



BOARD MEETING

Monday, June 13, 2016

6:00 p.m.

20 Education Court, Hamilton, Ontario

Trustee Boardroom

AGENDA

1. Call to Order
2. O Canada
3. Farewell to Student Trustee Tobias-Murray
4. Profiling Excellence

Students

- Yasmina Lawrence - Ancaster High - appointed to the Minister's Student Advisory Council for the 2016-17 school year
- OFSAA, 2016 AAA Sir Allan MacNab Boys Basketball Consolation Championship

Isaiah Bujdoso	Nathan Hare	Mehraj Kazi	Sam Jenkins
Denzell Albers Wallace	Aaron Gibson	Matt Grace	Kevaughn Ellis
Tre Edwards	Nicholas Ciaglia	C.J. Falconer	Kris MacLean

Staff

- Aaron Cown – Sir Allan MacNab - nominated for their work as leads on the Rainbow Proms
- Bob Roddie – Westmount Secondary - nominated for their work as leads on the Rainbow Proms
- OFSAA, 2016 AAA Sir Allan MacNab Boys Basketball Consolation Championship

Tom Fisher	Bryan McLeod	Rob Fraser	Jason Rizza	Liam Cerdas
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5. Approval of the Agenda
6. Declarations of Conflict of Interest

7. Confirmation of the Minutes

- May 30, 2016

Reports from Trustee Special Committees:

8. Governance Committee – May 31, 2016

9. Audit Committee – June 2, 2016

10. Human Resources – June 2, 2016

11. Program Committee

11.1 June 2, 2016

11.2 June 8, 2016 (will be provided at the meeting)

12. Finance & Facilities

12.1 June 2, 2016

12.2 June 9, 2016 (will be provided at the meeting)

13. Resolution Into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee

14. Meeting Resumes in Public Session

15. Report from Committee of the Whole (private) – June 13, 2016

16. Oral Reports

- A. Student Trustees' Report – Local Activities and Ontario Student Trustees' Association (OSTA) Report
- B. Director's Report
- C. Chair's Report

17. Adjournment

Meeting times and locations are subject to change. Please refer to our website for the latest information.

<http://www.hwdsb.on.ca/trustees/meetings/>

Minutes of the Board Meeting

Monday, May 30, 2016

LOCATION: Trustee Board Room, 20 Education Court, Hamilton, On L9A 0B9 (Education Centre)

Trustees: Kathy Archer, Jeff Beattie, Christine Bingham, Dawn Danko, Wes Hicks, Alex Johnstone, Ray Mulholland, Larry Pattison, Greg Van Geffen, Todd White. **Student Trustee** Hannah Tobias-Murray. **Regrets were received from Trustee Penny Deathe.**

1. Call to Order

Todd White, Chair of the Board, called the meeting to order at 6:04 p.m.

2. Profiling Excellence

Superintendent Stephanian introduced the following staff, discussing briefly their achievements:

Recipients of the Canadian Education Association Ken Spencer Award

Ron Canuel, President and Chief Executive Officer of the Canadian Education Association (CEA) was introduced and he spoke about this award. He then presented Chair White with the Ken Spencer Award in recognition of the HWDSB Enrichment & Innovation Centre.

The staff award recipients were:

- Beth Carey
- Kristy Luker
- Ben Nywening
- Zoe Branigan-Pipe
- John Whitwell
- Shelley Woon

Recognized for Outstanding Accomplishment in Support of the John Wismer Scholarship Fund and the Brain Tumour Foundation

- Lydia Vamos
- Dave Walters

Recipients of the Canadian Public Relations Society of Hamilton (CPRS) 2016 Pinnacle Award

- Sarah Lennon
- Rob Faulkner
- Patrick Hanson

3. Approval of the Agenda

RESOLUTION #16-77: Trustee Johnstone, seconded by Trustee Van Geffen, moved: **That the agenda be approved.**

CARRIED UNANIMOUSLY.

Student Trustee Tobias-Murray voted in favour.

4. Declarations of Conflict of Interest

None.

5. Confirmation of the Minutes

The minutes from the May 2, 9 and 16, 2016 meetings were confirmed.

Reports from Trustee Special Committees:

Trustee Bettie assumed the Chair.

6. Governance Committee – May 3, 2016

RESOLUTION #16-78: Trustee White, seconded by Trustee Johnstone, moved: **That the report of the Governance Committee – May 13, 2016 be approved, including:**

- a) the meeting schedule for September 2016 to June 2017 be approved.
- b) the official HWDSB Tagline to represent the new HWDSB Strategic Directions be: **Curiosity. Creativity. Possibility.**

Referring to the item on Student Trustees – Terms of Reference Review, Trustee Johnstone noted that the Ministry of Education will be reviewing the student trustee appointment process, but no timeline was given on the outcome of this review.

To the motion,

CARRIED UNANIMOUSLY.

Student Trustee Tobias-Murray voted in favour.

Trustee White resumed the Chair.

7. Policy Committee – May 11, 2016

RESOLUTION #16-79: Trustee Danko, seconded by Trustee Beattie, moved: **That the report of the Policy Committee – May 11, 2016 be approved, including:**

- A. Community Involvement Activities Policy
- B. Faith Club and Prayer Activities Policy – revoked
- C. Political Activity in Schools during Elections Policy

CARRIED UNANIMOUSLY.

Student Trustee Tobias-Murray voted in favour.

8. Finance and Facilities Committee

RESOLUTION #16-80: Trustee Van Geffen, seconded by Trustee Beattie, moved: **That the report of the Finance and Facilities Committee – May 5, 2016 be received.**

CARRIED UNANIMOUSLY.

Student Trustee Tobias-Murray voted in favour.

RESOLUTION #16-81: Trustee Van Geffen, seconded by Trustee Johnstone, moved: **That the report of the Finance and Facilities Committee – May 19, 2016 be approved.**

There was agreement to vote separately on the Action items: Sherwood Secondary School Update (item C) and the Long-Term Facilities Master Plan – Annual Update (item D). Voting on the remaining items in the report together.

Trustee Van Geffen noted that the 2016-2017 Operating and Capital Budget Estimates (item B) was not an Action item at this time and will be considered and approved at the June 13th Board.

To the motion: **That the Delegation – Calvin Christina School (item A), the 2016-2017 Operating and Capital Budget Estimates (item B) and the Secondary Facility Benchmark Strategy (item E), be received.**

CARRIED UNANIMOUSLY.

Student Trustee Tobias-Murray voted in favour.

Sherwood Secondary School Update (item C)

To the motion regarding Sherwood Secondary School update:

- a) **HWDSB approve the revised Secondary Facility Benchmark Strategy report and;**
- b) **HWDSB submit a business case for funding of a new school on the existing Sherwood site as a part of the Board's submission for the next round of Capital Priorities Funding. The Board will include the \$9,012,000 set aside for Sherwood Secondary School in the Secondary Facility Benchmark Strategy as the Board's contribution towards the new school.**

The motion was **CARRIED** on the following division of votes:

In Favour (9) Trustees Archer, Beattie, Bingham, Danko, Hicks, Johnstone, Mulholland, Van Geffen, White.
Student Trustee Tobias-Murray.

Opposed (1) Trustee Pattison.

Long-Term Facilities Master Plan –Annual Update

To the motion regarding the Long-term Facilities Master Plan – Annual Update:

- a) **That the Board receive the Long-Term facilities Master Plan Annual update and;**
- b) **That the Accommodation Strategy Schedule for 2016-2017 be approved to include West Hamilton City and Ancaster with staff being directed to bring back reports for the two review areas, in the Fall 2016.**

The motion was **CARRIED** on the following division of votes:

In Favour (9) Trustees Archer, Beattie, Bingham, Hicks, Johnstone, Mulholland, Pattison, Van Geffen, White.
Student Trustee Tobias-Murray.

Opposed (1) Trustee Danko.

RESOLUTION #16-82: Trustee Van Geffen, seconded by Trustee Mulholland moved: **That the report of the Finance and Facilities Committee – May 12, 2016 (Budget Presentation) be received.**

CARRIED UNANIMOUSLY.

Student Trustee Tobias-Murray voted in favour.

9. Program Committee

RESOLUTION #16-83: Trustee Johnstone, seconded by Trustee Pattison, moved: **That the report of the Program Committee – May 5, 2016 be received.**

CARRIED UNANIMOUSLY.

Student Trustee Tobias-Murray voted in favour.

RESOLUTION #16-84: Trustee Johnstone, seconded by Trustee Pattison, moved: **That the report of the Program Committee – May 19, 2016 be approved.**

There was agreement to consider Action Items and Monitoring Items separately.

To receive Monitoring Items: **Feedback from Student Senate re 2016-2017 Action Plan – Student Engagement Report (item B), the Update on Transitions (item C) and the Elementary Program Strategy (item D).**

CARRIED UNANIMOUSLY.

(Trustees Hicks and Van Geffen were not in the room during the vote.)
Student Trustee Tobias-Murray voted in favour.

Trustees Hicks and Van Geffen returned to the meeting.

At 10:00 p.m.

RESOLUTION #16-85: Trustee Van Geffen, seconded by Trustee Johnstone, moved: **That meeting be extended for 30 minutes.**

The motion was **CARRIED** on the following division of votes:

In Favour (9) Trustees Archer, Beattie, Bingham, Danko, Hicks, Johnstone, Pattison, Van Geffen, White.
Student Trustee Tobias-Murray.

Opposed (1) Trustee Mulholland.

Transforming Learning Everywhere (Item A)

To the motion: **That the 2016-2017 implementation plan be approved as year three of the five-year Transforming Learning Everywhere plan.**

The motion was **CARRIED** on the following division of votes:

In Favour (9) Trustees Archer, Beattie, Bingham, Hicks, Johnstone, Mulholland, Pattison, Van Geffen, White.
Opposed (1) Trustee Danko.

Student Trustee Tobias-Murray was not in the room during the vote.

Reports from Legislated Committees:

10. Parent Involvement Committee – May 10, 2016

RESOLUTION #16-86: Trustee Danko, seconded by Trustee Van Geffen, moved: **That the report of the Parent Involvement Committee – May 10, 2016 be received.**

CARRIED UNANIMOUSLY.

(Student Trustee Tobias-Murray was not in the room during the vote.)

11. Pupil Accommodation Question and Answer – East Hamilton City 2 and Lower Stoney Creek

Student Trustee Tobias-Murray returned to the meeting.

A. Presentation of Answers (questions received at last meeting)

Trustees received answers to questions on the East Hamilton City 2 and Lower Stoney Creek accommodation reviews.

B. New Questions (to be presented next meeting)

Trustees asked that staff bring back the maps for Scenario 2 of the original staff recommendations.

12. Resolution Into Committee of the Whole (Private Session)

RESOLUTION #16-87: Trustee Johnstone, seconded by Trustee Beattie, moved: **That the Board move into Committee of the Whole (Private), this being done at 10:22 p.m.**

CARRIED UNANIMOUSLY.

Student Trustee Tobias-Murray voted in favour.

The open session resumed at 10:35 pm

13. Committee of the Whole (Private) – May 30, 2016

RESOLUTION #16-88: Trustee Beattie, seconded by Trustee Johnstone, moved: **That the report of the Committee of the Whole (Private) – May 30, 2016 be approved, including:**

- **That the Governance Report from May 3, 2016 be received.**
- **That the Finance & Facilities Committee report from May 5 and May 19, 2016 be approved and that the committee report from May 12, 2016 be received.**

CARRIED UNANIMOUSLY.

Student Trustee Tobias-Murray voted in favour.

14. Resolution Into Committee of the Whole (Private Session)

RESOLUTION #16-89: Trustee Johnstone, seconded by Trustee Danko, moved: **That the Board move into Committee of the Whole (Private)**, this being done at 10:36 p.m.

CARRIED UNANIMOUSLY.

Student Trustee Tobias-Murray voted in favour.

The meeting adjourned at 11:45 p.m.

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COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 13, 2016

From: Governance Committee

Date of Meeting: May 31, 2016

The committee held a meeting from 1:18 p.m. to 4:05 p.m. on May 31, 2016 at 20 Education Court, Hamilton, ON, in Meeting Room 308, with Trustee Todd White presiding.

Members present were: Trustees Penny Deathe, Greg Van Geffen (electronically for a portion of the meeting) and Todd White. Regrets were received from Trustees Jeff Beattie and Johnstone.

ACTION ITEMS:**A. Approval of the Joint City/School Board Liaison Committee Terms of Reference**

The Committee reviewed the terms of reference for the Joint City/School Board Liaison Committee. The Chair shared information about the Joint Property Asset Committee (JPAC) which meets monthly and has its own terms of reference which are imbedded in the Joint City/School Board Liaison Committee terms of reference. JPAC has a work plan and the committee is developing standing items. A system is being developed to track the partnerships/agreements between the City and HWDSB.

On the motion of Trustee Death, the Governance Committee **RECOMMENDS** that the terms of reference for the Joint City/School Board Liaison Committee be approved.

CARRIED UNANIMOUSLY**MONITORING ITEMS:****B. HWDSB Annual Plan (Strategic Directions)**

The Committee received the draft Annual Plan. Executive Council developed an initial draft of the HWDSB Annual Plan between March and mid-April 2016. The Plan is comprised of 5 sections with each section aligning to one of HWDSB's new priorities. For each section, Executive Council developed one to three goals along with corresponding strategies and targets. To gather feedback on the initial draft of the Annual Plan, E-Best held 5 focus groups – one for each priority – with internal staff in April 2016. Participants were asked to generate their own strategies. Executive Council used the feedback data to finalize the draft Annual Plan. The 5 sections are listed below with the corresponding goals:

- Positive Culture and Well-Being
 - All HWDSB staff and students feel safe, supported and accepted.
 - HWDSB staff and students are engaged in the school and workplace as a learning organization committed to respectful and inclusive working and learning environments.
- Student Learning and Achievement
 - All students reading by the end of Grade 1.
 - Improvement in Mathematics
 - All Students Graduating
- Effective Communication
 - Improve internal communication.
 - Improve public confidence with external stakeholders.
- School Renew
 - All schools remaining in the HWDSB inventory meet the facility benchmarks established by the Board.
- Partnerships
 - All parents, guardians and caregivers are welcome, respected and valued as partners in student learning, achievement and well-being.
 - All new and existing community partnerships will enhance opportunities for students.

The Committee recommended that the Annual Plan be titled “HWDSB Annual Plan.” Staff shared the Board Priorities Reports with the Committee (see attached chart). The HWDSB Annual Plan will launch in late August/September when staff return for the academic year.

On the motion of Trustee Van Geffen, the Governance Committee **RECOMMENDS** that **HWDSB Annual Plan be received.**

CARRIED UNANIMOUSLY

C. Feedback from the Community Advisory Committees – Rural, FIAC and FNMI

The Committee discussed the feedback that they received from the Community Advisory Committees. All of the feedback indicated that these committees would still like to be classed as advisory committee; however, achieving quorum appears to be an issue. The Governance Committee discussed:

- Reducing the meeting schedule from twice per year to once per year.
- The idea that if quorum is not met once per year then the Advisory Committee would no longer exist for the remainder of the school year and the Board would need to consider re-establishment of the committee.
- Changing the term start date from December to September where the term ends in June
- Updating the committee mandates to be 1 mandate for all community advisory committees and consider removing the names of community advisory committees from the governance statement

The committee asked that staff review the Community Advisory Committee Terms of Reference and bring it back to the Governance in September taking into account the considerations discussed at the meeting.

Respectfully submitted,
Todd White, Chair of the Committee



JOINT CITY OF HAMILTON AND HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD (HWDSB) LIAISON COMMITTEE

TERMS OF REFERENCE

MEMBERSHIP

Total of three Trustees (Chair of the Board and two Trustees)

Total of three Members of Council (Mayor and two members of Council)

Total of two HWDSB Secondary Students (non-voting, rotating basis, invited by HWDSB)

City and Board Staff will be invited to attend meetings as required.

The term of membership on each committee shall be consistent with the practices of each of the respective bodies.

CO-CHAIR

The Co-Chair of each meeting will alternate between the Mayor of the City of Hamilton and the Chair of HWDSB.

MANDATE

- (1) To strengthen the relationship between the City and HWDSB
- (2) To assist in addressing issues affecting the governing bodies
- (3) To promote increased co-operation, synergies and efficiencies between City Council and HWDSB
- (4) To explore common interests
- (5) To better understand and co-ordinate services
- (6) To increase and maintain regular communication
- (7) To work in a spirit of co-operation to further the mission of the City and HWDSB

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- (8) Joint initiatives and outcomes will align
- (9) To develop ongoing collaborative and timely public communication strategies reflective of common purpose, work in progress and outcomes
- (10) To monitor the work developed by staff on the Joint Property Asset Committee (JPAC) as outlined in the Terms of Reference of JPAC and attached as Appendix A.

REPORTING MECHANISM

The members of the Liaison Committee will be responsible to report back to their respective reporting structures.

DECISION MAKING PROCESS

Decisions will be arrived at through consensus and if a vote is required a majority from each participating body's approval is required.

MEETING FORMAT

- 1. Four business days written notice will be given of meetings. Meetings will be held at regularly scheduled dates agreed to by members. The City and HWDSB can request a meeting outside these times. Meetings will be held at either City Hall or the HWDSB Board Office.
- 2. Agenda

The agenda will be mutually developed and agreed upon by the City and HWDSB with items that fall within the mandate of the Liaison Committee.
- 3. Resources

The Committee will be clerked by the City of Hamilton.
- 4. Quorum

Quorum will be four (4) made up of two trustees and two councillors.

Terms of Reference

Introduction:

The purpose of this document is to outline the role and responsibilities of the City of Hamilton (hereto “the City”) and the Hamilton-Wentworth District School Board (hereto “the Board”) as it relates to Board & City owned assets, as well as to identify the appropriate membership of the committee whereby decisions can be made. Committee will review this document before the end of this calendar year.

Purpose

The purpose of the Joint Property Asset Committee is to provide recommendations and/or expedite projects that affect both parties.

Duties & Responsibilities

- Consulting and determining a strategic action plan on matters of concern to the Board & the City.
- Provide leadership and direction to approve projects that impact both the Board & the City.
- Receiving and exchanging information to all matters of the management of properties, projects that relate to the joint relationship.

Meetings

The committee will meet every month.

- Chair – Manager of Strategic Planning, Capital & Compliance.
- Co-Chair – To Rotate Annually

Accountability

It shall be the duty of the Chair of the Committee or designate:

1. To report to the Senior Management sponsors on all matters arising from the meeting;
2. To forward the meeting minutes to Senior Management.
3. To forward the meeting minutes to the Joint City of Hamilton and Hamilton-Wentworth District School Board (HWDSB) Liaison Committee.

Membership

The following is a list of committee representatives and their respective departments:

City of Hamilton

- Director, Facilities Management & Capital Programs
- Manager of Strategic Planning, Capital & Compliance
- Director of District Recreation Operations
- Director, City-Wide Services
- Manager, Landscape Architectural Services
- Manager of Parks & Cemeteries
- Senior Project Manager of Strategic Planning

Hamilton-Wentworth District School Board

- Senior Facilities Officer
- Manager of Planning, Accommodation & Rentals
- Manager of Capital
- Planner

Note: Other staff to be invited as needed.

Board Priorities and Corresponding Annual Monitoring Reports					
Committees	Positive Culture & Well-Being	Student Learning & Achievement	Effective Communication	School Renewal	Partnerships
Finance & Facilities				4. School Renewal Report*(April 2017): <ul style="list-style-type: none"> Long-term Facilities Master Plan (LTFMP) Facilities Renewal Plan Summary of Partnerships that support School Renewal 	
Human Resources	1. Positive Culture & Well-Being Report* (Oct 2016): <ul style="list-style-type: none"> Staff Engagement Attendance Support Positive School Climate 				
Program		2. Student Learning & Achievement Report (Nov 2016): <ul style="list-style-type: none"> Reports on progress re: <ul style="list-style-type: none"> Grade 1 Reading Math Graduation (10-11 cohort) EQAO and OSSLT results FNMI Student Achievement & Well-Being Student Engagement Transforming Learning Everywhere Report (May 2017)			5. Partnerships Report (April 2017): <ul style="list-style-type: none"> School level parent engagement School level communication Parent Voice Partnership Decision Making Process Review of Partnerships
Standing Committee/ Board Policy			3. Effective Communication Report* (Oct 2016)		6. Transportation (Nov 2016)
Governance	<ul style="list-style-type: none"> Review existing policies Develop new policies Monitoring of the implementation of the Strategic Directions and HWDSB Annual Plan 				

NOTE: The bullets under each report title represent the contents of each report.

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 13, 2016

From: Audit Committee

Date of Meeting: June 2, 2015

The committee held a meeting from 2:43 p.m. to 5:25 p.m. on June 2, 2016 at 20 Education Court, Hamilton, ON, in Meeting Room 340D with Trustee Todd White presiding.

Members present were: Trustees Jeff Beattie, Todd White and Greg Van Geffen. External member present was: Carol Calvazara.

ADDITIONAL ITEMS FOR DISCUSSION:

A. Audit Committee Work Plan 2016-17

Staff provided an overview of the work plan and proposed meeting dates for 2016-17.

B. Update from Business Services/School Board Sector Issues

Staff provided an update on the status of the 2016-17 budget process. All school boards are required to pass a balanced budget before the end of June.

C. SB Memo 14 – Update on Internal Audit Leading Practice Repository

The Ministry of Education has created a website for School Board staffs to share leading practices with respect to audits performed by the Regional Internal Audit Teams.

D. B Memo 10 – Increasing Consistency Amongst Regional Internal Audit Teams

The Ministry of Education has provided a list of practices to be followed by all Regional Internal Audit Teams and School Boards.

E. RIAT Status Report

The Regional Internal Audit Manager provided a summary of the Team's work at HWDSB since March 2016.

Respectfully submitted,
Todd White, Chair of the Committee

COMMITTEE REPORT (Public)

Presented to: Board

Meeting Date:

From: Human Resource Committee

Meeting Date: June 2, 2016

The committee held a meeting on June 2, 2016 - from 1:00-2:30 p.m. at 20 Education Court, Hamilton, Ontario, with Penny Deathe presiding.

Members present were: Trustees Penny Deathe (Chair), Todd White, Alex Johnstone, and Greg Van Geffen.

INFORMATION:

A. Employee Performance Appraisal System (EPAS)

Superintendent of Human Resources, Michael Prendergast, Senior Manager of Human Resources, Gytis Grabauskas, and Manager of Employee & Labour Relations, Stephanie Strong, presented the committee with an overview of the Employee Performance Appraisal System (EPAS). This tool will be used to support the growth and development of non-teaching employees. Implementation targeted for September 2016.

Respectfully Submitted,
Penny Deathe, Chair of the Committee

COMMITTEE REPORT

Presented to: Board

Date of Meetings: June 13, 2016

From: Program Committee

Date of Meeting: June 2, 2016

The committee held a meeting from 5:39 p.m. to 9:00 p.m. on June 2, 2016 at 20 Education Court, Hamilton, ON, in Meeting Room 308 with Alex Johnstone presiding.

Members present were: Trustees Christine Bingham, Alex Johnstone, Larry Pattison and Penny Deathe. Regrets were received from Trustee Kathy Archer. Also in attendance were Trustees White and Van Geffen.

ACTION ITEMS:

A. Elementary Program Strategy

Staff presented the Elementary Program Strategy Report to the committee noting the following:

- The Elementary Program Strategy rethinks the way we offer programs and build/renew facilities.
- The Elementary Program Strategy is an overview of our programs and/or supporting strategies that inform our daily work in our schools.
- The Elementary Program Strategy is based on seven (7) vision statements that provide the foundation for decision making regarding Curriculum, Programs, Facilities, Resources and Special Education delivery.
- HWDSB strategies will support the Ministry mandated curriculum and will align with all of the new HWDSB priorities:
 - Positive culture and well-being
 - Student learning and Achievement
 - School Renewal
 - Communications
 - Partnerships
- Staff shared information about some ways that we provide programming and supports in elementary schools to meet the needs of our learners, including the SHAE program, ESL and ELD programs, Positive School Climate, Mental Health and Special Education.
- Kindergarten is a two year program.
- Math is taught for 60 minutes per day resulting in a total of 300 minutes. HWDSB uses technology in the math class to support the students in understanding the value of math.
- French instruction is two pronged in HWDSB – core French begins in grade 4 and French Immersion commences in grade 1. We are focusing on these two approaches as there can be staffing challenges with the French programming if we are to consider additional approaches.
- Once the Elementary Program Strategy is approved by Board, Facilities staff will begin working on the Elementary School Design Manual and the Elementary School Benchmark Strategy
- The consultation for the strategy will begin in September 2016, with a post-consultation report going to Program Committee late fall.
- The recommendations in the report were outlined in the following areas:
 - Specialized Learning Programs. A chart of the currently existing programs was provided. These programs are grandfathered and maintained and will be reviewed every two years. The enrolment in these programs vary from year to year.
 - Instrumental Music. HWDSB will continue to ensure an instrumental music program in every school for grade 7 & 8 as outlined in the HWDSB Arts Strategy 2012-2013. When asked staff indicated that we need to ensure there is consistency in grade 7 and 8 music in all schools before looking at instrumental music in younger grades. Once again, we may have a challenge with staffing.

- Interventions/Special Education to ensure Education opportunities and programming decisions for students will align with principles of:
 - Learning For All
 - Collaborative and Proactive Solutions
 - Tiered and Response to Intervention Model
 - Tiered Conditions of Well Being
- Facilities – Staff shared that they will be using the consultation results to define how the Elementary Program Strategy will affect the facilities. Once they have the plans and the final budget they can look at the facilities.

On the motion of Trustee Deathe, the Program Committee **RECOMMENDS** that the **Elementary Program Strategy recommendation for specialized programming, instrumental music, and interventions in special education be approved for consultation.**

CARRIED UNANIMOUSLY

Respectfully submitted,
Alex Johnstone, Chair of the Committee



EXECUTIVE REPORT TO PROGRAM COMMITTEE

TO: PROGRAM COMMITTEE

FROM: Manny Figueiredo, Director of Education

DATE: June 2, 2016

PREPARED BY: Executive Council

RE: Elementary Program Strategy

Action ☒

Monitoring ☐

Recommended Action:

That the Elementary Program Strategy recommendations for specialized programming, instrumental music, and interventions in special education be approved for consultation.

Background:

As the Hamilton-Wentworth District School Board (HWDSB) revitalizes elementary schools, we continue to focus our efforts on creating the best learning conditions possible for our students to reach their full potential as life-long learners. While considering what education looks like in the 21st century, the Elementary Program Strategy (K-8) will reflect our commitment to strengthening conditions for learning, including building relationships, offering opportunities for all, and engaging students in the learning. Effective programs will be delivered in renewed facilities that reflect spaces for the programs being delivered.

Why an Elementary Program Strategy (K-8)?

Our Elementary Program Strategy rethinks the way we offer programs and build or renew facilities. While we continue to provide students with foundational knowledge and skills (i.e. Mathematics and Literacy), our teachers will support students to develop those skills required in the 21st century (e.g. problem solving, critical literacy, and higher order thinking).

The Elementary Program Strategy is an overview of our programs and/or supporting strategies that inform our daily work in our schools. It provides the vision the Board has for elementary education in terms of program delivery K – 8. (e.g. program offerings, reporting and assessment, positive school climate, special education , French Immersion, English as a Second Language).

Our Vision

The Elementary Program Strategy is based on seven (7) vision statements that provide the foundation for decision making regarding Curriculum, Programs, Facilities, Resources, and Special Education Delivery. The vision statements support equity of access and outcomes for all students, supported by a balance of evidence-based and innovative instructional practices. All schools will be accessible and include flexible and specialized learning environments, and although we are working toward a preferred structure of K-8 schools to reduce the number of transitions that students experience, we recognize local needs as well. Our elementary schools will intentionally build parent and community engagement to support students. Core programs will be offered in all schools and some schools in the district will also host programs to which all students may apply, such as French Immersion Language. Schools that are safe, inclusive, and welcoming support environments that promote learning and teaching.

ELEMENTARY PROGRAM STRATEGY VISION STATEMENTS

Vision statements will guide decisions related to HWDSB Elementary Program Strategy:

<u>Vision Statement 1</u>	All elementary schools provide equity of access and outcome.
<u>Vision Statement 2</u>	All elementary schools offer a balance of evidence-based and innovative instructional practices
<u>Vision Statement 3</u>	We will work toward a preferred structure of K-8 in our schools while recognizing local parent, student, and community needs.
<u>Vision Statement 4</u>	All elementary schools be accessible and include flexible and specialized learning environments.
<u>Vision Statement 5</u>	All elementary schools intentionally build parent and community engagement to support our students.
<u>Vision Statement 6</u>	All elementary schools provide core programs and some identified schools across the system will also offer focused programs.
<u>Vision Statement 7</u>	All elementary schools will be safe, inclusive, welcoming environments.

Motion at Board Meeting on Monday, January 25, 2016:

RESOLUTION #16-10: Moved: That the committee report from December 10, 2015 be received and that the report from January 7, 2016 be approved, including: that the revised Elementary Program Strategy Vision Statements be approved to guide the development of the Elementary Program Strategy. **CARRIED UNANIMOUSLY**

HWDSB STRATEGIES TO SUPPORT MINISTRY MANDATED CURRICULUM - in alignment with three of HWDSB's new priorities, Positive Culture and Well-being, Student Learning and Achievement and School Renewal.



RECOMMENDATIONS:

I. FOCUS PROGRAMS:

Recommendation: That the currently existing focus programs listed below are maintained and reviewed every two years according to the criteria listed below.

Focus programs in our elementary schools are optional programs that had a specific criteria attached to them when they originally opened. Students from across the board can apply to enroll in a focus program, and may be accepted if space is available and they meet the criteria. Transportation is not provided for focus programs. HWDSB is not expanding the number of, or enrolment in these programs. The programs may be relocated if space in the host school is needed for in-catchment students. The elementary programs currently in existence are:

<u>PROGRAM</u>	<u>CURRENT LOCATION</u>
Hockey Program	Tapleystown
Mandarin (Language Transition Program)	Cootes Paradise
Sage	Strathcona
Sagequest	Ryerson
Sports Academy; Basketball	R.A.Riddell
Sports Academy	Hillcrest

These optional programs were originally based on specific interests with specific criteria. As teaching and learning have changed over the last several years in all of our schools and classes, the enrolments in these programs have varied greatly. HWDSB will conduct a review every two years to determine the continued interest and viability of the programs. The following criteria will be used for the review.

Viability Criteria for Maintaining Optional Programs:

- Program maintains the original intent /mandate of the program
- Sufficient student enrolment to assign a teacher
- Ontario Curriculum is embedded in the delivery model
- Feasibility of maintaining on-going operating costs, including fees to external organizations
- Continuation of exemplary program delivery and sustainability

2. INSTRUMENTAL MUSIC

Recommendation: That we continue to ensure instrumental music programming is offered at the grade 7 and 8 level in all elementary schools*. This will include the provision of band instruments, appropriate facilities and qualified staff to deliver the program and will allow the equity of access for all intermediate students so that they can make an informed choice for music programming at the secondary level.

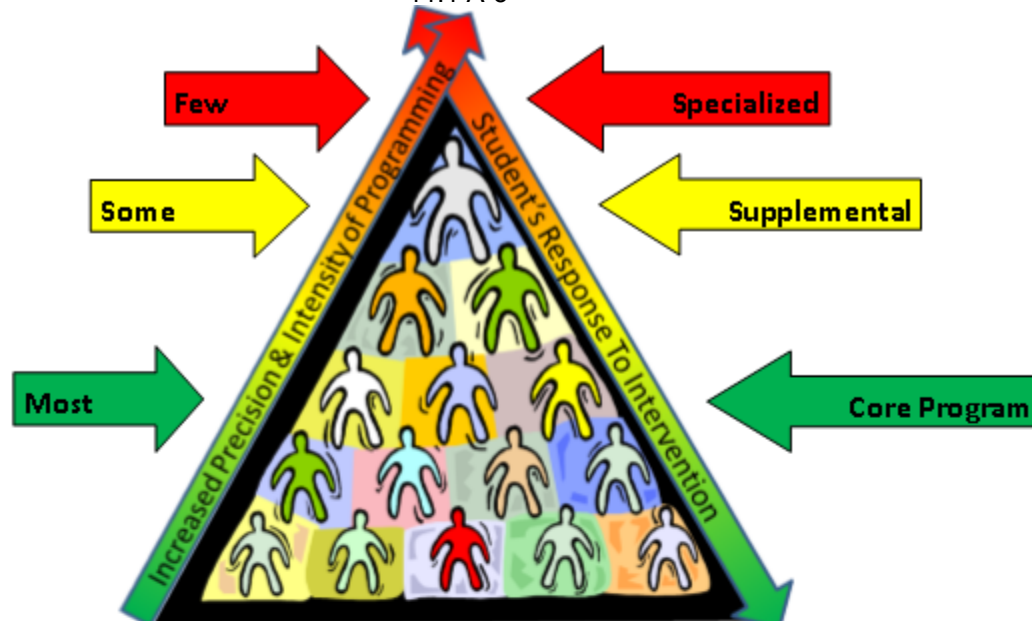
*As outlined in the HWDSB Arts Strategy 2012-2013.

3. INTERVENTIONS/SPECIAL EDUCATION:

Background: Educational opportunities and programming decisions for students will align with principles of:

- Learning For All
- Collaborative and Proactive Solutions
- Tiered and Response To Intervention Model
- Tiered Conditions of Well Being

Whenever possible, students' needs will be met within their home school in the most integrated approach possible. Priority will be given to ensuring resources are allocated to supporting the literacy learning needs of our Kindergarten and Primary students.



“DIVERSITY IS OUR STRENGTH – SPECIALIZATION OUR SERVICE”

We believe in a responsive, tiered and integrated approach where student and staff learning needs are supported and addressed by staff from within the school, district and community. We contribute to the creation of learning environments, opportunities and relationships that promote positive mental health and well-being for the success of all.

Tiered Conditions of Well-Being



Recommendation: Specialized Programs, whenever possible, will be available within each family of school and become the “home school” of students placed within them. Pathways will exist within the host school to support the transitions out of a program and across divisions including the transition into a Secondary Program (e.g., Primary, Junior, Intermediate Autism Classes located in one school, feeding into designated Secondary Schools).

Recommendation: Every school will have shared spaces designated to support student needs, such as:

- Assessment and Intervention space (System Staff and Community Partners)
- Student Success space (For alternative programming, calming spaces, quiet setting)
- Sensory space
- Fitness space (Gross Motor Development)
- Calming space (Specialized locations only as determined by the Superintendent of Specialized Services)

4. FACILITIES:

The facilities department continues to refine standards for elementary school renewal and new schools. The goal continues to be to work toward all of our elementary schools reflecting the Ministry benchmarks for schools, including classroom size, gym size with change rooms, rooms for art and science, purpose built FDK spaces, accessibility standards, flexible learning spaces, etc. This will ensure that all schools, over time, will reflect conditions and environments that promote effective and efficient student learning and teaching spaces.

Recommendation: That Facilities Management continue to design new and renovated spaces aligned with the Elementary Program Strategy.

Recommendation: That Facilities Management use the information derived from the Elementary Program Strategy to assist in the completion and development of an Elementary School Design Manual.

Recommendation: That Facilities Management apply the findings of the Program Strategy to develop the Elementary School Facilities Benchmark Strategy that will assist in identifying the benchmark priorities for all elementary schools across HWDSB.

COMMITTEE REPORT

Presented to: Board

Date of Meetings: June 13, 2016

From: Program Committee

Date of Meeting: June 8, 2016

The committee held a meeting from 12:13p.m. to 2:33 p.m. on June 8, 2016 at 20 Education Court, Hamilton, ON, in Meeting Room 308 with Alex Johnstone presiding.

Members present were: Trustees Christine Bingham, Alex Johnstone, and Penny Deathe. Regrets were received from Trustees Kathy Archer and Larry Pattison. Also in attendance were Trustees White and Van Geffen.

ACTION ITEMS:

A. French Immersion - Location Strategy & Application Process

Staff presented the French Immersion Location Strategy & Application Process to the committee noting the following:

- The French Immersion Location Strategy & Application Process is focused on ensuring that all students who wish to enroll in French Immersion are able to do so.
- The current enrolments indicate some pressure points in accommodations. For the upcoming year, these pressure points have been addressed at Earl Kitchener, Guy Brown, and A M Cunningham.
- Ancaster Senior currently accommodates Grade 7 FI students from Fessenden. Grade 8's FI students from Fessenden attend Norwood. In the 2016-17 school year, Ancaster Senior will accommodate Grade 7 and 8 FI students from Fessenden.
- To provide equity of access to FI locations, ensure viability of the FI program as it grows, and balance between FI and English in schools, it will be necessary to consider boundary reviews during the 2016-2017 school year.
- **East Hamilton French Immersion Boundaries/Locations** - students from East Hamilton and Lower Stoney Creek currently attend French Immersion Programs at Glen Echo for grades 1-5, and Glen Brae for grades 6-8. This includes students from Prince of Wales, Cathy Wever, Queen Mary, Adelaide Hoodless, Memorial (City), AM Cunningham, Viscount Montgomery, Elizabeth Bagshaw, Rosedale, Sir Wilfrid Laurier, Glen Echo, Sir Isaac Brock, Lake Avenue, Hillcrest, Parkdale and WH Ballard.
 - Staff recommends that the French Immersion Program at Glen Brae and Glen Echo be moved to a new location in East Hamilton. Also following a decision of a new location, a boundary review be considered for FI boundaries in East Hamilton.
- **Lower Stoney Creek / Winona French Immersion Boundaries/Locations 2017 (Memorial (SC)).** The FI students from the following schools currently attend FI at Glen Echo and Glen Brae: Collegiate, Eastdale, Green Acres, Memorial (SC), Mountain View, R.L. Hyslop and Winona.
 - Staff recommends that a French Immersion Program be offered at a Lower Stoney Creek school beginning with Grade 1 registration, timelines pending Ministry funding for a new school.
 - That an FI boundary review be undertaken for the FI program to include schools in Lower Stoney Creek and Winona.
 - That a yearly review of the program be conducted in this area to monitor the growth, and if needed, consider an additional location depending on where the student enrolment is growing.
- **West Hamilton French Immersion Boundaries and Program Locations 2017 (Earl Kitchener, Ryerson, Bennetto).** Earl Kitchener currently has a French Immersion program for grades 1-5, with students attending Ryerson for FI Grades 6, 7 and 8. Earl Kitchener FI is projected to stabilize or decrease, however, the configuration of the building poses accommodation challenges. As well, the size of the property at Earl

Kitchener is not conducive to portables on site. To manage the accommodation challenges at both Earl Kitchener and Ryerson, consideration for an additional FI site in West Hamilton is necessary.

- Staff recommends that an FI Boundary Review be considered for Earl Kitchener, Ryerson, and Bennetto with the potential to open a second FI site at Bennetto in 2017 beginning with a phase-in of primary grades. A boundary review is suggested for the current West Hamilton FI Boundary area.
- **Waterdown and Flamborough French Immersion Locations 2017 (Flamborough Centre, Guy Brown, Mary Hopkins).** A plan is in place for the 2016-2017 school year to address the accommodation challenges at Guy Brown. The Board is planning a new school for the East Flamborough area in the future, and Mary Hopkins/Flamborough Centre would be holding schools for French Immersion until such time as the new school is built.
 - Staff recommends that an FI Boundary Review be considered for Guy Brown, Mary Hopkins, Flamborough Centre and Balaclava to address current French Immersion accommodation pressures in Waterdown and Flamborough.
- **Dundas.** The French Immersion programs at Dundana (gr. 1-5) and at Sir William Osler (Gr. 6-8) can accommodate students for the immediate future. These programs will be monitored closely by Planning and Accommodation, and if additional space is required, a community consultation will be held regarding an appropriate location.
- **Ancaster, Mountain, Upper Stoney Creek, Glanbrook.** Ancaster is approved for a Pupil Accommodation Review (PAR). In the interim, it is suggested that the status quo remain in these areas. Currently FI is at Fessenden grades 1-6 and beginning in September, 2016, grades 7 and 8 FI will be at Ancaster Senior. There is room to accommodate grade 6 students at Ancaster Senior should that be necessary until the PAR is completed.
 - Mountain, Upper Stoney Creek, and Glanbrook will be monitored as growth occurs. At present, there are no immediate accommodation or boundary concerns.
- The system application process for grade 1 students entering French Immersion would be advertised each year with specific dates attached to the applications. The schools that do not have accommodation pressures will have a notation on the application form that grade 1 students living within the FI catchment for these schools will be automatically accepted into the program. Parents will still need to complete the application form. For all other Grade 1 FI applications, program locations will be offered by the end of October.
 - Late September: Application Process opens for students who will be entering grade 1
 - Mid-October: Application Deadline
 - Late October: Program Location offered to Parent/Guardian
 - Mid- November : Deadline for Program Acceptance and Registration
- Deadline dates for applying, notification of location of program offering, and deadline for registering at the program offering location will be provided on an annual basis.
- Late Applications: Applications received after the application deadline are not guaranteed a placement for grade 1 entry to French Immersion. Late applications will be reviewed by the committee if space permits within HWDSB.
- Late Admission: Students in Grade 1-8 moving to HWDSB from another board may be offered a French Immersion program location for grades other than the grade 1 entry after a review of student records or confirmation of an equivalent background in French, as determined by Program staff from French as a Second Language, and space permitting. The Committee that reviews applications will also review late admissions to determine student placement.
- It was recommended that the following criteria be used for Grade 1 FI program placement offerings
 - Availability of the program closest to the student's home address, based on the French Immersion boundary

- Grade 1 siblings entering French Immersion may attend the same school as their older sibling currently in FI, space permitting and providing they remain in FI.
- Balance of English and FI enrolment in dual track schools (50-60% in English or French)
- Year over year impact as pupils progress through grades 1-8 (that is, there is room for the student to remain in FI for Gr. 1 through 8)
- The French Immersion – Location Strategy and Application Process **Consultation Plan** was shared with the Committee. The Consultation Plan will include the following:
 - Statement:
 - HWDSB has been offering French Immersion to non-French speaking students for many years. We recognize that French is one of Canada's two official languages and it is a language that is used widely around the world. Proficiency in French is a valuable skill and an element of student achievement. HWDSB has been, and will continue to, provide quality programs which develop students' ability to communicate in French.
 - HWDSB believes in equity of access and outcomes in terms of our program delivery. It is our belief that all students have the ability to learn French. Our French language programs include English language learners and students with special education needs and are inclusive and reflective of our diverse communities.
 - Communication Strategy:
 - To inform various stakeholders that the 30-day consultation period has begun (September 19 - October 19) and now is their opportunity to provide comments and feedback about the French Immersion location strategy and application process.
 - FI plan to include public meetings for:
 - East Hamilton
 - Lower Stoney Creek
 - West Hamilton
 - Waterdown/Flamborough

On the motion of Trustee Deathe, the Program Committee **RECOMMENDS** that the **French Immersion Program Location Strategy and Application Process** be approved for consultation.

CARRIED UNANIMOUSLY

MONITORING ITEMS:

B. English as a Second Language/English Literacy Development (ESL/ELD) Update

Staff presented the English as a Second Language/English Literacy Development (ESL/ELD) Update to the committee noting the following:

- There are typically two distinct profiles of English Language Learners:
 - Students from Grades 1-12 who need English as a Second Language (ESL) programming because they have age appropriate literacy in the first language and age appropriate schooling in their first language;
 - Students from Grades 4 to 12 who need English Literacy Development (ELD) programming because they do not have age appropriate first language literacy and have limited prior school experience.
- Since January 4th, 2016, HWDSB has registered 424 Syrian Newcomers: 58 Secondary and 366 Elementary students at 40 different schools. Wesley Urban Ministries, a key community partner, settled 982 Syrian Newcomers since January 4th and expects another 573 newcomers from around the world to arrive in Hamilton for settlement by December 2016.
- HWDSB continues to partner with Wesley Urban Ministries, the YMCA and Thrive to support settlement, acculturation and well-being needs of all newcomers, but the focus of the work since January 2016 has been on the Syrian Newcomers.
- Staff shared the ESL/ELD budget with the Committee noting:
 - The Ministry of Education provides a ESL/ELD Allocation to school boards based upon the number of students registered in an elementary or secondary school who entered Canada in the past four years

and were born in a country other than Canada, Great Britain, Ireland, the United States, Australia and New Zealand. The allocation is \$3920 per pupil but a weighting factor based on the number of years in Canada is applied.

- Staff continue to track the one-time cost for the Syrian Newcomers. There have been additional transportation costs due to some mobility challenges for the newcomers. There was also some increased need for ESL learning for staff but the Ministry provided some funding so these costs were not tracked.
- In September they will have GSN dollars plus the ESL dollars for these students.

C. The Elementary Program Strategy

Staff shared the Elementary Program Strategy **Consultation Plan** with the Committee. The Consultation Plan will include the following:

- Statement:
 - As HWDSB revitalizes elementary schools, we continue to focus our efforts on creating the best learning conditions possible for our students to reach their full potential as life-long learners.
 - While considering what education looks like in the 21st century, the Elementary Program Strategy (K-8) reflects our commitments to strengthening conditions for learning, including building relationships, offering opportunities for all and engaging students in their learning. Effective programs will be delivered in renewed facilities that reflect spaces for the programs being delivered.
- Communication Strategy:
 - To inform various stakeholders that the 30-day consultation period has begun (September 19 - October 19) and now is their opportunity to provide comments and feedback about the Strategy's recommendations for specialized programming, instrumental music and interventions in special education.

Respectfully submitted,
Alex Johnstone, Chair of the Committee

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

FRENCH IMMERSION STRATEGY (Elementary)

OVERVIEW

Hamilton-Wentworth District School Board (HWDSB) has been offering French Immersion (FI) to non-French speaking students for many years. We recognize that French is one of Canada's two official languages and it is a language that is used widely around the world. Proficiency in French is a valuable skill and an element of student achievement. We have been, and will continue to provide quality programs which develop students' ability communicate in French.

HWDSB believes in equity of access and outcomes in terms of our program delivery. It is our belief that all students have the ability to learn French. Our French language programs include English language learners and students with special education needs and are inclusive and reflective of our diverse communities

French Immersion in HWDSB is an optional program offered beginning in Grade 1. Elementary students are taught French as a subject and French serves as the primary language of instruction for other content areas in the beginning years of the program. HWDSB exceeds the Ministry guidelines for the minimum number of hours of instruction required for French Immersion in grades 1 through 8, which provides a solid foundation for students who wish to pursue French Immersion in secondary school.

Transportation for French Immersion is offered as per our Transportation Policy, which is available on our Board website.

CURRENT STATUS OF FRENCH IMMERSION IN HWDSB

We currently have 15 elementary schools offering French Immersion. Michaelle Jean and Norwood are single track FI schools. The remaining 13 are dual track schools.

The current enrolments indicate some pressure points in accommodations. For the upcoming year, these pressure points have been addressed at Earl Kitchener, Guy Brown, and A M Cunningham. As well, Ancaster Senior currently accommodates Grade 7 FI students from Fessenden. Grade 8's FI students from Fessenden attend Norwood. In the 2016-17 school year, Ancaster Senior will accommodate Grade 7 and 8 FI students from Fessenden.

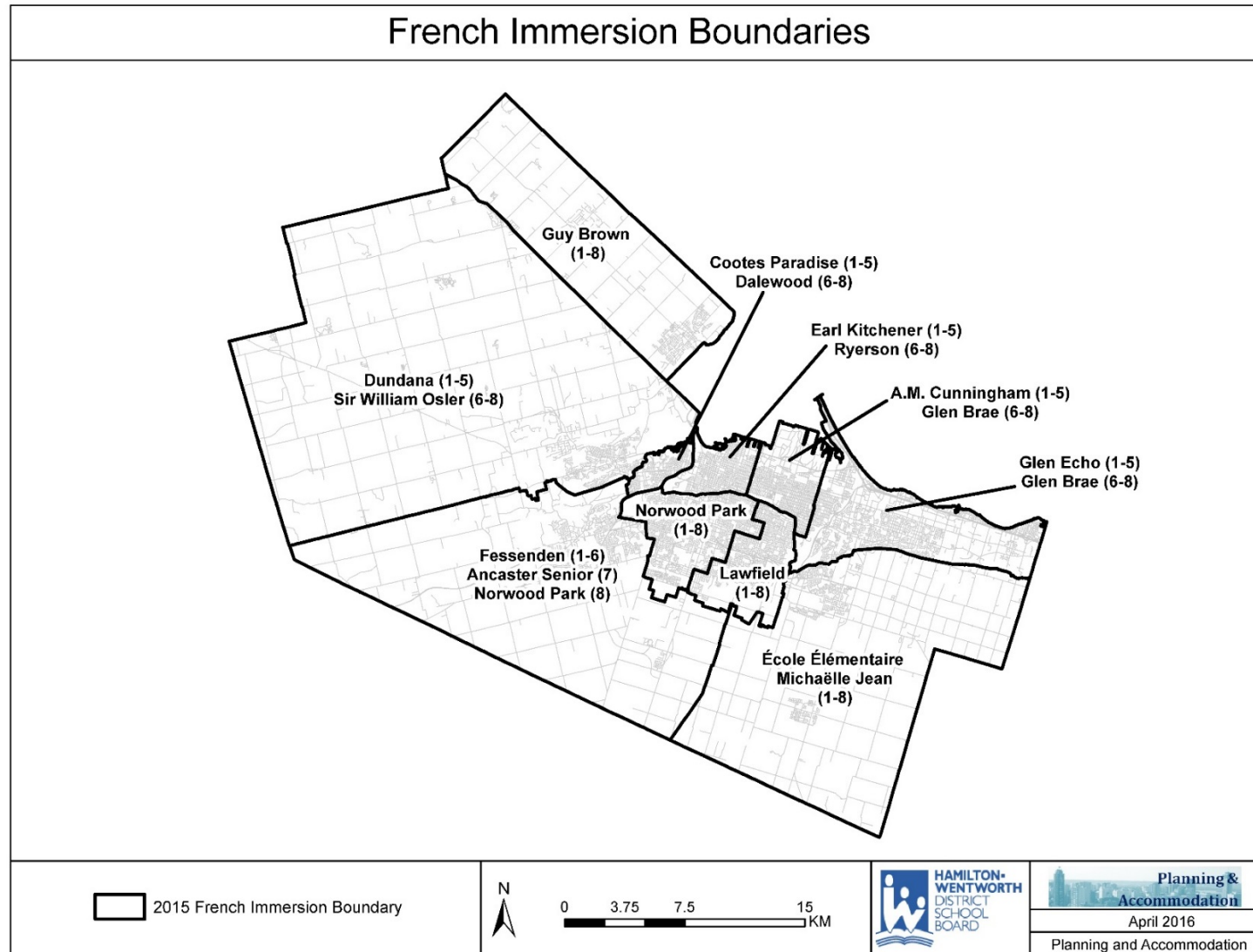
To provide equity of access to FI locations, ensure viability of the FI program as it grows, and balance between FI and English in schools, it will be necessary to consider boundary reviews during the 2016-2017 school year.

Current Boundaries, Locations and Enrolment of All French Immersion Programs

School	English	FI	OTG*	Portables**
AM Cunningham	JK-5	1-5	409	5
Ancaster Senior	7-8	7	375	0
Cootes Paradise	JK-5	1-5	678	0
Dalewood	6-8	6-8	366	6
Dundana	JK-5	1-5	398	0
Earl Kitchener	JK-5	1-5	557	0
Ecole Elementaire Michaelle Jean	-	1-8	274	0
Fessenden	JK-6	1-6	383	6
Glen Brae	6-8	6-8	331	0
Glen Echo	JK-5	1-5	314	3
Guy Brown	JK-8	1-8	632	2
Lawfield	JK-8	1-8	602	4
Norwood Park	-	1-8	464	3
Ryerson	6-8	6-8	343	4
Sir William Osler	JK-8	6-8	602	0

***OTG: On-the-Ground Capacity:** The rated capacity for a facility (number of students the permanent structure can accommodate) as indicated on the Ministry of Education's School Facilities Inventory System which is a web- based database containing facility- related data of all schools in Ontario. Depending on the type of room, the space will have a different loading (i.e. elementary classroom at 23 pupil places and kindergarten rooms 26 pupil places). This value does not represent the physical limit of the space within the building.

****Portable count as of April 2016**



Map I: All French Immersion Boundaries

Current Enrolment Projections by FI Catchment Area**East Hamilton**

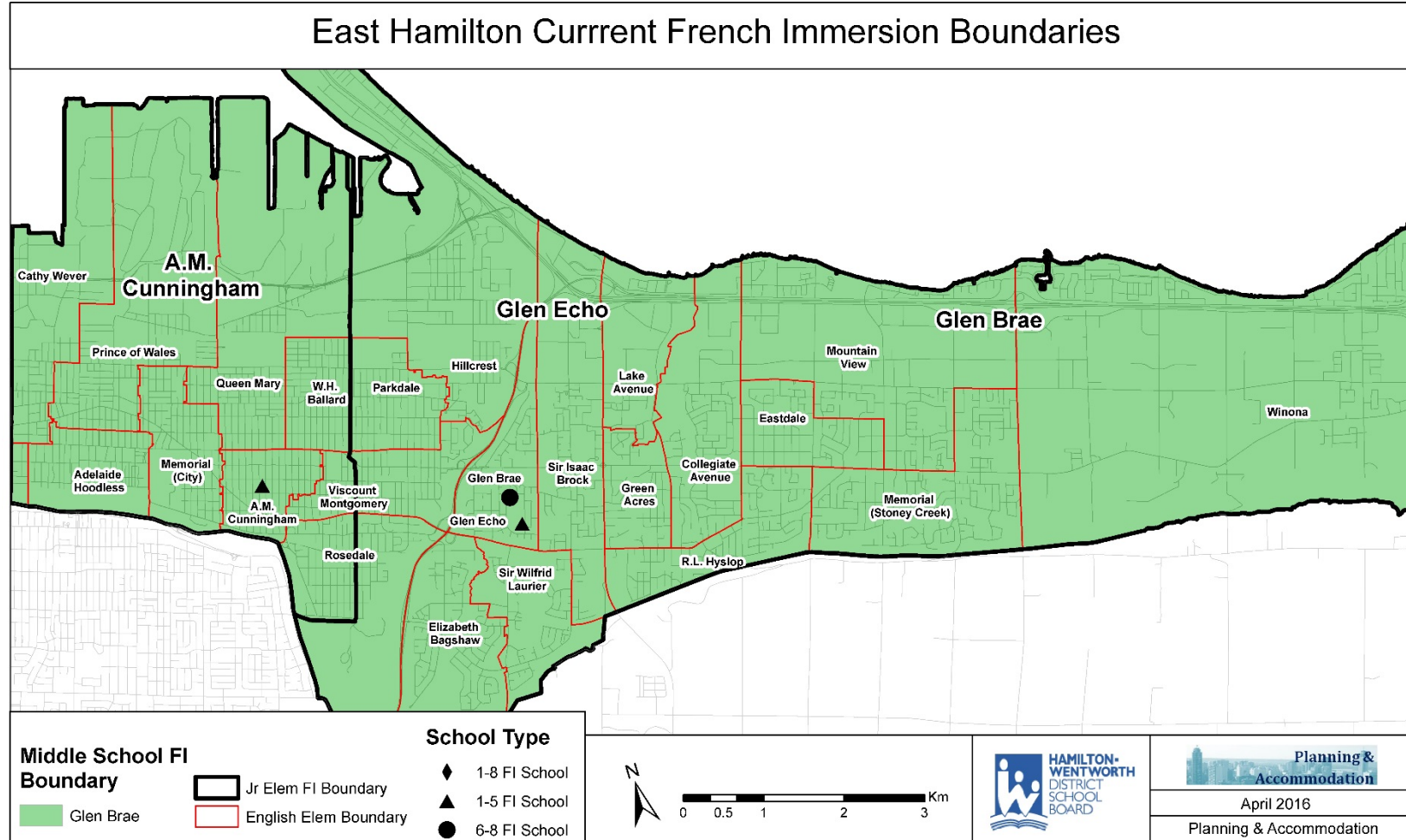
AM Cunningham	2015	2016	2017	2018	2019	2020
English (JK-5)	151	150	151	156	165	169
French (I-5)	255	251	230	216	216	206
Total	406	402	382	372	380	375
Utilization	99%	98%	93%	91%	93%	92%
Utilization with Portables	77%	77%	73%	71%	73%	72%

A.M. Cunningham has 5 portables on site

Glen Brae	2015	2016	2017	2018	2019	2020
English (6-8)	166	167	176	176	181	183
French (6-8)	163	174	181	191	176	179
Total	329	340	357	368	357	362
Utilization	99%	103%	108%	111%	108%	109%

Glen Echo	2015	2016	2017	2018	2019	2020
English (JK-5)	172	178	178	182	192	192
French (I-5)	120	111	112	109	113	106
Total	292	289	289	291	305	298
Utilization	93%	92%	92%	93%	97%	95%
Utilization with Portables	76%	75%	75%	76%	80%	78%

Glen Echo has 3 portables on site



Map 2: East Hamilton FI

West Hamilton

Earl Kitchener	2015	2016	2017	2018	2019	2020
English (JK-5)	204	195	185	175	175	176
French (I-5)	355	362	361	357	343	334
Total	559	557	545	532	518	510
Utilization	100%	100%	98%	96%	93%	92%

Ryerson	2015	2016	2017	2018	2019	2020
English (6-8)	228	226	227	215	219	206
French (6-8)	142	154	165	167	180	183
Total	370	380	392	382	399	389
Utilization	108%	111%	114%	111%	116%	113%
Utilization with Portables	85%	87%	90%	88%	92%	89%

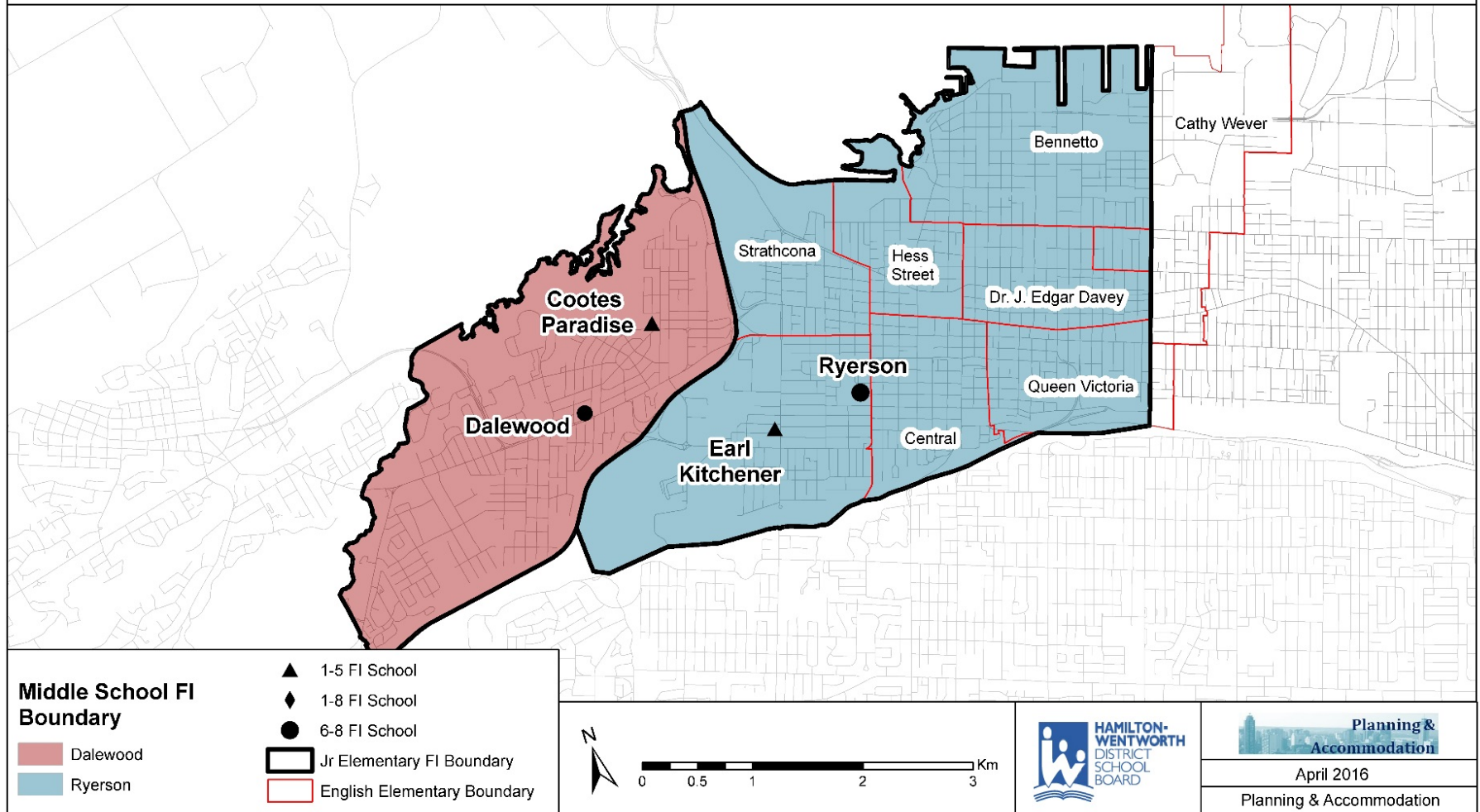
Ryerson has 4 portables on site

Cootes Paradise	2015	2016	2017	2018	2019	2020
English (JK-5)	375	362	357	348	341	342
French (I-5)	195	203	213	219	222	237
Total	570	565	570	568	563	579
Utilization	84%	83%	84%	84%	83%	85%

Dalewood	2015	2016	2017	2018	2019	2020
English (6-8)	196	204	186	181	170	163
French (6-8)	91	94	100	92	98	92
Total	287	298	286	273	268	255
Utilization	78%	81%	78%	75%	73%	70%

Dalewood has 6 portables on site due to renovations to facility and will be removed summer of 2016

West Hamilton Current French Immersion Boundaries



Map 3: West Hamilton FI

Dundas / Waterdown/Flamborough

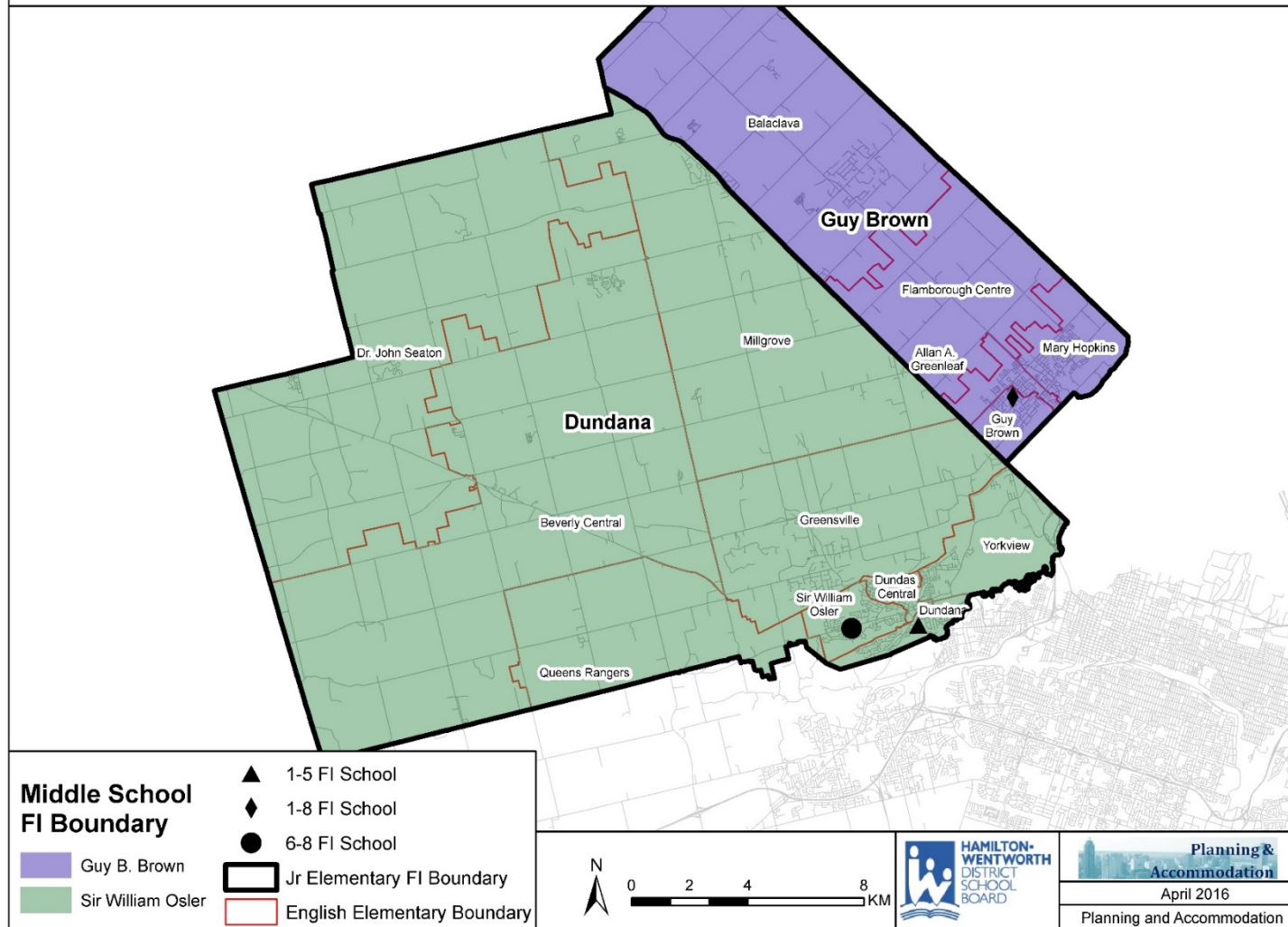
Sir William Osler	2015	2016	2017	2018	2019	2020
English (JK-8)	520	504	481	483	468	459
French (6-8)	80	86	102	100	116	105
Total	600	590	583	583	584	564
Utilization	100%	98%	97%	97%	97%	94%

Dundana	2015	2016	2017	2018	2019	2020
English (JK-5)	160	163	163	162	169	177
French (1-5)	196	207	196	203	199	203
Total	356	369	359	366	367	380
Utilization	89%	93%	90%	92%	92%	95%

Guy Brown	2015	2016	2017	2018	2019	2020
English (JK-8)	356	363	357	363	381	368
French (1-8)	346	365	386	397	416	429
Total	702	728	743	760	797	798
Utilization	111%	115%	118%	120%	126%	126%
Utilization with Portables	104%	107%	110%	112%	118%	118%

Guy Brown has 2 portables on site

Dundas, Flamborough and Waterdown Current French Immersion Boundaries



Map 4: Dundas, Waterdown and Flamborough FI

Ancaster / Mountain/Upper Stoney Creek/Glanbrook

Ancaster Senior	2015	2016	2017	2018	2019	2020
English (7-8)	287	281	268	259	256	215
French (7)*	12	39	54	65	88	84
Total	299	320	322	324	344	300
Utilization	80%	85%	86%	86%	92%	80%

*In September 2016 Ancaster Senior will accommodate grade 7 and 8 French Immersion. Current grade 8 FI students in this area attend Norwood Park.

Fessenden	2015	2016	2017	2018	2019	2020
English (JK-6)	275	253	241	231	227	232
French (1-6)	223	240	252	254	244	250
Total	498	493	493	485	471	483
Utilization	130%	129%	129%	127%	123%	126%
Utilization with Portables	96%	95%	95%	93%	90%	93%

Fessenden has 6 portables on site

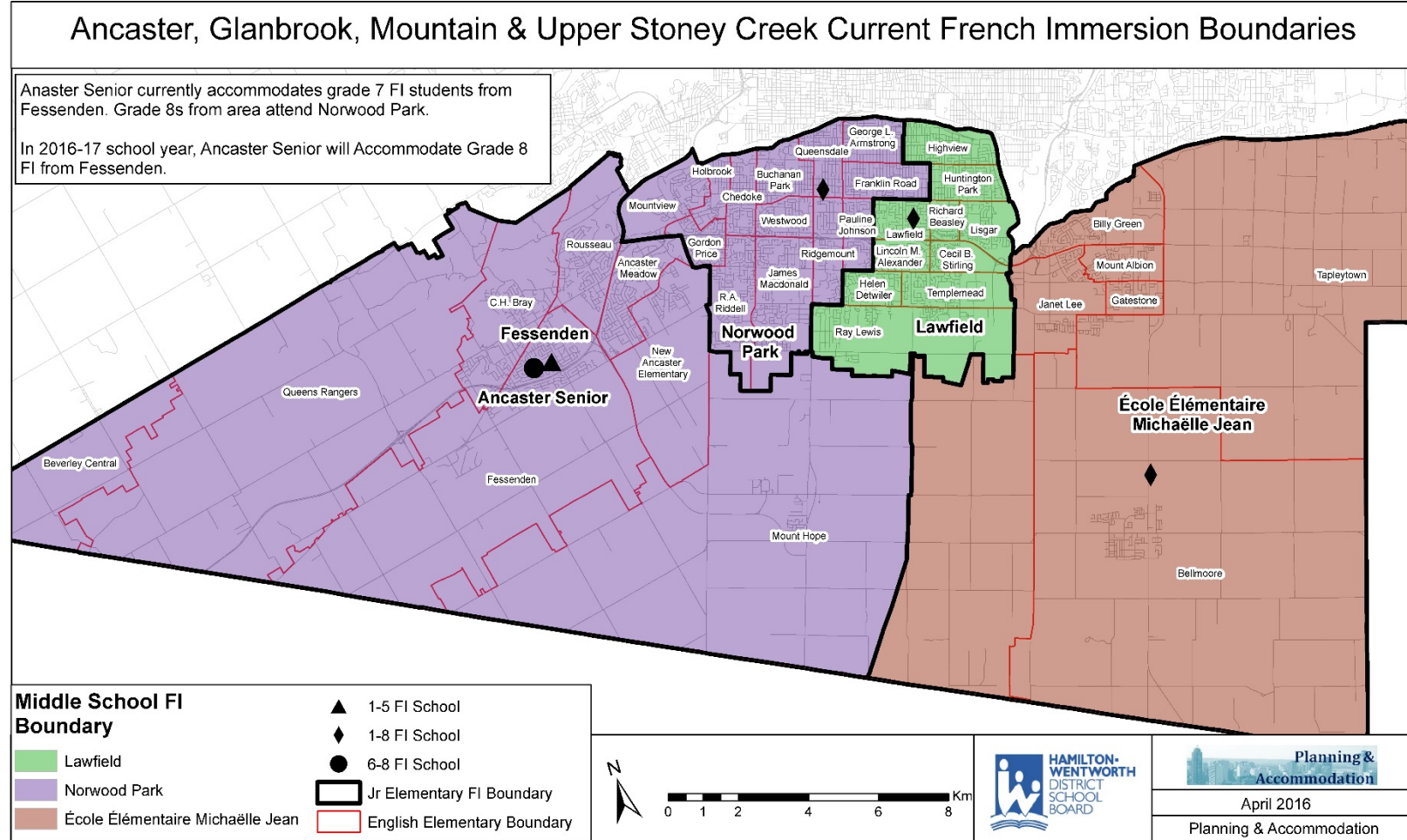
Norwood Park	2015	2016	2017	2018	2019	2020
French (1-8)	476	488	492	483	480	475
Total	476	488	492	483	480	475
Utilization	103%	105%	106%	104%	103%	102%
Utilization with Portables	89%	92%	92%	91%	90%	89%

Norwood Park has 3 portables on site

Lawfield	2015	2016	2017	2018	2019	2020
English (JK-8)	433	412	408	408	401	396
French (1-8)	294	308	299	303	307	304
Total	727	720	708	711	707	699
Utilization	121%	120%	118%	118%	117%	116%
Utilization with Portables	105%	104%	102%	102%	102%	101%

Lawfield 4 portables on site

Ecole Elementaire Michaelle Jean	2015	2016	2017	2018	2019	2020
French	156	182	208	223	241	253
Total	156	182	208	223	241	253
Utilization	57%	66%	76%	81%	88%	92%



Map 5: Ancaster, Mountain, Upper Stoney Creek and Glanbrook FI

PROPOSED FRENCH IMMERSION BOUNDARIES AND LOCATIONS

The French Immersion Strategy is focussed on ensuring that all students who wish to enrol in French Immersion are able to do so.

Due to a continuing interest in French Immersion, a long term plan is necessary to address the accommodation issues for the 2017-18 school year and beyond. This would allow the Board to provide stability of program placement, ensure a balanced approach to student enrolment for English and French Immersion, and effective communication to parents and students regarding program placement. Below are proposed boundaries and school locations for French Immersion. It is recommended that boundary reviews, where appropriate, take place early in the 2016-2017 school year to allow for timely communication to parents regarding FI locations.

It is the goal of HWDSB to provide access to French Immersion programs for those who wish to pursue it. The Planning and Accommodation Department have provided information to assist in determining proposed boundaries and proposed program locations for future FI programs.

East Hamilton French Immersion Boundaries/Locations

Synopsis: Students from East Hamilton and Lower Stoney Creek currently attend French Immersion Programs at Glen Echo for grades 1-5, and Glen Brae for grades 6-8. This includes students from Prince of Wales, Cathy Wever, Queen Mary, Adelaide Hoodless, Memorial (City), AM Cunningham, Viscount Montgomery, Elizabeth Bagshaw, Rosedale, Sir Wilfrid Laurier, Glen Echo, Sir Isaac Brock, Lake Avenue, Hillcrest, Parkdale and WH Ballard.

Recommendations:

Pending approval of a business case for Ministry funding to build a new school on The Glen Echo/Glen Brae site,

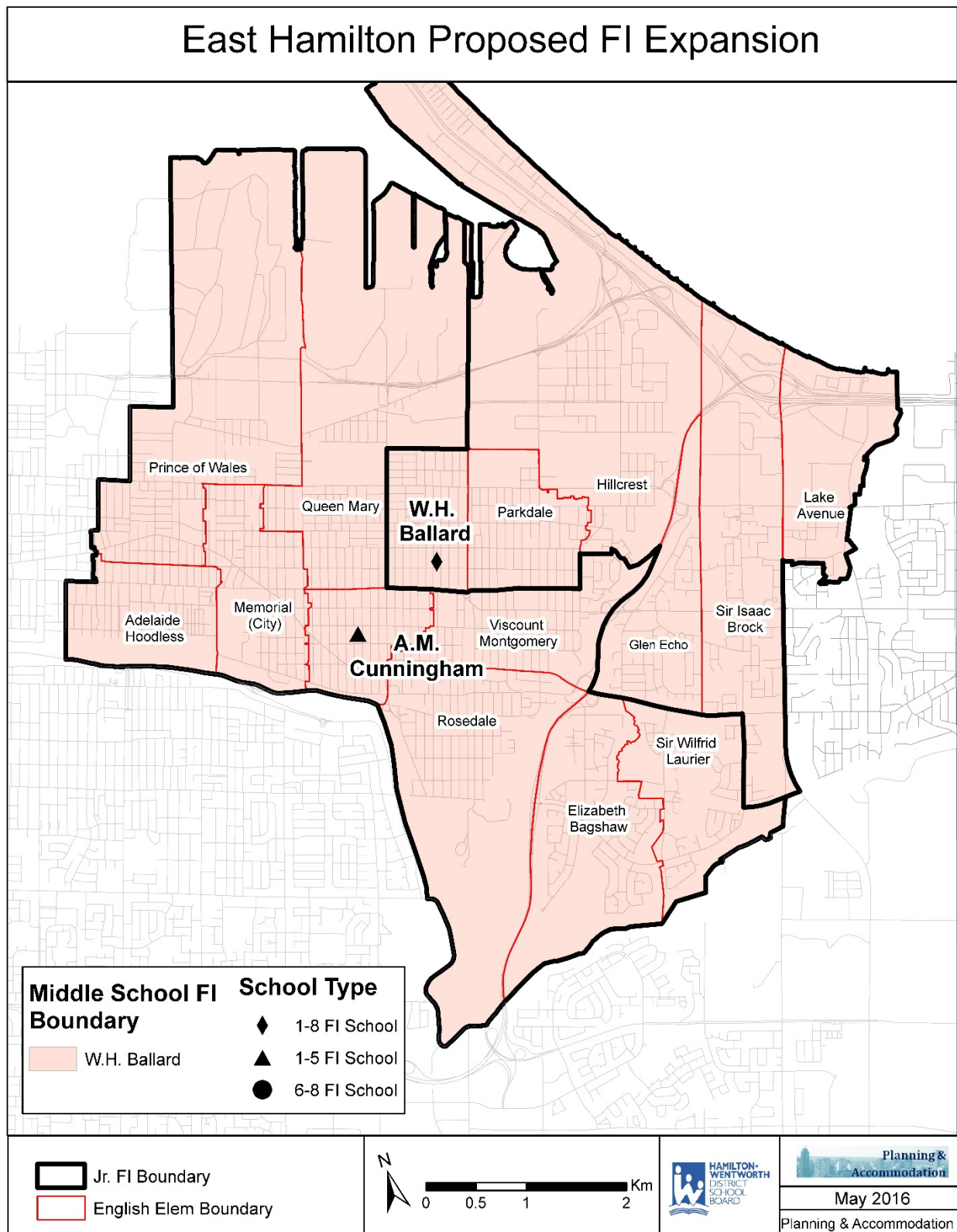
- 1) It is recommended that the French Immersion Program at Glen Brae and Glen Echo be moved to school(s) in East Hamilton
- 2) That a boundary review be considered to identify an Grade 1-5 FI boundary for A.M. Cunningham, and a Gr. 1-8 FI boundary for W.H. Ballard, including Gr6-8 students from A.M. Cunningham

Rationale: The total number of students attending currently from East Hamilton is 102 and from Lower Stoney Creek is 49. Moving the French Immersion Program from Glen Echo/Glen Brae would allow for more balanced enrolments in East Hamilton Schools. At the East Hamilton Pupil Accommodation Review (PAR) a concern was raised regarding the large size of one or more schools in each of the scenarios. Moving the French Immersion Program from Glen Echo/Glen Brae would allow for more equitable distribution of students in the remaining schools currently in this Pupil Accommodation Review (FI students at Glen Echo and Glen Brae are included in the numbers used in the recent PARs).

AM Cunningham	2015	2016	2017	2018	2019	2020
English (JK-5)	151	150	151	156	165	169
French (1-5)	255	251	230	215	214	204
Total	406	402	381	371	379	372
Utilization	99%	98%	93%	91%	93%	91%
Utilization with portables	77%	77%	73%	71%	72%	71%

A.M. Cunningham has 5 portables on site

WH Ballard	2015	2016	2017	2018	2019	2020
English (JK-8)	531	517	520	505	497	492
French (1-8)	0	0	88	176	245	263
Total	531	517	608	682	741	756
Utilization	66%	64%	75%	84%	92%	94%



Map 6: East Hamilton FI Expansion

Lower Stoney Creek / Winona French Immersion Boundaries/Locations (Memorial (SC))

Synopsis: The FI students from the following schools currently attend FI at Glen Echo and Glen Brae: Collegiate, Eastdale, Green Acres, Memorial (SC), Mountain View, R.L. Hyslop and Winona.

Recommendations:

- a) That a French Immersion Program be offered at a Lower Stoney Creek school beginning with Grade I registration, timelines pending Ministry funding for new school.
- b) That an FI boundary review be undertaken for the FI program to include schools in Lower Stoney Creek and Winona

That a yearly review of the program be conducted in this area to monitor the growth, and if needed, consider an additional location depending on the where the student enrolment is growing.

Rationale: The Lower Stoney Creek PAR is recommending that the Board consider the implementation of French Immersion at Memorial (SC) in the Lower Stoney Creek area. With new schools being proposed for the Lower Stoney Creek area, it is suggested that a new program be considered for opening in this geographic area. This would address the recommendation from the Lower Stoney Creek PAR, as well as consider the equity of opportunity and access for programs across the district. At present, Lower Stoney Creek/Winona has no French Immersion Programs within the boundary.

The new program would also be used as a holding site for students from the Winona area taking French Immersion. Upon the construction of a second school in Winona, a new FI program would be considered for this location. If the program at Memorial (SC) were to grow more rapidly than expected, staff would recommend a second location within Lower Stoney Creek be opened which best suits student needs and balances enrolments between the three new schools.

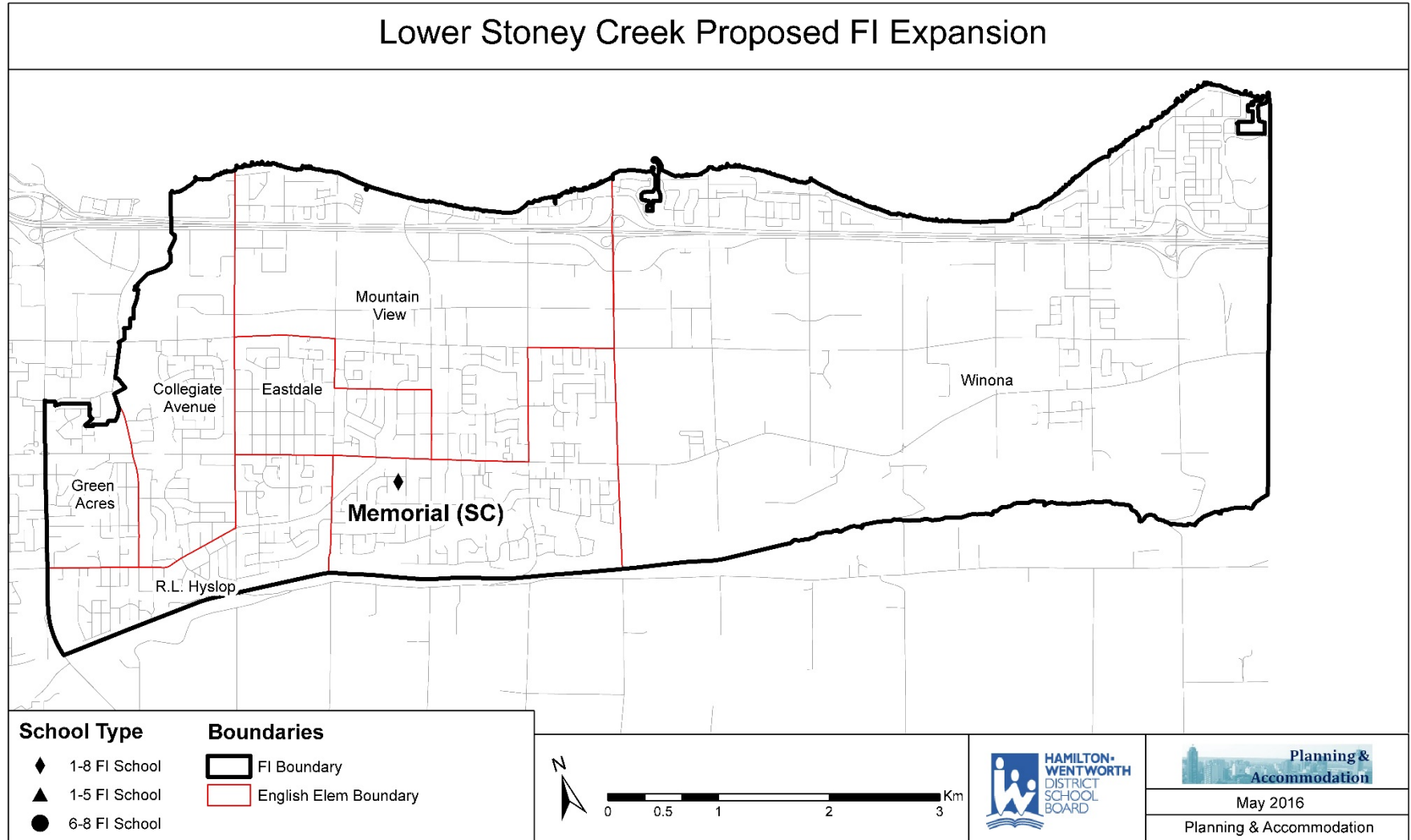
French immersion projections are created using a set of assumptions for the creation of a new FI site:

- Assume that 30-40% of SK students from the school where the program is located will take FI (Similar to other programs within HWDSB)
- Assume that 15% of SK students from associated schools will attend FI (Board Average, 15% of grade I students are in FI)

The following are projections for Memorial (SC) FI to begin in 2017 with a grade I implementation:

Memorial (SC)	2015	2016	2017	2018	2019	2020
English (JK-8)	345	347	320	311	312	304
French (I-8)			24	51	76	100
Total	345	347	344	362	388	404
Utilization	96%	97%	96%	101%	108%	113%
Utilization with Portables	91%	91%	90%	95%	102%	106%

Pending approval of the Lower Stoney Creek Pupil Accommodation Review proposal, it is anticipated that a new JK-8 facility will be built on Memorial (SC) site once Ministry of Education funding is approved. Once complete the facility will accommodate the FI program.



Map 7: Lower Stoney Creek Proposed FI Expansion

West Hamilton French Immersion Boundaries and Program Locations 2017 (Earl Kitchener, Ryerson, Bennetto)

Synopsis: Earl Kitchener currently has a French Immersion program for grades 1-5, with students attending Ryerson for FI Grades 6, 7, and 8. Earl Kitchener FI is projected to stabilize or decrease, however, the configuration of the building poses accommodation challenges. As well, the size of the property at Earl Kitchener is not conducive to portables on site. To manage the accommodation challenges at both Earl Kitchener and Ryerson, consideration to an additional FI site in West Hamilton is necessary.

Recommendation:

- a) that a FI Boundary Review be considered for Earl Kitchener, Ryerson, and Bennetto with the potential to open a second FI site at Bennetto in 2017 beginning with a phase-in of primary grades.
- b) A boundary review is suggested for the current West Hamilton FI Boundary area.

Rationale: Currently students at Bennetto attend FI at Earl Kitchener and Ryerson. A second location for Gr. 1-8 FI at Bennetto would reduce the enrolment pressures at Earl Kitchener and Ryerson over time.

AM Cunningham	2015	2016	2017	2018	2019	2020
English (JK-5)	151	150	151	156	165	169
French (1-5)	255	251	230	215	214	204
Total	406	402	381	371	379	372
Utilization	99%	98%	93%	91%	93%	91%
Utilization with portables	77%	77%	73%	71%	72%	71%

A.M. Cunningham has 5 portables on site

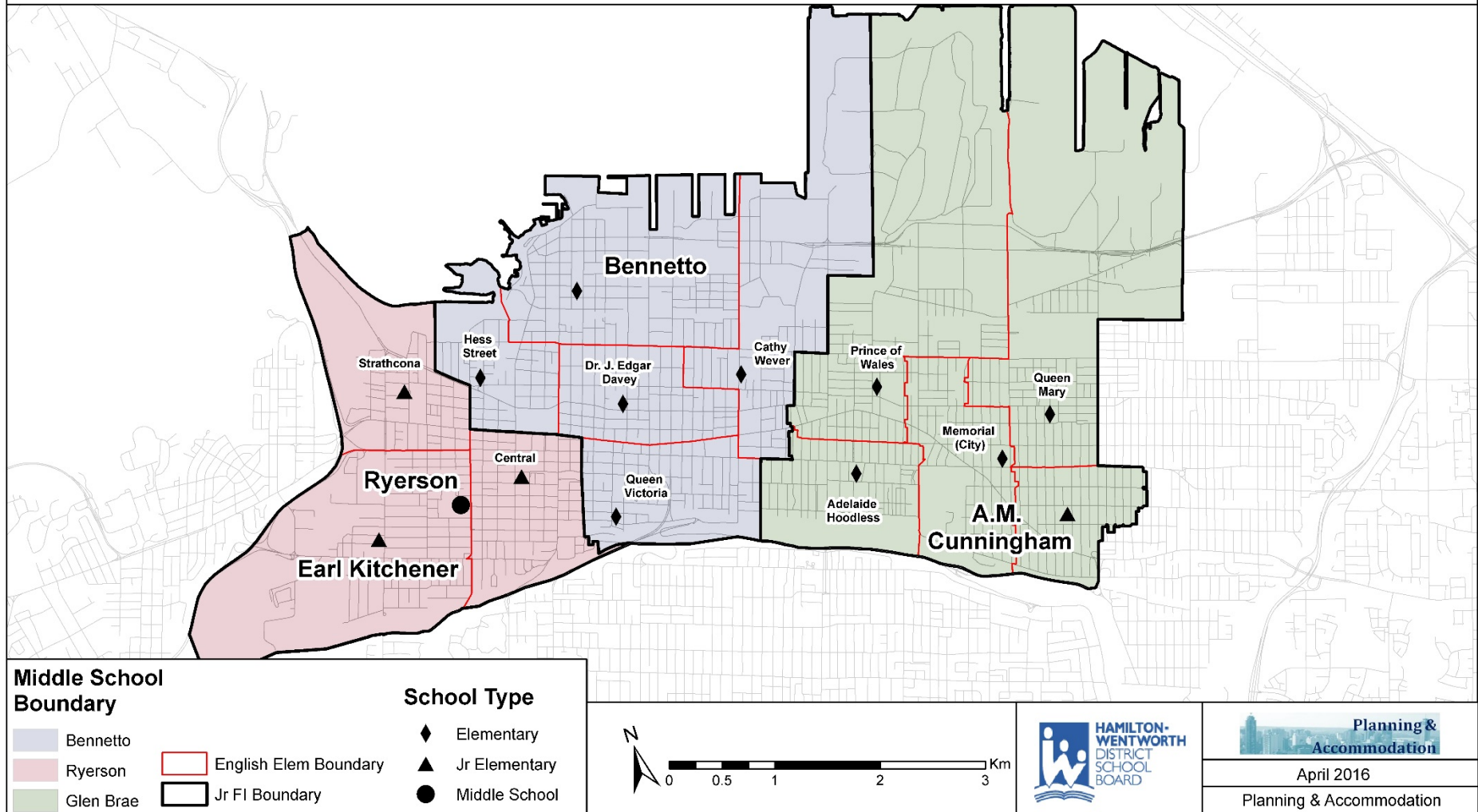
Bennetto	2015	2016	2017	2018	2019	2020
English (JK-8)	491	476	467	455	442	421
French (1-8)			68	92	117	139
Total	491	476	544	559	571	581
Utilization	66%	64%	73%	75%	77%	78%

Earl Kitchener	2015	2016	2017	2018	2019	2020
English (JK-5)	204	195	185	175	175	176
French (1-5)	355	362	330	320	299	293
Total	559	557	515	495	474	469
Utilization	100%	100%	92%	89%	85%	84%

Ryerson	2015	2016	2017	2018	2019	2020
English (6-8)	228	226	227	215	219	206
French (6-8)	142	154	165	167	180	174
Total	370	380	392	382	398	380
Utilization	108%	111%	114%	111%	116%	111%
Utilization with Portables	85%	87%	90%	88%	91%	87%

Enrolment projections depict Bennetto program implemented beginning with grades 1-3.

West Hamilton: Proposed Expansion for September 2017



Map 8: West Hamilton FI Expansion

Waterdown and Flamborough French Immersion Locations 2017

(Flamborough Centre, Guy Brown, Mary Hopkins)

Synopsis: A plan is in place for the 2016-2017 school year to address the accommodation challenges at Guy Brown. As the program continues to grow, a temporary relief plan needs to be in place for September, 2017. The Board is planning a new school for the East Flamborough area in the future, and Mary Hopkins/Flamborough Centre would be holding schools for French Immersion until such time as the new school is built.

Recommendation:

- a) That an FI Boundary Review be considered for Guy Brown, Mary Hopkins, Flamborough Centre and BalACLava to address current French Immersion accommodation pressures in Waterdown and Flamborough.

Rationale: The majority of students who live in the Mary Hopkins English catchment area who attend French Immersion at Guy Brown are within walking distance of Mary Hopkins. It is suggested students who are in FI Grades 1 to 3 in September 2017 residing in the Mary Hopkins, BalACLava and Flamborough Centre English catchment areas attend Mary Hopkins for French Immersion. This program would expand to grade 5 and in 2020, the students would move to Flamborough Centre for grade 6, 7, and 8 French Immersion. Mary Hopkins currently has a 6 room portapak constructed on site. Although the portapak is currently not being used it has been properly maintained to remain on site for future enrolment growth from program change and new development.

Flamborough Centre	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
English	250	251	243	250	275	296	326	331	347	338	323
French						23	45	60	57	63	77
Total	250	251	243	250	275	319	371	391	405	402	400
Utilization	103%	103%	100%	103%	113%	131%	153%	161%	167%	165%	165%
Utilization with Portables	66%	66%	64%	66%	72%	84%	97%	103%	106%	106%	105%

Flamborough Centre has a 6 room portapak on site

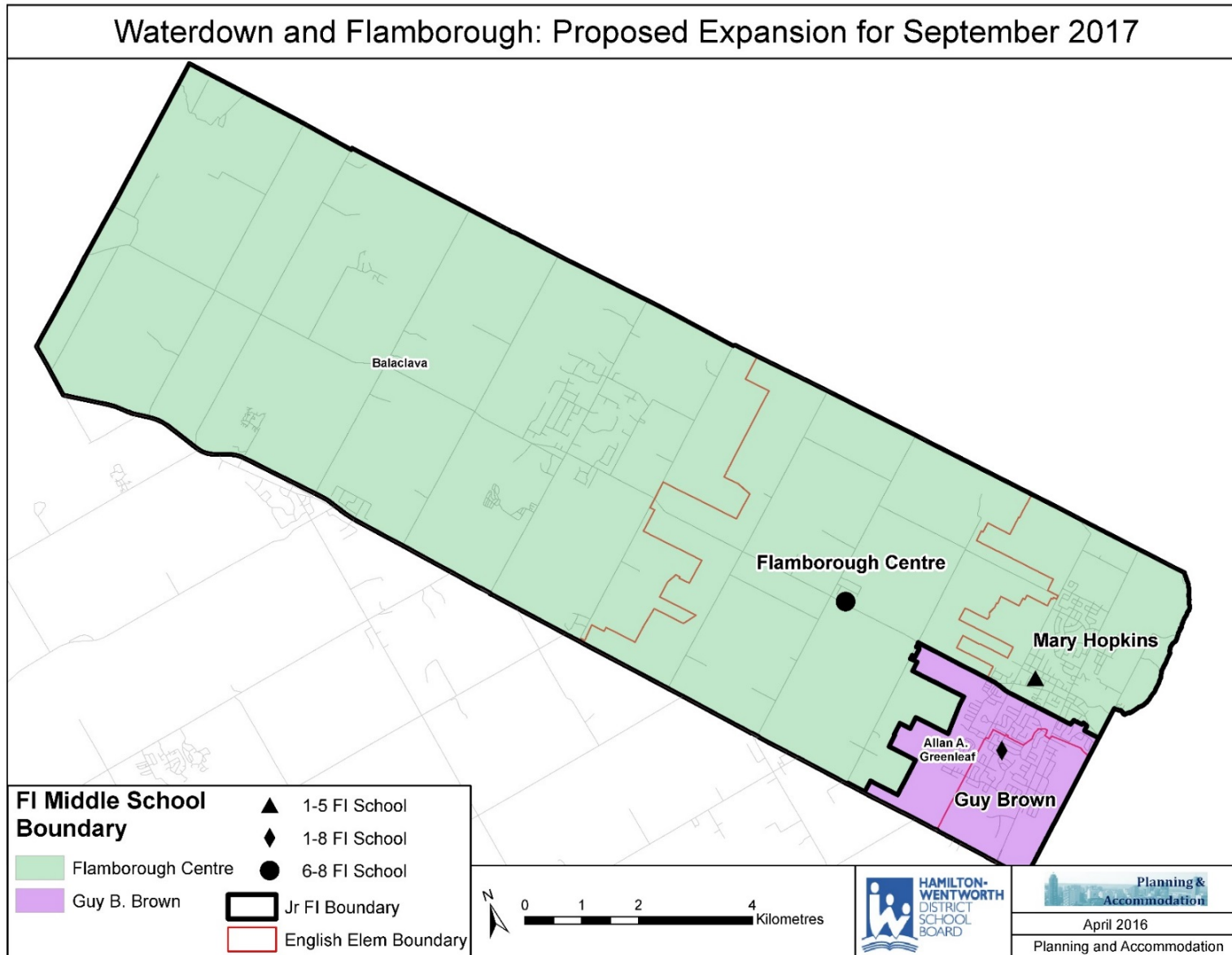
Guy Brown	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
English	356	363	357	363	381	368	363	358	356	360	360
French	346	364	321	323	330	330	334	334	353	375	379
Total	702	728	679	686	711	699	697	693	710	735	739
Utilization	111%	115%	107%	109%	113%	111%	110%	110%	112%	116%	117%
Utilization with Portables	104%	107%	100%	101%	105%	103%	103%	102%	105%	108%	109%

Guy Brown has 2 portables on site

Mary Hopkins	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
English	318	319	347	377	385	402	406	418	432	447	439
French			72	94	123	130	140	156	169	177	184
Total	318	319	419	472	508	531	546	574	601	624	623
Utilization	79%	79%	104%	118%	127%	133%	136%	143%	150%	156%	155%
Utilization with Portables	59%	59%	78%	88%	94%	99%	101%	106%	112%	116%	116%

Mary Hopkins has a 6 room portapak on site

Enrolment projections depict Mary Hopkins program implemented with grades 1-3.



Map 9: Waterdown FI Expansion

Dundas:

The French Immersion programs at Dundana (gr. 1-5) and at Sir William Osler (Gr. 6-8) can accommodate students for the immediate future. These programs will be monitored closely by Planning and Accommodation, and if additional space is required, a community consultation will be held regarding an appropriate location.

Ancaster

Ancaster is approved for a Pupil Accommodation Review (PAR) for the 2016/17 school year. In the interim, it is suggested that the status quo remain in these areas. Currently FI is at Fessenden grades 1-6 and beginning in September, 2016, grades 7 and 8 FI will be at Ancaster Senior. There is potentially room to accommodate grade 6 students at Ancaster Senior should that be necessary until the PAR is completed.

Mountain, Upper Stoney Creek, and Glanbrook

These areas will be monitored as growth occurs. At present, there are no immediate accommodation or boundary concerns.

SYSTEM (Central) APPLICATION PROCESS FOR FRENCH IMMERSION PROGRAM

The purpose of a system application process is to ensure that all students who wish to take French Immersion programming are able to do so. In addition, the Board is able to plan accommodation needs to prevent accommodation pressures within the system. It is recommended that a system-wide application process for grade I entry to French Immersion programs be established to allow for program placement of students, monitoring of accommodations, balance of enrolment, and long term stability of the French Immersion program. It is important that any new registration process for French Immersion be communicated to parents and FIAC in advance of the changes.

When a student is accessing French Immersion, placement is determined by availability of openings within schools providing the Program. The guarantee is to the FI program, not a school location. The placement committee strives to place students within their French Immersion boundary, based on the home address, but it is recognized that this is not always possible. When necessary, and wherever possible, the Board will open a second site in the same FI catchment area as the FI program that is at capacity.

The system application process for grade I students entering French Immersion would be advertised each year with specific dates attached to the applications. The schools that do not have accommodation pressures will have a notation on the application form that grade I students living within the FI catchment for these schools will be accepted into the program at that school. Parents will still need to complete the application form. For all other Grade I FI applications, program locations will be offered to parents by the end of October.

Timelines for Application Process (for entry at Grade I level)

- 1) Late September: Application Process Opens
- 2) Mid-October: Application Deadline (Process Closes)
- 3) Late October: Program Location offered to Parent/Guardian
- 4) Mid- November : Deadline for Program Acceptance and Registration

NOTE:

- 1) Deadline dates for applying, notification of location of program offering, and deadline for registering at the program offering location will be provided on an annual basis.
- 2) Late Applications: Applications received after the application deadline are not guaranteed a placement for grade I entry to French Immersion. Late applications will be reviewed by the committee if space permits within HWDSB. The following applies to late applications:
 - a program offering is not guaranteed,
 - location of program offering may be anywhere in HWDSB, depending on availability of space,
 - additional students will not be accepted if the acceptance would cause the board to place/open a portable or if it causes the class to expand beyond the class size limit,
 - transportation will not be provided if the location is outside of the student's FI catchment boundary according to the student's home address,

- transportation would be provided according to the HWDSB Transportation Policy if placement is within the student's home address FI catchment boundary.

Students Moving to HWDSB Schools from a French Immersion Program in Another Board

Late Admission: Students in Grade 1-8 moving to HWDSB from another board may be offered a French Immersion program location after a review of student records or confirmation of an equivalent background in French, as determined by Program staff from French as a Second Language, and space permitting. The Committee that reviews applications will also review late admissions to determine student placement, if space is available.

REVIEW OF APPLICATIONS

Committee to Review and Determine Program Offering Locations

(Grade 1 French Immersion and Students Entering HWDSB from an FI Program in another Board)

The Executive Superintendent –Leadership and Learning, a School Superintendent, the French as a Second Language Consultant, and a Planning and Accommodation representative will meet to:

- verify students applying for FI in the school within their FI boundary where there are no accommodation challenges/enrolment pressures,
- determine Grade 1 placement for all French Immersion sites experiencing accommodation challenges/enrolment pressures,
- review all late applications and late admissions, subject to availability
- should the demand illustrated by the application process exceed the maximum space at any given school, the committee will offer a placement at the named alternative location within the FI catchment boundary if possible.

Criteria for Program Offerings

It is recommended that the following criteria be used for Grade 1 FI program placement offerings

- Availability of the program closest to the student's home address, based on the French Immersion boundary
- Grade 1 siblings entering French Immersion may attend the same school as their older sibling currently in FI, space permitting and as long as they remain in FI.
- Balance of English and FI enrolment in dual track schools (50-60% in English or French)
- Year over year impact as pupils progress through grades 1-8 (that is, there is room for the student to remain in FI for Gr. 1 through 8)

Acceptance of Program Placement Offering by Parent/Guardian

Parents/guardians accept the program placement by registering at the school named in the program placement offering prior to the registration deadline date.

Class Size:

Class size requirements are determined annually by the Ministry and are aligned with Class Size Legislation. French Immersion programs are subject to the Ministry requirements.

As in all schools, combined grades may be utilized.

Designated Pathways:

Each elementary school offering French Immersion has a designated secondary school catchment area where students attend should they wish to continue French Immersion in secondary school.

Associated French Immersion Schools

Sherwood	Westdale
Ancaster Senior (2017)	Bennetto (Proposed)
Ecole Elementaire Michaelle Jean	Dalewood
Glen Brae	Flamborough Centre (Proposed)
Lawfield	Guy Brown
Memorial(SC) (Proposed)	Sir William Osler
Norwood Park	Ryerson
WH Ballard (Proposed)	

*Future sites will be added based on approved FI boundaries and/or determination of alternate sites.

Secondary Enrolment Projections

School	English	FI	OTG	Portables
Sherwood	9-12	9*	1,374	0
Westdale	9-12	9-12	1,461	0

Sherwood	2015	2016	2017	2018	2019	2020
English	965	992	910	911	899	862
French	49	105	168	230	258	321
Total	1,014	1,097	1,078	1,141	1,157	1,183
Utilization	74%	80%	78%	83%	84%	86%

Westdale	2015	2016	2017	2018	2019	2020
English	854	702	925	855	858	914
French	545	461	415	417	430	476
Total	1,399	1,163	1,340	1,272	1,288	1,390
Utilization	96%	80%	92%	87%	88%	95%

*In September 2016, Sherwood will offer grades 9 and 10 and will continue to expand until 2018 when grade 9-12 are offered

Monitoring Report

It is recommended that a monitoring report be provided to Trustees each fall with an update on French Immersion programs with specific reference to the number of applications received, enrolments, program locations, accommodation challenges, and trends.

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 13, 2016

From: Finance and Facilities Committee

Date of Meeting: June 2, 2016

The committee held a meeting from 9:22 a.m. to 12:50 p.m. on June 2, 2016 at 20 Education Court, Hamilton, Ontario in Room 340D.

Members present were: Trustees Jeff Beattie, Dawn Danko, Greg Van Geffen and Todd White. Trustees Hicks and Pattison were in attendance.

ACTION ITEMS:**A. 2016-17 Operating and Capital Budget Estimates**

Committee members reviewed the report that will be presented at the June 13, 2016 for approval of the 2016-17 budget. A fulsome presentation of the 2016-17 budget was presented to all trustees at Board meeting on May 30, 2016.

On the motion of Jeff Beattie the Finance and Facilities Committee **RECOMMENDS:**

1. **That the Board approve the 2016-17 Salary and Benefit expenditures in the amount of \$463,228,610 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix C dated June 2, 2016**
2. **That the Board approve the 2016-17 Non-Salary expenditures in the amount of \$66,437,596 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix C dated June 2, 2016**
3. **That the Board approve the 2016-17 Capital Budget expenditures in the amount of \$107,033,031 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds as outlined in Appendix D dated June 2, 2016. The Executive Superintendent of Board Operation and Treasurer is further authorized to secure short-term financing of project expenditures until such time as permanent funding is secured, if required.**

CARRIED**B. Surplus Carry-Forward – School Budgets and other Initiatives**

Schools have the opportunity to carry forward, for one fiscal year, a year-end surplus equivalent to a maximum of 10% of interchangeable budgets. This provision enables schools to plan for the implementation of programs and/or purchase resources to support their school plan initiatives. Requests are approved by the respective Superintendent of Student Achievement and then forwarded for Board approval.

On the motion of Jeff Beattie the Finance and Facilities Committee **RECOMMENDS:**

That the requests for school budget surplus carry forward into the 2016-17 school year as outlined in Appendix A be approved and that the balance remaining at August 31, 2016 from funding for Major Capital Projects and Other Initiatives; if any, be transferred to working reserves on a temporary basis.

CARRIED**MONITORING ITEMS:****C. Average Class Size Secondary**

HWDSB is in compliance with Ministry secondary average class size requirements in 2015-2016. Boards are required to submit this information to the Ministry and to post the full report on the Board's public website.

D. Enrolment Summary – March 31, 2016

As part of the 2016-17 budget process, enrolment is projected using the best information available and is used to determine staffing and calculate GSN revenue. Actual enrolment for March 31, 2016 has been finalized and was reported. Overall elementary enrolment is 396.00 FTE higher than projected, primarily due to the increase in Syrian newcomers at our schools since December 2015. Similarly, secondary enrolment is 174.75 FTE higher than revised projections. This is partly due to 50 new Syrian newcomer students and partly due to the growth in some communities in the city.

E. Interim Financial Status Report – March 31, 2016

The Interim Financial Status Report was presented and is based on available information and assumptions as of March 31, 2016. Budget to actual trends were reviewed in order to forecast the Boards August 31, 2016 year-end position from a financial, staffing and enrolment perspective. Revenue will increase over budget due to enrolment as of March 31, 2016 being higher than projected. To date, the contingency of \$2 million is unspent and is projected to remain intact until the end of the year. This surplus will be used to replenish our accumulated surplus per Ministry direction.

F. Rental Rates Update

Staff shared a presentation on Community Use of Schools Rental Rates and explained the current rate structure and the proposed rental rates for 2016-2017. We currently receive Ministry grants (Priority Schools and Community Use of Schools) of \$1.5M to support subsidies to not for profit groups (youth and adult). The proposed changes to the subsidy structure will allow for a more equitable distribution of school usage after hours and weekends.

G. Sherwood Stucco Wall Repairs

Staff were requested to bring back additional information on the cost to repair the exterior stucco walls at Sherwood. A third party consultant was engaged to assess the deterioration and remediation needed and the costs are estimated to be \$327,000. Board staff will review and provide recommendation at the June 9, 2016 meeting.

ADDITIONAL ITEMS FOR DISCUSSION:

H. Amendments to Ontario Regulation 444/98

The Ministry of Education released the SB Memo 2016:SB16 on May 19, 2016 and staff highlighted the changes to the Regulation that impact HWDSB: circulation of a surplus property to preferred agents has been changed from 90 days to 180 days; and list of preferred agents has been expanded to include more public entities.

I. Requests for Capital Project Funding Submissions

The Ministry of Education released the B Memo 2016:B11 on May 26, 2016. The Ministry's Capital Priorities program provides school boards with an opportunity to identify their most urgent and pressing pupil accommodation needs. Boards are to submit their requests by July 15, 2016. Board staff will bring a report to Finance and Facilities Committee on June 9, 2016 with their recommendations for submission requests and priorities.

J. Notice of Motion – Schools as Hubs

Committee members discussed the Notice of Motion – Schools as Hubs. Staff noted that since the Notice of Motion was first brought forward, the Ministry has released a B Memo 2016:B9 – Ministry of Education Initiatives to Support Community Hubs in Schools on May 6, 2016 which addresses some of the issues in the Notice of Motion. The Committee recommended that the Notice of Motion be dealt with as two topics: schools disposition and community hubs.

Respectfully submitted,
Greg Van Geffen, Chair of the Committee



EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

TO: Finance and Facilities Committee

FROM: Manny Figueiredo, Director of Education

DATE: June 2, 2016

PREPARED BY: Stacey Zucker, Executive Superintendent of Board Operation and Treasurer
Denise Dawson, Manager of Budget Services

RE: **2016-17 Budget Estimates**

Action ☒Monitoring ☐

Recommended Actions:

1. That the Board approve the 2016-17 Salary and Benefit expenditures in the amount of \$463,228,610 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds (outlined in Appendix C)
2. That the Board approve the 2016-17 Non-Salary expenditures in the amount of \$66,437,596 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds (outlined in Appendix C)
3. That the Board approve the 2016-17 Capital Budget expenditures in the amount of \$107,033,031 and that the Executive Superintendent of Board Operation and Treasurer be authorized to proceed with the expenditure of funds (outlined in Appendix D). The Executive Superintendent of Board Operation and Treasurer is further authorized to secure short-term financing of project expenditures until such time as permanent funding is secured, if required.

The following appendices provide information regarding the 2016-17 Budget:

Appendix A	2016-17 Summary of Enrolment Projections
Appendix B	2016-17 Operating Budget: Summary of Revenues and Expenditures
Appendix C	2016-17 Summary of Expenditures by Economic Classification
Appendix D	2016-17 Capital Budget
Appendix E	2016-17 Staffing Summary

Rationale/Benefits:

The Hamilton-Wentworth District School Board (HWDSB) is financially responsible with a clear focus on providing the system with the resources and supports necessary to support our Board Priorities. The budget presented for the 2016-17 school year reflects this approach.

Our Board Priorities focus on Student Learning and Achievement through effective instructional strategies, building student and staff well-being through positive climate strategies, improving our communication through comprehensive strategies, investment in school renewal to improve school facilities and strengthening our collaboration with new and existing community partners to enhance opportunities for students. Our budget aligns our resources to fulfill this commitment. By aligning our resources through this budget in support of our priorities, we do believe that all students will achieve their full potential.

Highlights:

The following are the key highlights of the 2016-17 Budget:

- Alignment of resources with the Board's approved Priorities has been achieved
- Compliance with all Ministry class size and other regulatory requirements have been achieved (i.e. the 2016-17 Preliminary Operating Budget is balanced.)
- The Board incorporated budget reductions related to:
 - Declining enrolment
 - School closures
 - Attrition

Background:***Overall***

The fiscal year for all School Boards in Ontario runs from September 1 to August 31. The basic legislated financial requirements of a School Board are to develop and maintain a balanced budget and be in compliance with the Ministry of Education basic enveloping requirements. The 2016-17 Budget Estimates meets these requirements.

Process

HWDSB's Finance and Facilities Committee has been working towards bringing forward a balanced budget which meets the requirements of the Ministry as well as aligns with the strategic directions of the Board. The Finance and Facilities Committee usually meets on a monthly basis but began meeting on a weekly basis on March 31, 2016 to review all aspects of the 2016-17 Budget Estimates. At the same time, the following reports were brought forward to the Board for approval:

- January 25, 2016- Approval of Key Parameters/Assumptions to Guide 2016-17 Budget Development
- April 18, 2016 - Approval of 2016-17 School Based Staffing

In addition, the preliminary special education budget for 2016-17 was shared with the Special Education Advisory Committee on April 27, 2016.

The key objective of the Budget Development Process is to align the allocation of resources with the Board Priorities, identify school based staffing requirements; identify budget challenges and opportunities, and the development of key messages to be included in the communication plan.

Enrolment (Appendix A)

The Ministry of Education allocates funding to School Boards using a model that is based on enrolment and the needs of students in each board. Enrolment is based on Full-Time Equivalent (FTE) enrolment for October 31st and March 31st. These two fixed-in-time FTE enrolment values are combined to produce the annualized Average Daily Enrolment (ADE). HWDSB enrolment projections are based on historical enrolment trends and student retention rates on a school by school basis. These enrolments are reviewed by the school administration and adjustments are made if required.

An estimated ADE of 34,134 elementary students has been used to develop the 2016-17 Budget Estimates which is a decrease of 164.00 ADE or .48% from the 2015-16 Budget Estimates. This decrease is consistent with the decline in enrolment experienced by the Board since 2014-15 now that FDK is fully implemented. An ADE of 14,110.25 has been estimated for secondary students, a decrease of 837.00 or 5.6% from the 2015-16 Budget Estimates. This is consistent with the decline in enrolment that the Board, and the Province, has been experiencing over the past 12 years. The overall projected ADE is 48,244.25 which represent a 2.03% decrease from the 2015-16 Estimates.

Operating Revenue Projections (Appendix B)

The Ministry of Education's Electronic Financial Information System (EFIS) forms have been used to calculate the Grant for Student Needs (GSN). 98% of total operating revenue comes from the Province through the GSN. The 2016-17 GSN is estimated to be \$518.1 million which is an increase of approximately \$2.1 million or .4% over the 2015-16 Budget Estimates. The increase in GSN funding for HWDSB is due to declining enrolment, school closure and increases to salary benchmarks announced by the Ministry on March 24, 2016 to fund the Central Labour Agreements.

The remaining \$11.6 million in operating revenue comes from other Ministry grants and miscellaneous revenue. This amount is consistent with prior years.

Operating Expenditure Projections (Appendix B and C)

The operating expenditures are projected to be \$525.7 million, an increase of approximately \$3.0 million or .58 % from the 2015-16 Budget Estimates.

Operating expenditures include a salary component (approximately 87%) and a non-salary component (approximately 13%).

The operating expenditures budget has been increased for a number of reasons including:

- Required increases for benefits, leases and other known fixed increases.
- Increases to salaries in accordance with the Central Labour Agreements (funded by the Ministry).
- Additional staffing to meet class size compliance and student need

The operating expenditures budget has also been decreased for a number of reasons including:

- To reflect decreases in expenditures as a result of declining enrolment.
- To reflect the savings as a result of school closures.
- To reflect the savings as a result of reduction in transportation services to realign budget with actual spending.
- To reflect savings from one time computing equipment expenditures that were in 2015-16 Budget

Capital Budget (Appendix D)

Each year, the Board prepares a capital budget based on the capital projects expected to be completed during the year. These projects are either funded by the Ministry of Education through various capital grants or by the Board through proceeds of disposition of surplus properties. In 2016-17, the Board is projected to spend approximately \$64.7 million on capital related projects.

In addition, the Board will pay interest on debentures for previous capital projects in the amount of \$7.6 million. This amount is fully supported by the Ministry through the GSN.

Conclusion

The Budget Estimates reflect the projected funding and proposed expenditure needs for 2016-17.

Once information on actual enrolments becomes available, it is likely that budget revisions will be required. The Ministry requires the submission of Revised Estimates, in December 2016, based on actual October enrolment and funding from the Province will be adjusted to reflect any changes. In addition, the Ministry continues to announce other Provincial operating grants and these will be included along with the corresponding expenditures.

It is also important to note that this budget is based on staff's interpretation of the best known information regarding ongoing implementation of the Central Labour Agreements at this time and will likely change once all labour issues are resolved. Any revenue and expenditure effects will be included in the Revised Estimates in December 2016.

Hamilton-Wentworth District School Board

2016/2017 Budget Estimates

Enrolment Projections

	2015/2016 Budget Estimate	2016/2017 Budget Estimate	Increase (Decrease) ADE	Increase (Decrease) %
Elementary				
Full Day Kindergarten	6,298.00	6,351.00	53.00	0.84%
Primary	10,597.00	10,280.00	(317.00)	(2.99%)
Grades 4 -8	16,795.00	16,946.00	151.00	0.90%
Special Education	608.00	555.00	(53.00)	(8.72%)
Total Elementary Enrolment	34,298.00	34,132.00	(166.00)	(0.48%)
 Total Secondary Enrolment	 14,947.25	 14,110.25	 (837.00)	 (5.60%)
 Total Enrolment	 <u><u>49,245.25</u></u>	 <u><u>48,242.25</u></u>	 <u><u>(1,003.00)</u></u>	 <u><u>(2.04%)</u></u>

Average Daily Enrolment (ADE)

Average Daily Enrolment is calculated based on the existing two count dates (October 31 and March 31) within the board's fiscal year. The full-time equivalent of pupils enrolled will be weighted at 0.5 for each of the count dates,.

Hamilton-Wentworth District School Board

2016/2017 Budget Estimates

Summary of Operating Revenues and Expenditures

	2016/2017 Budget Estimates \$	2015/2016 Budget Estimates \$	Increase (Decrease) Over 2015/2016 Budget Estimates \$ %		2014/2015 Actuals \$
Revenues:					
Grants for Student Needs	518,107,303	516,047,691	2,059,612		516,316,110
Other Ministry Grants	6,334,508	6,131,658	202,850		10,887,094
Miscellaneous	5,224,395	4,458,028	766,367		5,933,968
Total Revenues:	529,666,206	526,637,377	3,028,829	0.58%	533,137,172
Expenditures:					
Program Instruction:					
Classroom Teachers	314,131,769	309,385,371	4,746,398		309,770,089
System Principals, Consultants & Support	5,258,630	5,008,103	250,527		4,669,139
Occasional Teachers	8,435,000	9,300,000	(865,000)		11,470,483
Educational Assistants	30,117,194	29,772,191	345,003		30,419,082
Early Childhood Educators	12,121,123	11,904,564	216,559		10,962,452
Professional & Para-Professionals	16,516,296	16,253,901	262,395		16,304,192
Class Texts, Instructional Supplies	16,608,078	17,110,190	(502,112)		15,511,046
Instructional Computers	4,616,910	5,774,800	(1,157,890)		5,314,730
Instructional Staff Development	3,502,969	3,036,971	465,998		3,801,879
School Administration	33,155,885	33,155,918	(33)		33,679,108
Continuing Education	4,534,747	4,262,697	272,050		6,087,843
	448,998,600	444,964,706	4,033,894	0.91%	447,990,043
Program Support:					
Board Administration & Governance	13,140,701	13,309,677	(168,976)		13,117,982
School Operations	50,116,414	50,162,994	(46,580)		53,747,671
Transportation	15,410,491	16,200,000	(789,509)		14,759,594
	78,667,606	79,672,671	(1,005,065)	(1.26%)	81,625,247
Non-Operating:					687,211
Contingency:	2,000,000	2,000,000	-		-
Total Expenditures:	529,666,206	526,637,377	3,028,829	0.58%	530,302,501
Accumulated Surplus	-	-	-		2,834,671

Hamilton-Wentworth District School Board

2016/2017 Budget Estimates

Summary of Expenditures by Expense Type

	2016/2017 Budget Estimates	2015/2016 Budget Estimates	Increase (Decrease) Over 2015/2016 Budget		2014/2015 Actuals
	\$	\$	\$	%	\$
Remuneration					
Salaries & Wages	383,732,556	378,152,269	5,580,287		379,594,582
Employee Benefits	65,261,723	64,354,666	907,057		64,278,747
Temporary Assistance	14,234,331	15,734,331	(1,500,000)		18,695,130
	<u>463,228,610</u>	<u>458,241,266</u>	<u>4,987,344</u>	<u>1.09%</u>	<u>462,568,459</u>
Consumables					
Professional Development	3,642,769	3,215,971	426,798		3,933,753
Textbooks & Supplies	22,144,057	22,437,900	(293,843)		21,429,509
Energy	9,877,900	9,877,900	-		10,100,170
Repairs & Minor Renovations	3,520,000	3,202,840	317,160		3,434,943
Computing Equipment	1,020,516	2,147,746	(1,127,230)		3,719,863
Rentals	2,316,922	2,681,180	(364,258)		1,735,953
Fees & Contractual Services	6,412,477	6,594,339	(181,862)		8,261,757
Other Expense	875,894	815,387	60,507		893,000
	<u>49,810,535</u>	<u>50,973,263</u>	<u>(1,162,728)</u>	<u>(2.28%)</u>	<u>53,508,948</u>
Transportation	14,627,061	15,422,848	(795,787)	(5.16%)	14,225,094
Contingency	2,000,000	2,000,000	-		
Accumulated Surplus	-	-	-		2,834,671
Total Expenditures	<u><u>529,666,206</u></u>	<u><u>526,637,377</u></u>	<u><u>3,028,829</u></u>	<u><u>0.58%</u></u>	<u><u>533,137,172</u></u>

Hamilton-Wentworth District School Board

2016-17 Capital Budget

Summary of Funding Sources and Expenditures

	2016/2017 Budget Estimates	2015/2016 Budget Estimates	Increase (Decrease) Over 2015/2016 Budget Estimates	
	\$	\$	\$	%
Funding Sources:				
Ministry Capital Allocation	52,244,000	64,305,423	(12,061,423)	(18.76%)
Estimated Proceeds of Disposition	12,500,000	5,000,000	7,500,000	150.0%
Ministry Capital Debt (Interest) Support Payment	7,609,723 *	7,882,809	(273,086)	(3.46%)
Temporary Accommodation	722,014	302,500	419,514	138.7%
Amortization	33,957,394	29,738,383	4,219,011	14.2%
Total Funding Sources	\$ 107,033,131	\$ 107,229,115	\$ (195,984)	(0.18%)
Expenditures:				
Construction in Progress	64,744,000 "	69,305,423	(4,561,423)	(6.58%)
Capital Debt Interest	7,609,723 *	7,882,809	(273,086)	(3.46%)
Temporary Accommodations	722,014	302,500	419,514	138.7%
Amortization	33,957,394	29,738,383	4,219,011	14.2%
Total Expenditures	\$ 107,033,131 ^	\$ 107,229,115	\$ (195,984)	(0.18%)

NOTES

* The Ministry fully funds the payment of debentures related to previously approved capital projects. These are corresponding revenues and expenses related to the interest payments for these amounts.

" See Appendix D-1 for Construction in Progress projects.

^ Each year, the Board prepares its capital budget based on the expected projects to be completed during the year. Sometimes, due to unforeseen circumstances, not all of the work gets completed.

**Hamilton-Wentworth District School Board
2016-17 Budget Estimates
Capital Budget**

Construction in Progress

	Expenditures	Funding Sources					
		Capital	School	Full Day	Other	SRG	Total
	Estimated	Priorities	Consolidation	Kindergarten	Ministry	and SCI	Funding
	Capital Budget		Capital			Proceeds of	
						Disposition	
New North Secondary School	14,000,000	14,000,000					14,000,000
Nora F. Henderson Secondary School	4,000,000	4,000,000					4,000,000
Tiffany Hills Elementary School	1,000,000	1,000,000					1,000,000
New Greensville Elementary School	500,000	500,000					500,000
New Beverly Elementary School	3,000,000		3,000,000				3,000,000
Dalewood Elementary School Renovation	500,000					500,000	500,000
Franklin Road Elementary School	2,427,000		450,000	494,000	1,483,000		2,427,000
Ridgemount Elementary School	3,520,000		2,384,000	494,000		642,000	3,520,000
Pauline Johnson Elementary School	3,797,000		2,422,000	1,375,000		-	3,797,000
Secondary Facility Benchmark Projects	11,000,000					7,000,000	11,000,000
Elementary Facility Benchmark Projects	11,000,000					5,000,000	11,000,000
Secondary Program Strategy Projects	2,000,000					2,000,000	2,000,000
School Renewal Projects	8,000,000					8,000,000	8,000,000
Total	\$ 64,744,000	19,500,000	8,256,000	2,363,000	1,483,000	20,642,000	\$ 64,744,000

Hamilton-Wentworth District School Board

2016/2017 Budget Estimates

Summary of Staffing

	2016/2017 Budget Estimates	2015/2016 Budget Estimates	Inc (Dec) Over 15/16 Budget	Notes	2014/15 Actual
Program Instruction					
Classroom Teachers					
Elementary	2,100.30	2,115.50	(15.20)	2	2,112.70
Secondary	1,006.93	1,059.50	(52.57)	2	1,079.00
Total Classroom Teachers	3,107.23	3,175.00	(67.77)		3,191.70
Educational Assistants	585.00	582.00	3.00	3	579.00
Early Childhood Educators	230.00	226.00	4.00	2	220.00
Professionals & Para-Professionals	166.10	167.10	(1.00)	5	168.60
School Administration					
Principals & Vice Principals	160.00	161.00	(1.00)	2	165.00
Clerical/Secretarial Support	197.50	198.50	(1.00)	4	198.50
Total School Administration	357.50	359.50	(2.00)		363.50
System Principals, Consultants & Support					
System Principals, Consultants	40.67	39.67	1.00	2,6	38.67
Administrative Support Staff	4.00	4.00	0.00		4.00
Total System Principals, Consultants & Support	44.67	43.67	1.00		42.67
Continuing Education	10.50	10.50	0.00		10.50
Total Program Instruction	4,501.00	4,563.77	(62.77)		4,575.97
Program Support					
Board Administration & Governance	112.00	114.00	(2.00)	7	115.00
School Operations	430.00	432.50	(2.50)	4	441.50
Transportation	5.50	5.50	0.00		5.50
Total Program Support	547.50	552.00	(4.50)		562.00
Capital					
School Renewal	8.50	8.50	0.00		8.50
Total Staff	5,057.00	5,124.27	(67.27)		5,146.47

2015/16 Budget staffing represents impact of enrolment projections, legislative and collective agreements, class size compl
 Reflects impact of change in enrolment
 Staffing enhancement to support student need
 Staffing changes due to school closure
 Staffing changes due to restructuring Professionals & Paraprofessionals
 Staffing changes due to Ministry transferring EPO revenue to GSN allowing temporary positions to be permanent
 Staffing changes to reflect restructuring of Board Admin & Governance due to retirements

FTE = Full Time Equivalent



EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

TO: Finance and Facilities Committee

FROM: Manny Figueiredo, Director of Education

DATE: June 2, 2016

PREPARED BY: Stacey Zucker, Executive Superintendent of Board Operations and Treasurer
Carrie Salemi, Manager of School Support/Compliance

RE: Surplus Carry-Forward – School Budgets and Other Initiatives

Action X

Monitoring ☐

Recommended Action:

That the requests for school budget surplus carry forward into the 2016/2017 school year (outlined in Appendix A) be approved and that the balance remaining at August 31, 2016 from funding for Major Capital Projects and Other Initiatives; if any, be transferred to working reserves on a temporary basis.

Rationale/Benefits:

School Budgets:

Requests to carry forward any surplus in excess of 10% must receive Board approval. This provision enables principals to plan for the implementation of programs and/or purchase resources to support their school plan initiatives that the annual school budget would not allow.

A deficit equivalent of greater than 5% of school budgets must be approved by the appropriate Superintendent of Education. The full amount of any deficit incurred will be carried forward to the next budget year and must be eliminated within the next two budget years.

Appendix A provides information regarding each school requesting approval for a greater than 10% surplus budget carry forward.

Carry forward of funding for program enhancements will ensure that students and system will benefit from these additional programs and will ensure that Ministry reporting requirements are met.

Background:

Schools have the opportunity to carry forward, for one fiscal year, a year-end surplus equivalent to a maximum of 10% of interchangeable budgets. They also are required to carry forward any interchangeable budget deficits.

Funding received during 2015/2016 for program enhancements to support student achievement and system initiatives may not be fully spent by August 31, 2016.

Hamilton-Wentworth District School Board Carry Forward

Name of School	Carry forward Requested	Rationale
Elementary		
Ancaster Meadow	\$25,000 21% of 2015/16 budget 2014/15 Cfwd \$25,000	Funds will also be used to refurbish two laptop carts at \$16,000 and for other technology upgrades to classrooms.
Dalewood	\$33,000 51% of 2015/16 budget 2014/15 Cfwd \$25,000	The school is undergoing major renovations. The school has deferred the purchase of supplies and equipment until 2016/17 when the project is complete.
Glenwood	\$18,000 52% of 2015/16 budget 2014/15 Cfwd \$15,000	Funds will be used to continue to implement a programming model, Structure Teach, into 3 more classrooms next year.
Greensville	\$12,000 43% of 2015/16 budget	The school is deferring expenditures on equipment and supplies until Greensville closes and moves after June 2017.
Huntington Park	\$25,000 42% of 2015/16 budget 2014/15 Cfwd \$15,000	Transforming current library into a learning commons. Funds will be used to support this initiative to completion during 2016/17.
Pauline Johnson	\$15,000 22% of 2015/16 budget	The school is undergoing major renovations. The school has deferred the purchase of supplies and equipment until 2016/17 when the project is complete.
Tapleystown	\$20,000 48% of 2015/16 budget 2014/15 Cfwd \$10,000	The school will be opening four new classrooms in 2016-17. Due to limited storage space, the school has deferred the purchase of supplies, equipment and technology until 2016/17.
Total Elementary	\$148,000	
Dundas Valley Secondary School	\$125,000 35% of 2015/16 budget 2014/15 Cfwd \$125,000	The school is undergoing renovations. The school has deferred the purchase of some supplies and equipment until 2016/17 when the project is complete.
Sir Allan MacNab	\$35,000 15% of 2015/16 budget	Implementation of TLE in 2016/17 will reduce next year's school budget. The school has deferred expenditures of supplies and equipment until 2016/17 when the needs of all programs can be assessed.
Westmount	\$70,000 20% of 2015/16 budget 2014/15 Cfwd \$65,000	This funding will be used to outfit and install technology in the classrooms to support implementation of TLE.
Total Secondary	\$230,000	

COMMITTEE REPORT

Presented to: Board

Date of Meeting: June 13, 2016

From: Finance and Facilities Committee

Date of Meeting: June 9, 2016

The committee held a meeting from 10:05 a.m. to 12:00 p.m. on June 9, 2016 at 20 Education Court, Hamilton, Ontario in Room 340D.

Members present were: Trustees Jeff Beattie, Dawn Danko and Greg Van Geffen. Trustee Todd White participated via teleconference.

ACTION ITEMS:**A. Community Use of Schools Rental Rates**

Board staff presented the proposed rental rates for community use of schools for approval. A presentation of the background was provided at the June 2, 2016 meeting.

On the motion of Jeff Beattie the Finance and Facilities Committee **RECOMMENDS:**

1. **That the Board approve the implementation of the revised rental rates as shown in Appendix A effective September 1st, 2016.**
2. **That the Board approve that the Community Use of School Grant be used to subsidize the rental rates as shown in Appendix A effective September 1st, 2016. The subsidy provided will be 75% for Not for Profit Youth Groups and 50% for Not for Profit Adult Groups.**
3. **That the Board approve that the Priority Schools Grant be used to apply a 100% subsidy to the rental rates as shown in Appendix A for all community groups that met the eligible criteria for priority schools funding.**
4. **That the Board approve that all community groups except those eligible for priority schools funding, pay for all caretaking overtime costs incurred if events occur outside normal hours of operation of the Board.**
5. **That the Board approve that a report be brought back to Board in spring 2017, on the usage of the Board's Community Use of Schools and Priority School Grant Revenue, to determine if the overall usage of subsidy has transitioned to be within the total community use revenue received by the Board.**

CARRIED**B. 2016 Capital Priorities Project Funding Submission**

The Ministry released its request for capital priorities projects on May 26, 2016 with the submissions due on July 15, 2016. Board staff presented and reviewed the submissions for HWDSB with rationale for the projects and the priorities.

On the motion of Jeff Beattie the Finance and Facilities Committee **RECOMMENDS:**

That the Board approve the 2016 Capital Priorities Projects (Appendix-A) for submission to the Ministry of Education.

CARRIED

MONITORING ITEMS:**C. School Renewal Update**

HWDSB receives the School Renewal Grant (SRG) and the School Conditions Improvement Grant (SCI) annually through the Grant for Student Needs (GSN). The report showed the use of SRG and SCI to date in 2015-16 and provided a high level plan for the use of the remainder of the funds in the summer of 2016. There will be further communication with Superintendents of Student Achievement and Trustees regarding the specific projects occurring in their schools. In the future, these grants will be used as funding sources for the 7-pronged Multi-Year Capital Strategy.

D. Capital Projects Update

A report was presented to update the Committee as to Capital Projects currently in process and the status of these projects. This report is presented quarterly.

Respectfully submitted,
Greg Van Geffen, Chair of the Committee



EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

DATE: June 9, 2016

TO: Finance and Facilities Committee

FROM: Manny Figueiredo, Director of Education

Prepared by: Stacey Zucker, Executive Superintendent of Board Operations and Treasurer
Denise Dawson, Manager of Budget
Ellen Warling, Manager of Accommodation and Planning

RE: Community Use of Schools Rental Rates

Action ☒

Monitoring ☐

Recommended Action:

That the Board approve:

- The implementation of the revised rental rates as shown in Appendix A effective September 1st, 2016.

That the Board approve:

- That the Community Use of School Grant be used to subsidize the rental rates as shown in Appendix A effective September 1st, 2016. The subsidy provided will be 75% for Not for Profit Youth Groups and 50% for Not for Profit Adult Groups.
- That the Priority Schools Grant be used to apply a 100% subsidy to the rental rates as shown in Appendix A for all community groups that met the eligible criteria for priority schools funding.

That the Board approve:

- That all community groups except those eligible for priority schools funding, pay for all caretaking overtime costs incurred if events occur outside normal hours of operation of the Board.

That the Board approve:

- That a report be brought back to Board in spring 2017, on the usage of the Board's Community Use of Schools and Priority School Grant Revenue, to determine if the overall usage of subsidy has transitioned to be within the total community use revenue received by the Board.

Rationale/Benefits:

The Ministry states that "Ontario's schools are community hubs where all people can gather to learn and participate in a range of activities offered by community organizations."

HWDSB's "Community Use of Board Facilities" policy states that:

"It is the policy of Hamilton-Wentworth District School Board (HWDSB) to make its facilities/properties available to the fullest extent possible, recognizing their importance to the community, within the established guidelines, with due regard for preservation of the educational program, available resources and for the protection and maintenance of Board property at no cost to the Board."

In order to create affordable access to community facilities, the Government of Ontario provides a Community Use of Schools Grant that allows school boards to charge subsidized rental rates for non-profit groups. HWDSB receives \$650,000 in Community Use of School grants.

In addition, through the Priority Schools Initiative, the Ontario Ministry of Education provides support to selected school boards in order that not-for-profit groups will have free after-hours access to school facilities in communities that need it most. Free use of school space will allow local not-for-profit organizations to offer affordable or no-cost programming at these schools.

The Ministry determines the schools designated as priority schools and there are 220 priority schools in the province. HWDSB has 25 priority schools – 21 elementary schools and 4 secondary schools – and receives \$850,000 in Priority School Grants.

Currently, HWDSB is providing approximately \$3 million in subsidies while receiving approximately \$1.5 million from the Ministry.

Background:

HWDSB has three different classifications of community use of schools:

1. Full Day Child Care (0 – 3.8 years)
2. Before and After Child Care
3. Community Use of Schools and Other Facility Rentals

During the 2015-16 budget discussions, the Finance and Facilities Committee was provided information on the subsidies provided to each of the three different classifications of community groups and how these subsidies contributed to the Board over subsidizing groups by approximately \$1.5 million per year. As of result of these discussions, the Board of Trustees at the April 27, 2015 board meeting approved the following recommended actions:

- The phase out of subsidy provided to Full Day Child Care (0 to 3.8 years) over a two year period commencing September 2015.
- The use of 25% of Community Use of Schools Grants to subsidize Before and After Child Care. Priority schools will be 100% subsidized and the remainder of the subsidy will be applied to the remainder of the before and after care programs. The decrease in subsidy will be phased out over a two year period commencing in September 2015.
- The review of Facility rental rates in 2015-16 to start the transition to revised rental rates in September 2016.

Rental Rates

The rental rates charged for community use of schools rentals have not been changed in a number of years. Currently, HWDSB predominantly charges community groups a flat fee based on the total hours of use per permit. The flat fee when equated to an hourly rate, decreases as the total number of hours used increases. The flat fee charged is the same for all types of space rented such as a single gym, double gym or classroom. At present, the rate per hour charged to groups is not consistent or equitable. Groups that use larger blocks of time per year, pay less per hour than groups wanting to use a facility for only a few hours per week or month. As well, groups booking over 1000 hours of use per year are making it difficult for smaller or medium use groups to find space in our schools.

School boards are required to provide space to community partners on a cost recovery basis. To calculate a cost recovery model, staff used a cost accounting tool that calculates the cost per square foot to operate our facilities and applies this cost to the area rented to determine a rate per hour. Both direct and indirect facility costs are combined with variable data such as operating hours and facility inventory data to establish a cost recovery rate per space type. The data used in the tool is found in the Board's audited annual financial statements, making the data valid, consistent and transparent.

In order to be consistent and fair with all our community groups that rent our facilities, it is recommended that the Board adopt the hourly rental rates as shown in Appendix A effective September 1st 2016.

Subsidies

The Board receives two grants from the Ontario Ministry of Education, to support affordable access to Board facilities and to allow school boards to charge subsidized rental rates to non-profit groups in the community. They are the Community Use of Schools Grant and the Priority School Grant which is designated for 25 selected schools in our board.

At present, the community use of schools subsidy provided to non-profit groups is not consistent. Similar to the fee structure described above, the percentage of subsidy provided to not for profit users increases, as the total number of hours used increases. Again this allows for larger groups that use a large block of time to receive more subsidy to reduce their rental rates than groups that only want a few hours of use per week, month or year.

In order to be consistent and fair with all community groups that rent our facilities, it is recommended that a 75% subsidy be provided to not for profit youth groups in 2016/17 and a 50% subsidy be provided to not for profit adult groups 2016/17. This subsidy will be provided only to reduce the rental cost of space.

There are currently many youth not for profit programs that are offered in our 25 priority schools. Groups who wish to receive priority school funding must meet the eligibility criteria of offering low cost or no cost programming for the community in which these schools are found. In keeping with the mandate of the Priority School grant, it is recommended that HWDSB continue to subsidize the eligible priority school programs by providing a subsidy of 100% to both space and caretaking overtime costs incurred. Board will endeavor to live within the annual Priority school grant received from the Ministry.

Caretaking Overtime Costs

When community groups want to offer a program that runs outside the normal hours of operation for the board, specifically Saturday or Sunday, the board is required to provide a caretaker to clean, monitor and secure the building. Caretakers working weekend rentals are paid overtime for a minimum of 3 hours, at overtime rates in accordance with the Board's collective agreement. These overtime costs are an undisputable direct cost to the school board.

Staff recommends that all community groups except those eligible for priority schools funding pay for all caretaking overtime costs incurred if events are run outside normal hours of operation of the Board.

Conclusion

HWDSB recognizes the importance of making its facilities available to the community to the fullest extent possible. The current rental rates charged by HWDSB have been in effect for a number of years and need to be revised to those shown in Appendix A to ensure true cost recovery.

The subsidy provided by the Ministry to offset the rental costs for certain renters is approximately \$1.5 million. The Board has been providing approximately \$3 million in subsidies and therefore, adjustments to subsidies are suggested as provided in Appendix A. Board staff will review the subsidy provided in spring 2017 to determine if additional adjustments to subsidies are required.

The recommendations in this report will provide for consistent, fair and transparent rental rates to be charged to community groups and will allow the Board to reduce the subsidy provided as we transition to providing subsidy that is within the grant level received by the Board.

12.2 A-4
COMMUNITY USE OF SCHOOLS
FACILITY USE FEE SCHEDULE 2016-2017

Space Type	Space Cost per Hour (see note 1 & 2 below)	Non-Profit Youth Permit with Subsidy	Non-Profit Adult Permit with Subsidy	Priority School Permit with Subsidy	Commerical For Profit
		75%	50%	100%	
Single Gym	\$ 30.00	\$ 7.50	\$ 15.00	\$ -	\$ 45.00
Double Gym	\$ 60.00	\$ 15.00	\$ 30.00	\$ -	\$ 90.00
Classroom	\$ 6.00	\$ 1.50	\$ 3.00	\$ -	\$ 9.00
Library	\$ 30.00	\$ 7.50	\$ 15.00	\$ -	\$ 45.00
Cafeteria	\$ 35.00	\$ 8.75	\$ 17.50	\$ -	\$ 52.50
Auditorium - Premium (SJAM, Westdale, Ancaster, SAM)	\$ 95.00	\$ 23.75	\$ 47.50	\$ -	\$ 142.50
Auditorium - Delta, Sherwood	\$ 65.00	\$ 16.25	\$ 32.50	\$ -	\$ 97.50
Auditorium - Dalewood, Westmount, Barton	\$ 45.00	\$ 11.25	\$ 22.50	\$ -	\$ 67.50

1. All permits are subject to a permit application fee of \$25.00, insurance costs (if board purchased insurance required) and caretaking overtime fees if events occur outside normal board hours of operation.
2. Caretaking Overtime rates are \$39.00/hour on Saturdays and Statutory Holidays; \$52.00/hour Sunday. Minimum 3 hours per permit.
3. Non-Profit Youth CUS Permits to receive a 75% rate subsidy in 2016/17 school year
4. Non-Profit Adult CUS Permits to receive a 50% subsidy in 2016/17 school year
5. Priority School Permit receive full subsidy for space cost, caretaking overtime costs and insurance, but are required to pay permit fee



EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

TO: Finance and Facilities Committee

FROM: Manny Figueiredo, Director of Education

DATE: June 9, 2016

PREPARED BY: Stacey Zucker, Executive Superintendent of Board Operations
David Anderson, Senior Facilities Officer

RE: 2016 Capital Priorities Project Funding Submission

Action X **Monitoring** □

Recommended Action:

That the Board approve the 2016 Capital Priorities Projects (Appendix–A) for submission to the Ministry of Education (MOE).

Rationale/Benefits:

Hamilton-Wentworth District School Board has received over \$100 million in funding from the 2012, 2013 and 2014 funding submissions. Successful capital project submissions have included funding for two new secondary schools, three new elementary schools and several significant additions. See table below for breakdown of recent successful capital funding submissions.

Submission	Date Received	Funding Received	Projects
2012 Capital Priorities	February 2013	\$40 Million	New North School, Saltfleet Addition, Cootes Paradise addition/ renovations
2013 Capital Priorities	May 2014	\$41.33 Million	Tiffany Hills, Nora Frances Henderson Secondary School
2014 School Consolidation Capital Projects	March 2015	\$19 Million	Central Mountain, West Flamborough #1, #2 project submissions. FDK projects in West Flamborough, East Hamilton and Central Mountain accommodation review planning areas

In the 2015 Capital Priorities submission HWDSB was granted permission to use previously received funding for a new elementary school on the Greenville site in partnership with the Hamilton Library. Previous funding was from the 2014 SCC which was intended for an addition at Spencer Valley. HWDSB was not successful in funding a replacement school for Sherwood through the 2015 School Consolidation Capital Projects submission.

Background:

The 2016 Capital Priorities as identified in Appendix-A meets Ministry of Education criteria, as outlined in Memorandum 2016:B11 (Appendix-C). The Capital Priorities Eligibility and Evaluation Criteria are outlined below:

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

2) School Consolidations: Projects that support the reduction of excess capacity in order to decrease operating and renewal costs and address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects linked to an accommodation review must have a final trustee decisions on the outcome of the pupil accommodation review by August 5, 2016.

3) Facility Condition: Projects will replace schools that have higher renewal needs than the cost of constructing an appropriately sized new facility.

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

Projects matching the following descriptions should not be submitted as Capital Priorities:

- Projects related to only addressing an accommodation pressure of a specialized or alternative program such as French Immersion;
- Projects that have been previously funded by either the ministry or the school board; and
- Projects that should be funded through renewal funding, including program enhancements and projects related to only addressing current and/or proposed changes to the *Accessibility for Ontarians with Disabilities Act* (AODA).

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

In May 2015, the ministry announced \$120 million in new child care funding over three years towards the construction of child care spaces in new schools and schools approved for major expansions and renovations. Proposals submitted for Child Care funding are to be included in the Capital Priorities and School Capital Consolidation submissions. On May 6, 2016, the ministry announced additional capital funding for new child care space in schools, by supplementing the existing child care funding program to support further new builds, expansion, replacement and retrofits of child care spaces.

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

Summary Points

- The 2016 Capital Priorities projects are required to open no later than the 2019-20 school year.
- School boards may apply for capital funding support for the creation of new childcare spaces in schools, including internal renovations.
- School boards may apply for capital funding support for the creation of new space for child and family support programs in schools, including internal renovations.
- School boards may apply for child care or child and family support program projects as additions to previously approved capital projects that have not yet been given an Approval to Proceed (ATP) or have not begun construction. Schools boards will not be required to apply their Proceeds of Disposition (POD) to their approved projects.
- The submission deadline for all capital funding requests is **July 15, 2016**.
- School boards must follow the new communications protocol requirements for all ministry funded major capital construction projects.

It is anticipated that funding for the 2016 Capital Priorities submission will be announced prior to Christmas 2016.

	Priority	Project	Project Type	Accommodation Review Completed	Enrolment Pressure	School Consolidation	Facility Condition	Childcare	Joint Use	Community Hub	Rationale
1	Summit Park	New School	-	✓			TBA				Proposing a JK-8 elementary school to address enrolment pressure in the Upper Stoney Creek Planning area. In 2015, the English schools in Upper Stoney Creek planning area had a utilization of 115% which equates to 390 deficit pupil places. Due to imbalanced enrolment in schools from residential development there was a total of 22 portables at the six schools and there will be 29 portables in place by September 2016. Overall utilization in the planning area is expected to climb to 147% by 2020 with four schools over capacity by 45% or more.
2	Sherwood	New School	May 28, 2012		✓	✓	TBA				Proposing the construction of a replacement secondary school for Sherwood Secondary. Rebuilding Sherwood would be a more cost effective and less disruptive accommodation solution for students and staff. Current and future generations of students would have access to quality learning and teaching environments to maximize learning and program delivery. HWDSB will contribute \$9,012,000 of identified funding to the project.
3	Memorial (SC)	New School	June 6, 2016	✓	✓	✓	TBA				Proposing a JK-8 elementary school on the Memorial (SC) site as part of the Lower Stoney Creek accommodation review. Memorial (SC) site is the most viable to build a new school while maintaining use of the existing facility and is the proposed site for a new French Immersion program that will serve the Lower Stoney Creek area. New Memorial (SC) school is replacing current Memorial (SC) school and 67% of Mountain View's students are proposed to attend new Memorial. Mountain View's utilization is currently 145% and the new school would alleviate enrolment pressure. Memorial (SC) and Mountain View have FCI of 50% and 61% respectively and a combined \$11.6 million in high and urgent renewal needs.
4	Eastdale	New School	June 6, 2016		✓	✓	TBA				Proposing a JK-8 elementary school on the Eastdale site as part of the Lower Stoney Creek accommodation review. The new school would replace the current Eastdale school and consolidate 100% of students from Eastdale, 70 % students from Collegiate Avenue and 37% of students from Mountain View. All three schools have an FCI of 50% or greater and collectively have \$13.9 million in high and urgent renewal needs. All three schools combined have approximately \$3 million in benchmark and accessibility needs.
5	Collegiate Avenue	New School	June 6, 2016		✓	✓	TBA				Proposing a JK-8 elementary school on the Collegiate site as part of the Lower Stoney Creek accommodation review. New Collegiate School is proposed to accommodate 30% of current students from Collegiate and 100% of students from both Green Acres and RL Hyslop schools. All three schools have an FCI of 50% or greater and collectively have \$9.3 million in high and urgent renewal needs. All three schools combined have approximately \$4.3 million in benchmark and accessibility needs.
6	Glendale Campus	New School	June 6, 2016		✓	✓	TBA				Proposing a JK-8 elementary school on the Glendale Campus as per the Board of Trustees decision regarding the East Hamilton City 2 accommodation review.. The new school would replace Glen Brae, Glen Echo, and Sir Isaac Brock and consolidate students from all three schools and 20% of students from Sir Wilfrid Laurier. The three closing schools collectively have \$9.7 million in high and urgent renewal needs and \$1.75 in benchmark and accessibility needs. Closing the 3 facilities would remove approximately 300 pupil places in East Hamilton City 2 planning area.
7	Sir Wilfrid Laurier	Permanent Addition	June 6, 2016		✓	✓	TBA				Proposing an addition/renovation to Sir Wilfrid Laurier to address a shortfall in FDK, resource, gym and staff/office space as per the Board of Trustees decision regarding the East Hamilton City 2 accommodation review. School is consolidating with 80% of Elizabeth Bagshaw's students. Elizabeth Bagshaw facility has an FCI of 111% and over \$2.2 million in benchmark needs and accessibility. Consolidating Elizabeth Bagshaw into Sir Wilfrid Laurier Closing would remove approximately 500 pupil places in East Hamilton City 2 planning area.

MOE Business Case Considerations

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

2) School Consolidations: Projects that support the reduction of excess capacity in order to decrease operating and renewal costs and address renewal need backlogs. These projects may also provide other benefits such as improved program offerings, accessibility or energy efficiency. Projects linked to an accommodation review must have a final trustee decisions on the outcome of the pupil accommodation review by August 5, 2016.

3) Facility Condition: Projects will replace schools that have higher renewal needs than the cost of constructing an appropriately sized new facility.

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

Childcare- The MOE is willing to fund capital costs associated with the construction of child care spaces in new school and school approved for major expansions and renovations.

Joint Use- The MOE encourages boards to consider collaborative capital project submission involving two or more school boards. The MOE will review all joint use projects for funding consideration before evaluating any other submissions.

Community Hub- the ministry encourages school boards to consider collaborative capital project arrangements between school boards and community partners. The community partner must provide capital funding for the project, and the project must not result in additional operating costs for the school board.

Project Evaluation

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

For Accommodation Pressures and French-Language Accommodation projects:

- Assessments will be based on school-level capacity ratings, historical enrolment trends, enrolment forecasts, and geographic distribution of students; and
- Primary consideration will be given to projects in areas where accommodation needs are currently high and secondary consideration to projects in areas where accommodation needs are expected to be high in the next five to ten years.

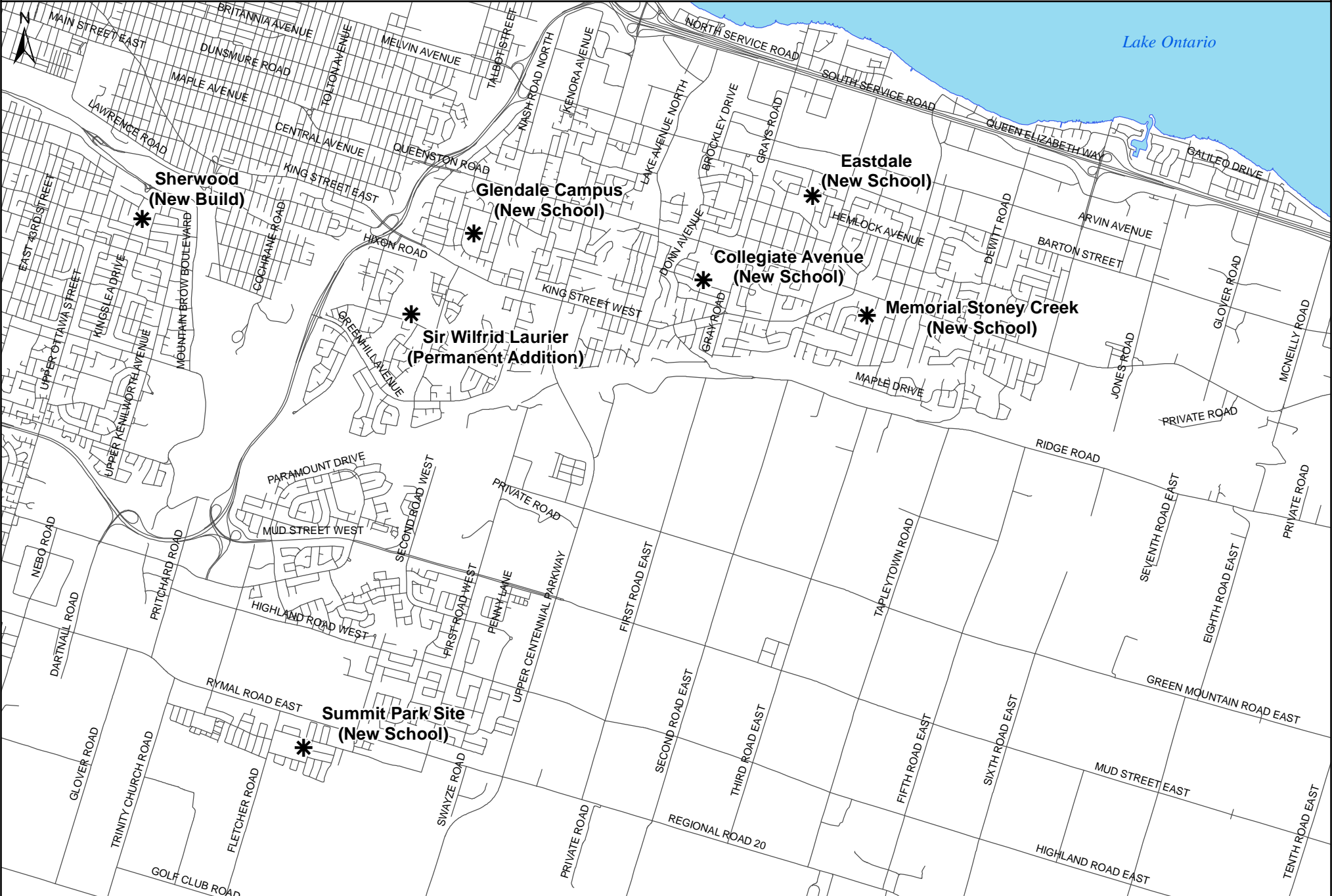
For Facility Condition and School Consolidation projects:

- Assessments will be based on the projected operating and renewal savings and the removal of renewal backlog needs relative to the project cost; and
- Priorities will be given to projects with the highest expected Internal Rate of Return. This will be calculated using the expected cost of the project compared to the expected savings resulting from the project.

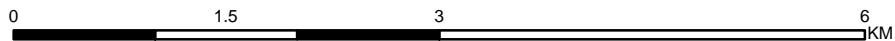
In addition to project specific assessments, the following school board performance measures will also be considered for all Capital Priorities project categories:

- School board's ability to build to ministry benchmark costs as evidenced by past projects;
- School board's ability to deliver projects within target timeframes as evidenced by past projects;
- School board's history of meeting the ministry's capital accountability measures;
- Enrolment and utilization trends for projects of the school board which have previously been funded; and
- Number of projects the school board currently has underway and the status of these projects in relation to approved funding and opening dates.

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



Projects



Note: Location of Summit Park site is approximate and should be used for display purposes only.



Planning and Accommodation 2016