



To: Members of the Hamilton-Wentworth District School Board

**NOTICE OF STANDING COMMITTEE MEETING**

Monday October 21, 2013

6:00 p.m.

71 Main Street West, Hamilton, Ontario  
City Hall, Council Chambers

From: John Malloy, Director of Education

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**AGENDA**

**REVISED**

1. Call to Order
2. Approval of the Agenda
3. Declarations of Conflict of Interest
- 3.1 Delegation from J. McGreal re: North Secondary School Site
4. Private Session (to consider matters on the private agenda)
5. Meeting Resumes in Public Session

Action Items

6. New North Secondary School
7. Secondary Transition Report for South Mountain Schools
8. Capital Priorities Submission 2013-14
9. Finance Committee Report – October 2, 2013
10. Governance Committee Report – September 17 2013
  - Community Advisory Committee Terms of Reference
11. Policy Committee Report – September 26, 2013
  - A) 21<sup>st</sup> Century Learning and Technology Policy & Directives;
    - Ownership and Authorship Policy Directive
    - Identity, Credibility and Positive Participation Policy Directive
    - Privacy Policy Directive
  - B) Workplace Violence Prevention Policy
  - C) Fundraising Policy & Directive;
    - School Fundraising Directive
  - D) Property Disposition Directive

## 12. Report from Special Education Advisory Committee – September 25, 2013

### Monitoring Items

- 13. Transportation Consortium Progress Report
- 14. Ongoing Capital Projects Report (ARC)
- 15. 10 Year Capital/Deferred Maintenance Costs
- 16. Adjournment

### Upcoming Public Meetings

<u>Meeting</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Policy Committee	Thursday, October 24, 2013	6:00 p.m.	100 King St W - 6th Floor - Room E
Finance Committee	Thursday, October 24, 2013	12:00 p.m.	100 King St W - 6th Floor - Room E
Board	Monday, October 28, 2013	6:00 p.m.	City Hall - Council Chambers
Special Education Advisory Committee	Wednesday, October 30, 2013	7:00 p.m.	Helen Detwiler School - Library
Standing Committee	Monday, November 4, 2013	6:00 p.m.	City Hall - Council Chambers
Board	Monday, November 11, 2013	6:00 p.m.	City Hall - Council Chambers
Parental Involvement Committee	Tuesday, November 12, 2013	6:30 p.m.	Delta High School - Cafeteria
Information Night	Monday, November 18, 2013	6:00 p.m.	100 King St W - 6th Floor - Room E
Governance Committee	Tuesday, November 19, 2013	6:00 p.m.	100 King St W - 6th Floor - Room E
Finance Committee	Wednesday, November 20, 2013	12:00 p.m.	100 King St W - 6th Floor - Room E
Policy Committee	Thursday, November 21, 2013	6:00 p.m.	100 King St W - 6th Floor - Room E
Special Education Advisory Committee	Wednesday, November 27, 2013	7:00 p.m.	Helen Detwiler School - Library
French Immersion Advisory Committee	Wednesday, November 27, 2013	7:00 p.m.	Westdale Secondary Library

Meeting times and locations are subject to change. Please refer to our website for the latest information.  
[www.hwdsb.on.ca/aboutus/meetings/meetings.aspx](http://www.hwdsb.on.ca/aboutus/meetings/meetings.aspx)

To Director of Education, DR. John Malloy  
Board Chair Tim Simmons  
Ward Trustees

Standing Committee Meeting Monday Oct. 21 2013

Concerned Taxpayer : John Mc Greal

I would like to voice taxpayers concerns of HWDSB ( ARC ) process closing presently high schools and rebuilding 1 new high school.

state of art 21st century facility for our students as they mature to society. ( as stated by DR. John Malloy ).

The decision of ARC recommendations of closure without knowledge of location for the new high school with available and actual secure land by HWDSB.

Decision of the Board / Administration of Treasury to buy and sell HWDSB inventory lands was unknown in our opinion HWDSB.

Did not do their due diligence for students and taxpayers.

I will address ARC / Board decision of closure in lower city (code red zone )by 2016 Delta , Sid John A Macdonald ,and Parkview.

The only available land in ward 3.Is Scott Park Site /Parkview /King George as stated by Board Chair /Ward 3 trustee Tim Simmons

The Board HWDSB is in agreement of north centre ? location stated by Board Chair.

IN our opinion north centre ? being affected are wards 2,3,4. TO build \$32.1m ,180,000 sq. ft. secondary school on the smallest

parcel of land available by HWDSB Scott Park 1.54 acres Plan A (out ) Plan B King George / Parkview site 3.2 acres.

Plan C Split campus Scott Park site / King George / Parkview site 4.74 acres as discussed in camera meeting? Public not official

informed ( open data ) a 4-5 story Office tower ? What we have now 1966 !!

Compare parcels of lands Delta 605 acres /Sir John A MacDonald 9.6 acres ( ward 8 trustee question fit school on smallest parcel of land )

Our investigation of wards 2,3,4, land available though negotiations or power of expropriation (ward 6 trustee other land available )

1) City land ward 2 central Park / city garages depot 10 + acres Bay St. North / Cannon St. /Queen St. / Barton St.

(Mayor BOB's public comment )

2) Private developer lands Otis / Studebaker ward 3 location Victoria /Wentworth St.north /Ferry St. / Burlington St.

### 3.1-2

Keith neighborhood / 3 blocks from #1 Medical Centre ( H.H.S /McMaster ) approx. 10+ acres.

3) Private land for sale ward 3 American can/ ball package approx. 10+ acres .

1 block from #1 Medical Centre ( H.H.S./ McMaster) Across from Jack Washington Park (Reclaim land )location Wellington St. N

Victoria St./ Ferry St./ Wellington St. N/ Birch St.

Revivalist of wards 2,3,4,(code red zone ) ( suggested ward 7 Trustee )

These lands can be reclaimed brown and become environmentally friendly ( Scott Park demolition costs \$\$ unknown )

areas could be used for state of the art facilities for education with open green space.9 think outside of box )

Please HWDSB trustee take due time of your decision of options available for a 50 year legacy for future of our students and taxpayers of Hamilton.

Do it right the first time in open data to the public (not in camera )

Ask the Ministry of Education for extension of 2 years. (ward 6 Trustee question )

HWDSB is to deliver The Ministry of Education programmers academics ( science /math/ trades etc.)and HWDSB decision to delivers

extra curriculums clubs/ drama/ teams sports , To development of mature adults of the future of 21 st century.

The perception of lower city (code red zone )students seems to be "Have Nots " as not deserving as " haves " of affluent areas of Hamilton.

Thanks for listening it's in your hands change is difficult when not done right but rewarding for further when done right

Thanks,

John McGreal Senior Taxpayers Coalition ( Voice of our children and Grandchildren's for Further Education )

**Sent:** Monday, September 30, 2013 11:32 AM  
**Subject:** High School Closings Hamilton

Hon. Liz Sandals , Ministry of Education ;

I writing you with concerns of **Students** and **Parents** of HWDSB lack of decision on location of HWDSB

land site for New Secondary School.

With the closing of three Secondary H.S. in the lower City of Hamilton , Parkview ,Delta and Sir John A MacDonald (ARE 2012 report )

HWDSB supports a north centre neighborhood ? (As stated by Board Chair / Ward 3 Tim Simmons )in lower City of Hamilton. (Code Red Zone )

HWDSB stated to be completed for Sept. 2016.

This affects three Wards 2,3,&4 students approx. 2370 to integrate into one mega Secondary H.S. school for approx. 1300 students for \$32.1 m ?

(do the math. ) and Educator Staff.

This specially affects Parkview Secondary H.S. (special needs students ).

This latest decision by HWDSB of a meeting Sept.23 2013 to close Parkview HS was a surprise to close by **June 2014** not as plan **June 2016**.

This prompt a schedule meeting for discussion with upset students and parents to explain. Sept 24, 2013 at 7.00p.p.m.. at Parkview for Q&A.

Meeting Chair by,

Superintendent, **Peter Joshua** and Board Chair / Ward 3 Trustee **Tim Simmons**. ( Agenda on Web.hwdsb.on.ca Parkview ) , Round Tables were

established 6 groups with staff 3 questions to respond to by students and community members . Results posted of web hwdsb.on.ca

The number one high priority of students /parents of Parkview roundtable lack of understanding by HWDSB .Summary web hwdsb.on.ca Parkview.

T.simmons explained HWDSB positions on PLAN "A" voted down by City Council Sept.11 2013. The Board required Plan " B "

Boards proposal Sept. 23,2013 Voted yes with conditions (ref hwdsb.on.ca ) to discussed at Oct. 28.2013 board meeting or sooner

for call of Chair Special Meeting for a vote.

Plan "c" Sept 23, 2013 in Cameron unknown to the public at this time.

This a brief history of the situation started by HWDSB to City of Hamilton Feb. 11,2013 letter from Board Chair T. Simmoms

Public announcement of interest in partnership Scott Community Plan.

The first secession meeting Feb. 21,2013 on Hamilton Stadium community plan Also private development presented his plan old Scott park site (owner)

Refer [stadiumprecint@hamilton.ca](mailto:stadiumprecint@hamilton.ca)

My questions Hon. Liz Sandals Ministry of Education ;

1)-HWDSB stated time frame is critical for grant monies of \$32.1 m to be build and completion of new centre H.S. by 2016 or funds will be with withdrawn drawn ? YES or NO

2)-Did HWDSB request for a extension of funding from 2016 date to 2017 or 2018 due to circumstance of Plan "A" and Plan "B" changes to the Ministry of Education ? YES or NO

3)-Does the Ministry of Education have the authority to reject or delegate land site location due to environment concerns.

e.g. 90-80 ft. stadium wall within 30-20ft. of Plan "B" site ? YES or NO

4)-Can HWDSB make a friendly negotiation with City of Hamilton and lands owned by each party swap of equal value .

In lower city ward 2,3,&4 (code red zone )sites to be reviewed by both parties ? YES or NO

These uncertainly of closing Delta H.S. (2016 yr.) (841 students) ,Sir John A MacDonald (2016 yr.) (1238 students ) & **PARKVIEW h.s. (2014 yr.) (265 Students )**

is upsetting and unwavering for students specialty **PARKVIEW** students with special needs with changing of times and location of schools.

With their education the further and development going into mature young adult life without being sacrifices for brick/mortar and monies.

(voice of students / parents )

In comparing two Boards inCity of Hamilton (and ONTARIO) HWDSB public with HWDCSB separate the perception is great

the lower city of facilities ( Bishop Ryan to open fall of 2013 )in a state of art facility for 21st century to develop student for further.

Minister please explain equal Taxpayer ?

(Where would you want to send your child / grandchild )

The perception of lower city school (code red zone ) seems to be "Have Nots " as though not deserving as " Haves : of affluent area of **Hamilton.**

All education monies come one source; **Taxpayers of Ontario. Why do some get more than others ?**

I hope to hear from you within 10 business days on this important matter for the HWDSB parents and students , to set their path for the furture of their children .

Time frame is critical .

Sincerely

John McGreal

P.S. All references are available on the Web sites HWDSB , Parkview Secondary School , City Of Hamilton , HWDCSB , Ontario Government , and Ministry Of Education .

Ministry of Education

Capital Policy and  
Programs Branch  
21<sup>st</sup> Floor, Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2

Ministère de l'Éducation

Direction des politiques et  
des programmes d'immobilisations  
21<sup>e</sup> étage, Édifice Mowat  
900, rue Bay  
Toronto ON M7A 1L2



October 30, 2013

John McGreal

Dear Mr. McGreal,

Thank you for your correspondence regarding high school closures in Hamilton. I am pleased to respond on behalf of Minister Sandals.

The government recognizes how important schools are to their communities and the need for schools to be viable and vibrant centres. The requirements and circumstances of schools and communities can change over the years and it is a good management practice for all school boards to step back, from time to time, to review the educational and accommodation needs of their students and school communities.

In January 2013, the Ministry provided a funding approval of \$32 million to the Hamilton-Wentworth District School Board (HWDSB) for a new replacement secondary school as a result of an accommodation review decision (approved by the Board of Trustees) to close Delta, Parkview and Sir John A. Macdonald secondary schools. The board's plan at the time of the approval was to have this new replacement high school open by the 2015-16 school year. To date, the HWDSB has not informed the Ministry of an alternative opening date nor have they requested additional funding for this project. It is not uncommon for school boards to experience site selection or construction delays. The Ministry typically does not recover approved funding as a result of any such delays.

It is important to note that, when selecting a school site, it is the legislative responsibility for school boards to take into account any health, safety and environmental issues about the site to ensure it is a safe learning environment for the students. The Ministry does not have the legislative authority to overturn school boards' site selection decisions. With respect to HWDSB, the board has the option when deciding on a site to exchange equivalent parcels of land of equal value with the City of Hamilton, in accordance with *Section 194(4) of the Education Act*.

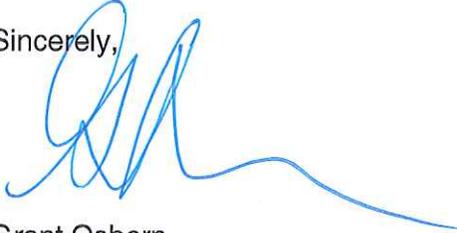
In your letter, you expressed a concern that the Ministry is inequitable in its funding treatment of the Public and Catholic school boards in Hamilton. The government's priority is to support all publicly funded schools in Ontario so that all of our children have equal access to the school system, while recognizing the rights guaranteed to Catholic schools under the Constitution. It is also important to know that the Ministry respects the framework for education in Ontario, and this framework includes English-language public, English-language Catholic, French-language public, and French-language Catholic school boards.

In addition, on an annual basis, all school boards also have the opportunity to submit their capital priority projects to the Ministry of Education for funding consideration. The Ministry evaluates school boards' capital submissions using a range of criteria to determine how the funding will be distributed among boards. It is up to the school boards in Hamilton (Public and Catholic) to evaluate the capital needs of the schools in their area and submit their annual capital priority requests to the Ministry.

For more specific information about the nature and timing of any of the downtown Hamilton replacement school, I would encourage you to contact the Hamilton-Wentworth District School Board directly.

Thank you again for writing.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Grant Osborn', with a long horizontal flourish extending to the right.

Grant Osborn  
Director  
Capital Policy and Programs Branch

## Executive Summary

### New North Secondary School

#### Recommended Action:

1. That the Board approve Scenario-C as the preferred location for the new north secondary school.
2. That the Sir Winston Churchill (SWC) football field be revitalized (artificial turf) and be used as the football field for both SWC and the New North Secondary School.
3. That the Board approve the closure of Parkview Secondary School in June 2014 and the relocation of the students and program to Mountain Secondary School effective September 2014.
4. That the Board authorizes staff to make application for the demolition of King George and Parkview, including all necessary environmental and heritage reports, subject to ministry approval.
5. That the Board approve the expropriation of Scott Park.
6. That the Board approve a change in the date to the motion of May 28, 2012, which states *The closure of Delta, Parkview and Sir John A. Macdonald Secondary Schools upon the opening of a new school on a centrally located site pending Ministry approval with an opening date no later than September 2015 to the date of September 2016.*

#### Impact of These Recommendations

##### Implementing these recommendations means the following:

- Scenario-C would provide a three story school with the possibility of adding a theatre should the board decide.
- There would be onsite green space comprised of a full sized soccer field and a full sized practice football field. A full sized artificial turf football field is proposed to be located at SWC to be used by both SWC and the New North School.
- The Scott Park site would have parking for 165 cars to allow for compliance with the City of Hamilton by-law, and it would be within 400m of the New North School.
- The programs and supports currently in place at Parkview such as dedicated learning rooms, small class sizes, and intervention programs (eg. Wilson Reading, Empower) would be available at Mountain and Delta.
- Students currently attending Parkview would have the choice of attending Mountain, Delta Secondary School, or their home school.
- Transportation would be provided to Mountain and Delta where necessary.

Background and rationale in the full report address issues relating to building on the current Parkview site, parking requirements as per City by-law, maximum utilization for a school and green space including a plan for a football field (practice and game) in the North, and transitions for students currently attending Parkview.

Next steps are also outlined in the report.



## EXECUTIVE REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** October 21, 2013

**PREPARED BY:** Daniel Del Bianco, Senior Facilities Officer,  
Jackie Penman, Corporate Communications Manager,  
Pam Reinholdt, Executive Superintendent-Student Achievement

**RE:** New North Secondary School

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Action  Monitoring

### Recommended Action:

1. That the Board approve Scenario-C as the preferred location for the new north secondary school
2. That the Sir Winston Churchill football field be revitalized (artificial turf) and be used as the football field for both Sir Winston Churchill and the New North Secondary School.
3. That the Board approve the closure of Parkview Secondary School in June 2014 and the relocation of the program to Mountain Secondary School effective September 2014.
4. That the Board authorizes staff to make application for the demolition of King George and Parkview, including all necessary environmental and heritage reports, subject to Ministry approval.
5. That the Board approve the expropriation of Scott Park.
6. That the Board approve a change in the date to the motion of May 28, 2012, which states *The closure of Delta, Parkview and Sir John A. Macdonald Secondary Schools upon the opening of a new school on a centrally located site pending Ministry approval with an opening date no later than September 2015 to the date of September 2016.*

### Rationale/Benefits:

The following section identifies the rationale and benefits of constructing the new North Secondary School, including a full size soccer field/ practice football field on the Parkview / King George site and utilizing the Scott Park site to address the associated parking requirements (Scenario-C, Appendix-C). This scenario has been recommended because it allows the Board to address many concerns raised by Trustees over the past few weeks. The site is a combined campus over 5.14 acres that takes into account the height of the building, opportunities to expand, dedicated green space as well as addresses heritage concerns.

### School Site

The +/-3.68 acre Parkview / King George site will allow the most flexibility for the design of a 1,250 pupil place,

167,000 square foot secondary school and associated sports field. The preliminary design for the site includes a 3-storey secondary school with full size soccer field/ practice football field. The larger site would provide the Board with the added flexibility to incorporate an addition or theatre if desired by the Board. The site plan in Appendix C depicts the school fronting on to Gage Avenue.

#### Green Space

Under this scenario the preliminary site plan depicts a full sized soccer field (100m x 50m) and full size practice football field located on the Parkview / King George site. The soccer/ football field would front on to Balsam Avenue. Locating the soccer/ football field along with the school on the Parkview / King George site would provide students with on-site green space and avoid having to move off site for outdoor programming, training or games.

The revitalization of the SWC field (artificial turf) would act as the home field for both SWC and the new north secondary school. As part of the field revitalization strategy, artificial turf fields would also be identified in the South and West Clusters. SWC is proposed as the top field in the North cluster as staff believe it fits with the overall vision for revitalization in the North. The field revitalization strategy will be brought to the Board in February 2014.

#### Parking Requirements

In order to accommodate the school and soccer/ football field on the Parkview / King George site, it is proposed that the parking requirements for the new school be located on the Scott Park site. The Scott Park site can accommodate 165 parking spaces and is located approximately 400m from the location of the new north school site. City of Hamilton by-law requires three parking spaces per teaching classroom. There is no available parking within the immediate area to accommodate the requirements of the by-law.

#### Heritage Impact

The Board has retained the services of a qualified heritage consultant and is in the process of working with the City to determine what elements or components of King George are of heritage value and should be considered for incorporation into the new north secondary school design. The Board would be required to undertake a heritage inventory assessment under any scenario which would involve the demolition of King George. The report will be complete by mid-November,

#### Financial Impact

The Ministry of Education has provided \$31.8 million in funding for the construction of a new, 1,250 pupil place secondary school. It is anticipated that the demolition and remediation costs for the existing Scott Park School and Parkview / King George will total approximately \$4 million. The revitalization of the field at SWC could range from \$1 million to \$1.2 million for an artificial turf field. Additional items which have the ability to impact the final costs associated with this scenario include the costs associated with the expropriation of Scott Park and the impact of the King George heritage assessment.

#### Impact on Parkview Students and Administrative Staff at King George

Two existing schools are located on the site including King George, which was closed in June 2012 and is being used as an administrative building, and Parkview Secondary School which is an active secondary school. In order to facilitate the construction of the new school, the Parkview program would be relocated to Mountain Secondary School for September 2014. The administrative staff currently occupying King George would be relocated to the new Education Centre in June 2014.

Current Parkview students may choose to attend Mountain, Delta or their home school. Transportation to Mountain and Delta would be provided as per the Transportation Policy and as needed. Mountain Secondary School would close once the current students graduate and no later than June 2017. Current Parkview students choosing to attend Mountain would remain at the school until graduation or closure of the school in June 2017. This would ensure there would only be one transition for students. As the charts below indicate, the current populations of Parkview and Mountain can be accommodated in the Mountain facility.

<b>Oct 2013 Enrolment</b>	
Mountain	148
Parkview	235
<b>TOTAL ENROLMENT</b>	<b>383</b>

<b>Mountain Capacity</b> (September 2014)	
Classrooms loaded @ 15 students/ classroom	<b>384</b>
Classrooms loaded @ 16 students/ classroom	<b>409</b>

<b>Mountain Utilization</b> (September 2014)	
Classrooms loaded @ 15 students/ classroom	<b>100%</b>
Classrooms loaded @ 16 students/ classroom	<b>94%</b>

Beginning in September 2014, the Parkview program would also be offered at Delta. Grade 8 students meeting the profile of current Parkview students will have the choice of attending the program at Delta or their home school.

The programs and supports currently in place at Parkview such as dedicated learning rooms, small class sizes and intervention programs (Wilson Reading, Empower and Jump Math) would be available at Delta and would be enhanced by expanding the available resources.

#### **Background:**

The Board of Trustees approved the following motions at the May 28, 2012 Board Meeting:

- 1. The closure of Delta, Parkview and Sir John A. Macdonald Secondary Schools upon the opening of a new school on a centrally located site pending Ministry approval with an opening date no later than September 2015.**
- 2. The creation of a post-ARC committee to be comprised of school council members, students, parents, staff, SEAC, transportation and community members to inform direction around the transition, program, facilities and supports for the preservation of the Parkview program.**

As Trustees are aware, the Ministry announcement in January 2013 impacted our timelines. The date has been adjusted to reflect a revised September 2016 opening.

In January 2013, Hamilton-Wentworth District School Board (HWDSB) received \$31.8 million in funding for the construction of a 1,250 pupil place secondary school to be centrally located between Sir John A. Macdonald and Delta secondary schools. The approval to construct a new secondary school came as a result of an 18-month secondary accommodation review process which recommended the closure of Sir John A. Macdonald, Delta and Mountain secondary schools and the construction of a new facility. The Ministry of Education approved funding for the project under the condition that the new school would be operational by September 2016.

At the February 11, 2013 Committee of the Whole (in-camera) meeting, HWDSB staff presented Trustees with two alternate site locations for the new North Secondary School. The first option included partnering with the

City of Hamilton on a joint-use facility to be located in the Pan-Am precinct and the second option included constructing a stand-alone facility on the King George/ Parkview site. The opportunity to consider a joint-use facility came forward as a result of community dialogue during the Pan-Am precinct consultation process. HWDSB sent a letter to the City of Hamilton in February 2013 to confirm their desire to work together to construct a joint facility within the Pan-Am precinct.

At the March 30, 2013 General Issues Committee (GIC) meeting, Councillors approved a report authorizing the City Manager to enter into a Memorandum of Agreement with HWDSB to jointly develop a secondary school and community centre on the lands bounded by Cannon Street, Balsam Avenue, King Street and Melrose Avenue. At that time City Council requested that staff report back on potential funding sources for the estimated \$17 million required for the construction of the community centre. At the September 5, 2013 GIC meeting Councillors approved the joint-use project and corresponding funding by a vote of 6-4 (with 6 Councillors absent for the vote).

At the City Council meeting on September 11, 2013, Councillors unanimously approved a recommendation to proceed with the construction of a community centre and abandon a joint-use project with HWDSB.

### Alternate Scenarios for the New North Secondary School Site:

The following scenarios were developed in consultation with +VG Architects.

	<b>Scenario – A (Appendix-A)</b>	<b>Scenario – B (Appendix-B)</b>	<b>Scenario – C (Appendix-C)</b>
<b>Description of scenario</b>	Locate new North school and associated parking on the Parkview/ King George site. Pursue partnership with the City for playfields/ green space	Locate new North school on the Scott Park site and locate associated parking and field on the Parkview/ King George site.	Locate new North school and field on the Parkview/ King George site and associated parking on the Scott Park site.
<b>Site Size</b>	3.67acres (Parkview/King George)	3.67acres (Parkview/King George), 1.47acres (Scott Park), 5.15acres (combined)	3.67acres (Parkview/King George), 1.47acres (Scott Park), 5.14acres (combined)
<b>School size</b>	1,250 Pupil Place, 167,000 square feet	1,250 Pupil Place, 167,000 square feet	1,250 Pupil Place, 167,000 square feet
<b>Ministry of Education Funding</b>	\$31.8 million	\$31.8 million	\$31.8 million
<b>Proposed building height</b>	3	5	3
<b>School Location</b>	@ Parkview/ King George	@ Scott Park	@ Parkview/ King George
<b>Field Location</b>	n/a	@ Parkview/ King George	@ Parkview/ King George
<b>Location of Parking Required to meet City by-law</b>	@ Parkview/ King George	@ Parkview/ King George	@ Scott Park
<b>Ability to expand the scope of the project if required (i.e. theatre, addition, portables, etc.)</b>	Yes	No	Yes
<b>Demolition Costs (Approx.)</b>	\$2 million	\$4 million	\$4 million
<b>Land Costs</b>	n/a	undetermined	undetermined
<b>Expropriation Required</b>	No	Yes	Yes
<b>Heritage Impact Required for King George</b>	Yes	Yes	Yes

**Please Note:** Scenario-A was presented to Trustee at the September 16, 2013 Standing Committee Meeting

The planning process for the new North Secondary School is underway. MHPM Project Managers Inc. has been retained by the Board to assist with the North Secondary School project. Once the location of the new North Secondary School has been finalized Facilities Management staff will issue a request for proposal (RFP) for prime consultants. Construction is anticipated to begin in Fall 2014 with a target opening date of Fall/ Winter 2016/2017.

### **Transition Plan:**

In May 2012, the Board approved the following motion regarding transition planning.

**That the Board approve the creation of a post-ARC committee comprised of school council members, SEAC, students, parents, staff and community members to inform direction around the transition, program, facilities and the supports for the success of the Mountain program.**

The Transition Committee will be convened in November 2013 to support the transition of students from Parkview to Mountain Secondary School as well as students who may choose to attend Delta Secondary School or their home schools as identified by the approved secondary boundaries.

We have gathered some input from the parent community at Parkview earlier in September, and are about to collect further student voice from the Parkview students over the next two weeks.

The committee will also consider and plan for:

- transportation needs for students attending Mountain and Delta
- designated learning areas at Delta for the incoming students (those who choose to attend Delta/incoming Grade 9 students)
- Tier 2 and 3 programs, Alternative Education programs
- transition supports for the receiving schools
- staff training regarding appropriate interventions
- information and support for elementary schools regarding school and course selections for grade 8 students

The Transition Committee will provide input and ensure that we have addressed/considered all concerns of students, parents, staff, and administrators regarding the transitions. Suggestions made through the accommodation review process as well as those gathered through our consultations work will be considered as we move forward.

Human Resources and Facilities Management will also be involved the transition work.



## Site Option – Gage – Balsam

New Secondary School - Hamilton Wentworth District School Board  
+V G Architects

+V G Architects

Full Size Soccer Field  
 Full Size Practice Football Field  
 160 Parking Spaces

5 Story High School

Option 1

HWDSB

New High School Urban Campus

+VG Architects



3 Story, High School  
Full Size Soccer Field  
Full Size Practice Football Field

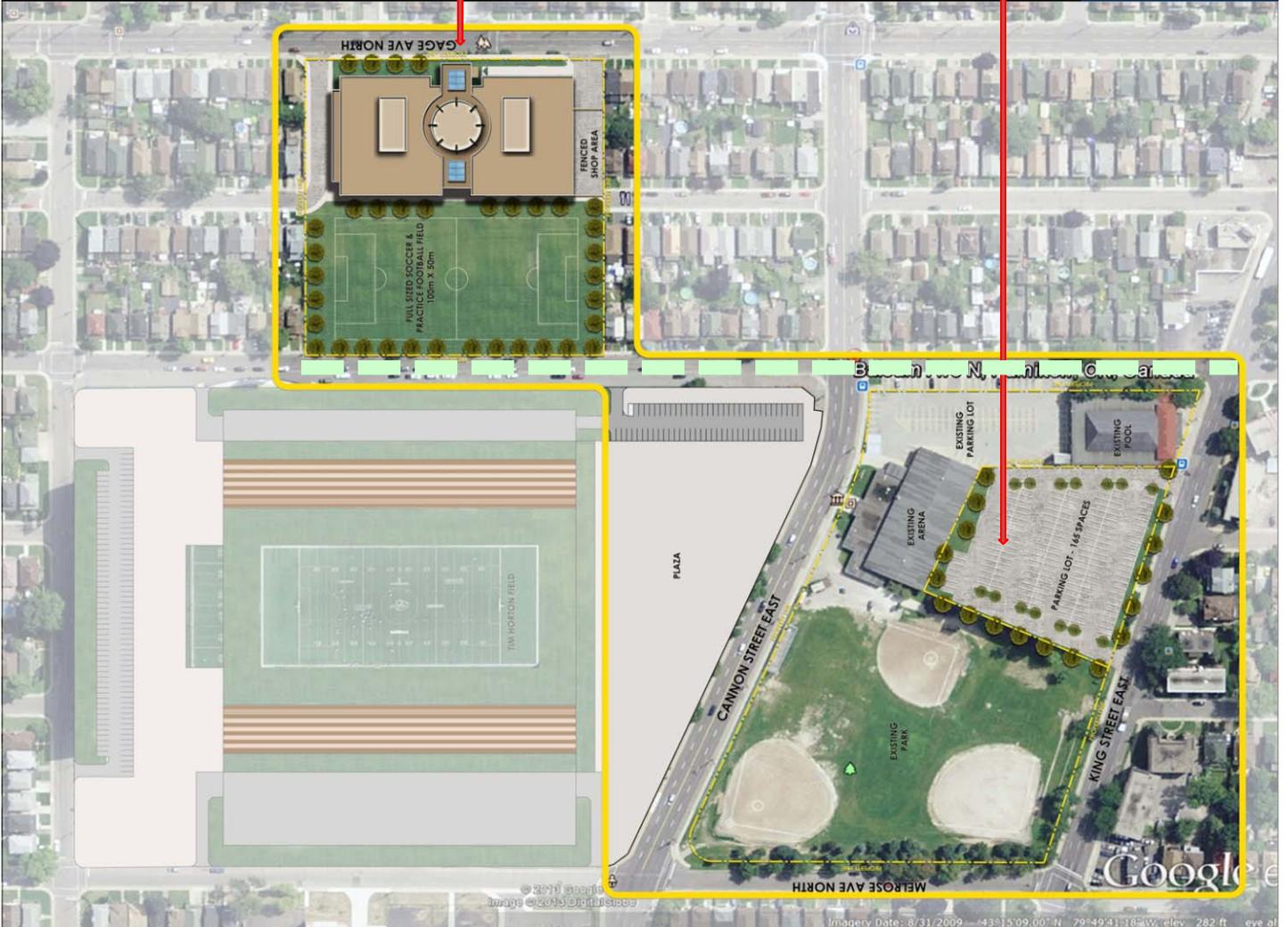
165 Parking Spaces

Option 2

HWDSB

New High School Urban Campus

+VG Architects



## Executive Summary

### South Secondary School Transition

#### Recommended Action:

1. That the approved secondary boundaries in the Secondary Program Strategy be implemented in the South Cluster and a holding school for the New South Secondary School be created at Barton Secondary School beginning September 2014.
2. That the Board approve the closure of Hill Park and Barton Secondary Schools in June 2014.
3. Students would be relocated to a holding school on the Barton site or their home secondary schools.
4. That Mountain Secondary School close in June 2017.
5. That the Board approve a change to the date in the motion of May 23, 2012, which states *That the Board approve the closure of Barton, Hill Park and Mountain Secondary Schools upon the opening of a new school located both easterly and south of the Lincoln Alexander Parkway pending Ministry approval with an opening no later than September 2015 to the date of September 2016.*

#### Impact of these recommendations:

Implementing the approved secondary boundary changes in the South Cluster for September 2014 means the following:

- Hill Park and Barton Secondary Schools will close in June 2014.
- A holding school will be created at the Barton site.
- The naming process for the New South School will be started in November 2013.
- Students currently at Hill Park and Barton may choose to move to the holding school (Barton) or attend their home schools as identified in the Secondary Program Strategy boundaries.
- Students attending Sherwood and Sir Allan MacNab may opt to remain in their current secondary school or attend their home schools as identified in the Secondary Program Strategy boundaries.
- Art Smart Program for the Performing Arts will move to Sir Allan MacNab as of September 2014.
- The students currently at Mountain Secondary School will have the choice of remaining at Mountain, the holding school (Barton) or attending their home school.
- Mountain Secondary school would close in June 2017 once the current students graduate.
- Current grade 8 students meeting the profile of current Mountain students will have the choice of attending the program at the holding school (Barton) or attend their home school as identified in the Secondary Program Strategy boundaries.

Background and rationale in the full report address issues of declining enrolment, full range of program opportunities, the opportunity to begin building the culture for the New South Secondary School, and preservation of the Art Smart Performing Arts Program.

Next steps are also outlined in the report.



## EXECUTIVE REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** October 21, 2013

**PREPARED BY:** Ellen Warling, Manager, Accommodation and Planning  
Jackie Penman, Manager, Corporate Communications  
Pam Reinholdt, Executive Superintendent – Student Achievement

**RE:** Secondary Transition for South Mountain Schools

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Action  Monitoring

### Recommended Action:

1. That the approved secondary boundaries in the Secondary Program Strategy (Appendix A) be implemented in the South Cluster and a holding school for the New South Secondary School be created at Barton Secondary School beginning September 2014.
2. That the Board approve the closure of Hill Park and Barton Secondary Schools in June 2014.
3. Students would be relocated to a holding school on the Barton site or their home secondary schools.
4. That Mountain Secondary School close in June 2017
5. That the Board approve a change to the date in the motion of May 23, 2012, which states *That the Board approve the closure of Barton, Hill Park and Mountain Secondary Schools upon the opening of a new school located both easterly and south of the Lincoln Alexander Parkway pending Ministry approval with an opening no later than September 2015 to the date of September 2016.*

### Rationale/Benefits:

Over the past three years enrolment has declined at Barton and Hill Park resulting in limited course selection for students each year. Recent accommodation review decisions have impacted students and parents as they are unsure about where to send their child to secondary school. In order to continue providing quality programming for our secondary students, it is critical to begin the implementation of the secondary program strategy to stabilize secondary education in the South Cluster. By implementing the new secondary boundaries in September 2014, students will be able to graduate from their home school as identified in the Secondary Program Strategy as well as access a wide variety of programming in all pathways.

Implementing the approved secondary boundary changes in the South Cluster for September 2014 means the following:

- Hill Park and Barton Secondary Schools will close in June 2014.
- A holding school will be created on the Barton site.
- The naming process for the New South School will be started in November 2013.
- Students currently at Hill Park and Barton may choose to move to the holding school (Barton) or attend their home schools as identified in the Secondary Program Strategy boundaries.
- Students attending Sherwood and Sir Allan MacNab may opt to remain in their current secondary school or attend their home schools as identified in the Secondary Program Strategy boundaries.
- Art Smart Program for the Performing Arts will move to Sir Allan MacNab as of September 2014.
- The students currently at Mountain Secondary School will have the choice of remaining at Mountain, moving to the holding school (Barton) or attending their home school.
- Mountain Secondary School would close in June 2017 once the current students graduate.
- Current grade 8 students meeting the profile of current Mountain students will have the choice of attending the program at the holding school (Barton) or attend their home school as identified in the Secondary Program Strategy boundaries.

The changes will bring clarity to our community who have communicated that they want to know where their child will be attending secondary school. Implementation of these boundaries allows the students attending the holding school (Barton) to move en masse to the New South Secondary School and begin building the culture of a new school such as beginning the school naming process, selecting school colours and designing the mascot.

Students currently attending Mountain would remain at Mountain, could choose to move to the holding school (Barton) or may choose to attend their home school. Mountain Secondary School would close in June 2017, once the current students graduate.

Grade 8 students meeting the profile of current Mountain students will have the choice of attending the program at the holding school (Barton) or attend their home school as identified in the Secondary Program Strategy boundaries.

The programs and supports currently in place at Mountain such as dedicated learning rooms, small class sizes and intervention programs (Wilson Reading, Empower and Jump Math) would be available at the holding school (Barton) and would be enhanced by expanding the programs and the available resources.

### **Background:**

Hamilton-Wentworth District School Board (HWDSB) has been working in recent years to revitalize its secondary schools, beginning with input gathered from our partners and research as we considered what education would look like in the 21<sup>st</sup> century through *Secondary Education of the Future*.

In June 2012, HWDSB concluded the extensive accommodation review that culminated in Board decisions to close seven secondary schools, build two new secondary schools, renovate one secondary school and upgrade remaining schools.

The Board of Trustees approved the following motions at the May 28, 2012 Board Meeting:

1. **That the Board approve the closure of Barton, Hill Park and Mountain Secondary Schools upon the opening of a new school located both easterly and south of the Lincoln Alexander Parkway pending Ministry approval with an opening no later than September 2015.**
2. **That the Board approve the creation of a post-ARC committee comprised of school council members, SEAC, students, staff and community members to inform**

**direction around the transition, program, facilities and the supports for the success of the Mountain program students.**

Since the accommodation review decisions, there has been a decrease in enrolment at Barton and Hill Park. Over the past three years, there has been a loss of students choosing to leave HWDSB from Grade 8 to Grade 9 in the South cluster (excluding Westmount). Below is a chart that tracks the number of students leaving HWDSB secondary schools between Grade 8 and Grade 9, as well as the total number of students and the percentage that this loss represents.

<b>Grade 8 to 9 Transition (Student Loss)</b>									
School	2009 to 2010	Total	%	2010-2011	Total	%	2011-2012	Total	%
Barton	35	225	16%	33	205	16%	43	208	21%
Hill Park	25	234	11%	32	241	13%	29	240	12%
Sherwood	30	307	10%	42	311	14%	37	288	13%
Sir Allan MacNab	66	337	20%	60	373	16%	85	386	22%
<b>Total</b>	<b>156</b>	<b>1103</b>	<b>14%</b>	<b>167</b>	<b>1130</b>	<b>15%</b>	<b>194</b>	<b>1122</b>	<b>17%</b>

The number of Grade 9 students attending Hill Park has dropped from 153 students in 2010 to 138 students in 2013. Likewise, the number of Grade 9 students at Barton has dropped from 151 students in 2010 to 139 students in 2013. This decline has resulted in limited course offerings for students at both schools. In addition, one of the program strategy consultation findings from June 2013 identified a need to address the declining enrolment at the two schools and a request to look at a revised timeline for transition planning in order to ensure programming is available for students.

The Secondary Program Strategy, which was approved in June 2013, supports the vision of the Board and provides the foundation for future secondary programming. It is based on the following principles:

- All secondary schools are great schools
- Students will have choice within their home schools
- Expanded access for students for specialized programs
- All students achieving and graduating in HWDSB

The underlying purpose of this strategy is to diversify our secondary school communities by providing all pathways at each school. In order to move forward with the vision, it is critical that we stabilize secondary education in the South cluster and begin transitioning students to meet our goal of all schools becoming great schools.

**Next Steps:**

In May 2012, the Board approved the following motion regarding transition planning.

**That the Board approve the creation of a post-ARC committee comprised of school council members, SEAC, students, parents, staff and community members to inform direction around the transition, program, facilities and the supports for the success of the Mountain program.**

As we move forward with transitions in the South cluster, a post accommodation review Transition Committee will be formed beginning November 2013 to coordinate several areas of focus, including the transitioning of students from Hill Park and Barton to the holding school (Barton) and the development of the program at the holding school (Barton) for students meeting the profile of current Mountain students. A sub-committee will advise the Transition Committee regarding the program at the holding school (Barton) for September 2014 as per Board motion. This committee will have membership on the Transition Committee

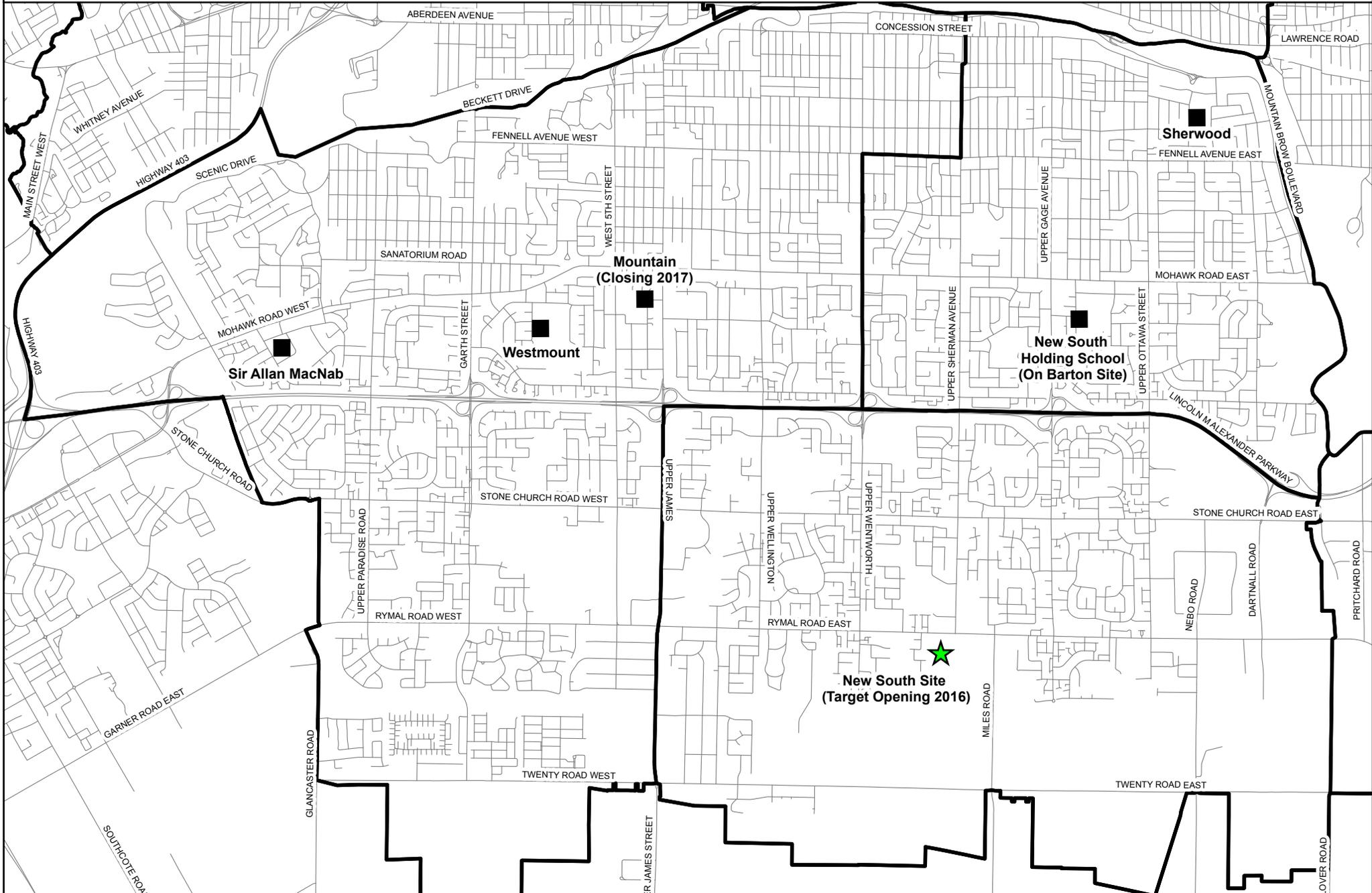
as well.

The transition committee will also focus on the following areas which will include, but not be limited to:

- gathering student and parent voice data from students
- addressing facility needs
- programs that will be offered at all levels with attention to the Secondary Program Strategy, Special Education, Tier 2 and 3 programs, Alternative Education,
- designated learning areas
- transition supports for any students choosing to move from Mountain Secondary School, including peer supports
- transition supports for students in receiving schools (eg. peer mentors)
- staff training regarding appropriate interventions (eg. Wilson Reading, Empower, Jump Math) at all schools
- information and support for elementary schools regarding school and course selections for grade 8 students

The Transition Committee will provide input and ensure that we consider and address all concerns of students, parents, staff and administrators regarding the transitions. The ARC committees provided several suggestions regarding the composition of these committees and the topics of importance to them. These suggestions will help us create the committees and a work plan to address all concerns.

Human Resources and Facilities Management will also be involved in this work.



 Proposed New Secondary Site	 Secondary Boundary (as approved in June 2013)
 Elementary	 Middle School
 Jr Elem	 Secondary






  
 Planning & Accommodation  
 October 2013  
 Planning and Accommodation



## EXECUTIVE REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** October 21, 2013

**PREPARED BY:** Daniel Del Bianco, Senior Facilities Officer  
 Stacey Zucker, Superintendent of Business and Treasurer  
 Ellen Warling, Manager of Planning and Accommodation  
 Ron Gowland, Manager of Capital

**RE:** 2013-14 Capital Priorities Submission

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Action  Monitoring

### Recommended Action:

That the Board approve the 2013-14 Capital Priorities (Appendix-A) for submission to the Ministry of Education.

### Rationale/Benefits:

The Hamilton-Wentworth District School Board (HWDSB) 2013-14 Capital Priorities submission includes a combination of updated projects previously identified in the 2012 submission and the inclusion of new projects which meet this year's Ministry of Education (MOE) criteria. In February 2013 the HWDSB received approximately \$40 million in capital funding for three projects (New North School, Saltfleet Addition, George R. Allan addition/ renovations) included in the May 2012 Capital Priorities submission.

Consistent with the 2012 Capital Priorities the updated 2013-14 submission to the MOE includes the south secondary school (new school), Dundas Secondary School (addition/ renovations), Dalewood Elementary School (addition/ renovations), Ancaster Meadowlands East (new school), and the Mount Albion (addition). The 2013-14 submission will also include three additional secondary school priorities including Sherwood High School, Ancaster High School and Westmount High School (See location map for all Capital Priorities, Appendix-B). All three of these secondary schools have been identified as being in "poor" condition in the HWDSB Long-Term Facilities Master Plan due to their high renewal needs and meet the criteria (facility condition and/ or school consolidation) as outlined by the MOE. Only the Board's top eight Capital Priorities will be considered for funding by the MOE.

Please note that all other schools (with the exception of Dalewood) current identified as being in "poor" condition in the LTFMP will be included in future elementary accommodation reviews and therefore do not qualify for submission for 2013-14 capital priorities funding.

It is anticipated that funding for the 2013-14 Capital Priorities submission will be announced in Spring 2014.

**Background:**

As part of the 2012-13 Capital Priorities Grant program the MOE received over 300 submissions from school boards across the province totaling approximately \$3.5 billion. The MOE funded 87 Capital Priority projects and allocated over \$700 million towards their timely completion.

On June 14, 2013 the MOE circulated the 2013:B13 memorandum (Appendix–C) requesting boards to submit their Capital Priorities by October 31, 2013. The MOE has requested that boards focus on projects that meet one or more of the needs outlined below:

1. **Accommodation Pressures:** These include projects that historically have been funded through New Pupil Places (NPP), growth schools, enrolment pressures and/ or French-language Capital Transitional. Essentially, they are scenarios where enrolment is projected to persistently exceed capacity at a school or within a group of schools. Projects that address accommodation pressures (e.g. growth) and/or projects undertaken in conjunction with a Full Day Kindergarten (FDK) project are MOE priorities.
2. **Facility Condition:** These include projects that historically may have been funded through Prohibitive to Repair. Projects in this category involve the replacement or major retrofit of schools that have high renewal needs relative to the cost of an appropriately sized new facility.
3. **School Consolidations:** These include projects that historically may have been funded through Prohibitive to Repair (PTR) or Capital Priorities. Projects in this category enable the Board to reduce their excess capacity and/ or address renewal needs to better focus their resources. Please note, projects related to accommodation reviews must have a final board decision by December 31, 2013 to be considered for Capital Priorities in Spring 2014.

The MOE circulated a subsequent memorandum (2013:B18, Appendix-D) on July 31, 2013 announcing 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.

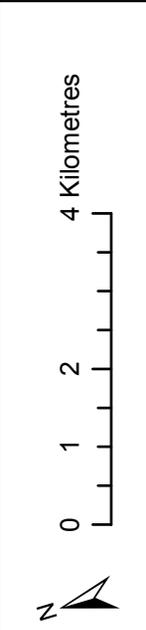
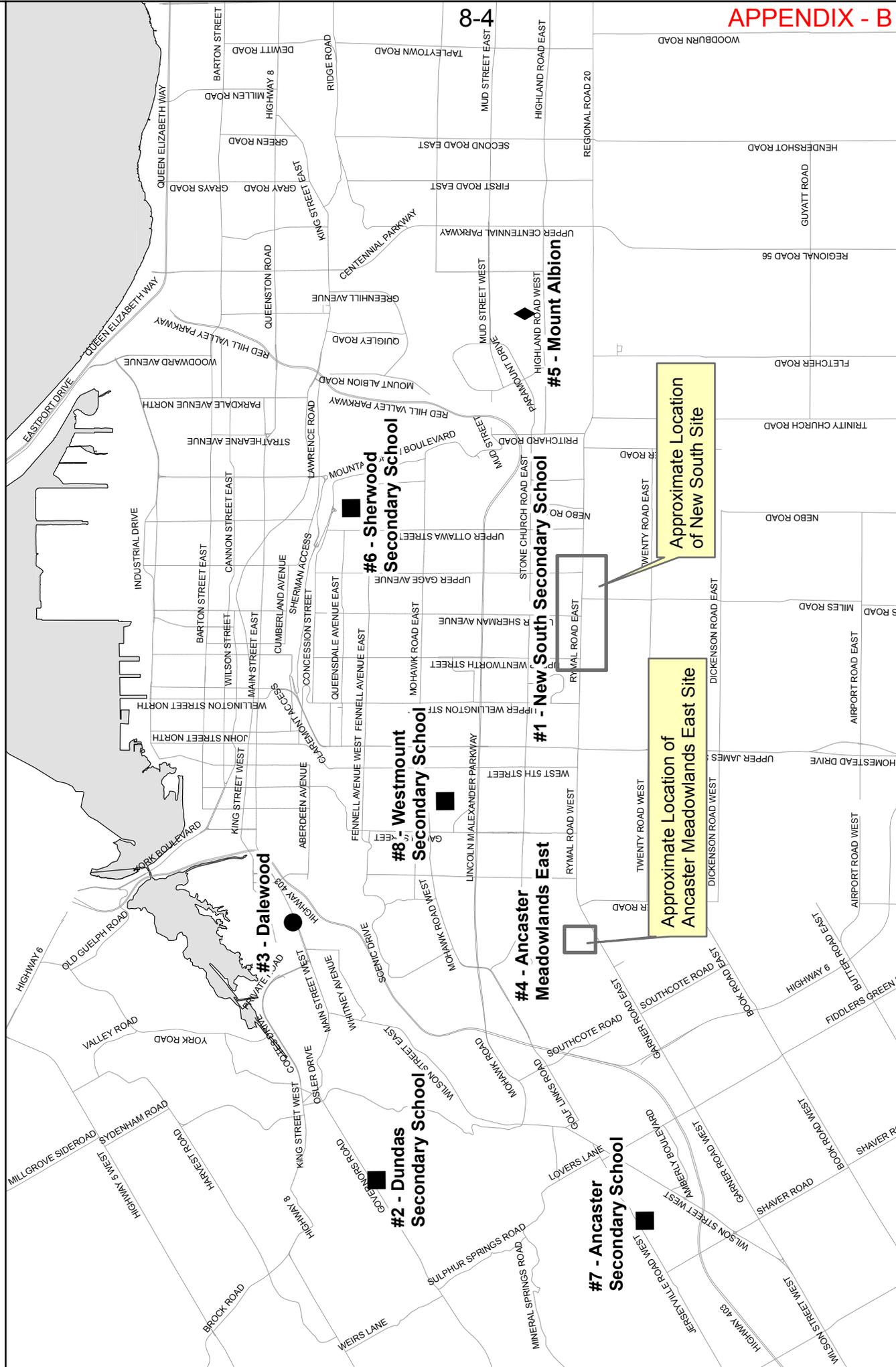
Only projects that need to be completed up to and including the 2016-17 school year are to be submitted as part of the 2013-14 Capital Priorities submission.

**Appendix – A: HWDSB Capital Priorities (2013-14) – REVISED OCTOBER 21, 2013**

Priority Rank	Project Name	Project Type	Ministry of Education Criteria	Previous Ranking	Rationale/ Comments
#1	<b>South Secondary School</b> <b>Joint-Use Facility</b>	New School/ Joint-Use Facility	Accommodation Pressures/ School Consolidation/ <b>Joint-Use Facility</b>	#2	ARC completed 2012. Construction of a 1,000 – 1,250 pupil place facility to accommodate students residing south of the Lincoln Alexander Parkway. There is continued development planned for the area along Rymal Road on the south-east mountain. <b>Both HWDSB and Conseil scolaire Viamonde have identified growth related needs south of the Lincoln Alexander Parkway. Conseil scolaire Viamonde is proposing a grade 7-12 secondary school (approx. ### pupil places) as part of this joint-use initiative.</b>
#2	<b>Dundas High School</b> <b>(Highland site)</b>	Addition/ Renovations/ Address Renewal Needs	Consolidation/ Facility Condition	#3	ARC completed 2012, School identified as being in “Poor” condition in Long-Term Facilities Master Plan <i>(Approx. \$16 million in deferred capital maintenance)</i>
#3	<b>Dalewood</b>	Renovations/ Address Renewal Needs	Facility Condition	#4	ARC completed 2012, School identified as being in “Poor” condition in Long-Term Facilities Master Plan <i>(Approx. \$7 million in deferred capital maintenance)</i>
#4	<b>Ancaster Meadowlands East</b>	New School	Accommodation Pressures	#7	Board purchased 6.25ac site in June 2013. Continue to experience growth. Ancaster Meadow school has 9 portables on site. New homes continue to be constructed in the community.
#5	<b>Mount Albion</b>	Addition	Accommodation Pressures / Facility Condition	#6	Six classroom addition. School has a 4 room port-a-pak to be replaced. New development directed to the school by boundary change in 2012. Creates a 461 pp. school. Size similar to the LTFMP guiding principle size of 500-600 pp.
#6	<b>Sherwood High School</b>	Address Renewal Items	Consolidation/ Facility Condition	n/a	ARC completed 2012, School identified as being in “Poor” condition in Long-Term Facilities Master Plan <i>(Approx. \$31 million in deferred capital maintenance)</i>
#7	<b>Ancaster High School</b>	Address Renewal Needs	Consolidation/ Facility Condition	n/a	ARC completed 2012, School identified as being in “Poor” condition in Long-Term Facilities Master Plan <i>(Approx. \$14 million in deferred capital maintenance)</i>
#8	<b>Westmount High School</b>	Address Renewal Needs	Facility Condition	n/a	School identified as being in “Poor” condition in Long-Term Facilities Master Plan <i>(Approx. \$21m in deferred capital maintenance)</i>

Note: 2012-13 Capital Priorities that did receive funding include: New North Secondary School (#1, \$31.8m), George R. Allan Addition/Renovations (#4, \$3.84m) and Saltfleet Addition (#5, \$5.4m). Capital renewal based on 10-year deferred maintenance (2012-2021).

# Capital Priorities Submission 2013-2014



- ◆ Elementary
- Middle School
- ▲ Jr Elem
- Secondary

Ministry of Education

Ministère de l'Éducation

Office of the ADM  
Business & Finance Division  
20<sup>th</sup> Floor, Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2

Bureau du sous-ministre adjoint  
Division des opérations et des finances  
20<sup>e</sup> étage, Édifice Mowat  
900, rue Bay  
Toronto ON M7A 1L2



2013: B13

**MEMORANDUM TO:** Directors of Education

**FROM:** Gabriel F. Sékaly  
Assistant Deputy Minister

**DATE:** June 14, 2013

**SUBJECT:** Request for Capital Priorities

This past year, school boards across the province identified requests for over 300 projects, worth approximately \$3.5 billion in funding under the 2012 Capital Priorities Grant program. The ministry funded 87 Capital Priority projects (including 39 new schools) in January 2013 and allocated over \$700M towards their timely completion.

For 2013-14, school boards are requested to provide the ministry with an update of their Capital Priorities for projects that need to be completed up to and including the 2016-17 school year. The ministry will be reviewing the Capital Priority submissions for funding consideration, as well as to understand the need for ongoing capital investments in the education sector.

Boards are asked to submit their requests for Capital Priority funding through the School Facilities Inventory System (SFIS). In the interest of continuous improvement, the ministry has updated last year's Capital Priorities submission tools, including the required business case for each priority project, based on feedback from boards.

Highlights/Summary Points:

- Boards to submit Capital Priority projects expected to open no later than the 2016-17 school year.
- The deadline for Capital Priorities submission is October 31, 2013.
- Business Cases will be required only for the board's top 8 Capital Priorities (versus 10 in 2012 submission). This includes submission for projects to be undertaken using board funding.
- Boards must have an updated ministry approved Capital Analysis and Planning Template (CAPT) in order to receive a Capital Priorities funding allocation.
- Projects that address accommodation pressures (eg. growth) and/or projects undertaken in conjunction with an FDK project are ministry priorities.
- The Capital Priority Business Cases will be available for Boards to update in the next few weeks.

## Capital Priority Projects

School boards are to identify their Capital Priorities and submit the associated business cases through SFIS. As in the past, school boards will have the opportunity to identify up to 30 Capital Priority projects, however only the board's 8 highest priority projects expected to open no later than 2016-17 will be considered for Capital Priorities funding and will need to be supported with a completed business case. Projects required after 2016-17 will not be considered for Capital Priority funding at this time.

Boards will be required to submit their board approved updated Capital Priorities by October 31, 2013. 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, as well as add new projects to the 2012 capital priority list. Upon submission of board approved Capital Priority projects, the submission will be locked and school boards will only be able to modify their projects by requesting that their Capital Analyst unlock a project (please refer to appendix A).

Boards that intend on pursuing a project using available build capacity funding, new or projected Proceeds of Disposition, or other funds available to the board, as identified in their Capital Analysis and Planning Template (CAPT), must include the project(s) as a Capital Priority through the submission process.

## Business Case Considerations

With the current economic and fiscal climate, boards are asked to focus on their highest and most urgent accommodation priorities. In January 2013, boards were sent letters summarizing ministry responses to the 2012 Capital Priorities funding requests. We ask that boards review the ministry comments in determining future Capital Priority needs to be submitted. For further clarification, please contact your board's Capital Analyst.

Projects that address accommodation pressures and/or projects undertaken in conjunction with a Full-Day Kindergarten (FDK) project are ministry priorities.

The ministry asks boards to focus on projects that meet one or more of the needs outlined below:

a) Accommodation Pressure: These include projects that historically may have been funded through New Pupil Places (NPP), growth schools, enrolment pressures and/or French-language Capital Transitional. Essentially, they are scenarios where enrolment is projected to persistently exceed capacity at a school or within a group of schools.

In explaining the capital project, the board should demonstrate:

- that there is not sufficient capacity at nearby schools to accommodate the enrolment for the school(s), and
- that this issue is expected to persist for the next 10 years.

b) Facility Condition: These include projects that historically may have been funded through Prohibitive to Repair. Projects in this category involve the replacement or major retrofit of schools that have high renewal needs relative to the cost of an appropriately sized new facility.

In explaining the capital project, the board should demonstrate:

- that the renewal needs are sufficiently high – through current Ministry condition assessments or board assessments,
- opportunities to right-size the facility,
- potential savings to future renewal and/or operating costs, and
- other benefits such as improved accessibility, programming and/or energy efficiency.

c) School Consolidations: These include projects that historically may have been funded through Prohibitive to Repair or Capital Priorities. Projects in this category enable the board to reduce their excess capacity and/or address renewal needs to better focus their resources. This category includes projects resulting from accommodation review recommendations. Please note, projects related to accommodation reviews must have a final board decision by December 31, 2013 to be considered for Capital Priorities funding in Spring 2014.

In explaining the capital project, the board should be able to demonstrate:

- how the facilities in the area will be right-sized to support continued accommodation needs,
- the results of the accommodation review process (where applicable),
- potential savings to future operating and/or renewal costs, and
- other benefits, such as improved accessibility, programming and/or energy efficiency.

### **Other Considerations**

Projects that should not be submitted as Capital Priorities include:

- Projects that have been previously funded by either the ministry or the board.
- Projects that should be funded through Renewal funding, including program enhancements and projects related to addressing current and/or proposed changes to the Accessibility for Ontarians with Disabilities Act, and
- Projects that are solely intended to meet Full-Day Kindergarten program requirements.

When business case submissions are reviewed, the ministry will take into account the amount of capital funding available to the board, including Proceeds of Disposition, as identified in the board's Capital Analysis and Planning Template. Boards must have a ministry approved CAPT consistent with the board's 2012-13 Financial Statement in order to receive a Capital Priorities funding allocation.

**Ministry Contact**

An instructional manual to assist board staff with completing the required business cases can be found on the following website:

<http://faab.edu.gov.on.ca/CapitalPrograms.htm>

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

Nancy Whynot, Director, Capital Programs Branch at 416-325-4030 or at [Nancy.Whynot@Ontario.ca](mailto:Nancy.Whynot@Ontario.ca)

Paul Bloye, Manager, Capital Programs Branch at 416-325-8589 or at [Paul.Bloye@Ontario.ca](mailto:Paul.Bloye@Ontario.ca)

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

Sincerely,



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

Copy: Superintendents of Business and Finance

## Appendix A - Capital Analyst Contact List

Board #	Board Name	Capital Analyst	Contact Information
1	DSB Ontario North East	Cameron Whitehead	<a href="mailto:Cameron.Whitehead@Ontario.ca">Cameron.Whitehead@Ontario.ca</a> 416-325-4297
2	Algoma DSB	Cameron Whitehead	<a href="mailto:Cameron.Whitehead@Ontario.ca">Cameron.Whitehead@Ontario.ca</a> 416-325-4297
3	Rainbow DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
4	Near North DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
5.1	Keewatin-Patricia DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
5.2	Rainy River DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
6.1	Lakehead DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
6.2	Superior-Greenstone DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
7	Bluewater DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@Ontario.ca">Michael.Wasyluk@Ontario.ca</a> 416-326-9924
8	Avon Maitland DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@Ontario.ca">Michael.Wasyluk@Ontario.ca</a> 416-326-9924
9	Greater Essex County DSB	Diamond Tsui	<a href="mailto:Diamond.Tsui@Ontario.ca">Diamond.Tsui@Ontario.ca</a> 416-325-2017
10	Lambton Kent DSB	Diamond Tsui	<a href="mailto:Diamond.Tsui@Ontario.ca">Diamond.Tsui@Ontario.ca</a> 416-325-2017
11	Thames Valley DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@Ontario.ca">Michael.Wasyluk@Ontario.ca</a> 416-326-9924
12	Toronto DSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@Ontario.ca">Sarosh.Yousuf@Ontario.ca</a> 416-325-9796
13	Durham DSB	Catherine Roy	<a href="mailto:Catherine.Roy@Ontario.ca">Catherine.Roy@Ontario.ca</a> 416-326-9932
14	Kawartha Pine Ridge DSB	Catherine Roy	<a href="mailto:Catherine.Roy@Ontario.ca">Catherine.Roy@Ontario.ca</a> 416-326-9932
15	Trillium Lakelands DSB	Catherine Roy	<a href="mailto:Catherine.Roy@Ontario.ca">Catherine.Roy@Ontario.ca</a> 416-326-9932
16	York Region DSB	Catherine Roy	<a href="mailto:Catherine.Roy@Ontario.ca">Catherine.Roy@Ontario.ca</a> 416-326-9932
17	Simcoe County DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@Ontario.ca">Michael.Wasyluk@Ontario.ca</a> 416-326-9924
18	Upper Grand DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
19	Peel DSB	Diamond Tsui	<a href="mailto:Diamond.Tsui@Ontario.ca">Diamond.Tsui@Ontario.ca</a> 416-325-2017
20	Halton DSB	Diamond Tsui	<a href="mailto:Diamond.Tsui@Ontario.ca">Diamond.Tsui@Ontario.ca</a> 416-325-2017
21	Hamilton-Wentworth DSB	Hemwanti Dobbs	<a href="mailto:Hemwanti.Dobbs@Ontario.ca">Hemwanti.Dobbs@Ontario.ca</a> 416-325-2018
22	DSB of Niagara	Hemwanti Dobbs	<a href="mailto:Hemwanti.Dobbs@Ontario.ca">Hemwanti.Dobbs@Ontario.ca</a> 416-325-2018
23	Grand Erie DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@Ontario.ca">Michael.Wasyluk@Ontario.ca</a> 416-326-9924
24	Waterloo Region DSB	Hemwanti Dobbs	<a href="mailto:Hemwanti.Dobbs@Ontario.ca">Hemwanti.Dobbs@Ontario.ca</a> 416-325-2018
25	Ottawa-Carleton DSB	Cameron Whitehead	<a href="mailto:Cameron.Whitehead@Ontario.ca">Cameron.Whitehead@Ontario.ca</a> 416-325-4297
26	Upper Canada DSB	Cameron Whitehead	<a href="mailto:Cameron.Whitehead@Ontario.ca">Cameron.Whitehead@Ontario.ca</a> 416-325-4297

## Appendix A - Capital Analyst Contact List

Board #	Board Name	Capital Analyst	Contact Information
27	Limestone DSB	Catherine Roy	<a href="mailto:Catherine.Roy@Ontario.ca">Catherine.Roy@Ontario.ca</a> 416-326-9932
28	Renfrew County DSB	Cameron Whitehead	<a href="mailto:Cameron.Whitehead@Ontario.ca">Cameron.Whitehead@Ontario.ca</a> 416-325-4297
29	Hastings and Prince Edward DSB	Catherine Roy	<a href="mailto:Catherine.Roy@Ontario.ca">Catherine.Roy@Ontario.ca</a> 416-326-9932
30.1	Northeastern Catholic DSB	Cameron Whitehead	<a href="mailto:Cameron.Whitehead@Ontario.ca">Cameron.Whitehead@Ontario.ca</a> 416-325-4297
30.2	Nipissing-Parry Sound Catholic DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
31	Huron-Superior Catholic DSB	Cameron Whitehead	<a href="mailto:Cameron.Whitehead@Ontario.ca">Cameron.Whitehead@Ontario.ca</a> 416-325-4297
32	Sudbury Catholic DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
33.1	Northwest Catholic DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
33.2	Kenora Catholic DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
34.1	Thunder Bay Catholic DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
34.2	Superior North Catholic DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
35	Bruce-Grey Catholic DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@Ontario.ca">Michael.Wasyluk@Ontario.ca</a> 416-326-9924
36	Huron-Perth Catholic DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@Ontario.ca">Michael.Wasyluk@Ontario.ca</a> 416-326-9924
37	Windsor-Essex Catholic DSB	Diamond Tsui	<a href="mailto:Diamond.Tsui@Ontario.ca">Diamond.Tsui@Ontario.ca</a> 416-325-2017
38	London Catholic DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@Ontario.ca">Michael.Wasyluk@Ontario.ca</a> 416-326-9924
39	St. Clair Catholic DSB	Diamond Tsui	<a href="mailto:Diamond.Tsui@Ontario.ca">Diamond.Tsui@Ontario.ca</a> 416-325-2017
40	Toronto Catholic DSB	Sarosh Yousuf	<a href="mailto:Sarosh.Yousuf@Ontario.ca">Sarosh.Yousuf@Ontario.ca</a> 416-325-9796
41	PVNC Catholic DSB	Catherine Roy	<a href="mailto:Catherine.Roy@Ontario.ca">Catherine.Roy@Ontario.ca</a> 416-326-9932
42	York Catholic DSB	Catherine Roy	<a href="mailto:Catherine.Roy@Ontario.ca">Catherine.Roy@Ontario.ca</a> 416-326-9932
43	Dufferin Peel Catholic DSB	Diamond Tsui	<a href="mailto:Diamond.Tsui@Ontario.ca">Diamond.Tsui@Ontario.ca</a> 416-325-2017
44	Simcoe Muskoka Catholic DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@Ontario.ca">Michael.Wasyluk@Ontario.ca</a> 416-326-9924
45	Durham Catholic DSB	Catherine Roy	<a href="mailto:Catherine.Roy@Ontario.ca">Catherine.Roy@Ontario.ca</a> 416-326-9932
46	Halton Catholic DSB	Diamond Tsui	<a href="mailto:Diamond.Tsui@Ontario.ca">Diamond.Tsui@Ontario.ca</a> 416-325-2017
47	Hamilton-Wentworth Catholic DSB	Hemwanti Dobbs	<a href="mailto:Hemwanti.Dobbs@Ontario.ca">Hemwanti.Dobbs@Ontario.ca</a> 416-325-2018
48	Wellington Catholic DSB	Kristin Grunenکو	<a href="mailto:Kristin.Grunenko@Ontario.ca">Kristin.Grunenko@Ontario.ca</a> 416-326-9445
49	Waterloo Catholic DSB	Hemwanti Dobbs	<a href="mailto:Hemwanti.Dobbs@Ontario.ca">Hemwanti.Dobbs@Ontario.ca</a> 416-325-2018
50	Niagara Catholic DSB	Hemwanti Dobbs	<a href="mailto:Hemwanti.Dobbs@Ontario.ca">Hemwanti.Dobbs@Ontario.ca</a> 416-325-2018
51	Brant Haldimand Norfolk Catholic DSB	Michael Wasyluk	<a href="mailto:Michael.Wasyluk@Ontario.ca">Michael.Wasyluk@Ontario.ca</a> 416-326-9924
52	Catholic DSB of Eastern Ontario	Cameron Whitehead	<a href="mailto:Cameron.Whitehead@Ontario.ca">Cameron.Whitehead@Ontario.ca</a> 416-325-4297

## Appendix A - Capital Analyst Contact List

Board #	Board Name	Capital Analyst	Contact Information
53	Ottawa Catholic DSB	Cameron Whitehead	<a href="mailto:Cameron.Whitehead@Ontario.ca">Cameron.Whitehead@Ontario.ca</a> 416-325-4297
54	Renfrew County Catholic DSB	Cameron Whitehead	<a href="mailto:Cameron.Whitehead@Ontario.ca">Cameron.Whitehead@Ontario.ca</a> 416-325-4297
55	Algonquin and Lakeshore Catholic DSB	Catherine Roy	<a href="mailto:Catherine.Roy@Ontario.ca">Catherine.Roy@Ontario.ca</a> 416-326-9932
56	CSP du Nord-Est	Alexandre Beaudin	<a href="mailto:Alexandre.Beaudin@Ontario.ca">Alexandre.Beaudin@Ontario.ca</a> 416-212-4818
57	CSP du Grand Nord de l'Ontario	Alexandre Beaudin	
58	CS Viamonde	Alexandre Beaudin	
59	CÉP de l'Est de l'Ontario	Alexandre Beaudin	
60.1	CSCD des Grandes Rivières	Alexandre Beaudin	
60.2	CSC Franco-Nord	Alexandre Beaudin	
61	CSC du Nouvel-Ontario	Alexandre Beaudin	
62	CSDC des Aurores boréales	Alexandre Beaudin	
63	CSDÉC du Sud-Ouest	Alexandre Beaudin	
64	CSDC Centre-Sud	Alexandre Beaudin	
65	CSDC de l'Est ontarien	Alexandre Beaudin	
66	CÉC du Centre-Est	Alexandre Beaudin	

Ministry of Education

Office of the ADM  
Business & Finance Division  
20<sup>th</sup> Floor, Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint  
Division des opérations et des finances  
20<sup>e</sup> étage, Édifice Mowat  
900, rue Bay  
Toronto ON M7A 1L2



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.

**COMMITTEE REPORT**

Presented to: Standing Committee

Date of Meeting: October 21, 2013

From: Finance Committee

Date of Meeting: October 2, 2013

The committee held a meeting from 12:15 p.m. to 1:00 p.m. on the above date at 120 King Street, Suite 1120, Hamilton, Ontario, with Judith Bishop presiding.

Members present were: Trustees Judith Bishop (Chair), Wes Hicks, Lillian Orban, and Todd White.

\*\*\*\*\*

**1. Enrolment Update**

Staff provided a report that updated the status of actual enrolment as compared to enrolment used for budget and staffing. At this point in time there is no projected budget impact due to enrolment fluctuations.

**2. Letter from the Minister on the School Board Efficiencies and Modernization Strategy**

The Ministry of Education will be holding consultations with stakeholder groups on the Grants for Student Needs later this fall. School Boards are also invited to share their comments with the Director of the Education Finance Branch separate from the public consultation.

On motion of Trustee Orban, seconded by Trustee White, the Finance Committee recommends that HWDSB respond to the request for consultation on the GSN and forward correspondence to Joshua Paul, Director of the Education Finance Branch.

**CARRIED UNANIMOUSLY.** Trustee White was not present for the vote.

**3. 2013-2014 Capital Priorities Submission**

Staff presented a report on the projects that will be submitted to the Ministry of Education for inclusion in the Capital Priorities Grant program. The list of school projects that have been identified for submission meet the criteria as outlined by the Ministry.

Trustee Hicks left the meeting at 12:55 p.m. Trustee White joined the meeting at 12:55 p.m.

Respectfully submitted,  
Judith Bishop, Chair of the Committee

10-1  
Committee Report

Presented to: Standing Committee

Meeting date: October 21, 2013

From: Governance Committee

Meeting date: September 17, 2013

The committee held a meeting on Tuesday, September 17, 2013, from 6:00 p.m. to 8:45 p.m., on the 6<sup>th</sup> Floor, 100 King Street West, Hamilton, Ontario, with Jessica Brennan presiding.

Members present were: Trustees Jessica Brennan (Chair), Judith Bishop, Lillian Orban, Todd White and Tim Simmons.

\*\*\*\*\*

**I. Community Advisory Committee Terms of Reference**

The Committee considered a proposed governance statement concerning the Board's community advisory committees.

On motion of Trustee Bishop, the Governance Committee **RECOMMENDS:**

- (a) **That the governance statement, Community Advisory Committees, as presented in Appendix A, be adopted;**
- (b) **That the First Nations, Métis and Inuit Community Advisory Committee, the French Immersion Community Advisory Committee and the Rural Schools Community Advisory Committee be re-established;**
- (c) **That thanks and appreciation be extended to the members of the Interfaith Community Advisory Committee for their counsel and advice and that the committee be disbanded;**
- (d) **That, at the organizational meeting scheduled for December 2013, the Director present a report recommending the appointment of members for the First Nations, Métis and Inuit Community Advisory Committee, the French Immersion Community Advisory Committee and the Rural Community Advisory Committee with some members of each committee for a term ending November 30, 2014, and some for a term ending November 30, 2015.**

**CARRIED UNANIMOUSLY.**

**2. Expectation re: Staff Reports**

The Committee considered the matter of expectation of Staff Reports for the Board.

**3. Ward Allocation Consultation**

The Committee considered the matter of Ward Allocation Consultation.

Respectfully submitted,  
Jessica Brennan, Chair of the Committee

Governance Statement: Community Advisory Committees

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*Community advisory committees are established by the Board in support of Board Policy No. 2.0, Engagement Pillar.*

1. General

- 1.01 At the present time, the community advisory committees established by the Board are:
  - (a) First Nations, Métis and Inuit Community Advisory Committee
  - (b) French Immersion Community Advisory Committee
  - (c) Interfaith Community Advisory Committee
  - (d) Rural Schools Community Advisory Committee
- 1.02 The provisions of the statement shall apply to the Board's community advisory committees with the exception of sections 4.02 to 4.05 which are specific to a community advisory committee.

2. Membership

- 2.01 The Director, in consultation with Trustees, shall recommend members for appointment to a community advisory committee.
- 2.02 Members of a community advisory committee shall be appointed by the Board.
- 2.03 A community advisory committee shall have no more than 13 community members and no fewer than seven.
- 2.04 Students attending a Board secondary school may be members.

- 2.05 A community advisory may have one or two Trustees, appointed by the Board, who may participate in the meetings but will not count towards quorum or have voting privileges.
- 2.06 A community advisory committee shall appoint a chair or co-chairs from among its members at the first meeting following the Board's organizational meeting each year.
- 2.07 The term of office for a member of a community advisory committee shall be two years commencing on December 1 and ending on November 30.
- 2.08 When a community advisory committee is established the members shall be divided into members willing to serve for a one-year term and those willing to serve for a two-year term in order to initiate staggered terms.
- 2.09 A member shall not serve for more than two consecutive terms or partial terms without the approval of the Board.
- 2.10 If a member is appointed mid-term, the committee shall recommend whether the term should end on November 30 of the current year or the following year.
- 2.11 The establishment, re-establishment and membership of a community advisory committee shall be considered by the Board each year during the Organizational meeting. If a community advisory committee is re-established, the Board will only make appointments for a vacancy due to expiration of term.

### 3. Duties of Members

- 3.01 If absent from a meeting, a member shall be permitted to send a person as the member's replacement. The replacement person shall be permitted to participate in the discussion, but may not vote on behalf of the appointed member. The replacement person shall be responsible for reporting on the activities of the meeting to the appointed member.
- 3.02 If a member is absent from three consecutive meetings, without the permission of the committee, the position shall be considered vacant and a replacement member shall be appointed.

### 4. Mandates

- 4.01 General: Community advisory committees shall be established where necessary to provide the Board with advice from the community on specified areas of Board policy or program as related to the committee's mandate and consistent with the Education Act and the policies of the Board.

- 4.02 Interfaith Community Advisory Committee: To provide advice and present recommendations to the Board regarding matters related to religious activities, practice, and education in elementary and secondary schools.
- 4.03 First Nations, Métis and Inuit Community Advisory Committee: To provide advice and present recommendations to the Board regarding matters related to programs and services that affect the educational success and well-being of First Nation, Métis, and Inuit learners.
- 4.04 French Immersion Community Advisory Committee: To provide advice and present recommendations to the Board regarding matters related to programs and services that support the French Immersion program.
- 4.05 Rural Schools Community Advisory Committee: To provide advice and present recommendations to the Board regarding matters related to programs and services that support rural schools.

## 5. Agenda Items

- 5.01 The chair or co-chairs, in consultation with the senior resource person, shall be responsible for the content of the agenda.
- 5.02 A community advisory committee shall consider matters related to the mandate of the committee: (a) as referred to the committee by the Board or the Director, or (b) of significant importance to the committee members.

## 6. Staff Resources

- 6.01 The Director shall provide a community advisory committee with meeting space.
- 6.02 The Director shall assign staff resources as necessary, including a senior staff person and an administrative assistant.
- 6.03 The senior staff resource person shall provide the community advisory committee with information when requested and if that information is readily available.
- 6.04 The administrative assistant shall be responsible for distribution of the agenda, meeting arrangements and completion and routing of the committee report.
- 6.05 A community advisory committee shall not cause a significant amount of staff work to be undertaken or cause the duties of the administrative assistant to be expanded.

## 7. Meetings

- 7.01 A community advisory committee shall meet at least twice per year.
- 7.02 A community advisory committee shall not meet during July or August unless requested to do so by the Chair of the Board.
- 7.03 A community advisory committee meeting shall be open to the public for observation and notice of the meeting shall be posted on the Board's website.

## 8. Rules of Order

- 8.01 A community advisory committee shall follow the Board's Governance Bylaws with respect to the rules of order for committees, where applicable.

## 9. Reporting

- 9.01 After each meeting of a community advisory committee a committee report shall be prepared in lieu of minutes.
- 9.02 The administrative assistant shall be responsible for preparation of the committee report.
- 9.03 The community advisory committee report shall be in the same format as those for the Board's other committees.
- 9.04 A community advisory committee report shall be presented to a special committee of the Board, the Standing Committee or the Board, at the discretion of the Chair of the Board and the Director.
- 9.05 The Director may decide that commentary, background or contextual information, and/or a recommendation from staff is necessary to ensure that trustees have comprehensive information on which to base a decision. When this is deemed necessary, the Director will issue a separate staff report to accompany the community advisory report.

## Committee Report

Presented to: Standing Committee

Meeting date: October 21, 2013

From: Policy Committee

Meeting date: September 26, 2013

The committee held a meeting on Thursday, September 26, 2013, from 6:00 p.m. to 8:45 p.m., on the 6<sup>th</sup> Floor, 100 King Street West, Hamilton, Ontario, with Todd White presiding.

Members present were: Trustees Todd White (Chair), Laura Peddle, and Jessica Brennan. Regrets were received by Trustees Judith Bishop and Alex Johnstone

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### 1. 21<sup>st</sup> Century Learning Policy

The Committee considered a staff report on the 21<sup>st</sup> Century Learning Policy.

On motion of Trustee Brennan, the Policy Committee **RECOMMENDS** that the **21<sup>st</sup> Century Learning Policy** be approved.

**CARRIED UNANIMOUSLY**

On motion of Trustee Brennan, the Policy Committee **RECOMMENDS** that the following policies be revoked.

- a) **School Library Information Centre Policy**
- b) **Information Technology Policy**
- c) **Personal & Electronic Policy and Policy Directive**

**CARRIED UNANIMOUSLY**

### 2. Workplace Violence Policy

The Committee considered a staff report on the Workplace Violence Policy.

On motion of Trustee Brennan, the Policy Committee **RECOMMENDS** that the name of the policy be changed to **Workplace Violence Prevention Policy**.

**CARRIED UNANIMOUSLY**

### 3. Fundraising Policy

The Committee considered a staff report on the Fundraising Policy.

On motion of Trustee Brennan, the Policy Committee **RECOMMENDS** that the **Fundraising Policy** be approved as amended.

**CARRIED UNANIMOUSLY**

**4. Property Disposition Directive**

The Committee considered a staff report on the Property Disposition Directive. Staff will make recommended changes and email the updated directive to the Committee and cc. Trustees.

**On motion of Trustee Peddle, the Policy Committee moved into Private Session at 6:55 p.m.**

**CARRIED UNANIMOUSLY**

The Committee resumed in Public at 7:00 p.m.

**5. Progressive Discipline Policy**

The Committee considered the staff report on revoking the Progressive Discipline Policy.

On motion of Trustee Brennan, the Policy Committee **RECOMMENDS** that the **Progressive Discipline Policy be revoked.**

**CARRIED UNANIMOUSLY**

**6. Volunteer Policy – Scoping Report**

The Committee considered the staff report on the Volunteer Policy – Scoping Report. The Committee recommended changes to the scoping report which will be brought back at a later date.

**7. Boundary Review Policy Directive**

The Committee considered the staff report on the Boundary Review Policy Directive. Staff will edit and augment the directive and bring it back to the Committee in October.

**8. Public Consultation Policy**

The Committee considered a staff report on the Volunteer Policy – Scoping Report. The Committee suggested that the Public Consultation Directive be revoked at a future date and have the concepts captured under the Engagement Policies that are forthcoming.

Respectfully submitted,  
Todd White, Chair of the Committee




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## 21st Century Learning and Technology Policy

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Date Approved:

Projected Review Date:

### PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to promoting 21st century learning skills. HWDSB believes all students and staff should have equitable access to learning experiences that are engaging, authentic, and that leverage local and global connections to help develop critical and creative thinking, problem solving, collaboration and communication skills. HWDSB supports this learning through ethical, competent, and acceptable use of technology, tools and social media.

### GUIDING PRINCIPLES:

- HWDSB is committed to creating the conditions necessary for collaborative, inquiry-based learning environments in order to meet the needs of all learners.
- We need to provide opportunities to collaborate, think critically, innovate and solve authentic problems, and to recognize the impact an individual can have in a connected world.
- Learning through collaboration and networking is enhanced by the use of technology within the classroom, the school, and the department.
- Technology offers new ways to express creativity, and provides opportunities for greater choice regarding how we learn, and how we share and work with others.

### INTENDED OUTCOMES:

The implementation of the 21st Century Learning and Technology Policy together with specific related policy directives will:

- Increase understanding of how the use of technology can enhance learning and working for all;
- Increase understanding of blended learning: the purposeful combination of face-to-face and online interactions;
- Provide pathways to systemic adoption of tools to enhance learning and working for all;
- Enhance teacher instruction and assessment, educational research, and professional development;
- Provide pathways to understanding the importance of authorship and ownership, of managing identity in digital spaces, of recognizing credible sources of information, participating in positive ways, and respecting the privacy of self and others;
- Develop the 21st century learning skills of all students and staff:
  - Creativity and Innovation
  - Communication and Collaboration
  - Research and Information Fluency
  - Critical Thinking, Problem Solving, and Decision Making skills
  - Digital Citizenship
  - Technology Operations

## RESPONSIBILITY:

Director of Education  
Members of Executive Council

## TERMINOLOGY:

### 21st Century Learning Skills:

- **Creativity and Innovation**  
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Communication and Collaboration**  
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **Research and Information Fluency**  
Students apply digital tools to gather, evaluate, and use information.
- **Critical Thinking, Problem Solving, and Decision Making skills**  
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Digital Citizenship**  
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- **Technology Operations**  
Students demonstrate a sound understanding of technology concepts, systems, and operations.

**Authorship:** The process of creating original work. To varying degrees, all creative work builds upon the previous work of others. Authors/creators sample and remix media content to create alternative interpretations of the ideas/themes/aesthetic qualities exemplified in source material. Citing source material is an important part of the creative process.

**Blended Learning:** Blended learning uses technology tools and resources to teach and support learning face-to-face.

**Credibility:** Our credibility both online and offline, is directly tied to our identity. Credibility refers to the trustworthiness of people and of information. Credible people are accurate and authentic in how they present themselves, especially their credentials, skills, and motivations.

**Identity:** The profiles you create and the contributions you make in online spaces.

**Ownership:** Includes works that belong to the public domain and individual's holding the legal rights to creative work. The author/creator is the first owner of copyright in a work. Where permission to use copyrighted material is needed, it is only the author/creator who can permit usage. However, when considering ownership of creative work, the Fair Use Doctrine attempts to balance the protection of a copyright owner's ownership and users' rights to access information and creative works.

**Fair Use Doctrine:** A set of guidelines which will allow limited use of copyrighted materials without having to pay for use or ask permission for use.

**Privacy:** The protection of personal, private, and confidential information.

**ACTION REQUIRED:**

- Develop, implement, and monitor the policy, and staff development programs and resources
- Develop, implement, and monitor the policy directives:
  - Identity, Credibility, and Positive Participation Directive
  - Authorship and Ownership Directive
  - Privacy Directive
- Develop and implement a *Permission to Disclose Personal Information Agreement*
- Develop and implement an *Acceptable Use Agreement*
- Develop and implement a *3rd Party Tools and Resources Additional Permissions Agreement*

**PROGRESS INDICATORS:**

Intended Outcome	Assessment
<ul style="list-style-type: none"> <li>• Increase understanding of how the use of technology can allow students to take more leadership in their learning, enhance professional practice, teacher instruction, educational research, and professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Technology is embedded into professional development in all levels of the organization through the implementation of a online learning management system for staff, and a blended learning platform for students</li> <li>• Facilitators will support, coach and mentor all learners (staff, students, parents and community members), through face-to-face and online reference materials that help support integrating technology into practice</li> <li>• Integrate technology into the workplace and the classroom to complement face-to-face collaboration, and increase our ability to work and learn together across distances through the employee web-portal, and a blended learning platform for students</li> <li>• Create a increased understanding of the benefits and risks associated with social media, and the use of digital tools and resources, through job-embedded integration of these spaces and tools, into learning and working together</li> </ul>

Intended Outcome	Assessment
<ul style="list-style-type: none"> <li>Provide pathways to systemic adoption of these tools to improve and enhance practice</li> </ul>	<ul style="list-style-type: none"> <li>The establishment of open and universal wireless networks in all schools and workplaces</li> <li>Board supported software/resources/technology will be more accessible to allow ease of use for all members of the learning community (staff, students, parents and community members)</li> <li>Develop a process to assist with the responsible acquisition and use of technology</li> <li>Provide relevant examples to illustrate how to effectively teach, learn and work in the 21st Century</li> <li>Increase access to technology by supporting the use of personal and board-provisioned devices</li> </ul>
<ul style="list-style-type: none"> <li>Develop the 21st century learning skills of all stakeholders (students, staff, parents and community)</li> </ul>	<ul style="list-style-type: none"> <li>Provide resources for all stakeholders (students, staff, parents and community) to embed digital citizenship, authorship and ownership, identity, credibility, privacy, and positive and responsible participation into daily practice</li> <li>Provide Professional Development in a variety of forms to help individuals develop and support the skills necessary to utilize technology and tools to enhance professional practice for all staff, and for blended learning in the classroom (online, self-paced, face-to-face, job-embedded)</li> <li>Enhance training on the effective use of Assistive Technology so that it is easily accessible to all members of the learning community (students, staff, parents and community), and provides equitable learning and working opportunities</li> </ul>

## **REFERENCES:**

### **Government Documents**

Ontario Human Rights Code  
Canadian Charter of Rights and Freedoms  
Education Act  
Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010  
School Effectiveness Framework, 2010  
Learning for All, Draft 2009  
Ontario College of Teachers: Professional Advisory – Use of Electronic Communication and Social Media  
International Society for Technology in Education; NETS - the National Education Technology Standards  
Ontario Curriculum Policy Documents  
E-Learning Ontario: Policy Document, 2006

### **HWDSB Strategic Directions**

Achievement Matters  
Engagement Matters  
Equity Matters

### **HWDSB Policies**

Accommodation of Personnel Policy  
Equity Policy  
Diversity & Equity Policy  
Safe Schools Pillar Policy  
Code of Conduct  
Environment Policy  
Respectful Working & Learning Environments  
Student Achievement Pillar Policy  
Assessment, Evaluation and Reporting  
Staff Development Policy  
Character Builds Policy  
Visual Identity Policy



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## Ownership and Authorship Directive

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### RATIONALE:

New media provide new ways to create content and share it with others, and to access and use others' creations. Traditional notions of *authorship* (the process of creating original work) and *ownership* (holding the legal rights to creative work) are being rethought in response to collective authorship on collaborative sharing sites and platforms, by the capacity to distribute amateur and professional content to mass audiences, and by the technologies that allow remixing of content.

The ease of access to information, music, video, and other content can afford creators new avenues to participate in creative life, but can also result in intentional or naïve misuses—e.g., practices such as illegal downloading, plagiarism, and failures to cite sources properly or to consider the intentions of original creators and owners of online content. Therefore, members of the Hamilton Wentworth District School Board (HWDSB) need to reflect on how to use the work of others ethically; to understand the difference between plagiarism and responsible “citation”; and be able to identify—and to defend—meaningful critical and creative expression that is inspired by the work of others.

### TERMINOLOGY:

**Authorship:** The process of creating original work. To varying degrees, all creative work builds upon the previous work of others. Authors/creators sample and remix media content to create alternative interpretations of the ideas/themes/aesthetic qualities exemplified in source material. Citing source material is an important part of the creative process.

**Ownership:** includes works that belong to the public domain (see glossary) and individual's holding the legal rights to creative work. The author/creator is the first owner of copyright in a work. Where permission to use copyrighted material is needed, it is only the author/creator who can permit usage. However, when considering ownership of creative work, the fair use doctrine (see glossary) can allow limited use of copyrighted materials without having to pay for use or ask permission for use and attempts to balance the protection of a copyright owner's ownership and users' rights to access information and creative works.

**PROCEDURES:****Standards of Behaviour**

- Appropriately attribute authorship to the work of others, and provide proper citation when necessary
- Follow the legal aspects of ownership, such as copyright, public domain, and fair use
- Remix, or otherwise “appropriate” the work of others in a responsible, ethical way
- Creations should respect the beliefs and values of others in compliance with HWDSB Character Education attributes, the Equity Policy, and other Board policies
- Be aware of rights under copyright law and exercise them in a responsible manner that balances right to credit and compensation with an openness to sharing knowledge, and consider providing guidelines for fair use (see glossary) and acceptable use (Eg. Creative Commons Attribution <http://creativecommons.org/choose/>)

**Key Roles and Responsibilities****Principal Roles/Responsibilities**

Principals will ensure a culture of respect exists for the authorship and ownership of creative and academic works, and will hold everyone to the highest standard of respectful/responsible behaviour and academic honesty by:

- Demonstrating care and commitment to academic excellence in a safe teaching and learning environment
- Ensuring the school and its members adhere to copyright restrictions, acceptable use agreements, and digital rights policy
- Working collaboratively with their school and community to develop strategies for helping students understand the gravity of plagiarizing and the importance of acknowledging the work of others
- Supporting teachers in the promotion of academic honesty with students, (see Assessment, Evaluation and Reporting Policy Directive: Missing Evidence of Learning 1.1.10)

**Teacher and Staff Roles/Responsibilities**

Teachers and staff will ensure a culture of respect for the authorship and ownership of creative and academic works exists, and will hold students to the highest standard of respectful/responsible behaviour and academic honesty by:

- Modeling respect for the authorship and ownership of creative and academic work by adhering to copyright restrictions, acceptable use agreements, and digital rights policy
- Implementing strategies to help students understand the impact of plagiarizing and the importance of acknowledging the work of others
- Ensuring the academic honesty of students (see Assessment, Evaluation and Reporting Policy Directive: Missing Evidence of Learning 1.1.10)

**Student Roles/Responsibilities**

Students will demonstrate a respect for authorship and ownership by:

- Respecting the authorship and ownership of creative and academic work by adhering to copyright restrictions, acceptable use agreements, and digital rights policy
- Following the established rules associated with academic work and taking responsibility for their own actions;

**Parent/Guardian Roles/Responsibilities**

Parents/Guardians support a culture of respect for the authorship and ownership of creative and academic works by:

- Assisting their child in understanding and respecting authorship, ownership, and academic honesty; and
- Assisting school staff in dealing with disciplinary issues involving academic honesty.

**Trustees and Executive Council Roles/Responsibilities**

- Modeling respect for the authorship and ownership of creative and academic work by ensuring the schools and its members adhere to copyright restrictions, acceptable use agreements, and digital rights policy
- Working collaboratively with their schools and communities to develop strategies for helping students understand the gravity of plagiarizing and the importance of acknowledging the work of others

**Attribution:**

<http://www.goodworkproject.org/practice/our-space/>

<http://creativecommons.org/licenses/by-nc/3.0/>



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## Identity, Credibility, and Positive Participation Directive

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### **RATIONALE:**

#### **Identity**

The internet provides us with the ability to change how we are perceived by others. We can use photos, interests, and “favorites” lists, along with other content, to emphasize—or hide—different aspects of our identities. Individuals can engage in “identity play”—in which they explore and receive feedback on new identities (for example, a more confident self), or develop facets of the self (sexual or gender identities, for example) that they may not feel comfortable exploring offline.

Schools, Departments, Teams, Clubs and Classrooms (among other groupings that exist within a board setting) have the ability to create online identities representative of the interests, message, vision, or values of that group.

#### **Credibility**

Our credibility both online and offline, is directly tied to our identity. Credibility refers to the trustworthiness of people and of information. Credible people are accurate and authentic in how they present themselves, especially their credentials, skills, and motivations.

The volume of information available online creates both opportunities and risks—for learning, for making informed choices, and for connecting with other people. On the opportunities side, anyone can contribute information to knowledge communities (ie. Wikipedia). On the risks side, it is relatively easy to post misinformation in online spaces, to misrepresent one’s credentials and expertise online, or to take undue credit for the work of others (See: Authorship and Ownership Directive). Certain properties of the Internet make it difficult to assess whether information and people can be trusted (ie. the absence of cues (such as tone and facial expression)).

#### **Participation**

Online spaces provide people with positive opportunities to assume new roles, obtain needed support, learn new skills, and collaborate with others. At the same time, opportunities to participate in harmful or counterproductive ways abound online, such as through hate speech, grieving, trolling, cyberbullying, and other forms of misconduct that can harm both individuals and whole communities.

While participating in online spaces, we must also be aware of the challenges new media environments place on traditional notions of privacy. Online social networks, forums, and blogs provide rich opportunities to network, communicate, and share information with vast

audiences. There are both promises and risks associated with these opportunities. By creating a profile and sharing at least some personal information online, a person can participate in small, private online communities or large, public networks.

Disclosing information online can be harmful if users fail to consider the ways in which the information they share about themselves and others could be used. Given these properties, the everyday decisions people make regarding what to disclose, to whom, and how, become urgently important. All members of HWDSB need to be in the habit of reflecting on the potential consequences, for themselves and for others, of such decisions.

## **TERMINOLOGY:**

**Participation:** Your participation online includes any and all accounts, personas, publications, and content (Status Updates, Texts, Blog Posts, Videos, Assignments, Forum Discussions et al.) created and/or shared in digital spaces. Participation online can include contributing in discussion forums, completing an online survey, signing an online petition, commenting on status updates on social networks (eg. Facebook, Twitter, HWDSB Commons), uploading an original video (ie. YouTube), or using other digital learning spaces (blog, wiki, etc.)

**Identity:** The profiles you create and the contributions you make in these spaces (your digital footprint) form your identity.

**Credibility:** Your credibility online is established through the content mentioned above. The nature of online contributions extend the reach and impact of content beyond the regular school/business day. With this in mind, it is important to note that any contributions that negatively affect the school or workplace climate fall within the confines of this directive.

## **PROCEDURES:**

### **Standards of Behaviour**

- Online identities should adhere to the values of HWDSB, and contribute to the safe and caring environment we foster within our organization.
- Responsibly assess the credibility of other people; evaluate information sources
- Recognize that other existing policies apply in digital circumstances (Equity Policy, Safe Schools Policy, Code of Conduct, Respectful working and learning environment)
- Establish and use your own username and password and keep it secure (log out of accounts on public/shared devices)
- Do not share your username with others: you will be held accountable for the content created
- Participate and contribute in positive ways in online spaces, knowledge communities, resource repositories, social networks (eg: Facebook, Twitter), social media sharing sites (eg: YouTube, Flickr, Instagram)
- Recognize that regardless of your role within the board (Student, Teacher, School Board Office, Executive Council, Trustee etc) your online contributions could be perceived as representing HWDSB

- Recognize that the online contributions you make today will create a permanent record that will positively or negatively affect your identity and credibility, and may have an impact in the future
- The content of devices and accounts utilized for working and learning together in HWDSB should adhere to the Code Of Conduct ———
- Do not impersonate others, or intentionally misrepresent their opinions or statements

### **Principal Roles/Responsibilities**

Principals will hold everyone to the highest standard of respectful/responsible behaviour and will take a daily leadership role in the school by:

- Monitoring behaviour, and holding everyone under their authority accountable for their behaviour and actions;
- Empowering students to be positive leaders in digital spaces;
- Modeling respect, responsibility, and civility online (digital citizenship), and ensuring these are taught as part of the curriculum;
- Encouraging the use of current and relevant technologies.

### **Teacher and Staff Roles/Responsibilities**

Teachers and staff will hold everyone to the highest standard or respectful/ responsible behaviour by:

- Modelling respect, responsibility, and civility online, and empowering students to be positive leaders in digital spaces
- Practicing self-regulation, and holding students accountable for their behaviour and actions;
- encouraging the use of current and relevant technologies to blend learning in the classroom, and to create efficiencies in the workplace

### **Student Roles/Responsibilities**

Students show respect and responsibility by:

- Demonstrating responsibility for actions or behaviour off school property or outside of the school day including online behaviour that would have an impact on the school climate;
- Accurately representing themselves while participating online and demonstrating appropriate online etiquette
- Practising self-regulation, holding peers accountable for their behaviour and actions, and being mindful of the well being of others, reporting instances of troubling online activity (ie. Bullying, Hate-speech, Depression, Self-harm)

### **Parent/Guardian Roles/Responsibilities**

Parents/Guardians support a safe and respectful learning environment by:

- Modelling respect, responsibility, and civility online (digital citizenship)
- Being an active positive participant in the online community; and
- Encouraging respectful and appropriate online behaviour.

### **Trustees and Executive Council Roles/Responsibilities**

Trustees and Executive Council members will model behaviour consistent with the Code of Conduct and character attributes of the Hamilton-Wentworth District School Board.

### **\*Attribution:**

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## Privacy Directive

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### RATIONALE:

**Privacy**—Traditional notions of privacy are being challenged by new media that offer rich opportunities to network, communicate, and share information with vast audiences. By creating social network profiles and sharing at least some personal information online, young people can reach out to others, share their ideas and experiences, and form support networks around various struggles. At the same time, disclosing too much online can be harmful, given that information can persist indefinitely and can be shared with unintended audiences. Deception intended to protect one's privacy can also have unintended negative effects on relationships with others

All members of HWDSB must be mindful of their own privacy, and the privacy and protection of personal information of those around them. With the ability to share information online, the ability to breach privacy becomes both easier to accomplish, and more difficult, or impossible, to repair. While sharing of student work, posting multimedia (photos, videos, audio recordings) and making connections with the local or global community can have widespread advantages for teaching and learning, they must be measured against our ability to protect the personal information of others, especially minors under our care. It is important that we limit the amount of personal information that we share, that we model the importance of keeping our private lives private, and that we help students to understand the consequences of sharing too much personal information, recognizing the value of their digital footprint.

### TERMINOLOGY:

**Personal information:** information that can't be used to identify you, such as your age, gender, how many brothers and sisters you have, your favorite food, etc.

**Private information:** information that can be used to identify you, such as your Social Insurance number, postal address, email address, phone number, etc.

### PROCEDURES:

#### Standards of Behaviour

- Understand that specific permission must be provided whenever personal or private information is involved and clearly communicate the purpose, use, distribution, audience and potential reach of shared information
- Weigh the risks and benefits (to oneself and others) of anonymity (or a lack thereof) in different contexts

- Make informed choices about whether to disclose personal or private information
- Understand that the digital nature of the internet allows portability of content beyond the intended audience
- Understand that one's own standards of privacy may differ from others
- Every attempt should be made to protect private information (eg. strong passwords, password protection)
- Understand and abide by the Terms of Service and Privacy Policy of digital tools and resources and be mindful of how third party tools collect and share information

### **Key Roles and Responsibilities**

#### **Principal Roles/Responsibilities**

Principals will hold everyone to the highest standard of respectful/responsible behaviour and will take a daily leadership role in the school by:

- Explain why it is necessary to collect specific personal and private information and clearly communicate the purpose, use, distribution, audience and potential reach of shared information
- Understand that specific permission must be provided whenever personal or private information is involved or being shared
- Understand, and help mentor an understanding of the risks and benefits (to oneself and others) of anonymity (or a lack thereof) in different contexts
- Secure consent from parents, or for students over 18, from the student, for the collection, storage and use of personal and private information.
- Store personal and private information securely.
- Ensure that the Consent to Disclose Personal Information Form (formerly Permission to Photograph) have been received from all staff members and students
- Use a variety of strong passwords and keep private information -- and the devices and online tools that house that information -- secure
- Consider and respect the privacy of others when contributing -- and monitoring the contributions of others -- in digital spaces
- Support staff and students in understanding the Terms of Service and Privacy Policy of digital tools and resources and be mindful of how third party tools collect and share information

#### **Teacher and Staff Roles/Responsibilities**

Teachers and staff will hold everyone to the highest standard or respectful/ responsible behaviour by:

- Explain why it is necessary to collect specific personal and private information and clearly communicate the purpose, use, distribution, audience and potential reach of shared information
- Understand that specific permission must be provided whenever personal or private information is involved or being shared
- Understand, and help mentor an understanding of the risks and benefits (to oneself and others) of anonymity (or a lack thereof) in different contexts
- Secure consent from parents, or for students over 18, from the student, for the collection, storage and use of personal and private information.
- Store personal and private information securely.

- Ensure that the Consent to Disclose Personal Information Form (formerly Permission to Photograph) have been received from all students
- Use a variety of strong passwords and keep private information -- and the devices and online tools that house that information -- secure
- Consider and respect the privacy of others when contributing -- and monitoring the contributions of others -- in digital spaces
- Support students in understanding the Terms of Service and Privacy Policy of digital tools and resources and be mindful of how third party tools collect and share information

### **Student Roles/Responsibilities**

Students demonstrate respect and responsibility when they:

- Understand why it is necessary for HWDSB, and select digital tools and resources, to collect specific personal and private information and recognize your right to understand the purpose, use, distribution, audience and potential reach of that information
- Understand that specific permission must be provided whenever personal or private information is involved or shared
- Understand that you have a right to opt out if you are uncomfortable sharing in certain contexts
- Understand -- or ask questions about -- the risks and benefits (to oneself and others) of anonymity (or a lack thereof) in different contexts
- Store personal and private information securely
- Use a variety of strong passwords and keep personal and private information -- and the devices and online tools that house that information -- secure
- Consider and respect the privacy of others when contributing -- and viewing the contributions of others -- in digital spaces
- Report instances where you feel personal or private information is being inappropriately shared
- Understand the Terms of Service and Privacy Policy of digital tools and resources and be mindful of how third party tools collect and share information

### **Parent/Guardian Roles/Responsibilities**

Parents/Guardians support a safe and respectful learning environment when they:

- Understand why it is necessary for HWDSB, and select digital tools and resources, to collect specific personal and private information and recognize your right to understand the purpose, use, distribution, audience and potential reach of that information
- Understand that specific permission must be provided whenever personal or private information is involved or shared
- Understand that you have a right to opt out if you are uncomfortable sharing in certain contexts
- Understand -- or ask questions about -- the risks and benefits (to oneself and others) of anonymity (or a lack thereof) in different contexts
- Consider and respect the privacy of others when contributing in digital spaces
- Report instances where you feel personal or private information is being inappropriately shared

**Trustees and Executive Council Roles/Responsibilities**

Trustees and Executive Council members will model behaviour consistent with the Code of Conduct and character attributes of the Hamilton-Wentworth District School Board.

- Explain why it is necessary to collect specific personal and private information and clearly communicate the purpose, use, distribution, audience and potential reach of shared information
- Understand that specific permission must be provided whenever personal or private information is involved or being shared
- Understand, and help mentor an understanding of the risks and benefits (to oneself and others) of anonymity (or a lack thereof) in different contexts
- Store personal and private information securely.
- Use a variety of strong passwords and keep private information -- and the devices and online tools that house that information -- secure
- Consider and respect the privacy of others when contributing -- and monitoring the contributions of others -- in digital spaces

**Attribution:**

<http://www.goodworkproject.org/practice/our-space/>

<http://creativecommons.org/licenses/by-nc/3.0/>



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## Workplace Violence Prevention Policy

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Date Approved:

Projected Review Date:

### PURPOSE:

The Hamilton Wentworth District School Board (the Board) believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. Any act of workplace violence is unacceptable conduct. Workplace violence in any form erodes the mutual trust and confidence that are essential to the well-being of our staff.

As defined by the *Occupational Health and Safety Act*, workplace violence is:

- (a) the exercise of physical force by a person against a worker , in a workplace, that causes or could cause physical injury to the worker,
- (b) an attempt to exercise physical force against a worker , in a workplace , that could cause physical injury to a worker,
- (c) a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against a worker, in a workplace, that could cause physical injury to a worker.

This policy applies to all work activities that occur while on Board premises, or while engaging in workplace activities or workplace social events.

This policy applies to all members of the Board community, including but not limited to, trustees, students, employees, visitors such as parents and community members, volunteers, permit holders, contractors, and employees of other organizations who work on or are invited onto Board property. This policy shall be posted in all board workplaces. Staff harassment and workplace harassment shall be dealt with as prescribed within their respective Human Resources policies/policy directives.

The Board has developed a comprehensive program to implement this policy and meet the requirements of the *Occupational Health and Safety Act*.

### GUIDING PRINCIPLES:

### INTENDED OUTCOMES:

- Reduction in the number of injuries/illness/damage incidents to employees, all other persons [such as students, trustees, visitors, contractors] and Board property due to workplace violence.
- Raise awareness of everyone's accountability and responsibility to ensure a violence free working and learning environment.

## **RESPONSIBILITY:**

- Superintendent of Education, Human Resources
- Director - annual review- per the Occupational Health & Safety Act, S.25 (Minor changes may be directed to the Policy Working Sub-Committee for further review and/or approval).

## **TERMINOLOGY:**

## **ACTION REQUIRED:**

- Review and consultation as per the policy development process
- Review and consultation with the Central Joint Health and Safety Committee

## **PROGRESS INDICATORS:**

- Reduction/elimination of lost time incidents/injuries due to workplace violence
- Reduction/elimination of health care incidents/injuries due to workplace violence
- Reduction/elimination of first aid incidents due to workplace violence
- Reduction/elimination of near miss or record only incidents
- Elimination of Ministry of Labour compliance orders for workplace violence
- Elimination of work refusals for workplace violence

## **REFERENCES:**

### **Government Documents**

- Occupational Health and Safety Act, Section 25
- Education Act

### **HWDSB Strategic Directions**

Achievement Matters

Engagement Matters

Equity Matters

### **HWDSB Policies**

- Occupational Health and Safety Policy
- Employee Support Program Policy
- Harassment Policy
- Safe Schools Policy
- Staff Development Policy
- Suspension of Students Policy
- Code of Conduct Policy
- Expulsion of Students Policy
- Respectful Working and Learning Environments Policy Directive
- Lockdown Policy



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## Fundraising Policy

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Date Approved:

Projected Review Date:

### **PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) recognizes that parents, guardians, caregivers, schools and communities may choose to engage in fundraising activities to support students, schools, the Board and the wider community. The Board believes that fundraising activities must be complementary to public education, voluntary, safe, accountable and transparent.

The Board is supportive of fundraising activities that increase student engagement, support a healthy learning environment and build strong partnerships.

### **INTENDED OUTCOMES:**

Fundraising activities in Hamilton-Wentworth District School Board will:

- 1) Be complementary to publicly funded education.
  - Fundraising will reflect HWDSB's mission, vision, values, strategic directions and policies.
  - Fundraising will reflect the purposes and the principles of public education, including equity, diversity, and accessibility.
  - Fundraising will support student achievement and well-being and will not detract from the learning environment.
  - Fundraising will not replace public funding for education, and may not be used to support items that are funded through provincial grants such as classroom learning materials and textbooks, facility repairs, maintenance or upgrades.
  - Fundraising will not support those capital projects that will result in an increase in the student capacity of a school or significantly increase capital or operating costs.
  - Fundraising may be used to support humanitarian causes that can increase student understanding, empathy and activism in helping to address local, national and international issues.
  - Fundraising may increase community and parent/guardian/caregiver engagement with the school.
  - Fundraising must be ethical and legal.

2) Be voluntary

- No individuals will be compelled to participate in fundraising activities, nor will a student's fundraising efforts be tied to any measure of student achievement, or be subjected to any other negative consequences should they choose not to participate.
- Fundraising by the local school community will reflect the diversity, values and priorities of the Board and the community.
- Privacy will be respected. Personal information of staff, students or other individuals will not be shared for the purposes of fundraising without prior consent.

3) Provide a safe environment for students, staff and volunteers

- The safety of students will be a primary consideration in all fundraising activities.
- Student fundraising activities require supervision and should be age-appropriate.
- Appropriate safeguards will be in place regarding collection, deposit, recording and use of funds.

4) Be accountable and transparent

- School fundraising activities will be developed and organized with advice and assistance from the school community.
- Fundraising has a designated purpose and the proceeds are used for that purpose.
- School fundraising will include transparent financial reporting practices to the school community.
- System fundraising will include transparent financial reporting practices to HWDSB community.
- There shall be no real or perceived conflict of interest in any fundraising activity.
- Fundraising by student groups (e.g. school council, clubs, athletics, etc.) must be supervised by a teacher advisor and be governed by the same rules as other fundraising activities.
- Administrative expenses associated with the fundraising activity will be minimized.
- All organizations in receipt of HWDSB fundraising proceeds must engage in legal and ethical practices.

**RESPONSIBILITY:**

Director of Education  
Members of Executive Council

**TERMINOLOGY:**

*Fundraising:* Any activity, permitted under HWDSB's policies, to raise money or other resources, as approved by the school principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

*School Community.* Refers to students, parents, guardians and caregivers, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support HWDSB and student achievement.

*School-Generated Funds:* Funds that are raised and collected in the school or broader community in the name of the school-by-school councils or other school or parent administered groups (with the exception of funds raised by the Ontario Home and School Associations).

School generated funds are administered by the school principal, and are raised or collected from sources other than HWDSB's operating and capital budgets. These sources include proceeds from fundraising activities, fees for supplementary learning materials and activities, athletics/clubs, educational excursions, and donations for initiatives such as a school nutrition program.

School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties.

### **ACTION REQUIRED:**

- 1) HWDSB staff will monitor all fundraising activities, and fundraising procedures to ensure that they meet the Ministry and HWDSB purpose and intended outcomes.
- 2) Each school principal, with advice from the School Council, will identify an annual plan for funds to be generated in the name of or under the auspices of the school.
- 3) The school principal will approve all fundraising activities in advance, including the intended use of funds.
- 4) The school principal will be accountable for ensuring transparency of all funds raised and for providing disclosure to the appropriate group(s).
- 5) Fundraising activities need to comply with related Board policies and procedures, including but not limited to Health and Safety, Purchasing, Conflict of Interest, Equity, Environment, Nutrition, Educational Excursions.
- 6) Fundraising for schools by School Councils is a partnership between the school, the Board, and the fundraising group. Because the Board is a corporate entity and the school is not, any funds raised by the School Council (and any assets purchased with those funds) belongs, legally, to the Board.
- 7) A System Equity Fund will be established and maintained to support students in financial need. The equity fund will support equity of opportunity and access, maintain recipient confidentiality and dignity, apply when support is required beyond that available at the school level, and be sustained through external funding (Equity Fund Guiding Principles).
- 8) Limits may be set on the number and extent of fundraising activities in each school.

**PROGRESS INDICATORS:****Intended Outcome**

- Be complementary to publicly funded education
  
- Be voluntary
  
- Provide a safe environment for students, staff and volunteers
  
- Be accountable and transparent

**Assessment**

- At the end of the school year, each school will prepare an annual financial summary report on school-generated funds which includes fundraising revenues and expenses incurred in conjunction with the fundraising activity or event
  
- The school community will be informed as to how proceeds from fundraising, and corporate donations are used and ensure this is aligned with the designated purpose of the funds raised.
  
- The school community will be informed as to how proceeds from fundraising, and corporate donations are used and ensure this is aligned with the designated purpose of the funds raised.
  
- At the end of the school year, each school will prepare an annual financial summary report on school-generated funds which includes fundraising revenues and expenses incurred in conjunction with the fundraising activity or event
  
- The school community will be informed as to how proceeds from fundraising, and corporate donations are used and ensure this is aligned with the designated purpose of the funds raised.
  
- School councils will report annually to the Principal and the Board on their fundraising activities.

**REFERENCES:**

**Government Documents**

Education Act  
Municipal Freedom of Information and Protection of Privacy Act  
Broader Public Sector Procurement Directive  
Equity and Inclusive Education Strategy  
Facility Partnerships Guideline  
School Food and Beverage Policy

**HWDSB Strategic Directions**

Achievement Matters  
Engagement Matters  
Equity Matters

**HWDSB Policies**

Health and Safety Procedures  
Conflict of Interest Policy  
Educational Excursions Policy  
Environment Policy  
Equity Policy  
Nutrition Policy  
Partnership Policy  
Procurement  
School Generated Funds Procedures



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## School Fundraising Directive

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### **RATIONALE:**

Hamilton-Wentworth District School Board recognizes that school fundraising activities can increase student engagement, support a healthy learning environment and build strong partnerships. The Board also recognizes that funds raised for school purposes are to be used to complement, not replace, public funding for education. The School Fundraising Policy Directive is intended to provide direction to School Administrators and staff members regarding school fundraising procedures and responsibilities, and provide specific examples of what fundraising activities may or may not occur in the Board.

### **TERMINOLOGY:**

*Fundraising:* Any activity, permitted under HWDSB's policies, to raise money or other resources, as approved by the school principal, in consultation with, and upon the advice of the school council, and/or a school fundraising organization operating in the name of the school, and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

*School Community:* Refers to students, parents, guardians and caregivers, school councils, trustees, school administrators, staff, members of the broader community and partners, as well as others, who support HWDSB and student achievement.

*School-Generated Funds:* Funds that are raised and collected in the school or broader community in the name of the school-by-school councils or other school or parent administered groups (with the exception of funds raised by the Ontario Home and School Associations).

School generated funds are administered by the school principal, and are raised or collected from sources other than HWDSB's operating and capital budgets. These sources include proceeds from fundraising activities, fees for supplementary learning materials and activities, athletics/clubs, educational excursions, and donations for initiatives such as a school nutrition program.

School generated funds is a broad category which includes not only fundraising for school purposes, but also all funds that are collected and paid out through school accounts to support a variety of programs such as payments to charities or other third parties.

**PROCEDURES:****1. Accounting & Responsibilities**

**All funds raised through fundraising activities must be accounted for in accordance with the Board's *Procedures for School Generated Funds*.**

**The Principal is responsible for adequate record keeping and reporting of fundraising proceeds and expenditures.**

Schools are encouraged to keep fundraising revenues and expenses within the same category in the school funds accounting system for each fundraising event. Schools may have multiple fundraising categories to separately capture different fundraising events if desired. Any purchases from profits should be made out of a "School Purchases" category, where funds are transferred from the fundraising account. This allows schools and board staff to monitor the profitability of fundraising events. For example, if a school conducts a pizza fundraiser, the monies collected and expenses for the pizza would go through the fundraising account. If the profits were being used to purchase gym equipment, this would be paid for out of "School Purchases" and the appropriate amount transferred from the fundraising account to cover the equipment costs.

As a small supplier, schools do not collect and remit HST on sales. As a result, schools are advised not to claim the HST rebate on any expenses related to fundraising events. However, schools may claim the HST rebate when using the "School Purchases" category when buying items to benefit the school with the proceeds.

**2. Accountability**

Funds raised through fundraising activities will be used to support the specific or communicated purpose for which the funds were raised. Donors or the purchaser of fundraising goods and services will be fully informed of the cause that their donation/ purchase supports. Purchases with fundraising proceeds should be made by the school in a timely manner (e.g.: within 6 months to 1 year following the event). Any delays may result in the students who put an effort into raising the funds, not being able to realize the benefits, particularly graduating students.

**3. Approval of Fundraising Activities**

The school principal is responsible for approving all fundraising activities in advance, including the intended use of funds.

All school fundraising activities are to be included in the school's annual Plan for School Generated Funds.

Principals should take the following into consideration when approving fundraising activities:

- Limiting the number and extent of fundraising activities
  - Co-ordinating activities across the school(s)
  - Limiting the impact on classroom time for staff and students, and administrative time for principals and support staff
- Addressing shortages, overages and cancellations – see additional guidelines below. Students participating in fundraising activities should not be held responsible for any loss that may be incurred
- Supporting donations to board-level funds, or matching programs

- Consideration of the socioeconomic situation of the school community
- Where fundraising is to be used for capital projects, including any renovations to buildings and/or properties, the school principal must consult with the Facilities Management Department and their Superintendent of Student Achievement prior to fundraising. Projected costs should include the costs of equipment, installation and ongoing maintenance.

#### **4. Compliance with legislation and policy**

Fundraising activities must be compliant with municipal, provincial and federal legislation, and Ministry of Education guidelines and policies, such as the School Food and Beverage Policy, Equity and Inclusive Education Strategy, Facility Partnerships Guideline and the Broader Public Sector Procurement Directive. Fundraising activities must also comply with Board policies and procedures, such as the Procurement Policy, Nutrition Policy, Healthy Schools and Workplace Pillar Policy, Educational Excursion Policy, and the principles of equity.

#### **5. Conflict of interest**

Real or perceived conflicts of interest of staff or volunteers involved in organizing or negotiating a fundraising activity must be declared. Staff or volunteers will be asked to excuse themselves from final purchasing decisions or contract negotiations when said conflict is declared. For example, if the spouse of the teacher organizer works for the organization supplying the fundraising goods, this should be declared in advance of the goods being offered for sale to the school community.

#### **6. Fundraising for Capital Projects**

Capital projects supported by fundraising proceeds should:

- Be complementary to publicly funded education;
- Not result in an increase in the student capacity of a school; and
- Not result in a significant increase in school or board operating or capital costs.

#### **7. Fundraising Overages/Shortages**

There may be times when a fundraising initiative surpasses its targeted goal. If so, the school may retain the excess proceeds. It is advised that the school spend the excess proceeds in a manner that is consistent with the original communicated purpose of funds. For example, if funds were raised for classroom technology, additional funds may be used for network devices.

Students, teachers or organizers of fundraising activities should not be held financially responsible for any shortfalls in funds raised. The Principal, in consultation with the organizing group, may decide to hold the funds until additional fundraisers are held. Alternatively, the Principal, at their discretion, may use other non-restricted school funds to top-up fundraising efforts so that the activity/purchase communicated can be undertaken.

#### **8. Gifts or honoraria**

Staff or volunteers who participate in the planning or executing of a fundraising activity may not accept a personal honorarium, sales commission or gift of any kind, that is offered by a third party in relation to fundraising. This, however, does not prevent the school from thanking staff and volunteers for their work in a modest fashion.

Schools should exercise caution when considering giving prizes and awards for fundraising results.

## **9. Ownership of Funds**

Fundraising for schools by School Councils is a partnership between the school, the Board and the fundraising group. Any funds raised by School Councils and any assets purchased with those funds legally belong to the Board.

## **10. Supervision**

All fundraising activities must be approved by the Principal, and be under the supervision of a board staff member.

## **11. Use of Fundraising Proceeds**

### **a) Examples of Acceptable Uses of Fundraising Proceeds**

- Assistance fund (for example, a fund serving a charitable purpose to benefit students, such as providing payment for the cost of an educational excursion for students who cannot afford it)
- Supplies, equipment or services which complement items funded by provincial grants (for example, extracurricular band equipment, audio-visual equipment)
- Educational excursions
- Guest speakers or presentations, where student attendance is not mandatory for curriculum purposes.
- Ceremonies, awards, plaques, trophies or prizes for students
- Scholarships or bursaries
- Extracurricular activities and events (for example, travel and entry fees for sports competitions, school team uniforms, school band, choir, clubs)
- School yard improvement projects (for example, playground equipment, shade structures, gardens).
- Upgrades to sporting facilities such as running tracks, installation of artificial turf and scoreboards, with approval.
- Support for activities that are unique to the cultural character of the school (for example, student retreats).

### **b) Examples of Unacceptable Uses of Fundraising Proceeds**

- Items funded through provincial grants such as classroom learning materials and textbooks

- Facility renewal, maintenance, or upgrades funded through provincial grants such as structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear
- Infrastructure improvements which increase the student capacity of a school or are funded by provincial grants (for example, classrooms, additions, gyms, labs)
- Goods or services for employees, where such purchases would contravene the *Education Act* or a school council's by-laws regarding conflict of interest
- Professional development including support for teacher attendance at professional development activities
- Administrative expenses not associated with fundraising activity. Any administrative expenses associated with fundraising activity should be minimized
- Support for partisan political activity, groups or candidates.




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## Property Disposition Directive

Directive for Policy 3.8 Pupil Accommodation Review Policy

Projected Review Date: September 2016

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### RATIONALE:

In addition to receiving funding from the Ministry of Education, the Board must rely upon the revenue generated from the sale of surplus property as an alternative funding option.

Under section 194(3) of the Education Act, a board that has adopted a resolution that real property is not required for the purposes of the board, may sell, lease or dispose of the surplus property as governed by Ontario Regulation 444/98.

The Hamilton-Wentworth District School Board (HWDSB) recognizes the need to maximize the efficacy of its relationship with the City of Hamilton and the local communities when disposing of surplus property and therefore; as part of the Board's commitment to operate in a professional and responsible manner, the HWDSB's property disposition process is completed in three phases. Phase 1 of the process is unique only to the HWDSB.

The purpose of the Property Disposition Directive is to ensure when the Board is disposing of entrusted property assets that Trustee fiduciary responsibility and effective public sector governance is clearly demonstrated; the Board is in full compliance with all Legislative and Regulatory requirements; directions and decisions are clearly articulated in a timely fashion to the Preferred Agents as identified in Ontario Regulation 444/98 and the Community at large; transparent and timely communication; and the three phases of the property disposition process is adhered to.

### TERMINOLOGY:

**Disposition of Property:** (for this purposes relates to)

- An entire school and property;
- An Administrative property;
- Excess land on a piece of school property (on which a school will continue to operate);
- Vacant land;
- Exchange of Lands.

**Preferred Agents as identified in Ontario Regulation 444/98:** (Prescribed Preferred Agents receiving proposals from the Hamilton-Wentworth District School Board are listed in priority sequence)

- French Language Public District School Board
- English Language Separate District School Board (HWCDSD)
- French Language Separate District School Board
- The Board of a Protestant Separate School
- English Language College (Mohawk College)
- French Language College (College Boreal)

- University (McMaster)
- The Crown in right of Ontario
- Municipality (City of Hamilton)
- The Crown in right of Canada

**Fair Market Value:**

- The most probable price in terms of money which an estate (or interest) in real property should bring in a competitive and open market under conditions requisite to a fair and typical sale between a willing seller and willing buyer, each acting prudently and knowledgeable and assuring the price is not affected by undue stimuli. It is also often referred to as the most probable selling price.

**Bona Fide Offer:**

- A bona fide offer is one that is presented in a legal format and will become binding upon the Board's endorsement. A letter of understanding or intent to purchase, a Board or Council motion or any other form of expressed interest to purchase does not satisfy the legislative requirement and must be rejected.

**PROCEDURES:**

The three phases of the property disposition process is as follows:

**Phase 1 - Public Notification Period - (60-day period)**

- Subject to receiving Board of Trustees approval to commence Phase 1 of the Property disposition process on properties and facilities that have been identified as being for potential disposition;
- Key communication period is to officially inform all Preferred Agents as listed under Regulation 444/98 and local communities in advance of potential real property disposition;
- Post "Notice of Intent" sign on the property;
- Send Notice of Public Meeting to the Preferred Agencies listed under Regulation 444/98, area residents and post the notice on the Board's web site;
- Administration will hold a Public meeting to inform interested parties of the reason for the disposition, legal requirements under Ontario Regulation 444/98 and the respective roles for the Preferred Agents, the Board's intent for the property, use of the proceeds from the disposition, highest and best use for the property from a planning perspective, emphasize the importance and regulatory requirement of the Board to obtain "fair market value" for the disposition of the property and answer any questions from the interested parties;
- Administration will provide a report to Board detailing the outcome of the public meeting and make recommendations for consideration following the 60-day public notification period;
- The Board retains the right to alter the application of Phase 1 - Public Notification Period of the Property Disposition process.

**Phase 2 - Circulation to Preferred Agencies-Ontario Regulation 444/98-(90 day period)**

- Following the adoption of a Board resolution declaring property surplus to the Board's needs, Ontario Regulation 444/98 can be engaged;
- The Board shall issue a Proposal to Sell real property to the Preferred Agencies;
- Preferred Agents have 90-days to submit a bona fide offer. No offers can be considered by the Board until the expiry of the 90-day circulation period;
- Bona fide offers to purchase received at the conclusion of the 90-day period must be dealt with in accordance with the regulatory requirements of Ontario Regulation 444/98;

- If no bona fide offers to purchase are received at the conclusion of the 90-day period then the Board must obtain Ministry approval prior to proceeding to Phase 3 and using alternative methods to dispose of surplus property to others;
- The Board is compelled to satisfy all of the conditions of Ontario Regulation 444/98 and has no authority to alter, deviate or change in any way the legislative requirements;
- Refer to Ontario Regulation 444/98 under the Education Act for the legislative requirements.

**Phase 3 - Sale of Property - (3 year window from 90-day circulation expiry date)**

- If the Board does not receive a bona fide Offer to Purchase through the 90-day circulation period to the Preferred Agencies; and,
- Subject to the Board receiving Ministry approval to dispose of the property to others;
- The Board will be in a position to dispose of the surplus property at "fair market value" as guided by Administrative direction by way of:
  - Public tendering bid process (opening of tenders closed to the public);
  - Receive Offers to Purchase;
  - Publicly advertise and negotiate a sale;
  - Engage a professional Real Estate firm to sell on behalf of the Board;
  - Transact with an individual purchaser (single source purchaser) when dealing with a unique set of land or development circumstances;
- Administration will provide a report to the Board outlining the details of an acceptable Offer with a recommendation for their consideration;
- All property disposition transactions require:
  - Compliance with all provincial and municipal requirements
  - Professional market value assessment
  - Agreements and/or applications to be in a form satisfactory to the Board's solicitor
- Details regarding the sale of Board property is confidential and cannot be released to the public until the sales transaction has closed and title of ownership has been transferred.

**REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE**  
**September 25, 2013**

**Recommended Action:**

That the following report of the Special Education Advisory Committee dated September 25, 2013 be approved.

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**CORRESPONDENCE:**

**Association for Bright Children of Ontario**

It was moved by L. Barrie, seconded B. Nabuurs: That the Hamilton-Wentworth DSB Special Education Advisory Committee (SEAC) recommends the Board appoint Susan Guzina to be the new main representative and Rina Rodak the alternate representative for the Association for Bright Children (ABC) of Ontario on SEAC during the 2010-2014 membership term.

**CARRIED.**

**VOICE for hearing impaired children**

It was moved by L. Barrie, seconded B. Nabuurs: That the Hamilton-Wentworth DSB Special Education Advisory Committee (SEAC) recommends the Board appoint Kim Kurceba to be the alternate representative for VOICE for Hearing Impaired Children on SEAC during the 2010-2014 membership term.

**CARRIED.**



## EXECUTIVE REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** October 21, 2013

**PREPARED BY:** Stacey Zucker, Superintendent of Business and Treasurer  
Kent Orr, General Manager, HWSTS

**RE:** Transportation Consortium Update

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Action  Monitoring

### Rationale/Benefits:

The Hamilton-Wentworth Student Transportation Services Consortium has established itself to be an innovative, efficient student transportation provider for both partner Boards. With an organizational commitment to continuous improvement and a dedicated staff driving the results we are pleased to share the following update.

### 2013-14 Start Up:

The 2013-14 school year presented yet another exciting opportunity for HWSTS to leverage its staff, technologies and vendor relationships to provide safe, effective and efficient student transportation services for stakeholders. This report provides a preliminary overview of the student transportation solution for the 2013-14 school year and the associated impacts to both consortium member Boards. Also included are a number of start-up highlights, metrics, comparisons to prior school years and overview of key accomplishments in 2012-13.

During 2012-13 HWSTS continued to implement process & technology enhancements to support operational efficiencies as well as assisting Boards with studies and data with respect to future potential changes to transportation services. Another major initiative for HWSTS during the 2012-13 school year was to implement the Broader Public Sector procurement guidelines and conduct competitive procurement competitions for student transportation services. This procurement initiative resulted in significant changes to the route assignments to bus operators from previous years. To prepare for this change, HWSTS worked diligently with the bus operators February – August to support a smooth transition.

Going into the 2013-14 planning project HWSTS had a slightly different approach than in previous years; learning from past challenges, a greater focus was placed on customer experience perspectives. More specifically, planning activities relating to bus stops, run times, route couplings and service times at schools was reviewed and adjusted very early in the project. This renewed focus will better support the start-up period and general service experience for stakeholders.

HWSTS also continued with its technology based solution enhancements for 2013-14. A notification tool was added onto the website for parents with HWSTS online accounts wishing to receive emails when their bus is delayed. In preparation for new requirements under the Accessibility for Ontarians with Disabilities Act (AODA) that take effect in 2014, HWSTS has collaborated with key Board staff and developed a web based solution to create and maintain individual transportation plans. A staggered roll out for this new tool is scheduled for late fall.

Yet another example of innovation and collaboration at HWSTS, this tool will not only ensure compliance with AODA requirements, it will replace manual efforts for both of the Member Boards and HWSTS. Truly an example of together better is possible.

The 2013-14 transportation service planning project for HWSTS was the fourth fully collaborative effort for the staff. Throughout this project we have enjoyed the benefit of both scheduled and impromptu discussions that have supported the development of a continuous improvement culture.

Preparations for the 2013-14 school year service plan truly began in September 2009; the first day of operations for HWSTS. Since 2009 the HWSTS has been building upon staff expertise, improving operational efficiency and creating enhancements in technologies, operational processes and safety programs to better serve our stakeholders. The combined bench strength and collaboration is yielding compounding positive results.

As part of the planning activities for 2013-14 the HWSTS staff placed a strong focus on route data integrity to support a smooth start up. In addition, the staff was tasked with incorporating a number of Board directed service additions as efficiently as possible.

### **Start Up Highlights:**

- HWSTS received and processed more than 3,600 telephone inquiries utilizing the contact centre & TRACS issue tracker software between August 14th-September 14th; nearly 7% of these inquiries were regarding courtesy seats.
- 2013-14 fleet size increased by seven (7) vehicles as compared to June 2013 to support Board- directed service additions
- Two hundred and fifteen (215) HWSTS 2012-13 bus routes planned to provide service to both Member Boards – 47.5% of the fleet; thirty five (35) in 2009-10 (7.2%)
- Planned taxi students at start up two-hundred and thirty-two (232), an increase of sixty-two (62) students compared to same period in 2012-13
- Average HWSTS AM bus run length breakout:
  - All runs 27.65 minutes
  - Regular Service runs 23.90 minutes
  - Special Needs runs 34.74 minutes
  - Single Tier buses (largely rural) 42.99 minutes
- Portion of HWSTS bus routes that service multiple schools (multi-tier) is 78.15%; up from 73.47% in 2012-13 and 47.76% in 2009-10. Breakout:
  - Multi-Tier Regular Service bus routes 85.35% (82.64% in 2012-13)
  - Multi-Tier Special Needs bus routes 67.22% (59.66% in 2012-13)
- Portion of HWSTS bus routes that service a single school (single-tier) is 21.85%; down from 26.33% in 2012-13 and 53.24% in 2009-10

### **2012-13 Accomplishments**

In addition to supporting daily operations, HWSTS staff also completed a number of value-adding initiatives. While the following list is not exhaustive, it does provide a high level overview of the deliverables from the staff.

**Safety Initiatives:**

Hosted multiple First Rider sessions at seven (7) school sites for 329 Kindergarten students plus parents / guardians
Conducted two hundred and seven (207) on-site school bus safety training sessions at eighty-five (85) HWDSB elementary schools
Conducted two train-the trainer CAA School Safety Patroller Program sessions
In collaboration with the Hamilton Police Services, conducted CAA School Safety Patroller training for 854 students
Issued more than 4,000 identification tags to kindergarten students

**Technology Enhancement Initiatives:**

Continued data integrity enhancements within routing software and automated assignment procedures
Maintained daily student data downloads into HWSTS routing software from both Boards' student information systems
Prepared routing software for change in Board student data system
Continued to enhance and standardize coding structures with the routing software
Partnered with Special Needs department leaders at Boards to develop web based tool to support automated individual student transportation plans
Developed and launched notification tool through HWSTS website for subscribers when bus is delayed
Developed and implemented phone system capacity enhancements for the 2013-14 start-up period

**Operational Enhancement Initiatives:**

Implementation of HWSTS start-up project plan with specific team member responsibilities / timelines and deliverables
Conducted competitive procurement initiatives for student transportation services
Conducted scenarios and prepared cost estimates to examine transportation impacts to support Member Boards program and /or catchment changes
Supported Boards' changing school accommodation needs during school year
Liaised with Hamilton Street Railway Management to explore future service provisions and ways to enhance collaboration
Supported HWDSB with planning activities and bus driver resources for Secondary school lunchroom supervision during labour action
Conducted service-based assessment on key issues raised by stakeholders – bus stops, route times and length of bus runs.

**Organizational Excellence Initiatives:**

Conducted on-site, full-day PD workshop dealing with Decision Making and Accountability for all HWSTS staff
Conducted on-site, PD workshop on using Power School for HWSTS staff
HWSTS staff member successfully completed University of Guelph / OASBO – Certificate in Pupil Transportation course
Conducted two school bus driver workshops reaching 360+ bus drivers and staff
Supported Member Boards with participating at AODA committees
Conducted HWSTS branding initiatives including a start-up package to all schools
HWSTS was represented at multiple OASBO student transportation committee meetings

**Looking Ahead:**

The 2013-14 school year will once again present opportunities for HWSTS to provide valuable support services for both of the Member Boards. In addition to maintaining a focus on operational excellence, the HWSTS team will once again be undertaking multiple initiatives to position the organization for future service needs.

One of the initiatives will be for HWSTS to continue on its path to compliance with the Broader Public Sector procurement guidelines by competitively procuring specialized student transportation services. Under this initiative, multi-year contracts will be taken to the marketplace to help ensure value for dollar and procurement transparency.

HWSTS will also be rolling out the web-based tool supporting the AODA requirements as a major initiative that will impact the way specialized transportation services needs are coordinated. In addition to ensuring compliance with AODA requirements, the tool will also modernize the manner in which service requests are administered.

From an efficiency perspective, HWSTS will also resume its focus on fleet savings by seeking out future routing savings opportunities to reduce costs for the Boards. As with past initiatives, these scenario-based planning exercises will occur over the winter months with a goal of implementation for start-up 2014.

This year also brings with it some significant changes to the HWSTS Administrative Team as both of the HWDSB representatives have retired; resulting in two new delegates joining the group. While we will certainly miss the contributions of the departing members, the new perspectives at the table will inevitably enhance HWSTS.

Finally, we would be remiss to not take this opportunity and recognize the collaborative efforts of staff from both Member Boards and the Governance Structure of HWSTS. Without the combined efforts of all these individuals, the shared successes to date would not be possible

Wishing you all the best in the 2013-14 school year,

*Kent Orr*





## EXECUTIVE REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** October 21, 2013

**PREPARED BY:** Daniel Del Bianco, Senior Facilities Officer  
Ron Gowland, Manager of Capital

**RE:** Ongoing Capital Projects Report (ARCs)

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Action

Monitoring

### **Rationale/Benefits:**

The following report is intended to provide Trustees with an update on the status of the ongoing capital projects directly related to the elementary and secondary accommodation reviews. Status updates on ARC related capital projects will be provided to Trustees on a quarterly basis throughout the school year.

### **Background:**

The five capital projects currently underway as a result of an accommodation review process include the following:

#### **1. New North Secondary School**

**Project Scope:** New 1250 pupil place secondary school

**Targeted Opening Date:** Fall 2016

**Land Acquisition:** The expropriation of 1055 King Street East (Scott Park) to form part of the school campus is currently in process.

**Construction Status:** MHPM Project Managers Inc. have been retained by the Board to assist with the North Secondary School project. A heritage consultant has been retained to complete a full assessment of King George and determine what elements or features of the school should be retained. Facilities Management staff will finalize the scope of the project and will issue a request for proposal (RFP) for prime consultants in November 2013.

#### **2. New South Secondary School:**

**Project Scope:** New 1000 pupil place secondary school

**Targeted Opening Date:** September 2016

**Land Acquisition:** Negotiations with the existing landowner are currently underway.

**Construction Status:** MHPM Project Managers Inc. have been retained by the Board to assist with the South Secondary School project. Once the site location and configuration has been finalized, Facilities Management staff will define the scope of the project and will issue a request for proposal (RFP) for prime

consultants.

**3. New Dundas Secondary School Renovation:**

**Project Scope:** Includes new gymnasium, science labs, school renovations and upgrades to the existing Highland Secondary School.

**Anticipated Completion Date:** Fall 2015

**Land Acquisition:** n/a

**Construction Status:** Facilities Management staff have had an initial meeting with the Transition Committee (March 2013) to review the scope of the project. MHPM Project Managers Inc. has been retained by the Board to assist with the project. CS&P Architects have been retained and are preparing concept designs. The initial design meeting was held between the Project Team and the architect in August 2013. Construction is targeted to begin in late Spring 2014.

**4. George R. Allan Addition/ Renovation**

**Project Scope:** Office and staff room renovations, 4 full day kindergarten (FDK) rooms, washrooms, gymnasium addition, 3 new classrooms, workroom renovations, lift and parking lot expansion.

**Anticipated Completion Date:** September 2014

**Land Acquisition:** n/a

**Construction Status:** Facilities Management staff have met with school administration, Parent Councils, Home and School and the community at an Open House Information Session (April 4, 2013) to review the concept plans and receive comments. The first phase of construction (office, washrooms, and staff room) was tendered in Spring 2013 with work commencing in July 2013. A significant portion of phase one construction has been completed with the balance projected to be completed by the end of September 2013. The second phase of the project will be tendered in September 2013 and work is scheduled to begin in October 2013.

**5. Dalewood Renovation**

**Project Scope:** Boiler and controls, new roof, electrical, fire and alarm and security panel upgrades, accessibility upgrades (lift, washroom etc.) plumbing, windows, exterior wall repairs.

**Anticipated Completion Date:** Fall 2015

**Land Acquisition:** n/a

**Construction Status:** Initial meeting with school administration to outline the scope of work took place in April 2013. Kingsland Architects Inc. have been retained and are in the process of preparing concept drawings. Construction is anticipated to begin in Spring 2014.



## EXECUTIVE REPORT TO STANDING COMMITTEE

**TO:** STANDING COMMITTEE

**FROM:** John Malloy, Director of Education

**DATE:** October 15, 2013

**PREPARED BY:** Daniel Del Bianco, Senior Facilities Officer  
 Stacey Zucker, Superintendent of Business  
 Ron Gowland, Manager of Capital  
 Ellen Warling, Manager of Planning & Accommodation

**RE:** 10-Year Capital/ Deferred Maintenance Costs

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Action

Monitoring

### Rationale/Benefits:

The following report is in response to a notice of motion brought forward by Trustee Turkstra at the Board Meeting on March 25, 2013 (Appendix – A). The intent of this report is to summarize the capital/ maintenance costs which the Hamilton-Wentworth District School Board (HWDSB) could incur over the next 10-years and highlight potential funding sources available to the Board.

### Background:

At the March 25, 2013 Board Meeting, Trustee Turkstra brought forward a notice of motion asking the Director of Education to “produce a report of the capital dollars available by panel considering such revenues and costs including but not limited to:

- Projected annual capital & capital related maintenance costs for the Health and Safety criteria
- Plus the projected legacy costs per remaining school
- Plus the capital renovation costs of school consolidations
- Plus MOE construction benchmark variations
- Plus land acquisitions for projected new sites
- Less the projected/available annual Ministry capital funding
- Less the capital savings from projected school closures/consolidations
- Less the projected property dispositions and severances
- Plus or minus a reasonable variance, for example 10% for property values, renovations and Board decisions that do not match the staff model”

The information contained within this report will “give Trustees the opportunity to continually assess and advocate for adequate capital funding for its schools to be competitive in the 21<sup>st</sup> century.”

Appendix B provides the detailed calculation of the capital deficit due to the legacy costs as referred to in the Notice of Motion.

Highlights from this Appendix include:

Total deferred capital renewal/maintenance costs	\$628,000,000
School renewal grant to be applied to these costs	<u>\$(80,000,000)</u>
Total status quo deferred capital deficit	<u>\$548,000,000</u>

If we continue to operate with current school compliment, the Board will have a \$548 million of deferred capital maintenance deficit to manage. The Board's Long-Term Facilities Master Plan (LTFMP) anticipates the reduction of surplus pupil places. By applying the recommendations in this plan, the Board could potentially reduce this deficit by \$226 million.

Total status quo deferred capital maintenance deficit	\$ 548,000,000
Savings from projected school closures/consolidations	\$(226,000,000)
Contingency	<u>\$ 37,000,000</u>
Total projected deferred capital deficit	<u>\$ 359,000,000</u>

Over that same time period it is projected that the HWDSB will reinvest in in new capital projects (including new schools, additions, renovations and contingency funds) as a result of the elementary and secondary accommodation reviews.

New capital projects costs	\$ 233,000,000
Less approved and projected Ministry funding	\$(111,500,000)
Less projected EDC revenue	<u>\$( 31,500,000)</u>
Projected capital projects to be funded by HWDSB	<u>\$ 90,000,000</u>

HWDSB will cover the remaining capital project costs with proceeds of disposition. The projected reserve from proceeds of disposition is \$176 million. Therefore, after accounting for new construction costs, land acquisition costs, contingency costs, etc. the HWDSB could potentially have approximately \$86 million in funding remaining at its disposal, generated primarily through proceeds of disposition (including severances). These funds could, in conjunction with the annual renewal grants (approximately \$8,000,000/ year), provide the foundation for a comprehensive long-term capital renewal/ maintenance strategy.

In order to manage the future unfunded liability the HWDSB must undertake the following steps:

- Develop a comprehensive 10-year maintenance and renewal strategy to address the needs of those schools remaining in our inventory. This work is currently underway and will be incorporated as part of the LTFMP update in February 2014.
  - The first step in the development of a comprehensive 10-year capital renewal/ maintenance strategy began with the introduction of the Board's LTFMP in January 2013. The LTFMP clearly identifies where accommodations issues are located and provides an overview of our facility conditions. The LTFMP also outlines an elementary accommodation review strategy designed to address the long-term accommodation requirements of the Board.
  - The second step in the process is to develop a strategy that will work towards no longer having any schools identified as being in "poor condition" based on their facility condition index (LTFMP, p. 9). Many of the elementary schools located in this category will be included in upcoming accommodation reviews while a strategy to address the "critical items" (those items that could close a school if the components fail) in the remainder of the facilities is currently underway. The strategy to address the renewal needs at the remaining schools will be consistent with the Board approved motion (March 26, 2012) directing Facilities

## 15-3

Management to proceed with capital renewal projects that meet the *Capital Projects Criteria* including a) Health & Safety, b) Regulatory Compliance, c) Risk of Failure causing School Closure, d) Urgent of High Needs and, e) New Program Initiatives.

- Facilities Management met with secondary school department heads, consultants and school principals in April 2013 to better understand what they require to deliver programs and to define an HWDSB standard for science labs, technology classrooms, art/ theatre rooms, etc. These elements will be incorporated into the HWDSB design manual and factored into our secondary school renewal strategy.
- Finally the development of the renewal and maintenance strategy will include a plan to manage our deferred renewal costs, specifically those items identified as critical (i.e. boiler, roof, windows, HVAC) while at the same time re-investing new capital funds into existing schools.
- Continue to submit strong business cases which adhere to the criteria as defined by the Ministry of Education when they request their annual capital priorities submission.
- Take full advantage of any future funding initiatives developed by the Ministry of Education (i.e. Good Places to Learn and Prohibitive to Repair funding)

The process of addressing the Board's long-term accommodation requirements began with the secondary accommodation review process which concluded in May 2012 and more recently with the introduction of the Long-Term Facilities Master Plan in January 2013. The upcoming elementary accommodation reviews will also assist in ensuring that we eliminate surplus pupil places which will help ensure that the Board is investing future capital/renewal funds only in those schools which will remain in our inventory over the long-term. Moving forward, staff is working towards developing a plan to manage the outstanding deferred maintenance while at the same time planning for the capital reinvestment in our existing facilities.

Notice of Motion Notes for March 25<sup>th</sup>, 2013

There are insufficient capital funds at our Board and the in the Province to fully fund all legacy costs of the remaining schools from ARCs as well as the school exempted from ARCs.

We have a responsibility as a Board of Trustees to fund our remaining secondary and elementary schools equitably and strategically. We currently do not have a comprehensive LTF Financing Plan congruent with the LTFMP therefore precluding a systemic view of finite capital dollars over the next 10 years.

In order to be informed and strategic and view the HWDSB in its entirety, this motion is asking that the Director produce a Report of the capital dollars available by Panel considering such revenues and costs including but not limited to:

Projected annual capital & capital related maintenance costs for the Health and Safety criteria

Plus the projected legacy costs per remaining school

Plus the capital renovation costs of school consolidations

Plus MOE construction benchmark variations

Plus land acquisitions for projected new sites

Less the projected/available annual Ministry capital funding

Less the capital savings from projected school closures/consolidations

Less the projected property dispositions and severances

Plus or minus a reasonable variance, for example 10% for property values, renovations and Board decisions that do not match the staff model

This will produce a capital deficit due to the total legacy costs of the remaining schools. I believe that The Board would then be in a position to make the informed and appropriate capital decisions for the entire district in a more equitable and systemic manner complementary to the LTFMP.

Essentially the Board will be aware of the starting deficit it is dealing with. This Report will give Trustees the opportunity to continually assess and advocate for adequate capital funding for its schools to be competitive in the 21<sup>st</sup> century.

## Appendix - B: 10-Year Projected Renewal/ Construction Costs vs. Potential Funding Sources

	10-Year Projected Renewal/Maintenance Costs	Elementary (2021/22)	Secondary (2021/22)	10-Year Total (2021/22)	Comments/ Assumptions
a)	Projected annual capital & capital related maintenance costs for the Health and Safety criteria	\$ 163,587,066	\$ 107,691,450	\$ 271,278,516	Source: LTFMP (Page 7), King George is the only school closure incorporated in to this value
b)	PLUS the projected legacy costs per remaining school	\$ 204,805,139	\$ 151,455,502	\$ 356,260,641	Source: LTFMP (Page 7), King George is the only school closure incorporated in to this value
c)	<b>Total Deferred Capital Renewal/Maintenance Costs</b>	\$ 368,392,205	\$ 259,146,952	\$ 627,539,157	Lines a)+ b)
d)	LESS the capital savings from projected school closures/consolidations	-\$ 115,563,840	-\$ 110,031,405	-\$ 225,595,245	Includes all approved secondary school closures, Prince Philip and the proposed elimination of an additional 6,700 elementary pupil places
e)	PLUS or minus a reasonable variance, for example 10% for property values, renovations and Board decisions that do not match the staff model	\$ 36,839,221	--	\$ 36,839,221	@ 10% of Total Deferred Capital Renewal/Maintenance Costs [Line c)] (Not including property values as any variance will be captured in the EDC)
f)	<b>SUBTOTAL Renewal Costs (by 2021/22)</b>	\$ 289,667,586	\$ 408,262,499	\$ 438,783,133	Lines c) - d) - e)
g)			* School Renewal Grant	-\$ 80,000,000	\$8m/yr x 10 years, assumes existing funding levels remain
h)	<b>TOTAL Projected Renewal/Maintenance Costs (by 2021/22)</b>			\$ 358,783,133	Current annual renewal funding = \$8m/ year

	10-Year Projected Construction/ Land Acquisition Costs	Elementary (2021/22)	Secondary (2021/22)	10-Year Total (2021/22)	Comments/ Assumptions
i)	PLUS the capital renovation costs of school consolidations	\$ 82,734,600	\$ 82,149,000	\$ 164,883,600	Source: February 11, 2012 CotW Report "Strategy in Response to Capital Funding Announcement" (\$101m for approved ARC projects + \$64m for future elem ARC related projects ~3,300 new pupil places)
j)	PLUS MOE construction benchmark variations	\$ 10,341,825	\$ 10,268,625	\$ 20,610,450	Based on 12.5% contingency
k)	PLUS land acquisitions for projected new sites	\$ 21,340,000	\$ 17,050,000	\$ 38,390,000	Source: HWDSB 2013 Education Development Charges Background Study, p. A-54
l)	PLUS or minus a reasonable variance, for example 10% for property values, renovations and Board decisions that do not match the staff model	\$ 9,307,643	--	\$ 9,307,643	@ 10% of new construction [Lines i) + j)] (Not including property values as any variance will be captured in the EDC)
m)	<b>Total of Projected Construction/Land Acquisition Costs</b>	\$ 123,724,068	\$ 109,467,625	\$ 233,191,693	
n)	LESS land acquisitions for projected new sites (Funded through Education Development Charges as of June 2013)	-\$ 19,651,350	-\$ 12,040,051	-\$ 31,691,401	Source: HWDSB 2013 Education Development Charges Background Study, p. A-54 (includes the proposed acquisition of all or a portion of six elementary sites and two secondary sites)
o)	LESS the projected/available annual Ministry capital funding Approved MOE funding	-\$ 3,840,280	-\$ 37,200,000	-\$ 41,040,280	Source: February 11, 2012 CotW Report "Strategy in Response to Capital Funding Announcement" (incl. GRA reno, Salfleet addition and New North Secondary School)
p)	Future request for MOE capital funding	-\$ 64,000,000	--	-\$ 64,000,000	This number has also been factored into elem capital/ reno costs [Line i)] - funding requests to be submitted to the MOE as part of annual capital request
q)	Future request for MOE funding for land acquisition	-\$ 1,688,650	-\$ 5,009,949	-\$ 6,698,599	Addition funds to acquire land not eligible under the EDC [Lines k) - n)]
r)	LESS the projected property dispositions and severances	-\$ 102,146,000	-\$ 73,989,000	-\$ 176,135,000	Source: February 11, 2012 CotW Report "Strategy in Response to Capital Funding Announcement"
s)	<b>SUBTOTAL Construction Costs (by 2021/22)</b>	-\$ 67,602,213	-\$ 18,771,375	-\$ 86,373,588	Lines m) - n) - o) - p) - q) - r)

\* School renewal funding allocated based on criteria as defined by the Board and not by panel

## COMMENTS/ ASSUMPTIONS:

- Deferred Capital Maintenance Costs were calculated using the Ministry of Education's VFA software (formerly TCPS, ReCAPP)
- "Health & Safety Criteria" includes the value of all items that could close a school if one or more of the components fail
- 10-year school renewal grant funding remains consistent with current levels [Line g)]
- Property values were calculated using the estimated per acre values used in the Education Development Charges Background Study (EDC)
- Total value of potential severances is subject to our ability to be able to sever the property and determining highest and best use of the land
- Estimated variances [Lines e) and l)] have not been included for secondary as the Board has already approved the secondary accommodation strategy and corresponding capital investment
- Constructing within MOE benchmarks has the potential to save approximately \$21 million which could be reinvested into existing facilities [Line j)]