

**AGENDA: 6:00 pm**

1. Call to Order
2. O Canada
3. Farewell to our 2016-17 Student Trustees – Tory Dockree and Elizabeth Wong
4. Approval of the Agenda
5. Declarations of Conflict of Interest
6. Correspondence:
  - A. Hastings and Prince Edward DSB re: Ontario Secondary School Literacy Test (OSSLT)
  - B. Waterloo Region DSB re: Comprehensive review of the Ontario Special Education Model
  - C. Petition – West Hamilton Accommodation Review

Reports from Trustee Special Committees:

7. [Finance & Facilities Committee – May 31, 2017](#)

Reports from Staff:

8. Pupil Accommodation Q&A – West Hamilton City
  - Presentation of Answers (questions received at last meeting)
9. [West Hamilton Pupil Accommodation Review – final decision](#)
10. 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
11. Meeting Resumes in Public Session
12. Report from Committee of the Whole (private) – June 5, 2017
13. Oral Reports from Liaison Committees:
  - A. City/School Board Liaison Committee
  - B. Hamilton-Wentworth Home & School Association
  - C. HWDSB Foundation
  - D. Ontario Public School Boards' Association (OPSBA)
14. 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/>



Hastings and Prince Edward  
District School Board

Lucille Kyle, Chair of the Board  
Mandy Savery-Whiteway, Director of Education

Possibilities  
TODAY & TOMORROW

May 8, 2017

Deputy Minister of Education Bruce Rodrigues  
14<sup>th</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, Ontario  
M7A 1L2

Dear Deputy Rodrigues:

Hastings and Prince Edward District School Board's (HPEDSB) 2015-2020 Strategic Plan focuses on four priorities: Achieving Excellence & Equity, Learning & Leadership, Public Confidence and Well-Being and aligns with the Ministry of Education's Renewed Vision for Education in Ontario. In our school board we are committed to increasing our graduation rate and have set high standards for our graduates.

We value testing provided through the Education Quality and Accountability Office (EQAO) as a tool that provides a valuable source of data that contributes to the identification of student learning needs and ultimately the professional learning needs of our teachers. This data along with other data sources help us to develop the evidence based goals reflected in our Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) and in our School Improvement Plans for Student Achievement and Well-Being (SIPSAW). We are focused on assessment and instruction that can directly impact student achievement and well-being. Over time, we are seeing improvement in the achievement level of our students in Grade 3, 6, and 9 and EQAO data helps us to identify strengths and gaps in curriculum implementation.

We also appreciate the efforts of EQAO to implement an on-line tool for the Ontario Secondary School Literacy Test (OSSLT). We believe that the implementation of the on-line testing tool will support many students to access the test with the supports and tools they use in their daily practice.

Our concern, which aligns with the recent discussion paper: EQAO and Large Scale Testing in Ontario by the Ontario Public School Board Association (OPSBA) is the sequencing of the requirement to fail the OSSLT prior to being eligible to take the Ontario Secondary School Literacy Course (OSSLC). We support Recommendation #3 in the OPSBA discussion paper that states that "Teachers and administrators should be supported in making a professional judgement about which students require a remedial course prior to taking the test. Offering remedial help first would create an environment that enhances motivation and self-esteem, and would serve to maximize student success." Offering curriculum support rather than failing the test would create an environment that builds skills, confidence and self-esteem and would maximize student success. The sequencing of the literacy course prior to the literacy test would also provide some equity for our students with special needs.

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Hastings and Prince Edward  
District School Board

Possibilities  
TODAY & TOMORROW

Lucille Kyle, Chair of the Board  
Mandy Savery-Whiteway, Director of Education

We understand that realigning the sequencing of the OSSLT and OSSLC would require a change in Ministry of Education policy. We hope you will consider Recommendation #3 as proposed by OPSBA and supported by HPEDSB as a way to further support student achievement and increased graduation rates.

Sincerely,

Lucille Kyle  
Chair, on behalf of Hastings and Prince Edward District School Board

cc: Laurie French, President, Ontario Public School Board Association  
Dr. Richard Jones, Interim Chief Executive Officer  
All Ontario School Board Chairs



**Waterloo Region  
District School Board**

**Education Centre**

51 Ardelt Avenue, Kitchener ON N2C 2R5  
Phone: 519 570 0003 Ext. 4111 fax: 519 570 1618  
[www.wrdsb.ca](http://www.wrdsb.ca)

May 16, 2017

Honourable Mitzie Hunter  
Ministry of Education  
22<sup>nd</sup> Floor, Mowat Block  
900 Bay Street  
Toronto, ON M7A 1L2

Dear Minister Hunter:

On April 24, 2017, the Waterloo Region District School Board passed a motion to write a letter to the Minister of Education in response to a recent correspondence from the Bluewater District School Board. This correspondence requested a comprehensive review of the Ontario Special Education Model that included both the delivery of special education programming and funding.

The Waterloo Region District School Board supports the request that the scope for the Special Education Funding Working Group be expanded to include a more robust and comprehensive review. We also support the recommendation that further consultation should include the following groups:

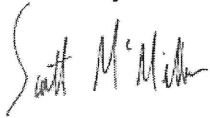
- Minister's Advisory Council on Special Education
- Provincial Parent Advisory Association Committee on Special Education Advisory Committees
- Special Education Advisory Committees
- Provincial organizations that represent each exceptionality area
- Ontario Teacher Federations
- School Boards
- Trustees
- Parents of students with special education exceptionalities
- Students with special education exceptionalities

The Waterloo Region District School Board also supports the recommendation that a comprehensive review include:

- A gap analysis of our current provincial model for special education delivery and any research on current and future models for special education around the world
- A financial analysis for each area of exceptionality to determine what portion of each special education dollar reaches students and what portion of each dollar goes to administration, communication, the IPRC process and other paperwork

- A narrative that links the "special education model" to the *Learning For All* ministry document
- An analysis of the data that has been collected by the ministry since the inception of Bill 82 to discover patterns and insights that would be applicable to the development of a new or modified model for special education and appropriate funding for that model
- Current directions in neuroscience in the review of the current special education model and development of any future special education model

Sincerely,



Scott McMillan  
Chairperson of the Board

Cc: OPSBA  
Ontario School Board Chairs

# SAVE STRATHCONA ELEMENTARY SCHOOL

## SAY NO TO MEGA SCHOOLS!!

Dear Hamilton Wentworth School Board Trustees,

We the undersigned urge you to reject HWDSB staff recommendation to close Strathcona Elementary school.

Everything we have read on the subject indicates that smaller schools are better for kids, period. We do not understand why the PAR concluded the opposite, other than for financial reasons. We realize that the Ontario government will provide funding only if schools are closed and amalgamated as one mega-school. As has been pointed out by numerous reports and many members of parliament, this model is fundamentally flawed. The Hamilton Wentworth District School Board should not destroy our communities for the sake of money.

Closing Strathcona Elementary School would negatively affect the families who attend this school and the community around it.

The PAR report clearly lays out all of the reasons for keeping small schools: community, traffic and student safety, walkability. These are not trivial concerns. Smaller schools are more community-focused, encourage walking, and having children attend schools that are close to their home is beneficial for health and the environment.

**Smaller schools have demonstrated benefits in terms of student achievement, student behavior and safety, parental involvement and teacher satisfaction.** The research backing this up is overwhelming! There doesn't seem to be any benefits to the proposal to close Strathcona Elementary other than for financial reasons. We support the Hess community in getting the new school that they need; we strongly believe that Strathcona Elementary and the community do not need to be destroyed to achieve this goal. We ask you to work harder to develop a plan that will support both the Hess and Strathcona communities.

Please **DO NOT** vote against community, walkability, safety, achievement and teachers just for the sake of money.

The Strathcona community looks out for each other. When a child is part of a community – not just attending a school, but truly part of a community – they are supported by everyone and will achieve success because of that support.

If Hamilton is meant to truly be the best place to raise a child, what message are we sending if we cast those children out for the sake of extra provincial money? How can it be the best place to raise a child if schools close and communities are torn apart? How can we say we encourage walkability and value the safety of our children if we are closing schools and sending children further away from their homes? If the safety of our neighbourhoods is important, then we need to keep our neighbourhoods together. **We are safer when we feel like we are a part of a community.**

Again, we the undersigned urge you, please DO NOT close Strathcona Elementary school. For the sake of Hamilton, for the sake of our communities' children: Vote for smaller schools and better communities.

Received: 174

**COMMITTEE REPORT**

Presented to: Board

Date of Meeting: June 5, 2017

From: Finance and Facilities Committee

Date of Meeting: May 31, 2017

The committee held a meeting from 12:00 p.m. to 2:26 p.m. on May 31, 2017 at 20 Education Court, Hamilton, Ontario in Room 340D with Trustee Wes Hicks presiding.

Members present were: Trustees Jeff Beattie, Christine Bingham, Dawn Danko, Wes Hicks and Greg Van Geffen. Trustee Penny Deathe was also in attendance.

\*\*\*\*\*

**MONITORING ITEMS:**

**A. 2017-18 Budget Estimates**

HWDSB will be rolling out the 4<sup>th</sup> phase of the Transforming Learning Everywhere (TLE) in 2017-18 that was approved at the May 29/17 Board meeting. Staff provided an update as to how this will be funded through the 2017-18 Budget.

Staff presented the 2017-18 Operating and Capital Budget for the Committee to comment on before being presented to the Board. Clarifications were requested and the presentation has been changed accordingly.

Respectfully submitted,  
Wes Hicks, Chair of the Committee



# HWDSB



## 2017-18 BUDGET ESTIMATES JUNE 5, 2017

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# HWDSB

## Agenda

- Budget Development Process
- Enrolment
- Revenues and Expenditures
- Private Session Agenda
- Capital Budget

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## Status of Budget Development

- Jan 23, 2017 Approval of Key/Parameters/Assumptions to Guide 2017-18 Budget Development
- Jan 23, 2017 Approval of Budget Priorities for Public Consultation
- Mar 27, 2017 Approval of Budget Priorities to Guide the Development of 2017-18 Budget
- Apr 10, 2017 Approval of School Staffing
- Feb to May 2017 Executive Council and Finance and Facilities Committee meetings to develop/ review budget
- May 31, 2017 SEAC – Review of Preliminary 2017-18 Special Education Budget
- Jun 5, 2017 Board Meeting – Review of 2017-18 Budget Estimates
- Jun 12, 2017 Approval of 2017-18 Budget Estimates


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## Background

- Ministry requirement that School Board's submit a balanced budget by June 30th
- Finance and Facilities Committee at HWDSB is responsible for the planning and development of the annual budget



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## Background

“Show Me Your Budget  
and I Will Show You  
Your Values”

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## Background

- Hamilton-Wentworth District School Board's Strategic Directions focus on:
  - Positive Culture & Well-Being
  - Student Learning & Achievement
  - Effective Communications
  - School Renewal
  - Partnerships




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## Budget Priorities

Approved Budget Priorities:

1. Improving Mathematics
2. Elementary and Secondary Program Strategy
3. School Renewal
4. Special Education
5. Student Supports
6. 21<sup>st</sup> Century Learning (TLE)



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## Enrolment

- Grants for Student Needs are enrolment driven
- The Board reports their full-time equivalent (FTE) enrolment to the Ministry at two points in time throughout the year
  - October 31
  - March 31
- Average Daily Enrolment (ADE) is the average of these 2 enrolments and the basis for funding

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## Enrolment

### PROVINCE

- 1,378,226 elementary students in almost 4,000 schools
- 591,265 secondary students in more than 900 schools

### HWDSB

- 35,285 elementary students in 88 schools
- 13,972 secondary students in 14 schools

HWDSB represents approximately 2.5% of the Province's total enrolment

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## Enrolment Trends

### ELEMENTARY

Year	Approximate ADE
2005/06	34,500
2006/07	33,500
2007/08	32,500
2008/09	31,500
2009/10	30,500
2010/11	31,500
2011/12	32,000
2012/13	32,500
2013/14	33,500
2014/15	34,000
2015/16	33,500
2016/17	34,500
2017/18	35,000

### SECONDARY

Year	Approximate ADE
2005/06	19,500
2006/07	19,000
2007/08	18,500
2008/09	18,000
2009/10	17,500
2010/11	17,000
2011/12	16,500
2012/13	16,000
2013/14	15,500
2014/15	15,000
2015/16	14,500
2016/17	14,000
2017/18	13,500

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## Projected Enrolment

	2016/2017 Revised Budget ADE	2017/2018 Projected Budget ADE	Increase (Decrease) ADE	Increase (Decrease) %
Elementary	34,127.00	35,285.00	158.00	0.45%
Secondary	14,119.75	13,932.75	(187.00)	(1.32%)
Total	48,246.75	49,217.75	(29.00)	(0.06%)

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## Sources of Revenue

- ### Grants For Students Needs (GSN)

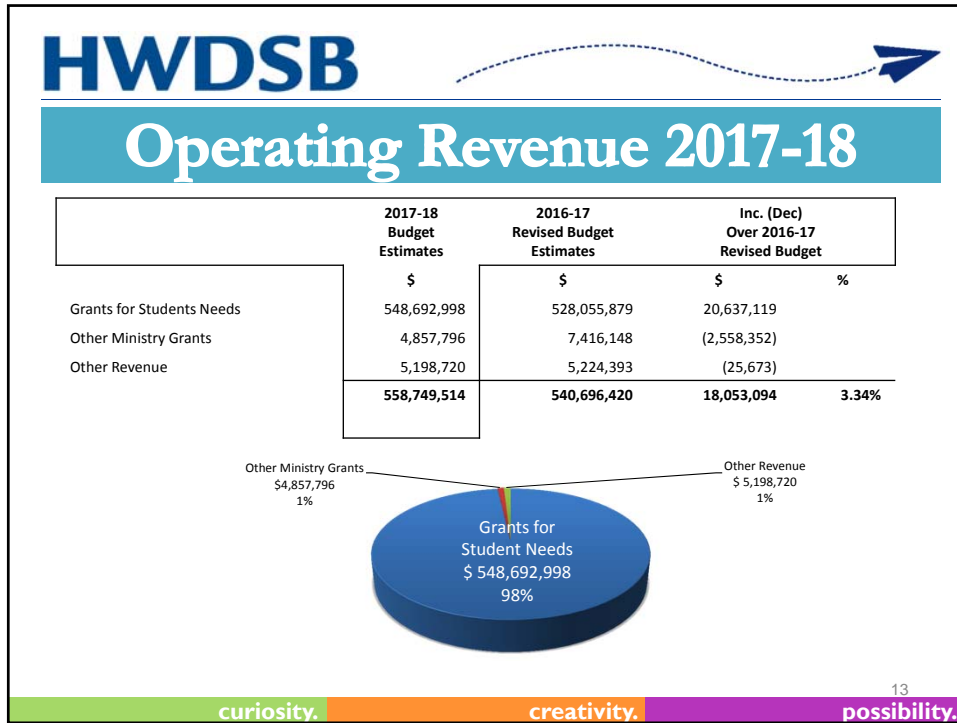
  - Standard set of formulas and inputs to determine funding for all school boards
  - Driven by enrolment and unique student needs
  - **Represents 98% of HWDSB revenue**
- ### Other Ministry Grants

  - Citizenship and Immigration – both Federal and Provincial
  - Education Program Other (EPO) Grants
- ### Board Generated Revenue

  - International Student Fees
  - Rental Revenue
  - Bank and Investment Revenue

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## Grants for Students Needs

### ▶ Pupil Foundation Grant

- Represents approximately 50% of total GSN
- Driven by enrolment
- Grade specific allocations per student
- Covers the basic costs of education for all students in all boards
  - Classroom Teachers
  - Early Childhood Educators
  - Texts and Instructional Supplies
  - Classroom Computers
  - Professional Development
  - Professionals & Para-professional Supports
  - System Principals, Teacher Consultants

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## Grants for Students Needs

### School Foundation Grant

- Represents approximately 7% of total GSN
- Driven by number of schools and enrolment at each school
- Covers the basic costs of administration for all schools in all boards
  - Principals and Vice-Principals
  - School Office Staff
  - School Office Supplies
  - School Office or Administrator Computers

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## Grants for Students Needs

### Special Purpose Grants

- Represents approximately 43% of total GSN
- Driven by program enrolment, board demographics and the unique needs of the Board and its students
  - Special Education
  - Languages (FSL, ESL)
  - Learning Opportunities
  - Indigenous Education
  - Qualifications and Experience
  - Safe Schools
  - Continuing Education
  - Board Administration & Governance
  - School Operations
  - Transportation



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## Ministry Budget Requirements

- Balanced Budget
- Compliance with Legislation/Regulations
  - Primary and Grade 4-8 Class Size
  - Secondary Average Class Size
- Compliance with Ministry Funding Envelopes
  - Special Education
  - Board Administration & Governance
  - Accommodation



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## April 12, 2017 GSN Announcement

### Key Changes in the 2017-18 GSN focus on:

- Enhancements due to Extension Agreements
- Capital Investments
- Policy and Technical Updates including final year of phase in of amendments to GSN
  - Indigenous Education
  - School Foundation Grant
  - Keeping up with Costs
  - Ongoing implementation of amendments to GSN

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## Enhancements due to Extension Agreements

- Modest wage increases and investments in benefit transformation
- Class Size Investments
- Local Priorities Funding
- Community Use of Schools Funding
- Human Resource Transition Supplement



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## Salaries and Professional Development


- 1.5 % salary benchmark increase for staff
- One time payment for professional development to be paid to staff at .5% of wages earned in 2016-17 school year - HWDSB share \$2.2 M
  - Unions and Federations will provide the Ministry information on where their members spend the funding.



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**Class Size Investments**

**Reduction of Grade 4-8 Class Size**

- Reduction to 24.5 phased in over 5 years
- Additional funding for 9.5 teachers
- Reduction of 2017-18 Class Size from 25.1 to 24.9 for HWDSB



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**Class Size Investments**

**Full Day Kindergarten**

- Additional funding to implement class size cap of 30
- Additional funding for 3.0 FDK teachers for a total of 268 classes
- Requirement for at least 90% of classes at 30 or fewer students
- 10% of FDK classes can reach up to 32 students if there is no purpose built room available. This exception will sunset after 5 years.

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## Class Size Investments

### Full Day Kindergarten

- Additional funding to implement class size cap of 30
- Additional funding for 3.0 FDK teachers for a total of 268 classes
- Requirement for at least 90% of classes at 30 or fewer students
- 10% of FDK classes can reach up to 32 students if there is no purpose built room available. This exception will sunset after 5 years.

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## Class Size Investments

### Full Day Kindergarten

- Additional funding to implement class size cap for Early Childhood Educators
- Additional funding for 3.0 DECES



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## Local Priorities Funding

- Through Contract Extensions with Unions, funding was provided to add additional staffing.
- The funding totals \$5.2 million and has offsetting costs associated with it for a zero impact on the overall budget.
- In total, the Board will add 68.5 additional staff with this funding.

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## Local Priorities Funding

	Special Education		Other Priorities		Total	
	FTE	\$	FTE	\$	FTE	\$
Union Group						
Elementary Teachers	10.50	\$ 959,826	7.50	\$ 739,940	18.00	\$ 1,699,766
Secondary Teachers	3.50	\$ 340,119	5.00	\$ 466,957	8.50	\$ 807,076
Secondary Adult Day School *to increase compensation	-	\$ -	-	\$ 245,245	-	\$ 245,245
Early Childhood Educators* Professional Development	-	\$ -	-	\$ 182,262	-	\$ 182,262
Educational Assistants	23.00	\$ 1,182,700	-		23.00	\$ 1,182,700
CUPE	-	\$ -	10.00	\$ 533,391	10.00	\$ 533,391
OCTU	-	\$ -	7.50	\$ 420,453	7.50	\$ 420,453
PSSP	1.50	\$ 152,671	-	\$ -	1.50	\$ 152,671
<b>Total</b>	<b>38.50</b>	<b>\$ 2,635,316</b>	<b>30.00</b>	<b>\$ 2,588,248</b>	<b>68.50</b>	<b>\$ 5,223,564</b>

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## Community Use of Schools

- 3% increase to this funding to offset increases in costs such as heating, lighting and cleaning
- \$17,826



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## Human Resource Transition Supplement

- New funding to help boards manage the new extension agreements
- Included in School Board Administration and Governance Grant
- \$239,000

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## Capital Investments

- School Condition Improvement \$18,494,660
- School Renewal Grant Enhancement  
Maintenance - \$358,650  
Capital - \$537,975
- Greenhouse Gas Reduction - \$4,623,660  
must be spent by March 31, 2018  
list of Eligible expenditures

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## Indigenous Education Grant

- Beginning in 2017-18 the ministry is enveloping the Per-Pupil Allocation to ensure the funding is used to support programs and initiatives aimed at improving student achievement and well-being.
- All boards must allocated at least 1.0 FTE to a dedicated Lead position.

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## School Foundation Grant

- Funded based on campus definition of a school
- Four year phase in

Annual Impact to HWDSB – \$480,000



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## Keeping up with Costs

- 2% increase in non-salary component of School Operations for Utility costs
  - HWDSB Share - \$340,000
- 2% increase in Transportation grant to offset rising fuel prices
  - HWDSB Share - \$248,000

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# HWDSB

## Ongoing Implementation

- Final year of a four-year phase in changes to School Board Administration Grant – HWDSB share (\$37,000)
- Final year of three-year phase in of measures introduced to encourage the management of underutilized school space – HWDSB share (\$1.5 M)
- Final year of a four-year phase in of a new funding model for the Special Education High Needs Amount – HWDSB share \$1.0 M
- Second year of the three-year phase in of the 2011 Census data for Indigenous Education and Language Grant – HWDSB Share \$83,000

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## Grants for Students Needs

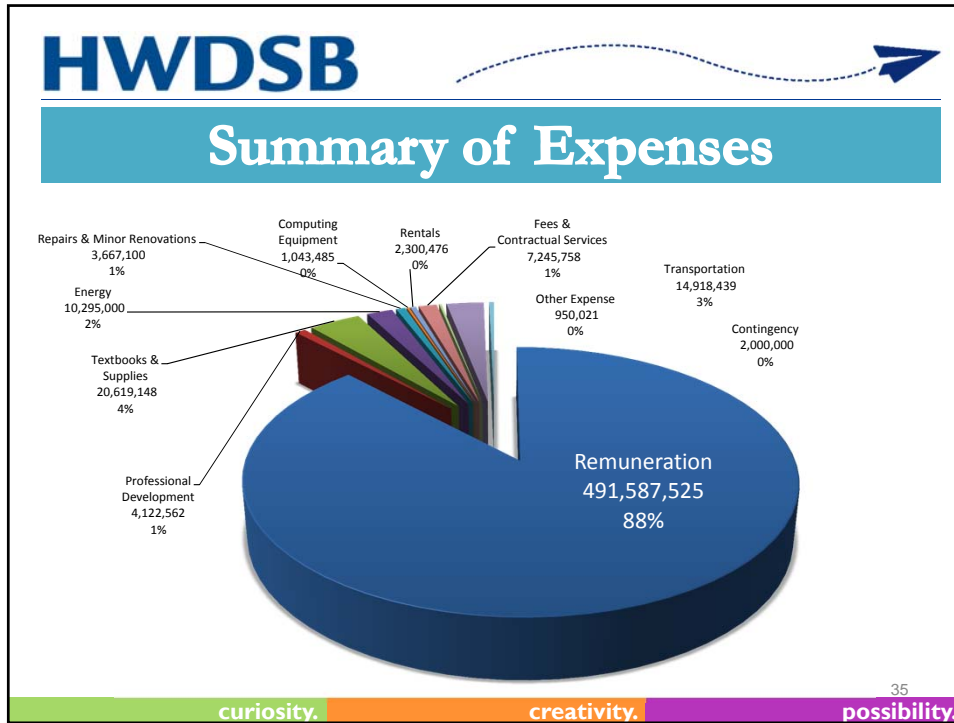
	2017/2018	2017/2018	Incr./(Decr.)	
	Preliminary	Revised	Over 2016/2017	
	Budget	Budget	Revised Budget	
	\$	\$	\$	%
Pupil Foundation Grant	268,279,323	263,310,359	4,968,964	1.85%
School Foundation Grant	34,404,026	34,193,454	210,572	0.62%
<b>Special Purpose Grants</b>				
Special Education	70,154,433	68,004,306	2,150,127	3.06%
Language	12,794,016	12,894,420	(100,404)	(0.78%)
Indigenous Education Grant	879,751	863,621	16,130	1.83%
Safe Schools	1,419,984	1,447,354	(27,370)	(1.93%)
Learning Opportunities	17,544,532	17,241,796	302,736	1.73%
Continuing Education	2,946,305	2,940,479	5,826	0.20%
Qualifications & Experience	60,339,148	52,400,636	7,938,512	13.16%
Local Priorities Funding	5,223,564	-	5,223,564	100.00%
Transportation	14,688,841	14,378,565	310,276	2.11%
Declining Enrolment	75,743	301,934	(226,191)	(298.63%)
Administration & Governance	13,230,059	12,828,062	401,997	3.04%
School Operations	46,713,273	47,250,893	(537,620)	(1.15%)
<b>Total Grants For Student Needs</b>	<b>548,692,998</b>	<b>528,055,879</b>	<b>20,637,119</b>	<b>3.76%</b>

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## Summary of Expenses

	2017/2018 Budget Estimates	2016/2017 Revised Budget Estimates	Increase (Decrease) Over 2016/2017 Budget	
	\$	\$	\$	%
<b>Remuneration</b>				
Salaries & Wages	401,908,676	388,512,180	13,396,496	
Employee Benefits	74,368,593	69,084,412	5,284,181	
Temporary Assistance	15,310,256	14,414,331	895,925	
	<u>491,587,525</u>	<u>472,010,923</u>	<u>19,576,602</u>	<u>4.15%</u>
<b>Consumables</b>				
Professional Development	4,122,562	3,642,769	479,793	
Textbooks & Supplies	20,619,148	23,384,364	(2,765,216)	
Energy	10,295,000	9,877,900	417,100	
Repairs & Minor Renovations	3,667,100	3,520,000	147,100	
Computing Equipment	1,043,485	1,020,516	22,969	
Rentals	2,300,476	2,316,916	(16,440)	
Fees & Contractual Services	7,245,758	7,420,078	(174,320)	
Other Expense	950,021	875,894	74,127	
	<u>50,243,550</u>	<u>52,058,437</u>	<u>(1,814,887)</u>	<u>(3.49%)</u>
<b>Transportation</b>	14,918,439	14,627,061	291,378	1.99%
<b>Contingency</b>	2,000,000	2,000,000	-	
<b>Total Expenditures</b>	<u>558,749,514</u>	<u>540,696,421</u>	<u>18,053,093</u>	<u>3.34%</u>

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## Salary & Wages

# \$13,396,496

- Contract Extension Increases:
  - Salary increase for teachers and non-teaching groups of 1.5% Sept. 2017
  - Local Priorities Staffing
  - Decreased Class Size Staffing
  - One time payment of 0.5% of 2016-17 earned wages to all teachers and non-teaching groups to be used for personal professional development
- Movement on the grid on September 1st
- Other changes based on:
  - Changing enrolment (increase in elementary and decrease in secondary)
  - School closures
  - Student/System Need (based on Board/Budget Priorities)
- Two Notes:
  - Any reductions made through attrition
  - School based staffing approved on April 10, 2017

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## Staffing Summary


	2017/2018	2016/2017	Inc (Dec)
	Budget	Revised Budget	Over 16/17
<b>Program Instruction</b>			
Classroom Teachers			
Elementary	2,175.70	2,100.30	75.40
Secondary	997.17	1,006.90	(9.73)
Total Classroom Teachers	3,172.87	3,107.20	65.67
Educational Assistants	619.50	586.50	33.00
Early Childhood Educators	255.00	230.00	25.00
Professionals & Para-Professionals	164.70	167.70	(3.00)
School Administration			
Principals	99.00	101.00	(2.00)
Vice Principals	62.00	59.00	3.00
School Office Administration	203.00	197.50	5.50
Total School Administration	364.00	357.50	6.50
System Principals, Consultants & Support			
System Principals, Consultants	38.00	41.00	(3.00)
Administrative Support Staff	4.00	4.00	0.00
Total System Principals, Consultants & Support	42.00	45.00	(3.00)
Continuing Education	11.50	11.50	0.00
<b>Total Program Instruction</b>	<b>4,629.57</b>	<b>4,505.40</b>	<b>124.17</b>

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## Staffing Summary

	2017/2018	2016/2017	Inc (Dec)
	Budget	Revised Budget	Over 16/17
<b>Program Support</b>			
Board Administration & Governance	113.00	113.00	0.00
School Operations	443.25	434.00	9.25
Transportation	5.50	5.50	0.00
<b>Total Program Support</b>	<b>561.75</b>	<b>552.50</b>	<b>9.25</b>
<b>Capital</b>			
School Renewal	7.50	7.50	0.00
<b>Total Staff</b>	<b>5,198.82</b>	<b>5,065.40</b>	<b>133.42</b>

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## Benefits \$5,284,181

- Increase in Health and Life Benefits as a result of the transition of benefits to Employee Life and Health Trusts (ELHT) – Benefit Increases to Boards funded by benefit trust and stabilization adjustment grant
- As of April 1<sup>st</sup> 2017, the following employee groups have transitioned to the benefit trusts:
  - Elementary Teachers (ETFO)
  - Secondary Teachers (OSSTF)
  - Early Childhood Educators (ETFO education workers)
  - PSSP and OCTU staff (OSSTF education workers)
  - The remaining staff will transition to the ELHT during 2017-18

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## Temporary Assistance **\$895,926**

- Increase in budget to reflect usage
  - Not the entire \$1.5 million reduction in prior year budget
    - Relative saving of approximately \$600,000

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# HWDSB

## Professional Development **\$479,793**

- Board spends what it receives professional development from the GSN
- Additional Education Program Other (EPO) funding for professional development through the Renewed Mathematics Strategy
- Throughout the year as additional EPO are received funds will be allocated to professional development

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# HWDSB



## Textbook & Supplies (\$2,765,216)

- Miscellaneous adjustments  
to reflect actual usage \$400,000
- Board Administration \$50,000
- Central Budgets \$304,000
- EPOs expenditures \$2,000,000  
(EPO's not announced as of yet)



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## Energy \$417,100

- Increase in Utilities to meet the needs of the system due to rising costs of electricity, natural gas and water.
  - Partially funded by increase in School Operations Grant for Utilities



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# HWDSB

## Transportation \$291,378

- Carrier rate increase per contract
  - Mostly funded by 2% increase in Transportation Grant

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# HWDSB


## Summary of Revenue and Expenses

	2017/2018 Budget Estimates	2016/2017 Revised Budget Estimates	Increase (Decrease) Over 2016/2017 Revised Budget	
	\$	\$	\$	%
<b>Revenues:</b>				
Grants for Student Needs	548,692,998	528,055,879	20,637,119	
Other Ministry Grants	4,857,796	7,416,148	(2,558,352)	
Miscellaneous	5,198,720	5,224,393	(25,673)	
<b>Total Revenues:</b>	<b>558,749,514</b>	<b>540,696,420</b>	<b>18,053,094</b>	<b>3.34%</b>
<b>Expenditures:</b>				
<b>Program Instruction:</b>				
Classroom Teachers	331,063,592	320,339,396	10,724,197	
System Principals, Consultants & Support	5,085,346	5,258,630	(173,284)	
Occasional Teachers	9,509,500	8,635,000	874,500	
Educational Assistants	33,759,813	31,008,194	2,751,619	
Early Childhood Educators	14,502,164	13,328,123	1,174,041	
Professional & Para-Professionals	16,923,332	16,516,296	407,036	
Class Texts, Instructional Supplies	15,533,071	17,846,718	(2,313,647)	
Instructional Computers	4,640,160	4,616,910	23,250	
Instructional Staff Development	3,984,512	3,502,969	481,543	
School Administration	34,879,707	33,475,885	1,403,822	
Continuing Education	4,868,085	4,534,747	333,338	
	<b>474,749,282</b>	<b>459,062,867</b>	<b>15,686,415</b>	<b>3.42%</b>
<b>Program Support:</b>				
Board Administration & Governance	13,847,982	13,313,043	534,939	
School Operations	52,298,433	50,841,122	1,457,311	
Transportation	15,853,817	15,479,388	374,429	
	<b>82,000,232</b>	<b>79,633,553</b>	<b>2,366,679</b>	<b>2.97%</b>
Contingency:	2,000,000	2,000,000	-	
<b>Total Expenditures:</b>	<b>558,749,514</b>	<b>540,696,420</b>	<b>18,053,094</b>	<b>3.34%</b>

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# HWDSB




## Budget Priorities

### Improving Mathematics

- Focused efforts to have at least 65% of all students in grades 3, 6 and 9 achieving at or above the provincial standard as measured by EQAO.
- We continue to support students mathematical fluency and problem solving
- Continuing to invest in our staff through professional development with a focus on math concepts, assessments and instruction
  - Additional Elementary Math Facilitators
  - Additional Secondary Student Success Support for Numeracy
  - Renewed Math Strategy Resources and Funding through EPO

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## Budget Priorities

### Elementary and Secondary Program Strategy


- We want all students to have what they need to succeed at any one of our schools
- We are working to align our Long Term Facilities Master Plan with both the elementary and secondary program strategies based on required facility benchmarks.
- Our Program Strategy focuses on making every school a great school, giving students more choice, and providing the same opportunities to all students
 

Capital budget allocation for both Elementary and Secondary Program Strategy over next 5 years totalling \$15 million

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## Budget Priorities

### **School Renewal**

- We are committed to improving the conditions of our schools and reduces the number of schools that are identified as in poor condition.
- This will provide students with the necessary facilities to be fully engaged in their learning, leading to them achieving their goals
- 2017-18 will be the second year of the 5 year Overall Capital Plan
  - \$32 million allocated for 2017-18
- In addition, the Ministry has provided additional Renewal and SCI funding that will be allocated in 2017-18

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# HWDSB




## Budget Priorities

### **Special Education**

- We believe all students can succeed
- The Board endeavours to meet the needs of all special education students in an engaged environment that is respectful and inclusive.
- We recognize our students have diverse learning needs that require varied supports and programs,
- We provide a continuum of special education supports and services which include regular and special class placements
  - 38.5 Addition positions to support Special Education through the Local Priorities Funding
  - Additional 10.0 Educational Assistants on top of this funding.

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# HWDSB




## Budget Priorities

### Student Supports

- All students need a safe, accepting and welcoming environment that contributes to their overall well-being and achievement
- Professionals with diverse training and expertise work collaboratively to support our students' academic, social, and emotional development, responding to the unique and varied needs of students, schools and their communities.
- Our Oral Language / Early Reading and Positive School Climate work reflects our commitment to the achievement and well-being of our students.
- Positive Climate and Well-Being is not the responsibility of a specific position. It is the responsibility of all our leaders and mental health professionals.
  - Specific targeted approach to mental health professional development and programming
  - Clear pathways internally and externally
  - More integration of services internally and externally

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# HWDSB



## Budget Priorities

### Transforming Learning Everywhere - TLE

- Through 21<sup>st</sup> Century Learning we aim to improve student achievement and equity.
- We are working towards ensuring all students and staff have access to the resources and digital learning tools available in every instructional space.
- We recognize that the wealth and power of the internet is a vital tool to prepare students for their ongoing and future achievement
- The 2017-18 Budget supports the TLE rollout

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# HWDSB



## Key 2017-18 Budget Highlights

### Educational Assistants

- In order to support students, HWDSB will be increasing EA support in the classrooms by:
    - Increased through **Contract Extensions** **23.0**
    - Increased Allocation in Budget **10.0**
    - Change in Role from System EA to Direct Classroom Support **11.0**
- TOTAL ADDITIONAL EA SUPPORT IN THE CLASSROOM** **44.0**

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# HWDSB



## Key 2017-18 Budget Highlights

### Other Staffing

- Increased elementary enrolment, decreased 4-8 class Size and new positions as a result of contract extensions resulted in an **increase in Elementary Teachers of 75.4 FTE**
- Increased elementary enrolment and new caps on FDK classes resulted in an **increase in DECEs of 25 FTE**

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**HWDSB**

## Key 2017-18 Budget Highlights

### Other

- Support for high priority schools
  - Additional Elementary Vice Principals
  - Reading Specialist Teachers
- Continued roll out of devices to support TLE
- No reductions to school budgets
- 2<sup>nd</sup> Year of Implementation of Capital Plan

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## EXECUTIVE REPORT TO REGULAR BOARD

**TO:** Board

**FROM:** Manny Figueiredo – Director of Education

**DATE:** June 5, 2017

**PREPARED BY:** David Anderson, Senior Facilities Officer – Facilities Management  
Ellen Warling, Manager of Planning, Accommodation & Rentals

**RE:** Pupil Accommodation Review – West Hamilton City – Final Report

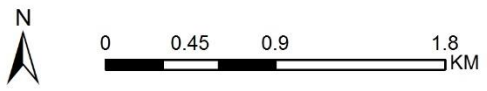
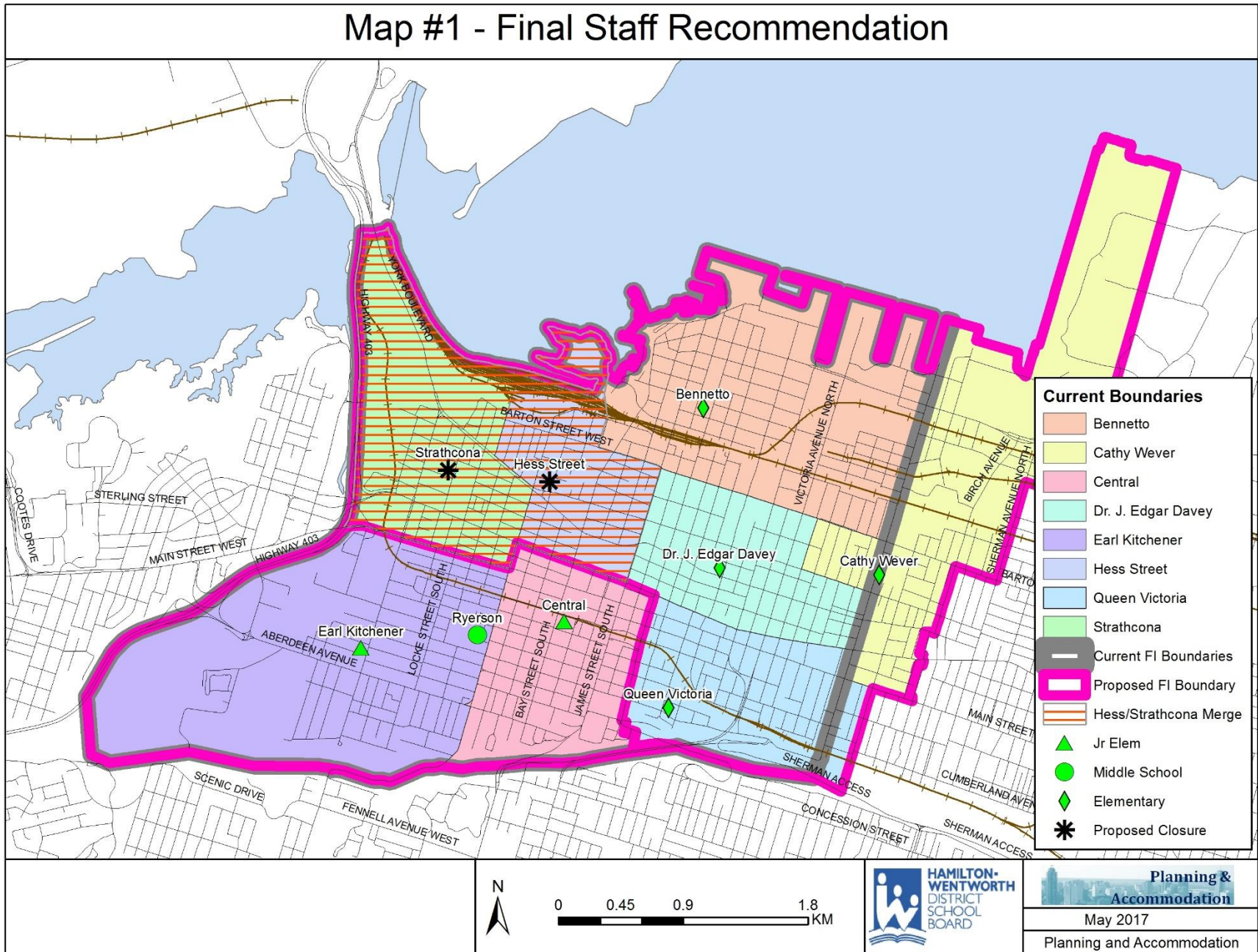
Action  Monitoring

**Recommended Action:**

That the following recommendations for the **West Hamilton City** be approved:

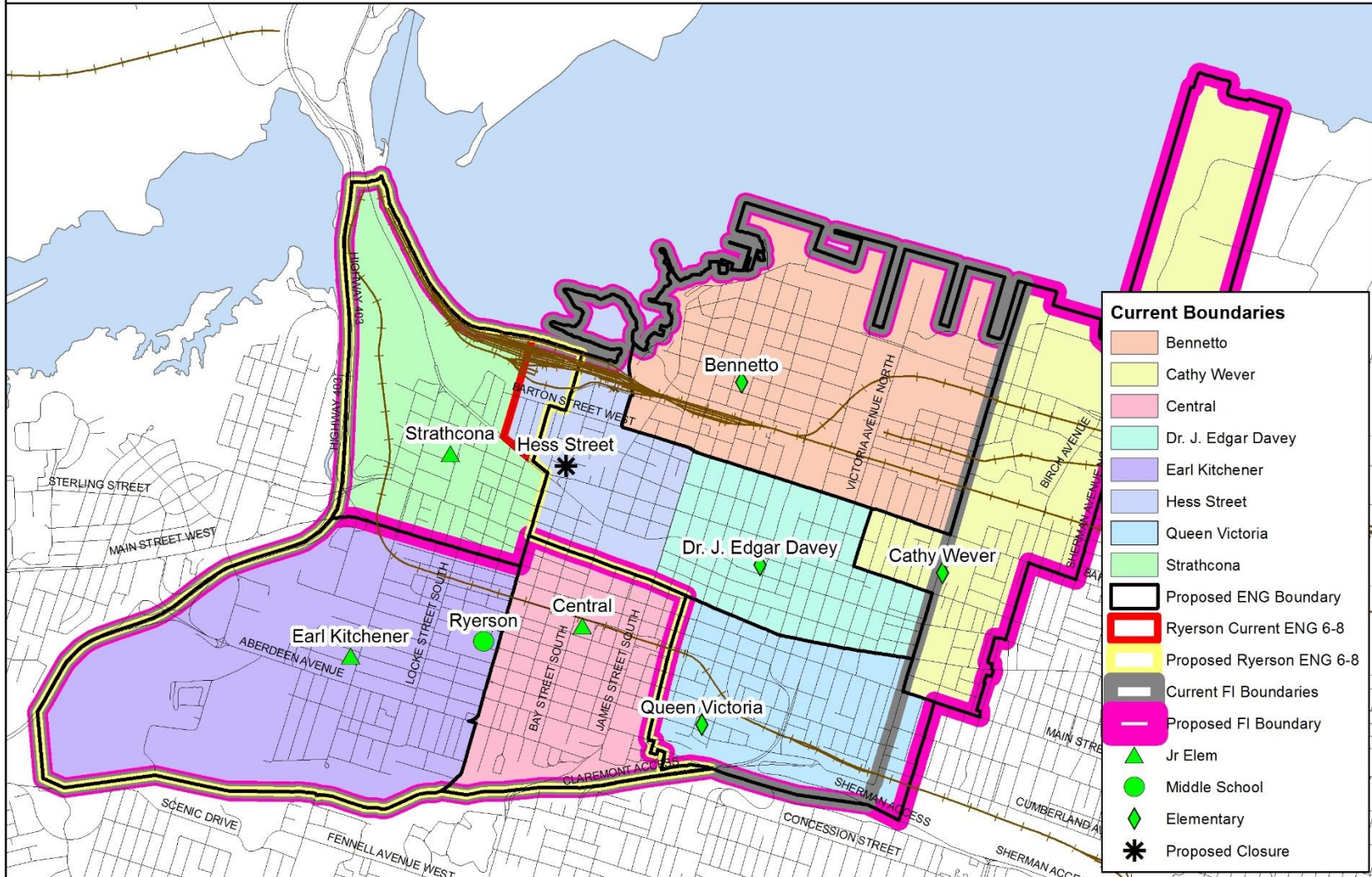
- A. That Hess and Strathcona be closed pending Ministry of Education funding for a new JK-8 elementary school on the Hess Street site. English and French Immersion boundaries identified in map titled Map #1- Final Staff Recommendation.
  - B. That Bennetto introduce a French Immersion program (grade 1-8) in September 2018, commencing with grades 1-3. New boundaries identified in map titled Map #1- Final Staff Recommendation.
- AND,
- C. That, should Ministry Funding for the new school for Hess and Strathcona not be awarded by Spring 2019, the following be approved:
    - a. That Hess close and students be directed to Dr Davey commencing September 2020. English and French Immersion boundaries identified in map titled Map #2- Alternative Staff Recommendation.
    - b. That Bennetto introduce a French Immersion program (grade 1-8) in September 2018, commencing with grades 1-3. New boundaries identified in map titled Map #2- Alternative Staff Recommendation.
  - D That HWDSB communicate with the City of Hamilton and all preferred agents identified in Ontario Regulation 444/98 in a timely and transparent manner to maximize the reuse of school property for community benefit.

# Map #1 - Final Staff Recommendation



Planning & Accommodation  
 May 2017  
 Planning and Accommodation

# Map #2 - Alternative Staff Recommendation



**Planning & Accommodation**  
 May 2017  
 Planning and Accommodation

**Staff Recommendation Rationale/Benefits:**

- Improves learning environments
- Creates availability of FI in new location
- JK-8 school
- Creates a 500 – 600 students per school
- Reduction of two facilities from inventory
- Improves utilization
- Reduction of \$15.5 million in renewal needs
- Improve accessibility and energy efficiency

**Staff Recommendation Projected Enrolments:**

	OTG	Proposed OTG	Program	2016	2020	2021	2022	2023	2024	2025	2026
<b>Bennetto JK-8</b>	744	744	Eng (JK-8,SPED)	492	431	413	383	364	350	337	321
			FI (1-8)	0	83	107	130	154	178	180	183
			Total	492	514	520	513	518	528	518	504
			Utilization	66%	69%	70%	69%	70%	71%	70%	68%
<b>Cathy Wever JK-8</b>	800	800	Eng (JK-8)	725	691	682	671	661	645	636	629
			Utilization	91%	86%	85%	84%	83%	81%	79%	79%
<b>Central JK-5</b>	283	283	Eng (JK-5)	306	319	320	310	307	305	303	302
			Utilization	108%	113%	113%	110%	108%	108%	107%	107%
<b>Dr. Davey JK-8</b>	816	816	Eng (JK-8)	509	451	445	443	436	429	416	410
			Utilization	62%	55%	54%	54%	53%	53%	51%	50%
<b>Earl Kitchener JK-5</b>	548	548	Eng (JK-5)	198	179	188	188	188	189	189	189
			FI (1-5)	366	304	284	291	298	300	298	297
			Total	564	482	471	479	487	490	487	486
			Utilization	103%	88%	86%	87%	89%	89%	89%	89%
<b>Hess Street JK-8</b>	450		Eng (JK-8)	352	0	0	0	0	0	0	0
			Utilization	78%	0%	0%	0%	0%	0%	0%	0%
<b>Queen Victoria JK-8</b>	758	758	Eng (JK-8)	557	576	579	575	581	570	571	571
			Utilization	73%	76%	76%	76%	77%	75%	75%	75%
<b>Ryerson 6-8</b>	343	343	Eng (6-8, SPED)	206	195	169	173	167	180	174	172
			FI (6-8)	161	187	196	176	162	142	151	159
			POC (6-8)	43	27	24	21	23	20	19	18
			Total	410	408	389	370	351	342	343	349
			Utilization	120%	119%	113%	108%	102%	100%	100%	102%
<b>Strathcona JK-5</b>	245		Eng (JK-5)	130	0	0	0	0	0	0	0
			POC (JK-5)	63							
			Total	193							
			Utilization	79%	0%	0%	0%	0%	0%	0%	0%
<b>New School JK-8</b>		600	Eng (JK-8)		511	529	536	542	537	533	531
			POC (JK-5)		59	56	55	54	54	54	54
			Total		570	586	591	596	592	588	585
			Utilization		95%	98%	98%	99%	99%	98%	97%
<b>Total</b>	4,987	4,892		4,108	4,011	3,991	3,953	3,936	3,900	3,861	3,836
				82%	82%	82%	81%	80%	80%	79%	78%

Excess Pupil Places

879 882 901 940 956 992 1,031 1,057

Notes: 1) FI phased in commencing with grade 1-3 in 2019, 2) Numbers between options fluctuate due to rounding 3) Enrolment Projections based on October 2016 Student Snapshot



### Staff Recommendation Capital Investment:

The capital investment required for the staff recommendation is shown in the table below. The recommendation proposes a new 600 pupil place JK-8 school on the Hess site. Proposed accessibility, benchmark and renewal for the remaining schools are as stated in feasibility report. To address these items and a new school, it is estimated to cost \$30.9 million. For a complete breakdown of accessibility, benchmark and renewal please see appendix-C from the Initial Report: [Feasibility Study](#).

The funding available to address these costs would be through SRG, SCI, and SCC and Capital Priority grants.

	TOTAL ACCESSIBILITY COST	TOTAL BENCHMARK COST	TOTAL HIGH&URGENT RENEWAL COST	NEW SCHOOL	SITE PREP/DEMO COST	TOTAL
Bennetto	\$502,031	\$126,563	\$2,085,676			\$2,714,270
Cathy Weaver	\$129,094	\$168,750	\$27,400			\$325,244
Central	\$168,750	\$1,262,188	\$1,502,270			\$2,933,208
Dr Davey	\$126,563	\$168,750	\$0			\$295,313
Earl Kitchener	\$131,625	\$3,946,329	\$4,090,033			\$8,167,987
Hess Street				\$12,830,451	\$3,000,000	\$15,830,451
Queen Victoria	\$55,688	\$0	\$60,202			\$115,890
Ryerson	\$168,750	\$0	\$391,303			\$560,053
Strathcona						\$0
Total	\$1,282,501	\$5,672,580	\$8,156,884	\$12,830,451	\$3,000,000	\$30,942,416

The cost to bring all facilities up to current accessibility, benchmark and maintenance standards is an estimated to \$22.4 million as documented in the Feasibility Study.

### Timelines:

Timelines are dependent on project scope, funding, site plan approval, demolition/building permits and other regulatory approvals. Capital funding applications are completed on a bi-annual basis and the proposed projects may require multiple applications which would affect the proposed timelines.

Phases	Timelines
Phase 1: Accommodation review	6 months
Phase 2: SCC Funding Application Process	9-12 months
Phase 3: Pre-Construction - Regulatory Approvals, Consultation Process and Project Planning	12 -18 months
Phase 4: Construction – Abatement, Demolition, Site Remediation and Construction of Facility	18 months
Phase 5: Occupancy	-

**Staff Alternative Recommendation Rationale/Benefits:**

- Improves learning environments
- Creates availability of FI in new location
- JK-8 school
- Maintains a 500 – 600 students per school
- Reduction of one facility from inventory
- Improves utilization
- Reduction of \$3 million in renewal needs

**Staff Alternative Recommendation Projected Enrolments:**

	OTG	2019 OTG	Program	2016	2020	2021	2022	2023	2024	2025	2026
<b>Bennetto JK-8</b>	744	744	Eng (JK-8,SPED)	492	442	424	394	375	361	348	332
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			Total	492	525	531	524	529	539	529	515
			Utilization	66%	71%	71%	70%	71%	72%	71%	69%
<b>Cathy Wever JK-8</b>	800	800	Eng (JK-8,SPED)	725	691	682	671	661	645	636	629
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			Total	410	434	429	406	392	383	384	387
			Utilization	120%	127%	125%	118%	114%	112%	112%	113%
<b>Strathcona JK-5</b>	245	245	Eng (JK-5)	130	144	143	142	141	141	141	141
			POC (JK-5)	63	59	56	55	54	54	54	54
			Total	193	203	200	197	195	195	195	195
			Utilization	79%	83%	81%	80%	80%	80%	80%	80%
<b>Total</b>	4,987	4,537		4,108	4,008	3,987	3,948	3,932	3,897	3,858	3,832
			Utilization	82%	88%	88%	87%	87%	86%	85%	84%

Excess Pupil Places

879 529 550 589 606 641 680 705

Notes: 1) FI phased in commencing with grade 1-3 in 2018, 2) Numbers between options fluctuate due to rounding 3) Enrolment Projections based on October 2016 Student Snapshot

**Staff Alternative Recommendation Capital Investment:**

It is estimated there will be no business case submission to the Ministry of Education for new capital investment through the School Consolidation Capital grants program. The funding available to address accessibility, benchmark and renewal at the remaining schools would be from School Renewal Grant (SRG), School Condition Improvement (SCI).

### **Background:**

On Monday May 30, 2016, Trustees approved the May 19, 2016, Finance and Facilities Committee report which advised staff to proceed with preparation for potential pupil accommodation reviews in 2016-17 for the following two areas: Ancaster and West Hamilton City (RESOLUTION #16-81).

On Monday November 14, 2016 Trustees approved the West Hamilton City – Pupil Accommodation Review – Initial Report (RESOLUTION #16-184) which initiated the accommodation review process for the following schools: Bennetto, Cathy Wever, Central, Dr. Davey, Earl Kitchener, Hess, Queen Victoria, Ryerson, Strathcona.

The West Hamilton City Advisory Committee comprised of parents, teachers and non-teaching staff began its work on November 29, 2016. The mandate of the accommodation review Advisory Committee was to act in an advisory role that will provide comments and feedback on accommodation option(s) for the Board of Trustees' consideration. Over the course of an orientation meeting, eight working group meetings, two public meetings, and community input the Advisory Committee formed a report containing key considerations for Trustee including five accommodation ideas (options) created by the advisory committee.

HWDSB Pupil Accommodation Review Policy requires staff to provide a complete a report which captures the accommodation review process, staff recommendations, consultations and public feedback to the Board of Trustees for their review and consideration. On April 10, 2017, Trustees received the Interim (Final) Report. The report summarized in detail the orientation meeting, advisory committee working group meetings, public meetings and community input.

On May 8<sup>th</sup>, 2017, Trustees heard and received delegation from the Public. The delegation night was advertised through letters home with students, HWDSB website, automated voice message and newspaper. Trustees heard from 16 separate West Hamilton delegations.

The final recommendations are based on the advisory committee, public and Trustee feedback. Trustee feedback was heard through a series of question and answer periods held with staff beginning with the submission of the Interim (Final) Report. The question and answer presentations can be found On the WHDSB [website](#) as appendices to the corresponding Board meeting dates – April 24<sup>th</sup>, May 8<sup>th</sup>, May 15<sup>th</sup>, May 29<sup>th</sup>, June 5<sup>th</sup>.