



PUBLIC AGENDA: 6:00pm

1. Call to Order/Roll Call
2. HWDSB Land Acknowledgement
3. Approval of the Agenda
4. Work Plan 2024-2025
5. NOTICE OF MOTION: Bernie Custis Secondary School Outdoor Space
6. 2025-2026 Capital Budget Update
7. Budget Consultation – Feedback Report
8. Core Education Model Overview
9. Adjournment

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	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)

Notice of Motion: Bernie Custis Secondary School Outdoor Space

Submitted by: Trustee Maria Felix Miller

WHEREAS in 2014 the Board approved the construction of a new north secondary school, Bernie Custis Secondary School, and that the playfield be constructed, in conjunction with the City of Hamilton, on the former Dominion Glass site.

WHEREAS the Board entered into a Joint Development Agreement with the City of Hamilton, in which the Board agreed to share access to Brightside Park artificial turf field, once the former Dominion Glass site was redeveloped, under a licence agreement.

WHEREAS at the time of the Joint Development Agreement, it was expected that the opening of Brightside Park would align with the school opening in 2019, but in the event it was not complete, school access to Tim Horton's Field was to continue through a licence agreement.

WHEREAS the Board continues to experience challenges with uninterrupted and defined access to a sports field, impacting students at Bernie Custis Secondary School.

THEREFORE, BE IT RESOLVED that staff be directed to work with City staff to determine the feasibility of constructing an artificial turf green space in partnership with the City on the existing greenspace immediately adjacent to Bernie Custis Secondary School, which is owned and maintained by the City, and report back.

FURTHER BE IT RESOLVED that staff be directed to engage with City staff to determine the feasibility of Bernie Custis Secondary School being an equal tenant user of Tim Horton's Field, and report back.

FURTHER BE IT RESOLVED that staff be directed to engage with Ministry of Education staff to determine the feasibility of purchasing the property known as King.George.School, for the purpose of constructing an artificial turf field, and report back with findings.



FINANCE AND FACILITIES COMMITTEE

May 6, 2025

2025-2026 Capital Budget Update

Submitted By: Sheryl Robinson Petrazzini, Director of Education

Prepared By: Matthew Gerard, Associate Director, Business Services & Treasurer
David Anderson, Senior Manager, Facility Services
Amie Myszkowski, Manager, Capital Projects

Recommendation:

That the 2025-2026 Capital Budget be approved at a total of \$97,328,000, as identified within Appendix A.

Background:

The Capital Budget is approved by Trustees, through the budget process, on an annual basis, and presented by Staff based on funding availability and anticipated expenditures related to approved projects.

Status:

Staff will continue to improve the learning and working environments across the system to align with the Multi-Year Strategic Plan with a focus on 'Building a Sustainable Education System.' Projects continue to focus on responsible fiscal management, investing equitably in accessible and sustainable facilities, and supporting a robust workforce.

Staff have prepared Appendix A which identifies anticipated expenditures forecast by category. Spending forecasts related to School Renewal Allocation (SRA) and School Condition Improvement (SCI) funding allocations provided as part of the Core Education grant are considering a 3-year historical funding average, as identified in Appendix B. Staff has also included a contingency value through the use of Proceeds of Disposition (POD) in the event there is a funding shortfall outside of the 3-year historical average.

Staff continue to allocate School Renewal projects utilizing the Guiding Principles previously approved by Trustees with a focus on improving learning and working environments. Staff remain committed to seeking feedback through groups such as the Facility Advisory Committee that

consists of members from Hamilton Wentworth Principals Council (HWPC) and meets quarterly throughout the school year.

Financial Implications:

The work completed under the Capital Budget is funded by several sources including School Condition Improvement (SCI), School Renewal Allocation (SRA), Capital Priorities, and Proceeds of Disposition (POD).

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
2025-2026 Budget Estimates
Capital Budget

Construction in Progress	Expenditures	Funding Source					
	Total Estimated Capital Budget	Capital Priorities	Childcare Capital	SRA and SCI	EDC	Proceeds of Disposition	Total Funding Allocated in 2025/26
New Binbrook II Elementary School*	\$ 18,000,000	\$ 18,000,000	\$ -	\$ -	\$ -	\$ -	\$ 18,000,000
New Nash / Upper Stoney Creek Elementary School*	\$ 18,000,000	\$ 15,000,000	\$ 3,000,000	\$ -	\$ -	\$ -	\$ 18,000,000
New Waterdown Elementary School	\$ 18,000,000	\$ 14,000,000	\$ 4,000,000	\$ -	\$ -	\$ -	\$ 18,000,000
Mount Hope ES Addition	\$ 8,500,000	\$ 6,000,000	\$ 2,500,000	\$ -	\$ -	\$ -	\$ 8,500,000
Janet Lee ES Addition*	\$ 4,500,000	\$ 3,000,000	\$ 1,500,000	\$ -	\$ -	\$ -	\$ 4,500,000
Bennetto ES Accessibility Project**	\$ 400,000	\$ -	\$ -	\$ -	\$ -	\$ 400,000	
A.M. Cunningham ES Accessibility Project**	\$ 400,000	\$ -	\$ -	\$ -	\$ -	\$ 400,000	
Parkdale ES Accessibility Project**	\$ 400,000	\$ -	\$ -	\$ -	\$ -	\$ 400,000	
Rosedale ES Gym Addition Project**	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ 250,000	
Eastdale ES Portapak**	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ 250,000	
School Renewal	\$ 28,328,000	\$ -	\$ -	\$ 27,328,000	\$ -	\$ 1,000,000	\$ 28,328,000
Total	\$ 97,028,000	\$ 56,000,000	\$ 11,000,000	\$ 27,328,000	\$ -	\$ 1,000,000	\$ 95,328,000

*Actual spend considers additional funding supported by the Ministry

** Values identified for Proceeds of Disposition were previously approved under the 2024/2025 school year

SCI and SRA Historical Funding

Year	SRA		SCI 70%		SCI 30%		Total SCI	Combined SRA/SCI	
2022-23	\$	8,750,766	\$	12,978,846	\$	5,562,362	\$ 18,541,208	\$	27,291,974
2023-24	\$	8,875,879	\$	12,910,214	\$	5,532,949	\$ 18,443,163	\$	27,319,042
2024-25	\$	8,894,913	\$	12,934,651	\$	5,543,242	\$ 18,478,073	\$	27,372,986

3-Year Average \$ 27,328,001

CATEGORY DESCRIPTION	ESTIMATE BY CATEGORY
ACCESSIBILITY Student Washroom Renovation (bundled with student washroom project) Main Entrance Enhancement & Ramp, main office accessibility and accessible washroom Gym Renovation (stage lift) Universal Washroom	\$ 1,500,000
CHANGEROOMS Secondary Changeroom renovations (multiple year)	\$ 1,250,000
CORRIDOR RENOVATIONS Corridor ceilings & LED lights	\$ 1,750,000
DUST COLLECTORS Dust Collector	\$ 1,000,000
ELECTRICAL UPGRADES Transformer upgrade	\$ 1,250,000
PROGRAM Hospitality	\$ 750,000
GROUND SIGNS Ground Sign	\$ 100,000
GYM RENOVATIONS Gym Renovation (finishes, bundled with stage lift)	\$ 1,750,000
INTERIOR RENOVATIONS AND PAINTING Learning Commons renovation, (bundled w/ washroom phase 2) Main Office, Guidance carpet replacment with tile Grade 9 tech room upgrades & Hair & Asthetics classroom upgrades	\$ 1,300,000
SAFE SCHOOLS Cameras and swipe access	\$ 250,000
MAIN ENTRANCE AND FOYER Main Entrance doors and foyer	\$ 1,500,000
MECHANICAL Temporary Accommodation Strategy - Septic Replacement Gym HVAC - AC retrofit	\$ 2,250,000
MUSIC ROOMS Music room renovations (interior finishes)	\$ 250,000
OTHER Grade 9 tech room upgrades Ebase	\$ 750,000
PAVING AND SITE WORKS Parking lot paving and walkways	\$ 1,000,000
ROOFING Roof replacement - phased Roof replacement - failed roofs	\$ 1,000,000
SECURITY Caretakers Access control Alarm Panel Upgrades Cameras	\$ 250,000
STUDENT WASHROOMS Student Washroom Renovations	\$ 3,400,000
WINDOWS AND EXTERIOR DOORS Window and exterior door Replacement	\$ 2,000,000
GENERAL MAINTENANCE Misc. work Portable moves	\$ 4,000,000
TOTAL SCHOOL RENEWAL	\$ 27,300,000



FINANCE AND FACILITIES COMMITTEE

May 6, 2025

Budget Consultation – Feedback Report

Submitted By: Sheryl Robinson Petrazzini, Director of Education

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

Recommendation:

That the Finance and Facilities Committee receive the 2025-2026 HWDSB Budget Consultation for information.

Background:

At its January 28, 2025 meeting, the Finance and Facilities Committee approved the following budget priorities to be consulted on during the preparation of the 2025-2026 school year budget.

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 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.

Status:

HWDSB's Budget Consultation for the 2025-2026 school year included a survey posted on the HWDSB Engage project page. Visitors to the Engage site totalled 243 while the survey garnered 120 responses. The 2025–2026 HWDSB Budget Consultation engaged community members to better understand their priorities, concerns, and ideas for how the board allocates resources. Respondents were asked to share feedback across several areas—including literacy screening, math resources, student well-being, future

pathways programs, and school environments—as well as offer suggestions to improve transparency and engagement. The consultation closed on March 28, 2025.

Key Takeaways:

- **Strong support** for investment in student-facing roles (e.g., EAs, social workers) and classroom resources.
- **Literacy and math** were identified as foundational and in need of early, targeted support.
- **Student well-being** (mental health, inclusion, nutrition) and **future pathways** (e.g., SHSM, co-op, dual credits) were viewed as critical for engagement and long-term success.
- **Facilities and basic infrastructure** like HVAC and washrooms were seen as essential and non-negotiable.
- Respondents consistently asked for **greater transparency**, clearer communication about the budget, and more opportunities for **meaningful local engagement**.

Detailed responses to the Budget Consultation and analysis by staff are contained in Appendix A to this report.

Using the feedback provided through the Budget Consultation, staff will undertake the following:

- Staff will use this consultation report to inform budget decisions for the 2025–2026 school year.
- Findings will be shared with senior leadership, trustees, and the broader community with an update on the [Engage project page](#).
- Staff will look for ways to increase community engagement with respect to the Ministry of Education’s funding model, specific allocations, and how public feedback influences the development of the HWDSB’s budget.
- In the final 2025/2026 Budget Report, staff will emphasize how the budget reflects its commitment to the Multi Year Strategic Plan and to the feedback provided through public consultation.

Financial Implications:

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

Strategic Directions:

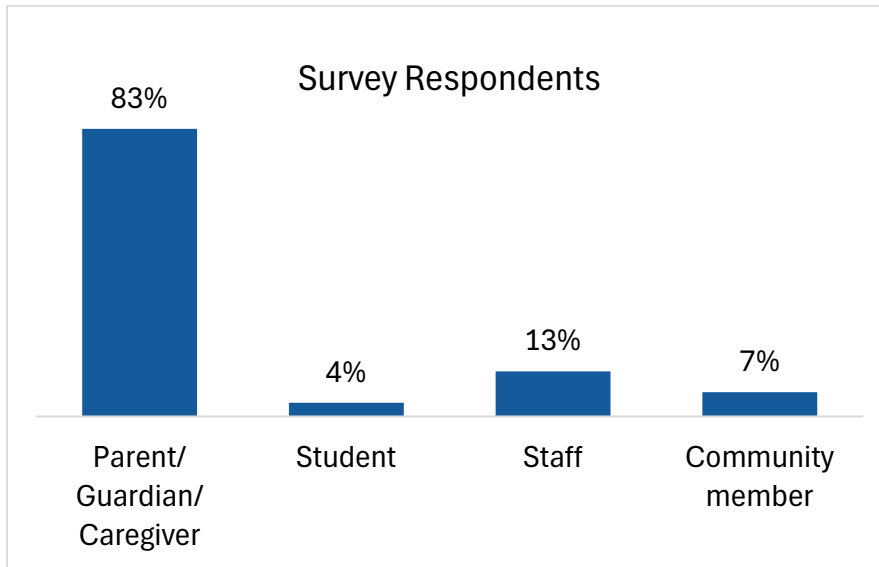
Building a Sustainable Education System

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

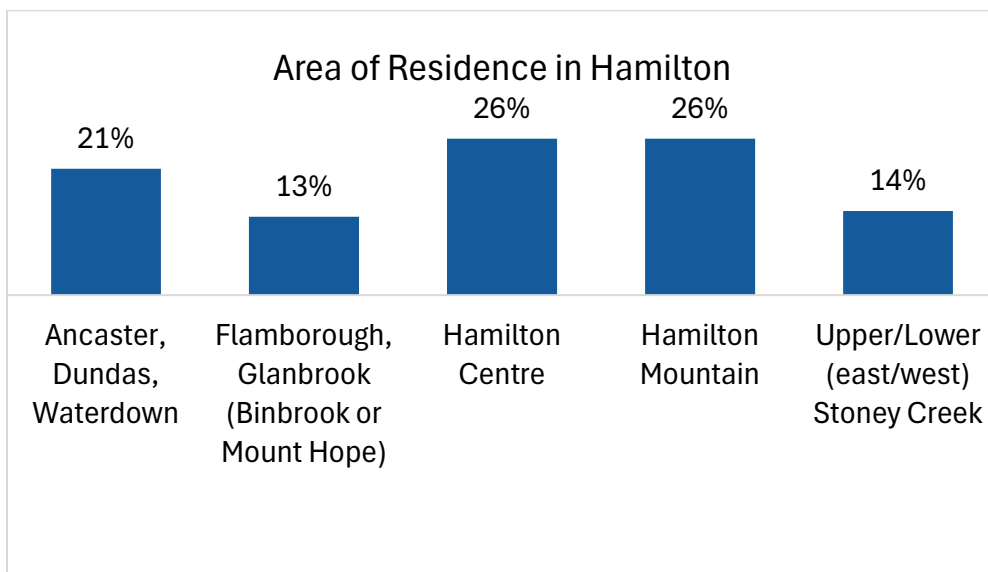
Appendix A

Demographic context

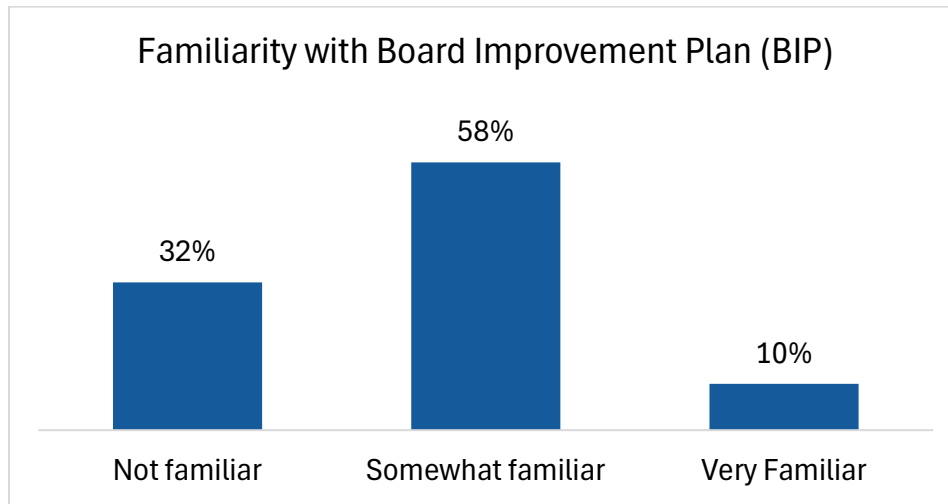
The majority of respondents identified as parents or caregivers, followed by HWDSB staff, and a smaller number of students and community members. Some participants placed themselves in multiple categories (e.g., parents who are also staff), which accounts for the columns adding to a sum greater than 100 percent:



Participants represented a range of geographic areas across Hamilton, including both urban and rural communities:

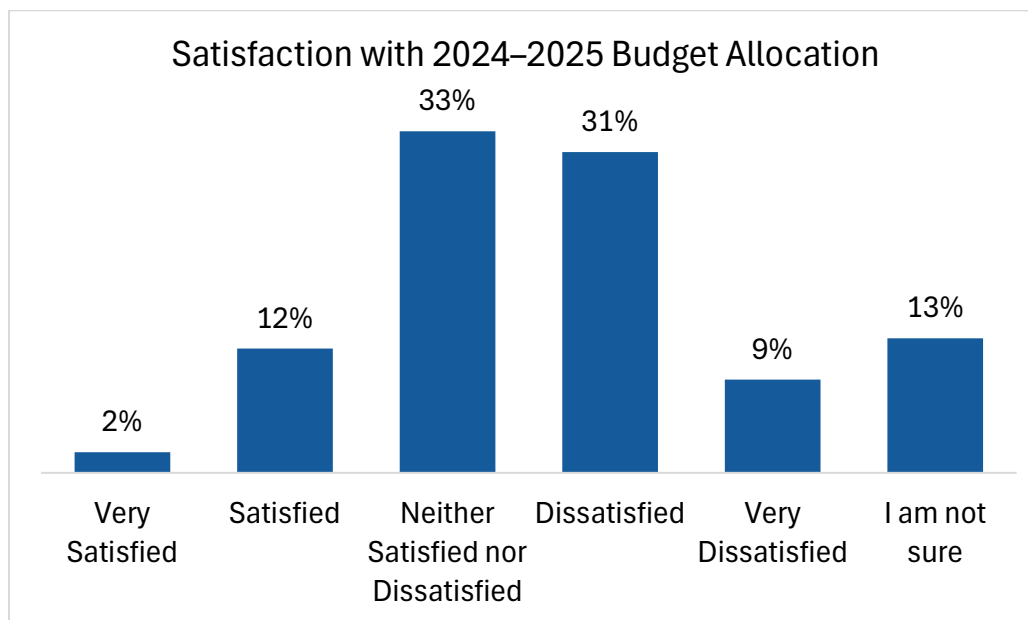


Levels of familiarity with the Board Improvement Plan (BIP) varied, indicating that the consultation reached both highly engaged stakeholders and those newer to board planning processes:



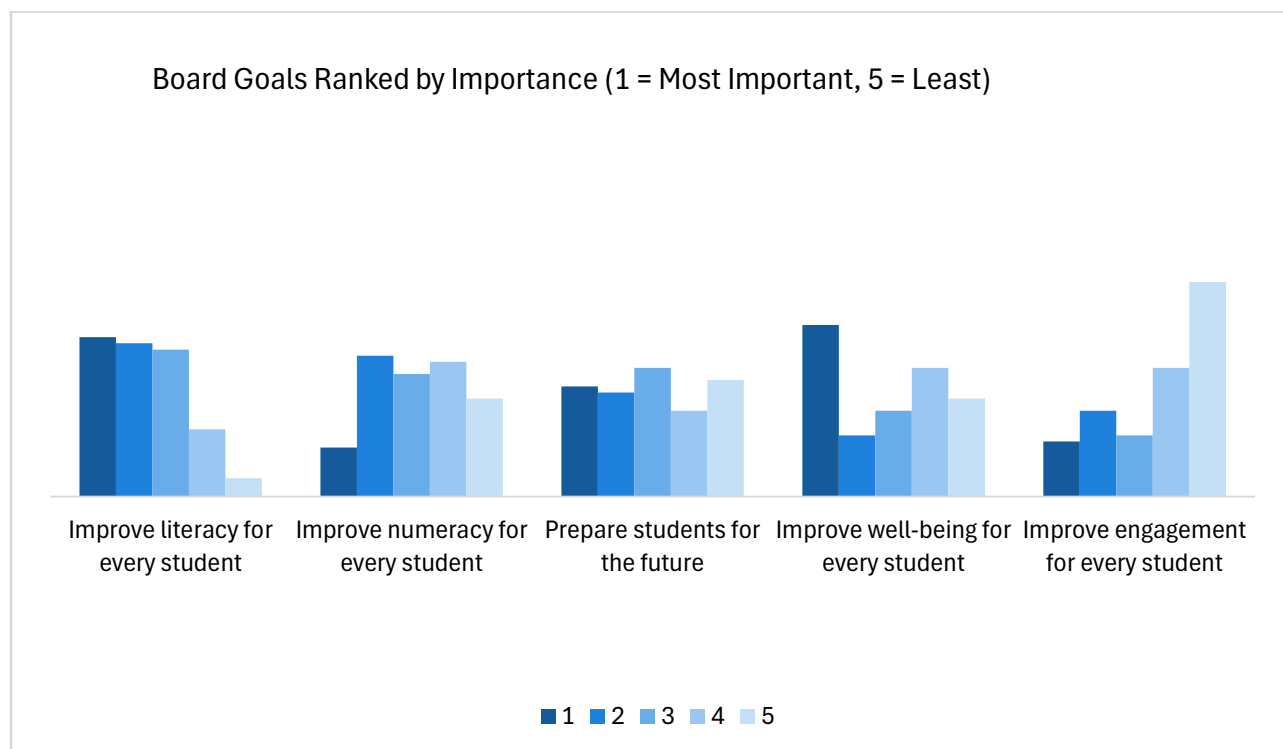
Budget allocation

Responses revealed mixed satisfaction levels with the 2024-2025 budget allocation. The range of responses may point to a need for increased clarity on how funding decisions are made and how they align with student needs and board priorities. This aligns with the feedback expressed in the open-ended responses urging increased transparency and communication.



The following rankings provide insight into the relative importance of HWDSB's five main goals from the perspective of community. Across responses, student well-being, literacy, and future preparedness

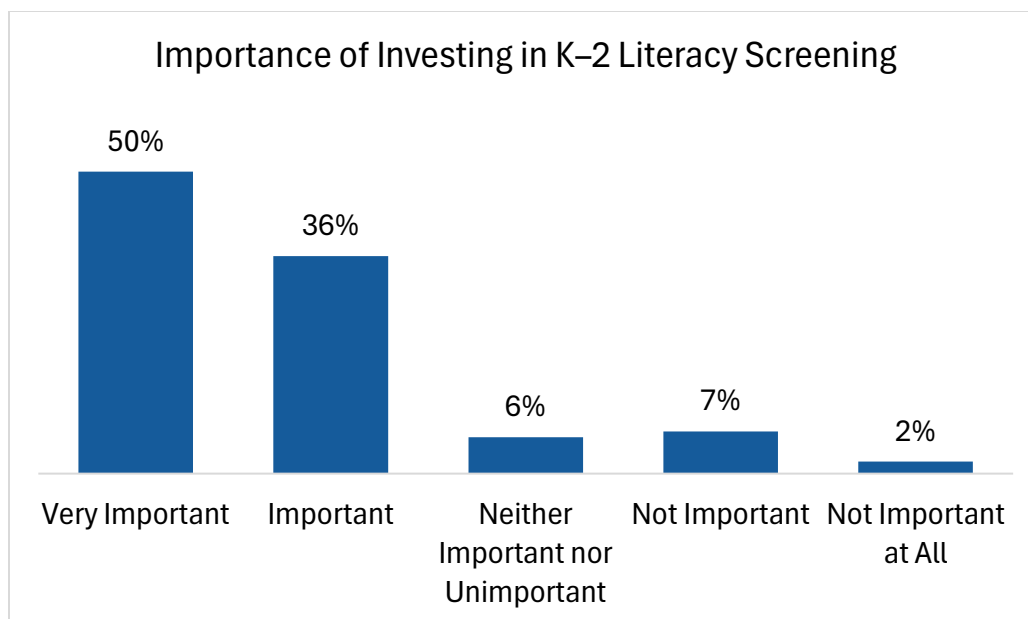
emerged as top priorities. While all five goals were seen as valuable, the responses highlighted where participants believe the greatest investment and attention should be placed:



We asked respondents to express the importance to them of key aspects of Board Improvement Plan goals. For each initiative, a summary of why respondents believe it is important or not important is provided below.

K–2 literacy screening:

Literacy screening in Kindergarten to Grade 2 received strong support from the majority of respondents, with many rating it as an important or very important initiative. The following analysis of comments left by respondents explores why early literacy intervention was viewed as critical, and highlights concerns raised by a smaller group of respondents.



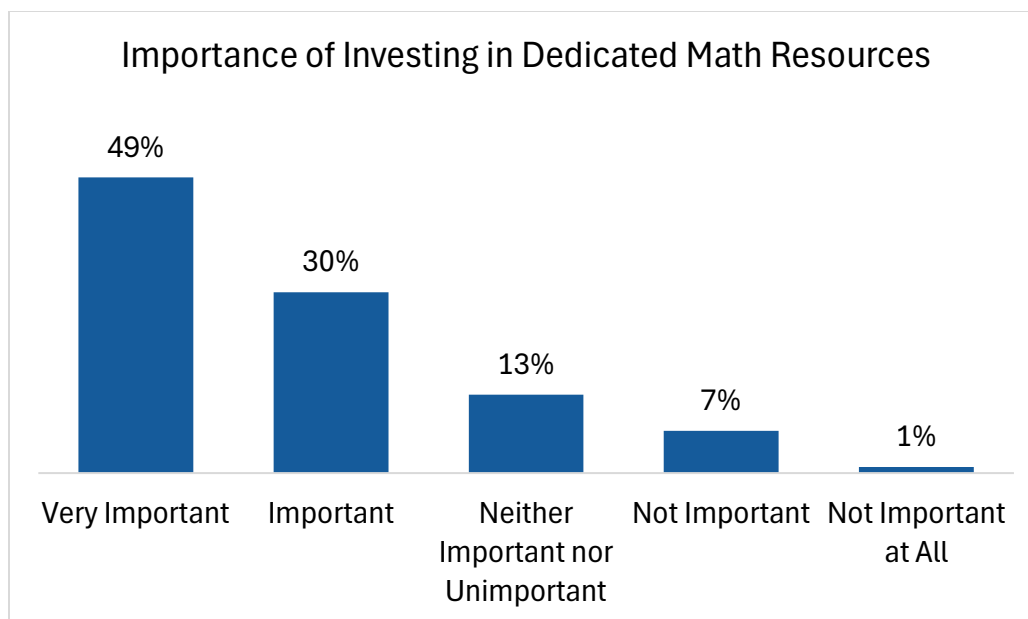
Why respondents believe it is important to invest in K–2 literacy screening

Many respondents strongly support early literacy screening, emphasizing its role in identifying reading challenges before they escalate—especially for multilingual learners and students affected by pandemic-related disruptions. Several saw this as critical to long-term academic success and system-wide equity. In line with Ontario’s *Policy/Program Memorandum 168*, which mandates K–2 early reading screening as of the 2023–24 school year, respondents stressed the need to build trust and buy-in through high-quality tools, clear communication with families, and consistent, meaningful follow-up that leads to real instructional support.

Why some respondents are neutral or oppose investment in K–2 literacy screening

Some respondents questioned the necessity of formal screening, noting that teachers already assess reading informally. The voice concerns about stress, developmental fit, and tool reliability. Others were skeptical of whether screening leads to personalized interventions, and a few suggested redirecting resources toward in-school reading specialists or early social-emotional development.

Dedicated math resources: Dedicated math resources were also highly prioritized, particularly due to widespread concerns about student performance in numeracy. This aligns directly with HWDSB’s Multi-Year Strategic Plan and Board Improvement Plan, which prioritize dynamic learning and numeracy achievement for every student. The following section outlines why math support is seen as a foundational need and summarizes contrasting views on how this support should be delivered.



Why respondents think it is important to invest in dedicated math resources

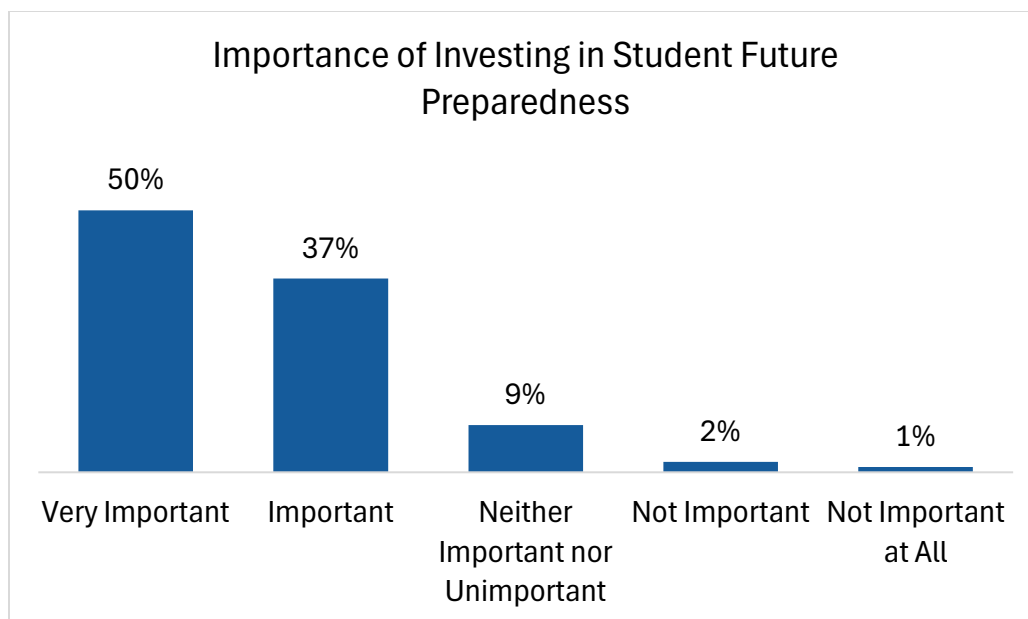
Many respondents emphasized that student performance in math remains below provincial expectations. Math was described as a critical life skill, with calls to ensure students master basic numeracy in the early years. There was strong support for more classroom support (such as math facilitators and hands-on resources) to help meet diverse learning needs.

Why some respondents are neutral or oppose investment in dedicated math resources

Some respondents felt that current instruction is effective and that additional investment should focus on practical tools rather than more personnel. Others wondered about standardized testing and its impact on differentiated instruction. A few suggested literacy should take priority in the early years, or that math beyond foundational skills should be optional. Respondents believe Improvements could be made through communicating learning gaps with families and providing students with more time to practice.

Future preparedness:

Investment in future preparedness programs received broad backing in the quantitative responses, reflecting a desire to see students equipped with real-world skills and diverse post-secondary pathways. This section captures both the enthusiasm for these programs and the perspectives of those who prefer a more balanced approach to curricular investments.



Why respondents think it is important to invest in future preparedness programs (e.g., Apprenticeship, SHSM, Co-op, Dual Credit)

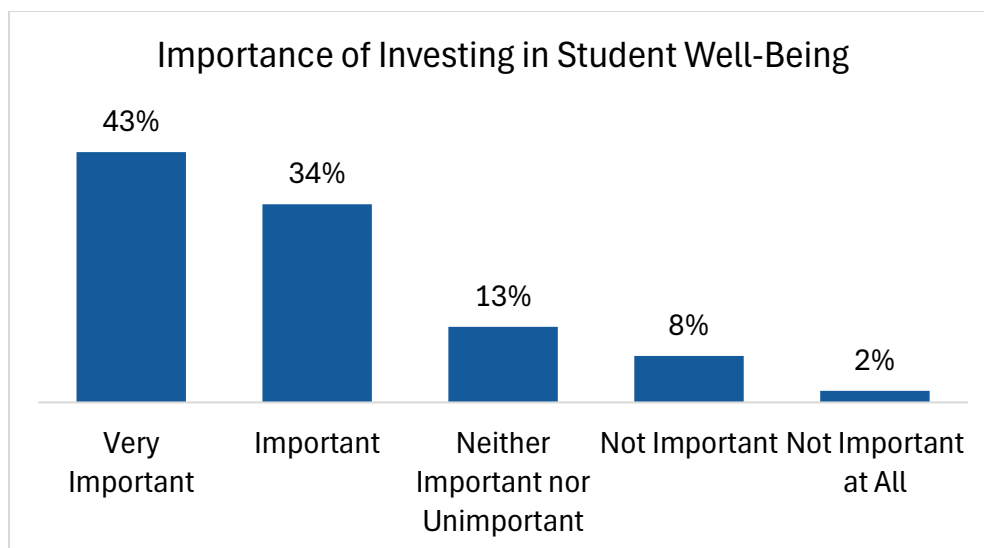
Respondents strongly supported expanding preparedness programs for practical, job-ready skills. They valued life skills development, including financial literacy and basic tasks like cooking, empowering students for independence. Early exposure to career paths was seen as reducing pressure and fostering engagement and critical thinking. There was a call to balance university-centric models with trades, apprenticeships, and college programs. Parents appreciated these programs for promoting self-sufficiency and wanted guidance for students to access available options. Some emphasized balancing pathway opportunities with foundational skills and better support for special education needs.

Why some respondents are neutral or oppose investment in future preparedness programs (e.g., Apprenticeship, SHSM, Co-op, Dual Credit)

A small number of respondents expressed hesitation about the current emphasis on future preparedness programs, particularly SHSM and Co-op, with one parent of high school-aged children questioning their effectiveness and overall value. Another concern was that these programs may be drawing focus or funding away from other important educational areas, such as the arts. These comments reflect a desire for more balanced investment across a range of student interests and learning opportunities, rather than concentrating too heavily on workforce-oriented programming.

Student well-being

Respondents emphasized the importance of investing in student well-being. The qualitative feedback confirmed this urgency, with respondents sharing wide-ranging views on mental health, inclusion, nutrition, and classroom supports.



Why respondents think it is important to invest in student well-being (inclusion, belonging, mattering, mental health, nutrition, etc.)

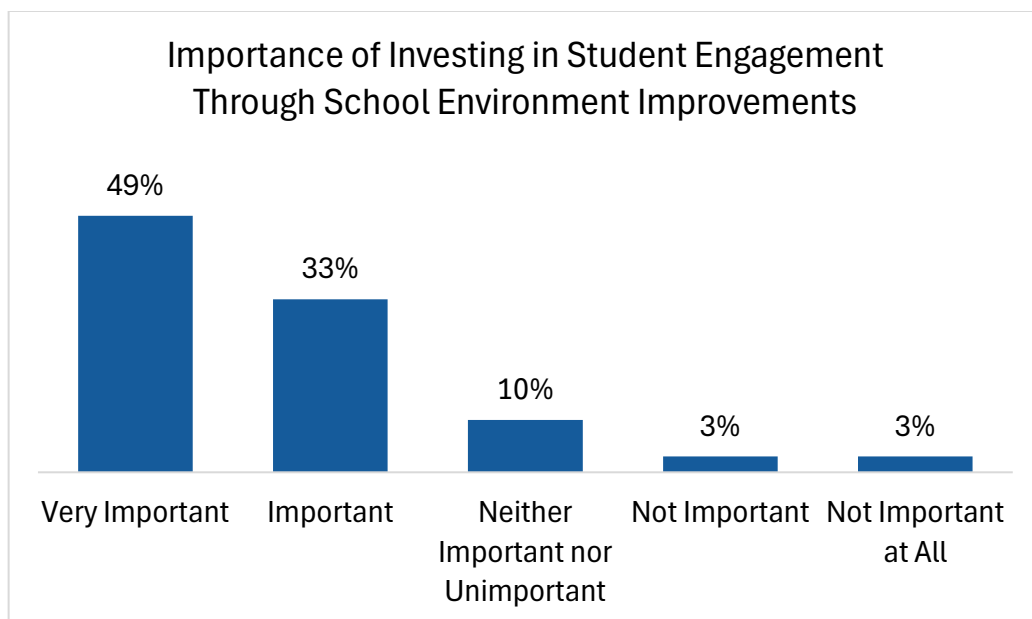
Respondents emphasized that student well-being is crucial for academic success, noting that compromised health impacts learning. They stressed the need for stronger mental health, inclusion, and belonging supports, especially for neurodivergent students. Equity, safety, and emotional connection were seen as essential parts of school culture, with well-being needing daily integration, not occasional attention. Concerns were raised about nutrition, with calls for healthier options. Respondents also highlighted a need for more staffing, especially EAs and social workers, and emphasized early intervention, better support for disruptive behaviors, adapted environments for Special Education needs, and stronger home-school collaboration on student well-being.

Why some respondents are neutral or oppose investment in student well-being (inclusion, belonging, mattering, mental health, nutrition, etc.)

Some respondents questioned grouping inclusion, belonging, and “mattering” with mental health and nutrition under student well-being. Many emphasized prioritizing core learning recovery over broad wellness initiatives. Others felt well-being support should come from trained professionals, not overburdened teachers. There was skepticism about the authenticity of inclusion messaging and a call for more evidence-based practices and stronger family involvement in supporting student mental health.

School environments:

Support for improvements to school environments—including building maintenance, HVAC systems, accessibility, and safety—was also high.



Why respondents think it is important to invest in school environments (building repairs, HVAC, washrooms, equity, accessibility, anti-Racism, safe schools, etc.)

Respondents broadly supported investment in school environments, especially in areas that directly impact student health, safety, and dignity. Many emphasized that functioning HVAC systems, clean and safe washrooms, and basic infrastructure are fundamental to learning and should not be considered optional. Poor air quality, extreme temperatures, and unsanitary bathrooms were cited as daily challenges that hinder student well-being and focus. Equity, inclusion, and safe school initiatives were also seen as critical, with respondents linking belonging and emotional safety to academic engagement and motivation. Some called for clearer accountability around school safety, behavior management, and expanded student engagement through extracurricular opportunities.

Why some respondents are neutral or oppose investment in school environments (building repairs, HVAC, washrooms, equity, accessibility, anti-racism, safe schools, etc.)

Among respondents who were neutral or opposed to this investment area, there was strong support for maintaining and upgrading core infrastructure, such as HVAC systems, building repairs, and washroom enhancements. These were viewed as essential to student well-being and learning. Some respondents emphasized that physical upgrades should be prioritized over broader initiatives unless there is clear evidence that those investments directly support student outcomes in academics, safety, or health. The feedback reinforces the importance of focusing on infrastructure improvements that are measurable, high-impact, and clearly linked to learning environments.

Community Feedback on Budget Transparency and Engagement

Respondents were asked if they had specific suggestions for how HWDSB can promote budget transparency and engage communities to discuss the impacts of budgeting. Many emphasized the importance of clear, accessible communication about how budget decisions are made, with requests for school-specific information, breakdowns of spending categories, and stronger links between budget allocations and board priorities. Respondents expressed a strong desire for more meaningful engagement opportunities that show how community feedback directly informs and shapes budget priorities. Strengthening transparency and public trust was widely seen as an opportunity to build a stronger, more collaborative relationship between HWDSB and its communities.

Alongside calls for transparency, respondents prioritized greater investment in frontline staffing—such as educational assistants, social workers, and classroom teachers—as well as improvements to school infrastructure, safety, and mental health supports. Many emphasized the need for long-term planning and equitable resource distribution, particularly between rural and urban schools. Strengthening trust through visible action on community feedback was seen as key to building stronger partnerships with families.



FINANCE AND FACILITIES COMMITTEE

May 6, 2025

Core Education Model Overview

Submitted By: Sheryl Robinson Petrazzini, Director of Education

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

Recommendation:

That the Finance and Facilities Committee receive the Core Education Model Overview Report for information. ☐

Background:

Hamilton-Wentworth District School Board receives most of its operating revenue through the Core Education Funding. Funding is provided through the following allocations:

- Classroom staffing
- Learning resources
- Special Education
- School Facilities
- Student Transportation
- School board administration

Information about the Core Education Funding is provided to school boards through a series of memoranda to the sector. For the 2024/2025 school year, the following memoranda were issued.

- Memorandum 2024 B05: [2024–25 core education funding \(formerly Grants for Student Needs\)](#) (PDF)
- Memorandum 2024 B06: [2024–25 responsive education programs \(formerly Priorities and Partnerships Funding\)](#) (PDF)
- Appendix A — [School board funding allocations](#) (PDF)
- Memorandum 2024 B07: [Student transportation — core education funding 2024–25](#) (PDF)

- Memorandum 2024 B08: [Capital funding for the 2024–25 school year](#) (PDF)
- Memorandum 2024 B09: [2024–25 math and literacy supports](#) (PDF)
- Memorandum 2024 B13: [2024–25 Core Education Funding \(Core Ed\) and Related Regulations](#) (PDF)

The following resources provide additional information about the Core Education Funding for the 2024-2025 school year:

- [Technical guide for school boards, 2024-2025](#) contains information about the Core Education Funding, its purpose, associated formulas, and other criteria for funding to school boards.
- Special Education Funding is described in this simplified overview of [Special Education Funding](#).
- The [Education Capital Policies and Programs Manual](#) provides guidance to school boards capital funding programs including processes and accountability measures.

Status:

As of May 2, 2025, the Core Education Funding for the 2025-2026 school year has not been released to the sector. The Ministry of Education has not communicated a release date for the Core Education Funding for the 2025-2026 school year.

Financial Implications:

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

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.