8	Morning Meal	165
Westwood Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	390
Wexford Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	380
Wilkinson Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	413
William Burgess Elementary School	TDSB-E	1	1	Grade JK-8	Morning Meal	350
William G Miller Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	500
Willow Park Junior Public School	TDSB-E	1	1	Grade JK-8	Breakfast	40
Willow Park Junior Public School	TDSB-E	-	1	Grade JK-8	Lunch	165
Willow Park Junior Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	310
Willow Park Junior Public School	TDSB-E	-	1	Grade JK-8	Snack PM	310
Willowdale Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	570
Wilmington Elementary School	TDSB-E	1	1	Grade JK-8	Morning Meal	250
Winchester Junior and Senior Public School	TDSB-E	1	1	Grade JK-8	Lunch	200
Winchester Junior and Senior Public School	TDSB-E	-	1	Grade JK-8	Morning Meal	491
Winona Drive Senior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	416
Woburn Junior Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	430
Woodbine Middle School	TDSB-E	1	1	Grade JK-8	Breakfast	450
Yorkview Public School	TDSB-E	1	1	Grade JK-8	Snack AM	450
Yorkwoods Public School	TDSB-E	1	1	Grade JK-8	Morning Meal	312
Zion Heights Middle School	TDSB-E	1	1	Grade JK-8	Morning Meal	475

**Appendix C**

Elementary Schools Impacted by “Bridging the Nutrition Gap” Initiative

School	Number of Servings	Number of Students Provided For
Amesbury	1	300
Baycrest P.S.	3	250
Berner Trail Jr PS	3	300
Beverley Heights M.S. SNP	3	460
Birch Cliff Heights P.S.	2	340
Blacksmith PS	3	171
Bliss Carman Sr. P.S.	3	320
Brookhaven P.S. SNP	3	400
C.D. Farquharson Jr. P.S. SNP	2	380
Carleton Village Jr. & Sr. Sports & Wellness Academy	2	452
Chalkfarm PS	3	240
Charles Gordon Sr. P.S.	2	315
Chester Le	2	200
Claireville Jr. School SNP	2	200
Corvette Jr. P.S.	2	530
Daystrom P.S. SNP	3	440
Dennis Ave. Community School SNP	3	150
Derrydown PS	3	400
Donwood Park Jr. P.S. SNP	3	700
Dorset Park P.S. SNP	3	275
Driftwood PS	3	325
Elia MS	3	350
Elmbank JR MA	3	340
Emily Carr P.S. SNP	3	320
Firgrove	1	346
Fleming P.S. SNP	3	276
Galloway Road P.S. SNP	3	225
Gateway P.S.	1	850
General Crerar P.S.	1	400

General Mercer Junior Public School	2	220
George Webster E.S. SNP	2	1,210
Glamorgan Jr. P.S.	2	400
Gordon A Brown	3	380
Gosford OS	2	225
Grey Owl Jr. P.S.	2	260
HA Halbert Jr PS	3	233
Humber Summit M.S. SNP	1	475
Ionview P.S. SNP	2	460
J.G. Workman P.S. SNP	2	160
John A. Leslie P.S. SNP	3	470
John McCrae Sr. P.S.	3	670
Joyce P.S. SNP	2	196
Kapapamahchakwew - Wandering Spirit School	2	250
Kingsview Village Jr. School SNP	3	550
Knob Hill P.S. SNP	2	520
Leslieville Jr. P.S.	2	313
Lord Roberts Jr. PS	3	407
Lucy Maud Montgomery PS	1	210
Lynnwood Heights Jr. P.S. SNP	3	190
Malvern Jr. P.S.	2	376
Market Lane Jr. & Sr. P.S. SNP	1	350
Mason Rd. Jr. P.S. SNP	3	323
Melody Village Jr. School SNP	3	235
Military Trail PS	1	400
Nelson Mandela Park P.S.	2	475
Oakdale Park MS	3	413
Oakridge Jr. P.S. SNP	1	610
Pineway P.S.	2	175
Samuel Hearne M.S. SNP	3	333
Secord E.S. SNP	2	800
Selwyn E.S.	1	250
Shoreham PS	1	235
Silver Springs P.S.	2	382
Smithfield M.S. SNP	2	550
St Margarets PS	2	310

Agenda Page 66

Stanley P.S. SNP	2	250
Stilecroft	1	219
Taylor Creek P.S. SNP	2	422
Thornccliffe Park P.S.	2	1,375
Topcliff	2	283
Tredway Woodsworth P.S. SNP	3	670
Tumpane P.S. SNP	3	500
Victoria Village PS	2	275
Walter Perry Jr. P.S.	1	600
Wellesworth JS	1	165
Wexford P.S. SNP	3	380
William G. Miller P.S. SNP	3	500
West Glen Jr. School SNP	2	179
Willow Park Jr PS	2	310
Woburn Jr. P.S.	1	430
Winchester Jr. & Sr. P.S. SNP	1	691

## Appendix D Secondary Schools That Operate Nutrition Pantries

Birchmount Park Collegiate Institute
Burnhamthorpe Collegiate Institute
City Adult Learning Centre
City School SNP
Contact Alternative School
Don Mills CI
Downsview Secondary School
East Secondary Alternative Programs
East York Alternative Secondary School
Eastdale Collegiate Institute
Emery Collegiate Institute
Etobicoke Year Round Alternative Centre
Greenwood Secondary School
Heydon Park Secondary School
Inglenook
Jarvis Collegiate Institute
Kipling Collegiate Institute
Lester B Pearson Collegiate Institute
Macdonald Collegiate Institute
North Albion CI
North East Secondary Alternative School
North West Secondary Alternative School
OASIS Arts and Social Change Program
Oasis Skateboard Factory

Parkview Alternative School
R H King Academy
Scarborough Centre for Alternative Studies
School of Experiential Education SNP
South East Secondary Alternative School
Stephen Leacock Collegiate Institute
Subway Academy I
Subway Academy II
Triangle Program
West End Alternative Secondary School
Weston Collegiate Institute
Winston Churchill Collegiate Institute
York Humber High School
York Memorial Collegiate Institute

**Appendix E**  
**Programs That Receive Donated Shelf Stable Foods**

Africentric
Ancaster Road P.S.
Bala Ave CS
Braeburn Jr. School
Brookview MS
Clairlea P.S.
Cordella Jr PS
Dr. Marion Hilliard Sr. P.S.
Eastview Jr. P.S. SNP
Elmbank JR MA
Elmlea Jr. School
Flemington P.S.
Fraser Mustard Early Learning Academy
HA Halbert Jr PS
Harwood P.S.
Highland Heights Jr. P.S.
Highview P.S.
Hunter's Glen Jr PS
Joseph Brant Sr. P.S.
Lamberton P.S.
Lambton Park Community School
Lawrence Heights M.S.
Lord Roberts Jr. PS
Maple Leaf PS

Maryvale PS
O'Connor P.S.
Parkfield Jr
Portage Trail Community School
Rivercrest Jr. School
Rose Ave. Jr. P.S.
Sheppard P.S.
Silverthorn Community School
Tecumseh Sr. P.S.
Tumpane P.S. SNP
Victoria Village Public School
West Hill PS
Westmount Jr. School

# Student Nutrition Needs Assessment Report

## About the Report

This needs assessment report draws on current evidence about the role of nutrition on growth, development, and learning. It summarizes evidence from existing literature from different continents, regions, and countries across the world. This is categorized into four broad overarching themes: 1) nutrition and student behaviour; 2) the role of nutrition in growth and development; 3) the relationship between nutrition and academic achievement; and 4) nutrition-related programs and socio-economic status. Evidence shared in the needs assessment report underscores the significance of nutrition on the physical, mental, and psychosocial development of school-age children and adolescents. This report also sheds light on current evidence on the interplay of nutrition, malnutrition, and the state of food insecurity in Canada, Ontario, and the Toronto District School Board (TDSB). Finally, it presents a high-level discussion on school meal programs globally.

## Key Highlights and Themes

### *Nutrition and Student Behaviour*

- The relationship between nutrition and students' classroom behaviour is complex, but there is evidence that well-nourished children are better prepared to learn overall.
- School meals, especially breakfast, can positively influence children and adolescents' well-being, mood, and concentration in school activities.
- According to some studies, non-consumption of breakfast among children is associated with less physical activity and lower cardiorespiratory fitness levels.
- In contrast, breakfast consumption promotes learning in children regarding in-class behaviour such as increased attention, classroom participation, test performance, and even some academic abilities.
- More research is needed to establish how breakfast intake promotes beneficial student behaviour in schools.

- Policymakers should initiate programs promoting the consumption of nutritious school meals/breakfast.

### ***The Role of Nutrition in Growth and Development***

- Nutrition is necessary for the growth and development of children.
- Consuming foods rich in iron, zinc, omega-3s, iodine, vitamin B12, and polyunsaturated fats will support young people's neurodevelopment (i.e., memory, behaviour, and concentration).
- Malnutrition is one of the main factors leading to cognitive and physical deficits, producing a decline in motor skills, social behaviour, academic performance, and the maturation of biological systems.
- Some studies reveal that young girls require sufficient amounts of iron to meet physiological needs during the duration of puberty, and the lack thereof can lead to iron deficiency anemia, low productivity, impaired growth and even micronutrient deficiencies in the fetus of pregnant women.
- Similarly, other studies reveal that consistent ingestion of supplements, such as iron and choline, can reduce the chance of anemia and support brain development.
- Schools should incorporate proper nutrition in school meal programs to propel the growth and development of students, giving them adequate amounts of grains, vegetables, water, fruits, and protein-rich foods that support their neurodevelopment.

### ***The Relationship Between Nutrition and Academic Achievement***

- There is a profound link between food insecurity, nutrition, and academic achievement.
- Studies have shown that food insecurity and malnutrition have directly impacted the development of school children, thus impeding their academic abilities and performance.
- It has been documented that children performed better on tests of creativity, physical endurance, and mathematical abilities after consuming a high-energy breakfast compared to the consumption of a low-energy breakfast.
- Eating less healthy foods has been linked to poor academic achievement in mathematics and language acquisition.
- Nutrition-related programs in schools have a significant impact on the reading abilities of children.



- Extant research has established associations between regular breakfast and meal consumption and heightened academic achievement.
- Eating an unbalanced diet and skipping breakfast has also contributed to higher rates of absenteeism, tardiness, attention deficits and other low cognitive abilities.
- There is evidence that malnourished children exhibited enhanced working memory and academic abilities after a continuous balanced and nutritious diet.

### ***Nutrition-Related Programs and Socio-Economic Status***

- While there are distinct factors, students' socio-economic backgrounds affect their nutritional qualities in school.
- It is important to note only that access to nutrition matters for students but that some countries are better than others when it comes to offering meals for students at school.
- School meal programs are positive avenues for students to socialize and acquire knowledge about what they eat. Hence such projects could benefit from adopting holistic approaches.
- School meals serve as an opportunity to balance nutritional inequities among students due to existing socio-economic barriers.
- Considering existing socio-economic inequalities among students is essential when implementing school meal programs.
- School meals promote healthy eating habits, further contributing to long-term educational and health outcomes among students.
- A well-designed national policy on school meals may serve as an opportunity to address the challenges of various localized school meal programs.
- A drift towards home-grown initiatives could ensure inclusion in the implementation of school meal programs.

### ***Student Nutrition Programs in the Toronto District School Board (TDSB)***

- School meal programs in the TDSB are implemented in collaboration with the Student Nutrition Department, the Toronto Foundation for Student Success (TFSS) and local partners.
- According to the TDSB Student Nutrition Department, the Board supports 580 nutrition programs across 420 schools and provides meals to over 150,000 students daily, but funding support is required to expand its reach to all TDSB schools.

- Within the TDSB, Nutrition Liaison Officers (NLOs) support programs with fundraising, government and corporate grant applications, and community partnerships (e.g., President's Choice Children's Charity, Children's Breakfast Club, Muslim Welfare Canada, etc.).
- NLOs support an increasing number of schools requesting and implementing nutrition programs that receive no government funding.
- While universal student nutrition programs are an equity strategy for student success, the funding structure relies on fundraising and parent contributions which presents greater challenges for schools in communities with higher rates of poverty and food insecurity.
- In the TDSB, school meal programs may include breakfast, snack, morning meal, or lunch options tailored to each school's unique needs.
- There is evidence of potential food insecurity among families in the TDSB. Data from the TDSB 2021 Parent Winter Check-in Survey revealed some parents/caregivers had concerns about food insecurity.
- There were significant differences in food insecurity across wards. At the elementary level, parents/caregivers in Ward 4 (62%) reported the highest concern of food running out before they can buy more for their family while those in Ward 7 and Ward 15 (10%) reported the lowest concern about food running out at home (TDSB Parent Winter Check-in Survey, 2021).
- At the secondary level, Ward 4 (53%) recorded the highest food insecurity and Ward 7 (10%) had the lowest food insecurity concern across the 22 wards (TDSB Parent Winter Check-in Survey, 2021).
- The 2023-2024 Census revealed that many students (86%) reported that during a regular week, they rarely or never feel hungry due to potential food shortages at home. The remaining 14% of students indicated that they sometimes, often, or always feel hungry because food may run out at home.

## Introduction

Research shows that a healthy diet is integral for everyone and is especially important for children and youth (Bundy et al., 2017; Kupka et al., 2020). Several countries with established national school meal programs have reported enhanced academic performance, improved short and long-term health outcomes for children, mitigated student behavioural issues, enhanced growth and development, and increased efficiency in the healthcare system (Micha et al., 2018). Schools are a significant nutritional setting for many children and youth (DeCosta et al., 2017; Ganann et al., 2014; World Food Programme, 2017). Cullen and Chen (2017) report that on average, students consume approximately one-third to one-half of their daily calorie intake while in school. As a result, global health organizations, such as the World Health Organization (WHO), recognize the role of schools in averting malnutrition, childhood obesity, and diet related non-communicable diseases (Au et al., 2018; WHO, 2021).

Implementing school-based meal programs presents an avenue to encourage healthy dietary habits and address food insecurity among school-going children and young adults (Karen et al., 2022). Evidence from a comprehensive study and meta-analysis of global school food policies among preschool, primary, and secondary school students found that adherence to school meal standards and the direct provision of fruits and vegetables correlated with heightened daily fruit and vegetable intake among students (Micha et al., 2018). Several countries around the world provide some form of school meal and nutrition-related programs (Oostindjer et al., 2017; World Food Programme, 2020). A worldwide survey conducted by the Global Child Nutrition Foundation on school meal programs found that nearly 300 million children and youth received sustenance in the 2018-2019 academic year (Global Child Nutrition Foundation, 2019; Karen et al., 2022).

However, the proportion of primary and secondary school-age children who receive support from school meal programs varied from 16% in Southeast Asia and the Pacific region to nearly 40% in North America, Europe, and Central Asia (Bundy et al., 2017). The difference in coverage rates reflects disparities in the existence of school meal programs and their implementation. Evidently, some countries, such as India and Brazil, extend universal free school meals to all students within specific age groups, while others exclusively provide free school meals to those with low socio-economic status (Global Child Nutrition Foundation, 2019). In the United States, about 95% of schools participate in federally coordinated school meal programs administered by the United States Department of Agriculture (USDA, 2019). The USDA offers free breakfasts and lunches to eligible students based on family income (Food Research and Action Center, 2021; USDA, 2019).

Furthermore, U.S. schools with more than 40% of students from low-income households have permission to extend free universal school meals to all students within the school (USDA, 2021). In their comparative study, Karen et al. (2022) report that the national school meal program in Chile provides daily food provisions (breakfast, lunch, and teatime) for students, particularly those from socially vulnerable backgrounds. These programs provide such provisions throughout the school year, primarily at school but occasionally at home in specific cases, reaching around 80% of the most vulnerable groups attending public or public-private schools (JUNAEB, 2021). Similarly, Mexico provides a breakfast program, hot or cold, to low-income communities, preschool, primary, and middle school children (Gobierno, 2020). Governments primarily lead school meal projects across the Caribbean. However, some of these projects share a common history: charities and international aid organizations initiated their school meal programs (FAO and University of West Indies, 2021). School meal programs in the Caribbean also employs diverse mechanisms to ensure the participation of broader stakeholders within the communities in which schools under meal programs operate. (FAO and University of West Indies, 2021). The Caribbean region has emerged as a pioneer in innovative school meal programs (FAO and University of West Indies, 2021). In the Caribbean, there are three different models under the Home Grown School Feeding (HGSF) initiative (FAO and University of West Indies, 2021). These are 1) Caterer-Based (CB) Model 2) Decentralized School Kitchen (DSK) Model and 3) Centralized School Feeding (CSF) Model. With the Caterer-Based (CB) Model, meal preparation occurs off-site at caterers' premises, operating within parameters established by Ministries of Education. This model is currently utilized by Bahamas, Belize, Trinidad and Tobago, and Suriname (FAO and University of West Indies, 2021).

The Decentralized School Kitchen (DSK) Model is currently implemented by the Dominican Republic, Grenada, Guyana, Haiti, Jamaica, Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, and Belize (FAO and University of West Indies, 2021). The DSK model involves in-school meal preparation. That is, all meals are prepared on the premises of the school. This approach provides an opportunity for local input, with active participation from parents and communities, particularly in sourcing vegetables, herbs, and root crops from small-scale farmers. The Centralized School Feeding (CSF) Model currently implemented in Antigua and Barbuda, Barbados, Guyana (coastal), Saint Kitts, and Jamaica, is based on large-scale, centralized meal production centres. Operated by government divisions, state-owned companies, or private firms, this model ensures standardized nutritional content and cost-effectiveness through centralized meal preparation and distribution (FAO and University of West Indies, 2021). The success of the Caribbean's HGSF programs is that they mostly have budgetary support from the various Ministries of Education (FAO and University of West Indies, 2021). This provides a good case study for global consideration.

In Africa, there is evidence of nationally harmonized school meal programs (FAO, 2018). School meal programs in Africa encompass a variety of objectives. Primarily designed to achieve educational goals, all programs sought to meet these objectives, with 88% additionally aiming to address nutritional and/or health goals, and 81% functioning as a social safety net to ensure food access for at-risk children (Wineman et al., 2022). The predominant method of food provision in about 39 African countries are through in-school meals, with 94% of programs providing meals within school premises, 12% providing snacks, and 26% supplying take-home rations (Wineman et al., 2022). Combining meals or snacks with take-home rations is a common practice, as no programs exclusively provide take-home rations. In-school meals are intended to be served 5 or 6 times per week in 92% of programs, with an additional 8% offering them twice per week (World Food Programme, 2020). In all African countries with nationally harmonized school meal initiatives, food provision extends to primary school students. A study by Wineman et al (2022) reported that seven countries— Botswana, Burkina Faso, Egypt, Lesotho, São Tomé and Príncipe, Sierra Leone, and eSwatini, reached 80% or more of their enrolled primary school students. Furthermore, the study found that among the 39 countries that were surveyed in Africa, 56% extended their school meal programs to pre-school students, 44% covered students in secondary school, and two countries, Burkina Faso and Madagascar, included students in vocational/trade schools.

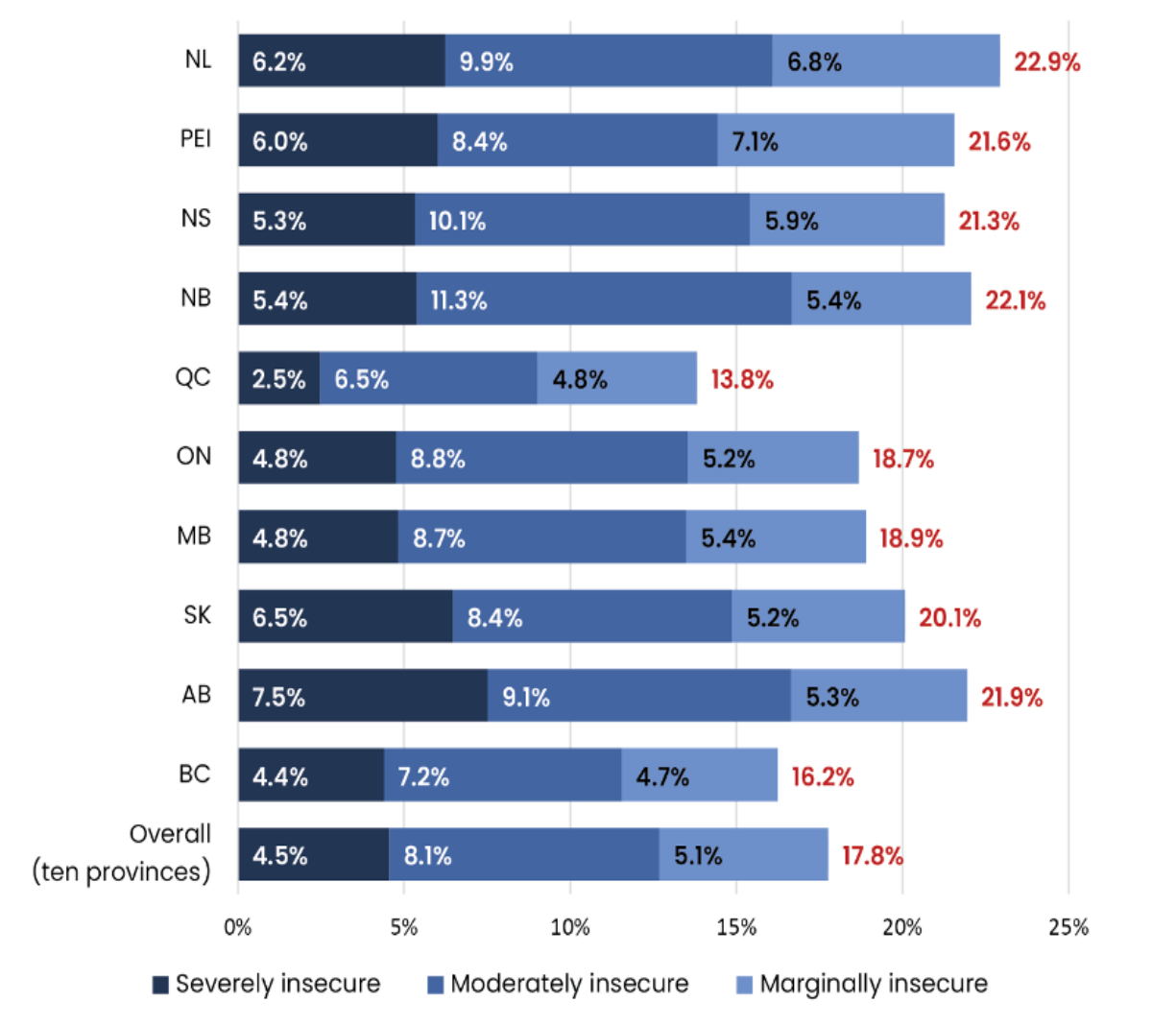
Despite international variations, current research shows that the availability of free school meal programs can also differ intranationally (Karen et al., 2022). In the United Kingdom, free school meals are provided based on financial need. However, Karen et al. (2022) study revealed that in 2021, a universal meal program was instituted for elementary school children aged 4–7 years, with variations in implementation across England, Wales, Scotland, and Northern Ireland (Education and Skills Funding Agency, 2021; Government of Scotland, 2021; Northern Ireland Education Authority, 2021). Free breakfast programs are also available for primary schools in disadvantaged areas in England (National Breakfast Program, 2021), Northern Ireland (Northern Ireland Government, 2021), and Scotland (Government of Scotland, 2021) and are accessible to all primary schools in Wales (Welsh Government, 2015).

Conversely, Australia and Canada lack national harmonized school meal programs (Karen et al., 2022). Some schools in these two countries offer free breakfast, lunch, or snack programs, often managed by community organizations or charities, with varying coverage rates across regions and provinces (Food Bank Schools, 2021; Haines & Ruetz, 2020). It is important to note that Canada is currently the only G7 country without a nationally harmonized school meal program (Arrel Food Institute, 2023; Karen et al., 2022). Compared to the G7 and several other countries, Canada is currently failing to ensure universal access to nutritious meals for children while in school (UNICEF, 2017; World Food Programme, 2017). The COVID-19 pandemic, coupled with recent

economic hardships, including a high rate of inflation and strained family budgets, provides an important rationale for Canada to take proactive measures to ensure that children and youth have access to the proper dietary intake while in school and at home. The World Health Organization (WHO) defines nutrition as the consumption of food in relation to the body's dietary requirements. Nutrition is an important determinant of child health and well-being as good nutrition influences key aspects of life, such as growth, learning, and long-term risk factors for chronic diseases (Fernandes & Aurino, 2017).

It is worth accentuating that there are direct relationships between food insecurity, nutrition, and malnutrition. The Food and Agriculture Organization (FAO), defines food insecurity as the lack of regular access to adequate safe and nutritious food for normal growth and development. Across Canada, evidence of food stress and insecurity exists (Li et al., 2023; Roblin et al., 2020). Over the past two decades, Canadian data have revealed that food insecurity is a significant and persistent issue (Li et al., 2023; Roblin et al., 2020). Canada started gathering household food security data over a decade after the United States developed the Food Security Survey (Karen et al., 2022). Currently, Canada is among more than 20 countries that track food insecurity data at a national level (Karen et al., 2022). Li et al., (2023) estimates that based on the latest data from Statistics Canada's Canadian Income Survey (CIS), 17.8% of households in the ten Canadian provinces were food-insecure in 2022, which amounts to 6.9 million Canadians, with almost 1.8 million children under the age of 18 living in several households that experienced some level of food insecurity Figure 1 below shows current data on household food insecurity in Canadian provinces.

**Figure 1: Household Food Insecurity in Canada by Province**



**Data source:** Li, Fadare St-Germain & Tarasuk (2023)

The next section discusses evidence from Ontario and TDSB specifically as it relates to both food insecurity and meal programs.

## Food (In)security in Ontario

A report commissioned by the Ontario Public Health Association found that 13.3% of households encountered various degrees of food insecurity, whether marginal, moderate, or severe (Roblin et al., 2020). The report revealed that households with children under 18 years old demonstrated higher rates of food insecurity<sup>1</sup>, with 11.8% experiencing these challenges, in contrast to 6.8% of households without children in Ontario (Roblin et al., 2020). The report further revealed that among diverse household arrangements in the province, the prevalence of food insecurity peaked at 33.6% in female-only parent households with children under 18 years old (Roblin et al., 2020).

Research has shown that the prevalence of food insecurity and malnutrition among adults increases with poverty (Public Health Agency of Canada, 2008). In 2017 alone, 14.3% of Ontario adults expressed concerns about children not getting enough to eat (Robin et al., 2021). Additionally, data from the Ontario Public Health Association indicated that 10.9% of families relied on low-cost foods to provide for children, and 7.0% reported difficulties providing children with a balanced meal, sometimes or often, within the past 12 months (Roblin et al., 2020). Aside from the issue of food insecurity that impacts children and youth in Ontario, issues regarding poor eating habits and meal skipping have been cited in current research. According to the Wellbeing of Ontario Students Survey by the Centre of Addiction and Mental Health (2021), over one-third (37.8%) of Grades 7-12 students in Ontario reported bingeing on food (eating what others would consider an unusually large amount of food) at least once in a month, while 29.7% reported being unable to stop eating or control how much they ate at least once in the past month. The survey also found that over one-third (36.5%) of students report skipping meals or going most of the day without eating for health or weight reasons at least once in the past month (Centre of Addiction and Mental Health, 2021).

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<sup>1</sup> Food insecurity is the inadequate or insecure access to food due to financial constraints. It is a serious public health problem, a marker of pervasive material deprivation, and a matter of public policy. Source: **Household Food Insecurity in Canada, 2022**



## The Toronto District School Board Context

### *Food Stress and Insecurity in the Toronto District School Board*

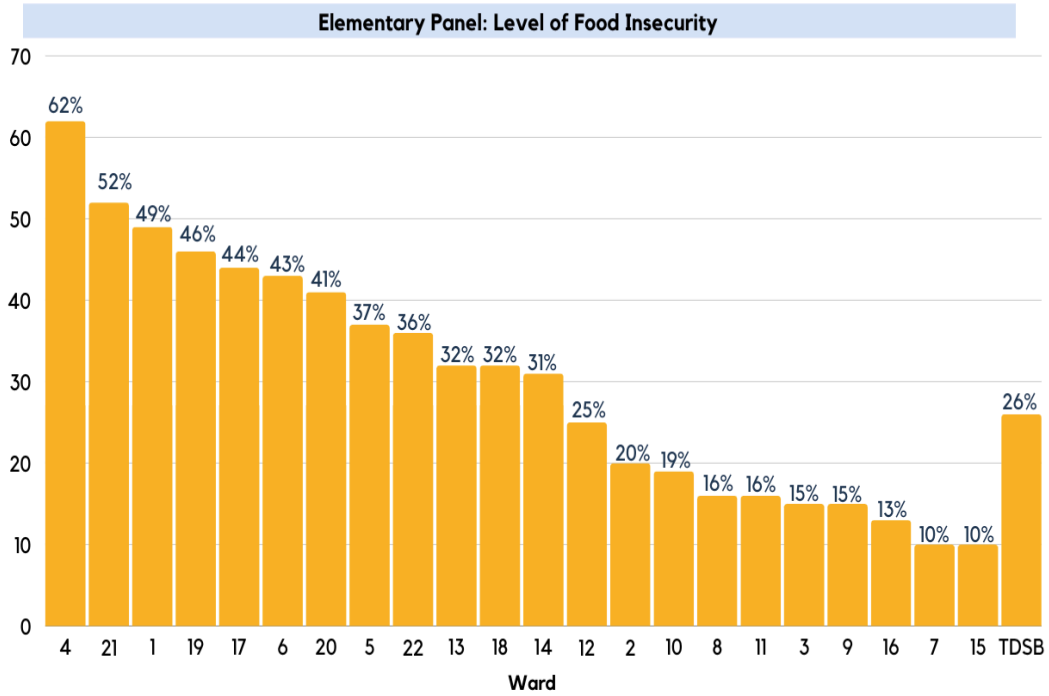
Over the years, the Toronto District School Board (TDSB) has collected data on food insecurity and food stress among students for various research purposes. Recent information from the TDSB Student Nutrition Department's Winter 2023 newsletter revealed that due to challenges with the increasing cost of food across Canada, many schools with meal programs are struggling to meet the requirement of three food groups for a growing number of students.<sup>2</sup> In response, many schools with meal programs have initiated cost reduction strategies such as reducing portion sizes, preparing food on-site, exploring alternative sources of food, obtaining donations from local businesses, pursuing grant opportunities, accessing donations, and collaborating with in-house culinary/hospitality programs to sustain their programs. Additional data on food stress in the TDSB was collected in the winter of 2021. Results from the 2021 Parent Winter Check-in Survey showed that across the 22 wards for both the elementary and secondary panels, some parents/caregivers had concerns that food would run out before they could buy more for their families. There were significant differences in the data between wards (TDSB Parent Winter Check-in Survey, 2021). In the elementary panel, parents/caregivers in Ward 4 (62%) reported the highest concern of food running out before they could buy more for their family, while those in Ward 7 and Ward 15 (10%) reported the lowest concern about food running out at home (see Figure 2). Similarly, in the secondary panel, Ward 4 (53%) recorded the highest food insecurity, and Ward 7 (10%) had the lowest food insecurity concern across the 22 wards (see Figure 3). Figures 2 and 3 below show the distribution of responses from parents/caregivers of Grades 6-12 students across the 22 surveyed wards.

Note: This data combines the responses of parents/caregivers who indicated often/sometimes true when asked whether they were worried that in their home, food may run out before they can buy more for their family. Also, the number of participants who responded to the check-in survey varied in each of the wards.

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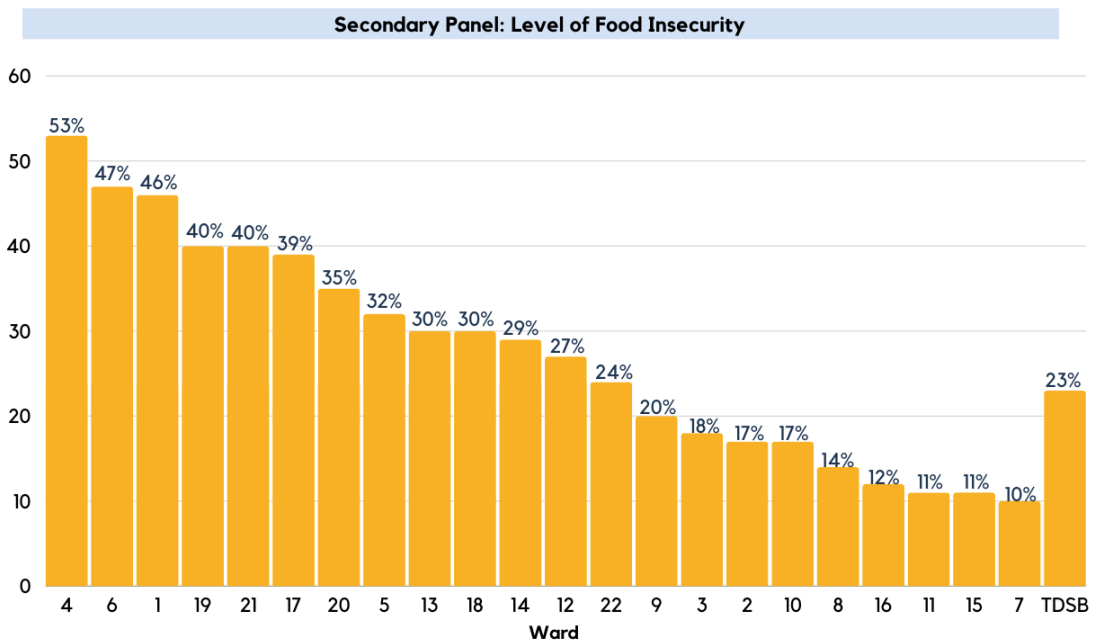
<sup>2</sup> TDSB Student Nutrition Department Newsletter, Winter Issue 5, 2023, [https://www.tdsb.on.ca/Portals/0/docs/TDSB\\_Student\\_Nutrition\\_Newsletter\\_March\\_2023.pdf](https://www.tdsb.on.ca/Portals/0/docs/TDSB_Student_Nutrition_Newsletter_March_2023.pdf)

**Figure 2: Responses from Parents/Caregivers with a Child in Elementary School**



Source: TDSB Parent Winter Check-in Survey, 2021.

**Figure 3: Responses from Parents/Caregivers with a Child in Secondary School**



Source: TDSB Parent Winter Check-in Survey, 2021.

In addition to the above data, the TDSB 2023-2024 Student Census provided information on food insecurity from the students' perspective. According to the Census, many students (86%) reported that during a regular week, they rarely or never feel hungry due to potential food shortages at home. The remaining 14% of students indicated that they sometimes, often, or always feel hungry because food may run out at home. The next section provides information on the nutrition programs in the TDSB.

### ***Nutrition Programs in the Toronto District School Board***

According to the Toronto District School Board (TDSB) Student Nutrition Department, the Board supports 580 nutrition programs across 420 schools and provides meals to over 150,000 students daily.<sup>3</sup> The school meal programs in the TDSB are implemented in collaboration with the Student Nutrition Department and the Toronto Foundation for Student Success (TFSS) and community partners. In the TDSB, school meal programs may include breakfast, snack, morning meal, or lunch options tailored to each school's unique needs. The school meal programs in the TDSB also reflect the diverse food preferences of the student population and introduce new foods. While universal student nutrition programs are an equity strategy for student success, programs rely on fundraising and parent contributions which presents greater challenges for schools in communities with higher rates of poverty and food insecurity.

### ***The Role of Nutrition Liaison Officers (NLOs) in Toronto District School Board***

Nutrition Liaison Officers (NLOs), who are TDSB staff, coordinate and support school meal programs across four Learning Centres. NLOs serve as the primary contacts for Principals, staff, Trustees, and volunteers, with partnership from the TFSS and Toronto Public Health. NLOs support programs in many ways, including with fundraising, government and corporate grant applications, and community partnerships such as President's Choice Children's Charity, Children's Breakfast Club, Muslim Welfare Canada, etc. NLOs assist an increasing number of schools requesting and implementing nutrition programs that receive no government funding. They can establish a team structure through the formation of the Local Nutrition Program Committee, aligning with funding criteria and complementing relevant policies such as the Nutrition Foundation policy, Parent and Community Involvement policy, and Equity policy. This approach helps ensure that the program meets the standards set by the City of Toronto Public Health and operates efficiently.

Moreover, NLOs engage community stakeholders to enhance program opportunities within the community-based Student Nutrition Program (SNP) model. By involving

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<sup>3</sup> TDSB Student Nutrition Department, <https://www.tdsb.on.ca/Elementary-School/Supporting-You/Student-Nutrition>

various community members, NLOs are able to gather diverse perspectives and ideas, leading to more effective program implementation. In addition, NLOs can assist school sites with community networking initiatives for SNPs. This involves using various communication channels and platforms to connect individuals, groups, and organizations.

NLOs assist school sites with student engagement and curriculum links to integrate student nutrition into learning and school culture. SNPs serve as a platform for school staff and NLOs to involve students in various nutrition education activities. The work of NLOs aligns with health and wellness school improvement goals. NLOs use TDSB volunteer tools and follow the police reference check process to ensure that volunteers meet the necessary requirements. NLOs support a variety of models to ensure SNPs run efficiently which are: student volunteers; program volunteer coordinators, and/or vendor model. Overall, NLOs at the TDSB utilize a multi-tiered system of support to coordinate and raise awareness about SNPs. NLOs advocate, problem solve, and build capacity to maximize the impact of nutrition programs to meet student needs. Their work contributes significantly to the success and sustainability of these programs in TDSB schools.

### ***Nutrition Pantry Program***

The TDSB participates in the Nutrition Pantry (NP) program—an initiative of the Toronto Foundation for Student Success (TFSS). TFSS and their partners have piloted the Nutrition Pantry (NP) program since September 2020 in response to the challenge of food stress among students and families. In September 2020, when schools resumed after the first wave of COVID-19 closures, the TFSS found that some school nutrition programs were unable to operate. Additionally, high school students were not learning in-class full time and had much less access to their School Nutrition Programs (SNPs).

In response to the increased need, the TFSS piloted the NP program to help deliver food directly to schools. Following a successful pilot, the NP program has been continued. Food items are sent directly to schools to enhance student nutrition. For secondary students, some schools have set up Nutrition Pantries to store up food provided by the TFSS. According to the TFSS, since the pandemic, the NP program has supplied over 1,284,453 meals to over 55,700 students in 170 schools across Toronto in the past two years. The next section of the report provides a general review of the connections in research found between nutrition, schooling, and development.

## Nutrition and Student Behaviour

Different researchers have focused on the nutritional role of food in education (e.g., Falasconi et al., 2015; Murimi et al., 2016). It has been observed that well-nourished children are better prepared to learn and thrive in schools (Taylor et al., 2020). This conclusion is drawn based on studies showing a positive correlation between inadequate food consumption and poor academic, cognitive, and psychosocial development in children and adolescents (Alaimo et al., 2001). Beyond the nutrition-learning linkage, Kwon et al. (2018) emphasize how school meals extend to the cultural aspect of school life and impact on children's experiences and behaviour. During schooling years, nutritional deficits directly impact students' cognitive capacities (Ke & Ford-Jones, 2015). Results from a longitudinal study of child development in Quebec found that children from food-insecure households were twice as likely to experience persistent symptoms of attention-related behaviours such as hyperactivity and inattention than children who are food secure (Belsky et al., 2010). In addition, Melchior et al. (2012) documented that children in most food-insecure households appear to have diets that are high in refined sugars and deficient in iron, which can have behavioural consequences including hyperkinesia, inattention and poor memory.

Ke and Ford-Jones' (2015) research points out that although there are some debates surrounding the connection between food insecurity and hyperactivity/inattention, intervention trials have demonstrated an improvement in symptoms of attention deficit hyperactivity disorder (ADHD) in some children after introducing a healthy diet. Several studies have also uncovered some connections between nutritional deprivation and mental health issues. Available data from the Canadian National Longitudinal Survey of Children and Youth by McIntyre et al. (2013) found that child hunger was a precursor of depression and suicidal ideation during late adolescence and young adulthood. Likewise, Ke and Ford-Jones argue that child hunger may be related to depression later in life as a result of nutritional deprivation. Other studies have also identified a direct linkage between nutritional deficiency and higher rates of a different range of adolescent mood, behaviour, and substance abuse disorders (McLaughlin et al., 2012).

A study conducted by Wang et al. (2015) investigated the effect of a nutrition education program on students' nutrition-related knowledge, attitude, and behaviour in rural China. Based on their findings, the nutrition education program effectively increased students' understanding of dairy products, vegetables, and the symptoms of food poisoning. In terms of behaviour, they witnessed a rise in the daily consumption of vegetables and breakfast among students who were introduced to the nutrition education program. Focusing on learning-related behaviour, Storey et al. (2011) examined the effects of school meal programs and dining room modification on students' classroom behaviour in England. The findings point to similar on-task (concentrating and alert) and off-task

(disruptive or disengaged) behaviours among students who received a tailored action plan and support for modifying their food provision and dining environment and those who did not. There were some minor distinctions worth highlighting, however. Compared to non-supported students, those who received support were 18% more likely to be on-task and 14% less likely off-task (Storey et al., 2011).

Several other studies have sought to better understand how nutrition shapes students' behaviour in a school environment or classroom setting. Berggren et al. (2017) explored how school meals can positively influence children and adolescents' well-being, mood, and concentration in school activities. Additionally, some cross-sectional studies highlight the connection between sub-optimal energy-dense diets high in sugar and behaviour as well as mental health issues (Lien et al., 2006; Oellingrath et al., 2014). By contrast, Illøkken et al.'s (2021) study on the effects of free healthy meals on behavioural issues among Norwegian students showed no significant decrease in behavioural issues or inactiveness, increased school enjoyment or self-efficacy, or improved classroom environment after introducing free healthy meals.

In analyzing the relationship between nutrition, school meal programs and students' behaviour, some researchers have zeroed in on breakfast. Breakfast is emphasized in the broader nutrition literature because breakfast is said to be the most essential food of the day (Turner & Chaloupka, 2015). Deshmukh-Taskar et al., (2010) noted that when children practice regular breakfast consumption, they are more likely to have beneficial nutrient intakes such as lower fat and cholesterol, total carbohydrates, and a higher dietary fibre intake. Similarly, Frantzen et al. (2013) also pointed out that breakfast greatly contributes to daily micronutrient intake. Beyond that, other scholars have highlighted the link between breakfast and healthy lifestyle factors. For example, Sandercock et al. (2010) described how the non-consumption of breakfast among children is associated with less physical activity and lower cardiorespiratory fitness levels. From an educational perspective, breakfast consumption promotes children's learning regarding behaviour and cognitive performance (Hoyland et al., 2009).

Despite the insight these studies offer, according to Adolphus et al. (2013), there needs to be more information about the effects of breakfast on behaviour in the classroom. There is wide public and scientific acceptance that breakfast improves concentration and alertness, yet during their systematic review, Hoyland et al. (2009) only found 45 studies on the effects of breakfast on cognitive performance between 1950 and 2008. Despite the limited number of studies during that period, they concluded that consuming breakfast was more favourable for cognitive outcomes than skipping breakfast. This was particularly true for undernourished children. However, they did not look at outcomes of in-class and at-school behaviour.

Meanwhile, Adolphus et al. (2013) rightly stated that changes in cognitive performance can reflect changes in behaviour. For example, the authors noted that there is an increase in attention and focus during class time after breakfast, which may lead to an increase in on-task behaviour during class lessons. To some extent, the relative scarcity of research on breakfast and student behaviour may be due to the complex nature of assessing behaviour in class and the need to design standardized, validated, and comparable coding systems for measuring behaviour. Nonetheless, some academics have attempted to study the effects of breakfast consumption on student behaviour (Cuadros-Meñaca et al., 2023; Yang et al., 2015).

While there are some variations, several studies point to a beneficial effect of nutritious breakfast on on-task behaviour in the classroom. Some of these studies come from Rani et al. (2021) and Wyon et al. (1997), who showed that children performed better on tests of creativity, physical endurance, and mathematical abilities after consuming a high-energy breakfast compared to the consumption of a low-energy breakfast. Other studies equally report a positive effect of school breakfast intake on students' behaviour as well as positive long-term implications, including impact on health and lifetime income (Lundborg et al., 2022). These findings were consistent among children who were well-nourished, undernourished (Edefonti et al., 2017) and children from lower socio-economic backgrounds (Frisvold, 2015; Hochfeld et al., 2016).

A recent study on breakfast and student behaviour was conducted by Cuadros-Meñaca et al. (2023). They explained that numerous schools in the United States have introduced the Breakfast After the Bell (BAB) initiative to reduce hunger for school-aged children. Underpinning these efforts is research emphasizing the connection between hunger, diet quality and behavioural issues (Benton et al., 2007; Micha et al. 2018). For example, Howard (2011) has shown that not only does hunger negatively impact classroom behaviour, but it also impedes the development of interpersonal relationships. Cuadros-Meñaca et al. (2023) take it further by asking whether increased participation in BAB can reduce behavioural infractions among students.

To address this question, they designed a study using data from a statewide public school system to measure the effect of BAB on the likelihood of committing an infraction and the number of infractions. Based on their findings, students who attend a BAB school show reduced types of infractions during the time of observation. Specifically, while the mean fraction per child per year was at 0.699, Cuadros-Meñaca and others estimated that students in BAB schools engaged in 0.249 fewer infractions per grade. The study focuses on infractions for misconduct, aggressive behaviour and miscellaneous infractions. According to the authors, attending a BAB school reduces the incidence of infractions for misconduct. The same is not true for infractions relating to aggressive behaviour and other infractions, as there is no evidence of impact.

The value of nutritious meals, especially breakfast, has been firmly embedded in the consciousness of different societies. However, does the evidence demonstrate a positive association between eating nutritious meals/breakfast and beneficial classroom behaviour? Studies on the universal provision of nutritious meals/breakfast paint a mixed picture, thereby highlighting the complex relationship between nutrition and student in-class behaviour (Kwon et. al., 2018; Melchior et. al., 2012). In this respect, Rogers (2016) discusses the need to consider other aspects of the child's home life (e.g., the capacity of caregivers to provide a nurturing environment and sufficient sleep, among others).

Nonetheless, among the few research studies that exist, there is a strong indication that the provision of universal meals/breakfast in school can boost children's classroom behaviour, including increased attention and class participation. To echo Littlecott et al.'s (2016) call, future research should explore the mechanisms by which breakfast consumption and education outcomes are linked and understand how to promote breakfast consumption among school children. This imperative should not stop at the research level but also extend to the realm of public policy, where policymakers can explore introducing school meal/breakfast programs in a Canadian context. The next section provides current evidence on the role of nutrition in growth and development.

## **The Role of Nutrition in Growth and Development**

According to the World Health Organization, UNICEF and the World Bank Group Joint Child Malnutrition Estimates (2021), 149 million children are classified as having stunted growth globally. Nutritional deficits such as inadequate protein and energy intake in childhood have been cited as directly associated with reduced growth and indicative of several psychosocial problems in later life (Martins et al., 2011). Namely, undernourished children also show impaired development and decreased functional capacity. The interplay of nutritional status and child and youth development cannot be underestimated (Jimoh et al., 2017). Several studies have shown strong links between the two (Bogale et al., 2013; Selina et al., 2017). Malnutrition is a key risk factor for developmental deficits in cognitive skills, motor skills, social behaviour, school achievement and psychomotor development (Walker, 2011). During the formative years, children of primary school age develop cognitive, social, emotional and language skills, as well as fine and gross motor skills at a rapid rate (WHO, 2021). At the same time, in that crucial period of child development, boys and girls will grow an average height of 30 cm and gain 34 kg of weight as a result of the body's preparation towards transition into pre-puberty, puberty and young adulthood (WHO, 2021). Therefore, children must have access to the proper nutrition during this time to propel their growth and development. Norris et al. (2022) report that nutritional deficiency can potentially impact the process of rapid brain development, which occurs in the first few years of life,



resulting in long-term adverse effects on the neurodevelopment brain's structural and functional capacity.

Nutrition is essential for growth and the physical and cognitive development of children and youth. As a result, consuming foods rich in vitamins and minerals such as zinc, omega-3, and proteins will promote psychological well-being and support memory, behaviour and concentration (Stuber, 2014). Children and adolescents require a healthy amount of grains, vegetables, fruits, legumes and water (Lassi et al., 2017). Nutrition impacts a child's growth from infancy (Norris et al., 2022; Gunter et al., 2021). Braun et al. (2016) explain that protein intake is crucial in the growth and development of children because protein-rich foods provide "amino acids for protein synthesis" that are beneficial in that process (Braun et al., 2016, p.1). Therefore, good nutrition is imperative for brain development and function (Monk et al., 2013). Specifically, researchers have identified micronutrients, such as iron, zinc, choline, iodine, folate, Vitamin B12, and polyunsaturated fatty acids, as particularly relevant to neurodevelopment (Bourre, 2006; Roberts et al., 2022). To illustrate, nutritionally rich foods containing iron play a crucial role in developing neurological pathways in the brain that influence its function (Muñoz & Humeres, 2012; Todorich et al., 2009). During the first two years of life, children undergo rapid growth, intensifying their iron requirements and placing them at a higher risk for iron deficiency anemia (Abbaspour et al., 2014). Iron deficiency anemia can have a detrimental impact on overall intelligence and cognitive development, especially if it manifests in early childhood (Roberts et al., 2022).

### ***Iron Deficiencies in Girls***

The growth and maturation of biological systems begin with puberty in adolescents. Norris et al. (2022) describe that the duration of puberty may differ for adolescents depending on their environment and nutrition. Both undernutrition and obesity can impact one's growth, body composition and maturation of bones and other physiological developments (Norris et al., 2022). Eating foods rich in iron is essential for the maturation of organ systems in young girls (Low et al., 2016). Girls, in particular, require adequate amounts of iron in their adolescence to meet their physiological needs during menstruation, as they are prone to menstrual blood loss (Lassi et al., 2017; NHMRC, 2013; Norris et al., 2022). Lassi et al. (2017) state that iron deficiency anemia remains an issue for adolescents in low and middle-income countries. They argue that these deficiencies can lead to impaired growth and development in childhood, adolescence and decrease productivity and even lead to the "promulgation of further micronutrient deficiencies in future children of affected women" (p. 58). In a comparative study, Low et al. (2016) analyzed how daily iron supplementation of women and girls could improve the health and iron status of menstruating women. In this study, 61% of women who

took daily iron supplements were less likely to be anemic than those who did not receive them. Likewise, women who received supplements were less likely to be iron deficient by 38% compared to those who did not.

### ***Malnutrition and Neurodevelopment***

Extant literature has also uncovered the relationship between quality nutrition during preschool years, brain development and cognitive outcomes (Roberts et al., 2022). Children reach 90% of their brain's adult size by age 6 (Norris et al., 2022). Hence, nutrition is critical in children's and adolescents' brain development. Undernutrition can impact brain development and impair "cognitive flexibility and working memory" (p. 177). A child's first 1000 days of life constitute a critical phase for brain development, during which sufficient nutrition plays a crucial role in achieving optimal growth and cognitive advancement (Derbyshire & Obeid, 2020). This period is particularly sensitive as it renders children susceptible to behavioural and neurodevelopmental challenges (Cusick & Georgieff, 2016). Cusick and Georgieff's systematic review of a child's first 1000 days of life highlighted the significance of macronutrients, such as protein, in optimizing brain development (Cusick & Georgieff, 2016). Specifically, researchers and scientists have found that protein-energy malnutrition during early life can affect proper brain growth and diminish brain size (Norris et al., 2022; Petry et al., 2016). A similar systematic review demonstrated that supplementation with choline for pregnant/nursing mothers or children can support normal brain development (Derbyshire & Obeid, 2020). Since the first 1000 days are crucial for neurodevelopment, it is not surprising that policymakers have strongly emphasized implementing nutritional policies to foster the healthy brain development of children (Cusick & Georgieff, 2016). Despite recognizing the second 1000 days of life as equally crucial for cognitive and behavioural growth in preschool-age children, researchers have argued that public health policy often falls short in addressing the nutritional demands of that phase (Karen et al., 2022).

The pre-school years mark a period of dynamic developmental changes, during which children acquire essential skills contributing to school readiness (Brown & Jernigan, 2012). More importantly, rapid development and growth occur in working memory and attention control, which may significantly impact academic achievement in later years. The cognitive development attained during pre-school years often predicts later life achievements (Welsh et al., 2010). Seitz et al. (2013) argue that undernutrition of youth with anorexia nervosa interrupts their pubertal development and can cause a reduction of white and grey matter in the brain. Furthermore, Scharner and Stengel (2019) reveal that people with acute malnutrition lack polyunsaturated essential fatty acids that are essential for preserving neuronal membranes and can result in structural brain alterations. Changes in the brain structure can also result in poor emotional management (known as alexithymia), low social cues, lack of empathy and reward

processing (Norris et al., 2022; Olivo, 2019). Despite this evidence, few empirical research has explored the impact of nutritional interventions on the cognitive outcomes of preschool-aged children. The next section provides current evidence on the relationship between nutrition and academic achievement.

## **The Relationship Between Nutrition and Academic Achievement**

There is a profound link between food insecurity, nutrition, and academic achievement. Students who lack access to food and money deal with hunger and food insecurity (Malki, 2018). Sriram and Tarasuk (2015) define *food insecurity* as the lack of access to food based on financial constraints. Food insecurity has had a negative association with the well-being of students; these factors include their poor diet, excessive weight, obesity, and poor psychological and mental health. Studies have shown that food insecurity and malnutrition have directly impacted the development of school children, thus impeding their academic abilities and performance (Faught et al., 2017).

Evidence from the Ontario Public Health Association (2021) revealed a low consumption rate of vegetable intake among individuals aged 12 and older living in Ontario. The study reported that only a quarter (26.8%) of people in Ontario consume vegetables and fruit five times or more per day. Regarding age demographics, the study found that youth aged 12-17 years old reported the lowest prevalence of vegetable and fruit consumption five times or more per day (22.9%) compared to adults aged 18-65 years old (26.7%) and older adults over the age of 65 (29.0%). The data suggests that a significant portion of the population, especially children and youth, may not meet the recommended daily intake of these nutritious foods. Children are also more prone to consume foods and beverages with high sugar levels, which are linked to a poor diet, increased energy, and weight gain. Girls, in particular, who are overweight, have been linked to more unsatisfactory academic performance in mathematics and reading (Alberta Health Services, 2012).

According to Alberta Health Services (2012), eating less healthy foods has been linked to poor academic achievement in mathematics and language classes. Likewise, eating less food can negatively impact “a child’s development, learning capacity and behaviour” (Alberta Health Services, 2012, p. 2). Eating less healthy foods and skipping breakfast has also contributed to higher rates of absenteeism, tardiness, attention deficits and other low cognitive performances (Alberta Health Services, 2012; MacLellan et al., 2008; Taras, 2005). As a result, students may receive lower grades in classes or could repeat a grade (Kleinman et al., 1998; CDC, 2014). Nutrition is essential as students require important nutrients to support their “optimal cognitive functioning” (Alberta Health Services, 2012, p. 1). Canadian research indicates that children are not

eating enough healthy meals that contain adequate amounts of vegetables and fruit (Alberta Health Services, 2012).

Research has found that the provision of adequate nutrients to malnourished children can enhance their working memory, skills in information analysis, problem-solving, and improved mental processing (Adolphus et al., 2013; Burrows et al., 2017; Ogunlade et al., 2011; Roberts et al., 2020).

Several extant studies have concentrated on breakfast consumption, revealing a positive association between more frequent and a higher nutritional quality of breakfast and academic achievement (Roberts et al., 2020). A cross sectional study focusing on school-aged students revealed that regular breakfast consumption, increased intake of fruits, vegetables, certain micronutrients, and reduced consumption of junk foods were all linked to elevated academic achievement (Murakami & Livingstone, 2016).

Regarding the potential connection between diet and academic achievement, the identified associations align with the understanding that various dietary components, and micronutrients such as folate, iron, and omega-3, play crucial roles in brain development and functioning (Gómez-Pinilla, 2008). Additionally, the brain requires substantial and consistent energy for optimal functioning (Barr et al., 2013).

Furthermore, the associations between regular breakfast and meal consumption and heightened academic achievement may be attributed to the idea that more frequent and consistent eating occasions serve as a means for delivering these nutrients, along with adequate energy to support cognitive function (Fayet-Moore, 2017; Murakami & Livingstone, 2016). Studies in both child and adult populations have demonstrated that individuals who regularly consume breakfast exhibit elevated intakes of various micronutrients, including folate and iron, identified as good nutritional elements for cognitive development and retention (Grech et al., 2017).

These findings are consistent with the broad research landscape on good nutrition and academic achievement in many contexts. In the USA context, Jyoti et al. (2005) found that food insecurity was negatively associated with academic achievement. In their examination of kindergarten and elementary school students, they found that food insecurity had a negative impact on boys' and girls' reading and mathematical levels. Nutrition is an important aspect of every child's life. Good nutrition can impact students' overall academic performance (Malki, 2018). Therefore, it is imperative that schools implement strategies that promote healthy eating habits. Promoting such strategies will encourage children to eat the nutrients needed to remain healthy and decrease absenteeism and behavioural problems (Centre for Disease Control and Prevention, 2014). The next section provides a high-level discussion on school meal programs across the globe.

## **Nutrition-Related Programs and Socio-Economic Status**

### ***Scan of Literature Across Borders***

Schools, as centres of education, are highly integral to the educational function of preparing younger generations for life (Menon, 2017). As a result, families and caregivers, parents, education stakeholders, governments, and nations worldwide often employ schools as the converging point to offer children and young people the opportunities to grow in thinking and accumulate the abilities to develop and expand their skills. Across many parts of the world, schools are seen by many as the right environment to ensure the holistic upbringing of students. This approach has not only been operationalized in skill development. They have equally been demonstrated in how students are nourished with food by making school meal programs an essential exercise in education. Expectedly, policymakers and various international organizations like the World Food Programme, Food and Agriculture Organization of the United Nations (FAO) adopt strategies to integrate and operationalize meals in their schools at different levels.

This needs assessment report underscores the value of school meal programs in education. School meal programs are beneficial for the physical, mental, and psychosocial development of school-age children and adolescents. In addition, school meal programs greatly impact children's educational and health outcomes. In this process, integral questions remain over different contexts regarding the connections between socio-economic status and school meal programs. The next section provides current evidence of nutrition-related programs in schools across continents.

## **Europe**

### **Anti-Poverty Strategy and Food Literacy**

Socio-economic status has been observed to play a significant role in the nutritional needs of students. Some scholars have demonstrated inequity among students' overall needs as being influenced by the educational and economic status of their parents (Ahmadi et al., 2014; Brettschneider et al., 2019; Dubuisson et al., 2011; Fismen et al., 2014; Garriguet, 2006; Jerrim, 2020). On parental background and its impact on the nutrition of students, Clark et al. (2008) made some useful observations among some English schools. It was revealed that students from affluent families tend to receive dieting guidance and control and stand better chances of being less obese. The observation of inadequate dietary quality has equally been noted among adolescents in Germany as falling significantly below the national requirement, especially among those from poor socio-economic backgrounds (Brettschneider et al., 2019). In this study, Brettschneider et al. (2019) used cross-sectional data representing a sample of the broader population of the state to establish the findings and therefore recommend paying extra attention to existing social inequalities when executing national meal programs. It should also be noted that social inequalities pose different contextual results in the relationship with school meal programs.

In France, higher meal participation by students of single parents and those of higher educational status has been recorded (Dubuisson et al., 2011). Darmody (2021) also relates the Japanese experience with France's use of school meals as a socialization tool and describes France as holding its 'pleasure and taste' in that chain of nourishing students with complex menus of freshly cooked foods (Darmody, 2021). Drawing from other school meal program experiences, Darmody then studies the case of an inner-city school in Dublin, Republic of Ireland, to understand how the government uses school meals as an anti-poverty strategy and a tool for food literacy in the upbringing of students. The government accomplishes this by funding schools to prepare foods from scratch in school kitchens using rich ingredients (Darmody, 2021).

### **Healthy Eating Habits and Effective Teaching and Learning**

Some authors reveal a common thread among the school meal programs in other parts of Europe and the Republic of Ireland: the government funds them with some contributions from parents. Also, the Irish meal system is complex, consisting of diverse stakeholders to ensure the project's effectiveness. These, as Darmody (2021) describes, include the state education department funding the project, the children's department of the state advocating for students in the school, the agricultural department funding tasting initiatives, the health department promoting healthy eating habits, and the education department working on curriculum and strategy for effective

teaching and learning. This social intervention comes up to help bridge the gap between children from poor socio-economic backgrounds and those from well-to-do families, which goes a long way to potentially impact educational outcomes.

### **Nutrition, Socio-Economic Background and Student Performance**

Relatedly, Clark and Akerman (2006) considered free meals to students from poor socio-economic backgrounds in their attempts to explore links between such backgrounds and students' performance. While there are scholars who question data about free school meals in the British education system and the need to utilize them in institutional decisions cautiously (Kounali et al., 2008), new research still points towards the direction of the need to understand the inequalities faced by beneficiaries of the program and their potential links with poor socio-economic backgrounds (Yang et al., 2022). This latter idea resonates with findings about Norway, where students of parents from poor socio-economic backgrounds were reported to consume inadequate vegetables and fruits (Fismen et al., 2014).

### ***North America***

#### **An Opportunity for a National School Meal Program for Canada**

It is on record that a significant number of students in Canadian schools do not get the nationally recommended dietary requirement of vegetables, fruits, and dairy whole grains (Tugault-Lafleur et al., 2017). Some scholars quickly point out the absence of a national school meal program in an Organisation for Economic Co-operation and Development (OECD) country as a potential challenge that could trickle down to cause nutritional poverty among students (Kimberly et al., 2017). Meanwhile, other research continues to deepen the essential impact a national program has on providing nutrient-rich meals to students. These include Tugault-Lafleur and Black (2020), whose findings suggest that due to the absence of a harmonious, well-funded and regulated meal system nationwide, a national sample of school meals demonstrates low levels of nutrients consumed by Canadian students on school days. After comparing healthy eating during school hours to off-school hours, the Tugault-Lafleur et al. (2017) study has shown that only a third of students' daily required nutrients were taken at school. Similarly, Ahmadi et al. (2014) used a case study in Vancouver to examine linkages between the socio-economic status of students and the nutritional value of the meals students took during school days. They concluded that students of parents with high academic qualifications met only some of the recommended dietary intake, suggesting the essence of improving the dietary quality of students from all backgrounds (Ahmadi et al., 2014).

## **Africa**

### **Home-Grown School Meal Programs**

Globally, school meal programs are a key part of the nutritional needs of students (Cupertino et al., 2022; Gresse et al., 2017). One of many characteristics of these programs in Africa is the role of development aid, especially those that flow from Europe and North America in response to inadequate resources (Gelli et al., 2016). The World Food Programme revealed in 2022 that low-income economies have the least representation in terms of universal school meal provision, standing at only 18 per cent compared to the global average of 41 per cent of enrolled students (World Food Programme, 2022). Regional results from the 2019 Global Survey of School Meal Programs revealed that across the 39 African countries implementing school meal program, 59% operated a single school meal program, 18% managed two programs, 13% oversaw three programs, and 10% administered four programs. Approximately 60,053,496 children of various age groups benefited from these school meal programs. Egypt (11.52 million), Nigeria (9.83 million), and South Africa (8.95 million) were the top three countries in terms of absolute numbers (Wineman et al., 2022).

Aside from direct food projects, the World Food Programme has sought to promote home-grown methods as part of its strategy to support school meal programs, with Ghana being one example. Gelli et al. (2016) explored this home-grown school meal program by examining the impacts of connecting small-holder farmers to the program chain. It was revealed that a holistic effort to link agriculture with students' education, health, and small enterprises stands a significant chance of enhancing the program's standards (Gelli et al., 2016). While the usefulness of school meal programs is clear, another side is to understand existing knowledge about the relationship between the program and socio-economic differences in Africa.

### **Impact on Reading and Literacy**

Akpojotor (2013) analyzed students' reading abilities in Nigeria's rural and urban areas and concluded that those from rural areas who were under-resourced performed poorer in reading. This finding points towards Clark and Akerman's (2006) earlier view that linked free school meals – a recognized project for students from relatively poor socio-economic backgrounds in the UK – to poor reading skills. They argued that students from poor socio-economic backgrounds had several barriers to navigate and consequently were less confident at taking delight in reading. This, they argue, contrasted with the findings about students from communities with better socio-economic standards, hence the need to offer supporting mechanisms to bridge these inequalities.



## **Caribbean**

### **Safety Net Approaches to School Meal Programs in the Caribbean**

Across the Caribbean, school meal projects are predominantly led by state governments. However, some of these projects share a common history of their school meal programs being started by charities or international aid organizations. Some were responding to disasters, wars, or general poverty and hunger. These initiatives were later taken over or co-implemented with state governments. Haiti, for example, has Canada, Brazil, and France as their major donors. School meal programs in many of these countries also employs diverse mechanisms to ensure the participation of broader stakeholders within the communities in which schools under school meal programs operate. While some states, such as Dominica and Antigua and Barbuda, employ school gardening to make food products available, others also have structures that ensure the purchase or retailing of food items, both far and near, to enhance school meal programs (FAO, 2021). Diverse as the projects are all over the Caribbean, one fundamental observation is how impactful they are to the nutritional needs of students. They contribute to bridging inequalities that could replicate themselves in schools due to the different socio-economic backgrounds of students.

Evidence from the FAO and University of West Indies (2021) shows that the Bahamas also operates a state-sponsored school meal program, in addition to private vendors and parents supplying students with meals from home. Beyond the national meal program is a unique community role where students' socio-economic background is integral. Those who cannot afford the meals and are not part of the national project are offered meals at school by private vendors and charity initiatives, and all these contribute to reports about healthier and longer lives of student beneficiaries of the general meal project in schools. In Barbados, school meals have been proven to increase enrollment, and a particular emphasis in this context relates to students from 'resource-limited families and communities' (FAO and University of West Indies, 2021). In Belize, school meal program has specifically targeted communities of poor socio-economic backgrounds, such as the Toledo District, and has contributed to addressing endemic poverty among younger people (FAO and University of West Indies, 2021). Grenada's school meal program targets primary and secondary school children. Among the criteria used to ensure the inclusion of children from poor socio-economic backgrounds is a broad consultation of various stakeholders, including government agencies, churches, community leaders and many others. Conversely, Guyanese schools are selected for school meal programs, and all students in such schools benefit. Attention is not paid to particular students' socio-economic background but the wider net in which any given school may fall (FAO and University of West Indies, 2021).

These different safety net approaches to school meal programs in the Caribbean come together to demonstrate the implications of contextual circumstances and diverse ideas in the implementation of the essential needs of serving meals to students. Students come from different socio-economic backgrounds and having meals in schools goes a long way to at least leveling the nutritional grounds when they are enrolled or in schools. Research by Ramdhanie et al. (2017) in North Trinidad has shown that household income significantly affects people's nutritional needs. Ramdhanie et al. (2017) also note that ethnicity, the income of the head of a household, and the age of a household could impact the food expenditure of such a household. These hold some meaning for students from diverse backgrounds as school meals may in one way or another contribute towards addressing some levels of nutritional inequalities.

Two state-funded School Meal Programs are highlighted in Jamaica, which provide meals for children in the public school system and early childhood institutions (ECIs). They are the cooked lunch programme (CLP) (referred to in the Jamaica Budget as the school feeding programme [SFP]), which provides lunches cooked in school canteens and kitchens. This SFP follows along the lines of the decentralized school kitchen (DSK) model, and factory -prepared and delivered pre-packaged nutribun snacks and breakfast products (referred to in the Jamaica Budget as the school snack programme [SSP]). This SFP follows along the lines of the centralized school feeding (CSF) model (Ministry of Finance and the Public Service Jamaica, 2017; Ministry of Education and Youth and Information, Jamaica [MoEYI], 2017).<sup>4</sup>

## ***South Asia and Asia***

### **A Holistic School Meal Program**

Considering the school as a place for socialization, Bonaker (2018) revealed that government meal programs in India's primary schools offer opportunities for students to socialize beyond ingrained social barriers such as castes. However, teachers and other staff are shown to barely integrate themselves into this to cement the culture of equality being championed by students (Bonaker, 2018). According to Darmody (2021), the Japanese government, unlike some other states, does not just offering meals to students a single experience within the school day of a student. Rather, children are made an integral part of this process, which includes serving, cleaning after dining, and familiarizing themselves with the quality and quantity of food they consume and where it comes from (Darmody, 2021). In rural China, Wang and Cheng (2022) also shows with evidence that school meal programs have a positive impact on parents' investment in

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<sup>4</sup> A review of school feeding programmes in the Caribbean Community, <https://www.fao.org/3/cb4650en/cb4650en.pdf>

their students' education. This relationship, they further indicated, is intricately woven with the socio-economic background of parents (Wang & Cheng, 2022). Other scholars share this broader opinion about the school meal environment's socializing function, with the likes of Hernandez and others (Hernandez et al., 2018) making a case for a national school meal program for high-income countries such as Canada.

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# Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

## We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

## Our Goals

### **Transform Student Learning**

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

### **Create a Culture for Student and Staff Well-Being**

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

### **Provide Equity of Access to Learning Opportunities for All Students**

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

### **Allocate Human and Financial Resources Strategically to Support Student Needs**

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

### **Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being**

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

### **Acknowledgement of Traditional Lands**

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (ANISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit people.

### **Planning and Priorities Committee Mandate**

The Planning and Priorities Committee shall make recommendations to the Board on:

- (a) the development and coordination of a strategic plan for the Board, in consultation with the Director and the standing Committees;
- (b) the Board's inter-governmental relations;
- (c) matters relating to meetings of the Board and the standing Committees;
- (d) the Board's Bylaws and procedures;
- (e) professional development for members of the Board;
- (f) planning and other related matters; and,
- (g) facility and property matters, including property disposition, major capital projects, boundary changes; and,
- (h) other issues referred time to time by the Board or the Chair of the Board or Committee.

## **Funding Information Requirement**

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

### **[1]Closing of certain committee meetings**

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

(a) the security of the property of the board;

(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;

(c) the acquisition or disposal of a school site;

(d) decisions in respect of negotiations with employees of the board; or

(e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board