



## **BOARD MEETING**

Monday, November 23, 2015

6:00 p.m.

20 Education Centre Dr, Hamilton, Ontario

Trustee Boardroom

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### **AGENDA**

1. Call to Order
2. O Canada
3. Profiling Excellence

#### Staff

- A. Susan Honeyman – Local and Provincial Recipient of the Educational Leader of the Year Award – Ontario Council for Exceptional Children (CEC)
- B. Susan Honeyman – Appointed Chair to the ASD Clinical Expert Committee - Ontario Council for Exceptional Children (CEC)
  
4. Approval of the Agenda
5. Declarations of Conflict of Interest

#### Reports from Trustee Special Committees:

6. [Policy Committee – November 11, 2015](#)
7. [Human Resources – November 12, 2015](#)
8. [Program Committee – November 12, 2015](#)
  
9. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee
10. Meeting Resumes in Public Session

11. Reports from Standing Committee:

- A. [Standing Committee – November 16, 2015](#)
- B. Committee of the Whole (private) – November 23, 2015

12. Notice of Motion – Syrian Refugees

13. Oral Reports

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

14. Adjournment

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

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: November 23, 2015

From: Policy Committee

Date of Meeting: November 11, 2015

The committee held a meeting from 12:07 p.m. to 3:25 p.m. on **November 11, 2015** at 20 Education Court, Hamilton, ON, in Meeting Room 308.

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

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**Correspondence received from the Parent Involvement Committee (PIC)**

The Parent Involvement Committee has restructured their meetings. A small group of PIC members meet prior to the commencement of the PIC meeting to review policies.

On motion of Trustee Beattie, the Policy Committee **RECOMMENDS** that the letter regarding the **Community Planning and Facilities Partnerships** be received.

On motion of Trustee Danko, the Policy Committee **RECOMMENDS** that the letter regarding the **Pupil Accommodation Review** be received.

**ACTION ITEMS:****A. Property Disposition Policy**

The Committee considered the Property Disposition Policy. There was discussions of the three different stages of disposition within the policy. Each phase will require separate Board approval.

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

**CARRIED UNANIMOUSLY**

**B. Pupil Accommodation Review Policy**

The Committee considered the Pupil Accommodation Review Policy. There were no changes made to the policy after the consultation period. The Committee made further changes to the policy.

On motion of Trustee Van Geffen, the Policy Committee **RECOMMENDS** that the **Pupil Accommodation Review Policy** be approved.

**CARRIED UNANIMOUSLY**

**MONITORING ITEMS:****C. Community Planning and Facilities Partnerships Policy**

The Committee considered the Community Planning and Facilities Partnerships Policy. The rental rates are currently being reviewed and restructured. The Committee suggested some changes be made to the policy. The policy will come back to the Committee for further consideration.

Respectfully submitted,  
Todd White, Chair of the Committee



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## Property Disposition

**Date Approved: Nov. 2013****Projected Review Date: Nov. 2017**

### **PURPOSE:**

Hamilton-Wentworth District School Board (HWDSB) recognizes that 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.

### **GUIDING PRINCIPLES:**

HWDSB recognizes the need to demonstrate:

- Trustee fiduciary responsibility
- Effective public sector governance
- Transparent and timely communication

### **INTENDED OUTCOMES:**

When HWDSB is disposing of entrusted property assets, the board will:

- Be in full compliance with all legislative and regulatory requirements;
- Clearly articulate directions and decisions in a timely fashion to the Preferred Agents as identified in Ontario Regulation 444/98 and the community at large;
- Adhere to the three phases of the property disposition process.

### **RESPONSIBILITY:**

Director of Education  
Members of Executive Council

### **TERMINOLOGY:**

*Disposition of Property:* 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; and exchange of lands.

*Preferred Agents as identified in Ontario Regulation 444/98:* Prescribed Preferred Agents receiving proposals from HWDSB 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

## **ACTION REQUIRED:**

When proceeding with the disposition of entrusted property assets the Board will adhere to the three phases of the property disposition. Each phase requires separate Board approval:

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

- Subject to Board approval, officially inform all Preferred Agents as listed under Regulation 444/98 and local communities in advance of potential real property disposition.

### **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 and subject to Board of Trustee approval, Ontario Regulation 444/98 can be engaged, where the Board shall issue a Proposal to Sell real property to the Preferred Agencies.

### **Phase 3 – Sale of Property on the Open Market (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 Board and Ministry approval to dispose of the property to others, then the Board will be in a position to dispose of the surplus property at "fair market value" on the open market.

The processes in these phases are defined in the Property Disposition Policy Directive and Ontario Regulation 444/98.

## **PROGRESS INDICATORS:**

<b>Intended Outcome</b>	<b>Assessment</b>
Be in full compliance with all legislative and regulatory requirements	Measured through the procedures as outlined within all legislative and regulatory requirements.
Clearly articulate directions and decisions in a timely fashion to the Preferred Agents as identified in Ontario Regulation 444/98 and the community at large.	Measured through method and date of notification.
Adhere to the three phases of the property disposition process.	Measured by the documentation required for each phase of the process.

## **REFERENCES:**

### **Government Documents**

Education Act  
Ontario Regulation 444/98

### **HWDSB Strategic Directions**

Achievement Matters  
Engagement Matters  
Equity Matters

### **HWDSB Policies**

Finance and Administration Pillar  
Pupil Accommodation Review

### **HWDSB Documents**

Long-Term Facilities Master Plan




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## Property Disposition Directive

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Directive for Policy 3.12 Property Disposition

Projected Review Date: Nov. 2017

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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. Each phase requires separate Board approval:

### **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 and subject to Board of Trustee approval, 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 on the Open Market (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 Board and 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.




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## Pupil Accommodation Review

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Date Approved:

Projected Review Date:

### PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) ensures that where decisions are made by the Board of Trustees regarding the future of a school, the decision is made with the involvement of an informed local community.

These decisions are made by HWDSB Trustees in the context of carrying out their primary responsibilities of fostering student achievement and well-being, and ensuring effective stewardship of school board resources.

HWDSB is responsible for providing schools and facilities for students and for operating and maintaining these schools and facilities as effectively as possible to support student achievement.

The Pupil Accommodation Review Policy meets and exceeds the Pupil Accommodation Review Guideline established by the Ministry of Education.

### GUIDING PRINCIPLES:

Prior to a pupil accommodation review, HWDSB is committed to doing the following:

- Investigate accommodation strategies that support the key criteria listed below - such as:
  - boundary reviews, grade reorganizations and program reallocation to effectively fill underutilized instructional space;
  - removal of sections of schools to reduce operating costs;
- Pursue community facility partners who can meet HWDSB partnership criteria requirements
- Advocate for fair and equitable funding from the Ministry of Education to support quality teaching and learning environments;
- Pursue creative initiatives to generate operating dollars or reduce operating costs; and
- Maintain an up-to-date Long-Term Facilities Master Plan (LTFMP).

The key criteria of accommodation reviews include, but are not limited to:

- Student achievement and the conditions that support student achievement
- School board financial viability/sustainability
- Student well-being
- The Guiding Principles as defined in HWDSB's LTFMP

### INTENDED OUTCOMES:

- The current and projected enrolment aligns with the utilization rate within the LTFMP, which allows for the offering of a wide range of programs and efficient operation of the school.

- Improve the physical condition of the school to enhance equitable access of programs.
- Provide purpose built spaces as they relate to Ministry benchmarks.
- System learning as an outcome of the accommodation review.

## **RESPONSIBILITY:**

Director of Education  
Members of Executive Council

## **TERMINOLOGY:**

*Advisory Committee (Pupil Accommodation):* A committee made up of community members empowered to provide the Board with advice through the process of discussions and inquiries on HWDSB staff options and information provided to them in the *Initial Staff Report*.

*Family of Schools:* A group of schools that may be included as part of the accommodation review process based on their ability to address the overall accommodation issues.

*Final Staff Report:* A staff report capturing the accommodation review process, staff recommendations, and consultations and feedback to the Board of Trustees for their review and decision.

*Initial Staff Report:* A report to the Board of Trustees, including staff recommendations and the rationale and scope of the accommodation review.

*Long-Term Facilities Master Plan (LTFMP):* A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.

*Modified Accommodation Review Process:* In certain circumstances, where potential pupil accommodation options are deemed by the Trustees to be less complex, Trustees may find it appropriate to undertake a modified pupil accommodation review process.

*Pupil Accommodation Review Terms of Reference:* Outlines the mandate, role, membership, operating procedure, reference criteria and meetings of the Advisory Committee.

*School Information Profile:* An orientation document with data for each of the schools under a pupil accommodation review to help the Advisory Committee and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

*Identified Community Partners:* A list of potential and existing partners of HWDSB, which consists of business, labour, community and government agencies.

## **ACTION REQUIRED:**

In order to assist and prepare the Advisory Committees for their role as conduits to the local community, Board staff will maintain operating procedures that outline, but are not limited to:

- The mandate of the Advisory Committee
- How a pupil accommodation review is initiated

- Initial information provided to the Advisory Committee
- The *Final Staff Report* to the Board of Trustees
- Transition Planning

Based on this policy, staff will implement the *Pupil Accommodation Review Terms of Reference (TOR)* to guide the Advisory Committees. The *TOR* will include:

- Mandate and Role of the Advisory Committee
- Membership of the Advisory Committee
- Operation of the Advisory Committee
- Working meetings
- Public meetings
- Capital planning objectives and partnership opportunities

### **Mandate of the Advisory Committee**

The Advisory Committee's mandate is to ensure that the Board of Trustees decision and the information to support staff's option, regarding an accommodation review, is developed with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.

The Advisory Committee is empowered to provide advice, through the process of discussions and inquiries on HWDSB staff options and information provided to them in the *Initial Staff Report*.

### **Composition of the Advisory Committee**

The Advisory Committee should include, at a minimum, the following positions:

- One (1) parent/guardian representative from each of the schools under review, chosen by their respective School Council and/or Home & School Association;
- One (1) employee representative from each school under review;
- One (1) community member with no child/ward currently attending HWDSB schools (at a minimum one per advisory committee). Staff at the board level endeavour to select members that are reflective of the communities where these school(s) reside.

### **Pupil Accommodation Review Timelines**

- HWDSB staff will meet with the City of Hamilton and community members upon annual Board of Trustee approval of the next year's accommodation review schedule of the LTFMP and prior to the creation of an *Initial Staff Report*;
- Trustees will approve, through the *Initial Staff Report*, the start of an accommodation review, the schools under review and the composition of the Advisory Committee
- The *Initial Staff Report* and *SIP* will be made available to the public and posted on the Board's website.

- Following the date of the Board of Trustees' approval to launch a pupil accommodation review, HWDSB will provide written notice of the Board of Trustees' decision within five business days to the City of Hamilton and other identified community partners;
  - The written notice will include an invitation for a meeting to discuss and comment, as well as the opportunity to provide a written response, on the recommended option(s) in the school board's *Initial Staff Report* before the final public meeting;
  - HWDSB will notify the Director(s) of Education of their coterminous school boards and the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division;
- Beginning with the date of the Board of Trustees' approval to conduct a pupil accommodation review, there must be no fewer than 30 business days before the first public meeting is held;
- There must be a minimum period of 40 business days to a maximum of 60 business days between the first and final public meetings;
- The *Final Staff Report* must be presented to Trustees at the earliest available board meeting, but no fewer than 10 business days after the final public meeting;
- The *Final Staff Report* must be posted to the Board Website upon trustees receiving it;
- From when the *Final Staff Report* is presented at a Board meeting, there must be no fewer than 10 business days before the public delegations;
- There must be no fewer than 10 business days between public delegations and the final decision of the Board of Trustees.

### **Modified Accommodation Review**

The Ministry's *Pupil Accommodation Review Guideline* state, "In certain circumstances, where the potential pupil accommodation options available are deemed by Trustees to be less complex," HWDSB may undertake a *Modified Pupil Accommodation Review* process – see *Ministry Pupil Accommodation Review Guideline, March 2015* for details.

### **Exemptions from the Accommodation Review Process**

The following are **not** actions to which the Pupil Accommodation Review Policy applies:

- where a replacement school is to be rebuilt by the Board on the existing site, or rebuilt or acquired within the existing school attendance boundary as identified through the Board's existing policies;
- where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified through the Board's policy;
- when a lease is terminated;

- when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
- when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
- where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
- where there are no students enrolled at the school at any time throughout the school year.

#### PROGRESS INDICATORS:

Intended Outcome	Assessment
The current and projected enrolment aligns with the utilization rate within the LTFMP, which allows for the offering of a wide range of programs and efficient operation of the school.	<p>Data related to program offerings and enhancements presented within the post transition report.</p> <p>Data related to current and projected enrolment presented annually within the LTFMP</p> <p>Data related to utilization rate presented annually within the LTFMP</p>
Improve the physical condition of the school to enhance equitable access of programs	<p>Data related to any improvements of the school</p> <p>Data related to equity of programs as presented in the Equity Report.</p>
Provide purpose built spaces as they relate to Ministry benchmarks	Presented through the annual update of the LTFMP by comparing spaces against Ministry benchmarks
System learning as an outcome of the accommodation review	Post transition committee feedback of their experience through the accommodation review process.

#### REFERENCES:

##### Government Documents

Administrative Review of Accommodation Review Process, Ministry of Education  
 Community Planning and Partnership Guideline, Ministry of Education (March 2015)  
 Pupil Accommodation Review Guideline, Ministry of Education (March 2015)

##### HWDSB Strategic Directions

Achievement Matters  
 Engagement Matters  
 Equity Matters

**HWDSB Policies**

Long-Term Facilities Master Plan

Pupil Accommodation Review Policy Directive

Pupil Accommodation Review Terms of Reference




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## Pupil Accommodation Review Directive

Directive for Policy X.X Pupil Accommodation Review

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Projected Review Date:

### RATIONALE:

The Ministry of Education's *Pupil Accommodation Review Guideline* recognizes that, "pupil accommodation reviews include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that supports the (Ministry) guiding principles." Hamilton-Wentworth District School Board's elementary schools are generally organized in groups, and linked to a secondary school, referred to as a Family of Schools. The goal of providing a suitable and equitable range of learning opportunities in a school or a group of schools requires monitoring and active curriculum and programming decisions. Decisions that might require consolidation, closure or major program relocation should take into account the needs of all the students in all of the schools in a particular group. However, there may be circumstances in which a single school should be studied for closure.

The *Pupil Accommodation Review Guideline* states that, "School boards may proceed to establish a pupil accommodation review only after undertaking the necessary assessment of long-term capital and accommodation planning options for the school(s)" and that this planning be "informed by any relevant information obtained from local municipal governments and other community partners" through the *Community Planning and Partnership Guideline* (March 2015). Any decisions under this policy should therefore take into account HWDSB's Long-Term Facilities Master Plan (LTFMP).

### TERMINOLOGY:

*Advisory Committee (Pupil Accommodation):* A committee made up of community members empowered to provide the Board with advice through the process of discussions and inquiries on HWDSB staff options and information provided to them in the *Initial Staff Report*.

*Family of Schools:* A group of schools that may be included as part of the accommodation review process based on their ability to address the overall accommodation issues.

*Final Staff Report:* A staff report capturing the accommodation review process, staff recommendations, and consultations and feedback to the Board of Trustees for their review and decision.

*Initial Staff Report:* A report to the Board of Trustees, including staff recommendations and the rationale and scope of the accommodation review.

*Long-Term Facilities Master Plan (LTFMP):* A comprehensive planning document illustrating the condition and utilization of current facilities, and possible accommodation solutions designed to enhance student achievement.



*Modified Accommodation Review Process:* In certain circumstances, where potential pupil accommodation options are deemed by the Trustees to be less complex, Trustees may find it appropriate to undertake a modified pupil accommodation review process.

*Pupil Accommodation Review Terms of Reference:* Outlines the mandate, role, membership, operating procedure, reference criteria and meetings of the Advisory Committee.

*School Information Profile:* An orientation document with data for each of the schools under a pupil accommodation review to help the Advisory Committee and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

*Identified Community Partners:* A list of potential and existing partners of HWDSB, which consists of business, labour, community and government agencies.

## **PROCEDURES:**

### **1. Initiation of a Pupil Accommodation Review**

- 1.1 As described in the Community Planning & Partnership Guidelines (CPPG), “School boards are expected to have capital plans that address the future needs of their students.” For HWDSB, capital planning is captured through the LTFMP. The CPPG describes parameters on capital plans.
- 1.2 HWDSB staff will meet with the City of Hamilton and community members upon the annual approval of the LTFMP and prior to the creation of an *Initial Staff Report*.
- 1.3 The process for determining whether to bring forth an *Initial Staff Report* for approval to initiate an accommodation review will begin with a review of the Board’s existing accommodations. The review should be undertaken by the Senior Facilities Officer in collaboration with Manager of Planning, Accommodation and Rentals in accordance with the Board’s most recent LTFMP. Further consultation with Executive Council will be included.

The review is to consider, at a minimum:

- That the current and projected enrolment aligns with the utilization rate within the LTFMP, which allows for the offering of a wide range of programs and efficient operation of the school.
  - Any improvements to the physical condition of the school to enhance equitable access of programs.
  - Purpose built spaces as they relate to Ministry benchmarks.
  - System learning as an outcome of the accommodation review.
- 1.4 In the event that a review of the Board’s existing accommodations indicates an accommodation review may be required, an *Initial Staff Report* shall be brought forward, through the Director, to the Board of Trustees. The *Initial Staff Report* will include approval to launch an accommodation review, the schools under review, and the composition of the Advisory Committee;

1.4.1 The *Initial Staff Report*, “must contain one or more options to address the accommodation issue(s).” The option(s) must address the following:

- summary of accommodation issue(s) for the school(s) under review;
- where students would be accommodated;
- if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
- identify any program changes as a result of the proposed option;
- how student transportation would be affected if changes take place;
- if new capital investment is required as a result of the pupil accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
- relevant information obtained from the City of Hamilton and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space.

1.4.2 Each recommended option must also include a timeline for implementation.

1.4.3 The *Initial Staff Report* and *SIP* will be made available to the public and posted on the Board’s website.

1.4.4 HWDSB will invite potential Advisory Committee members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the Advisory Committee.

## 2. Initiation of a Modified Pupil Accommodation Review

2.1 The Ministry’s *Pupil Accommodation Review Guideline* state, “In certain circumstances, where the potential pupil accommodation options available are deemed by Trustees to be less complex,” HWDSB may undertake a *Modified Pupil Accommodation Review* process – see *Ministry Pupil Accommodation Review Guideline, March 2015* for details.

## 3. Information to the Advisory Committee

3.1 HWDSB shall provide the Advisory Committee with a copy of this Directive, the Pupil Accommodation Review Policy and the Pupil Accommodation Review Terms of Reference, which describes its mandate.

3.2 Prior to the commencement of any Advisory Committee, Board staff may revise the *Terms of Reference* if such revisions are warranted.

3.3 In accordance with the *Pupil Accommodation Review Guideline*, a *School Information Profile (SIP)* will be prepared by Board staff for each of the school(s) under review. The SIP(s) are orientation documents to help the Advisory Committee and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The *SIP* will include data that addresses the following two considerations about the school(s) under review:

- Value to the Student; and
- Value to the School Board.

3.4 The completed *SIP(s)* will be provided to the Advisory Committee prior to its first working meeting. The *SIP* will include the following:

- Information profiling the school(s) located within the area of the accommodation review. The profiles address the facility, instructional and school use.

3.5 The Advisory Committee will review the completed *SIP(s)* and have the opportunity to request clarification on the *SIP(s)* should they require it. If there are multiple schools under review, the framework of the *SIP* will be the same for each school under review.

3.6 Staff may introduce additional items to *SIPs* that could be used to reflect local circumstances and priorities, which may help to further understand the school(s) under review.

#### **4. The Final Staff Report**

4.1 Board staff will prepare a report (*Final Staff Report*) for the *Director of Education*, which will be presented to the Board of Trustees in public session at a regularly scheduled meeting or a special meeting as identified in Section 7.0 – Timelines.

4.2 As per the *Pupil Accommodation Review Guideline*, the *Final Staff Report* “must include a Community Consultation section that contains feedback from the Advisory Committee and any public consultations as well as any relevant information obtained from municipalities and other community partners prior to and during the pupil accommodation review.”

#### **5. Delegations to the Board of Trustees**

5.1 In addition to the public input sought through the work of the Advisory Committee, the Board of Trustees allows an opportunity for members of the public to provide feedback on the *Final Staff Report* through public delegations.

5.2 Notice of the public delegation opportunities will be provided based on HWDSB policy.

5.3 Delegations will be presented to the Board of Trustees in public session at a regularly scheduled meeting or a special meeting as identified in Section 7.0 – Timelines.

5.4 Board staff will compile feedback from delegations and present them to the Board of Trustees.

#### **6. Decision of the Board of Trustees**

6.1 As per the *Pupil Accommodation Review Guideline*, “The Board of Trustees has the discretion to approve the recommendation(s) of the *Final Staff Report* as presented, modify the recommendation(s) of the *Final Staff Report*, or to approve a different outcome.”

## 7. Timelines

Action	Timeline
Board Accommodations (LTFMP)	Annually
Presentation of the <i>Initial Staff Report</i> to Board	As a result of the review of Board LTFMP
Decision to establish an Advisory Committee	As a result of the approval of the <i>Initial Staff Report</i>
Establishment of the membership of the Advisory Committee	Following the decision to approve the <i>Initial Staff Report</i> and commence an accommodation review
Municipality and community partner notice of Board decision to establish an accommodation review	Within five (5) business days of decision* of Trustee approval of the <i>Initial Staff Report</i>
First Working Group Meeting	As scheduled by HWDSB Senior Administration
First Public Meeting	Not before a minimum of 30 business days* from the date of the approval of the <i>Initial Staff Report</i>
Final Public Meeting	Minimum of 40 business days, and maximum of 60 business days, between first public meeting and final public meeting*
Additional Public Meeting/s (if required)	As scheduled by the Advisory Committee
Delivery of <i>Final Staff Report</i> to Board of Trustees	Earliest available Board meeting, but not before 10 business days after final public meeting
Public Delegations	Not before 10 business days after the report is presented at a Board meeting
Notice of decision by Trustees on School Accommodation Review	Not before 10 business days after public delegations

\* Calendar days that are not a weekend or statutory holiday. It also does not include calendar days that fall within school boards' Christmas, spring and summer break.

## 8. Transition Planning

8.1 If the Board of Trustees' decision is consolidation, closure or major program relocation, the following school year will be used to plan for and implement the Board's decision, except where the Board in consultation with the affected community, decides that earlier action is required. The Board decision will set clear timelines regarding consolidation, closure or major program relocation. A transition plan will be communicated to all affected school communities within the school board. A separate advisory group will be established to address the transition for students and staff of the affected schools.

## 9. Administrative Review of the Accommodation Review Process

9.1 An individual or group may seek a review of the Board's accommodation review process in accordance with the Ministry's document entitled *Administrative Review of Accommodation Review Process* which is appended to this Policy as Appendix - C and posted on the Board's website and available at the Education Centre upon request.

- 9.2 In accordance with the *Administrative Review of Accommodation Review Process*, an individual or group seeking a review of the Board's accommodation review process is required to demonstrate the support of a portion of the school community through the completion of a petition signed by a number of supporters equal to at least 30% of the affect school's student headcount (e.g., If the headcount is 150, then 45 signatures would be required). Parents/Guardians of students and/or other individuals that participated in the accommodation review process are eligible to sign the petition.




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## Pupil Accommodation Review Terms of Reference

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The Terms of Reference were developed in accordance with the Ministry's *Pupil Accommodation Review Guidelines (March 2015)*.

### 1.0 Mandate of the Advisory Committee

- 1.1 The Advisory Committee's mandate is to ensure that the Board of Trustees decision and the information to support staff's option, regarding an accommodation review, is developed with the involvement of an informed local community and is based on a broad range of criteria regarding the quality of the learning experience for students.
- 1.2 The Advisory Committee is empowered to provide advice, through the process of discussions and inquiries on HWDSB staff options and information provided to them in the *Initial Staff Report*.

### 2.0 Role of the Advisory Committee

- 2.1 With school valuation as its focus and the Board's strategy for supporting student achievement, the Advisory Committee role is to act "as the official conduit for information shared between the school board and the school communities" with respect to a school or group of schools being reviewed for the Board of Trustees' consideration and decision.
  - 2.1.1 The Advisory Committee shall review accommodation options and supporting data identified in the *Initial Staff Report*, communicate the information to their community, capture the community voice and relay the information back to the Advisory Committee and HWDSB Staff, and provide local context to the accommodation review process.
- 2.2 The Advisory Committee "may comment on the *Initial Staff Report* and may, throughout the pupil accommodation review process, seek clarification of the *Initial Staff Report*."
- 2.3 The Advisory Committee "may provide other accommodation options than those in the *Initial Staff Report*, however, it must include supporting rationale for any such option."
- 2.4 The Advisory Committee "members do not need to achieve consensus regarding the information provided to the Board of Trustees."
- 2.5 The Advisory Committee is charged to act as the official conduit for information shared between the school board and the school communities with reviewing information for the following schools:

*[Insert List of School(s)]*

### 3.0 Composition of the Advisory Committee

- 3.1 The Advisory Committee should include, at a minimum, the following positions:
- One (1) parent/guardian representative from each of the schools under review, chosen by their respective School Council and/or Home & School Association;
  - One (1) employee representative from each school under review;
  - One (1) community member with no child/ward currently attending HWDSB schools (at a minimum one per advisory committee). Staff at the board level endeavour to select members that are reflective of the communities where these school(s) reside.
- 3.2 The Advisory Committee may include one (1) student leader from each school under review to participate (only applicable to secondary accommodation reviews).
- 3.3 The Advisory Committee membership will be deemed to be properly constituted whether or not all of the listed members are able to participate.
- 3.4 Written invitation (letters to school council, letters sent home with students) to participate on the Advisory Committee will be issued following the Board of Trustees' consideration of the *Initial Staff Report* but prior to the first public meeting. There will be a deadline date for acceptance. No response by that date will be considered as non-acceptance.
- 3.5 HWDSB will invite potential Advisory Committee members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the Advisory Committee.
- 3.7 Recognizing the value of the Advisory Committee's contribution to the Board's ability to provide quality educational opportunities for its students, Advisory Committee members must be prepared to make a commitment to attend all, or nearly all of the working meetings and public meetings.
- 3.8 In the event that an Advisory Committee member is unable to commit to attending all, or nearly all of the meetings, the Advisory Committee Chair has the authority to address the attendance issue and recommend a solution.
- 3.9 The Advisory Committee will have resource support available to provide information when requested or to provide expertise not already within the Advisory Committee. The following people are available resources:
- The Advisory Committee Chair as appointed by Executive Council;
  - The Trustee(s) of each school(s) under review;
  - The Trustee(s) of associated schools;
  - The Superintendent(s) of Student Achievement for each school(s) under review;
  - The Principal from each school under review;
  - Administrative support for minute taking;



- By way of invitation, a local City Councilor (or designate);
- Dedicated resource staff to enable the Advisory Committee to understand the issues that exist and to provide:
  - support to ensure compliance with the Board's policy and procedure;
  - information relevant to the mandate of the Advisory Committee as requested by the Advisory Committee; and
  - information relevant to the mandate of the Advisory Committee to support community questions or requests.

3.10 If the Advisory Committee Chair sees a need for additional expertise or if additional expertise is requested by the Advisory Committee, guest Advisory Committee resources may be invited to attend specified meetings (i.e. students, HWDSB staff, community leaders) as agreed by the Advisory Committee members.

#### 4.0 Operation of the Advisory Committee

4.1 Executive Council will be responsible for appointing the Chair of the Advisory Committee.

The Advisory Committee Chair is responsible for:

- Convening and chairing Advisory Committee meetings;
- Managing the development of the process according to the Advisory Committee mandate and the *Terms of Reference*; and
- Coordination of the activities of the Advisory Committee, requesting support, resources and information relevant to the Advisory Committee's mandate from the HWDSB staff.

4.2 A School Information Profile (SIP), as part of the *Initial Staff Report*, for each affected school necessary to permit the Advisory Committee to carry out its mandate will be provided prior to the Advisory Committee's first working meeting.

4.3 For each affected school, the SIP will include the following and will be made available to the public via a posting on the Board's website and in print format at the Education Centre upon request:

- The section of the Board's most recent Long-Term Facilities Master Plan that deals with the area(s) under review; and
- At a minimum, facility, instructional and school use information as per the *Ministry Pupil Accommodation Review Guideline* (PARG) regarding the schools identified within the area under review – see *Section VIII* of the PARG.

4.4 The Advisory Committee will meet as often as required to review all pertinent data and prepare for public meetings – minimum of two (2) public meetings.

4.5 The Advisory Committee shall determine a schedule of the dates, times and location of meetings as per Pupil Accommodation Review Policy No.X.X and the Policy Directive.



- 4.6 Working meetings of the Advisory Committee may be held regardless of all members being present.
- 4.7 The Advisory Committee will complete its work within the timelines outlined in the Policy.
- 4.8 In the event that a member is unable to fulfill his/her duties on the Advisory Committee, the Principal of the affiliated school(s) working with the Chair of the Advisory Committee, may co-opt another representative. If a replacement cannot be found, the Advisory Committee will continue to function.
- 4.9 Board staff will respond to reasonable requests for additional information that has been requested by the Advisory Committee.
- 4.10 Requests for information in keeping with the Advisory Committee's mandate and in keeping with the schools under review will be provided by Advisory Committee Resource staff in a timely manner for the Advisory Committee's use. It may not always be possible to obtain responses to requests for information in time for the next scheduled meeting. If this occurs, Advisory Committee Resource staff will provide an estimated availability time.
- 4.11 All Advisory Committee meetings will be structured to encourage an open and informed exchange of views.

## 5.0 Working Meetings

- 5.1 Through working group meetings, the Advisory Committee shall review accommodation options and supporting data identified in the *Initial Staff Report*, communicate the information to their community, capture the community voice and relay the information back to the Advisory Committee and HWDSB Staff, and provide local content to the accommodation review process. Additionally, the Advisory Committee will assist on how the information is prepared and presented at each of the minimum two (2) public meetings. The materials prepared will support the objectives of this Terms of Reference.
- 5.2 The Advisory Committee may hold as many working meetings as is deemed necessary within the timelines established in HWDSB's *Pupil Accommodation Review Policy*.
- 5.3 Resource staff will work with the Advisory Committee to prepare all working meeting and public meeting agendas and materials. Meeting agendas and materials are to be made available by e-mail to the Advisory Committee members and posted on the Board's website when possible at least 24 hours in advance of the scheduled meeting.
- 5.4 Resource staff will ensure that accurate minutes are recorded. These minutes are to reflect the discussions that take place at working meetings and at public meetings. Advisory Committee meeting minutes will be posted to the Board's website after the minutes have been reviewed by the Advisory Committee. Both working and public meeting minutes will be included in the *Final Staff Report* to the Board of Trustees.
- 5.5 All information provided to the Advisory Committee is to be posted on the board's website and made available in hard copy if requested.
- 5.6 Working Meetings of the Advisory Committee shall be open to observation by the public.

## 6.0 Public Meetings

- 6.1 In addition to Advisory Committee working meetings, HWDSB resource staff will facilitate a minimum of two (2) public meetings. Public meetings will occur in one of the schools under review, provided the school is an accessible facility, or at an alternate facility within the local community. These meetings will be organized as follows:
- At the first public meeting, resource staff will, at a minimum, present:
    - an overview of the Advisory Committee orientation session - the Advisory Committee's role; outline how the Advisory Committee will operate; the data they received; and how they receive community input;
    - the Initial Staff Report with recommended option(s); and
    - the SIPs.
  - At the second and/or final public meeting, resource staff will present to the public, a draft of the *Final Staff Report* with its interim accommodation recommendation(s) and receive community input. Resource staff may make changes to the report based upon feedback at this meeting.
- 6.2 Senior administration will call the first public meeting no earlier than thirty (30) business days after the date of approval to launch a pupil accommodation review (by the Board of Trustees) and as established in HWDSB's *Pupil Accommodation Review Policy*.
- 6.3 Notice of the public meetings will be announced and advertised publicly by HWDSB staff through an appropriate range of media.

## 7.0 Capital Planning Objectives and Facility Partnership Opportunities

- 7.1 HWDSB staff is to outline its capital planning objectives for the area under review in order to provide the Advisory Committee with context for the accommodation review processes.
- Capital planning objectives and information will be captured through the Long Term Facilities Master Plan (*LTFMP*). The *LTFMP* addresses the future needs of HWDSB students. The *Initial Staff Report* will also address planning objectives and reflect HWDSB's strategy for supporting student achievement and well-being.
  - Capital planning objectives will take into account opportunities for partnerships in accordance with the *Community Planning and Partnerships Guideline* (March 2015). Planning information and imminent accommodation review proposals will be shared with community partners and the City of Hamilton staff prior to approval to commence with accommodation reviews.
  - The Board is to inform the Advisory Committee of such known or reasonably anticipated partnership opportunities, or lack thereof, at the beginning of the Advisory Committee process and captured in the *Initial Staff Report*.

## COMMITTEE REPORT

Presented to: Board Meeting Date: November 23, 2015

From: Human Resource Committee Meeting Date: November 12, 2015

The committee held a meeting on November 2015 - from 12:30 -2:45 p.m. at 20 Education Court, Hamilton, Ontario, with Alex Johnstone presiding.

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

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### INFORMATION:

#### A. Teacher Recruitment Update

The Committee was presented with an update of our recruitment activity. The focus of 2016 recruitment will be on teachers of French and French immersion. HR will be attending recruiting fairs outside of Ontario to recruit from a larger talent pool.

#### B. Enrolment Projections and Staffing

The committee was presented with a chart that outlined projected ADE and total Teachers for both Elementary and Secondary Schools.

#### C. Support Staff Recruitment

The Committee was presented with an overview of our recruitment activity for all Bargaining Groups. The focus is building our casual/supply list to ensure coverage.

Respectfully Submitted,  
Alex Johnstone, Chair of the Committee

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: November 23, 2015

From: Program Committee

Date of Meeting: November 12, 2015

The committee held a meeting from 2:51 p.m. to 4:45 p.m. on November 12, 2015 at 20 Education Court, Hamilton, ON, in Meeting Room 308 with Kathy Archer presiding.

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

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**ACTION ITEMS:****A. Secondary Program Strategy Tier 3 and SHSM Implementation Timelines**

The revised Tier 3 and SHSM timelines were presented to the Program Committee. The original timelines were adjusted to accommodate the change in date for the opening of the New North secondary school and the new south secondary school (Nora Henderson Secondary School).

The Program Committee **Recommends that the revised Secondary Program Strategy timelines be approved.**

**CARRIED UNANIMOUSLY**

**MONITORING ITEMS:****B. Student Achievement Report**

The Student Achievement Report was presented by Jamie Nunn, Superintendent of Leadership & Learning. The report provided a high-level overview of the progress towards achieving the vision of all students achieving their full potential in three key areas: each student reading by grade 1; each student improving in the area of greatest need determined by the school; and each student graduating. The Program Committee members praised and thanked everyone for their hard work in producing the report. Discussion on key points and supporting data provided clarification to the three sections identified – PreKindergarten to Grade 2 Oral Language and Early Learning; Mathematics; and Transforming Learning Everywhere.

**C. Update on Transitions**

Jamie Nunn, Superintendent of Leadership & Learning, provided an update on the French Immersion post-transition meeting held at Sherwood Secondary School. The review of the grade 9 program highlighted reports from students, parents as well as administration from both Sherwood and Westdale Secondary Schools. An update was also provided on the future closure of Mountain Secondary School. Individual exit plans have been created for each student currently attending Mountain. A focus on the individual student's pathway will be completed by January, 2016 and will include co-op opportunities as well as Mohawk College.

Respectfully submitted,  
Kathy Archer, Chair of the Committee



## EXECUTIVE REPORT TO PROGRAM COMMITTEE

**TO:** PROGRAM COMMITTEE

**FROM:** Executive Council

**DATE:** November 12, 2015

**PREPARED BY:** Pam Reinholdt, Executive Superintendent of School Operations & Facilities  
Jamie Nunn, Superintendent of Leadership & Learning

**RE:** Secondary Program Strategy Tier 3 and SHSM Implementation Timelines

Action **X**

Monitoring

**ACTION:**

That the revised Secondary Program Strategy timelines outlined below be approved.

Type of Program	Program Title	Current Program Location	Original Timelines	New Program Location	Proposed Timeline
Tier 3	ESL/ELL	New Program	September 2016 To open at Westdale SS upon the closure of SJAM SS and the adjustment of North Cluster boundaries.	Westdale	Upon the closure of SJAM and adjustment of the North Cluster boundaries.
Tier 3	ESL/ELL	SJAM	September 2016	New North Secondary School	Upon the closure of SJAM and the opening of the North Secondary School
Tier 3	Cosmetology	New Program	September 2016	Nora Frances Henderson Secondary School	Upon the opening of Nora Frances Henderson Secondary School
Tier 3	Cosmetology	Delta	September 2016	Sir Winston Churchill	Upon the closure of Delta Secondary School
Tier 3	Ontario Public Service (OPS) Program	Delta	September 2016	North Secondary School	Upon the closure of Delta Secondary School
SHSM	Arts & Culture Digital Media	New Program	September 2016	North Secondary School	Upon the opening of the North Secondary School
SHSM	Energy	Sir John A. MacDonald	September 2016	North Secondary School	Upon the opening of the North Secondary School
SHSM	Health & Wellness	Delta	September 2016	North Secondary School	Upon the closure of Delta Secondary and the opening of the North Secondary School

<b>SHSM</b>	<b>Hospitality &amp; Tourism (Food Services)</b>	Delta	September 2016	North Secondary School	Upon the closure of Delta Secondary and the opening of the North Secondary School
<b>SHSM</b>	<b>Manufacturing</b>	Nora Frances Henderson Secondary School	September 2016	Sherwood Secondary School	Upon the closure of Nora Frances Henderson Secondary School (Barton Site)
<b>INTERVENTION &amp; SUPPORT</b>	<b>ALPHA</b>	New Program	To open at Westdale SS upon the closure of SJAM SS and adjustment of boundaries.	Westdale	Upon the closure of SJAM and adjustment of the North Cluster boundaries
<b>INTERVENTION &amp; SUPPORT</b>	<b>NYA:WEH</b>	Delta	September 2016	North Secondary School	Upon the closure of Delta Secondary and the opening of the North Secondary School

### **RATIONALE:**

Our Secondary Program Strategy identified key timelines for the start and redistribution of our Tier 3 programs. As the new North Secondary School and Nora Frances Henderson Secondary School will not open in September 2016, we need to adjust the implementation and reallocation of the Tier 3 and Specialist High Skills Major programs pending the official opening of both secondary schools. The above chart identifies the name of each program which needs to be re-located and the proposed timelines for each of these programs.

### **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 will look like in the 21st 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.

On April 15, 2013, the HWDSB Board of Trustees approved the Secondary Program Strategy and the implementation of various programs in three stages (September 2014, September 2015, and September 2016).

### **Implementation:**

The 2015-2016 school year marks the second year of the implementation (Phase 2) of the HWDSB Secondary Program Strategy. As part of this school year, we have/will:

- Started a second French Immersion program at Sherwood Secondary School.
- Opened one secondary school in Dundas, Ontario (Dundas Valley Secondary School)
- Prepared to start a Grade 10 enriched Math and English program in all secondary schools in second semester (February 2015).
- Continue planning for a Tier-3 Audition-based Performing Arts program at Glendale Secondary School in September 2016.

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: November 23, 2015

From: Standing Committee

Date of Meeting: November 16, 2015

The committee held a meeting from 7:22 p.m. to 7:45 p.m. on November 16, 2015 at 20 Education Court, Hamilton, ON, in Trustee Board Room with Trustee Alex Johnstone presiding.

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

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**1. Approval of Agenda**

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

**CARRIED UNANIMOUSLY.**

Student Trustees Scott Robertson and Tobias-Murray voted in favour.

**2. Declarations of Conflict of Interest**

None.

**Report from Staff**

**3. Transportation Consortium Update**

Staff presented the Transportation Consortium Update.

On the motion of Trustee Beattie, seconded by Trustee Danko, the Standing Committee **RECOMMENDS that the Transportation Consortium Update be received.**

**CARRIED UNANIMOUSLY.**

Student Trustees Robertson and Tobias Murray voted in favour.

Respectfully submitted,  
Alex Johnstone, Chair of the Committee

Notice of Motion – Syrian Refugees, Hamilton

From: Trustee Van Geffen

Whereas; the Federal Government has recently announced that Canada will be accepting Syrian Refugees, and

Whereas; Mayor Eisenberger has identified the City of Hamilton as a location for some of the refugees to locate to once they have arrived, and

Whereas; Wesley Urban Ministries has been identified as the lead organization in Hamilton to assist those Syrian Refugees who come to Hamilton,

Be it resolved that the Chair of Hamilton-Wentworth District School Board write a letter to Wesley Urban Ministries, offering to engage in a conversation regarding vacant school properties in our inventory that may be used as emergency shelters to assist in the settlement efforts of those Syrian Refugees who come to Hamilton.

Note: It is suggested that a copy of this notice of motion and letter be copied to Government of Canada, local MPs and City of Hamilton.