



## **Committee of the Whole Agenda**

CW:012A

Wednesday, March 4, 2020

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

### **Trustee Members**

**Robin Pilkey (Chair), Michelle Aarts, Alexander Brown, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Harpreet Gill, Parthi Kandavel, Shelley Laskin, James Li, Alexandra Lulka, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Zakir Patel, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong**

Note: All trustees are members of the committee, quorum for which is 12 members

**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. Toronto Lands Corporation Reports**

**5.1 Governance Report**

To be presented

**5.2 Appointments to the Position of Citizen Directors, Chair and Vice-Chair of the Toronto Lands Corporation**

**1**

**6. Reports From Trustees Appointed to the Ontario Public School Boards' Association**

**6.1 OPSBA Board of Directors Meeting, February 21 and 22, 2020**

Separate document

<b>7.</b>	<b>Staff Reports</b>	
7.1	School Year Calendar, 2020-21 [3852]	3
7.2	Climate Action in the TDSB [3850]	11
7.3	International LGBTQ Leaders Conference 2020: Expense Approval [3855]	29
<b>8.</b>	<b>Written Notices of Motion for Consideration</b>	
8.1	Information on Immunization (Trustees Aarts and Donaldson)	49
<b>9.</b>	<b>Written Notices of Motion as Emergency Business</b>	
9.1	Black Youth Mental Health Day, March 2 (Trustees Moise and Smith)	51
<b>10.</b>	<b>Adjournment</b>	



February 27, 2020

**Transmittal No. 2020 – 91**  
**(Public)**

**TLC Recommendations for TLC Citizen Directors and TLC Chair and Vice Chair**

To: Robin Pilkey, Chair

This communication is to inform you of a recent decision by the TLC Board and is directed to the TDSB Board for final approval.

As specified in Article 4 (Operation and Control of the TLC), Section 4.3 (Appointment of TLC Board Members), of the Shareholder's Direction between the TDSB and the TLC, it states:

*The six (6) TLC Board positions to be occupied by Citizens will be nominated by the Nominating Committee and ratified by the TDSB.*

**TLC Citizen Director Recommendations:**

At the February 11, 2020 TLC Special Board meeting, the TLC Board approved the following recommendations from the Nominating and Governance Committee:

1. That the following Citizen Director candidates be approved for appointment to the TLC Board, to begin their service on March 11, 2020, for a two year term (ending March 1, 2022)
  - Laurie McPherson; and,
  - Doug Annand
2. That Steven Zakem and Michael Fenn, currently serving as a TLC Citizen Directors, be approved to serve for a final term beginning March 11, 2020 for a one year period ending March 1, 2021;
3. That Brenda Patterson and Sheerin Sheikh, currently serving as a TLC Citizen Directors, be approved to serve for a second term beginning March 11, 2020 for a three year period ending March 1, 2023;
4. That Brenda Patterson be appointed as the new TLC Chair and Sheerin Sheikh be appointed as the new TLC Vice Chair; and

5. That the above recommendations be forwarded to the TDSB Board for final approval, in accordance with the Shareholder's Direction.

On behalf of the Board of Directors of the Toronto Lands Corporation, approval and processing by the TDSB is requested.

Sincerely,

.



Steven Zakem  
Acting Chair

Copies:

D. Sage, TLC  
C. Jackson, TDSB

J. Malloy, TDSB



## **School Year Calendar 2020-2021**

**To:** Committee of the Whole

**Date:** March 4, 2020

**Report No.:** 03-20-3852

### **Strategic Directions**

- Make every school an effective school

### **Recommendation**

It is recommended that the school year calendar for 2020-2021 for elementary, secondary and year round alternative schools be approved.

### **Context**

Regulation 304 requires that there be a minimum of 194 school days between 1 September and 30 June, including a maximum of ten examination days for secondary schools and a maximum of seven Professional Activity (PA) days. It also establishes the dates for the Christmas Break and the Mid-Winter Break.

Each year, the Ministry of Education provides direction to school boards in determining their calendar for the following school year. In January, a School Year Calendar committee with representative membership (Appendix A) convened to develop recommendations around the 2020-2021 School Year Calendar.

In consultation with the School Year Calendar Committee, Toronto Catholic District School Board and other neighbouring Boards it was recommended that Winter Break will be scheduled from December 21, 2020 - January 1, 2021.

The Key Dates (Appendix B) have been reviewed by the Board's Equity team.

## PA Days

PA days have been designated for curriculum and program review and development, as well as all other professional activities of teachers. Boards are required to include in their 2020-2021 calendars, three PA days in which teachers will engage in professional activities that enhance teacher capacity and maximize student learning in priority areas.

The following dates are the PA Days for elementary and secondary schools. Schools will have seven scheduled PA Days.

	Elementary	Secondary
1.	2 September 2020	2 September 2020
2.	3 September 2020	3 September 2020
2.	20 November 2020	20 November 2020
4.	15 January 2021	12 February 2021
5.	12 February 2021	29 June 2021
6.	4 June 2021	30 June 2021
7.	30 June 2021	*2 February 2021 ( <i>Semestered schools only</i> ) *28 June 2021 ( <i>Full-year schools only</i> )

\*PA Day for semestered schools only on 2 February 2021

\*PA Day for full-year schools only on 28 June 2021

The attached calendars for the elementary and secondary panels represent recommended dates for all schools in the Board (Appendices C,D).

## Secondary School Examination Days

A maximum of ten examination days will be determined by each secondary school in consultation with the School Council, Superintendent of Education, and staff, to identify the most appropriate timeframes for the school.

## Year Round Alternative Schools

The Board operates four alternative programs in the Year Round Model: Year Round Alternative School; Etobicoke Year Round Alternative Centre; South East Year Round Alternative Centre; and North East Year Round Alternative Centre. The program is based on quadesters and students study throughout the entire calendar year. The timetable for the placement of PA days and holidays has been confirmed by the

Principal of Secondary Alternative Schools and Year Round Schools, in consultation with staff and community (Appendix E).

## **Consultation**

In addition to each member of the School Year Calendar Committee consulting with group represented, PIAC and Student Senate have reviewed this document.

## **Consultation with Other Boards**

Staff has consulted with the Toronto Catholic District School Board (TCDSB), as well as the Durham, Peel and York Region District School Boards, to ensure the most consistency possible with their School Year Calendar plans. It is important that the Board align the calendar as much as possible with the TCDSB because of shared student transportation services.

## **Implementation and Review**

Students, parents and staff will have sufficient notice to make plans for the 2020-2021 school year following Ministry approval.

## **Appendices**

- Appendix A: School Year Calendar Committee 2020-2021
- Appendix B: Key Dates – School Year Calendar 2020-2021
- Appendix C: Elementary School Year Calendar 2020-2021
- Appendix D: Secondary School Year Calendar 2020-2021
- Appendix E: Year Round School Year Calendar 2020-2021

## **From**

Carlene Jackson, Associate Director at [carlene.jackson@tdsb.on.ca](mailto:carlene.jackson@tdsb.on.ca) or at 416-397-3188, or Andrew Gold, Executive Superintendent, Employee Services at [andrew.gold@tdsb.on.ca](mailto:andrew.gold@tdsb.on.ca) or at 416-397-3726

## SCHOOL YEAR CALENDAR COMMITTEE – 2020-2021

CUPE 4400
Child Care Services
Communications & Public Affairs
Continuing Education
Early Years Program
Employee Services
Equity
ETT
ETFO – Toronto Occasional Teachers Local
Facility Services
Inclusive Schools: Students, Parent & Community
Information Technology Services/Student Information Services
OSSTF D12
OSSTF - Secondary Occasional
Parent Involvement Advisory Committee
Professional Learning & Leadership Development
Secondary Alternative & Year Round Schools
Strategy & Planning
Secondary Review
Student Trustee
Superintendents of Education (2) -- West/East
Toronto School Administrators' Association
Leadership & Learning
Transportation (Business Services)
Trustee
Unit A, OSSTF - District 12, PSSP

# KEY DATES - SCHOOL YEAR CALENDAR 2020-2021

The official school year calendar for the Toronto District School Board runs from September 1, 2020 to June 30, 2021, inclusive.

Professional Activity Days	September	November	January	February	June
Elementary Schools	2, 3	20	15	12	4, 30
Secondary Schools	2, 3	20		2*, 12	28*, 29, 30

\*Semester Change: The first day of second semester is February 3, 2021. Secondary school calendar includes a PA day for semestered schools only on February 2, 2021 and a PA Day for full-year schools only on June 28, 2021.

Designation of Professional Activity Days	
Elementary	Secondary
1. September 2, 2020 – Professional Development 2. September 3, 2020 – Professional Development 3. November 20, 2020 – Parent/Teacher Conference 4. January 15, 2021 – Assessment and Reporting 5. February 12, 2021 – Parent/Teacher Conference 6. June 4, 2021 – Assessment and Reporting 7. June 30, 2021 – Professional Development	1. September 2, 2020 – Professional Development 2. September 3, 2020 – Professional Development 3. November 20, 2020 – Common PA Day 4. February 12, 2021 – Common PA Day 5. June 29, 2021 – Common PA Day 6. June 30, 2021 – Common PA Day 7. February 2, 2021 - <i>*Semestered Schools only</i> June 28, 2021 - <i>*Full Year Schools only</i>

**EQAO:** - The following dates have been established:

**Gr. 9 Math:** 1<sup>st</sup> Semester: January 11 - 22, 2021

**Gr. 9 Math:** 2<sup>nd</sup> Semester: June 3 - 16, 2021

**OSSLT:** April 8, 2021

**Primary/Junior EQAO:** May 25 – June 7, 2021

Dates to Remember - School Year Holidays (as per Ministry of Education)	
Labour Day:	September 7, 2020
Thanksgiving:	October 12, 2020
Winter Break:	December 21, 2020 – January 1, 2021
Family Day:	February 15, 2021
Mid-Winter Break:	March 15 - 19, 2021
Good Friday:	April 2, 2021
Easter Monday:	April 5, 2021
Victoria Day:	May 24, 2021

# School Year Calendar 2020 - 2021

**Legend** ▶ **H** - Statutory Holiday Schedule  
**E** - Scheduled Examination Day  
**P** - Professional Activity Day  
**B** - Board Designated Holiday  
☒ Half Day

FD = First Day of School for Students

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week					2 <sup>nd</sup> Week					3 <sup>rd</sup> Week					4 <sup>th</sup> Week					5 <sup>th</sup> Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2020				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
September 2020	17	2			1	2 P	3 P	4	7 H	8 FD	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2020	21						1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November 2020	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30				
December 2020	14				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 H	28 H	29 B	30 B	31 B	
January 2021	19	1						1 H	4	5	6	7	8	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29
February 2021	18	1		1	2	3	4	5	8	9	10	11	12 P	15 H	16	17	18	19	22	23	24	25	26					
March 2021	18			1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29	30	31		
April 2021	20						1	2 H	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
May 2021	20			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31				
June 2021	20	2			1	2	3	4 P	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30 P		
July 2021							1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
TOTAL	187	7		Note: The 2020-2021 calendar provides for 196 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								

# School Year Calendar 2020 - 2021

**Legend** ▶ **H** - Statutory Holiday Schedule  
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☒ Half Day

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October 2020	21						1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November 2020	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30				
December 2020	14				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 H	28 H	29 B	30 B	31 B	
January 2021	19							1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
February 2021	18	2		1	2 P*	3	4	5	8	9	10	11	12 P	15 H	16	17	18	19	22	23	24	25	26					
March 2021	18			1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29	30	31		
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Ministry of Education

# YEAR ROUND ALTERNATIVE

## School Year Calendar 2020 - 2021

**Legend** → **H** - Statutory Holiday Schedule

**E** - Scheduled Examination Day

**P** - Professional Activity Day

**B** - Board Designated Holiday

Half Day

Q1 = First Day of Quadmester 1 for Students

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 <sup>st</sup> Week					2 <sup>nd</sup> Week					3 <sup>rd</sup> Week					4 <sup>th</sup> Week					5 <sup>th</sup> Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2020	1	2		3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27 P	28 P	31 Q1				
September 2020	21				1	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2020	21						1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November 2020	14	2		2	3	4	5	6 P	9 B	10 B	11 B	12 B	13 B	16 Q2	17	18	19	20 P	23	24	25	26	27	30				
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January 2021	20							1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
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March 2021	23			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
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## Climate Action in the TDSB

**To:** Committee of the Whole

**Date:** March 4, 2020

**Report No.:** 03-20-3850

### Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- Allocate Human and Financial Resources Strategically to Support Student Needs

### Recommendation

It is recommended that:

- a) The Director develop a plan to reduce greenhouse gas emissions (GHG);
- b) The Director present a report in the fall of 2020 to share the plan.

### Context

At its December 12, 2019 meeting, the Board of Trustees endorsed the City of Toronto's climate emergency declaration and asked the Director to report back on the TDSB's actions to address climate change, in terms of both climate literacy and facility operations.

Around the world, including in Toronto, youth are rallying behind the message of the young Swedish climate activist Greta Thunberg:

*We all have a choice. We can create transformational action that will safeguard the living conditions for future generations. Or we can continue with our business as usual and fail... We must change almost everything in our current societies. The bigger your carbon footprint, the bigger your moral duty. The bigger your platform, the bigger your responsibility.*

As an organization dedicated to preparing young people for their future, the TDSB has an obligation to respond to the escalating climate crisis with leadership and action.

Fortunately, the TDSB is not at the starting point. It has been engaged in climate action for 20 years. During this time, it has steadily reduced the energy intensity of its buildings by 25% as shown in Appendix A, spearheaded the EcoSchools movement spreading across Canada, and established numerous programs and partnerships to support and expand education for sustainability.

### **Twenty Years of Climate Action**

This report provides an overview of two decades of work that the TDSB has done to tackle climate change and become more sustainable, both as an institution and as an educator.

As detailed in Appendix B, the overview is organized into four main sections:

- Part I looks at the TDSB's institutional context and initiatives that have supported climate action, including policies, targeted funding, consultation and youth engagement.
- Part II provides an overview of some of the key partnerships that support environmental action in schools.
- Part III addresses TDSB educational initiatives that support climate action, including EcoSchools, outdoor education, teacher education, and active, safe and sustainable transportation.
- Part IV addresses on-the-ground actions operations has taken related to school grounds, energy use in buildings, renewable energy, waste management and purchasing.

### **Accelerating GHG Reductions**

According to the Intergovernmental Panel on Climate Change (IPCC), we have until about 2030 to shift to a low-carbon economy in order to minimize widespread catastrophic global climate impacts on health, food security, livelihoods, water supply, human security and economic wellbeing.

For this reason, the TDSB's Joint Management-Labour Environment Committee (JMLEC) and its Environmental Sustainability Community Advisory Committee (ESCAC) are advocating for more aggressive action to reduce the TDSB's greenhouse gas emissions, particularly from its buildings since it is a major property owner with a significant carbon footprint.

JMLEC and ESCAC are calling for the TDSB to develop a plan that includes interim targets to reduce GHGs with the goal of becoming net-zero by 2050. They also point out that the TDSB's 2019 [Energy Conservation and Demand Management Plan](#) calls for a 1% reduction in GHG annually for five years, which is not any more ambitious than what has been achieved over the last twenty years.

Staff agree that more work is required to reduce the TDSB's GHG emissions, and that more ambitious targets and interim goals are needed.

Given the magnitude of the effort required, the first step is to build internal capacity, particularly from an engineering and analytical point of view, to take on this significant undertaking. Until an appropriate technical team is in place to tackle the challenge, detailed planning and specific goal-setting are premature.

## **Action Plan and Associated Timeline**

Over the coming months, staff will assemble a technical team, under the direction of the Senior Manager of Sustainability, who will put more emphasis on reducing the TDSB's greenhouse gas emission particularly from its very large building portfolio. Balanced with this approach will be a continuing effort to address the TDSB's \$3.8 billion backlog of major repairs. Once the team is in place, staff will be in a position to report to Board on its plan to reduce GHG emissions over the long term, along with interim targets.

## **Resource Implications**

It is anticipated that the new technical team will be made up of seven existing staff, four from the Utilities Group and three from Design.

## **Communications Considerations**

Not applicable at this time.

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

- Policy P028 – The Environment

## Appendices

- Appendix A: TDSB Building Energy Intensity
- Appendix B: Twenty Years of Climate Action at the TDSB

## 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.

Steve Shaw, Executive Officer, Facilities at [steve.shaw@tdsb.on.ca](mailto:steve.shaw@tdsb.on.ca) or at 416-393-8780.

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

## Appendix A – TDSB Building Energy Intensity

The TDSB uses “energy use intensity” (total energy use/m<sup>2</sup>) to measure energy consumption in all buildings. In 2000, the TDSB’s total energy use intensity was 1015 MJ/m<sup>2</sup>, and by the end of the 2018/2019 school year, it had dropped 25% to 764 MJ/m<sup>2</sup>.

School Year	Natural Gas Consumption (M3)	Electricity Consumption (kWh)	Building Area (M2)	Portable Area (M2)	Electricity Energy Intensity (MJ/M2)	Gas Energy Intensity (MJ/M2)	Total Energy Intensity (MJ/M2)
2000-2001	78,501,852	368,754,633	4,177,267	46,055	315	700	1,015
2001-2002	79,347,623	347,661,265	4,174,073	46,055	297	708	1,006
2002-2003	75,231,043	333,316,665	4,233,533	46,961	281	662	943
2003-2004	76,051,686	309,601,970	4,229,424	36,928	262	670	932
2004-2005	76,000,254	315,032,747	4,213,636	36,231	268	672	939
2005-2006	72,635,507	303,814,556	4,196,812	36,092	259	645	904
2006-2007	69,270,181	299,533,789	4,206,067	35,813	255	613	868
2007-2008	68,548,051	296,663,356	4,235,630	42,641	250	603	853
2008-2009	65,852,488	290,813,317	4,231,916	42,571	246	580	825
2009-2010	67,593,837	282,849,303	4,161,666	42,084	243	605	848
2010-2011	66,163,829	281,796,769	4,170,770	39,924	242	591	833
2011-2012	66,705,319	273,167,297	4,105,259	39,784	238	605	843
2012-2013	64,964,893	274,323,820	4,057,150	39,575	242	596	838
2013-2014	63,032,907	278,871,809	4,024,011	41,178	248	583	831
2014-2015	61,651,153	277,037,698	4,044,328	40,760	245	568	813
2015-2016	62,280,023	278,439,387	4,098,254	40,899	243	566	809
2016-2017	62,156,463	270,817,529	4,096,801	41,248	236	565	801
2017-2018	58,539,826	278,024,588	4,100,135	30,183	243	532	775
2018-2019	57,174,690	275,691,319	4,082,288	30,183	242	522	764

## **Appendix B – Twenty Years of Climate Action at the TDSB**

### Table of Contents

#### Introduction

#### I – Context

- Policy
- Funding
- Consultative Approach
- Youth Engagement

#### II – Educational Partnerships

#### III – Education as Catalyst for Climate Action

- EcoSchools
- Ontario Institute for Studies in Education, University of Toronto OISE/UT Collaboration
- Outdoor Education
- Active, Safe and Sustainable Transportation

#### IV – Operations

- Greening School Grounds
- Energy Management
- Renewable Energy
- Waste Management
- Purchasing

## **Introduction**

The TDSB has been engaged in climate action for 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 expand education for sustainability.

This report provides an overview of the actions that the TDSB has taken over the past two decades to tackle climate change and become more sustainable, both as an institution and as an educator.

The report is organized into four main sections:

- Part I looks at the TDSB's institutional context and initiatives that have supported climate action, including policies, targeted funding, consultation and youth engagement.
- Part II provides an overview of some of the key partnerships that support environmental action in schools.
- Part III addresses TDSB educational initiatives that support climate action, including EcoSchools, outdoor education, teacher education, and active, safe and sustainable transportation.
- Part IV addresses on-the-ground actions operations has taken related to school grounds, energy use in buildings, renewable energy, waste management and purchasing.

## **Part I – Context**

Part I provides a summary of policy, funding, consultative approaches and youth engagement that the TDSB has adopted to shift towards sustainability.

### **Policy**

The Board of Trustees has adopted policies and plans to provide strategic direction for environmental initiatives across operations and educational programs. The key policy achievements are summarized below:

#### *TDSB Environmental Policy (2000/2010)*

The TDSB has supported environmental education in different forms since the early 1990s, but the Board formalized its commitment to sustainability with the adoption of the TDSB Environmental Policy in 2000. This policy summarizes the TDSB's commitment to aligning environmental education and school operations in order to build whole-school, ecologically literate communities aimed towards a healthy, sustainable society. The policy was updated in 2010 to explicitly address climate change through mitigation, adaptation and climate change

education. The TDSB Environmental Policy continues to provide strategic direction for the Board for all sustainability and climate initiatives.

### *Charter for Active, Safe and Sustainable Transportation (2013)*

In 2013, the Board of Trustees approved the Charter for Active, Safe and Sustainable Transportation (ASST) to tackle the decline in students walking and cycling to school. ASST has been incorporated into the EcoSchools program, and the Sustainability Office supports schools in implementing activities that encourage students to walk and cycle more. The TDSB's Environmental Legacy Fund has allocated funds to support the ASST program.

## **Funding**

Targeted funding is required to implement policies. The TDSB has committed to funding environmental initiatives in several ways:

1. *By funding staff positions:* Several Sustainability Office positions, such as those that develop and support sustainability, school-ground greening initiatives and climate-action programs in schools, are funded directly by the Board. In addition, the office has three full-time staff dedicated to supporting the EcoSchools program; this commitment is vital to the success of the program and supports the teachers and students who volunteer their time to implement environmental actions at schools.
2. *By supporting outdoor education centres:* The TDSB operates nine outdoor education centres that immerse students in safe, active and enriching environmental learning experiences, in both natural and urban settings. The TDSB is one of the few school boards in Ontario directly operating its own outdoor education centres, and it does so to ensure that all TDSB students have access to outdoor education a minimum of three times through their elementary school career.
3. *Through the Environmental Legacy Fund (ELF):* In 2010, when the Board approved the *Go Green: Climate Change Action Plan*, it authorized the creation of an ELF. Income from the sale of carbon credits, electricity produced by solar photovoltaic (PV) projects and hazardous waste is directed into the fund, as are environmental grants. The fund is used to support high-impact projects related to active transportation, teacher professional learning, urban forest management, school-initiated projects, information technology and energy initiatives. The ELF has been critical to the success of many TDSB sustainability and climate actions.

## **Consultative approach**

The TDSB has adopted a consultative approach around the issue of sustainability and climate action. This approach has been critical to engaging stakeholders, such as trustees, Board management, union representatives, teachers, parents, students and community partners. At present, two main platforms allow TDSB stakeholders to have a say in environmental policies, plans and projects being implemented at Board level:

1. *Environmental Sustainability Community Advisory Committee (ESCAC)*. ESCAC was established in 2010 as a direct result of the *Go Green: Climate Action Plan*, which called for a committee to provide advice and expertise to staff and trustees as they work towards meeting environmental goals. ESCAC is part of a network of TDSB community advisory committees. ESCAC provides a forum for community engagement around issues like climate change. Membership is open to trustees, Board staff, students, parents and community members.
2. *Joint Management-Labour Environmental Committee (JMLEC)*. The JMLEC was set up in January 2018 to leverage the knowledge that TDSB workers have of their workplaces and work processes and to link that expertise with the broader knowledge of management. The goal of the collaboration is to make informed decisions towards reducing greenhouse gas emissions by identifying feasible approaches and innovations to the workplace. The concept is designed to build organizational momentum in a framework of continuous improvement.

## **Youth Engagement**

The TDSB offers several ways for students to have a voice in environmental plans and policies and to develop leadership skills. In the late 1990s, the TDSB set up the Student Environment Network (SEN), providing students with an opportunity to organize an annual conference. SEN eventually dissolved, but in 2013, the Toronto Youth Environmental Council (TYEC), a non-profit organization run by and for youth, emerged as a space for the youth of Toronto to push for change in the city's environmental policies. Many TYEC members are TDSB students who are also active leaders of environmental initiatives in their schools and communities, including the recent climate strikes. The TDSB's Student Senate (formerly known as the TDSB SuperCouncil) provides another forum for students to raise environmental concerns like climate change, and some TYEC members are involved in this group. The EcoSchools program provides many opportunities for students to gain leadership skills and express their ideas for sustainability and climate action projects to their schools.

## **Part II – Educational Partnerships**

The TDSB has a well-established track record of working in collaboration with partners in the community to achieve the goals of climate action and greening schools. Long-standing partners such as Evergreen have been helping with school-ground greening efforts since 2004, and over the years, other key partners have stepped up to provide critical support to EcoSchools and to help schools plan and deliver educational programs that engage students in climate action. A few of the non-profits TDSB works with are:

### *No. 9*

For the last few years, the TDSB has partnered with the non-profit organization No. 9, to deliver their program My Sustainable Community in TDSB schools. Students survey the land in their community and use principles of sustainable building to create a scale model of their ideal use of this land to enhance safety and sustainability.

### *Evergreen*

Evergreen has been instrumental in supporting the school-ground greening program through a long-standing partnership that began in 2004. In addition to providing thousands of on-site design consultations for school-ground greening projects, Evergreen has helped develop several publications to guide school-based greening initiatives, including *Designing for Shade and Energy Conservation*.

### *FoodShare*

FoodShare is an organization committed to making sure that everyone, especially those most affected by food insecurity, has access to affordable, fresh and healthy food. Their urban schoolyard farming project employs students to grow food on secondary school rooftops and lawns while promoting food literacy. FoodShare initially started working with three TDSB high schools to run school market gardens and has since expanded its reach. Burnhamthorpe CI has an impressive two-acre farm featuring a market garden, orchard, reforestation project, naturalized prairie gardens and a mid-scale community compost site. Eastdale CI has a half-acre rooftop garden that includes an education centre, market garden and event space.

### *Green Thumbs Growing Kids*

This organization cultivates environmental stewardship through hands-on gardening and curriculum-linked food education for urban children and their communities. Several TDSB elementary schools are involved in Kids Growing, a program that connects children to their food, giving them the tools to grow, harvest and enjoy food right in the school garden.

### *PACT*

In 2009, the TDSB formally partnered with PACT (Urban Peace Program) to implement the Grow-to-Learn gardening program in several TDSB schools. This program transforms “unused, often grey spaces into bountiful organic gardens where children and youth learn about harvesting food, sustainability and community building.”

### *CultureLink Settlement and Community Services*

The TDSB has been partnering with CultureLink since 2015 to deliver cycling education support to schools. Through this partnership, the Sustainability Office is able to offer free cycling education programs to schools (e.g., bike rodeos, learn-to-ride workshops and bike safety workshops). CultureLink has also been a leading partner in Bike to School Week in Toronto for the last several years and has delivered a variety of cycling education supports to secondary schools.

## **Part III – Education as Catalyst for Climate Action**

The TDSB has made environmental education a priority since the 1990s. This commitment has taken shape through several innovative programs, including outdoor education, EcoSchools and a new partnership for teacher education with OISE/UT. The TDSB’s track record as a Canadian leader in environmental education provides a solid foundation for climate change education and action in schools.

## EcoSchools

The TDSB launched Canada's first EcoSchools program in 2003, a platform for environmental action and education. In 2005, the TDSB was instrumental in establishing Ontario EcoSchools, an independent province-wide program based on the TDSB EcoSchools model and resource materials. In 2019, Ontario EcoSchools expanded to become EcoSchools Canada, spreading the program pioneered by the TDSB to schools across the country. The scope of TDSB EcoSchools is very broad: It not only promotes environmental education and action, but also improves how schools and school grounds are used, run and even designed. The goal of the EcoSchools program is to support students and staff in learning about, caring for and protecting the environment — starting right in their own school.

All TDSB schools are invited to seek EcoSchools certification by implementing a range of environmental actions that focus on waste minimization, energy conservation, sustainable transportation and school-ground greening. The program also has a strong environmental literacy component, as well as special projects and events that may include parents and the wider community. Schools can certify at different levels: Bronze, Silver, Gold and Platinum, depending on the degree to which they embrace environmental action. The TDSB has certified elementary, middle, and secondary schools, and outdoor education centres in all parts of the city and in all kinds of neighbourhoods.

About 60% of all schools are certified, and each year, more are awarded Platinum, indicating that many schools are engaging with sustainability more deeply, including integrating climate change into teaching and learning.

### *Supporting EcoSchools*

Adequate support is critical to the success of the EcoSchools program. Currently, a small team of TDSB staff is dedicated to supporting teachers and students, coordinating school-based greening projects, and managing the EcoSchools certification process, which involves conducting school audits. Each year, the EcoSchools team:

- Develops resource materials for EcoSchools (e.g., certification guides, handbooks, posters, curriculum materials and newsletters).
- Facilitates EcoSchools kick-off workshops to help teachers jump-start the program at their school, get updates on the program, and share ideas with Board partners and colleagues from other schools.
- Organizes student leadership conferences in the fall for students, drawing on existing best practices to help students develop leadership skills and tap their potential to help implement the EcoSchools program.
- Coaches schools applying for Platinum status and coordinates year-round tours of certified Platinum EcoSchools to share best practices and highlight certification requirements.
- Conducts school-ground greening consultations and programs.
- Coordinates with Board-approved partners who support environmental actions in schools, student leadership and professional development for teachers.

## **OISE/TDSB Collaboration**

For many teachers, integrating environmental and climate change education into the curriculum is the most demanding expectation of the EcoSchools program. To support them, the TDSB has developed a strong partnership with the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT) that offers teachers many opportunities for professional development in ecological literacy.

In 2013, the TDSB–OISE/UT partnership launched the Environmental Education Additional Qualification (EE AQ) course for teachers. Following the success of this first EE AQ, two new EE AQ courses (Part 2 and Part 3) were developed, as well as a certification program for educators who are not certified by the Ontario College of Teachers. These EE AQ courses employ diverse strategies (e.g., field trips, lectures, workshops and experiential learning) to help educators increase their capacity to implement environmental curriculum and foster student ecological literacy. As of August 2019, 166 TDSB teachers have completed EE AQ Part 1, 46 have also completed EE AQ Part 2 and 15 have completed EE AQ Part 3. TDSB staff who successfully complete a course are eligible for a subsidy funded from the TDSB's Environmental Legacy Fund.

Since EE AQ program has been established, the collaboration between the two institutions has expanded to include:

- The EcoSchools Action Research Professional Learning Community (PLC) for teachers to enhance knowledge of environmental education, cultivate new professional networks and develop capacity to mentor colleagues.
- The EcoSchools Program Evaluation, whereby teachers and administrators engage in collaborative inquiry to track the effects of environmental education work in their schools and communities, and share findings.
- An annual EcoSchools conference and eco-fair for teachers and teacher candidates.
- Environmental education workshops for teachers.
- Mentoring for OISE/UT teacher candidates by EcoSchools teachers in schools.

## **Outdoor Education**

The TDSB currently operates nine outdoor education centres, of which five are overnight and four are day-use, serving about 65,000 TDSB students each year. Highly qualified staff members guide students and teachers through safe, active and enriching learning experiences in both natural and urban environments. Students learn through curriculum-enriching direct activities that cannot be duplicated within the walls of a classroom. Outdoor education centres provide an ideal space for learning about how climate change affects the natural environment and for thinking about strategies to mitigate and adapt. The TDSB's Outdoor Education website houses an archive of lessons that teachers can use back at school, many of which are directly related to climate change.

## **Active, Safe and Sustainable Transportation**

The TDSB has made significant progress in promoting awareness and action around active transportation. In 2013, the TDSB's Board of Trustees approved a Charter for Active, Safe and Sustainable Transportation (ASST). Since then, the TDSB has supported a wide range of initiatives to encourage students and staff to walk or wheel to school, including cycling education programs and leadership camps, annual campaigns (e.g., International Walk to School Day, Bike to School Week), school travel planning, and participation in Metrolinx's Smart Commute program.

Secure bicycle parking for students and staff is key to active and sustainable transportation. Bicycle racks have been installed at over 134 TDSB schools since the ASST was launched in 2013. Recently, the TDSB has received \$350,000 funding from the City of Toronto to ramp up these efforts. The partnership with CultureLink and their Bike to School project has brought cycling education programs to numerous schools and helped students discover the personal and community benefits of cycling.

The TDSB has also been running a traffic safety program since 2017, thanks to a partnership with Green Communities Canada. This program targets schools experiencing the most traffic pressure. A program facilitator works with these schools to investigate traffic-related concerns; schools then establish a traffic safety team to work alongside the program facilitator to plan and implement solutions. The program also promotes active and sustainable transportation.

School-ground greening, including tree planting, food gardens and naturalized study areas, are another important part of education for climate action. These are covered in detail in Part IV, below.

## **Part IV – Operations**

While education is at the heart of the TDSB, facilities and building operations play a major role in its climate action plan. The TDSB is a large organization comprised of schools, outdoor education centres and administration centres. All activities taking place within TDSB properties can play a role in mitigating and adapting to climate change, including school-ground maintenance, purchasing, transportation, energy and water use, and waste management. The Board's environmental policy (2010) recognizes that aligning operations with teaching and learning will help develop whole school, ecologically literate communities whose goal is building a healthy, sustainable society.

### **Greening School Grounds**

School-ground greening plays a pivotal role in helping the TDSB to reduce its carbon footprint and adapt to climate change. Improving the quality of school grounds is an investment that increases in value over time.

TDSB school-ground greening initiatives began in the 1990s, for several reasons: natural spaces are ideal for environmental teaching and learning; they benefit biodiversity; they often provide shade and respite from urban heat islands; and they can be used to grow food.

Schools require guidance and support to plan, create and maintain greening projects, and the TDSB has developed several community partnerships over the past two decades (mentioned in Part II) to help provide this. Major school-ground greening initiatives are described below.

#### *Urban forest management*

The TDSB recognizes that the urban forest is vital to the health of our environment. The Large Tree Program was launched in 2007, and since then, approximately 2500 large native shade trees were planted at 250 TDSB schools. The total canopy on TDSB properties now includes about 35,000 trees, which absorb approximately 175 metric tonnes of CO<sub>2</sub> from the atmosphere each year. Trees have many other benefits: they make the grounds attractive, provide habitats for biodiversity, reduce storm water runoff, and shade buildings and play areas. Guided by its Urban Forest Management Plan (2013), the TDSB has committed significant resources to tree planting and tree maintenance, including a program to control the spread of the invasive Emerald Ash Borer, and watering and mulching programs throughout the summer months. The Urban Forest Management Plan also supported a University of Toronto [research project](#) on the effect of trees on the academic performance of primary students at the TDSB.

#### *Nature study areas*

In 2006, the TDSB initiated a program encouraging schools to develop nature study areas (NSAs) on the school grounds. These designated areas naturalize when they are no longer mowed, which can reduce maintenance costs, noise and air pollution. Each NSA is unique to the environmental conditions in that particular schoolyard. NSAs are an important component of the EcoSchools program as they allow teachers and students to access the enhanced biodiversity that naturalized areas can provide for learning right in the schoolyard. In 2016, the TDSB developed a guide to help schools plan, create, maintain and use their NSAs. Currently, about 18 schools have NSAs.

#### *Food gardens*

Many TDSB schools have food gardens, which not only provide places for students to learn how to grow, harvest and prepare food, but also teach them about food security and nutrition. Many of these gardens are made possible thanks to partnerships with a number of community groups including FoodShare, Green Thumbs Growing Kids and PACT (please see Part II for more information on these partnerships).

### **Energy Management**

Since the 1990s, the TDSB has worked steadily to reduce energy consumption in buildings, the largest source of its greenhouse gas emissions. The TDSB uses “energy use intensity” (total energy use/m<sup>2</sup>) to measure energy consumption in all buildings. In 2000, the TDSB’s total energy use intensity was 1015 MJ/m<sup>2</sup>, and by the end of the 2018/2019 school year, it had dropped 25% to 764 MJ/m<sup>2</sup>.

In 2019, the TDSB published its [Energy Conservation and Demand Management Plan](#), which documents some of the work done to reduce energy consumption across the TDSB in a five-year reporting period from the 2013/2014 to 2017/2018 school years. According to this report, overall energy use at TDSB buildings dropped, mainly as a result of upgrades to heating and

hot water systems in schools, which significantly reduced the TDSB's use of natural gas. In this five-year period alone, CO<sub>2</sub> emissions were reduced by about 142,000 metric tonnes.

The key actions that reduced energy use are summarized below. Further detail can be retrieved from the plan.

#### *Heating and Cooling System Renewal*

Upgrades to outdated school heating systems and building retrofits have provided the greatest energy savings and reduction in emissions. The TDSB operates close to 600 building heating systems of varying models, the majority of which are past their life expectancy and in need of replacement at the time of the report. The TDSB has been engaged in a sustained effort to renew these building heating systems, including replacing older-model steam plants with new hot-water-based ones that are more efficient and require less maintenance. All of the new heating systems allow for more precise temperature scheduling based on outdoor weather and building occupancy. The new heating plants also have a built-in Building Automation System (BAS) that monitors temperatures, allowing for greater energy efficiency and control. Many water heating systems were upgraded to be more efficient as well. In total, 75 heating plants were replaced between the 2013/2014 and 2017/2018 school years, reducing total emissions by more than 71,000 tonnes of CO<sub>2</sub>.

Starting in the late 1970s, central cooling plants were included in the design for larger schools, and many of these have now exceeded their life expectancy and are being replaced with more efficient chiller plants that use less energy and are electronically controlled. Some schools have also had new, more efficient central ventilation systems installed with enhanced BAS controls, further reducing energy consumption. A total of 19 cooling/HVAC renewal projects were implemented during the reporting period, helping to avoid almost 1000 tonnes of CO<sub>2</sub> emissions.

#### *School Roofing Renovations*

Extensive work has been done to upgrade and repair aging school roofs, and all of these projects have included improved roof insulation, generating significant savings in heating costs. Approximately 6 million square feet of roofing has been upgraded since the roof repair project started, avoiding some 63,000 tonnes of CO<sub>2</sub> emissions.

#### *Window Upgrades*

Many of the TDSB's older buildings have aging single-glazed windows, with cracked seals and wood frames, all of which contribute significantly to energy loss. As part of the TDSB renewal efforts, the Board began the work of replacing older windows with newer, more energy efficient models, focusing first on high priority, larger jobs. So far over 15 million square feet of windows have been replaced, averting almost 6000 tonnes of CO<sub>2</sub>.

## **Renewable Energy**

The TDSB began investing in renewable energy technologies in 2010, with a particular focus on the installation of solar PV systems on school rooftops. The first systems were installed by the TDSB on 10 schools. The TDSB has a contract to sell this electricity to the Independent Electricity System Operator, projected to earn a total of about \$3.4 million for the Environmental Legacy Fund over the duration of the 20-year contract.

Since those first installations, a further 311 TDSB schools have had solar PV systems installed on their rooftops, thanks to an agreement with School Top Solar Limited (now Potentia Renewable Inc.). In exchange for roof space on TDSB schools to install their solar arrays, the company is covering the costs of millions of square feet of roofing. Overall, the program saw the installation of close to 148,000 solar panels with an installed capacity of 37 megawatts (MW). These solar arrays on TDSB schools offset over 30,000 tonnes of CO<sub>2</sub> between the 2013/14 and 2017/18 school year.

## **Waste Management**

Every item the TDSB purchases, transports and throws away has an environmental impact, including greenhouse gas emissions. By minimizing the amount of waste going to landfill, the TDSB can significantly reduce this impact. TDSB properties participate in the City of Toronto waste minimization programs such as recycling and green bins, but the TDSB has also initiated several of its own programs to minimize the amount of waste going to landfill. Highlights of TDSB waste management include the following:

- In 2009, the TDSB reduced the frequency of waste collection from twice a week to once a week at many schools, lowering costs as well as greenhouse gas emissions associated with vehicle trips.
- EcoSchools produce about half as much waste per year compared to non-certified schools. This is a direct result of focused waste minimization programs, which are largely implemented and led by student volunteers.
- In 2015, the TDSB launched Project Refill, which encourages schools to use fewer single-use plastic water bottles by installing water bottle filling stations. This initiative promotes a culture of waste minimization in schools. Through this program, 134 water bottle filling stations have been installed. An additional 282 water bottle filling stations have been installed outside of this program.
- The TDSB's ArtsJunktion is a depot for receiving and distributing materials and supplies donated by community partners, which are then used in educational and creative programs within the TDSB. ArtsJunktion has been running for over 35 years and is currently operating under the Sustainability Office.

## **Purchasing**

While sustainable procurement practices are not yet mainstreamed at the TDSB, some significant advances have been made, including the following:

- In 2018, the TDSB implemented an online bids and tenders digital procurement platform, saving approximately 200 metric tonnes of CO<sub>2</sub> associated with paper and printing costs.
- Schools and offices now have the option to purchase 100% post-consumer recycled paper.
- Staff recently drafted a detailed report outlining options for discontinuing the distribution of single-use plastic items (SUPs). The report highlights the impact of SUPs on the environment and human health, their use within the TDSB, and strategies for alternatives.

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## **International LGBTQ Leaders Conference 2020, December 2 – December 5, 2020: Expense Approval**

**To:** Committee of the Whole

**Date:** March 4, 2020

**Report No:** 03-20-3855

### **Strategic Directions**

- Create a Culture for Student and Staff Well-Being
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is **RECOMMENDED** that the request from Trustee Chris Moise to attend the International LGBTQ Leaders Conference 2020 from December 2 to December 5, 2020, in Washington, D.C. be approved.

### **Context**

The International LGBTQ Leaders Conference 2020 is taking place in Washington, D.C. from December 2 to December 5, 2020. Information on the 2020 program is not yet available, however, the program from 2019 (Appendix A) includes informative presentations, educational workshops, including the following topics: Queer and Indigenous: Current Challenges in the Americas, Reforming a Broken Criminal Justice System, Equal Pay in the Workplace, A Roof Over Their Head: The Homelessness and Housing Affordability Crisis, and Diagnosing Deficiencies in Mental Healthcare.

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

Administrative Liaisons will complete the registration and applicable bookings once conference is approved.

### **Resource Implications (Estimate)**

The total estimated cost for the conference is \$3,110. The conference will be paid from trustees' discretionary budget.

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

Governance Procedure PR582 (b) Trustee Expense

## **Appendices**

- Appendix A: Background Information
- Appendix B: Conference Form

## **From**

Colleen Russell-Rawlins at [Colleen.Russell-Rawlins@tdsb.on.ca](mailto:Colleen.Russell-Rawlins@tdsb.on.ca) or at 416-397-3187



## **International LGBTQ Leaders Conference 2020**

Victory Institute welcomes you to the  
**International LGBTQ Leaders Conference**

***Thursday, December 3rd - Saturday, December 5th,  
2020***

***Pre-Conference Session on Wednesday, December 2nd***

JW Marriott, Washington, DC

*This December, 600 LGBTQ elected officials, leaders and advocates from across the world will come together for the International LGBTQ Leaders Conference in Washington, DC. The conference includes three days of networking and skills building as we strategize the year ahead in our movement for equality.*

*Last year's speakers included U.S. Senator Tammy Baldwin, U.S. Senator Bernie Sanders, and Virginia Delegate Danica Roem, and dozens of others. More great leaders are on the way for 2020!*

*The international pre-conference session will take place on Wednesday, December 2nd from 9:00 am to 5:00 pm.*

*For Conference updates, hotel booking and more, please join our email list [here](#).*

**This is the registration form for U.S. Participants.** International registration form can be found [here](#)!

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Occupation

Employer

## Ticket & Guest Information

Ticket Level

Early Bird (\$315)

Quantity

- Quantity -

## Ticket Level

## Quantity

Elected/Appointed Official Registration (\$235)

Young Professional Rate (\$260)

Registration for attendees under 30

Pre-Conference (Valid for For 12/2 Session ONLY!) (\$0)

Additional Contribution (Optional)

**TOTAL: \$0****QTY: 0****Additional Information**

Will you be attending the international pre-conference session on December 2nd?

☐ Yes☐ No

If you are an elected or appointed official, please tell us the office held. (Optional)

Which of these terms best describes your sexual orientation?

If you prefer to self-describe your sexual orientation, please enter it below: (Optional)

Which of these terms best describes your gender / gender identity?

If you prefer to self-describe your identity, or want to include multiple identities, please enter them below:  
(Optional)

Please tell us of any accessibility requests. (Optional)

Please tell us of any dietary restrictions. (Optional)

If you need interpretation services please provide details below. (Optional)

**Refund Policy:** LGBTQ Victory Institute will provide a full refund upon request until October 30, 2020. After that date, a 50 percent refund will be available until November 20, 2020. LGBTQ Victory Institute will no longer offer refunds after November 20, 2020.

[Register](#)

1225 I (Eye) Street NW, Suite 525  
Washington, DC 20005

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By providing my mobile phone number, I agree that LGBTQ Victory Institute and its agents may contact me by mobile phone call and text message regarding programs, events, and membership.

Access the full conference agenda, set your schedule and chat with fellow attendees using the official app of the International LGBTQ Leaders Conference 2019.

Get The App

WEDNESDAY, NOVEMBER 13

International Pre-Conference Programming: Populism vs. Democracy

Penn Avenue Terrace – JW Marriott

The rise of populism and nationalism during the last five years is eroding democracy worldwide. While internet and digital technology have prompted increasing political engagement, income inequality, conflicts, climate change and migration have fueled the frustration and fears of the public. Those feelings have been hijacked by populist politicians with an exclusionary agenda and clear authoritarian tendencies. This international preconference will provide US and international participants with a snapshot of the state of democracy and the impact populism is having around the world.

9 a.m. – 10:30 a.m.

Far-Right Nationalist Parties and the New Power Balance in the European Union

Speakers:

- Isabella Adinolfi, Member of the European Parliament, Italy
- Knut Dethlefsen, Representative to the U.S. and Canada, FES
- James Kirchick, Visiting Fellow - Foreign Policy, Brookings Institution
- Jose Santoro, LGBTI Adviser, The Party of European Socialists, Spain
- Hannah Winnick, Program Director, Heinrich Böll Stiftung Washington, DC

Growing inequality, transformation of labor relations, and a massive influx of migrants have provided the breeding ground for the current wave of populism and nationalism that is sweeping the European Union. In providing seemingly easy solutions for complex problems, these parties have won over 20 percent of seats in the European Parliament, attracting a frustrated and increasingly disaffected electorate. How is this affecting democracy in the region? What will be the impact on the policies and efficacy of the European Union? Panelists will explore these and other questions about the state and future of democracy on the other side of the Atlantic.

10:45 a.m. – 12:30 p.m.

Democracy & Internet: U.S. and Beyond

Speakers:

- Pablo Aguilera, Development Manager, R3D : Red en defensa de los derechos digitales
- Naomi Fontanos, Executive Director, Gender and Development Advocates (GANDA), Philippines
- Chanelle Hardy, Strategic Outreach & Senior Partnerships Counsel, Google
- Peter Micek, General Counsel, Access Now

Similar to how the printing press revolutionized access to information in the Middle Ages, the internet has led to the ultimate democratization of information. But what is the impact

on democracy? On one hand, wider access to information and social media is deepening democracy, making governments more accountable and allowing people to organize faster, as seen during the Arab Spring and the subsequent Occupy Movements around Europe and North America. At the same time, elections are being tainted across the globe, which in turn is used by undemocratic rulers to weaken trust in the democratic system and limit freedom of speech and assembly, among other rights. How can we limit the impact of fake news while deepening democracy and reinforcing human rights? Experts from a wide range of fields will discuss potential solutions and their pros and cons.

1:30 pm – 3 pm

**From Frustration to Action: Taking Back Brazil Through the 2020 Local Elections**

Speakers:

- Robeyoncé De Lima, Deputy, Legislative Assembly of Pernambuco
- Fabio Felix, Deputy, Legislative Chamber of the Federal District, Brazil
- Michael Lavers, International News Editor, Washington Blade
- Miguel Mesquita, Human Rights Specialist, IACHR, OAS
- Beatriz Pedreira, Co-founder, Update Institute, Brazil
- Edgar Souza, Mayor of Lins

Two years after the assassination of Councilwoman Marielle Franco and a year after one of the most polarizing elections in modern Brazilian history, a reinvigorated social movement opposing President Jair Bolsonaro’s policies is regrouping and channeling their frustration through politics. As in the U.S., a historic number of women, black and queer people ran for office in 2018, driven by a desire to protect their rights and vision for their country. Panelists will discuss the current strategies of the progressive movement to win back power through local elections as part of a larger effort to counterbalance the current government.

3:15 p.m. – 4:45 p.m.

**Breaking Venezuela’s Stalemate: What’s Next?**

Co-Hosted by Atlantic Council

Speakers:

- Tamara Adrián, Deputy, National Assembly of Venezuela
- Michael Curtis, Deputy Head of Delegation, Delegation of the European Union
- Brian Fincheltub, Secretary and Director of Consular Affairs, Embassy of Venezuela
- Beatriz Gabriela Rodriguez, Founder and Board Chair, Amazona Foundation

Three years of continued escalating tensions and democratic deterioration have left Venezuela with two parallel presidents and parliaments, but without a clear path to solve the economic and humanitarian crisis that has pushed over 3 million of its citizens to migrate to other countries. Join this panel to learn about a variety of future scenarios that lay ahead of the stakeholders involved, that could break the current stalemate and lead to a solution.

5:30 p.m. – 7:30 p.m.

**Pre-Conference Welcome Reception**

Sponsored by The Atlantic Council, Finnish Government, GLIFAA – LGBT+ Pride in Foreign Affairs Agencies, GLOBE LGBT+ Employee Business Resource Group, MillerCoors, Scottish Government, State Farm Insurance and the Welsh Government  
*The Atlantic Council – 1030 15th St, NW*

Wind down after a day of programming as we celebrate LGBTQ progress around the globe. Non-conference attendees can register for free [here](#).

8:30 a.m. – 3:30 p.m.

**Pre-Conference Session for Elected Officials**

*(Invitation Only)*

Sponsored by State Farm, Moody’s Analytics and Moody’s Investors Service

12 p.m. – 6 p.m.

**Conference Registration**

*Grand Ballroom Foyer*

4 p.m. – 5:30 p.m.

**Opening Plenary: State of the Race 2020**

*Grand Ballroom*

Speakers:

- Raul Alvarillo, Fox News Contributor
- John Blair, Deputy Secretary of State, New Mexico
- Lucinda Guinn, Executive Director, DCCC
- Jon Hoadley, State Representative, Michigan
- Celinda Lake, President, Lake Research
- Bernie Sanders, U.S. Senator, Vermont

All the Democratic presidential candidates support basic equality for LGBTQ people – marriage equality, non-discrimination protections and an inclusive military. But less talked about is which issues they will prioritize, their strategies for advancing equality in a potentially divided Congress, and how they would ensure LGBTQ inclusion in their administrations. With just months to go before the first primaries, hear from pundits and experts on the state of the race and how the candidates for president will impact equality if elected.

6 p.m. – 8 p.m.

**Opening Reception**

Presented by Comcast

*The Embassy of Canada – 501 Pennsylvania Ave. NW*

Speaker:

- David Cicilline, U.S. Representative, Rhode Island
- Co-Chair, Congressional LGBT Equality Caucus

8 p.m. – 10 p.m.

**Leading in Color Reception**

Sponsored by AARP, Altria and MillerCoors

*District Architecture Center – 421 7th St. NW*

The Leading InColor event is a “party with a purpose” where you’ll have an opportunity to engage with LGBTQ leaders of color who make up 20% of all LGBTQ elected officials serving nationwide. Over a dozen Out elected officials, and two hundred community members, donors, influencers, and allies from across the country are expected to attend.

**FRIDAY, NOVEMBER 15**

8 a.m. – 9:30 p.m.

**Corporate Appreciation Breakfast**

*Salon H/J*

*(Invitation Only)*

8:30 a.m. – 9:30 a.m.  
**Coffee Networking**  
*Grand Ballroom Foyer*

9:30 a.m. – 10:30 a.m.  
**Breakfast Plenary: Queer and Indigenous: Current Challenges in the Americas**  
*Grand Ballroom*

Speakers:  
Lori Campbell, Director of Indigenous Student Services and lecturer for Indigenous Studies at the University of Waterloo  
Jorge Andrés Cancimance, Putumayo Assemblymember, Colombia  
Sharice Davids, U.S. Representative, Kansas  
Deb Haaland, U.S. Representative, New Mexico  
Wendy Helgemo, Attorney, Big Fire Law & Policy Group LLP  
Arlando Teller, State Representative, Arizona

Indigenous populations in the Americas face unique challenges with their roots in historic oppression. Inequality, stigma and lack of access to resources prevents these communities from having their voices heard. LGBTQ elected officials and leaders from the US and other parts of the Americas will share with the audience the main challenges their communities face today, as well as their personal stories on being queer and indigenous elected leaders.

10:30 – 10:45 a.m.  
**State of Victory Speech**  
*Grand Ballroom*  
Remarks by Mayor Annise Parker, President & CEO, Victory Institute

11 a.m. – 12:30 p.m.  
**Breakout Session 1**  
  
**Breakout Session 1a: America's Next LGBTQ Delegate**  
*Salon D*

Speakers:  
Earl Fowlkes, Chair, LGBTQ Caucus, Democratic National Committee  
Rachel Hoff, Member, DC Republican Committee  
Ted Jackson, LGBTQ Engagement Director, Democratic National Committee  
Sean Meloy, Senior Political Director, Victory Fund  
Jason Rae, Secretary, Democratic National Committee

Want to be in the arena for the balloon drop at the Democratic National Convention or Republican National Convention next summer? As the Democrats and Republicans prepare for their conventions in Milwaukee and Charlotte, respectively, Victory Institute is working to ensure there are LGBTQ delegates there to influence party platforms and discuss issues impacting LGBTQ Americans. In this session, there will be an interactive discussion around the process of electing delegates to the RNC and DNC and choosing delegates as alternates.

**Breakout Session 1b: Incarceration in America: Reforming a Broken Criminal Justice System**  
*Salon E*

Speakers:

Nickie Antonio, State Senator, Ohio

Mateo de la Torre, Criminal Justice Reform Advocate

Malcolm Kenyatta, State Representative, Pennsylvania

Maritza Perez Sr. Policy Analyst-Criminal Justice Reform, CAP

Lamont Robinson Jr., State Representative, Illinois

For Black, brown, trans, immigrant and other underserved communities, the criminal justice system is often applied unfairly and unjustly, perpetuating inequity and rewarding bias. In 2015, Black and Latinx people made up 56 percent of the incarcerated population in the United States, despite representing only 32 percent of the population. And, nearly one in six trans people are incarcerated at some point in their lives. Finding solutions to deconstruct systemic injustice and reform America’s criminal justice system has not been easy, but this session will explore the varying approaches LGBTQ leaders have taken to advance progress.

Breakout Session 1c: A New Tide in Southern Africa

Salon F

Speakers:

Mary Hames, Board Chair, Triangle Project, South Africa

Michael Lavers, International News Editor, Washington Blade

Anna Mmolai Chalmers, CEO; Lesbians, Gays and Bisexuals of Botswana (LEGABIBO)

Rikki Nathanson, Outright Action International Board Member, Zimbabwe

Paula Sebastião, Project Coordinator, Arquivo de Identidade Angolano, Angola

With Angola and Botswana decriminalizing consensual same-sex relationships, Southern Africa is leading the continent on LGBTQ equality. Years of movement-building and the increasing visibility of the LGBTQ community are paving the way for a more inclusive sub-region. But how was progress achieved in each of these countries and what will be the impact on the continent’s geopolitics? Listen to elected officials and leaders from the region discuss these developments and what comes next.

12:45 p.m. – 1 p.m.

Tammy Balwin Breakthrough Award Presentation

Grand Ballroom

1 p.m. – 2:15 p.m.

Lunch Plenary: The Discriminatory Dollar: Equal Pay in the Workplace

Grand Ballroom

Speakers:

Deb Butler, State Representative, North Carolina

Angie Craig, U.S. Representative, Minnesota

Sunu P. Chandy, Legal Director at National Women’s Law Center

Deena Fidas, Managing Director, Out & Equal Workplace Advocates

Christine Quinn, Former Speaker of the NYC City Council

Victoria Rodríguez-Roldán, Trans/Gender Non-Conforming Justice Project Director, National LGBTQ Task Force

Mary Washington, State Senator, Maryland

Discrimination based on race, sex, national origin, age, disability, sexual orientation and gender identity can all impact our income. For example, for every dollar a white cisgender man earns, a Black cisgender woman makes 61 cents – forcing the latter to work 20 months to make the same amount as the former does in just one year. The problem is

compounded when the woman or person of color is LGBTQ as well. Twenty-nine percent of Black transgender women make below \$15,000 annually – a poverty rate almost four times greater than the general population. Also, when comparing women of all races to men of all races, women working full time, year-round typically are paid only 80 cents for every dollar paid to men working full time, year-round. And the wage gap is even worse when looking specifically at varying groups of women of color and as noted, for trans women. These disparities have serious implications on access to housing, healthcare, employment opportunities and many other basic needs. What can we do to push forward legislation and societal changes to confront the discrimination of the dollar?

2:30 p.m. – 4 p.m.

**Breakout Session 2**

**Breakout Session 2a: A Roof Over Their Head: The Homelessness and Housing Affordability Crisis**

*Salon D*

Speakers:

- Steve Hansen, Councilmember, City of Sacramento
- Sydney Kopp-Richardson, Director, National LGBT Elder Housing Initiative, SAGE
- Christine Quinn, Former Speaker of the NYC City Council
- Sultan Shakir, Executive Director, SMYAL
- Jorge Soto, Director of Public Policy, National Fair Housing Alliance
- Mary Washington, State Senator, Maryland

As rent continues to increase in cities and wages remain stagnant, homelessness and housing affordability is a growing crisis – with the LGBTQ community being hit particularly hard. One in five LGBTQ single adults makes less than \$12,000 a year. Transgender people are four times more likely to live in poverty than cisgender people. And 40 percent of homeless youth identify as LGBTQ. Join leaders in this area as they discuss how policy and advocacy efforts can help shift these trends moving forward.

**Breakout Session 2b: Diagnosing Deficiencies in Mental Healthcare**

*Salon E | Sponsored by PhRMA*

Speakers:

- Guy Anthony, CEO, Black Gifted and Whole Foundation
- Brad Hoylman, State Senator, New York
- Megan Hunt, State Senator, Nebraska
- Steven Lopez, Director of Health Policy, UnidosUS
- Carl Schmid, Deputy Executive Director, The AIDS Institute
- Jennifer Snow, Director of Public Policy, National Alliance on Mental Illness

In the 20 years since the passage of mental health parity laws, access to mental healthcare continues to lag behind access to physical healthcare. This discrepancy disproportionately impacts LGBTQ Americans, who are twice as likely as heterosexual cisgender Americans to have a mental health disorder in their lifetime. Additionally, people diagnosed with a mental health condition are four times as likely to be living with HIV than the general population. Join for a discussion about recent policy proposals that affect mental health access and parity, how to support people diagnosed with a mental illness, and what lawmakers can do to narrow the treatment gap.

**Breakout Session 2c: Where to Next?: Equality's Journey Around the Globe**  
*Salon F | Sponsored by Dow*

Speakers:  
Jorge Fernandez, PAKTA Foundation, Ecuador  
Jennifer Lu, Chief Coordinator, Marriage Equality Coalition Taiwan  
Danilo Manzano, Director, Diálogo Diverso, Ecuador  
Anna Mmolai-Chalmers, CEO, Lesbians, Gays and Bisexuals of Botswana  
Valerie Ploumpis, National Policy Director, Equality California

From passing marriage equality in Taiwan to decriminalizing same-sex relations in Botswana to launching the United Caribbean Trans Network – the past year has seen both advances and setbacks in the global movement for LGBTQ equality. Join panelists from a number of countries as we take a trip around the world and learn about the milestones and crisis points for LGBTQ people since the last conference. Panelists will also share what to watch for in the year ahead.

4:15 p.m. – 5:30 p.m.  
**Evening Plenary: The Political Partner: “I Didn’t Sign Up for This”**  
*Grand Ballroom*

Speakers:  
Jaime M. Grant, Author and Activist  
Kathy Hubbard, Wife of Mayor Annise Parker  
Ben Masri-Cohen, Husband of Sec. Eric Fanning  
Jerick Mediavilla, Husband of Rep. Carlos Guillermo Smith  
Matthew Miller, Partner of Rep. Malcolm Kenyatta

Whether on the campaign trail or at the kitchen table, the partners of LGBTQ elected officials often play an influential and underappreciated role. Some are in the spotlight and on the stump, some receive media attention or scrutiny, and others door knock or attend town halls. While the role can vary, few escape the hectic and fast-paced life that comes with dating or being married to a public officeholder. During this plenary, hear the insider stories and unique insights of the partners of LGBTQ elected officials – from the stress of Election Day to managing public praise and criticism.

6 p.m. – 8 p.m.  
**Bohnett Leaders Fellowship Reception**  
*(Invitation Only)*  
*The Occidental – 1475 Pennsylvania Avenue NW*

6 p.m. – 8 p.m.  
**Young Leaders Reception**  
*Pitchers – 2317 18th St NW, Washington, DC 20009*

7 p.m. – 10 p.m.  
**Women Out to Win Reception**  
Presented by Facebook and Sponsored by Baker Hughes and Human Rights Campaign Foundation  
*The Living Room – 1008 Vermont Ave NW, Washington, DC 20005*

The Women Out to Win event is a "party with a purpose" where you'll have an opportunity to engage with women leaders who make up 40% of all LGBTQ elected officials serving nationwide. Out women are leading the fight for equality and justice, so let's come together to celebrate their leadership, service, and most importantly, their voices!

8 p.m. – Late Night

**Late Night Out with Victory**

*Number Nine – 1435 P St NW, Washington, DC 20005*

*Pitchers/A League of Her Own – 2317 18th St NW, Washington, DC 20009*

*Trade – 1410 14th St NW, First Floor, Washington, DC 20005*

Join conference attendees at numerous LGBTQ bars throughout D.C. Whether you are in the mood for chatting, good music and drink specials, or for dancing, we have a place for you.

**SATURDAY, NOVEMBER 16**

8:30 a.m. – 9:30 a.m.

**Coffee Networking**

*Grand Ballroom Foyer*

9:30 a.m. – 10:45 a.m.

**Breakfast Plenary: The New U.S. Supreme Court**

*Grand Ballroom*

Speakers:

Richard Fowler, Fox News Contributor

D’Arcy Kemnitz, Esq., Executive Director, National LGBT Bar Association

Diana Flynn, Litigation Director, Lambda Legal

Sam Park, State Representative, Georgia

Mark Joseph Stern, Staff Writer, *Slate*

The landmark ruling in favor of marriage equality marked the latest in a string of victories for LGBTQ people in the U.S. Supreme Court. But two Trump judicial appointees later, it is a new court. The upcoming ruling on non-discrimination protections for LGBTQ people will be instructive in what advocates and legislators can expect from the Supreme Court in future cases of equality. Hear from national leaders about their thoughts on the Title VII case and what implications the ruling will have moving forward.

11 a.m. – 12:30 p.m.

**Breakout Session 3**

**Breakout Session 3a: Seeking Safe Haven: LGBTQ lives on the border**

*Salon D*

Speakers:

Randall Garrison, MP, Esquimalt—Saanich—Sooke, Canada

Sharita Gruberg, Director of Policy, LGBT Research and Communications Project, Center for American Progress

Leslie Herod, State Representative, Colorado

Pramila Jayapal, U.S. Representative, Washington

Tony Navarrete, State Senator, Arizona

Erin Thorn Vela, Staff Attorney, Texas Civil Rights Project

Paulina Vera, Professor, GW Law Immigration Clinic

United States policy towards migrants is becoming increasingly hostile – with more than 3,000 children separated from their parents on the U.S.-Mexico border and refugees being denied the right to seek asylum. The impact on LGBTQ migrant families and individuals is notable – as many are fleeing countries where it remains dangerous to live as an out LGBTQ

person. As allies in governments and civil society groups work to draw attention to this growing humanitarian crisis, LGBTQ elected officials are also stepping up. In this session, panelists will discuss local responses and explore a broad range of issues related to family separation and asylum policies.

**Breakout Session 3b: At the Forefront: The Role of Diverse Leaders in Advancing Social Justice**

*Salon E*

Speakers:

2019 Victory Empowerment Fellows  
Andres Cano, State Representative, Arizona

People of color, transgender people and gender non-conforming people played leading roles in the Stonewall Uprising 50 years ago, and their presence in other social justice movements has been equally critical. Join the 2019 class of Victory Empowerment Fellows for an interactive discussion on how various social justice movements thrived because of its diverse activists – and how to ensure people of color, transgender people and gender non-conforming people are included in your organizing and advocacy strategies.

**Breakout Session 3c: God and Politics: Fundamentalists on the March**

*Salon F*

Speakers:

Tamara Adrián, Deputy, National Assembly of Venezuela  
Robert Biedron, Member of European Parliament, Poland  
Brian Bond, Executive Director, PFLAG  
Sam Brinton, Head of Advocacy and Government Affairs, The Trevor Project  
Marianne Duddy-Burke, Executive Director, DignityUSA  
Ryan Fecteau, State Representative, Maine  
Derek Kitchen, State Senator, Utah  
Sam Park, State Representative, Georgia  
Reverend Leslie Watson Wilson, Director of African American Religious Affairs, PFAW

From attempts to reverse *Roe. v. Wade* in the U.S. and ban abortion in Poland, to attacks to the peace process in Colombia for its gender equity clauses, to the latest attempts to limit the Inter-American Human Rights System, the Christian conservative movement permeates politics. Well-funded and internationally connected organizations such as the Alliance Defending Freedom and CitizenGo bring resources and mobilizing expertise to religious conservative organizations across the globe. Together with a successful political participation strategy, these groups are threatening and reversing the freedom and rights of women, LGBTQ people, religious minorities and other underserved populations. This panel will provide attendees with a global perspective on how this movement operates, hearing first-hand accounts of leaders from several countries.

12:45 p.m. – 1 p.m.

**Presentation of the Congressional Ally Award**

*Grand Ballroom*

U.S. Representative Pramila Jayapal, Washington

1 p.m. – 2:15 p.m.

**Lunch Plenary: For the Culture: Communities of Color in America**

*Grand Ballroom | Sponsored by Pfizer*

Speakers:

Candi Castleberry Singleton, VP of Diversity, Partnership Strategy and Engagement, Twitter  
Daniel Hernandez, State Representative, Arizona  
Leslie Herod, State Representative, Colorado  
Willard McCloud, Global Head of D&I, Pfizer  
Bamby Salcedo, President & CEO, TransLatin@ Coalition  
Pat Spearman, State Senator, Nevada

Communities of color continue to be underrepresented and disenfranchised – including within the LGBTQ community. In 2019, nearly 20 Black trans women have been killed. Nationally, LGBTQ people of color have lower incomes and poorer health outcomes than white LGBTQ people. With these disparities as a starting place, the plenary panelists will discuss the critical issues facing communities of color and share the policy and advocacy solutions to address them.

2:30 p.m. – 4 p.m.  
Breakout Session 4

**Breakout Session 4a: Plastic Everywhere: Polluting Our Oceans and Coastlines**

*Salon D | Sponsored by Toyota*

Speakers:

Park Cannon, State Representative, Georgia  
Julian Cyr, State Senator, Massachusetts  
Jessica Loya, National Policy Director, GreenLatinos  
Jeff Mauk, Executive Director, NCEL  
Alex Valdez, State Representative, Colorado

Every year, almost nine million tons of plastic end up in the world’s oceans and on its coastlines. This pollution has impacts on wildlife, food and water sources, and the amount of carbon emissions entering the atmosphere. The crisis is so enormous in scope that a proper response can seem overwhelming, but there are a growing number of potential solutions. Learn from policy makers and advocates about how to cut back plastic pollution and save our oceans.

**Breakout Session 4b: The War on Trans Americans**

*Salon E*

Speakers:

Londyn De Richelieu, Civil Rights Activist  
Mara Kiesling, Executive Director, NCTE  
Aryah Lester, Deputy Director, The Transgender Strategy Center  
Michaé Pulido, Policy Coordinator, TransLatin@ Coalition  
Diego Sanchez, Director of Advocacy, Policy, and Partnerships, PFLAG  
Brianna Titone, State Representative, Colorado

The trans community has been a favorite target of the federal government since the current presidential administration took office. From a ban on trans military members to attacks on trans healthcare to subverting workplace protections, a war on trans Americans is being waged. Hear from elected officials and advocates about the federal government’s latest attacks on trans people – including quieter federal efforts to subvert trans equality – and what we can do to fight back.

**Breakout Session 4c: Reclaiming Our History: Stonewall at 50**

Speakers:

Andrea Jenkins, Councilmember, City of Minneapolis

Dr. Nii-Quartelai Quartey, Sr. Advisor & National LGBT Liaison, AARP

Danica Roem, Delegate, Virginia

Brian Sims, State Representative, Pennsylvania

Carlos Guillermo Smith, State Representative, Florida

Tori Taylor, Host, For Future Reference Podcast

As we celebrated the 50th anniversary of the Stonewall Uprising this year, many for the first time learned about the whitewashing of this critical moment in LGBTQ history. LGBTQ people of color, transgender people and gender non-conforming people led the effort to fight back against police harassment and brutality, becoming the founders of the modern LGBTQ civil rights movement. Join AARP and out leaders for a conversation about the Stonewall Uprising and the role it played in shaping their activism. The conversation will also be shared as an AARP podcast.

6 p.m. – 8:30 p.m.

Closing Celebration

Penn Avenue Terrace – JW Marriott

Speakers:

Mayor Annise Parker, President & CEO, Victory Institute

APPENDIX A

#LGBTQLeaders20



# OUT-OF-PROVINCE/OUT OF COUNTRY CONFERENCES AND WORKSHOPS

## Part A – Conference Information (approval MUST be obtained prior to attendance)

Date: Feb 13, 2020

Employee Number <span style="background-color: black; color: black;">[REDACTED]</span>	Work Phone <b>416-395-8787</b>	Home Phone
Name of Applicant <b>Chris Moise</b>		Position <b>Trustee</b>
Home Address <b>5050 Yonge Street</b>		City <b>Toronto</b> Postal Code <b>M2M 5N8</b>
School/Department Name <b>Trustee Shared Services</b>		Method of Travel <b>Air</b>
Name & Purpose of Conference <b>International LGBTQ Leaders Conference 2020</b>		
Location of Conference <b>Washington, D.C., USA</b>		Dates of Conference <b>Dec 2-Dec 5, 2020</b>

### The cost should be charged to GL (check one) and Cost Centre:

31500 – Prof Dev – Academic & Supervisory Officer ☐

31700 – Prof Dev – All other Staff ☒

1. Cost Centre # \_\_\_\_\_

2. Cost Centre # **18305550**

### Estimated Expenses:

	US\$	CDN\$ (Canadian Equivalent)
• Registration	\$ 315	\$ 418
• Transportation (other than airfare)	\$ 151	\$ 200
• Accommodation 5 Days	\$ 1,250	\$ 1,657
• Meals (receipts must be provided)		
o Breakfast \$10 x 5 days	\$ 38	\$ 50
o Lunch \$20 x 5 days	\$ 75	\$ 100
o Dinner \$30 x 5 days	\$ 113	\$ 150
Other <b>Baggage</b>	\$ 26	\$ 35
• Airfare (to be arranged by the Director's Office)		\$ 500

Total Estimated Cost CDN\$ **\$ 3,110**

(Estimated Conversion Rate = **1.33**)

### Note:

Approved expenses include registration, transportation, accommodation, meals and other reasonable expenses depending upon the location of the conference, but only when these expenses are **not** part of the conference fee.

The maximum meal expenditure per day shall be provided up to \$60, capped at the amounts indicated.

**The maximum amount is inclusive of taxes and gratuity. Gratuity amounts are capped at 15% of pre-tax amounts.**

**A copy of the conference brochure must be attached.**

### Conference approved by:

Principal/Manager Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Supervisor/Supervisory Officer Signature \_\_\_\_\_

Print Name \_\_\_\_\_

Funding Source Confirmed (Comptroller/Designate Signature) \_\_\_\_\_

Craig Snider  
Print Name

Associate Director Signature (as appropriate) \_\_\_\_\_

Print Name \_\_\_\_\_

Director's Signature \_\_\_\_\_

### For Participant Information:

Reimbursement is limited to the amount of PD Funds available as indicated on the reverse of this form.

**Part B – To Be Completed and Approved Upon Returning From Conference**

**Actual Expenses Claimed (original receipts MUST be attached for all expenses being claimed):**

	US\$	CDN\$ (Canadian Equivalent)
<b><u>This section is for Principal/Vice-Principal use ONLY</u></b>		
• PD Funds Available	\$ _____	
• Subtract Cost of Airfare Arranged Through Director's Office (attach email received from Avenue Travel)	\$ _____	
• Balance of PD Funds Available	\$ _____	
• Registration	\$ _____	\$ _____
• Transportation (other than airfare)	_____	_____
• Accommodation _____ Days	_____	_____
• Meals (see attached receipts – use table below to calculate).		
o Breakfast \$10 x # days	\$ _____	\$ _____
o Lunch \$20 x # days	\$ _____	\$ _____
o Dinner \$30 x # days	\$ _____	\$ _____
• Other _____	_____	\$ _____
Total Expenses Claimed CDN		\$ _____
• Balance of PD Funds Remaining		\$ _____

**Note:**

Complete this portion after completion of conference/workshop.

***All expenses being claimed must be supported by original, detailed receipts (Visa or debit slips are not acceptable).*** Mileage reimbursement is limited to the maximum of the economy airfare. The maximum meal reimbursement per day shall be provided up to \$60, capped at the amounts indicated.

***The maximum amount is inclusive of taxes and gratuity. Gratuity amounts are capped at 15% of pre-tax amounts.***

(Conversion Rate = \_\_\_\_\_)

The table below has been provided to assist in the calculation of eligible meal expenses. Please complete, indicating the date(s) and the amounts claimed for each meal type. Please be reminded that the maximum is inclusive of taxes and gratuities (limited to a maximum of 15%). ALCOHOL IS NOT ELIGIBLE FOR REIMBURSEMENT. Attach a separate sheet if more space is required. Original detailed receipts must be attached.

DATE	Breakfast (max \$10)	Lunch (max \$20)	Dinner (max \$30)	Total (not to exceed \$60)
<b>Total</b>				

**I have read the TDSB's PR.582 Expenditure Guidelines and confirm that I am in compliance.**

\_\_\_\_\_  
Signature of Conference Participant

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

**Approvals**

\_\_\_\_\_  
Principal/Manager Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor/Supervisory Officer Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date Approved

\_\_\_\_\_  
Verified by Comptroller of Finance/Designate

**For Accounting Use Only:**

Amount of PD Funds Available: \_\_\_\_\_

**Forward completed form to:  
Accounts Payable, 5050 Yonge St., Route NE**

**Blank Page**

### **Written Notice of Motion For Consideration (Trustees Aarts and Donaldson)**

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

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the regular meeting of the Committee of the Whole on January 29, 2020 and is therefore submitted for consideration at this time.

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...

\*\*\*\*\*

### **Information on Immunization**

Whereas, the World Health Organization has declared vaccine hesitancy as one of the top ten global health threats in 2019<sup>1</sup> and that measles, a vaccine preventable, serious disease, has recently seen a global increase of 30 percent, and

Whereas, in September 2019 the Toronto Medical Officer of Health and the Toronto Board of Health reported on the growing risk of vaccine hesitancy in the City<sup>2,3</sup>; and

Whereas, vaccine hesitancy stems, in part, from communication gaps about vaccine safety and efficacy and misinformation that is spread via the internet and social media; and

Whereas, low vaccination rates can also stem from limited access to information and resources and insufficient access to medical services; and

Whereas, vaccine hesitancy reduces herd immunity (the critical immunization level required to prevent disease outbreaks) and therefore increases the risk of serious disease outbreak in TDSB schools, posing a risk to students, staff and their families; and

Whereas, every school board in the province works with a local public health unit to administer those school-related requirements of the Immunization of School Pupils Act<sup>4</sup> that:

- (i) allow students to register for school only once they have disclosed their immunization record, and
- (ii) issue suspension notices each year for non-compliance with the legislation;

and

Whereas, the TDSB issues approximately 4000 non-compliance suspensions each year representing an unnecessary administrative burden; and

Whereas, absenteeism due to suspensions can negatively impact student success; and

Whereas, the TDSB is a strong partner of Toronto Public Health and is committed to communicating critical information to families on topics that impact student health, well-being, and achievement; and

Whereas, the World Health Organization and the Toronto Board of Health report that health workers, especially those in communities, remain the most trusted advisors of vaccination decisions, and can be supported to provide trusted, credible information on vaccines;

Therefore, be it resolved:

- (a) That the Chair write to Ontario's Minister of Health, the Minister of Education, and Health Canada to request:
  - (i) that the Provincial and Federal governments provide resources and funding to enhance digital record-keeping that will reduce the administrative burden on schools and streamline notification to families;
  - (ii) that the Provincial and Federal governments provide resources and funding for enhanced education for parents and school communities about immunizations, including but not limited to, resources targeted specifically at the most vulnerable communities;
- (b) That the Director strengthen the Board's communications to support the provision of information about immunizations, such as:
  - (i) updating the Board's website and resources for Kindergarten and General Registration to include links to the Toronto Public Health online vaccination reporting website <sup>5</sup>,
  - (ii) working with Toronto Public Health to facilitate greater access to public health community resources, including existing educational resources and school-based supports for parents, teachers and schools.

Note:

1. World Health Organization - "Ten Threats to Global Health in 2019" (<https://www.who.int/news-room/feature-stories/ten-threats-to-global-health-in-2019>)
2. (September 9, 2019) Report from the Medical Officer of Health on Moving to Acceptance: Toronto Public Health's Strategy to Address Vaccine Hesitancy (<http://www.toronto.ca/legdocs/mmis/2019/hl/bgrd/backgroundfile-137355.pdf> )
3. (September 23, 2019) Presentation from the Associate Medical Officer of Health on Moving to Acceptance: Toronto Public Health's Strategy to Address Vaccine Hesitancy (<http://www.toronto.ca/legdocs/mmis/2019/hl/bgrd/backgroundfile-138045.pdf> )
4. Immunization of School Pupils Act, R.S.O. 1990, c. I.1: (Immunization of School Pupils Act, RSO 1990, c. I.1)
5. Toronto Public Health - Report Student Immunization (<https://www.toronto.ca/community-people/health-wellness-care/health-programs-advice/immunization/get-immunized-children-youth/report-student-immunization/>)

**Written Notice of Motion for Consideration as Emergency Business (Trustees Moise and Smith)**

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

In accordance with the Board's bylaws, emergency business is defined as:

a situation, or the threat of a situation, adversely affecting health, safety and/or well-being, or resulting in significant legal risk or financial damage or loss, which by its nature and seriousness requires an immediate response...

Further,

5.12.7 A matter not on the agenda or directly related to matters arising from discussion cannot be introduced by a trustee at a Board or Committee meeting, or after the notice of agenda has been circulated to members, unless the item qualifies as emergency business and is confirmed by a two-thirds majority vote of the members present.

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**Black Youth Mental Health Day, March 2**

Trustees Moise and Smith have submitted the following as a matter of urgency and for consideration as emergency business.

Therefore, be it resolved:

A. That the following matter be deemed as emergency business;

and, if approved (requires a two-thirds majority vote of the members present to be considered);

B. That the following be considered:

Whereas, over the past two years, the Toronto District School Board has deepened its commitment to strengthening the mental health and well-being of students and human rights, equity, anti-racism and anti-oppression articulated in the Multi-Year Strategic Plan - Action Plans; and

Whereas, the Board has acknowledged that anti-Black racism exists in the district and is committed to understanding, intervening and preventing all forms of discrimination; and

Whereas, mental health is an important component of overall health for all Canadians and the link between racism and mental health has been documented; and

Whereas, specifically, the 2016 Advancing the Mental Health Strategy for Canada: A Framework for Action, the Mental Health Commission of Canada noted that "mental well-being is deeply impacted by social determinants of health, such as precarious housing, poverty, social exclusion, and racism"; and

Whereas, moreover, the Commission reported that African and Caribbean Canadians face significant challenges that have negative implications for their mental health; and

Whereas, these challenges include experiences of interpersonal and institutional anti-Black racism and discrimination, systemic socio-economic and other disadvantages, disproportionately lower rates of educational attainment, higher levels of poverty and social exclusion, and more frequent interactions with law enforcement, criminal justice and child welfare systems and a lack of access to culturally appropriate and culturally competent services. (The Public Health Agency of Canada's Initiative - Promoting Health Equity: Mental Health of Black Canadians Fund); and

Whereas, the City of Toronto has recently launched a campaign focused on raising awareness of the impact of anti-Black racism on mental health; and

Whereas, the City's campaign will culminate in a Black Mental Health Day on March 2, 2020 and annually in March thereafter; and

Whereas, the City has asked institutions to take action focused on protecting and promoting the mental health and wellness of Black Torontonians; and

Whereas, Board staff provide mental health and well-being support services to students through Professional Support Services in schools and in partnership with community agencies serving Black and other equity-seeking students;

Therefore, be it resolved:

(a) That March 2 be recognized annually as Black Mental Health Day in the Toronto District School Board to:

- (i) promote awareness of the effects of anti-Black racism,
- (ii) increase acceptance and support for those individuals so affected,
- (iii) encourage respectful and informed dialogue about the impacts of discrimination on mental health;

(b) That the Director present a report, as part of the mental health and well-being annual report in 2021, describing actions aligned with providing culturally responsive and competent mental health supports through social work, psychology and other relevant mental health and well-being services.



# 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**

Committee of the Whole's mandate will be to make recommendations to the Board on:

- a) The development and annual review of the Board's Multi-Year Strategic Plan for the Board, in consultation with the Director or designate;
- b) The Board's inter-governmental relations;
- c) The development and management of plans for senior leadership succession;
- d) Professional development for members of the Board;
- e) Facility and property matters, including property disposition, major capital projects, boundary changes;
- f) Matters related to Trustees and Trustee Services; and
- g) Other issues referred to it from time to time by the Board or the Chair of the Board.