

COMMITTEE OF THE WHOLE

Tuesday, May 14, 2024 | 5:30 PM

Virtual:	In-Person:
Join zoom meeting Meeting ID: 856 3321 7981 Passcode: 769627 Dial in: 1 855 703 8985	North Bay Boardroom NNDSB Head Office 963 Airport Rd., North Bay, ON.

AGENDA

1.0 Call to Order

1.1 Land acknowledgement

We would like to open this meeting by acknowledging the traditional territories of the Anishinaabe, on which all schools of the NNDSB are situated. The Board Office is specifically located on the traditional territory of the Nipissing First Nation. We value the cultures, histories and relationships with the Indigenous People of Turtle Island. We are grateful to be gathered here today.

1.2 Attendance

Confirmation of Quorum

1.3 Declaration of Conflict of Interest

2.0 Closed Session – n/a

3.0 Approval of the Agenda ✓

Motion: That the agenda for the Committee of the Whole meeting of May 14, 2024 be approved.

4.0 Review of Previous Minutes ✓

Motion: That the minutes for the Committee of the Whole meeting of April 9, 2024 be approved.

5.0 Business Arising

6.0 New Business

6.1 Notice of Motion – Trustee Wesley ✓

6.2 Notice of Motion – Trustee Bertram ✓

6.3 Notice of Motions – Trustee Fuscaldo ✓✓✓

7.0 Adjournment

Motion: That on May 14, 2024 we do now adjourn at ____pm.



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Erika Lougheed, Chair

Craig Myles, Director of Education

The April 9, 2024 **Committee of the Whole Public Session** of the Near North District School Board was held in person at the Head Office and via a Zoom video and/or teleconference.

Trustees Present:

Ashley St. Pierre, Vice Chair
Howard Wesley
Bill Steer ®
Chantal Phillips
Jeanie Fuscaldo
Julie Bertram ®
Louise Sargent
Shane Hall
Albany Benson, Student Trustee
Dora Chen, Student Trustee

Administrative Staff Present:

Gay Smylie, Superintendent (Director designate)
Seija Van Haesendonck, Superintendent of Business
Timothy Graves, Superintendent ®
Deb Bartlett, Communications Officer
Maureen Egan, Executive Assistant
Glenn Morrison, Manager IT

Other:

Staff, Union partners, media, and community partners

Regrets:

Craig Myles, Director of Education
Melanie Gray, Superintendent of Education

® attended remotely via Zoom video or audio conference

1.0 Call to Order

Vice-Chair St. Pierre called the Committee of the Whole meeting to order at 6:00 pm. Superintendent of Education Gay Smylie was identified as Director Designate for the meeting.

1.1 Land acknowledgement

Chair Lougheed read the declaration aloud.

1.2 Attendance

Attendance indicated that 9 trustees were present, including the one Student Trustee.

1.3 Declaration of Conflict of Interest nil

2.0 In-Camera

At approximately 6:05 pm, Vice Chair St. Pierre advised the Committee of the Whole would be moving into a private session. Members of the public were excused

and advised they would be permitted back into the meeting once the Board arose in public session.

Motion: CW 2024 04 01 H.Wesley/B.Steer

That the Board move into a Committee of the Whole Private Session in order to discuss items pertaining to *The Education Act* R.S.O. 1990, c. E.2 section 207(2)(b). - CARRIED.

A brief pause was noted to coordinate the appropriate video conference controls and allow staff and community members time to exit the meeting room. Trustees attending virtually were reminded to secure their space as well to ensure confidentiality.

3.0 Arise and Report

At approximately 6:10 pm, the Committee arose and reported in the public session of the Committee of the Whole. A brief pause was noted to coordinate the appropriate video conference controls to permit members of the public to re-enter the virtual meeting and open the physical meeting space for in-person guests to re-enter.

4.0 Approval of the Agenda

Trustees were referred to the agenda included in the agenda package.

Motion: CW 2024 04 02 B. Steer/H.Wesley

That the agenda for the Committee of the Whole meeting of April 9, 2024, be approved. - CARRIED.

5.0 Review of Previous Minutes

Motion: CW 2024 04 03 S.Hall/J.Bertram

That the minutes for the Committee of the Whole meeting of March 19, 2024 be approved as amended. The amendment being the identification of Gay Smylie as Director designate and the edits to 6.1 School Openings Closures Administrative Guideline paragraph two, second sentence deletion of “and the Chair”; new third sentence “The Chair was also present” and deletion of the word “made” in the last sentence. – CARRIED.

6.0 Business Arising

6.1 Staffing Crisis

Vice-Chair St. Pierre asked Director designate Smylie to introduce this agenda item.

G. Smylie welcomed and thanked Rob Hammond - president ETFO, Parker Robinson - president OSSTF permanent and occasional, Troy Simkins - president OSSTF ESSP, Margaret Soroye - president ETFO occasional, Trevor Russell - president CUPE and Sean Ruddy - Chair of our Principals’ Council for attending this evening and expressed her gratitude for their support of Near North District School Board staff as we face this pervasive staffing crisis. She noted their diligence, thoughtfulness, and passion and applauded them in their honourable and commendable work.

She advised that unfortunately Director Myles' could not be in attendance and asked her to read the following report.

I am inspired and impressed by all NNDSB staff across the system who are showing courage and passionate conviction in ensuring achievement, equity, safety, and wellbeing of NNDSB students. Across the province, staffing shortages are occurring all employee groups of the education sector including but not limited to: bus drivers, office and operational staff, custodial staff, educational assistants, early childhood educators, and educational assistants, teachers, administrators, varied support staff, mental health and special education experts. This issue impacts student safety, day-to-day operations, quality of education, access to education, implementation of ministry initiatives and overall well-being of students, parents, families, and staff across the system. The burden has far-reaching implications as all staff attempt to mitigate circumstances amongst increased public scrutiny and demands for data from a growing variety of sources. The crisis affects all staff as they make formidable efforts to fill vacancies in a current reality where absenteeism is increasing at an alarming rate. The crisis causes added stress on human resources, union stewards and mental wellness staff who are suffering shortages of their own, all while making valiant efforts to support achievement and wellbeing for all. It's a vicious cycle. BUT I NEED TO SAY THAT THE NNDSB STAFF ARE A FORCE TO BE RECKONED WITH, IN NAVIGATING THIS CYCLE. Staff are making heroic efforts to ensure the quality of care and engagement in learning that our students deserve despite situations that threaten burnout and an increase in emerging student behaviours. They support their peers and students with grit and grace. When I visit in schools, despite the burdens I continue to see smiling staff and student faces, laughter, engagement, and joy in learning in a safe and clean environment. I was just at Vincent Massey where a fantastic young student named Matt graciously allowed me to crush him in a game of badminton. He was unaware of the struggles of staff. While at the school, I also ran into Charlie who is one of the Custodians who graduated from the NNDSB Custodial Certification Program that was initiated in 2023 in an attempt at outside of the box thinking to mitigate growing needs in creative ways. I've learned that one of our senior custodial staff is even taking it upon himself to drive this new member of the staff to the workplace regularly to ensure his success. These are the kind of efforts our staff make selflessly every day. There is a plan to renew this program and I know that we are also investigating further programming to support staffing needs in many areas. I also believe that we are one of very few boards who are engaged in this kind of creative program development. This is one example of how administration, senior executive and the HR department are doing everything they can to help mitigate the toll this crisis is having on staff. The crisis is taking a toll on them as well. We continue to work with the government to support their on-the-ground understanding of the difficulty we all face in protecting staff and student wellness amidst the crisis. I appreciate the dedication of all staff who are – once again - going above and beyond for their students and their co-workers. I am grateful.

Vice-Chair St. Pierre thanked G. Smylie for this important report and turned to the board for questions and comments.

Student Trustee Chen expressed her gratitude and sees how far teachers and staff are going for students. She thanked the union presidents for maintaining a safe learning environment.

Trustee Sargent thanked Parker Robinson for taking time today on the phone to answer some of her questions regarding the letter he and the other presidents drafted. She continued noting she understood the recognition Director Myles has given the staff and appreciates it. She asked about the status of the letter received in January that was shared with our co-terminous boards and suggested sending a letter of concern to the MOE rather than waiting on a joint letter with the co-terminous boards. She also

commented that she wanted staff and union partners to understand that when trustees discuss potential ideas they are only brainstorming and discussing and that once at the implementation stage it would be beneficial to include our union partners.

Director designate Smylie explained that during this crisis we are implementing short-term solutions while we continue to strategize long term solutions. Our union partners are very supportive in this regard however we must consider their limitations. The ministry needs to address this with long term solutions for example: adjusting the length of Bachelor of Education degrees; providing a living wage where necessary; accessing our local university and college for recruitment.

Trustee Phillips said she is aware of some boards hiring unqualified teachers and asked if we are considering this. G. Smylie clarified that unqualified does not mean uneducated. She continued that we are not considering this at this time. SBO Van Haesendonck added that we do however use a practice sanctioned by the MOE involving letters of permission.

Each of the union presidents spoke to the tremendous stress their members are facing and asked trustees to look for ways to reduce stress on the system. Parker Robinson explained that he does not view trustees' ideas and initiatives as unimportant but that the immediate need is for all staff to push forward and finish the year with the focus on students. He explained that ultimately their initiatives fall to his members who are on the verge of collapse and asked for a pause on all initiatives from trustees. He thanked Student Trustee Chen for recognizing his members' valuable work.

Rob Hammond noted the stress on principals and his concern that they are burning out; the system cannot afford to lose such excellent administrators and he is doubtful his members will want to replace them. He also stated that his members are reluctant to take time off out of concern for their students' wellbeing. He asked trustees to lobby with other northern trustees and apply pressure to MPPs.

Troy Simkins specifically addressed the safety of classrooms with absent staff and resignations. He would like to see trustees lobby the MOE for more educational assistant supports.

Margaret Soroye noted the toll this stress takes on members' personal home life and she sees occasionals not returning to this field and instead finding work in less stressful areas. She also asked trustees to carefully consider what ideas they bring forward to ensure it does not put added work on to members that are already stressed. Dave Bartlett concurred adding that he is aware of members calculating early retirement.

Principal Sean Ruddy spoke as NNPC president thanking the union partners for their support. He is very concerned with student achievement as the system does its best to re-organize the school day with large absenteeism.

Trustee Wesley thanked the unions for attending and their remarks. Trustee Phillips thanked the presidents for addressing violence in schools and hopes that our board places a priority on relevant training for staff. Trustee Steer advised that trustees can write a letter to the Ministry and OPSBA in support. He will raise this during the regular

meeting. Trustee Sargent thanked the presidents for attending noting how important it was for trustees to hear and thanked them for their work. Trustee Sargent noted that the conversation will continue at future meetings.

7.0 New Business – n/a

8.0 Motion to Adjourn

Motion: CW 24-04-04 C.Phillips/J.Bertram

That we do now adjourn at 7:12 pm. – CARRIED.

Title:	Notice of Motion – Trustee Initiative Fund
Contact:	Howard Wesley
Date Submitted:	May 2024
Mandate:	In alignment with NNDSB Bylaw 102, Trustee Wesley provided notice to the Secretary of the Board, Director Myles, requesting an item be placed on the agenda for discussion during the May 14 Committee of the Whole meeting.
Background:	<p>At the April 2024 meeting of the Board of Trustees of the Near North District School Board, federation partners delivered a letter and presentation outlining the need for proactive measures to support staff members.</p> <p>Our union partners emphasized the importance of prioritizing initiatives aimed at enhancing work environments and alleviating stressors on the system. Their proposal underscored the critical objective of preserving optimal learning conditions for students while fostering the well-being of staff members.</p>
Resolution:	<p>WHEREAS staff of NNDSB play a pivotal role in the education and development of our children, serving as dedicated educators, mentors, and role models;</p> <p>AND WHEREAS staff of NNDSB often go above and beyond their regular duties, volunteering their time and resources for various school events and activities, contributing significantly to the overall well-being and success of the school community;</p> <p>AND WHEREAS NNDSB staff often lead efforts to fundraise for vital school supplies, resources, and extracurricular activities alongside parents in the school community;</p> <p>AND WHEREAS According to the 2023 Financial Accountability Office report, in the 2021-22 fiscal year, the English Public and English Catholic systems received \$13,027 and \$13,252 per student, respectively. Conversely, French-language school systems received notably higher per-student funding, with the French Public system receiving \$18,585 per student and the French Catholic system receiving \$17,680 per student;</p> <p>AND WHEREAS on April 16, 2024, the NNDSB reached out to the Ministry of Education seeking solutions to ongoing staffing challenges our board and boards throughout the province are experiencing;</p> <p>NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Near North District School Board hereby allocates the Trustee Initiative Fund equally among all schools for the fiscal year 2024 to provide assistance to schools as deemed appropriate by the principals.</p>

Title:	Notice of Motion – Correspondence to Trustees
Contact:	Julie Ann Bertram
Date Submitted:	
Mandate:	In alignment with NNDSB Bylaw 102, TRUSTEE Bertram provided notice to the Secretary of the Board, Director Myles, requesting an item be placed on the agenda for discussion during the May 14 Committee of the Whole meeting.
Background:	<p>Whereas the NNDSB is committed to Excellence in Communication, Excellence in Relationships, and Excellence in Teaching and Learning;</p> <p>Whereas correspondence was sent to the Board of Trustees March 1st, 2023, signed by 49 staff members, and was not forwarded to the intended recipients;</p> <p>Whereas 19 Municipal Resolutions with specific action requests for the Board were not forwarded to the Board of Trustees;</p> <p>Letter of Concern</p> <p>file:///C:/Users/mail/Downloads/WPS%20Municipal%20resolutions%20%23%201_0001.pdf – Municipal Resolutions</p>
Resolution:	BE IT RESOLVED That all correspondence addressed to the Board of Trustees shall be immediately forwarded to all Trustees.

Title:	Notice of Motion
Contact:	Trustee Fuscaldo
Date Submitted:	April 26/2024
Mandate:	In alignment with NNDSB Bylaw 102, Trustee Fuscaldo provided notice to the Secretary of the Board, Director Myles, requesting an item be placed on the agenda for discussion during the May Committee of the Whole meeting.
Background:	<p>Whereas, the environmental challenges facing our society are increasingly pressing, including but not limited to climate change, pollution, habitat destruction, and resource depletion; and</p> <p>Whereas, as an organization, it is our responsibility to acknowledge and address our impact on the environment, and to actively work towards sustainability and environmental stewardship; and</p> <p>Whereas, the development and implementation of a comprehensive Environmental Responsibility Policy will provide a framework for guiding our organization's actions and decisions towards minimizing our environmental footprint and promoting sustainable practices; and</p> <p>Whereas, a well-crafted Environmental Responsibility Policy will not only benefit the environment but also enhance our reputation, improve operational efficiency, and foster a culture of responsibility and innovation within our organization;</p>
Resolution:	Be it resolved that The Near North District School Board accepts the working document entitled “Development of “Environmental Responsibility Policy” forward to the next Bylaw Review committee prior to bringing it back to the board for final approval.

	May 2024 – NNDSB Committee of the whole
Title:	<p>Environmental Responsibility Policy (working title/document) With excerpts from TDSB/YRDSB Environmental Responsibility Policies and Ontario Ministry of Education’s Policy Framework for Environmental Environmental Education in Ontario Schools: Acting Today, Shaping Tomorrow</p>
Policy Statement	<p>The Environment Policy commits the Near North District School Board to an ongoing alignment between teaching and learning and the operation of schools to develop whole school ecologically literate communities whose goal is building a healthy, sustainable society. Special emphasis is given to climate change, its mitigation and adaptation. A multi-stakeholder interdepartmental process sets and reviews targets and implementation, as well as documentation and communication of results, as part of offering community leadership in decision making and action that reflects a shared concern for protecting the environment.</p> <ul style="list-style-type: none"> • The Board recognizes the interdependence of the environment, the economy and society, and the challenge of balancing all three in building a healthy, sustainable future. To achieve this goal, the Board adopts the concept of sustainable development as defined by the United Nations World Commission on Environment and Development as “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.” • The Board acknowledges its responsibility to help prepare students to meet this challenge. Therefore, environmental literacy for all students is integral to the Board’s mission to help prepare our students to become responsible members of a democratic society. The Board will develop and support curriculum initiatives across grades and subject areas that lead to this result and ensure that an environmental education component is incorporated into school planning processes. • The Board aims to develop environmentally sound practices consistent with what students are learning in the classroom. In this way, curriculum and board operations become part of a single organization dedicated to learning how to live more sustainably. • To enable and coordinate this learning throughout the organization, the Board is committed to achieving continual, measurable improvements in environmental educational and operational practices within its control. • The Board further acknowledges that climate change has emerged as one of the greatest challenges of the 21st Century—one that needs to

	<p>be addressed by all sectors of society, and particularly by school boards, because students are the future leaders in building an environmentally sustainable future.</p> <ul style="list-style-type: none"> • To respond to climate change, focus shall be on three critical areas as an important basis for planning and decision making: mitigation, adaptation, and education, as follows: <ul style="list-style-type: none"> ➤ climate change shall be mitigated by reducing the Board’s greenhouse gas (GHG) emissions that are goal oriented and measurable. ➤ activities that adapt to climate change shall be undertaken internally, as well as through partnerships with community agencies such as increasing tree planting. ➤ as knowledge and experience of climate change deepen, education essential to our students’ knowledge shall continue to be at the heart of the Board’s Mission. • To enable and coordinate this learning throughout the organization, the Board is committed to achieving continual, measurable improvements in environmental educational and operational practices within its control. The Board will develop a focused, results-oriented framework for setting and reviewing environmental objectives, targets, and implementation effectiveness. The framework will set out an annual interdepartmental, multi-stakeholder process reported through the formation of an Environmental Responsibility committee : <ul style="list-style-type: none"> ➤ for identifying priorities. ➤ for timely setting of achievable objectives, targets, and indicators. ➤ for developing a funding plan to achieve objectives and environmental targets. ➤ for developing action plans. ➤ for assigning responsibility for implementation. ➤ for providing staff development and resources as required; and ➤ for monitoring, documenting, reporting, and recognizing results and communicating these to staff, students, parents, and the community. ➤ In being environmentally responsible and accountable, the Board offers community leadership in decision making and action that reflects a shared concern for protecting the health of the natural environment on which a healthy economy and society depend.
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The Director is authorized to issue operational procedures to implement this policy

Responsibilities	
The Board of Trustees is responsible for:	<ul style="list-style-type: none"> ➤ setting direction that promotes environmental literacy and environmentally responsible practices in the management of resources, operations, and facilities as reflected in Board policies and the multi-year Plans. ➤ receiving and considering reports and related recommendations regarding environmental education and environmental management practices. ➤ reviewing the Environmental Responsibility policy in accordance with the priorities in the Trustees’ Multi-Year Plan and the approved policy review cycle; and ➤ understanding and communicating with members of the community about the Environmental Responsibility policy.
The Director of Education is responsible for:	<ul style="list-style-type: none"> ➤ implementing and operationalizing the Environmental Responsibility policy; and ➤ sustaining the direction for environmental education and environmentally responsible practices by. ➤ providing leadership that supports environmental education as part of every student’s learning and that fosters environmentally responsible management practices, ➤ ensuring that appropriate resources are directed toward these priorities, and ➤ assigning leadership responsibility for environmental education to a supervisory officer.
The senior staff member identified to support environmental education is responsible for	<ul style="list-style-type: none"> ➤ supporting the goals of the Ontario Ministry of Education’s Policy Framework for Environmental Education in Ontario Schools: Acting Today, Shaping Tomorrow. ➤ building system capacity by providing leadership to superintendents. ➤ ensuring that environmental education addresses the needs of staff and students as they relate to cultural background, language, ability and other aspects of diversity; and ➤ ensuring Board appreciation programs include opportunities to recognize responsible environmental leadership at all levels of the organization.

<p>Superintendents are responsible for:</p>	<ul style="list-style-type: none"> ➤ supporting the goals of the Ontario Ministry of Education’s Policy Framework for Environmental Education in Ontario Schools: Acting Today, Shaping Tomorrow. ➤ building system capacity by providing leadership to principals and managers. ➤ ensuring that environmental education addresses the particular needs of students as they relate to cultural background, language, ability and other aspects of diversity. ➤ supporting the coordination and integration of professional development opportunities related to environmental education and environmentally responsible practices for all employee groups; promoting collaboration with community, municipal, regional and provincial representatives to advance environmental education and environmental sustainability.
<p>Principals are responsible for:</p>	<ul style="list-style-type: none"> ➤ promoting and sustaining environmentally responsible classrooms and schools as reflected in the School Improvement Plan. ➤ assisting teachers to integrate environmental education across the curriculum and to link environmental knowledge and related skills and activities to program delivery. ➤ supporting staff and students in making connections to the principles of responsible citizenship; and ➤ providing environmental leadership and learning opportunities for learners, school staff and community members
<p>Teachers and other staff who support students in a school or classroom setting are responsible for:</p>	<ul style="list-style-type: none"> ➤ providing opportunities for students to acquire the knowledge, skills and perspectives that foster environmental stewardship. ➤ using relevant environmental education curriculum resource documents to support curricula as appropriate. ➤ increasing student engagement by building student capacity to take action for positive environmental change in their schools, homes, local communities, or at the global level; and ➤ striving for continuous improvement in personal and professional growth in the area of environmental education to support student achievement and success.
<p>Parents and students are responsible for:</p>	<ul style="list-style-type: none"> ➤ taking opportunities to acquire the knowledge, skills and behaviors needed to develop and sustain positive environmental habits in their classrooms, homes and school communities; and ➤ working collaboratively with schools to reduce the Board’s ecological footprint.
<p>All staff members are responsible for:</p>	<p>Striving for continuous improvement in professional growth to support environmentally responsible service delivery.,</p>

Resources	<p>http://www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf</p> <p>NNDSB “Energy Management plan” The Green Energy Act, Ontario Regulation 397/1, 2009</p> <p>Microsoft Word - Energy Conservation and Demand Management Plan template - English (nearnorthschools.ca)</p> <p>Ontario Ministry of Education’s Policy Framework for Environmental Acting Today Shaping Tomorrow.pdf - Google Drive</p> <p>Environment (tdsb.on.ca)</p> <p>Climate Change in Education.pdf - Google Drive</p>

Title:	Notice of Motion
Contact:	Trustee Fuscaldo
Date Submitted:	April 26/2024
Mandate:	In alignment with NNDSB Bylaw 102, Trustee Fuscaldo provided notice to the Secretary of the Board, Director Myles, requesting an item be placed on the agenda for discussion during the May Committee of the Whole meeting.
Background:	<p>Development of Environmental Responsibility Policy Committee</p> <p>Whereas the environmental challenges facing our society are increasingly pressing, including but not limited to climate change, pollution, habitat destruction, and resource depletion; and</p> <p>Whereas, as an organization, it is our responsibility to acknowledge and address our impact on the environment, and to actively work towards sustainability and environmental stewardship; and</p> <p>Whereas the development and implementation of a comprehensive Environmental Responsibility Policy will provide a framework for guiding our organization's actions and decisions towards minimizing our environmental footprint and promoting sustainable practices; and</p> <p>Whereas the creation of an Environmental Responsibility committee through partnerships, measurable goals and outcomes will improve operational efficiency, and foster a culture of responsibility and innovation within our organization,</p>
Resolution:	<p>Be it resolved that a Near North District School Board Environmental Responsibility Committee be established beginning in September of 2024.</p> <p>The committee shall be established to gather and oversee the Environmental Responsibility Policy. The Committee shall consist of 2 or 3 Trustee's, representatives from relevant departments within NNDSB as well as external community partners and organizations, to ensure a comprehensive and inclusive approach.</p> <p>Through reviewing reports relevant to NNDSB, such as the "Energy Management plan" The Green Energy Act, Ontario Regulation 397/1, 2009 Microsoft Word - Energy Conservation and Demand Management Plan template - English (nearnorthschools.ca) and further thorough research, consultation, review, and analysis, collaborate with community partners to</p>

	<p>inform the development of an organizational Environmentally Responsible framework and strategic goals.</p> <p>Be it further resolved that the Environmental Responsibility Policy Committee will seek input from FNAC and student senates at minimum annually and may wish to consult various other Board Committee's as required.</p> <p>Be it further resolved that the Mandate of the Environmental Responsibility committee shall encompass, but not be limited to, the following key areas:</p> <ul style="list-style-type: none"> • Conservation of natural resources, including water and energy. Waste reduction, recycling, and responsible disposal practices. • Preservation /creation of biodiverse and protection of ecosystems across NNDSB owned properties. • Integration of environmental considerations into procurement, operations, and decision-making processes. • Promotion and partnership regarding environmental awareness and education among employees, stakeholders, and the wider community. <p>Be it further resolved, The Environmental Responsibility committee will provide the NNDSB Trustee's on an annual basis, a progress report on the implementation of the Environmental Responsibility Policy for review and feedback.</p>
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