



Near North District School Board
963 Airport Road, Box 3110
North Bay, ON P1B 8H1

AMENDED

Tuesday, September 24, 2019 6:00 p.m. – Regular Board Meeting

1.0 Opening & Land Acknowledgement

- 1.1 Call to Order**
- 1.2 Attendance**
- 1.3 Declaration of Conflict of Interest**
- 1.4 Adoption of the Agenda**
- 1.5 Approval of Minutes from Previous Meetings**
 - June 25, 2019 (public and private)

2.0 Communication to the Board

- 2.1 Information Items**
 - Monthly Tender Report
 - Administrative Guideline: Copyright Compliance/Fair Dealings
 - Administrative Guideline: Code of Conduct (Updated to incorporate requirements of PPM 128)
 - School Energy Coalition Summary Status Report
- 2.2 OPSBA Report – Trustee Steer**
- 2.3 Student Trustee Update**
- 2.4 Ministry Updates (Standing Item)**

3.0 Items for Decision

- 3.1 Trustee Initiative Fund Requests – Track and Field & Student Senate**

3.2 Approval of Borrowing By-laws

3.3 Site Selection for 3:2

- a. Draft Committee of the Whole Minutes including submitted comments and public presentations**

3.4 OSBIE Call for Director Nominations for North East Region

3.5 Funding for Additional Argyle Staff

4.0 In Camera

4.1 Move into Committee of the Whole

4.2 In Camera

- a. Personnel Matters**

4.3 Arise and Report

4.4 Arise from Committee of the Whole

5.0 Adjournment

5.1 Motion to Adjourn



Date: September 24, 2019

Motion No. 19-09-

Moved By: _____

Seconded By: _____

**That the Board approve the agenda as presented/amended
for the meeting of September 24, 2019.**

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



Date: September 24, 2019

Motion No. 19-09-

Moved By: _____

Seconded By: _____

That the Board approve the minutes as presented for the meetings held:

- **June 25, 2019 (Public)**
- **June 25, 2019 (Private)**

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



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Jay Aspin, Chair

Jackie Young, Director of Education

The June 25, 2019 **Public Session Board Meeting** of the Near North District School Board was held at 6:00 p.m. at the Head Office of the Near North District School Board, 963 Airport Road, North Bay, ON P1C 1A5.

Trustees Present:

Jay Aspin, Chairperson
John Cochrane, Vice Chair
Greg Barnes
Donna Breault
Al Bottomley
Rob Learn
Louise Sargent

Administrative Staff Present:

Liz Therrien, Superintendent of Business
Roslyn Bowness, Superintendent of Education
Amanda Meighan, Acting Superintendent of Support Services
Gay Smylie, Acting Superintendent of Education
Mairghread Knought, Information and Communication Officer

Trustees Present in Parry Sound:

Nichole King

Administrative Staff Present in Parry Sound:

Administrative Staff Present in Almaguin:

Craig Myles, Superintendent of Education

Trustee Regrets:

Bill Steer

Administrative Regrets:

Jackie Young, Director of Education
Melanie Gray, Acting Superintendent of Education

Other (North Bay)

Parker Robinson, OSSTF
Tiffany VanMeer, ETFO
Glenn Hodgeson, OSSTF

Other (Parry Sound)

Troy Simkins, ETFO

Other (Almaguin)

Steve Tompkins, ETFO

1.1 Call for Questions from the Public

Five questions were submitted via email and in person.

1.2 Call to Order

Chair Aspin called the meeting to order at 6:00 p.m.

1.3 Attendance

Attendance indicated that 8 Trustees were present for this meeting.

1.4 Declaration of Conflict of Interest

No conflicts were declared.

1.6 Approval of Minutes

19-06-01 Moved by John Cochrane, seconded by Al Bottomley

That the Board approve the minutes as presented for the meetings held:

- **May 28, 2019 (public)**
- **May 28, 2019 (private)**

CARRIED

2.1 Staff Presentations

Celebrating Near North District School Board Success –

No presentations.

2.2 Committee Reports

- Special Education Advisory Committee Meeting Minutes – May 16, 2019

2.3 Information Items

- Monthly Tender Report: April 18 – May 23, 2019
- Administrative Guideline – Out of District School Attendance
- Information Report – Potential Partnership with Waterloo Independent Secondary School

Superintendent Myles provided an overview of the report and potential partnership. Students would potentially attend F.J. McElligott and be housed at the Ecology Centre. He noted that further research and analysis would be required before a recommendation could be brought forward by staff. The information initially provide from Waterloo Independent Secondary School would need to be updated and recent regulatory changes with respect to international fees would need to be factored in. Superintendent Myles confirmed that it is not feasible to begin this partnership this September. Staff and administration from F. J. McElligott were consulted during the preparation of the report.

Chair Aspin thanked Superintendent Myles for the information and advised that this type of scenario would be profitable for the board and should be further explored.

- FNAC Report Re: Indigenous Student Trustee

2.4 Director's Update – Enclosure

This Agenda Item was deferred to a future meeting date. Trustee Breault noted that the attached report would be utilized as part of the Director Appraisal Process. In this report Director Young has identified specific goals and tied the goals and outcomes to the Multi-Year Plan.

2.5 OPSBA Report

This Agenda Item was deferred to a future meeting date.

2.6 Student Trustee Update

This Agenda Item was deferred to a future meeting date.

2.7 Ministry Updates (standing item)

No updates to report.

2.8 Vic Fedeli Letter

The letter was referred to Superintendent Therrien for consideration.

3.1 EL#7 Financial Condition – Enclosure

19-06-02 Moved by Al Bottomley, seconded by Louise Sargent

That the Board approve EL#7 Financial Condition as presented on June 25, 2019.

CARRIED

3.2 Appointment of Student Trustee

19-06-03 Moved by Louise Sargent, seconded by Nichole King

That Madelyn Meighan be appointed as Student Trustee for the 2019 – 2020 school year.

CARRIED

3.3 Motion to Proceed with Director Performance Appraisal Process

19-06-04 Moved by John Cochrane, seconded by Al Bottomley

The Near North District School Board (Board) of Trustees approves and shall utilize the Director Performance Appraisal process for June 2019 as presented at the June 11, 2019 Committee of the Whole Meeting and attached hereto as Appendix A.

CARRIED

3.4 Motion to Establish Direction Selection Committee and Adopt Terms of Reference

19-06-05 Moved by Al Bottomley, Seconded by Louise Sargent

A. That the Near North District School Board establish an Ad Hoc Director Search Committee; and

- B. That the Near North District School Board approves the Terms of Reference for the Ad Hoc Directors Search Committee attached hereto as Appendix “A”; and**
- C. That the following Trustees shall be appointed to the Ad Hoc Committee identified in (A) above:**
 - a. Jay Aspin**
 - b. John Cochrane**
 - c. Bill Steer**
 - d. Al Bottomley**
 - e. Donna Breault; and**
- D. That the Ad Directors Search Committee is hereby authorized to proceed with the development and issuance of a Request for to secure the services of coordinator to assist with the recruitment of a new Director of Education in accordance with the attached Terms of Reference.**

CARRIED

3.5 Adopt Draft Governance Policies

19-06-06 Moved by John Cochrane, Seconded by Al Bottomley

- A. That the Near North District School Board of Trustees adopt the attached Draft Governance Policies as a working document to be utilized until such time as a final document is brought forward for adoption; and**
- B. That recommendations regarding any required changes and/or adjustments will be brought forward to the September 2019 Committee of the Whole for discussion; and**
- C. That a final Near North District School Board Governance Policies document will be brought forward for adoption after the completion of (A) and (B) above.**

CARRIED

3.6 Preparation of 3:2 Final Staff Report

19-06-07 Moved by John Cochrane, Seconded by Al Bottomley

- A. That the Board authorize and direct the Director of Education to prepare and bring forward a final staff report regarding the secondary school consolidation and in particular a recommendation and supporting rationale with respect to the selection of Chippewa Secondary School as the northern site; and**
- B. That the Director of Education shall provide a report back to Board of Trustees respect to (A) on or before August 15, 2019.**

CARRIED

3.7 FNAC Recommendation Re: Indigenous Student Trustee

- 19-06-08 Moved by John Cochrane, seconded by Rob Learn
- A. That the Near North District School Board approve the following recommendation from the First Nations Advisory Committee with respect to the selection process for the Indigenous Student Trustee:**
- i. That the Indigenous Student Trustee is a member of the Near North District School Board of Trustees and participate in monthly Board Meetings in an aligned role with the current Student Trustee position.**
 - ii. That the Indigenous Student Trustee represents the interests of all Indigenous students who attend the Near North District School Board and that the Indigenous Student Trustee would have the same roles and responsibilities as the current Student Trustee.**
 - iii. That for this year, there be consideration of a process to involve expressions of interest to go out as soon as practicably possible to all schools and that a Selection Committee comprised of the sitting Student Trustee, the incoming Student Trustee, the First Nation Trustee and the Director of Education or Designate, meet with interested candidates to select a representative to be in place prior to the first Board Meeting in September.**
 - iv. That throughout the 2019-2020 school year, the Student Trustees, together, through their work with the Ontario Student Trustee Association, establish a process for electing an Indigenous Student Trustee moving forward.**
 - v. That delegated staff will draft a proposed process for Expression of Interest to be vetted by the Director and First Nation Trustee as soon as is possible.**
 - vi. That the First Nation Trustee report back to the FNAC around both the process and the appointment or election annually.**
- B. That the Near North District School Board authorize and direct the Director of Education to do all things necessary, and to execute all required documentation, in order to give effect to (A) above.**

CARRIED

3.8 Special Education Plan Revisions

- 19-06-09 Moved by All Bottomley, seconded by Louise Sargent
- That the Near North District School Board approved the updated Special Education Plan as presented June 25, 2019 and attached hereto as Appendix A.**

CARRIED

4.0 Public Question Period

Question 1

What is happening with the Fricker Build?

Superintendent Therrien noted that Director Young had provided an update on Capital builds in this month's Director's Report. Specifically, Capital Project and Purchasing staff are diligently working on finalizing the necessary description of Scope of Services to be contained in Request for Proposal (RFP) for Selection of Architect for Fricker build as well as the RFP documents themselves. Once completed, the Board will advertise and post on its public website as well as MERX all RFP documents. An evaluation team which will be comprised of Board staff and board members become the committee to review bids utilizing a specific evaluation matrix in order to award to the successful proponent.

Question 2

Will all of the Trustee be touring all three high schools before a final decision is made about the consolidations?

Chair Aspin advised that he cannot speak for all the Trustees but believes that this is a good idea and that all Trustees will attempt to visit the high-schools before the final decision is made.

Question 3

Will Chair Aspin honour his commitment and rehire all of the teachers who have been laid off and what he has done to hold Vic Fedeli and Doug Ford accountable for their cuts to education? What have the other trustees done to hold the government accountable for their cuts to education in the Near North?

Chair Aspin noted that he had been misquoted by saying that the unions were "fear-mongering". Any required cuts to staffing are the result of a number of factors including declining enrollment and schools remaining open will low student population. He noted that Superintendent Therrien advised at a previous budget meeting that no teacher had indeed lost their job due to class size changes, that it was a factually correct statement.

Public questions ended and unanswered questions will be responded to via email.

Chair Aspin called a recess at 6:30 p.m.

5.0 In Camera

19-06-10 Moved by Louise Sargent, seconded by Rob Learn
That the Board move into Private Session at 6:40 p.m.

CARRIED

5.2 Arise and Report

19-06-11 Moved by Al Bottomley, seconded by Louise Sargent
That the Board arise and report from Private Session at 7:55 p.m.

CARRIED

5.3 Confirmation of Private Session Direction

19-06-12 Moved by John Cochrane, seconded by Louise Sargent

- A. **The Near North District School Board authorizes and directs the Superintendent of Business to proceed with the recommendation as discussed in the June 25, 2019 Board Meeting Private Session; and**
- B. **That the Superintendent of Business and is authorized and directed to do all things necessary, and to execute all required documentation, in order to give effect to (A) above.**

CARRIED

6.1 Housekeeping Items (standing item)

No items discussed.

7.1 Motion to Adjourn

19-0-13 Moved by Al Bottomley, seconded by Greg Barnes

That the Board meeting of June 25, 2019 adjourn at 8:00 p.m.

CARRIED

Jay Aspin,
Chairperson

Jackie Young,
Director of Education

TENDERS
June 18th, 2019
to
August 31st, 2019

	A	B	C	D	E	F	G	H	I	J	K
	Closing Date	Project	Location	Bidders Submitting Bids	Awarded to	Award	Tax	Total	Budget (Without HST)	Contract for No Years	Rational
1											
2	4-Apr-19	Site Improvements, Interior Repainting, Washroom & Domestic Water System Upgrades	Sunset Park P.S.	-Descon Construction Ltd- -Kenalex Construction Comapany Limited- -Venasse Building Group Inc.- -W.S. Morgan Construction-	Kenalex Construction	\$ 1,923,700.00	\$ 250,081.00	\$ 2,173,781.00	\$ 1,917,337.00		Low Bid
3	4-May-19	Air Handler Unit Replacement Athletic Field House	West Ferris Secondary School	-Descon Conctruction Ltd- -Kenalex Construction- -Venasse Construction	Descon Conctruction Ltd	\$ 153,400.00	\$ 19,942.00	\$ 173,342.00	\$ 150,000.00		Low Bid
4	31-May-19	Provision of Broadband Internet Infrastructure Services	All NNDSB	Bell Internet, Eastlink, Frontier, Spectrum, Telecaor, Vianet	Bell Internet Eastlink Spectrum Vianet	\$54,916.20 \$271,000.00 \$72,000.00 \$50,400.00	\$7,139.11 \$35,230.00 \$9360.00 \$6,552.00	\$62,055.31 \$306,230.00 \$81,360.00 \$56,952.00	\$729,493.00 w/HST	3	Lowest bid by school
5											
6											

Near North District School Board Copyright – Fair Dealing Guidelines

Policy Statement

It is the policy of the Near North District School Board to comply with the *Fair Dealing Guidelines* as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium. The Near North District School Board will communicate the *Fair Dealing Guidelines* to all school locations on an annual basis in order to ensure that all staff understand the obligations of the school board in accordance with the *Copyright Modernization Act*.

To assist staff in understanding and complying with the Fair Dealing provisions, the Near North District School Board shares with staff the following links www.copyrightdecisiontool.ca or www.fairdealingdecisiontool.ca. This copyright decision making tool has been developed by the Copyright Consortium of the Council of Minister of Education (CMEC) to aid teachers and those responsible for copyright, when they have questions about copyright. This tool can assist in determining in most cases whether their copying is within the Fair Dealing Guidelines parameters.

Legal Framework

Copyright Modernization Act

Fair Dealing Guidelines – Council of Ministers of Education Canada (CMEC) Copyright Consortium

Cross-Referencing

Administrative Guideline – Fair Dealing Guideline



ADMINISTRATIVE GUIDELINE

Title: Copyright - Fair Dealing Guideline

Effective Date: September 5, 2019

Responsibility: Superintendent of Business

Background:

The fair dealing provision in the *Copyright Act* permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, the "dealing" must be for a purpose stated in the *Copyright Act*: research, private study, criticism, review, news reporting, education, satire, and parody, and the "dealing" must be fair.

These guidelines apply to fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the *Copyright Act* and the Supreme Court decisions.

Guidelines:

1. Teachers, instructors, professors and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
2. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
3. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - a. as a class handout
 - b. as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school or post-secondary educational institution
 - c. as part of a course pack
4. A short excerpt means:

- a. up to 10% of a copyright-protected work (including a literary work, musical score, sound recording, and an audiovisual work)
 - b. one chapter from a book
 - c. a single article from a periodical
 - d. an entire artistic work (including a painting, print, photograph, diagram, drawing, map, chart, and plan) from a copyright-protected work containing other artistic works
 - e. an entire newspaper article or page
 - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
 - g. an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work
5. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
 6. Copying of consumables such as work or exercise books is prohibited. Consumables are materials that are intended for one-time use only and once answered or wrote upon could not be used by others. This prohibition does not apply to reproduces that are purchased with the right or permission for educational reproduction.
 7. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to a supervisor or other person designated by the educational institution for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
 8. Any fee charged by the educational institution for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.
 9. The Copyright Consortium of the Council of Minister of Education (CMEC) has produced a decision making tool that assists teachers and those responsible for copyright in determining when they are permitted to use copyright protected materials without copyright permission under the fair dealings provision. The link is: www.copyrightdecisiontool.ca or www.fairdealingdecisiontool.ca.



ADMINISTRATIVE GUIDELINE

Safe Schools: Code of Conduct

Effective Date: February 1, 2008

Responsibility: Superintendent of Safe Schools

Revised Date: June 20, 2017

Re-Revised Date: April 23, 2019,
September 24, 2019

Rationale

The purpose of the Near North District School Board's Code of Conduct is:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity,
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community,
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility,
4. To encourage the use of non-violent means to resolve conflict,
5. To promote the safety of people in the schools,
6. To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, *cannabis,
7. To prevent bullying in schools.

*As defined in the Education Act, a medical cannabis user is a person who is authorized to possess cannabis for the person's own medical purposes in accordance with applicable federal law.

Our mission is to educate learners to their fullest potential in preparation for life-long learning.

Introduction

This Administrative Guideline has been revised to reflect the revisions of the Provincial Code of Conduct, to include a restriction on the use of personal mobile devices during instructional time.

The use of personal mobile devices during instructional time is permitted under the following circumstances:

- For educational purposes, as directed by an educator
- For health and medical purposes
- To support special education needs

The Near North District School Board has a duty under the Ontario Human Rights Code to provide appropriate accommodations to students and employees of the board, including educators. If a student or other person employed by the board requires the use of a personal mobile device as an accommodation under the Human Rights Code, the Near North District School Board is obligated to allow such accommodation.

The Near North District School Board's Code of Conduct and individual school Codes of Conduct will reflect the requirements outlined in Policy/Program Memorandum No. 128 (August 29, 2019). Subsection 301(2) of Part XIII of the Education Act outlines the purposes of the provincial Code of Conduct. If the Near North District School Board enters into an agreement with a third party with respect to rental of school space or for the provision of before-and after-school programs, the board must include in the agreement a requirement that the other party follow standards that are consistent with the provincial Code of Conduct, in accordance with subsection 301 (3.1).

A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Building and sustaining a positive school climate is a complex challenge requiring evidence-informed solutions.

A whole-school approach, which involves all members of the school community, is also important in supporting efforts to ensure that schools are safe, inclusive, and accepting. It is an effective approach to making systemic changes that will benefit all students and the broader community.

This Code of Conduct sets clear standards of behaviour that reflect the provincial Code of Conduct. These standards of behaviour apply to all students whether they are on school property, in a virtual learning environment, on school buses, at school related events or activities, in before-and after-school programs, or in any circumstances that could have an impact on the school climate. They also apply to principals, teachers, early childhood educators, other school staff, parents/guardians, volunteers, school bus drivers, volunteers and members of various community groups.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

The Near North District School Board will:

- Ensure that their Code of Conduct is up to date and consistent with the provincial Code of Conduct;
- Make the board and school Codes of Conduct available to the public either on the board and school's websites or in another appropriate manner.

Principals responsibility for their Schools Code of Conduct:

- Establish a school Code of Conduct that is consistent with the provincial and board Code of Conduct;
- In addition to creating alignment with the provincial and board Codes of Conduct, school Codes of Conduct may be tailored expressly for their schools;
- Annually, seek input from students, teachers, other school staff, parents, members of the school community and the School Council in a review and update of the school Code of Conduct;
- Develop a communication plan to bring the Code of Conduct to the attention of students, parents/guardians (including those whose first language is a language other than French or English) as well as for others who may be present in their school;
- Post and share the school Code of Conduct with staff, parents, students and the school community at the beginning of each school year.

STANDARDS OF BEHAVIOUR

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- respect the rights of others
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;

Our mission is to educate learners to their fullest potential in preparation for life-long learning.

- respect the need of others to learn and work in an environment that is conducive to learning and teaching; including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes outlined on page 2 of this Administrative Guideline.
- not swear at a teacher or another person in a position of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours, including cyberbullying;
- commit assault, including sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
 - commit an act of vandalism that causes extensive damage to school property or to property located on the premise of the school.

CODE OF CONDUCT FOR ALL PERSONS IN SCHOOLS

Roles and Responsibilities

Near North District School Board

The Near North District School Board schools will promote student achievement and well-being and ensure accountability in the education system. The Near North District School Board will:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- update this Administrative Guideline as required by pertinent legislation;

Our mission is to educate learners to their fullest potential in preparation for life-long learning.

- seek input from school councils, the boards Parent Involvement Committee, Special Education Advisory Committee, and Indigenous Advisory Council;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to promote student achievement and well-being in a safe, inclusive, and accepting teaching and learning environment.

Wherever possible, the board will collaborate to provide coordinated prevention and intervention programs and services and endeavour to share effective practices.

Principals

Under the direction of the Near North District School Board, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive and accepting teaching and learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;
- empowering students and staff to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- reviewing the Code of Conduct on an annual basis with School Council, Safe Schools Committee and staff and students where appropriate;
- at the beginning of each school year the Code of Conduct must be communicated to all members of the elementary and secondary school communities (e.g., paper copy, school website, parent council, school messenger, staff meetings, assemblies, review sections during daily announcements, teacher/student review, posted in the school, etc.);
- ensuring that progressive discipline procedures are maintained.

Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff members maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;

Our mission is to educate learners to their fullest potential in preparation for life-long learning.

- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- Prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- comes to school prepared, on time, and ready to learn;
- shows respect for themselves and for others, and for those in a position of authority;
- refrains from bringing anything to school that might compromise the safety and well-being of others;
- follows the established rules and takes responsibility for his or her own actions;
- the principal and other school staff communicate the Code of Conduct to the students with the expectation of the students following the Code of Conduct.

Parents/ Guardians

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting and respectful learning environment for all students. Parents fulfill their role when they:

- are engaged in their child's school work and progress;
- communicate regularly with the school;
- help their child be appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the board's Code of Conduct, and the School Code of Conduct as well as the school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Community Partners

Through outreach, partnerships already in place may be enhanced and new partnerships with community agencies and members of the community may also be created. Community agencies are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community agencies and of formalizing the relationships between them. These partnerships must respect all applicable collective agreements.

The Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on the *Provincial Model for a Local Police/School Board Protocol, 2015* developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Savings for Ontario School Boards

SEC has once more been successful in the Alectra request for additional funding, and was able to convince one northern distributor to rethink a major capital expansion. In addition, the final tally of savings for Hydro One Distribution's five year plan is \$1.7 million higher than the initial estimate. With these results, and some success in other transmission and distribution proceedings, the savings for Q2 add up to just under \$2.4 million.

Upcoming this year are a three year transmission case, the "final battle" in the ongoing Alectra "extra money" saga, decisions in the Toronto Hydro and Enbridge cases and the court case over Hydro One's phantom taxes. As many as twenty electricity distributors may also be filing for higher rates next year.

ONGOING MATTERS - NATURAL GAS

Enbridge Gas 2019 Rates. Enbridge has applied for extra money in its 2019 rates. The proceeding has concluded, with arguments being filed in July and a decision likely in October. While not a lot of money is at stake, the decision may set a precedent for the next four years of Enbridge rate increases.

Enbridge Conservation. The first stage of the review of gas conservation spending has started, addressing the fundamental scoping question of whether a) the current system should be tweaked, or b) a more thorough overhaul should be undertaken.

SEC - a key player in gas conservation for many years - has done independent research to show that, despite spending \$1.2 billion of customer money on gas conservation programs in the last ten years (more than \$20 million from schools), Ontario is still burning more gas than ten years ago. With conservation budgets representing about 7% of distribution bills, SEC has proposed that we need to refocus on achieving real gas use reductions.

A scoping decision is expected in September, with the detailed review process taking up most of the following 9-12 months.

ONGOING MATTERS - ELECTRICITY

Hydro One Distribution 2018-2022 Rates. In March SEC reported savings of at least \$2 million as a result of the Energy Board's decision in the Hydro One five year distribution rate case. 1150 schools are affected.

As previously noted, it was expected that the technical process to set the rates based on the decision would be highly contested. It was, and SEC was very active.

While we won some and lost some in that technical analysis, in the end the five year savings for schools are \$3.7 million, meaning **an additional \$1.7 million of savings** over those already reported.

Hydro One Phantom Tax Issue. Hydro One is bound and determined that they should be allowed to collect more than \$2.6 billion in income taxes from customers, even though they won't pay those taxes. They have already been approved to collect \$1.7 billion of those phantom taxes, but they insist that they want the other \$900 million. The impact for schools is \$16 million.

SEC, leading on this issue on behalf of customer groups, first won, then lost, then won again.

Now, as expected, Hydro One has gone to court, but took the shocking position that SEC should not be allowed to participate in the court case to defend customer interests. After a contested proceeding, the court, in a carefully analysed and important decision, agreed with SEC that the customers should be allowed to participate. The written and oral arguments are due in the fall, with a decision likely early in the new year.

Toronto Hydro 2020-2024 Rates. Toronto Hydro wants to increase its rates for schools (and others) by an average of 4% per year over the next five years. SEC has been leading a team of customer groups opposing this proposal. The lengthy oral hearing in June and July will be followed by arguments in August and September. The most likely time frame for a decision is now December or January. About \$5.7 million of rate increases is at stake for schools.

Alectra Utilities. As expected, Alectra has now filed an application for a rate increase starting in 2020 that includes extra money for capital spending in 2020-2024. In addition, they are seeking to double-charge customers for certain accounting changes that they are making as a result of their merger in 2017.

In the last two years, customers have saved almost \$15 million (half a million for schools) by fighting the extra increases Alectra wants each year to fund their capital plan. Their new application seeks to bring that to a head by proposing approval of a rate adder for the next five years. The estimated cost for schools arising out of this proposal is at least \$2 million.

SEC, both in direct discussions with Alectra, and in formal filings, has made clear its opposition to these requests. A process to consider this is scheduled for the fall, and will likely include a lengthy oral hearing. A decision may be as late as February or March.

Other Electricity Distributors. SEC continues to represent schools in local distribution cases, some of which were completed this quarter. Settlements and decisions in Energy+ (Cambridge, Brant), PUC Distribution (Sault Ste. Marie) and Halton Hills produced reductions to proposed increases. The impact on schools for those and other smaller cases was **savings of about \$300,000.**

Hydro One Mergers. Hydro One has, as expected, filed new evidence in their Peterborough and Orillia merger proposals, but none of it appears to be anything new. SEC will continue to oppose these transactions in order to prevent big rate increases for local schools.

The Energy Board, which agrees with SEC that the issues in these cases are similar, has scheduled a combined oral discovery process in October. Depending on the outcome of those hearings, it is possible that a decision on whether Hydro One can continue along this path may be made in Q1 2020.

Transmission Rates. Hydro One has applied for increases in its 2019 transmission rates in two applications that were decided this quarter. In one, Hydro One sought eight years of rates (2019-2026) for its Great Lakes Power acquisition. In another, Hydro One was looking for 2019 rates for its main unit (about 90% of Ontario transmission costs).

SEC was active in both applications, challenging both their line by line costs and their future formula adjustments. In the result, **costs for schools will be lower by about \$370,000**, most of that in 2019.

Rethinking of Ratemaking Principles. A new consultation, ominously entitled "Utility Remuneration", is now moving forward despite the uncertainty surrounding the restructuring of the Energy Board (see below). This arose out of the Energy Board's widely panned "innovation"

analysis, which didn't include customers in the process.

That having been said, changes to the structure of the energy business could have substantial cost and risk implications, so this is a very important exercise. SEC will be there, focusing on ensuring that the customers don't get left holding the bag when utility revenues decline. If utilities fail to adapt to change, the cost of that failure should not be borne by the customers.

OTHER MATTERS

Energy Board Restructuring. As previously reported, the government has enacted legislation that makes significant changes to the governance and decision structure of the Energy Board. The key will be the new appointments that reflect the new roles.

That has been delayed. Many Energy Board policy consultations are on hold awaiting new people (with some exceptions - see above). A few Energy Board adjudicators have had their terms extended to the end of August, signaling that new appointments and other decisions likely will be announced by September.

SEC is actively monitoring this process.

Jay Shepherd
Mark Rubenstein
Counsel for SEC

Questions? Contact Wayne McNally (wayne.mcnellyt@oesc-cseo.org), Jay Shepherd (jay@shepherdrubenstein.com) or Mark Rubenstein (mark@shepherdrubenstein.com)

In conclusion,

OESC is represented by Jay Shepherd who consults regularly with myself and Wayne McNally, who is an advisor to the OESC Board of Directors. It is critical to note that the work of the School Energy Coalition, per OESC, is a respected intervenor at the Ontario Energy Board.

Our work has allowed every school district in the Province of Ontario to avoid significant energy costs. This reality assists with the bottom line to your budget.



Ted Doherty
Executive Director
416-340-2540 (Toronto Office); 519-955-2261
(Mobile)
or Email tdoherty@oesc-cseo.org

Économies pour les conseils scolaires de l'Ontario

Nous avons encore une fois obtenu gain de cause dans le dossier des demandes de financement supplémentaire présentées par Alectra Utilities, et nous avons pu convaincre un distributeur d'électricité du Nord de repenser un grand projet d'immobilisations à des fins d'expansion. De plus, le total définitif des économies liées au plan de tarification quinquennal de Hydro One s'est révélé supérieur de 1,7 million de dollars (M\$) à notre estimation initiale. Compte tenu de ces résultats et des économies obtenues dans d'autres dossiers de tarifs de transport et de distribution, les économies réalisées au deuxième trimestre s'élèvent à un peu moins de 2,4 M\$.

Parmi les dossiers à venir d'ici la fin de l'année, on compte une demande de tarifs de transport pour une durée de 3 ans ainsi qu'une dernière bataille dans le conflit concernant les demandes de financement supplémentaire d'Alectra. La Commission de l'énergie devrait rendre ses décisions concernant les tarifs de distribution de Toronto Hydro et d'Enbridge Gas, et la Cour divisionnaire de l'Ontario devrait faire de même en ce qui concerne l'inclusion par Hydro One d'impôts fictifs dans ses tarifs. De plus, en 2020, pas moins de 20 distributeurs d'électricité pourraient présenter des demandes de hausses de tarifs.

AFFAIRES COURANTES - GAZ NATUREL

Enbridge Gas - Tarifs de distribution - 2019.

Enbridge a demandé des fonds supplémentaires dans ses tarifs de 2019. L'examen du dossier a pris fin : les parties déposeront leurs arguments en juillet, et la Commission de l'énergie devrait rendre sa décision en octobre. Bien que l'enjeu monétaire soit peu élevé, cette décision pourrait établir un précédent pour les demandes de hausses de tarifs d'Enbridge pour les 4 prochaines années.

Enbridge Gas - Programmes de conservation.

La première étape de l'examen des dépenses liées aux programmes de conservation de gaz naturel a commencé. Il s'agit de définir la portée de cet examen, c'est-à-dire de déterminer s'il faut apporter de petits changements au système actuel ou le modifier plus en profondeur.

Depuis des années, nous jouons un rôle de premier plan dans le domaine de la conservation du gaz naturel. À ce titre, nous avons mené des recherches indépendantes qui montrent que, bien que les consommateurs aient déboursé 1,2 milliard de dollars pour des programmes de conservation au cours des 10 dernières années (dont 20 M\$ proviennent des écoles), l'Ontario consomme encore plus de gaz qu'il y a 10 ans. Comme les

budgets de conservation représentent environ 7 % des factures de distribution, nous avons proposé qu'il faut recentrer les efforts en vue d'obtenir des réductions réelles de la consommation de gaz.

La Commission de l'énergie devrait rendre sa décision sur la portée de l'examen en septembre, et l'examen détaillé du système devrait prendre la plus grande partie des 9 à 12 mois suivants.

AFFAIRES COURANTES - ÉLECTRICITÉ

Hydro One - Tarifs de distribution - 2018-2022.

En mars, nous avons signalé que la décision de la Commission de l'énergie concernant les tarifs de distribution de Hydro One pour les années 2018 à 2022 permettrait aux 1 150 écoles touchées d'économiser au moins 2 M\$.

Nous avons aussi indiqué qu'il fallait s'attendre à ce que le processus technique visant à fixer les tarifs conformément à cette décision suscite de vives contestations. Ce fut le cas, et nous avons pris une part très active à ce processus.

Au cours de cette analyse technique, nous n'avons pas gagné à tous les coups, mais, en fin de compte, les économies réalisées pour les écoles sur 5 ans s'élèvent à 3,7 M\$, soit **1,7 M\$ de plus** que le montant indiqué en mars.

Hydro One – Inclusion d’impôts fictifs dans les tarifs. Hydro One est convaincue qu’elle devrait être autorisée à percevoir auprès de ses clients plus de 2,6 milliards de dollars en impôts sur le revenu, même si elle ne paiera pas ces impôts. L’entreprise a déjà été autorisée à percevoir 1,7 milliard de ces impôts fictifs, mais elle insiste pour obtenir les 900 M\$ restants. Pour les écoles, l’enjeu se chiffre à 16 M\$.

À titre de chef de file des groupes de clients, nous avons d’abord eu gain de cause dans ce dossier, puis nous avons subi un revers, avant qu’une autre décision nous soit favorable.

Maintenant, comme prévu, Hydro One conteste cette dernière décision devant la Cour divisionnaire de l’Ontario. Toutefois, avec une arrogance stupéfiante, elle a demandé à la Cour de nous priver du droit d’intervenir dans cette affaire pour défendre les intérêts des clients. Après une procédure contestée, la Cour, dans une décision importante reposant sur une analyse approfondie, a convenu avec nous que les clients doivent avoir voix au chapitre. Les parties à l’instance doivent présenter leurs arguments écrits et leurs plaidoiries à l’automne, et la Cour rendra probablement sa décision au début de 2020.

Toronto Hydro – Tarifs de distribution – 2020-2024. Toronto Hydro souhaite obtenir des hausses de tarifs s’élevant en moyenne à 4 % pour les écoles (et d’autres groupes de clients) au cours des 5 prochaines années. Nous dirigeons divers groupes de clients qui s’opposent à cette proposition. Après de longues audiences tenues en juin et en juillet, les parties présenteront leurs arguments écrits en août et en septembre. La Commission de l’énergie rendra probablement sa décision en décembre 2019 ou en janvier 2020. L’enjeu se chiffre à environ 5,7 M\$ pour les écoles.

Alectra Utilities – Tarifs de distribution – 2020. Comme prévu, Alectra a maintenant déposé une demande de hausse de tarifs à compter de 2020 qui inclut des fonds supplémentaires pour des projets d’immobilisations de 2020 à 2024. De plus, l’entreprise cherche à faire payer ses clients deux fois en ce qui concerne certaines modifications comptables découlant de la fusion qui lui a donné naissance en 2017.

Les clients ont économisé près de 15 M\$ (dont 0,5 M\$ pour les écoles) en contestant les hausses de tarifs qu’Alectra a demandées pour les 2 dernières années afin de financer son programme d’immobilisations. Dans sa nouvelle demande, l’entreprise confirme sa stratégie en proposant à la Commission de l’énergie d’approuver un supplément tarifaire pour les 5 prochaines années. Le coût estimatif de cette mesure serait d’au moins 2 M\$ pour les écoles.

Au cours de discussions avec Alectra et dans les documents que nous avons présentés à la Commission de l’énergie, nous nous sommes clairement opposés aux demandes de l’entreprise. L’examen de la nouvelle demande est prévu pour l’automne et inclura probablement de longues audiences. Il se pourrait que la décision de la Commission se fasse attendre jusqu’en février ou en mars 2020.

Autres distributeurs d’électricité.

Nous continuons de représenter les écoles au cours de l’examen des demandes présentées par des distributeurs locaux d’électricité. Ce trimestre, des règlements et des décisions ont permis d’obtenir des réductions des hausses de tarifs proposées par Energy+ (Cambridge, Brant), PUC Distribution (Sault Ste. Marie) et Halton Hills Hydro. Si l’on tient compte d’autres dossiers moins importants, nous avons ainsi obtenu des économies d’environ 300 000 \$ pour les écoles.

Fusions de Hydro One. Comme prévu, Hydro One a déposé de nouvelles données concernant ses propositions de fusionner avec Orillia Power et Peterborough Distribution, mais ces données ne semblent rien apporter de neuf dans ce dossier. Afin d’éviter aux écoles de fortes hausses de tarifs, nous continuerons de nous opposer à ces fusions.

Tout comme nous, la Commission de l’énergie est d’avis que les enjeux sont les mêmes pour ces deux fusions. Elle a donc prévu un processus conjoint d’interrogatoire préalable qui se déroulera en octobre. En fonction des résultats de ces audiences, la Commission pourrait décider si Hydro One pourra aller de l’avant avec ces fusions au premier trimestre de 2020.

Hydro One - Tarifs de transport. Hydro One a demandé des hausses de ses tarifs de transport pour 2019 dans deux demandes qui ont fait l'objet de décisions au cours du trimestre. Une de ces demandes concernait les tarifs sur 8 ans (de 2019 à 2026) applicables sur le réseau de la société Great Lakes Power Transmission, que Hydro One vient d'acquérir. L'autre demande concernait les tarifs pour le reste du réseau de transport de Hydro One (qui compte pour environ 90 % des coûts de transport d'électricité en Ontario).

Nous avons pris une part active à l'examen de ces demandes en contestant les coûts ligne par ligne ainsi que les formules de rajustement des tarifs futurs. Nous avons ainsi obtenu pour les écoles des économies d'environ **370 000 \$**, qui s'appliqueront en grande partie en 2019.

Refonte des principes de tarification. Malgré l'incertitude concernant sa propre restructuration (voir ci-après), la Commission de l'énergie vient d'entreprendre une nouvelle consultation qui porte le titre inquiétant de « Rémunération des entreprises de services publics ». Cette consultation fait suite à l'analyse de l'innovation que la Commission a menée sans faire appel à la contribution des consommateurs et qui a fait l'objet de nombreuses critiques.

Cela dit, il s'agit d'un exercice très important, car toute modification de la structure du secteur de l'énergie pourrait avoir des répercussions considérables en matière de coûts et de risques. Nous y prendrons part, en veillant à ce que les consommateurs n'aient pas à payer les pots cassés lorsque les revenus des entreprises de services publics diminueront. Si les entreprises ne s'adaptent pas au changement, le coût de leur échec ne devrait pas être assumé par les consommateurs.

AUTRES QUESTIONS

Restructuration de la Commission de l'énergie.

Comme nous l'avons déjà signalé, le gouvernement vient de promulguer des modifications législatives qui changent en profondeur la gouvernance et la structure décisionnelle de la Commission de l'énergie.

La clé de cette transformation sera la nomination des titulaires des nouveaux postes prévus par la loi.

Comme ces nominations tardent à venir, de nombreuses consultations de la Commission sont en suspens, sauf dans certains cas (voir ci-dessus). Quelques commissaires ont vu leurs mandats prolongés jusqu'à la fin d'août, ce qui porte à croire que les nominations et les autres décisions seront probablement annoncées d'ici septembre.

Nous surveillons activement ce processus.

Jay Shepherd
Mark Rubinstein
Avocats de la Coalition de l'énergie des écoles

Vous avez des questions?

Communiquez avec l'une des personnes suivantes :

Wayne McNally (wmcnally@opsba.org)
Jay Shepherd (jay@shepherdubenstein.com)
Mark Rubinstein (mark@shepherdubenstein.com)

En guise de conclusion,

La CSEO est représentée par Jay Shepherd, qui est régulièrement en consultation avec moi-même et Wayne McNally, qui est conseiller auprès du conseil d'administration de la CSEO. Il est essentiel de signaler que la Coalition de l'énergie des écoles, au nom de la CSEO, est un intervenant respecté auprès de la Commission de l'énergie de l'Ontario.

Notre travail permet à tous les conseils scolaires de l'Ontario de réaliser d'importantes économies au chapitre des coûts de l'énergie, et il vous aide donc à établir vos budgets.

Le directeur général,



Ted Doherty

Bureau de Toronto : 416.340.2540

Cellulaire : 519.955.2261

Courriel : tdoherty@oesc-cseo.org



Date: September 24, 2019

Motion No. 19-09-

Moved By: _____

Seconded By: _____

- A. That the Near North District School Board approve the following 2019/2020 allocations from the Trustee Initiate Fund:
 - i. \$8000 for the Near North District School Board System-Wide Track Meet
 - ii. \$8000 for the Student Senate; and

- B. That the Near North District School Board authorize and direct the Superintendent of Business to do all actions necessary, and execute all required documentation, in order to give effect to (A) above.

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



Date: September 24, 2019
Motion No. 19-09-

Moved By: _____

Seconded By: _____

- A. That the Near North District School Board approve Form 345 Resolution re: Borrowing for Current Expenditures and Debt Charges in the amount of \$20,000,000 at interest rate of Royal Bank Prime less 0.75% of Banker's Acceptance plus 0.80% per annum for the 2019-2020 school year as identified in the attached document Form 345; and
- B. That the Near North District School Board approve Form 345 Resolution re: Borrowing for Current Expenditures and Debt Charges in the amount of \$20,000,000 at interest rate of Royal Bank Prime less 0.75% of Banker's Acceptance plus 0.75% per annum for the 2019-2020 school year as identified in the attached document Form 345; and
- C. That the Near North District School Board authorize and direct the Chair of the Board and Superintendent of Business to do all actions necessary, and execute all required documentation, in order to give effect to (A) above.

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



**ONTARIO
DISTRICT SCHOOL BOARDS
INCLUDING SEPARATE DISTRICT SCHOOL BOARDS
RESOLUTION RE BORROWING FOR CURRENT
EXPENDITURES AND DEBT CHARGES**

WHEREAS the Near North District School Board in the Province of Ontario (herein called "the Board") deems it necessary to borrow the sum of \$ 20,000,000.00 Dollars to meet the current expenditures and debt charges payable in the fiscal year of the Board until the current revenue and cash respectively have been received (as respectively defined in Sub-section (1) of Section 1 of the Education Act);

AND WHEREAS the amount authorized to be borrowed by this resolution in respect of current expenditures and debt charges together with the total of any similar borrowings heretofore made by the Board under Section 243 of the Education Act that have not been repaid and any accrued interest thereon does not exceed the unreceived balance of the estimated current revenues of the Board (exclusive of revenue from education development charges) and the authorized amounts to be borrowed from time to time hereunder shall not exceed the maximum sum referred to above.

BE IT THEREFORE RESOLVED THAT:

1. For the purposes aforesaid the Board borrow from **ROYAL BANK OF CANADA** (herein called "the Bank") the sum of \$ 20,000,000.00 dollars by way of a loan agreement or promissory note(s) payable not later than **08/31/2020** and bearing interest at the rate of **Royal Bank Prime less 0.75% of Banker's Acceptance plus 0.80%** per annum, as well after as before maturity, default and judgement, with interest on overdue interest at the same rate as the principal;
2. The Treasurer together with the Chair or Vice-Chair of the Board be and they are hereby authorized and empowered for and on behalf of the Board to sign such loan agreement or promissory note(s) as may be necessary and to affix thereto the Board's seal;
3. The Treasurer of the Board be and is hereby authorized and directed to apply in payment of all or any sums borrowed as aforesaid, together with interest thereon, all or any of the current revenues of the Board collected or received by the Board and all or any other moneys that may lawfully be applied under the Education Act and the regulations made thereunder for such purpose;
4. The Treasurer of the Board is hereby authorized and directed to furnish to the Bank at the time any amount is borrowed under this resolution in respect of current expenditures a statement showing the amount of the estimated current revenues of the Board (exclusive of revenue from education development charges) for the current year not yet received, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the previous fiscal year and the amount of the revenues of the current year already received and also showing the total of any amounts borrowed under Section 243 of the Education Act in the current year that have not been repaid; and
5. The Bank shall not be bound to establish the necessity of the borrowings authorized by this resolution or their application for the purposes aforesaid and may rely on a certified copy of this resolution as proof that the borrowings are validly authorized and on any statement furnished by the Treasurer under paragraph 4 of this resolution as proof of the facts stated therein.

We hereby certify that the foregoing is a true and accurate copy of a resolution of the above mentioned Board duly passed at a meeting therefore duly convened and held at **North Bay, Ontario** on the **24th day, September, 2019**; and that the said resolution is in full force and effect, unamended.

As witness the seal of the Board this 24th day of September,
2019.

(SEAL)

Head of Board

Treasurer (or Secretary-Treasurer)



**ONTARIO
DISTRICT SCHOOL BOARDS
INCLUDING SEPARATE DISTRICT SCHOOL BOARDS
RESOLUTION RE BORROWING FOR CURRENT
EXPENDITURES AND DEBT CHARGES**

WHEREAS the Near North District School Board in the Province of Ontario (herein called "the Board") deems it necessary to borrow the sum of \$ 20,000,000.00 Dollars to meet the current expenditures and debt charges payable in the fiscal year of the Board until the current revenue and cash respectively have been received (as respectively defined in Sub-section (1) of Section 1 of the Education Act);

AND WHEREAS the amount authorized to be borrowed by this resolution in respect of current expenditures and debt charges together with the total of any similar borrowings heretofore made by the Board under Section 243 of the Education Act that have not been repaid and any accrued interest thereon does not exceed the unreceived balance of the estimated current revenues of the Board (exclusive of revenue from education development charges) and the authorized amounts to be borrowed from time to time hereunder shall not exceed the maximum sum referred to above.

BE IT THEREFORE RESOLVED THAT:

1. For the purposes aforesaid the Board borrow from **ROYAL BANK OF CANADA** (herein called "the Bank") the sum of \$ 20,000,000.00 dollars by way of a loan agreement or promissory note(s) payable not later than **08/31/2020** and bearing interest at the rate of **Royal Bank Prime less 0.75% of Banker's Acceptance plus 0.75%** per annum, as well after as before maturity, default and judgement, with interest on overdue interest at the same rate as the principal;
2. The Treasurer together with the Chair or Vice-Chair of the Board be and they are hereby authorized and empowered for and on behalf of the Board to sign such loan agreement or promissory note(s) as may be necessary and to affix thereto the Board's seal;
3. The Treasurer of the Board be and is hereby authorized and directed to apply in payment of all or any sums borrowed as aforesaid, together with interest thereon, all or any of the current revenues of the Board collected or received by the Board and all or any other moneys that may lawfully be applied under the Education Act and the regulations made thereunder for such purpose;
4. The Treasurer of the Board is hereby authorized and directed to furnish to the Bank at the time any amount is borrowed under this resolution in respect of current expenditures a statement showing the amount of the estimated current revenues of the Board (exclusive of revenue from education development charges) for the current year not yet received, or, where the estimates for the current year have not been adopted, a statement showing the estimated revenues of the Board as set forth in the estimates adopted for the previous fiscal year and the amount of the revenues of the current year already received and also showing the total of any amounts borrowed under Section 243 of the Education Act in the current year that have not been repaid; and
5. The Bank shall not be bound to establish the necessity of the borrowings authorized by this resolution or their application for the purposes aforesaid and may rely on a certified copy of this resolution as proof that the borrowings are validly authorized and on any statement furnished by the Treasurer under paragraph 4 of this resolution as proof of the facts stated therein.

We hereby certify that the foregoing is a true and accurate copy of a resolution of the above mentioned Board duly passed at a meeting therefore duly convened and held at **North Bay, Ontario** on the **24th** day, **September, 2019**; and that the said resolution is in full force and effect, unamended.

As witness the seal of the Board this 24th day of **September,**
2019.

(SEAL)

Head of Board

Treasurer (or Secretary-Treasurer)

**ONTARIO
DISTRICT SCHOOL BOARDS
STATEMENT BY TREASURER (OR SECRETARY-TREASURER) RE BORROWING
FOR CURRENT EXPENDITURES**

Re: The Near North District School Board in
the Province of Ontario (the Board")

I hereby certify that the following statements are true and correct as of this date:

1. The estimates of the Board for the fiscal year have been adopted.
 have not been adopted.
2. The estimated current revenues of the Board (exclusive of revenue from education development charges) set forth in the estimates of the Board adopted for the fiscal year 2020 are \$154,221,396.00, as more particularly described set forth in Schedule A hereto.
3. The amount of current revenues of the Board for the current fiscal year collected to date is \$11,976,976.00 as more particularly described in Schedule B hereto.
4. The amount of the estimated current revenues (exclusive of revenues from education development charges) of the Board for the current fiscal year not yet collected is \$142,244,420.00 more particularly described in Schedule C hereto.
5. The total of any amounts borrowed by the Board under Section 243 of the *Education Act*, as amended in the current fiscal year is \$0.00 and the total of such amounts that have not been repaid with any accrued interest thereon is \$0.00.

This statement is delivered to **ROYAL BANK OF CANADA** pursuant to Section 4 of the resolution of the Board re borrowing dated 09/24/2019 and is proof that the borrowing from the Bank contemplated by such resolution has been validly authorized pursuant to the provisions of Section 243 of the *Education Act*.

AS WITNESS the seal of the Board this 09/24/2019.

(Board Seal)

Treasurer (or Secretary-Treasurer)



**Committee of the Whole Meeting Minutes
September 10, 2019 – 6:00 p.m.
North Bay and Parry Sound Boardrooms
963 Airport Road, North Bay/111 Isabella Street, Parry Sound**

Trustees Present:

Jay Aspin, Chairperson
John Cochrane, Vice Chair
Greg Barnes
Rob Learn
Louise Sargent
Bill Steer

Administrative Staff Present:

Geof Botting, Interim Director of Education
Liz Therrien, Superintendent of Business
Roslyn Bowness, Superintendent of Education
Craig Myles, Superintendent of Education
Gay Smylie, Acting Superintendent of Education
Mairghread Knought, Information Officer

Trustees Present in Parry Sound:

Nichole King

Administrative Staff Present in Parry Sound:

Tim Graves, Superintendent of Education

Trustee Regrets:

Al Bottomley
Donna Breault

Administrative Regrets:

Other (North Bay)

Other (Parry Sound)

1.1 Call to Order

Chair Aspin called the meeting to order at 6:00 p.m.

1.2 Attendance

Attendance indicated that 7 Trustees were present for this meeting.

1.3 Adoption of the Agenda

The Agenda was adopted with no changes.

1.4 Declaration of Conflict of Interest

No conflicts were declared.

1.5 Approval of Previous Minutes

The following Committee of the Whole meeting minutes were approved:

- June 11, 2019
- June 18, 2019
- June 20, 2019
- June 27, 2019
- July 2, 2019

2.1 Governance Policies Update

This matter is to be deferred to the September 24, 2019 Regular Board meeting.

2.2 Director Performance Appraisal Process Review

This matter is to be deferred to the September 24, 2019 Regular Board meeting.

2.3 3:2 Secondary School Consolidation

Chair Aspin provided an overview of the process undertaken by the Trustees to understand and become familiar with the information considered by the previous Board with respect to the North Bay secondary school 3:2 consolidation. The Board of Trustees had committed to revisiting the decision to close Widefield due to concerns over the process and lack of transparency. Tonight's meeting is honouring that commitment and moving forward with the recommendations contained in the Ombudsman's report. Chair Aspin further noted that while it is a difficult decision, the Board must close a school as the failure to do so has resulted in a loss of \$7 million dollars over the past two years.

a. Received comments

Comments from the following persons were received and are attached to the minutes as Appendix "A":

- Janet Hilliard
- Brooke-Lyn Dagenais
- Nick Green
- Robyn Pelling

b. Presentations and Comments

Presentations were made by the following individuals and are attached the minutes as Appendix "B":

- Michelina Beam
- Kim Winrow
- Matthew Parfitt
- Rebecca Geauvreau
- Bruce Downey
- Glenn Paleczny
- Rod Sinclair
- Barb Laverock

Chair Aspin thanked all presenters for the information provided and advised that Trustees will be reviewing and considering this information over the next two weeks. At the September 24, 2019 Regular Board meeting a motion will be brought forward and a decision will be made.

Director Botting emphasised the need to move forward with a decision based on factual information. While it is difficult to remove the emotion from such decisions it must be done. This is a review of a previous decision and is not a new ARC which is not possible as there is currently a moratorium on school closures. Closing a school is difficult but necessary to ensure our students are provided with continued access to high quality programming.

DIRECTION: The motion will be brought forward to the September 24, 2019 Regular Board meeting.

3.1 Track and Field Trustee Initiative Fund Request

Trustees reviewed a request for funding from the Trustee Initiative Fund in the amount of \$8000 for support of Interschool Sports. Director Botting advised that this request is received annually and has been approved in the past.

Trustees requested additional information on the use of the funds requested and specifically the system Track and Field event.

DIRECTION: The motion is to be brought forward to the September 24, 2019 Regular Board meeting. Director Botting will provide the requested information at this meeting.

3.2 Update on Architectural Services and Capital Projects

Director Botting advised that the Request for Proposal for Architectural Services for the W. J. Fricker new build will be issued the first week of October and will close the first week of November.

3.3 Ministry Updates

Director Botting reported that he will be meeting with Ministry of Education staff in Toronto later this week to discuss their upcoming assistance. He will also be discussing the availability and application of the Audit and Accountability Fund for the Board including the scope of work to be completed and required resources.

Trustee Steer advised that OPSBA has confirmed that funding will be available to assist school boards with strategic planning. In order to apply for the funding, the board would need to confirm their intention by way of resolution by the end of October 2019. Trustees were in support of applying for funding.

DIRECTION: Trustee Steer will obtain further information with respect to the Strategic Plan funding and report back to the board. The matter will be added to the October Committee of the Whole for discussion.

4.1 In Camera

18-09-01 Moved by John Cochrane, seconded by Bill Steer
That the Board move into Private Session at 8:00 p.m.

CARRIED

4.2 Arise and Report

18-09-02 Moved by Rob Learn, seconded by Louise Sargent
That the Board arise and report from Private Session at 8:25 p.m.

CARRIED

6.0 Adjournment

The Committee of the Whole meeting for September 10, 2019 adjourned at 8:26 p.m.

Jay Aspin,
Chairperson

Geof Botting,
Interim Director of Education

From: Brooke-Lyn Dagenais <derpmondays@gmail.com>
Sent: August 22, 2019 10:19 PM
To: info <Info@nearnorthschools.ca>
Subject: Possible Closing of Widdifeild Secondary School

To whomever this may concern,

My name is Brooke-Lyn Dagenais, a grade 12 student attending Widdifield Secondary School. In September of 2017, my first year at Widdifeild, it was brought to the attention to the students as a collective that there were plans to close the school in September of 2019. Plans that have clearly not been followed through on. Recently it has surfaced that there will be plans to discuss the possibilities of closing a different highschool and possibly keeping Widdifeild opened indefinitely. The reason for this email is concerning the plans for the school that I know and love and to discuss with you why keeping Widdifeild opened would benefit the Public School secondary community and possibly North Bay as well.

I moved to North Bay from Sudbury after living there for the first 15 years of my life. I went to a small student population private school called Marymount Academy. My grade 9 year there the highschool population was only 132 students. Out of 382 students in the building, meaning the remaining students were elementary level (Grade 7 and grade 8) Students. Transitioning from a small highschool environment to a highschool environment of 700+ students, in a building 3 times the size of my previous high school was a very concerning, very anxiety inducing thought for me. But the transition was effortless. Registration was different, but once I started, the whole school was very welcoming. Link Crew Leaders were there to guide me every step of the way, ensuring I wouldnt get lost and I was introduced to some new friends very quickly. The staff members, such as the office ladies and the attentive office secretary, to the Principals and the Guidance Counsellors made everything a lot easier for me, as I am sure they did with every single student that walked through their doors. The teachers on the other hand, made my whole experience more than I wouldve ever hoped for. Every single one of them helped me throughout my years and got me to my final year. Without the building, there would be less teachers building an amazing relationship with their students, sometimes, even your child.

The environment in Widdifeild is very welcoming and enviting. You feel like you are automatically a part of the team.

Widdifield offers many programs that many other schools do not offer. We have the best art programs, such as our music, theatre,visual arts and dance programs, as well as our technical programs, which beat those of other schools. We have lots of room for everything that we offer at this amazing school. Expansions may not be an option but we will always be able to accommodate for more Students.

Closing down Widdifeild would also mean the loss of the Towards Independent Living (TIL) program. The educators and teachers and assistants that are able to help these students achieve success is unbelievable.

I believe that if we were to close Widdifeild, the community would suffer a loss. Widdifeild has one of the lowest drop out rates in North Bay out of all of the public schools. We would be losing such an open and accepting environment where students can be safe and free to express themselves in whatever shape or form. It is one of the newer schools built of the public secondary schools in North Bay.

I do truly believe that if we are to close Widdifeild. Drop out rates will become higher, bullying will become more frequent than it already is, and it will overall be a bad situation. Coming from Sudbury and having looked at all my options to further my school career, Widdifeild was the best option to get me to where I want to go and where I needed to be and where I am going post-secondary. I really hope that this email will be taken into consideration, from me, a student who has had to witness the possibility of my school closing firsthand. I want my siblings to have the same high school experience as I did, and without Widdifeild still standing as a high school, their chances of Success might not be as great.

Thank you for taking the time to read this email, even if it doesn't make sense.

A concerned student,

Brooke-Lyn Dagenais.

Janet Hilliard <janethilliard@cogeco.ca>
Fri 8/30/2019 2:40 PM

- Mairghread Knought

☺

Hi Mairghread,

I'm writing to express my concern about the short timeline now set for the upcoming Committee of the Whole meeting, where the public is invited to speak to the secondary school consolidation issue, and the regular board meeting where a decision about school consolidation is to be made. The public has only seven days to consider and prepare to speak at the Committee of the Whole meeting, and the Board is expecting to make a final decision about school closure only fourteen days following the public "consultation." To me, this seems like an incredibly short schedule.

In addition, the documentation newly released in the Final Staff Report raises a few as-yet-unanswered questions while giving very little useful information that would add to the new decision-making process. This leads me to assume that the trustees are to make their decision based on the information that was available to the ARC as well as the information in these documents -- if there were any additional information it would have been made public, so that all interested parties can take it into consideration when preparing their presentations. Is this correct?

Thanks,

Janet Hilliard

From: Robyn Pelling <nelliebum88@gmail.com>

Sent: September 5, 2019 7:05 PM

To: info <Info@nearnorthschools.ca>

Subject:

I have said it before, and I will say it again. You guys could never possibly predict how many new children you will/will not get in the coming years. You can't do this because you can't predict who will have children, when, or how many. You consolidated our school because you thought You could predict how many children would attend. Now, there are multiple families in our school(including my family) that have a minimum of 4 children. I have 4 in the school now, one more starting next year, and one more 2 years after that. There are also other larger families. Now because of your "predictions" my autistic, adhd kid is in a class of 27 with minimal support (of no fault of the school at all). Smaller class sizes helps to ensure greater success. Thank you for taking my thoughts into consideration.

P.S

PLEASE DON'T EVER TAKE MRS. SIMSER OUT OF LAND OF LAKES. she has done wonders with my son and has been incredibly patient and kind. She truly cares about the students.

Board of Trustees
Near North District School Board
North Bay, ON

September 6, 2019

Dear Trustees,

I am glad to have the opportunity to contribute my thoughts about the school consolidation

I am concerned about the short timeline set for the Committee of the Whole meeting, where the public is invited to speak to the secondary school consolidation issue, and the regular board meeting where a decision about school consolidation is to be made. The public was given only seven days to consider and prepare to speak at the Committee of the Whole meeting, and the Board is expecting to make a final decision about school closure only fourteen days following the public "consultation." To me, this seems like an incredibly short schedule.

In addition, the documentation newly released in the Final Staff Report raises a few as-yet-unanswered questions while giving very little useful information that would add to the discussion, let alone the new decision-making process. I am curious to know what has been done to answer some of the questions still up in the air. Have the traffic issues been studied? Have potential alternate uses of either facility been explored? Have the trustees all toured both schools?

The eighteen people on the ARC spent five months studying information, touring schools, and learning about facilities, finances and funding processes, students' educational and social needs, government programs, etc. The decision that the North site should be at Widdifield was made unanimously by the seventeen members who voted on that question, based on location, the quality and condition of the facility, its accessibility, and the facilities already available for students there (dance and film studios, kitchen, elevator, etc.). Yes, the Chippewa site does have a larger footprint; it is also in worse physical condition, with geographical, structural, transportation and accessibility issues that would likely cost significantly more to overcome. The cost benefits of the Widdifield site outweighed the footprint benefits of the Chippewa site in our recommendation, particularly as we knew that the provincial government is most likely to approve proposals that show cost savings.

I do not have a personal agenda related to the school amalgamation, but wish for a final decision to be made that is in the best interest of the students and staff of our school board. The ARC members always understood that our decision was simply a recommendation. Frankly, I'm not sure how you plan to absorb and consider within only fourteen days everything that might be brought forward in this public consultation – and get answers to the unanswered questions. I do anticipate, however, that you will clearly display the logic and reasoning you use to make your final school consolidation decision. Good luck!

Sincerely,

Janet Hilliard

Presentation to NNDSB Committee of the Whole Meeting – September 10, 2019

North Bay Secondary School Consolidation decision

Michelina Beam

Good Evening Chair Aspin and Board of Trustees

Trying to summarize information from 4 years of Capital Planning and Accommodation Review into 5 minutes was extremely challenging and so I beg the indulgence of the Chair and thank you all for your patience and attention.

Central Location — The property that Chippewa Secondary School is located on is in the middle of the city – facility condition and program offerings aside, it would be foolish for the current board to vote in favour of disposing of a centrally located property.

As a parent and community member during the 2009 Accommodation Review process, I advocated for the retention of Centennial Public School and Chippewa SS because of their central locations. My position on the issue was not an emotional one attached to my children they did not all attend the same school. It was tied wholly to the fact that these resources of the NNDSB were centrally located - losing them would potentially result in a large number of students relocating to facilities in the same area but with other boards.

Between my own high school experience, my children's, and my volunteer work in the community with Dreamcoat Theatre, I am familiar with almost every room in all three of these secondary schools.

During the 2017 Accommodation Review Process, I still took the time to visit all three and to talk to various staff.

NNDSB Capital Planning began early in 2015. There were many public meetings - no members of the public chose to attend. After **eighteen months** of data collection, analysis and reports presented to trustees at Capital Plan committee meetings the Capital Plan was presented then distributed to the entire staff and the public for input with the final plan approved in the fall of 2016. As a result of the recommendations within the Capital Plan, the Board passed a motion striking an Accommodation Review Committee

I was always very open about the fact that I believed the data in our Capital Plan clearly supported a move to one central high school.

Failure of our Accommodation Review Process – Aside from what was identified by the Ombudsman Report

- three public meetings with most of the same presenters giving the same information
- misinformation shared by public presenter was not corrected by NNDSB staff because the meetings were designed to receive presentations instead of being a Q&A town hall style meeting.
- media reporting turned uneducated comments into perceived facts which became the basis for some public opinion.
- The ARC itself was heavily weighted with Widdifield representation and Elementary POV – in hindsight we should have had either separate ARCs or included Alliance so we were addressing all of the North Bay issues at once.
- trustees were accused of interfering when we were actually having conversations with constituents and providing factual information. We did not “coerce” people to “our way of thinking” – anyone would expect an intelligent person to hear information and form their own opinion.
- Lack of Strong leadership from trustees, senior admin, and the former Director of Education – the final staff report was changed to reflect the limited community input supporting two schools at the same time it acknowledged that it was a mid-step solution to eventually reducing to one secondary school. With a forward-thinking decision at the trustee table, a business case could have been made to the Ministry – 3 schools with the combined capacity of 3400 secondary pupil places consolidated into one providing 1500 secondary pupil places was a solid plan to reduce capacity.
There were many provincial examples of Boards moving forward contrary to public outcry - Public outcry can confuse an issue – public outcry does not always mean bad decision – It is up to each trustee to try to gage the protest. Is someone’s protest based on their own personal loss or gain, on limited information, on personal feeling? or is it rooted in understanding of a larger need? As good citizens, sometimes we have to support something that may not be best for us personally but better for a larger group because it is the right thing to do.

It cannot be stressed enough - **An ARC is not a decision-making body**

I offer this because many members of the community either forget or ignored the fact that the trustees spent many more hours than they did looking at the data that informed the Capital Plan. It wasn’t that trustees ignored the work done by the ARC, we were familiar with the data the ARC reviewed and we all attended the public ARC meetings.

Nothing that was presented made a convincing argument that the plea from the public for 2 schools was based on anything outside of emotional ties to the buildings and the heritage of the schools. The idea that it would be better to move more slowly does not serve our secondary students.

Many presentation points disregarded information from the Capital Plan or were based on erroneous assumptions made by the presenter.

Example:

Traffic - every presentation discussed this as though the current drop off configuration at Chippewa would continue to be the same with a new build even though the plan clearly marked how the bus lanes and parent drop off would change and alleviate traffic congestion.

I am embarrassed to admit I drove my daughter to school most days but it allowed me to experience the traffic and I can say I can only think of one instance in three years where I was delayed more than 5 minutes and that only because a car turning left took up three lanes of exit from the school property.

Example:

Class size would become unmanageable – as though the board would suddenly be allowed to ignore ministry cap sizes and collective agreements

Example:

Students would not thrive in a large school – As though our amazing teachers would suddenly become less than amazing teachers simply by relocating to different bigger facility

My favourite:

Our choice of schools will be limited if you close West Ferris so I will send my child to Scollard – So in other words, the solution to avoid sending your child to one central public high school was to bus them to the centre of town to attend the one high school in the Catholic Board? – I will pause to let that sink in

More recently there have been questions around the Facility Condition

Present condition of facility does not matter We can stand here all day and debate the facility condition but quite frankly, as funding allotments for capital renewal are awarded each year, reducing the number of schools that require those dollars means the board can put the money to good use on the remaining facilities improving the facility condition and upgrading the teaching spaces.

There are so many other points to address but I will leave it at that.

The Ombudsman review came at an awkward time because of the election and the significant turnover at the Board table. Although I was dismayed to hear at a previous meeting that the current trustees provided a formal response to the first draft of the Ombudsman's report without some of them making themselves familiar with the information from the Accommodation Review in question, I have to trust that under the new leadership of Director Botting, this important information has now been shared with them. (I added an acknowledgment here that Chair Aspin addressed this in his opening remarks when he spoke of the material made available to the trustees and that they had read through it and so I thanked him for the clarification)

Which brings me to the key issue - Secondary Programming:

Critical mass needed for course offerings 800 plus students

Outmigration to SJSH – we hear this question all the time - why are their course offerings better? The answer is simply this - 900+ secondary students UNDER ONE ROOF – they have **ONE** high school

People who talk about the past and want to preserve the three schools because of the heritage forget that our schools were built for, and housed, 1100+ students – that is why course offerings were better in 1985. We will never see that kind of student population again – the baby boom is over.

Lack of understanding about timetabling – multiple options for required courses allows for greater selection of elective courses.

The potential for future development of sports facility/artificial turf field – past board did not want to entertain the idea of a community partnership to improve NNDSB facilities – mere months after NN dismissed the idea, our co-terminus board went ahead with field expansion which has become another amenity that they can offer their students. Think of what the NNDSB could develop on a centrally located site and what that would do for our students.

98% of every argument about how wonderful Widdifield is has to do with a student's experience with teachers, programming, and feeling of acceptance and inclusion. Continuing to provide this kind of support for our students does not require them to be in a building on Ski Club Road. The physical components can be replicated – yes there is a cost – determine what the cost is, what facilities are priority, make the commitment to provide these learning spaces for our kids and move forward.

Having a vision for the future is not the same thing as having a personal agenda. I will reap no personal benefit from having one public high school in North Bay. But our community's future students will and that is what having a vision for the future means.

The accommodation issue for NNDSB will not end with your vote on Sept 24th. I strongly urge the NNDSB to continue to examine the issue especially around French Immersion and Secondary programming.

I will end tonight by repeating the most important thing – secondary students need solid programming. Declining enrolment erodes our ability to deliver solid programming. For every year the NNDSB shies away from putting our Secondary Students together in one facility we steal a year away from a student's potential for the future they want to pursue. I will also repeat that it would be irresponsible for the current board to vote in favour of disposing of the centrally located property that Chippewa Secondary School occupies at present. If the NNDSB is reluctant to take the progressive step now to house our secondary students under one roof then they cannot tie the hands of any future board that will be willing or eventually forced to move to one high school by removing the very thing that is key to the survival of a NNDSB Secondary School – a central location. Thank you.

KIMWROW PRESENTATION

Dear Trustees of the NNDSB,

September 10, 2019

Written for consideration during deliberations of North Bay secondary school consolidations.

Uphold the decision that makes Chippewa the NNDSB North End secondary school site

19 years! That is how long it has been since the first of our 5 children enrolled with the NNDSB—it is also how long we have been a part of accommodation reviews and school/program transitions. With many hurdles along the way, 3 of the 5 have now successfully graduated from the French immersion program at Chippewa. We have been part of both sound long-term decisions and also decisions that have resulted in short term solutions.

We have witnessed our children (and staff) struggle with timetable and class scheduling challenges that smaller secondary populations inherently create. I served on a 2009 ARC that resulted in a decision that was not even on the table for consideration.

Please note that ARC's, contrary to public opinion, are not decision-making bodies and their recommendations are not the final result—they are, in my opinion, a provincially mandated, time consuming process of obtaining public input.

The point I want to express here is that through it all—all 19 years—it is THE PEOPLE that made the difference in all the successes and challenges of each transition...not the building.

Education is housed in a building...it is the available programming, extra-curricular activities, staff and students that make it a vibrant place to learn. The LOCATION of the building however, is very important.

As you know from earlier correspondence, I spoke in favour of a 3:1 central secondary school model in June of 2017. I, like many others, including Sr Staff, as noted on pg.14 in their final 2017 report, still believe the 3:1 model is the only long-term solution. I was disappointed when Sr. Staff acquiesced to the ARC recommended 3:2 consolidation model as the demographics of our community indicate that this may simply be a Band-Aid solution. If you take time to review the presentations on the Board website, you will note that several of the same presenters made multiple presentations that conveyed the same information—one of the many fundamental flaws of the ARC process. The concern I wish to express here is that because of this shortcoming in the process (not the presenters) there may be a skewed perception of where the public actually stands on this issue. It seems clear to me that one centrally located secondary school consolidates all resources and ensures all students have equal access to enhanced programming.

Given that the 2017 decision was to consolidate the North Bay secondary schools on a 3:2 basis, I believe it is only reasonable to consider the conclusions of the previous board, which was to consolidate the north end schools at the Chippewa (CSS) site as part of a long-term vision. At this point, it should be noted that Widdifield (WSS) is the location closest to my home.

While some will say WSS is the newer building, CSS is the most central location and the only site with capacity for growth for any future needs that may arise. Furthermore, over the course of the past two years, much work has been done to CSS and an update to the list of 5-year renewal needs of the CSS facility as outlined in Appendix A from the NNDSB agenda of August 19th, must be reviewed by the current Board of Trustees. To close a building that has so much invested in it and is located on an invaluable piece of property in the center of the city would, quite frankly, be fiscally irresponsible. Furthermore, given the current location of the building on the CSS site, a new build, when necessary, can

happen at the back of the property while all staff and students remain in their respective learning environments without disruptions.

I continue to firmly believe this decision must NOT be an “emotional” Raiders vs Wildcats concern. Teachers responsible for the delivery of programming at both schools are to be commended. Both schools achieve academic success. The decision to merge the schools will only make programming stronger as it combines the best of both schools, and with numbers closer to critical mass, teachers can teach to their strengths. Students will be the clear winners. This is something people should get excited about.

It is quite clear that the information, not seen by the public, but reviewed by both the ombudsman and the NNDSB Trustees, led the group of former Trustees to focus on the school site that has the capacity for expansion and future growth if needed. Highlights supporting the decision for CSS as the north site location found in Appendices A-E of the August 19th committee of the whole meeting package include the following:

Appendix A-communication from Jackie Young regarding modernization of the three schools, states;

- “WSS has no open space to complete an add on of any kind.” This includes the inability to “build up” as was originally thought, and even if it were possible, such construction would not meet current building standards.
- “CSS has the room to expand and the ability to hold students and build new” (for down the road accommodations).
- Renewal costs for each building are fairly similar (*but much work has already been done to the CSS facility from the list presented in Appendix A*)

Appendix B-minutes from Closed meeting

- Trustee decision to run with 7-12 model in a 3:2 consolidation
- Trustee decision not to move North Bay programs outside the city—thereby needing space for growth
- Decision to house north site at CSS location and rebrand the schools.

Appendix C-

- Noteworthy comment in these minutes comes from Trustee Sargent. She expresses, “how well this group worked together to come to the recommendation”.

Appendix D-talking point for Trustees re CSS vs WSS as the site of choice

- Long term planning suggests the NNDSB will move to one site (which even the ARC agreed will be inevitable if current trends continue). CSS is the site that will fit the most needs with the least expense 5-10 years from now
- Flat topography of CSS is more conducive to building; city infrastructure on the escarpment is causing run off concerns at WSS
- CSS is already retrofitted to accommodate grades 7-8
- CSS has an exterior triple gym—easier to add onto if necessary, WSS has a double interior gym—new gym would need to be constructed

Appendix E

- There are opportunities to work collaboratively with the city to benefit our community.

As we think about community involvement, we must think of the students attending this facility. What location will most benefit those using the space? Again, it comes back to that central location. Students attending the CSS location have:

- Easy access to downtown, Memorial Gardens, YMCA...

- Easy central commute to before/after school activities and jobs
- Ease of access to competing schools for extra-curricular events (walkable—no bus/taxi costs)—the secondary schools of all other Boards in North Bay are centrally located
- Ease of access to experiential learning and community partnerships with places like the Indigenous Friendship Center and two, soon to be three, senior's homes (Barclay House, Cassellholme and *Water's Edge*)
- Proximity of facilities like HANDS, the Health Unit and Community Living for at risk kids

Additional information to consider while making long term decisions:


- In order to ensure continued success of programming within the 3:2 model, please appreciate where the population of users lives and realize that school populations may not be balanced. Take time to review the local, not board wide, changes to NNDSB student population. Determine whether changes in school populations are being impacted by recent changes to the location of secondary programming—many students have moved to other local boards or changed course in their programming. Look at the recent impact that splitting the French immersion program and moving the secondary extended French program to West Ferris (WF) (impact at the grade 5 entry to Extended French) may have had. Consider how the Arts Nipissing Program may have been affected by moving the program from WSS to WF. Central location will help maintain student population. Factor in that 80% of the student population of the NNDSB lives on the north end of the city. Moving forward, location and thoughtful consideration to programming resources will affect your budget. Programming was better for the secondary French pathway when all resources were centrally located in one building. Programming matters. Maximizing resources matters. Serving the educational needs of your constituents matters. If, 19 years ago I did not believe whole heartedly in public education it could have cost this board a collective \$780,000 (calculated at \$12,000 per child per year enrolled) in lost revenue from my family alone.

In closing, with all the information before you, I ask the following:

- Please keep emotions at bay—they are not healthy for the students and staff that will ultimately have to work together. Transitions take time, but the highly professional and motivated staff at the NNDSB will make it a success.
- Please, uphold a fiscally responsible decision that allows for long term vision and growth.
- Please think realistically when considering program location (where do the people enrolling in French Immersion, Extended French, IB, Arts Nipissing, STEAM...programs live?)
- Please do not keep the status quo—the impact is too detrimental to the future education of our students and our community.

It is time for positive, pro-active actions so the essential process of moving forward can begin. Help make new ideas work and NOT find reasons why they won't. Act with initiative and courage—change is happening—the success of these changes depends on the people. You have been entrusted by the electorate with a great responsibility.

Respectfully,
Kim Winrow



COMMENTARY ON SECONDARY SCHOOL CONSOLIDATION

NNDSB MEETING, SEPT. 10, 2019

MATT PARFITT, P.ENG.

A REMINDER FROM THE EDUCATION ACT

169.1

(1) Every board shall,

(b) ensure effective stewardship of the board's resources;

(5) Every board shall,

(a) effectively use the resources entrusted to it;

(b) use the resources entrusted to it for the purposes of delivering effective and appropriate education; and

(c) manage the resources entrusted to it in a manner that upholds public confidence. 2009, c. 25, s. 15

ARC PROCESS AND MY INVOLVEMENT

1. Initial Staff Report Flawed – did not analyze 3:2 option in detail – focused on 3:1 option without comparative analyses.
2. ARC process corrected the flaw – introduced 3:2 option *“Clearly, the ARC Committee, and participating local community members were overwhelmingly and collectively opposed to the proposed 3:1 option.”* – Final Staff Report
3. I provided input to ARC process – See attachment A
4. ARC proposed 3:2 with WSS and WFSS as chosen sites
5. *Final Staff Report “the Staff’s Final Recommendation would be for the Board of Trustees to accept the ARC Recommendation with the following alterations;*
 - a. *Consultation and analysis to determine appropriate north site,*

POST ARC PROCESS AND MY INVOLVEMENT

1. Summer of 2017 – NNDSB chose to keep CSS open rather than WSS as per ARC recommendation.
2. NNDSB decision – done in private with no further public consultation
3. I submitted two questions at Mar. 27, 2018 board meeting, and answers were promised
4. Followed up with emails to Gay Smylie and Jackie Young (see attachment B&C)
Gay Smylie did respond promising information but did not follow through and there was no response from Jackie Young
5. This led me to file a complaint with the Ombudsman

COMMENTS ON GEOF BOTTING REPORT

1. Revealed events summer of 2017 – limited written documentation
2. Only real new information of interest to me was email from Jackie Young to NNDSB stating following – **my comments / queries are in bold**
 - *“Widdifield has no open space to complete an add on of any kind”* – **There was no back-up or further details provided to substantiate this statement.**
 - There was discussion of ability of additional floor to be added to Widdifield – the possibility of hiring a structural engineer to confirm this was posed, but it is not known if it was ever followed up on. **Has this been confirmed?**
 - *“Chippewa has the room to expand and ability to hold students and build new (for down the road accommodations)”* **There was no back-up or further details provided to substantiate this statement.**
 - *“Possible traffic studies for both CSS and WSS in fall?”* **Have these been done?**

COMPARATIVE TABLE



Criteria	WSS	CSS
Total Site Acreage	18.78 acres (7.6 hectares)	20.57 acres (8.32 hectares)
Usable Site Acreage	7.4 hectares	7.4 hectares (up to Kate Pace Way)
Building Area	15,374 m ²	14,769 m ²
Parking Spaces	150	112
5 yr Renewal Needs (Board Data)	\$21.4 or \$23.2 million	\$23.3 or 24.7 million
5 yr Renewal (Ministry 2011 Data)	\$18.5 million	\$16.2 million
5 yr Renewal (Ministry 2016 Data)	\$8.8 million	\$11.3 million
No. Access Routes	4	2

Unclear why Board 5 year renewal costs vary so much from Ministry Database???

WSS & CSS SITES

Access Routes

Legend

-  CSS Access Routes
-  WSS Access Routes

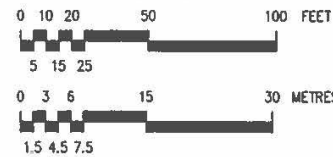
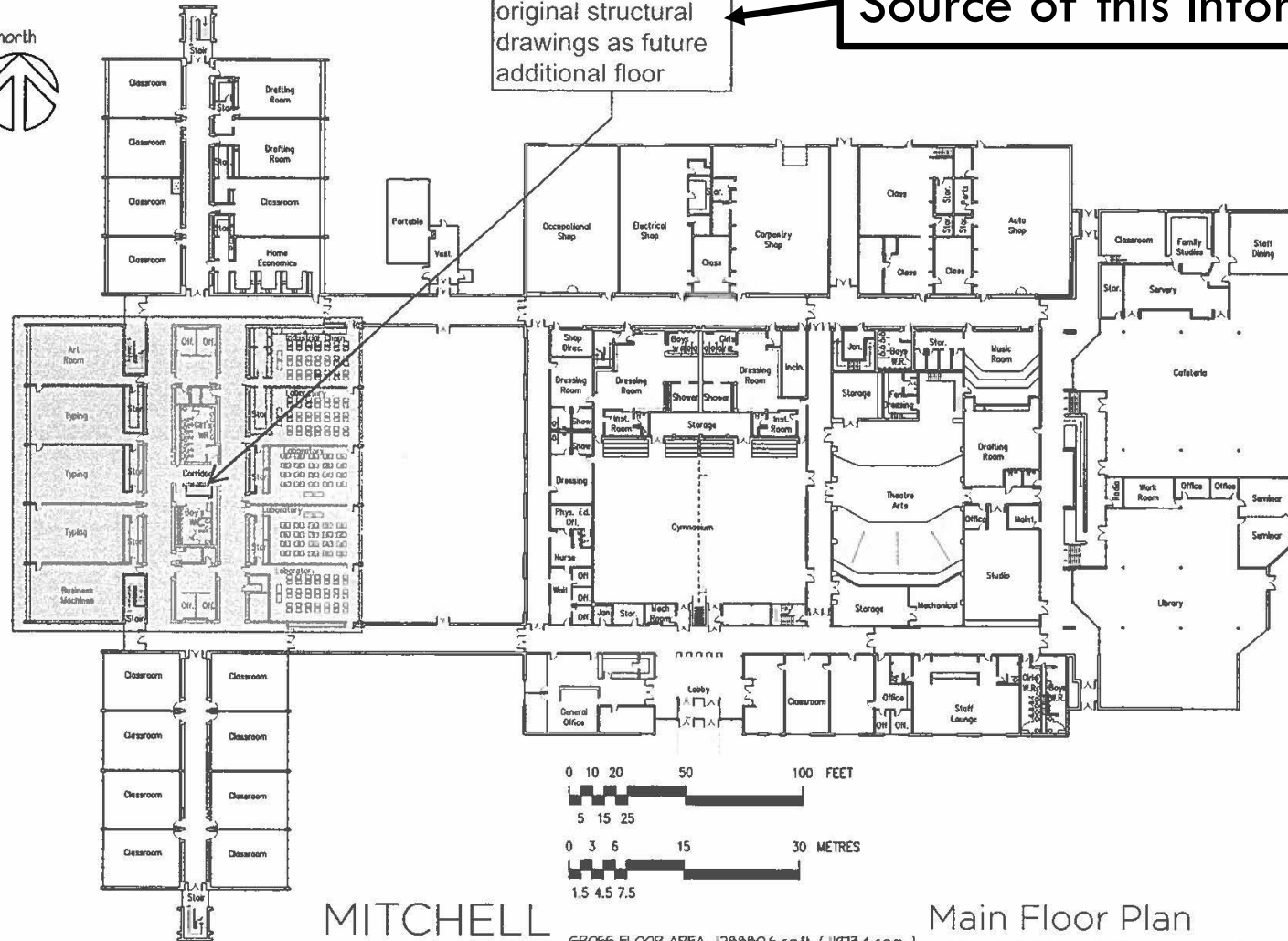


Google Earth

© 2018 Google

1 km





MITCHELL
JENSEN
ARCHITECTS

GROSS FLOOR AREA: 128880.6 sq.ft. (11913.4 sq.m.)

Main Floor Plan
Widdifield Secondary School

SCALE:	n.l.s.	REF.:	-
PROJECT NO.:	-		-
LIBRARY NO.:	Widdifield-ex-fp	SECTION:	-
DATE:	January 2015	NO.:	
DRAWN BY:	s.e.l./l.s.		


FP-2

705.474.3250 mitchelljensen.ca
124a Main St. E., North Bay, ON, P1B 1A8

WSS SITE

Property Plan

Legend

 Widdifield Usable



Google Earth

© 2018 Google

100 m





CSS SITE
Property Plan

Legend
ChippewaUsable

Google Earth
© 2018 Google

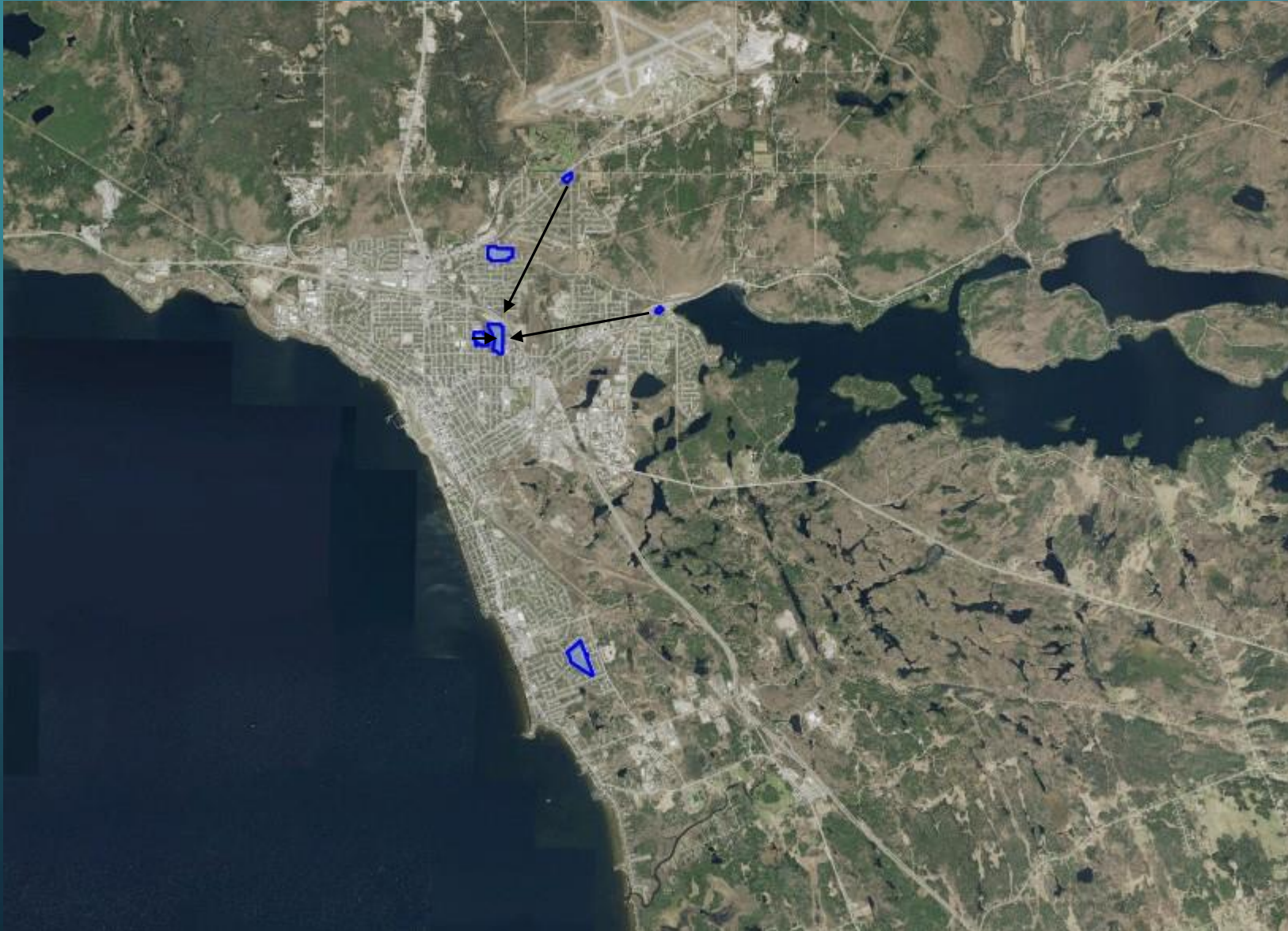
100 m

AN ALTERNATE CONSOLIDATION PROPOSAL

1. Keep WSS and WFSS open.
2. Repurpose CSS to centralized multi purpose facility including:
 1. Board Office
 2. Trout Mills Maintenance Facility
 3. Alliance Public School
 4. TRC from Widdifield
3. Possible to sell 3 smaller properties to raise funds
4. Maintain large CSS property for potential future super school build without impact to 7-12 students

See attachment D for detailed description of this proposal

ALTERNATE CONSOLIDATION PROPOSAL



ALTERNATE CONSOLIDATION PROPOSAL

Property	Lot Area	Possible Market
Board Office	1.2 hectares	Commercial Office Space
Trout Mills	0.6 hectares	Condominium / Apartments
Alliance P.S.	4.1 hectares	Residential



CLOSING COMMENTS

1. NNDSB will make final decision – I hope they have all relevant factual information (Structural, Traffic etc.) to a level of detail to manage resources in the most effective manner.
2. Consideration of more than just 3 secondary schools as part of the consolidation should be considered to make the best use of available assets – ie. Alternative Proposal
3. Reasoning and Justification for the decision will need to be transparent and defensible especially if different than ARC recommendation in lieu of public trust with previous decision



THANK YOU FOR YOUR TIME AND ATTENTION

My name is Rebecca Geauvreau, two of my kids attend Alliance FI Public School.

I was pleased when I heard it announced that the NNDSB would be taking the Ombudsman's recommendations to heart. One of the fourteen recommendations, Recommendation 6, was that the *"Near North District School Board should prepare a new final staff report that explains the additional information received in the summer of 2017 and that was discussed in private in September 2017. It should present the report to trustees as part of a public meeting, afford community members an opportunity to comment on it, and then take a new vote on the secondary school consolidation."*

As one of the initial complainants to the Ombudsman's office, I was looking forward to seeing all of the information that Trustees had considered in making their decision to close Widdifield. However, I was very disappointed when I realized that the recommended 'new final staff report' was just a two page letter with five appendices representing the sum total of the 'additional information'. I was expecting a considerable report outlining multiple pages of relevant information with respect to the schools the Trustees were considering closing.

The Ombudsman's report (Line 66) notes that additional information provided to trustees over the summer meant that closing Chippewa was considerably less palatable. Sadly, the additional information is scant and is limited to the five appendices in a letter from the present Director of Education.

Appendix A

Appendix A is an email dated July 19, 2017 from the Director of Education (J. Young) to the Trustees referencing in part, a conversation between a NNDSB staff member and an architect about the possibility for the upward expansion of Widdifield. But under examination by the Ombudsman's office – neither the Board staff member or the architect recall having the conversation or similarly can confirm the details of the same.

Why is this July 19 email included in the final revised staff report now? It seems that at best, it is subjective, and at worst it is actually misleading. This is certainly not

information that should be relied upon by Trustees to decide which school to close. I would encourage you to go to a credible source and get a verifiable answer to the question of whether Widdifield has room for expansion.

Appendix B

Appendix B contains the Committee of the Whole Minutes from September 5, 2017, a meeting that was held in private. Note the 'Also Present' heading was left blank and the information on who was 'also present' at the meeting removed. It's interesting to note that previous iterations of the meeting minutes included the name of an architect who was also present at the meeting. I'm curious why a private meeting included an architect, but then their presence presumably as an 'expert' to whom questions could/were directed, was deemed unimportant in the release of these minutes as part of the final revised staff report.

Appendix D

Appendix D contains a number of assertions – talking points for Trustees - by Director Young, many of which are not presented with context to allow objective consideration, while others are simply misleading because the list is not an exhaustive comparison. It's interesting to note that the final 'talking point' which Ms. Young noted, was that staff were questioning whether there was funding available for a 3:1 model and whether Ministry of Education would support a school of that size (2247 students if you have forgotten). Ms. Young also made a point to say and I quote *"I would not want this quoted anywhere but that was the main point for staff"*.

Appendix D reinforces the fact that the Board was being anything but transparent in their deliberations and in the information that was given to Trustees with which to make their decision. It begs whether any relevant information was seriously considered in the decision to close one school over another.

June 13, 2017 – Recommendation to Defer a Decision

On June 13, 2017 I attended a Board meeting where the Trustees recommended deferring the secondary accommodation review matter involving the three high schools for further discussion.

The meeting minutes reflect the following request:

“Trustees requested that staff provide more detail for the different scenarios. Specifically, how much would the 3:1, the Staff 3:2 and the ARC 3:2 scenarios cost, what are the chances each would be funded by the Ministry and from which grant(s). In addition, Trustees are seeking more information regarding the site challenges associated with each scenario (such as a traffic study at Chippewa).”

Did the past or present Board of Trustees ever receive the requested information as outlined in the June 13, 2017 meeting minutes? I suspect not if the new final staff report is any indication.

July 2017 Workshop Session

The new final staff report (August 2019) acknowledges that the NNDSB of Trustees met on July 13, 2017 to ‘*continue discussions on the secondary school consolidation and in particular the selection (sic – ‘section’) of the north site*’. This latest staff report also says “*It is important to note that as the July 13, 2017 meeting had been characterized as a ‘workshop’ no minutes or notes were taken and thus are not available*’.

The Ombudsman’s office interviewed Trustees as part of their investigation. (Line 110 of the Ombudsman’s report). Five trustees recalled attending; four weren’t sure. There are no minutes and no record of attendance. Trustees who remember attending said they discussed the differences between Chippewa and Widdifield - property size, drainage issues and potential for renovation.

So only five out of nine trustees remembered attending a meeting. This either speaks to an abhorrent level of incompetence or it suggests an equally frightening level of dishonesty. **Two months following a meeting where almost half of the Trustees don’t remember attending, they voted to close one high school over another.**

There is a desperate need for transparency to legitimize decision-making.

I am not questioning the need to close one of the three high schools – I am simply requesting the Board of Trustees to carefully consider all of the information.

I implore you to ask objective questions to support your decision. I respectfully request that you require Board staff to fulfill their obligation to us and you to by providing the most accurate and fulsome information with respect to the high schools so you can make a decision that is right for our kids now and in the future.

Thank you

Rebecca Geauvreau

Bruce Downey Presentation

Good evening

My name is Bruce Downey, I was fortunate to spend over 30 years as an educator in the former Nipissing/ now Near North District School Board.

Now I am a concerned Community Member and Parent , my wife and I have two children in the Near North Schools.

To provide perspective declining enrolment has been a concern for previous administrations and boards, even before the ARC programs were introduced.

Previously West Ferris and Chippewa high schools were a concern with numbers dropping so the previous boards moved the 7 and 8's into their schools .

Why is Widdifield not allowed the same opportunity ?

Ironically, over the years which high school continued to have the highest enrolment in all our high schools along with robust programming and dynamic faculty , Widdifield Secondary School .

You know you have had two very comprehensive, committed ARC Committees , Two of them not just one. Both after exhaustive efforts and time made the same recommendation - to close Chippewa SS.

I thank you for stepping up to be a Trustee and I know you don't always get all of the information on an issue before you have to make a decision.

The IB issue this summer was a perfect example, where all nine of you did not receive all of the reports from Senior Admin .Your Job is hard enough without this happening.

Are you receiving all of the information now for the Secondary Accommodation Issue, many in and outside the board feel you are not .

Specific Issues:

When you are comparing Physical Space between Chippewa and Widdifield it is interesting to delve into.

Chippewa has three Gymnasiums and Widdifield has two plus a training facility and Large Group Instruction Area .My mother used to say the truth was like layers on an onion, are you willing to peel them back ?

In education today across the province many Physical Education classes are actually not held in Gymnasiums. Classes like Yoga, Pilates, Outdoor Ed, Personal Fitness, just to name a few. So you don't need the same gym space.

You have to look at quality of space not just amount of space.

You have hundreds of students in Arts Nipissing at Widdifield. You have invested hundreds of thousands of dollars in equipment, Dark Rooms, Media Room, Dance Floor, Electrical Support, Special Duct Work.

How can you replicate this elsewhere when you don't have the time or the money. Do really think all of these students will stay in our board. This program feeds Canadore and Nipissing and many other Institutions.

It will take years to rebuild Arts Nipissing if you move it.

Why should these students be denied? This will be a moral disservice to these Students if you water down Arts Nipissing.

The Widdifield Science labs are the most up to date in our board. The same rationale, why should these students be denied contemporary facilities?

SJSH has over 300 Grade 9's this fall, they are not coming back to our board. Do you know how many Grade 9's who initially selected Widdifield then move to SJSH, three students. There are also a number of students still wanting to enrol at Widdifield, wait lists, wait lists. Kids and parents are informed today.

I know Chair ASPIN stated all the Trustees would visit both schools. In reality, only a handful visited each school recently. Don't you as Trustees have a moral obligation to visit both schools particularly involving such an important decision? Otherwise how can you make an informed decision?

If you are looking for direction, look at your community partners and where they are investing, all within the Widdifield catchment area. My two handouts reinforce this.

Educational Leaders, Canadore, Nipissing, neighbouring boards, Our Mayor, local business leaders they all say why would you close a High School school in an area of the city where there has been significant growth and much more to come. Economic Advisors to the City have told us that closing a high school in an area where they are promoting Business and Residential Development would be detrimental to the city.

The following are local developers, all in the Widdifield catchment area. When asked where they selected that area of town, they said location, location, location this is where the growth is in

the city.

Families will be starting to decide about schooling for next year however you have time to make a sound judgment this time based on facts . Neighbouring boards may start in December trying to entice families in limbo however course selections do not really get going till January and run through to March, even after that it is fluid, no need to panic . You could easily take till November 30 to make a sound decision.

Many concerned families are looking for this board to their time making a sound judgment based on facts .

Warmest regards

Bruce Downey

Glenn Paleczny

NNDSB Presentation “Still Waiting For Lessons To Be Learned”

Mr Aspin, Mr. Botting and trustees, thank you for the opportunity to speak as a parent this evening. I want to begin by acknowledging the outstanding education that my children have been given by the staff within this board.

However, for the past three years, since the ARC process began, I have been dismayed to see a cloud of anxiety and frustration building for my children. I have seen my daughter’s peer group splintered as she watched her friends from Fricker head to Scollard after the board reversed the public decision to close Chippewa and decided to to close Widdifield. I have seen my son, (who is currently in grade 8 at Fricker) and his friends in debate over where to go to high school and it is my fear that this peer group will see the same splintering. We’re not the only family having these fears and discussions at the dinner table.

The board continues to lose students and public confidence. The recent decision to cancel the IB (International Baccalaureate) Program at Chippewa and then re-instate it I’m sure has had just the same impact for families involved.

Just as with the hasty decision to move the French programming to West Ferris. My question is before voting, does this board truly have the all the facts right this time?

How do you plan to vote on such a critical decision without having full knowledge of what these buildings hold?

If you have toured all facilities you’d be aware of programs and physical facilities at Widdifield (including a film and media lab, darkroom, dance studio, physical education spaces, two culinary arts kitchens and a beautiful bright cafeteria and server, new science labs, a beautiful

courtyard garden including vegetable garden that feeds students and donates to the food bank, and an elevator)

Are you also able to identify estimated capital expenses with school consolidation in order to continue to provide such programs and facilities? My daughter is at Widdifield in grade 10, my son is slated to go to Widdifield next year, and it is a beautiful facility with so many spaces that will be very difficult to replicate without enormous costs. I can assure you that **if Widdifield closes, we will not be sending our children to an inferior facility nor will we they be on school buses for two hours a day to get to West Ferris.**

Speaking of transportation, has this board examined what percentage of students walk to school or live in proximity to all three schools? Widdifield draws students from Ski Club, St. John's village, Thibeault Terrace and Airport hill, where a new 70 home subdivision is underway at the end of Janey. All of these students deserve the opportunity to be within walking distance. Many of these kids also have jobs in the busy new McKeown corridor and need to be able to get to work afterschool.

During the ARC process, Chippewa was rated with the highest FCI (Facility Condition Index), meaning that it was in the poorest state of disrepair amongst Chippewa, Widdifield and West Ferris. Currently, costly facility upgrades are taking place at Chippewa to the heating system boilers and heating pipes. Last summer windows were also replaced. Is this money well spent with a current decision on school closure is still pending?

Has the new board also consulted with architects with regard to expansion at Widdifield? No architect has come forward to comment, and no report is available. I've spoken to one of the original architects of Widdifield who indicated there is no reason that expansion is not possible.

In fact, I'm going to read from directly from the Ontario Ombudsman's website, with regard to the Report Lessons Not Learned, which is one of

only two school board investigations out of the thousands of investigations conducted by the Ombudsman.

The contentious September 2017 final decision, which prompted 11 complaints to the Ombudsman in the spring of 2018, was the result of actions that were **unreasonable, unjust, wrong and contrary to law, Mr. Dubé found.**

“The board’s failure to follow a rigorous and transparent process damaged its relationship with stakeholders,” “The credibility of the entire consolidation process and closure process was undermined by the board’s failure to share relevant information, and ultimately generated public distrust in its final decision.”

The investigation reviewed the various steps the board took in considering consolidation of its three North Bay secondary schools, beginning in 2016. By June 2017, trustees were considering a committee’s recommendation that a different school be closed. **“There was no information publicly available to explain why, by September, Widdifield had become the target for closure,” Mr. Dubé notes.**

He also stated “The community was deprived of the opportunity to respond or be consulted on the new information considered by trustees in the summer of 2017.”

We want all of you to have **all the facts before making a vote.** The public, the provincial government and The Ombudsman are following this process closely. Let’s hope that this time the lessons are learned. Our children deserve better.

ROD SINCLAIR PRESENTATION

3 to 2 Consolidation Proposal

Proposed roles of the three current secondary schools:

West Ferris

Arts Nipissing and STEAM

Chippewa

International Baccalaureate and all French Immersion/Extended French

Widdifield

Close Alliance and renovate the Widdifield to accommodate ELK-Grade 6 French Immersion and Grade 5/6 Extended French.

Option to include Immersion and Extended Grade 7 and 8 as well.

Rationale

Alliance is a terrible facility. At the present time, it is overcrowded and houses many portables. The cost to meet new accessibility standards would be massive. There are many stairs throughout the building with little room to install ramps.

Widdifield site has many features that would be better for Primary and Junior students than Chippewa.

- Upper Gym can be used as a Primary gym. With the double gym, three classes could have Phys Ed during the same period.
- Fenced in football field would be an ideal playground for young children.
- Elevators and ramps make the school far more accessible than Alliance. Funds could be put towards retrofitting washrooms and classrooms to be suitable for primary instead of making Alliance accessible.
- Classroom Support Centre (CSC) would not have to be relocated.
- Room at the site for potential daycare centre.

Chippewa site is a better secondary building and has more room than Widdifield to expand if necessary.

- There is a triple gym, a weight room and numerous shops for available Tech classes.
- The auditorium is larger than the theatre at Widdifield.
- Renovations to Chippewa this summer and over the past few years should bring the Facility Code Index (FCI) below that in the initial staff report.
- Splitting French resources and staff into two sites has resulted in a number of issues. Some French classes are now three-way splits (Open/Applied/Academic).
- International Baccalaureate has a second language requirement. French Immersion and Extended French pair well with the IB program.

West Ferris as the Arts Nipissing school

- West Ferris has a large theatre with excellent lighting and sound, as well as good Music and Visual Arts rooms.
- The school has a number of classrooms that would be ideal for Media Arts classes.
- Only requirement to prepare the school to house Arts Nipissing would be to convert a classroom to be a dance studio.

Other advantages

- Improved traffic flow in the Chippewa/High Street areas with only one school in that area.
- Alliance site would be very attractive to developers and could potentially generate needed revenue by selling it off.

If Widdifield remains open as a Grade 7-12 school, the population would be approximately 600 students in a few years.

The overhead of operating three partially full high schools in North Bay would take valuable resources from other areas of the board.

If there are three small secondary schools in North Bay, students will have difficulty getting the courses they need for graduation and post-secondary requirements. This is happening now!

3 to 2 Consolidation Proposal

ROD SINCLAIR

Proposed Roles of the Three Secondary Schools

West Ferris

- Arts Nipissing and STEAM

Chippewa

- International Baccalaureate and all French Immersion/Extended French

Widdifield

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Widdifield

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Other advantages

- Improved traffic flow in the Chippewa/High Street areas with only one school in that area.
- Alliance site would be very attractive to developers and could potentially generate needed revenue by selling it off.

Three Grade 7-12 schools is not a good option

- If Widdifield remains open as a Grade 7-12 school, the population would be approximately 600 students in a few years.
- The overhead of operating three partially full high schools in North Bay would take valuable resources from other areas of the board.
- If there are three small secondary schools in North Bay, students will have difficulty getting the courses they need for graduation and post-secondary requirements. This is happening now!

A paradigm for change

3:2 consolidation

9/5/2019

Barb Laverock

When we look at the comparisons between Widdifield and Chippewa and evaluate the date these schools were built, what grades are accommodated, size of school, building area, ground capacity, and parking spaces there is very little difference.

But when we look in greater detail to the infrastructure surrounding Chippewa there are reports regarding the traffic circle survey, that were completed, but no results have been presented to the public. The original architects of Widdifield have not been notified regarding the ability to expand Widdifield upwards. No environmental assessment at the Chippewa site has been completed or the usable land at Chippewa once the easement for the Kate Pace Way has been declared. We have heard nothing from MTO regarding the planned changes to the 11/17/Trout Lake juncture, or the \$62 million dollar Cassellholme redevelopment plan which could impact infrastructure surrounding Chippewa.

So without all this very pertinent information, how can the Near North Board cast their vote for the 3:2 consolidation, in clear consciousness, when important knowledge, facts and evidence is absent, which could directly impact students attending Chippewa.

Paradigm shift number one, the Near North Board requires to embraces words such as transparency, diversity, engagement, inclusion and cease bullying when addressing the public.

But to me the greatest impact to our students are those in the arts namely drama and dance. Plus those students involved in culinary, shop and hairdressing programs. How would/could Chippewa ever replace these well established and reputable important trades and art programs, without costing huge monetary amounts, in attempts to be replicated at Chippewa? Or would drama, dance, shops, culinary and hairdressing even be replaced in Chippewa?

There appears to be a huge problem when boards do not give equal value to all of their students. Especially when boards feel that those with academic ability have more worth and value, than those who are less academically inclined. As demonstrated by reinstating the International Baccalaureate Program for literally a handful of students to the cost of \$900,000.

Yet we know that 30% of our student population struggles with some degree or severity of learning differences/difficulties. All we have to do is look at the report card on Ontario's elementary schools for 2019 from the Fraser Institute. Special needs in Ferris Glenn 57.7%, ET Carmichael 40.7%, E. W. Norman 30.8%, Mapleridge 52.6%, McDougall Parry sound 50.0%, the list goes on and on yet the Near North Board has done nothing towards implementing programs such as Empower Reading or Reading Recovery to assist our most vulnerable, susceptible, and marginalized students. Yet has not problem with enhancing the abilities of our most academically inclined scholars.

It appears the common strategy for our educational establishment is to, "repair problems" in primary and lower-secondary education as they occur, costing the tax-payers billions more, rather than attempting to prevent them from occurring, by investing early and upstream.

We value our students according to what subjects they do well in . Students who do well in math, science and languages are seen differently than those who excel in the humanities, arts and skilled trades. Yet all our students have extraordinary creativity and imagination which is just as important as math, science and languages, the problem is schools do not value these innate qualities.

Equity in education means that all students must have access to high-quality education, regardless of where they live, who their parents might be, or what school they attend. Therefore in more equitable education systems, students' leaning in school is less dependent on their family background.

Equality of educational opportunity and equity of outcomes are important. They mean more than just ensuring that everybody has access to school. Equity means having a socially fair and inclusive education system that provides everyone with the opportunity to fulfill their intentions and dreams through education.

An educational system that is equitable and where students learn well is also able to redress the effects of broader social and economic inequalities.

Inequity in educational systems in Finland is seen as particularly problematic because it demonstrates a failure to utilize students' cognitive potential fully. Evidence continues to show that strengthening equity in education can be cost-beneficial. It has been recently concluded that the highest-performing education systems are those that combine quality and equity. Other research demonstrates that investing as early as possible in high-quality education for all students, and directing additional resources toward the most disadvantaged students as early as possible, is a cost-effective strategy that will produce the greatest impact on improving overall academic performance.

Child poverty in countries which address and prioritize equality and equity as seen in Finland and Sweden have poverty rates of less than 5%, compared to Canada at 15.1%.

Paradigm shift number 2, equality and equity for all students.

Students starting Jr. kindergarten in 2019 will be retiring in the year 2080 and yet we are educating them today for a future that we have absolutely no idea, what will be required or demanded. Look at how many people are now presently employed in the drama section of the arts just in the North Bay and Sudbury area. With many series and movies such as Cardinal,

When Hope Calls, Backcountry, The Colony, Carter, Christmas inheritance, Return to Xmas Creek and Christmas in Angel Falls. Yet the arts are seen as inferior to math and science, especially drama and dance.

Meanwhile we have university students coming home to live with their parents slinging beer at the local bar, because they cannot obtain employment in their field. In many cases students are returning to university to obtain their masters, or commencing college to obtain the practical experience employers are requesting.

How many times have we seen and read how important the arts and gym improve math scores, but many times the arts and physical education are stigmatised and marginalized or axed from curriculums. Why would one take physical education or an arts class, when math or science are the only subjects that truly matter? We need schools to invest in strategies that don't rob our children of their creativity and imagination, to think outside the box by connecting ideas from different disciplines to create solutions of value and innovation.

Diversity a word that is often spoken by the Ministry of Education to help ensure that all students feel they belong and are enough, but the education establishment/boards have a very long history of only valuing those of an academic standing based on conformity not diversity.

Economic growth is changing so quickly and so unpredictable that it is the individuals and organizations that can pivot to meet the needs of the market that will thrive the best. We need creative out of the box thinkers to take on the multiple dimensional problems. We have huge conundrums such as climate change, unemployment, poverty, hunger, disease and most importantly inequality within school boards. These huge perplexing problems require big thinkers and people with passion, if things are ever going to change.

Paradigm shift number 3, embrace the arts the same way we embrace literacy, math and science

Yet our biggest problems are in our classrooms with so many behavioural problems, anxiety, and frustration, yet we know that challenging kids are challenging because they're lacking the skills to not be challenging. These lagging skills are making it difficult for the student to meet certain academic and behavioural expectations and adult-imposed consequences don't teach kids the skills they lack or solve the problem that set the stage for their challenging behaviour.

As students across Canada returned to school on September 3rd, child advocates released a report urging the government to address the top 10 threats to young people's health and safety.

According to research conducted by the national non-profit Children First Canada, of the eight million children in the country, at least one third of them do not have what's considered a healthy and happy childhood.

Suicide is the second greatest threat to a child's wellbeing in the country. One in five kids in Canada has seriously considered suicide in the past year, and it is bone chilling to think about so many of our kids facing that level of despair.

A 2016 Kids Help Phone survey found that one in five children, aged 13 to 18, seriously considered suicide in the past 12 months. Girls are two times more likely to seriously consider suicide compared to boys.

The rest of the list details child abuse, poverty, infant mortality, obesity, food insecurity, immunization, discrimination and bullying as threats to the wellbeing of Canadian children.

Paradigm shift number 4 that all teachers are well versed in mental health and self-regulation skills and strategies

Yet individuals with learning disabilities, are potentially our most vulnerable, susceptible and marginalized citizens in society, even though they are average and above-average in intelligence. Their greatest dilemma is that the way they are taught, is incompatible with the way they learn.

Empower reading a program started by Dr. Maureen Lovett from Sick Kids Hospital some 20 years ago (foundational phonics skills and strategies, which is not taught in schools any more), is a program which has assisted many LD students, our most vulnerable and susceptible in Ontario/Canada. The Empower reading program is utilized specifically in Ontario's three LD demonstration schools, with great success to our LD students. Plus Empower Reading can be started as early as grade one, when disabilities are revealed and exposed.

This program was restructured around the concept of neuroplasticity. Learning to read has to have intensity, 200 minutes a day of direct instruction per day. The prime function of a student being at a Demonstration School, is to teach them to read. The brain has to be reprogrammed through long periods of repetition. This results in the rebuilding or establishing the neuropathway.

Most LD students have a lack of reading skills which constantly has a cascading impact on other academic subjects. Yet these students were promoted from grade to grade without meeting grade-level curriculum expectations. This means that the gap between the student and his peer groups increases as the student moves from one grade to the next.

As a consequence, the students' mindset is low self-esteem, depression, isolation, low confidence, and small or non-existent social circles. Students openly acknowledged that they would become "trouble makers" in the classroom, because their underlying problems were never addressed.

The following are quotes from "The Strategic Counsel" appendix, Feedback from the Ministry of Education Online Consultations from the three Ontario Demonstration Schools. These statements provide a flavour of the students' recollections about their emotional state, related to their classroom experience, prior to using the empower reading program.

- "Nobody really understood why you were "stupid" because you couldn't do the work they wanted you to. You were being put to the back of the class and forgotten about."
- "I was being bullied by teachers and students, being called stupid and dumb. I was asked why I didn't just stay home."
- "Before I used the program, I tried to hide myself by being a goof ball to try and hide my disability."
- "At my old school, I was bullied every single day since third grade. It was not great for me because I felt bullied. I was bullied because kids thought I was dumb."
- "In high school, my social life was really hard because I couldn't read most of the letters. The only place I could go was the park because this was the only place there was no reading. Even the restaurant I can't go because I have to read the menu, and it was really hard for me."
- "Without here, I wouldn't want to go to any school. I would stay home. Here, I feel proud of my work."
- "I started the empower reading program with a grade 3 reading level and now am at a grade 7. I feel really good about this. I think I will be at the grade 9 level by the end of the year."
- "I think the thing that has helped me the most here is my reading - I started at a grade 2 level and now I am at grade 6/7. I feel much better. At the beginning of the year, I was nervous that people were better than me at reading. This program has helped me a lot."
- "My son has gone from reading at a grade 1 level to a grade 8 level. He is now reading books and has developed a love for reading. The program has been fantastic for him."
- "The Empower program states (that) if used properly, students can see a three to four point gain. Last year, our kids made 12-15 point gains. Our psychologist redid all the stats because he couldn't believe it. In his opinion, the progress of this program is some of the strongest in the world."

- " I actually didn't know I had dyslexia till grade 6, but I was an angry kid my whole life. My math skills were horrible, and I couldn't read till I came here. I had a police record and I had a lot of devious things like misdemeanor assault. I came here in grade 8 and 9. If it weren't for that, I would've been in jail by now.
- "My daughter has a severe reading disability. We have exhausted all the help we can get at the public school system. She is a very smart girl but just can't read and this program was our last hope."
- "When entering the program, my son was way below grade level reading."
- "These are children who have not found success in the mainstream schools or who have lost the motivation to try because they have fallen through the cracks."
- "Students like them end up with in jail, suicide, welfare, medical issues, homeless or addicted."
- "School boards are not successful in mitigating the social and academic challenges being faced by students with severe LD."
- "These children are unmotivated, unsuccessful, and very anxious in their home school boards as teachers do not have the time, skills or strategies to help them. They do not understand their disabilities nor do they have time to. These children are bullied, ridiculed and belittled by not only peers but also by teachers without them even knowing it sometimes."
- "Prior to this program, even going to the doctor was a challenge because my son was incapable of expressing where pain was or how he was feeling, etc. In other aspects of his life, he had difficulty explaining what he needed or following directions. He had no friends and lacked self-esteem because of his inability to communicate."
- "Almost invariably, the students come from boards with similar stories of being outcasts, isolated, and pushed along year to year with no success in reading, each year falling further behind and losing more self-confidence."

Social and Communication Skills

An essential skill cited by students who have utilized the empower reading program is the development of self-confidence and self-esteem. Prior to students using this program they had profound confidence and self-esteem issues. These issues have resulted from social isolation and lack of success at school. These are quotes from those students who have used the empower reading program.

"Self-confidence is the basic necessity to be successful. Having success in some areas of life provides a person somewhere to draw strength, self-worth and resiliency. This program has helped me find self-confidence and gave me the basic building blocks to my future success."

"A chance to succeed. You can't be taught self-esteem. They need to experience success. That's what this program does, it builds on self-esteem."

"The number one thing learning disabled children need to have when they complete this program and to function in a workforce, is self-confidence and self-esteem. They need to believe that they can accomplish anything that anyone else can and they need to have had opportunities provided to them in order to change the belief that has been in their heads for so many years.

Teachers using the empower reading program believe that every child is equal and "I can't " isn't in the vocabulary. Teachers constantly say "You Can" and they believe in them. The teachers provide them with opportunities to try new things and develop skills they never knew were possible. This change in mindset is something the students carry with them forever in school and in life.

Social and Communication Skills

- Individuals with learning disabilities are less socially skilled than same-age peers.
- Tend to engage in antisocial behaviour versus a pro-social behaviour when they are pressured by peers.
- Use significantly fewer non-verbal and verbal social skills than their same age peers without disabilities.
- Individuals with learning disabilities are often treated poorly by peers in cooperative groups when placed in regular classes.
- Ignored by peers, baited, complained about to the teacher, and the target for negative remarks. Expectation to perform at the same skill base along with their peers. Emphasis is focused on learning academic skill and content-not on mastery of social behaviour.
- Poor decision making abilities based on their weak cognitive functions - i.e., ability to problem solve, because they have not been given the skills and strategies
- Difficulty generalizing social skills and remedial strategies. Reprimanded for not achieving along with their peers.
- Feeling of inadequacy, a sense of isolation and shame.
- Require more investment into themselves to develop social skills as they may not come naturally.

The true gravity of our greatest problems is that 30% of all elementary classrooms have learning disabled students of some degree and severity. Yet almost all our schools do not have

teachers, with the absolute essential and crucial skills, strategies or resources to assist our most vulnerable and susceptible students.

Paradigm shift number 5 that great programs are implimented to assist our most vulnerable, susceptible, marginalized and stigmatized students early on upstream

Conclusion

It's about time we make the well-being of our young people more important than ideology politics. Because most people in the education establishment hierarchy, do not listen with the intent to understand, they listen with the intent to reply. We continually discover that the most basic of all human needs is to be understood, and the best way to understand people is to listen to them.

Courage is what it takes to stand up and speak, but courage is also what it takes to sit down and listen. Because you never really understand a person until you consider things from this/her point of view, and reality shows us that big egos appear to have very little ears.

It should be our dream that every student will experience their classrooms as invigorating, even inspiring environments, a safe and compassionate atmosphere, places they look forward to going to and places they hate to leave. It should be our dream that they will come to know themselves accomplished of various crafts. It should be our dream they will come to love the process of learning itself, so they too can become masters of their fate and captains of their souls.



OSBIE DIRECTOR NOMINATION FORM
Northeast Region

Instructions:

- Box A to be completed and identify the nominee from your Board. Authorized signature(s) are those of the nominator, or nominators. Only one authorization signature is required.
- A Board can only nominate one person for the available term.

A) NOMINATION

(NAME OF NOMINEE (A TRUSTEE OR AN EMPLOYEE OF A SUBSCRIBER BOARD))

(TITLE)

IS HEREBY NOMINATED AS A CANDIDATE FOR A POSITION ON THE BOARD OF DIRECTORS OF OSBIE.

NAME OF MEMBER SCHOOL BOARD _____

AUTHORIZED SIGNATURE(S)
(cannot be nominee)

B) ACCEPTANCE

I, _____ ACCEPT THE NOMINATION TO SIT ON THE BOARD OF DIRECTORS OF OSBIE AND AGREE TO STAND FOR ELECTION.

DATE: _____ Nominee Signature: _____

Signed nomination forms should be submitted by fax or email to OSBIE by **Friday Oct 4, 2019** to:
Attention: Sandra Taylor, CFO, OSBIE, sandrat@osbie.on.ca Fax: 519-767-0281



BOARD VOTING DELEGATE DESIGNATION FORM

The Voting delegate is the designated voter for your Board, should an election be necessary for your region.

Election Days are set for November 14th and 15th, 2019.

Only a vote signed by the Voting Delegate will be accepted by the scrutineer.

The Voting Delegate's name and work email address will be shared with all nominees in your region, prior to election day.

VOTING DELEGATE

NAME OF BOARD: _____

NAME OF BOARD'S VOTING DELEGATE: _____

TITLE: _____

EMAIL: _____

Please submit the Voting delegate form by **Friday Oct 4, 2019** to:

Sandra Taylor, CFO, OSBIE, 91 Westmount Road, Guelph, N1H 5J2

Email: sandrat@osbie.on.ca

Fax: 519-767-0281



Profile of a member of the Board of Directors of OSBIE

The Board of Director's role is to ensure that OSBIE provides value added insurance at stable cost.

The Board governs OSBIE through strategic leadership, by applying a framework of governance principles and by holding itself accountable for governance performance with an emphasis on the intended long-term value for Subscribers. The Board shall direct and inspire the organization through careful establishment of policies reflecting the board's values and perspectives.

Criteria

- Regional Directors or Board members must be either an employee or a trustee of a member school board
- Regional Directors are elected by the subscriber boards by defined region for a four-year term.

Skillset and knowledge required

- Strong leadership
- Sound understanding in corporate governance and policy development
- Ability to assimilate large amounts of information (financial, legal, investment and insurance)
- Proficiency in risk management and loss control
- Understanding of actuarial reports
- Competencies in monitoring and evaluating the effectiveness of the Board
- Excellent communication skills
- Honesty and integrity
- Ability to think strategically
- Understanding of school board and public sector environments
- Demonstrated ability to operate effectively as part of a team of elected directors to help achieve expected Board performance

Responsibilities of board members

- Participate in board orientation and training sessions
- Acquire an understanding of the organization's activities and to keep informed about the issues affecting the organization
- Understand Director and Board accountability with respect to legal, fiduciary and duty of care responsibilities
- Attend and participate actively in board and committee meetings
- Provide leadership to the Board or committee
- Represent and be accountable to member boards (subscribers)
- Support board decisions and act as an advocate for the organization



Date: September 24, 2019
Motion No. 19-09-

Moved By: _____

Seconded By: _____

That the Board move into Committee of the Whole.

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



Date: September 24, 2019

Motion No. 19-09-

Moved By: _____

Seconded By: _____

**That the Committee of the Whole move into Private Session
at _____ p.m.**

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



Date: September 24, 2019

Motion No. 19-09-

Moved By: _____

Seconded By: _____

**That the Committee of the Whole arise and report from
Private Session at _____ p.m.**

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



Date: September 24, 2019

Motion No. 19-09-

Moved By: _____

Seconded By: _____

That the Board arise from Committee of the Whole.

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		



Date: September 24, 2019

Motion No. 19-09-

Moved By: _____

Seconded By: _____

**That the Board meeting of September 24, 2019 adjourn at
_____ p.m.**

Chair

- Carried
- Defeated
- Withdrawn

Recorded Vote

	Yea	Nay
Jay Aspin		
Greg Barnes		
Alan Bottomley		
Donna Breault		
John Cochrane		
Nichole King		
Rob Learn		
Louise Sargent		
Bill Steer		