**COMMUNITY ADVISORY COMMITTEE MINUTES**

Committee Name: Environmental Sustainability Accountability Committee (ESAC)

Date: Monday, June 6, 2016

Time: 6:30 p.m.

Present: Rodica Alexander (Parent Rep for Grade 4-2, Claude Watson School for the Arts, Community Co-Chair); Sheila Cary-Meagher (Trustee Co-Chair); Esther Collier (Teacher, Cummer Valley M.S.); Kimberley Fry (Teacher, Mountview Alternative, and Chair of the ETT Environment Committee); Esther Grossman (Parent, Cedarbrae C.I.); Katie Harper (Director, Project Neutral (NGO)); Sunday Harrison (Green Thumbs Growing Kids (NGO)); Brenda Heyer (Development Manager, Environmental Defence); Haley Higdon (Program Lead – Natural Curiosity, OISE, UofT); Eman Jayousi (Parent, Blythwood Junior P.S.); Catherine Leighton (Project Co-ordinator, Waste Management, TRCA); Debbie Martin (Manager, Evergreen); Lisa Milne (Community Volunteer Parent, Outdoor Environment Education Committee, Jackman Ave. P.S.); Jessie Saywers (Teacher Candidate, OISE); Kristen Schaeffer (Teacher Candidate, OISE); Nancy Simich (School Advisory Council - Communications Rep - and Parent, Brian P.S.)

TDSB: Richard Christie (Senior Manager, Sustainability Office, TDSB); Kristen Evers (Green Projects Team Leader,TDSB); Denise Oliver (Teacher, Smithfield P.S.); Vana Pistiolis (Teacher, ETT Environment Member, TDSB); Erin Wood (Business Process Analyst, TDSB)

Regrets:

Guests:

Recorder: Linda Mendonça, Committee Assistant, PCEO

| **ITEM** | **DISCUSSION** | **ACTION /RECOMMENDATION/ MOTION** |
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| 1. Call to Order/Quorum | The meeting was called to order at 6:40 p.m. |  |
| 1. Approval of Agenda | The agenda was approved |  |
| 1. Welcome & Introductions | Members introduced themselves. |  |
| 1. ESAC Terms of Reference | **ESAC Logo**  Members approved the ESAC logo format and colours.  **Draft ESAC Terms of Reference**  Members reviewed the draft Terms of Reference and provided the following comments and suggestions.  **Mandate**   * Mandate should focus on issues such as climate change and sustainability * Include words such as resilience, sustainability * Representatives should Include teachers, students, custodians, and other parent organizations; students did not know about ESAC, need to find ways to be more inclusive * Include wording such as “to engage and facilitate work with stakeholders”. * Add something with “daring” in it, think “BIG”, and then make changes, and adapt as we go along.   **Terms of Membership**  **Part (a) – approved**  **Part (b) – approved**  **Part (c) – approved**  **Part (d):**   * Should include community members, teachers and students similar to Alternative Schools Advisory Committee   **Part (e) – approved**  **Part (f)**   * Add teachers and students * Look into how to advertise it – add flyer (i.e. EcoSchools Newsletter, etc.)   **Part (g):**   * focus on diversity important; contact communities that have been impacted by climate change (focus on climate refugees, etc.) to move beyond what’s traditionally been the environmental advisory committee * The Provincial Government has been silent; they should take some leadership in Toronto (maybe in collaboration with the City of Toronto) * Seems like there are things being done at the local schools (i.e. some students are writing to province regarding bees) * Students should be the focus. They are ones who are going to live with the outcome. * Need to find out if students are doing things that we can support, and move along in a broader way (i.e. doing a board wide campaign about bees)   **Meetings**   * Modify number of meetings to a minimum of six meetings per year * Minimizing print materials | Brenda Heyer has volunteered  to work with Rodica to incorporate suggestions and finalize mandate.  Members are asked to contact Richard if they have suggestions for other members to be included for ESAC membership. |
| 1. ESAC Meeting Schedule for 2016/2017 | Members discussed the ESAC meeting schedule for 2016/2017. The committee will meet monthly. It was suggested that meetings be scheduled on Tuesdays. Meeting locations will alternate between 5050 Yonge Street, and Central Technical School.  It was suggested that the a few members volunteer to meet before school starts so the work on drafting the recommendations can begin before September. These members can get some ideas together and get them ready to be presented to the Steering Committee. | Staff to revise 2016/2017 ESAC meeting schedule and send to members. |
| 1. TDSB Environment Report | **Draft ESAC Environment Report**  Staff advised members that the Sustainability Office will be submitting an Environment Report to Board in the fall and that this is an opportunity for the ESAC to weigh in.  A draft background section was presented to the group which included the following series of motions from the Board of Trustees that the report needs to address:   1. The Director will present a report to Board on ways to incentivize increased participation of schools in the EcoSchools program; 2. This report will contain metrics to indicate the amount of waste being diverted from landfill on a board-wide basis at present and a plan for increasing waste diversion; 3. A further report will be presented to the Board with an update on both (a) and (b) above, including metrics for the measurement of progress; and 4. The Director will revisit the Go Green: Climate Change Action Plan and present a report that would outline a plan to revitalize it.   **ESAC Recommendations for the Environment Report**  This is an opportunity for the ESAC to advise the Board on what they should do regarding EcoSchools and environmental programming in general. The stronger the report, the better the outcome. The recommendations developed by ESAC provide the Committee with an opportunity to speak directly to the Board.  Richard will be writing the Environment Report and aims to submit it by September. The report has to go to Executive Council, then to Standing Committee, and then to the Board. One of the challenges is determining how to move forward with the existing resources, so a very strong case for the recommendations will need to be made.  A small group can get together to flush out the ESAC recommendations which could be attached to the report as an appendix. The timeline is tight however and we would need the recommendations by September. Before moving any recommendations forward they would need to be approved by the whole committee.  Members made the following comments and suggestions for consideration when drafting the recommendations:   * Consider LOI information as some teachers have limitations on supporting Ecoschools in LOI schools * Thinking about TDSB system; there should be a flow through the system, so certification is not an arduous thing. * There is a lot of extrinsic vs. intrinsic information that impacts EcoSchools. Consider what kind of user testing you are using so things like that work to rule does not impact Ecoschools. * Gather information about Administrators. Are they following the Ecoschools program and why not? Ensure that the Board comes up with policies to make sure that it happens. |  |
| 1. Draft ESAC Environment Report Recommendations | Members broke down into small groups, developed the following draft recommendations for potential focus areas, and voted on them based on priorities.   |  |  | | --- | --- | | **Recommendation** | **# of votes** | | 1. That TDSB focus on policy and curriculum; so that it is universal. TDSB should be playing an advocacy role with the ministry in developing stronger fully integrated policies to support Eco-Schools. If this happened LOI, work to rule etc. wouldn’t impact program as much  Would make EcoSchools more naturally universal | **20** | | 1. Create TDSB policy that integrates ecoliteracy into curriculum so that when the Board is doing curriculum pushes, the environment is embedded into the initiative (e.g., STEM) | **17** | | 1. Make EcoSchools more accessible and user-friendly (eg. Starter pack for new schools; celebrate what is already being done; have more visits to schools) | **14** | | 1. More money to support EcoSchools | **14** | | 1. That staff reach out to schools that are not eco-certified; and begin a conversation with them about why that is to get a sense of the barriers; and to determine what kind of supports they need to get eco-certified. | **10** | | 1. That TDSB leverage the power of the community; non-profit and stakeholders to maximize the effectiveness of EcoSchools; and continually expand. | **7** | | 1. That a communications strategy be developed for stronger communications with youth and the community (i.e. having an app for kids to create the hype themselves, and teachers, stakeholders, and community to get involved). | **6** | | 1. That TDSB mandate all principals to participate in EcoSchools; | **6** | | 1. That schools be mandated to include EcoSchools in the SIP (School Improvement Plan) | **5** | | 1. That TDSB provides recognition and celebration and additional supports for new schools that do come on board as an EcoSchool (i.e. through ceremonies, newsletters, etc.) | **4** | | 1. Develop guiding principles (not mandate)for schools regarding the EcoSchools program so that certification/participation is more of an expectation. | **0** |   **Wrap-Up:**  Staff asked members who wished to volunteer to be part of a working group to draft the recommendations and to finalize the ESAC terms of reference to come forward, and to let Erin know of the interest. | Action: Environment Report Recommendations Working Group will meet over the summer to review the priorities set by ESAC (see table) and develop next steps.  The following individuals have expressed interest in participating in the Environment Report Recommendations Working Group:   * Brenda Heyer * Kristen Schaffer * Jessie Sawyers * Erica Collinge * Aaron Curran * Esther Collier * Linda-Sue Thomas * Denise Oliver |
| 1. Adjournment | The meeting adjourned at 8:35 p.m. |  |