

WATERLOO REGION DISTRICT SCHOOL BOARD

NOTICE OF MEETING

The regular monthly **Board Meeting** of the Waterloo Region District School Board will be held in the Board Room, Floor 1, Building 2, Education Centre, 51 Ardelt Avenue, Kitchener, on **Monday, February 24, 2020, at 7:00 p.m.**

AGENDA

Call to Order

Territorial Acknowledgement and O Canada

Invocation (To be recited by trustees)

“In preparation for this evening's meeting, let us pause for thirty seconds of silent reflection – to commit our hearts and our heads, and help one another to make the careful and thoughtful decisions that will further the education of all our students.”

Approval of Agenda

Consent Agenda**

Receipt/Approval of Minutes:

Approve Minutes – Audit Committee Meeting of November 12, 2019

Approve Minutes – Parent Involvement Committee Meeting of December 3, 2019

Approve Minutes – Special Education Advisory Committee Meeting of January 8, 2020

Receive Minutes – Board Meeting of January 27, 2020

Approve Minutes – Committee of the Whole Meeting of February 10, 2020

Receipt/Approval of Monthly Reports:

24 Staffing Information – Retirements and Resignations

M. Weinert

27 Staffing Recommendations – Appointments

M. Weinert

Declarations of Pecuniary Interest

Announcements/Celebrating Board Activities

Communications Good News Update

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Delegations

Staff Follow Up

Update on Board Policy 6010 Student Dress Code

B. Lemon

Reports

30 Northdale Neighbourhood Partnership Phase 2 Project

M. Gerard

87 Monthly Suspension Report

B. Lemon

89 Student Aggression Report

M. Weinert

**All matters listed under the Consent Agenda are considered not to require debate by the Board of Trustees and should be approved in one motion in accordance with the recommendation contained in each report.

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Other Business

Question Period (10 minutes)

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

Adjournment



Report to Board of Trustees

February 24, 2020

**Subject: Staffing Information –
 Retirements and Resignations**

Recommendation

This report is provided for information of the Board.

Status

The employees listed in Appendix A of this report have received acknowledgement of their retirement or resignation.

Background

The board's practice is to receive information regarding staff retirements and resignations at regular monthly board meetings.

Financial implications

Expenses are within the existing approved budget.

Communications

Employees listed in this report have communicated through Human Resource Services.

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services, in consultation with Coordinating Council.

Appendix A

Staffing Statistics – Retirements
Current at February 24, 2020

Retirements: Elementary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Shannon	Adshade	Teacher, Rosemount PS	March 31, 2020	32
Michelle	Chisamore	Teacher, Lexington PS	June 30, 2020	31
Leslie	Donald	Teacher, MacGregor PS	June 26, 2020	23
Susan	Jennings	Teacher, Highland PS	February 21, 2020	16
Barbara	Oswald	Teacher, Edna Staebler PS	February 29, 2020	30
John	Swarbrick	Teacher, Margaret Avenue PS	May 31, 2020	29

Retirements: Secondary Teaching Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Mark	Tonin	Teacher, Forest Heights Collegiate Institute	June 30, 2020	29
Carolyn	Vander Schaaf	Teacher, Forest Heights Collegiate Institute	June 30, 2020	22

Retirements: Administrative & Support Staff				
First	Last	Position/Location	Retirement Date	Years of Service
Karen	Alger	Designated Early Childhood Educator, Millen Woods PS	March 13, 2020	8
Anna	Brubacher	Educational Assistant, Linwood PS	June 30, 2020	21
Michelle	Collie	Library Clerk, Smithson PS	February 28, 2020	16
Susan	Haywood	EA Special Needs, Glencairn PS	September 1, 2020	30
Petru	Hodrea	Custodian, Sandhills PS	July 31, 2020	11
Barry	Holtom	Head Custodian, Bridgeport PS	March 31, 2020	30
Heather	Kruis	Principal, Moffat Creek PS	April 30, 2020	31
Michael	Martin	Principal, Westheights PS	March 31, 2020	30
Theresa	Stroeder	Office Supervisor, Elmira District SS	February 28, 2020	35
Peter	Vaduva	Lead Hand, Grand River CI	June 30, 2020	22
Caroline	White	Orthopaedic EA, Glencairn PS	May 1, 2020	20
Suzanne	Willems	Custodian, Bridgeport PS	June 30, 2020	29

Staffing Statistics – Resignations
Current at February 24, 2020

Permanent Staff Resignations:			
First	Last	Position/Location	Effective Date
Lori	Ludwig	Designated Early Childhood Educator	February 11, 2020
Katalin	Szentkiralyi	Custodian, Sir Adam Beck Public School	February 7, 2020



Report to Board of Trustees

February 24, 2020

Subject: Staffing Recommendations – Appointments

Recommendation

That the Waterloo Region District School Board approve the appointments to staff as outlined in the report titled “Staffing Recommendations – Appointments, dated February 24, 2020.

Status

The staff appointments as noted on Appendix A of this report are effective the dates indicated.

Background

The board’s practice has been to have appointments presented for information at regular monthly board meetings.

Financial implications

Expenses are within the existing approved budget.

Communications

Employees listed in this report have, or will be advised of the appointments.

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services, in consultation with Coordinating Council.

Staffing Information – New Appointments

Current at February 24, 2020

New Appointments: Elementary Teachers			
First	Last	School ID / Education Centre	Effective Date
Eve	Anderson	St. Andrews PS	February 11, 2020
Conor	Bruzzese	Millen Woods PS	February 3, 2020
Matthew	Close	Clemens Mill PS	January 27, 2020
Rana	El Saadi	Moffat Creek PS	February 3, 2020
Amy	Filsinger	Wilson Avenue PS	February 3, 2020
John	Gill	WT Townshend PS	January 20, 2020
Samantha	Hayward	Pioneer Park PS	February 3, 2020
Samantha	Holmes	Stewart Avenue PS	February 3, 2020
Nina	Ouellette	Sir Adam Beck PS	February 4, 2020
Candice	Quigg	Chalmers Street PS	February 3, 2020
Melissa	Richmond	JW Gerth PS	February 13, 2020
Jeremy	Schwartzentruber	Sunnyside PS	February 18, 2020
Penny	Toogood	Sandowne PS	February 3, 2020

New Appointments: Administrative and Support Staff			
First	Last	School ID / Education Centre	Effective Date
Colin	Bain	Certified Tradesperson (Carpenter), Ed Centre	February 5, 2020
Camelia	Campean	Custodian, Jacob Hespeler Secondary School	February 24, 2020
Janice	Forbes	Secretary, Bluevale Collegiate Institute	January 22, 2020
Klayton	Goncalves	Research Officer, Ed Centre	February 21, 2020
Sundeeep	Hans	Equity Officer (Temp), Ed Centre	February 18, 2020
Angela	Hiscock	Secretary, Laurentian Public School	February 10, 2020
Daniel	Hooker	Certified Tradesperson (HVAC Mechanic), Ed Centre	February 18, 2020
Ivana	MacIsaac	Senior Manager, ITS	February 18, 2020
Nicole	Mohr	Secretary, Forest Hill Public School	February 7, 2020
Sunny	Ng	Business Analyst, ITS	April 6, 2020

New Appointments: Administrative and Support Staff			
Efrain	Pirir-Bor	Custodian, Sir Adam Beck Public School	February 18, 2020
Tina	Spengen	Library Clerk, MacGregor Public School	February 10, 2020

New Hires - due to retirements, resignations or leaves and are to replace full or part time vacancies.

Human Resource Services



Report to Board of Trustees

February 24, 2020

Subject: Northdale Neighbourhood Partnership Phase 2 Project Report

Recommendation

This report is for the information of the Board.

Status

Appendix A contains a report prepared by an independent consultant, Ingrid Pregel, hired by the Steering Committee for the Waterloo Collegiate Institute (WCI)/Northdale project.

The next phase of the project is to develop a Master Plan for the site.

Background

Building on the synergies among the talents, interests and facilities of the Waterloo Region District School Board (WRDSB), Wilfrid Laurier University (Laurier) and the City of Waterloo, ("the Partners") have created the Northdale Neighbourhood Partnership. This partnership is one of mutual benefit for Partner organizations and the local community in Waterloo's Northdale neighbourhood. The Partners bring many assets to this project including land and buildings to be renewed and redeveloped (including the WRDSB's Waterloo Collegiate Institute), as well as a municipal commitment to redevelop adjacent outdoor spaces. This allows many opportunities to better integrate learning environments, physical activity, social cohesion, and a sense of community.

The catalyst for this project was the Northdale land use and community improvement plan initiated by the City. The Northdale plan sought to remake the neighbourhood formerly dominated by detached bungalows by allowing higher densities, adding mixed-use spaces, and creating a "re-urbanized" feel. The hope was to make the neighbourhood attractive enough to bring families and young professionals back to the area. Further, the WRDSB sought opportunities for renewing Waterloo Collegiate Institute (WCI) given the age of the facilities and the need to comply with Ontario's accessibility requirements by 2025. Any plans for renewal, however, needed to ensure the existing school would continue to function until a renewed facility was ready for occupancy. Laurier's contiguous property holdings could provide options and flexibility for a plan to meet this objective.

Northdale is bounded by King Street North, University Avenue West, Phillip Street and Columbia Street West. The Neighbourhood has been home to the WRDSB's WCI for nearly 60 years. The school is in the north eastern area of the Neighbourhood on approximately 17 acres of land that is bisected by Hazel Street.

Laurier's Waterloo campus sits on the south side of the Northdale neighbourhood. Over the years the University has acquired several properties in Northdale, including two

surplus elementary schools. Laurier has operated a research facility, housing community-oriented research programs and services, for several years in what was the former Northdale Public School. Recently the University celebrated the opening of the Lazaridis School of Business and Economics along the southern edge of Northdale on the second original school site.

Phase 1 of this project was completed in June 2016 with the delivery of a feasibility study report. Phase 2 was completed in September 2018 (report is provided in Appendix A) and laid the groundwork for a detailed site Master Plan being developed in Phase 3.

The WRDSB submitted a Capital Priority business case for a 1308 pupil place replacement school on the WCI campus on September 30, 2019.

Financial implications

The total benchmark cost for replacing WCI is \$35.6M. Future funding to support future phases, including Phase 3, the Master Planning phase, may be required.

Communications

This report is also being shared with each of the partner organizations' governing bodies.

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

PROJECT REPORT



Northdale Neighbourhood Partnership Phase 2:

City of Waterloo
Waterloo Region District School Board
Wilfrid Laurier University

September 4, 2018

Presented to the Steering Committee

Submitted by **Ingrid Pregel**
Project Coordinator

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STEERING COMMITTEE MEMBERS

CITY OF WATERLOO

Adam Lauder, Executive Officer to the CAO

Scott Nevin, Director Growth Management and Stakeholder Relations Manager

WATERLOO REGION DISTRICT SCHOOL BOARD

Lauren Agar, Manager of Planning

Shawn Callon, Principal Planner

Matthew Gerard, Coordinating Superintendent of Business Services

WILFRID LAURIER UNIVERSITY

Mark Dettweiler, Director Planning Design and Construction

Ulrike Gross, AVP Facilities and Asset Management

Shannon Weber, Director University Relations



Executive Summary

The Project

The City of Waterloo, Waterloo Region District School Board (WRDSB) and Wilfrid Laurier University (Laurier), (“the Partners”) have partnered to realize new community-building and learning spaces¹ being constructed in the Northdale neighbourhood on a site owned by the WRDSB and Laurier. Phase 1 of this project was completed in June 2016 with the delivery of a feasibility study report. The goal of this Phase 2 work is to lay the groundwork for a detailed site Master Plan being developed (Phase 3).

The catalyst for this project was the Northdale land use and community improvement plan initiated by the City. Further, the WRDSB sought opportunities for renewing WCI given the age of the facilities and the need to comply with Ontario’s accessibility requirements by 2025. Any plans for renewal, however, needed to ensure the existing school would continue to function until a renewed facility was ready for occupancy. Laurier’s contiguous property holdings could provide options and flexibility for a plan to meet this objective.

The Collective Vision of the Partners

The Phase 1 feasibility study emphasized creating a destination at Northdale that would address the partners’ goals and attract residents of the City of Waterloo, bringing more people to the Northdale neighbourhood. During Phase 2 the partners refocused on community building and supporting the needs of neighbourhood stakeholders. The partners determined the following vision to guide the remaining phases of work.

Vision

The Northdale Neighbourhood Partnership is an opportunity to build on the synergies among the talents, interests and facilities of the partners for mutual benefit and for the benefit of the local community, specifically, building on and leveraging:

- WCI and Laurier’s missions of educating students and developing future leaders;
- Laurier’s strategic mandate to support experiential learning;
- WRDSB’s goal of enhancing learning environments; and
- The City’s interest in improving the quality of life for Northdale and area residents and supporting WCI and Laurier in achievement of their goals.

The site will be anchored by the Northdale Neighbourhood Commons, a neighbourhood gathering place and central gateway to possible uses including:

- a renewed and accessible WCI
- shared learning/ collaboration spaces
- a range of needed services (social, wellness)
- cultural, recreational, leisure and green spaces
- retail opportunities (food and beverage)
- Laurier’s Northdale Campus

1 During Phase 1 of this work the project was labelled as a “Community Hub” to convey the concept of a shared, collective gathering place to access services and amenities and build community. Since that time the term “community hub” has been strongly associated with publicly owned buildings that are declared “surplus” and provide opportunities to be repurposed for shared community uses. As no public buildings will be declared as “surplus” at the Northdale site, and Northdale is a Neighbourhood in the City of Waterloo, this project is now referred to as the Northdale Neighbourhood Partnership Project with the intent of meeting the needs of the three partners and realizing new community-building spaces being constructed in the Northdale Neighbourhood.

The Commons and other community use spaces on the site help create social cohesion and a sense of place, community and belonging. Over time, Northdale will be revitalized and re-urbanized into a diverse, vibrant and sustainable neighbourhood in Waterloo.

Three Overarching Strategies Anchor the Project Concept

Community Development Philosophy For Complete, Healthy and Integrated Neighbourhood

The key ideas of connecting, engaging, participating and belonging are central to capturing the intersection of the goals the partners have for Northdale. Together, Northdale stakeholders will create an exceptional quality of living experience for all. They include WCI students, their parents and families, staff, university students living in Northdale, Laurier students and staff working and coming to the Northdale campus and neighbours. In this project and with its partners, the City of Waterloo has a “living laboratory” in which to realize its community building objectives.

The Future of High School Education

WRDSB has a three-pronged strategic direction:

- Our students are first, each and every one
- Our staff, families and caregivers are partners in every student’s learning journey
- Our culture of innovation builds students’ confidence and success as they face the future

A renewed WCI will serve students for the following four or five decades. In this project and in partnership with the City of Waterloo and Laurier, the WRDSB has a wonderful opportunity to imagine how the learning environment in a renewed WCI reflects future learning opportunities.

Laurier Strategic Pillars include Academic Innovation, Research Collaboration & Community Engagement

Laurier’s tag line is “Inspiring Lives”. The 2016 handbook sends key messages to students that reflect the university’s culture. “Be bold. Be brave. Be yourself. Be determined. Be part of something. Be authentic. Be inspired.”²

The University’s current aspirations include³:

1. Laurier will be pre-eminent in achieving the combined intellectual, personal, cultural and professional development of students.
2. Laurier’s academic and research endeavours, including those undertaken through partnerships, will be distinguished by generating complementary outcomes of learning enrichment, knowledge creation and dissemination, community development and engagement and benefits to the economy and society.
3. Laurier will be a leader in innovating high-impact and efficient multi-community and multi-partner delivery of relevant and responsive education, research and outreach.

In this project and with its partners, Laurier has a unique opportunity to engage with, learn from and serve the broader community.

² Laurier Guidebook 2016

³ Laurier Strategic Mandate Agreement 2017 - 2020

Components of the Concept

The three partners have a myriad of existing two-way and three-way linkages that are based on past and current relationships and common interests in programs, services and facilities. These will only be further enabled, enhanced and deepened through common interests in the Northdale neighbourhood and this project. Many of these also include engaging neighbours and the broader community. As expressed by members of the Phase 2 Project Committee “we all exist to serve the community”.

Preamble

The vision for the Northdale Partnership site has been evolving for a number of years, both prior to official agreement among the partners to work together and during two Phases of work, each anchored by an MOU. As the conversations have continued, consultations held with a wide range of stakeholders and best practice examples considered from other communities, a sharper image has emerged.

This project is first about building a community at the Northdale site. A clear picture has emerged about the kind of community this Neighbourhood desires to be:

- Diverse and inclusive
- Innovative
- People focused
- Active and engaged
- Nurturing of mind, body and spirit
- Safe and healthy
- Welcoming

Seven Components

Phase 2 work has identified 7 components to be included in Phase 3 Master Planning:

1. Northdale Neighbourhood Commons
2. WCI Learning/Academic Spaces
3. WCI Arts and Indoor Athletics
4. Laurier Community Engaged Research Programs and Student Experiences
5. Outdoor Athletics (Programmed and Unstructured)
6. The Greenery (Indoor and Outdoor, including Storm Water Solution)
7. Parking and Transportation

The diagram below identifies one possible configuration of the seven components currently being imagined for the Northdale Neighbourhood Partnership site. A number of key assumptions are inherent in the configuration of components in the sketch.

- Hazel Street is closed and a new road (mustard yellow on the diagram) is introduced on the east side (as an alternative, consideration could be given to changing the nature and function of the roadway)
- Laurier will prefer its new facility to be closer to University Avenue and hence it is located near Hickory Street (*purple oval*)
- Storm water has been remediated as part of a green space feature on the far eastern edge (*navy blue*)
- Playing fields and outdoor facilities have been maximized (*green ovals*)
- The Northdale Neighbourhood Commons is central to all uses (*hot pink circle*)
- WCI Learning Centre is on the west side (*blue oval*)
- Surface level parking is retained unless the parties find a way to pay for a parking structure (*grey oval*)
- The Greenery retains its current location (*lime green oval on the west side*)
- A separate WCI Arts and Indoor Athletics facility remains on the east side (*dark grey circle*)

The Phase 3 Master Plan will need to confirm these assumptions and provide options to be considered by the partners.



Benefits of Collaborating

Together the partners can create a quality experience for residents, students, employees and visitors of Northdale that no one partner can on its own:

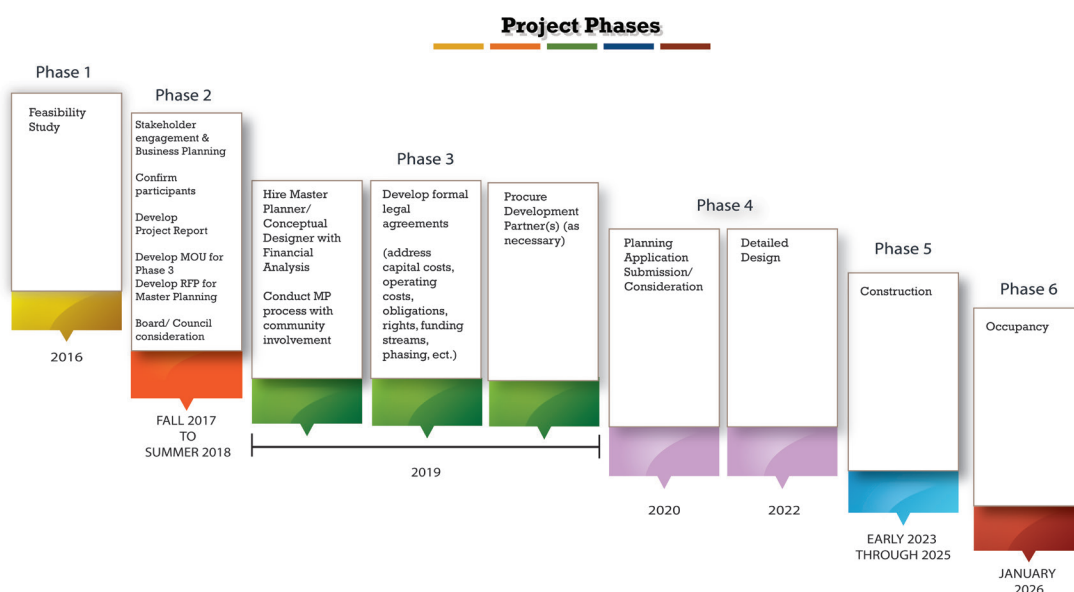
- A healthy, complete, diverse neighbourhood where everyone feels they belong
- Welcoming streetscapes and greenspaces
- Programs for students that integrate the best capabilities of Laurier and WCI, especially in music, education for the 21st century and developing global citizens and leaders
- Services for residents that capitalize on Laurier's research expertise in areas including physical movement and activity
- Shared use agreements for parking and common area facilities



Introduction

The City of Waterloo, Waterloo Region District School Board (WRDSB) and Wilfrid Laurier University (Laurier), ("the Partners") have partnered to realize new community-building and learning spaces⁴ to be constructed in the Northdale neighbourhood on a site owned by the WRDSB and Laurier. Phase 1 of this project was completed in June 2016 with the delivery of a feasibility study report.

The goal of this Phase 2 work is to lay the groundwork for a detailed site Master Plan being developed (Phase 3). The overall plan for the project illustrates the phases and timing, shown below.



⁴ During Phase I of this work the project was labelled as a "Community Hub" to convey the concept of a shared, collective gathering place to access services and amenities and build community. Since that time the term "community hub" has been strongly associated with publicly owned buildings that are declared "surplus" and provide opportunities to be repurposed for shared community uses. As no public buildings will be declared as "surplus" at the Northdale site, and Northdale is a Neighbourhood in the City of Waterloo, this project is now referred to as the Northdale Neighbourhood Partnership Project with the intent of meeting the needs of the three partners and realizing new community-building spaces being constructed in the Northdale Neighbourhood.



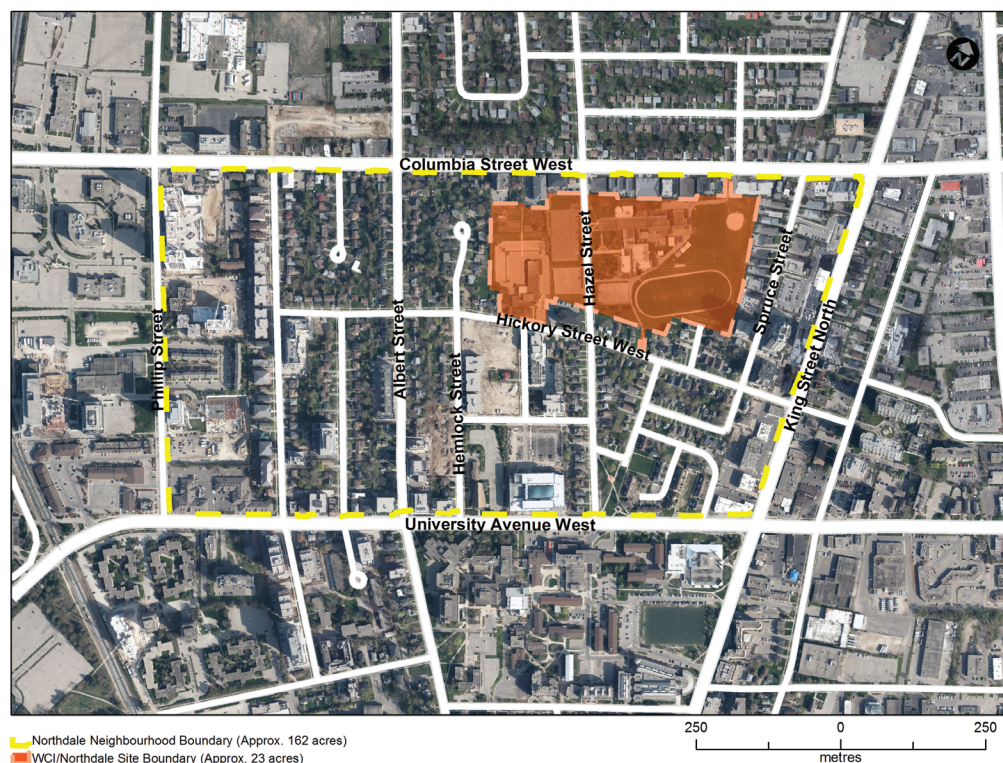
Background and Context

The Northdale Neighbourhood (“Northdale”)

Northdale is bounded by King Street North, University Avenue West, Phillip Street and Columbia Street West. The Neighbourhood has been home to the WRDSB’s Waterloo Collegiate Institute (WCI) for nearly 60 years. The school is in the north eastern area of the Neighbourhood on approximately 17 acres of land that is bisected by Hazel Street.

Laurier’s Waterloo campus sits on the south side of Northdale. Over the years the University has acquired several properties in Northdale, including two surplus elementary schools. Laurier has operated a research facility, housing community-oriented research programs and services, for several years in what was the former Northdale Public School. Recently the University celebrated the opening of the Lazaridis School of Business and Economics along the southern edge of Northdale on the second original school site.

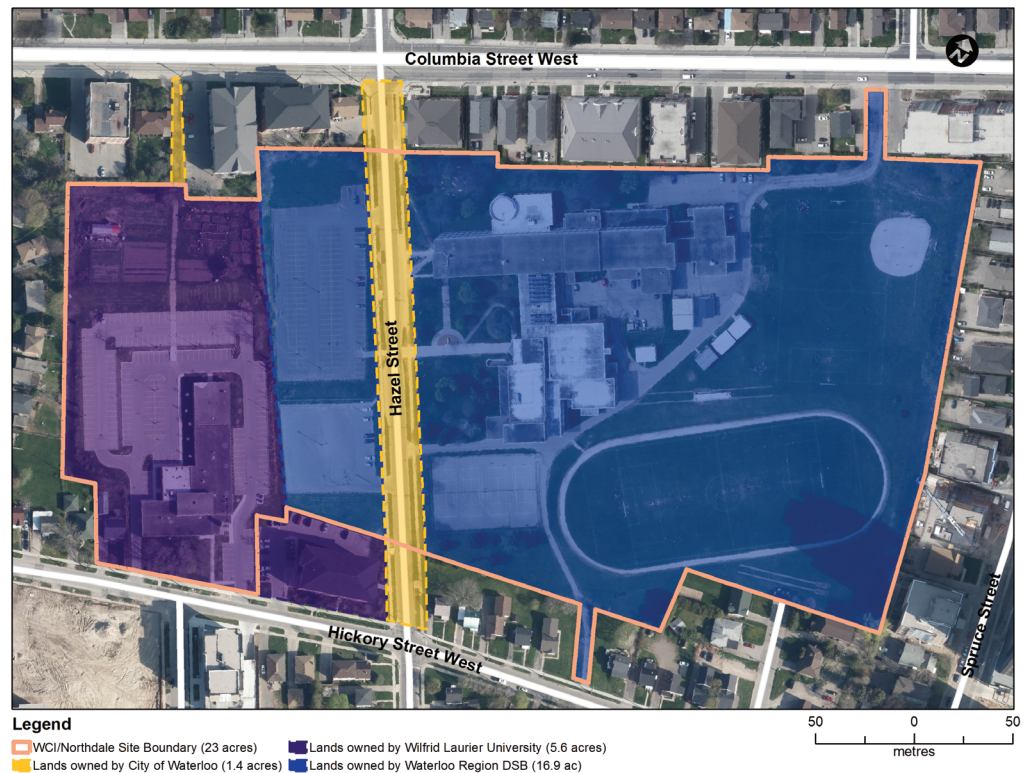
This Northdale Neighbourhood Partnership project concerns the contiguous properties owned by the WRDSB and Laurier, comprising approximately 23 acres. The project boundaries are identified on the map below.



Land Holdings of the Partners

The catalyst for this project was the Northdale land use and community improvement plan initiated by the City. Further, the WRDSB sought opportunities for renewing WCI given the age of the facilities and the need to comply with Ontario's accessibility requirements by 2025. Any plans for renewal, however, needed to ensure the existing school would continue to function until a renewed facility was ready for occupancy. Laurier's contiguous property holdings could provide options and flexibility for a plan to meet this objective.

The following map shows the landholdings of the three partners.



The Nature of the Northdale Neighbourhood

The Northdale neighbourhood has experienced significant demographic changes because of its location between two internationally acclaimed universities that attract over 40,000 students each year. Over the last 25 years, long-term permanent residents in this neighbourhood have declined, being replaced with students and student rental accommodation. Historically, these rentals have been in the form of converted low-rise, detached houses.

In 2011, the ***Northdale land use and community improvement plan*** was initiated in response to interest by the public, residents and stakeholders to develop a clear vision and plan for Northdale and the need to address issues related to the evolving neighbourhood demographic and associated development pressures for student rental housing, the conversion of existing dwellings, and higher density housing forms, which all have implications on the character and livability of the neighbourhood. From this study, the following vision for Northdale materialized:

“By 2029, Northdale is revitalized and re-urbanized into a diverse, vibrant and sustainable neighbourhood, integrated with educational, residential, commercial, cultural, heritage and recreational functions and improved open space, pedestrian, cycling and transit networks.”- Northdale land use and community improvement plan study final report (2012)

In 2012, the City had the honour to receive an ***IBM Smarter Cities Challenge*** grant. The program, which is IBM’s single largest philanthropic initiative, assigns a team of six top IBM experts to a winning city to study a key issue identified by the city’s leadership team. IBM helped Waterloo reposition the image of Northdale to attract the kind of investment that builds on the vision that is the foundation of the planning, something that was outside of the scope of the Northdale land use and community improvement plan, but which is important to its success.

Northdale continues to evolve and in 2015, a ***Northdale streetscape design and reconstruction master plan*** was initiated to develop design concepts and strategies for public spaces and reconstruction of city streets. Detailed engineering design and road reconstruction considerations were outside the scope of the original Northdale land use and community improvement plan. The streetscape master plan was completed in 2016⁵ and the first street reconstruction project (Spruce Street and a portion of Hickory Street) was initiated in 2017. Additionally, the City has purchased lands for two parks; one at Hickory and Hemlock and one at Hickory and Sunview. Along with this investment, Laurier invested significantly in Northdale with the construction of the new Lazaridis school.

⁵ City of Waterloo website: <https://www.waterloo.ca/en/government/northdale.asp>

The Vision and Guiding Principles for Northdale

Since the above vision statement was approved it continues to be enriched with fuller understanding of Northdale as a “complete community that accommodates a diverse demographic and range of land uses, housing types, institutional and community uses, commercial and retail uses and employment uses that are supported through an integrated network of pedestrian-oriented streets, pathways, and cycling facilities which support active transportation and increased densities. The cultural heritage attributes of Northdale will be recognized and provide inspiration for the development of the neighbourhood.”⁶ (NORTHDAL LAND USE AND COMMUNITY IMPROVEMENT PLAN JUNE 2012).

The partners participating in the Northdale Neighbourhood Partnership project have agreed to build from the overarching Vision for Northdale that is further supported by the following principles. As described in the Plan, Northdale will be:

- 1. Integrated:** Northdale is ideally situated within proximity to the Universities, Uptown, and major employers and will be integrated within the urban fabric of the City and surrounding community through improved transportation, cycling and pedestrian networks.
- 2. Diverse:** Northdale will be a diverse, vibrant, mixed use and urban neighbourhood where residents live, work, learn and play. It will be comprised of a variety of housing types and tenures which provides affordable housing and accommodates a diverse demographic including students, families and professionals, and supportive commercial, employment, institutional and community services.
- 3. Identifiable:** Northdale will have a unique, renowned identity as a place in which residents, students and professionals are inspired by their environment and the energy and creativity of Waterloo’s world-class Universities and employers.
- 4. Supported:** Northdale will be an important opportunity for public and private investment and redevelopment as the neighbourhood evolves and urbanizes, and is supported through appropriate infrastructure and services.
- 5. Memorable:** Northdale will celebrate its cultural and built heritage resources through conservation, adaptive reuse and/or through contextual redevelopment which recognizes the community’s heritage resources, including the Veterans’ Green Park and housing, and retention of mature trees.
- 6. Interactive:** Northdale will be enhanced through a network of additional parks, open spaces, walkways and improved streetscaping which provides for recreational, passive and community gathering spaces, which complement the Veterans’ Green Park.
- 7. Durable:** Northdale will be a sustainable and environmentally progressive neighbourhood, and provide an exemplary level of quality architecture, urban design, public realm and open spaces that are robust and durable.
- 8. Safe:** Northdale will be a safe neighbourhood which incorporates crime prevention through environmental design practices, and provides for street-related, ground floor animation areas, and building heights and setbacks which encourage ‘eyes on the street’, and through building designs and support services which enhance safety.
- 9. Flexible:** Northdale will evolve and transition over time, as such the planning framework, regulations, buildings and land uses will be adaptive to changing market conditions, transportation, and housing needs.
- 10. Collaborative:** Partnerships will be enhanced and forged between the City, Universities, developers, residents and landowners to facilitate synergies to further the redevelopment objectives and enhance the community.

⁶ City of Waterloo website: <https://www.waterloo.ca/en/government/northdale.asp>

The Three Parties' Redevelopment Priorities

Each of the partners has articulated their redevelopment priorities:



CITY OF WATERLOO GOALS:

1. Northdale's ongoing redevelopment shifts towards a more balanced make-up – in line with the Northdale Plan's vision and principles supporting the successful long-term integration of a renewed WCI and Laurier in the neighbourhood.



WATERLOO REGION DISTRICT SCHOOL BOARD (WRDSB)/ WATERLOO COLLEGIATE INSTITUTE (WCI) GOALS:

1. Achieve the WRDSB's operational goals of enhancing student and staff well-being, and achieving outcomes and targets related to graduation rates and mathematics.
2. Provide a continued standard of excellence and expand on WCI's reputation in teaching and extra-curricular activities and enhancing school facilities.

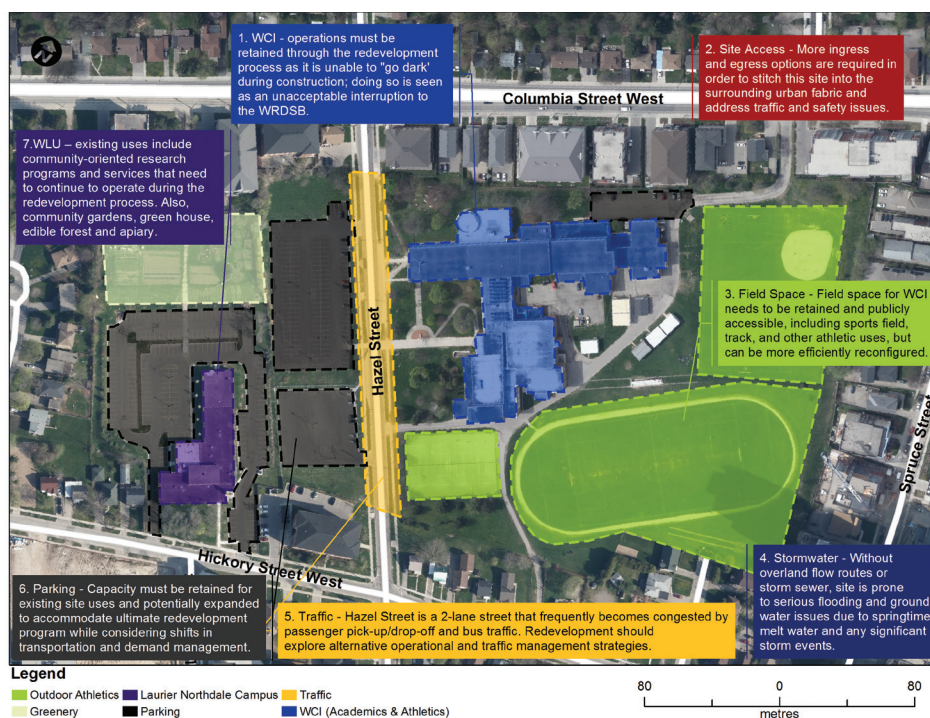


WILFRID LAURIER UNIVERSITY GOALS:

1. Enhance overall quality of life for Laurier students and Northdale residents through the creation of shared community building spaces.
2. Forge strong partnerships for collaboration with the City of Waterloo, the Waterloo Region District School Board and other partners.

Challenges, Opportunities and Considerations for the Northdale Project Site and Current Uses

The Phase 1 Feasibility Study assessed the Northdale project site and identified several key challenges, opportunities and considerations as described below.



1 | WCI

Depending on whether portions of the existing school facility can be retained and redeveloped, different new/redeveloped school components could be constructed at different times. For example, it is possible that the academic (now classrooms) portion would be newly constructed elsewhere on the site first while the existing school continues to operate. Once completed, students could occupy the new building and subsequent redevelopment of the original school site could occur.

There is a strong interest by the Waterloo Municipal Heritage Committee in conserving a significant portion of the original WCI building. WCI is an example of post-war modernist architecture with distinctive architectural features such as the school's front entrance. As well, several purpose-built spaces have unique features that may be cost-effectively renovated for continued use. For example, the double gymnasiums currently have a second floor viewing gallery that is valued for hosting large competitive sports events and that would not be a standard element in today's Ministry of Education benchmark funding. A second example is the auditorium which is also not a standard element in today's benchmark funding.

The auditorium is well loved by the entire WCI family, including alumni and their families who for nearly 60 years have fond memories of performing in and watching performances in this space. The WCI Vision Committee has made a fervent plea to find a way to renovate and retain the auditorium. Historically the auditorium has also been well used by community and arts groups. In recent years such uses have declined somewhat because of the state of disrepair of the facilities (including seating).

WRDSB has engaged specialists to determine how this Indoor Athletics and Arts component of WCI could be severed from the remaining portions of the school and renovated. Such renovations would need to include:

- Upgrades to meet accessibility requirements (AODA)
- Construction of washroom facilities (now located in the remaining portions of the school)
- Upgrades to meet today's Building Code requirements
- Renovation to provide services (mechanical/electrical) to this portion of the building

2 | SITE ACCESS

This reference is to the existing fire route that runs behind WCI and the potential to use it to construct a secondary ingress/egress route for the Neighbourhood and the school site. As an option this needs to be considered within the broader questions of transportation through the Neighbourhood and to/from WCI. Item 5 below identifies Hazel Street specifically as both a challenge and opportunity because it bisects the WCI property. Many stakeholders have imagined the possibilities presented by limited or complete closure of Hazel Street. Further considerations are discussed below.

3 | FIELD SPACE (ATHLETIC FACILITIES)

The WRDSB and the City of Waterloo have a long-standing partnership with respect to sharing athletic spaces. The partners are each considering plans for future investments in athletic facilities both in Northdale and the surrounding areas, and are working on an integrated basis to maximize the benefits of investments. For example, the WRDSB makes regional investments in certain athletic facilities such as track and field to serve a region-wide desire to host large scale competitions. Since such a facility already exists in Cambridge, a second one would not be built at WCI. There is a shared desire to build artificial turf fields with lighting for extended playing hours at WCI. The partners could collaborate on the capital required to construct such a facility and work out an agreement on who would operate and maintain the facilities.

Further, the Waterloo Tennis Club has indicated a need for both modernized and additional tennis courts. This request should be considered as plans continue to unfold.

Laurier is also considering its long-term redevelopment plans for athletic facilities. Laurier's athletic program has grown dramatically over the past 25 years. Originally characterized as a "football school", its programming, facilities and athletics participants have become diverse, extensive and inclusive of recreational and unstructured play uses. Laurier has joined the WRDSB and the City to consider future plans for athletics facilities (indoor and outdoor) and the possibilities inherent in some combination of roles for the partners, including:

- Contributing capital to build facilities
- Contributing operating funds to program and use facilities
- Maintaining the facilities
- Serving as operator to schedule and run the facilities

4 | STORM WATER

The eastern end of the WCI is prone to serious flooding and ground water issues during the spring melt and significant storm events. During the Phase 3 Master Planning work, one key element will be to identify an appropriate solution to innovatively accommodate this periodic accumulation of water. Any solution should be developed in conjunction with plans for greenspace, walking/cycling trails and as an extension of "The Greenery" component – one of 7 key uses to be developed for the Northdale Partnership site.

5 | TRAFFIC

As identified above, broad transportation planning must take place for the site with the overall Neighbourhood in mind.

The Northdale Partnership site is bisected by Hazel Street. Several stakeholders have imagined the benefits to student safety and traffic congestion as well as the design advantages inherent in full (no vehicles) or partial (buses only) closure of Hazel Street. Full closure would add additional acreage for building opportunities. Partial closure could create opportunities to build over the road to create the central hub for the site and connect the various other site components on the east and west sides of the road. Either option has implications for people accessing the site and broader area.

It is known that services extend from Columbia Street West along Hazel Street and up from Hickory Street but do not actually run along Hazel Street in front of WCI. An Environmental Assessment or addendum to the Northdale Streetscape and Master Plan Class Environmental Assessment will need to be undertaken by the City to determine the implications and potential for various options for Hazel Street and surrounding roads and the needs for ingress and egress.

6 | PARKING

WCI currently has two parking lots on the west side of Hazel Street. There is no visitor or accessible parking close to the school on the east side of the street. Redevelopment of the site will need to accommodate parking needs for students and staff of WCI as well as visitors and those requiring accessible parking spaces.

Laurier's Northdale Campus has parking for staff, students and community members participating in the research programs and services currently housed there. Plans for additional Laurier uses on the Northdale Campus continue to be considered including additional research programs and services that engage the broader community as participants.

A number of the University's faculties and programs see excellent opportunities to build on the synergies they currently share with WCI/WRDSB including music, services/programs for international students and specialized education programs. Yet unknown is where and how these additional uses will be accommodated on the Northdale site, whether in one or additional future Laurier buildings. It is important that any plans for parking anticipate such potential additional uses in the future.

7 | LAURIER

Laurier's Northdale Campus is centred on the original Northdale Public School site and includes surface parking and some greenspace.

Current uses include a series of research-based programs and services available to the community and originating from the Faculty of Science and Department of Kinesiology. These include the Movement Disorders Research and Rehabilitation Centre (world renowned for work with those with Parkinson's disease) and the Centre for Active Community Living (including existing programs for youth and potential for programs for all ages including those with physical disabilities, health & wellness, sports medicine, massage therapy, nutrition, etc.). These uses must continue to function during redevelopment of the Northdale Partnership site.

The greenspace houses a community garden, apiary, greenhouse and edible forest. These will become part of what will be known as "The Greenery" component in the Phase 2 plan for the site. Such uses could be temporarily relocated during redevelopment of the site.



Vision for Northdale Neighbourhood Partnership Project

Community Development Philosophy for Complete, Healthy and Integrated Neighbourhood

The Ontario Trillium Foundation has a goal: “building connected and engaged communities together”⁷. They go on to explain that “People’s ability to connect with each other and participate in civil society is central to community health and vibrancy. When people feel they belong and their opinion is being heard, they give back and are more likely to volunteer regularly”. This sentiment is completely aligned with the Northdale Neighbourhood Partnership’s objective.

The City of Waterloo recently approved a new Neighbourhood Strategy⁸ that builds on these same themes.

Based on community input, the vision for Waterloo neighbourhoods is:

Waterloo is a city of caring, vibrant, engaged neighbourhoods where everyone belongs.

To achieve that vision, the strategy contains three goals:

1. Encourage neighbourhood interactions
2. Empower neighbours to lead
3. Commit to a corporate culture, at the City of Waterloo, that supports neighbourhood-led and delivered initiatives.”

The Northdale Plan was developed in 2012 and this new Neighbourhood Plan provides the foundations not only for what Northdale aspires to become but also the process for getting there. The key ideas of connecting, engaging, participating and belonging are central to capturing the intersection of the goals the partners have for Northdale. Together, Northdale stakeholders will create an exceptional quality of life for all. They include WCI students, their parents and families, staff, university students living in Northdale, Laurier students and staff working and coming to the Northdale campus and neighbours. In this project and with its partners, the City of Waterloo has a “living laboratory” in which to realize its community building objectives.

⁷ Ontario Trillium Foundation website: <https://otf.ca/what-we-fund/action-areas/connected-people?redirected=1>

⁸ www.waterloo.ca/en/government/Neighbourhood-Strategy.asp

The Future of High School Education

Today, WCI's mission is *"to value diversity, work toward excellence and inspire a passion for living"*.

WRDSB has a three-pronged strategic direction:

- **Our students are first, each and every one**
 - Our students experience a sense of belonging in a caring learning environment that addresses their well-being.
 - Our students pursue individual learning pathways that reflect their interests, develop skills for the future and inspire global citizenship.
 - Our students succeed in reaching their potential and graduating from WRDSB schools and programs.
- **Our staff, families and caregivers are partners in every student's learning journey**
 - Our families and caregivers are supported in creating the best possible outcomes for our students.
 - Our staff is equipped with the skills and resources to support every child in their learning journey.
 - Our staff is supported in their wellness as they promote and model wellness for our students.
- **Our culture of innovation builds students' confidence and success as they face the future**
 - Our learning environments include all students and their diverse perspectives and ideas.
 - Our students, staff and community are supported by creative and collaborative problem-solving.
 - Our school communities are encouraged to learn by exploring new and innovative projects, ideas and approaches.⁹

A renewed WCI will serve students for the following four or five decades. In 2013, the Waterloo Global Science Initiative convened Equinox Summit: Learning 2030¹⁰ and published its report. The summit brought leaders in education, teaching professionals, researchers and policy makers together with young people who have innovated in their learning journey. Representing six continents, diverse socioeconomic backgrounds and disenfranchised and disadvantaged communities, the summit provided a global and intergenerational perspective on learning and created "a vision of a scalable, affordable, sustainable learning system". According to the report, to reach their full potential, high school graduates in 2030 will need to be:

- Lifelong learners who can identify and synthesize the knowledge needed with depth and rigour to address a wide range of challenges in a complex, uncertain world
- Able to read, write and work with numbers
- Creative, critical thinkers
- Able to collaborate effectively with others, especially those of different abilities and backgrounds
- Open to risk-taking as an essential part of progress;
- Adaptable and resilient in the face of adversity
- Aware of the society they live in and able to understand the different perspectives of others
- Self-aware and cognizant of their own strengths and limitations
- Ethical, self-motivated, and eager to tackle the challenges and opportunities of their world

In this project and in partnership with the City of Waterloo and Laurier, the WRDSB has a wonderful opportunity to imagine how the learning environment in a renewed WCI reflects future learning opportunities.

9 www.wrdsb.ca/learning/

10 "Produced by the Waterloo Global Science Initiative, a non-profit partnership between Perimeter Institute for Theoretical Physics and the University of Waterloo."

Laurier Strategic Pillars include Academic Innovation, Research Collaboration & Community Engagement

Laurier has a Strategic Mandate Agreement with the Province of Ontario. The 2017-2020 document confirms Ontario's vision for post secondary education as "Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, research, and service."

Laurier's tag line is "Inspiring Lives". The 2016 handbook sends key messages to students that reflect the university's culture. "Be bold. Be brave. Be yourself. Be determined. Be part of something. Be authentic. Be inspired."¹¹

The University's current aspirations include:

1. Laurier will be pre-eminent in achieving the combined intellectual, personal, cultural and professional development of students.
2. Laurier's academic and research endeavours, including those undertaken through partnerships, will be distinguished by generating complementary outcomes of learning enrichment, knowledge creation and dissemination, community development and engagement and benefits to the economy and society.
3. Laurier will be a leader in innovating high-impact and efficient multi-community and multi-partner delivery of relevant and responsive education, research and outreach.

In this project and with its partners, Laurier has a unique opportunity to reach beyond its campus boundaries to engage with, learn from and serve the broader community.

¹¹ LAURIER Guidebook 2016

The Collective Vision of the Partners

The Phase 1 feasibility study emphasized creating a destination at Northdale that would address the partners' goals and attract residents of the City of Waterloo, bringing more people to the Northdale neighbourhood. As part of the destination, the consulting team conducting the study identified the opportunity for a significant performing arts venue to serve WCI, Laurier and residents of the City. During Phase 2 the partners refocused on supporting the needs of the neighbourhood and area residents, employees and visitors and on building community. The partners determined the following vision to guide the remaining phases of work.

The Northdale Neighbourhood Partnership is an opportunity to build on the synergies among the talents, interests and facilities of the partners for the benefit of the local community, specifically, building on and leveraging:

- WCI and Laurier's missions of educating students and developing future leaders;
- Laurier's strategic mandate to support experiential learning;
- WRDSB's goal of enhancing learning environments; and
- The City's interest in improving the quality of life for Northdale and area residents and supporting WCI and Laurier in achievement of their goals.

The site will be anchored by the Northdale Neighbourhood Commons, a neighbourhood gathering place and central gateway to possible uses including:

- a renewed and accessible WCI
- shared learning/ collaboration spaces
- a range of needed services (social, wellness)
- cultural, recreational, leisure and green spaces
- retail opportunities (food and beverage)
- Laurier's Northdale Campus

The Commons and other community use spaces on the site will help create social cohesion and a sense of place, community and belonging. Over time, Northdale will be revitalized and re-urbanized into a diverse, vibrant and sustainable neighbourhood in Waterloo.

Existing Relationships and Common Interests Among the Partners and with the Community

The three partners have a myriad of existing two-way and three-way linkages that are based on past and current relationships and common interests in programs, services and facilities. These will only be further enabled, enhanced and deepened through common interests in the Northdale neighbourhood and this project. Many of these also include engaging neighbours and the broader community. As expressed by members of the Phase 2 Project Committee “we all exist to serve the community”.

Regardless of whether a renewed WCI is in a retrofitted building or is a new build, significant opportunities exist to continue with established partnerships and build new ones among the three partners.

During Phase 2 the partners (with assistance from colleagues during meetings with 36 representatives of the partner organizations) built on Phase 1 consultations to delve more deeply into the existing relationships and potential new synergies between and among the partners. Regardless of the timing and phasing of redevelopment opportunities on the site, this work has affirmed the strong ties and enthusiasm for the potential of even stronger future relationships among the partners, resulting in benefits for the Northdale Neighbourhood and the learning community.

Existing and potential opportunities “cluster” in the following areas:

- **Community building and engagement** activities between the City and students and faculty of both WCI and Laurier (e.g. Faculty of Arts C3 Innovation Labs [Campus, Cities, Communities], City Studio, Wellbeing Waterloo Region, student placements, JUMP [Joint Use, Maintenance and Partnerships – sharing WRDSB and City facilities], environmental projects, student voices in City policy discussions, participation on Town and Gown Committee and its activities, Harms Reduction Task Force, Suicide Prevention Council)
- **Structured and unstructured athletic, activity and fitness programming and facilities**, both indoor and outdoor (e.g. spaces and facilities owned and/or managed by WCI, the City or Laurier). This includes the community engaged research programs of the Kinesiology Department at the Northdale Campus as well as the fields and open spaces at WCI and the Northdale site. For Laurier it includes connections to the extensive facilities and capabilities of the Athletics Department on the main campus
- **International** Students and Internationalization at home that builds on WCI's strength as a magnet school for English as a Second Language (ESL) and Laurier's commitment to help educate global citizens (both Canadian and International students at Laurier)
- **Leading edge education** for secondary and post secondary students building on the strategies of Ontario's Ministry of Education, Laurier's strong Faculty of Education and a renewed WCI as a living lab for developing global competencies and leadership capacity
- **Music and the arts** building on Laurier's Faculty of Music and its redevelopment plans, the Conservatory of Music, the Community Music program, Faculty of Arts Film program as well as WCI's strength as a magnet school for instrumental strings and strengths in visual arts and drama programming

The WCI Vision Committee commented that these common theme areas create a strong foundation for continuing to build future project phases.

Appendix A contains the full list of Existing & Potential Collaborations and Synergies Among Northdale Partners.



Components of the Northdale Neighbourhood Partnership Site

Preamble

The vision for the Northdale Neighbourhood Partnership Site has been evolving for a number of years, both prior to official agreement among the partners to work together and during two phases of work, each anchored by an MOU. As the conversations have continued, consultations held with a wide range of stakeholders and best practice examples considered from other communities, a sharper image has emerged.

This project is first about building a community at the Northdale site. A clear picture has emerged about the kind of community this Neighbourhood desires to be:

- Diverse and inclusive
- Innovative
- People focused
- Active and engaged
- Nurturing of mind, body and spirit
- Safe and healthy
- Welcoming

Seven Components

Phase 2 work has identified 7 components to be included in Phase 3 Master Planning:

1. Northdale Neighbourhood Commons
2. WCI Learning/Academic Spaces
3. WCI Arts and Indoor Athletics
4. Laurier Community Engaged Research Programs and Services providing Laurier students with opportunities for experiential learning
5. Outdoor Athletics (Programmed and Unstructured)
6. The Greenery (Indoor and Outdoor, including Storm Water Solution)
7. Parking and Transportation

The diagram below identifies one possible configuration of the seven components currently being imagined for the Northdale Neighbourhood Partnership site. A number of key assumptions are inherent in the configuration of components in the sketch.

- Hazel Street is closed and a new road (mustard yellow on the diagram) is introduced on the east side (as an alternative, consideration could be given to changing the nature and function of the roadway)
- Laurier will prefer its new campus building closer to University Avenue and hence it is located near Hickory Street (purple oval)
- Storm water has been remediated as part of a green space feature on the far eastern edge (navy blue)
- Playing fields and outdoor facilities have been maximized (green ovals)
- The Northdale Neighbourhood Commons is central to all uses (hot pink circle)
- WCI Learning Centre is on the west side (blue oval)
- Surface level parking is retained unless the parties find a way to pay for a parking structure (grey oval)
- The Greenery retains its current location (lime green oval on the west side)
- A separate WCI Arts and Indoor Athletics facility remains on the east side (dark grey circle)

The Phase 3 Master Plan will need to confirm these assumptions and provide options to be considered by the partners.



1 // Northdale Neighbourhood Commons

Purpose:

To build community there needs to be a “commons”; a place the community “owns” where everyone belongs and can engage and participate with other people in communal places and spaces and activities. The first and central component of the Northdale Partnership site is therefore the Northdale Neighbourhood Commons.

As in a hub and spoke model, the Commons is the focal point through which the various users of other site buildings, services and amenities will travel. The Commons is also a destination for the Neighbourhood to actively engage in building community. For neighbours with young children, university students needing a break from their high-rise residence room, WCI students with a free period or at lunch, retired or elderly neighbours enjoying the sense of belonging and customers coming to meetings or appointments - the Commons is a lively, active and welcoming space. Inside and outside, the space “belongs” to everyone.

Description:

The Commons amenities will continue to be developed as the neighbourhood and its stakeholders engage with the master planning process in Phase 3 of the project. At this time, ideas for the Commons include the following:

- Large atrium, flexible open space for gatherings, small musical performances, art exhibitions, etc.
- Furniture and equipment on wheels to suit a wide range of needs and configurations
- Lots of light and places to sit and “be” without the need to purchase anything
- Several welcoming connections to the out of doors and green spaces including walking paths and outdoor programs areas such as amphitheatre, picnic areas, playground etc.
- Indoor extension of the Greenery, perhaps in the form of a water feature and a green “living” wall – at a minimum, indoor plantings
- Community kitchen (and perhaps outdoor barbeque pit area) available for programming by all Northdale residents and including opportunities to share the making and eating of cuisine from diverse cultures
- Small retail spaces intended for small business owners with offerings that connect with the philosophy of Northdale and the Commons, perhaps building on the values of environment, diversity and collaboration. For example, businesses that support the idea of fair trade coffee, locally sourced food, imported handcrafts from around the world, locally created art, etc.
- A community/ recreation room to be used by neighbours and others for recreation, meetings and gatherings (3,500 square feet funded by the City)
- Office space for City engagement staff
- Counselling services or equivalent to Front Door (one stop referral to services) to normalize the idea that everyone needs help sometimes and help is available to anyone who needs it.
- Large and obvious “way finding” (perhaps using Inukshuk to point the way) to the other site components including WCI Learning Centre, WCI Arts and Indoor Athletics, Laurier Community Engaged Research Programs and Services, Outdoor Athletics, the Greenery and Parking and Transportation

Ownership, Users, Animators:

The Commons will most likely be owned by a collective, perhaps through a newly created not-for-profit organization.

The partners continue to discuss options for maintenance and operation of the Commons. Any of the three have the competencies to do so. Since the Commons must belong to the community, it is preferable that private sector for profit interests not be retained for this purpose; their role should be to help animate the space through the provision of services/ retail spaces.

It will be important that a paid resource, accountable to the partners, be responsible for overseeing and programming the Commons. Such a role is in the vein of a coordinator or facilitator but perhaps best described as the Commons Coach. The incumbent in this role would have community development background with deep experience in collective impact and diversity and inclusion. They would work with the neighbourhood, all stakeholders and the arts and sports communities to develop year-round indoor and outdoor programming for the Commons.

Such a role would also be responsible for collaborating with the other Northdale site components to integrate and coordinate ideas, programs and services as well as creating a shared Calendar of Events to be broadcast to all Northdale stakeholders and the community at large.

This project has been discussed with potential community partners early in Phase 2 to identify whether there is some interest to play a significant role at Northdale. The intention was to seek a large organization capable of playing an anchor role in some portion of the project. Now that the concept of the Commons has emerged more clearly, it would be opportune to meet again with these organizations to identify whether common interests exist. They are Carizon (and through them also Lutherwood and CMHA) and the Cambridge, Kitchener and Waterloo YMCA's.

Funding and Timing:

The City of Waterloo has a 10-year capital plan that includes a budget for a community/recreation room which could form part of the Commons. No other sources of capital have been secured yet. The Northdale project has been discussed with a number of foundations both provincially and locally and has been received with strong interest. As this concept of the Northdale Neighbourhood Commons has emerged more clearly during this phase, it is likely opportune to re-engage with these potential funders to discuss common interests. These include the Kitchener Waterloo Community Foundation, Ontario Trillium Foundation and Lyle S. Hallman Foundation (details in Appendix B).

Operating revenue opportunities may be offered by retail spaces. It is important, however, that Neighbourhood and community use policies are in place to ensure access and opportunities for wide ranging and diverse animation of the space. Except for retail spaces, spaces in the Commons would ideally be available for use by the three parties and the neighbourhood at little or no cost. This may be a challenge, given the availability of existing retail/ service spaces in Northdale and it will be important to ensure that the Commons is viable from an operating cost perspective.

In the best scenario, the Commons will be the first component to be constructed on the redeveloped site. However, the master planning work will largely determine how the various components can be phased given the need for current uses on the site to continue through the site's redevelopment.

2 // WCI Learning/Academic Spaces

Purpose:

WCI is located at 300 Hazel Street in north-central Waterloo. Originally located in a neighbourhood composed of single family and multi-family dwellings, the context for this school has changed dramatically in the last decade with development related to Laurier and UW. Currently, the site is mostly surrounded by student housing developments, university buildings and commercial development. Most of the building was constructed between 1959 and 1962, with smaller additions occurring in three separate occasions since that time.

The school is nearly 60 years old and does not meet the AODA standards for an accessible Ontario which is required by 2025. Estimates to make the site accessible are approximately \$8.0M. The buildings, if renovated, would require upgrades to meet the current Ontario Building Code standards (no cost estimates have yet been made). Significant deferred maintenance – estimates five years ago identified \$18.0M – also exists. These last two items contribute to a Facility Condition Index (FCI) calculation. A school with a FCI equal to or greater than 65% is considered “prohibitive to repair.” This means that the cost to complete the renewal “events” in the next 5 years outweighs the cost of rebuilding the same school from the ground up.

Although growth projections for the next decade show a need for additional high school capacity over time, a need for new spaces at WCI will likely not occur until 2026 or later.

On its own as a free-standing institution, WCI might not warrant significant public investment yet. With the exception of addressing accessibility requirements, these students have a school that is still habitable and there is no immediate need for a redeveloped WCI today.

However, in light of the Northdale Plan and the vision for a Northdale Neighbourhood Partnership project anchored by the Northdale Neighbourhood Commons, the collective benefits to all the stakeholders takes on a very different perspective in terms of priority for public investment.

Description:

WCI struck a Vision Committee several years ago to begin discussions for a redeveloped WCI. At that time the WRDSB was considering whether the Northdale site was most appropriate for a north-centrally located high school. The Committee became actively engaged in that conversation and has continued to meet since that time.

During Phase 1 of this project the Committee was consulted. During Phase 2 the Committee actively participated in meetings to share ideas, hopes and dreams and build the full picture of synergies among the partners. The Committee helped to move the concepts for the Northdale site forward.

In particular, the Committee pointed to leading edge thinking and global strategies for educating students who will enter high schools in 2030 and beyond. These studies lay the ground work for a renewed WCI as a learning institution that educates global citizens and works in partnership with the City and Laurier to create community among its students, families and neighbours.

Together with the WRDSB, the WCI Vision Committee and its students, families and alumni will actively participate in Phase 3 Master Plan for this project as well as the detailed design (Phase 4) to bring to life the renewed WCI.

Ownership, Users, Animators:

WRDSB and the WCI Vision Committee will work with students, families and alumni to plan for a renewed WCI. The Principal, staff and students will use and animate the learning space.

At this time in the planning for the project it is possible that some portions of the existing WCI could be repurposed. The main entrance, gymnasiums and the auditorium in particular, may be retained and retrofitted. Assuming this is possible, the learning space may be considered as a separate component from what is being called the WCI Arts and Indoor Athletics component.

Funding and Timing:

WCI has been identified as a capital project consideration in the WRDSB's Long-Term Accommodation Plan 2017-2027. With the recent provincial election, it is unclear what the Province's process will be for capital requests to the Ministry of Education. WRDSB has not yet put forward a funding request for WCI. Often it takes several years before a request is approved. If the WRDSB puts forward a funding request in 2019, the earliest occupancy would be 2023.

3 // WCI Arts and Indoor Athletics

Purpose:

The goal of this component is to retain (and ideally augment) purpose-built spaces at WCI that can cost effectively be renovated and retrofitted within the benchmark funding envelope approved by the Ministry of Education. Of interest is the auditorium (connected in the same building with the gymnasiums) and perhaps the cafeteria. The Ministry's funding model does not account for the construction of auditoriums in high schools. Since the WCI community is so attached to its auditorium, it is hoped that a new school with a budget estimate that includes funding for gymnasiums will be permitted to be used in part to renovate these repurposed spaces (three gyms and the auditorium and perhaps the cafeteria).

Another possibility is to seek grant funding from the Waterloo Region Heritage Foundation to "save" and renovate key heritage attributes at WCI. The front entrance and auditorium would certainly be key opportunities to pursue in this regard. To access this funding, the building components would need to have a heritage designation under Part IV or Part V of the Ontario Heritage Act.

In the event these funding arrangements are not possible, or perhaps in addition, it is possible that this component could be joined to the Northdale Neighbourhood Commons where alternative funding sources (such as from foundations) may become available. If this occurs, WCI and its partners would negotiate use of these spaces and the high school will likely have some combination of gymnasium or cafeteria within the WCI Learning/Academic Spaces.

Description:

The existing WCI entrance, three gyms (including double gym with viewing gallery) and the auditorium (perhaps also the cafeteria) would be the core of this component. Severed from the rest of the existing WCI buildings, the following would be required;

- Accessibility
- Washrooms
- Services (water, sewer, HVAC)
- Connection/access to outdoor athletic spaces
- Connection to the Commons

An additional opportunity imagined by WCI is to include the cafeteria, which is on a lower level in the same area of WCI as this component. The cafeteria could be repurposed for other uses, including music practice rooms, rehearsal space and art rooms.

Ownership, Users, Animators:

Ideally the WRDSB will continue to own this component. With a renovated auditorium, it is possible community use of the space would increase. As well the gymnasiums would be subject to the WRDSB's community use of schools policies regarding agreements and rentals for community/partner use after school hours and on weekends. As discussed above an alternative would be to join this component to the Commons and create community ownership.

Funding and Timing:

Regardless of whether or not the WRDSB is able to fund the renovation of this space, or a connection is made to the Commons and broader community ownership, the timing will be phased as part of the overall WCI renewal plan, likely 2023 or later.

4 // Laurier Community Engaged Research Programs and Services

Purpose:

The Laurier Northdale Campus currently houses community-oriented research programs and services emanating from the Kinesiology Department in the Faculty of Science. These programs and services have community members as clients and participants. The location away from the main campus is a significant benefit for community members because there is parking available and the surroundings are less intimidating for those unfamiliar with the Laurier campus. At a minimum, these uses must continue until a new building is available to replace the current one, which is near the end of its useful life i.e. ten more years potentially.

Description:

The Existing & Potential Collaborations and Synergies Among the Partners document in Appendix A identifies a significant number of additional Laurier opportunities to participate at the Northdale campus. Depending on the timing of a new facility to replace the existing building which is near the end of its useful life, and the components that can be housed in other new Northdale buildings, many possibilities exist to accommodate these Laurier uses.

For example:

- If it is possible to renovate and retrofit a WCI Arts and Indoor Athletics component, and that facility includes the current cafeteria space reimagined for the arts, it is possible that the Laurier Conservatory of Music could relocate. If not, the Faculty of Music uses could easily be designed into a new Northdale campus building.
- The synergies between the Faculty of Education and WCI with respect to leading edge education are exciting. When the time comes for detailed design for the new WCI Learning Centre, it is possible the original thought from Phase I of locating a Laurier Advanced Education area within this space will come forward again. Otherwise, uses for the Faculty of Education could be designed into a new Northdale campus building.

The concept for a new Laurier Northdale campus will need to continue to evolve over time as opportunities present themselves for partnerships and shared funding.

Ownership, Users, Animators:

Laurier will own, program and operate this facility. Uses will depend on final decisions with respect to capital available and ongoing operating funds from the various faculties, departments and programs wishing to participate at Northdale.

Funding and Timing:

There is currently no capital funding earmarked for a replacement building at Northdale. Building maintenance is being completed as needed on the existing building with approximately a ten-year time frame in mind.

5 // Outdoor Athletics (Programmed and Unstructured)

Purpose:

A key component of the vision for the Northdale Partnership site is to offer students, neighbours and the broader community a variety of opportunities to engage in structured and unstructured physical activities and play outdoors. It is recognized as integral to a complete and healthy neighbourhood.

Description:

WCI currently has playing fields, a track, tennis courts and other outdoor athletic uses. The partners continue to hold conversations about future plans to invest in sports and recreation amenities at Laurier, by the City and at various WRDSB school sites. Current ideas for the Northdale site and WCI, include:

- A walking, cycling and cross-country ski trail running along the entire perimeter of the Northdale site
- Integration with the storm water management solution, likely to be on the east side of the site and the Greenery, located on the northwest
- Artificial turf field with lights to enable long hours of play opportunities (Laurier has such a field that is used well into the night time hours) with sufficient space to accommodate soccer, football, field hockey, rugby and ultimate frisbee. The potential configuration of components illustrates that this outdoor space could be significantly larger than it currently is
- A track
- Upgraded tennis courts (perhaps in collaboration with the Waterloo Tennis Club)
- Space for "pick up" facilities for badminton, pickleball, cricket and disc golf
- Jumping pits
- A baseball diamond

Ownership, Users, Animators:

The Northdale site is owned by the WRDSB and Laurier. The three partners are discussing how capital funding and operating costs might be shared for some outdoor amenities and hence agreements could include proportional use for students or the community. For example, the City and WRDSB could partner to pay for artificial turf fields. The parties would have to work out an agreement for who would maintain and operate this facility.

Funding and Timing:

Funding options are being discussed by the partners. It is possible the communal outdoor facilities, such as the walking/cycling/ski trail and those surrounding the Commons, will be of interest to a granting organization. This opportunity will be pursued during the Phase 3 master planning work.

Timing for the outdoor amenities should be considered as the phasing for various components becomes clear. If possible, it would be ideal if some outdoor spaces could be completed for neighbourhood use as soon as is practical. For example, if the storm water solution is created early in the development plan and perhaps in conjunction with the building of a new access road, green space and a partial walking/cycling trail could also be completed.

6 // The Greenery (indoor and outdoor, including storm water solutions)

Purpose:

A healthy and complete neighbourhood includes integrating the natural environment with buildings and offering opportunities to learn about and engage with nature. Laurier currently has a greenhouse, an edible forest, an apiary (bee hives) and community garden on the Northdale site. Opportunities for students to experience outdoor environmental programs and for neighbours to engage more fully with the environment will be integrated throughout the site and will be more fully imagined during the master planning phase.

Storm water solutions are included with this component because a solution is likely to be integrated with the outdoor space design. See also the Outdoor Athletics component and particularly the unstructured play concepts.

Description:

Ideas that have been considered include:

- Buildings and outdoor spaces that are sustainable
- Water features and green spaces inside buildings
- Recycling and composting programs, if supported by the Region of Waterloo
- Expansion of Laurier current uses (more community gardens, greenhouses)
- Plantings to encourage butterflies, birds
- Use of native plants
- Interpretive signage
- Public art perhaps inspired by the many cultures represented in the community including first nations [Haudenosaunee and Anishinaabe peoples]
- Water feature integrated with recreation uses to resolve storm water issues

Ownership, Users, Animators:

The existing amenities of the greenery component are owned by Laurier. There is a substantial opportunity to enlarge this component and to integrate it with outdoor uses designed for WCI property in the future. Phase 2 consultations imagine the site being planned as a single integrated entity.

Funding and Timing:

Some portions of the features and amenities of this component may be of interest in the broader concept of the Commons reaching out of doors. Also, the Greenery and outdoor spaces lend themselves to community building and development. Therefore, a foundation interested in these aspects of the project may support an expanded Greenery.

Timing will depend on the overall phasing of the components of the site as determined during Phase 3 as well as a variety of opportunities for partners that may present themselves.

7 // Parking and Transportation

Purpose:

Earlier in this report we discussed the challenges and opportunities presented by traffic, transportation more broadly and parking. The objectives for this component of the project are:

- As much as possible, the site is pedestrian and cycling safe and friendly
- Sufficient road access to meet the needs of the community; a new road to replace Hazel Street should be seriously considered to permit optimal use of the site configuration by closing Hazel Street
- An east/west connection to the nearby ION station
- Land is not consumed with only surface level parking

Description:

Visitor and accessible parking will be available close to each of the component buildings on the site; WCI Learning Centre, WCI Arts and Indoor Athletics and Laurier Community Engaged Research Programs and Services. Additional parking could be in a parking structure, likely on the west side of the site.

Active transportation will be fully integrated into the site including walking and cycling paths and cycling facilities on nearby streets.

An Environmental Assessment (or addendum) will be needed to ascertain the impacts and options for partial or full closure of Hazel Street. Hazel Street is both a bus route and one of several key controlled intersections for the neighbourhood to access the surrounding road network. Alternative access to and from the neighbourhood will likely be required. Ideally the street will be closed to enable the Commons to be constructed to join what is currently two pieces of land. The EA process should likely be done concurrently with the Phase 3 Master Planning.

Ownership, Users, Animators:

The City of Waterloo will be a key partner in developing solutions for parking and transportation. However, both the WRDSB and Laurier will continue to be involved in discussions especially with respect to parking since options for land use will be considered. An agreement to determine ownership, operation and maintenance will need to be developed.

Funding and Timing:

The partners together will fund any requirements, unless a private sector parking partner is in some way considered. Such discussions have not yet been had by the partners.

Timing will be determined by the outcome of the Environmental Assessment and the Master Planning work in phase 3.



Project Resourcing

Property

One of the key assets enabling the concept of this project is the ownership of contiguous property by the partners.

- As the largest landholders in the partnership, there exists the possibility for WRDSB and Laurier to exchange land (or portions thereof) in order to enable continuation of existing uses while new components are being developed. The Ministry has clear rules for disposition of property owned by school boards and the subsequent uses of any funds generated. Decisions by the Ministry of Education with respect to funding for a renewed WCI may also have implications for property uses.
- Additional acreage could be available for the proposed structures and spaces depending on the outcome of an Environmental Assessment (or addendum) completed by the City with respect to full or partial closure of Hazel Street.

Funding

Each partner has its own corporate capital and operating funds planning and allocations systems and processes. The unique feature about the Northdale Neighbourhood Partnership project is that while each partner has clear boundaries within which it owns and operates its assets, the true “magic” is that which falls between the intersection of those boundaries. These are the shared spaces, the collaboration resources and the community building assets. Organizations focused on healthy communities and the children, families and neighbourhoods within them are researching, developing pilots and discovering how important these intersections of boundaries are. Granting organizations, including the Ontario Trillium Foundation, Kitchener Waterloo Community Foundation, Lyle S. Hallman Foundation and others nationally and internationally, are interested in supporting holistic and collective approaches to innovation in this space.

Initial contact with these organizations has been made during Phase 2 and the work plan for Phase 3 will include further contact as more details are developed during Master Planning.



Risk Assessment

A recent publication by Grant Thornton¹² provides a framework for considering whether risks, both upside and downside, exist from the perspective of a standard set of categories that describe the external and internal environments of organizations:

- **Compliance** - Non-compliance with laws and regulations
- **Reputational** - Social media, privacy, litigation
- **Information technology** - Data availability, data security (including that related to mobile devices)
- **Financial** - Liquidity, capital availability, investment, theft
- **External** - Macroeconomic conditions, volatility, structural change, competition, industry cyclicity, natural disasters
- **Governance** - Failure to have an appropriate governance structure or skills proportionate to the intended governance structure
- **Strategic** - Failure to implement strategy, ineffective strategy, or absence of strategy
- **Operational and program** - Service quality, capacity constraints, vendor dependencies



In order to assess these risks, the Project Team will need to analyze a range of factors, including:

- the likelihood of the risk occurring (low, moderate or high);
- the impact the risk will have on the organization (low, moderate or high);
- the interconnectivity of that risk with other risks;
- the ability of the organization to react the risk (i.e., clock speed risk); and
- the ability to mitigate the risk.

Having completed this assessment and concluded an overall level of risk for each situation, there are 4 alternatives for managing those considered too high: Avoidance, Transference, Mitigation and Acceptance.

In addition to identifying and assessing risk, the decision to develop mitigating strategies to reduce the overall risks and developing a monitoring structure will help to create work tasks for the Project Team during the remaining phases of the project.

¹² Grant Thornton, 2014, Risky Business

Northdale Partnership Project Risks Identified

A number of potential risks exist at this stage in the life of the project, as identified in the table below.

Category	Risk situation
Compliance	<ul style="list-style-type: none"> Proposed land uses potentially require applications for zoning variances or other amendments
Reputational	<ul style="list-style-type: none"> Poorly planned or implemented project will negatively affect the reputations of three high profile partners Inadequate consultation with the neighbourhood and community could result in a Commons design that does not reflect user desires The WRDSB has a restriction on the types of uses that can lease space near its schools
Information Technology	None
Financial	<ul style="list-style-type: none"> Insufficient funding to proceed with Phase 3 Lack of interest by funding sources to support the Commons Ministry of Education unable to fund WCI renewal in time to achieve construction by 2025 (date for AODA compliance) Insufficient revenue from leases at the Commons to support operating costs for community use
External	<ul style="list-style-type: none"> Substantial changes in capital funding guidelines under a new provincial government Municipal and School Board elections affect willingness to continue Northdale partnership Success of Smart Cities Challenge enables new partnership opportunity for the Commons
Governance	<ul style="list-style-type: none"> Governance structure during Phases 3 and 4 is inadequate to ensure partners control the outcomes to achieve each of their corporate goals Governance structure post site development is inadequate to ensure the Vision for the Northdale Neighbourhood Partnership project continues into perpetuity Turnover of project champions for each partner threatens continuity and project team cohesion
Strategic	<ul style="list-style-type: none"> Absence of strategy, ineffective strategy or failure to implement strategy Inability to close or restrict traffic on Hazel Street may impact the concept as currently conceived
Operational and Program	<ul style="list-style-type: none"> Inadequate business plan both overall and for each component Unrealistic timing for development of various site components Difficulty in attracting retail/ service leaseholders to animate Commons/ provide operating funding



Action Plan Phases 2B, 3 and 4

A new Phase 2B has been created by the Project Team to guide the work after completion of Phase 2 and prior to commencing Phase 3. During this phase the following tasks need to be completed.

Task	Details	Timing
Phase 2B		
1. Commence Phase 2B	Agree scope of work to be completed	July 1, 2018
2. Complete Risk Assessment	Team to collaboratively complete risk assessment	September
3. Follow up with key stakeholders	For purposes of seeking funding for subsequent project phases and project participation, stakeholders to include: potential funders and community partners	November 2018
4. Create MOU for Phase 3 for Partners	During monthly project team meetings in time to secure funding in the new year	November 2018
5. Finalize RFQ for Phase 3 Master Plan and issue to vendors of record	Acquire responses for RFQ (Request for Qualifications) for Phase 3 Master Planning	November 2018
6. Review Project with governing bodies of the Partners	Depending on timing of elections, updates could occur at different times for different partners.	Early 2019
7. Follow up with WCI Vision Committee	WRDSB to coordinate timing and include other partners	Early 2019
8. Finalize RFP for Phase 3 Master Plan and issue to/select potential vendors (vendors of record)	WRDSB to coordinate timing and include other partners	Early 2019
Phase 3		
9. Completion of Phase 3	Monthly progress monitoring meetings/phone calls with successful vendor to ensure compliance with Phase 2 conclusions or agreement to make needed adjustments as the work on Phase 3 continues	March to October 2019
Phase 4		
10. Phase 4	Develop agreements. Seek any necessary Planning approvals. Detailed design for first phase of redevelopment	2020 to 2022
Remaining Project Phases		
11. Phase 5	Construction for first phase or component of redevelopment	2023 to 2025
12. Phase 6	Occupancy	January 2026



Draft Scope and Considerations Phase

Key Activities/Outcomes

1. Partnership & Engagement Plan
2. Detailed Master Plan
3. Business Plan
4. Phasing Plan

Partnership & Engagement Plan

Engaging with stakeholders will continue to be a critical element of the work program for Phase 3. Building on engagement activities in Phases 1 and 2, Phase 3 will include a full range of stakeholders, including:

- WCI Vision Committee
- WRDSB stakeholder representatives
- Neighbours and residents in the area
- Laurier stakeholder representatives
- Conestoga College and University of Waterloo representatives
- City of Waterloo stakeholder representatives and elected officials

The Partnership and Engagement Plan should:

- outline who will be engaged, when, on what components, and to what level (ranging from being informed through to being empowered)
- build upon previous consultations/engagement.

Contents of Detailed Master Plan

A. Planning Analysis to evaluate:

- applicable planning policies, standards, and guidelines
- context (including surrounding lands, existing on-site conditions, site development opportunities)
- needs (including trends, phasing, staging, interim land uses, complementary commercial uses), including the following project components:
 - Northdale Neighbourhood Commons
 - WCI Learning/Academic Spaces
 - WCI Arts and Indoor Athletics
 - Laurier Community Engaged Research Programs and Student Experiences
 - Outdoor Athletics (Programmed and Unstructured)
 - The Greenery (Indoor and Outdoor, including Storm Water Solution)
 - Parking and Transportation
- urban design building form, materials, massing and architectural features
- access and accessibility (barrier free)
- public realm and open spaces (including landscaping, site furnishings, safety, security, amenity spaces, gateways, edges)
- place making (including landmarks, views, art)
- sustainability and environmental considerations
- signage

- B. Heritage Impact Assessment (per City of Waterloo HIA Terms of Reference)**
 - evaluation of impact of development/ redevelopment options with respect to identified on-site cultural heritage resources)
 - identification of impact mitigation strategies / alternative development approaches, as appropriate
- C. Transportation Assessment**
 - anticipated volumes/ nature and transportation network impacts and recommendations
 - Transportation Demand Management recommendations
 - transit analysis/ recommendations
 - Active transportation analysis/ recommendations
 - traffic calming analysis/ recommendations
 - parking and loading analysis and recommendations
- D. Functional Servicing Plan and Report**
 - servicing plan(s) showing existing and proposed sanitary/storm/water servicing infrastructure and connection locations to municipal systems
 - sanitary sewer loading and capacity analysis
 - watermain pressure and flow analysis
- E. Stormwater Management (SWM) Plan and Report**
 - SWM strategy/ plan (pre to post, minor and major flow, approach to quantity and quality control, drainage plan showing minor and major system flow routing, internal and external catchment areas)
 - Storm sewer loading and capacity analysis (minor system)
- F. Conceptual Design Report as detailed in “Scope of Master Planning Activities”**

Scope of Master Planning Activities

1. Background Review
2. Stakeholder engagement/public consultation
3. Partner meetings (and program partners)
4. Conceptual Design Report including:
 - a. The aims and objectives of project.
 - b. A summary of the project brief.
 - c. Areas of compliance and divergence between the concept design and the project brief.
 - d. Identification of constraints, including local context, site levels, access, constructability’.
 - e. The outcome of key consultations.
 - f. Statement of how the design meets the clients’ needs.
 - g. Site context and strategy.
 - h. Design and access statement.
 - i. Full site plan drawings, including building and site layout, including car parking, hard surfaces, spaces, public art etc.
 - j. Landscape strategy.
 - k. Layout of accommodation, including analysis of adjacencies between functions.

- l. Sections.
 - m. Elevations.
 - n. 3D visualisations/renderings and/or physical models.
 - o. Fire strategy.
 - p. Services strategy including emissions targets.
 - q. Information and communications technology (ICT) strategy.
 - r. Maintenance strategy.
- 5. Cost Estimate**
- including Class D cost estimate and operating cost projections
 - including recommended cost apportionment to project partners and for key shared spaces (e.g., Commons, playing fields, parking)
- 6. Business Plan**
- 7. Phasing Plan**
- 8. Final Report**

Business Plan

To include:

- Available Funding Sources, including adherence of WRDSB Business Case Template
- Potential Funding sources (grants, foundations whose goals/criteria, our project or components thereof align with)
- Potential revenue sources (including market scan to determine viability/ rate of return re: commercial spaces)
- Recommendations regarding terms of a Joint Use Agreement for the Partners (including matters such as decision-making model, operating principles, access, rights/ responsibilities, notifications, cost-apportionment)

Phasing Plan

- To include a timeline of the construction/ approvals process to complete the items identified in the Detailed Site Master Plan.
- To describe timing and organization of how existing site components will continue to operate whilst overall project proceeds.

These descriptions will be the starting point for a full Request for Proposals (RFP). The cost of this work will be determined through a competitive procurement process. The key to receiving comparable bids will be to ensure the scope of work is clearly defined and understood to be “conceptual” in terms of any of the individual components, including a renewed WCI. Phase 4 will provide the opportunity for more detailed space programming and schematic design work by architects and engineers for individual components.



Appendices

A // Existing Relationships and Synergies Among Northdale Partners

Connections with Partners	Waterloo Region District School Board WRDSB	Broader Community	City of Waterloo
Broader Community:			
	<ul style="list-style-type: none"> • Participation in Wellbeing Waterloo Region and Children's Planning Table • Future opportunities to listen to student voices on issues such as social justice, equity, social change, indigenous studies and truth 		<ul style="list-style-type: none"> • Planning Active and Safe Routes to School in partnership with many other organizations, including WRDSB
City of Waterloo:			
(Phase I space needs 3,500 SF for Community room & perhaps engagement staff)	<ul style="list-style-type: none"> • Long history of accessing facilities and fields owned by WRDSB and the City (JUMP) • Increasingly programming offered by the City for school aged children including STEM event for young women • Environmental projects such as community gardens of interest to students • Student voices on cycling, pedestrian friendly plans 		
WRDSB:			
(Phase I space needs 181,867 SF plus 10,000 SF theatre excluded from Phase I estimate)		<ul style="list-style-type: none"> • Opportunity for student voices and participation in social entrepreneurship that leverages current pilot for Inquiry Based Learning (what are you curious about?) and would focus on solving big, rich social and environmental issues such as climate change, injustice etc. 	<ul style="list-style-type: none"> • Work with WRDSB on high school student placement opportunities • Planning Active and Safe Routes to School in partnership with many other organizations, including WRDSB • JUMP Joint Use of Municipal Partners to coordinate facility sharing including WRDSB fields, gyms and rooms for community meeting and City owned rinks and some fields.

Wilfrid Laurier University:			
Relationships In General Not Connected to Specific Programs, Projects or Initiatives	<p>WRDSB</p> <ul style="list-style-type: none"> Retired and departed staff reside in various organizations around the Region's ecosystem creating strong and deep bonds. Specific relationships change over time as the individuals involved change but relationships persist that are powerful and positive e.g. CIGI, PI, Suicide Prevention Council. Strong alignment with Faculties of Education, Music and Athletics and deep opportunities to do more as WRDSB is the proponent of K-12 education for the future, building on existing pilot for Inquiry Based Learning and planning for 21st century skills and global competencies in future curriculum and program design. Emergent Design Conditions for Learning Framework currently in draft 	<ul style="list-style-type: none"> Human Resources recruits co-op students from Laurier Collaborate with Laurier and other post secondary institutional partners on larger community initiatives such as the Harms Reduction Task Force (Fire, EMS), St. Patrick's day /Homecoming Operations, Return to Campus planning and other Town and Gown initiatives 	
Laurier Courses, Programs, Projects and Initiatives:			
Research	WRDSB and Laurier working on a research partnership to develop a strategic relationship that builds on shared interests and complementary areas of expertise. Previously ad hoc projects have included social work, education, business and music faculties.		
Athletics		<ul style="list-style-type: none"> Community placements for students Field with lights available for unstructured play 24/7 	<ul style="list-style-type: none"> Discussion with City about indoor field space, shared planning for collective needs City and Laurier
Student Affairs	Camp- residential summer program to expose grade 8 students to entrepreneurship and STEAM related programming	<ul style="list-style-type: none"> Counselling (Beacon), wellness activities, social connections, belonging, pride of place, retail Experiential learning and job readiness strategy 	

Connections with Partners	Waterloo Region District School Board WRDSB	Broader Community	City of Waterloo
Laurier International	<ul style="list-style-type: none"> • WRDSB - WCI is an ESL magnet, currently with an ELL program and approved to have an ELD program in 2018/2019 • Laurier has targeted international students as one pillar in its growth strategy and educating global citizens as seen as an obligation; also has acknowledged "internationalization at home" as a critical competency for all Canadian campus students to acquire • Significant opportunities to build on Laurier LEAF program (training in academic English & orientation to life in Canada and culture at Laurier) and take advantage of Laurier residences to create program with WRDSB and WCI for grade 11 and 12 global students to study at WCI with anticipation of entry to Laurier (perhaps even with some credits being earned during these years) • Opportunity to partner with school board in China and other countries 		
Laurier Faculties:			
Faculty of Education (Phase I space needs 6,000 to 8,000 SF)			
Education in General	<ul style="list-style-type: none"> • Research into caring, safe and inclusive schools • Equity work 		
Student recruitment	Strategies to interest racialized students in profession of teaching; leveraging youth and thought leaders		
Reading clinics		Classroom space required	
Math clinics	Research into math instruction	Classroom space required	
Arts and science based camps		Classroom with sink required	
Ongoing additional qualifications and professional development programs	Classroom space required		
Specialized programming for gifted children & those with dual exceptionalities		Classroom, small consultation rooms & security issues	
Social Innovation		SHRC funded: international design thinking project to provide upgrading and professional development for teachers in Haiti, Egypt, China, Pakistan - Canadian student teachers take the classrooms while teachers receive training	

Connections with Partners	Waterloo Region District School Board WRDSB	Broader Community	City of Waterloo
Indigenous community research	Working with WRDSB Indigenous studies specialists	Currently focused on how to integrate indigenous culture into Faculty of Ed - could offer to broader community	
Future (2019) to be approved BA in International Education Studies	Connect with WCI Magnet for ESL and ADL		
Education for Music teachers	Eventual connect with WCI Magnet for strings although current collaboration is with Faculty of Music		
Practice teaching opportunities for students	Schools as laboratory environments for research		
Faculty of Music (Phase I space needs 10,000 SF)	Collaboration with History at WCI		
Beckett School of Music	No connect currently since Beckett begins with earlier age groups; but potential because time of use would be complementary	Part of Laurier Conservatory of Music	
Music Therapy		Only program in Ontario	
Operation of a Performing Arts facility		Could bring this capacity to a new or renovated facility (note: IATSE)	
Community Music Department		Living Lab performance spaces	
Faculty of Science; Kinesiology Department (Phase I space needs 26,000 SF)			
Kinesiology "research" labs (at the same time offering service to community members)		8 labs in the Northdale Mobility Centre - with potential to consolidate other labs into one space and opportunities to collaborate with Health Sciences - currently about 40,000 sq. ft	
Centre for Active Community Living (including existing programs for youth and potential for unlimited programs for all ages including those with physical disabilities, health & wellness, sports medicine, massage therapy, nutrition etc.)	Mostly for youth off site at schools (about 300 kids currently)		<ul style="list-style-type: none"> • With Faculty of Music on repetitive strain injuries • Could use full time gym with track for programs for all ages

Connections with Partners	Waterloo Region District School Board WRDSB	Broader Community	City of Waterloo
Community Psychology program	Joint work on child development; EDI (early development instrument) Extended Day Program affords research opportunity	Advocates for counselling services	
Summer camps for youth	8-week program \$30 not exclusively for KCI students		
Potential for broader range of programming in suitable facility (dance, sports coaching, phys ed and extra curricular)			
Kinesiology students		96 hours community volunteering required	
Faculty of Arts			
Film program		Opportunities for programming if venue exists	
Community engagement & outreach		Collaboration with the Working Centre Would program maker lab into social entrepreneurship curriculum if available	
C3 Innovation Labs (City Studio, Urban Sustainability, Social Entrepreneurship, Community Engagement)		✓ purpose-built space would be excellent	Current year projects partner with the City of Waterloo to tackle community issues
Drama	Could offer Drama if suitable space existed		
Lecture series off campus		Canada 150 series very successful	
Communications Theory and Sports Promotion	Could connect to athletics component		
Lazaridis School of Business & Economics			
Schlegel Centre for Entrepreneurship & Innovation		✓	
Launch Pad		✓	
Change Team		Advisory Group exists	

Connections with Partners	Waterloo Region District School Board WRDSB	Broader Community	City of Waterloo
Athletics			
In general	Sharing staff		
Community service for students		✓	
Unstructured play space	✓	✓	
Outdoor fields, running track	✓		✓
Gymnasium	✓		✓
Artificial turf	✓		✓
Green space, natural gardens - mindfulness	✓	✓	✓
I Move Your Mood		Counselling KW Habilitation	
Golden Hawks Basketball	✓		
Swimming pool			✓
Rink			City of Waterloo (Recreation and Facility Services) supports Laurier as the City owned WMRC supports men's and women's varsity hockey programs

B // Grant Opportunities

KITCHENER WATERLOO COMMUNITY FOUNDATION

Website: www.kwcf.ca/

Contacts: Elizabeth Heald CEO; Lynne Short VP

Email address: ehald@kwcf.ca; Lynneshort@kwcf.ca

Focus of interest:

- Interested in the connection between educating global citizens in 2030 and beyond, the United Nations' development goals for 2030 and the Region's current Smart Cities Challenge proposal and its focus on high school graduation rates
- KWCF wanting to focus more deeply on fewer issues in order to have significant impact
- KWCF moving more deeply into Impact Investing; current projects limited to social housing
- Individual donors prefer to be involved early in the development of projects
- Neighbourhood development for Northdale also and important aspect of this project

Next Steps: Connect again once Phase 2 is complete and a clearer vision could be discussed with potential donors

LYLE S. HALLMAN FOUNDATION

Website: www.lshallmanfdn.org/

Contacts: Laura Manning ED; Abbie Grafstein

Email address: lmanning@lshallmanfdn.org; agrafstein@lshallmanfdn.org

Focus of interest:

- Inspiring and growing individual and community potential
- LSHF values prevention, early intervention and cooperation that results in a more integrated community approach
- Target group is children and youth 12 years of age and younger
- Also have partnerships with local education institutions – each with one grant opportunity annually
- Organizations must be registered charities; municipalities also eligible

Next Steps:

- Potential exists for the Northdale Neighbourhood Commons component; especially outdoor play spaces, collective gathering spaces
- Meet again to update on details of concepts end of Phase 3 Master Planning

ONTARIO TRILLIUM FOUNDATION

Website: www.otf.ca/

Contacts: Tracey Robertson; Ikem Opara

Email address: Trobertson@otf.ca; lopara@otf.ca

Focus of interest: Capital Stream (\$5K to \$150K):

Purpose: OTF provides capital funding to improve the infrastructure required for communities to thrive. Funding is delivered through a process that allows OTF to respond flexibly and effectively to the broad and deep need for community-oriented capital funding across Ontario. The purpose of OTF capital funding is to:

- Enhance access to community spaces, programs, activities and services, and facilitate community members' full participation in the life of the community
- Enhance and build community spaces
- Enhance the efficiency and effectiveness of programs
- Make better use of technological resources

The Capital Investment Stream is for capital-specific projects that align with one of the OTF Priority Outcomes and its related Grant Result. There are nine Grant Results for capital focused projects:

- Active People: Infrastructure for unstructured and structured physical activities
- Active People: Infrastructure is accessible and available for physical activity
- Connected People: Diverse groups work together to improve community life
- Connected People: People who are isolated have connections in their community
- Green People: Conservation and restoration efforts are better planned and more sustainable
- Inspired People: Arts, culture and heritage have appropriate spaces
- Promising Young People: Children and youth who are facing barriers develop strong emotional and social skills
- Promising Young People: Youth are involved in creating solutions for challenges facing their communities
- Prosperous People: People who are economically vulnerable are able to meet their basic needs

Operating Grants:

Seed (up to \$75K)

- Applications once per year in February
- Intent is to learn from the project

Grow (up to \$750K)

- Applications once each year in June
- Intent is to scale a project with evidence of success

Transform (Deep, long term funding)

- New program; guidelines still being developed
- Likely release in Fall 2018 for deadline in November
- Likely to be very competitive across the province

Next Steps: Early indications from Tracey and Ikem that the Northdale Neighbourhood project is very aligned with OTF's connected people strategy

- Idea of school use of community assets as well as the reverse very appealing; community owns the Commons
- Building a connected community and community vitality; not just renovating a structure
- Environmental component the Greenery will help as well
- Ensure community heavily involved in design for next phases of work – “if they design it, they will come”

Strategy:

- Apply for Transform in the Fall
- Stay in touch with website and Ikem
- Possibly review Project Report Phase 2 with Ikem
- If we miss, can then apply for SEED in spring of 2019 to pay for learning and convening and designing with the Neighbourhood and stakeholders
- Then apply for Transform again in Fall of 2019
- Could also follow SEED with GROW grant
- Then apply for Transform again in Fall of 2020
- Key reference to United Way project in Montreal

MCCONNELL FOUNDATION

Website: www.mcconnellfoundation.ca/

Contacts: none

Email Address: Request for no personal contact; Written application only

Focus of Interest:

- An inclusive, sustainable, resilient Canada through social innovation
- Areas of interest: environment, healthy communities, reconciliation, social and economic inclusion, youth & education
- Focus is on the change making ecosystem in Canada
- Emphasis is Canada wide; scalable projects

Next Steps: Worthwhile when Phase 2 is complete to provide a written submission for consideration

C // Community Contacts

NORTHDALÉ COMMUNITY HUB PROJECT ENGAGEMENT AND CONTACTS TRACKING

Organization Name/ Partners	Contact(s) Name	Email address	Component(s) of Interest	Meetings
Laurier, VP Research, Provost and VP Academic	Robert Gordon	rgordon@wlu.ca	Laurier research assets; faculties of interest - Support for meetings with all Deans	16-Feb
Laurier, VP Student Affairs	David McMurray	dmcsmurray@wlu.ca	Student needs	23-Apr
Laurier, Dean Faculty of Education	Colleen Willard-Holt	cwh@wlu.ca	Educating global citizens - Interest in shared space for classroom, small consult rooms; revenue opportunity continuing ed courses	12-Mar
Laurier, Dean Faculty of Arts	Richard Nemesvari Dean of Arts	rnemisvari@wlu.ca	C3 Program	21-Mar
Laurier, Dean Faculty of Music	Glen Carruthers	gcarruthers@wlu.ca		13-Mar
Laurier, Interim VP Advancement & External Relations	Sandra Palarmo	spalarmo@wlu.ca		23-Feb
Director, University Relations	Shannon Weber	sweber@wlu.ca		03-Apr
Director, Office of the President	Sheldon Pereira	spereira@wlu.ca		15-May
Director, Athletics and Recreation	Peter Baxter	pbaxter@wlu.ca		09-Mar
Director, Laurier International	Ben Yang	byang@wlu.ca		18-May
Manager Research Compliance & Strategic Initiatives	Una Glisic	uglisic@wlu.ca		31-May
City of Waterloo	Internal Team including: Mark Dykstra, Jim Bowman, Jeff Henry	Additional meetings with Partners on future plans		20-Feb
Heritage Planner	Michelle Lee	michelle.lee@waterloo. ca	Contact with Waterloo Region Heritage Foundation	
C3 Laurier Arts and City of Waterloo collaborations	Student presentations Northdale			23-Mar
WCI Visioning Committee	Carol Kroetsch - Matt's EA	carol_kroetsch@ wrdsb.ca	WCI - Positive reception; agree to update WCI Survey; Tour; invite AC Fest;	March 2, April 5, May, June 14
WRDSB Planning Department	Ian Gaudet, Ron Dallen, Mel Lavoie			Mar 26, Apr 13, May 16, June 7
Lila Read, Superintendent WRDSB	Superintendent	lila_read@wrdsb.ca	Confirm collaborations with partners	13-Apr

Potential Community Collaborators				
Wellbeing Waterloo Region	Update Meetings		29-Mar	
CKW YMCA	Tom Abbott, VP Membership & Facility Development and <i>(Peter Sweeney, CEO not available)</i>	tabbott@ckwymca.ca 519-584-7479 ext 220	Health & Wellness - Interested in substantial partnership; meet again as components are clearer end of Phase 2	21-Feb
Kitchener Waterloo Community Foundation	Elizabeth Heald, CEO; Lynne Short, VP	eheald@kwcf.ca; Lynneshort@kwcf.ca	Funding Opportunities - Meet again after Phase 2 complete	04-Apr
Lyle S. Hallman Foundation	Laura Manning, ED; Abbie Grafstein	lmanning@lshallmanfdn.org; agrafstein@lshallmanfdn.org		28-Jun
United Way Waterloo Region Communities	Nancy Bird; Lead Community Engagement	NBird@uwwrc.ca	Knowledge of local community hub conversations - Uway no longer leading these types of collaborative conversations	28-Feb
University of Waterloo	Chris Read, Associate Provost Students, Chair City of Waterloo Town and Gown Committee			None
Laurier Students' Union	Kanwar Brar, President & CEO		Input through S. Weber @ WLU	
Conestoga College			Do not duplicate programs at University Heights e.g. ESL & Daycare - Contact after Phase 2 is complete	
Ministry of Educations			Hold - Through WRDSB	
Elected Officials - MPPs and MPs			Hold - Project Team to determine when this is appropriate	
WRDSB DECA Business Club			Not a space synergy opportunity	
KW Multi-cultural Association			Consider contacting when planning details for International and Globalization of education	
Laurier Indigenous Students Association			No contact	
WRDSB Equity Officer			No contact	
Mennonite Central Committee			No contact	
Northdale Developers			Hold until later phase - typically come in after public sector unless opportunity for 3P - Post Site Master Plan	
General Public			Ask WCI Visioning Cttee for advice - perhaps invite to a Saturday Design Session	

Private Sector			Commercial, retail, large community partner?	
Tamarack	Jane Humphries		Knowledge of Social Innovation Generation in Waterloo Region	14-Feb
Centre for Social Innovation	Tanya Surman SIG CEO, Marcus Huynh CSI Spadina Community Animator & CSI 192 Coordinator	marcus@socialinnovation.ca	Check out Toronto CSI; McConnell provided funding for Nation wide consult - plan for consult in this region?	Site visit March 20
Mars Discovery District	Lucas Periman	lperiman@marsdd.com		Site visit March 20
Ontario Trillium Foundation	Tracey Robertson	Trobertson@otf.ca	Funding; Interest in Youth; perhaps Community Hub	Feb 14, Mar 2, Apr 12
	Ikem Opara	lopara@otf.ca	Connected People Strategy; Key contact for new Transformation Program grant in the Fall	
Region of Waterloo	Mike Murray, CAO Douglas Bartholomew-Saunders, Comm Social Services John Hill	mmurray@regionofwaterloo.ca	Could be social housing, social service outreach worker - Connect to Smart Cities Challenge application	22-Feb
Arts and Culture				
Laurier Dean of Music	Glen Carruthers	gcarruthers@wlu.ca	Clear need; Laurier to be the anchor; no funding for \$24M facilities reno at Laurier	13-Mar
WRDSB	Jason Vandermeulen Chair; Heidi Kolb Principal		Through Visioning Cttee	Monthly
Groh Public School WRDSB	Helmut Tinnes, Principal		Pilot for Inquiry Based Learning - Tour	30-May
KW Community Orchestra	Heather Sundin	heather@sundin.ca	Hold as TheMuseum plans unfold	
Coalition of Performing Arts	Martin deGroote; Majdi Bou-Matar	mdg131@gmail.com	Laurier and WRDSB first; then speak with this committee	09-Apr
KW Art Gallery	Shirley Madill	Smadill@kwag.on.ca	Hold as TheMuseum plans unfold	
KW Symphony Orchestra	Andrew Bennett	ABennett@kwsymphony.on.ca	Hold as TheMuseum plans unfold	
Centre in the Square	Bruce Gordon, Chair Board of Directors	Bruce_Gordon@manulife.com	Hold as TheMuseum plans unfold	
The Museum	David Markell	david.marskell@themuseum.ca	Hold as TheMuseum plans unfold	
Creative Enterprise Initiative	Roger Farwell, Board Chair, Deborah Currie ED.	rfarwell@walterfed.com; deborahcurrie1920@gmail.com	Little capacity among the Arts community to bring funding or operational skills- several exceptions- need capable anchor	Mar 1st
Preston Scout House Band	Roy Wilson and Peter Black	ralbertwilson96@gmail.com & dundubh33@gmail.com	Interest only in an electronic hub for musicians	01-Jun

Health & Wellness				
Waterloo Tennis Club			Looking for more courts - No contact	
Elevation	Brandon Malo	519-886-5586	Church	
Local Private Health Providers			See WWLHIN	
Schlegel Centre for Aging	Gert Hartman, Director of Community Partnerships and Business Development	gert.hartmann@uwaterloo.ca		
WWLHIN	Bruce Lauckner, CEO Elliot Fung, VP	Bruce.Lauckner@lhins.on.ca	Contact Elliot Fung after Phase 2 complete to discuss potential Family Health Team site	03-Apr
Laurier Athletics and Recreation	Peter Baxter Director of Athletics & Recreation	pbaxter@wlu.ca		09-Mar
Laurier Kinesiology Department	Pam Bryden Acting Dean of Science	pbryden@wlu.ca		19-Mar
Engagement Opportunity for Phase 3	Northdale Community		Panel discussion on the components and Q&A Discuss with WCI Visioning Cttee	TBD Phase 3

D // Youth Centred Design - UNICEF

WHAT IS YOUTH-CENTRED DESIGN?

Human-centred design is a way of designing services that puts the needs of people first. This toolkit supports designing services and programs that put children and youth first - Youth-Centred Design.

Design is a creative approach to problem solving that puts less emphasis on expertise and more emphasis on a person's ability and willingness to think about different ways to solve problems. By including more voices in the process of design—where we seek to understand, ideate, build and test solutions to problems—we are better able to create solutions that work for the people who need them.

WHAT IS THIS TOOLKIT?

The Youth-Centred Design Toolkit provides tools and techniques to include child and youth voices in the development of meaningful programming that reflects the real needs of today's kids.

Toolkits enable and inspire action. This one has been co-created with the children and youth of Canada to help everyone using it design better organizations, services, and programs that help kids. The YCD Toolkit is part of **UNICEF Canada's One Youth** movement to see what is possible when we create solutions with children and youth instead of for them.

Follow this link to read more about One Youth.

WHY INCLUDE KIDS AND YOUTH IN THE DESIGN PROCESS?

We think that kids are experts in their own experience. By including kids in the design process, we can create services with more meaningful and impactful outcomes for children and youth. By engaging with kids as collaborators, we gain insight and understanding. When we include children and youth as colleagues, we are able to work together to create authentic solutions that provide a better fit.

WHY DO WE NEED YOUTH-CENTRED DESIGN?

Currently, Canada ranks 25 out of 41 rich countries on UNICEF's Index of Child Well-being. That's why UNICEF Canada has created One Youth and set the bold goal to make Canada #1 on UNICEF's Index of Child Well-being by 2030.

We set this goal because Canada has the capacity to achieve better and more equitable outcomes for children and, in doing so, will join the ranks of top performing countries on the UNICEF Index.

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Report to Board of Trustees

February 18, 2020

Subject: Student Suspension/Expulsion Report January, 2020

Recommendation

This report is provided for the Waterloo Region District School Board with information regarding monthly and year-to-date suspension/expulsion data.

Status

Comparing the year to date from January 2019 and January 2020, elementary suspensions have increased by 176 and secondary suspensions have increased by 22.

Comparing year to date from January 2019 and January 2020 school expulsions have decreased by 1 and board expulsions have decreased by 1.

The most recent month's suspension and expulsion data is included below. The data is accurate up to, and including, the date of collection.

Suspensions

- Total elementary school suspensions in January 2019 - 105, year to date - 642
- Total elementary school suspensions in January 2020 - 156, year to date - 818
- Total secondary school suspensions in January 2019 - 114, year to date - 1115
- Total secondary school suspensions in January 2020 - 146, year to date - 1137

Expulsions

- Total school expulsions in January 2019 - 0, Year to Date 1
- Total school expulsions in January 2020 - 0, Year to Date 0
- Total board expulsions in January 2019 - 6, Year to Date 14
- Total board expulsions in January 2020 - 2, Year to Date 13

Violent Incidents

The term violent incident is defined as the occurrence of any of the following or the occurrence of a combination of any of the following; possessing a weapon, including possessing a firearm, physical assault causing bodily harm requiring medical attention, sexual assault, robbery, using a weapon to cause or to threaten bodily harm to another person, extortion, hate and/or bias-motivated occurrences.

- Total elementary/secondary violent incidents in January 2019 - 3, year to date 23
- Total elementary/secondary violent incidents in January 2020 - 2, year to date 20

Background

As requested by the Board, suspension/expulsion data will be presented at the Board meeting each month.

Financial implications

There are no financial implications.

Communications

Upon request, suspension/expulsion data is communicated to the Ministry of Education for statistical purposes.

Prepared by: Bill Lemon, Superintendent, Student Achievement & Well-Being, Joe Bell, System Administrator, Learning Support Services, and in consultation with Coordinating Council



Report to Board of Trustees

February 2020

Subject: Reported Student Aggression Quarterly Data Q2 – 2019-2020

Recommendation:

This report is provided for the Waterloo Region District School Board with information regarding reported incidences of student aggression for the quarter (November 16, 2019-January 30, 2020).

Status:

Student Aggression incidents are recorded under four (4) categories in order of severity from least severe to most severe:

Hazard: The worker is reporting a hazard, the worker sustained no injury during the incident or it was a near miss. The Board and Unions actively encourage employees to report workplace hazards in order to act proactively to prevent more serious incidents.

First aid: Applying minor first aid measures like cleaning minor cuts, scrapes or scratches; applying a band aid, cold compress or ice pack. First Aid is provided at the workplace.

Health care (or medical aid): Worker sustained an injury requiring medical aid from an external health care practitioner (i.e. a doctor, nurse, chiropractor or physiotherapist); services provided at a hospital and/or health facility and/or require prescription drugs. This is required to be reported to the Workers Safety and Insurance Board (WSIB).

Lost Time: The worker sustains injury that requires time away from work after the day of incident and was unable to work. This is required to be reported to the Workers Safety and Insurance Board (WSIB).

Previous Year Quarterly Report Comparison:

Quarterly student aggression data as reported by WRDSB staff for the period November 16, 2019-January 30, 2020 compared to the data from the same period November 16, 2018-January 30, 2019 last school year:

- Total Elementary incidents have increased by 88 incidents from the same period last year.
- Total Secondary incidents have increased by 6 incidents from the same period last year.

2019-20 Reporting Information:

Reported Student Aggression Incidents for the Current School Year (November 16, 2019-January 30, 2020):

- Total Elementary aggression incidents: **(November 16, 2019-January 30, 2020): 541 Incidents**
 - Hazard – 435 incidents
 - 80.41% of all elementary incidents
 - First Aid – 99 incidents

- 18.3% of all elementary incidents
 - Health Care – 4 events
 - 0.74% of all elementary events
 - Lost Time – 3 events -
 - 0.55% of all elementary events
- Total Secondary aggression incidents from **(November 16, 2019-January 30, 2020): 42 incidents**
 - Hazard –35 incidents
 - 83.33% of all Secondary incidents
 - First Aid – 6 incidents
 - 14.29% of all Secondary incidents
 - Health Care – 0 incidents
 - 0.00% of all Secondary incidents
 - Lost Time – 1 incident
 - 2.38% of all Secondary incidents
- Total aggression incidents for hazards, first aid, health care, and lost time per employee group from **November 16, 2019-January 30, 2020- 583 Incidents**
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 414
 - 71.01% of total incidents
 - Education Support Services (ESS) – 2
 - 0.34% of total incidents
 - Early Child Educator (ECE) – 34
 - 5.83% of total incidents
 - Elementary Teacher – 112
 - 19.21% of total incidents
 - Secondary Teacher – 10
 - 1.72% of total incidents
 - School Monitors and Cafeteria Assistants – 1
 - 0.17% of total incidents
 - Administrators – 10
 - 1.72% of total incidents

Reported Student Aggression Incidents For Prior School Year (November 16, 2018 – January 31, 2019):

- Total Elementary aggression incidents from November 16, 2018 – January 31, 2019: **453**
 - No injury – 331
 - 73.07% of all incidents
 - First Aid – 104
 - 22.96% of all incidents
 - Health Care – 10
 - 2.21% of all incidents
 - Lost Time – 8
 - 1.77% of all incidents

- Total Secondary aggression incidents from November 16, 2018 – January 31, 2019: **36**
 - No injury – 26
 - 72.22% of all incidents
 - First Aid – 7
 - 19.44% of all incidents
 - Health Care – 1
 - 1.77% of all incidents
 - Lost Time – 2
 - 5.56% of all incidents
- Total aggression incidents per employee group from November 16, 2018 – January 31, 2019:
 - Educational Assistant (EA) / Child and Youth Worker (CYW) – 340
 - Early Child Educator (ECE) – 27
 - Elementary Teacher – 78
 - Secondary Teacher – 9

Background:

As requested by the Board, student aggression data is to be provided on a quarterly basis.

Financial implications:

The financial impacts are covered within existing Board approved budget lines.

Communications:

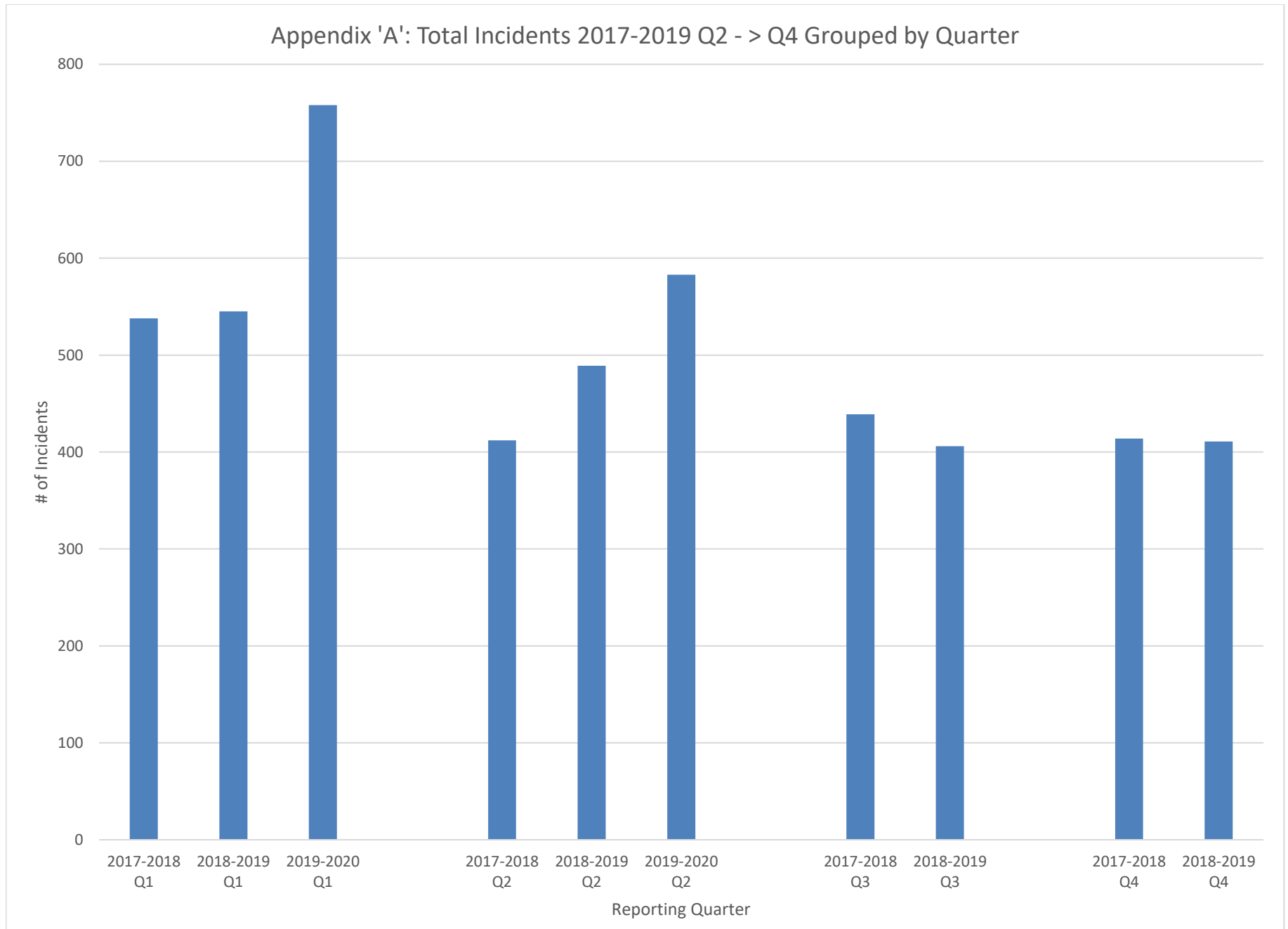
A report of all workplace incidences, including student aggression is provided every two weeks to the Board's Joint Health and Safety Committee (JHSC).

Appendices:

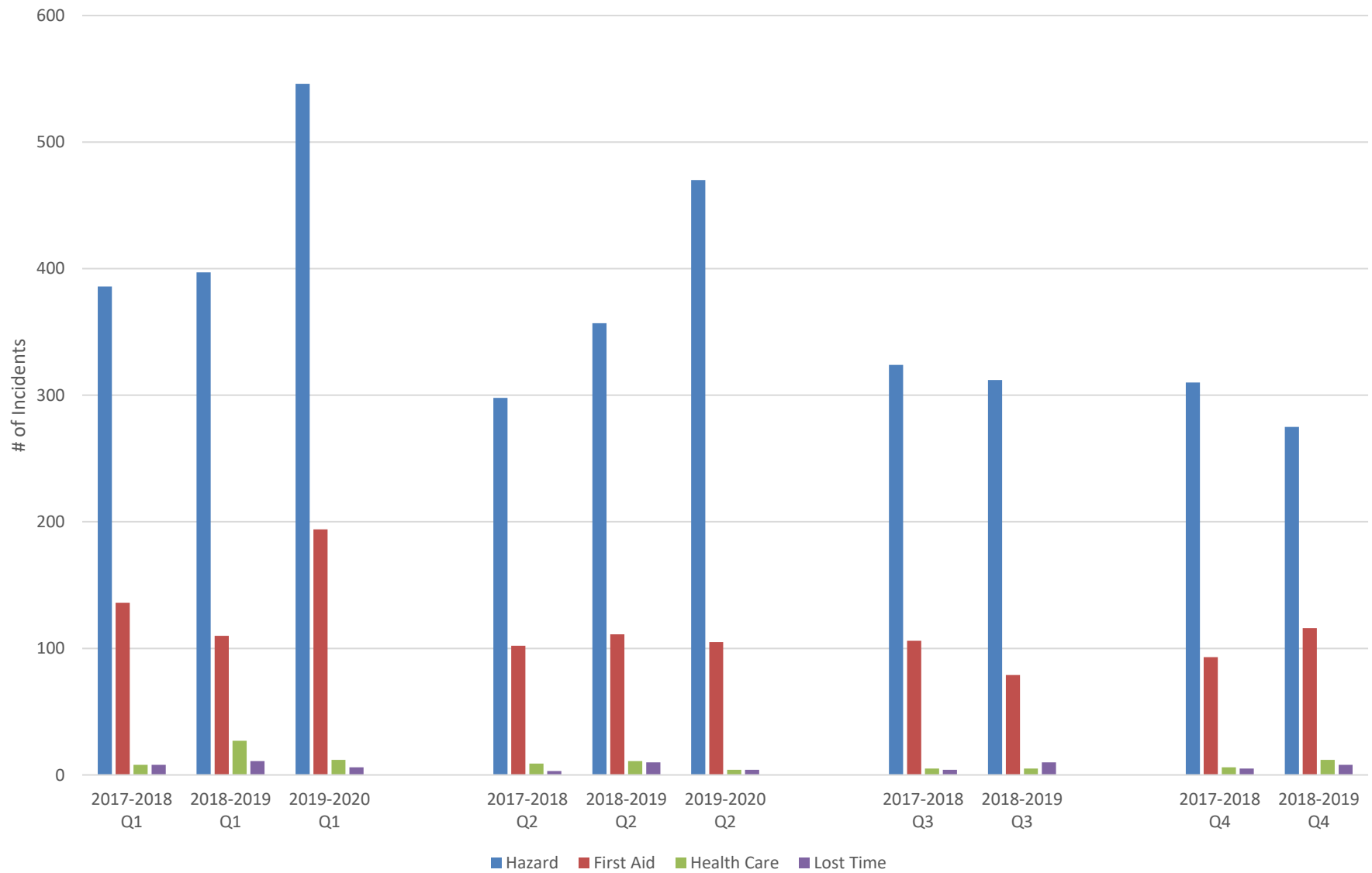
Appendix 'A' – Total Incidents: 2017-2019-20 Q2

Appendix 'B' – Types of Incidents by Quarter: 2017-2019-20 Q2

Prepared by: Michael Weinert, Coordinating Superintendent, Human Resource Services,
Justin Brown, Senior Manager, Human Resources Services,
Shannon-Melissa Dunlop, Manager, Health, Safety & Security and in
consultation with Coordinating Council,



Appendix 'B': Types of Incidents by Quarter
2017 - > 2019-20 Q2 Grouped by Quarter





Bluewater District School Board

351 1st Avenue North – PO Box 190
Chesley ON N0G 1L0
Telephone: (519) 363-2014 Fax: (519) 370-2909
www.bwdsb.on.ca

November 25, 2019

Sent by email: Minister.EDU@ontario.ca

Honourable Stephen Lecce
Minister of Education
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Dear Minister Lecce:

Bluewater District School Board's Special Education Advisory Committee (SEAC) would like to acknowledge and support the letter from the Conseil Scolaire Catholique Providence dated September 23, 2019. We share the concerns around the proposal for secondary students taking a minimum of four mandatory e-learning credits and the impact this might have on students with special education needs.

While we understand the number of courses has now been reduced to two our concerns still remain. It is not currently clear what the e-Learning initiative will include, how it will be implemented and whether it will be readily accessible to all students who live in a rural geographic area such as ours who may be able to access internet at school, but not from home. We also need to have a clear understanding as to what the criteria are for exemption and the human resources and technology supports that will be provided to students with special education needs. We would appreciate further information regarding the plan to provide online learning to our students.

We look forward to your response.

Sincerely,

Tracy Lynn Atkinson
Special Education Advisory Committee Chair

c.c. SEAC Chairs



January 31, 2020

Andrew Davis
 Assistant Deputy Minister
 Ministry of Education
 Education Labour and Finance Division

Re: 2020-21 Education Funding Feedback

Dear Mr. Davis,

On January 22, 2020, the Board of Trustees of the Halton District School Board (HDSB) discussed the Ministry memo requesting feedback for 2020-21 Education Funding. As a result, the following motion was adopted unanimously:

“Be it resolved that the Chair write a letter on behalf of the Board of Trustees of the Halton District School Board as a response to the January 13, 2020 Ministry of Education memo, “2020-2021 Education Funding Feedback” to provide a school board governance perspective on this topic.”

Below you will find our feedback, which will be useful in developing a funding approach that will support Trustees in their work to ensure the delivery of outstanding education for all students. In addition, we have included a number of ideas for increasing efficiencies, as requested in the Ministry's correspondence. Below you will find our key concerns.

Overall Funding Observations

- The HDSB has had to absorb the cost of growth and inflation and received no new money. Although the Ministry of Education projected that HDSB would receive \$1.4 M more than last year in funding than in the year before, once HDSB staff inserted actual numbers (an increase of over 1000 students) into the Ministry template, the HDSB received \$1.5M less than last year. In previous years, due to enrollment growth, the HDSB received up to \$25M more in year over year funding. The overall reduction swing is over \$20M (no growth \$ + funding decrease). It is difficult to absorb costs that are largely out of the HDSB control, such as inflationary costs (heating, for example). Most operating costs are prescribed by decisions made at the central table. For example, 80% of HDSB budget is for salaries, about 10% is for maintenance of facilities, 3% related

Street Address: J.W. Singleton Education Centre • 2050 Guelph Line, Burlington, Ontario L7P 5A8

Mailing Address: J.W. Singleton Education Centre • P.O. Box 5005, Stn. LCD 1, Burlington, Ontario L7R 3Z2

Phone: 905-335-3663 | 1-877-618-3456 Fax: 905-335-9802

www.hdsb.ca

to school generated funds and 2% transportation. Most of the staffing costs are prescribed by class sizes or staffing ratios. There are also funding restrictions (enveloping) which dictate the allocation of some of the funding. Of the operating costs, most of those are dictated by the market and inflation. As a result, there is very little flexibility over budget decisions within a school board.

- The funding formula for Special Education requires a formal and transparent review. The increasing needs being seen in schools and decreasing funds creates the need to shift funds from elsewhere in the budget. This year, the HDSB Special Education deficit was approximately \$19M.
- The trustees request that the Ministry review the temporary accommodation funding. Increasing use of portables in our high growth areas creates challenges in funding. As one of the fastest growing boards in the Province, accommodation pressures produce unique and expensive burdens on our system. In these areas students are placed in interim holding schools wherever space is available, often splitting neighbourhoods and even siblings across different schools. The funding is capped provincially and does not bridge the gap to when new schools open.
- Trustees request that the Education Development Charge (EDC) renewal process be streamlined to ensure that an EDC levy is in place at all times and that this levy is adjusted annually to adequately reflect the costs of purchasing and preparing land for new school builds. The HDSB EDC Bylaw levy restrictions imposed by the Province are grossly inadequate for funding the land and land-preparation costs in Halton. As the Board proceeded through the standard Bylaw renewal process in the spring/summer of 2018, the province placed a moratorium on EDC Bylaw renewals which resulted in the expiry of the original HDSB Bylaw and leave a gap before the new bylaw was able to be enacted. Developers continued to register projects without having to pay the EDC levies resulting in the HDSB losing millions of dollars during that time frame. The HDSB is unable to remedy the losses and continues to grow an associated EDC deficit due to the inappropriately low levy rates and EDC associated debt servicing charges.

Efficiency Measure Suggestions

- Trustees suggest standardizing the annual timing of the capital priorities submission process and, once approval is received, permitting boards to manage the entire project lifecycle without multiple and lengthy additional approvals. This change would reduce workload for Ministry staff and allow for a more streamlined building process, saving time and money. Our staff are experts in managing construction projects, and most often deliver projects on time and under budget. Delays due to the lack of a timely, consistent and transparent capital priorities submission process and an arduous, repetitive approval process increases pressure on our budget and staff resources as well as undermines public confidence in our system.
- Changes that appear seemingly out-of-the-blue cause us to have to go back and revise budgets that have already gone through a rigorous development process. It is suggested that there be a

“protection window” established, after which time Ministry will not make changes that affect a current budget cycle. Many provincially-mandated changes have been announced with little advance notice or consultation. One example is last year’s unexpected, and therefore unbudgeted, “claw back” by the province to international student fees totalling \$1,300 per student, resulting in a net reduction of over \$700,000 to the HDSB. In the second year of this provincial fee, these costs have been passed on to international students through a raise in fees. Fees, however, are subject to formula caps, so ongoing increases are restricted.

- Similar to the above suggestion, a “protection window” after which time no profound changes will be imposed for an upcoming school year, would lead to greater efficiencies in our system. As many Ministry changes involve staffing changes which, in turn, affects budgeting, the HDSB as an organization is keen to provide input/data before are made to avoid being put in a costly reactionary situation. As an example, grade 8-11 and some grade 12 students are currently making course selections for next September with timetable building and staffing following closely behind during the month of February. Changes such as mandatory e-learning and classroom size impact the decisions being made in school boards right now as they make organizational preparations for September 2020.

In general, the centralization of decision making, and the introduction of unexpected changes, reduces efficiencies and the effectiveness of locally elected officials and the staff who are experts in their respective fields. Creating stability and surety in the system by adhering to regular timelines for major decision making cycles (staffing, budget, capital priorities) , and reducing multiple, onerous check-in processes following Ministry approvals will still ensure accountability, and will help us to support all students in the most effective and efficient way possible.

In conclusion, the Trustees of the Halton District School Board ask the Ministry to seek to understand the impacts of potential staffing and budgetary changes through partners like OPSBA, PCODE, COSBO, etc. before implementation to allow boards to proactively plan for changes rather than react to them.

The Trustees of the Halton District School Board sincerely thank you for this opportunity to comment and appreciate the efforts being made by Ministry staff to seek red-tape-type efficiencies working with school boards.

Best regards,



Andréa Grebenc
Chair of the Board of Trustees
Halton District School Board

Cc: Stephen Lecce, Minister of Education
Ted Arnott, MPP
Stephen Crawford, MPP
Parm Gill, MPP
Jane McKenna, MPP
Effie Triantafilopoulos, MPP
Ontario Public School Board Association
HDSB Board of Trustees
Stuart Miller, Director of Education, HDSB
HDSB School Councils
HDSB PIC
HDSB SEAC

King Edward PS's School Council Stands in Solidarity with Our Educators - An Open Letter

January 22, 2020

A Message from King Edward PS's School Council

Re: Labour negotiations

King Edward Public School's School Council wishes to express its support for the labour actions taken by both the Ontario Secondary School Teachers' Federation (OSSTF) and the Elementary Teachers Federation of Ontario (ETFO) in response to the Provincial Government's cuts to public education and failure to negotiate a fair and reasonable renewal of their collective agreements.

We support OSSTF and ETFO's work-to-rule strike action and their decision to engage in rotating full withdrawal of services (strike days) as we recognize and appreciate that they are taking this action in order to protect class sizes and ensure adequate supports for ALL students in Ontario. School Council members have been, and will continue to stand in solidarity with our staff on the picket line and we welcome parents and community members to join us.

Our school's educators are some of the most important adults in our children's lives and we call on the Ontario government to reinstate in full the funding they have cut from our public education system. We see through the provincial government's cynical attempts to divide our communities and place blame on the unions as we know that the quality of our public education is at stake. Our School Council will continue to stand in solidarity with our staff until contract negotiations are successfully completed to support our students and their educators.

Sincerely,



Rachel McQuail, Chair, on behalf of the King Edward PS School Council
King Edward Public School
709 King Street West
Kitchener, ON N2G 1E3

CC to Doug Ford, Premier of Ontario
Stephen Lecce, Minister of Education
John Bryant, Director of Education at WRDSB
Elaine Burns, Executive Assistant to John Bryant at WRDSB
Jayne Herring, Trustee, Chairperson of the Board of Trustees, WRDSB
Joanne Weston, Kitchener Trustee, Vice-Chairperson of the Board of Trustees, WRDSB
Laura Mae Lindo, MPP Kitchener Centre
Marit Stiles, MPP, Critic, Education

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Dr. Cameron Montgomery
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David Agnew
Vice-Chair

Gail Anderson

Roland Boudreau

Michael Bowe

Emily Brown

Abirami Jeyaratnam

Jim Marsh

Pierre Riopel

Laurie McNelles, Ph.D.
Chief Operating Officer

January 29, 2020

Mses. Jayne Herring and Janine Oosterveld
Waterloo Region District School Board
51 Ardelt Avenue
Kitchener ON N2C 2R5

Dear Mses. Herring and Oosterveld:

Thank you for sharing with us your thoughts and concerns regarding the Ontario Secondary School Literacy Test (OSSLT). As is the case with each EQAO assessment, the OSSLT is intended to be a snapshot of achievement at a particular point in a student's development. As you are aware, meeting the minimum standard for literacy is a graduation requirement for all students pursuing an Ontario Secondary School Diploma, and is required by the Ministry of Education. Ministry policy states that students who do not meet the minimum standard for literacy as evaluated by the OSSLT do not need to write the test again but can instead continue to develop and demonstrate their literacy skills through the Ontario Secondary School Literacy Course, which is offered through local schools. The goal is for all students who graduate from Ontario schools to have the skills in reading and writing that they will need to succeed in school, at work and in daily life.

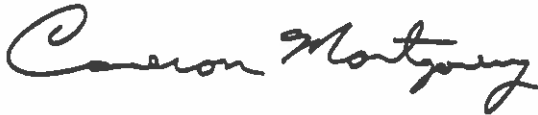
A cornerstone of the agency's assessment program is the need to ensure fairness for all students, regardless of background or circumstance. EQAO supports the use of many accommodations for students with special education needs that are consistent with regular classroom assessment practices. A description of these accommodations can be found in the OSSLT administration guide, available on our website, www.eqao.com. Additionally, under special circumstances, a principal, in consultation with the family and school staff, may defer a child from writing the OSSLT if that student can benefit from having more time to progress through the secondary curriculum or if this benefits the child's well-being.

EQAO strives to implement changes to accommodations to better meet the needs of each student. The agency relies on the discretion of schools to ensure that students are given appropriate time when taking the test, so that it meets their needs. Students no longer need an Individual Education Plan (IEP) to receive additional time to complete the OSSLT. EQAO also allows students to write the OSSLT over the course of two days or on a different day, to accommodate special circumstances (e.g., extreme anxiety, physical disability, need for accommodations not outlined in the OSSLT administration guide). Students may also write the test in an alternative location according to their needs.

Principals may make a Request for Special Consideration by contacting EQAO's Chief Assessment Officer and providing information supporting the request. Ultimately, EQAO relies on the discretion of schools and teachers working within EQAO's administration guidelines to provide support for students so that they may be successful on the assessment.

Please be assured that EQAO takes your concerns very seriously, and we hope we have been able to address them. Additional information about our assessments, policies and procedures is available on our website. If we can assist you further, please do not hesitate to contact us at 1-888-327-7377 or with me directly, my lines of communication are always open.

Sincerely,

A handwritten signature in black ink that reads "Cameron Montgomery". The signature is written in a cursive, flowing style.

Dr. Cameron Montgomery
Chair, EQAO Board of Directors

**Waterloo Region District School Board
Remarks at Provincial Budget Consultation hosted by the Minister of Finance
February 5, 2020**

Good morning,

My name is Joanne Weston, Vice Chair of the Waterloo Region District School Board.

On behalf of the Waterloo Region District School Board, thank you for the opportunity to appear before you today.

Our board has more than 64000 students at 105 elementary and 16 secondary schools.

We have an annual budget of more than \$775 million dollars per year, and we are one of the largest employers in Waterloo Region.

However, the number which is perhaps the most significant, and the one we are most proud of, is the 85 percent of students who graduate from our schools every year, with the skills that enable them to contribute to society in a meaningful way.

Their contributions make it possible for us all to benefit in each and every one of the areas that this panel is focusing on today, but specifically:

In the area of making life more affordable;

Our students who enter the workforce after graduation begin paying taxes, generating wealth and contributing to society in ways that help both the private and public sector and drive our economy.

And in the area of preparing people for jobs and creating a more competitive business environment;

Our graduates have skills, which can be further honed through apprenticeships, trades programs, college or university to ensure Ontario has the requisite stream of skills required to ensure its future competitiveness.

We, like many Ontarians, are proud of our province's world-class public education system.

As we continue to improve graduation rates, we are ensuring our students, with diverse backgrounds and learning abilities, possess the literacy, numeracy and soft skills, to engage productively in their communities.

Mental health, poverty, domestic violence - our dedicated and passionate teachers and staff also support our students on these and other social issues every day.

Our staff welcome our role in the process of supporting the children in our Region and are fiercely proud of the success we have achieved, though there are challenges that we ask the government to consider when it looks to its 2020 budget - priorities such as special education and support for mental health; as well as student transportation; capital funding and facilities.

The Conference Board of Canada reported last year that each dollar invested in public education generates \$1.30 in total economic impacts to Ontario. At the same time, the inverse holds true for each dollar taken from the system.

Further, increased investments in public education that would lift graduation rates even higher are shown to have direct savings in the areas of social assistance, health care and criminal justice.

A good education provides substantial benefits to individual students and, in turn provides social and economic benefits to the broader community.

Public education is the greatest lever of positive social change, and as such is the most significant investment your government could consider.

All Ontarians benefit from effective public schools. And we all pay the price when funding and support is reduced, including the social and economic costs of unemployment, rising crime and health costs for years to come.

We encourage you - as we do all stakeholders - to work with us to ensure the brightest future possible for all of our students, each and every one of them.

Thank you



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February 13, 2020

The Honorable Stephen Lecce
Minister of Education
Ministry of Education
22nd Floor, Mowat Block
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Lecce,

York Region District School Board is proud to provide safe, caring and inclusive learning environments that enable our students to be successful. We acknowledge that obtaining credits online is a part of some students' learning decisions and understand that your government has identified the need for students to acquire technological skills and fluency. Most recently, the government announced that students will be required to complete two online courses as part of Ontario's secondary school graduation requirements. However, we want to ensure that this latest condition is supportive of students without negatively affecting learners based on a variety of conditions such as accessibility and learner profiles.

Our Board of Trustees have received a technical briefing from staff members, which included an initial review of research associated with the effectiveness and challenges of online learning. Several themes surfaced, including scalability, learning conditions, accessibility, learner profiles, class size, and student perspective. In reviewing our own district, scaling up to be able to successfully implement the online requirement of two courses for students graduating in 2023-2024 would result in significant human resource and financial costs. To promote student success, it is our understanding from the research that online class sizes must have small in-person ratios. Further, most courses would need to be synchronous in nature, with teacher-supported real-time learning. However, it is apparent from the findings that not all students thrive in an online learning environment. Those who are successful in online learning environments often demonstrate high performance in face-to-face environments due to strong self-regulation skills and motivation. These findings suggest that students at risk of not graduating may further be adversely affected by these online requirements. It is therefore critical to consider the effects of this policy on students with language and accessibility barriers, and students who face historic and systemic barriers, such as Indigenous and racialized youth and youth in care.

As a Board of Trustees, we strongly believe that strategic next steps that reflect the above noted concerns are required prior to the implementation of the government's current plan. With this in mind, we would ask you, as Education Minister, report on your commitment to conduct a transparent in-depth review, which includes broadband requirements, access to technology, professional learning opportunities, accessibility requirements, budgetary requirements and proposed timelines. To inform this review, the stakeholder consultations previously referenced by Deputy Minister Naylor should be extensive and take place prior to large-scale enactment. Stakeholders should include students representing diverse demographics, educators, system leaders, families, and community members. In moving forward, pilots should also be implemented to allow for further research and information gathering. The consultations, pilots, and research can inform the potential success of a future implementation.

As elected trustees mandated to promote student achievement and well-being, we felt it necessary to share our concerns. We are hopeful that you will answer the following questions. As the potential implications of online learning are currently unknown, will you, as Minister of Education, commit to reporting on a transparent and robust consultation process to inform the implementation plan? As Minister of Education, you have stated that, based on research, nearly all students can be successful in an online learning environment as long as they have access to the right supports. Will you share the literature review that provided the basis for this premise? In addition, will you share the detailed plan of the "right supports" required for success and how these will be implemented and funded?

The York Region District School Board of Trustees is dedicated to the delivery of effective and appropriate education programs to promote the achievement of all students. The implementation of an online strategy, as currently described, presents significant concerns for the achievement and well-being of students. We are committed to continue conversations and investigations regarding the enactment of this mandate. The Board offers an open invitation to you as Minister of Education and your staff to meet with YRDSB to discuss the current plan to enhance online learning, as well as any aspects of this letter.

Sincerely,



Juanita Nathan
Chair of the York Region District School Board

cc. York Region District School Board Trustees
Director of Education of the York Region District School Board
Members' of Provincial Parliament from York Region
Chairs of Public School Boards in Ontario



Ellen Chambers
Chair
ellen_chambers@lakeheadschoos.ca

Jim McCuaig Education Centre
2135 Sills Street Thunder Bay ON P7E 5T2
Telephone (807) 625-5213 Fax (807) 622-0961

February 5, 2020

The Honourable Stephen Lecce
Minister of Education
Ministry of Education
5th Floor
438 University Avenue
TORONTO, ON M5G 2K8

Dear Minister Lecce:

On behalf of the Lakehead District School Board, I am writing to request that the current structure of the Full Day Kindergarten program remains in place. The full day program provides consistency for families and a seamless transition from childcare or home to the school setting. This current structure creates a learning environment where children have the best start in school.

Primary teachers and early childhood educators working together ensures a balanced, successful approach that capitalizes on the expertise of both staff members where children are supported by a solid understanding of a child's early years and development and knowledge of a modern curriculum and school expectations. In addition, it allows for early identification of student needs and access to early intervention, as well as special education expertise and resources, which are a critical aspect of student success.

Lakehead District School Board has demonstrated a strong commitment to leading early learning initiatives. In May 2002, the Board approved recommendations which established a full-time Senior Kindergarten pilot program in four elementary schools with later expansion to 11 full-time Senior Kindergarten sites.

The Full Day Kindergarten program has many positive impacts for parents including affordability, especially for families living in poverty. We know many parents/guardians in our community lack the financial resources to purchase childcare opportunities for their children.

It is well known that learning in the early years is a critical time for children and provides a foundation for future success. We believe that the current Full Day Kindergarten model promotes the Ministry's mandate of student achievement and well-being.

We respectfully request that the Ministry of Education maintain the current structure and staffing complement of the Full Day Kindergarten Program.

Sincerely,



Ellen Chambers
Chair
Lakehead District School Board

cc: Premier Doug Ford
MPP Michael Gravelle
MPP Judith Monteith-Farrell
MPP Kathleen Wynne, Education Critic
MPP Marit Stiles, Education Critic
Sam Hammond, President, ETFO
W. R. (Rusty) Hick, Executive Director, OPSBA
Cathy Abraham, President, OPSBA
Michael Judge, President, LETO
Harvey Bischof, President, OSSTF/FEESO
Richard Seeley, President, OSSTF Thunder Bay Branch

February 14, 2020

The Honourable Stephen Lecce
Minister of Education
13th floor, Mowat Block
900 Bay Street
Toronto, ON
M7A 1L2

Dear Minister Lecce,

On behalf of the Board of Trustees, I am writing to you in order to emphasize our position that the province's world-renowned, publicly funded education system must be maintained and even enhanced.

As public school trustees, our primary responsibility is to advocate for the needs of our students, staff and school communities. In fact, our oath of office compels us to commit to working diligently and faithfully in the pursuit of a strong, inclusive education system for all.

While we pledge to build a public education system that is responsive to the needs of all students, we realize that it cannot come at the expense of unchecked fiscal management. As elected officials, we know that our role, both in fiduciary and governance aspects, is to be judicious in our decision making. We do this because we know it will move us closer to a system that is equitable for all of our students, regardless of their particular learning styles and educational needs.

However, this aspect must not be the sole consideration in deliberations regarding the future of public education. We believe that an adequate, thoughtful and sustained funding model is essential. The Ontario Public School Boards' Association (OPSBA) recently commissioned a public opinion poll on the issue of funding for public education. It revealed that 94 percent of Ontarians agree that spending on public education is an investment in the future. We concur wholeheartedly.

As we have outlined in our correspondence to your predecessor (April 11, 2019 and June 3, 2019), the proposed increase to class size ratios remains a serious concern for our Board. A move toward a higher class size average will impair our ability to provide a full array of course sections in order to serve the program pathways of all students - apprenticeship, college, university and the workforce – which will affect their future post-secondary and career ambitions.

In Renfrew County, we recently increased our average class size ratio of 22:1 to 22.9:1 and this has already proven disadvantageous for our students by limiting course selection options. This average,

of course, includes the staffing of teachers in areas that do not have traditionally-assigned classes such as Guidance, Special Education, and Student Success. Any further increase to this ratio would further limit course selection options for our students.

Our position on e-learning is just as firm. It is not an ideal teaching and learning environment for all students, especially those who may need additional help in a face-to-face setting. The unintended consequence of making it mandatory will make it difficult for certain types of learners to succeed. We believe that students should decide whether or not they wish to participate in an e-learning course.

In rural districts such as ours, many students neither have the technology nor access to reliable internet to take on-line courses. In addition, the success rate for credit accumulation in these courses is not as high as the rate of success in face-to-face classes. Not all secondary students are prepared academically or emotionally to deal with the independent work or potential isolation that may accompany this type of learning.

You have spoken about being an “unabashed, unapologetic defender of public education.” We share this commitment. We urge you to direct your negotiating team to return to the bargaining table and engage in meaningful dialogue with the federation leadership. It’s time to put an end to the disruptions that are affecting education across our province.

As a member of OPSBA, we will continue to advocate for a well-funded and world-renowned, publicly funded education system. The needs of all of our students, staff and school communities are at the centre of everything we do.

Yours sincerely,



Susan Humphries
Chairperson
Renfrew County District School Board

Cc:

Renfrew County District School Board Trustees
John Yakabuski, Minister of Natural Resources, MPP, Renfrew-Nipissing-Pembroke
Cheryl Gallant, MP, Renfrew-Nipissing-Pembroke
Renfrew County District School Board Parent Involvement Committee
Renfrew County District School Board Special Education Advisory Committee
OSSTF District 28 and ETFO Local
Chairs of all Ontario Public and Catholic School Boards
Ontario Public School Boards' Association