

**WEDNESDAY, OCTOBER 20, 2021**

Public Session: 5:30 p.m. (Virtual Meeting)

## **AGENDA**

**A. CALL TO ORDER**

K. Maves

**B. APPROVAL OF AGENDA**

K. Maves

**C. AWARD OF CONTRACTS SUMMARY REPORT**

S. Veld

**D. SUMMARY OF ACCOUNTS**

S. Veld

**E. ENVIRONMENTAL SUSTAINABILITY**

S. Veld

**F. NEXT MEETING: Wednesday, November 17, 2021 at 5:30 p.m.**

**G. ADJOURNMENT**

## Award of Contracts Summary Report

Wednesday, October 20, 2021

### BACKGROUND

The Summary of Award of Contracts is presented to Trustees in order to provide information with respect to contracts awarded that are equal to or greater than \$750,000. The Summary highlights the Project Name, the Bidders who responded, the value of the contract awarded, who it was awarded to and, the date awarded.

### AWARD OF CONTRACTS SUMMARY FOR THE PERIOD AUGUST – SEPTEMBER 2021

PROJECT NAME	NAME OF BIDDER(S)	BID AMOUNT AWARDED	VENDOR(S) AWARDED	TENDER AWARD DATE
Snow Removal and Salting	Aesthetics Landscape, Griffin Landscape, On Point, Sacco Construction, Phoenix Landscape, Total Land Care Services	\$1,372,837.00 (estimate based on 2020/21 snow spend x 2 years)	Aesthetics Landscape, Griffin Landscape, On Point, Sacco Construction, Phoenix Landscape, Total Land Care Services	September 27, 2021

### RECOMMENDED MOTION

“That the Award of Contracts Summary Report for the period ended September 30, 2021, be received.”

Respectfully submitted by:

Stacy Veld, Superintendent of Business Services

October 20, 2021

*For further information, please contact Stacy Veld, Superintendent of Business Services.*

## Summary of Accounts

Wednesday, October 20, 2021

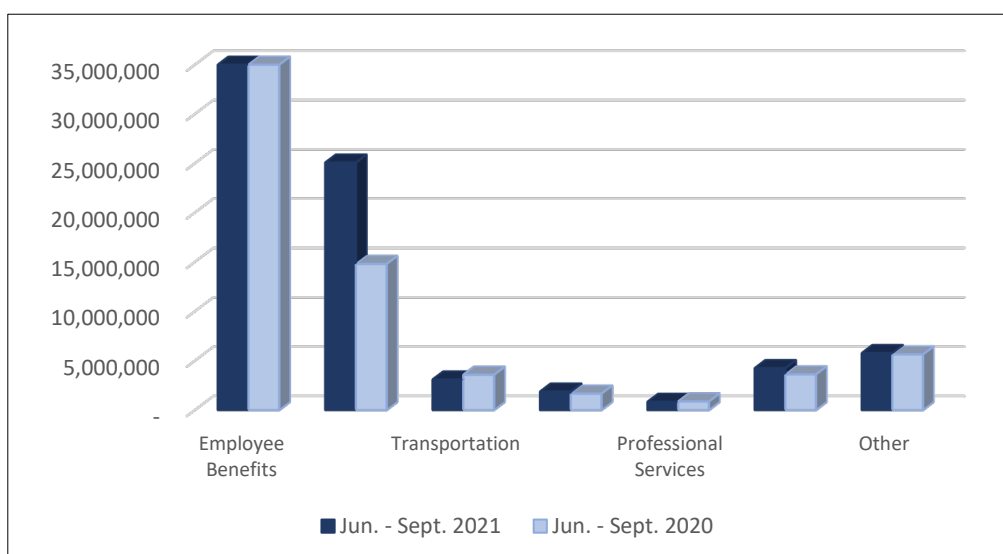
### BACKGROUND

This report summarizes the cash outflow of expenditures paid during the previous months. The summary highlights the costs associated with employee benefits, constructions/repairs & maintenance, transportation, utilities, professional services, information technology purchases and the other non-salary expenditures. The timing of the expenditures is reported on a cash-basis and does not include accruals for accounting purposes. The information presented in this report is not intended to match the timing of information presented in quarterly and annual financial reports.

### SUMMARY OF ACCOUNTS

A summary of accounts paid for the month of June, July, August, and September 2021, is as follows:

Expenditure Category	June 2021	July 2021	August 2021	September 2021
Employee Benefits	\$ 15,462,034	\$ 13,478,343	\$ 10,341,850	\$ 11,641,041
Construction/Repairs & Maintenance	2,875,450	3,456,499	8,810,255	9,932,075
Transportation	2,118,432	413,803	181,262	386,345
Utilities	553,744	193,075	747,746	377,593
Professional Services	306,905	170,603	171,076	186,711
Information Technology	433,082	113,901	627,624	3,071,664
Other	1,336,077	892,985	1,552,627	1,988,352
<b>Total</b>	<b>\$ 23,085,724</b>	<b>\$ 18,719,209</b>	<b>\$ 22,432,440</b>	<b>\$ 27,583,781</b>



## FINANCE COMMITTEE

Wednesday, September 15, 2021

### RECOMMENDED MOTION

“That the Summary of Accounts paid for the month of June, July, August and September 2021, totaling \$91,821,154 be received.”

Respectfully submitted by:

Stacy Veld, Superintendent of Business Services

Nicky Westlake, Controller of Finance

October 20, 2021

*For further information, please contact Stacy Veld, Superintendent of Business Services.*

## **Environmental Sustainability**

Wednesday, October 20, 2021

### **BACKGROUND**

The DSBN has always promoted environmental sustainability in our operational practices and our school programs. We have created partnerships that support action against climate change and capital infrastructure projects that support energy efficiencies.

### **BOARD OPERATIONS**

In some instances, capital projects such as building additions, portable placements, and parking lot expansions, may make it necessary to alter the current landscape of the school property and remove existing trees. If removal of trees is required, there are many considerations and consultations that happen prior to moving forward.

Capital projects are brought to Trustees for approval as part of the Multi-Year Capital Plan. During the planning stages of any project, DSBN is in constant consultation with the municipalities and Region through site plan control (approval and permits) when developing new schools and major additions. As required, DSBN staff apply for the necessary permits which must adhere to the municipality's landscaping policy and by-laws. The design team makes every attempt to work around the existing landscape, however, based on the health and safety requirements and the scope of projects, existing trees may have to be removed. Through the design process we integrate a significant number of trees into the landscape. In working with municipalities and the Region, we prepare landscape plans where our landscape architects select a variety of large native species of trees creating diversity. In general, we plant between two to six replacement trees for each tree that must be removed. In the last 7 years we have had to remove approximately 60 trees however have planted more than 300 in replacement.

Facility services also manage a preventative maintenance program for our existing trees. We have vendors of record for tree maintenance that assess our trees on a regular basis to determine if damaged limbs or rotting trees are required to be removed for the safety of students and staff. In addition, many trees cross over onto neighbour's properties where we are required to remove limbs and sometimes entire trees if they are requested by those property owners.

An Energy coordinator was hired in 2014 to develop, plan and coordinate investments in our facilities to promote energy efficiencies and reduce our global footprint. Over the past six fiscal years we have avoided over \$786,000 in annual utility costs through energy and water efficiency projects. An additional measure of sustainability and climate change mitigation is our reduction in greenhouse gas emissions due to our reduction in utility consumption, this is tracked by the Ministry of Education through our Utility Consumption Database (UCD). Between Fiscal Year 2012 and Fiscal Year 2020, we've managed a 21% reduction in greenhouse gas emissions. We've set an even more aggressive plan for utility cost and greenhouse gas emissions reductions in the latest 5-Year Energy Conservation and Demand Management Plan.

### **PARTNERSHIPS**

DSBN is a member of the Mohawk College Climate Change Leaders Partnership since early 2020. Other members include Niagara Catholic DSB, Hamilton Wentworth DSB, Hamilton Wentworth Catholic DSB, Grand Erie DSB, Brant Haldimand Norfolk Catholic DSB, Halton DSB, Halton Catholic DSB and Conseil scolaire catholique MonAvenir.

## FINANCE COMMITTEE

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This initiative is exploring enhanced experiential learning opportunities for students and teachers in the areas of science, technology, engineering, arts, and math (STEAM), while building the capabilities and capacity to transform to a low-carbon community.

We also partner with saveONenergy and Enbridge gas, to receive incentive payments and re-invest them into additional sustainability and energy efficient projects. As at the end of this fiscal year we received over \$710,000 in incentive rebates.

## OUTDOOR EDUCATION FACILITIES

DSBN created two progressive, 21st century ecological learning environments for both the community and students at the DSBN: The DSBN Walker Living Campus and the DSBN Adventure Campus. These outdoor learning centres have completely reinvigorated outdoor education for our students. This was made possible due to DSBN's fundraising efforts and the support of the Niagara community in raising over \$3M for these projects.

Our campuses host over 10,000 students each year and allow them to enjoy learning in an ecologically friendly facility designed to help them gain an appreciation for the environment and an understanding of how they fit into the ecosystem. They explore sustainable building practices and renewable energy sources and become immersed in the beauty of the natural landscape.

The revitalized campuses empower students, through exploration and discovery, to develop a connection to the earth and understand their responsibility for and impact on it. The Living Campus and Adventure Campus serves students from Kindergarten through Grade 12 as well as the greater Niagara community.

## RECOMMENDATION

When staff present the Multi-Year Capital Plan to Finance Committee in May annually, we will ensure that any necessary tree removal/replacement plans known at that time, will be provided to Trustees.

We also recommend that our existing Environmental Sustainability Policy A-18, be added to the next Policy Committee agenda to be brought through the review process earlier than the original review date.

## APPENDED DATA

Appendix A: Environmental Education and School Programs

Appendix B: Policy A-18: Environmental Sustainability

## RECOMMENDED MOTION

"That Policy A-18 Environmental Sustainability be directed to the Policy Committee."

Respectfully submitted by:

Stacy Veld, Superintendent of Business Services

Bob Dunn, Controller of Facility Services

October 20, 2021

*For further information, please contact Stacy Veld, Superintendent of Business Services.*

### Appendix A

#### ENVIRONMENTAL EDUCATION AND SCHOOL PROGRAMS

##### Earth Day and Earth Hour Events

- Annually, our schools participate in a variety of learning activities on Earth Day and for Earth Hour as a good connection to many curriculum areas.
- Over 170 digital resources for staff and students have been added to the DSBN Education Media Resource Centre that focus on environmental education such as articles, kits, videos and read alouds for K – 12. These resources support environmental awareness and action with topics such as: Shrinking your ecological footprint, planet projects for the classroom, enhancing natural curiosity.

##### Elementary

- Curriculum Content
  - In the elementary curriculum, most of the expectations connected explicitly with aspects of environmental education are found in the science and technology curriculum and the social studies, history, and geography curriculum.
  - In other subject areas, connections can be made to environmental topics or issues in various ways, and some suggestions for making such connections are given in the Ministry's Environmental Education guide. For example, there are over 50 expectations in the grade 1 curriculum that integrate environmental knowledge and advocacy in all aspects of the curriculum.
  - All our elementary educators are committed to integrating environmental education into their programs.
- Outdoor Learning
  - In the past three years, DSBN has worked through a strategic development project to set up outdoor learning spaces for Kindergarten students at schools. Our CSS team works with staff to consider the natural area, the interests of students, and our own DSBN funding and grants that are available.
  - Completed Kindergarten spaces include features such as mud kitchens for experimentation, natural workstations, garden beds for vegetables and flowers, shrubs and trees for shade and insects, etc.
  - In addition, outdoor classrooms and learning spaces exist in most of our elementary schools, and have been designed with ecological perspectives in mind such as adding plants that support insects, trees that are suitable to the climate and offer shade, as well as the use of natural materials used for seating (i.e., logs, stumps, stone)
- Clubs and Extracurricular
  - DSBN has continued to be an active supporter of Eco Schools Canada, which is a program designed to nurture environmental leaders, reduce the ecological impact of schools, and build sustainable school communities. DSBN had 25 elementary schools certified in 2020, with increasing numbers joining each year. We are especially excited by the growing number who have reached platinum standing – 4 in 2020. In addition, most of our schools have an Eco Club responsible for things like recycling, composting, and events designed to promote awareness with their peers (i.e., litterless lunch days).
  - Over the past two years, a Nutritower/Garden Tower project has been underway in 43 elementary schools with schools using plants for environmental research.

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- Curriculum Resources and Support
  - The Elementary CSS team have created and shared Earth Day Resources for teachers annually, including a creative digital Choice Board which was used during learn from home in Spring 2021. Many community partners were involved in providing unique content for this resource. The areas of focus were: Plants & Pollinators; In Our Back Yard; Reduce, Reuse, Recycle & Repurpose and Water. 709 educators in DSBN accessed these Earth Day choice boards last year.
  - The Indigenous Education Team, in consultation with the community, prepared integrated and comprehensive literacy/social studies/science and history lessons based on the books Nibi's Water Song and The Water Walker. This engaging resource required both educators and students to think critically about our most precious resource - water.

### Secondary

- DIGit System Program
  - DSBN System program where students learn about horticulture and landscaping by completing hands-on projects including designing gardens, researching plants and trees, and completing the work on site.
  - Our students are now preparing for work at 3 sites: the Niagara Falls Bridge Commission, our DSBN Living Campus, and Ontario Power Generation.
  - Over the last year, we have been planting seedlings at the Westlane Greenhouse for the Bridge Commission. These seedlings are native plants to the area. These will be planted this fall at their sites. The Bridge Commission has several gardens at each of the border crossings that our students are working on cleaning up, re-designing, and planting the new seedlings to be taken care of by DSBN in the future.
- SHSM Programs
  - DSBN schools have 70 different SHSM programs running, listed below are the ones linked to environmental education.
    - Environmental
      - Running in 2 schools
      - Schools include: Greater Fort Erie, Stamford
    - Agriculture
      - Running in 1 school
      - School: Beamsville
    - Horticulture and Landscaping
      - Running in 4 schools
      - Schools include: Beamsville, Stamford, Thorold, Westlane
    - Energy
      - Running in 2 schools
      - Schools include: EL Crossley, Welland Centennial
- Greenhouses
  - DSBN Capital funding in recent years to add greenhouse at Westlane and West Niagara Secondary schools.
  - Existing greenhouses at Beamsville, EL Crossley, St. Catharines Collegiate.



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- Curriculum
  - Geography Curriculum
    - Grade 9 geography is a compulsory credit to graduate in Ontario.
    - All students in grade 9 Geography use ArcGIS, ESRI, and other geotechnologies to learn about and investigate environmental impact from a Canadian perspective and how it scales globally.
    - Project-based learning is centred around geographic inquiry.
  - Science Curriculum
    - Curriculum resources and student activities tied to water including partnerships with Niagara Conservation Authority at Ball's Falls and W.E. Brown Conservation area.
    - Students participate in water and soil testing to look for environmental impacts in the grade 9/10.
  - Environmental Courses
    - 211 grade 11 students registered in focus courses this year.
    - SVN3E1 - being run in 8 schools this year.
    - SVN3M1 - being run in 2 schools this year.
  - Indigenous Education
    - Indigenous ways of knowing have been embedded in science and geography curriculum areas in DSBN and have involved school visits to Outdoor Education Centers and other Niagara locations including Ball's Falls with Indigenous elders and knowledge keepers to learn about "water is life" and the clean water crisis in Indigenous communities.
- Environmental Clubs
  - 15 of 17 secondary schools have formal clubs in place.
  - Examples - Recycling Team, Environmental Clubs, Greenhouse Club, Great Lakes Watershed Cleanup Team, Community Cleanup Club, Envirothon, Eco Club, Green Team, Composting Team, Environmental Challenges.
- Nutri/Garden Towers
  - Many schools have nutri/garden towers to help students learn about growing plants and food.
  - Last year during COVID, 18 towers were distributed to SSTC and horticulture programs.
  - Schools also create community gardens and grow food.

## Appendix B

### POLICY A-18: ENVIRONMENTAL SUSTAINABILITY

District School Board of Niagara  
Policy  
Board Governance and Administration

## **A-18** Environmental Sustainability

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 **Date** Feb 2020  
 **Review** Feb 2025

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The District School Board of Niagara (DSBN) recognizes the interdependence of the environment, the economy and society, and the challenge of balancing all three in building a healthy, sustainable future. The DSBN believes in the concept of sustainable development as defined by the United Nations World Commission of Environment and Development and “meeting the needs of the present generation without compromising the ability of future generations to meet their own needs.”

The DSBN is committed to meeting the following objectives for environmental sustainability:

- a. Promoting teaching and learning about environmental issues and solutions.
- b. Engaging students and staff to participate actively in practicing and promoting environmental stewardship both in the school and in the community.
- c. Providing leadership by implementing and promoting responsible environmental practices throughout the education system so that students, staff, parents/guardians, and community members become dedicated to living more sustainably.
- d. Develop and promote ecologically sound purchasing and disposal practices.
- e. Facilitate sound waste management procedures with a strong emphasis on reduction strategies (reduce, reuse, recycle).