

Hamilton-Wentworth District School Board (HWDSB)

North Accommodation Review Committee Meeting

Board Room – Education Centre

June 14, 2011

Working Meeting #6

Minutes

ATTENDANCE:

Committee Members

Chair – Vicki Corcoran

Voting Members – Sandra Binns, Anna Busse, Michele Cameron, Michael Chalupka, Susan Corrigan, Lisa Deys, Annie Fu, Laura Gill, Marie Jackson, Jane Henry, Rick Kunc, Prema Rao, Joyce Schneider, Dawn Spencer, Grant Thomas, Barb Wachner, Jane Withers

Non-Voting Members – Robert Barlow, Scott Barr, Marco Barzetti, Danielle Bawden, Paul Beattie, Judith Bishop, Marilyn Bratkovich, Glenn Cooke, Geoff Coombs, Mark Currie, Jim Holubeshen, Peter Joshua, Nancy Leach, Ray Mulholland, Jamie Nunn, Don Pente, Pam Reinholdt, Pat Rocco, Michael Root, Tim Simmons, Todd White

Regrets

Voting Members –

Non-Voting Members – Chad Collins, Jason Farr, Bernie Morelli, Sam Merulla, Maria Pearson, Bob Pratt

Resource Staff

Daniel Del Bianco, Jim Wibberley, Kevin Morton, Steve Stirling, Ellen Warling

Recording Secretary

Tracy McKillop

1.0 Call to Order

Superintendent Vicki Corcoran welcomed everyone to the sixth working group meeting. She spoke of the follow-up information from the previous meetings that had been included in the handouts and reminded the Committee that microphones were available for their use so that everyone could be clearly heard.

2.0 Agenda

2.1 Additions and Deletions – None

2.2 Approval or the Agenda – The agenda was approved by consensus.

3.0 Presentation – Terry Cooke – Hamilton Community Foundation

The Chair shared that tonight we have the second of three presentations requested by the Committee. Terry Cook, the President and CEO of the Hamilton Community Foundation was the presenter for the evening. Superintendent Corcoran went on to share a bit of background information on Mr. Cooke.



Bio

TERRY COOKE

President & CEO

Hamilton Community Foundation

Terry Cooke joined Hamilton Community Foundation as President & CEO in 2010, assuming leadership of its donor development, a comprehensive cross-sector grant making program and community leadership in poverty reduction, the environment, arts and culture, and citizen engagement. Mr. Cooke brings to the job his wide-ranging experience, and most important, his passion for Hamilton. .

Prior to joining Hamilton Community Foundation, Terry was president of Cooke Capital Corporation, a management consulting firm focused on leadership, strategic planning and government relations. He previously served as president and chief operating officer with the Foxcroft Group of Companies in Hamilton, and is perhaps best known for his term as Chairman and Chief Executive Officer of the

Regional Municipality of Hamilton-Wentworth from 1994 to 2000. He began his career in 1983 at the Ontario March of Dimes leading the development of housing and support service programs for disabled persons in over 20 communities across Ontario.

Terry has served extensively as a community volunteer with a number of charitable and other organizations. He is Chair of the Canadian Urban Institute, and serves on the boards of a number of corporate organizations, including Northgate Properties, and the LPF Infrastructure Fund. Terry is a McMaster University graduate and lives in Hamilton with his partner Maureen Wilson and their three children, Lane O'Hara, Frances and Wil.

The Hamilton Community Foundation is a builder within our community and they certainly have an interest in the north end of Hamilton. Last week the committee received a paper on school integration prepared by the Foundation. It is also in your package tonight.

3.0 Presentation – Terry Cooke – Hamilton Community Foundation

Mr. Cooke shared that he is not an educator but a parent of three children in the HWDSB and has great respect for the volunteers around the room and the School Trustees. On behalf of the Community Foundation he is pleased to be able to talk openly about the challenges facing public education.

He spoke of dealing with concentrated poverty in the area and the challenges that these areas face – e.g. low weight babies. Mr. Cooke felt that the Foundation has a broad responsibility; however, if we don't deal with the poverty then none of the other things can be addressed. If you concentrate people with high needs and low income in one area then it creates huge challenges. He feels that if you create a mixed income community then you win the education lottery. If you offer high quality education with dedicated teachers then it offers a great opportunity. He stated that for those who come from a neighbourhood with high needs and low income then their whole life they will have an uphill challenge.

He shared a story of Raleigh North Carolina where the school board invested in low income neighbourhoods. They created a systemic change which was not an easy task. He encouraged the Committee to continue their education and research. He stated that we need to change our policy to balance income mix and education. The challenge is to embrace the importance of income integration and the Community Foundation has access to many resources and would be happy to provide this information.

Questions:

Q. Thank you for your presentation. The ARC has seen the results of working in challenged areas. There is a lot of development on the upper mountain yet there is no development in the inner City and it needs a great deal of help. Is there a willingness on the part of the City to develop in the inner City?

A. In new developments we don't create areas for mixed income families. There is only middle class which only leaves the lower income people to remain in areas that are already challenged. Mr. Cooke feels the City is making an effort. The City has come to the table with significant resources as well. Grass roots organizations are starting to make a difference and when working in partnership changes can be made.

Mr. Cooke shared a story about an elderly lady, who was a retired teacher, who left 1.8 million dollars to support the people of the inner City and how she made a difference.

Q. Do the books that you recommended advise on the size of a secondary school?

A. Mr. Cooke shared that he read Michael's proposal and liked it. He stated that he does not know the optimal size of a secondary school; however, he offered to call in people who could offer the optimal solution for the area dealing with such things as funding, size, etc.

Q. The ARC Committee will be looking at the program strategy, equitable programming and inclusivity. Do you have any comment on this?

A. Mr. Cooke suggested asking questions like "does French Immersion need to be at a particular school?" "Will it draw kids from outside of the catchment area?" This will encourage parents to send the children to the inner schools for certain programs creating a healthy mix of students. He feels that the Committee and the HWDSB are on the right track and encouraged the members to get students into the inner City schools.

Q. What would the community groups like to see happen?

A. It is never easy to close schools; however, we do not have the resources to keep all schools open. We will not have the educational system that you want if you don't close schools. Mr. Cooke commends the Trustees because this is a difficult process. He stated that change is frightening; however, changes need to happen.

Q. Is there a way to look at a new facility that would embrace two schools? Is it possible to get the community involved?

A. In the abstract – absolutely. The question is capital. Capital should not be the deciding factor.

4.0 Facilities Overview – Steve Stirling

For the full presentation please click on the following link:

http://www.hwdsb.on.ca/arc/wp-content/uploads/2011/01/Item2-NorthARC-FM_Presentation.pdf

4.1 Presentation

The Facilities Management (FM) has three divisions working together to provide educational environments:

Operations & Maintenance - Cleaning, Equipment Maintenance, Repairs, Utilities, Regulatory Compliances, Heating/Cooling, Automation, Building Envelop, Site Services, Vandalism, Security, Waste Removals, etc.

Capital Renewal - Life Cycle Renewal of Existing Facilities, New Construction, Renovations, Program Upgrades, Accessibility, etc.

Accommodations & Planning - Property which includes Acquisition, Disposal, and Leasing, Pupil Accommodations, Enrolment Projections, School Boundaries, Portable Allocations, Development Planning, Mapping, etc.

Mr. Stirling spoke of the declining enrolment which is not just a Hamilton phenomena but a Province wide decline in school aged children. He stated that funding is based on enrolments which mean that poor utilization and the age of the facilities compromises the Board's ability to meet the operational and renewal needs. Mr. Stirling showed the Committee an enrolment graph. The spike is the Baby Boomers and the second spike is the children of these Boomers. He referred to this as a Boom Bust Echo Graph. The chart shows the historical secondary enrolments from the early 60's and the number of secondary schools in the HWDSB. The Board has historically adjusted the number of schools it has with new construction and closures to reflect the enrolments of the day. There is a peak in enrolments in the early 70's as the elementary students arrive in the secondary panel. The Secondary Schools were all constructed in the 60's which is all 50 years old now and at its natural renewal age. This means that they are all due at the same time. He showed another chart which showed the facility closures and consolidations.

Mr. Stirling stated that School Boards get all of their funding through the Province of Ontario. In Facilities Management there are two primary sources of funding for the Secondary Schools, the Operations Grant and the Renewal Grant. There are additional areas of funding

1. New Construction and Capital Priorities – these are funding sources where School Boards must provide business cases and compete for the limited dollars.
2. “Good Places to Learn” funding, which is ending this year.
3. “School Condition Improvement Grant” –School Boards get allocations to assist with the renewal backlog.

4. Energy Efficient Schools Grant – to assist with projects that reduce utility costs (lighting upgrades, efficient boiler systems, etc).

These additional funding sources are generally short lived and targeted. The main source of funding is the Operation and Renewal Grants. \$200 million dollars per year has been budgeted over the next three years by the Province and HWDSB in projecting that they will receive about five million per year.

Mr. Stirling showed a chart which displayed the HWDSB Funding Challenges and the unfunded liability. At present five priorities govern the allocation of renewal funds:

1. Health and Safety Issues
2. Regulatory Compliance Issues
3. The risk that the failure of one or more components might cause a program (i.e. science lab) or the building itself to close, or cause secondary damage
4. High & Urgent ReCAPP Events
5. New Program Initiative Requirements

ReCAPP is a software program that was implemented by the Province. It breaks down the facilities into thousands of components and sets a life cycle for these components. The software does not account for upgrades like a building with heating only being upgraded to air conditioning. This is a planning tool that treats all facilities the same.

Mr. Stirling continued through the slides which showed each of the schools within the North ARC which showed the 10 year renewal needs of the schools as well as a summary of the capital expenses from 2000-2010. He stated that to create sustainability HWDSB needs to:

- Understand the current situation and resources.
- Consolidate or bring together planning approaches.
- Implement a corrective plan.

The Facilities Management Department of HWDSB has developed its own vision statement:

“Facilities Management this involves creating effective environments that stimulate academic achievement”.

The Deferred Capital ReCAPP events do not address:

- Building code upgrades.
- Municipal directed planning and building improvements.
- Academic program requirements.
- Accessibility needs.
- Changes required to implement a new method of program delivery within the overall school system.

Mr. Stirling stated that the status quo is no longer an option. Funding is tied to enrolments and the enrolments are projected to continue to decline. The Board has historically taken action to reduce accommodation in periods of declining enrolments. He went on to show the long-term Facilities Master Plan which combines the following Planning Strategies:

- 1) Academic Program Planning Strategy: This is the work of Executive Council, which Peter Joshua has shared with the Committee. Facilities Management reviews and provides analysis of the facility needs to support the Program Strategy.
- 2) Accommodation Planning Strategy: This is the work of Accommodation and Planning. They look at enrolment projections and demographics. Facilities Management provides facility planning to support the projected enrolment needs as well as clarity to project priorities and schedules.
- 3) Capital Renewal Planning Strategy: involves reviewing the Capital Program Priorities, setting design standards as well as project scheduling.
- 4) Maintenance & Energy Planning Strategy: Involves developing utility conservation programs, setting design standards, LEED principals, and equipment selections.
- 5) Operating Planning Strategy: This is the work of Senior Facilities Management. They look at department structure, staffing resources and inter-departmental alignments to support organization change.

The Facilities Management Master Plan takes a more holistic approach to Facilities planning:

- Ensures alignment with the Boards Strategic Plan.
- Ensures that individual planning strategies address the goals of the organization.

4.2 Questions and Comments

Q. Delta has asbestos. Money was allocated for science labs that were put on hold. There have been challenges with the gym floor which created challenges with the Contractor. Is this included in the renewal needs?

A. The Contractor is being taken to court so action has been taken to recover these costs.

Q. Is it optimal to have a large or small school?

A. The Ministry states that the optimal school is between 1200-1500 students. This is better for programming needs as well.

Q. Is the Secondary Renewal Grant calculated by formula or application?

A. It is a base funding. There are other funds available that you have to compete for, therefore; requiring the best business case scenario.

5.0 Debrief of the Public Meeting

5.1 Discussion and Items for Follow-Up

The Chair thanked the Co-Chair, Prema Rao for her assistance at the previous public meeting on May 24th at Glendale. She opened up the floor to discuss and follow up on things that were heard at that meeting.

Q. Was there any feedback as to why the HWDSB is not utilizing the empty spaces in the school?

A. We were going to discuss that under other business; however, let us address that now. Community Partnership is something that the HWDSB is currently advertising for in the local newspapers as well as with existing partners. The Ministry has specific guidelines that must be followed so any interested parties will make an application to the Ministry. This is done on a cost recovery basis in order that there would be no expense to the Board. The results of these advertisements will be shared with the Committee when we reconvene in September.

C. Superintendent Joshua stated that from a program perspective the needs of the students are considered also. That is why some of the programs are in an off site location.

C. There was an issue raised regarding having grade 7 & 8 in the high school forum. After hearing Terry Cooke's presentation I feel that this is not the best choice for the area. This does not support our programming needs and the students may not want to be in a Secondary School. I would like to continue with the same direction we had in the past and would ask the Committee to be creative and come up with something unique.

6.0 Accommodation Options - The Chair shared that Michael Root had provided the Committee members with two documents. The first set out a model for a possible system school. This was distributed at the public meeting. The second document was a profile of a Parkview student which was included in the correspondence handouts.

6.1 Discussion in Small Groups – an hour was allotted for this discussion. Mr. Del Bianco stated that he would like the Committee to discuss alternative options if the funding is not available to build a new school within the North ARC.

6.2 Summary from the Small Groups

Mr. Del Bianco's group spent almost the entire time discussing student voice. The question of "how can we get Committee members out to see the programs and the schools. Superintendent Joshua is going to work toward making this happen. This group also discussed the different methods of getting in touch with the students and hearing the student voice. They are hearing from French Immersion students as well as special needs students; however, they are not hearing from the middle group which is the bulk of the group.

Mr. Wibberley's group discussed student voice as well. They discussed "how do we clearly hear the student voice? How do you get a really good cross section of both the good as well as the not so good?" They talked about Parkview and had a lot of discussion on "how do we meet the needs of our special needs students?" They also spent time on Terry Cooke's presentation and wondered how that could be incorporated into the HWDSB goals. Mr. Jamie Nunn also spoke of the principals need to begin working on the development of what the school will look like if the Board recommendation goes through. What will the integration look like? Is there research available to show results from previous integrations? Can the data from the focus groups be looked at? Are we going to be able to hear from all students?

This group went on to discuss Michael Root's proposal. They found it very interesting and wondered how viable it is. Is it something that the Committee should take seriously?

Superintendent Pam Reinholdt's group shared that they did not want to create a void in the lower City. They would like to see after school programming as well as programming within the Recreation Centre. Questions they asked were: Should we keep Delta? Should we have programs of choice? There was a lot of interest in Terry Cooke's presentation and questions on how the Committee could work toward making that happen. They discussed Michael Root's proposal and the potential to have that as an option. Should there be a transition school or a vocational school in the inner City? The Committee members would like to look at the needs of the students and their families. Then the question arose: How do we finance this? How do we make sure that we have the support and safety net for these students? They shared that it was important to build the reputation of all of the schools, to equalize the programming and to move programs into the North community to draw students into these areas.

7.0 Minutes of the meeting of May 3, 2011

7.1 Errors or Omissions – there were none.

7.2 Approval of the Minutes – The minutes were approved by consensus.

7.3. Business Arising from the Minutes – there were none.

8.0 Minutes of the meeting of May 24, 2011

8.1 Errors or Omissions – there were none.

8.2 Approval of the Minutes – The minutes were approved by consensus.

8.3. Business Arising from the Minutes – there were none.

9.0 Correspondence

There was one piece of correspondence that was distributed to the Committee.

10.0 Other Business

10.1 Invitation from the South ARC Committee

Mr. Wibberley shared a summary of the invitation. Both the North and the South Committee have a common interest in the vocational schools. The South Committee felt that it might be useful to dialogue with the North Committee in order to support their final decision. The South would like to extend the invitation to the North to join them on September 15, 2011 in the Main Auditorium to share ideas about the future of the programs and the students within the vocational schools. This would mean two meetings for the North in that particular week.

Questions:

Q. I would like to know more about their schools before committing.

A. There is no definitive Agenda at this point. The South ARC information can be found online. This does not mean that this will be a three hour meeting. The South ARC is behind the North ARC; however, they would still like to have this discussion.

Q. Would it be advantageous to introduce Michael Roots draft proposal?

C. Mr. Root indicated that some of the South Committee already has his proposal. He feels that Parkview is not a Vocational School but a Special Ed School now.

There was consensus to attend the South ARC meeting on September 15, 2011.

It was shared that the canned goods were picked up and thanks given for the Committee's generosity.

Mr. Del Bianco shared that there were three bits of information that discussed the growth of the City which would support the Committee in understanding the enrolment projections. These will be printed for the September meeting.

Michael Root shared that there is an electronic presentation that goes along with the "Profile of a Parkview Student" and the resource teacher would be happy to come in and present it to the Committee if they would like that.

10.2 Facility Partnerships – this was discussed earlier under 5.1 Questions.

11.0 Adjournment – 9:10 p.m.