



## **Program and School Services Committee Agenda**

PSSC:083A

Wednesday, February 19, 2020

4:30 p.m.

Committee Room A, 5050 Yonge Street

### **Trustee Members:**

**Jennifer Story (Chair), Rachel Chernos Lin, Parthi Kandavel, Dan MacLean,  
Yalini Rajakulasingam, Anu Sriskandarajah, Chris Tonks**

Note: Please ensure all electronic devices are on silent mode.

### **Pages**

1. Call to Order and Acknowledgement of Traditional Lands
  2. Approval of the Agenda
  3. Declarations of Possible Conflict of Interest
  4. Delegations
  - To be presented
  5. Opportunity for Oral Updates From Co-Chairs of Community Advisory Committees
- Timed Item at 5 p.m.
- 5.1 Alternative Schools Community Advisory Committee Report, January 13, 2020 1  
(For receipt)
  - 5.2 Black Student Achievement Community Advisory Committee Report, February 3, 2020 3  
(For receipt)
  - 5.3 Community Use of Schools Community Advisory Committee Report, December 10, 2019 5  
(For receipt)
    1. Terms of Reference
  - 5.4 Community Use of Schools Community Advisory Committee Report, January 14, 2020 25

	(For receipt)	
5.5	Early Years Community Advisory Committee Report, January 10, 2020	29
	(For receipt)	
5.6	Environmental Sustainability Community Advisory Committee Report, February 4, 2020	31
	1. Funding to Support a National School Food Program	
	2. Reducing Greenhouse Gas Emissions	
5.7	Equity Policy Community Advisory Committee Report, January 27, 2020	35
	(For receipt)	
5.8	French-as-a-Second-Language Community Advisory Committee Report, January 14, 2020	37
	(For receipt)	
5.9	Inner City Community Advisory Committee, 2018-2019 Annual Report	39
5.10	Inner City Community Advisory Committee Report, January 9, 2020	55
	1. Equity of Access to Programs Considerations	
	2. Terms of Reference	
5.11	LGBTQ2S Community Advisory Committee Reports, December 12, 2019 and January 28, 2020	67
	(For receipt)	
5.12	Parent Involvement Advisory Committee Reports, December 17, 2019 and January 21, 2020	71
	(For receipt)	
5.13	Special Education Advisory Committee Reports, December 3, 2019, January 13 and February 3, 2020	77
	(For receipt)	
5.14	Urban Indigenous Community Advisory Committee Report, January 21, 2020	87
	(For receipt)	
6.	Options for Reducing the Distribution of Single-use Plastic Items [3826]	89

7.	Caring and Safe Schools Annual Report 2018 - 2019 [3841]	119
8.	Written Notices of Motion	
8.1	September as Fetal Alcohol Spectrum Disorder Awareness Month (Trustees Story and Chernos Lin)	139
9.	Adjournment	

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## **Community Advisory Committees**

**Name of Committee:** Alternative Schools Community Advisory Committee (ASCAC)

**Meeting Date:** 13 January 2020

A meeting of the Alternative Schools Community Advisory Committee convened on January 13, 2020 from 7:00pm to 9:00pm Committee Room A at 5050 Yonge St. with Boriana Karan, and Liam Rodrigues (Co-Chairs) presiding.

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**Attendance:** Boriana Karan (Elementary Parent Co-chair), Liam Rodrigues (SEED, Secondary Co-chair),

Also present were: Michael Gurgol (Vice Principal, Secondary Alternative Schools West), Rebecca Holzman (Parent, High Park Alternative School), Shelley Laskin (Trustee Ward 8), Denis Lopes (Principal, Secondary Alternative Schools East), Uton Robinson (System Superintendent), Rachel Rosen (Teacher, School Of Life Experience), Shannon Salisbury (Teacher, School Of Life Experience)

The following participated by electronic means: Cindy (Parent, Hawthorne II Bilingual), Patti Cross (Parent, City School), Daphne Gordon (Parent, Grove School), Diana Grimaldo (Parent, Mountview)

**Regrets:** Rizwana Jafri (Principal, Secondary Alternative Schools West), Manny Moura (Vice Principal, Secondary Alternative Schools East), Andrea Parise (VP, Secondary Alternative Schools West), Prafulla Prabhu (Parent Co-Chair)

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### **Part A: Recommendations**

N/A

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

N/A

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

#### *Superintendent's Update*

Superintendent Robinson provided an update on: EQAO, Job Sanctions, Optional Attendance, Staffing/ Projections for the 2020-2021 School Year.

There were some discussions around the review of P062. It was mentioned that Phase 1 of the review process was completed and presented to the Governance and Policy Committee on

April 24, 2019. Phase 2 which includes consultations on the revised policy should be starting in Spring 2020.

### *Future of ASCAC*

The ASCAC Co-Chairs mentioned that ASCAC would prefer less formal meetings and have more “informal” meetings. The purpose of the informal meetings is for the ASCAC members (staff and parents) to discuss their needs, etc. and then bring any concerns forward to the formal ASCAC meetings. The Co-Chairs found these informal meetings to be more productive which in turn makes the formal meetings more productive since the same items are continuously being brought forward to the formal meetings only concerns.

### *Communication*

Again, there were discussions regarding the need to have more promotion of alternative schools, both for the elementary and secondary schools and for alternative schools to have their own website.

The committee was reminded that at the April 2019 meeting a Communications Marketing/Promotion List was given which outlined what the TDSB Communications department can do to assist the committee. It was suggested that a member become the lead on organizing the communications. ASCAC was also informed that the Committee Assistant and the Communication staff worked with the ASCAC member over the 2019 Summer and the Alternative Schools Website was updated and that links to the Alternative School Maps were provided. Also, a statement was added to the Find Your School site indicating that in addition to your their school, there are a number of other options available to students including Alternative Schools.

### *Outreach/ Open House*

Committee members mentioned that due to the labour sanctions, open houses were being cancelled. They were also wondering if Open Houses could proceed without teachers. If there aren't open houses than how can we promote alternative schools? Superintendent Robinson confirmed that as of January 13, 2020 school open houses were considered struck work. To promote alternative schools, it was suggested that a flyer/ poster be created and posted in community centres, schools, etc.

### *Review and Policy Impact*

This was covered during the Superintendent's Update.

### *Climate Event for Alternative Schools – Update*

ASCAC had wanted to host a Climate/ Change event in Spring 2020. Due to the labour and budget situation they will no longer be moving forward with this event.

**Report Submitted by:** Uton Robinson, System Superintendent; Learning Centre Central



## Community Advisory Committees

**Name of Committee:** Black Student Achievement Community Advisory Committee

**Meeting Date:** February 3, 2020

A meeting of the Black Student Achievement Community Advisory Committee convened on February 3, 2020 from 7:09p.m. to 9:10 p.m. in Committee Room A at 5050 Yonge Street with Co-Chair Alexis Dawson and Trustee Chris Moise presiding

<b>Present:</b>	<p>Alexis Dawson Co-Chair, (Unison Community Health), Sharon Beason (Parent/ FSLAC Rep), Tina Beason (Student), Sophia Ruddock (Parent Rep), Dennis Keshinro (EPAC Rep), Cherie Mordecai-Steer (Social Service Community Rep)</p> <p>Trustees: Trustee Chris Moise (Co-Chair), Trustee David Smith</p> <p>Staff Lead: Associate Director Colleen Russell-Rawlins, System Superintendent Jacqueline Spence Administrative Support: Oyin Orekoya</p> <p>Phone Participation:</p>
<b>Staff:</b>	Rosalie Griffith, Thando Hyman, Yvette Blackburn, Karen Murray, Khadra Hussein, Kevin Sutton, Jamea Zuburi,
<b>Guests:</b>	John Malloy (Director, TDSB)
<b>Observers</b>	Raymond Guiste (Tropicana Community Centre), Valarie Taitt, Stephen Mensah, Tina Opare, Osagyefo McGregor, Mohamed Ahmed (SBL Community), Melissa Enmore
<b>Regrets:</b>	Zanana Akande, Yolande Davidson,

**Part A: Recommendations – NIL**

**Part B: For Information Only**

Director Malloy's presentation on the Secondary Program and Optional Attendance Reviews was well received by the committee.

**Part C: Ongoing Matters**

NIL

**Report Submitted by:** Colleen Russell-Rawlins





## **Community Advisory Committees**

**Name of Committee:** Community Use of Schools Community Advisory Committee

**Meeting Date:** 10 December 2019

A meeting of the Community Use of Schools Community Advisory Committee convened on 10 December 2019 from 8:00 a.m. to 9:23 a.m. in Boardroom at 5050 Yonge Street with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

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**Attendance:** Judy Gargaro (Etobicoke Philharmonic Orchestra), Susan Fletcher (SPACE), Sam Glazer (Congregation Beth Haminyan), Alan Hrabinski (Toronto Basketball Association), Gerry Lang (Citizens For Life Long Learning), Dan MacLean (Trustee), Lynn Manning (Girl Guides of Canada, Ontario Council), Heather Mitchell (Toronto Sports Council), Alex Viliansky (Felix Swim School), Jonathan Wood (Toronto Accessible Sports Council)

Also present were TDSB Staff: Shirley Adderley (Manager Facility Issues & System Liaison), Ugonma Ekeanyanwu (Acting Facility Permitting Team Leader), John Long (Senior Manager, Plant Operations & Community Use), Ndaba Njobo (Facility Permitting Coordinator), Steve Shaw (Executive Officer), Tina Androutsos (Executive Assistant)

The following participated by electronic means: Michelle Aarts (Trustee)

**Regrets:** Abdirahim Ali Rage (Muqdishu Soccer Club), Doug Blair (North Toronto Soccer Club), Denise De Paola (TSAA), Kevin Battaglia (TSAA), Mohamed Hassan (Muqdishu Football Club), Dave McNee (Quantum Sports and Learning Association), Chris Ricketts (Pool Support), Susanne Burkhardt (Applegrove Community Complex), Patrick Rutledge (Big League Book Club), Dennis Keshinro (Belka Enrichment Centre), Luetasha Watkins (The Learning Enrichment Foundation)

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### **Part A: Recommendations**

CUSCAC is recommending that the CUSCAC Terms of Reference be approved by the Program and School Services Committee as revised.

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

At the CUSCAC Annual General Meeting held on 26 November 2019 the following people and categories were successfully elected as members to represent Year B, for a 2 year term: Judy Gargaro-Arts and Hobbies, Dennis Keshinro-Faith-Based, Heather Mitchell-Sports and Recreation, Dave McNee-Youth, Alan Hrabinski, Lynn Manning and Sara Somerset as additional members.

A list of the 44 Local Neighbourhood Support Program Schools was shared with the membership and a map with each school will be provided.

A verbal update on the Championship Field Usage was requested and will be provided at the January meeting. There are 3 Championship Fields – Monarch Park CI, Central Technical School and Lakeshore CI.

CUSCAC Trustee representatives will be Trustee Michelle Aarts and Trustee Dan MacLean as per the Organizational Meeting on November 18, 2019. Trustee Aarts will remain CUSCAC Trustee Co-Chair.

### **Trustee Update:**

The TDSB Organizational Meeting was held on November 18, 2019. The Chair of the Board is Trustee Robin Pilkey and the Vice-chair of the Board is Trustee Trixie Doyle, their terms end November 14, 2020. The meeting schedule was discussed and approved. At the January Regular Board Meeting an update on the budget process will be provided as some changes had to be made.

Four (4) public consultation meetings were held across the City of Toronto to discuss the policy review for Optional Attendance.

Partnership Funds (CUS) will be discussed at the December Regular Meeting. The December Regular Meeting was moved to December 12, 2019 due to the labour unrest.

## **Part C: Ongoing Matters**

CUSCAC membership and staff will review the Frequently Asked Questions section on the Permit Unit website.

### **Appendices**

Appendix A: CUSCAC Terms of Reference (tracked changes)

Appendix B: CUSCAC Terms of Reference (clean)

**Report Submitted by:** Steve Shaw

**Appendix A -Toronto District  
School Board  
Community Use of Schools Community Advisory  
Committee - CUSCAC Terms of Reference<sup>1</sup> March 2019**

**1. Mandate**

- a. to facilitate ongoing feedback from community organizations on ~~both the continued implementation of~~ policy P.011 (Community Use of Board Facilities) ~~and P.023 (Parent and Community Involvement—see appendices);~~
- b. to suggest improvements to the policy;
- c. to provide an opportunity to explore the concept of Integrated Service Delivery (ISD) with community agencies and groups;
- d. to assess the impact of CUS funding from the Ministry of Education on use of space and to make recommendations regarding that funding
- e. to make recommendations to the TDSB in order to:
  - increase the accessibility and use of school facilities by community groups
  - increase the concurrent use of school facilities by multiple community groups
  - increase revenues from the Province of Ontario to support CUS
  - improve and streamline the permit application process and reduce barriers to access.
  - ensure access and equity considerations re CUS
- f. to consider and coordinate the work of other initiatives within TDSB as they impact on CUS: e.g. Model schools, Focus on Youth program, service integration, Continuing Education, access to pools, Toronto Lands corporation re: community use, Full Day Kindergarten, Priority School Initiative, Facilities Partnership Agreements (not a comprehensive list). This may also involve the TDSB speaking to the City of Toronto and Province for areas under their jurisdiction.

**2. Membership**

- a. ~~The committee will have a minimum~~Minimum of 2 trustees; ~~the~~ trustees hold one vote. ~~The~~ Board determines the number of Trustees assigned to the committee and those trustees will determine who is the ~~and the~~ Trustee Co-Chair. Other trustees who are not members of the CUSCAC have a right to attend and participate in meetings, but do not have voting privileges.
- b. Fourteen community representatives with 14 votes bringing perspectives from diverse groups both from specific geographic areas of Toronto and City-wide, including groups that permit space and those that do not. These groups could include
  - sports and recreation
  - arts and hobbies
  - youth
  - programs for children and families
  - seniors

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<sup>1</sup> Original Terms of Reference approved by the Board Nov 17, 2004, revised December 10<sup>th</sup> 2007, March 2012, June 2014, October 2014, April 2015  
Board Policy P.023 SCS: Parent and Community Involvement  
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- persons with disabilities
- parent groups
- community advocacy groups
- faith-based
- aboriginal
- for-profit groups
- c. Annually, the committee should review its composition and recruit community representatives to maintain diversity. This review should include identification of potential groups, geographic areas and permit use of TDSB space.
- d. The maximum number of members eligible to vote is 15, present and in person: 14 community representatives and 1 Trustee.
- e. Representatives of other key organizations are encouraged to attend and participate in meetings, but do not have voting privileges.
  - City of Toronto, i.e. Councillor, Senior City Staff (Social Development and Parks, Forestry and Recreation), Toronto Community Housing
  - Toronto Lands Corporation
  - TDSB Parent and Community Involvement Committee representation
  - Funders: i.e., United Way, Laidlaw
  - Representative from the Government/Staff of the Province of Ontario
- f. The following TDSB staff shall act as resources to the committee and should attend and participate in the meetings as appropriate but are not voting members.

- i. Staff Liaison Lead- Executive Officer Facilities and Planning
- ii. Committee Assistant
- iii. Senior Manager – Plant Operations and Community Use of Schools
- iv. Permit Coordinator
- v. Plant Operations and Community Use of Schools staff as required
- vi. Program Manager – Continuing Education
- vii. Toronto School Administrators Association representative (TSSA)
- viii. Other departments/staff as required

- ~~i. Manager, Community Use of Schools~~
- ~~ii. Program Manager, Continuing Education~~
- ~~iii. Staff member(s) from Facilities department and Finance Department as required.~~
- ~~iv. Staff members from the Student and Committee Equity Department and Community Service Workers (TDSB) on a liaison basis as needed.~~
- ~~v. Superintendent (Focus on Youth program, Systems Education, Facility Services, as needed).~~
- ~~vi. Representative from Toronto Schools Administrators' Association (TSAA) if possible/available.~~
- ~~vii. Other departments as required~~

### 3. Terms

- a. Community representatives will serve for a renewable term of 2 years.
- b. Should community representatives be unable to fulfil their terms, CUSAC can appoint a new community representative for the remainder of their 2-year term.

### 4. Committee Structure

- a. Co-Chairs:

- ~~The Trustees assigned to the committee will~~ ~~Board~~ appoints one Trustee as Co-Chair and the committee selects one Co-Chair from the community member representatives (annually unless otherwise decided by the CUSCAC).
  - The Trustee Co-Chair and Community Co-Chair have equal status with regard to agenda setting, meeting management, and role as the CUSCAC spokesperson. The Co-Chairs will mutually agree upon specific division of responsibilities.
- Alternates must be proposed to and accepted by the voting members
    - Alternates are considered replacements for voting members; therefore, alternates share the same roles and responsibilities as voting members when the voting member is not present.
    - Alternates can attend meetings as observers when the voting member is present.
    - Alternates can be declared candidates in the election of voting members.
- c. Attendance
- Members ~~and Alternates~~ who miss 3 meetings in a row or more than half the meetings in a calendar year will be deemed to have resigned.
  - The Committee Assistant will track attendance and issue warnings as needed.
  - The Committee Assistant will issue a notice of resignation when needed.
- d. Observers
- Observers who are interested in joining the committee can attend meetings and speak (at the Chair's discretion) but not vote.
  - Observers who have regularly attended meetings can be considered for Alternate and/or Member status when there is a vacancy within the category they represent.

## 5. Elections of members

- a. Fourteen community members will be elected for two-year terms. Terms will run from January to the December ~~one year later (i.e., January, 2015 to December, 2016).~~
- b. Elections will occur ~~in November~~ at the Annual General Meeting of CUSCAC.
- c. To ensure that there is a staggered turnover of members and maintenance of diversity, seven (7) community positions will come up for election in Year A and seven (7) will come up for election in Year B.
  - i. Categories in Year A (those years ending in an even number) will be Children, Community Advocacy, For-Profit, Parent groups, Persons with disabilities, Seniors, plus one (1) additional member to total 7.
  - ii. Categories in Year B (those years ending in an odd number) will be Aboriginal, Arts and Hobbies, Faith-based, Sports and Recreation, Youth plus two (2) additional members to total 7.
- d. A general invitation will be posted on the TDSB website ~~by the Communications Department~~ inviting members of the community to the Annual General Meeting. Current permit holders will be emailed a notice of the meeting by the Permit Department, where possible.
- e. Candidates will be identified by the category(ies) of permit holder (see 2b) they represent and will be allowed to issue a short statement to indicate why they wish to be a voting member.
- f. Candidates must declare their candidacy in advance of the Annual General Meeting and must have attended in person a minimum of 1 entire meeting during the past year.
- g. One (1) ~~numbered~~ election ballot will be issued to each active permit holder (regardless of how many permits they hold). Only permit holders with valid ballots will be allowed to vote during the election.

- h. Votes will be registered by secret ballot. All permit holders are eligible to vote for a representative from every membership category.
- i. The candidate placing second may be designated that category's Alternate; failing a second place candidate CUSCAC voting members may appoint an Alternate.

## 6. Quorum

~~The quorum of CUSAC is half~~ ~~Half~~ the total of members plus one rounded down. ~~(e.g., 14 members or 15 members would~~ As the maximum number of eligible members identified in item 2 is 15, quorum would be 8 members

~~have 8 as the quorum).~~

### a. Trustees

when there are 2 or more trustee members of the committee, they will count as one member for quorum and for votes.

### ~~b. Number~~

~~as the maximum number of members identified in item 2 is 15, quorum would be 8 members~~

## 7. Meetings

- a. Meetings will be held monthly (approximately 10 per year). Occasional meetings may be by conference call, if necessary.
- b. Workgroups, if required, may meet more frequently.
- c. Minutes of meetings and background information should be circulated by Committee Assistant one week prior to the next meeting.
- d. Meeting schedules to be organized at times convenient to the majority of members of the CUSCAC.
- e. A schedule of CUSCAC meetings will be established at the beginning of each school year, published on the TDSB website and available via e-mail from the Co-Chairs or Committee Assistant.
- f. Permit holders may submit a request to the Co-Chairs no later than one week in advance to make a delegation at a meeting. Complete details of the delegation procedure can be found at <https://www.tdsb.on.ca/About-Us/Detail/docId/2007>
- g. The Annual General Meeting will be held in November. It will include a report of the activities conducted during the previous year.
- h. Notice of the Annual General Meeting will be issued one (1) month in advance, published on the TDSB website and available via e-mail from the Co-Chairs or Committee Assistant.

## 8. Minutes

- a. Minutes will be recorded by the Committee Assistant, but in the absence of the Committee Assistant, may be recorded by any member appointed by the Committee
- a. ~~Minutes may be recorded by any member appointed by the Committee but must contain same essential information as Committee Reports e.g., date, time, place of meeting, attendance/regrets, Chair of meeting, process for motions/decisions. Typical format: Item, Lead, Decision required, Timeline.~~
- b. Minutes of the CUSCAC will be formally recorded and made available. ~~(see the Community Advisory Committee Handbook for the format of minutes)~~
- c. Agendas and notice of meetings and minutes to be circulated by Committee Assistant no

later than one week in advance.

## 9. Administration

- a. ~~A designated staff member will act as the Part-time~~ Committee Assistant and ~~usual resources provided to Board Advisory Committees to~~ assist Co-chairs with Agenda development, minutes, coordination of meetings and committee lists, outreach, information gathering.
- b. Other resources as inherent to community advisory committees.
- c. **Sub-committees/Working groups** to be established as required, with Terms of Reference or scope of work established by the CUSCAC.
- d. Members must submit any documents to be printed 48 hours prior to the meeting.

## 10. Decision making

Where possible, decisions should be made by consensus.

When votes are necessary, a simple majority will be sufficient.

~~(Guidelines suggest voting on key matters/issues: e.g. Staff report on issue, general discussion, presentation of motions/and amendments, votes on amendments, then on main motions.)~~

## 11. Communicating Advice to the Board or Staff

- a. Advice may take the form of formal recommendations approved by a decision of the committee and presented in a committee report, or feedback as expressed in a separate Committee document or recorded in the minutes of meetings. ~~(Note: committee feedback does not necessarily have to reflect a consensus viewpoint or a majority decision but may reflect the range of diverse views of the CAC members).~~

There are two ways to present advice to the Board: a request may be made for a delegation at the Program and School Services Committee (PSSC) ~~appropriate Standing Committee~~; or a committee report may be presented to ~~the appropriate standing committee.~~ PSSC. ~~\_\_\_\_\_~~ \* See CAC Handbook for more details on submitting a Report and Appendix B for a template of the format.

- b. A Community Advisory Committee may direct advice to senior staff, either on request or independently, where such matter is appropriate for staff attention.

- c.. All Reports go first to Board Services for routing to the next PSSC meeting.

~~to determine the appropriate committee. d. Some Standing Committees may~~

~~decide to establish a permanent place on the~~

~~Committee agenda where reps of the CUSCAC may introduce reports, or if a~~

~~request comes from the CUSCAC to present a report they will determine the~~

~~placement of the Report on the Agenda. CUSCAC will report to committee on an~~

~~ad hoc basis.~~

- ~~d. The CUSCAC may direct advice to Senior Staff, either on a request or~~



~~independently, where such matter is appropriate for staff attention.~~

- e. The Staff liaison to the CUSCAC is responsible for assisting the committee in its work and providn guidance and advice on issues related to the mandate of the committee. ~~informing the Committee about the appropriate routes for communicating advice, including the appropriate standing committee to which the matter should be directed.~~
- f. If TDSB staff change reports or recommendations without the agreement of the Community Advisory Committee, there will be an opportunity for the Community Advisory Committee to submit an independent report that will presented at the same time to the appropriate Board Committee.

## 12. Requests for Information

CUSCAC may request information directly from Staff. The Staff liaison will ~~may~~ determine which requests for information may be accommodated and the timelines for doing so, and which requests require the approval by the Board or Director of Education.

## 13. Budget

Set resources (reviewed annually) are available to support ~~a Committee Assistant and~~ meeting expenses.

## 14. Networking:

The CUSCAC is free to establish its own communication network among itself and to participate in joint or collective activities relevant to its role.

~~Information on Board Committee agendas: [www.tdsb.on.ca](http://www.tdsb.on.ca) (Boardroom)~~

## 15. Code of Conduct:

- a. All Community Advisory Committees must abide by the principles set out on the [Code of Conduct](#) established by the TDSB (Operational Procedure PR585). Key Principles as they relate to CUSCAC members are listed below:
  - i. Members of CUSCAC shall serve and be seen to serve community permit holders and community members, including school communities, in a constructive, respectful, conscientious and diligent manner;
  - ii. Members of CUSCAC should be committed to performing their functions with integrity and to avoiding the improper use of the influence of their position, and conflicts of interest, both apparent and real;
  - iii. The Integrity Commissioner should be consulted for advice by members of CUSCAC if the application of any section of this Code of Conduct is unclear.
- b. Conduct At Committee Meetings:

Members of CUSCAC act in the service of the community. They are expected to respect the procedural rulings of the Chair. They are expected to refrain from verbally attacking or belittling those who complain or do not agree with them. It is vital that members of CUSCAC conduct themselves with decorum at committee meetings and in



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CUSAC Terms of Reference March 2019

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accordance with the provisions of the TDSB's Bylaw concerning meeting procedures.

c. Conduct Respecting Staff Members:

- i. No member of CUSCAC shall maliciously or falsely injure the professional or ethical reputation, or the prospects or practice of staff members of the Board, and all members of CUSCAC shall show respect for the professional capacities of staff members.
- ii. No members of CUSCAC shall compel staff members to engage in partisan political activities or be subjected to threats or discrimination for refusing to engage in such activities. No member of CUSCAC shall use, or attempt to use, their authority or influence for the purpose of intimidating, threatening, coercing, commanding, or influencing any staff member with the intent of interfering with that person's duties, including the duty to disclose improper activity.

## **Appendices**

### **A. Background**

~~Decision document: GO4 (R:/secretariat/staff/g04/70418.doc)sec.1530)~~

~~“On November 17, 2004 the Board established a Community Use of Schools Advisory Committee.~~

~~On a Motion of Trustee Cary Meagher, and amended by Trustee Dandy, the Operations and Facilities Management Committee RECOMMENDS that the Community Use of Schools Advisory Committee be convened as follows:~~

~~1) That the following mandate be approved:~~

- ~~▪ to facilitate ongoing feedback from community organizations on both the continued implementation of policy P.011, Community Use of Board Facilities;~~
- ~~▪ to suggest improvements to the policy;~~
- ~~▪ to provide an opportunity to explore the concept of Integrated Service Delivery (ISD) with community agencies and groups.~~

~~2) That the community members of the former Community Use of Schools Task Force be polled for continued membership;~~

~~3) That Trustees be polled for membership~~

~~4) That staff present a report to the Operations and Facilities Management Committee on the use of Board facilities, i.e. the West view Centennial Pool, during the summer months.~~

~~Staff undertook to provide information on the TCDSB/s permits process, charges, user categories etc.”~~

### **B. Additions to the mandate discussed at first CUSAC in November 2007:**

~~-To review the Recommendations of the Task Force adopted by the TDSB in November 2004 and determine if further action is required on outstanding items: (e.g.) See attached list of Adopted recommendations.~~

~~-To coordinate work of the CUSAC with the TDSB’s work on summer access to schools and potential for province to replicate that funding in 2008 or beyond (Focus on Youth Program)~~

~~-To assess the impact of CUS funding from the M of Education to date (\$9 million since 2004) and the impact on use of space; and to make recommendations regarding the proposed doubling of this funding (Liberal Election promise).~~

~~-To make recommendations to the TDSB in order to:~~

~~-increase the accessibility and use of school facilities by community groups  
-increase the concurrent use of school facilities by multiple community groups  
-increase revenues from the Province of Ontario to support CUS  
-improve and streamline the permit application process and reduce barriers to access.  
-ensure access and equity considerations re CUS  
-Consider the work of other initiatives within TDSB as they impact on CUS: e.g. Model schools project, Focus on Youth program, service integration pilot project, Continuing Education, access to pools, Toronto Land corporation re: community use.~~

~~This may also involve the TDSB speaking to the City of Toronto and Province in areas under their jurisdiction.~~

~~The Board or its standing committees may refer any matter on its agenda to the CUSAC for comments.~~

**C. ~~Recommendations Adopted by the TDSB (Nov 2004) from the Task Force on Community Use of Space~~ (Follow up by the Advisory Committee may be required where **bolded**).**

- ~~1. The Board endorse the CUS Task Force guiding principles and include them in the New Community Use of Schools Policy;~~
- ~~2. The TDSB decrease permit fees charged to community groups that operate on a non-profit basis. Non-profit children, youth and seniors groups pay the lowest permit rate followed by non-profit adults and by other registered non-profit organizations; and then finally the highest rates be charged to private for-profit groups. (Appendix A of the Task Force Report)~~
- ~~3. No existing community use permit holder that operates on a non-profit basis will have their fees increased for 2005 beyond the existing permit fee structure;~~
- ~~4. Sports field permit fees should be reduced by 10%. Permit charges for baseball diamonds previously reduced to cost recovery rates in 2003 will remain at \$2.00 /per diamond for children and youth.~~
- ~~5. The wear and tear surcharge in its current form be eliminated and replaced by a lump sum to be proportionally allocated back to schools, on an annual basis at year end;~~
- ~~6. Ancillary staff charges, based on cost recovery remain as currently established/~~
- ~~7. The role of the principal in determining permit access be reviewed in consultation with school principals within the context of the new CUS policy~~

~~and existing school policies and their responsibilities under the Education Act; [not aware if this was done]~~

~~8. — Development of a recognition program be considered for principals who facilitate community access to schools; [not done]~~

~~9. — The new permit fee structure should be implemented effective Sept 1, 2004 through a rebate system.~~

~~10. — A review of the new Community Use Policy be undertaken in spring of 2005 including broad consultation with stakeholders to evaluate the new permit structure with the results of this review to be forwarded to the Board, the Province and the City of Toronto; [never done].~~

~~11. — The Board in conjunction with the City of Toronto undertake a need and demand study to address equitable access to Municipal and Board facilities; [not aware if this was done, don't think so]~~

~~12. — The Board direct staff to draft a revised Permit/Community Use of Schools Policy and fee structure, for approval of the Board in the January 2005 cycle. “~~

~~*Impact Analysis: Approval of recommendations will result in the following actions:*~~  
~~*-increased access to school facilities*~~  
~~*-lower permit fees*~~

~~Went to Executive Council Nov 2, 2004~~

~~Facility Management Committee Nov 4, 2004~~

~~Board Nov 17, 2004~~

## **~~Toronto District School Board~~**

~~Policy P.023 SCS~~

~~Title: PARENT AND COMMUNITY INVOLVEMENT~~

~~Adopted: November 25, 1998~~

~~Revised: January 26, 2005, July 13, 2005~~

~~Review:~~

### **~~1.0 OBJECTIVE~~**

~~To establish a framework for building and supporting parent and community involvement in the Toronto District School Board~~

### **~~2.0 DEFINITIONS~~**

~~Parent Includes parent, guardian or any other caregiver legally recognized as acting in place of the parent.~~

### **~~3.0 RESPONSIBILITY~~**

~~Associate Director~~

### **~~4.0 POLICY~~**

~~4.1. The TDSB believes that education is a shared responsibility among parents, the community, students, staff and the Board. By working together we all contribute to the improvement of our schools and to the success of our students. The Board shall provide parents with the information they need to support their children's education and shall involve them in decisions, which affect their children and their schools. The Board is committed to ensuring that all parents and members of our diverse communities have opportunities to participate in the school system, and shall provide the support necessary to achieve that goal.~~

~~4.2. A variety of communication procedures shall be developed and maintained at the school and system levels to ensure access to educational information needed by diverse parents and communities, and to facilitate two-way communication between parents and schools, and among parent groups.~~

~~4.3. Support for community outreach programs shall be provided to school communities, which experience significant challenges in promoting and sustaining the involvement of parents in their children's education and in their schools.~~

~~4.4. In accordance with O. Reg. 612/00 of the Education Act, every school shall establish a school council that shall be recognized as the official school community organization representing the interests of the parents and students of the school, and~~

~~that shall be provided with the information and support necessary for fulfilling its role.~~

- ~~4.5.— Opportunities shall be made available to school council chairs and other local parent leaders to assist them in developing their school community leadership skills and to school administrators to assist them in enhancing their skills in building positive school community relations.~~
- ~~4.6.— Parent forums at a ward, quadrant or regional level shall be supported in order to promote parent consultation and input on matters related to policy, program or operations of the school system.~~
- ~~4.7.— Community advisory committees shall be established where necessary to provide the Board with ongoing community advice on specified areas of Board policy or program, as well as on educational issues of broad community interest; in addition, ad-hoc advisory committees, task forces, or working groups with community representation shall be established where required, on the understanding that the input from all such advisory groups does not preclude the input of other stakeholders across the system.~~
- ~~4.8.— Working relationships shall be supported with Community Liaison Groups who wish to work with the Board to address educational issues of concern to these groups, and who are formed in accordance with the criteria and procedures established for these groups.~~

## **~~5.0— SPECIFIC DIRECTIVES~~**

~~The Director is authorized to issue operational procedures to implement this policy.~~

## **~~6.0— REFERENCE DOCUMENTS~~**

~~Operational Procedure PR.558 SCS: Parent and Community Involvement~~

~~O. Reg. 612/00, School Councils~~

**Appendix B - Toronto District School Board  
Community Use of Schools Community Advisory Committee -  
CUSCAC Terms of Reference<sup>1</sup> December 2019**

**1. Mandate**

- a. to facilitate ongoing feedback from community organizations on policy P.011 (Community Use of Board Facilities) and P.023 (Parent and Community Involvement).
- b. to suggest improvements to the policies;
- c. to provide an opportunity to explore the concept of Integrated Service Delivery (ISD) with community agencies and groups;
- d. to assess the impact of Community Use of Schools (CUS) funding from the Ministry of Education on use of space and to make recommendations regarding that funding;
- e. to make recommendations to the TDSB in order to:
  - increase the accessibility and use of school facilities by community groups;
  - increase the concurrent use of school facilities by multiple community groups;
  - increase revenues from the Province of Ontario to support CUS;
  - improve and streamline the permit application process and reduce barriers to access;
  - ensure access and equity considerations re CUS;
- f. to consider and coordinate the work of other initiatives within TDSB as they impact on CUS: e.g. Model schools, Focus on Youth program, service integration, Continuing Education, access to pools, Toronto Lands corporation re: community use, Facilities Partnership Agreements (not a comprehensive list). This may also involve the TDSB speaking to the City of Toronto and Province for areas under their jurisdiction.

**2. Membership**

- a. The committee will have a minimum of 2 Trustees; the Trustees hold one vote. The Board determines the number of Trustees assigned to the committee and those Trustees will select the Trustee Co-Chair. Other Trustees who are not members of the CUSCAC have a right to attend and participate in meetings, but do not have voting privileges.
- b. There will be 14 community representatives with 14 votes bringing perspectives from diverse groups both from specific geographic areas of Toronto and City-wide, including groups that permit space and those that do not. These groups include:
  - sports and recreation
  - arts and hobbies
  - youth
  - programs for children and families
  - seniors

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<sup>1</sup> Original Terms of Reference approved by the Board Nov 17, 2004, revised December 10<sup>th</sup> 2007, March 2012, June 2014, October 2014, April 2015

Board Policy P.023 SCS: Parent and Community Involvement G02(\tdsbexeshr\Exec\_silo\Secretariat\Staff\g02\project\webpol\P023 SCS.doc)sec.1530

- persons with disabilities
  - parent groups
  - community advocacy groups
  - faith-based
  - aboriginal
  - for-profit groups
- c. Annually, the committee should review its composition and recruit community representatives to maintain diversity. This review should include identification of potential groups, geographic areas and permit use of TDSB space.
- d. The maximum number of members eligible to vote is 15, present and in person: 14 community representatives and 1 Trustee.
- e. Representatives of other key organizations are encouraged to attend and participate in meetings, but do not have voting privileges.
- City of Toronto, i.e. Councillor, Senior City Staff (Social Development and Parks, Forestry and Recreation), Toronto Community Housing
  - Toronto Lands Corporation
  - TDSB Parent and Community Involvement Committee representation
  - Funders: i.e., United Way, Laidlaw
  - Representative from the Government/Staff of the Province of Ontario
- f. The following TDSB staff shall act as resources to the committee and should attend and participate in the meetings as appropriate but are not voting members.
- i. Staff Liaison Lead- appointed by the Director of Education or designate
  - ii. Committee Assistant – appointed by the Staff Liaison Lead
  - iii. Facility Services staff - as determined by the Staff Liaison Lead
  - iv. Continuing Education staff as required
  - v. Other TDSB departments/staff as required
  - vi. Toronto School Administrators Association representation (TSSA)

### **3. Terms**

- a. Community representatives will serve for a renewable term of 2 years.
- b. Should community representatives be unable to fulfil their terms, CUSCAC can appoint a new community representative for the remainder of their 2-year term.

### **4. Committee Structure**

- a. Co-Chairs:
- The Trustees assigned to the committee will select one Trustee as Co-Chair and the committee selects one Co-Chair from the community member representatives (annually unless otherwise decided by the CUSCAC).
  - The Trustee Co-Chair and Community Co-Chair have equal status with regard to agenda setting, meeting management, and role as the CUSCAC spokesperson. The Co-Chairs will mutually agree upon specific division of responsibilities.
  - Alternates must be proposed to and accepted by the voting members



- Alternates are considered replacements for voting members; therefore, alternates share the same roles and responsibilities as voting members when the voting member is not present.
- Alternates can attend meetings as observers when the voting member is present.
- Alternates can be declared candidates in the election of voting members.

c. Attendance

- Members who miss 3 meetings in a row or more than half the meetings in a calendar year will be deemed to have resigned.
- The Committee Assistant will track attendance and issue warnings as needed.
- The Committee Assistant will issue a notice of resignation when needed.

d. Observers

- Observers who are interested in joining the committee can attend meetings and speak at the Chair's discretion, but they cannot vote.
- Observers who have regularly attended meetings can be considered for Alternate and/or Member status when there is a vacancy within the category they represent.

### 5. Elections of members

- a. Fourteen community members will be elected for two-year terms. Terms will run from January to December. Elections will occur at the Annual General Meeting of CUSCAC.
- b. To ensure that there is a staggered turnover of members and maintenance of diversity, seven (7) community positions will come up for election in Year A and seven (7) will come up for election in Year B.
  - i. Categories in Year A (those years ending in an even number) will be Children, Community Advocacy, For-Profit, Parent groups, Persons with disabilities, Seniors, plus one (1) additional member to total 7.
  - ii. Categories in Year B (those years ending in an odd number) will be Aboriginal, Arts and Hobbies, Faith-based, Sports and Recreation, Youth plus two (2) additional members to total 7.
- c. A general invitation will be posted on the TDSB website inviting members of the community to the Annual General Meeting. Current permit holders will be emailed a notice of the meeting by the Permit Department, where possible.
- d. Candidates will be identified by the category(ies) of permit holder (see 2b) they represent and will be allowed to issue a short statement to indicate why they wish to be a voting member.
- e. Candidates must declare their candidacy in advance of the Annual General Meeting and must have attended in person a minimum of 1 entire meeting during the past year.
- f. One election ballot will be issued to each active permit holder (regardless of how many permits they hold). Only permit holders with valid ballots will be allowed to vote during the election.
- g. Votes will be registered by secret ballot. All permit holders are eligible to vote for a representative from every membership category.
- h. The Candidate placing second may be designated that category's Alternative; failing a second place candidate, CUSCAC voting members may appoint an Alternate.

## **6. Quorum**

The quorum for CUSAC is half the total of members plus one rounded down. As the maximum number of eligible members identified in item 2 is 15, quorum would be 8 members

When there are 2 or more Trustee members of the committee, they will count as one member for quorum.

## **7. Meetings**

- a. Meetings will be held monthly (approximately 10 per year). Occasional meetings may be by conference call, if necessary.
- b. Workgroups, if required, may meet more frequently.
- c. Minutes of meetings and background information should be circulated by Committee Assistant one week prior to the next meeting.
- d. A schedule of CUSCAC meetings will be established at the beginning of each school year by staff in Board Services, published on the TDSB website and available via e-mail from the Co-Chairs or Committee Assistant.
- e. Meeting times should be organized at a time convenient to the majority of member of CUSCAC.
- f. Permit holders may submit a request to the Co-Chairs no later than two working days in advance to make a delegation at a meeting. Complete details of the delegation procedure can be found at <https://www.tdsb.on.ca/About-Us/Detail/docId/2007>
- g. The Annual General Meeting will be held in November. It will include a report of the activities conducted during the previous year.
- h. Notice of the Annual General Meeting will be issued one (1) month in advance, published on the TDSB website and available via e-mail from the Co-Chairs or Committee Assistant.

## **8. Minutes**

- a. Minutes will be recorded by the Committee Assistant, but in the absence of the Committee Assistant, may be recorded by any member appointed by the Committee.
- b. Minutes of the CUSCAC will be formally recorded and made available.
- c. Agendas and notice of meetings and minutes should be circulated by Committee Assistant no later than one week in advance.

## **9. Administration**

- a. A designated staff member will act as the Committee Assistant and assist Co-chairs with Agenda development, minutes, coordination of meetings and committee lists, outreach, information gathering.
- b. Other resources as inherent to community advisory committees.

- c. Sub-committees/Working groups may be established as required, with Terms of Reference or scope of work established by CUSCAC.
- d. Members must submit any documents to be printed 48 hours prior to the meeting.

#### **10. Decision making**

Where possible, decisions should be made by consensus. When votes are necessary, a simple majority will be sufficient.

#### **11. Communicating Advice to the Board or Staff**

- a. Advice may take the form of formal recommendations approved by a decision of the committee and presented in a committee report, or feedback as expressed in a separate Committee document or recorded in the minutes of meetings. There are two ways to present advice to the Board: a request may be made for a delegation at the Program and School Services Committee (PSSC) or a committee report may be presented to PSSC.
- b. A Community Advisory Committee may direct advice to senior staff, either on request or independently, where such matter is appropriate for staff attention.
- c. All reports are forwarded to Board Services for routing to the next PSSC meeting.
- d. The Staff liaison to the CUSCAC is responsible for assisting the committee in its work and providing guidance and advice on issues related to the mandate of the committee.
- e. If TDSB staff change reports or recommendations without the agreement of the Community Advisory Committee, there will be an opportunity for the Community Advisory Committee to submit an independent report that will be presented at the same time to the appropriate Board Committee

#### **12. Requests for Information**

CUSCAC may request information from Staff. The Staff liaison will determine which requests for information may be accommodated and the timelines for doing so, and which requests require the approval by the Board or the Director of Education.

#### **13. Budget**

Set resources (reviewed annually) are available to support meeting expenses.

#### **14. Networking:**

CUSCAC is free to establish its own communication network among itself and to participate in joint or collective activities relevant to its role.

#### **15. Code of Conduct:**

- a. All Community Advisory Committees must abide by the principles set out on the [Code of Conduct](#) established by the TDSB (Operational Procedure PR585). Key Principles as they relate to CUSCAC

members are listed below:

- i. Members of CUSCAC shall serve and be seen to serve community permit holders and community members, including school communities, in a constructive, respectful, conscientious and diligent manner;
- ii. Members of CUSCAC should be committed to performing their functions with integrity and to avoiding the improper use of the influence of their position, and conflicts of interest, both apparent and real;
- iii. The Integrity Commissioner should be consulted for advice by members of CUSCAC if the application of any section of this Code of Conduct is unclear.

b. Conduct At Committee Meetings:

Members of CUSCAC act in the service of the community. They are expected to respect the procedural rulings of the Chair. They are expected to refrain from verbally attacking or belittling those who complain or do not agree with them. It is vital that members of CUSCAC conduct themselves with decorum at committee meetings and in accordance with the provisions of the TDSB's Bylaw concerning meeting procedures.

c. Conduct Respecting Staff Members:

- i. No member of CUSCAC shall maliciously or falsely injure the professional or ethical reputation, or the prospects or practice of staff members of the Board, and all members of CUSCAC shall show respect for the professional capacities of staff members.
- ii. No members of CUSCAC shall compel staff members to engage in partisan political activities or be subjected to threats or discrimination for refusing to engage in such activities. No member of CUSCAC shall use, or attempt to use, their authority or influence for the purpose of intimidating, threatening, coercing, commanding, or influencing any staff member with the intent of interfering with that person's duties, including the duty to disclose improper activity.



## **Community Advisory Committees**

**Name of Committee:** Community Use of Schools Community Advisory Committee

**Meeting Date:** 14 January 2020

A meeting of the Community Use of Schools Community Advisory Committee convened on 14 January 2020 from 8:00 a.m. to 9:23 a.m. in Boardroom at 5050 Yonge Street with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

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**Attendance:** Michelle Aarts (Trustee), Judy Gargaro (Etobicoke Philharmonic Orchestra), Susan Fletcher (SPACE), Sam Glazer (Congregation Beth Haminyan), Alan Hrabinski (Toronto Basketball Association), Gerry Lang (Citizens For Life Long Learning), Dan MacLean (Trustee), Lynn Manning (Girl Guides of Canada, Ontario Council), Jonathan Wood (Toronto Accessible Sports Council), Doug Blair (North Toronto Soccer Club), Heather Mitchell (Toronto Sports Council)

Also present were TDSB Staff: Ugonma Ekeanyanwu (Acting Facility Permitting Team Leader), Ndaba Njobo (Facility Permitting Coordinator), Steve Shaw (Executive Officer), Tina Androutsos (Executive Assistant), Kevin Battaglia (TSAA)

The following participated by electronic means: Denise De Paola (TSAA)

**Regrets:** Abdirahim Ali Rage (Muqdishu Soccer Club), Doug Blair (North Toronto Soccer Club), Mohamed Hassan (Muqdishu Football Club), Dave McNee (Quantum Sports and Learning Association), Chris Ricketts (Pool Support), Susanne Burkhardt (Applegrove Community Complex), Patrick Rutledge (Big League Book Club), Dennis Keshinro (Belka Enrichment Centre), Luetasha Watkins (The Learning Enrichment Foundation), Alex Viliansky (Felix Swim School), Shirley Adderley (Manager Facility Issues & System Liaison), John Long (Senior Manager, Plant Operations & Community Use)

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### **Part A: Recommendations**

None

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

The Committee reviewed changes to the Frequently Asked Questions on the Permits website. The Permit Department updates/adds new FAQ's when staff receives 4 or 5 questions that are similar in nature.

The committee received the list and map of Local Neighbourhood Support Schools where no cost permits are available.

The Permits department is fully staffed now and getting ready to process the summer outdoor permits.

The committee had questions around how not for profit status is determined and how rate categories are allocated, for example, if an organization has adult and children programs, do they pay the same rate for each. An explanation was provided that categories change according to specific activities and the established fee structure explains the breakdown.

There were questions as to the potential impact of the current labour situation on Permits at the TDSB. We do not expect any cancellations at this time, but we are monitoring the situation.

Community Co-Chair position – Judy Gargaro was elected as the community co-chair for another term.

Category A membership vacancy - Narni Santos (The Learning Enrichment Foundation) was appointed as an additional member in the Children category.

The Co-Chairs will work with Michelle Munroe's office to develop a New Member Orientation process, similar to what exists with other Committees.

The committee discussed the minutes and the timelines. In order to better meet timelines for reports to Program and School Services Committee, draft minutes will be circulated to the committee, ideally one week after each meeting, then draft minutes can be posted within 2 weeks of the meeting date.

### **Trustee Update:**

The committee inquired about the 2020-2021 budget and Trustees responded that the Ministry has indicated that the provincial allocation for grants will be the same overall, but no details are available about how this applies to the TDSB.

The ICAC (Inner City Advisory Committee) requested that someone from this committee attend one of their meetings and vice versa. Community Support Workers are engaging

our communities and local community support programs help promote our high needs communities. The two Co-Chairs will discuss how this will work.

**Part C: Ongoing Matters**

None

**Report Submitted by:** Steve Shaw

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## Community Advisory Committees

**Name of Committee:** Early Years Community Advisory Committee (EYCAC)

**Meeting Date:** 10, January, 2020

A meeting of the Early Years Community Advisory Committee convened on January 10, 2020 from 10:00am to 12:00pm in TDSB Administration Centre, Committee Room A, 5050 Yonge Street, with Trustee Co-Chair: Jennifer Story, Community Co-Chairs: Jill Oakes, Pam McArthur presiding.

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**Attendance:** Jennifer Story (Trustee), Pam McArthur (Runnymede Adventure Club), Jill Oakes (YMCA Child Care), Rachel Chernos Lin (Trustee), Patricia Chorney Rubin (George Brown College), Anabela Ferreira (Woodgreen Child Care), Dan MacLean (Trustee), Coleen McGrath (Learning Enrichment Foundation LEF), Stephanie Nickle (Woodgreen Child Care), Kim Rogers (Sunshine Child Care), Laurie Ruscica (Toronto Public Library), Irena Setnik (SilverCreek Pre-School), Patrina Stathopoulos (Dandylion Daycare), Ann Marie Schiraldi (Toronto Children's Services)

Also present were TDSB Staff: Joanne Davis (Manager and Policy Advisor, EarlyON Centres), Cynthia Grundmann (Senior Policy Advisor/Manager Early Years and Child Care Services), Liz Hoang (Child Care Services Manager), Karen Guthrie (Early Years Coordinator, Child Care Services), Nadejda Lekosky (Early Years Coordinator, Child Care Services), Anastasia Poulis (Centrally Assigned Principal, Transforming Student Learning and Equity, Engagement, Well-Being & Leadership)

Also present was: Matthew Hilder (Toronto Children's Services)

The following participated by electronic means: Rachel Chernos Lin (Trustee), Patricia Chorney Rubin (George Brown College), Pam McArthur (Runnymede Adventure Club)

**Regrets:** Patty Domski (Toronto Public Library)

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### Part A: Recommendation(s)

No recommendation

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

- An update was provided by Cynthia Grundmann, Senior Policy Advisor/ Manager, Early Years and Child Care Services on TDSB Extended Day Programs (EDP) and 2020-21 BASP planning, and ongoing work for department.
- The Child Care Services team is engaged in this planning, working in partnership with TDSB planning and Toronto Children's Services.
- Staff shared information on the updated website revisions and is currently working on updating the Child Care Resource Manual. The website can be assessed here: <https://www.tdsb.on.ca/EarlyYears/Before-and-After-School-Program-4-to-12-Years/Program-Resources>

## **Part C: Ongoing Matters**

### **Updates from EYCAC Work Groups were received:**

#### Best Practices in Shared Space Work Group:

Both working groups have not met and will be in touch with members about the need for other work groups and to reconsider existing work groups.

#### Facilities Work Group:

A presentation was provided by Peter Singh, Executive Officer, Information Technology & Information Management Services, Freedom of Information and Privacy Office who shared information on the assumed cost of providing Wi-Fi services to third-party/independent child care staff operating child care programs in TDSB schools/sites.

**Report Submitted by:** Cynthia Grundmann



## Community Advisory Committees

**Name of Committee:** Environmental Sustainability Community Advisory Committee

**Meeting Date:** February 4, 2020

A meeting of the Environment and Sustainability Community Advisory Committee convened on February 4, 2020 from 6:35 p.m. to 8:37 p.m. in 5050 Yonge St., Committee Room A, with Sheila Cary-Meagher and Trustee Manna Wong presiding.

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**Attendance:** Sheila Cary-Meagher (Community Co-Chair); Manna Wong (Trustee Co-Chair); Michelle Aarts (Trustee, Ward 16); Chris Chandler (OSSTF); Sunday Harrison (Green Thumbs Growing Kids); Anne Keary (Parent); Rosa Na (Natural Curiosity); Linda Naccarato (OPAL); Peter Odle (Parent); Erin Pan (SustainED); Steve Shallhorn (Labour Education Centre); Brenda Simon (Natural Curiosity); Stefan Sommer (CUPE 4400); Bob Spencer (Parent); Andrea Stephens (Parent).

Also present were: Richard Christie (Senior Manager, Sustainability); Esther Collier (Teacher); Kristen Evers (Green Projects Team Leader); David Hawker-Budlovsky (Centrally Assigned Principal); Hongliang Hu (ECE); Naomi Quarcoopome (Teacher); Gigi Shanks (Teacher); Jenn Vetter (EcoSchools Certification Specialist).

**Regrets:** Andrew Davies (No. 9); Stephanie Donaldson (Trustee, Ward 9).

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### Part A: Recommendations

Regarding ESCAC's discussion on federal funding to support a national food program, the committee recommends that:

- The Board of Trustees adopt a version of the attached draft letter to encourage the Canadian federal government to follow through with its intention to work with provinces and territories to invest in a national school food program; and
- Trustees be encouraged to meet with local Members of Parliament to discuss the importance of a national school food program.

Regarding ESCAC's discussion on energy and climate change, the committee recommends that:

- Opportunities to work with the partners in the Green Will initiative to reduce greenhouse gas emissions be explored; and
- that in the report to the trustees in March 2020 the Director report on the update of the current 2019 Energy Conservation and Demand Management Plan to include an action plan that requires the Board to develop interim targets to reduce GHGs with the goal of becoming net-zero by 2050. Further, that this report address not only the progress but also the gaps or lack of progress toward reducing emissions.

**Part B: For Information Only**

The TDSB's Youth Climate Summit and Climate Action Summit that were planned for February 2020 have been put on hold until current labour negotiations have been resolved.

The TDSB's ArtsJunktion is now operated by the Sustainability Office on Mondays from 1 to 5:30 p.m.

**Part C: Ongoing Matters**

No ongoing matters to report.

**Report Submitted by:** Richard Christie

## Letter in Support of a National School Food Program

To Whom It May Concern:

In its 2019 budget, the Canadian Liberal government announced its intention to work with provinces and territories to [develop a national school food program](#). As the only G7 nation without a national school food program, the TDSB urges the federal government to follow through with the implementation of this pledge.

With 27% of children living in poverty as of 2017, Toronto is the child poverty capital of Canada (TDSB, [Enhancing Equity Task Force Report and Recommendations](#), 2017). It is imperative that the inequities of food security that exist in this city be addressed; the development of a national school food program would be a step in the right direction.

As the consequences of climate change are becoming more widely known and understood, a national school food program would also provide an opportunity to deepen our educators' and students' understanding of environmental sustainability as it relates to a healthy diet and a sustainable food system. Students not only learn from explicit curriculum, but also learn through the "hidden" curriculum (the actual practices and school cultures in which they learn by example and through activity).

This letter was set in motion following a recommendation from the TDSB's Environmental Sustainability Community Advisory Committee (ESCAC). ESCAC was established in 2010 to help inform the TDSB's environmental policies and programming, and is a committee comprised of parents, community partners, Trustees and TDSB staff. The TDSB would support the implementation of a national school food program and encourages the Canadian federal government to develop a program that adheres to the guiding principles of the [Coalition for Healthy School Food](#) and considers environmental sustainability.

Sincerely,

Trustee Robin Pilkey

Chair of the Board, Toronto District School Board

c.c.:

- City of Toronto Members of Parliament
- Minister of Finance, The Hon. Bill Morneau
- Minister of Agriculture and Agri-Food, The Hon. Marie-Claude Bibeau
- Minister of Health, The Hon. Patty Hajdu

- Minister of Children, Families and Social Development, The Hon. Ahmed Hassan
- Minister of Women, Gender Equality and Rural Development, The Hon. Maryam Monsef
- All relevant opposition critics



## Community Advisory Committees

**Name of Committee:** Equity Policy Community Advisory Committee

**Meeting Date:** Monday, January 27, 2020

A meeting of the Equity Policy Community Advisory Committee convened on Monday, January 27, 2020 from 6:37 pm to 8:30 pm in Committee Room B, with Parent Co-Chair Catherine Maloney presiding.

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**Members in Attendance:** Sharon Beason (Parent), Michael Kerr (Colour of Poverty-Colour of Change), Dennis Keshinro (Belka Enrichment Center), Catherine Maloney (Parent Co-Chair), Sharma Queiser (Social Planning Toronto), Sophia Ruddock (Parent), Pablo Vivanco (Jane Finch Community and Family Centre), Sue Winton (Parent)

**Resource Staff Present:** Remi Warner, Senior Manager, Human Rights Office  
Precious Sidambe, Administrative Assistant

**Regrets:** Trustee Alexander Brown, Trustee Harpreet Gill, Trustee Yalini Rajakulasingam, Kristal Guthri (Parent), Tesfai Mengesha (Success Beyond Limits), Aleem Punja (Parent)

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### Part A: Recommendations

NIL

### Part B: For Information Only

#### Community Co-Chair Election

Dennis Keshniro from Belka Enrichment Centre was acclaimed community co-chair of the Equity Policy Community Advisory Committee.

#### Consultation: The Collection of POI Data in Context of PR728, Responding to Racism and Hate Incidents Involving or Impacting Students in Schools Procedure

In keeping with *Ontario's Data Standards for the Identification and Monitoring of Systemic Racism* and Regulatory (O.Reg.267/18) provisions, staff consulted on the collection of participant observer information ("POI") race data in the context of the new procedure, PR728.

It is proposed that POI data be collected in the new Racism and Hate Portal to help monitor equitable and fair treatment of the parties to an incident and to better understand potential racial dynamics at play in the incident itself.

Report Back: Secondary Program Review and Optional Attendance Policy CAC Consultation Meeting

Two EPCAC representatives attended the secondary program review and optional attendance policy consultation meeting that was held for community advisory committees. A verbal updated was shared with the committee including some concerns around the process.

Deputation at EPCAC Meetings

The committee had a discussion around the deputation process as prescribed in the terms of reference. The committee decided that they would continue to allow deputations and the co-chairs would bring community concerns forward.

Other Matters

Social Planning Toronto has withdrawn their membership from EPCAC due to a shift in organizational strategic planning priorities.

The following items were presented as information and potential agenda items:

- Specialized Schools and Programs Policy
- Parent and Community Involvement Policy

**Part C: Ongoing Matters**

Nil

**Report Submitted by:** Remi Warner





## Community Advisory Committees

**Name of Committee:** French as a Second Language Community Advisory Committee

**Meeting Date:** 14 January 2020

A meeting of the French As A Second Language Community Advisory Committee convened on January 14, 2020 from 7:00 to 9:00 pm in Committee Room A at 5050 Yonge Street with Parent Co-Chair Mandy Moore presiding.

<b>Attendance:</b>	<p>Mandy Moore (Parent Co-Chair W7), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co Chair W11), Zeynab Kazi (Parent Vice-Co-Chair W22) Rob Janes (W1/W2), Deloris Williamson-Braham (W5/13), Sharlene Henry (W5/W6 Alt), Lynne LeBlanc (W8), Jennifer Tse (W8 Alt), Polina Osmerkina (W10); Wilmar Kortleeve (W11 Alt), Randy Samuel (W14), Sarah Smith (W15),</p> <p>Also present were: Mary Cruden (Canadian Parents for French), Rosemary Sutherland (CPF Alt), Trustee Robin Pilkey (Trustee Co-Chair), Trustee Rachel Chernos Lin (W11); Trustee Dan MacLean (W2); Manon Gardner (Associate Director); Angela Caccamo (Centrally Assigned Principal); Kirsten Johnston (Program Coordinator), Doug Kwan (parent, Millwood)</p> <p>The following participated by electronic means: Kathleen Meek (W15 Alt)</p>
<b>Regrets:</b>	<p>Lisa McAvoy (W2 Alt), Nalini Singh (W2 Alt), Caroline Tolten-Paterson (W7 Alt), Nadya Phelan (W8 Alt), Nancy White (W16 Alt), Christie Dunbar (W16), Gail Miller (W22 Alt), Sharon Beason (Canadian Parents for French), Gail Miller (W22 Alt)</p>

### Part A: Recommendations

Nil

### Part B: For Information

#### Survey for Parent Engagement Advisory Committee

All trustees and CAC membership will receive it a survey regarding the CAC policy and the policy governing it. The survey feedback will formulate the new draft policy.

#### FSL Application Status for 2020-2021

We have received 4018 on-time applications for SK French Immersion. This is an increase of 490 applications from last year. These numbers are significant considering that transportation had not been confirmed at the time of registration. All 4018 on-time applicants will be offered an FI placement as we work closely with the Planning department; all on-time applicants are guarantee a spot in an FI program but not a particular school. Offers are ongoing. Not all families in a given area will receive their offers of placement at the same time, but all will receive one. In most Wards, there was an increase in the number of applicants. At this time, there is no indication that a new FI site will be required. For Junior Extended French, there are 1134 applicants (as of Jan 14) - the application deadline is Jan 31.

### **Transportation and PR597 Update**

There are no transportation updates until FBEC in February 2020. Various new models are being reviewed and a solution will be presented to Trustees. This is an extensive change, but may help with our bus driver shortage. Decisions are expected in February, with rollout in September 2020. Bell times, drop off and pick up changes can apply to elementary and secondary schools. At the November Board Meeting, trustees voted to extend transportation to gifted and FSL students for 2020/2021, resulting in updates to PR597. Transportation, where approved by the Transportation Department, will be provided bussing for SK to GR5 and TTC tickets for GR6-8, if they meet the distance criteria.

### **FSL Review Recommendations**

The type of broad consultation on the implementation plans sections part (a) (i) to (iv) of the FSL recommendations, as per the amendment, was considered at length by the FSL department. All pathways as established at the entry point will remain as such at this time.

### **FSL Review Survey**

The FSL department shared a draft of the public survey with FSLAC for feedback. The survey is meant to broadly gather feedback from stakeholders on the implementation plans. Parts of the survey are specific to staff as feedback is invited from them on sections of the Core French Action plan and Inclusive Practices - targeted professional learning. Parts specific to parents are on the application/registration process, how they would like to be communicated with and opinions on the sibling rule, grade configurations at schools and lotteries/proximity. FSLAC suggested more clarity of terminology within the survey. The FSL department is also working with Early Years and childcare partners to align the application and registration processes for parents in preparation for the 2022 JK French Immersion entry.

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

**Nil**

**Report Submitted by:** Manon Gardner



# Community Advisory Committees

**Inner City Community  
Advisory Committee (ICCAC)  
2018-2019 ANNUAL REPORT**





# Community Advisory Committees

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# Community Advisory Committees

## Co-Chair Message

The ICCAC has slowed down in its activities leading up to 2019 and so this year set out to examine membership and quorum issues, re-establish working groups, renew its Terms of Reference, and reaffirm the committee's connection to its Community Support Workers and their excellent initiatives. Committee members feel it is still important to hold meetings on-site at our model schools, however these alternate locations have proved challenging for reaching quorum. This past year the ICCAC:

- Added new community members and continues to seek parent members
- Redeveloped the Terms of Reference to clarify membership to allow approved member organizations to designate alternate representatives and promote quorum at meetings
- Re-established a Budget Working group to review and report on the TDSB's annual budget
- Established a Communications Working Group to develop new communications materials for ICCAC to promote outreach and knowledge sharing and to develop file sharing resources for members and supporting staff

The ICCAC looks forward to a productive 2019-2020 school year where we will set new outreach goals and work more closely with committee staff and CSWs to support their initiatives.





# **Community Advisory Committees**

## *CAC Mandate/ Purpose*

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The Inner City Advisory Committee's (ICAC) mandate is to close the opportunity gap and raise achievement for all students facing barriers within the TDSB.

ICAC advocates for appropriate community investments using an equity focus, and draws on the rich expertise and support of academic, institutional and community partnerships.

Members of ICAC are invested in common goals of equity, opportunity, and poverty reduction.





## **Community Advisory Committees**

### CAC Activities

#### *Meetings*

*October 25, 2018*

*December 13, 2018 – meeting cancelled*

*January 31, 2019*

*February 21, 2019 – meeting cancelled*

*March 28, 2019*

*April 30, 2019*

*May 23, 2019*

#### *Special Event(s)*

- 2019/20 Budget Discussion with Craig Snider
- ICCAC Members attended the Parents as Partners Conference
- Special Presentation of the TDSB Census Data focusing on poverty, race, and equity with Maria Yau and John Chasty

#### *Board Directed Events/Consultations*

Expansion of TDSB Elementary Summer School for 2019 – There are now 44 summer school sites, with 8 schools offering a pre-kindergarten program (children 3 years old) that includes an Africentric or Culturally Responsive and Relevant Programing; 4 schools offered a full-day pilot program (1 per Learning Centre).





## Community Advisory Committees

### *Committee Members*

Trustee Michelle Aarts (Co-Chair)  
Ingrid Palmer (Co-Chair – Parent)  
Trustee Parthi Kandavel  
Trustee Chris Tonks  
Cherie Mordecai Steer (Parent)  
Robert Spencer (Parent)  
Crystal Stewart (Parent)  
Sheila Cary-Meagher (Community Member)  
David Clandfield (Community Member)  
Kirby Davidson (Right to Play)  
Laurie Green (St. Michael's Hospital)  
Josette Holness (City of Toronto)  
Michael Kerr (Colour of Poverty-Colour of Change)  
Shaila Krishna (Toronto Public Health, City of Toronto)  
Sejal Patel (Ryerson University – School of Early Childhood Studies, Faculty of Community Services)  
Sharma Queiser (Social Planning Toronto)  
Saeed Selvam (Laidlaw Foundation)  
Peggy Thomas (Toronto Public Library)  
Tim Whalley (Prologue)





# CAC Self-Evaluation 2018/2019

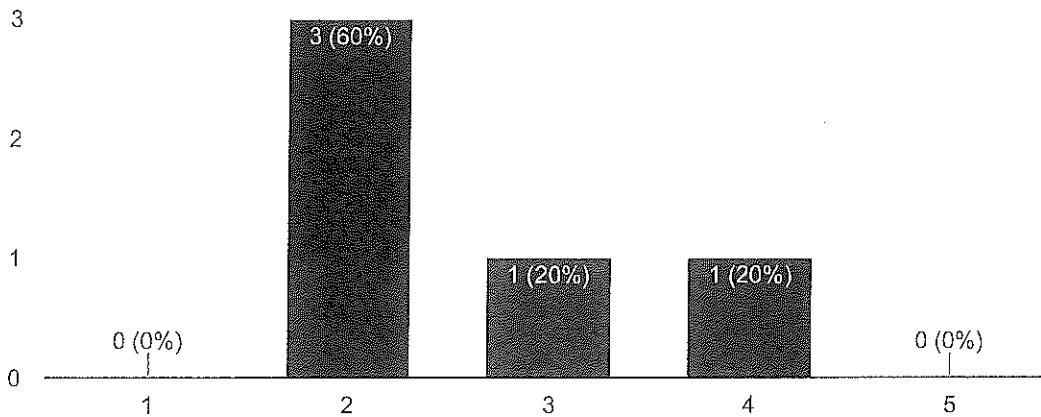
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Goals or Purpose of Committee

1 STRONGLY AGREE 5 STRONGLY DISAGREE

1. All committee members understand the goals and purpose of our committee

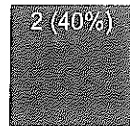
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2. The committee members agree on the goals and purpose of the committee.

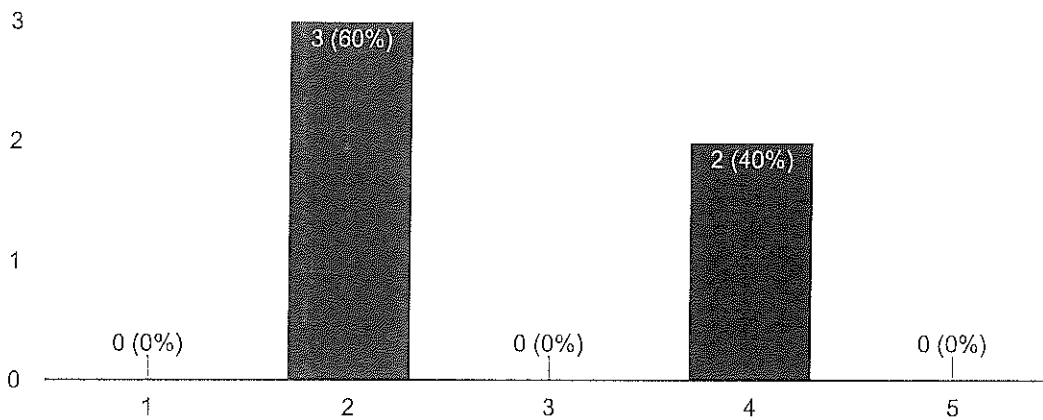
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3. There is alignment between our goals and purpose and the actions taken and/or the decisions made by the committee.

5 responses

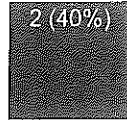


Support for the Committee

4. Our committee has adequate resources (for example, budget, people) to support its function.

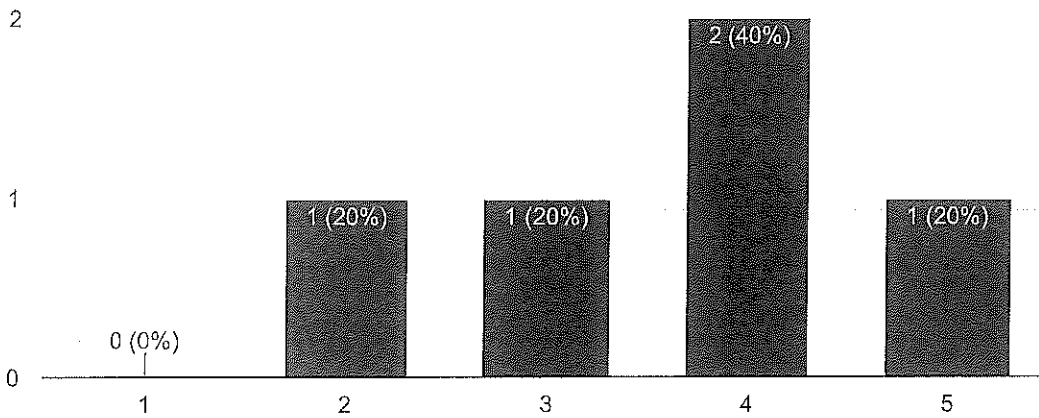
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5. Our committee has the respect and support of key stakeholders within our organization.

5 responses



*Time and location of meetings*

6. Our meetings are held regularly and with appropriate frequency.

5 responses

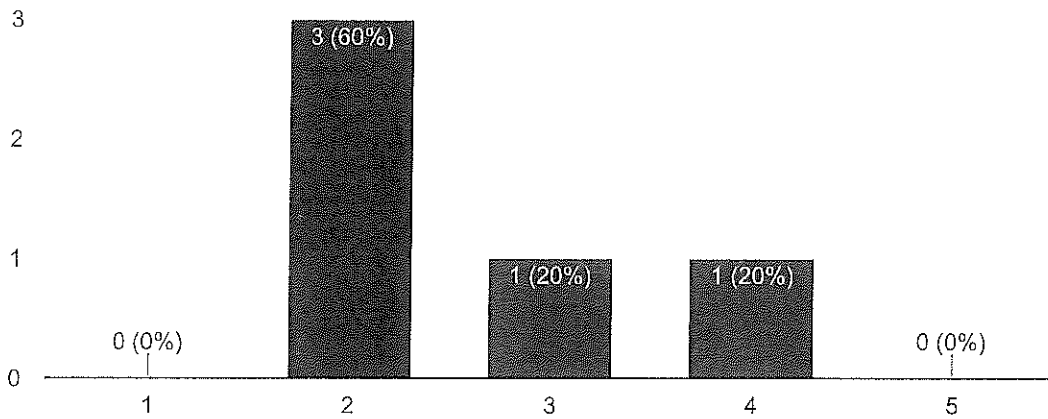
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2 (40%)

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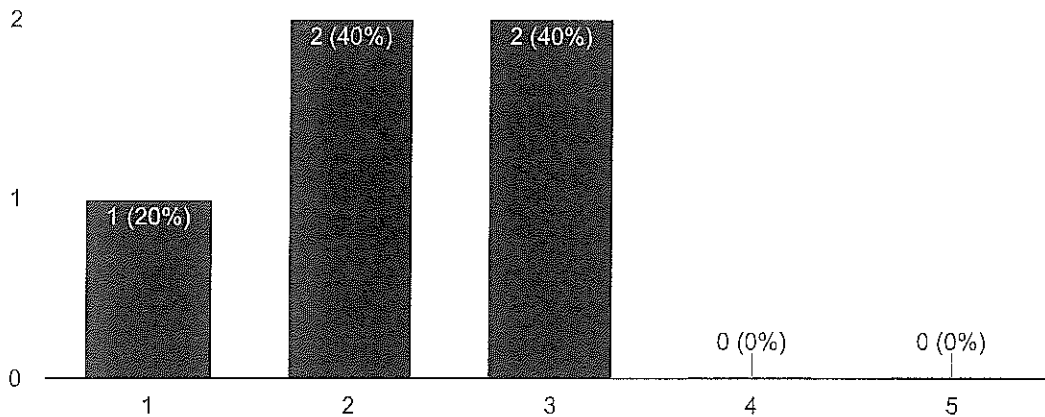
## 7. Our meetings begin and end as scheduled.

5 responses



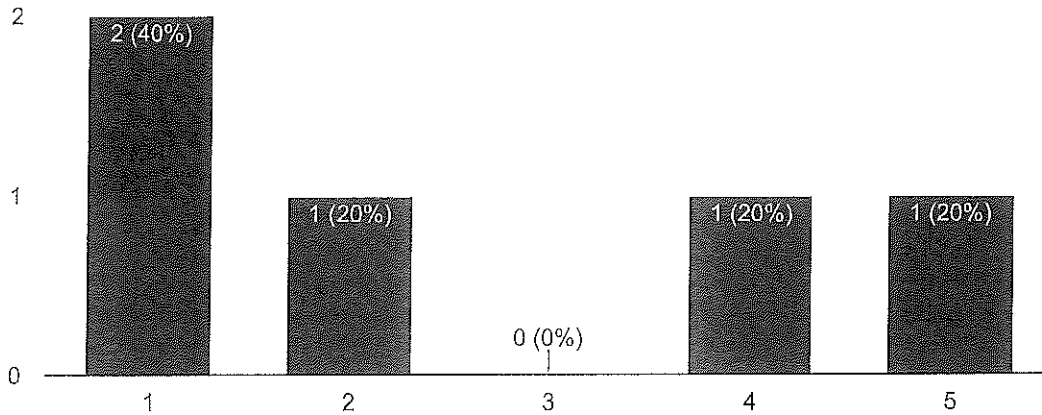
## 8. The length of our meetings is appropriate and respectful of the agenda.

5 responses



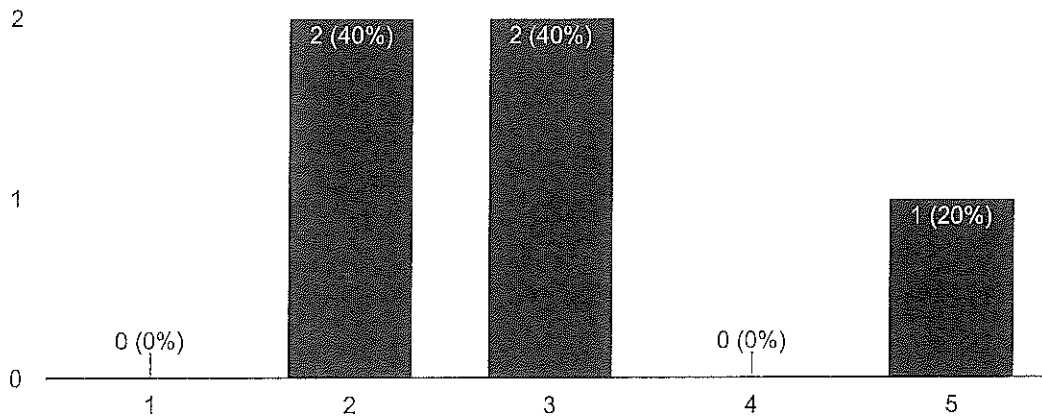
9. We receive the meeting agenda and materials in advance of the meeting to allow for appropriate review and preparation.

5 responses



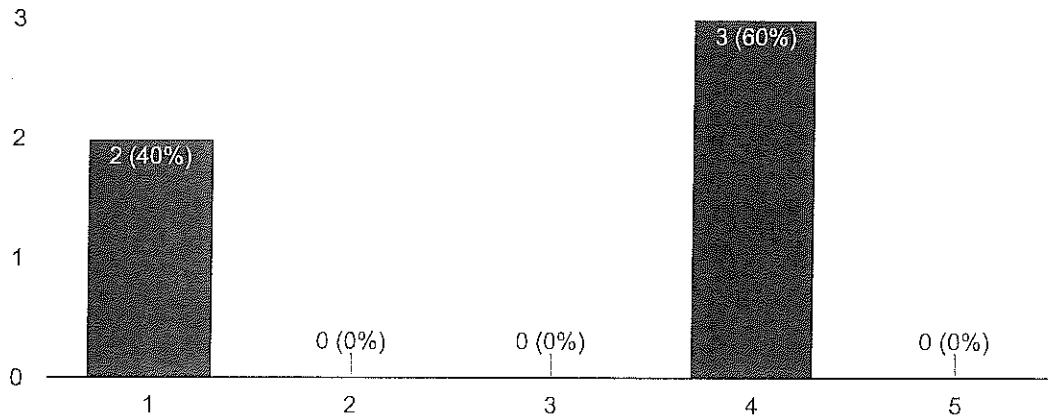
10. We consistently use our meeting time well. Issues get the time and attention proportionate to their importance.

5 responses



11. The location where our meetings are held is conducive to positive group interaction and discussion.

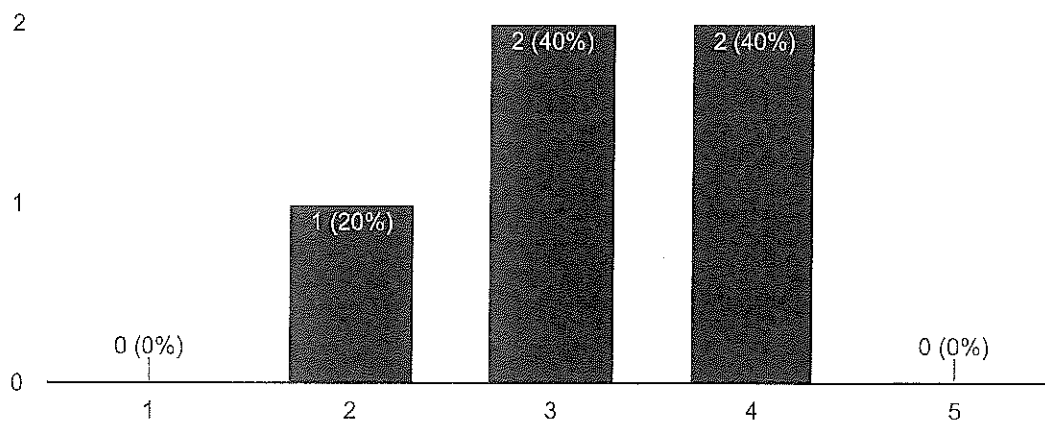
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Agenda Page 50

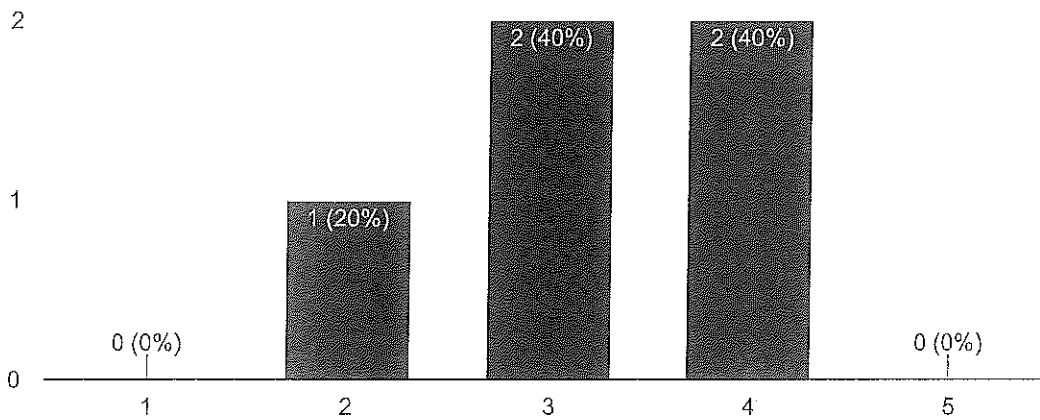
12. Attendance at our meetings is consistent and members arrive on time.

5 responses



12. Attendance at our meetings is consistent and members arrive on time.

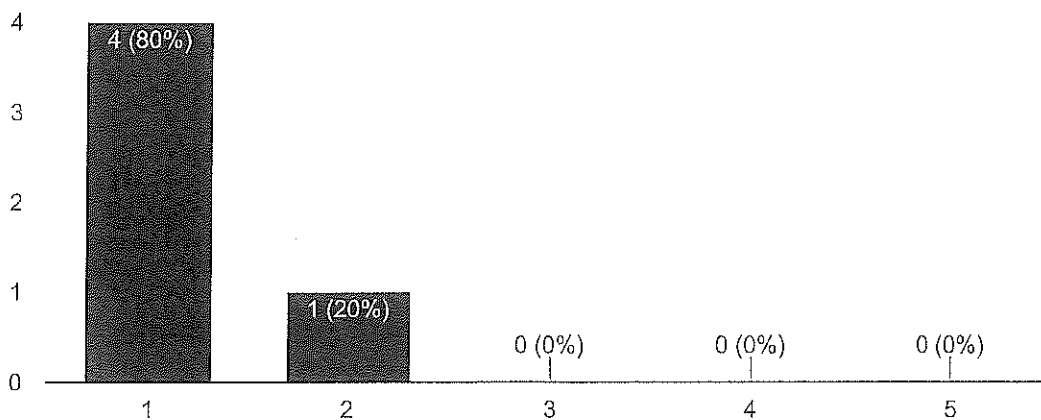
5 responses



Recording Minutes

14 The minutes of our meetings are accurate and reflect the discussion, next steps and/or action items articulated by the members.

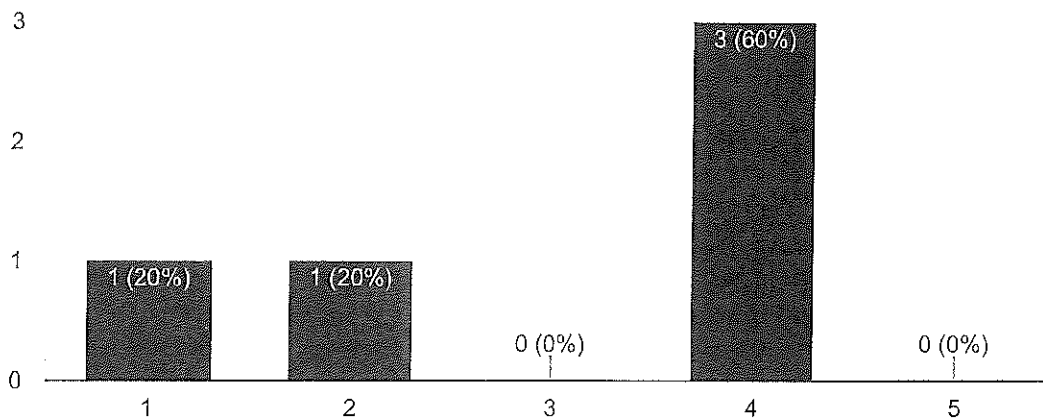
5 responses



Membership

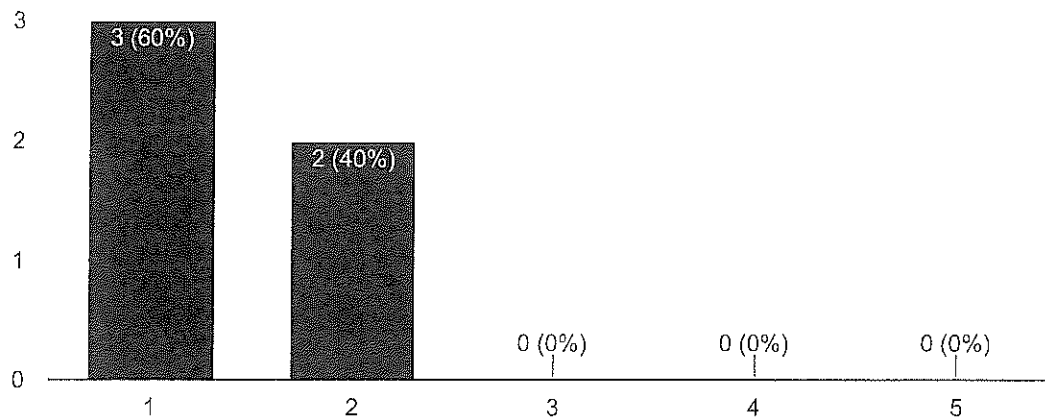
15. Our membership represents the talent and skill set required to fulfill the goals and purpose of the committee.

5 responses



16 Our members treat each other with respect and courtesy.

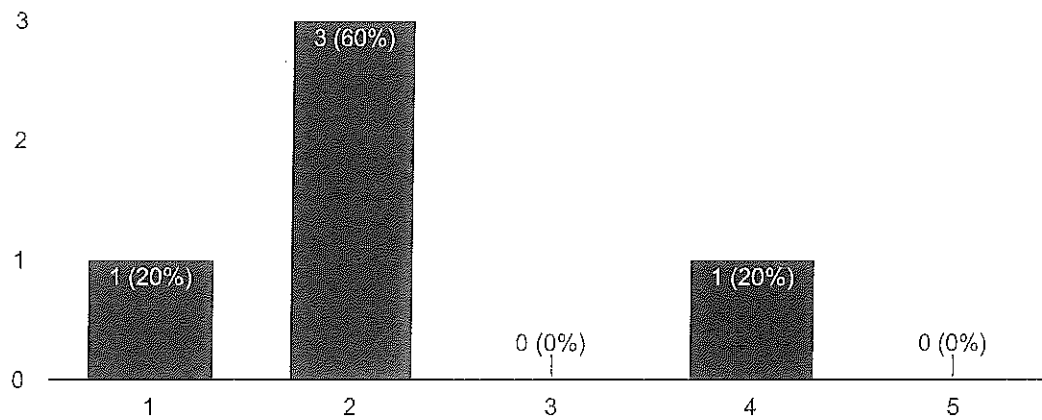
5 responses





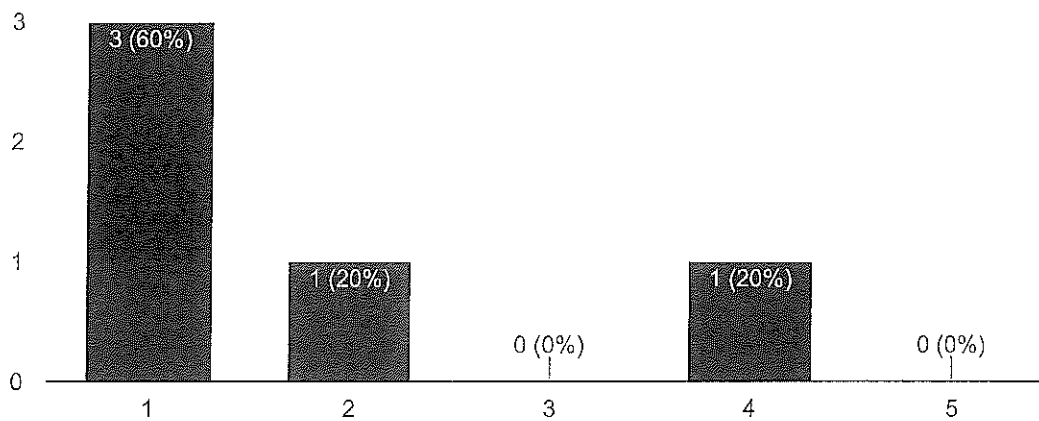
17. Our members come to meetings prepared and ready to contribute.

5 responses



18. As a general rule, when I speak I feel listened to and that my comments are valued.

5 responses



General Comments

## 19. What I like the most about our meetings?

5 responses

The knowledge I walk away with

Common goal of supporting our system's highest needs

members are very passionate and committed to equity issues

Opportunity to question and the staff

The wealth of knowledge and commitment in the room. The people are the driving force behind this committee. ICCAC also has a very unique and important mandate.

## 20. What I would like to see improve at our meetings?

5 responses

Prioritize hearing from the CSWs and more meetings in schools

Better adherence to timelines.

have a clear goal and action plan for each year

More time to question, less presentation time and direct responses

More action. I would like to see a proactive action plan driving the committee. For example one goal that we work towards every year. I'd also like to see further collaboration with our CACs.

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## Community Advisory Committees

**Name of Committee:** Inner City Community Advisory Committee

**Meeting Date:** 9 January, 2020

A meeting of the Inner City Community Advisory Committee convened on Thursday, January 9, 2020 at Brookview MS (Library) Co-Chairs Ingrid Palmer and Trustee Michelle Aarts presiding.

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**Attendance:** Ingrid Palmer Parent Co-Chair, Trustee Michelle Aarts, Co-Chair; Trustee Ward 16, Laurie Green, St. Michael's Hospital; Ruqaiyah Hassin (in place of Kirby Davidson); Josette Holness, City of Toronto; Martha MacDonald (in place of Shaila Krishna Healthy Living); Dan MacLean, Trustee Ward 2; Cherie Mordecai Steer, Parent; Jessica Murphy, The Leacock Foundation; David Morales, Toronto Community Housing Corporation; Crystal Stewart, Parent; Sejal Patel, Ryerson University; Robert Spencer, Parent; Peggy Thomas, Toronto Public Library; Kayla Williams; parent, co-chair Driftwood PS

Also present were: Brendan Browne, Executive Superintendent, LC2 & 3; Karen Murray, Centrally Assigned Principal; Denise Humphries, Centrally Assigned Principal; Stephanie Fearon, Centrally Assigned Principal; Daniel Jeffers, Community Support Worker LC1; Mona Khan, Community Support Worker LC1; Salin John Community Support Worker LC1; Patrick Boland, Community Support Worker LC2; Jocelyn Smith, Community Support Worker LC3; Ian Macpherson, Community Support Worker LC4; Lisa Podaras Wong, Executive Assistant, LC2 & 3.

The following participated by electronic means: Sheila Cary-Meagher Community Member; David Clandfield, Community Member; Trixie Doyle Trustee Ward 14;

**Regrets:** Kirby Davidson, Right to Play; Michael Kerr, Colour of Poverty-Colour of Change; Sharma Queiser Social Planning Toronto; Tim Whalley, Prologue;

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## **Part A: Recommendations**

**A.** Following discussion of the Secondary Program Review, the Optional Attendance Policy review, and the newly proposed Specialized Program Policy (see GPC meeting January 8, 2020) the members of ICCAC recommend the following:

1. That the Board include consider equity of access to programs for students, including regional access and socioeconomic status, when considering revisions to the Optional Attendance Policy, development of a new Specialized Programs Policy, and any recommendations generated through the Secondary School program review.
2. That the Board consider how it can support the development of 'local special programs' in priority neighbourhoods as a part of the development of a new Specialized Program Policy and Procedures.
3. That the considerations in parts 1 and 2 be informed by Board Research, including but not limited to access to Program of Choice.

**B.** At the December 12th ICCAC meeting the change in the Terms of Reference, as Appendix A attached were presented to the committee and approved to go to PSSC.

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

Ingrid proposed that the Committee submit a workshop for the PIAC Conference. This would include a panel discussion with an information table.

Karen Murray and Stephanie Fearon CAP from Model Schools led and activity focused on the work of the committee and what we need to do to move forward. Feedback was provided in the minutes

Trustee Aarts provided an overview of the Secondary School Review that is currently taking place. The next virtual Public Consultation will take place on January 30<sup>th</sup>.

## **Part C: Ongoing Matters**

Defining Our Committees Work

**Report Submitted by:** Brendan Browne Executive Superintendent of Learning Centre 2 & 3

## Inner City Community Advisory Committee Terms of Reference (TOR)

### Background

The Inner City Community Advisory Committee (ICAC) is a Community Advisory Committee recognized by the Board of Trustees in June 2005.

The ICCAC was created as an integral part of the *Model Schools for Inner Cities Taskforce Report (2005)*.

### Mandate

Members of the Inner City Community Advisory Committee (ICCAC) are committed to common goals of equity, opportunity, and poverty reduction.

ICCAC's mission is to close the opportunity gap and raise achievement for all students impacted by poverty within the TDSB.

ICAC advocates for appropriate community investments using an equity focus, and draws on the rich expertise and support of academic, institutional and community partnerships.

### Membership and Composition

#### a. Membership

The following will be **voting** members of ICCAC:

- Up to three (3) TDSB Trustees;
- Up to eight (8) TDSB parents and community members;
- Up to ten (10) organizational members from post-secondary institutions; public institutions, departments of the City of Toronto, foundations and community agencies. Each organizational membership will be held by the organization, not an individual. One staff person will be the lead for the organization and will be on our mailing list. That person will be responsible for finding an alternate staff to attend meetings their absence, share the meeting materials with their alternate and communicate the change with the administrative support assigned to the Committee.

The following members will **not be voting** members of ICCAC:

- Staff federation/ union/ association representatives (e.g., CUPE, ETT, OSSTF, PSSP, etc.), to be confirmed by federation/ union/ association executive and communicated to ICCAC co-chairs, annually, at the beginning of each new school year.
- TDSB staff assigned to the Committee.
- Community members, organizations, or parents who are not identified on the official voting member list will have opportunities to participate in discussions and workgroups but will not have voting privileges.

#### b. Co-chairs:

- There will be two (2) co-chairs:

## Inner City Community Advisory Committee Terms of Reference (TOR)

- A Trustee member of ICCAC to serve as Trustee co-chair
- A parent, community or organizational member to serve as community co-chair

### c. Staff support

- A senior staff member will be designated by the Director as a staff resource person for ICCAC.

## Terms of Membership

At the time of nomination as a member of ICCAC, each member (parent, community member or new agency member) will commit to a term of two years. Members may be reconfirmed for subsequent terms upon agreement of the Committee.

Individuals/organizations must complete a membership request form and have an existing member of ICCAC submit the nomination to the co-chairs.

## Attendance

- Attendance of committee members will be taken at every meeting.
- Member absences must be communicated to the administrative support prior to the scheduled meeting dates.
- After two consecutive unexcused absences the member may be contacted by a Co-Chair to discuss continued membership in ICCAC.
- After three consecutive unexcused absences the member may be subject to removal.

## Quorum

Quorum is constituted when 40% plus one (rounded down) of confirmed members are present.

If a quorum is not present within 15 minutes of the scheduled start time, the meeting is ended for lack of quorum. At that point, the members present may choose to hold an informal meeting for discussion purposes only. In this case, no votes are held and notes of the discussion are recorded for the benefit of members who were not present.

## Meetings

- The ICCAC meets monthly throughout the academic year (September - June).
- Meeting dates will be set in May for the upcoming academic year and coordinated through the central meeting calendar. Meeting dates will be posted to the ICCAC web page on the TDSB web site, and will be submitted for publication in the TDSB System Calendar.

## Inner City Community Advisory Committee Terms of Reference (TOR)

- To encourage participation from all members, the Committee will vary its meeting times and locations.
- The administrative support will provide a minimum of two weeks' notice of an upcoming meeting.
- The co-chairs will create a draft Agenda for each meeting, to be approved by the membership present at the meeting.
- A staff resource person must attend each meeting to advise and update the committee.
- The co-chairs will share the duties of chairing the meetings.
- Decisions are made by voting members. Meetings will follow TDSB bylaws. When something isn't covered in the by-laws, Robert's Rules of Order will be followed. These will be shared with members every September.
- The administrative support will record the minutes of the meeting.
- Agendas will be posted to the ICCAC webpage 72 to 48 hours prior to each meeting.
- Minutes of the meetings will be posted to the ICCAC webpage on the TDSB website once approved by the Committee.

### Elections

- In the absence of the sitting Trustee co-chair, an alternate Trustee co-chair will be appointed by the membership present for the duration of that absence.
- The community co-chair must be elected from among the confirmed parent, community and organizational members of the Committee. The community co-chair will be elected for a term of two years.
- Candidates for community co-chair may self-nominate or be nominated by a confirmed member of ICCAC.
- If an organizational member is elected as co-chair, the co-chair designation will reside with the individual lead for the organization and other staff from the organization cannot assume the role.
- Candidates for community co-chair may self-nominate or be nominated by a confirmed member of ICCAC.
- The election for community co-chair will be held at the October meeting of alternate years. The election of co-chair will take place within the regular ICCAC meeting.
- The administrative support will provide two months' notice of the election.

### Evaluation and Review

- ICCAC will review its goals and governance every two years to ensure alignment with the mandate of the Committee.

## Inner City Community Advisory Committee Terms of Reference (TOR)

### Reporting

- After each meeting a Standing Committee Report is filed for submission to the Program and School Services Committee (PSSC) of the Board.
- After the minutes/notes of each meeting are ratified by the Committee, they are posted to the ICCAC webpage.

### Code of Conduct

- All members will adhere to TDSB's Board Code of Conduct (PR585), and all policies and procedures pertaining to that Code of Conduct.
- Failure to do so may result in a mediation process and/or dismissal from the Committee following a Committee motion.





## Inner City Community Advisory Committee -Terms of Reference (TOR)



Appendix B

### 1. Inner City Advisory Committee

#### Background

The Inner City Community Advisory Committee (ICAC) is a Community Advisory Committee recognized by the Board of Trustees in June 2005.

The ICAC was created as an integral part of the *Model Schools for Inner Cities Taskforce Report (2005)*.

#### Mandate

##### 2. Mandate

Members of the Inner City Community Advisory Committee (ICAC) are invested committed to in common goals of equity, opportunity, and poverty reduction.

The Inner City Advisory Committee's ICAC's mission is to close the opportunity gap and raise achievement for all students facing barriers impacted by poverty within the TDSB.

ICAC advocates for appropriate community investments using an equity focus, and draws on the rich expertise and support of academic, institutional and community partnerships.

Members of ICAC are invested in common goals of equity, opportunity, and poverty reduction.

##### 3. Membership and Composition

#### Membership and Composition

##### a. Membership

Membership of the ICAC includes: The following will be voting members of ICAC;

- Minimum of Up to three (3) TDSB Trustees;
- TDSB staff representatives;
- Minimum of four Up to eight (48) TDSB parents and community members;
- Representatives from Employee Groups, Federations, and Unions;
- Up to ten (10) organizational members Representatives from post-secondary institutions; public institutions, departments of the City of Toronto, and representatives from foundations and community agencies. Each organizational

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## Appendix B

### Inner City Community Advisory Committee -Terms of Reference (TOR)

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membership will be held by the organization, not an individual. One staff person will be the lead for the organization and will be on our mailing list. That person will be responsible for finding an alternate staff to attend meetings their absence, share the meeting materials with their alternate and communicate the change with the administrative support assigned to the Committee.

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The following members will **not** be **voting** members of ICCAC:

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- Staff federation/ union/ association representatives (e.g., CUPE, ETT, OSSTF, PSSP, etc.), to be confirmed by federation/ union/ association executive and communicated to ICCAC co-chairs, annually, at the beginning of each new school year.
- TDSB staff assigned to the Committee.
- Community members, organizations, or parents who are not identified on the official voting member list will have opportunities to participate in discussions and workgroups but will not have voting privileges.

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- The Superintendent responsible for the Model Schools for Inner Cities program acts as the senior staff advisor to ICAC, supported in that role by the Coordinating Principal, Model Schools for Inner Cities.
- The Committee is supported by a part-time Coordinator.

#### b. Co-Chairs:

- There will be two (2) co-chairs:
  - A Trustee member of ICAC to serve as Trustee co-chair
  - A Community parent, community or organizational member to serve as community co-chair is elected by ICAC for a term of two years.

#### c. Staff support

- A senior staff member will be designated by the Director as a staff resource person for ICCAC.

### Terms of Membership

At the time of nomination as a member of ICAC, each member (individual parent, community member or new agency member) will commit to a term of two years. Members may be reconfirmed for subsequent terms upon agreement of the Committee.

- Individuals/organizations must complete a membership request form and have New members may be nominated by an ICAC-existing member of ICAC, and confirmed by the membership, at any monthly meeting, submit the nomination to the co-chairs.



## Inner City Community Advisory Committee -Terms of Reference (TOR)



### Appendix B

- ICAC engages in outreach to actively encourage the membership, participation and leadership of TDSB parents and students.

#### 4. Term of Membership

- At the time of Nomination as a member of ICAC, each member (individual community member or new agency member) will commit to a term of two years. Members may be reconfirmed for subsequent terms upon agreement of the Committee.

#### 5. Quorum

##### Attendance

- Attendance of committee members will be taken at every meeting.
- Member absences must be communicated to the administrative support prior to the scheduled meeting dates.
- After two consecutive unexcused absences the member may be contacted by a Co-Chair to discuss continued membership in ICCAC.
- After three consecutive unexcused absences the member may be subject to removal.

##### Quorum

- Quorum is constituted when 50% plus one (rounded down) of confirmed members are present.

- If a quorum is not present within 15 minutes of the scheduled start time, the meeting is ended for lack of quorum. At that point, the members present may choose to hold an informal meeting for discussion purposes only. In this case, no votes are held and notes of the discussion are recorded for the benefit of members who were not present. Guests of ICAC do not participate in the adoption of motions.
- If the Committee fails to meet quorum, the Committee will continue to meet, and discuss.

#### 6. Meetings

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## Inner City Community Advisory Committee -Terms of Reference (TOR)



### Appendix B

## Meetings

- The ICCAC meets monthly throughout the academic year (September - June).
- ~~In an effort to encourage participation from all members, the Committee will vary its meeting times and locations.~~
- Meeting dates will be set in ~~June-May~~ for the upcoming academic year **and coordinated through the central meeting calendar**. Meeting dates will be posted to the ICCAC web page on the TDSB web site, and will be submitted for publication in the TDSB System Calendar.
- ~~In an effort to encourage participation from all members, the Committee will vary its meeting times and locations.~~
- The ~~Coordinator administrative support~~ will provide a minimum of two weeks' notice of an upcoming meeting.
- The ~~Coco~~-chairs will create a draft Agenda for each meeting, to be approved by the membership present at the meeting.
- ~~The senior staff representative, designated as the Superintendent, Model Schools for Inner Cities, or the Central Coordinating Principal, Model Schools for Inner Cities, A staff resource person~~ must attend each meeting to advise and update the committee.
- The ~~Coco~~-chairs will share the duties of chairing the meetings.
- Decisions are made by voting members. Meetings will follow TDSB bylaws. ~~When something isn't covered in the by-laws, the principles of Robert's Rules of Order will be followed. These will be shared with members every September.~~
- The ~~Coordinator administrative support~~ will record the minutes of the meeting.
- ~~Agendas will be posted to the ICCAC webpage 72 to 48 hours prior to each meeting.~~
- Minutes of the meetings will be posted to the ICCAC web-page on the TDSB web-site ([www.tdsb.on.ca](http://www.tdsb.on.ca)) once approved by the Committee.

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## Inner City Community Advisory Committee -Terms of Reference (TOR)



Appendix B

### 7. Elections

#### Elections

- In the absence of the sitting Trustee ~~Coco-Chair-chair~~(see section 3), an alternate Trustee ~~Coco-Chair-chair~~ will be appointed by the membership present for the duration of that absence.
- The ~~Community-community~~ ~~Coco-Chair-chair~~ must be elected from among the confirmed parent, ~~and~~ community ~~and organizational~~ members of the Committee. The ~~Community-community~~ ~~Coco-Chair~~ will be elected for a term of two years.
- Candidates for ~~Community-community~~ ~~Coco-Chair-chair~~ may self-nominate or be nominated by a confirmed member of ICCAC.
- If an organizational member is elected as co-chair, the co-chair designation will reside with the individual lead for the organization and other staff from the organization cannot assume the role.
- Candidates for community co-chair may self-nominate or be nominated by a confirmed member of ICCAC.
- The election for ~~Community-community~~ ~~Coco-Chair-chair~~ will be held at the April ~~October~~ meeting of alternate years. The election of co-chair will take place within the regular ICCAC meeting.
- The ~~Coordinator-administrative support~~ will provide ~~three-two~~ months' notice of the election.
- The Governance sub-committee will oversee the election of the Community Co-Chair.

### 8. Evaluation and Review

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## Inner City Community Advisory Committee -Terms of Reference (TOR)



### Appendix B

## Evaluation and Review

- ICAC has adopted a standing Governance sub-committee to review promising practices on an ongoing basis. This sub-committee reports to the ICAC membership at each Committee meeting.
- ICAC will review its goals and governance every two years to ensure alignment with the mandate of the Committee and the priorities of the TDSB.

## 9. Reporting

### Reporting

- The Inner City Advisory Committee After each meeting a Standing Committee Reports is filed for submission to the Program and School Services Committee (PSSC) or other appropriate Committees of the Board.
- After the The Committee may request the opportunity to provide a report to any meeting of the PSSC or other appropriate Committees of the Board.
- Minutes/notes of each meeting are ratified by the Committee, will be forwarded to the PSSC for their reference, and will be, they are posted to the ICAC web page, on the TDSB web site once they are approved by the Committee.

## 10. Code of Conduct

### Code of Conduct

- All members will adhere to TDSB's Board Code of Conduct (PR585), and all policies and procedures pertaining to that Code of Conduct.
- Failure to do so may result in a mediation process and/or dismissal from the Committee following a Committee motion.

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## **Community Advisory Committees**

**Name of Committee:** LGBTQ2S

**Meeting Date:** 12<sup>th</sup>, December, 2019

A meeting of the LGBTQ2S convened on Thursday December 12, 2019 from 6:00pm to 8:00pm in 5050 Yonge Street 5<sup>th</sup> Floor Executive Meeting Room with Jim Spyropoulos presiding. A discussion with the individuals in attendance took place.

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**Attendance:** Cheryl Dobinson, Maya Edwards (student), Andrea Madaeta (student), Wayne Martino, Rachel Paris, Amanda Pearce and Miguel Walker (student).

Also present were: Alexander Brown, Robert Durocher, Chris Moise, Melanie Pearce, Jim Spyropoulos and Chelsea Takalo.

The following participated by electronic means:  
Anne Creighton and Jacq Hixson-Vulpe.

**Regrets:** Emily Blackmoon  
Trixie Doyle  
Meredith Jonatan

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### **Part A: Recommendations**

N/A

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

Selection of committee co-chairs.

- Alexander Brown will be the Trustee Co-Chair for the LGBTQ2S committee.
- Three community members have come forward and are willing to serve as community co-chair; a decision regarding the final selection of a community co-chair will be made at the next committee meeting.

Community Feedback:

- Committee members had the opportunity to provide feedback on issues of significance and concern which will help the committee plan its work in the months ahead.

- Among the themes brought forward were: the importance of TDSB/ Community partnerships, community access to TDSB schools, the need for ongoing professional learning of staff in support of LGBTQ2S students, the importance of highlighting student voice, safety and security of LGBTQ2S students, the role of Trustees in supporting LGBTQ2S staff, students and communities, and the important role that Gay Straight Alliances play in schools.

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

The following agenda items have been deferred to the next meeting:

- Development of committee mandate Terms of Reference and the possibility of using a community based facilitator to support this work.
- Selection of community Co-Chair
- Continue to discuss LGBTQ2S vs 2SLGBTQ. What is the best term to use?

**Report Submitted by:** Jim Spyropoulos





## **Community Advisory Committees**

**Name of Committee:** LGBTQ2S

**Meeting Date:** 28<sup>th</sup> January 2020

A meeting of the LGBTQ2S convened on Tuesday January 28, 2020 from 6:00pm to 8:00pm in 5050 Yonge Street 5<sup>th</sup> Floor Executive Meeting Room with Jim Spyropoulos presiding. A discussion with the individuals in attendance took place.

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**Attendance:** Anne Creighton, Cheryl Dobinson, Maya Edwards, Jacq Hixson-Vulpe, Indra Ismail, Andrea Landaeta, Wayne Martino, Rachel Paris, Shayna Sayers-Wolfe

Also present were: Alexander Brown, Ilana David, Trixie Doyle, Robert Durocher, Chris Moise, Melanie Pearce and Jim Spyropoulos.

The following participated by electronic means: Terrence Rodriguez

**Regrets:** Emily Blackmoon  
Meredith Jonatan  
Debbie Nunes  
Chelsea Takalo  
Miguel Walker  
Dan Maclean

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### **Part A: Recommendations**

N/A

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

Selection of committee co-chairs:

- Jacq Hixson-Vulpe and Cheryl Dobinson will serve as acting co-chairs. They will join Trustee Alexander Brown who has been appointed as the Trustee Co- Chair.

Community Feedback:

Committee members had the opportunity to provide feedback on issues of significance and concern which will help the committee plan its work in the months ahead.

Among the themes brought forward were:

- The committee's strategic priorities.

- Student records in Student information Systems (Trillium) to be non-binary gender.
- More equitable data collection within TDSB which takes into greater account LGBTQ2S identities.
- Identifying and addressing knowledge gaps that exist within TDSB and how the committee can support the learning that needs to occur for Trustees, Senior Staff and school level administrators and others.
- Enhancing and supporting discussion and action around intersectionality.
- LGBTQ2S educational opportunities, systemic support for educators/ professional development: partnership and advocacy of Unions/Federations.
- Highlight existing good work that is happening.
- Enhance and expand TDSB partnerships with community agencies and encourage and facilitate community access to TDSB.
- The importance of highlighting student voice, safety and security of LGBTQ2S students.
- The role of Trustees in supporting LGBTQ2S staff, students and communities, and the important role that Gay Straight Alliances play in schools.

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

The following agenda items have been deferred to the next meeting:

- Development of committee mandate and terms of reference and the possibility of using a community based facilitator to support this work.
- Diversifying the group – Practical ways

**Report Submitted by:** Jim Spyropoulos



## Statutory Committee

### STANDING COMMITTEE REPORT

**Name of Committee:** Parent Involvement Advisory Committee

**Meeting Date:** 17, December 2019

A meeting of the Parent Involvement Advisory Committee convened on 17 December 2019 from 7:10 p.m. to 9:01 p.m. in the Board Room at 5050 Yonge Street, with PIAC Co-Chairs Zena Shereck and D. Williams

**Attendance** Sharleen Ahmed (W15 Rep), Kaydeen Bankasingh (W8 Rep), Rachel Chernos Lin (Trustee); Jenny Gannon (W14 Alt), Sharon Grant (W4 Rep), Zuojun Han(W 20 Alt), Jess Hungate(W5 Rep); Shafoli Kapur ( W2 Alt), Wilmar Kortleever(W11 Rep), Felicia Lau (W3 Rep), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep),Pargat Mudher (W17 Rep), Aretha Phillip (W13 Rep), Vivek Rao (W2 Rep),Mark Ramcharan(W18 Alt), Alice Romo(W7 Rep),Jessica Ruiz(W1Rep), Nazerah Shaikh (W14 Rep), Zena Shereck (PIAC Co-Chair); Mirian Turcios (W6 Rep), Faduma Qaline(W1 Alt), Rebekah Quach(W16 ALT), D. Williams (Co-Chair) Sylvester Witter (W10 Rep)

Latha John (Committee Assistant), Michelle Munroe (Central Coordinator, PCEO), Erin Pallet (Media Staff), Associate Director Colleen Russell-Rawlins

The following participated by electronic means: Sharleen Ahmed (W15 Rep), Zuojun Han(W 20 Alt), Christopher Levien (W20 Rep), Mark Ramcharan(W18 Alt), Jessica Ruiz(W1Rep), Sylvester Witter (W10 Rep) Faduma Qaline(W1 Alt),

**Regrets** Jaimala (EP W5 Alt), John Bakous (W8 Alt), Neil Faba(W15 Alt); Dean Gray (W6 Alt), Kathleen Hyatt (W7 Alt), Seema Mitchell (EP W18 Rep),Kabirul Mollah (W21 Rep, CLG),Eva Rosenstock (W12 Alt), Patricia Seedial (Ward 4 Alt), Haniya Sheikh (W12 Rep), Saira Somani (EP W3 alt), Glenna Wellington (W17 Alt), Patricia Seeidal (Ward 4 Alt), Syed Sumar Alam (Ward 13 Alt),

#### Part A: Recommendations

None

**Part B: For Information Only**

An election was held. D. Williams has been acclaimed as the new PIAC Co-Chair for the two year term of 2019-2020 and 2020-2021.

**Part C: Ongoing Matters**

Staff presented on New Procedure for the Exemption of Students from Instruction in Human Development and Sexual Health

**PRO Grant**

The recommendation was approved by the Board.

**Policy P023 - Parent and Community Involvement**

Parent and Community Involvement policy is up for review.

**Report Submitted by:** Associate Director, Colleen Russell-Rawlins and  
Michelle Munroe Central Coordinator PCEO



## Statutory Committee

### STANDING COMMITTEE REPORT

**Name of Committee:** Parent Involvement Advisory Committee

**Meeting Date:** 21, January 2020

A meeting of the Parent Involvement Advisory Committee convened on 21, January 2020 from 7:05 p.m. to 9:16 p.m. in the Board Room at 5050 Yonge Street, with PIAC Co-Chair D. Williams and interim Co-Chair Felica Seto Lau.

**Attendance** John Bakous (W8 Alt), Kaydeen Bankasingh (W8 Rep), Janice Barnett(W11 Alt), Neil Faba(W15 Alt); Cecile Farnum (W9 Alt), Jenny Gannon (W14 Alt), Sharon Grant (W4 Rep), Zuojun Han(W 20 Alt), Jess Hungate(W5 Rep); Jaimala (W5 Alt), Shafoli Kapur ( W2 Alt), Wilmar Kortleeve(W11 Rep), Felicia Lau (W3 Rep), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Nicole Marshall(W22 Rep), Seema Mitchell (W18 Rep), Aretha Phillip (W13 Rep), Vivek Rao (W2 Rep), Kajani Ravindradas(W21 Rep), Alice Romo(W7 Rep), Eva Rosenstock (W12 Alt), Nazerah Shaikh (W14 Rep), Mirian Turcios (W6 Rep), Rebekah Quach(W16 Alt), Andrew Waters (W9 Rep), D. Williams (Co-Chair) Glenna Wellington (W17 Alt), Sylvester Witter (W10 Rep)

Trustee Rachel Chernos Lin, Latha John (Committee Assistant), Kurt McIntosh(Centrally Assigned Principal), Michelle Munroe (Central Coordinator, PCEO),Erin Pallett (Media Staff), Associate Director Colleen Russell-Rawlins, Craig Snider (Executive Officer) Trustee Anu Sriskandarajah

The following participated by electronic means: John Bakous (W8 Alt), Sharon Grant (W4 Rep), Zuojun Han(W 20 Alt), Eva Rosenstock (W12 Alt), Mirian Turcios (W6 Rep)

**Regrets** Sharleen Ahmed (W15 Rep), Dean Gray (W6 Alt), Kathleen Hyatt (W7 Alt), Kabirul Mollah (CLG). Pargat Mudher (W17 Rep), Mark Ramcharan(W18 Alt), Jessica Ruiz(W1Rep), Patricia Seedial (Ward 4 Alt), Haniya Sheikh (W12 Rep), Zena Shereck (PIAC Co-Chair); Saira Somani (EP W3 alt), Syed Sumar Alam (Ward 13 Alt), Faduma Qaline(W1 Alt)

#### Part A: Recommendations

None

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

Staff presented the memorandum from the Ministry Education Funding Engagement Guide (GSN Report). The committee discussed briefly and the following concerns were provided to staff:

- PRO Grant should be added
- Parent engagement should be added
- Building backlogs and repairs
- Class size
- Special education
- Supply staff
- Transportation
- E-learning
- Mental health of students
- Numeracy score

Lead water testing process

The following concerns were discussed:

- Why are the “Handwashing only” signs displayed on some fixtures?
- Are these signs used for every water source that is not a designated drinking water source?
- Where does washroom sinks fall in the systemic testing protocol?
- How are community groups that use TDSB permits for activities on school property notified of this designated drinking water source protocol?

Staff to speak on lead water testing at the February meeting

New members

PIAC welcomed new members from the following wards:

- Ward 9
- Ward 11
- Ward 21
- Ward 22

Inclusion Model and Supports

- PIAC requested staff to present additional resources/information on the inclusion model and supports in the classroom at the March meeting.

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

School messenger for school councils

- Staff continues to work on protocol for school messenger.

Policy PO23 - Parent and Community Involvement Policy Review

- Staff provided a status update on P023 and extended an invitation to PIAC for their participation throughout the process.

Parents as Partners conference

- The planning for the conference is ongoing.
- Staff is monitoring the labour sanctions and any impact and implication for the planning and delivery of the conference.

**Report Submitted by:** Associate Director, Colleen Russell-Rawlins and  
Michelle Munroe Central Coordinator PCEO

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# Statutory Committee

**Name of Committee:** Special Education Advisory Committee

**Meeting Date:** 3 December, 2019

A meeting of the Special Education Advisory Committee was scheduled to convene on December 3, 2019 at 7:00 pm in the TDSB Board Room (5050 Yonge Street, Toronto, ON). At 7:15, it was determined that there was not quorum (only 9 members present) and the meeting did not officially take place.

**Attendance:**

Association for Bright Children (ABC)  
 Autism Society of Ontario – Toronto  
 Community Living Toronto  
 Down Syndrome Association of Toronto  
 Easter Seals Ontario  
 Epilepsy Toronto  
 Integrated Action for Inclusion (IAI)  
 Learning Disabilities Association Toronto  
 VIEWS for the Visually Impaired  
 VOICE for Hearing Impaired Children  
 LC1  
 LC2  
 LC3  
 LC4  
 TDSB Trustees

Lisa Kness (phone)  
 Tracey O'Regan  
 Richard Carter

Paul Cross  
 Nora Green  
 Jordan Glass

Aline Chan

Diane Montgomery  
 Trustee Alexander Brown

**Also present were:**

Kathy Witherow, Associate Director, Leadership, Learning and School Improvement  
 Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion  
 Lucy Gianotta, Centrally Assigned Principal, Special Education (Acting)  
 Jennifer Newby, Centrally Assigned Principal, Special Education LC4  
 Susan Moulton, Centrally Assigned Principal, Special Education LC 2  
 Lianne Dixon, TDSB SEAC Liaison

Regrets: Trustee Alexandra Lulka, Kirsten Doyle, Melissa Rosen, Steven Lynette, Tania Principe, Patrick Smith, Olga Ingrahm, Trustee Michelle Aarts, David Lepofsky, Jean-Paul Ngana

**Part A: Recommendations**

Nil

**Part B: For Information Only**

Nil

**Part C: Ongoing Matters**

Nil      **Report Submitted by:** Lianne Dixon



## Statutory Committee

**Name of Committee:** Special Education Advisory Committee

**Meeting Date:** 13 January, 2020

A meeting of the Special Education Advisory Committee convened on January 13, 2020 from 7:02 pm to 9:15 pm in the TDSB Board Room (5050 Yonge Street, Toronto, ON).

### Attendance

Association for Bright Children (ABC)	Melissa Rosen	
Autism Society of Ontario – Toronto	Lisa Kness	
Community Living Toronto	Tracey O'Regan	
Down Syndrome Association of Toronto	Richard Carter	
Easter Seals Ontario		
Integrated Action for Inclusion (IAI)	Tania Principe (phone)	
IEWS for the Visually Impaired	David Lepofsky	
VOICE for Hearing Impaired Children		
LC1	Nora Green	Aline Chan
LC2	Jordan Glass	Jean-Paul Ngana
LC3	Kristen Doyle	Olga Ingrahm
LC4	Diane Montgomery	
TDSB Trustees	Alexander Brown	

Also present were:

Kathy Witherow, Associate Director, Leadership, Learning and School Improvement

Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion

Lucy Giannotta , Centrally Assigned Principal, Special Education (Acting)

Janine Small, Centrally Assigned Principal, Special Education

Jennifer Newby, Centrally Assigned Principal, Special Education LC4

David Cameron, Senior Manager, Research and Development

Craig Snider, Executive Officer, Finance

Lianne Dixon, TDSB SEAC Liaison (phone)

Regrets: Trustee Michelle Aarts, Juanita Beaudry, Steven Lynette, Patrick Smith, Paul Cross

### **Part A: Recommendations**

Nil

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

#### **Election**

Richard Carter (SEAC Chair) and Steven Lynette (SEAC Vice Chair) were thanked for their dedication and commitment for the past two years in these roles. Nora Green, Community Representative from LC1 and Diane Montgomery, Community Representative from LC4 were acclaimed as Chair and Vice Chair for the calendar year 2020.

#### **Leadership, Learning and School Improvement Department Updates:**

#### **Service Animals**

Recommendation 15: Ensuring Students with Disabilities can bring Service Animals to school.

The new policy (P096), approved by the Board of Trustees on October 30, 2019, was shared with SEAC members and questions were answered about its implementation.

#### **ASD Pilot Project - Dedicated Space**

The Toronto District School Board will be participating in a Ministry ASD pilot project again for the 2019-2020 school year. The pilot project involves having external Applied Behaviour Analysis (ABA) therapists work with their clients (current TDSB students) during the school day in a dedicated space, separate from the classroom. The goal of the pilot project is to reduce the number of daily transitions that students with ASD who are currently enrolled in school and receive ABA Therapy experience.  
<http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismpilot.html>

#### **Adolescent Literacy Capacity Building**

All Special Education Inclusion Consultants and Coordinators will be engaging in Adolescent Literacy Capacity Building. This training is postponed until the current labour disputes are resolved.

#### **Ontario Educator Training Program- Sonderly (Training Division of Geneva Centre)**

The Ontario Ministry of Education has provided funding to Geneva Centre for Autism to offer the Ontario Educator Online Autism Training Program to publicly funded school boards.

The objectives of this program are to increase the understanding of ASD and ABA methods, enhance the delivery of programming to students with ASD, and improve their educational, social, communication and behavioural outcomes in schools. TDSB is registered to access the courses.

#### **Presentations:**

Budget

Craig Snider, Executive Officer, Finance, presented a Draft Response to the Ministry's Funding Consultation as well as details around Special Education enveloping 2018-19 funding and 2019-20 revised estimates. SEAC members were asked to consider the following budget question and provide input.

*What funding enhancements are needed in Special Education to effectively and equitably support student achievements, well-being outcomes?*

EQAO

David Cameron, Senior Manager of Research and Janine Small, Special Education Centrally Assigned Principal shared data regarding EQAO and special education students

David shared that overall TDSB is in line with the rest of the province with regards to the percentage of students with Special Educational Needs (Excluding Gifted) who are at or above the Provincial Standard (Levels 3 and 4) in Reading, Writing, and Math.

Part C: Ongoing Matters

Nil

**Report Submitted by:** Lianne Dixon



## Statutory Committee

**Name of Committee:** Special Education Advisory Committee

**Meeting Date:** 3 February, 2020

A meeting of the Special Education Advisory Committee convened on February 3, 2020 from 7:10 pm to 9:15 pm in the TDSB Board Room (5050 Yonge Street, Toronto, ON) - Vice Chair Diane Montgomery.

### Attendance

Association for Bright Children (ABC)	Melissa Rosen	
Autism Society of Ontario – Toronto	Julie Diamond (phone)	
Community Living Toronto	Regrets	
Epilepsy Toronto	Steven Lynette	
Down Syndrome Association of Toronto	Richard Carter	
Easter Seals Ontario (pending approval)	Aliza Chagpar (phone)	
Integrated Action for Inclusion (IAI)	Tania Principe	
IEWS for the Visually Impaired	David Lepofsky	
VOICE for Hearing Impaired Children	Kara Stewart-Agostino	
Learning Disability Association	Regrets	
CADDAC	Juanita Beaudry	
LC1	Aline Chan	
LC2	Jordan Glass	Jean-Paul Ngana
LC3	Kristen Doyle (phone)	Olga Ingrahm
LC4	Diane Montgomery	Izabella Pruska-Oldenoff
TDSB Trustees	Alexander Brown	Michelle Aarts

Also present were:

Kathy Witherow, Associate Director, Leadership, Learning and School Improvement

Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion

Janine Small, Centrally Assigned Principal, Special Education

Jennifer Newby, Centrally Assigned Principal, Special Education LC4

Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1

Michelle Munroe, Coordinator, Parent Engagement Office

Ron Felsen – Centrally Assigned Principal, Secondary School Review

Craig Snider, Executive Officer, Finance

Lianne Dixon, TDSB SEAC Liaison

Regrets: Trustee Lulka, Nora Green, Tracey O'Regan,

.

### **Part A: Recommendations**

Nil

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

#### **Leadership, Learning and School Improvement Department Updates:**

##### **Centrally Assigned Principal**

A special acknowledgement is extended to Lucy Gianotta for all her support and leadership in her role as Centrally Assigned Principal in Leadership Learning & School Improvement and Special Education & Inclusion.

Congratulations to Effie Stathopoulos who was the successful candidate to backfill for the position of Learning Centre Centrally Assigned Principal of Special Education and Inclusion.

- Mid-Year Report Update on the Implementation of th Multi-Year Strategic Action Plans: Inclusion
  - The Mid-Year Report Update on the Implementation of the Multi-Year Strategic Action Plans was presented at Program and School Services Committee on January 29, 2020. The report was shared with SEAC.
- Separate Spaces
  - TDSB's Operational Procedure PR699 Students with Special Education needs: Management for Risk of Injury Behaviours and Bill 160 were shared with SEAC.
- Dedicated Space Pilot Project 2019-2020

- A list of schools participating in the ABA Dedicated Space Pilot Project for 2019-2020 was shared with SEAC. (Appendix A)\

### **Presentations:**

#### **Budget**

Craig Snider, Executive Officer, Finance, presented an updated Draft Response to the Ministry's Funding Consultation incorporating some of the suggestions made by SEAC at the January meeting. (Appendix B)

#### **Parent Engagement Presentation**

Michelle Munroe, Coordinator, Parent Engagement, shared the ongoing review of PO23 with SEAC members. SEAC members were asked for consultation in key areas and were given the opportunity to answer questions and provide feedback on the different themes. Michelle invited SEAC members to share feedback with her directly.

#### **Secondary Program Review**

Ron Felsen, Centrally Assigned Principal of School Operations and Service Excellence, shared a presentation to highlight key aspects of the Review.

*Key focus: What recommendations would SEAC like to put forth regarding special education programming, congregated sites, and intensive support program sites as it relates to the Secondary Program Review?*

Many SEAC members offered feedback and expressed concerns about making sure that accessible sites are not closed and that consideration is made to the very special needs of students in congregated sites.

SEAC members were invited to submit suggestions through the online survey and to Ron directly.

Part C: Ongoing Matters

Nil

**Report Submitted by:** Lianne Dixon

Schools Participating in the ABA Dedicated Space Pilot Project for 2019-2020

School	Agency	# of Students
Roselands Junior Public School (LC1)	I.B.I Toronto	1
Albion Heights Junior Middle School (LC1)	Alpha Bee	1
York Memorial CI/housed at Scarlett Heights (LC1)	ACRIOS Consulting	1
Wellesworth Junior School (LC1)	Nexus Therapy	1
	Alpha Bee	1
Elizabeth Simcoe Junior Public School (LC3)	Applied Behavioral Interventions	1
Buchanan Public School (LC3)	Beyond the Spectrum	1
Morrish Public School	Alpha Bee	1
	1:1 Therapy	1
Anson Park Public School (LC3)	Independent Therapists	2
Whitney Junior Public School (LC4)	Alpha Bee	1
Pape Avenue Junior Public School (LC4)	Kid Mechanix	1
Ryerson Community School (LC4)	Alpha Bee	1
Palmerston Avenue Junior Public School (LC4)	IBI Behavioral Services	1
Sunnylea Junior School (LC4)	1:1 Therapy	1
RH McGregor Elementary School (LC4)	1:1 Therapy	1
Nelson Mandela Park Public School (LC4) –	Surrey Place Centre	1



Draft Response to the Ministry

[Response to Ministry of Education funding consultation .. \(2\).docx](#)

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## Community Advisory Committees

**Name of Committee:** Urban Indigenous Community Advisory Committee (UICAC)  
**Meeting Date:** Tuesday January 21, 2020  
Room 123, 16 Phin Avenue, Toronto

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**Attendance:** Dr. Joanne Dallaire (Elder), Ryan Neepin (TDSB Teacher), Tanya Senk (TDSB, Centrally Assigned Principal), Christina Saunders (TDSB, Centrally Assigned Vice-Principal), Natasha Gleeson (TDSB, SST), Marilyn Hew (TYRMC), Bonnie Johnston (TDSB Community Liaison), Jim Spyropoulos (TDSB, Executive Superintendent), Olivia Horzempa (Toronto Public Health), Monique Diabo (City of Toronto), Nicholas Deleary (Council Fire), Robert Durocher (TDSB, Instructional Leader, TDSB), Elaina Evans (Indigenous Parent), Lee Sheppard (TDSB, Instructional Leader), Alexander Brown (Trustee), Shannon Judge (Parent), Neal Judge (Parent), Adrienne Plumley (TDSB Instructional Leader), Melanie Pearce (TDSB Executive Assistant), Colleen Valcheff (City of Toronto), Dan MacLean (TDSB Trustee), Troy Shepherd (TDSB), Tania Sterling (Ministry of Education), Donald Corbiere (City of Toronto), Michael Cheena (Toronto Council Fire), Cynthia Bell-Clayton (ENAGB Indigenous Youth Agency), Allan Kennedy (Native Child and Family Services of Toronto) and Kelly Hashemi (Our Children's Medicine).

**Regrets:** Dr. Duke Redbird (Elder), Pauline Shirt (Elder), Mary Doucette (TDSB Office Administrator), Melanie Laking (Parent) and Ken Kirkwood (TDSB Teacher).

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### Part A: Recommendations

No recommendations to report.

### Part B: For Information Only

#### Indigenous Trustee:

The UICAC continued discussions about drafting a motion for TDSB Trustee's to vote on establishing an Indigenous Trustee at TDSB (e.g., one appointment). UIEC staff will consult with the Elders Council to receive direction on how to proceed in a good way.

#### Indigenous Student Trustee:

Clarity Smoke, TDSB Student Trustee has been invited to attend the February 18, 2020.

Hiring practices, recruitment, retention and mobility.

In terms of recruitment, Bonnie Johnston, Tessa Sill, Pardeep Nagra and Kelly Hashemi are currently organizing a community-based job information fair that focuses on hiring and recruiting Indigenous people. The event will occur on Saturday February 29, 2020 at 16 Phin Avenue. A poster and invitation will be created and promoted over the next couple of weeks.

Re-Naming Lower Coxwell Avenue/City of Toronto:

Donald Corbiere, City of Toronto and Denise McLeod, StreetART Toronto shared information from the City of Toronto Councillor Paula Fletcher. Councillor Fletcher is interested in receiving feedback through consultations regarding the idea of renaming a parkette and lane way at lower Coxwell Avenue.

**Part C: Ongoing Matters**

No matters to report.

Report Submitted by: **Bonnie Johnston**



## **Options for Reducing the TDSB's Distribution of Single-Use Plastic Items**

**To:** Program and School Services Committee

**Date:** 19 February, 2020

**Report No.:** 02-20-3826

### **Strategic Directions**

- Create a Culture for Student and Staff Well-Being

### **Recommendation**

It is recommended that the report on the options for reducing the TDSB's distribution of single-use plastic items be received.

### **Context**

At its June 5, 2018 meeting, the Environmental Sustainability Community Advisory Committee (ESCAC) made a recommendation to the Program and School Services Committee (PSSC) that the distribution of single-use plastic water bottles and straws be discontinued at the Toronto District School Board (TDSB).

This recommendation was presented to PSSC at its June 6, 2018 meeting, prompting PSSC to recommend that the following be referred to staff for a report back: that the distribution of single-use plastic items, water bottles and straws be discontinued at the Toronto District School Board.

The following report will outline the types and quantities of single-use plastic items distributed by the TDSB and propose the most viable options for reducing their distribution.

## **Climate Action at the TDSB**

The threats to our environment today, are urgent and real. As communities across the globe continue to experience the effects of climate change, youth are rallying for decision makers to take action.

The TDSB has been engaged in climate action for almost 20 years. During this time, it has gradually reduced greenhouse gas emissions from buildings, spearheaded the EcoSchools movement spreading across Canada, and established numerous programs and partnerships to support and enhance environmental education. In 2000, the TDSB formalized its environmental policy and revised it in 2010 to explicitly address climate change.

Developing a strategy to reduce the TDSB's distribution of single-use plastic items would be well supported in the local, regional and international context, as described later in this report, and would help to further demonstrate the TDSB's on-going commitment to climate action.

Plastic is derived from fossil fuels such as oil and coal, which are non-renewable resources that contribute to greenhouse gas emissions when processed. The growing global dependency on plastic is indeed a climate issue.

### **The Problem with Single-Use Plastic**

In 2018 'single-use' was named Collins Dictionary's Word of the Year<sup>1</sup>, underscoring the pervasiveness of disposable products in the 21<sup>st</sup> century.

Single-use plastics are most commonly found in packaging and products designed to be used once, typically away from home, and then thrown away. These items are generally not biodegradable and are made of a variety of different plastics making them more difficult to recycle. Many of these items end up in landfills or as litter in the environment. Discarded single-use plastics may also enter waterways and eventually the oceans, seriously impacting marine life. Appendix A provides more background on the environmental impacts of single-use plastic.

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<sup>1</sup> Collins Dictionary. (2018, November 7). Collins 2018 word of the year shortlist. Retrieved from: <https://www.collinsdictionary.com/word-lovers-blog/new/etymology-corner-collins-word-of-the-year-2018,449,HCB.html>

## **The Legislation of Single-Use Plastic Reductions**

In June 2019, the government of Canada announced its intention to ban single-use plastics beginning in 2021. Several Canadian provinces, including Ontario, are now investigating the feasibility of a similar ban. Locally, the City of Toronto has begun public consultations on what a ban might look like, and the types of items that could be included. These Canadian initiatives mirror policies being implemented in other countries and jurisdictions around the world. Appendix B provides more detail on current government positions on the reduction of single-use plastics.

### **Single-Use Plastics in School Settings**

Many TDSB schools have already taken steps to reduce single-use plastics such as straws and plastic water bottles; the same is true in schools across Canada and the globe.

Throughout the country, several other school boards are developing strategies to reduce single-use plastics. The Vancouver School Board is a progressive example, largely due to the influence of the city of Vancouver's regulations that limit the use of these items throughout the municipality. Internationally, the Maldives banned all single-use plastics in schools as of April 2018. The United Kingdom and France have also taken steps to limit single-use plastics in schools. Appendix C provides more examples.

### **The TDSB's Distribution of Single-Use Plastic**

Single-use plastic items distributed by the TDSB include bottled water, juice, and milk, straws, cutlery, cups, pre-packaged food (e.g., cheese, crackers, yogurt), plastic wrap, plastic bags, coffee cup lids, and gloves for sanitation. Appendix D quantifies the TDSB's distribution of these items.

These items are distributed through a variety of channels including student nutrition programs, cafeterias, the TDSB's Distribution Centre, vending machines, and the Science and Technology Resource Program. On occasion, items may also be purchased externally by schools and central departments. More detail on these distribution channels can be found in Appendix E.

In recent years, some efforts have been made to reduce the TDSB's consumption of single-use plastics:

- EcoSchools' Project Refill provides free water-bottle refill stations to schools that develop targeted initiatives that raise awareness around water issues and the importance of waste reduction specific to plastic water bottles.
- TDSB cafeterias no longer distribute straws unless requested.
- New plastic coffee lids purchased for TDSB cafeterias are now white, as opposed to black. In the City of Toronto, black plastic is not currently recyclable.
- The Science and Technology Resource Program has piloted non-consumable straws to replace single-use plastic straws in one of its structure kits.
- Numerous TDSB schools have implemented campaigns to eliminate or reduce single-use plastic items within their local communities. For example, in the 2018/19 school year, students at Northern Secondary School surveyed some of their peers on their preferences for eliminating single-use plastics and designed a petition based on the results that was then presented to school administration.

However, to mitigate the environmental impact caused by the TDSB's consumption of single-use plastics, broader strategic actions will be required. Legislation may also soon mandate further changes by the TDSB.

Discontinuing the distribution of single-use plastic items will have implications for the TDSB. The degree to which this is the case will vary depending on the approach taken. Reducing the distribution of these items could result in a loss of revenue for the TDSB (e.g., eliminating the sale of plastic water bottles in cafeterias), necessitate costlier alternatives (e.g., paper straws) or require increased capital investment (e.g., retrofitting sink facilities to accommodate current Toronto Public Health food-handling requirements).

### **A Strategy for Reducing the TDSB's Distribution of Single-Use Plastics: Exemptions, Options and Impacts**

The strategy for reducing the TDSB's distribution of single-use plastic items that follows was developed through collaboration between the TDSB's Business Services, the Science and Technology Resource Program and the Sustainability Office. During the development of this strategy, the Joint Management/Labour Environment Committee (JMLEC) and the Toronto School Administrators Association (TSAA) Business Services Liaison Committee were also consulted.

Staff recommend that some items should be exempted from a plan to discontinue the distribution of single-use plastic items at the TDSB for the time being. These items are listed in Appendix F.



## **Most Viable Options**

The following proposes the most viable options for reducing the TDSB's distribution of single-use plastics. More detail on the benefits and drawbacks of these proposed options can be found in Appendix G.

These options have been identified based on the understanding that in some instances existing conditions would make a full withdrawal of certain single-use plastic items difficult for the TDSB to sustain and/or enforce at this point in time.

1. Plastic straws
  - a. Deplete the Distribution Centre's existing plastic straw stock and replenish with paper straws.
  - b. Deplete the Science and Technology Resource Program's existing plastic straw stock and replenish with alternative (e.g., paper straw with plastic insert).
  - c. Prohibit staff from purchasing plastic straws externally.
2. Plastic water bottles
  - a. Eliminate plastic water bottles in vending machines.
  - b. Eliminate plastic water bottles in cafeterias and replace with water in alternative packaging (e.g., cartons).
  - c. Prohibit staff from purchasing plastic water bottles externally, with the exception of special circumstances (e.g., field trips) where water may be unavailable or unreliable or the safety of a student or staff is at risk.
3. Plastic juice bottles
  - a. Eliminate plastic juice bottles from vending machines.
  - b. Eliminate plastic juice bottles from cafeterias and replace with a juice product in alternative packaging (e.g., cartons).
  - c. Continue to encourage student nutrition programs to provide fresh fruit instead of juice in plastic bottles.
4. Plastic milk bottles
  - a. Eliminate plastic milk bottles from vending machines.
5. Plastic cups
  - a. Deplete existing stock of plastic cups in cafeterias and replace with alternative (e.g., paper cups lined with plastic).

- b. Deplete Science and Technology Resource Program's existing stock of plastic cups and replace with alternative (e.g., paper cups lined with bio-plastic).
6. Pre-packaged food
- a. Encourage all student nutrition program sites with appropriate facilities (e.g., two-compartment sink/dishwasher and dedicated hand-washing sink) to purchase food in bulk and prepare on-site.
  - b. Subject to available funding and where possible, retrofit up to 60 student nutrition program sites with 'limited facilities' to allow the preparation of food on-site.

## Impact

If the proposed options are supported, based on available data it is estimated that the TDSB's annual distribution of single-use plastic items would be reduced by the following amounts. Refer to Appendix D for more detail on the assumptions made in calculating these amounts.

		Number of Individual Units Reduced
<b>Plastic straws</b>		
<b>1a.</b>	Deplete the Distribution Centre's existing plastic straw stock and replenish with paper straws.	437,500
<b>1b.</b>	Deplete the Science and Technology Resource Program's existing plastic straw stock and replenish with alternative (e.g., paper straw with plastic insert).	635,000
<b>1c.</b>	Prohibit staff from purchasing plastic straws externally.	unknown
<b>Subtotal</b>		<b>1,072,500+</b>

<b>Plastic water bottles</b>		
<b>2a.</b>	Eliminate plastic water bottles in vending machines.	9,445
<b>2b.</b>	Eliminate plastic water bottles in cafeterias and replace with water in alternative packaging (e.g., cartons).	117,161*
<b>2c.</b>	Prohibit staff from purchasing plastic water bottles externally.	unknown
<b>Subtotal</b>		<b>126,606+</b>

<b>Plastic juice bottles</b>		
<b>3a.</b>	Eliminate plastic juice bottles from vending machines.	7,391
<b>3b.</b>	Eliminate plastic juice bottles from cafeterias and replace with a	60,162*

	juice product in alternative packaging (e.g., cartons).	
<b>3c.</b>	Continue to encourage student nutrition programs to provide fresh fruit instead of juice in plastic bottles.	unknown
<b>Subtotal</b>		<b>67,553+</b>

**Plastic milk bottles**

<b>4a.</b>	Eliminate plastic milk bottles from vending machines.	2,780
<b>Subtotal</b>		<b>2,780</b>

**Plastic cups**

<b>5a.</b>	Deplete existing stock of plastic cups in cafeterias and replace with alternative (e.g., paper cups lined with plastic).	1,156*
<b>5b.</b>	Deplete Science and Technology Resource Program's existing stock of plastic cups and replace with alternative (e.g., paper cups lined with bio-plastic).	64,000
<b>Subtotal</b>		<b>65,156</b>

**Pre-packaged food**

<b>6a.</b>	Encourage all student nutrition program sites with appropriate facilities to purchase food in bulk and prepare on-site.	unknown
<b>6b.</b>	Subject to available funding and where possible, retrofit up to 60 student nutrition program sites with 'limited facilities' to allow the preparation of food on-site.	unknown
<b>Subtotal</b>		<b>unknown</b>
<b>Total</b>		<b>1,334,595+</b>

\* Amount estimated based on the assumption that the number of single-use plastic items distributed by external caterers would be proportionate to that of the TDSB's internal caterer. Of the 74 cafeterias currently in operation at the TDSB, 42 are operated by external caterers.

## Action Plan and Associated Timeline

If the Board chooses to restrict the distribution of single-use plastics and all options (1 – 6) are supported, the following action plan will be implemented.

- **Action #1** - The Board's direction on single-use plastic items will be communicated to the system. (Spring 2020)
- **Action #2** - Straws that are exclusively plastic will no longer be procured by the Distribution Centre and Science and Technology Resource Program. (September 2020)

- **Action #3** - Staff will be prohibited from purchasing plastic straws and plastic water bottles externally. (September 2020)
- **Action #4** - Plastic water bottles, juice bottles and milk bottles will be eliminated from vending machines. (September 2020)
- **Action #5** - Plastic water bottles and juice bottles will no longer be procured for TDSB cafeterias. (September 2020)
- **Action #6** - Plastic cups will no longer be procured for TDSB cafeterias and Science and Technology Resource Programs. (September 2020)
- **Action #7** - Student nutrition programs will be encouraged to provide fresh fruit instead of juice in plastic bottles and those with appropriate facilities will be encouraged to purchase food in bulk and prepare on-site. (September 2020)
- **Action #8** - Begin to retrofit student nutrition program sites with 'limited facilities', subject to available funding and where possible. (September 2020)

## Resource Implications

Assuming consumption practices remain the same as they were in 2018/19 and all options (1 – 6) are implemented, the following are the estimated resource implications. These costs would be annual with the exception of costs associated with retrofitting student nutrition programs with limited facilities.

In the table below, 'TDSB' refers to an impact that would be absorbed by the TDSB's central budget. An 'end user' could either be a school (e.g., buying straws from the Distribution Centre) or an individual consumer (e.g., a customer buying juice in a cafeteria). More detail on the resource implications of these proposed options can be found in Appendix G.

		Impacted User		Resource Implications	
		TDSB	End User	Amount	Description
1a.	Deplete the Distribution Centre's existing plastic straw stock and replace with paper straws.		✓	\$0.027/unit	Cost increase
1b.	Deplete the Science and Technology Resource Program's existing plastic straw stock and replenish with alternative (e.g., paper straw with plastic insert).	✓		\$2,611	Cost increase
1c.	Prohibit staff from purchasing plastic straws externally.		✓	n/a	

<b>2a.</b>	Eliminate plastic water bottles in vending machines.	✓		-\$1,905	Revenue loss
<b>2b.</b>	Eliminate plastic water bottles in cafeterias and replace with alternative (e.g., cartons).		✓	\$0	Cost remains the same
		✓		-\$9,960*	Revenue loss
		✓		-\$3,715	Rebate loss
<b>2c.</b>	Prohibit staff from purchasing plastic water bottles externally.		✓	n/a	
<b>3a.</b>	Eliminate plastic juice bottles from vending machines.	✓		-\$2,146	Revenue loss
<b>3b.</b>	Eliminate plastic juice bottles from cafeterias and replace with alternative (e.g., cartons).		✓	-\$0.75/unit	Cost decrease
		✓		-\$19,512*	Revenue loss
		✓		-\$5,486	Rebate loss
<b>3c.</b>	Continue to encourage student nutrition programs to provide fresh fruit instead of juice in plastic bottles.		✓	unknown	
<b>4a.</b>	Eliminate plastic milk bottles from vending machines.	✓		-\$687	Revenue loss
<b>5a.</b>	Deplete existing stock of plastic cups in cafeterias and replace with alternative (e.g., paper cups lined with plastic).	✓		-\$57	Cost decrease
<b>5b.</b>	Deplete existing stock of plastic cups in Science and Technology Resource Kits and replace with alternative (e.g., paper cups lined with bio-plastic).	✓		\$3,502	Cost increase
<b>6a.</b>	Encourage all student nutrition program sites with appropriate facilities to purchase food in bulk and prepare on-site		✓	unknown	
<b>6b.</b>	Subject to available funding and where possible, retrofit the approximately 60 student nutrition program sites with 'limited facilities'	✓		unknown <sup>†</sup>	

\* These amounts only take into account revenue loss to the TDSB's internal caterer. The TDSB could experience an additional loss of revenue if external caterers expect reduced commissions due to decreased sales. Additionally, the calculation of these amounts is based on the assumption that consumption practices remain the same as they were in 2018/19. If carton sales result in decreased consumption, the TDSB can expect an even greater revenue loss.

† The provincial government is currently reviewing its facility regulations for student nutrition programs. See appendix G for more detail.

## **Communications Considerations**

A system message outlining the direction of the Board as a result of this report will be required.

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

N/A

## **Appendices**

Appendix A: What is the problem with single-use plastic?

Appendix B: Government policy on single-use plastic

Appendix C: Single-use plastic bans in other school districts

Appendix D: Quantifying the TDSB's distribution of single-use items

Appendix E: TDSB single-use plastic distribution channels

Appendix F: Single-use plastic items for exemption

Appendix G: Benefits and drawbacks of proposed options

## **From**

Manon Gardner, Associate Director, School Operations & Service Excellence at [Manon.Gardner@tdsb.on.ca](mailto:Manon.Gardner@tdsb.on.ca) or at 416-394-2041.

Chris Ferris, Assistant Comptroller, Administrative Services at [Chris.Ferris@tdsb.on.ca](mailto:Chris.Ferris@tdsb.on.ca) or at 416-395-8036.

Richard Christie, Senior Manager, Sustainability at [Richard.Christie@tdsb.on.ca](mailto:Richard.Christie@tdsb.on.ca) or at 416-396-8554.

## **Appendix A - What is the problem with single-use plastic?**

On a global scale, single-use plastics are widely used for their versatility, convenience, light weight for shipping and low production costs.

Of the 6,300 metric tonnes of plastic waste estimated to have been produced globally as of 2015, a mere 9% was recycled, 12% was incinerated, and the remaining 79% accumulated in landfills or the natural environment.<sup>1</sup> Recycling rates in Canada are shown to be relatively consistent with this trend.<sup>2</sup>

Single-use plastics are designed to be used once, often away from home, and disposed of after a brief use.<sup>3</sup> These items include packaging for food and other consumer products such as plastic bags, disposable cups, lids, straws, cutlery, and beverage bottles.

Different types of plastic materials make up single-use plastics, and the ability to recycle these items varies between jurisdictions.

### **Single-use plastics as litter**

A survey of large litter conducted by the City of Toronto in 2016 found that littering in the city is on the rise.<sup>4</sup> Plastics represented about 31.1% of all large litter found, with water bottles at 2.5% and plastic lids and straws at about 6.4%. By weight, recyclable polyethylene terephthalate (PET) beverage bottles made up 15.4% of all litter collected in the study. To tackle Toronto's litter problem, the report recommended that the city enhance litter abatement programs, review its waste management practices and policies, and launch a public awareness campaign focusing on the most commonly found items.

### **Plastic debris and marine environments**

Much of the literature regarding single-use plastics focuses on the impact plastics have on marine environments. Plastic litter enters waterways through drains, rivers and creeks and eventually reaches larger bodies of water such as the Great Lakes and oceans. The presence of plastics in a marine ecosystem can negatively impact the

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<sup>1</sup> Geyer, R., Jambeck, J.R., & Law, K.L. (2017). Production, use, and fate of all plastics ever made. *Science Advances*, 3 (7). Retrieved from: <https://advances.sciencemag.org/content/3/7/e1700782.full>

<sup>2</sup> Environmental Defence. (2018, October). Talking Trash: Canada's Plastic Pollution Problem. Retrieved from: <https://environmentaldefence.ca/canadas-plastic-pollution-problem/>

<sup>3</sup> European Commission. (2018, May 29). Commission Staff Working Document Impact Assessment - Reducing Marine Litter: action on single use plastics and fishing gear. Retrieved from: <https://data.consilium.europa.eu/doc/document/ST-9465-2018-ADD-2/en/pdf>

<sup>4</sup> AET Group. (2016, October 27). Toronto Litter Audit Summery Report. Prepared for the City of Toronto. Retrieved from: [https://www.toronto.ca/wp-content/uploads/2017/10/8ed5-Toronto-Litter-2016-Final-Report\\_App\\_Final.pdf](https://www.toronto.ca/wp-content/uploads/2017/10/8ed5-Toronto-Litter-2016-Final-Report_App_Final.pdf)

living things that inhabit it. Marine animals may mistakenly ingest plastics or become entangled in plastic debris, resulting in injury or death.<sup>5</sup>

It is estimated that 10,000 metric tonnes of plastic end up in the Great Lakes each year.<sup>6</sup> While Toronto is not located in close proximity to an ocean, plastic litter from the city enters Lake Ontario, eventually reaching the Atlantic Ocean by way of the St. Lawrence River. This in turn, contributes to global marine plastic debris. In Europe, plastics represent more than 80% of all marine litter, and this has provided the basis for action on banning select single-use plastics across the European Union<sup>7</sup>.

As plastics break down, eventually turning into microplastics, they are more likely to interfere with food webs.<sup>8</sup> Although research is still emerging regarding the effects of microplastics on living organisms, studies have found that microplastics that are ingested or inhaled by humans can cause harm to cells and tissues.<sup>9</sup>

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<sup>5</sup> National Oceanic and Atmospheric Administration (2016, June). Marine Debris Impacts on Coastal and Benthic Habitats. Retrieved from: [https://marinedebris.noaa.gov/sites/default/files/publications-files/Marine\\_Debris\\_Impacts\\_on\\_Coastal\\_%26\\_Benthic\\_Habitats.pdf](https://marinedebris.noaa.gov/sites/default/files/publications-files/Marine_Debris_Impacts_on_Coastal_%26_Benthic_Habitats.pdf)

<sup>6</sup> Rochester Institute of Technology. (2016, December 19). Researchers estimate 10,000 metric tons of plastic enter Great Lakes every year, Retrieved from: <https://www.sciencedaily.com/releases/2016/12/161219151752.htm>

<sup>7</sup> European Commission. (2018, May 28). Single-use plastics: New EU rules to reduce marine litter. Retrieved from: [https://europa.eu/rapid/press-release\\_IP-18-3927\\_en.htm](https://europa.eu/rapid/press-release_IP-18-3927_en.htm)

<sup>8</sup> Nature. (2013, Feb 13). Classify plastic waste as hazardous. Retrieved from: <https://www.nature.com/articles/494169a>

<sup>9</sup> Nature. (2013, Feb 13). Classify plastic waste as hazardous. Retrieved from: <https://www.nature.com/articles/494169a>



## **Appendix B- Government policy on single-use plastic**

The environmental, health and economic costs of single-use plastic consumption are becoming more widely recognized and there is a growing commitment across jurisdictions to phase out or ban its production and use. Currently, the governments of Canada and Ontario are looking into strategies to ban or limit single-use plastics, as is the City of Toronto. The work being done in Canada mirrors an international move to tackle plastic waste, much of which ends up in the oceans.

### **Government of Canada**

In June 2019, the Government of Canada announced its intentions to ban select single-use plastic items such as plastic bags, straws, cutlery, plates, and stir sticks by 2021.<sup>1</sup> The federal government also committed to work with provinces and territories to introduce standards and targets for companies that manufacture plastic products or sell items with plastic packaging to ensure producer responsibility for plastic waste. All of these measures are intended to be grounded in scientific evidence and aligned with similar actions being taken in the European Union and other countries.

In 2018, the Canadian Council of Ministers of the Environment (CCME) released a Strategy on Zero Plastic Waste.<sup>2</sup> This Strategy aligns with the international Oceans Plastics Charter, an initiative of the Government of Canada during its G7 presidency, that has been adopted by many countries as a blueprint for action to reduce plastic waste.

### **Government of Ontario**

In March 2019, the Government of Ontario released a discussion paper entitled, “Reducing Litter and Waste in Our Communities”, identifying steps the government plans to take to make waste reduction, reuse, and recycling easier for Ontarians.<sup>3</sup> In the report, the government committed to working with other provinces and levels of government on the development of an action plan to implement a Canada-wide

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<sup>1</sup> Trudeau, J. (2019, June 10). Canada to ban harmful single-use plastics and hold companies responsible for plastic waste. Retrieved from : <https://pm.gc.ca/eng/news/2019/06/10/canada-ban-harmful-single-use-plastics-and-hold-companies-responsible-plastic-waste>

<sup>2</sup> Canadian Council of Ministers of the Environment. (2018, November 23). Retrieved from: <https://www.ccme.ca/files/Resources/waste/plastics/STRATEGY%20ON%20ZERO%20PLASTIC%20WASTE.pdf>

<sup>3</sup> Ontario Ministry of the Environment, Conservation and Parks. 2018. Reducing Litter and Waste in Our Communities: Discussion Paper. Retrieved from: [https://prod-environmental-registry.s3.amazonaws.com/2019-03/Reducing%20Litter%20and%20Waste%20in%20Our%20Communities%20Discussion%20Paper\\_0.pdf](https://prod-environmental-registry.s3.amazonaws.com/2019-03/Reducing%20Litter%20and%20Waste%20in%20Our%20Communities%20Discussion%20Paper_0.pdf)

strategy. The province also plans to work with producers and municipalities to harmonize the Blue Box program across Ontario, which may have some implications for single-use plastics<sup>4</sup>.

The *Single-Use Plastics Ban Act, 2019*, passed the first reading in the Ontario Legislative Assembly in March 2019. The Bill amends the *Resource Recovery and Circular Economy Act, 2016* by requiring the Minister of Environment, Conservation and Parks to include a plan for the immediate reduction and eventual elimination of the distribution and supply of single-use plastics in Ontario and the immediate elimination of certain single-use plastics.

### **City of Toronto**

The City of Toronto's TransformTO climate action strategy sets a goal to divert 95 per cent of waste from landfill by 2050<sup>5</sup>. The City has been considering limiting single-use plastics for several years, and in 2018 commissioned a public consultation to gauge the public's support for a ban or other measure to reduce their use. The consultation which included over 20,000 individuals from businesses, health organisations, NGO's and citizens, found very strong support (87-93%) for the reduction of expanded foam containers, plastic bags, black plastic containers, disposable cold & hot to-go cups, plastic straws, disposable cutlery, and white, clear or other plastic containers<sup>6</sup>.

### **Other Canadian Municipalities**

- Vancouver City Council approved the city's Single-Use Item Reduction Strategy in June 2018, following extensive consultation with over 8,000 residents and hundreds of businesses.<sup>7</sup> The strategy focuses on reducing, and in some cases banning, a number of single-use items over several years including: plastic and paper shopping bags, polystyrene foam cups and foam take-out containers,

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<sup>4</sup> Province of Ontario. (2019, August 23). Waste Management. Retrieved from: <https://www.ontario.ca/page/waste-management>

<sup>5</sup> City of Toronto. (2019). TransformTO Overview. Retrieved from: <https://www.toronto.ca/services-payments/water-environment/environmentally-friendly-city-initiatives/transformto/transformto-climate-action-strategy/>

<sup>6</sup> City of Toronto. (2019, May 6). Executive Summary – Public Consultation Report on Phase 1 Consultation Regarding Single-Use and Takeaway Item. Retrieved from: <https://www.toronto.ca/legdocs/mmis/2019/ie/bgrd/backgroundfile-132912.pdf>

<sup>7</sup> City of Vancouver. (2018). Single-use Item Reduction Strategy. Retrieved from: <https://vancouver.ca/green-vancouver/single-use-items.aspx>

disposable hot and cold drink cups, take-out food containers, plastic straws, and utensils.<sup>8</sup>

- As part of a pilot project to encourage residents to drink water instead of sugary drinks, in 2017 the City of Guelph set up vending machines in two community centres to sell stainless steel re-usable bottles for drinking water at a subsidized cost. It was expected that the project would have a short life span but sales continue to do well and the city is looking at options to expand to other public spaces.<sup>9</sup>

## International Examples

Many jurisdictions around the world are similarly engaged in efforts to reduce single-use plastics. Some examples include:

- In October 2018, the European Commission approved new European Union (EU)-wide rules to target the 10 single-use plastic products most often found on Europe's beaches and seas, as well as lost and abandoned fishing gear. The EU will adopt a phased approach with more time being given to find alternatives for some items, but the law is expected to go into effect across the EU by 2021.<sup>10</sup>
- In June 2019, the Parliament of Rwanda passed a draft law prohibiting the manufacture, importation, use and sale of single-use plastic items in Rwanda including plastic bags, cups, straws, coffee stirrers, soda and water bottles, and most food packaging materials. The country banned all plastic bags in 2008.<sup>11</sup>
- In June 2018 the Indian Prime Minister Narendra Modi, announced that India will eliminate all single-use plastic in the country by 2022.<sup>12</sup>

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<sup>8</sup> City of Vancouver. (2018, June 5). City of Vancouver Single-use Item Reduction Strategy 2018-2025. Retrieved from: <https://vancouver.ca/files/cov/single-use-item-reduction-strategy-with-amendments.pdf>

<sup>9</sup> Guelph Mercury. (2017, August 2). Guelph vending machines promote drinking tap water over juice and pop. Retrieved from: <https://www.guelphmercury.com/community-story/7483914-guelph-vending-machines-promote-drinking-tap-water-over-juice-and-pop/>

<sup>10</sup> BBC. (2018, October 24). Single-use plastics ban approved by European Parliament. Retrieved from: <https://www.bbc.com/news/world-europe-45965605>

<sup>11</sup> The New Times. (2019, June 13). House passes bill to ban single-use plastics. Retrieved from: <https://www.newtimes.co.rw/news/house-passes-bill-ban-single-use-plastics>

<sup>12</sup> The Guardian. (2018, June 5). India will abolish all single-use plastic by 2022, vows Narendra Modi. Retrieved from: <https://www.theguardian.com/environment/2018/jun/05/india-will-abolish-all-single-use-plastic-by-2022-vows-narendra-modi>

## **Appendix C – Single-use plastic bans in other school districts**

Many school districts, both within Canada and internationally, have taken steps to reduce the presence of single-use plastics:

### **Canada**

#### **Algonquin Lakeshore Catholic District School Board (ALCDSB)**

ALCDSB has adopted a policy to reduce and where possible, eliminate commercially produced single-use plastic water bottles and provide viable alternatives for board sites and school communities.<sup>1</sup>

#### **District School Board of Niagara (DSBN)**

DSBN has initiated a ban of single-use plastics in their Education Centre and have informed the cafeteria of this new direction. Staff are also working with their vendors to remove single-use plastics from their online catalogues.

#### **Greater Essex County District School Board (GECDSB)**

At its September 17, 2019 Board meeting, the GECDSB recommended that the Board establish a single-use reduction committee to: develop a phased in strategy over a 1-3 year period that targets the most problematic single-use plastics as identified in its baseline procurement assessment; develop a school and community awareness programme; and report on the reduction strategy to the Board.<sup>2</sup>

#### **Hamilton Wentworth Catholic District School Board (HWCDSB)**

In November 2016, HWCDSB approved a policy that promotes the use of municipal water sources at all Board meetings, professional development sessions, and special events. This policy also eliminates the sale of single-use

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<sup>1</sup> Algonquin & Lakeshore Catholic District School Board. (2019, April). Commercially bottled water policy statement. Retrieved from: <http://www.alcddb.on.ca/Board/Policies/Documents/Administration/Commercially%20Bottled%20Water%20A-2019-04-4/01.%20Policy%20Statement%20-%20Commercially%20Bottled%20Water.pdf#search=water%20bottles>

<sup>2</sup> Greater Essex County District School Board. 2019, September 17). Board Meeting Agenda. Retrieved from: <https://www.publicboard.ca/Board/Meetings/Documents/19-20%20Agenda%20Packages/19%2009%2017%20-%20Agenda%20-%20Public%20Board%20Meeting.pdf>

plastic water bottles by contracted services (e.g., cafeteria service providers, vending machines).<sup>3</sup>

### **Peel District School Board (PDSB)**

In September 2019, the Board of Trustees at PDSB approved a motion to work towards eliminating single-use plastics (e.g., plastic bottles, disposable cutlery and other serveware) in all schools and workplaces by December 2020.<sup>4</sup>

### **Greater Saskatoon Catholic Schools (GSCS)**

GSCS approved a policy in 2015 to eliminate commercially bottled water from school cafeterias and vending machines, its division office and school events.<sup>5</sup>

### **Toronto Catholic District School board (TCDSB)**

As a result of student leadership and activism, in 2011 the Board of Trustees at the TCDSB passed a motion to promote the elimination of bottled water, including the sale and distribution of bottled water, in its offices and schools.<sup>6</sup>

### **Waterloo Regional District School Board (WRDSB)**

In 2016, the WRDSB introduced a ban on water bottles that applied to all board sites, and individuals and companies that operate contracts within schools (e.g., cafeteria, vending). The policy calls for all sites to make water available, and to encourage all personnel to use reusable water containers. Some exceptions are made for field trips to sites where water may be unavailable or unreliable or the safety of a student or staff is at risk.<sup>7</sup>

### **Vancouver School Board (VSB)**

In June 2018, the City of Vancouver approved restrictions on several single-use plastic items and this in turn has influenced the VSB's consumption of single-use

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<sup>3</sup> HWCDSB. (2016, November 22). Single-use Water Bottles Policy Statement. Retrieved from: <https://www.hwcdsb.ca/board/policies/?fileID=288286>

<sup>4</sup> Peel District School Board. (2019, September 9). Briefing. Retrieved from: <http://www.peelschools.org/trustees/boardhighlights/Pages/Article.aspx?art-id=2616>

<sup>5</sup> Saskatoon StarPhoenix. (2015, June 24). Catholic schools to eliminate bottled water. Retrieved from: <https://thestarphoenix.com/news/local-news/catholic-schools-to-eliminate-bottled-water>

<sup>6</sup> TCDSB. Water: Our gift, our responsibility, our opportunity. Retrieved from: <https://www.tcdsb.org/Board/environment/water/Pages/default.aspx>

<sup>7</sup> WRDSB. (2019, September). Single-use commercially bottled water. Retrieved from: <https://www.wrdsb.ca/wp-content/uploads/4980-Single-Use-Commercially-Bottled-Water.pdf>

plastics. VSB cafeterias have eliminated Styrofoam products, plastic straws, and bottled water sales, and have switched to biodegradable food containers.

## **International Examples**

### **Maldives**

In April 2018 the Maldives banned all single-use plastics in schools, including plastic bags and water bottles that children bring from home. Students are encouraged to use re-usable lunch boxes and bottles instead.<sup>8</sup>.

### **France**

In September 2018 the French National Assembly voted unanimously to adopt a law amendment that bans plastic containers used for cooking, heating, and serving food in child care, school, and university catering services. This ban will take effect in January 2025<sup>9</sup>.

### **England**

In December 2018, the British Education Secretary urged all schools across the country to eliminate their use of single-use plastics by 2022, including items such as plastic bags, straws, bottles and food packaging in favour of sustainable alternatives. This announcement is in-line with the UK's strategy to eliminate avoidable plastic by 2042.<sup>10</sup>

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<sup>8</sup> Maldives Times. (2018, April 4). Maldives to ban single-use plastics in schools. Retrieved from: <https://maldivestimes.com/maldives-to-ban-single-use-plastics-in-schools/>

<sup>9</sup> Food Packaging Forum. (2018, September 19). France bans plastics in school canteens. Retrieved from: <https://www.foodpackagingforum.org/news/france-bans-plastic-fcms-in-school-canteens>

<sup>10</sup> Government of the United Kingdom. (2018, December 27). Retrieved from: <https://www.gov.uk/government/news/schools-challenged-to-go-single-use-plastic-free-by-2022>

## Appendix D – Quantifying the TDSB’s distribution of single-use items

The following table quantifies the estimated amount of single-use plastic items distributed by the TDSB in the 2018/19 school year.

Note to reader:

- Amounts do not account for single-use plastic items that may be distributed through other channels of which there is no available data (e.g., plastic water bottles purchased for a school event).
- Student nutrition programs are volunteer-run and purchase program supplies independently. For this reason, it is challenging to accurately estimate the number of single-use items distributed through this channel and any potential for reduction.
- The number of single-use items distributed by vending machines does not account for individual agreements for vending services that may have been arranged for locally.
- Of the 74 cafeterias currently in operation at the TDSB, 42 are operated by external caterers. Amounts listed below for external caterers are estimated, based on the assumption that the number of single-use plastic items distributed by external caterers would be proportionate to that of the TDSB’s internal caterer.

	Distribution Channel	Individual Units Distributed in 2018/19
<b>Plastic Straws</b>	Cafeterias – internal caterer	20,000
	Cafeterias – external caterers	26,250*
	Distribution Centre – general consumption	437,500
	Science and Tech. Resource Program (regular)	500,000
	Science and Tech. Resource Program (milkshake)	135,000
<b>Total</b>		<b>1,118,750</b>
<b>Plastic Water Bottles</b>	Cafeterias – internal caterer (330 mL)	30,744
	Cafeterias – external caterers (330 mL)	40,352*
	Cafeterias – internal caterer (500 mL)	19,920
	Cafeterias – external caterers (500mL)	26,145*

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	Vending Machines (330 mL)	3,613
	Vending Machines (500 mL)	5,832
<b>Total</b>		<b>126,606</b>

<b>Plastic Juice Bottles</b>	Cafeterias – internal caterer (300 mL)	26,016
	Cafeterias – external caterers (300 mL)	34,146*
	Vending Machines	7,391
	Student Nutrition Programs (114 mL)	Unknown
<b>Total</b>		<b>67,553+</b>

<b>Plastic Milk Bottles</b>	Vending Machines	2,780
	Student Nutrition Programs	Unknown
<b>Total</b>		<b>2,780+</b>

<b>Plastic Cups</b>	Cafeterias – internal caterer (8 oz.)	500
	Cafeterias – external caterers (8 oz.)	656*
	Science and Tech. Resource Program (5 oz.)	50,000
	Science and Tech. Resource Program (9 oz.)	14,000
<b>Total</b>		<b>65,156</b>

<b>Pre-packaged Food</b>	Student Nutrition Programs	Unknown
<b>Total</b>		<b>Unknown</b>

<b>Plastic Cutlery</b>	Cafeterias – internal caterer	495,000
	Cafeterias – external caterers	649,688*
	Distribution Centre	753,940
<b>Total</b>		<b>1,898,628</b>

<b>Plastic Wrap</b>	Distribution Centre (100 ft.)	420
	Cafeterias – internal caterer (100 ft.)	2,585
	Cafeterias – external caterers (100 ft.)	3,438*
	Student Nutrition Programs (100 ft.)	Unknown
<b>Total</b>		<b>6,443</b>



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<b>Coffee Lids</b>	Cafeterias – internal caterers	22,000
	Cafeterias – external caterers	28,875*
<b>Total</b>		<b>50,875</b>
<b>Re-sealable Plastic Bags</b>	Distribution Centre	1,364,805
<b>Plastic Waste Bags</b>	Distribution Centre	6,750
	Board Approved Vendor	3,105,900
<b>Total</b>		<b>3,112,650</b>
<b>Plastic Gloves</b>	Distribution Centre	880,000
	Cafeterias – internal caterer	12,800
	Cafeterias – external caterer	16,800*
	Student Nutrition Programs	Unknown
<b>Total</b>		<b>909,600+</b>

\* Estimated based on internal caterer's distribution amounts.

## **Appendix E – TDSB single-use plastic distribution channels**

While not an exhaustive list, the following captures the channels in which single-use plastics are most commonly distributed by the TDSB:

### **1. Student Nutrition Programs**

During the school year, the Toronto Foundation for Student Success supports approximately 580 breakfast, morning meal and lunch programs at 424 schools, providing approximately 150,000 students per day with regular access to healthy food options. These community-based programs, are run by volunteers and have the ability to purchase program supplies locally or from food suppliers.

### **2. Cafeterias**

The TDSB's catering services provide options for food and beverage purchases for students, staff and visitors. In 2018/19, cafeteria services were delivered at 82 TDSB sites, provided by two external caterers and one internal caterer (Nutrition Services). In 2019/20, cafeteria services are delivered by the TDSB's internal caterer at 32 sites and by external caterers at 42 sites.

### **3. Distribution Centre**

The TDSB's Distribution Centre offers "one-stop shopping" for TDSB schools, administrative departments, Facility Services and external clients (e.g., child care centres, denominational schools), providing access to over 2,650 cost-effective classroom, office and caretaking supplies sourced through a competitive public tendering process.

### **4. Vending Machines**

As of July 2019, the TDSB had 114 vending machines at 82 sites, dispensing both beverages and snacks that are held by a central contract. This number does not include individual agreements for vending services that may have been arranged for locally.

### **5. Science and Technology Resource Program**

The TDSB's Science and Technology Resource Program loans kits and manuals to educators to enrich their science, technology, engineering and math (STEM) programs in primary, junior and secondary classrooms. In 2018/19, 11,173 resource kits were loaned to schools, covering 46 different titles. Single-use plastic items such as straws and cups are included in many of these kits to provide students with hands-on learning experiences.

6. Board Approved Vendors

Board approved vendors are established through competitive procurement processes compliant with provincial directives to provide certain goods/services to the TDSB. Supplies and materials that are not available through the Distribution Centre Catalogue can also be sourced through Board approved vendors.

7. External Purchases

On occasion, items are purchased by schools and central departments outside of the channels listed above. These types of purchases are intended to be reserved for unforeseeable situations of urgency or emergency.

## **Appendix F – Single-use plastic items for exemption**

For the time being, staff recommend that the following items should be exempted from a plan to discontinue the distribution of single-use plastic items at the TDSB. Rather than substituting these items with alternative materials, the TDSB should instead focus its efforts on waste reduction where possible.

1. Plastic cutlery
  - a. Given that clean plastic cutlery can be recycled and at present, alternatives such as wooden or compostable cutlery cannot be processed in Toronto's organics or recycling waste streams, the TDSB should continue to distribute plastic cutlery in its cafeterias, the Distribution Centre and student nutrition programs on an as-needed basis.
2. Plastic coffee lids
  - a. TDSB cafeterias have phased out black plastic coffee lids, which cannot be recycled in Toronto, and replaced them with recyclable white plastic coffee lids. Given than compostable coffee lids cannot currently be processed in Toronto's organics or recycling waste streams, the TDSB should continue to distribute plastic coffee lids on an as-needed basis.
3. Plastic gloves
  - a. For health and safety purposes, the TDSB should continue to use/distribute plastic gloves.
4. Plastic waste bags
  - a. For health an safety purposes, the TDSB should continue to use plastic bags for waste disposal.
5. Plastic straws
  - a. Serving size restrictions for elementary-aged students limit alternative packaging options for juice. For this reason, the TDSB should continue to distribute plastic straws that accompany carton beverages (e.g., juice boxes).
6. Plastic water bottles
  - a. In special circumstances (e.g., field trips) where water may be unavailable or unreliable or the safety of a student or staff is at risk, the TDSB should allow staff to use their professional judgement to determine when providing access to single-use plastic water bottles would be appropriate.

7. Re-sealable plastic bags
  - a. Schools use re-sealable bags for health and safety purposes (e.g., ice) and often more than once (e.g., library book bag). For this reason, the TDSB should continue to distribute plastic re-sealable bags from the Distribution Centre.
8. Plastic food wrap
  - a. In TDSB cafeterias, some food items must be individually packaged for health and safety purposes. Additionally, student nutrition programs with “limited facilities” are not able to use re-useable containers for food storage. For these reasons, the TDSB should continue to use plastic food wrap in cafeterias and student nutrition programs and encourage the use of re-useable containers where possible.

## Appendix G – Benefits and drawbacks of proposed options

The following outlines the implications for the options deemed to be most viable for reducing the TDSB's distribution of single-use plastics. The costs listed below are approximate and assume that consumption practices remain the same as they were in 2018/19.

### 1. Plastic straws

- a. Deplete the Distribution Centre's existing plastic straw stock and replenish with paper straws for general consumption.

Implications	<ul style="list-style-type: none"> <li>437,500 plastic straws will no longer be distributed by the TDSB.</li> <li>Cost increase of \$0.027/unit for end user.</li> <li>If consumption practices remain the same as they were in 2018/19, the total difference in price for all straws purchased from the Distribution Centre would be \$11,615.</li> </ul>
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- b. Deplete the Science and Technology Resource Program's existing plastic straw stock and replenish with alternative (e.g., paper straw with plastic insert).

Implications	<ul style="list-style-type: none"> <li>635,000 plastic straws will no longer be distributed by the TDSB.</li> <li>Straws will still need to be placed in the garbage, as they will contain traces of plastic.</li> <li>Cost increase of \$2,611 to the TDSB.</li> </ul>
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### 2. Plastic water bottles

- a. Eliminate plastic water bottles in vending machines.

Implications	<ul style="list-style-type: none"> <li>9,445 plastic water bottles will no longer be distributed by vending machines at the TDSB.</li> <li>Revenue loss of \$1,905 annually to the TDSB.</li> <li>Could result in the elimination of beverage vending machines from the system.</li> </ul>
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- b. Eliminate plastic water bottles in cafeterias and replace with water in alternative packaging (e.g., cartons).

*Note: For health and safety reasons, glass bottles are not considered a viable alternative due to the susceptibility of breaking.*

Implications	<ul style="list-style-type: none"> <li>• 117,161 plastic water bottles will no longer be distributed in TDSB cafeterias.</li> <li>• 330 mL would be replaced with a 200 mL carton for the same cost to the end user.</li> <li>• External caterers could expect a relief through reduced commissions if there is an impact on their revenue.</li> <li>• Revenue loss of \$9,960 to the TDSB if consumption practices remain the same.</li> <li>• Rebate loss of \$3,715.</li> <li>• Could result in the closure of cafeterias that are already struggling financially.</li> </ul>
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3. Plastic juice bottles

- a. Eliminate plastic juice bottles from vending machines.

Implications	<ul style="list-style-type: none"> <li>• 7,391 plastic juice bottles will no longer be distributed by vending machines at the TDSB.</li> <li>• Revenue loss of \$2,146 annually to the TDSB if consumption practices remain the same.</li> </ul>
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- b. Eliminate plastic juice bottles from cafeterias and replace with a juice product in alternative packaging (e.g., cartons).

Implications	<ul style="list-style-type: none"> <li>• 60,162 plastic juice bottles will no longer be distributed in TDSB cafeterias.</li> <li>• Could result in the closure of cafeterias that are already struggling financially.</li> <li>• 300 mL could be replaced with a 200 mL carton at a decreased cost to consumer.</li> <li>• External caterers could expect a relief through reduced commissions if there is an impact on their revenue.</li> <li>• Revenue loss of \$19,512 for the TDSB if consumption practices remain the same.</li> <li>• Rebate loss of \$5,486 annually.</li> </ul>
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- c. Continue to encourage student nutrition programs to provide fresh fruit instead of juice in plastic bottles.

Implications	<ul style="list-style-type: none"> <li>• Higher nutritional value.</li> <li>• Alternative will come at a higher cost to student nutrition programs.</li> <li>• Challenging to enforce.</li> </ul>
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4. Plastic milk bottles

- a. Eliminate plastic milk bottles from vending machines.

Implications	<ul style="list-style-type: none"> <li>• 2,780 plastic milk bottles will no longer be distributed by vending machines at the TDSB.</li> <li>• Revenue loss of \$687 annually to the TDSB</li> </ul>
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5. Plastic cups

- a. Deplete existing stock of plastic cups in cafeterias and replace with alternative (e.g., paper cups lined with plastic)

Implications	<ul style="list-style-type: none"> <li>• 1,156 plastic cups will no longer be distributed in TDSB cafeterias.</li> <li>• Paper cups will need to be placed in the garbage.</li> <li>• Cost decrease of \$57 for the TDSB.</li> </ul>
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- b. Deplete Science and Technology Resource Program's existing stock of plastic cups and replace with alternative (e.g., paper cups lined with bio-plastic).

Implications	<ul style="list-style-type: none"> <li>• 64,000 plastic cups will no longer be distributed by Science and Technology Resource kits.</li> <li>• Paper cups will need to be placed in the garbage.</li> <li>• Cost increase of \$3,502 for the TDSB.</li> </ul>
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6. Pre-packaged food

- a. Encourage all student nutrition program sites with appropriate facilities (e.g., two-compartment sink/dishwasher and dedicated hand-washing sink) to purchase food in bulk and prepare on-site.



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*Note: Since student nutrition programs are considered food premises, they are currently subject to the requirements of the Ontario Food Premises Regulation, which stipulates structural and/or equipment requirements for food preparation.*

Implications	<ul style="list-style-type: none"><li>• Food purchased in bulk and prepared on-site is more cost effective and offers better nutritional value.</li><li>• Food preparation would require more volunteer time.</li><li>• Challenging to enforce.</li></ul>
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- b. Subject to available funding and where possible, retrofit approximately 60 student nutrition program sites with “limited facilities” to allow the preparation of food on site.

*Note: In October 2019, the [Ministry of Health announced](#) that the province will be revisiting its facility regulations for charities involved in community feeding such as student nutrition programs. The province’s intent is to remove unnecessary barriers related to structural and/or equipment requirements for these programs. The Ontario Food Premises regulation was amended in late December 2019 to allow some exemptions to sites that offer “low-risk food items”. However, additional clarification regarding what is considered a “low-risk food item” is being sought from the Ministry of Health.*

Implications	<ul style="list-style-type: none"><li>• Cost increase currently unknown. Without formally assessing the needs of each individual site, it is not possible to generate an accurate cost estimate. Some sites may only require modest modifications, whereas others could require a complete drainage upsize.</li></ul>
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## **Caring and Safe Schools: Annual Report 2018-2019**

**To:** Program and School Services Committee

**Date:** 19 February, 2020

**Report No.:** 02-20-3841

### **Strategic Directions**

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students

### **Recommendation**

It is recommended that the Caring and Safe Schools: Annual Report 2018-2019, as described, be approved.

### **Context**

Over the past three years in the Toronto District School Board, significant attention has been placed on challenging streaming through a number of key areas including early years, special education, academic programming and disciplinary processes in suspensions and expulsions.

Research shows that streaming contributes to inequitable outcomes for students, and particularly disadvantages specific groups of students – including those who are racialized and those from lower socioeconomic backgrounds. The 2018-19 suspension and expulsion data reflects the significant changes we have been making as a system and demonstrate the momentum gained over the past several years. Suspensions and expulsions declined in the Toronto District School Board for the third straight year. The number of suspensions in 2018-19 dropped 24% -- 1,774 fewer suspensions than in the 2016-17 school year. Expulsions, between 2016-17 and 2018-19, also declined by 53%.

We have seen substantial positive change through our improved understanding of systemic racism, resolving conflict through more cooperative ways and removing barriers for students. Specifically, there has been an overall decrease in student discipline measures as well as a narrowing of the gap of the overrepresentation of certain groups of students who are suspended and expelled.

The foundation of this work is through a commitment to professional learning and supporting staff to examine bias, power and privilege as they relate to the student discipline process and encouraging the application of human rights, anti-racism and anti-oppression principles.

This data is a valuable tool for helping schools foster a positive learning culture and support evidence-based decision making and accountability. Schools should be safe and welcoming spaces where all students feel respected, included and valued in their learning environments. In the Toronto District School Board, we are committed to creating these positive environments and recognize their impact on student success. By directly addressing the role that student discipline plays in a school's overall climate as well as the potential in streaming students towards specific pathways and outcomes, we are making positive change on the lives of students.

This work, guided by our Multi-Year Strategic Plan, has focused on a number of key actions:

- Identifying trends, patterns and opportunities in past suspension data for improvement;
- Supporting the Caring and Safe Schools team to examine bias, power and privilege as they relate to student discipline process;
- Supporting school administrators in the application of human rights, anti-racism and anti-oppression principles to student discipline;
- Reviewing Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression; and
- Providing learning opportunities for more staff to be trained in restorative practices.

School administrators continue to participate in professional learning that examines bias, power and privilege and their connection to student discipline. This learning has encouraged Principals to better understand the lived experiences of each of their students, which has not only led to Principals better exercising their discretion when they have an option to not suspend, but also has helped them identify, confront and remove barriers proactively to create more inclusive and equitable learning cultures.

A positive school environment is the foundation of a culture of trust, high expectations and a sense of belonging. We will continue to emphasize programming that encourages and supports positive behaviour and allows us to intervene early to better engage and support our students.

### **Key Findings**

- The number of suspensions in 2018-19 dropped 24% – 1,774 fewer suspensions – than in the 2016-17 school year.
- The number of expulsions in 2018-19 dropped 53% -- 34 fewer expulsions – than in the 2016-17 school year.
- 5,532 suspensions were given to 3,906 students – about 1.58% of all TDSB students in 2018-19.
- The majority of suspensions (75.5%) were given to male students in 2018-19, and 60.1% were given to students who had special education needs.
- Students that come from lower socio-economic backgrounds (represented by parent education, parent presence at home, family income / parent occupation) were more likely to be suspended than students from higher socio-economic background (61.4% vs. 13.7% in 2018-19).

- The percentage of all suspensions/expulsions given to Black students in 2018-19 was down 3.2% compared to 2016-17.
- Fighting (20.1%) and physical assault (15.6%) were the top two reasons for suspensions in 2018-19. Bullying accounted for 3.8% of suspensions.
- The most used interventions by schools were contacting the parent/guardian, guidance support, social work support and restorative practices.
- Students suspended in 2018-19 had lower levels of achievement on the EQAO assessments, report cards and credit accumulation than students who were not suspended.

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

Our emphasis continues to be providing safe, caring and welcoming schools. Building relationships with students is a key part of that work because knowing who our students are allows us to create learning environments that connect directly with their experiences and needs. This work is underscored by our commitment to human rights, equity, anti-racism and anti-oppression.

To support students' achievement and well-being, to reduce the number of suspensions and expulsions, and to address the over-representation of some groups who are suspended and expelled, we will continue to:

- More effectively address how issues of identity – such as race, ethnicity, socio-economic status, special education needs and gender – connect with each other and influence decisions regarding the student discipline process;
- Review the detailed breakdown of suspension and expulsion data to identify trends, patterns and opportunities for improvement;
- Support the Caring and Safe Schools team and all school administrators to examine bias, power and privilege as they relate to the student discipline process;
- Support school administrators in the application of human rights, anti-racism and anti-oppression principles in student discipline;
- Review Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression;
- Provide learning opportunities for more staff to be trained in Restorative Practices;
- Develop alternatives to suspension programs;
- Challenge unconscious bias, engage in joint problem-solving and ensure that Black students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between

Principals and Superintendents, and

- Work with families and community partners to develop relevant approaches and supports for students.

### **Resource Implications**

Funding will be provided through current existing budget allocations.

### **Communications Considerations**

The Caring and Safe Schools report will be shared with key stakeholders through existing TDSB communication channels.

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

- Caring and Safe Schools Policy (P.051)
- Programs for Students on Long Term Suspension or Expulsion (PR586)
- Police-School Board Protocol (PR698)
- Promoting a Positive School Climate Procedure (PR697)
- Non-Discretionary and Discretionary Student Transfers (PR 540)

### **Appendices**

- Appendix A: Caring and Safe Schools: Annual Report 2017-2018

### **From**

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## CARING AND SAFE SCHOOLS REPORT

### 2018 - 2019

Over the past three years in the Toronto District School Board, significant attention has been placed on challenging streaming through a number of key areas including early years, special education, academic programming and disciplinary processes in suspensions and expulsions.

Research shows that streaming contributes to inequitable outcomes for students, and particularly disadvantages specific groups of students – including those who are racialized and those from lower socioeconomic backgrounds. The 2018-19 suspension and expulsion data reflects the significant changes we have been making as a system and demonstrate the momentum gained over the past several years. Suspensions and expulsions declined in the Toronto District School Board for the third straight year. The number of suspensions in 2018-19 dropped 24% – 1,774 fewer suspensions than in the 2016-17 school year. Expulsions, between 2016-17 and 2018-19, also declined by 53%.

We have seen substantial positive change through our improved understanding of systemic racism, resolving conflict through more cooperative ways and removing barriers for students. Specifically, there has been an overall decrease in student discipline measures as well as a narrowing of the gap of the overrepresentation of certain groups of students who are suspended and expelled.

The foundation of this work is through a commitment to professional learning and supporting staff to examine bias, power and privilege as they relate to the student discipline process and encouraging the application of human rights, anti-racism and anti-oppression principles.

This data is a valuable tool for helping schools foster a positive learning culture and support evidence-based decision making and accountability. Schools should be safe and welcoming spaces where all students feel respected, included, and valued in their learning environments. In the Toronto District School Board, we are committed to creating these positive environments and recognize their impact on student success. By directly addressing the role that student discipline plays in a school's overall climate as well as the potential in streaming students towards specific pathways and outcomes, we are making positive change on the lives of students.

This work, guided by our Multi-Year Strategic Plan, has focused on a number of key actions:

- Identifying trends, patterns and opportunities in past suspension data for improvement;
- Supporting the Caring and Safe Schools team to examine bias, power and privilege as they relate to student discipline process;
- Supporting school administrators in the application of human rights, anti-racism and anti-oppression principles to student discipline;
- Reviewing Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression; and
- Providing learning opportunities for more staff to be trained in restorative practices.

School administrators continue to participate in professional learning that examines bias, power and privilege and their connection to student discipline. This learning has encouraged principals to better understand the lived experiences of each of their students, which has not only led to principals better exercising their discretion when they have an option to not suspend, but also has helped them identify, confront and remove barriers proactively to create more inclusive and equitable learning cultures.

A positive school environment is the foundation of a culture of trust, high expectations and a sense of belonging. We will continue to emphasize programming that encourages and supports positive behaviour and allows us to intervene early to better engage and support our students.

### **Key Findings**

- The number of suspensions in 2018-19 dropped 24% – 1,774 fewer suspensions – than in the 2016-17 school year;
- The number of expulsions in 2018-19 dropped 53% – 34 fewer expulsions – than in the 2016-17 school year;
- 5,532 suspensions were given to 3,906 students – about 1.58% of all TDSB students in 2018-19;
- The majority of suspensions (75.5%) were given to male students in 2018-19, and 60.1% were given to students who had special education needs;
- Students that came from lower socio-economic backgrounds (represented by parent education, parent presence at home, family income / parent occupation) were more likely to be suspended than students from higher socio-economic background (61.4% vs. 13.7% in 2018-19);
- The percentage of all suspensions/expulsions given to Black students in 2018-19 was down 3.2% compared to 2016-17, from 36.2% to 33.0%;
- Fighting (20.1%) and physical assault (15.6%) were the top two reasons for suspensions in 2018-19. Bullying accounted for 3.8% of suspensions;
- The most used interventions by schools were contacting the parent/guardian, guidance support, social work support, and restorative practices;
- Students suspended in 2018-19 had lower levels of achievement on the EQAO assessments, report cards and credit accumulation than students who were not suspended.



## **Moving Forward**

Our emphasis continues to be providing safe, caring and welcoming schools. Building relationships with students is a key part of that work because knowing who our students are allows us to create learning environments that connect directly with their experiences and needs. This work is underscored by our commitment to human rights, equity, anti-racism and anti-oppression.

To support students' achievement and well-being, to reduce the number of suspensions and expulsions, and to address the over-representation of some groups who are suspended and expelled, we will continue to:

- More effectively address how issues of identity – such as race, ethnicity, socio-economic status, special education needs and gender – connect with each other and influence decisions regarding the student discipline process;
- Review the detailed breakdown of suspension and expulsion data to identify trends, patterns and opportunities for improvement;
- Support the Caring and Safe Schools team and all school administrators to examine bias, power and privilege as they relate to the student discipline process;
- Support school administrators in the application of human rights, anti-racism and anti-oppression principles in student discipline;
- Review Caring and Safe Schools practices to ensure consistency with principles of anti-racism and anti-oppression;
- Provide learning opportunities for more staff to be trained in Restorative Practices;
- Develop alternatives to suspension programs;
- Challenge unconscious bias, engage in joint problem-solving and ensure that Black students are treated equitably when it comes to decisions about suspensions and expulsions in each school through collaboration between Principals and Superintendents; and
- Work with families and community partners to develop relevant approaches and supports for students.

## A: Overall Student Suspensions and Expulsions

Table 1 and Figure 1 show the overall suspension and expulsion information for TDSB elementary and secondary schools for the last three years<sup>1</sup>. The suspension rates<sup>2</sup>, as shown in Figure 1, were calculated as the number of students suspended during the entire school year divided by the student enrolment as of October 31st.

When compared with the 2016-17 school year, the number of suspensions in the 2018-19 school year dropped 24% with 1,774 fewer suspensions (from 7,306 to 5,532), resulting a lower suspension rate of 1.58% in 2018-19.

**Table 1: Total Number of Suspensions and Expulsions for the Last Three School Years**

Panel	Suspensions			Students Suspended			Expulsions		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Elementary Schools	3,570	3,165	2,578	2,304	2,034	1,720	1	0	0
Secondary Schools	3,736	3,056	2,954	2,623	2,268	2,186	63	51	30
<b>Total</b>	<b>7,306</b>	<b>6,221</b>	<b>5,532</b>	<b>4,927</b>	<b>4,302</b>	<b>3,906</b>	<b>64</b>	<b>51</b>	<b>30</b>

**Figure 1: Suspension Rates Over Time**

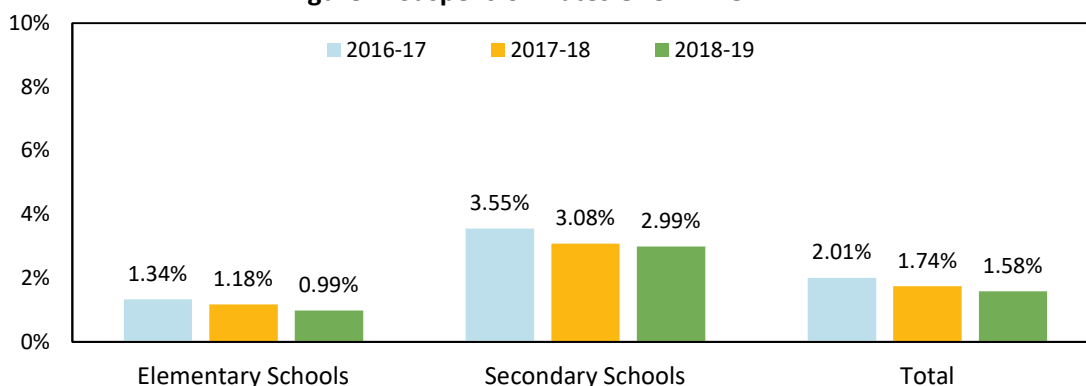


Table 2 shows the number of suspensions and suspension rates for each grade and division in the 2018-19 school year.

**Table 2: 2018-19 Suspensions by Student Grade/Division**

Grade	# of Suspensions	# of Students Suspended	Suspension Rate
Junior Kindergarten	4	4	0.02%
Senior Kindergarten	23	17	0.10%
Grade 1	119	68	0.37%
Grade 2	168	90	0.51%
Grade 3	220	133	0.75%
<b>Primary Division</b>	<b>534</b>	<b>312</b>	<b>0.35%</b>
Grade 4	197	133	0.76%
Grade 5	258	184	1.05%
Grade 6	436	274	1.57%
<b>Junior Division</b>	<b>891</b>	<b>591</b>	<b>1.12%</b>
Grade 7	465	338	2.07%
Grade 8	688	479	2.92%
<b>Intermediate Division</b>	<b>1,153</b>	<b>817</b>	<b>2.50%</b>
Grade 9	741	537	3.28%
Grade 10	865	613	3.72%
Grade 11	681	502	2.96%
Grade 12	667	534	2.30%
<b>Senior Division</b>	<b>2,954</b>	<b>2,186</b>	<b>2.99%</b>
<b>TDSB Total</b>	<b>5,532</b>	<b>3,906</b>	<b>1.58%</b>

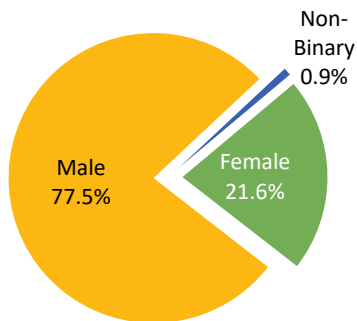
## B: Suspensions and Expulsions by Student Demographics

In this section, the 2016-17 to 2018-19 student suspensions and expulsions were analyzed by student characteristics such as gender identity, self-identified ethno-racial background, student and parent birth place, parent education level and presence at home, language spoken at home, sexual orientation, and special education needs, as captured and measured by the Board's School Information System, and its Student and Parent Census conducted in the 2016-17 school year. As the number of expulsions is small (64, 51 and 30 in these three years), in the following analyses they were combined with suspensions since expelled students must be suspended first pending their expulsion outcome.

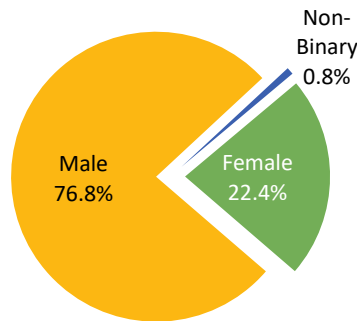
### By Student Gender Identity

Figures 2a, 2b and 2c show that male students accounted for the majority (77.5%, 76.8% and 75.5%) of the suspensions/expulsions in the three school years, while female students accounted for 21.6%, 22.4%, and 23.4% of the suspensions/ expulsions.

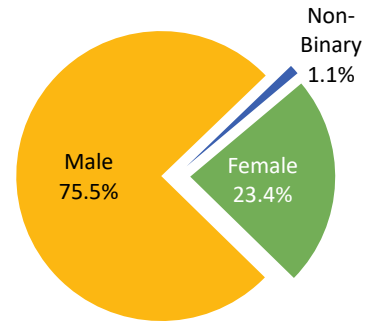
**Figure 2a: Distribution of the 2016-17 Suspensions/Expulsions by Student Gender Identity**



**Figure 2b: Distribution of the 2017-18 Suspensions/Expulsions by Student Gender Identity**



**Figure 2c: Distribution of the 2018-19 Suspensions/Expulsions by Student Gender Identity**

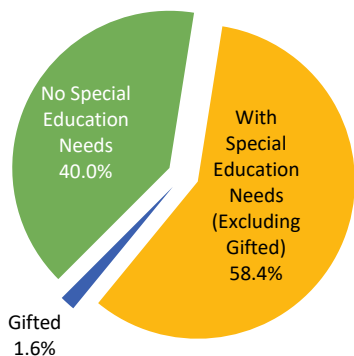


According to the 2016-17 Census data there were 1,067 non-binary students, representing 0.4% of the TDSB student population in the 2016-17 school year. Figures 2a, 2b and 2c indicate that although they only accounted for about 1% of the total suspensions/expulsions, non-binary students were proportionately over-represented in the suspensions/expulsions (63 suspensions in 2016-17, 50 suspensions in 2017-18, and 60 suspensions in 2018-19).

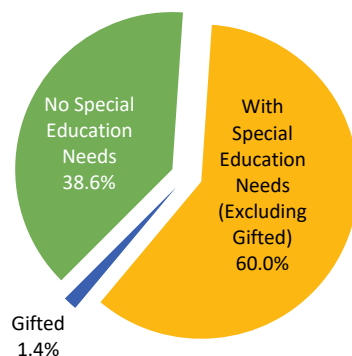
### By Special Education Needs

Figures 3a to 3c show the distributions of suspensions/expulsions in the 2016-17, 2017-18, and 2018-19 school years by students' status of special education needs.

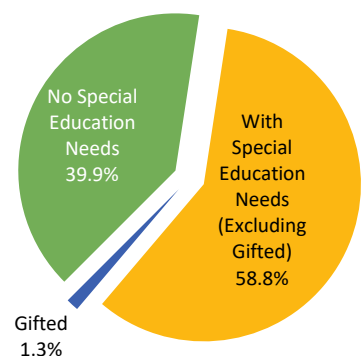
**Figure 3a: Distribution of the 2016-17 Suspensions/Expulsions by Special Education Needs**



**Figure 3b: Distribution of the 2017-18 Suspensions/Expulsions by Special Education Needs**



**Figure 3c: Distribution of the 2018-19 Suspensions/Expulsions by Special Education Needs**

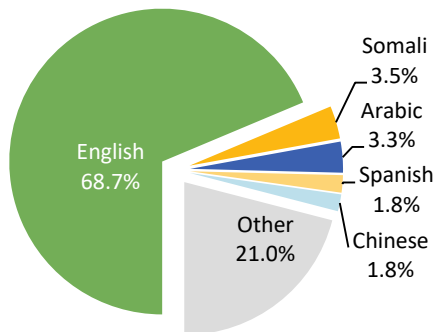


Students with special education needs (excluding Gifted) accounted for the majority of the suspensions/expulsions. Since they accounted for about 17% of the TDSB student population, they were disproportionately high in the suspensions/expulsions (58.4% in 2016-17, 60.0% in 2017-18, and 58.8% in 2018-19).

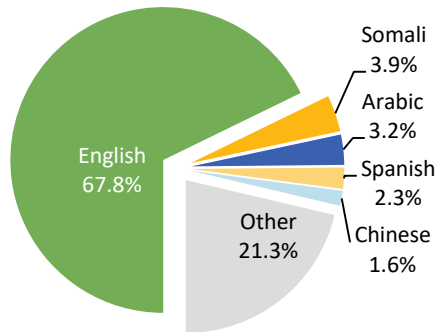
### By Primary Language at Home

Figures 4a to 4c show the distributions of the suspensions/expulsions in the three school years by students' primary language spoken at home. English-speaking students accounted for about two-third (68.7% in 2016-17, 67.8% in 2017-18, and 65.0% in 2018-19) of the suspensions/expulsions, while students whose primary home language were Somali, Arabic, Spanish, and Chinese accounted for about 10-11% of the suspensions/expulsions collectively.

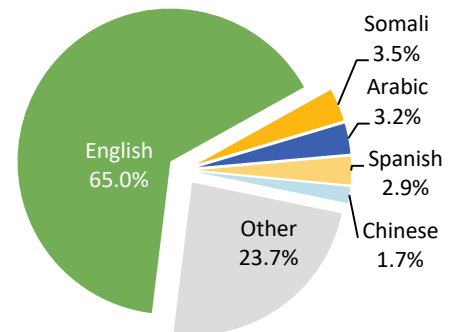
**Figure 4a: Distribution of the 2016-17 Suspensions/Expulsions by Primary Home Language**



**Figure 4b: Distribution of the 2017-18 Suspensions/Expulsions by Primary Home Language**



**Figure 4c: Distribution of the 2018-19 Suspensions/Expulsions by Primary Home Language**

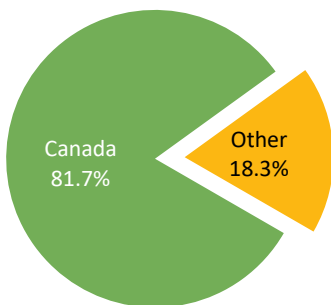


In the 2018-19 school year students whose primary home language were English, Somali, Arabic, Spanish, and Chinese represented 46.1%, 1.5%, 2.6%, 2.3%, and 9.3% of the TDSB student population. Therefore, English-speaking students, as well as Somali- and Arabic-speaking students, were over-represented in the suspensions/expulsions.

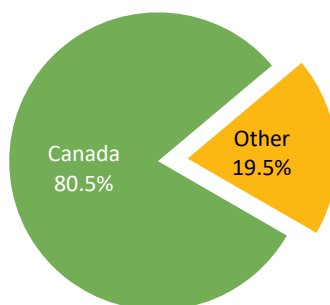
### By Student Birth Place

In 2018-19 over three quarters (76.4%) of the TDSB students were born in Canada. Figures 5a to 5c show that they accounted for the majority (81.7% in 2016-17, 80.5% in 2017-18 and 79.1% in 2018-19) of the suspensions/expulsions.

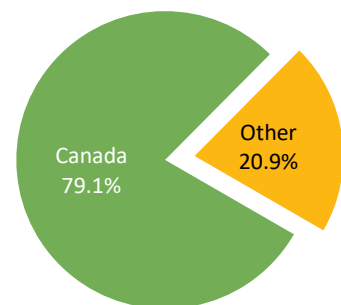
**Figure 5a: Distribution of the 2016-17 Suspensions/Expulsions by Student Birth Place**



**Figure 5b: Distribution of the 2017-18 Suspensions/Expulsions by Student Birth Place**



**Figure 5c: Distribution of the 2018-19 Suspensions/Expulsions by Student Birth Place**

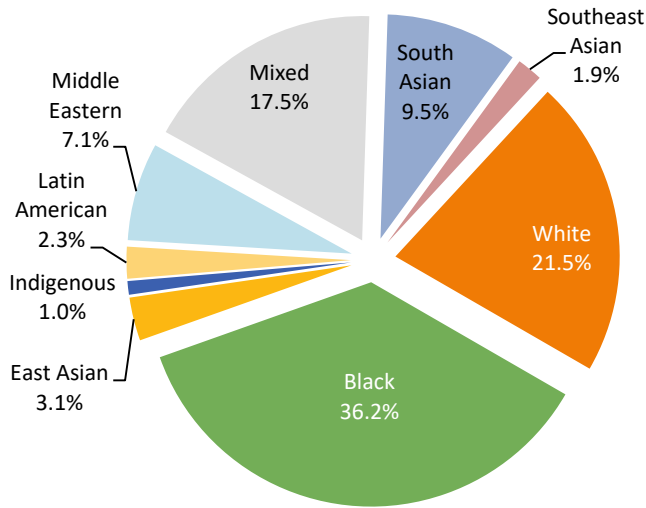


In the following, students' self-identified ethno-racial background, sexual orientation, and parent presence at home, education level and birth place were derived from participants' responses to the TDSB's 2016-17 Student and Parent Census. As some students and parents did not participate in the Census, not all the suspensions/expulsions in the 2016-17, 2017-18 and 2018-19 school years could be included in these analyses.

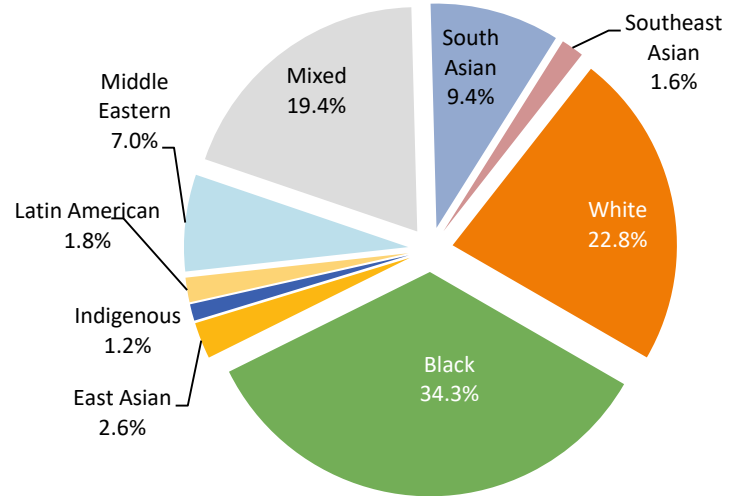
## By Student Ethno-Racial Background

After being linked to the Census data, about 75%. 75% and 72% of the 2016-17, 2017-18 and 2018-19 suspensions/ expulsions could be disaggregated by students' self-identified ethno-racial background, respectively, as shown in Figures 6a to 6c.

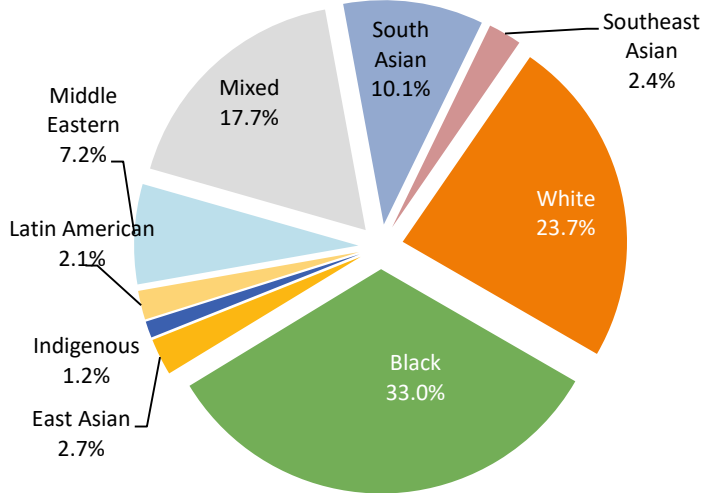
**Figure 6a: Distribution of the 2016-17 Suspensions/ Expulsions by Student Ethno-Racial Background**



**Figure 6b: Distribution of the 2017-18 Suspensions/ Expulsions by Student Ethno-Racial Background**



**Figure 6c: Distribution of the 2018-19 Suspensions/ Expulsions by Student Ethno-Racial Background**



**Table 3: 2016-17 Student Population by Ethno-Racial Background**

Black	11%
East Asian	14%
Indigenous	0.2%
Latin American	2%
Middle Eastern	6%
Mixed	12%
South Asian	22%
Southeast Asian	4%
White	28%

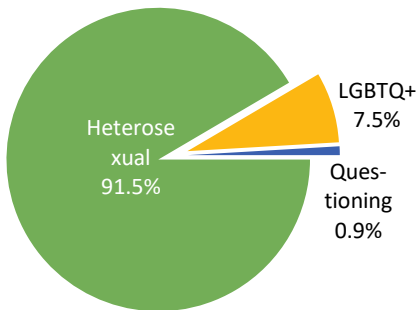
Table 3 shows the 2016-17 TDSB student population by students' self-identified ethno-racial background, as captured by the Student and Parent Census.

Black students, who accounted for 11% of the TDSB student population in the 2016-17 school year, were disproportionately high in the suspensions/ expulsions (36.2% in 2016-17, 34.3% in 2017-18, and 33.0% in 2018-19). Similarly, Indigenous, Middle Eastern and Mixed students were over-represented in the suspensions/expulsions. On the other hand, East Asian, South Asian, Southeast Asian and White students were under-represented in the suspensions/ expulsions.

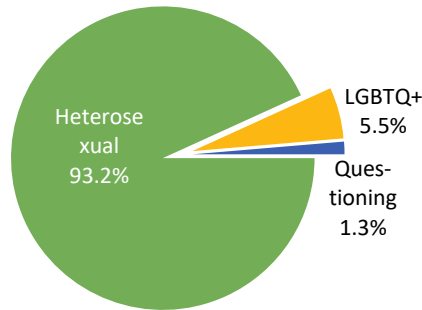
## By Student Sexual Orientation (Grade 9-12)

In the 2016-17 school year, the vast majority (92%) of the Grade 7-12 students identified themselves as heterosexual, while 6% identified themselves as LGBTQ+ (lesbian, gay, bisexual, two-spirit, queer, pansexual, or having more than one sexual orientation). About 2% indicated that they were still questioning about their sexual orientation.

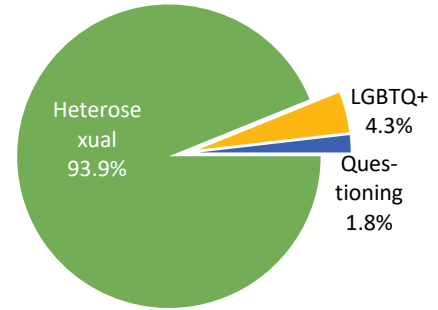
**Figure 7a: Distribution of the 2016-17 Suspensions/Expulsions by Sexual Orientation (Grade 9-12)**



**Figure 7b: Distribution of the 2017-18 Suspensions/Expulsions by Sexual Orientation (Grade 9-12)**



**Figure 7c: Distribution of the 2018-19 Suspensions/Expulsions by Sexual Orientation (Grade 9-12)**

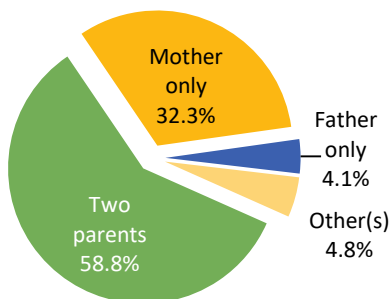


In Grade 9-12, close to two thirds (63-64%) of the suspensions/expulsions could be linked to the student sexual orientation data. Among them, the vast majority (91.5%, 93.2% and 93.9%) were issued to heterosexual students in the three school years, while LGBTQ+ students accounted for 7.5%, 5.5%, and 4.3% of the suspensions/expulsions, respectively (Figures 7a to 7c). These proportions are similar to their representations in the general student population.

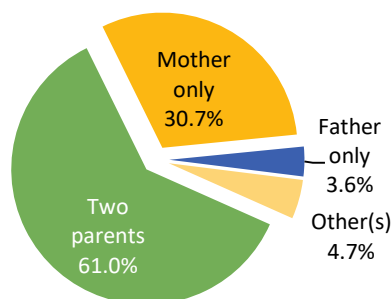
## By Parent Presence at Home

In the 2016-17 school year among students who had Census results, 81% lived with both parents at home, 15% lived with mother only, 1% lived with father only, and 2% lived with others (includes living with adult relatives/guardians, group home, foster parents, with friends or others, and on their own). Figures 8a to 8c show the distributions of the suspensions/expulsions which could be linked to this variable (59% in 2016-17, 66% in 2017-18 and 67% in 2018-19).

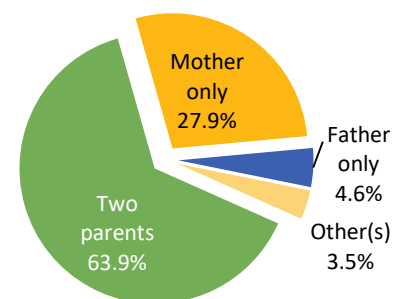
**Figure 8a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Presence at Home**



**Figure 8b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Presence at Home**



**Figure 8c: Distribution of the 2018-19 Suspensions/Expulsions by Parent Presence at Home**



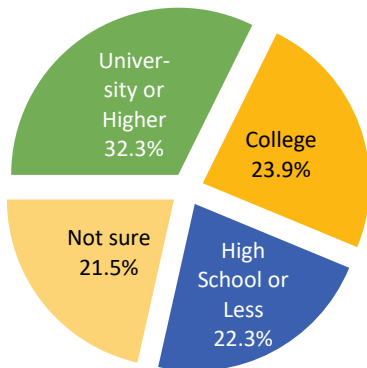
Although the majority (58.8% in 2016-17, 61.0% in 2017-18 and 63.9% in 2018-19) of suspensions/expulsions were issued to students who lived with both parents, students who lived with one parent or with others had disproportionately high representations in the suspensions/expulsions in all three school years.

## By Parent Education

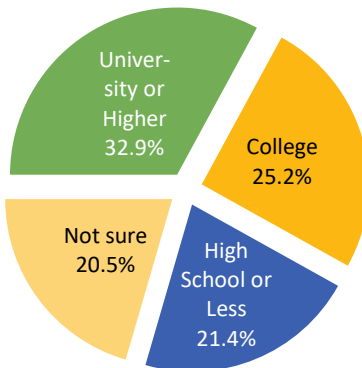
In 2016-17 among students who responded to the Census question about their parent(s)' education level, over half (57%) indicated that their parent(s) had a university degree or above (if a student lived with both parents, the higher parent education level was used), 15% indicated that their parent(s) had a college degree, 15% said their parent(s) had a secondary school degree or less, and 9% indicated that they did not know. About half of the suspensions/expulsions in these three school years could be linked to this variable.

As shown in Figures 9a to 9c, students whose parents had a university degree or above were under-represented in the suspensions/expulsions, while students whose parents had a lower education level (college, secondary school or less) and students who didn't know their parents' education levels were over-represented.

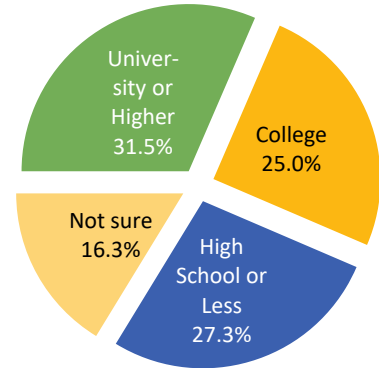
**Figure 9a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Education Level**



**Figure 9b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Education Level**



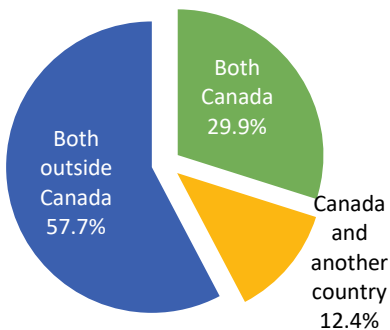
**Figure 9c: Distribution of the 2018-19 Suspensions/Expulsions by Parent Education Level**



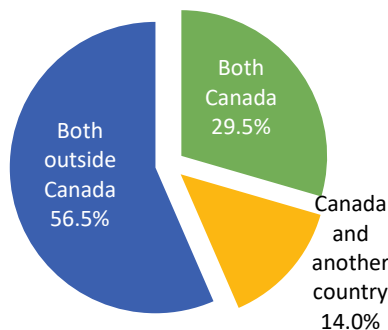
## By Parent Birth Place

In the 2016-17 school year, according to the Census the majority (64%) of TDSB students had both parents born outside of Canada, 12% had one parent born in Canada, and 25% had both parents born in Canada. Figures 10a to 10c show the distributions of the suspensions/expulsions in the three school years which could be linked to this variable (57% in 2016-17, 65% in 2017-18, and 71% in 2018-19).

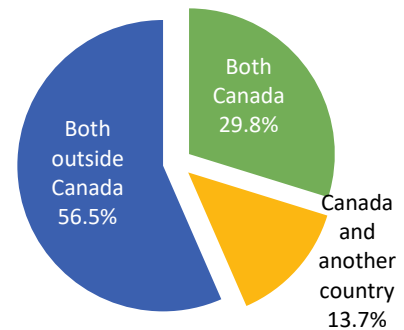
**Figure 10a: Distribution of the 2016-17 Suspensions/Expulsions by Parent Birth Place**



**Figure 10b: Distribution of the 2017-18 Suspensions/Expulsions by Parent Birth Place**



**Figure 10c: Distribution of the 2018-19 Suspensions/Expulsions by Parent Birth Place**

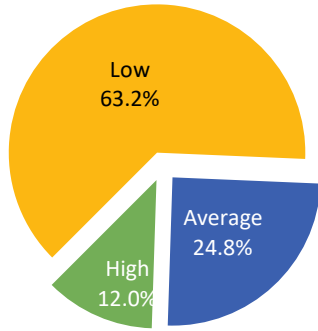


Students with both foreign-born parents accounted for the majority of suspensions/expulsions: 57.7% in 2016-17, 56.5% in 2017-18, and 56.5% in 2018-19.

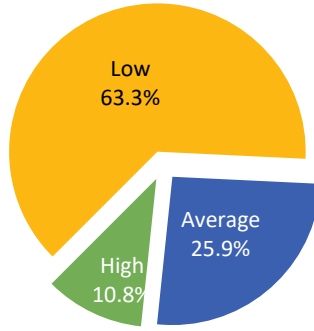
## By Family Socioeconomic Status

In this report family socioeconomic status (SES) was represented by family annual income in the Parent Census (for Junior-Kindergarten to Grade 6 students), and parent occupations in the Grade 7-12 Student Census, together with parent education level and parent presence at home in both Parent and Student Census. Students were classified into three categories: low, average, and high family SES. About half of the suspensions/ expulsions in the three school years could be linked to this derived variable.

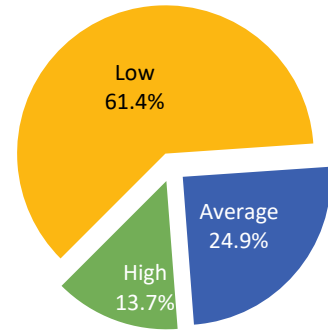
**Figure 11a: Distribution of the 2016-17 Suspensions/Expulsions by SES**



**Figure 11b: Distribution of the 2017-18 Suspensions/Expulsions by SES**



**Figure 11c: Distribution of the 2018-19 Suspensions/Expulsions by SES**

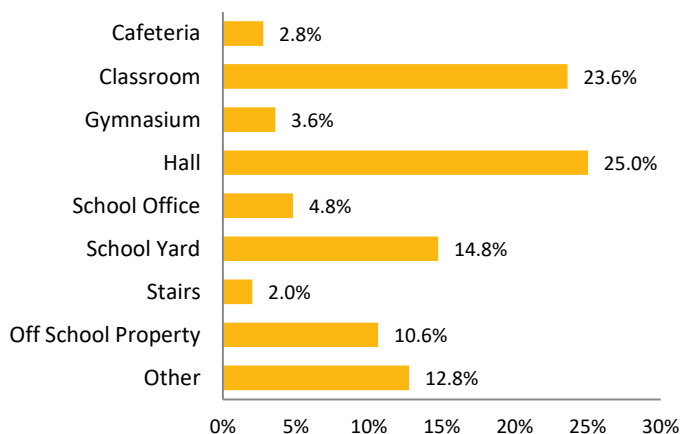


Although there is a 1.8% decrease from 2016-17 to 2018-19, students from low SES families had disproportionately high representations in the suspensions/expulsions in all three school years: 63.2% in 2016-17, 63.3% in 2017-18, and 61.4% in 2018-19. Students from average SES families accounted for about one quarter of the suspensions/expulsions, while students from high SES families accounted for 10.8% to 13.7% of the suspensions/expulsions.

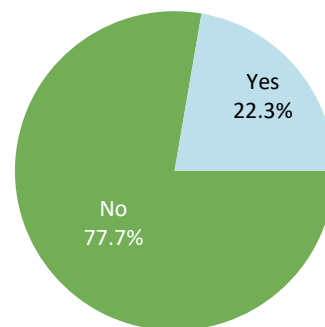
## C: Details of the 2018-19 Suspensions and Expulsions

This section provides details of the 2018-19 student suspensions and expulsions, such as incident locations, infraction types, and police involvement. This information can be used when planning for conduct management, prevention oriented strategies, mediation, and violence prevention at the school, learning centre, and system levels.

**Figure 12: 2018-19 Suspensions/Expulsions by Incident Location**



**Figure 13: 2018-19 Suspensions/Expulsions with Police Involvement**



School hallways (25.0%) classrooms (23.6%), and school yards (14.8%) were the most likely locations where incidents were to happen (see Figure 12). Police were involved in 22.3% of the suspensions or expulsions (see Figure 13).

As seen in Table 4, fighting (20.1%) and physical assault (15.8%) were the top two reasons for suspensions. Bullying accounted for 3.8% of the suspensions.



**Table 4: 2018-19 Suspensions by Infraction Type**

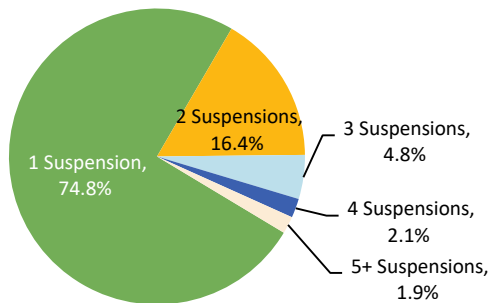
<b>Types Defined by Section 306. (1) of the Education Act</b>	<b>Count</b>	<b>Percent</b>
Uttering a threat to inflict serious bodily harm on another person	158	2.9%
Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	131	2.4%
Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	65	1.2%
Swearing at a teacher or at another person in a position of authority	319	5.8%
Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school	33	0.6%
Bullying	210	3.8%
<b>Types Defined by the Board According to Section 306. (1) 7. of the Education Act</b>		
Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises	82	1.5%
Use of profane or improper language	241	4.4%
Use of tobacco	96	1.7%
Theft	128	2.3%
Aid or incite harmful behaviour	622	11.2%
Physical assault	873	15.8%
Being under the influence of illegal drugs	38	0.7%
Fighting	1113	20.1%
Possession or misuse of any harmful substances	101	1.8%
Extortion	11	0.2%
Inappropriate use of electronic communications or media devices	150	2.7%
An act considered by the school principal to be a breach of the Board's or school code of conduct	607	11.0%
Immunization	0	-
<b>Types Defined by Section 310. (1) of the Education Act</b>		
Possessing a weapon, including a firearm	96	1.7%
Using a weapon to cause or to threaten bodily harm to another person	49	0.9%
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	104	1.9%
Committing sexual assault	49	0.9%
Trafficking in weapons or in illegal drugs, or in cannabis	11	0.2%
Committing robbery	33	0.6%
Giving alcohol or cannabis to a minor	2	0.0%
Bullying if, i) the pupil has previously been suspended for engaging in bullying and, ii) the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person	7	0.1%
Any activity listed in section 306(1) motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor	31	0.6%
<b>Types Defined by the Board According to Section 310. (1) 8. of the Education Act</b>		
Possession of an explosive substance	9	0.2%
Sexual harassment	40	0.7%
Hate and/or bias-motivated occurrence(s)	21	0.4%
Distribution of hate material	1	0.0%
Racial harassment	20	0.4%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	81	1.5%

**Table 5: 2018-19 Expulsions<sup>3</sup> by Infraction Type**

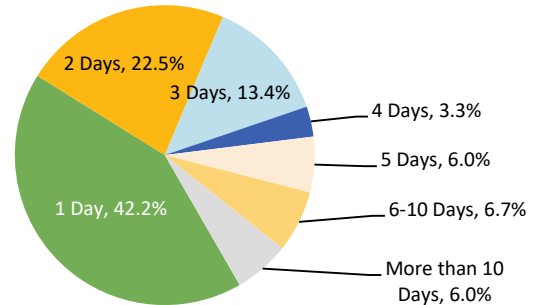
<b>Infraction Type</b>	<b>Count</b>	<b>Percent</b>
Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	10	33.3%
Committing robbery	4	13.3%
Committing sexual assault	2	6.7%
Possessing a weapon, including a firearm	3	10.0%
Sexual harassment	0	-
Trafficking in weapons or in illegal drugs	1	3.3%
Using a weapon to cause or to threaten bodily harm to another person	5	16.7%
An act considered by the principal to be a serious breach of the Board's or school's code of conduct	5	16.7%

Among the students suspended in the 2018-19 school year, 74.8% had one suspension only, and 25.2% had two or more suspensions during the school year (see Figure 14).

**Figure 14: % of Students with One or More Suspensions in 2018-19**



**Figure 15: 2018-19 Suspensions by Length in Days**

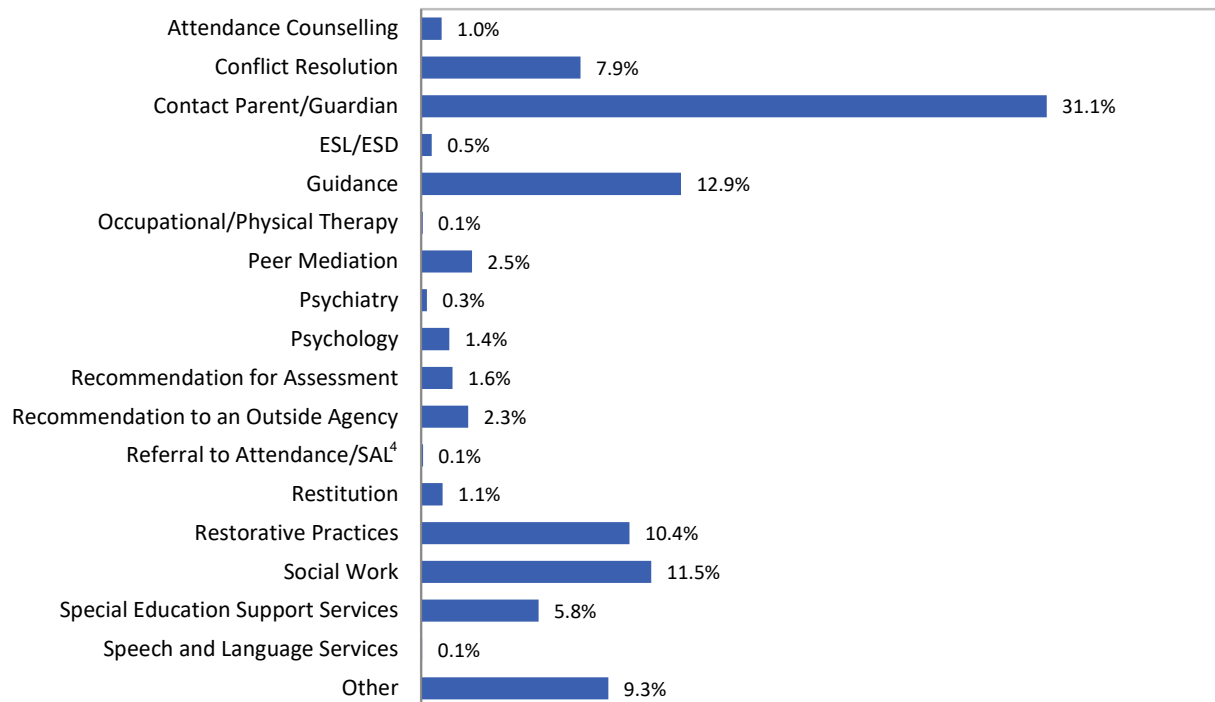


One-day suspensions accounted for 42.2% of the total suspensions in the 2018-19 school year. Two-day and three-day suspensions accounted for 22.5% and 13.4% respectively (see Figure 15).

## D: Interventions Used by Schools in 2018-19

Of all the suspensions in the 2018-19 school year, 96.2% had been followed up with interventions by schools. Figure 16 shows the most used interventions by schools.

**Figure 16: Most Used Interventions by Schools in the 2018-19 School Year**



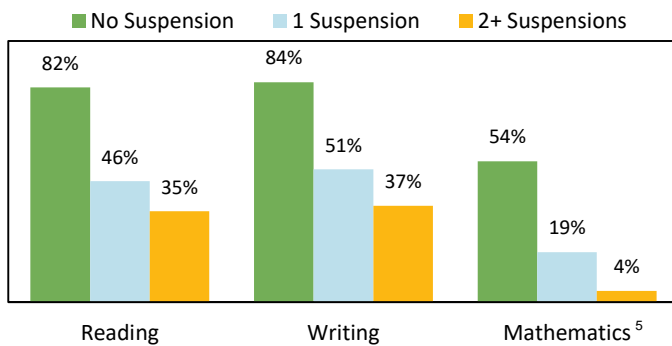
A meeting with parents or guardians was the most used intervention (31.1% of the all interventions), followed by guidance (12.9%), social work (11.5%) and restorative practices (10.4%).

## E: 2018-19 Suspensions and Academic Achievement

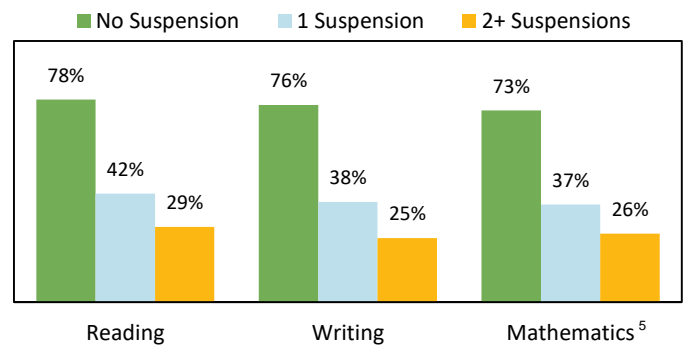
This section provides the correlations of student suspensions with achievement results on the 2018-19 provincial Grade 6 Education Quality and Accountability Office (EQAO) Assessments of Reading, Writing, and Mathematics, Grade 7-8 provincial report cards, Grade 9 EQAO Assessment of Mathematics, the Ontario Secondary School Literacy Test (OSSLT), and the Grade 9-12 credit accumulation.

Similar to the previous school years, there are strong correlations between student suspensions and their academic achievement. Students suspended in the 2018-19 school year had lower levels of achievement on the EQAO assessments, report cards, and credit accumulation, than students not being suspended.

**Figure 17: % of Gr. 6 Students Achieving Levels 3 & 4 on the 2018-19 EQAO Assessments by Number of Suspensions**



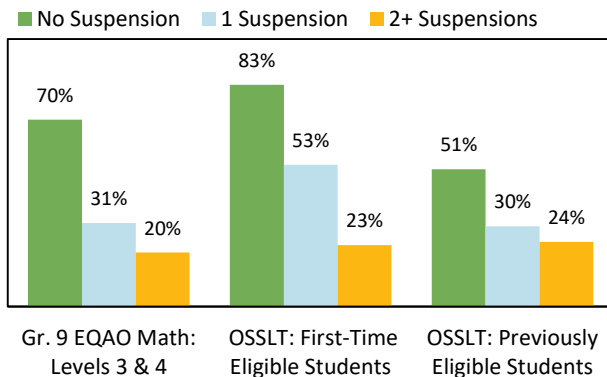
**Figure 18: % of Gr. 7-8 Students Achieving Levels 3 & 4 on the 2018-19 Report Cards by Number of Suspensions**



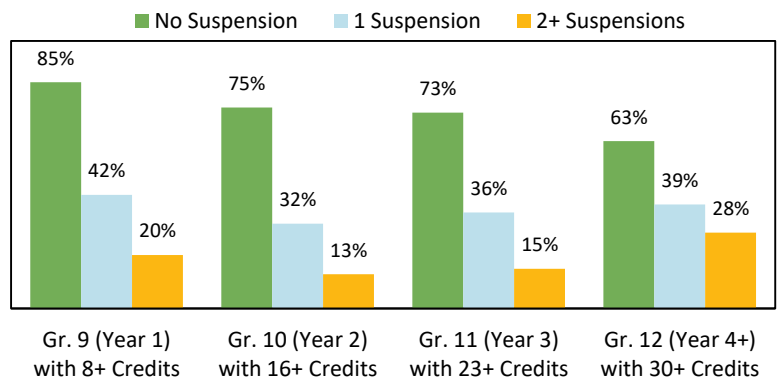
For Grade 6 students with no suspension, 82%, 84%, and 54% achieved at or above the provincial standard (Level 3) in the 2018-19 EQAO assessments of Reading, Writing, and Mathematics. The percentage of students achieving at or above the provincial standard was 46%, 51% and 19% for students with one suspension, and 35%, 37%, and 4% for students with two or more suspensions, respectively (see Figure 17). Similar patterns were observed for students in Grades 7-8 based on their achievement on provincial report cards (see Figure 18).

Figure 19 shows that for secondary school students who participated in the 2018-19 Grade 9 EQAO Mathematics Assessment and had no suspension, 70% achieved at or above the provincial standard (Level 3). This is much higher than for students with one suspension (31%), or for students with two or more suspensions (20%). For secondary school students who participated in the 2018-19 Ontario Secondary School Literacy Test (OSSLT) and had no suspension, 83% were successful for the first-time. This is much higher than for students with one suspension (53%), or students with two or more suspensions (23%). Similar patterns were observed for previously eligible students.

**Figure 19: % of Gr. 9-10 Students Meeting Expectations on the 2018-19 EQAO Assessments by Number of Suspensions**



**Figure 20: % of Gr. 9-12 Students Meeting Expectations on the 2018-19 Credit Accumulation by Number of Suspensions**



Patterns in the credit accumulation for students with or without suspensions were very similar in all senior grades. For example, for students in Grade 9 with no suspension, 85% accumulated eight or more credits. The proportion of students meeting expectation was 42% for students with one suspension, and 20% for students with two or more suspensions (see Figure 20).

## F: 2018-19 Caring and Safe Schools Alternative Programs

Our schools are safe, nurturing, positive, and respectful learning environments that enable all students to succeed and reach their full potential. Our schools and program sites (see Table 6) are places that promote peaceful problem solving, academic excellence, and a sense of belonging for all students. Students are expected to demonstrate respect for human rights and social justice and promote the values they need to become responsible members of society. The Caring and Safe Schools team of administrators, advisors, child and youth counsellors, and court liaison workers will continuously provide direction and support to administrators, staff, parents, students, and communities through:

1. Strong school leadership, with consistent discipline policies and procedures;
2. School-wide Caring and Safe Schools programs and instructional components focused on inclusive contributions;
3. Evolving and expanded prevention based knowledge and skills;
4. Ongoing support and professional growth in emotional intelligence, conduct management, prevention oriented strategies, mediation, and violence prevention;
5. Inclusive and developmentally appropriate materials, activities, and programs being championed and utilized;
6. Strong efforts to develop relationships and partnerships within the entire school community; and
7. Clear assessment, evaluation, and monitoring of student performance, combined with differentiated programming.

Board policies and procedures have been developed in accordance with provincial legislation and Ministry directives to ensure that our schools are caring and safe communities.

Table 6 shows the Caring and Safe Schools alternative programs for the 2018-19 school year.

**Table 6: Caring and Safe Schools Alternative Programs 2018-19**

Program Site	Division	Area	Program Description
C&SS Elementary Itinerant @ Vaughan Rd	Pr./Jr./Int.	LC 1-4	<b>Elementary Itinerant Team</b> – Program Coordinator and Child and Youth Counsellors - provide “push-in” non-academic support in the student’s school.
C&SS Elementary @ Lawrence Heights MS	Pr./Jr.	LC1	<b>Elementary Support Programs (Suspended/Expelled/ Assessment &amp; Support Placements)</b> are provided for elementary school students who have been suspended, expelled, or in alternative placements, and are in need of short- and long-term support. Programs provide both academic and non-academic support. Academic support is provided by a teacher and non-academic support is provided by a Child and Youth Worker at each site.
C&SS Elementary @ Lawrence Heights MS	Jr./Int.		
C&SS Elementary @ Shoreham PS	Pr./Jr.	LC2	C&SS Social Workers and Psychologists provide services to the sites as required.  Suspended/Expelled/Assessment & Support students are referred through the Caring and Safe Schools process.
C&SS Elementary @ Shoreham PS	Jr./Int.		
C&SS Midland Elementary @ Scarborough Centre for Alt. Studies	Pr./Jr.	LC3	
C&SS Elementary @ Scarborough Centre for Alternative Studies	Pr./Jr.		
C&SS Elementary @ Scarborough Centre for Alternative Studies	Jr./Int.		

Program Site	Division	Area	Program Description
Barrhead Suspension/ Expulsion Program @ Barrhead Learning Centre	Sr.	LC1	<b>Secondary Suspension/Expulsion/Assessment &amp; Support Programs</b> are provided for secondary school students who have been suspended for more than five days or who have been expelled. Site teachers provide academic support and Child and Youth Workers provide non-academic support to students.  Suspended and expelled students are referred through the Caring and Safe Schools process.  Assessment & Support students in need of both academic and non-academic support are referred by Caring and Safe Schools Learning Centre Administrators for placement.
Jones Av. Suspension/ Expulsion Program @ Jones Av. Adult Centre	Sr.	LC4	
Midland Suspension/ Expulsion Program @ Scarborough Centre for Alternative Studies	Sr.	LC3	
Pharmacy Suspension/ Expulsion Program @ Terraview Learning Centre	Sr.	LC2	
Arrow Rd. Assessment & Support Program – Jamaican Canadian Association (Community Partnership)	Sr.	LC2	<b>Assessment and Support Programs</b> provide both academic and non-academic support to students. The site teacher and Educational Assistant support programming focusing on core curriculum courses (English, Mathematics, History, Geography, Science, and Learning Skills). Non-academic support is provided by an agency Child and Youth Worker or a TDSB Social Worker.  C&SS Social Workers and Psychologists provide services to the sites as required.  Students are referred through Learning Centre Caring and Safe Schools Administrators.
LC2 Assessment & Support Program	Sr.	LC2	
C&SS Jones Av. Assessment and Support @ Jones Av. Adult Centre	Sr.	LC4	
Operation Springboard Assessment and Support (Community Partnership)	Int/Sr.	LC3	
East Metro Youth Services Assessment and Support (Community Partnership)	Sr.	LC3	

## Contact Us

For more information about this report, please contact:

### Caring and Safe Schools

Toronto District School Board  
5050 Yonge Street, 5<sup>th</sup> Floor  
Toronto, ON M2N 5N8  
Tel: 416-395-8054

### Research and Development

Toronto District School Board  
1 Civic Centre Court, Lower Level  
Etobicoke, ON M9C 2B3  
Tel: 416-394-7404

### Endnotes

<sup>1</sup>Reported suspensions and expulsions for a school year may include suspensions and expulsions carried over from the previous school year.

<sup>2</sup>Suspension and expulsion rates for a school year may include students who came to TDSB schools after October 31<sup>st</sup> when the total enrolment number was taken and used for calculating the rates.

<sup>3</sup> Including expulsions carried over from the previous year.

<sup>4</sup>SAL: Supervised Alternative Learning

<sup>5</sup>The overall report card Mathematics result was calculated as the average of the latest results in the five Mathematics strands on the report card.

<sup>6</sup>Percentages may not add up to 100 due rounding.

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**Written Notice of Motion (Trustees Story and Chernos Lin)**

From: Denise Joseph-Dowers, Manager, Board Services, Governance and Board Services

In accordance with Board Bylaw 5.15.2, the following motion is submitted as notice at this time and for consideration at a subsequent committee meeting.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter to be considered at a subsequent Board or Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced...

5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting...

\*\*\*\*\*

**September as Fetal Alcohol Spectrum Disorder Awareness Month**

Whereas, there is no safe amount, no safe time, or no safe kind of alcohol that an individual can drink during pregnancy; and

Whereas, the term Fetal Alcohol Spectrum Disorder (FASD) describes the range of disabilities that may affect an individual who was exposed to alcohol in utero/uterus during pregnancy; and

Whereas, prenatal alcohol exposure is the leading preventable cause of birth defects, such as physical and mental disability and behavioural, executive functioning and/or learning challenges; and

Whereas, the exact number of people affected by FASD is unknown, but it is estimated that two to three (four to five) percent of the population are born annually with the effects of prenatal alcohol exposure; and

Whereas, the estimated cost of FASD in Canada is \$4 billion per year covering education, health, mental health, social services and justice costs; and

Whereas, about half of all pregnancies are unplanned meaning developing fetuses are inadvertently exposed to alcohol; and

Whereas, people around the world began observing International FASD Awareness Day on September 9 each year beginning in 1999, in order that on the ninth day of the ninth month of the year, the world will remember that during the nine months of pregnancy it is important to abstain from alcohol; and

Whereas, the Government of Ontario officially recognizes September as FASD Awareness Month; and

Whereas, with Bill 44, *An Act to amend the Education Act in relation to Fetal Alcohol Spectrum Disorder (FASD)*, the Province of Ontario provided for board activities to pro-

mote awareness and understanding of Fetal Alcohol Spectrum Disorder, including best practices to support pupils who may have FASD; and

Whereas, the Toronto Catholic District School Board decided that it would annually recognize September as FASD Awareness Month and September 9th as Fetal Alcohol Spectrum Disorder Awareness Day (FASD); and

Whereas, the health and well-being of students are enhanced by the support of a broad effort to educate about and prevent FASD;

Therefore, be it resolved that the Toronto District School Board annually recognize September as Fetal Alcohol Spectrum Disorder (FASD) Awareness Month and September 9 as Fetal Alcohol Spectrum Disorder (FASD) Awareness Day to:

- (i) increase acceptance;
- (ii) accommodation and support for those individuals so affected;
- (iii) to minimize further effects; and
- (iv) to maximize academic success for FASD affected students and to ensure healthier communities in the future.





# 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 (A NISH 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 peoples.

### **Reconnaissance des terres traditionnelles**

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

### **Committee Mandate**

The Program and School Services Committee's mandate will be to consider and make recommendations to the Board on education matters referred to it for consideration, including matters presented by the Board's Community Advisory Committees.