

**WATERLOO REGION DISTRICT SCHOOL BOARD**

**NOTICE AND AGENDA**

A Committee of the Whole meeting of the Waterloo Region District School Board will be held in the Board Room, Building 2, 1<sup>st</sup> Floor, 51 Ardelet Avenue, Kitchener, Ontario, on **Monday, February 13, 2017, at 7:00 p.m.**

**AGENDA**

**Call to Order**

**O Canada**

**Approval of Agenda**

**Declarations of Pecuniary Interest**

**Celebrating Board Activities/Announcements**

**Delegations**

**Policy and Governance (30 minutes)**

- 1** Review of Board Policy 2004 – Character Education & Social Emotional Skills (PR)
- 5** Review of Board Policy 2005 – Parent/Caregiver/Guardian Support (RD)
- 7** Review of Board Policy 2006 – Consultation (RD)
- 11** Review of Board Policy 5000 – Staffing (MW)
- 13** Final Approval of Board Policy 5001 – Appointment of Principals & Vice-Principals (MW)

**Reports (Human Resource Services and Student Achievement and Well-Being Services Focus)**

- 15** Transportation Consortium Update M. Gerard
- 32** Waterloo Collegiate Institute/Northdale Feasibility Study Consultation M. Gerard

**Staff and Board Reports**

**Question Period ( 10 minutes)**

**Future Agenda Items** (*Notices of Motion to be referred to Agenda Development Committee*)

**Adjournment**

Questions relating to this agenda should be directed to  
Jayne Herring, Manager of Corporate Services  
519-570-0003, ext. 4336, or [Jayne.Herring@wrdsb.on.ca](mailto:Jayne.Herring@wrdsb.on.ca)





## CHARACTER EDUCATION AND SOCIAL- EMOTIONAL SKILLS DEVELOPMENT

### Legal References:

Related References: *Finding Common Ground: Character Development in Ontario Schools, K–12, 2008*  
*A Guide to Character Development in Ontario Schools, K–12, 2008*  
*Administrative Procedure 1200 - Student Bullying Prevention and Intervention*  
*Administrative Procedure 1260 - Student Discipline Procedure*  
*Administrative Procedure 4070 - Responsible Use Procedure for Information, Communication and Collaboration Technologies*  
*Board Policy 6009 – Student Bullying Prevention and Intervention*  
*Police School Board Protocol*  
*Character Development Poster*  
*Digital Citizenship Poster*  
*Code of Digital Conduct Poster*

Effective Date: *June 28, 2006*

Revisions: *September 15, 2014, November 16, 2015*

Reviewed:

### 1. Preamble

- 1.1 The Waterloo Region District School Board (WRDSB) recognizes that character development promotes safety, caring and inclusion within all learning environments including the digital environment. These characteristics of the learning environment are important in supporting high expectations for learning and equity of learning outcomes, and optimizing learning and achievement for all students. These characteristics also create the conditions for student mental health and well-being
- 1.2 Parents, guardians, caregivers and family have the primary responsibility for students' character development including social and emotional skill development. The WRDSB also plays an important supporting role in character development including the identification, instruction and reinforcement of social and emotional skills and positive character attributes. This includes the WRDSB identified attributes: Social Responsibility, Co-operation, Empathy, Hope, Initiative, Integrity, Kindness, and Respect.
- 1.3 Staff are expected to integrate and reinforce character development for all students from JK-12. This includes embedding character development in their teaching of curriculum, integrating character development in system priorities or projects, and promoting character attributes, as identified by the WRDSB, in workplace practices and interactions with students, parents and community partners.
- 1.4 Staff is deliberate in their efforts to nurture democratic ideals, respect for self, others, property, the environment, diversity, human rights and other qualities upon which we find common ground and in doing so support the development of strong communities and the ideals of citizenship. The

focus on character development and related attributes creates and expands opportunities for students to learn about, and contribute to the building of their communities, our nation and the world.

## 2. Definitions

2.1 Character Development is defined as an ongoing process of growth that intentionally models, teaches and inspires all people to want to do the right thing for the greater good of our whole community. Character Development is the journey of connecting deep caring to knowing, feeling and doing.

2.2 The Waterloo Region District School Board has identified the following eight universal attributes that are valued within schools and our communities. Character development is the deliberate effort to nurture these attributes and use them as a standard against which we hold ourselves accountable. They are key aspects of school life. They bind us together and form the basis of responsible citizenship. They are a foundation for excellence and equity in education and for school communities that are respectful, safe, caring and inclusive.

### 2.2.1 Waterloo Region District School Board - Character Attributes:

**Empathy:**

Understanding how someone feels and responding with sensitivity.

**Initiative:**

Acting responsibly without being asked.

**Cooperation:**

Everyone working together for the greater good of all.

**Integrity:**

Saying and doing what you know is right, even when it is hard.

**Respect:**

Treating others, ourselves and our environment with care and consideration.

**Kindness:**

Helping others with your caring words and actions.

**Hope:**

Acting with the belief that things can be better and that what we say and do matters.

**Social Responsibility:**

Acting as caring citizens who want to make our world a better place for everyone.



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## Board Policy 2005

# PARENT SUPPORT

Legal References: *Education Act*

Related References: *Board Policy G100 – Governance Policy – Foundations*  
*Board Policy G200 – Governance Policy - Roles and Responsibilities*  
*Administrative Procedure 1410 – Parent Support*  
*Standards of Behaviour for the School Community (JHSC, 2014)*  
*AP1410-Parent Support*

Effective Date: *September 25, 2006*

Revisions: *December 8, 2014, November 16, 2015*

Reviewed:

### 1. Family Communication with Schools

- 1.1 The Waterloo Region District School Board recognizes that, from time to time, parents or guardians of students may need support in order that they can adequately address their child's interests. This support may be necessary while parents or guardians are attending meetings with staff employed by the Board at schools or at the Education Centre. Parents or guardians have the right to have a representative of their choosing in attendance at meetings with staff, subject to this policy and the provisions established in the related procedures. Procedure 1410 - Parent Support, contains steps to guide parents or guardians if they have a concern about a school matter. All participants are expected to treat one another with dignity and respect at all times, especially when there is a disagreement.
- 1.2 Parents or guardians may contact trustees at any time. Trustees will facilitate the communication process between the parent and the appropriate senior staff and provide information and direction. Trustees shall direct the parent or guardian to Procedure 1410 that should be followed in resolving any concerns or to the appropriate person or step in the process (dependent upon the steps the parent has already undertaken to resolve the concerns at the time the trustee is contacted) but shall not act as a representative of the parent or guardian.



## PARENT/CAREGIVER/GUARDIAN SUPPORT

Legal References:	<i>Education Act</i>
Related References:	<i>Board Policy G100 – Governance Policy – Foundations</i> <i>Board Policy G200 – Governance Policy - Roles and Responsibilities</i> <i>Administrative Procedure 1410 – Parent Support</i> <i>Standards of Behaviour for the School Community (JHSC, 2014)</i> <i>AP1410-Parent Support</i>
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## Board Policy 2006

# CONSULTATION

Legal References: *Education Act, s.302 & 303.3*

Related References: *Board Governance Policy G300 - Policy Development and Reviews  
Engagement Audit, 2013*

Effective Date: *October 30, 2006*

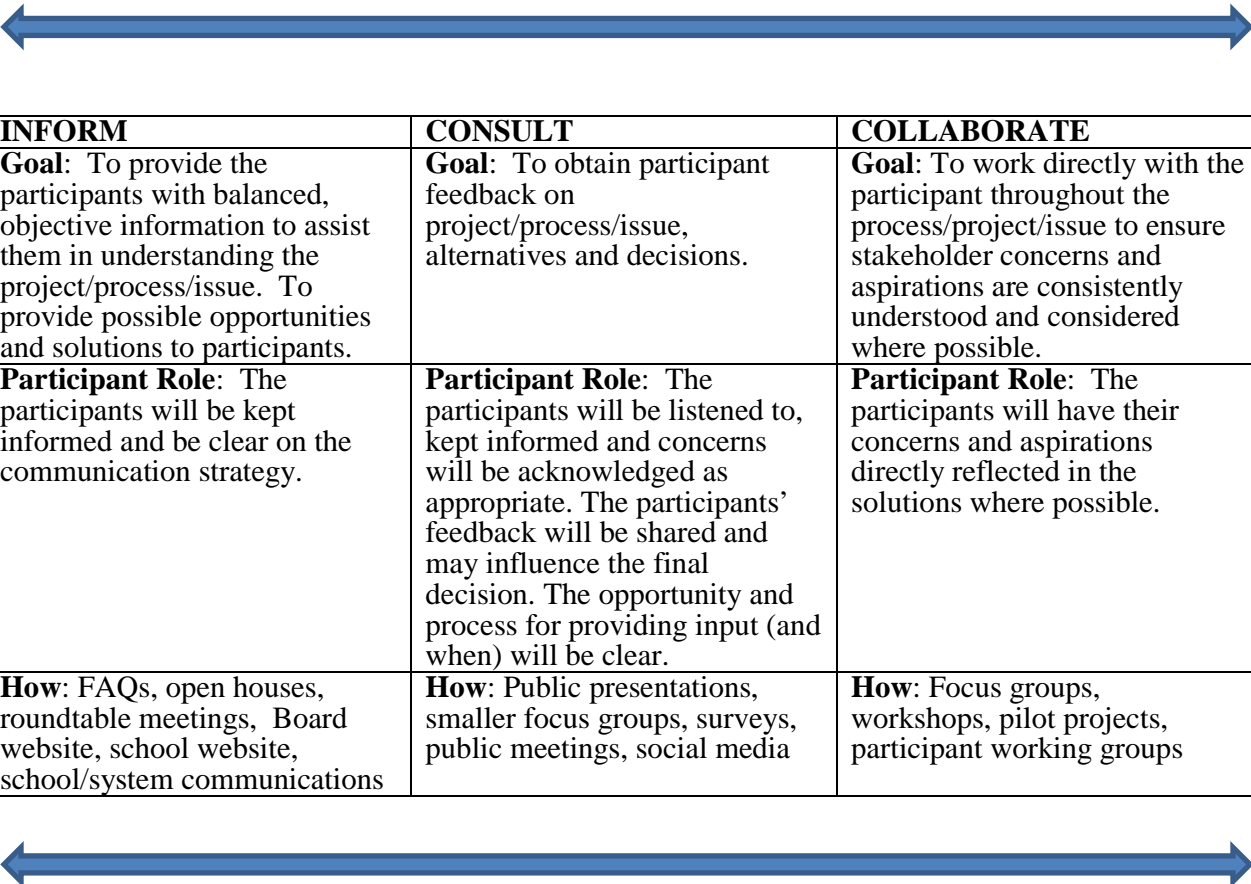
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### 1. Preamble

- 1.1 The Waterloo Region District School Board is committed to being an engaging organization that values community consultation and provides opportunities for effective involvement in decision-making processes for the public, which encompasses the full-range of stakeholders both internal and external, who may be interested in education-related issues as they support student learning and achievement.
- 1.2 The guiding principles for effective consultation are as follows:
  - 1.2.1 The Board recognizes the vital role of consultation and the importance of interactive two-way communication.
  - 1.2.2 The Board is committed to providing the public with meaningful opportunities to offer input and to influence Board decision-making. The level of input will be well communicated throughout this process.
  - 1.2.3 The Board will ensure that its consultation efforts are purposeful, accountable and respectful of all who participate, recognizing mutual goals and priorities.
  - 1.2.4 The Board recognizes that consultation is sometimes not possible (time constraints in which a decision needs to be made) or appropriate (personnel, union, legal matters, regulations) in certain situations.
  - 1.2.5 The Board will strive to create a cooperative and productive consultation environment that demonstrates respect for due process, appreciates the legitimacy of different opinions and that recognizes the value of diversity and dialogue.
  - 1.2.6 The Board will use the Engagement Continuum in decision-making. (Appendix A)
- 1.3 To maximize the effectiveness of its consultation efforts, the Board will engage in outreach activities using a variety of measureable consultation/engagement techniques to inform the public about key issues and promote input opportunities while respecting the contributions of all participants.

### Engagement Continuum



<b>INFORM</b>	<b>CONSULT</b>	<b>COLLABORATE</b>
<b>Goal:</b> To provide the participants with balanced, objective information to assist them in understanding the project/process/issue. To provide possible opportunities and solutions to participants.	<b>Goal:</b> To obtain participant feedback on project/process/issue, alternatives and decisions.	<b>Goal:</b> To work directly with the participant throughout the process/project/issue to ensure stakeholder concerns and aspirations are consistently understood and considered where possible.
<b>Participant Role:</b> The participants will be kept informed and be clear on the communication strategy.	<b>Participant Role:</b> The participants will be listened to, kept informed and concerns will be acknowledged as appropriate. The participants' feedback will be shared and may influence the final decision. The opportunity and process for providing input (and when) will be clear.	<b>Participant Role:</b> The participants will have their concerns and aspirations directly reflected in the solutions where possible.
<b>How:</b> FAQs, open houses, roundtable meetings, Board website, school website, school/system communications	<b>How:</b> Public presentations, smaller focus groups, surveys, public meetings, social media	<b>How:</b> Focus groups, workshops, pilot projects, participant working groups



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## Board Policy 5000

### STAFFING

Legal References:

Related References: *Ontario Human Rights Code, 1990*  
*Board Policy 5001: Appointment of Principals and Vice-Principals; Elementary and Secondary*  
*Board Policy 5010: Employment and Placement of Relatives*  
*Administrative Procedure 3340: The Selection of Personnel for Positions of Added Responsibility; Principal and Vice-Principal*  
*Administrative Procedure 3350: The Selection of Teaching Personnel for Positions of Added Responsibility; Coordinator, Consultant*  
*Administrative Procedure 3360: The Selection of Teaching Personnel for Positions of Added Responsibility; Department Head, Assistant Department Head*  
*Administrative Procedure 3370: Employee Candidate Screening, Interviewing and Selection*  
*Administrative Procedure 3600: Selection Procedure for ESS/OSSTF and ESS/OSSTF Related Positions.*

Effective Date: *February 23, 1998*

Revisions: *March 7, 2016*

Reviewed: *March 7, 2016*

#### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board, in compliance with legislation contained in the Ontario Human Rights Code, 1990, to ensure that all members of the instructional, support and supervisory staff are employed and/or promoted solely on the basis of qualifications, merit, and professional ability, recognizing that it is the aim of the Board to attract, develop, retain competent employees in all job classifications, and reflect the diversity of the Waterloo Region community.



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*Administrative Procedure 3340: The Selection of Personnel for Positions of Added Responsibility; Principal and Vice-Principal*  
*Administrative Procedure 3350: The Selection of Teaching Personnel for Positions of Added Responsibility; Coordinator, Consultant*  
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## Board Policy 5001

# APPOINTMENT OF PRINCIPALS AND VICE-PRINCIPALS – ELEMENTARY AND SECONDARY

### Legal References:

Related References: *Education Act; Education Quality Improvement Act (Bill 160)*

Effective Date: *February 23, 1998*

### Revisions:

Reviewed: *September 21, 2015*

## 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to review and approve, if appropriate, the appointments of Elementary and Secondary School Principals and Vice-Principals based on the recommendation of the Director of Education, or designate, recognizing that Elementary and Secondary School Principals and Vice-Principals hold key positions in the education system.



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Revisions:

Reviewed: *September 21, 2015, February 13, 2017*

### 1. Preamble

- 1.1 It is the policy of the Waterloo Region District School Board to review and approve, if appropriate, the appointments of Elementary and Secondary School Principals and Vice-Principals, **resulting from an equitable and transparent process**, based on the recommendation of the Director of Education, or designate, recognizing that Elementary and Secondary School Principals and Vice-Principals hold key positions in the education system.





# Report to Committee of the Whole

February 13, 2017

## **Subject: Transportation Consortium Update**

### **Recommendation**

*This report is provided for information of the Board.*

### **Status**

The General Manager of STSWR, Inc., Benoit Bourgault, is presenting the 2015-16 Annual Report to the board (see Appendix A).

### **Background**

In 2006-2007 the government began implementing reforms for student transportation which included the mandating of consortium delivery of student transportation services. The objectives of the reforms were to build capacity to deliver safe, effective and efficient student transportation services, achieve an equitable approach to funding and reduce the administrative burden of delivering transportation. The overall objective was to allow school boards to focus on their core business of student learning and achievement and not be involved in the day to day operations of transportation.

The Waterloo Catholic District School Board and the Waterloo Region District School Board legally formed a consortium on September 7, 2007. In June of 2008, employees of the former boards were officially transferred to STSWR, Inc. a separate incorporated entity.

According to the Articles of Incorporation, STSWR, Inc. is governed by a Board of Directors consisting of the Directors of Education and Business Superintendents from the Waterloo Region District School Board and the Waterloo Catholic District School Board. The role of the Board of Directors is to set the strategic directions for STSWR, Inc., review and approve annual budgets, and deal with other governance topics as they arise. The Board meets quarterly. A Consortium Management Committee (CMC) consisting of two representatives from each board meet monthly with the General Manager of the consortium. The role of the CMC is to monitor monthly budget variations, review and approve STSWR, Inc. policies and procedures, monitor STSWR, Inc. performance against the strategic directions set by the Board of Directors and deal with other operational issues as they may arise. The fundamental role of STSWR, Inc. is to apply the policies and procedures of the partner boards; the CMC acts as an independent adjudicator of appeals brought forward through the established process to deal with the interpretation of board policies by STSWR, Inc. not exceptions to policy.

Since its inception in 2007, Student Transportation Services of Waterloo Region Inc. has evolved into one of the leading consortiums in the province. Its ongoing focus on providing safe and efficient transportation services to Waterloo Region benefits students, staff and the community. We are pleased to present to the board, information related to the 2015-16 school year.

**Financial implications**

No financial implications.

**Communications**

The information will be posted on the STSWR, Inc. website:

Prepared by: Matthew Gerard, Coordinating Superintendent, Business Services &  
Treasurer of the Board  
Nick Landry, Business Services Manager  
in consultation with Coordinating Council



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# Student Transportation Services of Waterloo Region

## 2015-2016 Annual Report

November 2016



# 2015-2016 Annual Report

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2015-2016 Highlights

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2015-16 Overview and Outlook for 2016-17

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# 2015-2016 Highlights

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## Safety Initiatives:

- STSWR continues the weekly reporting on speeding events with school purpose vehicles. Continued to see reduction in speeding
- STSWR continues to focus on student safety and offers training to students, parents, school staff and school bus drivers through the following events:
  - Revamped First Rider program for Kindergarten students
  - Bus patrols, standing patrols (student crossing guards) and trailblazers (walking school bus leaders)
  - Bus Evacuation training for all elementary students
  - Bus Driver professional development day
- STSWR is also a member of the Active and Safe Routes to School Committee.



# 2015-2016 Highlights

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## Contract Compliance and Performance Management:

- All bus operators and taxi operators have been audited to ensure contract compliance.
  - All operators were in compliance with the terms of the contract
  - Minor discrepancies in record keeping were identified and corrected
- A monthly scorecard system has been implemented to ensure ongoing compliance for some KPI's.
  - Valid driver license
  - First Aid Valid
  - Epipen annual
  - Vehicle Age
  - Vehicle GPS
- All Bus Routes are formally audited at least twice a year using GPS tracking data.



# 2015-2016 Highlights

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## Productivity Initiatives:

- Our continued effort in optimizing the transportation network resulted in a small reduction in contracted vehicle despite the continued growth of 0.5% in the transported population.
- Fine tune the network to improve consistency of network
  - Elimination of 2 large buses
  - Reduction of 133 km/day
- Special Needs
  - Elimination of 1 Wheelchair bus
  - 11% reduction in taxi expenditure



# Measuring Performance

## Key Performance Indicators:

- STSWR has developed a number of key performance indicators to benchmark performance against industry standards and track improvements year over year.



### STSWR Scorecard 2015-2016

Updated : 31-Aug-16

Updated :	31-Aug-16	Goal	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012	
Safety	Student Injuries	0	0	2	3	4	5	Injuries on bus
	Collisions	0	48	54	40	37	42	with students on board
	Collision Frequency	4.4	8.3	9.3	8.02	5.45	6.23	All collision per million km
Quality	Student Ride time	14	14	13	14	14	13	Average ride time one way
Service	Service interruption	0	0	2	9	0	3	route-day
	Late bus over 50 minutes	0	33	13	26	27	6	runs
Cost	Variance to Plan	\$ -	\$ 545,530	\$ 346,423	\$ 1,006,664	\$516,128	\$279,348	Better (Worse)
	\$/student	\$ 696	\$ 666	\$ 676	\$ 702	\$ 698	\$ 673	

Injuries:

No injuries beyond first aid.

Collision

13% reduction in total collision, however increase in preventable collision by 28%

Delays

Driver absence and mechanical failure main causes of long delays

Cost

Continue to build efficiency in the system while maintaining service level





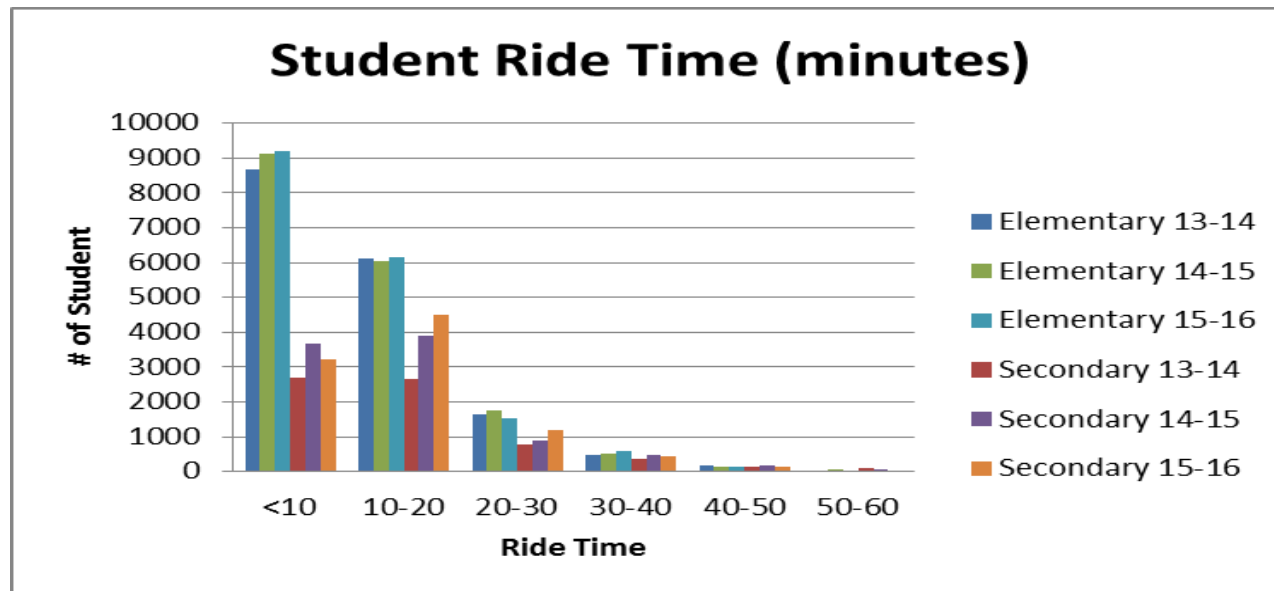
# Measuring Performance

## Average Distance to Bus Stop:

- Elementary Students 144m, range from 0m to 950m
- Secondary Students 291m, range from 0m to 1,400m

## Ride Time Distribution:

- The vast majority of students travel for less than 20 minutes.
- With the bell time change, long runs were reviewed and shortened for full size buses and Special Needs vehicles.





# Measuring Performance

## Ride Time Distribution for Special Needs Students



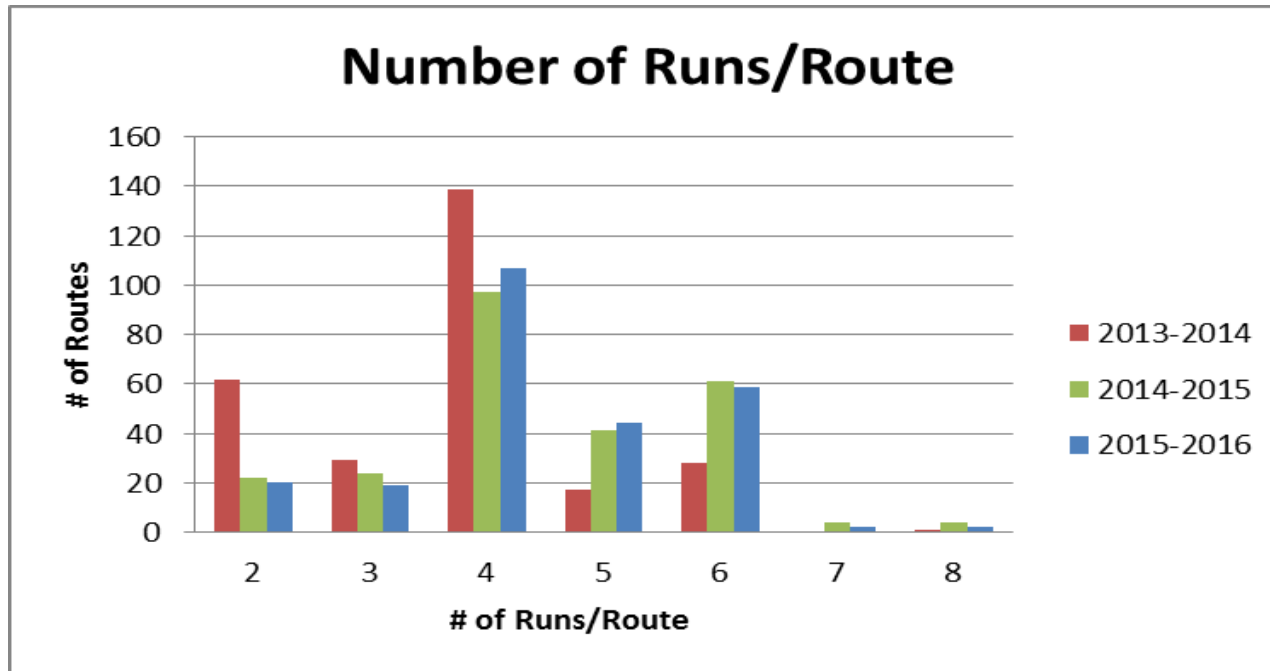
Focused on minimizing long ride time



# Measuring Performance

## Vehicle Capacity Utilization:

- We continued to balance the vehicle utilization to improve the consistency and reliability of the service

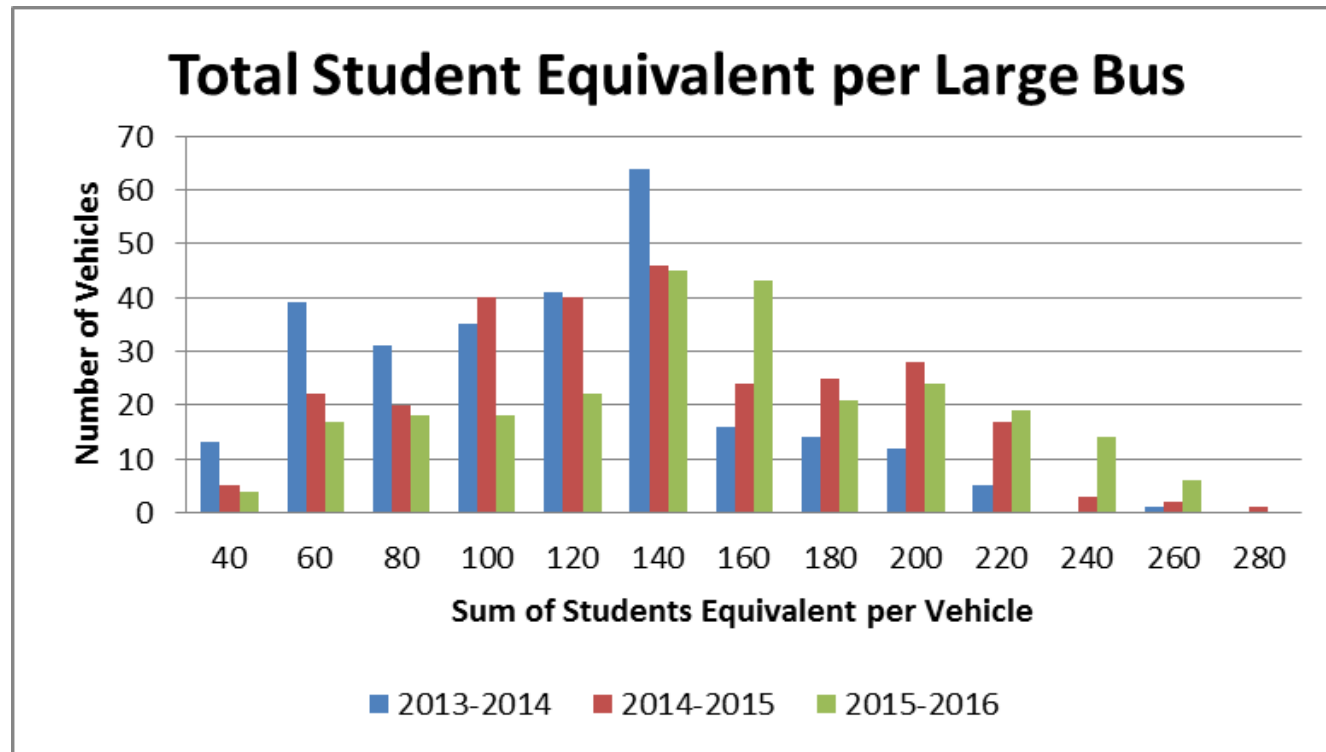




# Measuring Performance

## Vehicle Capacity Utilization:

- We are now transporting up to 280 students equivalent in a single vehicle
- The load factor is calculated as such: JK to 6 students count as 1.0, 7-12 students count as 1.5

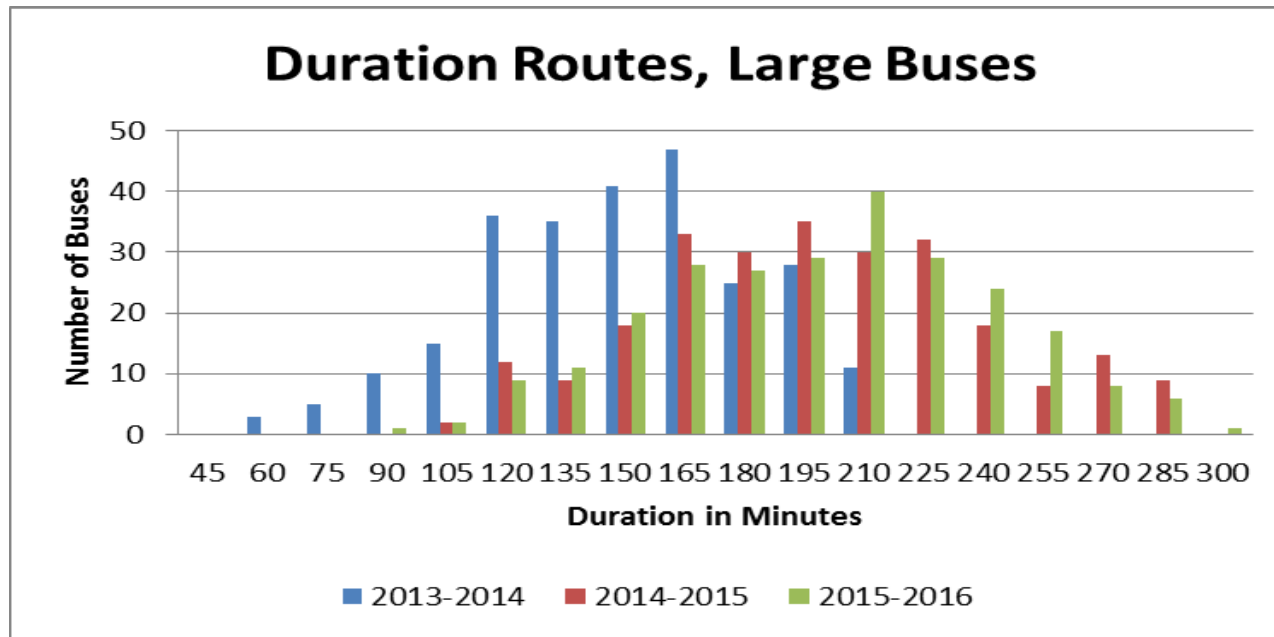




# Measuring Performance

## Vehicle Time Utilization:

- We continue to maximize the utilization of the vehicles.



- We are making better use of the 180 minutes per day included before additional charges apply.



# Appeals

## Appeals:

- French Immersion complaints caused a surge in the number of appeals.
- The distance continues to be a point of contention particularly at grade 1 which coincide with the loss of transportation for several students.

	2015-2016 School Year					
WRDSB	Elementary	Secondary	Total	Granted by GM	Elevated to CMC	Granted by CMC
FI OOB	15		15		12	1
distance	11	3	14	2	4	
OOB	2	3	5		2	
stop location	5		5	2	1	
OOB FI	3		3		2	
safety	2		2		1	
sibling	2		2			
sitter OOB	1		1		1	
Special request	1		1			
Total	42	6	48	4	23	1



# 2015-2016 Overview

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## 2015-16 Summary:

Transportation continues to be very safe for students. No injuries reported. Overall a successful year.

### – Safety

- Implemented a revised kindergarten drop off process to improve the safety of the our most vulnerable students.
- Reduction in overall collisions frequency.
- Public awareness campaign continued with 2 radio campaigns
- Trial of Stop Arm Cameras illustrated the severe risks students face daily

### – Customer Service

- We continue to review our customer's interactions and provided training to staff to further improve the delivery of the service.
- We continue to leverage communication by using social media.

### – Network Optimization

- We continued to fine tune the network to reduce distance travelled, improve reliability and constancy of the service to students.
- We continued to improve the service to the special needs students in focusing on the ride time.



# 2016-2017 Outlook

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## 2016-17 Objectives:

- Building upon our successes and challenges from 2015-16, there are a number of key areas that STSWR will focus on during the 2016-17 school year. These include:
  - **Safety**
    - Work with the Region to pursue the stop arm camera
    - Continue to focus on defensive driving to reduce the risk of collision by focusing on Speeding and leveraging the Bus Driver PD day
    - Revamp the School Bus Evacuation Training
    - Participate in School Bus Safety week
  - **Customer Service**
    - Review start up to continue to improve interaction with the customers.
    - Implement Text Messaging for delays notification
  - **Special Needs transportation**
    - Continue to review network for efficiency focusing on reducing ride time and reducing the use of Taxis
  - **Staff Development**
    - Continue to train staff on all facets of transportation in our industry including better understanding the challenges that bus drivers face on a daily basis
    - Integrated the active transportation with the School Travel Planner
  - **Procurement**
    - Procure long term transportation contract with bus operators





# 2015-2016 Financial Report

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The continued improvement of the transportation network even with the challenges caused by the major construction projects and an increase in enrollment resulted in very small increase transportation cost.

STSWR 2015-2016	Total
Overhead	\$ 1,353,943
WCDSB transportation cost	\$ 4,296,097
WRDSB transportation cost	\$14,224,089
Total	\$19,874,129

WCDSB Details	Total
Regular School Bus	\$ 3,601,367
Spec-Ed Bus	\$ 518,854
Taxi	\$ 159,863
GRT	\$ 16,013
Total	\$ 4,296,097

WRDSB Details	Total
Regular School Bus	\$ 7,650,785
Spec-Ed Bus	\$ 5,420,286
Taxi	\$ 949,272
GRT	\$ 203,747
Total	\$14,224,089



# Report to Committee of the Whole

February 13, 2017

## **Subject: Waterloo Collegiate Institute/Northdale Feasibility Study Consultation**

### **Recommendation**

*That the Waterloo Region District School Board proceed with the Short Term and Medium Term objectives identified in the Waterloo Collegiate Institute/Wilfrid Laurier University Feasibility Study for shared redevelopment of the Waterloo Collegiate Institute and adjacent Wilfrid Laurier University lands.*

*The Short Term and Medium Term objectives outlined in the Waterloo Collegiate Institute/Wilfrid Laurier University Feasibility Study are:*

- *Continued Stakeholder Outreach*
- *Negotiate Non-Binding Letters of Interest*
- *Develop Request for Proposal for Master Planning Services*
- *Develop Master Plan*
- *Develop Initial Development Proforma*
- *Public Consultation*

*Further that the Waterloo Region District School Board partner with the City of Waterloo and Wilfrid Laurier University to share the costs associated with these objectives.*

### **Status**

Both the City of Waterloo (City) and Wilfrid Laurier University (WLU) have presented the Waterloo Collegiate Institute/Northdale Feasibility Study Final Report (Report) to their respective governance bodies. The City's report and minutes are attached as Appendix A.

On October 27, 2016, Waterloo Region District School Board (WRDSB) staff held a public open house to invite greater feedback on the Report. There were over 40 in attendance at the formal presentation and facilitated sessions, and an estimated 30 more attended the informal display boards and school tours. The facilitated feedback sessions provided a broad sampling of information with general encouragement to move the project forward.

Key themes coming out of the open house included:

- Maintain Waterloo Collegiate Institute (WCI) identity and culture and standard of excellence in education;
- Desired green space and outdoor amenities;
- Facilitate broader community involvement;
- Opportunity for community integration;
- Renewal of facility with community use in mind;
- Partnered arts venue and arts incubation;

- Need for a facility that can support the balance in the community we are looking for (ages 0-75+);
- Recognize the specific needs of this community (green space, auditorium, daycare, public health) and make sure they are incorporated; and
- Integrate as much of existing buildings as possible to retain heritage.

The open house was followed by a request for comments on the WRDSB website. Detailed feedback notes and comment sheets are attached on Appendix B.

Recent activities have focused on possible increased partnerships and engaging a project manager to lead the partners through the funding and collaborative project development necessary to move forward.

The Feasibility Report had outlined next steps as:

- Continued Stakeholder Outreach
- Negotiate Non-Binding Letter of Intent
- Develop Request for Proposal (RFP) for Master Planning Services (see Appendix C)

It is worth noting that both parties have resolved to continue their support of this initiative.

## Background

On September 12, 2016, the consultants hired to undertake a joint study on behalf of a stakeholder committee, comprised of WRDSB, City and WLU representatives presented their findings to the Board of Trustees (Board). This committee was formed to discuss our unique interest in the contiguous lands owned by WRDSB and WLU, our potential contributions to neighbourhood revitalization efforts and to assist the City in prioritizing projects identified in the IBM Smarter Cities report on Northdale.

The Report described a host of opportunities shared by the partner stakeholders, as well as gaps in infrastructure and programming in the Northdale neighbourhood. It summarized the possibilities for improving services and facilities and provided insights into the possibilities to redevelop the shared lands and buildings to create a new community hub.

In receiving the Report, the Board of Trustees passed the following motion:

*That the Waterloo Region District School Board staff be directed to report back to the Board of Trustees by January 2017 with recommendations for further discussions on how the Board of Trustees should proceed regarding the Feasibility Study after further consultation with the City of Waterloo, Wilfrid Laurier University, and other potential stakeholders.*

**Financial implications**

In order to proceed with the next steps outlined in the Report (Appendix C), the City, WLU, and WRDSB need to engage the services of a project manager. The cost of the project manager will be shared by the parties. The WRDSB's share of the cost is estimated at \$25,000 for the remainder of the school year. This share can be supported by the Capital Planning Capacity grant and savings from salaries in the Planning Department due to position vacancies.

**Communications**

In response to the varied interests expressed and as follow-up to the requests made at the open house, staff will continue to develop a communication plan with the City and WLU that is focused on increased levels of engagement, firm reporting periods on action items, and appropriate media distribution.

Prepared by:     Matthew Gerard, Coordinating Superintendent, Business Services  
                             & Treasurer of the Board  
                             Shawn Callon, Principal Planner  
                             in consultation with Coordinating Council



THIS MEETING MAY BE TELECAST ON PUBLIC TELEVISION OR  
WEBCAST ON THE CITY'S PUBLIC WEBSITE



## COMMITTEE OF THE WHOLE MEETING

Monday, September 12, 2016

**2:00 P.M.**

### AGENDA

Councillor Whaley in the Chair

1. **DISCLOSURE OF PECUNIARY INTEREST AND THE GENERAL NATURE THEREOF**
2. **APPROVAL OF MINUTES**

a) **June 13, 2016 - Committee of the Whole Meeting**

**Page 5**

**Recommendation:**

That the minutes of the Committee of the Whole Meeting held on June 13, 2016 be approved as printed.

3. **PRESENTATION**  
None
4. **CONSENT MOTION**  
None

## 5. STAFF REPORTS

- a) **Title:** **WLU / FCI Feasibility Study**  
**Report No.:** IPPW2016-007  
**Prepared By:** Scott Nevin

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**Presentation:** Scott Nevin, Director, Growth Management

**Recommendations:**

1. That Council receive Report CAO2016-007 and the accompanying Feasibility Study attached as Appendix A, for information.
2. That staff be directed to report back to Council with recommendations for how Council should proceed regarding the Feasibility Study after further consultation with the Waterloo Region District School Board, Wilfrid Laurier University and other potential stakeholders.

# COMMITTEE OF THE WHOLE MEETING WILL RECESS AND RECONVENE AT 6:30 P.M.

## 6. DISCLOSURE OF PECUNIARY INTEREST AND THE GENERAL NATURE THEREOF

## 7. DELEGATIONS

- a) **Royal Medieval Faire**

## 8. STAFF REPORTS Cont'd

- a) **Title:** **Health & Safety Report – August 19, 2016**  
**Prepared By:** Susan Bradley

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**Information.**



**STAFF REPORT**  
**Chief Administrative Officer**

Title: WLU/ WCI Feasibility Study  
 Report Number: [CAO2016-007](#)  
 Author: Scott Nevin, Director of Growth Management  
 Meeting Type: Committee of the Whole Meeting  
 Council/Committee Date: September 12, 2016  
 File: WCI WLU Northdale Lands Feasibility Study  
 Attachments: Appendix A: WLU/ WCI Feasibility Study  
 Ward No.: Central - Columbia

**Recommendation:**

1. That Council receive Report CAO2016-007 and the accompanying Feasibility Study attached as Appendix A, for information.
2. That staff be directed to report back to Council with recommendations for how Council should proceed regarding the Feasibility Study after further consultation with the Waterloo Region District School Board, Wilfrid Laurier University and other potential stakeholders.

**A. Executive Summary**

The WLU/ WCI Feasibility Study is complete and identifies an opportunity for a Community Hub, which could include a new and modernized WCI, an arts & culture component, a health & wellness component, playing fields and open space and limited supporting retail/ service uses. Given the potential scope and complexity of possible outcomes for any redevelopment of the WCI/ WLU lands, staff will report back to Council as to what role, if any, the City should play in any next steps. In reporting back, staff would discuss the Feasibility Study findings with WLU and WCI, as well as with any other key stakeholders who identify an interest in discussing opportunities for involvement.

**B. Financial Implications**

The report recommendation has no financial implications.

**C. Technology Implications**

None.

**D. Legal Considerations**

None.

**E. Link to Strategic Plan**

(Strategic Priorities: Multi-modal Transportation, Infrastructure Renewal, Strong Community, Environmental Leadership, Corporate Excellence, Economic Development)

This initiative supports the following components of the Strategic Plan:

- Economic Development: Foster relationships with post-secondary sector
- Strong Community: Implement high-priority initiatives in Northdale (which is also consistent with the IBM Smarter City recommendations)

**F. Previous Reports on this Topic**

CAO2015-016 Feasibility Report Agreement with Wilfrid Laurier University and Waterloo Region District School Board

**G. Approvals**

Name	Signature	Date
<b>Author:</b> Scott Nevin		
<b>Director:</b>		
<b>Commissioner:</b>		
<b>Finance:</b>		

CAO
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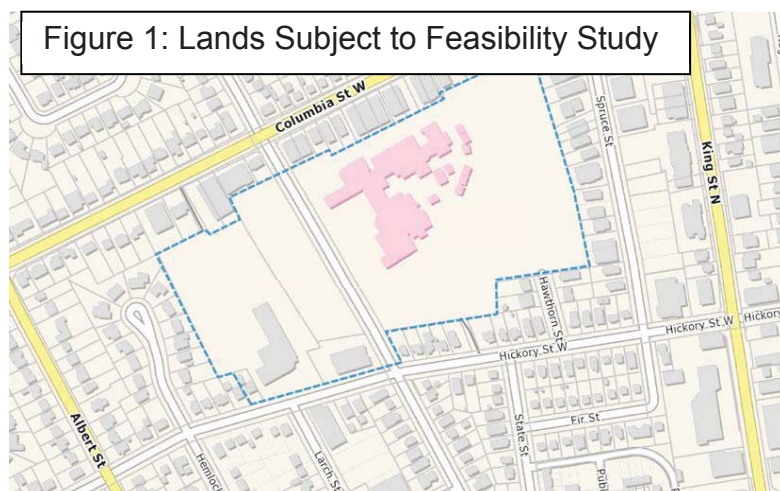


## WLU/ WCI Feasibility Study CAO2016-007

### Background

In July 2015, Council supported the initiation of a Feasibility Study for the Waterloo Collegiate Institute (WCI) lands owned by the Waterloo Region District School Board (WRDSB) and adjacent Wilfrid Laurier University (WLU) lands on Hazel Street in Northdale (see Figure 1). Additionally, Council agreed to fund the Study costs up to \$100,000 and authorized the Mayor and Clerk to sign a Memorandum of Understanding with WLU and the WRDSB.

Figure 1: Lands Subject to Feasibility Study



The purpose of the Feasibility Study was to assess the potential redevelopment of the WCI/ WLU lands to accomplish the following:

1. support the required current and future-use needs of WLU and the School Board and the Northdale community through conceptualizing an innovative and community accessible multi-use, secondary and post-secondary educational development;
2. align future redevelopment on the WLU and WRDSB lands with the vision and principles outlined in the Northdale Plan, including the provision of community accessible parkland, amenities and facilities; and,
3. address and improve the current limitations and challenges associated with storm water drainage in the defined area.

The Feasibility Study has now been completed and is being presented to Council for information (attached as Appendix A). The following is a summary of the Study.

**Study Process**

The Feasibility Study was developed by Live Work Learn Play consultants (LWLP) on behalf of the WRDSB, WLU and the City. LWLP's methodology essentially consisted of:

1. a background scan to identify opportunities and constraints as well as best practices; and
2. discussions with representatives of the WRDSB, WCI, WLU and the City, including the Municipal Heritage Committee, and the Coalition for Performing artists (COPA), a local group representing some local arts organizations.

**Outcome**

Based on their analysis, LWLP has put forth a proposed Community Hub which would include, as key components: a new and modernized WCI, an arts & culture component, a health & wellness component, playing fields and open space and limited supporting retail/ service uses (see below).

LWLP frames this as an opportunity to create a Hub that leverages the significant ownership by, and presence of, two key institutions in Northdale, creating a new collection of uses and programs that could draw and support a greater diversity of people than is currently the case.

## Identified Components

### 165,000 Sq Ft New WCI (3-4 storeys)

- Includes: classrooms, library, cafeteria, offices for staff and other core spaces
- Does Not Include: gymnasium or arts & music spaces
- Assumes: 6,000 Sq Ft for Advanced Education and Circle Room space could operate within shared-use space at WCI
- Estimated Potential Cost: \$33.7 M

### 33,000 Sq Ft Centre for Physically Active Communities (2-3 storeys)

- Includes:
  - 20,000 Sq Ft gymnasium space (2 double gyms or 1 quad gym)
  - 5,000 Sq Ft paramedical clinic
  - 5,000 Sq Ft for retention of WLU Movement Disorders Research and Rehabilitation Centre and offices
  - 3,000 Sq Ft of ground floor retail (potential juice bar, healthy food, sports outfitter)
- Estimated Potential Cost: \$6.7 M

### 40,000 Sq Ft Integrated Performance Venue (2-3 storeys)

- Includes:
  - 10,000 Sq Ft of music education, studio and rehearsal space
  - 11,000 Sq Ft of performance venue and back of house
  - 5,000 Sq Ft for artist co-working office space
  - 10,000 Sq Ft for WCI lecture hall/ theatre
  - 4,000 Sq Ft for retail (potential coffee shop, F&B, gallery, arts retail)
- Estimated Potential Cost: \$20.3 M

### Parking Garage

- Includes approximately 500 stalls (existing on-site parking + additional parking for new uses) & wrapping ground floor retail
- Estimated Potential Cost: \$14 M

### Athletics Fields

- reconfigured field space
- Estimated Potential Cost: \$ 1.5 M

### Stormwater Management

- Includes a retention basin and overland flow route
- Estimated Potential Cost: \$2 M

LWLP have determined that the site area is large enough to support the above-noted potential redevelopment, with opportunity for additional development possible. Their analysis only tested one potential site/ building layout and should all or some of the parties want to pursue the Hub concept, additional site planning will be necessary.

While LWLP have identified potential funding opportunities to support the construction and operation of the various Hub components, no group has budgeted for any of these costs. LWLP has suggested a short, medium and longer-term approach to pursuing the potential redevelopment of the WCI/ WLU lands with a Hub, which would include formalizing commitments to the redevelopment, more detailed building and site planning and financial planning, and community engagement.

To-date, staff have suggested to LWLP, WLU and the WRDSB that the City's role in a redevelopment such as identified in the Feasibility Study, would likely be limited to potentially being a partner with regard to enhanced outdoor play fields, and the development of some community space (3500 sq. ft., similar in scale to the community room space in Albert McCormick, was used for this preliminary investigation) and a very limited municipal office space for community outreach use. None of these items are specifically currently budgeted for and would require Council approval to proceed. Staff note that the current Capital Budget and Forecast contain approximately \$24.2 M in City funding for projects in Northdale, including \$13 M in road, utility and streetscape improvements, \$2.1 M for parkland development and \$2.1 M for Community Improvement Plan implementation.

The Municipal Heritage Committee is interested in WCI and has indicated a desire for Council to designate or list the building on the basis that:

"WCI is representative of post-war International Modernist style and it is one of the best examples of the modernist work of locally prominent architecture firm, Barnett and Rieder, in the City of Waterloo. It is a rare case of a modernist building in the City in which the original architectural design and intent has survived relatively intact and unaltered".

The Committee recognizes the WCI desire for a new facility and, more recently, they indicated they would like to see WCI retained as part of any re-development. LWLP recognizes this and has suggested that should a new WCI be pursued, opportunities to re-use portions of WCI be considered.

### **Next Steps**

LWLP have outlined potential short, medium and longer term steps for advancing the Feasibility Study. Given the potential scope and complexity of possible outcomes for the redevelopment of the WCI/ WLU lands, staff recommend that staff be directed to report back to Council as to what role, if any, the City should play in any next steps. In reporting back, staff would discuss the Feasibility Study findings with WLU and WCI, as well as with any other key stakeholders who identify an interest in discussing opportunities for involvement. Staff note that, given the City's ultimate role in Planning Act decision-making, the landowners should be responsible for any master-planning of the site.

LWLP is also presenting the results of the Feasibility Study to the Board of the WRDSB on September 12<sup>th</sup>, with a presentation to the WLU Board shortly.

## 2. APPROVAL OF MINUTES

### a) June 13, 2016 - Committee of the Whole Meeting

Moved by Councillor Durrell, seconded by Mayor Jaworsky:

That the minutes of the Committee of the Whole Meeting held on June 13, 2016 be approved as printed.

**Carried Unanimously**

## 3. STAFF REPORTS

Having earlier declared a pecuniary interest with respect to staff report IPPW2016-007 - WLU / WCI Feasibility Study, Councillor Durrell left the meeting. (Time: 2:02 pm)

- a)     **Title:**               **WLU / WCI Feasibility Study**  
           Report No.:     IPPW2016-007  
           Prepared By:   Scott Nevin

Scott Nevin, Director, Growth Management introduced the consultants from Live Work Learn Play.

Joseph Milos, Live Work Learn Play Consultant, reviewed the report and responded to questions of Council.

Moved by Councillor Henry, seconded by Councillor Freeman:

1.     That Council receive Report CAO2016-007 and the accompanying Feasibility Study attached as Appendix A, for information.
2.     That staff be directed to report back to Council with recommendations for how Council should proceed regarding the Feasibility Study after further consultation with the Waterloo Region District School Board, Wilfrid Laurier University and other potential stakeholders.

**Carried**

5 Voting in Favour

1 Voting in Opposition

**(COUNCILLOR WHALEY)**

(Councillor Durrell absent for the vote)

Council Meeting Recessed.  
 Council Meeting Reconvened.

(Time: 2:45 p.m.)

(Time: 6:31 p.m.)

**LACKING**

Safety at night, especially for pedestrians

Is the neighbourhood safe after dark – will this change – fix it?

Lacks access for wheelchairs

Modernization of building & teaching space

Retail services – missing & residents must leave to meet their needs

Need a new school – this one lacking or run down

How safe is the building? Asbestos?

Infrastructure to service 2025 learning – space – technology

Lacking gathering space, theatre

Daycare facilities

Recreation space/green space - Variety of uses – seating, shade

Specific themes for feasibility

Heritage value

First Nations voice as a stake holder and partner? Their aboriginal centre is currently located on Albert St.

International Education – newcomers, foreign students

Consultation of Northdale residents – door to door survey will be needed, without this, how will you know if there is a market for the amenities proposed?

Sufficient research to make any correct or rational judgment on the project (eg. Budget of developing the project)

**DESIRABLES**

Theatre – really resonates, lacking in Waterloo

Need bookable community theatre

Improved theatre/public meeting spaces

Arts/music partnerships (WCI/WLU & community)

Who will use these performance spaces?

Who will come to these performances?

How does this space tell a story? (Preserving architecture)

Desirable to reuse as much of the present WCI as possible

How can we preserve the significant architectural features of WCI?

Social incubator

Needs to be more than where students sleep – avoid student ghetto – Integrate university students as city citizens

Can we use school fields (also) as community green space?

Building a vision for WCI – Community Consultation: WLU/WCI Feasibility Study

Improved gym/physical activity spaces

WCI Co-op program

40 Hour community service

Alignment – synergy – faculty of education at Laurier; string program & facility of Music; School of Business

The WCI building itself is an example of valuable type of architecture and has significance for the heritage of Waterloo and is desirable to preserve as much as possible

Auditorium for school and community use

Community meeting spaces

Evolutionary nature of community – heritage/history/where did we come from?

Maintain focus on needs of 14-22 year olds

Maintain/build a balanced community

Community feeling – neighbourhood social interaction

Maintain WCI's landmark features and culture and identity

Maintaining currently desired WCI qualities, academic excellence, renowned music program, diverse school community

Ability to facilitate the large variety of athletic teams and extra-curricular groups

Iconic architecture, landmark design and vision to highlight Northdale future vision. Design for future infrastructure (smart city, smart bldg

What is the core business of WCI??? Education!!!

Design competition to encourage creative solutions

Focus on core education, main purpose of the redevelopment is to better education for people, priorities?

New constructed facility/retrofitted building? Increased size of school to provide more learning space; air conditioning provides heating during winter

Convenience of new facility – enough public transit, buildings on both side of road – inconvenient for student to travel to and from – reduced car traffic on Hazel; smaller parking area

As a parent and community member, I love the idea of focusing on a community hub, arts & culture, health & wellness along with and equal to education

Understanding of how the built form (type of bldg.) can attract different types of residents – outside scope of this study but critical

Livable neighbourhood – lack amenities that allow for transitioned growth. Nice to imagine a child grow old in same neighbourhood. Allow for homes to be passed from one generation to the next.

Study if/how community hubs can/have transformed student ghettos (or other communities)

## POSSIBILITIES

Social innovation is intriguing in a progressive city like Waterloo

Draw-in for students

## Building a vision for WCI – Community Consultation: WLU/WCI Feasibility Study

Maybe an opportunity to draw residents beyond students back to Northdale with quality amenities, family rec spaces  
 Community engagement  
 Community garden  
 How does this become a public space for everyone (is this the goal?)  
 Area to become more welcoming more inclusive  
 Integration of post-secondary and secondary education  
 How do we integrate university and high school students (seamlessly?)  
 Expanded WCI Co-op Program  
 Partnership with community of all ages  
 How will this hub feed collaboration? What communities are we serving with this hub? Seniors, Daycare?  
 How does this become a place for exchanges? Across cultures, disciplines, generations etc.  
 Opportunity to make the school accessible and of more value  
 Traffic flow/pedestrian only on Hazel  
 Social innovation centre(s) eg. Communitech, Accelerator Centre  
 Excited for this vision to become a first example of 21<sup>st</sup> century learning in Waterloo Region  
 Have ways of creating amenities that operate on a different business model than a private development for example, opera house, art/museum, YMCA, library/digital centre  
 Public space, green space, gardens accessible to all ages  
 Space to continue the existing community garden  
 Yes to green space and better accessible transit  
 Would expect that existing Northdale residents would use a leash free dog park (students increasingly own pets) apartment dwellers need space to walk their dogs  
 Keep existing physical activity spaces eg. tennis courts, walking space, track  
 Health and wellness to include focus on mental health  
 Expose high school students to some events at WLU mentorship possibilities  
 Community Hub – have access open to all city/tri city residents – increased public use – how to deal with security risks – arts & performance has attract to different demographic

**FUTURE CONCERNS/QUESTIONS**

Community – WCI high school priority – WLU needs – City desiring hope for better Northdale neighbourhood  
 Lacking vision for what greater community city/regional/tourist  
 Who has access? City requires more than Northdale neighbourhood  
 Amenities to service broader community, student neighbourhood, Sunnydale, tech professionals



Building a vision for WCI – Community Consultation: WLU/WCI Feasibility Study

What are the odds that this vision of a community hub fits the Ministry's vision?

Money

How does this study align with the neighbourhood strategy the City is developing?

# Potential Timeline for Next Steps

4 to 6 Months:

**Short Term:**

- Continued Stakeholder Outreach
- Negotiate Non-Binding LOIS
- Develop RFP for Master Planning Services

TBD:  
Procure  
Master  
Planning Firm

4 to 6 Months:

**Medium Term:**

- Develop Master Plan
- Develop Initial Development Proforma
- Public Consultation

12 to 18 Months:

**Longer Term:**

- Develop Long Term Funding Strategy
- Negotiate Land Ownership Options
- Negotiate Joint-Use Agreements



**Longer Term:**

- Work with City Staff to Develop Approvals Process
  - Public Consultation
  - Block Plan
  - Site Plan
- Procure Construction Firm to Develop Project