

Virtual Meeting Norms:

- All callers are to place themselves on mute
- Roll call is in place for attendance and for questions

The audio portion of this committee meeting will be made available on our website the day following the meeting.

AGENDA: 5:30-8:30

1. Call to Order/Roll Call
2. Approval of the Agenda
3. 2021 Capital Priorities Project Funding (A)
4. Long-Term Facility Master Plan Facility Assessment Update (M)
5. 2021-2022 Budget Development (verbal)
6. Adjournment from public session and Resolution into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 (b) the disclosure of intimate, personnel or financial information in respect of a member of the board or committee



EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

TO: Finance and Facilities Committee

FROM: Manny Figueiredo, Director of Education

DATE: April 22, 2021

PREPARED BY: Stacey Zucker, Associate Director, Support Services
David Anderson, Senior Manager, Facilities Management
Ellen Warling, Manager, Planning, Accommodations, and Rentals
Robert Fex, Senior Planner

RE: 2021 Capital Priorities Project Funding Submission

Action X **Monitoring** □

Recommended Action:

That the Board approve the 2021 Capital Priority Projects (Appendix–A) for submission to the Ministry of Education (MOE), as per **2021 Capital Priorities Program including Child Care Capital Funding Memorandum 2021:B05** (Appendix-B).

Rationale/Benefits:

Hamilton-Wentworth District School Board has received over \$219.6 million in funding between the 2012 and 2020 funding submissions. Successful capital project submissions have included funding for two new secondary schools, nine new elementary schools and several significant additions and/or renovations at one secondary and eleven elementary schools. See table below for breakdown of recent successful capital funding submissions.

Submission	Date Received	Funding Received	Projects
2012 Capital Priorities	February 2013	\$40 Million	Bernie Custis, Saltfleet Addition, Cootes Paradise addition/ renovations
2013 Capital Priorities	May 2014	\$45.2 Million	Tiffany Hills, Nora Frances Henderson Secondary School
2014 School Consolidation Capital Projects	March 2015	\$21 Million	Classroom Renovations at Franklin Rd, Queensdale and GL Armstrong, and classroom additions at Pauline Johnson and Ridgemount as part of the Central Mountain accommodation review. Classroom renovations at Hillcrest, V. Montgomery, and WH Ballard as part of the E. Hamilton accommodation review. West Flamborough accommodation review – new Rockton ES and funding toward new school on Greenville school site

2016 Capital Priorities Projects	Nov 2016	\$27 Million	3-2 East Hamilton II and Lower Stoney Creek reviews, and Summit Park submissions. New Eastdale school and childcare, new Shannen Koostachin, and renovations at Sir Wilfrid Laurier.
2016 School Consolidation Capital Projects	August 2017	\$33.5 Million	Collegiate Ave, Memorial (SC), Glendale Campus (Glen Brae, Glen Echo, Sir Isaac Brock)
2017 Capital Priorities Projects	March 2018	\$25.8 Million	Frank Panabaker addition, Rockton ES, Spring Valley, and Mount Albion addition
2019 Capital Priorities Project	March 2020	\$13.5 Million	Second School in Binbrook

Background:

The capital priorities identified in Appendix-A , summarized in the chart below, meets Ministry of Education business case criteria as identified in Memorandum 2021:B05. The Capital Priorities Program (CPP) provides school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and
- creating new licensed child care spaces in schools.

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

HWDSB staff are currently working to identify the need for childcare space in the three proposed project locations. Appendix-A indicates “to be announced” (TBA) under the childcare section which indicates that HWDSB will apply for childcare space if any locations are deemed appropriate.

Priority	Project	Project Type	Accommodation Review Completed	Enrollment Pressure	School Consolidation	Facility Condition	Childcare	Joint Use	Community Hub
1	Rousseau	New School	May 29, 2017		✓	✓	TBA		
2	Sherwood	New School	May 28, 2012		✓	✓			
3	SJAM Hub	New School	June 5, 2017		✓	✓	✓		✓
4	Waterdown Bay	New School	N/A	✓			TBA		
5	Nash Upper Stoney Creek	New School	N/A	✓	✓	✓	TBA		
6	Eastdale Portapak	4-Pak	N/A	✓					
7	Shannen Koostachin Portapak	4-Pak	N/A	✓					
8	Rosedale Gym	Gym Reno	N/A			✓			
9	Queensdale Gym	Gym Reno	N/A			✓			
10	Billy Green Gym	Gym Reno	N/A			✓			

Summary Points

- The submission deadline for all capital funding requests is May 21, 2021.
- School boards will have the opportunity to submit up to 10 of their most high and urgent Capital Priorities for ministry funding consideration.
- The 2021-22 Capital Priorities projects are expected to be completed and open no later than the 2024-25 school year.
- School boards have an opportunity to request childcare capital funding for Capital Priorities projects, if the local CMSM or DSSAB support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- **NEW:** Based on recommendations from the LEAN Review of the Capital Approval Process to enhance efficiencies, school boards will have the option to submit a facility space template for ministry approval as part of the funding request; however, it will only be eligible for new school build projects.
- School boards are encouraged to standardize the design of new school construction. The ministry will be exploring ways to leverage this opportunity going forward.
- School boards are encouraged to identify opportunities to use modular construction methods for any one of their project submissions. The ministry will work with those boards to further develop those opportunities, as appropriate.
- School boards are encouraged to identify opportunities to work together on joint-use school project submissions.
- All public announcements regarding capital investments in the publicly funded education system, including those previously funded, are joint communications opportunities for the provincial government, the school board, the CMSM or DSSAB, and/or community partners.
- Information sessions will be offered to school board staff to provide support on the completion of business cases. Further information will be sent to school boards in the coming weeks.

Conclusion

After reviewing the Ministry business case criteria and the existing HWDSB needs, staff have identified ten projects for which business cases will be submitted. Staff has prioritized these projects based on this Ministry criteria and the Board needs. The business cases are due on May 21, 2021 and based on previous experience, the Board are hopeful to hear about the success of the business cases this calendar year.

Priority	Project	Project Type	Accommodation Review Completed	Enrolment Pressure	School Consolidation	Facility Condition	Childcare	Joint Use	Community Hub	Rationale
1	Rousseau	New School	May 29, 2017	✓	✓	TBA				Proposing a JK-8 elementary school on the Rousseau site as per the Board of Trustees decision May 29, 2017 regarding the Ancaster accommodation review. The new Rousseau school is proposed to replace the existing Rousseau school. Rousseau will become the second French Immersion site in Ancaster. Rousseau has approximately \$1.54 million in high and urgent renewal needs and \$100K in accessibility needs.
2	Sherwood	New School	May 28, 2012	✓	✓					Proposing the construction of a replacement secondary school for Sherwood Secondary. Rebuilding Sherwood would be a more cost effective and less disruptive accommodation solution for students and staff. Sherwood has approximately \$11.96 million in high and urgent renewal needs and \$200K in accessibility needs (not including elevator replacement). Current and future generations of students would have access to quality learning and teaching environments to maximize learning and program delivery. HWDSB will contribute \$9,012,000 of identified funding to the project.
3	SJAM Hub	New School	June 5, 2017	✓	✓	✓		✓		As per Trustee decision June 5 2017, proposing a community hub anchored by a new elementary school on the Sir John A. Macdonald school site. The community hub will include a JK-8 elementary school. The new school would replace Hess St and Strathcona schools consolidating consolidate students from both schools. The two closing schools collectively have approximately \$3.13 million in high and urgent renewal needs and \$1 million in accessibility needs. Closing the two facilities would remove approximately 100 pupil places in the West Hamilton City planning area, and provide enhanced learning environments to support student achievement.
4	Waterdown Bay	New School	N/A	✓		TBA				Proposing a second JK-8 elementary school in East Waterdown, South of Highway 5. The new school is required to address the short and long term accommodation of the Waterdown community due to residential growth. This is evident due to the increase population and projection for Mary Hopkins - will significantly out grow its ability to accommodate the students in its attendance boundary. The proposed school site has been identified as institutional in municipal secondary planning and is approximately 6 acres. It has also been identified in our EDC By-law. The land is in the area of the intersection of Skinner Rd and Mallard Trail.
5	Nash Upper Stoney Creek	New School	N/A	✓	✓	✓	TBA			Proposing a JK-8 elementary school in Upper Stoney Creek. The new school will be a replacement school for Tapleypoint. Tapleypoint is a small school (291 OTG) and estimated \$1.53 Million in renewal needs. Tapleypoint's projected enrolment will significantly out grow its ability to accommodate the students in its attendance boundary. The school site was purchased Fall 2020. The land is in the area of the intersection of Green Mountain Rd W and First Rd W.
6	Eastdale Portapak	4-Pak	N/A	✓						Rationale to be completed soon
7	Shannen Koostachin Portapak	4-Pak	N/A	✓						Rationale to be completed soon
8	Rosedale Gym	Gym Reno	N/A			✓				Rationale to be completed soon
9	Queensdale Gym	Gym Reno	N/A			✓				Rationale to be completed soon
10	Billy Green Gym	Gym Reno	N/A			✓				Rationale to be completed soon

Eligibility and Evaluation Summary

1) Enrolment Pressure: Projects will accommodate pupils where enrolment is currently or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).

2) School Consolidation and Facility Condition: Projects that support the reduction of excess capacity in order to decrease operating and renewal costs, and/or address renewal backlog needs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects associated with consolidations and/or closures that require a Pupil Accommodation Review (PAR) that has yet to be completed will not be eligible for funding purposes.

3) French-language Accommodation: Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered for funding if the school board can demonstrate that a French-language population is not being served by existing French-language school facilities.

Childcare- The ministry will consider funding child care centre capital projects in schools where there is a need for new child care construction and/or renovations to existing child care spaces for children 0 to 3.8 years of age. School boards will need to have the support of the corresponding Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) regarding the eligibility and viability requirements to build or renovate child care rooms in the identified school.

Joint Use- The ministry encourages all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural, northern or smaller communities.

Project Evaluation

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

For Accommodation Pressures and French-language projects:

- Assessment of projects will include reviewing school-level capacity of impacted schools, including those in close proximity, historical enrolment trends, enrolment forecasts, and geographic distribution of students; and
- Accommodation Pressures only - Priority consideration for funding purposes will be given to projects with a utilization equal to or greater than 100% (including area schools) in the 5th year after the proposed school opening date as per the business case template.

For School Consolidation and Facility Condition projects:

- Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost; and
- Priority will be given to projects with an expected Internal Rate of Return equal to or greater than 2.5%. This will be calculated using the expected cost of the project compared to the expected savings resulting from proposed solution as per the business case template

For child care projects:

- Assessments will also be based on an evaluation of the project's cost-effectiveness, including any anticipated site costs or costs related to the displacement of school space, and how the project addresses community needs and service gaps; and
- Whether the school has existing child care centre space; the average daily enrolment and OTG capacity of the school;
- Current utilization rates, historical/forward trend analysis; and, the school board capacity to support cost coverages and implementation

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

- School board's demonstrated willingness to participate with co-terminus school boards in joint-use school opportunities;
- School board's ability to build to ministry benchmark costs as evidenced by past projects;
- School board's history of meeting the ministry's capital accountability measures;
- Accuracy of enrolment projections for previously approved projects; and

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15e étage
Toronto (ON) M7A 0B8**2021: B05**

Date: March 24, 2021

Memorandum to: Directors of Education
Children's Service Leads, Consolidated Municipal Service
Managers (CMSMs) and District Social Services Administration
Boards (DSSABs)
Secretary/Treasurers of School Authorities

From: Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Subject: **Launch of 2021-22 Capital Priorities Program including Child
Care Capital Funding**

Schools and child care centres are integral institutions in their respective communities. The Ministry of Education is committed to working closely with school boards to ensure infrastructure investments meet the needs of the community and deliver good value for the Ontario taxpayers.

2021-22 Capital Priorities Program

We are pleased to announce the launch of the 2021-22 Capital Priorities Program, providing school boards with an opportunity to identify and address their most urgent pupil accommodation needs, including:

- accommodation pressures;
- replacing schools in poor condition;
- supporting past consolidation decisions;
- providing facilities for French-language rights holders in under-served areas; and
- creating new licensed child care spaces in schools.

Summary of the 2021-22 Capital Priorities Program

- The submission deadline for all capital funding requests is **May 21, 2021**.
- School boards will have the opportunity to submit up to 10 of their most high and urgent Capital Priorities for ministry funding consideration.
- The 2021-22 Capital Priorities projects are expected to be completed and open no later than the 2024-25 school year.
- School boards have an opportunity to request child care capital funding for Capital Priorities projects, if the local CMSM or DSSAB support the need and confirm the proposed new space will not result in an operating pressure for the CMSM or DSSAB.
- **NEW:** Based on recommendations from the LEAN Review of the Capital Approval Process to enhance efficiencies, school boards will have the option to submit a facility space template for ministry approval as part of the funding request; however, it will only be eligible for new school build projects.
- School boards are encouraged to standardize the design of new school construction. The ministry will be exploring ways to leverage this opportunity going forward.
- School boards are encouraged to identify opportunities to use modular construction methods for any one of their project submissions. The ministry will work with those boards to further develop those opportunities, as appropriate.
- School boards are encouraged to identify opportunities to work together on joint-use school project submissions.
- All public announcements regarding capital investments in the publicly funded education system, including those previously funded, are joint communications opportunities for the provincial government, the school board, the CMSM or DSSAB, and/or community partners.
- Information sessions will be offered to school board staff to provide support on the completion of business cases. Further information will be sent to school boards in the coming weeks.

Project Submissions

As with previous rounds of the Capital Priorities Program, funding for Capital Priorities projects will be allocated on a business case basis for new schools, retrofits, and additions that need to be completed by the 2024-25 school year. School boards are invited to identify up to their ten most urgent Capital Priorities projects and submit the associated business cases through the School Facilities Inventory System (SFIS) in order to be considered for funding approval. School boards will be able to access Capital Priorities submission templates through SFIS beginning on March 24, 2021.

There are **two template reports** that are required to be submitted per submission:

1) Business Case - Part A (Written Report)

School boards are required to provide a written description of the project, including detailed information on the rationale, proposed scope of work and demonstrate why alternate options are not feasible.

2) Business Case - Part B (Excel Template)

- **Enrolment and School Capacity Data Form (Required For All Submissions)**

School boards are required to provide an overview of current and projected accommodation needs for the proposed capital project, including schools within the local proximity of the selected project site.

- **Space Template Form for New School Build Projects Including Child Care Centres (Optional)**

School boards have the option to submit a facility space template for requests associated with new school builds (including child care). The template will be reviewed in conjunction with all other materials submitted with the request. If the project is approved by the ministry, the school board may also receive approval for its space template, allowing the school board to immediately attain the services of an architect for this project. The Space Template has been modified to collect room details for any Child Care Centre spaces.

- **Joint Submission - Capital Funding for Child Care Form (If Applicable)**

With support from their local CMSM or DSSAB, school boards have an opportunity to request capital funding for the creation of new child care space as part of their Capital Priorities submission.

For all child care project requests submitted through Capital Priorities, school boards and CMSMs or DSSABs are required to complete a Joint Submission - Capital Funding for Child Care template to request Early Years Capital Program (EYCP) funding. Requests for capital funding must be signed by both the school board and the CMSM or DSSAB.

For information regarding the child care project submissions, please see Appendix B.

Other Considerations for Project Submissions

School Board Considerations

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

- School board's demonstrated willingness to participate with co-terminus school boards in joint-use school opportunities;
- School board's ability to build to ministry benchmark costs as evidenced by past projects;
- School board's ability to deliver projects within target timeframes as evidenced by past projects;
- School board's history of meeting the ministry's capital accountability measures;
- Accuracy of enrolment projections for previously approved projects; and
- Number of projects the school board currently has underway.

Joint-Use Capital Projects

The ministry encourages all school boards to consider collaborative capital project arrangements between school boards. This includes maximizing the opportunities of co-location, particularly in rural, northern or smaller communities.

The ministry will be reviewing all capital proposals submitted by boards for ministry funding to ensure joint-use opportunities between school boards have been explored before funding is granted.

School boards seeking Capital Priorities funding approval must:

- Document efforts made to explore joint-use opportunities for each capital project funding request as part of the business case submissions; and
- Demonstrate a willingness to participate with co-terminus school boards in joint-use school opportunities.

For joint-use school proposals, all participating boards must:

- Include the project as part of their Capital Priorities submission; and
- Explain the role of the joint-use nature of the project on expected improvements to student programming and operational efficiency.

Pilot of Modular Construction Projects

As part of their written submission, school boards are asked to identify whether they are interested having a project participate in the pilot program. Proposals should illustrate the benefits of the using modular construction over traditional construction to address their pupil accommodation needs.

Communications Protocol

School boards are reminded to follow the ministry's communications protocol requirements for all ministry funded major capital construction projects as outlined in Appendix D. This includes the placement of Ontario Builds signage of project sites within 60 days of receiving funding approval notification.

Should you have any questions related to the communication requirements, please contact MinistryofEducation@ontario.ca.

Ministry Contact

Capital Priorities Program

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

- Patrizia Del Riccio, Manager, Capital Program Branch at 416-885-2950 or Patrizia.DelRiccio@ontario.ca or
- Sophie Liu, Manager, Capital Program Branch at 647-402-9597 or Sophie.Liu@ontario.ca or
- Paul Bloye, Director, Capital Program Branch at 416-325-8589 or at Paul.Bloye@ontario.ca.

Child Care Program

If you have any child care program questions, or require additional information, please contact Jeff O'Grady, Manager, Capital Policy Branch at 416-918-1879 or at Jeff.OGrady@ontario.ca.

We look forward to working with you to identify and develop your capital projects.

Other Capital Initiatives:

The 2021-22 Capital Priorities Program is one of the key initiatives under a broader, more ambitious agenda on capital, intended to better support infrastructure investments in the education sector including the following:

Lean Review of Capital Approval Process

The ministry has undertaken a review of its Capital Accountability Process with the intent to identify opportunities to help expedite responses to school boards. Thank you to all of the school boards that participated in the review and provided feedback and suggestions.

The ministry is streamlining and improving the capital approvals process to reduce response timelines. The ministry has already implemented a number of internal changes to its process with a number of more visible changes planned, including:

- the creation of different streams for different types of approvals with service delivery standards for each stream;
- establishing clear expectations for project submissions with templates, guidelines and process maps; and
- increasing transparency and accountability through a request tracking tool available to school boards.

The ministry is taking an agile approach to implementing the various elements of the new process, with a view to test, learn and adapt the processes to improve outcomes.

Update of Modular Construction Pilot

As part of the 2019-20 Capital Priorities program, the ministry announced a Modular Construction

Pilot as a means to better understand innovative opportunities to deliver projects in a more cost effective, expeditious manner. The ministry engaged Infrastructure Ontario to assess potential design and delivery efficiencies in the education sector with a focus on modular construction designs and practices.

Some key findings to successful implementation of modular construction included having design certainty with minimal changes, establishing a pipeline of projects for volume and, to some degree, utilizing a centralized approach for procurement and delivery.

With these learnings, the ministry continues to be interested in potential projects for a Modular Construction Pilot. School boards are requested to indicate whether they are interested having a project participate in the pilot program, to build schools using state of the art modular build technology to reduce time to completion.

Design Standards

The ministry is exploring the potential of design standards and as a means to making school construction more efficient. By using design standards that are tailored to schools, the ministry can achieve key design principles that will lay the groundwork for successful design, including:

- Cost-effective design that supports ministry guidelines, standards, and programs;
- Sustainable design that ensures effective and efficient service delivery;
- Adaptable and flexible design that responds to changing service needs;
- Safe, accessible and inclusive design; and
- Increased opportunities for modular construction, which will help shorten project delivery timelines to ensure schools can be built, and needs can be met, faster.

Urban Development

The ministry recognizes that intensification in high density urban areas poses unique challenges. Finding suitable land for the construction of a school is challenging and expensive. The ministry encourages school boards to pursue opportunities to explore new, innovative ways of thinking about school construction – such as “vertical schools”. The ministry asks that schools boards facing these concerns contact the ministry to discuss further.

We look forward to working with you on advancing these and numerous other initiatives that are part of the ministry’s ambitious capital agenda to ensure funding, programs and supports continue to meet the needs of students and school boards across the province.

Sincerely,

Original signed by:

Didem Proulx
Assistant Deputy Minister
Capital and Business Support Division

Appendices:

Appendix A: Eligibility and Evaluation Criteria

Appendix B: Child Care Capital Project Submission Requirements

Appendix C: Communications Protocol Requirements

- c. Senior Business Officials
 - Superintendents and Managers of Facilities Managers of Planning
 - Early Years Leads
 - CAOs of Consolidated Municipal Service Managers CAOs of District Social Services
 - Administration Boards
 - Parm Bhatthal, Director, Field Services Branch, Ministry of Education

Appendix A: Eligibility and Evaluation Criteria

Eligible Project Categories

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

1) Accommodation Pressure:

Projects will accommodate pupils where enrolment presently is or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently housed in non-permanent space (e.g., portables).

Assessment of projects will include reviewing school-level capacity of impacted schools, including those in close proximity, historical enrolment trends, enrolment forecasts, and geographic distribution of students.

- Priority consideration for funding purposes will be given to projects with a utilization equal to or greater than 100% (including area schools) in the 5th year after the proposed school opening date as per the business case template.

2) School Consolidation and Facility Condition:

Projects that support the reduction of excess capacity in order to decrease operating and renewal costs, and/or address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency.

Projects associated with consolidations and/or closures that require a Pupil Accommodation Review (PAR) that has yet to be completed will not be eligible for funding purposes.

Note: School boards will be asked to confirm that schools identified to be closed as part of the proposed solution will be closed and removed from the school board's assets within two years of completion of the approved project.

Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost.

- Priority will be given to projects with an expected Internal Rate of Return equal to or greater than 2.5%. This will be calculated using the expected cost of the project compared to the expected savings resulting from proposed solution as per the business case template.

3) French-language Accommodation:

Projects will provide access to French-language facilities where demographics warrant. Such projects will only be considered for funding if the school board can demonstrate that a French-language population is not being served by existing French-language school facilities.

Note: Project requests associated with French-language facilities in existing geographic areas experiencing accommodation pressures will be reviewed for funding consideration based on

the Accommodation Pressure criteria identified above.

Assessment of projects will include enrolment forecasts, geographic distribution of students, reviewing school-level capacity of impacted schools, including those in close proximity and potential alternative solutions.

Ineligible Projects

Projects matching the following descriptions will not be considered for Capital Priorities funding purposes:

- Projects addressing an accommodation pressure as a result of a specialized or alternative program such as French Immersion;
- Projects for additional child care space that is not associated with a capital priorities school project (i.e., child care only project requests);
- Projects associated with consolidations and/or closures where a Pupil Accommodation Review has not been completed;
- Requests for Land Priorities funding for site acquisitions;
- Projects addressing the renewal needs of a facility; and
- Projects addressing school board administrative space.

The ministry will expect that school boards will explore various options before submitting their business cases for a specific option. School boards must be able to identify the cost differentiation and considerations of various options within its submitted business case.

Previously Approved Capital Priorities Projects and Scope Change Requests

If school boards are considering a scope change for a previously approved capital priorities project, they may be required to resubmit the project through the Capital Priorities Program. Please contact your Capital Analyst for further clarification.

Appendix B: Child Care Capital Project Submission Requirements

Child Care Eligibility

The ministry will consider funding child care centre capital projects in schools where there is a need for new child care construction and/or renovations to existing child care spaces for children 0 to 3.8 years of age. School boards will need to have the support of the corresponding Consolidated Municipal Service Manager (CMSM) or District Social Services Administration Board (DSSAB) regarding the eligibility and viability requirements to build or renovate child care rooms in the identified school.

When selecting a school for child care centre capital, school boards and CMSMs and DSSABs should consider available operating funding, cost effectiveness of the capital project, school capacity, location, long-term viability, age groups, accommodation pressures/service gaps, demand, local child care plan, etc. prior to signing the Early Years Joint Submission.

When considering long-term school viability, school board planners and CMSMs and DSSABs must consider at least the next five years and use population projections as well as other local data to inform submission decisions including an assessment of:

- Cost effectiveness of the project, including anticipated additional site, construction, labour/material or municipal costs associated with the project.
- Whether the school has existing child care centre space.
- The average daily enrollment and the on-the-ground capacity of the school.
- Current utilization rates, and historical/forward trend analysis.
- School board capacity to support cost overages and implementation.

Child Care Operational and Accountability Requirements

Approved new construction of child care rooms must meet the following operational and accountability requirements:

- The child care centre rooms are viable within existing CMSM or DSSAB operating funding.
- The physical space will be owned by the school board and leased to the child care operator or CMSM or DSSAB. School boards are not to charge operators beyond a cost-recovery level.
- School boards should operate on a cost-recovery basis and recover their accommodation costs (e.g., rent, heating, lighting, cleaning, maintenance, and repair costs) directly from child care operators and/or CMSMs and DSSABs as per the school board's usual leasing process. School boards should not absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through ministry funding, such as the School Facility Operations or Renewal Grant. School boards are not expected to take on additional costs to support facility partnerships, although school boards will continue to use their discretion in supporting partnerships based on their student achievement strategy.
- School boards are required to follow the capital construction approval process for the new construction and/or renovations of child care centre rooms as per the ministry's Capital Accountability Requirements.
- School boards will require an Approval to Proceed (ATP) before the child care capital

project can be tendered.

- School boards, CMSMs and DSSABs and/or child care operators should contact their child care licensing representative as soon as possible as all child care centre capital projects require a floor plan approval letter issued by the Ministry of Education's Child Care Quality Assurance and Licensing Branch prior to receiving an ATP or starting construction. In order to streamline the floor plan approval process, school boards, CMSMs and DSSABs and/or child care operators should note to their child care licensing representative if the child care floor plan has been used in the past (i.e., a repeat child care floor plan design) or if the child care floor plan will be used for multiple child care sites in the near future.
- Child care centre space will not count as loaded space.
- School boards will be held accountable for implementing appropriate measures to ensure that the cost and scope of approved child care centre capital projects are within the approved project funding.
- Rooms must be built in accordance with the Child Care and Early Years Act, 2014 (CCEYA).
- It is expected that all new child care centre rooms funded under this policy will be built to accommodate a maximum group size (at 2.8m² per child, as per the CCEYA) for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, 24 preschool spaces, and 15 family age grouping spaces), and that child care centre rooms will be for exclusive use during the core school day. Although unobstructed space requirements are per child, infant, toddler and family age group sizes require additional space for separate sleep areas, change area, etc. these should be considered when developing child care floor plans. Consideration should also include the long-term use of the room, including the ability to convert to serve other child care age groups in future.
- It is important that school boards and CMSMs and DSSABs are taking into consideration licensed child care operator viability, and flexibility where appropriate, when determining appropriate mix of age groupings. Programs created will support continuity of services for children and families in order to accommodate children as they age out of programs. For example, if a toddler room is included in the child care capital project proposal a preschool room should also be available, unless a family age grouping room is in place.
- For the purpose of this policy, an eligible child care operator:
 - has a purchase of service agreement with the CMSM or DSSAB; or
 - is a licensed child care centre that is eligible to receive fee subsidy payments from the CMSM or DSSAB.
- Capital funding for a child care centre cannot be used to address other school board capital needs. Funding will not be provided for school-age child care spaces (except spaces within a family age grouping room) as the ministry will not fund exclusive space for before and after school child care programs.

Appendix C: Communications Protocol - Public Communications, Events and Signage

Acknowledgement of Support

School boards are required to acknowledge the support of the Government of Ontario in proactive media-focused communications of any kind, written or oral, relating to the agreement or the project. This could include but is not limited to:

- Reports
- Announcements
- Speeches
- Advertisements, publicity
- Promotional materials including, brochures, audio-visual materials, web communications or any other public communications.

This is not required for:

- Minor interactions on social media, including social media such as Twitter
- Reactive communications, such as media calls.

All public events and announcements regarding capital investments in the publicly funded education system are considered joint communications opportunities for the provincial government, the school board, as well as Consolidated Municipal Service Managers and District Social Service Administration Boards (CMSMs and DSSABs); and/or community partners.

Issuing a Media Release

When issuing a media release or other media-focused communication, school boards, CMSMs/DSSABs, and or community partners must:

- Recognize the Ministry of Education's role in funding the project
- Contact the ministry to receive additional content for public communications, such as a quote from the minister.

You can send your draft public communications to MinistryofEducation@ontario.ca to obtain a quote or other information for your public product.

Note: The ministry may also choose to issue its own news release about various project milestones. If the ministry chooses to do so, school boards, CMSMs/DSSABs, and/or community partners will be notified.

Invitations to the Minister of Education

Openings

School boards are to invite the Minister of Education to all openings of:

- New schools
- Additions that include new child care spaces, EarlyON Child and Family centres, or community hubs.

To invite the minister to your event:

- Send an email invitation as soon as possible to MinistryofEducation@ontario.ca

- Where appropriate please copy the ministry's regional manager in the Field Services Branch for your area
- Please do not move forward with your event until you have received a response from the ministry (you will be notified within 15 business days of the event as to the minister's attendance)
- Inform the ministry via the email address above if the date of your event changes.

Note: If the minister is unable to attend, your invitation may be shared with another government representative. Their office will contact you directly to coordinate details. Announcements do not need to be delayed to accommodate the minister. The goal is to make sure that the ministry is aware of the opportunity.

All Other Events

For all other media-focused public events, (e.g. sod turnings):

- Send an invitation to the minister at MinistryofEducation@ontario.ca with at least three weeks' notice
- Copy the ministry's regional manager in the Field Services Branch, in your area, where appropriate.

Note: These "other" events should not be delayed to accommodate the minister. Only an invitation needs to be sent; a response is not mandatory to proceed.

Ontario Builds Signage

NEW – The Government of Ontario is introducing Ontario Builds signage.

For approved Capital Priorities, Early Years Capital and Child Care Capital projects, school boards will be required to display Ontario Builds signage at the site of construction that identifies the financial support of the Government of Ontario.

School boards are responsible for the following:

- Producing and paying for Ontario Builds signage. For the Ontario Builds artwork and the visual identity guide, please access www.ontario.ca/page/ontario-builds-templates for templates to create the signage.
 - These are examples of project descriptions that could be used on the school board sign: "New school and child care centre," "New school," or "New school addition."
 - Francophone communities, consider producing both English and French signage.
- Providing the ministry with a digital proof of the sign which to be sent via email to MinistryofEducation@ontario.ca. Ministry approval of the digital proof must be received before finalizing and physically producing Ontario Builds signage.
- Posting signs in a timely manner. Please ensure a sign is present at the construction site at all stages – before construction work starts and throughout construction.
- Displaying permanent sign(s) for major school and /or early years and child care projects identified by the ministry in a prominent location that does not obstruct traffic or cause safety concerns, particularly if the sign is located near roads. To avoid potential safety

issues, school boards should ensure the appropriate provincial and municipal authorities are consulted on Ontario Builds signage.

- Removing the signage within six months of the completion of the project.
- Providing the ministry with a photograph after the sign has been installed; please send to MinistryofEducation@ontario.ca.
- Maintaining the signage to be in a good state of repair for the duration of the project.

Note: For projects that are co-funded, such as by a municipality or the federal government, use the Ontario Builds visual identity guide for partnership signage. Also, please facilitate signage approval from the partners.

Contact

Should you have any questions related to this communications protocol or Ontario Build signage, please send your questions via email to MinistryofEducation@ontario.ca.

Note: This communications protocol does not replace school boards' existing partnership with the Ministry of Education's regional offices. Regional offices should still be regarded as school boards' primary point of contact for events and should be given updates in accordance to existing processes.



EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

TO: Finance and Facilities Committee

FROM: Manny Figueiredo, Director of Education

DATE: April 22, 2021

PREPARED BY: Stacey Zucker, Associate Director, Support Services & Treasurer
David Anderson, Senior Manager, Facilities Management
Nadeen Shehaiber, Manager, Capital Projects

RE: Long-Term Facility Master Plan Facility Assessment Update

Action Monitoring

Background:

Since 2015, the Long-Term Facility Master Plan (LTFMP) has included a section dedicated to Facility Condition Index (FCI) reporting for all schools in the inventory.

In short, the FCI values are calculated by a third party (VFA Canada) on behalf of all school boards by assessing buildings approximately every 5 years and using the following formula:

$$\text{Facility Condition Index} = \frac{\text{5 Year Renewal Needs}}{\text{Building Replacement Value}}$$

The data, or FCI identified within the LTFMP, varies from the FCI data provided by the Ministry, populated on their website. In 2016 staff presented a report to Trustees identifying the discrepancies between the Ministry and HWDSB values as follows:

1. The Ministry's 5-year renewal need values are based on the year the building assessment occurred. **Example:** If the assessment was completed in 2013, then the 5-year renewal needs are from 2013-2017. The LTFMP 5-year renewal needs are calculated using 2015-2019 data which includes deferred items from the date of assessment, in this example, 2013.
2. The Ministry value may remove renewal needs that were previously identified, but not completed. The LTFMP identifies all renewal values.
3. The Ministry values do not include 4% inflation recommended by VFA Canada, where the LTFMP FCI values do.

The variation in FCI values has caused confusion in the past and is also a consideration when developing Capital Priorities submissions to the Ministry.

FCI does not account for items such as accessibility, asbestos abatement, program updates and safe school initiatives. FCI is, however, a tool that aides Facility Management staff in identifying major renewal needs and allows staff to monitor these items as they reach the end of their lifecycle.

In previous years, all schools were classified into one of four categories, based on their HWDSB FCI value. The categories were as follows:

1. **GOOD (0-20%)**
Facilities will look clean and functional.
Limited and manageable component and equipment failure may occur.
2. **AVERAGE (21-40%)**
Facilities are beginning to show signs of wear.
More frequent component and equipment failure may occur
3. **FAIR (41-64%)**
Facilities will look worn with apparent and increasing deterioration.
Frequent component and equipment failure may occur. Occasional building shut down may occur.
The facility will be at a competitive disadvantage and enrolment could be impacted.
4. **POOR (over 65%)**
Facilities will look worn with obvious deterioration.
Equipment failure in critical items more frequent. Occasional building shut down could occur.
Management risk is high.
The facility will be at a competitive disadvantage and will be at a high risk of enrolment shortfall.

Staff Observations:

It is important to note that a building's FCI value is not a holistic reflection of the buildings overall renewal needs but a snap shot in time of the building condition based on a 5 year renewal need. FCI does not factor age of building or building components but rather observed remaining life in the building components (i.e. a facility constructed in 1955 can have a good FCI value under a good maintenance program whereas the life expectancy of building components has been extended beyond the next 5 years).

As such, FCI values will fluctuate over time and may fluctuate from year to year, depending on where the significant renewal needs fall (ex. A school could have minimal renewal requirements from 2021 to 2025 and reflect an FCI value in fair condition however in year 2026 will require a new roof, new roof top unit, new transformer resulting in the facility's increase in FCI value in year 2022). Through the process of the building condition assessment and appropriate Capital planning, Ministry School Renewal Funds and School Condition Improvement funds are to be allocated to address the upcoming renewal to maintain a fairly consistent condition. This can be challenging across all Boards as a result of significant backlog in renewal needs and limited Ministry funding.

In an effort to provide a more comprehensive representation of HWDSB building inventory, staff developed a four-category assessment. The intent is to provide a more rounded approach to determining the building conditions taking into consideration not only building renewal needs but also aligning the condition of HWDSB facilities to include inclusiveness and community voice. The categories now includes:

1. FCI (50%)
2. Equity and Accessibility (25%)
3. Alignment to Benchmark Strategies (15%)
4. Consultation (10%)

1. FCI (50%):

In an attempt to eliminate confusion with Ministry staff, staff will now incorporate Ministry official FCI data for the purposes of consistency.

This category, and associated values, will fluctuate over time and vary from year to year, depending on where the significant renewal needs fall. Through the process of the building condition assessment and appropriate Capital planning, Ministry School Renewal Funds and School Condition Improvement funds are to be allocated to address the upcoming renewal to maintain a fairly consistent condition.

2. Equity and Accessibility (25%):

This category takes into consideration how accessible and equitable the school is. The assessment under this section includes whether the school has an elevator, where applicable, a Barrier Free single staff washroom, a Barrier Free Entrance and All gender washroom. The four categories were provided an equal weighting (i.e. each was out of 25%). The following assumptions are made in the assessment of this category:

- Elevator: Schools with an elevator or LULA were allocated full points. No points were allocated for interior ramps or chair lifts.
- Accessible Washroom: A single stall restroom with grab bars and appropriate signage was considered an accessible washroom; they may not include a door operator, may not meet the most up to date AODA requirements and are not necessarily universal barrier free washrooms (i.e. they do not all contain change tables and lifts).
- BF Entrance: Schools with ground level entrances and/ or ramps and include a door operator at the door are considered barrier free. This may not constitute as the main entrance door, i.e. door off of the parking lot. The assessment did not review door sizes.
- All Gender washrooms: This category was specific to the availability of single stall all gender washroom. As there is no current mandate or direction on all gender washrooms in elementary schools, the assessment assumed that in every facility there is a single stall barrier free washroom, this would also be used as an all gender washroom. This is applicable to both elementary and secondary schools. This assessment does not account for conversions of washrooms that schools may have completed independently. This assessment also does not account for all gender change rooms as there is not current direction on this matter.

For schools where elevators are not applicable, i.e. single stories, the weighting of the categories was normalized by modifying the weighting to each of the categories to 33% instead of 25%.

3. Alignment to Benchmark (15%):

This category reviews the facilities condition as it relates to the Board mandated benchmark strategy categories. For elementary schools this includes gyms, science, visual arts, learning commons and playfields. At a Secondary school level this includes science labs, learning commons, sports fields and gymnasium floors. The following considerations were made:

- Elementary: Each category has a weighting of 20% applied equally. The elementary benchmark strategy was used as the basis of the report. For cases where a gym expansion was not applicable in the elementary benchmark strategy, the gym was reviewed from a perspective of revitalization versus addition. For schools that are not JK-8 and the science benchmark does not apply, the scoring of the categories was normalized to 25% each.
- Secondary: Each category has a weighting of 25% applied equally. Westmount is the only facility with a not applicable for sports field and the weighting was adjusted to account for this in a similar matter, whereas the categories are 33% each.

4. Consultation (10%):

This category takes into consideration the school community perspective on the facility. Results will be obtained through the completion of a survey completed by staff, parents / guardians and students, with questions focused on the condition of the facility. This categorization is not applied in year one (2021) of the new Building Condition calculations and is to be applied in year two (2022) after results can be obtained through working with the Research & Analytics Department.

New Classification:

As noted above, each facility previously fell into one of four categories (good, fair, average, poor) based on the FCI value alone. Staff are now assigning each facility into one of three categories (good, satisfactory conditional), based on the four-category assessment discussed above. The new categories are defined below:

1. **GOOD (66 – 100%):**
 Highly suited for program delivery.
 Building infrastructure is appropriate and readily available to support program and use.
 Limited and manageable infrastructure and equipment failure may occur.

2. **FAIR (45 – 65%)**
 Space may be suitable for program delivery, but may require modifications to the infrastructure to improve access and delivery.
 Facilities may look worn with apparent and increasing maintenance needs identified.
 Frequent infrastructure and equipment failure may occur. Occasional building shut down may occur.

3. **POOR (0 – 44%)**
 The space may hinder program delivery.
 Facilities will look worn with obvious deterioration.
 Equipment failure in critical items may be more frequent. Occasional building shut down could occur. Management risk is high.

The placement of each school into the appropriate classification will assist Facilities Management staff in determining where resources are required to improve each of the corresponding four evaluation criteria, in addition to discussions with the related SOSA, Administration team and school community.

Conclusion:

Through the use of the new assessment categories and aligning FCI with Ministry data, staff are confident that the evaluation of HWDSB facilities now represents a more complete snapshot of the overall condition.