



To: Members of the Hamilton-Wentworth District School Board

NOTICE OF STANDING COMMITTEE MEETING

Monday November 4, 2013

6:00 p.m.

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

From: John Malloy, Director of Education

AGENDA

1. Call to Order
2. Approval of the Agenda
3. Declarations of Conflict of Interest
4. Private Session (to consider matters on the private agenda)
5. Meeting Resumes in Public Session

Action Items:

6. Naming of the combined Dundas Secondary School
7. Policy Committee Report – October 24, 2013
 - A) Volunteer Policy Scoping Report
 - B) Visual Identity Policy
 - Visual Identity Corporate Manual
 - Visual Identity School Manual
 - C) Recruitment and Selection Policy Scoping Report
 - D) Accommodation of Staff Policy
 - E) Staff Progressive Discipline Policy
 - F) Boundary Review Scoping Report
 - Boundary Review Directive
 - G) Property Disposition Policy
 - H) Four Year Policy Plan

8. Finance Committee Report – October 24, 2013

Monitoring Items:

- 9. Transportation Consortium Progress Report
- 10. Ongoing Capital Projects Report (ARC)
- 11. 10 Year Capital/Deferred Maintenance Costs
- 12. Adjournment

Upcoming Public Meetings

<u>Meeting</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
Board	Monday, November 11, 2013	6:00 p.m.	City Hall - Council Chambers
Parental Involvement Committee	Tuesday, November 12, 2013	6:30 p.m.	Delta High School - Cafeteria
Information Night	Monday, November 18, 2013	6:00 p.m.	100 King St W - 6th Floor - Room E
Governance Committee	Tuesday, November 19, 2013	3:00 p.m.	100 King St W - 6th Floor - Room E
Finance Committee	Wednesday, November 20, 2013	12:00 p.m.	100 King St W - 6th Floor - Room E
Policy Committee	Thursday, November 21, 2013	6:00 p.m.	100 King St W - 6th Floor - Room E
Special Education Advisory Committee	Wednesday, November 27, 2013	7:00 p.m.	Helen Detwiler School - Library
Student Senate	Wednesday, November 27, 2013	4:00 p.m.	Sir John A. Macdonald - Library
French Immersion Advisory Committee	Wednesday, November 27, 2013	7:00 p.m.	Westdale Secondary Library
Initial Board & Standing Committee	Monday, December 2, 2013	6:00 p.m.	City Hall - Council Chambers

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



EXECUTIVE REPORT TO STANDING COMMITTEE

TO: STANDING COMMITTEE

FROM: John Malloy, Director of Education

DATE: November 4, 2013

PREPARED BY: Mag Gardner, Superintendent of Student Achievement
Jackie Penman, Manager, Corporate Communications

RE: Naming of the combined Dundas secondary school

Action

Monitoring

Recommended Action:

That the following three submissions by the School Naming Advisory Committee be considered for the combined secondary school in Dundas (which combines Parkside and Highland at the Highland location).

Recommended names (unranked and in alphabetical order)

- Dundas District Secondary School
- Dundas Secondary School
- Dundas Valley Secondary School

Rationale/Benefits:

The School Naming Advisory Committee is putting forth the three listed names in no particular order. The submissions were reviewed according to the guiding principles outlined in the Board policy as well as those brought forward by the Dundas Transition Advisory Committee's Naming subcommittee. The guiding principles are outlined as follows:

- Name should reflect the local community
- Prefer local community name to naming of prominent person
- Preference for secondary in the name
- Exclude the name Highland and Parkside
- Should include Dundas in the name

Two rounds of voting occurred to determine the three recommendations to be considered by Trustees.

Background:

In May 2012, Hamilton-Wentworth District School (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 the remaining facilities.

HWDSB is investing over \$15 million in extensive renovations to Highland and will close Parkside secondary in June 2014. This will realign Highlands's catchment boundaries, creating the opportunity for both school communities to merge, thereby creating the opportunity to name the secondary school in Dundas in time for September 2014.

HWDSB asked members of the public to comment on the name of the secondary school in Dundas through the completion of an online survey, and/or by mailing or emailing written correspondence to HWDSB. As per Board policy 2.3, the Board solicited suggestions for a name from all stakeholder groups. The survey was posted from June 2013 until September 30, 2013 and resulted in 843 submissions.

The school Naming Advisory Committee consisted of the following individuals:

Name	Role
Jessica Brennan	Ward Trustee/Co-chair
Karen Turkstra	Trustee
Mag Gardner	Superintendent of Student Achievement/Co-chair
Jackie Penman	Manager Corporate Communications
John Aikman	Manager, HWDSB Educational Archives
Em DelSordo	Principal
Greg Gregoriou	Teacher
Brian Lenart	Teacher
Boris Williams -	Parent Rep
Margot Carnahan	Parent Rep
Brock Giedraitis	Student Rep
Kirsten Webb	Student Rep
Kevin Puddister	Dundas Historical Society, Curator
Anne Waldie	Non-teacher rep
Jan Whiting	Non-teacher rep
Jessica Hughes	Community rep
Diana Kenel	Home & School
Harold Hoff	Home & School

The summary of consultation findings are attached. The total list was condensed to a total on nine names.

The following names are presented, in no particular order, for consideration:

DUNDAS SECONDARY SCHOOL

The School Naming Committee agreed that all submissions should reflect the community in which the new school is located. DUNDAS, is one of the major communities of the City of Hamilton, which has as its motto: "A City of Communities". The name Dundas was given by Lt. Governor John Graves Simcoe, in 1797, in recognition of his friendship with Henry Dundas, 1st Viscount Melville, a Scottish lawyer and politician. Although Dundas was the British Secretary of State for the Home Department, he never visited North America. Prior to the name Dundas, the growing community at the mouth of the Spencer Creek had been called "Cootes Paradise" in recognition of the marshy area around the mouth of the Spencer Creek. Dundas was incorporated in 1847 as part of the former Wentworth County. In 2001 it became one of the "communities" within the greater City of Hamilton.

DUNDAS VALLEY SECONDARY SCHOOL

In addition to having the name "Dundas" within the title, it was recommended that additional word(s) might be used to further identify the new school within the community.

The term "valley" refers to the entire Dundas Valley which is the geographical feature in which the school is located as well as denoting the physical area from which it draws its student population. The term also refers to the new school's physical location which is adjacent to the nearby Dundas Valley Conservation Area of the Hamilton Conservation Authority.

DUNDAS DISTRICT SECONDARY SCHOOL

The term "District" refers back to part of the name of the first high school in the former town of Dundas, called the Dundas District High School. Its usage honours the historical structure which stood on King St, at the base of the escarpment. The old Dundas District High School, originally built in 1929, served the school population of the original Town of Dundas as well as parts of nearby West Flamborough, Ancaster and Beverley Townships. As the school population grew, Parkside High School was erected to ease the accommodation problem and the old Dundas District High School was closed in 1982. It reopened in 1990-91 as the Dundas District Middle School and continued until it closed in the mid 2000s. It was subsequently sold to a developer who is converting the building into condominiums.

*prepared by J. H. Aikman, Manager, Educational Archives & Heritage Centre
October 2013*

A. Purpose of Consultation

HWDSB is investing \$15 million in extensive renovations to Highland and will close Parkside secondary in June 2014. This will realign Highlands's catchment boundaries, creating the opportunity for both school communities to merge, thus creating the opportunity to name the secondary school in Dundas in time for September 2014.

HWDSB asked members of the public to comment on the name secondary school in Dundas through the completion of an online survey, and/or by mailing or emailing written correspondence to HWDSB.

B. Respondent Characteristics

The online survey ran from May 27, 2013 to October 1, 2013 and garnered a total of **843** submissions. The majority of (N=829, 98.4%) surveys were received online, while 14 (1.6%) were received by mail or email. The majority of responses came from students (N=288, 34%), 26% from parents/guardians (N=219), 16% (N=134) from HWDSB staff members, 10% (N=85) from community partners/groups, while 14% of responses were received from stakeholders that identified themselves as 'other' (N=117). 32% (N=273) of respondents indicated that they have children attending an HWDSB school, 64.5% (N=544) indicated not having children, while the remaining 3.5% said the question did not apply (i.e., for students or organizations).

C. Limitations of the Consultation

Several limitations of the consultation are noteworthy. First, it is unknown whether the consultation respondents are representative of the HWDSB and the Hamilton community. Therefore, it is unclear whether the responses summarized accurately reflect the opinions of members of the Hamilton and HWDSB communities. Second, the total number of responses should not be equated with total number of unique respondents, as it is possible that the same person may have submitted the survey multiple times. Thus, it is recommended that the results summarized herein are interpreted within the bounds of these limitations.

D. Summary of Findings

Members of the public were invited to suggest name(s) for the secondary school in Dundas and to provide a rationale as to why the name would be the right name. A total of 1333 suggestions were received, although not all suggestions were unique (i.e., respondents may have suggested the same names). Of these suggestions, three themes emerged consisting of name suggestions most frequently endorsed by respondents. Table 1 displays these three themes alongside the rationale provided for the names. Suggestions that received low endorsement are listed in Table 2.

Table 1. Name suggestions most frequently endorsed by respondents.

Suggested school name	Frequency (%)	Reasons for suggestion
<p>Name should contain word 'Dundas'. Top 3 suggestions include:</p> <ul style="list-style-type: none"> • Dundas District or Dundas District High School • Dundas High or Dundas Secondary • Dundas Valley District or Dundas Valley High School 	25%	<p><u>Dundas District or Dundas District High School</u></p> <ul style="list-style-type: none"> • Returning to the name Dundas District respects the history of the town and generous donation of land from the Fisher brothers. • It honours the Dundas District Public School which was closed in 2007. • It will help students feel that they have ownership of their high school. • It would be a neutral name. • Naming the school with a neutral name will help Highland and Parkside students feel united as they belong to one school. • Reflective of a long tradition of educational excellence in Dundas. • The name is simple and short and sounds good. • Students will be able to identify to the name rather than a person's name that students do not know. • The term 'District' is inclusive, it includes all Dundas students. • The term 'Dundas' reflects the town and community. <p><u>Dundas High or Dundas Secondary</u></p> <ul style="list-style-type: none"> • The town of Dundas has a rich history and identity; it deserves to have a school named after the town. • Dundas High or Secondary will be a neutral name for both Highland and Parkside students and will unite students. • Dundas High or Secondary would follow the elementary schools (Dundas Central and Dundana). • Dundas High reflects the fact that there will be only one Dundas high school. • Prefer Dundas Secondary instead of District as the latter would be similar to the 1960 secondary school the community had. • Having the term Dundas in the school name will help to unite Highland and Parkside students. • It honours the Dundas District Public School which was closed in 2007. • Name the school after the town like others (like Waterdown, Ancaster etc.). • Naming the school after the Dundas community would show pride for the community. • Naming the school Dundas High or Secondary will support students in proudly representing their town. • It is a simple and obvious name. • Somewhat prefer Dundas High to Secondary for consistency with Ancaster High. • Students would prefer their school being called after the town rather than a person's name. • The name Dundas Secondary communicates where the school is located. • The name Dundas Secondary recognizes the community. • The term Dundas has strong significance for West Hamilton citizens.

Table 1. Name suggestions most frequently endorsed by respondents, *continued*.

Suggested school name	Frequency (%)	Reasons for suggestion
<i>Continued</i>		<p><u>Dundas Valley District or Dundas Valley High School</u></p> <ul style="list-style-type: none"> • Disagree with naming the school after a person as the Dundas community would not identify with the name. • Dundas Valley is the name of a local conservation area, naming the school after it would indicate that the school is a friendly place. • It honours the small town image of Dundas. • It sends a message that we value the environment, environmental education and outdoor activities. • It would be consistent with other secondary schools being named after their location. • It would promote the image of the Town of Dundas the Valley Town. • The short form of Dundas Valley District would be DVD which is nice. • Reflects the Dundas town and environment. • Reflects the history of former Wentworth County schools. • Reflects the landscape of the area. • The Valley is significant to the town of Dundas. • The name is inclusive for both Parkside and Highland students and would help to unite students. • It would support students in feel a sense of belonging and pride for their school and community. • It is a neutral name.
Paul M. Brown Secondary School	25%	<ul style="list-style-type: none"> • Mr. Brown changed the lives of many students who were heading on a negative path, left a lasting impact on them. • It would be an honour to send my child to a school named after Mr. Brown. • Mr. Brown considered his profession a privilege. • Mr. Brown deserves to be honoured; he embodied the spirit of education and HWDSB’s vision for students. • Mr. Brown had a great impact on the community. • Mr. Brown had a positive impact on others. • Mr. Brown had extremely high morals and great values. • Mr. Brown is a legend to many. • Mr. Brown truly cared about students and went out of his way to meet their needs and support them. • Mr. Brown was a dedicated and respected HWDSB employee. • Mr. Brown was a great and humble person, a great community member, a great role model and a great teacher. • Mr. Brown was always available to help others. • Mr. Brown was available and in support of multiple community and school initiatives. • Mr. Brown was committed to helping students achieve their potential. • Mr. Brown was loved by all of his students. • Mr. Brown was respected by everyone.

Table 1. Name suggestions most frequently endorsed by respondents, *continued*.

Suggested school name	Frequency (%)	Reasons for suggestion
Paul M. Brown Secondary School - <i>continued</i>	8.4%	<ul style="list-style-type: none"> • Naming the school after Mr. Brown would be a great tribute to his family. • Naming the school after Mr. Brown would be a token of appreciation from his students. • Naming the school after Mr. Brown would carry on his legacy. • Naming the school after Mr. Brown would send a strong message to students about the value of working hard. • Mr. Brown was a strong advocate for education. • Unclear how changing the name of the school will support student achievement and help to unite students. • Concerned that a new name would cause confusion. • Changing the name of the school may impact Universities' ranking of the school. • Changing the name will result in loss of tradition. • Keeping the name Highland will save money needed to change signage, letterhead, uniforms etc. • Forgo the name change and spend the funds for renovations and ways to support students. • Dundas community is already losing Parkside, why lose the history of a second high school. • Dundas students are facing lots of transitions, keeping the name Highland would keep some stability. • Highland has a long history of successful graduates, changing the name compromises this history. • Highland is recognized widely academically and athletically, changing the name will result in loss of this identity. • Highland is a highly respected school in the community, its name is recognized, disagree with changing it. • Highland school is not closing therefore its name should not change. • In the past when other Dundas students have changed schools due to other closures (i.e., Pleasant Valley to Dundana), the recipient school did not change its name. • The name Highland represents the name of the neighbourhood in which the school is located. • Keeping the name Highland will continue to support cohesion within the community. • Majority of staff will be Highland's staff therefore name should not change. • Removing the name will result in feeling as though the identity has been taken away from the community and students. • The Highland name has a long history dating back to 1966. • The name Highland holds many memories for people, by losing the name those memories will also be lost. • The property is Highland's, therefore the original name should be kept. • The school is located on the 'high land' of Dundas therefore the name is still appropriate.
Name should remain Highland		

Table 2. Name suggestions with low frequency.

Suggested school name	Frequency (%)
Dundas High Park (variations)	
• Dundas Highpark (or High Park) Secondary School (DHSS)	0.5%
• Dundas Park-High Secondary	0.1%
• Dundas Parkland High School	0.1%
Dundas Valley variations	
• Dundas Valley Collegiate	1.6%
• Dundasville High Valley Trails	0.1%
Other Dundas Variations	
• Dundas Cascade Secondary School	0.1%
• Dundas Collegiate	0.1%
• Dundas Collegiate Institute	0.1%
• Dundas Community High School	0.1%
• Dundas Community School	0.1%
• Dundas Falls High School	0.1%
• Dundas General High School	0.1%
• Dundas Heights	0.1%
• Dundas Highside Secondary School	0.1%
• Dundas Highschool Gryphon	0.2%
• Dundas Peak Secondary	0.1%
• Dundas Town High	0.1%
• Dundas Trails	0.1%
• Dundas Treasure	0.1%
• Dundas United	0.1%
Governor's variations	
• Governor Simcoe Secondary School	0.2%
• Governor's Glen Secondary School	0.1%
• Governors High	0.1%
• Governors Rd. Secondary School	0.1%
High Park variations	
• District of High Park	0.1%
• High Park Secondary Ellison High	0.1%
• High Park Secondary School	1.3%
• Highpark Secondary Scenic Trails	0.1%
• HighPark Secondary School	1.5%
Highland variations	
• Highland Park Secondary School	0.1%
• Highland Valley Park School	0.1%

Table 2. Name suggestions with low frequency, *continued*.

Suggested school name	Frequency (%)
Park Related Mentions	
• Park Valley High	0.1%
• Parkland Secondary	0.3%
• Parkside	0.8%
• Parkside Panthers	0.1%
Valley Related Names	
• Falls Valley High School	1.6%
• Scenic Valley Secondary School	0.1%
• Valley Cascade Secondary School (V.C.S.S)	0.1%
• Valley Community High School	0.1%
• Valley Falls High School	0.1%
• Valley High	0.1%
• Valley High School	0.9%
• Valley Town High	0.3%
Other Low Frequency Suggestions	
• Annie O'neil	0.1%
• Baldry Secondary School	0.1%
• Bertram	0.1%
• Bertram Brockhouse High School	0.1%
• Blue Jay Highschool	0.1%
• Borer Secondary School	0.1%
• Bud Fisher Secondary School	0.1%
• Cactus Valley High School (CVHS)	0.1%
• Captain Thomas Coote	0.1%
• Carnegie Secondary School	0.1%
• Carnegie Collab High School	0.1%
• Cecelia Carter-Smith Secondary School	0.1%
• Chris Hadfield Elementary School	0.3%
• Clara Hughes Secondary School	0.1%
• Colin Campbell Ferrie Secondary School	0.1%
• Colonel W.E.S. Knowles High School	0.1%
• David Vienneau Secondary School	0.1%
• Desjardin	0.1%
• Dorothy Hodgkin Secondary School	0.1%
• Dr. Dan Offord Secondary School	0.1%
• E. M. Picone Secondary School	0.1%
• Elizabeth (Bessie) Ridler	0.1%
• Escarpment Highschool	0.1%
• Falcon High	0.1%

Table 2. Name suggestions with low frequency, *continued*.

Suggested school name	Frequency (%)
Other Low Frequency Suggestions - <i>Continued</i>	
• Florance Lawrence	0.1%
• Fox Academy Of Dundas	0.1%
• G.L Price Secondary School	0.1%
• Graceland High	0.1%
• Grafton High School	0.1%
• Gravesland Secondary School	0.1%
• Greenton	0.1%
• Gretsky Central	0.1%
• Halfblood Secondary School	0.1%
• Henderson High School	0.1%
• Henry Dundas	0.1%
• High Scenic Falls High	0.1%
• Highside	1.0%
• Hogwarts	0.5%
• J. G. Simcoe Secondary School	0.1%
• J.K Rowling Secondary	0.1%
• Jack Layton Secondary School	0.1%
• Jacques Cartier Academy	0.1%
• James Webster Secondary School	0.1%
• Jervinski Secondary School	0.1%
• John Ellison High School	0.1%
• John Graves High School	0.2%
• John Graves Simcoe Secondary School	0.1%
• John Mccrae Secondary School	0.1%
• John Paterson Secondary School	0.1%
• Joseph Webster Secondary School	0.1%
• Karen Kain Secondary School	0.1%
• Knowledge Springs Secondary School	0.1%
• Lebron R. James Secondary	0.1%
• Leslie B. Couldrey	0.1%
• Leslie Watson Secondary School	0.1%
• Lord Kitchener	0.1%
• Lord Simcoe High	0.1%
• Mary Henry High School	0.1%
• Mckinley High	0.1%
• Queen Elizabeth II	0.1%
• Roberta Bondar Secondary School	0.1%
• Robin Williams High	0.1%

Table 2. Name suggestions with low frequency, *continued*.

Suggested school name	Frequency (%)
Other Low Frequency Suggestions - <i>Continued</i>	
• Romeo Dallaire	0.1%
• Russ Powers Collegiate Institute	0.1%
• Sanctuary Park Secondary School (SPSS)	0.1%
• Sheila Copps	0.1%
• Sideland Secondary School	0.1%
• Simcoe Secondary School	0.1%
• Sir Henry Dundas High School	0.1%
• Sir William Osler Academy Or College.	0.1%
• Sophia Pooley Secondary School	0.1%
• Spencer Valley Secondary School	0.1%
• Spencer West Secondary School	0.1%
• Stan Rogers High School	0.2%
• Stephen Colbert School	0.1%
• Steve Paikin Secondary School	0.1%
• Stone Hollow Secondary School	0.1%
• Sunnydale Secondary School	0.1%
• Terry Fox	0.5%
• The High School	0.1%
• Tim Horton	0.1%
• West Hamilton High School	0.1%
• William Bishop Secondary	0.1%
• William Osler Secondary School	0.1%

This report was prepared by the Evidence-Based Education and Services Team.

Committee Report

Presented to: Standing Committee

Meeting date: November 4, 2013

From: Policy Committee

Meeting date: October 24, 2013

The committee held a meeting on Thursday, October 24, 2013, from 6:05 p.m. to 8:20 p.m., on the 6th Floor, 100 King Street West, Hamilton, Ontario, with Todd White presiding.

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

1. Volunteer Policy Scoping Report

The Committee considered a staff report on the Volunteer Policy Scoping Report.

On motion of Trustee Peddle, the Policy Committee **RECOMMENDS** that the **Volunteer Policy Scoping Report be approved.**

CARRIED UNANIMOUSLY

2. Visual Identity Policy

The Committee considered a staff report on the Visual Identity Policy.

On motion of Trustee Bishop, the Policy Committee **RECOMMENDS** that the **Visual Identity Policy be approved.**

CARRIED UNANIMOUSLY

3. Recruitment and Selection Policy Scoping Report

The Committee considered a staff report on the Recruitment and Selection Policy Scoping Report. Staff will make recommended changes and email the updated Scoping Report to the Committee.

On motion of Trustee Johnstone, the Policy Committee **RECOMMENDS** that the **Recruitment and Selection Policy Scoping Report be approved.**

CARRIED UNANIMOUSLY

4. Accommodation of Staff Policy

The Committee considered a staff report on the Accommodation of Staff Policy. Staff will make recommended changes and email the updated Policy to the Committee.

On motion of Trustee Bishop, the Policy Committee **RECOMMENDS** that the **Accommodation of Staff Policy be approved.**

CARRIED UNANIMOUSLY

5. Staff Progressive Discipline Policy

The Committee considered a staff report on the Staff Progressive Discipline Policy. Staff will make recommended changes and email the updated Policy to the Committee.

On motion of Trustee Johnstone, the Policy Committee **RECOMMENDS** that the **Staff Progressive Discipline Policy** be approved.

CARRIED UNANIMOUSLY

6. Boundary Review Scoping Report

The Committee considered a staff report on the Boundary Review Scoping Report.

On motion of Trustee Peddle, the Policy Committee **RECOMMENDS** that the **Boundary Review Scoping Report** be approved.

CARRIED UNANIMOUSLY

7. Property Disposition Policy

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

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

CARRIED UNANIMOUSLY

8. Four Year Policy Plan

The Committee considered a staff report on a Four Year Policy Plan.

On motion of Trustee Peddle, the Policy Committee **RECOMMENDS** that the **Four Year Policy Plan** be moved to the **Standing Committee** for information purposes.

CARRIED UNANIMOUSLY

9. Transportation Policy Scoping Report

The Committee considered a staff report on the Transportation Policy Scoping Report. The Committee recommended changes and will review the updated Scoping Report at the November 21, 2013 Policy Committee meeting.

Respectfully submitted,
Todd White, Chair of the Committee



Volunteer Policy

Scoping Report

Please Note: No Scoping Report is required for Ministry Mandated Policies or changes, unless HWDSB's Policy significantly exceeds the parameters set out by the Ministry.

PART A – REVIEW

1. Does the proposed policy fall within the mandate of HWDSB?
 - Yes
 - No

2. Is the proposed policy consistent with HWDSB's Mission, Vision, Values, and Strategic Directions?
 - Yes
 - No

3. Does a Policy Directive, Administrative Memo or Legislation already exist that addresses the intent of the proposed policy?
 - Yes
 - No

4. Is this Scoping Report a result of a Policy Review?
 - Yes
 - No

PART B – RECOMMENDATION

My recommendation to the Policy Committee is:

to

**If you are developing policy, or revising an existing policy, please proceed to PART C*

The current Policy No. 3.11, Volunteer Participation in Board Activities, requires review for both content and format. The existing policy blends content that would be considered Policy and Policy Directive. Further, the document needs to align with policies that have been established subsequent to this policy including the Engagement Pillar Policy (Policy 2.0), Educational Excursions (Policy 7.2), Faith Club and Prayer Activity (Policy 1.4), Code of Conduct (Policy 6.3). Further, there are some components of implementation that require further clarity and/or direction.

Intended Outcome:
(what are the specific outcomes expected from this policy?)

That all staff in Hamilton-Wentworth District School Board have a clear understanding of the role of volunteers and the necessary training/orientation needed to help support student achievement and well being.

1. To support and encourage the participation of volunteers in activities at the classroom, school and system levels.
2. To create a definition and common understanding of the role and scope of a volunteer.
3. To ensure training and orientation for all volunteers.
4. To provide direction for Board staff and departments, schools, and community partners when recruiting, screening, training and retaining volunteers to support student achievement and well being.
5. To develop a processes for tracking and recognizing volunteers.
6. To ensure that volunteer recruitment is planned in accordance with Board policies/directives and provincial legislation.
7. To develop a system where the needs of the classroom/school or system are matched to individual skills, abilities, qualifications and interests of the volunteer.
8. To develop an approach to volunteer screening and risk management.

Purpose:
(Why is this policy needed?)

To ensure that staff and volunteers have a clear understanding of the benefits, roles and responsibilities of volunteers and that processes are in place for their recruitment, screening, orientation/training, retention and recognition.

Matters to be included in the proposed policy:

Definition of "volunteer." When might HWDSB staff be considered volunteers?

Roles and responsibilities of:

- Executive Council
- Principal/School Administration
- Teacher
- Volunteer

are in alignment with Ministry legislation and other Board policies

Alignment of Policy with other Board Policies as identified in the Rationale section

Roles and responsibilities of staff and school administration in support of effective volunteer management including:

- recruitment
- screening
- orientation/training
- retention
- recognition

Supervision of volunteers.

Volunteer screening and risk management.

Volunteer roles and responsibilities in various environments/activities including: classroom, school, extra curricular, driver, field trips, committees etc.

Confidentiality.

Volunteers as supervisors and/or advisors in the absence of a staff advisor and/or staff supervisor.

Volunteers acting in the capacity of a coach.

Creation of a system to dismiss volunteers when necessary.

7A-4

Partnerships Community Engagement (but linked to Policy) Parent Engagement (but linked to Policy)

Matters falling outside of the proposed policy:

How will the proposed policy impact the following:

Students:	Volunteers will support student achievement and well-being. Further, students will experience first hand the benefits of contributing time, energy and talents in support of the benefit of others.
Parents:	Parents will be supported in the advancement of their child's achievement and well being and will be welcomed into school settings as volunteers. Parents will have clarity around how to become a volunteer and the role of volunteers.
Staff:	Staff will benefit from the support of volunteers. In addition, staff will have clarity around the role of volunteers as well as their role in relation to collaborating with volunteers.
Community:	Community will benefit from a more active role in the advancement of student achievement and well-being. Community will have clarity around how to become a volunteer and the role of volunteers.



Visual Identity

Date Approved:

Projected Review Date:

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring a consistent graphic identity across the Board that reinforces and projects a positive image of its students, staff and Trustees.

GUIDING PRINCIPLES:

- A common visual identity across schools and service departments will strengthen HWDSB's visual image and public recognition.
- A clear and consistent visual identity assists students, staff, community members, as well as the public, in identifying programs, services and initiatives of HWDSB.
- All communication and design will be consistent with the Visual Identity policy.

INTENDED OUTCOMES:

The intent of this policy is to assist students, parents, staff, community members and other stakeholders in identifying programs, services and initiatives of the Board, thus promoting a positive image of HWDSB and strengthening the Board's visual image and public recognition.

RESPONSIBILITY:

Director of Education
Members of Executive Council

All members of HWDSB share a responsibility in ensuring that the identification of their schools departments and programs conform to the visual identity standards.

TERMINOLOGY:

Visual Identity: The visual and verbal articulation of a brand or group including all appropriate design applications, such as:

- Signage
- Print advertising
- School and service department websites and other forms of electronic promotion/communication
- Business cards, letterhead and other stationary; and
- Brochures and other publications.

ACTION REQUIRED:

Corporate Communications is the authority for approving, monitoring and implementing HWDSB Visual Identity policy. This includes the responsibility for creating, coordinating and maintaining the guidelines for the form and manner of use of logos, typefaces, graphics, initials, colours and the corporate name "Hamilton-Wentworth District School Board," as well as their relationship to other visual features such as photographs and use of white space in printed and electronic materials.

Corporate Communications will publish a Visual Identity Manual, and make resource materials, including computer file formats, available on *myHWDSB* (staff portal), so as to assist and enable schools and service departments to use and apply the visual identity guidelines.

PROGRESS INDICATORS:

Intended Outcome	Assessment
The intent of this policy is to assist students, parents, staff, community members and other stakeholders in identifying programs, services and initiatives of the Board, thus promoting a positive image of HWDSB and strengthening the Board's visual image and public recognition.	HWDSB's visual identity will be evaluated through the Communications Audit and Parent Satisfaction Survey.

REFERENCES:**Government Documents**

N/A

HWDSB Strategic Directions

Achievement Matters

Engagement Matters

Equity Matters

HWDSB Policies

Engagement Pillar



VISUAL IDENTITY

Corporate MANUAL

VISUAL IDENTITY RESOURCES

HWDSB employees have access to an online repository of visual identity files. These files are found on my.hwdsb.on.ca. Navigate to Departments, Corporate Communications, Visual Identity, Corporate.

- Board Logos
- School Logos
- Board Letterheads & Stationary
- School Letterheads & Stationary
- Visual Identity Manual

my.hwdsb.on.ca

The screenshot shows the myHWDSB website interface. At the top, there is a navigation bar with the Hamilton-Wentworth District School Board logo and the text 'myHWDSB'. Below this is a search bar and a 'Quick Links' section with buttons for 'COLLABORATION', 'STAFF DIRECTORY', 'DOCUMENTS', and 'CURRICULUM'. The main content area is titled 'Visual Identity - Corporate' and displays two document lists:

Board Logos		Corporate Templates	
Preview		Preview	
	Name: Board Logos		Name: Corporate Templates
	Modified: 12/28/2011 2:52 PM		Modified: 12/16/2011 2:53 PM

At the bottom of the page, there is a footer with copyright information: © Copyright 1995 - 2013 Hamilton-Wentworth District School Board. All rights reserved. The footer also includes contact information for the Education Centre (Marketing), P.O. Box 2555, Hamilton, ON L8N 3L1 Canada, and provides phone and fax numbers along with an email address.

WHAT IS A BRAND?

A brand communicates trust. People are more supportive of a product or a service they trust. A respected brand can deflect criticism and better achieve its goals. A trusted brand allows an organization to effectively deliver its services and its messages to its stakeholders.

There is no greater power than the ability of every employee to clearly and consistently articulate the organization's brand. For example, imagine the importance of the brand as one employee describes HWDSB to a talented friend seeking employment. The employee's description will help shape whether that friend decides to join our Board.

Consider also how people represent HWDSB in discussions outside of the school environment. How might three different employees vary in the way they describe the Board? Why would descriptions differ? They may describe only the part that they see within the scope of their function, not the big picture of the brand. An inconsistent description can create confusion and weaken trust in a brand.

From the boardroom to the classroom, brand articulation is critical. Employees and students should be able to sum up the organization in the same key words. The brand message should come through clearly and consistently, building trusted relationships for everyone's benefit.

Updating HWDSB's identity strengthens and supports our staff and stakeholders by enhancing the way we communicate. The Board's Corporate Communications Department is providing online templates for administrative and school staff. This will aid clear messaging while helping HWDSB communicate its work more efficiently.

Organizations use logos, colours and messaging to identify themselves and to build brand recognition with an audience. A consistent visual identity demonstrates our unity and builds trust and loyalty. This is why HWDSB strives to make its brochures, posters, newsletters, websites, merchandise and displays easy to identify and of the highest quality. Effective communication with stakeholders develops trust in our logo, our brand and, therefore, our abilities.

BRAND STATEMENT AND LOGO

HWDSB's Visual Identity Manual applies to all visual communications that represents the organization externally or internally. Standards for co-branding between individual schools and HWDSB are also included in this manual. Examples are provided in this document, but any suggestions from schools are keenly encouraged.

HWDSB's corporate identity can be broken down into two parts: **Brand Statement** and **Logo**.

BRAND STATEMENT

The promise that an organization makes to its stakeholders.

For HWDSB, that promise is to:

- help all students achieve their full potential for the benefit of their communities and society as a whole
- respond effectively to the needs and ideas of students, parents, staff and other stakeholders
- embrace school-level initiatives with timely and meaningful input and support
- promote unity by clearly communicating with all levels of the organization about system-wide events and initiatives
- advance the high standards and expectations of the schools and their programs
- strengthen community trust through open forums that share information and actively involve students, parents and schools in key issues and decisions
- establish a benchmark for Board-wide accountability
- position HWDSB as the school board of choice with students, parents and employees through a tradition of excellence
- Ensure visual documents are representative of the diversity within the student body and staff of HWDSB.

TAG LINE

The tag line “ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL” should appear in addition to the use of the logo and in capital letters. The tag line communicates the core of the brand promise. Although not always a preferred option, there may be occasions when the logo can be used without the supporting tag line.

The **logo** should be placed in the upper left-hand corner.



Website Address

Tag Line (bottom of page)

WEBSITE ADDRESS

Whenever the logo is present, also include the tag line and website address. This will drive more visitors to the website, as well as allow us to share more information with less paper.

THE LOGO

An organization’s distinctive signature or trademark

Hamilton-Wentworth District School Board uses four symbols in its logo. The rectangular blue box symbolizes the geographic region encompassed by HWDSB. The “W” shape symbolizes a lower case “h” and “w” for Hamilton-Wentworth, while the ovals above graphically indicate the students. These images rest upon the image of a book to symbolize learning.

1st Choice



HWDSB’s logo is made up of two parts: the image and the wordmark. Both elements need to be present whenever the logo is used.

2nd Choice



When space and design issues occur, it is acceptable to use this version of the logo. The font is Legacy Sans Ultra, and the proportions are maintained at 100%.

The 1st choice version of the logo should be used in most situations. However, there may be situations when the 1st choice version will not work with the design. In these cases, the 2nd choice version can be used.

SCHOOL SIGNATURES / WORDMARK

An individual school, unit or department may add a secondary typographic element to HWDSB’s logo to create a more specific **unit signature**. HWDSB’s logo may not be attached to any other type of graphic element.



Human Resources



Accommodation & Planning



LOGO COLOURS

See official colour below to be used for reproducing the HWDSB logo in Pantone, process or web-based applications. Use of these official colours is necessary when producing the logo in full colour.

For ease of use, logo files listed below have already been created using the required colours. To download these files, visit my.hwdsb.on.ca - Departments - Corporate Communications - Visual Identity.

	PRINT	PRINT	DIGITAL
	Pantone Matching System Pantone 288c	Four-colour process (CMYK) 100c, 67m, 0y, 23k	Web/Video: 0r, 75g, 141b Web-safe equivalent: #003366
	Pantone Matching System Pantone Process Black C	Four-colour process (CMYK) 0c, 0m, 0y, 100k	Web/Video: 30r, 30g, 30b Web-safe equivalent: #000000



For use on dark colours where a white version of the logo is needed, please use this version. Please note that the “W” that represents students needs to remain white at all times. This version can also be used on a background photo or image so long as the contrast is such that the logo remains legible.

PROPORTIONS & PROTECTED ZONE

Maintaining consistent graphic proportions for HWDSB’s logo maintains the logo’s visual identity. A standard proportional balance ensures that no matter what the overall size of application of the logo, it always appears correct and consistent.

The aspect ratio of an image is the ratio of its width to its height. The logo must be kept proportionate in size. If electronically resized, the logo shall not be unevenly stretched, skewed, or distorted in any fashion. During the resizing process, the constrain proportions or maintain aspect ratio option must be used.

In many applications, such as Microsoft Word and Microsoft Excel, simply press and hold Shift while you resize. This will maintain the aspect ratio in the application.

Please note that all electronic files have been prepared with the correct proportions for ease of use.



Go to my.hwdsb.on.ca to download the files.

BOARD FONTS

Use Adobe fonts Legacy Serif and Legacy Sans for publications and advertising materials. When submitting digital files for production, be sure to include copies of the fonts used, as well as a hard copy of the publication to show how the fonts appear when printed. Depending on the product, different font sizes can be used in order to maximize the design.

Advertising Adobe Fonts: **Legacy Serif and Legacy Sans**
 PC User Fonts for Publications: **Arial, Verdana and Times New Roman**

For PC users creating forms, letters, small brochures, ads, etc., when the Adobe fonts are not available, the following two fonts may be substituted: Verdana (Sans Serif) for headings and subheads and Times New Roman for copy.

Legacy Sans Book
 abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

- *Legacy Sans Italic*
- Legacy Sans Medium
- **Legacy Sans Ultra**

Arial Regular
 abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

Times New Roman
 abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

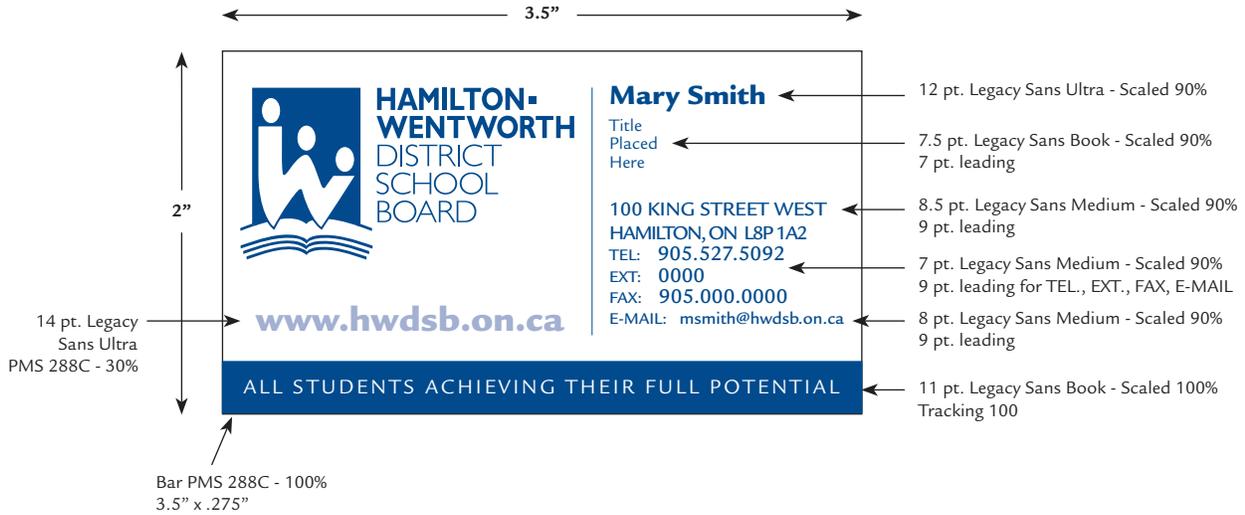
Legacy Serif
 abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

- *Legacy Serif Italic*
- Legacy Serif Medium
- **Legacy Serif Ultra**

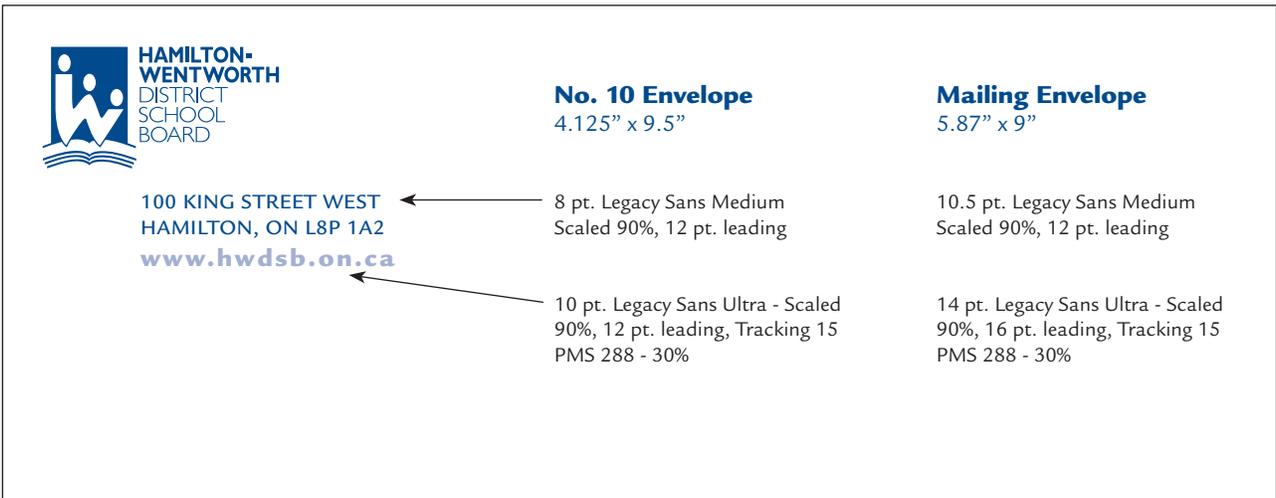
Verdana
 abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

CORPORATE BUSINESS CARD

Stationery projects our strong and dynamic image and promotes our corporate identity. It is important that HWDSB has a consistent visual identity that presents a unified image in order to build trust and loyalty. Through our correspondence, stationery makes a first impression and should be consistent in its presentation.



CORPORATE ENVELOPE



CORPORATE LETTERHEAD

PERSONALIZATION



12 pt. Legacy Sans Medium, Upper Case - Scaled 90%

10 pt. Legacy Sans Medium,
Title Case - Scaled 90%

NAME
Title

TEL: 905.527.5092 EXT: 0000 FAX: 905.000.0000

10 pt. Legacy Sans Medium - Scaled 100%

12 pt. Legacy Sans Book Caps - Scaled 90%

100 KING STREET WEST, HAMILTON, ON L8P 1A2 TEL: 905.527.5092 FAX: 905.521.2544 www.hwdsb.on.ca

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

12 pt. Legacy Sans Book Caps - Tracking 600

CORPORATE FACSIMILE



**HAMILTON-
WENTWORTH**
DISTRICT
SCHOOL
BOARD

FAX ■

TO:

DATE:

COMPANY:

No. of Pages:

FAX NUMBER:

TELEPHONE:

FROM:

SUBJECT:

Urgent

For Review

Please Reply

MESSAGE:

100 KING STREET WEST, HAMILTON, ON L8P 1A2 TEL: 905.527.5092 FAX: 905.521.2544 www.hwdsb.on.ca

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

INTERNAL MEMO



**HAMILTON-
WENTWORTH**
DISTRICT
SCHOOL
BOARD

INTERNAL MEMO ■

DATE:

TO:

FROM:

SUBJECT:

MESSAGE:

100 KING STREET WEST, HAMILTON, ON L8P 1A2 TEL: 905.527.5092 FAX: 905.521.2544 www.hwdsb.on.ca

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

EMAIL CORRESPONDANCE

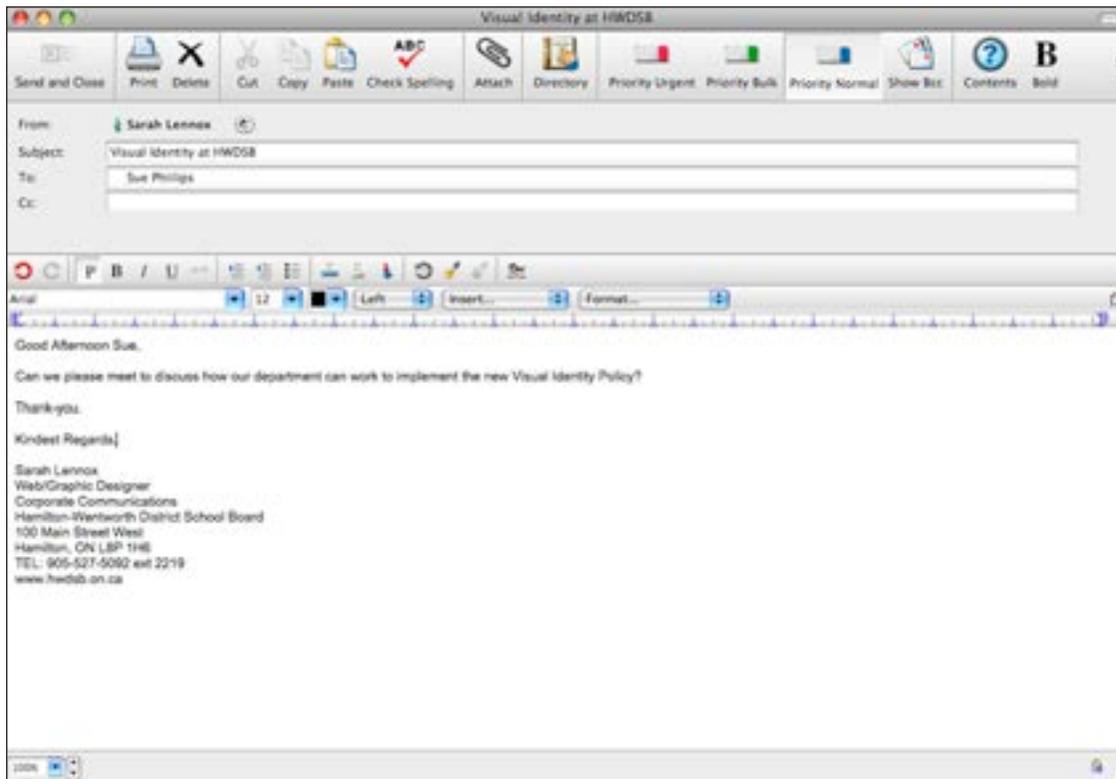
To ensure readability and professionalism, there is an approved standard for email correspondence. Please do not include emoticons, coloured backgrounds, unreadable fonts or coloured text.

Body copy should be in Arial, Verdana or Times New Roman, 11 or 12 pt and black. Because the use of colour backgrounds, colour fonts, themes or emoticons can be distracting and difficult to read, their use is not allowed. For a person with a colour vision disability, the colours used on an email can mean the difference between being able to read the text or not. The background should remain white. Always include a subject in the 'Subject' box.

All email messages should contain your 'signature' in order for the recipient to identify who you are and how to get in touch with you by phone or in person if necessary. Information should include, at the minimum, the following:

Name
 Title
 Department / School
 Hamilton-Wentworth District School Board
 Address
 Phone
 www.hwdsb.on.ca

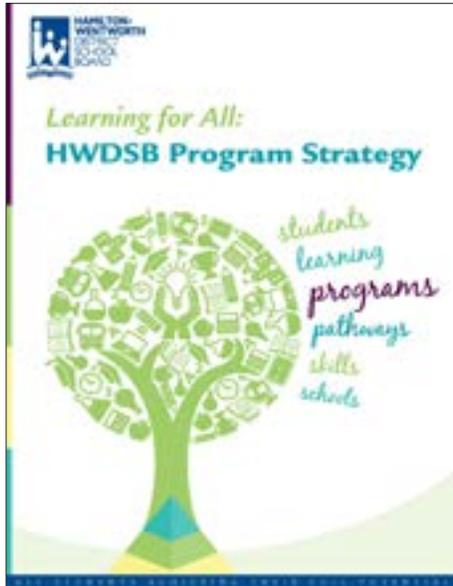
“For a person with a colour vision disability, the colours used on an email can mean the difference between being able to read the text or not.”



PUBLICATIONS & DISPLAYS

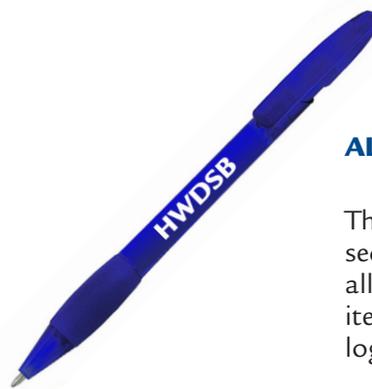
All external print materials must follow the guidelines of our visual identity and be approved by the Corporate Communications Department.

The following are samples of external print materials:



PROMOTIONAL ITEMS

The HWDSB visual identity may be used on a number of products to advertise the Board – mugs, T-shirts, hats, pens, etc. The logo should never be reproduced in any colour other than specified in the logo colour section on page 9. The exception to that rule would be printing a white logo on a dark blue mug. In the case of the pen or a pin, the minimum size of the logo would have to be altered to fit these objects. Approval from the Corporate Communications Department is required.



ALTERNATE LOGO

The use of the board's secondary logo is allowed on promotional items where the main logo will not fit.

VENDOR / EXTERNAL / COMMUNITY RESOURCES

If you have a company or person external to HWDSB that requires visual identity guidelines, logos or templates, please contact Corporate Communications for a vendor login and password to access our vendor site. www.hwdsb.on.ca/vendor

HWDSB STORES

When schools and departments may be thinking of gifts for staff and volunteers, there are some great options at our HWDSB Store for your consideration.

Corporate Communications is happy to direct you to our online promotional products store.

Ordering is easy and payment happens through Corporate Communications.

- **Step 1:** Place your order online
- **Step 2:** Within 30 days - you should receive an email from Corporate Communications asking you to transfer funds from your account to Corporate Communications account.
- **Step 3:** Transfer funds

Custom orders with your school logo can also be done – they do require consultation with the Battlefield representative.

Please note: Corporate Communications no longer has promotional products available from the Education Centre.

<p>To visit the store: Go to www.battlefield.ca Click on Customer Stores (menu across top) Enter password: HWDSB</p>	<p>For questions or comments: Corporate Communications - Sue Phillips 905-527-5092 ext. 2274 sue.phillips@hwdsb.on.ca</p>
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SIGNAGE

These examples illustrate appropriate signage options. Please call the Corporate Communications Department for assistance.

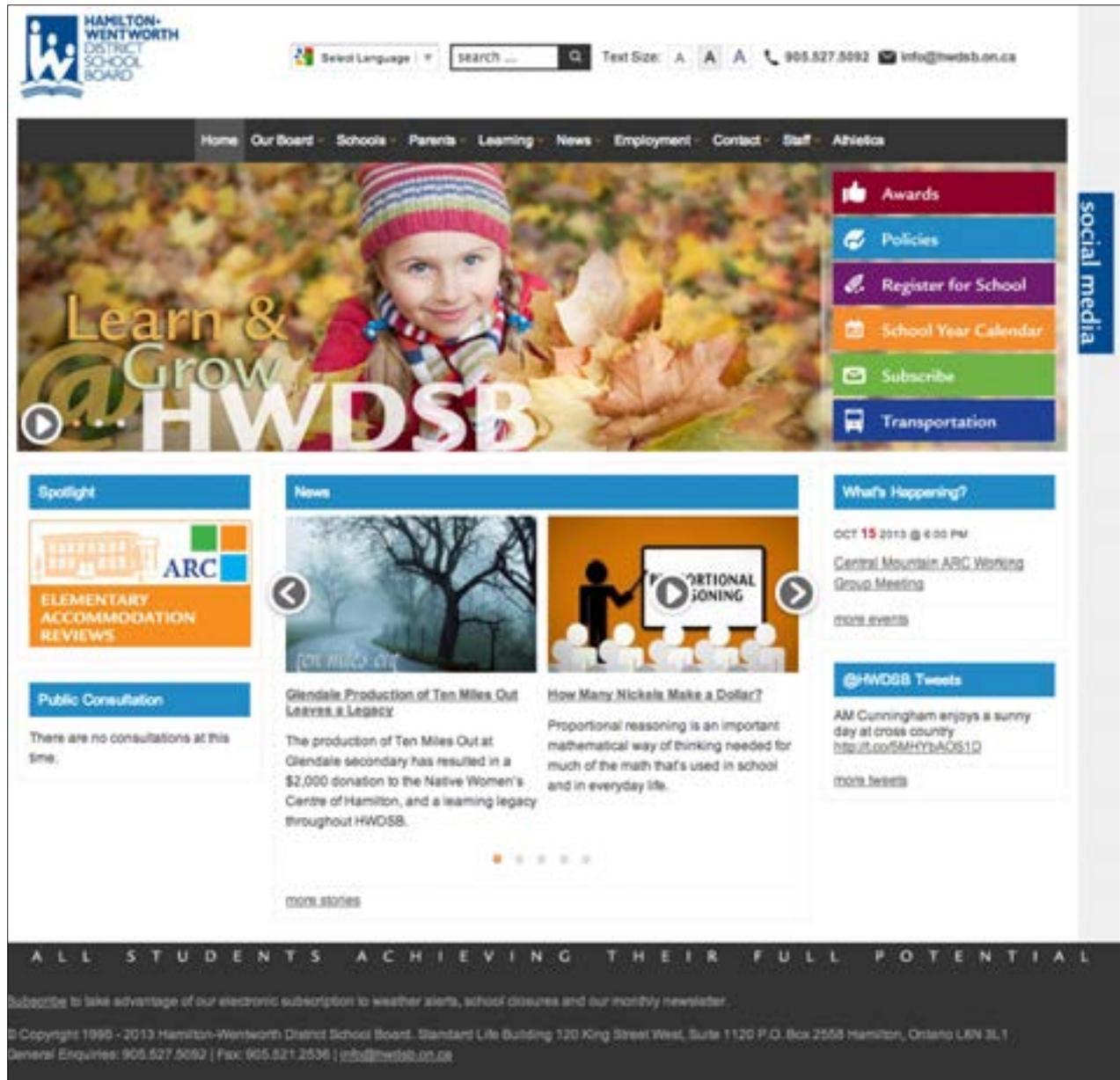


Vehicle signage



BOARD WEBSITE

The Board website is a key communications tool for HWDSB. Web pages should reflect the guidelines presented in this manual. For assistance, contact Corporate Communications.





Visual Identity

Date Approved:

Projected Review Date:

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring a consistent graphic identity across the Board that reinforces and projects a positive image of its students, staff and Trustees.

GUIDING PRINCIPLES:

- A common visual identity across schools and service departments will strengthen HWDSB's visual image and public recognition.
- A clear and consistent visual identity assists students, staff, community members, as well as the public, in identifying programs, services and initiatives of HWDSB.
- All communication and design will be consistent with the Visual Identity policy.

INTENDED OUTCOMES:

The intent of this policy is to assist students, parents, staff, community members and other stakeholders in identifying programs, services and initiatives of the Board, thus promoting a positive image of HWDSB and strengthening the Board's visual image and public recognition.

RESPONSIBILITY:

Director of Education
Members of Executive Council

All member of HWDSB share a responsibility in ensuring that the identification of their schools departments and programs conform to the visual identity standards.

TERMINOLOGY:

Visual Identity: The visual and verbal articulation of a brand or group including all appropriate design applications, such as:

- Signage
- Print advertising
- School and service department websites and other forms of electronic promotion/communication
- Business cards, letterhead and other stationary; and
- Brochures and other publications.

ACTION REQUIRED:

This policy applies to all students, staff, Trustees, schools and service departments of HWDSB.

Corporate Communications is the authority for approving, monitoring and implementing HWDSB Visual Identity policy. This includes the responsibility for creating, coordinating and maintaining the guidelines for the form and manner of use of logos, typefaces, graphics, initials, colours and the corporate name "Hamilton-Wentworth District School Board," as well as their relationship to other visual features such as photographs and use of white space in printed and electronic materials.

Corporate Communications will publish a Visual Identity Manual, and make resource materials, including computer file formats, available on MyHWDSB (staff portal), so as to assist and enable schools and service departments to use and apply the visual identity guidelines.

PROGRESS INDICATORS:

Intended Outcome	Assessment
The intent of this policy is to assist students, parents, staff, community members and other stakeholders in identifying programs, services and initiatives of the Board, thus promoting a positive image of HWDSB and strengthening the Board's visual image and public recognition.	HWDSB's visual identity will be evaluated through the Communications Audit and Parent Satisfaction Survey.

REFERENCES:

Government Documents
N/A

HWDSB Strategic Directions
Achievement Matters
Engagement Matters
Equity Matters

HWDSB Policies
Engagement Pillar

VISUAL IDENTITY POLICY

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring a consistent graphic identity across the Board that reinforces and projects a positive image of its students, staff and Trustees.

VISUAL IDENTITY POLICY

- HWDSB signage
- HWDSB print advertising
- HWDSB school and service department websites and other forms of electronic promotion/communication
- HWDSB business cards, letterhead, and other stationery
- HWDSB brochures and other publications.

The Visual Identity Policy will promote a positive image of HWDSB and will strengthen the Board's visual image and public recognition as reported in the Communications Audit and Parent Satisfaction Survey.



VISUAL IDENTITY

School MANUAL

VISUAL IDENTITY RESOURCES

HWDSB employees have access to an online repository of visual identity files. These files are found on my.hwdsb.on.ca. Navigate to Departments, Corporate Communications, Visual Identity, Corporate.

- Board Logos
- School Logos
- Board Letterheads & Stationary
- School Letterheads & Stationary
- Visual Identity Manual

my.hwdsb.on.ca

The screenshot shows the myHWDSB website interface. At the top, there is a logo for Hamilton-Wentworth District School Board and the text 'myHWDSB'. A navigation bar includes links for 'COLLABORATION', 'STAFF DIRECTORY', 'DOCUMENTS', and 'CURRICULUM'. The main content area is titled 'Visual Identity - Schools' and displays a list of documents under the heading 'Corporate Visual Identity Documents'. The list includes three folders: 'Co-branding', 'Elementary', and 'Secondary'. Each folder has a 'Preview' link and a 'Modified' date of 12/19/2011 2:59 PM. A 'Home Folder' and 'Recycle Bin' are also visible in the left sidebar.

WHAT IS A BRAND?

A brand communicates trust. People are more supportive of a product or a service they trust. A respected brand can deflect criticism and better achieve its goals. A trusted brand allows an organization to effectively deliver its services and its messages to its stakeholders.

There is no greater power than the ability of every employee to clearly and consistently articulate the organization's brand. For example, imagine the importance of the brand as one employee describes HWDSB to a talented friend seeking employment. The employee's description will help shape whether that friend decides to join our Board.

Consider also how people represent HWDSB in discussions outside of the school environment. How might three different employees vary in the way they describe the Board? Why would descriptions differ? They may describe only the part that they see within the scope of their function, not the big picture of the brand. An inconsistent description can create confusion and weaken trust in a brand.

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Organizations use logos, colours and messaging to identify themselves and to build brand recognition with an audience. A consistent visual identity demonstrates our unity and builds trust and loyalty. This is why HWDSB strives to make its brochures, posters, newsletters, websites, merchandise and displays easy to identify and of the highest quality. Effective communication with stakeholders develops trust in our logo, our brand and, therefore, our abilities.

BRAND STATEMENT AND LOGO

HWDSB's Visual Identity Manual applies to all visual communications that represents the organization externally or internally. Standards for co-branding between individual schools and HWDSB are also included in this manual. Examples are provided in this document, but any suggestions from schools are keenly encouraged.

HWDSB's corporate identity can be broken down into two parts: **Brand Statement** and **Logo**.

BRAND STATEMENT

The promise that an organization makes to its stakeholders.

For HWDSB, that promise is to:

- help all students achieve their full potential for the benefit of their communities and society as a whole
- respond effectively to the needs and ideas of students, parents, staff and other stakeholders
- embrace school-level initiatives with timely and meaningful input and support
- promote unity by clearly communicating with all levels of the organization about system-wide events and initiatives
- advance the high standards and expectations of the schools and their programs
- strengthen community trust through open forums that share information and actively involve students, parents and schools in key issues and decisions
- establish a benchmark for Board-wide accountability
- position HWDSB as the school board of choice with students, parents and employees through a tradition of excellence
- Ensure visual documents are representative of the diversity within the student body and staff of HWDSB.

TAG LINE

The tag line “ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL” should appear in addition to the use of the logo and in capital letters. The tag line communicates the core of the brand promise. Although not always a preferred option, there may be occasions when the logo can be used without the supporting tag line.

The **logo** should be placed in the upper left-hand corner.



Website Address

Tag Line (bottom of page)

WEBSITE ADDRESS

Whenever the logo is present, also include the tag line and website address. This will drive more visitors to the website, as well as allow us to share more information with less paper.

THE LOGO

An organization’s distinctive signature or trademark

Hamilton-Wentworth District School Board uses four symbols in its logo. The rectangular blue box symbolizes the geographic region encompassed by HWDSB. The “W” shape symbolizes a lower case “h” and “w” for Hamilton-Wentworth, while the ovals above graphically indicate the students. These images rest upon the image of a book to symbolize learning.

1st Choice



HWDSB’s logo is made up of two parts: the image and the wordmark. Both elements need to be present whenever the logo is used.

2nd Choice



When space and design issues occur, it is acceptable to use this version of the logo. The font is Legacy Sans Ultra, and the proportions are maintained at 100%.

The 1st choice version of the logo should be used in most situations. However, there may be situations when the 1st choice version will not work with the design. In these cases, the 2nd choice version can be used.

SCHOOL SIGNATURES / WORDMARK

An individual school, unit or department may add a secondary typographic element to HWDSB’s logo to create a more specific **unit signature**. The logo may not be attached to any other type of graphic element.



Glendale Secondary School
Math Department



LOGO COLOURS

See official colour below to be used for reproducing the HWDSB logo in Pantone, process or web-based applications. Use of these official colours is necessary when producing the logo in full colour.

For ease of use, logo files listed below have already been created using the required colours. To download these files, visit my.hwdsb.on.ca - Departments - Corporate Communications - Visual Identity.

	PRINT	PRINT	DIGITAL
	Pantone Matching System Pantone 288c	Four-colour process (CMYK) 100c, 67m, 0y, 23k	Web/Video: 0r, 75g, 141b Web-safe equivalent: #003366
	Pantone Matching System Pantone Process Black C	Four-colour process (CMYK) 0c, 0m, 0y, 100k	Web/Video: 30r, 30g, 30b Web-safe equivalent: #000000



For use on dark colours where a white version of the logo is needed, please use this version. Please note that the “W” that represents students needs to remain white at all times. This version can also be used on a background photo or image so long as the contrast is such that the logo remains legible.

PROPORTIONS & PROTECTED ZONE

Maintaining consistent graphic proportions for HWDSB’s logo maintains the logo’s visual identity. A standard proportional balance ensures that no matter what the overall size of application of the logo, it always appears correct and consistent.

The aspect ratio of an image is the ratio of its width to its height. The logo must be kept proportionate in size. If electronically resized, the logo shall not be unevenly stretched, skewed, or distorted in any fashion. During the resizing process, the constrain proportions or maintain aspect ratio option must be used.

In many applications, such as Microsoft Word and Microsoft Excel, simply press and hold Shift while you resize. This will maintain the aspect ratio in the application.

Please note that all electronic files have been prepared with the correct proportions for ease of use.



Go to my.hwdsb.on.ca to download the files.

BOARD FONTS

Use Adobe fonts Legacy Serif and Legacy Sans for publications and advertising materials. When submitting digital files for production, be sure to include copies of the fonts used, as well as a hard copy of the publication to show how the fonts appear when printed. Depending on the product, different font sizes can be used in order to maximize the design.

Advertising Adobe Fonts: **Legacy Serif and Legacy Sans**
 PC User Fonts for Publications: **Arial, Verdana and Times New Roman**

For PC users creating forms, letters, small brochures, ads, etc., when the Adobe fonts are not available, the following two fonts may be substituted: Verdana (Sans Serif) for headings and subheads and Times New Roman for copy.

Legacy Sans Book
 abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

- *Legacy Sans Italic*
- Legacy Sans Medium
- **Legacy Sans Ultra**

Arial Regular
 abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

Times New Roman
 abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

Legacy Serif
 abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

- *Legacy Serif Italic*
- Legacy Serif Medium
- **Legacy Serif Ultra**

Verdana
 abcdefghijklmnopqrstuvwxyz
 ABCDEFGHIJKLMNOPQRSTUVWXYZ

CO-BRANDING / SCHOOL & BOARD

To promote unity, loyalty and trust, it is critical that we embrace every opportunity to co-brand a school's individual identity and that of Hamilton-Wentworth District School Board. By co-branding, an individual school is tapping into the positive elements associated with the larger brand (HWDSB). HWDSB also benefits from a school's positive image. The more often co-branding occurs, the more likely the positive association is going to be reinforced with the various target audiences. It's a win-win situation.

People familiar with a particular school's positive image will associate the same with HWDSB if the two are co-branded together. The reverse holds true as well. The positive news developed by HWDSB can enhance a school's image through co-branding, even if the person seeing the brand is unfamiliar with that individual school. A positive image means trust. Trust in a brand can result in a more positive public reaction to a school's work, programs and professionalism.

Co-branding should be used on all school products, both printed and electronic. Carrying HWDSB's logo and/or wordmark promotes its network of schools and provides an opportunity to demonstrate unity. Schools are asked to use the logo on their products and they do not require prior approval from HWDSB. However, schools are asked to consult should they want to use HWDSB's identifiers on products produced by outside organizations. Opportunities for schools to include HWDSB's brand would include:

- STATIONERY - BUSINESS CARD, ENVELOPE, LETTERHEAD
- FORMS
- NEWSLETTERS
- PUBLICATIONS
- INVITATIONS (SPECIAL EVENTS)
- SIGNAGE
- PROMOTIONAL ITEMS (T-SHIRTS, HATS, GYM CLOTHING)
- POSTERS
- ANNUAL REPORTS
- WEBSITE

CO-BRANDING / SCHOOL & BOARD

A wordmark is a brand identifier in the form of a phrase that creates awareness and adds credibility by supporting the logo. It is an essential element in co-branding that links the school's logo to HWDSB's team. This link further solidifies the mutual advantages derived from cross-marketing and co-branding.

CO-BRANDING WORDMARK:

Proud School of Hamilton-Wentworth District School Board



Gatestone Elementary School

Proud School of
HAMILTON-WENTWORTH
DISTRICT SCHOOL BOARD

EMAIL CORRESPONDANCE

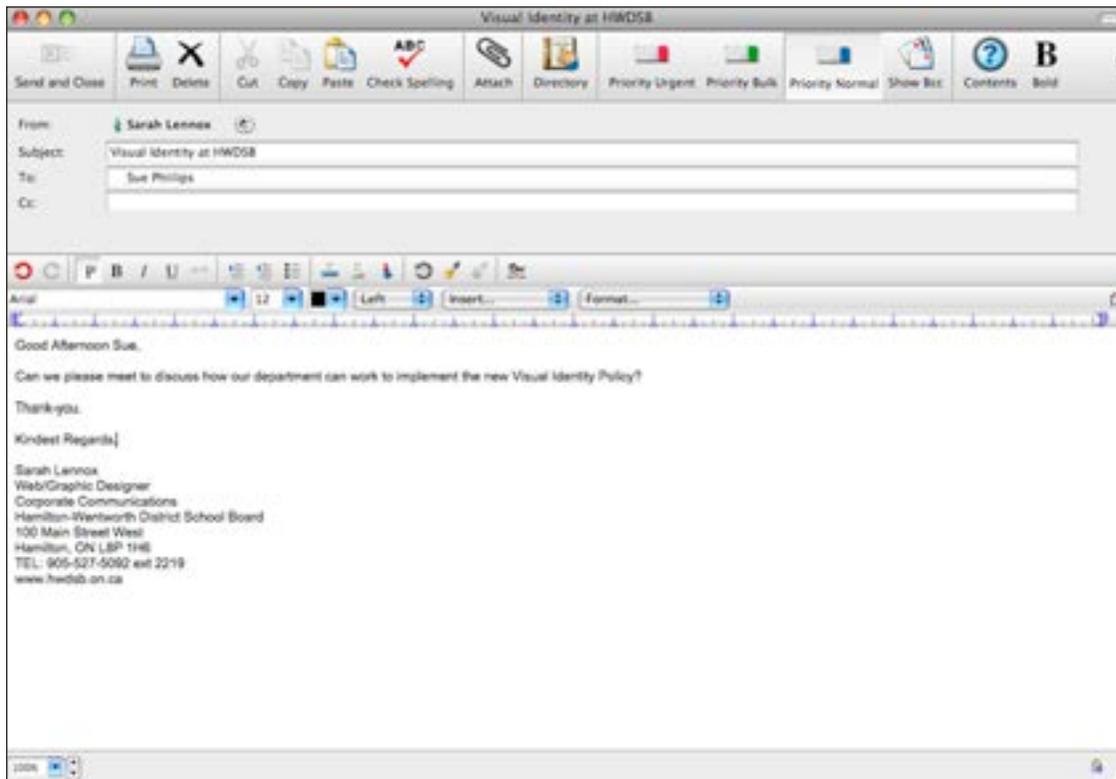
To ensure readability and professionalism, there is an approved standard for email correspondence. Please do not include emoticons, coloured backgrounds, unreadable fonts or coloured text.

Body copy should be in Arial, Verdana or Times New Roman, 11 or 12 pt and black. Because the use of colour backgrounds, colour fonts, themes or emoticons can be distracting and difficult to read, their use is not allowed. For a person with a colour vision disability, the colours used on an email can mean the difference between being able to read the text or not. The background should remain white. Always include a subject in the 'Subject' box.

All email messages should contain your 'signature' in order for the recipient to identify who you are and how to get in touch with you by phone or in person if necessary. Information should include, at the minimum, the following:

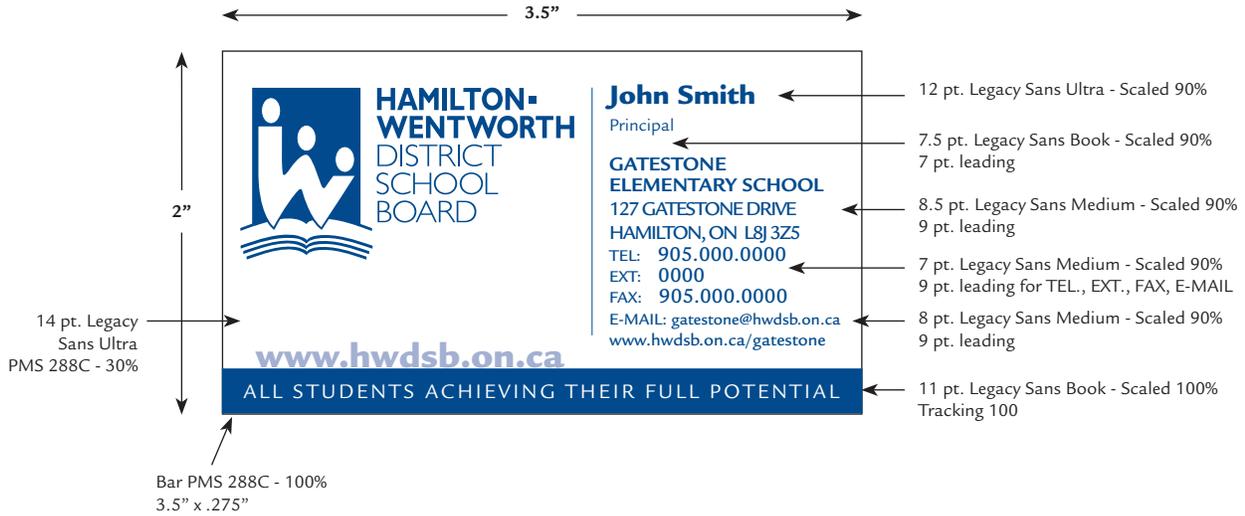
Name
Title
Department / School
Hamilton-Wentworth District School Board
Address
Phone
www.hwdsb.on.ca

“For a person with a colour vision disability, the colours used on an email can mean the difference between being able to read the text or not.”



CORPORATE BUSINESS CARD

School stationery should include the school’s wordmark and logo, as well as those of Hamilton-Wentworth District School Board, with the exception of the business card. Individual schools must use the corporate business card with their school information as indicated below. It is critical to use both in order to establish the Board’s growing identity, reinforce the idea that the individual school is an important part of HWDSB’s team and to take advantage of the positive brand image associated with HWDSB.



CO-BRANDING / SCHOOL LETTERHEAD

Letterhead should always have the school's logo in the upper left-hand corner with HWDSB's wordmark, tag line and website across the page bottom as indicated below.

**Gatestone Elementary School**

127 GATESTONE DRIVE
HAMILTON, ON L8J 3Z5
TEL: 905.000.0000
FAX: 905.000.0000
E-MAIL: gatestone@hwdsb.on.ca
www.hwdsb.on.ca/gatestone

Proud School of HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD www.hwdsb.on.ca

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

CO-BRANDING SPECIAL EVENTS

All graphic design work for invitations and special announcements must follow the guidelines set out in this manual, including co-branding specifications.



Gatestone
Elementary School

GATESTONE ELEMENTARY SCHOOL
127 GATESTONE DRIVE
HAMILTON, ON L8J 3Z5
TEL: 905.000.0000
FAX: 905.000.0000
E-MAIL: gatestone@hwdsb.on.ca
www.hwdsb.on.ca/gatestone

You are invited to the

Grade 8 Graduation Ceremonies for

the Class of 2010

Gatestone Elementary School

School Gymnasium

Wednesday, June 24, 2010

12:00 p.m. - 1:00 p.m.

Share the scholastic success and

accomplishments of this year's graduates.

Proud School of HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD www.hwdsb.on.ca

ALL STUDENTS ACHIEVING THEIR FULL POTENTIAL

CO-BRANDING PROMOTIONAL ITEMS

Promotional items are good communication tools for HWDSB and its member schools, and they provide endless co-branding opportunities. The logo should never be reproduced in any colour other than that specified in the logo colour section of this Visual Identity Manual. In the case of a pen or pin, the minimum size of the logo would have to be altered to fit these objects.

Approval from the Corporate Communications Department is required.



Front of Mug



Back of Mug

VENDOR / EXTERNAL / COMMUNITY RESOURCES

If you have a company or person external to HWDSB that requires visual identity guidelines, logos or templates, please contact Corporate Communications for a vendor login and password to access our vendor site. www.hwdsb.on.ca/vendor

HWDSB STORES

When schools and departments may be thinking of gifts for staff and volunteers, there are some great options at our HWDSB Store for your consideration.

Corporate Communications is happy to direct you to our online promotional products store.

Ordering is easy and payment happens through Corporate Communications.

- **Step 1:** Place your order online
- **Step 2:** Within 30 days - you should receive an email from Corporate Communications asking you to transfer funds from your account to Corporate Communications account.
- **Step 3:** Transfer funds

Custom orders with your school logo can also be done – they do require consultation with the Battlefield representative.

Please note: Corporate Communications no longer has promotional products available from the Education Centre.

To visit the store:

Go to www.battlefield.ca

Click on Customer Stores (menu across top)

Enter password: HWDSB

For questions or comments:

Corporate Communications - **Sue Phillips**

905-527-5092 ext. 2274

sue.phillips@hwdsb.on.ca



SIGNAGE

These examples illustrate appropriate signage options. Please call the Corporate Communications Department for assistance.



SCHOOL SIGN

Your school sign should resemble the design on the left.

- School Name
- Address
- School Logo
- HWDSB Tagline
(Legacy Sans Font)

All school sign designs must adhere to the Visual Identity Policy and must be approved by Corporate Communications.



CO-BRANDING / SCHOOL WEBSITE

Your school website is a key communication tool for HWDSB and its member schools and provides endless co-branding opportunities. Should you have any questions, please contact Corporate Communications.

The screenshot shows the website for Gatestone Elementary School. The top navigation bar is green and contains the following links: Home, Principal's Blog, About, Calendar, Parent Handbook, Staff Websites, Fundraising, Umbrella Daycare, and Contact. Below the navigation bar, there are three main content areas:

- Quick Links:** A list of links including Boundary Reviews, First Class, HWDSB, HWDSB Approved Flyers, School Profile, and Virtual Library.
- Categories:** A list of categories including Archive, EQAO, News, and Newsletters.
- Our Tweets:** A section indicating that the feed is not available.

The **News & Information** section features three articles:

- October Newsletter:** Posted on Tuesday, October 1st, 2013. Greetings. We have had a busy and exciting month of September at Gatestone. By the end of month, three significant... [Read More](#)
- Mid-September Update:** Posted on Friday, September 20th, 2013. Greetings. It has been an eventful start to the new school year. Here is a brief update on what has... [Read More](#)
- Safe Welcome at Gatestone:** Posted on Friday, September 6th, 2013. Dear Parents and Guardians. As you may know, HWDSB is initiating a Safe Welcome Program. We are not the first... [Read More](#)

The **Board News & Information** section includes a video player for 'How Many Nickels Make...' and a list of news items:

- Glendale Production of Ten Miles Out Leaves a Legacy
- HWDSB Learns About Students Through EQAO, OSSLT Results
- HWDSB Strategies Yielding Long-Term Gains on EQAO
- Lessons for all -- students visit St. Peter's
- Students Get a Peek of Supertravel via Kidscrawl

The footer contains the school's address (127 Gatestone Drive, Hamilton, Ontario, L8L3Z5), contact information (General Enquiries: 905.673.7731 | P: 905.673.3127), and a copyright notice (Copyright © 1998 - 2013 Hamilton-Wentworth District School Board. All rights reserved. www.hwdsb.on.ca).

School-driven links, categories and newsletter sign-ups (school and Board)

School-driven content - messages, news & information

Board-driven content (Video can be either school's own video or Board-wide video)



Visual Identity

Date Approved:

Projected Review Date:

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring a consistent graphic identity across the Board that reinforces and projects a positive image of its students, staff and Trustees.

GUIDING PRINCIPLES:

- A common visual identity across schools and service departments will strengthen HWDSB's visual image and public recognition.
- A clear and consistent visual identity assists students, staff, community members, as well as the public, in identifying programs, services and initiatives of HWDSB.
- All communication and design will be consistent with the Visual Identity policy.

INTENDED OUTCOMES:

The intent of this policy is to assist students, parents, staff, community members and other stakeholders in identifying programs, services and initiatives of the Board, thus promoting a positive image of HWDSB and strengthening the Board's visual image and public recognition.

RESPONSIBILITY:

Director of Education
Members of Executive Council

All member of HWDSB share a responsibility in ensuring that the identification of their schools departments and programs conform to the visual identity standards.

TERMINOLOGY:

Visual Identity: The visual and verbal articulation of a brand or group including all appropriate design applications, such as:

- Signage
- Print advertising
- School and service department websites and other forms of electronic promotion/communication
- Business cards, letterhead and other stationery; and
- Brochures and other publications.

ACTION REQUIRED:

This policy applies to all students, staff, Trustees, schools and service departments of HWDSB.

Corporate Communications is the authority for approving, monitoring and implementing HWDSB Visual Identity policy. This includes the responsibility for creating, coordinating and maintaining the guidelines for the form and manner of use of logos, typefaces, graphics, initials, colours and the corporate name "Hamilton-Wentworth District School Board," as well as their relationship to other visual features such as photographs and use of white space in printed and electronic materials.

Corporate Communications will publish a Visual Identity Manual, and make resource materials, including computer file formats, available on MyHWDSB (staff portal), so as to assist and enable schools and service departments to use and apply the visual identity guidelines.

PROGRESS INDICATORS:

Intended Outcome	Assessment
The intent of this policy is to assist students, parents, staff, community members and other stakeholders in identifying programs, services and initiatives of the Board, thus promoting a positive image of HWDSB and strengthening the Board's visual image and public recognition.	HWDSB's visual identity will be evaluated through the Communications Audit and Parent Satisfaction Survey.

REFERENCES:

Government Documents
N/A

HWDSB Strategic Directions
Achievement Matters
Engagement Matters
Equity Matters

HWDSB Policies
Engagement Pillar

VISUAL IDENTITY POLICY

Hamilton-Wentworth District School Board (HWDSB) is committed to ensuring a consistent graphic identity across the Board that reinforces and projects a positive image of its students, staff and Trustees.

VISUAL IDENTITY POLICY

- HWDSB signage
- HWDSB print advertising
- HWDSB school and service department websites and other forms of electronic promotion/communication
- HWDSB business cards, letterhead, and other stationery
- HWDSB brochures and other publications.

The Visual Identity Policy will promote a positive image of HWDSB and will strengthen the Board's visual image and public recognition as reported in the Communications Audit and Parent Satisfaction Survey.



Scoping Report

Please Note: No Scoping Report is required for Ministry Mandated Policies or changes, unless HWDSB's Policy significantly exceeds the parameters set out by the Ministry.

PART A – REVIEW

1. Does the proposed policy fall within the mandate of HWDSB?
 - Yes
 - No

2. Is the proposed policy consistent with HWDSB's Mission, Vision, Values, and Strategic Directions?
 - Yes
 - No

3. Does a Policy Directive, Administrative Memo or Legislation already exist that addresses the intent of the proposed policy?
 - Yes
 - No

4. Is this Scoping Report a result of a Policy Review?
 - Yes
 - No

PART B – RECOMMENDATION

My recommendation to the Policy Committee is:

to

Revoke the current policy and create a new policy*

**If you are developing policy, or revising an existing policy, please proceed to PART C*

The pre-employment screening policy is a process that falls under recruitment and selection of new staff at HWDSB. A new policy for Recruitment and Selection will be written that includes a policy directive with processes for general requirements, equity, recruitment , interviewing and pre-employment screening.

Intended Outcome:
(what are the specific outcomes expected from this policy?)

When hiring potential employees, HWDSB will:

- hire the best candidates to meet HWDSB strategic directions and student need
- meet mandated legislative requirements
- provide and maintain a safe and secure working and learning environment to protect all students and staff from exposure to harmful risk
- provide a consistent, equitable process for screening, interviewing and selecting potential employees

Purpose:
(Why is this policy needed?)

Hamilton-Wentworth District School Board (HWDSB) strives to attract qualified individuals to support the achievement of its strategic directions. The board is committed to creating and sustaining an inclusive and safe work environment through recruitment and selection practices that are consistent, transparent and equitable.

GUIDING PRINCIPLES:

HWDSB believes in:

- establishing and maintaining discrimination free environments
- maintaining the highest level of ethical and professional standards
- recruiting and hiring skilled and qualified employees to support student achievement
- developing a workforce that is representative of the diversity of the student body in the Hamilton-Wentworth region
- exercising due diligence throughout the hiring process to align with legislated mandates
- equitable treatment of potential employees throughout the hiring process
- providing support and training to staff who are involved in the hiring process

TERMINOLOGY:

Employee: An employee is an individual who agrees to work in a contract for services, on a full-time or part-time basis, for HWDSB for a specified or indeterminate period of time. Salary or wages are paid to this individual and from this payment deductions are taken for Canada Pension Plan, Income Taxes and Employment Insurance.

ACTION REQUIRED:

Recruit for prospective employees who are qualified and meet the specific qualifications for each position using consistent, inclusive and equitable recruitment practices.

PROGRESS INDICATORS:

Intended Outcome: Hiring the best candidates to meet HWDSB strategic directions and student need

Assessment:

Conduct ongoing research regarding HWDSB demographics to better inform recruiting and hiring practices

Matters to be included in the proposed policy:

Community outreach to inform members from our diverse community about career opportunities in education to address current and emerging staffing needs and attract applicants that represent our student population

All candidates selected for interview meet the educational, skill and experience qualifications required for the advertised position

Intended Outcome: Meet mandated legislative requirements
 Assessment:
 All documentation required on the pre-screening form is received and meets all legislative and job requirements for every new hire

Intended Outcome: Provide and maintain a safe and secure working and learning environment to protect all students and staff from exposure to harmful risk
 Assessment:
 All criminal background checks and vulnerable sector screenings are reviewed and meet HWDSB requirements

Intended Outcome: Provide a consistent, equitable process for screening, interviewing and selecting potential employees
 Assessment:
 All candidates receive and complete the same required documentation

The recruitment process is applied consistently to all potential candidates

Hiring supervisors receive appropriate training and tools for leading a fair and equitable hiring process

Staff who participate on interviewing panels receive appropriate training and tools for participating in the hiring process

REFERENCES:

Government Documents
 Canadian Charter of Rights and Freedoms
 Child and Family Services Act
 Criminal Code
 Education Act
 Municipal Freedom of Information and Protection of Privacy Act
 Occupational Health & Safety Act
 Ontario Human Rights Code
 Police Services Act
 Young Offenders Act

HWDSB Strategic Directions
 Achievement Matters
 Engagement Matters
 Equity Matters

HWDSB Policies
 Human Resources Pillar
 Occupational Health and Safety
 Respectful Working and Learning Environments Policy Directive
 Accessibility Standards for Customer Service

Matters falling outside of the proposed policy:

Policy Directive: including general recruitment, interviewing and pre-employment screening processes

How will the proposed policy impact the following:

Students:	having skilled and qualified teachers in the classroom, safe and secure learning environment, respect the vulnerability of students in our care, recognizable role models for students in the classroom
Parents:	knowing that HWDSB, hires skilled and qualified teachers and staff, has taken every precaution to create/maintain a safe and secure learning environment for their children
Staff:	HWDSB has equitable hiring practices and clear expectations for recruitment and selection of potential employees, create/maintain a safe and secure learning/working environment for all employees
Community:	build trust in HWDSB - knowing we have clear expectations and guidelines when recruiting and hiring potential employees that are non-discriminatory and are aligned with appropriate legislation



Accommodation of Staff

Date Approved:

Projected Review Date:

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) is committed to meeting its legal obligations under the Human Rights Code, Workplace Safety and Insurance Act and the Collective Agreements with HWDSB employee groups to provide safe working and learning environments that support employees with disabilities in the performance of their job duties.

GUIDING PRINCIPLES:

- Value employees by respecting their concerns, responding to their needs, encouraging professional growth and recognizing their accomplishments
- Respecting the dignity of all employees with disabilities in the accommodation process
- Promoting, encouraging and engaging in effective communication with all stakeholders
- Protecting the safety of all staff
- Maintaining the employee's right to privacy
- Supporting staff in a flexible and responsive manner as need arises
- Responding appropriately to support the employee by providing meaningful work

INTENDED OUTCOMES:

In meeting the specific accommodation needs of staff, HWDSB will:

- Foster the development of trustful and respectful relationships
- Engage staff in a collaborative and inclusive process
- Provide staff with meaningful work that allows them to be successful
- Support staff in safe and early return to work.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:**Staff:**

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

Accommodation:

Accommodation is an adaptation or adjustment to enable the employee with a disability to perform the essential duties (see Policy Directive for definition of “essential duties”) of the job. The steps in the accommodation process are to determine:

1. the essential duties of the affected employees’ position. The period of accommodation may be temporary or permanent, depending on the particular circumstances;
2. the anticipated timeline of the accommodation;
3. where the accommodation is needed, i.e. location;
4. possible solution(s) to enable a safe and early return to work;
5. an implementation plan that supports medically identified restrictions and limitations;
6. how to reassess accommodation needs on an ongoing basis to determine success of the accommodation.

ACTION REQUIRED:

During the accommodation process, provide employees with disabilities an adaptation or adjustment to enable them to safely perform the essential duties of their job.

PROGRESS INDICATORS:

Intended Outcome	Assessment
Engage staff in a collaborative and inclusive process	Plans are agreed to during regular return to work meetings with employees, their immediate supervisor and employee group representative in attendance Number of grievances received related specifically to return to work plans
Provide staff with meaningful work that allows them to be successful	Self-reporting by employees and feedback from immediate supervisor that the work provided during the accommodation process is achievable and supports the board’s strategic directions
Support staff in safe and early return to work.	Number and duration of employee absences from work using data from WSIB, SBCI and our internal HR Information System statistics, External Provider Statistics

REFERENCES:**Government Documents**

Ontario Human Rights Code

Workplace Safety and Insurance Act

Collective agreements, where applicable

HWDSB Strategic Directions

Achievement Matters

Engagement Matters

Equity Matters

HWDSB Policies

Human Resource Pillar

Employee Support Program



Staff Progressive Discipline

Date Approved:**Projected Review Date:**

PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) believes in using progressive discipline as a corrective measure to ensure that employees maintain appropriate behavior and carry out their duties responsibly, effectively, and diligently.

GUIDING PRINCIPLES:

HWDSB is obligated to provide the highest quality of education possible to our students. In this respect, it is essential that all Board employees:

- carry out their responsibilities in a co-operative and professional manner; and
- be in compliance with Board policy and procedures, the Education Act, and other related legislation.

INTENDED OUTCOMES:

To correct inappropriate behavior through the provision of imposed sanctions on an employee.

To create a professional atmosphere where employees, parents, students and community members know they will be treated with courtesy and respect.

RESPONSIBILITY:

Director of Education
Members of Executive Council

TERMINOLOGY:

Progressive Discipline: A process of increasingly formal steps for dealing with job related behavior that does not meet expected and communicated performance standards. The primary purpose of progressive discipline is to improve performance through the provision of feedback to the employee to help correct the problem.

ACTION REQUIRED:

Note: it is not necessary to use the discipline steps sequentially. The actual starting point of disciplinary procedures will depend entirely upon the severity of the misconduct or infraction.

The steps in progressive discipline include:

- Recorded verbal warning
- Written warning
- Suspension
- Dismissal

Supervisors shall contact the appropriate superintendent before invoking a progressive discipline procedure.

PROGRESS INDICATORS:

Intended Outcome	Assessment
To correct inappropriate behavior, whether the behavior is a single offence, repeated offences of a similar nature, or multiple offences	A reduction in the amount of times progressive discipline steps are taken.
To create a professional atmosphere where employees, parents, students and community members know they will be treated with courtesy and respect.	Acknowledged through various feedback mechanisms

REFERENCES:

Government Documents

Education Act
 Employment Standards Act
 Collective Agreements, where applicable
 Human Rights Code

HWDSB Strategic Directions

Achievement Matters
 Engagement Matters
 Equity Matters

HWDSB Policies

Hamilton-Wentworth District School Board's Resource Manual on Progressive Discipline



Boundary Review

Scoping Report

Please Note: No Scoping Report is required for Ministry Mandated Policies or changes, unless HWDSB's Policy significantly exceeds the parameters set out by the Ministry.

PART A – REVIEW

1. Does the proposed policy fall within the mandate of HWDSB?
 - Yes
 - No

2. Is the proposed policy consistent with HWDSB's Mission, Vision, Values, and Strategic Directions?
 - Yes
 - No

3. Does a Policy Directive, Administrative Memo or Legislation already exist that addresses the intent of the proposed policy?
 - Yes
 - No

4. Is this Scoping Report a result of a Policy Review?
 - Yes
 - No

PART B – RECOMMENDATION

My recommendation to the Policy Committee is:

to

Develop a new policy*

**If you are developing policy, or revising an existing policy, please proceed to PART C*

HWDSB does not currently have a boundary policy. The intention of the policy is to provide an open, transparent and consistent approach with clear expectations on how boundary reviews will be conducted.

PART C – THE DEVELOPMENT OF THE POLICY

Intended Outcome:
(what are the specific outcomes expected from this policy?)

To monitor and plan for pupil accommodations through: - declining enrolment - increasing enrolment - shifting enrolment - current funding and operational realities - changing educational and program objectives - physical limitations.

Purpose:
(Why is this policy needed?)

Hamilton-Wentworth District School Board (HWDSB) believes in providing, operating and maintaining schools and facilities for students in an effective and efficient manner to support student achievement.
--

Matters to be included in the proposed policy:

- To achieve the greatest good for the greatest number of students and families. - Be mindful of the best and most prudent use of all resources available to HWDSB. - Adhere to the guiding principles as defined in the Long-Term Facilities Master Plan - Formalizing process
--

Matters falling outside of the proposed policy:

- School consolidations - Accommodation Review - Property Disposition

How will the proposed policy impact the following:

Students:

To achieve the greatest good for the greatest number of students.

Parents:

Allows parents to participate in the process of redefining boundaries through committee membership and public consultation
--

Staff:

No major impact should be felt by staff

Community:

Allows community members to participate in the process of redefining boundaries through committee membership and public consultation
--

Boundary Review Directive

Projected Review Date:

RATIONALE:

School boards in Ontario are responsible for providing schools and facilities for their students and for operating and maintaining their schools as effectively and efficiently as possible to support student achievement.

It may be necessary from time to time to make adjustments to school boundaries to balance enrolments between schools to optimize the use of existing “brick and mortar” facilities and decrease the dependence on temporary accommodations.

The boundary review directive provides the method through which boundary review consultations will be conducted by Hamilton-Wentworth District School Board staff.

TERMINOLOGY:

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

Boundary Review Report: Initial report to the Board of Trustees outlining the rationale and scope of a potential boundary review.

PROCEDURES:

1. Board Approval and Initiation of a Boundary Change Review (Boundary Review Report)

The need for boundary reviews will be identified in the Long Term Facilities Master Plan, however, there may be, from time to time, the need to bring forth a boundary review recommendation outside of the Long Term Facilities Master Plan planning cycle.

The Planning & Accommodation Division of the Facilities Management Department and the Superintendent of Student Achievement (SOSA) for the schools identified brings forth a Boundary Review Report with a recommendation to the Board for approval for a boundary review consultation.

2. Boundary Review Advisory Panel

- a. Boundary Review Advisory Panel may include the following membership:
 - i. Co-Chair: Cluster Superintendent of Student Achievement
 - ii. Co-Chair: Planning and Accommodation staff member
 - iii. Principals of schools Affected
 - iv. Up to Two School Council Reps from each School affected.
- b. The Boundary Review Advisory Panel will meet a minimum of once and will review the following:

- i. Rationale for change
 - ii. Preferred option(s)
 - iii. Enrolment & facility utilization impacts
 - iv. Financial impacts
 - v. Transportation impacts
 - vi. Community consultation.
 - vii. Implementation considerations including phasing in of a boundary change, timelines, temporary and permanent status of the boundary change.
- c. The mandate of the Boundary Review Advisory Panel shall be to review the proposed rationale, options and impacts identified above and to provide local expertise or input. The Panel may suggest new options for considerations.
 - d. The Planning and Accommodation and the Superintendent of Student Achievement shall present at least one recommendation for community consultation.

The Ward Trustee will be made aware of the meeting date(s) and invited to attend.

3. Community Consultation

- a. The Superintendent of Student Achievement and the Planning and Accommodation will hold a public meeting to allow the community an opportunity to provide input regarding the recommendation(s).

The Ward Trustee will be made aware of the meeting date(s) and invited to attend.

4. Community Consultation Review

- a. Planning & Accommodation and Superintendent of Student Achievement review community feedback and make final a recommendation(s) to go to Board.

5. Board Approval

- a. Planning & Accommodation and SOSA will present their recommendation, through the Director of Education, as well as the results of community consultation to the Board for their approval.



Property Disposition

Date Approved:

Projected Review Date:

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 stakeholder 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:

- Phase 1 – Public Notification Period (60-day period or less)
- Phase 2 – Circulation to Preferred Agencies – Ontario Regulation 444/98 (90-day period)
- Phase 3 – Sale of Property (three year window from 90-day circulation expiry date)

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

PROGRESS INDICATORS:

Intended Outcome	Assessment
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

POLICY COMMITTEE WORKPLAN - 2013/2014 SCHOOL YEAR

Diversity & Equity
Diversity & Equity Pillar
Equity
Faith Club, Prayer Activities

Engagement
Volunteer *
Public Consultation
Visual Identity
Parent Engagement*
Community Engagement*
Student Engagement*

Finance & Administration
Fundraising
Transportation
Trustee Expense
Finance Pillar

Foundation for a Healthy School & Workplace

Human Resources
Workplace Violence
Pre-Employment Screening
Accommodation of Personnel
Staff Progressive Discipline
Harassment
Employee Support Program
Occupational Health & Safety Policy **

Safe Schools
Safe Schools Pillar
Arrivals Check
Secure Schools*

Student Performance & Achievement
21st Century Learning
Programs of Choice

POLICY COMMITTEE WORKPLAN - 2014/2015 SCHOOL YEAR

Diversity & Equity
Accessibility Standards for Customer Service
Accessibility (Barrier-Free) Pathways
Partnership

Engagement
Community Use of Board Facilities
School Council

Finance & Administration
Advertising Expenditures

Foundation for a Healthy School & Workplace
Environment
Respectful Working and Learning Environments

Human Resources
Occupational Health & Safety Policy **
Human Resources Pillar

Safe Schools
Code of Conduct

Student Performance & Achievement
Student Achievement Pillar
Educational Excursions
Student Fees
Selection of Learning Resources

POLICY COMMITTEE WORKPLAN - 2015/2016 SCHOOL YEAR

Diversity & Equity
First Nation, Metis & Inuit Education
Integrated Accessibility Standards

Engagement
Engagement Pillar
Facilities Partnership
Naming/Renaming a School in Whole or in Part

Finance & Administration
Advocacy Expenditures
Employee Expense
Fundraising

Foundation for a Healthy School & Workplace

Human Resources
Occupational Health & Safety Policy **
Staff Development
Performance Appraisal

Safe Schools
Bullying Prevention & Intervention

Student Performance & Achievement
Assessment, Evaluation and Reporting

POLICY COMMITTEE WORKPLAN - 2016/2017 SCHOOL YEAR

Diversity & Equity
Equity
Faith Club, Prayer Activities

Engagement
Visual Identity
Public Consultation

Finance & Administration
Alternative Accommodations for School Facilities
School Sites and Operating Budget
Procurement
Pupil Accommodation Review

Foundation for a Healthy School & Workplace
Healthy School & Workplace Pillar

Human Resources
Occupational Health & Safety Policy **
Workplace Violence
Occupational Health & Safety
Employee Support Program

Safe Schools
Student Behaviour and Discipline
Arrivals Check
Secure Schools

Student Performance & Achievement
21st Century Learning

POLICY COMMITTEE WORKPLAN - 2017/2018 SCHOOL YEAR

Diversity & Equity
Diversity & Equity Pillar

Engagement
Volunteer
Parent Engagement
Community Engagement
Student Engagement

Finance & Administration
Transportation
Trustee Expense
Finance Pillar

Foundation for a Healthy School & Workplace
Nutrition Policy

Human Resources
Pre-Employment Screening
Accommodation of Personnel
Staff Progressive Discipline
Harassment
Occupational Health & Safety Policy **

Safe Schools
Safe Schools Pillar

Student Performance & Achievement

* = New Policy

** = Policy requires annual review

Upcoming Policies - to be scheduled

Public Consultation

Privacy Policy

Calming Room Directive

COMMITTEE REPORT

Presented to: Standing Committee

Date of Meeting: November 4, 2013

From: Finance Committee

Date of Meeting: October 24, 2013

The committee held a meeting from 12:10 p.m. to 12:35 p.m. on the above date at 100 King Street, Suite 600, Hamilton, Ontario, with Judith Bishop presiding.

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

1. Agenda Review

On the motion of Trustee Hicks, the Finance Committee **RECOMMENDS** that the agenda be approved as amended.

CARRIED UNANIMOUSLY.

2. Enrolment Update

Staff provided additional information in response to a request from a committee member at the previous meeting.

3. Any Other Business – Meeting Location

On motion of Trustee Hicks, the Finance Committee recommends that all future meetings of the Finance Committee be held in the Standard Life building, as was previously done, until the new Education Centre is completed.

CARRIED UNANIMOUSLY.

4. Future Items

- Trustee Bishop Notice of Motion September 16, 2013 to revitalize school outside space
- Community Use of Schools – Rental Rates
- Ministry Operational Review Update

Staff provided an update on the status of each of the above.

Respectfully submitted,
Judith Bishop, Chair of the Committee



EXECUTIVE REPORT TO STANDING COMMITTEE

TO: STANDING COMMITTEE

FROM: John Malloy, Director of Education

DATE: October 21, 2013

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

RE: Transportation Consortium Update

Action

Monitoring

Rationale/Benefits:

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

2013-14 Start Up:

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

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

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

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

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

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

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

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

Start Up Highlights:

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

2012-13 Accomplishments

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

Safety Initiatives:

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

Technology Enhancement Initiatives:

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

Operational Enhancement Initiatives:

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

Organizational Excellence Initiatives:

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

Looking Ahead:

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

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

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

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

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

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

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

Kent Orr





EXECUTIVE REPORT TO STANDING COMMITTEE

TO: STANDING COMMITTEE

FROM: John Malloy, Director of Education

DATE: October 21, 2013

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

RE: Ongoing Capital Projects Report (ARCs)

Action

Monitoring

Rationale/Benefits:

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

Background:

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

1. New North Secondary School

Project Scope: New 1250 pupil place secondary school

Targeted Opening Date: Fall 2016

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

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

2. New South Secondary School:

Project Scope: New 1000 pupil place secondary school

Targeted Opening Date: September 2016

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

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

consultants.

3. New Dundas Secondary School Renovation:

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

Anticipated Completion Date: Fall 2015

Land Acquisition: n/a

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

4. George R. Allan Addition/ Renovation

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

Anticipated Completion Date: September 2014

Land Acquisition: n/a

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

5. Dalewood Renovation

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

Anticipated Completion Date: Fall 2015

Land Acquisition: n/a

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



EXECUTIVE REPORT TO STANDING COMMITTEE

TO: STANDING COMMITTEE

FROM: John Malloy, Director of Education

DATE: October 15, 2013

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

RE: 10-Year Capital/ Deferred Maintenance Costs

Action

Monitoring

Rationale/Benefits:

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

Background:

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

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

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

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

Highlights from this Appendix include:

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

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

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

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

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

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

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

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

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

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

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

Notice of Motion Notes for March 25th, 2013

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

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

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

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

- Plus the projected legacy costs per remaining school

- Plus the capital renovation costs of school consolidations

- Plus MOE construction benchmark variations

- Plus land acquisitions for projected new sites

- Less the projected/available annual Ministry capital funding

- Less the capital savings from projected school closures/consolidations

- Less the projected property dispositions and severances

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

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

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

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

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

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

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

COMMENTS/ ASSUMPTIONS:

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