

REGULAR BOARD MEETING  
REVISED AGENDA

Date: Tuesday, January 5, 2016  
Time: 7:30 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

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1. Call to Order	
1.1 Opening Prayer: J. Brown	
1.2 Motions Adopted In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
5. Delegations	
6. Approval of Minutes	
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10.1 Student Trustee Update (M. Zapata)	
10.2 School Educational Field Trips (T. Pinelli)	118 - 119
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12.	Correspondence	
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer: J.M. Rowe	

*Subject to approval*

## MINUTES OF THE REGULAR BOARD MEETING

Date: December 15, 2015  
Time: 7:00 pm  
Location: Catholic Education Centre - Board Room  
802 Drury Lane  
Burlington, Ontario

Members Present	A. Danko	A. Quinn
	H. Karabela	D. Rabenda
	J. Michael	J.M. Rowe
		S. Trites

Members Excused	A. Iantomasi	P. Marai
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Student Trustees	J. Brown	M. Zapata
	C. Kemeni	

Staff Present	B. Browne	C. McGillicuddy
	C. Cipriano	L. Naar
	G. Corbacio	<b>J. O'Hara</b>
	P. Dawson, Secretary of the Board	T. Overholt
	P. McMahon	T. Pinelli
		A. Prkacin

Also Present

A. Bartucci, Strategic Communications Officer  
L. Beraldo-Turner, Vice President, OECTA Secondary Unit  
J. Chanthavong, Financial Analyst  
L. Collimore, Chief Officer, Research and Development Services  
N. March, President, OECTA Elementary Unit  
R. Negoï, Senior Administrator Financial Services, Business Services  
A. Swinden, Administrator, Strategic Communications Services  
K. Yanchus, Media  
Students, parents and school staff – *Keep the Christ in Christmas*

1. Call to Order  
The Chair called the meeting to order.

1.1 Opening Prayer: C. Kemeni  
The meeting opened at 7:30 p.m. with a prayer led by C. Kemeni.

1.2 Motions Adopted In-Camera

1.3 Information Received In-Camera

Retirements

Debbie Guerin and Marie-Joanne Vogt effective January 31, 2016 and Christopher Hinton effective March 31, 2016.

## 2. Approval of the Agenda

#14/16

*Moved by: J.M. Rowe**Seconded by: H. Karabela**RESOLVED, that the agenda be accepted as presented.**CARRIED*

## 3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

## 4. Presentations

## 4.1 "Keeping Christ in Christmas" Student Contest (A. Swinden)

A. Swinden welcomed students and parents and provided background information regarding the student contest which is in its 3<sup>rd</sup> year. One thousand entries have been submitted over the past three years, of which 200 hundred art work submissions, 19 videos and 10 original songs were received this year. A. Swinden reviewed the change in the format from previous years. A. Bartucci provided information regarding the submission process, the judging process and the on-line voting process.

The six contest finalists were acknowledged by the Chair of the Board and the Director of Education and received a \$100 gift card as well as a certificate of appreciation. They included: *Livia Aguiar-Hawksby*, a grade 4 student at St. Joseph Catholic Elementary school; *Amelia Belobradic*, a Grade 2 student at St. Matthew Catholic Elementary School in Oakville; *Ethan Henry*, a Grade 6 student at St. Christopher Catholic Elementary School in Burlington; *Katherine Bernacki*, a Grade 12 student at Christ the King Catholic Secondary School in Georgetown; *Oluwateleola (Tele) Fagbure*, a Grade 11 student at Jean Vanier Catholic Secondary School in Milton; and *Evelyn Vieira*, a Grade 11 student at Jean Vanier Catholic Secondary School in Milton.

A. Belobradic, accompanied by her father on the guitar, performed her song "Baby Jesus of the Lord"; and K. Bernacki, performed her song "Praised". Trustees also viewed the video created by E. Henry. The artwork of all other finalists was circulated.

N. March, President, OECTA Elementary congratulated all recipients and announced the elementary school winner, Livia Aguiar-Hawksby and presented her with an iPad mini.

L. Beraldo-Turner, Vice President of OECTA Secondary, congratulated all recipients and announced the online secondary school winner, Evelyn Vieira, and presented her with an Apple Watch.

A. Bartucci thanked both OECTA Elementary and OECTA Secondary units for their support and sponsorships of the contest through the generous donation of the iPad mini and Apple Watch for the student recipients.

J. Michael, Chair of the Board, acknowledged all student participants for the tremendous response, their stellar talents and excellent work submitted.

## 5. Delegations

There were no delegations.



6. Approval of Minutes
  - 6.1 Minutes of the December 1, 2015 Board Meeting  
#15/16  
*Moved by:* J.M. Rowe  
*Seconded by:* H. Karabela  
*RESOLVED*, that the minutes of the December 1, 2015 Regular Board Meeting be approved as presented. *CARRIED*
  - 6.2 Minutes of the December 8, 2015 Special Board Meeting  
#16/16  
*Moved by:* S. Trites  
*Seconded by:* D. Rabenda  
*RESOLVED*, that the minutes of the December 8, 2015 Special Board Meeting be approved as presented. *CARRIED*
7. Business Arising from Previous Meetings
  - 7.1 Summary of Outstanding Items from Previous Meetings  
The Summary of Outstanding Items from Previous Meetings was received as information.
8. Action Items
  - 8.1 Policy V-09 Public Concerns Complaint Process (2nd Reading) (P. Marai)  
#17/16  
*Moved by:* D. Rabenda  
*Seconded by:* H. Karabela  
*RESOLVED*, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy V-09 Public Concerns Complaint Process at Second Reading. *CARRIED*
  - 8.2 Amendments to Board By-Laws (P. Marai)  
#18/16  
*Moved by:* A. Quinn  
*Seconded by:* H. Karabela  
*RESOLVED*, that the Halton Catholic District School Board approve the amendments to the Board By-Laws. *CARRIED*
  - 8.3 Policy 1-02, Records and Information Management; Policy I-07, Protection and Privacy and Policy I-30, Video Surveillance - First Reading (P. Marai)  
Staff acknowledged that stakeholder consultation will take place following first reading. The Policies will be brought to the Board for 2<sup>nd</sup> reading in February.  
  
#19/16  
*Moved by:* D. Rabenda  
*Seconded by:* H. Karabela  
*RESOLVED*, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Board Policy I-02 Records and Information Management, Policy I-07 Protection of Privacy and Policy I-30 Video Surveillance at first reading. *CARRIED*

8.4 2015-2016 Revised Budget Estimates including September 1, 2015 to November 30, 2015 Actuals (P. McMahon)

P. McMahon informed trustees that the Revised Budget Estimates are due to the Ministry on December 15, 2015 and noted that the numbers in the report are to be amended by the Ministry of Education as a result of recent settlements. He drew their attention to several components of the report and noted that the budget is compliant with the requirements of the Ministry. P. McMahon highlighted the circumstances and various expenditures that have led to a projected \$1.95 million shortfall and listed a number of areas where increases to revenues are expected, which will reduce the projected deficit accordingly. He assured trustees that staff is committed to balance the budget and identified additional steps they will be taking towards achieving that goal.

P. McMahon pointed out that the expenses related to sick leave and benefit costs have significantly increased without corresponding funding from the Ministry. He suggested inviting the benefits consultant to provide an overview to trustees. P. McMahon also provided information regarding enrolment. He indicated that the Board is compliant within the Board Administration and Governance Plan and the budget will be updated as revenues and expenditures related to settlements get ratified centrally.

*#20/16*

*Moved by: A. Danko*

*Seconded by: J.M. Rowe.*

*RESOLVED, that the Halton Catholic District School Board approve the 2015-2016 Revised Budget Estimates in the amount of \$368,212,296. CARRIED*

**Discussion ensued relating to costs associated to local bargaining.** J. O'Hara noted that local bargaining is ongoing and not finalized. With respect to central bargaining, costs such as benefits are being passed onto existing expenditures of the Board. The settlements will in all likelihood trigger a revision but staff is confident that the Ministry of Education will compensate boards for the corresponding expenditures. Staff noted that the shortfall is directly related to the increase in sick leave and benefits.

When asked if the treasurer will be bringing forth potential reduction in expenditures in the next budget, P. McMahon indicated that once the required information is received in order to proceed with the 2016-2017 budget, information will be presented to trustees along with the list of potential reductions that have been discussed at Admin. Council.

B. Browne asked trustees to consider the best interest of students when looking at reducing expenditures to ensure that it does not negatively impact the service we provide to students. There was a brief discussion regarding the shortfall in the Special Education Envelope, and although the funding has improved over the last couple of years, staff hope to be able to close the gap even further.

*The Chair called for a vote and the motion UNANIMOUSLY CARRIED.*

8.5 North Oakville Preserve Catholic Elementary School and Child Care Centre Sketch Plan Design and Preliminary Report (G. Corbacio)

G. Corbacio briefly addressed the six resolutions presented for trustee consideration in order to move forward with the construction of the new school.

It was requested that the motions be addressed individually rather than voted as one combined motion.

*#21/16*

*Moved by:* A. Quinn

*Seconded by:* A. Danko

*RESOLVED*, that the Halton Catholic District School Board authorize staff to proceed with the construction of the North Oakville Preserve Catholic Elementary School and Child Care Centre as outlined in Board Action Report Item 8.5 dated December 15, 2015.

G. Corbacio, following a comment by A. Danko, acknowledged that the wording should be amended and reference to the *Child Care Centre* be removed.

*#21/16 (Amendment)*

*Moved by:* A. Quinn

*Seconded by:* A. Danko

*RESOLVED*, That "*Child Care Centre*" be removed from the motion. *CARRIED*

*#21/16 (Final Motion)*

*Moved by:* A. Quinn

*Seconded by:* A. Danko

*RESOLVED*, that the Halton Catholic District School Board authorize staff to proceed with the construction of the North Oakville Preserve Catholic Elementary School as outlined in Board Action Report Item 8.5 dated December 15, 2015.

*UNANIMOUSLY CARRIED*

*#22/16*

*Moved by:* S. Trites

*Seconded by:* J.M. Rowe

*RESOLVED*, that the Halton Catholic District School Board approve the Preliminary Estimated Project Budget not to exceed \$13,880,465 for the North Oakville Preserve Catholic Elementary School.

P. McMahon explained that the borrowing by-laws are required to help finance the projects and in order not to impact the normal operating line of credit. He also explained that the Board cannot, nor has it ever, exceeded the Ministry allocation.

When asked if the Child Care Centre Facility belonged to the Board in the event of future needs, staff explained how the Ministry of Education has set up the management, the funding and the use of child care centres.

The Chair called for a vote and the motion *UNANIMOUSLY CARRIED*

*#23/16*

*Moved by:* A. Quinn

*Seconded by:* S. Trites

*RESOLVED*, that the Halton Catholic District School Board approve Borrowing By-Law No. 2015 F03 in the amount of Thirteen Million, Four Hundred Thousand, Four Hundred and Sixty-Five Dollars (\$13,400,465) to finance the North Oakville Preserve Catholic Elementary School.

*UNANIMOUSLY CARRIED*

#24/16

*Moved by:* H. Karabela*Seconded by:* S. Trites

*RESOLVED*, that the Halton Catholic District School Board authorize staff to proceed with the construction of the North Oakville Preserve Child Care Centre as outlined in Board Action Report Item 8.5 dated December 15, 2015.

With the approval of this motion, A. Quinn questioned whether the Board would own the space of the child care centre and if trustees would be able to use it as they so wish.

A. Quinn reiterated his concern regarding approving construction of a site that trustees have no control over. In response, staff expanded on the partnerships that exists as well as the responsibilities of the Ministry of Education for Child Care Services, the role of the Board as facilitator and the role of the Region of Halton as care provider. Staff also expanded on some of the policies in place to ensure effective cooperation and that the activities taking place in the day care are in compliance with our Board values. Staff described how the funding application was submitted to the Ministry for both, the construction of the school and the construction of the child care centre.

The Chair called a vote on the motion and it *UNANIMOUSLY CARRIED*.

#25/16

*Moved by:* D. Rabenda*Seconded by:* S. Trites

*RESOLVED*, that the Halton Catholic District School Board approve the Preliminary Estimated Project Budget not to exceed \$2,520,849 for the North Oakville Preserve Child Care Centre.

<i>In Favour</i>	<i>Abstained</i>
Danko, A.	Quinn, A.
Jackson, B. (non-binding)	
Karabela, H.	
Kemeni, C. (non-binding)	
Rabenda, D.	
Rowe, J.M.	
Trites, S.	
Zapata, M. (non-binding)	

The motion *CARRIED*

#26/16

*Moved by:* S. Trites*Seconded by:* J.M. Rowe

*RESOLVED*, that the Halton Catholic District School Board approve Borrowing By-Law No. 2015 F04 in the amount of Two Million, Five Hundred and Twenty Thousand, Eight Hundred and Forty-Nine Dollars (\$2,520,849) to finance the North Oakville Preserve Child Care Centre.

A. Quinn, questioned the governance model and asked why the Board is being mandated by the province to borrow, build and maintain child care services that are not under the mandate the Board of trustees and are out of their control. P. McMahon explained that

the Board is in fact mandated to proceed as such and elaborated on the funding mechanism established by the Ministry of Education. P. Dawson also elaborated on the **Ministry's vision to establish hubs that provide seamless transition** for a child from birth to 18 years. The Child Care system is under the authority of the Ministry of Education.

G. Corbacio also addressed the policy that outlines the relationship between the operators and child care centres.

In response to questions, staff acknowledged that the operation of child care facilities is revenue neutral from a budgetary perspective and cost recovery in terms of its operations.

<i>In Favour</i>	<i>Abstained</i>
Danko, A.	Quinn, A.
Jackson, B. (non-binding)	
Karabela, H.	
Kemeni, C. (non-binding)	
Rabenda, D.	
Rowe, J.M.	
Trites, S.	
Zapata, M. (non-binding)	

The motion *CARRIED*.

9. Staff Reports

10. Information Items

10.1 Student Trustee Update

K. Kemeni reviewed the goals for 2016, discussed at the last student senate meeting: including making students more aware of the activities led by student senators, planning black history month; and getting student senators to think about racism and adversity that other students may face. Each of the three student trustees commented on the activities taking place in the various schools under the pillars of belonging; believing; and achieving.

10.2 School Educational Field Trip (C. Cipriano)

A. Quinn asked whether school boards have cancelled international trips. In response, T. Overholt indicated that so far, only one school has opted to cancel a trip and the remaining schools have made alternate plans. Staff continue to monitor the situation and potential unrest. Decisions will be made in the best interest of student safety. T. Overholt assured trustees that he is receiving daily updates and **that he's aware of the trip** locations and destinations.

10.3 North Oakville Preserve Catholic Elementary School - School Attendance Boundary Review (C. Cipriano)

C. Cipriano updated trustees regarding the school boundary review process to establish the school attendance boundaries for the new North Oakville Preserve Catholic Elementary school scheduled to open in September 2016. He referenced the proposed map and the list of milestone dates for the review. The community will be consulting with the affected school communities and the new school attendance boundaries are expected to be approved by March 1, 2016 and implemented by September 2016.

In response to a question, staff noted that the majority of students within the boundary are attending St. Mary Catholic Elementary School and approximately 17 cross boundary students currently attend Our Lady of Peace.

10.4 Outcome Monitoring Report - Achieving: Sustaining Success - EQAO Scores (C. McGillicuddy and A. Prkacin)

C. McGillicuddy provided an update on student achievement on EQAO testing in Grade 3 and 6 Numeracy and Literacy -- Grade 9 Mathematics -- and Grade 10 Literacy. He commented on the results, which have remained relatively stable, and on the Outcome Monitoring Report which outlines in more detail the strategies, programs and initiatives underway to promote and sustain high level of student engagement and achievement. C. McGillicuddy recognized the work of the Board and school staff in both panels whose work is reflected in our results in student achievement over the past decade.

In response to questions, staff commented on some of the opportunities provided to consultants to engage in discussions with other consultants in the province in a collaborative and learning setting, sharing best practices. P. Dawson also commented on some of the strategies in place to yield the highest outcome through cross panel work and collaborative inquiry.

As requested, L. Collimore will re-send the news release to trustees that delineates the math, reading and writing outcomes.

In response to Trustee Quinn, L. Collimore explained why the 3% decrease in grade 3 assessment math is not significant and neither a trend, since it needs to happen more than a year in a row. L. Collimore and P. Dawson identified several strategies that have been put in place to help support students.

10.5 Capital Projects Report as at November 30, 2015 (P. McMahon)

P. McMahon introduced J. Chanthavong, the Board's Financial Analyst who is instrumental in developing the capital project report and is also responsible for helping schools with the School Cash On-Line initiative. The report provides a summary of all Board approved projects.

10.6 Four Year Ministry Enrolment Projection (P. McMahon)

As required by the Ministry of Education, the Board must provide the Four Year Enrolment Projection as well as an annual update on the Elementary and Secondary school enrolment trends for Burlington, Milton, Halton Hills and Oakville. P. McMahon briefly reviewed the trends and noted that although continued enrolment declines are expected in Burlington and Oakville, the Board should anticipate a steady enrolment increase over the next four years due to stable enrolment in Halton Hills, higher than expected growth in South Milton, and increasing growth in north Oakville.

Discussion that followed focused on whether or not the Ministry of Education would take notice of the utilization rates projected in Halton Hills. F. Thibeault commented on the new development in the Georgetown area but pointed out that according to the Ministry, areas other than Halton Hills appear to have more pressing needs. F. Thibeault also explained how staff is attempting to alleviate some of the pressures in the two elementary schools through the current boundary review.

- 10.7 International Alliance for Invitational Education World Conference: Inviting School Success - October 22, 2015, Long Island, New York (B. Browne)  
B. Browne shared information with trustees regarding the presentation he made as keynote speaker at the International Alliance for Invitational Education (IAIE) World Conference in New York. He reported that the feedback from the keynote was well received and expressed his appreciation to the Board for the professional development experiences and the opportunity to connect with school and systems leaders.
- 10.8 Official Blessing and Ground-Breaking Ceremony and Process for Naming the North Oakville Preserve Catholic Elementary School (C. Cipriano)  
The Blessing and Ground-Breaking Ceremony of the new Oakville Preserve Catholic Elementary School will take place on January 14, 2016 at 10:30 a.m. Immediately after finalizing the boundaries for the new school, a committee will be struck to begin the process of naming the school. Oakville trustees interested in participating in that process were asked to inform C. Cipriano. Trustee Quinn expressed interest. Post Note: Trustee Karabela has also expressed interest.
- 10.9 Georgetown Elementary Schools Boundary Review Update (T. Overholt and G. Corbacio)  
T. Overholt provided an update on the Georgetown Elementary Schools Boundary Review process, commented on the community consultation process, and acknowledged that the final recommendation will be brought forward to the Board at the January 5, 2016 for review and brought to the January 19, 2016 Board meeting for final approval. He briefly reviewed the summary of milestones.

In response to questions, staff acknowledged that the proposed option was made by a parent in the community and presented to the Boundary Review Committee for consideration.

11. Miscellaneous Information  
 11.1 SEAC Minutes - October 26, 2015  
 11.2 CPIC Minutes - November 2, 2015  
 11.3 Policy Committee Minutes - November 9, 2015  
 11.4 OCSTA 2015 Resolutions  
 The minutes were provided as information.
12. Correspondence  
 There was no correspondence.
13. Open Question Period  
 There was no open question period.
14. In Camera  
 There was no follow-up In-Camera session.
15. Resolution re Absentees  
*#27/16*  
*Moved by: H. Karabela*  
*Seconded by: S. Trites*  
*RESOLVED, that Trustees A. Iantomasi and P. Marai be excused from the meeting. CARRIED*

16. Adjournment and Closing Prayer: D. Rabenda  
*#28/16*  
*Moved by: S. Trites*  
*Seconded by: H. Karabela*  
*RESOLVED*, that the meeting adjourn.

The meeting adjourned at 9:32 p.m. with a prayer led by D. Rabenda.

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Secretary of the Board

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Chair



## BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
September 15, 2015	Policy III-17 Attendance Support Program	2 <sup>nd</sup> Reading	C. Cipriano	January 2016
November 17, 2015	Policy V-17 - Request for Promotion and Distribution of Program-Activity Related Materials through Board Schools - First Reading	2 <sup>nd</sup> and 3 <sup>rd</sup> Readings	C. Cipriano	January 2016
December 15, 2015	Policy V-09 – Public Concerns Complaint Process	3 <sup>rd</sup> Reading	C. Cipriano	January 2016
December 15, 2015	Policy I-02, Records and Information Management; Policy I-07, Protection and Privacy and Policy I-30 Video Surveillance	2 <sup>nd</sup> Reading	C. Cipriano	February 2, 2016

**STAFF REPORT**

**ITEM 9.1**

**GEORGETOWN ELEMENTARY SCHOOLS BOUNDARY REVIEW  
FINAL REPORT AND RECOMMENDATION**

**PURPOSE:**

To present the Final Report of the Georgetown Elementary Schools Boundary Review process and the recommendations of the Advisory Committee.

**BACKGROUND INFORMATION:**

1. Information Report 10.9, "Georgetown Elementary Schools Boundary Review Update", from the December 15, 2015 Regular Board Meeting.
2. Information Report 10.4, "Georgetown Elementary Schools Boundary Review Update", from the October 20, 2015 Regular Board Meeting.
3. Information Report 10.8, "Georgetown Elementary Schools Boundary Review Update" from the April 7, 2015 Regular Board Meeting.
4. Information Item 10.6, "Georgetown Elementary Schools Boundary Review", from the January 20, 2015 Regular Board Meeting.
5. Action Report 9.8, "Georgetown Elementary Schools Boundary Review Process", from the June 18, 2013 Regular Board Meeting.

As additional background material for the Board of trustees, the following materials are available online (<http://www.hcdsb.org/Schools/BoundaryReviews/Georgetown-Elementary-Schools/Pages/index.aspx>):

1. Advisory Committee Membership
2. October 14, 2015 Inaugural Advisory Committee meeting presentation and associated options;
3. October 14, 2015 Inaugural Advisory Committee meeting minutes and questions to staff;
4. October 28, 2015 Advisory Committee Presentation and associated options;
5. October 28, 2015 Advisory Committee meeting minutes and questions to staff;
6. November 5, 2015 Community Consultation Meeting presentation
7. November 5, 2015 Community Consultation Meeting feedback compilation
8. Online Community Feedback Report
9. December 10, 2015 Advisory Committee meeting to review feedback and final options;
10. December 10, 2015 Advisory Committee Final Report and Recommendation and questions to staff.

## PROJECT MILESTONES:

Below is a summary of completed and upcoming tasks for the completion of the Georgetown Elementary School Boundary Review.

### Completed Tasks:

Board approves Georgetown Elementary Schools Boundary Review	<b>June 18, 2013</b>
Inaugural Advisory Committee Meeting	<b>October 14, 2015</b>
Second Advisory Committee Meeting	<b>October 28, 2015</b>
Advisory Committee Meeting Interim Report Posted on Board Website	<b>Oct. 21/Nov. 4, 2015</b>
Community Consultation Meeting at Christ the King CSS	<b>November 5, 2015</b>
Community Comments & Feedback are due	<b>November 26, 2015</b>
Advisory Committee reviews Options & Community Input	<b>December 10, 2015</b>
Advisory Committee Final Report & Recommendation posted on website	<b>December 17, 2015</b>
Advisory Committee Final Report & Recommendation presented to Board	<b>January 5, 2016</b>

### Next Step:

Board receives Delegations & considers approval of new elementary school attendance boundaries	<b>January 19, 2016</b>
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## COMMENTS:

The Georgetown Elementary Schools Boundary Review seeks to address growing enrolment pressures at the south Georgetown Catholic Elementary Schools. On June 18, 2015, through Board Resolution #130/13, it was resolved:

**RESOLVED,** that the Halton Catholic District School Board direct staff to initiate a school attendance boundary review process for the Georgetown elementary schools which shall include Holy Cross, St. Brigid, St. Catherine of Alexandria and St. Francis of Assisi Catholic Elementary Schools.

Following the approval of the Board, Planning Services completed its analysis of the existing Town of Halton Hills, community of Georgetown elementary schools' attendance boundaries and reviewed potential options that would address the growing enrolment pressures. Of the options reviewed, Planning Services and senior staff created eleven (11) options for presentation to the Advisory School Boundary Review Committee.

Senior staff invited two parent council representatives and one alternate from each elementary school in Georgetown to form the Georgetown Elementary Advisory School Boundary Review Committee (SBRC). Membership was confirmed on February 9, 2015 (see Appendix A for membership).

On October 14, 2015, senior staff and Planning Services met with the Advisory SBRC at St. Catherine of Alexandria Catholic Elementary School and presented the eleven (11) options. Overall the committee was satisfied with the options presented. Upon discussion at the meeting, the Advisory Committee recommended a twelfth (12<sup>th</sup>) option to be examined – being option 9B. The Advisory SBRC reduced the number of options to be presented at the Community Consultation Meeting to potentially four (4) options, which include Option 3, Option 9, Option 9A, and Option 9B.

The committee thought it beneficial that Options 9A and Options 9B (where projections still needed to be developed) would require further review at the October 28, 2015, Advisory SBRC meeting.

At the October 28, 2015 Advisory SBRC meeting, the group again reviewed all four options, and concluded that the options to be presented at the Community Consultation Meeting (CCM) would include Option 3, Option 9, and Option 9B.

On November 5, 2015, the Board hosted a CCM at Christ the King Catholic Secondary School, where 100 participants attended of the 167 that pre-registered. At this meeting, community members were presented the context of the boundary review, as well as the three options, and were given the opportunities to provide their comments in groups that were recorded and analysed by Board staff. In addition, the wider community was also provided an opportunity to submit their comments and input through an online forum. This forum was available until November 26, 2015. A total of 214 online submission were received and reviewed. The feedback collected at the CCM and through the online forum are posted on the Board's website (see below).

On December 10, 2015, the Advisory SBRC met at St. Catherine of Alexandria Catholic Elementary School. Four (4) of the eight (8) advisory committee members were present. Staff presented to the Advisory SBRC the three (3) modified options developed based on community feedback, which included the addition of patch V72 and updated projections to include senior students of grades 6 and 7 currently enrolled as of the 2015/16 school year. Option 10, which was based on a community member's submission to Board staff was also presented to the committee as information and for consideration.

Following the presentation, members were asked to review the community input, and develop a recommendation(s). All information as well as the preliminary recommendation discussed at the meeting was forwarded to the committee members unable to attend the meeting for their review and comments.

The Georgetown Elementary School Boundary Review Advisory Committee recommends that OPTION 3 MODIFIED be adopted effective the 2016-17 school year with the following additional considerations:

- I. That, all Grade 6 and 7 students (enrolled in the 2015/2016 school year) be offered the option (grandparented) to remain at their current home school until they graduate to the secondary panel without transportation. Furthermore, siblings of grandparented students will not be granted cross-boundary status.
- II. That, all Grade 5, 6 and 7 Extended Immersion students residing in patch U77 (enrolled in the 2015/2016 school year) be offered the option (grandparented) to remain at their current Extended Immersion school until they graduate to the secondary panel without transportation. Furthermore, siblings of grandparented students will not be granted cross-boundary status.
- III. That, due to safety concerns related to elementary students crossing Maple Avenue and Main Street without the assistance of a crossing-guard, transportation shall be considered for students living in patch U77, who will be directed to Holy Cross Catholic Elementary School whereby a portion of the students would not be eligible for transportation based on the 1.6 km walking distance policy. Transportation would be provided until such time crossing guard assistance is provided at this intersection, and that the area is deemed safe through reassessment by Halton Student Transportation Services.
- IV. That Board staff organize a meeting with each of the affected school communities to attend a transition meeting at their newly designated school, to visit the new facility and become familiar with their new school and school staff.

- V. That families of students residing in patches U74, V74, and V71 be advised in writing of the possibility of being redirected to a new elementary school located within the Vision Georgetown Secondary Plan (located entirely in patch V74) as early as the 2021/22 school year.

Board staff have reviewed the recommendation, and agrees with the Advisory Committee's recommendation to pursue Option 3 Modified with the associated considerations outlined above. Please note that Halton Student Transportation Services (HSTS) has already been consulted on the transportation considerations for patch U77 (Recommendation II).

The next step in the process is for the Board to receive and consider delegations from the community at the January 19, 2016, Regular Meeting of the Board. At this meeting it is anticipated that trustees will approve the new school attendance boundary for the four (4) affected Georgetown Elementary Schools, to be implemented for the 2016-17 academic year.

Instructions on submitting a delegation to the Board and the necessary timelines were forwarded to the Georgetown community on December 16, 2015.

### **CONCLUSION:**

Board staff have reviewed the Advisory Committee's recommendation, and agrees with the recommendation to implement the attendance boundaries presented as the modified Option 3, with the associated considerations.

The next step in the process is for the Board to receive and consider delegations from the community at the January 19, 2016, Regular Meeting of the Board. At this meeting it is anticipated that trustees will approve the new school attendance boundaries for the four (4) affected Georgetown Elementary Schools, to be implemented for the 2016-17 academic year.

### **REPORT PREPARED & SUBMITTED BY:**

T. OVERHOLT  
SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

G. CORBACIO  
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

F. THIBEAULT  
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

### **REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

# Georgetown 2015-2016 Elementary Boundary Review

Tuesday, January 5, 2016  
Regular Board Meeting

# Agenda

- Advisory SBRC Members
- Milestone Dates
- Boundary Review Criteria
- Current Boundaries & Options
- Community Consultation Recap & Feedback
- Online Survey Feedback
- SBRC Meeting #3 Discussion
- Advisory Committee Recommendation
- Board Staff Recommendation
- Next Steps & Questions



# Advisory Committee Members

## **Holy Cross Catholic Elementary School**

Angela Richardson  
Karen Hill  
Felicia Fenlong (alternate)

## **St. Catherine of Alexandria Catholic Elementary School**

Frank Sirianni  
Ellen Faraone  
Nelia Raposo-DeSousa (alternate)

## **St. Brigid Catholic Elementary School**

Janet O'Hearn  
Joanne Wilson  
Elaine Kingsley (alternate)

## **St. Francis of Assisi Catholic Elementary School**

Marie Paterson  
Karen Truyens  
Lisa Beagle (alternate)

## **Board Staff**

Tim Overholt	Superintendent of Education
Lorrie Naar	Superintendent of Education
Giacomo Corbacio	Superintendent, Facility Management Services
Frederick Thibeault	Administrator, Planning Services



# Milestone Dates

## MILESTONES

1. Board approves Georgetown Elementary Schools Boundary Review Process
2. Inaugural Advisory SBRC Meeting
3. Second Advisory SBRC Meeting
4. SBRC Interim Report Posted on Board Website
5. Community Consultation Meeting
6. Feedback Survey Live on Board Website
7. Community Comments & Feedback Due
8. SBRC Reviews Options & Community Input
9. SBRC Final Report Posted on Website
10. SBRC Final Report & Recommendations presented to the Board
11. Board Receives Delegations and Approves New Elementary School Boundaries

## DATES

**June 18, 2013**

**October 14, 2015**

**October 28, 2015**

**November 4, 2015**

**November 5, 2015**

**November 6, 2015**

**November 26, 2015**

**December 10, 2015**

**December 23, 2015**

**January 5, 2016**

**January 19, 2016**

# Boundary Review Criteria





# Boundary Review Criteria

- Optimizing the use of existing school facilities, while ensuring that pupils are accommodated to the extent possible, in permanent school facilities that are within their enrolment capacities;
- Minimizing the use of portable classrooms whenever possible, except during the establishment phases of new communities and throughout the peak enrolment phases of schools;
- To the extent possible, minimizing school boundary adjustments, thereby ensuring that said boundaries remain stable, over a minimal five-year period;
- To the extent possible and in accordance with Board policy, optimize the cost-effective use of school transportation;
- Ensuring that a cost-effective range of program delivery, responding to pupil needs, is achieved through the optimum distribution of school enrolment;
- To the extent possible, give due consideration to the concept of a community of associated schools and where feasible, give consideration to a Catholic school community in which school boundaries will substantially match Catholic parish boundaries.

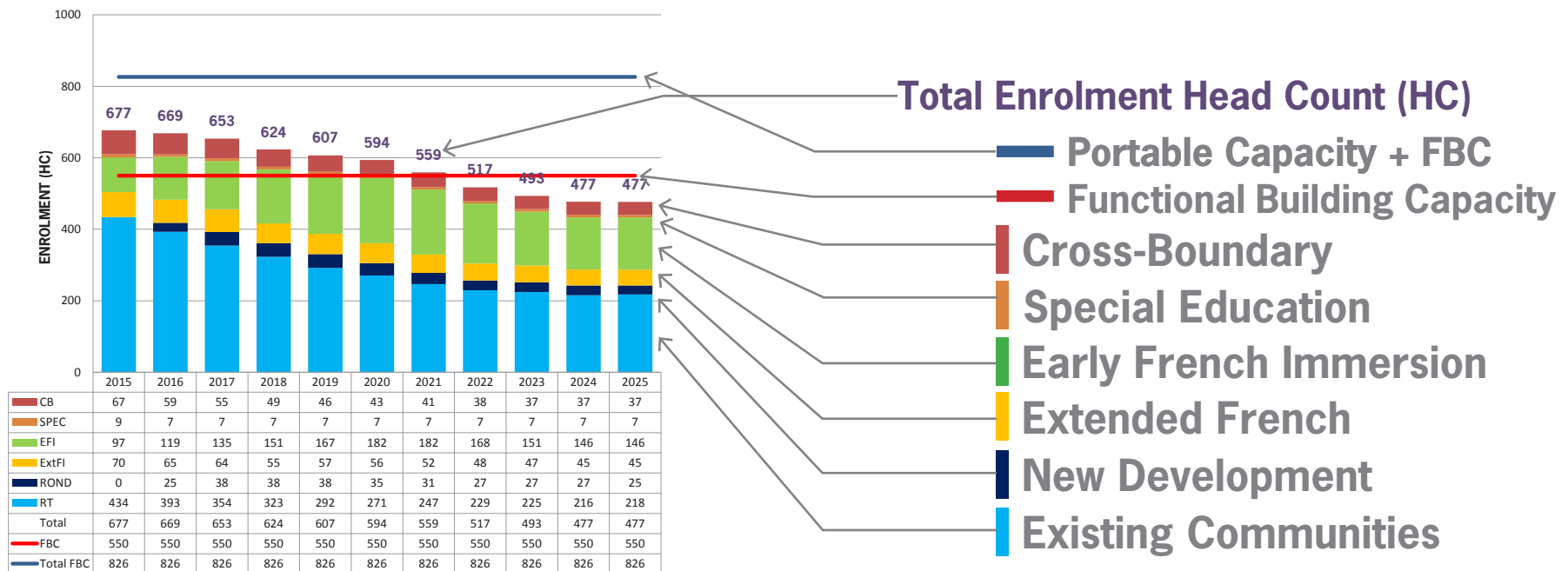
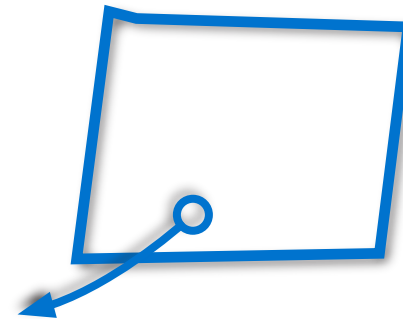
# Current Boundaries & Presented Options

# Boundary Map & Chart Explanation

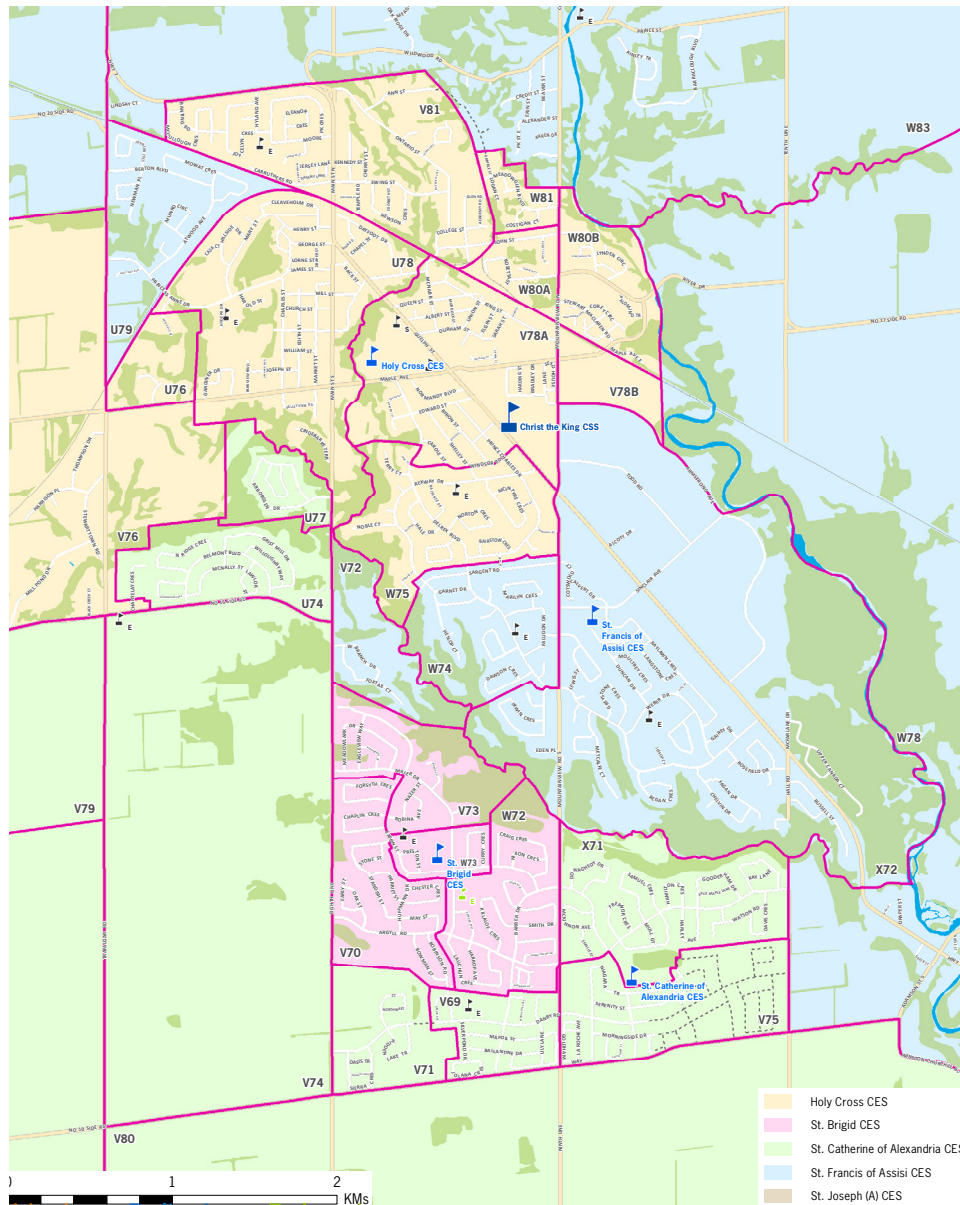
## Boundaries

	Holy Cross CES
	St. Brigid CES
	St. Catherine of Alexandria CES
	St. Francis of Assisi CES

## Re-direct Study Area



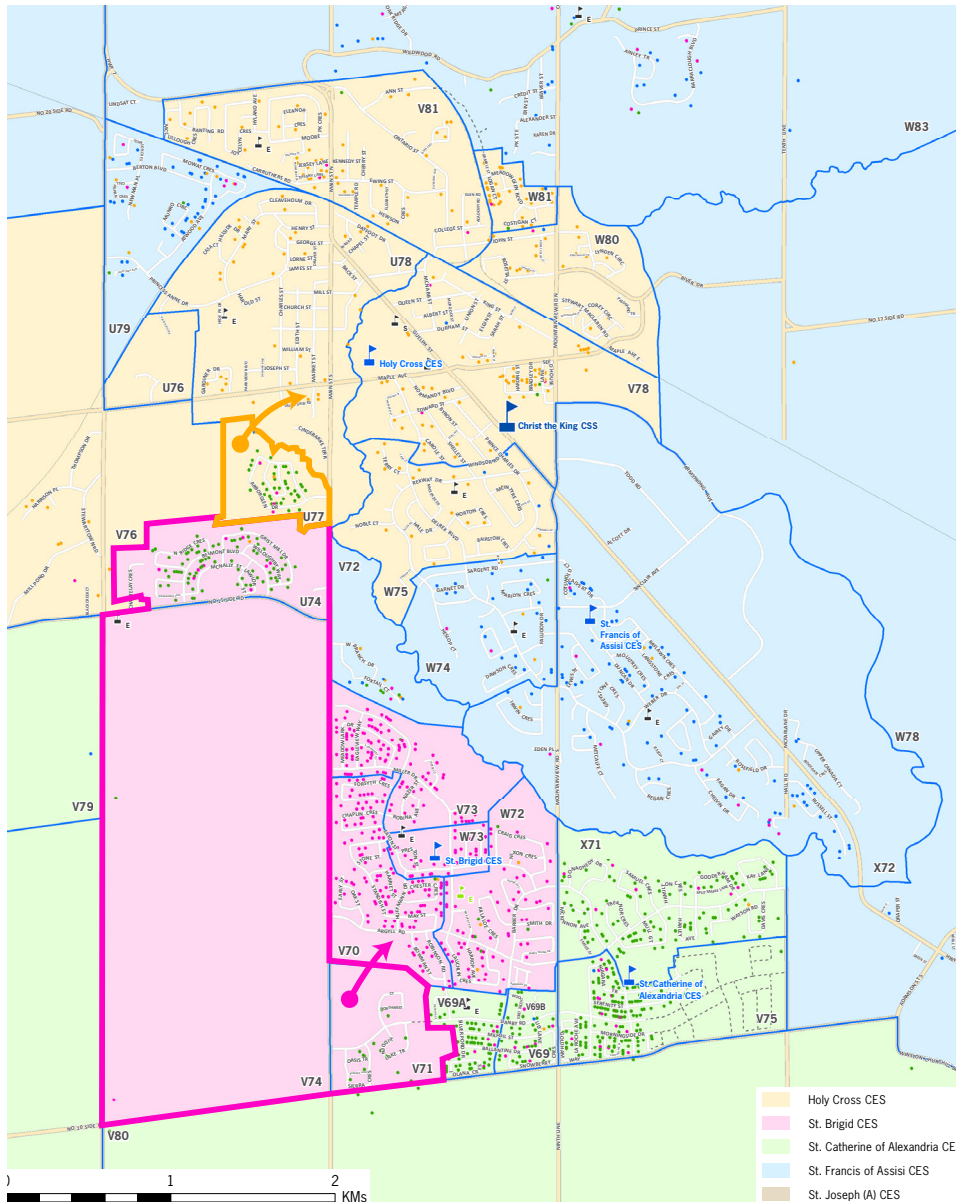
# Current Boundaries



## Why A Boundary Review?

- St. Catherine of Alexandria CES is facing significant enrolment pressures, soon to be exacerbated by new development activity in South Georgetown (patches V71 & V75)
- Holy Cross CES cannot accommodate any portables, limiting its ability to offset enrolment pressures from other schools
- Holy Cross CES would benefit from a new facility; however the Ministry has yet to provide funding for the capital project
- Portable to Portable reality in South Georgetown
- St. Francis of Assisi CES is anticipated to have stable enrolment, sustained by new development growth
- St. Brigid CES enrolment is anticipated to be sustained by special programming
- New Vision Georgetown Catholic Elementary School opening anticipated for 2022 (attendance boundary comprised of patches V74 & U74)

# Option 3

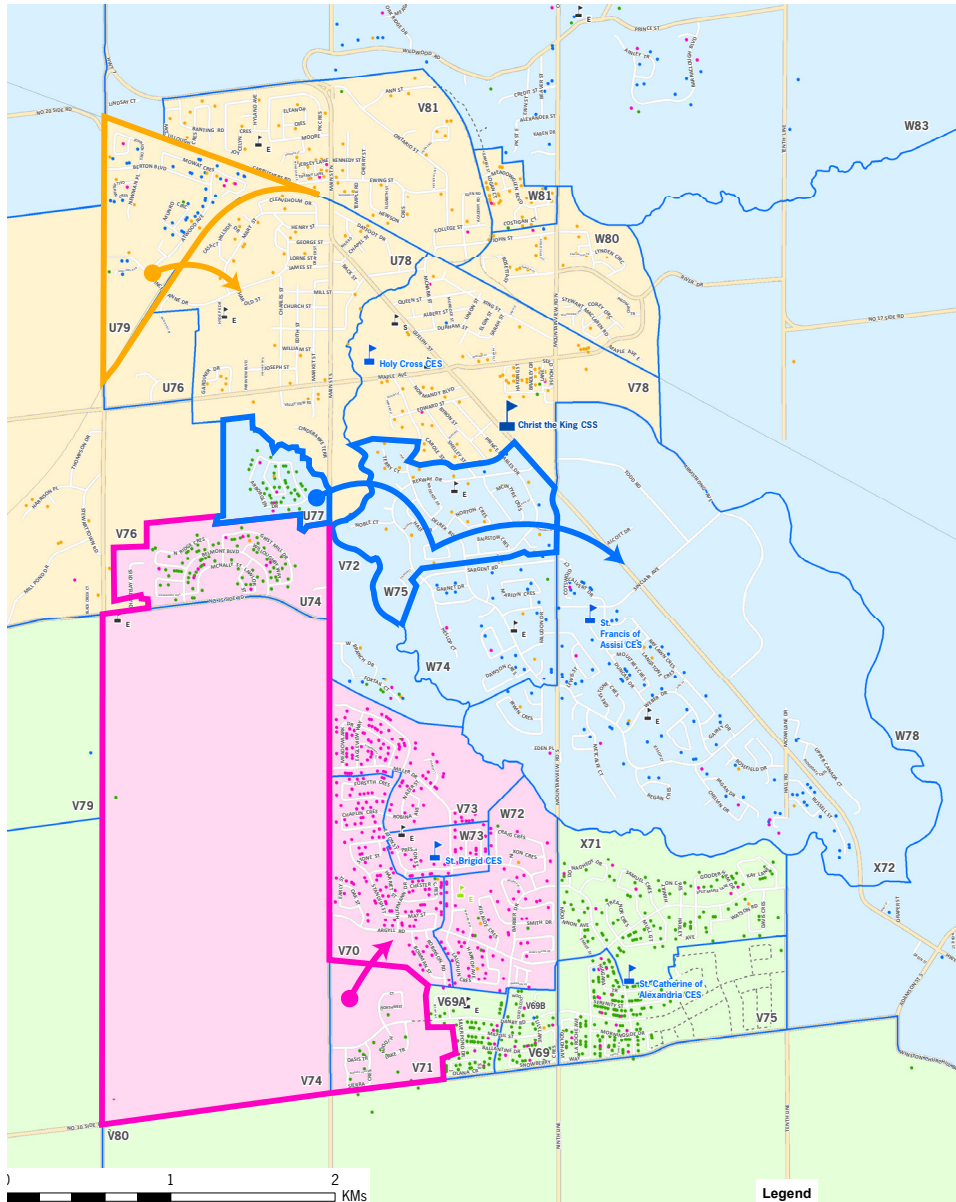


## ACTIONS:

- Redirect patch U77 from St. Catherine of Alexandria CES to Holy Cross CES
- Redirect patches U74, V74 & V71 from St. Catherine of Alexandria CES to St. Brigid CES



# Option 9

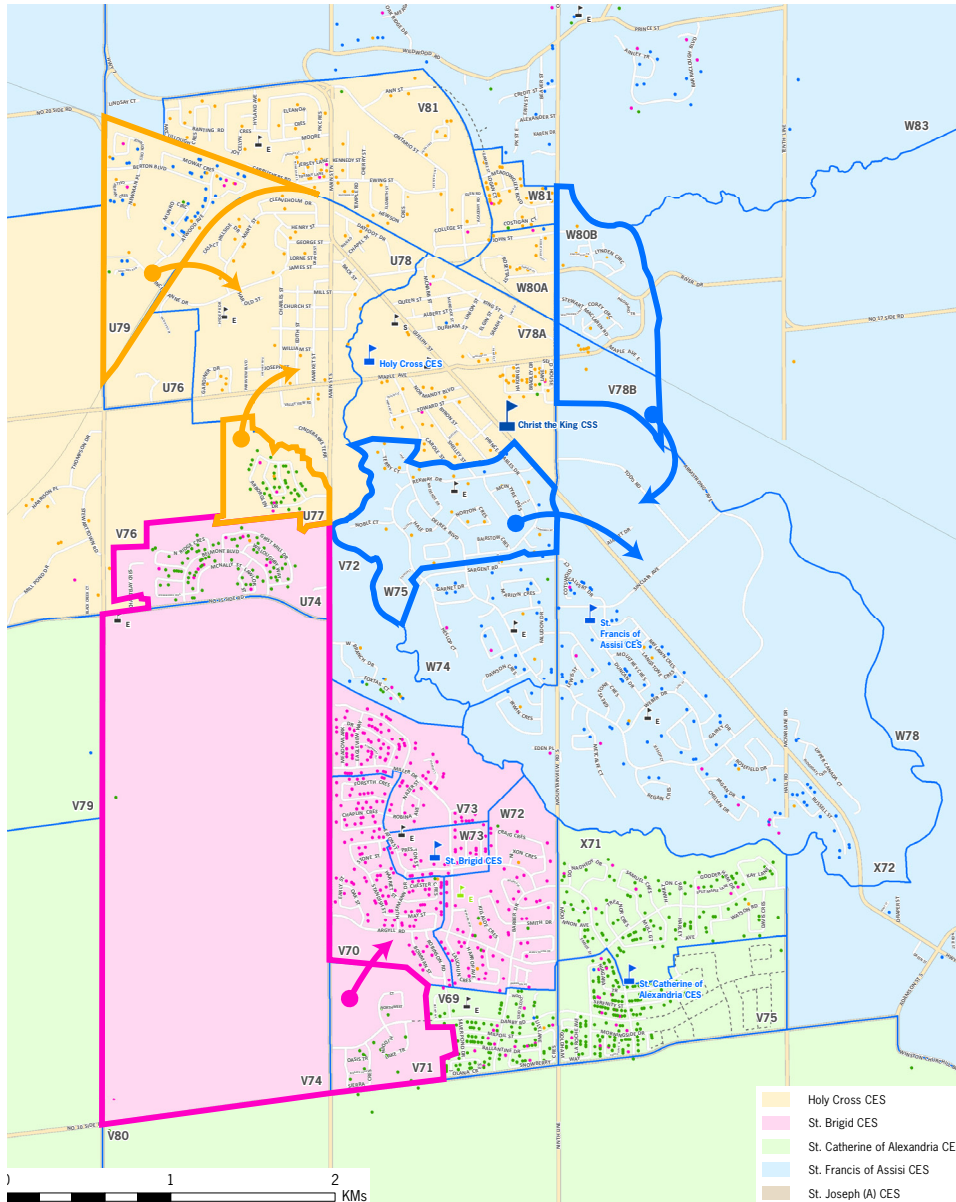


## ACTIONS:

- Redirect patch U79 from St. Francis of Assisi CES to Holy Cross CES
- Redirect patch U77 from St. Catherine of Alexandria CES & patch W75 from Holy Cross CES to St. Francis of Assisi CES
- Redirect patches U74, V74 & V71 from St. Catherine of Alexandria CES to St. Brigid CES



# Option 9B



## ACTIONS:

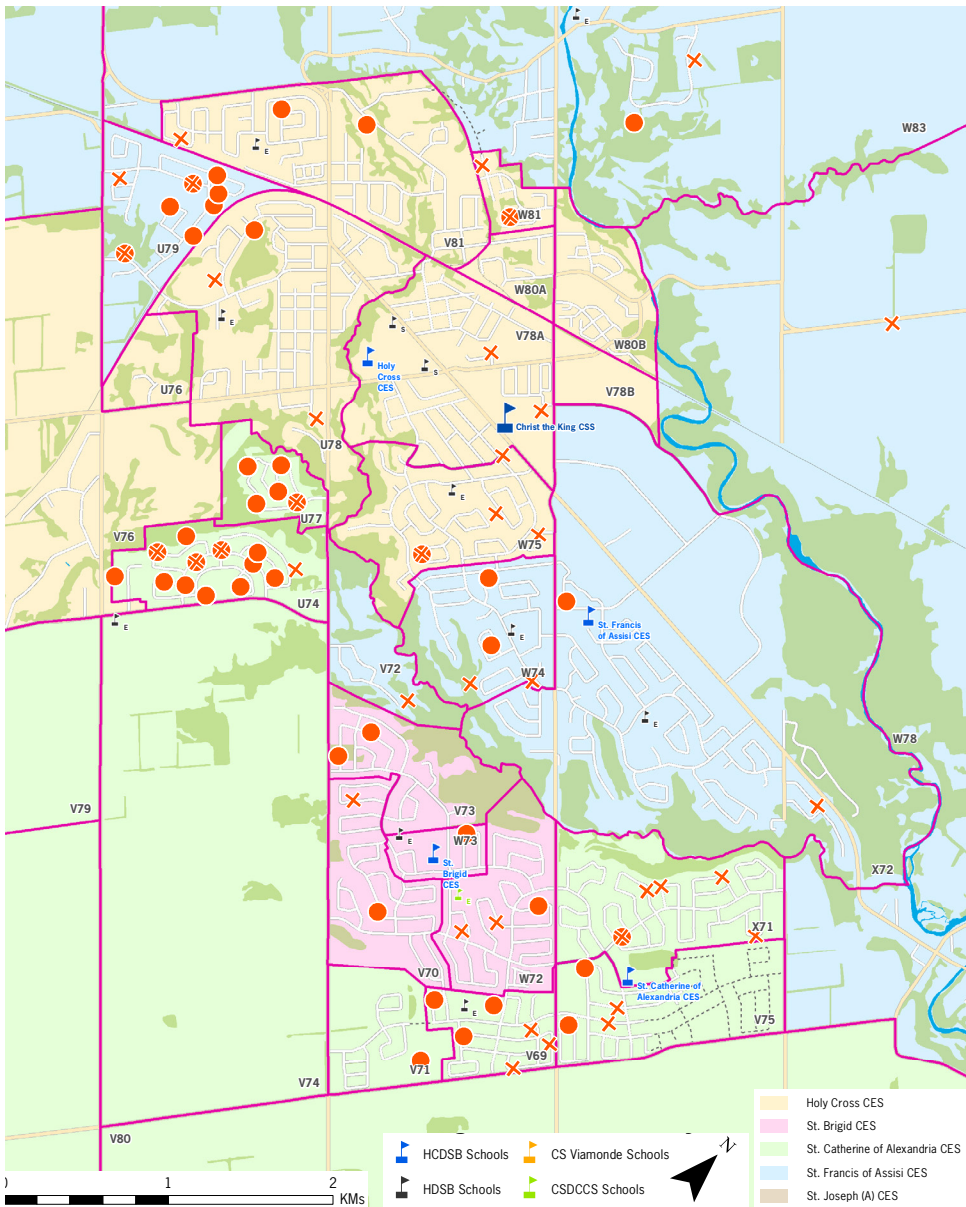
- Redirect patch U79 from St. Francis of Assisi CES to Holy Cross CES
- Redirect patch U77 from St. Catherine of Alexandria CES to Holy Cross CES
- Redirect patch W75 from Holy Cross CES to St. Francis of Assisi CES
- Split patches W80 & V78 and redirect W80B & V78B from Holy Cross CES to St. Francis of Assisi CES
- Redirect patches U74, V74 & V71 from St. Catherine of Alexandria CES to St. Brigid CES

# Community Consultation Recap & Feedback

# Community Consultation Recap

- On November 5, 2015, the Community attended an information meeting at Christ the King CSS
- Community members were grouped in three areas to review each of the options and to provide feedback
- Members of the Advisory Committee were present at each table to answer questions regarding the options and facilitate discussion
- All of the comments from the community have been organized and sent to all Advisory Committee members for review
- Community members also submitted feedback via our website and these comments were sent to all Advisory Committee members

# Community Consultation Attendance



There were a total of 100 registrants that attended the Community Consultation Meeting at Christ The King CSS of the total 167 pre-registrations. The below table and adjacent map summarizes their approximate location.

- Approximate residential location of attendee
- ✕ Approximate residential location of registrants not in attendance

	Holy Cross CES	St. Francis of Assisi CES	St. Catherine of Alexandria CES	St. Brigid CES	Out of Boundary	Totals
Attended	6	22	63	5	4	100
Not Present	11	23	25	3	5	67
Total Registrants	17	45	88	8	9	167

# Top 5 CCM Feedback Themes

## Option 3:

- Transportation
- Grandparenting Siblings
- Grandparenting
- Forecasting
- Walking Safety Concerns

## Option 9B:

- Grandparenting
- Relationships
- Walking Safety Concerns
- Facility Condition Concerns
- Transportation

## Option 9:

- Transportation
- Student Relationships
- Redefine Option
- Facility Condition Concerns
- New Building

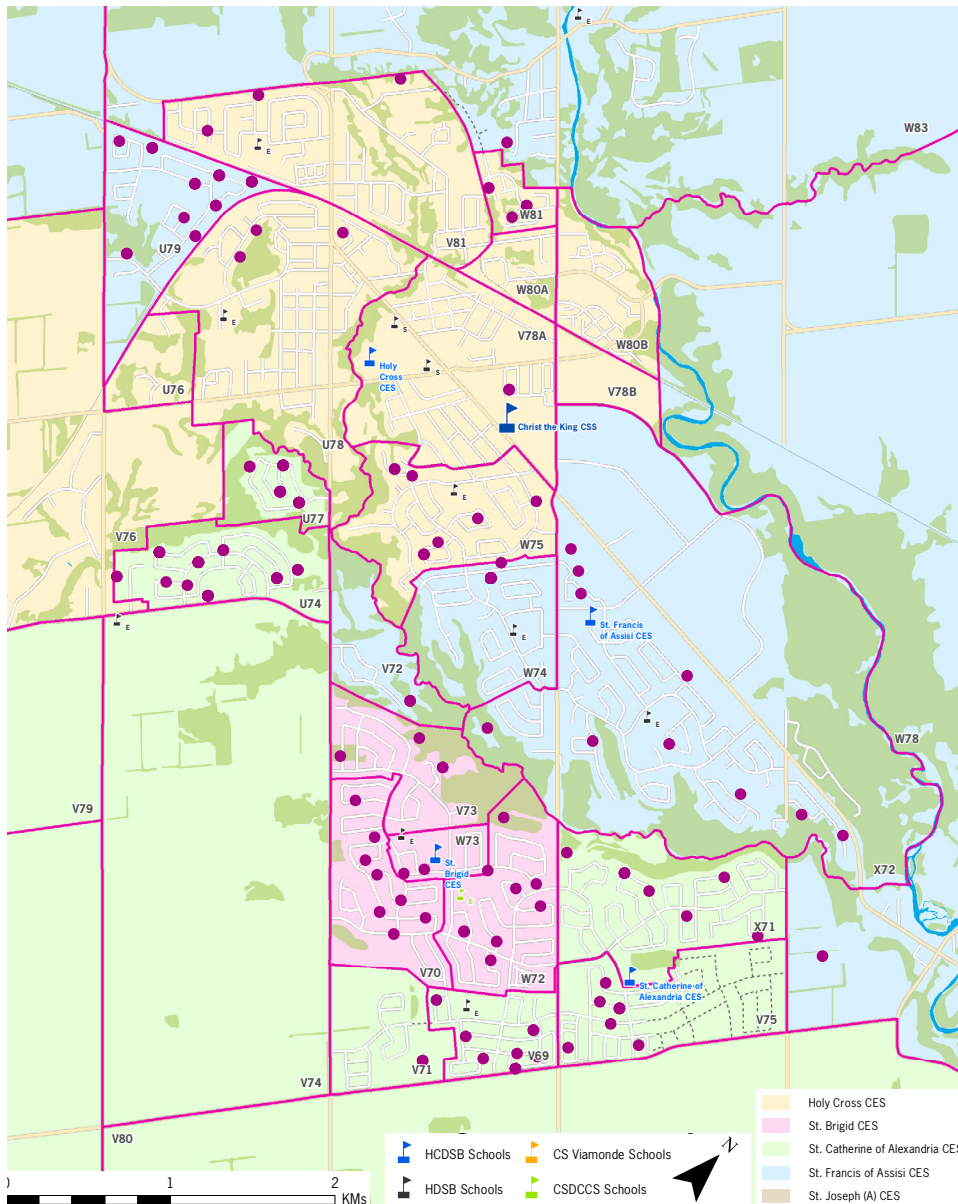
## Other Common Themes:

- Student Well-being Concerns
- Centralize Specialized Programming
- Delay Boundary Review
- Facility Capacity Concerns
- Current Enrolment Concerns

# Online Feedback



# Online Feedback Response Distribution



There were a total of 214 community members that submitted an online feedback form. The below table and adjacent map summarizes their approximate location.

**Approximate residential location of respondents (175)**

	Holy Cross CES	St. Francis of Assisi CES	St. Catherine of Alexandria CES	St. Brigid CES	Out of Boundary	Totals
OPTION 3	10	16	20	10	8	64
OPTION 9	4	3	12	3	3	25
OPTION 9B	10	7	24	16	15	72
NO RESPONSE	2	5	31	5	10	53

# Respondents Preference Breakdown

## Option 3:

Favoured by 58:

**33.1%**

## Option 9:

Favoured by 19:

**10.9%**

## Option 9B:

Favoured by 54:

**30.9%**

## No Vote/Left Blank:

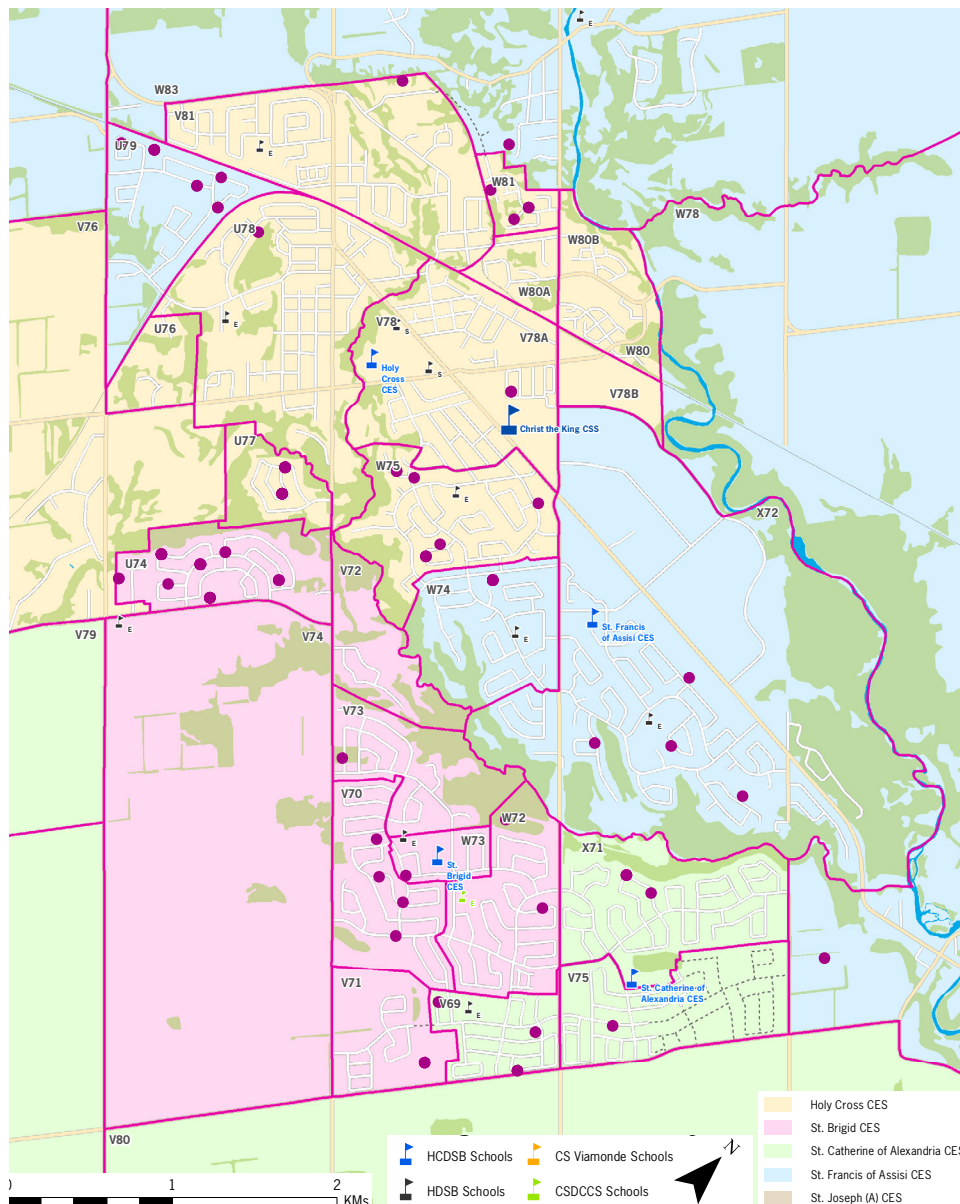
Chosen by 44:

**25.1%**

There were a total of 175 community members that submitted an online feedback form.



# Response Locations for Option 3



Favoured by 58:

**33.1%**

## Themes:

- Grandparenting
- Transportation
- Student Well-being
- Programming & Transition Considerations
- Minimize Disruption

 **Approximate residential location of respondents (58)**

# Option 3 Online Comment Themes

## Grandparenting

- Students should be allowed to graduate at their current elementary school
- Enforce new boundaries on new enrolments

## Transportation

- Concerns about students' safety travelling to and from school across busy roads
- Students attending the school within walking distance to their home is preferred

## Student Well-being

- Concerns about children's transition to a new school following the Boundary Review due to a loss of familiar surroundings, friends and school staff

# Option 3 Online Comment Themes

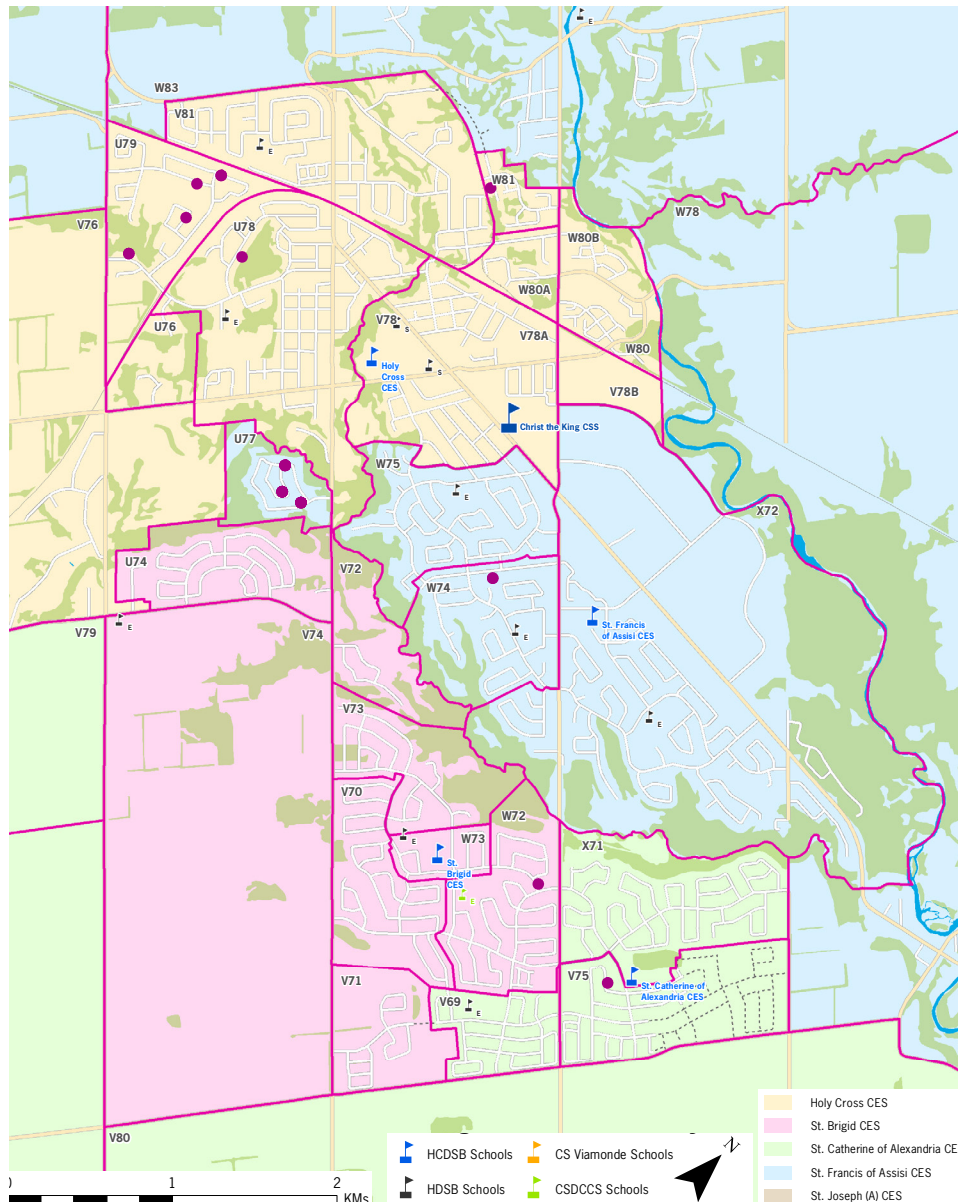
## Programming & Transition Considerations

- Consider implementing strategies to ease children's transition to a new school via information sessions, intentionally placing students in a school with a peer from their previous school
- Protect and maintain specialized programming (French Immersion)
- Ensure space in YMCA day care program for students moving to new schools

## Minimize Disruption

- This option seems to best minimize disruption and movement of students
- Another Boundary Review is likely given the condition of Holy Cross, therefore it's best to minimize the disruption of students at this time

# Response Locations for Option 9



Favoured by 19:

**10.9%**

## Themes:

- Transportation
- Programming & Transition Considerations
- Neighbourhood Cohesion
- Student Well-being
- Condition of Facilities

 **Approximate residential location of respondents (19)**

# Option 9 Online Comment Themes

## Transportation

- Concerns about students' safety travelling to and from school across busy roads
- Will transportation be provided to grandparented students and their siblings?

## Programming & Transition Considerations

- Ease children's adjustment and transitions to school by providing an open house for new students and ensure students have a former classmate from their previous school in their class

## Neighbourhood Cohesion

- Keep Stewart's Mill and Arborglen neighbourhoods (U77 and U74) together

# Option 9 Online Comment Themes

## Student Well-being

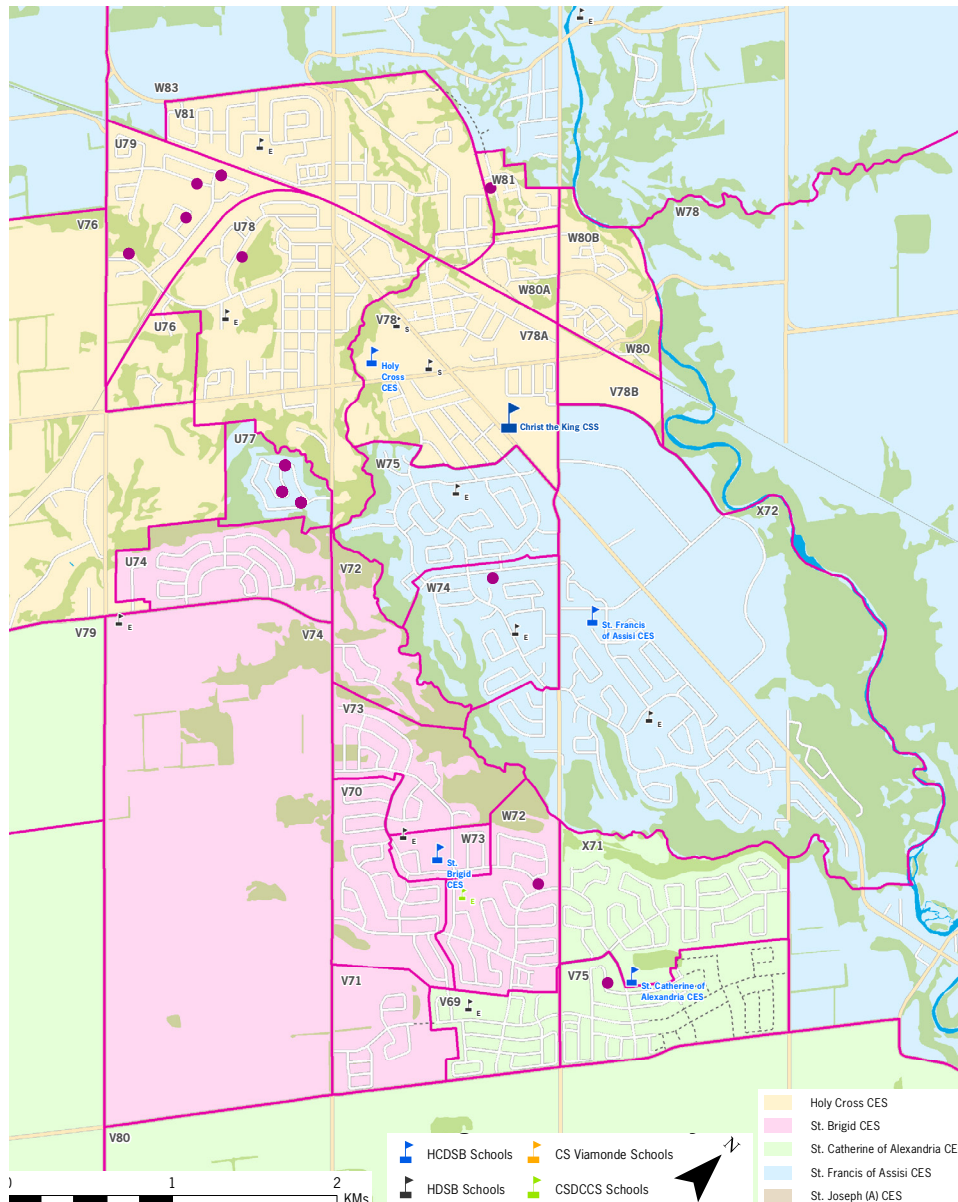
- Students are sad about the prospect of changing schools, leaving their friends and staff at the school they are accustomed to
- Appearance that the Board is more concerned with cost savings and numbers than student well-being

## Condition of Facilities

- Holy Cross in need of major renovations – parents dissatisfied with the prospect of moving to Holy Cross due to the age and condition of the building



# Response Locations for Option 9B



Favoured by 54:

**30.9%**

## Themes:

- Grandparenting
- Transportation
- Programming & Transition Considerations
- Portables
- Change Proposed Boundaries & Provide More Information
- Enrolment Pressures & Future Considerations
- Condition of Facilities

 **Approximate residential location of respondents (54)**

# Option 9B Online Comment Themes

## Grandparenting

- Allow students in senior grades to finish at their current school

## Transportation

- Concerns about students' safety travelling to and from school across busy roads

## Neighbourhood Cohesion

- Keep Arborglen and Stewart's Mill communities together (U74 and U77)
- Separating U77 and U74 will have a negative impact on student friendships and well-being

## Portables

- Concern about 12 portables at St. Brigid and the space that will take away from the play areas



# Option 9B Online Comment Themes

## Change Proposed Boundaries and Provide More Information

- V72 should be going to St. Brigid
- W75 should not move due to distance
- More information is needed on the number of students that will be impacted in each scenario (preferably by patch)

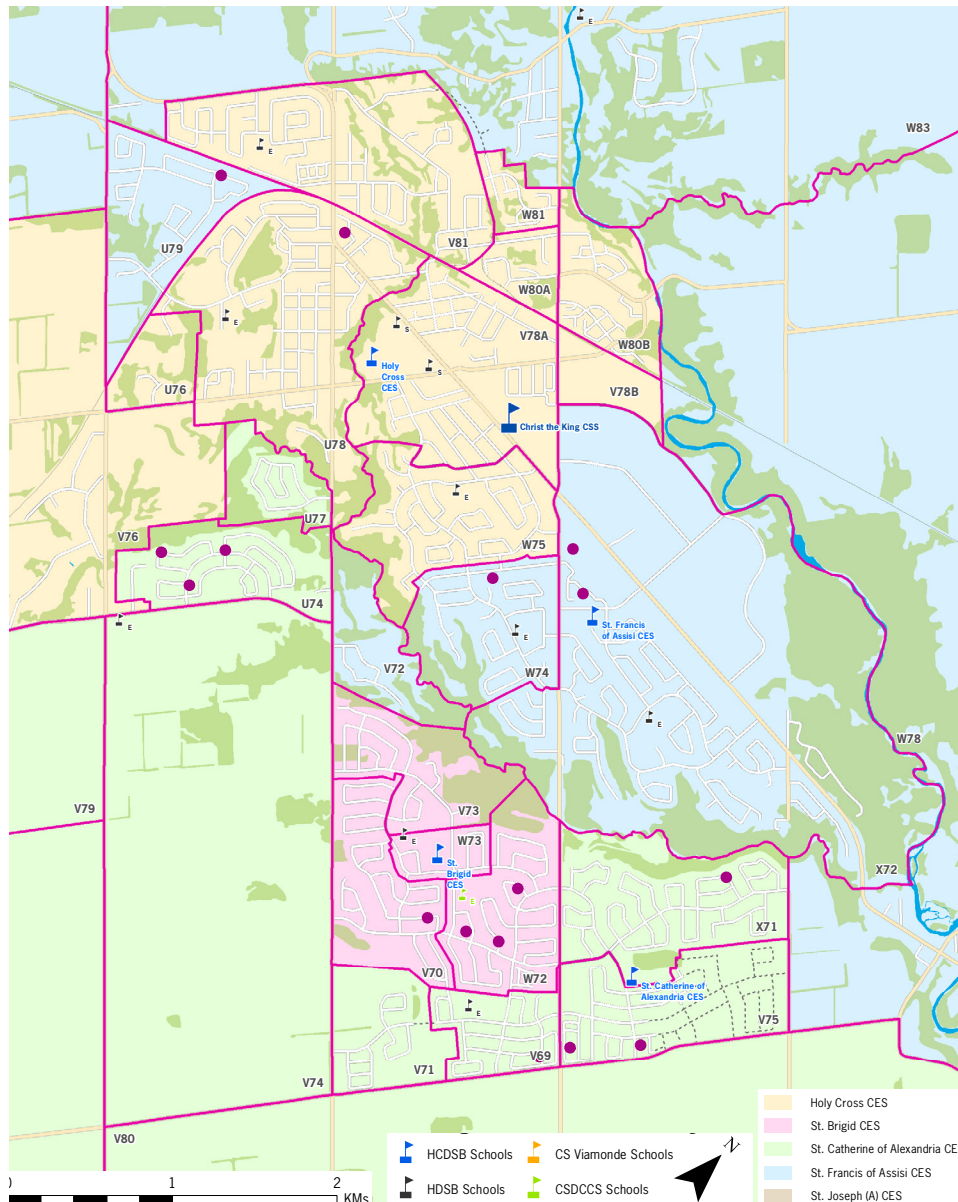
## Enrolment Pressures and Future Considerations

- Concern about potential for overcrowding in the future with the development of W74
- Should a new school/Holy Cross be built in the near future this option makes the most sense

## Condition of Facilities

- Concern around student health and safety due to the age and condition of Holy Cross.
- New building is needed

# Response Locations for “No Vote/Blank”



Chosen by 44:

# 25.1%

## Themes:

- School Boundary Review Process & Financial Interests
- Grandparenting
- Transportation
- Neighbourhood Cohesion
- Student Well-being
- Programming & Transition Considerations
- Change Proposed Boundaries & Provide More Information
- Enrolment Pressures & Future Considerations
- Condition of Facilities

 **Approximate residential location of respondents (44)**

# “No Vote/Blank” Online Comment Themes

## School Boundary Review Process and Financial Interests

- Proposed boundaries do not meet the needs and interest of students and their families
- Criteria used to evaluate proposed boundaries are largely financial and do not take into consideration the well-being of students and families
- Concern about current students being displaced as a result of those who have not yet moved into the area
- Who looked at the recommendations from the U74 table at the Community Consultation and how will they be addressed?
- Families are not truly a part of the boundary review process
- Community Consultation turned community members against one another

## Grandparenting

- Allow students in Grades 7 and 8 to finish elementary school at their current school
- If grandparenting is allowed, will it apply to current cross-boundary students?
- Allow U74 and U77 students to grandfather out of St. Catherine

# “No Vote/Blank” Online Comment Themes

## Transportation

- Safety concerns about students especially young students travelling across major roadways to get to school

## Neighbourhood Cohesion

- Keep Arborglen and Stewart’s Mill communities together (U74 and U77)
- Separating U77 and U74 will have a negative impact on student friendships and well-being

## Student Well-being

- Students bonds with friends have been developed over many years
- Students have many things to worry about, potential segregation and making new friends is unnecessary
- Proposed boundary changes may have a significant impact on students in the areas of: grades, confidence, emotional well-being, and their sense of belonging
- Children suffering/potential to suffer anxiety, stress, and poor mental health as a result of the proposed boundary changes

# **“No Vote/Blank” Online Comment Themes**

## **Programming and Transition Considerations**

- Programming is needed to help with the integration of students in their new schools
- Need to ensure that before and after school care is available for re-directed students

## **Change Proposed Boundaries and Provide More Information**

- Maps are not user friendly and difficult to understand
- Direct V72, V69A and V69B to St. Brigid

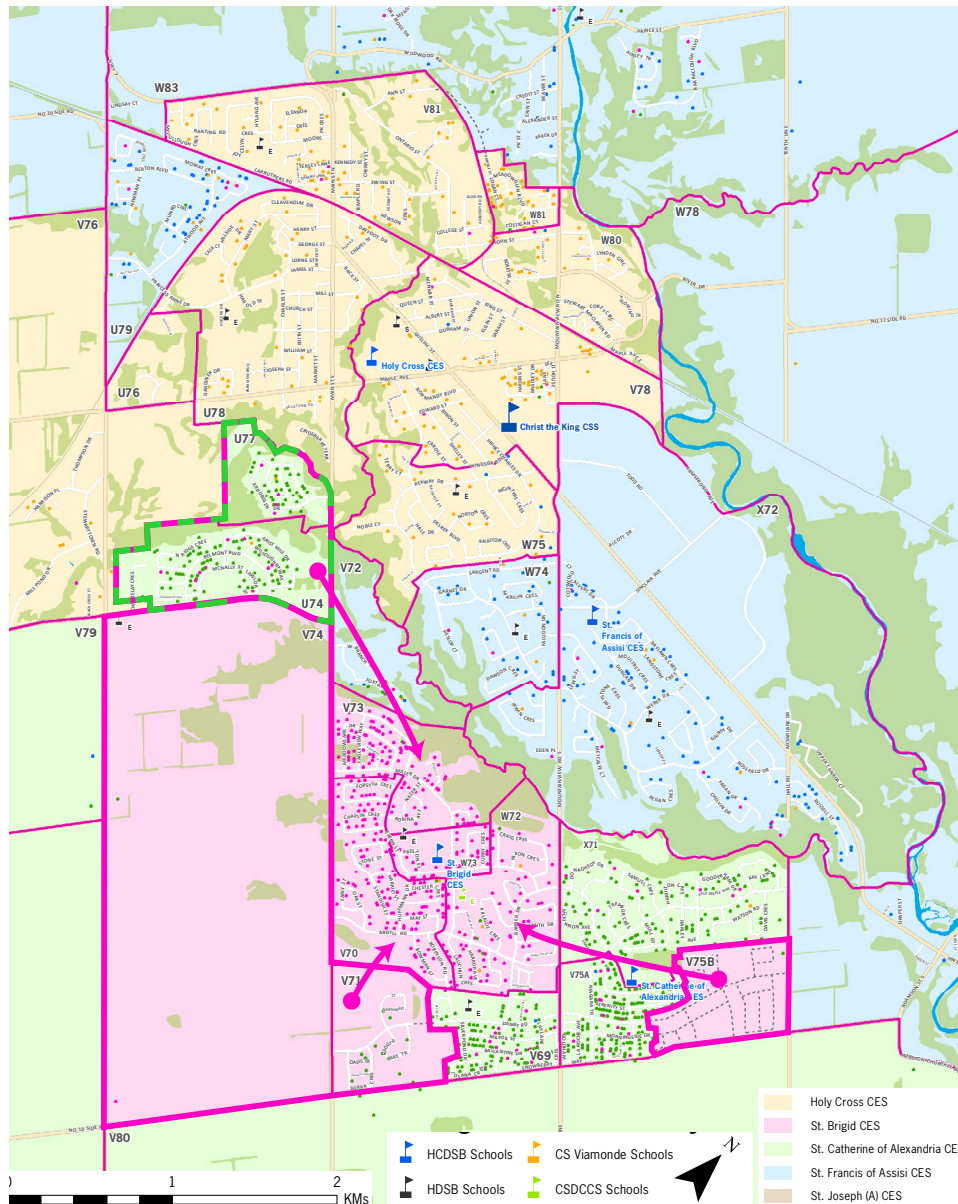
## **Enrolment Pressures and Future Considerations**

- Options are not supported and if children are re-directed, parents will consider switching to the public board
- Ensure enrolment is such that portables and overcapacity classrooms are not overused
- St. Brigid is currently quite full with French Immersion already

## **Condition of Facilities**

- Replace Holy Cross with a newer, larger school
- Do not want to move children to school in need of repairs

# Option 10 - Community Submission



## ACTIONS:

- Grandparent existing Students in patches U74 and U77 at St. Catherine of Alexandria CES, and redirect all new enrolment to St. Brigid CES
- Redirect patches V71, V74, and V75B from St. Catherine of Alexandria CES to St. Brigid CES
- Redirect all Extended Immersion Students from St. Brigid CES to Holy Cross CES, and retain the Early French Immersion Program at St. Brigid CES
- Repatriate all Cross-Boundary Students to their designated home schools in 2016

# Advisory SBRC Option Discussion



# Advisory SBRC Option Discussion

## “MODIFIED” OPTIONS

The options have been updated to include the redirection of patch V72 from St. Francis of Assisi CES to St. Brigid CES, as suggested via community feedback.

### OPTION 3 (MODIFIED)

- Enrolment numbers are sustainable over a 5 year period
- Was the favoured option (33.1%) amongst the 175 community members who completed the online survey
- Least disruptive to the greatest number of students (132)
- Best addresses the school boundary review criteria



# Advisory SBRC Option Discussion

## OPTION 9 (MODIFIED)

- Enrolment numbers are sustainable over a 5 year period
- Moves students who walk to a close school, and buses them to a much further school
- Is not a cost effective use of school transportation
- Higher number of students will be disrupted overall (178)

## OPTION 9B (MODIFIED)

- Enrolment numbers are good
- Moves students who walk to a close school, and buses them to a much further school
- Is not a cost effective use of school transportation
- High number of students will be disrupted overall (258)

# Advisory SBRC Option Discussion

## OPTION 10 (Community Submission)

- Enrolment numbers start off good
- Brings St. Brigid CES over capacity sooner than any other option (2018)
- Holy Cross CES and St. Francis of Assisi CES are significantly under-utilized
- Divides the communities of patches U77, U74 and V75B, as all new students that enroll will be directed to St. Brigid CES whereas grandparented student would be directed to St. Catherine of Alexandria CES.
- Assumes that all Extend French students at St. Brigid CES will choose to attend Holy Cross CES – typically attending Extended French students are within the school offering the program boundary.
- Is not a cost effective use of school transportation
- High number of students will be disrupted overall (253)

# Advisory SBRC Option Discussion

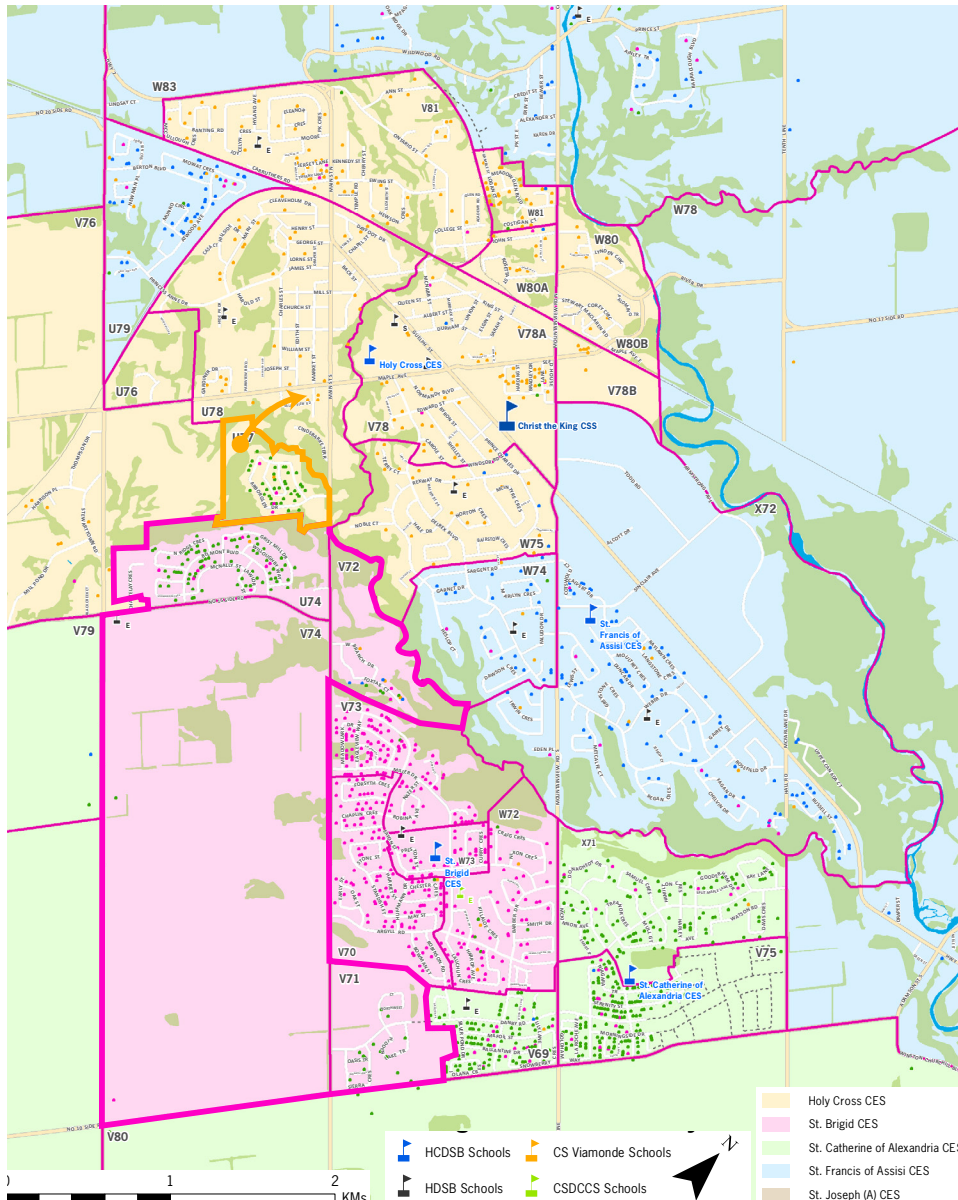
As requested by the Advisory SBRC members, the below table outlines the number of students that would be affected if one of the four (4) options were implemented:

OPTIONS	HLYC	FRAN	ALEX	BRID	TOTAL
<b>Option 3</b>	0	0	127	5	<b>132</b>
<b>Option 9</b>	11	35	127	5	<b>178</b>
<b>Option 9B</b>	91	35	127	5	<b>258</b>
<b>Option 10 (CF)*</b>	36 (CB)	25 (CB)	14 + 56 (CB)	60 + 62 (CB)	<b>253</b>

\*NOTE: Option 10 submitted as Community Feedback (CF) requires that all cross-boundary (CB) students be repatriated.

# Advisory Committee Recommendation

# Option 3 (Modified)



## ACTIONS:

- Redirect patch U77 from St. Catherine of Alexandria CES to Holy Cross CES
- Redirect patches U74, V74 & V71 from St. Catherine of Alexandria CES to St. Brigid CES

## MODIFICATION:

As suggested via community feedback

- Redirect patch V72 from St. Francis of Assisi CES to St. Brigid CES

# Option 3 (Modified)

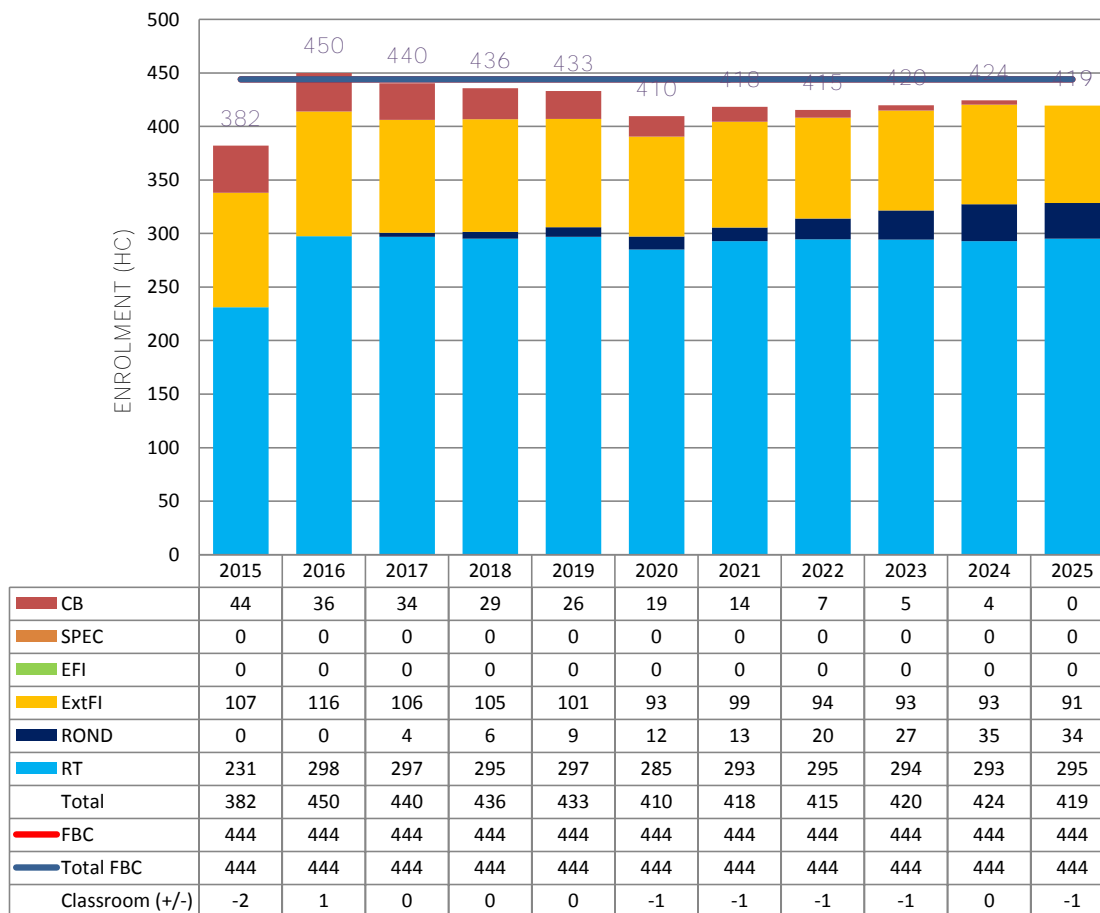
# ENROLMENT

## ACTIONS:

- Redirect patch U77 from St. Catherine of Alexandria CES to Holy Cross CES
- Redirect patches U74, V74 & V71 from St. Catherine of Alexandria CES to St. Brigid CES
- Redirect patch V72 from St. Francis of Assisi CES to St. Brigid CES

### Holy Cross CES - Enrolment Trend

Option 3



*\*Holy Cross CES cannot accommodate any portables on site.*

# Option 3 (Modified)

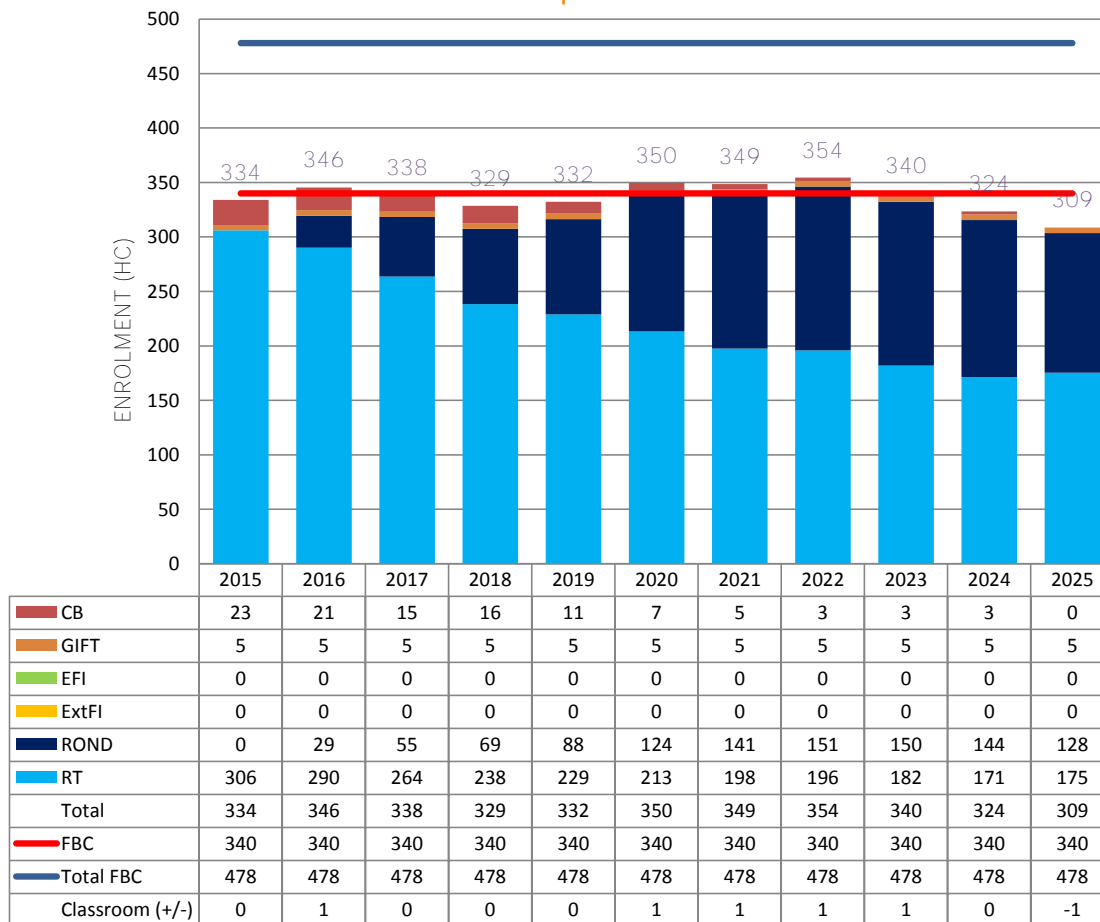
# ENROLMENT

## ACTIONS:

- Redirect patch U77 from St. Catherine of Alexandria CES to Holy Cross CES
- Redirect patches U74, V74 & V71 from St. Catherine of Alexandria CES to St. Brigid CES
- Redirect patch V72 from St. Francis of Assisi CES to St. Brigid CES

St. Francis of Assisi CES - Enrolment Trend

Option 3



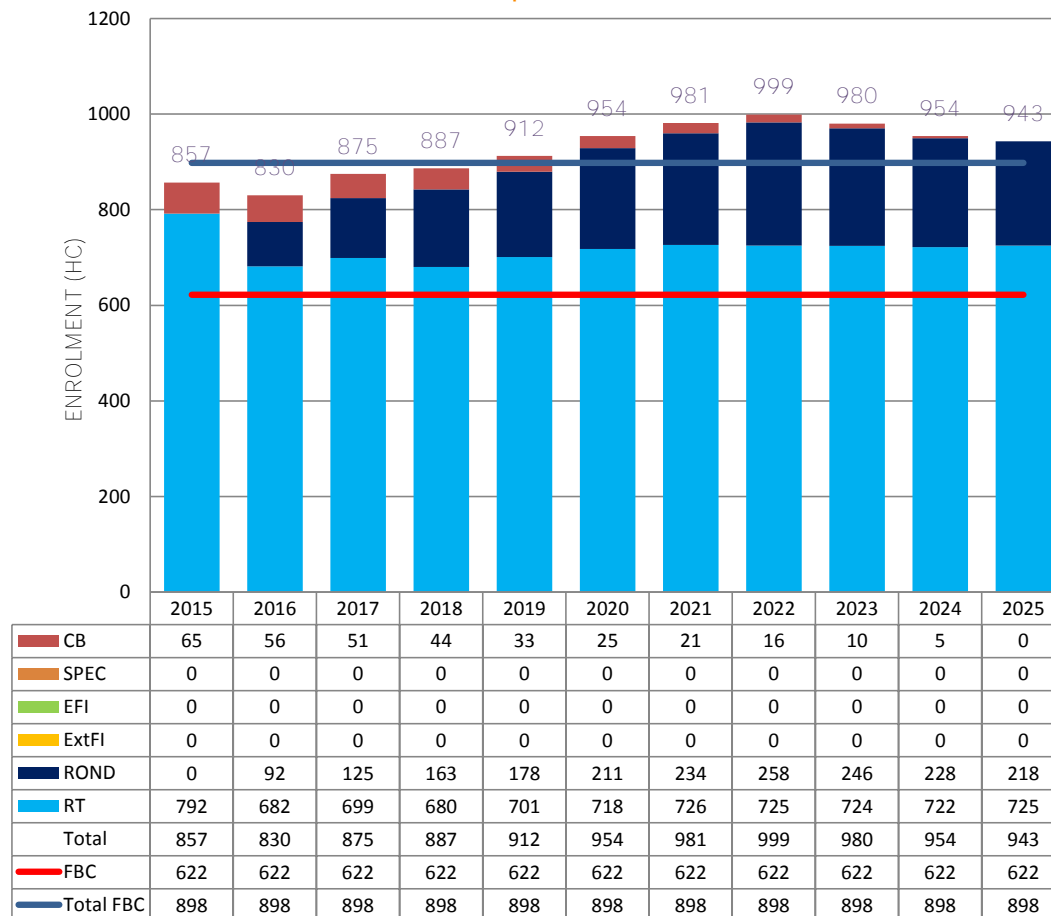
# Option 3 (Modified)

# ENROLMENT

## ACTIONS:

### St. Catherine of Alexandria CES - Enrolment Trend

Option 3



- Redirect patch U77 from St. Catherine of Alexandria CES to Holy Cross CES
- Redirect patches U74, V74 & V71 from St. Catherine of Alexandria CES to St. Brigid CES
- **Redirect patch V72 from St. Francis of Assisi CES to St. Brigid CES**



# Option 3 (Modified)

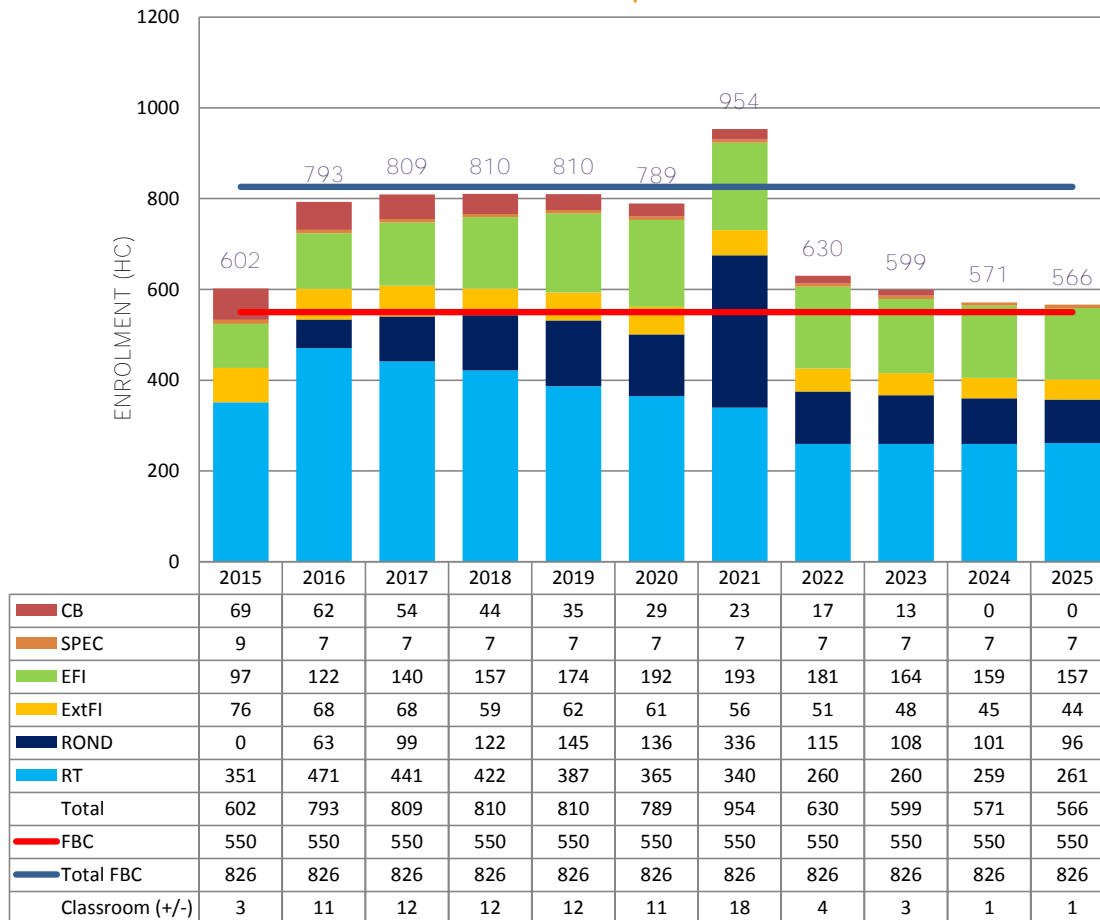
# ENROLMENT

## ACTIONS:

- Redirect patch U77 from St. Catherine of Alexandria CES to Holy Cross CES
- Redirect patches U74, V74 & V71 from St. Catherine of Alexandria CES to St. Brigid CES
- Redirect patch V72 from St. Francis of Assisi CES to St. Brigid CES

### St. Brigid CES - Enrolment Trend

Option 3



# Advisory Committee Recommendation

The Georgetown Elementary School Boundary Review Advisory Committee unanimously agreed to recommend to the Board of Trustees that **OPTION 3 MODIFIED** be adopted with the following additional considerations:

- I. That, all Grade 6 and 7 students (enrolled in the 2015/2016 school year) be offered the option (grandparented) to remain at their home school until they graduate to the secondary panel without transportation. Furthermore, siblings of grandparented students will not be granted cross-boundary status.
- II. That, due to safety concerns related to elementary students crossing Maple Avenue and Main Street without the assistance of a crossing-guard, transportation shall be considered for students living in patch U77, who will be directed to Holy Cross CES whereby a portion of the students would not be eligible for transportation based on the 1.6km walking distance policy. Transportation would be provided until such time crossing guard assistance is provided at this intersection, and that the area is deemed safe through reassessment by Halton Student Transportation Services.

# Advisory Committee Recommendation

## ...Continued additional considerations:

- III. That Board staff organize a meeting with each of the affected school communities to have the opportunity to attend a transition meeting at their newly designated school, to visit the new facility and become familiar with their new accommodations and school staff.
- IV. That families of students residing in patches U74, V74, and V71 be advised in writing of the possibility of being redirected to a new elementary school located within the Vision Georgetown Secondary Plan (located entirely in patch V74) as early as the 2021/22 school year.

# Board Staff Recommendation

**...In addition to Advisory Committee recommendations:**

- V.** That, all Grade 5, 6 and 7 Extended Immersion students residing in patch U77 (enrolled in the 2015/2016 school year) be offered the option (grandparented) to remain at their current Extended Immersion school until they graduate to the secondary panel without transportation. Furthermore, siblings of grandparented students will not be granted cross-boundary status.

# Next Steps

# Next Steps

## MILESTONES

1. Board receives Delegations and approves new elementary school boundaries

## DATES

**January 19, 2016**

# Questions?

**Electronic copies can be found on our website:**

**[hcdsb.org](http://hcdsb.org) > Schools > School Boundary Reviews > Georgetown Elementary Schools**



## STAFF REPORT

## ITEM 9.2

### 2015 SCHOOL CONSOLIDATION CAPITAL PROJECT PROPOSALS

#### PURPOSE:

To present the Board with a proposed list and priority ranking of school consolidation capital project proposals for the 2015 Ministry Request for School Consolidation Capital Projects and New Construction of Child Care.

#### COMMENTS:

This report is an introduction to staff's recommendation to submit School Consolidation Capital Projects to the Ministry. Staff will be bringing forward a proposal to Trustees at the Regular Board Meeting of January 19, 2016, to initiate three (3) pupil accommodation reviews under the newly approved Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation Projects and New Construction of Child Care" (see Appendix A). This Ministry Memorandum requests school boards to submit consolidation projects that need to be completed by the 2019-20 school year. The Business Cases for selected projects must be submitted to the Ministry no later than February 28, 2016. A final Board decision on the Pupil Accommodation Review processes, where applicable, must occur by March 28, 2016.

The Ministry's School Closure and Consolidation program serves as the primary funding mechanism to fund projects that:

- A) consolidate two (or more) schools into a new facility;
- B) proposes to build an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that the Board has made a decision to close;
- C) right-sizing existing schools by renovating existing excess space for other uses including community hubs.

As was first communicated in the Ministry of Education Memorandum 2015: B11 "Capital Funding for New Construction of Child Care" (Appendix B), the funding available for the construction of child care spaces is also available for consolidation projects under the current memo. If an opportunity arises to introduce a Child Care facility in a proposed project, staff will advise the Board. The Board recently received a grant for the construction of a Child Care Centre at the new North Oakville Preserve Catholic Elementary School.

Based on Ministry Memorandum 2015: B16, Board Operating Policy I09: School Accommodation Review – Consolidation/Closure, the Board’s 2013 Long Term Accommodation Plan, and contingent on Board approval, staff recommends the submission of four School Consolidation Capital Project Proposals to the Ministry as per Ministry Memorandum 2015: B16. The four proposed School Consolidation Capital Projects to be submitted to the Ministry by February 28, 2016 are listed below.

<b>TENTATIVE RANKING</b>	<b>2016 SCHOOL CONSOLIDATION CAPITAL PROJECT PROPOSALS BY REVIEW AREAS</b>	<b>PANEL</b>	<b>TYPE OF PROJECT</b>
1	CEH1: Halton Hills	E	Consolidation
2	CEB2: Burlington – South of QEW	E	Consolidation
3	CEO1: Oakville – South of QEW	E	Consolidation
4	St. Mark Catholic Elementary School Removal of Relocatable Building Section	E	Right-Sizing

Within the three (3) Review areas referred to above, staff believes there are a sufficient number of factors to warrant initiating a Modified Pupil Accommodation Review Process.

Furthermore, the first three (3) School Consolidation Capital Project Proposals align with the Board’s approved 2013 Long Term Accommodation Plan. The full 2013 Long Term Accommodation Plan is accessible on the Board website. Appendix C, Appendix D, and Appendix E show the geographically locations of the CEH1, CEB2 AND CEO1 Review Areas which are listed as Priorities 1, 2 and 3 respectively.

The St. Mark Catholic Elementary School proposal is a request to the Ministry to fund the removal of Relocatable Building Section attached to the school, as the Relocatable Section requires extensive facility renewal and currently there are six empty classrooms and increasing to eight empty classrooms in the future. Staff will provide a separate report outlining the renewal needs of the Relocatable Building and the declining enrolment at St. Mark School for Trustee consideration.

The main objective of the proposed school consolidation capital projects is to enhance student learning opportunities and address the needs of all our students with a focus on 21st century competencies and the Ontario Catholic Graduate Expectations. It is also an excellent opportunity to infuse investments in established neighbourhoods by introducing new facilities, reconfirm the Board’s academic program offerings and the benefits of Catholic education in Halton.

For Priorities 1, 2 and 3 to be eligible for the 2016 School Consolidation Capital (SCC) program submission, the Board will first need to approve the commencement of three (3) “Modified Pupil Accommodation Review Process” for the above noted review areas. Furthermore, for the projects to qualify to receive funding from the Ministry, the three pupil accommodation reviews would require Board approval by March 28, 2016. Accordingly, staff will present an Action Report at the January 19, 2016 Board Meeting, recommending the commencement of the Modified Pupil Accommodation Review processes under section 2.0 of *Operating Policy I09: School Accommodation Review – Consolidation/Closure*. See Appendix F.

The January 19, 2016 Action Report, which is referred to as the Initial Staff Report in the Policy, will be a report containing a rationale for undertaking a Modified Accommodation Review Process; option(s) for school consolidation and closures; and the identification of a preferred option with a recommendation to Trustees with respect to schools that should be subject to the modified pupil accommodation review process.

The Action Report will also include School Information Profiles (SIP) for each affected school. SIPs include an orientation document with point-in-time data for each of the schools under review, a facility profile outlining the built components of the schools, an instructional profile outlining the academic programming of the school, and other school use information. Schedule A of *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure* outlines all the information to be gathered (Appendix G).

It should be also be noted that in all three (3) proposed Modified Pupil Accommodation Review Processes, implementation of the actions approved by the Board in consolidating schools would be contingent on Ministry funding being allocated to the project(s).

### **CONCLUSION:**

Contingent on Board approval, staff anticipates to initiate three (3) Modified Accommodation Review Processes in Halton Hills, Burlington, and Oakville, and anticipates to make a total of four (4) submissions to the Ministry as part of *Memorandum 2015: B16 Request for School Capital Consolidation Projects and New Construction of Child Care*. These proposed school consolidation projects align with the Board's 2013 Long Term Accommodation Plan of the Board (LTAP).

The main objective of the proposed school consolidation capital projects is to enhance student learning opportunities and address the needs of all our students with a focus on 21st century competencies and the Ontario Catholic Graduate Expectations. It is also an excellent opportunity to infuse investments in established neighbourhoods by introducing new facilities, reconfirm the Board's academic program offerings and the benefits of Catholic education in Halton.

Staff will present an Action Report at the January 19, 2016 Board Meeting, recommending the commencement of the Modified Pupil Accommodation Review processes under section 2.0 of *Operating Policy 109: School Accommodation Review – Consolidation/Closure*.

#### **REPORT PREPARED & SUBMITTED BY:**

F. THIBEAULT  
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

G. CORBACIO  
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

P. McMAHON  
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

#### **REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**Ministry of Education**

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**Ministère de l'Éducation**

Édifice Mowat  
900, rue Bay  
Toronto ON M7A 1L2

**2015: B16**

**MEMORANDUM TO:** Directors of Education  
Consolidated Municipal Service Managers (CMSMs)  
District School Services Administration Boards (DSSABs)

**FROM:** Gabriel F. Sékaly  
Assistant Deputy Minister  
Financial Policy and Business Division

Nancy Matthews  
Assistant Deputy Minister  
Early Years Division

**DATE:** December 16, 2015

**SUBJECT:** Request for School Consolidation Capital Projects and New  
Construction of Child Care

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We are writing to announce details of the 2016 School Consolidation Capital (SCC) program which is supported through the \$750 million in funding that was announced in the 2014-15 GSN release as part of the School Board Efficiencies and Modernization (SBEM) initiative.

As was first communicated in [2015:B11 Memorandum: Capital Funding for New Construction of Child Care](#), child care project submissions are included as part of the SCC program. The memo included the details of a new investment of \$120 million over three years to support the construction of new child care spaces for children 0 to 3.8 years of age in new and expanded schools. As communicated in the memo, future opportunities to apply for major capital funding to support new construction of child care would continue as part of the Capital Priorities and SCC programs.

The SCC investments are intended to help school boards adjust their cost structure in response to reductions in Ministry funding that currently supports underutilized space and where needed, replace child care spaces that would be lost due to a school closure or address demand in a new school being built as part of a school consolidation project.

The Ministry recognizes that for school boards to effectively and efficiently manage their excess capacity, they will need to, in some cases, adjust their capital footprint. Through the SCC program, capital funding will be available to school boards to support projects that address a board's excess capacity. This funding will be allocated on a business case basis for new schools, retrofits and additions that support consolidations.

School boards are requested to provide the Ministry with their consolidation projects that need to be completed at the latest by the 2019-20 school year. The Ministry will be reviewing the SCC submissions for funding consideration, as well as to understand the need for ongoing capital investments in the education sector.

## **Business Case Considerations**

The Ministry will consider funding business cases under the SCC program that allow a board to reduce their excess capacity. Only projects that are identified as consolidating excess space will be eligible for funding. Eligible projects for funding consideration include the following:

- Consolidating two (or more) schools into one new facility.
- Building an addition and/or undertaking a major renovation to an existing school to accommodate enrolment from other schools that a board has made a decision to close.
- Right-sizing existing schools by renovating existing excess space for other uses including Community Hubs.

The SCC business cases will be reviewed by the Ministry with the focus being on the cost effectiveness of the proposed solutions. The business cases should address the following:

- Improvement of facility utilization through the reduction of unused space.
- Impact on reducing a school board's operating and renewal costs.
- Enrolment projections for schools in the area of the project.
- Existing renewal needs of schools that are part of the business case.
- Other benefits, such as improved programming, accessibility and/or energy efficiency.
- Results of the accommodation review process (where applicable).

We expect that school boards will be submitting projects for SCC funding that are linked to accommodation reviews decisions. Please note, projects related to accommodation reviews must have a final trustee decision by March 28, 2016 to be considered for SCC funding approval.

## **Submission of School Consolidation Capital Projects**

Beginning January 15, 2016, school boards will be able to submit their requests for SCC funding through the School Facilities Inventory System (SFIS). Only a school board's eight highest priority projects expected to open no later than 2019-20 will be considered for SCC funding and will need to be supported with a completed business case. School boards are required to submit their SCC business cases by February 29, 2016. The Ministry will not accept business cases after this date.

School boards can save their work in progress within the SFIS Capital Priorities module, however, once school boards submit their business cases, their submissions will be locked from further editing. School boards will only be able to modify their business cases by requesting that their Capital Analyst unlock the submission.

The Ministry is aiming to make announcements regarding their SCC funding decisions in early Spring 2016 with an announcement of the next round of Capital Priorities to follow shortly thereafter.

## **Submission of Child Care Projects**

As with the previous round of child care project submissions through the Capital Priorities program, school boards and CMSMs/DSSABs have an opportunity to submit child care projects through the SCC program. To date, 49 projects have been approved totaling \$80.1 million to support the new construction of 164 new child care rooms and 2,901 new child care spaces.

As part of the SCC program, school boards can submit a request for the inclusion of new child care construction. Note that stand-alone child care capital projects are not eligible as part of the SCC program.

### ***Eligibility***

The Ministry will consider funding the new construction of child care in schools, under the following conditions:

- 1) The target school is any of the following:
  - a) an existing school that will be accommodating students from a closing school that currently contains child care spaces,
  - b) a new school that is to be constructed and receives Ministry funding approval,
  - c) an existing school that is to undergo a major addition/renovation that receives Ministry funding approval, or
  - d) an existing building that has been purchased for the purposes of student accommodation and receives Ministry funding approval.

- 2) The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child care rooms and create spaces for ages 0 to 3.8 years in the identified school.
- 3) The child care spaces will not result in a child care operating pressure for the CMSM/DSSAB.

When considering long-term viability, CMSMs/DSSABs and school board planners must consider at least the next five years and use population projections as well as other local data to inform submission decisions.

### ***Affirmation Letter***

As part of your SCC submission, the Ministry will require an affirmation letter (see Appendix A for the template) signed by both the CMSM/DSSAB Manager of Children's Services and the school board Director of Education. The affirmation letter includes project details and confirms that the child care program meets all eligibility and viability requirements.

To be considered for funding, the affirmation letter must be submitted as part of the school board's SCC business case. A copy must also be provided to your school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) (see Appendix B) and Capital Analyst (see Appendix C). The Ministry may request supporting documentation following a review of the affirmation letter.

### ***Prioritization of Eligible Child Care Capital Projects***

As communicated in 2015:B11 Memoranda, the Ministry of Education will use the following factors to prioritize projects under this policy should the number of eligible submissions surpass available funding:

- child care replacement due to school closure/accommodation review;
- age groupings (infant rooms are a priority);
- accommodation pressures/service gaps; and
- cost effectiveness and viability.

### ***Joint Use Capital Projects***

As with previous Capital Priorities Grant programs, the Ministry encourages school boards to consider collaborative capital project arrangements between school boards. The Ministry will review all joint use projects for funding consideration before evaluating any other SCC submissions. Joint use projects are more likely to receive capital funding and also have the opportunity to generate an increased amount of capital funding than individual projects. Please see Memorandum B2013:18, Initiative to Encourage Joint Use/Collaboration between School Boards on Capital Projects, for further details.

## Community Hubs

As you are likely aware, in August 2015, the Premier's Community Hubs Framework Advisory Group released a report titled [Community Hubs in Ontario: A Strategic Framework and Action Plan](#). This action plan brought renewed focus to the discussion of strategies to support the formation of community hubs across the province. The ministry recognizes the value of joint community based planning across local agencies. To that end, the Ministry encourages school boards to seek out community organizations for possible partnership opportunities in their SCC submissions.

## Proceeds of Disposition

School boards will not be required to allocate their Proceeds of Disposition (POD) towards new SCC projects. School boards are reminded, however, that projects that they wish to undertake on their own using POD will first need to be submitted to the Ministry through the Capital Priorities or SCC programs. Additionally, school boards have the option to identify POD as a funding source for a SCC project that addresses outstanding renewal needs. Please see Memorandum B2015:13, Proceeds of Disposition Policy, for further details.

## Capital Analysis and Planning Template

The Capital Analysis and Planning Template (CAPT) is an essential tool for understanding school boards' capital financial position. An approved CAPT is necessary before the Ministry is able to sufficiently assess the existing capital activity of a school board. As a result, school boards will not be considered for SCC funding approval if the Ministry does not have an approved CAPT consistent with the board's 2014-15 Financial Statement.

## Highlights/Summary Points

- School boards to submit School Consolidation Capital projects expected to open no later than the 2019-20 school year.
- School boards will be able to submit their business cases through SFIS beginning on January 15, 2016.
- The deadline for School Consolidation Capital submission is February 29, 2016.
- Business cases will be required only for a board's top 8 School Consolidation Capital projects.
- School boards may also request funding for the construction of new child care spaces as part of a board's School Consolidation Capital submission.



## Ministry Contact

If you have any SCC program questions, or require additional information, please contact the Capital Analyst assigned to your school board or:

Paul Bloye, Manager, Capital Policy and Programs Branch at 416-325-8589 or at [Paul.Bloye@ontario.ca](mailto:Paul.Bloye@ontario.ca), or

Mathew Thomas, Manager, Capital Policy and Programs Branch at 416-326-9920 or at [Mathew.P.Thomas@ontario.ca](mailto:Mathew.P.Thomas@ontario.ca).

If you have any child care program questions, or require additional information, please contact the local Early Years Regional Staff assigned to your school board or:

Laura Sparling, Manager, Full Day Kindergarten at 416-212-4004 or at [Laura.Sparling@ontario.ca](mailto:Laura.Sparling@ontario.ca).

We look forward to working with you to identify your future Capital Priorities Consolidation projects.

*Original signed by*

Gabriel F. Sékaly Assistant Deputy Minister Financial Policy and Business Division
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Nancy Matthews Assistant Deputy Minister Early Years Division
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Appendices:

Appendix A: Template – Affirmation Letter: Capital Funding for New Construction of  
Child Care – School Consolidation Capital

Appendix B: List of Ministry Early Years Regional Staff

Appendix C: List of Ministry Capital Analysts

cc: Superintendents of Business and Finance

**Affirmation Letter: Capital Funding for New Construction of Child Care – School Consolidation Capital**

School Board Name:

School Consolidation Capital Proposal:

Rank:

**Current Scenario - Existing Schools**

		Existing Licensed Child Care Capacity							
		Spaces				Rooms			
SFIS	School Name	Infant	Toddler	Pre-school	Total	Infant	Toddler	Pre-school	Total
					0				0
					0				0
					0				0
					0				0
					0				0
					0				0
TOTAL		0	0	0	0	0	0	0	0

**Proposed Solution - Resulting Schools**

			Child Care Rooms Being Requested						
			Rooms			Total		Opening Date	
School Name	School Address	Postal Code	Infant	Toddler	Pre-school	Rooms	Spaces	School	Child Care
		Spaces per room	10	15	24				
						0	0		
						0	0		
						0	0		
						0	0		
TOTAL			0	0	0	0	0		

This is to affirm that this Affirmation Letter has been jointly approved by the school board and Consolidated Municipal Service Manager (CMSM) or District School Services Administration Board (DSSAB) listed below. The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child care rooms and create spaces for ages 0 to 3.8 years in the identified schools and affirms that the new spaces will not result in an operating pressure for the CMSM/DSSAB.

Please Note: For this request to be considered for funding, this Affirmation Letter must be submitted as part of the school board's School Consolidation Capital business case. A copy must also be provided to your school board's Ministry Early Years Regional Staff (Education Officer and Child Care Advisor) and Capital Analyst.

Name of CMSM/DSSAB

Manager of Children's Services (CMSM/DSSAB) Name

Manager of Children's Services (CMSM/DSSAB) Signature

Date

Director of Education (School Board) Name

Director of Education (School Board) Signature

Date

Over for Project  
Details →

Please enter project description here.

## Appendix B: List of Ministry Early Years Regional Staff

<b><i>London Regional Office</i></b>		
<i>Education Officer (English-Language Boards)</i>	Sue Chanko	217 York Street, Suite 207 London, ON, N6A 5P9 Email: <a href="mailto:sue.chanko@ontario.ca">sue.chanko@ontario.ca</a> Tel: 519-870-2187 Fax: 519-667-9769
<i>Education Officer (French-Language Boards)</i>	Azza Hamdi	900 Bay Street, Mowat Block, 24 <sup>th</sup> Floor Toronto, ON, M7A 1L2 Email: <a href="mailto:azza.hamdi@ontario.ca">azza.hamdi@ontario.ca</a> Tel: 416-325-8303 Fax: 416-314-7836
<i>Child Care Advisor</i>	Karen Calligan	217 York Street, Suite 207 London, ON, N6A 5P9 Email: <a href="mailto:karen.calligan@ontario.ca">karen.calligan@ontario.ca</a> Tel: 226-919-5832 Fax: 519-667-9769

<b><i>Toronto and Area Regional Office</i></b>		
<i>Education Officer (English-Language Boards)</i>	Dolores Cascone	3300 Bloor Street West Suite 3610 – Centre Tower Toronto, ON, M8X 2X3 Email: <a href="mailto:dolores.cascone@ontario.ca">dolores.cascone@ontario.ca</a> Tel: 416-314-6300 Fax: 416-325-4153
<i>Education Officer (French-Language Boards)</i>	Azza Hamdi	900 Bay Street, Mowat Block, 24 <sup>th</sup> Floor Toronto, ON, M7A 1L2 Email: <a href="mailto:azza.hamdi@ontario.ca">azza.hamdi@ontario.ca</a> Tel: 416-325-8303 Fax: 416-325-4153
<i>Child Care Advisor</i>	Isilda Kucherenko	3300 Bloor Street West Suite 3610 – Centre Tower Toronto, ON, M8X 2X3 Email: <a href="mailto:isilda.kucherenko@ontario.ca">isilda.kucherenko@ontario.ca</a> Tel: 416-325-3244 Fax: 416-325-4153

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**Barrie Regional Office**

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<i>Education Officer</i>	Ana Marie Prokopich	20 Bell Farm Road, Unit #9 Barrie, ON, L4M 6E4 Email: <a href="mailto:anamarie.prokopich@ontario.ca">anamarie.prokopich@ontario.ca</a> Tel: 705-725-7260 Fax: 705-725-7635
<i>Child Care Advisor</i>	Maria Saunders	20 Bell Farm Road, Unit #9 Barrie, ON, L4M 6E4 Email: <a href="mailto:maria.saunders@ontario.ca">maria.saunders@ontario.ca</a> Tel: 705-725-7629 Fax: 705-725-7635

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**Ottawa Regional Office**

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<i>Education Officer</i>	Nathalie Daoust	1580 Merivale Road, Suite 504 Nepean, ON K2G 4B5 Email: <a href="mailto:nathalie.daoust@ontario.ca">nathalie.daoust@ontario.ca</a> Tel: 613-225-4103 Fax: 613-851-2723
<i>Child Care Advisor</i>	Rachelle Blanchette	c/o Ministry of Children and Youth Services 11 Beechgrove Lane Kingston, ON K7M 9A6 Email: <a href="mailto:rachelle.blanchette@ontario.ca">rachelle.blanchette@ontario.ca</a> Tel: 613-536-7331 Fax: 613-536-7272

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**Sudbury/North Bay Regional Office**

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<i>Education Officer</i>	Renée Brouillette	447 McKeown Ave, Suite 211 North Bay, ON, P1B 9S9 Email: <a href="mailto:renee.brouillette@ontario.ca">renee.brouillette@ontario.ca</a> Tel: 705-497-6893 Fax: 705-497-6896
<i>Child Care Advisor</i>	Lina Davidson	199 Larch Street, Suite 1103 Sudbury ON, P3E 5P9 Email: <a href="mailto:lina.davidson@ontario.ca">lina.davidson@ontario.ca</a> Tel: 705-564-4282 Fax: 705-561-7207

<b>Thunder Bay Regional Office</b>		
<i>Education Officer</i>	Heather Exley	615 South James Street, 1st Floor Thunder Bay, ON, P7E 6P9 Email: <a href="mailto:heather.exley@ontario.ca">heather.exley@ontario.ca</a> Tel: 807-474-2993 Fax: 807-474-2999
<i>Child Care Advisor</i>	Kelly Massaro-Joblin	615 South James Street, 1st Floor Thunder Bay ON, P7E 6P9 Email: <a href="mailto:kelly.massaro-joblin@ontario.ca">kelly.massaro-joblin@ontario.ca</a> Tel: 807-474-2982 Fax: 807-474-2999

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Toronto ON M7A 1L2

**2015: B11**

**Memorandum To:** Directors of Education  
Consolidated Municipal Service Managers (CMSMs)  
District Social Services Administration Boards (DSSABs)

**From:** Jim Grieve  
Assistant Deputy Minister  
Early Years Division  
  
Gabriel F. Sékaly  
Assistant Deputy Minister  
Financial Policy and Business Division

**Date:** May 26, 2015

**Subject:** Capital Funding for New Construction of Child Care

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The Ministry of Education is pleased to announce a new investment of \$120 million over three years to support the construction of new child care spaces for children 0 to 3.8 years of age in new and expanded schools beginning this school year. This investment is another milestone step towards achieving the full vision of a seamless and integrated early years system in Ontario. It also represents an important component of the Ministry's commitment to increase school-based community hubs across the province. This investment will support continued modernization of the child care sector and create partnership opportunities as we engage with our partners on the provision of community hubs in schools.

**Context**

Ontario embarked on the biggest innovation in our early years system in decades by implementing publicly-funded full-day kindergarten (FDK) commencing in September 2010. In 2011, the government made a commitment to work with its partners to transition and modernize child care and support its long-term vision of an increasingly accessible and integrated early years system.

As FDK rolled out across the province, the Ministry also developed child care capital policies to support child care operators as they transitioned to serving children 0 to 3.8 years during the school day. To help stabilize the sector and support operators as they transition their programs, two policies were released, including:

- Capital Funding Policy to Replace Child Care Spaces in Replacement Schools (2012:B3 and 2013:B8 memoranda), and
- Schools-First Child Care Capital Retrofit Policy (SFCCCRP) (2012:EL3, 2012:EL4, and 2013:EY3 memoranda).

Capital investments are important steps towards modernizing child care and also building a coordinated and seamless early years system in Ontario. Both school-based child care capital policies focus on stabilizing the child care sector and building increasingly integrated partnerships between school boards and municipal child care service managers through joint planning and approval.

Investments to date, however, have not addressed the need for expansion, particularly in schools where school utilization is maximized and the opportunities for retrofits are limited. New capital investments can now support the need for new child care spaces in schools where there is significant demand as well as the Ministry's mandate to develop a policy that supports the creation of community hubs across the province through collaborative work with municipal partners.

Approval of funding to support new construction of child care is an opportunity to begin to move away from a patchwork of investments to address identified gaps in major capital policy for child care, and create a comprehensive policy approach that aligns with capital policies for schools. To support this, the Capital Funding Policy to Replace Child Care Spaces in Replacement Schools will sunset effective from the date this memorandum has been issued. Funding will continue to be available to replace child care rooms that would be lost due to school closures or other school accommodations.

The new child care capital policy for new construction considers the need for restricted expansion of child care spaces in schools in areas where there is high demand, limited or no space to retrofit in schools. This new investment will also be available to replace child care spaces in replacement schools resulting from school closures.

## **Application Process**

In future rounds of Capital Priorities and School Consolidation Capital (SCC), in order to receive funding for the construction of new child care space, school boards will need to submit a request for the inclusion of new child care construction as part of their Capital Priorities or SCC business case. For those school projects that are only for child care rooms, only an affirmation letter is required.

School boards and CMSMs/DSSABs are expected to work together to identify the need for dedicated child care space to support children ages 0 to 3.8 years in eligible schools. CMSMs/DSSABs will need to consider projects against demand, long-term viability, and their local child care plan.

## **Eligibility**

The Ministry will consider funding the new construction of child care in schools, under the following conditions:

- 1) The target school is:



- a. an existing school that will be accommodating students from a closing school that currently contains child care spaces,
  - b. a new school that is to be constructed and receives Ministry funding approval,
  - c. an existing school that is to undergo a major addition/renovation that receives Ministry funding approval,
  - d. an existing building that has been purchased for the purposes of student accommodation and receives Ministry funding approval, or
  - e. an existing school that has no current child care program and no long-term excess space to retrofit into child care rooms.
- 2) The school board has the support of the corresponding CMSM/DSSAB regarding the eligibility and viability requirements to build child care rooms and create spaces for ages 0 to 3.8 years in the identified school.
  - 3) The child care spaces will not result in a child care operating pressure for the CMSM/DSSAB.

As part of the submission, the Ministry will require an affirmation letter (see Appendix A for the affirmation letter) signed by both the Manager of Children's Services of their CMSM/DSSAB and the Director of Education of the school board. The affirmation letter confirms that the child care program meets the eligibility and viability requirements to build child care spaces for 0 to 3.8 years and will not result in a child care operating pressure for the CMSM/DSSAB. The letter provides basic project details and identifies the number of child care rooms required by age group in addition to any existing child care rooms, both exclusive and shared space, by age group.

In addition to submitting the affirmation letter as part of your school board's Capital Priorities or SCC business case, the letter should also be submitted to your school board's Ministry Early Years Regional Staff (see Appendix B for a list of Ministry Early Years Regional Staff). The Ministry may request supporting documentation following a review of the affirmation letter.

### **Prioritization of Eligible Child Care Capital Projects**

The Ministry of Education will use the following factors to prioritize projects under this policy should the number of eligible submissions surpass available funding:

- child care replacement due to school closure/accommodation review;
- age groupings (infant rooms are a priority);
- accommodation pressures/service gaps; and
- cost effectiveness and viability.

### **How Child Care Capital Funding Will be Calculated**

Child care rooms for new construction will be funded using the current elementary school construction benchmarks (for both elementary and secondary schools under this policy), including the site-specific geographic adjustment factor (GAF). For this policy, the loading factor used to calculate the child care capital funding will be 26 spaces per

room regardless of age groupings (e.g., infant, toddler and preschool rooms will all be funded based on 26 spaces per room). This approach will allow school boards to build child care rooms at maximum group size and allow flexibility to address potential changes under the new *Child Care and Early Years Act, 2014* (CCEYA). This funding formula will apply to all new construction of child care, including the replacement of existing child care due to school closure or accommodation review.

<p style="text-align: center;"><i>Funding Formula for Capital Funding for New Construction of Child Care (amount per child care room)</i></p> <p style="text-align: center;">=</p> <p style="text-align: center;"><i>26 Child Care Spaces x Elementary Construction Cost Benchmark x Average Elementary Area Benchmark x Site Specific GAF</i></p>
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## Eligible Expenses

### ***Eligible expenses include:***

- first-time equipping; and
- expenses incurred to meet *Day Nurseries Act* (DNA)/CCEYA and Building Code standards, that qualify under the Tangible Capital Assets Guide (TCA), revised April 2012.

## Operational Details to Support the Implementation of the Restricted Child Care Capital Expansion Policy in Schools

### ***Operational Requirements***

New construction of child care spaces must be built in accordance with the DNA or the CCEYA once proclaimed. Existing space requirements under the DNA will be maintained under the CCEYA.

On December 2, 2014, Bill 10 was passed by the Legislative Assembly and received Royal Assent on December 4<sup>th</sup>. The DNA will be repealed and replaced with the CCEYA. The CCEYA will not come into force immediately. An incremental and phased process is planned to implement the provisions under the new Act. At this time, the legislation needs to be officially “proclaimed” into effect. This is not expected to happen before Fall 2015.

The Ministry expects that all new child care rooms will be built to accommodate a maximum group size for each age grouping for children 0 to 3.8 years (e.g., 10 infant spaces, 15 toddler spaces, and 24 preschool spaces), and that child care rooms will be for exclusive use during the core school day.

Programs created will support continuity of services for children and families which mean children can be accommodated as they age out of programs. For example, if a toddler room is included in the project proposal a preschool room must also be available. Project proposals must include the current number of exclusive child care rooms at the school, unless the request is identified for a new school build.

For the purpose of this policy, an eligible child care operator:

- is a not-for-profit operator or municipal operator; or,
- is a for-profit operator already located in a school as a result of an agreement and has a purchase of service agreement, both of which were in place as of the date the memorandum was issued; and,
- has not changed ownership or has not terminated the agreement since the date the memorandum was issued.

Accommodation costs (e.g., rent, heating, lighting, cleaning and maintenance) are the sole responsibility of the child care operator. School boards will recover child care related accommodation costs incurred by school boards from the child care operator to ensure no school board operating cost pressures from new child care spaces. School boards are not to charge operators beyond a cost-recovery level.

Finally, capital investments for child care will not be used to address other school board capital needs. Funding will not be provided for school-age child care spaces as the Ministry will not fund exclusive space for before and after school child care programs. Also, with the implementation of FDK, there is no need for dedicated child care space for children of this age because it can be provided in shared space in regular school rooms (i.e., kindergarten rooms) for before and after school care.

### **Capital Accountability Process**

The inclusion of a new child care space in the school board's funding approval will have no impact regarding the school board's capital accountability requirements. As per the Ministry's Capital Accountability Requirements, school boards will be required to submit a space template before designing the project, where applicable, school boards will require an Approval to Proceed (ATP) before the project can be tendered (see Appendix B of Memorandum SB:15, dated May 11, 2011, for the latest update on the capital approval process).

It should also be noted that the child care space will not count as loaded space for the purposes of the facility space template.

### **Information on Leases for New Construction of Child Care Centres**

Where a child care centre has been funded through this policy, the physical space will be owned by the school board and leased to the child care operator or CMSM/DSSAB. School boards will recover their heating, lighting, cleaning, and repair costs directly from child care operators and/or CMSMs/DSSABs as per the school board's usual leasing process. School boards are not permitted to absorb additional school board facility costs (e.g., custodial, heat, and lighting) and renewal costs (e.g., windows) through Ministry funding, such as the School Facility Operations or Renewal Grant.

### **Transitional Funding Phase**

The Ministry of Education will consider new child care construction funding for existing Ministry-approved school capital projects that meet the following additional eligibility requirements to those listed above:

- the project has previously received funding approval under the Capital Priorities or SCC programs or other Ministry project approvals, and
- the project has not yet been given an ATP to tender or begun construction.

School boards are encouraged to engage as soon as possible with their CMSM/DSSAB partners to begin to review feasibility of proposed new child care spaces within existing approved school capital projects, based on local demand and existing operating funding.

For this phase, school boards must submit an affirmation letter signed by both the Manager of Children's Services of their CMSM/DSSAB and the Director of Education of the school board to the Ministry by **July 15, 2015**. The affirmation letter should be submitted to both your school board's Ministry Early Years Regional Staff and your school board's Ministry Capital Analyst (see Appendix C for a list of Ministry Capital Analysts).

The Ministry may request supporting documentation following a review of the affirmation letter.

## Ministry Contacts

The Ministry of Education will continue to work with school boards, CMSMs/DSSABs, and child care operators to consider options regarding the best use of space in schools.

If you have any question regarding the eligibility requirements, the prioritization of child care projects and the application process, please contact your school board's Ministry Early Years Regional Staff.

If you have any questions regarding the capital funding, please contact your Ministry Capital Analyst.

*Original signed by*

Jim Grieve  
Assistant Deputy Minister  
Early Years Division

*Original signed by*

Gabriel F. Sékaly  
Assistant Deputy Minister  
Financial Policy and Business Division

Appendices:

Appendix A: Template – Affirmation Letter for Capital Funding for New Construction  
Child Care

Appendix B: List of Ministry Early Years Regional Staff

Appendix C: List of Ministry Capital Analysts

Copy: Superintendents of Business

Child Care Advisors, Early Years Implementation Branch, Ministry of Education

Education Officers, Early Years Implementation Branch, Ministry of Education

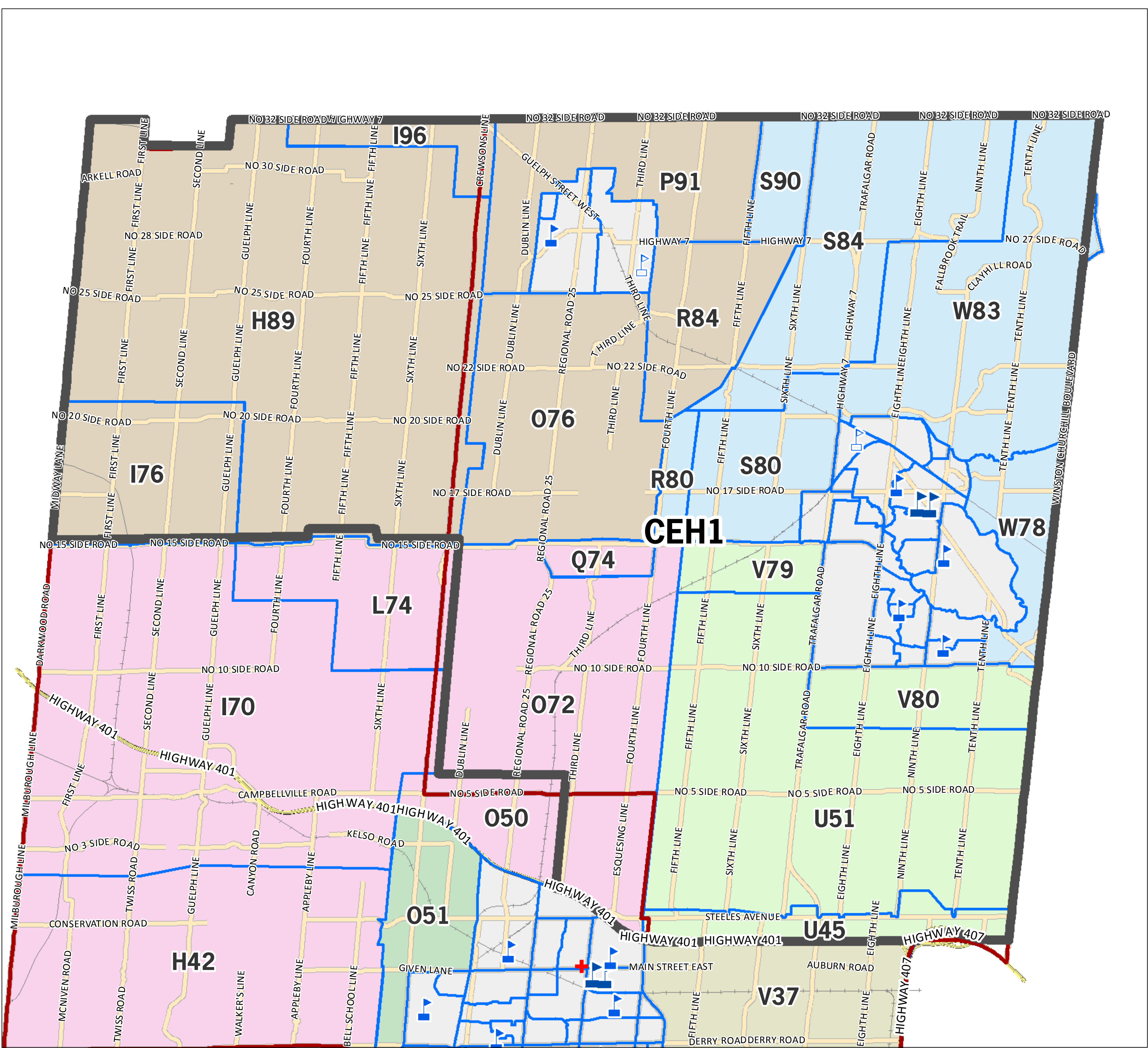
Capital Analysts, Capital Policy and Programs Branch, Ministry of Education

Grant Osborn, Director, Capital Policy and Programs Branch

Shannon Fuller, Director, Early Years Policy Branch




Pam Musson, Director, Early Years Implementation Branch








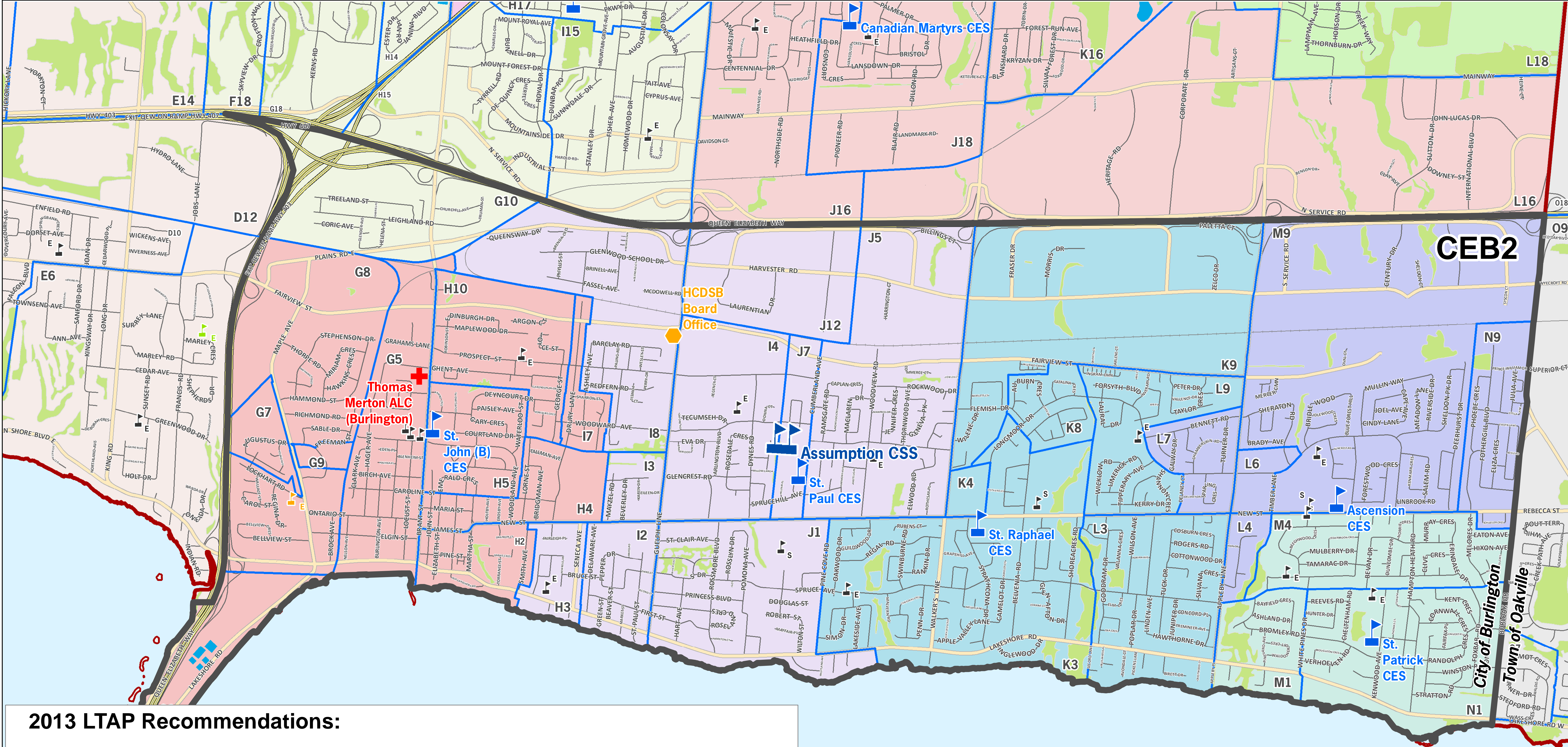
In 2013-14, construct a replacement elementary school on the Board's Georgetown West site and undertake a boundary review of the schools in the review area (excluding St. Joseph (Acton)) to ensure that all schools are effectively utilized. Should new residential development proceed as projected, a new elementary school for the area is proposed with a planned opening date of 2025-26.

This overall approach would result in an increase of just over 700 pupil places to effectively address accommodation pressures in the area. Address renewal/repair needs as necessary.

 HCDSB Schools
  CS Viamonde Schools
  HCDSB Adult Learning Centre

 HDSB Schools
  CSDCCS Schools
  HCDSB Administration





**2013 LTAP Recommendations:**

Establish an ARC in 2014-15 for the Review Area. To manage enrolment declines, consider reducing available space by approximately 1,100 pupil places while replacing approximately 550 pupil places. This will result in a net reduction of 550 pupil places based on the OTG capacity of the schools in the Review Area. Such a decision would also result in effective use of available space long-term.

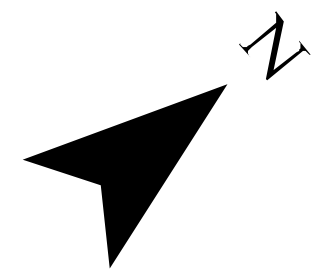
Given this approach, the Board would have no schools in this review area with an FCI greater than 50%. As a result, renewal/repair needs are reduced long term. The Board should continue to monitor enrolment and building condition in the review area.



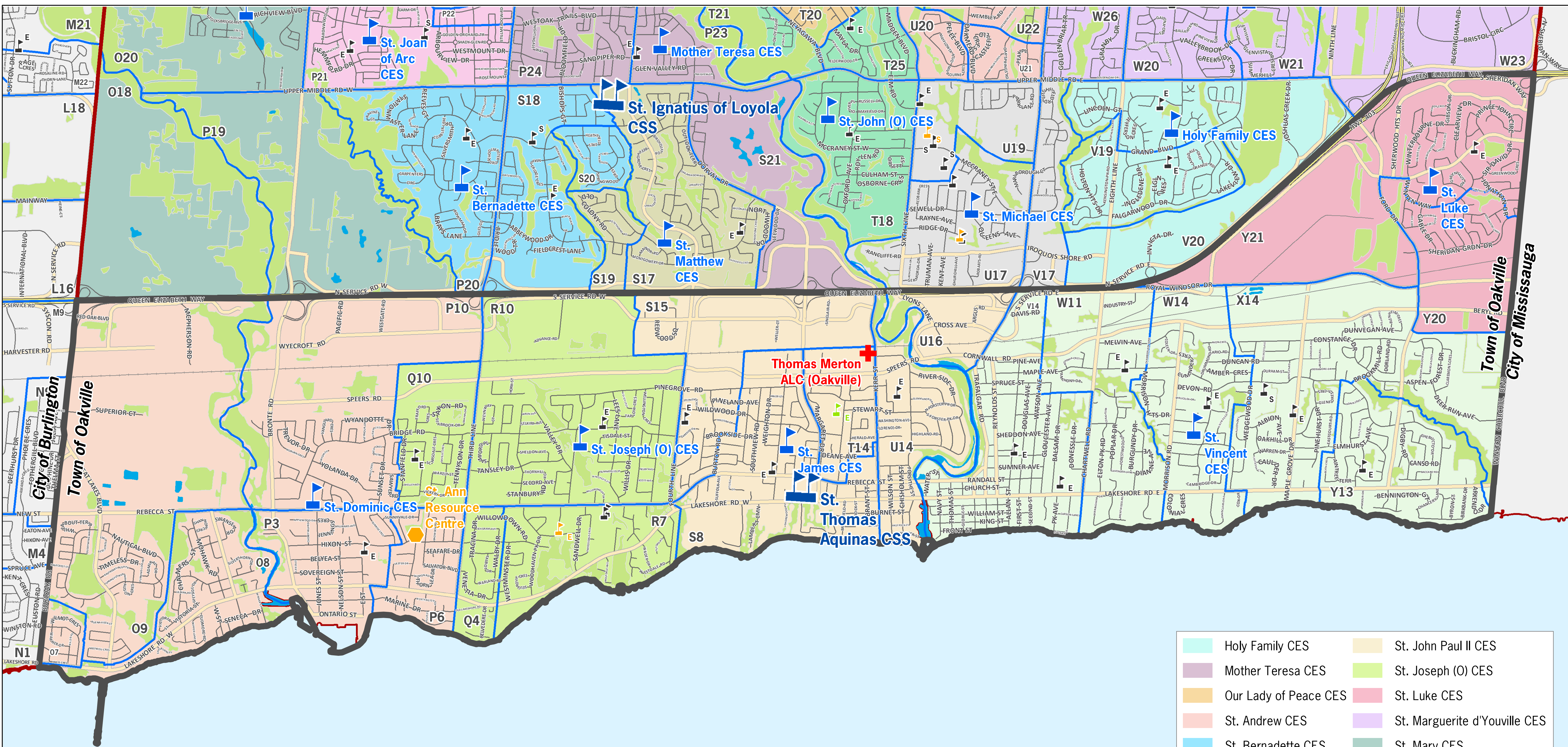
**CEB2: Burlington - South of QEW Review Area  
2015 School Consolidation Capital Project Proposals**

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905-632-6300 or visit [www.haltonbus.ca](http://www.haltonbus.ca) for additional school boundary information.

- HCDSB Schools
- CS Viamonde Schools
- HCDSB Adult Learning Centre
- HDSB Schools
- CSDCCS Schools
- HCDSB Amination







2013 LTAP Recommendations:

Three of the five schools have increasing renewal/repair needs while enrolment at two others is projected to decline over the 15-year planning horizon. It is recommended that an ARC for the review area be considered in 2019-20 to effectively address the accommodation needs for the Review Area through a reduction of just over 450 pupil places within the review area.

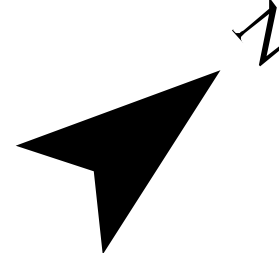
	Holy Family CES		St. John Paul II CES
	Mother Teresa CES		St. Joseph (O) CES
	Our Lady of Peace CES		St. Luke CES
	St. Andrew CES		St. Marguerite d'Youville CES
	St. Bernadette CES		St. Mary CES
	St. Dominic CES		St. Matthew CES
	St. James CES		St. Michael CES
	St. Joan of Arc CES		St. Vincent CES
	St. John (O) CES		



CEO1: Oakville - South of QEW Review Area  
2015 School Consolidation Capital Project Proposals

The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have been made by the HCDSB to verify the information, however a degree of error or change is inherent. This information is distributed "as is" without warranty. HCDSB assumes no legal liability or responsibility for the accuracy, completeness, or usefulness of any information. If you require additional information please contact the Planning Services Department at 905-632-6300 or visit [www.haltonbus.ca](http://www.haltonbus.ca) for additional school boundary information.

- HCDSB Schools
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- HDSB Schools
- CSDCCS Schools
- HCDSB Amination





**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE**

<b>POLICY No.:</b>	<b>I-09</b>
<b>DATE:</b>	OCTOBER 27, 1987
<b>AMENDED:</b>	OCTOBER 29, 1996
<b>AMENDED:</b>	MARCH 23, 2004
<b>AMENDED:</b>	SEPTEMBER 18, 2007
<b>AMENDED:</b>	MARCH 3, 2009
<b>AMENDED:</b>	MAY 18, 2010
<b>AMENDED:</b>	NOVEMBER 17, 2015

**PURPOSE**

The Halton Catholic District School Board (“the Board”) may consolidate/close schools in accordance with this Policy.

On March 26, 2015, the Minister of Education released a new *Pupil Accommodation Review Guideline, 2015* (the “PARG”). This Operating Policy and *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure* are established by the Board in accordance with the PARG, as per Ministry requirement.

**APPLICATION AND SCOPE**

The Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of its elementary and secondary programs. These decisions are made by the Board of Trustees to further its primary responsibility which aligns with the guiding principles of fostering student academic achievement and well-being, and ensuring effective stewardship of the resources of the Board, including the Board’s financial viability and sustainability. These guiding principles apply to any accommodation review conducted pursuant to this Policy, including those conducted under the modified accommodation review process.

In some cases, to address changing student populations, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations/closures. Wherever practical, pupil accommodation reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation that support the guiding principles.

A pupil accommodation review of a school or schools will occur in the context of the Board’s long-term capital and accommodation planning process in conjunction with Board Policy I37: Community Planning and Facility Partnership if applicable, and after the necessary assessment of the options for the school(s) in accordance with that process.

This Policy outlines the process the Board undertakes to complete a pupil accommodation review process or a modified pupil accommodation review process.

This Policy applies to schools of the Board offering elementary and/or secondary programs. Wherever possible, schools will be subject to a pupil accommodation review only once in a five-year period, unless there are circumstances that necessitate a review in the interim, as determined by the Board, such as a significant change in enrolment.

The Board welcomes the opportunity for the public and affected school communities to be heard with respect to pupil accommodation reviews. The Board will make information pertaining to the accommodation review process publicly available.

The Board of Trustees will make the final decision regarding any pupil accommodation review.

## SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE

<b>POLICY No.:</b>	<b>I-09</b>
<b>DATE:</b>	OCTOBER 27, 1987
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<b>AMENDED:</b>	NOVEMBER 17, 2015

<b>REQUIREMENTS</b>
---------------------

This Policy must be read together with *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure*. The Administrative Procedure, may be amended from time to time in accordance with this Policy.

**1.0 Pupil Accommodation Review Process**

The pupil accommodation review process consists of the following:

1. Preparation and submission of an Initial Staff Report and School Information Profile(s);
2. Approval by the Board of Trustees to undertake a pupil accommodation review process;
3. Establishment of the Accommodation Review Committee (including its Terms of Reference);
4. Consultation with Local Municipal Governments/Community Partners;
5. Accommodation Review Public Meetings;
6. Preparation and submission of an Interim Staff Report, including a Community Consultation section;
7. Public Delegations to the Board of Trustees;
8. Preparation and submission of a Final Staff Report;
9. Decision by the Board of Trustees; and,
10. Establishment of a Transition Committee.

An Accommodation Review Committee may include students and representatives from the broader community and staff resources as provided in the *Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure*.

**2.0 Modified Pupil Accommodation Review Process**

A modified pupil accommodation review process may be initiated by the Board of Trustees where two (2) or more of the following factors are present:

1. distance to the nearest available accommodation is within **5 kilometers**;
2. utilization rate of the facility is equal or below **50%**;
3. number of students enrolled at the school is **126 or fewer**.
4. when the Board is planning the relocation (in any school year or over a number of school years) of a program, in which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
5. there are no more than **three (3) schools** subject to the pupil accommodation review process; or
6. the entire student population of a school that is subject to a pupil accommodation review process can be accommodated in another school without a boundary change.

**SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE**

<b>POLICY No.:</b>	<b>I-09</b>
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<b>AMENDED:</b>	NOVEMBER 17, 2015

The modified pupil accommodation review process consists of the following steps:

1. Preparation and submission of an Initial Staff Report and School Information Profile(s);
2. Approval by the Board of Trustees to undertake a modified pupil accommodation review process;
3. Consultation with Local Municipal Governments/Community Partners;
4. An Accommodation Review Public Meeting;
5. Preparation and submission of an Interim Staff Report, including a Community Consultation Section;
6. Public Delegations to the Board of Trustees;
7. Preparation and submission of a Final Staff Report;
8. Decision by the Board of Trustees; and,
9. Establishment of a Transition Committee.

### **3.0 Exemptions to Pupil Accommodation Review Processes**

The Board is not obligated to undertake a pupil accommodation review in any of the following circumstances:

1. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
2. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
3. when a lease for the school is terminated;
4. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
5. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
6. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
7. where there are no students enrolled at the school at any time throughout the school year.

### **4.0 Access to Pupil Accommodation Review Documents**

This Policy and *Administrative Procedure VI:35 School Accommodation Review – Consolidation/Closure*, together with the Pupil Accommodation Review Guidelines and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board's website and will be available upon request.

**OPERATING POLICY****HALTON CATHOLIC DISTRICT SCHOOL BOARD****SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE**

<b>POLICY No.:</b>	<b>I-09</b>
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<b>AMENDED:</b>	NOVEMBER 17, 2015

**References:**

*Education Act*, R.S.O. 1990, c. E-2 s. 8(1)25.

Ministry of Education, Pupil Accommodation Review Guideline (March 2015).

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: \_\_\_\_\_  
*Chair of the Board*

## ADMINISTRATIVE PROCEDURE

## HALTON CATHOLIC DISTRICT SCHOOL BOARD

**SCHOOL ACCOMMODATION REVIEW –  
CONSOLIDATION/CLOSURE**

<b>POLICY No.:</b>	<b>VI-35</b>
<b>DATE:</b>	<b>MAY 31, 2004</b>
<b>AMENDED:</b>	<b>MARCH 3, 2009</b>
<b>AMENDED:</b>	<b>MAY 17, 2010</b>
<b>AMENDED:</b>	

**PURPOSE**

The Halton Catholic District School Board (referred to as “the **Board**” herein) may consolidate/close schools in accordance with policies established by the Board and the Pupil Accommodation Review Guidelines (the “PARG”) issued by the Minister of Education.

**APPLICATION AND SCOPE**

This Administrative Procedure has been designed to align with the guiding principles as set out in *Operating Policy I-09: School Accommodation Review – Consolidation/Closure*. This Administrative Procedure applies to pupil accommodation reviews in respect of schools of the Board offering elementary and/or secondary programs.

A copy of *Operating Policy I-09: School Accommodation Review – Consolidation/Closure* and this Administrative Procedure, together with the PARG and Administrative Review of Accommodation Review Process issued by the Minister of Education are available to the public on the Board’s website or made available upon request.

This Administrative Procedure incorporates the following Schedules:

- Schedule A - Required Components of School Information Profile
- Schedule B - Template Terms of Reference for Accommodation Review Committee
- Schedule C - Pupil Accommodation Review Timeline and Checklist (Regular)
- Schedule D - Pupil Accommodation Review Timeline and Checklist (Modified)

This Administrative Procedure and any Schedules may be amended from time to time, so long as such amendments are made in accordance with *Operating Policy I-09: School Accommodation Review – Consolidation/Closure*.

**DEFINITIONS**

**Accommodation review:** A process, described in the Board Policy and this Procedure undertaken by the Board to determine the future of a school or group of schools.

**Accommodation Review Committee (ARC):** An advisory committee established by the Board that represents the affected school(s) of a pupil accommodation review, which acts as the official conduit for information shared between the Board and the affected school communities.

**Accommodation Review Public meeting:** An open meeting held by Board staff to gather broader community feedback on a pupil accommodation review.

**SCHOOL ACCOMMODATION REVIEW –  
CONSOLIDATION/CLOSURE**

<b>POLICY No.:</b>	<b>VI-35</b>
<b>DATE:</b>	<b>MAY 31, 2004</b>
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<b>AMENDED:</b>	

**ARC working meeting:** A meeting of ARC members to discuss a pupil accommodation review, including the gathering of feedback from the affected school communities of a pupil accommodation review.

**Business day:** A calendar day that is not a weekend or statutory holiday. It also does not include calendar days that fall within the Board's Christmas, March, and summer break.

**Consultation:** The sharing of relevant information as well as providing the opportunity for municipalities and other community partners, the public and affected school communities to be heard.

**Facility Condition Index (FCI):** A building condition as determined by the Ministry of Education by calculating the ratio between the five-year renewal needs and the replacement value for each facility.

**On-the-ground (OTG) capacity:** The capacity of the school as determined by the Ministry of Education by loading all instructional spaces within the facility to current Ministry standards for class size requirements and room areas.

**Public delegation:** A group of individuals making a presentation to the Board of Trustees at a Regular Meeting of the Board in accordance with Board policies.

**Initial Staff Report (Report 1):** A report drafted by Board staff containing option(s) and identifying a preferred option with a recommendation to Trustees with respect to a school or schools that should be subject to a pupil accommodation review process or a modified pupil accommodation review process.

**Interim Staff Report (Report 2):** A report drafted by Board staff to the Board of Trustees with respect to a pupil accommodation review process or a modified pupil accommodation review process that also incorporates information obtained during community consultations. The Interim Staff Report may, or may not, include the same option(s) as contained in the Initial Staff Report related to a pupil accommodation review process.

**Final Staff Report (Report 3):** A report drafted by Board staff containing recommendation(s) to the Board of Trustees with respect to a pupil accommodation review process or a modified pupil accommodation review process that also incorporates information obtained during community consultations and Board delegations. The Final Staff Report may, or may not, include the same option(s) as contained in any previous Staff Reports related to a pupil accommodation review process.

**School Information Profile (SIP):** An orientation document with point-in-time data for each of the schools under a pupil accommodation review.

**SCHOOL ACCOMMODATION REVIEW –  
CONSOLIDATION/CLOSURE**

POLICY No.:

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AMENDED:

MAY 17, 2010

AMENDED:

**PRINCIPLES/REQUIREMENTS****1.0 THE PUPIL ACCOMMODATION REVIEW PROCESS****1.1 Initial Staff Report**

Board staff will prepare and submit to the Board of Trustees an Initial Staff Report and a School Information Profile (SIP) for each school that may be subject to review.

The Initial Staff Report will identify accommodation issue(s) and will contain:

1. one or more options to address the accommodation issue(s) with supporting rationale;
2. a recommended option if more than one option is presented;
3. proposed timelines for implementation of each option; and,
4. information about actions taken by Board staff prior to recommending a pupil accommodation review process and supporting rationale as to any actions taken or not taken.

The option(s) included in the Initial Staff Report must address the following:

1. summary of accommodation issue(s) for the school(s) under review;
2. where students would be accommodated;
3. if proposed changes to existing facility or facilities are required as a result of the pupil accommodation review;
4. identify any program changes as a result of the proposed option;
5. how student transportation would be affected if changes take place;
6. if new capital investment is required as a result of the pupil accommodation review, how the Board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available;
7. any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the underutilized space; and
8. a timeline for implementation.

The Initial Staff Report and School Information Profiles (SIPs) will be available to the public at the schools subject to the pupil accommodation review and on the Board's website (or made available upon request) following the decision to proceed with a pupil accommodation review by the Board of Trustees.

**SCHOOL ACCOMMODATION REVIEW –  
CONSOLIDATION/CLOSURE**

POLICY No.:

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MAY 31, 2004

AMENDED:

MARCH 3, 2009

AMENDED:

MAY 17, 2010

AMENDED:

**1.2 School Information Profile**

Board staff are required to develop SIPs as orientation documents to help the Accommodation Review Committee (ARC) and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.

Board staff will complete a SIP, at the same point-in-time, for each of the schools under review.

A template for the SIP, which includes the minimum data requirements and required criteria to be considered, is attached as Schedule A.

The Board may introduce additional items that reflect local circumstances and priorities which may help to further understand the school(s) under review.

**1.3 Accommodation Review Committee**

Following consideration of the Initial Staff Report and approval to proceed but prior to the first Accommodation Review Public Meeting, the Board will establish an Accommodation Review Committee (ARC) that represents the school(s) under review. The ARC provides feedback to the Board on behalf of the affected school communities and acts as an official conduit for information shared between the Board and the school communities.

Core Members of the ARC, which are expected to attend every working meeting regardless of topic, will include:

1. at least one parent / guardian representative from each school under review and one alternate parent/guardian, chosen by the school community;
2. for accommodation reviews involving secondary schools, at least one student representative from each school under review and one alternate, chosen by the Family of School Superintendent;
3. Affected Family of Schools Superintendents; and,
4. Such other persons as appointed by the Director of Education.

The Director of Education will appoint one (1) of the affected Family of School Superintendents as the Chair of the ARC.

Core Resource Members of the ARC, which comprise of staff that shall attend every working meeting of the ARC regardless of topic, will include:

1. Superintendent of Facility Services Management or designate;
2. Administrator of Planning Services or designate;



**SCHOOL ACCOMMODATION REVIEW –  
CONSOLIDATION/CLOSURE**

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<b>AMENDED:</b>	<b>MAY 17, 2010</b>
<b>AMENDED:</b>	

Staff Resource Members of the ARC, which comprise of staff called upon to attend as required, may include:

1. Superintendent of Business Services or designate;
2. Executive Officer, Human Resources or designate;
3. Affected School Principals or Vice-Principals; and,
4. Halton Student Transportation Services (HSTS) representative.

Optional Members of the ARC, which comprise of individuals invited to participate as required, may include:

1. Parish representative;
2. Child Care Providers;
3. Community representatives (i.e. not-for-profit organizations); and,
4. Municipal Planning staff from the applicable municipality.

The Board will provide the ARC with Terms of Reference that describe the following:

1. Mandate of the ARC;
2. Role and Responsibilities of the ARC; and
3. Meetings of the ARC.

A template for the Terms of Reference is set out as Schedule B.

The Board will invite ARC members from the school(s) under review to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC.

#### **1.4 Consultation with Local Municipal Governments/Community Partners**

Within five (5) business days of the Board of Trustees' decision to conduct a pupil accommodation review, Board staff will provide written notice of the pupil accommodation review to affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, and will invite them to a meeting to discuss and comment on the recommended option(s) in the Initial Staff Report.

The written notice and invitation for the meeting will be directed through the Clerks' Departments (or equivalent) for the affected single and upper-tier municipalities. Board staff shall arrange a meeting with the affected single and upper-tier municipalities and community partners, to be held before the Final Accommodation Review Public Meeting.

**SCHOOL ACCOMMODATION REVIEW –  
CONSOLIDATION/CLOSURE**

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The affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review, must provide their response (if any) on the recommended option(s) in the Initial Staff Report before the Final Accommodation Review Public Meeting.

Board staff will document their efforts to meet with the affected single and upper-tier municipalities, as well as the community partners, as described above.

The Board will provide advance notice of when the Final Accommodation Review Public Meeting is scheduled to take place.

**1.5 Notice to Co-Terminous School Board(s) and the Ministry of Education**

Within five (5) business days of the Board of Trustees' decision to conduct a pupil accommodation review, Board staff will provide written notice of the decision to the following:

1. the Directors of Education for the coterminous boards; and
2. the Ministry of Education, Office of the Assistant Deputy Minister of Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

**1.6 Accommodation Review Public Meetings**

The Board will hold two (2) Accommodation Review Public Meetings to gather broader community feedback on the Initial Staff Report. The Board may, at its discretion, hold additional Accommodation Review Public Meetings. Board staff will facilitate the Accommodation Review Public Meetings.

For greater clarity, the Accommodation Review Public Meetings are not meetings of the Board of Trustees. In addition, ARC members may attend Accommodation Review Public Meetings, however, an Accommodation Review Public Meeting will continue if ARC members do not attend.

The Accommodation Review Public Meetings will be announced and advertised publicly by the Board through a range of media.

**1.6.1 First Accommodation Review Public Meeting**

The First Accommodation Review Public Meeting will be held no fewer than thirty (30) business days after the Board of Trustees' decision to conduct a pupil accommodation review.

At a minimum, the First Accommodation Review Public Meeting must include the following:

1. an overview of the ARC orientation session;
2. the Initial Staff Report with recommended option(s); and
3. a presentation of the SIPs.

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**1.6.2 Final Accommodation Review Public Meeting**

The Final Accommodation Review Public Meeting will be held at least forty (40) business days from the date of the First Accommodation Review Public Meeting.

**1.8 Interim Staff Report**

Board staff will post the Interim Staff Report on the Board's website (or make it available upon request) no fewer than ten (10) business days from the Final Accommodation Review Public Meeting. The Interim Staff Report will be also available to the public at the schools subject to the pupil accommodation review. In addition, the Interim Staff Report will be submitted to the Board of Trustees.

The Interim Staff Report will include all information provided in the Initial Staff Report as well as the following:

1. modifications to proposed and preferred options, including proposed accommodation plans and implementation timelines, previously identified in the Initial Staff Report, if required;
2. ARC feedback;
3. public feedback;
4. information and feedback obtained from municipalities and other community partners; and
5. a summary of staff's efforts to meet with the affected single and upper-tier municipalities, as well as other community partners that expressed an interest prior to the pupil accommodation review.

The Interim Staff Report to the Board of Trustees will be available to the public a minimum of ten (10) business days prior to a meeting of the Board of Trustees to receive public delegations.

**1.9 Public Delegations to the Board of Trustees**

Members of the public will be given the opportunity to provide feedback on the Interim Staff Report through public delegations to the Board of Trustees at a meeting of the Board of Trustees no fewer than ten (10) business days from the posting of the Interim Staff Report.

A meeting of the Board of Trustees to receive public delegations will be announced and advertised publicly by the Board through a range of media. Delegations will be received in accordance with the Board's policy on Public Delegations.

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**1.10 Final Staff Report and Decision by the Board of Trustees**

At the conclusion of the pupil accommodation review process, and no fewer than ten (10) business days from the public delegations, Board staff will present the Final Staff Report, including information from the public delegations, to the Board of Trustees. The Board of Trustees has the discretion to approve the recommendation(s) of the Final Staff Report as presented, modify the recommendation(s) of the Final Staff Report, or to approve a different outcome.

The Board of Trustees will make the final decision regarding the pupil accommodation review.

**1.11 Transition Planning**

The transition of students will be carried out in consultation with parents/guardians and staff. Following the decision to consolidate and/or close a school, the Board will establish a separate committee to address the transition for students and staff that will work in consultation with parents/guardians and staff.

A Terms of Reference will be established for the Transition Planning Committee.

**2.0 MODIFIED ACCOMMODATION REVIEW PROCESS**

In the circumstances set out in *Board Operating Policy I-9*, the Board of Trustees may decide undertake a modified pupil accommodation review process.

**2.1 Initial Staff Report and SIPs**

Board staff will prepare an Initial Staff Report. In addition to the components of the Initial Staff Report specified above, the Initial Staff Report will identify relevant factors considered and provide the rationale used to recommend the modified process for the identified group of school(s).

Board staff will also prepare SIPs for each of the schools that may be subject to the modified pupil accommodation review using the SIP template. Board staff will provide the Initial Staff Report and the SIPs to the Board of Trustees.

The decision to proceed with a modified pupil accommodation review will be at the sole discretion of the Board of Trustees.

**2.2 Accommodation Review Committee**

The formation of an ARC is not required under the modified pupil accommodation review process.

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**2.3 Notice Requirements**

Following the decision of the Board of Trustees to proceed with a modified pupil accommodation review, the Initial Staff Report and SIPs will be made available to the on the Board's website or made available upon request.

Within five (5) business days of the decision of the Board of Trustees, Board staff will provide written notice of the decision and include an invitation for a meeting to discuss and comment on the option(s) in the Initial Staff Report to the following:

1. affected single and upper-tier municipalities through the Clerks' Departments (or equivalent); and
2. Community entities identified in the approved **Partners Notification List** listed in Board Administrative Procedure VI-76: Community Planning & Facility Partnership.

Within five (5) business days of the decision of the Board of Trustees, Board staff will provide written notice of the decision to:

1. the Directors of Education for the co-terminous boards; and
2. the Ministry of Education through the office of the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

Municipalities and community partners who were provided with notice must provide their responses, if any, before the Accommodation Review Public Meeting (or, if more than one Accommodation Review Public Meeting is convened, prior to the Final Accommodation Review Public Meeting).

**2.4 Accommodation Review Public Meetings**

Board staff will convene and facilitate an Accommodation Review Public Meeting no fewer than thirty (30) business days from the date on which the Board of Trustees decide to hold a modified pupil accommodation review. Board staff, at their discretion, may convene more than one Accommodation Review Public Meeting.

For greater clarity, the Accommodation Review Public Meeting is not a meeting of the Board of Trustees.

An Accommodation Review Public Meeting will be announced and advertised through a range of media.

Board staff will record feedback from the community at the Accommodation Review Public Meeting.

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**2.5 Interim Staff Report**

No fewer than ten (10) business days after the Accommodation Review Public Meeting, or, if more than one Accommodation Review Public Meeting is held, after the Final Accommodation Review Public Meeting, Board staff will submit the Interim Staff Report to the Board of Trustees and will post the Interim Staff Report on the Board's website, or made available upon request.

The Interim Staff Report will include all information provided in the Initial Staff Report as well as the following:

1. modifications to the proposed and preferred options, including the proposed accommodation plans and implementation timelines in the Initial Staff Report, if required;
2. feedback from any public consultations;
3. any relevant information obtained from municipalities and other community partners prior to and during the modified pupil accommodation review.

**2.6 Public Delegations**

Members of the public will be given the opportunity to provide feedback on the Interim Staff Report through public delegations to the Board of Trustees at a meeting of the Board of Trustees no fewer than ten (10) business days after the Interim Staff Report is publicly posted.

A meeting of the Board of Trustees to receive public delegations will be announced and advertised publicly by the Board through a range of media. Delegations will be received in accordance with the Board's policy on public delegations. After the public delegations, Board staff will compile feedback from the public delegations.

**2.7 Final Staff Report and Decision by the Board of Trustees**

Board staff will present the Final Staff Report, which will include the compiled feedback from the public delegations to the Board of Trustees no fewer than ten (10) business days from the public delegations. The final decision regarding the modified pupil accommodation review shall be made by the Board of Trustees. The Board of Trustees has the discretion to approve the recommendations in the Final Staff Report as presented, modify the recommendations, or approve a different outcome.

A transition committee will be established following the Board of Trustees' decision to consolidate and/or close a school.

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The Board is not obligated to undertake a pupil accommodation review in any of the following circumstances:

1. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary, as identified by the Board, including in its relevant policies;
2. where a replacement school is to be built by the Board on the existing site, or built or acquired within the existing school attendance boundary and the school community must be temporarily relocated to ensure the safety of students and staff during the reconstruction, as identified by the Board, including in its relevant policies;
3. when a lease for the school is terminated;
4. when the Board is planning the relocation (in any school year or over a number of school years) of grades or programs, in which the enrolment constitutes less than 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years);
5. when the Board is repairing or renovating a school, and the school community must be temporarily relocated to ensure the safety of students during the renovations;
6. where a facility has been serving as a holding school for a school community whose permanent school is over-capacity and/or is under construction or repair; or
7. where there are no students enrolled at the school at any time throughout the school year.

Board staff will ensure that school communities are informed about proposed accommodation plans for students before a decision is made by the Board of Trustees to consolidate, close or move a school or students in accordance with an exemption to the pupil accommodation review process.

Board staff will prepare a report to the Board of Trustees setting out the circumstances supporting the exemption to the accommodation review process in respect of the school or schools under consideration for such exemption.

Board staff will, no fewer than five (5) business days after the Board of Trustees makes a decision that such exemption applies, provide written notice to the following:

1. each of the affected single and upper-tier municipalities through the Clerks' Departments (or equivalent);
2. other community partners that expressed an interest prior to the exemption (as defined above);
3. the coterminous school boards in the areas of the affected school(s) through the Director of Education; and
4. the Ministry of Education through the Assistant Deputy Minister of the Financial Policy and Business Division, unless the Ministry of Education has informed the Board to direct such notice to a different office.

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**SCHEDULE A:****REQUIRED COMPONENTS OF SCHOOL INFORMATION PROFILE**

The SIP will include the following minimum data requirements and consideration of the following factors:

**1.0 Facility Profile:**

- 1.1 School name and address.
- 1.2 Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
- 1.3 School attendance area (boundary) map.
- 1.4 Context map (or air photo) of the school indicating the existing land uses surrounding the school.
- 1.5 Planning map of the school with zoning, Official Plan or secondary plan land use designations.
- 1.6 Size of the school site (acres or hectares).
- 1.7 Building area (square feet or square metres).
- 1.8 Number of portable classrooms.
- 1.9 Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
- 1.10 Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
- 1.11 Ten-year history of major facility improvements (item and cost).
- 1.12 Projected five-year facility renewal needs of school (item and cost).
- 1.13 Current Facility Condition Index (FCI) with a definition of what the index represents.
- 1.14 A measure of proximity of the students to their existing school, and the average distance to the school for students.
- 1.15 Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
- 1.16 School utility costs (totals, per square foot, and per student).
- 1.17 Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.



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1.18 Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).

1.19 On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

**2.0 Instructional Profile:**

2.1 Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.

2.2 Describe the course and program offerings at the school.

2.3 Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).

2.4 Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).

2.5 Current grade organization of the school (e.g., number of combined grades, etc.).

2.6 Number of cross-boundary or out of region students.

2.7 Utilization factor/classroom usage.

2.8 Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.

2.9 Current extracurricular activities.

**3.0 Other School Use Profile:**

3.1 Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.

3.2 Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.

3.3 Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.

3.4 Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.

3.5 Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.

3.6 Description of the school's suitability for facility partnerships.

The Board may introduce additional items that reflect local circumstances and priorities which may help to further understand the school(s) under review.

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**SCHEDULE B:****TEMPLATE TERMS OF REFERENCE FOR ACCOMMODATION REVIEW COMMITTEE****Background**

The Board is responsible for fostering student achievement and well-being and ensuring effective stewardship of the Board's resources. In this regard, the Board is responsible for deciding the most appropriate pupil accommodation arrangements for the delivery of elementary and secondary programs. The Board may from time to time be required to consider school consolidations and school closures by undertaking an accommodation review process that is consistent with the Board's Pupil Accommodation Review Policy and Procedure. These are the terms of reference applicable to the Accommodation Review Committee (ARC) established for the [identify accommodation review].

**1.0 Mandate**

- 1.1 The ARC is an advisory committee established by the Board that represents the school(s) affected by a pupil accommodation review and which acts as the official conduit for information shared between the Board and the affected communities.
- 1.2 The ARC provides feedback with respect to Staff Report(s) and the options set out therein and may also present alternative accommodation option(s), including rationale for the option(s), recognizing the principles outlined in the Background section. The overall goal of the ARC is to provide the local perspective of stakeholders impacted by the decision of the Board of Trustees, and to provide constructive feedback on behalf of the community to the Director of Education regarding the Initial Staff Report, SIP, options, and preferred option.
- 1.3 The final decision regarding the future of a school or a group of schools rests solely with the Board of Trustees.
- 1.4 This ARC is formed with respect to the following school(s):

**[Insert List of Schools]**

**2.0 Membership of the ARC**

- 2.1 Core Members of the ARC, which are expected to attend every working meeting regardless of topic, will include:
  - 2.1.1 at least one parent / guardian representative from each school under review and one alternate parent/guardian, chosen by the school community;
  - 2.1.2 for accommodation reviews involving secondary schools, at least one student representative from each school under review and one alternate, chosen by the Family of School Superintendent;

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- 2.1.3 Affected Family of Schools Superintendents, one (1) of which shall be appointed as the Chair of the committee by the Director of Education; and,
- 2.1.4 Such other persons as appointed by the Director of Education.
- 2.2 Core Resource Members of the ARC, which comprise of staff that shall attend every working meeting of the ARC regardless of topic, will include:
  - 2.2.1 Superintendent of Facility Services Management or designate; and
  - 2.2.2 Administrator of Planning Services or designate.
- 2.3 Staff Resource Members of the ARC, which comprise of staff called upon to attend as required, may include:
  - 2.3.1 Superintendent of Business Services or designate;
  - 2.3.2 Executive Officer, Human Resources or designate;
  - 2.3.3 Affected School Principals or Vice-Principals; and,
  - 2.3.4 Halton Student Transportation Services (HSTS) representative.
- 2.4 Optional Members of the ARC, which comprise of individuals invited to participate as required, may include:
  - 2.4.1 Parish representative;
  - 2.4.2 Child Care Providers;
  - 2.4.3 Community representatives (i.e. not-for-profit organizations); and,
  - 2.4.4 Municipal Planning staff from the applicable municipality.

**3.0 Roles and Responsibilities of the ARC**

- 3.1 The Chair of the ARC, appointed by the Director of Education, will facilitate the ARC process and will ensure it is consistent with the Board's Policy and Procedure.
- 3.2 ARC members are expected to attend working meetings and participate in the process.
  - 3.2.1 ARC members are also expected to attend an orientation session. At the orientation session, ARC members will learn about the mandate, roles and responsibilities and procedures of the ARC.

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- 4.1 Board Staff from various areas of responsibility will assist as required with answering questions, providing clarification and will document and compile feedback for inclusion in Staff Reports.
- 4.2 The ARC will be provided with copies of the Initial Staff Report and School Information Profiles for each school under review.
- 4.2.1 The ARC will review the School Information Profile (SIP) for each school under review.
- 4.2.1.1 A SIP is an orientation document with point-in-time data for each of the schools under a pupil accommodation review. The SIP is intended to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review.
- 4.2.1.2 The ARC may request clarification with respect to information provided in the SIP.
- 4.2.1.3 It is not the role of the ARC to approve the SIP.
- 4.2.2 The ARC will review the information provided and accommodation options proposed in the Initial Staff Report and will seek clarification, ask questions and provide feedback as necessary.
- 4.2.2.1 The ARC will provide feedback with respect to the options in the Initial Staff Report prior to the first Accommodation Review Public Meeting. The ARC may request clarification with respect to information provided in the Initial Staff Report. The ARC may provide alternative option(s) to those set out in the Initial Staff Report. The ARC must provide supporting rationale for the alternative option(s).
- 4.2.2.2 The Initial Staff Report is drafted by Board staff. It identifies accommodation issues, sets out one or more options to address accommodation issues, identifies a recommended option if more than one is proposed, and includes proposed timelines for implementation.
- 4.3 ARC members are not required to reach consensus with respect to the comments and feedback that will be provided to the Board of Trustees.
- 4.4 The comments, feedback, and any alternative option(s) will be collected and compiled by Board staff in the form of meeting notes. This information will be included in the Community Consultation Section of the Interim and Final Staff Reports presented to the Board of Trustees.

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**5.0 Meetings of the ARC**

- 5.1 The ARC will hold at least three (3) working meetings (not including the orientation meeting) to discuss the pupil accommodation review. The ARC may choose to hold additional working meetings as deemed necessary within the timelines established by the Pupil Accommodation Review Policy and Procedure, at the discretion of the ARC Chair. The ARC will review the materials presented to it by School Board staff at the working meetings. ARC working meetings will be open to the public, however, the public may not participate in such meetings.
- 5.2 ARC working meetings will be deemed to be properly constituted even if all members are not in attendance. There is no quorum required for an ARC working meeting.
- 5.3 The ARC will be deemed to be properly constituted even if one or more members resign or do not attend working meetings of the ARC.
- 5.4 Meeting notes of ARC working meetings will be prepared.
- 5.5 ARC members may attend the Accommodation Review Public Meetings, held by Board staff.
- 5.6 ARC working meeting dates will be established by the Chair in consultation with the ARC.

**[Insert Public Meeting Dates]**

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**SCHEDULE C:****PUPIL ACCOMMODATION REVIEW TIMELINE AND CHECKLIST (REGULAR)**

\*Note that the timeline is measured in business days from the date of the Trustees' decision to start the Process of a Pupil Accommodation Review (PAR).

Item	Additional Information	Timeline	Status
<b>Initial Staff Report and SIPs</b> presented to Trustees	PAR approved	0	
Written notice to municipality through Clerks' Departments (or equivalent) and to community partners who expressed an interest prior to the PAR	Include invitation to meeting to discuss and comment on options in Initial Staff Report	Within 5 business days of PAR approval	
Written notice to Director of Education of co-terminous boards		Within 5 business days of PAR approval	
Written notice to Ministry of Education	Send to the office of the Assistant Deputy Minister of the Financial Policy and Business Decision	Within 5 business days of PAR approval	
Form ARC	Within 5 business days of the PAR being approved. The ARC should be formed in time to permit the ARC orientation session to occur well in advance of the <b>First Accommodation Review Public Meeting</b> .		
Arrange meeting with municipalities and with community partner(s)	Log attempts to meet	Before <b>First Accommodation Review Public Meeting</b>	
Announce and advertise <b>First Accommodation Review Public Meeting</b> through range of media			
<b>First Accommodation Review Public Meeting</b>		At least 30 business days after PAR approval	
Provide notice to municipalities and community partners of <b>Final Accommodation Review Public Meeting</b>			
Announce and advertise <b>Final Accommodation Review Public Meeting</b> through range of media			

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Item	Additional Information	Timeline	Status
Receive response from municipalities and community partners			
Final <b>Accommodation Review Public Meeting</b>		At least 40 business days after First Public Meeting	
<b>Interim Staff Report</b> presented to the Board of Trustees	Must be accessible to the public on the Board's website and available upon request	At least 10 business days after <b>Final Accommodation Review Public Meeting</b>	
Provide notice of date of public delegations		After <b>Interim Staff Report</b> is available to the public, and at least 10 business days before the public delegations	
Public delegations to Board of Trustees			
Compile feedback from public delegations and append to <b>Final Staff Report</b>			
Present <b>Final Staff Report</b> and public delegations feedback to Board of Trustees			
Board of Trustees to make final decision	Not to occur in the summer	At least 10 business days after public delegations	
Constitute committee to address staff and student transitions			

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**SCHEDULE D:****PUPIL ACCOMMODATION REVIEW TIMELINE AND CHECKLIST (MODIFIED)**

\*Note that the timeline is measured in business days from the date of the Board of Trustees decision to start the Process of a Modified Pupil Accommodation Review (MPAR).

Item	Additional Information	Timeline	Status
<b>Initial Staff Report</b> and <b>SIPs</b> presented to the Board of Trustees	MPAR approved	0	
<b>Initial Staff Report</b> and <b>SIPs</b> to be posted on the School Board's website and made available upon request			
Written notice to municipality through Clerks' Departments (or equivalent) and to community partners who expressed an interest prior to the MPAR	Include invitation to meeting to discuss and comment on options in Initial Staff Report	Within 5 business days of MPAR approval	
Written notice to Director of Education of co-terminous boards		Within 5 business days of MPAR approval	
Written notice to Ministry of Education	Send to the office of the Assistant Deputy Minister of the Financial Policy and Business Decision	Within 5 business days of MPAR approval	
Announce and advertise <b>Accommodation Review Public Meeting</b> through range of media			
Arrange meeting with municipalities and with community partner(s)	Log attempts to meet	Before Public Meeting	
Receive response from municipalities and community partner(s), if any		Before Public Meeting	
<b>Accommodation Review Public Meeting</b>		At least 30 business days after MPAR approval	
<b>Final Staff Report</b> presented to the Board of Trustees	Must be accessible to the public through the Board website and made available upon request	At least 10 business days after the <b>Accommodation Review Public Meeting</b> (or <b>Final Accommodation Review Public Meeting</b> if more than one is held)	



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Item	Additional Information	Timeline	Status
Provide notice of date of public delegations		After <b><i>Final Staff Report</i></b> has been made available to the public, and at least 10 business days before the public delegations	
Public delegation to the Board of Trustees			
Compile feedback from public delegations			
Present <b><i>Final Staff Report</i></b> and public delegations feedback to the Board of Trustees			
Board of Trustees to make final decision	Not to occur in the summer	At least 10 business days after the public delegations	
Put transition plan in place			

DISTRIBUTION : Board Members, Administration, Principals and Staff

AUTHORIZED BY: .....

Chair of the Board

STAFF REPORT

ITEM 9.3

## SECONDARY ECONOMICS TEXTBOOK SELECTION

### PURPOSE:

The Halton Catholic District School Board's investment in classroom learning materials ensures a process for ordering appropriate classroom resources that support the Ontario Curriculum.

The purpose of this report is to recommend the purchase of a core textbook for the Grade 12 University (CIA4U) Economics course.

### BACKGROUND INFORMATION:

The decision to purchase *Understanding Economics* from McGraw Hill Ryerson Publisher did not require a textbook selection process since it is the only textbook available to support the revised Canadian and World Studies Curriculum, 2015.

This resource is the 7<sup>th</sup> edition of the text and replaces the 2<sup>nd</sup> edition published in 2001 previously purchased to support the Canadian and World Studies Curriculum, 2005.

While a formal textbook selection process was not necessary, the resource (hard copy textbooks and online teacher resource) was purchased by the Curriculum Consultant responsible for the Secondary Business subject and distributed across the system. Feedback was collected from the Secondary schools who ran the course in Semester 1 (5 schools across the municipalities within the Board).

### REMARKS:

*Understanding Economics* has a high degree (at least 80%) of alignment with the revised Canadian and World Studies Curriculum document, released in September 2015. On criteria related to Content, Bias and Inclusion, Methodology, Assessment and Evaluation and Format, a majority of feedback rated the resource as Excellent – 4 or 5 out of 5.

The textbook is available in hard copy form only. As part of a system purchase of the textbooks, the online CONNECT teacher resource, with assessment and evaluation problems and teaching resources, is available without additional cost. This is in perpetuity. The online teacher resource will automatically be updated when required, again without additional expense.

### EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal
Understanding Economics Text	9781259030802	277	\$101.96	\$28,242.92
Online Teacher CONNECT Resource	9781259104282	9	\$0.00	\$0.00
PRODUCT TOTAL				\$28,242.92
ESTIMATED SHIPPING & HANDLING**				\$0.00
ESTIMATED TAX**				\$1412.15
GRAND TOTAL				\$29,655.07

CONCLUSION:

A recommendation to purchase *Understanding Economics, McGraw Hill Ryerson*, as the approved **Grade 12 University (CIA4U) Economics textbook** will be presented to trustees at the January 19<sup>th</sup> Board Meeting.

REPORT PREPARED BY: C. LUTYK  
CURRICULUM CONSULTANT

REPORT SUBMITTED BY: A. PRKACIN  
SUPERINTENDENT OF EDUCATION, CURRICULUM

REPORT APPROVED BY: P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

### APPROVED SCHOOL EDUCATIONAL TRIPS

ALL PROPOSED TRIPS HAVE BEEN REVIEWED PRIOR TO APPROVAL, AND ARE CONSISTENT WITH BOARD POLICY

Dated: Tuesday, January 5, 2016

#### Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
Our Lady of Peace CES, Oakville	7	45	Camp Couchiching Longford, ON	Participation in this out of classroom program will assist students in learning as well as applying the values of the Catholic Church in Canada. It will further enhance stewardship, team building, cooperation, sharing and leadership. Students will experience activities that promote and foster Catholic values.	Monday, May 30 <sup>th</sup> – Wednesday, June 1 <sup>st</sup> , 2016	~\$210.00
St. Joseph CES, Acton	8	38	Ottawa, ON	This trip to Ottawa will enhance St. Joseph students' understanding of Catholic social justice issues, Catholic graduate expectations and Catholic Virtues. Students will be visiting Parliament Hill, the Canadian War Museum, and Diefenbunker, to name a few tours. Staff and students will participate in a prayer service at Notre Dame Basilica.	Wednesday, June 15 <sup>th</sup> – Friday, June 17, 2016	~\$485.22

Secondary						
Holy Trinity CSS Oakville	Senior Girls Volleyball Team	12	All Ontario Catholic Volleyball Tournament Brampton, ON	Senior girls' volleyball team is provided the opportunity to develop confident and positive sense of self-respect. Students will work independently as well as within a team, given the opportunity to develop team building skills as well as Christian leadership skills. Staff and students will attend Mass on February 4 <sup>th</sup> , prior to the banquet.	Thursday, February 4 - Friday, February 5, 2016	~\$70.00
Holy Trinity CSS, Oakville	11 - 12	6	DECA Business Provincial Competition Toronto, ON	This Provincials competition is an annual event for the DECA Business club, and students who have qualified for this competition will be preparing presentations and learning business skills which will enhance their leadership and business abilities and knowledge. Students will examine and reflect on personal values, abilities and aspirations influencing life choices, and will demonstrate respect for the dignity and welfare of others, while attending this event.	Monday, February 8 <sup>th</sup> – Tuesday, February 9 <sup>th</sup> , 2016	~\$94.50

St. Thomas Aquinas CSS, Oakville	10-12	14	DECA Business Provincial Competition Toronto, ON	The St. Thomas Aquinas DECA Business Club will participate in this provincial competition with the potential to advance to the international competition. By creating partnerships between business and education, DECA Ontario provides real-world experiences in the fields of marketing, business, law, and entrepreneurship to develop high school students into character-driven leaders enriching our businesses and communities. Students and staff will participate in daily prayers.	Monday, February 8 <sup>th</sup> – Tuesday, February 9 <sup>th</sup> , 2016	~\$180.00
Notre Dame CSS, Burlington	11-12	20	Northern Wilderness Outfitters South River, ON	The trip focuses on practical applications of learned skills in hypothermia, wilderness safety and outdoor skills. This trip will allow our Outdoor Education class to live, love, learn and grow in their continuing efforts to promote Stewardship of Creation within our Catholic faith. We look to better students as a whole, allowing them to witness the beauty God has created in nature. Students will participate daily in prayers and be informed of the Sunday evening Mass at St. Paul the Apostle parish.	Thursday, February 25 – Sunday, February 18, 2016	~\$75.00
Christ the King CSS, Georgetown	9 – 12 Dance Team	26	Niagara Falls, ON	The Christ the King Dance Team will be attending a dance competition against dance studios from the Greater Toronto Area. This trip provides students the opportunity for team building and leadership skills. The Ontario Catholic School Graduate Expectations are intentionally embedded in the experience. Staff and students will attend mass on May 15, 2016 at St. Ann's Church.	Friday, May 13 – Sunday, May 15, 2016	~\$366.65

## INFORMATION REPORT

## ITEM 10.3

### LEARNING ENVIRONMENT ENHANCEMENT PROGRAM (LEEP)

#### PURPOSE:

To introduce the Learning Environment Enhancement Program (LEEP). LEEP is a comprehensive school renewal plan to improve school facility conditions throughout the Board to provide a learning environment that supports the educational needs of students and staff.

#### BACKGROUND INFORMATION:

Since early 1990, the Board has constructed a number of new schools to meet the continuous student enrolment growth in Halton Region. Each new school has been an improved design from the previous school model and has been revised based on feedback from administrators, teachers and support staff.

As the number of new school facilities increased, the inequities between the new schools in developing communities and the older schools in the existing communities of Halton was soon recognized. In 1992, Facility Management Services staff presented the **"School Capital Upgrade Plan"**. The goal of this plan was to upgrade the Board's existing school facilities so that these schools also offered equitable learning facilities and opportunities to the students attending pre-1990 constructed schools. Trustees unanimously endorsed the 1992 School Capital Upgrade Plan and supported a number of school upgrade projects during the 1990's and early 2000's. By the end of 2002, each older school had been upgraded; thus every student attending a Halton Catholic school was accommodated in schools which offered equitable facilities for learning.

Some of the work completed under the School Capital Upgrade Plan included:

- The removal of abandoned buried fuel oil tanks and site remediation to meet environmental standards.
- All visible friable asbestos containing materials were removed from every Board facility.
- PCB containing lighting ballasts were removed from every Board facility.
- Each school's ventilation system was upgraded to meet current fresh air supply standards to ensure carbon dioxide levels are within the guidelines.
- Old portable classrooms were removed and replaced with new leased portable classroom units that are replaced or completely renovated within a 5 to 7 year period.
- New mechanical systems were installed so that each instructional school space provided air-conditioning, including all portable classroom units.
- Specialty classrooms for Arts, Music, Science and Special Education were provided in every school.

- Kindergarten classrooms were increased in floor area and upgraded. Upgrades included the provision of a separate creative playground structure and fenced playground area. These Kindergarten program improvements proved to be extremely beneficial to the Board for the smooth transition to the Full Day Kindergarten (FDK) program when it was implemented by the Ministry.
- Library/Resource Centres were upgrade with Audio/Visual storage rooms, book check-out desks, offices/seminar rooms, and attached computer rooms.
- Gymnasiums were upgraded with rubberized cushion floor surfaces in elementary schools, wood surface floors in secondary schools, glass basketball backboards, painting with graphics/logos and new game lines.
- Administrative spaces were upgraded to provide health rooms, additional office space and meeting rooms.

In 1998, the **“Learning Environment Improvement Plan” (LEIP)** was introduced by the Facility Management Services Department. LEIP was based on the goals and accomplishments of the School Capital Upgrade Plan. The implementation of LEIP focused on upgrading the physical components of the school facilities to improve the learning environment comfort level for students and staff, mainly by introducing energy efficient improvements to the school buildings. LEIP projects and facility renewal projects continued until 2008.

Some of the major projects completed under LEIP included:

- School lighting systems were upgraded with energy efficient fixtures and lamps. The lighting systems were redesigned to reduce lighting inefficiencies, improve light distribution and reduce electrical energy consumption. Typically, the lighting retrofit projects had a 2 to 3 year payback period. Thereafter, these electrical energy savings have assisted with operating budget challenges and the financing of other facility upgrade projects.
- Mechanical heating, ventilating and air-conditioning (HVAC) systems were upgraded to be more energy efficient. These improvement projects had a longer payback period, but they resulted in a more comfortable and controlled temperature environment, and further reduced the electrical and natural gas consumption at the schools.
- The Board’s automated **Energy Management Systems (EMS)** continued to be refined with improvements to the management controls of the Board’s HVAC systems and temperature settings. The EMS, which is managed centrally from the Catholic Education Centre, allows staff to control the HVAC systems and room temperatures to ensure room comfort and utility consumption are in balance to mitigate operating expenditures. Operating times for the HVAC equipment and the room temperature are set by the EMS operator based on the scheduled use of each room in the Board. The room occupants have the capability to adjust the room temperature within a reasonable temperature range and also to turn on the equipment for a 2 hour extension at the push of a button if additional room occupancy time is required. The EMS provides consistent room temperatures throughout the Board with flexibility for the room occupants, and assists in containing utility consumption and operating costs. The Board’s energy efficient HVAC systems and EMS operating procedure has led to the Board being recognized for having one of the most energy efficient inventory of schools in the province and nationally.

The Board’s funding of renewal grants received from the Ministry tend to be lower on a per student or per school basis as compared to funding renewal grants allocated to other school boards in the province. Typically, the Ministry allocates funding for school renewal based on need. Since the Board has maintained its school facilities in very good to excellent condition, the Board’s Ministry facility renewal grant has been smaller in comparison to that received by other school boards.

## COMMENTS:

Building on the past **School Capital Upgrade Plan** and the **Learning Environment Improvement Plan** initiatives, as well as the ongoing improvement of school facilities to support student learning, staff has developed and is proposing the **Learning Environment Enhancement Program (LEEP)**. This third generation facility renewal program is the next evolution of the Facility Management Services Department strategic plan for the improvement of learning facilities to support student learning and excellence in Catholic Education. LEEP will help to ensure that the Board's school facilities will always be in a position of continuous improvement for the benefit of students.

The principles of the LEEP will be similar to the Board's previous comprehensive renewal plans that were rolled out in 1992 and 1998. The Board has continued to build new modernized schools to accommodate growth across the district, particularly in Milton, North Burlington and North Oakville. The new schools are typically outfitted with the latest innovations in building design and specialty rooms to accommodate school programming needs. As the Board's existing schools age, a gap is inevitably created between the learning environments in the new schools as compared to those of the older schools. LEEP strives to provide equitable learning facilities and opportunities to all students enrolled in the Board. As such, additional focus will be placed on schools where building components are nearing the end of their useful lifecycle, and where building program gaps exist.

### **Board Strategic Plan System Priorities**

The Board's Strategic Plan is the foundation for the Learning Environment Enhancement Plan. The LEEP has been developed and will be implemented and modified as necessary to help achieve one of the Board's Strategic Plan goals which is to **"Enhance School Effectiveness and Improve Student Achievement"**. Similar to the goals for academic programming, the LEEP projects for school facility upgrades, improvements and renewal will focus on 21<sup>st</sup> Century learning needs and the utilization of the most effective and relevant technologies to support staff and student learning. A number of the recommendations from the **21<sup>st</sup> Century Steering Committee** that focused on school building design to facilitate student learning outcomes have been adopted in the development of LEEP.

### **School Consolidation and Closure Process**

The Board is likely to begin School Consolidation and Closure Processes for a number of schools throughout the school district. The potential inclusion of a school in a School Consolidation and Closure Process and the eventual outcome from that process suggests a more cautious approach when initiating LEEP projects at schools that are potential school consolidation and closure candidates. At a minimum, the initiation of LEEP projects at schools that could be potentially affected by a School Consolidation and Closure Process will be deferred until later in the proposed LEEP implementation schedule.

### **Board Partnership Opportunities**

Similarly, schools identified with potential empty classroom spaces that could be attractive for potential Board/Community partnership opportunities will require a cautious approach to LEEP projects and consequently LEEP projects proposed at these schools will be deferred until later in the proposed LEEP implementation schedule.



## **Proposed Learning Environment Enhancement Program Projects**

Facility Management Services has consulted with various stakeholders in the development of the LEEP, and will continue to do so as the LEEP evolves. Based on feedback from administrators, teachers, support staff and the 21<sup>st</sup> Century Steering Committee, a number of projects have been identified as school renewal priorities. These projects can be summarized in the following categories:

- **Energy Efficient LED Lighting Systems** – Schools with fluorescent lighting systems that are nearing the end of their useful life cycle will be targeted for upgrades to LED lighting systems with controls capabilities. LED lights are roughly 30% more efficient than traditional fluorescent lighting. When combined with a full lighting controls package, including daylight sensors, the energy efficiency of the lighting system can be further optimized. As a result of the LED lighting system installations, electrical energy savings in terms of hydro consumption reductions will translate directly into operational budget expense savings that can be directed to other facility renewal needs.
- **School Refresh** – The Board has several schools that were built pre-2000 that now appear to be outdated with many wear and tear items nearing the end of their useful lifecycle. School refresh projects will seek to update many building components to bring the school up to the Board's latest building standards. Exterior doors, lockers, washroom tiles/partitions, stair treads, painting, asphalt, concrete and cladding repairs are some of the items that will be captured by school refresh projects. The scope of the refresh projects for each school will be determined based on respective school site needs.
- **Mechanical Heating, Ventilating and Air-Conditioning (HVAC) Systems** – With numerous HVAC systems throughout the Board at or near the end of their useful life cycle, many mechanical component replacements are required to maintain indoor air quality environments for students and staff. Wherever possible, new HVAC equipment will be more energy efficient to help contain and minimize operating expenses.
- **Roof Replacement** – Roofing systems are an integral component to maintaining a safe indoor environment that supports student learning. Water infiltration through roofing can lead to extensive damage and potential mould issues. A full assessment of the Board's roofing systems has been completed and the recommendations will be considered in identifying roofing replacement projects.
- **Natural Kindergarten Playgrounds** – Natural playgrounds are the latest innovation in Kindergarten outdoor learning play spaces. These playgrounds are constructed of natural materials and incorporate rolling terrain, boulders, logs, pathways and trees into a play area that promotes imaginative free play. Board and school staff will collaborate to develop a unique design for each school's outdoor learning kindergarten play area.
- **Nutrition and Fitness Rooms** – A healthy lifestyle for students includes both good nutrition and physical activity. Where possible, elementary schools will be retrofitted to contain a nutrition and fitness room. The room will include amenities to support meal and nutrition programs, as well as physical education initiatives.
- **Program Teachers' Workrooms** – Where possible, additional workspaces will be constructed for program teachers, such as primary team members (PTM), French, Music, and Arts teachers. Since program teachers typically rotate from classroom to classroom, these workspaces will provide a home base for the program teachers to work and store resource materials.
- **Fieldhouse Storage** – Additional storage options will be explored for secondary schools to accommodate the storage of athletic and sports equipment and outdoor education supplies in close proximity to the sports field. A fieldhouse storage unit will provide better protection for

athletic equipment and allow more storage space in the main school building for instructional resource materials.

- **Elevator Upgrades** – Schools with elevator systems that pose maintenance and replacement liabilities will have all necessary components replaced to ensure the safe operation of the equipment.
- **Plumbing Improvements** – Sewer drain line replacement is required in portions of several schools. Improved building materials will be used to ensure the ongoing effectiveness of the facility for years to come.
- **Asphalt and Walkway Repairs** – Parking, playground and walkway areas will be renewed as necessary to address safety issues.
- **Grounds Repairs** – Grass turf playgrounds and areas will be repaired as necessary to address safety, wear and tear items, as well as curb appeal where feasible.
- **All-Weather Sports Field Turf Surface Replacement** – The Board has all-weather artificial turf surface sports fields at each of its nine secondary schools. The carpet on turf fields typically has a service life of between 10 and 12 years before a turf surface replacement is needed to maintain a safe playing surface. Starting around 2019, artificial turf fields at the Board's secondary schools will need to be replaced at a rate of approximately one artificial turf field per year until all nine sports fields are renewed.
- **Energy Conservation Initiatives** - Implement energy conservation and efficiency initiatives to reduce electricity, natural gas and water consumption. These energy conservation initiatives will contribute to the Board's efforts to reduce climate change and related environmental objectives. Furthermore, implementing energy conservation initiatives will reduce utility expenditures and will assist in the payback of the conservation initiatives costs. This will allow the reallocation of utility budget funds to other programs to support student learning and achievement.
- **Environmental Initiatives** – Implement environmental initiatives to support teaching staff with ecological conservation practices, EcoSchools projects and stewardship of the Earth.

### **2014 – 2015 Facility Renewal Projects**

During the summer of the 2014 – 2015 school year, the LEEP type facility renewal projects listed below were piloted and completed. The outcomes of the projects were well received by the respective school communities. The initiation and success of these facility renewal projects assisted in the planning and implementation strategy for future LEEP projects.

- St. Luke School Kindergarten Playground
- St. Marguerite d'Youville School Kindergarten Playground
- St. Bernadette School Refresh
- St. Timothy School Refresh
- St. John School, Burlington LED Lighting Retrofit
- Christ the King Secondary School Library Flooring Replacement
- St. Catherine of Alexandria School Library Flooring Replacement

## **Proposed Learning Environment Enhancement Program Project Implementation Schedule**

Prioritization of the projects identified is a critical component of the LEEP to ensure the continuous efficient operation of all facilities. Several data sources will be used to aid in the renewal projects' prioritization process, including staff feedback, third-party site surveys, Total Capital Planning Solution (TCPS) information from the Ministry of Education and other building information. Respective school facility needs vary significantly based on the age of facility and enrollment projections for the school community. For instance, the majority of the Board's older school facilities are located south of the QEW in Burlington and Oakville. While many building components on these facilities are nearing the end of their useful lifecycles, enrollment is also decreasing in these school communities, which must also be factored in the school renewal project prioritization process. A subsequent report to the Board will present additional details regarding the prioritization process in developing the LEEP.

In general, the following prioritization criteria will be used in developing the LEEP implementation schedule:

- Current condition of the school site and building;
- Assessment of the current academic programs at the facility;
- Future student enrollment projections;
- Scheduling of Board resources in relation to other capital priorities projects, such as new construction and additions;
- Ability to perform construction and maintenance work with minimal disruption to school operations;
- Ability to bundle different project types into the same construction window in an effort to minimize disruption to the school;
- Certainty of the scope of work and cost involved in the project;
- Government regulations and approvals.

A proposed LEEP Project Implementation Schedule is still in the process of being developed. It is anticipated that the overall LEEP implementation schedule will initially cover a 5 to 10 year period, with year to year reviews and adjustments to the implementation schedule as required.

## **Budget and Funding Resources**

The total cost to implement all the LEEP projects will be substantial. In addition, it is anticipated that sufficient funding to complete all the LEEP projects is most likely not available at this time. Therefore, it is very important that the Board is strategic in its budgeting and financial planning for the LEEP. Currently the Board has various capital funding sources available to fund the LEEP projects, which include:

- School Renewal Grants
- School Condition Improvement Grants
- School Renewal Reserve
- Full-Day Kindergarten Capital Grant
- Energy Cost Saving Incentives
- Maintenance and Operations Cost Savings

Furthermore, it is anticipated that new Ministry of Education capital funding programs would be available in the future to contribute to LEEP projects. However, as stated above, the total cost to implement all LEEP projects is still likely to exceed the available funding from all present and future school renewal

programs. As such, the prioritization of enhancement projects will be critical to ensuring the continued efficient operations of the Board's facilities. While the LEEP will outline a 10-year horizon of potential projects, staff will present LEEP projects to the Board for approval on a year to year basis as funding allows and facility and program needs are addressed.

Further details of the LEEP funding strategy, including current available funding balances and projected future capital funding, will be described in a subsequent report to the Board.

## **NEXT STEPS:**

LEEP will be established as a strategic program to guide the proposed facility renewal and academic program enhancement projects for the continuous improvement of the Board's facilities to ensure the highest quality and cost effective learning facilities are in place to support student achievement and learning.

A Staff Report containing further details about the Learning Environment Enhancement Program and specific renewal projects will be present to Trustees in early 2016. The report will list the projects anticipated over a 10-year horizon and include cost estimates, prioritization criteria and proposed phasing scheduled for the projects. In addition, an itemized list of funding sources and their current balances will be included in this next LEEP report. Furthermore, the report will outline proposed Year 1 LEEP projects to be completed by the end of the 2016 spring/summer construction period.

The Board will receive a series of Staff Reports and Action Reports for consideration and approval for facility renewal projects throughout the duration of the LEEP. One of the first projects to be launched under the umbrella of LEEP Projects will be the **Kindergarten Outdoor Learning Enhancement Plan**. This initiative is expected to be presented to the Trustees by the first Board Meeting in February 2016.

### **REPORT PREPARED BY:**

J. DUFFIELD  
MANAGER, SCHOOL CAPITAL AND RENEWAL

R. MERRICK  
ADMINISTRATOR, SCHOOL OPERATIONS AND MAINTENANCE

A. DUFFIELD  
SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES

G. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

### **REPORT SUBMITTED BY:**

G. CORBACIO  
SUPERINTENDENT, FACILITY MANAGEMENT SERVICES

### **REPORT APPROVED BY:**

P. DAWSON  
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

**Monday, November 23, 2015**  
**7:00 p.m. – Board Room**  
**Catholic Education Centre**

**MINUTES OF THE SPECIAL EDUCATION  
ADVISORY COMMITTEE MEETING**

**Members/ Alternates Present:** B. Agnew, L. Cipparrone, L. Currie, D. Hotopeleanu, A. Iantomasi, H. Karabela,  
R. Quesnel, D. Rabenda, J. Rowles, L. Stephenson, S. Trites

**Staff Present:** B. Browne, Superintendent of Special Education Services  
S. Miller, Special Education Coordinator

**Members Absent:**

**Members Excused:** M. Lourenco, C. Parreira

**Recorder:** J. Crew

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**1. Call to Order**

**1.1 Opening Prayer**

**L. Cipparrone**

The meeting began with a prayer at 7:04 pm.

**1.2 Approval of Agenda**

**RECOMMENDATION**

Moved by: A. Iantomasi

Seconded by: R. Quesnel

**THAT**, the agenda be approved as submitted.

**CARRIED**

**2. Presentations**

**2.1 Transition Planning**

**S. Miller**

S. Miller provided handouts on *HCDSB Alternative Programming Family Resource Guide and Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools*. S. Miller pointed out that transitions is a huge topic and no requests for particular sections to be explored had been submitted; the presentations contain sections around Legislation, Research, HCDSB – Beliefs, Protocols & Best Practice and HCDSB Transition Plans. Members were asked if there were specific areas around transitions that they would like to focus on; it was determined they would like a quick review of each section. S. Miller invited questions throughout the presentation.

Legislation: reviewed the Ministry of Education; PPM 140; PPM 156; the TriMinistry Protocol; Creating Pathways to Success 'All About Me' Portfolios and Individual Pathways Plans (IPPs) and alignment of the program with the HCDSB A4 programming materials.

Research and HCDSB Beliefs, Protocols and Best Practice information included: what the research suggests; transitions strategies are based the type or context of the transition; effective transition planning; and the role of each partner in the transition process. HCDSB protocols and effective strategies to support transitions were reviewed.

HCDSB transition plans included essential elements of transition plans: goals, actions, responsibilities, and timelines. Transition plans are developed using the IEP engine, and are embedded within the IEP. A number of supporting resources were listed.

S. Miller discussed collaboration and various roles; the Board works collaboratively with community agencies and a large number staff sit on committees; transition planning toward post-secondary destinations needs to begin well in advance. Pathways in high schools were discussed: certificate of accomplishment; Ontario Secondary School Certificate (OSSC) and Ontario Secondary School Diploma (OSSD). R. Quesnel asked for some clarification around the OSSC 14 credits; S. Miller explained the 14 credit, plans are fluid and geared toward the individual. S. Miller will forward details around the legislation on the OSSC to members.

S. Miller discussed portfolios, IPPs, materials for job skills and connections between A4 and the Employability Skills program, HCDSB is currently looking a tools/pieces and how to incorporate and building a framework, more information will be provided toward the end of year.

Members were invited to put forth any further questions they may have.

### 3. Actions to be taken

#### 3.1 Approval of Minutes – October 26, 2015 SEAC Meeting

<b>RECOMMENDATION</b>	Moved by: D. Rabenda Seconded by: R. Quesnel
<b>THAT</b> , the minutes for the SEAC meeting be approved as submitted.	
<b>CARRIED</b>	

### 1. Business Arising from Previous Meetings

#### 4.1 Review Chart of Outstanding Items from Previous Meetings

S. Miller informed members that updates from DSO were now aligned. A brochure was provided with the information; members were invited to review the brochure and to bring forth any questions they might have.

### 5. Action Items

#### 5.1 Special Education Plan (pages 4 to 20)

No input was put forth.

### 6. Communications to SEAC

#### 6.1 Superintendent's Report

B. Browne provided the following updates:

Education Assistants:

- Itinerant EAs will be attending an FDK play-based learning in-service working through Curriculum Services to build capacity and equip Itinerant EAs with knowledge to better support the Educational Assistants and serve students with special needs within a play-based environment
- IEAs and Speech and Language are building partnerships through job imbedded PD, this will allow IEAs to support the implementation of Speech and Language goals set out for students
- All Educational Assistants will come together for professional activities on the November 27<sup>th</sup>; the day will focus on Appreciation, Reconnection, Looking Forward; recognizing the importance of the work our EAs do.

Mental Health:

- The Leadership Steering Committee met for the first time this year on Thursday; B. Browne thanked B. Agnew and R. Quesnel for volunteering and participating on the committee. The committee provides insight, input, and leadership to the board planning for Mental Health; work we have done for the last two years includes Yoga, Cameron Helps running groups; in the new year there is planning for *SafeTalk* and *ASIST* workshops; offering of the anxiety module and beginning to prepare the ADHD module for roll out to staff
- There is a Children's Mental Health Conference in Toronto this coming week; P. Webber-Callaghan and P. Codner will be attending Sunday to Tuesday; B. Browne will be attending on Tuesday.



Community Partners:

- DSO is presenting an evening information session on *Conscious Care and Support*, at Jean Vanier on December 7<sup>th</sup>, from 7:00 to 9:00 pm.
- The Halton Region Passport Resource Fair will be held on December 2<sup>nd</sup> at Central West Support Centre, 53 Bond Street in Oakville from 5:00 to 8:00 pm. Families are invited to come and meet all the agencies in Halton that provide support and services for people who have developmental disabilities. Details will be forwarded via email
- The HDSB, the HCDSB, Halton Support Services, DSO and local Community Living Organizations are presenting an evening information session on *'Transitions from Kindergarten to Post Secondary & Life After 21: The Journey Begins'* on Wednesday, November 25, 2015 from 7:00 to 8:30 pm at Jean Vanier Catholic Secondary School; M. Pickett will be presenting.

Speech and Language:

- *Stay, Play, and Talk*; an external research project on a peer-mediated social skills training program for children with social communication difficulties, will take place in two FDK classes at St. Catherine of Alexandria in Georgetown from January to June 2016. The program involves researchers from the University of Brock, University of Guelph and Fanshawe College; two ECE/teacher teams, a Child and Youth Counselor, a Speech and Language Pathologist, and a Communicative Disorders Assistant will be trained in the methods of *Stay, Play, and Talk*; educators and special education staff will be trained in how to foster peer-mediated social skills. Results and next steps will be reported back.
- A Selective Mutism Workshop: *Helping Children Overcome Selective Mutism - Primer Skills-Training* for School-Based Professionals took place on November 13<sup>th</sup> 2015; Dr. Angela McHolm from McMaster Children's Hospital and the Centre for Psychological Services at University of Guelph presented to 56 HCDSB staff members including CYCs, CDAs, SLPs, Psychology Staff, SERTs, Teachers. The workshop reviewed the epidemiology of selective mutism and literature on intervention approaches and provided opportunity to gain familiarity with a school-based behavioural approach to intervention and apply the behavioural principals in case scenarios.
- Coordination between Speech Language staff and ESL teachers to support language acquisition in early years, is in the initial stages.

Other Professional Development:

- SERT Meetings are coming up next week; on-going Catholic Learning Communities for our New SERTs, and SET CLCs provide opportunity for contained classroom teachers to connect.

B. Browne played a commercial created by Microsoft that features a student from St. Ignatius of Loyola; the commercial featured great things that student is doing through use of technology and supporting independence. B. Browne pointed out that it highlights a lot of the work that S. Miller has coordinated through the Special Education Amount (SEA) equipment process, noting it is a journey proving the best support we can for each student; there has been a lot of trial and error around determining the technology that works best for each student.

The Special Equipment Amount (SEA) was discussed; claims are very specific to students; turnaround is usually 6 to 8 weeks. Some examples of SEA equipment claims and the advantages of various adaptive devices were discussed as great tools to assist students and support their independence.

Advances in technology from 10 years ago were also discussed. L. Cipparrone added that technology is an ongoing business item and encouraged members to continue to inform around technology advances and opportunities.

## 6.2 Association Reports

L. Stephenson reported that Autism Ontario is running Oakville Parent Support Groups at Aroma Café 321 Lakeshore Road, Oakville on the first Thursday of each month, the next session will be Thursday, December 3<sup>rd</sup>. L. Stephenson noted that Autism Ontario is divided into two areas one for Halton and one for Halton North; both offer parent support groups. L. Stephenson requested this information be shared with the system.

L. Stephenson showed members a book entitled *Clever Carter* which she has found to be a valuable resource; *Clever Carter* was written by a member of Autism Ontario, the book was inspired, by the author's son, as a resource to other families facing the same struggle, and to educate about some of the characteristics of the Autism Spectrum. L. Stephenson pointed out that the book can be a wonderful resource that provides information and questions for parents and teachers. More information is available at [www.clevercarter.ca](http://www.clevercarter.ca)

## 6.3 Trustee Reports

Updates on recent Board meetings included:

D. Rabenda informed members that the ministry has given approval for a new school in north Oakville, and an addition to Holy Rosary Milton for FDK classes; a boundary review is currently happening in Georgetown; currently policies and budget are moving along.

A. Iantomasi added that CPIC will be hosting a webinar that provides an update on the materials and resources that have been produced to support the efforts of Ontario Catholic schools in implementing the revised Health & Physical Education (HPE) curriculum. Feedback on the strategic plan resulted in 3,100 people calling in.

H. Karabela informed members that, at the November 3<sup>rd</sup> Board meeting, the Board passed establishing recognition of the United Nations International Holocaust Awareness day on January 27<sup>th</sup>.

## 6.4 Sub-Committee Update

R. Quesnel informed members that the subcommittee met with B. Browne on November 12 to discuss the parent engagement evening. The subcommittee determined that the parent engagement event topic would be "*Fostering Effective Partnerships in Special Education*"; the purpose of the evening will be to raise awareness of SEAC and message how to partner with schools, highlighting the importance of collaborative relationships. The format suggested is a pre-recorded webinar with opportunity to submit questions throughout the session; the webinar presentation would coincide with the regular SEAC meeting and would also be available for later viewing.

After discussing various formats and timing for the webinar, it was determined that the webinar will be recorded during the April SEAC meeting and will be approximately 45 minutes in length; the April agenda will be modified accordingly. It was requested that each member give some thought to what topic they will discuss during the webinar.

L. Cipparrone asked S. Miller, to forward the PowerPoint presentation that had been prepared for the FDK parent evening as a starting point.

## 6.5 Reports from Other Shareholder Meetings

## 7. Information Items

## 8. Questions from the Public

None received.

## 9. SEAC Discussion/Question Period



**10. Next Meeting will be Monday, December 14, 2015**

B. Browne invited members to a social gathering following the December SEAC meeting.

**11. Adjournment**

**11.1 Motion for Absenteeism**

**RECOMMENDATION**

Moved by: A. Iantomasi

Seconded by: D. Rabenda

**THAT**, M. Lourenco, C. Parreira be excused.

**CARRIED**

**11.2 Motion for Adjournment**

**RECOMMENDATION**

Moved by: J. Rowles

Seconded by: D. Hotopeleanu

**THAT**, the meeting adjourn.

**CARRIED**

**11.3 Closing Prayer**

The meeting closed with a prayer at 8:58 pm.