

**Virtual Meeting Norms:**

- All callers are to place themselves on mute
- Roll call is in place for attendance and for questions

The audio portion of this committee meeting will be made available on our website the day following the meeting.

**AGENDA: 5:30- 8:30pm**

1. Call to Order/Roll Call
2. Land Acknowledgement
3. Approval of the Agenda
4. Key Parameters and Assumptions to Guide 2022/2023 Budget Development (A)
5. 2022/2023 Board Budget Priorities for Consultation Purposes (A)
6. Interim Financial Report – November 30, 2021 (M)
7. Reciprocal Agreement with the City of Hamilton (M)
8. Long Term Facilities Master Plan Consultation Update (M)
9. Phase 2 Property Disposition Process (M)
10. Education Development Charges for Indigenous-Led and City Supported Affordable Rental Housing (M)
11. SJAM Update (M)
12. Sherwood Update (M)

13. Adjournment from public session and Resolution into Committee of the Whole (Private Session) as per the Education Act, Section 207.2 (b) the disclosure of intimate, personnel or financial information in respect of a member of the board or committee

We acknowledge our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.

The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.

We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.



## EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

**TO:** Finance and Facilities Committee

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

**DATE:** January 20, 2022

**PREPARED BY:** Stacey Zucker, Associate Director, Support Services  
Denise Dawson, Senior Manager, Business Services

**RE:** **Key Parameters and Assumptions to Guide 2022/2023 Budget Development**

### Action x Monitoring

#### Recommended Action:

That the Key Parameters and Assumptions to guide the 2022/2023 Budget Development be approved.

#### Background:

In order to provide for the development of the 2022/2023 budget the following key steps and timelines have been identified:

- January Key Parameters and Assumptions to Guide Budget Development
- January Consultation on Budget Priorities to Guide the 2022/2023 Budget Development
- March Presentation of Results of Budget Priorities Public Consultation
- April School Based Staffing Recommendations
- Feb-May Executive Council and Finance and Facilities Committee develop/review budget
- May/June Public Finance and Facilities Committee Meeting and budget refinements to reflect new information if necessary
- By June 30 Approval of Budget

#### Preliminary Budget Assumptions:

##### Enrolment Projection:

	2021/2022 Revised Budget ADE	2022/2023 Projected Budget ADE	Increase (Decrease) ADE	Increase (Decrease) %
Elementary	36,100.00	36,580.00	480.00	1.3 %
Secondary	13,748.00	13,863.00	115.00	0.8 %
Total	49,848.00	50,443.00	595.00	1.2 %

4-2

The 2022/2023 preliminary enrolment projections are calculated based on historic enrolment trends and student retention rates on a school by school basis, and may be adjusted once the school principals provide validation and comment in early March 2022.

**Revenues:**

Grants for Student Needs (GSN) will be calculated to reflect a projected 0% change in the total grant base; subject to Ministry confirmation.

**Expenditures:**

- Salaries, benefits and staffing to reflect provincial legislation, and collective agreements in place.
- To provide for stability in the system and minimize in-year budget adjustments a contingency of \$1,000,000 will be set aside for unforeseen events that may arise.

**Allocation Parameters:**

- Ensure the allocation of resources supports the HWDSB's strategic and operational plans.
- The Ministry's revenue allocation framework will provide a useful reference for the allocation of Board resources on all major expenditure categories.
- Compliance with balanced budget requirement and Ministry basic enveloping requirements: Special Education, Board Administration and Governance and Accommodation. In addition, care will need to be exercised to ensure that funding associated with specific Ministry initiatives is allocated for the purpose designated.
- Where staff reductions are necessary, statutory positions are to be given priority for inclusion in the budget. Statutory positions to be calculated as the number required for Ministry class size requirements or collective agreement compliance.
- Where enhancements to the budget is possible, funding will be allocated to initiatives included in the Board's Priorities.

**Conclusion:**

The identification of parameters and assumptions to guide the development of the 2022/2023 budget are used to prepare the Preliminary Budget Scenario which is necessary for many staffing and expenditure decisions to be made in the next few months to prepare for a smooth startup of the 2022/2023 school year. As the budget development exercise continues, and key information including the 2022/2023 GSN funding announcement is provided, these parameters and assumptions will be reviewed and revised for inclusion in the final budget to be approved by June 2022.



## EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

**TO:** Finance and Facilities Committee

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

**DATE:** January 20, 2022

**PREPARED BY:** Stacey Zucker, Associate Director of Support Services  
Denise Dawson, Senior Manager, Business Services

**RE:** **2022/2023 Board Budget Priorities for Consultation Purposes**

### Action                      x                      Monitoring

#### **Recommended Action:**

That 2022/23 Board Budget Priorities for Consultation Purposes be approved as:

- Improving Student Achievement
- Mental Health and Well-Being
- School Revitalization
- Special Education
- 21<sup>st</sup> Century Learning

#### **Background:**

The Finance and Facilities Committee has been assigned the responsibility for “Budget Planning and Development” of the annual budget. Finance and Facilities Committee reviewed the Budget Development Process and agreed that we will facilitate a consultation process on Board Budget Priorities and encourage greater internal stakeholder participation in the consultation process by connecting with more internal groups.

HWDSB sees the identification and finalization of Board Budget Priorities as a very important and foundational step in its Budget Development Process. Board stakeholders will be invited to comment on and provide input on the Board Budget Priorities approved by Finance and Facilities Committee.

#### **Staff Observation:**

The following four main benefits of public consultation have been identified:

- Improves the public’s understanding of issues and builds strong lines of communication.
- Helps the Board to become fully aware of the possible impact of a decision.
- Allows the Board to make informed educated decisions, considering the public’s views.
- Establishes a better environment for the implementation of decisions because people have been able to participate in the process and understand the reasons for the decision.

A Leading Budget Planning and Development Practice is to demonstrate that the annual budget is linked to strategic Board-approved goals and priorities. The identification of the Board's Budget Priorities will assist with the understanding of all Board stakeholders of the core programs and initiatives that the Annual Budget is designed to support. As a school board develops its budget, it is helpful to establish a clear statement of the Board's Budget Priorities to ensure that decisions are influenced by these priorities.

**Conclusion:**

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.

The public consultation process is planned to begin on February 1, 2022 and will remain open until March 1, 2022. This end date will facilitate the sharing of consultation results with the Board of Trustees in March 2022. Information in support of the consultation process is provided in Appendix A to C to this report.

**Attachments**

- Appendix A Preliminary Listing of Board Priorities for Consultation
- Appendix B Preliminary Consultation Survey
- Appendix C Preliminary Consultation Plan

# Hamilton-Wentworth District School Board Budget Priorities

## 2022/23

Hamilton-Wentworth District School Board defines a priority as “initiatives and/or programs to which the board is committed to and would direct funds to if financially possible.” The following is a list of priorities that HWDSB is committed to for 2022/2023:

Definition		Resources
<b>Special Education</b>  <i>Positive Culture &amp; Well-Being</i>  <i>Student Learning and Achievement</i>	<p>At HWDSB, we want to ensure that all of our students are learning. In consultation with families, our team of caring and dedicated professionals provides a continuum of special education supports and services for exceptional learners. Where possible, we feel that all learning needs should be addressed in a student’s home school. Our opportunities include regular class placement and support, as well as special class placement and support. We believe that a student’s education is a responsibility shared by families, staff and students themselves. Regular, ongoing communication helps this team approach succeed.</p>	<p><a href="#">Special Education Services website</a></p> <p><a href="#">Special Education Plan</a></p> <p>Video: <a href="#">Project SEARCH</a></p>
<b>Mental Health and Well-Being</b>  <i>Positive Culture &amp; Well-Being</i>	<p>Mental health affects us all – and has real impacts on our lives. At HWDSB, we are committed to supporting the mental health and well-being of all students and staff. We embrace Public Health Canada’s definition of positive mental health as:</p> <p><i>“the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and social well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity.”</i></p>	<p><a href="#">Mental Health and Well-being website</a></p> <p><a href="#">Positive Culture &amp; Well-Being Report</a></p> <p>Video: <a href="#">What is We Help?</a></p>



## Hamilton-Wentworth District School Board Budget Priorities

2022/23

	Definition	Resources
<b>Improving Student Achievement</b>  <i>Student Learning and Achievement</i>	<p>Our goal at HWDSB is to improve student learning and achievement through effective instructional strategies. Our two main goals are:</p> <ul style="list-style-type: none"> <li>• <b>Grades 7-12: Improving the graduation outcome for all students and closing the gap for those currently and historically underserved.</b> Our target is to see at least 80 per cent of students in each cohort making progress towards graduation/graduating.</li> <li>• <b>Grades K-6: Improving the reading achievement of all students and closing the gap for those currently and historically underserved.</b> Our target is to see at least 75 per cent of students within each cohort on track as an effective reader.</li> </ul>	<p><a href="#">Student Learning &amp; Achievement Report</a></p> <p><a href="#">HWDSB Annual Plan 2021-22</a></p> <p>Video: <a href="#">Tasfia's Graduation Story</a></p>
<b>21st Century Learning</b>  <i>Student Learning and Achievement</i>	<p>HWDSB graduates acquire the competencies and digital skills needed to successfully pursue a post-secondary pathway (apprenticeship, college, community, university, or the workplace) and find success in an ever-changing economy and society. Students will begin to develop 21st century competencies and digital skills from the first day of kindergarten through to secondary school graduation. To accomplish this, educators will provide students with developmentally appropriate learning experiences in virtual and physical environments from kindergarten to grade 12 that intentionally fosters 21st century competencies and digital skills.</p>	<p><a href="#">HWDSB 21st Century Learning Strategy</a></p> <p><a href="#">21st Century Learning Report</a></p>

# Hamilton-Wentworth District School Board Budget Priorities

## 2022/23

	Definition	Resources
<b>School Revitalization</b>  <i>School Renewal</i>	<p>HWDSB strives to optimize opportunities to invest in improved school facilities and improve the conditions of our schools. We aim to see at least 25 per cent fewer schools identified as being in poor condition by 2024. Strategies to accomplish this include implementing the annual capital plan included in the Long Term Facilities Master Plan which includes elementary and secondary facility benchmarks, school renewal and repairs and maintenance; working with municipal partners and the Ministry of Education to ensure that the Board can proceed with the capital projects for which funding has already been received; and maximizing funding received from Ministry capital funding opportunities.</p>	<p><a href="#">School Construction website</a></p> <p><a href="#">School Renewal Report</a></p> <p>Video: <a href="#">Spring Valley Showcase</a></p>

## HWDSB 2022-2023 Budget Consultation

As part of Hamilton-Wentworth District School Board's (HWDSB) commitment to accountability, the board informs its community stakeholders of its budget for the upcoming school year to show how it uses its resources, efficiently, effectively, and equitably.

Hamilton-Wentworth District School Board's Strategic Directions focus on achievement, engagement and equity matters. We have created many strategies to meet these directions and five of these strategies are the focus of the 2022-2023 Budget. Through our budget we will supply additional resources, if available, to support our budget priorities above the level of funding that is provided by the province.

We would like your comments and views on the following [budget priorities](#):

1. Special Education
2. Mental Health and Well-Being
3. Improving Student Achievement
4. 21st Century Learning
5. School Revitalization

As such, we have developed a survey to gather your feedback on our proposed board-wide priorities. Your responses will help HWDSB's Trustees further refine our budget to benefit our students and staff in 2022-2023.

Please complete this survey by **Tuesday, March 1st, 2022 at 4:00 PM.**

This survey is voluntary and anonymous. We do not ask for your name. All responses will remain confidential. Responses will be compiled and reported together as a group rather than as individual responses. The data will only be accessed by Research and Analytics, HWDSB's research department.

If you have any questions or concerns, please contact Denise Dawson, Senior Manager of Business Services at 905-527-5092, extension 2202 or by email at [ddawson@hwdsb.on.ca](mailto:ddawson@hwdsb.on.ca)

1. Please indicate which group you belong to:

- ☐ Parent/Guardian/Caregiver
- ☐ Community member
- ☐ HWDSB student
- ☐ HWDSB staff member

HWDSB defines a priority as "initiatives and/or programs to which the board is committed to and would direct funds to if financially possible".

2. Do you think HWDSB should be committed to the following [budget priorities](#)?:

	Yes	No
Special Education	<input type="radio"/>	<input type="radio"/>
Mental Health and Well-Being	<input type="radio"/>	<input type="radio"/>
Improving Student Achievement	<input type="radio"/>	<input type="radio"/>
21st Century Learning	<input type="radio"/>	<input type="radio"/>
School Revitalization	<input type="radio"/>	<input type="radio"/>

3. Please rank each of the priorities, where 1 is 'most important' and 5 is 'least important'.



Special Education



Mental Health and Well-Being



Improving Student Achievement



21st Century Learning



School Revitalization

4. What direction(s) should HWDSB take with regard to each priority? (please check all that apply)

	Post more information about this priority on the HWDSB website	Allocate additional resources to students and schools on a per-need basis	Engage in consultation with expert groups and committees (e.g., Parent-Involvement Committee)
Special Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental Health and Well-Being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving Student Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21st Century Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Revitalization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please provide additional direction(s) you would like for any of the priorities:

Special  
Education

Mental Health  
and Well-Being

Improving  
Student  
Achievement

21st Century  
Learning

School  
Revitalization

6. Please list additional priorities that HWDSB should consider committing to for the 2022-2023 budget.

Thank you for taking the time to provide your input!



## ***HWDSB 2022 / 2023 Budget Consultation Plan***

Prepared By: Rob Faulkner

Superintendent Responsible: Stacey Zucker

### **Context**

At the direction of Trustees, staff has been asked to engage the public in the Budget Process. This will be done through a consultation process

### **Communications Strategy**

As per the direction of the Finance and Facilities Committee, staff will engage in a public consultation on the Budget Priorities. The consultation will begin on February 1, 2022 and end on March 1, 2022. This will allow HWDSB to inform the public of its priorities, while soliciting feedback on what, if any priorities should change. This also allows for the priorities in the budget to coordinate with the strategic planning process, which allows for consistency from year to year.

### **Target Audience**

Overall, 117 groups will be targeted for consultation:

<b>Group Classification</b>	
<b>Staff</b>	
1.	Trustees
2.	Executive Council
3.	Hamilton-Wentworth Elementary Teachers' Local
4.	Ontario Secondary School Teachers' Federation
5.	Canadian Union of Public Employees, Local 4153
6.	Canadian Union of Public Employees, Local 4977
7.	Canadian Office and Professional Employees Union, Local 527
8.	Hamilton-Wentworth Occasional Teachers' Local
9.	Hamilton-Wentworth Principals' Council
10.	Professional Administrative Support Staff
11.	Managers Cabinet
12.	Hamilton Wentworth Student Transportation Services
<b>Parents</b>	
1.	French Immersion Advisory Committee
2.	Hamilton-Wentworth Home & School Association
3.	First Nations, Métis and Inuit Community Advisory Committee
4.	Parent Involvement Committee
5.	Rural Schools Committee
6.	School Councils
7.	Special Education Advisory Committee
8.	Faith Community Advisory Committee
9.	Human Rights and Equity Committee
<b>Students</b>	
1.	Student Senate



### Community

1. Ainslie Wood/Westdale Community Association of Resident Homeowners Inc.
2. Allison Park Community Association
3. Alternatives for Youth
4. Ancaster Community Council
5. Banyan Community Services
6. Beasley Neighbourhood Association
7. Berrisfield Community Council
8. Best Start Network
9. BOND
10. Bonnington, Buchanan, Mohawk, Southam Neighbourhood Association
11. Boys and Girls Clubs of Hamilton
12. Central Neighbourhood Association
13. Chamber of Commerce
14. Citizens for Citizens Ward Three Neighbourhoods
15. City of Hamilton
16. City of Hamilton – City Council
17. CNIB
18. Community Action Program for Children
19. Corktown Neighbourhood Association
20. Crown Point Community Planning Team
21. Davis Creek Community Hub
22. Delta West Community Association
23. Dundas Community Council
24. Durand Neighbourhood Association
25. Eastmount Community Council
26. Eleanor Community Council
27. Environment Hamilton
28. Federation of Urban Neighbourhoods of Ontario
29. Flamborough Community Council
30. Food Share
31. Friends of Rural Communities and the Environment (FORCE)
32. Friends of the Eramosa Karst
33. The Friends of Gage Park
34. Gilkson Park Community Associations
35. Glanbrook Conservation Committee
36. Good Shepherd Centres
37. Gourley Park Community Association
38. Hamilton Aboriginal Education Council
39. Hamilton Beach Community Council
40. Hamilton Centre for Civic Inclusion
41. Hamilton Community Foundation
42. Hamilton East Mountain Community Association
43. Hamilton Executive Director's Aboriginal Coalition
44. Hamilton Industrial Environmental Association
45. Hamilton Partners In Nutrition
46. Hamilton Police Services
47. Hamilton Public Library
48. Hamilton Roundtable for Poverty Reduction
49. Hamilton Waterfront Trust
50. Hamiltonians for Progressive Development
51. Healthy Community-Healthy Youth Flamborough
52. Industry Education Council of Hamilton
53. John Howard Society
54. Kinsmen Club of Hamilton

55. Kirkendall Neighbourhood Association
56. Kiwanis Club
57. Knights of Columbus (various councils)
58. Landsdale Area Neighbourhood Association
59. Lawson Ministries
60. Lions Club (various councils)
61. McMaster University
62. McQuesten Community Planning Team
63. Mohawk College
64. Neighbour to Neighbour Centre
65. North Central Community Council
66. North End Neighbours
67. North Hamilton Community Health Centre
68. Pleasant View Rate Payers Association
69. Red Hill Valley Neighbourhoods Association
70. Riverdale Hub
71. Robert Land Community Association
72. Rosedale Community Council
73. Rotary International (various councils)
74. Royal Botanical Gardens
75. Sacajawea Non-Project Housing Inc.
76. Scenic Woods Neighbourhood Association
77. SHAE
78. Social Planning and Research Council
79. The SOOT Group
80. South Centre Community Council
81. South Sherman Community Planning Team
82. South Stipeley Neighbourhood Association
83. Spring Valley Community Association
84. St. Joseph's Immigrant Women
85. Stinson Community Association c/o Central Memorial Rec Centre
86. Strathcona Community Council
87. Templemead Community Council
88. Today's Family
89. Umbrella Board of Family & Child Care Centres
90. United Way
91. Waterdown South Residents' Association
92. Wesley Urban Ministries
93. Wever Community Hub
94. YMCA
95. YWCA
96. Zonta Club

### Tactics

Group	Activity
Staff	Memo as applicable
	myHWDSB post
	Media Release
	Social Media
	Presentation and Backgrounder
Parents	Email via School Messenger
	School and Board Websites
	Media Release

	Social Media
	Presentation and Backgrounder
Students	Presentation and Backgrounder
	School and Board Websites
	Media Release
	Social Media
Community	Email
	Media Release
	School and Board Websites
	Social Media
	Presentation and Backgrounder



## EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

**TO:** Finance and Facilities Committee

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

**DATE:** January 20, 2022

**PREPARED BY:** Stacey Zucker, Associate Director, Support Services  
Denise Dawson, Senior Manager Business Services

**RE:** **Interim Financial Status Report – November 30, 2021**

**Action**

**Monitoring x**

### Background:

The Interim Financial Status Report (Appendix A) consists of:

- Enrolment information, showing budgeted, forecasted and in-year change, in numeric and graph format, with explanations of key variances;
- Staffing information, showing budgeted, forecasted and in-year change, in numeric and graph format, with explanations of key variances;
- Financial information comparing the year-end forecast to the Budget, with explanations of key variances;
- Summarization of all information presented, in numeric and graph format, with explanations of key variances

The Interim Financial Status Report is prepared three times per year and presented to Finance and Facilities Committee for review. The key reporting dates are November 30, January 31 and March 31.

### Rationale/Benefits:

The Interim Financial Status Report presented is based on available information and assumptions as of November 30, 2021. Budget to actual trends were reviewed in order to forecast the Boards August 31, 2021 year-end position from a financial, staffing and enrolment perspective. The Interim Financial Status Report is prepared three times year and presented to Finance and Facilities Committee for review. The key reporting dates are November 30, January 31 and March 31.

### Staff Observation:

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 two fixed-in-time Full-Time Equivalent (FTE) values at October 31<sup>st</sup> and March 31<sup>st</sup> which are combined to produce the annualized Average Daily Enrolment (ADE). For budget purposes, enrolment is projected based on historical trends, student retention rate, growth in housing development and validation by principals of their school's projected enrolment.

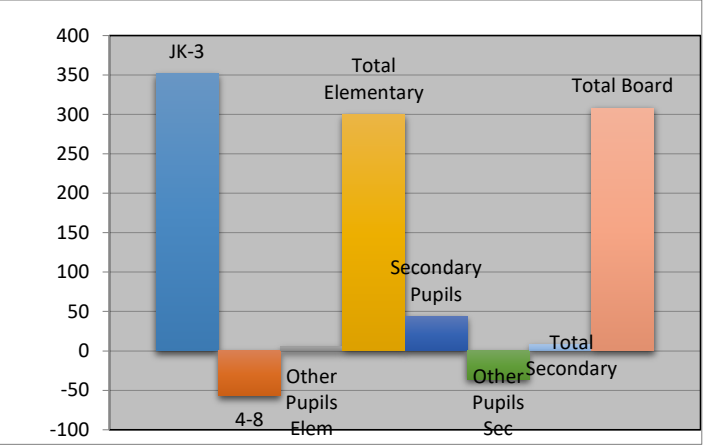
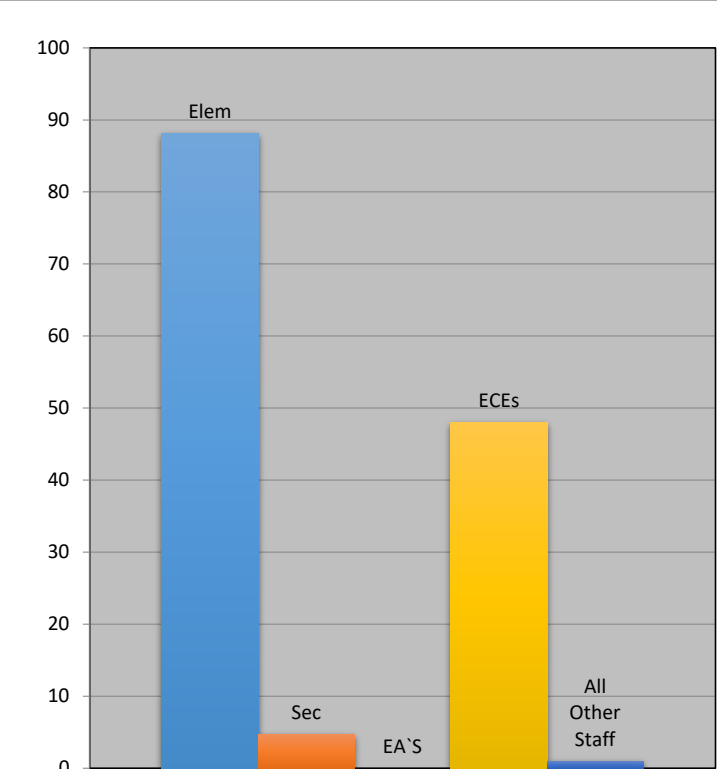
An estimated ADE of 35,800.00 elementary and 13,740.00 secondary students was used to develop the 2021-22 Budget Estimates for Grants for Student Needs (GSN) and to determine staffing levels and expenditures required in the system. October 31, 2021 actual enrolment is now available and has been used to revise the projected enrolment for the 2021-22 school year. The revised elementary enrolment is projected to be 300.00 ADE more than budget, while secondary revised enrolment is projected to be at approximately the projected budget.

The 2021-22 revised revenue budget shows an increase in projected revenue of \$5.5 million. This is the result of the Ministry extending Covid funding to the remainder of the year, thus increasing Priority and Partnership Funding by \$3.9 million. In addition other revenue is projected to be \$1.3 million over budget due to an increase in Citizenship and Immigration Funding for Adult Continuing Education and an insurance premium refund of \$600,000 from OSBIE.

Expenditures in the revised budget are over budget by \$9.6 million. This reflects the corresponding expenditure increase with the extension of Covid supports for the remainder of the year through PPF funding and additional expenditures associated with adding additional classrooms, teachers and DECE to the elementary schools due to increased enrolment and reduced class sizes to promote distancing and learning recovery.

**Conclusion:**

As the Financial Status Report in Appendix A shows, the Board is in deficit of \$4.1 million. At this point, the contingency is unspent and is projected to remain intact until the end of the year. As with all forecasts, as new information is received or as assumptions change, the resulting Interim Financial Reports will be updated accordingly.

Summary of Financial Results						Summary of Enrolment					Summary of Staffing						
	Approved Budget	Revised Budget	Forecast	In-Year Change			Budget	Forecast	Increase (Decrease)			Full-Time Equivalent	Budget	Actual Nov 30, 2021	Forecast	Increase (Decrease)	
				\$	%				#	%						#	%
<b>Revenues</b>						<b>Elementary</b>					<b>Program Instruction</b>						
Operating Grants	583,016,888	583,329,966	583,329,966		-	JK-3	17,304.00	17,656.00	352.00	2.0%	Program Instruction	4,682.60	4,824.37	4,824.37	141.77	3.0%	
Capital & Debt	84,343,997	84,343,997	84,343,997		-	4-8	18,489.00	18,432.00	(57.00)	(0.3%)	Program Support	587.75	587.75	587.75	0.00	0.0%	
Priority & Partnership Funding	8,977,049	12,884,643	12,884,643		-	Other Pupils	7.00	12.00	5.00	71.4%	Capital	7.00	7.00	7.00	0.00	0.0%	
Other Revenue	5,826,686	7,085,381	7,085,381		-	<b>Total Elementary</b>	<b>35,800.00</b>	<b>36,100.00</b>	<b>300.00</b>	<b>0.8%</b>	<b>Total</b>	<b>5,277.35</b>	<b>5,419.12</b>	<b>5,419.12</b>	<b>141.77</b>	<b>2.7%</b>	
<b>Total Revenues</b>	<b>682,164,620</b>	<b>687,643,987</b>	<b>687,643,987</b>	<b>5,479,367</b>	<b>0.8%</b>	<b>Secondary &lt;21</b>											
<b>Expenditures</b>						Pupils of the Board	13,595.00	13,639.00	44.00	0.3%							
Classroom	508,938,076	515,660,976	515,660,976		-	Other Pupils	145.00	109.00	(36.00)	(24.8%)							
Other Operating	14,541,124	14,696,820	14,696,820		-	<b>Total Secondary</b>	<b>13,740.00</b>	<b>13,748.00</b>	<b>8.00</b>	<b>0.1%</b>							
Transportation	19,589,971	20,131,184	20,131,184		-	<b>Total</b>	<b>49,540.00</b>	<b>49,848.00</b>	<b>308.00</b>	<b>0.6%</b>							
Pupil Accommodation	138,095,449	140,295,204	140,295,204		-	<b>Changes in Enrolment: Budget versus Forecast</b>											
Transitions Allocation	-	-	-	-	-												
Other	1,000,000	1,000,000	1,000,000	-	-	<b>Highlights of Changes in Enrolment:</b>											
<b>Total Expenditures</b>	<b>682,164,620</b>	<b>691,784,184</b>	<b>691,784,184</b>	<b>9,619,564</b>	<b>1.4%</b>	- Elementary enrolment is projected to be 300.00 ADE over budget due to an increase in FDK enrolment as parents return their children to in person learning											
<b>Surplus/(Deficit)</b>	<b>-</b>	<b>(4,140,197)</b>	<b>(4,140,197)</b>	<b>(4,140,197)</b>	<b>(0.6%)</b>												
<b>Change in Revenue</b>						<b>Changes in Staffing: Budget versus Forecast</b>											
Operating Grants have increased by \$300,000 due to enrolment changes and changes in the Q&E grant due to new teacher hires and movement on grid. Priorities and Partnership funding has increased by \$3.9 million as a result of the COVID funding extending into the second half of the school year. Other revenue is over budget by \$1.26 m due to an increase in Citizen and Immigration funding for Continuing Education and receipt of \$600,000 in insurance premium refund from OSBIE																	
<b>Change in Expenditures</b>						<b>Highlights of Changes in Staffing:</b>											
Expenditures are over budget by \$9.6 million due to additional expenditures from extending the COVID till June 30, 2022 and the additional elementary teachers and DECE hired to reduce class size per Trustee Motion.						Elementary teachers and DECE reflect an increase over budget due to the enrolment increase and reduction in class size due to Trustee Motion. Secondary teachers are over budget due to additional PPF funding and additional ECPP classes added for September. Elementary vice principals have increased by one FTE over budget due to additional enrolment in the panel.											
<b>Change in Surplus/Deficit</b>																	
There is a projected deficit of \$4.1m at this point in time. This is due to the additional elementary teaching and DECE staff hired to reduce class size to promote distancing and learning recovery.																	
<b>Risk Assessment and Recommendations</b>																	
We will continue to monitor the assumptions and information used in compiling this forecast and we will revise the forecast as necessary.																	
NOTE: Budget to actual trends were reviewed in order to forecast August 31st year-end position. As with all forecasts, as information or assumptions change, this information will be updated accordingly.																	

## EXECUTIVE REPORT TO FINANCE AND FACILITIES

**TO:** Finance and Facilities

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

**DATE:** January 20, 2022

**PREPARED BY:** Stacey Zucker, Associate Director, Support Services  
David Anderson, Senior Manager, Facilities Management  
Ellen Warling, Manager, Planning, Accommodation and Rentals

**RE:** Reciprocal Agreement with the City of Hamilton

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### Action

### Monitoring ☒

#### Background:

The Board and City have had a reciprocal agreement to allow each access to facilities at no cost for over 40 years. The current agreement expired in 2009; however, staff continued to operate under this agreement, thus allowing students continued preferential access to City amenities and the City Recreation department access to Board gymnasiums for recreational programming.

A City staff report was submitted to the January 13, 2022 meeting of the Emergency and Community Services Committee of the City of Hamilton. This report recommends the committee authorize City staff to enter into a new Reciprocal Agreement with HWDSB.

The new agreement allows Board staff to book pools, arenas, fields and diamonds at the City posted cost recovery rate for each amenity and the City to book HWDSB gymnasiums at the school Board's posted cost recovery rate for each amenity. Additional staffing costs may apply to uses based on permitted use or time of use. Uses will be monitored and reconciled annually if use by either party exceeds the value of reciprocal use by the other party.

Appendix A from the City Staff Report provides a summary of the proposed terms of the new agreement.

#### Staff Observations:

A renewal of this agreement provides continued access to City facilities by HWDSB students at no direct cost. This new agreement governs the access and use of specific Board and City amenities by each partner for the next five years with 3 additional renewal options out to 2041.

#### Conclusions:

Board staff will execute the new Reciprocal Agreement with the City of Hamilton in the coming weeks to ensure access to City facilities for students.

## **Hamilton-Wentworth District School Board and City of Hamilton Reciprocal Use Agreement: Proposed Terms**

### **Scope**

- Purpose of the Reciprocal Use Agreement is to equalize the cost of using certain City facilities (indoor pools, indoor ice pads, and outdoor sports fields) and HWDSB gymnasias and limit financial transactions between the City and HWDSB;
- Agreement does not apply to facilities not specifically included;
- Exclusions where a Site-Specific Agreement governs;
- Agreement does not govern the actual use of the facilities (or terms of use). Use is are governed by the permit which is issued by one party to the other.

### **Term**

- Initial Term of five years to expire May 31, 2026;
- Four subsequent renewals of the Agreement on mutual consent of the parties, each for five years.

### **Scheduling Deadlines**

- By May 1 of each year- each party to submit a list of dates/times when its facilities are available for use of a reciprocal facility by the other party;
- By June 1 of each year- each party to submit a list of dates/times it would like to request use of a reciprocal facility;
- By January 1 of each year- City to submit a list of dates/times it would like to request use of a reciprocal facility during the summer months;
- Ongoing requests can be made by each party and are subject to availability of the facility in question;
- Permit issuance for approved booking commences on July 1 of each year.

### **Applicable Fees**

- By HWDSB for Gym - “Community, hourly rate (non- subsidized)” established by the School Board;
- By City for
  - Indoor Pools - “Commercial/Non-Resident” hourly rate – established under the User Fees and Charges By-law;
  - Indoor Ice Pads - “Non-prime time” or “Prime Time Non-Subsidized” hourly rate- established under the User Fees and Charges By-law dependent on time booked;
  - Sports Fields -“Hourly” rate (non-subsidized) - established under the User Fees and Charges By-law;
- Additional caretaker fee for HWDSB facilities and for extra staffing for City facilities as applicable are in addition to above noted fees;
- Under the Agreement rates charged by both parties are “frozen” so as to not increase more than 5% year over year during the Initial Term or during any Renewal Term, however rates “reset” at the beginning of each Renewal Term exercised to reflect current fees;
- Any additional costs are determined at time of booking.



**Reconciliation Process**

- Costs reconciled by both Parties on a quarterly basis;
- Annual final reconciliation will occur in January for the previous calendar year;
- Where costs are not equalized at annual reconciliation, each party can carry over max of 10% of value to following year;
- Credits for closures resulting from unforeseen events are not carried over;
- Reconciliation of costs for extra fees (caretaker or City staffing fees) and overages beyond 10% are paid via invoice by January 15 for the previous year;
- Final reconciliation to occur within 30 days following termination.

**Indemnity and Insurance**

- Mutual indemnity and insurance requirements.



## EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

**TO:** Finance and Facilities Committee

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

**DATE:** January 20, 2022

**PREPARED BY:** Stacey Zucker, Associate Director, Support Services & Treasurer  
David Anderson, Senior Manager, Facilities Management

**RE:** Long-term Facilities Master Plan Consultation Update

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Action      Monitoring X

### Background:

At the April 22, 2021 Finance and Facilities Committee meeting staff presented the new Facility Assessment system. The new four-category assessment system was developed to provide a more comprehensive representation of HWDSB building inventory. The intent of the assessment is to provide a more rounded approach to determining the building conditions taking into consideration not only building renewal needs (FCI data) but also aligning the condition of HWDSB facilities to include inclusiveness and community voice

The categories now includes:

1. FCI (50%)
2. Equity and Accessibility (25%)
3. Alignment to Benchmark Strategies (15%)
4. Consultation (10%)

Categories 1 through 3 were included within the latest LTFMP update with a plan to address the consultation portion in 2022.

The intent of the consultation is to obtain the school community perspective on the facility. Results will be obtained through the completion of a survey to be completed by staff, parents / guardians and students, with questions focused on the condition of the facility.

### Staff Observations:

The Research & Analytics department developed the survey in consultation with Facilities Management staff which addresses the following 5 main areas for feedback:

1. Main Entrance
2. Hallways / Lighting
3. Washrooms
4. Navigation
5. Overall Facility Impression

Staff expect to release the survey for feedback prior to March Break and will return results to Trustees as part of the LTFMP update later in Spring 2022.

**Conclusion:**

Through the use of the new assessment category and consultation with the school communities, staff are confident that the evaluation of HWDSB facilities will represent a more complete snapshot of the overall facility conditions.



## EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

**TO:** Finance and Facilities Committee

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

**DATE:** January 20, 2022

**PREPARED BY:** Stacey Zucker, Associate Director, Support Services & Treasurer  
David Anderson, Senior Manager, Facilities Management

**RE:** Phase 2 Property Disposition Process

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Action      Monitoring X

### Background:

At the December 16, 2021 Finance and Facilities Committee meeting Trustees requested that staff bring back information relating to the Phase 2 Property Disposition Procedure, specifically to address the following questions:

1. Must HWDSB use a public tendering process to sell surplus real property on the open market?
2. Must HWDSB sell surplus land for fair market value?
3. Can HWDSB (Trustees) consider other elements of an offer other than highest or best price?
4. Should HWDSB's determination of fair market value be made available to proponents who intend to make an offer, and,
5. Would HWDSB benefit from the use of a 'Land Agent' to broker the sale of properties to interested parties?

### Staff Observations:

Since the December 16 Committee meeting, staff met with legal counsel to ensure that any deviation from the Education Act and Ontario Regulation 444/98 are identified accurately.

The Ministry holds the option to approve any sale or lease of real property outside of the Act or Regulation. The Regulation sets the disposition process that first requires a school board to offer the property to specified preferred agents. These preferred agents (see Appendix A) can express an interest to acquire the property and may make an offer to acquire it from the school board at fair market value (FMV). This is known as Phase 1 of the disposition procedure.

If no such expression of interest or offer is made by any qualified preferred agent, the Board may then offer the same property to any other body, provided that the Board has proven to the Ministry that it had followed the Regulation for Phase 1. This process is known as Phase 2 of the disposition procedure.

Sale Price is Paramount

In both Phase 1 and 2, the sale or lease must be at FMV. A sale to preferred agents is tightly controlled regarding priority of offers and a process to arbitrate FMV where there is a disagreement between the parties.

The policy behind the Regulation is to prevent school boards from disposing of their real property without regard to price or a discounted price based on a relationship. If the Board was to introduce relationships or other factors into the procedure issues or allegations of bias, discrimination, nepotism, violation of human rights or violation of policies (such as the Board's own policies, Broader Public Sector compliance or the Act) may occur.

Disposition Methods

The Board may be able to sell surplus land to the public generally or to a specified body but must do so in accordance with the process it has established for the sale.

HWDSB could retain a real estate professional or 'land agent' to solicit offers on the open market, for FMV, through either Phase 1 or 2.

Alternatively, HWDSB could continue to engage in a procurement process to dispose of surplus real property. As has been done historically for the following reasons:

1. It is a public, open and transparent process;
2. It has an established record of yielding the highest and best price;
3. All proponents are aware of the process and will need to follow it to be an acceptable offer;
4. It removes the appearance of bias; and,
5. More of the sale proceeds go directly to the Board and not to commissions or fees of land or Real Estate agents.

Fair Market Value and Appraisals

Although the Regulation requires dispositions to be for FMV, it does not define it. Historically, HWDSB has relied on the FMV determinations of its qualified appraisers and their reports. These appraisers are able to make valid determinations as to FMV, upon which HWDSB can rely to accept qualified bids. HWDSB has not disclosed its appraisal reports to proponents, preferred agents or otherwise. If HWDSB did so, it would materially compromise its ability to maximize the sale price of its surplus assets.

Interested parties would always be required to assess FMV themselves as part of their due diligence. Disclosure of appraisal reports would put HWDSB in a significant disadvantage in the marketplace and remove any strategic or competitive advantage. It would undermine the maximum value these properties could yield. Disclosure would also lead to disputes among interested parties who may take issue with HWDSB's appraiser's valuation. This is one of the reasons why the Regulation requires the parties to arbitrate FMV if the issue is in dispute. HWDSB's appraisals are not subject to immediate disclosure under the Municipal Freedom of Information and Protection of Privacy Act on the basis that such disclosure would jeopardize HWDSB's legal position in the context of legal or economic transactions.

Ministry Approval and Considerations

As noted, the Ministry must approve the transition from disposition to preferred agents to a Board's ability to sell to the public generally (transition from Phase 1 to Phase 2). The Minister's approval is also required to deviate from the Regulation. If HWDSB wanted to consider offers on the basis that maximizing FMV would not be paramount, contrary to the Regulation, then HWDSB would need to establish an evaluative criteria to do so, have it approved by the Minister, and alter its disposition procedure

and policy to require Trustees have a more direct role in evaluating and accepting offers to purchase surplus lands.

Presently, Trustees have delegated acceptance of offers to the board Treasurer, where the form of offer is also acceptable to the board's solicitor. This is in the context where an invitation to offer is circulated to the public generally as a formal tender. This makes for an efficient and objective process, because the offer that is accepted, on the HWDSB's form, renders the highest price (at least FMV) compliant with the Regulation and the obligation to maximize the land revenue for the board.

**Conclusion:**

The regulatory regime governing the disposition of surplus real property ranks monetary returns as paramount, regardless of how the Board acquired the property or the relationship of the Board to the prospective buyer. HWDSB must receive FMV for its surplus properties. Any deviation from this requires the Minister to approve it. Failing to maximize revenues on a sale could lead to reduced funding from the Ministry on future capital projects or submissions. HWDSB, as a public district school board, is regulated and constrained by the Act and does not have discretion to deal with its surplus assets in the same way as other governmental or quasi-governmental entities do.

HWDSB currently implements a focused and legally compliant procurement process for its dispositions of surplus lands to the general public. This process has delegated approval based on independent appraisals and legal advice which has proven to maximize Board revenues for its core mandate.

The appraisal reports obtained by HWDSB to assess FMV are never disclosed in advance of a sale. Disclosure would compromise the disposition process and HWDSB's ability to maximize yield.

Accepting offers from the public beyond price and based on secondary criteria which may include items outside of the Board's jurisdiction or regulatory mandate will open HWDSB up to scrutiny by the Ministry, claims by disgruntled or aggrieved proponents and allegations of misconduct by stakeholders.

Staff recommend HWDSB maintain the existing HWDSB policy of procuring surplus real property to the general public using the established procurement methodologies based on legal advice and appraisal evidence.

# Property Disposition

Date Approved: 2021

Projected Review Date: 2025

Page 1 of 3

## PURPOSE:

Hamilton-Wentworth District School Board (HWDSB) recognizes that under section 194(3) of the Education Act, a board that has adopted a resolution that real property is not required for the purposes of the board, may sell, lease or dispose of the surplus property as governed by Ontario Regulation 444/98.

## GUIDING PRINCIPLES:

HWDSB recognizes the need to demonstrate:

- Trustee fiduciary responsibility
- Effective public-sector governance
- Transparent and timely communication

## INTENDED OUTCOMES:

When HWDSB is disposing of entrusted property assets, the board will:

- Be in full compliance with all legislative and regulatory requirements;
- Clearly articulate directions and decisions in a timely fashion to the Preferred Agents as identified in Ontario Regulation 444/98 and the community at large;
- Adhere to the two phases of the property disposition process.

## RESPONSIBILITY:

Director of Education  
Members of Executive Council

## TERMINOLOGY:

*Disposition of Property:* relates to an entire school and property; an administrative property; excess land on a piece of school property (on which a school will continue to operate); vacant land; and exchange of lands.

*Preferred Agents as identified in Ontario Regulation 444/98:* Prescribed Preferred Agents receiving proposals from HWDSB are listed in priority sequence.

- Any school board that holds or has held in the last fiscal year a leasehold interest in the property being sold/leased;

# Property Disposition

Date Approved: 2021

Projected Review Date: 2025

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- French Public District School Board;
- English Separate District School Board;
- French Separate District School Board;
- Facilities that have an agreement with HWDSB to provide a qualifying education program for which ministry grants under section 23 are available;
- City of Hamilton as service system manager for the City (Consolidated Municipal Service Manager “CMSM”);
- Mohawk College of Applied Arts & Science;
- College Boreal d’arts appliques et de technologic;
- McMaster University;
- Lynwood Charlton Centre;
- Hamilton Niagara Haldimand Brant LIHN (Local Health Integration Networks);
- Hamilton Public Health;
- The Crown in right of Ontario;
- City of Hamilton;
- Indigenous Organizations
  - a. Metis Nation of Ontario Secretariat
  - b. Chiefs of Ontario
  - c. Ontario Federation of Indigenous Friendship Centres
  - d. Association of Iroquois and Allied Indians
  - e. Nishnawbe Aski Nation
  - f. Grand Council Treaty #3
  - g. Union of Ontario Indians
- Crown in right of Canada

## ACTION REQUIRED:

When proceeding with the disposition of entrusted property assets the Board will adhere to the two phases of property disposition. The initiation of each phase requires separate Board approval:

### Phase 1 – Circulation to Preferred Agencies – Ontario Regulation 444/98 (180-day period)

- Following the adoption of a Board resolution declaring property surplus to the Board’s needs and subject to Board of Trustee approval, Ontario Regulation 444/98 can be engaged, where the Board shall issue a proposal to the Preferred Agencies to sell, lease or dispose of real property.
- HWDSB administration will provide a public information session to the local community within the first 60 days of the circulation period.



# Property Disposition

Date Approved: 2021

Projected Review Date: 2025

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## Phase 2 – Sale of Property on the Open Market (three-year window from 180-day circulation expiry date)

- HWDSB may dispose of surplus property on the open market at “fair market value” after first providing evidence to the Minister of Education that due process has been followed, that is, if:
  - No expression of interest was received during the initial 90-day period; or
  - No offers were received during the second 90-day period; or
  - No offers could be agreed upon.

The processes in these phases are defined in the Property Disposition Procedure and Ontario Regulation 444/98.

## PROGRESS INDICATORS:

Intended Outcome	Assessment
Be in full compliance with all legislative and regulatory requirements	Measured through the procedures as outlined within all legislative and regulatory requirements.
Clearly articulate directions and decisions in a timely fashion to the Preferred Agents as identified in Ontario Regulation 444/98 and the community at large.	Measured through method and date of notification.
Adhere to the two phases of the property disposition process.	Measured by the documentation required for each phase of the process.

## REFERENCES:

### Government Documents

Education Act

Ontario Regulation 444/98

### HWDSB Policies

Pupil Accommodation Review

### HWDSB Documents

Long-Term Facilities Master Plan



## EXECUTIVE REPORT TO FINANCE AND FACILITIES

**TO:** Finance and Facilities

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

**DATE:** January 20, 2022

**PREPARED BY:** Stacey Zucker, Associate Director, Support Services  
David Anderson, Senior Manager, Facilities Management  
Ellen Warling, Manager, Planning, Accommodation and Rentals

**RE:** Education Development Charges for Indigenous-Led and City-Supported Affordable Rental Housing

### Action

### Monitoring ☒

#### Background:

On December 6, 2021 the following Motion was approved at Board by Trustees:

‘That HWDSB staff engage the City of Hamilton and bring forward a report to explore and for trustees to consider a waiver of Education Development Charges for Indigenous-led and City of Hamilton-supported affordable rental housing projects on a project-by-project basis.’

The full Notice of Motion from the December 6, 2021 Board meeting is provided as **Appendix A**.

#### Staff Observations:

##### Information from City of Hamilton

Between 2017 and 2021 the City of Hamilton approved seven Not-For-Profit social housing developments for a total of 332 units. The City exempted these projects from their development charges under a social housing exemption from development charges. None of these housing projects were identified as Indigenous-led projects.

##### Impact on Education Development Charges Account

To dated, HWDSB has not endorsed a non-statutory exemption to its Education Development Charges (EDC). The proposed exemption would be the first for HWDSB outside of the statutory exemptions required under the regulations and associated By-Law.

The creation of an exemption beyond statutory exemptions is best explored during the renewal of the By-Law. The next By-Law renewal is in 2 years (2024). There are numerous financial reasons for waiting to examine such an exemption:

- I. The current By-Law used an EDC background study with land valuations that are arguably no longer relevant given the steep upward valuation of land in Hamilton, and across the province.

- 10-2
2. The province has frozen EDC rates at thresholds below what the current EDC background study recommends.
  3. New statutory exemptions were introduced by the province after the current By-Law was passed.

The above mentioned items have already created a financial shortfall in the EDC account that will be challenging to recover. The impact of the creation of a non-statutory exemption, specific to the Motion, is difficult to measure given there are no specific projects in front of trustees to consider at this time.

The following quote is from the Board's Education Development Charges By-Law Background study of 2019.

*One of the most significant considerations in the legislative treatment of education development charges is that there is no tax-based funding source to make up the shortfall where full cost recovery is not achieved. Legal advisors are typically of the opinion that granting non-statutory exemptions during by-law adoption forces the board to absorb the loss of revenue associated with granting the exemptions. Many of the revenue sources under the existing education capital funding model are "enveloped" and are therefore not available to be used for purposes other than that for which they were legislatively intended.*

The creation of the first non-statutory exemption may not further exacerbate the shortfall in the EDC account, but it would set a precedence for additional requests for similar exemptions. The Board has had requests in past to consider the creation of other non-statutory exemptions and appeals of our By-Law by parties seeking broad exemptions to EDCs for social housing.

## **Conclusion**

While there may not be immediate financial impacts to the overall EDC account, enacting a non-statutory exemption could put HWDSB at risk of future requests and financial burden. Opportunities to explore other options including future dialogue with the Ministry may be appropriate to minimize risk exposure to the Board.

## **Notice of Motion: Waiver of Education Development Charges for Indigenous-Led and City-Supported Affordable Rental Housing**

Submitted by: Trustee Johnstone

Board: December 6, 2021

Whereas local Hamilton governments, including HWDSB, are currently facing two critical calls to action on the Truth and Reconciliation Commission of Canada and a severe affordable housing crisis.

Whereas both calls to action directly affect HWDSB students, staff and their families and thus student achievement and well-being.

Whereas in OPSBA's Submission on Ontario's Poverty Reduction Strategy they highlighted that, "the Education Act stipulates that trustees and school boards are responsible for student well-being as well as student achievement. Indeed the two are inextricably linked. In embracing that responsibility, school boards are strong advocates for conditions that alleviate poverty. This would, in turn, support student success. Poverty directly impacts a child's readiness to learn and access to a full education experience contributes to a level playing field for all children."

Whereas the City of Toronto has a HousingTO Action Plan 2020-2030. In October 2021, the City of Toronto approached the TCDSB staff with respect to a request to waive EDCs in support of this initiative and offer consistency with the financial relief approved and provided by Council.

Whereas on November 18, 2021, TCDSB received a report from staff (<https://tcdsbpublishing.escribemeetings.com/filestream.ashx?DocumentId=24159>) with the recommendation "That the Board of Trustees approve the waiver of Education Development Charges for the five Indigenous-led and City of Toronto-supported affordable rental housing projects identified in this report."

### **Be It Resolved that:**

HWDSB staff engage the City of Hamilton and bring forward a report to explore and for trustees to consider a waiver of Education Development Charges for Indigenous-led and City of Hamilton-supported affordable rental housing projects on a project-by-project basis.



## EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

**TO:** FINANCE AND FACILITIES COMMITTEE

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

**DATE:** January 20, 2022

**PREPARED BY:** Stacey Zucker, Associate Director, Support Services and Treasurer  
Dave Anderson, Senior Manager, Facilities Management

**RE:** Sir John A. MacDonald (SJAM) Update

**Action                      Monitoring X**

### Background:

On June 5, 2017 the Board passed the following motion for the West Hamilton City PAR:

- A. That HWDSB seek partnerships to redevelop the Sir John A. Macdonald site as a Community Hub centred around a new JK-8 elementary school.
- B. That a Community Hub proposal be presented to the Board of Trustees for approval no later than December 2017.
- C. That Hess and Strathcona close pending Ministry of Education funding for HWDSB's portion of the Community Hub project. New school boundaries identified in map titled Map #1 - Revised.
- D. That all schools remain open failing the creation of a Community Hub on the SJAM site.
- E. That Bennetto introduce a French Immersion program (grade 1-8) in September 2018, commencing with grades 1-3. New French Immersion boundaries identified in map titled Map #1- Revised.
- F. 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.

The Board had been working with community partners to create a business case for the community hub centred around the replacement school. The Board has submitted these business cases at every opportunity to receive funding for the new school on the SJAM property. In October 2020, staff met with the community partners and it was determined that Board staff would request funding for the new school one more time.

### Staff Observation:

The Board learned that it was not successful in receiving funding for the new school in December 2021. As a result, based on the previous discussion with community partners, the Board will no longer be working with these partners to create a community hub on the SJAM site.

In addition, as a result of the motion on June 5, 2017, the new school was tied to a community hub. Therefore, with the current motion, staff would not be pursuing a replacement school for Hess and Strathcona.

**Conclusion:**

Board staff met with community partners and it was determined that the Board would make one more attempt at funding for a replacement school for Hess and Strathcona on the SJAM site that would centre a community hub. In December 2021, the Board found out it was not successful in achieving funding. Therefore, the Board will let the partners know that it was not successful and the Board no longer be working with the community partners to create a community hub. Based on the previous motion, the replacement school is tied to the community hub and therefore, trustee direction is required if staff is to continue to request funding for this replacement school.



## EXECUTIVE REPORT TO FINANCE AND FACILITIES COMMITTEE

**TO:** FINANCE AND FACILITIES COMMITTEE

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

**DATE:** January 20, 2022

**PREPARED BY:** Stacey Zucker, Associate Director, Support Services and Treasurer  
Dave Anderson, Senior Manager, Facilities Management

**RE:** Sherwood Secondary School Update

**Action                      Monitoring X**

### Background:

On December 9, 2021, Board staff updated trustees that the Board was not successful in securing funding for a replacement school on the Sherwood Secondary School property. At this time, staff indicated that they would be following the motion that was brought forward in October 2020 which indicated that staff “submit one final business case and request funding from the Ministry for a new school on the existing property and in the event that the request is not successful, then staff move to enter into a public consultation to solicit feedback from the community.”

As a reminder, staff indicated that there are three options that should be considered for Sherwood:

1. Status quo
2. Move students temporarily to school on previous Barton site while renewal/benchmark work is completed at Sherwood
3. Complete renewal/benchmark work at school on the previous Barton site and move students to this school permanently

At the December 9, 2021 meeting, trustees asked staff to bring back a draft of the public engagement proposal to solicit feedback.

### Staff Observation:

It is important for the students of Sherwood to be able to have the same experiences as other students at HWDSB with regards to the updated learning spaces provided through the secondary facility benchmark projects. In order complete the benchmark projects and other renewal projects, staff would like to commence this work as soon as staff and students are no longer in the building. In order to start planning and procuring any projects, a decision is required by trustees. Board staff would like to bring a report to the Finance and Facilities Committee for a decision on March 10, 2022.

In order for the public to have the information necessary for them to provide feedback, staff is proposing the following:

- A remote public information session during the week of January 31/22
- An opportunity to submit questions in writing during the week of Feb 7/22
- Another remote public session to answer all the questions that were submitted during the week of Feb 14/22
- An opportunity to complete a survey related to the 3 options for 2 weeks after the last session.
- A report to trustees on March 10/22 that will include the survey results. The survey results will be one of the things that trustees can consider when making their final decision.

The public sessions will be held via Teams and will be open to anyone who wishes to attend. Board staff will provide information related to these sessions directly to Sherwood families and to the families of the elementary schools that feed into Sherwood. In addition, communications staff will ensure that the public is informed using local media.

**Conclusion:**

In relation to the 3 options proposed for Sherwood, following the motion of October 2020, staff is proposing the public engagement outlined above to solicit feedback from the community and include as part of a report back to trustees on March 10, 2022.