



To: Members of Hamilton-Wentworth District School Board

NOTICE OF BOARD MEETING

Monday, June 15, 2015

6:00 p.m.

20 Education Centre Dr, Hamilton, Ontario

Trustee Boardroom

AGENDA

1. Call to Order
2. O Canada
3. Farewell to our 2014-15 Student Trustees
4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. Confirmation of the Minutes
 - [June 8, 2015](#)

Reports from Trustee Special Committees:

7. [Policy Committee – May 27 2015 and June 3, 2015](#)
8. [Human Resources – June 4, 2015](#)
9. [Program Committee – June 3, 2015](#)
10. [Finance & Facilities Committee – June 10, 2015](#)
11. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee
12. Meeting Resumes in Public Session
13. Reports from Standing Committee
 - A. [Standing Committee – June 8, 2015](#)
 - B. Committee of the Whole (private) – June 15, 2015

14. Oral Reports

- A. Student Trustees' Report – Local Activities and Ontario Student Trustees' Association (OSTA) Report
- B. Director's Report
- C. Chair's Report

15. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information. <http://www.hwdsb.on.ca/board/meetings/>

Minutes of the Board Meeting

Monday, June 8, 2015

LOCATION: Trustee Board Room, 20 Education Court, Hamilton, On L9A 0B9 (Education Centre)

Trustees: Kathy Archer, Jeff Beattie, Christine Bingham, Dawn Danko, Penny Deathe, Wes Hicks, Alex Johnstone, Ray Mulholland, Larry Pattison, Greg Van Geffen, Todd White. **Student Trustees** Rakhshan Kamran, Hannah Tobias-Murray.

1. Call to Order

Todd White, Chair of the Board, called the meeting to order at 6:05 p.m.

2. Celebration of Excellence – HWDSB Together Project

Executive Superintendent Figueiredo provided an overview of the HWDSB Together Project and then introduced the following individuals who collaborated on the project. Chair White handed out the award certificates.

Students

Avery Williams – Saltfleet	Daniel Allain – Westmount	Lacey Wice – Westmount
Jordan Koren – Dundas Valley	Maclean Johnson – Glendale	Hayley Michie – Sir Winston Churchill
Kristen Kim – Sir Winston Churchill	Lauren Bell – Dundas Valley	Connor Duggan – Sir Allan MacNab
Gabe McIlquham – Ancaster	Frances McIlquham – Mount Hope	Holly Eckensweller – Queen Victoria
Ella Kennedy – Bellmoore	Annelise Forbes – James MacDonald	Tevonte Kirby-Geohaghan – Hess Street
Emma Fraser – Eastdale	Gabe Klassen – Sir William Osler	

Staff

Tawnya Johnston – Huntington Park	Valerie Moore – Glendale	Karen Wilkins
Carol MacKenzie – Mount Albion	Curtis Tye – Westview	Debra Erkkila – Saltfleet

Community Members

Jim Witter	Jeremy Major	Dan Hosh
Mike Ford		

HWDSB's Robotics Program

On behalf of the Board, Chair White and Trustee Beattie received an award for Orchard Park School's Robotics, Team 2056.

3. Approval of the Agenda

RESOLUTION #15-98: Trustee Deathe, seconded by Trustee Hicks, moved: **That the agenda be approved.**

CARRIED UNANIMOUSLY.

(Trustees Archer and Johnstone were not in the room during the vote.)
Student Trustees Kamran and Tobias-Murray voted in favour.

4. Declarations of Conflict of Interest

None.

5. Confirmation of the Minutes

The following minutes were confirmed:

- **Minutes of the May 25, 2015 Board meeting**

Trustee Archer returned to the meeting.

Reports from Trustee Special Committees

6. Finance and Facilities Committee – May 20 and 27, 2015

RESOLUTION #15-99: Trustee Hicks, seconded by Trustee Van Geffen, moved: **That the report of the Finance and Facilities Committee – May 7, 2015 be received.**

CARRIED UNANIMOUSLY.

(Trustee Johnstone was not in the room during the vote.)
Student Trustees Kamran and Tobias-Murray voted in favour.

Trustee Johnstone returned to the meeting.

RESOLUTION #15-100: Trustee Hicks, seconded by Trustee Beattie, moved: **That the following recommendations in the report of the Finance and Facilities Committee – May 27, 2015 be approved, including:**

- A. That the Board approve the 2015-16 Salary and Benefit expenditures in the amount of \$457,241,255 and that the Superintendent of Business and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix C dated May 27, 2015.**
- B. That the Board approve the 2015-16 Non-Salary expenditures in the amount of \$68,384,893 and that the Superintendent of Business and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix C dated May 27, 2015.**
- C. That the Board approve the 2015-16 Capital Budget expenditures in the amount of \$77,490,732 and that the Superintendent of Business and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix D dated May 27, 2015. The Superintendent of Business and Treasurer is further authorized to secure short-term financing of project expenditures until such time as permanent funding is secured, if required.**

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

RESOLUTION #15-101: Trustee Hicks, seconded by Trustee Danko, moved: **That the following recommendation in the report of Finance and Facilities – May 27, 2015 be approved:**

That the requests for school budget surplus carry forward into the 2015/2016 school year as outlined in Appendix A dated May 27, 2015 be approved and that the balance remaining at August 31, 2015 from funding for Major Capital Projects and Other Initiatives; if any, be transferred to working reserves on a temporary basis.

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

RESOLUTION #15-102: Trustee Hicks, seconded by Trustee Mulholland, moved: **That the remainder of the report of Finance and Facilities – May 27, 2015 be received.**

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

Trustee Johnstone assumed the Chair.

7. Audit Committee – May 26, 2015

RESOLUTION #15-103: Trustee White, seconded by Trustee Van Geffen, moved: **That the report of the Audit Committee – May 26, 2015 be received.**

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

Reports from Community Advisory Committees:

8. French Immersion Advisory Committee – May 27, 2015

RESOLUTION #15-104: Trustee White, seconded by Trustee Deathe, moved: **That the report of the French Immersion Advisory Committee – May 27, 2015 be received.**

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

Trustee White resumed the Chair.

Reports from Legislated Committees

9. Special Education Advisory Committee – May 27, 2015

RESOLUTION #15-105: Trustee Pattison, seconded by Trustee Bingham, moved: **That the following recommendation in the report of the Special Education Advisory Committee – May 27, 2015 be referred to the Finance and Facilities Committee:**

That HWDSB consider increasing the number of educational assistants as soon as possible to meet the increasing and challenging needs of our students receiving special education services.

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

To receive the remainder of the report,

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

10. Resolution Into Committee of the Whole (Private)

RESOLUTION #15-106: Trustee Van Geffen, seconded by Trustee Deathe, moved: **That the Board move into Committee of the Whole (Private)**, this being done at 7:14 p.m.

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

The open session resumed at 7:50 p.m.

11. Reports from Standing Committee**A. Standing Committee – May 25, 2015**

RESOLUTION #15-107: Trustee Johnstone, seconded by Trustee Danko, moved: **That the report of the Standing Committee – May 25, 2015 be received.**

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

B. Committee of the Whole (Private) – June 8, 2015

RESOLUTION #15-108: Trustee Johnstone, seconded by Trustee Deathe, moved: **That the report of the Committee of the Whole (Private) – June 8, 2015 be approved, including:**

- That the Finance and Facilities Committee report from May 20, 2015 be received.
- That the Finance and Facilities Committee report from May 27 be approved including Eastmount Park Elementary School and site be declared as surplus, that Roxborough Park School and site be declared as surplus and that Woodward Avenue School and site be declared as surplus and that all three schools and sites be disposed of in accordance with O. Reg 444/98
- That the Audit Committee report from May 26, 2015 be approved.

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

12. Oral Reports from Liaison Committee**A. City/School Board Liaison Committee**

Chair White advised that the committee's next meeting will be in October and among the key topics for consideration will include: essential projects, PANAM event, presentation of HWDSB's 2015-2016 budget and zoning issues.

B. Hamilton-Wentworth Home and School Association

Chair White referred to the association's year-end celebration which took place last Monday. The association will resume their meetings in September.

C. HWDSB Foundation

Trustee Danko reported that the foundation's golf tournament was a great success with \$34,000 raised. She noted that future plans will focused on internal and external fundraising activities. The foundation's next meeting is scheduled for June 17th.

D. Ontario Public School Boards' Association (OPSBA)

Trustee Johnstone referred to the upcoming OPSBA's Annual General Meeting at Blue Mountain this coming weekend, noting the line-up of guest speakers. She encouraged her fellow trustees to attend this event.

E. Umbrella Board of Family and Child Care Centres

Trustee Archer stated that there is nothing to report until after the Umbrella Board's meeting next week.

The open session was placed on hold until the completion of the Standing Committee meeting, this being done at 8:09 p.m.

The open session of the Board resumed at 8:55 p.m.

Student Trustees Kamran and Tobias-Murray left the meeting.

13. Resolution into Committee of the Whole (Private)

RESOLUTION #15-109: Trustee Van Geffen, seconded by Trustee Danko, moved: **That the Board move into Committee of the Whole (Private)**, this being done at 9:00 p.m.

CARRIED UNANIMOUSLY.

(Trustees Deathe, Hicks, Johnstone and Mulholland were not in the room during the vote.)

The meeting was adjourned at 11:00 p.m.

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DRAFT

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 15, 2015

From: Policy Committee

Date of Meeting: May 27, 2015

The committee held a meeting from 9:20 a.m. to 12:10 p.m. on **May 27, 2015** at 20 Education Court, Hamilton, ON, in Meeting Room 340D.

Members present were: Trustees Todd White, Dawn Danko, Jeff Beattie, and Greg Van Geffen. Regrets were received from Trustee Christine Bingham.

MONITORING ITEMS:

A. Community Planning & Partnerships

The Committee considered the Community Planning & Partnerships Policy. The Policy Committee recommended some revisions to the Community Planning & Partnerships Policy. This Policy will be going out for consultation along with the Pupil Accommodation Review Policy after final review in June.

B. Pupil Accommodation Review Scoping Report

The Committee considered the Pupil Accommodation Review Policy. The Committee recommended some revisions to the Pupil Accommodation Review Policy which will be brought back in June for the final review prior to going out for consultation.

Respectfully submitted,
Todd White, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 15, 2015

From: Policy Committee

Date of Meeting: June 3, 2015

The committee held a meeting from 12:20 a.m. to 3:34 p.m. on **June 3, 2015** at 20 Education Court, Hamilton, ON, in Meeting Room 308.

Members present were: Trustees Todd White, Christine Bingham, Dawn Danko, Jeff Beattie, and Greg Van Geffen.

Delegation – Parent Involvement Committee (PIC), Interim-Election Campaign Directive

The Committee heard a presentation from Kevin Baglole, Chair and Margaret Reid Co-Chair of the Parent Involvement Committee. The speakers shared their concerns regarding the use of HWDSB schools as polling stations during elections. They shared recommendations that could be implemented during such times and requested that the Board include these when developing the Elections Campaign Protocol Directive.

ACTION ITEMS:**A. Staff Engagement**

The Committee considered the Staff Engagement Policy. There were no changes made to the Staff Engagement Policy after it was sent out for consultation. After receiving only 13 responses to the survey some Trustees were concerned about the low response while others felt that this Policy being very high level did not offer a lot to disagree with. It was agreed that the Engagement Policies be renumbered so that they all fall under the Engagement Pillar Policy.

On motion of Trustee Van Geffen, the Policy Committee **RECOMMENDS** that the **Staff Engagement Policy** be approved.

CARRIED UNANIMOUSLY

MONITORING ITEMS:**B. Interim Election Campaign Directive**

The Committee considered the Interim Election Campaign Directive. There was discussion of the following:

- Campaign items students could wear during the election.
- Candidates speaking at schools during the campaign – e.g. Civics class.

Staff shared that they reviewed the letter from PIC and used the recommendations as a guide when developing the Interim Election Campaign Directive as it relates to safety concerns when using schools as polling stations.

C. Community Planning & Facilities Partnerships Policy

The Committee considered the Community Planning & Facilities Partnerships Policy. There was some discussion regarding the draft policy's consultation timelines. This policy will go out for consultation along with the draft Pupil Accommodation Review Policy.

D. Pupil Accommodation Review Policy

The Committee considered the Pupil Accommodation Review Policy. This policy will go out for consultation along with the draft Community Planning & Partnerships Policy commencing in June until October 2015.

Respectfully submitted,
Todd White, Chair of the Committee



Staff Engagement

Date Approved:**Projected Review Date:**

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to supporting student success and well-being through high levels of staff participation, involvement and engagement.

GUIDING PRINCIPLES:

- Involve, respect, recognize and value staff members as partners in student success and well-being.
- Foster the development of trustful and respectful relationships through collaboration and teamwork.
- Promote, encourage and engage in effective communication with all staff members.
- Develop and sustain a professional workforce that reflects the make-up of the student body in the Hamilton-Wentworth region.

INTENDED OUTCOMES:

- Provide all staff with opportunities for professional learning, leadership development and performance management to support continuous improvement and engagement for all employee groups.
- Engage all staff in collaborative teams, both within and across departments and schools, to explore how they can assist each other and our community with supporting student achievement and well-being.
- Gather staff voice regularly to demonstrate our commitment to gathering input and to strengthen HWDSB as a Learning Organization.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Staff: All individuals who agree to work on a full-time or part-time basis for HWDSB for a specified or indeterminate period of time. Salary or wages are paid to this individual and from this payment deductions are taken for Canada Pension Plan, Income Taxes and Employment Insurance.

Professional Learning: A comprehensive, sustained, and intensive approach to improving employee effectiveness.

ACTION REQUIRED:

This policy will support the way staff are motivated and encouraged to complete their work with commitment, satisfaction, pride and support for HWDSB's Strategic Directions.

PROGRESS INDICATORS:

Data will be collected to measure the degree to which the intended outcomes contained in the Pillar Policy, specific policies and related policies have been achieved. The review will include but not be limited to the following key areas and related components:

Intended Outcome	Assessment
Provide all staff with opportunities for professional learning, leadership development and performance management to support continuous improvement and engagement for all employee groups.	<p>Staff and leadership development programs linked to HWDSB Strategic Directions are available for staff from various employee groups to attend.</p> <p>Data is gathered to measure participation and satisfaction/impact of programs on participants.</p>
Engage all staff in collaborative teams, both within and across departments and schools, to explore how they can assist each other and our community with supporting student achievement and well-being.	<p>Evidence of staff working in learning teams within and across all schools and departments.</p> <p>Achievement of strategies within HWDSB's Annual Operating by schools and departments.</p>
Gather staff voice regularly to demonstrate our commitment to gathering input and to strengthen HWDSB as a Learning Organization.	<p>Staff voice survey is distributed to all staff annually and response rate and progress is measured.</p> <p>System leaders meet regularly to share progress with supporting the board's Annual Operating Plan within their schools/departments.</p> <p>Feedback is gathered from stakeholders by service departments to measure how well they are meeting the board's service standards regarding delivery of their service across the district.</p>

REFERENCES:

Government Documents

Municipal Freedom of Information and Protection of Privacy Act
Ontario Human Rights Code

HWDSB Strategic Directions

Achievement Matters
Engagement Matters
Equity Matters

HWDSB Policies

Engagement Pillar Policy
Human Resources Pillar
Respectful Working and Learning Environments Policy Directive
Staff Development
Staff Retirement Recognition



Interim Election Campaigns Directive

Directive for Policy 2.8 Community Engagement

Projected Review Date:

RATIONALE:

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of fairness and non-partisanship during election campaigns.

HWDSB supports the democratic right in our society to participate in debates when there is a pending election; however, it is also essential that the teaching/learning process in schools not be impacted by any action of a majority or minority group of staff, students or parents.

HWDSB encourages schools to provide valuable learning experiences to students about the electoral process through program components within the curriculum and through co-curricular opportunities.

TERMINOLOGY:

Bias: An opinion, preference, prejudice, or inclination that limits an individual's or a group's ability to make fair, objective, or accurate judgments.

Non-Partisan: Not biased towards any particular political group or individual.

Safe Welcome: A Ministry funded program that puts in place access device systems such as locking outside doors, security cameras and buzzers at schools.

PROCEDURES:

1.0 School Visit by Candidates/Political Parties

- 1.1 Politicians are welcome in schools when their visit is at the invitation of the school or a program and is non-partisan in nature, serves an educational purpose and is for the benefit of students.
- 1.2 Requests by candidates/political parties, with no official duties in the school and for the nature of campaigning, will not be accepted.
- 1.3 Requests by politicians to address students for partisan purposes will not be accepted.
- 1.4 All requests for a school visit must be approved by the Principal and the Superintendent of Student Achievement.
- 1.5 In the event that an all-candidates, or all political party meeting is requested by the school for curriculum purposes, such a meeting is to be limited to students taking relevant courses.

- 1.6 When arranging an all-candidates or all political party meetings, all registered candidates must be invited to speak to the students and be given equal time to speak.
- 1.7 An all-candidates or all political party meeting is strictly for the benefit of students. No media is to be present and all messaging must be of a non-partisan nature.

2.0 Restricted Activities during Election Periods

- 2.1 While on Board property during school hours, a student may not be actively involved in a candidate's or political party's campaign.
- 2.2 In the event a candidate, political party, party staff or the candidate's staff call to discuss partisan issues, or to seek information on issues for partisan purposes, the principal has the discretion to carry on the conversation, decline or refer the caller to the superintendent.
- 2.3 Political signs and pamphlets are not to be posted or distributed on Board property.
- 2.4 Political buttons or shirts may be worn by students, but are not to be distributed.
- 2.5 Employees must not engage in partisan or campaign activities of any kind while on Board property or during work hours.
- 2.6 Staff working for or supporting a particular candidate or party must keep the work outside the realm of the school. No school property (phone, fax, computer, email and photocopier) can be used for partisan political activity.
- 2.6 Supplying personal information (name, address, phone number, email) of students and parents, including school council members, to any candidates, party or their staff is strictly prohibited.
- 2.7 No campaign materials shall be given to the students or distributed for students to take home.
- 2.8 No candidates, political party, or their staff may take pictures or record audio or videos inside the school. Candidates and parties using photos or videos of students or staff in campaign materials must acquire written consent prior to use.
- 2.9 While at school, staff will not engage in partisan political discussions with candidates or members of political parties. Those discussions should not take place on Board property.

3.0 Social Media

- 3.1 If staff or schools are following/friends with a candidate or political party, they do not need to unfollow the candidate or party.
- 3.2 Staff is free to follow or engage with candidates and parties on social media during their personal time and on their personal accounts.

- 3.3 Schools with social media accounts should not follow any candidate or party. In the event that a school is following a candidate or party, they must follow all other candidates and parties.

4.0 Safe Welcome for Polling Stations

- 4.1 The *Canada Elections Act*, *Ontario Elections Act* and *Municipal Elections Act* stipulate that it is the Returning Officer/City Clerk who will choose suitable locations, which may and can include schools, for polling stations that are located centrally in ridings/wards and are easy to access for the voting public.
- 4.2 If schools are identified as polling stations for an election, the Rentals Office will work with the Returning Officer/City Clerk to address safety of students, staff and the community, as well as appropriate accessible locations within the school.
- 4.3 If there is a door that opens directly to the outside from the polling station, these doors should be used as the entrance and exit to the polling station. Principals should be cognizant that exterior entrances may include walking across uneven terrain, accessibility or distance issues and it may be difficult from some to use these entrances. If this is the case, voters are to use an accessible door.
- 4.4 Schools may unlock their doors during non-instructional times (before school and/or after school), at the discretion of the Principal.
- 4.5 The Rentals Office will make every effort to ensure elections staff provide two monitors to greet voters and escort them through the school to the polling station.
- 4.6 In the event that election monitors cannot be secured, Principals should ask for community volunteers to be on a roster to admit voters as they arrive. Students are not permitted to do this.

COMMITTEE REPORT (Public)

Presented to: Board Meeting Date: June 15, 2015

From: Human Resource Committee Meeting Date: June 4, 2015

The committee held a meeting on June 4, 2015 - from 1:00 p.m. to 3:30 p.m. at 20 Education Court, Hamilton, Ontario, with Alex Johnstone presiding.

Members present were: Trustees Alex Johnstone (Chair), Ray Mulholland, Wes Hicks, Penny Deathe and Jeff Beattie.

INFORMATION:

A. Bill 103 – Protecting the School Year Act

Trustees were provided a copy and reviewed the back to work legislation – Bill 103: Protecting the School Year Act. This Act was put in place May 2015 to resolve labour disputes between Durham District School Board, Rainbow District School Board and Peel District School Board and the Ontario Secondary School Teachers' Federation.

Respectfully Submitted,
Alex Johnstone, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 15, 2015

From: Program Committee

Date of Meeting: June 03, 2015

The committee held a meeting from 3:37 p.m. to 5:45 p.m. on June 03, 2015 at 20 Education Court, Hamilton, ON, in Meeting Room EC-301 with Kathy Archer presiding.

Members present were: Kathy Archer (Chair), Christine Bingham, Penny Deathe, Larry Pattison and Todd White.

ACTION ITEMS:**A. Elementary Program Strategy**

Discussion focused on programs, facilities and research. As the Board continues to revitalize schools, the Elementary Program Strategy will strive on delivering effective programs in renewed facilities to best meet student needs for student success. Public consultation will be important. Slight modifications were requested. A final copy of the report is attached.

On the motion of Larry Pattison, the Program Committee **RECOMMENDS:**

That the Elementary Program Strategy (DRAFT) be sent out for public consultation in September 2015.

CARRIED UNANIMOUSLY

MONITORING ITEMS:**B. Parent & Community Engagement Report**

The Committee considered the report. Parent engagement that is focused on student achievement is essential. Action Plans for 2014-15 and 2015-16 were reviewed. Phase one of implementation will commence this fall.

INFORMATION ITEMS:**C. SchoolsPlus**

The Committee considered the report. The SchoolsPlus model is an approach to providing integrated services by utilizing schools as hubs within the community. Although it is a great vision, operationally there are no notable improvements or positive impacts on student achievement. The idea seems to be generating competition rather than collaboration. As such, the Recommended Action stated that:

- SchoolsPlus not be adopted as a standalone in isolation of other existing provincial directions and HWDSB wait for the work of other provincial and local tables, connected to hubs, to develop a direction and/or framework
- HWDSB ensure current "Hub-like" partners participate in the pilot of our Community Engagement Report Card to inform our work going forward

Trustees decided to take no further action and not move forward with the initiative.

D. Update on Transitions

The Committee considered an update on transitions. Ongoing work continues. Currently, 55 students are registered to attend the French Immersion program that starts at Sherwood Secondary in September 2015. A follow-up meeting will be scheduled in the fall to gather feedback. Transition committee work for the new north school is positioned to resume this fall.

Respectfully submitted,
Kathy Archer, Chair of the Committee

EXECUTIVE SUMMARY

Elementary Program Strategy – May 2015

Our Elementary Program Strategy will provide a guide for decision making regarding equity of access and opportunity in all of our elementary schools over the next several years. The way students learn is dramatically changing, and hence our Elementary Program Strategy will address what students need to learn, how they learn, and the types of spaces in which they will learn. Our vision is grounded in 7 core beliefs.

The Elementary Program Strategy identifies a new vision for all our elementary schools. It is grounded in research of best practices related to programs, design of learning spaces, community use requirements, and changing curriculum. The focus on all schools being great schools will address the need for some standardization as it relates to space for program offerings, such as gymnasium size, and instrumental music rooms. Changing demands on schools will cause us to also consider spaces for non-academic needs, such as preparation for breakfast programs, and child-care directives, as an example.

The Elementary Program Strategy is divided into seven sections:

1. K-8 Strategy
2. Curriculum & Transforming Learning Everywhere
3. Elementary Specialized Learning Programs
4. Language Programs: Core French, French Immersion & Native Languages
5. Special Education Delivery Model
6. Facilities
7. Glossary of Terms & References

Timelines:

Timeline	Action
June 2015	Approval by the Board of Trustees for the Elementary Program Strategy to go forward for public consultation.
September- November 2015	Public Consultation
December 2015	Final Draft to Program Committee & Board of Trustees
January – April 2016	Development of an Implementation Plan



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Pam Reinholdt, Interim-Director of Education

DATE: May 14, 2015

PREPARED BY: Executive Council, Corporate Communications, E-BEST

RE: Elementary Program Strategy

Action X

Monitoring

Recommended Action

That the Program Committee recommend to the Board of Trustees that the Elementary Program Strategy (DRAFT) be sent out for public consultation in September 2015.

Background

Hamilton-Wentworth District School Board (HWDSB) continues to revitalize all schools. Our board Strategic Directions coupled with our Secondary Program Strategy and our Transforming Learning Everywhere (TLE), we continue to focus our efforts on creating the best learning conditions possible for our students to reach their full potential as life-long learners. We are now developing an Elementary Program Strategy as we consider what education will look like in the 21st century in elementary education. The Elementary Program Strategy will focus on effective programs delivered in renewed facilities that have acceptable spaces for the programs being delivered.

Why an Elementary Program Strategy?

Our Elementary Program Strategy is rethinking the way we offer programs and facilities, so that we can best meet the needs of each of our students and prepare them for the world they will live and work in. While we will continue to provide students with foundational knowledge and skills (i.e., mathematics and literacy), our teachers will support students to develop those skills required in the 21st century (for example, problem solving, critical literacy and higher order thinking). To ensure our students benefit from the educational programs, we need to provide engaging programs in safe, nurturing and supportive learning environments.

We envision a school system in which all students can find what they need at any of our schools, or within a cluster of schools. A system where the placement of programs, supports and facilities makes strategic sense. A place where students feel safe, welcome, included and energized as they are moving closer to their goals. This is about providing a pathway to success for every single one of our students.

What is changing? Our vision for Elementary Education K-8

Our Elementary Program Strategy identifies a new vision for all our elementary schools. Our vision is:

- All of our elementary schools are great schools. Students will access a **balanced interdisciplinary curriculum** in all of our elementary schools.

- All of our elementary schools will focus on using **evidence based instructional practices** accelerated by digital tools to increase student engagement and improve learning outcomes.
- All of our elementary schools will reflect our preferred model of K-8. As we continue to build new schools or unite existing school communities, we will strive for a K-8 model in our schools.
- All of our elementary schools will be **physically accessible** and include flexible learning spaces, wireless accessibility and specialized rooms to support the delivery of the Arts, Special Education, Science and Health and Physical Education curriculum.
- All of our elementary schools will be responsive and collaborative where student, classroom and school learning needs are met within the school, district, and community while valuing **parents, guardians and caregivers as partners**.
- All of our elementary schools will provide a core program that supports achievement for all students, across all schools. Schools will continue to use **student voice and interest** to provide programming, including curricular and extra-curricular activities, unique to the needs of that school community. A few schools will offer specialized learning programs for students who wish to learn in French, Native Languages or a Special Education program. These programs will be available in all three clusters and accessible by every student in HWDSB.
- All of our elementary schools will **be safe, inclusive and welcoming**.

Rationale/Benefits:

HWDSB values inclusion, equity, and engagement, as well as student achievement. Our program strategy and teaching strategies will respond to the needs of diverse groups, as well as the unique needs of each learner. We will do this by adjusting our practices to fit each student's needs.

Continuity:

We want our students to experience the fewest transitions from elementary to secondary schools with appropriate support and program offerings.

Engagement:

We are changing relationships and students are expected and encouraged to play a more active role in their learning as teachers empower them to think deeply about what they are learning and include student interests whenever possible in the curriculum.

Equity

The locations of programs will be accessible to all of our students.

Inclusion:

Inclusive education means that all students are educated with peers of the same age in our schools. Supports will be provided in every school to meet the differential needs of each students.

Elementary Education in HWDSB

K-8 Strategy

We have been moving to the K-8 model for our schools as we have been establishing boundaries and building new facilities. Our K-8 strategy focuses on reducing the number of transitions for students as they move through their elementary school years since studies have shown that too many school transitions have a detrimental influence on school achievement (Lupart & Beran, 2007) and self-esteem (Moore, 1984). In doing so, we strengthen relationships, a sense of connectedness and stability for our students, recognizing how these contribute to student overall well-being. As well, students are able to stay with the same group of peers as they progress from

Kindergarten through to the end of grade 8.

As part of our K-8 Strategy, our core program in all of our elementary schools will support improved achievement for all students, across all schools. Each school will be a place that includes the following:

- A wide range of subjects, courses and experiential learning opportunities.
- Engaging programs and the ability to access what students need for a specific pathway to graduation or exit from school.
- A school climate where students feel safe, welcome and included within their school.
- A wide range of interventions to promote nurturing and diverse learning environments.
- Peer-to-peer support structures.

Elementary schools will offer targeted supports to students who are struggling academically, socially and emotionally. These programs do not require specialized facilities or equipment and are offered to students living within the catchment of their home school.

Role of Community

Hamilton-Wentworth District School Board (HWDSB) is committed to developing high levels of community participation, collaboration and involvement to support student success and wellbeing, and to strengthen the community. We are committed to working with our community around ways in which student learning experiences can be enhanced through partnerships. In addition, community partners play a critical role in providing direct service and support to our school communities. This includes providing quality, after-school programs, in school facilities.

Early Learning and Child Care

HWDSB recognizes the importance of quality Early Learning and Child Care experiences for children and families. Where external funding is available, we support the building of child care facilities attached to our schools and encourage the ongoing connections between the programs and our schools. In addition, we continue to be committed to providing a seamless experience for children and families both in transition to school as well as in before and after school programs.

Curriculum Delivery & Transforming Learning Everywhere

The Elementary Program Strategy will ensure that students have access to a balanced curriculum. This includes literacy, numeracy, the Arts (music, dance, and drama), science and technology, geography, history, health and physical education, and social skill development. These subjects comprise the learning expectations as laid out by the Ministry of Education. Through a balanced approach to program instruction, students continue to learn the knowledge and skills outlined in the Ministry documents. With this approach we can incorporate the modifications, accommodations and alternative expectations necessary for some students.

The way we deliver programs is changing, and as we build new or revitalize existing schools we need to recognize this change. A school for the twenty-first century “recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum, that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse and helps all learners develop the knowledge, skills, and perspectives they need to become informed, productive, caring, responsible, and active citizens in their own communities and in the world.” (*Ministry of Education, Social Studies 1-6 & History and Geography, p.3*)

Driven by the Ontario Ministry of Education’s “[Achieving Excellence](#)” vision, the next phase in Ontario’s Education Strategy, our commitments to elementary curriculum delivery are:

- Meeting changing demands on education to reflect changes in our world.
- Providing effective instruction accelerated by technology.
- Developing the skills to succeed within and beyond the classroom.

Education needs to change as the world changes. We must ensure our learners develop foundational knowledge

and skills. However, they also need skills that will allow them to be adaptive in a rapidly changing world we can barely imagine. Educators have an important role to play in developing all learners' capacity to flourish in this complex world. By supporting skills in problem solving, critical literacy and higher-order thinking, we can prepare learners to positively impact their own lives and communities.

The expanded use of technology is a key component of student learning. Technology supports independent learning, access to a wide range of up to date information, and programs that support the learning for students with special needs. Learning spaces that promote student engagement, collaboration, and collective problem-solving are equally as important.

Every day educators make critical decisions about how to design, deliver lessons and assess student learning. We consider the learners we directly serve—their strengths, interests, needs—to determine what strategies will help them succeed. We use evidence-based approaches (both what the research has taught us and what our practice has taught us through collaborating together) to make the best choices to serve students, all while ensuring we meet the key curriculum expectations. This is the art and science of good teaching.

Transforming Learning Everywhere is about innovative instructional practice enhanced by technology that will increase student engagement and improved learning outcomes in both a physical and digital world.

Whole School Approach

We will provide a whole school approach to a positive school climate that includes the active involvement of all stakeholders to develop healthy relationships throughout the school community. The teaching and learning environment that is inclusive, promotes the engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives is what we strive towards. As a system and within individual schools we collaborate with community agencies (United Way, Raise the Roof, John Howard Society), organizations and public bodies to improve service and support for student success and well-being in both the school and community environment. Through bullying awareness/prevention programs, accepting schools initiatives, peer mentoring, Positive Space and transition activities between elementary and secondary schools students demonstrate a wide range of transferable skills, such as teamwork, advocacy, leadership and global citizenship.

Specialized Learning Programs: French Immersion, Native Languages, Programs of Choice, English as a Second Language (ESL)

French Immersion

To ensure equity of access to students participating in this program, HWDSB elementary French Immersion will be offered in each of the clusters within the Board. This will provide for students in the English stream to attend their local school, or to attend French Immersion within a geographic area close to their home school.

An immersion program means that French is not only the medium in which subjects are taught, but it is also the means of communication between pupils and teacher in the classroom and, as much as possible, beyond the classroom. Research and experience show that early immersion leads to higher fluency in French while maintaining levels of competency in English and math.

Hamilton-Wentworth District School Board provides compulsory Core French programs in all of our elementary schools in grades 4 through 8, as per Ministry Funding.

Elementary French Immersion Model

French Immersion requires that French must be the language of instruction for a minimum of 50 per cent of the total instructional time. At HWDSB, we strive to offer more than the minimum requirement each year.

French Immersion programs must include the study of French as a second language and the study of at least two other subjects taught in French. These two subjects must be selected from the following:

- Social studies / history & geography;
- Mathematics;
- Science & technology
- Health & physical education; and
- The Arts

Native Languages

Where there is sufficient student interest in a school and staff availability, Native Languages may be offered in an elementary school. Students may opt for Native Languages in place of French. Where there are insufficient numbers for a program at a school, students may apply to attend the school where the program is located.

English as a Second Language

English as a Second Language programs and supports will continue to be offered in schools where there is a sufficient number of students requiring the program. Where there is limited need, itinerant support will be provided. All schools will receive some support for their English Language Learners.

In response to student needs, ALPHA programs will be located in a specified schools. Accelerated Learning Program Hamilton Area is designed for students who are fluent in their home language and who would benefit from an accelerated program which allow for two years of learning to be addressed in one year. Students are referred to this program upon entry to HWDSB through the Assessment Centre.

Programs of Choice

Programs of Choice were established several years ago due to student interest and staff expertise. These programs either require specialized facilities, equipment or funding. The current programs will continue to be provided if there is sufficient student interest and funding is available. Transportation is the responsibility of the parent unless the student is attending the program at their home school and would qualify for transportation under the HWDSB Transportation Policy. Should space at the existing school become unavailable due to expanding in-catchment enrolment, the programs may be relocated. These programs will not be expanded.

Special Education Delivery Model

The Ministry of Education document *Learning for All Beliefs* (Ministry of Education) informs HWDSB's Elementary Program Strategy. It guides our belief in a responsive and collaborative system where student, classroom and school learning needs are supported and addressed by staff within the school, district and community while valuing parents/guardians as partners.

Tiered Approach & Support

HWDSB believes in a tiered and responsive approach to meeting the needs of all students. Most students' needs are met within the regular classroom through differentiated instruction, accommodations and modifications that may be communicated in students' individual education plans.

Some students receive supplemental supports within their home school or through access to short term, targeted interventions or programs.

A few students require intensive programming to address educational and alternative needs which may be provided within a regular classroom, through targeted intervention or in an alternative placement. HWDSB's goal is always to work to develop skills in students so they can be successful within a regular class, school and community.

Specialized Programs

Specialized programs to accommodate varied needs are available throughout the system for students who require intensive and targeted support to develop skills that will better position them to navigate a variety of settings (school, home and community).

Varied specialized programs are available to meet the diverse and unique learning needs of our students. Our goal is to provide strategic, clear and equitable access to programs aligning with a tiered response to intervention

approach. Schools will be supported to accommodate students' needs within a safe, accepting and responsive environment, with an emphasis on inclusion.

Educators within our specialized programs have the knowledge and skills to support the social, emotional and diverse educational needs of the students accessing the programs. Emphasis is on developing students' academic, social, emotional and self-regulatory skills with a goal of integration into the school and community based on students' individual abilities.

Inclusive Education

HWDSB believes in an inclusive approach to education with students receiving support within the most inclusive and least restrictive environment.

As we support all students in achieving high expectations and developing skills toward increased independence, we assist our students in "Creating Pathways to Success". We engage with students, staff, families and the community to envision a future for all students where they are engaged in and contributing to the community in which they live. We recognize that for our students with greatest needs, many supports internal and external to our system may be required to achieve optimum engagement.

With this as a vision, HWDSB recognizes that to achieve this outcome, we must work to support staff in meeting student need within the regular classroom as the first line of intervention. When our students' needs exceed our capacity to be responsive within the regular classroom, alternative supports and programs are available.

Schools, families and our communities are aware of available programs and the pathways to access necessary supports, programs and services. Through clearly communicated pathways and entry processes, equitable opportunities will be provided to students. Through intake processes all applicants will be reviewed, taking into consideration students' presenting strengths and needs, suitability of program to support student success based on their profile, interventions tried to date, and potential supports and services that may be available to the student.

Facilities

A Design Manual will be developed that will provide a framework and specific guidelines for the design of the new elementary schools in the Hamilton-Wentworth District School Board and to assist in the planning and development of the additions and alterations for the existing elementary schools. The guidelines provided in the Design Manual will establish a uniform level of quality and sustainability for all elementary school buildings. The Design Manual applies to new school facilities and additions/renovations to existing buildings. The school facility must be responsive to a school district's educational program and demand. The intent of the Design Manual is to allow the Board to develop building programs and spaces that respond to each school community's unique needs and therefore, the design guidelines will adapt based on the specific and unique characteristics and requirements of each school community and the existing building potential.

Hamilton-Wentworth has been able to build several new elementary schools within the last 10 years. Throughout this time, we continue to consider the learning spaces for today but also for the future. The need for flexible learning spaces, wireless accessibility, specialized rooms for some programs, and accessibility need to be considered. A system-wide standard for elementary school buildings is being developed that will include classrooms, Learning Commons where students can collaborate with others or work independently, and some dedicated spaces. These include: Early Learning/Kindergarten rooms, gymnasiums, sound-proof instrumental music rooms, science rooms, stage, specialty rooms for students with special needs to enable them to follow, where possible, their Pathway within the cluster. We will also be considering spaces that provide a specific service, such as small meeting rooms for itinerant staff or preparation for breakfast programs.

The new elementary school design guidelines aligns with key educational principles and values envisioned by the Board. The design guidelines respond to the current and future needs, unanticipated changes in pedagogy, curriculum, technology and learning expectations. The guideline accommodates a robust enough framework to adapt to specific programming requirements, the community needs and diverse existing site issues. School construction will align with Provincial funding parameters. A new approach to a school layout will introduce new

ways of moving through and interacting with a school facility. The design guideline includes input from the school community including educators and students as well as caretaking and maintenance personnel. The concepts illustrated in the guidelines will demonstrate that new forms of learning will require new spatial conditions alongside the traditional teacher fronted rooms, all spaces in a school will be learning spaces and schools and their communities will share resources extensively.

Flexibility in curriculum delivery, based on personalized learning, supported by appropriate digital tools and quality learning environments are the basis for the design of the new schools and the alterations to existing schools for Hamilton-Wentworth District School Board. The guidelines describe learner -centered settings which range from specialized to multi-purpose, from formal to informal and from physical to virtual. Learning spaces must be designed around the patterns of human interaction that respond to the many ways students learn. All learning spaces will have access to natural light and wireless network access will be available on demand.

As an inclusive community, HWDSB will ensure spaces are identified in all locations to support the required practices or tenets of religion as per current HWDSB policies.

Glossary of Terms and References

Balanced Curriculum: A balanced curriculum includes literacy, numeracy, the Arts (music, dance, and drama), science and technology, geography, history, health and physical education, and social skill development. These subjects comprise the learning expectations as laid out by the Ministry of Education.

Inclusion:

Inclusive Education: Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Interdisciplinary: Interdisciplinary options provide students with opportunities to understand the diverse perspectives of and the links among discrete subjects/disciplines and to develop their knowledge and skills beyond the scope of individual disciplines to solve problems, make decisions, and present new findings.

Individual Education Plan (IEP): A written plan describing the appropriate special education program and/or special education services to be received by a student with special education needs.
(www.hwdsb.on.ca/programs/specialed/iep)

Special Education Services: Provides supports such as Psychological Services, Communication Services, Autism Services, and Social Work Services to students with special education needs.
(www.hwdsb.on.ca/programs/specialed)

Specialized Programs: Unique and innovative learning programs designed to engage students with differing educational interests. These courses are consistent with the Ontario Curriculum and provide specialized learning opportunities, adding depth and intensity. These can build a broad range of skills while enhancing character development, academic achievement, and leadership development. The programs may include the arts, environmental studies, fitness and wellness and languages. (www.hwdsb.on.ca/programs/oyap)

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 15, 2015

From: Finance and Facilities Committee

Date of Meeting: June 10, 2015

The committee held a meeting from 12:03 p.m. to 2:08 p.m. on June 10, 2015 at 20 Education Court, Hamilton, Ontario in Room 340D.

Members present were: Trustees Jeff Beattie, Dawn Danko, Wes Hicks and Greg Van Geffen and Todd White.

ACTION ITEMS:**A. Greensville Community Partnership**

Staff provided an update on the status of the community partnerships with the City of Hamilton for a recreation centre and Hamilton Public Library for joint facility on the Greensville school site. Committee members were supportive of the project moving forward and adhering to the timelines.

On the motion of Greg Van Geffen, the Finance and Facilities Committee **RECOMMENDS:**

That staff request that the Ministry of Education (MOE) approve the reallocation of the funding received for the Spencer Valley addition to the new construction at the Greensville school site; and that HWDSB apply for additional funds for the new construction at the Greensville school site through the MOE's 2015 Capital Priorities Business Cases submission; and that in the absence of additional MOE funding, staff are directed to pursue the use of Proceeds of Disposition to fund the remaining costs of the new school construction at the Greensville site.

CARRIED UNANIMOUSLY

B. 2015 Capital Priorities Projects Submission

In May of 2015, the Ministry of Education (MOE) circulated the 2015:B12 Memorandum: Request for 2015 Capital Priorities Business Cases. The Ministry requested that boards focus on projects that meet one or more of the following criteria:

- Accommodation Pressure
- School Consolidation
- Facility Condition
- French-language Accommodation

Staff provided an overview of the report and provided details on the projects selected.

On the motion of Jeff Beattie, the Finance and Facilities Committee **RECOMMENDS:**

That the Board approve the 2015 Capital Priorities Projects (Appendix-A) for submission to the Ministry of Education (MOE).

CARRIED UNANIMOUSLY

ADDITIONAL ITEMS FOR DISCUSSION:**C. North Secondary School Presentation**

Representatives from the architectural firms MJMA and Svedas were present to share the design planning stage and to respond to any questions from committee members.

Respectfully submitted,
Wes Hicks, Chair of the Committee

TO: FINANCE & FACILITIES COMMITTEE

FROM: Pam Reinholdt, Interim Director of Education

DATE: June 10, 2015

PREPARED BY: Ken Bain, Interim Senior Facilities Officer
Ellen Warling, Manager of Planning and Accommodation

RE: Greenville Community Partnerships

Action Monitoring

Background:

On June 16, 2014 the Board approved the following recommendation:

“West Flamborough ARC Recommendation Part 2 Revised

- i. The closure of Greenville and Spencer Valley in June 2016
- ii. Build a new 350 pupil place JK to 8 school on the Greenville School site (upon partnership agreement with the City of Hamilton)
- iii. Millgrove school remains status quo and remains as a feeder school for grades 6 to 8 at the new school on the Greenville site.
- iv. Proposed new school partnerships is pending Ministry funding
- v. In the absence of a partnership agreement with the City of Hamilton at the Board owned Greenville school site and Ministry new school funding, close Greenville school and renovate Spencer Valley School to accommodate the consolidated JK to 8 school; Millgrove remains status quo JK to 5 and as a Spencer Valley feeder school for grades 6 to 8.”

On August 27, 2014 the Ministry of Education released the School Consolidation Capital program - Memorandum 2014:B08. The 350 pupil place school on the Greenville site was submitted as priority #1. Additionally, the Hamilton Public Library (HPL) expressed interest in partnering in the proposed new school build with HWDSB. At that time, business cases that were submitted to the Ministry required an alternative solution. The alternative of renovating Spencer Valley as approved by the trustees was submitted. On March 23, 2015, the Ministry approved funding for the alternative - the consolidation of Greenville and Spencer Valley elementary schools at the Spencer Valley location and a 95 pupil place addition to Spencer Valley (Appendix A).

1. The Board continues to be interested in constructing a new school on the Greenville site and on March 30, 2015 the Board passed the following motion "That in order to be in line with the board accommodation decision and the ministry funding commitment, the board directs staff to explore funding scenarios for the Greenville site project, in consultation with our partners at the city and the library board."
2. The HPL remains interested in a partnership with HWDSB. On May 15, 2015 HPL submitted to its Chair and Board membership a recommendation to endorse a partnership with HWDSB for a 3400 square feet library (Appendix B). The HPL report outlines the background, financing, and framework and scope of the project. The HPL approved this partnership.
3. The City of Hamilton has expressed interest in a partnership with HWDSB to build community space with kitchen facilities and washrooms. The City of Hamilton's Community and Emergency Services Department (CESD) submitted a report to the General Issues Committee on June 3, 2015 (Appendix C). The report also outlines the background, financing, and framework and scope of the project. They too are requesting Council endorse a partnership between the City of Hamilton and HWDSB. This report was approved and will go to City Council meeting to be approved on June 10, 2015.

Considerations:

As outlined in Memorandum 2014:B08, The School Consolidation Capital program criteria for eligible projects included:

- Consolidating two (or more) schools into one new facility; and
- Joint use/collaboration between school boards (Please note: The Ministry will review all joint use projects for funding consideration before evaluating any other School Consolidation Capital submissions).

Although the joint use/collaboration refers to being between school boards, Memorandum 2015:B09 (Appendix D) clearly outlines the Ministry's partnership direction between public agencies to promote efficient use of public assets. In the contents of the new pupil accommodation review guideline (PARG), the Ministry of Education is building in a more formal consultation between school boards and municipal governments and other community partners in the planning process around underutilized school space, as well as green space/parkland.

The Ministry of Education has also revised the Community Planning and Partnerships Guideline to align and more closely link with the new PARG. Changes have been made to both guidelines to enhance opportunities for school boards to work more closely with local municipal governments and other community partners when planning to address their underutilized school space.

Staff Observations:

There are 3 potential scenarios regarding funding of the new build of a 350 pupil place school on the Greenville site.

1. Ministry of Education funds 100% of the project through the Capital Priorities submission
 - This project has been recommended to be submitted as the Board's number one priority.
 - Current round for Capital Priorities business case submissions due July 15, 2015.

2. The Ministry approves the reallocation of the funding received for the Spencer Valley addition to the new construction at the Greenville school site.
 - \$2.5 million transferred over
 - \$5.5 million is required to be self-funded

3. HWDSB funds 100% of the new construction at the Greenville site
 - \$320,940 savings as a result of HPL partnership
 - \$494,285 FDK funding
 - \$7.5 million is required to be self-funded

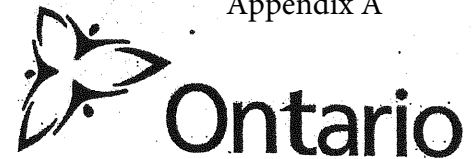
If HWDSB self-funds, the funding would come from Proceeds of Disposition. The Board has approximately \$7.5 million of Proceeds of Disposition that have not yet been allocated to specific projects.

Ministry of Education

Office of the ADM
Financial Policy and Business Division
20th Floor, Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint
Division des politiques financières et des opérations
20^e étage, Édifice Mowat
900, rue Bay
Toronto ON M7A 1L2



MAR 23 2015

Ms. Pam Reinholdt
Director of Education (A)
Hamilton-Wentworth District School Board
P.O. Box 2558
Hamilton, ON L8N 3L1

Dear Ms. Reinholdt,

As part of the 2014-15 GSN, the ministry announced \$750 million over four years in support of the School Board Efficiencies and Modernization (SBEM) initiative. The ministry recognizes that for school boards to effectively and efficiently manage their excess capacity, they will need to right-size their capital footprint in some instances.

As outlined in **Memorandum 2014:B08 – Request for School Consolidation Capital Funding**, the ministry has now completed a detailed review of each board's submitted school consolidation capital priority business cases.

School boards across the province submitted 79 projects, worth approximately \$660 million, for funding consideration under the 2014 School Consolidation Capital (SCC) program. Ministry funding approval decisions were based on:

- the cost of the proposed project,
- the amount of spaces removed,
- the reduction of renewal needs through closures, and
- the opportunity for program enhancement.

School Consolidation Capital Projects

I am very pleased to confirm that the ministry is providing funding to support five SCC projects with three additional Full-Day Kindergarten (FDK) projects identified by your board. In total, your board will be allocated \$19,025,725 to undertake these projects (\$14,330,020 in new 2014-15 SCC funding and \$4,695,705 in new FDK funding) in addition to existing FDK funding where applicable.

Please be aware that the ministry has funding available to address costs related to site acquisition, preparation and/or demolition and will consider providing additional funding to the board based on the submission of identified needs and a detailed estimate of costs.

We would like to take this opportunity to thank you and your staff for your assistance and support throughout this process, and look forward to continuing to work with your board.

Should you have any questions regarding this approval, please contact your capital analyst, Sarosh Yousuf at Sarosh.Yousuf@ontario.ca or (416) 325-9796.

Sincerely,



Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Attached: Appendix A – Details of Approved Projects
Appendix B – Project Funding Calculation
Appendix C – List of Regional Offices

cc: Grant Osborn, Director, Capital Policy and Programs Branch
Stacey Zucker, Superintendent of Business and Treasurer
Kathy Verduyn, Director, London Regional Office

Appendix A: 2014 School Consolidation Capital

21 Hamilton-Wentworth District School Board

Priority	Project	Location	SCC Funding	FDK Funding	Description	Recommendation
1	West Flamborough Accommodation Review #1	Greenville	2,026,142	494,285	This is a 95 pupil places addition at Spencer Valley PS to accommodate the consolidation of Greenville PS.	Approve project with SCC funding and Full Day Kindergarten funding. See Appendix B for funding details.
2	West Flamborough Elementary Accommodation Review #2	To be determined	7,047,820	494,285	This is a new 347 pupil places elementary school to accommodate the consolidation of Beverly Central PS and Dr. John Seaton PS.	Approve project with SCC funding and Full Day Kindergarten funding. See Appendix B for funding details.
3	West Secondary Accommodation Review	Dundas	0	0	This is an addition and renovation project as a result of the West Secondary Accommodation Review	This project was not approved for SCC funding. The board should consider a more cost effective proposal for future funding consideration.
4A	Franklin Road	Hamilton	450,000	494,285	This is an addition and renovation project as a result of the Central Mountain Elementary Accommodation Review	Approve project with SCC funding and Full Day Kindergarten funding. See Appendix B for funding details.

4B	George L Armstrong	Hamilton	0	494,285	This is an addition and renovation project as a result of the Central Mountain Elementary Accommodation Review	This project is supported through the Ministry's Full Day Kindergarten Program.
4C	Pauline Johnson	Hamilton	2,422,040	494,285	This is an addition and renovation project as a result of the Central Mountain Elementary Accommodation Review	Approve project with SCC funding and Full Day Kindergarten funding. See Appendix B for funding details.
4D	Queensdale	Hamilton	0	494,285	This is an addition and renovation project as a result of the Central Mountain Elementary Accommodation Review	This project is supported through the Ministry's Full Day Kindergarten Program.
4E	Ridgemount	Hamilton	2,384,018	494,285	This is an addition and renovation project as a result of the Central Mountain Elementary Accommodation Review	Approve project with SCC funding and Full Day Kindergarten funding. See Appendix B for funding details.
5	East Hamilton Elementary Accommodation Review	Hamilton	0	1,235,710	This solution supports the consolidation and renovation of existing schools in the East Hamilton Elementary Accommodation Review	This solution will be supported through the Ministry's Full Day Kindergarten Program. Please note three schools will receive FDK funding in this solution, including Viscount Montgomery P.S., W.H. Balland P.S., Hillcrest P.S.
6	West Glanbrook Elementary Accommodation Review	Mount Hope	0	0	This solution supports the consolidation of Mount Hope PS and Bell-Stone PS	This project is ineligible for SCC funding because the indicated space reductions occurred prior to this funding program.

7	Dalewood Elementary Accommodation Review	Dundas	0	0	0	This is renewal /program retrofit project	This project is ineligible for SCC funding because it does not reduce excess capacity to address underutilized space.
8	South Secondary Accommodation Review - Sherwood SS	Hamilton	0	0	0	This is renewal /program retrofit project	This project is ineligible for SCC funding because it does not reduce excess capacity to address underutilized space.

Appendix B - Project Funding Calculations:

10A-9

Project:	West Flamborough Accommodation Review #1		
Board	21	Hamilton-Wentworth District School Board SFIS #	51377
Priority	1	Resulting Pupil Places	357
Capital Analyst	Hemwanti Dobbs	Postal Code	L9H6A7
		GAF	1.02

Elementary School Construction Benchmark Calculations

Room	Count	Loading	OTG
JK/SK	1	26	26
Regular	3	23	69
Special Education	0	9	0
Loaded Resource	0	12	0
Pupil Places			95

Calculations

	Amount	Units	Calculation
Space Benchmark	11.12	m ² / Pupil Place	Based on Resulting Pupil Places (357)
Gross Floor Area	1,056.40	m ²	= 95 * 11.12
Cost Benchmark	1,921.46	\$/ m ²	
Geographic Area Factor	1.02		
Benchmark funding	2,070,427	\$	= 1,056.40 * 1921.46 * 1.02 Round up to nearest \$

Non-Benchmark Cost	
Gym renovation	450,000

Board Request	10,190,698
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Ministry Amount	\$2,520,427 (SCC = \$2,026,142 ; FDK = \$494,285)
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Appendix B - Project Funding Calculations

10A-10

Project:	Franklin Road		
Board	21	Hamilton-Wentworth District School Board SFIS #	51380
Priority	4A	Resulting Pupil Places	490
Capital Analyst	Hemwanti Dobbs	Postal Code	L9A2N3
		GAF	1.02

Elementary School Construction Benchmark Calculations

Room	Count	Loading	OTG
JK/SK	1	26	26
Regular	0	23	0
Special Education	0	9	0
Loaded Resource	0	12	0
Pupil Places			26

Calculations

	Amount	Units	Calculation
Space Benchmark	9.70	m ² / Pupil Place	Based on Resulting Pupil Places (490)
Gross Floor Area	252.20	m ²	= 26 * 9.7
Cost Benchmark	1,921.46	\$/m ²	
Geographic Area Factor	1.02		
Benchmark funding	494,285	\$	= 252.20 * 1921.46 * 1.02 Round up to nearest \$

Non-Benchmark Cost	
Gym renovation	450,000

Board Request

Ministry Amount	\$944,285 (SCC = \$450,000 ; FDK = \$494,285)
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Project:	Ridgemount		
Board	21	Hamilton-Wentworth District School Board SFIS #	51380
Priority	4E	Resulting Pupil Places	412
Capital Analyst	Hemwanti Dobbs	Postal Code	L9A2N3
		GAF	1.02

Elementary School Construction Benchmark Calculations

Room	Count	Loading	OTG
JK/SK	1	26	26
Regular	4	23	92
Special Education	0	9	0
Loaded Resource	0	12	0
Pupil Places			118

Calculations

	Amount	Units	Calculation
Space Benchmark	10.50	m ² / Pupil Place	Based on Resulting Pupil Places (412)
Gross Floor Area	1,239.00	m ²	= 118 * 10.5
Cost Benchmark	1,921.46	\$/m ²	
Geographic Area Factor	1.02		
Benchmark funding	2,428,303	\$	= 1,239.00 * 1921.46 * 1.02 Round up to nearest \$

Non-Benchmark Cost	
Gym renovation	450,000

Board Request

Ministry Amount	\$2,878,303 (SCC = \$2,384,018 ; FDK = \$494,285)
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Field Services Branch

BARRIE REGIONAL OFFICE

Regional Manager: Joan Fullerton
(705) 725-7631 (1-800-471-2537)

York Region DSB
Bruce-Grey Catholic DSB
Simcoe County DSB
Peterborough Victoria Northumberland and Clarington Catholic DSB
Trillium Lakelands DSB (Victoria/Haliburton/Muskoka)
Durham DSB
Bluewater DSB
Simcoe Muskoka Catholic DSB
Durham Catholic DSB
York Catholic DSB
Kawartha Pine Ridge DSB (Northumberland-Clarington/Peterborough)

LONDON REGIONAL OFFICE

Regional Manager: Gerry Treble (A)
(519) 667-2016 (1-800-265-4221)

Avon Maitland DSB
Brant Haldimand Norfolk Catholic DSB
DSB of Niagara
Grand Erie DSB
Greater Essex County DSB
Hamilton Wentworth Catholic DSB
Hamilton Wentworth DSB
Huron Perth Catholic DSB
Lambton Kent DSB
London District Catholic School Board
Niagara Catholic DSB
St. Clair Catholic DSB
Thames Valley DSB
Waterloo Catholic DSB
Waterloo Region DSB
Windsor Essex Catholic DSB

THUNDER BAY REGIONAL OFFICE

Regional Manager: Patti Pella (A)
(807) 474-2987 (1-800-465-5020)

Keewatin-Patricia DSB #5A
Kenora Catholic DSB
Lakehead DSB #6A
Northwest Catholic DSB #33A
Rainy River DSB #5B
Superior North Catholic DSB #34B
Superior-Greenstone DSB #6B
Thunder Bay Catholic DSB #34 A

TORONTO AND AREA REGIONAL OFFICE

Regional Manager: Steven Reid
(416) 314-8679 (1-800-268-5755)

Toronto District School Board (12)
Toronto Catholic District School Board (40)
Halton District School Board (20)
Halton Catholic District School Board (46)
Peel District School Board (19)
Dufferin-Peel Catholic District School Board (43)
Upper Grand District School Board (18)
Wellington Catholic District School Board (48)
Conseil scolaire de district catholique Centre-Sud (64)
Conseil scolaire catholique Providence (formerly Conseil scolaire de district des
écoles catholique de Sud-Ouest) (63)
Conseil scolaire Viamonde (formerly Conseil scolaire de district du Centre Sud-
Ouest) (58)

Date: May 15, 2015
To: Chair and Members of the Board
From: Robin Hewitt, Director Finance and Facilities
Paul Takala, Chief Librarian
Subject: **Potential Greenville Project**

Recommendations

That the Library Board endorses working in partnership with the City of Hamilton (COH) and the Hamilton-Wentworth District School Board (HWDSB) to build a new public library on the site of the future Greenville Elementary School (625 Harvest Rd, Greenville).

That the Library Board approves \$200,000 to be allocated from the Library Major Capital Projects reserve (106008) as the contribution towards the building of the new Greenville Library, in conjunction with the Hamilton Wentworth District School Board and The City of Hamilton.

Financial/Staffing/Legal Implications

The Greenville Branch is currently in a leased facility that costs \$25,500 per annum. The current lease expires December 31st, 2016. Partnering to build a new library at the Greenville site would save on constructions cost and enable the library to be embedded in an important community hub.

The proposed funding model would include \$325,190 in Development Charge contributions, and \$800,810 in Capital Financing, subject to Council approval. The total budget estimate at this time is \$1,326,000.

Background

In a meeting the Board Chair and I had with the HWDSB we learned that the School Board is hoping to take a report on Greenville to their June 8 Board meeting. This is required because they need to submit an updated business plan on Greenville to the province in June or the project will not meet its fall 2017 scheduled opening. City of Hamilton (COH) staff are working on taking a report to Council in early June to secure funding and support for this project.

Proposed Library Board schedule:

- May 2015 – HPL Board approves the project contingent on COH approval and funding. Library Board sets aside HPL's reserve contribution to the project.
- June 2015 – Update on the status of COH and HWDSB approval and funding.
- Later 2015 (TBD) – If the province approves funding, the Chief Librarian will report back on the project.
- 2016 (TBD) - When the project is formally set-up and underway, the Library Board will need to formally allocate the funds to the project. The Chief Librarian will keep the Board informed of major milestones and key developments on the project.

Partnering with the HWDSB and the COH to build a new public library would create opportunities to increase Library usage in Greenville, help grow the next generation of readers and help the site become an important community hub. The libraries' current Greenville location in the strip mall on Kirby Avenue is functional but it does not meet many of the principles outlined in the Library Board's Facility Master Plan (FMP). The current Greenville town hall is in need of significant capital investment and would be sold to help pay for the new facility. The COH and HPL would be able to share the costs of building accessible washrooms.

Framework and Scope of the Project

Formal agreements will need to be signed between the parties. Normally, there will be a construction agreement and then later a formal operating partnership agreement. HPL staff are instructed to work collaboratively with the partners to advance the project and to ensure the project and subsequent agreements are consistent with the framework articulated here. Staff will report back to the Library and Board and seek direction should circumstances require changes in scope.

General Scope: On the 4.85 acre site of the current Greenville Elementary School (625 Harvest Road, Greenville):

- The HWDSB plans to remove the current building and build a new elementary school that will serve approximately 350 students.
- The HWDSB would own the building; the City and Library would enter into a long term lease agreement (estimate 40 years).
- Attached to the new school but separately entranced:
 - The COH Hamilton is planning an approximately 3800 square foot space that would include a 2000 square foot dividable program space; kitchen facilities and washrooms.
 - HPL is planning an approximately 3,400 square foot library.

Partnership: All parties see significant benefits in co-locating the facilities and will look for opportunities to ensure the community of Greenville sees significant benefit from this shared space. All parties also recognize that each has unique requirements so the partnership will ensure each party has control over their space. On top of that foundation, each party will look for opportunities to collaborate.

- Because of the need for schools to protect their students, schools are locked down when they are open for students. This prevents full integration of the spaces. The physical design and agreements would ensure that parking and access to the COH/HPL space would not be restricted and would not interfere with school use.
- The City/HPL space would consist of shared entrance, washroom and parking. Access to the building and parking would not conflict will school use.
- The Library would be approximately 3,400 square feet. The set-up would ensure that HPL would be able to secure collections, computers and the staff work area when the Library is closed. Library study tables and living room space, however, would be placed near the entrance so that they could be used for community use when the library is closed but under supervision.
- The City space will be approximately 3,800 square feet and include a dividable program room of 2,000 square feet, an office and a kitchen. The City Recreation Department is contracting with a local service club to manage

- their space. Library staff would coordinate with the service club access to the program room.
- A Joint Steering Committee comprised of representatives from HPL, the COH, and the service club(s) would meet bi-annually to oversee the use of the shared space ensuring all parties interests are being met. The HWDSB would participate, identifying opportunities for working with the school. The terms of reference of the Steering Committee would include the goals of ensuring the core needs of the partners are being met, as well as, ensuring the space is positively impacting the Greenville community.
- All parties would have signoff on their own spaces and joint signoff would be required for spaces shared between partners
- The agreement will include provisions to ensure fair compensation should there need to be termination of the agreement before the life of the lease ends.



Hamilton

CITY OF HAMILTON
COMMUNITY AND EMERGENCY SERVICES DEPARTMENT
Recreation Division

Appendix C

TO:	Mayor and Members General Issues Committee
COMMITTEE DATE:	June 3, 2015
SUBJECT/REPORT NO:	Agreements with Hamilton Wentworth District School Board for the Creation of Two Community Hubs (CES15030) (Ward 14)
WARD(S) AFFECTED:	Ward 14
PREPARED BY:	Chris Herstek (905) 546-2424 ext. 4689 James O'Brien (905) 546-2424 ext. 2065
SUBMITTED BY:	Joe-Anne Priel General Manager Community and Emergency Services Department
SIGNATURE:	

RECOMMENDATION

- (a) That the City of Hamilton enter into a joint development and construction agreement with Hamilton-Wentworth District School Board (HWSDDB), and all necessary ancillary agreements, for the design and construction of community space to be located at the site of the new Greensville Elementary School located at 625 Harvest Road Greensville, Ontario in a form satisfactory to the City Solicitor and acceptable to the General Manager of Community and Emergency Services;
- (b) That City Staff be directed to enter into negotiations with HWDSB, to execute a cost sharing contribution agreement for the design and construction of a new community space to be located at the site of the new Greensville Elementary School located at 625 Harvest Road, Greensville, Ontario in a form satisfactory to the City Solicitor with content acceptable to the General Manager of Community and Emergency Services, at a projected cost of \$1,800,000 to be funded from the following sources:
 - (1) \$259,200 from the Development Charges Recreation Reserve #110320
 - (2) \$400,000 from the Flamborough Capital Reserve #108032
 - (3) \$1,140,800 to be debt financed and included in the City's 2016 Capital Budget Forecast;
- (c) That the City of Hamilton enter into a joint development and construction agreement with HWDSB, and all necessary ancillary agreements, for the design and construction of community space to be located at the site of the City owned land at the Beverly Community Centre located at 680 Highway 8, Rockton,

Ontario in a form satisfactory to the City Solicitor and acceptable to the General Manager of Community and Emergency Services;

- (d) That City Staff be directed to enter into negotiations with HWDSB, to execute a cost sharing contribution agreement for the design and construction of a new community space to be located at the site of the new Beverly School located on City land at 680 Highway 8, Rockton, Ontario at a projected cost of \$1,800,000 to be funded from the following sources:
- (1) 90 percent (\$1,620,000) from the Development Charges Reserve Fund #110320
 - (2) 10 percent (\$180,000) from Flamborough Capital Reserve #108032;
- (e) That City Staff be directed to enter into negotiations with the HWDSB, to execute any other necessary agreements, including leases, licences, shared use, reciprocal rights, and/or cost sharing agreements necessary to affect the cooperative use of the collective lands and facilities over the terms of the lease, on terms and conditions deemed appropriate by the General Manager of Community and Emergency, and in a form satisfactory to the City Solicitor;
- (f) That the City of Hamilton enter into an operating agreement with the Greensville Optimist Club for the new community space located at the new Greensville Elementary School site in a form satisfactory to the City Solicitor and content acceptable to the General Manager of Community and Emergency Services;
- (g) That staff be directed to investigate options for the operation of the new community space to be located at the Beverly Arena site and report back to the Emergency and Community Services Committee; and,
- (h) That the Mayor and City Clerk be authorized and directed to negotiate and enter all necessary agreements, content acceptable to the General Manager of Community and Emergency Services, in a form satisfactory to the City Solicitor.

EXECUTIVE SUMMARY

Hamilton Wentworth District School Board (HWDSB) began the West Flamborough Accommodation Review in 2013 to determine long term facility needs within this area. At the conclusion of the review, the Board of Trustees approved the construction of two new schools to be located at the current Greensville Elementary School site and the Beverly Community Centre site. The Trustees also directed school board staff to investigate partnership opportunities at both sites for the creation of community hubs.

On April 22, 2015, City Council directed staff to investigate the feasibility of a partnership with HWDSB to provide recreational programming opportunities at both school sites and allow for the construction of the new Beverly school on City land.

The new Greensville Elementary School would be built at its current location at 625 Harvest Road in Greensville and the new Beverly Elementary School is proposed to be built on City owned land at 680 Highway 8, Rockton.

The construction of two new schools in Ward 14 provides an opportunity for the City of Hamilton to construct, in partnership with HWDSB, dedicated community program space at each site as well as access to the school gymnasiums that can be utilized by residents all year round. The estimated cost of design and construction of the community spaces at each site is \$1,800,000.

The program elements of these joint projects would include:

- A new 350 student elementary school
- 3,800 square foot fully accessible community space
 - Divisible multi-purpose room
 - Kitchen
 - Office Space
 - Storage
 - Washrooms

The Greensville project will also see the construction of a new 3,400 square foot library. The Hamilton Public Library Board has endorsed to enter into a partnership with the City of Hamilton and Hamilton-Wentworth District School Board. These newly created community hubs will offer multi-generational, multi-use space that create a coordinated service model that best serves the community.

The Province of Ontario is currently focusing on partnerships among community organizations and other groups for the creation of community hubs. These hubs can be a school, a neighbourhood centre, or another public space that offers coordinated services such as education and social services. The Premier in her mandate letters to her Ministers of Community and Social Services, Education, Health and Long Term Care, Municipal Affairs and Housing, and Minister Responsible for Seniors, highlighted the importance of these Hubs. The Province is currently developing a comprehensive framework for adapting existing public assets to become community hubs.

The Greensville Optimist Club is a community based service club supporting the youth of the village of Greensville. The aim of the club is to aid and encourage the development of youth, and that the belief in one's self in service to others will advance the well-being of the community.

It is recommended that the City enter into an operating agreement with the Greensville Optimist Club to manage, operate and program the new community space to be located at the Greensville Elementary School on behalf of the City of Hamilton. This responsibility will include opening and closing the facility, entering into partnerships to provide social and recreational programming and renting the facility to residents and community groups for various functions.

Staff will investigate options for the operation of the new community space to be located at the Beverly Community Centre and report back to a future Emergency and Community Services Committee with a recommendation.

Should Council choose not to enter into cost sharing contribution agreements for the design and construction for community hubs with Hamilton-Wentworth District School Board for the Greensville and Beverly locations then Council would need to still address recommendation (c) as an independent item for the construction of a new Elementary School on City owned property located at 680 Hwy 8, Rockton, Ontario.

Alternatives for Consideration – Not Applicable

FINANCIAL – STAFFING – LEGAL IMPLICATIONS

Financial:

There are two specific Capital Projects contained in Report CES15030 for Council's consideration. They are as follows;

- (a) Community Space (design and construction) located at the site of the new Greensville Elementary School located at 625 Harvest Road, Greensville, Ontario at a projected cost of \$1,800,000 to be funded:
 - (1) \$259,200 from the Development Charges Recreation Reserve #110320
 - (2) \$400,000 from the Flamborough Capital Reserve #108032
 - (3) \$1,140,800 to be debt financed and included in the City's 2016 Capital Budget Forecast;

- (b) New community space to be located at the site of the new Beverly School located on City land at 680 Highway 8, Rockton, Ontario at a projected cost of \$1,800,000 be funded:
 - (1) 90 percent (\$1,620,000) from the Development Charges Reserve Fund #110320
 - (2) 10 percent (\$180,000) from Flamborough Capital Reserve #108032.

After funding both of these projects, Development Charges Recreation Reserve #110320 is forecast to have \$100,000 remaining, and Flamborough Reserve #108032 is forecast to have \$189,000 remaining.

Operating costs for the new Greensville and Beverly Community Centres is projected at \$25,000 per location and staff will be investigating efficiencies and opportunities to realign costs from existing facilities, which will limit the need for new funding requests that increase the tax base for operation of these new community assets.

Any proceeds from any future sale of the Greenville Hall, if approved by Council, will be used to reduce the debt financed and included in the City's 2016 Capital budget forecast.

Staffing: There are no staffing implications associated with Report CES15030

Legal: All agreements will be in a form acceptable to the City Solicitor.

HISTORICAL BACKGROUND

Throughout the 2013/2014 school year, HWDSB conducted a West Flamborough Accommodation Review. Upon completion of the accommodation review, the Board of Trustees approved two recommendations:

- **Recommendation 1:** the consolidation of Beverly Central and Dr. Seaton schools into a new school. A more central school location for the consolidated schools was identified as the Beverly Community Centre.
- **Recommendation 2:** the consolidation of Greenville and Spencer Valley schools. This recommendation consolidates these schools into a new school on the Greenville site in partnership with the Hamilton Public Library.

In March of 2015, HWDSB received confirmation of \$7,500,000 in funding from the Ministry of Education for a new school to support the consolidation of Beverly Central and Dr. Seaton schools. The Ministry of Education also committed \$2,500,000 for an expansion at Spencer Valley School, consolidating it with Greenville into one location.

On March 30, 2015, the Board of Trustees unanimously approved the following motion:

That in order to be in line with the board accommodation decision and the ministry funding commitment, the board directs staff to explore funding scenarios for the Greenville site project, in consultation with our partners at the City and the library board.

HWDSB engaged both the City of Hamilton and the Hamilton Public Library to investigate the feasibility of creating a partnership. The Beverly and Greenville Elementary School projects would provide these communities with new educational facilities, access to community space and a new library at the Greenville site.

On April 22, 2015, City Council directed staff to investigate the feasibility of a partnership with HWDSB to provide recreational programming opportunities at both school sites and allow for the construction of the new Beverly school on City land.

The staff from the Recreation Division and the Corporate Assets and Strategic Planning Division, Public Works Department has been working with HWDSB and the Hamilton Public Library staff to develop the program, agreements and budget for the projects.

The result of this collaboration will be the construction of two elementary schools and two new community hubs for Greensville and Beverly.

The Greensville Optimists have been serving the community out of Greensville Hall for many years, far preceding amalgamation and continue to work to provide opportunities and experiences focused on children and youth in the community. The Greensville Hall located at 283 Brock Road, Greensville, in Ward 14, is a heritage building built in 1875 that has been the main Recreation asset in this community. The Use, Renovation and Replacement Study of the Hamilton Recreation and Public-Use Facilities, prepared by Monteith Brown Planning Consultants (ECS07068(b)) 2008, recommended the removal of Greensville Hall from the City inventory of assets in the time period of 2009-2011. Staff will be reviewing options for this facility once the construction of the new facility has been completed.

The Beverly community's main recreation asset is the Beverly Arena located at 680 Highway 8, Rockton, in Ward 14. This facility has a multipurpose community room located on the second floor with a capacity of approximately 220, but is not accessible. In the 2008 Use, Renovation and Replacement Study of the Hamilton Recreation and Public-Use Facilities it was recommended that the Beverly community develop a new senior's space and should be integrated into a community centre facility. Based on this recommendation an accessible multi-use, multi-generational space will meet this recommendation, while increasing the overall access to recreation services to the Beverly community. The existing community room located at Beverly Arena will continue to operate as a viewing location and multipurpose space associated with the ice users of the arena and will continue to be rentable by the community. The new accessible community hub space will allow increased programming and activities in the Beverly community.

POLICY IMPLICATIONS AND LEGISLATED REQUIREMENTS

In accordance with the City of Hamilton By-law #13-317, Procurement Policy #12 – Cooperative Procurements, all agreements will follow the identified legislated requirements.

RELEVANT CONSULTATION

Staff from the Financial Planning and Policy Division of the Finance and Corporate Services Department provided the information for the financing of the two capital projects.

Legal Services Division of the City Manager's Office advised staff of the necessary agreements required for the two projects.

Staff from the Corporate Assets and Strategic Planning Division of Public Works Department provided the construction estimates and project budgets for the two projects.

OUR Vision: To be the best place in Canada to raise a child, promote innovation, engage citizens and provide diverse economic opportunities.

OUR Mission: WE provide quality public service that contribute to a healthy, safe and prosperous community, in a sustainable manner.

OUR Values: Accountability, Cost Consciousness, Equity, Excellence, Honesty, Innovation, Leadership, Respect and Teamwork

The Ward Councillor has assisted City staff in developing the partnership with Hamilton-Wentworth District School Board.

The senior staff, Board Chair, and Trustees of Hamilton-Wentworth District School Board have worked collaboratively with City staff to develop the partnership required to develop the two community hubs and the framework required for the projects to move forward.

The members of the Greensville Optimist Club were consulted on the proposed operating agreement and the development of a community hub in Greensville and support the initiative moving forward.

Hamilton Public Library staff were consulted on the Greensville project and support the joint initiative with the City of Hamilton and Hamilton-Wentworth District School Board to create a community hub at this site.

ANALYSIS AND RATIONAL FOR RECOMMENDATION

The City of Hamilton and HWDSB have a long history of partnerships across the City. The creation of community hubs will benefit and enhance the lives of the residents in the Greensville and Beverly areas. The two proposed projects and associated agreements will strengthen the partnership between the City of Hamilton and Hamilton Wentworth District School Board.

The partnership represents the mandates set by the Joint City of Hamilton and Hamilton-Wentworth District School Board (HWDSB) Liaison Committee which are:

1. To strengthen the relationship between the City and HWDSB
2. To assist in addressing issues affecting governing bodies
3. To promote increased co-operation, synergies and efficiencies between City Council and HWDSB
4. To explore common interests
5. To better understand and co-ordinate services
6. To increase and maintain regular communication
7. To work in a spirit of co-operation to further the mission of the City and HWDSB
8. Joint initiatives and outcomes will align with Hamilton being the "Best Place to Raise a Child"
9. To develop ongoing collaborative and timely public communication strategies reflective of common purpose, work in progress and outcomes
10. To monitor the work plan developed by staff from the memorandum of understanding 2009

The proposed operating agreement with the Greensville Optimist Club allows the City to leverage a partnership with a community based service club. The benefits of this partnership include:

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- Cost avoidance to the City. The operating agreement will transfer the ongoing operating costs to the Optimist Club.
- Opportunity to offer recreation and community based programs currently not offered.
- The Optimist Club can expand the programs offered for youth in the community with the ability to utilize the school's gymnasium.

ALTERNATIVES FOR CONSIDERATION

None

ALIGNMENT TO THE 2012 – 2015 STRATEGIC PLAN

Strategic Priority #1

A Prosperous & Healthy Community

WE enhance our image, economy and well-being by demonstrating that Hamilton is a great place to live, work, play and learn.

Strategic Objective

- 1.2 Continue to prioritize capital infrastructure projects to support managed growth and optimize community benefit.
- 1.5 Support the development and implementation of neighbourhood and City wide strategies that will improve the health and well-being of residents.
- 1.6 Enhance Overall Sustainability (financial, economic, social and environmental).

Strategic Priority #2

Valued & Sustainable Services

WE deliver high quality services that meet citizen needs and expectations, in a cost effective and responsible manner.

Strategic Objective

- 2.2 Improve the City's approach to engaging and informing citizens and stakeholders.
- 2.3 Enhance customer service satisfaction.

Strategic Priority #3

Leadership & Governance

WE work together to ensure we are a government that is respectful towards each other and that the community has confidence and trust in.

OUR Vision: To be the best place in Canada to raise a child, promote innovation, engage citizens and provide diverse economic opportunities.

OUR Mission: WE provide quality public service that contribute to a healthy, safe and prosperous community, in a sustainable manner.

OUR Values: Accountability, Cost Consciousness, Equity, Excellence, Honesty, Innovation, Leadership, Respect and Teamwork

Strategic Objective

- 3.1 Engage in a range of inter-governmental relations (IGR) work that will advance partnerships and projects that benefit the City of Hamilton.
- 3.4 Enhance opportunities for administrative and operational efficiencies.

APPENDICES AND SCHEDULES ATTACHED

None

Ministry of Education**Ministère de l'Éducation**

Office of the Assistant Deputy Minister

Bureau du sous-ministre adjoint

Financial Policy and
Business Division
20th Floor, Mowat Block
Queen's Park
Toronto ON M7A 1L2Division des politiques financières et
des opérations
20e étage, édifice Mowat
Queen's Park
Toronto ON M7A 1L2**2015: B09**

Memorandum To: Directors of Education

From: Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Date: March 26, 2015

Subject: **Release of New Pupil Accommodation Review
Guideline and Community Planning and Partnerships
Guideline**

I am writing to advise you of the release of the new Pupil Accommodation Review Guideline (PARG) (see Appendix A) as well as the revised Facility Partnerships Guideline (now known as the Community Planning and Partnerships Guideline (CPPG)) (see Appendix B), and to provide you with details of the changes to these guidelines.

In 2014-15, the Ministry of Education introduced the School Board Efficiencies and Modernization (SBEM) strategy to provide incentives and supports for school boards to make more efficient use of school space. One of the elements of the strategy was to revise the PARG to allow school boards to have a more effective tool to address their needs to close and consolidate facilities, while continuing to ensure that communities have the opportunity to provide meaningful input.

The Ministry of Education is also revising the Community Planning and Partnerships Guideline to align and more closely link with the new PARG. Changes have been made to both guidelines to enhance opportunities for school boards to work more closely with local municipal governments and other community partners when planning to address their underutilized school space, and more generally to require greater coordination and sharing of planning related information between school boards and other community partners.

The PARG and CPPG continue to represent a framework of **minimum** standards for school boards to meet in developing their pupil accommodation review and facility partnerships policies. **School boards are expected to amend their existing pupil accommodation review and facility partnerships policies to reflect the changes incorporated into the new PARG and CPPG before announcing any new pupil**

accommodation reviews. The Ministry of Education expects school boards to consult with local communities prior to adopting or subsequently amending these policies.

The new PARG and CPPG are effective upon release and replace the previous versions dated June 26, 2009 and February 11, 2010, respectively.

A. New Pupil Accommodation Review Guideline (PARG)

Since the PARG was last updated in 2009, the Ministry of Education and school boards have received a significant amount of feedback about the effectiveness of the existing PARG for school boards, parents and guardians, and other community members. Among the feedback received about the existing PARG were concerns about the contentiousness of the existing process for members of the accommodation review committee (ARC), the inflexibility of the existing process with its “one size fits all” approach to all accommodation reviews, the length of the existing process, the lack of a formal role for municipal representatives, and the fact that trustees do not always make decisions that reflect the reports of the ARC.

To address many of the concerns noted above, the Ministry of Education’s Capital Advisory Committee (CAC), consisting of 15 school board representatives from across the province, undertook a comprehensive review of the existing PARG. This review, which began in early 2014, was also intended to ensure that school boards have an effective tool to support the SBEM strategy of addressing underutilized space. The CAC then provided recommendations on potential PARG revisions to the Ministry of Education for further consideration.

In late 2014 and early 2015, the Ministry of Education consulted on the CAC’s recommendations with stakeholders, including trustee associations, senior school board officials, parent groups, student associations, teacher federations, education worker unions, municipal sector representatives, and administrative review facilitators.

The Ministry of Education has incorporated the CAC’s recommendations and the feedback from the consultations into the new PARG. As a result, the PARG has undergone a significant transformation. School boards should ensure that they review the new PARG carefully before examining how to amend their local pupil accommodation review policies.

B. Highlights of the New PARG

1. Requirements for School Boards to Consult with Municipal Governments and Other Community Partners on Underutilized Space:

The PARG includes a requirement for school boards to seek feedback from their local municipal governments and other community partners on capital and accommodation planning related to addressing underutilized space. The PARG outlines consultation with local municipal governments and other community partners after the pupil accommodation review process has commenced. (Note that

10A-28
the CPPG includes requirements for school boards to reach out to municipalities and other community partners on an annual basis as part of the regular planning cycle, and when school boards are beginning to review underutilized space in schools in specific areas of the school board.)

2. Changes to the Accommodation Review Committee Structure:

a) Role:

The role of the ARC has been refocused as a conduit for information sharing between the school board and the school communities. At a minimum, the ARC will provide feedback on the initial staff report option(s). The ARC may provide other options, however, it must include a supporting rationale for any such option. ARC members do not need to have a unanimous opinion regarding the information provided to the Board of Trustees.

b) Membership:

The ARC membership, at a minimum, should include parent/guardian representatives from the school(s) under review. Where established by a school board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. In addition, school board trustees may serve as ad hoc ARC members.

3. Changes to Timelines for the Accommodation Review Process:

a) Standard Accommodation Review Process:

The standard pupil accommodation review process requires school boards to hold a minimum of two public meetings over a minimum five month period. The new PARG lists minimum requirements for the first public meeting.

b) Optional Modified Accommodation Review Process:

The optional modified pupil accommodation review process requires school boards to hold a minimum of one public meeting over a minimum three month period. As with the standard process, the new PARG lists minimum requirements for the first public meeting.

4. Changes to School Board Staff Reporting Requirements:

Initial and final staff reports, respectively, must be presented by school board staff to the Board of Trustees prior to, and immediately after, a pupil accommodation review.

a) Initial Staff Report to Board of Trustees:

An initial staff report must be presented before a pupil accommodation review can be undertaken. The initial staff report must contain one or more options, including a recommended option, with supporting rationale for each option. Furthermore, the initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process.

b) Final Staff Report to Board of Trustees:

The final staff report must contain a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

5. Introduction of Transition Plan Requirement:

Following the decision to consolidate and/or close a school, a transition plan should be developed in consultation with parents/guardians and staff.

6. Introduction of Optional Modified Accommodation Review Process:

An optional modified pupil accommodation review process has been introduced in the new PARG for school boards to address local circumstances. For a school board to adopt a modified pupil accommodation review process as part of its pupil accommodation review policy, the school board must identify explicitly the factors that need to be met before a modified process can be initiated. The new PARG lists the factors for school boards to consider in their pupil accommodation review policies for a modified process. At least two of these factors must be incorporated as part of the conditions that must be met before a school board can initiate a modified pupil accommodation review process. School boards can also include factors beyond those listed in the new PARG.

A school board must consult with its community on the factors that could trigger a modified pupil accommodation review process before these factors are adopted as part of the school board's pupil accommodation review policy. **A school board may still choose to use the standard pupil accommodation review process even if the conditions for the use of a modified process, based on the school board's pupil accommodation review policy, are satisfied.**

The optional modified pupil accommodation review process requires a minimum of one public meeting, and does not include the need to form an ARC.

7. Introduction of Additional Exemptions:

Two new exemptions have been added to the new PARG for specific circumstances where school boards are not obligated to undertake a pupil accommodation review.

- a) Where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy.
- b) Where there are no students enrolled at the school at any time throughout the school year.

a) School Information Profiles (SIPs):

The SIP minimum data requirements and factors have been refocused to the measureable data within the school boards' areas of expertise.

As school boards integrate the changes to the new PARG into their pupil accommodation review policies, it is important to note that the Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period.

C. Revised Community Planning and Partnerships Guideline (CPPG) (formerly the Facility Partnerships Guideline)

As a result of the consultation feedback on the new PARG, the Ministry of Education is building in a more formal consultation between school boards and municipal governments and other community partners in the planning process around underutilized school space, as well as green space/parkland. These changes are being made to help ensure that municipalities and other community partners are made more aware of a school board's plans and available school space on a regular basis, and well before a school is considered for inclusion in a pupil accommodation review.

The Ministry of Education's 2014 mandate letter acknowledged that it will be engaging stakeholders in the near future on community hubs, in cooperation with other ministries in this area, to promote efficient use of public assets, build better ties between schools and municipalities and other community organizations, and ensure more viable schools are able to remain open. As a result, further revisions to the CPPG may be introduced as the government reviews its policies towards supporting community hubs.

D. Highlights of the CPPG Revisions

- 1) The Facility Partnerships Guideline has been re-named the Community Planning and Partnerships Guideline (CPPG) to reflect that in addition to encouraging facility partnerships, the guideline also supports effective planning with community partners, including land use and green space/park planning.
- 2) At a minimum, all levels of municipal government, District Social Services Administration Boards (DSSABs), Consolidated Municipal Service Managers (CMSMs), public health boards, Local Health Integration Networks (LHINs), and children's mental health centres must be on school boards' notification list when key information regarding facility partnerships or planning is changed or updated.
- 3) At a minimum, on an annual basis, the sharing of planning information between school boards and other community partners must take place at a public meeting.

- a) In addition to this meeting, school boards and other community partners have the option to meet at a staff-level to discuss potential partnership and planning opportunities.
 - b) The type of information to be shared at this meeting by both school boards and community partners, and the documentation of exchanged information by school boards has been specified.
- 4) In addition to the annual meeting, school boards should continue discussions with affected municipalities and other community organizations as they explore options to address underutilized space issues in schools within specific areas of their school board. These discussions will inform proposals that school board staff may present to the Board of Trustees, including recommendations to undertake a pupil accommodation review process.

As part of these discussions with community organizations, school boards should obtain a clear indication of any community planning and partnership opportunities in areas where a pupil accommodation review may take place. Additionally, school boards are to request technical information from the local municipality or municipalities where a planned pupil accommodation review may occur. This technical information is to be specified by the school board and can include, but is not limited to, population and future development projections in the area.

The *Pupil Accommodation Review Guideline* provides a full description of the pupil accommodation review process that school boards are required to undertake prior to making a pupil accommodation review decision.

E. Transition

The Ministry of Education recognizes that some school boards may have begun pupil accommodation reviews (i.e., consultation process is substantially underway or completed) or facility partnerships talks prior to the release of the new PARG and CPPG. Pupil accommodation reviews and facility partnerships that are currently announced or underway should proceed based on the school board's existing policies. Furthermore, school boards should not review previous ARC processes or decisions based on the new PARG.

School boards are expected to amend their existing pupil accommodation review and facility partnerships policies to reflect the changes incorporated into the new PARG and CPPG before announcing any new pupil accommodation reviews.

Training and support materials for school boards are anticipated to be developed to assist with them with the implementation of the new PARG and CPPG. Details regarding these materials will be announced later this year.

F. Ministry Contacts

The Ministry of Education wishes to thank the members of the CAC for their

10A-32
contributions towards the development of the new PARG. The Ministry of Education will continue to work with school boards regarding the best use of space in schools.

Appendix
D

If you have any questions regarding the new PARG and the CPPG, please contact Grant Osborn at 416-325-1705 or Grant.Osborn@ontario.ca, or Mathew Thomas at 416-326-9920 or Mathew.P.Thomas@ontario.ca.

Original signed by

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Attachments: Appendix A: Pupil Accommodation Review Guideline, March 2015

Appendix B: Community Planning and Partnerships Guideline, March 2015

Copy: Superintendents of Business
Superintendents of Planning

**Hamilton-Wentworth District School Board
Funding Scenarios for New 350 Pupil Place School**

Appendix E

New 350 OTG school	\$ 8,400,698
Savings from Library Partnership	<u>-\$ 320,940</u>
To be Requested through Capital Priorities	\$ 8,079,758
FDK funding	<u>-\$ 494,285</u>
Funding Scenario 2	\$ 7,585,473
School Consolidation Capital	<u>-\$ 2,026,142</u>
Funding Scenario 3	<u><u>\$ 5,559,331</u></u>



EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

TO: Finance and Facilities Committee

FROM: Pam Reinholdt, Interim Director of Education

DATE: June 10, 2015

PREPARED BY: Ken Bain, Interim Senior Facilities Officer
Ellen Warling, Manager of Planning, Accommodation & Rentals

RE: 2015 Capital Priorities Projects Submission

Action Monitoring

Recommended Action:

That the Board approve the 2015 Capital Priorities Projects (Appendix–A) for submission to the Ministry of Education (MOE).

Rationale/Benefits:

Hamilton-Wentworth District School Board has received over \$100 million in funding from the 2012, 2013 and 2014 capital priority submissions. Successful capital project submissions have included funding for two new secondary schools and two new elementary schools. See table below for breakdown of recent successful capital priority submissions.

Submission	Date Received	Funding Received	Projects
2012 Capital Priorities	February 2013	\$40 Million	New North School, Saltfleet Addition, Cootes Paradise addition/ renovations
2013 Capital Priorities	May 2014	\$41.33 Million	Ancaster meadowlands East Elementary School, Nora Frances Henderson Secondary School
2014 School Consolidation Capital Projects	March 2015	\$19 Million	Central Mountain, West Flamborough #1, #2 project submissions. FDK projects in West Flamborough, East Hamilton and Central Mountain accommodation review planning areas

The 2015 submission includes requests for two new elementary schools. The first request is for a new 350 pupil place elementary school on the Greenville school site in partnership with the Hamilton Public Library and the City of Hamilton. The City of Hamilton has approved the pursuit of a partnership with HWDSB and \$1.8 million in funding for a new 3,800 sq. ft. community centre on the Greenville site. In addition, the Hamilton Public Library Board has approved \$1.3 million in funding for a new 3,400 sq. ft. public library on the Greenville site in conjunction with HWDSB and the City of Hamilton.

The second request is for a new JK-8 facility in North Glanbrook (south of Rymal Road) in the Summit Park neighbourhood. This request is the result of current and projected accommodation pressure due to substantial residential development impacting elementary schools in the Summit Park and Upper Stoney

Creek communities. Locations for both projects -Summit Park and Greenville, can be seen in Appendix-B.

It is anticipated that funding for the 2015 Capital Priorities submission will be announced in Fall 2015.

Background:

On May 26, 2015 the MOE circulated the 2015:B12 memorandum (Appendix–C) requesting boards to submit their Capital Priorities by July 15, 2015. The MOE has requested that boards focus on projects that meet one or more of the needs outlined below:

1. **Accommodation Pressure:** Projects to accommodate pupils where enrolment is currently or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space. Primary consideration will be given to projects in areas where accommodation needs are currently high and secondary consideration to projects in areas where accommodation needs are expected to be high in the next ten years.
2. **School Consolidation:** Projects that reduce excess capacity in order to reduce operating and renewal costs and address renewal needs backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects linked to an accommodation review must have a final Trustee decision on the outcome of the pupil accommodation review by July 15, 2015.
3. **Facility Condition:** Projects to replace schools that have high renewal needs relative to the costs of an appropriately sized new facility. Assessment will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost. Priority given to projects with the highest expected internal rate of return.
4. **French-language Accommodation:** Projects to provide access to French-language facilities where demographics warrant. Such projects will only be considered eligible if the board can demonstrate that there is sufficient French-language population not being served by an existing French-language school facility.

Recent MOE strategies to address underutilized school space and community partnerships indicate that support for the projects listed above exists. Memorandum 2013:B18 – Initiative to Encourage Joint-use/Collaboration between School Boards on Capital Projects (Appendix-D) announced a new initiative to support joint use projects and encourage greater collaboration between school boards in meeting their accommodation and capital needs. Proposals submitted for joint use capital projects and other collaborative capital solutions between school boards will be given first consideration for funding approvals under the Capital Priorities Funding Program.

The MOE circulated a related memorandum (2015:B11, Appendix-E) on May 26, 2015 announcing a new initiative to support new construction of Child Care spaces for children ages 0-3.8 to assist in the implementation of a seamless and integrated early years system in Ontario. Proposals submitted for Child Care funding are to be included in the Capital Priorities and School Capital Consolidation submissions. The capital funding for new construction of child care is an investment of \$120 million over the next 3 years.

Memorandum 2015:B09 - Release of New Pupil Accommodation Review Guideline and Community Planning and Partnerships Guideline (Appendix-F) clearly outlines the Ministry's partnership direction between public agencies to promote efficient use of public assets. The MOE is committed to consultative relationships between school boards, municipal governments, and other community partners in the planning process surrounding underutilized school space.

Only projects that need to be completed up to and including the 2018-19 school year are to be submitted as part of the 2015 Capital Priorities submission.

Priority	Project	Project Type	Accommodation Review Completed	Accommodation Pressure	School Consolidation	Facility Condition	Joint Use	Child Care	Comments
1	Greensville with child care centre	New Build	June 16, 2014		✓		✓	TBD	350 JK-8 pupil place elementary school on Greensville site in partnership with Hamilton Public Library & City of Hamilton
2	Summit Park New School and Child Care Centre	New Build	N/A	✓				TBD	JK-8 elementary school to address enrolment pressure.

MOE Business Case Considerations

1) Accommodation Pressure: Projects to accommodate pupils where enrolment is currently or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space. Primary consideration will be given to projects in areas where accommodation needs are currently high and secondary consideration to projects in areas where accommodation needs are expected to be high in the next ten years.

2) School Consolidation: Projects that reduce excess capacity in order to reduce operating and renewal costs and address renewal needs backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects linked to an accommodation review must have a final Trustee decision on the outcome of the pupil accommodation review by July 15, 2015.

3) Facility Condition: Projects to replace schools that have high renewal needs relative to the costs of an appropriately sized new facility. Assessment will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost. Priority given to projects with the highest expected internal rate of return.

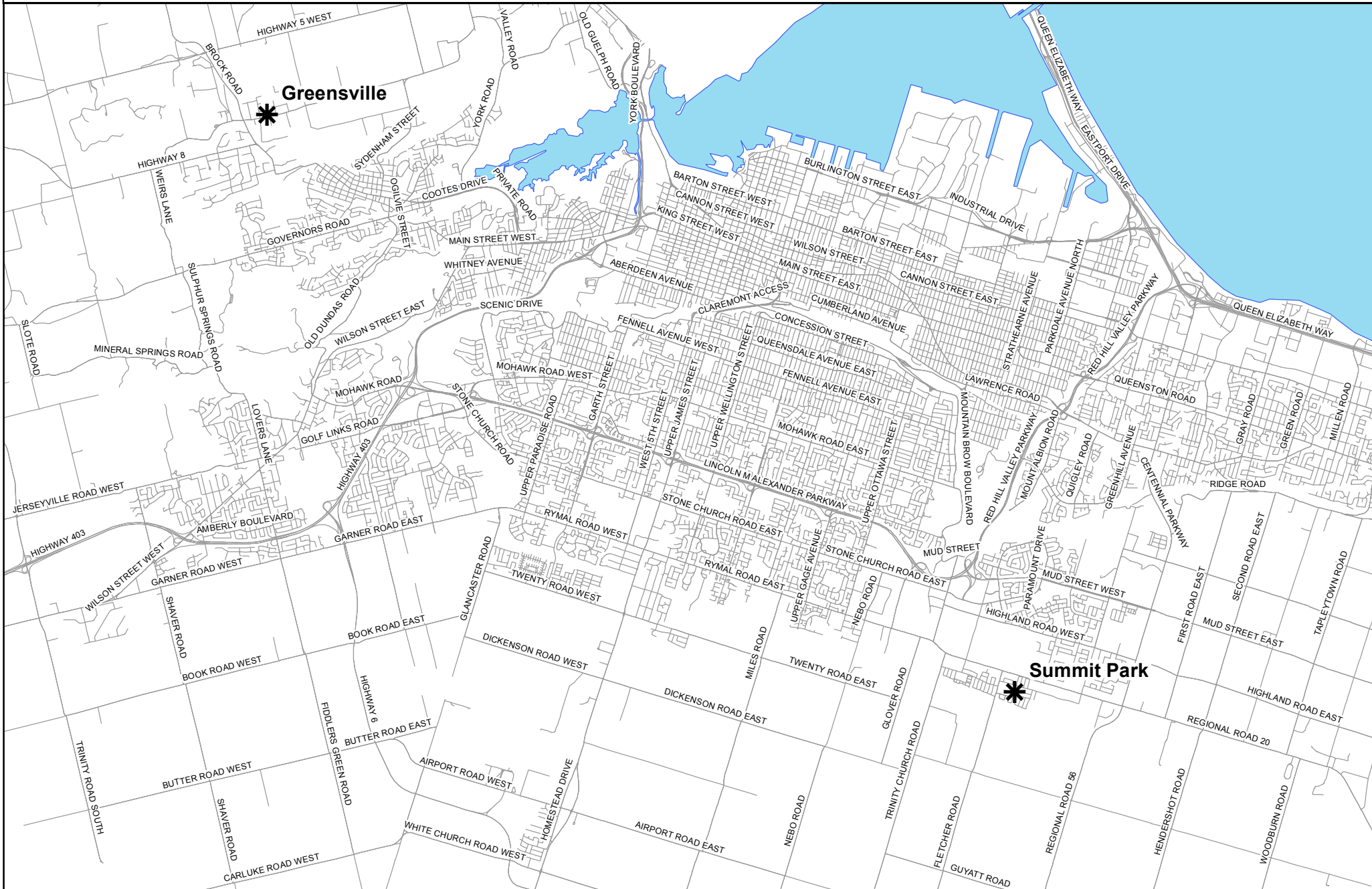
4) French-language Accommodation: Projects to provide access to French-language facilities where demographics warrant. Such projects will only be considered eligible if the board can demonstrate that there is sufficient French-language population not being served by an existing French-language school facility.

Joint Use Capital Projects: The Ministry of Education encourages boards to consider collaborative capital project submission involving two or more school boards. The Ministry will review all joint use projects for funding consideration before evaluating any other submissions.

Child Care Projects: The Ministry of Education is willing to fund capital costs associated with the construction of child care spaces in new school and school approved for major expansions and renovations.

2015 Capital Priorities - Project Locations

10B-4



* Proposed New School



0 0.75 1.5 3
Kilometres



Ministry of Education

Office of the Assistant Deputy Minister

Financial Policy and
Business Division
20th Floor, Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint

Division des politiques financières et
des opérations
20e étage, édifice Mowat
Queen's Park
Toronto ON M7A 1L2

**2015: B12**

Memorandum To: Directors of Education

From: Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Date: May 26, 2015

Subject: **Request for 2015 Capital Priorities Business Cases**

I am writing to announce details of the 2015 Capital Priorities program.

The Capital Priorities program was introduced by the Ministry of Education in 2010 as a means to address the most urgent and pressing capital needs of school boards across the province. The program offers an opportunity for boards to identify their major accommodation needs they feel they need to address over the next three years. It also provides the Ministry with an indication of the capital funding needs in the sector.

The Capital Priorities program serves as the primary means for funding capital projects required to address accommodation pressures, replace facilities in poor repair, support the consolidation of underutilized facilities and provide facilities for French-language rights holders in under-served areas of the province. Since the Capital Priorities program began in 2010, the Ministry has allocated over \$2 billion in capital funding.

In addition, the Ministry introduced the School Consolidation Capital (SCC) program in 2014 to further assist school boards in managing their excess capacity and to right-size their capital footprint. In the first year of this program, the Ministry funded 31 capital projects at a cost of approximately \$150 million.

Highlights/Summary Points:

- Boards to limit Capital Priority submission to projects required to open no later than the 2018-19 school year.
- The deadline for Capital Priorities submission is **July 15, 2015**.
- The business case template has been revised to collect information that will help the Ministry estimate future operating costs.
- Boards will not be required to apply their Proceeds of Disposition to their approved projects.
- Boards must have an updated **Ministry approved** Capital Analysis and Planning Template (CAPT) in order to receive a Capital Priorities funding allocation.

Submission of Capital Priorities Business Cases

As with previous rounds of the Capital Priorities program, funding for Capital Priorities projects will be allocated on a business case basis for new schools, retrofits and additions that need to be completed up to and including the 2018-19 school year. School boards are required to identify their highest and most urgent Capital Priorities and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval.

School boards are required to submit their updated Capital Priorities business cases by **July 15, 2015**. The ministry will not accept business cases after this date. Boards can save their work in progress within the SFIS Capital Priorities module, however, once school boards submit their business cases, their submissions will be locked from further editing. School boards will only be able to modify their business cases by requesting that their Capital Analyst unlock the submission (Appendix A).

In addition to submitting new business cases, school boards will have the opportunity to complete an updated business case to request funding for Capital Priorities projects which did not receive funding approval under the last round of Capital Priorities and/or School Consolidation Capital program.

Please note that the business case template has been revised for this round of the Capital Priorities program. These changes are intended to give the Ministry better information on the ongoing operating and renewal costs of schools that are affected by a project and to more clearly show how the project's funding benchmark amount is calculated.

Eligible Project Categories

Projects eligible for funding consideration for this round of Capital Priorities program must meet one or more of the following category descriptions:

1. Accommodation Pressure
Projects to accommodate pupils where enrolment is currently or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g. portables).
2. School Consolidations
Projects that reduce excess capacity in order to reduce operating and renewal costs and address renewal needs backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects linked to an accommodation review must have a final trustee decisions on the outcome of the pupil accommodation review by **July 15, 2015**.
3. Facility Condition
Projects to replace schools that have high renewal needs relative to the cost of an appropriately sized new facility.
4. French-language Accommodation
Projects to provide access to French-language facilities where demographics warrant. Such projects will only be considered eligible if the board can demonstrate that there is a sufficient French-language population not being served by an existing French-language school facility.

Projects matching the following descriptions should not be submitted as Capital Priorities:

- Projects related to only addressing an accommodation pressure of a specialized or alternative program such as French Immersion;
- Projects that have been previously funded by either the Ministry or the board; and,
- Projects that should be funded through renewal funding, including program enhancements and projects related to only addressing current and/or proposed changes to the Accessibility for Ontarians with Disabilities Act.

If a board has previously submitted a project for Capital Priorities or School Consolidation Capital funding that did not receive Ministry funding, please refer to the Ministry comments when considering whether to re-submit the project. Please contact your Capital Analyst for further clarification.

Project Evaluation

The Ministry will assess all proposed projects using project-specific quantitative measures depending upon the category of project.

For Accommodation Pressures and French-Language Accommodation projects:

- Assessments will be based on school-level capacity ratings, historical enrolment trends, enrolment forecasts and geographic distribution of students; and
- Primary consideration will be given to projects in areas where accommodation needs are currently high and secondary consideration to projects in areas where accommodation needs are expected to be high in the next ten years.

For Facility Condition and School Consolidation projects:

- Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost; and
- Priority will be given to projects with the highest expected Internal Rate of Return. This will be calculated using the expected cost of the project compared to the expected savings resulting from the project.

In addition to project specific assessments, the following school board performance measures will also be considered for all Capital Priorities project categories:

- Board's ability to build to Ministry benchmark costs as evidenced by past projects;
- Board's ability to deliver projects within target timeframes as evidenced by past projects;
- Board's history of meeting the Ministry's capital accountability measures (Appendix B);
- Enrolment and utilization trends at projects of the board which have previously been funded;
- Number of projects the board currently has underway and the status of these projects in relation to approved funding and opening date.

Proceeds of Disposition

School boards will not be required to allocate their PODs towards new capital priority projects. Boards are reminded, however, that they will still need to submit requests for

new schools or additions using PODs for review through the Capital Priorities process. Additionally, boards have the option to identify PODs as a funding source for a Capital Priorities project that addresses outstanding renewal needs.

Joint Use Capital Projects

As with previous Capital Priorities programs, the Ministry encourages boards to consider collaborative capital project submission involving two or more school boards. The Ministry will review all joint use projects for funding consideration before evaluating any other SCC submissions. Joint use projects will get first consideration for capital funding. Please see Memorandum **2013:B18 Initiative to Encourage Joint Use/ Collaboration between School Boards on Capital Projects** for further details.

Child Care Projects

The Ministry of Education is willing to fund the capital costs associated with the construction of child care spaces in new schools and schools approved for major expansions and renovations. Capital Priorities projects should include your request for new childcare space as per Memorandum **2015: B11**, dated May 26, 2015.

Capital Analysis and Planning Template

The Capital Analysis and Planning Template (CAPT) is an essential tool for understanding school boards' capital financial position. An approved CAPT is necessary before the Ministry is able to sufficiently assess the existing capital activity of a school board. As a result, boards will not be considered for Capital Priorities funding approval if the Ministry does not have an approved CAPT consistent with the board's 2013-14 Financial Statement.

Ministry Contact

If you have any program questions, or require additional information, please contact the Capital Analyst assigned to your board or:

Paul Bloye, Manager, Capital Policy and Programs Branch at 416-325-8589 or at Paul.Bloye@Ontario.ca

Or

Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or at Mathew.P.Thomas@ontario.ca.

We look forward to working with you to identify your future Capital Priorities projects.

Sincerely,

Original signed by

Gabriel F. Sékaly,
Assistant Deputy Minister
Financial Policy and Business Division

Copy: Superintendents of Business and Finance

Appendix A: List of Ministry Capital Analysts

DSB	District School Board	Capital Analyst	Email	Phone
1	DSB Ontario North East	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9445
2	Algoma DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
3	Rainbow DSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9445
4	Near North DSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9445
5.1	Keewatin-Patricia DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
5.2	Rainy River DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.1	Lakehead DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
6.2	Superior Greenstone DSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
7	Bluewater DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-9796
8	Avon Maitland DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-9796
9	Greater Essex County DSB	Michael Wasyluk	Michael.Wasyluk@ontario.ca	416-326-9924
10	Lambton Kent DSB	Michael Wasyluk	Michael.Wasyluk@ontario.ca	416-326-9924
11	Thames Valley DSB	Michael Wasyluk	Michael.Wasyluk@ontario.ca	416-326-9924
12	Toronto DSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
13	Durham DSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
14	Kawartha Pine Ridge DSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
15	Trillium Lakelands DSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
16	York Region DSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
17	Simcoe County DSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
18	Upper Grand DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-9796
19	Peel DSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
20	Halton DSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
21	Hamilton-Wentworth DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-9796
22	DSB Niagara	Michael Wasyluk	Michael.Wasyluk@ontario.ca	416-326-9924
23	Grand Erie DSB	Michael Wasyluk	Michael.Wasyluk@ontario.ca	416-326-9924
24	Waterloo Region DSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-9796
25	Ottawa-Carleton DSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9445
26	Upper Canada DSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9445
27	Limestone DSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
28	Renfrew County DSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9445
29	Hastings & Prince Edward DSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
30.1	Northeastern CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9445
30.2	Nipissing-Parry Sound CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9445
31	Huron Superior CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
32	Sudbury CDSB	Kristin Grunenکو	Kristin.Grunenko@ontario.ca	416-326-9445
33.1	Northwest CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
33.2	Kenora CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
34.1	Thunder Bay CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
34.2	Superior North CDSB	Jaimie Burke	Jaimie.Burke@ontario.ca	416-325-4297
35	Bruce-Grey CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-9796
36	Huron Perth CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-9796

DSB	District School Board	Capital Analyst	Email	Phone
37	Windsor-Essex CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
38	London DCSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
39	St. Clair CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
40	Toronto CDSB	Lisa Bland	Lisa.Bland@ontario.ca	416-326-9921
41	Peterborough VNCCDSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
42	York CDSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
43	Dufferin Peel CDSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
44	Simcoe Muskoka CDSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
45	Durham CDSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
46	Halton CDSB	Diamond Tsui	Diamond.Tsui@ontario.ca	416-325-2017
47	Hamilton-Wentworth CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-9796
48	Wellington CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-9796
49	Waterloo CDSB	Sarosh Yousuf	Sarosh.Yousuf@ontario.ca	416-325-9796
50	Niagara CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
51	Brant Haldimand Norfolk CDSB	Michael Wasylyk	Michael.Wasylyk@ontario.ca	416-326-9924
52	CDSB of Eastern Ontario	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9445
53	Ottawa CSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9445
54	Renfrew County CDSB	Kristin Grunenko	Kristin.Grunenko@ontario.ca	416-326-9445
55	Algonquin & Lakeshore CDSB	Yvonne Rollins	Yvonne.Rollins@ontario.ca	416-326-9932
56	CSP du Nord-Est	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
57	CSP du Grand Nord de l'Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
58	CS Viamonde	Alexandre Beaudin	Alexandre.Beaudin@ontario.ca	416-212-4818
59	CÉP de l'Est de l'Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
60.1	CSCD des Grandes Rivières	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
60.2	CSC Franco-Nord	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
61	CSC du Nouvel-Ontario	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
62	CSDC des Aurores boréales	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
63	CSC Providence	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
64	CSDC Centre Sud	Alexandre Beaudin	Alexandre.Beaudin@ontario.ca	416-212-4818
65	CSDC de l'Est ontarien	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018
66	CÉC du Centre-Est	Daniel Cayouette	Daniel.Cayouette@ontario.ca	416-325-2018

Appendix B: Capital Approval Process Chart

Capital Construction Approval Process Updated October 1, 2014		New Schools		Additions		Major Retrofits ¹		FDK
		Repeat Design	New Design	>50% ⁴	<50% ⁴	>50% ⁴	<50% ⁴	Individual Projects >\$250K
Pre-Design	Facility Space Template	Complete template with most recent adaptation (<5 years)	Board to submit template before hiring architect	Board to submit template before hiring architect	Not Required	Board to submit template before hiring architect	Not Required	Not Required
	Project Manager	Board to appoint a Project Manager (either internal staff or external resource). Board to notify Ministry of name and contact info.						
	Ministry Approval	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Ministry must approve scope of project based upon submitted Space Template	Not Required	Ministry must approve scope of project based upon submitted Space Template	Not Required	Not Required
	GOAL	Board to retain an architect						
Pre-Tender	Independent Cost Consultant Report ³	Submit final cost of recent adaptation (<5 years)	Projects with a total project cost of >\$3.0M	Projects with a total project cost of >\$3.0M	Not Required	Projects with a total project cost of >\$3.0M	Not Required	Not Required
	Approval to Proceed (ATP) Request	Board's senior business official to submit the ATP Request Form confirming total estimated project costs does not exceed board's identified funding.						
	Capital Analysis & Planning Tool (CAPT)	Board to confirm that data entered in the CAPT for the requested project is in line with the data provided through the ATP Request Form.						
	Ministry Approval	Ministry's approval required before proceeding to tender. Approval based on identification of sufficient funding.						
	GOAL	Board to proceed to tender						
Post-Tender	Tender exceed approved funding amount	Board to either identify additional funding available via ATP Request Form or make design changes to reduce the project cost. In either case, the board must demonstrate that sufficient funding is available to complete the project.						
	Tender meet approved funding amount	Board to accept tender bid. Important to ensure all project costs are identified and considered.						
Notes:	¹ Ministry approvals are not required for major retrofits that are 100% funded through Renewal Funding, Good Places to Learn Renewal, Energy Efficiency funding, School Condition improvement funding, School-First Child Care Retrofit Policy funding and FDK funding of less than \$250K.							
	² Ministry approval is required for any use of Proceeds of Disposition (POD) funding.							
	³ Consultant to review the design, provide costing analysis and advice and report on options to ensure cost containment. To be based on drawings that are at least 80% complete.							
	⁴ 50% determined by the following: (Estimated project cost / Latest construction benchmark value of the existing OTG (pre-construction) of the facility)							
Definitions:	Addition: Expansion of the gross floor area of a facility							
	Major Retrofit: Major structural renovation or reconstruction of the existing building envelop. It does not include expansion of the existing gross floor area. Any project that does expand the gross floor area, but is funded with POD, Ministry funds or >\$1M in Accumulated Surplus is treated as a Major Retrofit.							

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**2013: B18**

MEMORANDUM TO: Directors of Education
School Business Officials

FROM: Gabriel F. Sékaly
Assistant Deputy Minister
Elementary/Secondary Business and Finance Division

DATE: July 31, 2013

SUBJECT: **Initiative to Encourage Joint Use / Collaboration
between School Boards on Capital Projects**

I am writing today to announce a new initiative to support joint use projects and encourage greater collaboration between school boards in meeting their accommodation and capital needs. This initiative is comprised of the following two components:

1. Proposals submitted for joint use capital projects and other collaborative capital solutions between school boards will be given first consideration for funding approvals under the Capital Priorities Funding Program.
2. A consultation strategy to be launched this fall to identify and share opportunities, challenges and best practices associated with joint use schools and other collaborative capital project arrangements.

This initiative anticipates work on the government's broader School Board Efficiencies and Modernization strategy which, as announced in the 2013 Ontario Budget, aims to achieve long-term sustainability in school board funding. While the Ministry is aware that a variety of joint use arrangements currently exist in the province between school boards and other parties, the Ministry believes that greater collaboration between boards in addressing their facility needs will provide opportunities for capital and operating efficiencies.

To encourage a greater number of new and innovative collaborative capital project arrangements between school boards the Ministry will review all joint use projects for funding consideration before evaluating any other Capital Priorities submissions. Joint use projects are more likely to receive capital funding and also have the opportunity to generate an increased amount of capital funding than stand-alone projects.

We realize that joint use capital projects may require additional time for school boards to plan, develop and consult with their communities and that this may pose a challenge

given the 2013-14 Capital Priorities submission timelines as outlined in **Capital Priorities Memorandum 2013: B13**. However, we expect that the efficient utilization of school facilities between boards will remain a focus of the Ministry's annual Capital Priorities review process and as such, boards should seek joint-use opportunities between school boards for future Capital Priorities submissions.

Types of Eligible Joint Use Capital Projects

To receive first consideration for funding under the Capital Priorities program, an eligible joint use capital proposal must meet at least one of the following conditions:

- (1) The shared use of a single facility by two or more school boards (either involving the construction of new permanent space or the utilization of existing space)
- (2) The increased utilization of existing capacity through the 'swapping' of school facilities between school boards

Joint use capital proposals also must meet the capital and accommodation needs of the boards involved in the solution. Please refer to Appendix A for a list of examples of potential joint use capital projects between school boards.

Submission Process for Joint Use Capital Projects

School boards are requested to submit proposed joint use capital projects through the Capital Priorities Template in the School Facilities Inventory System (SFIS) as specified in **Capital Priorities Memorandum 2013: B13**.

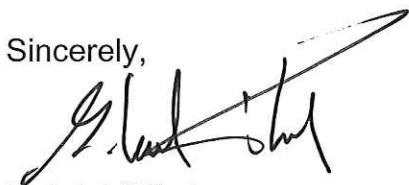
Each school board involved in the proposed joint use capital project must submit a completed business case and identify the project as one of its top eight Capital Priorities projects to receive priority funding consideration. The business cases for these projects should still provide the projected enrolment and capital needs of individual school boards. Boards are required to identify these projects as joint use in the comments section of the business case and are to contact their capital analyst with specific details on the joint use solution (e.g. what type of arrangement will exist between the boards, what spaces will be shared, what efficiencies / program opportunities will be gained from this joint use solution).

Consultation Strategy

The Ministry will provide more details on a consultation strategy to encourage joint use / collaborative solutions between school boards later this fall.

If you have questions about joint use capital projects, please contact your board's capital analyst.

Sincerely,



Gabriel Sékaly
Assistant Deputy Minister
Elementary/Secondary Business and Finance Division

Appendix A - Examples of Joint Use Projects between School Boards

Example 1

School Board A operates a facility in good condition with a low enrolment and excess space. School Board B operates a facility in very poor condition and has a very low enrolment.

- Joint use solution – School Board B's students move into School Board A's building to essentially have two schools under one roof.

Example 2

School Board A and School Board B each operate separate facilities with approximately 200 students in a small, rural community. Each facility has high renewal needs with enrolment projected to remain steady.

- Joint use solution – a new jointly owned facility should be constructed for both boards. The preferred model would be to have two schools under one roof (ie. Each board would have separate office spaces / classrooms but would share certain common areas such as libraries or gymnasias).

Example 3

School Board A operates a facility with a capacity of 400 and enrolment of 150. School Board B operates a facility with a capacity of 200 and enrolment of 350.

- Joint use solution – School Board A and B swap school buildings to achieve efficiencies through increased facility utilization.

Ministry of Education

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**2015: B11**

Memorandum To: Directors of Education
Consolidated Municipal Service Managers (CMSMs)
District Social Services Administration Boards (DSSABs)

From: Jim Grieve
Assistant Deputy Minister
Early Years Division

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Date: May 26, 2015

Subject: Capital Funding for New Construction of Child Care

The Ministry of Education is pleased to announce a new investment of \$120 million over three years to support the construction of new child care spaces for children 0 to 3.8 years of age in new and expanded schools beginning this school year. This investment is another milestone step towards achieving the full vision of a seamless and integrated early years system in Ontario. It also represents an important component of the Ministry's commitment to increase school-based community hubs across the province. This investment will support continued modernization of the child care sector and create partnership opportunities as we engage with our partners on the provision of community hubs in schools.

Context

Ontario embarked on the biggest innovation in our early years system in decades by implementing publicly-funded full-day kindergarten (FDK) commencing in September 2010. In 2011, the government made a commitment to work with its partners to transition and modernize child care and support its long-term vision of an increasingly accessible and integrated early years system.

As FDK rolled out across the province, the Ministry also developed child care capital policies to support child care operators as they transitioned to serving children 0 to 3.8 years during the school day. To help stabilize the sector and support operators as they transition their programs, two policies were released, including:

- Capital Funding Policy to Replace Child Care Spaces in Replacement Schools (2012:B3 and 2013:B8 memoranda), and
- Schools-First Child Care Capital Retrofit Policy (SFCCCRP) (2012:EL3, 2012:EL4, and 2013:EY3 memoranda).

Capital investments are important steps towards modernizing child care and also building a coordinated and seamless early years system in Ontario. Both school-based child care capital policies focus on stabilizing the child care sector and building increasingly integrated partnerships between school boards and municipal child care service managers through joint planning and approval.

Investments to date, however, have not addressed the need for expansion, particularly in schools where school utilization is maximized and the opportunities for retrofits are limited. New capital investments can now support the need for new child care spaces in schools where there is significant demand as well as the Ministry's mandate to develop a policy that supports the creation of community hubs across the province through collaborative work with municipal partners.

Approval of funding to support new construction of child care is an opportunity to begin to move away from a patchwork of investments to address identified gaps in major capital policy for child care, and create a comprehensive policy approach that aligns with capital policies for schools. To support this, the Capital Funding Policy to Replace Child Care Spaces in Replacement Schools will sunset effective from the date this memorandum has been issued. Funding will continue to be available to replace child care rooms that would be lost due to school closures or other school accommodations.

The new child care capital policy for new construction considers the need for restricted expansion of child care spaces in schools in areas where there is high demand, limited or no space to retrofit in schools. This new investment will also be available to replace child care spaces in replacement schools resulting from school closures.

Application Process

In future rounds of Capital Priorities and School Consolidation Capital (SCC), in order to receive funding for the construction of new child care space, school boards will need to submit a request for the inclusion of new child care construction as part of their Capital Priorities or SCC business case. For those school projects that are only for child care rooms, only an affirmation letter is required.

School boards and CMSMs/DSSABs are expected to work together to identify the need for dedicated child care space to support children ages 0 to 3.8 years in eligible schools. CMSMs/DSSABs will need to consider projects against demand, long-term viability, and their local child care plan.

Eligibility

The Ministry will consider funding the new construction of child care in schools, under the following conditions:

- 1) The target school is:

- a. an existing school that will be accommodating students from a closing school that currently contains child care spaces,
 - b. a new school that is to be constructed and receives Ministry funding approval,
 - c. an existing school that is to undergo a major addition/renovation that receives Ministry funding approval,
 - d. an existing building that has been purchased for the purposes of student accommodation and receives Ministry funding approval, or
 - e. an existing school that has no current child care program and no long-term excess space to retrofit into child care rooms.
- 2) The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child care rooms and create spaces for ages 0 to 3.8 years in the identified school.
 - 3) The child care spaces will not result in a child care operating pressure for the CMSM/DSSAB.

As part of the submission, the Ministry will require an affirmation letter (see Appendix A for the affirmation letter) signed by both the Manager of Children's Services of their CMSM/DSSAB and the Director of Education of the school board. The affirmation letter confirms that the child care program meets the eligibility and viability requirements to build child care spaces for 0 to 3.8 years and will not result in a child care operating pressure for the CMSM/DSSAB. The letter provides basic project details and identifies the number of child care rooms required by age group in addition to any existing child care rooms, both exclusive and shared space, by age group.

In addition to submitting the affirmation letter as part of your school board's Capital Priorities or SCC business case, the letter should also be submitted to your school board's Ministry Early Years Regional Staff (see Appendix B for a list of Ministry Early Years Regional Staff). The Ministry may request supporting documentation following a review of the affirmation letter.

Prioritization of Eligible Child Care Capital Projects

The Ministry of Education will use the following factors to prioritize projects under this policy should the number of eligible submissions surpass available funding:

- child care replacement due to school closure/accommodation review;
- age groupings (infant rooms are a priority);
- accommodation pressures/service gaps; and
- cost effectiveness and viability.

How Child Care Capital Funding Will be Calculated

Child care rooms for new construction will be funded using the current elementary school construction benchmarks (for both elementary and secondary schools under this policy), including the site-specific geographic adjustment factor (GAF). For this policy, the loading factor used to calculate the child care capital funding will be 26 spaces per

room regardless of age groupings (e.g., infant, toddler and preschool rooms will all be funded based on 26 spaces per room). This approach will allow school boards to build child care rooms at maximum group size and allow flexibility to address potential changes under the new *Child Care and Early Years Act, 2014* (CCEYA). This funding formula will apply to all new construction of child care, including the replacement of existing child care due to school closure or accommodation review.

*Funding Formula for Capital Funding for New Construction of Child Care
(amount per child care room)*

=

*26 Child Care Spaces x Elementary Construction Cost Benchmark x Average
Elementary Area Benchmark x Site Specific GAF*

Eligible Expenses

Eligible expenses include:

- first-time equipping; and
- expenses incurred to meet *Day Nurseries Act* (DNA)/CCEYA and Building Code standards, that qualify under the Tangible Capital Assets Guide (TCA), revised April 2012.

Operational Details to Support the Implementation of the Restricted Child Care Capital Expansion Policy in Schools

Operational Requirements

New construction of child care spaces must be built in accordance with the DNA or the CCEYA once proclaimed. Existing space requirements under the DNA will be maintained under the CCEYA.

On December 2, 2014, Bill 10 was passed by the Legislative Assembly and received Royal Assent on December 4th. The DNA will be repealed and replaced with the CCEYA. The CCEYA will not come into force immediately. An incremental and phased process is planned to implement the provisions under the new Act. At this time, the legislation needs to be officially “proclaimed” into effect. This is not expected to happen before Fall 2015.

The Ministry expects that all new child care rooms will be built to accommodate a maximum group size for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, and 24 preschool spaces), and that child care rooms will be for exclusive use during the core school day.

Programs created will support continuity of services for children and families which mean children can be accommodated as they age out of programs. For example, if a toddler room is included in the project proposal a preschool room must also be available. Project proposals must include the current number of exclusive child care rooms at the school, unless the request is identified for a new school build.

For the purpose of this policy, an eligible child care operator:

- is a not-for-profit operator or municipal operator; or,
- is a for-profit operator already located in a school as a result of an agreement and has a purchase of service agreement, both of which were in place as of the date the memorandum was issued; and,
- has not changed ownership or has not terminated the agreement since the date the memorandum was issued.

Accommodation costs (e.g., rent, heating, lighting, cleaning and maintenance) are the sole responsibility of the child care operator. School boards will recover child care related accommodation costs incurred by school boards from the child care operator to ensure no school board operating cost pressures from new child care spaces. School boards are not to charge operators beyond a cost-recovery level.

Finally, capital investments for child care will not be used to address other school board capital needs. Funding will not be provided for school-age child care spaces as the Ministry will not fund exclusive space for before and after school child care programs. Also, with the implementation of FDK, there is no need for dedicated child care space for children of this age because it can be provided in shared space in regular school rooms (i.e., kindergarten rooms) for before and after school care.

Capital Accountability Process

The inclusion of a new child care space in the school board's funding approval will have no impact regarding the school board's capital accountability requirements. As per the Ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable, school boards will require an Approval to Proceed (ATP) before the project can be tendered (see Appendix B of Memorandum SB:15, dated May 11, 2011, for the latest update on the capital approval process).

It should also be noted that the child care space will not count as loaded space for the purposes of the facility space template.

Information on Leases for New Construction of Child Care Centres

Where a child care centre has been funded through this policy, the physical space will be owned by the school board and leased to the child care operator or CMSM/DSSAB. School boards will recover their heating, lighting, cleaning, and repair costs directly from child care operators and/or CMSMs/DSSABs as per the school board's usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through Ministry funding, such as the School Facility Operations or Renewal Grant.

Transitional Funding Phase

The Ministry of Education will consider new child care construction funding for existing Ministry-approved school capital projects that meet the following additional eligibility requirements to those listed above:

- the project has previously received funding approval under the Capital Priorities or SCC programs or other Ministry project approvals, and
- the project has not yet been given an ATP to tender or begun construction.

School boards are encouraged to engage as soon as possible with their CMSM/DSSAB partners to begin to review feasibility of proposed new child care spaces within existing approved school capital projects, based on local demand and existing operating funding.

For this phase, school boards must submit an affirmation letter signed by both the Manager of Children's Services of their CMSM/DSSAB and the Director of Education of the school board to the Ministry by **July 15, 2015**. The affirmation letter should be submitted to both your school board's Ministry Early Years Regional Staff and your school board's Ministry Capital Analyst (see Appendix C for a list of Ministry Capital Analysts).

The Ministry may request supporting documentation following a review of the affirmation letter.

Ministry Contacts

The Ministry of Education will continue to work with school boards, CMSMs/DSSABs, and child care operators to consider options regarding the best use of space in schools.

If you have any question regarding the eligibility requirements, the prioritization of child care projects and the application process, please contact your school board's Ministry Early Years Regional Staff.

If you have any questions regarding the capital funding, please contact your Ministry Capital Analyst.

Original signed by

Jim Grieve
Assistant Deputy Minister
Early Years Division

Original signed by

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Appendices:

Appendix A: Template – Affirmation Letter for Capital Funding for New Construction
Child Care

Appendix B: List of Ministry Early Years Regional Staff

Appendix C: List of Ministry Capital Analysts

Copy: Superintendents of Business

Child Care Advisors, Early Years Implementation Branch, Ministry of Education

Education Officers, Early Years Implementation Branch, Ministry of Education

Capital Analysts, Capital Policy and Programs Branch, Ministry of Education

Grant Osborn, Director, Capital Policy and Programs Branch

Shannon Fuller, Director, Early Years Policy Branch

Pam Musson, Director, Early Years Implementation Branch

Ministry of Education

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Bureau du sous-ministre adjoint

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Toronto ON M7A 1L2**2015: B09**

Memorandum To: Directors of Education

From: Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

Date: March 26, 2015

Subject: **Release of New Pupil Accommodation Review
Guideline and Community Planning and Partnerships
Guideline**

I am writing to advise you of the release of the new Pupil Accommodation Review Guideline (PARG) (see Appendix A) as well as the revised Facility Partnerships Guideline (now known as the Community Planning and Partnerships Guideline (CPPG)) (see Appendix B), and to provide you with details of the changes to these guidelines.

In 2014-15, the Ministry of Education introduced the School Board Efficiencies and Modernization (SBEM) strategy to provide incentives and supports for school boards to make more efficient use of school space. One of the elements of the strategy was to revise the PARG to allow school boards to have a more effective tool to address their needs to close and consolidate facilities, while continuing to ensure that communities have the opportunity to provide meaningful input.

The Ministry of Education is also revising the Community Planning and Partnerships Guideline to align and more closely link with the new PARG. Changes have been made to both guidelines to enhance opportunities for school boards to work more closely with local municipal governments and other community partners when planning to address their underutilized school space, and more generally to require greater coordination and sharing of planning related information between school boards and other community partners.

The PARG and CPPG continue to represent a framework of **minimum** standards for school boards to meet in developing their pupil accommodation review and facility partnerships policies. **School boards are expected to amend their existing pupil accommodation review and facility partnerships policies to reflect the changes incorporated into the new PARG and CPPG before announcing any new pupil**

accommodation reviews. The Ministry of Education expects school boards to consult with local communities prior to adopting or subsequently amending these policies.

The new PARG and CPPG are effective upon release and replace the previous versions dated June 26, 2009 and February 11, 2010, respectively.

A. New Pupil Accommodation Review Guideline (PARG)

Since the PARG was last updated in 2009, the Ministry of Education and school boards have received a significant amount of feedback about the effectiveness of the existing PARG for school boards, parents and guardians, and other community members. Among the feedback received about the existing PARG were concerns about the contentiousness of the existing process for members of the accommodation review committee (ARC), the inflexibility of the existing process with its “one size fits all” approach to all accommodation reviews, the length of the existing process, the lack of a formal role for municipal representatives, and the fact that trustees do not always make decisions that reflect the reports of the ARC.

To address many of the concerns noted above, the Ministry of Education’s Capital Advisory Committee (CAC), consisting of 15 school board representatives from across the province, undertook a comprehensive review of the existing PARG. This review, which began in early 2014, was also intended to ensure that school boards have an effective tool to support the SBEM strategy of addressing underutilized space. The CAC then provided recommendations on potential PARG revisions to the Ministry of Education for further consideration.

In late 2014 and early 2015, the Ministry of Education consulted on the CAC’s recommendations with stakeholders, including trustee associations, senior school board officials, parent groups, student associations, teacher federations, education worker unions, municipal sector representatives, and administrative review facilitators.

The Ministry of Education has incorporated the CAC’s recommendations and the feedback from the consultations into the new PARG. As a result, the PARG has undergone a significant transformation. School boards should ensure that they review the new PARG carefully before examining how to amend their local pupil accommodation review policies.

B. Highlights of the New PARG

1. Requirements for School Boards to Consult with Municipal Governments and Other Community Partners on Underutilized Space:

The PARG includes a requirement for school boards to seek feedback from their local municipal governments and other community partners on capital and accommodation planning related to addressing underutilized space. The PARG outlines consultation with local municipal governments and other community partners after the pupil accommodation review process has commenced. (Note that

the CPPG includes requirements for school boards to reach out to municipalities and other community partners on an annual basis as part of the regular planning cycle, and when school boards are beginning to review underutilized space in schools in specific areas of the school board.)

2. Changes to the Accommodation Review Committee Structure:

a) Role:

The role of the ARC has been refocused as a conduit for information sharing between the school board and the school communities. At a minimum, the ARC will provide feedback on the initial staff report option(s). The ARC may provide other options, however, it must include a supporting rationale for any such option. ARC members do not need to have a unanimous opinion regarding the information provided to the Board of Trustees.

b) Membership:

The ARC membership, at a minimum, should include parent/guardian representatives from the school(s) under review. Where established by a school board's pupil accommodation review policy, there may also be the option to include students and representation from the broader community. In addition, school board trustees may serve as ad hoc ARC members.

3. Changes to Timelines for the Accommodation Review Process:

a) Standard Accommodation Review Process:

The standard pupil accommodation review process requires school boards to hold a minimum of two public meetings over a minimum five month period. The new PARG lists minimum requirements for the first public meeting.

b) Optional Modified Accommodation Review Process:

The optional modified pupil accommodation review process requires school boards to hold a minimum of one public meeting over a minimum three month period. As with the standard process, the new PARG lists minimum requirements for the first public meeting.

4. Changes to School Board Staff Reporting Requirements:

Initial and final staff reports, respectively, must be presented by school board staff to the Board of Trustees prior to, and immediately after, a pupil accommodation review.

a) Initial Staff Report to Board of Trustees:

An initial staff report must be presented before a pupil accommodation review can be undertaken. The initial staff report must contain one or more options, including a recommended option, with supporting rationale for each option. Furthermore, the initial staff report must also include information on actions taken by school board staff prior to establishing a pupil accommodation review process.

b) Final Staff Report to Board of Trustees:

The final staff report must contain a Community Consultation section that contains feedback from the ARC and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.

5. Introduction of Transition Plan Requirement:

Following the decision to consolidate and/or close a school, a transition plan should be developed in consultation with parents/guardians and staff.

6. Introduction of Optional Modified Accommodation Review Process:

An optional modified pupil accommodation review process has been introduced in the new PARG for school boards to address local circumstances. For a school board to adopt a modified pupil accommodation review process as part of its pupil accommodation review policy, the school board must identify explicitly the factors that need to be met before a modified process can be initiated. The new PARG lists the factors for school boards to consider in their pupil accommodation review policies for a modified process. At least two of these factors must be incorporated as part of the conditions that must be met before a school board can initiate a modified pupil accommodation review process. School boards can also include factors beyond those listed in the new PARG.

A school board must consult with its community on the factors that could trigger a modified pupil accommodation review process before these factors are adopted as part of the school board's pupil accommodation review policy. **A school board may still choose to use the standard pupil accommodation review process even if the conditions for the use of a modified process, based on the school board's pupil accommodation review policy, are satisfied.**

The optional modified pupil accommodation review process requires a minimum of one public meeting, and does not include the need to form an ARC.

7. Introduction of Additional Exemptions:

Two new exemptions have been added to the new PARG for specific circumstances where school boards are not obligated to undertake a pupil accommodation review.

- a) Where a replacement school is to be built by the school board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the school board's policy.
- b) Where there are no students enrolled at the school at any time throughout the school year.

8. Other Changes:

a) School Information Profiles (SIPs):

The SIP minimum data requirements and factors have been refocused to the measureable data within the school boards' areas of expertise.

As school boards integrate the changes to the new PARG into their pupil accommodation review policies, it is important to note that the Ministry encourages school boards not to make final pupil accommodation review decisions during the summer holiday period.

C. Revised Community Planning and Partnerships Guideline (CPPG) (formerly the Facility Partnerships Guideline)

As a result of the consultation feedback on the new PARG, the Ministry of Education is building in a more formal consultation between school boards and municipal governments and other community partners in the planning process around underutilized school space, as well as green space/parkland. These changes are being made to help ensure that municipalities and other community partners are made more aware of a school board's plans and available school space on a regular basis, and well before a school is considered for inclusion in a pupil accommodation review.

The Ministry of Education's 2014 mandate letter acknowledged that it will be engaging stakeholders in the near future on community hubs, in cooperation with other ministries in this area, to promote efficient use of public assets, build better ties between schools and municipalities and other community organizations, and ensure more viable schools are able to remain open. As a result, further revisions to the CPPG may be introduced as the government reviews its policies towards supporting community hubs.

D. Highlights of the CPPG Revisions

- 1) The Facility Partnerships Guideline has been re-named the Community Planning and Partnerships Guideline (CPPG) to reflect that in addition to encouraging facility partnerships, the guideline also supports effective planning with community partners, including land use and green space/park planning.
- 2) At a minimum, all levels of municipal government, District Social Services Administration Boards (DSSABs), Consolidated Municipal Service Managers (CMSMs), public health boards, Local Health Integration Networks (LHINs), and children's mental health centres must be on school boards' notification list when key information regarding facility partnerships or planning is changed or updated.
- 3) At a minimum, on an annual basis, the sharing of planning information between school boards and other community partners must take place at a public meeting.

- a) In addition to this meeting, school boards and other community partners have the option to meet at a staff-level to discuss potential partnership and planning opportunities.
 - b) The type of information to be shared at this meeting by both school boards and community partners, and the documentation of exchanged information by school boards has been specified.
- 4) In addition to the annual meeting, school boards should continue discussions with affected municipalities and other community organizations as they explore options to address underutilized space issues in schools within specific areas of their school board. These discussions will inform proposals that school board staff may present to the Board of Trustees, including recommendations to undertake a pupil accommodation review process.

As part of these discussions with community organizations, school boards should obtain a clear indication of any community planning and partnership opportunities in areas where a pupil accommodation review may take place. Additionally, school boards are to request technical information from the local municipality or municipalities where a planned pupil accommodation review may occur. This technical information is to be specified by the school board and can include, but is not limited to, population and future development projections in the area.

The *Pupil Accommodation Review Guideline* provides a full description of the pupil accommodation review process that school boards are required to undertake prior to making a pupil accommodation review decision.

E. Transition

The Ministry of Education recognizes that some school boards may have begun pupil accommodation reviews (i.e., consultation process is substantially underway or completed) or facility partnerships talks prior to the release of the new PARG and CPPG. Pupil accommodation reviews and facility partnerships that are currently announced or underway should proceed based on the school board's existing policies. Furthermore, school boards should not review previous ARC processes or decisions based on the new PARG.

School boards are expected to amend their existing pupil accommodation review and facility partnerships policies to reflect the changes incorporated into the new PARG and CPPG before announcing any new pupil accommodation reviews.

Training and support materials for school boards are anticipated to be developed to assist with them with the implementation of the new PARG and CPPG. Details regarding these materials will be announced later this year.

F. Ministry Contacts

The Ministry of Education wishes to thank the members of the CAC for their

contributions towards the development of the new PARG. The Ministry of Education will continue to work with school boards regarding the best use of space in schools.

If you have any questions regarding the new PARG and the CPPG, please contact Grant Osborn at 416-325-1705 or Grant.Osborn@ontario.ca, or Mathew Thomas at 416-326-9920 or Mathew.P.Thomas@ontario.ca.

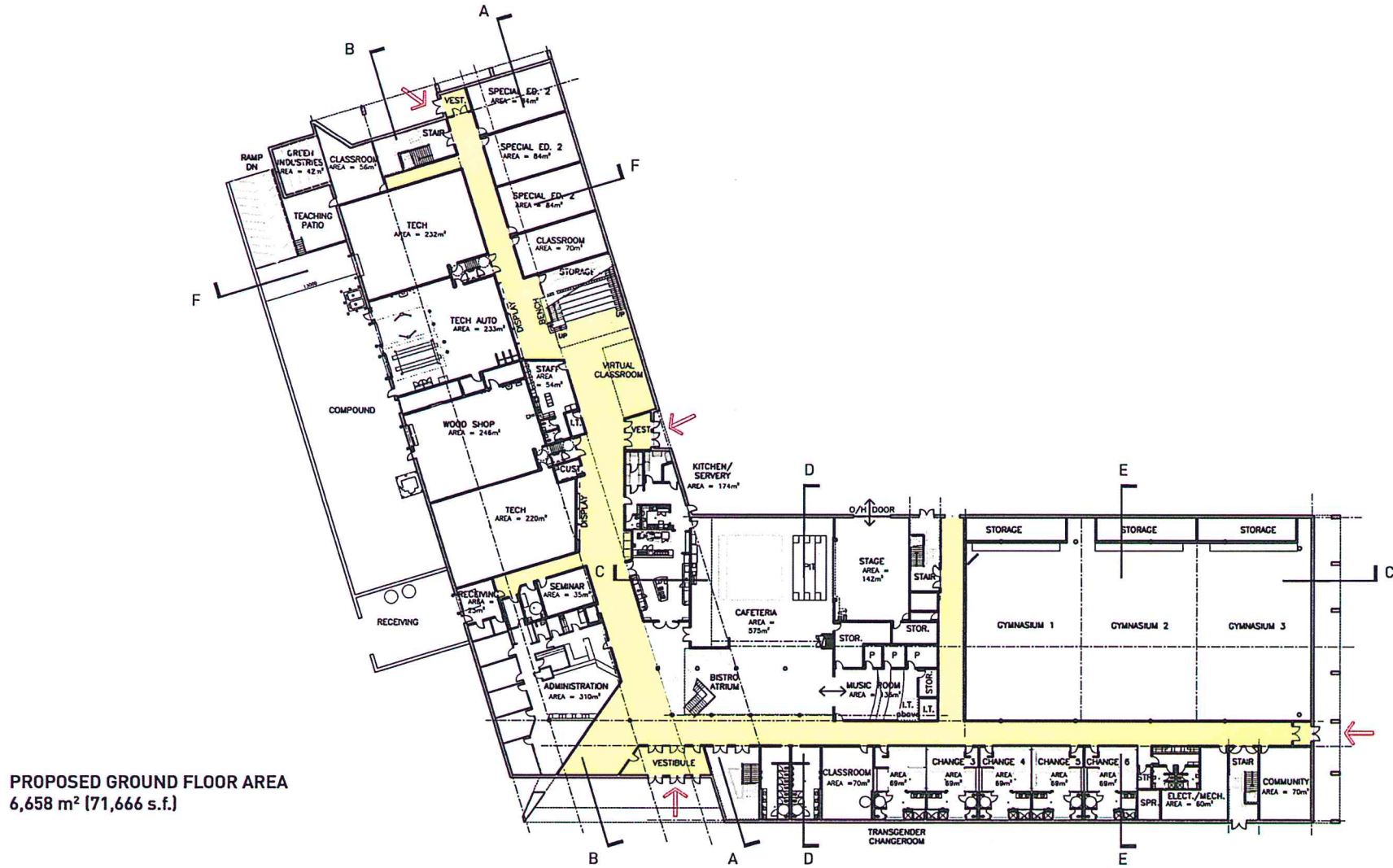
Original signed by

Gabriel F. Sékaly
Assistant Deputy Minister
Financial Policy and Business Division

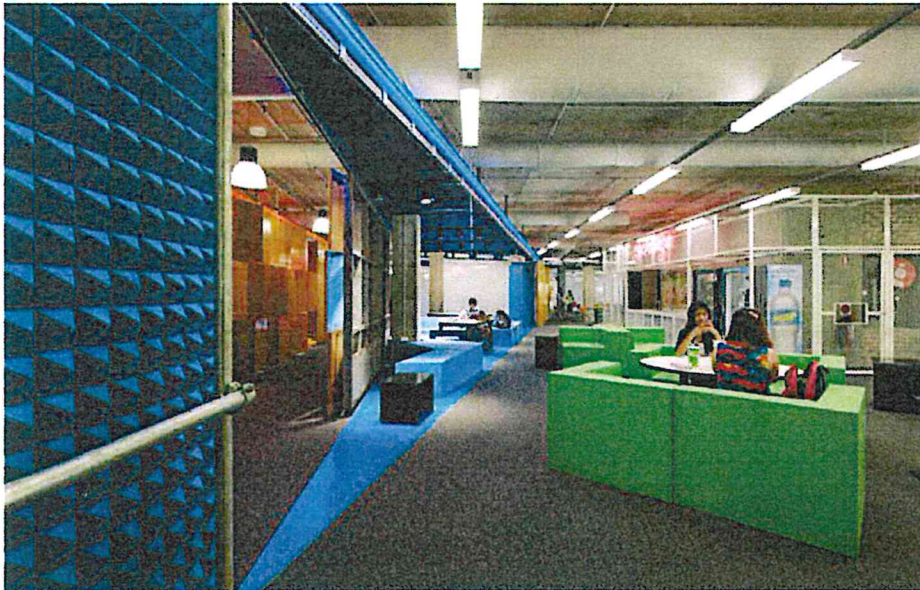
Attachments: Appendix A: Pupil Accommodation Review Guideline, March 2015
Appendix B: Community Planning and Partnerships Guideline, March 2015

Copy: Superintendents of Business
Superintendents of Planning

NORTH SECONDARY SCHOOL



MULTI-PURPOSE SPACES



MULTIPURPOSE SPACES AND SPACES THAT CONVERT

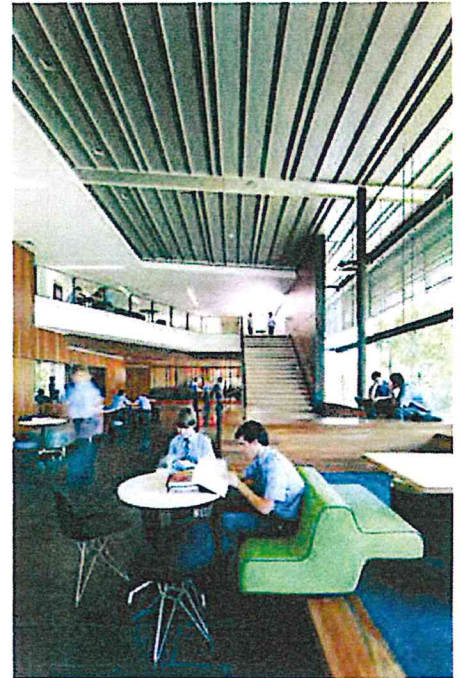


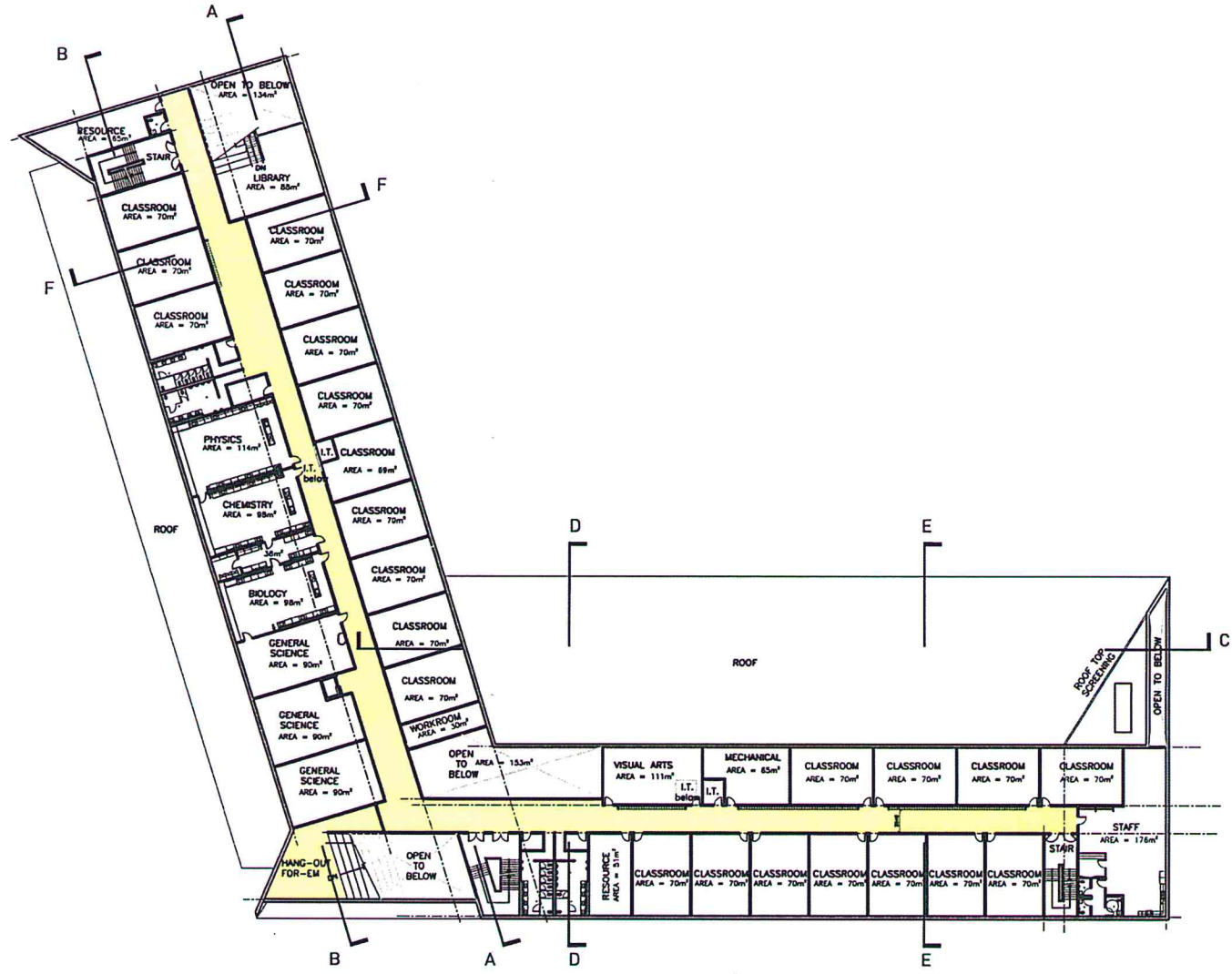
LEARNING LANDSCAPES

STUDY SPACES AND SOCIAL SPACES

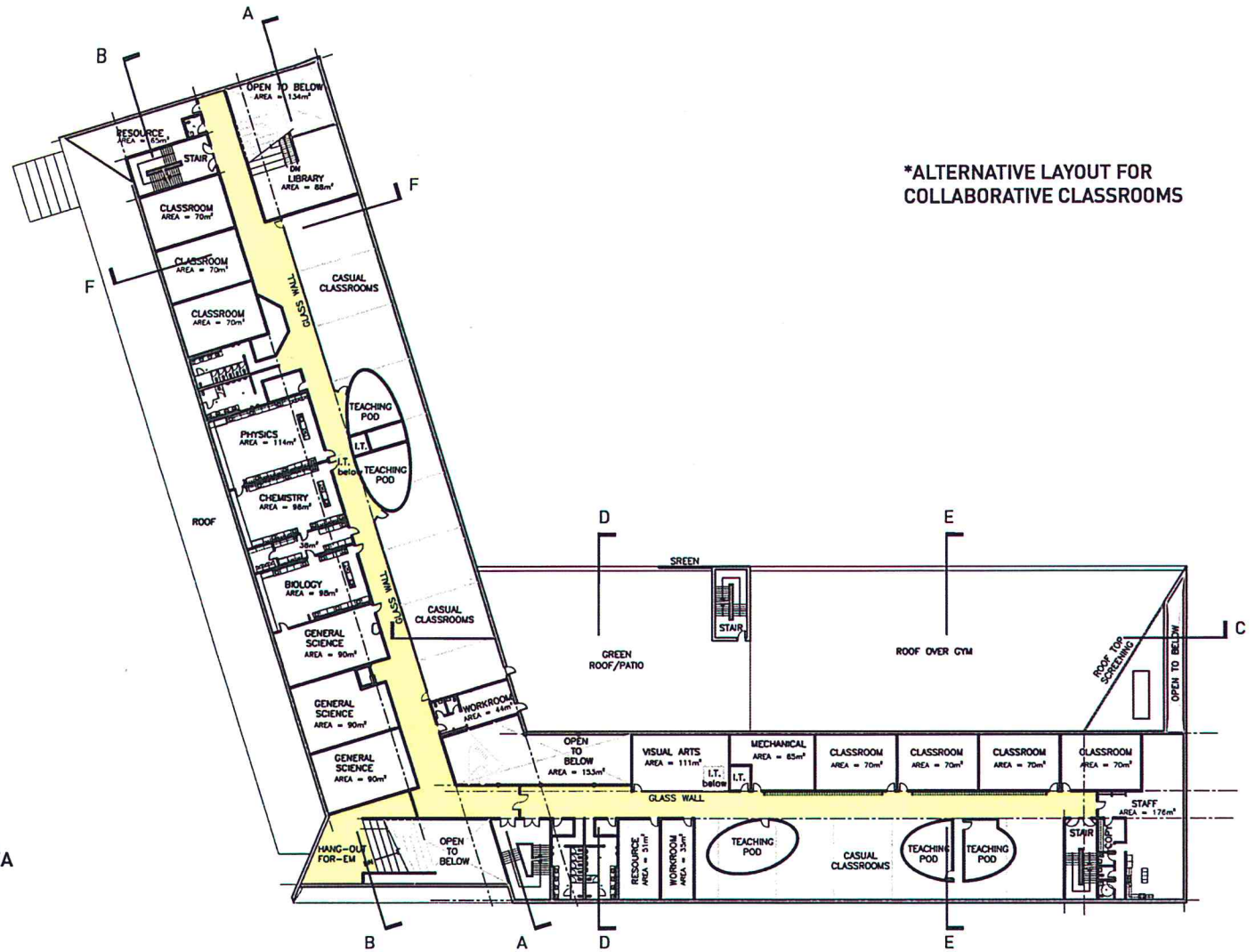


PLACES TO STUDY, SOCIALIZE AND NETWORK





PROPOSED THIRD FLOOR AREA
4,214 m² (45,360 s.f.)



***ALTERNATIVE LAYOUT FOR COLLABORATIVE CLASSROOMS**

PROPOSED THIRD FLOOR AREA
 4,214 m² (45,360 s.f.)

INDEPENDENT & CREATIVE LEARNING



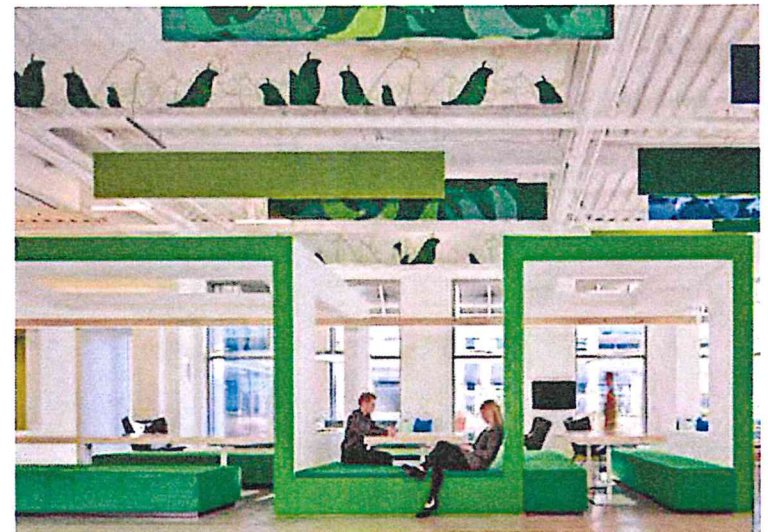
FLEXIBLE CLASSROOMS



INDEPENDENT & CREATIVE LEARNING



OPEN CLASSROOMS

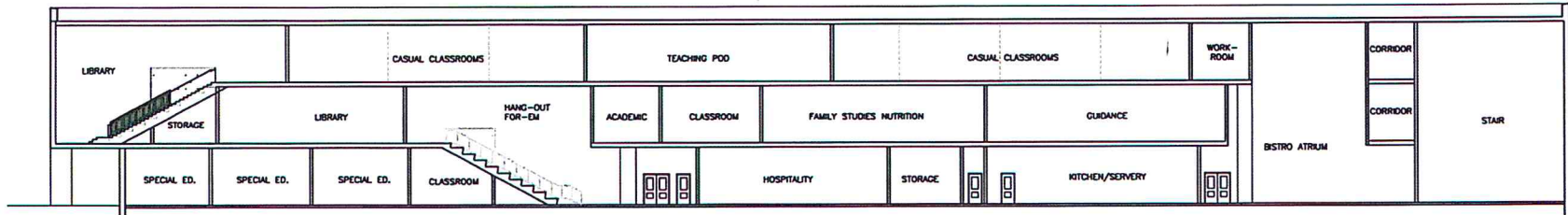


HANG-OUT SPACES

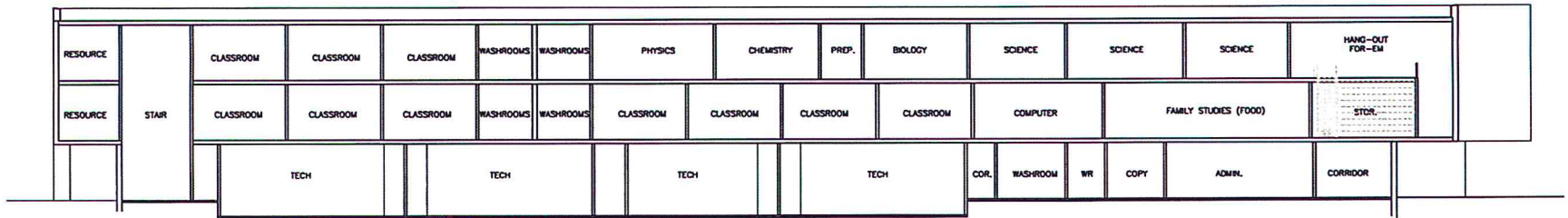


HANG-OUT FOR`EM`

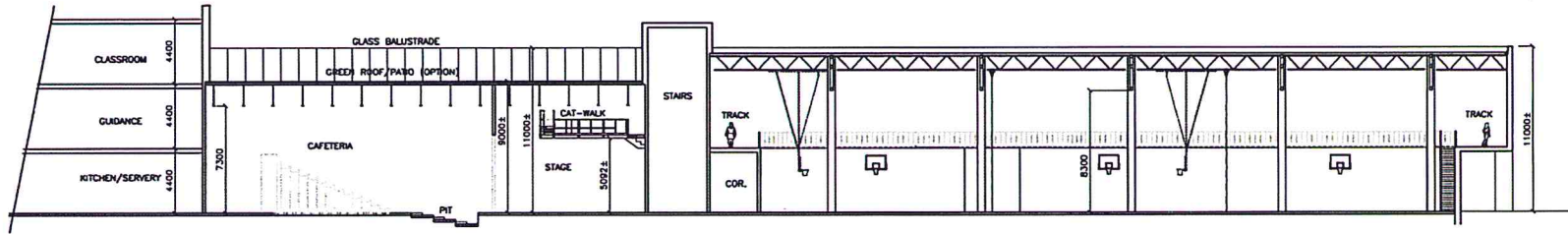




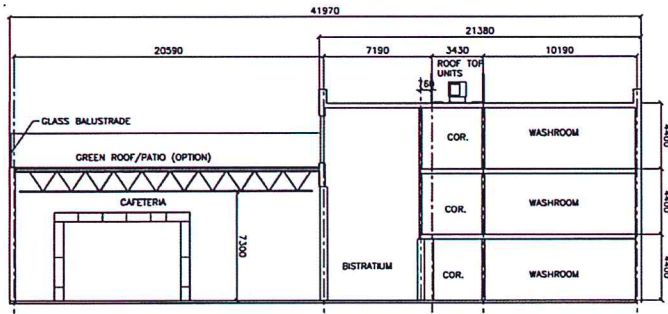
SECTION A



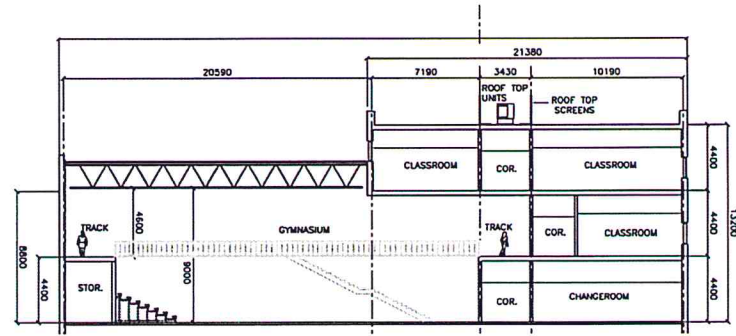
SECTION B



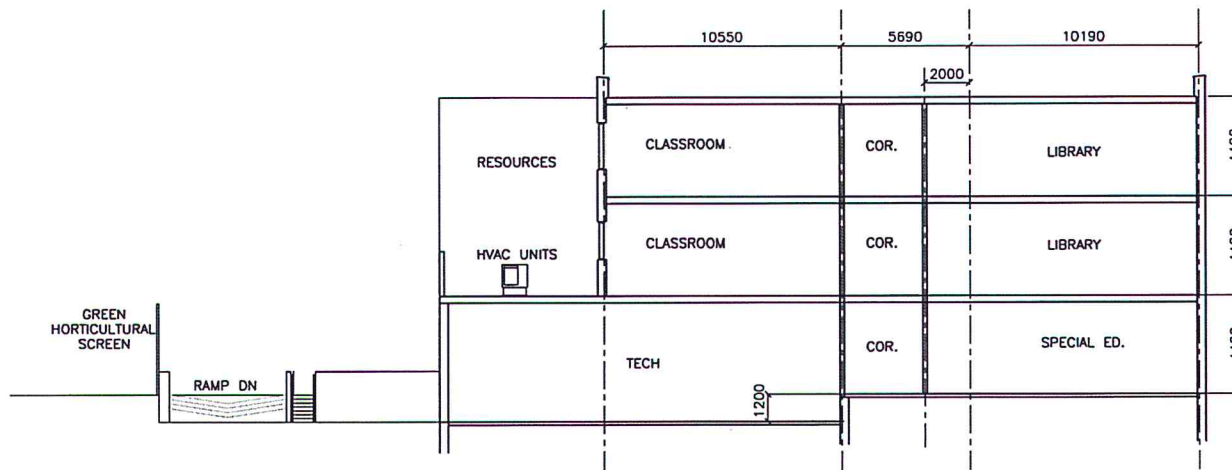
SECTION C



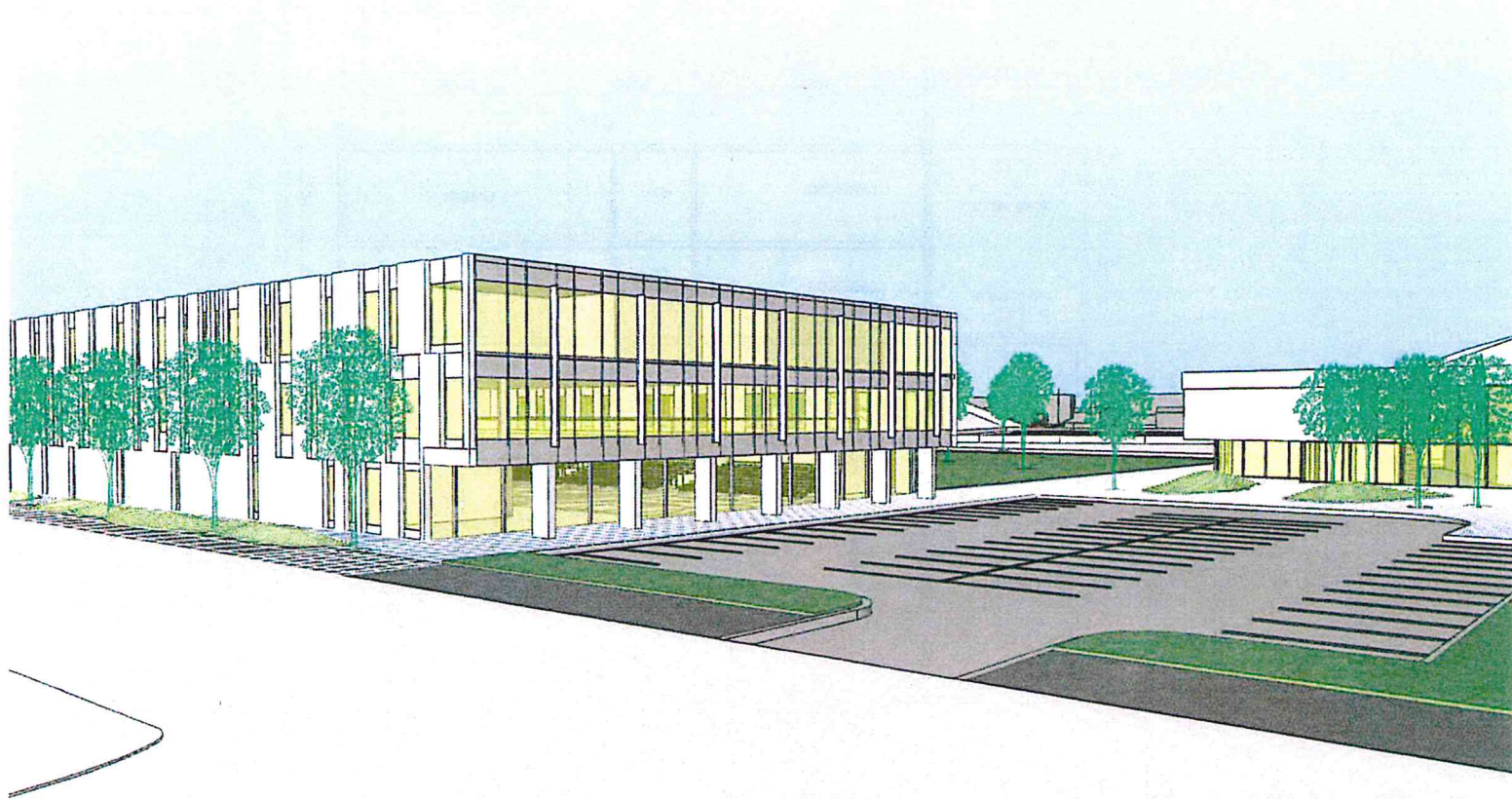
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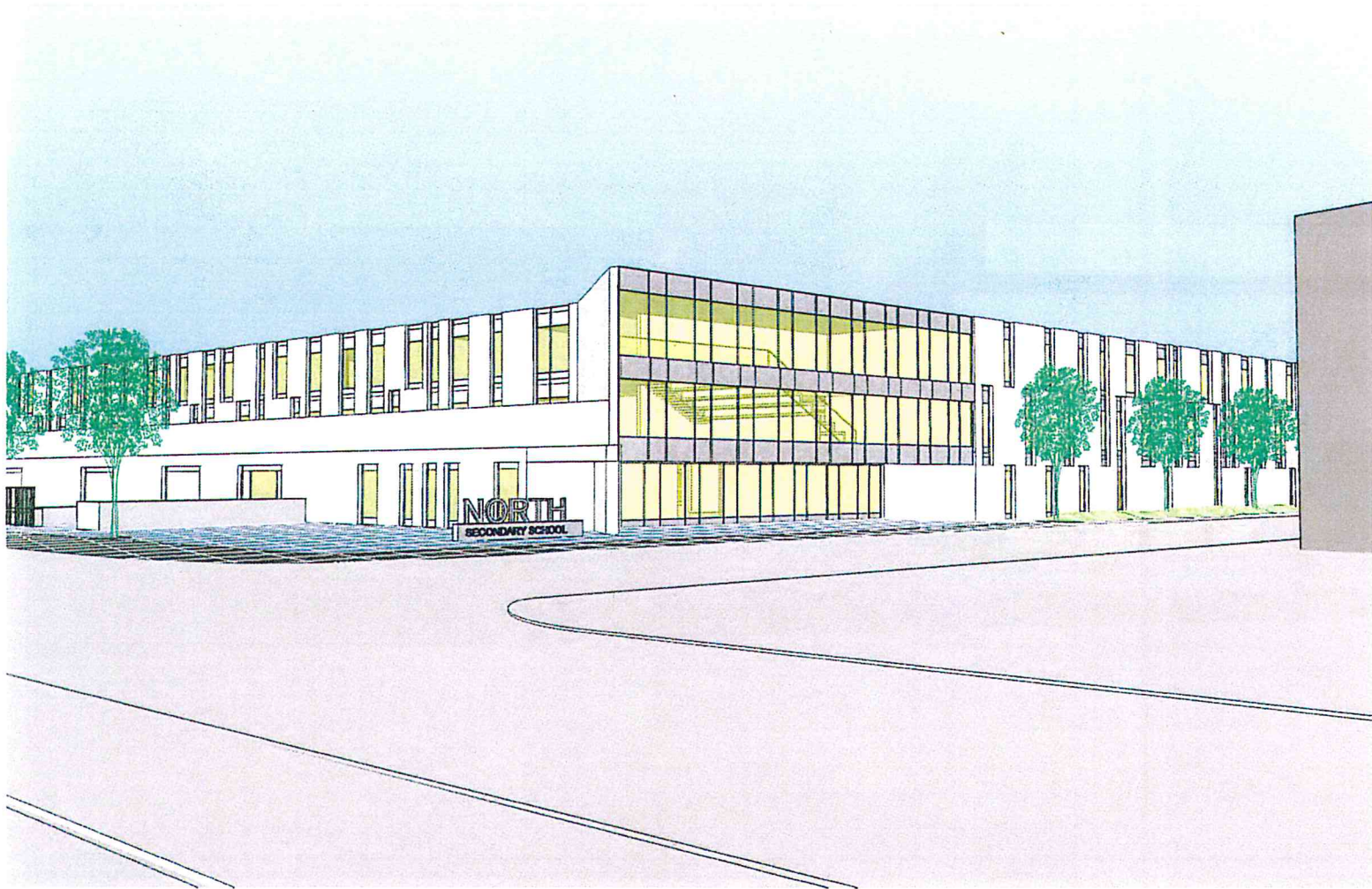
SECTION E



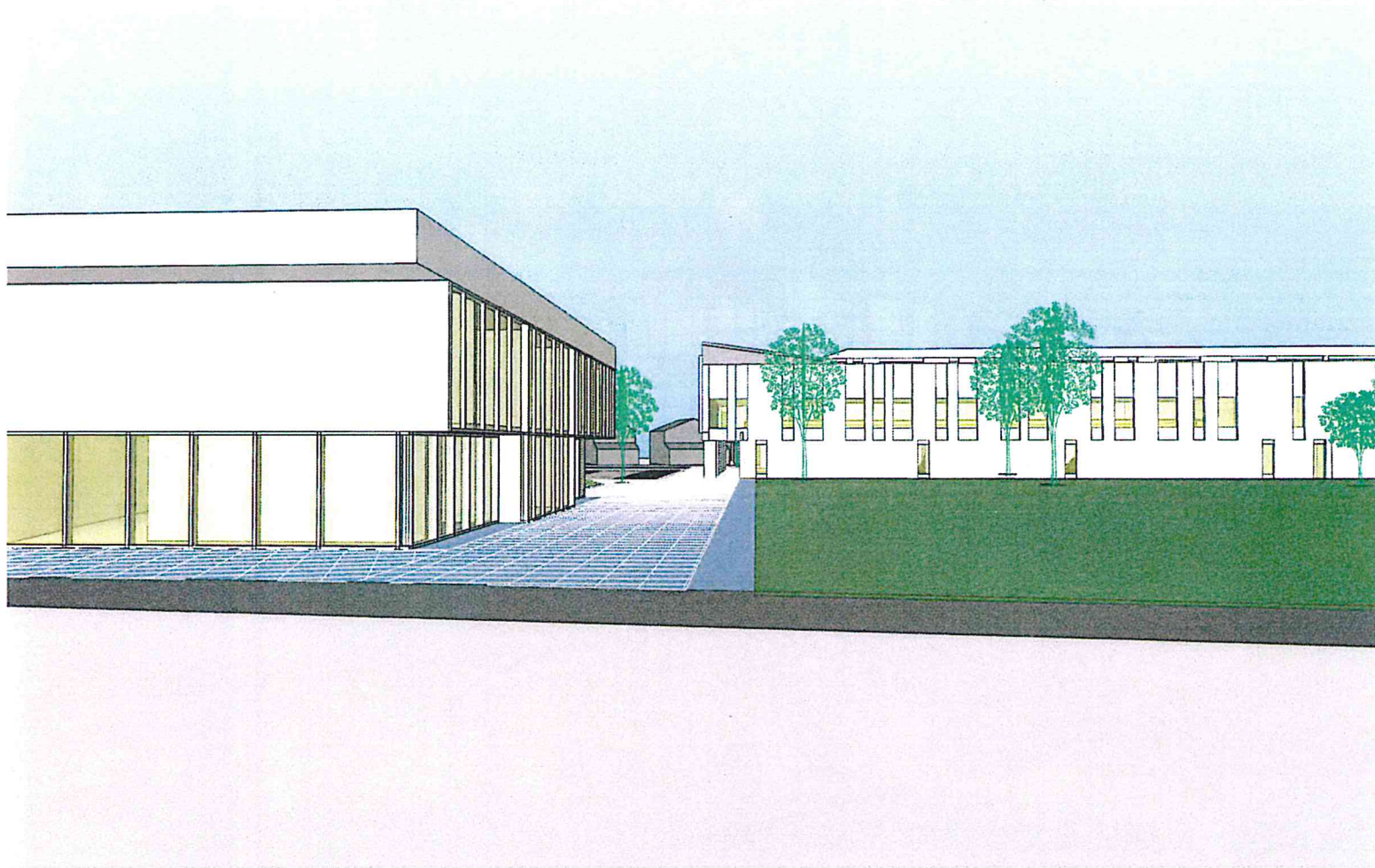
SECTION F



VIEW LOOKING NORTH FROM KING EAST



VIEW LOOKING NORTH EAST FROM KING STREET



VIEW LOOKING SOUTH FROM CANNON STREET



PARK VIEW FROM CANNON STREET



VIEW LOOKING SOUTH EAST FROM CANNON STREET

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 15, 2015

From: Standing Committee

Date of Meeting: June 8, 2015

The committee held a meeting from 8:10 p.m. to 8:51 p.m. on June 8, 2015 at 20 Education Court, Hamilton, ON, in Trustee Board Room with Trustee Alex Johnstone presiding.

Members present were: Trustees Kathy Archer, Jeff Beattie, Christine Bingham, Dawn Danko, Penny Deathe, Wes Hicks, Alex Johnstone, Ray Mulholland, Larry Pattison, Greg Van Geffen, and Todd White. Student Trustees Rakhshan Kamran and Hannah Tobias-Murray.

1. Approval of Agenda

On the motion of Trustee Deathe, seconded by Trustee Beattie, the Standing Committee **RECOMMENDS** that the agenda be approved.

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

2. Declarations of Conflict of Interest

None.

Report from Trustee Special Committees**3. Finance and Facilities Committee – May 27, 2015**

On the motion of Trustee Hicks, seconded by Trustee Beattie, the Standing Committee **RECOMMENDS** that the **Hamilton Active and Sustainable School Transportation (ASST) Charter** be referred to a meeting in the fall and a presentation be provided at that time.

The referral motion was **CARRIED** on the following division of votes:

- In favour (8) Trustees Archer, Beattie, Bingham, Deathe, Hicks, Johnstone, Mulholland and Van Geffen.
Student Trustees Kamran and Tobias-Murray.
- Opposed (3) Trustees Danko, Pattison and White.

4. Trustee Meeting Dates for 2015-2016 Board and Standing Committee Meetings

The report was presented for information.

5. Naming/Renaming of a School in Whole or in Part – Central Mountain

On the motion of Trustee Danko, seconded by Trustee Beattie, the Standing Committee **RECOMMENDS** that the recommended names by the School Naming Advisory Committees for the following Central Mountain schools be approved:

- **G. L. Armstrong Elementary School**
 - Rename the second floor hallway **Eastmount Way**
- **Franklin Road Elementary School**
- **Pauline Johnson Elementary School**
- **Queensdale Elementary School**
 - Rename part of the outdoor space **Linden Park**
- **Ridgemount Elementary School**

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

6. Naming/Renaming of a School in Whole or in Part – East Hamilton

On the motion of Trustee Mulholland, seconded by Trustee Hicks, the Standing Committee **RECOMMENDS** that the recommended names by the School Naming Advisory Committees for the following East Hamilton schools be approved:

- **Hillcrest Elementary School**
 - Rename the primary wing/hallway **Woodward Way**
 - Rename the soccer field as **McQuesten Field**
- **Parkdale Elementary School**
 - Rename the Literacy Resource Centre the **McQuesten Literacy Resource Centre**
- **Viscount Montgomery**
 - Rename the field as **McQuesten Field**

CARRIED UNANIMOUSLY.

Student Trustees Kamran and Tobias-Murray voted in favour.

Respectfully submitted,
Alex Johnstone, Chair of the Committee