HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB

REGULAR BOARD MEETING
REVISED AGENDA

Date:	Tuesday, January 19, 2016
Time:	7:30 pm
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario

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		Pages
1.	Call to Order	
1.1	Opening Prayer: M. Zapata	
1.2	Motions Adopted In-Camera	
1.3	Information Received In-Camera	
2.	Approval of the Agenda	
3.	Declarations of Conflict of Interest	
4.	Presentations	
5.	Delegations	
5.1	Georgetown Boundary (U74) - Ms. Bennett and Ms. Herd	1 - 6
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7.1	Summary of Outstanding Items from Previous Meetings	
8.	Action Items	
8.1	Response to Delegation(s)	
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8.6	Oakville South of QEW Modified Pupil Accommodation Review (G. Corbacio, P. McMahon, T. Pinelli)	341 - 467

8.7 Employee Computer Equipment Plan Borrowing By-Law No 2016 F01 (P. McMahon) 468 - 469

8.8 Secondary Economics Textbook Selection (A. Prkacin) 470 - 471

8.9 Policy II-09 - Opening and Closing Exercises (P. Marai) 472 - 474

8.10 Policy II-10 - Releasing Students from School (P. Marai) 475 - 477

8.11 Policy II-14 - Class Size Loading Ratios Elementary Panel (Rescinding) (P.Marai) 478 - 479

8.12 Policy II-19 - Educational Field Trips (P. Marai) 480 - 483

8.13 Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students - First Reading (P. Marai) 484 - 486

8.14 Policy V-09 - Public Concerns Complaint Process (Third Reading) (P. Marai) 487 - 492

8.15 Policy V-17 - Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools (Second and Third Readings) (P. Marai) 493 - 496

9. Staff Reports

10. Information Items

10.1 Student Trustees Update

10.2 School Educational Field Trips (C. Cipriano) 497 - 498

10.3 Holocaust Memorial Day – January 27, 2016 (A. Prkacin) 499 - 500

10.4 2016 Annual Facility Accommodation Review (G. Corbacio and P. McMahon) 501 - 575

10.5 Additional PA Day for School Year Calendar 2015-2016 (C. McGillicuddy) 576 - 583

11. Miscellaneous Information

11.1 Policy Committee Minutes - December 1, 2015 584 - 588

11.2 CPIC Minutes - December 7, 2015 589 - 591

12. Correspondence

12.1 Ministry of Citizenship, Immigration and International Trade - Adult Non-Credit Language Training Program *592 - 592*

12.2 Minister L. Sandals - Official Blessing and Ground-Breaking Ceremony for the New North Oakville Preserve Catholic Elementary School *593 - 594*

13. Open Question Period

14. In Camera

15. Resolution re Absentees

16. Adjournment and Closing Prayer: S. Trites

Good evening

We are here tonight to share our opposition to the Boundary Review Committee's recommendations, and to give voice to the families and children who are affected. We appreciate the opportunity to further discuss the Boundary Review we are facing in our Georgetown community. We understand that we are at the 11th hour and a decision must be made in order to accommodate September registration as well as meet budgetary deadlines for new school funding.

I am not going to stand here and waste your time pointing out concerns with the options. You are aware of our overall concerns and there have been many discussions regarding these concerns, with or without answers. I am here to request some understanding as to how we feel and make one final plea for accommodation.

We understand that a decision like this is difficult and not everyone is going to be happy. Our concern for our children is obvious. We as parents, like many of you, will always ensure our children are experiencing life with minimal upset and that they are enjoying their childhood. We want to trust that the experience at St. Brigid will be as great as St. Catherine's, but how can we be sure? We have been told repeatedly by board personnel that "children are resilient." And yet there are studies that show that student mobility has negative consequences on math and reading scores, and an increased risk of behavior problems. This is extremely concerning to us. Some families do have children that do not deal well with change and anxiety. A change this big could set back a young child and be devastating. Separating young friendships that have been built is not easy for a lot of children, and moving them to a school where they may be in a class without anyone they know makes them – and us as parents - very nervous. Many parents have commented that their children are showing signs of stress, including my nephew who has been crying constantly. I personally haven't told my children yet. Although they are young they both have anxiety and are not good with change, to the point where board level intervention has been necessary in past situations. I am deeply concerned about their well-being with this move. I am not the only one.

We know that a delay, or revisiting other options is not an option. What we are requesting on behalf of U74 (Stewart's Mill community) is to permanently grandfather the **113 children** in question at St. Catherine's for the remainder of their elementary timeframe. All new families moving in to U74, as well as new kindergarten registrations, can be registered at St. Brigid. We acknowledge that there would be no transportation supplied to St. Catherine's in this scenario and are willing to take on this responsibility ourselves. Further, we ask that any parent in U74, for whom bussing may be an issue, and who **would prefer to move** to St. Brigid in order to be bussed, can apply to transfer to that school. We would also require confirmation that there would be space for everyone transitioning in the YMCA program at the new school. One of the rationales for a Boundary review was that St. Catherine's is facing significant enrolment pressures due to new development activity in communities V71 & V75. According to the recommended Option 3, however, the enrolment pressure at St. Catherine's will not be alleviated at all. In fact, by 2019, enrolment will be right back up to 912, over the FBC of 898, and that trend will continue through to 2025 with numbers as high as 999. We are very confused as to why Option 3 has been chosen when it does not solve the problem of alleviating enrolment pressure.

In addition, we find it upsetting to know that there are approximately 65 cross boundary students at St. Catherine's that will continue to be granted cross boundary status, even though some of them do not even pay taxes within Halton. We ask that this be reviewed, as this seems an unfair and discriminatory policy to those of us who are not being permitted to stay.

From the beginning, the U74 community was never offered a choice about moving schools. Some of the options presented gave other communities choices, but U74 was always slated to move. We do not feel this was a fair situation. When parents voted in the online survey, there was no option for "none of the above," or "other." When the committee voted for one of the four options presented in December, there was never any option not to move U74. We are simply asking now that we be given some type of choice, so that we can decide, as parents, what is best for our children.

This Board says it values the whole child and "creates conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential." We ask that you stand by this value and keep the well-being of our children, and not dollars and cents, at the forefront of this decision. We appeal to you, our trustees and representatives, to hear our plea, and allow the opportunity for the 113 children in U74 to remain at St. Catherine's until they graduate.

We sincerely hope that together we can come to a compromise for the sake of our children. Our ability to look to our faith and ask "What would Jesus do?" makes us unique, and we hope that can be done now. We thank you for your time.

change.org

Recipient: Halton Catholic District School Board

Letter: Greetings,

We oppose the Georgetown Boundary Review Options 3, 9, and 9B as proposed by HCDSB.

Name	City	Province	Postal Code	Country	Signed On
Susete Bloom	Georgetown		L7G 6C2	Canada	11/12/2015
Aaron Bloom	Halton Hills		L7G 6C2	Canada	11/12/2015
Michael Araman	Halton Hills		L7G 6C2	Canada	11/12/2015
MacEachern Karen	Halton Hills		L7G 6C2	Canada	11/12/2015
Lisa Parkinson	Halton Hills		L7G 6c2	Canada	11/12/2015
Lisa Parenti	Georgetown		L7G 4S6	Canada	11/13/2015
Blair Herd	Halton Hills		L7G6E1	Canada	11/14/2015
Sally Markandonis	Georgetown		L7G 6E1	Canada	11/14/2015
Thomas Markandonis	Halton Hills		L7G 6e1	Canada	11/14/2015
Roisin Bennett	Halton Hills		L7G6B8	Canada	11/16/2015
Andrea Moore	Halton Hills		L7g 1m3	Canada	11/16/2015
Kelli Greyerbiehl	Halton Hills		L7G6E7	Canada	11/16/2015
Katherine Juicic	Halton Hills		L7g 6E1	Canada	11/16/2015
Mike Bennett	Halton Hills		L7G 6B8	Canada	11/16/2015
Shawna Campigotto	Halton Hills		L7G 6B7	Canada	11/17/2015
Denise Fiaes	Halton Hills		L7G 6L4	Canada	11/17/2015
Michelle Pereira	Halton Hills		L7G6L1	Canada	11/17/2015
Rebecca Cuthbert	Georgetown		L7G	Canada	11/17/2015
Angela Kotsos	Halton Hills		L7G 6L5	Canada	11/17/2015
Jason Campigotto	Halton Hills		L7g 6b7	Canada	11/17/2015
Deanne Bennett Marti	Halton Hills		L7G6c1	Canada	11/18/2015
kelly keating	Halton Hills		L7G6c3	Canada	11/19/2015
al mclean	Halton Hills		L7G 6e7	Canada	11/19/2015
Susan Mikan	Halton Hills		L7G 6E7	Canada	11/19/2015
Nadine Ball	Halton Hills		L7G 6M5	Canada	11/19/2015
Susy Medeiros	Halton Hills		L7G 0A5	Canada	11/19/2015
Susan Cabral	Halton Hills		L7G 6E1	Canada	11/20/2015
Nicole Viola	Halton Hills		L7G 5H3	Canada	11/20/2015
Elena Daly	Halton Hills		L0P1K0	Canada	11/22/2015
Carlos Santos	Halton Hills		L7G 6L4	Canada	11/23/2015
Danielle Jordeczka	Georgetown		L7G 0A5	Canada	11/23/2015
Cindy Liwanag	Halton Hills		L7G 6L2	Canada	11/24/2015
Louise Chan	Milton		L9T6A4	Canada	11/24/2015
Blain Parkinson	Halton Hills		L7g 6c2	Canada	11/24/2015
Lillian Chlewicki	Halton Hills		L7G 6L2	Canada	11/25/2015
David Galvao	Halton Hills		L7G 6L4	Canada	12/1/2015

Total: 36

Comments

Name	Location	Date	Comment
Michael Araman	Halton Hills, Canada	2015-11-12	My son will be in grade 8 for the 2016-17 school year. It is cruel to make students move in grade 8, away from their social network. Halton Board is guilty of rushing decisions through without lengthy discussions. Also, the boar mismanaged growth problems. The overcrowding at St. Catherine has been building for years. Action should have been taken years ago, including the building of a new school or expansion of an existing one. Boundary changes should be phased in.
MacEachern Karen	Halton Hills, Canada	2015-11-12	I oppose the sudden boundary change. The children should be grandfathered out of the school instead of a sudden move. My son will be in grade 8 next yea . It would be cruel to move him away from all his friends and this would not be in his best emotional interest.
Lisa Parkinson	Halton Hills, Canada	2015-11-12	This is the only school our children have known. It is unfair to uproot them unnecessarily and disrupt their lives.
Lisa Parenti	Georgetown, Canada	2015-11-13	I will not have my children go through changing school for one year
Blair Herd	Halton Hills, Canada	2015-11-14	I am concerned about my children's future. Feel existing students should get grandfathered in. We have been paying taxes for years and now are being asked to uproot our children and disrupt their development in their formative years. New residents should have to made to accommodate.
Roisin Bennett	Halton Hills, Canada	2015-11-16	Existing u74 should be able to stay at st Catherines based on low registered amt and the "forecasted" amount is just that... However, all new families can b sent to st Brigid as well as the new housing near firehall...
Andrea Moore	Halton Hills, Canada	2015-11-16	I would like to keep my children at holy cross.
Kelli Greyerbiehl	Georgetown, Canada	2015-11-16	My kids have been at St Catherines since JK, and will be in 7th and 8th grade next year. It would be upsetting if they couldn't graduate from their school...
Rebecca Cuthbert	Georgetown, Canada	2015-11-17	I have three children in St. Catherines, one of which will be in grade 8 next year. It is my understanding that there may be an allowance for children to sta for grade 8, however that would mean my younger two would have to move to St Bridgit. I would like to keep my children together in one school.
Angela Kotsos	Halton Hills, Canada	2015-11-17	I am opposed to the boundary changes for Sept. 2016.
al mclean	Halton Hills, Canada	2015-11-19	I believe my child would have a very hard time adjusting to a different group o kids. He is 9 yrs old. This would also effect his school work.

Name	Location	Date	Comment
Susan Mikan	Halton Hills, Canada	2015-11-19	I am opposed to option 9B because I believe moving to a new school will hav a negative impact on my children and I don't think that all options have been explored. Back in 2001 when St Catherine first opened, it did so in the middle of an empty field where there was planned development. Children from our subdivision should have gone to St Brigid from the beginning because of our proximity to the school but instead they were bused across town to St Catherine. St. Brigid has portables so I do not see how moving our children there will help with that issue. It will only move the problem from one school t another. I would hate to go through this exercise now and then again in 5-6 years because we will have the same problem at St Brigid. Schools factor heavily in a family's decision on where they live and it is not fair to our childre to have them uprooted from the only school they have known because of poo planning. Our subdivision will not see any future development so please consider grandfathering our children to remain at St Catherine. Thank you. I believe that our Catholic school is not just responsible for the academic development of our children but it also supports the social and emotional well being of its students.
Susan Cabral	Halton Hills, Canada	2015-11-20	We just moved to Georgetown and my son started school this year. It would a huge upset and adjustment for my son. This is not fair to the children and r zoning should only effect new students.
Carlos Santos	Halton Hills, Canada	2015-11-23	I don't want the change to happen
Danielle Jordeczka	Georgetown, Canada	2015-11-23	I'm signing this because it is unfair to disrupt so have student and the sense c community they have built at St. Catherine's School...I strongly believe these children should be grandfathered out of St. Catherine's

Subject to Approval

MINUTES OF THE REGULAR BOARD MEETING

Date:	January 5, 2016	
Time:	7:30 pm	
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario	
Members Present	A. Danko	J. Michael, Chair of the Board
	A. Iantomasi, Vice Chair of the Board	A. Quinn
	H. Karabela	D. Rabenda
	P. Marai	J.M. Rowe
Member Excused	S. Trites	
Student Trustees	J. Brown	M. Zapata
Student Trustee Excused	C. Kemeni	
Staff Present	C. Cipriano	C. McGillicuddy
	G. Corbacio	L. Naar
	P. Dawson, Secretary of the Board	T. Overholt
	P. McMahon	T. Pinelli
		A. Prkacin
Also Present	R. Merrick, Administrator, Operations and Maintenance, Facility Management R. Negoi, Senior Administrator Financial Services, Business Services A. Swinden, Administrator, Strategic Communications Services F. Thibeault, Administrator, Planning Services	

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1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer: J. Brown

The meeting opened at 7:30 p.m. with a prayer led by J. Brown.

1.2 Motions Adopted In-Camera

There were no motions adopted in-camera.

2. Approval of the Agenda

#29/16
Moved by: *A. Quinn*
Seconded by: *A. Iantomasi*
RESOLVED*, that the agenda be accepted as presented.* ***CARRIED***

3. Declarations of Conflict of Interest

There were no conflicts of interest declared.

4. Presentations

There were no presentations

5. Delegations

There were no delegations.

6. Approval of Minutes

6.1 Regular Board Meeting of December 15, 2015

#30/16

Moved by: *A. Quinn*

Seconded by: *D. Rabenda*

RESOLVED*, that the minutes of the December 15, 2016 Regular 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

9. Staff Reports

9.1 Georgetown Elementary Schools Boundary Review Final Report and Recommendation (T. Overholt and G. Corbacio)

T. Overholt welcomed and introduced members present of the Georgetown Elementary School Boundary Review Advisory Committee. He also thanked the Committee for their work as well as staff who have been instrumental in the process. T. Overholt briefly highlighted the criteria used by the Committee to establish the options. F. Thibeault presented the Final Report of the Georgetown Elementary Schools Boundary Review process and the recommendations of the Advisory Committee, identified the school attendance boundary options developed and evaluated through the community consultation process, shared the community comments and feedback received and presented the recommendation of the Georgetown Elementary Schools Boundary Review Advisory Committee.

T. Overholt reviewed the proposed Advisory Committee's final recommendation which is to implement modified Option 3, with the associated considerations. He indicated that staff supports the proposed recommendation.

With respect to next steps, the community has been informed of the delegation process and the recommendation will be presented to trustees for approval at the January 19th Board meeting.

J.M. Rowe thanked T. Overholt and the committee for their work. When asked if consideration could be given to bussing grand-parented students, T. Overholt commented on the implications and addressed the application process through the Empty Seat Policy. He also commented on the sustainability of the French Immersion program and pointed out that students, under that program, are currently bussed.

9.2 2015 School Consolidation Capital Projects Proposals (P. McMahon and G. Corbacio)

P. McMahon referenced Ministry Memo 2015:B16, Request for School Capital Consolidation Projects and New Construction of Child Care", released on December 16, 2015 asking school boards to submit consolidation projects that need to be completed by the 2019-2020 school year. He indicated that the Business Cases for selected projects must be submitted to the Ministry no later than February 29, 2016 and a final Board decision on the Pupil Accommodation Review processes, must occur by March 28, 2016. In order to meet the timelines, the Board will need to implement the modified pupil accommodation review process. Referencing the Policy approved by the Board, F. Thibeault briefly described what the process entails.

F. Thibeault informed trustees that the background reports representing the different review areas will be presented to trustees at the January 19th Board Meeting for approval and to undertake the modified consolidation and closure process. F. Thibeault discussed the four capital project proposals by review area that will be initiated through the modified process. He provided a rationale for proceeding with the modified process rather than the regular process, and assured trustees that the processes and submissions would be in full compliance with the Board Policy and Ministry requirements.

Discussion that followed focused on a number of issues: child care proposals in growth areas, the probability of receiving funding for all projects; the benefits to the community of initiating the process (better programming, better options for parents, opportunities for extracurricular, centralizing services, financial benefits); the rationale for proceeding with the modified process and for submitting all projects; community consultation process and planning; impact on existing boundary reviews; consequences of declining enrolment; incentives provided by the Ministry to eliminate excess space; and timing for approvals and implementation.

Based on previous funding requests to the Ministry, a trustee suggested that it might be in the Board's best interest to only submit the first priority. Staff explained the potential financial benefit of submitting all projects. R. Negoi and P. McMahon also supported putting forward the projects in order to take advantage of the projected $750 million earmarked for this initiative. Trustees were informed that the priority ranking could be re-assessed in the next round of submissions and additional projects could be submitted through the regular process.

9.3 Secondary Economics Textbook Selection (A. Prkacin)

A. Prkacin elaborated on the Board's purchasing process for ordering appropriate classroom resources to support the sustaining quality curriculum changes. A recommendation to purchase the material will be presented at the January 19, 2016 Board Meeting.

In response to questions, A. Prkacin commented on the number of resources purchased and noted that it is based on the current Semester 1 registration. There was some discussion regarding the on-line version. J. Brown indicated that most students prefer access to both, the textbook and digital versions. A. Prkacin also expanded on the accessibility to digital versions for students and teachers.

10. Information Items

10.1 Student Trustee Update (M. Zapata)

M. Zapata gave a brief update.

10.2 School Educational Field Trips (T. Pinelli)

The list of trips was provided as information.

10.3 Learning Environment Enhancement Program (LEEP) (G. Corbacio)

G. Corbacio informed trustees that the Learning Environment Enhancement Program (LEEP), is the next generation comprehensive school renewal plan to improve school facility conditions throughout the Board in order to provide a learning environment that supports the educational needs of students and staff. The LEEP takes into consideration the Board's strategic plan system priorities, school consolidation and closure process, board partnership opportunities and facility renewal needs. He briefly commented on some of the projects that have been identified as school renewal opportunities, the proposed implementation schedule and the budget and funding sources. The proposed program will evolve over a period of 5 to 10 years. A Staff Report with additional information regarding LEEP will be brought to trustees in February 2016.

In response to questions, G. Corbacio commented on how LEEP is a fair and equitable program to ensure all schools benefit from the same programs, and includes a consultation process with school principals and stakeholders. He also addressed the secondary schools artificial turf fields and the need to provide the same opportunities to all schools.

In term of next steps, staff indicated that Staff Reports and Action Reports will be prepared and presented to trustees for approval throughout the program implementation. G. Corbacio acknowledged that the projects will not have an impact on the operating budget, since the majority of the funds will be coming from the Ministry of Education through capital projects or through the disposition of properties.

Other items:

School Year Calendar:

Trustee Rabenda questioned whether a modified calendar was being considered for the 2016-2017 school year since the template published by the Ministry suggests a very early release for the Christmas vacation (December 16th to January 2nd). She also suggested that consultation be done in conjunction with the co-terminous board and neighbouring GTA boards. C. McGillicuddy acknowledged that he has been in conversation with the public board regarding a modified proposal but that a formal memo from the Ministry has not yet been received. He briefly reviewed the process involved to obtain approval from the Ministry for a modified calendar. Further details will be provided upon receipt from the Ministry.

Committees of the Board:

An updated list of membership on the various committees of the Board was provided as information. The Chair indicated that an alternate was required for the CPIC Committee. She also noted that all trustees are invited to attend the Audit Committee meetings as observers. Referencing the Education Act, Trustee Quinn questioned the term of a Trustee on the Audit Committee and asked for clarification.

11. Miscellaneous Information

11.1 SEAC Minutes - November 23, 2015

The minutes were received.

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

The Chair indicated that both, C. Kemeni and S. Trites, were absent because of illness.

#31/16
Moved by: *A. Iantomasi*
Seconded by: *H. Karabela*
RESOLVED*, that Trustee S. Trites and Student Trustee C. Kemeni be excused from the meeting.*
CARRIED

16. Adjournment and Closing Prayer: J.M. Rowe

#32/16
Moved by*: A. Quinn*
Seconded by: *J.M. Rowe*
RESOLVED*, that the meeting adjourn.* ***CARRIED***

The meeting adjourned at 9:13 p.m. with a prayer led by J.M. Rowe.

_____
Secretary of the Board

_____
Chair

ACTION REPORT **ITEM 8.2**

GEORGETOWN ELEMENTARY SCHOOLS BOUNDARY REVIEW
FINAL REPORT AND RECOMMENDATION

PURPOSE:

To obtain Board approval for of the Georgetown Elementary Schools' school attendance area boundaries to be implemented in time for the 2016-17 academic year.

BACKGROUND INFORMATION:

1. Staff Report 9.1, "Georgetown Elementary Schools Boundary Review Final Report and Recommendation", from the January 5, 2016 Regular Board Meeting.
2. Information Report 10.9, "Georgetown Elementary Schools Boundary Review Update", from the December 15, 2015 Regular Board Meeting.
3. Information Report 10.4, "Georgetown Elementary Schools Boundary Review Update", from the October 20, 2015 Regular Board Meeting.
4. Information Report 10.8, "Georgetown Elementary Schools Boundary Review Update" from the April 7, 2015 Regular Board Meeting.
5. Information Item 10.6, "Georgetown Elementary Schools Boundary Review", from the January 20, 2015 Regular Board Meeting.
6. 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	**June 18, 2013**
Inaugural Advisory Committee Meeting	**October 14, 2015**
Second Advisory Committee Meeting	**October 28, 2015**
Advisory Committee Meeting Interim Report Posted on Board Website	**Oct. 21/Nov. 4, 2015**
Community Consultation Meeting at Christ the King CSS	**November 5, 2015**
Community Comments & Feedback are due	**November 26, 2015**
Advisory Committee reviews Options & Community Input	**December 10, 2015**
Advisory Committee Final Report & Recommendation posted on website	**December 17, 2015**
Advisory Committee Final Report & Recommendation presented to Board	**January 5, 2016**

Current Task:

Board receives delegations & approves new elementary school attendance boundaries	**January 19, 2016**

COMMENTS:

The Georgetown Elementary Schools Boundary Review seeks to address growing enrolment pressures at the south Georgetown Catholic Elementary Schools. On June 18, 2013, 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.

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 (12th) 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 (attached) 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 has 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).

On January 5, 2016, board staff presented the Board of trustees the information that has been distributed to the school accommodation review advisory committee and the community. Staff also presented the recommended option provided by the advisory committee that will be brought forward for approval at the January 19, 2016 Regular Meeting of the Board.

The current step in the process is for the Board to:

- To receive and consider delegations from the community at the January 19, 2016, Regular Meeting of the Board;
- To review the recommendations provided by the Advisory Committee and supported by senior staff for the new 2016/17 school attendance boundaries for the four (4) affected Georgetown Elementary Schools, to be implemented for the 2016-17 academic year, and
- To render a decision on the matter based on the information presented.

CONCLUSION:

Board staff has 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.

RECOMMENDATION:

RESOLUTION: *Moved by:*
Seconded by:

RESOLVED, that boundaries presented in Modified Option 3 be implemented for the 2016/2017 school year for all Georgetown Elementary Schools, whereby these changes shall have the effect of altering existing attendance areas by: re-directing patches U77 from St. Catherine of Alexandria CES to Holy Cross CES; and re-directing patches U74, V71, and V74 from St. Catherine of Alexandria CES to St. Brigid CES.

RESOLVED, 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.

RESOLVED, 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.

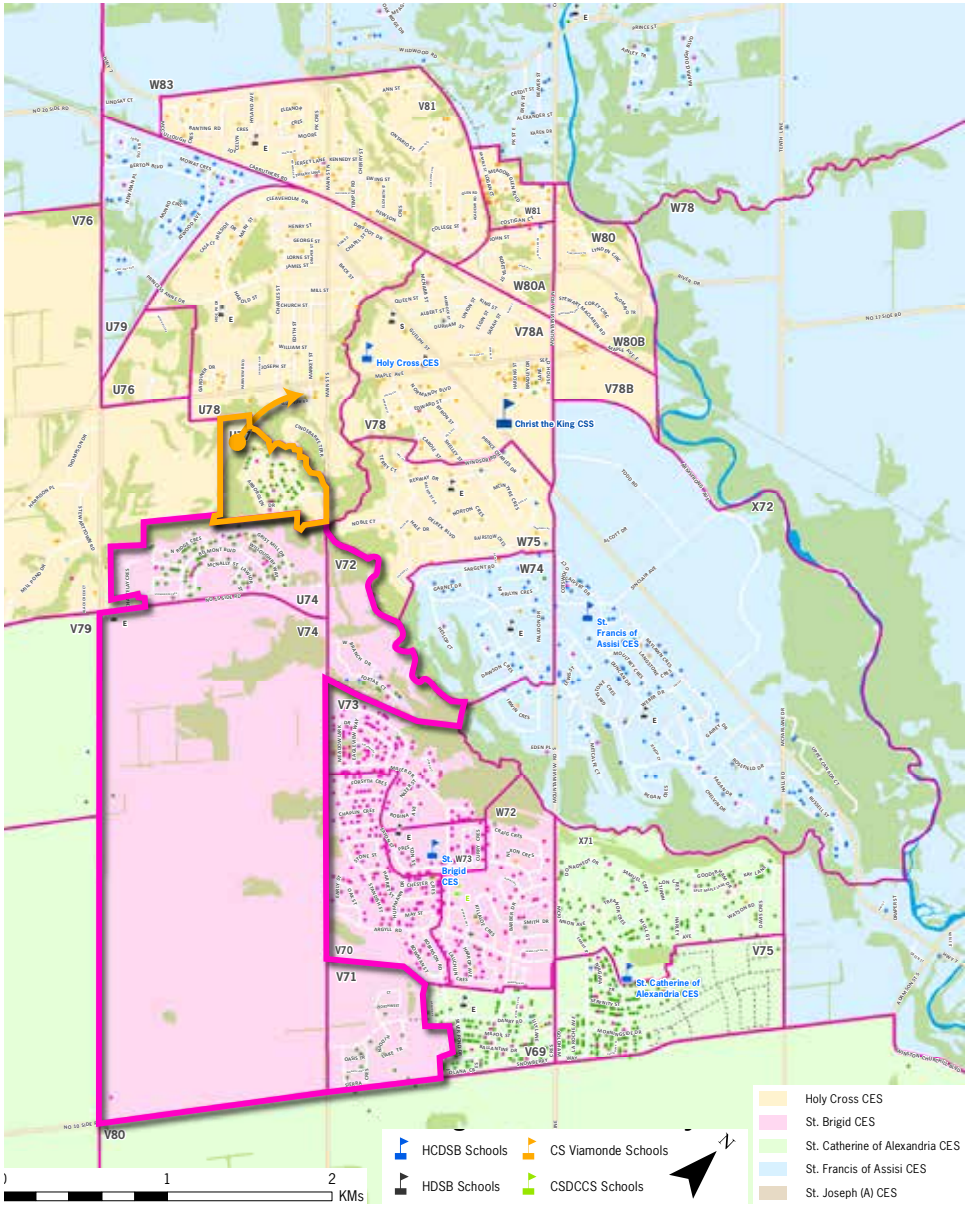
RESOLVED, that, due to safety concerns related to elementary students crossing Maple Avenue and Main Street without the assistance of a crossing-guard, transportation shall be considered for students living in patch U77, who will be directed to Holy Cross Catholic Elementary School whereby a portion 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.

RESOLVED, 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.

RESOLVED, 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.

REPORT PREPARED & SUBMITTED BY:	TIM OVERHOLT SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES
	GIACOMO CORBACIO SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES
	FREDERICK THIBEAULT ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

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**

ACTION REPORT **ITEM 8.3**

NORTH GEORGETOWN MODIFIED PUPIL ACCOMMODATION REVIEW

PURPOSE:

To provide the Board of Trustees with the North Georgetown Modified Pupil Accommodation Review Report and to request approval to proceed with a Modified Pupil Accommodation Review (MPAR) for the area.

BACKGROUND:

1. Information Report 10.4, "2016 Annual Accommodation Review", from the January 19, 2016 Regular Board Meeting.

2. Staff Report 9.2, "2015 School Consolidation Capital Project Proposals", from the January 5, 2016 Regular Board Meeting.

COMMENTS:

As per the Ministry of Education's newly updated Pupil Accommodation Review Guidelines (PARG), prior to establishing a Modified Pupil Accommodation Review (MPAR), staff must identify at least one option to address the accommodation issue, and identify relevant factors considered and the rationale to recommend a Modified Pupil Accommodation Review for the identified group of school(s).

As per the requirements of Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure, prior to initiating a regular or modified accommodation review process an Initial Staff Report must be presented to the Board of Trustees which includes one (1) recommended option as a minimum, and where applicable alternative options. The attached Initial Staff Report Modified Pupil Accommodation Review Report includes the required information for the North Georgetown Area as follows:

A) Documentation of required work completed prior to the accommodation review;
B) Summary of background data used in option(s) developed by staff;
C) Summary of accommodation issues for the schools under review;
D) Preferred accommodation option which includes the following information:
    a. where students would be accommodated;
    b. if proposed changes to existing facility or facilities are required as a result of the accommodation review;
    c. identify any program changes as a result of the proposed option;
    d. how student transportation would be affected if changes take place;
    e. if new capital investment is required as a result of the accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and

f. any relevant information obtained from municipalities and other community partners prior to the commencement of the accommodation review, including any confirmed interest in using the underutilized space
g. timeline for implementation
h. School Information Profiles (SIP)

The purpose of the Modified Pupil Accommodation Review (MPAR) process is to provide the Board of Trustees with sufficient information to make an informed decision through consultation with the existing school community on the future of the current stock of pupil facilities within the North Georgetown Accommodation Review Area.

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation (SCC) Projects and New Construction of Child Care" requesting boards to submit consolidation projects that need to be completed by the 2019-20 school year. According to the Memorandum, the Ministry's School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or 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. Schools Boards are required to submit their SCC business cases to the Ministry by February 29, 2016 and projects related to accommodation reviews must have Trustee approval by March 28, 2016 in order to be considered for SCC funding approval. The Ministry Memorandum 2015: B16 can be found on the Ministry website here.

RECOMMENDATION:

The following resolution is presented for trustee approval.

RESOLUTION:	*Moved by:* *Seconded by:*
RESOLVED, *that the Halton Catholic District School Board* approve the undertaking of the North Georgetown Modified Pupil Accommodation Review (MPAR) in accordance with Operating Policy I-09 School Accommodation Review – Consolidation/Closure and Administrative Procedure VI-35 School Accommodation Review – Consolidation/Closure.	

REPORT PREPARED BY:	F. THIBEAULT, ADMINISTRATOR OF PLANNING SERVICES
	R. MERRICK, ADMINISTRATOR, SCHOOL OPERATIONS AND MAINTENANCE
SUBMITTED BY:	G. CORBACIO, SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES
	P. MCMAHON, SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD
	T. OVERHOLT, SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES
REPORT APPROVED BY:	P. DAWSON, DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Modified Pupil Accommodation Review
Background Report

North Georgetown Community:
Georgetown West Catholic Elementary School

January 15, 2016

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1. Introduction

The Halton Catholic District School Board (HCDSB) 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 of fostering student academic achievement and well-being, and ensuring effective stewardship of the resources of the Board. These guiding principles apply to any accommodation review conducted pursuant to Operating Policy I-9: School Accommodation Review – Consolidation/Closure.

In some cases, to address changing student populations, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations or 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.

As per the Ministry of Education newly updated Pupil Accommodation Review Guidelines (PARG), prior to establishing a Modified Pupil Accommodation Review (MPAR), staff will present an Initial Staff Report to the Board of Trustees that identifies at least one (1) or more options to address the accommodation issue, identify relevant factors considered and the rationale to recommend a Modified Pupil Accommodation Review for the identified group of school(s).

The decision to proceed with initiating a MPAR and the ultimate decision following the completion of the process will be at the sole discretion of the Board of Trustees.

Required content included within the initial staff report is as follows:

A) Documentation of required work completed prior to the accommodation review;
B) Summary of background data used in option(s) developed by staff;
C) Summary of accommodation issues for the schools under review;
D) Preferred accommodation option which includes the following information:
    a. where students would be accommodated;
    b. if proposed changes to existing facility or facilities are required as a result of the accommodation review;
    c. identify any program changes as a result of the proposed option;
    d. how student transportation would be affected if changes take place;
    e. if new capital investment is required as a result of the accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
    f. any relevant information obtained from municipalities and other community partners prior to the commencement of the accommodation review, including any confirmed interest in using the underutilized space
    g. timeline for implementation
    h. School Information Profiles (SIP)

2. Annual School Board Planning

As required under the Board's Operating Policy I-9, staff is required to outline their rationale for why alternate accommodation strategies (other than pupil accommodations) that support the Board's guiding principles of student achievement, school board financial viability and sustainability, and student well-being could not be pursued.

Alternate strategies could include school boundary reviews and reallocation of programs to effectively fill pupil places, and/or right sizing existing facilities to remove underutilized pupil places.

2.1 Annual 15-Year Projection Update

As part of the Board's ongoing review of pupil accommodations in the Region of Halton, staff presented to trustees on December 15, 2015, a 15 year forecast of enrolment projections as part of Ministry Memorandum 2015: SB27, as well as a by municipality commentary on the future outlook of enrolment trends within Halton Region.

To generate the projections, staff used actual October 31st enrolment headcounts of the past five (5) years (2011-2015) as a base, reviewed current development information and regional growth, reviewed school enrolment trends, and utilized the Board's enrolment projection system to develop a 15 year enrolment projection.

In the context of the **CEH1: Halton Hills** Review Area, staff projected that enrolment would continue to decline or would remain stable over the next fifteen (15) year period, leaving the facilities within the area consistently underutilized.

2.3 Portable Classrooms and Surplus Classrooms Summary

Staff presented to Trustees on October 6, 2015, at a Regular meeting of the Board the 2015-16 Portable Classrooms and Surplus Classrooms Summary, which outlines surplus or portable classroom needs across the Board. This report serves as a starting point in completing the Annual Facilities Accommodation Report, summarized in Section 2.4.

2.4 LTCP and Annual Facilities Accommodation Report

On a five (5) year basis, the Board must produce a Long Term Capital Plan (LTCP) for the entirety of its jurisdiction. This document compiles the Board's long term enrolment projections and contemplates future projects for creating new pupil places, renewing facilities, and removing excess pupil places from its inventory through pupil accommodation reviews. The LTCP is a living document that is reviewed on an annual basis to ensure changing trends are reflected in the plan. The LTAP can be access at the following location on the Board's website:

http://www.hcdsb.org/Board/LTCP/Pages/default.aspx

The purpose of the Board's LTCP consists of the following:

A) Examine the Board's capital position by review area, which involves an analysis of enrolment and building repair needs for the 19 elementary and 5 secondary review areas;
B) Provide a framework for future capital planning decisions, and recommendations to the Board of Trustees for future projects and processes; and,
C) Provide a long-term strategy for capital planning submissions to the Ministry of Education.

As part of its annual review for the 2015-16 school year, staff completed its Annual Facility Accommodation Report, as per the requirements of Operating Policy I-37: Community Planning & Facilities Partnerships. On a go forward basis, this document will provide an annual review of the projects identified in the LTCP, update long-term enrolment forecasts, updated future new capital and consolidation strategies for targeted Review Areas.

When reviewing facilities for the elementary and secondary panel, staff use the principles listed below, based on previous experiences and best practices. The principles may not be feasible in all situations, and should be viewed as guidelines to be applied where feasible.

Elementary

A) School capacity – Based on the Board's best practices, the optimal elementary school capacity for a new build would range between 500 to 671 pupil places, which allows for two (2) to three (3) classrooms per grade;
B) Programming – overall, the grade structure for the elementary panel is Junior Kindergarten to Grade 8, with the option of providing special programing such as: Early French Immersion (Gr 1); Extended Immersion (Gr 5); Self-contained Special Education classrooms (Gr 5); and the Gifted Program (Gr 5);
C) School Site sizes – as per Operating Policy IV-6, elementary school sites should range between 6 to 8 acres for new sites, pending what adjacent uses are available. Re-build sites, being located in more established neighbourhoods, should be at least 5 acres where feasible; and,
D) Siting – Central location is preferred, where feasible.

Secondary

A) School capacity – Based on the Board's best practices, the optimal secondary school capacity for a new build would range between 1,200 to 1,400 pupil places, which allows for a broader array of program offerings;
B) Programming – overall, the grade structure for the secondary panel is Grade 9 to Grade 12, with the option of providing special programing such as: Extended Immersion (Gr 9); Advanced Placement (AP) Programs (Gr 9); and the International Baccalaureate (IB) Program (Gr 9);
C) School Site sizes – as per Operating Policy IV-6, secondary school sites should range between 15 to 18 acres for new sites, pending what adjacent uses are available. Re-builds should have regard to the same where feasible, and have regard for typical exterior playfield requirements; and,
D) Siting – Central location is preferred, where feasible.

2.5 Consultation with Local & Regional Municipalities

On an ongoing basis, as a part of the yearly review of accommodation needs and the daily operations of the Planning Services department, staff has consulted with local municipalities and receives planning information on a number of development related matters. These include (but is not limited to):

A) Regional Official Plans and Amendments
B) Local (Municipal) Official Plans and Amendments
C) Secondary Plans
D) Neighbourhood Phasing Plans
E) Development Plans having the effect of increasing residential units (i.e. Subdivision Plans)
F) Building Permit Activity

This information is used in the development of short and long-term enrolment forecasts, and the determination of future Board accommodation needs in both established and new neighbourhoods. Staff are also in continuous contact with Municipal Staff to discuss future needs within the target municipalities, and align future capital investments where feasible (i.e. park facilities, childcare, city services)

2.6 Community Planning and Facility Partnerships Meeting

On January 18, 2016, the Board hosted its Annual Community Planning and Facility Partnership Meeting as required under Operating Policy I-37. The meeting provided the approved community partners information relating to relevant portions of the Board's Long Term Capital Plan (LTAP); details of any schools eligible for facility partnerships; background information on the Review Areas of the Board; and the process for submitting project proposal and becoming an approved community of the Board.

The following agencies were notified of the meeting:

A) Agencies listed under Ontario Regulation 444/98;
    a. Co-terminus School Boards
    b. Local Municipalities within the Board's jurisdiction
    c. Region of Halton
    d. Local colleges and universities
    e. Provincial & Federal Government agencies
B) District Social Service Administration Board(s) or Consolidated Municipal Services Managers;
C) Diocese of Hamilton
D) Existing Board Child Care Operators

Prior to the meeting, none of the above agencies have expressed an interest or a request to establish a service within the **North Georgetown Community** accommodation review area. The presentation to community partners is posted on the Board website for further information.

2.7 Pupil Accommodation Option Development Process

As per the requirements of Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure, prior to initiating a regular or modified accommodation review process an Initial Staff Report must be presented to the Board of Trustees, which includes one (1) recommended options as a minimum, and alternative options where applicable.

The criteria listed in Table 1 outlines the conditions used by staff to assess the option presented to the Board for the **North Georgetown Community** accommodation review area.

Table 1: Option Development Criteria

CRITERIA	DESCRIPTION
Facility Utilization between 90-125%	The optimal utilization for a school facility is between 90-125% to ensure that operational funding (both staffing and facility) is maximized on a by pupil basis. Situations where utilization is above 100% are often introduced to ensure that the Board does not build at peak enrolment, and instead at a sustainable enrolment level.
500-671 FBC	Based on previous experiences at the Board, and following Ministry Benchmarks defined by the Expert Panel (for school design), the optimal size for a facility's Functional Building Capacity (FBC) is between 500-671 pupil places for the Board. This ensures that a wide range of program, staff, special needs, and extra-curricular options are available to the students.
Portable Needs	Boards will often install portable classrooms at schools as a temporary accommodation solution in situations where peak student enrolment surpasses the built capacity. Portable classrooms are therefore used in situations to avoid overbuilding.
Accessibility	Review accessibility constraints on site and within the facility to ensure that equal access for all students and potential community partners is provided.
Transportation Times	As per Halton Student Transportation Services (HSTS) Operating Procedure HS-3-004 – Duration of Trip, wherever feasible bus trips shall not exceed 60 minutes for the elementary panel, and 75 minutes for the secondary panel.
Average Distance to School	Consists of an average distance between student households to school accommodations, whereby lower averages typically represent a more centralized location.
Site Size (Approx. 5+ acres)	In order to provide for adequate play space, parking facilities, pick up/drop off, bus loops, and other necessary exterior accommodations, a school site of five (5) or more acres is adequate.
Adjacent Uses	Have consideration for adjacent uses, where some uses are more sympathetic to a school's daily operations than other (i.e. park spaces vs. commercial plaza strips)
Site Limitation	Any additional factors that are unique to each school

3. Background Data

The following section will outline the School Information Profiles (SIP) and all other background data used in the development of the recommended option. Furthermore, a rationale for recommending a Modified Accommodation Review Process is summarized, as per the requirements of the policy.

3.1 Modified Accommodation Review Process Rationale

As outlined in Section 2 of Operating Policy I-09: School Accommodation Reviews – Consolidation/Closures, 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:

A) distance to the nearest available accommodation is within **5 kilometers**;
B) utilization rate of the facility is equal or below **50%**;
C) number of students enrolled at the school is **126 or fewer**.
D) 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);
E) there are no more than **three (3) schools** subject to the pupil accommodation review process;
F) 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.

The **North Georgetown Community** Accommodation Review Area is eligible for the Modified Accommodation Review Process as it meets Criteria 'A' (distance) and Criteria 'E' (3 or fewer schools). The **distance** between the **two (2)** schools is summarized in Table 2.

Table 2: Modified Accommodation Review Criteria

SCHOOL	HOLY CROSS CES	ST. FRANCIS OF ASSISI CES
HOLY CROSS CES		2.2 km
ST. FRANCIS OF ASSISI CES	2.2 km	

Further to meeting at least two (2) criteria, staff believes a modified process is warranted for the **North Georgetown Community** as the proposed solution would have moderate impacts on the school's student community, whereby predominant impact will be limited to a relocation of their existing school to a potentially more distant location. School communities will not be separated, and instead combined.

The required steps under the modified pupil accommodation review process are outlined in Section 2.0 of Operating Policy I-09. If Board approves the process, milestone dates will be provided at a later time. A general timeline is presented in Section 5.3 of the present report.

3.2 School Information Profiles (SIP)

School Information Profiles (SIP) are orientation documents with point-in-time data for each of the schools under a pupil accommodation review. The minimum data requirements and factors that are to be included in the SIP are listed in the Ministry of Education updated Pupil Accommodation Review Guidelines (PARG), which are also outlined in Schedule A of the Board Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure. The SIPs are attached as Appendix C.

3.3 Facility Condition Index (FCI)

The Facility Condition Index (FCI) is a metric used to rate the overall condition of a facility through an analysis of the useful lifespan of system components (i.e. roofs, boilers, millwork) prior to needing replacement or repair. The total cost of repairing or replacing all system components in a school which have five (5) or fewer years in remaining service life is known as 5-year renewal needs.

Using a 5-year renewal needs, an FCI can be calculated. This represents the ratio of 5-year renewal costs to the estimated replacement value of the school facility. To calculate the FCI, divide the total estimated 5-year renewal needs by the estimated replacement value, which generates a percentage. The lower the percentage, the lower renewal needs are for the school in relation to their replacement value.

Table 3 below summarizes the 5-year FCI for both (2) affected schools within the **North Georgetown Community** accommodation review area.

Table 3: Facility Condition Index Summary

School Name	Original Construction	5 Year Renewal Needs	Replacement Value	Facility Condition Index
Holy Cross CES	1959	$4,989,213	$9,733,630	51 %
St. Francis Assisi CES	1973	$2,757,212	$7,804,490	35 %

3.4 Facility Condition Assessments

The renewal needs of the facilities within the accommodation review were determined through comprehensive facility condition assessments. These assessments are conducted on a periodic basis as determined by the Ministry of Education. Third-party evaluators, accompanied by Board staff, conducted the most recent round of assessments in spring 2015. The findings of the survey were reported in the Ministry's Total Capital Planning Solution (TCPS) database. TCPS data were used as the foundation for facility conditions and renewal needs outlined in this report.

3.5 Enrolment Projections

To generate the projections, staff used actual October 31 enrolment headcounts of the past five (5) years (2011-2015) as a base, and using the Board's newly implemented student enrolment projection system, developed 15-year enrolment projections. Using past enrolment trends from a 2-5 year

horizon of the actual enrolment headcounts, retention rates, progression factors within and outside schools of the Board are coupled with current October 31, 2015, headcounts to calculate the progression of students. This is coupled with municipal development trends (filed and active development applications) to estimate the number of new students yielded from new developments.

Table 4 below illustrates the enrolment projections for the schools within the **North Georgetown Community** accommodation review area:

Table 4: Projected Enrolment – North Georgetown Community Accommodation Review Area

School Name	FBC	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Holy Cross CES	**444**	428	404	391	381	377	359	366	364	369	374	372
		96%	91%	88%	86%	85%	81%	82%	82%	83%	84%	84%
St. Francis of Assisi CES	**340**	357	396	391	379	371	376	367	374	363	352	343
		105%	116%	115%	111%	109%	111%	108%	110%	107%	104%	101%
Head Count	**784**	**785**	**800**	**782**	**760**	**748**	**735**	**733**	**738**	**732**	**726**	**715**
Utilization (%)		100%	102%	100%	97%	95%	94%	93%	94%	93%	93%	91%
Surplus Space (+,-)		-1	-16	2	24	36	49	51	46	52	58	69

3.6 Transportation Summary Data

Transportation data was provided by the Halton Student Transportation Service (HSTS). Student data was derived from the 2015-16 school year, and aggregated into the data displayed in Table 5. Additional information on transportation service provision and non-transported students can be found within individual school SIP found in Appendix C.

Table 5: Transportation Summary Data for North Georgetown Community

School Name	Total Students	Eligible Riders	Courtesy Riders	Total	Percentage of Students	Average Distance
Holy Cross CES	428	214	12	226	53%	2.47 km
St. Francis Assisi CES	357	209	3	212	59%	3.82 km

As per the HSTS Operating Procedure HS-1-003 – Eligibility Factors, elementary students that reside more than 1.6 kilometers from their home school are eligible for transportation. Eligibility for transportation may also be granted in instances where there are potential safety hazards along the student route.

Courtesy riders are defined as students that reside within a 1.6 kilometer distance, who would normally be ineligible, that have applied for a seat on an existing bus, on an existing route, at an existing stop that would otherwise be empty.

4. Accommodation Review Area Overview

The **North Georgetown Community** accommodation review area is located within the **CEH1 Halton Hills** review area as identified in the Board's 2013 Long-Term Capital Plan, both of which are displayed geographically in Appendix D. The two (2) elementary schools located within the accommodation review area include Holy Cross CES and St. Francis of Assisi CES. The boundaries of the accommodation review area is comprised of the two (2) aforementioned school boundaries combined.

St. Brigid CES, St. Catherine of Alexandria CES, and St. Joseph (A) CES are excluded from this accommodation review area. The former two schools have been addressed through a boundary review process to re-allocate development growth, and the latter does not require review at this time.

A cursory overview of each affected school within the review are is summarized below in Table 6, and is further supplemented by the information found within the SIPs, found in Appendix C.

Table 6: Historic & Projected Enrolment Georgetown North Community Review Area

School Name	FBC	2011	2015	2020	2025	Original Construction	FCI	Site Size
Holy Cross CES	**444**	460	428	359	372	1959	51%	6.78 ac.
		104%	96%	81%	84%			
St. Francis of Assisi CES	**340**	420	357	376	343	1973	35%	3.46 ac.
		124%	105%	111%	101%			
Head Count	**784**	**880**	**785**	**735**	**715**			
Utilization (%)		112%	100%	94%	91%			
Surplus Space (+,-)		-96	-1	49	69			

Over the period 2016-17 through 2025-26, the Board's elementary enrolment is projected to increase at an average yearly rate of +1.23% (+289 students), and maintain an average utilization rate of 105.7%. However, this growth will be predominantly seen in Milton, north Oakville, and Halton Hills, where high rates of growth are offsetting the declining enrolment within maturing neighbourhoods.

The area under review has been classified predominantly as a maturing neighbourhood by staff, as enrolment has been decreasing over the last five (5) years and is expected to continue decreasing over the long term as neighbourhoods continue to age, as demonstrated in Table 6. St. Francis CES continues to have the benefit of receiving development growth to sustain its enrolments; however this growth is predominantly located within the rural estate areas on the periphery of the urban boundary, and outside the immediate neighbourhoods located near the school.

Over the course of the past five (5) years (2011-2015), enrolment within the affected schools has declined by approximately 11% overall, and is projected to decline an additional 6% by 2020 (5 year), and by 9% by 2025 (10 year). It is the anticipated rate of decline will slow over a 10 year period assuming trends remain the same. The average rate of decline over 10 years is estimated to be 1%, explained by gradually smaller Kindergarten registrations year over year replacing larger senior grades.

4.1 Accommodation Issues

The 2013 Long Term Capital Plan acknowledged that the Board would witness declining enrolment within select schools located in the CEH1 Halton Hills Review Area, which would be offset by new housing developments. Moreover, a second predominant issue in the Review Area comprised of the ever increasing renewal needs of Holy Cross CES, suggesting that a boundary review redirecting more students to the proposed Georgetown West CES (replacement to Holy Cross CES). The Board has been unsuccessful in acquiring Ministry funding for a replacement facility since 2004.

The goal of this accommodation review is to bring forward to the Board a proposal to address the accommodation issues within the Georgetown North Community by introducing a renewed quality teaching facility and learning environments for students, while maintaining long-term facility needs and financial sustainability.

4.2 Enrolment and Utilization

As demonstrated in Table 6 located on page 12, the overall utilization of schools within the **North Georgetown Community** have been decreasing over the past five (5) years, and are anticipated to continue doing so over the next ten (10) as the neighbourhood continues to mature. Today, the school's utilization stands at an average 100% overall, well below the average utilization of the CEH1: Halton Hills Review Area which currently stands at 117%.

Of the two (2) schools within the accommodation review area under study, St. Francis of Assisi CES is receiving the largest apportionment of development growth, which explains its more sustained utilization rates. Alternatively, Holy Cross CES is witnessing far less growth within its attendance boundary, which is insufficient in counterbalancing its declining enrolments. Given the distribution of development areas within the **North Georgetown Community** accommodation review area compounded with the inability of Holy Cross CES to accommodate portable classrooms on site, a boundary review to re-distribute growth effectively and sustainably cannot be achieved without incurring significant enrolment losses to St. Francis of Assisi CES.

In summary, long-term enrolment trends as well as future development potential within the overall accommodation review area does not appear to remove underutilized spaces, leaving Holy Cross operating below the 90% optimal utilization. As previously mentioned, a boundary review with the aim to re-apportion students is not a viable opportunity in this scenario to enhance utilization.

To achieve an optimal utilization, empty classroom spaces would need to be removed from the Board's inventory.

4.3 Facility Size and Condition

The average age of the facilities within the accommodation review area is approximately 50 years, with construction dates ranging from 1959 to 1973. Facilities within this age range typically have many critical building component that are reaching the end of their useful lifecycle. As shown in Table 7 below, the average Facility Condition Index of the two (2) facilities is approximately 43%, with a total 5 year renewal need of approximately $7.7M dollars and replacement value of both (2) facilities of

approximately $17.5M. It is important to note that the facility renewal costs account primarily for the replacement of critical building components and does not account for improvement items, such as accessibility, LED lighting, natural Kindergarten playgrounds and other modernization improvements.

Both (2) facilities within the accommodation review area are below the optimal school facility size of 500-671 pupil places, as outlined Table 1: Option Development Criteria. The lower functional build capacity of St. Francis of Assis CES is characteristic of the time period in which the facilities within the accommodation review area were constructed. The original functional build capacity of Holy Cross CES is also reflective of the same time period, however a number of additions were introduced to accommodate growth over time – resulting in the facility being disjointed.

Table 7: Facility Condition Index Summary

School Name	Original Construction	FBC	5 Year Renewal Needs	Replacement Value	Facility Condition Index
Holy Cross CES	1959	444	$4,989,213	$9,733,630	51 %
St. Francis Assisi CES	1973	340	$2,757,212	$7,804,490	35 %
TOTAL	**1966 (avg.)**	**784**	**$7,746,425**	**$17,538,120**	**43% (avg.)**

4.4 Meeting Program Needs and Accessibility Standards

Educational programming for elementary school students has changed significantly over the past 50 years. Learning environment are critical to program delivery, and facilities constructed 50+ years ago may not meet the programming needs of today. 21st century learning environments require flexible spaces that can be used for multiple purposes, including group collaboration, breakout meetings and one-to-one teaching.

It is the goal of the HCDSB to provide an equitable learning environment for all students through the Region of Halton. Thus, all of the facilities within the accommodation review area were evaluated against the Board's standard for the construction of new facilities for several programming criteria. The results of this evaluation are summarized in Table 8.

Table 8: Facility Programming Needs

Criteria	Benchmark	Holy Cross CES	St. Francis of Assisi CES
Gymnasium	Double gym	Single gym	Single gym
Kindergarten Space	1,100 m² with washroom	Adequate	Adequate
Resource Rooms/Space	~1 Resource room per 100 pupil places	Inadequate	Inadequate
Program Teacher Workspace	Workstation + resource storage	Inadequate	Inadequate

Accessibility requirements have also advanced significantly over the past half century. Many new technologies are available today and are included in school facilities during construction. An assessment of the accessibility needs of the facility was conducted and it was determined all of the

facilities within the accommodation review area are not considered fully accessible to all members of the public.

4.5 School Site Description

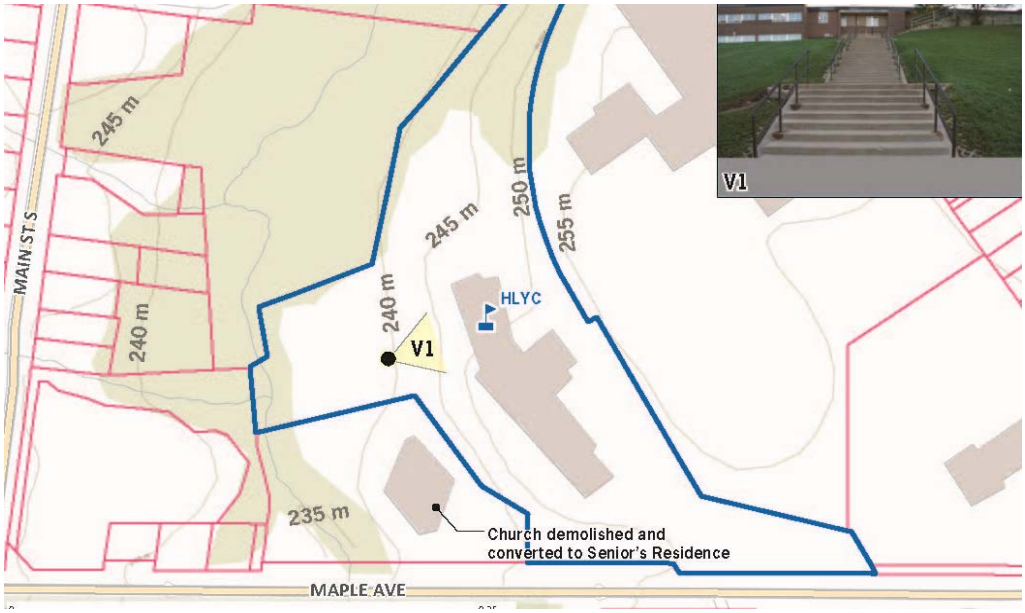
The site conditions at the three facilities within the accommodation review area can be summarized as show in Table 9.

Table 9: Option Development Criteria Summary – Burlington Southwest QEW

SCHOOL	SITE SIZE (ACRES)	SITE DESCRIPTION
Holy Cross CES	6.71	Preferred site size, however: site is irregular in shape (see Figure 1) and is on the side of a hill elevation; significant limitations on using the full acreage for play areas. Significant accessibility issues with playfield needing to be accessed by 70 stairs. Inability to accommodate classroom portables. School built on a hill.
St. Francis of Assisi CES	3.46	Undersized site. Adequate parking and bus loading area, but play yard is quite small.

Further to the information provided above, Figure 1 shown below demonstrates that the current Holy Cross CES has additional site constraints. The school is situated on a flood plain at the top of a significant slope and has a very narrow site with limited access opportunities. This results in Holy Cross CES being prohibited from having any portable classrooms on site. The parish to the southwest of the school has also been sold and converted to an senior residents use, eliminating the Board's previous ability to expand parking and bus drop off on the already constrained Holy Cross CES site.

Figure 1: Holy Cross CES Site Accessibility Constraints



Being located on a slope that plateaus on a flood plain, the playground space is only accessible by way of 70 stairs and 5 landings. This stairway slope is similar to a 5-storey stairwell. As a result, the playground is not accessible to anyone with mobility issues. It is expected that in order to make current Holy Cross CES fully accessible by 2025 (as required by the Ministry), the cost would be significant given the current accessibility issues vis-à-vis accessing the playground area and the multi-levels of the school building.

Table 10 below details how each school, in its current state, meets the preferred development criteria to be considered when reviewing pupil accommodation options.

Table 10: Option Development Criteria Summary – North Georgetown Community

CRITERIA	HOLY CROSS CES	ST. FRANCIS OF ASSISI CES
Facility Utilization between 90-125%	No	Yes
500-671 FBC	No	No
Portable Classroom Needs	Cannot Accommodate	No
Fully Accessible	No	No
Transportation Time	All students transported will not exceed 60 minutes on the bus.	All students transported will not exceed 60 minutes on the bus.
Average Distance to School	2.47 kilometers	3.82 kilometers
Site Size (Approx. 5+ acres)	Preferred size, butwith significant limitation on usage of full acreage (6.71 acres)	Under preferred size (3.46 acres)
Adjacent Uses	Flood Plain/ravine; Public Secondary School; Future retirement facility	Residential; Church
Site Limitation	Cannot accommodate any classroom portables; Site not accessible for play area; No additions possible; Located on top of a flood plain	Cannot accommodate more than 6 portables; No further additions to the school possible

5. Recommended Option

As per the Ministry of Education Pupil Accommodation Review Guidelines (PARG), at least one (1) option must be presented to the Board to address the accommodation issues identified within supporting rationale. For the purpose of the **North Georgetown Community** accommodation review area, there is only one option contemplated by staff.

5.1 Intended Outcomes

The aim of this process is to provide the Board of Trustees with sufficient information to make an informed decision through consultation with the existing school community on the future of the current stock of pupil facilities within the **North Georgetown Community** accommodation review area.

In rendering a final decision, Trustees should consider the following criteria:

A) The impact that current and forecasted enrolment will have in the effective, equitable, and high quality delivery of programs to the students of the Board;
B) The impact that current and forecasted enrolments will have on the sustainable operations of the affected existing and proposed schools;
C) Ensure that capital investments (whether renewal or new construction) made to facilities are the best use of Board resources over the short and long-term; and,
D) The impact that the decision of the Accommodation Review has due consideration to the student community, the community, and the local government.

5.2 Accommodation Plan

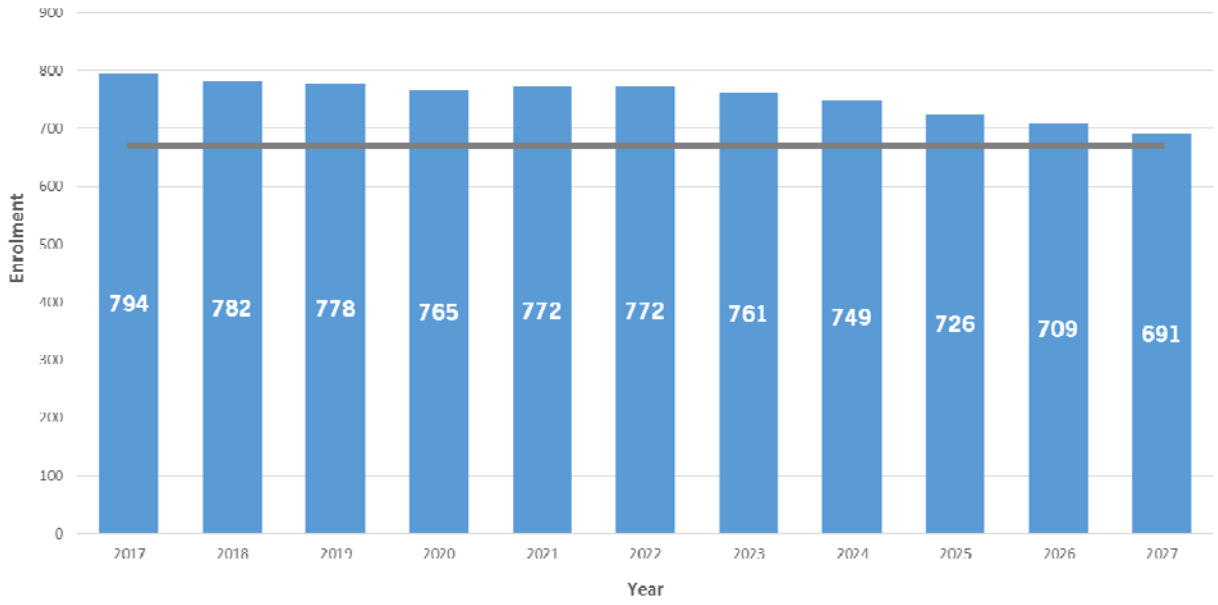
Staff recommends that the following actions be taken within the **North Georgetown Community** accommodation review area:

1) Construct a 671 pupil place elementary facility on the Berton Street site located in West Georgetown (currently owned by the Board and purchased in 2004) slated for opening on September 2017, using a 21st Century Learning model as adopted in the Board's most recent school projects;
2) Outreach to approved community partners of the Board for potential co-build projects, such as a new child-care facility or other community facilities operations;
3) Close both Holy Cross CES and St. Francis of Assisi CES existing facilities, and re-direct the entire student populations to the newly constructed Georgetown West CES – all attendance boundaries consolidated into one – see Appendix E for proposed attendance boundary;
4) Re-direct all existing programs offered at both (2) affected schools to the new Georgetown West facility;
5) Dispose of both Holy Cross CES and St. Francis of Assisi CES school facilities through the Ontario Regulation 444/968 disposition process, whereby proceeds of the sale be directed to the Board's Proceeds of Disposition (POD) reserve for future renewal projects.

Table 11: Projection – Georgetown West Catholic Elementary School Recommendation

		Opening	5 year projection					10 year projection				
School Name	**FBC**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
Georgetown West CES (New Facility)	**671**	794	782	778	765	772	772	761	749	726	709	691
		118%	117%	116%	114%	115%	115%	113%	112%	108%	106%	103%
Head Count	**671**	**794**	**782**	**778**	**765**	**772**	**772**	**761**	**749**	**726**	**709**	**691**
Utilization (%)		118%	117%	116%	114%	115%	115%	113%	112%	108%	106%	103%
Surplus Space (+,-)		-123	-111	-107	-94	-101	-101	-90	-78	-55	-38	-20

Figure 2: Projection - Georgetown West Catholic Elementary School Recommendation



5.3 Proposed Timelines

If the Modified Accommodation Review Process proceeds as scheduled, Ministry School Consolidation and Closure (SCC) grants are allocated, municipal permits are granted in a reasonable time, and other regulatory approvals proceed as planned, following is the proposed timeline:

➢ Completion of the Modified Pupil Accommodation Review	3 months
➢ School Consolidation and Closure Grant Funding Application Process with the Ministry of Education	3-6 months
➢ Pre-construction:	12-18 months
▪ Architect selection and design phase	
▪ Municipal Approvals and community consultation process	
➢ Facility Construction	12-18 months
➢ **Occupancy**	**2017-18 school year**

5.4 Funding

On March 26, 2015 the Ministry highlighted changes to the Grant for Student Needs (GSN) that related to closures and consolidations. The Ministry announce it will be phasing out "top-up funding" grants over the next three years, no longer funding empty classroom spaces. This is part of the Ministry's School Board Efficiency and Modernization (SBEM) initiative that aims (among other elements) to reduce underutilized pupil spaces through consolidations, closures, and/or the introduction of community partners in empty spaces through a cost recovery model.

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation (SCC) Projects and New Construction of Child Care" requesting boards to submit consolidation projects that need to be completed by the 2019-20 school year.

According to the Memorandum, the Ministry's School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or 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.

5.6 Programming

As part of the recommendation, staff seeks to re-direct all existing programs offered at both (2) affected schools to the new Georgetown West CES facility, all of which are part of the Christ the King Catholic Secondary School family of Schools. Accordingly, the newly constructed facility will offer the regular track JK-8 program, the Extended French program (Grade 5-8), and a self-contained programs Structure Teaching Classroom (STC). All programming will be in conformity with the Board's long-term strategy in offering a 21st Century Leaning experience.

5.7 Transition Planning

If the Board of Trustees approves staff's recommendation in part or modified, it is required under Administrative Procedure VI-35: School Accommodation Review – Closure/Consolidation, a transition committee will be established following the Board of Trustees' decision to consolidate and close a school.

For the accommodation transition, staff may undertake the following process after final approval from all agencies is granted to proceed with the project:

- Re-locate all Holy Cross CES and St. Francis of Assisi CES students to the new Georgetown West CES facility once construction of the 671 pupil facility is complete – portable classrooms will be required;
- Once all students are relocated to the new Georgetown West CES facility, Holy Cross CES and St. Francis of Assisi CES will close, and will be circulated for sale to public agencies under Ontario Regulation 444/98.

Staff believes this will have the least impact to the school community, and will avoid separating school communities during the transition.

5.8 Transportation

As of December 31, 2015 transportation data, there are a total of 423 students that are transported within the North Georgetown Community. A preliminary analysis of the proposed attendance boundary for the replacement Holy Cross CES facility approximates that a total of 400 students would be eligible for transportation, being 85% of the student school population.

The average distance to the new school is approximated at 4.84 kilometers for all students, which demonstrates that the total travel distance will be well below the 60 minutes maximum travel time. Table 12**Error! Reference source not found.** summarizes the current situation and the proposed solution.

Table 12: Transportation Summary

School Name	Total Students	Eligible Riders	Percentage of Students	Average Distance
Holy Cross CES	428	214	53%	2.47 km
St. Francis Assisi CES	357	209	59%	3.82 km
Georgetown West CES	785	667	85%	4.84 km

5.9 Option Summary

The criteria listed in Table 1 outlines criteria that were used by staff to weigh potential options for addressing the **North Georgetown Community** accommodation review area. Based on those criteria, staff believes that the proposed Georgetown West CES replacement facility meets the criteria in full. Table 13 below provides a summary of the criteria.

Table 13: Option Development Criteria Summary – Recommended Georgetown West CES Replacement Facility

Criteria	Georgetown West CES Replacement Facility
New Facility or Addition	New Facility
Facility Utilization between 90-125%	Yes, facility utilization remains above 90% and below 125% over a 10 year horizon.
500-671 FBC	Yes, 671
Portable Classroom Needs	Yes, At peak 7 portable classrooms will be required on site, and will be reduced to two after a 10 year period.
Accessibility	Yes, will meet current AODA guidelines and be fully accessible.
Transportation Time	All students transported will not exceed 60 minutes on the bus.
Average Distance to School	4.84 km
Site Size (Approx. 5+ acres)	Preferred Size, 5.94 acres
Adjacent Uses	Residential; Community Park
Site Limitation	N/A

OPERATING POLICY	HALTON CATHOLIC DISTRICT SCHOOL BOARD	
SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE	POLICY NO.:	I-09
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	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	**POLICY NO.:**	**I-09**
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	NOVEMBER 17, 2015

REQUIREMENTS

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.

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.

SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE	**POLICY NO.:**	**I-09**
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	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	POLICY NO.:	VI-35
	DATE:	MAY 31, 2004
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 17, 2010
	AMENDED:	NOVEMBER 30, 2015

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.

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 with Public Delegation Addendum (Report 3): The Final Staff Report drafted by Board staff that also incorporates information obtained from publicfrom public delegations (and any staff response to such information) as an addendum.

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

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.

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;

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.

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.

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.

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.

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.

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 and any staff response to such feedback, 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.

3.0 EXEMPTIONS

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.

In circumstances where the above exemptions would result in a school closure, as appropriate, 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.

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.

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.

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;

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.

4.0 Roles and Responsibilities of Resources to the ARC

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.

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]

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
Initial Staff Report and **SIPs** 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 ***First Accommodation Review Public Meeting***.		
Arrange meeting with municipalities and with community partner(s)	Log attempts to meet	Before ***First Accommodation Review Public Meeting***	
Announce and advertise ***First Accommodation Review Public Meeting*** through range of media			
First Accommodation Review Public Meeting		At least 30 business days after PAR approval	
Provide notice to municipalities and community partners of ***Final Accommodation Review Public Meeting***			
Announce and advertise ***Final Accommodation Review Public Meeting*** through range of media			

Item	Additional Information	Timeline	Status
Receive response from municipalities and community partners			
Final ***Accommodation Review Public Meeting***		At least 40 business days after First Public Meeting	
Interim Staff Report 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 ***Final Accommodation Review Public Meeting***	
Provide notice of date of public delegations		After ***Interim Staff Report*** 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 ***Final Staff Report***			
Present ***Final Staff Report*** 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			

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
Initial Staff Report and ***SIPs*** presented to the Board of Trustees	MPAR approved	0	
Initial Staff Report and ***SIPs*** 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 ***Accommodation Review Public Meeting*** 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	
Accommodation Review Public Meeting		At least 30 business days after MPAR approval	
Final Staff Report 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 ***Accommodation Review Public Meeting*** (or ***Final Accommodation Review Public Meeting*** if more than one is held)	

Item	Additional Information	Timeline	Status
Provide notice of date of public delegations		After ***Final Staff Report*** 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 ***Final Staff Report*** 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			

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

Director of Education and Secretary of the Board

Halton Catholic District School Board
School Information Profile

Holy Cross Catholic Elementary School
December 31, 2015

Halton Catholic District School Board
School Information Profile

The information contained in the School Information Profile (SIP) is in accordance with the requirements outline in the Ministry of Education's Pupil Accommodation Guideline and the Board's Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015, and Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

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2.5 Enrollment 24
2.6 Extracurricular Activities 25
School Use Profile 26
3.1 Community Use 26

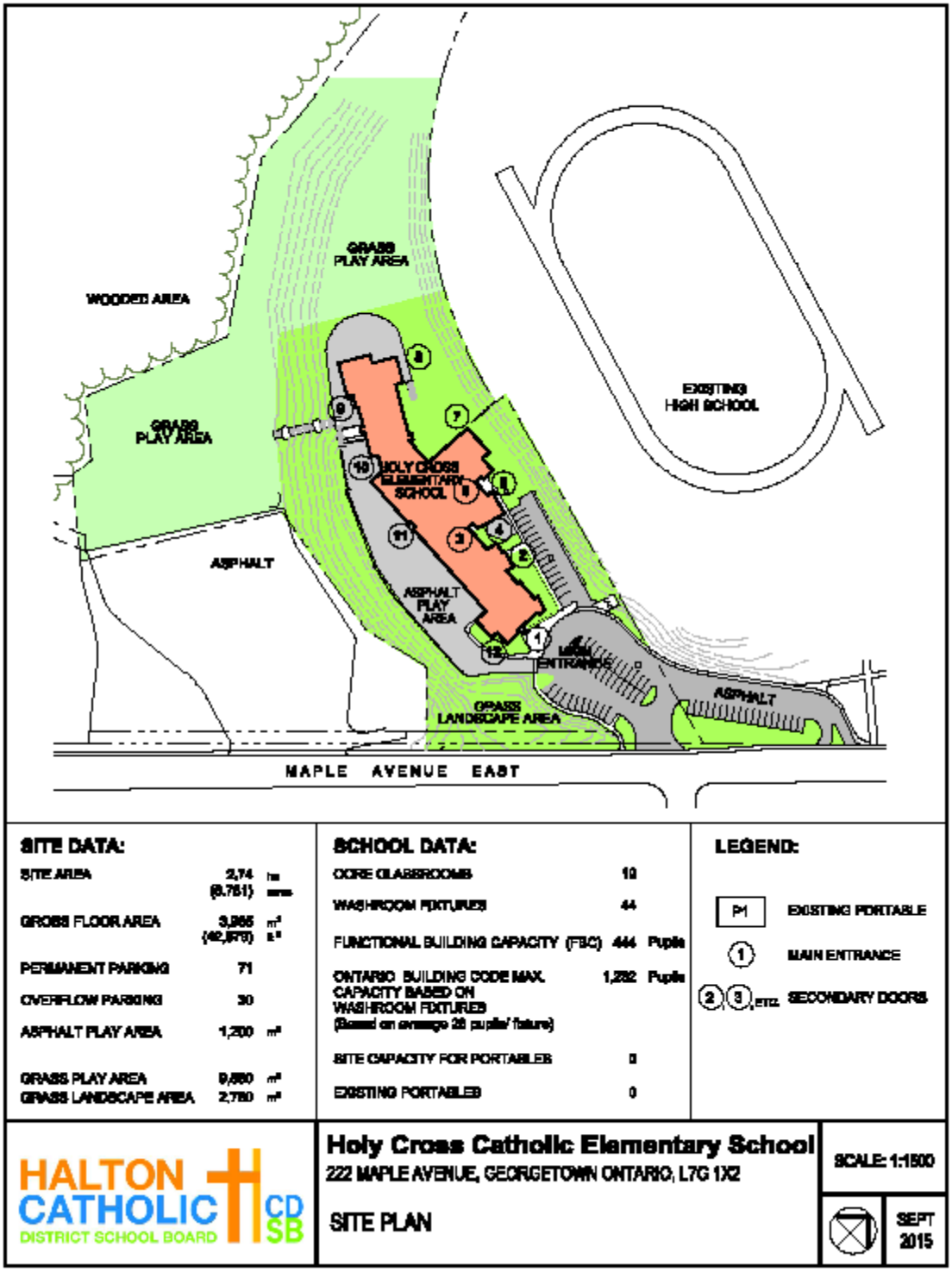
3.2 Facility Partnership..... 26
3.3 Child Care 26

Facility Profile

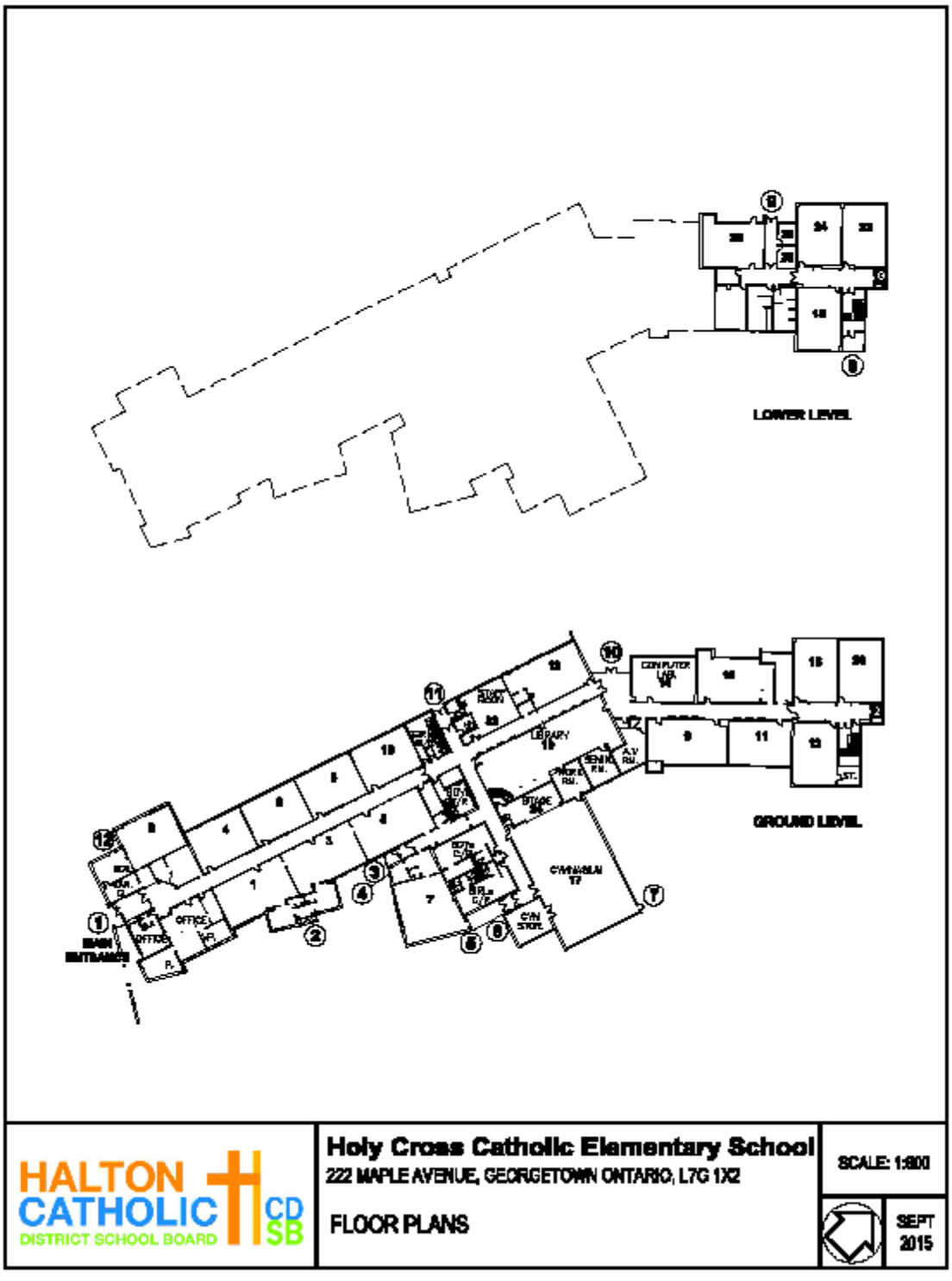
1.1 General Information

School Name	Holy Cross Catholic Elementary School
Address	222 Maple Avenue, Georgetown, ON, L7G 1X2
SFIS ID	8113
Year of Construction	1959
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	478
Functional Building Capacity	444
Enrollment as of December 31, 2015	429
Current Utilization	95%
Site Area (Acres)	6.78
Building Area (sq. ft.)	42,679
Hard Surface Play Area (sq. ft.)	12,917
Grass Play Area (sq. ft.)	106,025
Number of Parking Spaces	101
Number of Portable Classrooms	0
Site Capacity for Portables	0

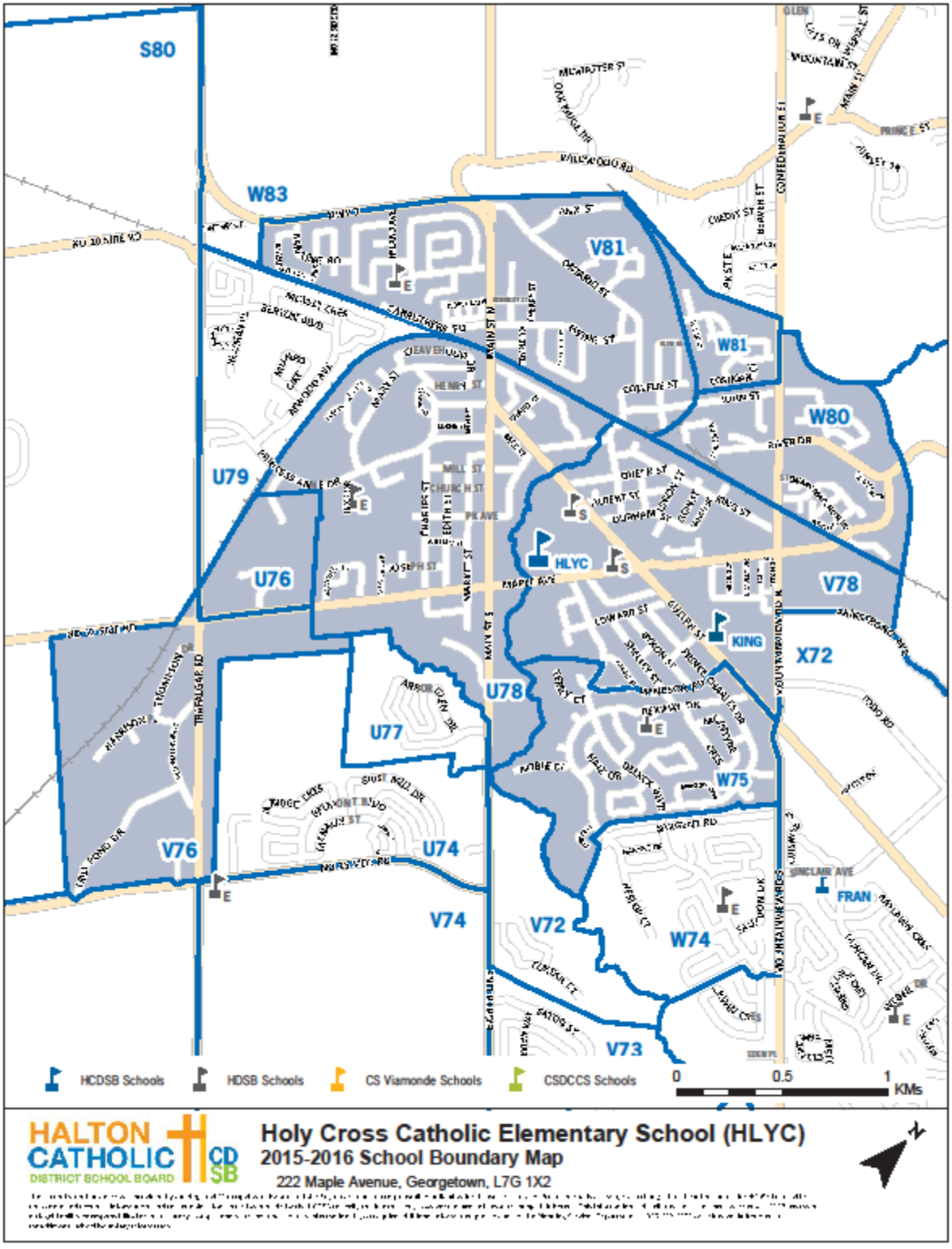
1.2 Site Plan


GRASS PLAY AREA
WOODED AREA
EXISTING HIGH SCHOOL
GRASS PLAY AREA
HOLY CROSS ELEMENTARY SCHOOL
ASPHALT
ASPHALT PLAY AREA
MAIN ENTRANCE
ASPHALT
GRASS LANDSCAPE AREA
MAPLE AVENUE EAST
SITE DATA:
SITE AREA 2.74 ha (6.751) acres
GROSS FLOOR AREA 3,965 m² (42,673) ft²
PERMANENT PARKING 71
OVERFLOW PARKING 30
ASPHALT PLAY AREA 1,200 m²
GRASS PLAY AREA 9,880 m²
GRASS LANDSCAPE AREA 2,780 m²
SCHOOL DATA:
CORE CLASSROOMS 10
WASHROOM FIXTURES 44
FUNCTIONAL BUILDING CAPACITY (FBC) 444 Pupils
ONTARIO BUILDING CODE MAX. CAPACITY BASED ON WASHROOM FIXTURES (Based on average 28 pupils/ fixture) 1,232 Pupils
SITE CAPACITY FOR PORTABLES 0
EXISTING PORTABLES 0
LEGEND:
P1 EXISTING PORTABLE
1 MAIN ENTRANCE
2, 3, ETC. SECONDARY DOORS
HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB
Holy Cross Catholic Elementary School
222 MAPLE AVENUE, GEORGETOWN ONTARIO, L7G 1X2
SITE PLAN
SCALE: 1:1500
SEPT 2015

1.3 Floor Plans

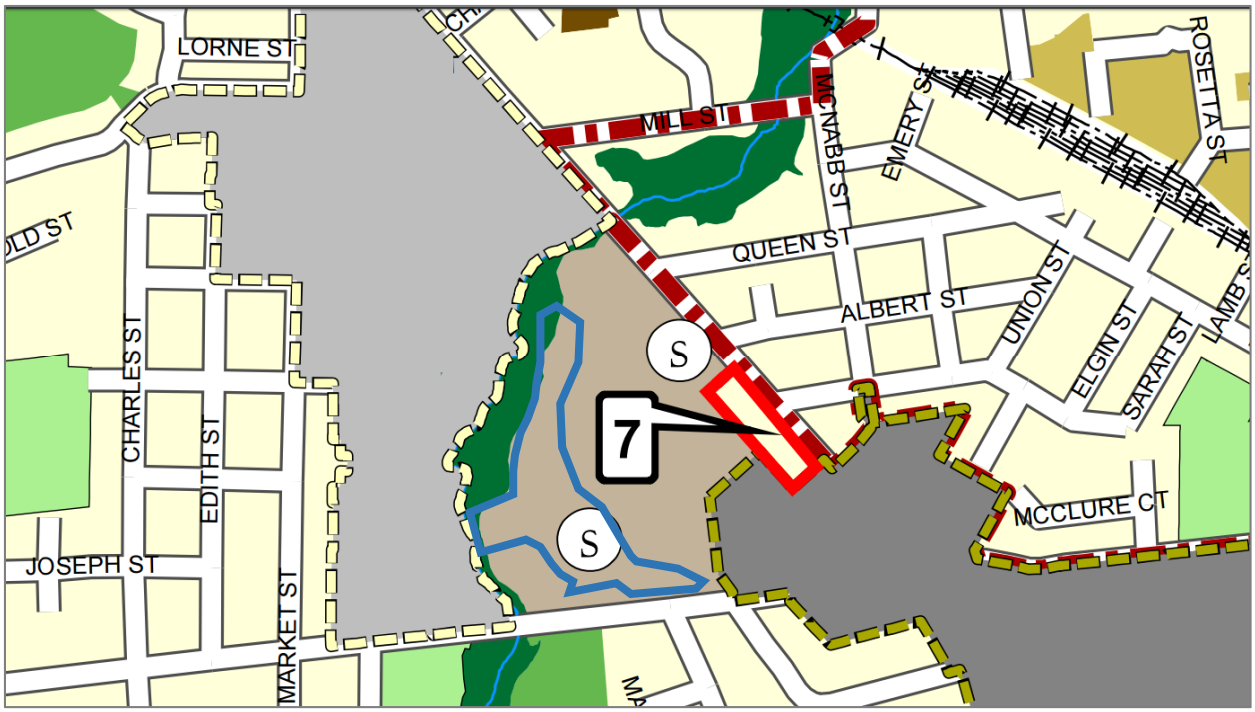


1.4 School Attendance Area (Boundary) Map

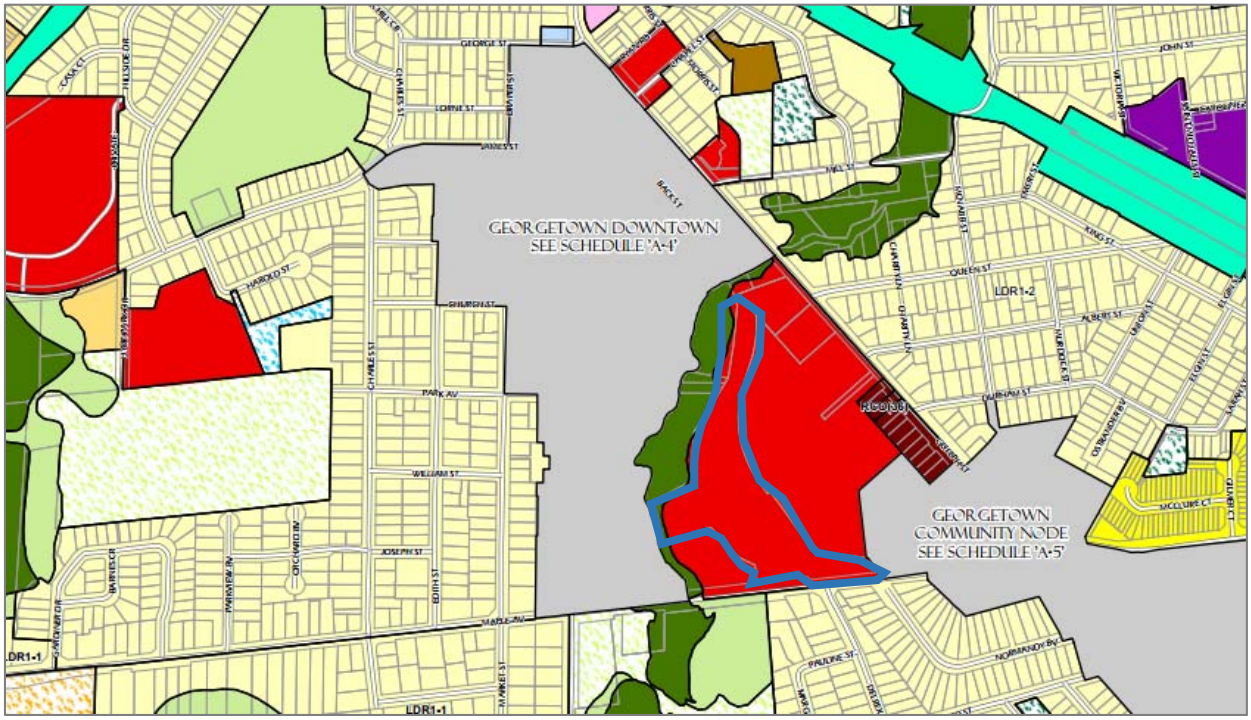


1.5 Official Plan & Zoning By-Law Designation

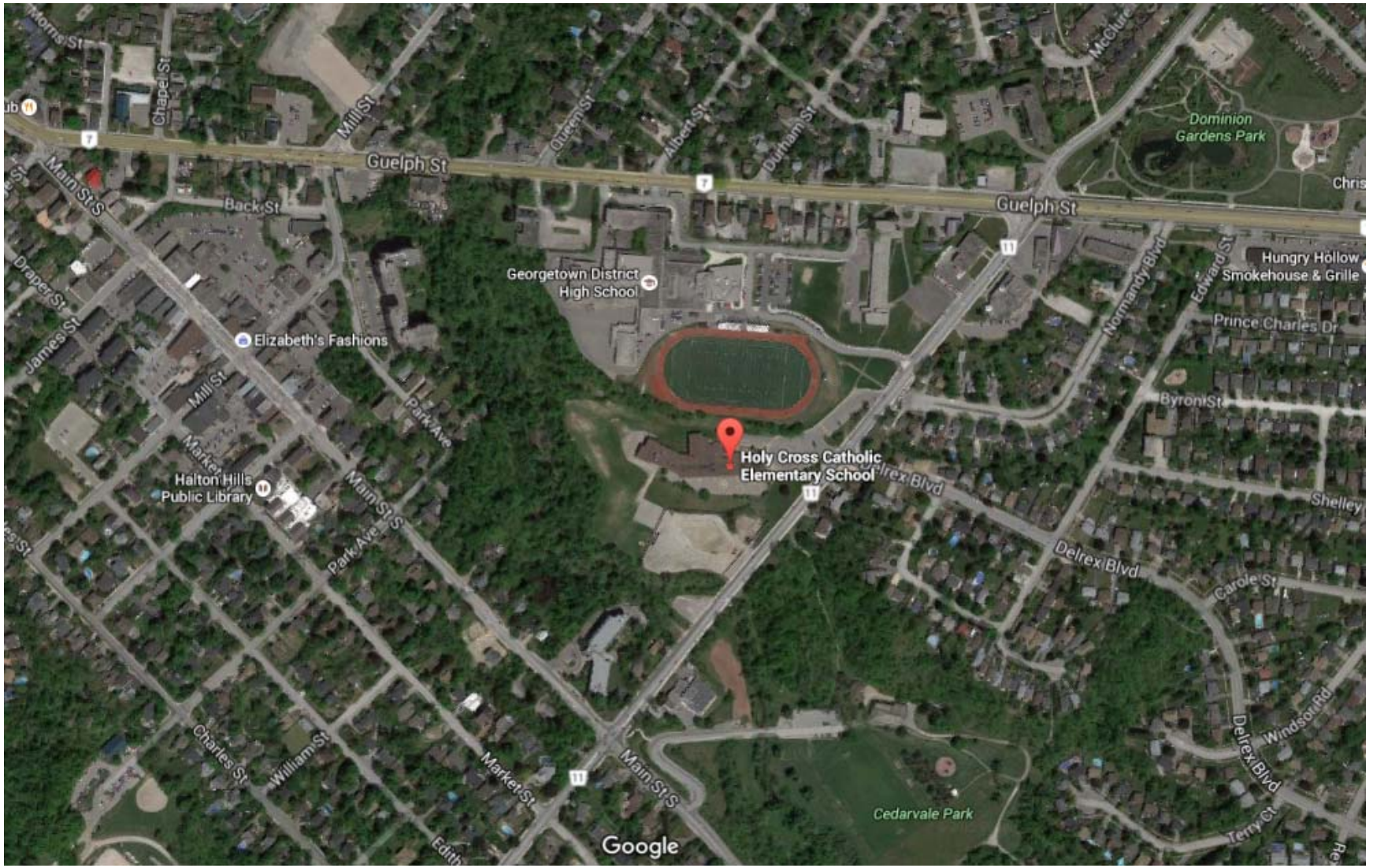
Official Plan Designation: Major Institutional Area



Zoning Designation: I (Institutional)



1.6 Aerial Photo



1.7 Space Summary

Room Number	Space Type	Current Use
1	Kindergarten	Junior Kindergarten
2	Special Ed.	Special Education
3	Kindergarten	Senior Kindergarten
4	Classroom	Classroom
5	Kindergarten	Senior Kindergarten
6	Classroom	Classroom
7	Classroom	Classroom
8	Classroom	Classroom
9	Art Room	Art
10	Classroom	Classroom
11	Classroom	Classroom
12	Music Room (Vocal)	Music (Vocal)
13	Classroom	Special Education
14	Computer Room	Computers
15	Classroom	Classroom
16	Science Room	Science
18	Classroom	Classroom
20	Classroom	Classroom
22	Classroom	Classroom
24	Classroom	Classroom
26	Classroom	Classroom
30	Library Resource Centre	Library Resource
31	Staff Work Rm./Lounge	Staff Work/Lounge
32	General Purpose Room	General Purpose Room

1.8 Facility Condition Index

The Facility Condition Index (FCI) is the building condition as determined by the Ministry of Education by calculating the renewal needs and the replacement value for each facility. The data were extracted from the Total Capital Planning Solution (TCPS) tool, which is populated via third-party assessments.

School Name	Holy Cross Catholic Elementary School
Replacement Value	$9,733,630

	1 year	**5 year**	**10 year**
Renewal Needs	$3,095,128	$4,989,213	$5,531,616
Facility Condition Index	32%	51%	57%

1.9 10-Year Improvement History

The 10-year improvement history lists major repairs at the facility that are captured by the TCPS database. This table excludes routine maintenance and other items not considered a renewal under the Tangible Capital Assets guide.

Year	Renewal Item	Cost
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	$8,615
2014	Replacement [D302002 Hot Water Boilers - B-2]	$99,488
	Total	**$108,103**

1.10 5-Year Renewal Requirements

The 5-year renewal requirements lists major repairs at the facility that are captured by the TCPS database.

Year	Renewal Item	Cost
2015	Replacement [D304007 Exhaust Systems]	$63,648
2015	Replacement [D501002 Secondary]	$31,506
2015	Replacement [C1030 Fittings - Millwork]	$53,040
2015	Replacement	$52,510
2015	Major Repair [B3010 Roof Coverings - Entire Building]	$739,378
2015	Major Repair [G204007 Playing Fields - Landscaped]	$53,040
2015	Replacement [C1020 Interior Doors - Entire Building]	$140,026
2015	Major Repair [C201001 Interior Stair Construction]	$31,824
2015	Replacement [C302004 Floor Finishes - Vinyl Tiles - Original Building and Addition 1961]	$80,865
2015	Replacement [C3020 Floor Finishes]	$47,259
2015	Replacement [C201002 Exterior Stair Construction]	$31,824
2015	Major Repair [B201001 Exterior Brick Walls]	$126,023
2015	Major Repair [A1010 Standard Foundations]	$10,502
2015	Replacement [C301005 Painted Wallcoverings - Entire Building]	$99,768
2015	Functional Events [F106003 Library Resource Centre]	$0
2015	Functional Events [F106007 General Purpose Room]	$0
2015	Study [D304003 Heating/Chilling water distribution systems - Heating Piping]	$10,608
2015	Study [D2020 Domestic Water Distribution - Plumbing Piping Systems - Original Building and Additions 1-4]	$10,608
2015	Replacement [B2030 Exterior Doors - Entire Building]	$74,256
2015	Replacement [D2010 Plumbing Fixtures]	$101,837
2015	Replacement [C3020 Floor Finishes - Rubber Base]	$21,216
2015	Replacement [G2020 Parking Lots and Driveways]	$116,688
2015	Replacement [G2030 Pedestrian Paving - Concrete Walkways]	$26,520
2015	Replacement [G204001 Fencing & Gates]	$42,432
2015	Replacement [C3030 Ceiling Finishes - Acoustic Tile Ceiling]	$58,344
2015	Replacement [C1030 Fittings - Washroom Partitions]	$42,432
2015	Replacement [D304003 Heating/Chilling water distribution systems - Heating Piping]	$318,240
2015	Replacement [D302005 Auxiliary Equipment - Boiler Pumps]	$21,216
2015	Replacement [D3050 Terminal & Package Units - Finned Tube Radiators and Cabinet Heaters]	$106,080
2015	Replacement [D3050 Terminal & Package Units]	$63,648
2015	Replacement [D3060 Controls & Instrumentation - BAS]	$254,592

2015	Replacement [D2020 Domestic Water Distribution - Plumbing Piping Systems - Original Building and Additions 1-4]	$185,640
2015	Replacement [D502002 Lighting Equipment - Exterior Lighting]	$15,912
2015	Replacement [D509002 Emergency Lighting & Power]	$15,912
2015	Replacement [D503004 Public Address Systems]	$47,736
2016	Replacement [G204007 Playing Fields]	$224,803
2016	Replacement [G204007 Playing Fields]	$243,538
2016	Replacement [03.2-020 Building Automation System]	$76,807
2016	Replacement [C201001 Interior Stair Construction]	$29,338
2016	Replacement [C1030 Fittings]	$43,310
2016	Replacement [G2040 Site Development]	$78,935
2016	Replacement [B2020 Exterior Windows]	$97,160
2016	Replacement [B3010 Roof Coverings]	$186,862
2016	Replacement [C1030 Fittings]	$139,708
2016	Replacement [C3010 Wall Finishes] - 2002 (Classrooms)	$19,648
2016	Replacement [C3010 Wall Finishes] - 2014 (Corridors / Public Areas)	$20,467
2016	Replacement [C3020 Floor Finishes] - 2004 (Classrooms)	$17,862
2016	Replacement [C3020 Floor Finishes] - 2014 (Corridors / Public Areas)	$33,045
2016	Replacement [C3020 Floor Finishes] - 2014 (Classrooms)	$103,600
2016	Replacement [C3030 Ceiling Finishes]	$20,083
2016	Replacement [D503099 Other Communications & Alarm Systems]	$98,242
2016	Replacement [D503008 Security Systems]	$31,347
2016	Replacement [D502002 Lighting Equipment - Exit Lighting]	$16,790
2016	Replacement [D4020 Standpipe Systems]	$76,270
2016	Major Repair [C1020 Interior Doors] Repair	$0
2016	Replacement [C3010 Wall Finishes] - 2002 (WC's / Changerooms)	$29,770
2016	Replacement [C3020 Floor Finishes] - 2002 (WC's / Changerooms)	$27,687
2016	Major Repair [C3030 Ceiling Finishes] Repair	$0
2016	Program/Upgrade [C201001 Interior Stair Construction] Install	$0
2016	Replacement [C3010 Wall Finishes] - 2002 (Corridors / Public Areas)	$16,374
2016	Replacement [C3010 Wall Finishes] - 2002 (WC's / Changerooms)	$2,946
2016	Replacement [C3010 Wall Finishes] - 2014 (WC's / Changerooms)	$3,766
2016	Replacement [C3010 Wall Finishes] - 2014 (Classrooms)	$24,561

2016	Replacement [C3020 Floor Finishes] - 2016 (Corridors / Public Areas)	$18,755
2016	Replacement [C3020 Floor Finishes] - 2004 (Corridors / Public Spaces)	$27,687
2016	Replacement [C3020 Floor Finishes] - 2014 (Classrooms)	$21,434
2016	Replacement [C3020 Floor Finishes] - 2014 (Corridors / Public Areas)	$38,403
2016	Major Repair [B3010 Roof Coverings]	$44,656
2016	Replacement [D503099 Other Communications & Alarm Systems]	$74,426
2019	Replacement [D2020 Domestic Water Distribution]	$5,805
	Total	**$4,989,213**

1.11 School Utility Costs

Electricity	$35,687
Natural Gas	$16,314
Water/Sewer	$11,622
Total	**$63,623**

Building Area - Permanent	42,679
Building Area - Non-Permanent	0
Total Building Area	42,679
Utility Cost per Sqaure Foot	**$1.49**

2014-15 Enrollment	429
Utility Cost per Pupil	**$148.31**

*based on 2014-15 school year data

1.12 School Accessibility Measures

School Name	Holy Cross Catholic Elementary School
Number of Storeys	2
Accessible Entrance	Door 1
Door Operator	Doors 1, 11
Elevator	Yes
Stage Lift	No
Other Lift	N/A
Barrier Free Washroom	No
Notes	

1.13 Assessment of Parking, Pick-up and Drop-off Areas

Holy Cross Catholic Elementary School features a combined bus loop and parking area to the east of the school off Maple Avenue. Additional parking is provided to the north of the school. The total number of parking spaces on school property is 71. 30 more parking spaces are located to the northeast of the bus loop on Town property. The total available parking is severely inadequate for a school with more than 400 pupils. The combined bus loop and parking further complicates traffic issues around school start and end times.



1.14 Student Transportation

Student transportation data is calculated for the current school year as of December 31, 2015.

Division	<800 m	800m - 1600m	1600m - 3200m	>3200m
Primary (JK-3)	23	55	77	8
Junior (4-6)	20	31	71	24
Intermediate (7-8)	18	28	46	28
Total	61	114	194	60
% of Total	14.2%	26.6%	45.2%	14.0%

Division	Entitled to Transportation	Not Entitled to Transportation	% Not Entitled to Transportation
Primary (JK-3)	70	93	57.1%
Junior (4-6)	81	65	44.5%
Intermediate (7-8)	63	57	47.5%
Total	214	215	50.1%

Courtesy Riders	12

Instructional Profile

2.1 School Staff

The school staffing allocation includes the current year teach and non-teaching staff allocated to the facility as of December 31, 2015.

Teaching Staff	FTE
Classroom Teacher	18.8
Primary Team Member	1.2
FSL	1.4
Principal	1
Vice Principal	0
ECE	2
French Immersion Planning Time	0.6
Extra Planning Time	0.4
Total	**25.4**

Non-Teaching Staff	FTE
Secretary	1.5
Educational Assistant	5
Librarian	1
Custodian	2.5
Total	**10**

2.2 Program Offerings

Programs	Yes/No	Grades
Early French Immersion	No	
Extended French Immersion	Yes	5-8
Gifter Program	No	
Essential Skills Program	No	
Structured Teaching Program	No	
Early Intervention Program	No	
SHSM	No	
OYAP	No	
Advanced Placement	No	
International Baccalaureate	No	

2.3 Grade Organization

The grade organization shows the grade enrolment and class sizes as of December 31, 2015.

Grade Configuration	JK-8

#	FI	JK	SK	1	2	3	4	5	6	7	8	Total	Combined
1		11	15									26	X
2		13	13									26	X
3		8	6									14	X
4				23								23	
5				11	9							20	
6					20							20	
7					9	10						19	X
8						14	9					23	X
9							16	13				29	X
10							30					30	
11	X							28				28	
12									21			21	
13	X								29			29	
14										31		31	
15	X									26		26	
16											20	20	
17											20	20	
18	X										24	24	
		32	34	34	38	24	55	41	50	57	64	429	

Number of Classes	18
Number of Combined Classes	6
% of Combined Classes	33%

2.4 Cross-Boundary Summary

Cross-Boundary and Out-of-District data is calculated for the current school year as of December 31, 2015.

Division	In Area Students	Out of Area Students	% Out of Area
Primary (JK-3)	146	17	10.4%
Junior (4-6)	135	11	7.5%
Intermediate (7-8)	107	13	10.8%
Total	388	41	9.6%

2.5 Enrollment

Current year enrolment data and future enrolment projections are computed as of October 31, 2015.

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2010	40	26	38	51	49	40	50	51	49	52	446
2011	21	47	29	38	51	47	66	56	54	51	460
2012	36	23	46	35	41	53	58	68	55	54	469
2013	30	38	27	48	37	41	59	58	68	55	461
2014	31	32	38	23	51	36	49	57	63	67	447
2015	32	35	33	38	23	55	41	50	57	62	426
2016	37	41	39	39	48	28	68	47	50	56	453
2017	37	39	40	39	41	48	31	67	46	48	440
2018	38	40	40	41	42	41	50	31	67	45	436
2019	36	40	40	40	44	42	45	51	31	67	435
2020	36	38	40	40	42	44	43	43	51	31	410
2021	37	39	39	41	43	42	45	43	43	50	420
2022	37	39	39	39	43	43	44	46	44	43	417
2023	38	40	40	40	41	43	44	44	45	43	420
2024	39	41	41	41	42	41	45	45	44	45	424
2025	38	40	40	40	41	41	43	45	44	43	418
2026	38	40	40	40	41	41	43	42	44	43	416
2027	38	40	40	40	41	41	43	42	42	43	411
2028	38	40	40	40	41	41	43	42	42	41	407
2029	37	39	39	39	40	41	43	42	42	41	404
2030	37	39	39	39	40	41	43	42	42	41	403

2.6 Extracurricular Activities

Basketball
Battle of the Books
Choir
Cross-Country
Dance Club
Drama Club
Games Club
Gardening Club
Girls on the Run
Talent Show
Team Unbreakable (Running Club)
Volleyball
Worship Team

School Use Profile

3.1 Community Use

The community use of the facility for the entire 2014-15 school year is summarized in the table below.

Organization	Description	Annual Hours	Annual Revenue	Cost Recovery (Y/N)
YMCA	Before and After School Program	1920	$13,095	Yes
Community Groups	Sports/Community Events	292	$5,166	Yes
Total		**2212**	**$18,261**	

3.2 Facility Partnership

There are currently no facility partnerships located at Holy Cross Catholic Elementary School.

3.3 Child Care

Full day child care is not offered at the facility. The enrolment in the Before and After School Program, shown below, is calculated for the current year as of December 31, 2015.

	Licensed Capacity	Current Enrollment
Kindergarten Children	52	17
School-Age Children	73	26

Halton Catholic District School Board
School Information Profile

St. Francis Catholic Elementary School
December 31, 2015

Halton Catholic District School Board
School Information Profile

The information contained in the School Information Profile (SIP) is in accordance with the requirements outline in the Ministry of Education's Pupil Accommodation Guideline and the Board's Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015, and Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

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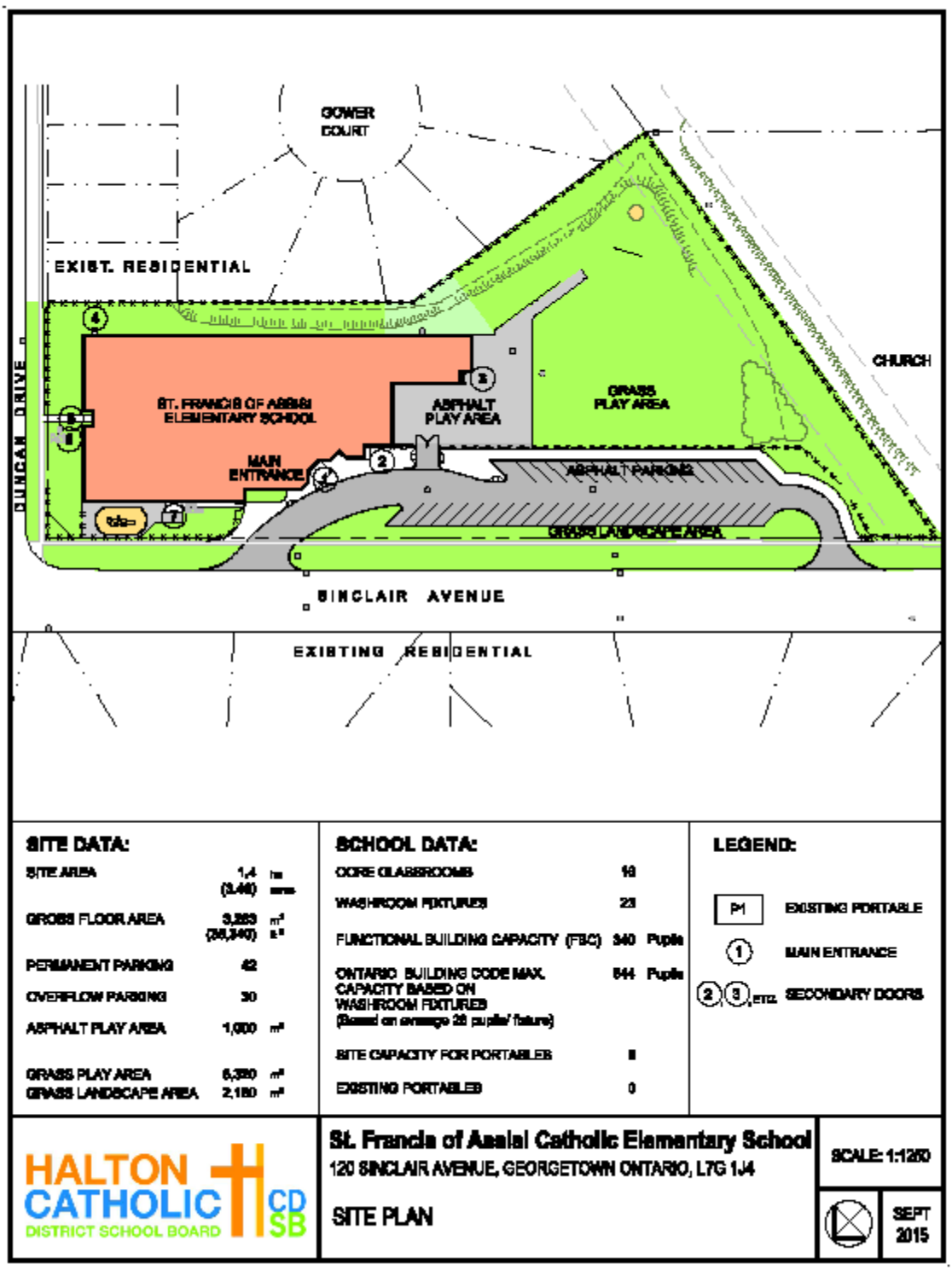
3.2 Facility Partnership 26
3.3 Child Care 26

Facility Profile

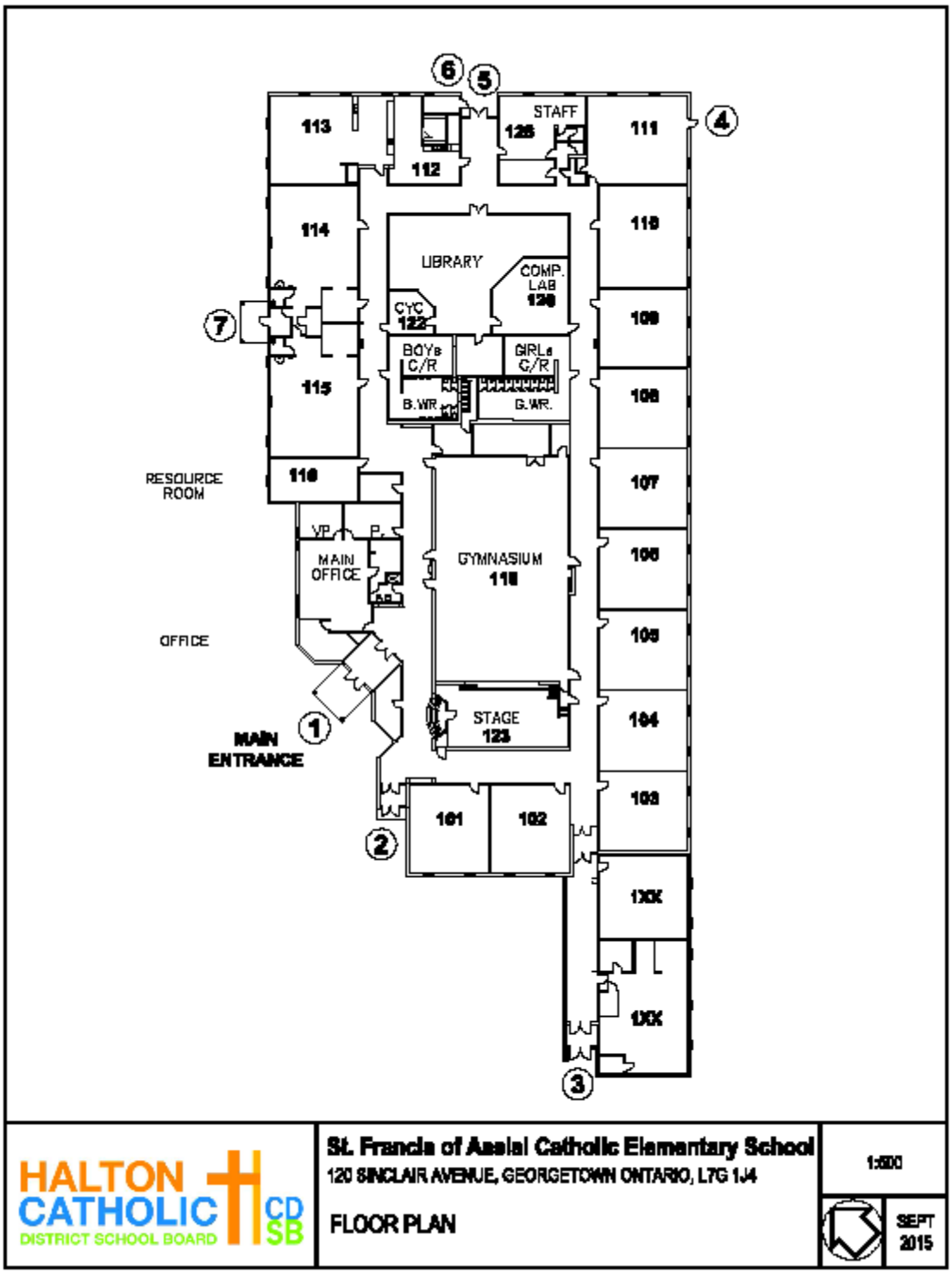
1.1 General Information

School Name	St. Francis Catholic Elementary School
Address	120 Sinclair Avenue, Georgetown, ON, L7G 1J4
SFIS ID	8123
Year of Construction	1973
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	363
Functional Building Capacity	340
Enrollment as of December 31, 2015	361
Current Utilization	106%
Site Area (Acres)	3.46
Building Area (sq. ft.)	35,340
Hard Surface Play Area (sq. ft.)	10,764
Grass Play Area (sq. ft.)	57,264
Number of Parking Spaces	42
Number of Portable Classrooms	0
Site Capacity for Portables	6

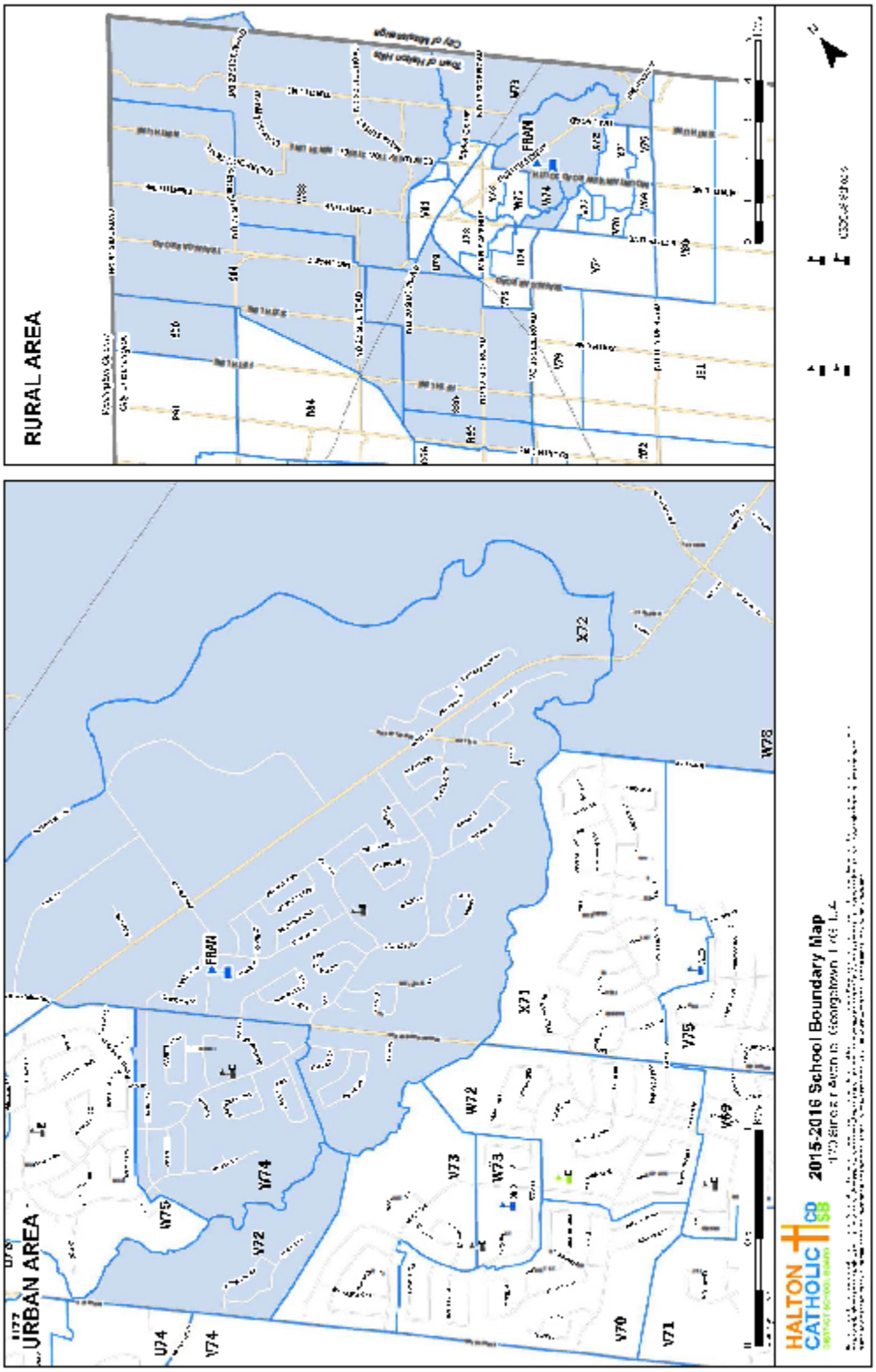
1.2 Site Plan


GOWER COURT
EXIST. RESIDENTIAL
DUNCAN DRIVE
ST. FRANCIS OF ASSISI ELEMENTARY SCHOOL
MAIN ENTRANCE
ASPHALT PLAY AREA
GRASS PLAY AREA
CHURCH
ASPHALT PARKING
GRASS LANDSCAPE AREA
SINCLAIR AVENUE
EXISTING RESIDENTIAL
SITE DATA:
SITE AREA 1.4 ha (3.46) acres
GROSS FLOOR AREA 3,283 m² (35,340) ft²
PERMANENT PARKING 42
OVERFLOW PARKING 30
ASPHALT PLAY AREA 1,000 m²
GRASS PLAY AREA 6,350 m²
GRASS LANDSCAPE AREA 2,150 m²
SCHOOL DATA:
CORE CLASSROOMS 16
WASHROOM FIXTURES 23
FUNCTIONAL BUILDING CAPACITY (FBC) 340 Pupils
ONTARIO BUILDING CODE MAX. CAPACITY BASED ON WASHROOM FIXTURES (Based on average 26 pupils/ fixture) 644 Pupils
SITE CAPACITY FOR PORTABLES 8
EXISTING PORTABLES 0
LEGEND:
P1 EXISTING PORTABLE
1 MAIN ENTRANCE
2 3 ETC. SECONDARY DOORS
HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB
St. Francis of Assisi Catholic Elementary School
120 SINCLAIR AVENUE, GEORGETOWN ONTARIO, L7G 1J4
SITE PLAN
SCALE: 1:1250
SEPT 2015

1.3 Floor Plans

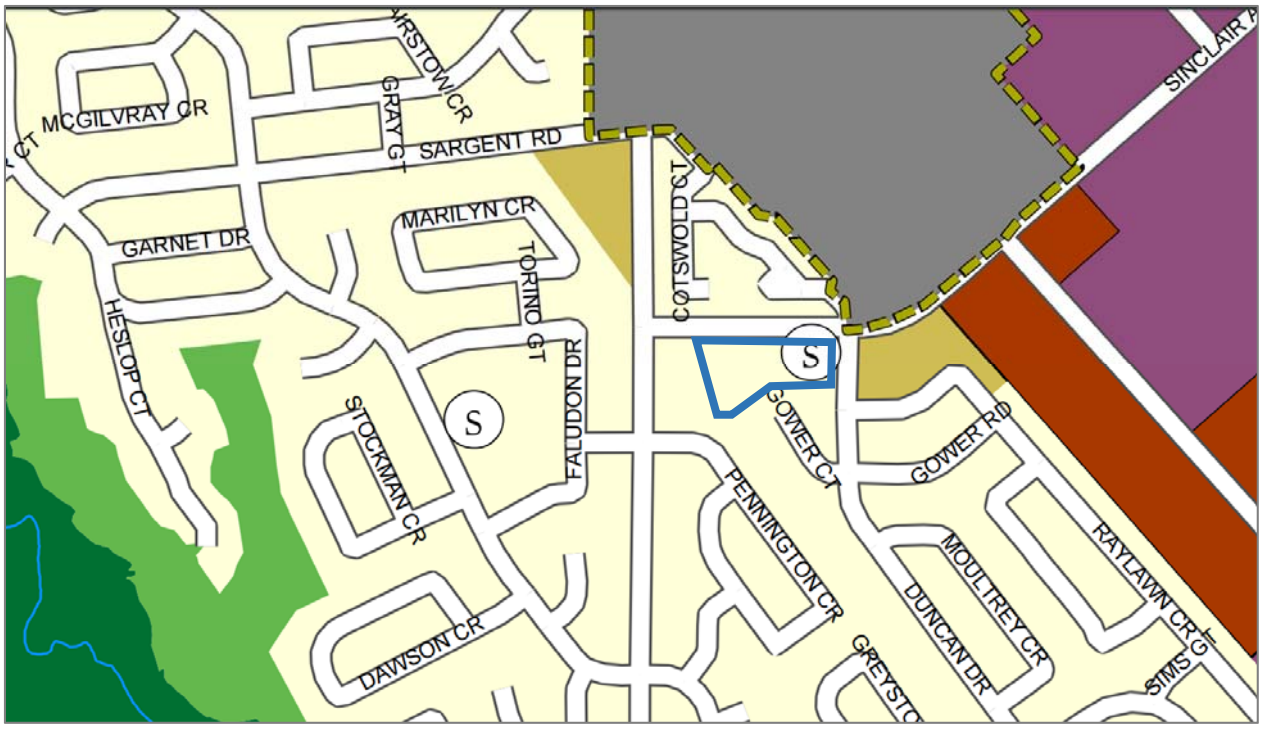


1.4 School Attendance Area (Boundary) Map

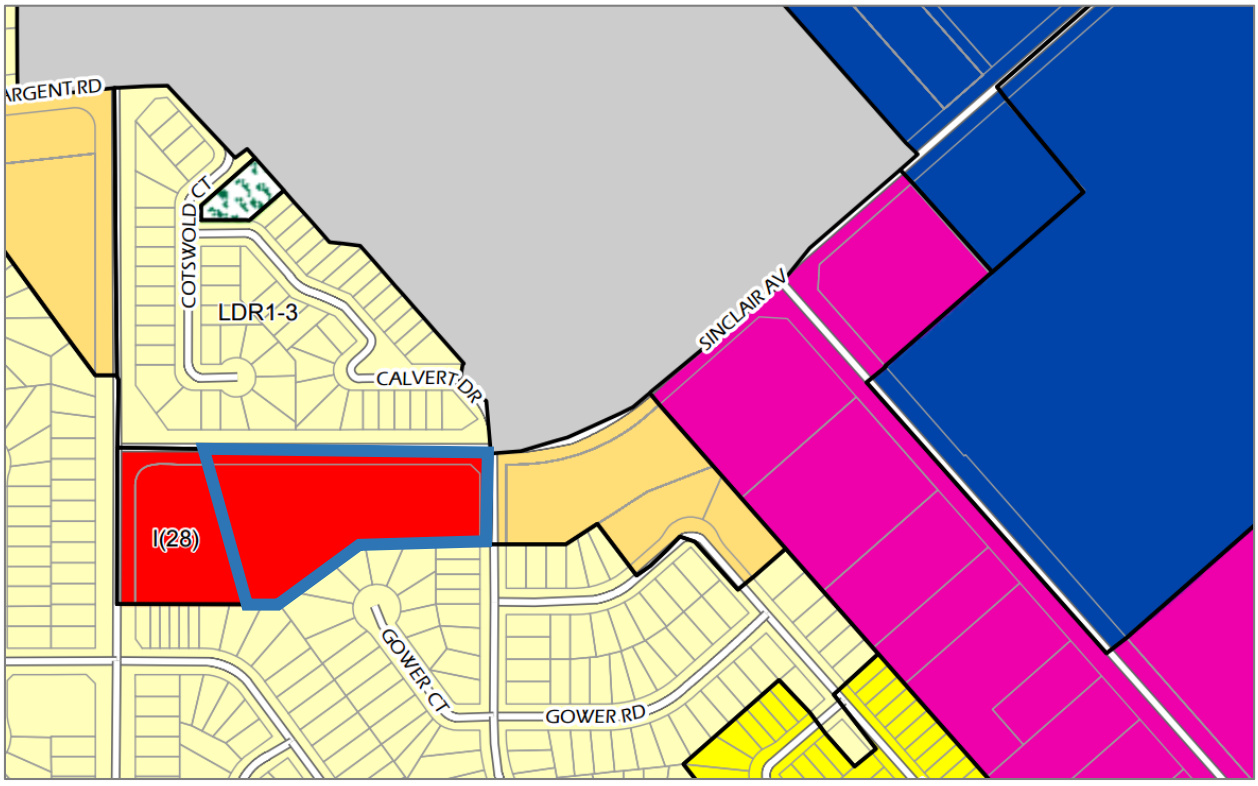


1.5 Official Plan & Zoning By-Law Designation

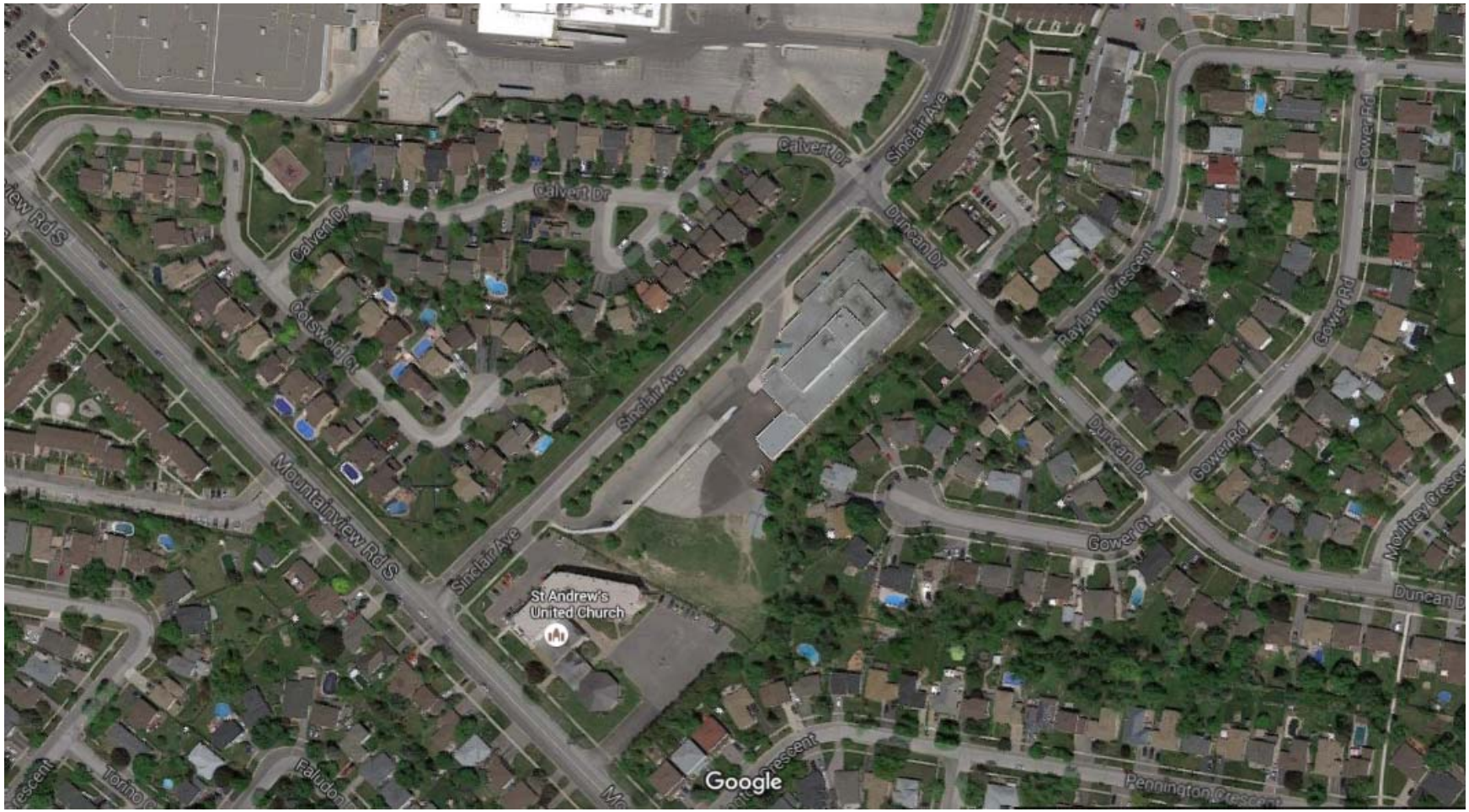
Official Plan Designation: Major Institutional Area



Zoning Designation: I (Institutional)



1.6 Aerial Photo



1.7 Space Summary

Room Number	Space Type	Current Use
1	Classroom	Classroom
2	Special Ed.	Special Education
101	Classroom	Classroom
102	Classroom	Classroom
103	Classroom	Classroom
104	Classroom	Classroom
105	Classroom	Classroom
106	Classroom	Classroom
107	Classroom	Classroom
108	Classroom	Classroom
109	Classroom	Classroom
110	Art Room	Art
111	Science Room	Science
113	Kindergarten	Junior / Senior Kinderg.
114	Kindergarten	Junior / Senior Kinderg.
115	Kindergarten	Junior / Senior Kinderg.
116	Seminar Room	Seminar
118	Other	Other
119	General Purpose Room	General Purpose Room
120	Library Resource Centre	Library Resource
121	Staff Work Rm./Lounge	Staff Work/Lounge

1.8 Facility Condition Index

The Facility Condition Index (FCI) is the building condition as determined by the Ministry of Education by calculating the renewal needs and the replacement value for each facility. The data were extracted from the Total Capital Planning Solution (TCPS) tool, which is populated via third-party assessments.

School Name	St. Francis Catholic Elementary School
Replacement Value	$7,804,490

	1 year	**5 year**	**10 year**
Renewal Needs	$769,451	$2,757,212	$3,389,460
Facility Condition Index	10%	35%	43%

1.9 10-Year Improvement History

The 10-year improvement history lists major repairs at the facility that are captured by the TCPS database. This table excludes routine maintenance and other items not considered a renewal under the Tangible Capital Assets guide.

Year	Renewal Item	Cost
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	$8,615
2015	2 Classroom Addition	$1,156,170
	Total	**$1,164,785**

1.10 5-Year Renewal Requirements

The 5-year renewal requirements lists major repairs at the facility that are captured by the TCPS database.

Year	Renewal Item	Cost
2015	Study [D2020 Domestic Water Distribution - Plumbing Piping Systems - Original Building]	$10,608
2015	Replacement [G204001 Fencing & Gates]	$15,912
2015	Major Repair [C3020 Floor Finishes - Gymnasium - Rubber Flooring]	$10,608
2015	Replacement [G204007 Playing Fields - Paved Playground]	$31,824
2015	Major Repair [C3010 Wall Finishes]	$68,262
2015	Replacement [B2030 Exterior Doors - Original Building]	$11,669
2015	Major Repair [C3020 Floor Finishes - Terrazzo - Original Building]	$21,216
2015	Functional Events [F106003 Library Resource Centre]	$0
2015	Functional Events [F106007 General Purpose Room]	$0
2015	Replacement [C1030 Fittings - Lockers]	$21,216
2015	Major Repair [B2020 Exterior Windows - Window Sealants]	$31,824
2015	Replacement [D503004 Public Address Systems]	$47,736
2015	Major Repair [G204007 Playing Fields - Landscaped Playfield]	$37,128
2015	Replacement [G2020 Parking Lots and Roadway]	$79,560
2015	Replacement [C3030 Ceiling Finishes]	$10,608
2015	Replacement [D304007 Exhaust Systems]	$10,608
2015	Replacement [D3060 Controls & Instrumentation - BAS]	$254,592
2015	Replacement [D2020 Domestic Water Distribution - Plumbing Piping Systems - Original Building]	$95,472
2015	Replacement [D502002 Lighting Equipment]	$10,608
2016	Replacement [C3010 Wall Finishes] - 2009(Corridors)	$12,503
2016	Replacement [B2030 Exterior Doors]	$7,741
2016	Replacement [D2020 Domestic Water Distribution]	$4,644
2016	Replacement [C3030 Ceiling Finishes]	$9,825
2016	Replacement [C1030 Fittings]	$23,965
2016	Replacement [C3020 Floor Finishes] - 2009(Corridors)	$5,805
2016	Replacement [D302099 Other Heat Generating Systems]	$179,736
2016	Replacement [C3010 Wall Finishes] - 2009(Service)	$1,787
2016	Replacement [C3010 Wall Finishes] - 2009(Classrooms)	$12,354
2016	Replacement [C3010 Wall Finishes] - 2009(WR's)	$3,424
2016	Replacement [C3020 Floor Finishes] - 2009(Classrooms)	$7,741
2016	Major Repair [C1020 Interior Doors] Repair	$446
2016	Major Repair [C3020 Floor Finishes] Repair	$745

2016	Replacement [B2030 Exterior Doors]	$14,884
2016	Replacement [D2010 Plumbing Fixtures]	$14,884
2016	Replacement [D503099 Other Communications & Alarm Systems]	$14,884
2016	Replacement [C1030 Fittings]	$2,978
2016	Replacement [C201001 Interior Stair Construction]	$745
2017	Replacement [D502002 Lighting Equipment]	$25,007
2017	Replacement [D503001 Fire Alarm Systems]	$82,239
2019	Replacement [D3050 Terminal & Package Units]	$484,241
2019	Replacement [D1010 Elevators & Lifts]	$51,354
2019	Replacement [D302005 Auxiliary Equipment]	$25,676
2019	Replacement [B3010 Roof Coverings]	$488,988
2019	Replacement [C1030 Fittings]	$199,460
2019	Replacement [C3010 Wall Finishes]	$24,113
2019	Replacement [D503008 Security Systems]	$10,642
2019	Replacement [C3020 Floor Finishes] - 2019(Classroom)	$181,746
2019	Replacement [03.2-020 Building Automation System]	$63,052
2019	Replacement [B3010 Roof Coverings]	$32,153
	Total	**$2,757,212**

1.11 School Utility Costs

Electricity	$53,267
Natural Gas**	$9,500
Water/Sewer	$6,708
Total	**$69,475**

Building Area - Permanent	35,340
Building Area - Non-Permanent	0
Total Building Area	35,340
Utility Cost per Sqaure Foot	**$1.97**

2014-15 Enrollment	361
Utility Cost per Pupil	**$192.45**

*based on 2014-15 school year data

**estimated due to issues with gas meter

1.12 School Accessibility Measures

School Name	St. Francis Catholic Elementary School
Number of Storeys	1
Accessible Entrance	Door 1
Door Operator	Doors 1, 3, 7
Elevator	N/A
Stage Lift	No
Other Lift	N/A
Barrier Free Washroom	No
Notes	

1.13 Assessment of Parking, Pick-up and Drop-off Areas

St. Francis Catholic Elementary School features a combined bus loop and parking area to the west of the school off Sinclair Avenue. The total number of permanent parking spaces is 42. An additional 30 parking spaces can be made available on the asphalt play area for special events. The total available parking is severely inadequate for a school with more than 300 pupils. The combined bus loop and parking further complicates traffic issues around school start and end times.



1.14 Student Transportation

Student transportation data is calculated for the current school year as of December 31, 2015.

Division	<800 m	800m - 1600m	1600m - 3200m	>3200m
Primary (JK-3)	37	19	21	66
Junior (4-6)	27	13	15	65
Intermediate (7-8)	20	17	10	51
Total	84	49	46	182
% of Total	23.3%	13.6%	12.7%	50.4%

Division	Entitled to Transportation	Not Entitled to Transportation	% Not Entitled to Transportation
Primary (JK-3)	82	61	42.7%
Junior (4-6)	72	48	40.0%
Intermediate (7-8)	55	43	43.9%
Total	209	152	42.1%

Courtesy Riders	3

Instructional Profile

2.1 School Staff

The school staffing allocation includes the current year teach and non-teaching staff allocated to the facility as of December 31, 2015.

Teaching Staff	FTE
Classroom Teacher	15.5
Primary Team Member	1.5
FSL	1.5
Principal	1
Vice Principal	0
ECE	2
French Immersion Planning Time	0
Extra Planning Time	0
Total	**21.5**

Non-Teaching Staff	FTE
Secretary	1
Educational Assistant	13
Librarian	0.5
Custodian	2
Total	**16.5**

2.2 Program Offerings

Programs	Yes/No	Grades
Early French Immersion	No	
Extended French Immersion	No	
Gifted Program	No	
Essential Skills Program	No	
Structured Teaching Program	Yes	N/A
Early Intervention Program	No	
SHSM	No	
OYAP	No	
Advanced Placement	No	
International Baccalaureate	No	

2.3 Grade Organization

The grade organization shows the grade enrolment and class sizes as of December 31, 2015.

Grade Configuration	JK-8

#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		9	16										25	X
2		11	15										26	X
3				21									21	
4				10	11								21	X
5					12	8							20	X
6						20							20	
7						10	12						22	X
8							25						25	
9							5	22					27	X
10								13	14				27	X
11									28				28	
12										24			24	
13										24			24	
14										10	11		21	X
15											25		25	
16												5	5	
		20	31	31	23	38	42	35	42	58	36	5	361	

Number of Classes	16
Number of Combined Classes	8
% of Combined Classes	50%

2.4 Cross-Boundary Summary

Cross-Boundary and Out-of-District data is calculated for the current school year as of December 31, 2015.

Division	In Area Students	Out of Area Students	% Out of Area
Primary (JK-3)	136	7	4.9%
Junior (4-6)	110	10	8.3%
Intermediate (7-8)	91	7	7.1%
Total	337	24	6.6%

2.5 Enrollment

Current year enrolment data and future enrolment projections are computed as of October 31, 2015.

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2010	30	28	43	58	41	53	56	42	53	51	455
2011	23	31	29	41	56	43	42	59	43	53	420
2012	14	28	37	31	45	59	35	47	59	43	398
2013	32	22	30	41	31	42	53	35	48	59	393
2014	28	33	19	35	44	35	41	52	36	48	371
2015	19	30	30	22	38	42	36	42	60	38	357
2016	22	24	30	33	26	41	43	40	48	61	367
2017	25	27	24	33	38	28	41	46	45	48	355
2018	26	29	26	26	36	38	28	43	50	44	345
2019	28	29	28	28	29	36	38	31	48	50	343
2020	32	33	31	32	33	30	38	42	36	49	355
2021	32	34	32	32	34	32	31	41	47	36	352
2022	33	34	33	33	34	33	32	33	44	46	356
2023	33	34	32	33	34	32	32	33	36	42	341
2024	32	33	31	31	33	31	30	32	35	33	325
2025	30	31	29	29	30	30	29	30	34	32	307
2026	29	30	28	28	29	29	29	30	33	32	293
2027	27	28	26	26	27	28	27	29	32	30	280
2028	26	27	25	25	26	28	27	28	32	30	275
2029	26	27	25	25	26	28	27	28	31	30	272
2030	24	25	23	23	24	27	26	27	30	28	260

2.6 Extracurricular Activities

20 20 20 Tutoring
AV Club
Basketball
Battle of the Books
Card Club
Choir
Colouring Club
Cross-Country
Empowering Girls Club
Intramurals
Liturgical Club
Me to We
Robotics Club
Soccer
Student Council
Tutoring Club
Volleyball
Yearbook

School Use Profile

3.1 Community Use

The community use of the facility for the entire 2014-15 school year is summarized in the table below.

Organization	Description	Annual Hours	Annual Revenue	Cost Recovery (Y/N)
YMCA	Before and After School Program	1920	$13,095	Yes
Community Groups	Sports/Community Events	331	$3,058	Yes
Total		**1968**	**$14,097**	

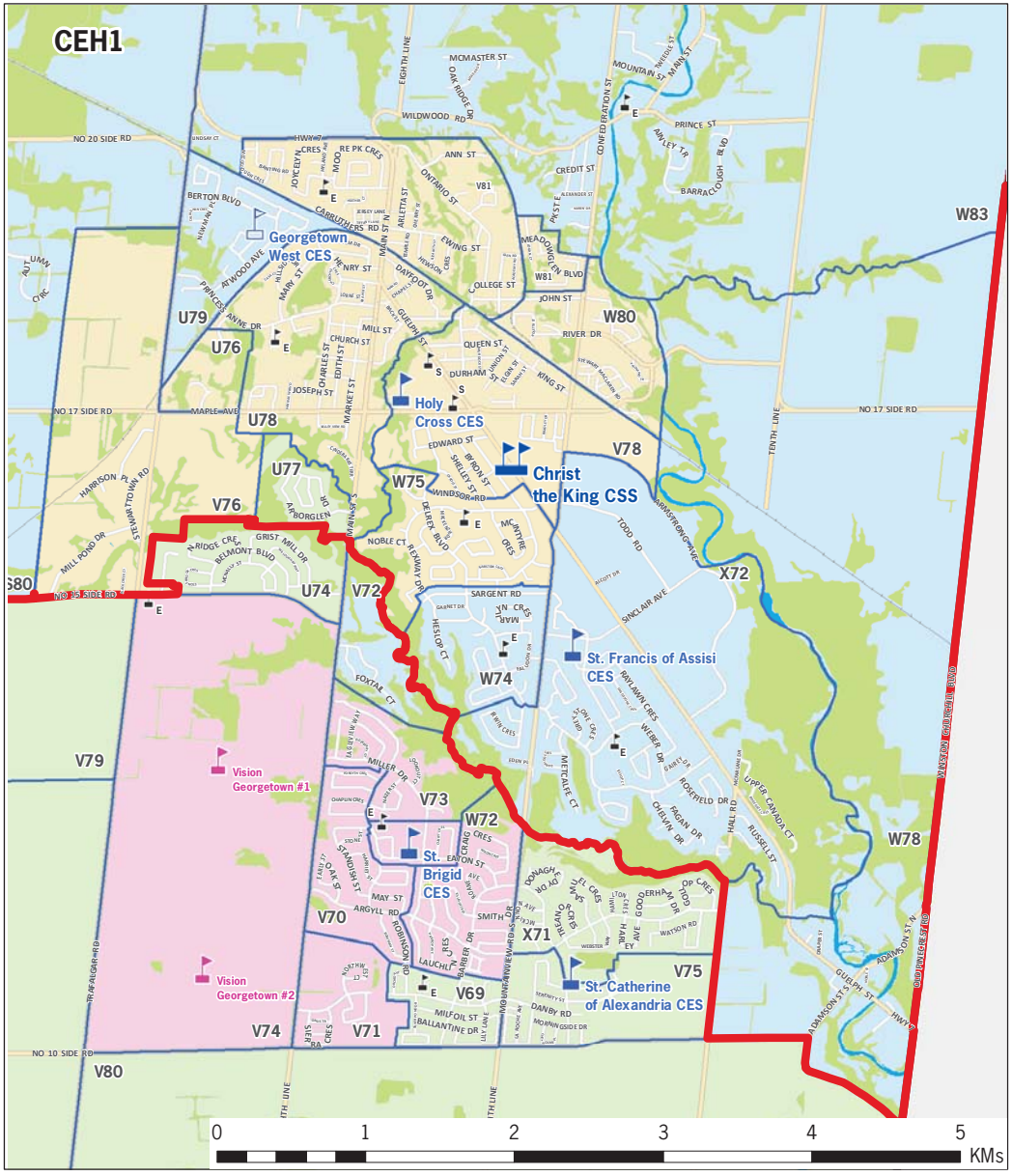
3.2 Facility Partnership

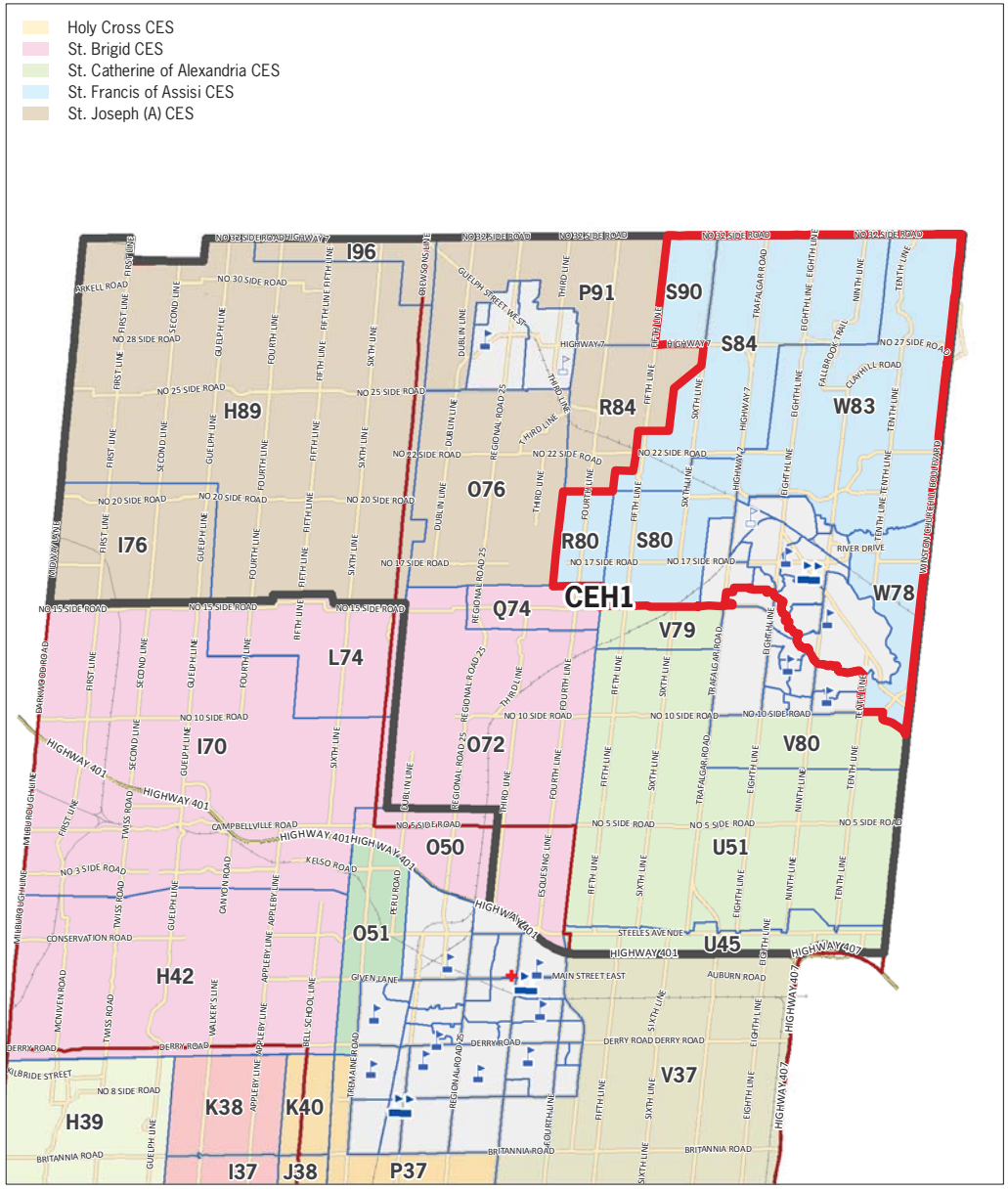
There are currently no facility partnerships located at St. Francis Catholic Elementary School.

3.3 Child Care

Full day child care is not offered at the facility. The enrolment in the Before and After School Program, shown below, is calculated for the current year as of December 31, 2015.

	Licensed Capacity	Current Enrollment
Kindergarten Children	15	7
School-Age Children	22	14





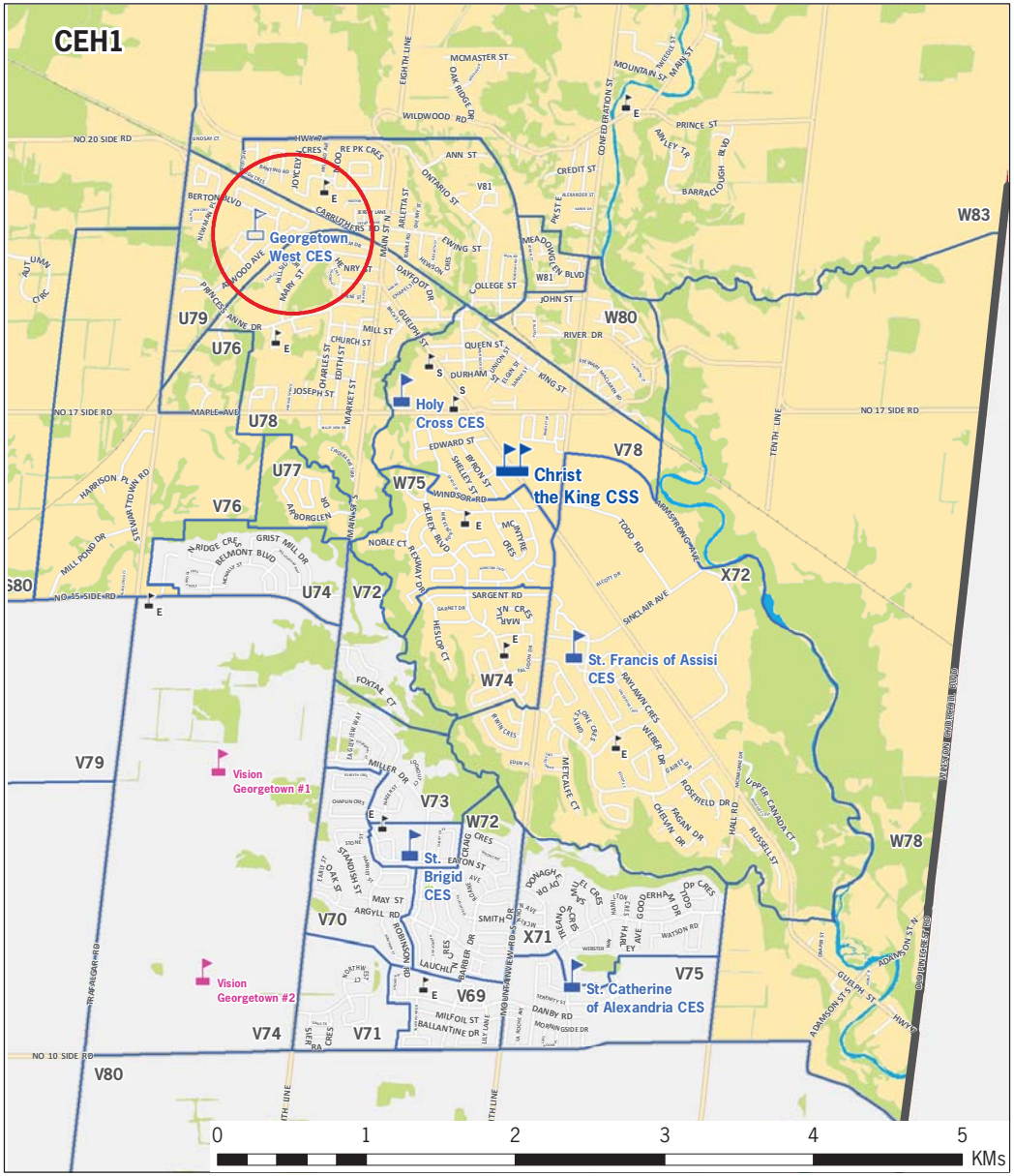
HALTON CATHOLIC DISTRICT SCHOOL BOARD

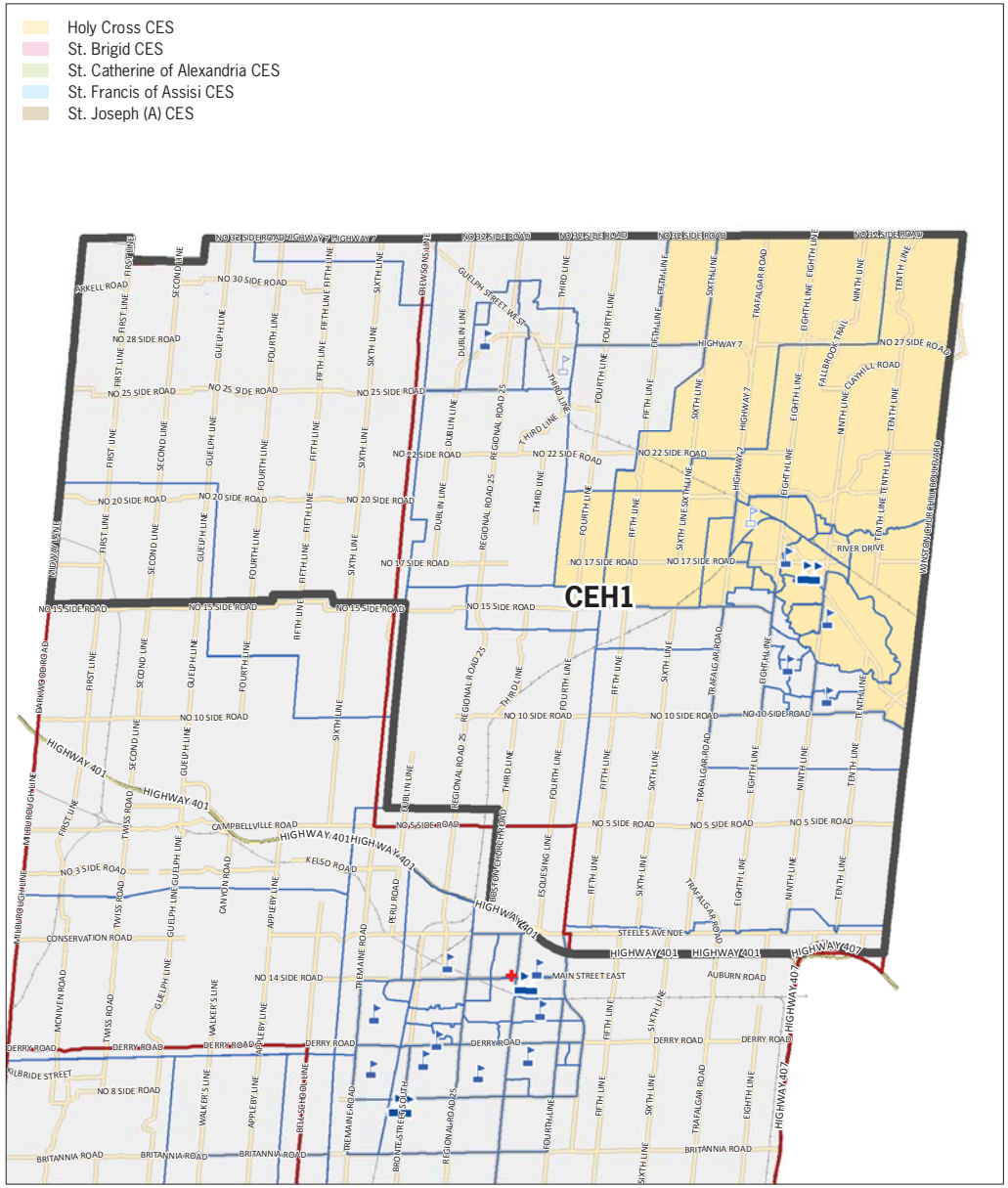
Georgetown North Community Review Area
2016 Accommodation Review Area

HCDSB Schools
HDSB Schools
CEB2 - Burlington South QEW RA
CS Viamonde Schools
CSDCCS Schools
Burlington Southwest QEW PAR
HCDSB Adult Learning Centre
HCDSB Aministration

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 for additional school boundary information.

APPENDIX D





HALTON CATHOLIC DISTRICT SCHOOL BOARD

Georgetown West CES Proposed Boundary
2016 Accommodation Review Area

HCDSB Schools
HDSB Schools
CEB2 - Burlington South QEW RA
CS Viamonde Schools
CSDCCS Schools
Burlington Southwest QEW PAR
HCDSB Adult Learning Centre
HCDSB Aministration

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 for additional school boundary information.

APPENDIX E

ACTION REPORT **ITEM 8.4**

BURLINGTON SOUTHEAST QEW MODIFIED PUPIL ACCOMMODATION REVIEW

PURPOSE:

To provide the Board of Trustees with the Burlington Southeast QEW Modified Pupil Accommodation Review Report and to request approval to proceed with a Modified Pupil Accommodation Review (MPAR) for the area.

BACKGROUND:

1. Information Report 10.4, "2016 Annual Accommodation Review", from the January 19, 2016 Regular Board Meeting.

2. Staff Report 9.2, "2015 School Consolidation Capital Project Proposals", from the January 5, 2016 Regular Board Meeting.

COMMENTS:

As per the Ministry of Education's newly updated Pupil Accommodation Review Guidelines (PARG), prior to establishing a Modified Pupil Accommodation Review (MPAR), staff must identify at least one option to address the accommodation issue, and identify relevant factors considered and the rationale to recommend a Modified Pupil Accommodation Review for the identified group of school(s).

As per the requirements of Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure, prior to initiating a regular or modified accommodation review process an Initial Staff Report must be presented to the Board of Trustees which includes one (1) recommended option as a minimum, and where applicable alternative options. The attached Initial Staff Report Modified Pupil Accommodation Review Report includes the required information for the Burlington Southeast QEW Area as follows:

A) Documentation of required work completed prior to the accommodation review;
B) Summary of background data used in option(s) developed by staff;
C) Summary of accommodation issues for the schools under review;
D) Preferred accommodation option which includes the following information:
    a. where students would be accommodated;
    b. if proposed changes to existing facility or facilities are required as a result of the accommodation review;
    c. identify any program changes as a result of the proposed option;
    d. how student transportation would be affected if changes take place;
    e. if new capital investment is required as a result of the accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and

f. any relevant information obtained from municipalities and other community partners prior to the commencement of the accommodation review, including any confirmed interest in using the underutilized space
g. timeline for implementation
h. School Information Profiles (SIP)

The purpose of the Modified Pupil Accommodation Review (MPAR) process is to provide the Board of Trustees with sufficient information to make an informed decision through consultation with the existing school community on the future of the current stock of pupil facilities within the Burlington Southeast QEW Accommodation Review Area.

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation (SCC) Projects and New Construction of Child Care" requesting boards to submit consolidation projects that need to be completed by the 2019-20 school year. According to the Memorandum, the Ministry's School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or 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. Schools Boards are required to submit their SCC business cases to the Ministry by February 29, 2016 and projects related to accommodation reviews must have Trustee approval by March 28, 2016 in order to be considered for SCC funding approval. The Ministry Memorandum 2015: B16 can be found on the Ministry website here.

RECOMMENDATION:

The following resolution is presented for trustee approval.

RESOLUTION:	*Moved by:* *Seconded by:*
RESOLVED, *that the Halton Catholic District School Board* approve the undertaking of the Burlington Southeast QEW Modified Pupil Accommodation Review (MPAR) in accordance with Operating Policy I-09 School Accommodation Review – Consolidation/Closure and Administrative Procedure VI-35 School Accommodation Review – Consolidation/Closure.	

REPORT PREPARED BY: F. THIBEAULT, ADMINISTRATOR OF PLANNING SERVICES

R. MERRICK, ADMINISTRATOR, SCHOOL OPERATIONS AND MAINTENANCE

SUBMITTED BY: G. CORBACIO, SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

P. MCMAHON, SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

T. OVERHOLT, SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

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

Modified Pupil Accommodation Review
Background Report

Burlington Southeast QEW Neighbourhood:
Ascension Catholic Elementary School Rebuild

January 15, 2016

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Appendix D: Review Area and Accommodation Review Area
Appendix E: Proposed Attendance Boundary Option

1. Introduction

The Halton Catholic District School Board (HCDSB) 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 of fostering student academic achievement and well-being, and ensuring effective stewardship of the resources of the Board. These guiding principles apply to any accommodation review conducted pursuant to Operating Policy I-9: School Accommodation Review – Consolidation/Closure.

In some cases, to address changing student populations, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations or 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.

As per the Ministry of Education newly updated Pupil Accommodation Review Guidelines (PARG), prior to establishing a Modified Pupil Accommodation Review (MPAR), staff will present an Initial Staff Report to the Board of Trustees that identifies at least one (1) or more options to address the accommodation issue, identify relevant factors considered and the rationale to recommend a Modified Pupil Accommodation Review for the identified group of school(s).

The decision to proceed with initiating a MPAR and the ultimate decision following the completion of the process will be at the sole discretion of the Board of Trustees.

Required content included within the initial staff report is as follows:

A) Documentation of required work completed prior to the accommodation review;
B) Summary of background data used in option(s) developed by staff;
C) Summary of accommodation issues for the schools under review;
D) Preferred accommodation option which includes the following information:
    a. where students would be accommodated;
    b. if proposed changes to existing facility or facilities are required as a result of the accommodation review;
    c. identify any program changes as a result of the proposed option;
    d. how student transportation would be affected if changes take place;
    e. if new capital investment is required as a result of the accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
    f. any relevant information obtained from municipalities and other community partners prior to the commencement of the accommodation review, including any confirmed interest in using the underutilized space
    g. timeline for implementation
    h. School Information Profiles (SIP)

2. Annual School Board Planning

As required under the Board's Operating Policy I-9, staff is required to outline their rationale for why alternate accommodation strategies (other than pupil accommodations) that support the Board's guiding principles of student achievement, school board financial viability and sustainability, and student well-being could not be pursued.

Alternate strategies could include school boundary reviews and reallocation of programs to effectively fill pupil places, and/or right sizing existing facilities to remove underutilized pupil places.

2.1 Annual 15-Year Projection Update

As part of the Board's ongoing review of pupil accommodations in the Region of Halton, staff presented to trustees on December 15, 2015, a 15 year forecast of enrolment projections as part of Ministry Memorandum 2015: SB27, as well as a by municipality commentary on the future outlook of enrolment trends within Halton Region.

To generate the projections, staff used actual October 31st enrolment headcounts of the past five (5) years (2011-2015) as a base, reviewed current development information and regional growth, reviewed school enrolment trends, and utilized the Board's enrolment projection system to develop a 15 year enrolment projection.

In the context of the **CEB2: Burlington – South of QEW** Review Area, staff projected that enrolment would continue to decline or would remain stable over the next fifteen (15) year period, leaving the facilities within the area consistently underutilized.

2.3 Portable Classrooms and Surplus Classrooms Summary

Staff presented to Trustees on October 6, 2015, at a Regular meeting of the Board the 2015-16 Portable Classrooms and Surplus Classrooms Summary, which outlines surplus or portable classroom needs across the Board. This report serves as a starting point in completing the Annual Facilities Accommodation Report, summarized in Section 2.4.

2.4 LTCP and Annual Facilities Accommodation Report

On a five (5) year basis, the Board must produce a Long Term Capital Plan (LTCP) for the entirety of its jurisdiction. This document compiles the Board's long term enrolment projections and contemplates future projects for creating new pupil places, renewing facilities, and removing excess pupil places from its inventory through pupil accommodation reviews. The LTCP is a living document that is reviewed on an annual basis to ensure changing trends are reflected in the plan. The LTCP can be access at the following location on the Board's website:

http://www.hcdsb.org/Board/LTCP/Pages/default.aspx

The purpose of the Board's LTCP consists of the following:

A) Examine the Board's capital position by review area, which involves an analysis of enrolment and building repair needs for the 19 elementary and 5 secondary review areas;
B) Provide a framework for future capital planning decisions, and recommendations to the Board of Trustees for future projects and processes; and,
C) Provide a long-term strategy for capital planning submissions to the Ministry of Education.

As part of its annual review for the 2015-16 school year, staff completed its Annual Facility Accommodation Report, as per the requirements of Operating Policy I-37: Community Planning & Facilities Partnerships. On a go forward basis, this document will provide an annual review of the projects identified in the LTCP, update long-term enrolment forecasts, updated future new capital and consolidation strategies for targeted Review Areas.

When reviewing facilities for the elementary and secondary panel, staff use the principles listed below, based on previous experiences and best practices. The principles may not be feasible in all situations, and should be viewed as guidelines to be applied where feasible.

Elementary

A) School capacity – Based on the Board's best practices, the optimal elementary school capacity for a new build would range between 500 to 671 pupil places, which allows for two (2) to three (3) classrooms per grade;
B) Programming – overall, the grade structure for the elementary panel is Junior Kindergarten to Grade 8, with the option of providing special programing such as: Early French Immersion (Gr 1); Extended Immersion (Gr 5); Self-contained Special Education classrooms (Gr 5); and the Gifted Program (Gr 5);
C) School Site sizes – as per Operating Policy IV-6, elementary school sites should range between 6 to 8 acres for new sites, pending what adjacent uses are available. Re-build sites, being located in more established neighbourhoods, should be at least 5 acres where feasible; and,
D) Siting – Central location is preferred, where feasible.

Secondary

A) School capacity – Based on the Board's best practices, the optimal secondary school capacity for a new build would range between 1,200 to 1,400 pupil places, which allows for a broader array of program offerings;
B) Programming – overall, the grade structure for the secondary panel is Grade 9 to Grade 12, with the option of providing special programing such as: Extended Immersion (Gr 9); Advanced Placement (AP) Programs (Gr 9); and the International Baccalaureate (IB) Program (Gr 9);
C) School Site sizes – as per Operating Policy IV-6, secondary school sites should range between 15 to 18 acres for new sites, pending what adjacent uses are available. Re-builds should have regard to the same where feasible, and have regard for typical exterior playfield requirements; and,
D) Siting – Central location is preferred, where feasible.

2.5 Consultation with Local & Regional Municipalities

On an ongoing basis, as a part of the yearly review of accommodation needs and the daily operations of the Planning Services department, staff has consulted with local municipalities and receives planning information on a number of development related matters. These include (but is not limited to):

A) Regional Official Plans and Amendments
B) Local (Municipal) Official Plans and Amendments
C) Secondary Plans
D) Neighbourhood Phasing Plans
E) Development Plans having the effect of increasing residential units (i.e. Subdivision Plans)
F) Building Permit Activity

This information is used in the development of short and long-term enrolment forecasts, and the determination of future Board accommodation needs in both established and new neighbourhoods. Staff are also in continuous contact with Municipal Staff to discuss future needs within the target municipalities, and align future capital investments where feasible (i.e. park facilities, childcare, city services)

2.6 Community Planning and Facility Partnerships Meeting

On January 18, 2016, the Board hosted its Annual Community Planning and Facility Partnership Meeting as required under Operating Policy I-37. The meeting provided the approved community partners information relating to relevant portions of the Board's Long Term Capital Plan (LTAP); details of any schools eligible for facility partnerships; background information on the Review Areas of the Board; and the process for submitting project proposal and becoming an approved community of the Board.

The following agencies were notified of the meeting:

A) Agencies listed under Ontario Regulation 444/98;
    a. Co-terminus School Boards
    b. Local Municipalities within the Board's jurisdiction
    c. Region of Halton
    d. Local colleges and universities
    e. Provincial & Federal Government agencies
B) District Social Service Administration Board(s) or Consolidated Municipal Services Managers;
C) Diocese of Hamilton
D) Existing Board Child Care Operators

Prior to the meeting, none of the above agencies have expressed an interest in utilizing any HCDSB facilities within the **Burlington Southeast QEW** accommodation review area. The presentation to community partners is posted on the Board website for further information.

2.7 Pupil Accommodation Option Development Process

As per the requirements of Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure, prior to initiating a regular or modified accommodation review process an Initial Staff Report must be presented to the Board of Trustees, which includes one (1) recommended options as a minimum, and alternative options where applicable.

The criteria listed in Table 1 outlines the conditions used by staff to assess the option presented to the Board for the **Burlington Southeast QEW** accommodation review area.

Table 1: Option Development Criteria

CRITERIA	DESCRIPTION
Facility Utilization between 90-125%	The optimal utilization for a school facility is between 90-125% to ensure that operational funding (both staffing and facility) is maximized on a by pupil basis. Situations where utilization is above 100% are often introduced to ensure that the Board does not build at peak enrolment, and instead at a sustainable enrolment level.
500-671 FBC	Based on previous experiences at the Board, and following Ministry Benchmarks defined by the Expert Panel (for school design), the optimal size for a facility's Functional Building Capacity (FBC) is between 500-671 pupil places for the Board. This ensures that a wide range of program, staff, special needs, and extra-curricular options are available to the students.
Portable Needs	Boards will often install portable classrooms at schools as a temporary accommodation solution in situations where peak student enrolment surpasses the built capacity. Portable classrooms are therefore used in situations to avoid overbuilding.
Accessibility	Review accessibility constraints on site and within the facility to ensure that equal access for all students and potential community partners is provided.
Transportation Times	As per Halton Student Transportation Services (HSTS) Operating Procedure HS-3-004 – Duration of Trip, wherever feasible bus trips shall not exceed 60 minutes for the elementary panel, and 75 minutes for the secondary panel.
Average Distance to School	Consists of an average distance between student households to school accommodations, whereby lower averages typically represent a more centralized location.
Site Size (Approx. 5+ acres)	In order to provide for adequate play space, parking facilities, pick up/drop off, bus loops, and other necessary exterior accommodations, a school site of five (5) or more acres is adequate.
Adjacent Uses	Have consideration for adjacent uses, where some uses are more sympathetic to a school's daily operations than other (i.e. park spaces vs. commercial plaza strips)
Site Limitation	Any additional factors that are unique to each school

3. Background Data

The following section will outline the School Information Profiles (SIP) and all other background data used in the development of the recommended option. Furthermore, a rationale for recommending a Modified Accommodation Review Process is summarized, as per the requirements of the policy.

3.1 Modified Accommodation Review Process Rationale

As outlined in Section 2 of Operating Policy I-09: School Accommodation Reviews – Consolidation/Closures, 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:

A) distance to the nearest available accommodation is within **5 kilometers**;
B) utilization rate of the facility is equal or below **50%**;
C) number of students enrolled at the school is **126 or fewer**.
D) 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);
E) there are no more than **three (3) schools** subject to the pupil accommodation review process;
F) 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.

The **Burlington Southeast QEW** Accommodation Review Area is eligible for the Modified Accommodation Review Process as it meets Criteria 'A' (distance) and Criteria 'E' (3 or fewer schools). The **distance** between the **three (3)** schools is summarized in Table 2 below:

Table 2: Modified Accommodation Review Criteria

SCHOOL	ASCENSION CES	ST. PATRICK CES	ST. RAPHAEL CES
Ascension CES		1.4 km	2.5 km
St. Patrick CES	1.4 km		3.9 km
St. Raphael CES	2.5 km	3.9 km	

Further to meeting at least two (2) criteria, staff believes a modified process is warranted for the **Burlington Southeast QEW** as the proposed solution would have minimal impacts on the school's student community, whereby predominant impact will be limited to a relocation of their existing school to a potentially more distant location.

The required steps under the modified pupil accommodation review process are outlined in Section 2.0 of Operating Policy I-09. If Board approves the process, milestone dates will be provided at a later time. A general timeline is presented in Section 5.3 Proposed Timelines of the present report.

3.2 School Information Profiles (SIP)

School Information Profiles (SIP) are orientation documents with point-in-time data for each of the schools under a pupil accommodation review. The minimum data requirements and factors that are to be included in the SIP are listed in the Ministry of Education updated Pupil Accommodation Review Guidelines (PARG), which are also outlined in Schedule A of the Board Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure. The SIPs are attached as Appendix C.

3.3 Facility Condition Index (FCI)

The Facility Condition Index (FCI) is a metric used to rate the overall condition of a facility through an analysis of the useful lifespan of system components (i.e. roofs, boilers, millwork) prior to needing replacement or repair. The total cost of repairing or replacing all system components in a school which have five (5) or fewer years in remaining service life is known as 5-year renewal needs.

Using a 5-year renewal needs, an FCI can be calculated. This represents the ratio of 5-year renewal costs to the estimated replacement value of the school facility. To calculate the FCI, divide the total estimated 5-year renewal needs by the estimated replacement value, which generates a percentage. The lower the percentage, the lower renewal needs are for the school in relation to their replacement value.

Table 3 below summarizes the 5-year FCI for all three affected schools within the **Burlington Southeast QEW** accommodation review area.

Table 3: Facility Condition Index Summary

School Name	Original Construction	5 Year Renewal Needs	Replacement Value	Facility Condition Index
Ascension CES	1964	$3,033,265	$8,456,820	36 %
St. Patrick CES	1970	$1,790,169	$8,159,610	22 %
St. Raphael CES	1958	$3,819,489	$7,844,890	49 %

3.4 Facility Condition Assessments

The renewal needs of the facilities within the accommodation review were determined through comprehensive facility condition assessments. These assessments are conducted on a periodic basis as determined by the Ministry of Education. Third-party evaluators, accompanied by Board staff, conducted the most recent round of assessments in spring 2015. The findings of the survey were reported in the Ministry's Total Capital Planning Solution (TCPS) database. TCPS data were used as the foundation for facility conditions and renewal needs outlined in this report.

3.5 Enrolment Projections

To generate the projections, staff used actual October 31 enrolment headcounts of the past five (5) years (2011-2015) as a base, and using the Board's newly implemented student enrolment projection system, developed 15-year enrolment projections. Using past enrolment trends from a 2-5 year

horizon of the actual enrolment headcounts, retention rates, progression factors within and outside schools of the Board are coupled with current October 31 2015 headcounts to calculate the progression of students. This is coupled with municipal development trends (filed and active development applications) to estimate the number of new students yielded from new developments.

Table 4 below illustrates the enrolment projections for the schools within the **Burlington Southeast QEW** accommodation review area:

Table 4: Projected Enrolment – Burlington Southeast QEW Accommodation Review Area

School Name	FBC	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Ascension CES	**360**	268	261	251	242	236	232	238	236	239	238	236
		74%	73%	70%	67%	66%	64%	66%	66%	66%	66%	66%
St. Patrick CES	**337**	248	251	259	267	259	257	256	248	248	246	232
		74%	74%	77%	79%	77%	76%	76%	74%	74%	73%	69%
St. Raphael CES	**314**	251	239	225	215	199	195	199	191	186	180	177
		80%	76%	72%	68%	63%	62%	63%	61%	59%	57%	56%
Head Count	**1011**	**767**	**751**	**735**	**724**	**694**	**684**	**693**	**675**	**673**	**664**	**645**
Utilization (%)		76%	74%	73%	72%	69%	68%	69%	67%	67%	66%	64%
Surplus Space (+,-)		244	260	276	287	317	327	318	336	338	347	366

3.6 Transportation Summary Data

Transportation data was provided by the Halton Student Transportation Service (HSTS). Student data was derived from the 2015-16 school year, and aggregated into the data displayed in Table 5. Additional information on transportation service provision and non-transported students can be found within individual school SIP found in Appendix C.

Table 5: Transportation Summary Data for Burlington Southeast QEW

School Name	Total Students	Eligible Riders	Courtesy Riders	Total	Percentage of Students	Average Distance
Ascension CES	268	92	34	126	47%	1.75 km
St. Patrick CES	248	0	0	0	0%	1.46 km
St. Raphael CES	251	86	4	90	36%	2.14 km

As per the HSTS Operating Procedure HS-1-003 – Eligibility Factors, elementary students that reside more than 1.6 kilometers from their home school are eligible for transportation. Eligibility for transportation may also be granted in instances where there are potential safety hazards along the student route.

Courtesy riders are defined as students that reside within a 1.6 kilometer distance, who would normally be ineligible, that have applied for a seat on an existing bus, on an existing route, at an existing stop that would otherwise be empty.

4. Accommodation Review Area Overview

The **Burlington Southeast QEW** Accommodation Review Area is located within the **CEB2 South of the QEW review area** as identified in the Board's 2013 Long-Term Capital Plan, both of which are displayed geographically in Appendix D. The three elementary schools located within the Accommodation Review Area include Ascension CES, St. Patrick CES, and St. Raphael CES. The boundary of the accommodation review area is comprised of the three aforementioned school boundaries combined.

St. John (B) CES and St. Paul CES are excluded from this accommodation review area, as they are being addressed through a separate process, namely the **Burlington Southwest QEW** accommodation review area.

A cursory overview of each affected school within the review are is summarized below in Table 6, and is further supplemented by the information found within the SIPs, found in Appendix C.

Table 6: Historic & Projected Enrolment Burlington Southeast QEW Review Area

School Name	FBC	2011	2015	2020	2025	Original Construction	FCI	Site Size
Ascension CES	**360**	335	268	232	236	1964	36%	5.75 ac.
		93%	74%	64%	66%			
St. Patrick CES	**337**	240	248	257	232	1970	22%	4.0 ac.
		71%	74%	76%	69%			
St. Raphael CES	**314**	283	251	195	177	1958	49%	1.86 ac.
		90%	80%	62%	56%			
Head Count	**1011**	**858**	**767**	**684**	**645**			
Utilization (%)		85%	76%	68%	64%			
Surplus Space (+,-)		153	244	327	366			

Over the period 2016-17 through 2025-26, the Board's elementary enrolment is projected to increase at an average yearly rate of +1.23% (+289 students), and maintain an average utilization rate of 105.7%. However, this growth will be predominantly seen in Milton, north Oakville, and Halton Hills, where high rates of growth are offsetting the declining enrolment within maturing neighbourhoods.

The area under review has been classified as a maturing neighbourhood by staff, as enrolment has been decreasing over the last five (5) years and is expected to continue decreasing over the long term as neighbourhoods continue to age, as demonstrated in Table 6.

Over the course of the past five (5) years (2011-2015), enrolment within the affected schools has declined by approximately 11% overall, and is projected to decline an additional 11% by 2020 (5 year), and by 16% by 2025 (10 year). It is the anticipated rate of decline will remain stable over a 10 year period, as larger senior classrooms are replaced by smaller Kindergarten registrations where declines are anticipated to plateau.

4.1 Accommodation Issues

The 2013 Long Term Capital Plan acknowledged the declining enrolment within the CEB2 Burlington South of QEW Review Area, and suggested that a pupil accommodation review be undertaken in the area to reduce excess capacity, and reduce overall renewal needs by removing aging schools from the Board's building stock.

The goal of this accommodation review is to bring forward to the Board a proposal to create renewed quality teaching facility and learning environments for students, while ensuring that long-term facility investments are financially sustainability.

4.2 Enrolment and Utilization

As demonstrated in Table 6 located on page 12, the overall utilization of schools within the **Burlington Southeast QEW** have been decreasing over the past five (5) years, and are anticipated to continue doing so over the next ten (10) as the neighbourhood continue to mature. Today the school's utilization stands at an average 76% overall, even with the average utilization of the CEB2: Burlington South of QEW Review Area which currently stands at 76% as well. Enrolment in all three (3) schools are distributed relatively evenly within the accommodation review area under study.

In reviewing long-term enrolment trends as well as future development potential within the accommodation review area, it does not appear that the underutilized spaces will be filled, leaving facilities operating at well below the 90% optimal utilization. A boundary review for all schools within the CEB2: Burlington South of QEW Review Area with the aim to re-apportion students is not a viable opportunity in this scenario to enhance utilization.

To achieve an optimal utilization, empty classroom spaces would need to be removed from the Board's inventory.

4.3 Facility Size and Condition

The average age of the three facilities within the accommodation review area is approximately 51 years, with construction dates ranging from 1958 to 1970. Facilities within this age range typically have many critical building component that are reaching the end of their useful lifecycle. As shown in Table 7 below, the average Facility Condition Index of the three facilities is approximately 35%, with a total 5-year renewal need of approximately $8.6M dollars and replacement value of all three facilities of approximately $24.5M. It is important to note that the facility renewal costs account primarily for the replacement of critical building components and does not account for improvement items, such as accessibility, LED lighting, natural Kindergarten playgrounds and other modernization improvements.

The functional building capacity for all three facilities within the accommodation review area are well below the optimal school facility size of 500-671 pupil places, as outlined Table 1: Option Development Criteria. The lower function build capacities were characteristic of the time period in which the facilities within the accommodation review area were constructed.

Table 7: Facility Condition Index Summary

School Name	Original Construction	FBC	5 Year Renewal Needs	Replacement Value	Facility Condition Index
Ascension CES	1964	360	$3,033,265	$8,456,820	36 %
St. Patrick CES	1970	337	$1,790,169	$8,159,610	22 %
St. Raphael CES	1958	314	$3,819,489	$7,844,890	49 %
TOTAL	**1964 (avg.)**	**1011**	**$8,642,923**	**$24,461,320**	**35% (avg.)**

4.4 Meeting Program Needs and Accessibility Standards

Educational programming for elementary school students has changed significantly over the past 50 years. Learning environments are critical to program delivery, and facilities constructed 50+ years ago may not meet the programming needs of today. 21st century learning environments require flexible spaces that can be used for multiple purposes, including group collaboration, breakout meetings and one-to-one teaching.

It is the goal of the HCDSB to provide an equitable learning environment for all students through the Region of Halton. Thus, all of the facilities within the accommodation review area were evaluated against the Board's standard for the construction of new facilities for several programming criteria. The results of this evaluation are summarized in Table 8.

Table 8: Facility Programming Needs

Criteria	Benchmark	Ascension CES	St. Patrick CES	St. Raphael CES
Gymnasium	Double gym	Single gym	Single gym	Single gym
Kindergarten Space	1,100 m^2 with washroom	Adequate	Adequate	Adequate
Resource Rooms/Space	~1 Resource room per 100 pupil places	Inadequate	Inadequate	Inadequate
Program Teacher Workspace	Workstation + resource storage	Inadequate	Inadequate	Inadequate

Accessibility requirements have also advanced significantly over the past half century. Many new technologies are available today and are included in school facilities during construction. An assessment of the accessibility needs of the facility was conducted and it was determined all of the facilities within the accommodation review area are not considered fully accessible to all members of the public.

4.5 School Site Description

The site conditions at the three facilities within the accommodation review area can be summarized as shown in Table 9.

Table 9: Option Development Criteria Summary – Burlington Southeast QEW

SCHOOL	SITE SIZE (ACRES)	SITE DESCRIPTION
Ascension CES	5.75	Preferred site size and adjacent to Robert Bateman HS. Adequate parking and bus loading area.
St. Patrick CES	4.00	Undersized site, but adjacent to Mohawk Park allowing for more green space. Adequate parking and bus loading area. Adjacent to St. Patrick Church.
St. Raphael CES	1.86	Undersized site. No parking or bus loading area on school property. Parking and bus loading area is provided on the site of the adjacent St. Raphael Church.

Table 10 below details how each school, in its current state, meets the preferred development criteria to be considered when reviewing pupil accommodation options.

Table 10: Option Development Criteria Summary – Burlington Southeast QEW

CRITERIA	ASCENSION CES	ST. PATRICK CES	ST. RAPHAEL CES
Facility Utilization between 90-125%	No	No	No
500-671 FBC	No	No	No
Portable Classroom Needs	No	No	No
Fully Accessible	No	No	No
Transportation Time	All students transported will not exceed 60 minutes on the bus.	All students transported will not exceed 60 minutes on the bus.	All students transported will not exceed 60 minutes on the bus.
Average Distance to School	1.75 kilometers	1.46 kilometers	2.14 kilometers
Site Size (Approx. 5+ acres)	Preferred size (5.75 acres)	Under preferred size (4.0 acres)	Under preferred size (1.86 acres)
Adjacent Uses	Residential; Public Secondary School	Church; Community Park; Residential	Church; Residential
Site Limitation	N/A	N/A	No parking or bus loading area on school property; limited playground space, with no grass

5. Recommended Option

As per the Ministry of Education Pupil Accommodation Review Guidelines (PARG), at least one (1) option must be presented to the Board to address the accommodation issues identified within supporting rationale. For the purpose of the **Burlington Southeast QEW** accommodation review area, there is only one option contemplated by staff.

5.1 Intended Outcomes

The aim of this process is to provide the Board of Trustees with sufficient information to make an informed decision through consultation with the existing school community on the future of the current stock of pupil facilities within the **Burlington Southeast QEW** accommodation review area.

In rendering a final decision, Trustees should consider the following criteria:

A) The impact that current and forecasted enrolment will have in the effective, equitable, and high quality delivery of programs to the students of the Board;
B) The impact that current and forecasted enrolments will have on the sustainable operations of the affected existing and proposed schools;
C) Ensure that capital investments (whether renewal or new construction) made to facilities are the best use of Board resources over the short and long-term; and,
D) The impact that the decision of the Accommodation Review has due consideration to the student community, the community, and the local government.

5.2 Accommodation Plan

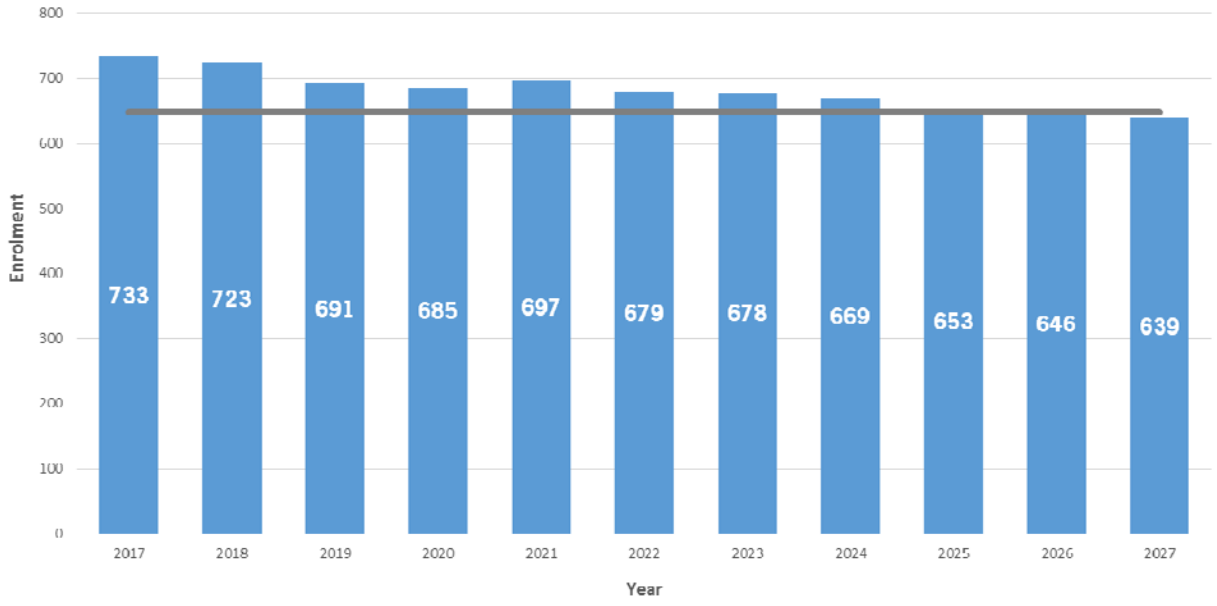
Staff recommends that the following actions be taken within the **Burlington Southeast QEW** accommodation review area:

1) Demolish the existing Ascension CES, and construct a 648 pupil place elementary facility on the existing site for the 2017-2018 school year, using a 21st Century Learning model as adopted in the Board's most recent school project;
2) Outreach to approved community partners of the Board for potential co-build projects, such as a new child-care facility or other community facility operations;
3) Close both St. Patrick CES and St. Raphael CES existing facilities, and re-direct the entire student populations to the newly constructed Ascension CES – all attendance boundaries consolidated into one – see Appendix E for proposed attendance boundary;
4) Re-direct all existing Board programs offered at the three (3) affected schools to the new Ascension CES facility;
5) Re-locate the existing Burlington Thomas Merton Adult Learning Centre (currently leased commercial space) into the existing St. Raphael CES facility; and,
6) Dispose of the St. Patrick CES school facility through the Ontario Regulation 444/968 disposition process, whereby proceeds of the sale be directed to the Board's Proceeds of Disposition (POD) reserve for future renewal projects.

Table 11: Projection - Ascension Catholic Elementary School Rebuild Recommendation

		Opening	5 year projection					10 year projection				
School Name	**FBC**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
Ascension CES (Rebuilt Facility)	**648**	733	723	691	685	697	679	678	669	653	646	639
		113%	112%	107%	106%	108%	105%	105%	103%	101%	100%	99%
Head Count	**648**	**733**	**723**	**691**	**685**	**697**	**679**	**678**	**669**	**653**	**646**	**639**
Utilization (%)		113%	112%	107%	106%	108%	105%	105%	103%	101%	100%	99%
Surplus Space (+,-)		-85	-75	-43	-37	-49	-31	-30	-21	-5	2	9

Figure 1: Projection - Ascension Catholic Elementary School Rebuild Recommendation



5.3 Proposed Timelines

If the Modified Accommodation Review Process proceeds as scheduled, Ministry School Consolidation and Closure (SCC) grants are allocated, municipal permits are granted in a reasonable time, and other regulatory approvals proceed as planned, the following timeline is feasible:

➢ Completion of the Modified Pupil Accommodation Review	3 months
➢ School Consolidation and Closure Grant Funding Application Process with the Ministry of Education	3-6 months
➢ Pre-construction:	12-18 months
▪ Architect selection and design phase	
▪ Municipal Approvals and community consultation process	
➢ Facility Construction	12-18 months
➢ **Occupancy**	**2017-18 school year**

5.4 Funding

On March 26, 2015 the Ministry highlighted changes to the Grant for Student Needs (GSN) that related to closures and consolidations. The Ministry announce it will be phasing out "top-up funding" grants over the next three years, no longer funding empty classroom spaces. This is part of the Ministry's School Board Efficiency and Modernization (SBEM) initiative that aims (among other elements) to reduce underutilized pupil spaces through consolidations, closures, and/or the introduction of community partners in empty spaces through a cost recovery model.

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation (SCC) Projects and New Construction of Child Care" requesting boards to submit consolidation projects that need to be completed by the 2019-20 school year.

According to the Memorandum, the Ministry's School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or 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.

5.6 Programming

As part of the recommendation, staff seeks to re-direct all existing programs offered at the three (3) affected schools to the new Ascension CES facility, all of which are part of the Assumption Catholic Secondary School family of Schools. Accordingly, the newly constructed Ascension CES will offer the regular track JK-8 program, with two self-contained programs, being the Structure Teaching Classroom (STC) and Essential Skills Classroom (ESC).

All programming will be in conformity with the Board's long-term strategy in offering a 21st Century Leaning experience.

5.7 Transition Planning

If the Board of Trustees approves staff's recommendation in part or modified, it is required under Administrative Procedure VI-35: School Accommodation Review – Closure/Consolidation, a transition committee will be established following the Board of Trustees' decision to consolidate and close a school. For the accommodation transition, staff may undertake the following process after final approval from all agencies is granted to proceed with the project:

- Re-locate all Ascension CES students to St. Patrick CES until the construction of the new facility is completed – portable classrooms will be required;
- All students that will be enrolled at St. Raphael CES will remain at their school until construction at the new school on Ascension CES site is completed; and,
- Upon completion of a new school facility on the Ascension CES site, all students within the accommodation review area will be relocated to the new school, St. Patrick CES will close, and St. Raphael CES will be designated as the new Burlington Thomas Merton Adult Learning Centre.

Staff believes this will have the least impact to the school community, and will avoid separating school communities.

5.8 Transportation

As of December 31, 2015 transportation data, there are a total of 178 students that are transported within the Burlington Southeast QEW Neighbourhood. A preliminary analysis of the proposed attendance boundary for the replacement Ascension CES facility approximates that a total of 380 students would be eligible for transportation, being 49% of the student school population.

The average distance to the new school is approximated at 2.24 kilometers for all students, which demonstrates that the total travel distance will be well below the 60 minutes maximum travel time. Table 12 summarizes the current situation and the proposed solution.

Table 12: Transportation Summary

SCHOOL NAME	TOTAL STUDENTS (OCTOBER 2015)	ELIGIBLE RIDERS (DECEMBER 2015)	PERCENTAGE OF STUDENTS	AVERAGE DISTANCE
Ascension CES	268	92	47%	1.75 km
St. Patrick CES	248	0	0%	1.46 km
St. Raphael CES	251	86	36%	2.14 km
***New Ascension CES**	**773**	**380**	**49%**	**2.24 km**

5.9 Option Summary

The criteria listed in Table 1 outlines criteria that were used by staff to weigh potential options for addressing the **Burlington Southeast QEW** accommodation review area. Based on those criteria, staff believes that the proposed Ascension CES meets the criteria in full. Table 13 below provides a summary of the criteria.

Table 13: Option Development Criteria Summary – Recommended Ascension CES Rebuild

CRITERIA	ASCENSION CES REBUILD
New Facility or Addition	New Facility
Facility Utilization between 90-125%	Yes, facility utilization remains above 90% and below 125% over a 10 year horizon.
500-671 FBC	Yes, 648
Portable Classroom Needs	Yes, At peak 4 portables will be required on site, and will no longer be needed after 10 years.
Accessibility	Yes, will meet current AODA guidelines and be fully accessible.
Transportation Time	All students transported will not exceed 60 minutes on the bus.
Average Distance to School	2.24 kilometers
Site Size (Approx. 5+ acres)	Preferred Size, 5.75 acres
Adjacent Uses	Residential; Public Secondary School; Community Centre

OPERATING POLICY	HALTON CATHOLIC DISTRICT SCHOOL BOARD	
SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE	POLICY NO.:	I-09
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	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	**POLICY NO.:**	**I-09**
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	NOVEMBER 17, 2015

REQUIREMENTS

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.

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.

SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE	**POLICY NO.:**	**I-09**
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	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	POLICY NO.:	VI-35
	DATE:	MAY 31, 2004
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 17, 2010
	AMENDED:	NOVEMBER 30, 2015

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.

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 with Public Delegation Addendum (Report 3): The Final Staff Report drafted by Board staff that also incorporates information obtained from publicfrom public delegations (and any staff response to such information) as an addendum.

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

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.

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;

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.

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.

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.

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.

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.

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 and any staff response to such feedback, 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.

3.0 EXEMPTIONS

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.

In circumstances where the above exemptions would result in a school closure, as appropriate, 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.

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.

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.

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;

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.

4.0 Roles and Responsibilities of Resources to the ARC

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.

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]

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
Initial Staff Report and **SIPs** 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 ***First Accommodation Review Public Meeting***.		
Arrange meeting with municipalities and with community partner(s)	Log attempts to meet	Before ***First Accommodation Review Public Meeting***	
Announce and advertise ***First Accommodation Review Public Meeting*** through range of media			
First Accommodation Review Public Meeting		At least 30 business days after PAR approval	
Provide notice to municipalities and community partners of ***Final Accommodation Review Public Meeting***			
Announce and advertise ***Final Accommodation Review Public Meeting*** through range of media			

Item	Additional Information	Timeline	Status
Receive response from municipalities and community partners			
Final ***Accommodation Review Public Meeting***		At least 40 business days after First Public Meeting	
Interim Staff Report 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 ***Final Accommodation Review Public Meeting***	
Provide notice of date of public delegations		After ***Interim Staff Report*** 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 ***Final Staff Report***			
Present ***Final Staff Report*** 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			

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
Initial Staff Report and ***SIPs*** presented to the Board of Trustees	MPAR approved	0	
Initial Staff Report and ***SIPs*** 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 ***Accommodation Review Public Meeting*** 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	
Accommodation Review Public Meeting		At least 30 business days after MPAR approval	
Final Staff Report 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 ***Accommodation Review Public Meeting*** (or ***Final Accommodation Review Public Meeting*** if more than one is held)	

Item	Additional Information	Timeline	Status
Provide notice of date of public delegations		After ***Final Staff Report*** 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 ***Final Staff Report*** 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			

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

Director of Education and Secretary of the Board

Halton Catholic District School Board
School Information Profile

Ascension Catholic Elementary School
December 31, 2015

Halton Catholic District School Board
School Information Profile

The information contained in the School Information Profile (SIP) is in accordance with the requirements outline in the Ministry of Education's Pupil Accommodation Guideline and the Board's Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015, and Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

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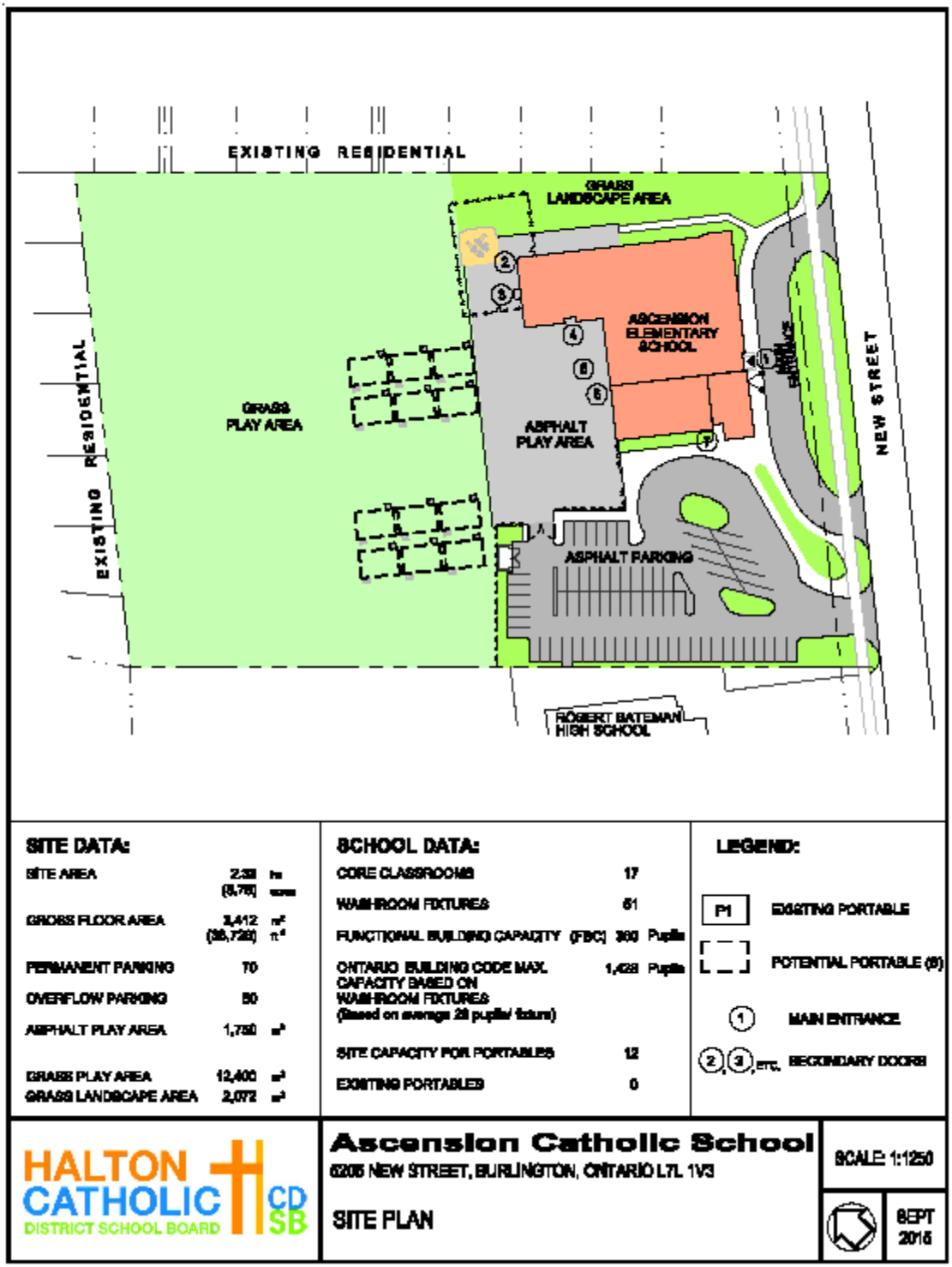
Facility Profile

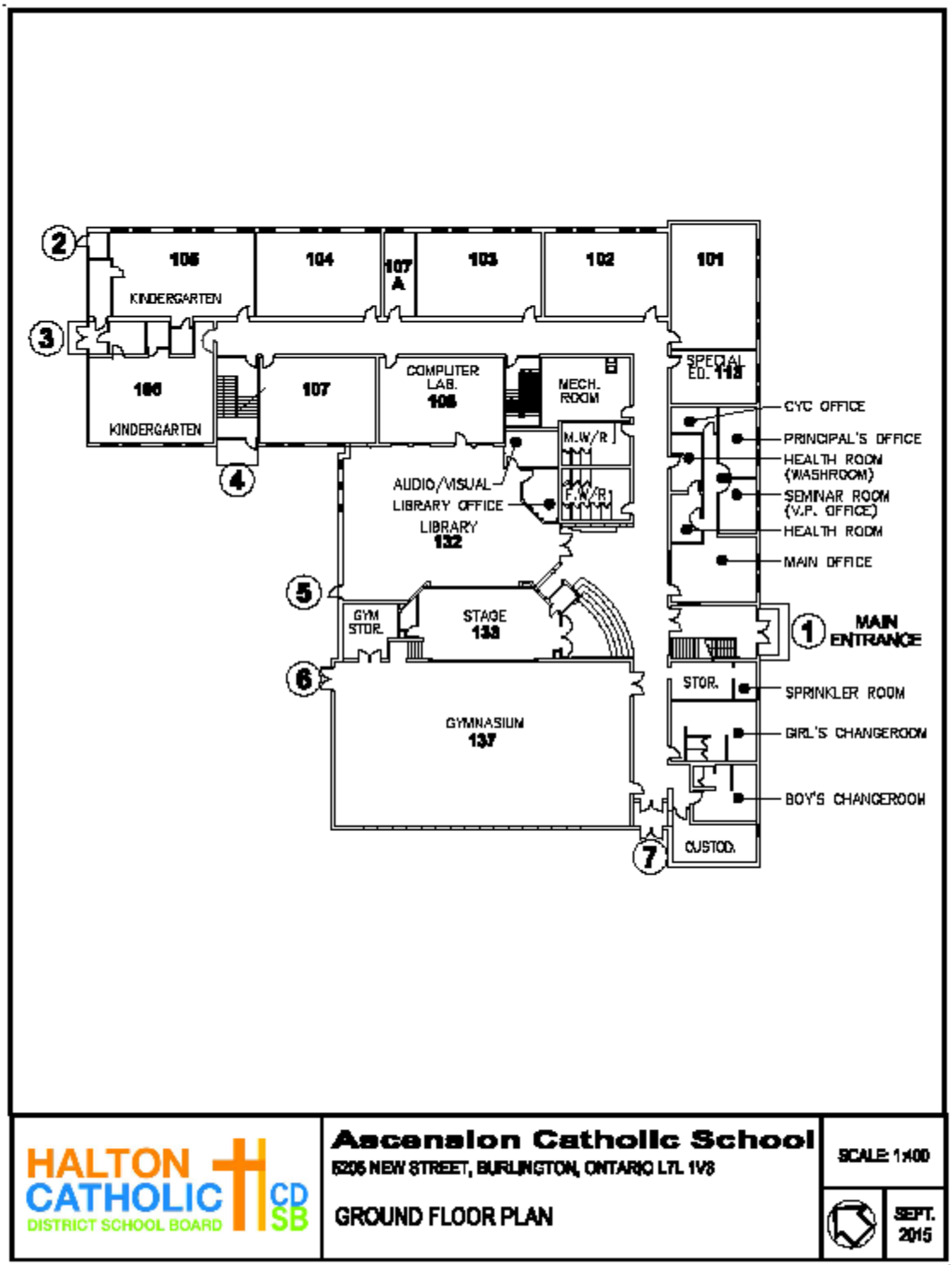
1.1 General Information

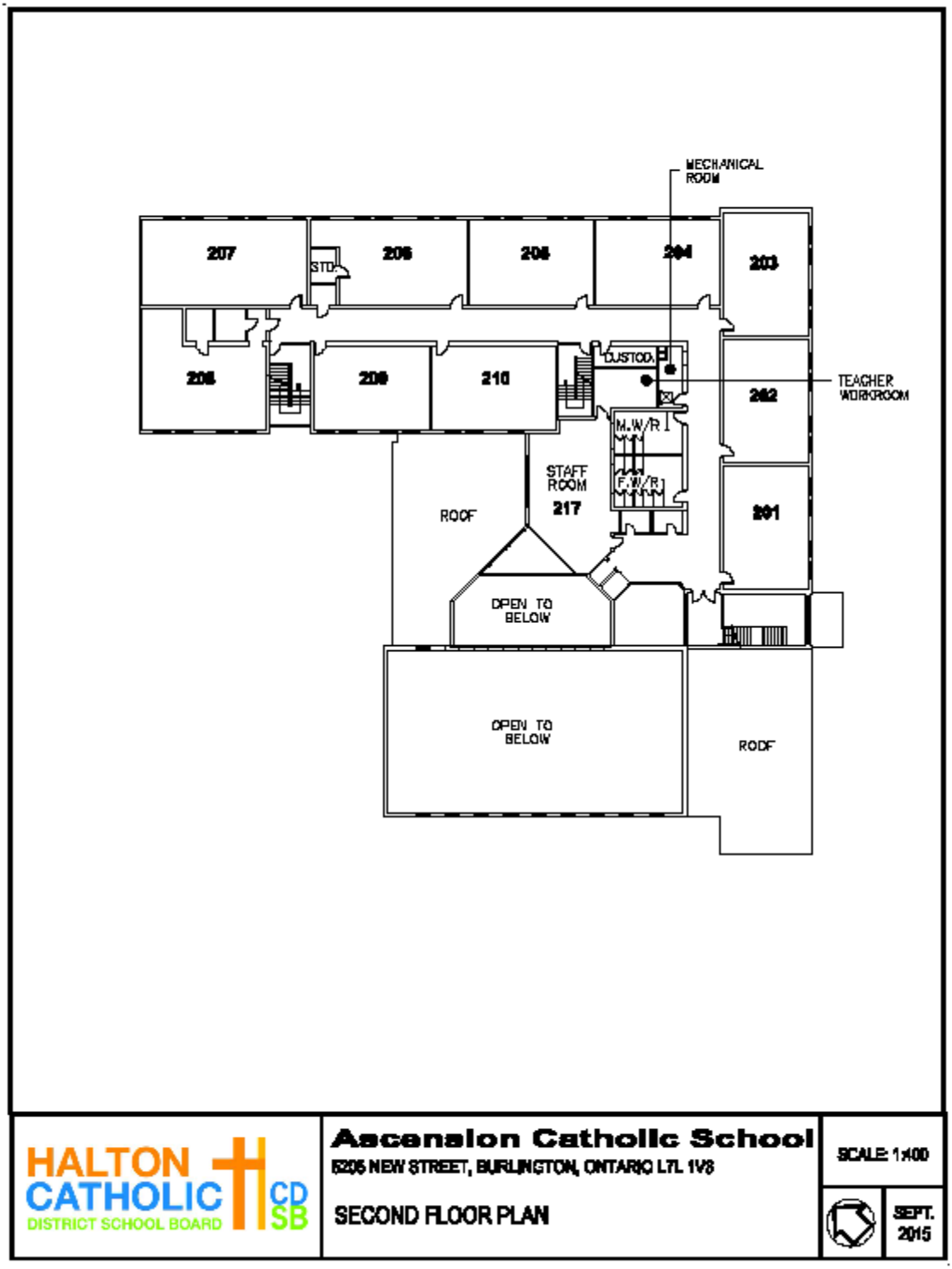
School Name	Ascension Catholic Elementary School
Address	5205 New Street, Burlington, ON, L7L 1V3
SFIS ID	8111
Year of Construction	1964
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	409
Functional Building Capacity	360
Enrollment as of December 31, 2015	270
Current Utilization	75%
Site Area (Acres)	5.75
Building Area (sq. ft.)	36,728
Hard Surface Play Area (sq. ft.)	18,837
Grass Play Area (sq. ft.)	133,472
Number of Parking Spaces	70
Number of Portable Classrooms	0
Site Capacity for Portables	12

1.2 Site Plan

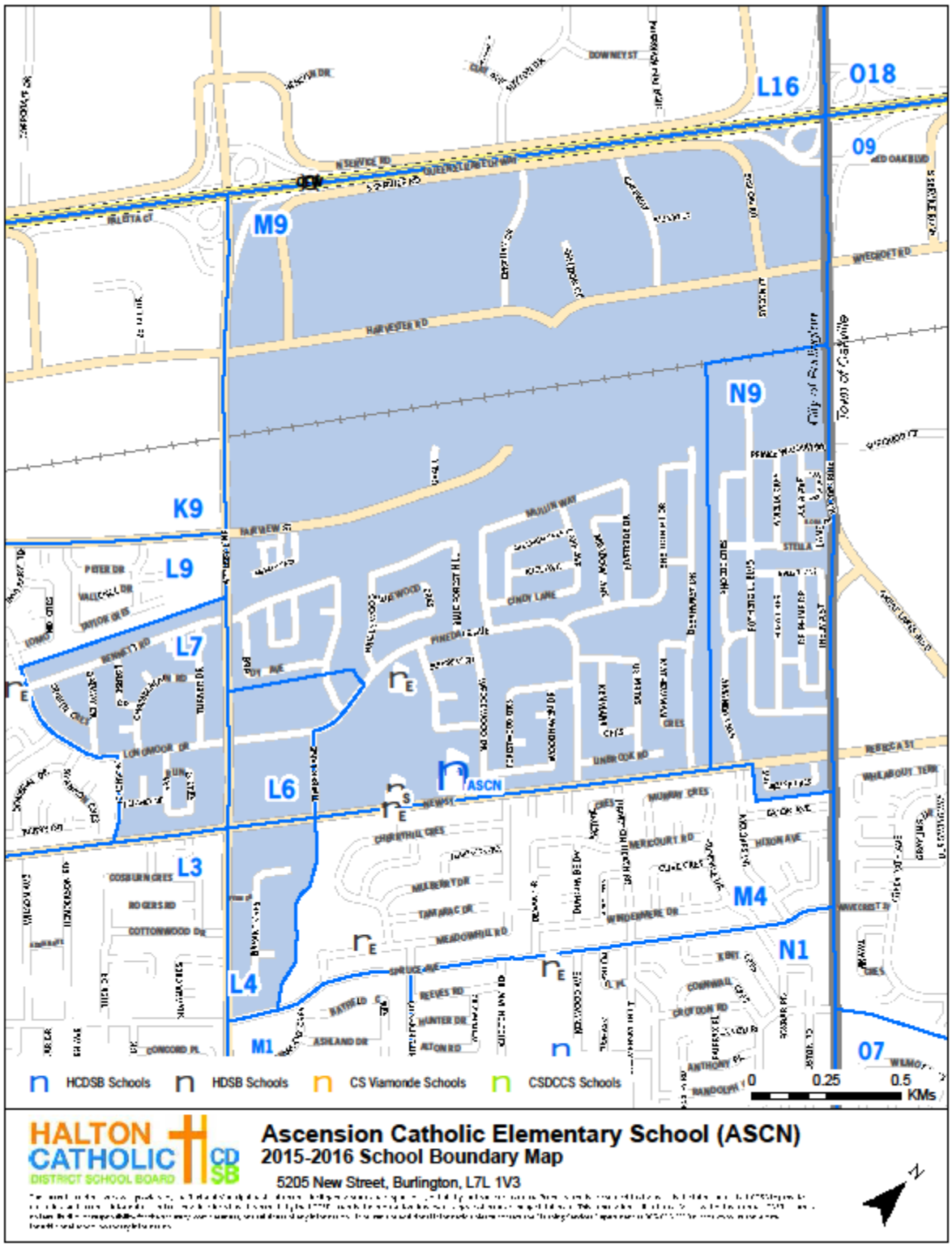

EXISTING RESIDENTIAL
GRASS LANDSCAPE AREA
ASCENSION ELEMENTARY SCHOOL
NEW STREET
EXISTING RESIDENTIAL
GRASS PLAY AREA
ASPHALT PLAY AREA
ASPHALT PARKING
ROBERT BATEMAN HIGH SCHOOL
SITE DATA:
SITE AREA 2.33 ha (5.76) acres
GROSS FLOOR AREA 3,412 m² (36,726) ft²
PERMANENT PARKING 70
OVERFLOW PARKING 50
ASPHALT PLAY AREA 1,750 m²
GRASS PLAY AREA 12,400 m²
GRASS LANDSCAPE AREA 2,072 m²
SCHOOL DATA:
CORE CLASSROOMS 17
WASHROOM FIXTURES 61
FUNCTIONAL BUILDING CAPACITY (FBC) 360 Pupils
ONTARIO BUILDING CODE MAX. CAPACITY BASED ON WASHROOM FIXTURES (Based on average 28 pupils/ fixture) 1,428 Pupils
SITE CAPACITY FOR PORTABLES 12
EXISTING PORTABLES 0
LEGEND:
P1 EXISTING PORTABLE
POTENTIAL PORTABLE (S)
1 MAIN ENTRANCE
2, 3, etc. SECONDARY DOORS
HALTON CATHOLIC DISTRICT SCHOOL BOARD
CDSB
Ascension Catholic School
6205 NEW STREET, BURLINGTON, ONTARIO L7L 1V3
SITE PLAN
SCALE: 1:1250
SEPT 2015

1.3 Floor Plans



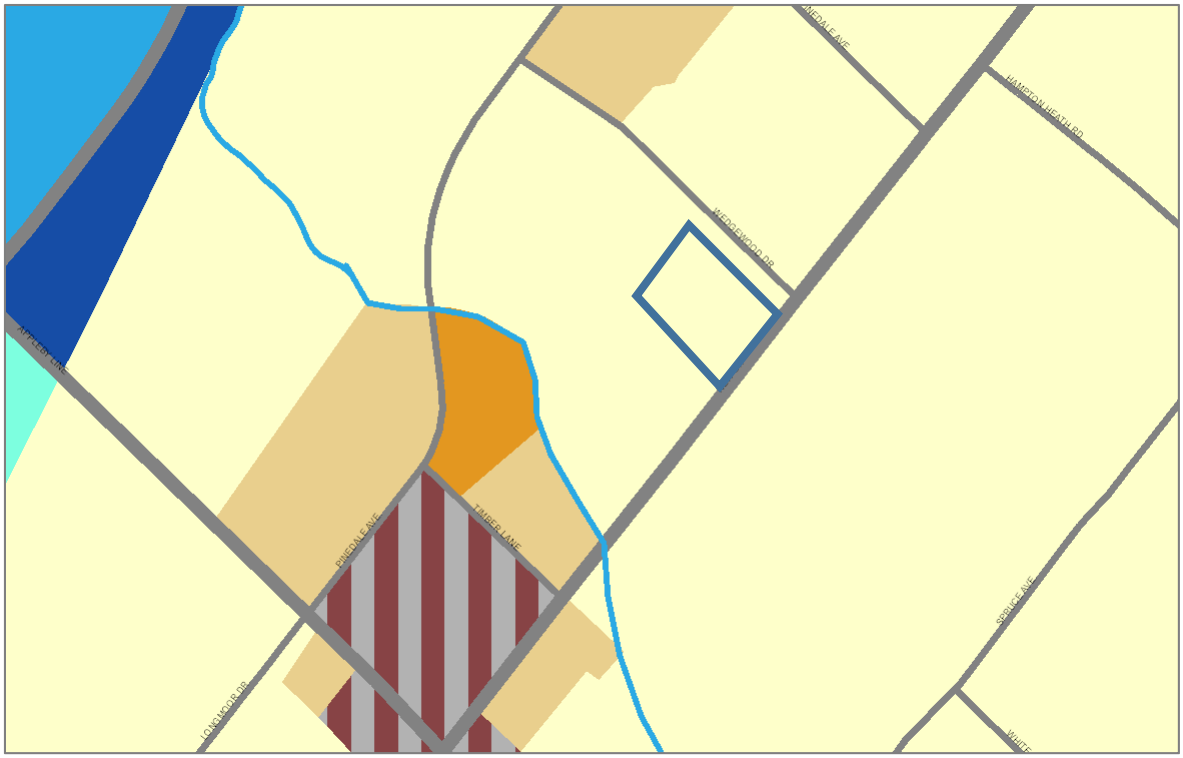

MECHANICAL ROOM
207
STO.
206
205
204
203
208
209
210
CUSTOD.
TEACHER WORKROOM
202
M.W/R
F.W/R
STAFF ROOM
217
ROOF
201
OPEN TO BELOW
OPEN TO BELOW
ROOF
HALTON CATHOLIC DISTRICT SCHOOL BOARD
CDSB
Ascension Catholic School
5205 NEW STREET, BURLINGTON, ONTARIO L7L 1V8
SECOND FLOOR PLAN
SCALE: 1:100
SEPT. 2015

1.4 School Attendance Area (Boundary) Map

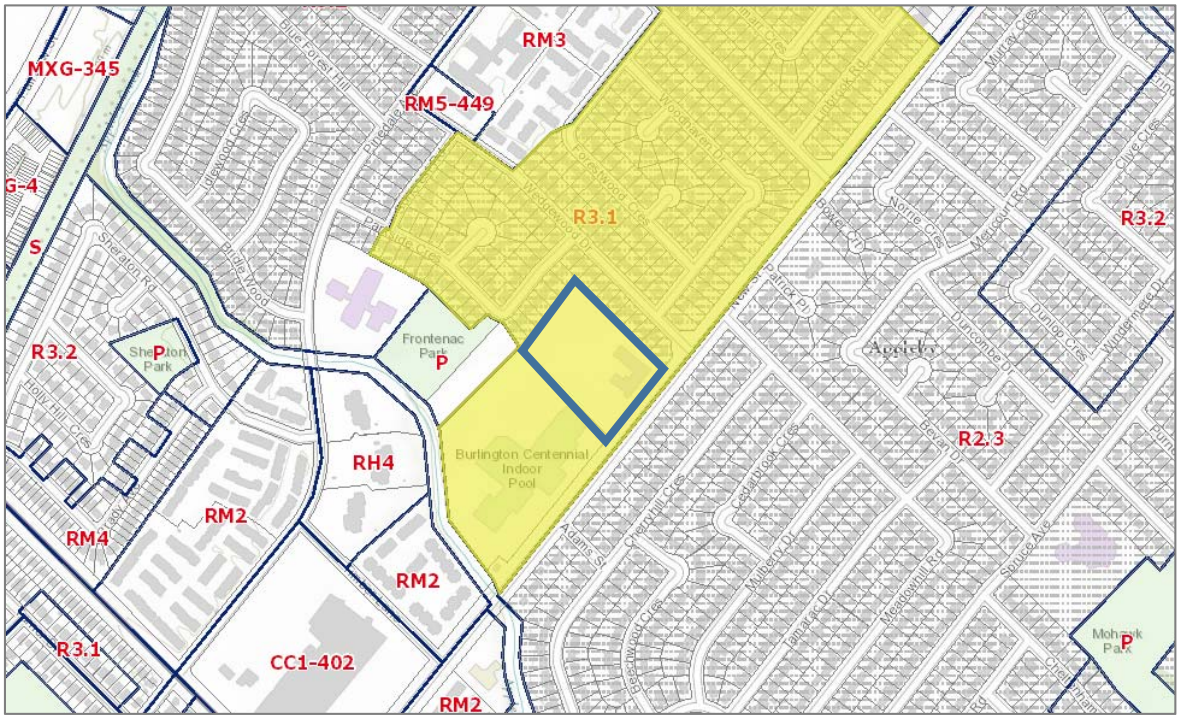


1.5 Official Plan

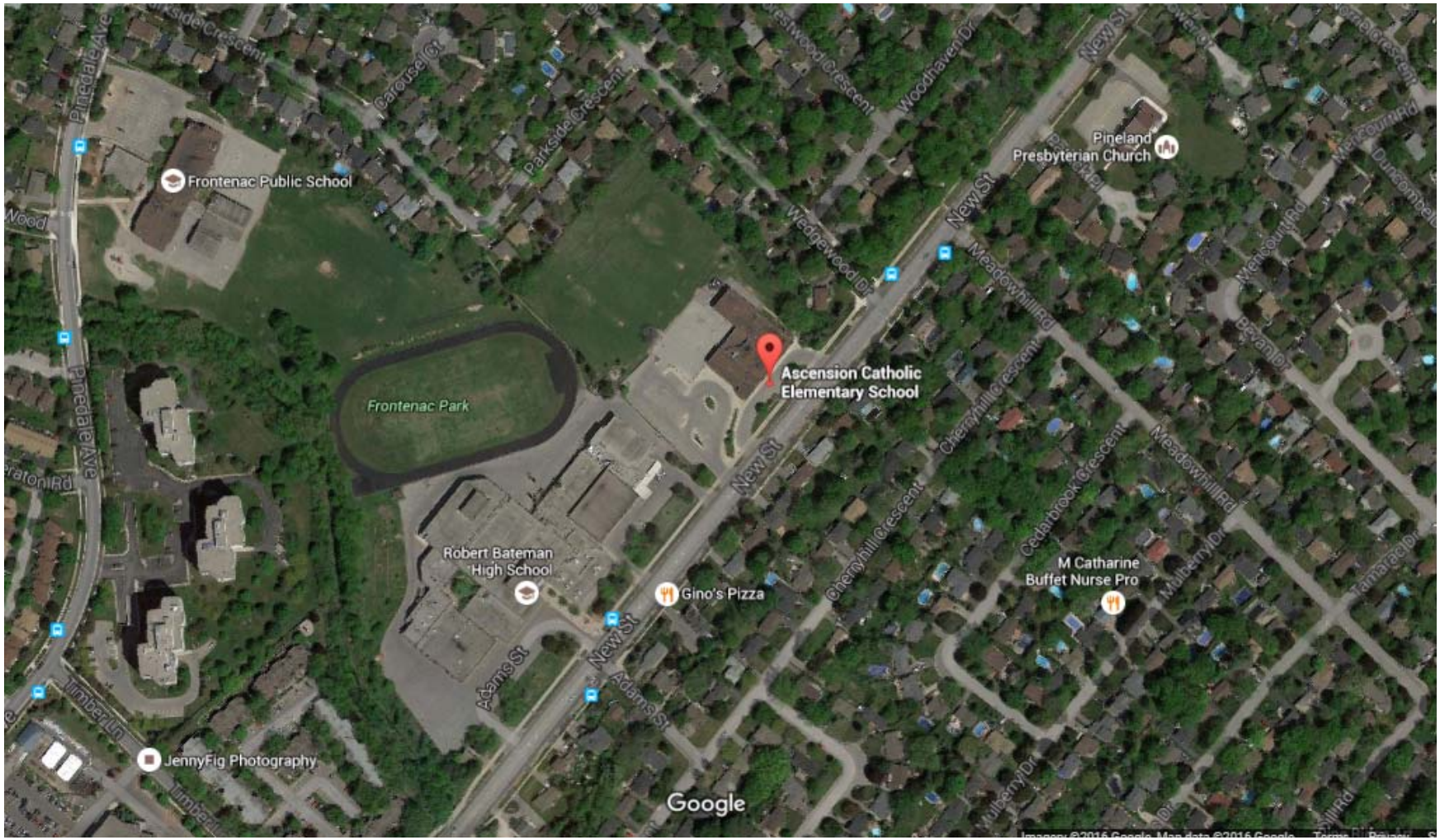
Official Plan Designation: Residential Low Density



Zoning Designation: R3.1 (Residential)



1.6 Aerial Photo



1.7 Space Summary

Room Number	Space Type	Current Use
101	Classroom	Classroom
102	Classroom	Classroom
103	Classroom	Classroom
104	Classroom	Classroom
105	Kindergarten	Junior / Senior Kinderg.
106	Kindergarten	Junior / Senior Kinderg.
107	Classroom	Classroom
108	Library Resource Centre	Library Resource
109	Library Resource Centre	Library Resource
110	Other	Other
111	General Purpose Room	General Purpose Room
113	Resource Room	Resource-General
201	Classroom	Classroom
202	Classroom	Classroom
203	Classroom	Classroom
204	Classroom	Classroom
205	Classroom	Classroom
206	Music Room (Vocal)	Music (Vocal)
207	Science Room	Science
208	Art Room	Art
209	Classroom	Classroom
210	Classroom	Classroom
211	Staff Work Rm./Lounge	Staff Work/Lounge

1.8 Facility Condition Index

The Facility Condition Index (FCI) is the building condition as determined by the Ministry of Education by calculating the renewal needs and the replacement value for each facility. The data were extracted from the Total Capital Planning Solution (TCPS) tool, which is populated via third-party assessments.

School Name	Ascension Catholic Elementary School
Replacement Value	$8,456,820

	1 year	**5 year**	**10 year**
Renewal Needs	$1,482,998	$3,033,265	$3,350,702
Facility Condition Index	18%	36%	40%

1.9 10-Year Improvement History

The 10-year improvement history lists major repairs at the facility that are captured by the TCPS database. This table excludes routine maintenance and other items not considered a renewal under the Tangible Capital Assets guide.

Year	Renewal Item	Cost
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	$8,615
	Total	**$8,615**

1.10 5-Year Renewal Requirements

The 5-year renewal requirements lists major repairs at the facility that are captured by the TCPS database.

Year	Renewal Item	Cost
2015	Replacement [G2030 Pedestrian Paving - Concrete Walkways]	$21,216
2015	Replacement [B2030 Exterior Doors - Exit #4]	$44,554
2015	Major Repair [B2020 Exterior Windows - Window Sealant]	$31,824
2015	Replacement [C3020 Floor Finishes - Carpet Flooring - Entire Building]	$47,736
2015	Replacement [C1030 Fittings - Washroom Partitions - Addition 1965]	$65,770
2015	Replacement [D304007 Exhaust Systems]	$15,912
2015	Replacement [D502002 Lighting Equipment]	$10,608
2015	Replacement [D503004 Public Address Systems]	$47,736
2015	Replacement [D2010 Plumbing Fixtures]	$31,824
2015	Replacement [D2020 Domestic Water Distribution - Domestic Hot Water Heater]	$10,608
2015	Replacement [D3050 Terminal & Package Units - Unit Ventilators]	$233,376
2015	Major Repair [G2020 Parking Lots]	$26,520
2015	Replacement [C201001 Interior Stair Construction]	$31,824
2015	Replacement [B3010 Roof Coverings]	$322,483
2015	Functional Events [F106003 Library Resource Centre]	$0
2015	Functional Events [F106007 General Purpose Room]	$0
2015	Replacement [G204001 Fencing & Gates]	$15,912
2015	Major Repair [G204007 Playing Fields - Landscaped]	$21,216
2015	Study [D2020 Domestic Water Distribution - Plumbing Piping]	$10,608
2015	Replacement [D2020 Domestic Water Distribution - Plumbing Piping]	$212,160
2015	Replacement [D3060 Controls & Instrumentation - BAS]	$254,592
2015	Replacement	$26,520
2016	Study [B3010 Roof Coverings]	$6,550
2016	Replacement [C1020 Interior Doors] - 2009 (Paint)	$10,718
2016	Replacement [C3010 Wall Finishes] - 2009 (Public)	$13,769
2016	Replacement [C3010 Wall Finishes] - 2009 (W/R)	$2,233
2016	Maintain [C3020 Floor Finishes] Repair	$1,230
2016	Replacement [C3020 Floor Finishes]	$145,054
2016	Replacement [C3020 Floor Finishes] - 2009 (Public)	$41,678
2016	Replacement [C3020 Floor Finishes]	$4,688
2016	Maintain [C3020 Floor Finishes] Replace	$893
2016	Replacement [C3020 Floor Finishes]	$981

2016	Replacement [C3020 Floor Finishes]	$1,080
2016	Replacement [C3030 Ceiling Finishes]	$6,996
2016	Study [C201001 Interior Stair Construction]	$7,443
2016	Replacement [G204007 Playing Fields] - 2014 (Rubber)	$4,270
2016	Replacement [B2010 Exterior Walls]	$18,453
2016	Replacement [D302005 Auxiliary Equipment]	$36,021
2016	Replacement [D502002 Lighting Equipment]	$25,007
2016	Replacement [D5030 Communications & Security]	$21,434
2016	Replacement [D503099 Other Communications & Alarm Systems]	$81,970
2016	Replacement [G2020 Parking Lots]	$76,956
2016	Replacement [D503008 Security Systems]	$42,571
2016	Replacement [03.2-020 Building Automation System]	$42,869
2016	Replacement [C1030 Fittings]	$50,385
2016	Replacement [C1030 Fittings] - 2011 (Info)	$48,897
2016	Replacement [C3010 Wall Finishes] - 2009 (Classrooms and Library)	$18,308
2016	Replacement [B3010 Roof Coverings]	$242,253
2019	Replacement [D1010 Elevators & Lifts]	$43,539
2019	Replacement [C1030 Fittings] - 2019 (Classroom)	$233,844
2019	Replacement [D302005 Auxiliary Equipment]	$92,882
2019	Replacement [D3050 Terminal & Package Units]	$98,242
2019	Replacement [C1030 Fittings] - 2019 (Special)	$14,215
2019	Replacement [C1030 Fittings] - 2019 (Custom)	$29,026
2019	Replacement [C3020 Floor Finishes]	$30,515
2019	Replacement [B3010 Roof Coverings]	$55,297
	Total	**$3,033,265**

1.11 School Utility Costs

Electricity	$33,334
Natural Gas	$11,165
Water/Sewer	$10,824
Total	**$55,323**

Building Area - Permanent	36,728
Building Area - Non-Permanent	0
Total Building Area	36,728
Utility Cost per Sqaure Foot	**$1.51**

2014-15 Enrollment	270
Utility Cost per Pupil	**$204.90**

*based on 2014-15 school year data

1.12 School Accessibility Measures

School Name	Ascension Catholic Elementary School
Number of Storeys	2
Accessible Entrance	Door 7
Door Operator	Door 7
Elevator	Yes
Stage Lift	Yes
Other Lift	N/A
Barrier Free Washroom	No
Notes	Door 7 is used as the main entrance to the building.

1.13 Assessment of Parking, Pick-up and Drop-off Areas

Ascension Catholic Elementary School features a bus loop at the front of the school off New Street and a separate parking area to the west of the school accessed via New Street. The total number of permanent parking spaces is 70. An additional 50 parking spaces can be made available on the asphalt play area for special events. The total available parking is adequate for a school with approximately 300 pupils. The separate bus loop at the front of the school aids in alleviate traffic congestion around school start and end times.



1.14 Student Transportation

Student transportation data is calculated for the current school year as of December 31, 2015.

Division	<800 m	800m - 1600m	1600m - 3200m	>3200m
Primary (JK-3)	11	57	45	1
Junior (4-6)	14	39	32	6
Intermediate (7-8)	9	34	17	5
Total	34	130	94	12
% of Total	12.6%	48.1%	34.8%	4.4%

Division	Entitled to Transportation	Not Entitled to Transportation	% Not Entitled to Transportation
Primary (JK-3)	44	70	61.4%
Junior (4-6)	31	60	65.9%
Intermediate (7-8)	17	48	73.8%
Total	92	178	65.9%

Courtesy Riders	34

Instructional Profile

2.1 School Staff

The school staffing allocation includes the current year teach and non-teaching staff allocated to the facility as of December 31, 2015.

Teaching Staff	FTE
Classroom Teacher	13.5
Primary Team Member	1
FSL	1.3
Principal	1
Vice Principal	0
ECE	2
French Immersion Planning Time	0
Extra Planning Time	0
Total	**18.8**

Non-Teaching Staff	FTE
Secretary	1
Educational Assistant	5.5
Librarian	0.5
Custodian	2.5
Total	**9.5**

2.2 Program Offerings

Programs	Yes/No	Grades
Early French Immersion	No	
Extended French Immersion	No	
Gifted Program	No	
Essential Skills Program	No	
Structured Teaching Program	No	
Early Intervention Program	No	
SHSM	No	
OYAP	No	
Advanced Placement	No	
International Baccalaureate	No	

2.3 Grade Organization

The grade organization shows the grade enrolment and class sizes as of December 31, 2015.

Grade Configuration	JK-8

#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		14	13										27	X
2		12	13										25	X
3				19									19	
4					19								19	
5					8	11							19	X
6						5							5	
7							16						16	
8							12	13					25	X
9								16	11				27	X
10									18	6			24	X
11										25			25	
12											29		29	
13												10	10	
		26	26	19	27	16	28	29	29	31	29	10	270	

Number of Classes	13
Number of Combined Classes	6
% of Combined Classes	46%

2.4 Cross-Boundary Summary

Cross-Boundary and Out-of-District data is calculated for the current school year as of December 31, 2015.

Division	In Area Students	Out of Area Students	% Out of Area
Primary (JK-3)	110	4	3.5%
Junior (4-6)	86	5	5.5%
Intermediate (7-8)	62	3	4.6%
Total	258	12	4.4%

2.5 Enrollment

Current year enrolment data and future enrolment projections are computed as of October 31, 2015.

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2010	26	28	29	34	30	41	32	44	50	44	358
2011	18	27	32	30	32	34	39	32	45	46	335
2012	22	16	30	31	30	36	30	42	34	43	314
2013	22	25	17	31	31	29	30	33	40	38	296
2014	24	24	25	17	26	32	31	33	31	40	283
2015	26	26	19	26	16	27	30	33	34	31	268
2016	25	27	23	19	25	17	27	31	32	33	259
2017	25	26	24	24	18	26	18	28	30	31	250
2018	24	26	23	25	23	19	26	19	27	29	241
2019	24	25	23	24	24	24	20	27	18	27	236
2020	24	25	23	24	23	26	25	22	27	19	238
2021	24	25	23	23	23	25	26	26	21	26	242
2022	24	25	23	23	22	25	25	27	25	21	240
2023	24	25	23	23	22	24	25	26	26	25	243
2024	24	25	23	23	22	24	24	26	25	25	241
2025	24	25	23	23	22	24	24	25	25	25	240
2026	24	25	23	23	22	24	24	25	24	25	239
2027	24	25	23	23	22	24	24	25	24	24	238
2028	24	25	23	23	22	24	24	25	24	24	238
2029	24	25	23	23	22	24	24	25	24	24	238
2030	24	25	23	23	22	23	23	24	23	23	233

Note: The above by-grade projections may present a differential of +/- 5 students on the by school projected totals shown in the Background Report due to rounding. This occurs when a by-grade progression factor of greater than 100% is applied to a whole by-grade enrolment number (i.e. 20 students x 102% progression factor = 20.4).

2.6 Extracurricular Activities

Basketball
Book Club
Breakfast Club
Choir
Christmas Concert
Cross-Country
Games Club
Soccer
Speech Club
Track and Field
Volleyball

School Use Profile

3.1 Community Use

The community use of the facility for the entire 2014-15 school year is summarized in the table below.

Organization	Description	Annual Hours	Annual Revenue	Cost Recovery (Y/N)
YMCA	Before and After School Program	1920	$13,095	Yes
Community Groups	Sports/Community Events	41	$852	Yes
Total		**1961**	**$13,947**	

3.2 Facility Partnership

There are currently no facility partnerships located at Ascension Catholic Elementary School.

3.3 Child Care

Full day child care is not offered at the facility. The enrolment in the Before and After School Program, shown below, is calculated for the current year as of December 31, 2015.

	Licensed Capacity	Current Enrollment
Kindergarten Children	40	20
School-Age Children	60	25

Halton Catholic District School Board
School Information Profile

St. Raphael Catholic Elementary School
December 31, 2015

Halton Catholic District School Board
School Information Profile

The information contained in the School Information Profile (SIP) is in accordance with the requirements outline in the Ministry of Education's Pupil Accommodation Guideline and the Board's Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015, and Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

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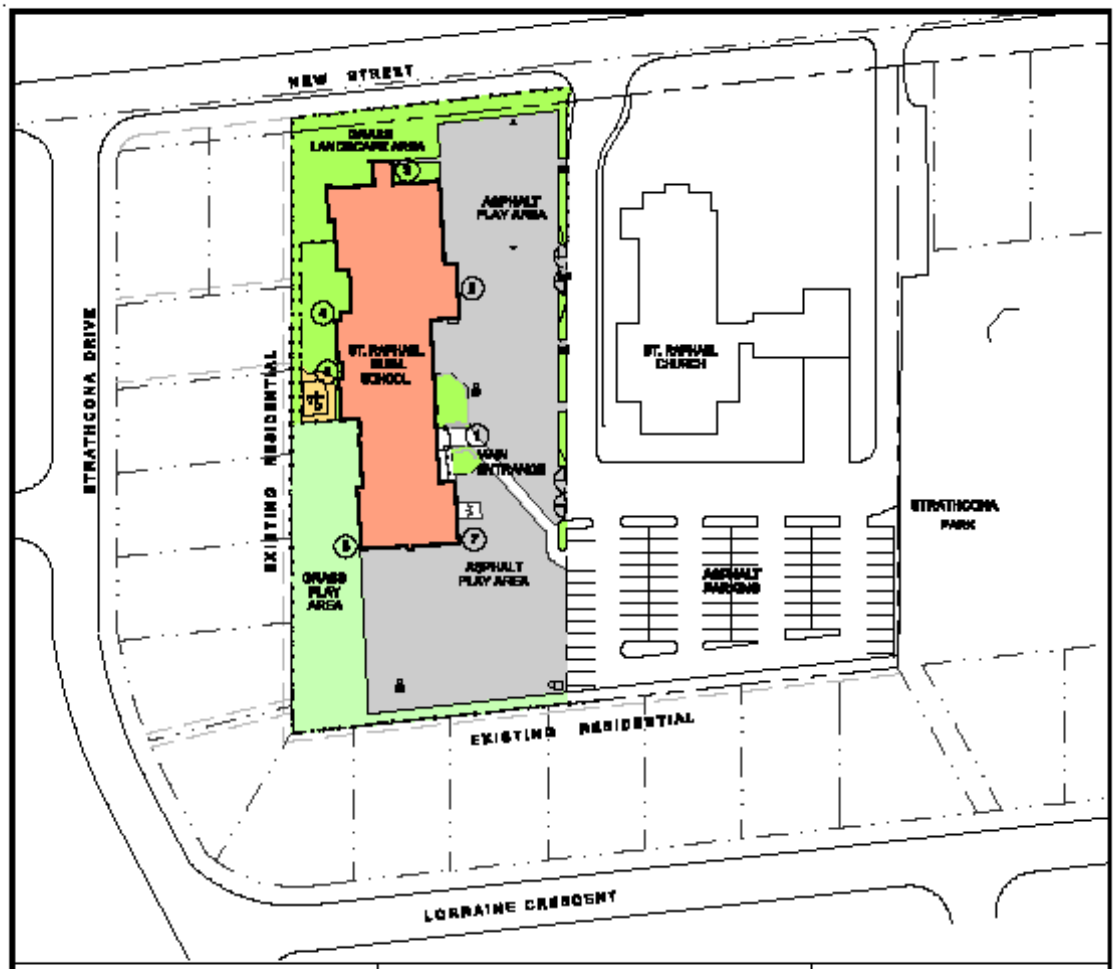
Facility Profile

1.1 General Information

School Name	St. Raphael Catholic Elementary School
Address	4056 New Street, Burlington, ON, L7L 1S9
SFIS ID	8130
Year of Construction	1958
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	372
Functional Building Capacity	314
Enrollment as of December 31, 2015	255
Current Utilization	81%
Site Area (Acres)	1.86
Building Area (sq. ft.)	33,336
Hard Surface Play Area (sq. ft.)	35,844
Grass Play Area (sq. ft.)	12,540
Number of Parking Spaces	60
Number of Portable Classrooms	0
Site Capacity for Portables	2

1.2 Site Plan



SITE DATA:

SITE AREA	0.75 (1.86)	ha acres
GROSS FLOOR AREA	3,097 (33,336)	m² ft²
PERMANENT PARKING	0/60	
OVERFLOW PARKING	60	
ASPHALT PLAY AREA	3,800	m²
GRASS PLAY AREA	1,165	m²
GRASS LANDSCAPE AREA	830.0	m²

SCHOOL DATA:

CORE CLASSROOMS	15	
WASHROOM FIXTURES	39	
FUNCTIONAL BUILDING CAPACITY (FBC)	314	Pupils
ONTARIO BUILDING CODE MAX. CAPACITY BASED ON WASHROOM FIXTURES (Based on average 20 pupils/ fixture)	1,092	Pupils
SITE CAPACITY FOR PORTABLES	2	
EXISTING PORTABLES	0	

LEGEND:

- P1 — EXISTING PORTABLE
- POTENTIAL PORTABLE (S)
- (1) — MAIN ENTRANCE
- (2), (3) ETC. — SECONDARY DOORS

HALTON CATHOLIC DISTRICT SCHOOL BOARD — CDSB

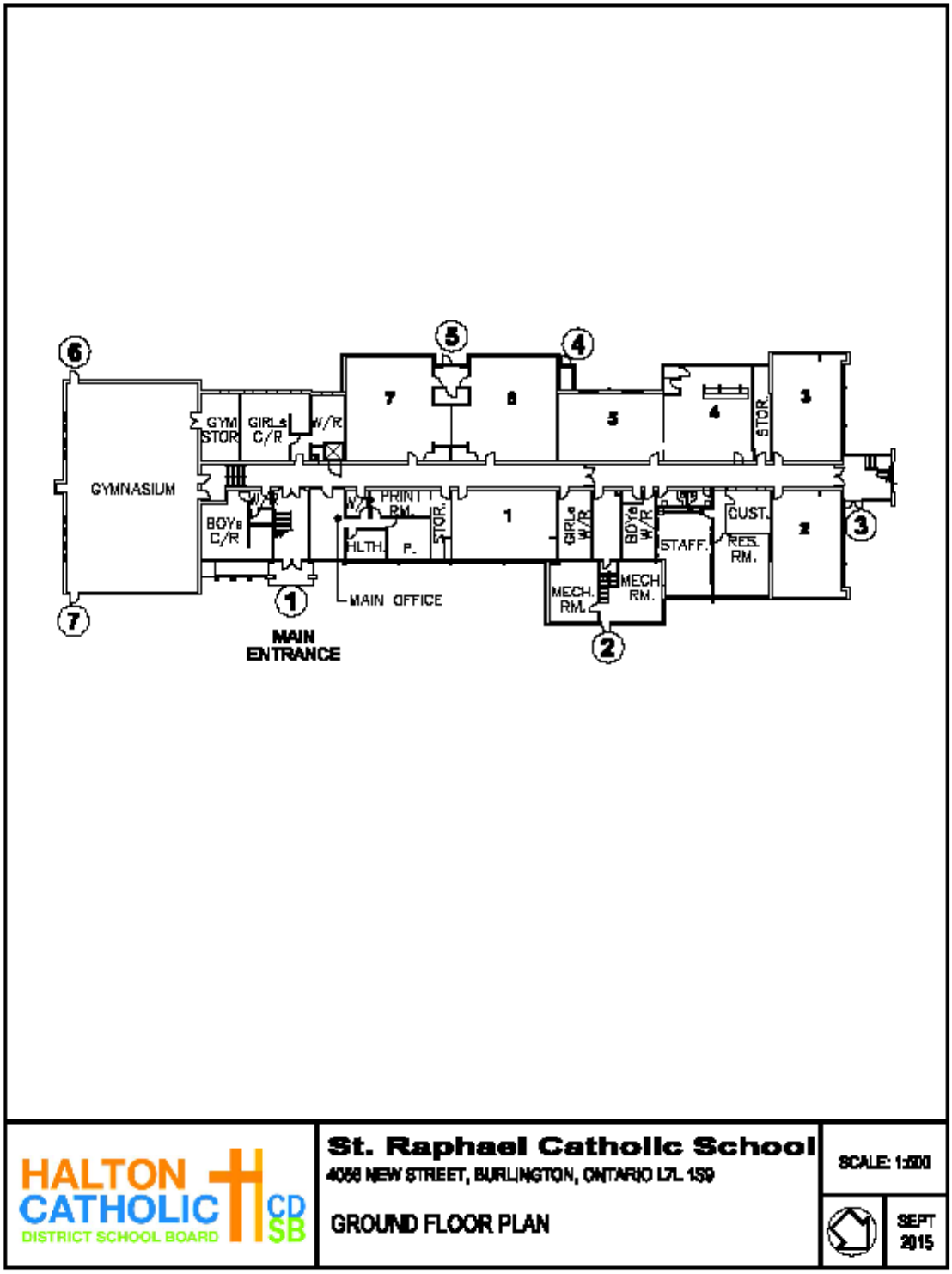
St. Raphael Catholic School
4066 NEW STREET, BURLINGTON, ONTARIO L7L 1S9

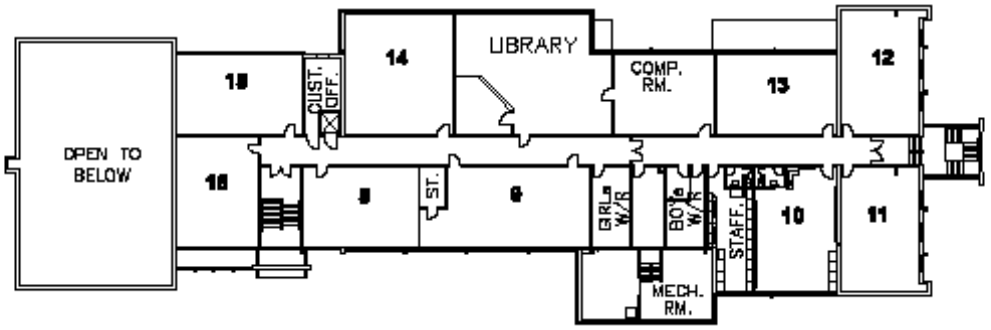
SITE PLAN

SCALE: 1:1250

SEPT 2015

1.3 Floor Plans





HALTON CATHOLIC DISTRICT SCHOOL BOARD

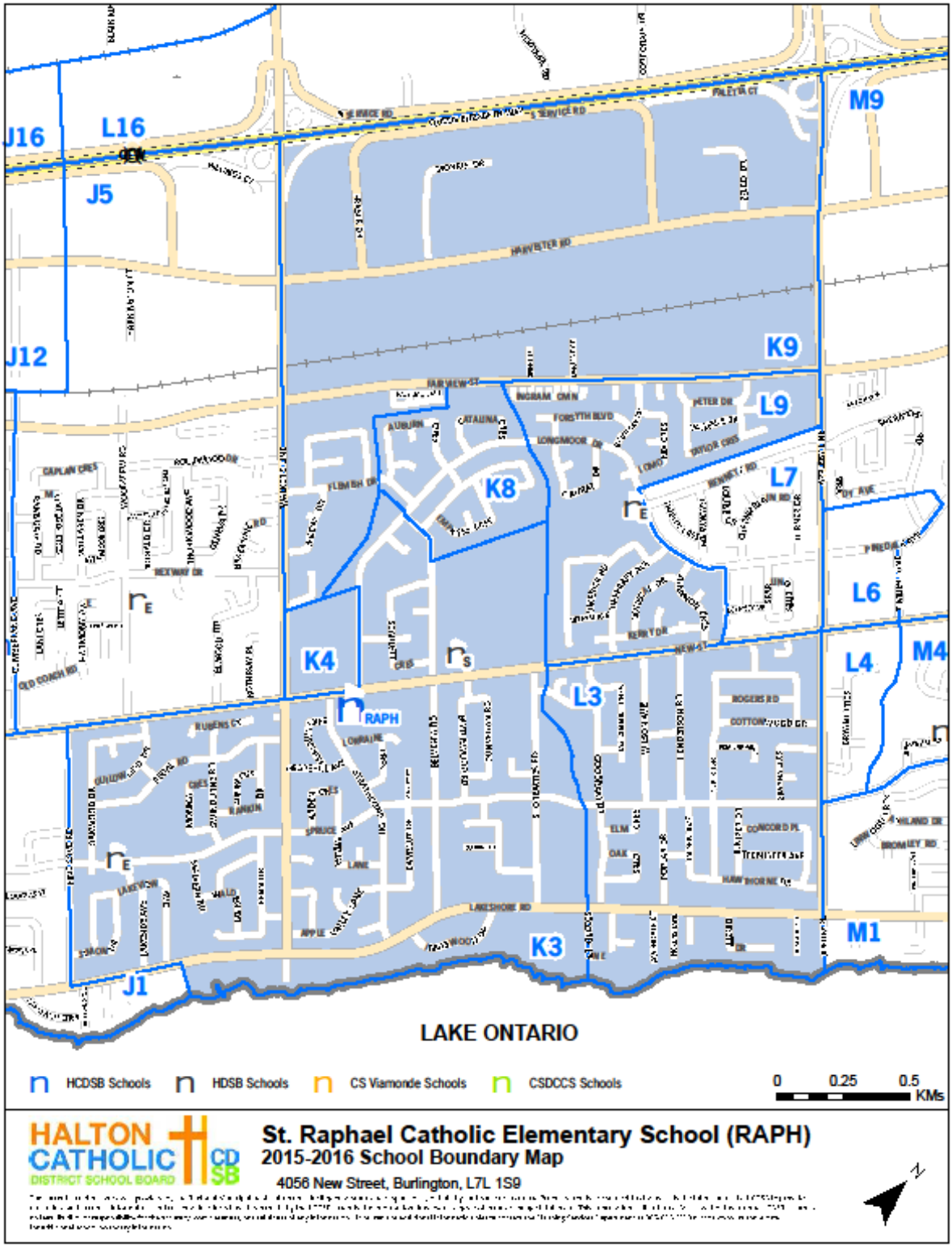
St. Raphael Catholic School
4056 NEW STREET, BURLINGTON, ONTARIO L7L 1S9

SECOND FLOOR PLAN

SCALE: 1:600

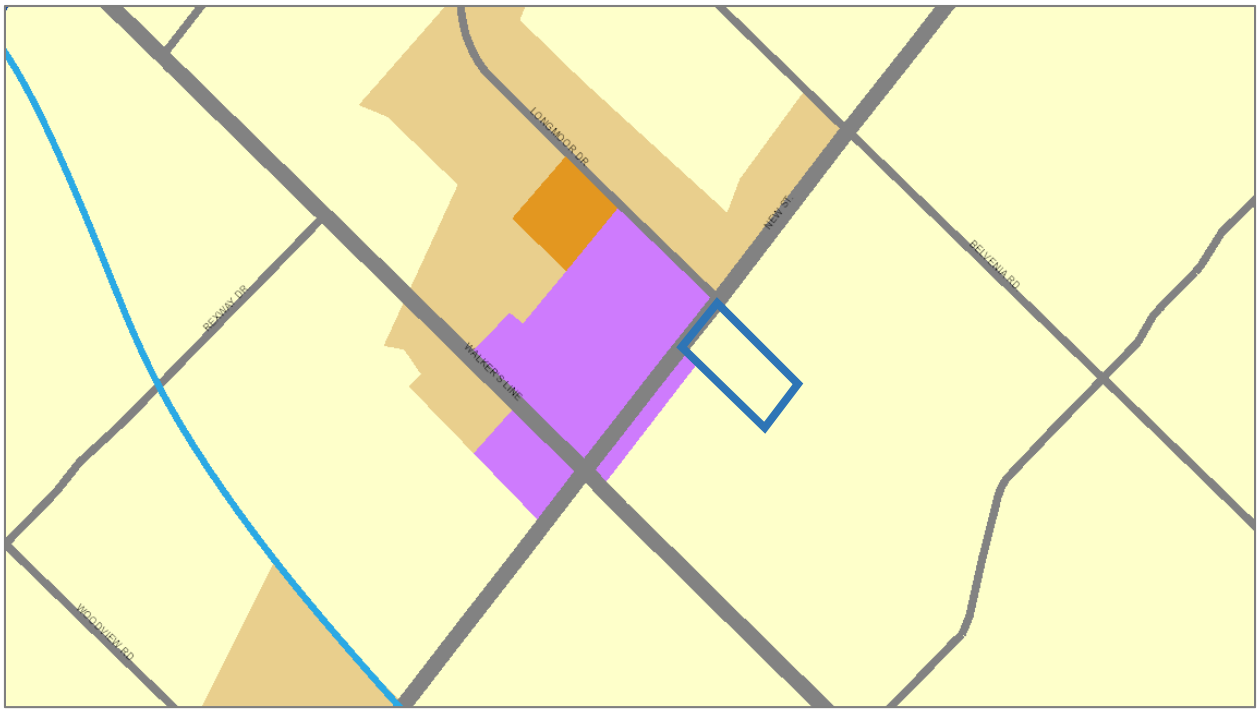
SEPT 2015

1.4 School Attendance Area (Boundary) Map

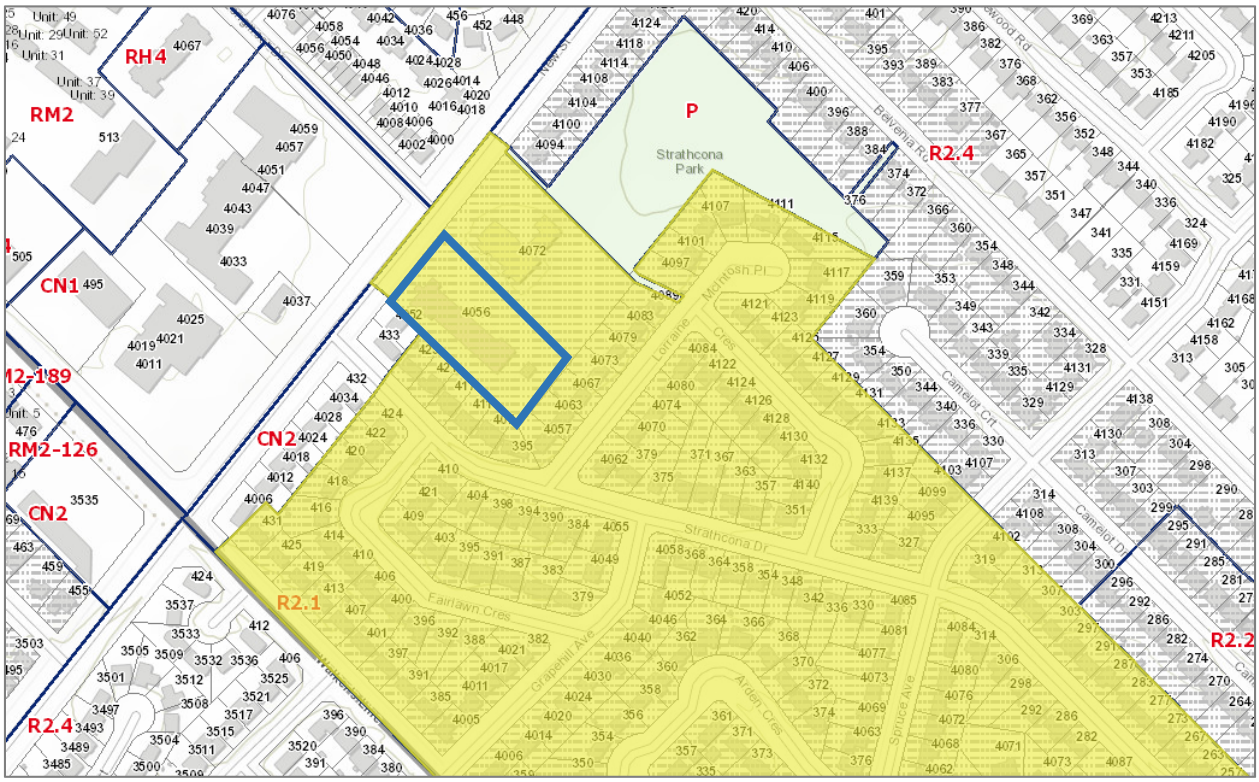


1.5 Official Plan

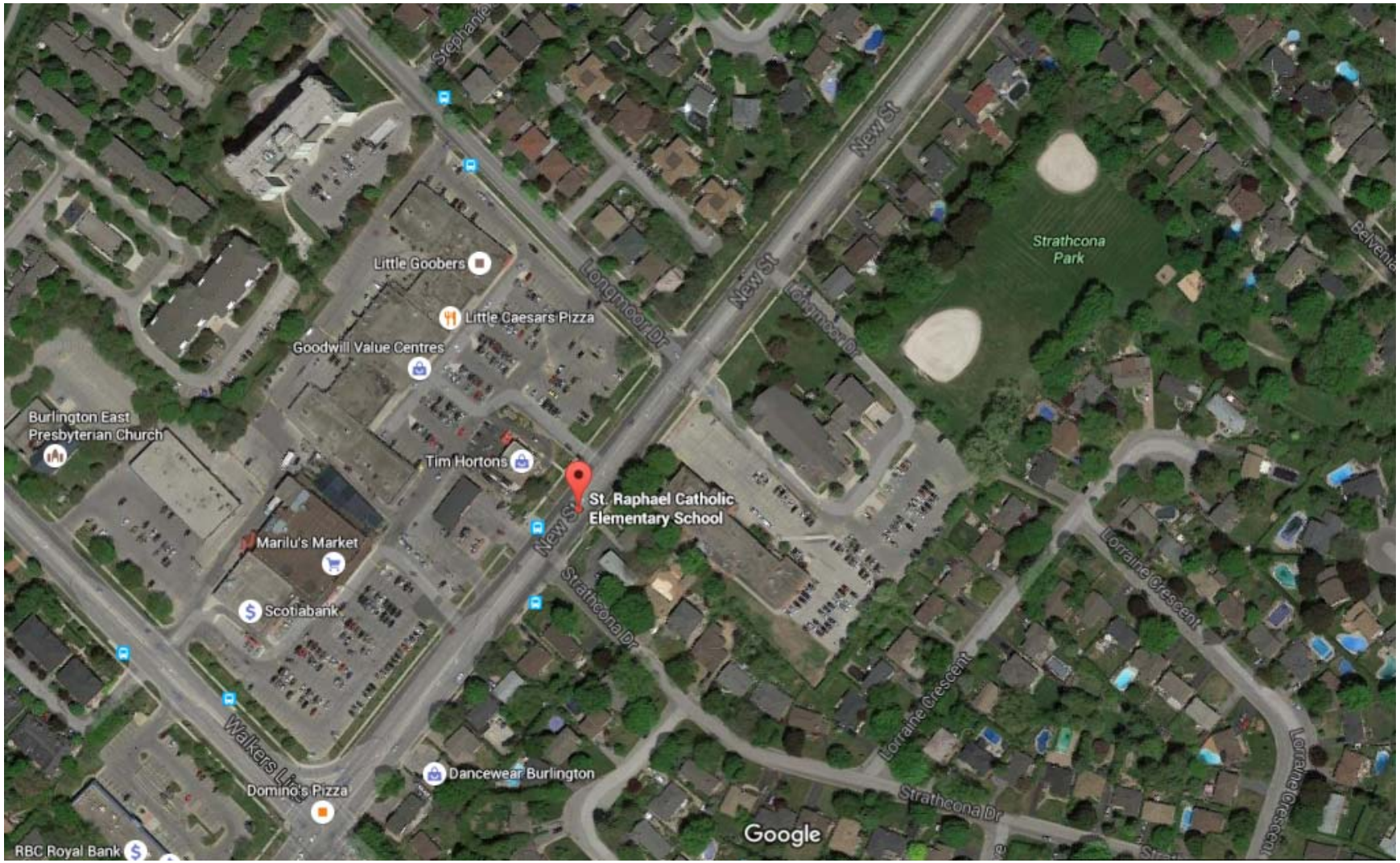
Official Plan Designation: Residential Low Density



Zoning Designation: R2.1 (Residential)



1.6 Aerial Photo



1.7 Space Summary

Room Number	Space Type	Current Use
1	Classroom	Classroom
2	Classroom	Classroom
3	Classroom	Classroom
4	Special Ed.	Special Education
5	Classroom	Classroom
6	Kindergarten	Senior Kindergarten
7	Kindergarten	Junior Kindergarten
8	Music Room (Vocal)	Music (Vocal)
9	Art Room	Art
10	Classroom	Classroom
11	Classroom	Classroom
12	Classroom	Classroom
13	Science Room	Science
14	Classroom	Classroom
15	Classroom	Classroom
16	Library Resource Centre	Library Resource
18	Classroom	Classroom
19	Staff Work Rm./Lounge	Staff Work/Lounge
20	General Purpose Room	General Purpose Room
21	Staff Work Rm./Lounge	Staff Work/Lounge
22	Resource Room	Resource-General

1.8 Facility Condition Index

The Facility Condition Index (FCI) is the building condition as determined by the Ministry of Education by calculating the renewal needs and the replacement value for each facility. The data were extracted from the Total Capital Planning Solution (TCPS) tool, which is populated via third-party assessments.

School Name	St. Raphael Catholic Elementary School
Replacement Value	$7,844,890

	1 year	**5 year**	**10 year**
Renewal Needs	$2,222,228	$3,819,489	$5,219,936
Facility Condition Index	28%	49%	67%

1.9 10-Year Improvement History

The 10-year improvement history lists major repairs at the facility that are captured by the TCPS database. This table excludes routine maintenance and other items not considered a renewal under the Tangible Capital Assets guide.

Year	Renewal Item	Cost
2009	Asphalt Replacement	$58,057
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	$8,615
	Total	**$66,672**

1.10 5-Year Renewal Requirements

The 5-year renewal requirements lists major repairs at the facility that are captured by the TCPS database.

Year	Renewal Item	Cost
2015	Replacement [C1020 Interior Doors - Entire Building]	$193,066
2015	Replacement [D304007 Exhaust Systems]	$15,912
2015	Replacement [D3060 Controls & Instrumentation - BAS]	$254,592
2015	Replacement [D2020 Domestic Water Distribution]	$185,640
2015	Major Repair [D4020 Standpipe Systems]	$21,216
2015	Replacement [D502002 Lighting Equipment - Exterior Lighting]	$15,912
2015	Replacement [D503004 Public Address Systems]	$47,736
2015	Replacement [C201001 Interior Stair Construction]	$53,040
2015	Replacement [D304003 Heating/Chilling water distribution systems - Heating Piping System]	$159,120
2015	Replacement [D501001 Main Transformers - Breakers and Switches]	$53,040
2015	Replacement [D502002 Lighting Equipment - Emergency Lighting]	$15,912
2015	Study [D2020 Domestic Water Distribution - Plumbing Piping System]	$10,608
2015	Study [D304003 Heating/Chilling water distribution systems - Heating Piping System]	$10,608
2015	Replacement [D3050 Terminal & Package Units]	$84,015
2015	Study [D2040 Rain Water Drainage - Site Drainage]	$10,608
2015	Major Repair [D2040 Rain Water Drainage - Site Drainage]	$53,040
2015	Major Repair [B2010 Exterior Walls - Entire Building]	$106,080
2015	Replacement [B3010 Roof Coverings - Roof Sections B1, B2, D, E and G]	$291,720
2015	Replacement [G204001 Fencing & Gates]	$29,702
2015	Replacement [C3020 Floor Finishes]	$50,409
2015	Replacement [C3010 Wall Finishes - Entire Building]	$100,819
2015	Replacement [C3020 Floor Finishes - Vinyl Tiles - Entire Building]	$141,777
2015	Major Repair [C3020 Floor Finishes - Entire Building	$31,506
2015	Replacement [C302010 Concrete Floors]	$15,753
2015	Major Repair [C302099 Other Flooring - Gymnasium - Rubber Flooring]	$10,502
2015	Major Repair [G2030 Pedestrian Paving - Concrete Walkways]	$21,216
2015	Major Repair [G204007 Playing Fields - Landscaped Playground]	$31,824
2015	Major Repair [G204007 Playing Fields - Paved Playground]	$111,384
2015	Functional Events [F106003 Library Resource Centre]	$0

2015	Functional Events [F106007 General Purpose Room]	$0
2015	Replacement [D2010 Plumbing Fixtures]	$63,648
2015	Replacement [D3050 Terminal & Package Units - Finned Tube Radiators and Cabinet Heaters]	$31,824
2016	All Events	$124,800
2016	Replacement [C3010 Wall Finishes]	$7,443
2016	Study [C3020 Floor Finishes]	$7,443
2016	Replacement [G204007 Playing Fields]	$14,884
2016	Replacement [C3010 Wall Finishes] - 2002(WR's)	$4,763
2016	Replacement [C3010 Wall Finishes] - 2010(WR's)	$1,340
2016	Replacement [C3010 Wall Finishes] - 2004(Classrooms)	$2,978
2016	Replacement [C3020 Floor Finishes] - 2002(Classrooms)	$14,884
2016	Replacement [C3020 Floor Finishes] - 2005(Classrooms and Library)	$14,884
2016	Replacement [C3020 Floor Finishes] - 2005(Corridors)	$1,488
2016	Replacement [C3020 Floor Finishes] - 2002(Classrooms)	$85,738
2016	Replacement [C3030 Ceiling Finishes]	$3,275
2016	Replacement [C3030 Ceiling Finishes]	$2,530
2016	Replacement [C1030 Fittings]	$12,949
2016	Replacement [C1030 Fittings]	$7,145
2016	Replacement [D1010 Elevators & Lifts]	$29,026
2016	Replacement [D302005 Auxiliary Equipment]	$64,303
2016	Replacement [G30 Site Civil/Mechanical Utilities]	$34,969
2016	Replacement [G204007 Playing Fields]	$52,246
2016	Replacement [G2050 Landscaping]	$10,420
2016	Replacement [B2020 Exterior Windows]	$228,800
2016	Replacement [B3010 Roof Coverings]	$279,047
2016	Replacement [C1030 Fittings]	$37,212
2016	Replacement [C1030 Fittings]	$19,350
2016	Major Repair [01.5-010C01 Concrete Block Partition] Repair	$1,488
2016	Replacement [D502001 Branch Wiring]	$159,717
2016	Replacement [D304001 Air Distribution, Heating & Cooling]	$90,426
2016	Replacement [B3010 Roof Coverings]	$17,713
2016	Replacement [C1030 Fittings]	$14,884
2016	Replacement [C3010 Wall Finishes] - 2004(Corridors)	$11,016
2016	Replacement [C3010 Wall Finishes] - 2012(WR's)	$5,805
2016	Replacement [C3010 Wall Finishes] - 2014(Classrooms)	$13,099
2016	Replacement [C3020 Floor Finishes] - 2011(Corridors)	$2,084
2016	Replacement [C3020 Floor Finishes] - 2013(Classrooms)	$9,974
2016	Replacement [C3020 Floor Finishes] - 2009(Classrooms)	$32,301
2016	Major Repair [C3020 Floor Finishes] Repair - 2002(Corridors)	$2,978

2016	Replacement [C3020 Floor Finishes]	$9,825
2016	Replacement [C3030 Ceiling Finishes - Acoustic Ceiling Tiles]	$1,488
2017	Replacement [D503008 Security Systems]	$79,336
2019	Replacement [D503001 Fire Alarm Systems]	$83,207
	Total	**$3,819,489**

1.11 School Utility Costs

Electricity	$31,386
Natural Gas	$10,986
Water/Sewer	$4,696
Total	**$47,068**

Building Area - Permanent	33,336
Building Area - Non-Permanent	0
Total Building Area	33,336
Utility Cost per Sqaure Foot	**$1.41**

2014-15 Enrollment	255
Utility Cost per Pupil	**$184.58**

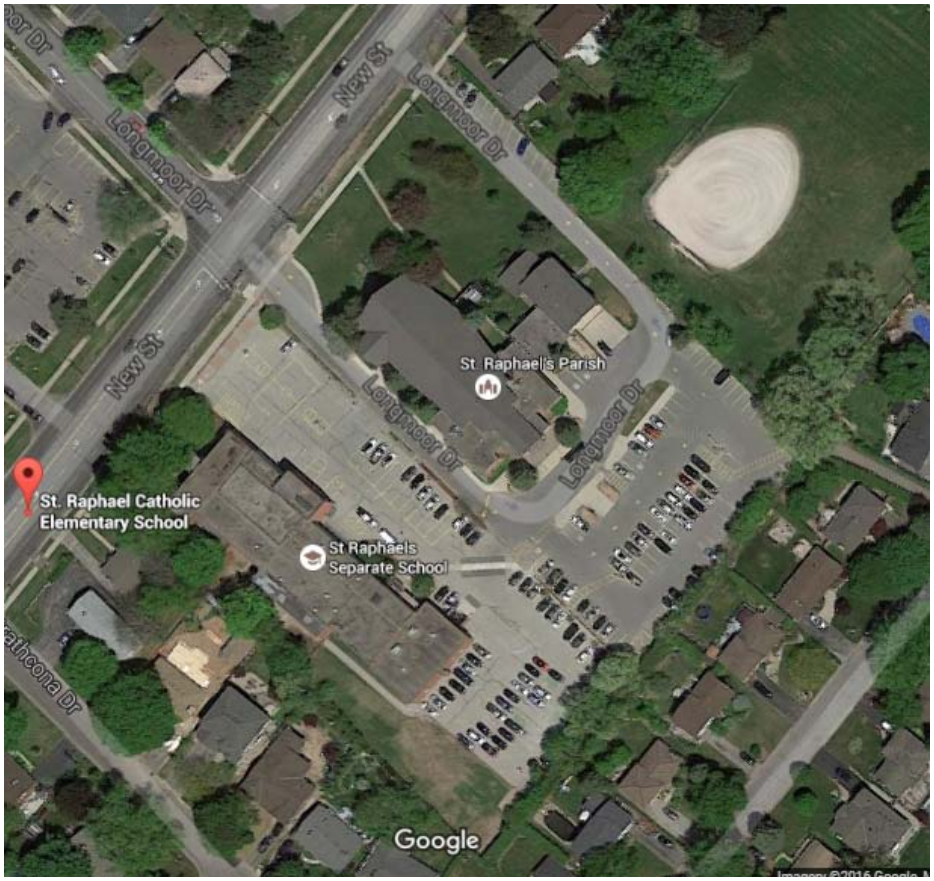
*based on 2014-15 school year data

1.12 School Accessibility Measures

School Name	St. Raphael Catholic Elementary School
Number of Storeys	2
Accessible Entrance	Door 1
Door Operator	Door 1
Elevator	Yes
Stage Lift	N/A
Other Lift	Lift to Gym Level
Barrier Free Washroom	No
Notes	

1.13 Assessment of Parking, Pick-up and Drop-off Areas

St. Raphael Catholic Elementary School has no bus loop or parking located on school property. 60 parking spaces are available at the adjacent St. Raphael's Parish. The total available parking and drop-off area is severely inadequate for a school with more than 200 pupils.



1.14 Student Transportation

Student transportation data is calculated for the current school year as of December 31, 2015.

Division	<800 m	800m - 1600m	1600m - 3200m	>3200m
Primary (JK-3)	19	32	48	1
Junior (4-6)	16	28	33	9
Intermediate (7-8)	13	24	21	11
Total	48	84	102	21
% of Total	18.8%	32.9%	40.0%	8.2%

Division	Entitled to Transportation	Not Entitled to Transportation	% Not Entitled to Transportation
Primary (JK-3)	39	61	61.0%
Junior (4-6)	28	58	67.4%
Intermediate (7-8)	19	50	72.5%
Total	86	169	66.3%

Courtesy Riders	4

Instructional Profile

2.1 School Staff

The school staffing allocation includes the current year teach and non-teaching staff allocated to the facility as of December 31, 2015.

Teaching Staff	FTE
Classroom Teacher	10.4
Primary Team Member	1
FSL	1
Principal	1
Vice Principal	0
ECE	1
French Immersion Planning Time	0
Extra Planning Time	0
Total	**14.4**

Non-Teaching Staff	FTE
Secretary	1
Educational Assistant	11
Librarian	0.5
Custodian	2
Total	**14.5**

2.2 Program Offerings

Programs	Yes/No	Grades
Early French Immersion	No	
Extended French Immersion	No	
Gifted Program	No	
Essential Skills Program	No	
Structured Teaching Program	Yes	N/A
Early Intervention Program	No	
SHSM	No	
OYAP	No	
Advanced Placement	No	
International Baccalaureate	No	

2.3 Grade Organization

The grade organization shows the grade enrolment and class sizes as of December 31, 2015.

Grade Configuration	JK-8

#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		11	13										24	X
2		6	9										15	X
3				22									22	
4					18								18	
5					8	13							21	X
6							22	6					28	X
7								27					27	
8									23				23	
9										33			33	
10											31		31	
11												8	8	
12												5	5	
		17	22	22	26	13	22	33	23	33	31	13	255	

Number of Classes	12
Number of Combined Classes	4
% of Combined Classes	33%

2.4 Cross-Boundary Summary

Cross-Boundary and Out-of-District data is calculated for the current school year as of December 31, 2015.

Division	In Area Students	Out of Area Students	% Out of Area
Primary (JK-3)	87	13	13.0%
Junior (4-6)	75	11	12.8%
Intermediate (7-8)	57	12	17.4%
Total	219	36	14.1%

2.5 Enrollment

Current year enrolment data and future enrolment projections are computed as of October 31, 2015.

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2010	16	28	23	36	33	36	30	26	39	43	310
2011	14	17	33	22	34	31	37	32	25	38	283
2012	20	10	20	33	24	33	29	39	30	26	264
2013	12	22	16	20	33	24	31	30	43	29	260
2014	23	17	24	14	21	33	32	38	36	45	283
2015	16	21	22	25	13	22	34	29	35	34	251
2016	16	17	23	22	25	13	23	35	29	35	238
2017	16	17	19	23	22	25	15	23	37	24	221
2018	15	17	19	19	23	22	26	15	23	37	216
2019	15	16	19	19	19	23	23	26	15	23	198
2020	15	16	18	19	19	19	24	23	26	15	195
2021	14	16	18	18	19	19	20	24	23	26	198
2022	14	15	18	18	18	19	20	21	24	23	191
2023	14	15	17	18	18	18	20	21	21	24	187
2024	14	15	17	17	18	18	19	21	21	21	182
2025	14	15	17	17	17	18	19	20	21	21	180
2026	14	15	17	17	17	17	19	20	20	21	178
2027	14	15	17	17	17	17	18	20	20	20	176
2028	14	15	17	17	17	17	18	18	20	20	174
2029	14	15	17	17	17	17	18	18	18	20	172
2030	14	15	17	17	17	17	18	18	18	18	169

Note: The above by-grade projections may present a differential of +/- 5 students on the by school projected totals shown in the Background Report due to rounding. This occurs when a by-grade progression factor of greater than 100% is applied to a whole by-grade enrolment number (i.e. 20 students x 102% progression factor = 20.4).

2.6 Extracurricular Activities

Basketball
Battle of the Books
Choir
Floor Hockey
Glee Club
Ice Hockey
Knitting Club
Soccer
Volleyball

School Use Profile

3.1 Community Use

The community use of the facility for the entire 2014-15 school year is summarized in the table below.

Organization	Description	Annual Hours	Annual Revenue	Cost Recovery (Y/N)
YMCA	Before and After School Program	960	$6,547	Yes
Community Groups	Sports/Community Events	96	$1,588	Yes
Total		**1056**	**$8,135**	

3.2 Facility Partnership

There are currently no facility partnerships located at St. Raphael Catholic Elementary School.

3.3 Child Care

Full day child care is not offered at the facility. The enrolment in the Before and After School Program, shown below, is calculated for the current year as of December 31, 2015.

	Licensed Capacity	Current Enrollment
Kindergarten Children	20	6
School-Age Children	29	15

Halton Catholic District School Board
School Information Profile

St. Patrick Catholic Elementary School
December 31, 2015

Halton Catholic District School Board
School Information Profile

The information contained in the School Information Profile (SIP) is in accordance with the requirements outline in the Ministry of Education's Pupil Accommodation Guideline and the Board's Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015, and Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

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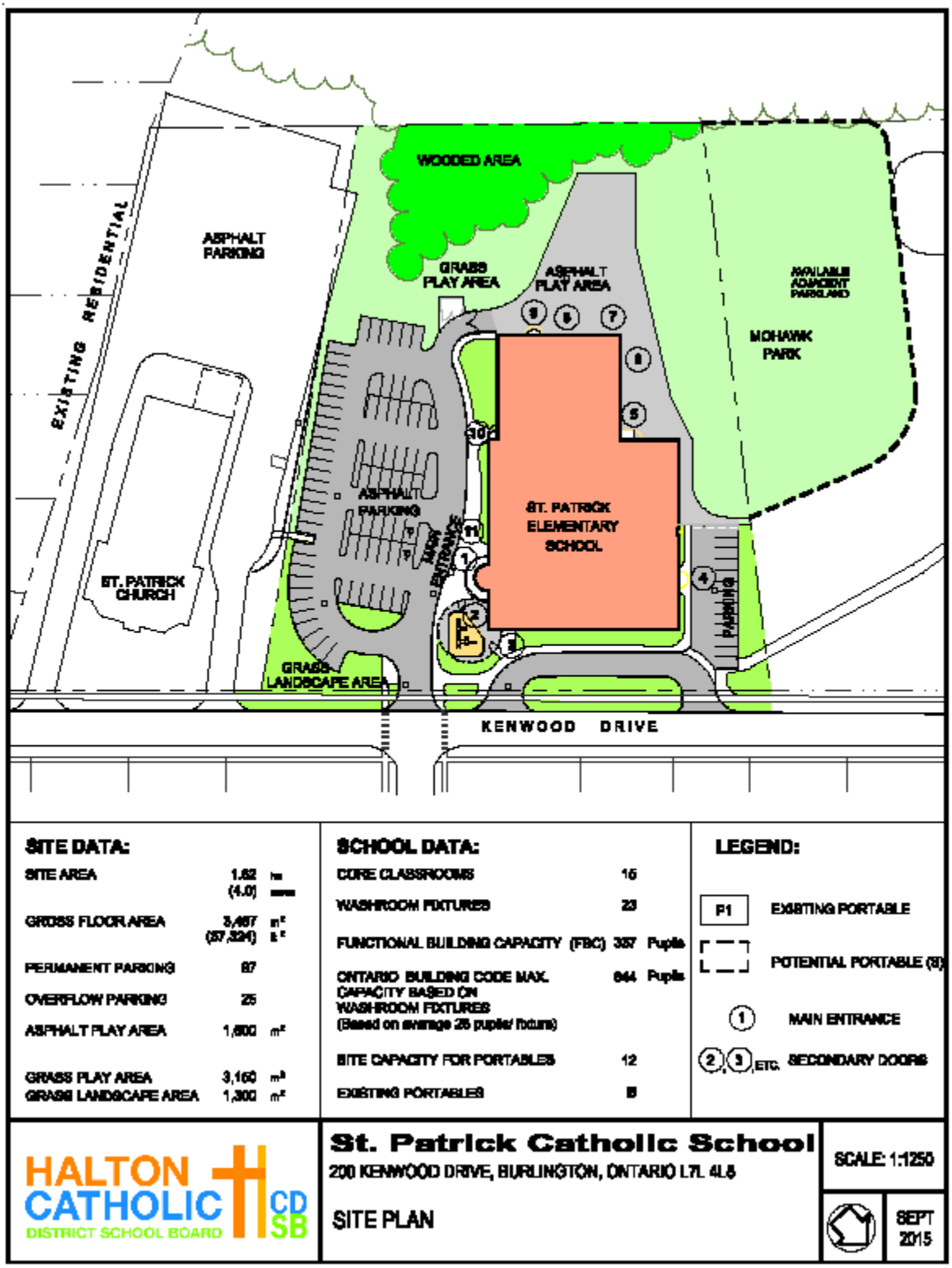
3.3 Child Care 25

Facility Profile

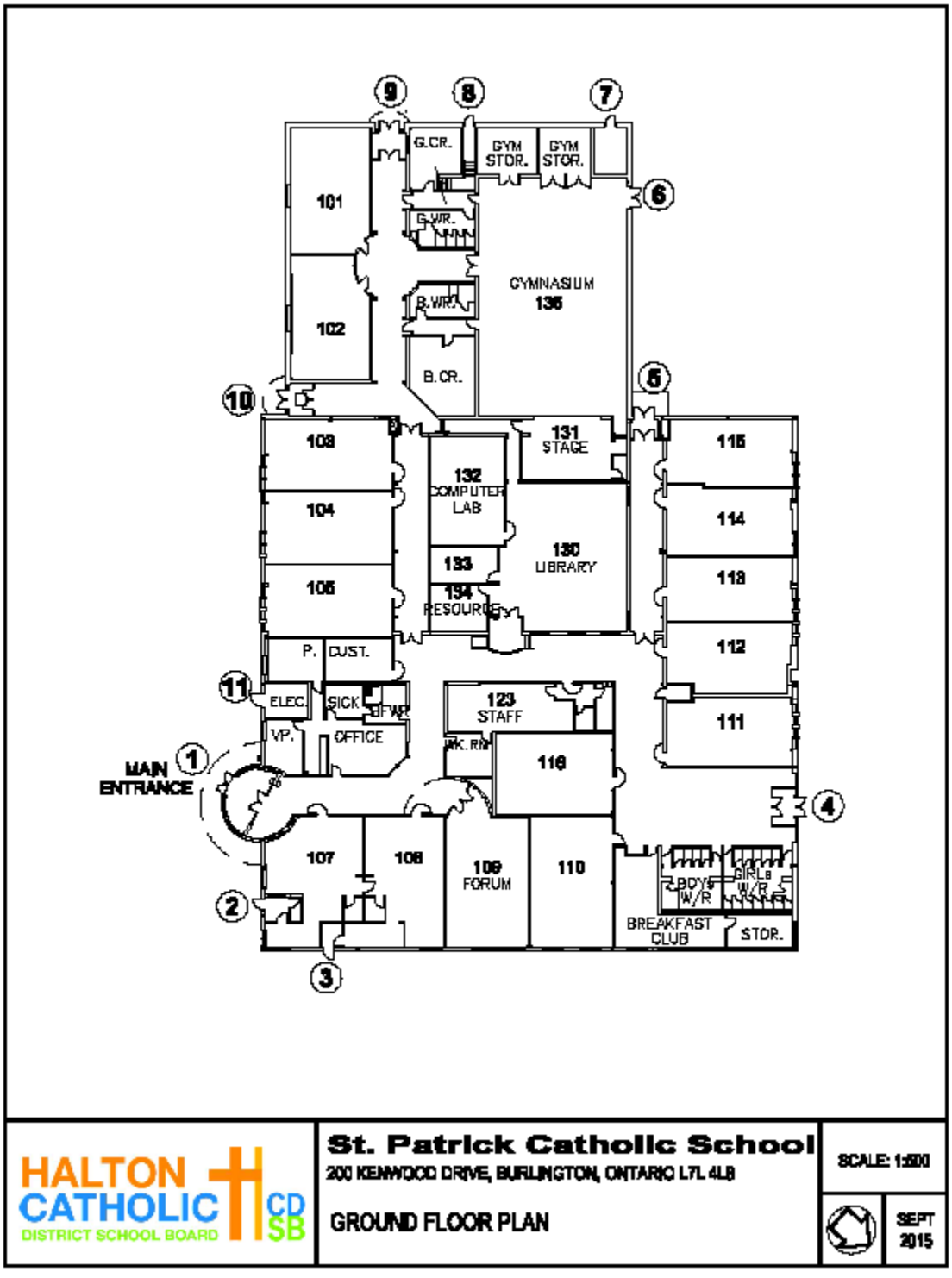
1.1 General Information

School Name	St. Patrick Catholic Elementary School
Address	200 Kenwood Drive, Burlington, ON, L7L 4H8
SFIS ID	8100
Year of Construction	1970
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	337
Functional Building Capacity	337
Enrollment as of December 31, 2015	253
Current Utilization	75%
Site Area (Acres)	4
Building Area (sq. ft.)	37,324
Hard Surface Play Area (sq. ft.)	17,222
Grass Play Area (sq. ft.)	33,906
Number of Parking Spaces	87
Number of Portable Classrooms	0
Site Capacity for Portables	6

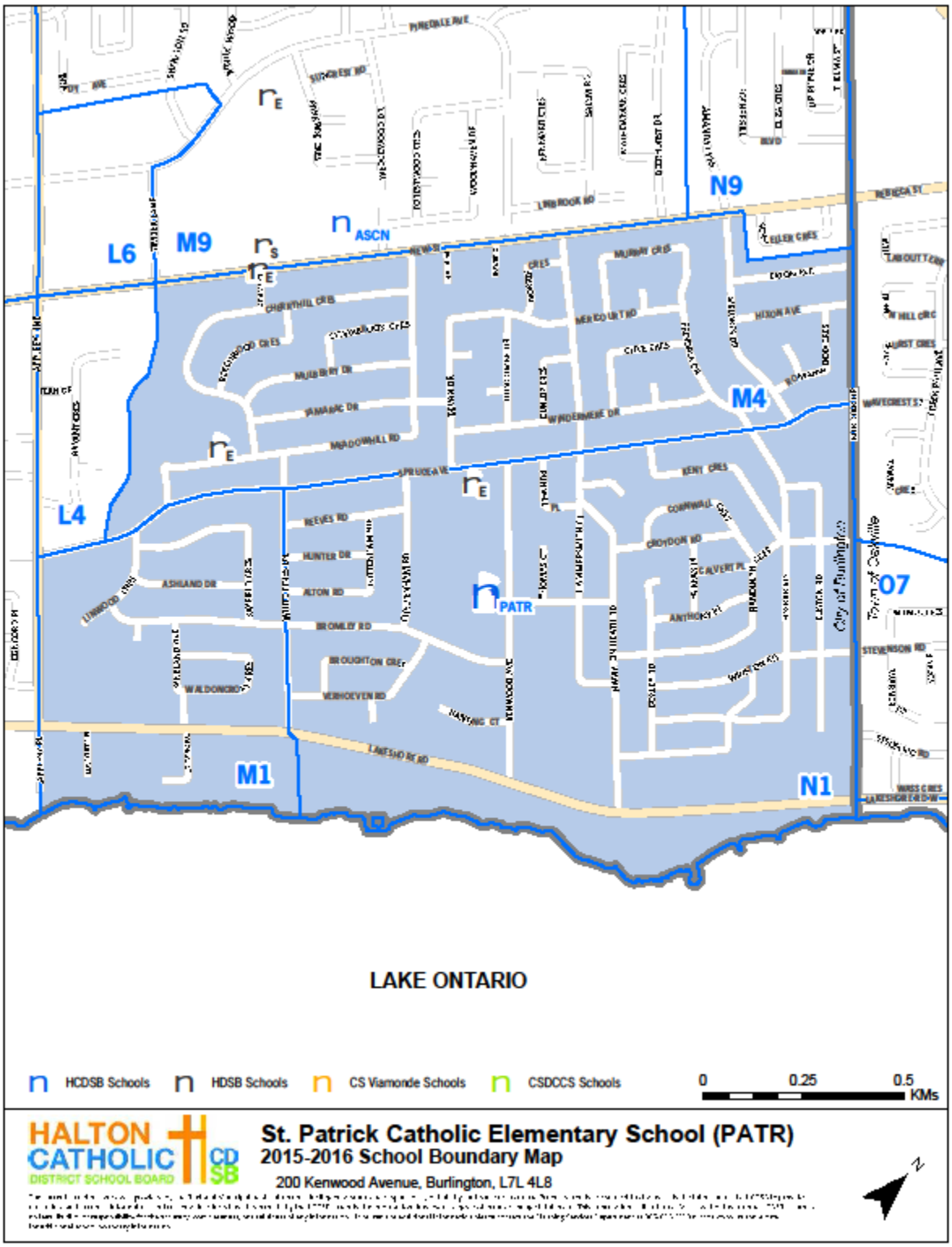
1.2 Site Plan


WOODED AREA
ASPHALT PARKING
GRASS PLAY AREA
ASPHALT PLAY AREA
AVAILABLE ADJACENT PARKLAND
MOHAWK PARK
EXISTING RESIDENTIAL
ST. PATRICK CHURCH
ASPHALT PARKING
MAIN ENTRANCE
ST. PATRICK ELEMENTARY SCHOOL
PARKING
GRASS LANDSCAPE AREA
KENWOOD DRIVE
SITE DATA:
SITE AREA 1.62 ha (4.0) acres
GROSS FLOOR AREA 3,467 m² (37,324) ft²
PERMANENT PARKING 87
OVERFLOW PARKING 25
ASPHALT PLAY AREA 1,600 m²
GRASS PLAY AREA 3,160 m²
GRASS LANDSCAPE AREA 1,300 m²
SCHOOL DATA:
CORE CLASSROOMS 16
WASHROOM FIXTURES 23
FUNCTIONAL BUILDING CAPACITY (FBC) 357 Pupils
ONTARIO BUILDING CODE MAX. CAPACITY BASED ON WASHROOM FIXTURES (Based on average 25 pupils/ fixture) 644 Pupils
SITE CAPACITY FOR PORTABLES 12
EXISTING PORTABLES 0
LEGEND:
P1 EXISTING PORTABLE
POTENTIAL PORTABLE (S)
1 MAIN ENTRANCE
2, 3, ETC. SECONDARY DOORS
HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB
St. Patrick Catholic School
200 KENWOOD DRIVE, BURLINGTON, ONTARIO L7L 4L6
SITE PLAN
SCALE: 1:1250
SEPT 2015

1.3 Floor Plans

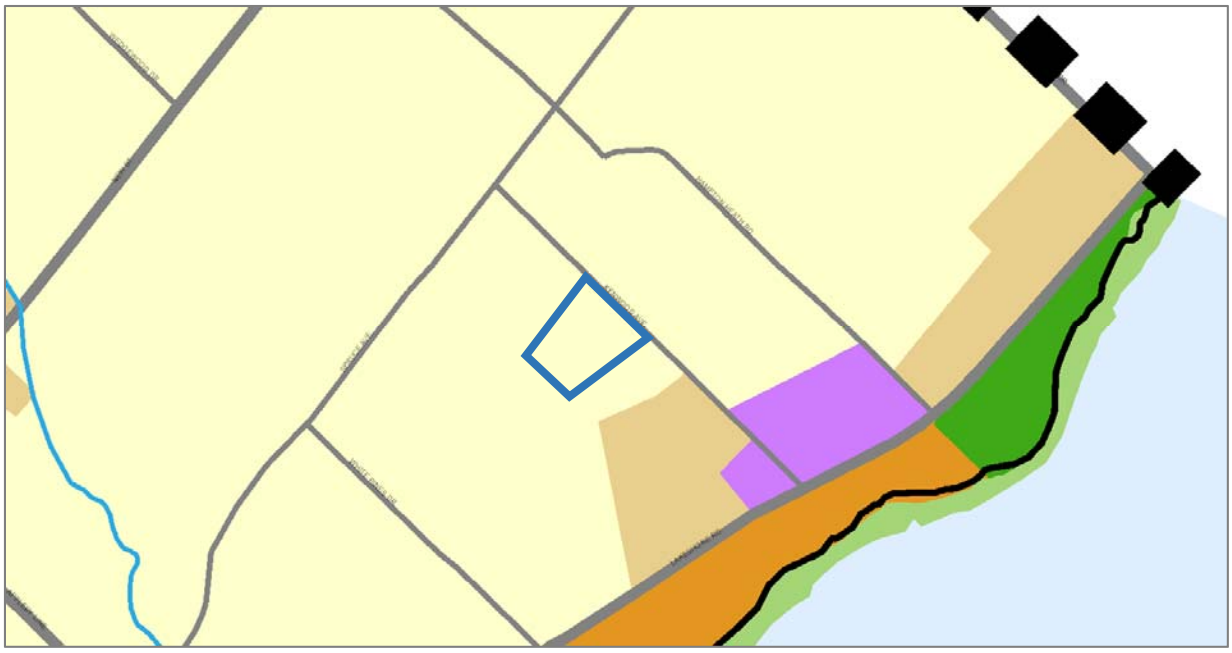


1.4 School Attendance Area (Boundary) Map

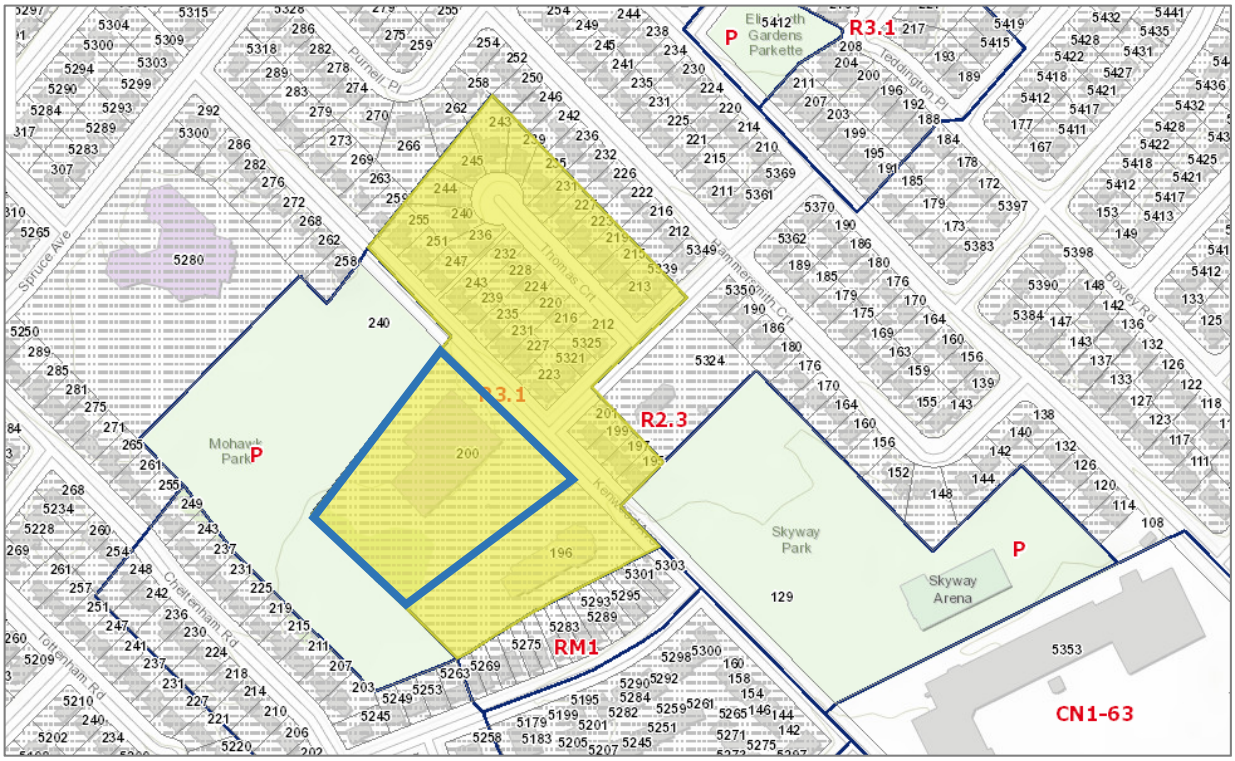


1.5 Official Plan

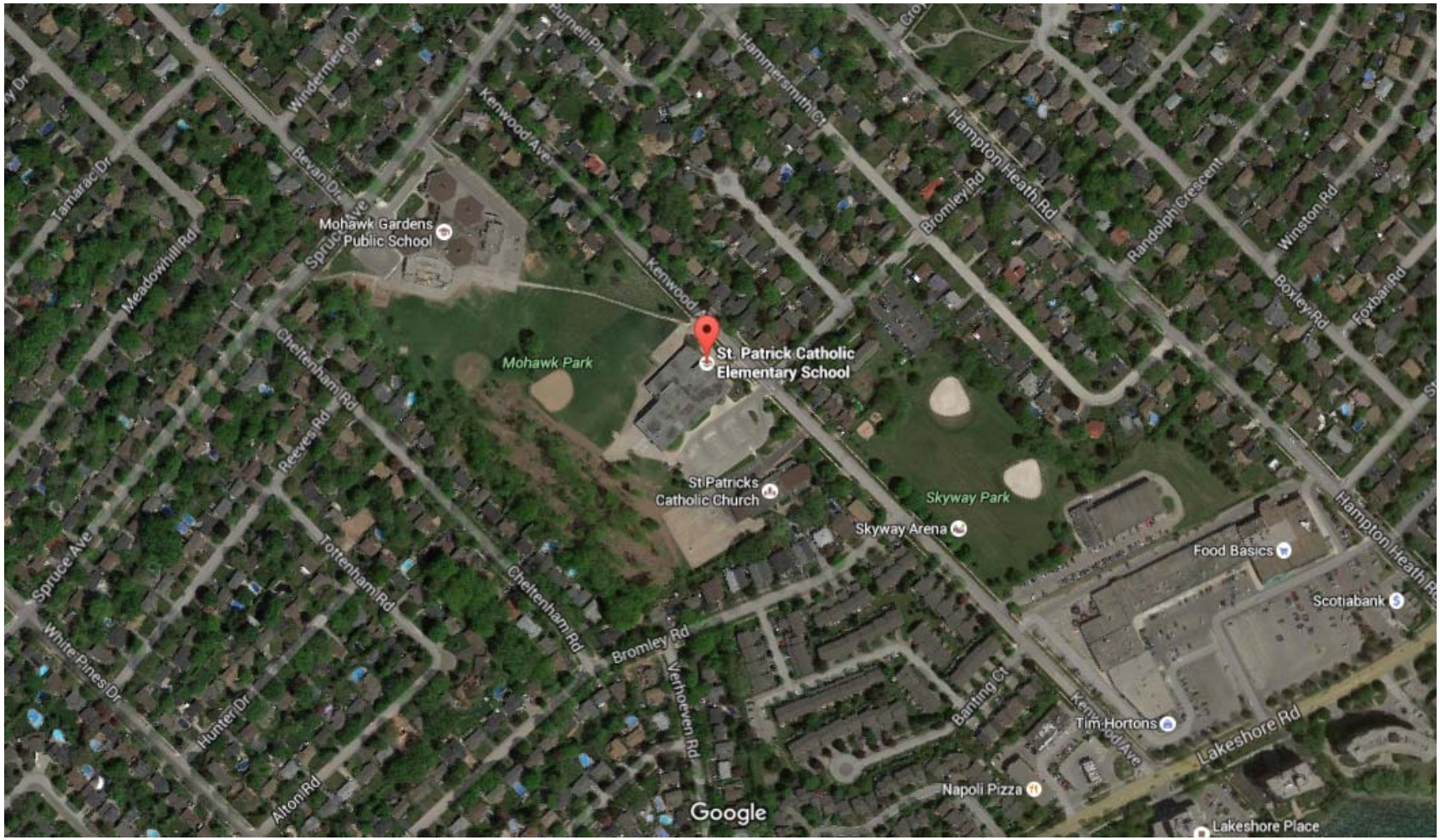
Official Plan Designation: Residential Low Density



Zoning Designation: R3.1 (Residential)



1.6 Aerial Photo



1.7 Space Summary

Room Number	Space Type	Current Use
101	Art Room	Art
102	Science Room	Science
103	Classroom	Classroom
104	Classroom	Classroom
105	Classroom	Classroom
107	Kindergarten	Junior / Senior Kinderg.
108	Kindergarten	Junior / Senior Kinderg.
109	Classroom	Classroom
110	Music Room (Vocal)	Music (Vocal)
111	Classroom	Classroom
112	Classroom	Classroom
113	Classroom	Classroom
114	Classroom	Classroom
115	Classroom	Classroom
116	Special Ed.	Special Education
117	Library Resource Centre	Library Resource
118	Other	Other
119	General Purpose Room	General Purpose Room
120	Staff Work Rm./Lounge	Staff Work/Lounge

1.8 Facility Condition Index

The Facility Condition Index (FCI) is the building condition as determined by the Ministry of Education by calculating the renewal needs and the replacement value for each facility. The data were extracted from the Total Capital Planning Solution (TCPS) tool, which is populated via third-party assessments.

School Name	St. Patrick Catholic Elementary School
Replacement Value	$8,159,610

	1 year	**5 year**	**10 year**
Renewal Needs	$976,093	$1,790,169	$2,822,135
Facility Condition Index	12%	22%	35%

1.9 10-Year Improvement History

The 10-year improvement history lists major repairs at the facility that are captured by the TCPS database. This table excludes routine maintenance and other items not considered a renewal under the Tangible Capital Assets guide.

Year	Renewal Item	Cost
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	$8,615
2014	Replacement of main entrance double door and associated glazed exterior wall	$19,043
	Total	**$27,658**

1.10 5-Year Renewal Requirements

The 5-year renewal requirements lists major repairs at the facility that are captured by the TCPS database.

Year	Renewal Item	Cost
2015	Major Repair [G2020 Parking Lots and Roadways]	$22,277
2015	Replacement [D503004 Public Address Systems]	$47,736
2015	Replacement [C3020 Floor Finishes - Vinyl Flooring - 50% Building]	$74,256
2015	Replacement [D3060 Controls & Instrumentation - BAS]	$254,592
2015	Replacement [D2020 Domestic Water Distribution - Hot Water Heater]	$10,608
2015	Replacement [D2020 Domestic Water Distribution - Original Building]	$159,120
2015	Replacement [D502002 Lighting Equipment - Exterior Lighting]	$10,608
2015	Replacement [G204007 Playing Fields- Asphalt Paved]	$26,520
2015	Replacement [G2030 Pedestrian Paving - Concrete Pavment]	$29,702
2015	Replacement [B2030 Exterior Doors]	$44,605
2015	Major Repair [B2020 Exterior Windows - Sealant - Entire Building]	$53,040
2015	Replacement [B3010 Roof Coverings - Roof sections H1, H2, H3, H4, D1 and E5]	$42,432
2015	Replacement [C1030 Fittings - Lockers - Entire Building]	$42,432
2015	Study [D2020 Domestic Water Distribution - Original Building]	$10,608
2015	Replacement [D304007 Exhaust Systems]	$10,608
2015	Replacement [D3050 Terminal & Package Units - Cabinet Heaters]	$10,608
2015	Replacement [D2010 Plumbing Fixtures]	$21,216
2015	Major Repair [B2010 Exterior Walls - Brick Walls - Entire Building]	$73,513
2015	Major Repair [C302004 Floor Finishes - Terrazzo Flooring - Entire Building]	$21,004
2015	Replacement [G204007 Playing Fields - Landscaped]	$10,608
2016	Replacement [C3010 Wall Finishes]	$42,778
2016	Replacement [G204001 Fencing & Gates]	$45,834
2016	Replacement [G2020 Parking Lots]	$76,391
2016	Replacement [C1030 Fittings]	$37,889
2016	Replacement [C1030 Fittings]	$17,998
2016	Replacement [C3020 Floor Finishes - Carpeting	$37,399
2016	Replacement [G2050 Landscaping]	$7,443
2017	Replacement [D502002 Lighting Equipment]	$16,666
2017	Replacement [D4020 Standpipe Systems]	$111,114

2019	Replacement [C3010 Wall Finishes]	$53,334
2019	Replacement [C1030 Fittings]	$122,225
2019	Replacement [C1030 Fittings]	$171,114
2019	Replacement [D503008 Security Systems]	$7,221
2019	Replacement [03.2-020 Building Automation System]	$66,668
	Total	**$1,790,169**

1.11 School Utility Costs

Electricity	$40,114
Natural Gas**	$8,241
Water/Sewer	$6,068
Total	**$54,423**

Building Area - Permanent	37,324
Building Area - Non-Permanent	0
Total Building Area	37,324
Utility Cost per Sqaure Foot	**$1.46**

2014-15 Enrollment	253
Utility Cost per Pupil	**$215.11**

*based on 2014-15 school year data

1.12 School Accessibility Measures

School Name	Holy Cross Catholic Elementary School
Number of Storeys	2
Accessible Entrance	Door 1
Door Operator	Doors 1, 11
Elevator	Yes
Stage Lift	No
Other Lift	N/A
Barrier Free Washroom	No
Notes	

1.13 Assessment of Parking, Pick-up and Drop-off Areas

St. Patrick Catholic Elementary School features a bus loop at the front of the school off Kenwood Drive and a separate parking area to the southeast of the school accessed via Kenwood Drive. A small parking lot is also located to the north of the school. The total number of permanent parking spaces is 87. An additional 25 parking spaces can be made available on the asphalt play area for special events. The total available parking is adequate for a school with approximately 250 pupils. The separate bus loop at the front of the school aids in alleviate traffic congestion around school start and end times.



1.14 Student Transportation

Student transportation data is calculated for the current school year as of December 31, 2015.

Division	<800 m	800m - 1600m	1600m - 3200m	>3200m
Primary (JK-3)	44	67	10	14
Junior (4-6)	30	36	4	7
Intermediate (7-8)	14	21	5	1
Total	88	124	19	22
% of Total	34.8%	49.0%	7.5%	8.7%

Division	Entitled to Transportation	Not Entitled to Transportation	% Not Entitled to Transportation
Primary (JK-3)	0	135	100.0%
Junior (4-6)	0	77	100.0%
Intermediate (7-8)	0	41	100.0%
Total	0	253	100.0%

Courtesy Riders	0

Instructional Profile

2.1 School Staff

The school staffing allocation includes the current year teach and non-teaching staff allocated to the facility as of December 31, 2015.

Teaching Staff	FTE
Classroom Teacher	11.4
Primary Team Member	1
FSL	1
Principal	1
Vice Principal	0
ECE	2
French Immersion Planning Time	0
Extra Planning Time	0
Total	**16.4**

Non-Teaching Staff	FTE
Secretary	1
Educational Assistant	4
Librarian	0.5
Custodian	2
Total	**7.5**

2.2 Program Offerings

Programs	Yes/No	Grades
Early French Immersion	No	
Extended French Immersion	No	
Gifted Program	No	
Essential Skills Program	No	
Structured Teaching Program	No	
Early Intervention Program	No	
SHSM	No	
OYAP	No	
Advanced Placement	No	
International Baccalaureate	No	

2.3 Grade Organization

The grade organization shows the grade enrolment and class sizes as of December 31, 2015.

Grade Configuration	JK-8

#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		17	13										30	X
2		18	12										30	X
3				21									21	
4					18								18	
5					12	5							17	X
6						19							19	
7							27						27	
8								26					26	
9								7	17				24	X
10										19			19	
11											22		22	
		35	25	21	30	24	27	33	17	19	22	0	253	

Number of Classes	11
Number of Combined Classes	4
% of Combined Classes	36%

2.4 Cross-Boundary Summary

Cross-Boundary and Out-of-District data is calculated for the current school year as of December 31, 2015.

Division	In Area Students	Out of Area Students	% Out of Area
Primary (JK-3)	108	27	20.0%
Junior (4-6)	64	13	16.9%
Intermediate (7-8)	34	7	17.1%
Total	206	47	18.6%

2.5 Enrollment

Current year enrolment data and future enrolment projections are computed as of October 31, 2015.

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2010	22	24	11	13	24	25	15	22	37	33	226
2011	26	28	27	15	17	24	23	19	22	39	240
2012	25	31	25	34	17	17	23	24	18	21	235
2013	19	30	22	25	29	21	18	25	26	18	233
2014	22	19	31	22	26	31	18	18	25	26	238
2015	35	24	20	30	23	27	32	17	18	22	248
2016	25	37	23	20	30	24	27	32	17	17	252
2017	25	26	35	23	20	32	24	27	32	16	260
2018	25	26	25	35	23	21	31	24	27	30	267
2019	23	26	25	25	35	24	21	31	24	25	259
2020	23	24	25	25	25	37	24	21	31	23	258
2021	23	24	23	25	25	26	36	24	21	30	257
2022	21	24	23	23	25	26	26	36	24	20	248
2023	21	22	23	23	23	26	26	26	36	22	248
2024	21	22	21	23	23	24	26	26	26	34	246
2025	21	22	21	21	23	24	24	26	26	25	233
2026	21	22	21	21	21	24	24	24	26	25	229
2027	21	22	21	21	21	22	24	24	24	25	225
2028	21	22	21	21	21	22	22	24	24	23	221
2029	21	22	21	21	21	22	22	22	24	23	219
2030	21	22	21	21	21	22	22	22	22	23	217

Note: The above by-grade projections may present a differential of +/- 5 students on the by school projected totals shown in the Background Report due to rounding. This occurs when a by-grade progression factor of greater than 100% is applied to a whole by-grade enrolment number (i.e. 20 students x 102% progression factor = 20.4).

2.6 Extracurricular Activities

After School Support (EQAO)
Art Club
Artisit of the Month
Basketball
Battle of the Books
Choir
Cross-Country
Green Team
Knitting Club
Monthly RADs
Robotics Club
Soccer
Softball
Spirit Team
Tech Club
Track and Field
Volleyball
Yearbook

School Use Profile

3.1 Community Use

The community use of the facility for the entire 2014-15 school year is summarized in the table below.

Organization	Description	Annual Hours	Annual Revenue	Cost Recovery (Y/N)
YMCA	Before and After School Program	2470	$16,732	Yes
Community Groups	Sports/Community Events	67	$1,073	Yes
Total		**2537**	**$17,805**	

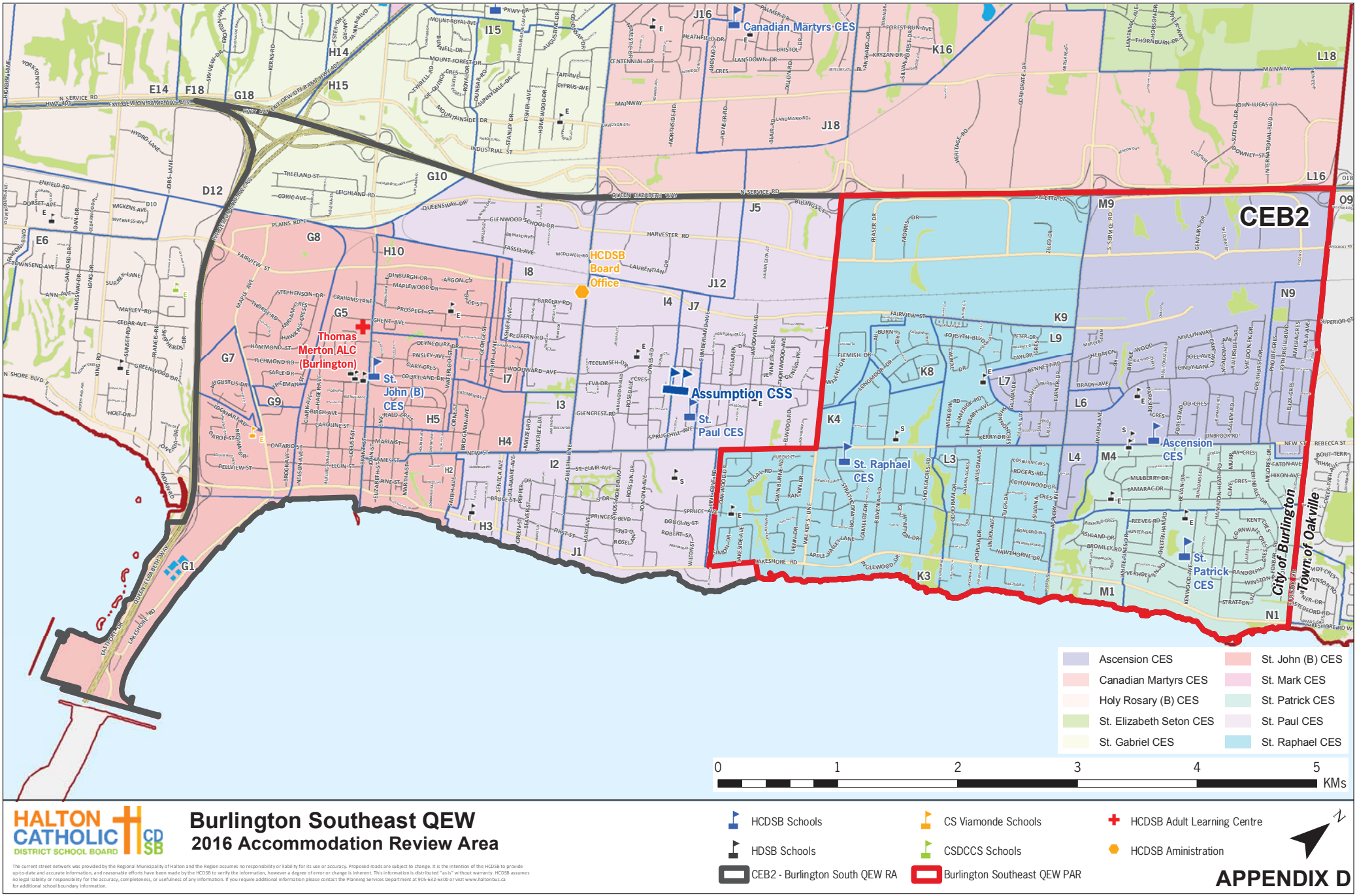
3.2 Facility Partnership

There are currently no facility partnerships located at St. Patrick Catholic Elementary School.

3.3 Child Care

Full day child care is not offered at the facility. The enrolment in the Before and After School Program, shown below, is calculated for the current year as of December 31, 2015.

	Licensed Capacity	Current Enrollment
Kindergarten Children	20	20
School-Age Children	51	36



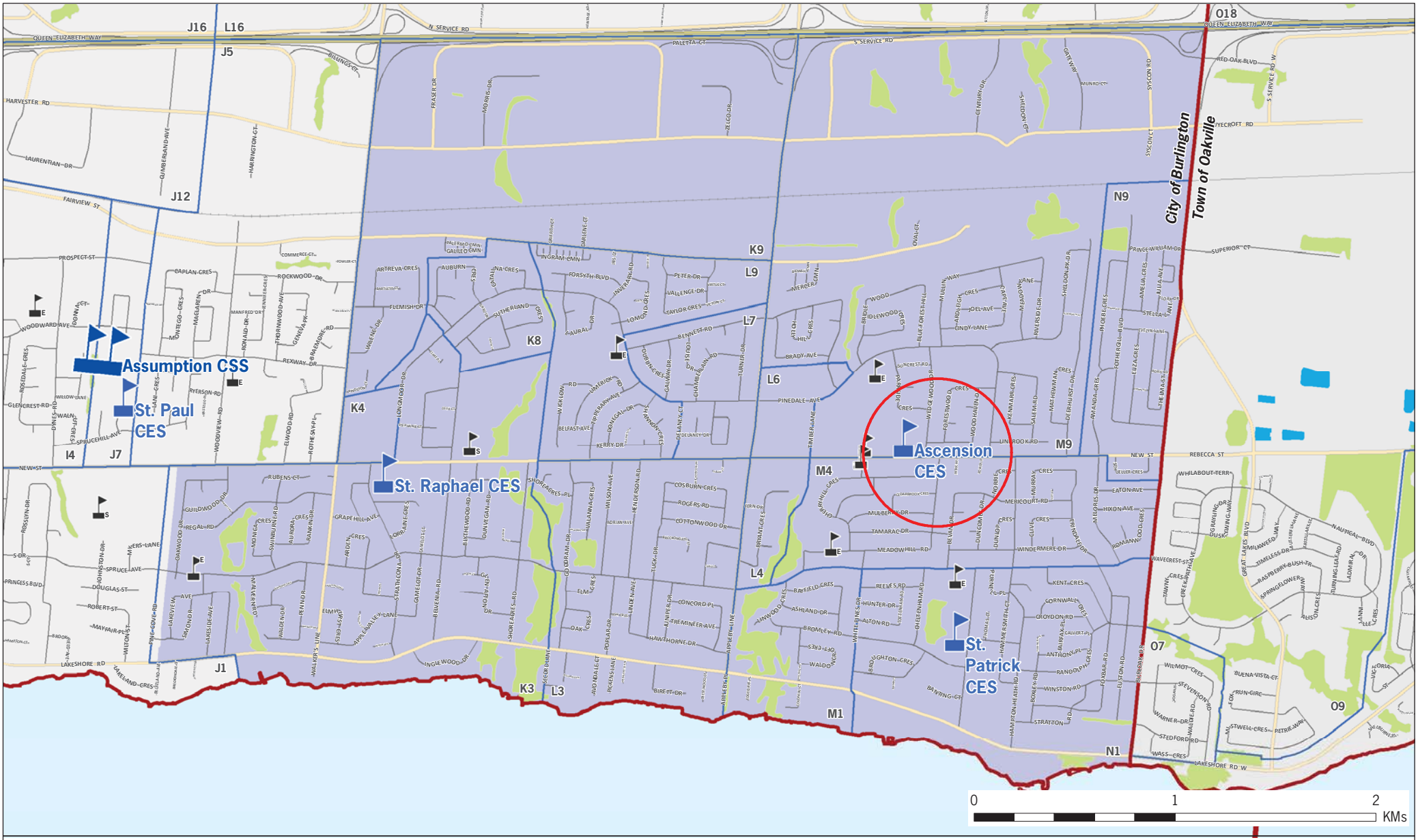
HALTON CATHOLIC DISTRICT SCHOOL BOARD

Burlington Southeast QEW
2016 Accommodation Review Area

HCDSB Schools
HDSB Schools
CEB2 - Burlington South QEW RA
CS Viamonde Schools
CSDCCS Schools
Burlington Southeast QEW PAR
HCDSB Adminstration
HCDSB Adult Learning Centre

APPENDIX D

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 for additional school boundary information.



HALTON CATHOLIC DISTRICT SCHOOL BOARD

Proposed Ascension CES Attendance Boundary

Burlington Southeast QEW Accommodation Review Area

HCDSB Schools
HDSB Schools
CEB2 - Burlington South QEW RA
CS Viamonde Schools
CSDCCS Schools
Proposed Ascension CES Boundary
HCDSB Adult Learning Centre
HCDSB Aministration

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 for additional school boundary information.

APPENDIX E

ACTION REPORT **ITEM 8.5**

BURLINGTON SOUTHWEST QEW MODIFIED PUPIL ACCOMMODATION REVIEW

PURPOSE:

To provide the Board of Trustees with the Burlington Southwest QEW Modified Pupil Accommodation Review Report and to request approval to proceed with a Modified Pupil Accommodation Review (MPAR) for the area.

BACKGROUND:

1. Information Report 10.4, "2016 Annual Accommodation Review", from the January 19, 2016 Regular Board Meeting.

2. Staff Report 9.2, "2015 School Consolidation Capital Project Proposals", from the January 5, 2016 Regular Board Meeting.

COMMENTS:

As per the Ministry of Education's newly updated Pupil Accommodation Review Guidelines (PARG), prior to establishing a Modified Pupil Accommodation Review (MPAR), staff must identify at least one option to address the accommodation issue, and identify relevant factors considered and the rationale to recommend a Modified Pupil Accommodation Review for the identified group of school(s).

As per the requirements of Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure, prior to initiating a regular or modified accommodation review process an Initial Staff Report must be presented to the Board of Trustees which includes one (1) recommended option as a minimum, and where applicable alternative options. The attached Initial Staff Report Modified Pupil Accommodation Review Report includes the required information for the Burlington Southwest QEW Area as follows:

A) Documentation of required work completed prior to the accommodation review;
B) Summary of background data used in option(s) developed by staff;
C) Summary of accommodation issues for the schools under review;
D) Preferred accommodation option which includes the following information:
    a. where students would be accommodated;
    b. if proposed changes to existing facility or facilities are required as a result of the accommodation review;
    c. identify any program changes as a result of the proposed option;
    d. how student transportation would be affected if changes take place;

e. if new capital investment is required as a result of the accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
f. any relevant information obtained from municipalities and other community partners prior to the commencement of the accommodation review, including any confirmed interest in using the underutilized space
g. timeline for implementation
h. School Information Profiles (SIP)

The purpose of the Modified Pupil Accommodation Review (MPAR) process is to provide the Board of Trustees with sufficient information to make an informed decision through consultation with the existing school community on the future of the current stock of pupil facilities within the Burlington Southwest QEW Accommodation Review Area.

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation (SCC) Projects and New Construction of Child Care" requesting boards to submit consolidation projects that need to be completed by the 2019-20 school year. According to the Memorandum, the Ministry's School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or 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. Schools Boards are required to submit their SCC business cases to the Ministry by February 29, 2016 and projects related to accommodation reviews must have Trustee approval by March 28, 2016 in order to be considered for SCC funding approval. The Ministry Memorandum 2015: B16 can be found on the Ministry website here.

RECOMMENDATION:

The following resolution is presented for trustee approval.

RESOLUTION: *Moved by:*
Seconded by:

RESOLVED, *that the Halton Catholic District School Board* approve the undertaking of the Burlington Southwest QEW Modified Pupil Accommodation Review (MPAR) in accordance with Operating Policy I-09 School Accommodation Review – Consolidation/Closure and Administrative Procedure VI-35 School Accommodation Review – Consolidation/Closure.

REPORT PREPARED BY: F. THIBEAULT, ADMINISTRATOR OF PLANNING SERVICES
R. MERRICK, ADMINISTRATOR, SCHOOL OPERATIONS AND MAINTENANCE

SUBMITTED BY: G. CORBACIO, SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES
P. MCMAHON, SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD
T. OVERHOLT, SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

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

Modified Pupil Accommodation Review
Background Report

Burlington Southwest QEW Neighbourhood:
St. John (B) CES Classroom Additions

January 15, 2016

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Appendix D: Review Area and Accommodation Review Area
Appendix E: Proposed Attendance Boundary Option

1. Introduction

The Halton Catholic District School Board (HCDSB) 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 of fostering student academic achievement and well-being, and ensuring effective stewardship of the resources of the Board. These guiding principles apply to any accommodation review conducted pursuant to Operating Policy I-9: School Accommodation Review – Consolidation/Closure.

In some cases, to address changing student populations, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations or 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.

As per the Ministry of Education newly updated Pupil Accommodation Review Guidelines (PARG), prior to establishing a Modified Pupil Accommodation Review (MPAR), staff will present an Initial Staff Report to the Board of Trustees that identifies at least one (1) or more options to address the accommodation issue, identify relevant factors considered and the rationale to recommend a Modified Pupil Accommodation Review for the identified group of school(s).

The decision to proceed with initiating a MPAR and the ultimate decision following the completion of the process will be at the sole discretion of the Board of Trustees.

Required content included within the initial staff report is as follows:

A) Documentation of required work completed prior to the accommodation review;
B) Summary of background data used in option(s) developed by staff;
C) Summary of accommodation issues for the schools under review;
D) Preferred accommodation option which includes the following information:
    a. where students would be accommodated;
    b. if proposed changes to existing facility or facilities are required as a result of the accommodation review;
    c. identify any program changes as a result of the proposed option;
    d. how student transportation would be affected if changes take place;
    e. if new capital investment is required as a result of the accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
    f. any relevant information obtained from municipalities and other community partners prior to the commencement of the accommodation review, including any confirmed interest in using the underutilized space
    g. timeline for implementation
    h. School Information Profiles (SIP)

2. Annual School Board Planning

As required under the Board's Operating Policy I-9, staff is required to outline their rationale for why alternate accommodation strategies (other than pupil accommodations) that support the Board's guiding principles of student achievement, school board financial viability and sustainability, and student well-being could not be pursued.

Alternate strategies could include school boundary reviews and reallocation of programs to effectively fill pupil places, and/or right sizing existing facilities to remove underutilized pupil places.

2.1 Annual 15-Year Projection Update

As part of the Board's ongoing review of pupil accommodations in the Region of Halton, staff presented to trustees on December 15, 2015, a 15 year forecast of enrolment projections as part of Ministry Memorandum 2015: SB27, as well as a by municipality commentary on the future outlook of enrolment trends within Halton Region.

To generate the projections, staff used actual October 31st enrolment headcounts of the past five (5) years (2011-2015) as a base, reviewed current development information and regional growth, reviewed school enrolment trends, and utilized the Board's enrolment projection system to develop a 15 year enrolment projection.

In the context of the **CEB2: Burlington – South of QEW** Review Area, staff projected that enrolment would continue to decline or would remain stable over the next fifteen (15) year period, leaving the facilities within the area consistently underutilized.

2.3 Portable Classrooms and Surplus Classrooms Summary

Staff presented to Trustees on October 6, 2015, at a Regular meeting of the Board the 2015-16 Portable Classrooms and Surplus Classrooms Summary, which outlines surplus or portable classroom needs across the Board. This report serves as a starting point in completing the Annual Facilities Accommodation Report, summarized in Section 2.4.

2.4 LTCP and Annual Facilities Accommodation Report

On a five (5) year basis, the Board must produce a Long Term Capital Plan (LTCP) for the entirety of its jurisdiction. This document compiles the Board's long term enrolment projections and contemplates future projects for creating new pupil places, renewing facilities, and removing excess pupil places from its inventory through pupil accommodation reviews. The LTCP is a living document that is reviewed on an annual basis to ensure changing trends are reflected in the plan. The LTCP can be access at the following location on the Board's website:

http://www.hcdsb.org/Board/LTCP/Pages/default.aspx

The purpose of the Board's LTCP consists of the following:

A) Examine the Board's capital position by review area, which involves an analysis of enrolment and building repair needs for the 19 elementary and 5 secondary review areas;
B) Provide a framework for future capital planning decisions, and recommendations to the Board of Trustees for future projects and processes; and,
C) Provide a long-term strategy for capital planning submissions to the Ministry of Education.

As part of its annual review for the 2015-16 school year, staff completed its Annual Facility Accommodation Report, as per the requirements of Operating Policy I-37: Community Planning & Facilities Partnerships. On a go forward basis, this document will provide an annual review of the projects identified in the LTCP, update long-term enrolment forecasts, updated future new capital and consolidation strategies for targeted Review Areas.

When reviewing facilities for the elementary and secondary panel, staff use the principles listed below, based on previous experiences and best practices. The principles may not be feasible in all situations, and should be viewed as guidelines to be applied where feasible.

Elementary

A) School capacity – Based on the Board's best practices, the optimal elementary school capacity for a new build would range between 500 to 671 pupil places, which allows for two (2) to three (3) classrooms per grade;
B) Programming – overall, the grade structure for the elementary panel is Junior Kindergarten to Grade 8, with the option of providing special programing such as: Early French Immersion (Gr 1); Extended Immersion (Gr 5); Self-contained Special Education classrooms (Gr 5); and the Gifted Program (Gr 5);
C) School Site sizes – as per Operating Policy IV-6, elementary school sites should range between 6 to 8 acres for new sites, pending what adjacent uses are available. Re-build sites, being located in more established neighbourhoods, should be at least 5 acres where feasible; and,
D) Siting – Central location is preferred, where feasible.

Secondary

A) School capacity – Based on the Board's best practices, the optimal secondary school capacity for a new build would range between 1,200 to 1,400 pupil places, which allows for a broader array of program offerings;
B) Programming – overall, the grade structure for the secondary panel is Grade 9 to Grade 12, with the option of providing special programing such as: Extended Immersion (Gr 9); Advanced Placement (AP) Programs (Gr 9); and the International Baccalaureate (IB) Program (Gr 9);
C) School Site sizes – as per Operating Policy IV-6, secondary school sites should range between 15 to 18 acres for new sites, pending what adjacent uses are available. Re-builds should have regard to the same where feasible, and have regard for typical exterior playfield requirements; and,
D) Siting – Central location is preferred, where feasible.

2.5 Consultation with Local & Regional Municipalities

On an ongoing basis, as a part of the yearly review of accommodation needs and the daily operations of the Planning Services department, staff has consulted with local municipalities and receives planning information on a number of development related matters. These include (but is not limited to):

A) Regional Official Plans and Amendments
B) Local (Municipal) Official Plans and Amendments
C) Secondary Plans
D) Neighbourhood Phasing Plans
E) Development Plans having the effect of increasing residential units (i.e. Subdivision Plans)
F) Building Permit Activity

This information is used in the development of short and long-term enrolment forecasts, and the determination of future Board accommodation needs in both established and new neighbourhoods. Staff are also in continuous contact with Municipal Staff to discuss future needs within the target municipalities, and align future capital investments where feasible (i.e. park facilities, childcare, city services)

2.6 Community Planning and Facility Partnerships Meeting

On January 18, 2016, the Board hosted its Annual Community Planning and Facility Partnership Meeting as required under Operating Policy I-37. The meeting provided the approved community partners information relating to relevant portions of the Board's Long Term Capital Plan (LTAP); details of any schools eligible for facility partnerships; background information on the Review Areas of the Board; and the process for submitting project proposal and becoming an approved community of the Board.

The following agencies were notified of the meeting:

A) Agencies listed under Ontario Regulation 444/98;
    a. Co-terminus School Boards
    b. Local Municipalities within the Board's jurisdiction
    c. Region of Halton
    d. Local colleges and universities
    e. Provincial & Federal Government agencies
B) District Social Service Administration Board(s) or Consolidated Municipal Services Managers;
C) Diocese of Hamilton
D) Existing Board Child Care Operators

Prior to the meeting, none of the above agencies have expressed an interest in utilizing any HCDSB facilities within the **Burlington Southwest QEW** accommodation review area. The presentation to community partners is posted on the Board website for further information.

2.7 Pupil Accommodation Option Development Process

As per the requirements of Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure, prior to initiating a regular or modified accommodation review process an Initial Staff Report must be presented to the Board of Trustees, which includes one (1) recommended options as a minimum, and alternative options where applicable.

The criteria listed in Table 1 outlines the conditions used by staff to assess the option presented to the Board for the **Burlington Southwest QEW** accommodation review area.

Table 1: Option Development Criteria

CRITERIA	DESCRIPTION
Facility Utilization between 90-125%	The optimal utilization for a school facility is between 90-125% to ensure that operational funding (both staffing and facility) is maximized on a by pupil basis. Situations where utilization is above 100% are often introduced to ensure that the Board does not build at peak enrolment, and instead at a sustainable enrolment level.
500-671 FBC	Based on previous experiences at the Board, and following Ministry Benchmarks defined by the Expert Panel (for school design), the optimal size for a facility's Functional Building Capacity (FBC) is between 500-671 pupil places for the Board. This ensures that a wide range of program, staff, special needs, and extra-curricular options are available to the students.
Portable Needs	Boards will often install portable classrooms at schools as a temporary accommodation solution in situations where peak student enrolment surpasses the built capacity. Portable classrooms are therefore used in situations to avoid overbuilding.
Accessibility	Review accessibility constraints on site and within the facility to ensure that equal access for all students and potential community partners is provided.
Transportation Times	As per Halton Student Transportation Services (HSTS) Operating Procedure HS-3-004 – Duration of Trip, wherever feasible bus trips shall not exceed 60 minutes for the elementary panel, and 75 minutes for the secondary panel.
Average Distance to School	Consists of an average distance between student households to school accommodations, whereby lower averages typically represent a more centralized location.
Site Size (Approx. 5+ acres)	In order to provide for adequate play space, parking facilities, pick up/drop off, bus loops, and other necessary exterior accommodations, a school site of five (5) or more acres is adequate.
Adjacent Uses	Have consideration for adjacent uses, where some uses are more sympathetic to a school's daily operations than other (i.e. park spaces vs. commercial plaza strips)
Site Limitation	Any additional factors that are unique to each school

3. Background Data

The following section will outline the School Information Profiles (SIP) and all other background data used in the development of the recommended option. Furthermore, a rationale for recommending a Modified Accommodation Review Process is summarized, as per the requirements of the policy.

3.1 Modified Accommodation Review Process Rationale

As outlined in Section 2 of Operating Policy I-09: School Accommodation Reviews – Consolidation/Closures, 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:

A) distance to the nearest available accommodation is within **5 kilometers**;
B) utilization rate of the facility is equal or below **50%**;
C) number of students enrolled at the school is **126 or fewer**.
D) 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);
E) there are no more than **three (3) schools** subject to the pupil accommodation review process;
F) 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.

The **Burlington Southwest QEW** Accommodation Review Area is eligible for the Modified Accommodation Review Process as it meets Criteria 'A' (distance) and Criteria 'E' (3 or fewer schools). The **distance** between the **two (2)** schools is summarized in Table 2.

Table 2: Modified Accommodation Review Criteria

SCHOOL	ST. JOHN (B) CES	ST. PAUL CES
ST. JOHN (B) CES		3.5 km
ST. PAUL CES	3.5 km	

Further to meeting at least two (2) criteria, staff believes a modified process is warranted for the **Burlington Southwest QEW** as the proposed solution would have minimal impacts on the school's student community, whereby predominant impact will be limited to a relocation of their existing school to a potentially more distant location.

The required steps under the modified pupil accommodation review process are outlined in Section 2.0 of Operating Policy I-09. If Board approves the process, milestone dates will be provided at a later time. A general timeline is presented in Section 5.3 Proposed Timelines 5.8 Transportationof the present report.

3.2 School Information Profiles (SIP)

School Information Profiles (SIP) are orientation documents with point-in-time data for each of the schools under a pupil accommodation review. The minimum data requirements and factors that are to be included in the SIP are listed in the Ministry of Education updated Pupil Accommodation Review Guidelines (PARG), which are also outlined in Schedule A of the Board Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure. The SIPs are attached as Appendix C.

3.3 Facility Condition Index (FCI)

The Facility Condition Index (FCI) is a metric used to rate the overall condition of a facility through an analysis of the useful lifespan of system components (i.e. roofs, boilers, millwork) prior to needing replacement or repair. The total cost of repairing or replacing all system components in a school which have five (5) or fewer years in remaining service life is known as 5-year renewal needs.

Using a 5-year renewal needs, an FCI can be calculated. This represents the ratio of 5-year renewal costs to the estimated replacement value of the school facility. To calculate the FCI, divide the total estimated 5-year renewal needs by the estimated replacement value, which generate a percentage. The lower the percentage, the lower renewal needs are for the school in relation to their replacement value.

Table 3 below summarizes the 5-year FCI for both (2) affected schools within the **Burlington Southwest QEW** accommodation review area.

Table 3: Facility Condition Index Summary

School Name	Original Construction	5 Year Renewal Needs	Replacement Value	Facility Condition Index
St. John (B) CES	1995	$1,052,161	$8,159,610	13 %
St. Paul CES	1968	$3,473,213	$7,503,080	46 %

3.4 Facility Condition Assessments

The renewal needs of the facilities within the accommodation review were determined through comprehensive facility condition assessments. These assessments are conducted on a periodic basis as determined by the Ministry of Education. Third-party evaluators, accompanied by Board staff, conducted the most recent round of assessments in spring 2015. The findings of the survey were reported in the Ministry's Total Capital Planning Solution (TCPS) database. TCPS data were used as the foundation for facility conditions and renewal needs outlined in this report.

3.5 Enrolment Projections

To generate the projections, staff used actual October 31 enrolment headcounts of the past five (5) years (2011-2015) as a base, and using the Board's newly implemented student enrolment projection system, developed 15-year enrolment projections. Using past enrolment trends from a 2-5 year horizon of the actual enrolment headcounts, retention rates, progression factors within and outside

schools of the Board are coupled with current October 31 2015 headcounts to calculate the progression of students. This is coupled with municipal development trends (filed and active development applications) to estimate the number of new students yielded from new developments.

Table 4 below illustrates the enrolment projections for the schools within the **Burlington Southwest QEW** accommodation review area:

Table 4: Projected Enrolment – Burlington Southwest QEW Accommodation Review Area

School Name	FBC	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
St. John (B) CES	383	297	297	292	277	273	269	263	252	237	237	234
		78%	78%	76%	72%	71%	70%	69%	66%	62%	62%	61%
St. Paul CES	337	266	253	237	237	229	229	223	219	211	212	208
		79%	75%	70%	70%	68%	68%	66%	65%	63%	63%	62%
Head Count	**720**	**563**	**550**	**529**	**514**	**502**	**498**	**486**	**471**	**448**	**449**	**442**
Utilization (%)		78%	76%	73%	71%	70%	69%	68%	65%	62%	62%	61%
Surplus Space (+,-)		157	170	191	206	218	222	234	249	272	271	278

3.6 Transportation Summary Data

Transportation data was provided by the Halton Student Transportation Service (HSTS). Student data was derived from the 2015-16 school year, and aggregated into the data displayed in Table 5. Additional information on transportation service provision and non-transported students can be found within individual school SIP found in Appendix C.

Table 5: Transportation Summary Data for Burlington Southwest QEW

School Name	Total Students	Eligible Riders	Courtesy Riders	Total	Percentage of Students	Average Distance
St. John (B) CES	297	29	1	30	10%	1.32 km
St. Paul CES	266	66	7	73	27%	1.75 km

As per the HSTS Operating Procedure HS-1-003 – Eligibility Factors, elementary students that reside more than 1.6 kilometers from their home school are eligible for transportation. Eligibility for transportation may also be granted in instances where there are potential safety hazards along the student route.

Courtesy riders are defined as students that reside within a 1.6 kilometer distance, who would normally be ineligible, that have applied for a seat on an existing bus, on an existing route, at an existing stop that would otherwise be empty.

4. Accommodation Review Area Overview

The **Burlington Southwest QEW** accommodation review area is located within the **CEB2 South of the QEW review area** as identified in the Board's 2013 Long-Term Capital Plan, both of which are displayed geographically in Appendix D. The two (2) elementary schools located within the Accommodation Review Area include St. John (B) CES and St. Paul CES. The boundaries of the accommodation review area is comprised of the two (2) aforementioned school boundaries combined.

Ascension CES, St. Patrick CES, and St. Raphael CES are excluded from this accommodation review area, as they are being addressed through a separate process, namely the **Burlington Southeast QEW** accommodation review area.

A cursory overview of each affected school within the review are is summarized below in Table 6, and is further supplemented by the information found within the SIPs, found in Appendix C.

Table 6: Historic & Projected Enrolment Burlington Southwest QEW Review Area

School Name	FBC	2011	2015	2020	2025	Original Construction	FCI	Site Size
St. John (B) CES	383	343	297	269	234	1995	22%	1.94 ac.
		90%	78%	70%	61%			
St. Paul CES	337	304	266	229	208	1968	49%	4.70 ac.
		90%	79%	68%	62%			
Head Count	720	647	563	498	442			
Utilization (%)		90%	78%	69%	61%			
Surplus Space (+,-)		73	157	222	278			

Over the period 2016-17 through 2025-26, the Board's elementary enrolment is projected to increase at an average yearly rate of +1.23% (+289 students), and maintain an average utilization rate of 105.7%. However, this growth will be predominantly seen in Milton, north Oakville, and Halton Hills, where high rates of growth are offsetting the declining enrolment within maturing neighbourhoods.

The area under review has been classified as a maturing neighbourhood by staff, as enrolment has been decreasing over the last five (5) years and is expected to continue decreasing over the long term as neighbourhoods continue to age, as demonstrated in Table 6.

Over the course of the past five (5) years (2011-2015), enrolment within the affected schools has declined by approximately 13% overall, and is projected to decline an additional 13% by 2020 (5 year), and by 21% by 2025 (10 year). It is the anticipated rate of decline will begin to stabilize over a 10 year period, as larger senior classrooms are replaced by smaller Kindergarten registrations where declines are anticipated to plateau.

4.1 Accommodation Issues

The 2013 Long Term Capital Plan acknowledged the declining enrolment within the CEB2 Burlington South of QEW Review Area, and suggested that a pupil accommodation review be undertaken in the area to reduce excess capacity, and reduce overall renewal needs by removing aging schools from the Board's building stock.

The goal of this accommodation review is to bring forward to the Board a proposal to create renewed quality teaching facility and learning environments for students, while ensuring that long-term facility investments are financially sustainability.

4.2 Enrolment and Utilization

As demonstrated in Table 6 located on page 12, the overall utilization of schools within the **Burlington Southwest QEW** have been decreasing over the past five (5) years, and are anticipated to continue doing so over the next ten (10) as the neighbourhood continues to mature. Today, the school's utilization stands at an average 78% overall, slightly above the average utilization of the CEB2: Burlington South of QEW Review Area which currently stands at 76%. There is an equal distribution of enrolment in all two (2) schools within the accommodation review area under study.

In reviewing long-term enrolment trends as well as future development potential within the accommodation review area, it does not appear that the underutilized spaces will be filled, leaving facilities operating at well below the 90% optimal utilization. A boundary review for all schools within the CEB2: Burlington South of QEW Review Area with the aim to re-apportion students is not a viable opportunity in this scenario to enhance utilization.

To achieve an optimal utilization, empty classroom spaces would need to be removed from the Board's inventory.

4.3 Facility Size and Condition

St. Paul CES was constructed in 1968, whereas St. John (B) CES was built in 1995. Facilities of approximately 50 years of age, such at St. Paul CES, typically have many critical building component that are reaching the end of their useful lifecycle.

As shown in Table 7 below, the average Facility Condition Index of the three facilities is approximately 30%, with a total 5 year renewal need of approximately $4.5M dollars and replacement value of both facilities of approximately $15.7M. It is important to note that the facility renewal costs account primarily for the replacement of critical building components and do not account for improvement items, such as accessibility, LED lighting, natural Kindergarten playgrounds and other modernization improvements.

The functional building capacity of both facilities within the accommodation review area is well below the optimal school facility size of 500-671 pupil places, as outlined Table 1: Option Development Criteria. The lower function build capacities were characteristic of the time period in which the facilities within the accommodation review area were constructed.

Table 7: Facility Condition Index Summary

SCHOOL NAME	ORIGINAL CONSTRUCTION	FBC	5 YEAR RENEWAL NEEDS	REPLACEMENT VALUE	FACILITY CONDITION INDEX
St. John (B) CES	1995	383	$1,052,161	$8,159,610	13 %
St. Paul CES	1968	337	$3,473,213	$7,503,080	46 %
TOTAL	**1982 (avg.)**	**720**	**$4,525,374**	**$15,662,690**	**30% (avg.)**

4.4 Meeting Program Needs and Accessibility Standards

Educational programming for elementary school students has changed significantly over the past 50 years. Learning environments are critical to program delivery, and facilities constructed 50+ years ago may not meet the programming needs of today. 21st century learning environments require flexible spaces that can be used for multiple purposes, including group collaboration, breakout meetings and one-to-one teaching.

It is the goal of the HCDSB to provide an equitable learning environment for all students through the Region of Halton. Thus, all of the facilities within the accommodation review area were evaluated against the Board's standard for the construction of new facilities for several programming criteria. The results of this evaluation are summarized in Table 8.

Table 8: Facility Programming Needs

CRITERIA	BENCHMARK	ST. JOHN (B) CES	ST. PAUL CES
Gymnasium	Double gym	Double gym	Single gym
Kindergarten Space	1,100 m^2 with washroom	Adequate	Adequate
Resource Rooms/Space	~1 Resource room per 100 pupil places	Sufficient	Inadequate
Program Teacher Workspace	Workstation + resource storage	Inadequate	Inadequate

Accessibility requirements have also advanced significantly over the past half century. Many new technologies are available today and are included in school facilities during construction. An assessment of the accessibility needs of the facility was conducted and it was determined all of the facilities within the accommodation review area are not considered fully accessible to all members of the public.

4.5 School Site Description

The site conditions at the three facilities within the accommodation review area can be summarized as shown in Table 9.

Table 9: Option Development Criteria Summary – Burlington Southwest QEW

SCHOOL	SITE SIZE (ACRES)	SITE DESCRIPTION
St. John (B) CES	1.94	Undersized site. No parking or bus loading area on school property. Parking and bus loading area is provided on the property of the adjacent St. John Church.
St. Paul CES	4.70	Site is slightly undersized, but is located adjacent to a community park and Assumption CSS.

Table 10 below details how each school, in its current state, meets the preferred development criteria to be considered when reviewing pupil accommodation options.

Table 10: Option Development Criteria Summary – Burlington Southwest QEW

CRITERIA	ST. JOHN (B) CES	ST. PAUL CES
Facility Utilization between 90-125%	No	No
500-671 FBC	No	No
Portable Classroom Needs	No	No
Fully Accessible	No	No
Transportation Time	All students transported will not exceed 60 minutes on the bus.	All students transported will not exceed 60 minutes on the bus.
Average Distance to School	1.32 kilometers	1.75 kilometers
Site Size (Approx. 5+ acres)	Under Preferred size (1.96 acres)	Under preferred size (4.7 acres)
Adjacent Uses	Residential; Church; and Car Dealership	Residential; Community Park; and Assumption CSS
Site Limitation	Shared parking with Church	N/A

5. Recommended Option

As per the Ministry of Education Pupil Accommodation Review Guidelines (PARG), at least one (1) option must be presented to the Board to address the accommodation issues identified within supporting rationale. For the purpose of the **Burlington Southwest QEW** Accommodation Review Area, there is only one option contemplated by staff.

5.1 Intended Outcomes

The aim of this process is to provide the Board of Trustees with sufficient information to make an informed decision through consultation with the existing school community on the future of the current stock of pupil facilities within the **Burlington Southwest QEW** Accommodation Review Area.

In rendering a final decision, Trustees should consider the following criteria:

A) The impact that current and forecasted enrolment will have in the effective, equitable, and high quality delivery of programs to the students of the Board;
B) The impact that current and forecasted enrolments will have on the sustainable operations of the affected existing and proposed schools;
C) Ensure that capital investments (whether renewal or new construction) made to facilities are the best use of Board resources over the short and long-term; and,
D) The impact that the decision of the Accommodation Review has due consideration to the student community, the community, and the local government.

5.2 Accommodation Plan

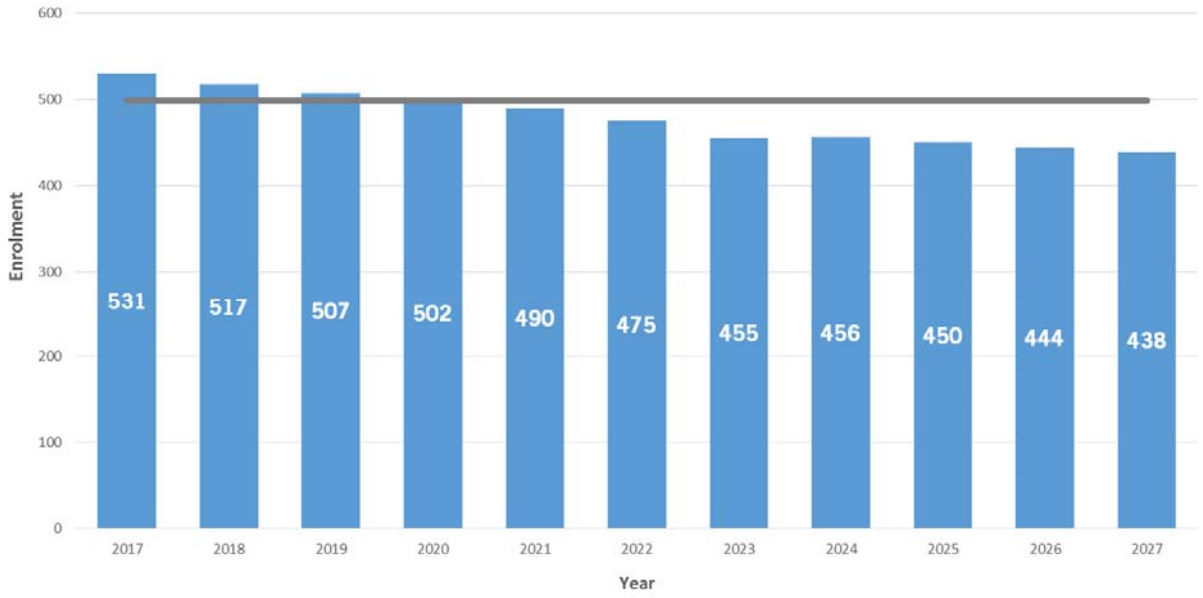
Staff recommends that the following actions be taken within the **Burlington Southwest QEW** Accommodation Review Area:

1) Outreach to approved community partners of the Board for potential co-build projects;
2) Construct a 4-6 classroom addition of 92-138 pupil place at St. John (B) CES for the 2017-2018 school year;
3) Close St. Paul CES's existing facilities, and re-direct the entire student population to St. John (B) CES with a newly constructed addition – all attendance boundaries consolidated into one, see Appendix E for proposed attendance boundary;
4) Re-direct all existing programs at the time of consolidation offered at the two (2) affected schools to St. John (B) CES;
5) Address targeted renewal needs at St. John (B) CES with Board facility renewal funds, such as accessibility improvements, as part of the construction of the addition, where feasible; and,
6) Retain the St. Paul CES school facility as a Board holding, with the intent of reviewing options for combining the lands with Assumption CSS for a potential future project.

Table 11: Projection – St. John (B) Catholic Elementary School Addition Recommendation

		Opening	5 year projection					10 year projection				
School Name	**FBC**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
St. John (B) CES + 5 Classroom Addition	**498**	531	517	507	502	490	475	455	456	450	444	438
		107%	104%	102%	101%	98%	95%	91%	92%	90%	89%	88%
Head Count		**531**	**517**	**507**	**502**	**490**	**475**	**455**	**456**	**450**	**444**	**438**
Utilization (%)		107%	104%	102%	101%	98%	95%	91%	92%	90%	89%	88%
Surplus Space (+,-)		-33	-19	-9	-4	8	23	43	42	48	54	60

Figure 1: Projection - St. John (B) Catholic Elementary School Addition Recommendation



5.3 Proposed Timelines

If the Modified Accommodation Review Process proceeds as scheduled, Ministry School Consolidation and Closure (SCC) grants are allocated, municipal permits are granted in a reasonable time, and other regulatory approvals proceed as planned, the following timeline is feasible:

➢ Completion of the Modified Pupil Accommodation Review	3 months
➢ School Consolidation and Closure Grant Funding Application Process with the Ministry of Education	3-6 months
➢ Pre-construction:	12-18 months
▪ Architect selection and design phase	
▪ Municipal Approvals and community consultation process	
➢ Facility Construction (4-6 classroom addition)	6-8 months
➢ **Occupancy**	**2017-18 school year**

5.4 Funding

On March 26, 2015 the Ministry highlighted changes to the Grant for Student Needs (GSN) that related to closures and consolidations. The Ministry announce it will be phasing out "top-up funding" grants over the next three years, no longer funding empty classroom spaces. This is part of the Ministry's School Board Efficiency and Modernization (SBEM) initiative that aims (among other elements) to reduce underutilized pupil spaces through consolidations, closures, and/or the introduction of community partners in empty spaces through a cost recovery model.

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation (SCC) Projects and New Construction of Child Care" requesting boards to submit consolidation projects that need to be completed by the 2019-20 school year.

According to the Memorandum, the Ministry's School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or 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.

5.6 Programming

As part of the recommendation, staff seeks to re-direct all existing programs offered at the three (3) affected schools to the new Ascension CES facility, all of which are part of the Assumption Catholic Secondary School family of Schools. Accordingly, the newly constructed Ascension CES will offer the regular track JK-8 program.

All programming will be in conformity with the Board's long-term strategy in offering a 21st Century Leaning experience.

5.7 Transition Planning

If the Board of Trustees approves staff's recommendation in part or modified, it is required under Administrative Procedure VI-35: School Accommodation Review – Closure/Consolidation, a transition committee will be established following the Board of Trustees' decision to consolidate and close a school.

For the accommodation transition, staff may undertake the following process after final approval from all agencies is granted to proceed with the project:

- Re-locate all St. John (B) CES students to St. Paul CES until the construction of the 4-6 classroom addition is complete (will begin in summer to shorten delay) – portable classrooms will be required;
- Upon completion of the new addition at St. John (B) CES, all students will be relocated to St. John (B); St. Paul CES will close and will remain a Board property until further notice.

Staff believes this will have the least impact to the school community, and will avoid separating school communities.

5.8 Transportation

As of December 31, 2015 transportation data, there are a total of 95 students that are transported within the Burlington Southwest QEW Neighbourhood. A preliminary analysis of the proposed attendance boundary for St. John (B) CES estimates that a total of 380 students would be eligible for transportation, being 50% of the student school population. The average distance to the new school is approximated at 2.16 kilometers for all students, which demonstrates that the total travel distance will be well below the 60 minutes maximum travel time. Table 12 summarizes the current situation and the proposed solution.

Table 12: Transportation Summary

School Name	Total Students (October 2015)	Eligible Riders (December 2015)	Percentage of Students	Average Distance
St. John (B) CES	297	29	10%	1.32 km
St. Paul CES	266	66	27%	1.75 km
St. John (B) CES Consolidation	556	277	50%	2.16 km

5.9 Option Summary

The criteria listed in Table 1 outlines criteria that were used by staff to weigh potential options for addressing the **Burlington Southwest QEW** accommodation review area. Based on those criteria, staff believes that the proposed addition to St. John (B) meets these criteria. Table 13 below provides a summary of the criteria.

Table 13: Option Development Criteria Summary – Recommended St. John (B) CES Addition

Criteria	St. John (B) CES Addition
New Facility or Addition	Addition
Facility Utilization 90-125%	Yes, facility utilization remains above 90% and below 125% over 10 years
500-671 FBC	Potentially pending size of addition (4-6 Classrooms), 475-521
Portable Needs	Yes, At peak of 2 portables will be required on site, and will no longer be needed after 5 years. Due to site constraints, the addition of portable classrooms over the long-term is not recommended
Accessibility	Yes, accessibility improvements to be made to the existing school during the construction of the 4-6 classrooms addition to meet current AODA guidelines and be fully accessible.
Transportation Time	All students transported will not exceed 60 minutes on the bus.
Average Distance to School	2.16 kilometers
Site Size (Approx. 5+ acres)	Below Preferred Size, 1.96 acres
Adjacent Uses	Residential; Parish; and Car Dealership
Site Limitation	Shares parking with Parish

OPERATING POLICY	HALTON CATHOLIC DISTRICT SCHOOL BOARD	
SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE	POLICY NO.:	I-09
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	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	**POLICY NO.:**	**I-09**
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	NOVEMBER 17, 2015

REQUIREMENTS

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.

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.

SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE	**POLICY NO.:**	**I-09**
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	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	POLICY NO.:	VI-35
	DATE:	MAY 31, 2004
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 17, 2010
	AMENDED:	NOVEMBER 30, 2015

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.

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 with Public Delegation Addendum (Report 3): The Final Staff Report drafted by Board staff that also incorporates information obtained from publicfrom public delegations (and any staff response to such information) as an addendum.

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

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.

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;

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.

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.

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.

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.

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.

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 and any staff response to such feedback, 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.

3.0 EXEMPTIONS

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.

In circumstances where the above exemptions would result in a school closure, as appropriate, 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.

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.

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.

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;

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.

4.0 Roles and Responsibilities of Resources to the ARC

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.

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]

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
Initial Staff Report and **SIPs** 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 ***First Accommodation Review Public Meeting***.		
Arrange meeting with municipalities and with community partner(s)	Log attempts to meet	Before ***First Accommodation Review Public Meeting***	
Announce and advertise ***First Accommodation Review Public Meeting*** through range of media			
First Accommodation Review Public Meeting		At least 30 business days after PAR approval	
Provide notice to municipalities and community partners of ***Final Accommodation Review Public Meeting***			
Announce and advertise ***Final Accommodation Review Public Meeting*** through range of media			

Item	Additional Information	Timeline	Status
Receive response from municipalities and community partners			
Final ***Accommodation Review Public Meeting***		At least 40 business days after First Public Meeting	
Interim Staff Report 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 ***Final Accommodation Review Public Meeting***	
Provide notice of date of public delegations		After ***Interim Staff Report*** 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 ***Final Staff Report***			
Present ***Final Staff Report*** 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			

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
Initial Staff Report and ***SIPs*** presented to the Board of Trustees	MPAR approved	0	
Initial Staff Report and ***SIPs*** 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 ***Accommodation Review Public Meeting*** 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	
Accommodation Review Public Meeting		At least 30 business days after MPAR approval	
Final Staff Report 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 ***Accommodation Review Public Meeting*** (or ***Final Accommodation Review Public Meeting*** if more than one is held)	

Item	Additional Information	Timeline	Status
Provide notice of date of public delegations		After ***Final Staff Report*** 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 ***Final Staff Report*** 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			

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

Director of Education and Secretary of the Board

Halton Catholic District School Board
School Information Profile

St. John Catholic Elementary School (Burlington)
December 31, 2015

Halton Catholic District School Board
School Information Profile

The information contained in the School Information Profile (SIP) is in accordance with the requirements outline in the Ministry of Education's Pupil Accommodation Guideline and the Board's Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015, and Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

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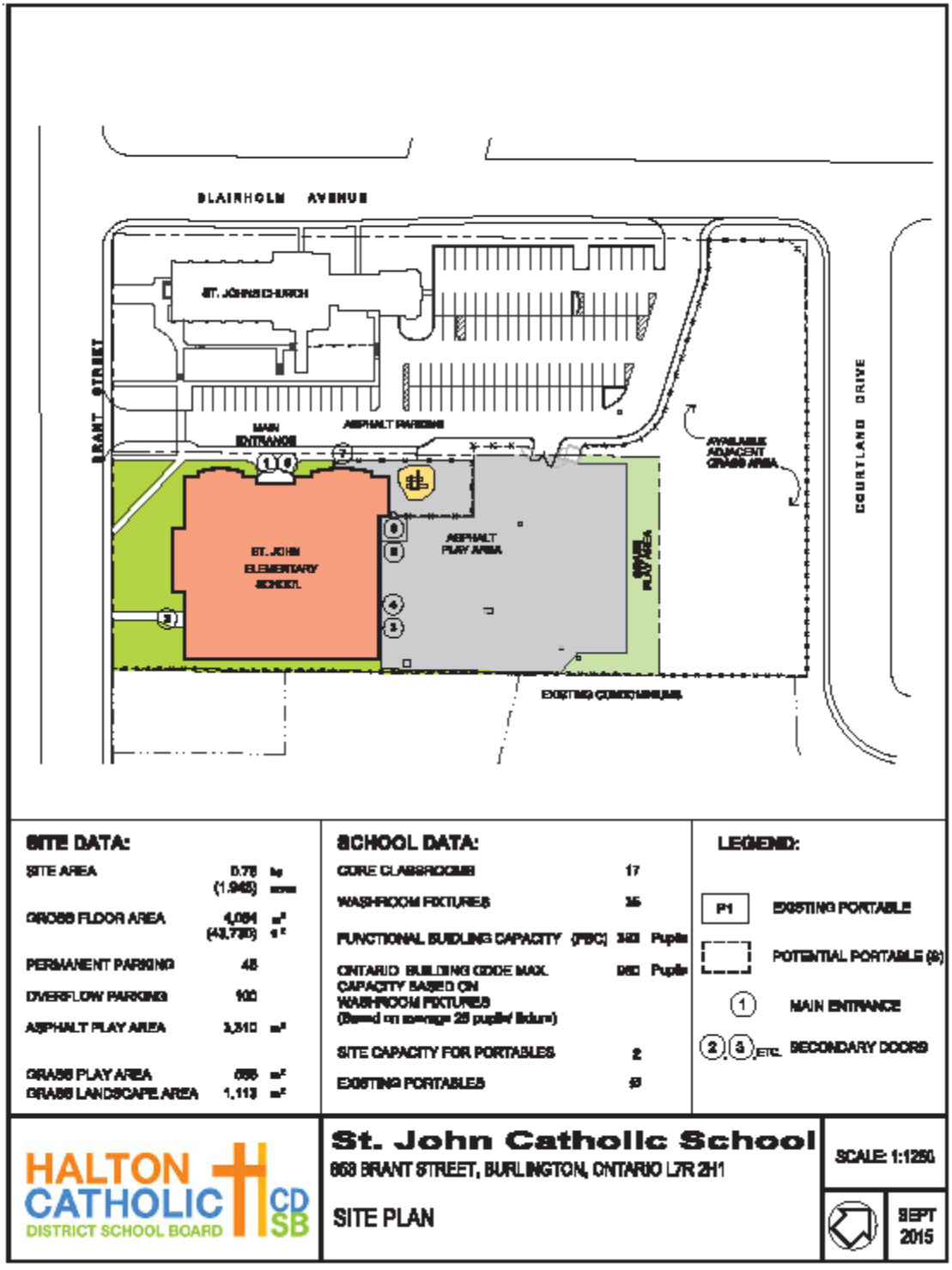
Facility Profile

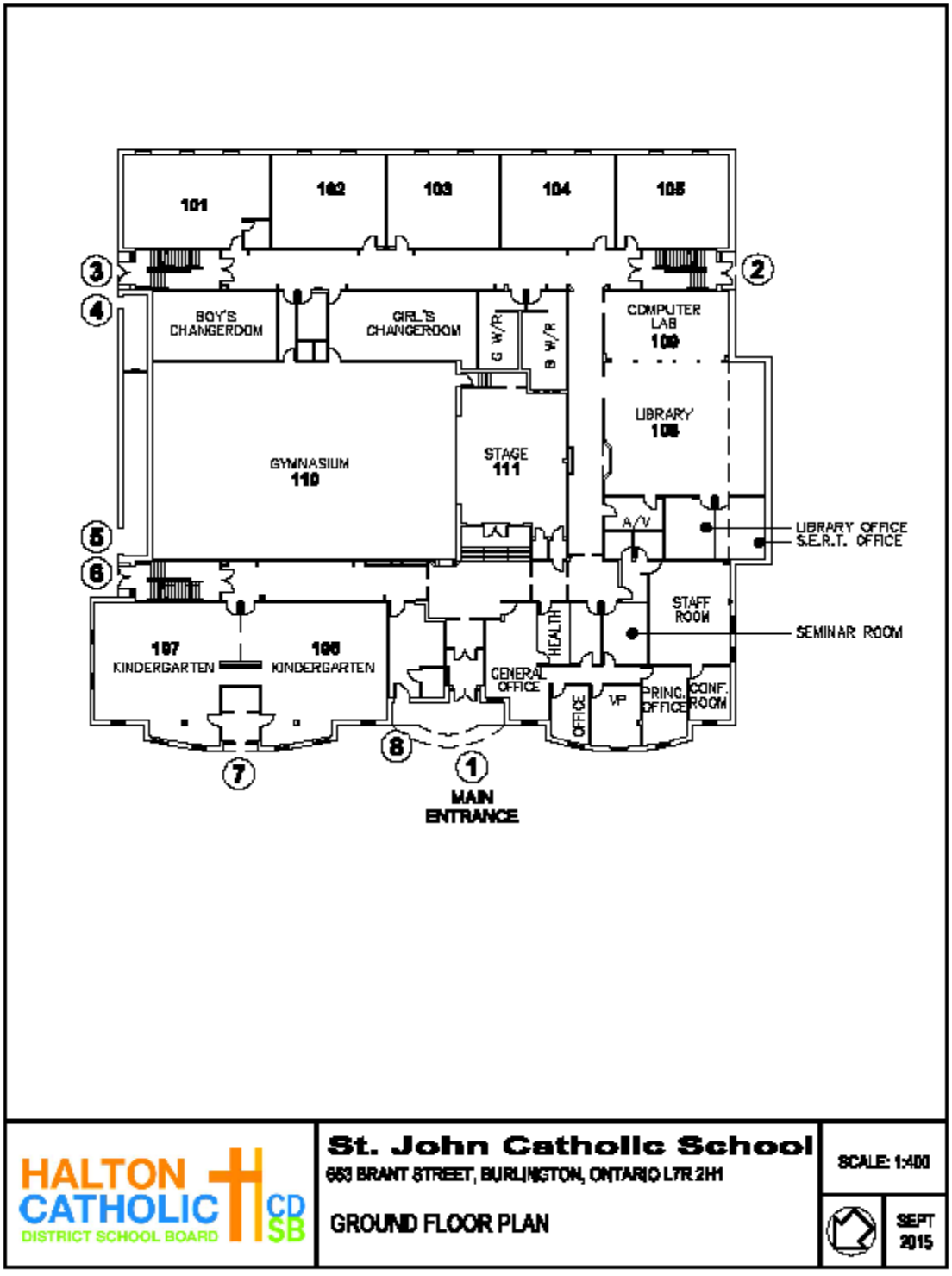
1.1 General Information

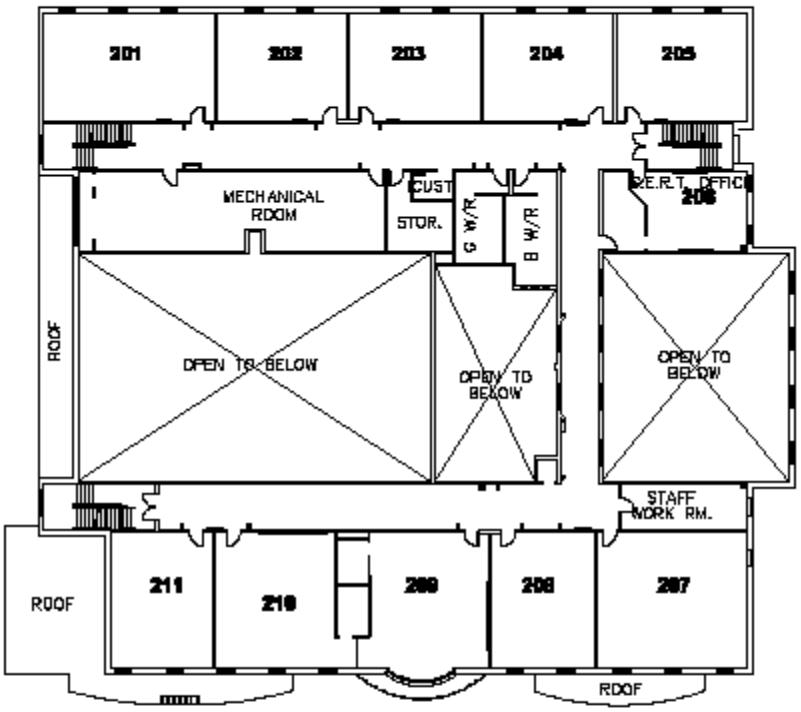
School Name	St. John Catholic Elementary School
Address	653 Brant Street, Burlington, ON, L7R 2H1
SFIS ID	8126
Year of Construction	1995
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	395
Functional Building Capacity	383
Enrollment as of December 31, 2015	292
Current Utilization	76%
Site Area (Acres)	1.943
Building Area (sq. ft.)	43,730
Hard Surface Play Area (sq. ft.)	35,629
Grass Play Area (sq. ft.)	6,082
Number of Parking Spaces	0
Number of Portable Classrooms	0
Site Capacity for Portables	2

1.2 Site Plan


BLAIRHOLM AVENUE
ST. JOHN CHURCH
BRANT STREET
MAIN ENTRANCE
ASPHALT PARKING
AVAILABLE ADJACENT GRASS AREA
COURTLAND DRIVE
ST. JOHN ELEMENTARY SCHOOL
ASPHALT PLAY AREA
GRASS PLAY AREA
EXISTING CONCRETE PAD
SITE DATA:
SITE AREA 0.78 ha (1.94ac)
GROSS FLOOR AREA 4,064 m² (43,736) ft²
PERMANENT PARKING 48
OVERFLOW PARKING 100
ASPHALT PLAY AREA 3,510 m²
GRASS PLAY AREA 666 m²
GRASS LANDSCAPE AREA 1,113 m²
SCHOOL DATA:
CORE CLASSROOMS 17
WASHROOM FIXTURES 35
FUNCTIONAL BUILDING CAPACITY (FBC) 340 Pupils
ONTARIO BUILDING CODE MAX. CAPACITY BASED ON WASHROOM FIXTURES (Based on average 28 pupils/ fixture) 980 Pupils
SITE CAPACITY FOR PORTABLES 2
EXISTING PORTABLES 0
LEGEND:
P1 EXISTING PORTABLE
POTENTIAL PORTABLE (S)
1 MAIN ENTRANCE
2, 3 ETC. SECONDARY DOORS
HALTON CATHOLIC DISTRICT SCHOOL BOARD
CDSB
St. John Catholic School
663 BRANT STREET, BURLINGTON, ONTARIO L7R 2H1
SITE PLAN
SCALE: 1:1250
SEPT 2015

1.3 Floor Plans





HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB

St. John Catholic School

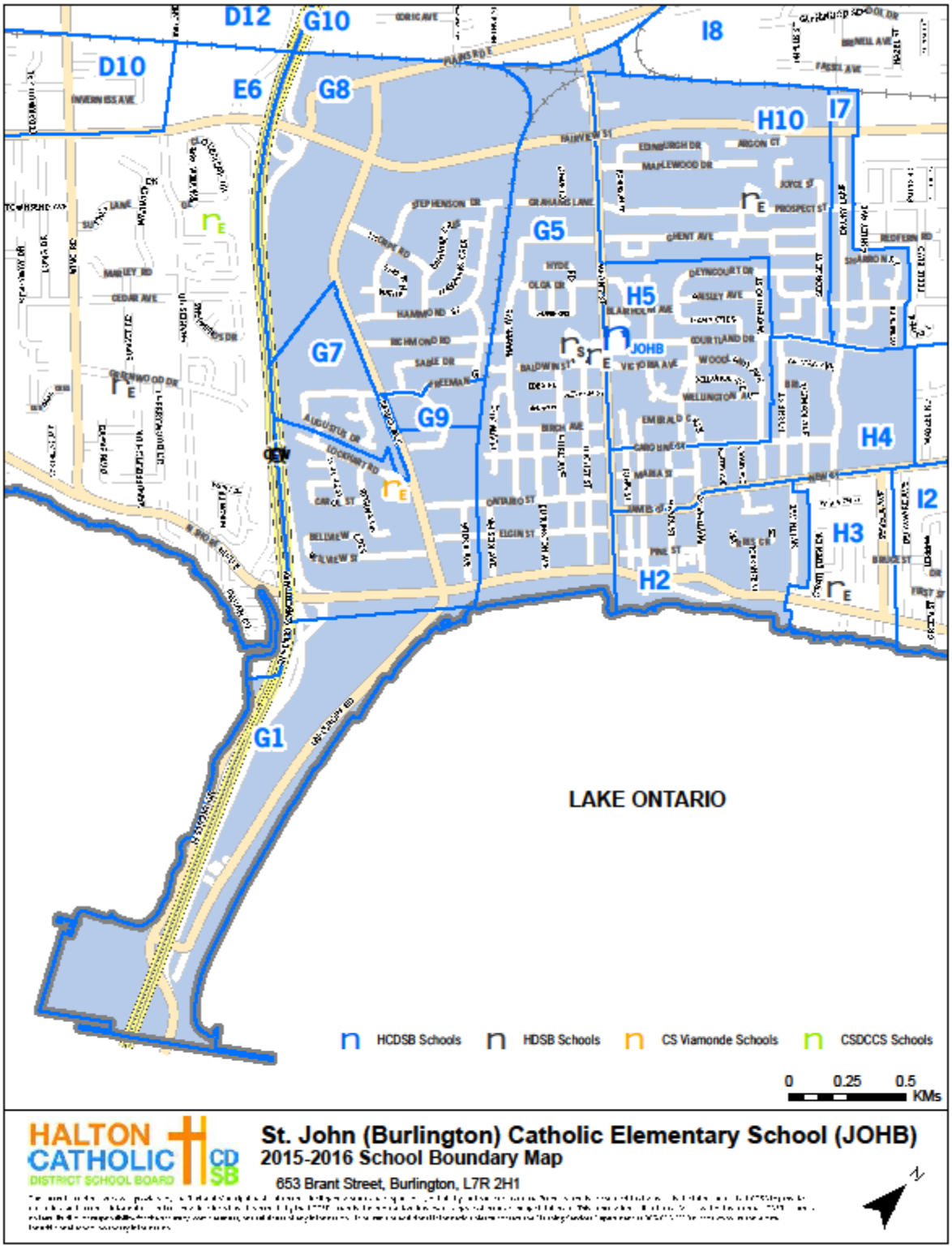
663 BRANT STREET, BURLINGTON, ONTARIO L7R 2H1

SECOND FLOOR PLAN

SCALE: 1:400

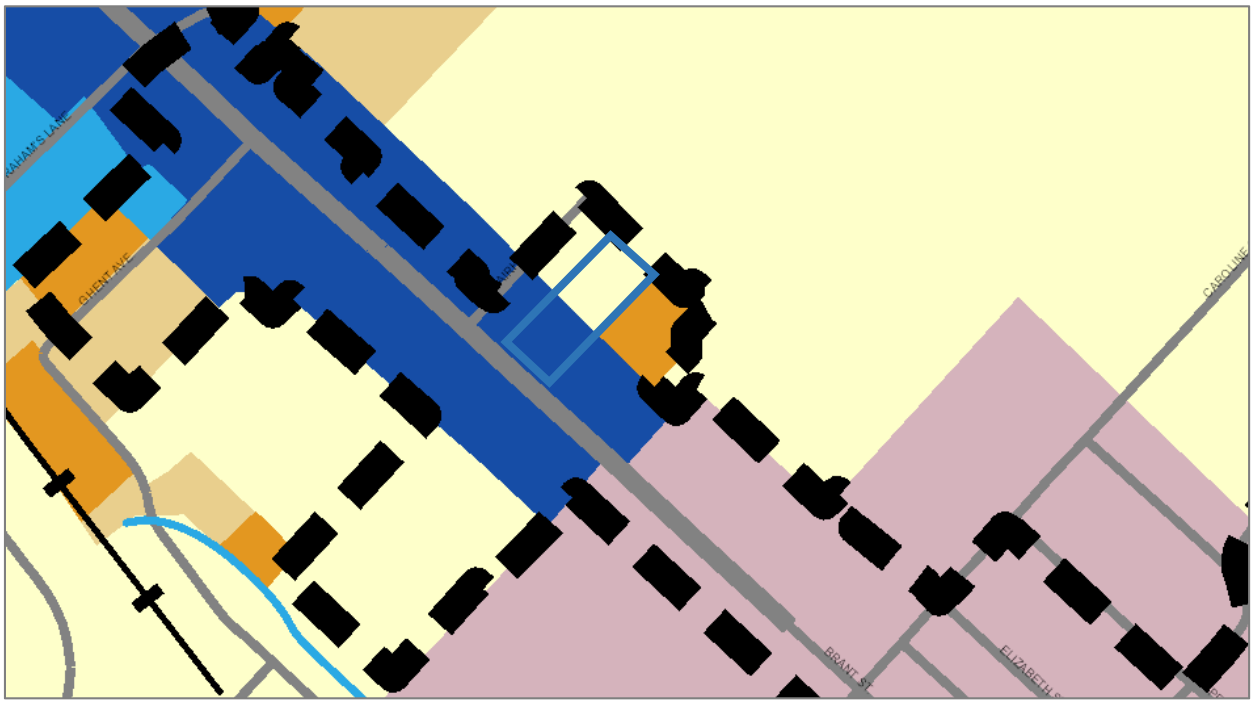
SEPT 2015

1.4 School Attendance Area (Boundary) Map

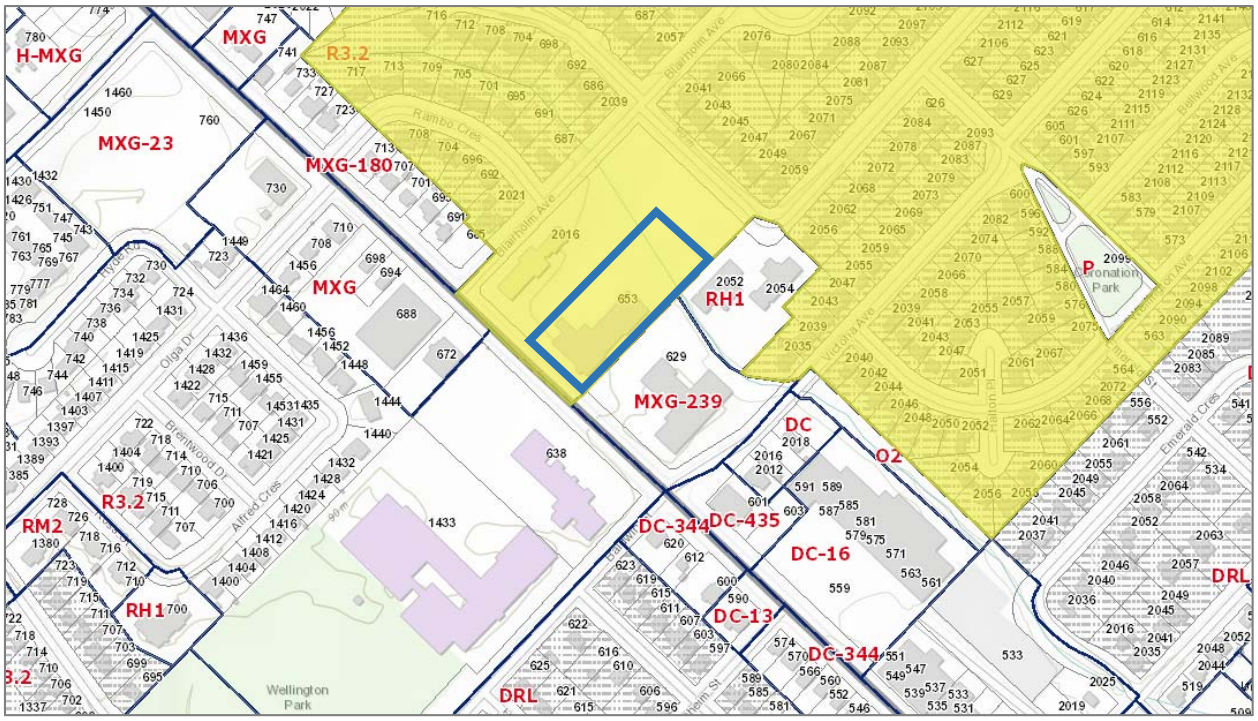


1.5 Official Plan

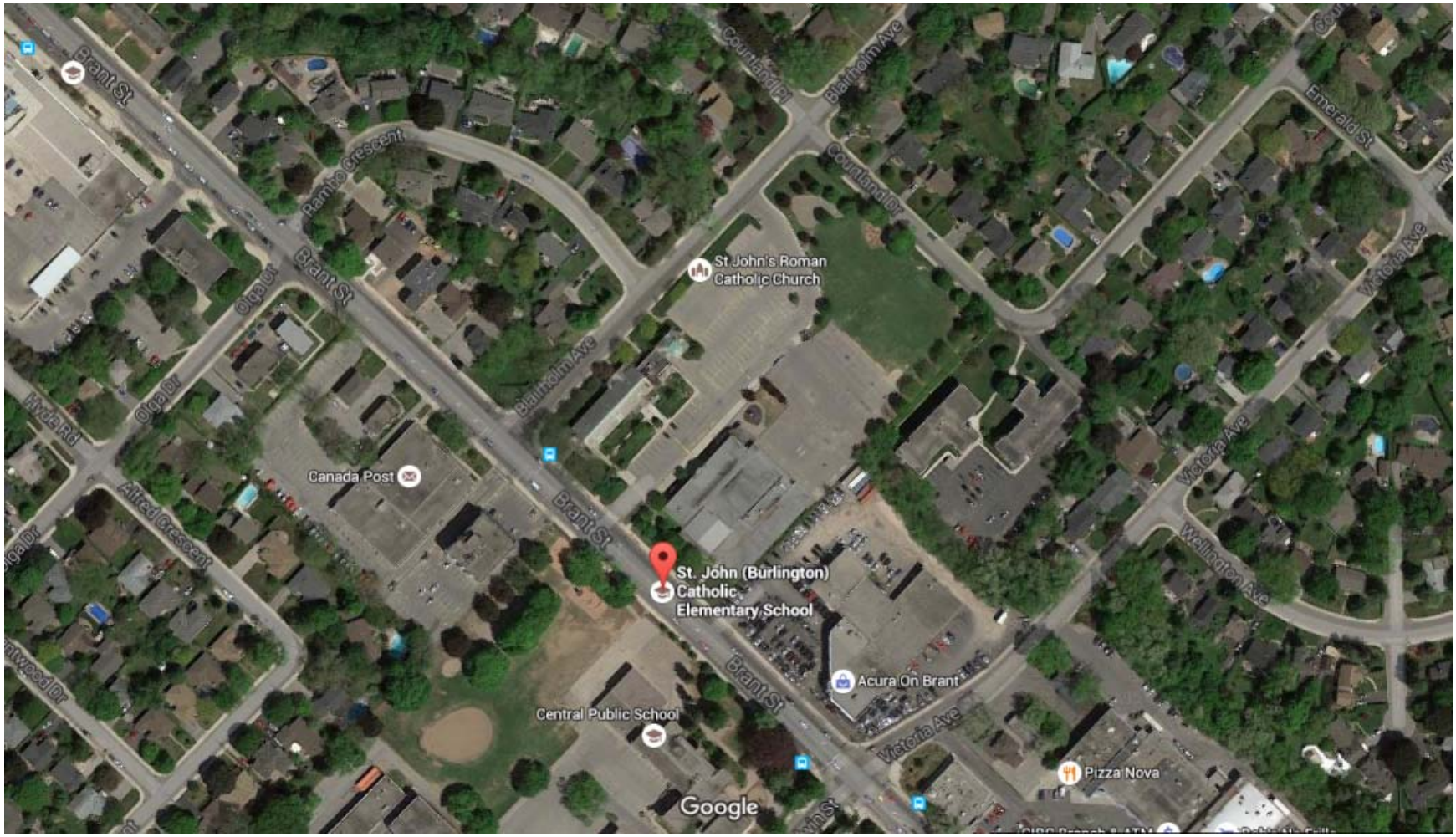
Official Plan Designation: Residential Low Density



Zoning Designation: R3.2 (Residential)



1.6 Aerial Photo



1.7 Space Summary

Room Number	Space Type	Current Use
101	Special Ed.	Special Education
102	Classroom	Classroom
103	Classroom	Classroom
104	Classroom	Classroom
105	Classroom	Classroom
106	Kindergarten	Junior Kindergarten
107	Kindergarten	Senior Kindergarten
108	General Purpose Room	General Purpose Room
109	Library Resource Centre	Library Resource
111	Staff Work Rm./Lounge	Staff Work/Lounge
201	Classroom	Special Education
202	Classroom	Classroom
203	Classroom	Classroom
204	Classroom	Classroom
205	Classroom	Classroom
206	Resource Room	Resource-General
207	Science Room	Science
208	Classroom	Classroom
209	Art Room	Art
210	Music Room (Vocal)	Music (Vocal)
211	Classroom	Classroom

1.8 Facility Condition Index

The Facility Condition Index (FCI) is the building condition as determined by the Ministry of Education by calculating the renewal needs and the replacement value for each facility. The data were extracted from the Total Capital Planning Solution (TCPS) tool, which is populated via third-party assessments.

School Name	St. John Catholic Elementary School
Replacement Value	$8,159,610

	1 year	**5 year**	**10 year**
Renewal Needs	$0	$1,052,161	$3,672,069
Facility Condition Index	0%	13%	45%

1.9 10-Year Improvement History

The 10-year improvement history lists major repairs at the facility that are captured by the TCPS database. This table excludes routine maintenance and other items not considered a renewal under the Tangible Capital Assets guide.

Year	Renewal Item	Cost
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	$8,615
2014	Replacement [D502002 Lighting Equipment] . Replaced with LED lights.	$283,897
2014	Replacement [D502002 Lighting Equipment] . Replaced with LED lights	$50,000
2014	Replacement [D502002 Lighting Equipment - Gym]. Replaced with LED lights.	$50,000
	Total	**$392,512**

1.10 5-Year Renewal Requirements

The 5-year renewal requirements lists major repairs at the facility that are captured by the TCPS database.

Year	Renewal Item	Cost
2016	Replacement [C1030 Fittings]	$71,604
2017	Replacement [B3010 Roof Coverings]	$461,071
2018	Replacement [C1020 Interior Doors]	$57,283
2018	Replacement [C3010 Wall Finishes]	$14,994
2019	Replacement [D3050 Terminal & Package Units]	$295,800
2019	Replacement [D304007 Exhaust Systems]	$21,665
2019	Replacement [D3060 Controls & Instrumentation]	$71,400
2019	Replacement [D502002 Lighting Equipment]	$26,520
2019	Replacement [B2030 Exterior Doors]	$31,824
	Total	**$1,052,161**

1.11 School Utility Costs

Electricity	$41,238
Natural Gas**	$6,043
Water/Sewer	$10,248
Total	**$57,529**

Building Area - Permanent	43,730
Building Area - Non-Permanent	0
Total Building Area	43,730
Utility Cost per Sqaure Foot	**$1.32**

2014-15 Enrollment	292
Utility Cost per Pupil	**$197.02**

*based on 2014-15 school year data

1.12 School Accessibility Measures

School Name	St. John Catholic Elementary School
Number of Storeys	2
Accessible Entrance	Door 1
Door Operator	Door 1
Elevator	Yes
Stage Lift	Yes
Other Lift	N/A
Barrier Free Washroom	No
Notes	

1.13 Assessment of Parking, Pick-up and Drop-off Areas

St. John Catholic Elementary School has no bus loop or parking located on school property. 45 parking spaces are available for school use at the adjacent St. John's Parish. An additional 100 parking spaces can be made available on the asphalt play area during special events. The total available parking and drop-off area is inadequate for a school with approximately 300 pupils.



1.14 Student Transportation

Student transportation data is calculated for the current school year as of December 31, 2015.

Division	<800 m	800m - 1600m	1600m - 3200m	>3200m
Primary (JK-3)	50	75	28	5
Junior (4-6)	24	42	12	6
Intermediate (7-8)	18	26	5	1
Total	92	143	45	12
% of Total	31.5%	49.0%	15.4%	4.1%

Division	Entitled to Transportation	Not Entitled to Transportation	% Not Entitled to Transportation
Primary (JK-3)	16	142	89.9%
Junior (4-6)	8	76	90.5%
Intermediate (7-8)	5	45	90.0%
Total	29	263	90.1%

Courtesy Riders	1

Instructional Profile

2.1 School Staff

The school staffing allocation includes the current year teach and non-teaching staff allocated to the facility as of December 31, 2015.

Teaching Staff	FTE
Classroom Teacher	13.4
Primary Team Member	1.5
FSL	1
Principal	1
Vice Principal	0
ECE	2
French Immersion Planning Time	0
Extra Planning Time	0
Total	**18.9**

Non-Teaching Staff	FTE
Secretary	1
Educational Assistant	3.5
Librarian	0.5
Custodian	2.625
Total	**7.625**

2.2 Program Offerings

Programs	Yes/No	Grades
Early French Immersion	No	
Extended French Immersion	No	
Gifted Program	No	
Essential Skills Program	No	
Structured Teaching Program	No	
Early Intervention Program	No	
SHSM	No	
OYAP	No	
Advanced Placement	No	
International Baccalaureate	No	

2.3 Grade Organization

The grade organization shows the grade enrolment and class sizes as of December 31, 2015.

Grade Configuration	JK-8

#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		11	16										27	X
2		17	8										25	X
3				19									19	
4				19									19	
5					18								18	
6					19								19	
7						16							16	
8						15							15	
9							27						27	
10								24					24	
11									33				33	
12										26			26	
13											24		24	
		28	24	38	37	31	27	24	33	26	24	0	292	

Number of Classes	13
Number of Combined Classes	2
% of Combined Classes	15%

2.4 Cross-Boundary Summary

Cross-Boundary and Out-of-District data is calculated for the current school year as of December 31, 2015.

Division	In Area Students	Out of Area Students	% Out of Area
Primary (JK-3)	141	17	10.8%
Junior (4-6)	74	10	11.9%
Intermediate (7-8)	48	2	4.0%
Total	263	29	9.9%

2.5 Enrollment

Current year enrolment data and future enrolment projections are computed as of October 31, 2015.

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2010	23	30	34	26	24	46	37	41	51	45	357
2011	37	29	30	34	25	26	37	38	39	48	343
2012	30	41	27	28	31	24	26	36	33	38	314
2013	30	38	37	26	25	31	22	22	33	32	296
2014	26	37	37	37	28	23	32	24	23	35	302
2015	28	25	40	37	31	27	24	34	27	23	296
2016	27	28	24	40	34	29	24	25	36	27	296
2017	27	27	27	24	37	32	27	26	26	36	293
2018	26	27	26	27	22	36	30	29	28	27	279
2019	27	27	27	27	26	22	33	32	30	28	277
2020	26	27	26	27	25	25	20	34	33	30	273
2021	26	26	26	26	25	25	23	22	37	34	268
2022	25	26	25	26	24	25	23	24	23	37	256
2023	25	25	25	25	24	24	23	24	26	23	243
2024	25	25	24	25	23	24	22	24	25	26	243
2025	25	25	24	24	23	24	23	24	26	26	240
2026	25	25	24	24	22	23	21	23	24	25	235
2027	25	25	24	24	22	22	21	22	24	24	232
2028	25	25	24	24	22	22	20	22	23	24	227
2029	25	25	24	24	22	21	19	20	22	22	223
2030	25	25	24	24	22	21	19	20	21	22	220

Note: The above by-grade projections may present a differential of +/- 5 students on the by school projected totals shown in the Background Report due to rounding. This occurs when a by-grade progression factor of greater than 100% is applied to a whole by-grade enrolment number (i.e. 20 students x 102% progression factor = 20.4).

2.6 Extracurricular Activities

Ball Hockey
Basketball
Battle of the Books
Chess Club
Choir
Cross-Country
Girls Club
Green Team
Hockey
Homework Club
Intramurals
Math Club
Media Club
Reading Buddies
Robotics Club
Track and Field
Volleyball
Words Their Way Club

School Use Profile

3.1 Community Use

The community use of the facility for the entire 2014-15 school year is summarized in the table below.

Organization	Description	Annual Hours	Annual Revenue	Cost Recovery (Y/N)
YMCA	Before and After School Program	1920	$13,822	Yes
Community Groups	Sports/Community Events	80	$3,256	Yes
Total		**2000**	**$17,078**	

3.2 Facility Partnership

There are currently no facility partnerships located at St. John Catholic Elementary School.

3.3 Child Care

Full day child care is not offered at the facility. The enrolment in the Before and After School Program, shown below, is calculated for the current year as of December 31, 2015.

	Licensed Capacity	Current Enrollment
Kindergarten Children		
School-Age Children		

Halton Catholic District School Board
School Information Profile

St. Paul Catholic Elementary School
December 31, 2015

Halton Catholic District School Board
School Information Profile

The information contained in the School Information Profile (SIP) is in accordance with the requirements outline in the Ministry of Education's Pupil Accommodation Guideline and the Board's Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015, and Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

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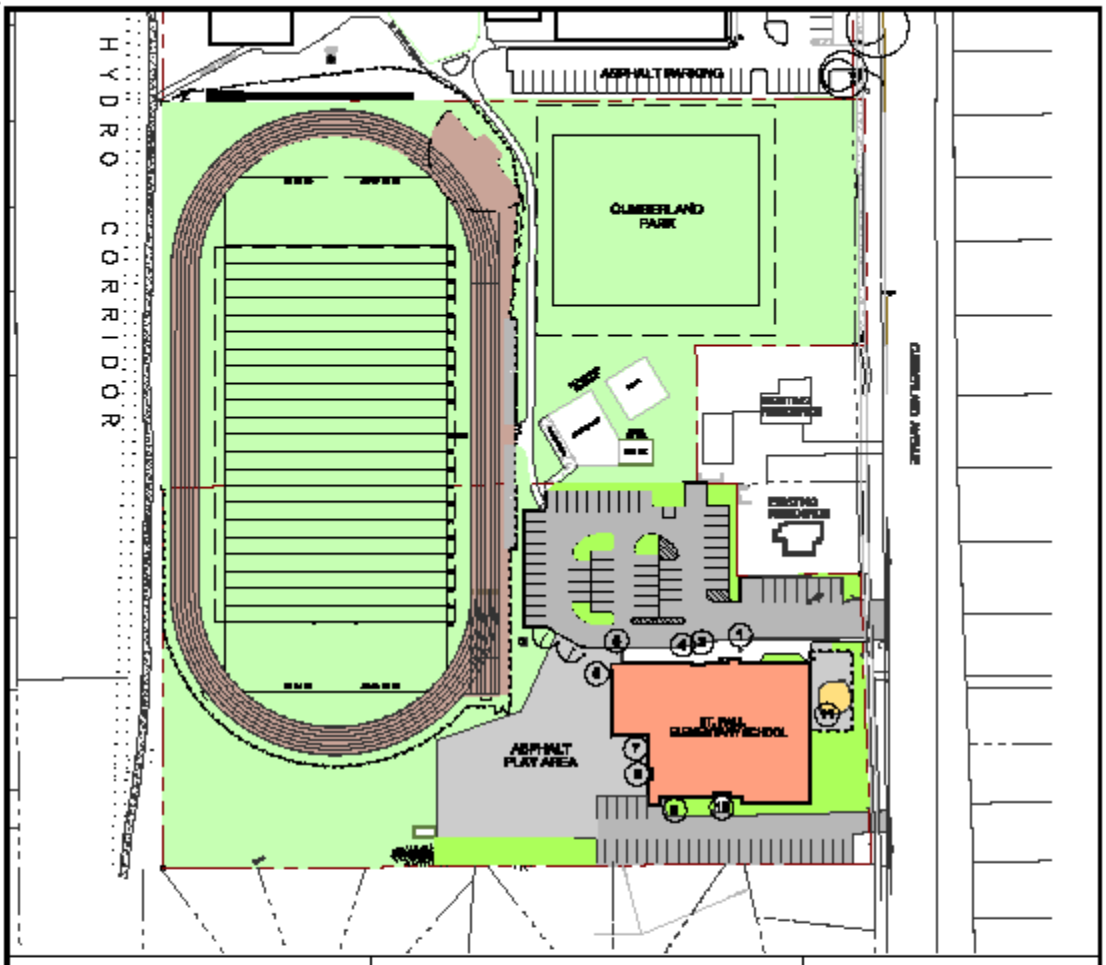
3.3 Child Care 26

Facility Profile

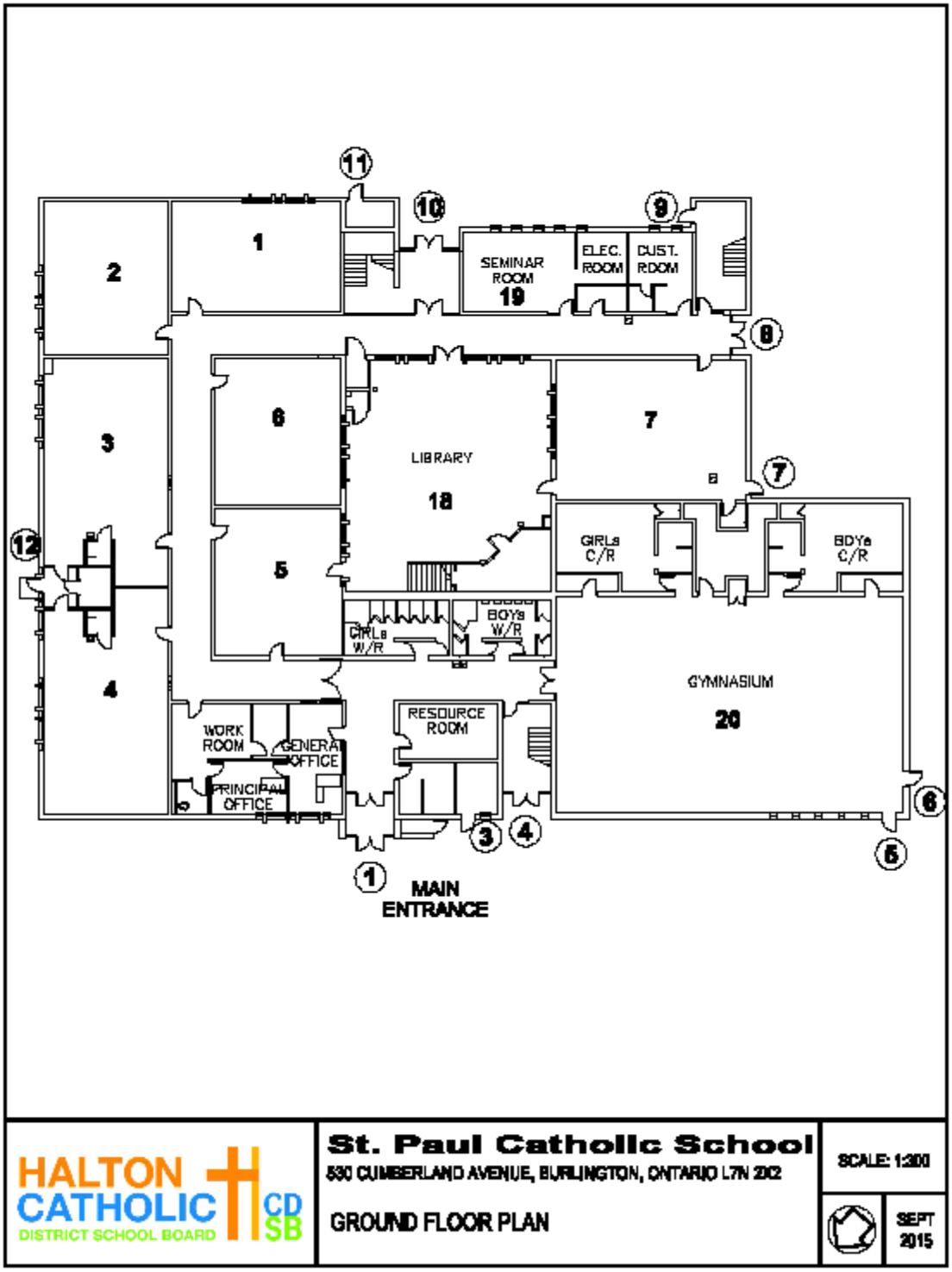
1.1 General Information

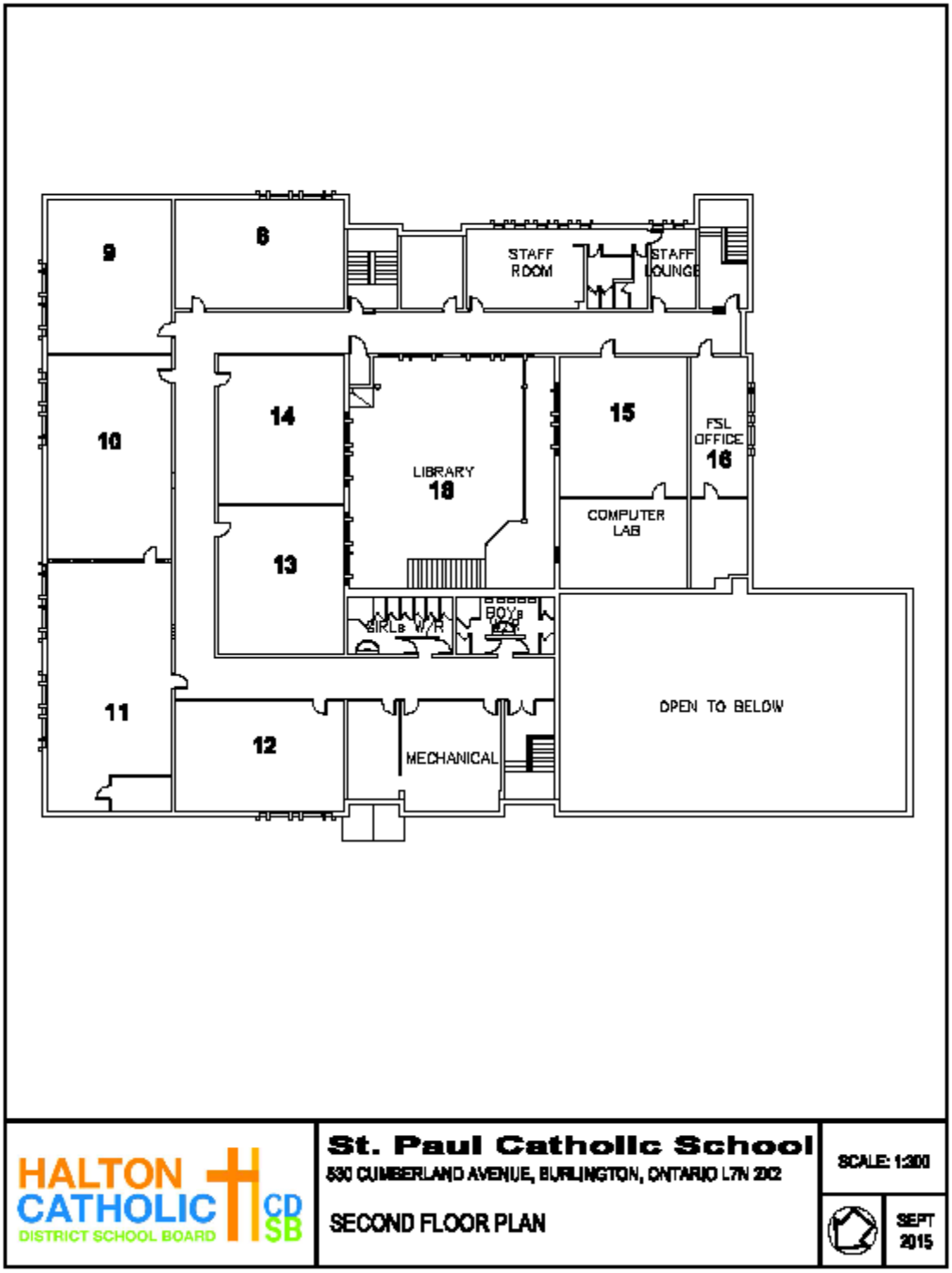
School Name	St. Paul Catholic Elementary School
Address	530 Cumberland Avenue, Burlington, ON, L7N 2X2
SFIS ID	8101
Year of Construction	1968
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	337
Functional Building Capacity	337
Enrollment as of December 31, 2015	265
Current Utilization	79%
Site Area (Acres)	4.7
Building Area (sq. ft.)	35,320
Hard Surface Play Area (sq. ft.)	26,910
Grass Play Area (sq. ft.)	81,806
Number of Parking Spaces	107
Number of Portable Classrooms	0
Site Capacity for Portables	12

1.2 Site Plan

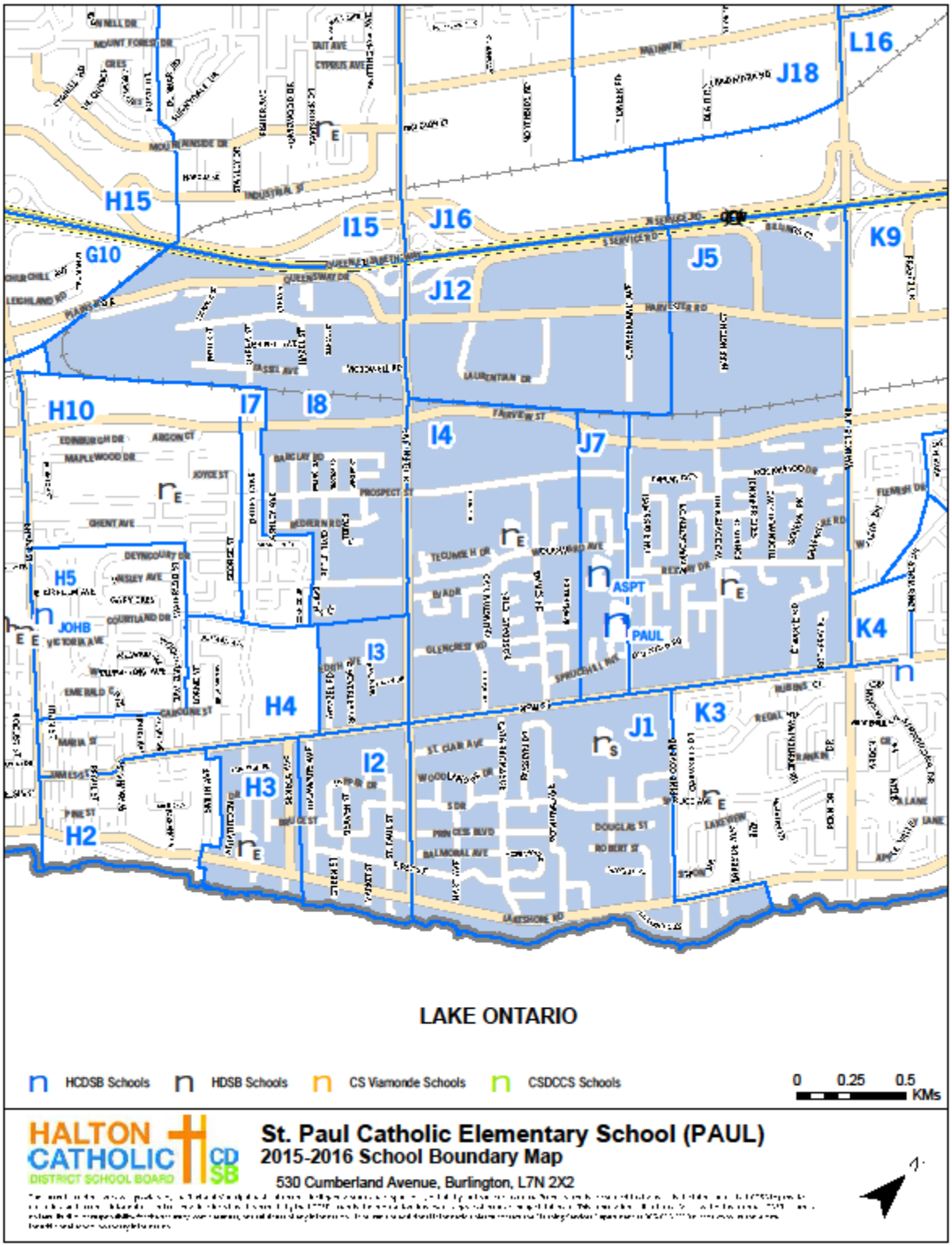

HYDRO CORRIDOR
ASPHALT PARKING
CUMBERLAND PARK
CUMBERLAND AVENUE
ASPHALT PLAY AREA
SITE DATA:
SITE AREA 1.8 ha (4.70) acres
GROSS FLOOR AREA 3,281 m² (35,320) ft²
PERMANENT PARKING 107
OVERFLOW PARKING 70
ASPHALT PLAY AREA 2,800 m²
GRASS PLAY AREA 7,600 m²
GRASS LANDSCAPE AREA 1,920 m²
SCHOOL DATA:
CORE CLASSROOMS 15
WASHROOM FIXTURES 43
FUNCTIONAL BUILDING CAPACITY (FBC) 337 Pupils
ONTARIO BUILDING CODE MAX. CAPACITY BASED ON WASHROOM FIXTURES (Based on average 28 pupils/ fixture) 1,204 Pupils
SITE CAPACITY FOR PORTABLES 12
EXISTING PORTABLES 6
LEGEND:
P1 EXISTING PORTABLE
POTENTIAL PORTABLE (6)
1 MAIN ENTRANCE
2, 3 ETC. SECONDARY DOORS
HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB
St. Paul Catholic School
630 CUMBERLAND AVENUE, BURLINGTON, ONTARIO L7N 2X2
SITE PLAN
SCALE: 1:1500
SEPT 2015

1.3 Floor Plans



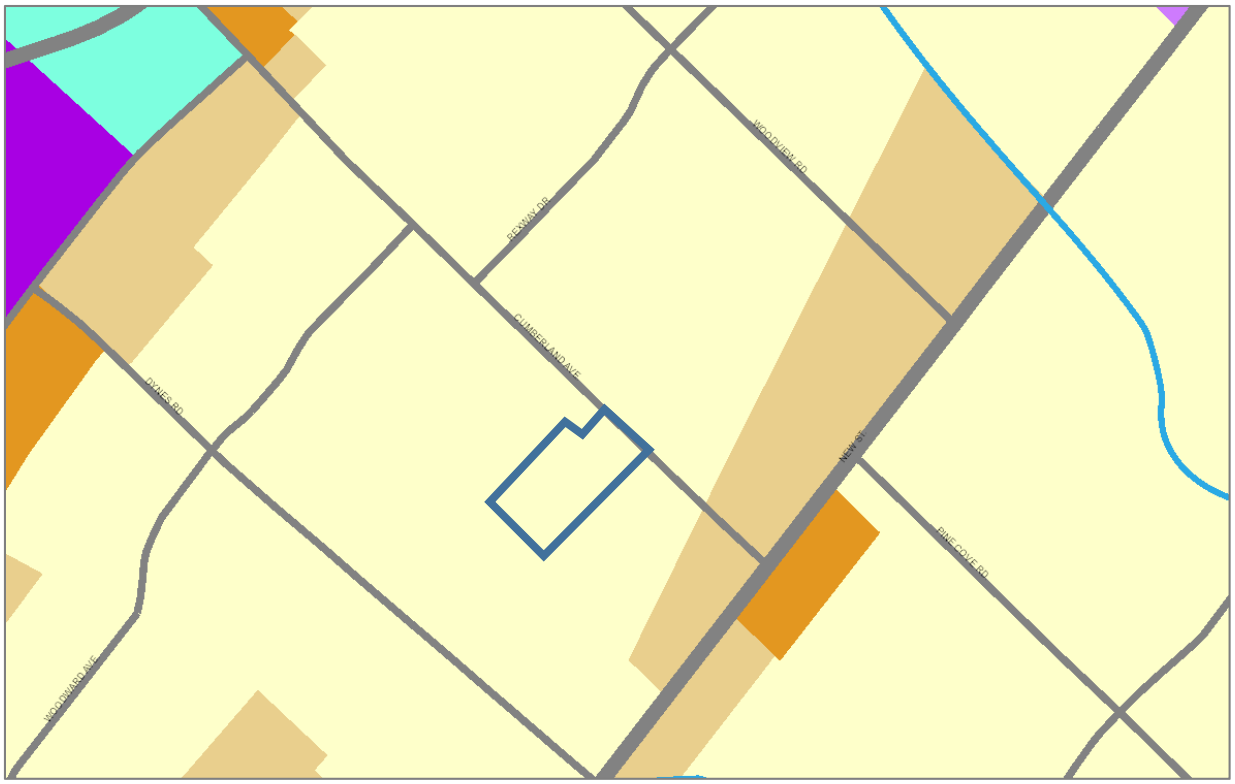

9
8
STAFF ROOM
STAFF LOUNGE
10
14
LIBRARY
18
15
FSL OFFICE
16
COMPUTER LAB
13
GIRLS W/R
BOYS W/R
11
12
MECHANICAL
OPEN TO BELOW
HALTON CATHOLIC DISTRICT SCHOOL BOARD
CDSB
St. Paul Catholic School
530 CUMBERLAND AVENUE, BURLINGTON, ONTARIO L7N 2G2
SECOND FLOOR PLAN
SCALE: 1:200
SEPT 2015

1.4 School Attendance Area (Boundary) Map

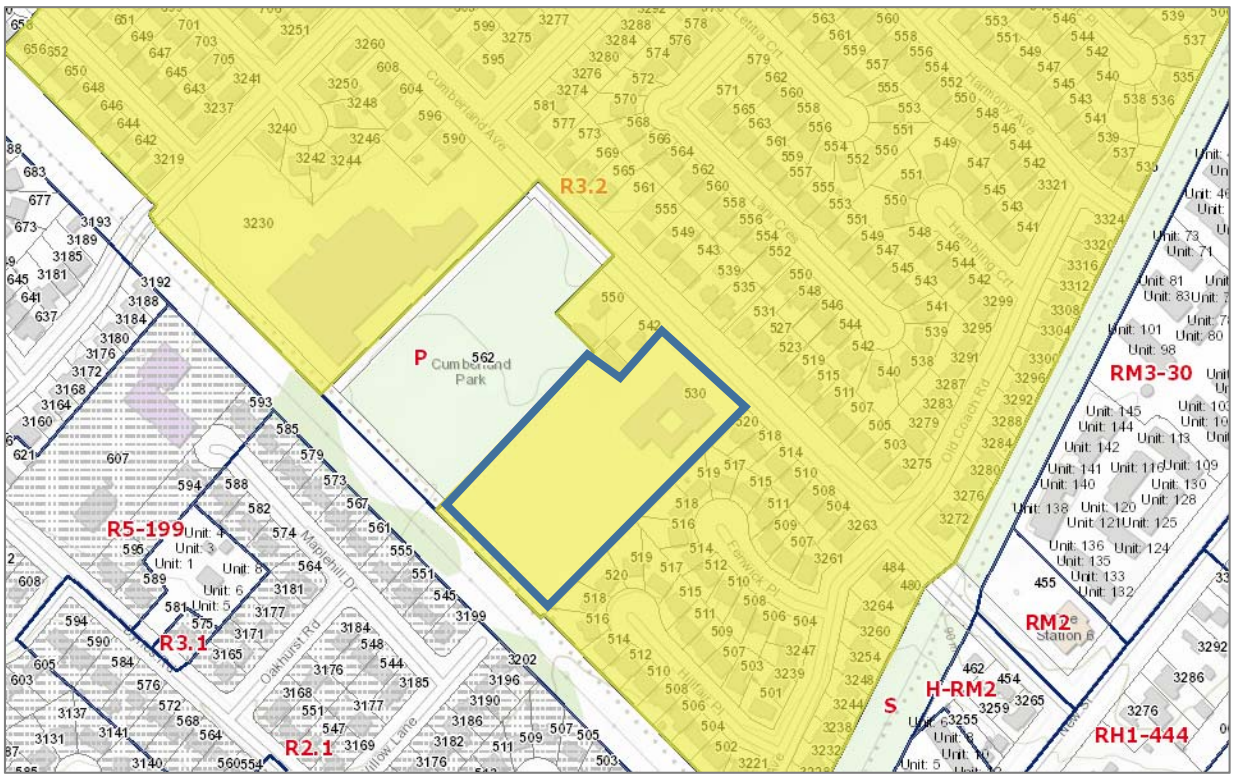


1.5 Official Plan

Official Plan Designation: Residential Low Density



Zoning Designation: R3.2 (Residential)



1.6 Aerial Photo



1.7 Space Summary

Room Number	Space Type	Current Use
1	Classroom	Classroom
2	Classroom	Classroom
3	Kindergarten	Senior Kindergarten
4	Kindergarten	Junior Kindergarten
5	Classroom	Classroom
6	Classroom	Classroom
7	Classroom	Classroom
8	Classroom	Classroom
9	Classroom	Classroom
10	Science Room	Science
11	Art Room	Art
12	Classroom	Classroom
13	Classroom	Classroom
14	Special Ed.	Special Education
15	Classroom	Classroom
16	Staff Work Rm./Lounge	Staff Work/Lounge
17	Library Resource Centre	Library Resource
18	General Purpose Room	General Purpose Room
15A	Staff Work Rm./Lounge	Staff Work/Lounge

1.8 Facility Condition Index

The Facility Condition Index (FCI) is the building condition as determined by the Ministry of Education by calculating the renewal needs and the replacement value for each facility. The data were extracted from the Total Capital Planning Solution (TCPS) tool, which is populated via third-party assessments.

School Name	St. Paul Catholic Elementary School
Replacement Value	$7,503,080

	1 year	**5 year**	**10 year**
Renewal Needs	$1,895,331	$3,473,213	$4,324,935
Facility Condition Index	25%	46%	58%

1.9 10-Year Improvement History

The 10-year improvement history lists major repairs at the facility that are captured by the TCPS database. This table excludes routine maintenance and other items not considered a renewal under the Tangible Capital Assets guide.

Year	Renewal Item	Cost
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	$8,615
	Total	**$8,615**

1.10 5-Year Renewal Requirements

The 5-year renewal requirements lists major repairs at the facility that are captured by the TCPS database.

Year	Renewal Item	Cost
2015	B3010 Roof Coverings - Roof sections A, A1, A2, A3, A4 and B	$551,616
2015	Replacement [C1030 Fittings - Millwork]	$58,344
2015	Replacement [C3010 Wall Finishes - Paint Wallcovering]	$73,195
2015	Replacement [C3020 Floor Finishes - Vinyl Tiles - Entire Building]	$67,891
2015	Major Repair [C3020 Floor Finishes - Gymnasium - Rubber Flooring]	$15,912
2015	Functional Events [F106003 Library Resource Centre]	$0
2015	Functional Events [F106007 General Purpose Room]	$0
2015	Replacement [B2030 Exterior Doors - Entire Building]	$31,824
2015	Study [D2020 Domestic Water Distribution - Plumbing Piping]	$10,608
2015	Replacement [D3060 Controls & Instrumentation - BAS]	$254,592
2015	Replacement [D502002 Lighting Equipment - Gymnasium Lighting]	$53,040
2015	Replacement [D3050 Terminal & Package Units]	$31,506
2015	Replacement [D3050 Terminal & Package Units - Cabinet Heaters]	$31,824
2015	Replacement [G204001 Fencing & Gates - Chain Link Fence]	$37,128
2015	Replacement [C3030 Ceiling Finishes - Acoustic Ceiling Panels - Entire Building]	$79,560
2015	Replacement [C3020 Floor Finishes - Carpet Flooring]	$46,675
2015	Replacement [C1020 Interior Doors - Entire Building]	$169,728
2015	Replacement [D304007 Exhaust Systems]	$15,912
2015	Replacement [D2010 Plumbing Fixtures]	$31,824
2015	Replacement [D2020 Domestic Water Distribution - Plumbing Piping]	$159,120
2015	Replacement [D502002 Lighting Equipment - Exterior Lighting]	$10,608
2015	Replacement [D503004 Public Address Systems]	$47,736
2015	Maintain [G2020 Parking Lots] Asphalt maintenance	$14,851
2015	Replacement [G204007 Playing Fields - Asphalt Paved]	$53,040
2015	Repairs as per recommendation [G2030 Pedestrian Paving - Concrete Walkways]	$16,973
2015	Replacement [G2050 Landscaping]	$31,824
2016	Replacement [D509002 Emergency Lighting & Power]	$22,328
2016	Replacement [D502002 Lighting Equipment]	$12,611
2016	Replacement [D502002 Lighting Equipment]	$16,374
2016	Replacement [03.2-020 Building Automation System]	$35,724
2016	Replacement [C3010 Wall Finishes] - 2014 (Classroom)	$10,122

2016	Replacement [C3030 Ceiling Finishes]	$56,562
2016	Replacement [C3030 Ceiling Finishes]	$18,011
2016	Replacement [C1030 Fittings]	$3,424
2016	Replacement [C1030 Fittings - Washroom Accessories]	$7,294
2016	Replacement [B3010 Roof Coverings]	$259,446
2016	C1030 Fittings - Millwork	$168,201
2016	Replacement [C1030 Fittings] - 2006 (Info)	$37,658
2016	Replacement [C1020 Interior Doors] - 2004 (Paint)	$2,978
2016	Replacement [D302005 Auxiliary Equipment]	$44,656
2016	Replacement [C3010 Wall Finishes] - 2014 (Corridor)	$12,949
2016	Replacement [C1020 Interior Doors] - 2014 (Paint)	$3,572
2016	Replacement [C3010 Wall Finishes] - 2014 (WR)	$5,805
2016	Replacement [C3020 Floor Finishes]	$38,849
2016	Replacement [C3020 Floor Finishes] - 2010 (Public)	$12,800
2016	Replacement [C3020 Floor Finishes] - 2014 (Classrooms)	$2,978
2016	Replacement [G204007 Playing Fields] - 2009 (Rubber)	$5,210
2016	Replacement [G204007 Playing Fields] - 2014 (Grass)	$13,991
2016	Maintain [G204007 Playing Fields] Major Repair - 2003 (Grass)	$2,978
2016	Replacement [C1030 Fittings] - 2003 (Special)	$1,488
2016	Replacement [C1030 Fittings] - 2014 (Custom)	$8,932
2016	Replacement [C1030 Fittings] - 2014 (Gym)	$22,179
2016	Replacement [D4010 Sprinklers]	$125,034
2016	Replacement [D2020 Domestic Water Distribution]	$3,275
2016	Maintain [C3020 Floor Finishes] Replace	$745
2016	Replacement [C3020 Floor Finishes]	$893
2016	Replacement [C3020 Floor Finishes]	$1,042
2016	Replacement [C1020 Interior Doors]	$32,748
2017	Replacement [D503001 Fire Alarm Systems]	$75,144
2018	Replacement [D3050 Terminal & Package Units]	$186,063
2018	Replacement [D4030 Fire Protection Specialties]	$13,396
2018	Replacement [G2020 Parking Lots]	$103,152
2019	Replacement [D3050 Terminal & Package Units]	$193,506
2019	Replacement [B2030 Exterior Doors]	$15,764
	Total	**$3,473,213**

1.11 School Utility Costs

Electricity	$37,267
Natural Gas	$7,909
Water/Sewer	$6,104
Total	**$51,280**

Building Area - Permanent	35,320
Building Area - Non-Permanent	0
Total Building Area	35,320
Utility Cost per Sqaure Foot	**$1.45**

2014-15 Enrollment	265
Utility Cost per Pupil	**$193.51**

*based on 2014-15 school year data

1.12 School Accessibility Measures

School Name	St. Paul Catholic Elementary School
Number of Storeys	2
Accessible Entrance	Door 1
Door Operator	Door 1
Elevator	Yes
Stage Lift	N/A
Other Lift	N/A
Barrier Free Washroom	No
Notes	Wooden ramp installed at Door 10

1.13 Assessment of Parking, Pick-up and Drop-off Areas

St. Paul Catholic Elementary School has parking areas to the north and south of the school accessed via Cumberland Avenue. The total number of permanent parking spaces is 107. An additional 70 parking spaces can be made available on the asphalt play area for special events. The total available parking is adequate for a school with approximately 250 pupils.



1.14 Student Transportation

Student transportation data is calculated for the current school year as of December 31, 2015.

Division	<800 m	800m - 1600m	1600m - 3200m	>3200m
Primary (JK-3)	36	54	27	13
Junior (4-6)	18	19	24	6
Intermediate (7-8)	15	32	19	2
Total	69	105	70	21
% of Total	26.0%	39.6%	26.4%	7.9%

Division	Entitled to Transportation	Not Entitled to Transportation	% Not Entitled to Transportation
Primary (JK-3)	27	103	79.2%
Junior (4-6)	22	45	67.2%
Intermediate (7-8)	17	51	75.0%
Total	66	199	75.1%

Courtesy Riders	7

Instructional Profile

2.1 School Staff

The school staffing allocation includes the current year teach and non-teaching staff allocated to the facility as of December 31, 2015.

Teaching Staff	FTE
Classroom Teacher	12.4
Primary Team Member	1
FSL	1
Principal	1
Vice Principal	0
ECE	2
French Immersion Planning Time	0
Extra Planning Time	0
Total	**17.4**

Non-Teaching Staff	FTE
Secretary	1
Educational Assistant	3.5
Librarian	0.5
Custodian	2
Total	**7**

2.2 Program Offerings

Programs	Yes/No	Grades
Early French Immersion	No	
Extended French Immersion	No	
Gifted Program	No	
Essential Skills Program	No	
Structured Teaching Program	No	
Early Intervention Program	No	
SHSM	No	
OYAP	No	
Advanced Placement	No	
International Baccalaureate	No	

2.3 Grade Organization

The grade organization shows the grade enrolment and class sizes as of December 31, 2015.

Grade Configuration	JK-8

#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		13	10										23	X
2			25										25	
3				20									20	
4				9	11								20	X
5					13	9							22	X
6						20							20	
7							22						22	
8								27					27	
9									18				18	
10										24			24	
11										12			12	
12											10		10	
13											22		22	
		13	35	29	24	29	22	27	18	36	32	0	265	

Number of Classes	13
Number of Combined Classes	3
% of Combined Classes	23%

2.4 Cross-Boundary Summary

Cross-Boundary and Out-of-District data is calculated for the current school year as of December 31, 2015.

Division	In Area Students	Out of Area Students	% Out of Area
Primary (JK-3)	117	13	10.0%
Junior (4-6)	59	8	11.9%
Intermediate (7-8)	64	4	5.9%
Total	240	25	9.4%

2.5 Enrollment

Current year enrolment data and future enrolment projections are computed as of October 31, 2015.

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2010	10	25	20	37	30	38	39	38	49	49	335
2011	22	15	26	23	32	29	37	37	36	47	304
2012	24	29	16	26	23	32	24	34	34	35	277
2013	30	26	26	16	31	23	36	29	34	34	285
2014	20	31	24	27	23	33	23	35	27	36	279
2015	25	22	29	24	29	22	27	19	36	32	265
2016	23	27	20	29	25	28	20	26	19	36	253
2017	23	25	24	20	30	25	25	19	26	19	238
2018	23	25	22	24	21	30	22	24	19	26	238
2019	22	25	22	22	26	20	27	21	24	19	230
2020	22	24	22	22	23	25	18	25	21	24	228
2021	22	24	21	22	23	23	22	17	25	21	222
2022	21	24	21	21	23	23	21	21	17	25	219
2023	21	23	21	21	22	23	21	20	21	17	212
2024	21	23	20	21	22	22	21	20	20	21	213
2025	21	23	20	20	22	22	20	20	20	20	210
2026	21	23	20	20	21	22	20	19	20	20	208
2027	21	23	20	20	21	21	20	19	19	20	206
2028	21	23	20	20	21	21	19	19	19	19	204
2029	21	23	20	20	21	21	19	18	19	19	203
2030	21	23	20	20	21	21	19	18	18	19	202

Note: The above by-grade projections may present a differential of +/- 5 students on the by school projected totals shown in the Background Report due to rounding. This occurs when a by-grade progression factor of greater than 100% is applied to a whole by-grade enrolment number (i.e. 20 students x 102% progression factor = 20.4).

2.6 Extracurricular Activities

Art Club
Band
Basketball
Choir
Cross-Country
Dance Club
Eco Team
Flag Football
Glee Club
Intramurals
Math Club
Robotics Club
Soccer
Track and Field
Volleyball

School Use Profile

3.1 Community Use

The community use of the facility for the entire 2014-15 school year is summarized in the table below.

Organization	Description	Annual Hours	Annual Revenue	Cost Recovery (Y/N)
YMCA	Before and After School Program	1920	$13,095	Yes
Community Groups	Sports/Community Events	8	$144	Yes
Total		**1928**	**$13,239**	

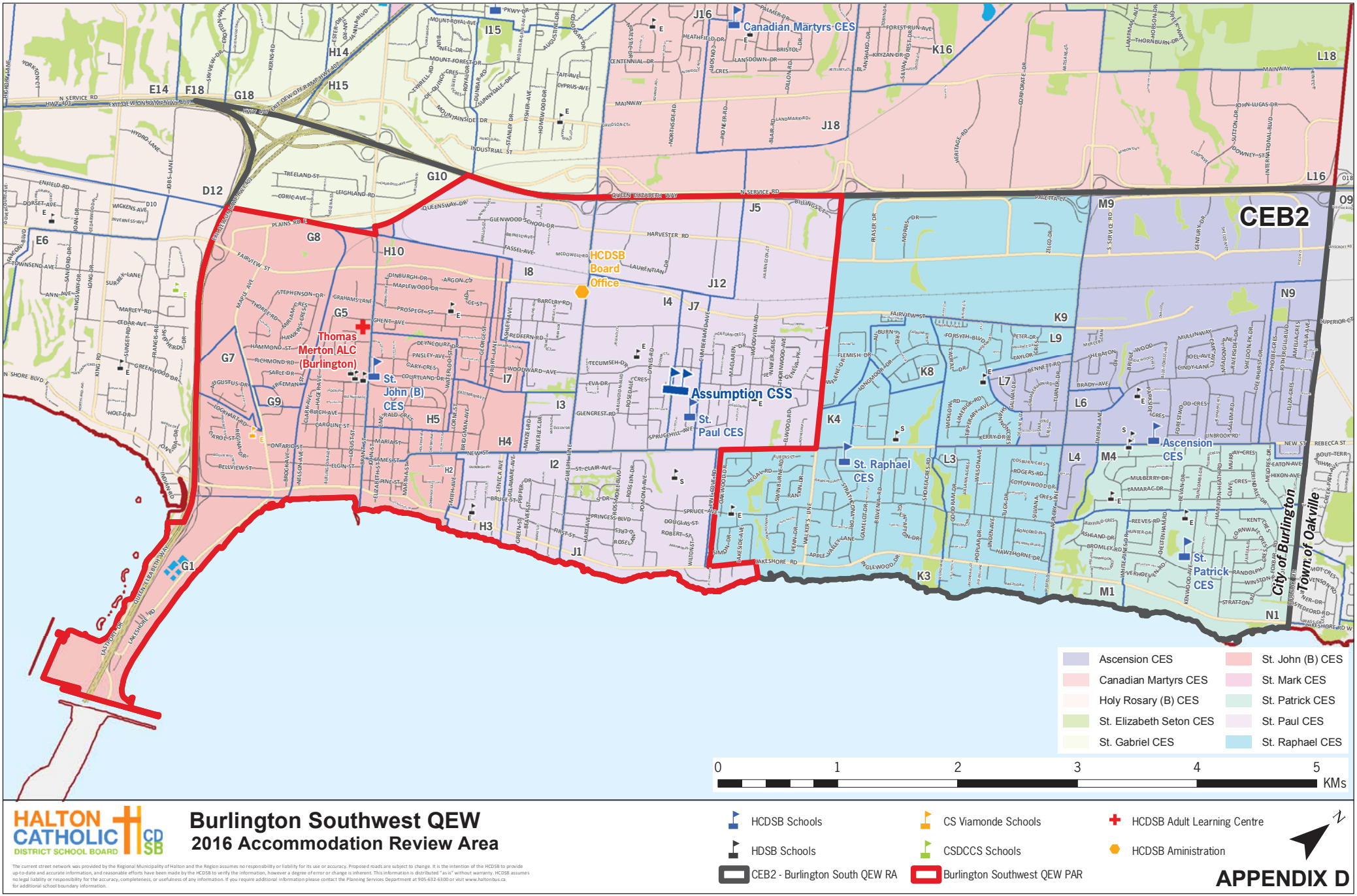
3.2 Facility Partnership

There are currently no facility partnerships located at St. Paul Catholic Elementary School.

3.3 Child Care

Full day child care is not offered at the facility. The enrolment in the Before and After School Program, shown below, is calculated for the current year as of December 31, 2015.

	Licensed Capacity	Current Enrollment
Kindergarten Children	20	8
School-Age Children	22	20



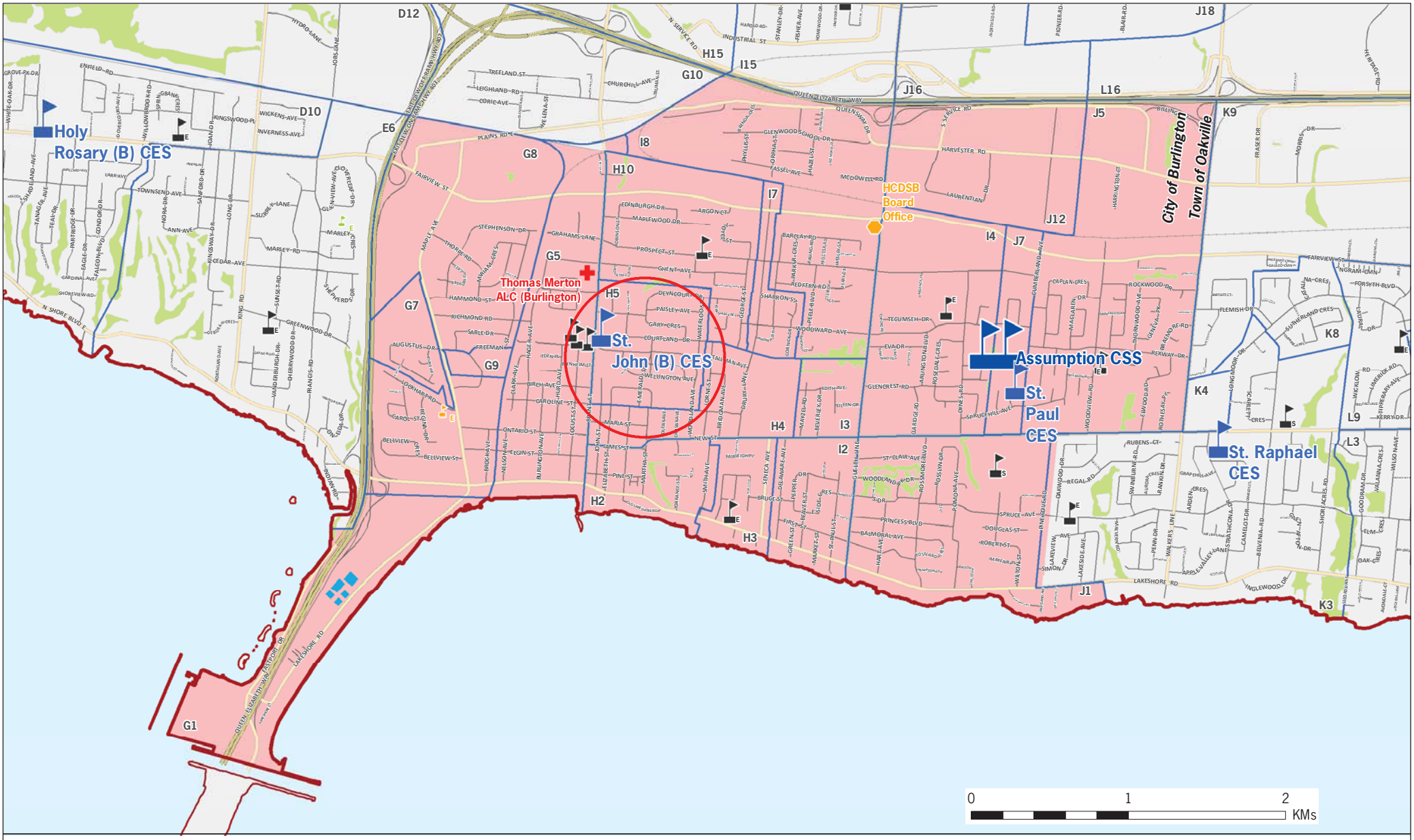
HALTON CATHOLIC DISTRICT SCHOOL BOARD

Burlington Southwest QEW
2016 Accommodation Review Area

HCDSB Schools
HDSB Schools
CEB2 - Burlington South QEW RA
CS Viamonde Schools
CSDCCS Schools
Burlington Southwest QEW PAR
HCDSB Adult Learning Centre
HCDSB Aministration

APPENDIX D

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 for additional school boundary information.



HALTON CATHOLIC DISTRICT SCHOOL BOARD

Proposed St. John (B) CES Attendance Boundary

Burlington Southwest QEW Accommodation Review Area

HCDSB Schools
HDSB Schools
CEB2 - Burlington South QEW RA
CS Viamonde Schools
CSDCCS Schools
Proposed Ascension CES Boundary
HCDSB Adult Learning Centre
HCDSB Aministration

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APPENDIX E

ACTION REPORT **ITEM 8.6**

OAKVILLE SOUTH OF QEW MODIFIED PUPIL ACCOMMODATION REVIEW

PURPOSE:

To provide the Board of Trustees with the Oakville South of QEW Modified Pupil Accommodation Review Report and to request approval to proceed with a Modified Pupil Accommodation Review (MPAR) for the area.

BACKGROUND:

1. Information Report 10.4, "2016 Annual Accommodation Review", from the January 19, 2016 Regular Board Meeting.

2. Staff Report 9.2, "2015 School Consolidation Capital Project Proposals", from the January 5, 2016 Regular Board Meeting.

COMMENTS:

As per the Ministry of Education's newly updated Pupil Accommodation Review Guidelines (PARG), prior to establishing a Modified Pupil Accommodation Review (MPAR), staff must identify at least one option to address the accommodation issue, and identify relevant factors considered and the rationale to recommend a Modified Pupil Accommodation Review for the identified group of school(s).

As per the requirements of Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure, prior to initiating a regular or modified accommodation review process an Initial Staff Report must be presented to the Board of Trustees which includes one (1) recommended option as a minimum, and where applicable alternative options. The attached Initial Staff Report Modified Pupil Accommodation Review Report includes the required information for the Oakville South of QEW Area as follows:

A) Documentation of required work completed prior to the accommodation review;
B) Summary of background data used in option(s) developed by staff;
C) Summary of accommodation issues for the schools under review;
D) Preferred accommodation option which includes the following information:
    a. where students would be accommodated;
    b. if proposed changes to existing facility or facilities are required as a result of the accommodation review;
    c. identify any program changes as a result of the proposed option;
    d. how student transportation would be affected if changes take place;
    e. if new capital investment is required as a result of the accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and

f. any relevant information obtained from municipalities and other community partners prior to the commencement of the accommodation review, including any confirmed interest in using the underutilized space
g. timeline for implementation
h. School Information Profiles (SIP)

The purpose of the Modified Pupil Accommodation Review (MPAR) process is to provide the Board of Trustees with sufficient information to make an informed decision through consultation with the existing school community on the future of the current stock of pupil facilities within the Oakville South of QEW Accommodation Review Area.

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation (SCC) Projects and New Construction of Child Care" requesting boards to submit consolidation projects that need to be completed by the 2019-20 school year. According to the Memorandum, the Ministry's School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or 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. Schools Boards are required to submit their SCC business cases to the Ministry by February 29, 2016 and projects related to accommodation reviews must have Trustee approval by March 28, 2016 in order to be considered for SCC funding approval. The Ministry Memorandum 2015: B16 can be found on the Ministry website here.

RECOMMENDATION:

The following resolution is presented for trustee approval.

RESOLUTION:	*Moved by:* *Seconded by:*
RESOLVED, *that the Halton Catholic District School Board* approve the undertaking of the Oakville South of QEW Modified Pupil Accommodation Review (MPAR) in accordance with Operating Policy I-09 School Accommodation Review – Consolidation/Closure and Administrative Procedure VI-35 School Accommodation Review – Consolidation/Closure.	

REPORT PREPARED BY: F. THIBEAULT, ADMINISTRATOR OF PLANNING SERVICES

R. MERRICK, ADMINISTRATOR, SCHOOL OPERATIONS AND MAINTENANCE

SUBMITTED BY: G. CORBACIO, SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

P. MCMAHON, SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

T. OVERHOLT, SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

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

Modified Pupil Accommodation Review
Background Report

Oakville South QEW Neighbourhood:
St. Joseph (O) Catholic Elementary School Rebuild

January 15, 2016

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1. Introduction

The Halton Catholic District School Board (HCDSB) 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 of fostering student academic achievement and well-being, and ensuring effective stewardship of the resources of the Board. These guiding principles apply to any accommodation review conducted pursuant to Operating Policy I-9: School Accommodation Review – Consolidation/Closure.

In some cases, to address changing student populations, the Board of Trustees must consider undertaking pupil accommodation reviews that may lead to school consolidations or 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.

As per the Ministry of Education newly updated Pupil Accommodation Review Guidelines (PARG), prior to establishing a Modified Pupil Accommodation Review (MPAR), staff will present an Initial Staff Report to the Board of Trustees that identifies at least one (1) or more options to address the accommodation issue, identify relevant factors considered and the rationale to recommend a Modified Pupil Accommodation Review for the identified group of school(s).

The decision to proceed with initiating a MPAR and the ultimate decision following the completion of the process will be at the sole discretion of the Board of Trustees.

Required content included within the initial staff report is as follows:

A) Documentation of required work completed prior to the accommodation review;
B) Summary of background data used in option(s) developed by staff;
C) Summary of accommodation issues for the schools under review;
D) Preferred accommodation option which includes the following information:
    a. where students would be accommodated;
    b. if proposed changes to existing facility or facilities are required as a result of the accommodation review;
    c. identify any program changes as a result of the proposed option;
    d. how student transportation would be affected if changes take place;
    e. if new capital investment is required as a result of the accommodation review, how the school board intends to fund this, as well as a proposal on how students would be accommodated if funding does not become available; and
    f. any relevant information obtained from municipalities and other community partners prior to the commencement of the accommodation review, including any confirmed interest in using the underutilized space
    g. timeline for implementation
    h. School Information Profiles (SIP)

2. Annual School Board Planning

As required under the Board's Operating Policy I-9, staff is required to outline their rationale for why alternate accommodation strategies (other than pupil accommodations) that support the Board's guiding principles of student achievement, school board financial viability and sustainability, and student well-being could not be pursued.

Alternate strategies could include school boundary reviews and reallocation of programs to effectively fill pupil places, and/or right sizing existing facilities to remove underutilized pupil places.

2.1 Annual 15-Year Projection Update

As part of the Board's ongoing review of pupil accommodations in the Region of Halton, staff presented to trustees on December 15, 2015, a 15 year forecast of enrolment projections as part of Ministry Memorandum 2015: SB27, as well as a by municipality commentary on the future outlook of enrolment trends within Halton Region.

To generate the projections, staff used actual October 31st enrolment headcounts of the past five (5) years (2011-2015) as a base, reviewed current development information and regional growth, reviewed school enrolment trends, and utilized the Board's enrolment projection system to develop a 15 year enrolment projection.

In the context of the **CEO1: Oakville – South of QEW** Review Area, staff projected that enrolment would continue to decline or would remain stable over the next fifteen (15) year period, leaving the facilities within the area consistently underutilized.

2.3 Portable Classrooms and Surplus Classrooms Summary

Staff presented to Trustees on October 6, 2015, at a Regular meeting of the Board the 2015-16 Portable Classrooms and Surplus Classrooms Summary, which outlines surplus or portable classroom needs across the Board. This report serves as a starting point in completing the Annual Facilities Accommodation Report, summarized in Section 2.4.

2.4 LTCP and Annual Facilities Accommodation Report

On a five (5) year basis, the Board must produce a Long Term Capital Plan (LTCP) for the entirety of its jurisdiction. This document compiles the Board's long term enrolment projections and contemplates future projects for creating new pupil places, renewing facilities, and removing excess pupil places from its inventory through pupil accommodation reviews. The LTCP is a living document that is reviewed on an annual basis to ensure changing trends are reflected in the plan. The LTCP can be access at the following location on the Board's website:

http://www.hcdsb.org/Board/LTCP/Pages/default.aspx

The purpose of the Board's LTCP consists of the following:

A) Examine the Board's capital position by review area, which involves an analysis of enrolment and building repair needs for the 19 elementary and 5 secondary review areas;
B) Provide a framework for future capital planning decisions, and recommendations to the Board of Trustees for future projects and processes; and,
C) Provide a long-term strategy for capital planning submissions to the Ministry of Education.

As part of its annual review for the 2015-16 school year, staff completed its Annual Facility Accommodation Report, as per the requirements of Operating Policy I-37: Community Planning & Facilities Partnerships. On a go forward basis, this document will provide an annual review of the projects identified in the LTCP, update long-term enrolment forecasts, updated future new capital and consolidation strategies for targeted Review Areas.

When reviewing facilities for the elementary and secondary panel, staff use the principles listed below, based on previous experiences and best practices. The principles may not be feasible in all situations, and should be viewed as guidelines to be applied where feasible.

Elementary

A) School capacity – Based on the Board's best practices, the optimal elementary school capacity for a new build would range between 500 to 671 pupil places, which allows for two (2) to three (3) classrooms per grade;
B) Programming – overall, the grade structure for the elementary panel is Junior Kindergarten to Grade 8, with the option of providing special programing such as: Early French Immersion (Gr 1); Extended Immersion (Gr 5); Self-contained Special Education classrooms (Gr 5); and the Gifted Program (Gr 5);
C) School Site sizes – as per Operating Policy IV-6, elementary school sites should range between 6 to 8 acres for new sites, pending what adjacent uses are available. Re-build sites, being located in more established neighbourhoods, should be at least 5 acres where feasible; and,
D) Siting – Central location is preferred, where feasible.

Secondary

A) School capacity – Based on the Board's best practices, the optimal secondary school capacity for a new build would range between 1,200 to 1,400 pupil places, which allows for a broader array of program offerings;
B) Programming – overall, the grade structure for the secondary panel is Grade 9 to Grade 12, with the option of providing special programing such as: Extended Immersion (Gr 9); Advanced Placement (AP) Programs (Gr 9); and the International Baccalaureate (IB) Program (Gr 9);
C) School Site sizes – as per Operating Policy IV-6, secondary school sites should range between 15 to 18 acres for new sites, pending what adjacent uses are available. Re-builds should have regard to the same where feasible, and have regard for typical exterior playfield requirements; and,
D) Siting – Central location is preferred, where feasible.

2.5 Consultation with Local & Regional Municipalities

On an ongoing basis, as a part of the yearly review of accommodation needs and the daily operations of the Planning Services department, staff has consulted with local municipalities and receives planning information on a number of development related matters. These include (but is not limited to):

A) Regional Official Plans and Amendments
B) Local (Municipal) Official Plans and Amendments
C) Secondary Plans
D) Neighbourhood Phasing Plans
E) Development Plans having the effect of increasing residential units (i.e. Subdivision Plans)
F) Building Permit Activity

This information is used in the development of short and long-term enrolment forecasts, and the determination of future Board accommodation needs in both established and new neighbourhoods. Staff are also in continuous contact with Municipal Staff to discuss future needs within the target municipalities, and align future capital investments where feasible (i.e. park facilities, childcare, city services)

2.6 Community Planning and Facility Partnerships Meeting

On January 18, 2016, the Board hosted its Annual Community Planning and Facility Partnership Meeting as required under Operating Policy I-37. The meeting provided the approved community partners information relating to relevant portions of the Board's Long Term Capital Plan (LTAP); details of any schools eligible for facility partnerships; background information on the Review Areas of the Board; and the process for submitting project proposal and becoming an approved community of the Board.

The following agencies were notified of the meeting:

A) Agencies listed under Ontario Regulation 444/98;
    a. Co-terminus School Boards
    b. Local Municipalities within the Board's jurisdiction
    c. Region of Halton
    d. Local colleges and universities
    e. Provincial & Federal Government agencies
B) District Social Service Administration Board(s) or Consolidated Municipal Services Managers;
C) Diocese of Hamilton
D) Existing Board Child Care Operators

Prior to the meeting, none of the above agencies have expressed an interest in utilizing any HCDSB facilities within the **Oakville South QEW Neighborhood** accommodation review area. The presentation to community partners is posted on the Board website for further information.

2.7 Pupil Accommodation Option Development Process

As per the requirements of Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure, prior to initiating a regular or modified accommodation review process an Initial Staff Report must be presented to the Board of Trustees, which includes one (1) recommended options as a minimum, and alternative options where applicable.

The criteria listed in Table 1 outlines the conditions used by staff to assess the option presented to the Board for the **Oakville South QEW Neighborhood** accommodation review area.

Table 1: Option Development Criteria

CRITERIA	DESCRIPTION
Facility Utilization between 90-125%	The optimal utilization for a school facility is between 90-125% to ensure that operational funding (both staffing and facility) is maximized on a by pupil basis. Situations where utilization is above 100% are often introduced to ensure that the Board does not build at peak enrolment, and instead at a sustainable enrolment level.
500-671 FBC	Based on previous experiences at the Board, and following Ministry Benchmarks defined by the Expert Panel (for school design), the optimal size for a facility's Functional Building Capacity (FBC) is between 500-671 pupil places for the Board. This ensures that a wide range of program, staff, special needs, and extra-curricular options are available to the students.
Portable Needs	Boards will often install portable classrooms at schools as a temporary accommodation solution in situations where peak student enrolment surpasses the built capacity. Portable classrooms are therefore used in situations to avoid overbuilding.
Accessibility	Review accessibility constraints on site and within the facility to ensure that equal access for all students and potential community partners is provided.
Transportation Times	As per Halton Student Transportation Services (HSTS) Operating Procedure HS-3-004 – Duration of Trip, wherever feasible bus trips shall not exceed 60 minutes for the elementary panel, and 75 minutes for the secondary panel.
Average Distance to School	Consists of an average distance between student households to school accommodations, whereby lower averages typically represent a more centralized location.
Site Size (Approx. 5+ acres)	In order to provide for adequate play space, parking facilities, pick up/drop off, bus loops, and other necessary exterior accommodations, a school site of five (5) or more acres is adequate.
Adjacent Uses	Have consideration for adjacent uses, where some uses are more sympathetic to a school's daily operations than other (i.e. park spaces vs. commercial plaza strips)
Site Limitation	Any additional factors that are unique to each school

3. Background Data

The following section will outline the School Information Profiles (SIP) and all other background data used in the development of the recommended option. Furthermore, a rational for recommending a Modified Accommodation Review Process is summarized, as per the requirements of the policy.

3.1 Modified Accommodation Review Process Rational

As outlined in Section 2 of Operating Policy I-09: School Accommodation Reviews – Consolidation/Closures, 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:

A) distance to the nearest available accommodation is within **5 kilometers**;
B) utilization rate of the facility is equal or below **50%**;
C) number of students enrolled at the school is **126 or fewer**.
D) 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);
E) there are no more than **three (3) schools** subject to the pupil accommodation review process;
F) 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.

The **Oakville South QEW Neighbourhood** accommodation review area is eligible for the Modified Accommodation Review Process as it meets Criteria 'A' (distance) and Criteria 'E' (3 or fewer schools). The **distance** between the **three (3)** schools is summarized in Table 2 below.

Table 2: Modified Accommodation Review Criteria

SCHOOL	St. Dominic CES	St. James CES	St. Joseph (O) CES
St. Dominic CES		5.0 km	3.2 km
St. James CES	5.0 km		2.9 km
St. Joseph (O) CES	3.2 km	2.9 km	

Further to meeting at least two (2) criteria, staff believes a modified process is warranted for the **Oakville South QEW Neighbourhood** as the proposed solution would have minimal impact on the school's student community, whereby predominant impact will be limited to a relocation of their existing school to a potentially more distant location.

The required steps under the modified pupil accommodation review process are outlined in Section 2.0 of Operating Policy I-09. If Board approves the process, milestone dates will be provided at a later time. A general timeline is presented in Section 5.3 Proposed Timelines of the present report.

3.2 School Information Profiles (SIP)

School Information Profiles (SIP) are orientation documents with point-in-time data for each of the schools under a pupil accommodation review. The minimum data requirements and factors that are to be included in the SIP are listed in the Ministry of Education updated Pupil Accommodation Review Guidelines (PARG), which are also outlined in Schedule A of the Board Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure. The SIPs are attached as Appendix C.

3.3 Facility Condition Index (FCI)

The Facility Condition Index (FCI) is a metric used to rate the overall condition of a facility through an analysis of the useful lifespan of system components (i.e. roofs, boilers, millwork) prior to needing replacement or repair. The total cost of repairing or replacing all system components in a school which have five (5) or fewer years in remaining service life is known as 5-year renewal needs.

Using a 5-year renewal needs, an FCI can be calculated. This represents the ratio of 5-year renewal costs to the estimated replacement value of the school facility. To calculate the FCI, divide the total estimated 5-year renewal needs by the estimated replacement value, which generates a percentage. The lower the percentage, the lower renewal needs are for the school in relation to their replacement value.

Table 3 below summarizes the 5-year FCI for all three affected schools within the **Oakville South QEW Neighbourhood** accommodation review area.

Table 3: Facility Condition Index Summary

School Name	Original Construction	5 Year Renewal Needs	Replacement Value	Facility Condition Index
St. Dominic CES	1961	$5,215,684	$10,295,060	51 %
St. James CES	1956	$2,511,362	$9,733,630	26 %
St. Joseph (O) CES	1961	$3,459,506	$6,882,680	50 %

3.4 Facility Condition Assessments

The renewal needs of the facilities within the accommodation review were determined through comprehensive facility condition assessments. These assessments are conducted on a periodic basis as determined by the Ministry of Education. Third-party evaluators, accompanied by Board staff, conducted the most recent round of assessments in spring 2015. The findings of the survey were reported in the Ministry's Total Capital Planning Solution (TCPS) database. TCPS data were used as the foundation for facility conditions and renewal needs outlined in this report.

3.5 Enrolment Projections

To generate the projections, staff used actual October 31 enrolment headcounts of the past five (5) years (2011-2015) as a base, and using the Board's newly implemented student enrolment projection system, developed 15-year enrolment projections. Using past enrolment trends from a 2-5 year

horizon of the actual enrolment headcounts, retention rates, progression factors within and outside schools of the Board are coupled with current October 31, 2015, headcounts to calculate the progression of students. This is coupled with municipal development trends (filed and active development applications) to estimate the number of new students yielded from new developments.

Table 4 below illustrates the enrolment projections for the schools within the **Oakville South QEW Neighbourhood** accommodation review area:

Table 4: Projected Enrolment – Oakville South QEW Accommodation Review Area

School Name	FBC	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
St. Dominic CES	**527**	625	614	601	605	599	590	582	581	565	561	550
		119%	117%	114%	115%	114%	112%	110%	110%	107%	106%	104%
St. James CES	**429**	214	205	203	191	181	185	192	199	204	211	215
		50%	48%	47%	45%	42%	43%	45%	46%	48%	49%	50%
St. Joseph (O) CES	**268**	380	378	352	330	328	311	301	294	279	262	260
		142%	141%	131%	123%	122%	116%	112%	110%	104%	98%	97%
Head Count	**1224**	**1219**	**1197**	**1156**	**1126**	**1108**	**1086**	**1075**	**1074**	**1048**	**1034**	**1025**
Utilization (%)		100%	98%	94%	92%	91%	89%	88%	88%	86%	84%	84%
Surplus Space (+,-)		5	27	68	98	116	138	149	150	176	190	199

3.6 Transportation Summary Data

Transportation data was provided by the Halton Student Transportation Service (HSTS). Student data was derived from the 2015-16 school year, and aggregated into the data displayed in Table 5. Additional information on transportation service provision and non-transported students can be found within individual school SIP found in Appendix C.

Table 5: Transportation Summary Data for Oavkille South QEW Neighbourhood

School Name	Total Students	Eligible Riders	Courtesy Riders	Total	Percentage of Students	Average Distance
St. Dominic CES	625	394	9	403	64%	2.13 km
St. James CES	214	90	5	95	44%	1.98 km
St. Joseph (O) CES	380	203	25	228	60%	2.33 km

As per the HSTS Operating Procedure HS-1-003 – Eligibility Factors, elementary students that reside more than 1.6 kilometers from their home school are eligible for transportation. Eligibility for transportation may also be granted in instances where there are potential safety hazards along the student route.

Courtesy riders are defined as students that reside within a 1.6 kilometer distance, who would normally be ineligible, that have applied for a seat on an existing bus, on an existing route, at an existing stop that would otherwise be empty.

4. Accommodation Review Area Overview

The **Oakville South QEW Neighbourhood** accommodation review area is located within the **CEO1 South of the QEW** Review Area as identified in the Board's 2013 Long-Term Capital Plan, both displayed geographically in Appendix D. The three elementary schools located within the accommodation review area include St. Dominic CES, St. James CES, and St. Joseph (O) CES. The boundaries of the accommodation review area is comprised of the three aforementioned school boundaries combined.

St. Luke CES and St. Vincent CES are excluded from this accommodation review area, as they are located east of 16 Mile Creek within a perceivably different community.

A cursory overview of each affected school within the review are is summarized below in Table 6, and is further supplemented by the information found within the SIPs, found in Appendix C.

Table 6: Historic & Projected Enrolment Oakville South QEW Accommodation Review Area

School Name	FBC	2011	2015	2020	2025	Original Construction	FCI	Site Size
St. Dominic CES	**527**	558	625	590	550	1961	51%	7.10 ac.
		106%	119%	112%	104%			
St. James CES	**429**	287	214	185	215	1956	26%	3.06 ac.
		67%	50%	43%	50%			
St. Joseph (O) CES	**268**	364	380	311	260	1961	50%	5.46 ac.
		136%	142%	116%	97%			
Head Count	**1224**	**1209**	**1219**	**1086**	**1025**			
Utilization (%)		99%	100%	89%	84%			
Surplus Space (+,-)		15	5	138	199			

Over the period 2016-17 through 2025-26, the Board's elementary enrolment is projected to increase at an average yearly rate of +1.23% (+289 students), and maintain an average utilization rate of 105.7%. However, this growth will be predominantly seen in Milton, north Oakville, and Halton Hills, where high rates of growth are offsetting the declining enrolment within maturing neighbourhoods.

The area under review has been classified as a maturing neighbourhood by staff, as enrolment has been decreasing over the last five (5) years and is expected to continue decreasing over the long term as neighbourhoods continue to age, as demonstrated in Table 6.

Over the course of the past five (5) years (2011-2015), enrolment within the affected schools has increased by approximately 1% overall, and is projected to decline 11% by 2020 (5 year), and by 16% by 2025 (10 year). It is the anticipated rate of decline will remain stable at a 2% decrease over a 10 year period, as larger senior classrooms are replaced by smaller Kindergarten registrations in both St. James CES and St. Joseph (O) CES.

4.1 Accommodation Issues

The 2013 Long Term Capital Plan acknowledged the declining enrolment within the CEO1 Oakville South of QEW Review Area, and suggested that a pupil accommodation review be undertaken in the area to reduce excess capacity, and reduce overall renewal needs by removing aging schools from the Board's building stock.

The goal of this accommodation review is to bring forward to the Board a proposal to create renewed quality teaching facility and learning environments for students, while ensuring that long-term facility investments are financially sustainability.

4.2 Enrolment and Utilization

As demonstrated in Table 6 located on page 12, the overall utilization of schools within the **Oakville South QEW Neighbourhood** has remained stable over the past five (5) years, and are anticipated to begin declining over the next ten (10) as Kindergarten registrations continue to decline in all three (3) affected schools. Today, the school's utilization stands at an average 99% overall, slightly above the average utilization of the CEO1: Oakville South of QEW Review Area which currently stands at 96%.

In reviewing long-term enrolment trends as well as future development potential within the accommodation review area, it does not appear that the underutilized spaces will be filled through neighbourhood regeneration or new development activities, providing difficulties for both the St. James CES and St. Joseph CES schools to reach at a minimum 90% utilization. A boundary review for all schools within the CEO1: Oakville South of QEW Review Area with the aim to re-apportion students is not a viable opportunity in this scenario to enhance utilization at all three (3) schools under review.

To achieve an optimal utilization, empty classroom spaces would need to be removed from the Board's inventory.

4.3 Facility Size and Condition

The average age of the three facilities within the accommodation review area is approximately 57 years, with construction dates ranging from 1956 to 1961. Facilities within this age range typically have many critical building component that are reaching the end of their useful lifecycle. As shown in Table 7 below, the average Facility Condition Index of the three facilities is approximately 42%, with a total 5 year renewal need of approximately $11.2M dollars and replacement value of all three facilities of approximately $26.9M. It is important to note that the facility renewal costs account primarily for the replacement of critical building components and does not account for improvement items, such as accessibility, LED lighting, natural Kindergarten playgrounds and other modernization improvements.

Table 7: Facility Condition Index Summary

School Name	Original Construction	FBC	5 Year Renewal Needs	Replacement Value	Facility Condition Index
St. Dominic CES	1961	527	$5,215,684	$10,295,060	51 %
St. James CES	1956	429	$2,511,362	$9,733,630	26 %
St. Joseph (O) CES	1961	268	$3,459,506	$6,882,680	50 %
TOTAL	**1959 (avg.)**	**1244**	**$11,186,552**	**$26,911,370**	**42% (avg.)**

4.4 Meeting Program Needs and Accessibility Standards

Educational programming for elementary school students has significantly over the past 50 years. Learning environments are critical to program delivery, and facilities constructed 50+ years ago may not meet the programming needs of today. 21st century learning environments require flexible spaces that can be used for multiple purposes, including collaboration, breakout meetings and one-to-one teaching.

It is the goal of the HCDSB to provide an equitable learning environment for all students through the Region of Halton. Thus, all of the facilities within the accommodation review area were evaluated against the Board's new facility benchmark for several program criteria. The results of this evaluation are summarized in Table 8.

Table 8: Facility Programming Needs

Criteria	Benchmark	St. Dominic CES	St. James CES	St. Joseph (O) CES
Gymnasium	Double gym	Two (2) Single gyms	Single gym	Single gym
Kindergarten Space	1,100 m^2 with washroom	Adequate	Adequate	Adequate
Resource Rooms/Space	~1 Resource room per 100 pupil places	Inadequate	Inadequate	Inadequate
Program Teacher Workspace	Workstation + resource storage	Inadequate	Inadequate	Inadequate

Accessibility requirements have also advanced significantly over the past half century. Many new technologies are available today and are included in school facilities during construction. An assessment of the accessibility needs of the facility was conducted and it was determined all of the facilities within the accommodation review area are not considered fully accessible to all members of the public.

4.5 School Site Description

The site conditions at the three facilities within the accommodation review area can be summarized as show in Table 9.

Table 9: Option Development Criteria Summary – Oakville South QEW Neighbourhood

SCHOOL	SITE SIZE (ACRES)	SITE DESCRIPTION
St. Dominic CES	7.10	Preferred site size. Adjacent to St. Dominic Church.
St. James CES	3.06	Undersized site. No parking or bus loading area on school property. Parking and bus loading area is provided on the site of the adjacent St. James Church.
St. Joseph (O) CES	5.46	Preferred site size.

Table 10 below details how each school, in its current state, meets the preferred development criteria to be considered when reviewing pupil accommodation options.

Table 10: Option Development Criteria Summary – Oakville South QEW Neighbourhood

CRITERIA	ST. DOMINIC CES	ST. JAMES CES	ST. JOSEPH (O) CES
Facility Utilization between 90-125%	Yes	No	Yes
500-671 FBC	Yes	No	No
Portable Classroom Needs	Yes	No	Yes
Fully Accessible	No	No	No
Transportation Time	All students transported will not exceed 60 minutes on the bus.	All students transported will not exceed 60 minutes on the bus.	All students transported will not exceed 60 minutes on the bus.
Average Distance to School	2.13 kilometers	1.98 kilometers	2.33 kilometers
Site Size (Approx. 5+ acres)	Preferred size (7.10 acres)	Under preferred size (3.6 acres)	Preferred size (5.46 acres)
Adjacent Uses	Church; Residential	Church; Residential	Residential
Site Limitation	Limited Frontage	Parking and playfield are owned by adjacent parish	N/A

5. Recommended Option

As per the Ministry of Education Pupil Accommodation Review Guidelines (PARG), at least one (1) option must be presented to the Board to address the accommodation issues identified within supporting rationale. For the purpose of the **Oakville South QEW Neighbourhood** accommodation review area, there is only one option contemplated by staff.

5.1 Indented Outcomes

The aim of this process is to provide the Board of Trustees with sufficient information to make an informed decision through consultation with the existing school community on the future of the current stock of pupil facilities within the **Oakville South QEW Neighbourhood** accommodation review area.

In rendering a final decision, Trustees should consider the following criteria:

A) The impact that current and forecasted enrolment will have in the effective, equitable, and high quality delivery of programs to the students of the Board;
B) The impact that current and forecasted enrolments will have on the sustainable operations of the affected existing and proposed schools;
C) Ensure that capital investments (whether renewal or new construction) made to facilities are the best use of Board resources over the short and long-term; and,
D) The impact that the decision of the Accommodation Review has due consideration to the student community, the community, and the local government.

5.2 Accommodation Plan

Staff recommends that the following actions be taken within the **Oakville South QEW Neighbourhood** accommodation review area:

1) Demolish the existing St. Joseph (O) CES, and construct a 504 pupil place elementary facility on the existing site for the 2017-18 school year, using a 21st Century Learning model as adopted in the Board's most recent school projects;
2) Outreach to approved community partners of the Board for potential co-build projects, such as a new child-care facility or other community facility operations;
3) Close St. James CES facility and re-direct the entire student population to the newly constructed St. Joseph (O) CES – all attendance boundaries consolidated into one, see Appendix E for proposed attendance boundary;
4) Re-direct all existing programs offered at the two (2) affected schools to the new St. Joseph (O) CES facility;
5) Re-locate the existing Oakville Thomas Merton Adult Learning Centre into the existing St. James CES facility; and,
6) Retain most recent portion of St. Dominic CES (1995, demolish original building section (1969), and construct an addition to meet a 527 pupil related capacity.

Table 11: Projection – St. Joseph (O) CES & St. Dominic CES Rebuild Recommendation

		Opening	5 year projection					10 year projection				
School Name	**FBC**	**2017**	**2018**	**2019**	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
St. Joseph CES (New Facility)	**504**	555	520	509	495	493	491	481	472	474	464	457
		110%	103%	101%	98%	98%	97%	96%	94%	94%	92%	91%
St. Dominic CES (Partial Rebuild)	**527**	602	604	598	589	583	580	565	561	549	545	542
		114%	115%	114%	112%	111%	110%	107%	106%	104%	103%	103%
Head Count	**1031**	**1157**	**1124**	**1108**	**1084**	**1076**	**1071**	**1046**	**1032**	**1023**	**1009**	**999**
Utilization (%)		112%	109%	107%	105%	104%	104%	101%	100%	99%	98%	97%
Surplus Space (+,-)		-126	-93	-77	-53	-45	-40	-15	-1	8	22	32

Figure 1: Projection - St. Joseph (O) CES Rebuild Recommendation

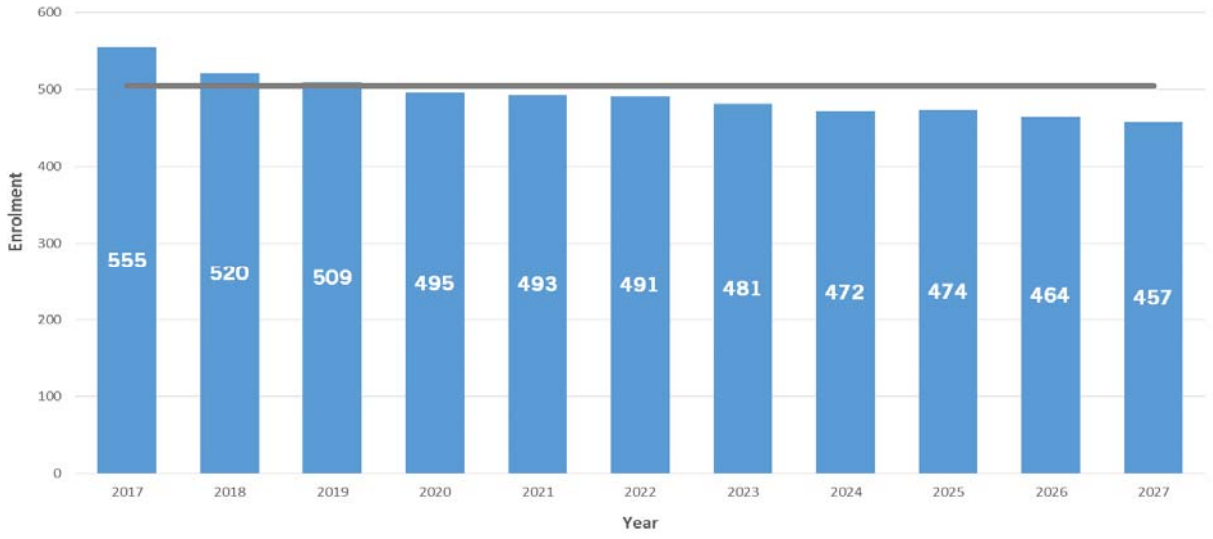
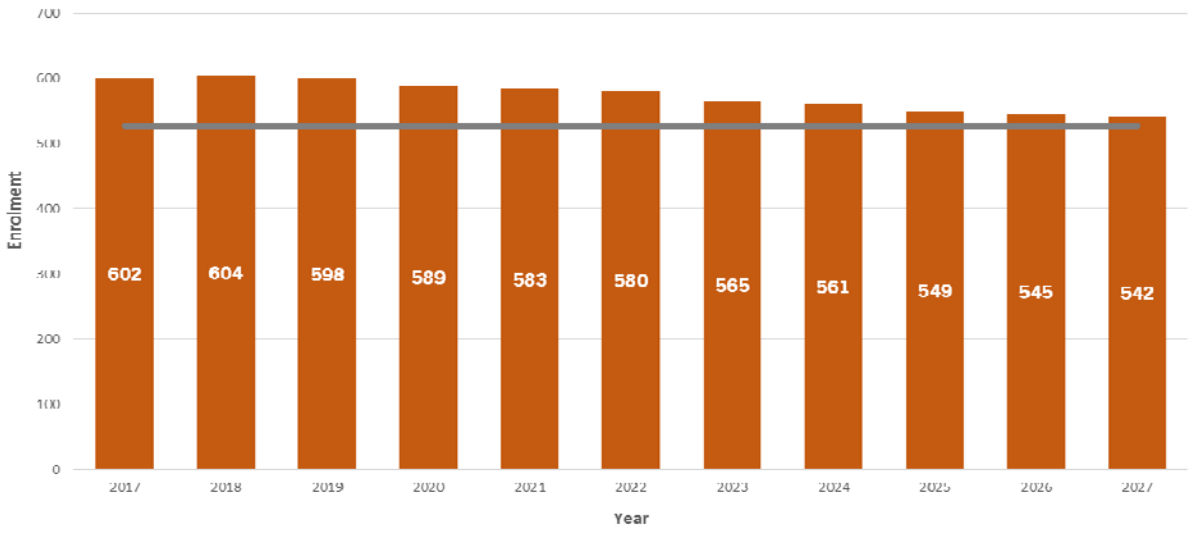


Figure 2: Projection - St. Dominic CES Rebuild Recommendation



5.3 Proposed Timelines

If the Modified Accommodation Review Process proceeds as scheduled, Ministry School Consolidation and Closure (SCC) grants are allocated, municipal permits are granted in a reasonable time, and other regulatory approvals proceed as planned, the following timeline is feasible:

➢ Completion of the Modified Pupil Accommodation Review	3 months
➢ School Consolidation and Closure Grant Funding Application Process with the Ministry of Education	3-6 months
➢ Pre-construction:	12-18 months
▪ Architect selection and design phase	
▪ Municipal Approvals and community consultation process	
➢ Facility Construction	12-18 months
➢ **Rebuilt St. Joseph (O) Occupancy**	**2017-18 school year**
➢ St. Dominic Facility Construction	12-18 months
➢ **Rebuilt St. Dominic Occupancy**	**2018-19 school year**

5.4 Funding

On March 26, 2015 the Ministry highlighted changes to the Grant for Student Needs (GSN) that related to closures and consolidations. The Ministry announce it will be phasing out "top-up funding" grants over the next three years, no longer funding empty classroom spaces. This is part of the Ministry's School Board Efficiency and Modernization (SBEM) initiative that aims (among other elements) to reduce underutilized pupil spaces through consolidations, closures, and/or the introduction of community partners in empty spaces through a cost recovery model.

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation (SCC) Projects and New Construction of Child Care" requesting boards to submit consolidation projects that need to be completed by the 2019-20 school year.

According to the Memorandum, the Ministry's School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or 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.

5.6 Programming

As part of the recommendation, staff seeks to retain all existing programs at St. Dominic CES, and re-direct all other programs offered at St. James CES at the time of consolidation to the newly constructed St. Joseph (O) CES. All three schools are part of the St. Thomas of Aquinas Catholic Secondary School family of Schools. Accordingly, the newly constructed St. Joseph (O) CES will offer the regular track JK-8 program, and a self-contained special education program, and the Extended French Program offered from Grade 5 to Grade 8.

All programming will be in conformity with the Board's long-term strategy in offering a 21st Century Leaning experience.

5.7 Transition Planning

If the Board of Trustees approves staff's recommendation in part or modified, it is required under Administrative Procedure VI-35: School Accommodation Review – Closure/Consolidation, a transition committee will be established following the Board of Trustees' decision to consolidate and close a school.

For the accommodation transition, staff may undertake the following process after final approval from all agencies is granted to proceed with the project:

- Re-locate all St. Joseph CES students to St. James CES until the construction of the new facility is completed – portable classrooms will be required;
- Re-locate all St. Dominic CES students to St. James CES until the construction of the updated facility is completed – portable classrooms will be required;
- Once all students are relocated to their final schools, St. James CES will close and be designated as the new Oakville Thomas Merton Adult Learning Centre.

Staff believes this will have the least impact to the school community, and will avoid separating school communities.

5.8 Transportation

As of December 31, 2015 transportation data, there are a total of 293 students that are transported within the Oakville South QEW Neighbourhood. A preliminary analysis of the proposed attendance boundary for the replacement St. Joseph (O) CES facility approximates that a total of 400 students would be eligible for transportation, being 49% of the student school population.

The average distance to the new school is approximated at 2.75 kilometers for all students, which demonstrates that the total travel distance will be well below the 60 minutes maximum travel time. Table 12 summarizes the current situation and the proposed solution.

Table 12: Transportation Summary

School Name	Total Students	Eligible Riders	Percentage of Students	Average Distance
St. James CES	214	90	44%	1.98 km
St. Joseph (O) CES	380	203	60%	2.33 km
New Joseph (O) CES	594	400	67%	2.75

5.9 Option Summary

The criteria listed in Table 1 outlines criteria that were used by staff to weigh potential options for addressing the **Oakville South QEW** accommodation review area. Based on those criteria, staff believes that the proposed St. Joseph (O) CES rebuild and St. Dominic CES rebuild meets the criteria in full. Table 13 and Table 14 below provides a summary of the criteria.

Table 13: Option Development Criteria Summary – Recommended St. Joseph (O) CES Rebuild

CRITERIA	ST. JOSEPH (O) CES REBUILD
New Facility or Addition	New Facility
Facility Utilization between 90-125%	Yes, facility utilization remains above 90% and below 125% over a 10 year horizon.
500-671 FBC	Yes, 504
Portable Classroom Needs	Yes, At peak of 2 portable classrooms will be required on site, and will no longer be needed after 2 years.
Accessibility	Yes, will meet current AODA guidelines and be fully accessible.
Transportation Time	All students transported will not exceed 60 minutes on the bus.
Average Distance to School	2.75 kilometers
Site Size (Approx. 5+ acres)	Preferred Size, 5.46 acres
Adjacent Uses	Residential
Site Limitation	N/A

Table 14: Option Development Criteria Summary – Recommended St Dominic CES Rebuild

CRITERIA	ST. DOMINIC CES REBUILD
New Facility or Addition	Partial Rebuild of Facility
Facility Utilization between 90-125%	Yes, facility utilization remains above 90% and below 125% over a 10 year horizon.
500-671 FBC	Yes, 527
Portable Classroom Needs	Yes, At peak of 4 portable classrooms will be required on site.
Accessibility	Yes, accessibility improvements to be made to the existing school section during the rebuild to meet current AODA guidelines and be fully accessible.
Transportation Time	All students transported will not exceed 60 minutes on the bus.
Average Distance to School	2.13 kilometers
Site Size (Approx. 5+ acres)	Preferred Size, 7.10 acres
Adjacent Uses	Residential; Church
Site Limitation	Limited frontage

OPERATING POLICY	HALTON CATHOLIC DISTRICT SCHOOL BOARD	
SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE	POLICY NO.:	I-09
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	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	**POLICY NO.:**	**I-09**
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	NOVEMBER 17, 2015

REQUIREMENTS

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.

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.

SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE	**POLICY NO.:**	**I-09**
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	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	POLICY NO.:	VI-35
	DATE:	MAY 31, 2004
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 17, 2010
	AMENDED:	NOVEMBER 30, 2015

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.

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 with Public Delegation Addendum (Report 3): The Final Staff Report drafted by Board staff that also incorporates information obtained from publicfrom public delegations (and any staff response to such information) as an addendum.

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

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.

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;

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.

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.

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.

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.

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.

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 and any staff response to such feedback, 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.

3.0 EXEMPTIONS

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.

In circumstances where the above exemptions would result in a school closure, as appropriate, 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.

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.

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.

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;

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.

4.0 Roles and Responsibilities of Resources to the ARC

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.

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]

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
Initial Staff Report and **SIPs** 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 ***First Accommodation Review Public Meeting***.		
Arrange meeting with municipalities and with community partner(s)	Log attempts to meet	Before ***First Accommodation Review Public Meeting***	
Announce and advertise ***First Accommodation Review Public Meeting*** through range of media			
First Accommodation Review Public Meeting		At least 30 business days after PAR approval	
Provide notice to municipalities and community partners of ***Final Accommodation Review Public Meeting***			
Announce and advertise ***Final Accommodation Review Public Meeting*** through range of media			

Item	Additional Information	Timeline	Status
Receive response from municipalities and community partners			
Final ***Accommodation Review Public Meeting***		At least 40 business days after First Public Meeting	
Interim Staff Report 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 ***Final Accommodation Review Public Meeting***	
Provide notice of date of public delegations		After ***Interim Staff Report*** 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 ***Final Staff Report***			
Present ***Final Staff Report*** 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			

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
Initial Staff Report and ***SIPs*** presented to the Board of Trustees	MPAR approved	0	
Initial Staff Report and ***SIPs*** 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 ***Accommodation Review Public Meeting*** 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	
Accommodation Review Public Meeting		At least 30 business days after MPAR approval	
Final Staff Report 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 ***Accommodation Review Public Meeting*** (or ***Final Accommodation Review Public Meeting*** if more than one is held)	

Item	Additional Information	Timeline	Status
Provide notice of date of public delegations		After ***Final Staff Report*** 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 ***Final Staff Report*** 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			

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

Director of Education and Secretary of the Board

Halton Catholic District School Board
School Information Profile

St. Joseph Catholic Elementary School (Oakville)
December 31, 2015

Halton Catholic District School Board
School Information Profile

The information contained in the School Information Profile (SIP) is in accordance with the requirements outline in the Ministry of Education's Pupil Accommodation Guideline and the Board's Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015, and Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

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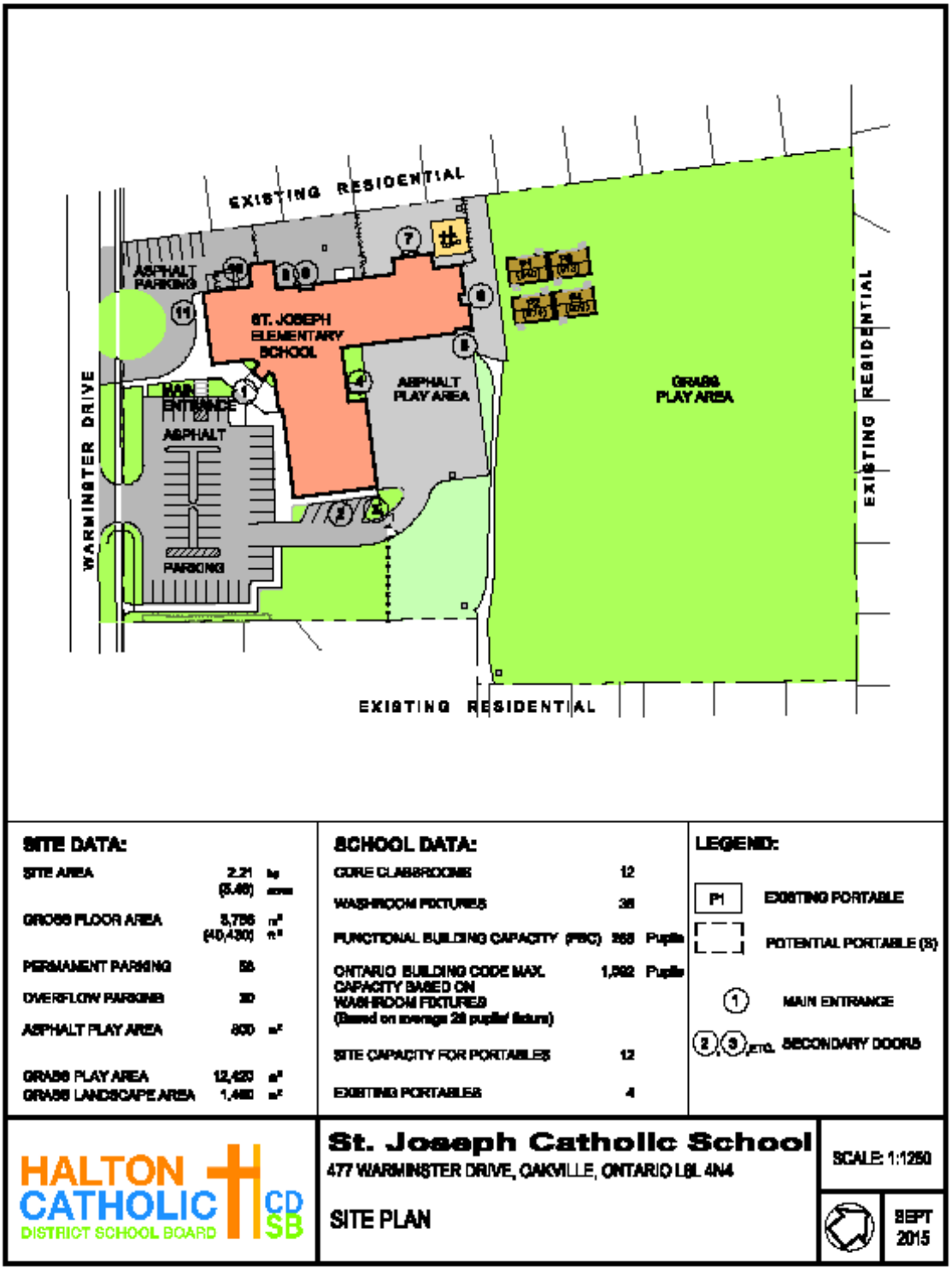
Facility Profile

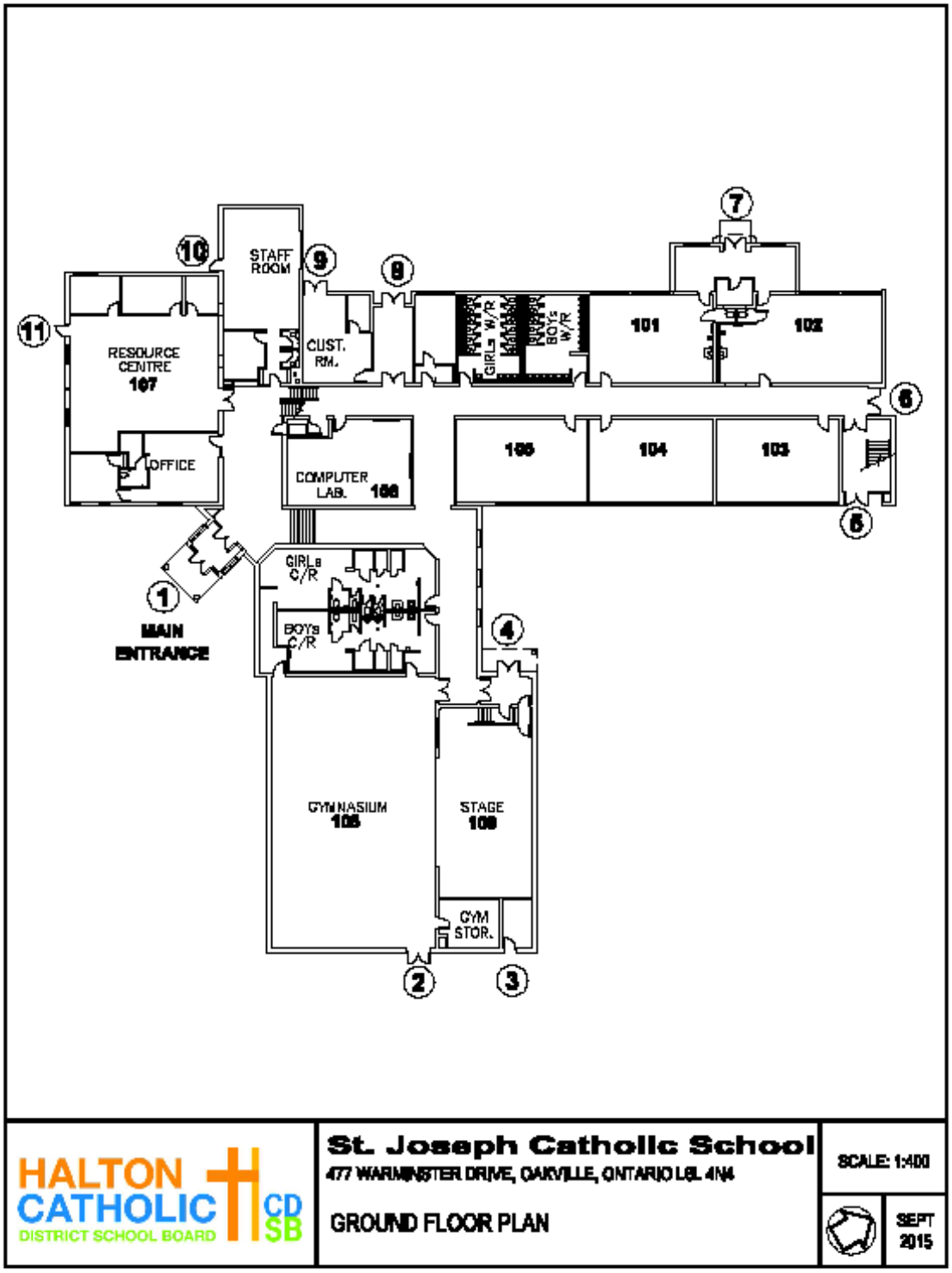
1.1 General Information

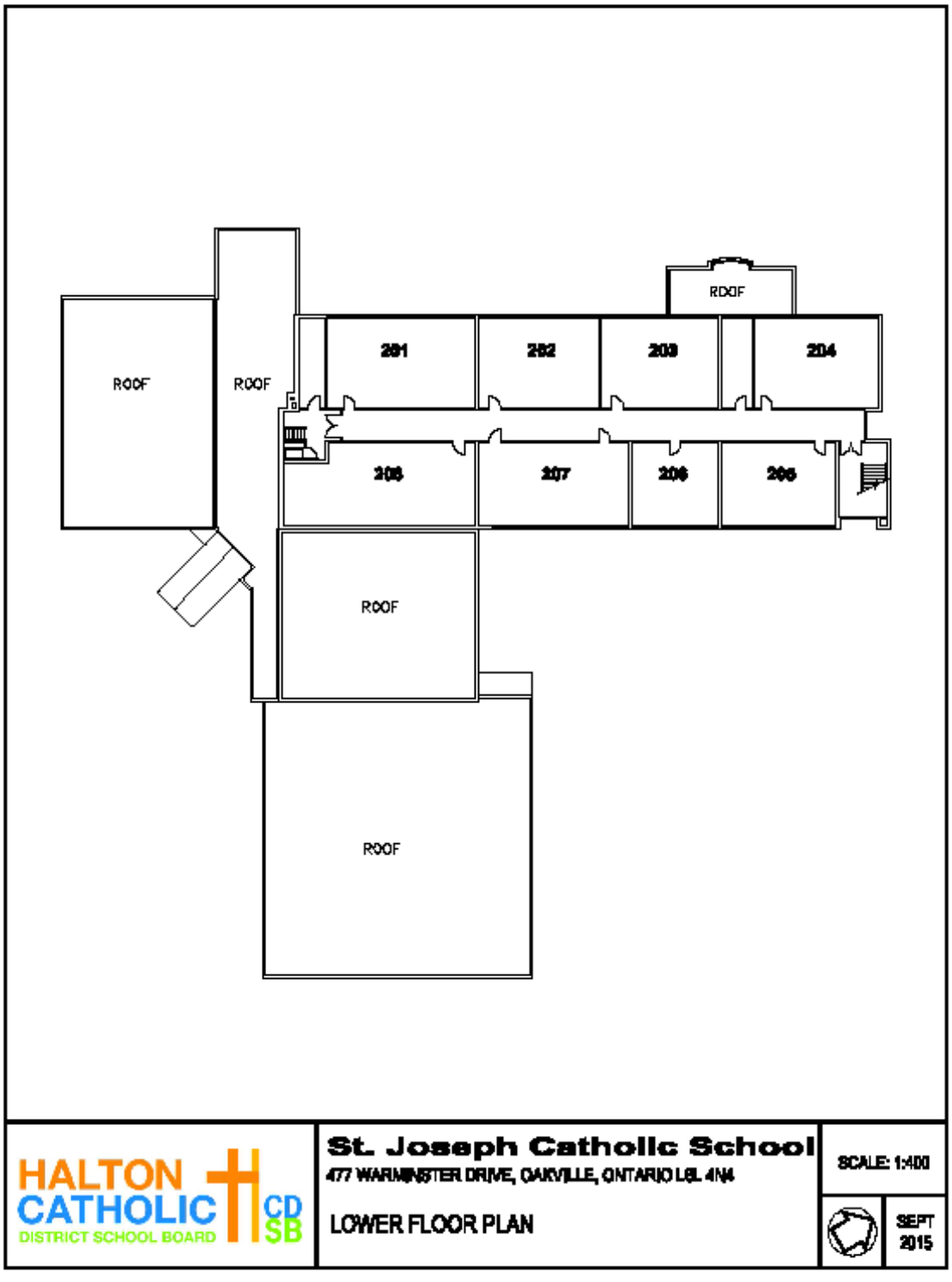
School Name	St. Joseph Catholic Elementary School
Address	477 Warminster Drive, Oakville, ON, L6L 4N4
SFIS ID	8129
Year of Construction	1961
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	303
Functional Building Capacity	268
Enrollment as of December 31, 2015	379
Current Utilization	141%
Site Area (Acres)	5.46
Building Area (sq. ft.)	40,430
Hard Surface Play Area (sq. ft.)	8,611
Grass Play Area (sq. ft.)	133,688
Number of Parking Spaces	58
Number of Portable Classrooms	4
Site Capacity for Portables	12

1.2 Site Plan


EXISTING RESIDENTIAL
ASPHALT PARKING
ST. JOSEPH ELEMENTARY SCHOOL
MAIN ENTRANCE
ASPHALT
ASPHALT PLAY AREA
GRASS PLAY AREA
WARMINSTER DRIVE
EXISTING RESIDENTIAL
PARKING
EXISTING RESIDENTIAL
SITE DATA:
SITE AREA 2.21 ha (5.46) acres
GROSS FLOOR AREA 5,756 m² (40,430) ft²
PERMANENT PARKING 58
OVERFLOW PARKING 30
ASPHALT PLAY AREA 800 m²
GRASS PLAY AREA 12,420 m²
GRASS LANDSCAPE AREA 1,460 m²
SCHOOL DATA:
CORE CLASSROOMS 12
WASHROOM FIXTURES 38
FUNCTIONAL BUILDING CAPACITY (FBC) 368 Pupils
ONTARIO BUILDING CODE MAX. CAPACITY BASED ON WASHROOM FIXTURES (Based on average 28 pupils/ fixture) 1,092 Pupils
SITE CAPACITY FOR PORTABLES 12
EXISTING PORTABLES 4
LEGEND:
P1 EXISTING PORTABLE
POTENTIAL PORTABLE (S)
1 MAIN ENTRANCE
2, 3 ETC. SECONDARY DOORS
HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB
St. Joseph Catholic School
477 WARMINSTER DRIVE, OAKVILLE, ONTARIO L6L 4N4
SITE PLAN
SCALE: 1:1250
SEPT 2015

1.3 Floor Plans




ROOF
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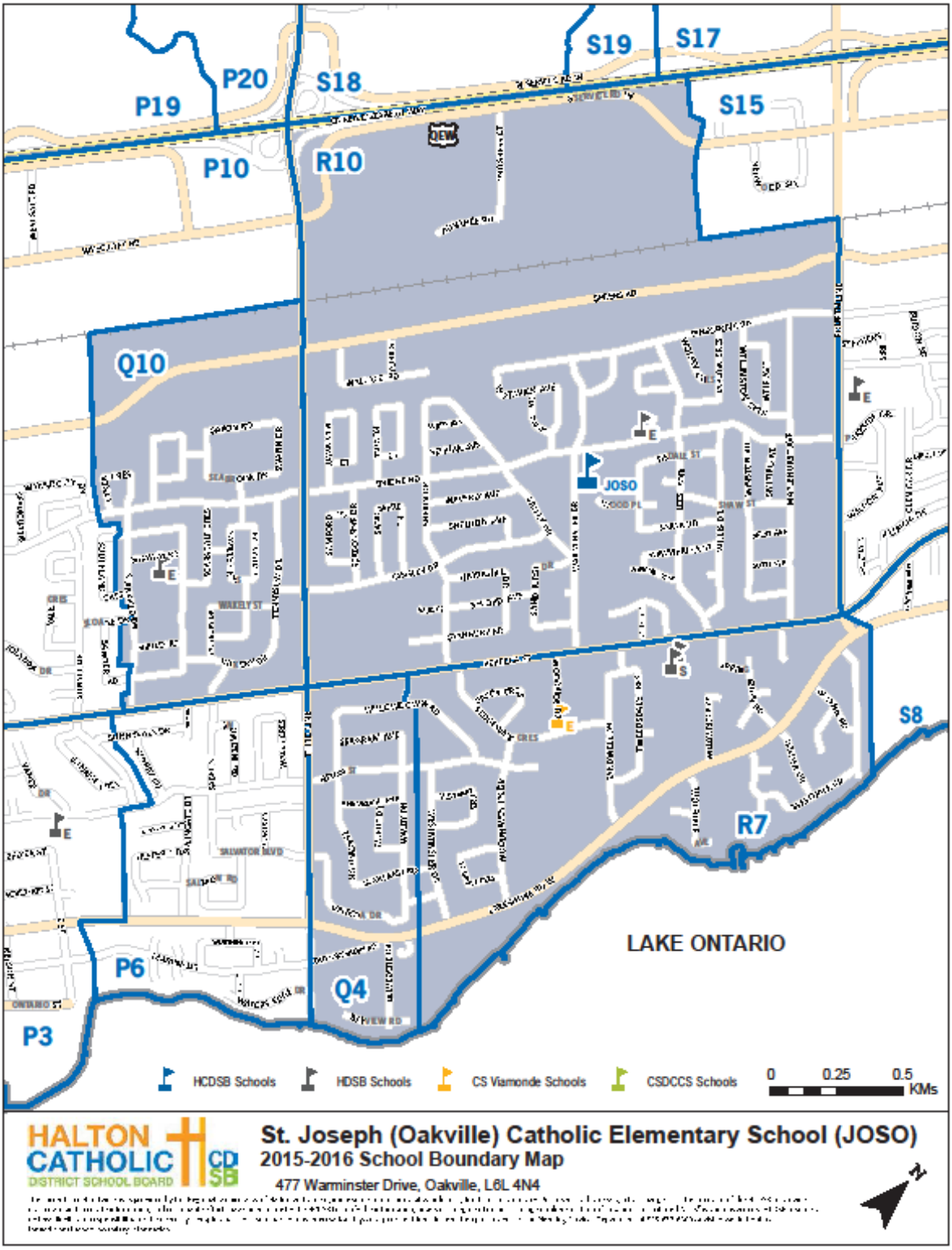
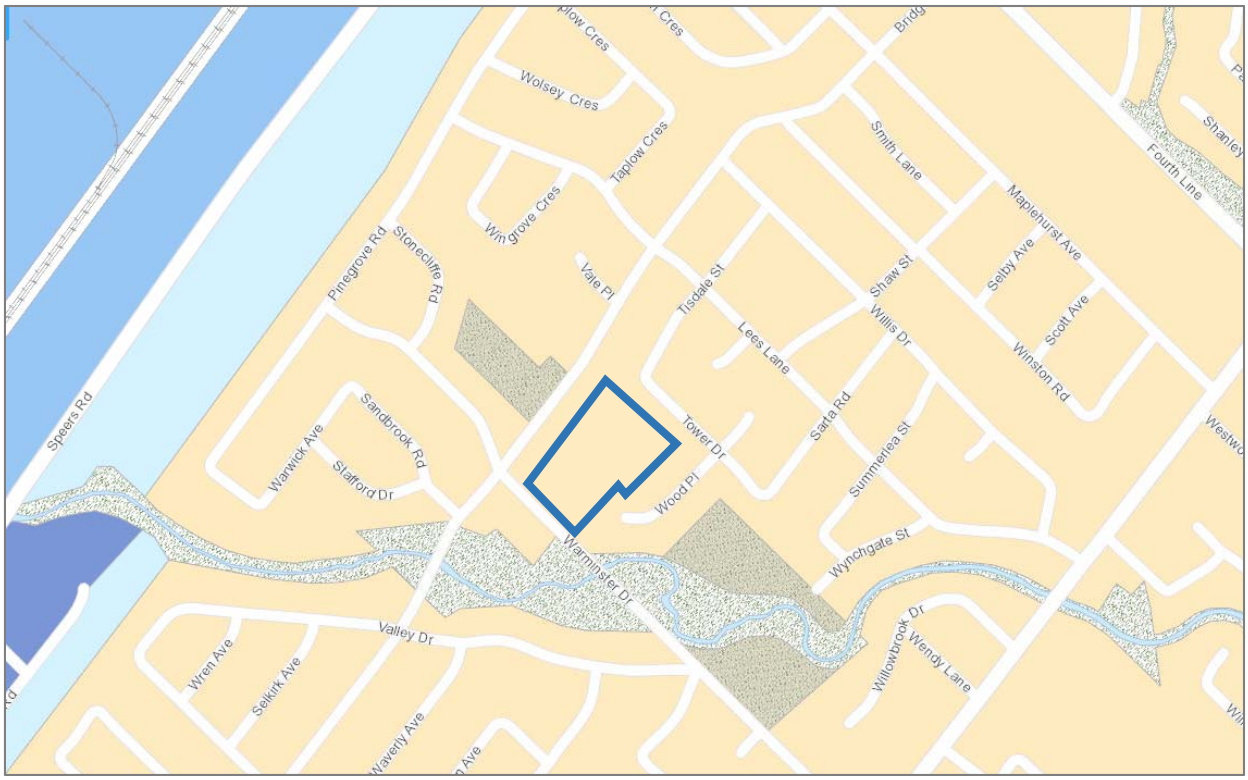
HALTON CATHOLIC DISTRICT SCHOOL BOARD
CDSB
St. Joseph Catholic School
477 WARMINSTER DRIVE, OAKVILLE, ONTARIO L6L 4N4
LOWER FLOOR PLAN
SCALE: 1:400
SEPT 2015

1.4 School Attendance Area (Boundary) Map



1.5 Official Plan & Zoning By-Law Designation

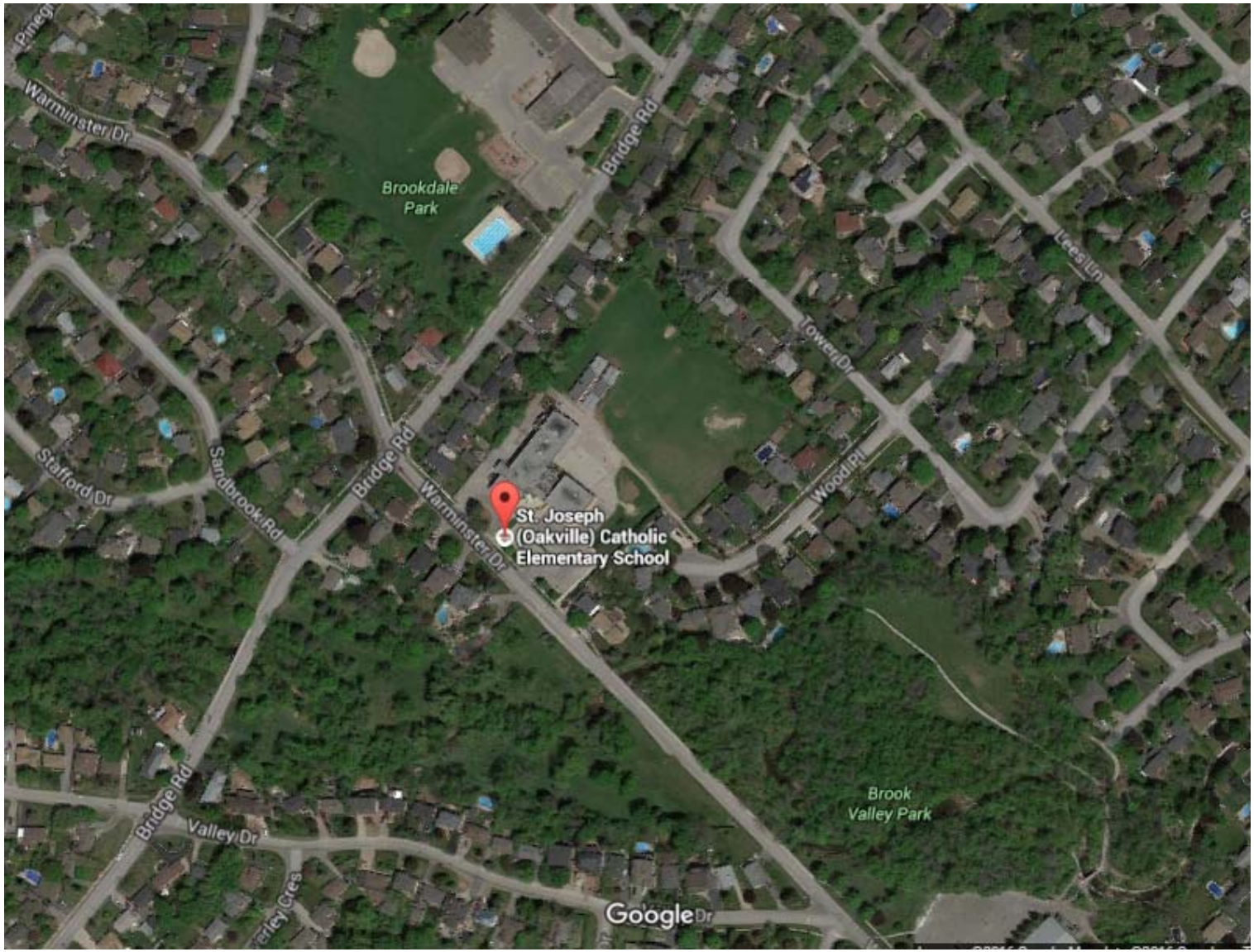
Official Plan Designation: Low Density Residential



Zoning Designation: CU (Community Use)



1.6 Aerial Photo



1.7 Space Summary

Room Number	Space Type	Current Use
101	Kindergarten	Senior Kindergarten
102	Kindergarten	Junior Kindergarten
103	Classroom	Classroom
104	Classroom	Classroom
105	Classroom	Classroom
106	Computer Room	Computers
108	General Purpose Room	General Purpose Room
109	Library Resource Centre	Library Resource
110	Staff Work Rm./Lounge	Staff Work/Lounge
201	Classroom	Classroom
202	Special Ed.	Special Education
203	Classroom	Classroom
204	Classroom	Classroom
205	Classroom	Classroom
206	Resource Room	Resource-General
207	Science Room	Science
208	Art Room	Art

1.8 Facility Condition Index

The Facility Condition Index (FCI) is the building condition as determined by the Ministry of Education by calculating the renewal needs and the replacement value for each facility. The data were extracted from the Total Capital Planning Solution (TCPS) tool, which is populated via third-party assessments.

School Name	St. Joseph Catholic Elementary School
Replacement Value	$6,882,680

	1 year	**5 year**	**10 year**
Renewal Needs	$1,786,546	$3,459,506	$4,571,420
Facility Condition Index	26%	50%	66%

1.9 10-Year Improvement History

The 10-year improvement history lists major repairs at the facility that are captured by the TCPS database. This table excludes routine maintenance and other items not considered a renewal under the Tangible Capital Assets guide.

Year	Renewal Item	Cost
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	$8,615
	Total	**$8,615**

1.10 5-Year Renewal Requirements

The 5-year renewal requirements lists major repairs at the facility that are captured by the TCPS database.

Year	Renewal Item	Cost
2015	Functional Events [F106003 Library Resource Centre]	$0
2015	Functional Events [F106007 General Purpose Room]	$0
2015	Replacement [G2010 Roadways]	$37,128
2015	Replacement [G204007 Playing Fields]	$31,824
2015	Replacement [B2030 Exterior Doors]	$26,520
2015	Replacement [B3010 Roof Coverings]	$456,144
2015	Replacement [C1030 Fittings]	$31,824
2015	Replacement [C1020 Interior Doors]	$26,520
2015	Replacement [C3010 Wall Finishes]	$53,040
2015	Replacement [C3020 Floor Finishes] - Carpeting	$47,736
2015	Replacement [C3020 Floor Finishes]	$21,216
2015	Study [D2020 Domestic Water Distribution - Plumbing Piping - Original Building and 1965 Addition]	$10,608
2015	Study [D304003 Heating/Chilling water distribution systems - Original Building and 1965 Addition]	$10,608
2015	Replacement [D501001 Main Transformers - Lighting Switches]	$15,753
2015	Replacement [D303099 Other Cooling Generating Systems - Rooftop AC/HVAC Units]	$58,344
2015	Major Repair - West Wall at Girls Change Room	$42,432
2015	Replacement	$73,513
2015	Major Repair (G2030 Pedestrian Paving - Asphalt)	$47,736
2015	Replacement [D304003 Heating/Chilling water distribution systems - Original Building and 1965 Addition]	$233,376
2015	Replacement [D3050 Terminal & Package Units - Terminal Heating Units]	$106,080
2015	Replacement [D304007 Exhaust Systems]	$15,912
2015	Replacement [03.2-010 Controls]	$254,592
2015	Replacement [D2020 Domestic Water Distribution - Plumbing Piping - Original Building and 1965 Addition]	$111,384
2015	Replacement [D502002 Lighting Equipment - Exterior Lighting]	$10,608
2015	Replacement [D502002 Lighting Equipment - Emergency Lighting]	$15,912
2015	Replacement [D503004 Public Address Systems]	$47,736
2016	Replacement [03.2-020 Building Automation System]	$42,869
2016	Replacement [D2020 Domestic Water Distribution]	$3,602

2016	Replacement [D503001 Fire Alarm Systems]	$38,849
2016	Replacement [D503099 Other Communications & Alarm Systems]	$89,310
2016	Replacement [D503008 Security Systems]	$32,153
2016	Replacement [D1010 Elevators & Lifts]	$53,587
2016	Replacement [04.5-040C03 Telephone System]	$17,862
2016	Replacement [D501002 Secondary]	$6,550
2016	Replacement [D5030 Communications & Security]	$24,561
2016	Replacement [03.2-010C12 Compressor & Dryer]	$22,328
2016	Replacement [D2010 Plumbing Fixtures]	$106,427
2016	Replacement [03.5-010C02 Fire Hose Cabinet]	$14,884
2016	Replacement [D4010 Sprinklers]	$212,112
2016	Replacement [D4030 Fire Protection Specialties]	$7,443
2016	Replacement [D4030 Fire Protection Specialties]	$16,374
2016	Replacement [D302005 Auxiliary Equipment]	$57,307
2016	Replacement [G204001 Fencing & Gates]	$59,540
2016	Replacement [C1030 Fittings]	$44,656
2016	Replacement [C1030 Fittings]	$52,098
2016	Replacement [C1030 Fittings]	$59,540
2016	Replacement [C3020 Floor Finishes]	$74,426
2017	Replacement [G204007 Playing Fields]	$59,540
2018	Replacement [D303099 Other Cooling Generating Systems]	$452,505
2019	Replacement [D302002 Hot Water Boilers]	$124,438
	Total	**$3,459,506**

1.11 School Utility Costs

Electricity	$40,352
Natural Gas	$10,102
Water/Sewer	$12,343
Total	**$62,797**

Building Area - Permanent	40,430
Building Area - Non-Permanent	3,057
Total Building Area	43,487
Utility Cost per Sqaure Foot	**$1.44**

2014-15 Enrollment	379
Utility Cost per Pupil	**$165.69**

*based on 2014-15 school year data

1.12 School Accessibility Measures

School Name	St. Joseph Catholic Elementary School
Number of Storeys	2
Accessible Entrance	Door 1
Door Operator	Door 1
Elevator	Yes
Stage Lift	Yes
Other Lift	N/A
Barrier Free Washroom	No
Notes	

1.13 Assessment of Parking, Pick-up and Drop-off Areas

St. Joseph Catholic Elementary School has parking areas to the south and west of the school accessed via Warminster Drive. There is also a small bus loop at the front of the school. The total number of permanent parking spaces is 58. An additional 30 parking spaces can be made available on the asphalt play area for special events. The total available parking is inadequate for a school with approximately 350 pupils.



1.14 Student Transportation

Student transportation data is calculated for the current school year as of December 31, 2015.

Division	<800 m	800m - 1600m	1600m - 3200m	>3200m
Primary (JK-3)	23	72	41	4
Junior (4-6)	14	38	38	41
Intermediate (7-8)	10	42	35	21
Total	47	152	114	66
% of Total	12.4%	40.1%	30.1%	17.4%

Division	Entitled to Transportation	Not Entitled to Transportation	% Not Entitled to Transportation
Primary (JK-3)	62	78	55.7%
Junior (4-6)	77	54	41.2%
Intermediate (7-8)	38	70	64.8%
Total	177	202	53.3%

Courtesy Riders	25

Instructional Profile

2.1 School Staff

The school staffing allocation includes the current year teach and non-teaching staff allocated to the facility as of December 31, 2015.

Teaching Staff	FTE
Classroom Teacher	16.5
Primary Team Member	1
FSL	1
Principal	1
Vice Principal	0
ECE	2
French Immersion Planning Time	1
Extra Planning Time	0
Total	**22.5**

Non-Teaching Staff	FTE
Secretary	1
Educational Assistant	3
Librarian	0.5
Custodian	2
Total	**6.5**

2.2 Program Offerings

Programs	Yes/No	Grades
Early French Immersion	No	
Extended French Immersion	Yes	5-8
Gifted Program	No	
Essential Skills Program	No	
Structured Teaching Program	No	
Early Intervention Program	No	
SHSM	No	
OYAP	No	
Advanced Placement	No	
International Baccalaureate	No	

2.3 Grade Organization

The grade organization shows the grade enrolment and class sizes as of December 31, 2015.

Grade Configuration	JK-8

#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		11	13										24	X
2		7	19										26	X
3				22									22	
4				9	9								18	X
5					19								19	
6						21							21	
7						10	10						20	X
8							25						25	
9								9	14				23	X
10	X							6	13				19	X
11	X							24					24	
12	X								30				30	
13										18	18		36	X
14	X									22			22	
15	X									22			22	
16	X										28		28	
		18	32	31	28	31	35	39	57	62	46	0	379	

Number of Classes	16
Number of Combined Classes	7
% of Combined Classes	44%

2.4 Cross-Boundary Summary

Cross-Boundary and Out-of-District data is calculated for the current school year as of December 31, 2015.

Division	In Area Students	Out of Area Students	% Out of Area
Primary (JK-3)	133	7	5.0%
Junior (4-6)	116	15	11.5%
Intermediate (7-8)	106	2	1.9%
Total	355	24	6.3%

2.5 Enrollment

Current year enrolment data and future enrolment projections are computed as of October 31, 2015.

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2010	20	16	30	37	31	35	44	47	41	48	349
2011	17	24	27	32	43	29	59	45	47	41	364
2012	24	16	28	28	34	45	40	58	47	47	367
2013	15	25	27	33	29	32	57	43	63	47	371
2014	33	25	26	31	35	26	56	57	45	59	393
2015	18	32	31	28	32	36	39	57	62	45	380
2016	23	18	34	33	29	30	50	37	58	62	377
2017	21	23	19	36	34	28	44	47	37	58	351
2018	22	22	26	21	39	33	42	42	49	38	330
2019	20	22	23	27	22	37	48	39	43	49	327
2020	20	20	23	25	28	21	49	45	39	43	310
2021	19	20	21	25	26	27	35	46	46	39	301
2022	19	19	21	22	26	24	39	33	47	46	293
2023	19	19	20	22	23	24	37	37	33	47	278
2024	19	19	20	21	23	22	37	34	38	33	262
2025	19	19	20	21	22	22	34	34	35	38	259
2026	18	18	19	20	21	20	32	31	34	34	251
2027	18	18	19	20	21	20	32	31	31	34	248
2028	18	18	19	20	21	20	32	30	31	31	242
2029	18	18	19	20	21	20	32	30	30	31	240
2030	18	18	19	20	21	20	32	30	30	30	239

2.6 Extracurricular Activities

Angel Tree
Basketball
Battle of the Books
Christmas Concert
Floor Hockey
French Café
Games Club
Ice Hockey
Intramurals
Running Club
Shrove Tuesday
Soccer
Student Ambassadors
Volleyball

School Use Profile

3.1 Community Use

The community use of the facility for the entire 2014-15 school year is summarized in the table below.

Organization	Description	Annual Hours	Annual Revenue	Cost Recovery (Y/N)
YMCA	Before and After School Program	1920	$13,095	Yes
Community Groups	Sports/Community Events	48	$1,002	Yes
Total		**1968**	**$14,097**	

3.2 Facility Partnership

There are currently no facility partnerships located at St. Joseph Catholic Elementary School.

3.3 Child Care

Full day child care is not offered at the facility. The enrolment in the Before and After School Program, shown below, is calculated for the current year as of December 31, 2015.

	Licensed Capacity	Current Enrollment
Kindergarten Children	52	19
School-Age Children	51	28

Halton Catholic District School Board
School Information Profile

St. James Catholic Elementary School
December 31, 2015

Halton Catholic District School Board
School Information Profile

The information contained in the School Information Profile (SIP) is in accordance with the requirements outline in the Ministry of Education's Pupil Accommodation Guideline and the Board's Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015, and Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

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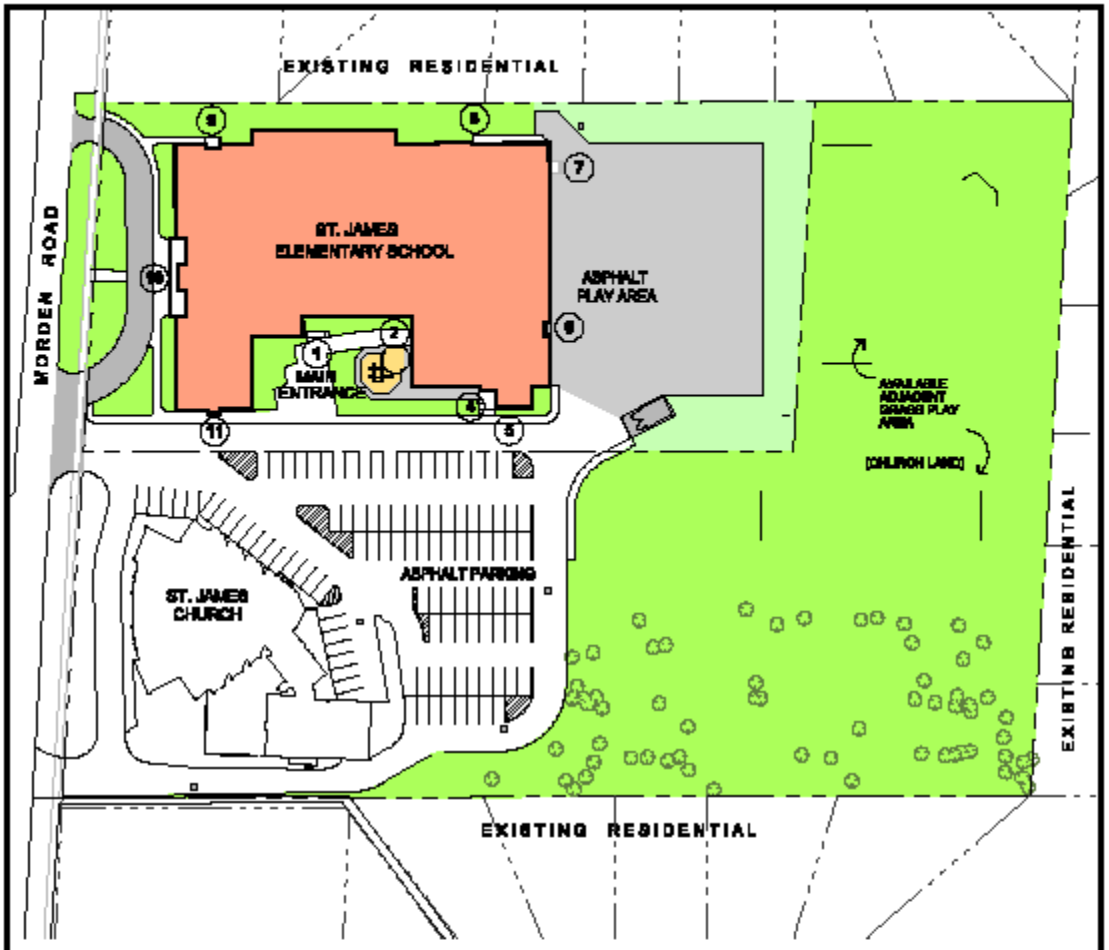
Facility Profile

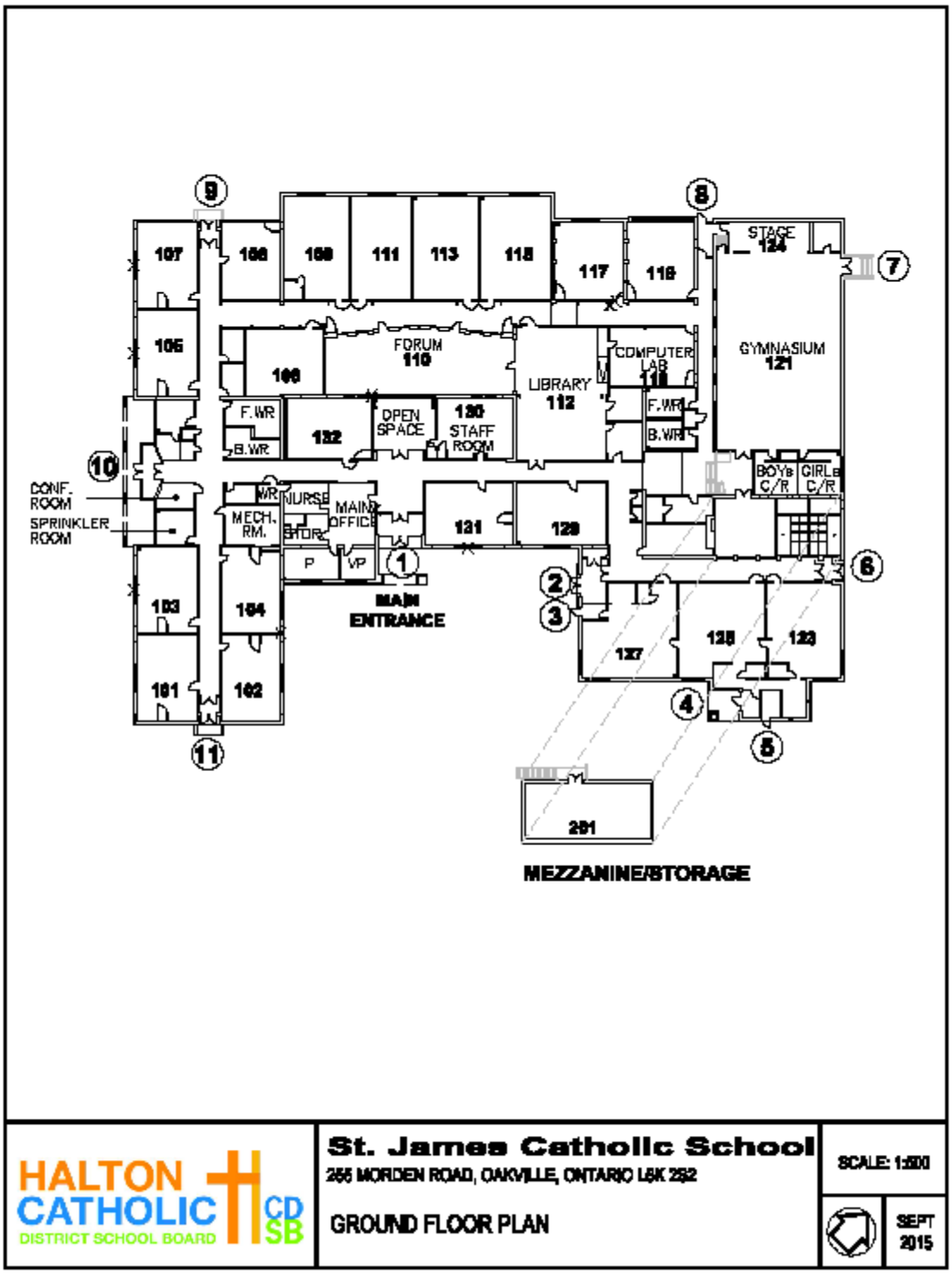
1.1 General Information

School Name	St. James Catholic Elementary School
Address	255 Morden Road, Oakville, ON, L6K 2S2
SFIS ID	8125
Year of Construction	1956
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	478
Functional Building Capacity	429
Enrollment as of December 31, 2015	212
Current Utilization	49%
Site Area (Acres)	3.06
Building Area (sq. ft.)	46,770
Hard Surface Play Area (sq. ft.)	17,222
Grass Play Area (sq. ft.)	27,448
Number of Parking Spaces	0
Number of Portable Classrooms	0
Site Capacity for Portables	12

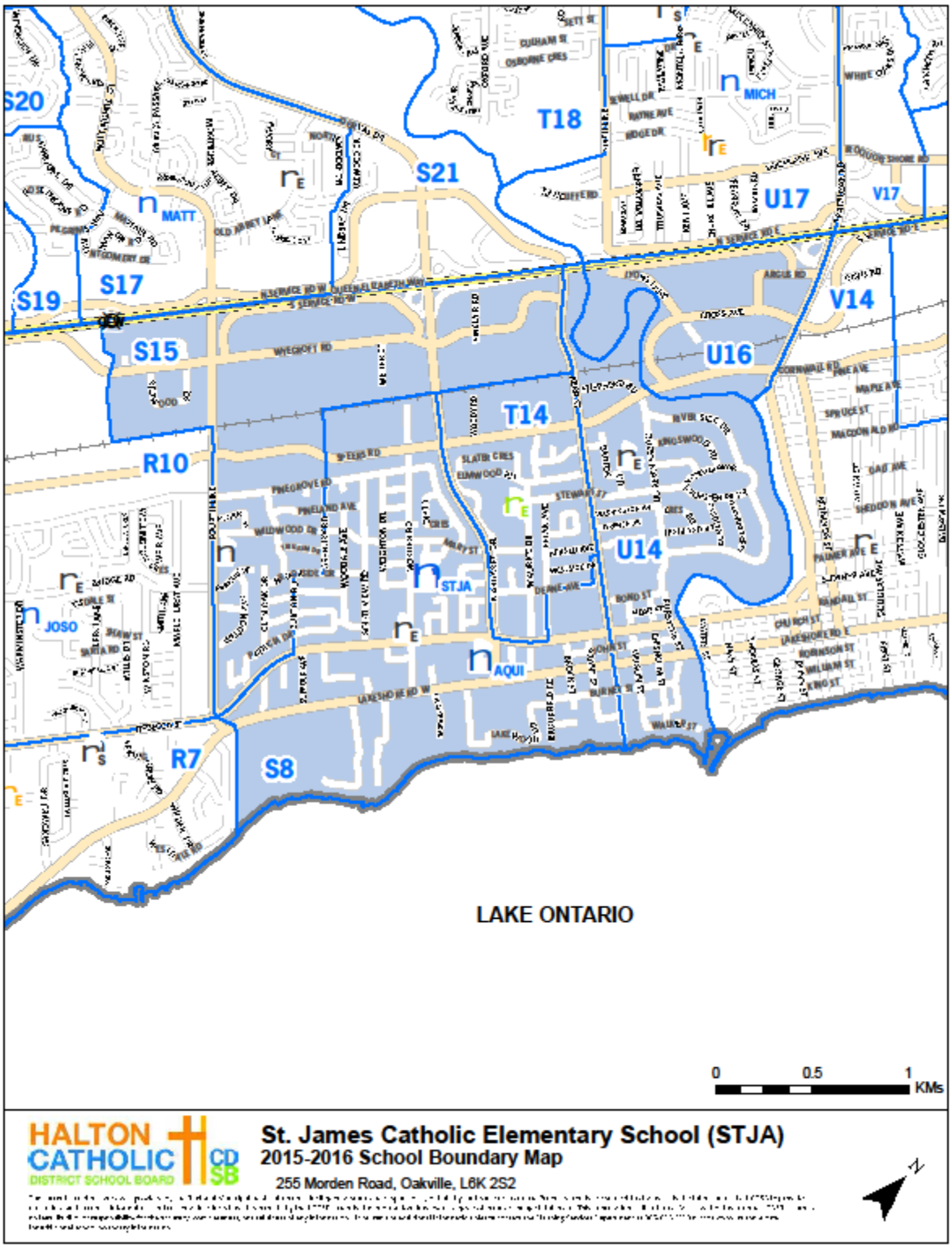
1.2 Site Plan


EXISTING RESIDENTIAL
MORDEN ROAD
ST. JAMES ELEMENTARY SCHOOL
ASPHALT PLAY AREA
MAIN ENTRANCE
AVAILABLE ADJACENT GRASS PLAY AREA
(CHURCH LAND)
ASPHALT PARKING
ST. JAMES CHURCH
EXISTING RESIDENTIAL
EXISTING RESIDENTIAL
SITE DATA:
SITE AREA 1.24 ha (3.06) acres
GROSS FLOOR AREA 4,348 m² (46,772) ft²
PERMANENT PARKING 60
OVERFLOW PARKING 100
ASPHALT PLAY AREA 1,800 m²
GRASS PLAY AREA 2,800 m²
GRASS LANDSCAPE AREA 1,400 m²
SCHOOL DATA:
CORE CLASSROOMS 20
WASHROOM FIXTURES 37
FUNCTIONAL BUILDING CAPACITY (FBC) 429 Pupils
ONTARIO BUILDING CODE MAX. CAPACITY BASED ON WASHROOM FIXTURES (Based on average 28 pupils/ fixture) 1,036 Pupils
SITE CAPACITY FOR PORTABLES 12
EXISTING PORTABLES -
LEGEND:
P1 EXISTING PORTABLE
POTENTIAL PORTABLE (S)
1 MAIN ENTRANCE
2, 3 ETC. SECONDARY DOORS
HALTON CATHOLIC DISTRICT SCHOOL BOARD
CDSB
St. James Catholic School
255 MORDEN ROAD, OAKVILLE, ONTARIO L6K 2S2
SITE PLAN
SCALE: 1:1250
SEPT 2016

1.3 Floor Plans

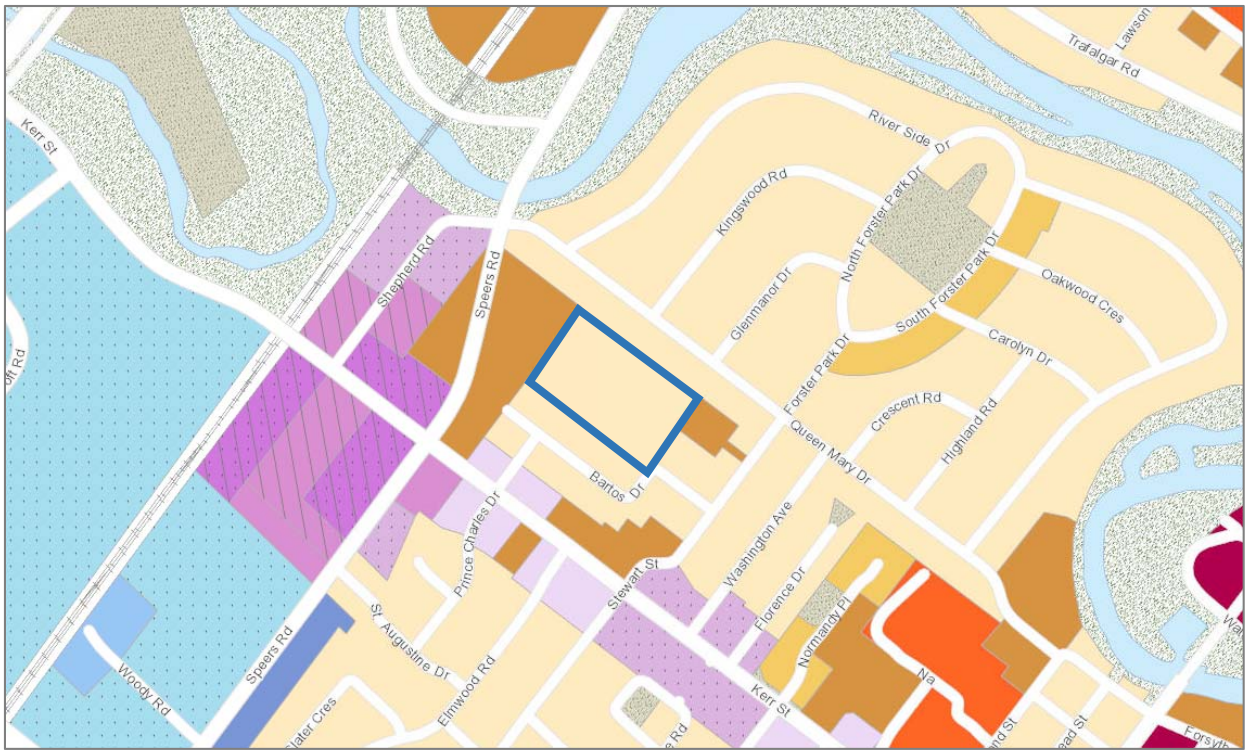


1.4 School Attendance Area (Boundary) Map

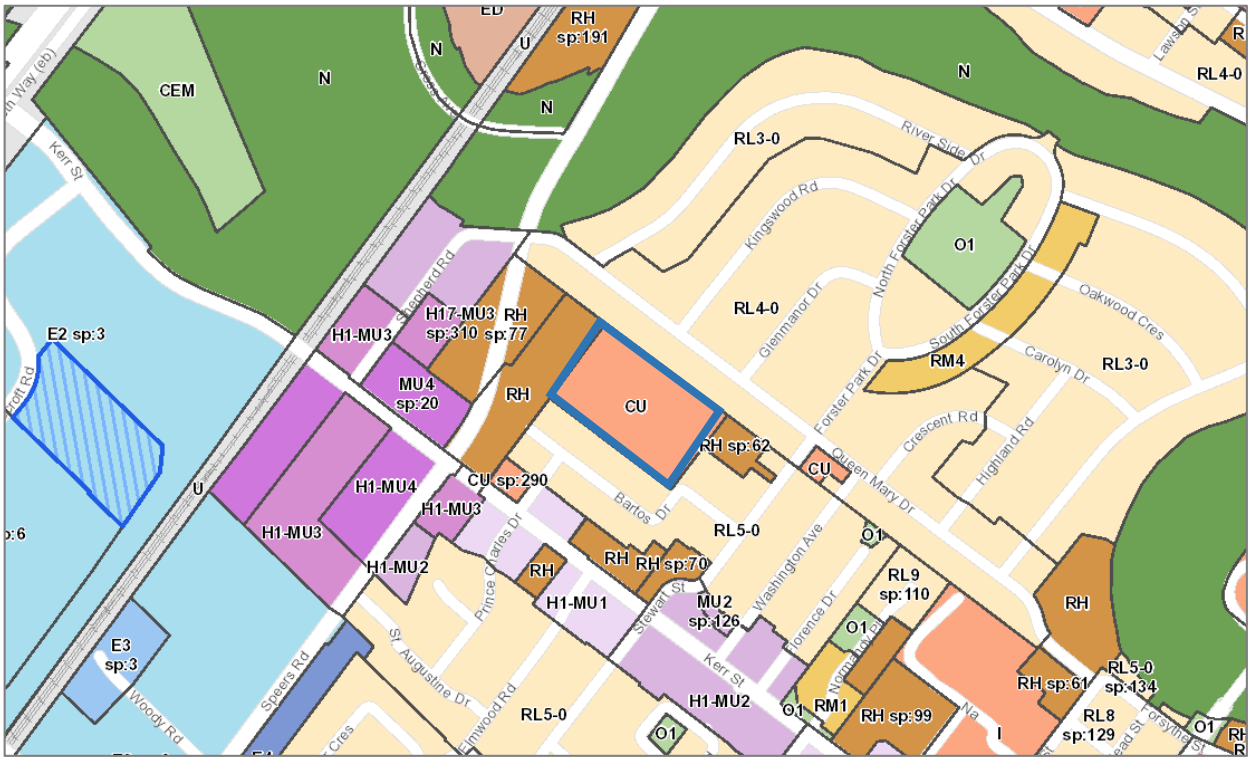


1.5 Official Plan & Zoning By-Law Designation

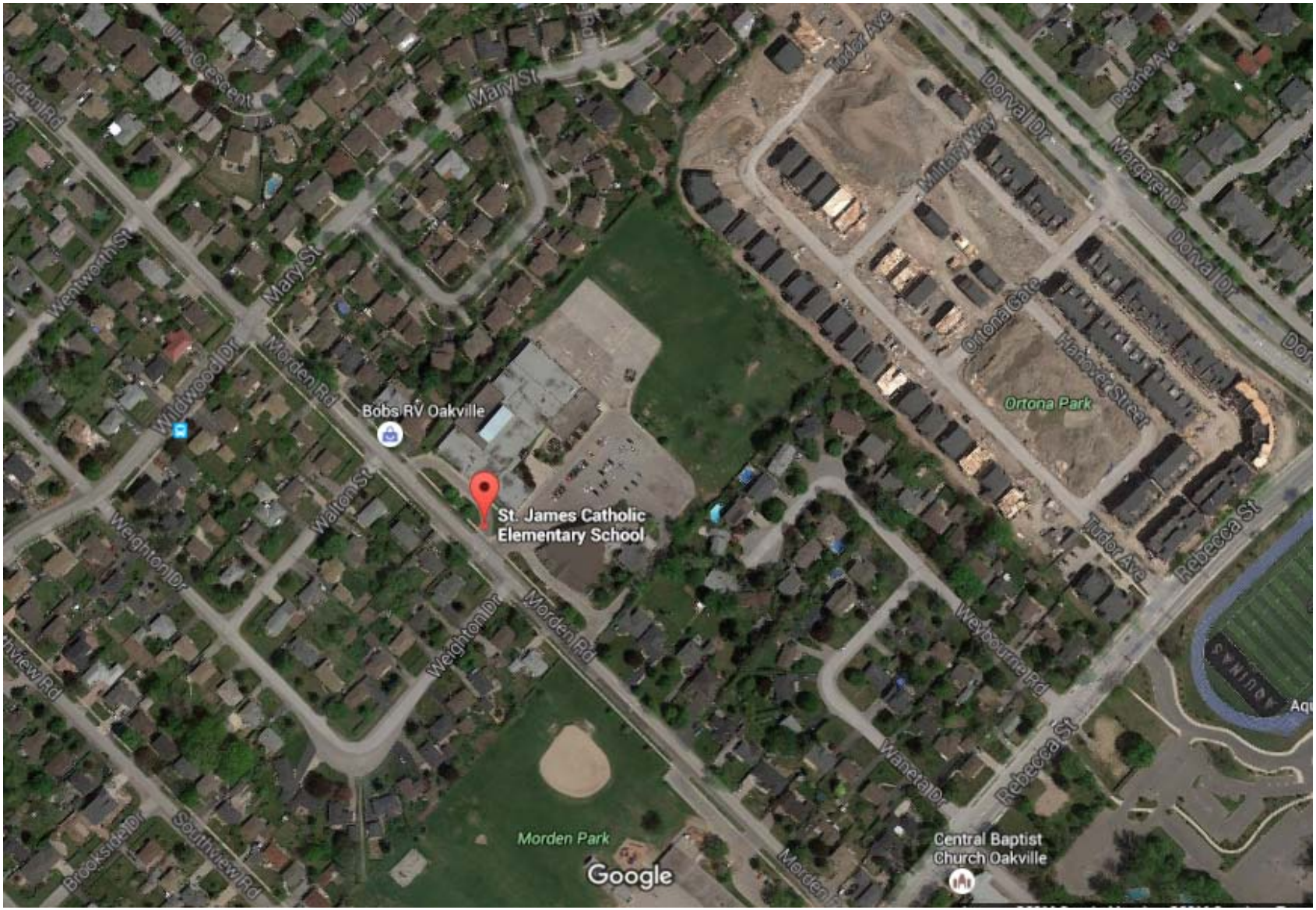
Official Plan Designation: Low Density Residential



Zoning Designation: CU (Community Use)



1.6 Aerial Photo



1.7 Space Summary

Room Number	Space Type	Current Use
101	Classroom	Classroom
102	Classroom	Classroom
103	Classroom	Classroom
104	Classroom	Classroom
105	Classroom	Classroom
106	Classroom	Classroom
107	Classroom	Classroom
108	Classroom	Classroom
109	Music Room (Vocal)	Music (Vocal)
111	Special Ed.	Special Education
113	Art Room	Art
115	Science Room	Science
117	Classroom	Special Education
119	Classroom	Classroom
121	General Purpose Room	General Purpose Room
123	Kindergarten	Junior Kindergarten
125	Kindergarten	Senior Kindergarten
127	Kindergarten	Senior Kindergarten
129	Classroom	Classroom
130	Staff Work Rm./Lounge	Staff Work/Lounge
131	Classroom	Classroom
132	Classroom	Classroom
133	Lunch Room	Lunch
134	Library Resource Centre	Library Resource
103A	Seminar Room	Resource-General

1.8 Facility Condition Index

The Facility Condition Index (FCI) is the building condition as determined by the Ministry of Education by calculating the renewal needs and the replacement value for each facility. The data were extracted from the Total Capital Planning Solution (TCPS) tool, which is populated via third-party assessments.

School Name	St. James Catholic Elementary School
Replacement Value	$9,733,630

	1 year	**5 year**	**10 year**
Renewal Needs	$1,704,143	$2,511,362	$3,441,766
Facility Condition Index	18%	26%	35%

1.9 10-Year Improvement History

The 10-year improvement history lists major repairs at the facility that are captured by the TCPS database. This table excludes routine maintenance and other items not considered a renewal under the Tangible Capital Assets guide.

Year	Renewal Item	Cost
2008	Playground asphalt and field replacement	$168,376
2008	Roof Replacement	$825,710
2010	Replacement B3010 Roof Coverings - Sections except 10 & 12 - remaining sections not replaced in 2008	$50,116
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	$8,615
2014	Replacement [G204007 Playing Fields] - Asphalt re-surfacing	$28,648
	Total	**$1,081,465**

1.10 5-Year Renewal Requirements

The 5-year renewal requirements lists major repairs at the facility that are captured by the TCPS database.

Year	Renewal Item	Cost
2015	Replacement [G2010 Roadways]	$15,912
2015	Replacement [G204001 Fencing & Gates]	$21,216
2015	Replacement [C1030 Fittings]	$42,432
2015	Replacement [C1020 Interior Doors]	$53,040
2015	Replacement [C3010 Wall Finishes]	$79,560
2015	Replacement [C3020 Floor Finishes] - Terrazzo	$21,216
2015	Replacement [C3020 Floor Finishes] - Carpet	$31,824
2015	Replacement [B3010 Roof Coverings] - Roofs 10 and 12	$228,072
2015	Major Repair [B2010 Exterior Walls]	$37,128
2015	Major Repair [C1010 Partitions]	$31,824
2015	Functional Events [F106002 Single Gymnasium]	$0
2015	Functional Events [F106003 Library Resource Centre]	$0
2015	Replacement [D302002 Hot Water Boilers]	$159,120
2015	Replacement [D3050 Terminal & Package Units - Cabinet and Unit Heaters]	$21,216
2015	Replacement [D3050 Terminal & Package Units - Heat Pumps]	$190,944
2015	Replacement [D304007 Exhaust Systems]	$26,520
2015	Replacement [D3060 Controls & Instrumentation - BAS]	$254,592
2015	Replacement [D2010 Plumbing Fixtures]	$53,040
2015	Replacement [D2020 Domestic Water Distribution]	$180,336
2015	Study [D2020 Domestic Water Distribution]	$10,608
2015	Replacement [D502002 Lighting Equipment - Exterior Lighting]	$10,608
2015	Replacement [D502002 Lighting Equipment - Exit Lighting]	$10,608
2015	Replacement [D502002 Lighting Equipment - Emergency Lighting]	$15,912
2015	Replacement [D3060 Controls & Instrumentation - Make-up Air Units]	$129,173
2015	Replacement [D501002 Secondary]	$31,506
2015	Replacement [D503004 Public Address Systems]	$47,736
2016	Replacement [C3030 Ceiling Finishes]	$11,909
2016	Replacement [C201001 Interior Stair Construction]	$7,443
2016	Replacement [C201001 Interior Stair Construction]	$446
2016	Replacement [D1010 Elevators & Lifts]	$16,374
2016	Replacement [D503001 Fire Alarm Systems]	$40,636
2016	Replacement [D5030 Communications & Security]	$21,434
2016	Replacement [D4010 Sprinklers]	$222,978

2016	Replacement [D4030 Fire Protection Specialties]	$16,374
2016	Replacement [D502001 Branch Wiring]	$75,021
2016	Replacement [03.2-020 Building Automation System]	$42,869
2016	Replacement [D3010 Energy Supply]	$29,770
2016	Replacement [D303001 Chilled Water Systems]	$116,104
2016	Replacement [D302005 Auxiliary Equipment]	$38,700
2016	Replacement [D503008 Security Systems]	$41,678
2016	Study [G30 Site Civil/Mechanical Utilities]	$7,443
2016	Replacement [C3020 Floor Finishes]	$1,488
2016	Replacement [C3020 Floor Finishes]	$19,648
2016	Replacement [C3020 Floor Finishes]	$596
2016	Replacement [C1030 Fittings]	$14,736
2016	Replacement [C1030 Fittings]	$59,540
2016	Replacement [C3030 Ceiling Finishes]	$10,271
2016	Replacement [C1030 Fittings]	$5,210
2016	Replacement [C1030 Fittings]	$6,550
	Total	**$2,511,362**

1.11 School Utility Costs

Electricity	$52,640
Natural Gas	$12,793
Water/Sewer	$6,696
Total	**$72,129**

Building Area - Permanent	46,770
Building Area - Non-Permanent	0
Total Building Area	46,770
Utility Cost per Sqaure Foot	**$1.54**

2014-15 Enrollment	212
Utility Cost per Pupil	**$340.23**

*based on 2014-15 school year data

1.12 School Accessibility Measures

School Name	St. James Catholic Elementary School
Number of Storeys	1
Accessible Entrance	Doors 1, 6, 10
Door Operator	Doors 1, 6, 10
Elevator	N/A
Stage Lift	No
Other Lift	Lift to Gym Level
Barrier Free Washroom	Yes
Notes	

1.13 Assessment of Parking, Pick-up and Drop-off Areas

St. James Catholic Elementary School has a bus loop at the front of the school off Morden Road, but no parking is located on school property. 50 parking spaces are available at the adjacent St. James Parish. An additional 100 parking spacesccan be made available on the asphalt play area and St. James Parish for special events. The total available parking spaces is severely inadequate for a school with more than 200 pupils and a functional building capacity of more than 400 students.



1.14 Student Transportation

Student transportation data is calculated for the current school year as of December 31, 2015.

Division	<800 m	800m - 1600m	1600m - 3200m	>3200m
Primary (JK-3)	21	41	27	7
Junior (4-6)	8	36	15	7
Intermediate (7-8)	3	30	13	4
Total	32	107	55	18
% of Total	15.1%	50.5%	25.9%	8.5%

Division	Entitled to Transportation	Not Entitled to Transportation	% Not Entitled to Transportation
Primary (JK-3)	41	55	57.3%
Junior (4-6)	27	39	59.1%
Intermediate (7-8)	22	28	56.0%
Total	90	122	57.5%

Courtesy Riders	5

Instructional Profile

2.1 School Staff

The school staffing allocation includes the current year teach and non-teaching staff allocated to the facility as of December 31, 2015.

Teaching Staff	FTE
Classroom Teacher	10.3
Primary Team Member	0.9
FSL	1
Principal	1
Vice Principal	0
ECE	2
French Immersion Planning Time	0
Extra Planning Time	0
Total	**15.2**

Non-Teaching Staff	FTE
Secretary	1
Educational Assistant	8
Librarian	0.5
Custodian	2
Total	**11.5**

2.2 Program Offerings

Programs	Yes/No	Grades
Early French Immersion	No	
Extended French Immersion	No	
Gifted Program	No	
Essential Skills Program	Yes	N/A
Structured Teaching Program	No	
Early Intervention Program	No	
SHSM	No	
OYAP	No	
Advanced Placement	No	
International Baccalaureate	No	

2.3 Grade Organization

The grade organization shows the grade enrolment and class sizes as of December 31, 2015.

Grade Configuration	JK-8

#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		10	11										21	X
2		14	8										22	X
3				18									18	
4					19								19	
5						15							15	
6							16	6					22	X
7								18					18	
8									25				25	
9										23			23	
10											27		27	
11												2	2	
		24	19	18	19	15	16	24	25	23	27	2	212	

Number of Classes	11
Number of Combined Classes	3
% of Combined Classes	27%

2.4 Cross-Boundary Summary

Cross-Boundary and Out-of-District data is calculated for the current school year as of December 31, 2015.

Division	In Area Students	Out of Area Students	% Out of Area
Primary (JK-3)	89	7	7.3%
Junior (4-6)	60	6	9.1%
Intermediate (7-8)	47	3	6.0%
Total	196	16	7.5%

2.5 Enrollment

Current year enrolment data and future enrolment projections are computed as of October 31, 2015.

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2010	25	25	23	24	33	37	27	33	30	30	287
2011	32	33	24	23	22	32	31	27	32	31	287
2012	23	38	20	26	27	25	29	33	35	25	281
2013	23	21	20	20	30	28	24	32	35	35	268
2014	21	24	20	18	18	28	24	21	24	37	235
2015	24	19	18	18	15	16	24	28	24	26	212
2016	23	24	19	17	17	15	15	25	29	25	206
2017	24	23	23	18	17	16	13	15	25	29	205
2018	24	23	21	21	16	15	15	14	16	26	191
2019	25	24	22	21	20	15	13	15	14	16	182
2020	25	24	22	21	19	17	13	13	15	14	185
2021	26	25	23	22	20	17	16	14	14	16	192
2022	26	25	23	22	20	18	16	17	15	15	198
2023	26	25	23	22	20	19	17	17	18	16	204
2024	27	26	24	23	21	20	18	18	18	19	210
2025	27	26	24	23	21	20	18	18	18	18	214
2026	27	26	24	23	21	20	18	18	18	18	213
2027	26	25	23	22	20	20	18	18	18	18	209
2028	26	25	23	22	20	20	18	18	18	18	210
2029	26	25	23	22	20	21	19	19	19	19	211
2030	26	25	23	22	20	20	18	18	18	18	208

2.6 Extracurricular Activities

Basketball
Volleyball
Cross Country
Track and Field
Soccer
Props Club
Lego Club
Dance / drama Club
Sewing Club
Chess Club
Computer Club
Choir
Battle of the Books
Student Council
BBBS Homework Club
Math HW Club
Reading Club
Comics Club
Go Girls Group
Just the Guys Group
Yoga Club
Photography Club
Intramural sports

School Use Profile

3.1 Community Use

The community use of the facility for the entire 2014-15 school year is summarized in the table below.

Organization	Description	Annual Hours	Annual Revenue	Cost Recovery (Y/N)
YMCA	Before and After School Program	1920	$13,095	Yes
Community Groups	Sports/Community Events	744	$13,294	Yes
Total		**2664**	**$26,389**	

3.2 Facility Partnership

There are currently no facility partnerships located at St. James Catholic Elementary School.

3.3 Child Care

Full day child care is not offered at the facility. The enrolment in the Before and After School Program, shown below, is calculated for the current year as of December 31, 2015.

	Licensed Capacity	Current Enrollment
Kindergarten Children	26	5
School-Age Children	20	15

Halton Catholic District School Board
School Information Profile

St. Dominic Catholic Elementary School
December 31, 2015

Halton Catholic District School Board
School Information Profile

The information contained in the School Information Profile (SIP) is in accordance with the requirements outline in the Ministry of Education's Pupil Accommodation Guideline and the Board's Operating Policy I-09: School Accommodation Review – Consolidation/Closure approved on November 17, 2015, and Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure approved on November 17, 2015.

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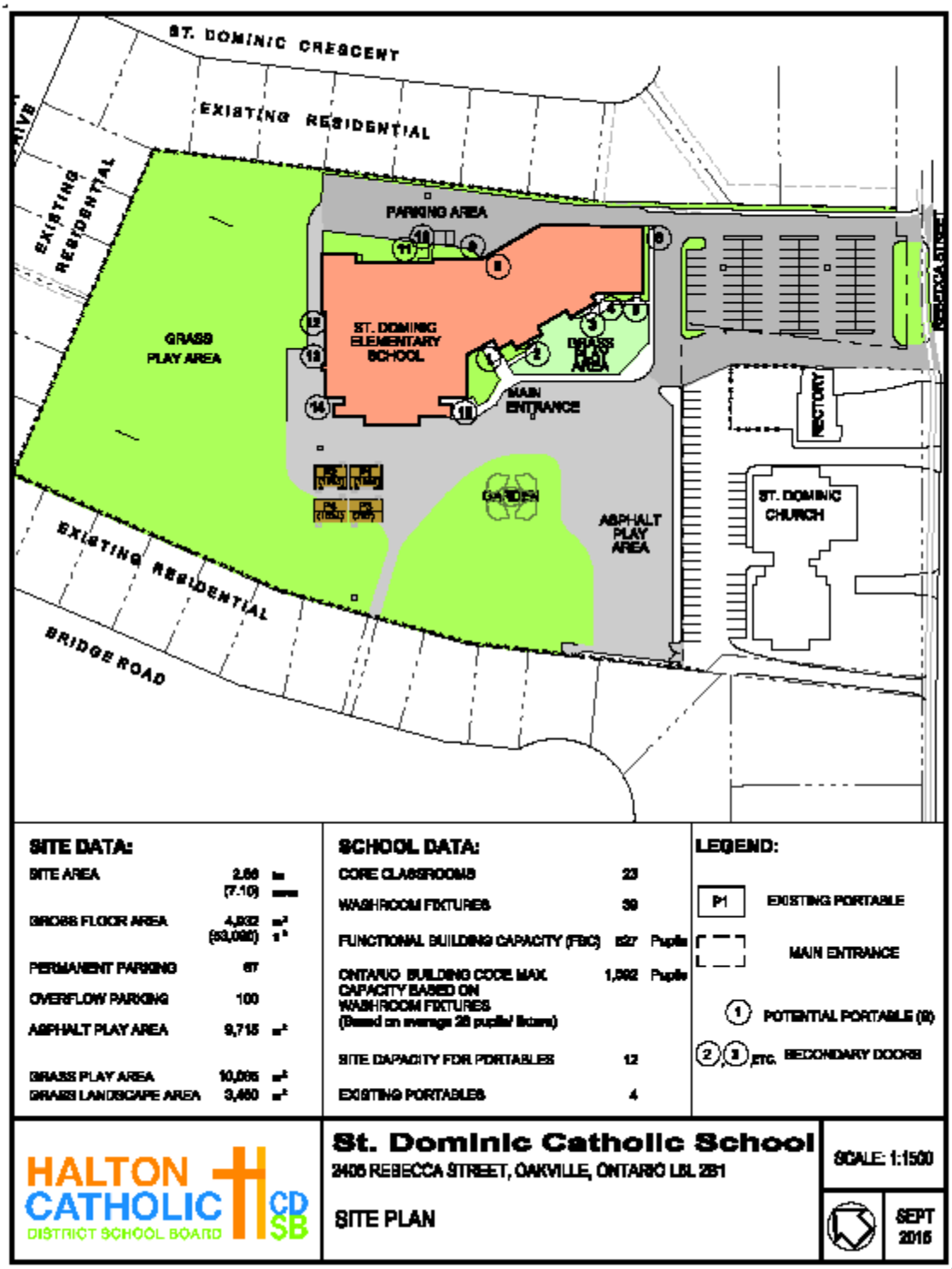
Facility Profile

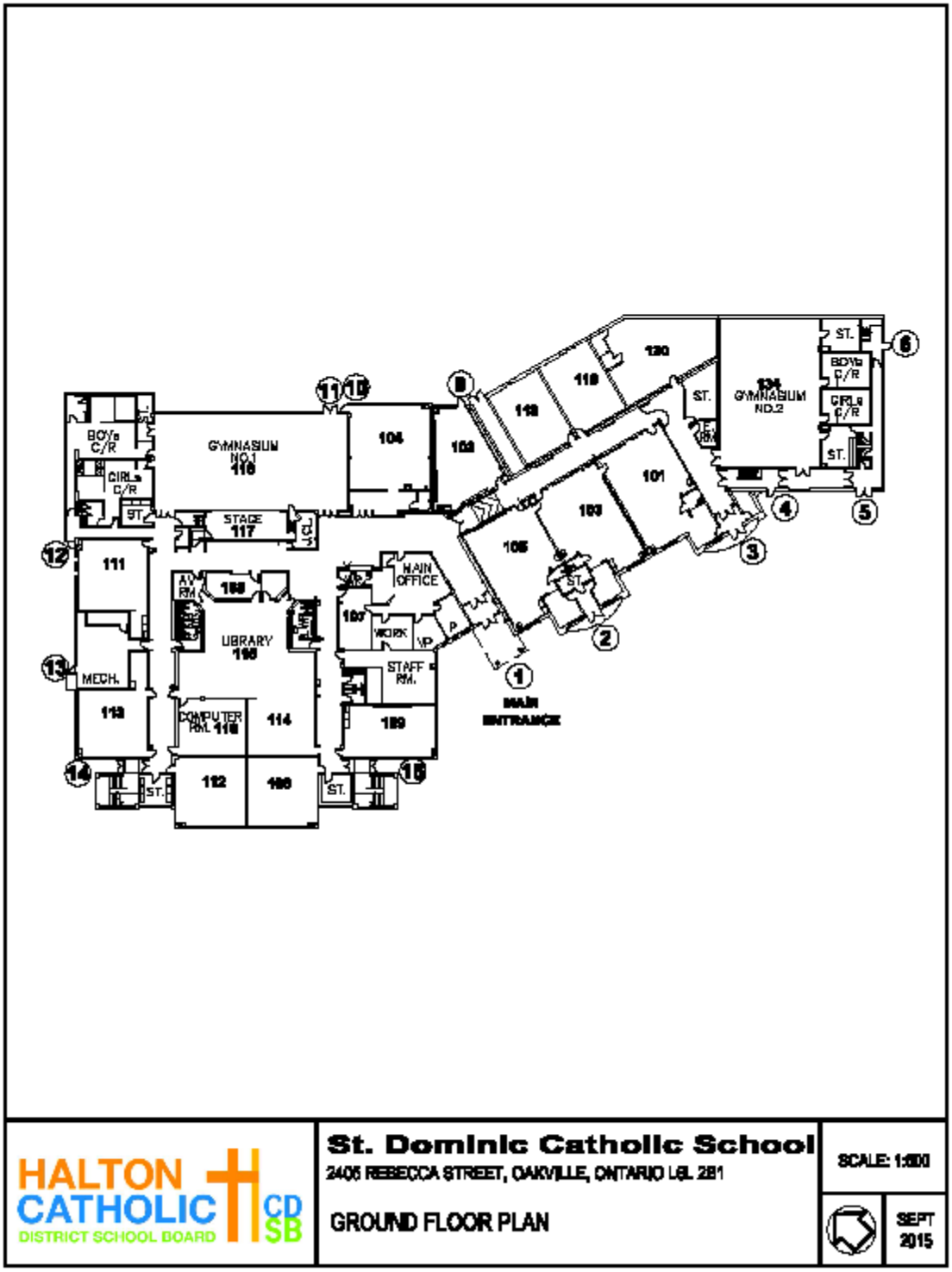
1.1 General Information

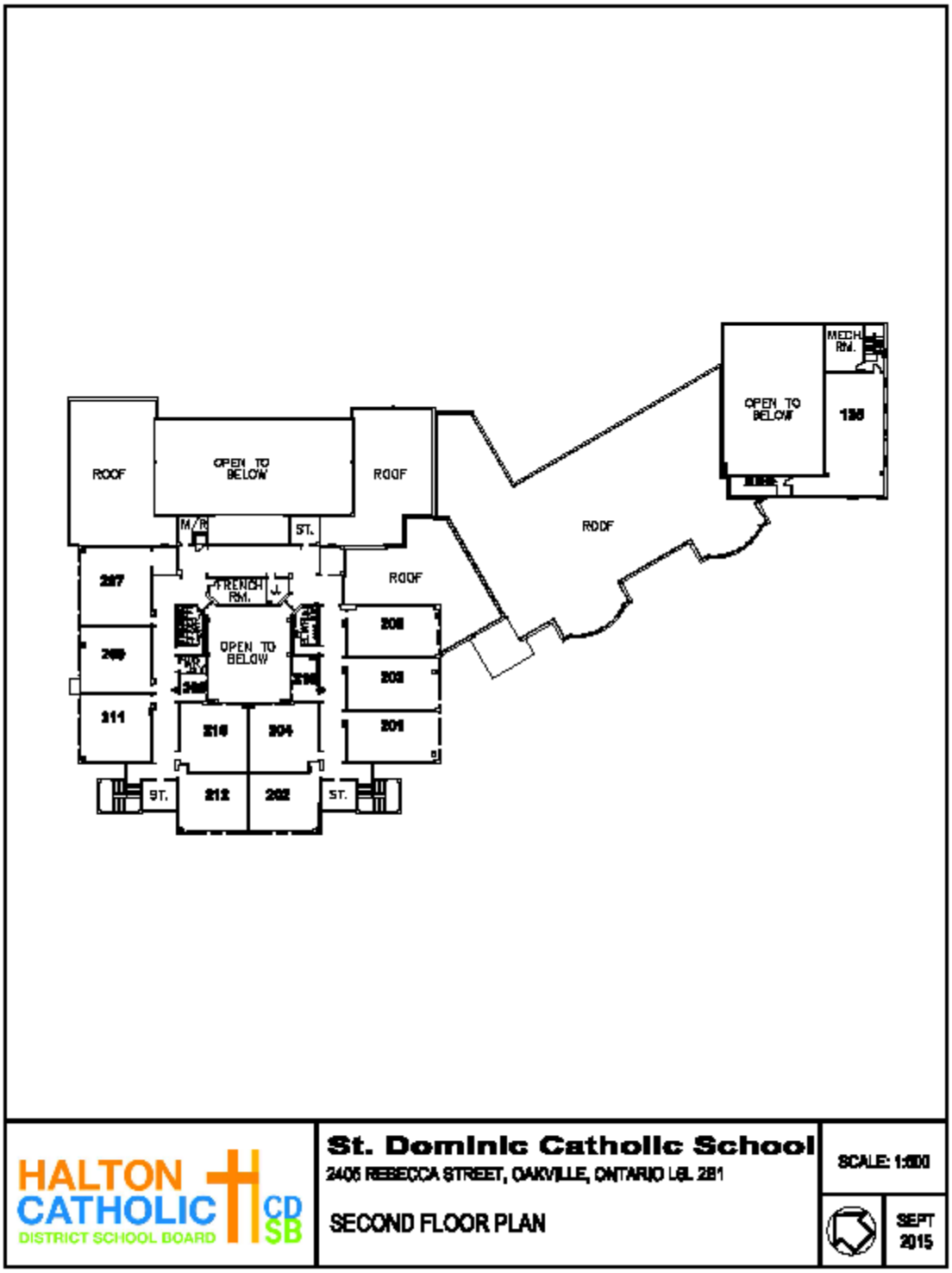
School Name	St. Dominic Catholic Elementary School
Address	2405 Rebecca Street, Oakville, ON, L6L 2B1
SFIS ID	8122
Year of Construction	1961
Panel	Elementary
Grades Served	JK-8
Ministry On-the-Ground Capacity	516
Functional Building Capacity	527
Enrollment as of December 31, 2015	626
Current Utilization	119%
Site Area (Acres)	7.1
Building Area (sq. ft.)	53,090
Hard Surface Play Area (sq. ft.)	104,571
Grass Play Area (sq. ft.)	126,584
Number of Parking Spaces	67
Number of Portable Classrooms	4
Site Capacity for Portables	12

1.2 Site Plan

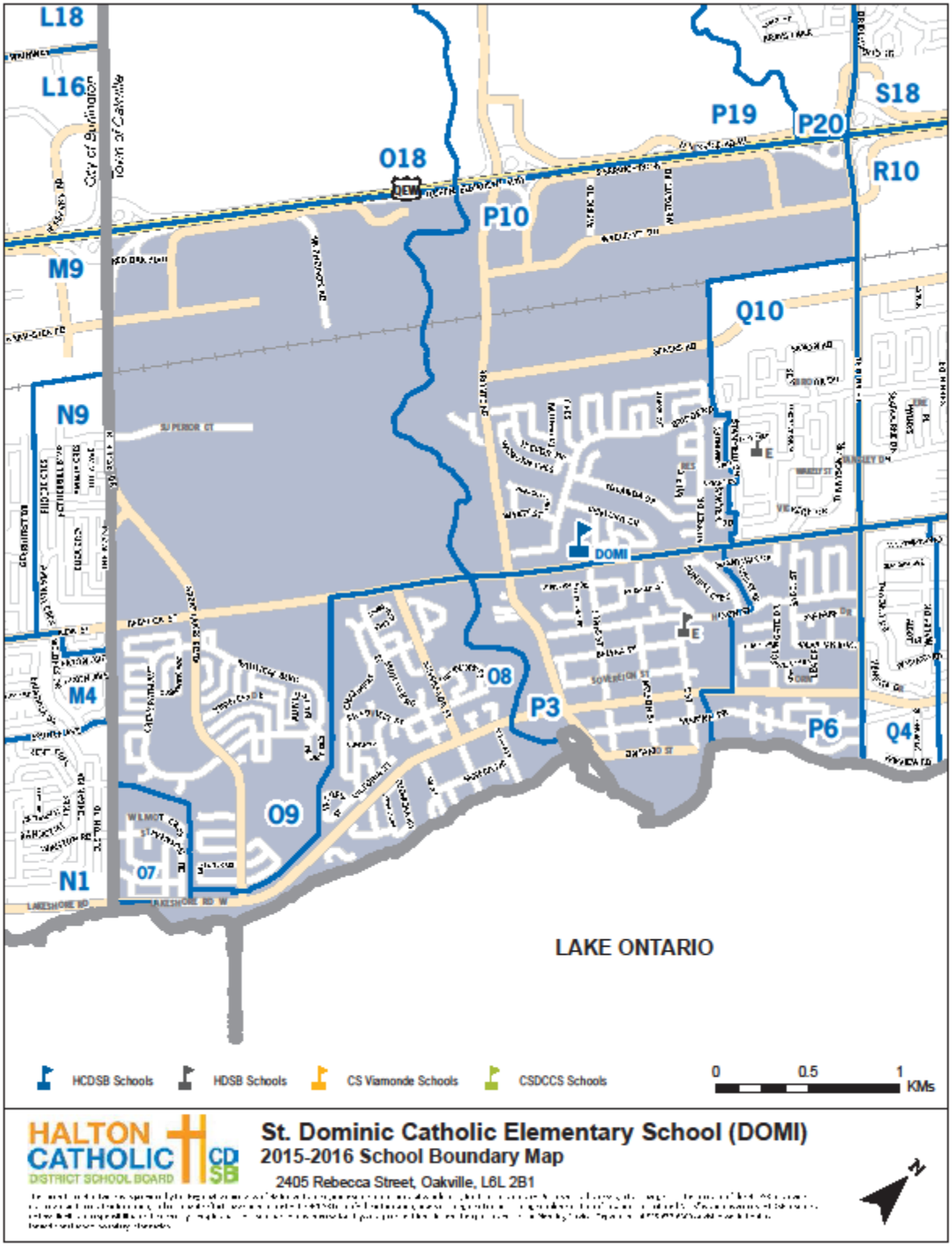

ST. DOMINIC CRESCENT
EXISTING RESIDENTIAL
EXISTING RESIDENTIAL
PARKING AREA
GRASS PLAY AREA
ST. DOMINIC ELEMENTARY SCHOOL
GRASS PLAY AREA
MAIN ENTRANCE
REBECCA STREET
RECTORY
ST. DOMINIC CHURCH
GARDEN
ASPHALT PLAY AREA
EXISTING RESIDENTIAL
BRIDGE ROAD
SITE DATA:
SITE AREA 2.66 ha (7.10) acres
GROSS FLOOR AREA 4,832 m² (52,000) ft²
PERMANENT PARKING 67
OVERFLOW PARKING 100
ASPHALT PLAY AREA 9,715 m²
GRASS PLAY AREA 10,005 m²
GRASS LANDSCAPE AREA 3,460 m²
SCHOOL DATA:
CORE CLASSROOMS 23
WASHROOM FIXTURES 39
FUNCTIONAL BUILDING CAPACITY (FBC) 627 Pupils
ONTARIO BUILDING CODE MAX. CAPACITY BASED ON WASHROOM FIXTURES (Based on average 28 pupils/ fixture) 1,092 Pupils
SITE CAPACITY FOR PORTABLES 12
EXISTING PORTABLES 4
LEGEND:
P1 EXISTING PORTABLE
MAIN ENTRANCE
1 POTENTIAL PORTABLE (S)
2, 3 etc. SECONDARY DOORS
HALTON CATHOLIC DISTRICT SCHOOL BOARD
St. Dominic Catholic School
2405 REBECCA STREET, OAKVILLE, ONTARIO L6L 2B1
SITE PLAN
SCALE: 1:1500
SEPT 2015

1.3 Floor Plans



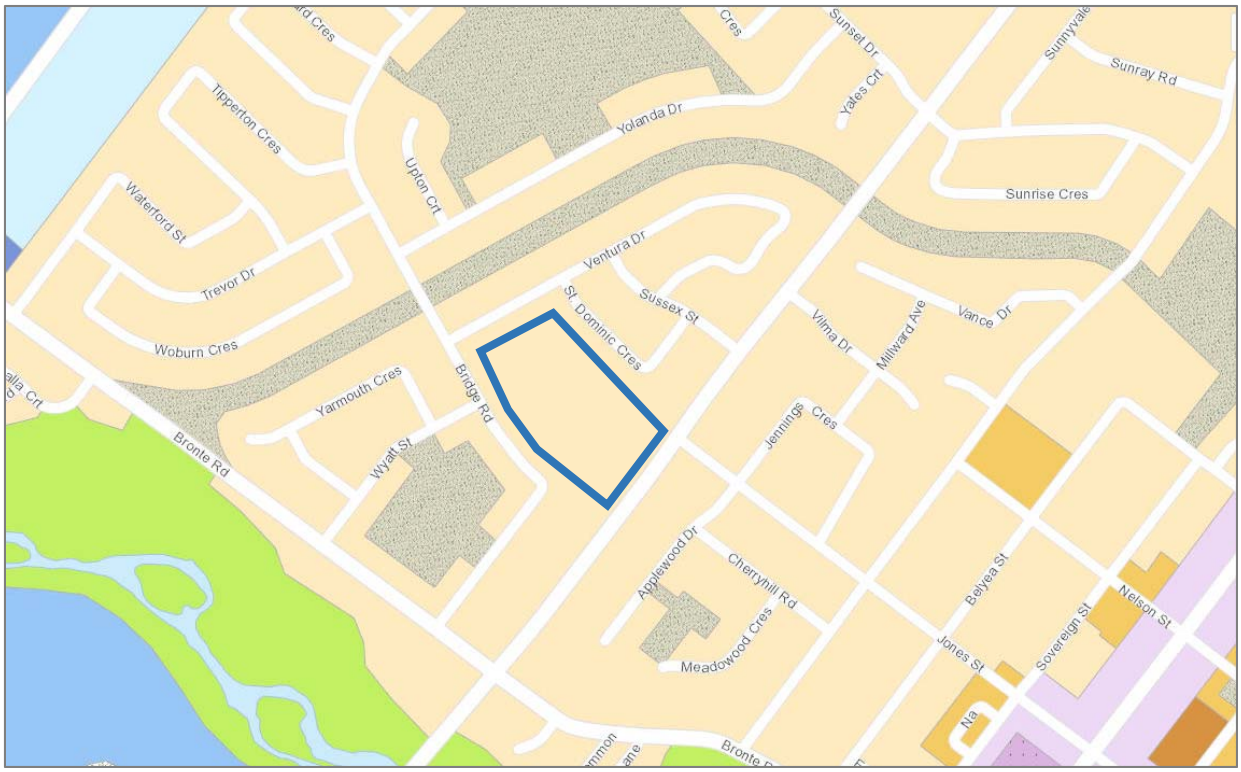

ROOF
OPEN TO BELOW
ROOF
M/R
ST.
ROOF
FRENCH RM.
OPEN TO BELOW
ROOF
OPEN TO BELOW
MECH RM.
ST.
ST.
HALTON CATHOLIC DISTRICT SCHOOL BOARD
CDSB
St. Dominic Catholic School
2405 REBECCA STREET, OAKVILLE, ONTARIO L6L 2B1
SECOND FLOOR PLAN
SCALE: 1:600
SEPT 2015

1.4 School Attendance Area (Boundary) Map



1.5 Official Plan & Zoning By-Law Designation

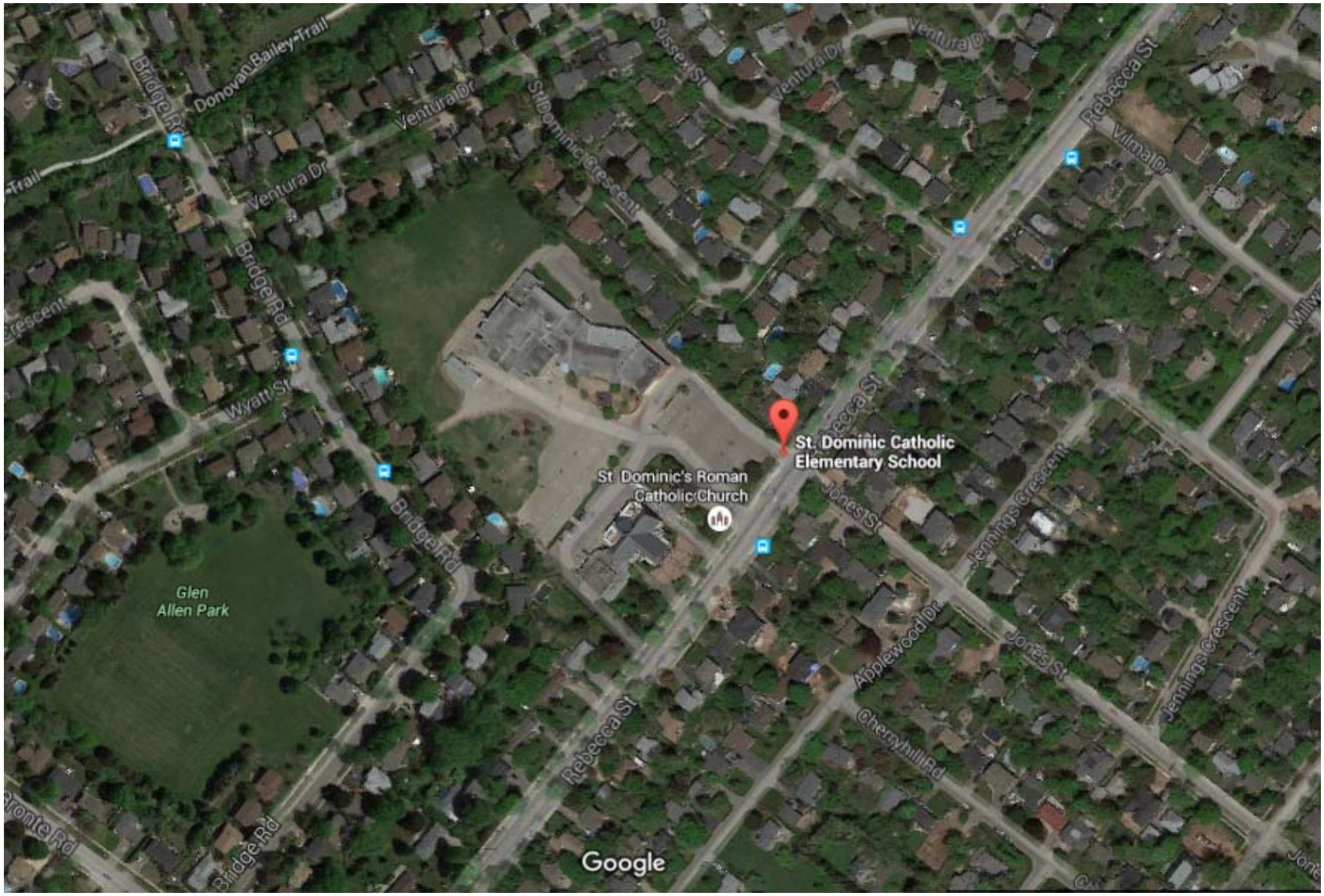
Official Plan Designation: Low Density Residential



Zoning Designation: CU (Community Use)



1.6 Aerial Photo



1.7 Space Summary

Room Number	Space Type	Current Use
101	Kindergarten	Junior Kindergarten
102	Special Ed.	Special Education
103	Kindergarten	Senior Kindergarten
104	Classroom	Special Education
105	Kindergarten	Senior Kindergarten
106	Classroom	Classroom
109	Classroom	Classroom
111	Music Room (Vocal)	Music (Vocal)
112	Classroom	Classroom
113	Science Room	Science
115	Kindergarten	Junior / Senior Kinderg.
119	Resource Room	Resource-General
120	Classroom	Classroom
120	Staff Work Rm./Lounge	Staff Work/Lounge
121	Library Resource Centre	Library Resource
122	General Purpose Room	General Purpose Room
123	Gymnasium Multiple	General Purpose Room
201	Classroom	Classroom
202	Classroom	Classroom
203	Classroom	Classroom
204	Classroom	Classroom
205	Classroom	Classroom
207	Art Room	Art
209	Classroom	Classroom
210	Classroom	Classroom
211	Classroom	Classroom
212	Classroom	Classroom

1.8 Facility Condition Index

The Facility Condition Index (FCI) is the building condition as determined by the Ministry of Education by calculating the renewal needs and the replacement value for each facility. The data were extracted from the Total Capital Planning Solution (TCPS) tool, which is populated via third-party assessments.

School Name	St. Dominic Catholic Elementary School
Replacement Value	$10,295,060

	1 year	**5 year**	**10 year**
Renewal Needs	$2,839,975	$5,215,684	$6,011,140
Facility Condition Index	28%	51%	58%

1.9 10-Year Improvement History

The 10-year improvement history lists major repairs at the facility that are captured by the TCPS database. This table excludes routine maintenance and other items not considered a renewal under the Tangible Capital Assets guide.

Year	Renewal Item	Cost
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	$8,615
	Total	**$8,615**

1.10 5-Year Renewal Requirements

The 5-year renewal requirements lists major repairs at the facility that are captured by the TCPS database.

Year	Renewal Item	Cost
2015	Replacement [C1020 Interior Doors - Original Building]	$106,080
2015	Replacement [C3030 Ceiling Finishes]	$167,130
2015	Replacement D2020 Domestic Water Distribution - Plumbing Piping]	$222,768
2015	Replacement [D304007 Exhaust Systems]	$26,520
2015	Replacement [03.2-010 Controls]	$254,592
2015	Major Repair [C201001 Interior Stair Construction]	$42,432
2015	Replacement [D3050 Terminal & Package Units]	$106,080
2015	Replacement [D3050 Terminal & Package Units]	$201,552
2015	Replacement [D304003 Heating/Chilling water distribution systems - Original Buildings]	$159,120
2015	Replacement [D503004 Public Address Systems]	$47,736
2015	Major Repair [C3020 Floor Finishes - Wood Flooring - Gymnasium (stage)]	$10,608
2015	Major Repair [B2010 Exterior Walls - Paint Coatings]	$10,608
2015	Major Repair [C3010 Wall Finishes - Painted Wallcovering]	$92,290
2015	Functional Events [F106002 Single Gymnasium]	$0
2015	Functional Events [F106002 Single Gymnasium - new]	$0
2015	Functional Events [F106003 Library Resource Centre]	$0
2015	Functional Events [F106004 Science Laboratory]	$0
2015	Replacement [D502002 Lighting Equipment]	$15,912
2015	Major Repair [G204007 Playing Fields - Landscaped Playfield]	$21,216
2015	Study [D2020 Domestic Water Distribution - Plumbing Piping]	$10,608
2015	Study [D304003 Heating/Chilling water distribution systems - Original Buildings]	$10,608
2015	Replacement [G204007 Playing Fields - Asphalt Paved Playground]	$101,837
2015	Major Repair [B2030 Exterior Doors - Entire Building]	$26,520
2015	Major Repair [B3010 Roof Coverings - Entire Building]	$809,390
2015	Replacement [C3020 Floor Finishes]	$78,764
2015	Major Repair [G2020 Parking Lots and Roadways]	$196,248
2015	Replacement [G204001 Fencing & Gates]	$15,912
2015	Major Repair [B201011 Exterior Walls - Precast Concrete Panels - Joint Sealant]	$63,012
2015	Major Repair [B2010 Exterior Walls - Exterior Insulation and Finish System (EIFS) - Building Addition 1970]	$42,432
2016	Major Repair [B3010 Roof Coverings]	$14,884

2016	Major Repair [B3010 Roof Coverings]	$6,177
2016	Replacement [B3010 Roof Coverings]	$8,932
2016	Replacement [B3010 Roof Coverings]	$133,459
2016	Replacement [B3010 Roof Coverings]	$70,406
2016	Major Repair [B2030 Exterior Doors]	$7,443
2016	Study [G303007 Stormwater Management]	$7,443
2016	Major Repair [G303007 Stormwater Management]	$59,540
2016	Replacement [C1030 Fittings]	$16,374
2016	Replacement [G204001 Fencing & Gates]	$1,787
2016	Replacement [C3010 Wall Finishes] - 2006 (Corridors)	$17,696
2016	Replacement [G204001 Fencing & Gates]	$745
2016	Replacement [C3020 Floor Finishes]	$37,697
2016	Replacement [C3020 Floor Finishes] - 2006 (Corridors)	$7,988
2016	Replacement [C3020 Floor Finishes] - 2016 (WR's/Change Areas)	$16,820
2016	Replacement [C3020 Floor Finishes] - 2016 (Corridors)	$17,201
2016	Replacement [C3020 Floor Finishes]	$7,443
2016	Major Repair [01.5-010C03 Gypsum Board Partition with Studs] Repair	$2,233
2016	Replacement [C3010 Wall Finishes] - 2013 (Classrooms)	$19,042
2016	Major Repair [C3020 Floor Finishes] Repair	$10,420
2016	Replacement [C1030 Fittings]	$106,779
2016	Replacement [D302005 Auxiliary Equipment]	$40,190
2016	Replacement [03.2-020 Building Automation System]	$42,869
2016	Replacement [D2010 Plumbing Fixtures]	$17,862
2016	Replacement [G204007 Playing Fields]	$4,876
2016	Replacement [G204007 Playing Fields]	$72,896
2016	Replacement [G2030 Pedestrian Paving]	$1,734
2016	Replacement [D5030 Communications & Security]	$39,296
2016	Major Repair [G2020 Parking Lots] Repair	$74,426
2016	Replacement [G2020 Parking Lots]	$71,060
2016	Replacement [C3010 Wall Finishes] - 2006 (WR's/Change Areas)	$2,676
2016	Replacement [C3010 Wall Finishes] - 2003 (Classrooms)	$15,870
2016	Replacement [C3020 Floor Finishes] - 2006 (Classrooms)	$44,656
2016	Replacement [C3020 Floor Finishes] - 2016 (Classrooms)	$152,804
2016	Replacement [C3030 Ceiling Finishes]	$7,443
2016	Replacement [G2050 Landscaping]	$47,022
2016	Replacement [B2030 Exterior Doors]	$1,488
2016	Replacement [B2020 Exterior Windows]	$1,488
2016	Replacement [B3010 Roof Coverings]	$442,904

2016	Replacement [C1030 Fittings]	$5,359
2016	Replacement [C1030 Fittings]	$37,212
2016	Replacement [D2020 Domestic Water Distribution]	$3,602
2016	Replacement [D502002 Lighting Equipment]	$16,374
2016	Replacement [D503099 Other Communications & Alarm Systems]	$55,969
2016	Replacement [D503008 Security Systems]	$39,296
2016	Replacement [C3030 Ceiling Finishes]	$14,879
2016	Replacement [C1030 Fittings]	$5,894
2016	Replacement [C1030 Fittings]	$15,108
2016	Replacement [D1010 Elevators & Lifts]	$49,121
2016	Replacement [D3050 Terminal & Package Units]	$186,063
2019	Replacement [G204007 Playing Fields]	$63,155
2019	Replacement [D3050 Terminal & Package Units]	$110,447
2019	Replacement [D303099 Other Cooling Generating Systems]	$121,164
	Total	**$5,215,684**

1.11 School Utility Costs

Electricity	$46,149
Natural Gas	$14,384
Water/Sewer	$11,914
Total	**$72,447**

Building Area - Permanent	53,090
Building Area - Non-Permanent	3,057
Total Building Area	56,147
Utility Cost per Sqaure Foot	**$1.29**

2014-15 Enrollment	626
Utility Cost per Pupil	**$115.73**

*based on 2014-15 school year data

1.12 School Accessibility Measures

School Name	St. Dominic Catholic Elementary School
Number of Storeys	2
Accessible Entrance	Door 1
Door Operator	Doors 1, 15
Elevator	Yes
Stage Lift	Elevator used to access stage
Other Lift	N/A
Barrier Free Washroom	No
Notes	

1.13 Assessment of Parking, Pick-up and Drop-off Areas

St. Dominic Catholic Elementary School has a combined bus loop and parking area at the front of the school off Rebecca Street. A total of 67 parking spaces are available on the school property. An additional 100 parking spaces can be made available on the asphalt play area and at the adjacent St. Dominic's Parish for special events. The total permanent available parking spaces is inadequate for a school with more than 600 pupils.



1.14 Student Transportation

Student transportation data is calculated for the current school year as of December 31, 2015.

Division	<800 m	800m - 1600m	1600m - 3200m	>3200m
Primary (JK-3)	52	83	134	67
Junior (4-6)	33	31	74	27
Intermediate (7-8)	21	20	62	22
Total	106	134	270	116
% of Total	16.9%	21.4%	43.1%	18.5%

Division	Entitled to Transportation	Not Entitled to Transportation	% Not Entitled to Transportation
Primary (JK-3)	210	126	37.5%
Junior (4-6)	103	62	37.6%
Intermediate (7-8)	81	44	35.2%
Total	394	232	37.1%

Courtesy Riders	9

Instructional Profile

2.1 School Staff

The school staffing allocation includes the current year teach and non-teaching staff allocated to the facility as of December 31, 2015.

Teaching Staff	FTE
Classroom Teacher	28
Primary Team Member	2.5
FSL	2
Principal	1
Vice Principal	1
ECE	5
French Immersion Planning Time	0
Extra Planning Time	0
Total	**39.5**

Non-Teaching Staff	FTE
Secretary	1.5
Educational Assistant	6
Librarian	1
Custodian	3
Total	**11.5**

2.2 Program Offerings

Programs	Yes/No	Grades
Early French Immersion	No	
Extended French Immersion	No	
Gifted Program	No	
Essential Skills Program	No	
Structured Teaching Program	No	
Early Intervention Program	No	
SHSM	No	
OYAP	No	
Advanced Placement	No	
International Baccalaureate	No	

2.3 Grade Organization

The grade organization shows the grade enrolment and class sizes as of December 31, 2015.

Grade Configuration	JK-8

#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		16	13										29	X
2		17	12										29	X
3		12	14										26	X
4		15	15										30	X
5		17	11										28	X
6				19									19	
7				18									18	
8				18									18	
9				19									19	
10					18								18	
11					18								18	
12					19								19	
13						23							23	
14						21							21	
15						20							20	
16							22						22	
17							22						22	
18							22						22	
19								27					27	
20								27					27	
21									23				23	
22									23				23	
23										26			26	

24										26			26	
25										12	12		24	X
26											24		24	
27											25		25	
		77	65	74	55	64	66	54	46	64	61	0	626	

Number of Classes	27
Number of Combined Classes	6
% of Combined Classes	22%

2.4 Cross-Boundary Summary

Cross-Boundary and Out-of-District data is calculated for the current school year as of December 31, 2015.

Division	In Area Students	Out of Area Students	% Out of Area
Primary (JK-3)	327	9	2.7%
Junior (4-6)	156	9	5.5%
Intermediate (7-8)	119	6	4.8%
Total	602	24	3.8%

2.5 Enrollment

Current year enrolment data and future enrolment projections are computed as of October 31, 2015.

Year	JK	SK	1	2	3	4	5	6	7	8	Total
2010	51	53	52	62	52	66	43	52	52	40	523
2011	55	55	60	55	68	56	57	47	49	56	558
2012	63	59	69	55	57	66	56	59	49	50	583
2013	64	65	61	67	57	56	65	57	55	50	597
2014	67	78	57	60	67	61	46	64	59	53	612
2015	76	65	74	56	63	67	54	45	64	61	625
2016	66	76	60	73	58	63	56	52	45	64	614
2017	66	66	71	59	75	58	53	55	52	45	602
2018	63	66	61	69	61	75	48	51	55	52	604
2019	63	63	61	60	71	61	63	47	51	55	598
2020	60	63	59	60	62	71	51	61	47	51	589
2021	61	61	60	58	63	62	60	50	61	47	583
2022	61	61	57	58	60	62	52	58	50	61	580
2023	61	61	57	56	60	60	53	51	59	51	565
2024	61	61	57	56	57	60	51	51	51	59	561
2025	61	61	57	56	57	57	51	49	51	51	549
2026	61	61	57	56	57	57	48	49	49	51	545
2027	61	61	57	56	57	57	48	47	49	49	542
2028	61	61	57	56	57	57	48	47	47	49	539
2029	61	61	57	56	57	57	48	47	47	47	538
2030	61	61	57	56	57	57	48	47	47	47	538

2.6 Extracurricular Activities

Basketball
Book Club
Choir
Cross-Country
Environment Team
Games Club
Hockey
Intramurals
Peace and Justice
Soccer
Track and Field
Volleyball

School Use Profile

3.1 Community Use

The community use of the facility for the entire 2014-15 school year is summarized in the table below.

Organization	Description	Annual Hours	Annual Revenue	Cost Recovery (Y/N)
YMCA	Before and After School Program	3040	$20,370	Yes
Community Groups	Sports/Community Events	229	$4,599	Yes
Total		**3269**	**$24,969**	

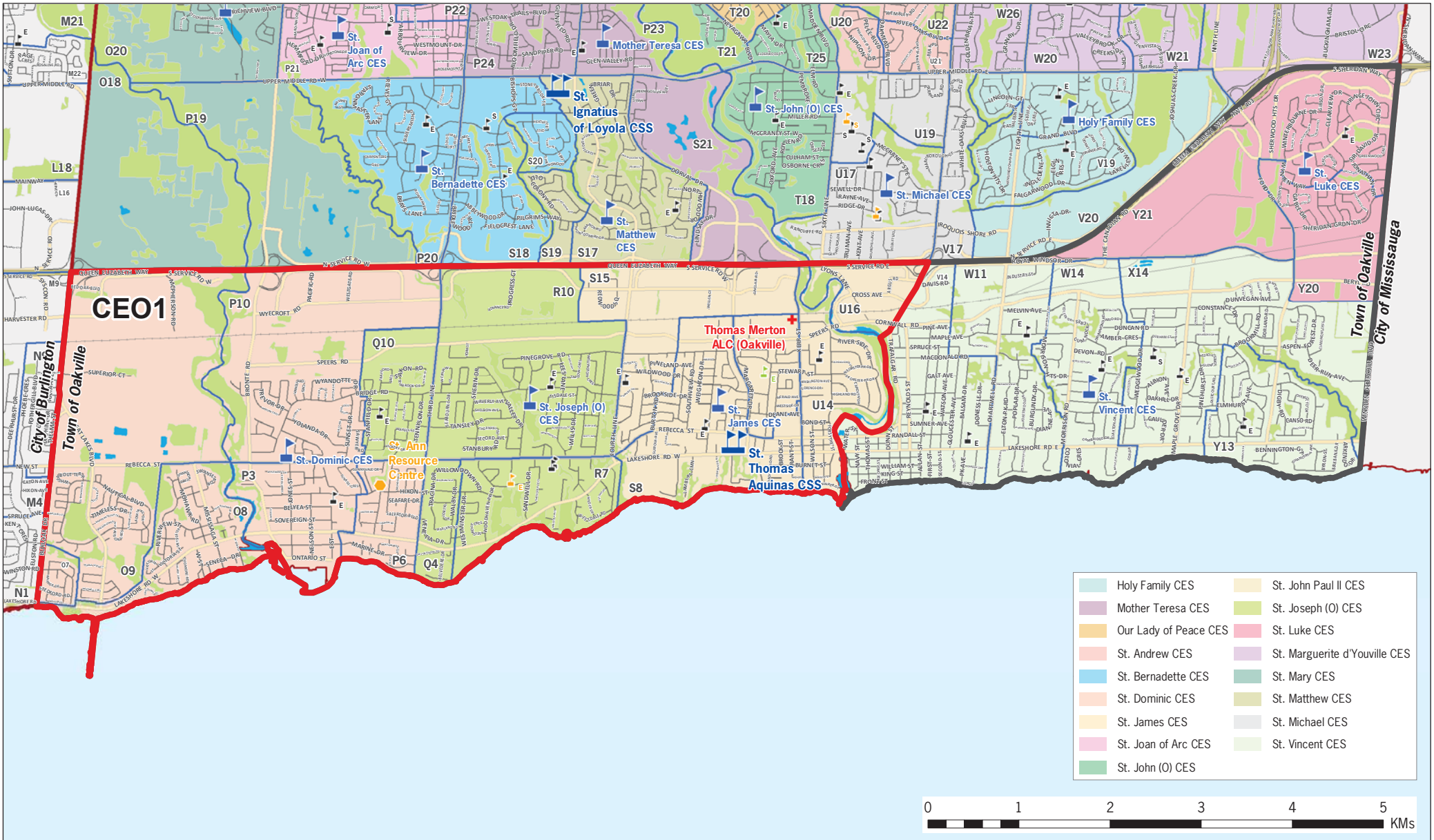
3.2 Facility Partnership

There are currently no facility partnerships located at St. Dominic Catholic Elementary School.

3.3 Child Care

Full day child care is not offered at the facility. The enrolment in the Before and After School Program, shown below, is calculated for the current year as of December 31, 2015.

	Licensed Capacity	Current Enrollment
Kindergarten Children	52	40
School-Age Children	70	59



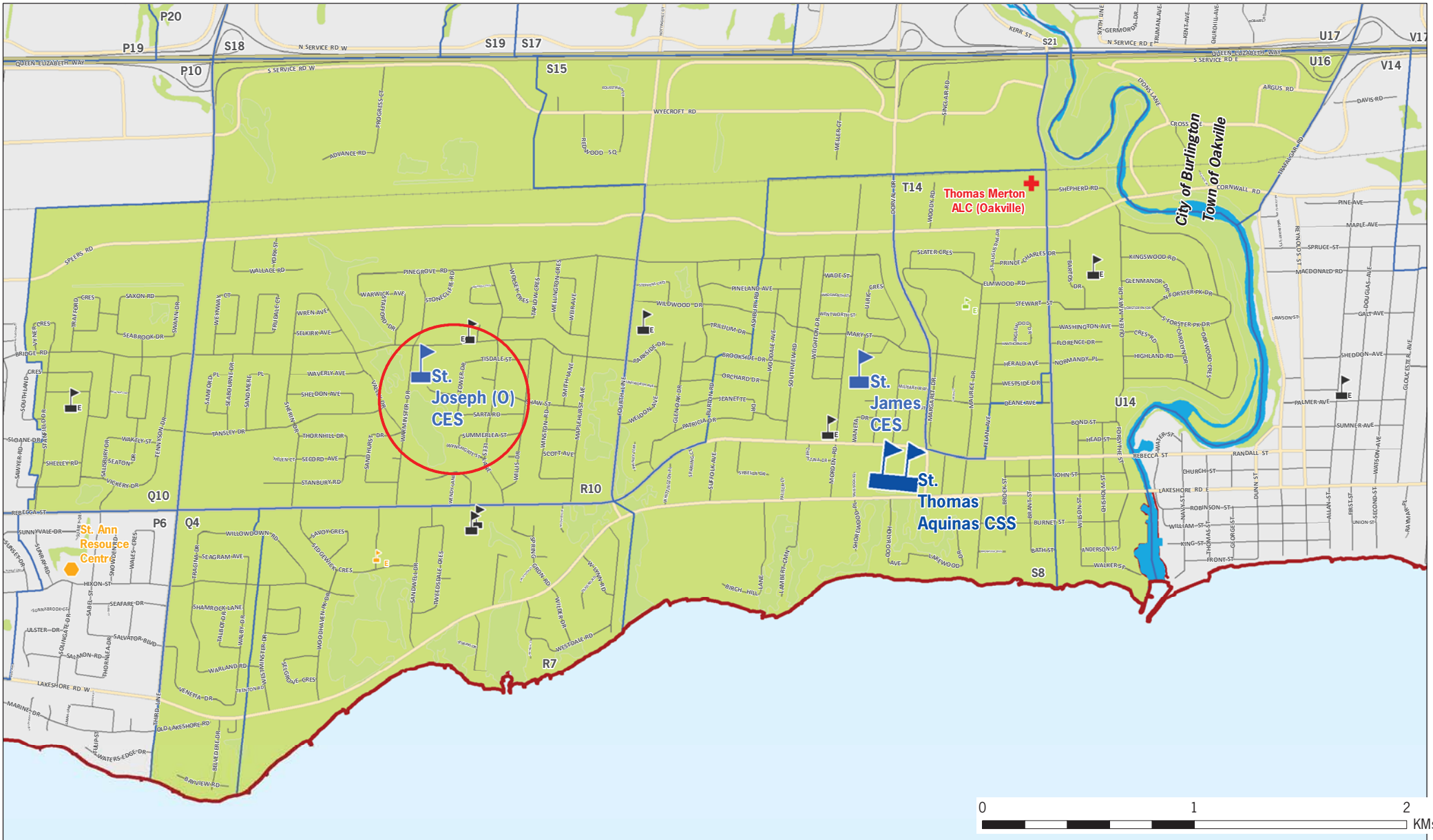
HALTON CATHOLIC DISTRICT SCHOOL BOARD

Oakville South QEW Neighbourhood
2016 Accommodation Review Area

HCDSB Schools
HDSB Schools
CEO1 - Oakville South QEW RA
CS Viamonde Schools
CSDCCS Schools
Oakville South QEW PAR
HCDSB Adminstration
HCDSB Adult Learning Centre

APPENDIX D

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 for additional school boundary information.



HALTON CATHOLIC DISTRICT SCHOOL BOARD

Proposed St. Joseph CES Attendance Boundary

Oakville South QEW Accommodation Review Area

HCDSB Schools
HDSB Schools
CEO1 - Oakville South QEW RA
CS Viamonde Schools
CSDCCS Schools
Proposed St. Joseph (O) CES Boundary
HCDSB Adult Learning Centre
HCDSB Aministration

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 for additional school boundary information.

APPENDIX E

ACTION REPORT **ITEM 8.7**

EMPLOYEE COMPUTER EQUIPMENT PURCHASE PLAN BORROWING BY-LAW NO. 2016 F01

PURPOSE:

At the October 19, 1999 Regular Board Meeting, approval was given for an annual Employee Computer Equipment Purchase Plan. This year, forty three (43) employees have applied for this initiative for a total of $67,330.67 and it is now necessary to pass a borrowing By-Law to fund this plan until all of the employee repayments are received over 24 months. The Board obtains this loan in order to effectively and efficiently administer this program. The Board does not subsidize these purchases as both the principal and interest is recovered through the monthly payroll deductions. Purchases are to a maximum of $3,000 for approved equipment.

Historical data for this plan for the last five (5) years is as follows:

Year	Number of Employees	Total Amount	By-law Amount	Interest Rate
2014-15	65	$95,870.25	$96,000	2.55%
2013-14	32	$49,318.83	$50,000	2.70%
2012-13	37	$55,949.74	$56,000	2.80%
2011-12	47	$66,408.87	$66,500	2.73%
2010-11	29	$43,987.21	$44,000	3.00%

RESOLUTION: *Moved by:*
Seconded by:

RESOLVED, *that* the Halton Catholic District School Board approve Borrowing By-Law No. 2016 F01, in an amount not to exceed $68,000 to finance the *Employee Computer Equipment Purchase Plan* as approved by Resolution #305/99.

REPORT PREPARED BY: R. NEGOI
SENIOR ADMINISTRATOR, FINANCIAL SERVICES

REPORT SUBMITTED BY: P. MCMAHON
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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

Halton Catholic District School Board

By-Law No. 2016 F01

WHEREAS, the Halton Catholic District School Board deems it necessary to borrow an amount not exceeding the sum of Sixty Eight Thousand Dollars ($68,000) to provide permanent funding for the *Employee Computer Purchase Plan* until the amounts advanced are recovered.

AND WHEREAS, no debentures in respect of the said work have been pledged or otherwise disposed of.

NOW THEREFORE, the Halton Catholic District School Board enacts as follows:

1. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, of the Halton Catholic District School Board be and they are hereby authorized and empowered to borrow on behalf of the Halton Catholic District School Board from time to time as may be required from TD Canada Trust by way of promissory note and/or by way of overdraft such sums as may be necessary, but not exceeding in all the sum of Sixty Eight Thousand Dollars ($68,000).

2. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, are authorized to pay or allow the said Bank interest on the said sum so borrowed at 2.39%, or the rate in effect on January 5th, 2016, as notified by the Bank.

3. **THAT** either the Chair of the Board or Vice Chair of the Board together with the Secretary of the Board or Treasurer of the Board, be authorized and empowered on behalf of the Halton Catholic District School Board to sign and execute under, its corporate seal, a grid promissory note and/or cheques representing any sum or sums so borrowed and deliver the said note to the said Bank. Any cheques signed by either the Chair of the Board or Vice-Chair of the Board together with the Treasurer of the Board and presented for payment at a time when there are not, in the hands of the Bank, funds of the Halton Catholic District School Board, the amount of such cheques shall be deemed to be moneys loaned by the said Bank to the Halton Catholic District School Board upon the authority of this By-Law.

4. **THAT** the proceeds of every such loan shall be applied for the purposes above mentioned but the TD Canada Trust shall not be bound to see to the application of any loan.

5. **THAT** this By-Law shall come into force and have effect immediately from and after its passing for a period of two years.

READ and FINALLY PASSED this **19th** of **January 2016.**

_____

J. Michael, Chair of the Board

_____

P. Dawson, Secretary of the Board

ACTION REPORT — ITEM 8.8

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 7th edition of the text and replaces the 2nd 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	Quantity	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:

The recommendation is to purchase *Understanding Economics, McGraw Hill Ryerson*, as the approved Grade 12 University (CIA4U) Economics textbook.

RECOMMENDATION:

RESOLUTION:	*Moved by:* *Seconded by:*
RESOLVED, that the Halton Catholic District School Board approve the purchase of *Understanding Economics, McGraw Hill Ryerson*, as the approved Grade 12 University (CIA4U) Economics textbook.	

REPORT PREPARED BY: C. LUTYK
CURRICULUM CONSULTANT

REPORT SUBMITTED BY: A. PRKACIN
SUPERINTENDENT OF CURRICULUM SERVICES

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

ACTION REPORT ITEM 8.9

POLICY II- 09 OPENING AND CLOSING EXERCISES

PURPOSE:

To approve *Policy II- 09 Opening and Closing Exercises* as amended.

COMMENTS:

One of the policies identified by the Policy Working Group as requiring review and revision is Policy *II- 09 Opening and/or Closing Exercises*. A change to the title of the policy has also been suggested which has been revised to Policy II- 09 Opening and Closing Exercises. Staff reviewed the Policy Working Committee's recommendations and have brought forth the proposed amendments to this policy, as appropriate.

The revised policy was reviewed at the December 1, 2015 and January 12, 2016 Policy Committee meetings with a recommendation that it be forwarded to the Board of Trustees for approval as amended.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Board:

RESOLUTION:	*Moved by:* *Seconded by:*

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II- 09 Opening and Closing Exercises as amended.

REPORT SUBMITTED AND APPROVED BY: P. MARAI
CHAIR OF THE POLICY COMMITTEE

OPENING AND CLOSING EXERCISES

POLICY NO.:	**II-09**
DATE:	**Feb. 20, 1987**
AMENDED:	**April 17, 2001**
AMENDED:	**January 19, 2016**

PURPOSE

To provide direction to all members of schools under the Board's jurisdiction with respect to requirements on opening or closing exercises as stated in the *Education Act* , the *Safe Schools Act, 2000*, Ontario Regulation 298, and attendant regulations and to promote the distinctiveness, values, and mission of the Halton Catholic District School Board.

APPLICATION AND SCOPE

This policy applies to all schools under the jurisdiction of the Halton Catholic District School Board.

REFERENCES

- The policy is in accordance with provisions of the *Education Act*, the *Safe Schools Act, 2000*, Ontario Regulation 298, and attendant amendments and the mission statement of the Halton Catholic School System.

PRINCIPLES

- The religious environment and climate of the Catholic School System permeates throughout the whole of school life.
- Catholic schools endorse and promote the mandate, values, traditions, and distinctiveness of the Catholic School System.
- Catholic schools instill in students respect, loyalty, allegiance, and pride in their country.

REQUIREMENTS

- Formal prayer shall form part of every opening or closing exercise.
- Scriptural/spiritual readings may form part of every opening or closing exercise.
- Secular readings or recitations may form part of every opening or closing exercise but may not replace scriptural/spiritual readings.
- The singing of *O Canada* shall form part of every opening or closing exercise. Students and staff shall participate in the singing of *O Canada*.
- Schools are encouraged to incorporate the Oath of Citizenship in their opening exercises.
- The principal shall consult the school council prior to making a decision on whether the opening or closing exercises at the school will include the recitation of the Oath of Citizenship. The consultation shall occur at the beginning of each school year.
- The following is the Oath of Citizenship:

- I affirm that I will be faithful and bear true allegiance to Her Majesty Queen Elizabeth the Second, Queen of Canada, and to her heirs and successors, and that I will faithfully observe the laws of Canada and fulfill my duties as a Canadian citizen.

- A student is not required to sing *O Canada* or recite the Oath of Citizenship in the following circumstances:

1. In the case of a student who is less than 18 years old, if the student's parent or guardian applies to the principal to be exempted from doing so.

2. In the case of a student who is at least 18 years old, if the student applies to the principal to be exempted from doing so.

Approved : Regular Meeting of the Board

AUTHORIZED BY : ……
Chair of the Board

ACTION REPORT ITEM 8.10

POLICY II-10 RELEASING STUDENTS FROM SCHOOL

PURPOSE:

To approve *Policy II-10 Releasing Students from School* as amended.

COMMENTS:

At the Policy Committee meeting held on September 9, 2014, the Committee received information around the ongoing review of the Board's policies. Based on a former plan which involved placing all existing policies on a three year review cycle, staff created a "Policy Working Committee".

The mandate of this committee is to review each existing "education" policy and provide recommendations and revisions to ensure compliance with legislation, encompass the board's requirements and ensure the alignment with all other Board policies. These recommendations are reviewed by Senior Staff and then brought forth to Trustees, through the Policy Committee Meetings for their review and approval.

One of the policies identified by staff as requiring review and revision is Policy II-10 *Releasing Pupils from School*. A change to the title of the policy has also been suggested which has been revised to Policy *II-10 Releasing Students from School*. The Policy Committee has reviewed the Policy Working Group's recommendations and now brings forth this policy to the Board for approval.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Board:

RESOLUTION:	*Moved by:* *Seconded by:*

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-10 Releasing Students from School as amended.

REPORT SUBMITTED AND APPROVED BY: P. MARAI
CHAIR OF THE POLICY COMMITTEE

RELEASING STUDENTS FROM SCHOOL		
	OPERATING POLICY:	**II-10**
	DATE:	**OCTOBER 23, 1973**
	AMENDED:	**JULY 30, 1991**
	AMENDED:	**JUNE 5, 2007**
	AMENDED:	**APRIL 15, 2008**
	AMENDED:	**January 19, 2016**

PURPOSE

To promote the safety of students enrolled in the schools of the Halton Catholic District School Board.

APPLICATION AND SCOPE

This policy applies to all schools under the jurisdiction of the Halton Catholic District School Board

DEFINITION

Withdrawn from Parental Control

To be free from the custody and control of their parents/guardian and to be responsible for their own support.

PRINCIPLE

The Halton Catholic District School Board recognizes that student safety is a shared responsibility involving the home, the school and other community partners. Adherence to this policy will enhance student safety.

REQUIREMENTS

- A student may temporarily be excused from school at any time at the verbal or written request of his/her parent/guardian and with the consent of the principal/designate. In the case of a student who is less than 18 years old, the parent/ guardian must either provide written notification to the school or sign out the student at the school office in order for the student to be released.

- No student under the age of 18 shall be released to any person other than parents/ guardians without verbal or written consent from the parents/ guardians.

- Where the principal believes that a student/parent/guardian is making unjustifiable use of the privilege of being excused from school, the principal shall notify the student/ parent/guardian/ where appropriate and, if necessary, the school Superintendent.

- Any action taken to implement the requirements of this policy, including the application of consequences to students must be consistent with the Requirements of Policy II-39 "Progressive Discipline and Safety in Schools (2014).

- Where the school has been furnished with a copy of a separation agreement providing custody of the student to one or the other parent/ guardian the school shall excuse the student only to that parent/ guardian to whom custody has been awarded. In the absence of such custodial agreement, either parent/guardian shall be entitled to excuse the student.

Any reference in this policy to parental/guardian consent is in reference to students under the age of 18 who have not withdrawn from parental control.

APPROVED: Regular Meeting of the Board

Authorized by: .....
Chair of the Board

ACTION REPORT ITEM 8.11

POLICY II-14 CLASS SIZE LOADING RATIOS ELEMENTARY PANEL

PURPOSE:

To rescind *Policy II-14 Class Size Loading Ratios Elementary Panel.*

COMMENTS:

One of the policies identified by the Policy Working Group as requiring review and revision is Policy *II-14 Class Size Loading Ratios Elementary Panel JK to 8.* Current Regulation 132/12 of the Education Act addresses Elementary Class Size; therefore the Policy Working Group's recommendation is to rescind this policy. The Policy Committee has reviewed the recommendation and now brings forth the proposed recommendation to rescind this policy.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Board:

RESOLUTION:	*Moved by:* *Seconded by:*

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and rescind Policy II-14 Class Size Loading Ratios Elementary Panel.

REPORT SUBMITTED AND APPROVED BY: P. MARAI
CHAIR OF THE POLICY COMMITTEE

CLASS SIZE LOADING RATIOS ELEMENTARY PANEL

POLICY NO.: **II-14**
DATE: JULY 30, 1991
AMENDED : JANUARY 21, 2003
RESCINDED: JANUARY 19, 2016

JK TO GRADE 8
CLASS SIZE

The Board will comply with Ontario Regulation 399/00 (Class Size) as well as The Education Act Section 170.1 (1-2) and any other Regulation as may be amended from time to time in determining class sizes for the pupils within its system jurisdiction.

The class loading ratios for special education programs will be in accordance with the appropriate Ontario Regulations.

It is recognized that individual class sizes may vary, according to a school's organizational plans. Such class sizes are based on the Ministry of Education's system aggregate factor.

RESCIND

APPROVED : Regular Meeting of the Board

DISTRIBUTION : Board Members, Administration, Principals and Staff

AUTHORIZED BY : ……
Chair of the Board

ACTION REPORT ITEM 8.12

POLICY II-19 EDUCATIONAL FIELD TRIPS

PURPOSE:

To approve *Policy II-19 Educational Field Trips.*

COMMENTS:

In October 2014, revisions to Policy *II-19 Educational Field Trips* were incorporated in order to remain consistent with the proper content of a policy, narrow the focus and purpose as a principle to guide decisions and as statements of intent. Administrative Procedure *VI-70 Educational Field Trips* encompass the details of how it is to be implemented.

At the December 1, 2015 Policy Committee Meeting, Trustees requested wording from the "Out of Classroom Safety Guidelines" outlining trips that occurs during that portion of the week in which Mass is celebrated, be included in the Policy. Changes were completed and the policy was reviewed again at the January 12, 2016 Policy Committee Meeting.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Board:

RESOLUTION:	*Moved by:* *Seconded by:*

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-19 Educational Field Trips, as amended.

REPORT SUBMITTED AND APPROVED BY: P. MARAI
CHAIR OF THE POLICY COMMITTEE

EDUCATIONAL FIELD TRIPS	OPERATING POLICY:	II-19
	DATE :	JULY 30, 1991
	AMENDED :	JUNE 25, 1996
	AMENDED :	MAY 15, 2007
	AMENDED :	MARCH 25, 2008
	AMENDED :	APRIL 15, 2008
	AMENDED :	DECEMBER 2, 2008
	AMENDED :	JUNE 16, 2009
	AMENDED :	OCTOBER 6, 2009
	AMENDED :	MARCH 22, 2011
	AMENDED:	OCTOBER 21, 2014
	AMENDED:	JANUARY 19, 2016

PURPOSE

To allow for educational field trips that enhance learning opportunities for students and provide valuable learning opportunities beyond the classroom.

APPLICATION AND SCOPE

This policy applies to all Board/school-initiated, sponsored and approved educational field trips.

PRINCIPLES

The Board acknowledges that educational field trips enhance learning opportunities for students.

- Educational field trips may be considered only insofar as they meet each of the following educational validity criteria:
  - The experience shall lie within the competency and /or understanding of the students involved;
  - The experience shall have a curricular and/or co-instructional relevance for the group of students concerned;
  - The experience shall meet the Ministry of Education curriculum expectations and/or Catholic School Graduate Expectations that have been clearly identified by the teacher/trip organizer;
  - The experience shall have educational value in proportion to the time spent traveling and the time spent on the activity.
  - The experience shall promote student engagement, community and asset building, citizenship, and/or student leadership opportunities.

- Educational field trips are encouraged for all students at every grade level.

- Educational field trips shall promote learning.

REQUIREMENTS

- The Principal must grant approval in principle before any specific planning for an educational field trip commences.

- Where an out-of-school activity occurs during that portion of the week in which Mass is celebrated, staff are to ensure that the itinerary includes Mass. Student/staff participation is required. All participants are to be advised of this requirement in advance of the trip.

- All safety considerations must be reviewed and followed prior to the commencement of the trip
  - Program Safety Guidelines
  - Physical Education Curricular Safety Guidelines
  - Teacher/Student Ratio

- Weather Conditions
- Health/Travel Advisories

- With the exception of extensive trips (i.e. trips requiring ETAC approval), every effort shall be made to ensure that no child is excluded from participation on educational field trips because of inability to pay. Possible sources of financial assistance on these types of trips may include:
  - Catholic School Council
  - Local Service Clubs
  - School Generated Funds
  - Fundraising (subject to the Board's Fund Raising Policy V-4)
  - Halton Catholic Children's Education Foundation

- Cost of the educational field trip shall be borne equitably by all student participants.

- No cost for any portion of the educational trip shall be borne by the Board unless prior approval through the Director of Education.

- The appropriate forms must be completed and signed by the parent/guardian and received by the school prior to the trip.

- Appropriate insurance coverage (medical and cancellation) must be made available for each participant dependent upon the type of trip.

TEACHER IN CHARGE

- One teacher shall be designated by the Principals to be the "In Charge Person".

- Any action taken to implement the requirements of this policy, including the application of consequences to students or direction to visitors to the school grounds or property, must be consistent with the Requirements of Policy II-39 Progressive Discipline and Safety in Schools.

TRANSPORTATION

- All applicable Ministry of Transportation regulations when transporting students in private and/or commercial vehicles must be followed.

- Transportation of students on field trips requires completion of appropriate documentation by the driver (private vehicle) and must follow all Ministry of Transportation regulations.

- The Board does not endorse the widespread use of private vehicles/volunteer drivers as the primary means of transportation for educational field trips.

- Students and staff members must not be transported by 9-passenger vans, or greater, according to OSBIE guidelines.

WORLD CONDITIONS

EDUCATIONAL FIELD TRIPS	**OPERATING POLICY:**	**II-19**
	DATE :	JULY 30, 1991
	AMENDED :	JUNE 25, 1996
	AMENDED :	MAY 15, 2007
	AMENDED :	MARCH 25, 2008
	AMENDED :	APRIL 15, 2008
	AMENDED :	DECEMBER 2, 2008
	AMENDED :	JUNE 16, 2009
	AMENDED :	OCTOBER 6, 2009
	AMENDED :	MARCH 22, 2011
	AMENDED:	OCTOBER 21, 2014
	AMENDED:	JANUARY 19, 2016

All out of province/country educational field trips shall be reviewed once initial approval is granted whenever world conditions dictate it prudent to do so by the Board's Extensive Trip Advisory Committee (ETAC). *Refer to the current "Out of Classroom Programs Safety Guidelines".*

APPROVED: REGULAR MEETING OF THE BOARD

AUTHORIZED BY: _____

CHAIR OF THE BOARD

ACTION REPORT ITEM 8.13

POLICY II-50 PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR DAY SCHOOL STUDENTS

PURPOSE:

To approve *Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students at First Reading.*

COMMENTS:

The Halton Catholic District School believes in lifelong learning; learning that can and does occur beyond the regular school. Recognizing that Students are exposed to a variety of learning experiences outside the Ontario school system and regular day school structure this policy will offer the Prior Learning Assessment and Recognition (PLAR) challenge process as a way to recognize this learning.

The following policy has been drafted based on *Policy/Program Memorandum No. 129 and Program and Diploma Requirements (OSS) Course Sections 6.6 and 8.2.*

The draft Policy *II-50 Prior Learning Assessment and Recognition (PLAR) For Day School Students* was first presented to Trustees at the December 1, 2015 Policy Committee Meeting and again, after minor revisions, at the January 12, 2016 Policy Committee Meeting.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Board:

RESOLUTION:	*Moved by:* *Seconded by:*
RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-50 Prior Learning Assessment and Recognition (PLAR) for Day School Students, at First Reading.	

REPORT SUBMITTED AND APPROVED BY: P. MARAI
CHAIR OF THE POLICY COMMITTEE

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR DAY SCHOOL STUDENTS	**POLICY NO.:**	**II-50**
	DATE:	January 19, 2016
	APPROVED :	
	AMENDED :	

PURPOSE

The Halton Catholic District School Board believes in lifelong learning; learning that can and does occur beyond the regular school. Recognizing that Students are exposed to a variety of learning experiences outside the Ontario school system and regular day school structure, the Board offers the Prior Learning Assessment and Recognition (PLAR) challenge process as a way to recognize this learning.

APPLICATION AND SCOPE

Students may obtain credits towards the secondary school diploma (OSSD) for knowledge and skills that they have acquired outside of a regular secondary school. This prior learning is assessed and evaluated to determine if the student has met the provincial course expectation. Students may "challenge" a specific course for credit if they can provide evidence indicating a likelihood of success.

PRINCIPLES

- Secondary Principals will ensure that the school course calendar has a statement notifying students of the Prior Learning Assessment and Recognition process. The Principal will carry out the responsibilities as required in Policy/Program Memorandum No. 129 and OSS course sections 6.6 and 8.2.
- Students wishing to challenge a credit will obtain an application form from the Student Services Department at the beginning of the semester and submit the completed forms to the Principal with the relevant documentation by October 31st or March 31st.
- The Principal (or designate), guidance counsellors and appropriate subject department head will meet with the student and parent(s)/guardian(s) if the student is under 18 years of age to review the application, and determine whether reasonable evidence for success exists and whether the challenge should occur.
- If it is agreed that the challenge should occur, the Principal and guidance counsellor will establish a timeline for assessing the challenge for credit of a course.
- Assessments will be recorded in accordance with the Ministry of Education.

DEFINITIONS

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and credit granting process. Through the PLAR challenge process, students enrolled in Ontario secondary schools may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents to earn credits towards their secondary school diploma. Prior learning includes the knowledge and skills that students have acquired both formal and informal ways, outside of secondary school.

REQUIREMENTS

1. THE BOARD OF TRUSTEES IS RESPONSIBLE FOR:

- reviewing the Prior Learning Assessment and Recognition for Day School Students policy in accordance with the priorities in the Trustees' Multi-Year Plan and the approved review cycle; and
- understanding and communicating with members of the community about the Prior Learning Assessment and Recognition policy, as required.

2. THE DIRECTOR OF EDUCATION IS RESPONSBLE FOR:

- Implementing and operationalizing the Prior Learning Assessment Recognition for Day School Students policy as per the requirements of Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011 and Policy/Program Memorandum 129.

3. SUPERINTENDENTS ARE RESPONSBILE FOR:

- ensuring that Prior Learning Assessment Recognition challenge opportunities are available to all eligible students; and
- supporting the application of the Prior Learning Assessment Recognition for Day School Students policy at each school

4. SECONDARY SCHOOL PRINCIPALS ARE RESPONSIBLE FOR:

- ensuring that students are aware of the Prior Learning Assessment and Recognition (PLAR) challenge process;
- facilitating the application of the Prior Learning Assessment and Recognition for Day School Students policy; and
- ensuring that students who engage in the PLAR challenge process meet the eligibility requirements.

5. PARENTS/GUARDIANS ARE RESPONSBILE FOR:

- supporting student compliance with the Prior Learning Assessment Recognition program requirements; and
- communicating with school staff to promote student success.

6. STUDENTS ARE RESPONSIBLE FOR:

- Complying with the Prior Learning Assessment Recognition program expectations.

APPROVED: Regular Meeting of the Board

Authorized by: .....

Chair of the Board

DRAFT

ACTION REPORT ITEM 8.14

POLICY V-09 PUBLIC CONCERNS COMPLAINT PROCESS

PURPOSE:

To approve *Policy V-09 Public Concerns Complaint Process, at Third Reading.*

COMMENTS:

The Halton Catholic District School Board currently has a complaint process under *Policy V-9 Complaints – Parents and Public to Trustees*. This policy outlines the process for Trustees in responding to complaints and concerns from parents and rate-payers. Senior Staff are currently reviewing this policy in order to broaden its scope to include both concerns to Trustees and concerns brought forward to any employee of the board (i.e. teacher, school administrator, superintendent, director). The policy update will also reflect the new requirements under Bill 8, outlining the new expanded role of the Ontario Ombudsman.

Bill 8, an act to promote Public Sector and MPP Accountability and Transparency by enacting the Broader Public Sector Executive Compensation Act, 2014 has now expanded the Ontario Ombudsman's powers. The Bill was originally introduced in the Ontario Legislature in July 2014, and came into effect on September 1, 2015.

This legislation makes historic changes to the Ombudsman's mandate by expanding the Ombudsman's jurisdiction to municipalities, universities and school boards.

The mandate of the Ontario Ombudsman under the Ombudsman Act is very broad, and includes everything from resolving specific individual complaints to in-depth investigations of systemic issues within an institution. Generally, individual complainants are expected to use an internal complaint resolution procedure before involving the Ombudsman.

The policy was presented for approval at First Reading at the October 13, 2015 Policy Committee Meeting and was released for stakeholder consultation from October 21st – November 11th, 2015 (inclusively). Staff received no submissions of input from stakeholders.

The policy was presented for approval for Second Reading at the December 1, 2015 Policy Committee meeting and is provided once again to the Policy Committee, with a recommendation that it be forwarded to the Board of Trustees for Third Reading.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Board:

RESOLUTION:	*Moved by:* *Seconded by:*

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 Third Reading.

REPORT SUBMITTED AND APPROVED BY: P. MARAI
CHAIR OF THE POLICY COMMITTEE

PUBLIC CONCERNS COMPLAINTS PROCESS

POLICY NO.: **V-09**
DATE: January 19, 2016
AMENDED:

PURPOSE

The Halton Catholic District School Board (HCDSB) is committed to encouraging a strong relationship with parents, students and community. The HCDSB is committed to addressing public concerns in a fair, transparent, respectful and effective manner.

Application and Scope

This policy applies to all parent(s)/guardian(s), adult learners or ratepayers that have a concern regarding a school related issue.

This policy applies to all parent(s)/guardian(s), adult learners or ratepayers that have a concern regarding any Board operating policy.

All employee concerns and/or complaints shall be reviewed by the Boards Human Resources Department in accordance with relevant Board policies.

PRINCIPLES

The HCDSB is a model learning community, widely recognized as distinctively Catholic, providing exceptional education while nurturing the call to love and to serve as a people of faith, living out God's plan.

The HCDSB is guided by their approved Governing Values Our Catholic Faith, The Whole Child, Excellence in Learning, Relationships and Partnerships and The Importance of Contributing to Our Communities) while addressing public concerns.

The HCDSB believes that the process of public concerns is an opportunity to improve relationships with our parents, students and community. Persons who make a complaint shall be free from reprisal.

It is the practice of the HCDSB that public concerns and questions should be dealt with at the level closest to the issue.

All information shared is bound by the *Freedom of Information and Protection of Privacy Act* as governed by legislation in Ontario ensuring confidentiality is maintained by all parties concerning student and personnel matters.

The HCDSB believes that the tracking and written documentation during an investigation process is important to ensuring all complaints are dealt with in a timely, responsible and fair manor.

The *Education Act* requires trustees to entrust the day-to-day management of the Board to its staff through the Director of Education, when parent(s)/guardian(s) or individual members of the public raise concerns or complaints, it is the staff that will investigate, manage and provide resolutions to the identified issue in a timely manner in accordance with relevant Board policies. Complaints regarding Board operating policies may be addressed with members of senior staff or a trustee.

Guidelines

Guidelines for All

Only those concerns or complaints will be considered by Board staff where the complainant or inquirer provides their name and contact information for correspondence purposes.

Parent(s)/guardian(s), adult learners or ratepayers will be directed, as appropriate, to address concerns and complaints at the level at which the concern originates.

Guidelines for Trustees

When a Trustee receives a complaint from a parent(s)/guardian(s), adult learner or ratepayer, the Trustee shall review the process as outlined in this guide with the individual and direct them to contact the appropriate staff. The process will allow the parent(s)/guardian(s), adult learner or ratepayer to engage in communication with the most appropriate staff member.

Where a Trustee has an inquiry regarding a school related matter which was initially brought to their attention by a parent(s)/guardian(s), adult learner or ratepayer, the Trustee is directed to contact the Superintendent for that family of schools or area of responsibility.

Guidelines for Principals

Where a complaint or concern is raised by a parent(s)/guardian(s), adult learner or ratepayer the Principal will consult with the Family of Schools Superintendent, as appropriate, and endeavour to resolve the issue at the local level in accordance with Board policies.

Where a complaint or concern cannot be resolved locally to the satisfaction of the parent(s)/guardian(s), adult learner or ratepayer, the Principal will refer the matter to the Family of Schools Superintendent.

Guidelines for Superintendents

Where a matter cannot be resolved at the school level, the Family of Schools Superintendent will consult with the Principal regarding the concern or complaint and endeavour to resolve the issue in accordance with Board policies. The Superintendent will inform the parent(s)/guardian(s), adult learner or ratepayer of the resolution to the matter.

Where requested, Superintendents will apprise respective Trustees, as appropriate, of the resolution of a particular matter which was initially brought to the Trustee's attention by a parent(s)/guardian(s), adult learner or ratepayer.

Where a Superintendent is unable to satisfy the complaint, he/she shall advise the Director of Education of the matter.

REQUIREMENTS

If a parent/guardian has a concern about a school matter, the following procedures for review of the issue are available to the parent/guardian.

Step 1: Review of the Issue with the Child's Teacher

The parent/guardian should review a concern or issue with the classroom teacher at a mutually convenient time.

Step 2: Review by the School Principal

If the parent/guardian and the teacher are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school principal (or designate). The principal (or designate) will review the issues and work to resolve the matter as quickly as possible.

Step 3: Review by the Superintendent of Education

If the parent/guardian and the school principal are not able to resolve the issue, the parent/guardian may request that the matter be reviewed by the school's Superintendent of Education. The Superintendent will review the matter as it relates to established policies and procedures and will respond to the parent/guardian about his/her concern.

Step 4: Review by Director of Education

If the parent(s)/guardian(s) and the School Superintendent are not able to resolve the issue, the parent(s)/guardian(s) may request the matter be reviewed by the Director of Education. The Director of Education (or designate) will review the matter and respond to the parent(s)/guardian(s) about the concerns.

Representative of the Parent(s)/Guardian(s):

From time to time the parent/guardian may believe or feel that they need support in order that they can adequately address their child's interests. This support may be necessary while parents/guardians are attending meetings with the staff employed by the Board.

Parents/guardians have the right to have a representative of their choosing in attendance at meetings with staff, subject to any limitations established in these procedures. Any costs/expenses associated with such a representative are the responsibility of the parents/guardians.

Principals, staff and parents/guardians will be notified in advance of a meeting as to who is anticipated to be in attendance.

A representative supporting the parents/guardians must agree, at the outset of or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parents/guardians and staff.

Matters that should not be discussed with Staff

Although the subject matter of meetings between parents/guardians and staff (including meetings at which a representative or a parent/guardian is present) may be fairly broad, these meetings will generally relate to the

education of the parents'/guardians' child at the school in question. However, there are certain matters that staff are unable to discuss with parents or guardians.

Such matters that cannot be discussed include, for example, personal details or disciplinary measures concerning other student(s), and personal details related to staff or performance issues related to staff.

In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the parents'/guardians' child at the school in question), as necessary, staff will bring closure to any meeting which becomes a discussion of personal details concerning other students or personal details about staff or issues relating to staff performance.

Role of Trustees

Parents or guardians may contact trustees at any time. Trustees will facilitate the communication process between the parent/guardian and the appropriate staff and provide information and direction. Trustees shall direct the parent or guardian to the process which should be followed in resolving any concerns or to the appropriate person or step in the process (dependent on the steps the parents/guardians have already undertaken to resolve the concerns at the time the trustee is contacted) but shall not act as a representative of the parents or guardians.

Role of Catholic School Councils

Catholic School councils were established to advise principals on matters such as the school curriculum and code of student behaviour. They are not forums to discuss individual parent/guardian-teacher-student issues. Any of these matters brought to a Catholic school council member or any Catholic school council meeting will be referred immediately to the principal. For further information on the role of Catholic School Councils, please refer to the Boards Public Website by clicking here.

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ACTION REPORT ITEM 8.15

POLICY V-17 REQUEST FOR PROMOTION AND DISTRIBUTION OF PROGRAM/ACTIVITY RELATED MATERIALS THROUGH BOARD SCHOOLS

PURPOSE:

To approve *Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools,* at Second and Third Reading.

COMMENTS:

At the Policy Committee meeting held on September 8, 2015, Trustees received the revised Administrative Procedure VI-40 Request for Promotion and Distribution of Program/Activity Related Materials through Board Schools as information.

The Administrative Procedure was first created in April 2006 with the intent to address requests from registered charitable and non-profit organizations for the promotion and distribution of program-related materials to staff, parents and students through the Board's schools.

After lengthy discussion, Trustees requested an Operating Policy be created regarding the Request for Promotion and Distribution of Program/Activity Related Materials through Board Schools with a reference to the existing Administrative Procedure.

The policy was presented with approval at First Reading at the November 10, 2015 Policy Committee Meeting and was released for stakeholder consultation from November 18, 2105 – December 9, 2015 (inclusively). Staff received one (1) submission of input from stakeholders which is attached for your review as Appendix 'A'.

The policy is provided to the Board of Trustees, for approval at Second and Third Reading.

RECOMMENDATION:

The following recommendation is presented for the consideration of the Board:

RESOLUTION: *Moved by:*
Seconded by:

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy V-17 Request for Promotion and Distribution of Program/Activity Related Materials Through Board Schools, at Second and Third Reading.

REPORT SUBMITTED AND APPROVED BY: P. MARAI
CHAIR OF THE POLICY COMMITTEE

HALTON CATHOLIC DISTRICT SCHOOL BOARD HCDSB

RESPONSE TO BOARD POLICY

Policy V-17- Request for Promotion and Distribution of Program-Activity Related Materials through Board Schools

Name of Responding Group: **Conquest Milton**

COMMENTS/RESPONSE:

Area of Concern: In the "**Requirements**" section, under "**Criteria for Pre-Approval**, the first item "must concur with the teachings of the Roman Catholic Church" conflicts with the last requirement "must be material from all levels of government (municipal, regional, provincial or federal) and approved community-based partners."

– We all know that some of our government material is not in line with the teachings of the Roman Catholic Church.

Suggestion: Please re-word the last criteria or make it optional.

Suggested Addition to "Criteria for Pre-Approval":

Since the Board is granting permission to an organization to distribute material in the HCDSB system, the operation and performance of the concerned organization's program being publicized should be evaluated by a visit from Senior Board Staff (Superintendent) / Trustee / Parish Priest OR Administrator.

Please forward response by ***Wednesday, December 9th, 2015 to:***

Paula Dawson
Director of Education
Halton Catholic District School Board
802 Drury Lane, Burlington, ON L7R 4L3
PHONE: (905) 632-6314, extension 127
FAX: (905) 333-4661
or e-mail to brockn@hcdsb.org

REQUEST FOR PROMOTION AND DISTRIBUTION OF PROGRAM/ACTIVITY RELATED MATERIALS THROUGH BOARD SCHOOLS

Operating Policy: V-17
Date: January 19, 2016

PURPOSE

To provide staff with a policy to address requests from a registered charitable and/ornon-profit organization for the promotion and distribution of program-related materials to staff, parents and students through the Board's schools.

APPLICATION AND SCOPE

This policy applies to all requests submitted to the Board for the promotion/distribution of activities/materials from charitable, non-profit and commercial organizations as well as the distribution of program-related materials.

PRINCIPLES

The Halton Catholic District School Board:

- recognizes that no advertisement shall be placed in a school, on school property or announced to the pupils without the consent of the Board. *[as per Regulation 298 Section (24)];*
- recognizes its responsibility to ensure that students and families in our school system are not to be exploited for commercial purposes;
- will not accept any request for the promotion and distribution of program/activity related materials to students/parents or staff from commercial organizations;

recognizes its responsibility as a publicly funded Catholic educational organization, to assist, to the best of its ability, with the distribution of information of worthwhile registered charitable and non-profit organizations consistent with the Board's Mission Statement, governing values and Gospel values.

REQUIREMENTS

In order to be considered for approval to distribute material within the Halton Catholic District School Board, the following criteria must be met:

Criteria for Consideration for Approval:

- must concur with the teachings of the Roman Catholic Church;
- must be in agreement with the Vision of the Halton Catholic District School Board;
- must be a charitable or not-for-profit organization. A valid charitable registration number **must** be provided or proof of non-profit status;
- may be material from all levels of government (municipal, regional, provincial or federal) and approved community-based partners.
- may be information related to teacher or staff resources, curriculum materials, workshops, presentations or guest speakers.

Requests that do not qualify for Consideration for Approval:

- material or messages related to political parties, candidates or groups;
- material from for-profit organizations or individuals or that contain logos of political or for-profit organizations;
- material related to tutors or any tutoring organizations;
- requests that send a student to a private home.

REFERENCE

Refer to Administrative Procedure VI-40 Request for Promotion and Distribution of Program-Activity Related Materials through Board Schools

APPROVED: Regular Meeting of the Board

Authorized by: .....
Chair of the Board

HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB

ITEM 10.2

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, January 19, 2016

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
St. Benedict CES, Milton	7	20	Camp Brébeuf, Rockwood, ON	This trip is designed to serve as a time to reflect on a year spent together as a class. An opportunity for students to be in a beautiful outdoor setting/natural environment while continuing to develop their faith and sense of community and togetherness. Students will participate in various activities such as: high ropes, hiking and exploration. Students and staff will participate in daily prayer.	Wednesday, May 25 - Friday, May 27, 2016	~$175.00
St. Joseph CES, Oakville	7	55	Camp Onondaga Lutterworth, ON	The grade 7 students of St. Joseph will have the opportunity to participate in an overnight outdoor experience to further develop team building and leadership skills. Some activities include kayaking, archery and rock climbing. Staff and students will gather together for daily prayers.	Wednesday, May 25 - Friday, May 27, 2016	~$392.00
St. Joseph CES, Oakville	8	41	Ottawa, ON	This visit to Canada`s capital city offers and opportunity for educators to breathe life into the Gospel values and essential questions shared through our Focus on Faith initiatives specifically the grade 8 theme of Solidarity. The opportunity to delve deeper into the Canadian context of Catholicism is a natural outcome of the excursion. Students and staff will attend mass at Notre Dame Cathedral.	Monday, June 6 - Wednesday, June 8, 2016	~$542.00
St. Joseph CES, Oakville	6	41	Montreal, Quebec	This grade 6 trip to Montreal integrates the Focus on Faith themes. The trip will highlight for students the language, culture, history and geography of the area as students further explore the role of the Catholic Church in New France. Staff and students will celebrate a French Mass at Notre Dame Basilica.	Wednesday, June 15 - Friday, June 17, 2016	~$516.00
Secondary						
Christ the King CSS, Georgetown	9 - 12	7	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 learn effective oral presentation and business case analytical skills, enhancing their leadership abilities and business knowledge. Staff and students will participate in daily prayers and reflection.	Monday, February 8 - Tuesday, February 9, 2016	~$325.00

St. Ignatius of Loyola CSS, Oakville	10 - 12	24	University of Toronto, St. George Campus, Toronto, ON	The Southern Ontario Model United Nations Assembly is a three-day international relations simulation for high-school students held annually. At SOMA, students gain a keen awareness of International Relations within the wider community as well as a deep insight into the dynamics and inner mechanisms of the United Nations. SOMA provides students with an opportunity to debate important issues, which provides the students to develop their ability to problem-solve and work with others. Staff and students will participate in daily prayers.	Wednesday, April 13 - Friday, April 15, 2016	~$390.00

INFORMATION REPORT ITEM 10.3

HOLOCAUST MEMORIAL DAY – JANUARY 27, 2016

PURPOSE:

The purpose of this report is to outline the learning opportunities that will take place in all of our elementary and secondary schools in recognition of the United Nations International Holocaust Awareness Day on January 27, 2016. Recognizing the Holocaust Memorial Day on January 27 - the anniversary of the liberation of the Auschwitz-Birkenau concentration camp - annually and through a board-wide approach by having all grade 8 and 12 students participate in activities about the Holocaust in Europe, will ensure that our students graduate with a better and deeper understanding of the injustices and atrocities that the Jews endured.

BACKGROUND INFORMATION:

On October 16, 2015, The Halton Catholic District School Board Trustees passed the following motion:

In recognition of the 50th anniversary of Nostra Aetate, a document from the Second Vatican Council on Catholic and Jewish relations, with a view to reaffirming and deepening that relationship

And, whereas a recent poll of Canadians conducted by the Anti-defamation League found 14% of Canadians harbour anti-Jewish attitudes

And, whereas the Education Act of Ontario stipulates the role of a Trustee includes the promotion of a positive and inclusive school climate

And, whereas the Nazi's were responsible for the death, among others, of nearly six million Jews in Europe between 1933 and 1945 in what is known as the Shoah, or Holocaust.

And, whereas the awareness of the Holocaust and lessons learned in its aftermath are vital to the humane progression of civilization and should never be forgotten,

And, whereas anti-Semitism continues to be a reality in the 21st century, in Canada and around the world

Be it resolved;

There will be an annual and board wide recognition of the United Nations International Holocaust Awareness Day (January, 27, on the anniversary of the liberation of the Auschwitz-Birkenau concentration camp, 70 years ago) in all schools, which will include age-appropriate teaching about the Shoah with the expectation that every graduate of the HCDSB (grades 8 and 12) have an understanding of what St. Pope John Paul II called, "the inhumanity with which the Jews were persecuted and massacred," during the Holocaust in Europe.

REMARKS:

A resource package has been developed to assist schools in implementing the recognition of the United Nations International Holocaust Awareness Day on January 27, 2016. Both elementary and secondary schools will receive the resource package by Monday, January 18, 2016.

All elementary and secondary schools are invited to:

1. Conduct the prayer service on January 27, 2016 for the entire student body.
2. Display the bulletin board materials for the week of January 25 – 29, 2016.
3. For elementary schools: Request that every grade eight teacher deliver a lesson on the Holocaust as part of their Religion and/or Language Arts program on January 27th. Options for lessons will be included in the package.
4. For secondary schools: Due to the exam schedule, grade 12 teachers of Religion, English and/or History are requested to deliver a lesson on the Holocaust in February. Administrators will determine the optimal method for the delivery of the lessons to all grade 12 students in the school on this date. Options for lessons will be included in the package.

   Teachers are encouraged to select one option. The focus of each lesson will be to critically explore the voice and perspectives of Holocaust survivors and connect their experience to that of 'the other' in the world around us today.

Resources for the lessons are from the Azrieli foundation through their education outreach program. The resources are free. Lessons will focus on the memoirs of holocaust victims and will make connections between the Holocaust, Focus on Faith and current world situations.

Furthermore, on January 29th, Program Services at HCDSB will have an opportunity to attend a presentation by Mr. Takács, the President of the International Holocaust Remembrance Alliance (IHRA), who will speak about the IHRA and Holocaust Remembrance.

CONCLUSION:

Focusing attention on the Holocaust on a particular day, in solidarity with the United Nations Holocaust Memorial Day, shines a light on the learning our students have already done around this critical event in human history through the curricula and affords an opportunity for them to consolidate and share their knowledge and make connections to the world in which they live today. These learning opportunities will encourage our students to make a commitment to living their Catholic values and work to right injustices of the past, fight injustice in the present and prevent injustice in the future.

REPORT PREPARED BY:	C. SERAFIM AND T. DURHAM CURRICULUM CONSULTANTS
REPORT SUBMITTED BY:	A. PRKACIN SUPERINTENDENT OF EDUCATION, CURRICULUM
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

INFORMATION REPORT **ITEM 10.4**

2016 ANNUAL FACILITY ACCOMMODATION REPORT

PURPOSE:

To provide the Board with an annual update on pupil accommodation in the Region of Halton, as per the requirements of the newly revised *Operating Policy I-37: Community Planning & Facility Partnerships*.

This report summarizes the Board's Long Term Capital Plan (LTCP), long term enrolment forecasts, future new capital and consolidation projects, and accommodation strategies to be undertaken on a go forward basis. Information presented in this report has been circulated to all current community partners approved under the *Administrative Procedure VI-78: Community Planning & Facility Partnerships*.

BACKGROUND INFORMATION:

Policy and Procedure Updates

On March 26th, 2015 the Ministry circulated memorandum 2015: B09 "Release of New Pupil Accommodation Review Guideline (PARG) and Community Planning and Partnerships Guideline (CPPG)". The Ministry required all Boards to amend their existing school closure/consolidation and facility partnership policies and procedures to reflect the changes to the PARG and CPPG.

On this same date, the Ministry highlighted changes to the Grant for Student Needs (GSN) that related to school closures and consolidations. The Ministry announced it will be phasing out "top-up funding" grants over the next three years, no longer funding empty classroom spaces. This is part of the Ministry's *School Board Efficiency and Modernization* (SBEM) initiative that aims (among other elements) to reduce underutilized pupil spaces through consolidations, closures, and/or the introduction of community partners in empty spaces through a cost recovery model.

On November 17, 2015, the Board approved the implementation of the newly revised *Operating Policy I-37: Community Planning & Facility Partnerships* (Appendix A) and the revised *Administrative Procedure VI-78: Community Planning & Facility Partnerships* (Appendix B) as required by memorandum 2015:B09.

Capital Priorities Business Cases

On May 26th, 2015, the Ministry of Education circulated Memorandum 2015: B12 "Request for 2015 Capital Priorities Business Cases". This memo requested that Boards submit priority business case capital projects that would open no later than the 2018-19 school year. On June 16, 2015, the Board approved the submission of six (6) priority projects to the Ministry. Twelve (12) additional 'FUTURE PRIORITY' projects have also been listed below to identify future capital needs that are anticipated to be submitted to the Ministry in future requests. These future capital projects are based on the sites designated within development areas in North Oakville, South Milton, and in Southwest Georgetown. These projects extend beyond the 2018-19 opening deadline as prescribed in Memorandum 2015: B12. All projects are listed in Figure 1 below.

Figure 1: Future Board Capital Projects as of June 16, 2015

TENTATIVE RANKING	2015 CAPITAL PROJECT DESCRIPTION	EFFECTIVE SCHOOL YEAR
1	North Oakville CE#2 'The Preserve' Catholic Elementary School	2016-17
2	Boyne Secondary Plan Milton #8 'Ford' Catholic Elementary School	2018-19
3	12-14 Classroom Addition to Bishop P.F. Reding Catholic Secondary School	2017-18
4	Georgetown West Catholic Elementary School – Holy Cross Catholic Elementary School Replacement	2018-19
5	4 Classroom Addition to Holy Rosary (M) Catholic Elementary School (Combined with allocated FDK funding for two classrooms)	2016-17
6	Boyne Milton Secondary #3 Catholic Secondary School	2019-20
TBD	Boyne Secondary Plan Milton #10 'Cobden' Catholic Elementary School	2020-21 [3.]
TBD	Boyne Secondary Plan Milton #9 'Walker' Catholic Elementary School	2022-23
TBD	Boyne Secondary Plan Milton #11 'Bowes' Catholic Elementary School	2024-25
TBD	Education Village Secondary Plan Milton #12 Catholic Elementary School	2025-26 [3.]
TBD	North Oakville CE#1 Catholic Elementary School	TBD [1.]
TBD	North Oakville CE#3 Catholic Elementary School	TBD [1.]
TBD	North Oakville CE#4 'Minto/Shieldbay' Catholic Elementary School	2020-21
TBD	North Oakville CE#5 Catholic Elementary School	TBD [1.]
TBD	North Oakville CS#1 Catholic Secondary School	TBD [1.]
TBD	Vision Georgetown Secondary Plan CE#1 Catholic Elementary School	2022-23
TBD	Vision Georgetown Secondary Plan CE#2 Catholic Elementary School	2025-26
TBD	Vision Georgetown Secondary Plan CS#1 Catholic Secondary Accommodations [2.]	2022-23 [3.]

1. An update to the Long Term Capital Plan projections is required to assess the year that future North Oakville schools will be required. Development phasing will need to be reviewed in collaboration with the Town.
2. At this preliminary stage, it is uncertain as to whether a second secondary school of 1,200 (typical construction size) is warranted. Accordingly, staff is reviewing alternatives to construct based on needs and within construction benchmarks.
3. A site has not been designated as part of the Municipal Plan at this time. Staff is working closely with the affected municipality to identify and designate a site.

On November 9, 2015, the North Oakville Preserve Catholic Elementary School (Priority 1) with an 88-space child care facility and the 4 Classroom Addition to Holy Rosary (M) Catholic Elementary School (Priority 5) were approved by the Ministry of Education. The priority ranking of the remaining projects will be re-assessed at a later time when the next Capital Priorities Grant Submission is requested by the Ministry.

Potential School Closure and Consolidation (SCC) Projects

On December 16, 2015, the Ministry of Education circulated Memorandum 2015: B16 "Request for School Capital Consolidation (SCC) Projects and New Construction of Child Care" requesting boards to submit consolidation projects that need to be completed by the 2019-20 school year.

According to the Memorandum, the Ministry's School Closure and Consolidation (SCC) program serves as the primary funding mechanism to fund projects that consolidate two (or more) schools into a new facility, or 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.

At the January 5, 2016 Regular Board Meeting, staff informed Trustees that Action Reports will be presented at the January 19, 2016 Board Meeting, recommending the commencement of Modified Pupil Accommodation Review processes under section 2.0 of *Operating Policy I-09: School Accommodation Review – Consolidation/Closure* (Appendix C for Policy and Appendix D for Procedure). The review areas listed in Figure 2 below were presented.

Figure 2: Priority Review Areas for Consolidation Projects and Right-sizing Projects

TENTATIVE RANKING	2016 SCHOOL CONSOLIDATION CAPITAL PROJECT PROPOSALS BY REVIEW AREAS	PANEL	TYPE OF PROJECT
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

4 Year Ministry Projections Submission

At the December 15, 2015 Regular Board Meeting, staff presented to Trustees the enrolment projections to be submitted to the Ministry of Education as part of Ministry Memorandum 2015: SB27 which contained the annual Ministry request for four (4) year enrolment projections.

To generate the projections, staff used **actual** October 31st enrolment headcounts of the past five (5) years (2011-2015) as a base, and using the Board's newly implemented enrolment projection system, developed a 15 year enrolment projection. The applicable four (4) year projection, which was submitted to the Ministry of Education, is labeled 2016 to 2019.

Annual Facility Accommodation Meeting

As per the requirements of the *Operating Policy I-37: Community Planning & Facility Partnerships*, staff presented the information in this report to attending community partners listed in the administrative procedure on January 18, 2015, hosted at the Board office:

A) Relevant portions of the Board's Long Term Capital Plan (LTCP);
B) Details of any schools eligible for facility partnerships;

C) Background information on the Review Areas of the Board;
D) Process for submitting project proposals and becoming an approved community partner of the Board.

This report therefore provides an overview of the information presented to community partners, as well as a review of the existing Board wide accommodation and enrolment conditions in the elementary and secondary panel.

ENROLMENT, UTILIZATION, & SURPLUS CLASSROOM INFORMATION:

Historic Enrolment

On October 31, 2015, the Halton Catholic District School Board's total enrolment for both elementary and secondary students was 32,641 students (headcount – inclusive of all student complement). From October 31, 2014, the elementary panel enrolment increased by 217 students; while the secondary panel enrolment had increased by 582 students. Table 1 and Table 2 below provide a 10 year history of the Board's total by-grade enrolment:

Table 1: Historic Elementary Panel By-Grade Enrolment

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
JK	1,589	1,484	1,552	1,540	1,558	1,606	1,730	1,820	1,961	2,084	2,059
SK	1,489	1,720	1,607	1,745	1,746	1,707	1,803	1,937	2,071	2,192	2,200
GR01	1,766	1,613	1,852	1,786	1,914	1,925	1,909	1,964	2,092	2,215	2,241
GR02	1,900	1,847	1,687	1,948	1,867	1,976	2,006	1,994	2,063	2,154	2,263
GR03	1,936	1,982	1,908	1,763	2,016	1,944	2,041	2,077	2,060	2,131	2,201
GR04	2,042	1,971	2,030	1,952	1,842	2,071	1,992	2,110	2,127	2,137	2,162
GR05	2,091	2,119	2,037	2,073	2,009	1,896	2,126	2,039	2,171	2,181	2,176
GR06	2,149	2,151	2,146	2,083	2,127	2,069	1,963	2,195	2,119	2,238	2,214
GR07	2,075	2,184	2,144	2,160	2,118	2,156	2,115	1,998	2,234	2,117	2,255
GR08	2,126	2,120	2,210	2,190	2,176	2,145	2,204	2,149	2,020	2,248	2,143
Total	19,163	19,191	19,173	19,240	19,373	19,495	19,889	20,283	20,918	21,697	21,914
Yearly (+/-)	*192*	*28*	*-18*	*67*	*133*	*122*	*394*	*394*	*635*	*779*	*217*
Ratio (+/-)	*1.01%*	*0.15%*	*-0.09%*	*0.35%*	*0.69%*	*0.63%*	*2.02%*	*1.98%*	*3.13%*	*3.72%*	*1.00%*

Table 2: Historic Secondary Panel By-Grade Enrolment

Year	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
GR09	2,242	2,274	2,208	2,275	2,391	2,294	2,352	2,410	2,454	2,368	2,769
GR10	2,188	2,215	2,288	2,265	2,283	2,400	2,305	2,345	2,425	2,408	2,470
GR11	2,032	2,171	2,223	2,298	2,283	2,278	2,387	2,338	2,398	2,425	2,470
GR12	2,313	2,493	2,672	2,701	2,850	2,833	3,134	3,178	3,061	2,729	2,811
GR12B	-	-	-	-	-	-	-	-	-	-	-
ALC	262	247	179	209	229	253	227	244	262	215	207
Total	**9,037**	**9,400**	**9,570**	**9,748**	**10,036**	**10,058**	**10,405**	**10,515**	**10,600**	**10,145**	**10,727**
Yearly (+/-)	*565*	*363*	*170*	*178*	*288*	*22*	*347*	*110*	*85*	*-455*	*582*
Ratio (+/-)	*6.67%*	*4.02%*	*1.81%*	*1.86%*	*2.95%*	*0.22%*	*3.45%*	*1.06%*	*0.81%*	*-4.29%*	*5.74%*

Projected Enrolment and Overall Utilization Rates

The enrolment projections for the next 10 years, predicts that total Board enrolment will increase by approximately +1.38% (+437 students) per year based on a ten (10) year average. South Milton and North Oakville growth will continue to provide the Board with significant enrolment avoiding an overall decline in the enrolment of the Board. New growth areas in Georgetown will also help maintain enrolment at a sustainable level.

The Province of Ontario's Growth Plan for the Greater Golden Horseshoe that projects the Region of Halton increase its population to grow from 518,311 in 2013 to 624,094 by 2021, and to 752,537 by 2031.

Figure 3: Projected Enrolment for the 2015-2025 School Years

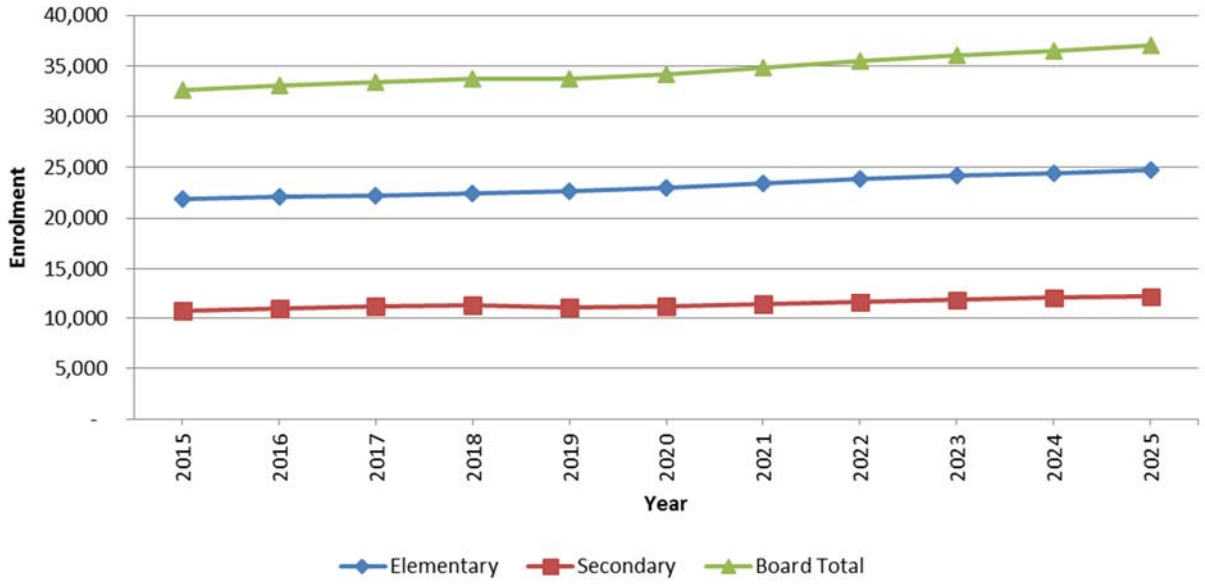
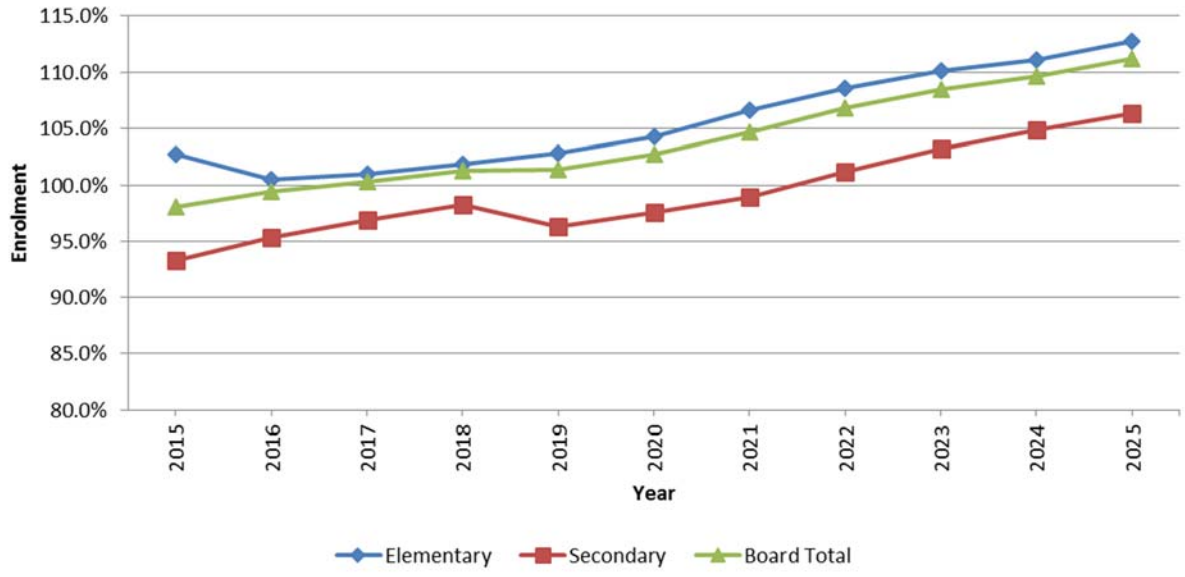


Figure 4: Projected Utilization for the 2015-2025 School Years



Over the period 2016-17 through 2025-26, the Board's elementary enrolment is projected to increase at an average yearly rate of +1.23% (+289 students), and maintain an average utilization rate of 105.7%. This growth will be predominantly seen in Milton, Oakville, and Halton Hills, where high rates of growth in new development areas are still offsetting the declining enrolment trends within the maturing neighbourhoods in the Region of Halton. Burlington has also shown an increase in Kindergarten enrolment for the 2015-16 school year, which has slowed declines in Burlington.

Over the period 2016-17 through 2025-26, the Board's secondary enrolment is projected to increase at an average yearly rate of 1.71% (+148 students), and maintain an average utilization rate of 99.3%. This growth is only seen in Milton and Oakville, which offsets the continued declines in Burlington. Halton Hills remains stable at the secondary panel.

As demonstrated in Figure 3, Figure 4, Table 3, and Table 4, new development growth in both South Milton and North Oakville is projected to continue increasing the Board's overall enrolment over the next ten (10) year period (2016-17 to 2025-26). Appendix E provides a by Review Area by school enrolment projection.

Table 3: Projected Elementary Panel By-Grade Enrolment

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
JK	2,059	1,971	2,014	2,020	2,058	2,093	2,166	2,231	2,304	2,360	2,422
SK	2,200	2,173	2,078	2,130	2,135	2,187	2,239	2,313	2,366	2,424	2,482
GR01	2,241	2,260	2,228	2,146	2,197	2,217	2,286	2,339	2,401	2,439	2,499
GR02	2,263	2,307	2,329	2,300	2,218	2,284	2,320	2,390	2,432	2,479	2,519
GR03	2,201	2,315	2,363	2,399	2,368	2,299	2,382	2,420	2,478	2,504	2,553
GR04	2,162	2,228	2,329	2,364	2,388	2,346	2,278	2,348	2,363	2,399	2,430
GR05	2,176	2,194	2,254	2,358	2,394	2,429	2,413	2,349	2,411	2,416	2,463
GR06	2,214	2,192	2,206	2,267	2,369	2,414	2,477	2,465	2,395	2,446	2,462
GR07	2,255	2,221	2,196	2,218	2,279	2,390	2,463	2,530	2,510	2,431	2,494
GR08	2,143	2,265	2,232	2,213	2,237	2,308	2,444	2,521	2,582	2,550	2,483
Total	21,914	22,125	22,229	22,415	22,643	22,965	23,468	23,906	24,241	24,448	24,806
Yearly (+/-)	217	211	104	186	228	322	503	438	335	207	358
Ratio (+/-)	1.00%	0.96%	0.47%	0.84%	1.02%	1.42%	2.19%	1.87%	1.40%	0.85%	1.46%

Table 4: Projected Secondary Panel By-Grade Enrolment

Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
GR09	2,769	2,426	2,579	2,560	2,543	2,581	2,630	2,756	2,786	2,818	2,807
GR10	2,470	2,825	2,482	2,633	2,613	2,606	2,673	2,710	2,830	2,854	2,898
GR11	2,470	2,508	2,874	2,523	2,669	2,663	2,680	2,746	2,768	2,881	2,911
GR12	2,811	2,672	2,715	3,081	2,726	2,884	2,901	2,916	2,974	2,989	3,108
GR12B	-	319	278	273	308	262	274	277	272	274	259
ALC	207	225	225	225	225	225	225	225	225	225	225
Total	**10,727**	**10,974**	**11,152**	**11,296**	**11,083**	**11,221**	**11,382**	**11,629**	**11,854**	**12,041**	**12,207**
Yearly (+/-)	*582*	*247*	*178*	*144*	*-213*	*138*	*161*	*247*	*225*	*187*	*167*
Ratio (+/-)	*5.74%*	*2.30%*	*1.62%*	*1.29%*	*-1.88%*	*1.25%*	*1.43%*	*2.17%*	*1.93%*	*1.57%*	*1.38%*

Portable Classroom and Surplus Classroom Analysis

For the 2015-16 school year, overall student enrollment continued to grow in the Board. As a result, 18 additional portable classroom units were required, with 14 units placed at elementary schools and 4 units placed at secondary schools. The majority of student growth was in Milton and Oakville where 13 new portable classrooms were added in Milton and 6 additional units in Oakville. Furthermore, 1 portable classroom unit was no longer required in Halton Hills, while there were no portable classroom changes in Burlington. Table 5 provides an overview of the 2015-16 portable classroom needs by Family of Schools as compared to the 2014-15 school year needs.

Table 5: Year-Over-Year Portable Classroom Accommodation Needs

Municipality	Family of Schools	2014-15 Portable Classrooms		2015-16 Portable Classrooms		Difference	
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Burlington	Assumption	0	0	0	0	0	0
	Corpus Christi	0	0	0	0	0	0
	Notre Dame	3	0	3	0	0	0
Halton Hills	Christ the King	20	8	19	8	-1	0
Milton	Bishop Reding	11	16	15	20	+4	+4
	Jean Vanier	18	0	23	0	+5	0
Oakville	Holy Trinity	11	0	12	0	+1	0
	St. Ignatius of Loyola	13	0	15	0	+2	0
	St. Thomas Aquinas	10	0	13	0	+3	0
Board Total		86	24	100	28	+14	+4
		110		128		+18	

* Red – Increase in Portable Classrooms; Yellow - No Change; Green – Decrease in Portable Classrooms.

Conversely to the increase in portable classrooms required, surplus classrooms have decreased for the 2015-16 school year. Reductions occurred in both the elementary and secondary panels, with 7 and 26 fewer surplus classrooms, respectively. Milton had the largest change with 22 fewer surplus classrooms in 2015-16 than in 2014-15. Burlington and Oakville followed with a net reduction of 4 and 8 surplus classrooms, respectively. There was very little change in Halton Hills with an increase of only 1 surplus classroom at the elementary panel. Table 6 shows a breakdown of the changes in surplus classrooms by Family of Schools for the 2015-16 school year as compared to the 2014-15 school year.

Table 6: Year-Over-Year Surplus Classrooms

Municipality	Family of Schools	2014-15 Surplus Classrooms		2015-16 Surplus Classrooms		Difference	
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Burlington	Assumption	17	3	20	2	+3	-1
	Corpus Christi	4	12	3	11	-1	-1
	Notre Dame	9	9	8	6	-1	-3
Halton Hills	Christ the King	0	0	1	0	+1	0
Milton	Bishop Reding	3	0	4	0	+1	0
	Jean Vanier	20	26	8	15	-12	-11
Oakville	Holy Trinity	7	5	9	5	+2	0
	Loyola	2	14	2	11	0	-3
	St. Thomas Aquinas	16	7	16	0	0	-7
Board Total		78	76	71	50	-7	-26
		154		121		-33	

* Red – Increase in Portable Classrooms; Yellow - No Change; Green – Decrease in Portable Classrooms.

The reduction in the number of surplus classrooms for the 2015-16 school year breaks a trend of 4 consecutive years of increases in the number of surplus classrooms. The primary drivers for the increase in the number of surplus classrooms from 2010-11 to 2014-15 were:

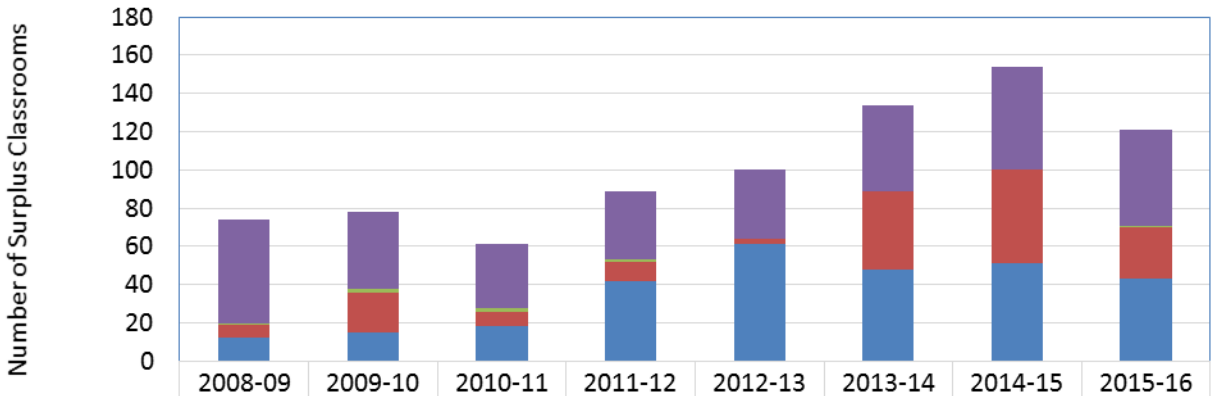
A) The opening of new schools in Milton to accommodate future enrollment growth;

B) The opening of new schools in Oakville to accommodate future enrollment growth;

C) Slowing enrollment growth in certain Burlington and Oakville established neighborhoods, resulting in an increase in surplus classrooms.

With no new schools opening for 2015-16 and continuing enrollment growth, the number of surplus classrooms decreased for the current school year. Figure 5 illustrates the historical trends in surplus classrooms by municipality.

Figure 5: Historical Surplus Classrooms by Municipality



	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Burlington	54	40	33	36	36	45	54	50
Halton Hills	1	2	2	1	0	0	0	1
Milton	7	21	8	10	3	41	49	27
Oakville	12	15	18	42	61	48	51	43
Total	74	78	61	89	100	134	154	121

To contain operating expenses, surplus classrooms are closely monitored by staff. Many surplus classrooms are allocated to schools for program purposes and Board-wide system uses. Remaining surplus classrooms are closed to avoid unnecessary operating costs.

Potential Partnerships in Underutilized Classrooms Analysis:

As per Section 1.2 under the *Administrative Procedure VI-78: Community Planning & Facility Partnerships,* The following factors, where applicable, should be considered in determining the suitability of facilities for partnerships opportunities:

A) Facilities utilized at 60% or less for 2 consecutive years and/or have 200 or more unused pupil places;

B) Facilities projected to be 60% utilized or less for the next 5 years and/or have 200 or more projected unused pupil places for at least 5 years from the start of the partnership;

C) Ability to identify and create a separate, distinct, and contiguous space within the facility, separate from the students;

D) Facility is not located within an area where a Pupil Accommodation Review has been announced, subject to *Operating Policy I-39*;
E) Space will not be required in the future for programming or other uses;
F) Appropriate access to the space;
G) Parking Availability;
H) Site use restrictions; and,
I) Official Plan Designation and/or Zoning Restrictions.

To provide a cursory review, criteria A and B were first reviewed to assess if space was available at current, existing facilities. A full analysis of all schools subdivided by Review Area has been appended as Appendix F for school utilization and Appendix G for number of surplus spaces. The following schools met the aforementioned criteria, and are listed in Table 7:

Table 7: School with Adequate Accommodation for Potential Partnerships

	CODE	Review Area	FC	>200 Surplus Spaces	<60% Utilization
BURLINGTON					
Assumption CSS	ASPT	CS01	955	X (2017)	
Notre Dame CSS	NTDM	CS01	1175	X (2017)	
Corpus Christi CSS	CORP	CS01	1250	X (2016)	
HALTON HILLS					
MILTON					
OAKVILLE					
St. James CES	STJA	CEO1	429	X (2016)	X (2014)
St. Luke CES	LUKE	CEO1	360		X (2019)
Holy Family CES	HLYF	CEO2	291		X (2021)
St. John (O) CES	JOHO	CEO4	245		X (2016)
Holy Trinity CSS	HLYT	CS02	1338	X (2016)	

Based on the information provided above, eight (8) schools currently meet the first two (2) criteria (A and B) of the Administrative Procedure in having sufficient empty classrooms for potential partnerships. Of these, six (6) of the schools are slated for future projects that would have the effect of eliminating or significantly reducing the surplus capacities, failing to meet criteria E.

As for the two (2) schools highlighted in green, being St. Luke CES from Review area CEO1 and Holy Trinity CSS from Review are CS02, there is potential for partnerships. In both cases, the schools are projected to have a sustainable stock of surplus classroom.

St. Luke CES is anticipated to have a utilization below 60% by the 2019-20 school year, with a total of 151 empty pupil places (equating to approximately 6-7 classrooms).

Holy Trinity CSS is anticipated to have a total of 223 empty pupil places by the 2016-17 school year (equating to approximately 10 classrooms) with a 10 year average of 335 empty pupil places over a 10 year period (equating to approximately 16 classrooms). Utilization in this period is averaged at 75% over the 10 year period.

PRIORITY REVIEW AREA ANALYSIS:

The following definitions apply to the sections hereafter. Functional Building Capacity (FBC) is defined as the available pupil spaces in a school based on the use of each room in the school and the Ministry defined number of pupil places per room. Facility Condition Index (FCI) is the comparison of identified repair needs of a building to the replacement cost of the building.

BURLINGTON

CEB2: Burlington – South of the QEW

The CEB2 South of the QEW review area is serviced by five (5) elementary schools, namely Ascension CES, St. John (B) CES, St. Patrick CES, St. Paul CES, and St. Raphael CES (see Appendix H for the Review Area Boundary Map).

The enrolment has been decreasing in CEB2 over the last five (5) years, as shown in Table 8 below, and is expected to continue to decreasing over the long term as neighbourhoods continue to age, as is demonstrated in Table 9 below.

Table 8: Historic Enrolment CEB2: Burlington – South of the QEW

School Name	FBC	2011	2012	2013	2014	2015
Ascension CES	360	335	314	296	283	268
St. John (B) CES	383	343	314	296	302	297
St. Patrick CES	337	240	235	233	238	248
St. Paul CES	337	304	277	285	279	266
St. Raphael CES	314	283	264	260	270	251
CEB2 Head Count	**1731**	**1505**	**1404**	**1370**	**1372**	**1330**
Utilization (%)		86%	81%	79%	79%	76%
Surplus Space (+,-)		226	327	361	359	401

FBC: Functional Building Capacity

Table 9: Projected Enrolment CEB2: Burlington – South of the QEW

School Name	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Ascension CES	**360**	261	251	242	236	232	238	236	239	238	236
St. John (B) CES	**383**	297	292	277	273	269	263	252	237	237	234
St. Patrick CES	**337**	251	259	267	259	257	256	248	248	246	232
St. Paul CES	**337**	253	237	237	229	229	223	219	211	212	208
St. Raphael CES	**314**	239	225	215	199	195	199	191	186	180	177
CEB2 Head Count	**1731**	1301	1264	1238	1196	1182	1179	1146	1121	1113	1087
Utilization (%)		75%	73%	71%	69%	68%	68%	66%	64%	64%	62%
Surplus Space (+,-)		430	467	493	535	549	552	585	610	618	644

The 2013 Long Term Capital Plan acknowledged the declining enrolment, and suggested that a pupil accommodation review be undertaken in the area to reduce excess capacity, and reduce overall renewal needs by removing aging schools from the Board's building stock. Furthermore, the current facility sizes are well below the Board's current benchmark size of 550 to 671 pupil places. If consolidations are to occur, the Board

would seek the construction of a facility of at least 500 pupil places, or create additions that would increase the facility size to that effect. Moreover, staff is also reviewing the possibility of re-locating the existing Burlington Thomas Merton Adult Learning Centre into an existing facility as a means to reduce yearly operating costs associated to the leasing of approximately 4,600 feet of retail space.

As such, staff has recommended to the Board at the January 19, 2015 Regular Meeting of the Board to initiate Modified Pupil Accommodation Review processes to take advantage of School Closure/Consolidation funding.

Review Area Action & Project:

A) Establish Pupil Accommodation Review process within the CEB2: Burlington – South of QEW Review Area for 2016 with the intent of consolidating school stock into more efficient building sizes of 500+ pupil places.

CEB3: Burlington – Tyandaga

See CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills – Area should be consolidated to this review area.

CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills

The CEB4 Mountainside, Palmer, Headon, Brant Hills review area is serviced by four (4) elementary schools, namely Canadian Martyrs CES, St. Gabriel CES, St. Mark CES, and St. Timothy CES (see Appendix I for the Review Area Boundary Map).

The enrolment has been stable CEB4 over the last five (5) years with slight increases, as shown in Table 10 below, and is expected to begin decreasing over the long term as neighbourhoods continue to age, as is demonstrated in Table 11 below, resulting in a steady increase of surplus classroom spaces.

Table 10: Historic Enrolment CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills

School Name	FBC	2011	2012	2013	2014	2015
Canadian Martyrs CES	**409**	341	342	333	344	363
St. Gabriel CES	**524**	488	508	562	599	592
St. Mark CES	**478**	352	336	328	336	339
St. Timothy CES	**504**	550	531	526	515	503
CEB4 Head Count	**1915**	1731	1717	1749	1794	1797
Utilization (%)		90%	90%	91%	94%	94%
Surplus Space (+,-)		184	198	166	121	118

Table 11: Projected Enrolment CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills

School Name	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Canadian Martyrs CES	**409**	371	366	373	372	368	369	369	376	373	368
St. Gabriel CES	**524**	587	578	591	592	600	609	606	615	611	603
St. Mark CES	**478**	337	334	332	317	320	304	302	299	299	289
St. Timothy CES	**504**	488	454	436	424	410	402	393	375	374	358
CEB4 Head Count	**1915**	1783	1732	1732	1705	1698	1684	1670	1665	1657	1618
Utilization (%)		93%	90%	90%	89%	89%	88%	87%	87%	87%	84%
Surplus Space (+,-)		132	183	183	210	217	231	245	250	258	297

The 2013 Long Term Capital Plan acknowledged the future declining enrolment, and suggested that a pupil accommodation review be undertaken in the area to replace 500 pupil places and reduce total capacities by an additional 500 pupil places.

The current facility sizes are proximate to the Board's current benchmark size of 550 to 571 pupil places. If consolidations are to occur, the Board would seek the construction of a facility of at least 500 pupil places, or create additions that would increase the facility size to that effect. In addition, given the current condition of the 11 portapack classrooms at the St. Mark CES facility, staff has recommended to the Board at the January 19, 2015 Regular Meeting of the Board to submit a business case under the School Closure/Consolidation (SCC Funding) to finance the demolition of the portapack wing to reduce future renewal costs.

In the more moderate term, within 2-5 years, a pupil accommodation review should be initiated to review the schools within the review area for potential consolidation projects.

Review Area Actions & Projects:

A) Submit proposal to the Ministry for the demolition/removal of 11 portapack classrooms at the St. Mark CES facility in 2016 through the SCC funding grant; and,

B) Establish Pupil Accommodation Review process within the CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills Review Area within 2-5 years with the intent of consolidating school stock into more efficient building sizes of 500+ pupil places.

CEB7: Burlington – Rural

See CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills – Area should be consolidated to this review area.

CS01: Burlington Secondary Schools

The CS01 Burlington Secondary Schools review area is serviced by three (3) secondary schools, namely Assumption CSS, Notre Dame CSS, and Corpus Christi CSS (Review Area consists of the municipality of Burlington).

The enrolment has been steadily decreasing in CS01 overall in the last five (5) years, as shown in Table 12 below, and is expected to continue to decreasing over the long term as neighbourhoods continue to age and as the Grade 8 student cohorts continue to decline, as is demonstrated in Table 13. This decline is predominantly seen at Assumption CSS, accompanied by lesser declines at Notre Dame CSS and Corpus Christi CSS.

Table 12: Historic Enrolment CS01: Burlington

School Name	FBC	2011	2012	2013	2014	2015
Assumption CSS	955	923	972	919	897	887
Notre Dame CSS	1175	1125	1099	1073	995	1010
Corpus Christi CSS	1250	1156	1174	1101	978	985
CS01 Head Count	3380	3204	3245	3093	2870	2882
Utilization (%)		95%	96%	92%	85%	85%
Surplus Space (+,-)		176	135	287	510	498

Table 13: Projected Enrolment CS01: Burlington

School Name	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Assumption CSS	955	774	752	721	681	665	633	642	638	623	632
Notre Dame CSS	1175	986	965	944	890	863	851	865	845	840	864
Corpus Christi CSS	1250	976	958	989	958	968	965	942	987	1008	1069
CS01 Head Count	3380	2736	2675	2654	2529	2496	2449	2449	2470	2471	2565
Utilization (%)		81%	79%	79%	75%	74%	72%	72%	73%	73%	76%
Surplus Space (+,-)		644	705	726	851	884	931	931	910	909	815

The 2013 Long Term Capital Plan acknowledged the ongoing declines in enrolment, and suggested that if declines continued a pupil accommodation review be undertaken in the area to better enhance utilization by reducing total pupil places by approximately 1,000. Staff recommends that this is to occur in the more immediate term, within 1-2 years.

The current facility sizes are proximate to the Board's current benchmark size of 1,200-1,400 pupil places for the secondary panel. If a consolidation is to occur, staff would recommend the construction of a replacement facility of at least 1,200 – 1,400 pupil places.

Review Area Action & Project:

A) Establish Pupil Accommodation Review process within the CS01: Burlington Secondary Review Area within 1-2 years with the intent of consolidating school stock into a more efficient secondary school building size of 1,200+ pupil places.

HALTON HILLS

CEH1: Halton Hills

The CEH1 Halton Hills review area is serviced by five (5) elementary schools, namely Holy Cross CES, St. Brigid CESS, St. Catherine of Alexandria CES, St. Francis of Assisi CES, and St. Joseph (A) CES (see Appendix J for the Review Area Boundary Map).

Overall, the enrolment has been remained relatively stable in CEH1 over the last five (5) years, as shown in Table 14 below, and is expected to increase over the long term as development activity continues to progress in the Georgetown Community as is demonstrated in Table 15 on page 14. Note however that Holy Cross CES and St. Brigid are declining over the long term.

Table 14: Historic Enrolment CEH1: Halton Hills

School Name	FBC	2011	2012	2013	2014	2015
Holy Cross CES	444	460	469	461	447	428
St. Brigid CES	550	652	653	629	668	672
St. Catherine of Alexandria CES	622	715	750	785	828	858
St. Francis of Assisi CES	291	420	398	393	371	357
St. Joseph (A) CES	363	489	485	466	441	408
CEH1 Head Count	2270	2736	2755	2734	2755	2723
Utilization (%)		121%	121%	120%	121%	120%
Surplus Space (+,-)		-466	-485	-464	-485	-453

For St. Brigid CES, declines have been addressed by proposing the allocation of neighbourhoods that were directed to St. Catherines of Alexandria CES to address enrolment pressures through the 2016 Elementary Georgetown Boundary Review (awaiting decision at January 19, 2016 meeting). The latter has addressed enrolment concerns in the south until such a time sites designated in the Vision Georgetown are constructed. As for Holy Cross CES, declines occurring at this school have been equally addressed through the 2016 Elementary Georgetown Boundary Review by re-directing the Arbor Glen Neighbourhood to the same. Nevertheless, facility condition issues are still a concern for this school.

On July 15, 2015, the Board submitted to the Ministry a request under the Capital Priorities Grant to construct a new Holy Cross CES replacement facility on the Berton neighbourhood site, purchased in 2004. On November 9, 2015, the Ministry advised the Board that there was not sufficient growth to warrant a new construction of a 550 pupil place facility.

Table 15: Projected Enrolment CEH1: Halton Hills

School Name	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Holy Cross CES	444	404	391	381	377	359	366	364	369	374	372
St. Brigid CES	550	638	608	580	558	546	511	472	446	430	432
St. Catherine of Alexandria CES	622	917	991	1029	1081	1108	1323	1527	1701	1886	2084
St. Francis of Assisi CES	291	396	391	379	371	376	367	374	363	352	343
St. Joseph (A) CES	363	384	361	344	325	315	300	276	266	264	262
CEH1 Head Count	2270	2739	2742	2713	2712	2704	2867	3013	3145	3306	3493
Utilization (%)		121%	121%	120%	119%	119%	126%	133%	139%	146%	154%
Surplus Space (+,-)		-469	-472	-443	-442	-434	-597	-743	-875	-1036	-1223

The 2013 Long Term Capital Plan acknowledged the declining enrolment at Holy Cross CES and the need for a new facility, suggesting that a boundary review be undertaken in the area to allow for a sustainable enrolment at the new school. This has since been undertaken, where a decision is anticipated for the January 19, 2016 Board Meeting.

The 2013 Long Term Capital Plan also acknowledges the need for additional facilities within the Vision Georgetown Secondary Plan, for 2025. Given the accelerated rate of development, staff believe the need shall arise sooner in the 2022-23 school year.

To address the Holy Cross CES replacement facility need, staff has recommended to the Board at the January 19, 2015 Regular Board Meeting to initiate a Modified Pupil Accommodation Review processes to take advantage of School Closure/Consolidation funding as an alternate approach to acquire funding for facility renewal.

Lastly, with the introduction of the Vision Georgetown Secondary Plan as well as the completion of the proposed housing units in the South Georgetown Secondary Plan, there is an anticipated need to introduce a new secondary school facility in the area of up to 750 pupil places.

Review Area Actions & Projects:

A) Establish Pupil Accommodation Review process within the CEH1: Halton Hills Review Area for 2016 with the intent of consolidating school stock into a new elementary facility of 600+ pupil places;

B) Construct a new catholic elementary facility within the Vision Georgetown Secondary Plan for the 2022-23 school year at the latest;

C) Construct a second new catholic elementary facility within the Vision Georgetown Secondary Plan for the 2025-26 school year at the earliest; and,

D) Consider the construction of a new catholic secondary school facility within or proximate to the Vision Georgetown Secondary Plan.

MILTON

CEM2A: Milton – Urban Expansion East of Bronte Road

The CEM2A Milton review area is serviced by four (4) elementary schools, namely Guardian Angels CES, Our Lady of Fatima CES, St. Anthony of Padua CES, and St. Peter CES (see Appendix K for the Review Area Boundary Map).

Enrolment in the CEM2A review area has been increasing at a rapid and consistent rate over the past ten (10) years since development began occurring in the Bristol Survey, as shown in Table 16 below, creating significant enrolment pressures on existing schools requiring the use of numerous temporary portable classrooms. This growth is expected to continue increasing at the same rate over the long term as development continues to progress overtime in the Boyne Secondary Plan Area south of Louis St. Laurent, as is demonstrated in Table 17 below.

Table 16: Historic Enrolment CEM2A: Milton – Urban Expansion East of Bronte Road

School Name	FBC	2011	2012	2013	2014	2015
Guardian Angels CES	723	872	842	798	907	933
Our Lady of Fatima CES	648	675	822	950	865	866
St. Anthony of Padua CES	723	639	693	727	863	965
St. Peter CES	619	664	695	765	780	737
CEM2A Head Count	2713	2850	3052	3240	3415	3501
Utilization (%)		105%	112%	119%	126%	129%
Surplus Space (+,-)		-137	-339	-527	-702	-788

Table 17: Projected Enrolment CEM2A: Milton – Urban Expansion East of Bronte Road

School Name	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Guardian Angels CES	723	935	950	961	945	939	923	908	887	871	855
Our Lady of Fatima CES	648	827	774	771	777	764	749	733	723	709	699
St. Anthony of Padua CES	723	1019	1075	1111	1141	1124	1131	1111	1100	1050	1019
St. Peter CES	619	705	673	654	639	627	590	547	543	529	526
CEM2A Head Count	2713	3486	3472	3497	3502	3454	3393	3299	3253	3159	3099
Utilization (%)		128%	128%	129%	129%	127%	125%	122%	120%	116%	114%
Surplus Space (+,-)		-773	-759	-784	-789	-741	-680	-586	-540	-446	-386

Currently, all growth resulting from new units generated by the Boyne Secondary plan south of Louis St. Laurent is being directed to the designated holding school St. Benedict CES, located in the CEM2B Review area to the west and within the Sherwood Survey.

The 2013 Long Term Capital Plan identifies the need for two schools south of Louis St. Laurent and East of Bronte Road. Staff is anticipating the need to construct two (2) benchmark sized facility of 671 pupil places within this area to accommodate future enrolment pressures.

As all schools within the Bristol Survey and old Town of Milton have already been built near current benchmark size, the use of portables and future boundary reviews have been deemed by staff as being adequate in managing enrolment pressures.

Review Area Actions & Projects:

A) Construct a new catholic elementary facility within the Boyne Secondary plan in the Cobden Survey for the 2020-21 school year at the latest;

B) Construct a new catholic elementary facility within the Boyne Secondary plan in the Bowes Survey for the 2024-25 school year at the latest;

CEM2B: Milton – Urban Expansion West of Bronte Road

The CEM2B Milton review area is serviced by three (3) elementary schools, namely Lumen Christi CES, Queen of Heaven CES, and St. Benedict CES (see Appendix L for the Review Area Boundary Map).

Enrolment in the CEM2B review area has been increasing at a rapid and consistent rate over the past ten (10) years since development was initiated in the Sherwood Survey, as shown in Table 18 below, creating significant enrolment pressures on existing schools requiring the use of numerous temporary portable classrooms. This growth is expected to continue increasing at the same rate over the long term as development continues to progress overtime in the Boyne Secondary Plan Area south of Louis St. Laurent, as is demonstrated in Table 19 below.

Table 18: Historic Enrolment CEM2B: Milton – Urban Expansion West of Bronte Road

School Name	FBC	2011	2012	2013	2014	2015
Lumen Christi CES	648	612	789	960	541	545
Queen of Heaven CES	671	0	0	0	654	767
St. Benedict CES	671	0	0	0	387	552
CEM2B Head Count	1990	612	789	960	1582	1864
Utilization (%)		31%	40%	48%	79%	94%
Surplus Space (+,-)		1378	1201	1030	408	126

Table 19: Projected Enrolment CEM2B: Milton – Urban Expansion West of Bronte Road

School Name	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Lumen Christi CES	648	574	608	646	676	663	665	665	640	609	599
Queen of Heaven CES	671	805	844	872	871	878	867	862	859	838	827
St. Benedict CES	671	697	877	1056	1251	1491	1744	2010	2221	2386	2514
CEM2B Head Count	1990	2076	2329	2574	2798	3032	3276	3537	3720	3833	3940
Utilization (%)		104%	117%	129%	141%	152%	165%	178%	187%	193%	198%
Surplus Space (+,-)		-86	-339	-584	-808	-1042	-1286	-1547	-1730	-1843	-1950

Currently, all growth generated from new units in the Boyne Secondary plan south of Louis St. Laurent is being directed to the designated holding school St. Benedict CES which opened in September 2014. The 2013 Long Term Capital Plan identifies the need for one (1) school south of Louis St. Laurent and West of Bronte Road. Staff is anticipating the need to construct two (2) benchmark sized facility of 671 pupil places within this area to accommodate future enrolment pressures.

As all schools within the Sherwood Survey north of Louis St. Laurent have already been built at benchmark size, the use of portables and future boundary reviews have been deemed by staff as being adequate in managing enrolment pressures.

Review Area Actions & Projects:

A) Construct a new catholic elementary facility within the Boyne Secondary Plan in the Ford Survey for the 2018-19 school year at the latest; and,

B) Construct a new catholic elementary facility within the Boyne Secondary Plan in the Walker Survey for the 2020-21 school year at the latest.

Item A) was submitted as part of the Ministry Memorandum 2015: B12 Request for 2015 Capital Priorities Business Cases, submitted in July 15th, 2016. See Figure 1 on page 2 of the report for full list.

CS04: Milton Secondary Schools

The CS04 Milton Secondary Schools review area is serviced by two (2) secondary schools, namely Bishop P.F. Reding CSS and Jean Vanier CSS (Review Area consists of the municipality of Milton). Jean Vanier CSS recently opened its doors in September 2013, removing significant pressures on Bishop P.F. Reding CSS.

Enrolment has been steadily increasing in the CS04 Review Area in the last five (5) years, as shown in Table 20 below, and is expected to being accelerating over the long term at as Grade 8 student cohorts begin to increase dramatically in the newer schools located within the Sherwood and Bristol Surveys, and as development continues in the Boyne Secondary Plan Area. This is demonstrated in Table 21.

Table 20: Historic Enrolment CS04: Milton

School Name	FBC	2011	2012	2013	2014	2015
Bishop P. F. Reding CSS	977	1578	1703	1326	1246	1364
Jean Vanier CSS	1448	0	0	585	884	1095
CS04 Head Count	**2425**	**1578**	**1703**	**1911**	**2130**	**2459**
Utilization (%)		**65%**	**70%**	**79%**	**88%**	**101%**
Surplus Space (+,-)		**847**	**722**	**514**	**295**	**-34**

Table 21: Projected Enrolment CS04: Milton

School Name	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Bishop P. F. Reding CSS	977	1452	1520	1574	1515	1525	1526	1579	1618	1647	1680
Jean Vanier CSS	1448	1251	1376	1512	1665	1867	2077	2208	2306	2386	2439
CS04 Head Count	**2425**	**2703**	**2896**	**3086**	**3180**	**3392**	**3603**	**3787**	**3924**	**4033**	**4119**
Utilization (%)		**111%**	**119%**	**127%**	**131%**	**140%**	**149%**	**156%**	**162%**	**166%**	**170%**
Surplus Space (+,-)		**-278**	**-471**	**-661**	**-755**	**-967**	**-1178**	**-1362**	**-1499**	**-1608**	**-1694**

The 2013 Long Term Capital Plan warrants the construction of an additional secondary school facility in the 2019-20 school year within the CEM2A Review area, should new residential development proceed as projected over the next 15 years. The Board is currently in process of identifying a viable site for this project in the Boyne East Tertiary Plan, within the Bowes Survey.

Further to this, with anticipated ongoing pressures occurring at Bishop P.F. Reding, staff has recently recommended that 12-14 classroom addition be constructed to remove the need for portable classrooms on site. The final facility capacity would near +/- 1,200 benchmark size, which is between 1,200-1,400 pupil places benchmark range for the secondary panel.

Both the above mentioned projects were submitted as part of the Ministry Memorandum 2015: B12 "Request for 2015 Capital Priorities Business Cases", submitted in July 15th, 2015. See Figure 1 on page 2 of the report for full list of submitted business cases.

Review Area Actions & Projects:

A) Construct a new catholic secondary facility within the Boyne Secondary Plan, in the Boyne East Tertiary Plan area for the 2019-20 school year.

B) Construct a 12-14 classroom addition to Bishop P.F. Reding CSS for the 2017-18 school year.

OAKVILLE

CEO1: Oakville – South of the QEW

The CEO1 South of the QEW review area is serviced by five (5) elementary schools, namely St. Dominic CES, St. James CES, St. Joseph (O) CES, St. Luke CES, and St. Vincent CES (see Appendix M for the Review Area Boundary Map).

The enrolment has been decreasing in CEO1 over the last number of years, as shown in Table 22 below, and is expected to continue to decreasing over the long term as neighbourhoods continue to age, as is demonstrated in **Table 23** below. The declines in enrolment is less significant for St. Dominic CES, which is anticipated to have fewer empty classroom spaces; whereas the remaining south QEW schools are seeing continued and significant declines.

Table 22: Historic Enrolment CEO1: Oakville – South of the QEW

School Name	FBC	2011	2012	2013	2014	2015
St. Dominic CES	527	558	583	597	612	625
St. James CES	429	287	281	268	232	214
St. Joseph (O) CES	268	364	367	371	393	380
St. Luke CES	360	333	308	302	265	269
St. Vincent CES	268	376	357	316	306	280
CEO1 Head Count	**1852**	**1918**	**1896**	**1854**	**1808**	**1768**
Utilization (%)		**104%**	**102%**	**100%**	**98%**	**95%**
Surplus Space (+,-)		**-66**	**-44**	**-2**	**44**	**84**

Table 23: Projected Enrolment CEO1: Oakville – South of the QEW

School Name	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
St. Dominic CES	527	614	601	605	599	590	582	581	565	561	550
St. James CES	429	205	203	191	181	185	192	199	204	211	215
St. Joseph (O) CES	268	378	352	330	328	311	301	294	279	262	260
St. Luke CES	360	253	233	222	209	200	191	183	177	176	173
St. Vincent CES	268	264	246	229	220	217	204	198	199	198	196
CEO1 Head Count	**1852**	**1714**	**1635**	**1577**	**1537**	**1503**	**1470**	**1455**	**1424**	**1408**	**1394**
Utilization (%)		**93%**	**88%**	**85%**	**83%**	**81%**	**79%**	**79%**	**77%**	**76%**	**75%**
Surplus Space (+,-)		**138**	**217**	**275**	**315**	**349**	**382**	**397**	**428**	**444**	**458**

The 2013 Long Term Capital Plan projected that schools in the Review Area have a utilization in excess of 90% overall, with an Facility Condition Index (FCI) of greater than 50% over the next 10 years. Currently, it is now projected that enrolment will decline, reaching an overall low of 75% over 10 years.

The 2013 Long Term Capital Plan did acknowledge the need to initiate an ARC in the 2019-20 school year with the intent of reducing total pupil places by approximately 450. Currently, staff is reviewing options of initiating an Pupil Accommodation Review sooner as enrolments are declining at a more rapid rate, looking to consolidation projects as the main driver to potentially introduce replacement facilities where feasible south of the QEW.

Moreover, staff is also reviewing the possibility of re-locating the existing Oakville Thomas Merton Adult Learning Centre into an existing facility as a means to reduce yearly operating costs associated to the leasing of approximately 25,000 feet of retail space.

As such, staff has recommended to the Board at the January 19, 2015 Regular Meeting of the Board to initiate Modified Pupil Accommodation Review processes to take advantage of School Closure/Consolidation funding.

Review Area Actions and Projects:

A) Establish Pupil Accommodation Review process within the CEO1: Oakville – South of QEW Review Area for 2016 with the intent of consolidating school stock into more efficient building sizes of 500+ pupil places.

B) Review Facility Condition Index (FCI) of current building stock within the CEO1: Oakville – South of QEW Review Area and contemplate replacement facilities where feasible.

C) Consider the relocation of the Oakville Thomas Merton Adult Learning Centre into an existing Board owned facility from its current location.

CEO4: Oakville – Southeast Oakville North of QEW

The CEO1 South of the QEW review area is serviced by three (3) elementary schools, namely Holy Family CES, St. John (O) CES, and St. Michael CES (see Appendix N for the Review Area Boundary Map).

The enrolment has been decreasing in CEO4 over the last five (5) years, as shown in Table 24 below, and is expected to continue decreasing over the long term as neighbourhoods continue to age, as is demonstrated in Table 25 below. These declines will result in three elementary school smaller than 200 pupil places by the 2017-18 school year.

Table 24: Historic Enrolment CEO4: Oakville – Southeast Oakville North of QEW

School Name	FBC	2011	2012	2013	2014	2015
Holy Family CES	291	240	229	251	237	220
St. John (O) CES	245	221	197	200	189	165
St. Michael CES	268	219	240	224	205	212
CEO4 Head Count	**804**	**680**	**666**	**675**	**631**	**597**
Utilization (%)		**85%**	**83%**	**84%**	**78%**	**74%**
Surplus Space (+,-)		**124**	**138**	**129**	**173**	**207**

Table 25: Projected Enrolment CEO4: Oakville – Southeast Oakville North of QEW

School Name	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Holy Family CES	291	204	193	187	179	177	172	171	163	163	162
St. John (O) CES	245	144	134	117	114	107	106	97	95	94	93
St. Michael CES	268	210	199	191	186	187	187	185	186	188	185
CEO4 Head Count	**804**	**558**	**526**	**495**	**479**	**471**	**465**	**453**	**444**	**445**	**440**
Utilization (%)		**69%**	**65%**	**62%**	**60%**	**59%**	**58%**	**56%**	**55%**	**55%**	**55%**
Surplus Space (+,-)		**246**	**278**	**309**	**325**	**333**	**339**	**351**	**360**	**359**	**364**

The 2013 Long Term Capital Plan acknowledged that enrolment in the Review Area is projected to decline over the next 15 year period. As building repair needs increase, the schools in the CEO4 Review Area will begin to approach an FCI in excess of 50%. Furthermore, to the north, the CEO5 Review Area will be seeing relatively stable enrolment over the long term with slight declines in enrolment, creating empty classroom spaces.

The 2013 Long Term Capital Plan identified the need to initiate an ARC in the 2013-14 school year with the intent of reducing total pupil places by approximately 900 pupil places among both CEO4 and CEO5 Review Areas, and construct a replacement facility of approximately 500 pupil places. This would result in a net reduction of 400 pupil places, and remove all structures with an FCI greater than 50%.

Review Area Action & Project:

A) Establish Pupil Accommodation Review process within the CEO4: Oakville – Southeast Oakville North QEW Review Area within a two (2) year horizon to consolidate school stock into more efficient building sizes of 500+ pupil places. This would include the CEO5 Northeast Oakville North QEW Review Area, as a portion of the CEO4 enrolment (St. John (O) CES) resides in the area.

CEO6: Oakville – North of Dundas Street

The CEO6 North of Dundas Street review area is currently serviced by one (1) elementary school which is slated to open September 2016. The Review area is comprised of entirety of the North Oakville Secondary Plan, which has an additional four (4) elementary school sites designated for the area, as well as a Secondary School Site (see Appendix O for the Review Area Boundary Map).

Enrolment is project to increase significantly over time as development continues in the North Oakville Secondary Plan as is demonstrated in Table 26 below. As such, the new North Oakville Preserve CES will act as a holding school until a second elementary school is introduced in the area.

Table 26: Projected Enrolment CEO6: Oakville – North of Dundas Street

School Name	FBC	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
North Oakville – The Preserve	671	287	402	538	664	802	978	1154	1326	1455	1687
CEO6 Head Count	**671**	**287**	**402**	**538**	**664**	**802**	**978**	**1154**	**1326**	**1455**	**1687**
Utilization (%)		**43%**	**60%**	**80%**	**99%**	**120%**	**146%**	**172%**	**198%**	**217%**	**251%**
Surplus Space (+,-)		**384**	**269**	**133**	**7**	**-131**	**-307**	**-483**	**-655**	**-784**	**-1016**

The 2013 Long Term Capital Plan acknowledged that if development continues in the area as projected, a total of three (3) elementary schools will be required over the next 15 years. Staff will continue to monitor growth on an ongoing basis.

Staff notified the Board at the June 15, 2015 Regular Board Meeting that the second elementary school in North Oakville Secondary Plan will be required by the 2020-21 school year. See Figure 1 on page 2 of the report for full list of future projects in Oakville.

Review Area Actions and Projects:

A) Construct a second catholic elementary facility within the Minto/Shieldbay Subdivision Plan within the North Oakville Secondary Plan for the 2020-21 school year at the latest; and,

B) Construct a third catholic elementary facility within the North Oakville Secondary plan when enrolment pressures exceed what can be managed in the two existing schools – anticipated for the 2027-28 school year.

CONCLUSION:

On October 31, 2015, the Halton Catholic District School Board's total enrolment for both elementary and secondary students was 32,641students (headcount – inclusive of all student complement). From October 31, 2014, the elementary panel enrolment increased by 217 students; while the secondary panel enrolment had increased by 582 students. Enrolment projections forecast continued growth for the next 10 years, where the total Board enrolment will increase by approximately +1.38% (+437 students) per year based on a ten (10) year average.

South Milton, North Oakville, and Georgetown growth continues to provide the Board with significant enrolment avoiding an overall decline in the enrolment of the Board. Nevertheless, as enrolment declines in established neighbourhood, the Board underutilized pupil places are increasing, which may have a detrimental effect on the Board's overall utilization. There are opportunities to both reduce this underutilized inventory, as well as infuse new investments within aging community with updated 21st century facilities by taking full advantage of the School Closure Consolidation Grant.

A summary of the Actions and Projects for each Review Areas by Municipality is attached.

As per the requirements of the *Operating Policy I-37: Community Planning & Facility Partnerships*, staff presented the above information to the approved community partners listed in the administrative procedure on January 18, 2015, hosted at the Board office.

REPORT PREPARED BY:	F. THIBEAULT ADMINISTRATOR OF PLANNING SERVICES
	R. MERRICK ADMINISTRATOR, SCHOOL OPERATIONS AND MAINTENANCE
SUBMITTED BY:	P. MCMAHON SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD
	G. CORBACIO SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

SUMMARY OF ACTIONS AND PROJECTS BY MUNICIPALITY

BURLINGTON

CEB2: Burlington – South of the QEW

A) Establish Pupil Accommodation Review process within the CEB2: Burlington – South of QEW Review Area for 2016 with the intent of consolidating school stock into more efficient building sizes of 500+ pupil places.

CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills

A) Submit proposal to the Ministry for the demolition/removal of 11 portapack classrooms at the St. Mark CES facility in 2016 through the SCC funding grant; and,

B) Establish Pupil Accommodation Review process within the CEB4: Burlington – Mountainside, Palmer, Headon, Brant Hills Review Area within 2-5 years with the intent of consolidating school stock into more efficient building sizes of 500+ pupil places.

CS01: Burlington Secondary Schools

A) Establish Pupil Accommodation Review process within the CS01: Burlington Secondary Review Area within 1-2 years with the intent of consolidating school stock into a more efficient secondary school building size of 1,200+ pupil places.

HALTON HILLS

A) Establish Pupil Accommodation Review process within the CEH1: Halton Hills Review Area for 2016 with the intent of consolidating school stock into a new elementary facility of 600+ pupil places;

B) Construct a new catholic elementary facility within the Vision Georgetown Secondary Plan for the 2022-23 school year at the latest;

C) Construct a second new catholic elementary facility within the Vision Georgetown Secondary Plan for the 2025-26 school year at the earliest; and,

D) Consider the construction of a new catholic secondary school facility within or proximate to the Vision Georgetown Secondary Plan.

MILTON

CEM2A: Milton – Urban Expansion East of Bronte Road

A) Construct a new catholic elementary facility within the Boyne Secondary plan in the Cobden Survey for the 2020-21 school year at the latest;

B) Construct a new catholic elementary facility within the Boyne Secondary plan in the Bowes Survey for the 2024-25 school year at the latest;

CEM2B: Milton – Urban Expansion West of Bronte Road

A) Construct a new catholic elementary facility within the Boyne Secondary Plan in the Ford Survey for the 2018-19 school year at the latest; and,

B) Construct a new catholic elementary facility within the Boyne Secondary Plan in the Walker Survey for the 2020-21 school year at the latest.

CS04: Milton Secondary Schools

A) Construct a new catholic secondary facility within the Boyne Secondary Plan, in the Boyne East Tertiary Plan area for the 2019-20 school year.

B) Construct a 12-14 classroom addition to Bishop P.F. Reding CSS for the 2017-18 school year.

OAKVILLE

CEO1: Oakville – South of the QEW

A) Establish Pupil Accommodation Review process within the CEO1: Oakville – South of QEW Review Area for 2016 with the intent of consolidating school stock into more efficient building sizes of 500+ pupil places.
B) Review Facility Condition Index (FCI) of current building stock within the CEO1: Oakville – South of QEW Review Area and contemplate replacement facilities where feasible.
C) Consider the relocation of the Oakville Thomas Merton Adult Learning Centre into an existing Board owned facility from its current location.

CEO4: Oakville – Southeast Oakville North of QEW

A) Establish Pupil Accommodation Review process within the CEO4: Oakville – Southeast Oakville North QEW Review Area within a two (2) year horizon to consolidate school stock into more efficient building sizes of 500+ pupil places. This would include the CEO5 Northeast Oakville North QEW Review Area, as a portion of the CEO4 enrolment (St. John (O) CES) resides in the area.

CEO6: Oakville – North of Dundas Street

A) Construct a second catholic elementary facility within the Minto/Shieldbay Subdivision Plan within the North Oakville Secondary Plan for the 2020-21 school year at the latest; and,
B) Construct a third catholic elementary facility within the North Oakville Secondary plan when enrolment pressures exceed what can be managed in the two existing schools – anticipated for the 2027-28 school year.

OPERATING POLICY	HALTON CATHOLIC DISTRICT SCHOOL BOARD	
COMMUNITY PLANNING & FACILITY PARTNERSHIPS	POLICY NO.:	I-37
	DATE:	NOVEMBER 20, 2012
	AMENDED:	NOVEMBER 17, 2015

PURPOSE

On March 26, 2015, the Minister of Education released a new *Community Planning and Partnership Guidelines, 2015* (the "**CPPG**"). This Operating Policy and *Administrative Procedure VI-78: Community Planning & Facility Partnerships* are established by the Board in accordance with the CPPG.

The Community Planning & Facility Partnerships operating policy provides a framework to support the development of facility partnership opportunities with community partners whose operations enhance and respect the Board's vision, mission statement, values, as well as the Board's Multi-Year Strategic Plan and strategic directions.

PRINCIPLES

Where available space or co-build partnerships have been identified, the following principles will be the primary considerations when reviewing suitable facility partnerships:

1. The Board recognizes that its primary responsibility is to support the health and safety of students and staff, and the spiritual and intellectual development of students.
2. The Board recognizes that it is the responsibility of all levels of government to make the best use of public assets.
3. The Board recognizes that cooperative and collaborative partnerships are part of the foundation of a strong, vibrant, and sustainable publicly funded education system and that effective partnerships must respect the core values of each partner.
4. The Board recognizes that the development of facility partnerships with other entities may serve to strengthen the role of schools in communities, provide a place for programs and facilitate the coordination of services for students and the wider community
5. Reducing facility operating costs for school boards and other levels of government.
6. Operation and maintenance of the space will be carried out on a cost recovery basis.
7. Partnerships will not prevent the Board from building, renovating, and/or closing schools or from disposing of surplus assets when required.

REQUIREMENTS

1.0 Identifying Suitable Space for Partnership Opportunities

1.1 The Board shall have the sole discretion to identify, on an annual basis, school buildings and sites suitable and available for community partnerships, and which future capital projects may present an opportunity for co-building with community partners.

1.2 Schools or sites already declared surplus in accordance with Ontario Regulation 444/98 are no longer candidates for planning and partnership opportunities.

1.3 The Board's Long-Term Accommodation Plan will address future facility needs for students, and will be presented to approved and potential partners in the discussion of partnership opportunities.

1.4 Prior to the announcement of a new Accommodation Review Process (as defined in *Operating Policy I-09: School Accommodation Review Closure and Consolidation*) the community will be consulted on potential community partnership opportunities.

2.0 Public Notification Process

2.1 The Board shall hold **at least** one meeting per year to discuss potential community planning and partnership opportunities with the various levels of government and community agencies as defined within the procedures.

2.2 The Board shall provide public notification, in accordance with the Ministry of Education's *Community Planning and Partnership Guideline,* related to potential community partnerships.

2.3 The Board will inform stakeholder of potential opportunities for facility partnership on its public website.

3.0 Partnership Selection & Proposals

3.1 The Board will consider and at its sole discretion determine the eligibility of applicants to become potential partners. The **"Approved Partner Notification List"** can be found in *Administrative Procedure VI-78: Community Planning & Facility Partnerships* under section 2.2 Notification to Partners, and the process for selecting new partners is found in section 3.0, Partnership Selection & Proposals.

3.2 Selection criteria to evaluate the eligibility of community partnerships shall:

3.2.1 Protect the health and safety of students and staff,

3.2.2 Not compromise student achievement strategy, and,

3.2.3 Be appropriate for the school setting.

3.3 Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, and credit offering entities that are not government-funded, are not eligible partners.

3.4 Expressions of interest from Community Partners involving Community Planning and Facility Partnerships will be made in writing to the Director of Education. Expressions of interest from community partners will be reviewed and evaluated for compatibility with this policy before the Superintendent of Facility Management Services and the Superintendent of Businesses Services make a recommendation to the Board or the addition of an eligible partner, sharing of school buildings or sites, and/or a co-build facility partnership.

4.0 Cost Recovery & Partnership Agreements

4.1 In every instance the entire professional, capital, maintenance, operating cost and applicable taxes associated with developing, constructing and operating the space to be occupied by the partner, including a proportional share of joint-use or shared space will be borne by the partner. This includes capital renewal, land costs and any administrative costs incurred by the Board.

4.2 Facility Partnership agreements will be facilitated with the partner and reviewed on an annual basis, subject to the needs of the school and the needs of the Board.

5.0 Policy, Procedure, & Guideline Integration and Alignment

5.1 *Administrative Procedure VI-78: Community Planning & Facility Partnerships* has been developed in accordance with this operational policy. Any community partnership process that the Board undertakes must have due regard to the Board Operating Policy, Administrative Procedure, and to the Ministry Community Planning & Partnership Guidelines (CPPG).

APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board

ADMINISTRATIVE PROCEDURE	HALTON CATHOLIC DISTRICT SCHOOL BOARD	
COMMUNITY PLANNING & FACILITY PARTNERSHIPS	POLICY NO.:	VI-78
	DATE:	NOVEMBER 30, 2015

PURPOSE

The Community Planning & Facility Partnerships (CPFP) administrative procedure provides the procedural framework to identify and undertake facility partnership with community partners whose operations enhance and respect the Board's own vision, mission statement, values, as well as the Board's Multi-Year Strategic Plan and strategic direction.

REQUIREMENTS

This procedure has been developed in accordance with the principles defined in *Operating Policy I-37: Community Planning & Facility Partnerships*.

1.0 Identifying Suitable Space for Partnerships Opportunities

The Superintendent of Facility Management Services and Superintendent of Business Services shall undertake a facility accommodation report of all Board assets to identify potential partnership opportunities in underutilized space and review potential co-building opportunities for future capital projects identified in the Board's Long Term Accommodation Plan (LTAP).

The facility accommodation report will be presented to the Board of Trustees at least on an **annual basis** or earlier if an accommodation review process is initiated.

1.1 Co-Building with Community Partners:

New schools, additions and significant renovations may be considered as opportunities for partnerships. Site size, topography and other restrictions may limit partnership opportunities. The Board will evaluate each capital construction opportunity on a case by case basis to determine whether a partnership may be appropriate and advantageous to the school board.

The Board encourages community partners to provide notification to the board when facility partners have proposals or plans to build their own new facilities. Eligible partners can express interest in co-building partnerships to the Board, by way of a letter to the Director of Education. Co-build opportunities with eligible partners will be evaluated on a case-by-case basis.

1.2 Under-utilized space

The Superintendent of Facility Management Services in collaboration with the Superintendent of Business Services shall undertake a yearly analysis of all schools to determine whether there are factors that indicate that a school is suitable for a partnership opportunity.

The analysis should include, but is not limited to, an assessment of short and long term enrolment projections, the latest approved LTAP, on-the-ground (OTG) capacities, school facility conditions (FCI), and existing uses in the facilities.

The following factors, where applicable, should be considered in determining the suitability of facilities for partnerships opportunities:

a) Facilities utilized at 60% or less for 2 consecutive years and/or have 200 or more unused pupil places;
b) Facilities projected to be 60% utilized or less for the next 5 years and/or have 200 or more projected unused pupil places for at least 5 years from the start of the partnership;

c) Ability to identify and create a separate, distinct, and contiguous space within the facility, separate from the students;
d) Facility is not located within an area where a Pupil Accommodation Review has been announced, subject to *Operating Policy I-39*;
e) Space will not be required in the future for programming or other uses;
f) Appropriate access to the space;
g) Parking Availability;
h) Site use restrictions; and,
i) Official Plan Designation and/or Zoning Restrictions.

The Superintendent of Facility Management Services in collaboration with the Superintendent of Business Services will consult and determine whether there are other internal board uses for the under-utilized space. The Board's Long Term Accommodation Plan will be considered in the analyses. The analysis will identify which schools may be suitable for partnership opportunities with the Board's eligible community partners.

The Superintendent of Facility Management Services will present a report to Administrative Council identifying a list of schools that have suitable spaces for partnership opportunities, and space specification in regards to (but not limited to) the size, location, available facility amenities, and required renovations or upgrades the available space will be provided that (not limited to) size, location, facility amenities and required renovations will be provided.

2.0 Public Notification Process

The completed facility accommodation report is to be used as the basis for informing the public and identified stakeholders of space identified by the Board as being available for partnerships opportunities.

2.1 Community Consultation:

The Board will hold at least **one public** meeting per year to discuss potential planning and partnership opportunities with the public and community organizations. The Board will notify the entities on the **Approved Partner Notification List** of the scheduled public meeting by email, as well as post the information on the Board website for broader public access.

The meeting may be a stand-alone meeting or may be held as part of a scheduled board meeting.

The Board will be apprised of the needs or plans community partners may have. The invitation list, the entities in attendance at the annual meeting and any information exchanged will be formally documented by the school board.

During the annual meeting, the school board will outline:

a) all or a portion of the board's long term accommodation plan
b) details of any schools deemed eligible for facility partnerships
c) relevant information available on the Board's website and any supplementary Community Planning and Partnership information

Those that are interested in being on the approved notification list or interested in partnering with the Board to use existing space within a school or co-building are encouraged to contact the Director of Education directly instead of waiting for the annual public meeting to express their ideas. Contact information will be posted on the board's website and provided through public notification.

For space that has been deemed suitable for partnership opportunities the following pertinent details should be listed on the Board's website:

a) School/site name
b) Municipal address
c) Current zoning
d) Size of the space (if available)
e) Amenities available in space (ceiling heights, entrances/exits, washrooms etc.)
f) Anticipated timing of when the space will become available
g) Term of availability of space
h) Anticipated timing of construction projects (co-building)
i) Estimated duration of available space for partnerships (some space in existing schools may only be available for short-term partnerships)
j) Estimated cost for the shared use of space that a partner could anticipate, if available
k) Suitable partner uses, where applicable (some space may only be suited for certain types of partners)
l) Any other pertinent information

2.2 Notification to Partners:

This notification process applies to under-utilized space, as explained in Section 1.2, identified through this procedure. The Board will post information on the website regarding:

a) intention to build new schools
b) major renovation projects
c) specification of unused space available for community partnerships.

The Superintendent of Facility Management Services in collaboration with the Superintendent of Business Services will post the list of suitable facilities on the Board's website, and will circulate a notification letter to the entities identified on the Approved Notification List via email.

Approved Partner Notification List entities include:

a) Agencies listed under Ontario Regulation 444/98:
    i. Co-terminus School Boards
    ii. Local Municipalities within the Board's jurisdiction
    iii. Region of Halton
    iv. Local colleges and universities
    v. Provincial Government
    vi. Federal Government
b) Agencies required under the Ministry CPPG
    i. District Social Services Administration Board(s) or Consolidated Municipal Service Manager(s)
    ii. Public Health Boards, Local Health Integration Networks and Children's Mental Health Centres
c) Other agencies approved by the Board
    i. Diocese of Hamilton
    ii. The Board's Existing Child Care Operators
    iii. Other entities as requested and approved by the Board

Non-eligible entities include:

a) Entities that provide competing education services such as tutoring services, JK-12 private schools or private colleges, adult education programs similar to those run by the Board, and credit offering entities that are not government-funded
b) Political organizations

c) Others as deemed not-eligible by the Board

3.0 Partnership Selection & Proposals

The Board will consider and at its sole discretion determine the eligibility of an applicant to become an approved community partner, and the value the proposed partnership to the Board. Interested partners that meet the criteria outlined in the Section 3.1 are invited to submit proposals for the use of under-utilized space in existing facilities, as per the list of suitable facilities provided by the Board or for co-building projects.

Interested partners can access an application form from the Board website (example attached as Schedule A).

3.1 Selection Criteria:

Partnerships will be evaluated based on how well the proposal meets the community partner and partnership selection criteria listed below. The Board will have full discretion when evaluating partners and their compatibility and suitability for each facility.

The Board will use the following criteria to evaluate the suitability of partners and their proposals as they relate to specific sites.

The *community partnership* is expected to:

a) respect the values of the Board and the Catholic faith, expressions and symbols;
b) protect the health and safety of students and staff;
c) not compromise the student achievement strategy of the Board
d) be appropriate for the school/board setting;
e) not interfere with school/board operations and activities;
f) not be a competing educational interest to the Board
g) exist on a cost-recovery basis to the Board

The *community partner* must:

a) provide financial statements showing financial viability of their organization;
b) agree to operate in accordance with Board policies; and,
c) be willing to enter into a lease, license, or joint-use/partnership agreement;
d) agree that all staff working within the school complete a criminal background check.
e) In the case of a municipality: provide population projections, growth plans, community needs, land-use and green space/park requirements

The Superintendent of Facility Management Services in collaboration with the Superintendent of Business Services will prepare a report to Administrative Council summarizing partnership applications, evaluation, and recommendations for partnership to the Board of Trustees (if any). Input from affected school administrators (both Principals and Vice-Principals) and Family of Schools Superintendents will be considered in the evaluation process.

If the Board of Trustees approves a partner, then that organization will be added to the Approved Partner Notification List.

4.0 Cost Recovery & Partnership Agreements

4.1 Cost-recovery

No additional costs should be incurred by the Board to support facility partnerships, although the Board may choose to support partnerships based on our student achievement strategy. Fees will be charged to partners to cover operating costs, capital costs, administrative costs and property taxes (if applicable), for the space occupied

by the partner. This will be done on a cost-recovery basis. These fees may also cover legal expenses if deemed necessary.

In co-building, facility partners will be required to pay for and finance their share of construction, including a proportional share of joint-use or share space.

Additional costs to obtain municipal approvals, perform renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners will be borne by the partner.

4.2 Agreements

The Board will provide clear instructions to potential facility partners regarding their rights and responsibilities as tenants, including maintenance standards and the applicability, or lack thereof, of the Board's user policies, including accessibility and inclusiveness policies.

The successful partner is expected to enter into agreements for the use of space within Board facilities. The Board will ensure that all legal agreements respect the Education Act and protect the rights of the school board. Agreements may contain clauses regarding, but not limited to the following:

a) term of the lease or license agreement,
b) cost sharing,
c) use of the leased premises,
d) hours of operation,
e) maintenance,
f) compliance with legislation,
g) improvements or alterations to the building,
h) insurance/liability,
i) environmental matters,
j) mediation in the event of conflict,
k) circumstances in which the lease may be terminated by either party,
l) and/or other clauses as deemed applicable.

Facility partnerships and agreements will be reviewed on an annual basis, subject to the needs of the school, needs of the Board, and announcement of Pupil Accommodation Reviews.

5.0 Policy, Procedure, & Guideline Integration and Alignment

5.1 *Administrative Procedure VI-76: Community Planning & Facility Partnerships* has been developed in accordance with Operational Policy I-37. Any community partnership process that the Board undertakes must have due regard to the Board Operating Policy, Administrative Procedure, and to the Ministry Community Planning & Partnership Guidelines (CPPG).

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

Director of Education and Secretary of the Board

SCHEDULE A:

APPLICATION FOR INTEREST FOR COMMUNITY PLANNING AND FACILITY PARTNERSHIPS

APPLICANT NAME:	
ORGANIZATION:	
ADDRESS:	
CITY:	
POSTAL CODE:	
PHONE:	**FAX:**
EMAIL:	
WEBSITE:	

DESCRIBE YOUR DAY TO DAY OPERATIONS THAT YOU ARE PROPOSING FOR THIS PARTNERSHIP:
HOW WILL A PARTNERSHIP BETWEEN THE BOARD AND YOUR ORGANIZATION PROVIDE A BENEFIT TO THE STUDENTS AT THE SCHOOL, OR TO THE BOARD?

NAME OF SCHOOL FOR PARTNERSHIP:	

WHAT ARE YOU SPACE REQUIREMENTS:			
SQUARE FEET/METERS:		NUMBER OF CLASSROOMS:	
WASHROOMS:		STORAGE SPACE:	
PARKING SPACES:		HOURS OF OPERATION:	

WHO WILL BE ACCESSING/USING THE SPACE ON A DAY TO DAY BASIS?			
STAFFING:		CLIENTS:	
VISITORS:		OTHER:	
ARE ANY MUNICIPAL APPROVALS REQUIRED? IF YES, EXPLAIN…			
WHAT IS THE TIMELINE YOU ARE PROPOSING TO BEGIN OCCUPYING THE SPACE, AND FOR HOW LONG?			
DO YOU EXPECT TO UNDERTAKE ANY CAPITAL IMPROVEMENTS? IF YES, EXPLAIN…			
WHAT IS YOUR SOURCE OF FUNDING FOR THIS PARTNERSHIP?			
OTHER COMMENTS/ATTACHMENTS:			

DATE OF SUBMISSION:

OPERATING POLICY	HALTON CATHOLIC DISTRICT SCHOOL BOARD	
SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE	POLICY NO.:	I-09
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	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	**POLICY NO.:**	**I-09**
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	NOVEMBER 17, 2015

REQUIREMENTS

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.

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.

SCHOOL ACCOMMODATION REVIEW – CONSOLIDATION/CLOSURE	**POLICY NO.:**	**I-09**
	DATE:	OCTOBER 27, 1987
	AMENDED:	OCTOBER 29, 1996
	AMENDED:	MARCH 23, 2004
	AMENDED:	SEPTEMBER 18, 2007
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 18, 2010
	AMENDED:	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	POLICY NO.:	VI-35
	DATE:	MAY 31, 2004
	AMENDED:	MARCH 3, 2009
	AMENDED:	MAY 17, 2010
	AMENDED:	NOVEMBER 30, 2015

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.

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 with Public Delegation Addendum (Report 3): The Final Staff Report drafted by Board staff that also incorporates information obtained from publicfrom public delegations (and any staff response to such information) as an addendum.

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

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.

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;

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.

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.

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.

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.

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.

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 and any staff response to such feedback, 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.

3.0 EXEMPTIONS

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.

In circumstances where the above exemptions would result in a school closure, as appropriate, 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.

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.

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.

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;

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.

4.0 Roles and Responsibilities of Resources to the ARC

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.

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]

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
Initial Staff Report and **SIPs** 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 ***First Accommodation Review Public Meeting***.		
Arrange meeting with municipalities and with community partner(s)	Log attempts to meet	Before ***First Accommodation Review Public Meeting***	
Announce and advertise ***First Accommodation Review Public Meeting*** through range of media			
First Accommodation Review Public Meeting		At least 30 business days after PAR approval	
Provide notice to municipalities and community partners of ***Final Accommodation Review Public Meeting***			
Announce and advertise ***Final Accommodation Review Public Meeting*** through range of media			

Item	Additional Information	Timeline	Status
Receive response from municipalities and community partners			
Final ***Accommodation Review Public Meeting***		At least 40 business days after First Public Meeting	
Interim Staff Report 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 ***Final Accommodation Review Public Meeting***	
Provide notice of date of public delegations		After ***Interim Staff Report*** 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 ***Final Staff Report***			
Present ***Final Staff Report*** 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			

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
Initial Staff Report and ***SIPs*** presented to the Board of Trustees	MPAR approved	0	
Initial Staff Report and ***SIPs*** 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 ***Accommodation Review Public Meeting*** 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	
Accommodation Review Public Meeting		At least 30 business days after MPAR approval	
Final Staff Report 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 ***Accommodation Review Public Meeting*** (or ***Final Accommodation Review Public Meeting*** if more than one is held)	

Item	Additional Information	Timeline	Status
Provide notice of date of public delegations		After ***Final Staff Report*** 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 ***Final Staff Report*** 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			

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

Director of Education and Secretary of the Board

REVIEW AREA HISTORIC ENROLMENT AND PROJECTIONS (2011-2030)

				HISTORIC					PROJECTED					5YR				10YR	LONGTERM PROJECTIONS				15YR
	CODE	Review Area	FC	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
BURLINGTON																							
Holy Rosary (B) CES	HLRB	CEB1	455	449	431	439	420	413	407	393	384	388	385	379	380	374	376	378	375	371	369	367	366
CEB1 Head Count Sub-total			**455**	**449**	**431**	**439**	**420**	**413**	**407**	**393**	**384**	**388**	**385**	**379**	**380**	**374**	**376**	**378**	**375**	**371**	**369**	**367**	**366**
Utilization				**99%**	**95%**	**96%**	**92%**	**91%**	**89%**	**86%**	**84%**	**85%**	**85%**	**83%**	**84%**	**82%**	**83%**	**83%**	**82%**	**82%**	**81%**	**81%**	**80%**
Surplus Space				**6**	**24**	**16**	**35**	**42**	**48**	**62**	**71**	**67**	**70**	**76**	**75**	**81**	**79**	**77**	**80**	**84**	**86**	**88**	**89**
Ascension CES	ASCN	**CEB2**	360	335	314	296	283	268	261	251	242	236	232	238	236	239	238	236	235	234	234	234	234
St. John (B) CES	JOHB	**CEB2**	383	343	314	296	302	297	297	292	277	273	269	263	252	237	237	234	230	227	224	222	220
St. Patrick CES	PATR	**CEB2**	337	240	235	233	238	248	251	259	267	259	257	256	248	248	246	232	228	224	220	218	216
St. Paul CES	PAUL	**CEB2**	337	304	277	285	279	266	253	237	237	229	229	223	219	211	212	208	206	204	203	202	201
St. Raphael CES	RAPH	**CEB2**	314	283	264	260	270	251	239	225	215	199	195	199	191	186	180	177	175	173	172	171	169
CEB2 Head Count Sub-total			**1731**	**1505**	**1404**	**1370**	**1372**	**1330**	**1301**	**1264**	**1238**	**1196**	**1182**	**1179**	**1146**	**1121**	**1113**	**1087**	**1074**	**1062**	**1053**	**1047**	**1040**
Utilization				**87%**	**81%**	**79%**	**79%**	**77%**	**75%**	**73%**	**72%**	**69%**	**68%**	**68%**	**66%**	**65%**	**64%**	**63%**	**62%**	**61%**	**61%**	**60%**	**60%**
Surplus Space				**226**	**327**	**361**	**359**	**401**	**430**	**467**	**493**	**535**	**549**	**552**	**585**	**610**	**618**	**644**	**657**	**669**	**678**	**684**	**691**
Canadian Martyrs CES	CDNM	**CEB4**	409	341	342	333	344	363	371	366	373	372	368	369	369	376	373	368	366	364	363	362	362
St. Gabriel CES	GABR	**CEB4**	524	488	508	562	599	592	587	578	591	592	600	609	606	615	611	603	598	595	592	590	589
St. Mark CES	MARK	**CEB4**	478	352	336	328	336	339	337	334	332	317	320	304	302	299	299	289	287	285	284	283	282
St. Timothy CES	TIMB	**CEB4**	504	550	531	526	515	503	488	454	436	424	410	402	393	375	374	358	358	358	358	358	358
CEB4 Head Count Sub-total			**1915**	**1731**	**1717**	**1749**	**1794**	**1797**	**1783**	**1732**	**1732**	**1705**	**1698**	**1684**	**1670**	**1665**	**1657**	**1618**	**1609**	**1602**	**1597**	**1593**	**1591**
Utilization				**90%**	**90%**	**91%**	**94%**	**94%**	**93%**	**90%**	**90%**	**89%**	**89%**	**88%**	**87%**	**87%**	**87%**	**84%**	**84%**	**84%**	**83%**	**83%**	**83%**
Surplus Space				**184**	**198**	**166**	**121**	**118**	**132**	**183**	**183**	**210**	**217**	**231**	**245**	**250**	**258**	**297**	**306**	**313**	**318**	**322**	**324**
Sacred Heart of Jesus CES	SHOJ	CEB5	547	544	505	518	509	492	496	510	516	528	554	550	556	539	541	532	528	526	524	523	522
St. Christopher CES	CHRS	CEB5	478	651	630	518	507	490	476	437	414	408	385	378	377	368	372	364	361	359	358	358	358
St. Elizabeth Seton CES	ELIZ	CEB5	455	708	775	422	446	441	434	426	411	400	392	403	404	407	399	394	390	388	387	386	386
St. Anne CES	ANNB	CEB6	622	0	0	527	596	670	712	773	812	882	933	984	1025	1041	1034	1016	1004	991	982	971	962
CEB6 Head Count Sub-total			**2102**	**1903**	**1910**	**1985**	**2058**	**2093**	**2118**	**2146**	**2153**	**2218**	**2264**	**2315**	**2362**	**2355**	**2346**	**2306**	**2283**	**2264**	**2251**	**2238**	**2228**
Utilization				**91%**	**91%**	**94%**	**98%**	**100%**	**101%**	**102%**	**102%**	**106%**	**108%**	**110%**	**112%**	**112%**	**112%**	**110%**	**109%**	**108%**	**107%**	**106%**	**106%**
Surplus Space				**199**	**192**	**117**	**44**	**9**	**-16**	**-44**	**-51**	**-116**	**-162**	**-213**	**-260**	**-253**	**-244**	**-204**	**-181**	**-162**	**-149**	**-136**	**-126**
Assumption CSS	ASPT	CS01	955	923	972	919	897	887	774	752	721	681	665	633	642	638	623	632	609	588	586	568	559
Notre Dame CSS	NTDM	CS01	1175	1125	1099	1073	995	1010	986	965	944	890	863	851	865	845	840	864	857	851	847	807	795
Corpus Christi CSS	CORP	CS01	1250	1156	1174	1101	978	985	976	958	989	958	968	965	942	987	1008	1069	1106	1109	1113	1088	1068
CS01 Head Count Sub-total			**3380**	**3204**	**3245**	**3093**	**2870**	**2882**	**2736**	**2675**	**2654**	**2529**	**2496**	**2449**	**2449**	**2470**	**2471**	**2565**	**2572**	**2548**	**2546**	**2463**	**2422**
Utilization				**95%**	**96%**	**92%**	**85%**	**85%**	**81%**	**79%**	**79%**	**75%**	**74%**	**72%**	**72%**	**73%**	**73%**	**76%**	**76%**	**75%**	**75%**	**73%**	**72%**
Surplus Space				**176**	**135**	**287**	**510**	**498**	**644**	**705**	**726**	**851**	**884**	**931**	**931**	**910**	**909**	**815**	**808**	**832**	**834**	**917**	**958**

REVIEW AREA HISTORIC ENROLMENT AND PROJECTIONS (2011-2030)

	CODE	Review Area	FC	HISTORIC 2011	2012	2013	2014	2015	PROJECTED 2016	2017	2018	2019	5YR 2020	2021	2022	2023	2024	10YR 2025	LONGTERM PROJECTIONS 2026	2027	2028	2029	15YR 2030
HALTON HILLS																							
Holy Cross CES	HLYC	**CEH1**	444	460	469	461	447	428	404	391	381	377	359	366	364	369	374	372	371	367	364	361	360
St. Brigid CES	BRID	**CEH1**	550	652	653	629	668	672	638	608	580	558	546	511	472	446	430	432	432	431	431	431	431
St. Catherine of Alexandria CES	ALEX	**CEH1**	622	715	750	785	828	858	917	991	1029	1081	1108	1323	1527	1701	1886	2084	2206	2325	2457	2589	2725
St. Francis of Assisi CES	FRAN	**CEH1**	291	420	398	393	371	357	396	391	379	371	376	367	374	363	352	343	324	310	307	304	299
St. Joseph (A) CES	JOSA	**CEH1**	363	489	485	466	441	408	384	361	344	325	315	300	276	266	264	262	262	259	258	258	257
CEH1 Head Count Sub-total			**2270**	**2736**	**2755**	**2734**	**2755**	**2723**	**2739**	**2742**	**2713**	**2712**	**2704**	**2867**	**3013**	**3145**	**3306**	**3493**	**3595**	**3692**	**3817**	**3943**	**4072**
Utilization				**121%**	**121%**	**120%**	**121%**	**120%**	**121%**	**121%**	**120%**	**119%**	**119%**	**126%**	**133%**	**139%**	**146%**	**154%**	**158%**	**163%**	**168%**	**174%**	**179%**
Surplus Space				**-466**	**-485**	**-464**	**-485**	**-453**	**-469**	**-472**	**-443**	**-442**	**-434**	**-597**	**-743**	**-875**	**-1036**	**-1223**	**-1325**	**-1422**	**-1547**	**-1673**	**-1802**
Christ the King CSS	KING	CS05	1448	1625	1560	1555	1541	1560	1565	1563	1596	1532	1528	1565	1612	1662	1684	1670	1644	1642	1657	1712	1767
CS05 Head Count Sub-total			**1448**	**1625**	**1560**	**1555**	**1541**	**1560**	**1565**	**1563**	**1596**	**1532**	**1528**	**1565**	**1612**	**1662**	**1684**	**1670**	**1644**	**1642**	**1657**	**1712**	**1767**
Utilization				**112%**	**108%**	**107%**	**106%**	**108%**	**108%**	**108%**	**110%**	**106%**	**106%**	**108%**	**111%**	**115%**	**116%**	**115%**	**114%**	**113%**	**114%**	**118%**	**122%**
Surplus Space				**-177**	**-112**	**-107**	**-93**	**-112**	**-117**	**-115**	**-148**	**-84**	**-80**	**-117**	**-164**	**-214**	**-236**	**-222**	**-196**	**-194**	**-209**	**-264**	**-319**
MILTON																							
Holy Rosary (M) CES	HLRM	CEM1	527	362	355	390	335	361	392	425	429	448	485	535	574	590	591	601	619	634	647	644	641
Our Lady of Victory CES	OLVM	CEM1	291	258	304	388	220	244	251	277	289	296	303	309	316	320	315	314	311	308	306	304	304
CEM1 Head Count Sub-total			**818**	**620**	**659**	**778**	**555**	**605**	**643**	**702**	**718**	**744**	**788**	**844**	**890**	**910**	**906**	**915**	**930**	**942**	**953**	**948**	**945**
Utilization				**76%**	**81%**	**95%**	**68%**	**74%**	**79%**	**86%**	**88%**	**91%**	**96%**	**103%**	**109%**	**111%**	**111%**	**112%**	**114%**	**115%**	**117%**	**116%**	**116%**
Surplus Space				**198**	**159**	**40**	**263**	**213**	**175**	**116**	**100**	**74**	**30**	**-26**	**-72**	**-92**	**-88**	**-97**	**-112**	**-124**	**-135**	**-130**	**-127**
Guardian Angels CES	GUAR	**CEM2A**	723	872	842	798	907	933	935	950	961	945	939	923	908	887	871	855	845	839	832	827	823
Our Lady of Fatima CES	OLFA	**CEM2A**	648	675	822	950	865	866	827	774	771	777	764	749	733	723	709	699	692	686	681	677	674
St. Anthony of Padua CES	ANTH	**CEM2A**	723	639	693	727	863	965	1019	1075	1111	1141	1124	1131	1111	1100	1050	1019	995	972	956	941	931
St. Peter CES	PETE	**CEM2A**	619	664	695	765	780	737	705	673	654	639	627	590	547	543	529	526	523	521	520	519	519
CEM2A Head Count Sub-total			**2713**	**2850**	**3052**	**3240**	**3415**	**3501**	**3486**	**3472**	**3497**	**3502**	**3454**	**3393**	**3299**	**3253**	**3159**	**3099**	**3055**	**3018**	**2989**	**2964**	**2947**
Utilization				**105%**	**112%**	**119%**	**126%**	**129%**	**128%**	**128%**	**129%**	**129%**	**127%**	**125%**	**122%**	**120%**	**116%**	**114%**	**113%**	**111%**	**110%**	**109%**	**109%**
Surplus Space				**-137**	**-339**	**-527**	**-702**	**-788**	**-773**	**-759**	**-784**	**-789**	**-741**	**-680**	**-586**	**-540**	**-446**	**-386**	**-342**	**-305**	**-276**	**-251**	**-234**
Lumen Christi CES	LUMN	**CEM2B**	648	612	789	960	541	545	574	608	646	676	663	665	665	640	609	599	592	585	581	577	576
Queen of Heaven CES	QUEN	**CEM2B**	671	0	0	0	654	767	805	844	872	871	878	867	862	859	838	827	822	817	814	810	809
St. Benedict CES	BENE	**CEM2B**	671	0	0	0	387	552	697	877	1056	1251	1491	1744	2010	2221	2386	2514	2611	2654	2679	2698	2691
CEM2B Head Count Sub-total			**1990**	**612**	**789**	**960**	**1582**	**1864**	**2076**	**2329**	**2574**	**2798**	**3032**	**3276**	**3537**	**3720**	**3833**	**3940**	**4025**	**4056**	**4074**	**4085**	**4076**
Utilization				**31%**	**40%**	**48%**	**79%**	**94%**	**104%**	**117%**	**129%**	**141%**	**152%**	**165%**	**178%**	**187%**	**193%**	**198%**	**202%**	**204%**	**205%**	**205%**	**205%**
Surplus Space				**1378**	**1201**	**1030**	**408**	**126**	**-86**	**-339**	**-584**	**-808**	**-1042**	**-1286**	**-1547**	**-1730**	**-1843**	**-1950**	**-2035**	**-2066**	**-2084**	**-2095**	**-2086**
Bishop P. F. Reding CSS	BHRD	**CS04**	977	1578	1703	1326	1246	1364	1452	1520	1574	1515	1525	1526	1579	1618	1647	1680	1640	1615	1534	1467	1437
Jean Vanier CSS	JEAN	**CS04**	1448	0	0	585	884	1095	1251	1376	1512	1665	1867	2077	2208	2306	2386	2439	2438	2409	2346	2302	2285
CS04 Head Count Sub-total			**2425**	**1578**	**1703**	**1911**	**2130**	**2459**	**2703**	**2896**	**3086**	**3180**	**3392**	**3603**	**3787**	**3924**	**4033**	**4119**	**4078**	**4024**	**3880**	**3769**	**3722**
Utilization				**65%**	**70%**	**79%**	**88%**	**101%**	**111%**	**119%**	**127%**	**131%**	**140%**	**149%**	**156%**	**162%**	**166%**	**170%**	**168%**	**166%**	**160%**	**155%**	**153%**
Surplus Space				**847**	**722**	**514**	**295**	**-34**	**-278**	**-471**	**-661**	**-755**	**-967**	**-1178**	**-1362**	**-1499**	**-1608**	**-1694**	**-1653**	**-1599**	**-1455**	**-1344**	**-1297**

REVIEW AREA HISTORIC ENROLMENT AND PROJECTIONS (2011-2030)

				HISTORIC					PROJECTED					5YR				10YR	LONGTERM PROJECTIONS				15YR
	CODE	Review Area	FC	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
OAKVILLE																							
St. Dominic CES	DOMI	**CEO1**	527	558	583	597	612	625	614	601	605	599	590	582	581	565	561	550	546	542	540	538	538
St. James CES	STJA	**CEO1**	429	287	281	268	232	214	205	203	191	181	185	192	199	204	211	215	213	210	211	212	208
St. Joseph (O) CES	JOSO	**CEO1**	268	364	367	371	393	380	378	352	330	328	311	301	294	279	262	260	253	248	243	240	239
St. Luke CES	LUKE	**CEO1**	360	333	308	302	265	269	253	233	222	209	200	191	183	177	176	173	171	170	169	169	168
St. Vincent CES	VINC	**CEO1**	268	376	357	316	306	280	264	246	229	220	217	204	198	199	198	196	197	196	196	194	193
CEO1 Head Count Sub-total			**1852**	**1918**	**1896**	**1854**	**1808**	**1768**	**1714**	**1635**	**1577**	**1537**	**1503**	**1470**	**1455**	**1424**	**1408**	**1394**	**1380**	**1366**	**1359**	**1353**	**1346**
Utilization				**104%**	**102%**	**100%**	**98%**	**95%**	**93%**	**88%**	**85%**	**83%**	**81%**	**79%**	**79%**	**77%**	**76%**	**75%**	**75%**	**74%**	**73%**	**73%**	**73%**
Surplus Space				**-66**	**-44**	**-2**	**44**	**84**	**138**	**217**	**275**	**315**	**349**	**382**	**397**	**428**	**444**	**458**	**472**	**486**	**493**	**499**	**506**
Mother Teresa CES	MOTH	**CEO2**	547	596	596	521	531	499	460	410	380	361	411	450	497	548	592	648	703	758	814	871	857
St. John Paul II CES	POPE	**CEO2**	570	873	706	766	793	761	733	686	659	628	587	543	514	493	474	468	465	462	460	459	459
St. Joan of Arc CES	JOFA	**CEO2**	547	661	586	580	566	515	486	471	472	461	446	445	441	442	442	443	441	439	438	437	436
St. Mary CES	MARY	**CEO2**	599	0	345	488	609	577	645	702	752	803	864	881	908	928	960	972	984	965	950	939	927
CEO2 Head Count Sub-total			**2263**	**2130**	**2233**	**2355**	**2499**	**2352**	**2324**	**2269**	**2263**	**2253**	**2308**	**2319**	**2360**	**2411**	**2468**	**2531**	**2593**	**2624**	**2662**	**2706**	**2679**
Utilization				**94%**	**99%**	**104%**	**110%**	**104%**	**103%**	**100%**	**100%**	**100%**	**102%**	**102%**	**104%**	**107%**	**109%**	**112%**	**115%**	**116%**	**118%**	**120%**	**118%**
Surplus Space				**-466**	**30**	**-92**	**-236**	**-89**	**-61**	**-6**	**0**	**10**	**-45**	**-56**	**-97**	**-148**	**-205**	**-268**	**-330**	**-361**	**-399**	**-443**	**-416**
St. Bernadette CES	BERN	CEO3	504	510	540	524	542	577	555	557	525	506	497	496	492	488	471	468	465	462	460	460	460
St. Matthew CES	MATT	CEO3	363	377	369	408	437	425	444	443	438	432	431	430	411	388	378	373	368	363	360	359	358
CEO3 Head Count Sub-total			**867**	**887**	**909**	**932**	**979**	**1002**	**999**	**1000**	**963**	**938**	**928**	**926**	**903**	**876**	**849**	**841**	**833**	**825**	**820**	**819**	**818**
Utilization				**102%**	**105%**	**107%**	**113%**	**116%**	**115%**	**115%**	**111%**	**108%**	**107%**	**107%**	**104%**	**101%**	**98%**	**97%**	**96%**	**95%**	**95%**	**94%**	**94%**
Surplus Space				**-20**	**-42**	**-65**	**-112**	**-135**	**-132**	**-133**	**-96**	**-71**	**-61**	**-59**	**-36**	**-9**	**18**	**26**	**34**	**42**	**47**	**48**	**49**
Holy Family CES	HLYF	**CEO4**	291	240	229	251	237	220	204	193	187	179	177	172	171	163	163	162	162	162	162	162	162
St. John (O) CES	JOHO	**CEO4**	245	221	197	200	189	165	144	134	117	114	107	106	97	95	94	93	92	91	91	90	90
St. Michael CES	MICH	**CEO4**	268	219	240	224	205	212	210	199	191	186	187	187	185	186	188	185	183	182	182	181	181
CEO4 Head Count Sub-total			**804**	**680**	**666**	**675**	**631**	**597**	**558**	**526**	**495**	**479**	**471**	**465**	**453**	**444**	**445**	**440**	**437**	**435**	**435**	**433**	**433**
Utilization				**85%**	**83%**	**84%**	**78%**	**74%**	**69%**	**65%**	**62%**	**60%**	**59%**	**58%**	**56%**	**55%**	**55%**	**55%**	**54%**	**54%**	**54%**	**54%**	**54%**
Surplus Space				**124**	**138**	**129**	**173**	**207**	**246**	**278**	**309**	**325**	**333**	**339**	**351**	**360**	**359**	**364**	**367**	**369**	**369**	**371**	**371**
Our Lady of Peace CES	OLPO	CEO5	478	529	508	475	447	403	386	375	367	350	347	346	347	341	328	325	323	321	320	319	319
St. Andrew CES	ANDR	CEO5	573	708	731	763	789	777	767	753	739	711	705	688	661	650	633	622	610	602	596	595	594
St. Marguerite d'Youville CES	MARG	CEO5	504	631	623	609	593	580	547	507	490	462	453	432	417	410	397	391	386	384	382	381	380
CEO5 Head Count Sub-total			**1555**	**1868**	**1862**	**1847**	**1829**	**1760**	**1700**	**1635**	**1596**	**1523**	**1505**	**1466**	**1425**	**1401**	**1358**	**1338**	**1319**	**1307**	**1298**	**1295**	**1293**
Utilization				**120%**	**120%**	**119%**	**118%**	**113%**	**109%**	**105%**	**103%**	**98%**	**97%**	**94%**	**92%**	**90%**	**87%**	**86%**	**85%**	**84%**	**83%**	**83%**	**83%**
Surplus Space				**-313**	**-307**	**-292**	**-274**	**-205**	**-145**	**-80**	**-41**	**32**	**50**	**89**	**130**	**154**	**197**	**217**	**236**	**248**	**257**	**260**	**262**
North Oakville - The Preserve	PRES	CEO6	671	0	0	0	0	136	287	402	538	664	802	978	1154	1326	1455	1687	1893	2070	2250	2465	2626
CEO2 Head Count Sub-total			**671**	**0**	**0**	**0**	**0**	**136**	**287**	**402**	**538**	**664**	**802**	**978**	**1154**	**1326**	**1455**	**1687**	**1893**	**2070**	**2250**	**2465**	**2626**
Utilization				**0%**	**0%**	**0%**	**0%**	**20%**	**43%**	**60%**	**80%**	**99%**	**120%**	**146%**	**172%**	**198%**	**217%**	**251%**	**282%**	**308%**	**335%**	**367%**	**391%**
Surplus Space				**0**	**0**	**0**	**0**	**535**	**384**	**269**	**133**	**7**	**-131**	**-307**	**-483**	**-655**	**-784**	**-1016**	**-1222**	**-1399**	**-1579**	**-1794**	**-1955**
Holy Trinity CSS	HLYT	CS02	1338	1464	1432	1340	1253	1196	1115	1074	1036	1018	972	945	952	938	980	1001	999	1028	1043	1081	1125
St. Ignatius of Loyola CSS	LYLA	CS02	1382	1275	1223	1177	1089	1115	1142	1200	1239	1228	1259	1285	1328	1373	1412	1407	1411	1417	1425	1465	1482
St. Thomas Aquinas CSS	AQUI	CS02	1294	799	881	1014	1154	1336	1322	1353	1298	1210	1187	1158	1140	1141	1133	1129	1119	1085	1065	1046	1031
CEO2 Head Count Sub-total			**4014**	**3538**	**3536**	**3531**	**3496**	**3647**	**3579**	**3627**	**3573**	**3456**	**3418**	**3388**	**3420**	**3452**	**3525**	**3537**	**3529**	**3530**	**3533**	**3592**	**3638**
Utilization				**88%**	**88%**	**88%**	**87%**	**91%**	**89%**	**90%**	**89%**	**86%**	**85%**	**84%**	**85%**	**86%**	**88%**	**88%**	**88%**	**88%**	**88%**	**89%**	**91%**
Surplus Space				**476**	**478**	**483**	**518**	**367**	**435**	**387**	**441**	**558**	**596**	**626**	**594**	**562**	**489**	**477**	**485**	**484**	**481**	**422**	**376**

REVIEW AREA HISTORIC PROJECTED SURPLUS PUPIL PLACES (2011-2030)

				HISTORIC					PROJECTED					5YR				10YR	LONGTERM PROJECTIONS				15YR
	CODE	Review Area	FC	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
BURLINGTON																							
Holy Rosary (B) CES	HLRB	CEB1	455	6	24	16	35	42	48	62	71	67	70	76	75	81	79	77	80	84	86	88	89
CEB1 Surplus Space Sub-Total			**455**	**6**	**24**	**16**	**35**	**42**	**48**	**62**	**71**	**67**	**70**	**76**	**75**	**81**	**79**	**77**	**80**	**84**	**86**	**88**	**89**
Surplus Ratio				**1.32%**	**5.27%**	**3.52%**	**7.69%**	**9.23%**	**10.55%**	**13.63%**	**15.60%**	**14.73%**	**15.38%**	**16.70%**	**16.48%**	**17.80%**	**17.36%**	**16.92%**	**17.58%**	**18.46%**	**18.90%**	**19.34%**	**19.56%**
Ascension CES	ASCN	CEB2	360	25	46	64	77	92	99	109	118	124	128	122	124	121	122	124	125	126	126	126	126
St. John (B) CES	JOHB	CEB2	383	40	69	87	81	86	86	91	106	110	114	120	131	146	146	149	153	156	159	161	163
St. Patrick CES	PATR	CEB2	337	97	102	104	99	89	86	78	70	78	80	81	89	89	91	105	109	113	117	119	121
St. Paul CES	PAUL	CEB2	337	33	60	52	58	71	84	100	100	108	108	114	118	126	125	129	131	133	134	135	136
St. Raphael CES	RAPH	CEB2	314	31	50	54	44	63	75	89	99	115	119	115	123	128	134	137	139	141	142	143	145
CEB2 Surplus Space Sub-Total			**1731**	**226**	**327**	**361**	**359**	**401**	**430**	**467**	**493**	**535**	**549**	**552**	**585**	**610**	**618**	**644**	**657**	**669**	**678**	**684**	**691**
Surplus Ratio				**13.06%**	**18.89%**	**20.85%**	**20.74%**	**23.17%**	**24.84%**	**26.98%**	**28.48%**	**30.91%**	**31.72%**	**31.89%**	**33.80%**	**35.24%**	**35.70%**	**37.20%**	**37.95%**	**38.65%**	**39.17%**	**39.51%**	**39.92%**
Canadian Martyrs CES	CDNM	CEB4	409	68	67	76	65	46	38	43	36	37	41	40	40	33	36	41	43	45	46	47	47
St. Gabriel CES	GABR	CEB4	524	36	16	-38	-75	-68	-63	-54	-67	-68	-76	-85	-82	-91	-87	-79	-74	-71	-68	-66	-65
St. Mark CES	MARK	CEB4	478	126	142	150	142	139	141	144	146	161	158	174	176	179	179	189	191	193	194	195	196
St. Timothy CES	TIMB	CEB4	504	-46	-27	-22	-11	1	16	50	68	80	94	102	111	129	130	146	146	146	146	146	146
CEB4 Surplus Space Sub-Total			**1915**	**184**	**198**	**166**	**121**	**118**	**132**	**183**	**183**	**210**	**217**	**231**	**245**	**250**	**258**	**297**	**306**	**313**	**318**	**322**	**324**
Surplus Ratio				**9.61%**	**10.34%**	**8.67%**	**6.32%**	**6.16%**	**6.89%**	**9.56%**	**9.56%**	**10.97%**	**11.33%**	**12.06%**	**12.79%**	**13.05%**	**13.47%**	**15.51%**	**15.98%**	**16.34%**	**16.61%**	**16.81%**	**16.92%**
Sacred Heart of Jesus CES	SHOJ	CEB5	547	3	42	29	38	55	51	37	31	19	-7	-3	-9	8	6	15	19	21	23	24	25
St. Christopher CES	CHRS	CEB5	478	-173	-152	-40	-29	-12	2	41	64	70	93	100	101	110	106	114	117	119	120	120	120
St. Elizabeth Seton CES	ELIZ	CEB5	455	-253	-320	33	9	14	21	29	44	55	63	52	51	48	56	61	65	67	68	69	69
St. Anne CES	ANNB	CEB6	622	0	0	95	26	-48	-90	-151	-190	-260	-311	-362	-403	-419	-412	-394	-382	-369	-360	-349	-340
CEB6 Surplus Space Sub-Total			**2102**	**-423**	**-430**	**117**	**44**	**9**	**-16**	**-44**	**-51**	**-116**	**-162**	**-213**	**-260**	**-253**	**-244**	**-204**	**-181**	**-162**	**-149**	**-136**	**-126**
Surplus Ratio				**-20.12%**	**-20.46%**	**5.57%**	**2.09%**	**0.43%**	**-0.76%**	**-2.09%**	**-2.43%**	**-5.52%**	**-7.71%**	**-10.13%**	**-12.37%**	**-12.04%**	**-11.61%**	**-9.71%**	**-8.61%**	**-7.71%**	**-7.09%**	**-6.47%**	**-5.99%**
Assumption CSS	ASPT	CS01	955	32	-17	36	58	68	181	203	234	274	290	322	313	317	332	323	346	367	369	387	396
Notre Dame CSS	NTDM	CS01	1175	50	76	102	180	165	189	210	231	285	312	324	310	330	335	311	318	324	328	368	380
Corpus Christi CSS	CORP	CS01	1250	94	76	149	272	265	274	292	261	292	282	285	308	263	242	181	144	141	137	162	182
CS01 Surplus Space Sub-Total			**3380**	**176**	**135**	**287**	**510**	**498**	**644**	**705**	**726**	**851**	**884**	**931**	**931**	**910**	**909**	**815**	**808**	**832**	**834**	**917**	**958**
Surplus Ratio				**5.21%**	**3.99%**	**8.49%**	**15.09%**	**14.73%**	**19.05%**	**20.86%**	**21.48%**	**25.18%**	**26.15%**	**27.54%**	**27.54%**	**26.92%**	**26.89%**	**24.11%**	**23.91%**	**24.62%**	**24.67%**	**27.13%**	**28.34%**

REVIEW AREA HISTORIC PROJECTED SURPLUS PUPIL PLACES (2011-2030)

				HISTORIC					PROJECTED					5YR					10YR	LONGTERM PROJECTIONS				15YR
	CODE	Review Area	FC	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
HALTON HILLS																								
Holy Cross CES	HLYC	CEH1	444	-16	-25	-17	-3	16	40	53	63	67	85	78	80	75	70	72	73	77	80	83	84
St. Brigid CES	BRID	CEH1	550	-102	-103	-79	-118	-122	-88	-58	-30	-8	4	39	78	104	120	118	118	119	119	119	119
St. Catherine of Alexandria CES	ALEX	CEH1	622	-93	-128	-163	-206	-236	-295	-369	-407	-459	-486	-701	-905	-1079	-1264	-1462	-1584	-1703	-1835	-1967	-2103
St. Francis of Assisi CES	FRAN	CEH1	291	-129	-107	-102	-80	-66	-105	-100	-88	-80	-85	-76	-83	-72	-61	-52	-33	-19	-16	-13	-8
St. Joseph (A) CES	JOSA	CEH1	363	-126	-122	-103	-78	-45	-21	2	19	38	48	63	87	97	99	101	101	104	105	105	106
CEH1 Surplus Space Sub-Total			**2270**	**-466**	**-485**	**-464**	**-485**	**-453**	**-469**	**-472**	**-443**	**-442**	**-434**	**-597**	**-743**	**-875**	**-1036**	**-1223**	**-1325**	**-1422**	**-1547**	**-1673**	**-1802**
Surplus Ratio				**-20.53%**	**-21.37%**	**-20.44%**	**-21.37%**	**-19.96%**	**-20.66%**	**-20.79%**	**-19.52%**	**-19.47%**	**-19.12%**	**-26.30%**	**-32.73%**	**-38.55%**	**-45.64%**	**-53.88%**	**-58.37%**	**-62.64%**	**-68.15%**	**-73.70%**	**-79.38%**
Christ the King CSS	KING	CS05	1448	-177	-112	-107	-93	-112	-117	-115	-148	-84	-80	-117	-164	-214	-236	-222	-196	-194	-209	-264	-319
CS05 Surplus Space Sub-Total			**1448**	**-177**	**-112**	**-107**	**-93**	**-112**	**-117**	**-115**	**-148**	**-84**	**-80**	**-117**	**-164**	**-214**	**-236**	**-222**	**-196**	**-194**	**-209**	**-264**	**-319**
Surplus Ratio				**-12.22%**	**-7.73%**	**-7.39%**	**-6.42%**	**-7.73%**	**-8.08%**	**-7.94%**	**-10.22%**	**-5.80%**	**-5.52%**	**-8.08%**	**-11.33%**	**-14.78%**	**-16.30%**	**-15.33%**	**-13.54%**	**-13.40%**	**-14.43%**	**-18.23%**	**-22.03%**
MILTON																								
Holy Rosary (M) CES	HLRM	CEM1	527	165	172	137	192	166	135	102	98	79	42	-8	-47	-63	-64	-74	-92	-107	-120	-117	-114
Our Lady of Victory CES	OLVM	CEM1	291	33	-13	-97	71	47	40	14	2	-5	-12	-18	-25	-29	-24	-23	-20	-17	-15	-13	-13
CEM1 Surplus Space Sub-Total			**818**	**198**	**159**	**40**	**263**	**213**	**175**	**116**	**100**	**74**	**30**	**-26**	**-72**	**-92**	**-88**	**-97**	**-112**	**-124**	**-135**	**-130**	**-127**
Surplus Ratio				**24.21%**	**19.44%**	**4.89%**	**32.15%**	**26.04%**	**21.39%**	**14.18%**	**12.22%**	**9.05%**	**3.67%**	**-3.18%**	**-8.80%**	**-11.25%**	**-10.76%**	**-11.86%**	**-13.69%**	**-15.16%**	**-16.50%**	**-15.89%**	**-15.53%**
Guardian Angels CES	GUAR	CEM2A	723	-149	-119	-75	-184	-210	-212	-227	-238	-222	-216	-200	-185	-164	-148	-132	-122	-116	-109	-104	-100
Our Lady of Fatima CES	OLFA	CEM2A	648	-27	-174	-302	-217	-218	-179	-126	-123	-129	-116	-101	-85	-75	-61	-51	-44	-38	-33	-29	-26
St. Anthony of Padua CES	ANTH	CEM2A	723	84	30	-4	-140	-242	-296	-352	-388	-418	-401	-408	-388	-377	-327	-296	-272	-249	-233	-218	-208
St. Peter CES	PETE	CEM2A	619	-45	-76	-146	-161	-118	-86	-54	-35	-20	-8	29	72	76	90	93	96	98	99	100	100
CEM2A Surplus Space Sub-Total			**2713**	**-137**	**-339**	**-527**	**-702**	**-788**	**-773**	**-759**	**-784**	**-789**	**-741**	**-680**	**-586**	**-540**	**-446**	**-386**	**-342**	**-305**	**-276**	**-251**	**-234**
Surplus Ratio				**-5.05%**	**-12.50%**	**-19.42%**	**-25.88%**	**-29.05%**	**-28.49%**	**-27.98%**	**-28.90%**	**-29.08%**	**-27.31%**	**-25.06%**	**-21.60%**	**-19.90%**	**-16.44%**	**-14.23%**	**-12.61%**	**-11.24%**	**-10.17%**	**-9.25%**	**-8.63%**
Lumen Christi CES	LUMN	CEM2B	648	36	-141	-312	107	103	74	40	2	-28	-15	-17	-17	8	39	49	56	63	67	71	72
Queen of Heaven CES	QUEN	CEM2B	671	0	0	0	17	-96	-134	-173	-201	-200	-207	-196	-191	-188	-167	-156	-151	-146	-143	-139	-138
St. Benedict CES	BENE	CEM2B	671	0	0	0	284	119	-26	-206	-385	-580	-820	-1073	-1339	-1550	-1715	-1843	-1940	-1983	-2008	-2027	-2020
CEM2B Surplus Space Sub-Total			**1990**	**36**	**-141**	**-312**	**408**	**126**	**-86**	**-339**	**-584**	**-808**	**-1042**	**-1286**	**-1547**	**-1730**	**-1843**	**-1950**	**-2035**	**-2066**	**-2084**	**-2095**	**-2086**
Surplus Ratio				**1.81%**	**-7.09%**	**-15.68%**	**20.50%**	**6.33%**	**-4.32%**	**-17.04%**	**-29.35%**	**-40.60%**	**-52.36%**	**-64.62%**	**-77.74%**	**-86.93%**	**-92.61%**	**-97.99%**	**-102.26%**	**-103.82%**	**-104.72%**	**-105.28%**	**-104.82%**
Bishop P. F. Reding CSS	BHRD	CS04	977	-601	-726	-349	-269	-387	-475	-543	-597	-538	-548	-549	-602	-641	-670	-703	-663	-638	-557	-490	-460
Jean Vanier CSS	JEAN	CS04	1448	0	0	863	564	353	197	72	-64	-217	-419	-629	-760	-858	-938	-991	-990	-961	-898	-854	-837
CS04 Surplus Space Sub-Total			**2425**	**-601**	**-726**	**514**	**295**	**-34**	**-278**	**-471**	**-661**	**-755**	**-967**	**-1178**	**-1362**	**-1499**	**-1608**	**-1694**	**-1653**	**-1599**	**-1455**	**-1344**	**-1297**
Surplus Ratio				**-24.78%**	**-29.94%**	**21.20%**	**12.16%**	**-1.40%**	**-11.46%**	**-19.42%**	**-27.26%**	**-31.13%**	**-39.88%**	**-48.58%**	**-56.16%**	**-61.81%**	**-66.31%**	**-69.86%**	**-68.16%**	**-65.94%**	**-60.00%**	**-55.42%**	**-53.48%**

REVIEW AREA HISTORIC PROJECTED SURPLUS PUPIL PLACES (2011-2030)

				HISTORIC					PROJECTED				5YR					10YR	LONGTERM PROJECTIONS				15YR
	CODE	Review Area	FC	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
OAKVILLE																							
St. Dominic CES	DOMI	CEO1	527	-31	-56	-70	-85	-98	-87	-74	-78	-72	-63	-55	-54	-38	-34	-23	-19	-15	-13	-11	-11
St. James CES	STJA	CEO1	429	142	148	161	197	215	224	226	238	248	244	237	230	225	218	214	216	219	218	217	221
St. Joseph (O) CES	JOSO	CEO1	268	-96	-99	-103	-125	-112	-110	-84	-62	-60	-43	-33	-26	-11	6	8	15	20	25	28	29
St. Luke CES	LUKE	CEO1	360	27	52	58	95	91	107	127	138	151	160	169	177	183	184	187	189	190	191	191	192
St. Vincent CES	VINC	CEO1	268	-108	-89	-48	-38	-12	4	22	39	48	51	64	70	69	70	72	71	72	72	74	75
CEO1 Surplus Space Sub-Total			**1852**	**-66**	**-44**	**-2**	**44**	**84**	**138**	**217**	**275**	**315**	**349**	**382**	**397**	**428**	**444**	**458**	**472**	**486**	**493**	**499**	**506**
Surplus Ratio				**-3.56%**	**-2.38%**	**-0.11%**	**2.38%**	**4.54%**	**7.45%**	**11.72%**	**14.85%**	**17.01%**	**18.84%**	**20.63%**	**21.44%**	**23.11%**	**23.97%**	**24.73%**	**25.49%**	**26.24%**	**26.62%**	**26.94%**	**27.32%**
Mother Teresa CES	MOTH	CEO2	547	-49	-49	26	16	48	87	137	167	186	136	97	50	-1	-45	-101	-156	-211	-267	-324	-310
St. John Paul II CES	POPE	CEO2	570	-303	-136	-196	-223	-191	-163	-116	-89	-58	-17	27	56	77	96	102	105	108	110	111	111
St. Joan of Arc CES	JOFA	CEO2	547	-114	-39	-33	-19	32	61	76	75	86	101	102	106	105	105	104	106	108	109	110	111
St. Mary CES	MARY	CEO2	599	0	254	111	-10	22	-46	-103	-153	-204	-265	-282	-309	-329	-361	-373	-385	-366	-351	-340	-328
CEO2 Surplus Space Sub-Total			**2263**	**-466**	**30**	**-92**	**-236**	**-89**	**-61**	**-6**	**0**	**10**	**-45**	**-56**	**-97**	**-148**	**-205**	**-268**	**-330**	**-361**	**-399**	**-443**	**-416**
Surplus Ratio				**-20.59%**	**1.33%**	**-4.07%**	**-10.43%**	**-3.93%**	**-2.70%**	**-0.27%**	**0.00%**	**0.44%**	**-1.99%**	**-2.47%**	**-4.29%**	**-6.54%**	**-9.06%**	**-11.84%**	**-14.58%**	**-15.95%**	**-17.63%**	**-19.58%**	**-18.38%**
St. Bernadette CES	BERN	CEO3	504	-6	-36	-20	-38	-73	-51	-53	-21	-2	7	8	12	16	33	36	39	42	44	44	44
St. Matthew CES	MATT	CEO3	363	-14	-6	-45	-74	-62	-81	-80	-75	-69	-68	-67	-48	-25	-15	-10	-5	0	3	4	5
CEO3 Surplus Space Sub-Total			**867**	**-20**	**-42**	**-65**	**-112**	**-135**	**-132**	**-133**	**-96**	**-71**	**-61**	**-59**	**-36**	**-9**	**18**	**26**	**34**	**42**	**47**	**48**	**49**
Surplus Ratio				**-2.31%**	**-4.84%**	**-7.50%**	**-12.92%**	**-15.57%**	**-15.22%**	**-15.34%**	**-11.07%**	**-8.19%**	**-7.04%**	**-6.81%**	**-4.15%**	**-1.04%**	**2.08%**	**3.00%**	**3.92%**	**4.84%**	**5.42%**	**5.54%**	**5.65%**
Holy Family CES	HLYF	CEO2	291	51	62	40	54	71	87	98	104	112	114	119	120	128	128	129	129	129	129	129	129
St. John (O) CES	JOHO	CEO4	245	24	48	45	56	80	101	111	128	131	138	139	148	150	151	152	153	154	154	155	155
St. Michael CES	MICH	CEO4	268	49	28	44	63	56	58	69	77	82	81	81	83	82	80	83	85	86	86	87	87
CEO4 Surplus Space Sub-Total			**804**	**124**	**138**	**129**	**173**	**207**	**246**	**278**	**309**	**325**	**333**	**339**	**351**	**360**	**359**	**364**	**367**	**369**	**369**	**371**	**371**
Surplus Ratio				**15.42%**	**17.16%**	**16.04%**	**21.52%**	**25.75%**	**30.60%**	**34.58%**	**38.43%**	**40.42%**	**41.42%**	**42.16%**	**43.66%**	**44.78%**	**44.65%**	**45.27%**	**45.65%**	**45.90%**	**45.90%**	**46.14%**	**46.14%**
Our Lady of Peace CES	OLPO	CEO5	478	-51	-30	3	31	75	92	103	111	128	131	132	131	137	150	153	155	157	158	159	159
St. Andrew CES	ANDR	CEO5	573	-135	-158	-190	-216	-204	-194	-180	-166	-138	-132	-115	-88	-77	-60	-49	-37	-29	-23	-22	-21
St. Marguerite d'Youville CES	MARG	CEO5	504	-127	-119	-105	-89	-76	-43	-3	14	42	51	72	87	94	107	113	118	120	122	123	124
CEO5 Surplus Space Sub-Total			**1555**	**-313**	**-307**	**-292**	**-274**	**-205**	**-145**	**-80**	**-41**	**32**	**50**	**89**	**130**	**154**	**197**	**217**	**236**	**248**	**257**	**260**	**262**
Surplus Ratio				**-20.13%**	**-19.74%**	**-18.78%**	**-17.62%**	**-13.18%**	**-9.32%**	**-5.14%**	**-2.64%**	**2.06%**	**3.22%**	**5.72%**	**8.36%**	**9.90%**	**12.67%**	**13.95%**	**15.18%**	**15.95%**	**16.53%**	**16.72%**	**16.85%**
North Oakville - The Preserve	PRES	CEO6	671	0	0	0	0	0	384	269	133	7	-131	-307	-483	-655	-784	-1016	-1222	-1399	-1579	-1794	-1955
CEO2 Head Count Sub-total			**671**	**0**	**0**	**0**	**0**	**0**	**384**	**269**	**133**	**7**	**-131**	**-307**	**-483**	**-655**	**-784**	**-1016**	**-1222**	**-1399**	**-1579**	**-1794**	**-1955**
Utilization				**0%**	**0%**	**0%**	**0%**	**0%**	**57%**	**40%**	**20%**	**1%**	**-20%**	**-46%**	**-72%**	**-98%**	**-117%**	**-151%**	**-182%**	**-208%**	**-235%**	**-267%**	**-291%**
Surplus Space				**0**	**0**	**0**	**0**	**0**	**287**	**402**	**538**	**664**	**802**	**978**	**1154**	**1326**	**1455**	**1687**	**1893**	**2070**	**2250**	**2465**	**2626**
Holy Trinity CSS	HLYT	CS02	1338	-126	-94	-2	85	142	223	264	302	320	366	393	386	400	358	337	339	310	295	257	213
St. Ignatius of Loyola CSS	LYLA	CS02	1382	107	159	205	293	267	240	182	143	154	123	97	54	9	-30	-25	-29	-35	-43	-83	-100
St. Thomas Aquinas CSS	AQUI	CS02	1294	495	413	280	140	-42	-28	-59	-4	84	107	136	154	153	161	165	175	209	229	248	263
CEO2 Surplus Space Sub-Total			**4014**	**476**	**478**	**483**	**518**	**367**	**435**	**387**	**441**	**558**	**596**	**626**	**594**	**562**	**489**	**477**	**485**	**484**	**481**	**422**	**376**
Surplus Ratio				**11.86%**	**11.91%**	**12.03%**	**12.90%**	**9.14%**	**10.84%**	**9.64%**	**10.99%**	**13.90%**	**14.85%**	**15.60%**	**14.80%**	**14.00%**	**12.18%**	**11.88%**	**12.08%**	**12.06%**	**11.98%**	**10.51%**	**9.37%**

REVIEW AREA HISTORIC AND PROJECTED UTILIZATION (2011-2030)

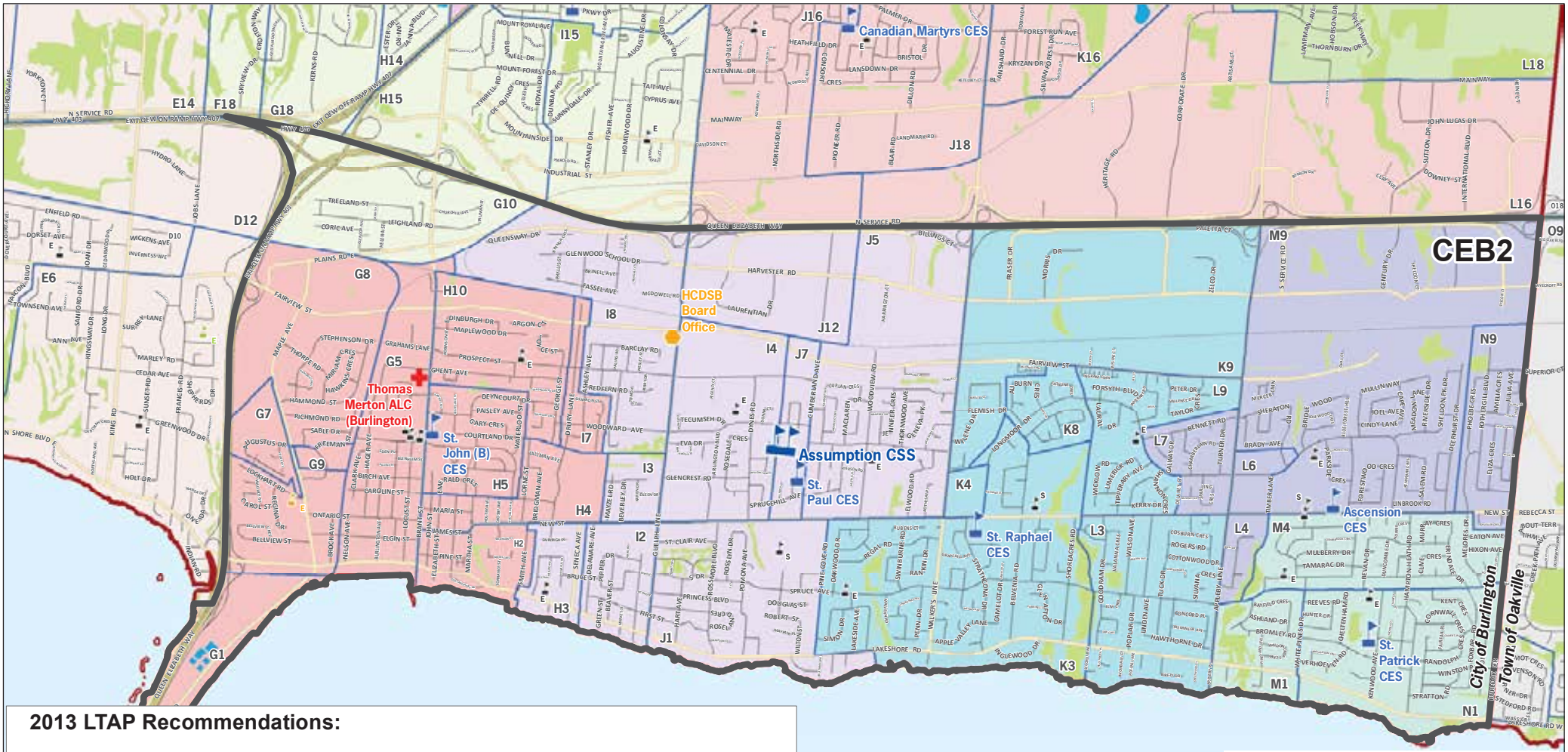
				HISTORIC					PROJECTED					5YR				10YR	LONGTERM PROJECTIONS				15YR
	CODE	Review Area	FC	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
BURLINGTON																							
Holy Rosary (B) CES	HLRB	CEB1	455	98.7%	94.7%	96.5%	92.3%	90.8%	89.5%	86.4%	84.4%	85.3%	84.6%	83.3%	83.5%	82.2%	82.6%	83.1%	82.4%	81.5%	81.1%	80.7%	80.4%
CEB1 Head Count Sub-total			**455**	**98.7%**	**94.7%**	**96.5%**	**92.3%**	**90.8%**	**89.5%**	**86.4%**	**84.4%**	**85.3%**	**84.6%**	**83.3%**	**83.5%**	**82.2%**	**82.6%**	**83.1%**	**82.4%**	**81.5%**	**81.1%**	**80.7%**	**80.4%**
Ascension CES	ASCN	CEB2	360	93.1%	87.2%	82.2%	78.6%	74.4%	72.5%	69.7%	67.2%	65.6%	64.4%	66.1%	65.6%	66.4%	66.1%	65.6%	65.3%	65.0%	65.0%	65.0%	65.0%
St. John (B) CES	JOHB	CEB2	383	89.6%	82.0%	77.3%	78.9%	77.5%	77.5%	76.2%	72.3%	71.3%	70.2%	68.7%	65.8%	61.9%	61.9%	61.1%	60.1%	59.3%	58.5%	58.0%	57.4%
St. Patrick CES	PATR	CEB2	337	71.2%	69.7%	69.1%	70.6%	73.6%	74.5%	76.9%	79.2%	76.9%	76.3%	76.0%	73.6%	73.6%	73.0%	68.8%	67.7%	66.5%	65.3%	64.7%	64.1%
St. Paul CES	PAUL	CEB2	337	90.2%	82.2%	84.6%	82.8%	78.9%	75.1%	70.3%	70.3%	68.0%	68.0%	66.2%	65.0%	62.6%	62.9%	61.7%	61.1%	60.5%	60.2%	59.9%	59.6%
St. Raphael CES	RAPH	CEB2	314	90.1%	84.1%	82.8%	86.0%	79.9%	76.1%	71.7%	68.5%	63.4%	62.1%	63.4%	60.8%	59.2%	57.3%	56.4%	55.7%	55.1%	54.8%	54.5%	53.8%
CEB2 Head Count Sub-total			**1731**	**86.9%**	**81.1%**	**79.1%**	**79.3%**	**76.8%**	**75.2%**	**73.0%**	**71.5%**	**69.1%**	**68.3%**	**68.1%**	**66.2%**	**64.8%**	**64.3%**	**62.8%**	**62.0%**	**61.4%**	**60.8%**	**60.5%**	**60.1%**
Canadian Martyrs CES	CDNM	CEB4	409	83.4%	83.6%	81.4%	84.1%	88.8%	90.7%	89.5%	91.2%	91.0%	90.0%	90.2%	90.2%	91.9%	91.2%	90.0%	89.5%	89.0%	88.8%	88.5%	88.5%
St. Gabriel CES	GABR	CEB4	524	93.1%	96.9%	107.3%	114.3%	113.0%	112.0%	110.3%	112.8%	113.0%	114.5%	116.2%	115.6%	117.4%	116.6%	115.1%	114.1%	113.5%	113.0%	112.6%	112.4%
St. Mark CES	MARK	CEB4	478	73.6%	70.3%	68.6%	70.3%	70.9%	70.5%	69.9%	69.5%	66.3%	66.9%	63.6%	63.2%	62.6%	62.6%	60.5%	60.0%	59.6%	59.4%	59.2%	59.0%
St. Timothy CES	TIMB	CEB4	504	109.1%	105.4%	104.4%	102.2%	99.8%	96.8%	90.1%	86.5%	84.1%	81.3%	79.8%	78.0%	74.4%	74.2%	71.0%	71.0%	71.0%	71.0%	71.0%	71.0%
CEB4 Head Count Sub-total			**1915**	**90.4%**	**89.7%**	**91.3%**	**93.7%**	**93.8%**	**93.1%**	**90.4%**	**90.4%**	**89.0%**	**88.7%**	**87.9%**	**87.2%**	**86.9%**	**86.5%**	**84.5%**	**84.0%**	**83.7%**	**83.4%**	**83.2%**	**83.1%**
Sacred Heart of Jesus CES	SHOJ	CEB5	547	99.5%	92.3%	94.7%	93.1%	89.9%	90.7%	93.2%	94.3%	96.5%	101.3%	100.5%	101.6%	98.5%	98.9%	97.3%	96.5%	96.2%	95.8%	95.6%	95.4%
St. Christopher CES	CHRS	CEB5	478	136.2%	131.8%	108.4%	106.1%	102.5%	99.6%	91.4%	86.6%	85.4%	80.5%	79.1%	78.9%	77.0%	77.8%	76.2%	75.5%	75.1%	74.9%	74.9%	74.9%
St. Elizabeth Seton CES	ELIZ	CEB5	455	155.6%	170.3%	92.7%	98.0%	96.9%	95.4%	93.6%	90.3%	87.9%	86.2%	88.6%	88.8%	89.5%	87.7%	86.6%	85.7%	85.3%	85.1%	84.8%	84.8%
St. Anne CES	ANNB	CEB6	622	0.0%	0.0%	84.7%	95.8%	107.7%	114.5%	124.3%	130.5%	141.8%	150.0%	158.2%	164.8%	167.4%	166.2%	163.3%	161.4%	159.3%	157.9%	156.1%	154.7%
CEB6 Head Count Sub-total			**2102**	**90.5%**	**90.9%**	**94.4%**	**97.9%**	**99.6%**	**100.8%**	**102.1%**	**102.4%**	**105.5%**	**107.7%**	**110.1%**	**112.4%**	**112.0%**	**111.6%**	**109.7%**	**108.6%**	**107.7%**	**107.1%**	**106.5%**	**106.0%**
Assumption CSS	ASPT	CS01	955	96.6%	101.8%	96.2%	93.9%	92.9%	81.0%	78.7%	75.5%	71.3%	69.6%	66.3%	67.2%	66.8%	65.2%	66.2%	63.8%	61.6%	61.4%	59.5%	58.5%
Notre Dame CSS	NTDM	CS01	1175	95.7%	93.5%	91.3%	84.7%	86.0%	83.9%	82.1%	80.3%	75.7%	73.4%	72.4%	73.6%	71.9%	71.5%	73.5%	72.9%	72.4%	72.1%	68.7%	67.7%
Corpus Christi CSS	CORP	CS01	1250	92.5%	93.9%	88.1%	78.2%	78.8%	78.1%	76.6%	79.1%	76.6%	77.4%	77.2%	75.4%	79.0%	80.6%	85.5%	88.5%	88.7%	89.0%	87.0%	85.4%
CS01 Head Count Sub-total			**5482**	**58.4%**	**59.2%**	**56.4%**	**52.4%**	**52.6%**	**49.9%**	**48.8%**	**48.4%**	**46.1%**	**45.5%**	**44.7%**	**44.7%**	**45.1%**	**45.1%**	**46.8%**	**46.9%**	**46.5%**	**46.4%**	**44.9%**	**44.2%**

REVIEW AREA HISTORIC AND PROJECTED UTILIZATION (2011-2030)

				HISTORIC					PROJECTED					5YR				10YR	LONGTERM PROJECTIONS				15YR
	CODE	Review Area	FC	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
HALTON HILLS																							
Holy Cross CES	HLYC	CEH1	444	103.6%	105.6%	103.8%	100.7%	96.4%	91.0%	88.1%	85.8%	84.9%	80.9%	82.4%	82.0%	83.1%	84.2%	83.8%	83.6%	82.7%	82.0%	81.3%	81.1%
St. Brigid CES	BRID	CEH1	550	118.5%	118.7%	114.4%	121.5%	122.2%	116.0%	110.5%	105.5%	101.5%	99.3%	92.9%	85.8%	81.1%	78.2%	78.5%	78.5%	78.4%	78.4%	78.4%	78.4%
St. Catherine of Alexandria CES	ALEX	CEH1	622	115.0%	120.6%	126.2%	133.1%	137.9%	147.4%	159.3%	165.4%	173.8%	178.1%	212.7%	245.5%	273.5%	303.2%	335.0%	354.7%	373.8%	395.0%	416.2%	438.1%
St. Francis of Assisi CES	FRAN	CEH1	291	144.3%	136.8%	135.1%	127.5%	122.7%	136.1%	134.4%	130.2%	127.5%	129.2%	126.1%	128.5%	124.7%	121.0%	117.9%	111.3%	106.5%	105.5%	104.5%	102.7%
St. Joseph (A) CES	JOSA	CEH1	363	134.7%	133.6%	128.4%	121.5%	112.4%	105.8%	99.4%	94.8%	89.5%	86.8%	82.6%	76.0%	73.3%	72.7%	72.2%	72.2%	71.3%	71.1%	71.1%	70.8%
CEH1 Head Count Sub-total			**2270**	**120.5%**	**121.4%**	**120.4%**	**121.4%**	**120.0%**	**120.7%**	**120.8%**	**119.5%**	**119.5%**	**119.1%**	**126.3%**	**132.7%**	**138.5%**	**145.6%**	**153.9%**	**158.4%**	**162.6%**	**168.1%**	**173.7%**	**179.4%**
Christ the King CSS	KING	CS05	1448	112.2%	107.7%	107.4%	106.4%	107.7%	108.1%	107.9%	110.2%	105.8%	105.5%	108.1%	111.3%	114.8%	116.3%	115.3%	113.5%	113.4%	114.4%	118.2%	122.0%
CS05 Head Count Sub-total			**1448**	**112.2%**	**107.7%**	**107.4%**	**106.4%**	**107.7%**	**108.1%**	**107.9%**	**110.2%**	**105.8%**	**105.5%**	**108.1%**	**111.3%**	**114.8%**	**116.3%**	**115.3%**	**113.5%**	**113.4%**	**114.4%**	**118.2%**	**122.0%**
MILTON																							
Holy Rosary (M) CES	HLRM	CEM1	527	68.7%	67.4%	74.0%	63.6%	68.5%	74.4%	80.6%	81.4%	85.0%	92.0%	101.5%	108.9%	112.0%	112.1%	114.0%	117.5%	120.3%	122.8%	122.2%	121.6%
Our Lady of Victory CES	OLVM	CEM1	291	88.7%	104.5%	133.3%	75.6%	83.8%	86.3%	95.2%	99.3%	101.7%	104.1%	106.2%	108.6%	110.0%	108.2%	107.9%	106.9%	105.8%	105.2%	104.5%	104.5%
CEM1 Head Count Sub-total			**818**	**75.8%**	**80.6%**	**95.1%**	**67.8%**	**74.0%**	**78.6%**	**85.8%**	**87.8%**	**91.0%**	**96.3%**	**103.2%**	**108.8%**	**111.2%**	**110.8%**	**111.9%**	**113.7%**	**115.2%**	**116.5%**	**115.9%**	**115.5%**
Guardian Angels CES	GUAR	CEM2A	723	120.6%	116.5%	110.4%	125.4%	129.0%	129.3%	131.4%	132.9%	130.7%	129.9%	127.7%	125.6%	122.7%	120.5%	118.3%	116.9%	116.0%	115.1%	114.4%	113.8%
Our Lady of Fatima CES	OLFA	CEM2A	648	104.2%	126.9%	146.6%	133.5%	133.6%	127.6%	119.4%	119.0%	119.9%	117.9%	115.6%	113.1%	111.6%	109.4%	107.9%	106.8%	105.9%	105.1%	104.5%	104.0%
St. Anthony of Padua CES	ANTH	CEM2A	723	88.4%	95.9%	100.6%	119.4%	133.5%	140.9%	148.7%	153.7%	157.8%	155.5%	156.4%	153.7%	152.1%	145.2%	140.9%	137.6%	134.4%	132.2%	130.2%	128.8%
St. Peter CES	PETE	CEM2A	619	107.3%	112.3%	123.6%	126.0%	119.1%	113.9%	108.7%	105.7%	103.2%	101.3%	95.3%	88.4%	87.7%	85.5%	85.0%	84.5%	84.2%	84.0%	83.8%	83.8%
CEM2A Head Count Sub-total			**2713**	**105.0%**	**112.5%**	**119.4%**	**125.9%**	**129.0%**	**128.5%**	**128.0%**	**128.9%**	**129.1%**	**127.3%**	**125.1%**	**121.6%**	**119.9%**	**116.4%**	**114.2%**	**112.6%**	**111.2%**	**110.2%**	**109.3%**	**108.6%**
Lumen Christi CES	LUMN	CEM2B	648	94.4%	121.8%	148.1%	83.5%	84.1%	88.6%	93.8%	99.7%	104.3%	102.3%	102.6%	102.6%	98.8%	94.0%	92.4%	91.4%	90.3%	89.7%	89.0%	88.9%
Queen of Heaven CES	QUEN	CEM2B	671	0.0%	0.0%	0.0%	97.5%	114.3%	120.0%	125.8%	130.0%	129.8%	130.8%	129.2%	128.5%	128.0%	124.9%	123.2%	122.5%	121.8%	121.3%	120.7%	120.6%
St. Benedict CES	BENE	CEM2B	671	0.0%	0.0%	0.0%	57.7%	82.3%	103.9%	130.7%	157.4%	186.4%	222.2%	259.9%	299.6%	331.0%	355.6%	374.7%	389.1%	395.5%	399.3%	402.1%	401.0%
CEM2B Head Count Sub-total			**1990**	**30.8%**	**39.6%**	**48.2%**	**79.5%**	**93.7%**	**104.3%**	**117.0%**	**129.3%**	**140.6%**	**152.4%**	**164.6%**	**177.7%**	**186.9%**	**192.6%**	**198.0%**	**202.3%**	**203.8%**	**204.7%**	**205.3%**	**204.8%**
Bishop P. F. Reding CSS	BHRD	CS04	977	161.5%	174.3%	135.7%	127.5%	139.6%	148.6%	155.6%	161.1%	155.1%	156.1%	156.2%	161.6%	165.6%	168.6%	172.0%	167.9%	165.3%	157.0%	150.2%	147.1%
Jean Vanier CSS	JEAN	CS04	1448	0.0%	0.0%	40.4%	61.0%	75.6%	86.4%	95.0%	104.4%	115.0%	128.9%	143.4%	152.5%	159.3%	164.8%	168.4%	168.4%	166.4%	162.0%	159.0%	157.8%
CS04 Head Count Sub-total			**2425**	**65.1%**	**70.2%**	**78.8%**	**87.8%**	**101.4%**	**111.5%**	**119.4%**	**127.3%**	**131.1%**	**139.9%**	**148.6%**	**156.2%**	**161.8%**	**166.3%**	**169.9%**	**168.2%**	**165.9%**	**160.0%**	**155.4%**	**153.5%**

REVIEW AREA HISTORIC AND PROJECTED UTILIZATION (2011-2030)

				HISTORIC					PROJECTED				5YR					10YR	LONGTERM PROJECTIONS				15YR
	CODE	Review Area	FC	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
OAKVILLE																							
St. Dominic CES	DOMI	CEO1	527	105.9%	110.6%	113.3%	116.1%	118.6%	116.5%	114.0%	114.8%	113.7%	112.0%	110.4%	110.2%	107.2%	106.5%	104.4%	103.6%	102.8%	102.5%	102.1%	102.1%
St. James CES	STJA	CEO1	429	66.9%	65.5%	62.5%	54.1%	49.9%	47.8%	47.3%	44.5%	42.2%	43.1%	44.8%	46.4%	47.6%	49.2%	50.1%	49.7%	49.0%	49.2%	49.4%	48.5%
St. Joseph (O) CES	JOSO	CEO1	268	135.8%	136.9%	138.4%	146.6%	141.8%	141.0%	131.3%	123.1%	122.4%	116.0%	112.3%	109.7%	104.1%	97.8%	97.0%	94.4%	92.5%	90.7%	89.6%	89.2%
St. Luke CES	LUKE	CEO1	360	92.5%	85.6%	83.9%	73.6%	74.7%	70.3%	64.7%	61.7%	58.1%	55.6%	53.1%	50.8%	49.2%	48.9%	48.1%	47.5%	47.2%	46.9%	46.9%	46.7%
St. Vincent CES	VINC	CEO1	268	140.3%	133.2%	117.9%	114.2%	104.5%	98.5%	91.8%	85.4%	82.1%	81.0%	76.1%	73.9%	74.3%	73.9%	73.1%	73.5%	73.1%	73.1%	72.4%	72.0%
CEO1 Head Count Sub-total			**1852**	**103.6%**	**102.4%**	**100.1%**	**97.6%**	**95.5%**	**92.5%**	**88.3%**	**85.2%**	**83.0%**	**81.2%**	**79.4%**	**78.6%**	**76.9%**	**76.0%**	**75.3%**	**74.5%**	**73.8%**	**73.4%**	**73.1%**	**72.7%**
Mother Teresa CES	MOTH	CEO2	547	109.0%	109.0%	95.2%	97.1%	91.2%	84.1%	75.0%	69.5%	66.0%	75.1%	82.3%	90.9%	100.2%	108.2%	118.5%	128.5%	138.6%	148.8%	159.2%	156.7%
St. John Paul II CES	POPE	CEO2	570	153.2%	123.9%	134.4%	139.1%	133.5%	128.6%	120.4%	115.6%	110.2%	103.0%	95.3%	90.2%	86.5%	83.2%	82.1%	81.6%	81.1%	80.7%	80.5%	80.5%
St. Joan of Arc CES	JOFA	CEO2	547	120.8%	107.1%	106.0%	103.5%	94.1%	88.8%	86.1%	86.3%	84.3%	81.5%	81.4%	80.6%	80.8%	80.8%	81.0%	80.6%	80.3%	80.1%	79.9%	79.7%
St. Mary CES	MARY	CEO2	599	0.0%	57.6%	81.5%	101.7%	96.3%	107.7%	117.2%	125.5%	134.1%	144.2%	147.1%	151.6%	154.9%	160.3%	162.3%	164.3%	161.1%	158.6%	156.8%	154.8%
CEO2 Head Count Sub-total			**2263**	**94.1%**	**98.7%**	**104.1%**	**110.4%**	**103.9%**	**102.7%**	**100.3%**	**100.0%**	**99.6%**	**102.0%**	**102.5%**	**104.3%**	**106.5%**	**109.1%**	**111.8%**	**114.6%**	**116.0%**	**117.6%**	**119.6%**	**118.4%**
St. Bernadette CES	BERN	CEO3	504	101.2%	107.1%	104.0%	107.5%	114.5%	110.1%	110.5%	104.2%	100.4%	98.6%	98.4%	97.6%	96.8%	93.5%	92.9%	92.3%	91.7%	91.3%	91.3%	91.3%
St. Matthew CES	MATT	CEO3	363	103.9%	101.7%	112.4%	120.4%	117.1%	122.3%	122.0%	120.7%	119.0%	118.7%	118.5%	113.2%	106.9%	104.1%	102.8%	101.4%	100.0%	99.2%	98.9%	98.6%
CEO3 Head Count Sub-total			**867**	**102.3%**	**104.8%**	**107.5%**	**112.9%**	**115.6%**	**115.2%**	**115.3%**	**111.1%**	**108.2%**	**107.0%**	**106.8%**	**104.2%**	**101.0%**	**97.9%**	**97.0%**	**96.1%**	**95.2%**	**94.6%**	**94.5%**	**94.3%**
Holy Family CES	HLYF	CEO2	291	82.5%	78.7%	86.3%	81.4%	75.6%	70.1%	66.3%	64.3%	61.5%	60.8%	59.1%	58.8%	56.0%	56.0%	55.7%	55.7%	55.7%	55.7%	55.7%	55.7%
St. John (O) CES	JOHO	CEO4	245	90.2%	80.4%	81.6%	77.1%	67.3%	58.8%	54.7%	47.8%	46.5%	43.7%	43.3%	39.6%	38.8%	38.4%	38.0%	37.6%	37.1%	37.1%	36.7%	36.7%
St. Michael CES	MICH	CEO4	268	81.7%	89.6%	83.6%	76.5%	79.1%	78.4%	74.3%	71.3%	69.4%	69.8%	69.8%	69.0%	69.4%	70.1%	69.0%	68.3%	67.9%	67.9%	67.5%	67.5%
CEO4 Head Count Sub-total			**804**	**84.6%**	**82.8%**	**84.0%**	**78.5%**	**74.3%**	**69.4%**	**65.4%**	**61.6%**	**59.6%**	**58.6%**	**57.8%**	**56.3%**	**55.2%**	**55.3%**	**54.7%**	**54.4%**	**54.1%**	**54.1%**	**53.9%**	**53.9%**
Our Lady of Peace CES	OLPO	CEO5	478	110.7%	106.3%	99.4%	93.5%	84.3%	80.8%	78.5%	76.8%	73.2%	72.6%	72.4%	72.6%	71.3%	68.6%	68.0%	67.6%	67.2%	66.9%	66.7%	66.7%
St. Andrew CES	ANDR	CEO5	573	123.6%	127.6%	133.2%	137.7%	135.6%	133.9%	131.4%	129.0%	124.1%	123.0%	120.1%	115.4%	113.4%	110.5%	108.6%	106.5%	105.1%	104.0%	103.8%	103.7%
St. Marguerite d'Youville CES	MARG	CEO5	504	125.2%	123.6%	120.8%	117.7%	115.1%	108.5%	100.6%	97.2%	91.7%	89.9%	85.7%	82.7%	81.3%	78.8%	77.6%	76.6%	76.2%	75.8%	75.6%	75.4%
CEO5 Head Count Sub-total			**1555**	**120.1%**	**119.7%**	**118.8%**	**117.6%**	**113.2%**	**109.3%**	**105.1%**	**102.6%**	**97.9%**	**96.8%**	**94.3%**	**91.6%**	**90.1%**	**87.3%**	**86.0%**	**84.8%**	**84.1%**	**83.5%**	**83.3%**	**83.2%**
North Oakville - The Preserve	PRES	CEO6	671	0%	0%	0%	0%	20%	43%	60%	80%	99%	120%	146%	172%	198%	217%	251%	282%	308%	335%	367%	391%
CEO2 Head Count Sub-total			**671**	**0%**	**0%**	**0%**	**0%**	**20%**	**43%**	**60%**	**80%**	**99%**	**120%**	**146%**	**172%**	**198%**	**217%**	**251%**	**282%**	**308%**	**335%**	**367%**	**391%**
Holy Trinity CSS	HLYT	CS02	1338	109.4%	107.0%	100.1%	93.6%	89.4%	83.3%	80.3%	77.4%	76.1%	72.6%	70.6%	71.2%	70.1%	73.2%	74.8%	74.7%	76.8%	78.0%	80.8%	84.1%
St. Ignatius of Loyola CSS	LYLA	CS02	1382	92.3%	88.5%	85.2%	78.8%	80.7%	82.6%	86.8%	89.7%	88.9%	91.1%	93.0%	96.1%	99.3%	102.2%	101.8%	102.1%	102.5%	103.1%	106.0%	107.2%
St. Thomas Aquinas CSS	AQUI	CS02	1294	61.7%	68.1%	78.4%	89.2%	103.2%	102.2%	104.6%	100.3%	93.5%	91.7%	89.5%	88.1%	88.2%	87.6%	87.2%	86.5%	83.8%	82.3%	80.8%	79.7%
CEO2 Head Count Sub-total			**4014**	**88.1%**	**88.1%**	**88.0%**	**87.1%**	**90.9%**	**89.2%**	**90.4%**	**89.0%**	**86.1%**	**85.2%**	**84.4%**	**85.2%**	**86.0%**	**87.8%**	**88.1%**	**87.9%**	**87.9%**	**88.0%**	**89.5%**	**90.6%**



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.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

CEB2: Burlington - South of QEW Review Area

2016 Annual Facility Accommodation Report

HCDSB Schools | CS Viamonde Schools | HCDSB Adult Learning Centre

HDSB Schools | CSDCCS Schools | HCDSB Aministration

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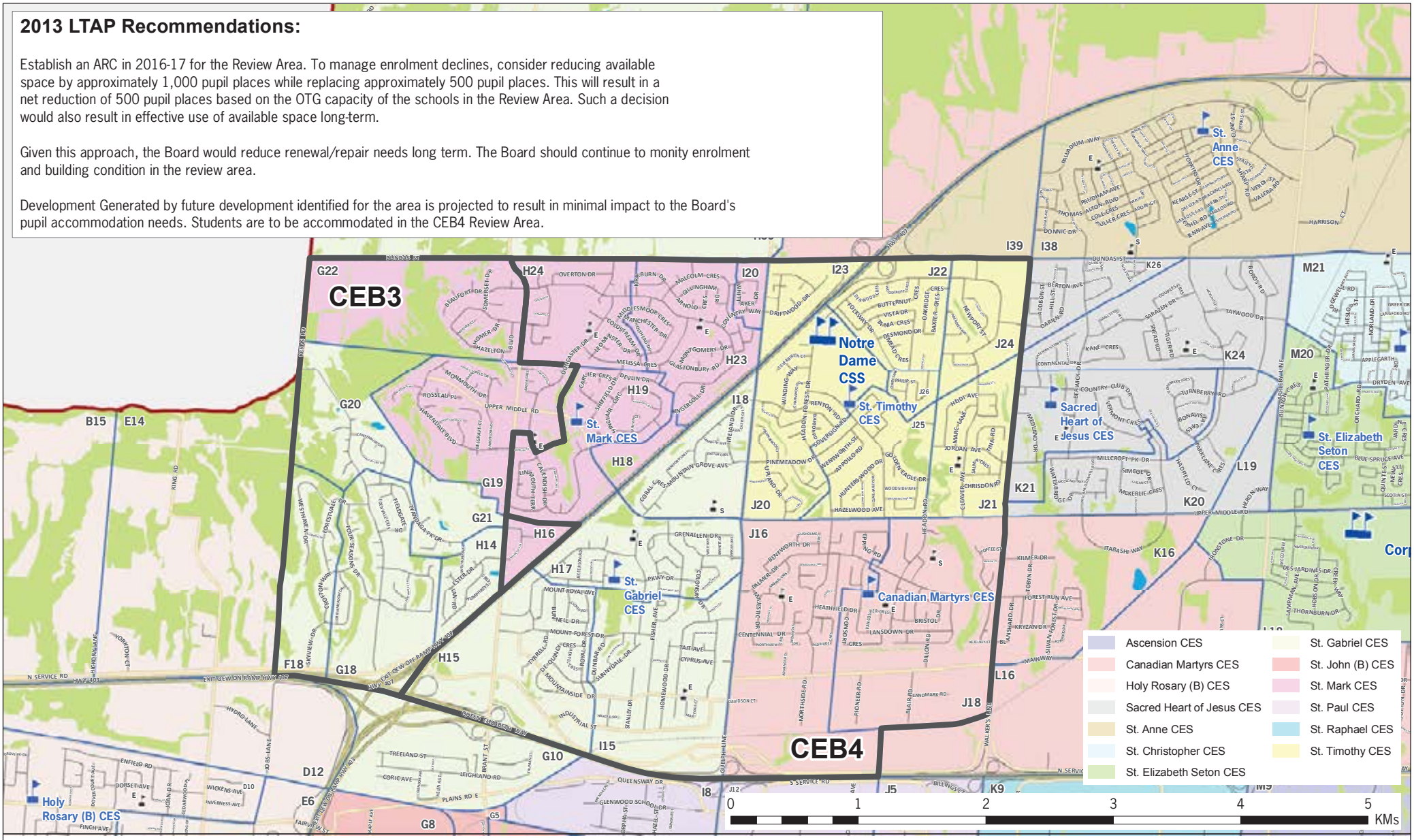
APPENDIX H

2013 LTAP Recommendations:

Establish an ARC in 2016-17 for the Review Area. To manage enrolment declines, consider reducing available space by approximately 1,000 pupil places while replacing approximately 500 pupil places. This will result in a net reduction of 500 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 reduce renewal/repair needs long term. The Board should continue to monity enrolment and building condition in the review area.

Development Generated by future development identified for the area is projected to result in minimal impact to the Board's pupil accommodation needs. Students are to be accommodated in the CEB4 Review Area.



CEB4: Burlington - Mountainside, Palmer, Headon, Brant Hills

2016 Annual Facility Accommodation Report

HCDSB Schools | CS Viamonde Schools | HCDSB Adult Learning Centre

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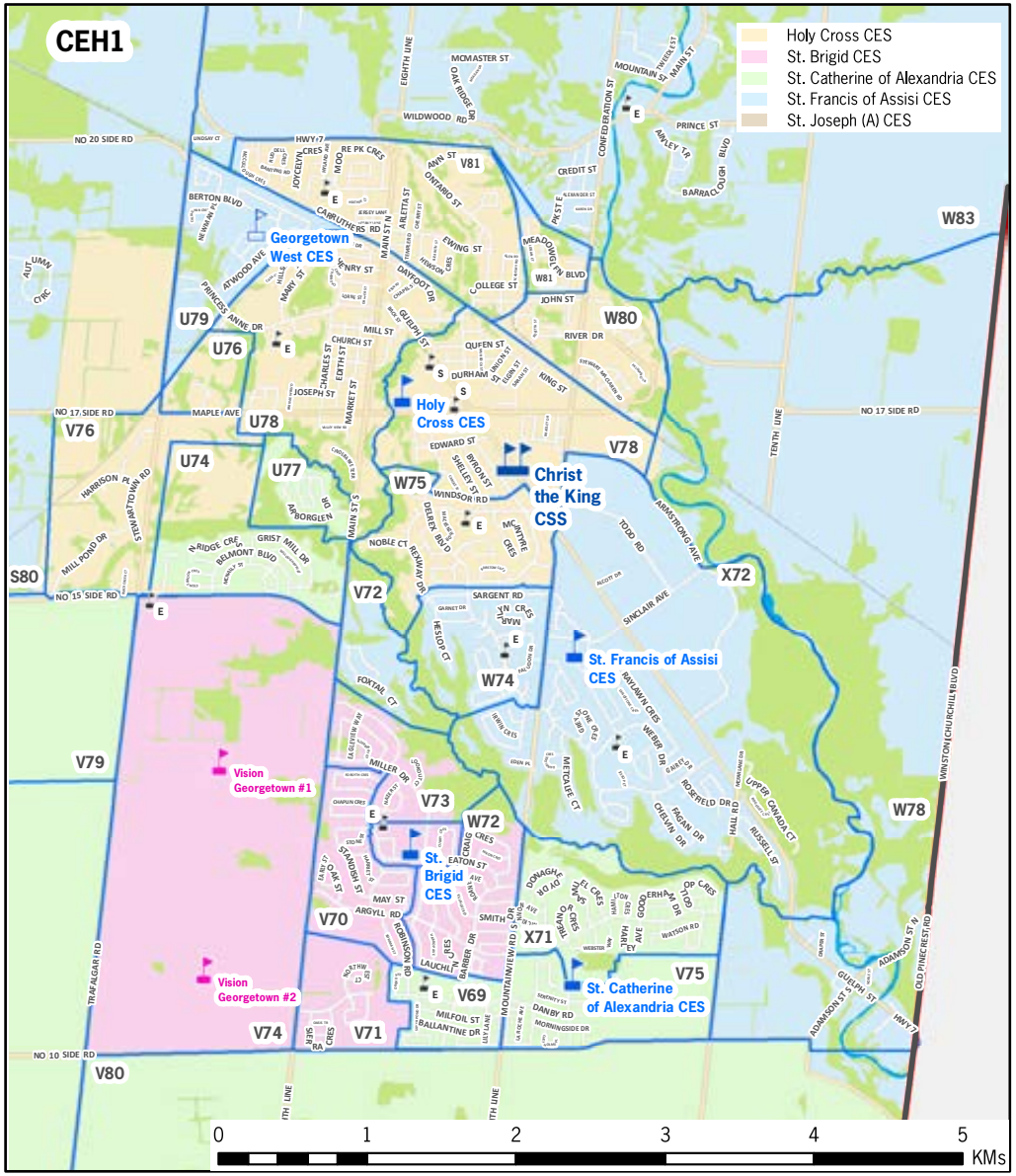
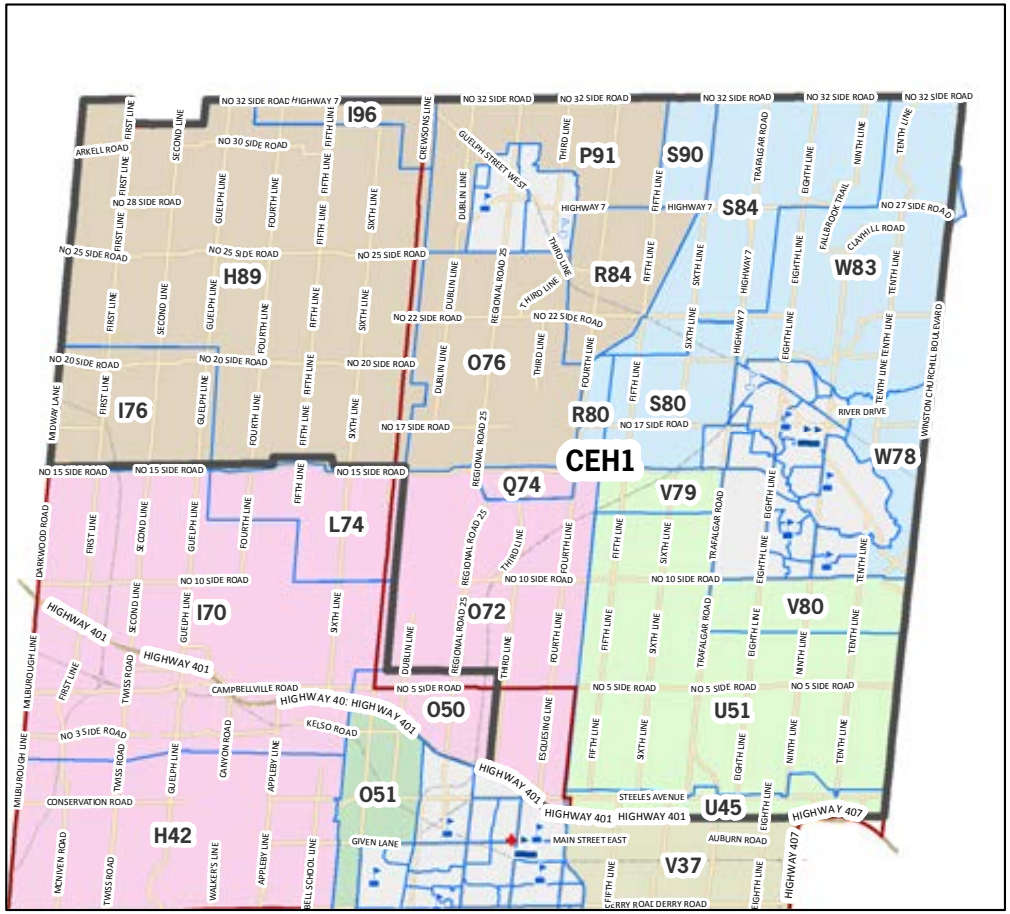
APPENDIX I





2013 LTAP Recommendations:

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.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

CEH1: Halton Hill Review Area

2016 Annual Facility Accommodation Report

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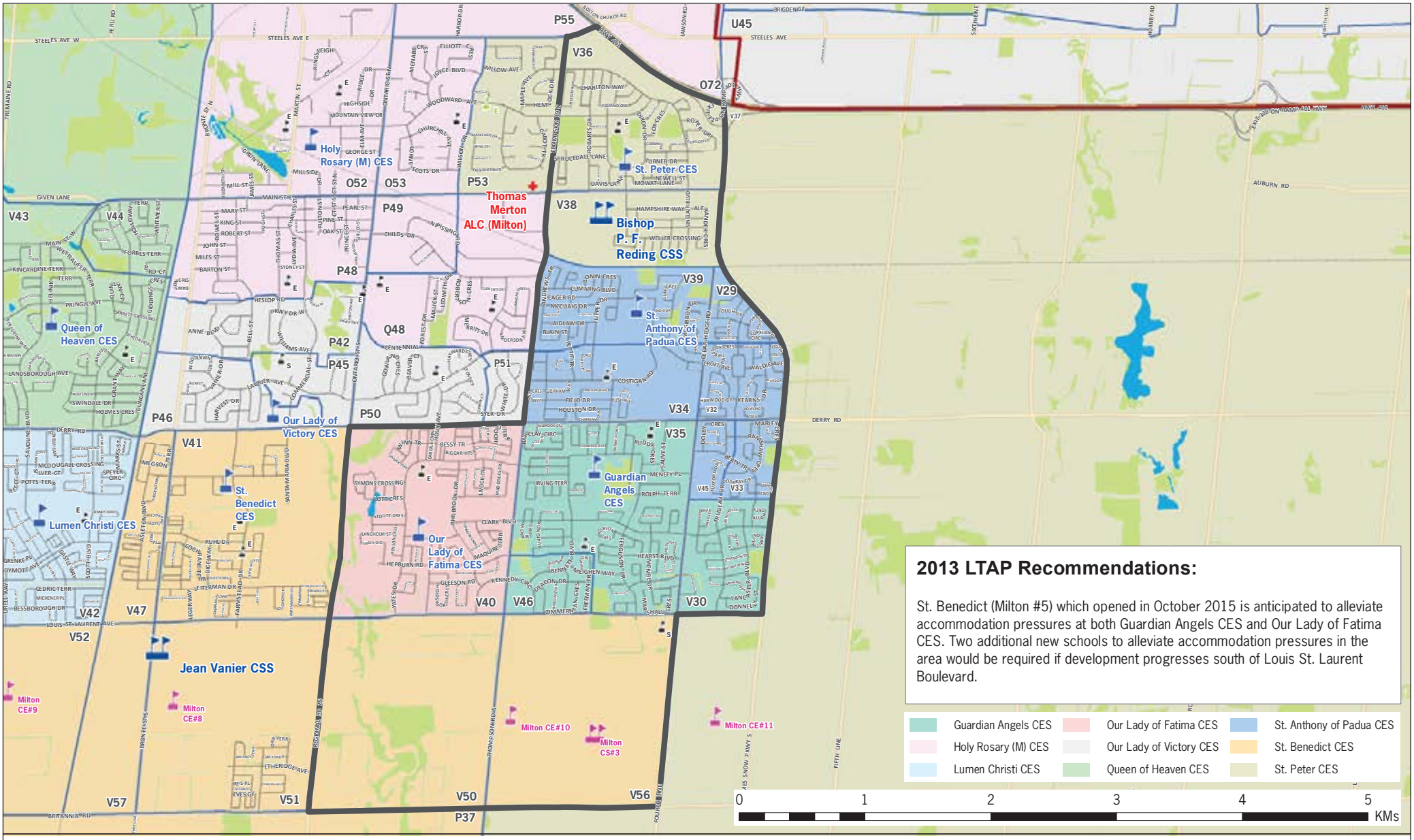
HCDSB Schools
HDSB Schools
CS Viamonde Schools
CSDCCS Schools
HCDSB Adult Learning Centre
HCDSB Aministration

APPENDIX J



2013 LTAP Recommendations:

St. Benedict (Milton #5) which opened in October 2015 is anticipated to alleviate accommodation pressures at both Guardian Angels CES and Our Lady of Fatima CES. Two additional new schools to alleviate accommodation pressures in the area would be required if development progresses south of Louis St. Laurent Boulevard.

- Guardian Angels CES
- Holy Rosary (M) CES
- Lumen Christi CES
- Our Lady of Fatima CES
- Our Lady of Victory CES
- Queen of Heaven CES
- St. Anthony of Padua CES
- St. Benedict CES
- St. Peter CES

HALTON CATHOLIC DISTRICT SCHOOL BOARD

CEM2A: Milton - Urban Expansion East of Bronte Road

2016 Annual Facility Accommodation Report

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

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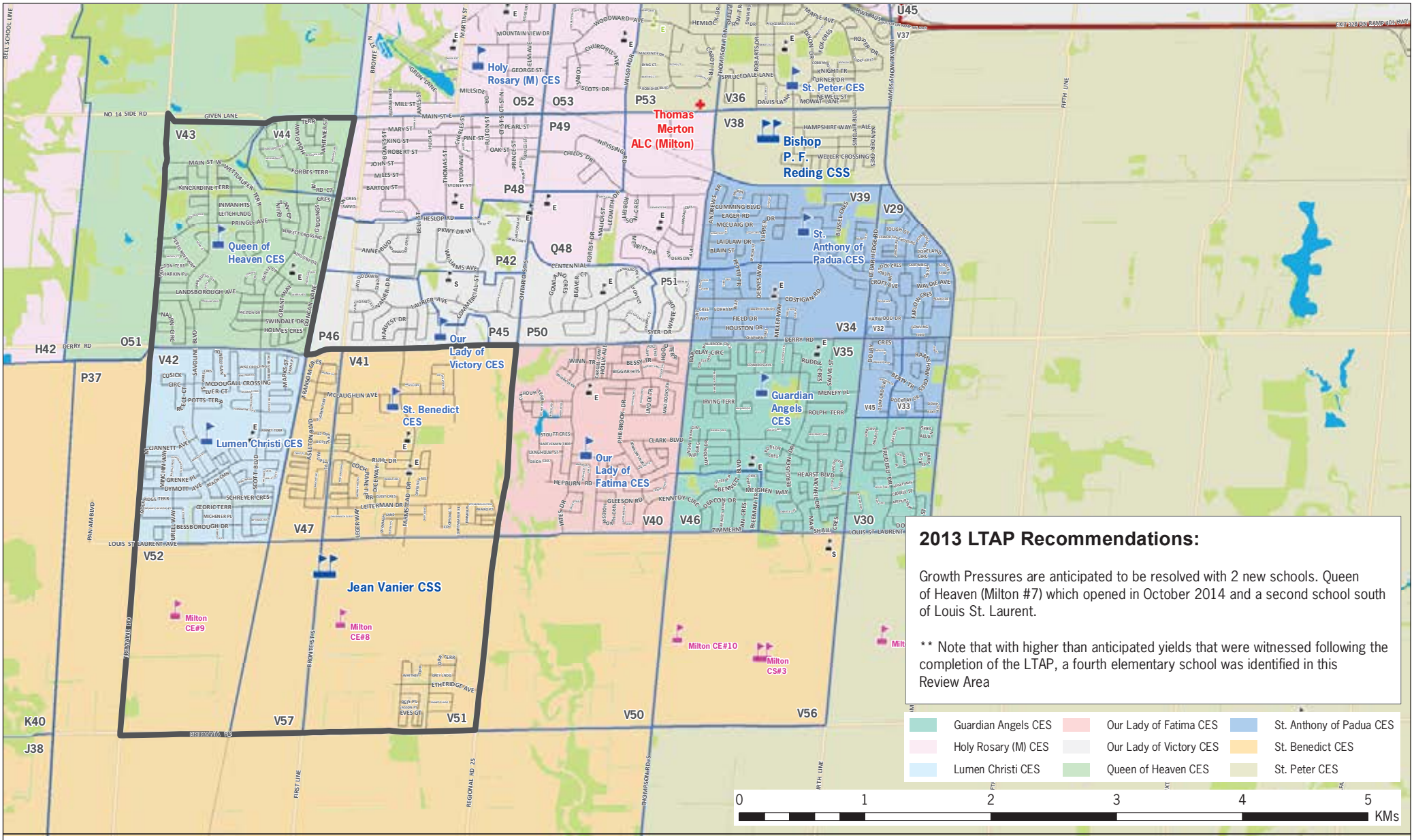
APPENDIX K



HALTON CATHOLIC DISTRICT SCHOOL BOARD

CEM2B: Milton - Urban Expansion West of Bronte Road

2016 Annual Facility Accommodation Report

HCDSB Schools
HDSB Schools
CS Viamonde Schools
CSDCCS Schools
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HCDSB Aministration

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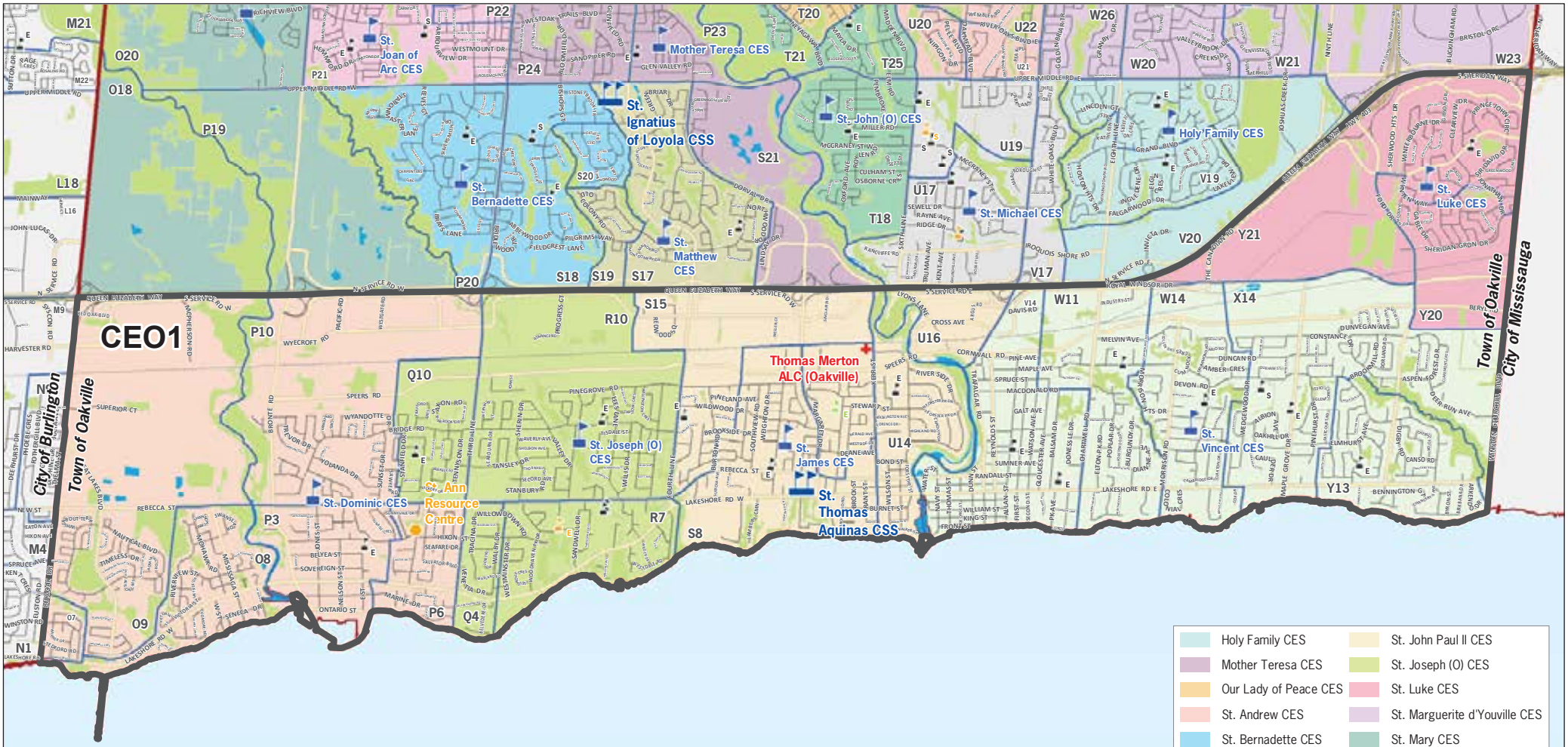
APPENDIX L



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.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

CEO1: Oakville - South of QEW Review Area

2016 Annual Facility Accommodation Report

HCDSB Schools | CS Viamonde Schools | HCDSB Adult Learning Centre

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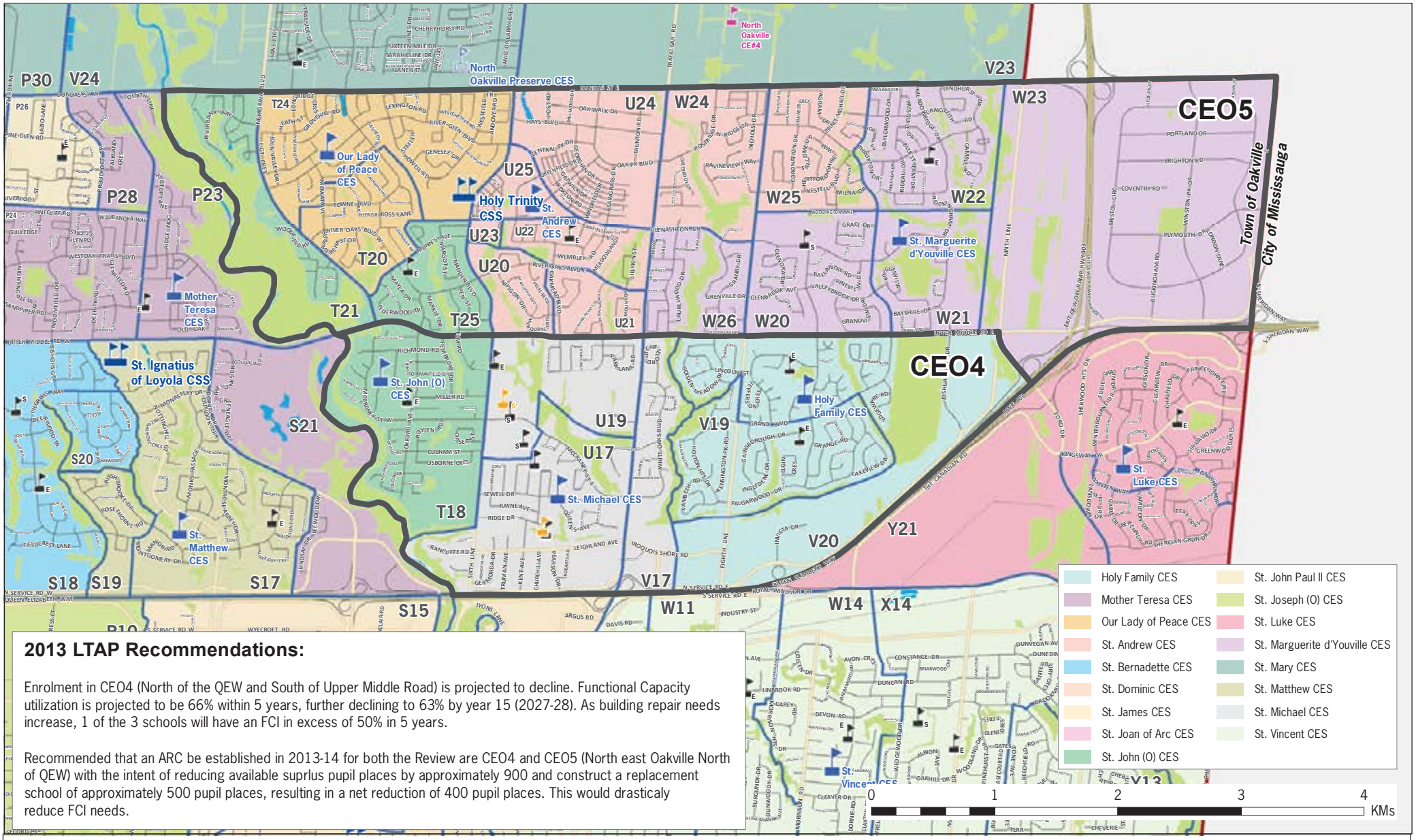
APPENDIX M



2013 LTAP Recommendations:

Enrolment in CEO4 (North of the QEW and South of Upper Middle Road) is projected to decline. Functional Capacity utilization is projected to be 66% within 5 years, further declining to 63% by year 15 (2027-28). As building repair needs increase, 1 of the 3 schools will have an FCI in excess of 50% in 5 years.

Recommended that an ARC be established in 2013-14 for both the Review are CEO4 and CEO5 (North east Oakville North of QEW) with the intent of reducing available suprlus pupil places by approximately 900 and construct a replacement school of approximately 500 pupil places, resulting in a net reduction of 400 pupil places. This would drasticaly reduce FCI needs.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

CEO4: Oakville - Southeast Oakville North of QEW

2016 Annual Facility Accommodation Report

HCDSB Schools
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HCDSB Aministration

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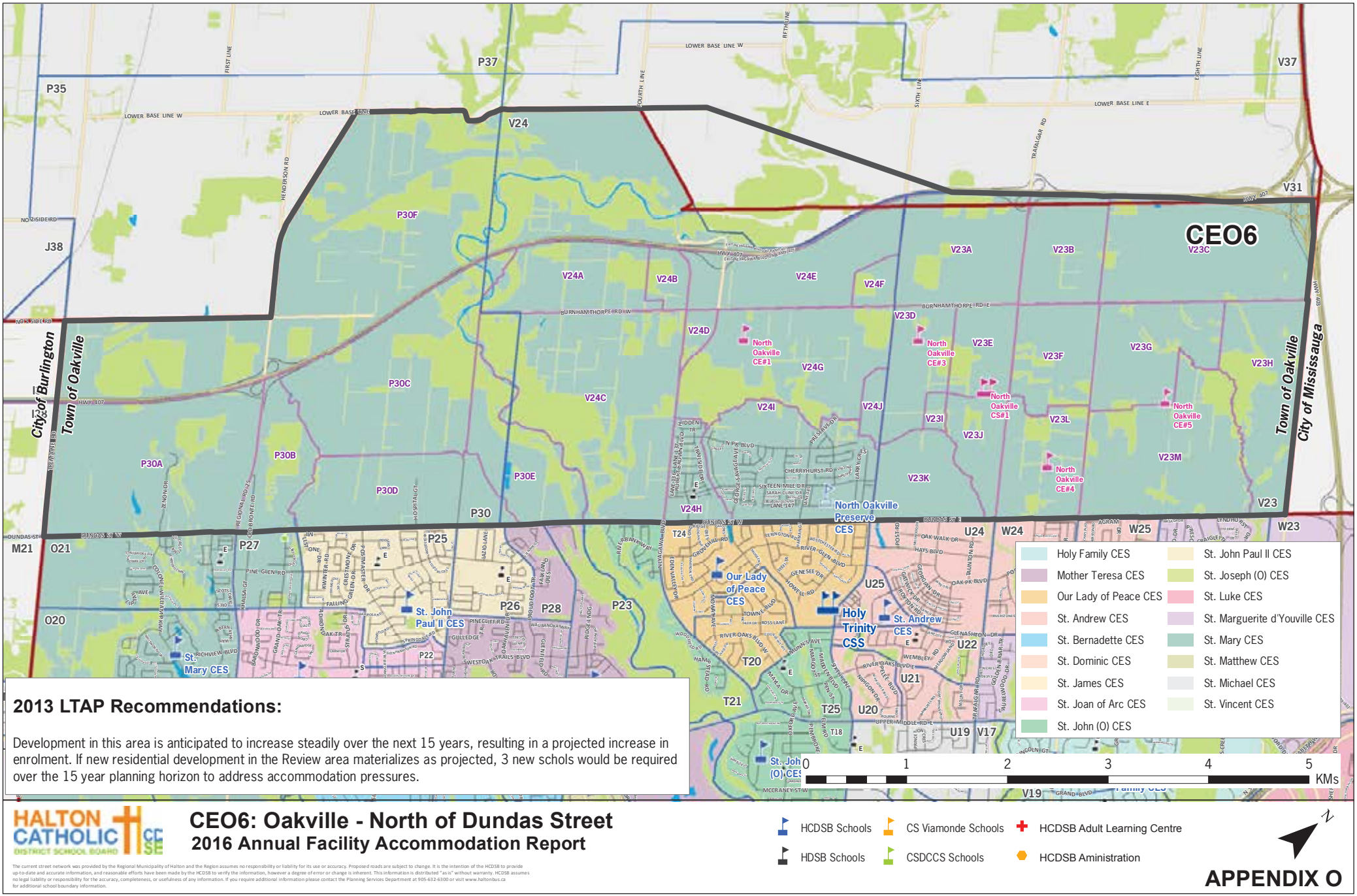
APPENDIX N



2013 LTAP Recommendations:

Development in this area is anticipated to increase steadily over the next 15 years, resulting in a projected increase in enrolment. If new residential development in the Review area materializes as projected, 3 new schols would be required over the 15 year planning horizon to address accommodation pressures.

HALTON CATHOLIC DISTRICT SCHOOL BOARD

CEO6: Oakville - North of Dundas Street

2016 Annual Facility Accommodation Report

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APPENDIX O

INFORMATION REPORT ITEM 10.5

ADDITIONAL PA DAY FOR SCHOOL YEAR CALENDAR 2015 - 2016

PURPOSE:

The *Education Act* requires each school board to establish a School Year Calendar, identifying instructional days, professional activity days and holidays for each school year. The Ministry of Education establishes the number of days for the schools of the Province and in accordance with Regulation 304. An amendment to Regulation 304 requires the Halton Catholic District School Board to add an additional PA Day to the current School Year Calendar.

BACKGROUND:

On December 18, 2015 the Ministry issued a memo to boards requiring them to add an additional PA Day to the current School Year Calendar (2015-2016). Regulation 304 was amended by Ontario Regulation 364/15, which came into force at the end of November. The amendment requires school boards to designate an additional PA Day per school year – increasing the total from six (6) to seven (7). As a result, the number of instructional days per school year is reduced by one (1).

This requirement for a seventh PA Day remains in force for all subsequent School Year calendars.

COMMENTS:

The December 18, 2015 memo requires boards to notify the Minister of the date chosen for the PA Day by January 16th. The Ministry expects boards to have this additional PA Day no later than April 15th, 2016.

An essential factor in the establishment of this PA Day is the integration of transportation services with our coterminous Board. Consultation, which complies with Ministry direction, has occurred with the Halton District School Board in selecting April 8th, 2016 as the date for the seventh PA Day for the 2015-2016 School Year Calendar.

The December 18th memo is also directs boards to address specific topics on this PA Day. In keeping with these requirements, the April 8th PA Day will be organized as follows:

- Teachers K- 12 - Half day devoted to Occupational Health and Safety training
- Full Day Kindergarten/Early Childhood Educators (FDK/ECE) – Half day training on Inquiry-based learning and pedagogical assessment documentation strategies for FDK/ECE teams
- Teachers - Grades 1 – 12 - Half day training on equity with a focus on First Nations, Metis and Inuit education

CONCLUSION:

The Ministry has been informed that the additional PA Day for the 2015-2016 School Year Calendar as required by the amended Regulation 304 is scheduled for April 8th, 2016.

REPORT PREPARED AND SUBMITTED BY:	C. MCGILLICUDDY SUPERINTENDENT OF EDUCATION
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Ministry of Education

Deputy Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Sous-ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Ontario

Memorandum To: Directors of Education

From: George Zegarac
Deputy Minister

Date: December 18, 2015

Subject: 2015-16 Additional Professional Activity Day and School Year Calendar

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I am writing to you with an update on the addition of a Professional Activity (PA) day to the number of PA days that must be designated by a board. You will recall that I wrote to you on October 8, 2015 on this issue and I indicated that I would provide further information once Ontario Regulation 304 had been amended.

Ontario Regulation 304, "School Year Calendar, Professional Activity Days", made under the *Education Act*, sets out the requirements for school boards when planning school year calendars. At the commencement of the 2015-16 school year, the regulation required that school boards designate two PA days per school year and permitted boards to designate up to four additional PA days per school year. Any school days not designated as PA days are instructional days.

A key term of the settlements that were negotiated recently with the four teachers' federations is the provision of an additional PA day each school year. Regulation 304 has now been amended to implement this commitment. The amendments to Regulation 304 are set out in Ontario Regulation 364/15, and came into force on November 30, 2015, the date the regulation was filed. Regulation 304, as amended, now requires school boards to designate three PA days. The authority for boards to designate up to an additional four PA days per school year remains unchanged, thus increasing the total maximum number of possible PA days per school year from six to seven. The requirement for every school year to include a minimum of 194 school days remains unchanged. As a result, the minimum number of instructional days per school year is reduced by one.

As a required designated PA day, professional activities on this day must be devoted to provincial education priorities identified by the Minister. Boards are urged to consider designing collaborative professional learning opportunities in which teachers with shared subject areas/groups of students would be learning together.

.../2

The topics for this additional PA day are as follows:

For **OSSTF**:

- All teachers: Topic to be aligned with ministry priorities, such as mathematics (as appropriate) and/or equity*.

For **ETFO**:

- All teachers:
    - ½ PA day: Occupational health and safety training.
    - ½ PA day: Topic to be aligned with ministry priorities, specifically mathematics.
- Education Workers: Role-specific training or professional development for permanent employees.

For **AEFO**:

- Grades 1 – 8 teachers: Topic to be aligned with ministry priorities, specifically mathematics.
- Grades 9 – 12 teachers: Topic to be decided by board/federation PD committees (where possible) and be aligned with ministry priorities, such as mathematics, science or technology or equity*.

For **OECTA**:

- All teachers: ½ PA day - Occupational health & safety training.
- FDK teachers/ECE teams: ½ PA day – Inquiry-based learning and pedagogical assessment documentation strategies for FDK teacher/ECE teams.
- Grades 1 – 12 teachers: ½ PA day – Topic to be decided by board/federation PD committees and be aligned with ministry priorities, such as mathematics, inquiry-based/experiential learning and/or assessment documentation and/or equity*

* Ensuring equity is one of the four goals of Ontario's renewed vision for education. The aim of this goal is to ensure that everyone in our publicly funded education system – regardless of background or personal circumstance – feels engaged, included and is given the opportunity to succeed. Boards and schools are urged to focus teacher professional learning on supports for students at risk of not succeeding in school. This may include Aboriginal students, children and youth in care, children and students with special education needs, recent immigrants and/or children from families experiencing poverty.

.../3

The requirement for an additional mandatory PA day is effective immediately and, as such, applies to the current school year. The amendment to O. Reg. 304 also includes the requirement for boards to make transitional mid-year changes to 2015-2016 school year calendars to address the additional PA day, and to also notify the Minister and parents of these calendar revisions. In this instance only, Minister's approval of your board's calendar revisions is not required.

In order to ensure that this additional PA day is a meaningful professional learning opportunity for everyone, boards are urged to schedule the additional day on or before April 15, 2016. As with any other designated PA day, teachers are required to participate in this PA day.

To simplify the process of notifying the Minister of your board's revised 2015-16 calendars, I am providing a template memo and chart to be completed and submitted to the ministry regional office for the board no later than January 16, 2016. In this documentation, the board is required to indicate the date the additional PA day has been scheduled and the general outline of the professional activities for each calendar. Please ensure that parents, pupils, and the school community are made aware of the board's updated 2015-16 school year calendars, via the board and/or school web sites or by any other means, immediately following submission of the calendar revisions to the Ministry.

A copy of O. Reg. 364/15 is attached for your reference. This regulation and Regulation 304 (as amended by O. Reg. 364/15) may be found on the e-laws website at www.e-laws.gov.on.ca.

If you have any questions, please contact your regional office. A list of regional offices is attached.

George Zegarac

George Zegarac

c: Demetra Saldaris, Assistant Deputy Minister (Acting)
Leadership and Learning Environment Division

Steven Reid, Director
Field Services Branch

Regional Office Managers

Teacher Federations

Attachments

.../4

MINISTRY OF EDUCATION REGIONAL OFFICES

Toronto and Area Regional Office
Field Services Branch, Ministry of Education
Suite 1610, 3300 Bloor Street West
Clarica Centre - Centre Tower
Toronto ON M8X 2X3
Telephone: (416) 212-0954
Toll Free: 1-800-268-5755
Fax: (416) 325-4153

London Regional Office
Field Services Branch, Ministry of Education
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London ON N6A 5P9
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Toll Free: 1-800-265-4221
Fax: (519) 667-9769

Ottawa Regional Office
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Nepean ON K2G 4B5
Telephone: (613) 225-9210
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Barrie Regional Office
Field Services Branch, Ministry of Education
Unit 9, 20 Bell Farm Road
Barrie ON L4M 6E4
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Toll Free: 1-800-471-0713
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Sudbury-North Bay Regional Office
Field Services Branch, Ministry of Education
Suite 1103, 199 Larch Street
Sudbury ON P3E 5P9
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Toll Free: 1-800-461-9570
Fax: (705) 564-4233

Thunder Bay Regional Office
Field Services Branch, Ministry of Education
615 James Street South
Thunder Bay ON P7E 6P6
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Toll Free: 1-800-465-5020
Fax: (807) 474-2999

HALTON CATHOLIC DISTRICT SCHOOL BOARD

802 Drury Lane
Burlington, ON
L7R 2Y2
(905) 632-6300
www.hcdsb.org

January 12, 2016

Hon. Liz Sandals
Minister of Education
Mowat Block
22nd Floor
900 Bay Street
Toronto ON M7A 1L2

Dear Minister,

I am writing to notify you that the Halton Catholic District School Board has updated our published 2015-16 school year calendar by increasing the number of Professional Activity (PA) days devoted to provincial education priorities from two to three. This is in accordance with the recent amendments to Ontario Regulation 304 "School Year Calendar, Professional Activity Days" under the *Education Act.*

For the Halton Catholic District School Board calendar, the date and outline of activities for the additional PA day are indicated in the attached table. Both the number of discretionary PA days and school days remain unchanged. As a result of this revision, the number of instructional days has been reduced by one.

The Board confirms that it has met all other requirements set out in O. Regulation 304 and *Policy/Program Memorandum No. 151 - Professional Activity Days Devoted to Provincial Education Priorities* and that parents, pupils, and the school community have been notified of this revision to the 2015-16 school year calendar.

Sincerely,

Paula Dawson
Director of Education

cc. Demetra Saldaris, ADM (Acting), Leadership and Learning Environment Division
Steven Reid, Director, Field Services Branch
Ministry Regional Office

SUMMARY OF HALTON CATHOLIC DISTRICT SCHOOL BOARD
2015-16 SCHOOL YEAR CALENDAR REVISIONS

Calendar Title	Date	General Outline of Professional Activities
Halton Catholic District School Board School Year Calendar	April 8, 2016	**Teachers K – 12** - Half day to be devoted to Occupational Health and Safety Training. **Full Day Kindergarten/Early Childhood Educators (FDK/ECE)** – Half day training on Inquiry-based learning and pedagogical assessment documentation strategies for FDK/ECE teams. **Teachers Grade 1-12** – Half Day training on Equity with focus on First Nations, Metis and Inuit Education.

HALTON CATHOLIC DISTRICT SCHOOL BOARD CDSB

MINUTES OF THE POLICY COMMITTEE MEETING

Tuesday, December 1, 2015
8:30 p.m.
Catholic Education Centre - Board Room
802 Drury Lane, Burlington, ON

Members Present:	A. Danko	A. Quinn
	A. Iantomasi	D. Rabenda
	H. Karabela	J. M. Rowe
	P. Marai	S. Trites
	J. Michael	
Regrets:		
Staff Present:	P. Dawson, Director of Education	
	C. Cipriano, Superintendent of Education	
	T. McKinnon, Manager, Privacy Information	
Recording Secretary:	N. Brock	

1. CALL TO ORDER

1.1 Opening Prayer

The meeting opened at 8:25 pm with a prayer led by P. Dawson.

2. APPROVALS

2.1 Agenda

The agenda was approved as submitted.

The following motion was presented:

#P1/16

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

***RECOMMENDED**, that the agenda be approved, as submitted.*

CARRIED

2.2 **Approval of Minutes**

The minutes of the November 10, 2015 Policy Committee Meeting were reviewed.

The following motion was presented:

#P2/16

Moved by: P. Marai
Seconded by: M. Rowe

***RECOMMENDED**, that the minutes of the Policy Committee Meeting held on November 10, 2015 be approved as submitted.*

CARRIED

3. ACTION ITEMS

3.1 **Election of the Chair of the Policy Committee (December 1, 2015 - December 2016) (P. Dawson)**

P. Dawson briefly reviewed the election process and called for nominations for the position of Chair of the Policy Committee for the period of December 1, 2015 – December 2016.

P. Marai was nominated by J. Michael, seconded by D. Rabenda for the position of Chair of the Policy Committee. P. Marai accepted the nomination. There were no other nominations.

The following resolution was put before the Policy Committee:

#P3/16

Moved by: A. Quinn
Seconded by: A. Iantomasi

***RECOMMENDED**, that P. Marai be appointed Chair of the Policy Committee for the period of December 1, 2015 until the Policy Committee Meeting in December 2016.*

CARRIED

3.2 **Policy I-02 Records and Information Management, Policy I-07 Protection of Privacy and Policy I-30 Video Surveillance (P. Dawson/T. McKinnon)**

P. Dawson provided a brief overview of the draft policies noting they were developed as required by law.

Discussion ensued regarding the parameters of these polices including Personal Information requests and Freedom of Information (FOI) requests. T. MacKinnon explained that policies are public documents and therefore FOI requests do not apply as they fall under MFIPPA. Further to this discussion, Trustees requested clarification on requested information obtained through video surveillance. T. MacKinnon responded, quoting section 8 of MFIPPA which states investigation through law enforcement allows this access.

Further discussion ensued regarding signage at all Board location notifying the public that video surveillance cameras are in use. All school locations have a sign posted at the main entrance. Trustees requested a cost analysis of additional signs. This information will be presented at the January Policy Committee Meeting.

The following was put before the Policy Committee:

#P4/16

Moved by: J. Michael
Seconded by: M. Rowe

RESOLVED, *that the Policy Committee recommends that Board Policy I-02 Records and Information Management, Board Policy I-07 Protection of Privacy and Board Policy I-30 Video Surveillance be forwarded to the December 15, 2015 Regular Board Meeting for approval at First Reading.*

CARRIED

3.3 **Amendment to By-Laws (P. Dawson)**

P. Dawson reviewed the proposed motion to amend the Boards By-Laws and provided trustees with a slight revision to the friendly amendment along with an explanation of the modification.

Discussion ensued regarding the revision, noting concerns regarding the exclusion of recorded votes during in-camera sessions.

The following motion was put before the Policy Committee:

#P5/16

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

Resolved, *that the Policy Committee recommends that Amendment to Board By-Laws be forwarded to the December 15, 2015 Regular Board meeting for approval as presented.*

DEFEATED

Trustees requested the amendment include Regular Board in-camera sessions.

The following motion was put before the Policy Committee:

#P6/16

Moved by: A. Quinn
Seconded by: H. Karabela

Resolved, *that the Policy Committee recommends that Amendment to Board By-Laws be forwarded to the December 15, 2015 Regular Board meeting for approval as amended.*

CARRIED

3.4 **Policy V-09 Public Concerns Complaint Process - 2 and 3 reading (C. Cipriano)**

P. Dawson reviewed the process of complaints.
She responded to Trustees concerns regarding their notification of the investigation, explaining the Director is contacted by the office of the Ombudsman, and will in turn report to the Trustees.

Trustees suggested language be added to the policy to clarify how Trustees are notified.

The following motion was put before the Policy Committee:

#P7/16

Moved by: H. Karabela
Seconded by: A. Iantomasi

Resolved, *that the Policy Committee recommends that Board Policy V-09 Public Concerns Complaints Process be forwarded to the December 15, 2015 Regular Board Meeting for approval at Second and Third Reading.*

DEFEATED

C. Cipriano explained the role of the Trustee in the complaints process noting trustees are required to remain neutral. He further explained many of the conflicts involve two families, therefore Trustees are unable to advocate as this would be regarded as a conflict.

C. Cipriano further explained the Trustees role is to ensure the policies are being followed and to support the individual's complaint by directing them to the appropriate board staff in dealing with the issue.

It was requested the motion be amended to second reading only.

The following motion was put before the Policy Committee:

#P8/16

Moved by: A. Quinn
Seconded by: M. Rowe

Resolved, *that the Policy Committee recommends that Board Policy V-09 Public Concerns Complaints Process be forwarded to the December 15, 2015 Regular Board Meeting for approval at Second Reading.*

CARRIED

3.5 **Policy II- 09 Opening and Closing Exercises (C. Cipriano)**

C. Cipriano presented the minor revisions brought for which were included to align with the Education Act.

Discussion ensued regarding the importance of enforcing participation of the opening exercise and the National Anthem as well as the civic connection in reciting the Pledge of Allegiance.
Trustees requested this item be returned in the New Year for further discussion.

The following was put before the Policy Committee:

#P9/16

Moved by: A. Iantomasi
Seconded by: M. Rowe

Resolved, *that the Policy Committee recommends that Board Policy II-09 Opening and Closing Exercises be forwarded to the December 15, 2015 Regular Board Meeting for approval as amended.* ***DEFERRED***

The policy will be brought back to the January Policy Committee Meeting for further review.

4. DISCUSSION ITEMS

4.1 Banned Substances / Items from Schools (P. Dawson)

The Director provided Trustees with an overview of the current Operating Policy II-28 Alcohol Tobacco and Drug Education and Abuse in Schools; noting new legislation will be forthcoming regarding e-cigarettes. P. Dawson further explained regardless of the apparatus, language within our policies will be revised based on the new legislation.

Brief discussion ensued with regards to current issues around student smoking.

Trustee Quinn suggested language be added to the policy stating it is illegal to smoke under the age of 19 years. C. Cipriano responded to this suggestion, noting how students obtain the cigarettes is not under our jurisdiction. He also noted Halton Police are not interested in charging students for underage smoking.

5. INFORMATION ITEMS

5.1 Upcoming Agenda Items Chart

The chart was provided as information

6. MISCELLANEOUS INFORMATION

7. CORRESPONDENCE

There was no correspondence.

8. IN CAMERA

9. NEW BUSINESS

10. MOTION TO EXCUSE COMMITTEE MEMBERS

n/a

Moved by:
Seconded by:

RECOMMENDED**, that _____be excused.* ***CARRIED

11. MOTION TO ADJOURN (C. Cipriano)

#P10/16

Moved by: J. Michael
Seconded by: A. Danko

RECOMMENDED**, that the meeting adjourn.* ***CARRIED

The meeting closed with a prayer led by C. Cipriano at 9:25 pm

THE HALTON CATHOLIC DISTRICT SCHOOL BOARD ***APPROVED***

Minutes of *Catholic Parent Involvement Committee Meeting (CPIC)*

Monday, December 7, 2015
7:00 p.m. - Board Room
C. E. C., 802 Drury Lane, Burlington

In Attendance: M. Avarello; C. CARLEY; Fr. R. HÉTU; J. HUNTER; H. KARABELA; A.A. LEMAY; R. LUISETTO; E. MACDONALD; G. MERRITT-MURRELL; T. OVERHOLT; M. RITCEY; R. STAGG; K. WILLIAMS

Regrets: K. BLOOMFIELD; A. GONZALEZ; S. GUEVARA; L. HARTMAN

Chair: J. DUIJVESTEIN

Recorder: J. NEUMAN

1. OPENING PRAYER *FR. R HÉTU*

The meeting began at 7:05 p.m. with a prayer led by Fr. Hétu.

2. APPROVALS & REVISIONS *J. DUIJVESTEIN*

a. AGENDA

Moved by: J. Hunter
Seconded by: A.A. LeMay

RESOLVED, *that*, the agenda be approved.

CARRIED

b. MINUTES

Moved by: C. Carley
Seconded by: E. MacDonald

RESOLVED, *that*, the minutes from Nov. 2, 2015, be approved, as read.

CARRIED

3. BOARD UPDATE *T. OVERHOLT*

T. Overholt shared the following information:

a. French Immersion parent information nights are being held in December and January at the schools that offer the program.
b. Georgetown Boundary Review – the School Boundary Review Committee will be meeting on Dec. 10, 2015 to review the information gathered after the Community Consultation. A Staff Report will be presented to the Board of Trustees in January.
c. Grade 9 EQAO testing will be held on January 20, 2016.
d. Secondary Exams will be January 28 – February 3, 2016.
e. The Council of Ontario Directors of Education (CODE) has created a parent tool kit: Inspiring Your Child to Learn and Love Math which provides modules with simple, but effective methods and materials for parents. Created specifically for parents of children in the elementary grades in Ontario (Junior Kindergarten to Grade 8), the goal of the resource is to provide parents with information to help them support their child's mathematics education. The resource is available on the CODE website and will be an agenda item on the upcoming Catholic School Council of Chairs meeting in February 2016. T. Overholt will contact the Mathematics consultant to prepare a presentation.

4. TRUSTEES UPDATE *H. KARABELA*

H. Karabela shared the following information:

a) The Ministry of Education has approved funding for a new school to be built in the Oakville Preserve. The goal is to have the school open for September 2016. The school will be located near Sixth Line and Dundas Street. A Boundary Review is currently in process for families north of Dundas Street. The ground break ceremony with be held on January 14, 2016 at 10:30 am. CPIC members were invited to attend.
b) The Strategic Plan phase three community consultation is now complete; Phase Four – compilation of information has begun.
c) Approximately 3000 people logged into and participated in the recent Telephone Town Hall.
d) Trustees approved the Board-wide annual observance of Holocaust Awareness Day on January 27th.
e) The Friends of Sam Wiesenthal Centre presented the Award for Excellence in Holocaust Education award to Oakville Trustees H. Karabela and A. Quinn.
f) At a recent Board meeting the Trustees approved a motion that Principal and Vice Principal terms be limited to seven (7) years in a school. Discussion followed, questions were asked and answered.
g) The upcoming Board meeting will include the Keeping Christ in Christmas contest.
h) CPIC was thanked, on behalf of the Board of Trustees, for their continued efforts to keep parents engaged in their students' education.

5. BUSINESS ARISING FROM PREVIOUS MEETINGS *J. DUIJVESTEIN*

- **COUNCIL OF CHAIRS - SURVEY REVIEW**
  Results of the survey from the recent Catholic Council of Chairs meeting were reviewed.

- **CPIC GOAL SETTING – FOLLOW UP**
  Members will receive contact information of the others in their groups. Each was asked to review their goals and be prepared for further discussion at the January meeting

  On-line discussions are available – members were asked to contact J. Duijvestein if a GoTo meeting set up is required.

- **WEBINARS HPE & REL. GR. 1 FOLLOW UP**
  The Gr.1 Religious Education Resource - *Growing in Faith, Growing in Christ* Webinar will be presented on December 8, 2015.

  It was noted that the HPE Webinar was well attended and will be uploaded to the YouTube channel this week.

6. NEW BUSINESS

- **OCSTA – CATHOLIC EDUCATION WEEK ADVANCE KIT** *J. DUIJVESTEIN*

A. A. LeMay shared information regarding the OCSTA Catholic Education Week Advanced Kit which included Parent Engagement items, which offer an opportunity for councils to reach out to parents for the "Year of Mercy".

The Kit can be accessed through the OCSTA website.

T. Overholt will encourage administrators to include in upcoming School Council meetings – the advanced kit will be forwarded to the School council Chairs.

It was noted that the February prayer and reflection activity will be included on the February Council of Chairs meeting agenda.

7. OAPCE DIRECTORS REPORT *E. MACDONALD*

E. MacDonald shared that the next OAPCE meeting will be held in January. It was noted that the School council OAPCE representative contact list currently has 29 members on the list and is growing.

8. BOARD COMMITTEE REPORTS (IF NECESSARY)

- **FOCUS ON FAITH** *E. MACDONALD*
- **HOME SCHOOL PARISH PARTNERSHIP DAY** *E. MACDONALD*
- **CALENDAR COMMITTEE** *J. DUIJVESTEIN*
- **BOARD IMPROVEMENT PLAN**

- **EQUITY AND INCLUSION** *J. DUIJVESTEIN*
- **FACE (FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION)**
- **WALK WITH JESUS** *E. MACDONALD*
  It was noted that A. A. Lemay will be attending the Walk With Jesus Committee Planning meeting on December 8, 2015
- **CONCUSSION PROTOCOL** *A. GONZALES /K. BLOOMFIELD*
- **MENTAL HEALTH** *C. CARLEY/L. HARTMAN/R. LUISETTO*

9. CPIC SUBCOMMITTEES

- **FINANCE** *R. LUISETTO*

R. Luisetto spoke to the budget report.

T. Overholt will contact the Curriculum department for proposals for the PRO Grant funds that are available.

- **COMMUNICATIONS** *L. HARTMAN*
  Nothing to report
- **GTA PIC MEETING / MINISTRY OF EDUCATION PIC CONFERENCE** *J. DUIJVESTEIN*
  J. Duijvestein shared information from the recent PIC meeting – and shared the preliminary information that is being developed for parents with students with special needs. The document will be shared with CPIC members once it is complete
- **FAITH AND FAMILY DEVELOPMENT COMMITTEE** *A. GONZALEZ/E. MACDONALD*
  E. MacDonald inquired about offering a seminar for the role of the Parish Rep. Discussion followed. Father Hétu will discuss with the Deanery. No plans were determined at this time.

10. OTHER BUSINESS *CPIC MEMBERS*

- **CHRISTMAS SOCIAL**
  The plans for the Christmas Social were discussed.

11. FUTURE AGENDA ITEMS *CPIC MEMBERS*

No items were discussed

12. CLOSING PRAYER *E. MACDONALD*

E. MacDonald closed the meeting with prayer.

13. ADJOURNMENT *J. DUIJVESTEIN*

RECOMMENDATION

Moved by: R. Luisetto
Seconded by: R. Stagg

THAT, the meeting be adjourned at 8:30 pm

CARRIED

Next CPIC Meeting: January 11, 2016 – On-Line

Next Council of Chairs Meeting: February 24, 2016 (Queen of Heaven CES, Milton)

Ministry of Citizenship, Immigration and International Trade

Office of the Minister

400 University Avenue, 6th Floor
Toronto ON M7A 2R9
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Ministère des Affaires civiques, de l'Immigration et du Commerce international

Bureau du ministre

400, avenue University, 6e étage
Toronto ON M7A 2R9
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Ontario

DEC 2 9 2015

Ms. Jane Michael
Chair of the Board
Halton Catholic District School Board
802 Drury Lane, P.O. Box 5308
Burlington, Ontario
L7R 2Y2

Dear Ms. Michael:

Re: 2015/16 Adult Non-Credit Language Training Program
Program file number: 2015-08-1-208648992

I am pleased to inform you that a grant of up to **$1,033,826** has been awarded to the Halton Catholic District School Board for the delivery of the Adult Non-Credit Language Training Program for the 2015/16 school year.

The purpose of the funding is to support Ontario school boards in the delivery of English and French as a Second Language programs to adult immigrants. The Ministry values the work of Ontario school boards in the delivery of these important services that help meet the needs of communities served by your school board.

A program officer from the Language Training Unit will follow up with you to amend your existing multi-year funding agreement to reflect the 2015/16 school year and will advise you of the terms and conditions of the funding.

I look forward to a continued partnership with your school board as we work together to build a successful future for immigrants and for Ontario.

Best wishes for success in the important work you are doing to help immigrants succeed.

Sincerely,

Michael Chan
Minister

CC: Ms. Paula Dawson, Director of Education
Mr. Paul McMahon, Superintendent of Business Services

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Ontario

January 14, 2016

Ms. Jane Michael
Chair of the Board
Ms. Paula Dawson
Director of Education
Halton Catholic District School Board
802 Drury Lane
Burlington ON L7R 2Y2

Dear Mesdames Michael and Dawson,

Thank you for your invitation to the Official Blessing and Ground-breaking ceremony for the new North Oakville Preserve Catholic Elementary School, on January 14, 2016.

I appreciate receiving your invitation. I regret that I am unable to attend because of a previous commitment for that day; however, I am pleased to enclose a letter of greeting that you may choose to read to those attending the ceremony.

I offer my best wishes for an enjoyable event.

Sincerely,

Liz Sandals
Minister

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

Ontario

January 14, 2016

To the Participants at the Official Blessing and Ground-breaking Ceremony for the New North Oakville Preserve Catholic Elementary School:

On behalf of the Ministry of Education, I am pleased to extend best wishes to you on the occasion of the Official Blessing and Ground-breaking ceremony for the new North Oakville Preserve Catholic Elementary School.

This school will provide its students with a well-rounded education to inspire and challenge them.

Education is about more than just learning to read and write — it is also about learning to be good citizens. I am confident that the North Oakville Preserve Catholic Elementary School will provide its students with the support they need to achieve success in the classroom and after graduation.

Sincerely,

Liz Sandals
Minister