Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Agenda

Board of Trustees' Board Meeting

Date: Monday, February 22nd, 2021

Time: 6:00 p.m.
** Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*

Location: Virtual

Attendees:

Board of Trustees:
Bill Conway, Manuel da Silva, Kevin Dupuis, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen (Chair), Tracey Weiler

Student Representatives:
Abby Barbosa, Kate Morrison

Senior Administration:
Loretta Notten, Jason Connolly, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resource:

Recording Secretary:
Alice Figueiredo

ITEM	Who	Agenda Section	Method & Outcome
1. Call to Order	Chair		
1.1 Opening Prayer & Memorials	Board Pastoral Team		
1.2 Territorial Acknowledgement I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws and philosophies of the Indigenous People with whom we share this land today.	Chair		
1.3 Approval of Agenda	Board of Trustees		Approval
1.4 Declaration of Pecuniary Interest 1.4.1 From the current meeting 1.4.2 From a previous public or in-camera meeting	Individual Trustees		
1.5 Items for Action: 15.1.1 Private, Private meeting of January 25, 2021 regarding Human Resource Services matters, In-Camera meeting of February 8th, 2021 regarding property matters & In-Camera meeting of February 22nd, 2021 regarding Human Resource Services	Board of Trustees		Approval

ITEM	Who	Agenda Section	Method & Outcome
15.1.2 Motion for approval from February 8th, 2021 Committee of the Whole **2021-06 -- It was moved by Trustee Dupuis and seconded by Trustee Reitzel:** **That the Board of Trustees direct staff to follow option C as outlined in this report for the Huron Brigadoon Boundary Review.** Recorded Vote as requested by Trustee Conway: Trustee Conway: No Trustee da Silva: Yes Trustee Dupuis: Yes Trustee Gravelle: Yes Trustee Price: Yes Trustee Reitzel: Yes Trustee Schmalz: Yes Trustee Weiler: Yes Chair Van Alphen: Yes Motion passed with 8 votes in favor and 1 against. Motion carried on majority support.	Board of Trustees		Approval
2. Consent Agenda: Director of Education (e.g.: day –to –day operational matters from the Ministry of Education that the Board is required to do)			
3. Consent Agenda: Board (Minutes of meetings, staff report)			
3.1 Approval of Minutes of Regular and Special Meetings 3.1.1 Board of Trustees Meeting Minutes of January 25, 2021 3.2 SEAC Minutes of January 6, 2021 3.3 CPIC Minutes of November 10, 2020 & February 9, 2021 3.4 2021-2022 Estimates Budget Update	 Board of Trustees Board of Trustees Board of Trustees Board of Trustees	 pp.5-10 pp.11-22 pp.23-28 pp.29-31	 Approval Information Information Information
4. Delegations/Presentation			
5. Advice from the CEO			
5.1 Director's Update 5.2 Spec Ed – Multi-Disciplinary Team Approach to support 5.3 7-12 Program Review Draft Recommendations Report 5.4 South East Cambridge Joint Use Feasibility Study 5.5 Update on WCDSB COVID Education Delivery Plan	L. Notten G. Foran/E. Schreiter S. Maharaj/J. Passy S. Maharaj/J. Passy L. Notten	pp.32-34 pp.35-39 pp.40-66 pp.56-207 pp.208-210	Information Information Approval Approval Information
6. Ownership Linkage (Communication with the External Environment)			
7. Reports from Board Committees/Task Forces			
7.1 Student Trustee Update	A. Barbosa, K. Morrison	pp.211-213	Information
8. Board Education (at the request of the Board)			

ITEM	Who	Agenda Section	Method & Outcome
8.1 Chair's Update 8.2 OCSTA/CCSTA Communications	Chair Chair	pp.214 pp.215-263	Information Information
9. Policy Discussion			
10. Assurance of Successful Board Performance			
10.1 Board Policy Review 10.1.1 Board Policy II 007 Board Members' Code of Conduct Is there a need to review the Policy? 10.1.2 Board Policy III 003 Accountability of the CEO Is there a need to review the Policy? 10.1.2 Board Policy III 004 Delegation to the CEO Is there a need to review the Policy?	 J. Gravelle J. Gravelle W. Price	 pp.264-268 pp.269 pp.270	 Approval Approval Approval
11. Assurance of Successful Director of Education Performance			
11.1 Monitoring Reports & Vote on Compliance			
11.1.1 Emergency CEO Replacement – Monitoring Report IV – 011 11.1.2Treatment of Public – Monitoring Report IV – 002 11.1.3 Treatment of Students - Monitoring Report IV – 003	L. Notten L. Notten L. Notten	pp.271-273 pp.274-276 pp.277-280	Approval Approval Approval
12. Potential Agenda Items/Trustee Inquiry Report (CEO)			
12.1 Notice of Motion (Nurturing Inclusivity)	B. Conway	pp.281	Decision
13. Announcements			
13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated): •Feb 26: Region of Waterloo 2021 State of Union •March 1: Governance •Mar 3: SEAC •Mar 8: Committee of the Whole •Mar 10: Governance Training Session •Mar 18: Huron Brigadoon Boundary Review Public Meeting •Mar 22: Board of Trustees Board Meeting •Apr 6: Huron Brigadoon Boundary Review Public Meeting	Chair		Information
13.2 Pending Items: **13.3** Pending Items for OCSTA Consideration	Committee/Task Force	Due Date	Action Taken
14. Items for the Next Meeting Agenda	Trustees		
• Adult Education Update • Assessment & Evaluation WR • Pastoral and Linkage Committee			

ITEM	Who	Agenda Section	Method & Outcome
15. Adjournment **Confirm decisions made tonight**	Director of Education		
15.1 Confirm Decision made tonight 15.2 Move into Private, Private	Recording Secretary Board of Trustees	--	Information Approval
16. Closing Prayer			
17. Motion to Adjourn	Board of Trustees	Motion	Approval

CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

As disciples of Christ, may we educate and nurture hope in all learners to realize their full potential to transform God's world.

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities.
We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Minutes

Board of Trustees' Board Meeting

A public meeting of the Board of Trustees was held Virtually via Teams on Monday, January 25, 2021.

Trustees Present:
Bill Conway, Kevin Dupuis, Manuel da Silva, Jeanne Gravelle, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen (Chair), Tracey Weiler

Student Trustees Present:
Abby Barbosa & Kate Morrison

Administrative Officials Present:
Loretta Notten, Jason Connolly, Maria Ivankovic, John Klein, Shesh Maharaj, Judy Merkel, Richard Olson, Laura Shoemaker

Special Resources For The Meeting:

Regrets:

Recorder:
Alice Figueiredo, Executive Administrative Assistant

NOTE ON VOTING: Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee "shall vote on all questions on which the Trustee is entitled to vote" and abstentions are not permitted.

1. Call to Order:

The Chair of the Board called the meeting to order at 6:00 p.m.

1.1 Opening Prayer & Memorials
The meeting opened with prayer by Trustee da Silva.

1.2 Territorial Acknowledgment
The Territorial Acknowledgement was declared by Chair Van Alphen.

1.3 Approval of Agenda

Chair Van Alphen noted that an updated version of the Governance Report was emailed to Trustees.

Trustee Conway noted that the 3.5 of the agenda should be noted as 2021-2022 not 2020-2021 as indicated, agenda was amended to reflect same.

2021-14-- It was moved by Trustee Price seconded by Trustee da Silva:
THAT the agenda for Monday, January 25, 2021, as amended, be now approved. --- Carried by *consensus.*

1.4 Declaration of Pecuniary Interest
1.3.1 From the current meeting – NIL
1.3.2 From a previous public or in-camera meeting – NIL

1.5 Items for Action: N/A

2 Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)

3 Consent Agenda: Board of Trustees (Minutes of meetings)

Approval of Minutes of Regular and Special Meetings

3.1 Approval of Minutes of Regular and Special Meetings
  3.1.1 Board of Trustees Meeting Minutes of December 14, 2020
3.2 SEAC Minutes of December 2, 2020
3.3 Audit Minutes of November 4, 2020
3.4 Trustee Budget Update
3.5 2020-2021 Estimates Budget plan
3.6 Interim Financial Report - #1 of 3
3.7 Governance Minutes of January 18, 2021

Chair Van Alphen singled out 3.7 of the Consent Agenda and requested that members of the Governance Committee approve the Minutes of January 18th, 2021.

20201-15- It was moved by Trustee Reitzel and seconded by Trustee Schmalz:
THAT the Governance Minutes of January 18, 2021 be now approved. --- Carried by consensus

Chair Van Alphen requested approval of the Consent Agenda and items therein.

2021-16- It was moved by Trustee Weiler and seconded by Trustee Schmalz:
THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved.

Chair Van Alphen asked Trustees if there was consensus. Trustee Conway questioned whether Trustees will be receiving an updated 2021-2022 Estimate Budget plan as the dates were not correct within the report. Superintendent Maharaj confirmed that it was not the correct version and will bring forward at next Board in February for Consent Agenda.

Trustees were satisfied and motions was carried by consensus.

4 Delegations

5 Advice from the CEO

5.1 Director's Update
Director Notten informed Trustees of highlights of meetings attended locally and provincially.

5.2 Extended Day Programs
Superintendent Ivankovic introduced a report to Trustees requesting an increase in Extended Day Programs by $0.75. Lisa Horst, Extended Day Supervisors discussed background, data and budget implications.

Trustees asked clarifying questions and provided feedback.

2021-17- It was moved by Trustee Schmalz and seconded by Trustee Reitzel:
That the Board of Trustees approve the daily fee increase proposed, to 27.00 per day.
--- Carried by consensus

5.3 2021 Property and Major Capital Construction Update
Superintendent Maharaj provided the Board of Trustees with an annual report on the Board Property and Major Capital Construction update. The report discussed capital priorities requests, property disposition, new site acquisitions, current major construction projects and data on the proceeds of dispositions.

Trustees asked clarifying questions.

5.4 Trussler North Administrative Boundary Adjustment
Superintendent Maharaj introduced Jennifer Passy, Manager of Planning. Mrs. Passy provided the Board of Trustees with a Report on the Trussler North Administrative Boundary Adjustment. The report included explanation of the area and procedure reference. Students will not be affected by these minor adjustments and no consultation is required.

Trustees asked clarifying questions.

5.5 Huron-Brigadoon Boundary Review
Superintendent Maharaj introduced Virina Elgawly, Planning Officer. Ms. Elgawly provide a high-level report on the Huron Brigadoon Boundary Review. Report included background information, goals of the review, the process of the review, data, timelines, and explanation of the three options.

Trustees voiced concerns on the stress this may put on families in this difficult time and that the review feels rushed. Questioned timing of the review, whether there was flexibility on the effective date and whether there is enough time for families to plan and process.

Ms. Elgawly confirmed proposed dates of initial meeting taking place this school year. Trustees suggested have two public meeting this school year virtually if required and the remaining two in the fall with the hope of it being a face to face meeting or virtual depending on climate with decision in November.

Chair Van Alphen read first motions to Trustees requesting approval and noted the motion did not discuss dates.

2021-18- It was moved by Trustee Price and seconded by Trustee Reitzel:
That the Board of Trustees approve the initiation of the Huron Brigadoon Boundary Review to include Blessed Sacrament, John Sweeney, Our Lady of Grace, and St. Kateri Tekakwitha with the purpose of creating a boundary for the new Huron Brigadoon Catholic Elementary School.

Consensus not reached. It was noted that the motion itself is just to start the initiation and it was suggested that the motion approve the initiation of the review and the board to come back with dates with a broad perimeter. Trustees supported revised timeline.

Trustee Gravelle brought forth a motion to move that the wording of the recommendation requested revised dates come to board in February. Chair Van Alphen restated the motion as suggested by Trustee Gravelle and requested a Trustee to second the amended motion.

2021-19- It was moved by Trustee Gravelle and seconded by Trustee Price:
That the Board of Trustees approve the initiation of the Huron Brigadoon Boundary Review to include Blessed Sacrament, John Sweeney, Our Lady of Grace, and St. Kateri Tekakwitha with the purpose of creating a boundary for the new Huron Brigadoon Catholic Elementary School with revised dates to come to board in February.
--- Amended motion is carried

Chair Van Alphen read the second motion and requested approval.

2021-20- It was moved by Trustee Schmalz and seconded by Trustee Gravelle:
That the Board of Trustees name two members to the Huron Brigadoon Boundary Review boundary review committee (BRC) in accordance with APF008.
--- Carried by consensus

Trustee Price and Trustee Schmalz volunteered to sit on the Huron Brigadoon Boundary Review Committee.

5.6 Update on WCDSB COVID Education Delivery Plan
Director Notten provided the Trustees with an updated on the current status of the WCDSB Education Models.

6. Board Education (at the request of the Board)

7. Reports From Board Committees/Task Forces

7.1 Student Trustee Update
Student Trustees provided an update on activities hosted by schools and Student Trustee initiatives.

8. Board Education (at the request of the Board)

8.1 Chair's Report
Chair Van Alphen provided an update on activities attended for the month of January.

8.2 OCSTA/CCSTA Communications
Chair Van Alphen briefly discussed communications.

9 Policy Discussion

9.1 Governance Report
Trustee Gravelle provided Trustees with details from the Governance report along with recommendations sought by the committee.

2021-21- It was moved by Trustee Dupuis and seconded by Trustee Reitzel:
That the Board of Trustees approve the amendments to the Trustee Call Log as indicated in this report to add two columns, one that is a counter of how many trustees have responded/received a particular issue and a new column indicating how an issue was resolved (in addition to the existing column with date it was resolved); further the request to remove the column with the name of the caller. **--- Carried by consensus**

2021-22- It was moved by Trustee conway and seconded by Trustee dupuis:
That the Board of Trustees approve all of the revisions captured in Board Policy II 001 as appended herein. **--- Carried by consensus**

2021-23- It was moved by Trustee price and seconded by Trustee wiler:
That the Board of Trustees approve the recommendation that the Ends Policy I 001 be reviewed and updated and that full Board discuss the process to be used. **--- Carried by consensus**

Chair Van Alphen clarified motion 2021-23 that she read it that recommendation come forward to a future Committee of the Whole within this year to discuss as a Board how to proceed. Trustees were satisfied.

10 Assurance of Successful Board Performance

10.1 Board Policy Review
10.1.1 Board Policy II 006 Celebration of Excellence

Trustee Price noted review of Policy II 006 Celebration of Excellence and moved that it was in compliance.

2021-24 -- It was moved by Trustee Price and seconded by Trustee Schmalz:
THAT the Board of Trustees reviewed Board Policy II 006 Celebration of Excellence and find that the Board is in compliance. --- Carried by consensus

Chair Van Alphen asked if there was a need to review the Policy and Trustees confirmed that there was no need to review the policy.

10.1.2 Board Policy III 002 Unity of Control

Chair Van Alphen confirmed review of Board Policy III 002 Unity of Control and moved that it was in compliance.

2021-25 -- It was moved by Trustee Van Alphen and seconded by Trustee Dupuis:
THAT the Board of Trustees reviewed Board Policy II 005 Consultation and find that the Board is in compliance.
--- Carried by consensus

Chair Van Alphen asked if there was a need to review the Policy and Trustees confirmed that there was not.

11 Assurance of Successful Director of Education Performance

11.1 Monitoring Reports & Vote on Compliance
11.1.1 Monitoring Report IV-13/Leadership Strategy 2020-21

Superintendent Merkel provided the Board of Trustees with a report on the 2020-2021 Leadership Strategy. The report included goals, programs, data, NTIP teacher support and next steps.

Trustees asked clarifying questions around equity and leadership.

2021-26 -- It was moved by Trustee Conway and seconded by Trustee Gravelle:
That the Board accept this report as evidence of fulfillment of the CEO's requirements under Executive Limitation IV 013.--- Carried by consensus

12 Potential Agenda Items

12.1 Trustee Inquiry Report from the CEO

12.1 2020-2021 Nurturing Inclusivity OSTA-AECO Report
Trustee Conway brought forth as a discission item a report from OSTA-AECO on the top of Nurturing Inclusivity and suggested striking a committee on this topic for students and community. Student Trustees discussed initiatives and documents through equity lens.

Trustee Reitzel suggested the Board bring the discussion forward at a future Committee of the Whole and go through the process in our Bylaws and determine if shared concern, what current policies states on the issue, whether there is a need to change policy and whether need to consult.

Point of order brought forth in chat by Trustee Schmalz to extend the meeting past 9:00 p.m.

2021-27 -- It was moved by Trustee Schmalz and seconded by Trustee da Silva:
That the Board of Trustee extend the Board meet past 9:00 pm----carried by consensus

Trustee agreed to bring forth items on a future Committee of the Whole for discussion and agreed that motion was not required to add to Committee of the Whole. Chair Van Alphen took the direction from Trustees.

12.2 Shared Concerns

13 Announcements

13.1 Upcoming Meetings/Events (all scheduled for the Catholic Education Centre unless otherwise indicated):
Discussed upcoming events.

13.2 Pending Items:

13.3 Pending Items for OCSTA Consideration

14 Items for the Next Meeting Agenda

15 Adjournment – Confirm decisions made tonight.

15.1 The Recording Secretary confirmed the meeting decisions.

15.2 Move into Private, Private
2021-28 -- It was moved by Trustee Conway and seconded by Trustee da Silva:
THAT the Board meeting be moved in Private, Private at 9:08 p.m.

16 Closing Prayer

17 Motion to Adjourn

2021- 29 -- It was moved by Trustee da Silva and seconded by Trustee Price:
THAT the meeting be now adjourned. The meeting was adjourned by consensus at 9:48 p.m.

Chair of the Board

Secretary

SEAC Committee Meeting Minutes

Date& Time:	January 6, 2021 at 6:00 p.m.
Location:	Teams Meeting
Next Meeting:	February 3, 2021

Committee Members: Kim Murphy, John Gilbert, Tracey Weiler, Jeanne Gravelle, Irene Holdbrook, Sue Simpson, Sarah Van Dyke

Administrative Officials: Laura Shoemaker, Gerald Foran
Regrets: Sue Simpson, John Gilbert

1. Opening Prayer **Welcome**	L. Shoemaker
2. Approval of Agenda Motion by Kim Murphy Seconded: Karen Kovats	
3. Declared Pecuniary Interest N/A	
4. Approval of the December 2nd Minutes Motion by Kim Murphy Seconded: Tracey Weiler	
5. School System Operational Business 5.1. Ontario Disabilities Employment Network (ODEN) presentation by Bob Vansickle • Plan it to implement ODEN in all high schools this year (at least part of the resource due to the current situation)	B. Vansickle

WHO IS:
Ontario Disability Employment Network

ODEN

- The Ontario Disability Employment Network is a professional body of employment service providers united to increase employment opportunities for people who have a disability.
- We have over 147 member agencies, all in the business of helping people with a disability get into the workforce.
- Members are from every corner of the province and support people of all disability types. Beyond Ontario, we have connections with organizations in most provinces and territories of Canada

Why Work???

ODEN

- Being included
- Learn new skills
- Meet new people (strong social networks)
- Have something meaningful to do
- Earn money = achieve life goals (e.g., better living conditions, vacations, 'things')
- Having an identity – "What do you do?"
- Dignity

Expectations

ODEN

The Tyranny of Low Expectations

ODEN

"Those who set the early expectations for people with disabilities - parents, school administrators, employers and care givers - usually have the best of intentions. Nevertheless, many unwittingly engage in the tyranny of low expectations, seeing deficits, not strengths. Disability, not ability. And people with disabilities pick up those messages. When the world doesn't expect much of you, it's hard to expect much of yourself. It's hard to believe in yourself when others don't."

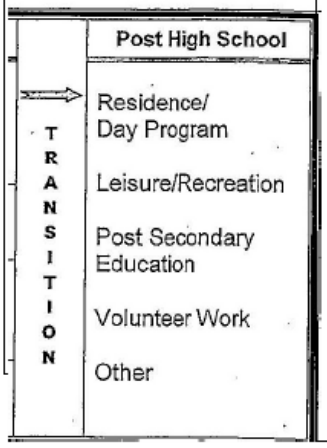
Carol Glazer

National Organization on Disability

https://time.com/4423844/americans-with-disabilities-act-expectations/

Lowering the bar

ODEN

School Board Transition Plan	College CICE Program	12 Employment Services represented
	- Jim Flaherty & Christine Elliott - ODSP IS Application at Graduation	- ALL promoted people with a disability to work for less than min. wage or no pay at all in private sector

Employment Outcomes

ODEN

- In Canada only 26.1% of working age people with an intellectual disability are employed, almost 40% have never worked (Achieving social & economic inclusion, June 2011, CACL)

Sarnia-Lambton Employment Transition Model

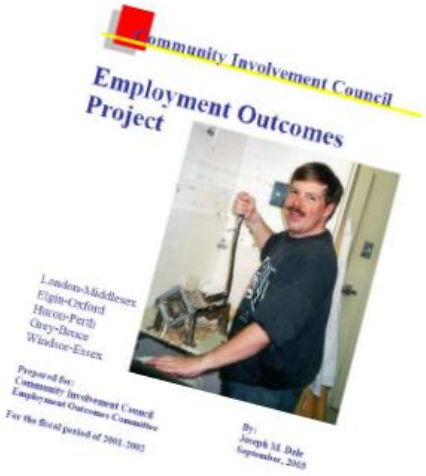
ODEN

- Summer Jobs Service (program of Community Living Sarnia)
- School Board community-based work-experience placements
- College's Community Integration through Cooperative Education
- jobPath Employment Discovery Pathways
  - Secondary Schools – stepped curriculum starting in Grade 9
  - Secondary school and CICE Grads referred to Community Living Sarnia after graduation

People CAN be gainfully employed

ODEN

- 2003 Employment Outcomes Study
  - Data from 1997 to 2003 SW Ontario
  - 2,500 people
  - All disability types



People Who Have Disabilities Can Work

ODEN

2003 Employment Outcomes Study

- 2,500 people
- All disability types

	Finding	Retaining
Intellectual	64%	52%
Mental Health	48%	25%
Hearing	40%	29%
Learning	40%	27%
Physical	35%	24%

Opportunity is on the rise!

ODEN

Improved Awareness

- People who have a disability more included in society
- Increased awareness and willingness of business community
- More people who have a disability interested in working

https://www.youtube.com/watch?v=u0aL6WYdbhs

START EARLY

ODEN

- At home
  - Chores and responsibilities
  - Explore interest and provide opportunities to find passion
  - Functional life skills – personal hygiene, dressing, eating

Chores Your Child Should Be Doing at Popsugar.com

https://www.popsugar.com/family/photo-gallery/42114265/image/42114272/Chores-Kids-Ages-2-3

ELEMENTARY SCHOOL YEARS

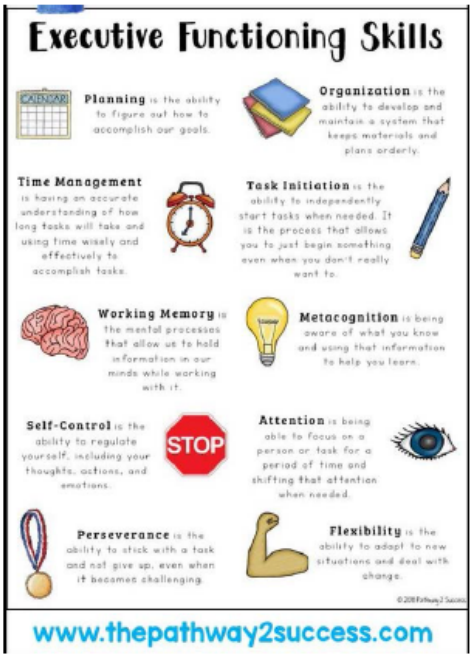
ODEN

- IEP (Individualized Educational Plan) – LIFE GOAL: EMPLOYMENT
  - Start early – think of the IEP as the road map to transition to your life goal: Employment
  - What skills do you need to be a good employee?
    - Dependable, motivated and reliable!
  - Begin to include the student in the IEP process before leaving school –teaches them advocacy

ELEMENTARY SCHOOL YEARS

ODEN

- **At school & home**
  - Functional academics – telling time, reading, writing
  - Social Emotional Learning – self-awareness, self management, social awareness, relationship skills
  - Executive functioning skills – making decisions, planning actions and generating responses based on environmental demands



ELEMENTARY SCHOOL YEARS

ODEN

BRING ODEN and Agencies to speak to families!

Provide families with an opportunity to hear about:

- **Importance of starting early**
- **The need for chores and responsibilities**
- **The importance of summer jobs and after school jobs**
- **What services are available in the community to support summer employment and after school**
- **Inspire them to dream BIG!**

HIGHSCHOOL SCHOOL YEARS ODEN

- Career Development & Exploration
  - Co-Op placements in the general workforce, as other students
  - Include Career Planning as part of school experience – example: Career Cruising or myBlueprint

- Employment Discovery Curriculum
- Programs you can access:
  - Summer Employment Transitions
  - JobPath

HIGHSCHOOL SCHOOL YEARS ODE

The number one indicator of successful labour attachment after school for students with disabilities is having had ONE paid job before leaving high school!

- Supports in the community:
  - Youth Job Connections
  - Youth Job Connections SUMMER
  - Summer Company
  - KW Habilitation

Preparing for the Demand SUMMER TIME!

ODEN

Summer Employment Transitions

- Students 16-29 yrs of age
- In school and returning
- All disability types
- Summer job coaches are students themselves (college/university)
- Job coaches search for summer jobs
- Job coaches act as peer models while providing on the job training
- Job coaches can also help with workplace adjustment

SUMMER EMPLOYMENT TRANSITIONS

Summer 2014

87 employers

86 students

100 jobs at min. wage

https://vimeo.com/104623286

What Can Families Do?

ODEN

- Start early
  - At home
  - At school – Homework!!!
- Summer & after school jobs
- Put pressure on the system
  - Ministry of Education
    - Resources for community-based work experience (e.g., travel expenses, EA supports for job coaching)
  - MLTSD & MCCSS
    - Support for after school and summer jobs
    - Adequate clinical supports on the job (e.g., job coaching, and accommodation supports)

ODEN

Raise your OWN expectations!

Expect that a job will be the natural progression for people who have a disability once they leave the school system

Q&A

***6. Ministry Updates* (10 min)**

- Elementary students will be returning to face to face learning on January 11th and secondary on January 25th (announced on December 21st)
- Expecting new announcement with updated information regarding return but both elementary and secondary high needs special education students will be returning to face to face learning on January 11th

***7.* SEAC Committee Functions**

- Final invitation letter reviewed and accepted
- Emails to be sent out to organizations that have previously been represented on SEAC

All

8. Policy Advice to the Board

N/A

9. Updates
(20 minutes)

9.1. Association Updates

- WWDSS is currently offering: Virtual cooking classes, Reading/Literacy classes, social skills groups, Teen Hangouts, and an Evening Speaker Series for caregivers/educators.

- WRFN is partnering with KidsAbility and the cities to offer a virtual Camp Info Fair in early February. A flyer with full details will be available soon. This event will focus only on camps and not on other recreation opportunities as in the past. We will likely host a rec session at another time.

9.2. Trustee Updates • **https://www.wcdsb.ca/wcdsb-board-meeting-bulletin-december-2020**	
10. Pending Items **N/A**	
11. Adjournment Motion by Jeanne Gravelle Seconded: Tracey Weiler	
12. Action Items Place Holder	

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

35 Weber St. W., Unit A
Kitchener, ON, Canada N2H 3Z1
519-578-3660
info@wcdsb.ca

Catholic Parent Involvement Committee – MINUTES

Date:	Tuesday, **November 10,** 2020
Time:	6:00 pm – 7:45 pm
Location:	Virtual - Microsoft Teams Meeting
Next Dates:	Onboarding: Nov. 26, 2020 and CPIC Meeting: Feb. 9, 2021
Committee Members	**Attendees:** Sharon Adie – Principal Rep. - Elementary Bree Almeida – Elementary - St. Benedict FOS Marchelina Andrea – Elementary - St. Mary's FOS Monica Czagan – Member-at-large Manuel da Silva – Trustee Fr. Joseph de Viveiros, C.R. – Diocesan Rep Alice Figueiredo – Elementary - Monsignor Doyle FOS Emily Hartlen – Elementary - Resurrection FOS Marg Ingoldsby – Principal Rep. - Secondary Wilma Laku – Member-at-large Judy Merkel – Superintendent Denise Porter – Secondary - Waterloo Wendy Price – Trustee Kim Snage – Member-at-large & Chair Andrea Visneskie – Elementary - St. David FOS **Regrets:** David Perlaky – Secondary - Cambridge Brian Schmalz – Trustee (alternate) Maria Turner – Member-at-large Patrycja Wiecek – Secondary - Kitchener
	Recorder: Lisa Legault – Admin Assistant Action Items – Noted in Green

TOPIC	Presenter	Time
1. Welcome and Opening Prayer **Territorial Acknowledgement** **Introduction of Members Present** *I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws, and philosophies of the Indigenous People with whom we share this land today.*	**Judy / Father Joseph / Chair**	**5 mins**
2. Approval of Agenda Bree moved that the agenda be accepted. Alice seconded the motion. CARRIED.	**Chair**	**5 mins**
3. Approval of the Minutes of Previous Meeting Alice moved that the September 29, 2020 Minutes be accepted as presented; Bree seconded the motion. CARRIED.	**Chair**	**5 mins**
4. Elections: Status of current seats/vacant seats Kim is following up with the parent members who have not attended CPIC meetings lately. She will report back to the Committee at a subsequent meeting.	**Judy**	**5 mins**
5. Meeting Norms Review The current Committee Norms, as selected by members at the September 29th meeting, have been posted on the MS Teams site.	**Judy**	**5 mins**
6. Superintendent Update - The Board is continuing to follow the direction of the Waterloo Region Health Unit to keep our schools safe. Cases of COVID-19 are occurring in our schools but in limited number due to the diligence of the school administrators, teachers, and staff. The senior team meets twice a week to review and update our COVID-19 response so we can support students both academically and spiritually. The next transfer window to St. Isidore has been delayed until January 2021 to build stability, confidence, and wellbeing in our schools. - The Commissioning on Oct. 28 was attended virtually by over 120 people. It was affirming to come together to celebrate our faith and welcome new administrators and all CSAC members. The trustees reached out to the community with the lens of a Catholic school advisory council to provide information and direction. The Commissioning was a great way to translate our pastoral theme for this year – Gathered to Become. More information will be sent home with students. Next Monday, November 23rd is a PA day as well as the start of anti-bullying awareness week. Activities are planned for each day of the week which link back to anti-bullying. There is a virtual magazine planned that includes a compilation of student art submissions. There is a plan to put some of the designs on hoodies which will be raffled off. The information will also be filtered through CSAC. - St. Isidore will continue to operate, at least on the elementary level, until the end of this school year, regardless of whether a vaccine is developed. Judy noted that there may be an adjustment to an adapted model for secondary schools which are currently operating on a quadmester system.	**Judy**	**15 mins**
7. Goal Setting **a) Review of initial goals** Kim reviewed the list of initial goals tracked at the first meeting by sharing her screen. Committee members were encouraged to identify the most urgent short- and medium-term goals specific to the pandemic and then develop tactics to achieve those goals.	**Chair/All**	**25 mins**

b) Review of CSAC survey feedback and priorities Kim reviewed the survey results in a PowerPoint presentation **c) Finalization of short/medium term goals** Using Padlet and sharing her screen, Kim reviewed various goals listed under each theme informed by the previous brainstorming session and CSAC proposed priorities. After a discussion, the **top goals**, as chosen by present CPIC members, are: 1. Support Positive School Culture - Meaningful conversations for parental engagement - Maintaining a sense of connection between home school and St. Isidore 2. Communication Strategies - Enhanced communication with parents/school/parish (including virtual connection with home school and minorities) 3. Mental Health Support - Support for parents with children struggling from anxiety, social isolation or focused attention with their studies 4. Community Support - Food insecurity/food drives 5. Technology Support - Coping with online learning (tools/techniques) - Online safety (cyber awareness) It may be possible to connect several items when the priorities are identified. This will allow CPIC to execute the goals more effectively. - Kim will send out this summary to the committee to solicit feedback on specific tactics which will allow us to fulfil these goals. Members are asked to respond to Kim within approximately a week so speakers can be researched/booked, and food insecurity can be addressed prior to Christmas. - Kim will connect with Bree and Denise to provide them with Padlet.		
8. By-law Updates - Community Membership (update) Judy researched how CPIC community membership is handled by other school boards. She found that other boards often invited someone from SEAC (Special Education Advisory Committee) as well as someone from the Diocese (which we already have in the person of Father Joseph). After a discussion, it was decided by a show of hands that Judy would reach out to two local organizations: - Kidsability https://www.kidsability.ca/ - Parents for Children's Mental Health http://www.pcmh.ca/	**Judy**	**10 mins**
9. Trustee Update Manuel and Wendy gave a summary of the Board of Trustees' meeting on October 26, 2020. For more details, click on this link: https://www.wcdsb.ca/wp-content/uploads/sites/36/2020/10/2020-10-26_Board-of-Trustee-Agenda.pdf Past Minutes are posted on the WCDSB website.	**Manuel / Wendy**	**15 mins**
Discussion Items/ Updates:		
10. Committee Updates **10.1 Finance and Audit – Budget Update** Judy reported that CPIC has a budget of approximately $14,000. The Committee will review possible spending ideas after goals have been	**Judy / Chair**	**15 mins**

established. This strategy will maximize the budget to make a difference in the community. **10.2 Onboarding** The Onboarding event for CSAC Chairs is tentatively scheduled for Thursday, November 26, 2020. Denise explained that onboarding provides guidance, resources and support that Chairs can take back to their councils to make them more successful. Denise Porter volunteered to take a leadership role with the year's onboarding - with the support of CPIC members. - Kim will contact her with follow-up. - Lisa will send out a Save the Date invitation to CSAC members. **10.3 Parent Engagement / Pro Grant Ideas** Judy reported that $500 has been given to each school to support parent engagement activities. At the end of the year, schools will provide a summary of how they have spent these funds. This should be mentioned during the November onboarding event. **10.4 Next Steps** - Kim thanked everyone for their input into the initial brainstorming goals in September. These will be combined with the CSAC goals and priorities to create subset goals that will have a key impact on our community. - Community memberships will support those goals. - The collection of the goal feedback will take place within a week or so. - Kim will create an updated Padlet for members to identify some tactics with respect to the themes.		
11. Gratitude and Closing Prayer by Judy	**Judy**	**5 mins**
12. Adjournment at 7:45 p.m. Kim moved to amend the agenda for extra time past 7:30 p.m. Denise and Monica seconded the motion. CARRIED.	**Chair**	

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

35 Weber St. W., Unit A
Kitchener, ON, Canada N2H 3Z1
519-578-3660
info@wcdsb.ca

Catholic Parent Involvement Committee - AGENDA

Date:	Tuesday, February 9, 2021
Time:	6:00 pm -7:30 pm
Location:	Microsoft Teams meeting **Join on your computer or mobile app** Click here to join the meeting **Or call in (audio only)** +1 226-241-2413,,140847244# Canada, Kitchener-Waterloo Phone Conference ID: 140 847 244# Find a local number | Reset PIN
Committee Members	Bree Almeida Elementary - St. Benedict FOS Marchelina Andrea Elementary - St. Mary's FOS Alice Figueiredo Elementary - Monsignor Doyle FOS Emily Hartlen Elementary - Resurrection FOS Denise Porter Secondary – Waterloo Wilma Laku Member-at-Large David Perlaky Secondary – Cambridge Monica Czagan Member-at-Large Andrea Visneskie Elementary - St. David FOS Patrycja Wiecek Secondary – Kitchener Kimberley Snage Chair & Member-at-Large Sharon Adie Principal Rep – Elementary Margaret Ingoldsby Principal Rep – Secondary Fr. Joseph de Viveiros, C.R. Diocesan Rep Judy Merkel Superintendent Manuel da Silva Trustee Brian Schmalz Trustee (alternate) Wendy Price Trustee

TOPIC	Presenter	Time
1. Opening Prayer & Welcome, Territorial Acknowledgement, Added Agenda items *I (we) would like to begin by acknowledging that the land on which we gather today is the land traditionally used by the Haudenosaunee, Anishinaabe and Neutral People. I (we) also acknowledge the enduring presence and deep traditional knowledge, laws, and philosophies of the Indigenous People with whom we share this land today.*	**Judy / Father Joseph**	**5 mins**

2. Approval of Agenda	**Chair**	**5 mins**
3. Approval of the Previous Minutes of November 10, 2020	**Chair**	**5 mins**
4. Status of current seats/vacant seats CPIC Rep needed: OAPCE CPIC Rep needed: WCDSB School Year Calendar	**Judy**	**5 mins**
5. Superintendent Update	**Judy**	**15 mins**
6. Goal Setting **a) Finalization of short/medium term goals** **b) Review of, proposed tactics for Pro Grants and next steps**	**Chair/All**	**15 mins**
7. By-law Updates - Community Membership (update)	**Judy**	**10 mins**
8. Trustee Update	**Brian / Manuel**	**15 mins**
9. Discussion Items/ Updates:		
a) Committee Updates **b) Finance and Audit – Budget Update** **c) Parent Engagement** **d) Next Steps**		**15 mins**
10. Gratitude and Closing Prayer	**Father Joseph**	**5 mins**
11. Adjournment	**Chair**	

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Report

Date: February 22, 2021

To: Board of Trustees

From: Director of Education

Subject: 2021-2022 Estimates Budget Update

Type of Report:
- ☒ Decision-Making
- ☐ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:
- ☒ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information-Board Policy IV 008 "Financial Conditions and Activities"
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

In order for the Board to meet Ministry deadlines for budget submission, staff must carefully plan the timing of the budget preparation and approval process. Board Executive Limitation IV007 dictates criteria to which staff must adhere in the preparation, planning and presentation of the budget. Budget planning typically commences in January and concludes with the presentation of the budget to Trustees on June 7, 2021. Administration will request budget approval on June 14, 2021 in order to file the budget with the Ministry on time.

Policy Statement and/or Education Act/other Legislation citation:

Board Policy IV 007 "Financial Planning/Budgeting"

"The CEO shall not…
1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system
6. Present a budget that does not allow sufficient time for decision-making

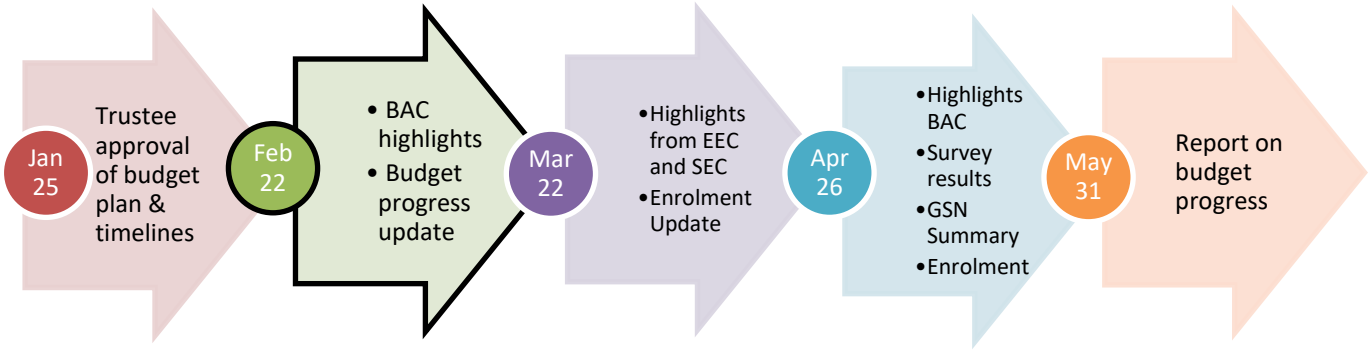
Alignment to the MYSP:

Priority: Student Achievement and Innovation

Strategic Direction: Foster maximum opportunity and success for all

Background/Comments:

The **2021-2022 budget timeline to date:**



Secondary Enrolment Committee Meeting #1: Feb 5, 2021

Objective of Committee:

- The purpose of this committee is to generate secondary enrolment projections using documented methods that will establish a secondary student average daily enrolment (ADE) for the purposes of calculating revenues and staffing

Meeting highlights:

- Discussed timelines for 2021-2022 budget preparation
- Reviewed the 2020-2021 enrolment projections and in-year trending of variables such as impacts of the pandemic, homeschooling, immigration, grade to grade attrition rates, the growth of students of other faiths in the system and grade 12 return rates
- Identified reporting needs within ASPEN (new student information system) that will support the development of the enrolment projections
- There are questions around whether the Ministry will continue with the new ADE formulas that are based on instructional minutes versus count dates which was used in the past. The committee is going to investigate further at following meetings to react accordingly
- Reviewed methodologies used to determine if any changes should be implemented

Elementary Enrolment Committee Meeting #1: Feb 5, 2021

Objective of Committee:

- The purpose of this committee is to openly discuss the methods by which elementary enrolment is calculated and come to an agreement establishing a site-based elementary student ADE for the purpose of calculating revenues and staffing

Meeting highlights:

- Discussed timelines for 2021-2022 budget preparation
- Reviewed the 2020-2021 enrolment projections and in-year trending of variables such as registration, impacts of the pandemic, homeschooling, immigration pause, possibility of offering of a continued online platform, and growth within the region
- Reviewed methodologies used to determine if any changes should be implemented

Budget Advisory Committee Meeting #1: February 18, 2021

- Discussed budget preparation timelines and overview of the process
- Reviewed and provided feedback on public consultation survey questions
  - Engaging Thought Exchange for the second year to receive authentic budget input from community members. Questions will remain constant to determine if there are changing trends
  - The survey will open on February 24th and close on March 26th
  - Results will be made available once they have been compiled and shared with budget holders and the Budget Advisory Committee

- Discussed additional survey for employee groups as a way for them to engage in budget process
- Reviewed funding model, expenditure determination, as well as budget challenges and risks including impact of COVID19 next school year and its impact on class sizes and online learning options
- Reviewed enrolment methodologies and importance of projections related to the budget process
- Distributed links to prior year budget presentation and materials to the committee for feedback

Key Priorities:

- While the 2018-2021 Multi Year Strategic Plan will expire this year, the budget will continue to support the initiatives set out within this plan. Additionally, particular focus for the upcoming year will be placed on the following:
  - Investments in and replacement of student technology and cyber security
  - Ensuring COVID-19 safety for staff and students and
  - Support for equity

New Positions

- Position requests were provided to Executive Council for review

Operational Budget Submissions

- Budget holder meetings are scheduled between February 16 – 26, 2021. These meetings allow budget holders to review historical spending and plans for 2021-22 with a finance staff member
- Final budget templates are due to Finance on February 26, 2021

Upcoming

- GSN announcement: End of March
- Enrolment projections: due to Finance April 7th
- Budget Advisory Committee meeting: To be re-scheduled (formerly April 15th)

Recommendation:

This report is provided as information on the development of the 2021-2022 budget.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services

Laura Isaac
Senior Manager, Financial Services

Renee King
Manager of Budget

*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

Waterloo Catholic District School Board

Report

Date: February 22nd, 2021

To: Board of Trustees

From: Director of Education

Subject: February Director's Report

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **IV 012**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Executive Limitation IV 012 Communication to Board

Policy Statement and/or Education Act/other Legislation citation:

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Background/Comments:

The Month of February is a short one but it was a busy one nonetheless. There were a number of developments in relation to school delivery and the protocols that evolved in order to keep our schools safe and healthy. Mid month our students were able to return to in person learning. That said – as always, the resilience of staff and students to endeavour to make the best of current circumstances and challenges is more than admirable. Everyone is centered on the core purpose of meeting the needs of our students, and if focused on ensuring that the best learning conditions are brought to fulfilment in our schools. We have heard great feedback regarding the work of our staff – and our teachers in particular.

As mentioned previously, this year is also evolving in a manner that is different for the Director and Senior team as well. Visits to schools and special events are fewer (now not happening at all) as we endeavour to minimize contacts in various schools, compounded by the fact that there are a myriad of new and different meetings that have evolved as additions to the calendar and draws on staff time. Nonetheless, I am happy to provide a number of highlights from the past month.

Some of the meetings that continued to be commonplace into February included:

- Lengthy senior team meetings – Monday and Thursday; Mondays as Executive Council and Thursdays as an Academic Council meeting.
- CODE mtg with DM – Thursday Mornings (now bi-weekly)
- CODE Continuity of Learning sub-group – once a week (Tuesday mornings)
- CODE Continuity of Learning mtg with DM (sub-group) – Thursday afternoons (now bi-weekly)
- Chairs and Directors of Ed with Minister of Education – Monday afternoons
- Administrator meetings, where myself and senior staff take admin through operational, public health and educational updates – bi-weekly on Wednesdays
- Invited in a variety of provincial dialogues as Chair of CODE
- Continue to chair weekly ECCODE meetings – Now monthly on Monday mornings.
- Currently sit as ECCODE's rep on a committee being convened by the Ministry of Health, in partnership with Ministry of Education —The table with include reps from local public health units, Public Health Ontario, the childcare sector and the education sector (4 Directors from each of the affiliates).

A few other quick highlights from the past few weeks include:

- Chaired the Provincial CODE AGM and provided a number of reports and updates in that forum
- Attended OCSOA Board of Directors' Meeting and provided ECCODE Update
- Attended meetings of the 7-12 Program Review Committee
- Attended 2 Governance PD sessions with Board of Trustees
- Attended IT Governance Steering Committee meeting and looked at significant trends and future planning for WCDSB.
- Attended a strategic planning meeting with Thought Exchange about their work at WCDSB
- Attended the Well Being Steering Committee meeting
- Attended SEAC where contributions of retiring superintendent Laura Shoemaker were celebrated.
- Attended Meeting of French Immersion Program Review Committee
- Participated in a Provincial "Initiatives" committee as ECCODE's representative in a 2 hour meeting. (Will meet approx. 4-6 times a year)
- Provided a summary of the Ontario (and Quebec) context as part of a 4-person national panel at ERDI conference, discussing impacts of pandemic and future directions for Education…. Further participated in ERDI panels.
- Participated in kick-off of Budget process with full senior team.
- Participated in and was main spokesperson (delivering our position statements) in a small meeting of CODE affiliate Chairs and Minister of Education Lecce and DM (covering, amongst other things, the vision for education, vision for Directors of Education provincially).
- Participated in and provided welcoming remarks in CODE Provincial PD session with Michael Fullan and Andy Hargraeves.

- Chaired WCDSB FACE Committee, with representatives from various WCDSB stakeholders. As always our focus was on the good work of our staff and how to promote the good work happening in our Catholic Schools and community.
- Attended Budget Advisory Committee
- Participated in meetings with WR Public Health and WRDSB to confirm our understanding about and our approach to targeted testing in schools.
- Participated in a ThoughtExchange North American Leadership Council
- Chaired and participated (and completed) the hiring process for our new Equity Officer at WCDSB. Had our first meeting to discuss her transition.
- Participated in a ThoughtExchange Leadership Council; also continued to attend Thought Exchange Equity Session for Leaders (Leading for Diversity, Equity and Inclusion While White)
- Attended OCSOA PD session with Dr Jean Clinton – Mental Health Needs

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Report

Date: February 22, 2021

To: Board of Trustees

From: Director of Education

Subject: Multidisciplinary Team Approach in Student Services

Type of Report:

- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board Policy **XX XXX**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Regulation 306 Special Education Programs and Services

Policy Statement and/or Education Act/other Legislation citation:

Policy 1001 - Ends

Alignment to the MYSP:

- Nurturing Our Catholic Community: Promoting a culture of belonging and respect, that supports success for all.
- Student Engagement, Achievement, and Innovation: Fostering maximum opportunity for success for all.
- Build Capacity to Lead, Learn and Live Authentically: Nurturing the well being of all students and staff.

Background/Comments:

The Ministry of Education has been allocating funds for the hiring of professionals and processes to support to use of Multi-Disciplinary Teams in school boards across the Province. As a result of new funding in 2018, the WCDSB Special Education Department was able to hire several staff to enhance the Family of Schools (FOS) Collaborative team model currently in place, which also includes other members of the Student Services Department. For example, the newly developed position of an Educational Assistant Liaison Officer has been a significant support. This role involves providing professional development to support staff as well as working closely with Health & Safety to review each incident form submitted. By reviewing each incident report, we can look for trends, make recommendations or provide additional training to support staff and students to prevent future incidents. This is relevant to the Multi Year Strategic Plan (MYSP), as decreasing the number of reports of violent

incidents is a Key Performance Indicator (KPI) under the Strategic Direction of Nurturing the well-being of all students and staff.

Other positions that have been added include 4.0 Board Certified Behavioural Analysts (BCBA). This has allowed WCDSB to provide each FOS multidisciplinary collaborative team with a BCBA to support schools around behaviour to be more responsive to the needs of students. Furthermore, the funding supports the position of 1.0 Psychoeducational Consultant to assist with the implementation of student psychological education assessments. Finally, to assist with student speech and language supports a 0.3 Communication Disorder Assistant has also been added to increase the current CDA staff allotment supporting the collaborative team. The continued vision of the team is to assess and support students with complex multiple exceptionalities who, despite their best efforts, continue to face challenges. The Multidisciplinary Team approach of the FOS Collaborative team works to support students with complex developmental and behavioural, social emotional challenges as well as academic challenges through a transdisciplinary approach to assessment and school consultation.

All Student Services disciplines, members of our collaborative teams, utilize evidenced-based frameworks (e.g., Logic Models) to plan and monitor their collective efficacy to improve outcomes for the students they serve. All disciplines have a common theme of providing direct services to students and/or staff, providing recommendations for accommodations with the goal of improving outcomes for student learning. Team members gather information through observing, assessing and discussing the exceptionalities of the learner through the lens of their various disciplines. Members of the FOS Collaborative team come together to assist students through a multidisciplinary approach, which means that they consider a holistic view of the student. Following their direct service, this multi-disciplinary approach is used to collectively identify the learning needs of each student and provide recommendations for accommodations that are consistent with the profile of the learner and through the lens of all disciplines. This process ensures the student is at the center, the focus, and prevents fragmentation of services and student outcomes. The mechanism for these recommendations is through the student Individual Education Plan (IEP). The advantages include the ability for the team to consider complex, multidimensional student needs, as well as interdisciplinary collaboration. It is the collective understanding of the team through the integration of clinical and educational assessment that formulates the student profile and thereby the intervention strategies.

The support is dynamic and includes trialing, modelling, adapting and adjusting goals and strategies as the needs of the student and the school change. Ultimately integrating all clinical and educational information to develop a student profile and timely interventions that land on the student desk and enhance understanding by the teacher. After these accommodations are identified Student Services staff work with the student and/or school-based staff to build an understanding of the unique profile of the learner, support utilization of the recommended accommodations, with the goal that improvements in learning are seen. The Collaborative team takes collective responsibility and accountability for ensuring the recommendation are released to the teacher through a coaching and mentoring lens. The cyclical process of feedback, a mainstay in the collaborative team process, supports an ongoing review of assessment and intervention strategies, resulting in a responsive and timely team intervention. Once an intervention plan is established, the collaborative team meets with the school team to be informed by, review and deliver the plan as well as update IEP. The success of the team and their approach is determined by the outcomes on the student desk.

Central to this approach is the need for members to build partnership with a stance of curiosity, a commitment to continuously improving practice, and in the long-term shifting from collaboration to co-responsibility to shared professional accountability. This partnership will require members to embrace a reflexive practice informed by effective peer review. As such we are building a multidisciplinary team logic model and are committed to providing all student services staff with professional development that will support their collective efficacy both within multi-disciplinary teams, and school-based teams. Some of the professional development topics will include themes related to collective efficacy through the lens of mentoring and coaching. Furthermore, the Multidisciplinary Team continues to create and provide PD for school staff on how we know the learner (e.g., PA Day focus of Knowing the Learner, Executive Functioning, Universal Supports) which is key action to achieve the goal of equitable access to learning opportunities under the Strategic Direction of Nurturing Our Catholic Community in the MYSP.

The short-term indicators are that the integrated profile of the learner and recommendations from the multi-disciplinary team approach are understood by the Classroom Teacher and entered onto to the IEP. Outcomes include the teacher's ability to implement strategies, and support to create the best possible learning environment for each student. Long-term outcomes include the classroom teacher's ability to articulate that they have student evidence (e.g., conversations, observation and/or products) that the accommodations as detailed in the IEP are working and that the student is "better off". The Board will thus meet educational outcomes, by matching strategies with needs and demonstrate higher academic outcomes. Overall, the Special Education long- term indicators or student success resides in student's graduation rates (OSSD), certification increases (OSSLC) and/or decreases in the overall independence of students as measured by the Independence Rubric. Quantitative metrics are difficult to access due to migration issues from Trillium to Aspen.

Student Aware

Digital dangers faced by students are just as real and of concern as traditional ones. Cyberbullying, online exploitation, human trafficking, and access to sites that teach students how to complete suicide or acts of violence are just a few examples. WCDSB recognizes our shared stewardship with respect to students' engagement in our online community. Our student's online activity plays a role in shaping their actions, mental health and wellbeing, character, and faith. We endeavor to support our students in digital citizenship, while being accountable and successful contributors to our global society. In an effort to support our students' safety, mental health and wellbeing, and in the context of prioritizing safe schools, we are committed to maintaining a level of oversight within our schools' online communities.

To this end, the following strategic directions from the 2018-2021 Multi-year Strategic Plan and Well-Being Plan guide the work including:

- Nurture the mental health and wellbeing of students and staff.
- Promote a culture of belonging and respect that supports success for all.
- Investment in global competency development and leading technologies.

We implemented Student Aware, a digital program from Imagine Everything, which identifies high risk, vulnerable students presenting signs of suicide, violence, abuse and other dangerous online activity. The program monitors online traffic through student specific coded email address, filtering high risk traffic into the following categories:

- Self-harm*
- School violence*
- Child exploitation*
- Pornography*
- Adult networks
- Cyberbullying*
- Domestic Abuse
- Drugs

WCDSB has chosen to focus on the areas of self-harm, school violence, child exploitation, pornography, and cyberbullying. Housing the student aware program under the portfolio of social work, through the student aware coordinator position, is unique and has captured the interest of the Ministry of Education. This approach versus a technology focus, allows us to offer a social work lens throughout the process of analyzing search results and developing intervention plans designed to support student mental health, wellbeing and safety. The student aware coordinator's daily review of the platform focuses on patterns in searches, the types of sites visited by our students, and search volume for each of the identified categories. As the student's specific coded email address is non identifiable this reduces the likelihood of bias, while protecting student privacy.

Factors considered in launching in inquiry, flagged by student aware are based on the following:

- Predetermined categories of increased vulnerability or risk to students.
- Category thresholds in consideration with search volumes ie) one versus chronic.
- Nature of the website ie) informed by Student Aware, WRPS etc.
- Searches that occur before/after suggesting risk mitigation or escalation.

- Age and developmental stage of the student in conjunction with the nature of the searches.
- Time of day the searches occur with respect to the age of the student

For instance, pornography searches for a student in grade 12, depending on the volume may pose less of a concern and warrant a different response than the same searches for a student in Grade 4.

On a go forward basis, once a stage 2 VTRA has been initiated and approved by the lead social worker, this will now include a scan of the student's online activity using student aware to enhance and provide a more robust investigation process. The program will not be used during a stage 1 VTRA, nor in a proactive manner. Thus, WCDSB use of student aware and any potential for bias, will be contained.
Upon identifying potentially vulnerable or at-risk students, the student aware coordinator follows up with school administrators to develop an appropriate planned response including support and communication with parents and students. Intervention plans could include the need for a referral to social work to conduct a suicide risk assessment, violent threat risk assessment, and potentially referrals for support through our community based social service agencies. Outcomes could include and are not limited to:

- immediate connection to School Social Worker for risk assessment.
- recommendation for follow up with Doctor.
- community counselling resources shared with parent.
- crisis support services shared with parent, connection to Front Door.
- connection to psychiatrist, hospital intervention.
- increased monitoring of internet use, safety protocols.
- coping strategies shared with parent for stabilization.

The student aware coordinator accepts a level of accountability within the role by tracking data on their interventions, identifying and communicating potential gaps, and ensuring appropriate follow up has occurred via Administrators and/or social work staff to close the loop of service to each student. Between September 10, 2020 and January14, 2021 we have completed 135 inquiries, 63% for self-harm/suicide, 20% pornography, 11% school violence, 3% bullying, and 3% child exploitation. Seventy percent of the inquiries were at the elementary school level with 30% in our high-schools. In all instances, with the exception of 7% where the inquiry didn't warrant a response, administrators have followed up with parents and in 29% of these calls by administrators the family accepted an in the moment referral to our social work staff. Feedback from our parent community has been overwhelmingly positive and they have expressed gratitude for the oversight and support of WCDSB with respect to their students digital citizenship and overall safety.

Many of the students we've supported through the student aware program were not already involved with social work. We anticipate as data is collected over time it will guide Tier one support for student mental health and wellbeing via our Mental Health Lead and School Plans. Short term indicators include the employment of effective intervention strategies designed to increase student emotional, physical and psychological safety through connection to community support and school based social work service. As the data collection informs preventative strategies in schools, long term we can expect to see a decrease in the number of students online searches warranting a response through the student aware platform with a corresponding increase in students' digital citizenship and safe use of the internet.

Recommendation:

Prepared for your information.

Prepared/Reviewed By: Loretta Notten
Director of Education
Laura Shoemaker
Superintendent of Learning

*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Report

Date: February 22, 2021

To: Board of Trustees

From: Director of Education

Subject: 7-12 Program Review Draft Recommendations Report

Type of Report:
- ☒ Decision-Making
- ☐ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:
- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 010 "Facilities/Accommodations"**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin:

In September 2020, management initiated a review to establish program recommendations related to the opening of WCDSB's new 7-12 school in East Kitchener. The first phase of the review is now complete. This report provides Trustees with key considerations resulting from this phase and provides next steps for phase two of the 7-12 Program Review process.

Policy Statement and/or Education Act/other Legislation citation:

IV 010 - Facilities/Accommodations

The CEO shall not permit the establishment of facilities that lack physical signs of our Catholic faith and allowance for sacred space; limit students from fully experiencing the curriculum and do not have relationship with the community.

Alignment to the MYSP:

Promote a culture of belonging and respect, that supports success for all:
Equitable access to learning opportunities

Nurture a Culture of Innovation:
Ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success

Foster maximum opportunity for success for all:
Increased Opportunity for Experiential Learning

Background/Comments:

The 7-12 Program Review is to be conducted in two (2) phases.

- The first phase focuses on research and program development and is guided by the 7-12 Program Review Committee.
- The second phase will involve a community consultation process, focused on East Kitchener schools.

Following the conclusion of the second phase, boundary reviews will be required in accordance with APF008 – Pupil Accommodation Review Process, to establish the elementary (7-8) and secondary (9-12) boundaries of the new school. Further information on these processes will follow at the appropriate time.

Other Boards' Experiences

The Grade 7-12 Program Review Committee examined the practices of some 15 Boards that offer Grade 7-12 programming. Three boards were approached to share their experiences in greater detail with the Grade 7-12 Program Review Committee:

- Durham Catholic District School Board (All Saints CSS and Monsignor John Pereyma CSS)
- Ottawa Catholic School Board (St. Patrick CHS)
- York Catholic School Board (Our Lady of the Lake Catholic Academy)

Interviews were conducted with staff and school administrators at each of these boards to address areas of interest to the Committee including:

- Administration
- Teachers
- School day schedule
- Facilities
- Student safety and security
- Transition planning
- Faith formation

Each of the three boards approach the Grade 7-12 model in a different manner suited to the circumstances of the school program and school environment. Consequently, each board has had a different reason to consider Grade 7-12 models and has adapted the model to suit their circumstances (Table 1).

- The Durham Catholic District School Board studied and implemented a Grade 7-12 model at two schools.
    - Monsignor John Pereyma CSS was converted to Grade 7-12 to address low enrolment and to avert a school closure review.
    - All Saints CSS was converted to Grade 7-12 in conjunction with the development of a new Regional Arts program that starts in Grade 7.
- The Ottawa Catholic School Board has organized 18 of its 19 secondary schools in a Grade 7-12 model. All new secondary schools designed and constructed by the board are organized as Grade 7-12. St. Patrick CHS recently added the Grade 7&8 students to the school and is the board's most recent conversion to this model.
- The York Catholic School Board opened its Our Lady of the Lake Catholic Academy as a Grade 7-12 school addressing capacity issues within the family of schools.

Table 1 - Summary of 7-12 Information from Other Boards

Issue	Durham Catholic (All Saints CSS)	Ottawa Catholic (St. Patrick CHS)	York Catholic (Our Lady of the Lake Catholic Academy)
Size of School	1,200	1,300	450
Administration	A single Principal with vice principals that serve the entire school.	A single Principal with elementary and secondary vice principals.	A single Principal and vice principal that serve the entire school.
Teachers	Elementary and Secondary teachers are in separate OECTA units and teach within their panel.	Elementary and Secondary teachers are in separate OECTA units and teach within their panel.	All staff are required to teach any grade within the school (Unique to this location in the Board). Department heads look after Grades 7-12.
Schedule	Elementary and Secondary periods are similar in length and matched to the secondary school semesters. Common lunch. Grades 7,9,11 are on one lunch while grades 8,10,12 are on the other. Common entry and exit.	Elementary and Secondary schedule are separate with common entry and exit only. Grade 7&8 operate on a rotary system with 6 x 50-minute periods a day and students moving room to room.	Elementary and Secondary periods are similar in length with a common lunch. Grades 7,9,11 are on one lunch while grades 8,10,12 are on the other, Common entry and exit.
Facilities	Distinct elementary and secondary areas within the school. Separate grade 7&8 washrooms. Separate locker areas. Shared spaces for the Arts, Phys Ed, Learning Commons, Chapel and Cafeteria.	Distinct elementary and secondary areas within the school. Shared spaces for Phys Ed, Learning Commons, specialized classrooms including Tech Shops, and Chapel. Grade 7&8 students are not put in portables when school grows.	Distinct elementary and secondary areas within the school. Separate locker areas. Shared spaces for the Arts, Phys Ed, Learning Commons, Chapel and Cafeteria “access to all spaces says that every child belongs”.
Student Safety and Security	Security cameras in use, all students are in uniform, grade 7&8 may not leave campus, grade 9-12 may leave campus.	Security cameras in use, no grade 9-12 in the grade 7&8 areas of the school, all students are in uniform, grade 7&8 may not leave campus, grade 9-12 may leave campus. The rules are the same for all students.	Security cameras in use, no grade 9-12 in the grade 7&8 areas of the school, all students are in uniform, grade 7&8 may not leave campus, grade 9-12 may leave campus.
Transition Planning	Grade 7 students apply to attend the arts program.	Board has developed several resources aimed at Grade 6 parents and students to prepare students for transition to a Grade 7-12 environment.	Work with the feeder schools to prepare Grade 6 students for transition to a Grade 7-12 school.

Issue	Durham Catholic (All Saints CSS)	Ottawa Catholic (St. Patrick CHS)	York Catholic (Our Lady of the Lake Catholic Academy)
Program integration	Co-curriculars are available for both panels, and arts activities will be available for students in Grades 7-12.	Separate co-curriculars are available for each panel. Secondary staff run workshops for 7&8 students during exam times.	Co-curricular activities are planned for Grades 7-12, make school as inclusive as possible.
Faith Formation	Single chaplain serves the whole school. Grade 7 & 8s participates in retreats and at school masses. All students have access to chapel.	Single chaplain serves the whole school. Grade 7 & 8s participates in retreats and at school masses. All students have access to chapel.	Single chaplain serves the whole school. Grades 7,9,11 and 8,10,12 attend school masses like lunch. All students have access to chapel.
Community	Parent council is 7-12 Fundraising is common from 7-12 (i.e., Terry Fox Run).	Parent council is 7-12.	Parent council is 7-12 .

Stakeholder Engagement

The 7-12 Program Review Committee began meeting in October 2020. Meetings were scheduled with staff from two Ontario school boards to share their experiences with 7-12 schools, and a third board shared their information with Committee in writing. A total of six meetings were held up to January 6, 2021.

Beyond the Committee's work, a Thoughtexchange was conducted to collect input from various system stakeholders, including elementary administrators, secondary administrators, student senate, Catholic Parents Involvement Committee (CPIC) members and executive committee members.

The Thoughtexchange asked a single question of participants:

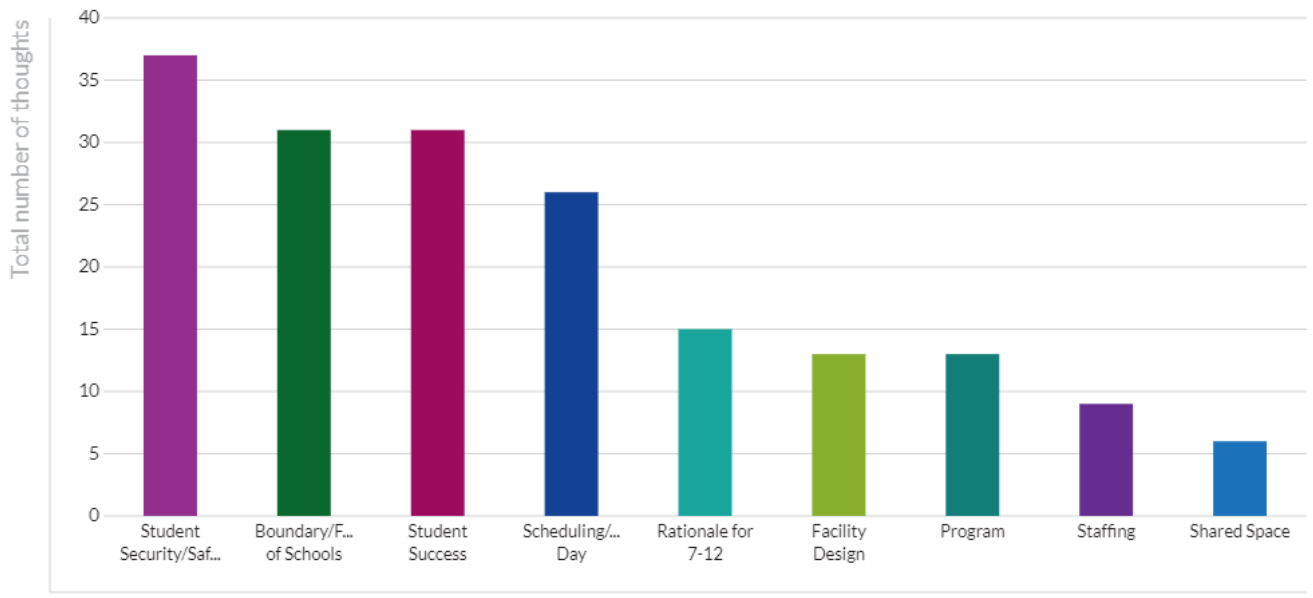
"As the Board plans for a Grade 7-12 school, what do you need to know more about?"

The perspectives of the various participant groups differed slightly, however; overall key themes emerged which were common for all groups (Figure 1).

Areas of interest focused on:

- Student Safety/Security
- Boundary/Family of Schools
- Student Success
- Scheduling/School Day
- Rationale for 7-12
- Facility Design
- Program
- Staffing
- Shared Space

Figure 1 - Total Number of Thoughts by Theme (All Participant Groups)



The areas of interest to the various stakeholder groups reflect the areas of focus of the Program Review Committee in their discussions. Matters pertaining to student safety/security, student success, scheduling, programming, facility design and share spaces were key areas of exploration of the Committee.

Boundary/Family of Schools matters are recognized to be important, however, beyond the current scope of the 7-12 Program Review. Following the conclusion of the Program Review, a boundary review will be required in accordance with board procedures, to establish a boundary for the new school. This subsequent boundary review will include consultation with affected school communities, both elementary and secondary.

Further, conversations were held with employee groups and information shared which reflected the areas of Steering Committee consideration as outlined later in this report. There are several areas where more detailed exploration of issues will benefit from further engagement with employee group representatives and teaching and administrative staff to address operationalizing the Grade 7-12 Catholic School.

Advantages and Challenges of a Grade 7-12 Model

Ministry of Education Student Success Strategy

The Ministry of Education's student success strategy (Student Success/Learning to 18, n.d.) was written in support of learners in Grade 7-12. While curriculum is developed by grade level, this strategy was intended to support teenaged students with improved learning experiences, and pathway development as they advance toward graduation from high school.

Resources are provided to support the transition between elementary and secondary grades. The transition to high school is known to be a difficult period for students which can result in either "false starts" or "fresh starts" and the resources were intended to address graduation rates and students leaving high school early (Tilleczek & Ferguson, 2007).

It is recognized that getting used to new things and people can be a challenge for students moving from grade 8 to 9 (Tilleczek K. L., 2010). The unknown aspects of high school, including a new building, teachers, friends, etc. can result in or increase anxiety in students. While introducing a transition in grade 6 may differ from the current

approach in WCDSB schools, allowing students to settle into a new school environment before making the transition from elementary to high school may help address some of those fears.

Regardless of the approach, support for learners exists throughout the board, and introducing a Grade 7-12 structure will support students with the changes both at grade 6 and at grade 8.

Other Boards' Observations

As noted in relation to the boards interviewed, there can be many reasons for a Grade 7-12 structure to be considered. In Ontario, those reasons range from programmatic driven to enrolment driven. Most French first language boards in the province operate Grade 7-12 schools. English language boards have increasingly adopted alternative grade configurations to address matters of declining enrolment, enrolment pressure and to support magnet programs.

Across Ontario the following English language school boards operate one or more 7-12 schools and most French language boards operate 7-12 schools:

- Algoma DSB
- Avon Maitland DSB
- Bluewater DSB
- Durham Catholic DSB
- Halton DSB
- Hastings Prince Edward DSB
- Limestone DSB
- Near North DSB
- Ottawa-Carleton DSB
- Ottawa Catholic DSB
- Simcoe County DSB
- Sudbury Catholic DSB
- Superior-Greenstone DSB
- Toronto Catholic DSB
- Upper Canada DSB
- Windsor-Essex Catholic DSB
- York Catholic DSB

Within the Ontario context there is not a lot of research available comparing 7-12 to 9-12 grade organizations. However, several boards have undertaken program and accommodation reviews and identified the following benefits:

- Access to enhanced learning facilities for intermediate students, such as chapel, specialty classrooms, athletic facilities
- Greater learning continuity and seamless transitions for students entering Grade 9 from the intermediate division.
- Opportunity for coordination/support between intermediate and secondary teaching staff.
- Increased leadership opportunities for secondary students including mentorship, tutoring, peer support and faith-based activities.
- Increased student retention between the elementary and secondary panels.

Research

One published research paper School Grade Configuration 7-12 Review of Research (McVey, 2012) also acknowledged the limited availability of peer reviewed Ontario-based research and the reliance by boards on anecdotal information and board conducted surveys.

The author concludes that “there is no definitive answer to the general question ‘what is the best configuration?’ and goes on to recognize that other research has offered that “grade level configuration alone appears to bear little consequence on student learning, school adjustment and personal growth.”

Some of the listed general findings related to the 7-12 configuration specific to the Ontario context are as follows:

- “The 2008-2009 survey of Grade 9 and 10 students who attended a K-8 school versus students who attended a 7-12 school showed no significant differences in terms of academic achievement and perceptions of the school community. (Reid, 2009)
- It is important to create a ‘one school community’ while respecting the needs of the two groups.
- There is the possibility of more consistency in the 7 – 12 curricula.
- Evidence indicates that K-6 schools can benefit from an improved tone, where grade 6 students take on more of a leadership role and are not intimidated by the blossoming adolescents in grade 7-8. (Halton DSB, 2008).
- There may be more opportunities for older students to be role models for younger students.
- Staff who worked in the former Avon Maitland middle schools (Grade 7-8) and who now work in the 7-12 schools indicate that the behaviour of the Grade 7 and 8 students has improved in the 7-12 setting. (Reid, 2009).”

The research paper also offers critical elements for the implementation of a Grade 7-12 configuration:

- Transitions for students
- Student supports in place for academic and social needs
- Timetables, bells, and scheduling
- Supervision, different for 7 and 8 compared to 9-12
- Transition plans/team building for staff – Secondary sharing with intermediate staff
- Understanding the fears of the Secondary staff – they experience change as well
- Merging the community
- Merging of the School Councils, strategic plans
- Traditions of feeder schools, of staff, School Councils, i.e., graduations, bursaries, closing ceremonies, trophies, etc.

The above elements were reflected by the Program Review Committee’s discussions, the initial Thoughtexchange input, and feedback from other boards, demonstrating the consistency and commonality in themes when considering Grade 7-12 configurations.

Steering Committee Considerations

Grade 7-12 School Program

Within the Grade 7-12 Catholic School, programming will be offered in a manner that is consistent with the Board's existing elementary (grades 7&8) and secondary (grades 9 to 12) schools. The elementary students will take the same subjects as other grade 7&8 students using similar learning blocks and breaks during the instructional day. For the secondary school students credit accumulation and courses will be delivered in a manner consistent with other Catholic secondary schools.

What will be unique to a Grade 7-12 school program is the sharing of some larger and specialized spaces that a traditional JK-8 elementary school facility would not have. Specialized spaces would include a larger gymnasium, a library/learning commons, chapel, cafeteria, and classrooms set up for science, art, and instrumental music.

Grade 7-12 School Operations

SCHOOL IDENTITY

Within a Grade 7–12 Catholic School a single school identity will be created for all staff and students. The school would operate under a single school name, with a common school uniform, teams, colours, and mission.

If a Grade 7-12 Catholic School is established as a new entity, it would be advantageous to open the school with some rather than all grades. Phasing in grades can help build a common culture, vision, and values so that the school develops its identity over time.

Key Consideration: That a Grade 7-12 school will have a single identity for all students and staff and operate under a single name, uniform, teams, colours, and mission.

ADMINISTRATION & STAFFING

A Grade 7–12 Catholic School will be administered by a single Principal responsible for the entire school. Within the administrative team a Vice Principal(s) will be assigned to the elementary (grades 7&8) program and additional Vice Principal(s) assigned to the secondary (grades 9 to 12) school program based on the respective panel's enrolment levels in accordance with current practice.

Teaching staff at the school will be recruited to teach in the elementary panel for grades 7&8 and in the secondary panel for grades 9 to 12 and will therefore be members of their respective OECTA unit.

A Grade 7-12 Catholic School will be supported by clerical staff, paraprofessional, and custodial staff to address respective panel or school requirements and based on local employment agreements staffing formulae.

Key Consideration: A Grade 7-12 school will be administered by a single Principal, and that a Vice Principal(s) be assigned to the elementary (Grade 7 & 8) students and additional Vice Principals be assigned to the secondary (Grade 9-12) students in accordance with the board's staffing protocol.

SAFETY, SECURITY & SHARED SPACE

The board is committed to the need for student safety and security in all schools. In a Grade 7-12 Catholic School where both elementary and secondary school programs are accommodated in a single building, the school will be intentionally designed and managed to provide measures that enhance safe schools including:

- A common school uniform for all students that distinguishes students from anyone else in the building.
- Building separate classroom areas within the school for the elementary and secondary school programs.

- Placing security cameras on the school building exterior and placing security cameras in shared areas and corridors on the interior of the school building.

- Developing distinct schedules for elementary and secondary students so that each group will travel to and from classes on separate schedules with limited interaction.

- Scheduling separate lunch times and recess times for the elementary students under teacher supervision.

- Limiting interactions between the elementary and secondary students at the school and ensuring that there is teacher supervision at entry and dismissal.

- Using varied materials and colours to define the elementary and secondary areas of the school so that the staff and students can tell where each group belongs.

Key Consideration: A Grade 7-12 school will be designed to accommodate elementary and secondary students in a single building, while ensuring space for elementary students in a wing or floor(s), and that those areas use materials and finishes to define the space.

Key Consideration: Students attending a Grade 7-12 school will dress in a common uniform which ensures students are distinguished from other persons in the school building.

Key Consideration: Consistent with the board's secondary schools, a Grade 7-12 school will have security cameras throughout the interior and exterior of the building.

ROTARY & SPECIALIST TEACHERS

The elementary program for grade 7&8 students at a Grade 7-12 Catholic School would be aligned with existing programs offered in other elementary schools and mirror the daily instruction requirements of all other grade JK-8 schools.

At a Grade 7-12 school a home room teacher for grade 7&8 students will deliver many subjects to the elementary students daily. Specialist teachers would be available for French language instruction and instrumental music consistent with other schools in the elementary panel.

The elementary program at a Grade 7-12 school will be larger and may differ from other grade JK-8 schools by offering:

- Opportunities for expanded co-curricular programs including music, drama, arts, sports, and other clubs.

- Access to a chaplain and chapel in the school.

Key Consideration: That Grade 7 & 8 students in a Grade 7-12 school be assigned to a home room teacher and that program be delivered consistently with that offered in elementary schools throughout the board, while recognizing the opportunities of increased access to specialized classrooms.

SCHEDULE

A school schedule in a Grade 7-12 setting will be based on a common start time and common day end to facilitate student transportation to and from the school.

Within the school day all academic block and course length requirements will be met for the elementary panel and secondary panel.

A specific school schedule will be developed to ensure that each panel operates with limited contact or crossover during a typical school day.

Key Consideration: A Grade 7-12 school have a common start and end time to facilitate the efficiency of student transportation to and from school and provide opportunities for intentional coordination of supervised school activities involving both elementary and secondary students.

Key Consideration: A Grade 7-12 school have unique schedules for each panel to limit interaction between Grade 7 & 8 and Grade 9-12 students.

SPECIAL EDUCATION CONSIDERATIONS

Students with special needs will be provided with supports that align with existing programs offered in respective elementary and secondary school settings.

A Grade 7-12 school will have several spaces that can accommodate students with special needs and provide easier transitions from an elementary to a secondary school setting.

Key Consideration: That special education programming in a Grade 7-12 school be delivered consistently with elementary and secondary panel programming throughout the board.

STUDENT SUCCESS AND TRANSITIONS

Student supports at a Grade 7-12 Catholic School will follow the existing models at other elementary schools for grades 7&8. For Grades 9-12 student success will follow the models of other Catholic secondary schools with guidance and student supports.

The transition activities planned from grades 8 to 9 will be coordinated and managed within the Grade 7-12 Catholic School. In this way, guidance processes for secondary enrolment and option sheets will be a smoother and simpler transition in the same building.

The Grade 7-12 Catholic School will ensure that the traditional milestone activities that take place in both an elementary setting (i.e., Grade 8 Graduation) and a secondary setting (i.e., Grade 12 Graduation) will take place separately and distinctly in the same manner as other Catholic schools

Transition planning for students from grade 6 to grade 7 will be developed by the board and feeder schools to ease the transition from the existing elementary schools to a Grade 7-12 Catholic School. The measures to address student transitions may include:

- Orientation programs for students and parents in the grade 6 year of designated feeder schools.
- School visits to understand how the school schedule and school day run.
- Hosting events for students from the feeder schools during the year.

Key Consideration: That student success strategies used in elementary and secondary schools throughout the board be consistently delivered for elementary and secondary students in a Grade 7-12 school.

Key Consideration: That Grade 8 to Grade 9 transitions will be managed and coordinated within a Grade 7-12 school.

Key Consideration: That transition planning for Grade 6 students be developed to support the move from Grade 6 to Grade 7, which may include the development of orientation programs, school visits, and hosted events for feeder school students throughout the year.

CO-CURRICULAR & EXTRACURRICULAR OPPORTUNITIES

The development of a Grade 7-12 Catholic School will allow for a range of co-curricular and extracurricular activities.

Many activities such as school sports will follow the existing organizational structures for elementary and secondary schools.

The congregation of more grade 7&8 students may allow for a greater breadth of activities for this division to take place than in a traditional grade JK-8 school. The availability of a greater range of staff at the school may also allow for a greater breadth of extracurricular activities for all Grade 7-12 students.

There may be opportunities through supervised events to blend both the elementary and secondary students for some activities such as guest speakers.

Key Consideration: That a Grade 7-12 school ensure panel specific opportunities for co-curricular and extra-curricular activities for Grade 7 & 8 and Grade 9-12.

FAITH FORMATION

Within a grade 7 – 12 Catholic School one area where student interaction is encouraged will be in Faith Formation. A common school day entry and school day start supports community faith development within the whole school.

The elementary and secondary students will have access to a Chaplain who guides faith formation for the entire school, and access to a chapel built within the school to serve all students. The chaplain would support the faith life of grade 7 students in their confirmation year and assist the elementary teachers and secondary religion teachers.

A single chaplaincy spanning the elementary and secondary students would be one area where intentional interaction between the panels in the school will provide for positive, supportive relationships between students.

Key Consideration: That Grade 7-12 students will have access to a Chaplain and chapel in the school to support faith life and support positive, supportive relationships between students, staff, families, and community members.

Next Step/Communications

CONSULTATION & COMMUNICATION PLAN

The second phase of the program review will involve a community consultation process, with additional engagement of East Kitchener elementary schools. A board wide Thoughtexchange and survey will be conducted to collect input. This information will be collected and considered before bringing a final set of 7-12 program and operational considerations to the Board of Trustees.

While the boundaries and family of school relationships for the new Grade 7-12 school have not yet been determined, because of anticipated impact of the approved Grade 7-12 school located in East Kitchener, the schools in this area will be engaged via their school councils to provide input on the key considerations.

The following key considerations will be shared with the community:

a) That a Grade 7-12 school will have a single identity for all students and staff and operate under a single name, uniform, teams, colours, and mission.

b) A Grade 7-12 school will be administered by a single Principal, and that a Vice Principal(s) be assigned to the elementary (Grade 7 & 8) students and additional Vice Principals be assigned to the secondary (Grade 9-12) students in accordance with the board's staffing protocol.

c) A Grade 7-12 school will be designed to accommodate elementary and secondary students in a single building, while ensuring space for elementary students in a wing or floor(s), and that those areas use materials and finishes to define the space.

d) Students attending a Grade 7-12 school will dress in a common uniform which ensures students are distinguished from other persons in the school building.

e) Consistent with the board's secondary schools, a Grade 7-12 school will have security cameras throughout the interior and exterior of the building.

f) A Grade 7-12 school have a common start and end time to facilitate the efficiency of student transportation to and from school and provide opportunities for intentional coordination of supervised school activities involving both elementary and secondary students.

g) A Grade 7-12 school have unique schedules for each panel to limit interaction between Grade 7 & 8 and Grade 9-12 students.

h) That Grade 7 & 8 students in a Grade 7-12 school be assigned to a home room teacher and that program be delivered consistently with that offered in elementary schools throughout the board, while recognizing the opportunities of increased access to specialized classrooms.

i) That special education programming in a Grade 7-12 school be delivered consistently with elementary and secondary panel programming throughout the board.

j) That student success strategies used in elementary and secondary schools throughout the board be consistently delivered for elementary and secondary students in a Grade 7-12 school.

k) That Grade 8 to Grade 9 transitions will be managed and coordinated within a Grade 7-12 school.

l) That transition planning for Grade 6 students be developed to support the move from Grade 6 to Grade 7, which may include the development of orientation programs, school visits, and hosted events for feeder school students throughout the year.

m) That a Grade 7-12 school ensure panel specific opportunities for co-curricular and extra-curricular activities for Grade 7 & 8 and Grade 9-12.

n) That Grade 7-12 students will have access to a Chaplain and chapel in the school to support faith life and support positive, supportive relationships between students, staff, families, and community members.

BOUNDARY/FAMILY OF SCHOOLS

As outlined in the initiation report, further work in accordance with APF008 – Pupil Accommodation Review Process, to establish the elementary (7-8) and secondary (9-12) boundaries of the new school. Further information on those processes will follow at the appropriate time, only after the conclusion of this program review.

At this time, the proposed 7-12 school may open as early as September 2023. Ideally, the new school would open with enough students to support robust elementary and secondary programming, provide relief to overcrowding in East Kitchener elementary schools and St. Mary's HS, while ensuring stability for students entering their final years in high school.

A tentative grade configuration of the new school which would support these objectives is Grades 7, 8, 9 & 10. To provide the Board and public an idea of the grades of potentially affected students, the Table 2 is shared to demonstrate the grades of students who may be expected to attend the new 7-12 school.

Table 2 - Tentative Grades Affected by New 7-12 School

School Year	Grades													
2020/21	JK	SK	1	2	3	4	5	6	7	8	9	10	11	12
2021/22		SK	1	2	3	4	5	6	7	8	9	10	11	12
2022/23			1	2	3	4	5	6	7	8	9	10	11	12
2023/24			1	2	3	4	5	6	7	8	9	10	11	12

Recommendation:

1. That the report entitled “7-12 Program Review Draft Key Considerations Report” be received.

2. That staff be directed to initiate the second phase of the work program generally as outlined in the Consultation & Communication Plan section of the “7-12 Program Review Draft Key Considerations Report”.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services and Chief Financial Officer

Jennifer Passy
Manger of Planning

Lewis Morgulis
L&C Planning Consultants

*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”

References

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APPENDIX A

Public Engagement / Consultation Plan

Table 3 - 7-12 Program Review Timetable

When	Who	What
September 14, 2020	Committee of the Whole	Presentation of Initiation of 7-12 Program Review report
October 7, 2020	Program Review Steering Committee	Start-up meeting
October 27, 2020	Program Review Steering Committee	Ottawa Catholic DSB interview
October 27, 2020	Program Review Steering Committee	Durham Catholic DSB interview
November 25, 2020	Program Review Steering Committee	Meeting
December 2 – December 18, 2020	Program Review Steering Committee	Initial Stakeholder Thoughtexchange
December 15, 2020	Program Review Steering Committee	Meeting
January 6, 2020	Program Review Steering Committee	Meeting
February 8, 2021	Committee of the Whole	Presentation of 7-12 Program Review Draft Recommendations Report
February 22, 2021	Board of Trustees	Decision on 7-12 Program Review Draft Recommendations Report
March 1, 2021	Board staff	Phase 2 school community consultation including: Newswire postings. Elementary school website postings in East Kitchener Survey and Thoughtexchange launch
March 1 – March 26, 2021	Board staff	Engagement of East Kitchener elementary school councils.
March 17, 2021	Board staff	Virtual public meeting
March 1, 2021 – March 26, 2021	Program Review Steering Committee	Meet as needed.
April 7, 2021	Program Review Steering Committee	Meeting
May 10, 2021	Committee of the Whole	Presentation of 7-12 Program Review Final Report & Recommendations
May 31, 2021	Board of Trustees	Decision on 7-12 Program Review Final Report & Recommendations

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Report

Date: February 22, 2021

To: Board of Trustees

From: Director of Education

Subject: South East Cambridge Joint Use Feasibility Study

Type of Report:
- ☒ Decision-Making
- ☐ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:
- ☒ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of **Board Policy IV 010 – Facilities/Accommodations**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Board Policy IV 010 – Facilities/Accommodations

The CEO shall not permit the establishment of facilities that lack physical signs of our Catholic faith and allowance for sacred space; limit students from fully experiencing the curriculum and do not have relationship with the community.

…the CEO shall not:

3. Initiate or enter into projects that involve material changes to facilities without exploring available financing options and public sector partnerships.
4. Engage in facility partnerships without board approval.

Policy Statement and/or Education Act/other Legislation citation:

Administrative Procedures Memorandum APF012 – Community Planning and Facility Partnerships

Purpose
…The board's primary responsibility is to support student achievement and safety. Within this context, the intent of this administrative procedures memorandum is to:

- Reduce operating costs for school boards and government;
- Improve services and supports available to students;
- Strengthen relationships between WCDSB and community partners and the public;
- Maximize use of public infrastructure through increased flexibility and utilization; and
- Provide a foundation for improved service delivery for communities.

6.0 Co-building with Community Partners
Proposed new schools, additions, and significant renovations are identified in the board's Capital Plan. Where possible, WCDSB will notify approved partners one (1) to three (3) years in advance of the potential construction

start date. An approved funding source for WCDSB's portion of a construction project is not required prior to partner notification.

Alignment to the MYSP:

Nurturing our Catholic Community
Promote a culture of belonging and respect, that supports success for all
Equitable access to learning opportunities

Student Engagement, Achievement & Innovation
Nurture a Culture of Innovation
Continue to seek and support reciprocal partnerships with Community/ educational partners and leverage the mutual learning

Background/Comments:

A joint school and community centre development has been proposed in south east Cambridge since the late 1990s. In 2007, the City of Cambridge acquired 32.5 acres of land in an area of future residential development east of Dundas Street South. The property was envisioned to accommodate a community centre, public library branch, and two elementary schools

Partnership

In June 2020, the City of Cambridge (City), Waterloo Catholic District School Board (WCDSB) and Waterloo Region District School Board (WRDSB) signed a Memorandum of Understanding (MOU) to formalize their commitment to proceed with a Feasibility Study and future agreements to facilitate the development of the site and cost sharing of expenses related to that development. The MOU also established a terms of reference and timeline for the Feasibility Study, and parties to participate on a Steering Committee on behalf of the parties.

CS&P Architects was retained by the City of Cambridge on behalf of the parties to the MOU to undertake a collaborative and interactive process including visioning with each stakeholder group, detailed site analysis, space needs assessment, and develop conceptual plans reflecting a joint building, separate buildings, or a campus approach. The resulting Joint-use Campus Feasibility Study (February 9, 2021) is provided in Appendix A.

Guiding Principles

The following guiding principles were agreed to by the stakeholders and formed the basis for CS&P's work:

- Leverage sharing opportunities to maximize program synergies, encourage the best utilization of space, and to reduce capital and operating costs for all parties
- Create a vibrant, inviting and multi-generational community hub
- Showcase the main building activities, animating the streetscape and creating a distinct identity for each partner
- Provide a safe and secure design, both indoors and out, that allows for both separation and sharing
- Allow for flexibility of use and potential to grow and change over time
- Maximize the use and amenity of open and green space on the site
- Encourage active transportation by creating safe and inviting green connections to the neighbourhood
- Incorporate sustainable initiatives that foster environmental responsibility; improve building performance and energy efficiency; and contribute to the health and well-being of the users

WCDSB Building Program

The Ministry of Education capital priorities grant approved in 2020 identified a $8,652,378 construction program premised on provincial standards for 354 pupil places and 42,645 sq.ft.

Based on the Ministry templates and board preferences, the building program includes:

- 354 students in Junior Kindergarten to Grade 8
- 3 Kindergartens, 11 Classrooms, Art, Science, Special Education
- Gymnasium, Library/Learning Commons

- General Office, Staff, Custodial and support spaces
- Outdoor amenities, such as asphalt play area
- Space for up to 6 portables

KEY SCHOOL DEVELOPMENT COMPONENTS

The preliminary space program, developed by the City and joint-use partners, noted a requirement for 552 parking spaces (80 WRDSB and Child Care, 75 WCDSB, 375 Rec Centre, 22 Idea Exchange). The peak parking demand is projected to be between 8:00 to 9:00 am on weekdays.

Limited parent drop-off for the schools would be provided on site. Kindergarten, child care and barrier-free drop-off is required park close to the facility entrances. All other parent drop-off will be accommodated on Wesley Boulevard

Based on enrolment projections and potential catchment areas for the schools, both school Boards anticipate the requirement for four full size school buses each. Boards may explore bell time alignment and bus sharing to maximize the efficiency of student transportation and on-site infrastructure.

The schools each require both hard surface and soft (sodded) play areas. Hard surface play and play fields will be exclusive and shared use by the schools only during the school day.

Each school will have its own Kindergarten play area, which will be fenced and connected directly to the Kindergarten classrooms.

Both School Boards require provisions for future portables and space protected for future permanent additions.

Concept Development

A total of three consolidated, and two separated plans were developed by CS&P and evaluated by the Steering Committee. Representatives considered site, building program, building operations, sustainability, capital and operating costs and construction implications. Concepts 2 and 4 were shortlisted and developed further.

Concept 2 Key Details (Figure 1):

- Block shaped plan with main entrance for City components addressing Wesley Boulevard and main shared School Board entry facing west to the school playground
- Most compact building footprint of all concepts
- Clearly separated parking and drop-off for School Board and City components
- Maximizes visibility and access to playground and outdoor open space from the street
- Entrance to City facilities creates a “main street” highlighting all partners’ key activities
- Central courtyard brings daylight into the centre of a dense plan
- Clear separation between City and School Board components
- School circulation is clearly separated for each Board
- C-shaped school wings enclose kindergarten play areas and ensure daylight in all teaching spaces

Concept 4 Key Details (Figure 2):

- Two separate buildings: City (Rec Complex and Idea Exchange) and School Boards (both schools and child care)
- Site can be severed according to the agreed ownership ratios between the City and School Boards
- Outdoor play and amenity areas continue to be shared between all users on an agreed schedule
- Fully separated parking and drop-off for School Board and City components
- Community park located between the two buildings maximizes visibility and access to playground and outdoor open space from the street
- Entrance to City facilities creates a “main street” highlighting all key activities
- Compact and efficient plan reduces the combined schools’ gross floor area
- School circulation is clearly separated for each Board

Figure 1 - Concept 2 Main Floor & Site Plan

CONCEPT 1

- L-shaped plan with all main entrances for all partners addressing Wesley Boulevard
- Lowest overall GFA of all concepts
- Outdoor play and amenity areas shared between all users on an agreed schedule
- Clearly separated parking and drop-off for School Board and City components, which may be shared as per agreement
- Limited visibility and access to playground and outdoor open space from the street
- Entrance to City facilities creates a "main street" highlighting key activities
- Clear separation between City and School Board components
- Limited visibility and access to schools from "main street"
- School circulation is clearly separated for each Board
- School wraps around a courtyard ensuring daylight in all teaching spaces
- Total Joint-use Complex:
  - GFA: 217,880 square feet
  - Estimated Total Project Cost: $ 92,393,000

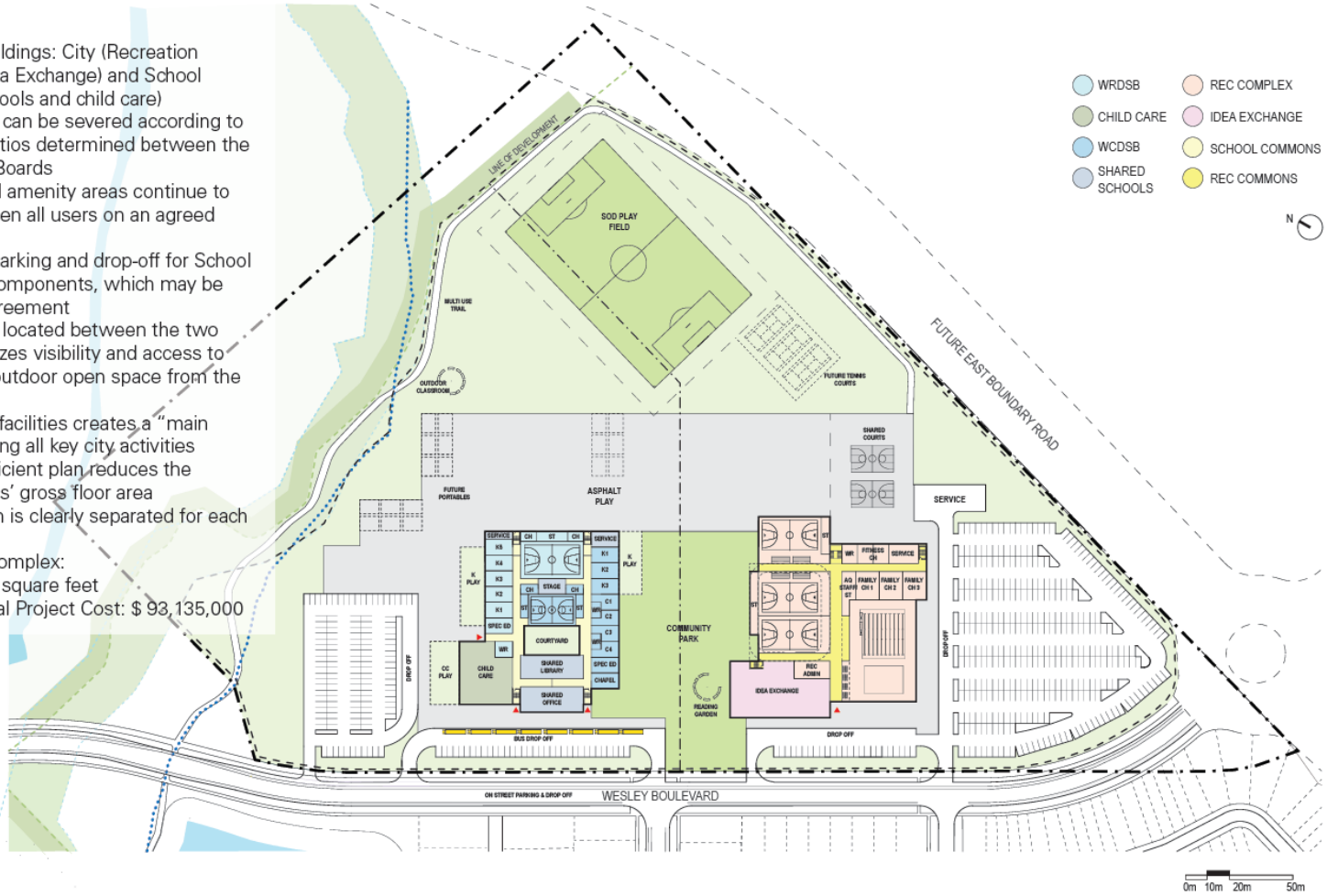
CONSOLIDATED BUILDING CONCEPT PLANS
CONCEPT 1: One Campus, One Facility, L–shaped Plan
Site Plan I Ground Floor Plan

Figure 2- Concept 4 Main Floor & Site Plan

CONCEPT 4

***Preferred Concept**

- Two separate buildings: City (Recreation Complex and Idea Exchange) and School Boards (both schools and child care)
- Developable site can be severed according to the ownership ratios determined between the City and School Boards
- Outdoor play and amenity areas continue to be shared between all users on an agreed schedule
- Fully separated parking and drop-off for School Board and City components, which may be shared as per agreement
- Community park located between the two buildings maximizes visibility and access to playground and outdoor open space from the street
- Entrance to City facilities creates a "main street" highlighting all key city activities
- Compact and efficient plan reduces the combined schools' gross floor area
- School circulation is clearly separated for each Board
- Total Joint-use Complex:
  - GFA: 222,053 square feet
  - Estimated Total Project Cost: $ 93,135,000



SEPARATE BUILDINGS CONCEPT PLANS
CONCEPT 4: One Campus, Two Separate Facilities
Site Plan I Ground Floor Plan

Evaluation of Alternatives

BUILDING PROGRAM

Both Concepts 2 and 4 capitalize on opportunities for joint use and sharing. While in Concept 2 there is enhanced potential for the schools to share space with the Idea Exchange and for the City to benefit from additional gym access, Concept 4 continues to rely on proximate access to these facilities by all parties, as well as shared outdoor spaces which are maximized for the benefit of the community. Concept 4 ensures a visible and inviting park space for the public and each partner has a clear and visible identify on the site.

COST ESTIMATE

Order of magnitude cost estimates were prepared based on the conceptual plans. The estimates delivered a rough cost per square food for each element, including design, unknown elements, and a risk allowance. These estimates are generally ±15-20%.

School estimates reflect standard specifications for school construction built to Ministry of Education benchmark standards. City facility costs were based on a high-performance building designed to LEED Gold standards.

Total budget costs were also prepared which reflect all hard and soft costs, other than land acquisition. Hard costs generally refer to the construction of the building, while soft costs include consulting fees, permits and approvals, studies, legal fees, furniture and equipment, and HST. School hard to soft cost ratios are generally 85/15, while City recreation and library costs would be up to 70/30.

A higher tier contractor would be required to construct a larger more complex consolidated building at a higher rate vs. standalone or a joint school project.

A significant risk to boards was identified in the costing. The Ministry of Education's 2019/20 funding of the board's 354 pupil places allocated $203/sq.ft. for the total project cost, which includes both hard and soft costs. With approximately 85% of that value allocated to construction.

Site preparation and other soft costs are supplemented by the boards' respective Education Development Charges, and estimated to be in the order of $1,000,000 for each board. Despite this offset to the project estimates, the concepts evaluated each exceed the funding available to either school board.

Order of magnitude costing is known to be higher than tendered values. Refinement of costing would happen through more detailed design and even initial cost consultant pricing contracted by school boards is known to come in over benchmark, requiring adjustments to plans to ensure tendering within benchmark.

Table 1 summarizes the approved Ministry funding for the board's school, compared against the order of magnitude costing prepared for the feasibility study. Accordingly, while the values in Table 1 exceed the funding benchmark for both scenarios, there is a greater deviation between Concept 2 costing and Concept 4 to warrant caution.

Table 1 - Comparison of Order of Magnitude Pricing of Concepts – WCDSB Budget Summary

	Concept 2			Concept 4		
	GFA	**$/sq.ft.**	**Total**	**GFA**	**$/sq.ft.**	**Total**
Estimate	39,267	$308	$12,607,000	41,335	$287	$11,857,000
Ministry Benchmark	42,645	$203	$8,652,378	42,645	$203	$8,652,378
Target GFA for Construction	39,655			41,335		
Target GFA (WCDSB funded)	39,065			41,215		

CONSTRUCTION TIMELINES

CS&P evaluated two alternatives with school buildings joint or entirely separate.

The following implications were noted with respect to construction implications of Concept 2:

- Limited opportunities to phase the construction as the building systems are interconnected
- Potential to open the schools prior the completion of the Rec Complex with careful planning and scheduling of construction activities
- Safety is a major concern when partially occupying a school site while under construction

whereas, in Concept 4:

- The site can be severed, and the schools can be built on their own schedule, in advance of the City portion of the site if desired

Project approval to occupancy of a single joint use facility could take at least five years. The complexity of the design, procurement and minimum two year construction window affects each stakeholder differently.

While in Concept 4, the schools would each be required to build their full program; opportunities remain for sharing school space between boards, finding efficiencies in construction, operations and maintenance and timing would be reduced and site development and security within the control of the boards.

SUSTAINABILITY

The City of Cambridge requires that new municipal buildings meet LEED Gold standards. LEED (Leadership in Energy and Environmental Design) is an internationally recognized green building certification system. As Feasibility Study highlights, while the Ministry funding benchmarks, limit boards pursuing LEED certification for schools, the Ontario Building Code requirements result in new school construction which is highly energy efficient. Many building and site design components align with the LEED principles which the City may pursue for their own building.

Conclusions

CS&P has concluded that the site is suitably sized and, in a location, appropriate to meeting the needs of the respective stakeholders.

The proposed joint-use campus will create a community hub offering educational, recreational and cultural activities for all ages for this Cambridge community. A shared approach provides better value for money for the community, and best utilization of all program spaces.

While there are joint use/single building options, a shared school and separate community centre will best meet the needs of the respective stakeholders, while continuing to deliver a community hub offering educational, recreational and cultural activities for all ages.

Next Steps

Detailed joint use agreements must be developed between the City and school boards to facilitate the advancement of a joint use school and the boards must also negotiate agreements to address several matters. The Feasibility Study details a list of agreements ranging from establishing general terms of agreement, governance and communication to operations and maintenance.

Recommendation:

1. That the report entitled “South East Cambridge Joint Use Feasibility Study” be received.

2. That the Board direct staff to work with the City of Cambridge and Waterloo Region District School Board to develop agreements which support the design and development of a One Campus – Two Separate Facilities joint use campus generally in accordance with Concept 4 on the south east Cambridge site.

3. That the Board direct staff to work with the Waterloo Region District School Board to develop detailed plans and associated agreements for the design and construction of a joint school building on the south east Cambridge site.

Prepared/Reviewed By:

Loretta Notten
Director of Education

Shesh Maharaj
Executive Superintendent of Corporate Services and Chief Financial Officer

Jennifer Passy
Manger of Planning

Adrian Frigula
Construction and Renovations Supervisor

*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

Appendix A

Joint-use Campus Feasibility Study
CS&P Architects Inc.
February 9, 2021

Artist's Concept

Joint-use Campus Feasibility Study

City of Cambridge
Idea Exchange
Waterloo Region District School Board
Waterloo Catholic District School Board

February 9, 2021

1. INTRODUCTION **4**
Partners and Program Components 5
2. EXECUTIVE SUMMARY **6**
3. VISION & GUIDING PRINCIPLES **10**
Vision 11
Guiding Principles 11
4. SITE EVALUATION **12**
Site Evaluation Summary 13
5. PROGRAM NEEDS & ANALYSIS **14**
Program Components 15
City of Cambridge Recreation Complex 15
Idea Exchange (City of Cambridge Public Library) 15
WRDSB and WCDSB Elementary School Space Programs 16
Site Program Components 17
Parking and Drop-off 17
Bus Drop Off 17
Outdoor Play and Learning Environments 18
Portables and Future Additions 18
Garbage, Service and Receiving 18
Joint-Use Opportunities 20
Gymnasium/Fitness 21
Library Learning Spaces 21
Art/Science/Maker/Tech 21
Meeting Rooms 22
Mechanical 22

Parking/Drop-off/Service Area 22
Outdoor Play 22
Key Relationships 23
Space Program for Consolidated and Separate Buildings 24
6. SUSTAINABILITY 25
Sustainable Approach Summary 26
7. CONCEPTUAL PLANS 27
Consolidated Building Concept Plans 29
Separate Buildings Concept Plans 36
Engineering Design Briefs 41
Analysis 41
Preliminary Assessment Matrix 41
Concept 1 42
Concept 2 43
Concept 3 44
Concept 4 45
Concept 5 46
Order of Magnitude Cost Estimate Methodology 47
Construction Timelines 53
Potential Risks 54
Future Considerations 55
8. JOINT-USE AGREEMENTS 57
9. CONCLUSIONS 60
APPENDICES 65

1 Introduction

INTRODUCTION

The purpose of this feasibility study is to examine and evaluate the opportunities for a joint-use campus shared by the City of Cambridge, Idea Exchange (Cambridge Public Library), Waterloo Region District School Board (the WRDSB), and Waterloo Catholic District School Board (the WCDSB). The study explores conceptual design approaches to the facilities and site, integrating the facilities to maximize community benefits. Results and recommendations from this study will assist City Council, and the Library Board and School Boards in decision making regarding this proposed community hub.

The potential for a joint-use community hub was envisioned by the partners in the late-1990s. The 1997 Southeast Galt Community Plan noted a general location for a joint campus, including two schools, a child care facility, public library, and community recreation facilities on a shared site. For this purpose, in 2007, the City acquired a 32.5-acre parcel in the southeast of the City of Cambridge and the programming for the joint campus was expanded to include the community park for this neighbourhood.

PARTNERS AND PROGRAM COMPONENTS

City of Cambridge Recreation Complex

- Gross floor area: 104,020 square feet
- Aquatics
- Gymnasiums, multi-purpose rooms
- Walking track
- Storage, office and administrative space

Idea Exchange (City of Cambridge Public Library)

- Gross floor area: 13,600 square feet
- Spaces to provide access to library materials and services and to a variety of programs and events
- Reading, lounge, making and study spaces
- Internet and computer access

WRDSB Elementary School

- Gross floor area: School – 53,240 square feet, Child Care – 8,500 square feet
- 519 students in Junior Kindergarten to Grade 8
- 5 room Child Care

WCDSB Elementary School

- Gross floor area: 42,645 square feet
- 354 students in Junior Kindergarten to Grade 8

2 Executive Summary

EXECUTIVE SUMMARY

This Feasibility Study was conducted through a collaborative and interactive process, engaging the partners' Steering Committee in a variety of interactive explorations to co-imagine a joint-use campus that not only meets the current and future needs of this Cambridge community, but most importantly creates a vibrant, inviting and multi-generational community hub. These preliminary visioning sessions and meetings became the foundation for the agreed vision and guiding principles, which informed all decisions going forward. The development of a decision matrix for assessment of the site concepts referred back to this agreed unified vision.

Separate visioning and programming meetings were held with each of the four key partner/stakeholder groups. Each partner contributed their own vision and priorities which included specific program requirements, budgetary constraints, past experience with similar projects, and their excitement and possibly their trepidation going into a collaborative and negotiated joint project.

A detailed site analysis was undertaken to explore existing site conditions, zoning requirements, Grand River Conservation Authority (GRCA) wetland impacts, transportation issues, local development plans, and community connections.

The preliminary draft space needs assessment was explored and developed in detail to find synergies and joint-use opportunities between all users' space programs.

The conceptual site options were built on the learnings and feedback from the research and analysis phase, including an examination of the opportunities and constraints of the site and program, and the benefits and challenges of a joint building or separate building approach to the campus. Five concepts were explored – three approaches to a single consolidated shared building: One Campus, One Facility, and two approaches to separate buildings sharing the site: One Campus, Separate Facilities. Functional and operational impacts were fully considered. An order of magnitude cost estimate was completed for each concept.

The pros/cons/opportunities/challenges of each concept were assessed using defined criteria and with reference to the vision and principles established by the Steering Committee.

The findings of this study conclude that the site is appropriate in size, location and characteristics to accommodate the proposed joint-use campus. Many joint-use sharing opportunities are available, e.g., parking and service areas; outdoor amenity and play areas; gymnasiums; multi-purpose rooms; specialty classrooms; and reading, lounge and study spaces. More than one approach to the campus can be successfully developed.

The consulting team guided the committee through an iterative process where two preferred concepts were selected – one for a consolidated building and site; and one for two separate buildings sharing a campus.

A detailed analysis was completed for the two preferred approaches, these are referred to in the report as – Consolidated Building Concept 2: One Campus, One Facility, L-shaped Plan and Separate Buildings Concept 4: One Campus, Two Separate Facilities.

The recommended approach for a successful joint-use campus is to locate two separate building on the joint site: Concept 4: One Campus, Two Separate Facilities. The two schools share one facility. The Recreation Complex and Idea Exchange share the second facility. The two facilities frame a generous and welcoming community park facing Wesley Boulevard. The facilities can operate independently, but are designed and programmed to promote shared use of selected spaces both indoors and outdoors. When located in a separate building, on a more clearly defined site, the safety and security of the elementary school students, within the larger context of the campus, is better achieved. Separating the schools from the Recreation Complex and the Idea Exchange allows the partners to proceed with the design and construction at their own pace. The timeline for the design and construction of the Recreation Complex will be longer than for the schools. This is an important consideration for the schools as the Ministry benchmark for capital costs for the schools' construction does not allow for construction cost escalation. The longer the project is deferred the more difficult it will be to build the schools on budget.

The order of magnitude estimate, detailed for all concepts, is based on the initial functional program and preliminary conceptual plans. The level of certainty, or potential cost variation, of this level of estimate is generally +/-15% to 20%. The estimated total project costs for Concept 4 are as follows:

WRDSB Elementary School	$ 13,892,000
Child Care	$ 2,651,000
WCDSB Elementary School	$ 11,857,000
Recreation Complex	$ 58,490,000
Idea Exchange	$ 6,245,000
Total Joint-use Complex	$ 93,135,000

A framework for the development of shared-use and operational models (refer to Section 8) was developed in tandem with the concept designs. This is a creative exercise working with the specific design concepts looking for efficiencies and opportunities that allow for a variety of multiple use strategies - independent use and control by each partner; structured or scheduled use by various groups, or common use at all times.

This proposed joint-use campus will create a community hub offering educational, recreational and cultural activities for all ages in this rapidly developing Cambridge community. A shared approach provides better value for money for the community, and best utilization of all program spaces.

The conclusion of this Feasibility Study is that the proposed joint-use campus is achievable and provides tremendous benefits to each partner and to the community.

Artist's Concept

3 Vision & Guiding Principles

VISION & GUIDING PRINCIPLES

VISION

The vision for this partnership is to provide a multi-generational community hub for the residents of Cambridge, with one-stop access to education, recreation and cultural amenities. This project is a unique opportunity for all partners to enjoy more amenities and uses over what each partner would have if it was a stand-alone facility.

This commitment to shared use maximizes the benefits to the community and provides better value for each partner's investment.

GUIDING PRINCIPLES

Create a vibrant, inviting and multi-generational community hub

Leverage sharing opportunities to maximize program synergies, to encourage the best utilization of space, and to reduce capital and operating costs for all parties

Showcase the main building activities, animating the streetscape and creating a distinct identity for each partner

Provide a safe and secure design, both indoors and out, that allows for both separation and sharing

Allow for flexibility of use and potential to grow and change over time

Maximize the use and amenity of open and green space on the site

Encourage active transportation by creating safe and inviting green connections to the neighbourhood

Incorporate sustainable initiatives that foster environmental responsibility; improve building performance and energy efficiency; and contribute to the health and well-being of the users

4 Site Evaluation

SITE EVALUATION

SITE EVALUATION SUMMARY

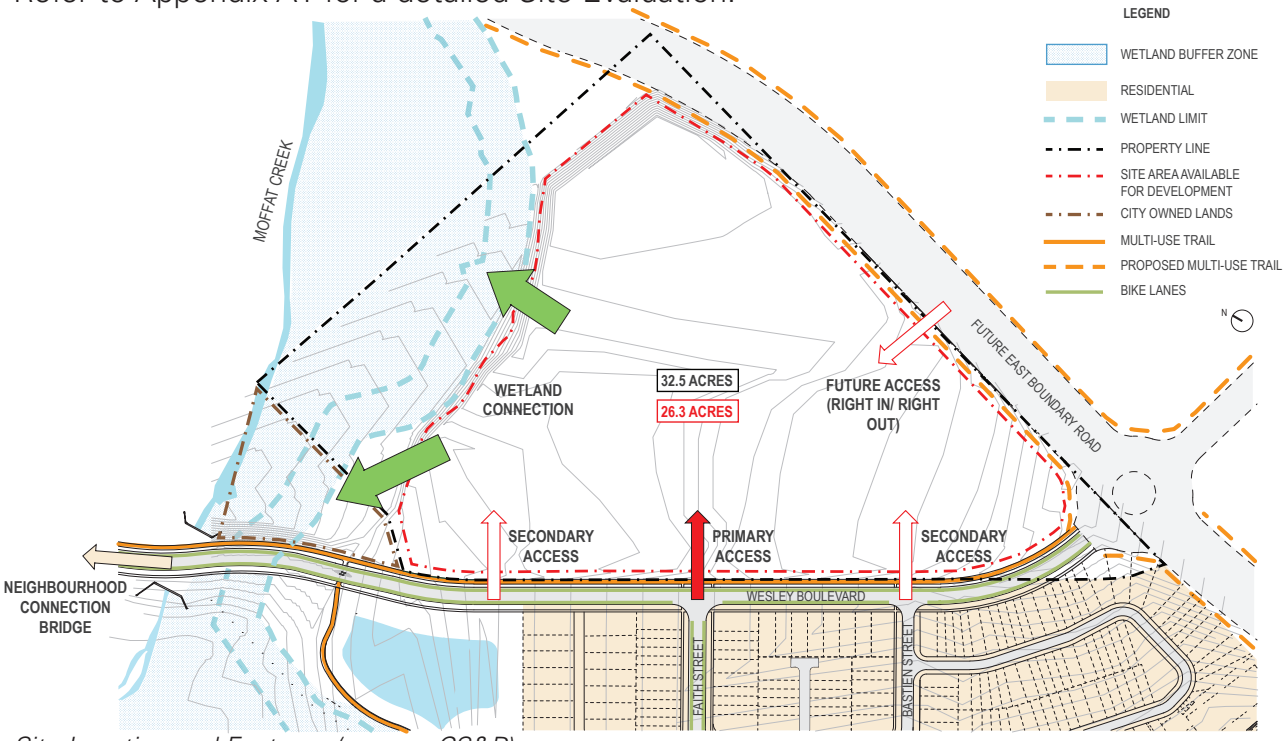
The 32.5 acre site of the future joint-use complex is located in the south-east end of Cambridge in the area known as Littles Corners, north of the intersection of Dundas Street South and Branchton Road.

The site is bordered by Moffat Creek and a vegetated wetland buffer along its north-western edge. At the east boundary of the site, there are plans for a future Regional Road (East Boundary Road). The primary access to the site is from the extension of Wesley Boulevard. Consisting of former hilly, agricultural lands, the site slopes north-west towards Moffat Creek, with a difference in height of 14m from east to west. The developable site area is reduced by the wetland to the west and the road allowance to the east. The remaining site area available for development is approximately 26.3 acres.

Significant growth is anticipated for the region – with future residential low to mid-rise subdivisions planned throughout the vicinity – the most notable of which are the South Point lands. It is estimated that once the area is fully developed, over 26,500 residents will be within a 15-minute walking distance from the proposed campus.

New Multi-Use Trails and Bike Paths are planned to promote active transportation to, from and through the site, and an extension to the current nearby bus route is planned, running along Wesley Boulevard, with a new bus stop to serve the complex directly.

Refer to Appendix A1 for a detailed Site Evaluation.



Site Location and Features (source: CS&P)

5 Program & Needs Analysis

PROGRAM & NEEDS ANALYSIS

PROGRAM COMPONENTS

CITY OF CAMBRIDGE RECREATION COMPLEX

The original Recreation Complex space program was developed in 2015 - prior to the decision to locate the facility at the joint-use campus.

The Net Functional Area of the Recreation Complex program totals 90,450 square feet. Net Functional Area describes the room-specific space program and refers to the usable or assignable square footage within a room or area (inside wall-to-wall dimensions).

Gross Floor Area (GFA) represents the overall footprint of a floor or building, respectively, and includes support spaces, washrooms, circulation, elevators, stairs, the space occupied by the building's exterior walls, and major mechanical spaces.

The Recreation Complex program allocates a 15% gross up bringing the prescribed GFA to 104,020 square feet.

The major components of the program include:

- Aquatics
  - 25-metre pool
  - Leisure/learning/therapy pool
  - Pool change room facilities
  - Pool office, storage and administrative space
  - Spectator viewing
- Dry Land
  - 3 FIBA (Fédération Internationale de Basketball) size gymnasia
  - Indoor walking/running track
  - Multi-use program rooms/meeting space
  - Fitness studio
  - Gymnasium/fitness Change rooms
- Storage, office and administrative space

IDEA EXCHANGE (CITY OF CAMBRIDGE PUBLIC LIBRARY)

The Idea Exchange Net Functional Area totals 11,370 square feet. The program allocates a 16% gross up bringing the prescribed GFA to 13,600 square feet.

The major components of the program include:

- Spaces to provide access to library materials and services and to a variety of programs and events
- Reading, lounge, making and study spaces
- Internet and computer access

WRDSB AND WCDSB ELEMENTARY SCHOOL SPACE PROGRAMS

The Ontario Ministry of Education determines the space program and benchmark capital funding for new and replacement schools. The Ministry Space Template is used to determine the number and type of instructional areas and the required operational and circulation areas to be included in each school based on the expected student enrollment. The Space Template also allocates space for Community Use Rooms such as Child Care facilities.

WRDSB Elementary School

The WRDSB Elementary School Net Instructional and Operational Areas total 38,920 square feet. The space program allocates a 37% gross up bringing the prescribed GFA to 53,240 square feet. An additional GFA of 8,500 square feet is allocated for the Child Care Facility.

The major components of the program include:

- 519 students in Junior Kindergarten to Grade 8
- 5 Kindergartens, 14 Classrooms, Art, Science, Special Education
- Gymnasium, Library/Learning Commons
- General Office, Staff, Custodial and support spaces
- 5 room Child Care centre
- Outdoor amenities, such as asphalt play area, soccer field, multi-use playing field, creative play structure, outdoor classroom
- Space for up to 12 portables

WCDSB Elementary School

The WCDSB Elementary School Net Instructional and Operational Areas total 30,905 square feet. The space program allocates a 38% gross up bringing the prescribed GFA to 42,645 square feet.

The major components of the program include:

- 354 students in Junior Kindergarten to Grade 8
- 3 Kindergartens, 11 Classrooms, Art, Science, Special Education
- Gymnasium, Library/Learning Commons
- General Office, Staff, Custodial and support spaces
- Outdoor amenities, such as asphalt play area
- Space for up to 6 portables

SITE PROGRAM COMPONENTS

PARKING AND DROP-OFF

The preliminary space program, developed by the City and joint-use partners, noted a requirement for 552 parking spaces (80 WRDSB and Child Care, 75 WCDSB, 375 Rec Centre, 22 Idea Exchange). The peak parking demand is projected to be between 8:00 to 9:00 am on weekdays.

The City of Cambridge encourages active transportation and has provided for bike lanes and a safe off-street multi-use trail servicing this site. Grand River Transit plans to extend its local bus route to this site. The Wesley Boulevard road profile includes parking on the north side of the road - estimated at about 40 spaces (this number will be reduced slightly by the proposed bus stop). These initiatives will reduce the overall parking demand on the site. Based on the above, 500 parking spaces are included in the site fit assessment and conceptual plans. In the separated buildings concepts the full number of school related spaces are located adjacent to the schools. The parking spot savings are realized in the parking lot adjacent to the Recreation Complex and Idea Exchange building.

Parking requirements should be confirmed with a parking demand study as the project moves into detailed design.

Limited parent drop-off for the schools will be provided on site. Kindergarten, child care and barrier-free drop-off require park and drop provisions close to the facility entrances. All other parent drop-off will be accommodated on Wesley Boulevard, with safe access provided to the school play yard. Convenient drop-off and additional barrier-free parking spaces will be provided for the Recreation Complex and Idea Exchange users, requiring enhanced accessibility.

BUS DROP-OFF

Based on enrollment projections and potential catchment areas for the schools, both School Boards anticipate the requirement for four full size school buses each. Bell times for the schools may be staggered to reduce the need to provide a bus drop-off zone with a capacity for all eight buses. In addition, WCDSB and WRDSB may explore shared busing. This practice already occurs in other jurisdictions, and could be done here. However, to future-proof the school site and allow flexibility for scheduling, a bus drop-off for eight buses, shared by the two schools, is shown on the concept plans.

Special education vehicles will have a different loading and unloading location, close to the school entrance, for safety and accessibility.

OUTDOOR PLAY AND LEARNING ENVIRONMENTS

The schools each require both hard surface and soft (sodded) play areas. Hard surface play and play fields are exclusive and shared use for the schools only during the school day. School playgrounds are generally fenced for security and the safety of the students. Outdoor classroom spaces and provision of space for play structures are required by both Boards. The wetland area, running along Moffatt Creek, on the west side of the site, provide an opportunity for exploration and naturalized play. Care is needed to avoid supervision issues related to multiple school populations in the playground.

Each school will have its own Kindergarten play area, which will be fenced and connected directly to the Kindergarten classrooms. The Child Care outdoor play is fenced and connected directly to the Child Care playrooms. The required area of outdoor play for the Child Care is regulated by the Child Care and Early Years Act.

Outdoor amenities for the Recreation Complex and Idea Exchange include shared outdoor basketball nets, small games areas, play structures, passive outdoor play, outdoor classrooms/reading gardens, interactive public art, and provisions for future tennis courts where possible. These City outdoor amenities will be funded through a separate City project.

Additional program elements to create a welcoming community hub include a community park located on Wesley Boulevard, and a multi-use trail, connected to the City bike path and trail system and circumnavigating the site.

PORTABLES AND FUTURE ADDITIONS

Both School Boards require provisions for future portables (WRDSB - 12 portables, WCDSB - 6 portables) and space for future permanent additions to each school. Portables will be located on the hard surface play area in proximity to school exit doors.

GARBAGE AND RECEIVING

Garbage, service and receiving areas are required for all users. Day-to-day deliveries to the site will not require a loading dock accommodating full size transport trucks. Daily book delivery and pick-up must be accommodated for the Idea Exchange. Garbage and recycling will be picked-up on a regular schedule. Garbage storage rooms can be minimized if inground/underground garbage storage containers are used. The swimming pool requires conveniently located and regular service deliveries for pool chemicals.

The site and building components are illustrated in the following diagrams.

PUBLIC SCHOOL
WRDSB

GFA 53,050 sf
Ground floor (Footprint)
+/- 32,000 sf

PUBLIC ELEMENTARY
PARKING (80 CARS)

HARD SURFACE PLAY

PLAYING FIELD

12 PORTABLES

SOCCER FIELD

CHILDCARE

GFA 8500 sf
Ground Floor (Footprint)
+/- 8,500 sf

CHILDCARE PLAY

CATHOLIC SCHOOL
WCDSB

GFA 42,650 sf
Ground floor (Footprint)
+/- 28,000 sf

CATHOLIC ELEMENTARY
PARKING (75 CARS)

HARD SURFACE PLAY

PLAYING FIELD

6 PORTABLES

RECREATION
COMPLEX

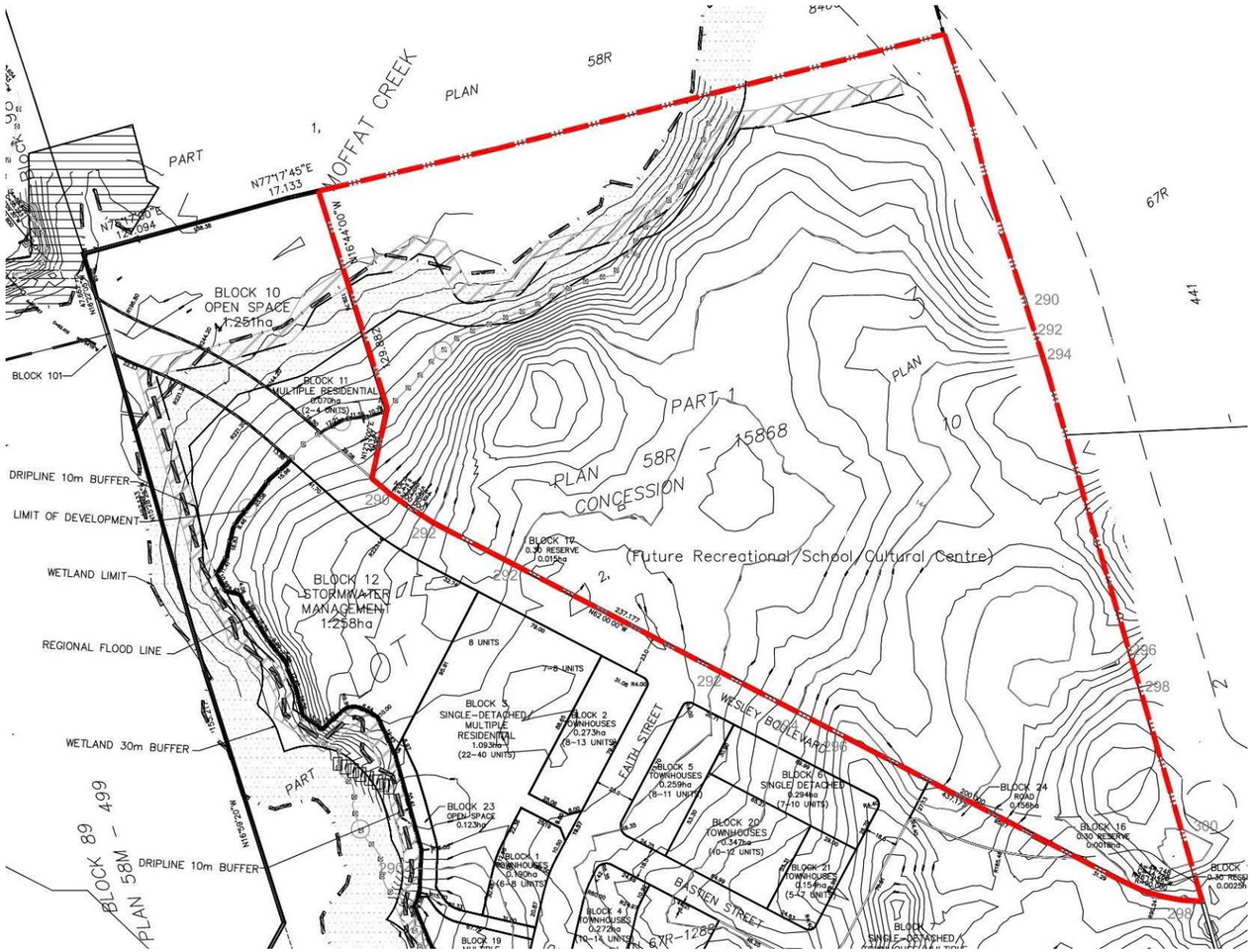
GFA 104,020 sf
Ground floor (Footprint)
+/- 60,000 sf

RECREATION COMPLEX
PARKING
(375 CARS)

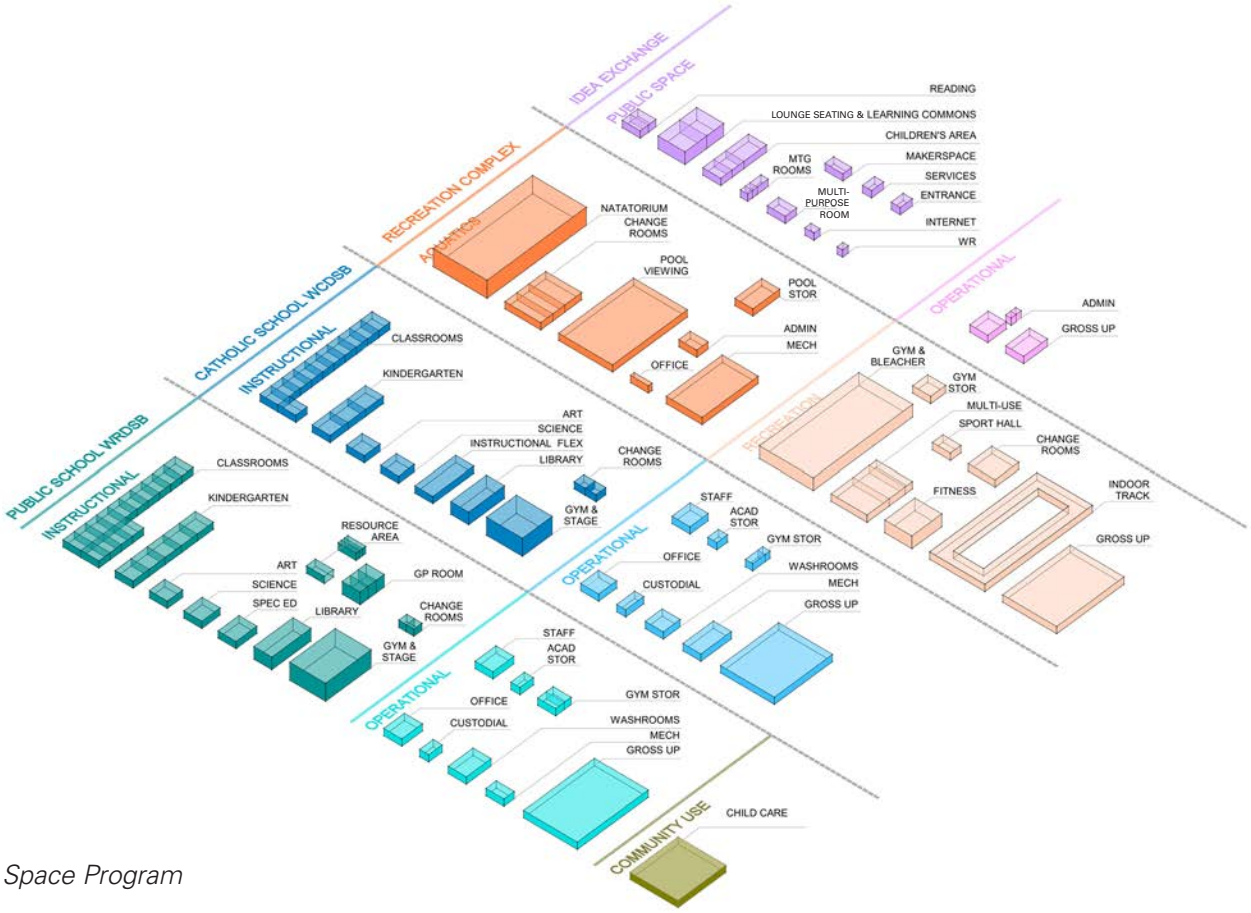
IDEA EXCHANGE
(LIBRARY)

GFA 13,600 sf
Ground floor (Footprint)
13,600 sf

LIBRARY PARKING
(22 CARS)



PROGRAM COMPONENTS



Space Program

JOINT-USE OPPORTUNITIES

The overall planning and programming for this joint-use campus must have inherent adaptability so that the buildings and site will be able to make adjustments to changing program needs over time. The concept designs include creating environments that can grow into more fluid sharing as the partners learn to use their new facilities and become more comfortable with the possibilities. The designs look for efficiencies and strategies that allow for multiple use opportunities - independent use and control by each partner; structured or scheduled use by various groups; or common use at all times. If sharing opportunities create learning opportunities and add value there is a strong rationale for proceeding with a joint-use campus.

The concept designs should reflect safety/security and identity needs of each partner, while allowing flexibility to 'grow into' or expand sharing opportunities over time.

Programming and sharing decisions will lead to the development of Joint-use and Operational Agreements. This is both a legal and a creative exercise - developed in tandem with the facility design.

Spaces to support before and after school programming should be carefully considered as all partners offer school-age programs. In addition, there is a potential challenge regarding duplication of services offered by Recreation and Culture through the Recreation Complex and the Idea Exchange. Program spaces should have inherent flexibility to support both arts/cultural and recreational programming. This will provide the opportunity for the partners to differentiate their offerings to the community. The Joint-use Agreement should address these issues.

The development of a consolidated space program finds opportunities for maximizing utilization of space, finding synergies between program components, and reducing overall floor areas (and therefore cost) through sharing and placement strategies. The following spaces were considered for potential joint-use by the partners:

GYMNASIUM/FITNESS

- Two Recreation Complex gyms are fully utilized all day
- School gyms are exclusive use during school hours
- School gyms are available to Recreation Complex community for gym and fitness programming after hours

Proposed Program Changes:

- Reduce number of full-size gyms programmed for the combined joint-use campus (3 City, 1 WRDSB, 1 WCDSB) from five to four
- Recreation Complex contributes floor area to increase WRDSB gym to larger sized FIBA size gym
- Provide one shared stage between the two school gyms using portion of WRDSB gym area and portion of WCDSB flex area

LIBRARY LEARNING SPACES

- Idea Exchange program includes a 1,800 square feet Lounge Seating and Learning Commons area which is accessible to students during the school day

Proposed program changes:

- Reduce both schools' Library floor area designated to general study

ART/SCIENCE/MAKER/TECH

- Idea Exchange has designated two spaces for exclusive use by the schools during school hours – a large Multi-purpose room at 750 square feet and a Makerspace at 580 square feet
- Both school programs include an art room and a science room
- Four art and science rooms are required for the joint-use campus to meet the pupil loading/capacity requirement of each school

Proposed program changes:

- Increase the floor area of the Idea Exchange Maker space and Multi-purpose room to meet the area requirements for art and science rooms (with floor area contributions from both Boards)
- WRDSB to build one science room (including tech space), which will be shared with WCDSB, and delete one art room from its program
- WCDSB to contribute one art room, which will be shared with WRDSB, and delete one science room from its program
- Both Boards will have access to the Idea Exchange rooms for art and science programming to replace the two deleted rooms

MEETING ROOMS

- Combining and co-locating meeting rooms will result in synergies and potential floor area reductions

MECHANICAL

- A typical indoor central mechanical plant for a building of this scale is approximately 4% of the GFA (not including pool mechanical)
- Sharing of central plant requires the School Boards' agreement on operational issues
- Assuming a shared central mechanical plant, the total area required floor area for mechanical space is 10,235 square feet

PARKING/DROP-OFF/SERVICE AREAS

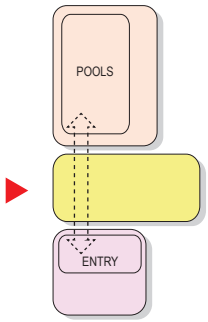
- Number of parking spaces to be right-sized for time-of-day use
- Sharing of main school bus drop area was considered, relies on staggered bell-times
- Active transportation is encouraged by all users
- On site drop-off required for:
  - Accessibility requirements
  - Park and drop for child care and kindergartens
  - Limited convenience drop-off for other users
- Sharing of garbage, loading and receiving will be determined by site plan configuration, as well as ease of access for users.
- If shared, location of garbage needs to be in a central and convenient location for all users

OUTDOOR PLAY

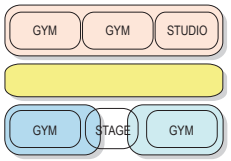
- Kindergarten and Child Care play areas are exclusive use
- All other outdoor play areas are available for community use after-hours and should be located for passive surveillance
- School sharing of hard surface play and play fields relies on scheduling of bell-times and nutrition/recess/lunch breaks

KEY RELATIONSHIPS

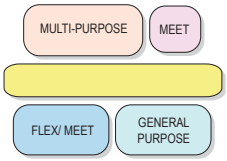
Key relationships required to accommodate the agreed joint-use opportunities create the framework for the development of the concept plans. The following diagrams illustrate desired adjacencies and synergies that will promote sharing.



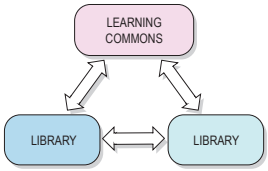
WALK BY TRAFFIC



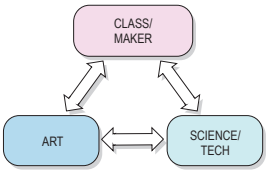
GYMNASIUM/ FITNESS



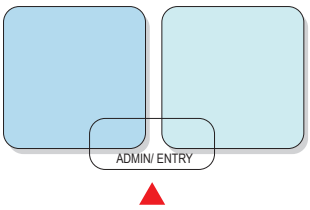
MULTI-PURPOSE/ MEETING



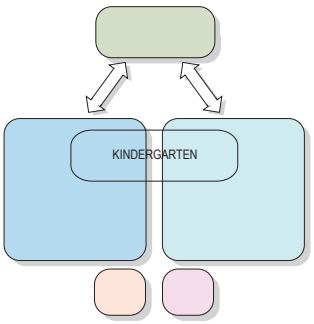
LIBRARY



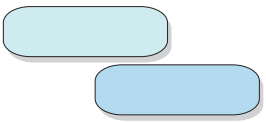
STEAM



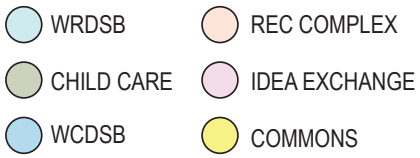
SHARED ENTRY/ ADMIN



CHILD CARE/ BEFORE & AFTER



FLEX CLASSROOMS



SPACE PROGRAM FOR CONSOLIDATED AND SEPARATE BUILDINGS

Three Space Programs were developed using the City's original Recreation Complex and Idea Exchange programs, and Ministry of Education's Space Template for the schools as a framework. Each program shows the original program and area allocations, the proposed program, and resulting changes to each partner's floor area. Sharing of outdoor amenity spaces remains achievable in all approaches to the building space program.

The **Consolidated Building Space Template: One Campus, One Facility** incorporated all of the potential opportunities for joint-use and sharing. This space program results in the most significant potential floor area reductions for all users. The target area reductions, for the total joint-use campus, are approximately 7,300 square feet over the original space program. The development of site concepts based on the proposed program modifications will confirm whether these area reductions are actually achievable.

The **Separate Buildings Space Template: One Campus, Two Separate Facilities** outlines a space program for a campus plan for two separate buildings on the site. The City components (Recreation Complex and Idea Exchange) share one building. The two schools share the second building. The floor area reductions resulting from joint-use and sharing of program spaces are more limited. The third gym is required to be built in the Recreation Complex, as access to the school gym presents security and convenience challenges. Additional science and art rooms are required in the schools, as the Idea Exchange multi-purpose room and makerspace are similarly challenging for regular school day use. Sharing of services spaces and a central mechanical plant are also unachievable. This program results in modest floor area reductions for the shared schools. The target area reductions, for the combined schools, is approximately 1,000 square feet over the original space program.

The second **Separate Buildings Space Template: One Campus, Three Separate Facilities**, outlines a space program for a campus plan for three separate buildings on the site. The City components share one building. The two schools each occupy their own building. There are no floor area reductions resulting from joint-use and sharing of program spaces. In addition to the program changes noted above, the schools also lose the opportunities for day-to-day sharing of spaces. The shared stage between the gyms is no longer available; and each school must build its own general office, library, science and art rooms, and mechanical and service spaces.

Refer to the Appendix A3 for detailed Space Programs for Consolidated and Separate Buildings.

6 Sustainability

SUSTAINABILITY

SUSTAINABLE APPROACH SUMMARY

The sustainability response should be evaluated against the balancing of complex parameters including environmental responsibility, energy efficiency, and creating a healthy environment that contributes to user well-being. Evaluating associated construction cost premiums, as well as the ability to optimize cost of ownership over the life cycle, will be a fundamental metric. As energy use has the greatest impact on operating costs, the assistance of rating system criteria that can help reduce energy use and associated greenhouse gas (GHG) emissions may be prioritized.

To support the creation of a healthy and sustainable communities, the City of Cambridge has mandated all new municipal buildings meet LEED Gold Standards. This is achievable in the Separated Building Concepts. In the Consolidated Building Concepts achieving LEED would be more complex for the City components of the facility. Although Ministry funding benchmarks limit pursuing LEED certification for the schools, new schools are designed and built to a high level of sustainability. The Ontario Building Code requirements result in building envelope (cladding) design and mechanical systems that are highly energy efficient; and Site Plan Approval requirements include many storm water management and other site provisions that align with many of the LEED requirements that the City components will be pursuing.

A practical approach which prioritizes Passive House high performance envelope principles and air quality, together with targeted renewables such as geothermal and photovoltaic (solar panels), may have the greatest impact in both reducing energy, significantly lowering GHG emissions, and promoting a healthy and energy efficient facility. This approach would be suitable for both consolidated and separated design options.

In the next stage of detailed design, it is recommended that energy modeling and an associated financial analysis that can demonstrate a reasonable business case can be prepared. This business case can include premium capital costs associated with the energy saving measures, as well as payback and savings over time. A detailed geothermal feasibility study, together with site testing, should be included in this scope. This work should optimally be done as a formalized Sustainability Study in the Schematic Design period of the next phase of design.

Refer to Appendix A2 for detailed commentary on sustainability strategies.

7 Conceptual Plans

CONCEPTUAL PLANS

The development of all conceptual plans for the two approaches to the joint-use campus, consolidated and separate, were based on the Guiding Principles, the agreed key relationships, and the following building and site design criteria:

- A Ground Floor location is preferred for the following program components:
  - School - general office, kindergartens, special education classrooms, gymnasiums
  - Child Care – all program areas
  - Recreation Complex - lobby/reception, swimming pool and associated change rooms, gymnasiums and associated change rooms
  - Idea Exchange – all program areas
  - Garbage and receiving for all parties
- A generous welcoming entrance and a central internal circulation system, that acts as a "main street" , highlights the major building components, creating excitement and synergies between uses
- The swimming pool and Idea Exchange are the key identifiers of the City facility, with a prominent face to the community, visible from Wesley Boulevard
- The schools have distinct identity and entrances to the exterior that provide safe and secure access for walkers, cyclists and people arriving by car, school bus or transit
- Schools are located adjacent to the wetland area, the more naturalized and quiet part of the site
- Recreation Complex and its larger parking component are located on the east side of the site, with the bulk of the parking adjacent to the busier future East Boundary Road and associated roundabout.

CONSOLIDATED BUILDING CONCEPT PLANS: ONE CAMPUS, ONE FACILITY

The consolidated conceptual designs result in a compact footprint for the building, maximizing the open and greenspace accessible to the surrounding community. In each of the three consolidated concepts, there is a main building entrance that provides access to all facilities. In addition, the schools have a main entrance or "front door" to the street. In all consolidated concepts the school internal circulation is designed to operate independently of the Recreation Complex/Idea Exchange to ensure the safety and security of the school population. Physical and visual connections are provided between all uses to allow sharing when and where desired. Where possible each school's circulation is separated from the other.

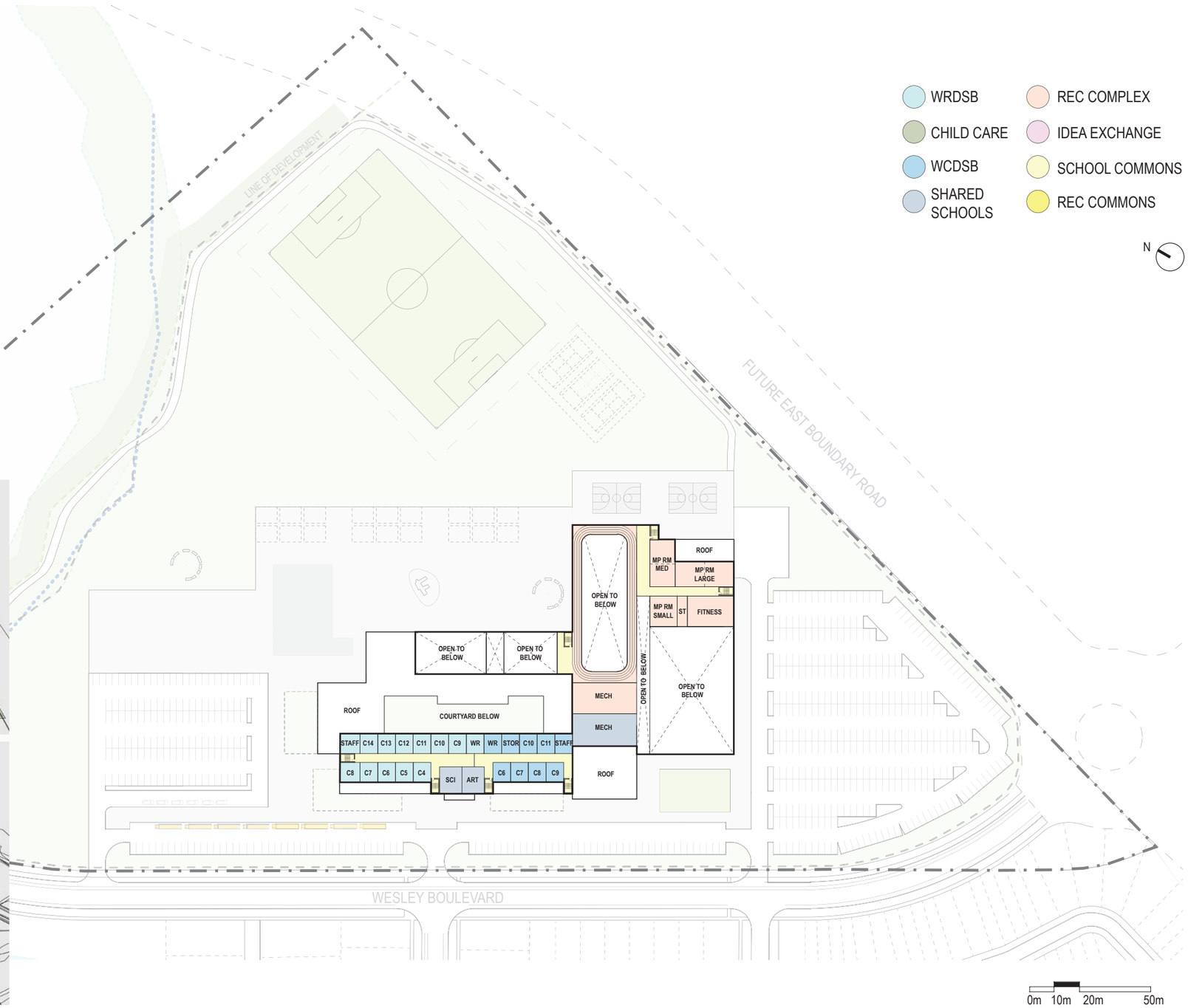
The consolidated concepts maximize the opportunity for planned and serendipitous sharing of facilities. Building operations and maintenance are more efficient than stand-alone buildings. ***Although potential area reductions were targeted in the space program, these were not achievable due to additional required circulation, low gross-up and plan configurations required to bring daylight into the facility.***

Construction phasing opportunities to accelerate the occupancy of any of the partners' facilities are limited.

CONCEPT 1

- L-shaped plan with all main entrances for all partners addressing Wesley Boulevard
- Lowest overall GFA of all concepts
- Outdoor play and amenity areas shared between all users on an agreed schedule
- Clearly separated parking and drop-off for School Board and City components, which may be shared as per agreement
- Limited visibility and access to playground and outdoor open space from the street
- Entrance to City facilities creates a "main street" highlighting key activities
- Clear separation between City and School Board components
- Limited visibility and access to schools from "main street"
- School circulation is clearly separated for each Board
- School wraps around a courtyard ensuring daylight in all teaching spaces
- Total Joint-use Complex:
  - GFA: 217,880 square feet
  - Estimated Total Project Cost: $ 92,393,000

CONSOLIDATED BUILDING CONCEPT PLANS
CONCEPT 1: One Campus, One Facility, L–shaped Plan
Site Plan I Ground Floor Plan



CONSOLIDATED BUILDING CONCEPT PLANS

CONCEPT 1: One Campus, One Facility, L–shaped Plan

Second Floor Plan

CONCEPT 2

- Block shaped plan with main entrance for City components addressing Wesley Boulevard and main shared School Board entry facing west to the school playground
- Most compact ground-floor footprint of all concepts
- Outdoor play and amenity areas shared between all users on an agreed schedule
- Clearly separated parking and drop-off for School Board and City components, which may be shared as per agreement
- Maximizes visibility and access to playground and outdoor open space from the street
- Entrance to City facilities creates a "main street" highlighting all partners' key activities
- Central courtyard brings daylight into the centre of a dense plan
- Clear separation between City and School Board components
- School circulation is clearly separated for each Board
- C-shaped school wings frame kindergarten play areas and ensure daylight in all teaching spaces
- Total Joint-use Complex:
  - GFA: 229,144 square feet
  - Estimated Total Project Cost: $ 96,076,000

CONSOLIDATED BUILDING CONCEPT PLANS
CONCEPT 2: One Campus, One Facility, Block Plan
Site Plan I Ground Floor Plan

CONSOLIDATED BUILDING CONCEPT PLANS

CONCEPT 2: One Campus, One Facility, Block Plan

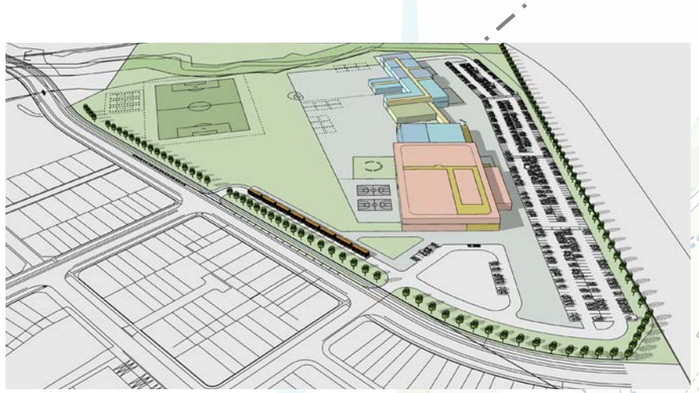
Second Floor Plan

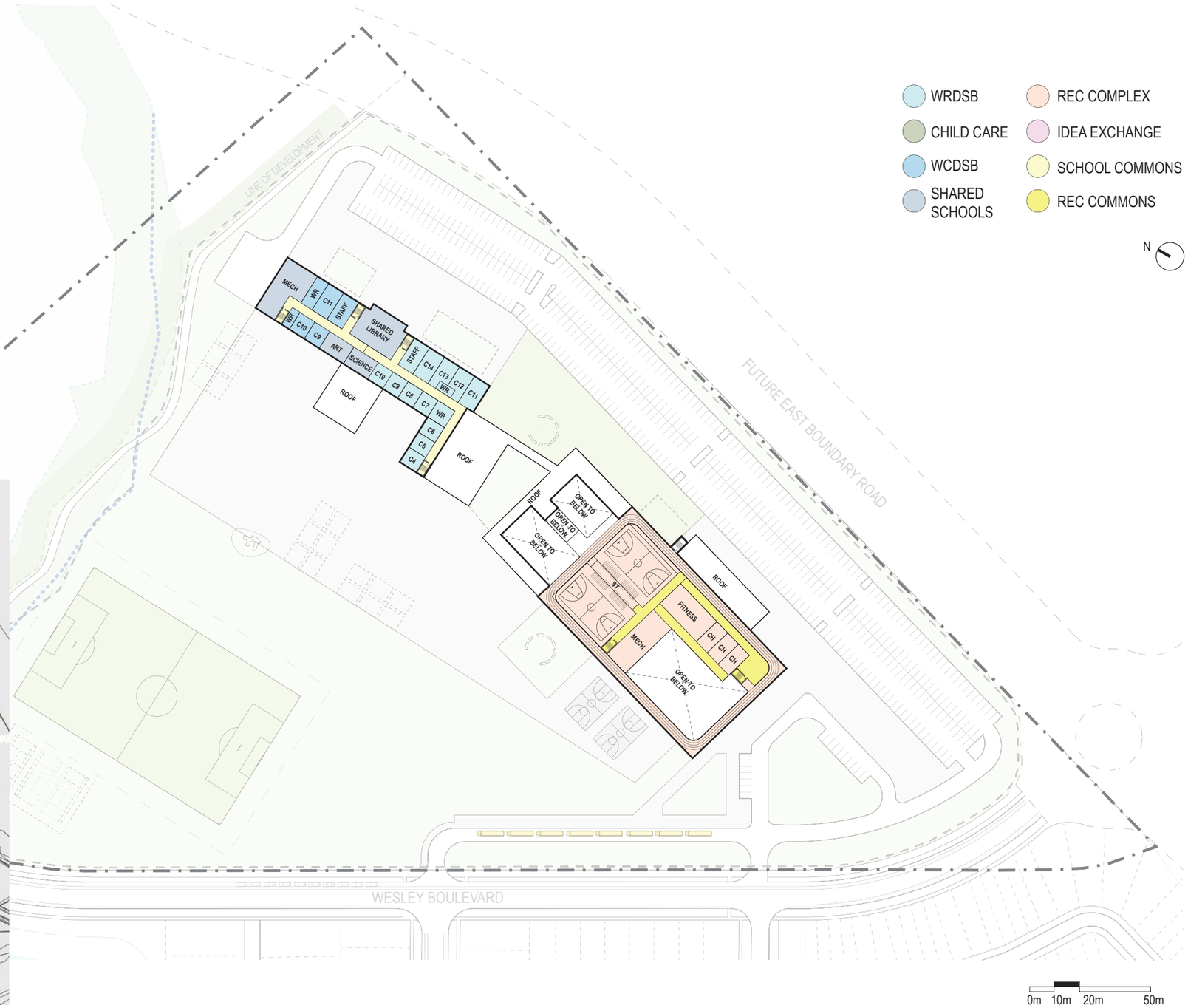
97

CONCEPT 3

- Linear plan located on east portion of the site running parallel to the future East Boundary Road with all main entrances addressing East Boundary Road
- Outdoor play and amenity areas shared between all users on an agreed schedule
- Combined parking and drop-off for School Board and City components
- Separate bus loop for schools
- Conceptualized as a building pavilion in a park, maximizing visibility and access to playground and outdoor open space from the street
- A linear "main street" highlights all partners' key activities
- Clear separation between City and School Board components, except school gymnasiums are located within the City section of the facility
- School circulation is clearly separated for each Board
- C-shaped school wings ensure daylight in all teaching spaces
- Recreation Complex gymnasiums are located on the second floor, over the Idea Exchange
- Total Joint-use Complex:
  - GFA: 224,213 square feet
  - Estimated Total Project Cost: $ 94,077,000

CONSOLIDATED BUILDING CONCEPT PLANS
CONCEPT 3: One Campus, One Facility, Linear Plan
Site Plan I Ground Floor Plan





CONSOLIDATED BUILDING CONCEPT PLANS
CONCEPT 3: One Campus, One Facility, Linear Plan
Second Floor Plan

SEPARATE BUILDINGS CONCEPT PLANS: ONE CAMPUS, SEPARATE FACILITIES

The separate buildings conceptual designs allow for the two or three separate facilities to share the campus.

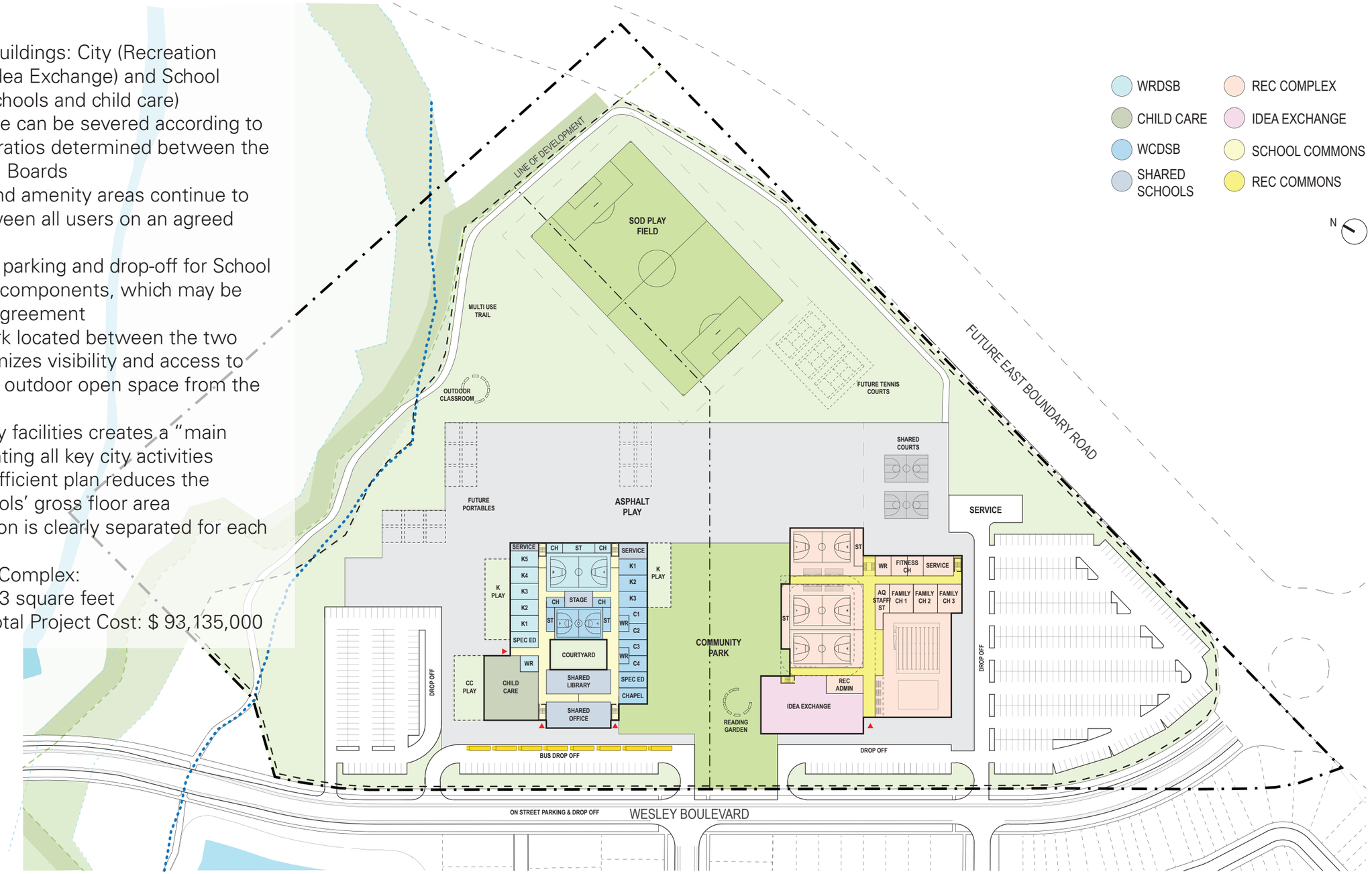
The facilities can operate independently, but are still designed and programmed to promote shared use of selected spaces both indoors and outdoors. The gross floor area reductions achieved in the consolidated building concepts cannot be achieved. The Recreation Complex will require its own third gymnasium in lieu of convenient time-of-day access to the WRDSB gymnasium. The schools will be required to build additional art and science classrooms in lieu if the dedicated classroom and maker space shared with the Idea Exchange in the consolidated concepts. Opportunities for joint-use and sharing with the Recreation Complex and Idea Exchange are maximized with the multi-purpose room and the makerspace. Sharing of building services and support spaces, and the associated savings in operations and maintenance costs, are also reduced.

Urban design benefits of separated buildings include distinct identity and addresses for each partner, and smaller building volumes more in keeping with the scale of the surrounding neighbourhood. When located in a separate building, on a more clearly defined site, the safety and security of the elementary school students, within the larger context of the campus, is better achieved. Separating the schools from the Recreation Complex and the Idea Exchange allows the partners to proceed with the design and construction at their own pace.

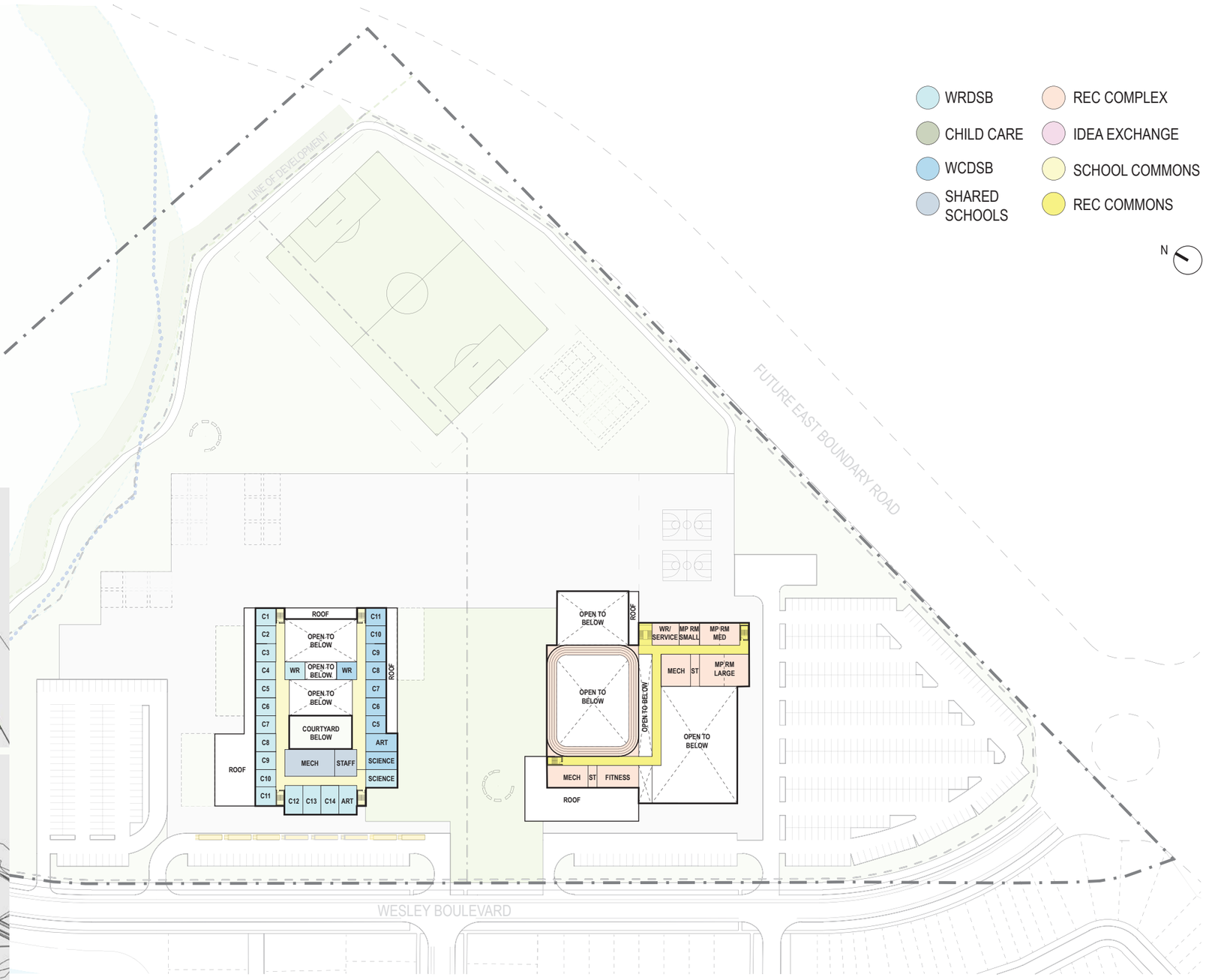
If the lands are severed between the City Components and the School Boards, each site would be required to meet zoning and municipal approvals requirements independently. If the campus remains as one property, then these approvals will be required for the entire site as a whole. However, the school design and construction could be fast-tracked for earlier occupancy.

CONCEPT 4
***Preferred Concept**

- Two separate buildings: City (Recreation Complex and Idea Exchange) and School Boards (both schools and child care)
- Developable site can be severed according to the ownership ratios determined between the City and School Boards
- Outdoor play and amenity areas continue to be shared between all users on an agreed schedule
- Fully separated parking and drop-off for School Board and City components, which may be shared as per agreement
- Community park located between the two buildings maximizes visibility and access to playground and outdoor open space from the street
- Entrance to City facilities creates a "main street" highlighting all key city activities
- Compact and efficient plan reduces the combined schools' gross floor area
- School circulation is clearly separated for each Board
- Total Joint-use Complex:
  - GFA: 222,053 square feet
  - Estimated Total Project Cost: $ 93,135,000



SEPARATE BUILDINGS CONCEPT PLANS
CONCEPT 4: One Campus, Two Separate Facilities
Site Plan I Ground Floor Plan



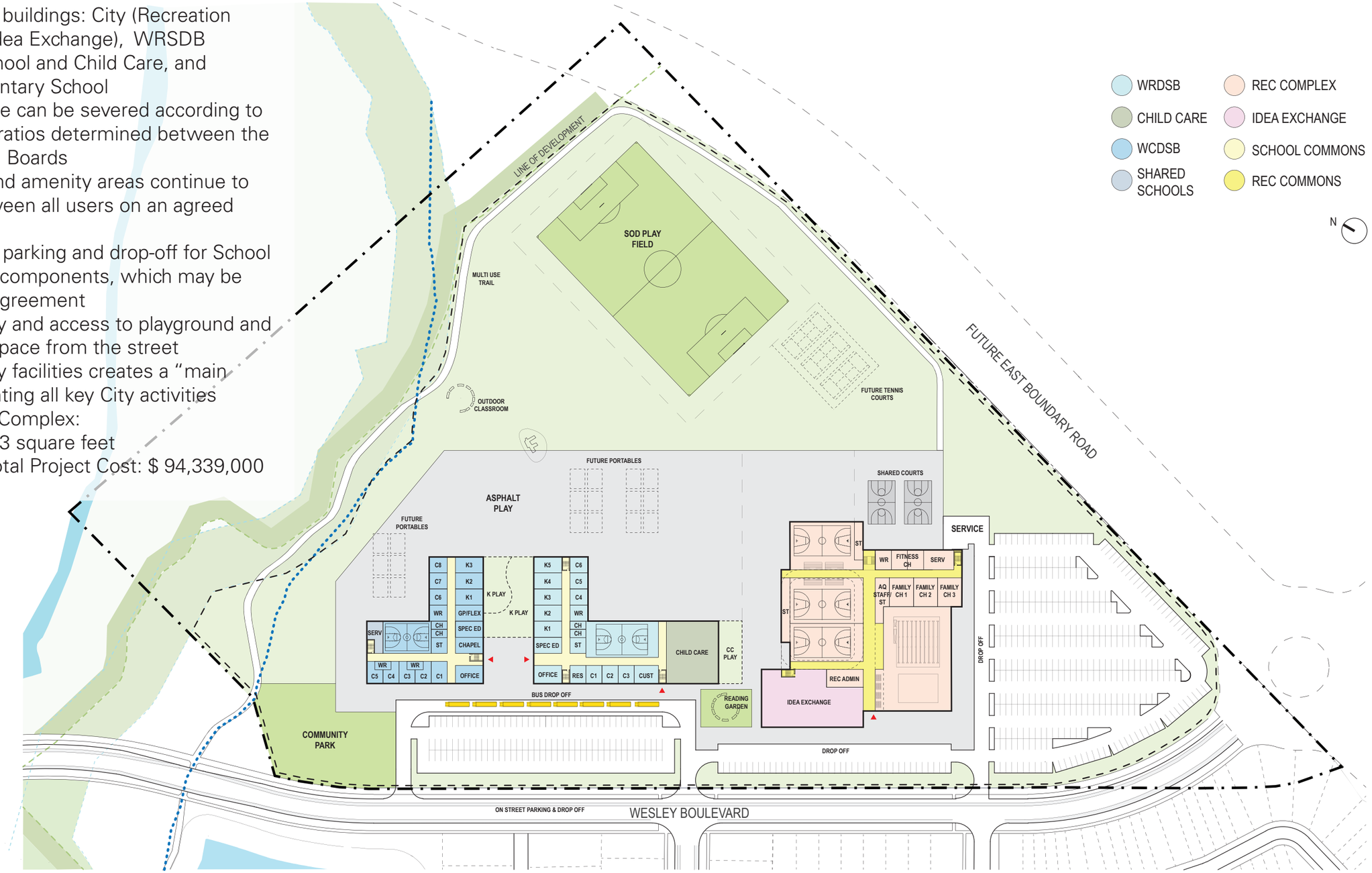
SEPARATE BUILDINGS CONCEPT PLANS

CONCEPT 4: One Campus, Two Separate Facilities

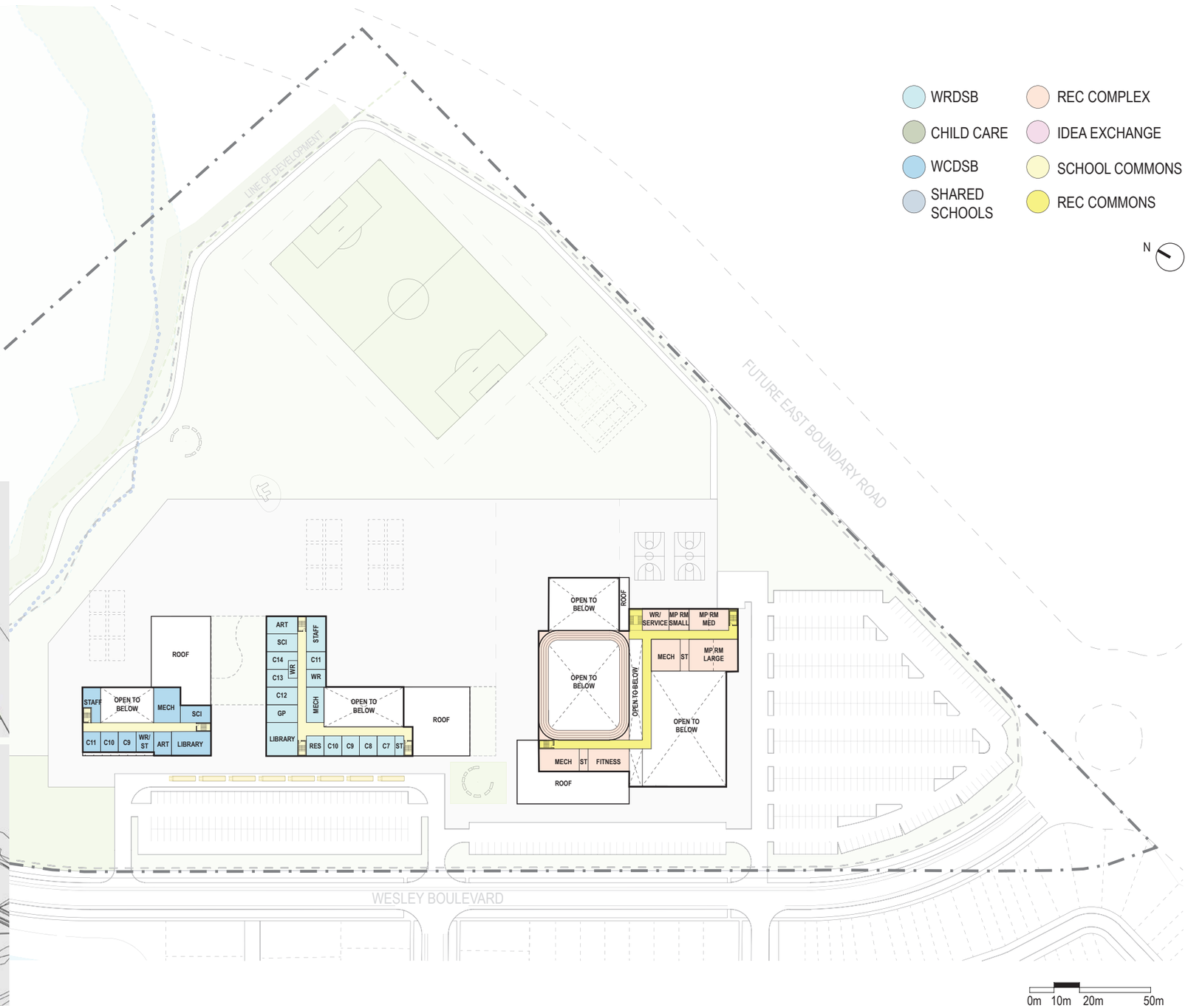
Second Floor Plan

CONCEPT 5

- Three separate buildings: City (Recreation Complex and Idea Exchange), WRSDB Elementary School and Child Care, and WCDSB Elementary School
- Developable site can be severed according to the ownership ratios determined between the City and School Boards
- Outdoor play and amenity areas continue to be shared between all users on an agreed schedule
- Fully separated parking and drop-off for School Board and City components, which may be shared as per agreement
- Limited visibility and access to playground and outdoor open space from the street
- Entrance to City facilities creates a "main street" highlighting all key City activities
- Total Joint-use Complex:
  - GFA: 225,003 square feet
  - Estimated Total Project Cost: $ 94,339,000



SEPARATE BUILDINGS CONCEPT PLANS
CONCEPT 5: One Campus, Three Separate Facilities
Site Plan I Ground Floor Plan



SEPARATE BUILDINGS CONCEPT PLANS

CONCEPT 5: One Campus, Three Separate Facilities
Second Floor Plan

ENGINEERING DESIGN BRIEFS

Civil, structural, mechanical and electrical design briefs were prepared to describe the site and building engineering design requirements for the concepts. Refer to Appendix A4 for Civil, Structural, Mechanical and Electrical Design Briefs

ANALYSIS

PRELIMINARY ASSESSMENT MATRIX

A detailed matrix was used to assess each concept during the preliminary concept development phase of this feasibility study. All partners participated in assessing the concepts. The advantages/disadvantages, risks and opportunities for each concept were assessed, evaluating the following:

- Site
- Building Program
- Building Operations
- Sustainability
- Capital and Operating Costs
- Construction Implications

Concept designs were finalized and a detailed analysis and ranking was completed for each, the results of which are presented below.

> ***All partners agreed on the overall ranking of the five preliminary concept plans. Concepts 2 and 4 emerged as the preferred approaches to the joint-use campus.***

CONCEPT 1: One Campus, One Facility, L–shaped Plan

Site

- Opportunities for sharing outdoor play and amenity spaces are maximized
- Separated and convenient parking and drop-off for each user
- Conflict between school buses and access to school parking lot
- Conflict between main building service area and City parking lot access (this will be mitigated by future access from East Boundary Road)
- Limited open space and play areas are available to community during the school day
- Wesley Boulevard frontage dominated by building and asphalt; does not present a "park face' to the community
- Very good identity for each user, with addresses on Wesley Boulevard

Building Program

- Opportunities for joint-use and sharing are maximized
- Each component's footprint is clearly delineated
- No potential for future additions to the schools

Building Operations

- Each component can be independently secured
- Very good access for sharing between the schools and the Idea Exchange
- Access to the WRDSB's shared gymnasium requires Recreation Complex users to use school corridors
- Distance to a single shared service and garbage is challenging for the schools
- Very efficient centrally located shared mechanical plant
- Shared central plant will require the School Boards to follow the City's operational timelines

Sustainability

- Achieving LEED Gold for the City facilities is challenging due to the complexities of separating the building systems
- Building envelope (cladding ratio of exterior wall to gross floor area) is high for the school reducing efficiency

Capital and Operating Costs

- All building components have achieved gross floor area reductions over the original benchmarks space program
- Area reductions have not been achieved over the reductions targeted through sharing program spaces due to additional circulation/connections to Recreation Complex
- Exterior cladding ratios for the schools are higher than benchmark due to courtyards designed to bring daylight into a dense building form
- The estimated total Construction Cost for Concept 1 is a blended $340 per square foot for all components totaling $74,122,000
- The total construction cost is lowest for this concept because it has the lowest gross floor area of all concepts
- The estimated Total Project Cost (including soft costs) is $92,393,000
- The shared centralized heating, cooling, and air distribution systems can provide significant operational cost savings
- Energy savings can be realized by more efficient equipment, energy recovery, and control strategies
- Maintenance costs can be reduced by using fewer pieces of equipment in fewer locations

Construction Implications

- Limited opportunities to phase the construction as the building systems are interconnected
- Potential to open the schools prior the completion of the Recreation Complex with careful planning and scheduling of construction activities
- Safety is a major concern when partially occupying a school site while under construction
- Construction timelines for the schools are longer than a stand-alone facility affecting occupancy date and construction costs

CONCEPT 2: One Campus, One Facility, Block Plan

Site

- Opportunities for sharing outdoor play and amenity spaces maximized
- Separated and convenient parking and drop-off for each user
- School bus drop-off and access to school parking lot are completely separated
- Conflict between main building service area and City parking lot access (this could be mitigated by future access from East Boundary Road)
- Most open site area available for school playgrounds of all concepts
- More open space and play areas are available to community, during the school day
- Location of building and parking along Wesley Boulevard frontage opens up views and access providing a better "park face' to the community
- Good identity for each user, with main complex addresses on Wesley Boulevard, and school entrances, visible from street, located off the playground

Building Program

- Opportunities for joint-use and sharing are maximized
- Each component's footprint is clearly delineated
- Good potential for future additions to the schools by expanding the classroom wings to the west

Building Operations

- Each component can be independently secured
- Very good access for sharing between the schools and the Idea Exchange
- Recreation Complex users can access WRDSB's shared gymnasium without entering school corridors
- Access to the single shared service and garbage is good for all users
- Very efficient centrally located shared mechanical plant
- Shared central plant will require the School Boards to follow the City's operational timelines

Sustainability

- Achieving LEED Gold for the City facilities is challenging due to the complexities of separating the building systems
- Building envelope (cladding ratio of exterior wall to gross floor area) is fair for the schools and good for the City components

Capital and Operating Costs

- All building components have achieved gross floor area reductions over the original benchmarks space program
- Area reductions have not been achieved over the reductions targeted through sharing program spaces due to additional circulation/connections to Recreation Complex
- Exterior cladding ratios are higher than benchmark funding for the schools due to plan configuration to bring daylight into a dense building form
- The estimated total Construction Cost for Concept 2 is a blended $335 per square foot for all components totaling $76,843,000
- The construction cost is higher than Concept 1 due to the larger GFA of the Recreation Complex. The overall cost per square foot is lower. The GFA can be reduced during the design development phase to reduce construction costs
- The estimated Total Project Cost (including soft costs) is $96,076,000
- The shared centralized heating, cooling, and air distribution systems can provide significant operational cost savings
- Energy savings can be realized by more efficient equipment, energy recovery, and control strategies
- Maintenance costs can be reduced by using fewer pieces of equipment in fewer locations

Construction Implications

- Limited opportunities to phase the construction as the building systems are interconnected
- Potential to open the schools prior the completion of the Recreation Complex with careful planning and scheduling of construction activities
- Safety is a major concern when partially occupying a school site while under construction. Construction timelines for the schools are longer than a stand-alone facility affecting occupancy date and construction costs

CONCEPT 3: One Campus, One Facility, Linear Plan

Site

- Opportunities for sharing outdoor play and amenity spaces maximized
- Single driveway access creates major conflict and congestion issues
- No clear separation of parking for each user group
- Linear parking layout creates safety issues
- Drop-off for schools and child care are not conveniently located
- Conflict between school buses and access to main parking lot
- Conflict between main building service area and City parking lot access (this could be mitigated by future access from East Boundary Road)
- Maximizes open site area available for school playgrounds of all concepts
- Some open space and play areas are available to community, during the school day
- Location of building and parking along the future East Boundary Road frontage opens up views and access creating a "building in a park"
- Poor identity for each user from Wesley Boulevard; each user has an identity and access off the parking and greenspace along East Boundary Road

Building Program

- Opportunities for joint-use and sharing are maximized
- The schools' footprint is not clearly delineated; school gymnasiums are accessed from the Recreation Complex circulation
- Recreation Complex gymnasiums are located above the Idea Exchange resulting in access and supervision issues, and complex construction to mitigate sound and vibration issues
- Good potential for future additions to the schools by expanding the classroom wings to the south west

Building Operations

- More challenging to independently secure each component
- Distance to the Idea Exchange makes access for sharing with the schools challenging
- Conflict between for Recreation Complex users and the schools in accessing school gymnasiums
- Distance to a single shared service and garbage is challenging for the City
- Components, requiring access through the schools
- Linear plan reduces efficiency of shared mechanical plant
- Shared central plant will require the School Boards to follow the City's operational timelines

Sustainability

- Achieving LEED Gold for the City facilities is challenging due to the complexities of separating the building systems
- Building envelope (cladding ratio of exterior wall to gross floor area) is high for all components (except the Idea Exchange) reducing efficiency

Capital and Operating Costs

- Gross floor area reductions over the original benchmarks space program have not been achieved by all building components
- Area reductions have not been achieved over the reductions targeted through sharing program spaces due to inefficient building plan and additional circulation/ connections to Recreation Complex
- Exterior cladding ratios are highest of all concepts due to linear building configuration
- The estimated total Construction Cost for Concept 3 is a blended $337 per square foot for all components totaling $75,537,000
- The estimated Total Project Cost (including soft costs) is $94,077,000
- The shared centralized heating, cooling, and air distribution systems can provide operational cost savings
- Energy savings can be realized by more efficient equipment, energy recovery, and control strategies
- Maintenance costs can be reduced by using fewer pieces of equipment in fewer locations

Construction Implications

- Limited opportunities to phase the construction as the building systems are interconnected and building program elements not clearly separated
- No potential to open the schools prior the completion of the Recreation Complex
- Construction timelines for the schools are longer than a stand-alone facility affecting occupancy date and construction costs

CONCEPT 4: One Campus, Two Separate Facilities
*Preferred Concept

Site
- Opportunities for sharing outdoor play and amenity spaces maximized
- Community Park is highly visible and inviting to the neighbourhood
- Separated and convenient parking and drop-off for each user, can be shared as needed
- School bus drop-off and access to school parking lot are completely separated
- Conflict between City building service area and City parking lot access (this could be mitigated by future access from East Boundary Road)
- Generous open site area available for school playgrounds
- Very good identity for each user, with addresses on Wesley Boulevard

Building Program
- Opportunities for joint-use and sharing are maximized in the schools
- Opportunities for joint-use and sharing between the schools and City components are available, but not readily accessible
- Opportunities for sharing between the Recreation Complex and Idea Exchange are maximized with the multi-purpose rooms and makerspace
- Recreation Complex requires a third gym as sharing with the schools is not convenient
- Schools require additional science and art classrooms as the classroom and maker space located in the Idea Exchange are not convenient
- Each component's footprint is clearly delineated
- Some potential for future additions to the schools by expanding to the north

Building Operations
- Each component can be independently secured
- Two building can operate completely independently
- Balances opportunities for sharing with need for identity, security & funding limitations
- Separate garbage and service areas are required for each building
- Separate mechanical plants are required for each building

Sustainability
- LEED Gold for the City facilities is achievable
- Building envelope (cladding ratio of exterior wall to gross floor area) meets acceptable standards for all components

Capital and Operating Costs
- The schools have achieved gross floor area reductions over the original benchmarks space program
- The Recreation Complex has achieved the targeted gross floor area
- Exterior cladding ratios are efficient for each of the buildings
- The estimated total Construction Cost for Concept 4 is a blended $335 per square foot for all components totaling $74,491,000
- The construction cost per square foot is the lower for this concept based on simple efficient building forms
- The estimated Total Project Cost (including soft costs) is $93,135,000
- The decentralized approach can lead to higher operational costs due to less efficient equipment, more equipment to be maintained, and lower load diversity
- The capital cost of the decentralized equipment can be considerably lower

Construction Implications
- The site can be severed and the schools can be built on their own schedule, in advance of the City portion of the site if desired

CONCEPT 5: One Campus, Three Separate Facilities

Site

- Opportunities for sharing outdoor play and amenity spaces maximized
- Separated and convenient parking and drop-off for each user
- Conflict between school buses and access to school parking lot and Recreation Complex drop- off
- Conflict between City building service area and City parking lot access (this could be mitigated by future access from East Boundary Road)
- Generous open site area available for school playgrounds
- Limited open space and play areas are available to community during the school day
- Wesley Boulevard frontage dominated by building and asphalt; does not present a "park face' to the community
- Very good identity for each user, with addresses on Wesley Boulevard

Building Program

- Opportunities for joint-use and sharing between all partners are available, but not readily accessible
- Recreation Complex requires a third gym as sharing with the schools is not convenient
- Each school requires its own science and art classrooms as they cannot easily share with each other and the classroom and maker space located in the Idea Exchange are not convenient
- Each school requires its own provisions for a stage as they cannot share as in the other concepts
- Each component's footprint is clearly delineated
- Some potential for future additions to the schools by expanding to the north

Building Operations

- Each component can be independently secured
- Three building can operate completely independently
- Separate garbage and service areas are required for each building
- Separate mechanical plants are required for each building

Sustainability

- LEED Gold for the City facilities is achievable
- Building envelope (cladding ratio of exterior wall to gross floor area) is higher for the schools, because they are separate buildings, reducing efficiency

Capital and Operating Costs

- The schools meet the gross floor area of the original benchmarks space program
- The Recreation Complex has not achieved gross floor area reductions due the low gross-up percentage allocated on the space program and the inherent inefficiencies locating the majority of the program elements on the ground floor resulting in a small second floor plate
- Cladding ratios are efficient for each of the buildings
- The estimated total Construction Cost for Concept 5 is a blended $336 per square foot for all components totaling $75,571,000
- The estimated Total Project Cost (including soft costs) is $94,339,000
- In Concept 5, the HVAC systems are further decentralized resulting in the highest operational costs of all concepts due to the amount of equipment provided and the lowest load diversity
- The capital cost is unlikely to be less than that of Concept 4 because a larger number of smaller pieces of equipment are required

Construction Implications

- The site can be severed and the schools can be built on their own schedule, in advance of the City portion of the site if desired

ORDER OF MAGNITUDE COST ESTIMATE METHODOLOGY

An Order of Magnitude Cost Estimate is an estimate based on an initial functional program and preliminary conceptual plans. It is comprised of an elemental summary, and based on a rough cost per square foot for each element. The level of certainty, or potential cost variation, of this estimate is generally +/-15% to 20% depending on the complexity of the project. The costing includes a design and pricing allowances of 10% for items not yet known at this early stage of design. Allowances for construction price escalation and potential impact of Covid-19 on construction costs are not included in this estimate and should be evaluated as the project proceeds.

Order of Magnitude Construction Cost Estimates were completed for all concepts. Building and site costs were allocated to each component.

Total Project Budget

Total Project Budget is defined as all costs to complete a building project, excluding land acquisition, and in the case of this site, site servicing and rough grading being completed by the subdivision developer. The total project budget is comprised of Hard Costs (construction costs for the site and building) and Soft Costs (other non-construction related costs).

Hard Costs would typically include:

- All labour and material costs directly related to the physical construction of the building, fixed equipment and site
  - Site development, on-site servicing, paving and landscaping
  - Structure
  - Exterior enclosures (cladding and roofing)
  - Interiors (partitions and doors, finishes, fixed fittings and equipment)
  - Services (mechanical, electrical, IT, security, etc.)
  - General Contractors overhead costs and profit

Soft Costs would typically include:

- Furniture and loose equipment
- Consulting fees
- Permit and municipal approvals fees
- Studies such as geotechnical investigations, surveys
- Legal fees
- Internal administration costs
- Owner's construction contingency
- HST

Development charges are not included in soft costs, and should be treated as a specific exclusion as these can be waived for certain owners. Development charges are not paid by City or School Boards when developing lands for their own purposes.

For school construction soft costs are calculated at 15% of the construction budget. This ratio is stipulated in the Ministry benchmarks for construction. Soft costs for the Recreation Complex and Idea Exchange would be in the range of 25% to 30% of construction budget. School Board soft costs are generally lower than those for public recreational facilities. The largest difference is in FFE (furniture, fittings and equipment). The outfitting of a Recreation Complex and Library is more extensive and expensive. Design and consulting fees are lower for a school project. Project management costs are generally higher for municipal clients.

Construction Cost Methodology for Consolidated Building Concepts (Concepts 1, 2 and 3)

Building Development Costs

- Building costs were allocated to each partner based on their measured GFA, exterior wall area, roofing area, etc. Where spaces are shared, for instance some circulation or mechanical spaces, the costs were allocated pro-rata to each partner
- School estimated costs are based on standard specifications for a stand-alone school built to Ministry of Education benchmarks, e.g., quality of cladding, roofing, finishes, etc.
- City facility costs are based on specifications for a high-performance building designed to LEED Gold standards
- Operating costs for the school portion may be higher as the building envelope does not meet the high-performance standards required for the City portions to achieve the desired LEED rating
- Building envelope (cladding) ratios are higher in the consolidated concepts where courtyards are used to bring daylight into internal spaces of a dense compact plan
- It is anticipated that a higher tier general contractor would construct the larger, more complex consolidated concepts, because of the Recreation Complex aquatics component, therefore the General Conditions and Fees would be at a higher rate that a stand-alone school or joint schools
- Shared components, where not specifically designated to one partner's space program, are allocated to each partner using their respective gross floor area ratio

Site Development Costs

- Site areas designated for school play were allocated to each Board using the ownership ratios agreed to in the Memorandum of Understanding between all parties (55.2% WRDSB, 44.8% WCDSB)

- Site areas designated for City play, e.g., community park, outdoor courts, future tennis, were allocated to the Recreation Complex
- Parking and paved areas were allocated to each partner using a ratio of the number of parking spaces designated for each
- The remainder of the site development area was allocated to each partner using their agreed ownership ratios (55.4% City, 24.6% WRDSB, 20% WCDSB)

Construction Cost Methodology for Separate Buildings Concepts (Concepts 4 and 5)

Building Development Costs

- Costs were calculated assuming the site is severed using the agreed ownership ratios (55.4% City, 44.6% schools), and facilities are built by two separate contractors
- School estimated costs are based on standard specifications for a stand-alone school built to Ministry of Education benchmarks, e.g., quality of cladding, roofing, finishes, etc.
- City facility costs are based on specifications for a high-performance building designed to LEED Gold standards
- It is anticipated that a higher tier general contractor would construct the larger, more complex City facility therefore the General Conditions and Fees would be at a higher rate than for the stand-alone schools

Site Development Costs

- Site costs were allocated as per the agreed ownership ratios (55.4% City, 44.6% schools)
- Site areas designated for school play were allocated to each Board using their agreed ownership ratios (55.2% WRDSB, 44.8% WCDSB)
- Site areas designated for City play, e.g., community park, outdoor courts, future tennis, were allocated to the Recreation Complex
- Parking and paved areas were allocated to each School Board and between the Recreation Complex and the Idea Exchange, using a ratio of the number of parking spaces designated for each
- Parking and paved areas were allocated to the Recreation Complex and the Idea Exchange using a ratio of the number of parking spaces designated for each

The agreed ownership ratios may be revisited based on detailed design and anticipated needs for building footprint and outdoor amenities, such as play areas, future portable space, drop off areas, etc.

School Costing Notes

The order of magnitude cost estimates for both schools in all concepts exceed the Ministry benchmarks for funding. The WRDSB funding was approved by the Ministry in 2016. The total benchmark project funding for this school is $10,932,002. The WCDSB funding was approved in 2020, at a higher per square foot cost, with total project benchmark funding for this school at $8,652,378. Total project costs includes both hard costs and soft costs. The portion of this funding allocated to construction costs is 85%. School Boards receive funding in addition to the benchmarks noted above, through Education Development Charges (EDC). This funding is available for site preparation costs and extraordinary site costs, e.g., poor soils conditions, engineered fill, storm water management and site services, retaining walls, structural premiums due to site conditions, etc. EDC costs for the schools may be in the order of up to $1,000,000 for each school.

It is typical at the concept design phase for estimated construction costs for school projects to exceed the funding available. Costs are refined through value-engineering as the design progresses.

Value Engineering

Value engineering is a creative and systematic effort, which analyzes the requirements of a project for the purpose of achieving the essential functions at the lowest total costs (capital, staffing, energy, maintenance) over the life of the project. Through a collaborative effort, by all team members, value and economy are improved through the study of alternate design concepts, materials, and methods without compromising the agreed functional and value objectives. Value engineering can be applied at any point in a project, even in construction. However, typically the earlier it is applied the higher the return on the time and effort invested.

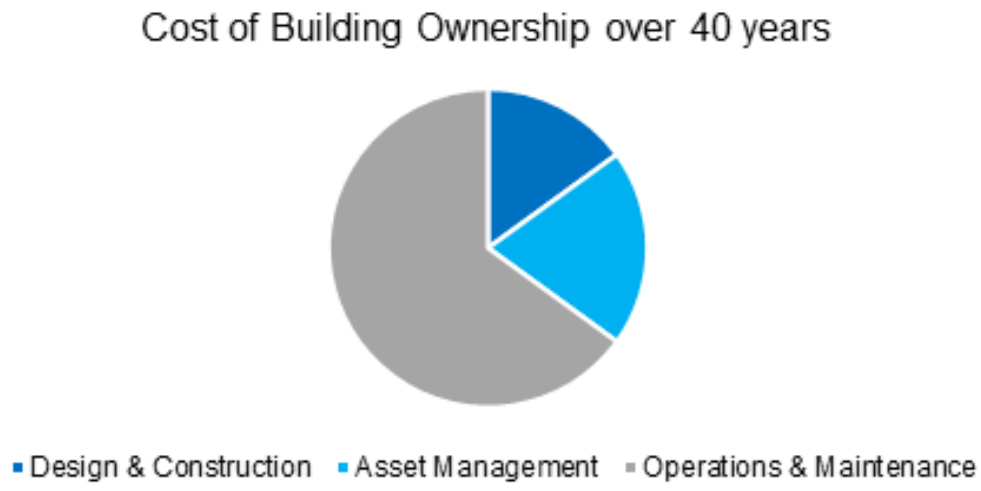
The next step in establishing project budgets, as the partners move into the design development phases of the project, would include a value engineering exercise. Value engineering workshops can be where the design team and building stakeholders first create an extensive list of opportunities for savings. In the workshop, "pros and cons" would be established for each item and a corresponding capital value established for each. At the end of the workshop the client group would be asked to agree which items would be accepted to achieve the required cost savings.

General Costing Notes

Achieving the gross floor area targeted reductions for the Recreation Complex is a challenge due to the low gross-up allocated on the space program, and the requirement for generous circulation spaces to operate the facility. Further development of the space program and design, as the project moves forward, will result in efficiencies that will mitigate this issue. This process is typical and is similar to the value engineering process.

There may be opportunities to fund specific items e.g., school playground equipment, outdoor classrooms, Recreation Complex equipment, etc., through community fundraising or corporate sponsorships.

As the difference in total construction costs for the various concepts is not substantial, a 5% variance between the lowest and highest, capital cost should not be used as the key factor in selecting the preferred concept. Over a 40-year building lifespan design and construction costs are approximately 15% to 20% of the total building cost, capital asset management is 10% to 20%, and operations and maintenance are by far the biggest cost of ownership at 60% to 80%.



The following chart summarizes the estimate total project cost for each partner in relation to their benchmark areas, targeted area reductions for joint-use of space in the consolidated concepts, and benchmark funding for the schools.

Refer to the Appendix A5 for the Elemental Cost Summary for each Concept.

CAMBRIDGE JOINT-USE CAMPUS - TOTAL PROJECT BUDGET SUMMARY

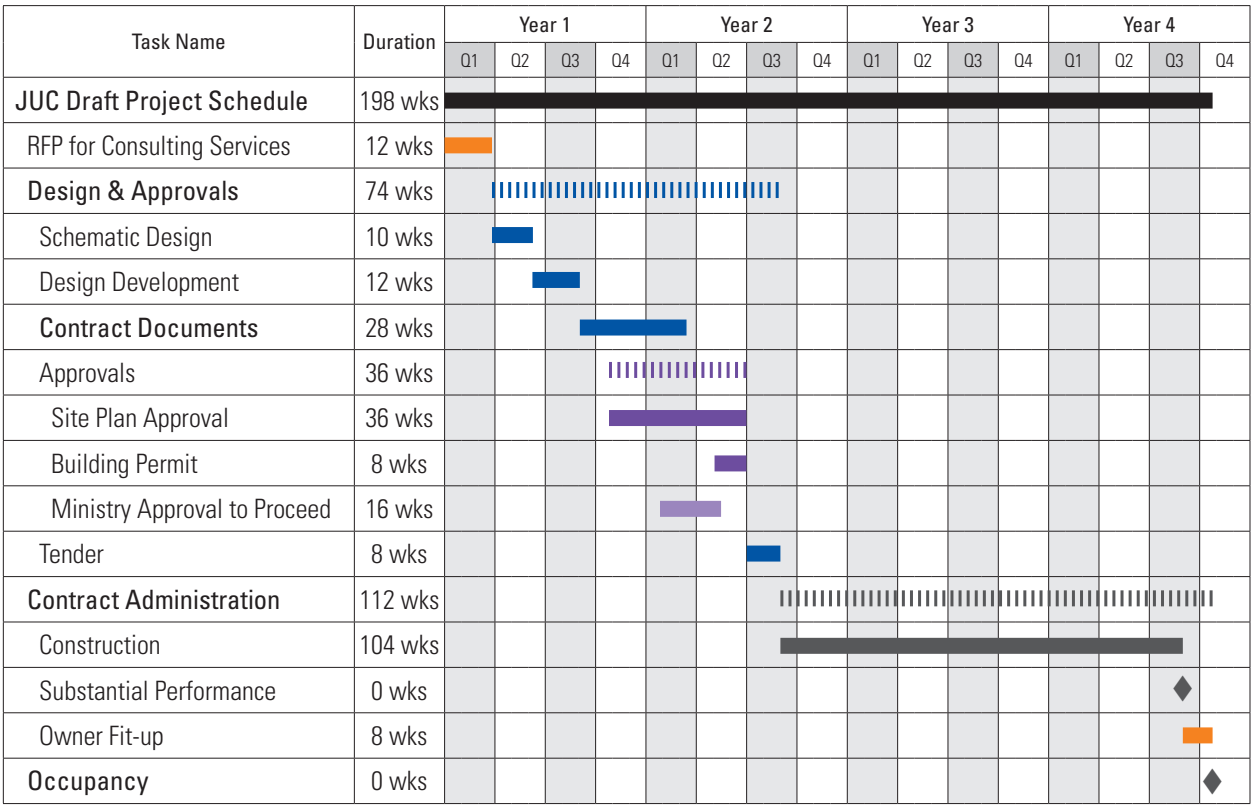
	CONSOLIDATED CONCEPTS: One Campus, One Facility									SEPARATED BUILDINGS CONCEPTS: One Campus, Separate Facilities					
	CONCEPT 1			CONCEPT 2			CONCEPT 3			CONCEPT 4			CONCEPT 5		
DESCRIPTION	**GFA**	**$/sf**	**Amount**	**GFA**	**$/sf**	**Amount**	**GFA**	**$/sf**	**Amount**	**GFA**	**$/sf**	**Amount**	**GFA**	**$/sf**	**Amount**
WRDSB															
Current	**50,741**	**$ 295**	**$ 14,959,000**	**51,990**	**$ 279**	**$14,493,000**	**53,206**	**$ 291**	**$15,503,000**	**52,773**	**$ 263**	**$13,892,000**	**54,896**	**$ 271**	**$14,852,000**
Benchmark (based on 2016 Ministry Funding)	53,240	$ 205	$ 10,932,002	53,240	$ 205	$10,932,002	53,240	$ 205	$10,932,002	53,240	$ 205	$10,932,002	53,240	$ 205	$10,932,002
Target GFA for construction (including larger gym in Consolidated)	53,745			53,745			53,745			53,705			53,240		
Target GFA (to be funded by WRDSB, only applies to Consolidated)	52,535			52,535			52,535								
WRDSB Child Care															
Current	**8,934**	**$ 317**	**$ 2,836,000**	**8,611**	**$ 317**	**$ 2,729,000**	**8,503**	**$ 318**	**$ 2,704,000**	**8,503**	**$ 312**	**$ 2,651,000**	**8,665**	**$ 318**	**$ 2,758,000**
Benchmark (based on 2016 Ministry Funding)	8,500	$ 303	$ 2,571,267	8,500	$ 303	$ 2,571,267	8,500	$ 303	$ 2,571,267	8,500	$ 303	$ 2,571,267	8,500	$ 303	$ 2,571,267
WCDSB															
Current	**40,935**	**$ 308**	**$ 12,607,000**	**39,267**	**$ 307**	**$12,064,000**	**42,528**	**$ 315**	**$13,395,000**	**41,335**	**$ 287**	**$11,857,000**	**42,001**	**$ 293**	**$12,317,000**
Benchmark (based on 2020 Ministry Funding)	42,645	$ 203	$ 8,652,378	42,645	$ 203	$ 8,652,378	42,645	$ 203	$ 8,652,378	42,645	$ 203	$ 8,652,738	42,645	$ 203	$ 8,652,738
Target GFA for construction (including shared stage in Consolidated)	39,655			39,655			39,655			41,215			42,645		
Target GFA (to be funded by WCDSB, only applies to Consolidated)	39,065			39,065			39,065								
Recreation Complex															
Current	**103,670**	**$ 541**	**$ 56,115,000**	**115,676**	**$ 527**	**$60,936,000**	**106,375**	**$ 534**	**$56,843,000**	**105,842**	**$ 553**	**$58,490,000**	**105,842**	**$ 550**	**$58,180,000**
Benchmark GFA	104,020			104,020			104,020			104,020			104,020		
Target GFA for construction (Consolidated Concepts only)	99,260			99,260			99,260			106,160			106,160		
Target GFA (to be funded by City, only applies to Consolidated)	100,960			100,960			100,960			106,160			106,160		
Idea Exchange															
Current	**13,600**	**$ 432**	**$ 5,876,000**	**13,600**	**$ 430**	**$ 5,854,000**	**13,600**	**$ 414**	**$ 5,632,000**	**13,600**	**$ 459**	**$ 6,245,000**	**13,600**	**$ 458**	**$ 6,232,000**
Maximum Approved GFA	13,600			13,600			13,600			13,600			13,600		
Target GFA for construction (Consolidated Concepts only)	13,790			13,790			13,790			13,600			13,600		
Target GFA (to be funded by Idea Exchange)	13,600			13,600			13,600			13,600			13,600		
Joint-use Complex Total Estimated Project Cost	**217,880**	**$ 424**	**$ 92,393,000**	**229,144**	**$ 419**	**$96,076,000**	**224,213**	**$ 420**	**$94,077,000**	**222,053**	**$ 419**	**$93,135,000**	**225,003**	**$ 419**	**$94,339,000**

CONSTRUCTION TIMELINES

Typical Project Schedule

Consolidated Concepts

After completion of the Feasibility Study, and agreement by all parties to proceed, the design and construction phase of the project will begin. Design and approvals for a project of this scope and complexity will take 18 to 24 months. The bidding and procurement (tender) phase would take 2 to 3 months, and construction would span a minimum 2 years. A typical project schedule, for a project of this scope and complexity, from the beginning of the design and construction phase to occupancy is 4 to 5 years.



Separated Buildings Concepts

For the recommended approach, Concept 4, if the site is severed each partner can proceed at its own pace. The City facility schedule will be the same as the schedule for the Consolidated Concepts. For the combined school facility, the design and approvals phase will take 12 to 18 months. The bidding and procurement (tender) phase would take 2 months, and construction would span a minimum 14 months. A typical project schedule, for the combined schools, from the beginning of the design and construction phase to occupancy is approximately 3 years.

POTENTIAL RISKS

When the project moves froward into the design and construction phase there are risks that should be monitored. These are noted throughout the report and summarized below:

Schedule

Issue	Impact	Mitigation
Negotiation of Development and Joint-use Agreements	Delay to project start and occupancy for all parties	Memorandum of Understanding allows work to continue while agreements are resolved Select a separate buildings option and sever land to allow owners to proceed at own pace
Complex approvals process including Rezoning, Site Plan Approval, GRCA	Delay to project start and occupancy for all parties Further reduction of usable site area due to wetland restrictions	Allow for lengthy approvals process in project schedule
Timing of construction of East Boundary Road	Limits access to site from one street only - Wesley Boulevard	Ensure on-site traffic can operate effectively without the future EBR access

Project Cost

Issue	Impact	Mitigation
Challenges in meeting Ministry benchmarks for school construction Escalation costs due to lengthy project schedule are not funded by Ministry Benchmark square foot costs do not align with current construction market	Delayed Ministry Approval to Proceed with Construction Extensive cost savings measures required to meet benchmark, affecting project scope or quality	Continuous value engineering and assessment of all decisions throughout the design process Maximize sharing opportunities and minimize gross-up to reduce GFA
Meeting the gross floor area cap for the Recreation Complex when the allocated percentage gross-up area is insufficient	Gross floor area exceeds City benchmark, increasing construction cost	Careful review of space program to find efficiencies Continuous value engineering and assessment of all decisions throughout the design process to reduce GFA while maintaining required functional program

LEED

Issue	Impact	Mitigation
Challenge in achieving LEED Gold for City components in consolidated building concepts	City does not meet its sustainability targets, affecting operating costs	Maximize sustainable initiatives within LEED framework

FUTURE CONSIDERATIONS

When the project moves forward into the design and construction phase there are a number of items that should be addressed. These are noted throughout the report and summarized below:

Site

- Undertake a topographical survey of the property upon completion of the developer's grading (currently underway at time of this report) to assess new site conditions and full scope of grading challenges and opportunities
- Update geotechnical investigations to provide general soils information for detailed engineering design, and to assess the feasibility of geothermal, ground source heat pump systems, on site
- Complete a detailed review of Zoning requirements and how they might be different once the property is severed
- Maintain ongoing conversation with the Region to keep updated on the design and construction timing of future East Boundary Road, as well as explore right-in-right-out access from this road onto the site
- Maintain ongoing conversations with the Grand River Conservation Authority (GRCA): conduct a thorough review of the Environmental Impact Study to confirm detailed bounds of development related to the wetlands, as well as details of required GRCA development permit
- Determine ownership conveyance of the protected wetlands on the north-western site boundary
- Maintain ongoing conversations with Grand River Transit to assess appropriate location of new bus stop on Wesley Boulevard or potentially on the joint-use campus site
- Undertake a transportation impact and parking demand study to confirm parking requirements

Space Program and Project Costs

- Continue detailed development of space program requirements for Recreation Complex including:
  - Consideration of 8-lane pool, which is typical for many other municipalities and will reduce project cost
  - Review of allocation of gross-up area, which at 15% is very low for a facility of this scope and complexity
- Engage in on-going value engineering for all components to align gross floor area and project costs with benchmarks, while achieving the essential functions over the life of the project

- Undertake energy modeling and an associated financial analysis, comparing premium capital costs associated with energy saving measures against payback and savings over time, to determine sustainability targets for the project
- Allowances for construction price escalation and potential impact of Covid-19 on construction costs are not included in this estimate and should be evaluated as the project proceeds
- Pursue additional funding for school design and construction of the schools through a detailed analysis of funding available from Education Development Charges, which are available for site preparation costs and extraordinary site costs
- Consider opportunities to fund specific items through community fundraising or corporate sponsorships

Partner Agreements

- Engage in continuing collaboration between all partners to establish development, joint-use and operational agreements
- Revisit ownership ratios based on detailed design and anticipated needs

8 Joint Use Agreements

JOINT USE AGREEMENTS

In addition to Development and Capital Cost Sharing Agreements, the partners must work together to establish a Joint-use Agreement for the campus. This is a formal agreement between all parties setting out the terms and conditions for shared use of the site and facilities.

The agreement will reflect the unique requirements of the specific design of the facility, e.g., the agreement for a fully consolidated building will look very different from the agreement for one or two, or three separate buildings sharing a site; and it will be different again if the site is severed.

The negotiation of a joint-use agreement is a lengthy legal process and requires cooperation from all parties. The partnership between the City, Idea Exchange and School Boards has been strengthened by their cooperative effort throughout the feasibility study process. The collaborative development of multiple design concepts has advanced all of the partners' understanding and appreciation of the benefits and complexities of sharing.

The following topics will form the basis of the Joint-use Agreement:

General Terms of the Agreement

- Establish effective date, number of years, and protocol for renewal

Governance

- Establish a Joint Campus Operations Steering Committee
- Investigate any union/contract issues between parties to the agreement

Communication Protocol

- Identify who will be responsible for communicating with partners about the agreement
- Identify who will be responsible for making decisions regarding the agreement
- Establish a process for resolving disagreements regarding any aspect of the agreement

Priority of Uses/Scheduling

- Rank the priority of use of specific shared facilities between each partner, to allocate facility use accordingly, e.g., use of gymnasiums; meeting rooms; outdoor play areas; before and after school programs and space use; etc.
- Determine which entity will be responsible for scheduling use
- Determine how to accommodate schedule changes
- Establish staggered bell-times for two schools to accommodate drop-off and use of outdoor play areas

Third-Party Use

- Establish the priority of uses for third-party programs
- Agree on the protocol for scheduling
- Coordinate third-party permitting or lease procedures

Access and Security

- Determine security needs
- Identify employees who will need access to each partner's property or facilities
- Develop security protocol
- Establish one security platform that can be customized for each party, e.g., School Boards' lock-down and safe welcome requirements
- Consider one full time central contact and security office for all parties

IT and Communications

- Coordinate IT and communications systems for shared networks with individual controls for each user
- Establish IT network security protocols

Custodial Services

- Determine any shared custodial services/equipment needed
- Allocate responsibility for waste management

Operations and Maintenance

- Establish a single Building Operations lead (likely the City) to manage shared facilities and building systems
- Determine which components of costs to measure, the methodology to use to determine costs, and how to allocate costs and fees
- Ensure separate metering of any shared services for each partner
- Allocate responsibility for regular property maintenance
- Determine whether additional maintenance is needed, and which party will provide service

Inspection and Notification of Damage

- Coordinate the manner/frequency of property inspection
- Determine protocol for notifying partners of damage

Restitution and Repair

- Determine the method and responsibility for property repair and replacement
- Determine the methods of calculating and allocating repair costs

Improvements Protocols

- Establish conditions governing how partners will be permitted to make improvements (renovations/additions)

Risk Management and Legal Issues

- Determine the types and amounts of insurance to require, consistent with each partners' risk management requirements
- Allocate liability risk and determine whether or what type of indemnification is required

Dispute Resolution

- Establish a procedure for resolving disputes

9 Conclusions

The proposed joint-use campus will create a community hub offering educational, recreational and cultural activities for all ages for this Cambridge community. A shared approach provides better value for money for the community, and best utilization of all program spaces.

A number of approaches (consolidated and separate) have been explored. All conceptual approaches demonstrate that a joint-use campus is achievable and will provide much greater benefits to the community than stand-alone buildings on stand-alone sites.

The site is well located for access by the current and future residents of this developing neighbourhood. Planned active transportation networks and transit infrastructure will provide healthy and sustainable alternatives to vehicular access to the campus. The wetland to the west creates learning opportunities for the students and a naturalized buffer to the site. The site is appropriately sized to accommodate the building program and required parking and drop-off facilities, while providing generous open greenspace for active and passive play.

The proposed partnership between the City, Idea Exchange and two School Boards creates an exemplary community hub providing a seamless integrated day from child care, school day, before and after, and after hours and weekends for all age groups. A detailed analysis of each partner's program offerings explored sharing opportunities and synergies that benefit all users. Students and users of the joint-use campus benefit from sharing and exposure to new activities at the Recreation Complex and Idea Exchange. Families can participate in multiple different activities on the same site. Multi-generational community connections are enhanced and encouraged.

Many factors were considered when making a final decision on whether to proceed with a fully consolidated building (Concept 2: One Campus, One Facility) or a separated buildings approach (Concept 4: One Campus, Two Separate Facilities).

Concept 2

Concept 4

The **Consolidated Building Concepts**, of which Concept 2: One Campus, One Facility is preferred, exploit the many joint-use and sharing opportunities most effectively through proximity, convenience, and both physical and visual access to these activities which are all available within a single complex. Within a consolidated facility both planned and serendipitous joint-use are possible. Open greenspace and playground areas are maximized. The facility and its central plant can be managed by a single operator (the City), reducing operations and maintenance costs.

The decision to proceed with a **Separated Buildings Concept**, of which **Concept 4: One Campus, Two Separate Facilities** is preferred, is based on three major factors.

The first important factor is capital cost. The separated concepts allow the City and the School Boards to proceed at their own pace. The design and construction of the City facility will take longer than the shared school building. In this concept the school construction can be accelerated. This is important as the funds for school construction are fixed; the Ministry benchmark does not allow for additional funding for construction cost escalation. Meeting the required gross floor areas is also more achievable for all partners in separated buildings. The additional circulation required to maintain safe and secure access to each component while sharing, and the complex plan configurations required to bring daylight into the dense building footprint are eliminated. Reducing gross floor area, while maintaining the required functional program, is an essential consideration in reducing both capital and operating costs.

The second issue is the necessary separation of elementary-aged school children, for safety and security reasons, from the general population using the rest of the facility. Although this challenge is addressed in the concept designs of the consolidated building by ensuring separate and secure entrances and circulation for the schools, all partners agree that the campus will operate most successfully in two separate buildings. Outdoor play space for the schools is also more clearly defined and secured during the school day. The two separate buildings frame a community park, accessible at all times to local residents directly off Wesley Boulevard.

The third factor is the challenge and complexity of the development a Joint-use Agreement, which may take a number of years to complete, and the impact that may have on opening date of these much needed elementary schools. A memorandum of understanding, regarding the joint-use terms and conditions could mitigate this issue. As the schools' scheduled opening is paramount, Concept 4 allows the site to be severed and the school construction to proceed at an accelerated pace.

Effective deployment of capital investment and operational efficiencies will be realized to varying degrees depending on the approach selected when moving forward with the project. It is important to note that the concept designs are only the beginning of a process. When a decision is made to proceed, the selected space program and design will continue to be developed in detail, meeting each users' specific program requirements, while finding more synergies, and value-engineering to achieving the essential functions at the lowest total costs over the life of the project.

The purpose this study, and of testing a variety of conceptual designs, is to facilitate a decision on whether the proposed joint-use campus is feasible. Is it a good investment of public funds? Does it enhance each partner's vision? Does the community benefit?

This study concludes that the answer is "yes" to all of those questions.

The final recommendation is to proceed with Concept 4: One Campus, Two Separate Facilities

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Appendices - Joint-use Campus Feasibility Study

City of Cambridge
Idea Exchange
Waterloo Region District School Board
Waterloo Catholic District School Board

February 9, 2021

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A1. SITE EVALUATION **68**
Site Location 69
Local Development Plans 70
Issues and Opportunities 72
Access 73
East Boundary Road 74
Zoning 74
Grand River Conservation Authority (GRCA) 75
Stormwater Management 76
Active Transportation - Trails and Connections 77
Grand River Transit 78
A2. SUSTAINABILITY STRATEGIES **79**
Regional Direction 80
General Sustainable Principles 80
LEED 80
Passive House 81
Net Zero Energy Building 82
Geothermal 82
Conclusion 83
A3. SPACE PROGRAM FOR CONSOLIDATED AND SEPARATE BUILDINGS **84**
A4. ENGINEERING DESIGN BRIEFS **97**
Civil 98
Structural 114
Mechanical 119
Electrical 128
A5. ELEMENTAL COST SUMMARIES **133**
A6. STEERING COMMITTEE **141**
A7. CONSULTING TEAM **141**
A8. OTHER RESOURCES **142**
A9. RELATED STUDIES & DOCUMENTS **153**

A1 Site Evaluation

SITE EVALUATION
SITE LOCATION

The 32.5 acres site of the future joint-use complex is located in the south-east end of Cambridge, north of Dundas Street South and Branchton Road, in a developing residential community. The areas directly to the north of the site include agricultural lands. Further north are the Shades Mill Conservation Lands and Reservoir.

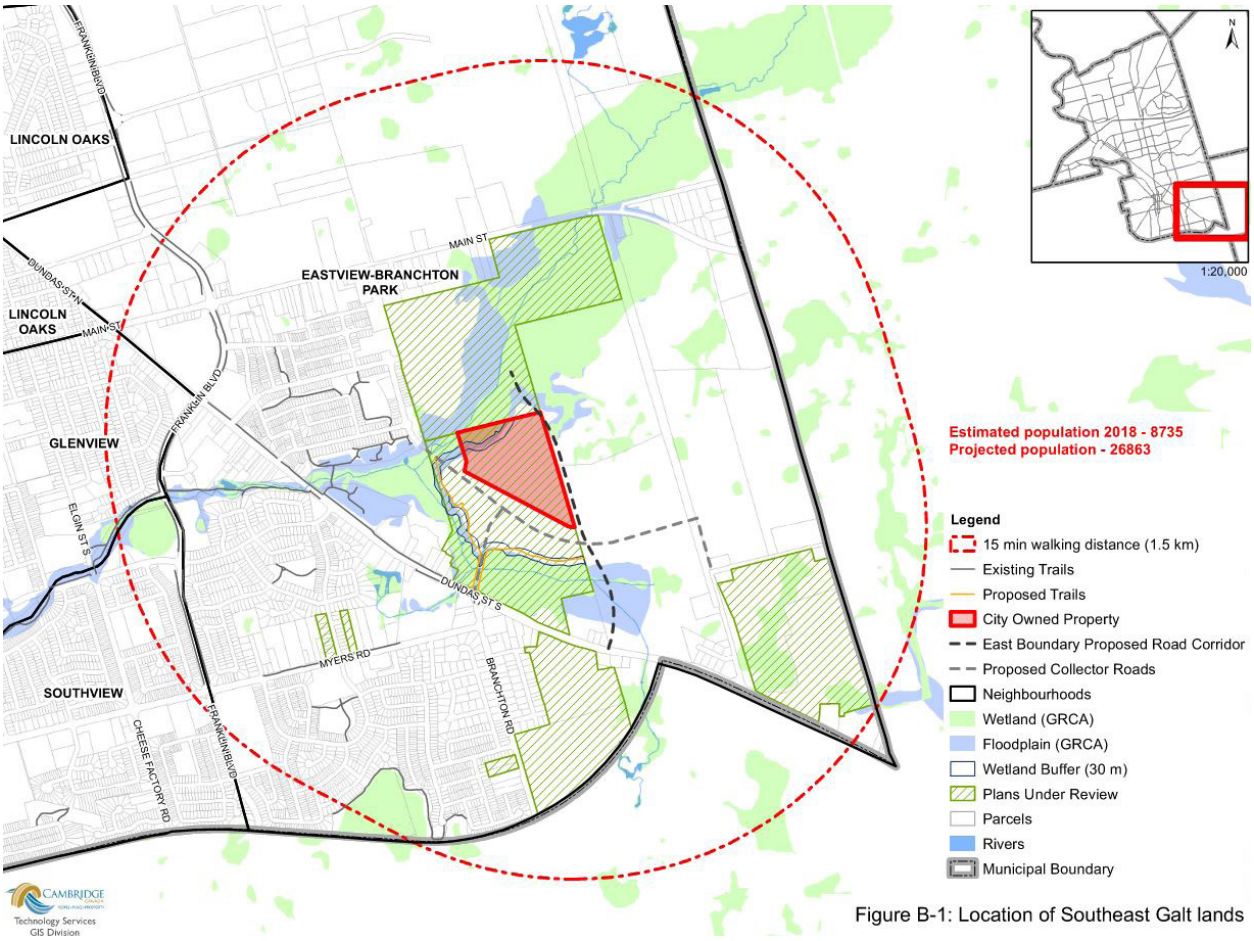
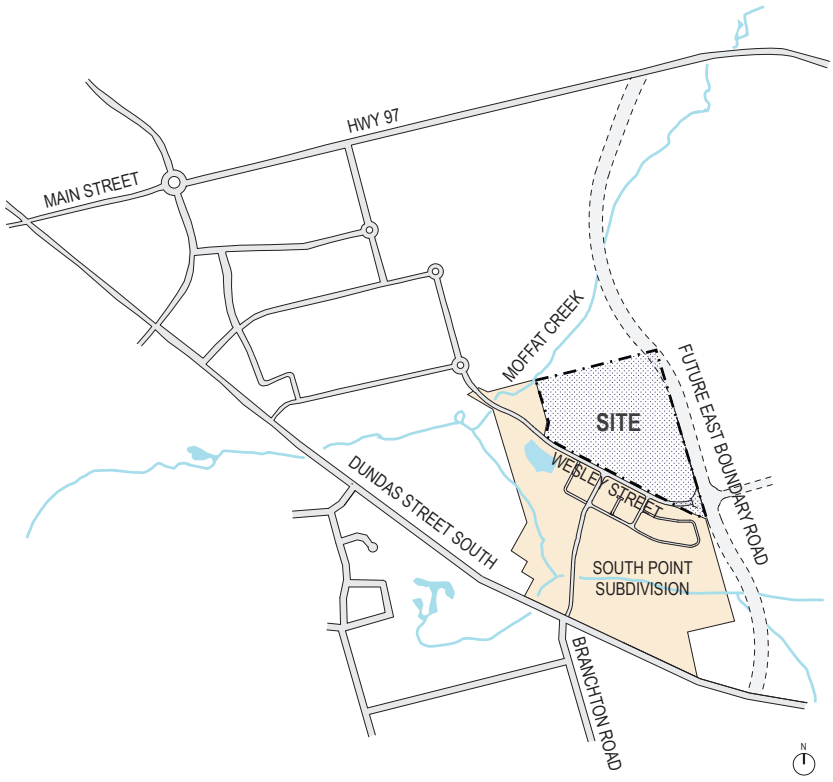


Figure B-1: Location of Southeast Galt lands

Location of Southeast Galt Lands (source: City of Cambridge)

Moffat Creek, and its adjacent wetlands (protected by the Grand River Conservation Authority (GRCA)), form the western boundary of the site. A significant commercial and retail hub exists further west to serve the community at Dundas Street South and Franklin Boulevard.

The east property line runs adjacent to the future East Boundary Road, while the South Point subdivision (also referred to as the Bosdale Subdivision) is under development to the south of the site.

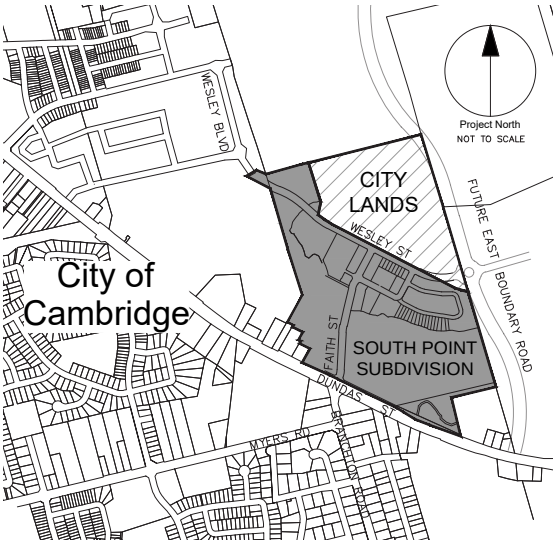


Site location plan – site and nearby South Point Development Lands (source: CS&P)

LOCAL DEVELOPMENT PLANS

The site's nearby lands have been subject to increasing development pressure from the west. The surrounding residential neighbourhoods consist of predominantly low-rise, single-family home subdivisions. Further development of similar and increased density is planned to be developed over the next 5-10 years.

Immediately south of the new joint-use campus site is the South Point subdivision, a mixed density residential subdivision. Future plans will include single family homes, as well as a greater density through the inclusion of townhomes. It is planned for over 300 new residential units.



South Point Subdivision location relative to JUC site

Marketing bird's eye view of new South Point development

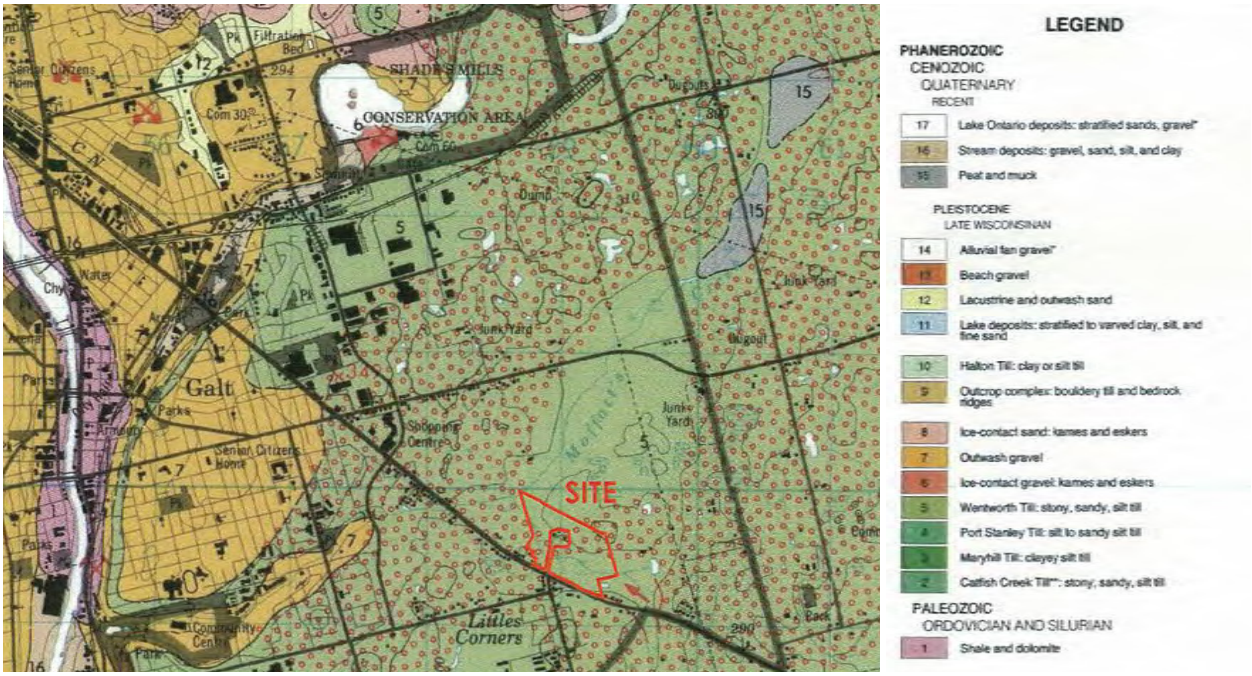
Lands south-east of the site near Vanier Drive have approved plans for single family units and townhouses (1,065 units). Lands immediately north-east of the site are owned by the developers of the South Point lands. While no plans are known at the time of writing this report, it is reasonable to anticipate further residential subdivisions in this area. Further north of the site, just beyond Hwy 97 (Main Street), the proposed Moffat Creek housing development is planned to include low-rise single-family and townhouse units (approximately 200+ units).

It is estimated that once the area is fully developed, over 26,500 residents will be within a 15-minute walking distance from the proposed complex. (report to City Council: Recreation Complex Opportunities, March 5, 2019,)

ISSUES AND OPPORTUNITIES

Soils and Site Grading

The lands north of 'Littles Corners' up to Main Street (Hwy 97) and beyond consist of 'Wentworth till': fairly stony, sandy silt till with 'Hummocky' (hilly) topography. Further details about the present soil conditions can be found in the Geotechnical Investigations prepared by Naylor Engineering Associates (2005). It is recommended these reports be updated by the City prior to construction.



Quaternary Geology Map, Dec 2007 (source: Ministry of Northern Development and Mines Map 2508, accessed in – Bosdale Goetechnical Reports)

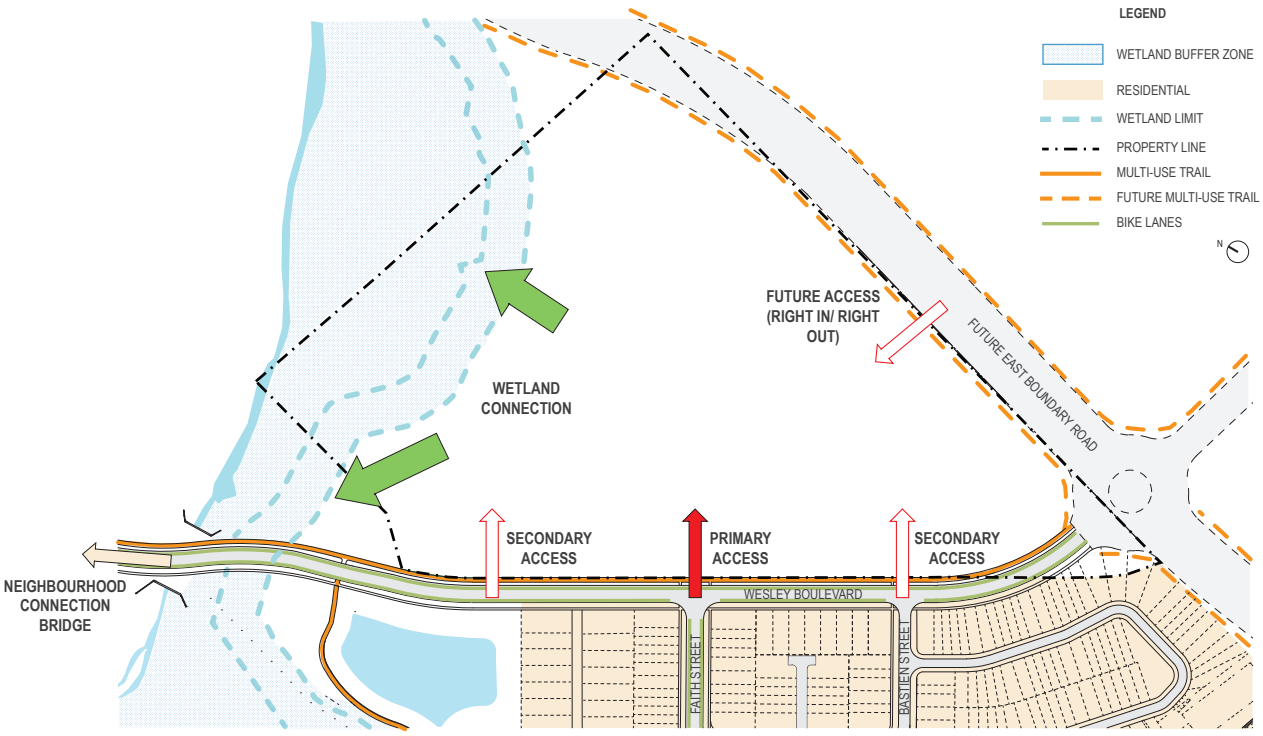
The joint-use campus site – consisting of former agricultural lands – had largely retained those characteristics until recent regrading efforts. The site drains north-west in the direction of Moffat Creek, from 298.5m (AMSL) at the south-east corner to a low point of 284.50m at the site's western edge – though the planned elevation at the limit of development will be closer to 289.0m according to the site grading plan.

At the time of this report, grading had begun of both the Joint-use site and South Point lands to the south, to conform with requirements for the overall subdivision stormwater management strategy. The ultimate intent is for the hills to be smoothed out, and for the site to retain a more gradual slope north and west towards the creek and wetlands (as well as the Storm Water Management (SWM) basin south of the site), with an area of maximum 3:1 slope to meet current grades along the western edge of the wetland buffer and development boundary.

Stockpiling of surplus topsoil for both the City site and subdivision is anticipated along a substantial portion of the eastern edge of the site. Significant grade differential along this eastern edge will require any development (including paving) to be setback from the eastern property line. It is recommended that surveying of the property be undertaken upon completion of the developer's grading to assess full scope of grading challenges and requirements.

ACCESS

Primary access to all facilities of the site will be from Wesley Boulevard. It is recommended that primary access align, where possible, with new Faith Street to the south and that any secondary eastern access point align with Bastien Street to the east. The current plan of subdivision does not contemplate that the western private road west of Faith Street connect to Wesley Boulevard at this time. This approach to site access appears to be supported by the City.



Connection to Wetland (source CS&P)

Connection to wetland

Usable site area is reduced from 32.5 acres to approximately 26.3 acres by wetland setbacks and alignment of the future East Boundary Road. Further details about wetlands can be found in the GRCA subsection below.

EAST BOUNDARY ROAD

The proposed East Boundary Road is a Regional road, planned as an urban road divided by a raised concrete median. Construction of Phase 1 from Franklin Boulevard to the Wesley Boulevard roundabout is scheduled for 2026/2027. Depending on City progress and coordination of Wesley Boulevard construction, East Boundary Road may be completed for service, or the construction may be limited to pre-grade, construct ditching and outlet. The section running north of Wesley is a future phase and is not currently programmed within the next 10 years for construction. Timing is contingent on Regional Council approvals, and could be subject to change.

To improve access to the proposed joint-use campus and relieve anticipated traffic volume on Wesley Boulevard, it is suggested that Right-In-Right-Out access to the site be further explored with the Region. As the timing for the portion of East Boundary Road bounding the site is uncertain, the concept plans must function without this access. Plans for a potential future driveway will improve site access and internal site circulation. The Region may extend the East Boundary Road to provide access to the joint-use site in Phase 1.

ZONING

Currently, the majority of the site is zoned H(R4) – low density residential. Re-zoning of lands to institutional (N1 for schools, childcare and library) and recreational (OS2 and/or C1) land use may be required to support the development of the facility.

The south-western portion of the site, bounded by Moffat Creek is zoned OS1 – Open Space – which does not support the introduction of buildings or structures with very limited exceptions. See section 3.5.1.1 of the City of Cambridge Zoning By-Law No. 150-85 for further details of exceptions.

Current Zoning map of the site and surrounding areas (source: CS&P, generated from City of Cambridge Zoning By-Law No 150-85)

GRAND RIVER CONSERVATION AUTHORITY (GRCA)

Moffat Creek, which runs along the western boundary of the site, is located in the Moffat Creek Subwatershed of the larger Grand River Watershed.

Due to its proximity to Moffat Creek, and regardless of distance from regional flood boundaries, development on any part of the site will be subject to full GRCA review as part of the Authority having jurisdiction (AHJ) approvals process - at time of Site Plan Approval (SPA) and Building Permit submissions (and likely during re-zoning). A development permit from GRCA will be required to build on this site.

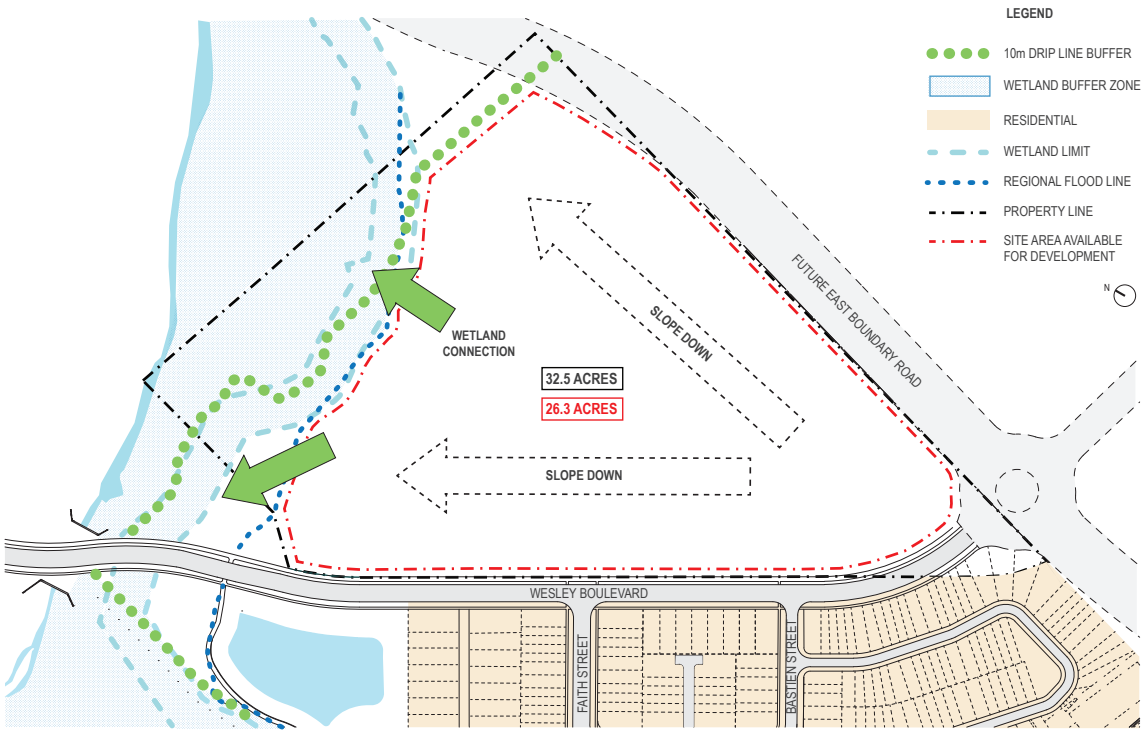
Water bodies, wetlands and development buffers (source: CS&P, generated from Bosdale Subdivision Draft Plan of Subdivision 2019 and GRCA Grand River Watershed Maps)

GRCA confirmed the site has been severed as 'city lands' in the plan of subdivision, though as stated above, the zoning appears to remain unchanged from the current low-density residential H(R4) designation at the time of writing this report.

A 30m wide wetland buffer runs through the north-west edge of the site and the Waterloo Regional flood line boundary runs along a similar line nearby. In addition, a 10m vegetation drip line buffer runs nearby, reducing the area available for development from the 32.5-acre site to approximately 26.3 acres.

Any development proposed that infringes GRCA wetland or flood boundaries would be subject to significant additional approvals, environmental studies and development permits. This would result in a longer development schedule for the project. Development of any kind – other than a possible recreational pedestrian trail - is therefore not recommended beyond the wetland buffer limits, the regional flood line or the drip line buffer (to the west and north).

GRCA does not anticipate any other restrictions/setbacks imposed that would further impede onto the site or reduce the build-to line other than noted above and in the diagram below (site area available for development).



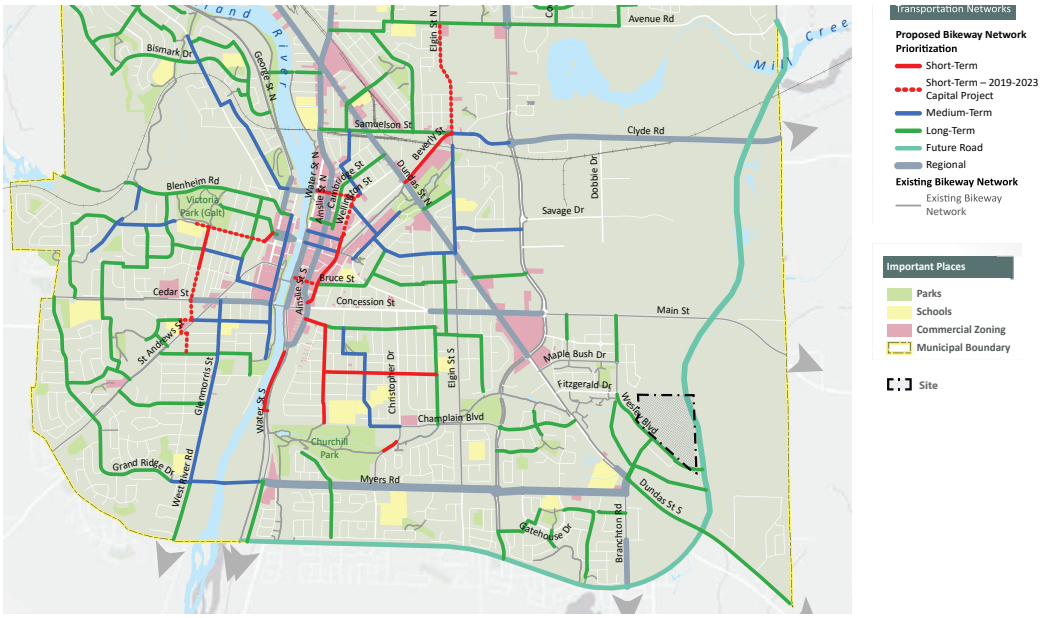
Site conditions relative to Moffat Creek and anticipated South Point subdivision SWM pond (source: CS&P)

STORMWATER MANAGEMENT

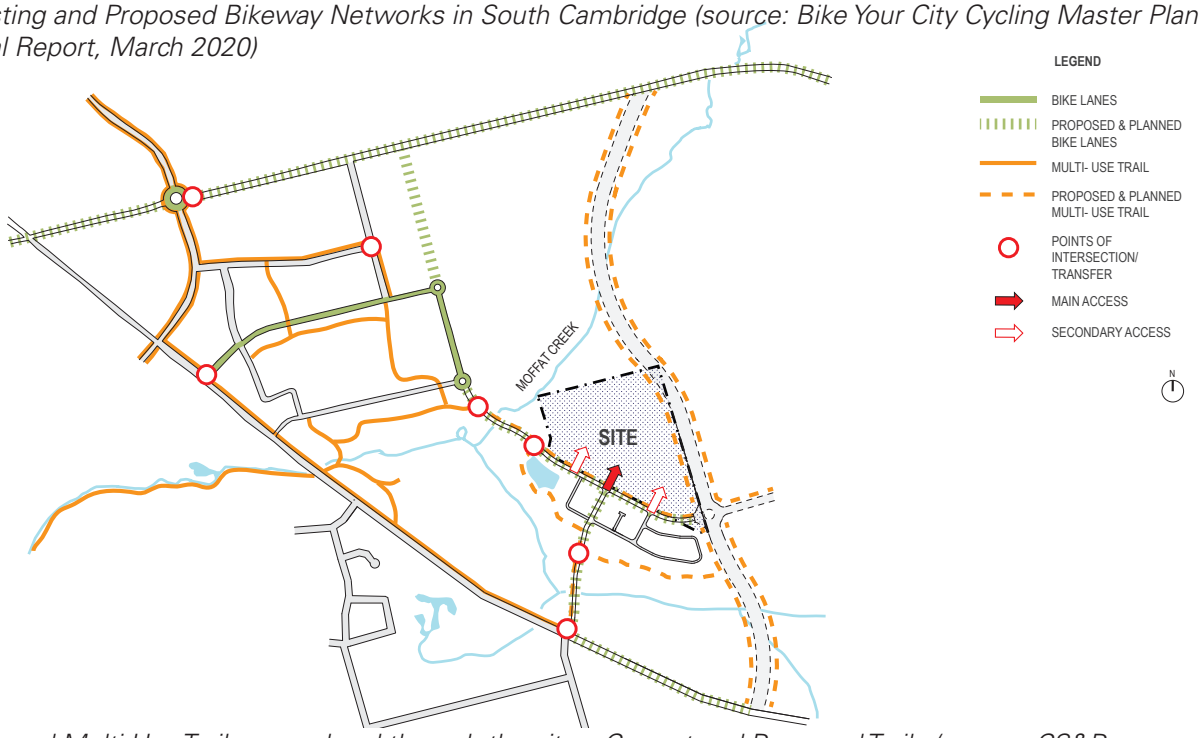
It is understood that stormwater management (SWM) for the site will be handled as part of the larger South Point subdivision SWM plan. As per site servicing plans the SWM facility is located within South Point subdivision (outside City Lands). Grading for the site to support that plan is underway at time of writing this report. Refer to Appendix A4 for Municipal Site Engineering Review for further known details and recommendations concerning SWM.

ACTIVE TRANSPORTATION - TRAILS AND CONNECTIONS

The City of Cambridge encourages active transportation. The Waterloo Region has a rich network of bike and multi-use trails connecting its various townships. 'Bike your city: Cambridge Cycling Master Plan', finalized in March 2020, and endorsed by Council on October 20, 2020, identifies the development of bike lanes on the north and south sides of Wesley Boulevard as a long-term goal. Bike lanes are also planned for future development on either side of East Boundary Road. The joint-use campus will be well supported by this network of bike and multi-use trails.



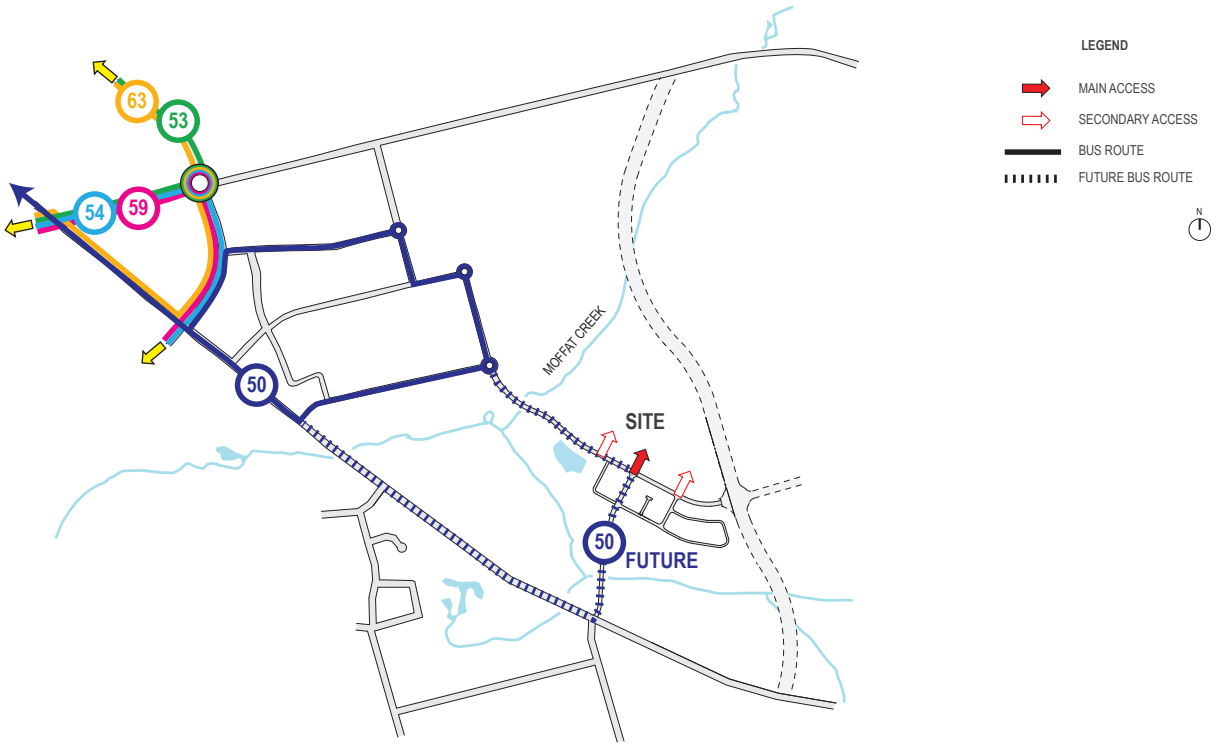
Existing and Proposed Bikeway Networks in South Cambridge (source: Bike Your City Cycling Master Plan Final Report, March 2020)



Bike and Multi-Use Trails around and through the site – Current and Proposed Trails (source: CS&P, generated from research retrieved from City of Cambridge – Engineering and Transportation Services Community Development)

GRAND RIVER TRANSIT

The current plan under development is for Route 50 to extend across Wesley Boulevard, with on street stops at the joint-use campus, turn south on Faith Street to Dundas and Branchton. This plan is in early stages and requires coordination, consultations and approvals prior to implementation. Planning should include a concrete pad for future bus shelters at stops on the north and south side of Wesley. Consideration may be given for a bus stop on the Joint-use site; however, this is not currently in the transit plan.



Transit (Bus) route map – Current and Future extension of route 50 to serve the site and neighbouring subdivision (source: CS&P, generated from maps and in discussion with Region of Waterloo - Grand River Transit, Transit Development)

A2 Sustainability Strategies

SUSTAINABILITY STRATEGIES

REGIONAL DIRECTION

An overarching regional climate mitigation direction and Climate Action Plan for the Waterloo Region has been created, and looks to coordinate the activities of the member communities and monitor their progress on green house gas (GHG) emission targets. The long-term goal is to achieve an 80% greenhouse gas emission reduction below 2010 levels by 2050, using a ladder of goals over time to achieve this target. The 2020 target was a 6% GHG reduction over the base condition at inception. The 10-year target starting in year 2021 has not yet been determined. During the next phase of detailed development, regional targets should be clarified and used as design benchmarks for the project.

GENERAL SUSTAINABLE PRINCIPLES

Building construction and operations can have extensive direct and indirect impacts on the environment, on society, and the economy. Sustainable design principles seek to balance the needs of these areas by using an integrated approach to create design solutions. The main objectives of sustainable design are to reduce, or avoid, depletion of critical resources like energy, water, land, and raw materials; prevent environmental degradation caused by facilities and infrastructure throughout their life cycle. The goal is to create built environments that are accessible, secure, healthy and productive, while minimizing negative impacts upon society, the environment, and the economy.

A number of rating systems and guiding criteria have been developed that can help to guide facility and site design decisions, and optimize a sustainability response. Each rating systems is unique in how they approach and prioritize various sustainability measures. Selected best practice systems and opportunities for the proposed community hub development are outlined below.

LEED

LEED (Leadership in Energy and Environmental Design) is an internationally recognized green building certification system, providing third-party verification that a facility was designed and built using strategies aimed at improving performance. Metrics include energy savings, water efficiency, CO2 emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts. LEED provides a point system to score green building design and construction. The system is categorized in five basic areas: Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, and Indoor Environmental Quality. Buildings are awarded points based on the extent various sustainable strategies are achieved. The more points awarded the higher the level of certification achieved from Certified, Silver, Gold, to Platinum.

To support the creation of healthy and sustainable communities, the City of Cambridge has mandated all new municipal buildings be LEED Gold Standards. However, Ministry of Education funding benchmarks would limit pursuing LEED certification for the partner public schools, so they may not be included in the LEED certification. The schools have indicated they would be open to implement any recommended sustainable measure and meet the LEED standard as long as they remain within capital funding parameters.

In order to obtain certification, the Recreation Complex would, as part of the LEED process, require its own independent HVAC system, within a LEED defined envelope. As the schools may not be part of the LEED envelope or boundary, they should be separate from an energy standpoint. This means that operational sharing opportunities for a consolidated facility are therefore constrained, and suggest a more defined and independent footprint for the school and city owners would assist in the LEED effort. The consolidated option where all users are in one building is still possible, although perhaps more complex as a defined boundary needs to be created both within the building and on the site.

PASSIVE HOUSE

Passive House (PH) is a rigorous energy-based standard in the design and construction industry, originally developed in Germany for the residential market. It has since expanded across the world and is being applied in many sectors of the industry. The intent of Passive House is to focus on energy and emissions reduction above all other measures, as being most fundamental to climate change remediation. Five principles are central to PH design and construction: super insulated envelopes, airtight construction, high-performance glazing, thermal bridge free detailing, and heat recovery ventilation. For certification, the international PH standard requires very high levels of energy reduction with defined criteria: space heat demand max. 15 kWh/m2a, pressurization test result at 50 Pa max. 0.6 ACH, and Total Primary Energy Demand max. 120 kWh/m2a.

As Passive House is an envelope-based standard, it would not be feasible to apply in a consolidated footprint with partners who were not also seeking certification, as school Ministry funding benchmarks would preclude pursuing PH certification for each or any of the partner public schools. As the Recreation Complex has an energy intensive swimming pool, it is suggested that full certification is not practically achievable in any event. As the level of PH energy reduction targets are very challenging for institutional owners to achieve, many municipal projects are implementing PH principles of energy efficient construction to inform and improve their design, but are not targeting official certification, which could be a suitable approach for this joint use project.

NET ZERO ENERGY BUILDING

A Net Zero Energy Building (NZEB) is defined as a building that produces as much renewable energy as it consumes on an annual basis, while maintaining an acceptable level of service and functionality. In order to meet this requirement, a high performance envelope is first necessary to minimize energy requirements. Once energy uses are reduced to a minimum, then a renewable energy system can be provided as needed to meet the reduced energy load. On site renewable energy sources may include solar water heating, photovoltaics (PV), ground source geothermal and/or air source heat pumps.

A Net Zero Energy Building is possible to achieve on recreation and school buildings. For example, Net Zero is now a required target on many new City of Toronto municipal buildings. The additional capital cost of a NZEB can include triple glazing, increased insulation, envelope testing, as well as PV and geothermal renewable energy sources. The focus on a high performance envelope and other measures with a high impact benefit may offset initial costs and provide a payback over time. Funding strategies can involve roughing in some components and adding at a later date. For example, the facility could be designed with infrastructure to support a solar ready design, with PV panels provided when and if funding becomes available.

There may be financial incentives to offset the increased cost of achieving a net zero energy building, including the Save on Energy High Performance New Construction Initiative, Federation of Canadian Municipalities Innovation Program, and other programs that may become available.

GEOTHERMAL

For renewable energy systems such as geothermal, it is recommended that an exploratory feasibility study be prepared in the early detailed design phase. A business case can be prepared that demonstrates energy savings and payback over a defined period, and identifies incremental design and installation costs of the geothermal renewable energy system over a conventional system.

Design parameters, Building Automation Systems (BAS) capabilities, proposed Heating, Ventilation and Air Conditioning (HVAC) systems and bore field location studies can verify that a ground source geothermal heat pump system is appropriate for the site. The consulting team can work with a local driller and review the Ontario Geological Survey data to estimate the ground thermal conductivity. A test borehole is usually not required at the early feasibility stage, however, a thermal conductivity test is mandatory during later detailed design if the decision has been made to move forward with the system. As part of the study, an evaluation of the energy modeling, cost, and GHG savings should be prepared, to compare against a conventional system.

Due to the large size of the Joint Use Campus site, preliminary evaluations are that geothermal can be an efficient and effective renewable energy source, for both a consolidated facility option or a separated facility option.

CONCLUSION

The sustainability response will be evaluated against the balancing of complex parameters including environmental responsibility, energy efficiency, and creating a healthy environment that contributes to user well being. Evaluating associated construction cost premiums, as well as the ability to optimize cost of ownership over the life cycle, will be a fundamental metric. As energy use has the greatest impact on operating costs, the assistance of rating system criteria that can help reduce energy use and associated GHG emissions may be prioritized.

A practical approach which prioritizes Passive House high performance envelope principles and air quality, together with targeted renewables such as geothermal and PV, may have the greatest impact in both reducing energy, significantly lowering GHG emissions, and promoting a healthy and energy efficient facility. This approach would be suitable for both consolidated and separated design options.

In the next stage of detailed design, it is recommended that energy modeling and an associated financial analysis that can demonstrate a reasonable business case be prepared. This business case can include premium capital costs associated with the energy saving measures, as well as payback and savings over time. Financial incentive programs can be explored to help offset some of the premium costs. A detailed geothermal feasibility study, together with site testing, should be included in this scope. This work should optimally be done as a formalized Sustainability Study in the Schematic Design period of the next phase of design, and would model a number of design options (say 3) against a base case.

A3

Space Program for Consolidated and Separate Buildings

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
WRDSB								
INSTRUCTIONAL AREA								
Kindergarten	5	1,100	5,500	**Y**	5	1,100	5,500	Between Boards, based on utilization Community use after hours
Classroom	14	760	10,640		14	760	10,640	Between Boards, based on utilization Community use after hours
Art Room	1	1,030	1,030		0	1,030	0	Between Boards, based on utilization, delete WRDSB Art Room (area reduction of 1,030 sf) and share WCDSB Art Room and Idea Exchange Multi-purpose Room/Makerspace WRDSB to fund 100 sf to increase size of Makerspace Pupil Loaded for 23 students
Science Room	1	1,230	1,230		1	1,230	1,230	Between Boards, based on utilization, use WRDSB Science/Tech Room shared between both Boards Community use after hours Pupil loaded for 23 students
Special Education Area	1	1,395	1,395	**Y**	1	1,395	1,395	Exclusive use Ground floor location, near entry and bus drop
Resource Area - Loaded (400-699 sf)	1	615	615		1	615	615	Exclusive use during school day
Resource Area - Unloaded (<400 sf)	3	210	630		3	210	630	Potential for sharing between Boards
Gymnasium Area and Stage	2	3,060	6,120	**Y**	1	6,500	6,500	Exclusive use during school day Community use after hours, increase to FIBA size to replace Recreation Complex gym Recreation Complex to fund additional required 380 sf for FIBA sized gym + 600 sf for stage area portion of gym
Shared Stage				**Y**	1	600	600	600 sf Gymnasium and Stage area dedicated to a shared 1,200 sf Stage with WCDSB
Change Rooms	2	230	460	**Y**	2	230	460	Exclusive use during school day Community use after hours
Library	1	2,630	2,630		1	1,880	1,880	Exclusive use during school day, area reduced by 750 sf as Idea Exchange Learning Commons is available for sharing Community use after hours
General Purpose	3	540	1,620		3	540	1,620	Exclusive use during school day Community use after hours
Net Instructional Area			***31,870***				***31,070***	
OPERATIONAL AREA								
General Office			1,375	**Y**			1,100	"Safe Welcome" design, shared General Office with WCDSB, efficiency reduces area by 275 sf
Staff Room and Teacher Work Rooms			1,145				1,145	
Kitchen			260				260	
Custodial Areas			450				450	
Academic Storage			435				435	
Washrooms			1,660				1,660	
Gymnasium Storage			575	**Y**			575	
Chair Storage (in Gymnasium)			460	**Y**			460	
Mechanical Spaces			690				2,130	Shared central plant @ 4% of GFA for each partner, area increased by 1,440 sf to right-size mechanical space
Net Operational Area			***7,050***				***8,215***	
Sub-total (Net Area)			***38,920***				***39,285***	
Gross-up (36.8%)			14,320				14,460	
Total WRDSB (GFA to be constructed)			**53,240**				**53,745**	
WRDSB Potential Area Change							**505**	
Changes to Areas funded by WRDSB								
Delete Gymnasium Stage Area							-980	Funded by Recreation Complex
Add for increase to Makerspace							100	WRDSB portion of area to increase size of Idea Exchange Makerspace to 750 sf
Sub-total (Net Area)			***38,920***				***38,405***	
Gross-up (36.8%)			14,320				14,130	
Total GFA to be funded by WRDSB			**53,240**				**52,535**	
WRDSB Area Change for Funding							**-705**	

CHILD CARE								
Total Child Care (GFA)			**8,500**				**8,500**	no changes to Child Care

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
WCDSB								
INSTRUCTIONAL AREA								
Kindergarten	3	1,200	3,600	**Y**	3	1,200	3,600	Between Boards, based on utilization Community use after hours
Classroom	11	750	8,250		11	750	8,250	Between Boards, based on utilization Community use after hours
Art Room	1	1,050	1,050		1	1,050	1,050	Between Boards, based on utilization, use WCDSB Art Room shared between both Boards Community use after hours Pupil Loaded for 23 students
Science Room	1	1,050	1,050		0	1,050	0	Between Boards, based on utilization, delete WCDSB Science (area reduction 1,050 sf) and share WCDSB Science/Tech Room and Idea Exchange Multi-purpose Room/Makerspace WCDSB to contribute 70 sf to increase size of Makerspace
Special Education Area								
Resource Area - Loaded (400-699 sf)								
Resource Area - Unloaded (<400 sf)								
Gymnasium Area and Stage	1	4,000	4,000	**Y**	1	4,000	4,000	Exclusive use during school day Community use after hours Recreation Complex to fund additional 500 sf of gymnasium area for sharing
Shared Stage					1	600	600	600 sf Instructional Area Flexibility dedicated to a shared 1,200 sf Stage with WRDSB
Change Rooms	2	400	800	**Y**	2	400	800	Exclusive use of some space during school day Community use after hours
Library	1	2,400	2,400		1	1,820	1,820	Exclusive use during school day, area reduced by 580 sf as Idea Exchange Learning Commons is available for sharing Community use after hours
General Purpose								
Instructional Area Flexibility			2,740				2,140	WCDSB to define uses - which will include chapel and break-out spaces, 600 sf allocated to shared Stage
Net Instructional Area			***23,890***				***22,260***	
OPERATIONAL AREA								
General Office			1,200	**Y**			1,000	Shared General Office with WRDSB, efficiency reduces area by 200 sf
Staff Room and Teacher Work Rooms			780				780	
Kitchen			210				210	
Custodial Areas			600				600	
Meeting Room	1		230		1		230	
Academic Storage			355				355	
Washrooms			1,135				1,135	
Gymnasium Storage			330	**Y**			330	
Chair Storage (in Gymnasium)			130	**Y**			130	
Mechanical Spaces			2,045				1,705	Shared central plant @ 4% of GFA for each partner, area reduced by 340 sf to right-size mechanical space
Net Operational Area			***7,015***				***6,475***	
Sub-total (Net Area)			***30,905***				***28,735***	
Gross-up (38%)			11,740				10,920	
Total WCDSB (GFA to be constructed)			**42,645**				**39,655**	
WCDSB Potential Area Change							**-2,990**	
Changes to Areas funded by WCDSB								
Delete Gymnasium Area							-500	Funded by Recreation Complex
Add for increase to Makerspace							70	WRDSB portion of area to increase size of Idea Exchange Makerspace to 750 sf
Sub-total (Net Area)			***30,905***				***28,305***	
Gross-up (38%)			11,740				10,760	
Total GFA to be funded by WCDSB			**42,645**				**39,065**	
WCDSB Area Change for Funding							**-3,580**	

	Original Program			Ground	Proposed Program			
	No	Room Size SF	Floor Area SF	Floor Location	No	Room Size SF	Floor Area SF	Potential Sharing/Notes
RECREATION COMPLEX								
AQUATICS								
Natatorium	1	20,000	20,000	Y	1	20,000	20,000	Occasional scheduled use by Boards 2 tanks - 10 lane 25 m, warm water/therapy, leisure/learning, on deck viewing
Change Rooms	3	1,830	5,490	Y	3	1,830	5,490	Wet - family, male, female
Pool Viewing	1	11,950	11,950		1	11,950	11,950	Contributes area to "main street" central circulation spine
Pool Office	1	250	250	Y	1	250	250	
Pool Storage	1	750	750	Y	1	750	750	
Administrative	1	1,800	1,800	Y	1	1,800	1,800	Staff change - M, F, GN (all staff)
(Pool) Mechanical			7,500		1	3,000	3,000	Pool mech only (remaining mechanical listed in OTHER)
Custodial			0				0	
Net Aquatics Area			***47,740***				***43,240***	
RECREATIONAL								
Gymnasium	3	6,665	20,000		2	7,600	15,200	Time of day exclusive use for 2 FIBA gyms 2 FIBA gyms w/bleachers for 160-200 in each Reduce by one Gym, share WRDSB gym and fund 980 sf of WRDSB increased gym/stage area and 500 sf WCDSB gym area
Walking/Running Track	1	12,000	12,000		1	12,000	12,000	Time of day exclusive use
Multi-use/Meeting	1	2,990	2,990		1	2,990	2,990	All parties Divisible, kitchenette, storage
Multi-use/Meeting	1	2,150	2,150		1	2,150	2,150	All parties Divisible, kitchenette, storage
Multi-use/Meeting	1	970	970		1	970	970	All parties
Sports Hall of Fame	1	0	0	Y	1	0	0	Part of gross-up
Fitness Studio	1	2,000	2,000		1	2,000	2,000	Not equipment based, storage required
Change Rooms	2	800	1,600		2	800	1,600	
Gym Storage	1	1,000	1,000		1	1,000	1,000	
Administrative			0		1	1,000	1,000	lunch room, WR
Public Lobby/Viewing			0	Y			0	
Net Recreational Area			***42,710***				***38,910***	
OTHER								
Lobby/Reception				Y			0	3,000 sf minimum, large, welcoming "grand/statement" entrance (includes area from Pool Viewing)
Bike/Skateboard/Scooter Storage				Y			0	Included in gross-up area
Servery/Canteen							0	Included in gross-up area
Waste/Recycling				Y			0	Included in gross-up area
Loading/Receiving				Y			0	Included in gross-up area
Washrooms							0	Included in gross-up area
Mechanical							4,160	Shared City operated central plant @ 4% of GFA for each partner, area reduced by 340 sf to right-size mechanical space and reallocated out of area originally shown for Pool Mech
Net Other Area			***0***				***4,160***	
Sub-total (Net Area)			***90,450***				***86,310***	
Gross-up (15%)			13,570				12,950	
Total Rec Complex (GFA to be constructed)			**104,020**				**99,260**	
Rec Complex Potential Area Change							**-4,760**	
Changes to Areas funded by Rec Complex								
Add Gymnasium Area							1,480	Contribution to School gyms for sharing
Sub-total (Net Area)			***90,450***				***87,790***	
Gross-up (15%)			13,570				13,170	
Total GFA to be funded by Rec Complex			**104,020**				**100,960**	Total GFA not to exceed 104,020 sf
Rec Complex Area Change for Funding							**-3,060**	

(Recreation Complex Original Space Program as approved by Council June 18, 2019)

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
IDEA EXCHANGE								
PUBLIC USE SPACE								
Study Area	1	500	500		1	500	500	
Reading Area with Laptop Bar	1	500	500		1	500	500	
Lounge Seating & Learning Commons	1	1,800	1,800		1	1,800	1,800	Shared with both Boards
Adult & Young Adult Book Stacks	1	1,600	1,600		1	1,600	1,600	
Children's - Program Room	1	750	750		1	750	750	
Children's - Play Area	1	640	640		1	640	640	
Children's - Book Stacks	1	1,350	1,350		1	1,350	1,350	
Small Study/Meeting Rooms	2	130	260		2	130	260	
Medium Study/Meeting Rooms	1	260	260		1	260	260	
Multi-purpose Room	1	750	750		1	750	750	Exclusive us by both Boards during school hours Community use after hours Pupil Loaded for 23 students
Makerspace	1	580	580		1	750	750	Exclusive us by both Boards during school hours Area increased to 750 sf to and funded by School Boards to accommodate school programming Community use after hours Pupil Loaded for 23 students
Internet Station Area	1	200	200		1	200	200	
Public Service Desk	1	400	400		1	400	400	
Public Entrance & Security Gates	1	270	270	**Y**	1	270	270	
Public Universal Washroom	1	110	110	**Y**	1	110	110	
Net Public Use Area			***9,970***				***10,140***	
OPERATIONAL SPACE								
IT Server Room			100				100	
Administrative			1,000				1,000	
Staff/Kitchenette/WR			100				100	
Custodial			0				0	Included in gross up
Storage			0				0	Included in gross up
Mechanical			560				560	Central shared, metered mechanical preferred
Waste/Recycling			0	**Y**			0	Included in gross up
Loading/Receiving			0	**Y**			0	Included in gross up
Net Operational Area			***1,760***				***1,760***	
Sub-total (Net Area)			***11,730***				***11,900***	
Gross-up (16%)			1,870				1,890	
Total Idea Exchange (GFA to be constructed)			**13,600**				**13,790**	
Idea Exchange Potential Area Change							**190**	
Changes to Areas funded by Idea Exchange								
Delete area to increase Makerspace							-170	100 sf from WRDSB, 70 sf from WCDSB to increase area of Makerspace
Sub-total (Net Area)			***11,730***				***11,730***	
Gross-up (16%)			1,870				1,870	
Total GFA to be funded by Idea Exchange			**13,600**				**13,600**	Total GFA not to exceed 13,600 sf
Idea Exchange Area Change for Funding							**0**	

TOTAL JUC GFA			**222,005**				**214,660**	
Total JUC Potential Area Change							**-7,345**	

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
WRDSB								
INSTRUCTIONAL AREA								
Kindergarten	5	1,100	5,500	**Y**	5	1,100	5,500	Between Boards, based on utilization Community use after hours
Classroom	14	760	10,640		14	760	10,640	Between Boards, based on utilization Community use after hours
Art Room	1	1,030	1,030		1	1,030	1,030	
Science Room	1	1,230	1,230		1	1,230	1,230	
Special Education Area	1	1,395	1,395	**Y**	1	1,395	1,395	Exclusive use Ground floor location, near entry and bus drop
Resource Area - Loaded (400-699 sf)	1	615	615		1	615	615	Exclusive use during school day
Resource Area - Unloaded (<400 sf)	3	210	630		3	210	630	Potential for sharing between Boards
Gymnasium Area and Stage	2	3,060	6,120	**Y**	2	3,060	6,120	Exclusive use during school day Community use after hours
Shared Stage				**Y**	1	600	600	Contribute Stage area from General Purpose area, 1,200 sf to be shared between both Boards
Change Rooms	2	230	460	**Y**	2	230	460	Exclusive use during school day Community use after hours
Library	1	2,630	2,630		1	2,000	2,000	Shared library with WCDSB, some exclusive use area Area reduced by 630 sf for efficiency of sharing Community use after hours
General Purpose	3	540	1,620		2	510	1,020	Exclusive use during school day Area reduced to contribute 600 sf to Stage Community use after hours
Net Instructional Area			***31,870***				***31,240***	
OPERATIONAL AREA								
General Office			1,375	**Y**			1,100	"Safe Welcome" design, shared General Office with WCDSB, efficiency reduces area by 275 sf
Staff Room and Teacher Work Rooms			1,145				945	Shared with WCDSB, area reduced by 200 sf for efficiency of sharing
Kitchen			260				260	
Custodial Areas			450				450	
Academic Storage			435				435	
Washrooms			1,660				1,660	
Gymnasium Storage			575	**Y**			575	
Chair Storage (in Gymnasium)			460	**Y**			460	
Mechanical Spaces			690				2,130	Shared central plant @ 4% of GFA for each partner, area increased by 1,440 sf to right-size mechanical space
Net Operational Area			***7,050***				***8,015***	
Sub-total (Net Area)			***38,920***				***39,255***	
Gross-up (36.8%)			14,320				14,450	
Total WRDSB (GFA to be constructed)			**53,240**				**53,705**	
WRDSB Potential Area Change							**465**	
CHILD CARE								
Total Child Care (GFA)			**8,500**				**8,500**	no changes to Child Care

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
WCDSB								
INSTRUCTIONAL AREA								
Kindergarten	3	1,200	3,600	**Y**	3	1,200	3,600	Between Boards, based on utilization Community use after hours
Classroom	11	750	8,250		11	750	8,250	Between Boards, based on utilization Community use after hours
Art Room	1	1,050	1,050		1	1,050	1,050	
Science Room	1	1,050	1,050		1	1,050	1,050	
Special Education Area								
Resource Area - Loaded (400-699 sf)								
Resource Area - Unloaded (<400 sf)								
Gymnasium Area and Stage	1	4,000	4,000	**Y**	1	4,000	4,000	Exclusive use during school day Community use after hours
Shared Stage					1	600	600	600 sf Instructional Area Flexibility dedicated to a shared 1,200 sf Stage with WRDSB
Change Rooms	2	400	800	**Y**	2	400	800	Exclusive use during school day Community use after hours
Library	1	2,400	2,400		1	2,000	2,000	Shared library with WRDSB, some exclusive use area Area reduced by 400 sf for efficiency of sharing Community use after hours
General Purpose								
Instructional Area Flexibility			2,740				2,140	WCDSB to define uses - which will include chapel and break-out spaces, 600 sf allocated to shared Stage
Net Instructional Area			***23,890***				***23,490***	
OPERATIONAL AREA								
General Office			1,200	**Y**			1,000	Shared General Office with WRDSB, efficiency reduces area by 200 sf
Staff Room and Teacher Work Rooms			780				680	Shared with WCDSB, area reduced by 100 sf for efficiency of sharing
Kitchen			210				210	
Custodial Areas			600				600	
Meeting Room	1		230		1		230	
Academic Storage			355				355	
Washrooms			1,135				1,135	
Gymnasium Storage			330	**Y**			330	
Chair Storage (in Gymnasium)			130	**Y**			130	
Mechanical Spaces			2,045				1,705	Shared central plant @ 4% of GFA for each partner, area reduced by 340 sf to right-size mechanical space
Net Operational Area			***7,015***				***6,375***	
Sub-total (Net Area)			***30,905***				***29,865***	
Gross-up (38%)			11,740				11,350	
Total WCDSB (GFA to be constructed)			**42,645**				**41,215**	
WCDSB Potential Area Change							**-1,430**	

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
RECREATION COMPLEX								
AQUATICS	(as approved by Council June 18, 2019)							
Natatorium	1	20,000	20,000	**Y**	1	20,000	20,000	Occasional scheduled use by Boards 2 tanks - 10 lane 25 m, warm water/therapy, leisure/learning, on deck viewing
Change Rooms	3	1,830	5,490	**Y**	3	1,830	5,490	Wet - family, male, female
Pool Viewing	1	11,950	11,950		1	11,950	11,950	Contributes area to "main street" central circulation spine
Pool Office	1	250	250	**Y**	1	250	250	
Pool Storage	1	750	750	**Y**	1	750	750	
Administrative	1	1,800	1,800	**Y**	1	1,800	1,800	Staff change - M, F, GN (all staff)
(Pool) Mechanical			7,500		1	3,000	3,000	Pool mech only (remaining mechanical listed in OTHER)
Custodial			0				0	
Net Aquatics Area			***47,740***				***43,240***	
RECREATIONAL								
Gymnasium (FIBA size)	3	6,665	20,000		2	7,600	15,200	FIBA sized gyms with spectator seating @ 7,600 sf each
Gymnasium					1	6,000	6,000	
Walking/Running Track	1	12,000	12,000		1	12,000	12,000	Time of day exclusive use
Multi-use/Meeting	1	2,990	2,990		1	2,990	2,990	All parties Divisible, kitchenette, storage
Multi-use/Meeting	1	2,150	2,150		1	2,150	2,150	All parties Divisible, kitchenette, storage
Multi-use/Meeting	1	970	970		1	970	970	All parties
Sports Hall of Fame	1	0	0	**Y**	1	0	0	Part of gross-up
Fitness Studio	1	2,000	2,000		1	2,000	2,000	Not equipment based, storage required
Change Rooms	2	800	1,600		2	800	1,600	
Gym Storage	1	1,000	1,000		1	1,000	1,000	
Administrative			0		1	1,000	1,000	lunch room, WR
Public Lobby/Viewing			0	**Y**			0	
Net Recreational Area			***42,710***				***44,910***	
OTHER								
Lobby/Reception				**Y**			0	3,000 sf minimum, large, welcoming "grand/statement" entrance (includes area from Pool Viewing)
Bike/Skateboard/Scooter Storage				**Y**			0	Included in gross-up area
Servery/Canteen							0	Included in gross-up area
Waste/Recycling				**Y**			0	Included in gross-up area
Loading/Receiving				**Y**			0	Included in gross-up area
Washrooms							0	Included in gross-up area
Mechanical							4,160	Shared City operated central plant @ 4% of GFA for each partner, area reduced by 340 sf to right-size mechanical space and reallocated out of area originally shown for Pool Mech
Net Other Area			***0***				***4,160***	
Sub-total (Net Area)			***90,450***				***92,310***	
Gross-up (15%)			13,570				13,850	
Total Rec Complex (GFA to be constructed)			**104,020**				**106,160**	
Rec Complex Potential Area Change							**2,140**	

(Recreation Complex Original Space Program as approved by Council June 18, 2019)

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
IDEA EXCHANGE								
PUBLIC USE SPACE								
Study Area	1	500	500		1	500	500	
Reading Area with Laptop Bar	1	500	500		1	500	500	
Lounge Seating & Learning Commons	1	1,800	1,800		1	1,800	1,800	Shared with both Boards
Adult & Young Adult Book Stacks	1	1,600	1,600		1	1,600	1,600	
Children's - Program Room	1	750	750		1	750	750	
Children's - Play Area	1	640	640		1	640	640	
Children's - Book Stacks	1	1,350	1,350		1	1,350	1,350	
Small Study/Meeting Rooms	2	130	260		2	130	260	
Medium Study/Meeting Rooms	1	260	260		1	260	260	
Multi-purpose Room	1	750	750		1	750	750	All partners, shared with Recreation Complex Available for school visits
Makerspace	1	580	580		1	580	580	
Internet Station Area	1	200	200		1	200	200	
Public Service Desk	1	400	400		1	400	400	
Public Entrance & Security Gates	1	270	270	**Y**	1	270	270	
Public Universal Washroom	1	110	110	**Y**	1	110	110	
Net Public Use Area			***9,970***				***9,970***	
OPERATIONAL SPACE								
IT Server Room			100				100	
Administrative			1,000				1,000	
Staff/Kitchenette/WR			100				100	
Custodial			0				0	Included in gross up
Storage			0				0	Included in gross up
Mechanical			560				560	Central shared, metered mechanical preferred
Waste/Recycling			0	**Y**			0	Included in gross up
Loading/Receiving			0	**Y**			0	Included in gross up
Net Operational Area			***1,760***				***1,760***	
Sub-total (Net Area)			***11,730***				***11,730***	
Gross-up (16%)			1,870				1,870	
Total Idea Exchange (GFA to be constructed)			**13,600**				**13,600**	
Idea Exchange Potential Area Change							**0**	

TOTAL JUC GFA			**222,005**				**223,180**	
Total JUC Potential Area Change							**1,175**	

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
WRDSB								
INSTRUCTIONAL AREA								
Kindergarten	5	1,100	5,500	**Y**	5	1,100	5,500	Between Boards, based on utilization Community use after hours
Classroom	14	760	10,640		14	760	10,640	Between Boards, based on utilization Community use after hours
Art Room	1	1,030	1,030		1	1,030	1,030	
Science Room	1	1,230	1,230		1	1,230	1,230	
Special Education Area	1	1,395	1,395	**Y**	1	1,395	1,395	Exclusive use Ground floor location, near entry and bus drop
Resource Area - Loaded (400-699 sf)	1	615	615		1	615	615	Exclusive use during school day
Resource Area - Unloaded (<400 sf)	3	210	630		3	210	630	Potential for sharing between Boards
Gymnasium Area and Stage	2	3,060	6,120	**Y**	2	3,060	6,120	Exclusive use during school day Community use after hours
Shared Stage								
Change Rooms	2	230	460	**Y**	2	230	460	Exclusive use during school day Community use after hours
Library	1	2,630	2,630		1	2,630	2,630	
General Purpose	3	540	1,620		3	540	1,620	Exclusive use during school day Area reduced to contribute 600 sf to Stage Community use after hours
Net Instructional Area			***31,870***				***31,870***	
OPERATIONAL AREA								
General Office			1,375	**Y**			1,375	"Safe Welcome" design
Staff Room and Teacher Work Rooms			1,145				1,145	
Kitchen			260				260	
Custodial Areas			450				450	
Academic Storage			435				435	
Washrooms			1,660				1,660	
Gymnasium Storage			575	**Y**			575	
Chair Storage (in Gymnasium)			460	**Y**			460	
Mechanical Spaces			690				2,130	4% of GFA typical, area increased by 1,440 sf to right-size mechanical space
Net Operational Area			***7,050***				***8,490***	
Sub-total (Net Area)			***38,920***				***40,360***	
Gross-up (36.8%)			14,320				14,850	
Total WRDSB (GFA to be constructed)			**53,240**				**55,210**	
WRDSB Potential Area Change							**1,970**	
CHILD CARE								
Total Child Care (GFA)			**8,500**				**8,500**	no changes to Child Care

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
WCDSB								
INSTRUCTIONAL AREA								
Kindergarten	3	1,200	3,600	**Y**	3	1,200	3,600	Between Boards, based on utilization Community use after hours
Classroom	11	750	8,250		11	750	8,250	Between Boards, based on utilization Community use after hours
Art Room	1	1,050	1,050		1	1,050	1,050	
Science Room	1	1,050	1,050		1	1,050	1,050	
Special Education Area								
Resource Area - Loaded (400-699 sf)								
Resource Area - Unloaded (<400 sf)								
Gymnasium Area and Stage	1	4,000	4,000	**Y**	1	4,000	4,000	Exclusive use during school day Community use after hours
Shared Stage								
Change Rooms	2	400	800	**Y**	2	400	800	Exclusive use during school day Community use after hours
Library	1	2,400	2,400		1	2,400	2,400	
General Purpose								
Instructional Area Flexibility			2,740				2,740	WCDSB to define uses - which will include chapel and break-out spaces
Net Instructional Area			***23,890***				***23,890***	
OPERATIONAL AREA								
General Office			1,200	**Y**			1,200	
Staff Room and Teacher Work Rooms			780				780	
Kitchen			210				210	
Custodial Areas			600				600	
Meeting Room	1		230		1		230	
Academic Storage			355				355	
Washrooms			1,135				1,135	
Gymnasium Storage			330	**Y**			330	
Chair Storage (in Gymnasium)			130	**Y**			130	
Mechanical Spaces			2,045				1,705	4% of GFA typical, area reduced by 340 sf to right-size mechanical space
Net Operational Area			***7,015***				***6,675***	
Sub-total (Net Area)			***30,905***				***30,565***	
Gross-up (38%)			11,740				11,610	
Total WCDSB (GFA to be constructed)			**42,645**				**42,175**	
WCDSB Potential Area Change							**-470**	

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
RECREATION COMPLEX								
AQUATICS								
Natatorium	1	20,000	20,000	**Y**	1	20,000	20,000	Occasional scheduled use by Boards 2 tanks - 10 lane 25 m, warm water/therapy, leisure/learning, on deck viewing
Change Rooms	3	1,830	5,490	**Y**	3	1,830	5,490	Wet - family, male, female
Pool Viewing	1	11,950	11,950		1	11,950	11,950	Contributes area to "main street" central circulation spine
Pool Office	1	250	250	**Y**	1	250	250	
Pool Storage	1	750	750	**Y**	1	750	750	
Administrative	1	1,800	1,800	**Y**	1	1,800	1,800	Staff change - M, F, GN (all staff)
(Pool) Mechanical			7,500		1	3,000	3,000	Pool mech only (remaining mechanical listed in OTHER)
Custodial			0				0	
Net Aquatics Area			***47,740***				***43,240***	
RECREATIONAL								
Gymnasium (FIBA size)	3	6,665	20,000		2	7,600	15,200	FIBA sized gyms with spectator seating @ 7,600 sf each
Gymnasium					1	6,000	6,000	
Walking/Running Track	1	12,000	12,000		1	12,000	12,000	Time of day exclusive use
Multi-use/Meeting	1	2,990	2,990		1	2,990	2,990	All parties Divisible, kitchenette, storage
Multi-use/Meeting	1	2,150	2,150		1	2,150	2,150	All parties Divisible, kitchenette, storage
Multi-use/Meeting	1	970	970		1	970	970	All parties
Sports Hall of Fame	1	0	0	**Y**	1	0	0	Part of gross-up
Fitness Studio	1	2,000	2,000		1	2,000	2,000	Not equipment based, storage required
Change Rooms	2	800	1,600		2	800	1,600	
Gym Storage	1	1,000	1,000		1	1,000	1,000	
Administrative			0		1	1,000	1,000	lunch room, WR
Public Lobby/Viewing			0	**Y**			0	
Net Recreational Area			***42,710***				***44,910***	
OTHER								
Lobby/Reception				**Y**			0	3,000 sf minimum, large, welcoming "grand/statement" entrance (includes area from Pool Viewing)
Bike/Skateboard/Scooter Storage				**Y**			0	Included in gross-up area
Servery/Canteen							0	Included in gross-up area
Waste/Recycling				**Y**			0	Included in gross-up area
Loading/Receiving				**Y**			0	Included in gross-up area
Washrooms							0	Included in gross-up area
Mechanical							4,160	Shared central plant with Idea Exchange @ 4% of GFA for each partner, area reduced by 340 sf to right-size mechanical space and reallocated out of area originally shown for Pool Mech
Net Other Area			***0***				***4,160***	
Sub-total (Net Area)			***90,450***				***92,310***	
Gross-up (15%)			13,570				13,850	
Total Rec Complex (GFA to be constructed)			**104,020**				**106,160**	
Rec Complex Potential Area Change							**2,140**	

(Recreation Complex Original Space Program as approved by Council June 18, 2019)

	Original Program			Ground Floor Location	Proposed Program			Potential Sharing/Notes
	No	Room Size SF	Floor Area SF		No	Room Size SF	Floor Area SF	
IDEA EXCHANGE								
PUBLIC USE SPACE								
Study Area	1	500	500		1	500	500	
Reading Area with Laptop Bar	1	500	500		1	500	500	
Lounge Seating & Learning Commons	1	1,800	1,800		1	1,800	1,800	Shared with both Boards
Adult & Young Adult Book Stacks	1	1,600	1,600		1	1,600	1,600	
Children's - Program Room	1	750	750		1	750	750	
Children's - Play Area	1	640	640		1	640	640	
Children's - Book Stacks	1	1,350	1,350		1	1,350	1,350	
Small Study/Meeting Rooms	2	130	260		2	130	260	
Medium Study/Meeting Rooms	1	260	260		1	260	260	
Multi-purpose Room	1	750	750		1	750	750	All partners, shared with Recreation Complex Available for school visits
Makerspace	1	580	580		1	580	580	
Internet Station Area	1	200	200		1	200	200	
Public Service Desk	1	400	400		1	400	400	
Public Entrance & Security Gates	1	270	270	**Y**	1	270	270	
Public Universal Washroom	1	110	110	**Y**	1	110	110	
Net Public Use Area			***9,970***				***9,970***	
OPERATIONAL SPACE								
IT Server Room			100				100	
Administrative			1,000				1,000	
Staff/Kitchenette/WR			100				100	
Custodial			0				0	Included in gross up
Storage			0				0	Included in gross up
Mechanical			560				560	Central shared, metered mechanical preferred
Waste/Recycling			0	**Y**			0	Included in gross up
Loading/Receiving			0	**Y**			0	Included in gross up
Net Operational Area			***1,760***				***1,760***	
Sub-total (Net Area)			***11,730***				***11,730***	
Gross-up (16%)			1,870				1,870	
Total Idea Exchange (GFA to be constructed)			**13,600**				**13,600**	
Idea Exchange Potential Area Change							**0**	

TOTAL JUC GFA			**222,005**				**225,645**	
Total JUC Potential Area Change							**3,640**	

A4 Engineering Design Briefs

IBI GROUP
101 – 410 Albert Street
Waterloo ON N2L 3V3 Canada
tel 519 585 2255 fax 519 585 2269
ibigroup.com

February 1, 2021 via email: Maureen@csparch.com

Ms. Maureen O'Shaughnessy
CS&P Architects
2345 Yonge Street, Suite 200
Toronto, ON M4P 2E5

Dear Ms. O'Shaughnessy:

CAMBRIDGE JOINT USE FACILITY, CAMBRIDGE
PROPOSED SITE PLAN DEVELOPMENT
MUNICIPAL SITE ENGINEERING REVIEW

IBI Group was retained by CS&P Architecture (CSPA) to provide municipal civil engineering services for this project.

The purpose of this letter-report is to provide an overview of the area grading and municipal servicing for the Cambridge Joint Use Community Centre (JUC). Further, the letter-report will also provide a functional review of Five (5) concepts being considered for the facility at time of writing in order to assist the selection decision.

1. INTRODUCTION:

The Cambridge Joint Use Community Centre (JUC) subject site is located within the Bosdale residential subdivision which in turn is located in southeast Cambridge on the north side of Dundas Street at the northerly extension of Branchton Road. A proposed Region of Waterloo arterial road, the East Boundary Road (EBR) is to be constructed on the eastern limits of the JUC Site and the Bosdale subdivision. Refer to **Plate 1** for a plan of the Bosdale Subdivision and JUC Site.

The JUC Site area is approximately 11ha and proposes the development of a Community Centre, swimming pool, Library, and two Schools all sharing the site as a joint-use facility.

Currently the City of Cambridge (City) is exploring concepts for the site's development. CS&P Architecture (CSPA) has been retained by the City to assist in this work. IBI Group was retained by CSPA to provide municipal Civil engineering expertise (grading and municipal servicing) for the site review.

IBI Group is familiar with the subject lands and the environs as we are the Municipal Engineers for the grading, servicing and roads within the Bosdale Subdivision, of which the subject JUC Site are a part.

IBI Group Professional Services (Canada) Inc. is a member of the IBI Group of companies

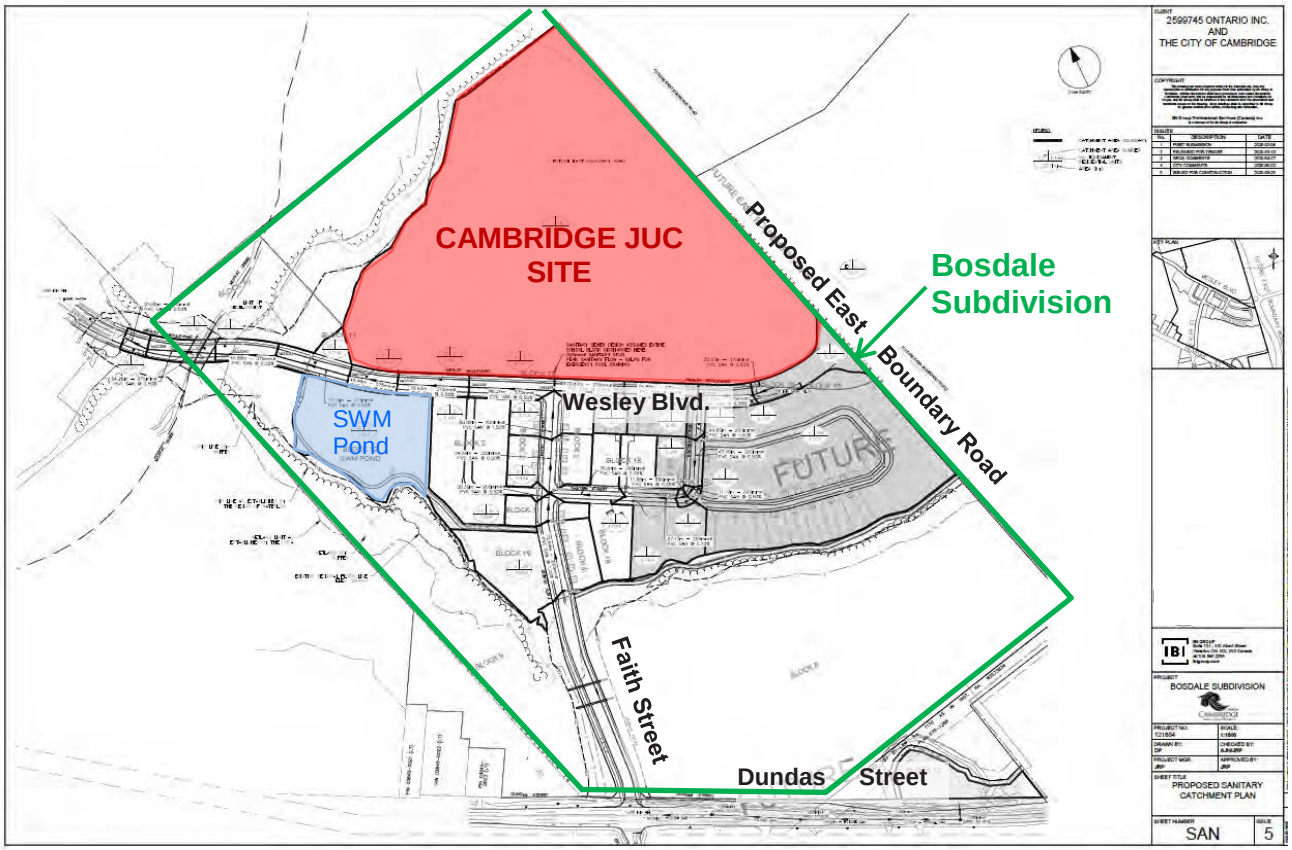


PLATE 1: Bosdale Subdivision

2. EXISTING AND PROPOSED CONDITIONS

It was determined that efficiencies would result from the concurrent development of the JUC Site with the Bosdale residential subdivision of which it is a part. Earth moving operations would benefit from the cut/fill balance generated between the two lands, a joint use and shared municipal SWM facility would reduce the total land area required for SWM facilities as well as allow a wet pond (constructed wetland) to be utilized, and shared municipal servicing and road access could be constructed. Further, developing the two lands concurrently bettered the economies of scale.

The following sections describe the grading and municipal servicing design intent and constraints relating to the JUC Site. Reference is also made to **Attachment 'A'** for the subdivision engineering plans.

2.1 Road and Pedestrian Access

Access to the JUC lands will be provided via the construction of municipal roads within the Bosdale Subdivision. The proposed municipal roads are:

- Wesley Boulevard: extended from the existing eastern terminus of Wesley Boulevard through the subdivision to the proposed Regional East Boundary Road;
- Faith Street: extended from Dundas Street northerly to Wesley Boulevard.

Active transportation facilities will be constructed, including:

- Pedestrian sidewalk on all roads;
- Multi-use paths on Wesley Boulevard, Faith Street and through Open Spaces;
- Bike lanes on Wesley Boulevard and Faith Street.

The Region's East Boundary Road will be constructed along the eastern flankage of the JUC lands. Construction is tentatively scheduled to start in 2026/2027. The Regional road will be limited/controlled access.

2.2 Area Grading

The original topographical conditions of the JUC Site had the site rolling with highs and lows across the site and included areas with no overland drainage outlet. In general the site had an approximately high elevation in the southeastern area of 300.0m and a low elevation of 286.0m in the southwestern area. Refer to **Attachment 'A'** for the area grading plans which include the original topographic contours.

The design intent for the Bosdale Subdivision's area grading, including the JUC site, was to direct all stormwater drainage to a proposed SWM facility located in the southeastern quadrant of Wesley Boulevard and Moffat Creek (i.e., to the southwest of the JUC Site) – refer to **Plate 1**.

2.3 Stormwater Management

A Stormwater Management (SWM) pond is proposed to receive, treat and discharge stormwater from the subdivision and JUC Site. The SWM pond will provide quantity control attenuating post-development flows to pre-development flow levels. The pond will also treat stormwater quality through the implementation of a constructed wetland.

The minor (up to the 5 year storm) stormwater flows from the JUC Site will be directed via overland routes to an internal storm sewer system which will outlet to the Wesley Boulevard storm system (refer to next section). Larger storm events (in excess of the minor storm) will be conveyed overland via sheet flow to Wesley Boulevard which in turn will covey flows overland within its right-of-way to the SWM pond.

Given the proposed municipal SWM pond was designed to control stormwater from the JUC Site, there are no requirements for on-site SWM controls for stormwater quantity or quality control. The only requirements for the JUC lands are:

- The maximum impervious cover must be less than 65%. If the site development exceeds 65%, additional on site controls will be needed;
- Water balance must be achieved (e.g., infiltration of stormwater from rooftop and other areas);

- Conveyance of the minor storm (up to the 5-year storm event) via storm sewers to the proposed storm service laterals on Wesley Boulevard (refer to next section); and,
- Conveyance of storms in excess of the minor storm via overland surface routes to the Wesley Boulevard road allowance.

2.4 Municipal Servicing

The development of the subdivision will extend municipal infrastructure required to service the JUC lands. Refer to **Attachment 'A'** for the plan & profile drawings of the adjacent municipal servicing.

The pertinent services for the JUC lands include:

a. Sanitary sewers:
A municipal 375mm diameter sanitary sewer is proposed to be extended along the full length of Wesley Boulevard from the existing eastern terminus of Wesley Boulevard to the East Boundary Road.

Currently, two sanitary laterals are proposed to be extended from Wesley Boulevard: one lateral (300mm diameter) will be located at the intersection of Faith Street and Wesley Boulevard, and the other (200mm diameter) will be located near the eastern limit of the SWM pond. The subdivision's design flow rate discharging the school site was 6.5 L/s.

Note, the proposed 300mm diameter sanitary lateral was sized to accommodate the full buildout of the proposed JUC Site, including an allowance for "emergency" draining of the proposed swimming pool at a rate of 66 L/s.

b. Storm sewers:
Storm sewers (various sizes) will be extended along Wesley Boulevard from the proposed SWM Pond to approximately 200m east of Faith Street. The storm sewers have been sized for the 5 year storm for the contributing catchment areas, which includes the JUC Site. Storms greater than the 5 year storm will be directed overland via the road allowance to the SWM pond.

Currently two storm sewer laterals, each sized at 750mm diameter, are proposed to be extended from Wesley Boulevard: one lateral will be located at the intersection of Faith Street and Wesley Boulevard, and the other located near the eastern limit of the SWM pond. Each sewer was sized via the rational method to convey the 5 year storm from approximate 50% of the JUC Site area utilizing a 0.70 runoff coefficient.

c. Watermain:
Watermain (300mm diameter) will be extended along the full length of Wesley Boulevard from the existing eastern terminus of Wesley Boulevard to the East Boundary Road. The watermain will also be

"looped" via a 300mm diameter watermain to the existing watermain on Dundas Street.

Currently one 300mm diameter water service lateral is proposed at the Wesley Boulevard/Faith Street intersection. It is noted that per City of Cambridge policy only one service per property is permitted.

2.5 Subdivision Construction Timing (anticipated)

At the time of writing, the following is the status of construction:

a. Area Grading:

At the time of writing, the subdivision, including the JUC Site, have been rough graded. Work completed on the developing area of the Bosdale Subdivision and JUC Site includes:

- All vegetation removed;
- All windrowed rocks from the former farming operations removed and disposed;
- All topsoil stripped and either stockpiled or used as fill in perimeter slopes; and,
- Rough grading has been completed, and earth has been cut and filled to bring the subdivision and JUC Site to pre-grade elevations. The pre-grade elevation of the JUC Site was approximately 0.3m below proposed finished grade.

b. Municipal Servicing and Road Construction:

Further, at the time of writing, a servicing and road construction contract had been awarded by the Subdivision developer, with cost sharing with the City of Cambridge. Construction commenced in December 2020 and is scheduled to be completed in summer 2021. This contract will install municipal servicing (sewers and watermain) and construct the municipal roads within the first phase of the Bosdale subdivision. Phase 1 includes the following main facilities:

- The subdivision's stormwater management (SWM) pond: located in the southeastern quadrant of Wesley Boulevard and Moffat Creek;
- Wesley Boulevard: from its existing western terminus on the west side of Moffat Creek to Faith Street;
- Faith Street: from Wesley Boulevard to Dundas Street; and,
- Bastian Street: from Faith Street eastward approximately 120m.

c. Utility Servicing:

Concurrent with the road construction, electrical and telecommunication services will also be installed within the municipal road right-of-ways. A meeting with Energy+ on December 17, 2020 notified Energy+ of the JUC development intentions so that the primary electrical supply within the Bosdale subdivision will accommodate the JUC Site.

With the completion of the above described work (anticipated by summer 2021), the JUC Site will be left rough graded, and municipal, electrical and telecommunication services will be installed and stubbed at the JUC Site property line. In addition, Wesley Boulevard and Faith Street will be constructed and will provide vehicular and pedestrian access to the JUC Site.

3. JUC SITE DEVELOPMENT CONCEPTS

At the time of writing five development concepts had been developed for the JUC Site. A review of the five concepts was completed from a grading, drainage, municipal servicing and access perspective. All five Concepts appear feasible; however, the Concepts differ in the ease and cost with which they can be implemented from a grading and servicing perspective. Table 1, attached, summarizes our review and findings.

The site development should follow the local municipal, regional and provincial planning and design criteria, including but not limited to:

- City of Cambridge Site Plan Review - Reference Guide;
- City of Cambridge Engineering Standards and Development Manual;
- Region of Waterloo and Area Municipalities Design Guidelines and Supplemental Specifications for Municipal Services (DGSSMS); and,
- Ontario Building Code.

Note, the most current versions of the above guidelines should be used.

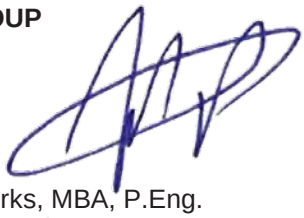
4. CLOSURE

We trust the information provided in this letter-report assists in the review and planning of the development of the JUC Site.

Should you have any questions, or require further assistance, please do not hesitate to contact the undersigned.

Yours truly,

IBI GROUP



John Perks, MBA, P.Eng.
Associate Director

JRP/ms

February 1, 2021

CAMBRIDGE JOINT USE FACILITY, CAMBRIDGE

PROPOSED SITE PLAN DEVELOPMENT - MUNICIPAL SITE ENGINEERING REVIEW

February 1, 2021

REVIEW PARAMETER	CONCEPT 1	CONCEPT 2	CONCEPT 3	CONCEPT 4	CONCEPT 5
Road Access	The location of the driveway accesses appears favourable to the proposed subdivision intersections: the central and eastern driveways appear to be opposite Wesley Boulevard's intersections with Faith Street and Bastien Street.	Similar to Concept 1.	The location of the driveway accesses appears favourable to the proposed subdivision intersections: the central and eastern driveways appear to be opposite Wesley Boulevard's intersections with Faith Street and Bastien Street. The internal driveway is significantly longer than other concepts.	Similar to Concept 1.	Similar to Concept 1.
Pedestrian Access	It appears the main building access locations front Wesley Boulevard. Wesley Boulevard has a multi-use path on its northern side which will readily facilitate pedestrian and cyclist access to the site.	Similar to Concept 1.	While access to the Wesley Boulevard active transportation facilities is achieved, the distance for pedestrians and cyclists is increased versus the other concepts.	Similar to Concept 1.	Similar to Concept 1.
Grading and Drainage	The positioning of the building will readily facilitate drainage in a westerly and southerly direction as required by the subdivision development. No concerns.	Similar to Concept 1. Note, given it appears the site is more compact, the storm sewer system will likely be less expansive than Concept 1 (not significantly though).	It appears the parking along the EBR is located close to the property limit. The current grading of the site has a ~4m high 3:1slope (~12m wide) falling from the site to the property line with the EBR. The parking lot will need to be setback to respect this slope. Given the positioning of the proposed building, the eastern parking lot will need to be made to drain in a north to south direction to get around the proposed building – this is opposite to the direction slope of the EBR. While this grading is "awkward", it is achievable. Note, given the long length of the building it likely could not have a constant finished floor elevation and it would need to be stepped.	Similar to Concept 1. Note, given the building is divided into two, this will perhaps facilitate opportunities for drainage between the buildings reducing the impediment caused by one larger building (not a significant issue though).	Similar to Concept 1. Note, given the building is divided into three, this will perhaps facilitate opportunities for drainage between the buildings reducing the impediment caused by one larger building (not a significant issue though).
Storm Servicing	The positioning of the proposed western and central driveway is favourable to storm servicing.	Similar to Concept 1.	While feasible to do, given the location of the building, the storm sewer will need to be extended for a significantly longer distance versus other Concepts.	As the site is more spread-out, the storm system would likely be more expansive versus Concepts 1 and 2.	As the site is more spread-out, the storm system would likely be more expansive versus Concepts 1 and 2.
Sanitary Servicing	The positioning of the proposed western and central driveway is favourable to sanitary servicing. The location of the proposed building is favourable to discharge to the proposed sanitary servicing on Wesley Boulevard.	Similar to Concept 1.	While feasible to do, given the location of the building, the sanitary sewer will need to be extended for a significantly longer distance versus Concept 1 and 2, and possibly 4 and 5.	Given two separate buildings, the on site sanitary system would be increased over Concepts 1 and 2. Similar to Concept 1.	Given three separate buildings, the on site sanitary system would be increased over Concepts 1, 2 and 4.
Water Servicing	The positioning of the proposed central driveway is favourable to water servicing. The location of the proposed building is favourable to the location of the water service.	Similar to Concept 1. Note, if the two buildings will occupy the same property, the City policy of one service per property" would need to be explored if indeed it was desired to service the buildings independently.	While feasible to do, given the location of the building, the water service will need to be extended for a significantly longer distance versus the other Concepts.	Given two separate buildings, on site watermain length would be increased over Concepts 1 and 2, and additional hydrants would likely be needed. Note, if the two buildings will occupy the same property, the City policy of one service per property" would need to be explored if indeed it was desired to service the buildings independently.	Given three separate buildings, on site watermain length would be increased over Concepts 1 and 2, and additional hydrants would likely be needed. Note, if the three buildings will occupy the same property, the City policy of one service per property" would need to be explored if indeed it was desired to service the buildings independently.

ATTACHMENT ‘A’

Bosdale Subdivision
Engineering Plans

February 1, 2021

CITY OF CAMBRIDGE
REGIONAL MUNICIPALITY OF WATERLOO

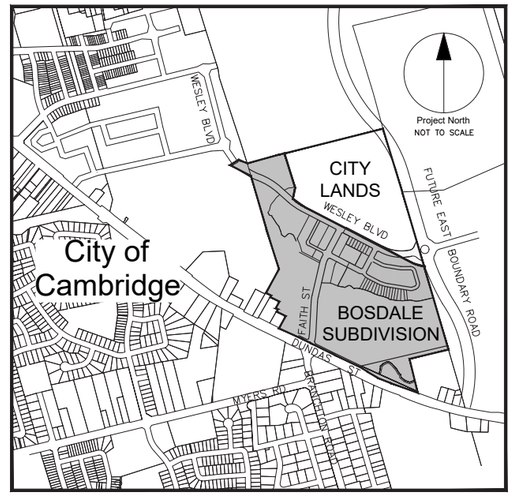
CANADA
CAMBRIDGE
PEOPLE • PLACE • PROSPERITY

MAYOR : KATHRYN McGARRY

BOSDALE SUBDIVISION
30T-13103

ISSUED FOR CONSTRUCTION
SEPTEMBER 25, 2020

ABBREVIATED FOR JUC REVIEW



LIST OF DRAWINGS:

~~ESC-1~~	~~EXISTING CONDITIONS, REMOVALS, EROSION AND SEDIMENT CONTROL PLAN~~
~~ESC-2~~	~~EROSION AND SEDIMENT CONTROL DETAILS AND NOTES~~
~~GD-1~~	~~GRADING PLAN-1~~
~~GD-2~~	~~GRADING PLAN-2~~
~~GD-3~~	~~GRADING PLAN-3~~
~~GD-4~~	~~GRADING PLAN-4~~
~~GD-5~~	~~GRADING PLAN-5~~
~~GD-6~~	~~GRADING PLAN-6~~
~~GR-DET-1~~	~~GRADING DETAILS AND NOTES~~
SERV-1	OVERALL SERVICING PLAN
SERV-2	ABOVE GROUND SERVICING PLAN
~~SAN~~	~~PROPOSED SANITARY CATCHMENT PLAN~~
~~STM~~	~~PROPOSED STORM CATCHMENT PLAN~~
~~PP-1~~	~~PLAN AND PROFILE FAITH ST (STA 0+050 TO STA 1+210)~~
~~PP-2~~	~~PLAN AND PROFILE FAITH ST (STA 1+210 TO STA 1+450)~~
PP-3	PLAN AND PROFILE WESLEY BLVD (STA 2+850 TO STA 3+175)
PP-4	PLAN AND PROFILE WESLEY BLVD (STA 3+175 TO STA 3+475)
PP-5	PLAN AND PROFILE WESLEY BLVD (STA 3+475 TO STA 3+700)
~~PP-6~~	~~PLAN AND PROFILE DAGTHEN ST (FAITH ST TO STA 2+155)~~
~~PP-7~~	~~PLAN AND PROFILE DAGTHEN ST (STA 2+155 TO WESLEY BLVD)~~
~~DET-1~~	~~GENERAL DETAILS AND SERVICING NOTES~~
~~DET-2~~	~~GENERAL DETAILS-2~~
~~SWM-1~~	~~STORMWATER MANAGEMENT POND - GRADING PLAN~~
~~SWM-SEC1~~	~~STORMWATER MANAGEMENT POND - CROSS SECTION~~
~~SWM-DET1~~	~~STORMWATER MANAGEMENT POND - DETAILS-1~~
TCP-1	WESLEY BLVD SIGNAGE & PAINT MARKING PLAN
TCP-2	WESLEY BLVD SIGNAGE & PAINT MARKING PLAN
~~TCP-3~~	~~FAITH ST SIGNAGE & PAINT MARKING PLAN~~
~~TCP-4~~	~~DAGTHEN ST SIGNAGE & PAINT MARKING PLAN~~
~~TCP-5~~	~~DUNDAS ST LEFT TURN LANE PAINT MARKING PLAN~~

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Waterloo ON N2L 3V3 Canada
tel 519 585 2255
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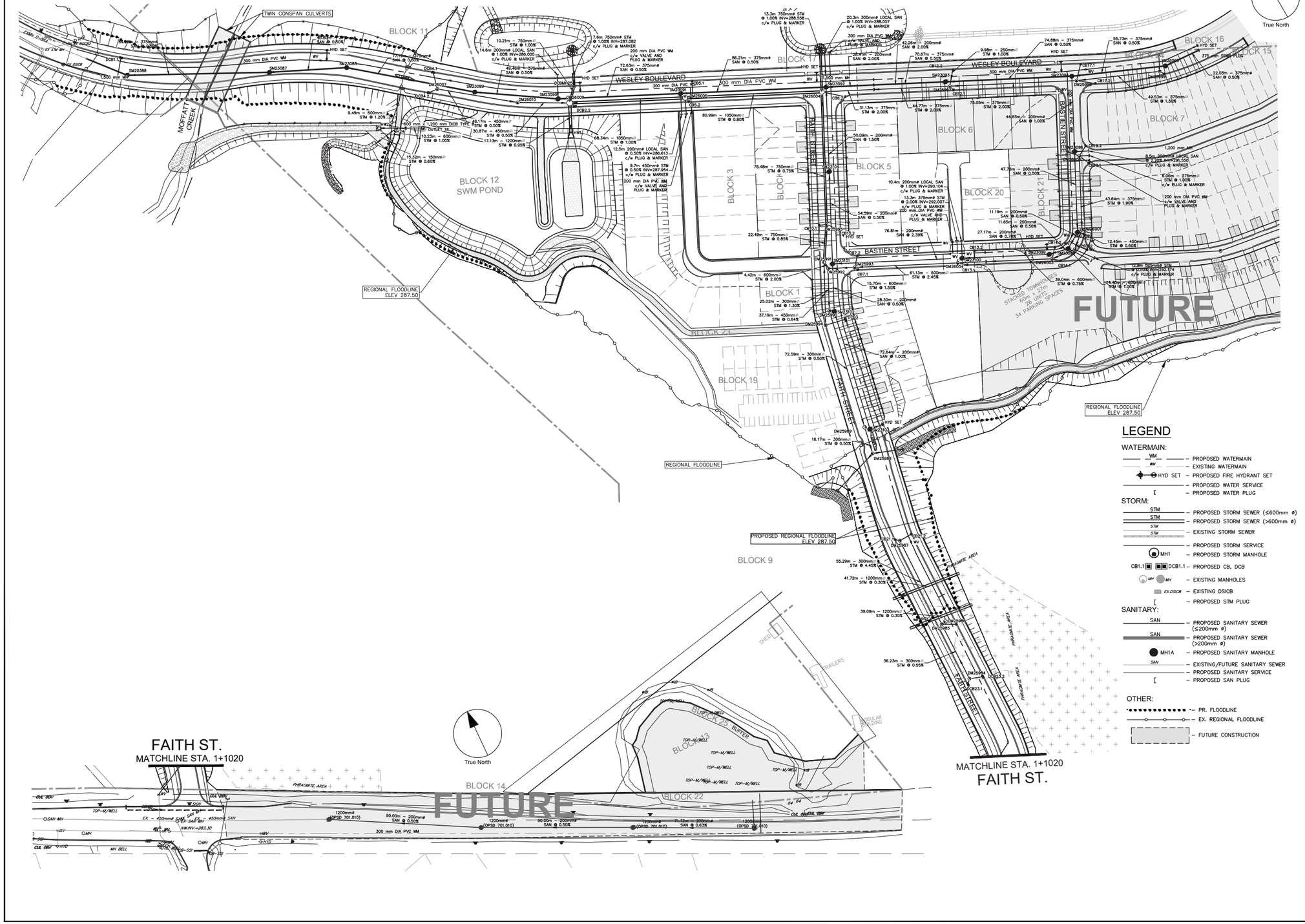
Plotted: Friday, October 9, 2020 1:01:19 PM by Paul.McCartney Last Saved: October 9, 2020, by paul.mccartney File Location: J:\121804_Bosdale_City\7.0_Production\7.3_Design\04_Civil\Sheets\121804COVER.dwg
Scale: Check
1 in. 50mm



LEGEND

WATERMAIN:
- PROPOSED WATERMAIN
- EXISTING WATERMAIN
- PROPOSED FIRE HYDRANT SET
- PROPOSED WATER SERVICE
- PROPOSED WATER PLUG

STORM:
- PROPOSED STORM SEWER (≤600mm ø)
- PROPOSED STORM SEWER (>600mm ø)
- EXISTING STORM SEWER
- PROPOSED STORM SERVICE
- PROPOSED STORM MANHOLE
- PROPOSED CB, DCB
- EXISTING MANHOLES
- EXISTING DSICB
- PROPOSED STM PLUG

SANITARY:
- PROPOSED SANITARY SEWER (≤200mm ø)
- PROPOSED SANITARY SEWER (>200mm ø)
- PROPOSED SANITARY MANHOLE
- EXISTING/FUTURE SANITARY SEWER
- PROPOSED SANITARY SERVICE
- PROPOSED SAN PLUG

OTHER:
- PR. FLOODLINE
- EX. REGIONAL FLOODLINE
- FUTURE CONSTRUCTION

CLIENT
2599745 ONTARIO INC.
AND
THE CITY OF CAMBRIDGE

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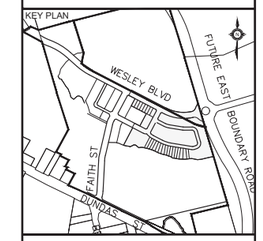
ISSUES

No.	DESCRIPTION	DATE
1	FIRST SUBMISSION	2020-02-06
2	RELEASED FOR TENDER	2020-03-10
3	GRCA COMMENTS	2020-03-27
4	CITY COMMENTS	2020-05-22
5	CITY 2ND COMMENTS	2020-08-04
6	ISSUED FOR CONSTRUCTION	2020-09-25

KEY PLAN



LICENSED PROFESSIONAL ENGINEER
2020-09-25
J. R. R. PERKS
PROVINCE OF ONTARIO

IBI GROUP
Suite 101 - 410 Albert Street
Waterloo ON N2L 3V3 Canada
tel 519 585 2255
ibigroup.com

PROJECT
BOSDALE SUBDIVISION
CAMBRIDGE

PROJECT NO:	SCALE:
121804	1:1000
DRAWN BY:	CHECKED BY:
DP	AJH/JRP
PROJECT MGR:	APPROVED BY:
JRP	JRP

SHEET TITLE
OVERALL SERVICING PLAN

SHEET NUMBER	ISSUE
SERV-1	6

SCALE CHECK 50mm 1 in

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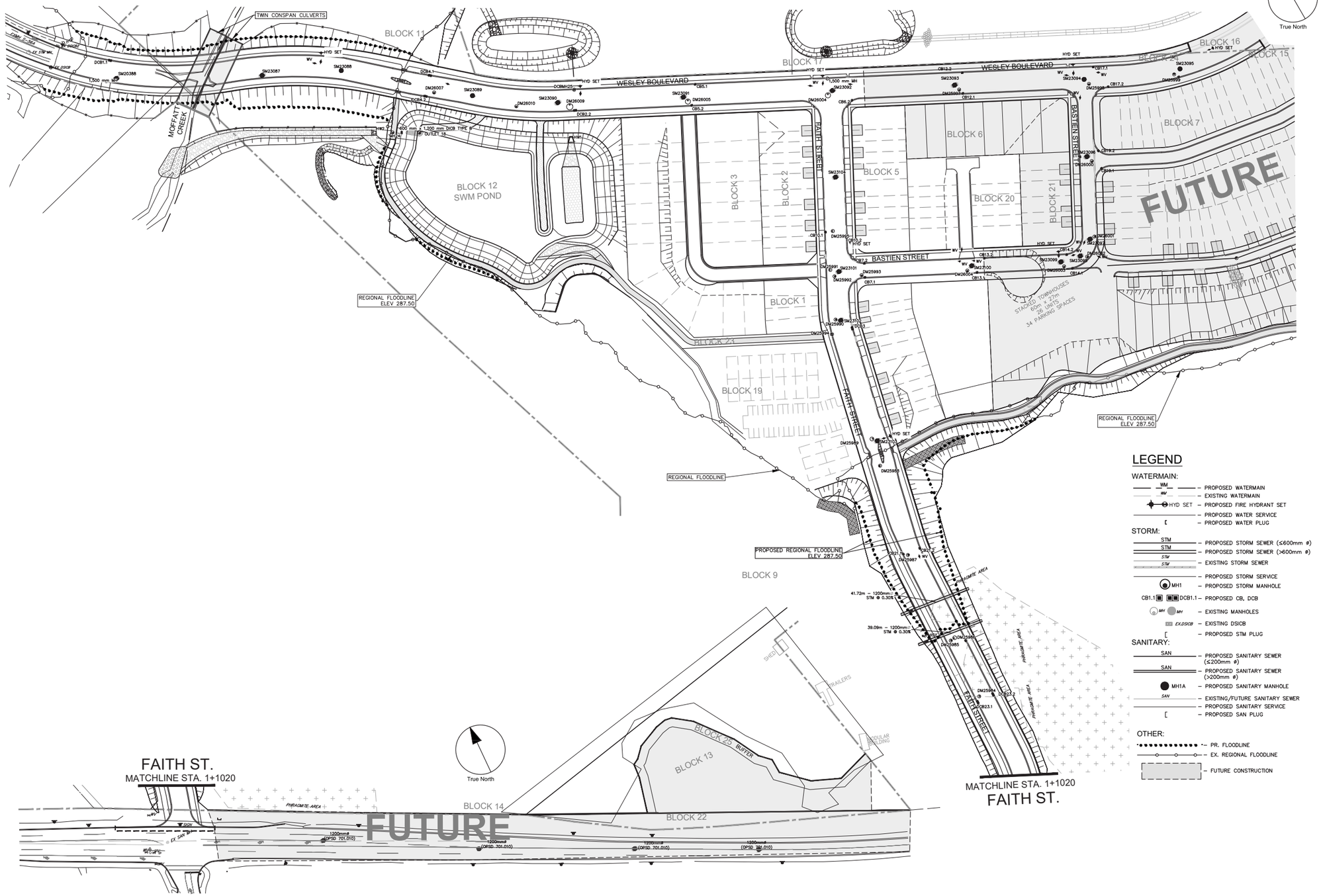

LEGEND

WATERMAIN:

- WM — PROPOSED WATERMAIN
- WM — EXISTING WATERMAIN
- HYD SET — PROPOSED FIRE HYDRANT SET
- PROPOSED WATER SERVICE
- PROPOSED WATER PLUG

STORM:

- STM — PROPOSED STORM SEWER (≤600mm ø)
- STM — PROPOSED STORM SEWER (>600mm ø)
- STM — EXISTING STORM SEWER
- PROPOSED STORM SERVICE
- MH1 — PROPOSED STORM MANHOLE
- CB1.1 / DCB1.1 — PROPOSED CB, DCB
- MH — EXISTING MANHOLES
- EX.DSICB — EXISTING DSICB
- PROPOSED STM PLUG

SANITARY:

- SAN — PROPOSED SANITARY SEWER (≤200mm ø)
- SAN — PROPOSED SANITARY SEWER (>200mm ø)
- MH1A — PROPOSED SANITARY MANHOLE
- SAN — EXISTING/FUTURE SANITARY SEWER
- PROPOSED SANITARY SERVICE
- PROPOSED SAN PLUG

OTHER:

- PR. FLOODLINE
- EX. REGIONAL FLOODLINE
- FUTURE CONSTRUCTION

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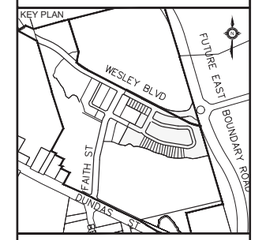
KEY PLAN



LICENSED PROFESSIONAL ENGINEER
2020-09-25
J. R. R. PERKS
PROVINCE OF ONTARIO

IBI GROUP
Suite 101 - 410 Albert Street
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tel 519 585 2255
ibigroup.com

PROJECT

BOSDALE SUBDIVISION

CAMBRIDGE

PROJECT NO:	SCALE:
121804	**1:1000**
DRAWN BY: **DP**	CHECKED BY: **AJH/JRP**
PROJECT MGR: **JRP**	APPROVED BY: **JRP**

SHEET TITLE

ABOVE GROUND SERVICING PLAN

SHEET NUMBER	ISSUE
SERV-2	6

SCALE CHECK 10cm 1 cm

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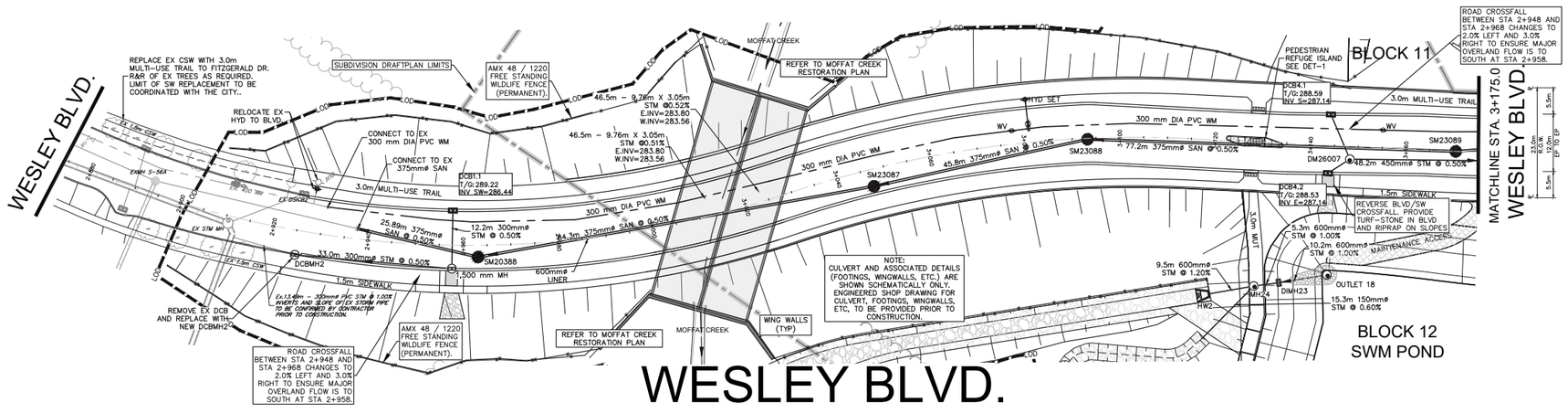

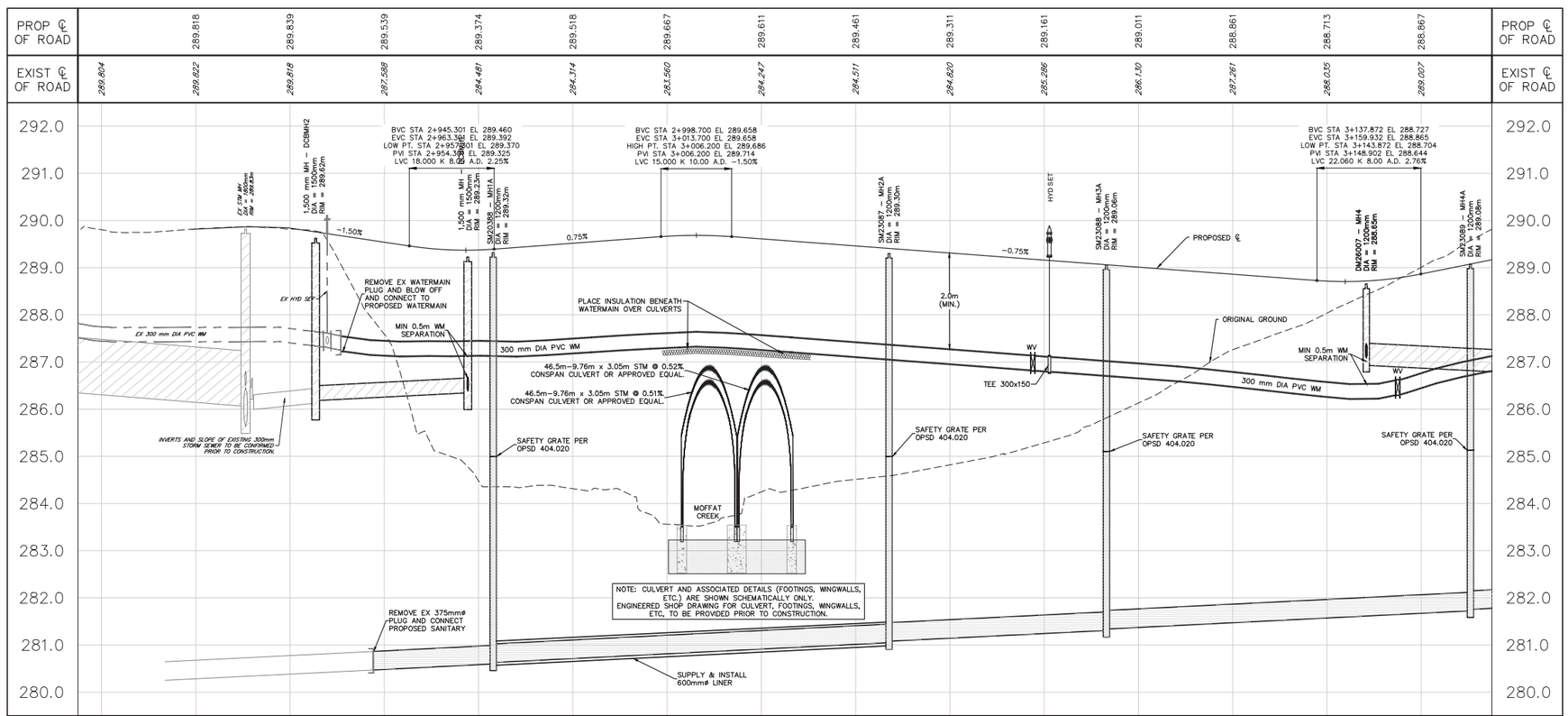

LEGEND

WATERMAIN:
- PROPOSED WATERMAIN
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- PROPOSED STORM SERVICE
- MH1 – PROPOSED STORM MANHOLE
- CB1.1 DCB1.1 – PROPOSED CB, DCB
- EXISTING MANHOLES
- EX.DSCB – EXISTING DSICB
- PROPOSED STM PLUG

SANITARY:
- PROPOSED SANITARY SEWER (≤200mm ø)
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OTHER:
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- LOD – LIMIT OF DEVELOPMENT
- DLB – DRIPLINE BUFFER
- WLB – WETLAND BUFFER
- DRIPLINE
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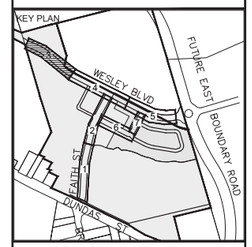

LICENCED PROFESSIONAL ENGINEER
2020-09-25
J. R. R. PERKS
PROVINCE OF ONTARIO

IBI GROUP
Suite 101 - 410 Albert Street
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PROJECT
BOSDALE SUBDIVISION
CAMBRIDGE

PROJECT NO:	SCALE:
121804	HORIZ 1:500 VERT 1:50
DRAWN BY: RPM	CHECKED BY: RPM/JRP
PROJECT MGR: JRP	APPROVED BY: JRP

SHEET TITLE
PLAN AND PROFILE
WESLEY BLVD
STA 2+850 TO STA 3+175

SHEET NUMBER	ISSUE
PP-3	6

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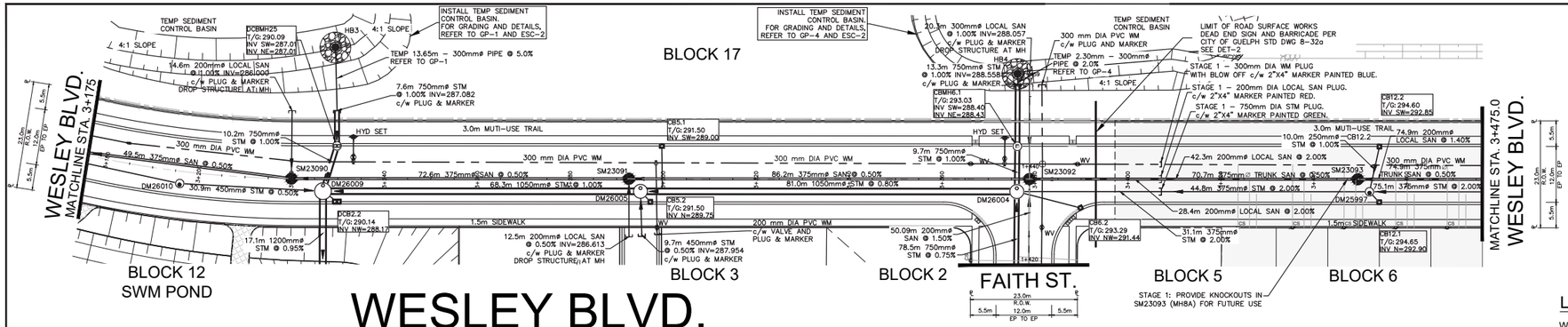
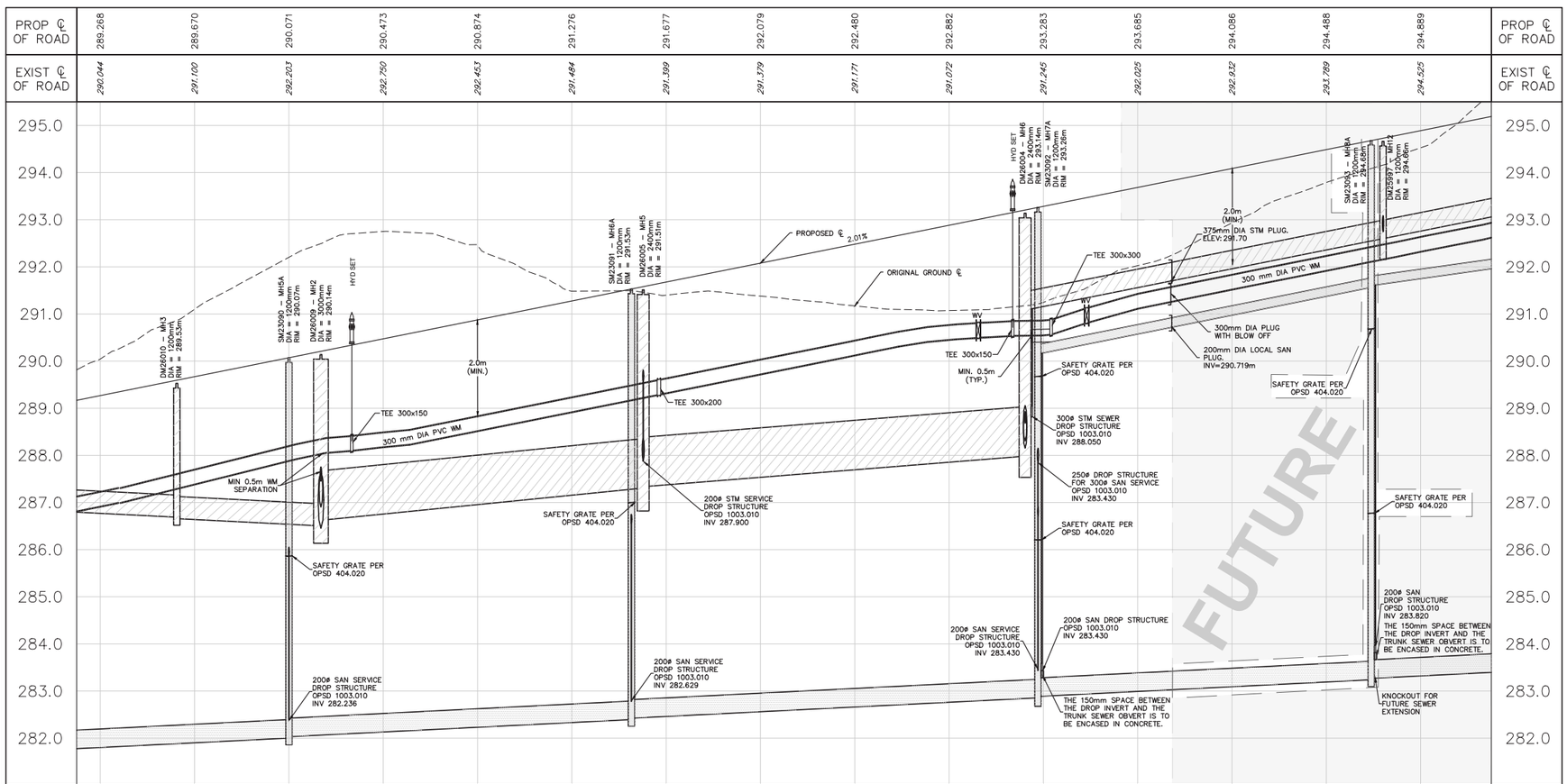
SCALE CHECK 50mm 1m



WESLEY BLVD.



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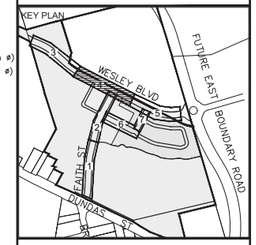
KEY PLAN



LICENSED PROFESSIONAL ENGINEER
2020-09-25
J. R. R. PERKS
PROVINCE OF ONTARIO

IBI GROUP
Suite 101 - 410 Albert Street
Waterloo ON N2L 3V3 Canada
tel 519 585 2255
ibigroup.com

PROJECT
BOSDALE SUBDIVISION
CAMBRIDGE

PROJECT NO: 121804	SCALE: HORIZ 1:500 VERT 1:50
DRAWN BY: RPM	CHECKED BY: RPM/JRP
PROJECT MGR: JRP	APPROVED BY: JRP

SHEET TITLE
PLAN AND PROFILE
WESLEY BLVD
STA 3+175 TO STA 3+475

SHEET NUMBER	ISSUE
PP-4	6

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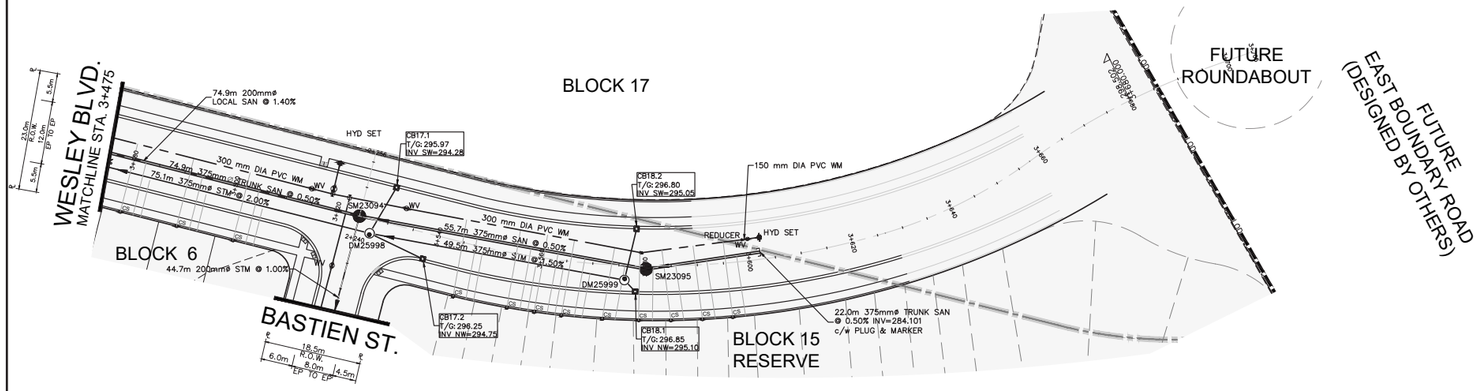
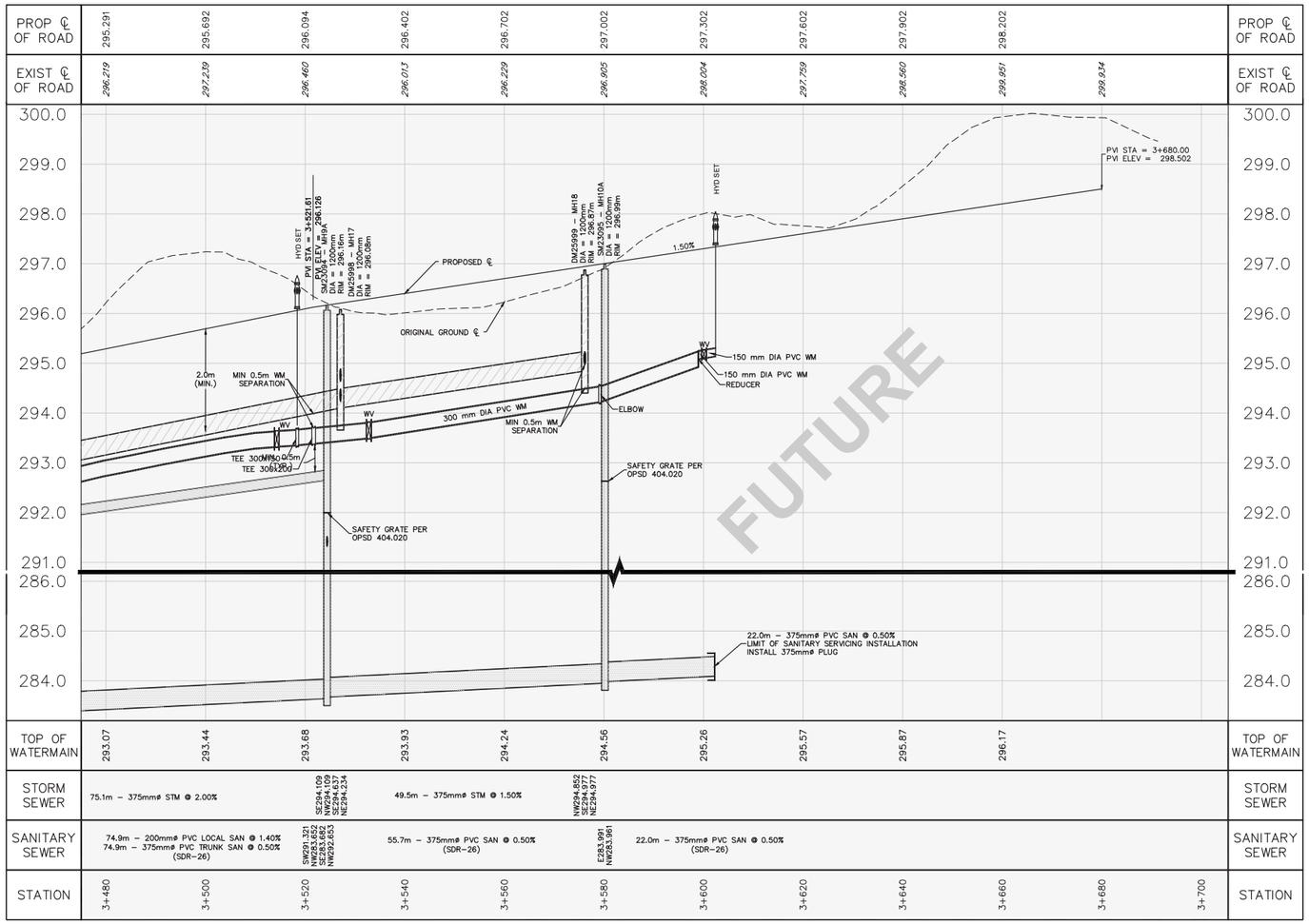


WESLEY BLVD.



True North

LEGEND

WATERMAIN:
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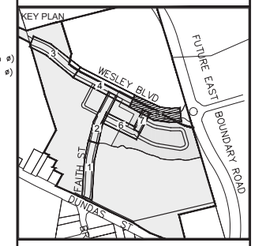
KEY PLAN



LICENSED PROFESSIONAL ENGINEER
2020-09-25
J. R. R. PERKS
PROVINCE OF ONTARIO

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PROJECT
BOSDALE SUBDIVISION
CAMBRIDGE

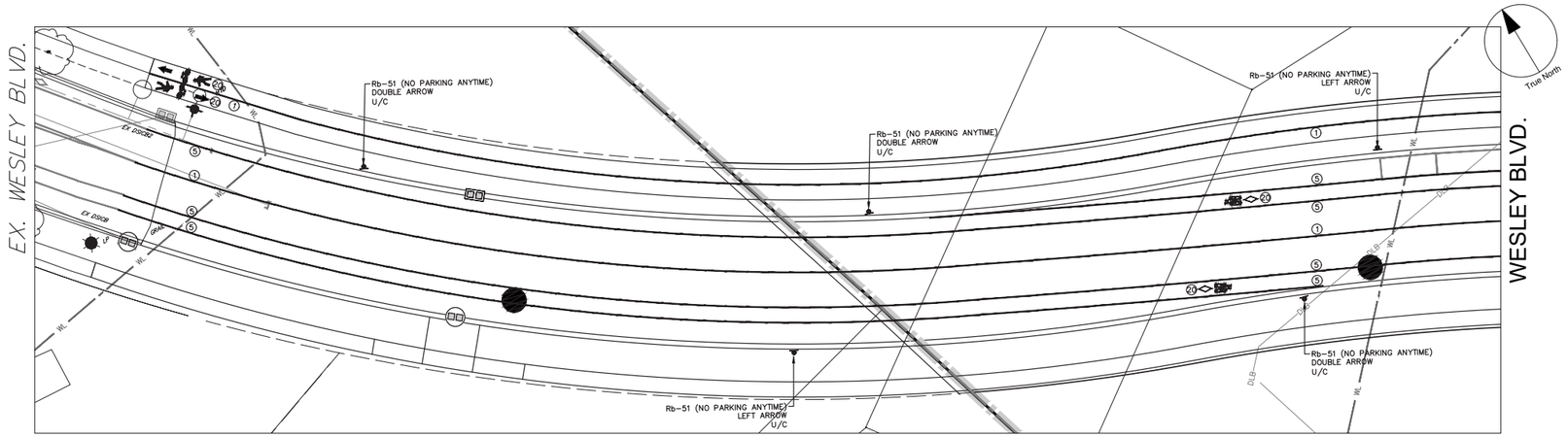
PROJECT NO:	SCALE:
121804	HORIZ 1:500 VERT 1:50
DRAWN BY:	CHECKED BY:
RPM	RPM/JRP
PROJECT MGR:	APPROVED BY:
JRP	JRP

SHEET TITLE
PLAN AND PROFILE
WESLEY BLVD
STA 3+475 TO STA 3+700

SHEET NUMBER	ISSUE
PP-5	6

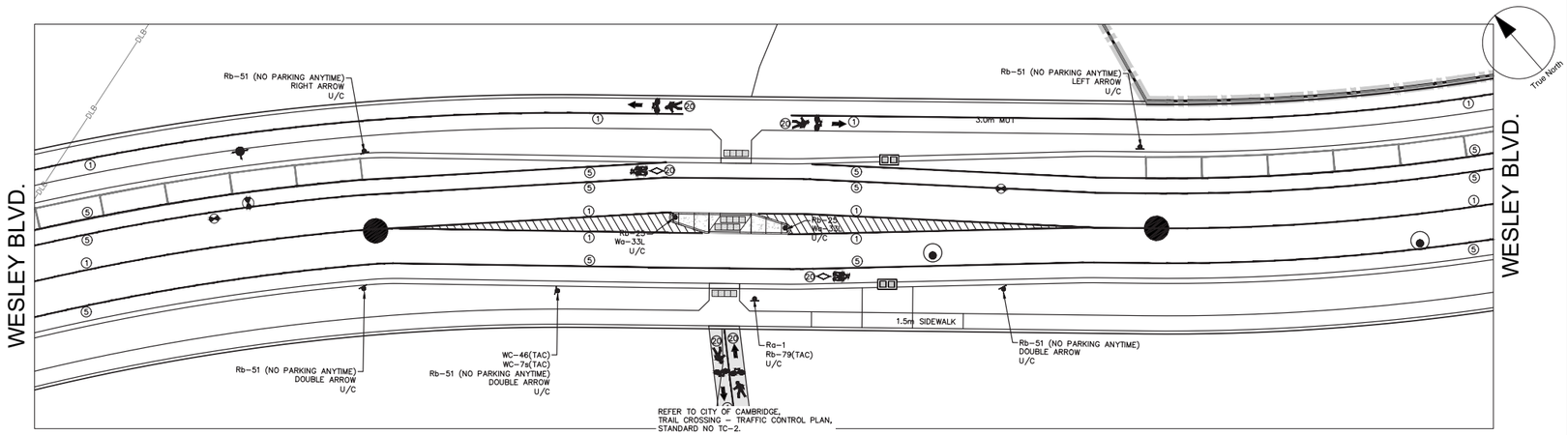
File Location: J:\121804_Bosdale_City\10_Production\2_Design\04_Civil\Sheets\121804PP.dwg Last Saved: October 9, 2020, by paul.mccartney Plotted: Friday, October 9, 2020 1:06:50 PM by Paul McCartney

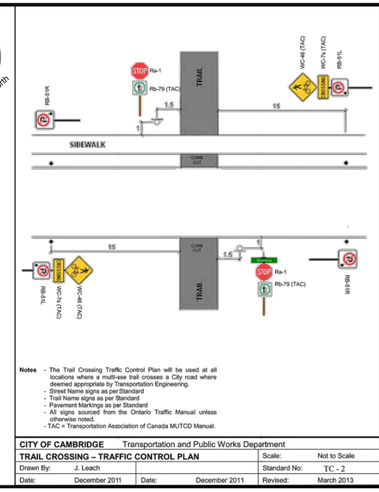
SCALE CHECK: 10cm / 1 m



STREET NAME SIGNS

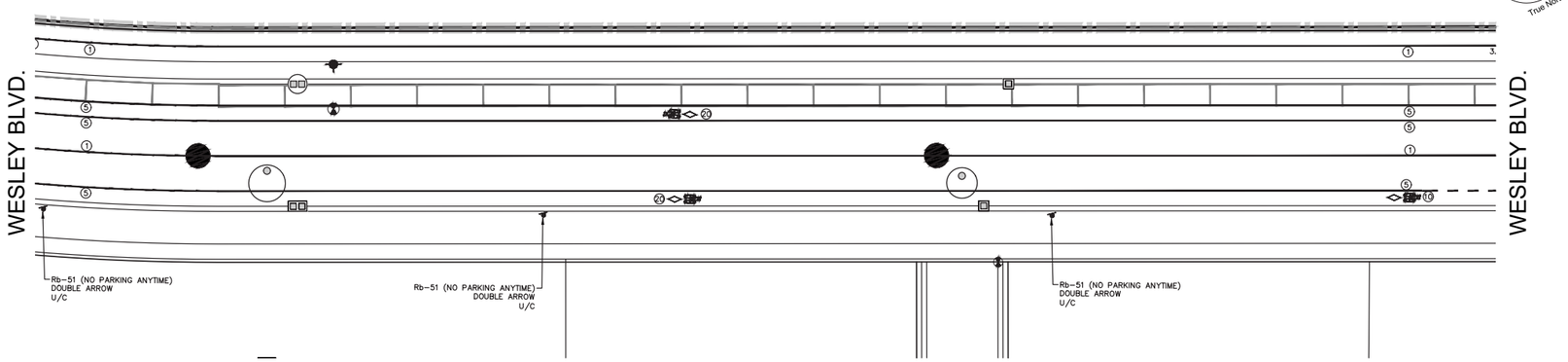
1. STANDARD STREET NAME SIGNS ARE TO BE MANUFACTURED PER CITY STANDARD TS-14.
2. VETERAN STREET NAME SIGNS (FAITH ST AND WESLEY BLVD) ARE TO BE MANUFACTURED PER CITY STANDARD TS-15.





Notes
- The Trail Crossing Traffic Control Plan will be used at all locations where a multi-use trail crosses a City road where deemed appropriate by Transportation Engineering.
- Street Name signs as per Standard
- Trail Name signs as per Standard
- Pavement Markings as per Standard
- All signs sourced from the Ontario Traffic Manual unless otherwise noted.
- TAC = Transportation Association of Canada MUTCD Manual.

CITY OF CAMBRIDGE Transportation and Public Works Department			
TRAIL CROSSING – TRAFFIC CONTROL PLAN		Scale:	Not to Scale
Drawn By: J. Leach		Standard No:	TC - 2
Date: December 2011	Date: December 2011	Revised:	March 2013



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ISSUES

No.	DESCRIPTION	DATE
1	FOR REVIEW	2020-05-22
2	CITY 2ND ENG COMMENTS	2020-08-04
3	ISSUED FOR CONSTRUCTION	2020-09-25

LEGEND

1. 333, 363, 393, DENOTES PAVEMENT MARKING SPACING (IE., 3m LINE, 3m GAP, 3m LINE)
2. USE TO DENOTE PAVEMENT MARKING
3. USE (1) TO DENOTE PAVEMENT MARKING, DURABLE
4. USE (T) TO DENOTE PAVEMENT MARKING, TEMPORARY-REMOVABLE
5. USE (1) TO DENOTE PAVEMENT MARKING, TEMPORARY

[1]

Rb-84A, Rb-51 U/C → REGULATORY SIGNS (THE ORDER THEY ARE DISPLAYED INDICATES HOW THEY SHOULD BE MOUNTED, EG. Rb-84A ON TOP OF Rb-51)

U/C → INDICATES SIGNS ARE TO BE MOUNTED IN THE GROUND ON A STEEL "U" CHANNEL

S/L → INDICATES SIGNS ARE TO BE MOUNTED ON A STREET LIGHT

SIGNS SHOWN ON A CONCRETE SURFACE ARE TO BE SLEEVED AND MOUNTED ON A STEEL 'U' CHANNEL

RS ROAD SIGN

PAVEMENT MARKING LEGEND	
(1)	SOLID YELLOW, 10cm
(2)	SOLID DOUBLE YELLOW, 10cm
(3)	363 BROKEN YELLOW, 10cm
(4)	SOLID YELLOW, 20cm
(5)	SOLID WHITE, 10cm
(6)	333 BROKEN WHITE, 10cm
(7)	363 BROKEN WHITE, 10cm
(9)	SOLID WHITE, 20cm
(10)	111 BROKEN WHITE, 10cm
(11)	333 BROKEN WHITE, 20cm
(13)	333 BROKEN WHITE, 30cm
(14)	SOLID WHITE, 30cm
(15)	SOLID WHITE, 60cm
(16)	111 BROKEN WHITE, 45cm
(20)	SOLID WHITE, SYMBOLS AND ARROWS

LICENSED PROFESSIONAL ENGINEER
2020-09-25
J. R. R. PERKS
PROVINCE OF ONTARIO

IBI GROUP
Suite 101 - 410 Albert Street
Waterloo ON N2L 3V3 Canada
tel 519 585 2255
ibigroup.com

PROJECT

BOSDALE SUBDIVISION

CAMBRIDGE

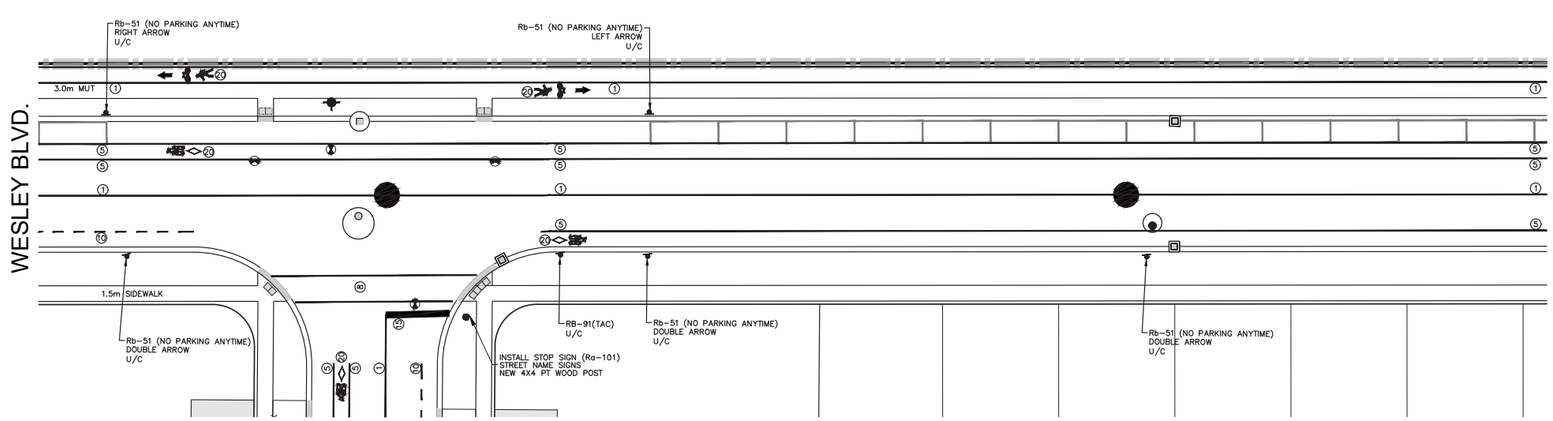
PROJECT NO: 121804	SCALE: 1:250
DRAWN BY: RPM	CHECKED BY: RPM/JRP
PROJECT MGR: JRP	APPROVED BY: JRP

SHEET TITLE

WESLEY BLVD SIGNAGE & PAINT MARKING PLAN

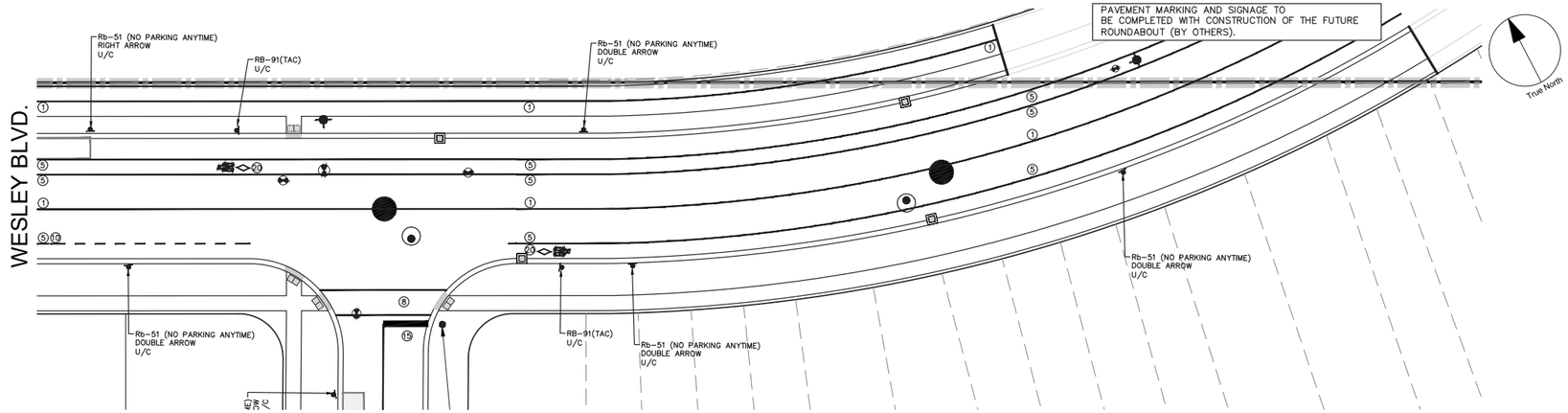
SHEET NUMBER	ISSUE
TCP-1	3

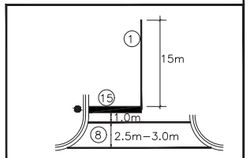
File Location: J:\121804_Bosdale_City\7.0_Production\7.3_Design\04_CivilSheets\121804PS.dwg Last Saved: October 9, 2020 by paul.mccartney Plotted: Friday, October 9, 2020 1:09:29 PM by Paul McCartney



STREET NAME SIGNS

1. STANDARD STREET NAME SIGNS ARE TO BE MANUFACTURED PER CITY STANDARD TS-14.
2. VETERAN STREET NAME SIGNS (FAITH ST AND WESLEY BLVD) ARE TO BE MANUFACTURED PER CITY STANDARD TS-15.





⑧ CROSSWALK WITH WHITE, 10cm WIDE LINES

LEGEND

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2. USE TO DENOTE PAVEMENT MARKING
3. USE ① TO DENOTE PAVEMENT MARKING, DURABLE
4. USE ① TO DENOTE PAVEMENT MARKING, TEMPORARY-REMOVABLE
5. USE △ TO DENOTE PAVEMENT MARKING, TEMPORARY

[1]

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Rb-51
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11	333 BROKEN WHITE, 20cm
13	333 BROKEN WHITE, 30cm
14	SOLID WHITE, 30cm
15	SOLID WHITE, 60cm
16	111 BROKEN WHITE, 45cm
20	SOLID WHITE, SYMBOLS AND ARROWS

CLIENT

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SHEET TITLE

WESLEY BLVD SIGNAGE & PAINT MARKING PLAN

SHEET NUMBER	ISSUE
TCP-2	3

Last Saved: October 9, 2020, by paul.mccartney Plotted: Friday, October 9, 2020 1:09:57 PM by Paul McCartney
File Location: J:\121804_Bosdale_City\7.0_Production\7.3_Design\04_Civil\Sheets\121804PS.dwg

LEA Consulting Ltd.
425 University Ave, Suite 400
Toronto, ON, M5G 1T6 Canada
T | 905 470 0015 F | 905 470 0030
WWW.LEA.CA

Cambridge Joint Use Campus

STRUCTURAL DESIGN BRIEF

February 9, 2021

1 GENERAL

The purpose of this study is to outline the structural requirements and implications of constructing a multi-purpose facility that houses a school, a community and recreation complex and a library into one building. There are five different concepts being looked at and this brief will comment on the structural implications.

The new building will be constructed on an open field and we understand that there were no buildings constructed on this site in the past. Based on grading drawings prepared by IBI in 2019, the site slopes by about 3 to 4 meters from end to end. The elevation towards the south end of the site is about 297 m. The elevation at the NE corner is about 294 m and slopes down westward to about 291 m. We also understand that grading of the site is underway.

This brief will discuss the structural materiality that is common for all concepts and will address specific requirements related to stacking of different programs and location on the site.

1.1 APPLICABLE CODES AND STANDARDS

The building occupancy for purposes of the structural design will be treated as a school and a community centre, resulting in an importance category of “High” as specified under the 2012 Ontario Building Code

(OBC) Amendment 8. High importance classification is common to all uses of the proposed facility. Design environmental loading data for Cambridge will be as per Supplementary Standard SB-1. Additional requirements included in the User's Guide – NBC 2015 Structural Commentaries (Part 4 of Division B) will be considered.

2 STRUCTURAL SYSTEMS

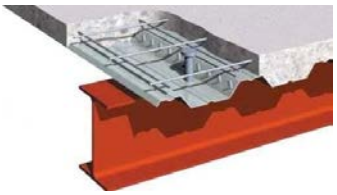
2.1 ROOF

The roof structure will consist of structural steel beams, open web steel joists and steel deck. Over the gymnasium, the deck will be a painted acoustic deck. The structural members and deck within the pool area will be galvanized or epoxy painted deck and steel members.

We expect that some mechanical units will be located on the roof with a screen for acoustic and aesthetics purposes. In these areas, the roof structure will have a concrete topping for the extent of the mechanical area. The roof screen will cantilever from the main roof structure. The main mechanical room will most likely be located on the second-floor level similar to a plant room in schools.

Concepts 4 and 5 show two separated buildings. The systems will be similar to the combined blocking schemes. Since the importance factor for the school and community are the same, combining or separating the two building blocks does not impact the structural costs other than any reduction of perimeter foundations. However, roofs with many different elevations cause snow piling and will add premium to the steel structure since the roof will have to support higher loads.

2.2 SECOND FLOOR



The structural materials could vary for the different schemes. However, based on the size of the project and local practices, it is our opinion that a structural steel solution maybe the most economical. Steel framing tends to be faster and less dependant on weather conditions. This also considers the fact that the roof will be steel due the large span requirements in many areas. In addition, steel tends to provide more flexibility such as achieving longer spans and to transfer columns between floors if required to accommodate the floor layouts.

The structural steel system will consist of 127 mm reinforced concrete topping on steel deck supported by composite steel beams (with shear studs) and steel deck. The columns will also be steel wide flange sections. The steel members would require fire proofing, but the topping on the deck can be designed to meet the fire separation requirements by increasing the topping thickness and avoiding spraying the underside of the deck.

In areas where mechanical room, gymnasium or exercise spaces are located over acoustically sensitive spaces such as the Idea Exchange, mitigation measures will be implemented. These measures include thicker concrete topping with stiffer beams as well as possibly a floating slab on acoustic isolators. In addition, measures can be taken to secure finishes in a manner to avoid transmission of noise and vibration between spaces and floors.

Concepts 1 and 3 have the Ideas Exchange under mechanical room or a gymnasium respectively and will require some isolation.

2.3 FOUNDATIONS

A geotechnical investigation report was prepared by Naylor Engineering Associates dated May 2015. The investigation was primarily done using shallow test pits. The investigation was for a new subdivision with lightweight housing units. Therefore, the report did not provide any information regarding foundation design bearing capacity, site classification or ground water conditions. However, the recommendation in the report is to remove all organic and fill materials before backfilling the site and to backfill in lifts of 300 mm using imported or excavated materials. Unfortunately, this does not provide adequate information to predict the foundation requirements for this type of recreation/school facility but is a good indication that the material under the slab on grade will be suitable. We recommend that certification of the backfill process be transferred to the design team once available. The report does mention wet soil conditions in some of the test pits; therefore, some allowance should be provided to deal with water during excavation. A geotechnical investigation with deep boreholes will be needed once the footprint of the building is set.

Concept 3 shows a linear building footprint along East Boundary Road and stretches from the south end to the north end of the site. We understand that grading can be changed to suit the future design elevation and connection to the roads. For now, we will assume that there will be a change in floor level which will require short retaining walls and stepping of footings along the length of the building.

We do not anticipate any need for shoring of excavation in any of the concepts due to vast free space around the footprint of the buildings.

SLAB-ON-GRADE

Interior Spaces

We anticipate that the slab-on-grade in interior spaces will be 125mm thick concrete slab reinforced with mesh reinforcement. The slab on grade will bear on well compacted granular subgrade. There will be depressions in areas where specialized flooring is required (such as spring flooring in gymnasia). In the gymnasium, special depressed flooring with moisture barrier will be placed for spring flooring. Localized slab thickening will be required under masonry partitions.

2.4 LATERAL LOAD RESISTING ELEMENTS

Lateral wind and earthquake loads will be resisted by steel cross bracing located in each direction that are hidden in exterior and interior walls. Elevator and stair well shaft walls will also be used as part of the lateral system. The lateral system will not be much difference between a single block or separate blocks since the roof levels are at different elevations and the diaphragm is not continuous. We anticipate each section will require its own lateral system. There will be several expansion joints, mainly between single storey portions such as the gymnasium, and the two storey portions.

2.5 POOL TANK

We expect the pool tank will be cast in place concrete. This can be done with either formed walls or use of shotcrete system. However prefabricated metal and lined systems may also be feasible.

3 BUILDING CODE REQUIREMENTS

3.1 GRAVITY LOADS

All structural elements will be designed to resist the loads meeting the requirements and allowances specified in the 2012 Ontario Building Code Amendment 8.

3.2 WIND LOADS

The design wind loads will be based on pressures and parameters recommended in the Ontario Building Code. Hourly wind pressures of 0.36 kPa will be used in the design of structural members for strength and deflections. This pressure represents reference velocity pressures on probabilities of being exceeded 1 in 50 years for strength and for serviceability. High Importance factor (Iw) for wind of 1.15, will be used for both the recreation centre as well as the school.

3.3 SEISMIC LOADS

The structure will be designed to withstand the seismic forces assigned to a high importance building category with an importance factor (Ie) of 1.3. The site classification needs to be determined by a geotechnical investigation. However, Cambridge is a lower seismic zone and therefore we do not expect that non-structural elements will need to be restrained. As mentioned earlier, High Occupancy classification is suitable for school and community centre.

3.4 STRUCTURAL DESIGN

Structural design will be undertaken using the Limit States approach in accordance with the Ontario Building Code and applicable referenced standards. ULS will be used for strength design; SLS will be used for serviceability checks.

4 STRUCTURAL MATERIALS AND STRENGTHS

The following represents the typical materials and strengths that will be used. Specific areas may be revised to meet the design criteria that could not be determined at this stage.

4.1 CONCRETE

Location	Strength	Remarks
Slab-on-Grade	25 MPa	Class C2
Exterior Slabs	35 MPa	Class C1
Interior Slabs (above grade)	35 MPa	Class N
Foundation Walls, Grade Beams, Footings	35/40 MPa	Class F2
Skim Coats	10 MPa	Class N
Exterior Un-reinforced Concrete (Sidewalks, Curbs, etc.)	30 MPa	Class C2

4.2 REINFORCING STEEL

Grade:	400 MPa
Sizes:	10M to 30M

4.3 STRUCTURAL STEEL:

New carbon steel conforming to G40 Series Structural Quality Steel

Rolled Shapes:	350 MPa
Hollow Structural Sections:	350 MPa
Angles and Plates:	300 MPa
38mm & 76mm Metal Decking:	230 MPa

All exterior exposed steel and pool structure shall be Hot-Dip Galvanized Steel.

5 SERVICEABILITY REQUIREMENTS

Serviceability requirements will be checked against the requirements specified in the Ontario Building Code and all other applicable reference standards including CSA Standards A23.3 Design of Concrete Structures and S16.1-01 Limit States Design of Steel Structures.

The structural systems will be designed to meet the following criteria:

Live Load Deflection	Span/360
Wind Storey Drift	Height/500
Seismic Storey Drift	Height/100

6 LEED STRATEGIES

Strategies related to LEED for building structures centre around maximizing recycled content, minimizing construction waste and total elimination and/or significant reduction in the use of materials containing VOC's, and designed to accommodate future flexibility in design.

MNE Engineering Inc.
22 Kevco Place - Box A
Kitchener, Ontario N2C 2G5
519 894 9408
www.mneengineering.ca

November 30, 2020

Ms. Maureen O'Shaughnessy
CS&P Architects
2345 Yonge St., Suite 200
Toronto, Ontario M4P 2E5
Maureen@csparch.com

RE: Proposed Mechanical Systems Revision 1
Cambridge JUC

Ms. O'Shaughnessy,

The following is a brief summary of the mechanical systems that are proposed for this project. We recommend that this proposal be reviewed by your organization and the Cost Consultants to determine if the systems meet all requirements, preferences, and budget constraints.

The Joint Use Complex in Design Concepts 1, 2, and 3 shall be designed to achieve LEED Gold. For Concepts 4 and 5, only the Recreational Centre building will be designed to achieve LEED Gold, the combined school facility in Concept 4 or the separate school buildings in Concept 5 shall be designed as per OBC energy requirements. The systems described in this brief may be modified or changed throughout the design phase as required to meet LEED Gold requirements.

1. Plumbing

    a. Piping Systems (applicable to all Design Concepts):

        i. The sanitary and the storm piping systems running within the building will be connected to new site service piping. All site service piping will connect to the municipal services.
        ii. The storm water system will be designed according to the allowable flow rate. Roof drain quantity, locations, and drain down time shall comply with Code requirements. Scupper drains shall be provided by others, as required to comply with Code requirements.
        iii. The incoming water service will serve all domestic water systems and an automatic wet sprinkler system.
        iv. Consideration shall be given to providing a Sullage system to supply Water Closets.
        v. A new gas service will be provided. All gas piping will be located on the exterior of the building except for the piping serving the new domestic water heaters, boilers, and the Science Classrooms (the amount of piping within the building will be kept to an absolute minimum).
        vi. Sanitary and storm piping systems will be plastic, copper, or cast iron according to OBC requirements.
        vii. Domestic water piping will be type 'L' copper. Plastic piping will not be permitted.
        viii. Isolation valves will be provided in the Corridor to isolate all fixture groups. Isolation

valves will not be provided for branches serving a single fixture except that where the fixture isolation valves are not easily accessible at the fixture, isolation valves in the branch piping will be provided in the Corridor.

ix. Hydronic heating and chilled water piping shall be schedule 40 steel complete with malleable iron screwed fittings, steel welded fittings, or grooved fittings.

b. Metering:

i. Metering for Concepts 1, 2, and 3 shall be provided as follows:

I A new utility-supplied water meter will be installed to service the entire complex.
II A new gas meter assembly will be supplied and installed by the local utility to service the entire complex.
III Private sub-metering of services to the Public School, Catholic School, and Childcare area will be included.

ii. Metering for Concept 4 shall be provided as follows:

I A new utility-supplied water meter will be installed for the Recreational Complex and for the combined school facility.
II A new gas meter assembly will be supplied and installed by the local utility at the Recreational Complex and at the combined school facility.
III Private sub-metering of the Public School or Catholic School (depending on ownership) and the Childcare will be included in the combined school facility.

iii. Metering for Concept 5 shall be provided as follows:

I A new utility-supplied water meter will be installed for each building.
II A new gas meter assembly will be supplied and installed by the local utility at each building.
III Private sub-metering of services to the Childcare area will be included within the Public School building.

c. Domestic Hot Water:

i. Domestic hot water (applicable to all Design Concepts):

I The Recreational Centre area shall have domestic hot water provided by a gasketed plate type, double walled heat exchanger (Taco PF series or equal), utilizing heating water as the heat source. The domestic hot water produced shall be stored in four 757 L (200 USG) vertical storage tanks (A.O. Smith TJV series or equal) at 57°C (135°F) for safety purposes.

1) Note that if ground source heat pumps are utilized as the building heating source (see Heating System section below), the Recreational Centre domestic hot water shall be provided by two gas fired, condensing water heaters (A.O. Smith BTH series or equal) complete with two 757 L (200 USG) vertical storage tanks (A.O. Smith TJV series or equal).

II The Public School, Catholic School, and Childcare areas will each be served by a dedicated tank-type, gas fired condensing water heater (A.O. Smith BTH series or equal) to allow for sub-metering (where required in Concepts 1, 2, 3, and 4). The water heaters will be set to store water at 57°C (135°F) for safety purposes.

III A central mixing valve will be provided at the storage tanks and each water heater to reduce the water temperature to 49°C (120°F) prior to delivery to the fixtures. The water temperature shall be further reduced as required by limit stops in the single handle faucets and by fixture mounted mixing valves (as applicable).
IV A hot water recirculating system will be provided for each water heater.

d. Water Softening (applicable to all Design Concepts):

i. The Recreational Centre area, Public School area, Catholic School area, and Childcare shall each have dedicated water softening systems.
ii. For Concepts 1, 2, and 3, the common heating water system shall be served by the Recreational area water softener.

e. Plumbing Fixtures (applicable to all Design Concepts):

i. Plumbing fixtures will be provided where indicated on the Architectural drawings.
ii. All water closets shall have a water consumption of 6.0L per flush.

I Where required by the user group, water closets shall be revised to meet the High Efficiency Toilet (HET) definition with a water consumption of 4.8L per flush.

iii. All water closets in the Recreation Centre area and Student Washrooms (excluding the Kindergarten areas) in the Public and Catholic School areas will be barrier-free height, elongated rim type, floor-mounted complete with flush valves.
iv. All water closets in the Staff Washrooms in the Public and Catholic School areas will be elongated rim, floor-mounted tank type.
v. All water closets in the Kindergarten Washrooms in the Public and Catholic School areas will be residential style round front, floor-mounted tank type to emulate home use.
vi. Wall-mounted lavatories shall be provided in Kindergarten washrooms in the Public and Catholic School areas mounted at 24" (610mm) above finished floor.
vii. Kindergarten classrooms in the Public and Catholic School areas shall include a high-level drop-in stainless steel sink with a single lever handle faucet for teacher use.
viii. Kindergarten classrooms in the Public and Catholic School areas shall also include a low-level stainless steel washfountain complete with two spray heads for student use.
ix. Wall-mounted drinking fountains shall be provided in Kindergarten classrooms in the Public and Catholic School areas mounted at 24" (610mm) above finished floor.
x. All lavatory faucets shall be sensor activated type and shall be complete with 0.5 GPM (1.9 LPM) outlets to reduce water consumption. All sink faucets shall be complete with 1.5 GPM (5.7 LPM) outlets.
xi. Elkay (or approved equal) non-refrigerated and non-filtered bottle fillers shall be provided throughout the corridors of the entire complex or throughout each building (as applicable).
xii. An eye wash station will be installed in all Custodial rooms.
xiii. Hose bibbs will be located so that the complete perimeter of the complex or individual buildings (as applicable) can be reached using a 30m (98ft) long hose.
xiv. Interior hose bibbs shall be provided at mop sinks.
xv. Floor drains shall be located in all washrooms, change rooms, custodial rooms, mechanical rooms, electrical rooms, and service rooms.
xvi. All trim for plumbing fixtures shall be Delta or approved equal.
xvii. Traps and trap seal primers shall be provided for all floor drains and standing wastes

according to OBC requirements.

2. Heating, Ventilation, and Air Conditioning (HVAC)

    a. Heating Systems:

        i. The heating system for Concepts 1, 2, and 3 shall be provided as follows:

            I Four high efficiency, modulating gas fired condensing boilers (Cleaver-Brooks CFC-E 4000 or equal) shall be provided as the primary heating source within the facility. Additionally, the following equipment shall be provided for the heating plant:

                1) System pumps complete with variable frequency drives.
                2) Boiler pumps.
                3) Chemical treatment system.
                4) Category IV gas venting system.
                5) Air separator.
                6) DDC controls.
                7) Expansion tank.

            II Heating plant piping shall utilize a primary-secondary arrangement whereby the boiler piping shall make up the primary piping loop and the system piping serving terminal heating equipment shall make up the secondary loop.

            III Consideration shall be given to providing ground source heat pumps (AERMEC or equal) as the primary heating source for all occupiable spaces within the facility based on the suitability of the site. The heat pumps shall be capable of recovering heat when simultaneous heating and cooling is required. The domestic hot water and pool heating systems shall be modified if ground source heat pumps are used. See applicable sections.

            IV Perimeter heating shall be provided by a combination finned tube radiation and fan-powered terminal units for all spaces with exterior exposure depending on space requirements.

            V Radiant in-floor heating shall be considered in certain spaces as an alternative to finned tube radiation or fan-powered terminal units based on user requirements (e.g. Kindergarten classrooms, Childcare toddler rooms, etc.). Radiant in-floor heating can provide higher operational efficiencies due to the low heating water temperatures utilized.

        ii. The heating systems for Concept 4 shall be provided as follows:

            I The Recreational Complex shall be served by three high efficiency, modulating gas fired condensing boilers (Cleaver-Brooks CFC-E 2000 or equal) as the primary heating source. The remainder of the heating system shall be as described above for Concepts 1, 2, and 3.

            II The combined school facility shall be heated by a combination of gas fired rooftop units (refer to Air Distribution Systems section for details on rooftop units) for the conditioned spaces (e.g. classrooms, offices, library, etc.) and a single high efficiency, modulating gas fired condensing boiler (Laars NTH 500 or equal) for areas not served by the rooftop units (e.g. washrooms, vestibules, stairs, utility rooms, etc.). The boiler system shall be complete with the following equipment:

1) Boiler pump.
2) System pump.
3) Chemical treatment system.
4) Category IV gas venting system.
5) Air separator.
6) DDC controls.
7) Expansion tank.

III In-floor heating shall not be provided.

iii. The heating systems for Concept 5 shall be provided as follows:

I The Recreational Complex shall be served by three high efficiency, modulating gas fired condensing boilers (Cleaver-Brooks CFC-E 2000 or equal) as the primary heating source. The remainder of the heating system shall be as described above for Concepts 1, 2, and 3.

II Both the Public School building and Catholic School building shall be heated as described above for the combined school facility in Concept 4 and each building shall have a single high efficiency, modulating gas fired condensing boiler (Laars NTH 399 or equal).

1) A second boiler shall be included where required by the user groups for redundancy.

iv. For all Design Concepts, wall mounted forced flow heaters shall provide heat for all entrance vestibules and exit stairwells. Ceiling suspended horizontal unit heaters shall provide heat for all un-conditioned storage and service spaces with exterior exposure. The forced flow and horizontal unit heaters shall utilize hot water as the heat source.

b. Cooling Systems:

i. The cooling system for Concepts 1, 2, and 3 shall be provided as follows:

I Two water-cooled magnetic bearing centrifugal chillers (Daikin WMC series or equal) shall provide chilled water as the primary cooling source for all conditioned spaces within the facility having an approximate load of 485 refrigeration tons (1,705 kW). The chillers condenser water loop shall be served by a two-cell cooling tower (Evapco UT series or equal), which shall be mounted on the roof. The following equipment shall be provided for the chilled water plant:

1) Chiller primary pumps.
2) Chilled water system pumps complete with variable frequency drives.
3) Condenser water pumps.
4) Chemical treatment systems.
5) Air separator.
6) DDC Controls.
7) Expansion tanks.

II The chilled water plant shall utilize a primary-secondary arrangement whereby the chiller piping connections shall make up the primary piping loop and the system piping serving air handling units shall make up the secondary piping loop.

III Consideration shall be given to providing ground source heat pumps (as described in the Heating System section above) as the primary cooling source for

all occupiable spaces within the facility based on the suitability of the site. The heat pumps shall be capable of recovering heat when simultaneous heating and cooling is required.

ii. The cooling systems for Concept 4 shall be provided as follows:

I The cooling system serving the Recreational Centre area shall be as described above for Concepts 1, 2, and 3, and shall meet a load of approximately 235 refrigeration tons (825 kW).

II The combined school facility shall be cooled by rooftop units (refer to Air Distribution Systems section for details on rooftop units) complete with direct expansion cooling coils.

iii. The cooling systems for Concept 5 shall be provided as follows:

I The cooling system serving the Recreational Centre area shall be as described above for Concepts 1, 2, and 3, and shall meet a load of approximately 235 refrigeration tons (825 kW).

II Both the Public School building and Catholic School building shall be cooled as described above for the combined school facility in Concept 4.

iv. For all Design Concepts, ductless split air conditioning units shall be provided for cooling I.T. rooms. For smaller I.T. rooms and electrical rooms with transformers, exhaust fans complete with reverse acting thermostats shall be provided to control temperature.

c. Air Distribution Systems:

i. Air distribution systems for Concepts 1, 2, and 3 shall be provided as follows:

I Indoor air handling units (Daikin CAH series or equal) shall distribute air throughout the facility and shall be complete with the following:

1) Hot water heating coil and chilled water cooling coil.
2) Low-leakage dampers.
3) Variable frequency drives for fan motors to allow variable air volume (VAV) control.
4) Low voltage terminal strip to permit use of third-party controls.
5) Economizer dampers.

II VAV boxes complete with heating coils to temper the supply air will be provided at each zone for individual temperature control.

III Dedicated air handling units will be provided for each gymnasium. Gymnasium units shall be complete with demand controlled ventilation to reset the outdoor air damper position when high levels of carbon dioxide are measured in the space. The units serving the Public School and Catholic School gymnasiums shall be without mechanical cooling. Free cooling shall be provided using the economizers.

IV Large, centralized indoor energy recovery ventilators (Daikin CAH series or equal) shall be provided to recovery energy from building exhaust (washrooms, changerooms, etc.) and to distribute ventilation air to each of the air handling units. The energy recovery ventilators shall be complete the following:

1) Hot water heating coil and chilled water cooling coil.
2) Low-leakage dampers.

3) Energy recovery enthalpy core.
4) Variable frequency drives for fan motors to allow VAV control.
5) Low voltage terminal strip to permit use of third party controls.

ii. Air distribution systems for Concept 4 shall be provided as follows:

I Air distribution for the Recreational Centre shall be as described above for Concepts 1, 2, and 3.

II Air distribution, including ventilation air, for the combined school facility shall be provided by packaged gas fired / direct expansion rooftop units (Carrier 48HC series or equal) complete with the following:

1) Economizer.
2) Stainless steel heat exchanger.
3) Two-stage gas heat control.
4) Two-stage cooling control.
5) 610mm (24") high roof curb.
6) Variable volume-temperature (VVT) zone dampers and bypass damper to allow room by room temperature control.
7) Demand controlled ventilation.

III Rooftop energy recovery ventilators (Aldes PE series or equal) shall be provided for the combined school facility to recovery energy from building exhaust and to distribute ventilation air to each of the rooftop unit return ducts. Rooftop energy recovery ventilators shall be without heating and cooling.

IV The gymnasiums in the combined school facility shall each be served by a gas fired rooftop heating and ventilating unit (Daikin DAH series or equal) complete with following:

1) Economizer.
2) Modulating gas burner.
3) Exhaust fan.
4) 610mm (24") high roof curb.
5) Demand controlled ventilation.

V Where required by the user groups occupying the combined school facility, cooling shall be added to one or both gymnasiums. Where cooling is added, the rooftop unit shall be revised to Daikin DPS series or equal complete with direct expansion cooling coil and modulating cooling control.

iii. Air distribution systems for Concept 5 shall be provided as follows:

I Air distribution for the Recreational Centre shall be as described above for Concepts 1, 2, and 3.

II Air distribution for both the Public School building and Catholic School building shall be as described above for the combined school facility in Concept 4.

d. Exhaust Systems:

i. Commercial kitchen exhaust system compliant with NFPA 96 shall be provided where required.
ii. Washrooms, changerooms, custodial rooms, etc. shall be served by the energy recovery ventilators as previously described above. The ventilators shall operate during all occupied hours.

iii. All exhaust systems controlled by the BAS will be controlled to remain operational on a fire alarm condition.

e. Indoor Pool Water Heating and Dehumidification System:

i. Dehumidification system (applicable for all Design Concepts):

I The indoor pool shall be served by a standalone indoor dehumidifier (Dectron LD series or equal) complete with following:

1) Direct expansion evaporator coil.
2) Hot gas reheat coil.
3) Internal water-cooled condenser.
4) Remote mounted dry cooler (to be located on the roof).
5) Exhaust fan.
6) Internal pool water heater (utilizes condenser heat).

ii. Pool water heating system (applicable for all design concepts):

I Pool water heating shall be provided by a gasketed plate type heat exchanger (Taco PF series or equal) utilizing heating water as the heat source.

1) Note that if ground source heat pumps are utilized as the building heating source (see Heating System section above), a high efficiency, modulating gas fired condensing boiler (Cleaver-Brooks CFC-E 1500) shall be provided in the pool equipment room to provide heating water to the gasketed plate type heat exchanger.

f. De-stratification Systems:

i. To control de-stratification in the Gymnasiums, high volume low speed (HVLS) fans and low-level return air grilles will be provided.

g. Building Automation System:

i. A building automation system (BAS) will be used to monitor and control the HVAC, plumbing and electrical systems.
ii. System operation data will be available for retrieval and logging through the internet by a web-based interface.
iii. Unless otherwise noted, thermostats with slide bar adjustment and an over-ride push-button will be used throughout the building. Plate type sensors having no adjustment capability or night setback over-ride capability will be used in the Corridors.
iv. BACnet protocol shall be utilized.
v. The above features shall be modified or additional features shall be added as directed by the user groups.

h. Cost Implications of HVAC System Selection:

i. The centralized heating, cooling, and air distribution systems proposed for Design Concepts 1, 2, and 3 can provide significant operational cost savings over the systems proposed for Design Concepts 4 and 5. Energy savings can be realized by more efficient equipment, energy recovery, and control strategies to increase part load efficiencies, and

maintenance costs can be reduced by using fewer pieces of equipment in fewer locations. Additionally, the high diversity of heating and cooling loads increases equipment efficiencies and reduces capital costs of central plant equipment.

ii. A decentralized approach to HVAC systems was proposed for Concept 4 due to the separation of the combined school facility and the Recreational Centre. The decentralized approach can lead to higher operational costs due to less efficient equipment, more equipment to be maintained, and lower load diversity. However, the capital cost of the decentralized equipment can be considerably lower.

iii. In Concept 5, the HVAC systems are further decentralized. This will likely lead to the highest operational costs of all Design Concepts due to the amount of equipment provided and the lowest load diversity. Furthermore, the capital cost is unlikely to be less than that of Concept 4 because a larger number of smaller pieces equipment are required.

3. Sprinkler System:

    a. Sprinkler system zone devices and alarm valves will be located in the water service entrance room.
    b. The piping system will be zoned according to the area limitations of NFPA 13.
    c. The fire department connection will be located adjacent to the fire route.
    d. Sprinklers will be as follows:

        i. Concealed sprinklers in all Washrooms and Corridors.
        ii. Recessed pendant sprinklers in the Classrooms, Staff Areas and Childcare areas.
        iii. Upright and sidewall sprinklers in utility, storage, mechanical and electrical rooms and in areas with no suspended ceiling as required for proper coverage.

If you have questions or require any additional information, please do not hesitate to contact our office.

Regards,

Andrew Berg, P. Eng.
Mechanical Engineer

21006 Proposed Mechanical Systems r1.docx

MNE Engineering Inc.
22 Kevco Place - Box A
Kitchener, Ontario N2C 2G5
519 894 9408
www.mneengineering.ca

November 19, 2020

Ms. Maureen O'Shaughnessy
CS&P Architects
2345 Yonge St., Suite 200
Toronto, Ontario M4P 2E5
Maureen@csparch.com

RE: Proposed Electrical Systems
Cambridge JUC

Ms. O'Shaughnessy ,

The following is a brief summary of the electrical systems that are proposed for this project. We recommend that this proposal be reviewed by your organization and the Cost Consultants to determine if the systems meet all requirements, preferences and budget constraints.

1. Site Servicing

   a. The proposed site is currently unserviced. The local electrical utility (Energy +) anticipates that a three-phase high voltage service will be extended to the property as part of the subdivision servicing.
   b. Energy + will provide utility owned transformation to up to 3000 kVA to each property. This will be more than sufficient for any of the five concepts. Note that it is assumed that lots will be legally severed for Concepts 4 and 5 where there are two and three buildings respectively.
   c. For Concepts 1, 2 & 3, one building is proposed. A 2000 kVA utility owned transformer is recommended for each.
   d. For Concept 4, two buildings are proposed. A 1000 kVA utility owned transformer is recommended for each.
   e. For Concept 5, three buildings are proposed. A 500 kVA utility owned transformer is recommended for each of the school buildings and a 1000 kVA transformer is recommended for the Fitness and Library building.
   f. The costs associated with Energy + work can be estimated at $60,000 per transformer.
   g. Aluminum secondary conductors are proposed for secondary feeders. To mitigate costs, the length of the secondary feeders should be minimized.
   h. The service will be 600/347V, three phase, four wire.
   i. The service entrance board, utility metering and distribution shall be located within the main electrical room located centrally, near an outside wall on either the main floor or the basement. Direct exterior access is not anticipated.
   j. A temporary service will be required to aide with construction.
   k. Underground conduits shall be provided for three-six pack portable classrooms.
   l. Electric Vehicle (EV) charging stations shall be roughed in. A total of fifteen rough-is are suggested for the site. If LEED Gold is desired for the Fitness Centre/Library building, four EV chargers should be provided on the rough-ins.
   m. Communication duct banks (3-100mm) will be provided from the street to the main

communications room of each building. The main communications room should be located near the main electrical room as described above.

n. Communications services from the respective sources to the demarcation point in the communications room shall be the responsibility of the respective utilities (Rogers, Bell, etc.).
o. The costs associated with the communications providers work is unknown.

2. Site Lighting

a. Exterior lighting will be accomplished with LED heads mounted on poles, or on the building.
b. Illumination levels and uniformity will comply with the local municipal standards. An average of 20lx and average to minimum ratio of 4:1 will be provided.
c. Exterior lighting shall be controlled by an astronomic time signal from the from the Building Automation System (BAS).
d. Provision (rough-ins) shall be provided for future illumination of the sports field.
e. Provisions (rough-ins) shall be provided for illuminated road signs. One sign is anticipated for each driveway entrance.
f. Accent lighting may be provided for any unique site features.

3. Service Entrance

a. The main service entrance switchboard will be 600V, three phase, four wire and sized as follows:
    i. Concept 1: 2000A
    ii. Concept 2: 2000A
    iii. Concept 3: 2000A
    iv. Concept 4:
        1. 1200A for school building.
        2. 1200A for Fitness and Library
    v. Concept 5:
        1. 600A for WRDSB school building.
        2. 600A for WCDSB school building.
        3. 1200A for Fitness and Library
b. Each switchboard shall incorporate the following:
    i. Wire way to permit cable entry & bus termination.
    ii. A LSIG main breaker ampacity as indicated above. The interrupting rating shall be sized to suit the available fault current.
    iii. A metering compartment suitable to house Energy + equipment. The compartment shall be linked to a remote metering cabinet. A single utility meter shall be provided by Energy +.
    iv. Customer digital meter connected to BAS for customer monitoring.
    v. Grounding conductors to the electrical service ground.
    vi. Bonding conductors to the metallic water piping, natural gas service, IT hubs, elevators, structural steel.
    vii. Provision for power failure relays, tied to the intrusion alarm system for offsite notification of a utility power failure or phase loss condition.
    viii. Distribution section containing over current protection devices (breakers) for the proposed 600V loads.
c. All building feeders greater than and equal to 100A shall be aluminum alloy. All smaller feeders and branch circuit conductors shall be copper.
d. Provisions shall be made for future rooftop photovoltaic generation and associated net metering for each building.

4. Emergency Power Supply - Generator

a. A natural gas emergency generator shall be exterior pad mounted in a weatherproof, sound-attenuated enclosure. Preliminary standby size is as follows:
    i. Concepts 1,2&3: 500kW.
    ii. Concept 4:
        1. School building: Not applicable, not required.
        2. 200kW for Fitness and Library.
    iii. Concept 5:
        1. WRDSB school building: Not applicable, not required.
        2. WCDSB school building. Not applicable, not required.
        3. 200kW for Fitness and Library.
b. The equipment shall conform to the requirements of CAN-CSA C282-15 Emergency Electrical Power Supply for Buildings.
c. For each generator set, there shall be two 600V, 3-pole, solid neutral automatic transfer switches, without bypass isolation.
    i. The first shall serve the life safety systems including the fire alarm, emergency lighting and exit signs.
    ii. The second shall serve backup (non-life safety) systems including communications equipment, elevator(s), the boiler system, etc.
d. Provisions will be included for load bank testing the generator from grade.
e. Auxiliary contacts will be provided for connection to the fire alarm system as well as BAS.
f. The water pressure available at the site is anticipated to be adequate for fire protection. A fire pump and associated emergency power provisions are not anticipated.

5. Emergency Power Supply – Unit Battery System

    a. Emergency lighting will be provided from strategically placed battery packs located throughout the school buildings in Concepts 4 and 5.

6. Power Distribution

    a. The majority of large mechanical loads are anticipated to require 600V. Remote 600/347V power distribution (panels, boards, motor control centres) are proposed near these loads.
    b. Exterior lighting will be served from 600/347V distribution.
    c. The elevators are assumed to require 600V.
    d. Step down transformers will be provided strategically throughout the building to create isolated 208/120V systems to be used for lighting, receptacle and general purpose loads.
    e. Copper-wound transformers are proposed to step down the voltage for the building loads to 120/208V distribution panels. Transformers will comply with Schedule 6 of the Green Energy Act for energy efficiency.
    f. A Surge Suppression Device (SPD) will be mounted within select 120/208V distribution boards serving critical systems.
    g. Panels shall be surface or recessed as required. All panel bus bars shall be tin plated aluminum. Each panel shall have a minimum of sixty branch circuit positions.
    h. All surface mounted distribution equipment shall be complete with drip shields, suitable for use in sprinklered environment.
    i. A Coordination and Fault Current Study (CFCS), as well as an Arc Flash Analysis are proposed to be included within the electrical scope of work.
    j. Modular Uninterruptible Power Supplies (UPS)s shall be provided where important loads such as IT equipment require ‘no break’ during a power outage.

7. Wiring Installations and Devices

a. All wiring in noncombustible areas, unless otherwise noted, shall be CSA approved soft copper, type T90/TWN75 in conduit, unless otherwise required by the Electrical Code for specific areas or environmental conditions.
b. Voltage drop shall not exceed 3% in branch circuit or 2% in any feeder in accordance with the Ontario Electrical Safety Code (OESC) and ASHRAE 90.1-13. The minimum wire size shall be #12 AWG.
c. All wiring situated in a return air plenum shall be totally enclosed in a noncombustible raceway or shall be FT6-rated (also known as Communications Media Plenum, or CMP).
d. The Contractor shall provide raceways and junction boxes for low voltage cabling associated with access controls. All electrical installations shall be in accordance with OBC 3.8 Barrier-Free Design.
e. The Contractor shall provide consoles in all teaching spaces.
f. Large spaces such as the Gymnasium, Learning Commons and Performance Commons shall be equipped with assistive listening devices in accordance with OBC 3.8.3.7.
g. Wiring, disconnect switches, motor starters, etc., shall be provided for all Owner-supplied and mechanical equipment.
h. Wiring devices shall be heavy duty specification grade. Cover plates shall also be specification grade stainless steel.
i. All 15A and 20A receptacles (CSA 5-15R and 5-20R) shall be the tamper resistant type.
j. Electric hand dryers shall be provided in the washrooms.
k. Electric hair dryers may be provided in the changerooms at fitness and pool areas.
l. Battery powered clocks are proposed with synchronization to the public address controller in school areas.

8. Interior Lighting

a. Lighting of the building interior will be solid state (LED) for efficiency and energy savings, and to reduce maintenance costs.
b. Colour temperature shall be 3,500K.
c. Target illumination in the teaching spaces is an average of 540lx at desk height.
d. Target illumination in the corridors is an average of 215lx at floor level.
e. The administrative areas, Gymnasium, Learning Commons, Performance Commons, teaching spaces, library and the Childcare will include dimming controls.
f. Wired, low voltage lighting controls as manufactured by nLight or approved alternate are recommended.
g. Night lighting will be provided in limited amounts throughout.
h. The lighting in the corridors and stairs shall conform to OBC 3.2.7.1. and be controlled with occupancy sensors.
i. Lighting power densities will be in accordance with OBC SB-10 Energy Efficiency requirements.
j. Emergency lighting shall meet or exceed the requirements of OBC 3.2.7.3. through typical lighting sourced from the emergency generator and or unit battery packs.
k. Illuminated, running-man exit signs shall be provided in accordance with OBC 3.4.5.

9. Fire Alarm and Detection System

a. An addressable, single stage, fire alarm and detection system is proposed in accordance with OBC 3.2.4 and CAN/ULC-S524-14. The system will extend throughout and shall include the following:
    i. A control panel centrally located in main electrical or main communications room.
    ii. An LCD and LED annunciator, complete with passive zoning graphic at main entrance.
    iii. An LCD annunciator, complete with passive zoning graphic, located at main administrative areas.
    iv. Initiating devices (smoke detectors, pull stations, etc.).

v. Signaling devices (horns with LED strobes).
vi. Ancillary devices as required, including magnetic hold open devices, HVAC interlocks, kitchen fire suppression system interlocks, elevator interlocks, etc.
vii. Monitoring equipment that is listed for Fire Protective Service in accordance with OBC 3.2.4.8.
viii. All accessories required to furnish a complete operational system.

b. Approved manufacturers include Chubb Edwards and Simplex.
c. For Concepts 4 and 5, a fire alarm control panel will be provided in each building and will not be networked together.

10. Communications, Information Technology (IT) and Security Systems

a. Provision of exterior requirements shall be as described in the 'Site Servicing' section.
b. Multiple backboards shall be provided at the demarcation in the main communications room. The backboards shall be painted with two coats of fire-retardant paint and shall include a lug bonded to electrical service ground.
c. From the backboards, conduits, cable tray, sleeves, or communications hangers shall be provided to all accessible ceiling spaces throughout the facility. Pull boxes shall be provided as required.
d. Vertical, fire-rated conduit risers shall link first and second floors in strategic locations.
e. The maximum distance between any telecommunications outlet and a horizontal cross connect shall be no more than 90 meters in accordance with ANSI/TIA/EIA 568 standards. Remote communications closets will be provided when this distance is exceeded.
f. Backbone cabling between cross connects is recommended to be 50µm multimode, laser optimized fibre within innerduct.
g. To suit the premise cabling, a 21mm or 27mm conduit shall be provided from each outlet box to the nearest accessible ceiling space.
h. Spare conduits shall be provided to accommodate potential future expansion.
i. All equipment and associated cabling for the following systems are proposed to be supplied and installed by others:
    i. Intrusion alarm.
    ii. Surveillance.
    iii. Access controls.
    iv. Assistive listening outside of code-mandated areas. It is to be determined if these systems are desired in the teaching spaces.
    v. Gym sound.
    vi. Audio/visual.
    vii. Safe Welcome. An entrance control system for each applicable program.
    viii. Computer (data).
    ix. Telephone (voice).
    x. Public address.
j. The Contractor shall coordinate to supply the proper infrastructure (rough-in work) for the installations.

If you have questions or require any additional information on the proposed systems, please do not hesitate to contact our office.
Regards,

Paul Gubbels, P. Eng.
Electrical

21006 Proposed Electrical Systems r0.docx

A5 Elemental Cost Summaries

COST SUMMARY

Project No. can21291
Rev. 4
Feb 1, 2021

Turner & Townsend

CAMBRIDGE JUC FEASIBILITY STUDY
CONCEPT COST ANALYSIS

EXECUTIVE SUMMARY 1

		CONSOLIDATED BUILDING CONCEPTS									SEPARATED BUILDING CONCEPTS					
		CONCEPT 1			CONCEPT 2			CONCEPT 3			CONCEPT 4			CONCEPT 5		
SI	DESCRIPTION	GFA	$/sf	Amount	GFA	$/sf	Amount	GFA	$/sf	Amount	GFA	$/sf	Amount	GFA	$/sf	Amount
	PROJECT COSTS															
	WRDSB - Waterloo Region District School Board															
1	WRDSB - Building Cost	50,741	$217	$11,032,000	51,990	$205	$10,672,000	53,206	$212	$11,306,000	52,773	$201	$10,602,000	54,896	$205	$11,280,000
2	WRDSB - Site Cost			$1,976,000			$1,931,000			$2,175,000			$1,478,000			$1,635,000
	Sub-total WRSDB Construction Costs	50,741	$256	$13,008,000	51,990	$242	$12,603,000	53,206	$253	$13,481,000	52,773	$229	$12,080,000	54,896	$235	$12,915,000
3	WRDSB - Soft Cost Allowance - 15%			$1,951,000			$1,890,000			$2,022,000			$1,812,000			$1,937,000
	WRDSB - TOTAL PROJECT BUDGET (EXCL HST)	**50,741**	**$295**	**$14,959,000**	**51,990**	**$279**	**$14,493,000**	**53,206**	**$291**	**$15,503,000**	**52,773**	**$263**	**$13,892,000**	**54,896**	**$271**	**$14,852,000**
	CC - Childcare Centre															
4	CC - Building Cost	8,934	$250	$2,234,000	8,611	$250	$2,149,000	8,503	$247	$2,102,000	8,503	$250	$2,129,000	8,665	$257	$2,230,000
5	CC - Site Cost			$232,000			$224,000			$249,000			$176,000			$168,000
	Sub-total CC Construction Costs	8,934	$276	$2,466,000	8,611	$276	$2,373,000	8,503	$276	$2,351,000	8,503	$271	$2,305,000	8,665	$277	$2,398,000
6	CC - Soft Cost Allowance - 15%			$370,000			$356,000			$353,000			$346,000			$360,000
	CC - TOTAL PROJECT BUDGET (EXCL HST)	**8,934**	**$317**	**$2,836,000**	**8,611**	**$317**	**$2,729,000**	**8,503**	**$318**	**$2,704,000**	**8,503**	**$312**	**$2,651,000**	**8,665**	**$318**	**$2,758,000**
	WCDSB - Waterloo Catholic District School Board															
7	WCDSB - Building Cost	40,935	$229	$9,362,000	39,267	$229	$8,978,000	42,528	$233	$9,899,000	41,335	$216	$8,944,000	42,001	$224	$9,425,000
8	WCDSB - Site Cost			$1,601,000			$1,512,000			$1,749,000			$1,366,000			$1,285,000
	Sub-total WCSDB Construction Costs	40,935	$268	$10,963,000	39,267	$267	$10,490,000	42,528	$274	$11,648,000	41,335	$249	$10,310,000	42,001	$255	$10,710,000
9	WCDSB - Soft Cost Allowance - 15%			$1,644,000			$1,574,000			$1,747,000			$1,547,000			$1,607,000
	WCDSB - TOTAL PROJECT BUDGET (EXCL HST)	**40,935**	**$308**	**$12,607,000**	**39,267**	**$307**	**$12,064,000**	**42,528**	**$315**	**$13,395,000**	**41,335**	**$287**	**$11,857,000**	**42,001**	**$293**	**$12,317,000**
	REC - Recreation Centre															
10	REC - Building Cost	103,670	$387	$40,077,000	115,676	$380	$43,925,000	106,375	$382	$40,584,000	105,842	$391	$41,377,000	105,842	$391	$41,377,000
11	REC - Site Cost			$3,088,000			$2,949,000			$3,141,000			$3,615,000			$3,377,000
	Sub-total REC Construction Costs	103,670	$416	$43,165,000	115,676	$405	$46,874,000	106,375	$411	$43,725,000	105,842	$425	$44,992,000	105,842	$423	$44,754,000
12	REC - Soft Cost Allowance - 30%			$12,950,000			$14,062,000			$13,118,000			$13,498,000			$13,426,000
	REC - TOTAL PROJECT BUDGET (EXCL HST)	**103,670**	**$541**	**$56,115,000**	**115,676**	**$527**	**$60,936,000**	**106,375**	**$534**	**$56,843,000**	**105,842**	**$553**	**$58,490,000**	**105,842**	**$550**	**$58,180,000**
	IE - Idea Exchange															
13	IE - Building Cost	13,600	$302	$4,113,000	13,600	$302	$4,113,000	13,600	$292	$3,965,000	13,600	$330	$4,492,000	13,600	$330	$4,492,000
14	IE - Site Cost			$407,000			$390,000			$367,000			$312,000			$302,000
	Sub-total Idea Exchange Construction Costs	13,600	$332	$4,520,000	13,600	$331	$4,503,000	13,600	$319	$4,332,000	13,600	$353	$4,804,000	13,600	$353	$4,794,000
15	IE - Soft Cost Allowance - 30%			$1,356,000			$1,351,000			$1,300,000			$1,441,000			$1,438,000
	IE - TOTAL PROJECT BUDGET (EXCL HST)	**13,600**	**$432**	**$5,876,000**	**13,600**	**$430**	**$5,854,000**	**13,600**	**$414**	**$5,632,000**	**13,600**	**$459**	**$6,245,000**	**13,600**	**$458**	**$6,232,000**
	CONTINGENCIES															
16	Design Allowance			Included			Included			Included			Included			Included
17	Escalation Allowance - we recommend 4% to 5% p.a. to mid-point of construction schedule			Excluded			Excluded			Excluded			Excluded			Excluded
18	Construction Contingency Allowance - Post Contract - by Owner			Excluded			Excluded			Excluded			Excluded			Excluded
	TOTAL OVERALL PROJECT CONSTRUCTION COSTS	**217,880**	**$340**	**$74,122,000**	**229,144**	**$335**	**$76,843,000**	**224,213**	**$337**	**$75,537,000**	**222,053**	**$335**	**$74,491,000**	**225,003**	**$336**	**$75,571,000**
	TOTAL OVERALL PROJECT SOFT COST ALLOWANCE			**$18,271,000**			**$19,233,000**			**$18,540,000**			**$18,644,000**			**$18,768,000**
	TOTAL OVERALL PROJECT BUDGET (EXCL HST)	**217,880**	**$424**	**$92,393,000**	**229,144**	**$419**	**$96,076,000**	**224,213**	**$420**	**$94,077,000**	**222,053**	**$419**	**$93,135,000**	**225,003**	**$419**	**$94,339,000**
		X-CHECK		*$92,393,000.00*			*$96,076,000.00*			*$94,077,000.00*			*$93,135,000.00*			*$94,339,000.00*

COST SUMMARY

Project No. can21291
Rev. 4
Feb 1, 2021

Turner & Townsend

CAMBRIDGE JUC FEASIBILITY STUDY
CONCEPT COST ANALYSIS

EXECUTIVE SUMMARY 1

Notes:

1 The above is an opinion of Probable Cost Only. Our estimate is based on Conceptual Sketches provided. Costs will vary as design evolves and details are developed. We recommend that this estimate is updated at all design stages
2 The above amount assumes that the project is to be procured via Stipulated Lump Sum contract
3 We would note the current situation with COVID-19 may affect the supply of labour and material on this project. We are unable to provide an opinion of the likely impact at this time, therefore have not included for any additional costs or schedule delays. However, we will continually monitor the situation and once we become aware of any supply issues that may affect the project, we will inform you.
4 As advised by Consultants, the above estimate assumes LEED Gold is applicable only to REC and IE. Schools and CC are not to LEED Specifications and to to typical school specifications
5 For Concepts 4, 5 and 7, our estimate assumes that the Schools and CC buildings are tendered as separate projects, to typical school specifications, and will be completed by Tier 2 standard school contractors

The following have been specifically excluded:

1 HST
2 Removal of Contaminated Material, if any
3 Construction Price Escalation Beyond 4Q 2020
4 Construction Contingency
5 Premiums for Single Sourced Materials
6 Schedule Acceleration Premium
7 LEED Premiums beyond LEED Gold (for REC and IE Only)
8 AESS Grade Steel

ELEMENTAL ESTIMATE

ELEMENTAL COST SUMMARY
CONCEPT COST ANALYSIS

Turner & Townsend

Project:	Concept 1 Estimate	Cat:	
Location:	Cambridge, ON	File:	MS-DD-R4
Owner/Client:	Cambridge JUC	Date:	Feb 1, 2021
Architect:	C S & P Architects Inc	Project Number:	can21291
		Gross Floor Area:	**20,242 m2**

Element	Ratio to GFA	Elemental Quantity	Elemental Unit Rate	Elemental Amount	Cost/m2	Amount	
A SHELL							
A1 SUBSTRUCTURE					**$122.32**		
A11 Foundation	0.70	14,093 m2	$166.96	$2,353,000	$116.24		
A12 Basement Excavation	0.17	3,360 m3	$36.61	$123,000	$6.08	**$2,476,000**	**3%**
A2 STRUCTURE					**$386.52**		
A21 Lowest Floor Construction	0.70	14,093 m2	$76.56	$1,079,000	$53.31		
A22 Upper Floor Construction	0.30	6,149 m2	$443.65	$2,728,000	$134.77		
A23 Roof Construction	0.70	14,093 m2	$285.04	$4,017,000	$198.45	**$7,824,000**	**11%**
A3 EXTERIOR ENCLOSURE					**$482.91**		
A31 Walls Below Grade	0.02	400 m2	$700.00	$280,000	$13.83		
A32 Walls Above Grade	0.31	6,348 m2	$503.94	$3,199,000	$158.04		
A33 Windows & Entrances	0.07	1,416 m2	$1,152.54	$1,632,000	$80.62		
A34 Roof Covering	0.70	14,093 m2	$256.37	$3,613,000	$178.49		
A35 Projections	1.00	20,242 m2	$51.92	$1,051,000	$51.92	**$9,775,000**	**13%**
B INTERIORS							
B1 PARTITIONS & DOORS					**$290.19**		
B11 Partitions	1.03	20,759 m2	$236.87	$4,917,000	$242.91		
B12 Doors	0.02	329 No	$2,908.81	$957,000	$47.28	**$5,874,000**	**8%**
B2 FINISHES					**$231.55**		
B21 Floor Finishes	0.91	18,342 m2	$128.45	$2,356,000	$116.39		
B22 Ceiling Finishes	0.91	18,343 m2	$85.70	$1,572,000	$77.66		
B23 Wall Finishes	1.64	33,146 m2	$22.90	$759,000	$37.50	**$4,687,000**	**6%**
B3 FITTINGS & EQUIPMENT					**$303.53**		
B31 Fittings & Fixtures	1.00	20,242 m2	$118.42	$2,397,000	$118.42		
B32 Equipment	1.00	20,242 m2	$171.52	$3,472,000	$171.52		
B33 Conveying Systems	0.00	7 Stp	$39,285.71	$275,000	$13.59	**$6,144,000**	**8%**
C SERVICES							
C1 MECHANICAL					**$590.26**		
C11 Plumbing & Drainage	1.00	20,242 m2	$122.57	$2,481,000	$122.57		
C12 Fire Protection	1.00	20,242 m2	$41.45	$839,000	$41.45		
C13 H.V.A.C.	1.00	20,242 m2	$389.98	$7,894,000	$389.98		
C14 Controls	1.00	20,242 m2	$36.26	$734,000	$36.26	**$11,948,000**	**16%**
C2 ELECTRICAL					**$296.31**		
C21 Service & Distribution	1.00	20,242 m2	$92.93	$1,881,000	$92.93		
C22 Lighting, Devices & Heating	1.00	20,242 m2	$110.27	$2,232,000	$110.27		
C23 Systems & Ancillaries	1.00	20,242 m2	$93.12	$1,885,000	$93.12	**$5,998,000**	**8%**
NET BUILDING COST (Excluding Site)					$2,703.59	**$54,726,000**	**74%**
D SITE & ANCILLARY WORK							
D1 SITE WORK					**$295.43**		
D11 Site Development	5.11	103,442 m2	$46.69	$4,830,000	$238.61		
D12 Mechanical Site Services	5.11	103,442 m2	$7.25	$750,000	$37.05		
D13 Electrical Site Services	5.11	103,442 m2	$3.87	$400,000	$19.76	**$5,980,000**	**8%**
D2 ANCILLARY WORK					**$0.00**		
D21 Demolition	0.00	0 m2	$0.00	$0	$0.00		
D22 Alterations	0.00	0 m2	$0.00	$0	$0.00	**$0**	**0%**
NET BUILDING COST (Including Site)					$2,999.01	**$60,706,000**	
Z GENERAL REQUIREMENTS & ALLOWANCES							
Z1 GEN. REQ. & FEE	**11.0%**				**$329.91**		
Z11 General Requirements	9.0%			$5,464,000	$269.93		
Z12 Fee	2.0%			$1,214,000	$59.97	**$6,678,000**	**9%**
TOTAL CONSTRUCTION ESTIMATE (Excluding Allowances)						**$67,384,000**	**91%**
Z2 ALLOWANCES	**10.0%**				**$332.87**		
Z21 Estimating Allowance	10.0%			$6,738,000	$332.87		
Z22 Escalation Allowance	0.0%	Refer to Executive Summary		$0	$0.00		
Z23 Construction Allowance	0.0%	Refer to Executive Summary		$0	$0.00	**$6,738,000**	**9%**
HST	0.0%	EXCLUDED		$0	$0.00	**$0**	**0%**
TOTAL CONSTRUCTION ESTIMATE (Including Allowances)						**$74,122,000**	**100%**
						Cost/unit	
GFA	**20,242 m2**					**$3,662**	**m2**
GFA	**217,885 sf**					**$340**	**sf**

Turner & Townsend

ELEMENTAL COST SUMMARY
CONCEPT COST ANALYSIS

Project:	Concept 2 Estimate	Cat:	0
Location:	Cambridge, ON	File:	MS-DD-R4
Owner/Client:	Cambridge JUC	Date:	Feb 1, 2021
Architect:	C S & P Architects Inc	Project Number:	can21291
		Gross Floor Area:	**21,289 m2**

Element	Ratio to GFA	Elemental Quantity	Elemental Unit Rate	Elemental Amount	Cost/m2	Amount	
A SHELL							
A1 SUBSTRUCTURE					**$112.22**		
A11 Foundation	0.67	14,354 m2	$157.87	$2,266,000	$106.44		
A12 Basement Excavation	0.16	3,360 m3	$36.61	$123,000	$5.78	**$2,389,000**	**3%**
A2 STRUCTURE					**$395.93**		
A21 Lowest Floor Construction	0.67	14,354 m2	$76.63	$1,100,000	$51.67		
A22 Upper Floor Construction	0.33	6,935 m2	$461.14	$3,198,000	$150.22		
A23 Roof Construction	0.67	14,354 m2	$287.79	$4,131,000	$194.04	**$8,429,000**	**11%**
A3 EXTERIOR ENCLOSURE					**$464.61**		
A31 Walls Below Grade	0.02	400 m2	$700.00	$280,000	$13.15		
A32 Walls Above Grade	0.29	6,111 m2	$517.59	$3,163,000	$148.57		
A33 Windows & Entrances	0.06	1,326 m2	$1,216.44	$1,613,000	$75.77		
A34 Roof Covering	0.67	14,354 m2	$257.91	$3,702,000	$173.89		
A35 Projections	1.00	21,289 m2	$53.22	$1,133,000	$53.22	**$9,891,000**	**13%**
B INTERIORS							
B1 PARTITIONS & DOORS					**$291.42**		
B11 Partitions	1.02	21,792 m2	$239.58	$5,221,000	$245.24		
B12 Doors	0.02	339 No	$2,899.71	$983,000	$46.17	**$6,204,000**	**8%**
B2 FINISHES					**$230.78**		
B21 Floor Finishes	0.91	19,308 m2	$126.95	$2,451,000	$115.13		
B22 Ceiling Finishes	0.91	19,308 m2	$84.99	$1,641,000	$77.08		
B23 Wall Finishes	1.64	34,821 m2	$23.58	$821,000	$38.56	**$4,913,000**	**6%**
B3 FITTINGS & EQUIPMENT					**$294.57**		
B31 Fittings & Fixtures	1.00	21,289 m2	$118.56	$2,524,000	$118.56		
B32 Equipment	1.00	21,289 m2	$163.09	$3,472,000	$163.09		
B33 Conveying Systems	0.00	7 Stp	$39,285.71	$275,000	$12.92	**$6,271,000**	**8%**
C SERVICES							
C1 MECHANICAL					**$598.15**		
C11 Plumbing & Drainage	1.00	21,289 m2	$123.82	$2,636,000	$123.82		
C12 Fire Protection	1.00	21,289 m2	$41.76	$889,000	$41.76		
C13 H.V.A.C.	1.00	21,289 m2	$396.03	$8,431,000	$396.03		
C14 Controls	1.00	21,289 m2	$36.54	$778,000	$36.54	**$12,734,000**	**17%**
C2 ELECTRICAL					**$298.93**		
C21 Service & Distribution	1.00	21,289 m2	$94.74	$2,017,000	$94.74		
C22 Lighting, Devices & Heating	1.00	21,289 m2	$110.48	$2,352,000	$110.48		
C23 Systems & Ancillaries	1.00	21,289 m2	$93.71	$1,995,000	$93.71	**$6,364,000**	**8%**
NET BUILDING COST (Excluding Site)					$2,686.60	**$57,195,000**	**74%**
D SITE & ANCILLARY WORK							
D1 SITE WORK					**$269.58**		
D11 Site Development	4.86	103,442 m2	$44.36	$4,589,000	$215.56		
D12 Mechanical Site Services	4.86	103,442 m2	$7.25	$750,000	$35.23		
D13 Electrical Site Services	4.86	103,442 m2	$3.87	$400,000	$18.79	**$5,739,000**	**7%**
D2 ANCILLARY WORK					**$0.00**		
D21 Demolition	0.00	0 m2	$0.00	$0	$0.00		
D22 Alterations	0.00	0 m2	$0.00	$0	$0.00	**$0**	**0%**
NET BUILDING COST (Including Site)					$2,956.17	**$62,934,000**	
Z GENERAL REQUIREMENTS & ALLOWANCES							
Z1 GEN. REQ. & FEE	**11.0%**				**$325.19**		
Z11 General Requirements	9.0%			$5,664,000	$266.05		
Z12 Fee	2.0%			$1,259,000	$59.14	**$6,923,000**	**9%**
TOTAL CONSTRUCTION ESTIMATE (Excluding Allowances)						**$69,857,000**	**91%**
Z2 ALLOWANCES	**10.0%**				**$328.15**		
Z21 Estimating Allowance	10.0%			$6,986,000	$328.15		
Z22 Escalation Allowance	0.0%	Refer to Executive Summary		$0	$0.00		
Z23 Construction Allowance	0.0%	Refer to Executive Summary		$0	$0.00	**$6,986,000**	**9%**
HST	0.0%	EXCLUDED		$0	$0.00	**$0**	**0%**
TOTAL CONSTRUCTION ESTIMATE (Including Allowances)						**$76,843,000**	**100%**

			Cost/unit
GFA	**21,289 m2**		**$3,610 m2**
GFA	**229,155 sf**		**$335 sf**

Turner & Townsend

ELEMENTAL COST SUMMARY
CONCEPT COST ANALYSIS

Project:	Concept 3 Estimate	Cat:	0
Location:	Cambridge, ON	File:	MS-DD-R4
Owner/Client:	Cambridge JUC	Date:	Feb 1, 2021
Architect:	C S & P Architects Inc	Project Number:	can21291
		Gross Floor Area:	**20,831 m2**

Element	Ratio to GFA	Elemental Quantity	Elemental Unit Rate	Elemental Amount	Cost/m2	Amount	
A SHELL							
A1 SUBSTRUCTURE					**$118.53**		
A11 Foundation	0.59	12,347 m2	$190.01	$2,346,000	$112.62		
A12 Basement Excavation	0.16	3,360 m3	$36.61	$123,000	$5.90	**$2,469,000**	**3%**
A2 STRUCTURE					**$393.64**		
A21 Lowest Floor Construction	0.59	12,347 m2	$75.73	$935,000	$44.89		
A22 Upper Floor Construction	0.41	8,484 m2	$468.41	$3,974,000	$190.77		
A23 Roof Construction	0.59	12,347 m2	$266.54	$3,291,000	$157.99	**$8,200,000**	**11%**
A3 EXTERIOR ENCLOSURE					**$453.84**		
A31 Walls Below Grade	0.02	400 m2	$700.00	$280,000	$13.44		
A32 Walls Above Grade	0.32	6,656 m2	$504.81	$3,360,000	$161.30		
A33 Windows & Entrances	0.07	1,473 m2	$1,148.00	$1,691,000	$81.18		
A34 Roof Covering	0.59	12,347 m2	$246.62	$3,045,000	$146.18		
A35 Projections	1.00	20,831 m2	$51.75	$1,078,000	$51.75	**$9,454,000**	**13%**
B INTERIORS							
B1 PARTITIONS & DOORS					**$288.94**		
B11 Partitions	1.03	21,359 m2	$236.25	$5,046,000	$242.24		
B12 Doors	0.02	338 No	$2,878.70	$973,000	$46.71	**$6,019,000**	**8%**
B2 FINISHES					**$229.99**		
B21 Floor Finishes	0.91	18,874 m2	$127.42	$2,405,000	$115.45		
B22 Ceiling Finishes	0.91	18,873 m2	$85.10	$1,606,000	$77.10		
B23 Wall Finishes	1.64	34,088 m2	$22.88	$780,000	$37.44	**$4,791,000**	**6%**
B3 FITTINGS & EQUIPMENT					**$297.83**		
B31 Fittings & Fixtures	1.00	20,831 m2	$117.95	$2,457,000	$117.95		
B32 Equipment	1.00	20,831 m2	$166.67	$3,472,000	$166.67		
B33 Conveying Systems	0.00	7 Stp	$39,285.71	$275,000	$13.20	**$6,204,000**	**8%**
C SERVICES							
C1 MECHANICAL					**$589.22**		
C11 Plumbing & Drainage	1.00	20,831 m2	$122.13	$2,544,000	$122.13		
C12 Fire Protection	1.00	20,831 m2	$41.43	$863,000	$41.43		
C13 H.V.A.C.	1.00	20,831 m2	$389.47	$8,113,000	$389.47		
C14 Controls	1.00	20,831 m2	$36.20	$754,000	$36.20	**$12,274,000**	**16%**
C2 ELECTRICAL					**$295.91**		
C21 Service & Distribution	1.00	20,831 m2	$92.75	$1,932,000	$92.75		
C22 Lighting, Devices & Heating	1.00	20,831 m2	$110.12	$2,294,000	$110.12		
C23 Systems & Ancillaries	1.00	20,831 m2	$93.03	$1,938,000	$93.03	**$6,164,000**	**8%**
NET BUILDING COST (Excluding Site)					$2,667.90	**$55,575,000**	**74%**
D SITE & ANCILLARY WORK							
D1 SITE WORK					**$301.95**		
D11 Site Development	4.97	103,442 m2	$49.69	$5,140,000	$246.75		
D12 Mechanical Site Services	4.97	103,442 m2	$7.25	$750,000	$36.00		
D13 Electrical Site Services	4.97	103,442 m2	$3.87	$400,000	$19.20	**$6,290,000**	**8%**
D2 ANCILLARY WORK					**$0.00**		
D21 Demolition	0.00	0 m2	$0.00	$0	$0.00		
D22 Alterations	0.00	0 m2	$0.00	$0	$0.00	**$0**	**0%**
NET BUILDING COST (Including Site)					$2,969.85	**$61,865,000**	
Z GENERAL REQUIREMENTS & ALLOWANCES							
Z1 GEN. REQ. & FEE	**11.0%**				**$326.68**		
Z11 General Requirements	9.0%			$5,568,000	$267.29		
Z12 Fee	2.0%			$1,237,000	$59.38	**$6,805,000**	**9%**
TOTAL CONSTRUCTION ESTIMATE (Excluding Allowances)						**$68,670,000**	**91%**
Z2 ALLOWANCES	**10.0%**				**$329.65**		
Z21 Estimating Allowance	10.0%			$6,867,000	$329.65		
Z22 Escalation Allowance	0.0%	Refer to Executive Summary		$0	$0.00		
Z23 Construction Allowance	0.0%	Refer to Executive Summary		$0	$0.00	**$6,867,000**	**9%**
HST	0.0%	EXCLUDED		$0	$0.00	**$0**	**0%**
TOTAL CONSTRUCTION ESTIMATE (Including Allowances)						**$75,537,000**	**100%**
						Cost/unit	
GFA	**20,831 m2**					**$3,626**	**m2**
GFA	**224,225 sf**					**$337**	**sf**

Turner & Townsend

ELEMENTAL COST SUMMARY
CONCEPT COST ANALYSIS

Project:	Concept 4 Estimate	Cat:	0
Location:	Cambridge, ON	File:	MS-DD-R4
Owner/Client:	Cambridge JUC	Date:	Feb 1, 2021
Architect:	C S & P Architects Inc	Project Number:	can21291
		Gross Floor Area:	**20,629 m2**

Element	Ratio to GFA	Elemental Quantity	Elemental Unit Rate	Elemental Amount	Cost/m2	Amount	
A SHELL							
A1 SUBSTRUCTURE					**$121.29**		
A11 Foundation	0.68	14,018 m2	$171.85	$2,409,000	$116.78		
A12 Basement Excavation	0.11	2,171 m3	$42.83	$93,000	$4.51	**$2,502,000**	**3%**
A2 STRUCTURE					**$386.88**		
A21 Lowest Floor Construction	0.68	14,018 m2	$76.69	$1,075,000	$52.11		
A22 Upper Floor Construction	0.32	6,611 m2	$425.35	$2,812,000	$136.31		
A23 Roof Construction	0.68	14,018 m2	$292.05	$4,094,000	$198.46	**$7,981,000**	**11%**
A3 EXTERIOR ENCLOSURE					**$490.43**		
A31 Walls Below Grade	0.02	400 m2	$700.00	$280,000	$13.57		
A32 Walls Above Grade	0.31	6,442 m2	$515.83	$3,323,000	$161.08		
A33 Windows & Entrances	0.07	1,458 m2	$1,224.97	$1,786,000	$86.58		
A34 Roof Covering	0.68	14,018 m2	$260.88	$3,657,000	$177.27		
A35 Projections	1.00	20,629 m2	$51.92	$1,071,000	$51.92	**$10,117,000**	**14%**
B INTERIORS							
B1 PARTITIONS & DOORS					**$290.46**		
B11 Partitions	1.03	21,152 m2	$236.67	$5,006,000	$242.67		
B12 Doors	0.02	342 No	$2,883.04	$986,000	$47.80	**$5,992,000**	**8%**
B2 FINISHES					**$230.65**		
B21 Floor Finishes	0.91	18,693 m2	$127.80	$2,389,000	$115.81		
B22 Ceiling Finishes	0.91	18,693 m2	$85.33	$1,595,000	$77.32		
B23 Wall Finishes	1.64	33,765 m2	$22.92	$774,000	$37.52	**$4,758,000**	**6%**
B3 FITTINGS & EQUIPMENT					**$299.77**		
B31 Fittings & Fixtures	1.00	20,629 m2	$118.13	$2,437,000	$118.13		
B32 Equipment	1.00	20,629 m2	$168.31	$3,472,000	$168.31		
B33 Conveying Systems	0.00	7 Stp	$39,285.71	$275,000	$13.33	**$6,184,000**	**8%**
C SERVICES							
C1 MECHANICAL					**$589.90**		
C11 Plumbing & Drainage	1.00	20,629 m2	$122.30	$2,523,000	$122.30		
C12 Fire Protection	1.00	20,629 m2	$41.45	$855,000	$41.45		
C13 H.V.A.C.	1.00	20,629 m2	$389.94	$8,044,000	$389.94		
C14 Controls	1.00	20,629 m2	$36.21	$747,000	$36.21	**$12,169,000**	**16%**
C2 ELECTRICAL					**$296.14**		
C21 Service & Distribution	1.00	20,629 m2	$92.93	$1,917,000	$92.93		
C22 Lighting, Devices & Heating	1.00	20,629 m2	$110.14	$2,272,000	$110.14		
C23 Systems & Ancillaries	1.00	20,629 m2	$93.07	$1,920,000	$93.07	**$6,109,000**	**8%**
NET BUILDING COST (Excluding Site)					$2,705.51	**$55,812,000**	**75%**
D SITE & ANCILLARY WORK							
D1 SITE WORK					**$279.12**		
D11 Site Development	5.01	103,442 m2	$44.55	$4,608,000	$223.37		
D12 Mechanical Site Services	5.01	103,442 m2	$7.25	$750,000	$36.36		
D13 Electrical Site Services	5.01	103,442 m2	$3.87	$400,000	$19.39	**$5,758,000**	**8%**
D2 ANCILLARY WORK					**$0.00**		
D21 Demolition	0.00	0 m2	$0.00	$0	$0.00		
D22 Alterations	0.00	0 m2	$0.00	$0	$0.00	**$0**	**0%**
NET BUILDING COST (Including Site)					$2,984.63	**$61,570,000**	
Z GENERAL REQUIREMENTS & ALLOWANCES							
Z1 GEN. REQ. & FEE	**10.0%**				**$298.08**		
		Schools and CC 6%, REC and IE 9%					
Z11 General Requirements	8.0%			$6,149,000	$298.08		
Z12 Fee	2.0%			$0	$0.00	**$6,149,000**	**8%**
TOTAL CONSTRUCTION ESTIMATE (Excluding Allowances)						**$67,719,000**	**91%**
Z2 ALLOWANCES	**10.0%**				**$328.28**		
Z21 Estimating Allowance	10.0%			$6,772,000	$328.28		
Z22 Escalation Allowance	0.0%	Refer to Executive Summary		$0	$0.00		
Z23 Construction Allowance	0.0%	Refer to Executive Summary		$0	$0.00	**$6,772,000**	**9%**
HST	0.0%	EXCLUDED		$0	$0.00	**$0**	**0%**
TOTAL CONSTRUCTION ESTIMATE (Including Allowances)						**$74,491,000**	**100%**
						Cost/unit	
GFA	**20,629 m2**					**$3,611**	**m2**
GFA	**222,051 sf**					**$335**	**sf**

Turner & Townsend

ELEMENTAL COST SUMMARY
CONCEPT COST ANALYSIS

Project:	Concept 5 Estimate	Cat:	0
Location:	Cambridge, ON	File:	MS-DD-R4
Owner/Client:	Cambridge JUC	Date:	Feb 1, 2021
Architect:	C S & P Architects Inc	Project Number:	can21291
		Gross Floor Area:	**20,904 m2**

Element	Ratio to GFA	Elemental Quantity	Elemental Unit Rate	Elemental Amount	Cost/m2	Amount	
A SHELL							
A1 SUBSTRUCTURE					**$128.01**		
A11 Foundation	0.69	14,400 m2	$179.38	$2,583,000	$123.56		
A12 Basement Excavation	0.10	2,171 m3	$42.83	$93,000	$4.45	**$2,676,000**	**4%**
A2 STRUCTURE					**$389.64**		
A21 Lowest Floor Construction	0.69	14,400 m2	$76.67	$1,104,000	$52.81		
A22 Upper Floor Construction	0.31	6,504 m2	$428.04	$2,784,000	$133.18		
A23 Roof Construction	0.69	14,400 m2	$295.63	$4,257,000	$203.65	**$8,145,000**	**11%**
A3 EXTERIOR ENCLOSURE					**$504.11**		
A31 Walls Below Grade	0.02	400 m2	$700.00	$280,000	$13.39		
A32 Walls Above Grade	0.33	6,995 m2	$509.51	$3,564,000	$170.49		
A33 Windows & Entrances	0.08	1,596 m2	$1,186.72	$1,894,000	$90.60		
A34 Roof Covering	0.69	14,400 m2	$258.54	$3,723,000	$178.10		
A35 Projections	1.00	20,904 m2	$51.52	$1,077,000	$51.52	**$10,538,000**	**14%**
B INTERIORS							
B1 PARTITIONS & DOORS					**$289.13**		
B11 Partitions	1.03	21,437 m2	$235.66	$5,052,000	$241.68		
B12 Doors	0.02	346 No	$2,867.05	$992,000	$47.46	**$6,044,000**	**8%**
B2 FINISHES					**$229.53**		
B21 Floor Finishes	0.91	18,937 m2	$127.26	$2,410,000	$115.29		
B22 Ceiling Finishes	0.91	18,937 m2	$84.97	$1,609,000	$76.97		
B23 Wall Finishes	1.64	34,205 m2	$22.77	$779,000	$37.27	**$4,798,000**	**6%**
B3 FITTINGS & EQUIPMENT					**$297.02**		
B31 Fittings & Fixtures	1.00	20,904 m2	$117.78	$2,462,000	$117.78		
B32 Equipment	1.00	20,904 m2	$166.09	$3,472,000	$166.09		
B33 Conveying Systems	0.00	7 Stp	$39,285.71	$275,000	$13.16	**$6,209,000**	**8%**
C SERVICES							
C1 MECHANICAL					**$587.88**		
C11 Plumbing & Drainage	1.00	20,904 m2	$121.94	$2,549,000	$121.94		
C12 Fire Protection	1.00	20,904 m2	$41.38	$865,000	$41.38		
C13 H.V.A.C.	1.00	20,904 m2	$388.39	$8,119,000	$388.39		
C14 Controls	1.00	20,904 m2	$36.17	$756,000	$36.17	**$12,289,000**	**16%**
C2 ELECTRICAL					**$295.40**		
C21 Service & Distribution	1.00	20,904 m2	$92.52	$1,934,000	$92.52		
C22 Lighting, Devices & Heating	1.00	20,904 m2	$110.03	$2,300,000	$110.03		
C23 Systems & Ancillaries	1.00	20,904 m2	$92.85	$1,941,000	$92.85	**$6,175,000**	**8%**
NET BUILDING COST (Excluding Site)					$2,720.72	**$56,874,000**	**75%**
D SITE & ANCILLARY WORK							
D1 SITE WORK					**$268.42**		
D11 Site Development	4.95	103,442 m2	$43.13	$4,461,000	$213.40		
D12 Mechanical Site Services	4.95	103,442 m2	$7.25	$750,000	$35.88		
D13 Electrical Site Services	4.95	103,442 m2	$3.87	$400,000	$19.14	**$5,611,000**	**7%**
D2 ANCILLARY WORK					**$0.00**		
D21 Demolition	0.00	0 m2	$0.00	$0	$0.00		
D22 Alterations	0.00	0 m2	$0.00	$0	$0.00	**$0**	**0%**
NET BUILDING COST (Including Site)					$2,989.14	**$62,485,000**	
Z GENERAL REQUIREMENTS & ALLOWANCES							
Z1 GEN. REQ. & FEE	**9.9%**				**$297.36**		
Z11 General Requirements	7.9%	Schools and CC 6%, REC and IE		$6,216,000	$297.36		
Z12 Fee	2.0%			$0	$0.00	**$6,216,000**	**8%**
TOTAL CONSTRUCTION ESTIMATE (Excluding Allowances)						**$68,701,000**	**91%**
Z2 ALLOWANCES	**10.0%**				**$328.65**		
Z21 Estimating Allowance	10.0%			$6,870,000	$328.65		
Z22 Escalation Allowance	0.0%	Refer to Executive Summary		$0	$0.00		
Z23 Construction Allowance	0.0%	Refer to Executive Summary		$0	$0.00	**$6,870,000**	**9%**
HST	0.0%	EXCLUDED		$0	$0.00	**$0**	**0%**
TOTAL CONSTRUCTION ESTIMATE (Including Allowances)						**$75,571,000**	**100%**
						Cost/unit	
GFA	**20,904 m2**					**$3,615**	**m2**
GFA	**225,011 sf**					**$336**	**sf**

A6. STEERING COMMITTEE

City of Cambridge

Lesley Head, Director of Recreation, Arts and Culture

Rachel Fraser, Manager of Recreation and Culture

Mary Kennedy, Steering Committee Coordinator, Project Management Office Analyst

Archana Chaudhary, Project Manager

Helen Kelly, Chief Executive Officer, Idea Exchange

Jamie Kamula, Director, Public Services, Idea Exchange

Waterloo Region District School Board

Lauren Agar, Manager of Planning

Todd McDougall, Project Coordinator

Waterloo Catholic District School Board

Jennifer Passy, Manager of Planning

Adrian Frigula, Construction and Renovations Supervisor

A7. CONSULTING TEAM

CS&P Architects Inc., Architectural, Urban Planning, Educational Facility Planning

IBI Group, Civil

Lea Consulting, Structural

MNE Engineering, Mechanical and Electrical

BA Group, Transportation

Swallow and Associates, Acoustical

Turner Townsend, Cost

A8. OTHER RESOURCES

Region of Waterloo, Andrew Doman, P.Eng., Senior Engineer, Transportation Expansion, Design & Construction Division

City of Cambridge – Engineering and Transportation Services Community Development, Jason Leach, Senior Transportation Engineer

Region of Waterloo - Grand River Transit, Howard (Shen-Hao) Chang, Principal Planner, Transit Development

Grand River Conservation Authority - John Brum, Resource Planner.

report to City Council: Recreation Complex Opportunities, March 5, 2019, (Attachment B)

https://gosouthpoint.ca/

https://www.lakeviewhomesinc.com/community/the-morrison-preserve/

https://www.laurelviewhomes.com/communities/moffat-creek/

https://www.urbncambridge.ca/

A9. RELATED STUDIES & DOCUMENTS

City Report: Recreation Complex Opportunities, Mar 5, 2019

City Report: Recreation Complex – Recommendations, Jun 4, 2019

City Report: Recreation Complex and Library Capital Project, Feb 18, 2020

City Report: Cambridge Recreation Operating Plan, 2019

Library Letter: South East Galt Joint Development, Mar 31, 2006

Library: South East Public Library Vision Statement

Bosdale Subdivision Draft Plan of Subdivision 2019

Geotechnical Investigation for proposed Subdivision Southeast Galt Area Cambridge, Ontario by Naylor Engineering Associates Ltd, May 2005

Bosdale Subdivision Above Ground Servicing Plans, Feb 06 2020 (including Superimposed preliminary Active Transportation Plan information from Jason Leach, city of Cambridge)

Cambridge JUC Proposed Contours plan, IBI Group, November 16 2020

Figure b-1: Location of Southeast Galt Lands (Projected Development Plans and Population), City of Cambridge, GIS, February 27 2019.

Bike Your City Cycling Master Plan Final Report, March 2020

City of Cambridge Zoning By-Law No 150-85 (Consolidation January 2012 and Interactive Online Mapping)

GRCA Grand River Watershed Maps

- https://www.grandriver.ca/en/our-watershed/resources/Documents/Map_Watershed_Printable.pdf,

- Map generated from Ontario Ministry of Natural Resources and Forestry's Ontario Flow Assessment Tools (https://www.ontario.ca/page/watershed-flow-assessment-tool)

- https://www.cambridge.ca/en/your-city/resources/Moffat-Creek-Watershed-Plan.pdf

Waterloo Catholic District School Board

Report

Date: January 25th, 2021

To: Board of Trustees

From: Director of Education

Subject: Update on WCDSB Education Models

Type of Report:
- ☐ Decision-Making
- ☐ Monitoring
- ☒ Incidental Information concerning day-to-day operations

Type of Information:
- ☐ Information for Board of Trustees Decision-Making
- ☐ Monitoring Information of Board **Policy IV 012**
- ☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Executive Limitation IV 012 Communication to Board

Policy Statement and/or Education Act/other Legislation citation:

Policy 1 001 Ends
Policy IV 013 Leadership

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Background/Comments:

At the current time the schools of Waterloo Catholic continue to learn in our new pandemic reality. Our staff, students and parents have been introduced to a new way of experiencing learning and their schools, be that in our in-person learning environment or in the virtual environment of St Isidore. COVID-19 has changed the landscape of a traditional school experience and the staff of our board have planned, prepared and now implemented this new reality.

On December 21st the government of Ontario announced that school would return remotely for the first week of January. On January 7th, the government announced a state of emergency and declared that all students in Waterloo Region (and all of Southern Ontario) would remain in a remote learning environment until minimally January 25th. A further announcement was promised for January 20th to inform Waterloo Region if it would be remaining remote through February 10th or returning on January 25th. As part of the announcement on both December 21st and January 7th, it was indicated that schools would be open for face-to-face learning for those

vulnerable students with special education needs which could not be met in a remote learning environment. We successfully delivered program to that population from January 11th, 2021. Further, due to our regional COVID numbers, all schools remained fully virtual from January 4th through to February 8th. This was a significant challenge and accomplishment for both our staff and students.

We were able to deploy an additional 3200 Chromebooks to our students to ensure the delivery of synchronous learning for all of our students. This is in addition to the 5600 that were deployed to families last spring and early fall. With support from our central team, teachers worked tirelessly to ensure dynamic and engaging learning over the time that classes were remote. By all accounts, teachers, students and families worked very hard during this time and were happy to receive the invitation to return to in person learning at our schools. We received positive feedback from our stakeholders. The parents of our special needs students in schools valued and appreciated the opportunity for their children to have access to meaningful engagement, and our parents of our students who learned virtually commented on the patience and preparation our staff were required to engage in, in order to deliver meaningful learning. Those involved in in person learning returned to their schools on February 8th.

As reported in November through January, our numbers remain relatively stable with approximately 4,187 students learning virtually and 19,900 students learning face to face. Thus, at this point approximately 17% of our total student population has opted for the virtual learning environment. We have completed the online survey of our secondary parents in terms of their desire to switch modalities and the survey of elementary parents was completed by the evening of February 18th. Details are not fully known as this report goes to publication, but will be known by Board (night).

As reported in January, at the conclusion of the secondary survey – which was administered January 4th to 6th, we had 259 students who wanted to make the switch to virtual and 84 who want to make the switch back to face to face, with a net change/gain of 175 students to St Isidore. The elementary survey assessing family's desire to transition will be open Feb 16-18th – and the transition will be effective March 8th. This will likely necessitate one final re-organization in some of our elementary schools if there are more students moving to virtual than back to in person learning, as teachers will have to be surplused from our bricks and mortar schools to St Isidore.

We did not have any positive cases that have attended school in the month of January, but we did have an outbreak in early February at one school during the time we were providing in person learning to our vulnerable population. As of February 12th all individuals affected by that outbreak are back to school and all isolation periods are completed. A public health IPAC assessment was completed at the school and no significant concerns were identified. During the time of virtual learning, WCDSB was averaging 0-2 cases a day as we transitioned into February. These cases would not have attended while infectious so they did not count as school cases. Since the return to in person learning we are averaging approximately 3 – 5 cases a week.

All positive COVID cases begin with an origin in community and we are seeing WCDSB as a reflection of the broader community. Waterloo Region is currently in the red zone, which is a reflection of the decrease in cases in the region, since the provincial lockdown.

With the return to face-to-face learning there have been some additional safety enhancements that have been put into place in our Operational Guidelines. The changes have included mandatory masking in grades 1 – 3, so that now an exemption form is required if a child does not want to wear a mask in those grades. Locally we are still asking for masks in kindergarten. We have had a fair bit of parent activity voicing objection on this enhanced requirement. Our Masking AP has been updated to reflect that an exemption form is now required for students in grades 1 – 3, as masks are now mandatory based on provincial guidance. Masks are also now required outdoors where physical distancing cannot be maintained. Further – confirmation of daily screening is required by all staff and by our secondary students. This is an enhancement from the previous honour system. Now a firm confirmation is required. A staff system has been set up to facilitate this on staff net and students have a variety of ways they can confirm their screening, with a poster being available in every room should they arrive not having completed their screening.

Further, in terms of testing the province is moving toward pop-up community sites for symptomatic individuals and we are helping to publicize these sites through school-based communication in the communities where the pop-up sites are located. As well – asymptomatic testing will be made available for staff at local pharmacies. Finally, each week 2 schools, representing approximately 5% of our schools or 2% of our student population, will be identified for targeted asymptomatic testing. That decision will be made in collaboration with Public Health. Testing will be completed primarily by contracted companies and will be in both the PCR and antigen format.

On February 11th the Minister of Education announced that March Break would be postponed this year. The break will no longer fall in March but has been pushed out to April 12th to April 16th. There is a hope that this will be better timing to minimize the spread of COVID. Public Health and the Chief Medical Officer of Health respectively, informed and made this decision. They continue to maintain that the safest place for students is in school due to the rigor of our protocols. There is also the aspiration that vaccine roll-out will be starting to get to a better place by April. While this decision is certainly disappointing to a great many people – staff and families alike – there is gratitude that the break has not been cancelled entirely and that there will be an opportunity for some respite at the end of our Lenten season.

Planned for the end of this month is a survey for our staff and students on the virtual learning environment. This survey will assist us in providing requested metrics to the Ministry in compliance with PPM 164 but more importantly will give us some insight as to how staff, students and parents are experiencing synchronous virtual learning. A similar survey was already completed at St Isidore and we are keen to see it rolled out more thoroughly across the system. The survey was vetted at the CPIC table.

We are now in the process of both working through the day-to-day operational challenges of this year, as well as beginning our planning for the 2021-2022 school year. We have been told that we are planning for a more traditional school year. At the current time we are planning for a return to semestered learning in secondary and the scheduling and budget process has begun. As we progress and solidify our planning assumptions for next year, we will share those in subsequent COVID-monthly updates. We are also turning our attention to summer programming and what might be helpful in ensuring programming to students who are interested in learning intended to bridge gaps that may have occurred over the last year.

The fact that our students are still engaging in relatively full days of learning continues to be an accomplishment. Our landscape continues to evolve and it seems that we never go long before there is a new update or change that is required. We are conscious of these challenges and all that is being asked of both our staff and our students and parents. Again – it is fair to say that it is a reflection of our exemplary staff that we continue to work to overcome these hurdles. The desire for choice has been presented to parents and we realize people are in different places with their comfort level with COVID. We are pleased to receive the stories of success from our families experiencing all of our various modalities of learning. Health and safety will continue to remain our primary concern and motivator. Things do continue to evolve despite the best of planning and that is what tonight's report further highlights. What continues to remain constant is the dedication and resilience of our staff, students and WCDSB community.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 4.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Date: **February 22 2021**

To: Board of Trustees

From: Student Trustees

Subject: Student Trustee Report for February 2021

Type of Report: Incidental Information

Type of Information: Information only of the activities of the Board Chair

Policy Statement and/or Education Act/other Legislation citation:

Policy II 011 Student Representation on the Board
Policy II 012 Student Trustee Role Description

Background/Comments:

February is Black History Month, and this was demonstrated in powerful ways through all our high schools. Informational and awareness campaigns were in place throughout the month for review by students and staff, as well as ways to support the BIPOC community in the Waterloo Region. Additionally, students were able to celebrate Valentine's Day in creative and virtual ways on their different platforms. Students transitioned from quadmester 2 to quadmester 3.

Common Activities Hosted by The Schools:

- **Commonplace Trivia:** Students at Monsignor Doyle and Resurrection will both have the opportunity to participate in their school's trivia nights. This is a virtual initiative designed to educate students about their respective school communities, as well as connect with the student body on a fun and creative virtual platform.
- **Black History Month:** February is Black History Month. In spite of COVID restrictions preventing regular activities, student councils are using the available resources to spread awareness. Specifically, information surrounding the history of the BIPOC community and the importance of these conversations. Initiatives, highlighting contributions to society by Black individuals, sharing names and locations of local Black-owned businesses for

students to support, and discussing the importance of creating an inclusive community are all activities that schools are participating in.

- **Valentine's Day Events:** Each school has taken their own approach to Valentine's day this year in order to cater to their student body. Virtual Valentine's grams, contests, and games are all being planned and executed for the week of February 15-19.

Student Trustee Role Update:

- **Incoming Student Trustee Elections:** On Wednesday February 17, 2021 the incoming Student Trustee election took place. This took place online via Microsoft Teams from 8:30am-11:30pm. At the time of the COW meeting, the current ST's will be able to announce whom the newly elected candidates are.
- **Board-Wide Initiative:** The Student Senate has been hard at work planning this year's board-wide-initiative, entitled: Harbouring Hope, a Journey of Transformation. In summary, students from grades K-12 will be given the option to submit art pieces, which will then be compiled into a digital scrapbook. This scrapbook will include messages from the Student Senate, bible verses, etc- shaped around the current pastoral theme of "Gathered to Become". Over the next few weeks details will be finalized with Mr. Olson, and announced to the public with a letter and promo video on March 5th. The approximate timeline, mission statement, and project description will be sent out for your convenience.
- **Professional Development:** OSTA AECO's annual Board Council conference takes place Thursday Feb. 19th- Sunday 21st, 2021. The agenda includes but is not limited to the following: working group breakout sessions, board council breakouts, networking, and a keynote relating to wellness during busy times. The CBC session is planned to relate to the Ecological Sustainability pillar, and the 2019 document put out by the team. Additionally, on February 19th, the ST's will be attending part 2 of the Osgoode, HR seminar.
- **Student Senate:** The February Senate meeting will take place in the afternoon following the ST elections.The 2 topics to cover are ESLC and HH planning. The 2021 Elementary Student Leadership Conference will take place virtually (similar to SAC Unity). All of the content will be pre-recorded, and released on April 23, 2021. Due to the virtual format, it has been decided by the ST's in collaboration with the SAC directors that the content will be available to all grade 7-8 students (rather than a select few in previous years). The tentative agenda includes the following: activity by co president pairs on each of the DOR themes, as well as the topic videos previously filmed for Unity. The HH initiative was introduced at the monthly Senate meeting on February 17th, and tasks have since been delegated to the Co-Presidents accordingly.
- **Grade 7/8 DOR Packages:** The monthly DOR package was sent out to teachers as usual the second week of the month. The survey results sent out in January are in the process of being reviewed, and used for further program improvement.
- **Pastoral Care Committee:** In collaboration with Trustee Price, Trustee Barbosa is working to organize an interactive speaker for the Board of Trustees, and Senior Admin. John Mac (the desired speaker), has been contacted via email. Mr Mac will be speaking on the topic of: "Staying United In Our Faith While Apart". Further details will be shared shortly as they are confirmed.
- **Miscellaneous Tasks:** Trustee Barbosa continues to organize, and send out the required information for the prayer partners initiative.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: **Kate Morrison and Abby Barbosa**, Student Trustees

*Bylaw 4.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Report

Date: February 22, 2021

To: Board of Trustees

From: Chair of the Board

Subject: Chair's Report for February 22, 2021

Type of Report: ☒ Incidental Information

Type of Information: ☒ Information only of the activities of the Board Chair

Policy Statement and/or Education Act/other Legislation citation:

Policy I 001 Ends
Policy II 003 Board Job Description
Policy II 004 Advocacy and Advertising

Background/Comments:

Listed below are the meetings/events I attended for the month of February.

- Weekly teleconference calls with Minister Lecce, DM Nancy Naylor, Dr. Tepper, Board Chairs and Directors – February 1st, 8th, 11th, 16th, and 22nd.
- Attended the following committee meetings - SEAC February 3rd , CPIC on February 9th and FACE on February 10th.
- Participated in our 2nd PD session regarding monitoring reports with all trustees and the Director of Education.
- Attended the 2nd Intensive Human Rights Training Session for School Board Leaders provided through Osgoode PD with fellow Trustees on February 19th.
- Connected with Student Trustee Candidates – email and phone.
- Plan on attending the State of the Region Address on February 26th with Trustees Conway, Price, Weiler as well as Director Notten.

Recommendation:

This report is for the information of the Board.

Prepared/Reviewed By: Melanie Van Alphen, Chair of the Board

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Friday, January 29, 2021 1:49 PM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA Memo: SAVE THE DATE - CEW 2021 - Province-Wide Mass

Ontario Catholic School Trustees' Association

January 29, 2021

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Anne O'Brien, Director of Catholic Education

SUBJECT: ***SAVE THE DATE: Catholic Education Week 2021 – Province-Wide Mass***

We are pleased to announce that His Eminence, Thomas Cardinal Collins will be celebrating the Catholic Education Week Mass scheduled for **Wednesday, May 5, 2021 at 11:00 a.m. EST**. All students, families, board staff, trustees, and the broader Catholic community are invited to participate "virtually" in this celebration of the Eucharist.

We hope that at your respective boards you will be able to share and promote information about this special Mass for Catholic Education Week. We are thankful for the support from Cardinal Collins and staff at the Archdiocese of Toronto for making this provincial "virtual" event possible.

Stay tuned for further information pertaining to this year's province-wide mass.

Thank you.

CATHOLIC EDUCATION: NURTURING HOPE
MAY 2 – MAY 7, 2021
CATHOLIC EDUCATION WEEK

ASHLEE CABRAL | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON, M4R 1K8 | 416-932-9460 Ext. 230 | Website: www.ocsta.on.ca

CATHOLIC EDUCATION: *Nurturing Hope*

OCSTA Newswire – February 4, 2021

By [Sharon McMillan]
Feb 4, 2021

[OCSTA Newswire]

[0 Comments]

Upcoming Events

OCSTA Annual General Meeting

On **Saturday, May 1, 2021** from **9:00am – 12:00 p.m. (EDT)** OCSTA will convene virtually to address items which are required elements of an Annual General Meeting.

A meeting invitation for the "virtual" Annual General Meeting will be distributed to all Catholic school Trustees and Directors of Education. Instructions and parameters for participating in the virtual AGM will be provided by OCSTA closer to the meeting date.

Election of Regional Directors – Regions 1, 2, 3, 4, 5, 9, 10, 11

Members will be able to vote electronically. Rules, regulations and required parameters will be provided to all members in advance of the meeting.

Nomination form for election of Regional Director – please download and complete. The deadline date for receipt of nominations (via email) is **9:00 a.m. (EDT)** on **April 7, 2021**.

Please submit complete nomination forms to Connie Araujo-De Melo at cdemelo@ocsta.on.ca.

If no nominations are received by the deadline, nominations shall remain open for the region for which no nomination was received, until 7:00 a.m. on Saturday, May 1.

Proxies

Due to the AGM being conducted by virtual means, eligible voters will have the option to assign a proxy during the AGM registration process, replacing the hardcopy proxy form.

Important Deadline Dates

Important deadline dates for receipt of Resolutions, Nominations and Proxies are as follows:

- (Past) Deadline for Receipt of Resolutions – January 29, 2021 – 12:00pm (EST) *(as per resolution memos distributed on Oct. 13, 2020 & Jan. 19, 2021)*
- Deadline for Receipt of Nominations – April 7, 2021 – 9:00am (EDT)
- Deadline for Assignment of Proxies – April 29, 2021 – 9:00am (EDT)

Resumption of In-Person Learning

On February 3, Minister Lecce announced the dates for the return of in-person learning in all remaining Ontario public health units (PHUs). The government's decision was based on the advice of Ontario's Chief Medical Officer of Health, the unanimous recommendation of the Council of Medical Officers of Health, and with the support of local Medical Officers of Health.

Elementary and secondary schools in the following PHUs will return to in-person learning on Monday, February 8, 2021:

- Brant County Health Unit
- Chatham-Kent Public Health
- Durham Region Health Department
- Haldimand-Norfolk Health Unit

- Halton Region Public Health
- City of Hamilton Public Health Services
- Huron Perth Public Health
- Lambton Public Health
- Niagara Region Public Health
- Simcoe-Muskoka District Health Unit
- Region of Waterloo Public Health and Emergency Services
- Wellington-Dufferin-Guelph Public Health
- Windsor-Essex County Health Unit

Elementary and secondary schools in the following PHUs will return to in-person learning on Tuesday, February 16, 2021:

- Peel Public Health
- Toronto Public Health
- York Region Public Health

Read full News Release

Read President Daly's Response

Additional Funding To Keep Schools Safe from COVID-19

On February 1, the government announced that $381M would be provided to Ontario's school boards through the Federal Safe Return to Class Fund to keep schools safe from COVID-19.

Read OCSTA's News Release Response to this additional funding.

2021 Grants for Student Needs

On January 21, the OCSTA 2021/2022 Grants for Student Needs Brief was submitted to the Minister of Education. The submission represents the input and priorities of Ontario's 29 Catholic District School Boards.

Read the OCSTA GSN Submission

Budget Consultations

The government has launched an online consultation process to allow Ontarians to submit feedback and participate in an online survey regarding current funding priorities and issues with respect to the impact of the COVID-19 pandemic. Topics listed for comment in the survey include: building more hospitals and schools; improving education for students; bringing broadband to underserved areas, and; building infrastructure such as public transit, highways and bridges.

How to participate

You can share your ideas in the following ways:

Take a survey

Participate in the online survey.

Send a written submission

Submit your ideas, in 500 words or less, and send them by email or mail.

Email

Send your submission to submissions@ontario.ca and:

- include your name or the name of your organization
- use "**2021 Budget Consultations**" in the subject line
- attach your submission as a PDF or Word document

Mail

Mail your submission to:

The Honourable Peter Bethlenfalvy

Minister of Finance

c/o Budget Secretariat

Frost Building North, 3rd Floor

95 Grosvenor Street

Toronto, Ontario M7A 1Z1

Deadline for submissions is February 12, 2021.

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Monday, February 8, 2021 5:19 PM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: News Release - Ontario Extending Stay-At-Home Order Across Most of Province to Save Lives

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Ontario Catholic School Trustees' Association

February 8, 2021

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: News Release – Ontario Extending Stay-At-Home Order Across Most of Province to Save Lives

Please see attached news release regarding Ontario extending stay-at-home order, sent to you for your reference.

Ontario Newsroom

News Release

Ontario Extending Stay-at-Home Order across Most of the Province to Save Lives

February 8, 2021

Public Health Units to Gradually Return to the COVID-19 Response Framework

TORONTO — In consultation with the Chief Medical Officer of Health, the government is moving to a regional approach and maintaining the shutdown in the majority of the public health regions in Ontario, including the Stay-at-Home order and all existing public health and workplace safety measures. When it is safe to do so, the province will gradually transition each region from the shutdown measures to a revised and strengthened *COVID-19 Response Framework: Keeping Ontario Safe and Open* (the "Framework").

Details were provided today by Premier Doug Ford, Christine Elliott, Deputy Premier and Minister of Health, Solicitor General Sylvia Jones, and Dr. David Williams, Chief Medical Officer of Health.

"Our number one priority will always be protecting the health and safety of all individuals, families and workers across the province," said Premier Ford. "But we must also consider the severe impact COVID-19 is having on our businesses. That's why we have been listening to business owners, and we are strengthening and adjusting the Framework to allow more businesses to safely reopen and get people back to work."

To support the province's economic recovery, the government has updated the Framework to allow for a safer approach to retail. Limited in-person shopping in Grey-Lockdown zones will be permitted with public health and safety measures, such as limiting capacity to 25 per cent in most retail settings. In addition,

public health and safety measures in retail settings will be strengthened for other levels of the Framework. Individuals will also be required to wear a face covering and maintain physical distance when indoors in a business, with limited exceptions.

Other measures include a requirement for individuals to wear a face covering when attending an organized public event or gathering (where permitted) if they are within two metres distance of another individual who is not part of their household (both indoor and outdoor). All other requirements for gatherings and organized public events would be maintained.

Based on the improving local trends of key indicators, including lower transmission of COVID-19, improving hospital capacity, and available public health capacity to conduct rapid case and contact management, the following three regions will be moving back to the Framework at the Green-Prevent level on Wednesday, February 10, 2021 at 12:01 a.m. and will no longer be subject to the Stay-at-Home order:

- Hastings Prince Edward Public Health;
- Kingston, Frontenac and Lennox & Addington Public Health; and
- Renfrew County and District Health Unit.

Due to the fact that public health trends are improving in some regions faster than others, the current Stay-at-Home order will be amended and individual orders making it applicable to each public health region will be made except for the three above. It is proposed that the Stay-at-Home order will continue to apply to 28 public health regions until Tuesday, February 16, 2021. For Toronto, Peel and York regions, it is proposed that the Stay-at-Home order will continue to apply until Monday, February 22, 2021. Final decisions will be subject to review of the trends in public health indicators at that time.

"While we have seen some progress in our fight against COVID-19, the situation in our hospitals remains precarious and the new variants pose a considerable threat to all of us," said Minister Elliott. "As we cautiously and gradually transition out of the provincewide shutdown, we have developed an emergency brake system giving us the flexibility to contain community spread quickly in a specific region, providing an extra layer of protection."

Recognizing the risk posed by new variants to the province's pandemic response, Ontario is introducing an "emergency brake" to allow for immediate action if a public health unit region experiences rapid acceleration in COVID-19 transmission or if its health care system risks becoming overwhelmed. If this occurs, the Chief Medical Officer of Health, in consultation with the local medical officer of health, may advise immediately moving a region into Grey-Lockdown to interrupt transmission.

"While we are seeing our numbers trend in the right direction, our situation remains precarious as the variants of concern remain a serious risk," said Dr. Williams. "This is not a re-opening or a 'return to normal' and we must continue to limit close contact to our immediate households and stay at home except for essential reasons. By continuing to follow all public health and workplace safety measures, we can continue to reduce the number of new cases and the strain on our health system."

In addition, the provincial emergency declared under s 7.0.1 of the *Emergency Management and Civil Protection Act* (EMPCA) will be allowed to terminate at the end of February 9, 2021. While the provincewide Stay-at-Home order will cease to apply in some regions as of February 10, 2021, everyone is strongly advised to continue to stay at home, avoid social gatherings, minimize travel between areas with different rules, and limit close contacts to their household. Employers in all industries should continue to make every effort to allow employees to work from home.

Enforcement of residential evictions will remain paused in the public health unit regions where the provincial Stay-at-Home order remains in effect. This will ensure people are not forced to leave their homes. In regions where the Stay-at-Home order is lifted, the regular process for residential eviction enforcement will resume.

Orders currently in force under the EMCPA have been extended to February 23, 2021 and will be extended further if necessary. O.Reg.55/21 (Compliance Orders for Retirement Homes) is currently in effect until February 19, 2021.

"While the declaration of emergency will be ending, the risks posed by COVID-19 and the new variants remain serious concerns," said Solicitor General Jones. "That's why extending the stay-at-home orders for most of the province is necessary to protect our communities, our most vulnerable populations, and stop the spread of COVID-19. We continue to urge all Ontarians to follow public health guidelines and stay home, stay safe, and save lives."

The Chief Medical Officer of Health will continue to consult with public health and other experts, review data, and provide advice to the government on the appropriate and effective measures that are needed to protect the health of Ontarians. Municipalities and local medical officers of health may have additional restrictions or targeted requirements in their region.

From: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Sent: Tuesday, February 9, 2021 11:32 AM
To: OCSTA - Marie Palombi <MPalombi@ocsta.on.ca>
Subject: OCSTA: COPYRIGHT -- CMEC Social Media Posts re Copyright for Fair Dealing Week / Feb 22 – 26, 2021

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Ontario Catholic School Trustees' Association

February 9, 2021

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: **Copyright and Fair Dealing Awareness Week February 22-26, 2021**

As you are aware, each year towards the end of February the Copyright Consortium of the Council of Ministers of Education, Canada (CMEC) launches an awareness campaign on the Fair Dealing Guidelines. This year the CMEC plans to be active in social media through the last week of February (22nd-26th) – Education Stakeholders' International Awareness Drive for Fair Use/Fair Dealing Week (FDW2021).

I want to thank our trustee representative on the CMEC, Elizabeth Crowe, for her outstanding contributions supporting the CMEC and its Tariff Sub-Committee, and OCSTA staff Steve Andrews for his important work regarding this matter.

This year's campaign will profile the support Canadian teachers and students have for the educational use of fair dealing. The Consortium will also be promoting **FairDealingDecisionTool.ca**, a website to support board staff. We will be featuring the hashtag #fairdealingworks to complement the greater awareness efforts of educators around the world during Fair Use/Fair Dealing Week.

As CMEC has done in previous years for Fair Dealing Week, the Consortium is sharing the social media materials in advance with all school boards throughout Ontario (see attached). Here is a toolkit of CMEC digital materials created for the campaign:

- buttons (like the one above) for use on websites, Facebook pages, Twitter
- #fairdealingworks images for use on Facebook and Twitter
- sample FB and Twitter posts

Any assistance in building greater awareness for the subject of copyright and use of fair dealing is appreciated. Please e-mail me (pdaly@ocsta.on.ca) or Steve Andrews (sandrews@ocsta.on.ca) directly if you have any questions or wish to share some insights on what your board is doing for Fair Dealing Week 2021.

MARIE PALOMBI
Ontario Catholic School Trustees' Association
1804 – 20 Eglinton Avenue West
Toronto, ON M4R 1K8
416-932-9460 Ext. 234 l Website: www.ocsta.on.ca

2021 Fair Dealing Week campaign for Twitter and Facebook

FB/Tw EN Hashtags: #fairdealingworks and #cdnteachers
Twitter FR Hashtags: #lutilisationéquitablefonctionne et #personnelenseignantduCan
URL of Web site: http://fairdealingdecisiontool.ca/
URL du site Web : www.OutilDecisionUtilisationEquitable.ca

ENGLISH	FRENCH	NOTES
Teachers, Copyright, and Fair Dealing Know your rights. Know the limits. www.FairDealingDecisionTool.ca	Enseignants et droit d'auteur Connaissez vos droits. Connaissez vos limites. www.OutilDecisionUtilisationEquitable.ca	Feature tweet to repeat often
Made for Teachers The Fair Dealing Decision Tool www.FairDealingDecisionTool.ca	Conçu pour les enseignants Outil de Decision sur L'Utilisation Équitable www.OutilDecisionUtilisationEquitable.ca	Feature tweet to repeat often
Teachers: Questions about copyright and fair dealing? Answers at your fingertips! Click: www.FairDealingDecisionTool.ca	Enseignants : Questions sur le droit d'auteur? Réponses sous la main! Cliquez sur : www.OutilDecisionUtilisationEquitable.ca	Alternative
Supreme Court of Canada said teachers can copy "short excerpts" for students. Learn about fair dealing @ www.FairDealingDecisionTool.ca	La Cour suprême dit que les enseignants peuvent reproduire de « courts extraits » pour les élèves. Plus d'info à www.OutilDecisionUtilisationEquitable.ca	Alternative
Fair Dealing Guidelines apply to on-line lesson materials for students. Consult www.FairDealingDecisionTool.ca.	Les *Lignes directrices sur l'utilisation équitable* s'appliquent aux ressources des leçons en ligne pour les élèves. Consultez www.outildecisionutilisationequitable.ca.	Alternative

Copyright and Fair Dealing

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FairDealingDecisionTool.ca

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Fair Dealing Week 2021

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From:	Loretta Notten
To:	Alice Figueiredo
Subject:	FW: OCSTA Memo - Together in Faith: Home, School, Parish Resource
Date:	Tuesday, February 9, 2021 6:12:05 PM
Attachments:	Home.School.Parish Resource-Order Form-Fillable.pdf image002.png

FYI – for Feb Board…please and thanks

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

519-578-3660 | loretta.notten@wcdsb.ca

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Tuesday, February 9, 2021 6:10 PM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA Memo - Together in Faith: Home, School, Parish Resource

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February 9, 2021

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Patrick Daly, President

SUBJECT: **Together in Faith: Home, School, Parish Resource**

In response to a request at the recent OCSTA Board of Directors' meeting on Friday, February 5th, we have been asked to organize a centralized procurement and distribution of the new *Together in Faith: Home, School, Parish* resource, as some boards have expressed that they would like to distribute individual copies to their schools and parishes. By ordering through a centralized procurement, OCSTA will tend to ordering and providing copies of this resource at a cost of **$3.10 per copy.**

If you are interested in ordering, please complete the enclosed order form and send with payment to the attention of:

Ashlee Cabral
Ontario Catholic School Trustees' Association
20 Eglinton Avenue West
Suite 1804
Toronto, ON M4R 1K8

All orders must be submitted by: **Wednesday, February 17, 2021**.

If you have any questions, please do not hesitate to contact Anne O'Brien, Director of Catholic Education, OCSTA (aobrien@ocsta.on.ca).

Thank you.

Ashlee Cabral | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON, M4R 1K8 | 416-932-9460 Ext. 230 | Website: www.ocsta.on.ca

CATHOLIC EDUCATION: *Nurturing Hope*

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Ontario Catholic School Trustees' Association

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20 EGLINTON AVENUE WEST, SUITE 1804
PO BOX 2064
TORONTO, ON M4R 1K8

From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Wednesday, February 10, 2021 4:14 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: Gather Us In: Building Meaningful Relationships in Catholic Schools Amid a COVID-19 Context

Ontario Catholic School Trustees' Association

February 10, 2020

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

CC: Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: **Gather Us In:** ***Building Meaningful Relationships in Catholic Schools Amid a COVID-19 Context***

I thought the attached article would be of interest to you.

CONNIE ARAUJO-DE MELO I Ontario Catholic School Trustees' Association I 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 I t 416-932-9460 ext. 226

CATHOLIC EDUCATION: ***Nurturing Hope***

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COVID-19 and Catholic Schools

9-2020

Gather Us In: Building Meaningful Relationships in Catholic Schools Amid a COVID-19 Context

Ronald D. Fussell
Creighton University, ronaldfussell@creighton.edu

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Gather Us In: Building Meaningful Relationships in Catholic Schools Amid a COVID-19 Context

Ronald D. Fussell
Creighton University

During the COVID-19 pandemic, Catholic schools in the United States pivoted from traditional learning to a remote learning model to maintain continuity of instruction for students. This pivot has served as a catalyst for academic innovation in many Catholic schools. As Catholic schools turn their attention to the possibility of remote learning in the fall of 2020, it is important now to consider how remote learning impacts interpersonal relationships within the school community. This reflective essay examines implications of relationship building in a remote learning context using Cook and Simonds's (2011) framework for relationships for Catholic schools as a lens. By attending to the various relationships within the Catholic school community in a remote learning context, teachers and leaders together can take steps to ensure that the distinctive Catholic identity of the school community remains intact.

Keywords
COVID-19, pandemic, community, relationships, remote learning

In March of 2020, Catholic school communities were challenged in ways that none could have ever predicted. With the emergence of the COVID-19 pandemic and resulting social distancing mandates, Catholic schools in the United States took on the unprecedented task of pivoting to remote instruction to maintain continuity of their students' educational experiences. Many Catholic schools responded with grace, determination, and grit. Kitchen tables became school desks, basements became classrooms, and online meetings emerged as the fora for well-planned lessons. By the end of the 2019-2020 academic year, the COVID-19 pandemic was the catalyst for true instructional innovation in these Catholic schools. However, while instructional innovation is important, so too is relationship-building, and this is especially true in the Catholic school setting. Given the isolated, asynchronous nature of remote instruction, it is important to consider these broader implications of taking the entire educational enterprise online.

Journal of Catholic Education, Vol. 23, No. 1, Summer/Fall 2020, pp. 149-161. This article is licensed under a Creative Commons Attribution 3.0 International License.
https://doi.org/10.15365/joce.2301102020

With uncertainty regarding a return to face-to-face instruction in 2020, as well as the possibility of a second wave of illness that may prompt a return to remote instruction, Catholic schools need to examine the impact of distance learning on the interpersonal relationships with which students are connected. After all, remotely or in person, the essence of community in Catholic education remains. Community is central to the mission of Catholic education, and Catholic schools are settings where students are to be formed as "persons-in-community" (United States Conference of Catholic Bishops [USCCB], 1972, §13). As the Congregation for Catholic Education [CCE] (1972) proclaimed, "the school must be a community whose values are communicated through the interpersonal and sincere relationships of its members and through both individual and corporative adherence to the outlook on life that permeates the school" (§32). This emphasis on relationships and community begs the question, what should Catholic school relationships and community look like in a COVID-19 context?

The Case for Intentional Community in the Catholic School

Strong communities are essential for Catholic schools to achieve their intended purpose. While this may seem to be an obvious and universal assertion for any school setting, Church documents and scholars affirm the essence of relationships and community in a specific Catholic context. Catholic schools are called "to create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity" (Vatican Council II, 1965, §8). Their *proper function* is community - one that is illumined by the Gospel spirit and that prioritizes relationships between students and teachers (Miller, 2006). A school's values are transmitted within and beyond this community through a robust network of interpersonal relationships (CCE, 1972). From the perspective of the Catholic school teacher, this idea of community becomes the setting in which the teacher models the "kind of spiritual innovation which will manifest different forms of evangelization" (CCE, 1972, §23). In addition to teachers and students, a Catholic school community is inclusive of a range of other stakeholders, including parents, educational leaders, and non-teaching staff. All play a role in advancing the school's mission through interpersonal relations (CCE, 1997).

At the time of the publication of this article, 60 Catholic schools in the United States have announced closures that are a result, at least partially, of the COVID-19 pandemic (CATO Institute, 2020). With the pandemic exacerbating existing concerns about enrollment and school closures, it is even more important to understand how the concept of *community* can be a driver for school choice and enrollment.

Parents value the tight-knit community of a Catholic school. According to a recent study commissioned by the National Catholic Educational Association, one advantage of Catholic schools is a strong sense of community grounded in Catholic values, and the quality of a school's community is a motivating factor that leads parents to enroll their children in Catholic schools (Mayhill Strategies LLC, 2018). These findings echo a similar study that found that of 18 potential motivating factors that led Catholic parents to enroll a child in a Catholic school, *a sense of community* was rated fifth (Gray, 2014). If the idea that nothing exists without relationships (Wheatly, 2002) is true, then parents who don't perceive the communal and relational value of Catholic education for their children will likely seek it elsewhere.

The Realities of Relationship-Building in the Remote Learning Setting

Normally, the primary opportunity for students to find their place in the Catholic school community occurs in the classroom and is facilitated by the teacher. As the Congregation for Catholic Education (1972) stated, "the teacher can form the mind and heart of his pupils and guide them to develop a total commitment to Christ, with their whole personality enriched by human culture" (§40). What is the nature of this relationship in a remote learning context, and how does it invite students into a faith-filled learning community?

While research on the impact of remote learning on relationships in PK-12 schools is scant, scholars have examined more thoroughly the nature of relationships and community in online programs in higher education. Unsurprisingly, cultivating community in these settings can be difficult (Lewis, McVey-Dyche, Chen, & Seto, 2015; Shi & Weber, 2017). This can be attributed, in part, to the isolation that students can experience when they lack exposure to the environmental cues and social interactions that would normally be present in a traditional classroom setting (Liu, Magjuka, Bonk, & Lee, 2007). Diminished opportunities for face-to-face encounters with others limits distance students' opportunities to experience the positive culture and climate of the school community (Rovai, Wighting, & Liu, 2005). When one begins to apply these factors in a PK-12 context, the concerns expand to intersect with developmental needs of elementary, middle, and high school students. This is not to mention other challenges related to remote teaching and learning, such as the availability of technological resources to students and to the school, or the extent to which teachers and students have been equipped with the skills to succeed in a remote learning setting.

However, there is hope, as a shift in focus to more student-centered approaches to teaching and learning in the remote learning setting can build community between students and teachers in new and innovative ways. These directions prioritize the constructivist perspective that students can acquire knowledge by attaching new learning to existing life experiences. According to Rovai (2003), "A constructivist learning environment . . . is one that is learner-centered, where the focus is on learning rather than teaching, and where active learning and cooperation through discussion take place" (p. 90). Holz (2017) recommends that a constructivist approach in a remote learning scenario a) prioritize real-word scenarios, b) enable dialogue, c) call teachers to provide questions instead of answers, and d) encourage the extension of lines of questioning in the learning environment. Findings such as these have clear implications on PK-12 remote learning practice in Catholic schools. If Catholic school teachers adopt a constructivist approach that prioritizes learner experiences over the delivery of content, then relationships between students and teachers can be strengthened, and students will more likely feel connected to a vibrant learning community.

Embracing a Charism of Relationships

Noting the lack of an organizing structure in Church documents that makes concrete the essence of Catholic education, Cook and Simonds (2011) proposed that Catholic schools would be well-served to view their existence through a framework of relationships:

> This will be a challenging century for Catholic elementary and secondary schools as they strive to maintain enrollments in a changing cultural context. We have argued in this paper that one way Catholic schools can meet this challenge is by refocusing their efforts. The framework presented in this article provides clear educational objectives and can be used to assist schools in this process of redefining themselves. The application of the framework to Catholic schools . . . gives educators a place to begin the process of educational change. If Catholic schools embrace this process of reenvisioning their purpose, they will be able to clarify what sets them apart from all other schools, more effectively recruit students, and enable their graduates to change the world by building relationships instead of fences.

Specifically, as noted in Figure 1, they identified from Church documents areas of focus related to relationships with self, God, others, community, and creation. These relationships exist in an environment where students are inspired to synthesize culture and faith, preparing them to build meaningful relationships in the world:

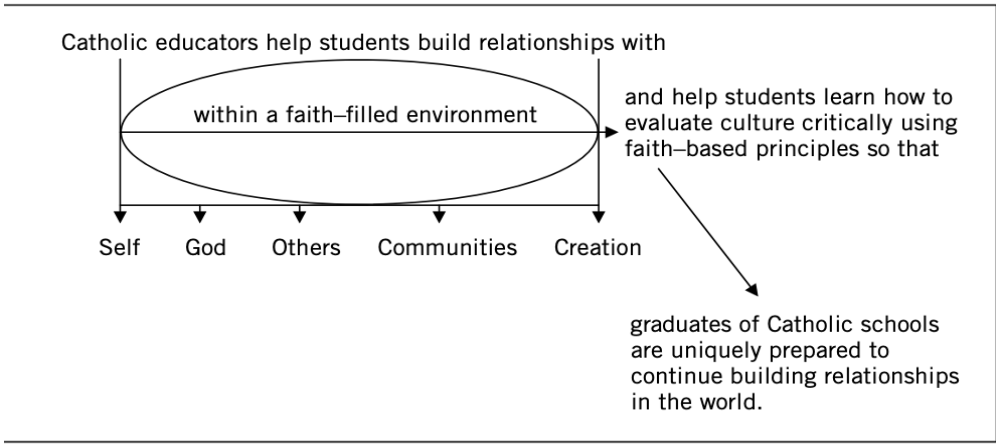

Figure 1. A framework for the renewal of Catholic school. From "The charism of 21st-century Catholic schools: Building a culture of relationships," by T. J. Cook and T. A. Simonds, 2011, Journal of Catholic Education, 14(3)(https://doi.org/10.15365/joce.1403042013).

With the unprecedented contemporary challenges of the pandemic and their enduring effect on Catholic school communities, these words are incredibly prophetic. So, as Catholic schools continue to navigate the uncharted terrain of long-term remote instruction, a renewed examination of this framework of relationships can help to ensure that Catholic schools remain true to their mission.

Applying a Framework of Relationships to the COVID-19 Context

As Catholic school leaders and teachers consider the needs of students through the lens of relationships amid the current context of the pandemic, specific strategies for how students can build relationships with self, God, others, community, and creation are drawn into focus. Intentional reflection and application of these strategies can help Catholic schools to reclaim their school communities in concert with what we know about how students learn in the online setting.

Relationship with Self

Cook and Simonds (2011) stated "for a person to be in healthy relationship with others, a person must know and like him- or herself. Therefore, [their] model begins with a process of self-exploration" (p. 325). In a constructivist learning setting, we know that the process of learning is student-centered, where students discover meaning in the intersections of prior experiences and new knowledge (Arends, 1998). All Catholic school teachers in the remote learning setting ought to be intentional about providing students with opportunities to reflect on these prior experiences so that these intersections can be discovered. These opportunities can take the shape of well-designed discussion forum prompts, reflective writing assignments, or other authentic forms of assessment that inspire students to reflect deeply on prior experiences within the context of new learning. Moreover, the learning process should attend to the formation of the whole person, leading students to become fully alive in their "mind, heart, body, and spirit" (Simonds, 2006). Reflective opportunities for students in the remote learning setting should account for all four areas.

Relationship with God

Teachers' efforts to guide students to develop relationships with themselves is not an isolated endeavor. Rather, opportunities for students to reflect on their relationships with themselves are always inclined toward a relationship with God. The Congregation for Catholic Education (1972) stated:

> The Catholic school should teach its pupils to discern in the voice of the universe the Creator Whom it reveals and, in the conquests of science, to know God and man better. In the daily life of the school, the pupil should learn that he is called to be a living witness to God's love for men by the way he acts, and that he is part of that salvation history which has Christ, the Saviour of the world, as its goal. (§46)

Cook and Simonds (2011) noted that for students to build a relationship with God, they must also build a relationship with Christ. One measure of whether a Catholic school's educational enterprise succeeds or fails has to do with how well it enables students to build such a relationship. The United States Conference of Catholic Bishops (2017) elaborated that "when we encounter Christ, experience his love, and deepen our relationship with him, we become more aware of our own worth and that of others" (§15). Moreover,

while students cultivate their relationship with God in the online forum, so too can they develop a greater appreciation of faith traditions other than their own, smoothing tensions to pave the way for meaningful relationships with others who may be different (Cook & Simonds, 2011).

Student relationships with God can be developed when faculty members serve as mentors and role models, providing opportunities for meaningful discussion and authentic faith witness (Cook & Simonds, 2011). To that end, teachers take on the task of engineering opportunities for such encounters the remote learning setting. Miller (2006) affirmed that "prayer should be a normal part of the school day" (loc. 318). As it is in the classroom, so too is it in a remote learning setting. Teachers should be intentional about building meaningful opportunities for prayer into online learning experiences. This is especially important if access to mass, sacraments, and engagement with a parish community are limited due to social distancing restrictions.

Relationship with Others

As students develop relationships with themselves through prayer and reflection, they build a foundation to develop healthy relationships with others - seeking to understand the context of those whom they encounter in a spirit of dignity and mutual respect. To that end, teachers can serve as the model for the student, providing an example of how to build appropriate relationships with self, God, and others that mirrors what Christ wanted for us (Cook & Simonds, 2011). When teachers model this behavior, it inspires students to build similar relationships on their own (USCCB, 1972).

While opportunities for building relationships with others can come naturally in the classroom, it is a more abstract process in a remote learning setting, where the structure and order of the traditional school environment give way to a more ambiguous process of learning. Asynchronous learning strategies such as discussion forums have become staples of the remote learning model (Liberman, 2019). While asynchronous discussion forums allow students the time and space to reflect deeply in how they interact with others, concerns about the lack of face-to-face interaction remain. Moreover, synchronous, web-based conferencing services that have become popular during the pandemic are also limited in how they encourage organic relationship-building. It is for these reasons that it is important that the teacher be intentional about providing opportunities for students to engage and collaborate with one another as much as possible - sharing previous experiences and collectively building new knowledge on top of that.

Relationship with Community

A Christian community is not focused solely upon itself. Rather, the community should be oriented in service to others, especially the poor, marginalized, and those who need it most. Student relationships should reflect this outward orientation toward the local and greater community (Cook & Simonds, 2011).

Typically, students build relationships with the greater community by engaging in Christian service work. This type of service work ought to differ from secular acts that are completed merely out of a spirit of general good will (Benedict XVI, 2009). Christian service is always motivated by the Holy Spirit; it is never merely a process for students to accrue service hours to satisfy arbitrary graduation requirements. By making service an authentic response to a social justice need, locally or globally, students will come to appreciate a greater impact on their personal context.

In celebrating his first Chrism Mass as the Bishop of Rome, Pope Francis charged his brother priests to "be shepherds with the odour of the sheep" (Francis, 2013). This is an appropriate metaphor for teachers and students alike. However, social distancing restrictions can impede service-related activities that lead to direct contact with others. With that in mind, teachers need to be mindful in the remote learning setting to provide opportunities for students to apply new knowledge to solve problems in the world. Bringing new learning to bear on social justice issues can orient students to authentic Christian service at a time and place where it is safe to do so.

Relationship with Creation

In their framework, Cook and Simonds (2011) were intentional about articulating the importance of student relationships with creation. They stated "Catholic schools must consider how they can integrate faith principles across the curriculum to help students understand these complex realities" (p. 328). This focus on creation was reinforced by Pope Francis in his 2015 encyclical, *Laudato Si'*, which calls for "a new dialogue about how we are shaping the future of our planet" (§14). Francis (2015) identified a number of settings where such dialogue can take place, the first of which is the school setting.

A focus on caring for our common home may seem natural in some subject areas but more forced in others. Nonetheless, it is important that students develop this relationship with creation, even if learning is occurring remotely. Teachers can cultivate this care for creation through interdisciplinary approaches that allow students to see how connections between various content areas can support this emergent need.

Bringing the Framework to Fruition in a Remote Learning Context

As noted in Table 1, bringing this framework of relationships to life in a COVID-19 remote learning context requires intentional action on the part of the Catholic school teacher. Instruction, both synchronous and asynchronous, should be designed to cultivate these types of relationships within the classroom setting. Moreover, Catholic school leaders play an important role, providing teachers with time and space to collaborate and plan so that these needs are consistently met in the remote learning setting. It is not enough for leaders to hope that it is happening. Rather, leaders need to take the time to monitor remote instruction to the extent that they are able to ensure that these approaches are present in instructional design. Finally, Catholic school leaders are called to make resources available to teachers and students so that these relationships can grow unfettered while students learn from home.

Table 1

Teacher Indicators and Leader Considerations for Relationships in a Remote Learning Context

Dimension of Framework of Relationships	Indicators for Teachers	Considerations for Leaders
Relationship with Self	The teacher provides opportunities for ongoing reflective practice in the remote learning setting that allows students to connect new knowledge with previous experiences. Opportunities for reflection attend to the formation of the whole person - mind, body, heart, and spirit. Opportunities for reflection occur asynchronously, which allows students the time and space for meaningful engagement.	What system is in place to allow school leaders to monitor the extent to which students engage in personal reflection in the remote learning setting? How are teachers provided with opportunities to collaborate and learn from each other about effective reflective practices for their students?

Relationship with God	The teacher serves as a mentor or role model, revealing to students their own reflections on their relationship with God. The teacher provides opportunities for students to reflect on the presence of God in the world around them. The teacher provides opportunities for students to pray meaningfully and offer intentions on a regular basis. Students collaborate to develop and lead meaningful prayer that connects with prior experiences and responds to contemporary needs.	How do school leaders provide the same authentic faith witness to teachers that teachers are expected to provide to students? How are teachers equipped to lead prayer? What training are teachers provided regarding different styles of prayer?
Relationship with Others	The teacher uses well-developed prompts to encourage online collaboration among students in both synchronous and asynchronous settings. The teacher leads students in developing norms for online learning engagement that promote mutual respect, Christian charity, and human dignity. The teacher models care for the whole person in individual and group interactions with others. The teacher designs instruction that is inclusive and respectful of the cultures and identities present in the remote learning setting.	How does the leader invite student feedback and input on the nature of their relationships with other students and with teachers? What resources are made available by school leaders to teachers and students for online collaboration and relationship-building? How does the school leader monitor norms in the online learning environment to ensure that they reflect Gospel values?

Relationship with Community	The teacher provides opportunities for students to apply new learning to current events and societal topics that speak to social justice issues. The teacher provides students with opportunities to address social justice themes in a collaborative way in the course of remote learning.	How does the leader help teachers and students to understand opportunities for service? How does the leader ensure that service learning is authentic, and from the heart, as opposed to merely a transactional process that aims to accrue hours of service to meet arbitrary graduation requirements?
Relationship with Creation	The teacher accounts for care for God's creation in the process of curriculum design and instructional planning in the remote learning setting. The teacher guides students in discussions about how new learning can be used to improve our common home. Teachers engage in interdisciplinary approaches that allow students to apply new learning across content areas in support of God's creation.	How does the leader monitor curriculum and instruction to ensure that students are provided opportunities to apply new learning to solve issues related to our shared environment? How does the leader provide opportunities for teachers to collaborate across subject areas to design instruction that inspires greater care for God's creation?

Conclusion

The pivot to remote learning for Catholic schools in the United States has undoubtedly been a challenge, and the spectre of returning to this format of instruction in the fall of 2020 might be disheartening to those who crave the face-to-face contact of a traditional Catholic school environment. But, these difficulties have already sparked innovation and opportunity. Catholic schools have indeed grown in new and exciting ways. Perhaps with the knowledge that Catholic school teachers and leaders have gained as a result of the pivot to remote learning, Catholic schools might embrace new ways to deliver instruction to meet the diverse needs of a broader range of students. Or, maybe new experience gained by teachers and leaders might allow Catholic schools to develop intentional strategies to reach students for whom a Catholic education would otherwise be unavailable. However, regardless of where these

innovations lead, it may all be squandered if Catholic schools don't take this historic moment to reexamine and renew their identities.

Relationships are at the core of who we are as human beings created in the image and likeness of God. Pope Francis (2020) recently tweeted:

> God created us for communion, for fraternity. Now more than ever the pretense of focusing everything on ourselves, making individualism society's guiding principle, has proven illusory. We have to be careful! When the emergency is over we can easily fall back into this illusion.

When the storm has passed, and when this chapter in the history of Catholic education has been penned, what will our response have been? Will our schools have drawn students and teachers closer together in this time of crisis? Or, will Catholic schools have slouched into a setting where the technology will have driven students and teachers further apart? This reflective essay makes the case for an intentional process of Catholic school renewal that focuses on relationship-building in the remote learning context. When Catholic schools enter into this process with courageous hearts and a purposeful focus on community, the unique and distinctive character of Catholic education can be preserved, even amid these trying times.

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From: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Sent: Thursday, February 11, 2021 3:10 PM
To: OCSTA - Connie DeMelo <CDeMelo@ocsta.on.ca>
Subject: OCSTA Memo: MOE News Release - Ontario Delays March Break

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Ontario Catholic School Trustees' Association

February 11, 2021

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

CC: OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Patrick J. Daly, President

SUBJECT: **Ontario Delays March Break in an Effort to Reduce Community Transmission of COVID-19**

The following News Release is provided for your information.

Ontario Delays March Break in an Effort to Reduce Community Transmission of COVID-19

Decision was made on the advice of public health officials

February 11, 2021

Education

Table of Contents

1. Content
2. Related Topics

TORONTO - Today, Stephen Lecce, Ontario's Minister of Education, issued the following statement regarding March break:

"In support of our collective efforts to keep schools safe, we are postponing March break until April 12-16, 2021. This decision was made with the best advice of Ontario's Chief Medical Officer of Health and public health officials, including consultations with many local Medical Officers of Health.

Many students have been learning remotely since the start of 2021. It is critical we follow public health advice to protect schools and avoid a repeat of the concerning spike in youth-related cases over the winter break, when students and staff were out of schools for a prolonged period of time. We are taking this precaution based on advice from health experts, including the province's Science Table and the Chief Medical Officer of Health, to help protect against the emerging COVID-19 variants of concern.

We appreciate the hard work of students and staff in the education sector and I want to be clear: March break is being postponed, not cancelled. To keep schools open, we must keep them free of COVID-19. The actions announced today serve to limit opportunities for congregation - while reaffirming the evidence that schools are safe for students. By continuing to follow public health advice, and by introducing additional safety measures and more testing, we are supporting our collective efforts to keep COVID-19 from entering our schools.

With respect to travel, our government's position on this is unchanged. Ontarians should refrain from travelling, particularly given the increase in new variants that pose a direct risk to our country. Please stay at home as much as possible and continue following the direction of public health officials so that we can keep schools open and protect our seniors, frontline health workers and all families.

These decisions - based on the advice of medical experts - are never easy, but they are necessary to keep Ontario families safe."

BACKGROUND

On February 2, 2021, the Ministry consulted with trustees' associations, teacher federations, education worker unions, and principal and vice-principal associations to get their valuable perspectives. Additional feedback was provided from stakeholders via written submissions.

On February 3, 2021, Ontario announced the return dates for in-person learning for all remaining Public Health Units (PHUs). As of February 16, 2021, all students across Ontario will be able to learn in-person.

To support the safe return of in-person learning, Ontario has enhanced new measures to continue to protect students and staff against COVID-19 in the classroom. These measures include:

- Increased provincewide access to targeted asymptomatic testing for students and staff;
- Mandatory masking requirement for students in Grades 1-3, and masking requirement for Grades 1-12 outdoors where physical distancing cannot be maintained;
- Providing 3.5 million high quality masks to schools as back-up supply for Grade 1-12 students;
- Guidance discouraging students and staff from congregating before and after school; and
- Temporary certification of eligible teacher candidates who are set to graduate in 2021 to stabilize staffing levels.

These new measures build on the more than $1.6 billion that Ontario has provided in additional resources to protect schools against the spread of COVID-19.

CONNIE ARAUJO-DE MELO I Ontario Catholic School Trustees' Association I 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON M4R 1K8 I t 416-932-9460 ext. 226

Ontario Catholic School Trustees' Association

February 11, 2021

MEMORANDUM

TO: All Catholic School Trustees and Student Trustees

CC: Directors of Education – All Catholic District School Boards
OCSTA Directors and Staff
Board Secretaries and Administrative Assistants

FROM: Nick Milanetti, Executive Director

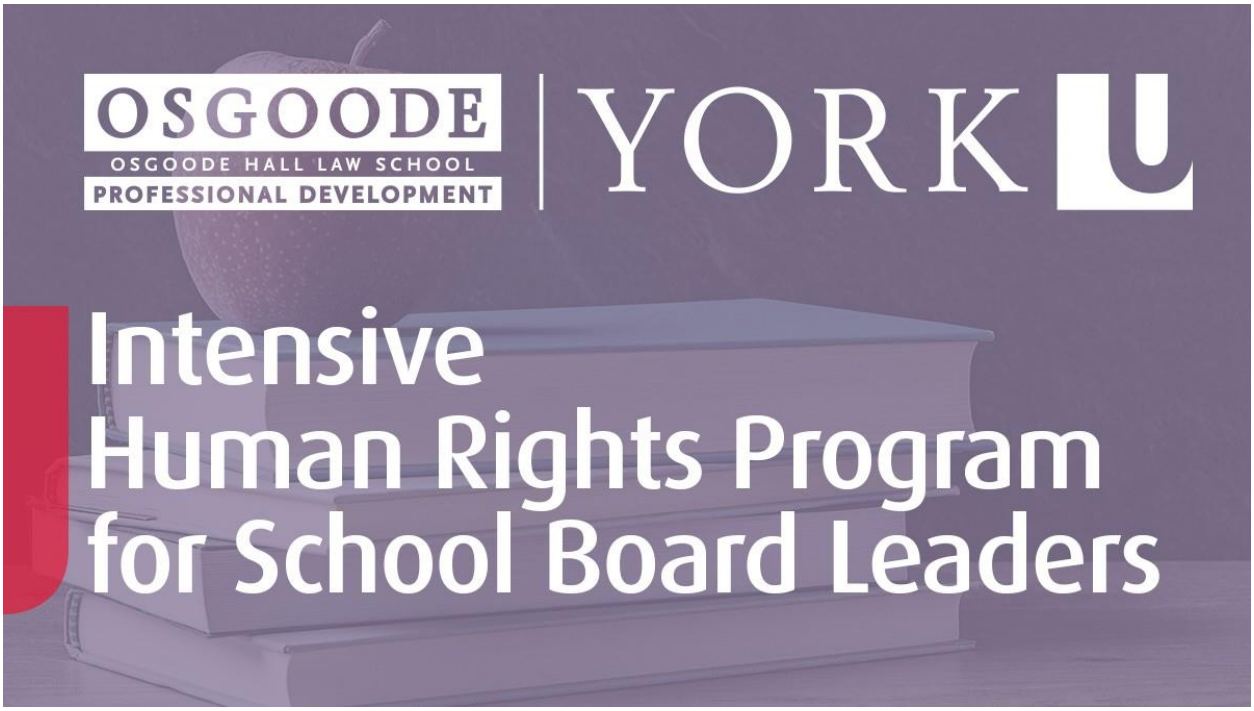
SUBJECT: **Reminder – Registration: Part 2 Session: Intensive Program in Human Rights for School Board Leaders (February 19)**

Please be reminded that Part 2 Session of the *Intensive Program in Human Rights for School Board Leaders* is scheduled for **Friday, February 19 – 8:30am – 12:00 noon**. **Registrations for Part 2 will close on Monday, February 15 at 4:00pm.**

The program is being delivered by Osgoode Professional Development. If you wish to register for Part 2 session but were unable to attend Part 1, Osgoode Professional Development will provide you with access to the video recording of the Part 1 Session. The recording is approximately 2.5 hours in duration and will contain all content from Part 1 as outlined in the attached program flyer, with the exception of the case studies which were in private small groups and therefore were not recorded.

This program is timely given the events that have elevated public awareness and discourse on human rights and equity, and your participation is strongly encouraged. Details about the program are in the attached revised program flyer as is the link to register.

Please do not hesitate to contact me at nmilanetti@ocsta.on.ca if you have any questions.



This program is designed to provide school board leaders with a foundational understanding of human rights standards and equity relevant to Ontario's publicly funded school boards.

The program will cover the principles of Ontario's Human Rights Code, with a focus on addressing systemic inequality. Each session features a keynote lecture delivered by a respected human rights expert and facilitated small group discussions of case studies professionally designed to help integrate a human rights and equity-based approach to your responsibilities as school board leaders.

This program will consist of two half-day sessions, and each half-day session will be offered on several dates. Note that some sessions will contain content specific to Catholic boards.

Participants will receive a certificate of completion after completing both parts of the program.

PROGRAM

Developed in Consultation w/ **OPSBA, Public Board Council of OSTA-AECO**	Developed in Consultation w/ **OCSTA, Catholic Board Council of OSTA-AECO**
Part 1 offered on: Wed, December 16, 8:30am – 12:00pm Mon, January 25, 5:30 – 9:00pm	Part 1 offered on: Fri, January 15, 8:30am – 12:30pm
Welcome and Land acknowledgment Program overview Part A: Perspectives on students' experiences of discrimination and systemic inequities Part B: Public Board Council, Ontario Student Trustees' Association presentation	Welcome and Land Acknowledgement Opening prayer and address by His Eminence, Thomas Cardinal Collins Program overview Part A: Perspectives on students' experiences of discrimination and systemic inequities Part B: Catholic Board Council, Ontario Student Trustees' Association presentation
Speaker: *Njeri Sojourner-Campbell, Hicks Morley Hamilton Stewart Storie LLP* "Principled Leadership: School Board Leaders, Anti-Black Racism, and the Ontario Human Rights Code"	
Case studies – discussion in facilitated small groups	
Wrap-up and evaluation	
Part 2	
OPSBA, Public Board Council of OSTA-AECO Wed, February 17, 1:00 - 4:30pm Mon, March 22, 5:30 - 9:00pm	OCSTA, Catholic Board Council of OSTA-AECO Fri, February 19, 8:30 - 12:00pm
Welcome and Land Acknowledgment Opening: Elder Grace Fox Prayer: Judy Wawia, Chair, Superior Greenstone DSB Program overview	
Speaker: *Marie Elena (Tracey) O'Donnell* "Debwewin/Truth, Human Rights and Reconciliation in Our Schools"	
Case studies – discussion in facilitated small groups	
Closing: Elder Grace Fox Wrap-up and evaluation	

Registration Process

Note: This program is offered in two parts.

Request registration access: Click here

Please select **ONE** of the available Part 1 and **ONE** of the available Part 2 sessions.

<table>
<tr><th>Developed in consultation with OPSBA and the Public Board Council of OSTA–AECO</th><th>Developed in consultation with OCSTA and the Catholic Board Council of OSTA–AECO</th></tr>
<tr><td colspan="2">PART 1</td></tr>
<tr><td>Part 1 - OPTION 1:
December 16th – 8:30am – 12:00pm/ET</td><td rowspan="2">Part 1 - OPTION 2:
January 15th – 8:30am – 12:30pm/ET</td></tr>
<tr><td>Part 1 - OPTION 3:
January 25th – 5:30pm – 9:00pm/ET</td></tr>
<tr><td colspan="2">PART 2</td></tr>
<tr><td>Part 2 - OPTION 1:
February 17th - 1:00 - 4:30pm/ET</td><td rowspan="2">Part 2 - OPTION 2:
February 19th - 8:30am - 12:00pm/ET</td></tr>
<tr><td>Part 2 - OPTION 3:
March 22nd - 5:30 - 9:00pm /ET</td></tr>
</table>

Invoice Process:

- Each session is capped; only sessions with availability will show

Each Board will be charged as follows:

- **Program Fee**: $379 + HST /per person
  - this cost **includes participation** in both **Part 1** and **Part 2**

- Osgoode Professional Development will generate an invoice for each Board, based on their number of registered attendees.

- *Invoices will be sent after all Part 1 sessions have been completed.*

Cancellations:

- If a participant has to change sessions or cancel, they can do so without penalty as long as the request is received by OPD no later than 3 business days prior to the program date.

From:	Loretta Notten
To:	Alice Figueiredo
Subject:	FW: OCSTA: Daily Lenten Reflections
Date:	Tuesday, February 16, 2021 8:32:44 AM
Attachments:	image002.png image005.jpg image006.jpg

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

519-578-3660 | loretta.notten@wcdsb.ca

Waterloo Catholic District School Board

Quality, Inclusive, Faith Based Education

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Tuesday, February 16, 2021 8:29 AM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA: Daily Lenten Reflections

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TO: **All Catholic School Trustees**
OCSTA Staff

CC: **Directors of Education**
Board Secretaries & Administrative Assistants

Wednesday, February 17, is Ash Wednesday, when the Church invites us to participate in the season of Lent.
We are encouraged to take time to pause and reflect on our spiritual journey through prayer and fasting.

It is a time for an inward look at where our life's journey is taking us, and asking ourselves what is the current status of our personal relationship with God.

This year, we invite you to click on the following link to subscribe to free daily Lenten reflections by *Bishop Robert Barron*.
http://www.lentreflections.com/

May you find these reflections helpful as you journey through this Holy season.

Anne O'Brien
Director of Catholic Education

Ashlee Cabral | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON, M4R 1K8 | 416-932-9460 Ext. 230 | Website: www.ocsta.on.ca

CATHOLIC EDUCATION: *Nurturing Hope*

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From:	Loretta Notten
To:	Alice Figueiredo
Subject:	FW: OCSTA: CCCB Lenten Reflections
Date:	Wednesday, February 17, 2021 9:05:39 AM
Attachments:	image001.png

Loretta Notten

Director of Education

Waterloo Catholic District School Board | www.wcdsb.ca

35 Weber St W Unit A, Kitchener, ON, N2H 3Z1

519-578-3660 | loretta.notten@wcdsb.ca

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

From: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Sent: Wednesday, February 17, 2021 9:04 AM
To: OCSTA - Ashlee Cabral <ACabral@ocsta.on.ca>
Subject: OCSTA: CCCB Lenten Reflections

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TO: **All Catholic School Trustees**
OCSTA Staff

CC: **Directors of Education**
Board Secretaries & Administrative Assistants

The following links are forwarded on behalf of the CCCB to support our Lenten Journey…

From the Office for Evangelization and Catechesis

As Lent approaches, the CCCB has again produced a series of reflections for Ash Wednesday and the Sundays during Lent. Each Monday, a new video will be released for the upcoming Sunday on the website of the CCCB.

We are grateful to Bishop Gerard Bergie of the Diocese of St. Catharines and Msgr. Marcel Damphousse, Archbishop of Ottawa, for providing these reflections for us.

Here are the links for Ash Wednesday:

In English: https://www.cccb.ca/evangelization-catechesis-catholic-education/video-resources/journey-through-lent/

In French: https://www.cccb.ca/fr/evangelisation-catechese-et-education/ressources-video/cheminer-ensemble-durant-le-temps-du-careme/

Ashlee Cabral | Ontario Catholic School Trustees' Association | 1804-20 Eglinton Avenue West, Box 2064, Toronto, ON, M4R 1K8 | 416-932-9460 Ext. 230 | Website: www.ocsta.on.ca

CATHOLIC EDUCATION: *Nurturing Hope*

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Number: II 007
Subject: Board Members' Code of Conduct

Approval Date: September 29, 2008
Effective Date: September 29, 2008
Revised: April 26, 2011, November 24, 2014, October 26, 2020

ACCESSIBILITY:
To request this file in large print, please email aoda@wcdsb.ca or call (519) 578-3660.

POLICY STATEMENT:

Waterloo Catholic District School Board Trustees represent all the citizens of Waterloo Region and are responsible to separate school supporters through the democratic process. The separate school supporters of Waterloo Region have entrusted Trustees, through the democratic process, with the education of all students in its schools and serve as their advocates. The public is entitled to expect the highest standards from the school Trustees it elects.

Board members must represent un-conflicted loyalty to the interests of the ownership. This accountability supersedes the personal interest of any Board member acting as an individual consumer of the organization's services.

In addition to the duties of a Trustee under Section 218 of the Education Act and Regulations of Ontario, Catholic Trustees honour a set of additional expectations that have been set for them by the Catholic community. These include, but are not limited to:

- An appreciation that Catholic schools are an expression of the teaching Ministry of the Church;
- The facilitation of the best possible Catholic education according to the programs approved by the provincial Minister of Education and supported by the Canadian Conference of Catholic Bishops;
- A recognition and defense of the constitutional right of Catholic education and the democratic and corporate authority of the Board;
- An affirmation of a strong sense of Catholic community; and
- Prayer, support and encouragement for the efforts of all persons engaged in the ministry of Catholic education in Canada.
- The promotion of a positive image of the Board.
- Finally, Trustees will not cause or allow any conditions, procedures, actions or decisions that are undignified unprofessional, or contrary to the preservation of Catholic values and teaching.

Individual Trustees are expected to:

- Familiarize themselves with their duties and any requirements of them as prescribed by the Education Act, Regulations, and PPMs;
- Familiarize themselves with their duties and any requirements of them as prescribed by the Municipal Freedom of Information and Protection of Privacy Act and their related regulations;
- Familiarize themselves with positions, policies and directions of the Ontario Catholic School Trustees Association;
- Comply with the Municipal Conflict of Interest Act in declaring any and all direct and indirect pecuniary interests in a matter before the Board. Trustees are responsible and accountable for exercising good judgment and avoiding situations that might present a conflict of interest or an appearance of a conflict of interest;
- Respect and treat others fairly regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Agree that all information deemed private or confidential that is provided is for Board business only, and will not be communicated beyond those to whom it has been provided;
- Commit to being fully prepared to participate and deliberate on all matters before the Board;
- Share in the distribution of Board workload including preparing, attending and participating in meetings, committees, public events such as graduations or other assignments as appointed.
- Trustees who sit on committees of the Board will bring on-going reports back to the Board of Trustees describing the work and any new learning and information gained as a result of the work of the committee.
- Trustees will treat each other with the respect and dignity requisite with their office including proper use of authority and appropriate decorum when acting as Board members.

Statutory Duties of a Trustee:

Trustees are expected to comply with the duties of a Board member as set out in Section 218.1 of the Education Act and Regulations.

A board member shall:

- Carry out his or her responsibilities in a manner that assists the Board in fulfilling its duties under this Act., including but not limited to the Board's duties under Section 169.;
- Attend and participate in meetings of the board, including meetings of Board committees of which he or she is a member;
- Consult with parents, students and separate school supporters on the Board's multi-year plan under clause 169.1(1) (f);
- Uphold the implementation of any Board resolution after the Board has made a decision;
- Maintain focus on student achievement and well-being through the development of policies;

Relationship with the CEO and staff:

Board members may not attempt to exercise individual authority over the organization.

- Board members interaction with the CEO, or with staff, must recognize the lack of authority vested in individuals except when explicitly authorized by the Board;
- Board members interaction with the public, press or other entities must recognize the same limitation of any board member to speak for the Board;
- Except for participation in Board deliberation about whether reasonable interpretation of Board policy has been achieved by the CEO, Board members will not express individual judgments of performance of employees of the CEO.

- Board members will respect the confidentiality appropriate to issues of a sensitive nature and all issues in-camera;

Enforcement of Code of Conduct and Municipal Conflict of Interest Act:
Step One: Informal Process

Notwithstanding policies and procedures contained in other Board bylaws, in accordance with the provisions of section 218.3 of the Education Act, a breach of this Code of Conduct may be dealt with by the following procedures:

- A Trustee who has reasonable grounds to believe that another Trustee has breached this Code of Conduct may bring the alleged breach to the attention of the Board. This is done through the Chair. Alternatively, a Roman Catholic elector may petition the Board of Trustees directly. Any allegation of a breach of the Code must be brought to the attention of the Chair no later than 6 weeks after the breach comes to the knowledge of the Trustee (or Roman Catholic elector) reporting the breach. Unless the allegation is of a criminal nature, allegations of a breach of the code should not come to the Chair if they are alleged to have occurred earlier than six months prior to coming to the awareness of the Trustee or ratepayer.
- If an alleged breach is brought to the attention of the Chair, s/he, along with the Vice-Chair shall make inquiries into the matter and shall, based on the result of the inquiries, determine whether there has been a breach. Investigations of alleged breaches of the Code are to be undertaken by the Chair and Vice-Chair of the Board or by two other Trustees selected by the Board for this purpose. The Chair or Vice Chair and/or selected Trustees shall exercise their powers in a fair and impartial manner having due regard for every Trustee's opinion or view.
- If in the opinion of the Chair and Vice-Chair of the Board an outside consultant should conduct the inquiry, the Director will appoint the consultant. At any time in the process, the Trustee who is alleged to have breached the Code can ask for an outside consultant to be brought in if, in her/his opinion, he/she is not being dealt with fairly.

Step Two: Process Resolution

If, after hearing the evidence provided through the informal process, the Board determines that a Trustee has breached this Code of Conduct, the Board may select from a number of options moving forward in a progressive discipline approach:

Informal Process Resolution

1. A conversation between the Chair/Vice Chair and the Trustee in question where clarification, re-direction and/or a request for an apology may be sought.
2. The Chair/Vice Chair may recommend the Board use a Restorative Circle approach to bring understanding of the alleged offence and reconciliation of the issue so that, as a group, the Trustees can move on and healing occur. If this method is selected an outside facilitator, trained in Restorative Circles, will work with the group on this process.
3. The Board may also opt for a formal process to resolve the issue.

Formal Process Resolution:

4. Similar to the informal resolution process, the Chair/Vice-Chair (or in certain circumstances an outside consultant) investigates alleged breaches and brings a formal report to the Board. The Board will hear the evidence gathered through the investigation and determine if a breach of the Code occurred. It may impose one or more of the following sanctions:
    - request for an apology,
    - reprimand, censure or other sanctions as per board motion. These could include:
      a) Censure of the Trustee

b) Barring the Trustee from attending all or part of a meeting of the Board or a meeting of a committee of the Board
c) Barring the Trustee from sitting on one or more committees of the Board for a period of time determined by the Board or
d) Removal of the Chair or Vice-Chair of the Board or Committee. A Trustee who is removed from attending all or part of a meeting of the Board or a meeting of a committee of the Board is not entitled to receive any materials that related to that meeting or that part of the meeting that are not available to any member of the public.

- In appropriate circumstances, the Board may also resolve to disassociate the Board from any action or statement of a Trustee.

5. If a Board determines that a Trustee has breached this Code of Conduct, the Board shall give the Trustee written notice of the determination and of any sanction imposed by the Board.
6. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or any sanction imposed by the Board.
7. The notice shall inform the Trustee that he or she may make written submissions to the Board in respect of the determination or sanction by the date specified in the notice that is at least 14 days after the notice is received by the Trustee.
8. The Board shall consider any submissions made by the Trustee and shall confirm or revoke the determination within 14 days after the Trustee's submissions are received.
9. If the Board revokes a determination that a Trustee has breached this Code of Conduct, any sanctions imposed by the Board are also revoked.
10. If the Board confirms a determination that a Trustee has breached this Code of Conduct, the Board shall, within 14 days after the Trustee's submissions were received, confirm, vary or revoke the sanction(s) imposed by the Board.
11. If a sanction is varied or revoked, the variation or revocation shall be deemed to be effective as of the date the original determination about the alleged breach was made by the Board.
12. Despite subsection 207 (1) of the Education Act which requires meetings of the Board to be open to the public, but subject to the requirements below for specific resolutions of the Board to be made in public, the Board may close to the public the part of the meeting during which a breach or alleged breach of this Code of Conduct is considered when the breach or alleged breach involves any of the following matters:
    1. The security of the property of the Board;
    2. The disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his or her parent or guardian;
    3. The acquisition or disposal of a school site;
    4. Decisions in respect of negotiations with employees of the Board or
    5. Litigation affecting the Board.

Process to be followed after decision to impose sanctions:

The Board shall do the following things by resolution at a meeting of the Board, and the vote on the resolution shall be open to the public:

- Make a determination that a Trustee has breached this Code of Conduct;
- Impose a sanction on a Trustee for a breach of this Code of Conduct;
- Confirm or revoke a determination regarding a Trustee's breach of this Code of Conduct;
- Confirm, vary or revoke a sanction after confirming or revoking a determination regarding a Trustee's breach of this Code of Conduct.

A Trustee who is alleged to have breached this Code of Conduct shall not vote on any of the resolutions listed above. When a resolution listed above is passed, the resolution shall be recorded in the Minutes of the meeting.

The Statutory Powers Procedures Act does not apply to any of the enforcement provisions under section 218.3 of the Education Act. Nothing in this Code of Conduct prevents a Trustee's breach of the Municipal Conflict of Interest from being dealt with in accordance with that Act.

A Trustee who is subject to a board inquiry to determine whether the Trustee has breached the Code of Conduct has a right to retain and be represented by legal counsel throughout the process. Legal expenses will not be paid unless extraordinary circumstances are determined by Board motion.

The required vote on any resolutions of determination will be made by a simple majority of all Trustees on the Board not including the accused Trustee.

Number: III 003
Subject: Accessibility of the CEO

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: December 12, 2016

ACCESSIBILITY:
To request this file in large print, please email aoda@wcdsb.ca or call (519) 578-3660.

POLICY STATEMENT:

The CEO is the board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the CEO.

Accordingly:

1. The board will not give instructions to persons who report directly or indirectly to the CEO.

2. The board will not evaluate, either formally or informally, any staff other than the CEO.

3. The board will view CEO performance as identical to organizational performance, so that organizational accomplishment of board stated Ends as connected to the annual priorities identified and mapped to MYSP and avoidance of board proscribed means will be viewed as successful CEO performance.

Number: III 004
Subject: Delegation to the CEO

Approval Date: April 28, 2008
Effective Date: April 28, 2008
Revised: January 30, 2012

ACCESSIBILITY:
To request this file in large print, please email aoda@wcdsb.ca or call (519) 578-3660.

POLICY STATEMENT:

The board will instruct the CEO through written policies which prescribe the organizational Ends to be achieved, and describe organizational situations and actions to be avoided, allowing the CEO to use any reasonable interpretation of these policies with the legal requirements of the Province of Ontario.

Accordingly:

1. The Board will develop policies instructing the CEO to achieve certain results, for certain recipients at a specified cost. These policies will be developed systematically from the broadest, most general level to more defined levels, and will be called Ends policies.

2. The Board will develop policies which limit the latitude the CEO may exercise in choosing the organizational means. These policies will be developed systematically from the broadest, most general level to more defined levels, and they will be called Executive Limitations policies.

3. As long as the CEO uses any reasonable interpretation of the board's Ends and Executive Limitations policies, the CEO is authorized to establish all further policies, make all decisions, take all actions, establish all practices and develop all activities.

4. The Board may change its Ends and Executive Limitations policies, thereby shifting the boundary between board and CEO domains. By doing so, the board changes the latitude of choice given to the CEO. But as long as any particular delegation is in place, the board will respect and support the CEO's choices.

Waterloo Catholic District School Board

Report

Date: February 22nd, 2021

To: Board of Trustees

From: Director of Education

Subject: Board Policy IV 011, "Emergency CEO Replacement"

Type of Report:

- ☐ Decision-Making
- ☒ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 011**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Executive Limitation IV 011 "Emergency CEO Replacement" instructs the Director of Education "to have procedures to assure operational and administrative continuity for a minimum of thirty days."
The following report outlines a variety of procedures that are in place to assure operational and administrative continuity at Waterloo Catholic District School Board in the event of the sudden loss of the CEO. It should be accessed and followed in such an eventuality.

Policy Statement and/or Education Act/other Legislation citation:

Policy 1 001 Ends
Policy IV 011 Emergency CEO Replacement
Policy IV 012 Communication to the Board

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Strategic Priority: Student Engagement, Achievement and Innovation

Strategic Priority: Building Capacity to Lead, Learn and Live Authentically

Background/Comments:

IV 011 Policy states:
In order to protect the board from sudden loss of CEO services, the CEO may not have fewer than two other designees familiar with board and CEO issues and processes. Accordingly, without limiting the scope of the foregoing, the CEO shall not fail to have procedures to assure administrative and operational continuity for a minimum of thirty days.

CEO Interpretation:
This policy signals that the CEO must have contingency plans in the eventuality that she is not able to carry out her duties. Further to me it means that there should be a minimum of 2 people who could carry out the CEO's duties, that the means by which they would assume those duties are understood and that the replacement should be able to do so for no shorter than 30 days.

A) Overriding Policy/Contractual Language

The personal services contract of the Director of Education provides that "In the event of any substantial absence by the Employee due to illness or injury, the Board may appoint an Acting Director of Education and Secretary to the Board until the Employee returns to active employment or this Agreement and the employment of the Employee terminate, whichever happens first."

When the Director of Education is absent for a period of time not exceeding thirty calendar days the current personal services contract of the Director of Education is silent.

Policy IV 011 "Emergency CEO Replacement" provides that "In order to protect the board from the sudden loss of CEO services, the CEO may not have fewer than two other designees familiar with the board and CEO issues and processes. Accordingly, the CEO shall not:

1. Fail to have procedures to assure administrative and operation continuity for a minimum of thirty days."

B) Scenarios

There are a number of scenarios that can unfold where the system requires operational and administrative continuity and would not be in the position to have the services of the Director of Education for a period of time. These scenarios are:

1. The Director is out of the Province or Country for the day or a number of consecutive days;
2. The Director is ill, hospitalized or otherwise not able to be at work;
3. The Director has resigned;
4. The Director has died.

1. When the Director of Education is out of the Province or Country

When the Director of Education is out of the Province or Country, the position of Acting Director of Education is assigned according to the following rotation and/or availability:

a)	Superintendent of Learning	(Maria Ivankovic)
b)	Superintendent of Learning	(John Klein)
c)	Superintendent of Learning	(Judy Merkel)
d)	Superintendent of Learning	(Richard Olson)
e)	Superintendent of Learning	(Gerald Foran)
f)	Superintendent of Human Resources	(Jason Connolly)
g)	Exec Superintendent of Corporate Services and Treasurer of the Board	(Shesh Maharaj)

An email is sent to the members of Senior Administration, including the Chief Managing Officer and the Executive Administrative Assistants indicating that the Director of Education will be out of the Province or Country, the duration of the time away and who in in charge.

2. When the Director of Education is ill, hospitalized, incapacitated or otherwise not able to be at work

The designated Superintendent of Learning, Corporate Services or Human Resources assumes the role of Director of Education and Secretary of the Board for a period not exceeding thirty calendar days as outlined

in part A above (Policy IV 011). The Chair of the Board would call a meeting of the Board of Trustees prior to the thirtieth day and would approve the continuation of the Superintendent in the Acting Director of Education role or name another Supervisory Officer to the Acting Director of Education role for a period specified by the Board until the return to work of the Director of Education.

3. When the Director of Education has resigned

If there is a period of time between the effective date of the resignation of the current Director of Education and when a new Director of Education is appointed, it would be appropriate for the Board of Trustees to appoint an Acting Director of Education until such times as a search process has resulted in the Board of Trustees appointing a new Director of Education. If the current Director of Education remains in office until the new Director of Education is appointed there is no need to action this item.

4. When the Director of Education has died

There are two sub-scenarios:

a) Immediate action until the Board of Trustees can meet, and,
b) Action after the Board of Trustees has met.

a) Immediate action until the Board of Trustees can meet:
In the time immediately after the knowledge of the Director's death is known, the designated Superintendent will be in charge as Acting Director of Education and Secretary of the Board. The Acting Director will co-ordinate and manage all of the affairs of the system with the first responsibility being calling the Board Chair who, in turn, shall call the Board to meet in emergency session as soon as possible.

b) Action after the Board of Trustees has met:
The Board of Trustees will meet and determine if the Acting Director of Education appointed under 4 (a) above shall remain in that role or whether another Supervisory Officer shall be appointed Acting Director of Education and Secretary of the Board until such time as the Board of Trustees can implement a search process and appoint a new Director of Education.

Recommendation:

Part 1 of this report will be implemented by the CEO when the Director is out of the Province or Country.
Part 2 through 4 will be implemented as indicated.

That this report be accepted as evidence of compliance with Policy IV 011 Emergency CEO Replacement.

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

Waterloo Catholic District School Board

Report

Date: February 22nd, 2021

To: Board of Trustees

From: Director of Education

Subject: Board Policy IV 002 Treatment of Public

Type of Report:
- ☐ Decision-Making
- ☒ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:
- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 002**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Executive Limitation IV 002

Policy Statement and/or Education Act/other Legislation citation:

Education Act Section 169.1
Education that Works for You: A new vision for education in Ontario (March 2019)
Communication Guidelines for Staff and Parents APC 001

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

IV 002 Policy states:
With respect to interactions with the public, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are undignified, unprofessional, or contrary to the preservation and promotion of Catholic values and teachings and to a positive image of the Board .

CEO Interpretation:
This policy signals that the CEO must ensure that no reputational damage comes to the Board in the broader community and that in particular, that the direction given to our school staff, students and communities should be consistent with and informed by our Catholic values so that the WCDSB is not cast in a negative light within the region or the province. Therefore – to me it signals that I need to demonstrate how we assess people's understanding of our reputation, indicate if we have not had negative stories associated with Catholic teaching and speak to ways we ensure we are consistent with Catholic teaching.

a) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.

b) The CEO administered both an interim survey and a supplementary survey in the spring of 2018 of the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the survey was to signal to all stakeholders that their feedback and impressions are important to the overall governance and operation of the board. This survey has not been implemented in the 2019-2020 school year due to a combination of the labour action of this year, as well as the fallout from Covid-19. We had hope to do an MYSP survey this spring (2021) to assess stakeholder feedback but again COVID-19 may be standing in the way of a valid and reliable implementation of stakeholder feedback on our MYSP goals.

c) The WCDSB MYSP Survey allowed opportunity for feedback on the full breadth of the board's goals. While not all stakeholders were uniform in their degree of agreement and feedback on the various goals, the strongest area of affirmation among the three priority areas was historically found in Nurturing our Catholic Community. With that said, there was no survey question in which the majority of respondents indicated that they disagreed or strongly disagreed that a goal was being met or understood. This suggests that our stakeholders are informed and have a degree of confidence in our strategic goals.

d) The current MYSP has a goal expressly tied to explicit metrics related to increased parent engagement and attendance, and the Board report received in January 2021 on Parent Engagement reflected increased parent involvement in our Parent Commissioning and CPIC/CSAC on boarding event.

e) The CEO shares with the Board of Trustees, in a timely manner, any items of interest that are likely to garner media attention and that may, in any way, cast a negative light on the WCDSB. Those items have been limited.

f) In the last year, there has only been one set of related media stories that called into question the reputation of the board in June of 2020 and in that case, the CEO had acted in accordance with the advice of our Catholic partners.

g) Throughout the COVID-19 crisis the CEO has made herself available to the media for countless interviews and provided statements that hold the WCDSB in good stead in the community.

h) An audit by an external Marketing firm a few years back has produced evidence that our Board is noted for the strength of its community and the perception that we are inclusive and strongly faith-based. The steady growth in enrolment over the past 6 years, COVID not-withstanding, and popularity of the board, suggests a high degree of public confidence. We have seen a .04% increase in market share this past year.

i) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensures that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001) During this school year regular communications have been shared with both staff and with parents regarding WCDSB's response to the Covid-19 crisis, as well as our response through Distance Learning. Further we implemented two system-wide Thought Exchange stakeholder surveys to garner the feedback of all our stakeholders within the WCDSB community and shared those results with Trustees, staff and our parents. Finally, we have ensured that our public facing website it always current, containing the CEO's communications and all other relevant updates.

j) The CEO supports the Board of Trustees Linkages Committee and spearheads other efforts that bring community leaders into the board for special functions that celebrate our presence in the community, e.g., Community Leaders' Breakfast, CEC blessing, Bishop's Banquet, Beacons of Hope, Winter Walk to School Day, etcetera. While some of these have been postponed or cancelled due to COVID, we continue to find ways to redefine that presence.

k) The CEO chairs the Board's FACE committee which oversees three sub-committees related to communications, political advocacy and School-Parish relationships. Within the meeting the cause of Catholic education and constructive ideas are generated which will enhance the reputation of the board as a representative of the Catholic community in Waterloo Region.

l) All employees of the Board are governed by APS 017, an Acceptable Use Policy – "Responsible Use of IT and Electronic Data" - when using the communication tools of the WCDSB, which ensures that WCDSB social media presence does not adversely affect the reputation of the Board or conflict with our Catholic values.

m) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed, and decisions are consistent with our Catholic Church Teachings.

n) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices.

o) The CEO and other members of the Board team, work in close partnership with the Board's Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.

p) The CEO and/or superintendent designate attend Regional Deanery Meetings three times a year. Reciprocal knowledge sharing is a feature of these meetings, with Waterloo Catholic regularly providing updates to the group.

q) In order to ensure that the reputation of the Board is protected and decisions are well informed, the CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association, sharing best practices or recommendations for prudent decision-making, faithful to the traditions of the Catholic Church.

Recommendation:

That the Board accept this report indicating compliance with communication and support to Board Policy IV 002 Treatment of Public.

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

Waterloo Catholic District School Board

Report

Date: February 22nd, 2021

To: Board of Trustees

From: Director of Education

Subject: Board Policy IV 003 Treatment of Students

Type of Report:

- ☐ Decision-Making
- ☒ Monitoring
- ☐ Incidental Information concerning day-to-day operations

Type of Information:

- ☐ Information for Board of Trustees Decision-Making
- ☒ Monitoring Information of Board Policy **IV 003**
- ☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)

Executive Limitation IV 003

Policy Statement and/or Education Act/other Legislation citation:

Education Act Section 169.1
Achieving Excellence: A Renewed Vision for Education in Ontario
APH APs: APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008, APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010

Alignment to the MYSP:

Strategic Priority: Nurturing Our Catholic Community

Background/Comments:

IV 003 Policy states:

In addition to all of the policy direction that applies to the public, with respect to interactions with students, the CEO shall not cause or allow conditions, procedures, actions, or decisions that are unsafe, or unhealthy or inherently inequitable.

CEO Interpretation:
This policy signals that the CEO must ensure that consistent with the policy on the treatment of public, that there should be no reputational damage comes to the Board in the broader community and that in particular, that the direction given to our school staff, students and communities should be consistent with and informed by our Catholic values so that the WCDSB is not cast in a negative light within the region or the province. Further – it signals to me as CEO that we have to ensure our schools are places where all children can excel and be treated fairly regardless of their background or identity, while also having the confidence that they will not come to any harm.

a) In addition to all those measures which ensure compliance with IV 002 (found in items b-r below), the following would also be offered as evidence of compliance:

   a. The CEO has ensured that data be more detailed when looking at sub-groups of students when reporting on academic performance, resiliency/MDI data, and suspensions and expulsions, which will guard against any unnoticed inequities in terms of service or results. There is an explicit Key Performance Indicator in the Multi-Year Strategic Plan which monitors this data. That said, the Board's transition to Aspen and the quadmester model have both worked against effective production of detailed data during the 2020-2021 school year.

   b. The welfare of students is governed by a number of Administrative Procedures dealing with Health and Safety, including but not limited to APH 004, APH 005, APH 028, APH 027, APH 015, APH 021, APH013, APH 026, APH 029, APH022, APH 008, APH 012, APH 016, APH 001, APH 002, APH 017, APH 019, and APH 010. These APs are listed as evidence that the safety of our children is well considered in the administrative procedures by which are schools are bound.

   c. In addition to the Education Act, and APH 024 – Health and Physical Education Safety Guidelines, staff are informed and governed by regulations and best practice shared by OPHEA which ensures that practices in all Health and Active Living settings is safe.

   d. The COVID crisis / pandemic has posed a unique threat to the health and safety of our students. The CEO has ensured the development of rigorous Operational Guidelines and enforced throughout the pandemic adherence to the same. Communications have been frequent and explicit, and our COVID metrics, coupled with the results of WR Public Health IPAC and Ministry of Labour assessments, in which no significant concerns have been identified, would suggest that our schools are safe places for our staff and students.

   e. In the current pandemic environment, brought about due to COVID, staff went to great lengths to ensure both the provision of learning devices, as well as connectivity support for any student where it was identified that either might be lacking. In the time immediately following Christmas, all students of the board were able to learn despite the pivot to fully remote learning for the full day. The distribution of devices ensured that no student was disadvantaged due to their personal circumstance, in relation to a learning device or access to internet.

   f. There is an Equity and Inclusive Education Learning Committee comprised of educators and staff who are offering a critical eye and guidance regarding the advancement of equitable practices in the WCDSB. There is now formal alignment to the WCDSB Wellness Strategy, with a Well-Being Steering Committee and aligned well-being (equity) goals now in place.

   g. Plans are currently underway to administer a student census this spring. Application was made this past year to fund this work and support its movement forward. This census will assist in ensuring that WCDSB continues to improve in meeting the needs of its diverse and evolving population.

   h. The WCDSB is in the process of hiring an Equity Officer who will explicitly assist in guiding the work of equity in the culture of our board, and more directly as it impacts our student population. The hiring process was completed in February 2021.

   i. The WCDSB has initiated a review of its SRO program. This review was initiated after the concerns that were surfaced after the spring of 2020 and the Black Lives Matter protests. It is part of the CEO's commitment - on behalf of the Board – that we wish to ensure this program is meeting the needs of all students and not adversely impacting our racialized student population. The review is currently underway.

   j. In the spring of 2019 students in grades 4-12 completed the MDI School Climate survey and this also allowed for the analysis of both board and school level data regarding student impressions of safety and inclusion. Results were made available to all school administrators by the fall and have informed action forward. This was intended as a bi-annual process, but it will not be implemented in the spring of 2021 on the advice of our researcher and Chief Social Worker. It is felt that the pandemic will not allow for reliable trend data to be identified. It is perhaps notable that parents also complete a companion survey with respect to schools and their perceptions of bullying, that also reflecting on their perceptions of the treatment of students.

k. Staff have now instituted an annual Student Transition Survey which allows students to share their experience of transition from grades 8 to 9. Results are shared with both secondary and elementary school-based staff to assist in planning and action forward. This ensures that students have the opportunity to identify ways in which they feel unsafe or not included in their new secondary school communities.

l. There are 2 student Trustees who have ample opportunity to share the voice of students within the Boardroom but also in a variety of forums throughout the WCDSB. There is also an active Student Senate which provides students a forum for discussion and advancement of their thoughts and opinions.

m. The CEO has previously hosted 3 student Town Halls in which the voice of students was shared and opinions sought regarding the treatment of students and their aspirations. This event did not proceed this past year due to the events of Covid-19 and the transition to distance learning, but the Director did receive a series of questions from students – gathered by the Student Trustees of 2019-2020 – and formulated responses to each which were delivered by video. There are hopes that a student town hall can take place in the spring of 2021 so that student voice can directly be delivered to the Director.

n. With the implementation of distance learning, staff implemented two stakeholder surveys to glean feedback regarding questions and concerns that were emerging. Results were analysed to highlight those concerns identified by elementary and secondary students. Similarly parents and staff also shared feedback, thus assisting in how we respond to student needs at this time.

b) The Board regularly consults with the Vicar of Catholic Education and the Diocese of Hamilton on issues that arise where there is need for guidance to ensure compliance with the teachings and traditions of the Catholic Church.

c) The CEO administered both an interim survey and a supplementary survey in the spring of 2018 of the WCDSB MYSP to all stakeholders of the board. The expressed purpose of the survey was to signal to all stakeholders that their feedback and impressions are important to the overall governance and operation of the board. This survey has not been implemented in the 2019-2020 school year due to a combination of the labour action of this year, as well as the fallout from the pandemic. We had hope to do an MYSP survey this spring (2021) to assess stakeholder feedback but again COVID may be standing in the way of a valid and reliable implementation of stakeholder feedback on our MYSP goals.

d) The WCDSB MYSP Survey allowed opportunity for feedback on the full breadth of the board's goals. While not all stakeholders were uniform in their degree of agreement and feedback on the various goals, the strongest area of affirmation among the three priority areas was historically found in Nurturing our Catholic Community. With that said, there was no survey question in which the majority of respondents indicated that they disagreed or strongly disagreed that a goal was being met or understood. This suggests that our stakeholders are informed and have a degree of confidence in our strategic goals.

e) The current MYSP has a goal expressly tied to explicit metrics related to increased parent engagement and attendance, and the Board report received in January 2021 on Parent Engagement reflected increased parent involvement in our Parent Commissioning and CPIC/CSAC on boarding event.

f) The CEO shares with the Board of Trustees, in a timely manner, any items of interest that are likely to garner media attention and that may, in any way, cast a negative light on the WCDSB. Those items have been limited.

g) In the last year, there has only been one set of related media stories that called into question the reputation of the board in June of 2020 and in that case, the CEO had acted in accordance with the advice of our Catholic partners.

h) Throughout the COVID crisis the CEO has made herself available to the media for countless interviews and provided statements that hold the WCDSB in good stead in the community.

i) An audit by an external Marketing firm a few years back has produced evidence that our Board is noted for the strength of its community and the perception that we are inclusive and strongly faith-based. The steady growth in enrolment over the past 6 years, COVID not-withstanding and popularity of the board suggests a high degree of public confidence. We have seen a .04% increase in market share.

j) Within the WCDSB Administrative Procedures there is an express Communication Guideline for Parents and Staff, that ensures that feedback and information to stakeholders is timely, and shared in a clear, concise and easily followed manner. (APC 001) During this school year regular communications have been shared with both staff and with parents regarding WCDSB's response to the Covid-19 crisis, as well as our response through

Distance Learning. Further we implemented two system-wide Thought Exchange stakeholder surveys to garner the feedback of all our stakeholders within the WCDSB community and shared those results with Trustees, staff and our parents. Finally, we have ensured that our public facing website it always current, containing the CEO's communications and all other relevant updates.

k) The CEO supports the Board of Trustees Linkages Committee and spearheads other efforts that bring community leaders into the board for special functions that celebrate our presence in the community, e.g., Community Leaders' Breakfast, CEC blessing, Bishop's Banquet, Beacons of Hope, Winter Walk to School Day, etcetera. While some of these have been postponed or cancelled due to COVID, we continue to find ways to redefine that presence.

l) All employees of the Board are governed by APS 017, an Acceptable Use Policy – "Responsible Use of IT and Electronic Data" - when using the communication tools of the WCDSB, which ensures that WCDSB social media presence does not adversely affect the reputation of the Board or conflict with our Catholic values.

m) The Superintendent of Faith Development and our Religious Education Consultant attend meetings with our Catholic Consortium partners to ensure fulsome discussion of the topics of the day and to ensure best practices are followed, and decisions are consistent with our Catholic Church Teachings.

n) The CEO meets three times a year with the Bishop of the Diocese and other Directors of Education of the Diocese to ensure alignment and discussion regarding any challenges in relations to our Catholic Teaching, and to share promising practices.

o) The CEO and other members of the Board team, work in close partnership with the Board's Faith Animator to ensure a strong parish relationship, and to discuss issues of concern within our Waterloo Catholic region.

p) The CEO and/or superintendent designate attend Regional Deanery Meetings three times a year. Reciprocal knowledge sharing is a feature of these meetings, with Waterloo Catholic regularly providing updates to the group.

q) The CEO chairs the Board's FACE committee which oversees three sub-committees related to communications, political advocacy and School-Parish relationships. Within the meeting the cause of Catholic education and constructive ideas are generated which will enhance the reputation of the board as a representative of the Catholic community in Waterloo Region.

r) In order to ensure that the reputation of the Board is protected and decisions are well informed, the CEO regularly shares all memos and directives from the Ontario Catholic School Trustees Association, sharing best practices or recommendations for prudent decision-making, which is faithful to the traditions of the Catholic Church.

Recommendation:

That the Board accept this report indicating compliance with Treatment of Students Policy IV 003

Prepared/Reviewed By: Loretta Notten
Director of Education

*Bylaw 5.2 "where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – **except where approval is required by the Board of Trustees on a matter delegated by policy to the Board** – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred."

Waterloo Catholic District School Board
Quality, Inclusive, Faith Based Education

Notice of Motion

Regular Board Meeting

February 22, 2021

In accordance with Board's bylaws 4.1 Trustee Conway is providing notice of the following for consideration at the Regular Board Meeting on March 22, 2021

Topic: **Nurturing Inclusivity**

Whereas: Recent events in the church, this province, and the world have sparked discussions within community groups, companies, and organizations regarding their state of equity and systemic racism.

Whereas: Discussions regarding these topics are needed so that change can be made.

Whereas: Our faith challenges us to open our hearts to our neighbours. Catholicism by nature has an inclusive message, calling us to love unconditionally. To live this commandment in abundance is to embrace the differences among us and ensure that every human being feels welcomed.

Whereas: In order for all people to feel included, they must feel respected, accepted, and valued. Equity and inclusion are foundational to student and staff wellness, and wellness underpins student and staff outcomes.

Whereas: Providing a medium for students, parents, and community to voice their concerns at a board level to improve the state of inclusivity at the board.

Therefore, be it resolved:

That the Board Chair and Director of Education undertake forming a working committee with the goal of establishing a Student Advisory/Equity and Inclusivity Advisory Committee starting in the 2021/2022 school year, with a report back to the Board of Trustees at the May 31, 2021 board meeting addressing but not limited to the following:

- Committee Goals
- Committee membership structure and membership recruitment plan
- Frequency of committee meetings for 2021/2022 school year