

PUBLIC AGENDA: 6:00pm

1. Call to Order/Roll Call
2. HWDSB Land Acknowledgement
3. Approval of the Agenda
4. Review Committee Work Plan
5. East Hamilton Lower Stoney Creek Boundary Review – Final Recommendation
6. Interim Financial Status Report – November 30, 2024
7. Key Parameters and Assumptions to Guide the Development of the 2025-2026 Budget
8. Development of Budget Priorities for Consultation Purpose to Guide the 2025-26 Budget Development
9. Resolution into Private Session as per the Education Act, Section 207(2)
A meeting of a committee of a board, including committee of the whole board, may be closed to the public when the subject/matter under consideration involves,
 - a) the security of the property of the board;
 - b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
 - c) the acquisition or disposal of a school site;
 - d) decisions in respect of negotiations with employees of the board; or
 - e) litigation affecting the board. R.S.O. 1990, c.E.2,s.207 (2);2021, c. 4, Sched.11, s. 7 (1)

FINANCE AND FACILITIES COMMITTEE WORK PLAN 2024-2025	
DATE	OPEN
September 24, 2024	Review annual work plan Average Secondary Class Size Capital Projects Construction Update Report Capital Priorities Submission Update (if needed)
October 24, 2024	Elementary Enrolment Update Secondary Enrolment Update
November 26, 2024	Average Elementary Class Size Final Financial Report - August 31, 2024 Consolidated Financial Statements
December 17, 2024	Capital Projects Construction Update Report Enrolment Summary as at October 31, 2024 Key Parameters and Assumptions to Guide 2025/2026 Budget Development (Generative Discussion) Priorities for Budget Consultation
January 28, 2025	Key Parameters and Assumptions to Guide 2025/2026 Budget Development Priorities for Budget Consultation Interim Financial Report - November 30, 2024 Boundary Review Final Recommendation
February 25, 2025	Budget Boundary Review Final Recommendation (if needed)
March 27, 2025	Capital Projects Construction Update Report 2025-2026 School Based Staffing Projections Interim Financial Report - February 28, 2025
April 15, 2025 Tentative	Long Term Facilities Plan Update 2025-2026 Non-School Based Staffing Projections 2025-2026 Core Education Funding (if released)
May 6, 2025	2025-2026 Budget Development
May 20, 2025	Enrolment Summary as at March 31, 2025 2025-2026 Budget Development
May 27, 2025	School Condition Improvement and Renewal Report Interim Financial Report - April 30, 2025 2025-2026 Budget Development
June 3, 2025	Capital Projects Construction Update Report Average Secondary Class Size 2025-2026 Budget Approval
June 10, 2025	2025-2026 Budget Approval (if needed)

**FINANCE AND FACILITIES COMMITTEE**

January 28, 2025

East Hamilton and Lower Stoney Creek Boundary Review – Final Report

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Matthew Gerard, Associate Director of Business Services and Board Treasurer
Paul Denomme, Superintendent Equity and Student Achievement
David Anderson, Senior Manager, Facility Services
Ellen Warling, Manager of Planning, Accommodation and Rentals
Ian Hopkins, Senior Planner, Planning, Accommodation and Rentals

Recommendation:

That the following recommendations for the East Hamilton and Lower Stoney Creek Boundary Review be approved:

- A. That the geographic area described below is moved from Eastdale's English program boundary to Collegiate's English program boundary:

Commencing at the north end of Green Road at Lake Ontario, running south to 461 Green Road, then west along the south properties lines of 132 to 120 Frances Ave, then south along the west property line of 461 Green Road to South Service Road, then west along South Service Road to the property line for 400 Lake Avenue North, then North to Lake Ontario shoreline and finally east back to the north end Green Road at Lake Ontario shoreline.

- B. That the boundary change is effective September 1, 2025.
- C. That all new and existing grade JK to 4 English students in the identified boundary change area move from Eastdale to Collegiate.
- D. That existing grade 5, 6 and 7 English students attending Eastdale and residing in the identified boundary change area may remain at Eastdale until graduation. All siblings of existing grade 5, 6 and 7 students residing in identified boundary change area are to attend Collegiate in September 2025.
- E. That all existing out of catchment students attending Collegiate may continue to attend Collegiate under the out of catchment practice. All siblings of existing out of catchment students may attend Collegiate in accordance with Hamilton-Wentworth District School Board's [Out-of-Catchment Process](#).

- F. That a Transition Committee is struck upon approval of a boundary change by the Superintendent of Equity and Student Achievement.
- G. All student transportation will be provided in accordance with Hamilton Wentworth District School Board's [Transportation Policy No. 3.10](#).

Background:

At the June 10, 2024, Board Meeting, Trustees approved the 2024-25 Accommodation Strategy Schedule and the Hamilton East Lower Stoney Creek Boundary Review to commence in October 2024. ([Resolution #24-86](#)).

The Boundary Review was undertaken due to accommodation pressures at Eastdale resulting from continued growth in the English and French Programs; staff recommended a Boundary Review to establish a new boundary to better balance the enrolments between East Hamilton and Lower Stoney Creek Area schools and reduce reliance on temporary accommodation.

Status:

The Advisory Panel and public consultation portions of the East Hamilton and Lower Stoney Creek Boundary Review have been conducted in accordance with the Hamilton-Wentworth District School Board's Boundary Review [Policy](#) and [Procedure](#). Commencing in October 2024, the Boundary Review process included three Advisory Panel meetings and one public meeting. Community members were able to provide feedback through the Advisory Panel, at the public meeting and online via [EngageHWDSB](#). EngageHWDSB was initially open for public comment from June 2024 to December 2024 and then opened again for additional feedback from January 8, 2025, to January 20, 2025.

At the first Advisory Panel Meeting, HWDSB staff brought forward four initial boundary change options for the Advisory Panel's review and consideration. The options included:

- Option 1 – French Immersion Grades 6-8 Move from Eastdale to Collegiate in September 2025
- Option 2 – French Immersion Grades 5-8 Move from Eastdale to Collegiate in September 2025
- Option 3 – Move Southwest portion of Eastdale English boundary to Collegiate in 2025
- Option 4 – Move Northwest portion of Eastdale English boundary to Collegiate in 2025

During the second Advisory Panel Meeting, boundary option evaluation criteria were discussed, developed, and agreed upon by the Advisory Panel. Evaluation criteria are a framework used to assess and measure the effectiveness of a Boundary Review option. The purpose of evaluation criteria is to ensure that option evaluations are objective and consistent. Each initial option was measured against the evaluation criteria. The evaluation criteria became the tool that allowed the panel to determine the best boundary change option for the community.

The Advisory Panel finalized evaluation criteria are as follows:

1. School enrolment does not exceed building and maximum temporary accommodation;

2. Reliance on temporary accommodation is balanced and feasible;
3. Limit the number of moves disruptions/school moves for affected students and families;
4. There should be a balance of French and English program enrolments to foster a successful learning experience for every student based upon HWDSB's elementary program strategy;
5. Minimize students' time on school busses – promote active and sustainable routes to school (consideration for site capacity to accommodate additional bus runs, increased walkability and drop offs); and
6. Availability of Before and After School childcare.

Through discussion at three Advisory Panel meetings, reviewing public feedback and assessing the options using the evaluation criteria, the Advisory Panel identified that maintaining the grade 1-8 French Immersion program at a single school was a priority. Delivering the program at two separate schools would separate siblings and create potential impacts on programming. For this reason, options 1 and 2 were removed from consideration.

Options 3 and 4, which both proposed modifying the English program boundary between Eastdale and Collegiate were discussed more thoroughly and both were considered viable options by the Advisory Panel. Option 3 proposed moving a southwest portion of Eastdale's boundary adjacent to Collegiate's boundary to Collegiate in September 2025. This would create a contiguous boundary, and the majority of impacted students would be within walking distance of Collegiate. Option 4 proposed moving a northwestern portion of Eastdale's boundary to Collegiate in 2025. The students residing in this area are currently bused to Eastdale and would continue to be bused if moved to Collegiate.

Both options 3 and 4 were assessed equally by the Advisory Panel using the evaluation criteria. At the conclusion of Advisory Panel meeting 2, panel members were asked to express their opinion on which option would be the preferable at this point in the process. At that time, option 3 was the overall preferred option among all the panel members after assessing the options with the evaluation criteria.

Although both options were considered viable, during Advisory Panel meeting 3, after discussion based on feedback from the public meeting, the Advisory Panel came to a consensus on recommending option 4 to the Board of Trustees due to concerns about student safety when crossing Queenston Road and increased automobile traffic during pick up and drop off at Collegiate.

The report contained in Appendix A serves as the Final Report to Board of Trustees as per the Boundary Review Procedure.

Financial Implications:

All associated costs are contained within existing budgets.

Strategic Direction:

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

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Background

At the June 10, 2024, Board Meeting, Trustees approved the 2023-24 Accommodation Strategy Schedule and the Hamilton East/Lower Stoney Creek Boundary Review to commence in October 2024. ([Resolution #24-86](#)).

This Boundary Review was undertaken to due to accommodation pressures at Eastdale resulting from continued growth in English and French Programs; staff recommended a Boundary Review to establish a new boundary to better balance the enrolments between East Hamilton and Lower Stoney Creek Area schools and reduce reliance on temporary accommodation. The study area of this Boundary Review included:

Collegiate Elementary School – Junior Kindergarten to 8 English

Eastdale Elementary School – Junior Kindergarten to 8 English and grade 1 to 8 French Immersion

Lake Avenue Elementary School – Junior Kindergarten to 8 English

South Meadow Elementary School – Junior Kindergarten to 8 English

Winona Elementary School – Junior Kindergarten to 8 English

The current boundaries are depicted on the following page in Figure 1.

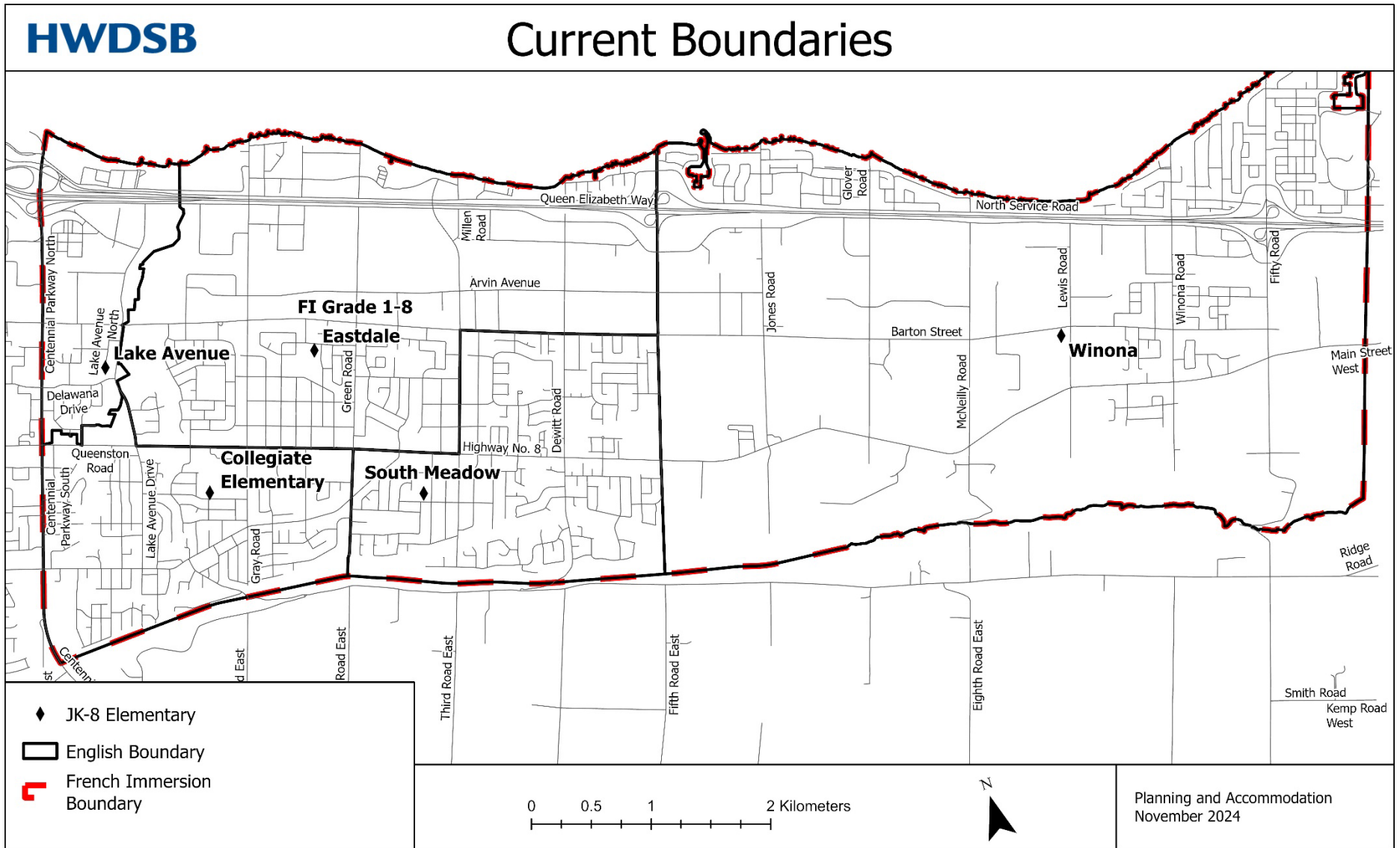


Figure 1: Current Boundaries Map

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Appendix A – East Hamilton and Lower Stoney Creek Boundary Review – Final Report

Current Enrolment and Projections – Status Quo

Current enrolment projections for all schools are depicted below in figure 2. Current enrolment and projections are as of September 30, 2024.

School	OTG	Portables	Total Capacity	Program	2024	2025	2026	2027	2028	2029
Collegiate	495	0	495	English	492	498	512	527	536	547
				French	0	0	0	0	0	0
		Portable Capacity: 0		Total	492	498	512	527	536	547
	Utilization				99%	101%	103%	106%	108%	111%
	Utilization with Portables				-	-	-	-	-	-

School	OTG	Portables	Total Capacity	Program	2024	2025	2026	2027	2028	2029
Eastdale	565	12	841	English	624	655	632	632	641	653
				French	239	245	257	258	248	235
		Portable Capacity: 276		Total	863	900	889	890	890	888
	Utilization				153%	159%	157%	157%	157%	157%
	Utilization with Portables				103%	107%	106%	106%	106%	106%

School	OTG	Portables	Total Capacity	Program	2024	2025	2026	2027	2028	2029
Lake Avenue	516	9	723	English	722	727	747	736	735	744
				French	0	0	0	0	0	0
		Portable Capacity: 207		Total	722	727	747	736	735	744
	Utilization				140%	141%	145%	143%	142%	144%
	Utilization with Portables				100%	101%	103%	102%	102%	103%

School	OTG	Portables	Total Capacity	Program	2024	2025	2026	2027	2028	2029
South Meadow	495	4	587	English	593	596	592	582	567	569
				French	0	0	0	0	0	0
		Portable Capacity: 92		Total	593	596	592	582	567	569
	Utilization				120%	120%	120%	118%	115%	115%
	Utilization with Portables				101%	102%	101%	99%	97%	97%

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School	OTG	Portables	Total Capacity	Program	2024	2025	2026	2027	2028	2029
Winona	761	6	899	English	912	894	898	933	984	1019
				French	0	0	0	0	0	0
		Portable Capacity: 138		Total	912	894	898	933	984	1019
	Utilization				120%	118%	118%	123%	129%	134%
	Utilization with Portables				101%	99%	100%	104%	110%	113%

Figure 2: Current Enrolment and Projections

OTG - On The Ground Capacity: Ministry of Education rated capacity of a school building.

Since 2021, enrolment in the Boundary Review study area has increased by 14% which equates to over 350 students. Enrolment growth can be attributed to a variety of factors such as residential development, increase in multi-family dwellings, increase in secondary dwellings and increased number of families residing in high and low-rise rental apartments.

Collegiate's enrolment is projected to increase slightly over the next 5 years due to an increased number of new registrations to the school. Collegiate's JK enrolment has been consistent over the past 5 years meaning the recent enrolment growth at Collegiate can be attributed to established families moving into the area.

Eastdale's enrolment is projected to increase in 2025 and then remain steady over the next four years. Eastdale's current grade 7 cohort is 90 students which is much higher than average. When this cohort graduates in June 2026, it is expected that Eastdale's English enrolment will decrease and stabilize. Eastdale's French Immersion enrolment is expected to stabilize and decrease in the future due to allocating one grade 1 class at Eastdale per year. Without modifying the boundary, Eastdale's enrolment is projected to exceed its current portable capacity. Due to site and facility limitations Eastdale cannot accommodate more than its current 12 portables.

Lake Avenue's enrolment has grown over the past 4 years by 30%. The growth can be attributed to an increased number of families residing within the apartment buildings within the school's boundary. Enrolment is projected to increase slightly over the next 5 years for this reason.

South Meadow's enrolment is projected to remain stable over the next 5 years. Over the past three years, South Meadow's enrolment and retention rates have been consistent.

Winona's enrolment has remained stable for the past 5 years but is projected to increase in the near future as residential development within the Fruitland-Winona secondary plan area begins construction. There is an identified public elementary school site within the secondary plan area which, when available, will be purchased by HWDSB. HWDSB will apply for Capital Priorities funding for the construction of the new facility when appropriate.

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Community Consultation

Community consultation is an important component of a Boundary Review. There were three channels of consultation available for the Boundary Review. They included Advisory Panel meetings, a public meeting and online consultation via [EngageHWDSB](#).

Following the initiation of the Boundary Review, an Advisory Panel was formed in October 2024 to act as a conduit for information between the community and school board. The Advisory Panel, over three meetings, was tasked with discussing, analyzing, and commenting on the initial boundary change options. Throughout the Advisory Panel meetings, the Advisory Panel members expressed several ideas and concerns for Trustee consideration when finalizing the boundary.

A public meeting provided an opportunity for families, staff, and other community members to acquire more information regarding the Boundary Review, ask questions, and express their ideas and concerns. The public meeting was advertised on the Board website, through automated phone calls, and electronic letters home.

Advisory Panel and Public Meeting Summary

Meeting	Date	Summary	Documents
Advisory Panel 1	October 30, 2024	<ul style="list-style-type: none"> Reviewed Boundary Review process, timelines, roles/responsibilities, area history, current enrolment and accommodation, projected enrolment and proposed boundary options. Question and answer period with Advisory Panel. 	<ul style="list-style-type: none"> Presentation Minutes
Advisory Panel 2	November 5, 2024	<ul style="list-style-type: none"> Reviewed feedback heard from EngageHWDSB. Reviewed and confirmed option evaluation criteria. Public Meeting Review. Question and answer period with Advisory Panel. 	<ul style="list-style-type: none"> Presentation Minutes
Public Meeting	November 11, 2024	<ul style="list-style-type: none"> Reviewed Boundary Review process, timelines, roles/responsibilities, area history, current enrolment and accommodation, projected enrolment and proposed boundary options. Received facilitated feedback from the community members. 	<ul style="list-style-type: none"> Presentation Minutes Key themes from community feedback
Advisory Panel 3	December 3, 2024	<ul style="list-style-type: none"> Reviewed key themes from public meeting #1. Question and answer period with Advisory Panel. Consensus on recommended boundary option. 	<ul style="list-style-type: none"> Presentation Minutes

Figure 3: Boundary Review community consultation timelines

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Advisory Panel Membership

The mandate of the Boundary Review Advisory Panel was to provide feedback and advice through discussions and inquiries about HWDSB recommendations and/or information. Throughout the Boundary Review process Advisory Panel members were asked to comment and provide input on the initial boundary options to ensure Trustees receive meaningful feedback. The Boundary Review Advisory Panel representatives are listed in figure 4 below while Board resource staff who supported the process are listed in figure 5.

Name	Role
Kelsey Clohecy	Collegiate School Representative
Kenny Cheng	Collegiate School Representative
Brianna Dunn	Eastdale School Representative
April Chiro	Eastdale School Representative
No reps available	Lake Avenue School Representative
Cheryl Martinez	South Meadow School Representative
Juliana Mrkobrada	South Meadow School Representative
Nitu Jhuty	Winona School Representative
Ateeka Khan	Winona School Representative

Figure 4: Advisory Panel Members

Name	Role
Todd White	Trustee, Wards 5 & 10
Matthew Gerard	Associate Director of Business Services
Paul Denomme	Superintendent of Equity and Student Achievement, Family of Schools 1
Lisa Barzetti	Principal, Collegiate
Stephen Yull	Principal, Eastdale
Laura Murray	Vice-Principal, Eastdale
Karen Gervais	Vice-Principal, Eastdale
Kelly Mccrory	Principal, Lake Avenue
Wendy Tyrrell	Vice-Principal, Lake Avenue
Jennifer Harvey	Principal, South Meadow
Nasim Assadian	Vice-Principal, South Meadow
Charon Buck	Principal, Winona
Saira Waseem	Vice-Principal, Winona
Belal Ahmad	Vice-Principal, Winona
David Anderson	Senior Manager, Facility Services
Ellen Warling	Manager, Planning, Accommodation and Rentals
Ian Hopkins	Senior Planner, Planning, Accommodation and Rentals
Sally Landon	Manager, Research and Analytics
Jeremy Koop	Research Officer, Research and Analytics
Sherry Roswell	Manager, Hamilton-Wentworth Student Transportation Services

Figure 5: Boundary Review Resource Staff

Initial Options

HWDSB staff brought forward four options for Advisory Panel and public consideration. The purpose of these options is to alleviate enrolment pressure at Eastdale over time and slowly add enrolment to Collegiate to better balance the use of portables. The goal is to reduce the use of portables at Eastdale and add 80-90 students from Eastdale to Collegiate. The options are considered a short-term solution (5 years), while a long-term solution includes an elementary program review and eventual new school in the Fruitland-Winona area. The options are as follows:

Option 1 – FI Grades 6-8 Move from Eastdale to Collegiate in September 2025

- FI grades 6-8 move from Eastdale to Collegiate in September 2025
- Projections include allocating 1 class of grade 1 FI at Eastdale as per process outlined in the French Immersion Procedure under Policy No. 6.10 Student Registration and Admission
- No enrolment impacts at Lake Avenue, South Meadow or Winona
- No change to English boundaries

Upon implementation, option 1 would increase Collegiate's enrolment from 492 to 562 and would result in 3-4 portables on site in 2025. Eastdale's enrolment would slightly decrease in 2025, mitigating the need for additional portables. Upon full implementation in 2028, Collegiate's enrolment is projected to be 660 and there would be 6 portables on site. In 2028, Eastdale's enrolment is projected to be 766 and the school would be using 10 portables. Please see figure 6 below which outlines the current and projected enrolment for option 1. The figure also illustrates the projected number of portables on site for the next 5 years, the facility capacity and utilization with and without portables.

School	OTG	Program	2024	2025	2026	2027	2028	2029
Collegiate	495	English	492	498	512	527	536	547
		French	0	65	90	110	124	121
		Total	492	562	602	637	660	668
	Utilization		99%	114%	122%	129%	133%	135%
	Projected Portables		0	3	4	5	6	6
	Total Capacity		495	564	587	610	633	633
	Utilization with Portables		-	100%	102%	104%	104%	106%
School	OTG	Program	2024	2025	2026	2027	2028	2029
Eastdale	565	English	624	655	632	632	641	653
		French	239	180	167	148	124	114
		Total	863	835	799	780	766	767
	Utilization		153%	148%	141%	138%	136%	136%
	Projected Portables		12	12	11	10	10	10
	Total Capacity		841	841	818	795	795	795
	Utilization with Portables		103%	99%	98%	98%	96%	97%

Figure 6: Option 1 Enrolment Projections

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Transportation

Option 1 would result in one additional bus run at Collegiate in 2025 and a potential bus run reduction at Eastdale beginning in 2025. The potential reduction at Eastdale would be based on student locations and bus run scheduling in 2025.

No map provided. Since option 1 recommends moving a portion of the existing FI program to Collegiate, all boundaries remain as is.

Option 2 – FI Grades 5-8 Move from Eastdale to Collegiate in September 2025

- FI grades 5-8 move from Eastdale to Collegiate in September 2025
- Projections include allocating 1 class of grade 1 FI at Eastdale as per process outlined in the French Immersion Procedure under Policy No. 6.10 Student Registration and Admission
- No enrolment impacts at Lake Avenue, South Meadow or Winona
- No change to English boundaries

Upon implementation, option 2 would increase Collegiate's enrolment from 492 to 598 and would result in 4-5 portables on site in 2025. Eastdale's enrolment would decrease in 2025, mitigating the need for additional portables. Upon full implementation in 2028, Collegiate's enrolment is projected to be 693 and there would be 7-8 portables on site. In 2028, Eastdale's enrolment is projected to be 744 and the school would be using 8 portables. Please see figure 7 below which outlines the current and projected enrolment for option 2. The figure also illustrates the projected number of portables on site for the next 5 years, the facility capacity and utilization with and without portables.

School	OTG	Program	2024	2025	2026	2027	2028	2029
Collegiate	495	English	492	498	512	527	536	547
		French	0	101	132	156	157	144
		Total	492	598	644	683	693	691
	Utilization		99%	121%	130%	138%	140%	140%
	Projected Portables		0	4	6	7	8	8
	Total Capacity		495	587	633	656	679	679
	Utilization with Portables		-	102%	102%	104%	102%	102%

School	OTG	Program	2024	2025	2026	2027	2028	2029
Eastdale	565	English	624	655	632	632	641	653
		French	239	144	125	102	91	91
		Total	863	799	757	734	733	744
	Utilization		153%	141%	134%	130%	130%	132%
	Projected Portables		10	9	8	8	8	8
	Total Capacity		795	772	749	749	749	749
	Utilization with Portables		109%	104%	101%	98%	98%	99%

Figure 7: Option 2 Enrolment Projections

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Transportation

Option 2 would result in two additional bus runs at Collegiate in 2025 and a potential bus run reduction at Eastdale beginning in 2025. The potential reduction at Eastdale would be based on student locations and bus run scheduling in 2025.

No map provided. Since option 2 recommends moving a portion of the existing FI program to Collegiate, all boundaries remain as is.

Option 3 – Move Southwest portion of Eastdale English boundary to Collegiate in 2025

- Phase in with Grades JK-5 in 2025 (current JK-4)
- Current grades 5, 6 & 7 remain at Eastdale
- No enrolment impacts at Lake Avenue, South Meadow or Winona
- Projections include allocating 1 class of grade 1 FI at Eastdale as per process outlined in the French Immersion Procedure under Policy No. 6.10 Student Registration and Admission

Upon implementation, option 3 would increase Collegiate's enrolment from 492 to 555 and would result in 4-5 portables on site in 2025. Eastdale's enrolment would decrease in 2025, mitigating the need for additional portables. Upon full implementation in 2028, Collegiate's enrolment is projected to be 615 and there would be 5-6 portables on site. In 2028, Eastdale's enrolment is projected to be 818 and the school would be using 10 portables. Please see figure 8 below which outlines the current and projected enrolment for option 3. The figure also illustrates the projected number of portables on site for the next 5 years, the facility capacity and utilization with and without portables.

School	OTG	Program	2024	2025	2026	2027	2028	2029
Collegiate	495	English	492	555	577	599	615	625
		French	0	0	0	0	0	0
		Total	492	555	577	599	615	625
	Utilization		99%	112%	116%	121%	124%	126%
	Projected Portables		0	4	4	5	5	5
	Total Capacity		495	587	587	610	610	610
	Utilization with Portables		-	94%	98%	98%	101%	102%

School	OTG	Program	2024	2025	2026	2027	2028	2029
Eastdale	565	English	624	598	567	560	562	575
		French	239	245	257	258	248	235
		Total	863	843	824	818	811	811
	Utilization		153%	149%	146%	145%	144%	143%
	Projected Portables		12	12	11	10	10	10
	Total Capacity		841	841	818	795	795	795
	Utilization with Portables		103%	100%	101%	103%	102%	102%

Figure 8: Option 3 Enrolment Projections

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Appendix A – East Hamilton and Lower Stoney Creek Boundary Review – Final ReportTransportation

Option 3 would result in one additional bus run at Collegiate in 2025 and a potential bus run reduction at Eastdale beginning in 2025. The potential reduction at Eastdale would be based on student locations and bus run scheduling in 2025.

Approximately 89% of impacted students residing in the option 3 boundary change area are within walking distance of Collegiate, leaving only 11% outside of walking distance. Students would be required to cross Queenston Road to walk to Collegiate, which was a concern voiced by the community and Advisory Panel. There are multiple controlled crossings along Queenston Road within the proposed boundary change including Queenston Road at Lake Avenue North, Queenston Road at Donn Avenue, and Queenston Road at Gray Road. Hamilton-Wentworth Student Transportation Services (HWSTS) identified that there are no hazards or restrictions in place with regard to crossing Queenston Road. Other boundaries including Eastdale's French Immersion boundary and South Meadow's English boundary both involve crossing Queenston Road in a similar location.

Map

Please see figures 9 and 10 on the following page which illustrate the proposed boundary change area in blue. The existing English program boundaries are illustrated by the black lines.

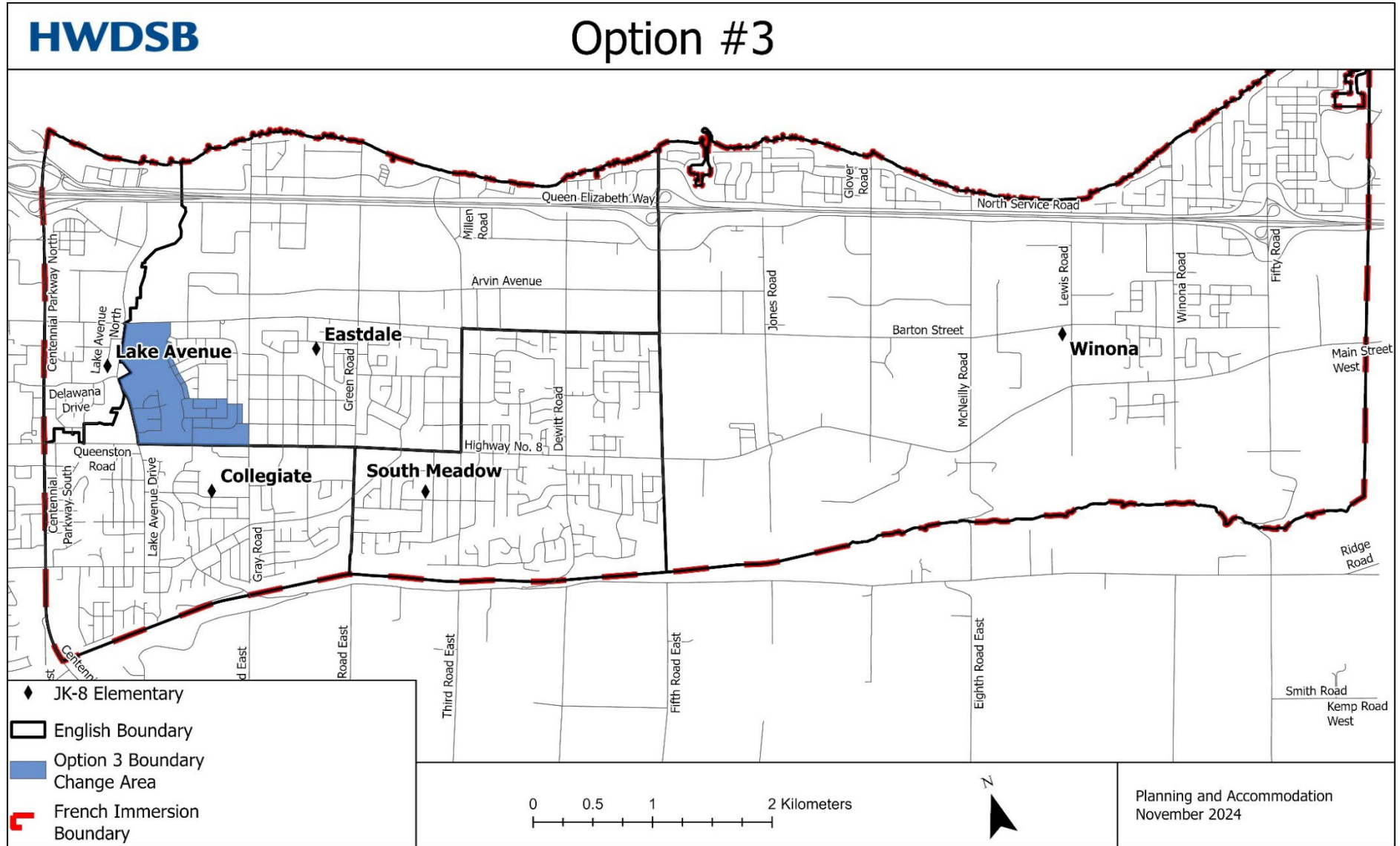


Figure 9: Option 3 Map

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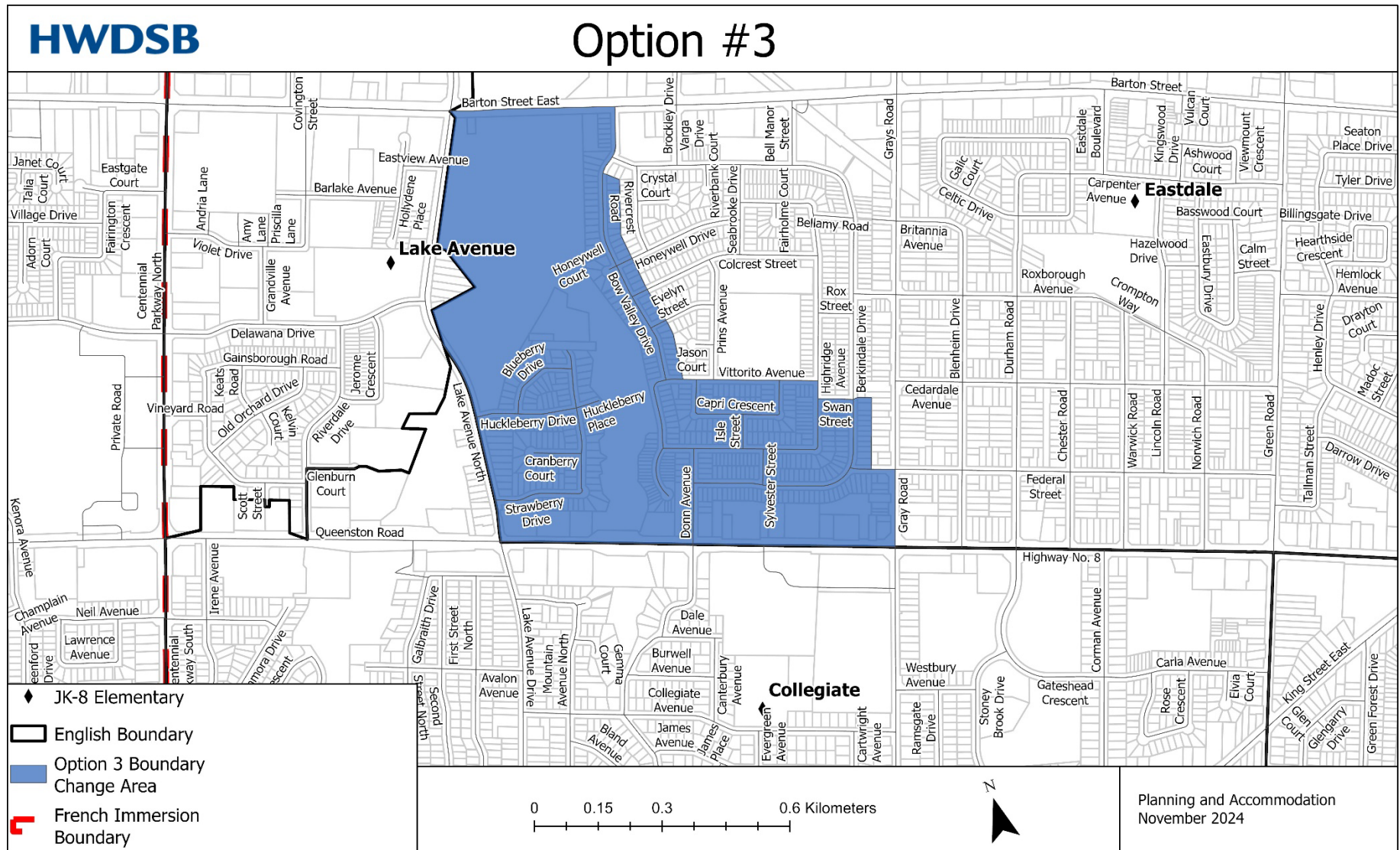


Figure 10: Option 3 Boundary Change Area Map

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Appendix A – East Hamilton and Lower Stoney Creek Boundary Review – Final Report

Option 4 – Move Northwest portion of Eastdale English boundary to Collegiate in 2025

- Phase in with Grades JK-5 in 2025 (current JK-4)
- Current grades 5, 6 & 7 remain at Eastdale
- No enrolment impacts at Lake Avenue, South Meadow or Winona
- Projections include allocating 1 class of grade 1 FI at Eastdale as per process outlined in the French Immersion Procedure under Policy No. 6.10 Student Registration and Admission

Upon implementation, option 4 would increase Collegiate's enrolment from 492 to 553 and would result in 4-5 portables on site in 2025. Eastdale's enrolment would decrease in 2025, mitigating the need for additional portables. Upon full implementation in 2028, Collegiate's enrolment is projected to be 619 and there would be 5-6 portables on site. In 2028, Eastdale's enrolment is projected to be 806 and the school would be using 10 portables. Please see figure 10 below which outlines the current and projected enrolment for option 4. The figure also illustrates the projected number of portables on site for the next 5 years, the facility capacity, and utilization with and without portables.

School	OTG	Program	2024	2025	2026	2027	2028	2029
Collegiate	495	English	492	553	577	602	619	636
		French	0	0	0	0	0	0
		Total	492	553	577	602	619	636
	Utilization		99%	112%	117%	122%	125%	129%
	Projected Portables		0	4	4	5	5	5
	Total Capacity		495	587	587	610	610	610
	Utilization with Portables		-	94%	98%	99%	102%	104%

School	OTG	Program	2024	2025	2026	2027	2028	2029
Eastdale	565	English	624	599	567	557	558	564
		French	239	245	257	258	248	235
		Total	863	844	823	814	806	800
	Utilization		153%	149%	146%	144%	143%	142%
	Projected Portables		12	12	11	10	10	10
	Total Capacity		841	841	818	795	795	795
	Utilization with Portables		103%	100%	101%	102%	101%	101%

Figure 1111: Option 4 Enrolment Projections

Transportation

Option 4 would result in two additional bus runs at Collegiate in 2025 and a potential bus run reduction at Eastdale beginning in 2025. The potential reduction at Eastdale would be based on student locations and bus run scheduling in 2025. All students within the option 4 boundary change area would qualify for transportation to Collegiate.

Map

Please see figures 12 and 13 on the following page which illustrate the proposed boundary change area in blue. The existing English program boundaries are illustrated by the black lines.

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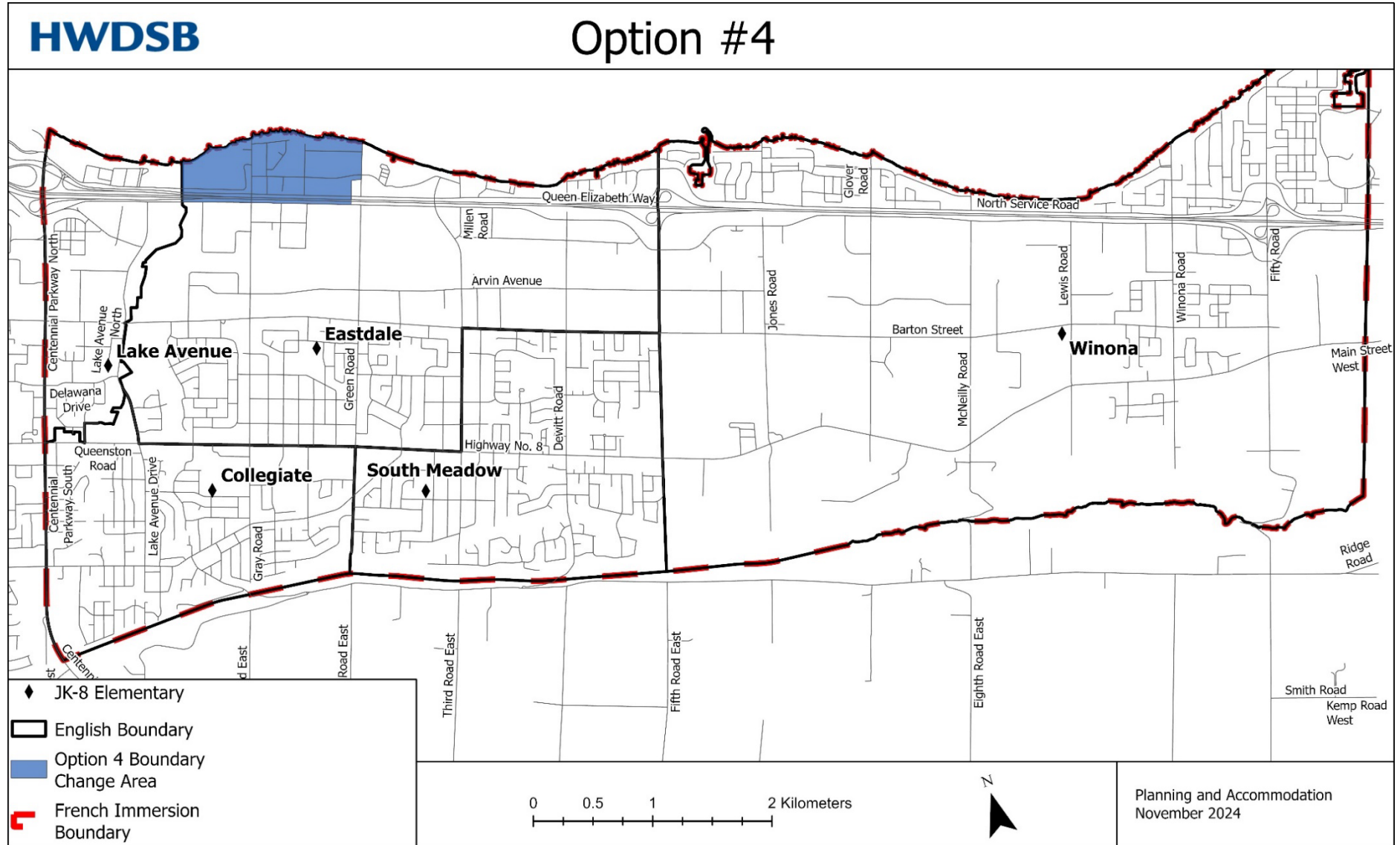


Figure 1212: Option 4 Map

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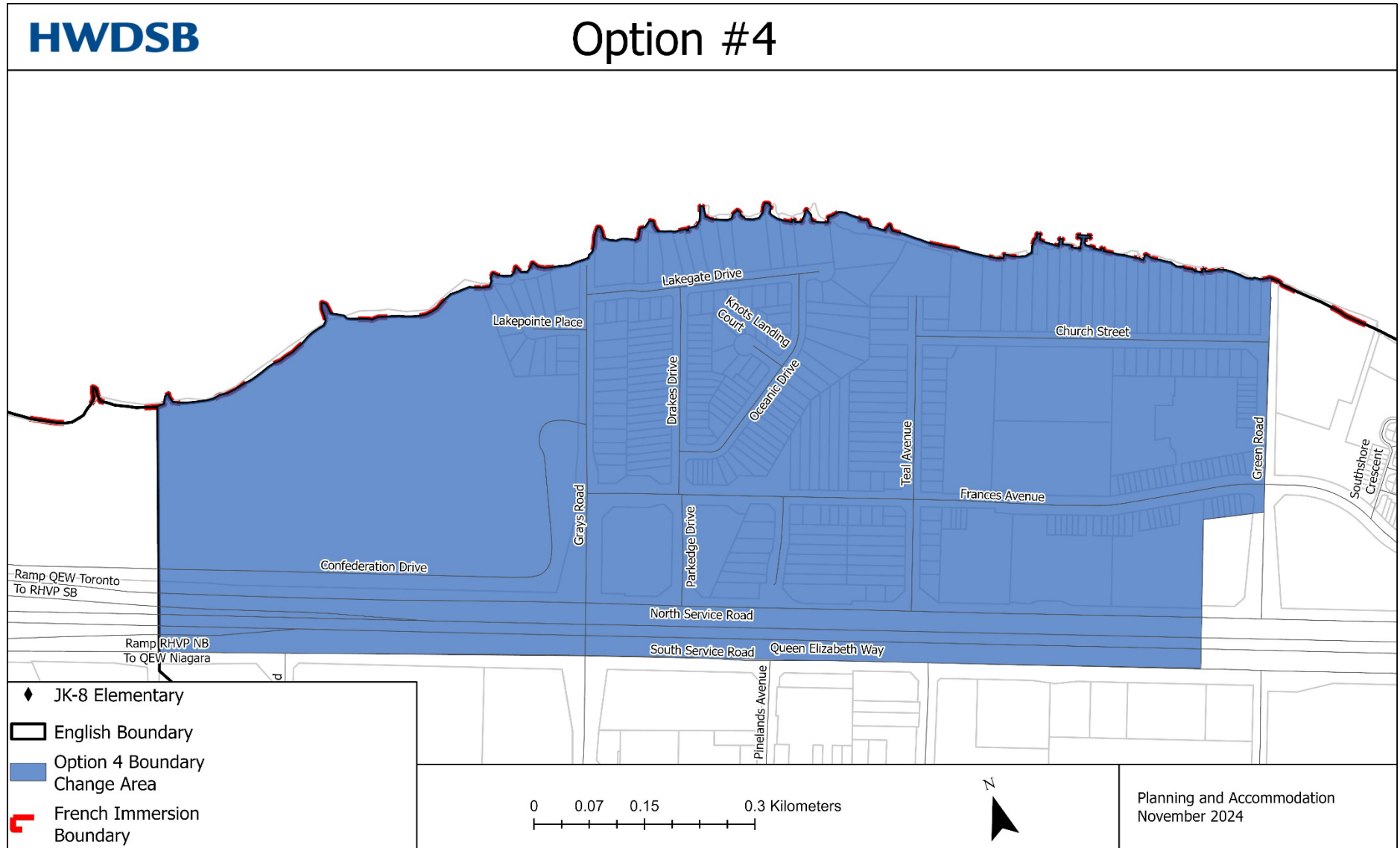


Figure 13: Option 4 Boundary Change Area Map

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Evaluation Criteria

During Advisory Panel meeting #2, boundary option evaluation criteria were discussed, developed, and agreed upon by the Advisory Panel. Evaluation criteria are a framework used to assess and measure the effectiveness of a Boundary Review option. The purpose of evaluation criteria is to ensure that option evaluations are objective and consistent. Each initial option was measured against the evaluation criteria. The evaluation criteria became the tool that allowed the Advisory Panel to determine the best boundary change option for the community.

The Advisory Panel finalized evaluation criteria are as follows:

1. School enrolment does not exceed building and maximum temporary accommodation;
2. Reliance on temporary accommodation is balanced and feasible;
3. Limit the number of moves disruptions/school moves for affected students and families;
4. There should be a balance of French and English program enrolments to foster a successful learning experience for every student based upon HWDSB's elementary program strategy;
5. Minimize students' time on school buses – promote active and sustainable routes to school (consideration for site capacity to accommodate additional bus runs, increased walkability and drop offs); and
6. Availability of Before and After School childcare.

Through discussion at three Advisory Panel meetings, reviewing public feedback, and assessing the options using the evaluation criteria, the Advisory Panel identified that maintaining the grade 1-8 French Immersion program at a single school was a priority. Delivering the program at two separate schools would separate siblings and create potential impacts on programming. For this reason, initial options 1 and 2 were removed from consideration.

Options 3 and 4, which both proposed modifying the English program boundary between Eastdale and Collegiate were discussed more thoroughly and both were considered viable options by the Advisory Panel. Both option 3 and 4 were assessed equally by the Advisory Panel using the evaluation criteria. At the conclusion of Advisory Panel meeting 2, panel members were asked to express their opinion on which option would be preferable at this point in the process. Option 3 was the overall preferred option amongst all the panel members after assessing the options with the evaluation criteria.

Please see the Advisory Panel's option evaluation matrix in figure 12 on the following page.

Advisory Panel Recommended Option

Although both options were considered viable during Advisory Panel meeting 3, after discussion based on feedback from the public meeting, the Advisory Panel came to a consensus on recommending option 4 as written above to the Board of Trustees.

Appendix A – East Hamilton and Lower Stoney Creek Boundary Review – Final Report

Option No.	School	1. School enrolment does not exceed building and maximum temporary accommodation	2. Reliance on temporary accommodation is balanced and feasible	3. Limit the number of moves disruptions/school moves for affected students and families	4. Balance of French and English program enrolments	5. Minimize students' time on school buses	6. Availability of Before and After School childcare
Option 1	Collegiate	✗	-	-	-	-	-
	Eastdale	✗	✓	✗	-	✓	✗
Option 2	Collegiate	✗	✗	-	-	-	✗
	Eastdale	✗	✓	✗	✗	-	✗
Option 3	Collegiate	✓	✓	✓	No Change	✓	✗
	Eastdale	-	-	-	No Change	✓	✗
Option 4	Collegiate	✓	✓	✓	No Change	✓	✗
	Eastdale	-	-	-	No Change	✓	✗
		✓	Consensus meets criteria				
		✗	Consensus does not meet criteria				
		-	No consensus if option does or does not meet criteria				

Figure 14 14: Advisory Panel Initial Option Evaluation Criteria Matrix

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Community Feedback

Online Feedback

Upon the approval of the Boundary Review in June 2024, HWDSB staff provided public access to the East Hamilton and Lower Stoney Creek [EngageHWDSB](#) website. EngageHWDSB allows for community members to provide feedback publicly or privately, review documents, and ask questions. A Frequently Asked Questions page was updated throughout the process by Board staff. All feedback received publicly and privately was summarized for Advisory Panel member review.

Public Meeting

As per HWDSB's Boundary Review Policy, a public meeting was held on November 19, 2024, at Orchard Park Secondary School. The meeting began with a staff presentation. After the presentation, attendees broke into groups to examine the initial options led by facilitators. Facilitators recorded questions, concerns and feedback from the attendees. Resource staff were also available to answer any questions. Poster-sized descriptions and details of the proposed boundary change were posted throughout the cafeteria. Attendees were asked to write any questions, concerns or comments on the posters.

Public Meeting Feedback

Below is a list of themes that emerged from the public meeting:

Switching Schools

- Minimize the number of times students will need to switch schools.
- Students have already been moved:
 - Due to past boundary reviews and closures.
 - In grade 1 due to enrolment in French Immersion.
- Boundary moves will split siblings between schools causing disruption:
 - Due to different busses.
 - Due to different bell times.
 - Due to childcare (older siblings will not be able to care for younger siblings).
- Boundary moves will split up friendship groups and divide neighbourhoods.

Bussing

- Students will be on new or longer bus routes.
- Students who previously did not need to bus will now need to.
- Siblings will be on different busses.

Childcare

- Concerns regarding the availability of Before and After Care and transferring between providers.

Appendix A – East Hamilton and Lower Stoney Creek Boundary Review – Final Report

French Immersion (FI)

- FI resources are already low – including staffing. This will worsen if FI is split up.
- Splitting up FI will isolate classes and leave them unsupported and lacking resources in a new school.
- FI families feel targeted – that a solution will be at their expense.
- Concerns whether younger students will be admitted into FI to join older siblings.
- Concerns that families will pull their students from FI to avoid being involved in a move.

Safety

- Concerns that boundary adjustments will require busy traffic crossings (e.g. Hwy. 8, Queenston Rd., Lake Ave.)
- Will need more crossing guards and reduced speed zones.
- Concerns that additional portables will obstruct sightlines when monitoring outdoor spaces.

The complete analysis [analysis of themes from community feedback](#) document can be viewed online. The document is an overview of the public meeting feedback, email feedback and comments received on EngageHWDSB. The comments were analyzed and themed by the Board's Research and Analytics Department.

Feedback on Final Recommendation

An opportunity for additional feedback on the final recommended boundary change was provided via the EngageHWDSB platform for all community members. The platform was open from January 8, 2025, until January 20, 2025. A summary of the feedback on the final recommendation can be found in the [analysis of themes from community feedback](#) document.

Next Steps:

- Communication to school communities once a final decision has been made by the Board of Trustees.
- Open house March 5th, 2025, at Orchard Park will provide affected school communities with an opportunity to engage in discussion to support and guide the Transition Committee.
- A Transition Committee will be struck, led by the Superintendent and school Principals. The purpose of the Transition Committee is to allow the impacted communities to provide input, advice and recommendations to ensure as smooth a transition for students as possible.
- Careful placement of portables at Collegiate to minimize impact on play yard.
- Continued semi-annual review of enrolments by Planning staff to monitor impact of boundary change at both Collegiate and Eastdale.

Conclusion

At the conclusion of the Boundary Review process, with the support of resource staff, the Advisory Panel favoured option 4 as the final recommendation to the Board of Trustees. While the recommended option 4 is viable, it is recognized that the use of portables will be required to accommodate peak neighborhood enrolment in the Boundary Review study area. Due to recent demographic changes in East Hamilton and Lower Stoney Creek and identified residential development in the Fruitland-Winona area, staff recognize that a new school and additional boundary adjustments will be required in the future.

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HWDSB

FINANCE AND FACILITIES COMMITTEE

January 28, 2025

Interim Financial Status Report – November 30, 2024

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Matthew Gerard, Associate Director, Business Services and Treasurer
Jagoda Kirilo, Senior Manager, Financial Services

Recommendation:

That the Interim Financial Status Report based on information as of November 30, 2024, be received for information.

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;
- Summary of all information presented, in numeric and graph format, with explanations of key variances

The Interim Financial Status Report presented is based on available information and assumptions as of November 30, 2024. Budget to actual trends were reviewed in order to forecast the Boards August 31, 2025, year-end position from a financial, staffing and enrolment perspective. The Interim Financial Status Report is prepared three times a year and presented to Finance and Facilities Committee for review.

Status:

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 31st and March 31st 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 37,950.00 elementary and 14,810.00 secondary students was used to develop the 2024-25 Budget Estimates for Core Education Funding (CORE ED) and to determine staffing levels and expenditures required in the system. October 31, 2024, actual enrolment is now available and has been used to revise the projected enrolment for the 2024-25 school year. The revised elementary enrolment is projected to be 160.50 ADE less than budget, while secondary revised enrolment is projected to be 332.25 ADE less than budget. This decrease is attributed to the following:

- full day kindergarten students as these students are more difficult to plan for,
- retention in the secondary panel from grade 8 to grade 9
- overall decrease in enrolment as a result of students projected from new housing developments that did not come to fruition.

The 2024-25 revised revenue budget shows an increase in projected revenue of \$23.5 million. Operating Grants have increased \$20M over the original estimates due to the Ministry updating the grant benchmarks to reflect expenditures related to Bill 124 & the Remedy compensation as well as the increase in number of ESL students. Since the approval of the budget, the Ministry has announced \$4.4 million in additional responsive education programs (REP) funding that has been included in the revised budget. The additional REP's that make up most of the increased funding include Child & Youth in Care Transportation, Census Update Transition Supports, Implementation Supports for the Revised Provincial Code of Conduct, Professional Development and Cyber Protection Strategy Funding.

Expenditures in the revised budget increased over the original estimates by \$23.5 million. This increase reflects the allocation of the Bill 124 & Remedy funding over the various expenditure categories. An increase in secondary staffing of 13FTE related to ESL Credit Granting and ELD programs at secondary schools, 5.67FTE in reading support, .33FTE reach ahead, 8.34FTE Credit recovery/credit rescue and 2FTE ESL in elementary. Additional expenditures are also included as a result of the announcement of additional REP funding by the Ministry. An additional temporary 10 FTE Designated Early Childhood Educators, 10 Child and Youth Care Practitioners and 1 student nutrition coordinator were hired from January to June with the announcement of the Census Update Transition Supports REP. Offsetting the increases and as a result of the decrease in enrolment, there was a decrease of 7.5 FTE early childhood educators and 14 FTE secondary teachers.

Financial Implications:

As the Financial Status Report in Appendix A shows, the Revised Budget and Forecast is balanced, and no surplus or deficit is projected. The contingency is intact 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.

Strategic Directions:**Building a sustainable Education system.**

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Hamilton-Wentworth District School Board
Interim Financial Report - Based on Information as of November 30, 2024
For the Period Ending August 31, 2025

Summary of Financial Results

	Estimates	Revised Estimates	Forecast	In-Year Change	
				\$	%
Revenues					
Operating Grants	684,092,305	704,046,010	704,046,010	19,953,705	2.9%
Capital & Debt	46,221,081	45,307,847	45,307,847	(913,234)	(2.0%)
Responsive Education Programs	12,520,509	16,950,895	16,950,895	4,430,386	35.4%
Other Revenue	11,680,425	11,669,775	11,669,775	(10,650)	(0.1%)
Total Revenues	754,514,320	777,974,527	777,974,527	23,460,207	3.1%
Expenditures					
Classroom	607,166,100	628,859,808	628,859,808	21,693,708	3.6%
Other Operating	17,311,990	18,472,251	18,472,251	1,160,261	6.7%
Transportation	22,244,719	22,349,555	22,349,555	104,836	0.5%
Pupil Accommodation	106,791,511	107,292,913	107,292,913	501,402	0.5%
Other	1,000,000	1,000,000	1,000,000	-	-
Total Expenditures	754,514,320	777,974,527	777,974,527	23,460,207	3.1%
Surplus/(Deficit)	-	-	-	-	-

Changes in Revenue

Operating Grants have increased \$20M over estimats due to the Ministry updating the Grant benchmarks to reflect expenditures related to Bill 124 & the Remedy compensation. This increase also reflects the impact of the decrease in enrolment of 492.75 ADE. The Responsive Education Program funding has increased \$4.4 M over estimates as additional REP's were announced by the Ministry.

Changes in Expenditure

Expenditures have increased by \$23.5M over estimates. This increase reflects the allocation of the Bill 124 & Remedy funding over the various expenditure categories. Additional expenditures are also expected as a result of the announcement of additional Responsive Education Program funding by the Ministry.

Surplus/(Deficit)

The revised budget filed with the Ministry in December 2024 reflects the decrease in enrolment mitigated by the increase in grant and other revenue and corresponding expenditures. At this time the contingency remains in tact.

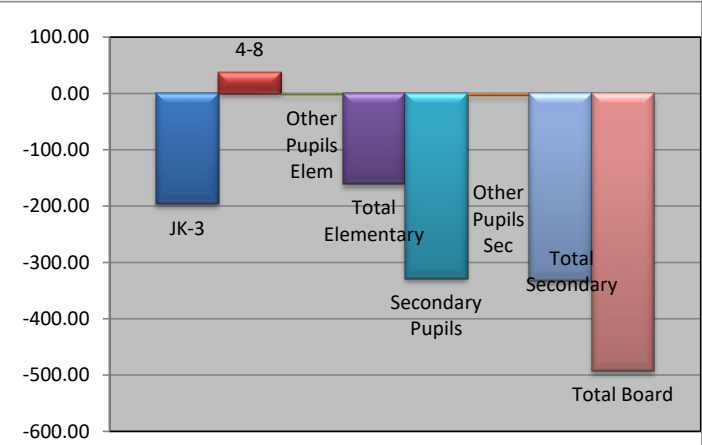
We will continue to monitor the assumptions and information used in compiling this forecast and will revise the forecast as necessary.

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.

Summary of Enrolment

	Estimates	Forecast	Increase (Decrease)	
			#	%
Elementary				
JK-3	18,701.00	18,504.00	(197.00)	(1.1%)
4-8	19,227.00	19,265.50	38.50	0.2%
Other Pupils	22.00	20.00	(2.00)	(9.1%)
Total Elementary	37,950.00	37,789.50	(160.50)	(0.4%)
Secondary <21				
Pupils of the Board	14,671.00	14,342.25	(328.75)	(2.2%)
Other Pupils	139.00	135.50	(3.50)	(2.5%)
Total Secondary	14,810.00	14,477.75	(332.25)	(2.2%)
Total	52,760.00	52,267.25	(492.75)	(0.9%)

Changes in Enrolment: Approved Budget versus Forecast



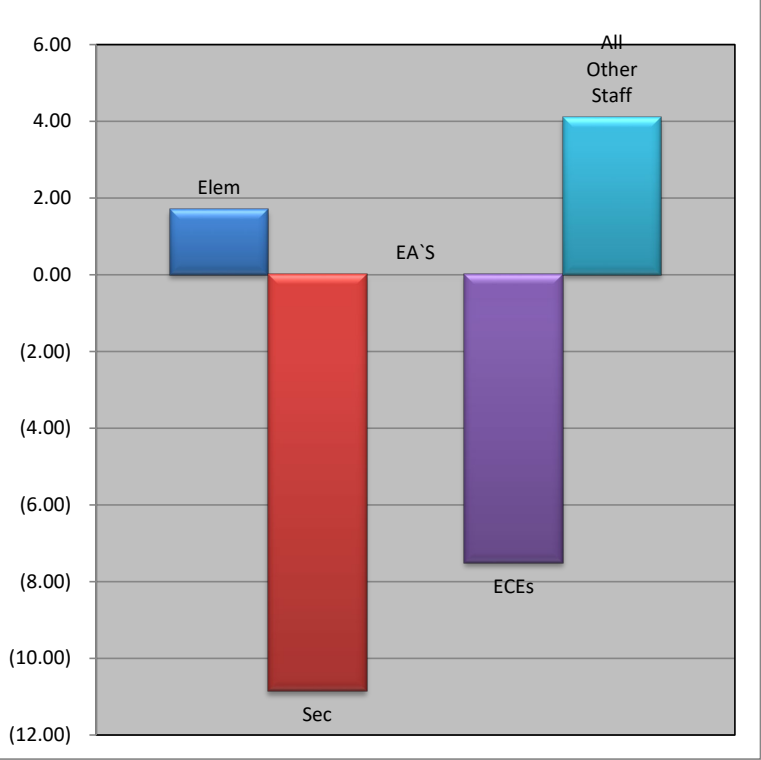
Highlights of Changes in Enrolment:

Elementary enrolment and secondary enrolment is projected to be 158.50 ADE and 328.75 ADE respectively below budget due to a decrease in full day kindergarten students as these students are more difficult to plan for, retention in the secondary panel from grade 8 to grade 9 as well as an overall decrease in enrolment as a result of students projected from new housing developments that did not come to fruition. International students are projected to be 5.50 ADE below the Approved budget projection. When comparing enrolment to the 23-24 actuals, enrolment for 24-25 is up by 80.13 in elementary and 86.04 in secondary.

Summary of Staffing

Full-Time Equivalent	Estimates	Revised	Forecast	Increase (Decrease)	
		Estimates		#	%
Program Instruction					
Program Instruction	5,020.00	5,022.85	5,022.85	2.85	0.1%
Program Support	576.00	569.10	569.10	-6.90	-1.2%
Capital	7.00	7.00	7.00	0.00	0.0%
Total	5,603.00	5,598.95	5,598.95	-4.05	-0.1%

Changes in Staffing: Approved Budget versus Forecast



Highlights of Changes in Staffing:

Secondary teachers reflect a decrease of 10.85 FTE over the Approved budget as the result of the decrease of 332.25 ADE in enrolment in the secondary panel. The number of FTE Early Childhood Educators has been reduced by 7.50 FTE due to the decrease in JK-Grade 3 enrolment (197.00 ADE).



FINANCE AND FACILITIES COMMITTEE

January 28, 2025

Key Parameters and Assumptions to Guide the Development of the 2025-26 Budget

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Matthew Gerard, Associate Director, Business Services and Treasurer
Jagoda Kirilo, Senior Manager, Financial Services

Recommendation:

That the report be received as information by the Committee.

Background:

To provide for the development of the 2025-26 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 2025-26 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	Finance and Facilities committee meetings and budget refinements to reflect new information (if necessary)
By June 30	Approval of budget

The identification of parameters and assumptions to guide the development of the 2025-26 budget are used to prepare the preliminary budget scenario and ensure it aligns with the multi-year strategic plan; remain fiscally responsible and align resource allocation to our school boards priorities 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 2025-26 school year. As the budget development exercise continues, and key information including the 2025-26 Core Education funding announcement is provided, these parameters and assumptions will be reviewed and revised for inclusion in the final budget to be approved by June 30th.

Status:**Enrolment Projection**

The 2025-26 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.

	2024-25 Revised Budget ADE	2025-26 Preliminary Projected Budget ADE	Increase (Decrease) ADE	Increase (Decrease) %
Elementary	37,789.50	37,941.00	151.50	0.40%
Secondary	14,477.75	14,607.00	129.25	0.89%
Total	52,267.25	52,548.00	280.75	0.54%

Revenues

Core Education Funding will be calculated to reflect central collective agreement changes with no other projected change in the total grant base: subject to Ministry confirmation.

Expenditure

- 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 Mission, Values, Strategic Directions 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 requirements and the Ministry's renewed enveloping framework, ensuring care is exercised 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.

Financial Implications:

There are no financial implications as a result of this report.

Strategic Directions:**Upholding Human Rights, Safety and Well-Being**

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families & Communities

We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities and supporting a robust workforce.

Reinforcing Indigenous Educational Wellness and Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.



FINANCE AND FACILITIES COMMITTEE

January 28, 2025

Development of Budget Priorities for Consultation Purposes to Guide the 2025-26 Budget Development

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Matthew Gerard, Associate Director, Business Services and Treasurer
Jagoda Kirilo, Senior Manager, Financial Services

Recommendation:

That the budget priorities be approved for public consultation.

Background:

During previous budget cycles, the Board approved budget priorities to assist in the development of the next year's budget. Considering the development of the Board's 2023-2028 Multi-Year Strategic Plan in 2023 and the extensive consultation related to its development, the Board has not consulted specifically on budget priorities for the past several years. Since this time, Trustees and staff have ensured that the budget priorities support the strategic directions.

Status:

HWDSB is in the implementation phase of its 2023-2028 Multi-Year Strategic Plan. It is important to consult with community to solicit feedback on the HWDSB's strategic goals and how the budget may support achieving them.

The goals of a public consultation on the 2025-2026 budget are as follows:

- To obtain feedback from the community on the HWDSB's strategic goals;
- To garner feedback from the community on where the HWDSB might allocate resources at its discretion; and

Staff intend to use the strategic goals as the basis of the feedback solicited through the survey. The strategic goals for the Board Improvement Plan:

- Improve Literacy Achievement for Every Student
- Improve Numeracy Achievement for Every Student

- Improve Preparedness for the Future of Every Student
- Improve Well-Being for Every Student
- Increase Engagement for Every Student

The survey will solicit feedback on the strategic goals in the following general themes:

- Importance of the goal relative to the other goals;
- Areas of investment to support the goals;
- Potential efficiencies or other cost savings that may be leveraged; and
- General feedback on the budget.

The survey results will inform the budget priorities presented to the Board by the end of March 2025 and Board staff will ensure to avoid duplication of other HWDSB surveys (i.e. program review, school climate, safe schools).

Financial Implications:

There are no financial implications as a result of this report.

Strategic Directions:

Upholding Human Rights, Safety and Well-Being

We will support all students and staff to feel safe and secure in our classrooms and school communities.

Providing Equitable Quality Education

We will offer equitable quality educational opportunities to improve student engagement, learning and achievement for future-readiness.

Collaborating with Students, Families & Communities

We will build reciprocal relationships and partnerships to enhance access and engagement for students, families, and communities.

Building a Sustainable Education System

We will adapt to a rapidly changing world through responsible fiscal management, investing equitably in accessible and sustainable facilities and supporting a robust workforce.

Reinforcing Indigenous Educational Wellness and Reconciliation

We will honour our commitment to Truth and Reconciliation by nurturing respectful and reciprocal relationships among Indigenous Peoples and Treaty Partners, and by cultivating intergenerational healing and wellness in a restorative education system.