

Date:

REGULAR BOARD MEETING REVISED AGENDA

Tuesday, September 20, 2016

	Time: Locatior	7:30 pm Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario	
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16. Adjournment and Closing Prayer: A. Danko

Planting in Hope, Nurturing in Love

OPENING PRAYER

Let us begin with the sign of our faith: In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Lord, we thank you for the gift of this day and opportunity for us to grow in love as your Son's disciples, rooted in hope by the grace of his risen life that we share through Baptism. May all that we do help us to foster this same love and hope in the lives of those we serve. We make this prayer to you in the name of Jesus, the Lord.

And now, let us be attentive to God's word.

READING

A reading from the letter of Paul to the Romans (Romans 15:13)

May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.

The word of the Lord.

Thanks be to God.

REFLECTION

So much of what we do and teach in Catholic schools is rooted in the gift of Christian hope. Hope is more than optimism. It is that unshakeable confidence that has been engrained into our hearts and souls by being joined with the crucified and risen Jesus. Hope moves us to strive for the Gospel's higher ideals and to teach our children to do the same. Hope tells us that loving relationships are worth building and that gifts are meant for sharing. We know this because Christ himself has bound us to one another in relationship as members of his body and furnished us with the gifts of his Spirit to share in love, just as he has loved us. At the end of each day, we can look back at the many seeds we have sown. Some will germinate quickly, and others much later than we are able to see or understand. As disciples of the risen Lord, we labour confidently onward, sowing in hope, nurturing in love, for a harvest beyond our imagining that will come due in God's time.

PRAYER OF THE FAITHFUL

Let us pray for the Church, that all who share a common Baptism might find their relationships strengthened by sharing the gifts they have received from the one Lord. We pray... *Lord, hear our prayer.*

Let us pray for the world. That all God's children might build a world of peace and understanding in all their activities. We pray... *Lord, hear our prayer.*

Let us pray for persons who suffer, especially among those we are called to serve in our Catholic schools. May our commitment to hope exercised in love help ease their uncertainties and pain. We pray... *Lord, hear our prayer.*

Let us pray for ourselves, that we might recognize the gift of one another's talents and strive to build relationships that support and encourage our ministry in Jesus' name. We pray... *Lord, hear our prayer.*

Let us pray for all our needs, using the words that Jesus gave us: Our Father...

CLOSING PRAYER

We thank you Lord for the gift of hope you have poured out on us in Christ. May it pervade all that we do, and help awaken those we serve to the giftedness of their lives that will unfold as they share what you have so graciously bestowed on them in love. We make this prayer to you in the name of Jesus, the Lord. And may Almighty God bless us: Father, Son and Holy Spirit. *Amen.*

JOSEPH BRANT HOSPITAL FOUNDATION

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MINUTES OF THE REGULAR BOARD MEETING

Date: Time: Location:	September 6, 2016 7:30 pm Catholic Education Centre - Board Roo 802 Drury Lane Burlington, Ontario	m
Members Present	A. Danko H. Karabela A. Iantomasi, Vice Chair of the Board P. Marai J. Michael, Chair of the Board	A. Quinn D. Rabenda J.M. Rowe S. Trites
Student Trustees	C. Atrach I. Schwecht	M. Zapata
Staff Present	B. Browne C. Cipriano G. Corbacio P. Dawson, Secretary of the Board C. McGillicuddy L. Naar	R. Negoi J. O'Hara T. Overholt T. Pinelli A. Prkacin
Also Present	N. March, President, OECTA Elementa A. Swinden, Administrator, Strategic C F. Thibeault, Administrator, Planning S	communications Services
Recording Secretary	R. Di Pietro	

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (C. Atrach) The meeting opened at 7:30 p.m. with a prayer led by C. Atrach.

2. Approval of the Agenda

#159/16 Moved by: D. Rabenda Seconded by: A. Quinn RESOLVED, that the agenda of the September 6, 2016 Regular Board Meeting be approved 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 Minutes of the June 21, 2016 Regular Board Meeting

#160/16

Moved by: A. Quinn Seconded by: P. Marai RESOLVED, that the minutes of the June 21, 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

There were no action reports.

9. Staff Reports

There were no staff reports.

10. Information Items

10.1 Student Trustee Update (C. Atrach)

Student Trustees are scheduled to meet to discuss new initiatives and are looking forward to the 2016 - 2017 school year. Student trustees will be attending the OSTA-AECO Fall Regional Meeting.

10.2 School Educational Field Trips (C. Cipriano)

The trips were provided as information.

10.3 Upcoming Growth and School Consolidation Projects (G. Corbacio, R. Negoi)

Trustees were provided with a report on the school consolidations and growth projects prioritized for the next 2 years, as identified in the 2013 Long Term Capital Plan. A school consolidation project for Oakville and Burlington and growth projects in Milton and Oakville are listed for review. Staff will undergo updates to the Long Term Capital Plan once final enrolment numbers are available. Once approved by trustees, the list of long term capital priorities projects will be communicated to the public.

Staff addressed concerns expressed by trustees regarding the proposed timelines and the potential implications on enrolment if the co-terminous board's project is completed ahead of a new Catholic secondary school in south Burlington. Trustees also commented on the need to consider all elementary schools in south Burlington before proceeding with a Secondary plan. Staff was urged to expedite the process and explore options with the City of Burlington regarding land availability. Staff also provided information regarding the timeline requirements to initiate PARs.

Staff shared with trustees some of the discussions that have taken place with City staff and following discussion, staff were directed to prepare a formal letter to initiate discussion with City counsellors and City staff regarding potential land opportunities. A draft of the letter is to be reviewed at the September 20, 2016 Board meeting. In response to a question regarding enrolment pressures in Milton due to growth, staff indicated that the next school is projected for 2018.

10.4 School Drinking Water Lead Content Test Results - 2016 (G. Corbacio)

The annual drinking water lead content results for the Board's schools was provided as information. Testing and flushing of drinking water is done in accordance with the Safe Drinking Water Act, Regulation 243/07. G. Corbacio confirmed that the test results will be posted on the Board's website.

10.5 Summer 2016 - School Facilities Update (G. Corbacio)

Throughout the summer the Board underwent a thorough cleaning of its schools as well as two capital projects. Over \$10 million was spent in facility renewal work.

F. Thibeault provided information regarding enrolment at St. Gregory the Great Catholic Elementary School. Enrolment will be more precise once all data is entered.

11. Miscellaneous Information

There was no miscellaneous information.

12. Correspondence

- 12.1 F.M. Menzies Ministry of Education
- 12.2 MPP Correspondence to the Honourable Mitzie Hunter
- **12.3** The Honourable Mitzie Hunter, Minister of Education The correspondence was received as information.

13. Open Question Period

There was no open question period.

14. In Camera

#161/16 Moved by: P. Marai Seconded by: A. lantomasi RESOLVED, that the meeting move in-camera.

CARRIED

The meeting moved in-camera at 8:05 p.m. and resumed in regular session at 8:27 p.m.

Information Received In-Camera

A. lantomasi read the information received in-camera.

Retirements

Mary Gear, Mary Helen Ostner and Luisa Zoratti retired effective June 30, 2016.

Resignations

Margaret Coyle, Tania Hughes and Sonia Manchisi resigned effective August 31, 2016.

Department Heads and Acting Department Heads

Lee Cond, Kathleen Berlasso-Stone and Danielle Piantoni appointed as Department Heads effective September 1, 2016 for a period of up to four (4) years. Justin Yantho, Julia Mulligan and Scott VandeValk appointed as Acting Department Heads effective September 1, 2016 for a

period of up to one (1) year.

Curriculum Coordinator

Jill Staples appointed as Curriculum Coordinator effective September 1, 2016 for up to two (2) years with a possibility of a one (1) year extension.

Curriculum Consultant

Jaclyn Priest-Brown appointed as Curriculum Consultant effective September 1, 2016 for a period of up to three (3) years with a possibility of a one (1) year extension.

<u>Hiring</u>

Bernadeta Aguilera, Shannon Binkley, Alfonso Bozzelli, Kathryn Bradica, Sarah Bunting, Michael Campovari, Kayla Caruso, Carla Cattafi, Pasquale Cerisano, Maria Ceron, Jennifer Choong, Ann Chowaniec, Laura Cornacchione, Paul Crisostimo, Devyn Cuncic, Michael da Cunha, Katrina D'Amore, Maria Danko, Christina Da Silva, Alexandra Del Mastro, Jennifer De Meo, Denise Densmore, Maria De Rosa, Christina Denomme, Andrea Di Marino, Kaitlin Falcone, Rebecca Fernandes, Sarah Filice, Aine Flynn, Rachel Gagne, Rochelle Gour, Lindsay Jacobs, Lydia Kellner, Daniel Kiely, Ryan Kohen, Christina Koos, Marie Korczak, Lauren Kutlesa, Aaron Logar, Tanya Lord, Jennifer Lukey, Kayla MacArthur, Meagan Maciel, Michael Mahaney, Katherine McNamara, Nadia Mendola, Vanessa Meulendyks, Erica Neil, Jessica O'Brien, Carolyn Oliver, Judith Pace, Andrew Page, Anna Paish, Nicole Palvolgyi, Krzysztof Pluchowski, Wayne Popa, Melissa Power, Alexandra Prost, Wojciech Rab, Bridget Rowe, Kristen Runciman, Alessia Sacco, Nebal Sakran, Kimberly Sheahan, Jennifer Shkopiak, Patricia Sobczyk, Anna Stolarz, Laura Thissen, Alexandra Thomson, Erika Trott, Erin Vanmarcke, Victoria Warren, Michael Zenone, Julia Zimmerman and Julia Zinkevych hired as probationary teachers effective September 1, 2016.

Acting Elementary School Vice Principal

Tom Durran appointed as Acting Elementary Vice Principal at St. Anthony of Padua effective September 6, 2016 an end date to be determined but at least until October 7, 2016.

15. Resolution re Absentees

No absences.

 Adjournment and Closing Prayer (J. Michael) #162/16 Moved by: H. Karabela Seconded by: P. Marai RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 8:27 p.m. with a prayer led by J. Michael.

Secretary of the Board

Chair



BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
June 21, 2016	Policy III-17 Attendance Support Program	2 nd Reading	T. Overholt	October 2016



ACTION REPORT

ITEM **8.1**

POLICY II-24 HOME TO SCHOOL STUDENT TRANSPORTATION

PURPOSE:

To approve Policy II-24 Home to School Student Transportation as amended.

BACKGROUND REPORT:

- 1. Discussion Report 4.1 "Policy II-24 Home-to-School Student Transportation Proposed Minor Amendment Late Buses", from the June 14, 2016 Policy Committee Meeting.
- 2. Discussion Report 4.2 "Policy II-24 Home-to-School Student Transportation Proposed Minor Amendment Late Buses", from the May 10, 2016 Policy Committee Meeting.

COMMENTS:

At the June 14, 2016, Policy Meeting of the Board, trustees were informed of Board staff's intention to review Operating Policy II-24 Home-To-School Student Transportation and bring forward any changes to the September 13, 2016 Policy Committee Meeting.

The intent of the review would be to enhance the policy by focusing primarily on transportation eligibility factors. Halton Student Transportation Services (HSTS) operating procedures adequately prescribe how eligibility factors within the HCDSB policy framework are measured, and how student transportation is delivered to the Board's student body. The proposed amendments to the policy would have no impact on transportation eligibility factors for students.

HSTS operating procedures that cover the content of the current Operating Policy II-24 can be found on their website, <u>www.haltonbus.ca</u>. HSTS has the following sub-sections in their operating guidelines:

- 1. Eligibility
- 2. Roles and Responsibilities
- 3. Operating Guidelines
- 4. Emergency Procedures
- 5. Accessible Transportation

For a full listing of all HSTS Operating Policies and Procedures refer to Appendix A.

CONCLUSION:

As HSTS already has its own operational procedures that are guided by HCDSB Operation *Policy II-24 Home-to-School Student Transportation*, both Board staff and HSTS staff found that the policy should undergo a review to remove any overlaps in practice to ensure consistency.

The revised *Policy II-24 Home to School Student Transportation* was presented at the September 13, 2016 Policy Committee Meeting with a recommendation that it be forwarded to the Board of Trustees 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-24 Home to School Student Transportation as amended.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI CHAIR OF THE POLICY COMMITTEE

APPENDIX A

PROCEDURE AREA	NAME AND LINK TO POLICY	POLICY RELATION	
Eligibility	HS-1-001 Policy Implementation	Principles	
	HS-1-002 Transportation Eligibility	Requirements S.1-5	
	HS-1-003 Eligibility Factors	Requirements S.1-5	
	HS-1-004 Courtesy Seats	Requirement S.7	
	HS-1-005 Student's Primary Address		
	HS-1-006 Optional Attendance / Cross Boundary Students	Requirement S.6	
	HS-1-007 Joint Custody		
	HS-1-008 Transportation Eligibility Reassessment		
Roles and	HS-2-001 Accompanying JK SK Students to or from bus stop	Requirement S.9	
Responsibilities	HS-2-002 Student Responsibilities	Requirement S.8 and S.10	
	HS-2-003 Parent Guardian Responsibilities	Requirement S.8 and S.9	
	HS-2-004 School Principal Responsibilities	Requirement S.8	
	HS-2-005 Bus Operator and Driver Responsibilities		
	HS-2-006 Responsibilities of Taxi Operators & Drivers		
	HS-2-007 HSTS Responsibilities		
	HS-2-008 Disciplinary Action		
Operating	HS-3-001 Service Parameters	Requirement S.11	
Guidelines	HS-3-002 Bus Stop Placement	Requirement S.13	
	HS-3-004 Duration of Bus Trip		
	HS-3-005 Transportation To/From Caregiver Daycare	Requirement S.12	
	Provider		
	HS-3-006 Transportation for Co-op Students		
	HS-3-007 Public Transit		
	HS-3-008 Temporary Medical Transportation		
	HS-3-009 School Bus Cameras		
	HS-3-010 Transporting Equipment		
	HS-3-011 Moving a Bus Stop Due to Owner Complaint		
	HS-3-012 Transportation Audits		
	HS-3-013 Review of Distance Calculation		
	HS-3-014 Process for Appealing Decisions		
	HS-3-015 School Bell Time Review	Requirement S.15	
	HS-3-016 Criminal Record and Vulnerable Screening	Requirement 0.10	
	HS-3-017 Temporary Day Riders		
Emergency	HS-4-001 First Aid CPR		
Procedures			
	HS-4-002 EpiPen		
	HS-4-003 Type 1 Diabetes		
	HS-4-004 Seizure Disorder		
	HS-4-005 Accident Incident Procedure		
	HS-4-006 Inclement Weather		
	HS-4-007 School Closure		
	HS-4-008 Missing Student		

	HS-4-009 This item is currently under review.	
	HS-4-010 Pandemic Responsibilities	
Accessible	HS-5-001 Accessible Student Transportation	Requirement S. 1
Transportation	HS-5-002 Transporting Service Animals	Requirement S. 1
	HS-5-003 Support Persons for Students with Special Needs	Requirement S. 1
	HS-5-004 Child Booster Car Seats	Requirement S. 17

OPERATING POLICY HOME-TO-SCHOOL STUDENT TRANSPORTATION

HALTON CATHOLIC DISTRICT SCHOOL BOARD			
OPERATING POLICY	II-24		
DATE:	JANUARY 31, 1995		
Amended:	September 6, 2005		
Amended:	NOVEMBER 1, 2005		
AMENDED:	April 15, 2008		
Amended:	FEBRUARY 17, 2009		
Amended:	February 18, 2014		
Amended:	May 6, 2014		
Amended:	SEPTEMBER 20, 2016		

PURPOSE

To support and regulate the efficient provision of transportation services to eligible students of this Board. This policy applies to all schools within the jurisdiction of the Halton Catholic District School Board and to all eligible students served by Halton Student Transportation Services (HSTS).

PRINCIPLES

- 1. The Halton Catholic District School Board recognizes that there are conditions which warrant provision of transportation services for certain students, or as a result of safety concerns identified by HSTS;
- 2. The Board understands that parents share in the responsibility for the safety and welfare of their children;
- 3. The Board recognizes that transportation services that are provided for eligible students are by virtue rather than a right;
- 4. The Board provides transportation services in the most safe, cost-effective and economically feasible manner as possible; and as such, the Board's transportation services are provided by a consortium (HSTS) consisting of the two (2) coterminous English Boards servicing Halton Region;

REQUIREMENTS

- 1. Transportation services may be provided for registered Halton Catholic District School Board pupils, residing within the Region of Halton based on the following:
 - 1.1. Distance from home to the designated home school;
 - 1.2. Distance from home to the designated Board Approved Program school boundary, offering transportation;
 - 1.3. Identification, Placement and Review Committee (IRPC) decisions;
 - 1.4. Hazardous walking conditions; and/or,
 - 1.5. Validated physical, emotional, and/or developmental reasons
- 2. Transportation privileges may be withdrawn at any time if student responsibilities outlined in the HSTS Operating Procedures are not met. Notice of the withdrawal of bus privileges is outlined in HSTS Operating Procedures.

OPERATING POLICY	HALTON CATHOLIC	DISTRICT SCHOOL BOARD
HOME-TO-SCHOOL	OPERATING POLICY	II-24
STUDENT TRANSPORTATION	Date:	JANUARY 31, 1995
	Amended:	SEPTEMBER 6, 2005
	AMENDED:	November 1, 2005
	AMENDED:	April 15, 2008
	AMENDED:	FEBRUARY 17, 2009
	Amended:	February 18, 2014
	Amended:	May 6, 2014
	Amended:	SEPTEMBER 20, 2016

3. The following distances determine eligibility for home to school to school:

Grade	Distance
Junior Kindergarten to Grade 8	more than 1.6 km
Grade 9 to 12	more than 3.2 km

- 4. An appeal process will be used for the resolution of disputes regarding transportation eligibility, as outlined by HSTS Operating Guidelines HS-3-014 Process for Appealing Decisions.
- 5. The Board recognizes that it may be necessary to alter transportation services as a result of safety concerns, or in order to accommodate the validated needs of students and/or their parent(s)/guardian(s) because of their identification with a ground or grounds under the Ontario Human Rights Code.
- 6. For additional information on HSTS procedures pertaining to Eligibility; Roles and Responsibilities; operating Guidelines; Emergency Procedures; and, Accessible Transportation, please visit <u>www.haltonbus.ca</u>

APPROVED: Regular Meeting of the Board



ACTION REPORT

ITEM 8.2

ANNUAL REVIEW - POLICY I-19 OCCUPATIONAL HEALTH AND SAFETY

PURPOSE:

To approve Policy I-19 Occupational Health and Safety as presented.

COMMENTS:

Current legislation in the Occupational Health and Safety Act Section 25 (j) state that School Boards are required to "prepare and review at least annually a written Occupational Health and Safety Policy"and Section 25 (k) to post a copy of the policy in a conspicuous location in the workplace.

The Occupational Health and Safety Policy must include the employer's commitment to preventing occupational illness and injury in the workplace as well as their responsibility to implement and maintain a safe and healthy work environment. The policy must also include supervisor and worker responsibility statements as they pertain to health and safety in the workplace. Supervisors have the responsibility to ensure that safe and healthy work conditions are maintained in their work areas. Workers have the responsibility to work safely and in accordance with both legislated and employer procedures.

As per legislated requirements, this policy will be reviewed, revised if necessary and dated within a twelve (12) month period. Copies will be provided to each site and supervisors will be responsible for posting the policy annually in a conspicuous location in the workplace.

The Board's Health and Safety Officer as well as the Superintendent of Human Resources recommends no changes to the policy for the school year 2016-2017. Policy I-19 Occupational Health and Safety was presented at the Policy Committee Meeting on September 13, 2016 with a recommendation that it be forwarded to the Board of Trustees 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 I-19 Occupational Health and Safety as presented.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI CHAIR OF THE POLICY COMMITTEE

OPERATING POLICY		HALTON CATHOLIC DISTRICT SCHOOL BOARD	
OCCUPATIONAL HEALTH & SAFETY	Policy No.:	I-19	
	Date:	September 26, 1995	
	Amended:	September 6, 2005	
	Reviewed:	October 16, 2012	
	Reviewed:	September 17, 2013	
	Reviewed:	September 16, 2014	
	Reviewed:	September 15, 2015	
	Reviewed:	September 20, 2016	

PURPOSE

The Halton Catholic District School Board is dedicated to providing a safe working environment for its workers/employees. All workers/employees of the Board must be committed to an objective of reducing the risk of injury and illness.

APPLICATION & SCOPE

This policy applies to all workers/employees within the jurisdiction of the schools of the Halton Catholic District School Board.

PRINCIPLES

It is in the best interest of all workers/employees to consider health and safety in every activity. Commitment to health and safety must form an integral part of the Halton Catholic District School Board and its workers/employees.

REQUIREMENTS

- The Halton Catholic District School Board is committed to taking every reasonable precaution for the protection of all workers/employees.
- The Halton Catholic District School Board is responsible for providing adequate training for workers/employees in their specific work tasks to protect their health and safety.
- Supervisors at all levels will be accountable for the health and safety of workers/employees under their supervision.
- Supervisors at all levels are responsible to ensure that machinery, equipment and work methods are safe and that workers/employees perform their duties in compliance with legislation and established safe work practices and procedures.
- Supervisors shall advise a worker/employee of the existence of any potential or actual danger to the health and safety of the worker/employee of which the supervisor is aware.
- Supervisors shall take every reasonable precaution for the protection of workers/employees.

OPERATING POLICY		HALTON CATHOLIC DISTRICT SCHOOL BOARD
OCCUPATIONAL HEALTH & SAFETY	Policy No.:	l-19
	Date:	September 26, 1995
	Amended:	September 6, 2005
	Reviewed:	October 16, 2012
	Reviewed:	September 17, 2013
	Reviewed:	September 16, 2014
	Reviewed:	September 15, 2015
	Reviewed:	September 20, 2016

- Workers/supervisors must receive adequate training in their specific work tasks to protect their health and safety.
- Every worker/employee must protect her or his own health and safety by working in compliance with the legislation and with safe work practices and procedures established by the Board.
- Workers/employees are required to report, immediately, unsafe or unhealthy situations to their immediate supervisor or designate.
- This policy will be reviewed on an annual basis and posted in all Board locations in accordance with the Occupational Health and Safety Act.

APPROVED: Regular Meeting of the Board

Authorized by:

Chair of the Board



ACTION REPORT

ITEM 8.3

ANNUAL REVIEW - POLICY III-15 WORKPLACE VIOLENCE

PURPOSE:

To approve Policy III-15 Workplace Violence as presented.

COMMENTS:

Current legislation in the Occupational Health and Safety Act (Bill 168) states that school boards are required to review annually, and revise if necessary its policy on Workplace Violence.

Policy III-15 was reviewed by the Board's Health and Safety Officer, as well as the Superintendent of Human Resources Services. No changes to the policy are recommended for the school year 2016 - 2017. The policy was presented at the Policy Committee Meeting on September 13, 2016 with a recommendation that it be forwarded to the Board of Trustees 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 III-15 Workplace Violence as presented.

REPORT SUBMITTED AND APPROVED BY:

P. MARAI CHAIR OF THE POLICY COMMITTEE

OPERATING POLICY	HALTON CATHOLIC DISTRICT SCHOOL BOARD		
WORKPLACE VIOLENCE	Policy No.:	III-15	
	Date:	June 29, 2010	
	Reviewed:	October 16, 2012	
	Reviewed:	September 17, 2013	
	Reviewed:	September 16, 2014	
	Reviewed:	September 15, 2015	
	Reviewed:	September 20, 2016	
		. ,	

PURPOSE

To ensure that the environment of the Halton Catholic District School Board in which its employees work and its students learn is free of workplace violence as defined by Bill 168 under the *Occupational Health and Safety Act 2010*.

APPLICATION & SCOPE

This policy applies to all Board employees, trustees and other users of the Board's facilities, such as members of consultative committees, parents, volunteers, permit holders, contractors and employees of other organizations not related to the Board but who nevertheless work on or are invited onto Board premises. This poli y also covers workplace violence by such persons which are proven to have repercussions that adversely affect the Board's learning and working environment.

The rights of students to a respectful working and learning environment, free from violence, are dealt with under other appropriate policy, legislation or regulations including, but not limited to, the *Education Act*, Ontario Schools Code of Conduct and codes of behaviours.

PRINCIPLES

The Halton Catholic District School Board is committed to providing a safe working environment in which all employees are treated with respect and dignity, safe from violence and harassment.

It is the policy of the Board to ensure conduct in its workplaces is in accordance with the gospel values of Jesus Christ, the Board's Mission and Vision Statement, and Guiding Principles.

This policy is intended to provide greater awareness of the value of establishing and maintaining respectful working and learning environments.

The Board will assess the risks of workplace violence that may arise from the nature of the workplace, in accordance with the provisions of the *Occupational Health and Safety Act.*

DEFINITIONS

1. **DEFINITION OF WORKPLACE VIOLENCE**

Workplace Violence means:

- a) the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker;
- b) an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker; and

OPERATING POLICY	HALTON CATHOLIC DISTRICT SCHOOL BOARD				
Workplace Violence	Policy No.:	III-15			
	Date:	June 29, 2010			
	Reviewed:	October 16, 2012			
	Reviewed:	September 17, 2013			
	Reviewed:	September 16, 2014			
	Reviewed:	September 15, 2015			
	Reviewed:	September 20, 2016			

c) a statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

2. **DEFINITION OF WORKPLACE**

The Workplace is any place where employees perform work or work-related duties or functions. Schools and school-related activities, such as extra-curricular activities and excursions, comprise the workplace, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy.

REQUIREMENTS

1. INFORMATION AND INSTRUCTION WITH RESPECT TO WORKPLACE VIOLENCE:

- a) The Board will provide an employee with,
 - i. information and instruction that is appropriate for the employee on the contents of the policy and program with respect to workplace violence; and
 - ii. any other prescribed information or instruction.
- b) The information provided to an employee may include personal information related to a risk of workplace violence from a person with a history of violent behaviour if,
 - i. the employee can be expected to encounter that person in the course of his or her work; and
 - ii. the risk of workplace violence is likely to expose the employee to physical injury.
- c) The Board will not disclose more personal information than is reasonably necessary to protect the employee from physical injury.

2. DOMESTIC VIOLENCE:

a) The Board will take every reasonable precaution to protect an employee from domestic violence, if aware, that is likely to expose an employee to physical injury that may occur in the workplace.

3. ASSESSMENT OF THE RISKS OF WORKPLACE VIOLENCE:

- a) The Board will assess the risks of workplace violence that may arise from the nature of the workplace, the type of work or the conditions of work.
- b) The Board will reassess the risks of workplace violence as often as necessary to ensure that the related policy and the related program continue to protect employees from workplace violence.
- c) The assessments and reassessments shall take into account:

REVIEWED SEPTEMBER 20, 2016

OPERATING POLICY	HALTON CATH	HALTON CATHOLIC DISTRICT SCHOOL BOARD			
WORKPLACE VIOLENCE	Policy No.:	III-15			
	Date:	June 29, 2010			
	Reviewed:	October 16, 2012			
	Reviewed:	September 17, 2013			
	Reviewed:	September 16, 2014			
	Reviewed:	September 15, 2015			
	Reviewed:	September 20, 2016			

- i. circumstances that would be common to similar workplaces;
- ii. circumstances specific to the workplace; and
- iii. any other prescribed elements.
- d) Circumstances that would be common to schools of the Board are:
 - i. the existence of potential risks due to interactions with the public, students, parents and employees; and
 - ii. the existence of protocols between the Board and the police force on its territory.
- e) Circumstances specific to a school are:
 - i. the school safety plan;
 - ii. the provisions of the lockdown plan of the school;
 - iii. the relationship between the school and the local police.
- f) The Board shall advise the local committee or the local health and safety representative of the results of the assessment and reassessment, and provide a written copy to same.
- g) If there is no local committee or the local health and safety representative, the Board will advise the employees of the results of the assessment and reassessment and, if the assessment or reassessment is in writing, will provide written copies on request.

4. PROGRAM TO IMPLEMENT THE POLICY WITH RESPECT TO WORKPLACE VIOLENCE:

- a) The Board will develop and maintain a program to implement the policy with respect to workplace violence.
- b) Without limiting the generality of paragraph a) above, the program will;
 - i. include measures to take and procedures to follow in order to control risks of workplace violence identified in the risk assessment that is required under section 3, as likely to expose an employee to physical injury;
 - ii. include measures to take and procedures to follow in order to summon immediate assistance when workplace violence occurs or is likely to occur;
 - iii. include measures that employees must take and procedures that they must follow to report incidents of workplace violence to the Board or their supervisor;

OPERATING POLICY HALTON CATHOLIC DISTRICT SCH					
WORKPLACE VIOLENCE	Policy No.:	III-15			
	Date:	June 29, 2010			
	Reviewed:	October 16, 2012			
	Reviewed:	September 17, 2013			
	Reviewed:	September 16, 2014			
	Reviewed:	September 15, 2015			
	Reviewed:	September 20, 2016			

- iv. set out how the Board will investigate and deal with incidents or complaints of workplace violence, then subsequently act in a fair and timely manner; and
- v. include any prescribed elements.

5. POSTING OF THE POLICY:

a) The policy and procedures concerning workplace violence will be posted in a conspicuous place at the workplace.

6. REVIEW OF THE POLICY:

a) The Board will review the policy with respect to workplace violence as often as is necessary, but at least annually.

7. DUTIES OF THE SUPERVISOR:

The supervisor will advise an employee of the existence of any potential or actual danger to the health and safety of the employee of which the supervisor is aware, or ought to be aware, including personal information, related to a risk of workplace violence from a person with a history of violence behaviour if,

- a) the employee can be expected to encounter that person in the course of his or her work; and
- b) the risk of workplace violence is likely to expose the employee to physical injury.

8. DUTIES OF THE BOARD:

The Board will inform and communicate with the appropriate Union leader should a threat or act of serious and/or violent nature be made towards one of its members.

9. DUTIES OF THE EMPLOYEE:

The employee shall advise the Board or the supervisor of any incident or risk of workplace violence of which he or she is aware.

10. REPRISAL:

This policy prohibits reprisals against individuals, acting in good faith, who report incidents of workplace violence or act as witnesses. The Board will take all reasonable and practical measures to prevent reprisals, threats of reprisal, or further violence. Reprisal is defined as any act of retaliation, either direct or indirect.

OPERATING POLICY	HALTON CATH	HALTON CATHOLIC DISTRICT SCHOOL BOARD			
WORKPLACE VIOLENCE	Policy No.:	III-15			
	Date:	June 29, 2010			
	Reviewed:	October 16, 2012			
	Reviewed:	September 17, 2013			
	Reviewed:	September 16, 2014			
	Reviewed:	September 15, 2015			
	Reviewed:	September 20, 2016			

APPROVED:

Regular Meeting of the Board

AUTHORIZED BY :

Chair of the Board



Ітем 9.1

OAKVILLE NORTHEAST PUPIL ACCOMMODATION REVIEW: INITIAL STAFF REPORT (DRAFT)

PURPOSE:

To provide the Board of Trustees with the Oakville Northeast Pupil Accommodation Review Initial Staff Report (Draft) as information.

BACKGROUND:

- 1) Information Report 10.3, "Upcoming Growth and School Consolidation Projects" from the September 6, 2016, Regular Board Meeting.
- 2) Action Report 8.6, "2016 Capital Priorities Business Cases Submission" from the June 21, 2016, Regular Board Meeting.
- 3) Information Report 10.4, "2016 Annual Facility Accommodation Report" from the January 19, 2016, Regular Board Meeting.
- 4) Action Report 9.5, "Long Term Capital Plan" from the June 18, 2013, Regular Board Meeting.

COMMENTS:

At the September 6, 2016, Regular Meeting of the Board staff presented the upcoming growth and consolidation projects anticipated for the 2016-2017 and 2017-2018 school years. Of the projects listed, staff indicated that a school consolidation project for the Northeast Oakville neighbourhood as the first priority.

Accordingly, staff indicated that Trustees would be presented with a Staff Report for the September 20, 2016, Regular Meeting of the Board that includes the Pupil Accommodation Review (PAR) Initial Staff Report (Draft).

As per <u>Operating Policy I-09</u>: School Accommodation Review – Consolidation/Closure, Staff are required to then bring forward an Action Report and completed PAR <u>Initial Staff Report</u> at the October 4, 2016, Regular Meeting of the Board, with the request to approve a full Pupil Accommodation Review (PAR) Process for the area, and establish an Accommodation Review Committee (ARC).

As per the requirements of <u>Administrative Procedure VI-35</u>: <u>School Accommodation Review –</u> <u>Consolidation/Closure</u>, prior to initiating a Pupil Accommodation Review process, a PAR <u>Initial Staff Report</u> must be presented to the Board of Trustees which includes at least one (1) preferred option, and where applicable alternative options.

OAKVILLE NORTHEAST PUPIL ACCOMMODATION REVIEW

Page 1 of 2

The attached PAR Initial Staff Report (Draft) includes the required information, and includes one (1) preferred and one (1) alternate option for the Oakville Northeast PAR. The following information is provided in the attached report:

- A. Where students would be accommodated
- B. Program changes as a result of the proposed option
- C. Student transportation would be affected if changes take place
- D. Capital investment required, and funding mechanism
- E. Information obtained from municipalities and other community
- F. Timeline for implementation
- G. Transition Planning and Transition Committee information

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" for school projects. This was the second year of the four (4) year capital funding stream.

It is anticipated that the same memorandum will be circulated at approximately the same period this year, December 2016, with a submission deadline of February 2017 for Business Cases, and a PAR approval deadline of late March 2017. This process is anticipated to end as of March 7, 2017, meeting Ministry deadlines. As a reference, the Ministry Memorandum 2015: B16 can be found on the Ministry website <u>here</u>.

CONCLUSION:

At the next Regular Board Meeting scheduled on October 4, 2016, staff will be recommending that the Board initiate a full Pupil Accommodation Review for the Oakville Northeast area, and establish an Accommodation Review Committee (ARC). The resolution will read as follows:

RESOLVED, that the Halton Catholic District School Board approve the undertaking of the Oakville Northeast Pupil Accommodation Review (PAR) 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, SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES
SUBMITTED BY:	G. Corbacio, Superintendent of Facility Management Services R. Negoi, Superintendent of Business Services and Treasurer of the Board T. Overholt, Superintendent of Education, School Services T. Pinelli, Superintendent of Education, School Services

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

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Pupil Accommodation Review Initial Staff Report

OAKVILLE NORTHEAST: Proposed School Closure & Consolidation Project

(DRAFT)

September 20, 2016

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Executive Summary

This report outlines an opportunity to consolidate underutilized spaces in Northeast Oakville, and to construct a new replacement school facility with the appropriate capacity. The consolidation of school space to construct a replacement school facility will require a Pupil Accommodation Review (PAR) process.

The 2013 Long Term Capital Plan identifies projected enrolment declines in CEO4 is projected, to a utilization of 65% by 2025. This results in approximately **295 surplus pupil places** as of 2015, projected to grow to nearly **377 surplus pupil places by 2025**. As a result of this under-utilization, the LTCP identified the need to establish a Pupil Accommodation Review to remove empty, unfunded pupil places.



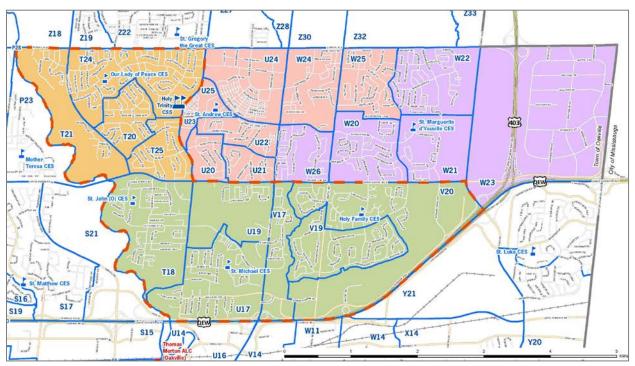
Historic and Projected Enrolment Trends

In addition, the Facility Accommodation Report presented to community stakeholders on January 18, 2016, and to the Board of Trustees on January 19, 2016, as an information item recommended the following review area action:

Establish Pupil Accommodation Review in CEO4: Oakville Northeast within two (2) years to consolidate school stock into more efficient building sizes of 500+ pupil places. This would include the Oakville Northeast CEO5 Review Area.

Given the above, staff is presenting Trustees with the present Initial Staff Report with recommends two Options. The preferred option presented by staff is to consolidate 3 schools into 1 facility and introduce the Extended French program and the Structured Teaching Classroom at the newly constructed 550 pupil place Oakville Northeast CES (ONES) – on the St. Michael School Site for the 2018-19 school year. The following actions would be undertaken:

- 1) Close both Holy Family and St. John (O) school and re-direct the student populations as follows:
 - a. Patch T18 from St. John (O) school to the new Oakville Northeast school site.
 - b. Patches T21 and T25 from St. John (O) to Our Lady of Peace School.
 - c. Redirect Holy Family to new Oakville Northeast School.
 - d. Introduce Extended French Immersion (ExtFI) at the new Oakville Northeast School (ONES).
- 2) Re-direct the existing Special Education program from Holy Family to Our Lady of Peace School and from St. John (O) school to the new Oakville Northeast School.



Proposed Boundaries for Oakville Northeast and Extended French Programs

Projected Enrolment

		OPEN		5 YEA	r proje	CTION			10 YE	AR PROJE	CTION	
SCHOOLS	OTG	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ONES	550	535	532	525	520	506	505	517	517	518	517	518
		97%	97%	95%	95%	92%	92%	94%	94%	94%	94%	94%
OLPO	490	460	440	441	442	448	443	438	440	438	436	434
		94%	90%	90%	90%	91%	91%	89%	90%	89%	89%	89%

If **Option 1** is approved by the Board of Trustees, for accommodation transitions, staff anticipates to undertake the following process following Ministry Funding:

- Re-locate all students residing in Patches T21 and T25 from St. John (O) School to Our Lady of Peace School – this will be their final school.
- Re-locate all students enrolled in Holy Family School Essential Skills Classroom (ESC) to Our Lady of Peace School.
- Temporarily re-locate all St. Michael School Students to St. John School until the construction of the new facility is completed, whereby all students (including holding students) will be provided transportation if they reside within 1.6 kilometers of St. John School;
- All students that are enrolled at Holy Family School will remain at their school until construction of the new Oakville Northeast Catholic Elementary School (ONES) is completed; and,
- Upon completion of a new school facility on the St. Michael school site, all students at Holy Family School and St. John School will be relocated to the new Oakville Northeast School in 2019.
- > Holy Family School and St. John Schools would then close.

1. Introduction

The Halton Catholic District School Board (HCDSB) is responsible for deciding the most appropriate pupil accommodations 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 Boardresources. These guiding principles apply to any accommodation review conducted pursuant to <u>Operating Policy I-9: School Accommodation Review –</u> <u>Consolidation/Closure</u>.

This report outlines an opportunity to consolidate underutilized spaces in Northeast Oakville, and to construct a new replacement school facility with the appropriate capacity. The consolidation of school space to construct a replacement school facility will require a Pupil Accommodation Review (PAR) 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 and/or closures. Wherever practical, these reviews will include a school or group of schools to facilitate the development of viable solutions for pupil accommodation supported by the guiding principles of Operating Policy I-9.

For more information regarding the PAR process, see the Ministry of Education's recently updated <u>Pupil</u> <u>Accommodation Review Guidelines (PARG)</u> and <u>Administrative Procedure VI-35 section 1.1</u>.

To establish a Pupil Accommodation Review, staff must present an Initial Staff Report (this report) to the Board of Trustees, which identifies at least one (1) option to address the identified accommodation issue. If more additional options are presented (as in this case) staff must identify a recommended option. The Initial Staff Report highlights the need to review the underutilization in the CEO4 Review Area, as identified in the Board's Long Term Capital Plan.

The Initial Staff Report will provide the rationale for recommending a Pupil Accommodation Review over other means of reducing excess pupil places, and detail the set of criteria utilized in developing the options presented to the community.

The Trustees are the sole decision makers in all aspects of the PAR, beginning with the decision to proceed with initiating a PAR and ending with a vote on the final recommendation presented in the Final Staff Report. The role of the Accommodation Review Committee (ARC), is advisory in nature, and acts as the official conduit of information for the community it represents.

Staff's preferred option will be supported with the following data (as prescribed in Administrative Procedure VI-35):

- A. Where students would be accommodated
- B. Program changes as a result of the proposed option
- C. Student transportation would be affected if changes take place
- D. Capital investment required, and funding mechanism
- E. Information obtained from municipalities and other community
- F. Timeline for implementation
- G. School Information Profiles (SIP)

2. Background: Road to a School Accommodation Review

2.1 Provincial Perspective: The Ministry of Education's Initiatives

In 2014-15 the Provincial Government announced the development of a School Board Efficiencies and Modernization Strategy (SBEM). Subsequent annual releases of the Grant for Student Needs have supported the SBEM Strategy within various funding envelopes or incentives. The announcements in April 2015 contained the following funding adjustments:

- Reduction School Facility Operations and Renewal Grant (Top Up Funding)
- Reduction Declining Enrolment Adjustment Grant
- Reduction School Foundation Grant
- Incentive School Consolidation Capital Funding

The Ministry announced in May 2015 that it will be phasing out "top-up funding" grants over the next three years, no longer funding empty classroom spaces as of 2017-18. Prior to this funding reduction, the Board received an additional \$1.0 million dollar annually in top-up funding grants for the operations of its underutilized schools.

Phasing out "top-up" funding is a Ministry initiative that aims to invest in the child and not in empty classroom spaces. Means to address this initiative include, among others, reducing underutilized pupil spaces through consolidations, closures, and/or introducing community partners in empty spaces through a cost recovery model where a school is still viable.

2.2 Halton Catholic District School Board Perspective

The following section details the ongoing annual work of the Board's Planning Services department in tracking and projecting enrolment and utilization in the schools and review areas of the board. In so doing, staff identifies areas of critical over and under-utilization and proposes methods of addressing these imbalances.

Solutions include identifying new schools in developing areas; boundary and program reviews to re-distribute enrolment; and Pupil Accommodation Reviews to address enrolment imbalances in a given neighbourhood or review area.

In Oakville Northeast, comprised of Review Areas CEO4 and CEO5 as shown in Appendix B, are comprised of schools with enrolment imbalances that need to be addressed. Initiating a Pupil Accommodation Review Area hereafter referred to as the **Oakville Northeast PAR** which is being recommended by staff.

2.2.1 Long Term Capital Plan and Annual Facilities Accommodation Report

The LongTerm Capital Plan (LTCP) is released on a five-year cycle for the entire Region of Halton, and was most recently updated in June 2013. This document compiles the Board's long term enrolment projections and contemplates future projects for creating new pupil places, renewing school facilities, and removing excess pupil places from the Board's inventory through pupil accommodation reviews. This is a living document, reviewed on an annual basis to ensure changing trends are reflected in the plan. To see the

complete Plan, go to the Board's website, or refer to the excerpted sections pertaining to CEO4 and CEO5 attached as Appendix A:

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

The 2013 Long Term Capital Plan identifies projected enrolment declines in CEO4 is projected, to a utilization of 65% by 2025. This results in approximately **295 surplus pupil places** as of 2015, projected to grow to nearly **377 surplus pupil places by 2025**. As a result of this under-utilization, the LTCP identified the need to establish a Pupil Accommodation Review to remove empty, unfunded pupil places.

In addition to the LTCP, as part of the Board's 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. The report was presented to community stakeholders on January 18, 2016, and to the Board of Trustees on January 19, 2016, as an information item.

The Facility Accommodation Report recommended the following review area action:

Establish Pupil Accommodation Review in CEO4: Oakville Northeast within two (2) years to consolidate school stock into more efficient building sizes of 500+ pupil places. This would include the Oakville Northeast CEO5 Review Area.

2.2.2 Annual 15-Year Projection Update and Classroom Summary

To generate enrolment projections, staff used October 31st actual enrolment student counts from a five (5) year historical period as the base. A fifteen (15) year enrolment projection is then developed using current development information, regional growth and school enrolment trends analyzed through the Board's enrolment projection software. This software takes into consideration year to year, grade to grade trends as impacted by program choice (such as Early French Immersion and Extended French Immersion gains and losses) as well as data pertaining to families moving into and out of the system.

On December 15, 2015, staff presented to the Board its annual fifteen (15) year forecast of enrolment projections for the Region of Halton. In the context of the CEO4 Review Area, staff projected that enrolment would continue to decline over the next fifteen (15) year period, leaving the school facilities within the area consistently and significantly underutilized.

To populate the 2016 enrolment data contained in this report, staff reviewed the staffing projections and pre-registrations. If the process is approved, October 31, 2016 enrolment actuals will be provided as information to the Accommodation Review Committee.

2.2.3 Municipal Consultation and Community Planning

On an ongoing basis, as part of the yearly review of accommodation needs and the daily operations of the Planning Services Department, staff consults with local municipalities and receives planning information on a number of development related matters.

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

regularly liaise with municipal staff to discuss future needs within the target municipalities, and align future capital investments wherever feasible (i.e. park facilities, childcare, city services, etc.).

As part of the PAR process, staff will include the Town of Oakville and Region of Halton in facility accommodation discussions for the Oakville Northeast Accommodation Review Areas.

On January 18, 2016, the Board hosted its Annual Community Planning and Facility Partnership Meeting as required under Operating Policy I-37: Community Planning and Facility Partnerships. The meeting provided the approved community partners with information relating to relevant portions of the Board's Long Term Capital Plan; details of any schools eligible for facility partnerships; background information on the Review Areas of the Board; and the process for submitting project proposals and becoming an approved community partner of the Board. No interest has since been expressed by Community Partners in utilizing empty pupil places in Oakville Northeast. For more information on Community Planning and Facility Partnerships, go to the board's website.

http://www.hcdsb.org/Community/Planning-and-Facility-Partnership/Pages/default.aspx

3. Pupil Accommodation Review (PAR) Process

3.1 Accommodation Review Committee Role

As per Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure, **an Accommodation Review Committee (ARC) is an Advisory Committee representing the affected schools of the accommodation review area**. Parents on this committee act as a conduit for information sharing between the board and the affected school communities.

The Administrative Procedure VI-35 details the ARC Terms of Reference, which establishes the mandate, membership and roles and responsibilities of the ARC as an advisory body (Schedule B of the Administrative Procedure). It is understood that the Board of Trustees will render the final decision on any options put forward by staff and the ARC. Proposed ARC committee meeting dates are outlined in Section 6.1.

3.2 PAR Reporting, Information Distribution, and Consultation Requirements

As per the requirements of Board Policy I-09: School Accommodation Review – Consolidation/Closure, Board staff are required to develop and present three (3) reports: (1) Initial Staff Report to establish the Accommodation Review (this report); (2) an Interim Staff Report; and (3) a Final Staff Report presented to the Board of Trustees to render a decision.

In addition to the reporting schedule, staff also has a duty to consult with a number of stakeholders including the community through two (2) consultation nights. A delegation night must be scheduled to allow members of the community the opportunity to present their position to the Board.

Staff is also responsible for developing tools to solicit community feedback on the proposed option and the work of the ARC and to report the feedback to the ARC and to the Board of Trustees.

Proposed milestones and consultation plan are outlined in Section 6.

3.3 Accommodation Review Area Enrolment Projections

Staff used the Board's student enrolment projection software to develop fifteen (15) year enrolment projections based on the actual October 31st enrolment student counts of the past five (5) years (2011-2015), supplemented by pre-registration enrolment data for the 2016-17 school year.

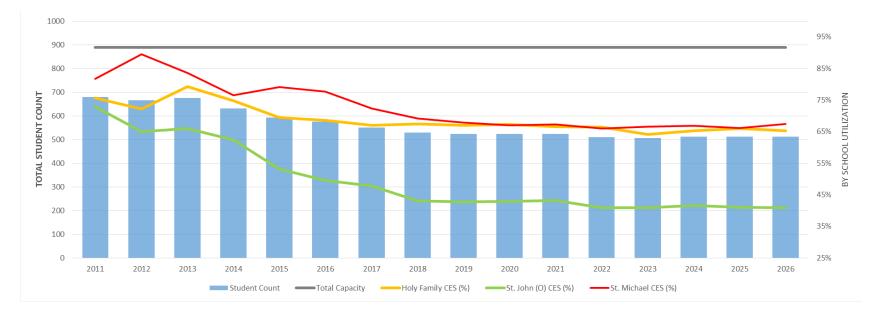
Past enrolment trends from a two (2) to five (5) year period, retention rates¹, and program trends (growth/loss to Early French Immersion, Extended French Immersion, Gifted) are all considered when modelling the progression of students through the grades. This modelling of the existing community is combined with data detailing the municipal development unit counts from filed and active development applications to estimate the number of new students yielded from new developments. **Table 1** below illustrates the enrolment projections for the schools within the **Oakville Northeast** accommodation review area:

¹ Retention rate: the percentage of students that progress from one grade to the next. If there are 100 grade 1 students one year and only 90 grade 2 students the following year, the retention rate would equal 90%.

CEO4		!	5 Year H	istoric E	nrolment	:	Current	5 year projection			10 year projection						
School Name	OTG	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Lieby Femily OFS	317	240	229	251	237	220	217	212	214	212	213	211	210	203	207	209	207
Holy Family CES	317	76%	72%	79%	75%	69%	69%	67%	67%	67%	67%	67%	66%	64%	65%	66%	65%
St. John (O) CES 303	202	221	197	200	189	161	150	145	130	130	130	131	124	124	126	125	124
	303	73%	65%	66%	62%	53%	50%	48%	43%	43%	43%	43%	41%	41%	42%	41%	41%
	000	219	240	224	205	212	208	194	186	182	180	180	177	178	179	177	181
St. Michael CES	268	82%	90%	84%	76%	79%	78%	72%	69%	68%	67%	67%	66%	67%	67%	66%	67%
Student Count	888	680	666	675	631	593	575	551	530	524	523	523	511	506	512	511	511
Utilization (%)		77%	75%	76%	71%	67%	65%	62%	60%	59%	59%	59%	58%	57%	58%	58%	58%
Surplus Pupil Space (+	,-)	208	222	213	257	295	313	337	358	364	365	365	377	382	376	377	377

Table 1: Projected Enrolment – CE04: Oakville Northeast North of QEW Review Area

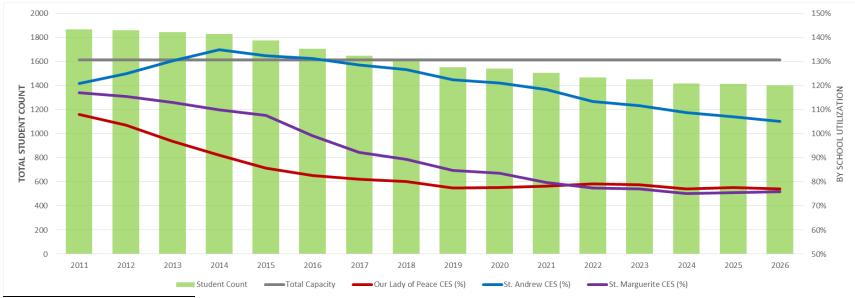
Figure 1: CEO4 Review Area Projected Enrolment vs. Overall Utilization



CEO5		ļ	5 Year H	istoric Eı	nrolment		Current 5 year projection					10 year projection					
School Name	OTG	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Our Lady of Peace	490	529	508	475	447	420	405	398	393	380	380	384	388	386	378	381	378
CES	490	108%	104%	97%	91%	86%	83%	81%	80%	78%	78%	78%	79%	79%	77%	78%	77%
Ct. Andrew CEC2	FOF	708	731	763	789	775	769	754	743	719	711	694	666	656	639	629	618
St. Andrew CES ² 585	585	121%	125%	130%	135%	132%	131%	129%	127%	122%	121%	118%	113%	112%	109%	107%	105%
	539	631	623	609	593	580	535	497	482	457	450	430	418	415	405	408	409
St. Marguerite CES	239	117%	116%	113%	110%	108%	99%	92%	89%	85%	84%	80%	78%	77%	75%	76%	76%
Student Count	1614	1868	1862	1847	1829	1775	1708	1648	1616	1555	1542	1507	1471	1456	1422	1417	1405
Utilization (%)		116%	115%	114%	113%	110%	106%	102%	100%	96%	95%	93%	91%	90%	88%	88%	87%
Surplus Pupil Space (+	-,-)	(254)	(248)	(233)	(215)	(161)	(94)	(34)	(2)	61	74	109	144	159	194	199	212

Table 2: Projected Enrolment – CEO5: Oakville Northeast North of QEW Review Area

Figure 2: CEO5 Review Area Projected Enrolment vs. Overall Utilization



² St. Andrew CES is the only school in the Accommodation Review Area projected to gain students from new development.

3.4 Option Development Considerations

As per the requirements of Administrative Procedure VI-35: School Accommodation Review – Consolidation/Closure, prior to initiating an accommodation review process an Initial Staff Report must be presented to the Board of Trustees. The Initial Staff Report includes one (1) preferred option, and an alternative option as presented in Section 5 of this report.

In developing options for a PAR, staff reviews a number of criteria related to the existing characteristics of a facility and its programming, and compares these to a number of additional criteria in assessing whether a proposed option exceeds and improves upon the status quo situation, and where it improves upon the same.

Accordingly, Table 3 provides Existing Facility Considerations, and Table 4 provides Proposed Option Considerations accompanied with explanations. It is anticipated that the ARC use these considerations as the basis of its review of the current situation and proposed options, and add upon them where necessary to complement their knowledge of their own community.

SHORT NAME	EXPLANATION OF CONSIDERATION
UTILIZATION	Is the optimal school utilization (90-125%) achieved?
	The optimal utilization for a school facility is between 90-125% to ensure that operational funding (both in terms of the staffing and facility costs) is maximized on a per pupil basis.
	If utilizations are not within this range, consideration needs to be given on what actions should be taken to achieve an optimal level.
Age	What is the average age of the existing facilities?
	School facilities have a natural life cycle – often within 40 years of age. When they reach a certain age it becomes increasingly difficult to keep up with increasing renewal requirements and in some cases it becomes more cost effective to consolidate into an updated facility with minimal renewal requirements.
PROGRAM FACILITY NEEDS	Considering the age of the existing facilities, are programs effectively distributed?
	Educational programming delivery to students change on an ongoing basis. As a facility ages, it becomes increasingly difficult to deliver the programming in facilities that don't meet 21 st century learning enrolments, that require flexible work spaces.
	Often, given the design of schools building of 40+ years of age, adapting spaces are often prohibitive in cost.
FCI	Facility Condition Index (FCI) - What is it, and how do renewal needs apply?
	Schools with high renewal needs are very costly to the board. The Board has more school renewal needs than funding allocated by the Ministry. Therefore, the Board must be judicious in the allocation of these limited resources across the system in an equitable manner.
	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

Table 3: Existing Facility Considerations

	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. <i>See Table 7 in Section 4.1.</i>
OPERATING	What are the operating costs of the existing facilities?
	Under-utilized schools are most costly to operate on a per pupil basis. Furthermore, older schools are often less efficient than newer schools, often costing more per square foot than a new facility.
	Newer and larger facilities are often less expensive to operate. In example, one (1) 600 pupil place school is significantly less costly to operate than two (2) 300 pupil place facilities. Less resources spent on facility operations, the more can be spent in the classroom.
ACCESSIBILITY	Are existing facilities/sites accessible and AODA compliant?
	To ensure that equal access for all students and potential community partners is provided in Board Facilities, staff must consider the accessibility constraints of existing facilities and the associated costs in retrofitting them as per Accessibility for Ontarians with Disabilities (AODA) standards.
SITE SIZE & CONFIGURATION	What is an optimal size for a school site?
	When the Board purchases a new site required from new development, it will seek to obtain a site of approximately six (6) acres with a workable dimension and street frontage for an elementary school facility, preferably next to a park. Note that schools constructed today have a larger footprint per pupil place than in the past. This is also guiding in part the regulations for Education Development Charges (EDC) under the Education Act.
	It should be noted that in the past before full funding was granted to Catholic School Boards, school sites were much smaller than today's standards.
	This said, although the size can determine viability of a specific project on the site, not meeting the preferred six (6) acres and park configuration does not preclude a project to be viable. In certain circumstances, adjacent land uses (such as parks, parishes, and roads) can be explored to determine if on-site elements (such as a bus laybys, parks, etc.) can be safely located off site.
Adjacent Uses	Are the uses adjacent to the existing schools $/$ sites compatible with a school use?
	Consideration must be given to adjacent uses as some uses are more synergistic to a school's daily operation needs than others (i.e. park spaces vs. commercial plazas).
PROGRAM	How are programming gaps addressed in the proposed option?
	Staff must consider the breadth of programming available to students in the status quo (no change) option and identify any gaps or program shortfalls in the accommodation review area.
	Often, smaller school populations or areas of decline are not always able to offer special programing, as it may not be viable at the location or would draw to heavily on already declining school populations.

SIPs	School Information Profiles
	For more detailed information on school specific data, refer to School Information Profiles (SIP) provided as part of this report. They entail orientation documents with point-in-time data for each of the schools under a PAR. They also provide additional qualitative data that may not always be applicable to all schools (i.e. extracurricular activities, partners, events), that could be transferred to new accommodation options.

Table 4: Proposed Option Considerations

SHORT NAME	EXPLANATION OF CONSIDERATION
UTILIZATION	Is the optimal facility utilization (90-125%) achieved in the option?
	The optimal utilization for a school facility is between 90-125% to ensure that operational funding (both in terms of the staffing and facility costs) is maximized on a per pupil basis.
	Utilization rates above 100% are sometimes deemed acceptable as they tend to result from building to a sustainable enrolment level rather than building to peak enrolment. Building to peak enrolment is considered over-building and will result in further future consolidation/closures.
FACILITY SIZE	Is the proposed new facility within the optimal pupil place range of 527-671?
	In keeping with Ministry Benchmarks and past Board construction experience, the optimal size for a facility's capacity is between 527-671 pupil places. This size of school ensures that a wide range of programs, special needs, and extra-curricular options are available to the students as well as a larger staff team.
PORTABLES	How are Portable Classroom needs addressed in this option?
	The Board supports the use of Portable Classrooms where needed. Portable Classrooms are installed at schools as a temporary accommodation solution in situations where peak student enrolment surpasses the built capacity.
	Portable classrooms are utilized to avoid overbuilding the permanent facility. In option development, staff must consider whether portables are being eliminated from the system where significant and ongoing overcrowding is projected. In cases where consolidation of pupil places is being proposed, staff must consider whether Portable Classrooms are being overly depended upon for the long term; portables are a temporary solution.
ACCESSIBILITY	Is the proposed facility/site AODA compliant?
	To ensure that a facility is compliant with Accessibility for Ontarians with Disabilities (AODA) standards, staff must consider the accessibility constraints of proposed facilities if it is comprised of a major addition or renovation.
TRANSPORTATION	How are student transportation times impacted by the proposed option?
	Staff must review the current transportation times and distances with the intent to maintain or improve service to students where possible in proposed options. With regards to a proposed consolidation, it is understood that more students may qualify for transportation than under the status quo scenario.
	For more information, maximum travel times and distances can be found in Halton Student Transportation Services (HSTS) Operating Procedure HS-3-004.

DISTANCE TO SCHOOL	How is the average distance to school impacted by the proposed option?
	Board staff seek to situate proposed schools in central locations with the intent of achieving a low average distance to school. With regards to a proposed consolidation, it is understood that some students will be negatively impacted compared to the status quo, the intent by staff is to mitigate this negative impact by situating the proposed new school centrally.
SITE SIZE & CONFIGURATION	Given the site configuration and size, is it suitable for the proposed project?
	Based on board best practices, a school site of approximately six (6) or more acres and regular in shape is typically adequate to provide student play space, parking, pick up/drop off, bus loops and any other necessary exterior accommodations.
	In some cases where consolidations are being proposed, less acreage may be available in existing Board holdings. That said, staff will need to present how the project design can meet the requirements of a properly operating school facility.
	This said, although the size can determine viability of a specific project on the site, not meeting the preferred acreage does not preclude a project to be viable. In certain circumstances, adjacent land uses (such as parks, parishes, and roads) can be explored to determine if on-site elements (such as a bus laybys, parks, etc.) can be safely located off site.
	Further to the site's context, the configuration of the site should also be considered. At times, a site may have the preferred acreage but could be limited by its shape and topography. In these cases, portions of a site that cannot be used should be removed from the net acreage. This is often the case with irregular shaped lots.
	Site feasibilities concepts are often developed to demonstrate whether a project can be made viable on a site or not.
ADJACENT USES	Are the uses adjacent to the proposed school / site compatible with a school use?
	Consideration must be given to adjacent uses as some uses are more synergistic to a school's daily operation needs than others (i.e. park spaces vs. commercial plazas), and could sometimes be used to decentralize on site uses (see Site Size)
PROGRAM	How are programming gaps addressed in the proposed option?
	Staff must consider the breadth of programming available to students in the status quo (no change) option and ensure that service provided is on par or better than what is available now, in the proposed option.
	Typically, when looking at consolidations, having a larger school population provides additional opportunities to introduce additional programs without the risk of affecting other schools that are not as well utilized.
SITE LIMITATIONS	Is the site subject to any other unique factors, impacting its suitability for a new school?
	Staff must consider any additional factors that may uniquely impact the feasibility of locating a new school on a given site.

3.5 Transportation Considerations

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 to school. 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.

October 2015 student details were utilized by Halton Student Transportation Services (HSTS) in developing transportation summaries for the current and proposed options shared in this report. This data appears in individual school SIPs found in Appendix C through Appendix H.

4. Accommodation Review Area Overview

The **Oakville Northeast Accommodation Review Area is comprised of elementary review areas CEO4 and CEO5** as identified in the Board's 2013 Long Term Capital Plan. Both Review Areas are displayed geographically in Appendix B. The six elementary schools located within the Accommodation Review Area include Our Lady of Peace, St. Andrew, St. Marguerite D' Youville, St. John (O), St. Michael and Holy Family Catholic Elementary Schools.

Under the Board's Operating Policy I-9 staff is required to outline the rationale for why alternate accommodation strategies (other than a pupil accommodation review) that support the Board's guiding principles of student achievement, school board financial viability and sustainability, and student well-being could not be pursued to address the critical under-utilization identified in CEO4.

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.

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 in CEO4 operating well below 70% utilization.

A boundary review for all schools within the CEO4/05 review areas would be unfeasible to address the surplus pupil places as there are not enough total enrolments to re-apportion to the current number of pupil places. To achieve an optimal utilization, empty classroom spaces would need to be removed from the Board's inventory through facility closure and as such, Board Staff are recommending a consolidation.

CEO4 and CEO5 have both been classified as maturing neighbourhoods by staff, with CEO4 being the slightly more mature community. The entirety of the Accommodation Review Area has been experiencing enrolment decline over the last five (5) years and is expected to continue to decrease over the long-term as neighbourhoods continue to age, as demonstrated in Table 5 and Table 6.

CEO4 in particular has experienced a 13% decline over the course of the past five (5) years (2011-2015). The area is projected to decline by an additional 9% by 2020 (5 year), and by an additional 2% by 2025 (10 year).

The goal of this Accommodation Review is to bring forward to the Board a consolidation plan which would result in the ability to construct a new quality teaching facility in an area currently served by schools with an average age of 45 years. This new school would result in updated learning environments for students while ensuring that long-term facility investments are financially sustainable.

0.C. ³	FCI	School Site	School Name	OTG	2011	2015	2020	2025
1001	55%	10.00	Llahy Family Sahaal	217	240	220	213	209
1981	55%	4.0 ac.	Holy Family School	317	76%	69%	67%	66%
1060	2.20/	6.0.00	St. John (D) School	202	221	161	130	125
1969	22%	6.0 ac.	St. John (O) School	ohn (O) School 303	73%	53%	43%	41%
1064	53%	1.0.00	St. Michael Cohool	269	219	212	180	177
1964	53%	4.0 ac.	St. Michael School	268	82%	79%	67%	66%
-	-	-	Student Count	888	680	593	523	511
			Utilization (%)		77%	67%	59%	58%
			Surplus Pupil Space (+,-)		208	295	365	377

 Table 5: CEO4 Review Area - Historic & Projected Enrolment Oakville Northeast

0.C. ³	FCI	School Site	School Name	OTG	2011	2015	2020	2025
1993	16%	6.0 ac.	Our Lady of Peace	Our Lady of Peace 490		420	380	381
1995	10%	0.0 ac.	School	490	108%	86%	78%	78%
1000	69/	6.6.00	Ct. Androw Cohool	EQE	708	775	711	629
1999	1999 6% 6.6 ac.	0.0 ac.	St. Andrew School	585	121%	132%	121%	107%
1002	16%	7.0.00	St. Marguerite d'Youville	E 20	631	580	450	408
1993	10%	7.0 ac.	School	539	117%	108%	84%	76%
-	-	-	Student Count	1614	1868	1775	1542	1417
			Utilization (%)		116%	110%	95%	88%
	Surplus Pupil Space (+,-)				(254)	(161)	74	199

³ Original Construction Date

4.1 Facility Condition Index (FCI)

The average age of the three (3) facilities within the CEO4 Review Area is approximately 45 years of age, with construction dates ranging from 1964 to 1981. Facilities within this age range typically have numerous critical building components that are reaching the end of their useful lifecycle and items that need replacement.

As shown in Table 7 below, the average Facility Condition Index (FCI) of the three (3) facilities in the CEO4 Review Area is approximately 43%, with a total five (5) year renewal need of approximately \$8.7M dollars and replacement value of all three facilities of approximately \$20.2M.

The three (3) facilities in the CEO5 Review Area is approximately 12%, with a total five (5) year renewal need of approximately \$3.9M dollars. 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.

SCHOOL NAME	ORIGINAL CONSTRUCTION	OTG	5 Year Renewal Needs	Replacement Value	Facility Condition Index
Holy Family CES	1981	317	\$1,532,484	\$7,126,138	21.51%
St. John CES	1969	303	\$3,946,270	\$6,882,680	57.34%
St. Michael CES	1964	268	\$3,235,797	\$6,161,186	52.52%
CEO4 Total	1971 (avg.)	888	\$8,714,551	\$20,170,004	43.21%
Our Lady of Peace CES	1993	490	\$1,539,236	\$9,843,544	15.64%
St. Andrew CES	1999	585	\$707,748	\$11,602,936	6.10%
St. Marguerite D'Youville CES	1993	539	\$1,677,264	\$10,690,568	15.69%
CEO5 Total	1995 (Avg.)	1,614	\$3,924,248	\$32,137,048	12.21%

Table 7: Facility Condition Index Summary

The On-the-Ground (OTG) building capacity for all three (3) facilities within the CEO4 Review Area are well below the optimal school facility size of 527-671 pupil places, as outlined Table 3. Class sizes were much larger during the time period the facilities within the accommodation review area were constructed, ranging between 30-40 students per class, whereby today's smaller class sizes reduce built capacities.

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 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 basis for facility conditions and renewal needs outlined in this report.

4.2 Existing Facility Operating Costs

As part of the financial cost analysis to compare the status quo scenario and the proposed accommodation plan, staff reviews the following operating expenses:

- 1. Maintenance costs
- 2. Custodial costs
- 3. Utilities (electric, gas, water)
- 4. Portable classroom costs
- 5. Transportation costs

Staffing cost considerations have not been included at this current time, but are anticipated to result in additional cost savings due to more efficient class size to staffing ratios and a reduction in administration staff. The comparative analysis between the status quo scenario and the proposed accommodation plans are covered in Section 5.0. An itemized breakdown of expenditures is provided as part of Appendix K.

Table 8: Annual Current Operating Costs

		2018	2023	2028	
	Operational Costs	\$774,425	\$774,425	\$774,425	
CEO4 Operating	Transportation Costs ^{1.}	\$360,750	\$344,473	\$346,516	
Costs	Portable Costs	\$-	\$-	\$-	
	Total CEO4	\$1,135,175	\$1,118,898	\$1,120,941	
	Operational Costs	\$1,213,102	\$1,143,102	\$1,101,102	
CEO5 Operating	Transportation Costs ^{2.}	\$-	\$-	\$-	
Costs	Portable Costs	\$154,000	\$84,000	\$42,000	
	Total CEO5	\$1,367,102	\$1,227,102	\$1,143,102	

Note 1: Transportation costs also include transportation needs for Extended French Students attending outside the CEO4 and CEO5 boundaries to reach the St. Bernadette and St. Matthew Schools.

Note 2: Transportation costs for CEO5 that pertain to the Regular Track program are not included in this analysis, and will be assumed to be 0, as changes proposed in Option 1 and Option 2 only have the effect of adding costs.

5. Recommended Option

As per the Ministry of Education Pupil Accommodation Review Guidelines (PARG) and Board Operating Policy I-09 School Accommodation Review – Consolidation/Closure, one (1) option must be presented to the Board to address the accommodation issues identified with a supporting rationale.

In the event that more than one option is presented, both the PARG and Board Administrative Procedure Policy VI-35L School Accommodation Review – Consolidation/Closure, state that staff must present a preferred option.

For the purpose of the **Oakville Northeast** accommodation review area, two (2) options are being presented to Trustees, with Option #1 being staff's preferred option.

In addition to the two (2) options being presented, staff has also retained a consultant to review the feasibility on whether the proposed accommodation (school) can be sited on one (1) of the three (3) school sites in the CEO4 Review Area, namely the St. John (O), St. Michael, and Holy Family Catholic Elementary School sites. A formal feasibility study on site and school design viability will be presented to the ARC upon completion, and posted on the Board website for public access.

All options presented by staff in the Initial Staff Report are analyzed using the lenses described in the Option Development Consideration table presented in Section 3.4. Furthermore, any additional options developed through the Accommodation Review process will be analysed in the same manner.

In addition, if an accommodation review option is approved by the Board of Trustees and funding (if required) is allocated to the Board to implement the project, the potential disposition of the closed schools would occur in a separate process. Under this separate process, Trustees would need to determine if a school site is no longer required for accommodation purposes. Furthermore, the Board of Trustees would need to declare the properties surplus to its needs, and direct staff to undertake the disposition process under Ontario Regulation 444/98.

5.1 Option #1- Staff Preferred Accommodation Plan

Consolidate 3 schools into 1 facility and introduce the Extended French program at the newly constructed 550 pupil place Oakville Northeast CES (ONES) – on the St. Michael School Site

Staff recommends that the following actions be taken within the Oakville Northeast accommodation review area.Boundaries are shown in Figure 3 below and in Appendix I:

- 3) Demolish the existing St. Michael School and construct a 550 pupil place elementary school facility on the existing site for the 2018-2019 school year, using a 21st Century Learning model as adopted in the Board's most recent school project.
- 4) Close both Holy Family and St. John (O) school's existing facilities and re-direct the student populations as follows:
 - a. Patch T18 from St. John (O) school to the newly constructed facility on the St. Michael school site.
 - b. Patches T21 and T25 from St. John (0) to Our Lady of Peace School.
 - c. Entirety of the Holy Family School boundary into the newly constructed facility on the St. Michael site.
 - d. Introduce Extended French Immersion (ExtFI) at the new Oakville Northeast School (ONES). The catchment area would also include St. Marguerite D' Youville School Extended FI patches V19 and V20, St. Matthew School Extended FI patches T18, T19, T21 and T25 as well as St. Bernadette School Extended FI patches T20, T24, V17, U19 and U17.
- 5) Re-direct the existing Special Education program from Holy Family to Our Lady of Peace School and from St. John (O) school to the new Oakville Northeast School.

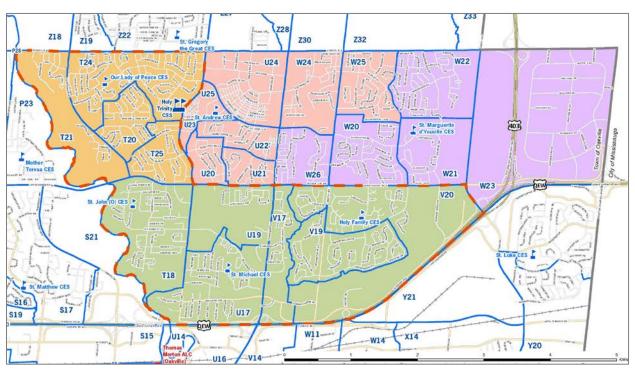
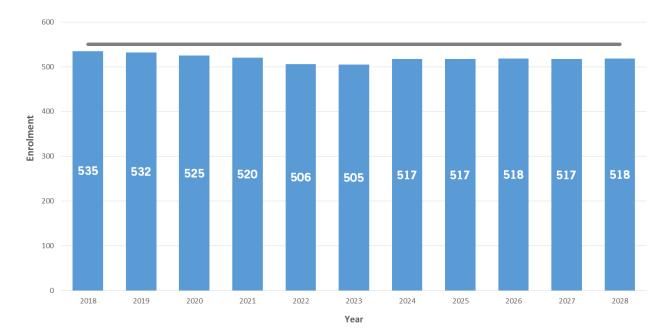


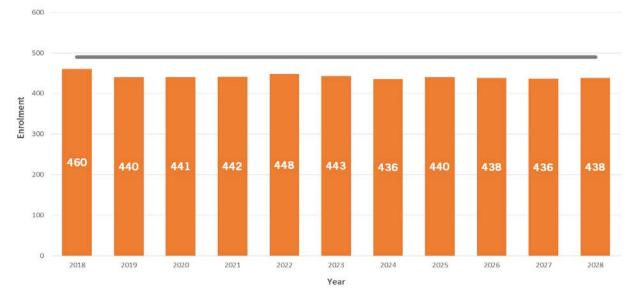
Figure 3: Option #1 – Staff's Preferred Action Plan Boundaries

		OPEN		5 YEA	r proje	CTION			10 YEA	AR PROJ	ECTION	
SCHOOLS	OTG	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ONES	550	535	532	525	520	506	505	517	517	518	517	518
		97%	97%	95%	95%	92%	92%	94%	94%	94%	94%	94%
OLPO	490	460	440	441	442	448	443	438	440	438	436	434
		94%	90%	90%	90%	91%	91%	89%	90%	89%	89%	89%
ANDR	585	743	719	711	694	666	656	639	629	618	611	604
		127%	123%	122%	119%	114%	112%	109%	108%	106%	104%	103%
MARG	539	478	445	436	412	399	398	387	389	391	387	382
		89%	83%	81%	76%	74%	74%	72%	72%	73%	72%	71%
BERN	539	500	484	479	484	480	473	456	453	450	449	447
		93%	90%	89%	90%	89%	88%	85%	84%	84%	83%	83%
MATT	363	432	422	418	414	398	376	366	361	357	352	350
		119%	116%	115%	114%	110%	104%	101%	100%	98%	97%	96%
Student Count		3148	3042	3010	2966	2897	2851	2801	2789	2772	2752	2739
Utilization (%)		103%	99%	98%	97%	94%	93%	91%	91%	90%	90%	89%
Surplus Pupil Spa	ace (+,-)	-81	24	56	99	170	215	265	276	293	314	327

Table 9: Option #1 Projection –Oakville Northeast School (ONES) + Extended French









5.1.1 Optimal Utilization

In developing Option #1, staff sought to reach a 90-100% utilization rate for the new Oakville Northeast school for the duration of the projection period.

Given the total number of elementary students in the CEO4 and CEO5 review areas, and those attending Extended French Immersion, there are a sufficient number of students to construct a 550 pupil place facility to ensure the newly proposed facility as well as other facilities in the review area are well utilized over a 10-year operating period.

5.1.2 Selecting the Facility Size

As stated above, there are sufficient students in the area for the new school to qualify for 550 pupil places. This is within the Board's preferred sizing to achieve construction cost efficiencies. More importantly, a 550 pupil place school operates more effectively than two (2) 300 pupil places schools in terms of providing a larger compliment of staffing and greater flexibility in developing class organizations.

Over a ten (10) year period, the ability to modify classroom groupings from year to year is significant for a student's elementary career. Table 10 provides an estimate of a blended average of number of classes per grade, based on an average class size of 25. The intent is to demonstrate the number of classrooms per grade a school could achieve with five (5) different school capacities. A 500+ pupil places school has a higher likelihood of achieving a two (2) classes per grade organization, on average; this is preferred to 1 or less than 1 class per grade.

School facilities with a size below 500 pupil places have a higher propensity for consecutive split grades over the period of a child's elementary academic career. To the extreme, triple splits may become necessary if a school's enrolment begins dropping below 150 students.

Table 10: Classes Per Grade based on School Size

School Capacity	Average # of Students Per Grade ^{1.}	Average # of Classes Per Grade ^{2.}
150	15	0.6
300	30	1.2
400	40	1.6
500	50	2
600+	60	2.4

1. Average # of Student per Grade = School Capacity ÷ Grade complement (JK-8)

2. Average # of Classes per Grade = Average # of Students per Grade ÷ 25 students per classroom (average)

For a current comparison of school organizations, refer to Appendix K; for a breakdown of the potential school organization for Option #1 refer to Appendix L; and for Option #2 refer to Appendix N. In both instances, staffing parameters as per Ministry regulations are:

- 20:1 for Kindergarten JK / SK
- 30:2 for Kindergarten JK/SK
- 20:1 for Primary Grade 1-3
- 25:1 for Intermediate Grade 4-8

5.1.3 Short and Long-Term Use of Portable Classrooms

St. Andrew and St. Marguerite D'Youville Catholic Elementary Schools in the CEO5 Review Area are the only schools in this Accommodation Review Area that are projected to require portable classrooms in the status quo (no change) option. St. Andrew School is still growing from new residential development and it offers a Gifted program drawing from a wider boundary.

Options to address the overcrowding at St. Andrew School are not the focus of this review, and are unlikely to be undertaken at this time. They may be considered in a future boundary review. The same considerations for the St. Marguerite D'Youville School long-term enrolment declines may be addressed as part of a future boundary review, namely for re-aligning the Extended French Boundary for St. Andrew School.

In CEO4, the status quo scenario includes a significant number of surplus pupil places and as such, no portable classrooms are required. As enrolment seems to have stabilized in the area, staff's preferred Option #1 will seek to construct a right-sized facility for the new consolidated Oakville Northeast School that will not require portable classrooms.

5.1.4 School Programming

Educational programming for elementary school students has changed significantly over the past 50 years. Learning environments are critical to program delivery, and facilities constructed 30 to 40 years ago may not meet the programming needs of today. The proposed new Oakville Northeast School will conform to 21st century learning environments which require flexibility in the design of spaces such that they can be used for a multitude of purposes including group collaboration, breakout meetings and one-to-one teaching.

Further, Staff's recommendation seeks to ensure that all existing programs continue to be offered within the Accommodation Review Area with the added service of offering a consolidated Extended French Immersion program at the new school for families residing in CEO4 – south of Upper Middle Road. Currently, this area is directed into 3 different Extended French Immersion Programs at St. Bernadette, St. Matthew,

and St. Marguerite D'Youville Schools. Furthermore, aligning the Extended French Immersion catchment for this area will have the added benefit of aligning the elementary and secondary family of schools direction.

In terms of the Special Education, both the Structured Teaching Classroom (STC) and Essential Skills Classroom (ESC) programs are intended to continue to be offered within the Accommodation Review Area with the ESC program moving from Holy Family School to Our Lady of Peace School and STC program moving from St. John (O) School to the new Oakville Northeast School.

5.1.5 Transportation Times and Distances

As of October 31, 2015 transportation data, there are a total of **82** students that are transported within CEO4 and an additional 637 riders in CEO5. A preliminary analysis of the proposed attendance boundary for the new Oakville Northeast school approximates that as of October 31, 2015, a total of **320** students would be eligible for transportation, being **61%** of the student school population. The average distance to the new school is approximated at 2.08 kilometers for regular track students and 3.13 kilometers for the proposed Extended French program. The total travel distance will be well below the maximum travel time.

	SCHOOL NAME	Total Students	Eligible Riders	Ratio of Students	Avg. Distance
	St. John (O) CES	161	68	42%	0.88 km
F	St. Michael CES	212	88	42%	1.28 km
	Holy Family CES	222	2	1%	1.13 km
	Our Lady of Peace CES	420	6	1%	0.78 km
CURRENT	St. Andrew CES	780	417	53%	2.09 km
JRF	St. Marguerite D'Youville CES (RT)	445	126	28%	1.31 km
ប	St. Marguerite D'Youville CES (ExtFl)	141	44	31%	1.46 km
	St. Bernadette CES (ExtFi)	176	136	77%	3.36 km
	St. Matthew CES (ExtFI)	166	71	43%	2.40 km
	TOTAL Current Transportation	2,723	958	35%	1.63 km
	Oakville Northeast CES (RT)	522	320	61%	2.08 km
	Oakville Northeast CES (ExtFI)	76	68	89%	3.13 km
Ð	Our Lady of Peace CES	495	71	14%	1.25 km
PROPOSED	St. Marguerite D'Youville CES (RT)	445	126	28%	1.35 km
- do	St. Marguerite D'Youville CES (ExtFI)	115	39	34%	1.73 km
PR	St. Bernadette CES (ExtFi)	142	104	73%	2.02 km
	St. Matthew CES (ExtFI)	134	69	51%	2.70 km
	TOTAL Proposed Transportation	1,929	797	41%	2.07km

Table 11: Transportation Summary

5.1.6 School and Site Accessibility

It is the goal of the Board to provide an equitable learning environment for all students throughout the district. Thus, all of the facilities within the accommodation review area were evaluated against the Board's standard for the construction of new school facilities for several programming criteria. Accessibility requirements have also advanced significantly since the schools in the CEO4 Review Area were constructed. In addition, many new technologies are available today and are included in new school facilities during construction. The proposed new school will meet these requirements.

5.1.7 Site Size & Adjacent Uses

The St. Michael School site is staff's preferred location for the proposed new school as it is the most centrally situated of the three elementary schools within CEO4. Additionally, St. Michael School has the fewest construction constraints. Table 12 below summarizes site characteristics observed for all three (3) sites.

Criteria	HOLY FAMILY SCHOOL	ST. JOHN (O) SCHOOL	ST. MICHAEL SCHOOL	OUR LADY OF PEACE SCHOOL
UTILIZATION	69%	53%	79%	86%
FACILITY SIZE (OTG)	317	303	268	490
PORTABLES	0	0	0	0
SITE AND FACILITY ACCESSIBILITY	Minor AODA enhancements required	Minor AODA enhancements required	Minor AODA enhancements required	Recently Renovated in Summer 2016
Current Transportation Needs	2 Eligible Riders – not using transportation; 13 Eligible Special Education riders requiring 3 Mini Buses.	68 Eligible Riders – Requires 2 Large Buses; 3 Eligible Special Education Riders requiring 3 Mini Buses.	88 Eligible Riders – Requires 3 Large Buses.	6 Eligible Riders – Requires 1 Mini Bus for Rural Students (now transferring to new St. Gregory the Great CES.
Future Transportation Needs	357 Eligible Riders – 6 Large Buses Required	454 Eligible Riders – 8 Large Buses Required	395 Eligible Riders – 7 Large Buses Required (sharing opportunities with HDSB possible)	71 Eligible Riders – 1 Large Buses Required
SITE SIZE (ACRES)	4 – below preferred acreage	6 – meets preferred acreage	4 – below preferred acreage	6 – meets preferred acreage
ADJACENT USES	Forest, Park	Residential	Church	Residential and Park
Program	Regular Track and Essential Skills	Regular Track and Structured Teaching	Regular Track	Regular Track
SITE LIMITATIONS (IF ANY)	Limited access to park, and small street frontage.	Minimal Street Access, lack of street frontage, and design concerns given proximity to homes	Shared lot line with parish, requiring coordination in use and design.	N/A

Holy Family School is bound by a forest and residential housing that limit the flexibility in future design concepts.

St. John School has inadequate street frontage and is entirely bound by residential housing, which would make site circulation difficult for buses and parents dropping off their children. While a 6 acre school site is preferred for a 601-671 pupil place facility, in reviewing the site, staff feel that given the 550 pupil place sizing proposed here, as well as the possibility of collaborating with the adjacent church to create improved site flow, the 4 acres available at the centrally located St. Michael School site would be sufficient.

As mentioned previously, staff will provide the ARC with the design feasibility package prepared by an outside consultant to demonstrate how each site option could operate if ultimately selected as the Final Staff Preferred Option.

5.1.8 Operating Cost Efficiencies

Currently, the annual operating expenditure for all six (6) existing schools is estimated at \$2,302,191. For the proposed solution of a consolidated school, operating expenditures were assumed to be comparable to the Board's most recent build, St. Benedict School.

The proposed option's operating costs are estimated at \$1,747,567, a first year savings of \$556,175, which decreases slightly to \$551,567 after a ten (10) year period. Over this period, it is anticipated to reach **a cumulative ten (10) year savings in excess of \$6.1M**.

		2018	2023	2028
	Operational Costs	\$1,833,527	\$1,833,527	\$1,833,527
Chatura Oura	Transportation Costs	\$356,664	\$344,473	\$346,516
Status Quo	Portable Classroom Costs	\$112,000	\$84,000	\$42,000
	Total Status Quo	\$2,302,191	\$2,262,000	\$2,222,043
	Operational Costs	\$1,501,102	\$1,431,102	\$1,389,102
Duran douting	Transportation Costs	\$291,000	\$275,164	\$281,374
Proposed Option	Portable Classroom Costs	\$-	\$-	\$-
	Total Proposed Option	\$1,747,567	\$1,706,266	\$1,670,476
Annual Savings		\$556,175	\$555,734	\$551,567
Cumulative Savings		\$556,175	\$3,342,372	\$6,107,224

Table 13: Option #1 – Annual Oper	ational Cost Comparison
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5.1.9 Option Summary: Staff's Preferred Option #1

Table 4 outlines criteria used by staff to weigh potential options for addressing the **Oakville Northeast** accommodation review area. Based on these criteria, staff believes that the proposed Oakville Northeast School meets the criteria in full. Table 14 below provides a summary of the criteria.

Table 14: Option Development Criteria Summary – Preferred Option Oakville Northeast School

CRITERIA	OAKVILLE NORTHEAST SCHOOL (AT ST. MICHAEL SITE)
Utilization	Projected to be nearly 100% utilized from opening to 2028, well within the optimal range.
Facility Size (OTG) ⁴	550 pupil places, meeting construction efficiencies and ideal for program delivery.
Portables ⁵	If needed, only few and temporary.
Site and Facility Accessibility	New Facility will be AODA compliant.
Transportation	Within HSTS guidelines.
Distance to School	2.25 km average for RT & 3.13 km average for ExtFI
Site Size (Acres)	4 acres, below preferred site size for new schools.
Adjacent Uses	Church, Residential.
Program	Proposed to offer Regular Track, Extended French Immersion and the Structured Teaching Program.
Site Limitations (If Any)	Long Narrow site, reviewing feasibility with consultants and proposing a long narrow school to suit.

Staff determined Option #1 to be the preferred option as the accommodation plan and introduction of additional programming would also benefit the Holy Trinity Family of Schools in the following manner:

- 1) Introduction of an Extended French Program, whereby students wishing to attend in the CEO4 Review Area can now remain in their area, as opposed to travelling to schools in the St. Ignatius of Loyola Catholic Secondary School boundary.
- The plan directs Extended French elementary students to Holy Trinity Catholic Secondary School, as opposed to St. Ignatius of Loyola Catholic Secondary School. The Extended French and Regular Track Families would now be aligned.
- 3) Our Lady of Peace Catholic Elementary School receives additional students in close proximity to it, and within the CEO5 Review Area, thereby having a better school utilization rate over time.

⁴ OTG is the On-The-Ground (permanent) Capacity of the school

⁵ Number of portables currently on site

5.1.9 Option #1 Transition Plan

Assuming **Option 1** is approved by the Board of Trustees, for accommodation transitions, staff anticipates to undertake the following process following Ministry Funding:

- Re-locate all students residing in Patches T21 and T25 from St. John (O) School to Our Lady of Peace School – this will be their final school.
- Re-locate all students enrolled in Holy Family School Essential Skills Classroom (ESC) to Our Lady of Peace School.
- Temporarily re-locate all St. Michael School Students to St. John School until the construction of the new facility is completed, whereby all students (including holding students) will be provided transportation if they reside within 1.6 kilometers of St. John School;
- All students that are enrolled at Holy Family School will remain at their school until construction of the new Oakville Northeast Catholic Elementary School (ONES) is completed; and,
- Upon completion of a new school facility on the St. Michael school site, all students at Holy Family School and St. John School will be relocated to the new school.
- > Holy Family School and St. John Schools would then close.

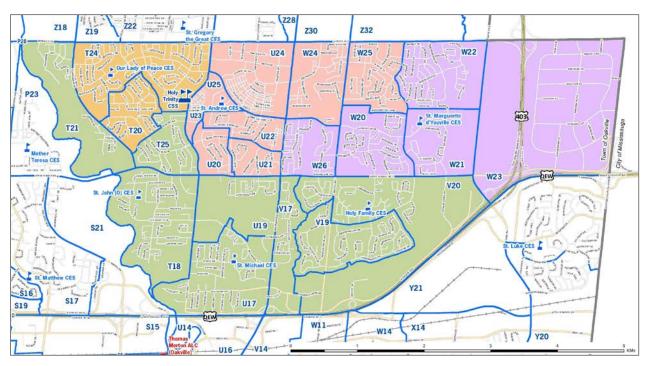
5.2 Option #2 – Alternate Scenario

Consolidate 3 schools into 1 facility, construct the new 550 pupil place facility referred to as Oakville Northeast Catholic Elementary School (ONES) – on the St. Michael School Site

This option was reviewed by staff as an additional option that the Accommodation Review Committee could consider – boundaries are shown as Figure 7 below and Appendix J. The Accommodation Plan for Option #2 is as follows:

- Demolish the existing St. Michael School and construct a 550 pupil place elementary facility on the existing site for the 2018-2019 school year, using a 21st Century Learning model as adopted in the Board's most recent school project;
- Close both the Holy Family School and St. John (O) School and re-direct their student populations as follows;
 - a. Entirety of Holy Family School and St. John School boundaries directed into the newly constructed facility on the St. Michael School site.
- 3) Re-direct the existing Special Education programs from Holy Family School to Our Lady of Peace School and from St. John (O) School to the new Oakville Northeast Catholic Elementary School.

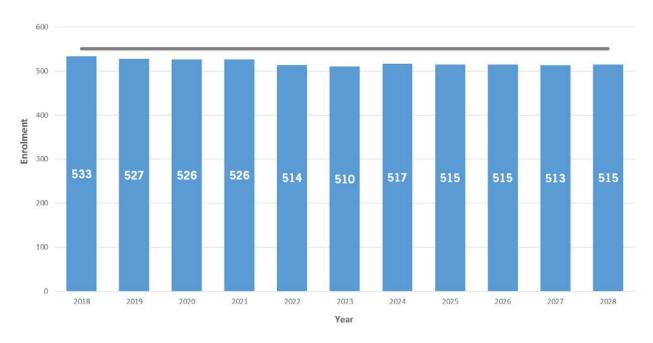
Figure 7: Option #2 – Accommodation Plan Boundaries



		OPEN	5 year projection				10 year projection					
SCHOOLS	OTG	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Oakville Northeast	550	533	527	526	526	514	510	517	515	515	513	515
CES	550	97%	96%	96%	96%	93%	93%	94%	94%	94%	93%	94%
Our Lady of Peace	400	405	393	392	395	400	398	390	393	390	387	385
CES	490	80%	78%	78%	78%	79%	79%	77%	78%	77%	76%	76%
0. 4. 1. 050	585	743	719	711	694	666	656	639	629	618	611	604
St. Andrew CES	363	127%	123%	122%	119%	114%	112%	109%	107%	106%	104%	103%
St. Marguerite	539	482	457	450	430	418	415	405	408	409	405	400
D'Youville CES	539	89%	85%	84%	80%	78%	77%	75%	76%	76%	75%	74%
Student Count	2164	2163	2095	2080	2045	1997	1979	1951	1944	1932	1915	1904
Utilization (%)		99%	96%	96%	94%	92%	91%	90%	89%	89%	88%	87%
Surplus Pupil Space	(+,-)	13	82	96	131	179	197	225	232	244	261	272

Table 15: Option #2 Projection – New Oakville Northeast Catholic Elementary School

Figure 8: Option #2 Projection – New Oakville Northeast Catholic Elementary School



5.2.1 Optimal Utilization

In developing Option #2, staff sought to reach a 90-100% utilization rate for the new Oakville Northeast Catholic Elementary School for the duration of the projection period.

Given the total number of elementary students in the CEO4 and CEO5 review areas currently attending the three (3) affected schools, there would be enough students to construct a 550 pupil place school facility to ensure the newly proposed facility as well as other facilities in the review area well utilized over a ten (10) year operating period.

5.2.2 Selecting the Facility Size

Same considerations as Section 5.1.2 apply. For a breakdown of the potential school organization, refer to Appendix N.

5.2.3 Short and LongTerm Use of Portable Classrooms

Enrolment projections in this scenario are comparable to Option #1, therefore the same considerations as provided in Section 5.1.3 apply.

5.2.4 School Programming

For Special Education Programming, both the Structured Teaching Classroom (STC) and the Essential Skills Classroom (ESC) programs are intended to continue to be offered within the Accommodation Review Area with the ESC program moving from Holy Family School to Our Lady of Peace School and the STC program moving from St. John (O) to the new Oakville Northeast CES.

5.2.5 Transportation Times and Distances

As of October 31, 2015 transportation data, there are a total of **82** students that are transported within CEO4 and an additional **637** riders in CEO5. A preliminary analysis of the proposed attendance boundary for the new Oakville Northeast facility approximates that as of October 31, 2015, a total of **395** students would be eligible for transportation, being **61%** of the student school population.

The average distance to the new school is approximated at 2.08 kilometers for all students. The total travel distance will be well below the maximum travel time.

	SCHOOL NAME	TOTAL STUDENTS	ELIGIBLE RIDERS	RATIO OF STUDENTS	AVG. DISTANCE
F	Holy Family School	222	2	1%	1.28 km
CURRENT	St. John (O) School	161	68	42%	1.27 km
CUI	St. Michael School	212	88	42%	1.19 km
PROPOSED	Oakville Northeast School	530	395	75%	2.08 km

Table 16: Transportation Summary

5.2.6 School and Site Accessibility

Same considerations as Section 5.1.4 apply.

5.2.7 Site Size & Adjacent Uses

Same considerations as Section 5.1.7 apply. Table 17 below summarizes additional site characteristics observed for transportation related matters of the three (3) sites.

Criteria	HOLY FAMILY SCHOOL	ST. JOHN (O) SCHOOL	ST. MICHAEL SCHOOL
UTILIZATION	69%	53%	79%
FACILITY SIZE (OTG)	317	303	268
Portables	0	0	0
SITE AND FACILITY ACCESSIBILITY	Minor AODA enhancements required	Minor AODA enhancements required	Minor AODA enhancements required
CURRENT TRANSPORTATION NEEDS	2 Eligible Riders – not using transportation; 13 Eligible Special Education riders requiring 3 Mini Buses.	68 Eligible Riders – Requires 2 Large Buses; 3 Eligible Special Education Riders requiring 3 Mini Buses.	88 Eligible Riders – Requires 3 Large Buses.
Future Transportation Needs	357 Eligible Riders – 6 Large Buses Required	454 Eligible Riders – 8 Large Buses Required	395 Eligible Riders – 7 Large Buses Required (sharing opportunities with HDSB possible)
SITE SIZE (ACRES)	4 – below preferred acreage	6 – meets preferred acreage	4 – below preferred acreage
ADJACENT USES	Forest, Park	Residential	Church
Program	Regular Track and Essential Skills	Regular Track and Structured Teaching	Regular Track
Site Limitations (IF Any)	Limited access to park, and small street frontage.	Minimal Street Access, lack of street frontage, and design concerns given proximity to homes	Shared lot line with parish, requiring coordination in use and design.

 Table 17: CEO4 School Location Options – Site Characteristics

5.2.8 Operating Cost Efficiencies

Currently, the annual operating expenditure for all six (6) existing schools is estimated at \$2,302,191. For the proposed solution of a consolidated school, operating expenditures were assumed to be comparable to the Board's most recent build, St. Benedict School.

The proposed option's operating costs are estimated at \$1,842,734, a first year savings of \$459,175, which decreases slightly to \$458,044 after a ten (10) year period. Over this period, it is anticipated to reach **a cumulative ten (10) year savings in excess of \$5.1M**.

		2018	2023	2028
	Operational Costs	\$1,833,527	\$1,833,527	\$1,833,527
Chatrus Que	Transportation Costs	\$356,664	\$344,473	\$346,516
Status Quo	Portable Classroom Costs	\$112,000	\$84,000	\$42,000
	Total Status Quo	\$2,302,191	\$2,262,000	\$2,222,043
	Operational Costs	\$1,501,102	\$1,431,102	\$1,389,102
Proposed Option	Transportation Costs	\$388,000	\$371,257	\$374,897
	Portable Classroom Costs	\$-	\$-	\$-
	Total Proposed Option	\$1,842,734	\$1,802,359	\$1,763,999
Annual Savings		\$459,175	\$459,641	\$458,044
Cumulative Savings		\$459,175	\$2,757,550	\$5,053,152

Figure 9: Option #1 – Annual	Operational Cost Comparison
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5.2.9 Option Summary: Alternate Option #2

Table 4 outlines criteria used by staff to weigh potential options for addressing the **Oakville Northeast** accommodation review area. Based on these criteria, staff believes that the proposed Oakville Northeast School meets the criteria in full. Table 19 below provides a summary of the criteria.

Table 19: Option Development Criteria Summary –Option #2 Oakville Northeast School

Criteria	OAKVILLE NORTHEAST SCHOOL AT ST. MICHAEL SCHOOL SITE	
Utilization	Projected to be nearly 100% utilized from opening to 2028, well within the optimal range.	
Facility Size (OTG) ⁶	550 pupil places, meeting construction efficiencies and ideal for program delivery.	
Portables ⁷	If needed, only few and temporary.	
Site and Facility Accessibility	New Facility will be AODA compliant.	
Transportation	Within HSTS guidelines.	
Distance to School	2.08 km average	
Site Size (Acres)	4 acres, below preferred site size for new schools.	
Adjacent Uses	Church, Residential.	
Program	Proposed to offer Regular Track and the Structured Teaching Program.	
Site Limitations (If Any)	Long Narrow site, reviewing feasibility with consultants and proposing a long narrow school to suit.	

5.2.10 Option #2 Transition Plan

Assuming **Option 2** is approved by the Board of Trustees, for accommodation transitions, staff anticipates to undertake the following process following Ministry Funding:

- Re-locate all students enrolled in Holy Family School Essential Skills Classroom (ESC) to Our Lady of Peace School.
- Temporarily re-locate all St Michael School Students to St. John School until the construction of the new Oakville Northeast School facility is completed, whereby all students (including holding students) will be provided transportation if they reside within 1.6 kilometers of St. John (O) Catholic Elementary School;
- All students that are enrolled at Holy Family will remain at their school until construction of the new Oakville Northeast Catholic Elementary School (ONES) is completed; and,
- Upon completion of a new school facility on the St. Michael School site, all students at Holy Family and St. John Schools will be relocated to the new Oakville Northeast School.
- > Holy Family School and St. John School will close.

⁶ OTG is the On-The-Ground (permanent) Capacity of the school

⁷ Number of portables currently on site

6. Funding Sources and Timelines

6.1 School Closure and Consolidation (SCC) Funding

As mentioned in Section 2.1, the Ministry of Education intends to phase out 'top-up' funding for empty classroom spaces. According to past Ministry Memoranda, 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. In the event that Trustees approve a consolidation, Staff would then submit the Business Case to the Ministry of Education for funding approval.

It is anticipated that timelines will be comparable to those in 2015-2016 and staff is expecting the Ministry to announce that Board decisions must be rendered by March 31, 2017 to be eligible for SCC funding. In this scenario, if Trustees approve a consolidation plan, Staff could proceed with the new school in time for a 2018-2019 opening. The following are anticipated timelines:

Table 20: SCC Funding Approval Timeline

	Occupancy	2018-19 school year
\succ	Facility Construction	January 2018 – September 2018
	 Municipal Approvals 	
	 Architect selection and design phase 	
\succ	Pre-construction:	March 2017 – December 2017
	Application Process with the Ministry of Education	
\succ	School Consolidation and Closure Grant Funding	May 2017
\succ	Completion of the Pupil Accommodation Review	March 2017

6.2 Capital Priorities Funding

New School construction resulting from consolidation is also eligible to receiving funding under the Ministry's Capital Priorities Funding Program. This program has a different timeline than the SCC funding stream. If SCC funding was not granted in 2017 announcements, Board staff would submit a Trustee approved consolidation plan business case in the summer of 2017 round of Capital Priorities funding.

Announcements for Capital Priorities would not be expected until late 2017 and as a result, the timeline for the new school would need to be pushed to 2019. The following are anticipated timelines:

Table 21: Capital Funding Approval Timeline

\succ	Completion of the Pupil Accommodation Review	March 2017
\succ	School Consolidation and Closure Grant Funding	November 2017
	Application Process with the Ministry of Education	
\succ	Pre-construction:	March 2017 – June 2017
	 Architect selection and design phase 	
	 Municipal Approvals 	
\succ	Facility Construction	June 2018 – September 2019
\succ	Occupancy	2019-20 school year

7. Proposed Process Timeline

As per Administrative Procedure VI:35: School Accommodation Review – Closure/Consolidation, there are requirements that guide the number and types of meetings to be undertaken over the process; communication requirements; and the requirement to establish a transition committee if the Board of Trustees approves the present pupil accommodation review as presented. The following sections provide additional information specific to the Oakville Northeast Pupil Accommodation Review.

7.1 Pupil Accommodation Review Milestone Dates (Proposed)

Table 22 below outlines the required meetings that are scheduled, as well as materials (but not limited to) that will be distributed at that time. Note that additional ARC working meetings can be added on an as needed basis. Schedule C of <u>Administrative Procedure VI:35</u> provides additional details.

Ailestones	DATES	DELIVERABLE (IF APPLICABLE)
BEGIN PROCESS	October 4, 2016	Initial Staff Report (for Board approval under Action)
ARC ORIENTATION	October 12, 2016	Initial Staff Report
		School Information Profile
		Terms of Reference
ARC WORKING MEETING #1	October 25, 2016	Options Presented
ARC WORKING WEETING #1		Site Feasibility Study
ARC WORKING MEETING #2	November 3, 2016	Minutes of Previous Meeting
ARC WORKING IVIEETING #2		Information Upon request
	November 16, 2016	Display Information
Open House		Commenting tools
	December 14, 2016	Minutes of Previous Meeting
ARC Working Meeting #3		Open House Feedback
ARC WORKING WEETING #3		Catholic School Council Feedback
		Information Upon request
PUBLIC CONSULTATION	January 16, 2017	Presentation
FUBLIC CONSULTATION	January 16, 2017	Commenting Tools
	January 25, 2017	Minutes of Previous Meeting
ARC WORKING MEETING #4		Public Consultation Feedback
		Interim Staff Report
		Interim Staff Report
INTERIM STAFF REPORT	February 7, 2017	Community Consultation Feedbac
	rebruary 7, 2017	ARC Comments and Minutes
		Staff Recommendation
DELEGATION NIGHT	February 21, 2017	N/A
FINAL DECISION	March 7, 2017	Final Staff Report
		Delegation Package w/ Response

Table 22: Key Milestone Dates

7.2 Communication Plan

Following the approval of the PAR, the following communication items will be implemented as part of the process:

- > Establish dedicated PAR website, to be updated over the course of the review;
- > Communicate with Catholic School Council in Open Mic format, and set meeting dates;
- > Deliver notice of the PAR to Accommodation Review Area neighbours (500m radius of schools);
- > Notify parents of updates via email, website updates, school newsletters if needed;
- > Connect with Deanery/Local Parishes;
- Host Public Information Open House and Public Consultation Meetings to review recommended options; and,
- > Develop online survey to solicit feedback on preferred options.

7.3 Transition Planning

Under Section 1.11 of Administrative Procedure VI-35: School Accommodation Review – Closure/Consolidation, Staff is required to establish a transition committee after the Board of Trustees approves the pupil accommodation review – preferred to wait until Ministry provide funding to ensure members participating are those impacted.

The composition of the transition committee and its roles and responsibilities are outlined in the Transition Committee Terms of Reference attached as Appendix P.

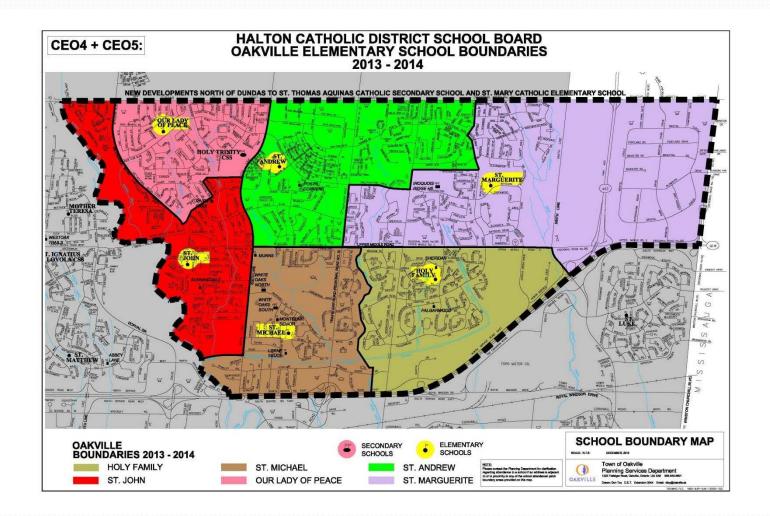


Pupil Accommodation Review – Oakville Northeast

APPENDIX A

Long Term Accommodation Plan Excerpt

Elementary Review Area CEO4: Oakville - Southeast Oakville North of QEW (south of Upper Middle Rd.) & CEO5: Oakville - Northeast Oakville North of QEW

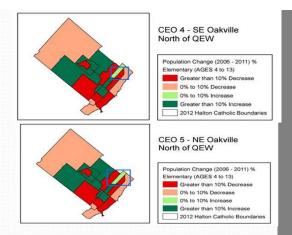


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Elementary Review Area CEO4: Oakville - Southeast Oakville North of QEW (south of Upper Middle Rd.) & CEO5: Oakville - Northeast Oakville North of QEW

	Schools in Review Area
CEO4: Oakville - Southeast Oakville	Holy Family
North of QEW	St. John (O)
	St. Michael
CEO5: Oakville - Northeast Oakville	Our Lady of Peace
North of QEW	St. Andrew
	St. Marguerite d'Youville



quadrant advisory group limited

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Observations:

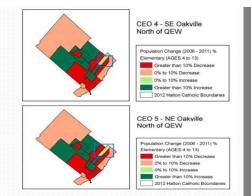
Enrolment in CEO4 (North of the QEW and South of Upper Middle Road) is projected to decline. FC utilization is projected to be 66% within 5 years, further declining to 63% by year 15 (2027-28). As building repair needs increase, 1 of the 3 schools will have an FCI in excess of 50% in 5 years. Enrolment in CEO5 (North of the QEW and North of Upper Middle Road) is projected to be relatively stable. Schools in the area are in relatively good condition with FCI being less than 50%.

Recommendations:

Establish an ARC in 2013-14 for both Review Area CEO4 and CEO5. Reduce available surplus pupil places by approximately 900 and construct a replacement school of approximately 500 pupil places. This would result in a net reduction of approximately 400 pupil places.

This approach would result in more effective and efficient use of space while reducing renewal/repair needs. No schools, based on this recommendation, is projected to have an FCI of greater than 50%.

Elementary Review Area CEO4: Oakville - Southeast Oakville North of QEW (south of Upper Middle Rd.) & CEO5: Oakville - Northeast Oakville North of QEW



Status Quo:

		Enrol	ment ³											
School	2012-13	2017-18	2022-23	2027-28	OTG ¹	2012-13	2017-18	2022-23	2027-28	FC ²	2012-13	2017-18	2022-23	2027-28
Holy Family	229	190	179	179	317	72.2%	59.9%	56.5%	56.5%	291	78.7%	65.3%	61.6%	61.5%
St. John (O)	198	177	168	165	303	65.3%	58.6%	55.5%	54.6%	282	70.2%	62.9%	59.6%	58.6%
St. Michael	240	235	223	227	268	89.6%	87.7%	83.3%	84.9%	268	89.6%	87.7%	83.3%	84.9%
Our Lady of Peace	509	436	456	449	490	103.9%	89.0%	93.1%	91.6%	478	106.5%	91.2%	95.5%	93.9%
St. Andrew	731	679	648	694	585	125.0%	116.2%	110.8%	118.6%	573	127.6%	118.6%	113.1%	121.1%
St. Marguerite d'Youville	626	489	432	424	539	116.1%	90.8%	80.1%	78.7%	504	124.2%	97.1%	85.7%	84.2%
Total	2,533	2,208	2,107	2,139	2,502	101.2%	88.2%	84.2%	85.5%	2,396	105.7%	92.1%	87.9%	89.3%

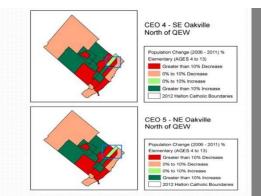
Recommendations:

		Enrolment ³												
	2012-13	2017-18	2022-23	2027-28	OTG ¹	2012-13	2017-18	2022-23	2027-28	FC ²	2012-13	2017-18	2022-23	2027-28
Total	2,533	2,208	2,107	2,139	2,100	101.2%	105.1%	100.3%	101.8%	2,000	105.7%	110.4%	105.3%	106.9%

¹ – On the Ground Capacity ² – Functional Capacity ³ – includes Full Day Kindergarten ⁴– Facility Condition Index

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Elementary Review Area CEO4: Oakville - Southeast Oakville North of QEW (south of Upper Middle Rd.) & CEO5: Oakville - Northeast Oakville North of QEW



Financial Impact – Status Quo:

	Cu	rrent Situati	ion	Status Quo							
School Name	Replacement Value	Estimated Renewal Needs, 2012-13	Facilities Condition Index (FCI ⁴), 2012-13	Estimated Renewal Needs, 2017-18	Facilities Condition Index (FCI ⁴), 2017-18	Estimated Renewal Needs, 2022-23	Facilities Condition Index (FCI ⁴), 2022-23	Estimated Renewal Needs, 2027-28	Facilities Condition Index (FCI ⁴), 2027-28		
Holy Family	\$6,220,600	\$50,452	0.8%	\$123,894	2.0%	\$209,059	3.4%	\$1,182,194	19.0%		
St. John (O)	\$6,185,770	\$321,300	5.2%	\$3,295,841	53.3%	\$3,810,951	61.6%	\$4,177,167	67.5%		
St. Michael	\$5,702,290	\$364,140	6.4%	\$2,445,088	42.9%	\$3,135,094	55.0%	\$3,135,094	55.0%		
Our Lady of Peace	\$9,303,910	\$699,169	7.5%	\$2,491,871	26.8%	\$3,285,359	35.3%	\$4,392,658	47.2%		
St. Andrew	\$10,480,500	\$0	0.0%	\$563,487	5.4%	\$2,872,356	27.4%	\$3,825,502	36.5%		
CEO4 & CEO5 Review Area Total:	\$37,893,070	\$1,435,061	3.8%	\$8,920,181	23.5%	\$13,312,819	35.1%	\$16,712,615	44.1%		

Financial Impact -- Recommendations:

			Cu	rrent Situati	on	LTCP Analysis								
		Proposed Year of Action	Replacement Value	Estimated Renewal Needs, 2012-13	Condition Index	none war noo aoj		Renewal Needs,	Condition Index	Renewal Needs,	Condition Index			
CEO4	& CEO5 Review Area Total:	2015-16	\$29,326,736	\$1,435,061	3.8%	\$3,055,358	10.4%	\$6,157,715	21.0%	\$8,218,160	28.0%			

	Proposed Year of	OTG ¹ Proposed	Estimated Capital
	Action	New Construction	Cost
Review Area Total:	2015-16	521	\$ 9,542,326

¹ – On the Ground Capacity ² – Functional Capacity ³ – includes Full Day Kindergarten ⁴– Facility Condition Index

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HISTORIC ENROLMENT & PROJECTION vs. LONG TERM CAPITAL PLAN COMPARISON

The table below provide a summary of the historic enrolment from 2013 to 2016 in comparison to the Long Term Capital Plan (LTCP) projections - the historic student counts are displayed in red. The table below also compares planning services projections versus the Long Term Capital Plan. The intent of the table is to confirm the declines projected in both scenarios, and in some instances, more so that previously projected in the LTCP. Overall, as of 2016 there is a net differential of only 27 students more than what was projected between the two Review Areas - a 1.2% difference.

CEO4			His	toric Enrolme	ent	Cur	5 year projection				10	year project	ion		10+ year projection			
School Name	OTG		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Holy Family CES	317	ACT/PROJ	251	237	220	217	212	214	212	213	211	210	203	207	209	207	207	207
Holy Falling CES	517	LTAP	222	213	199	192	190	183	179	175	176	179	176	176	177	178	179	179
St. John (0) CES	303	ACT/PROJ	200	189	161	150	145	130	130	130	131	124	124	126	125	124	123	123
St. John (0) CES	303	LTAP	193	188	180	176	177	170	169	169	173	168	166	166	167	168	165	165
St. Michael CES	268	ACT/PROJ	224	205	212	208	194	186	182	180	180	177	178	179	177	181	179	179
St. MICHAELCES	200	LTAP	243	244	242	242	235	230	225	226	228	223	224	228	232	237	227	227
TOTAL AREA COUNT	888	ACT/PROJ	675	631	593	575	551	530	524	523	523	511	506	512	511	511	509	509
TOTAL AREA COUNT	000	LTAP	658	645	621	610	602	583	573	570	577	570	566	570	576	583	571	571
Difference in Student Co	ount		17	-14	-28	-35	-51	-53	-49	-47	-54	-59	-60	-58	-65	-72	-62	-62

CEO5			His	toric Enrolm	ent	Cur	5 year projection				10) year project	ion		10+ year projection			
School Name	OTG		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Our Lady of Peace CES	490	ACT/PROJ	475	447	420	405	398	393	380	380	384	388	386	378	381	378	375	373
Our Eady or reace CES	490	LTAP	476	460	438	436	436	440	440	453	452	456	452	450	449	449	449	449
St. Andrew CES	585	ACT/PROJ	763	789	775	768	753	741	717	709	692	664	654	637	627	616	608	601
St. Andrew CES	565	LTAP	735	723	706	687	679	660	645	659	657	648	654	663	673	684	694	694
St. Marguerite CES	539	ACT/PROJ	609	593	580	535	497	482	457	450	430	418	415	405	408	409	404	400
St. Marguerite CES	537	LTAP	605	570	557	524	489	480	456	450	437	432	427	425	424	424	424	424
TOTAL AREA COUNT	1614	ACT/PROJ	1847	1829	1775	1708	1648	1616	1553	1540	1505	1470	1455	1420	1415	1402	1387	1374
TOTAL AREA COUNT	1014	LTAP	1816	1753	1701	1647	1604	1580	1541	1562	1546	1536	1533	1538	1546	1557	1567	1567
Difference in Student Co	ount		31	76	74	61	44	36	12	-22	-41	-66	-78	-118	-131	-155	-180	-193

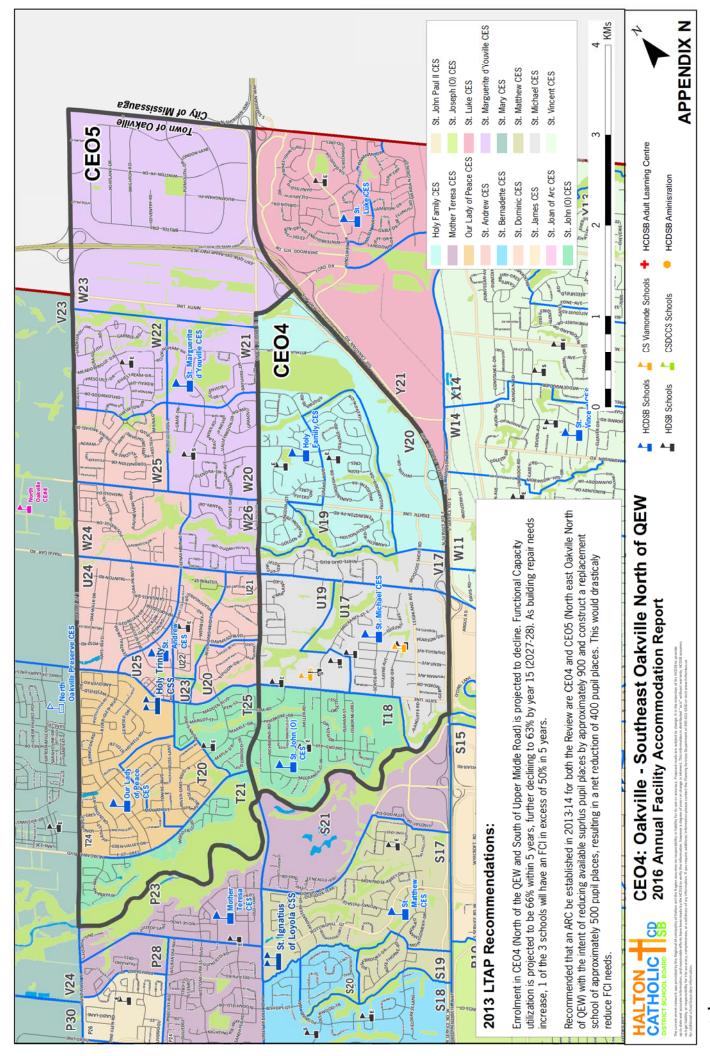
OAKVILLE NO	RTHEA	ST	His	storic Enrolm	ent	Cur	5 year projection					10		10+ year projection				
TOTAL AREA	2502	ACT/PROJ	2522	2460	2368	2284	2199	2146	2077	2063	2028	1980	1961	1932	1926	1913	1896	1882
ENROLMENT COUNT	2302	LTAP	2474	2398	2322	2257	2206	2163	2114	2132	2123	2106	2099	2108	2122	2140	2138	2138
Difference in Student Co	ount		48	62	46	27	-7	-17	-37	-69	-95	-126	-138	-176	-196	-227	-242	-256



Pupil Accommodation Review – Oakville Northeast

APPENDIX B

Accommodation Review Area CE04 and CE05 Map





Pupil Accommodation Review – Oakville Northeast

APPENDIX C

St. John School Information Profile (SIP)



GENERAL INFORMATION							
SFIS ID	8127						
Year of Construction	1969						
Panel	Elementary						
Grades Served	JK - 8						
Ministry On-the-Ground Capacity	303						
Functional Building Capacity	303						
Site Area (Acres)	6						
Building Area (sq. ft.)	38,266						
Hard Surface Play Area (sq. ft.)	19,368						
Grass Play Area (sq. ft.)	155,912						
Number of Parking Spaces	880						
Number of Portable Classrooms	0						
Site Capacity for Portables	8						

SPACE SUMMARY							
Space Туре	Rooms						
Classroom	8						
Kindergarten	2						
Library Resource Centre	1						
Special Education	1						
General Purpose Room	1						
Resource Room	1						
Staff Room	1						
Science Room	1						
Art Room	1						
Music Room	0						
Other	1						
Portable Classrooms	0						

FACILITY CONDITION INDEX (FCI)

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

School Replacement Value: \$ 6,882,680

	5 year	10 year
Facility Condition Index	57.34%	62.84%
Renewal Needs	\$ 3,946,270	\$ 4,324,901

PARTNERSHIPS						
Туре	Y/N	Notes				
Child Care	N					
Community Hub	N					
Other	Ν					

SCHOOL UTILITY USAGE							
Electricity	156,268.93	kWh					
Natural Gas	415,051.17	ekWh					
Water/Sewer	1,464.56	m³					

SCHOOL ACC	ESSIBILITY MEASURES / AODA
Number or Storeys	2
Accessible Entrance(s)	Door 1
Door Operator(s)	Door 1
Elevator	Yes
Stage Lift	No
Other Lift	N/A
Barrier Free Washroom(s)	No
Accessible Parking	Yes
AODA Upgrade Cost	\$832,004.00
Notes	

ACADEMIC PROGRAM	ACADEMIC PROGRAMS					
Early French Immersion	No					
Extended French Immersion	No					
Gifted Program	No					
Essential Skills Program	No					
Structured Teaching Program	Yes					
Early Intervention Program	No					
SHSM	No					
ΟΥΑΡ	No					
Advanced Placement	No					
International Baccalaureate	No					

TRANSPORTATION DISTANCE									
Division	<800 m	800m- 1600m	1600m-3200m	>3200m					
Primary (JK-3)	6	21	13	2					
Junior (4-6)	7	28	9	2					
Intermediate (7-8)	16	53	3	2					
Total	29	102	25	6					
% of Total	18%	63%	15%	4%					

STAFFING					
Classroom Teacher	9.5				
Primary Team Member	1				
FSL Teacher	0.5				
Principal	1				
Vice Principal	0				
ECE	1				
Secretary	1				
Librarian	0.5				
Custodian	2				

COMMUNITY USE						
Before and After School Program	Yes					
Community Groups	Yes					
Parish Groups	No					

TRANSPORTATION ELIGIBILITY									
Division	n Eligible ¹ Ineligible % Ineligible Courtesy								
Primary (JK-3)	15	27	64%	1					
Junior (4-6)	11	35	76%	0					
Intermediate (7-8)	5	69	93%	0					
Total	31	131	81%	1					
% of Total	19%	81%		1%					

0

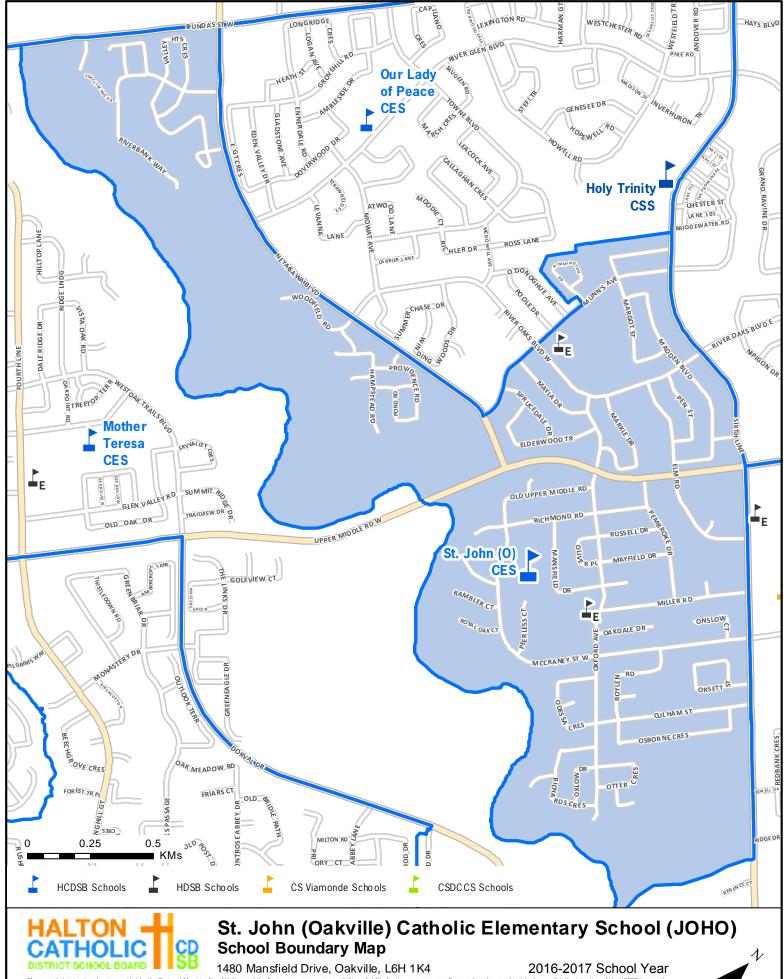
	GRADE ORGANIZATION													
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		5	8										13	
2		11	10										21	
3				12									12	
4					13	5							18	Х
5						15							15	
6							10	10					20	Х
7									9	14			23	Х
8										6	17		23	Х
9												4	4	
		16	18	12	13	20	10	10	9	20	17	4	149	

	ENROLLMENT										
Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	13	19	18	24	17	24	24	23	23	36	221
2012	20	12	17	18	25	16	20	23	22	24	197
2013	21	25	11	18	18	26	16	18	26	21	200
2014	15	21	21	10	17	18	20	15	24	28	189
2015	15	14	12	22	9	17	9	20	19	24	161
2016	17	18	12	13	21	10	10	9	22	18	150
2017	17	16	18	11	12	21	8	10	11	22	145
2018	16	16	16	16	10	12	15	8	12	11	130
2019	16	15	16	14	15	10	9	15	9	12	130
2020	16	15	15	14	13	15	7	9	17	9	130
2021	16	15	15	13	13	13	11	7	10	17	131
2022	16	15	15	13	12	13	10	11	9	10	124
2023	16	15	15	13	12	12	10	10	12	9	124
2024	16	15	15	13	12	12	9	10	11	12	126
2025	16	15	15	13	12	12	9	9	11	11	125
2026	16	15	15	13	12	12	9	9	11	11	124

5-YEAR RENEWAL REQUIREMENTS Year Renewal Item Cost						
		ć				
2015	Replacement [C201001 Interior Stair Construction]	\$	53,040			
2015	Major Repair [B2010 Exterior Walls - Wall Sealant]	\$ \$	53,040			
2015	Replacement [D503001 Fire Alarm Systems]		63,648			
2015	Replacement [D3050 Terminal & Package Units - Cabinet Heaters and Radiators]	\$	95,472			
2015	Replacement [D502002 Lighting Equipment - Exit Lighting]	\$	10,608			
2015	Replacement [D502002 Lighting Equipment]	\$	15,912			
2015	Replacement [D2010 Plumbing Fixtures]	\$	127,29			
2015	Study [D2020 Domestic Water Distribution - Plumbing Piping Systems - Original Buildir		10,60			
2015	Replacement [D2020 Domestic Water Distribution - Plumbing Piping Systems - Origina		111,38			
2015	Replacement [D304003 Heating/Chilling water distribution systems - Original Building		212,16			
2015	Study [D304003 Heating/Chilling water distribution systems - Original Building]	\$	10,60			
2015	Replacement [B3010 Roof Coverings– Conventional Built-up Roof Sections and Metal I	\$	243,98			
2015	Replacement [C1030 Fittings]	\$	31,50			
2015	Replacement [D304007 Exhaust Systems]	\$	31,82			
2015	Replacement [G2020 Parking Lots and Roadways]	\$	185,64			
2015	Major Repair [B2020 Exterior Windows - Window Sealants]	\$	31,82			
2015	Major Repair [G204007 Playing Fields - Landscaped Playground]	\$	31,82			
2015	Replacement [G204007 Playing Fields - Asphalt Paved Playfield]	\$	47,73			
2015	Replacement [B2030 Exterior Doors - Entire Building]	\$	63,64			
2015	Replacement [G204001 Fencing & Gates]	\$	15,91			
2015	Replacement [D3050 Terminal & Package Units - Rooftop HVAC Units - Library]	\$	21,21			
2015	Replacement [D502002 Lighting Equipment]	\$	10,60			
2015	Replacement [D3060 Controls & Instrumentation - BAS]	\$	254,59			
2015	Replacement [D302099 Other Heat Generating Systems - Make-up Air Unit]	\$	15,91			
2015	Replacement [C3020 Floor Finishes - Painted/Sealed Concrete Flooring]	\$	10,60			
2015	Replacement [C3020 Floor Finishes - Vinyl Tiles]	\$	84,86			
2015	Replacement [C1030 Fittings - Millwork]	\$	63,64			
2015	Replacement [D503004 Public Address Systems]	\$	47,73			
2015	Replacement [C1020 Interior Doors - Original Building]	\$	84,86			
2015	Major Repairs [G2030 Pedestrian Paving - Concrete Walkway]	\$	15,91			
2015	Replacement [C3010 Wall Finishes - Painted Wall Coverings]	\$	84,86			
2015	Major Repair [G2050 Landscaping]	\$	31,82			
2015	Functional Events [F106003 Library Resource Centre]	\$	-			
2015	Functional Events [F106007 General Purpose Room]	\$	-			
2016	Replacement [D302005 Auxiliary Equipment]	\$	22,32			
2016	Replacement [D4030 Fire Protection Specialties]	\$	9,82			
2016	Replacement [B3010 Roof Coverings]	\$	223,43			
2016	Major Repair [B3010 Roof Coverings - Remainder]	\$	74,42			
2016	Replacement [D5030 Communications & Security]	\$	19,64			
2016	Replacement [D1010 Elevators & Lifts]	\$	44,50			
2016	Replacement [B2030 Exterior Doors]	\$	2,97			
2016	Replacement [B2030 Exterior Doors]	\$	44			
2016	Replacement [B2030 Exterior Doors]	\$	22,32			
2016	Replacement [03.2-020 Building Automation System]	\$	44,65			
2016	Replacement [D304001 Air Distribution, Heating & Cooling]	\$	77,40			
2016	Major Repair [C3020 Floor Finishes - Rubberized Sports Flooring]	\$	9,67			
2016	Replacement [C3020 Floor Finishes] - 2003(Corridors)	\$	59,54			

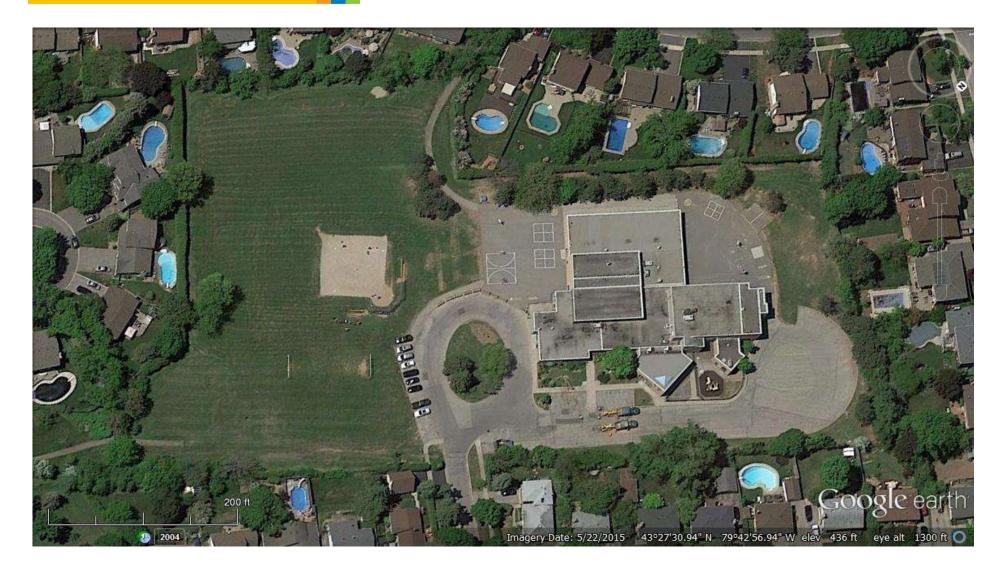
	5-YEAR RENEWAL REQUIREMENTS							
Year	Renewal Item	Cost						
2016	Replacement [C3020 Floor Finishes] - 2002	\$ 745						
2016	Replacement [C3020 Floor Finishes] - 2014(Classrooms)	\$ 142,450						
2016	Replacement [D502001 Branch Wiring]	\$ 251,557						
2016	Replacement [C1030 Fittings]	\$ 9,080						
2016	Replacement [D503008 Security Systems]	\$ 52,098						
2016	Replacement [C1030 Fittings]	\$ 34,383						
2016	Replacement [C3030 Ceiling Finishes]	\$ 4,926						
2016	Replacement [C1020 Interior Doors]	\$ 40,487						
2016	Replacement [C3030 Ceiling Finishes]	\$ 22,328						
2016	Replacement [G204007 Playing Fields]	\$ 66,982						
2018	Replacement [D502002 Lighting Equipment]	\$ 498,351						
2018	Replacement [C1030 Fittings]	\$ 31,111						
2019	Replacement [C3020 Floor Finishes] - 2019(WR's)	\$ 6,252						

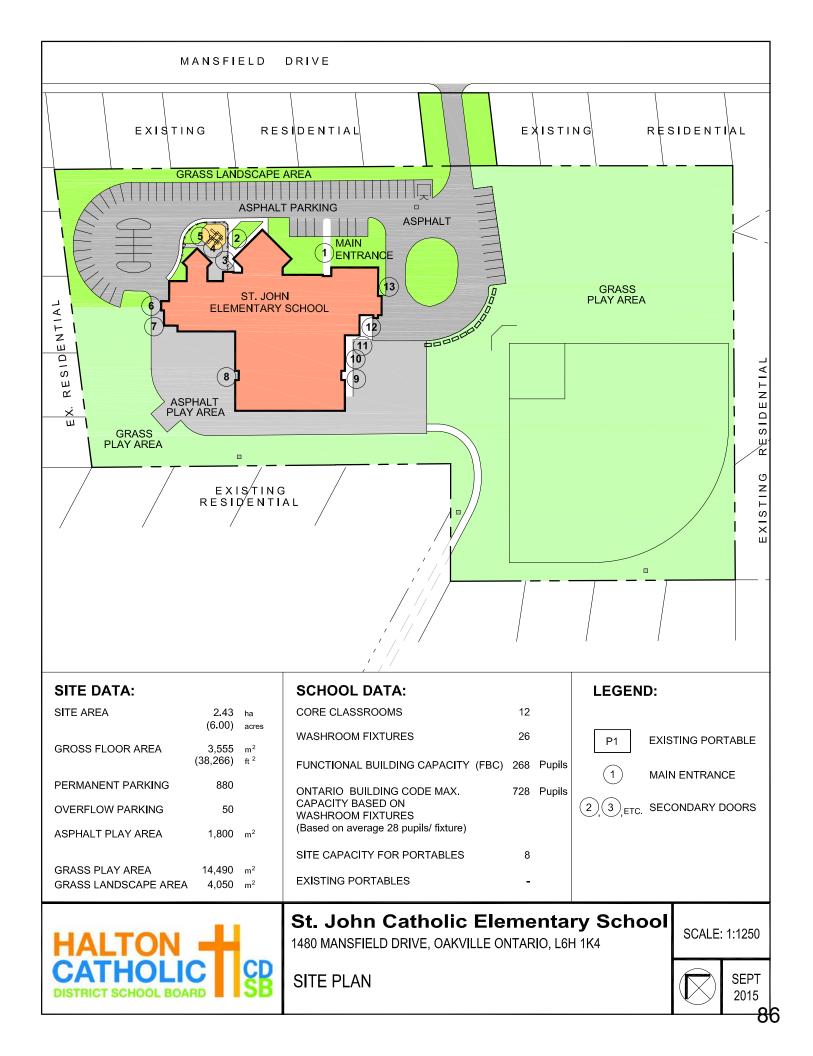
	10-YEAR RENEWAL HISTORY				
Year	Renewal Item	Cost			
2007	Replace 01.4-010 Roof Coverings (Area of Second Replacement - Conventional BUR Assembly)	\$ 236,640			
2010	Replacement [B3010 Roof Coverings - Sections 'F' & 'F1']	\$ 200,000			
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	\$ 8,615			
2011	Major Repair Parking Lots - Partial Repaving	\$ 20,000			
2011	Replacement [D302002 Hot Water Boilers]	\$ 171,739			
2016	Major Repair Parking Lots - Partial Repaving (estimated cost)	\$ 24,000			

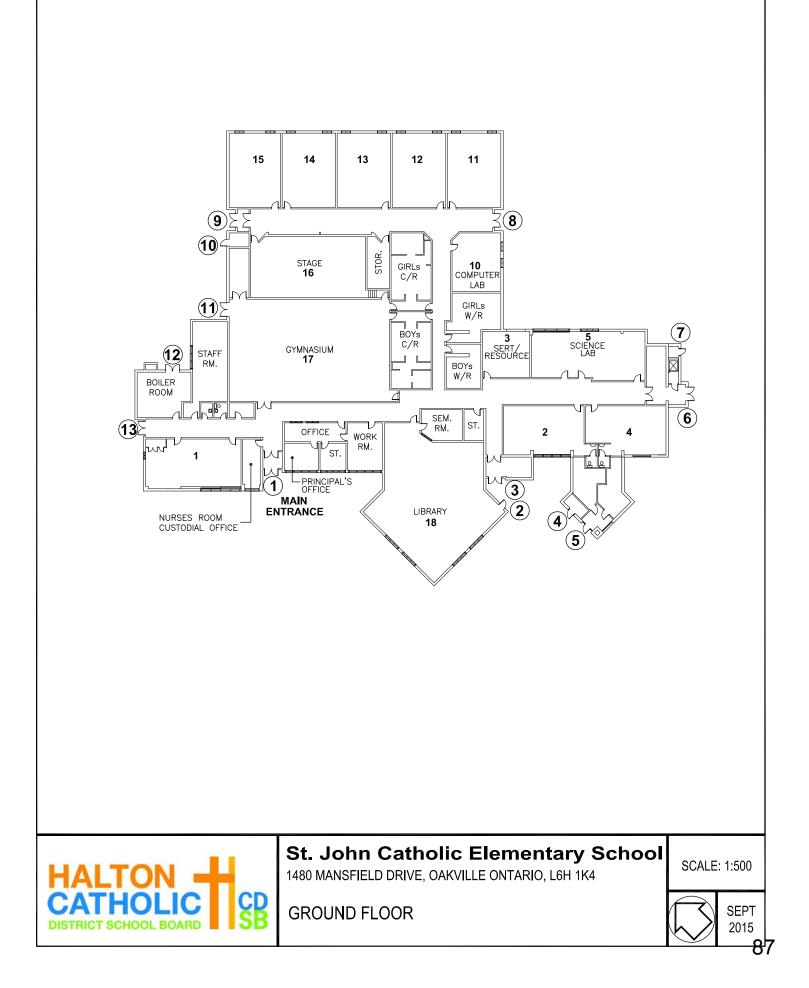


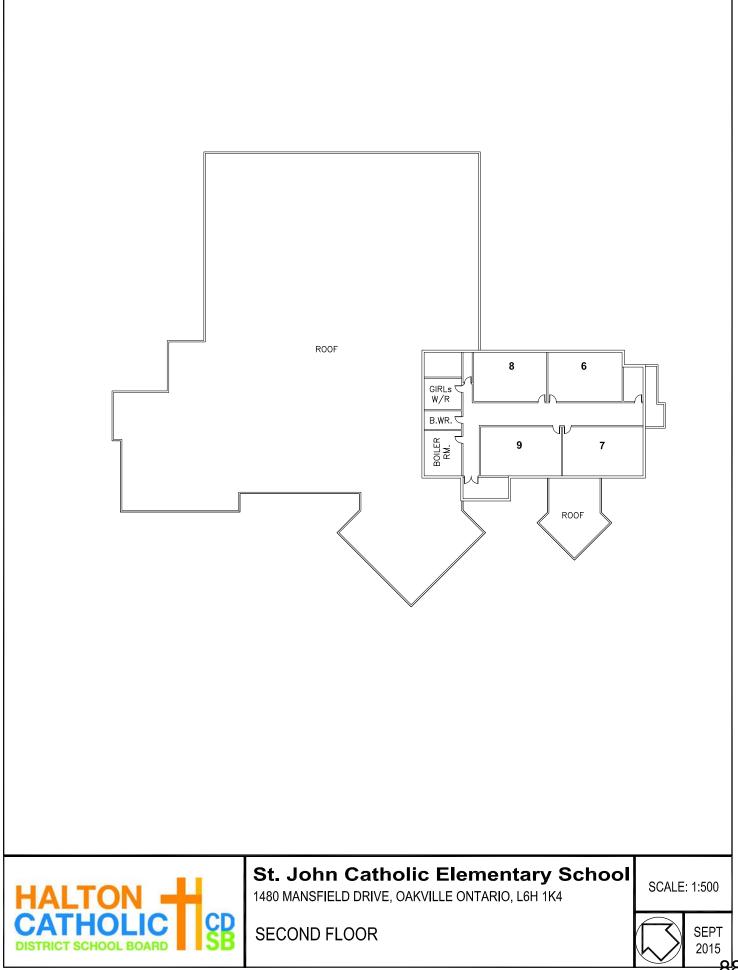
The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have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

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Pupil Accommodation Review – Oakville Northeast

APPENDIX D

St. Michael School Information Profile (SIP)



GENERAL INFORMATION			
SFIS ID	8099		
Year of Construction	1964		
Panel	Elementary		
Grades Served	JK - 8		
Ministry On-the-Ground Capacity	268		
Functional Building Capacity	277		
Site Area (Acres)	4		
Building Area (sq. ft.)	30,140		
Hard Surface Play Area (sq. ft.)	30,128		
Grass Play Area (sq. ft.)	126,215		
Number of Parking Spaces	73		
Number of Portable Classrooms	0		
Site Capacity for Portables	8		

SPACE SUMMARY			
Ѕрасе Туре	Rooms		
Classroom	6		
Kindergarten	2		
Library Resource Centre	1		
Special Education	1		
General Purpose Room	1		
Resource Room	0		
Staff Room	1		
Science Room	1		
Art Room	1		
Music Room	1		
Other	1		
Portable Classrooms	0		

FACILITY CONDITION INDEX (FCI)

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

School Replacement Value: \$ 6,161,190

	5 year		10 year
Facility Condition Index	52.52%	62.72%	
Renewal Needs	\$ 3,235,797	\$	3,864,093

PARTNERSHIPS				
Туре	Y/N	Notes		
Child Care	N			
Community Hub	N			
Other	N			

SCHOOL UTILITY USAGE				
Electricity	144,405.31	kWh		
Natural Gas	448,421.18	ekWh		
Water/Sewer	1,456.38	m³		

SCHOOL ACCESSIBILITY MEASURES / AODA			
Number or Storeys	1		
Accessible Entrance(s)	Door 1 & 4		
Door Operator(s)	Door 1 & 4		
Elevator	N/A		
Stage Lift	Yes		
Other Lift	N/A		
Barrier Free Washroom(s)	No		
Accessible Parking	Yes		
AODA Upgrade Cost	\$349,372.00		
Notes			

ACADEMIC PROGRAMS		
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	
ΟΥΑΡ	No	
Advanced Placement	No	
International Baccalaureate	No	

TRANSPORTATION DISTANCE					
Division	<800 m	800m- 1600m	1600m-3200m	>3200m	
Primary (JK-3)	31	50	22	3	
Junior (4-6)	18	27	13	6	
Intermediate (7-8)	13	15	13	4	
Total	62	92	48	13	
% of Total	29%	43%	22%	6%	

STAFFING				
Classroom Teacher	10.4			
Primary Team Member	1			
FSL Teacher	1			
Principal	1			
Vice Principal	0			
ECE	1			
Secretary	1			
Librarian	0.5			
Custodian	2			

COMMUNITY USE		
Before and After School Program	Yes	
Community Groups	Yes	
Parish Groups	Yes	

TRANSPORTATION ELIGIBILITY					
Division	Eligible ¹	Ineligible	% Ineligible	Courtesy Riders	
Primary (JK-3)	25	81	76%	4	
Junior (4-6)	19	45	70%	3	
Intermediate (7-8)	17	28	62%	1	
Total	61	154	72%	8	
% of Total	27%	72%		4%	

0

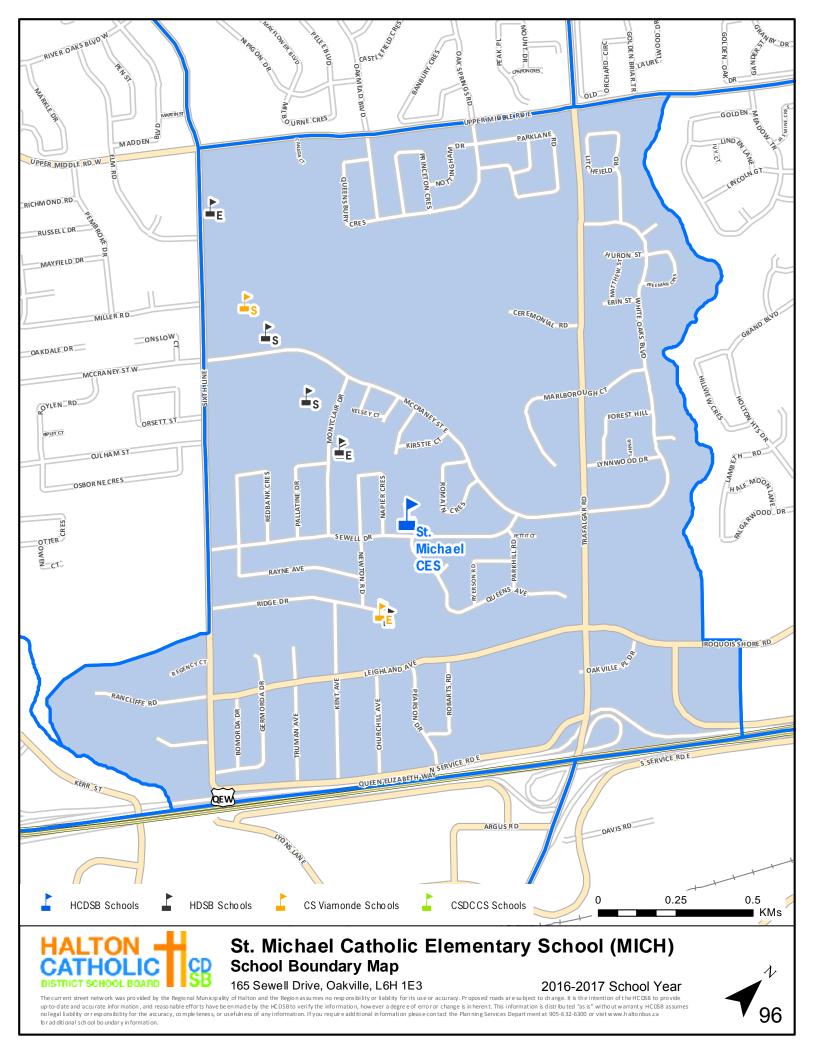
	GRADE ORGANIZATION													
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		11	16										27	
2		6	9										15	
3				15									15	
4					8	11							19	Х
5					8	13							21	Х
6							17						17	
7								16					16	
8									21				21	
9										25			25	
10											30		30	
		17	25	15	16	24	17	16	21	25	30	0	206	

					ENR		NT				
Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	16	18	21	25	28	25	20	21	21	24	219
2012	22	18	20	26	27	31	24	25	24	23	240
2013	23	21	16	21	23	27	26	23	24	20	224
2014	13	21	23	15	19	25	22	26	18	23	205
2015	28	19	17	23	17	18	22	24	27	17	212
2016	16	25	18	16	25	17	18	20	23	30	208
2017	23	17	21	18	16	25	14	18	19	22	193.8
2018	21	24	14	21	18	16	21	14	17	18	185.5
2019	21	22	21	14	21	18	13	21	14	16	181.6
2020	21	22	19	21	14	21	15	13	20	13	179.6
2021	21	22	19	19	21	14	18	15	13	19	180.5
2022	21	22	19	19	19	21	12	18	14	12	176.6
2023	21	22	19	19	19	19	17	12	17	14	178.4
2024	21	22	19	19	19	19	16	17	11	16	179.1
2025	21	22	19	19	19	19	16	16	16	11	177.2
2026	21	22	19	19	19	19	16	16	15	16	180.5

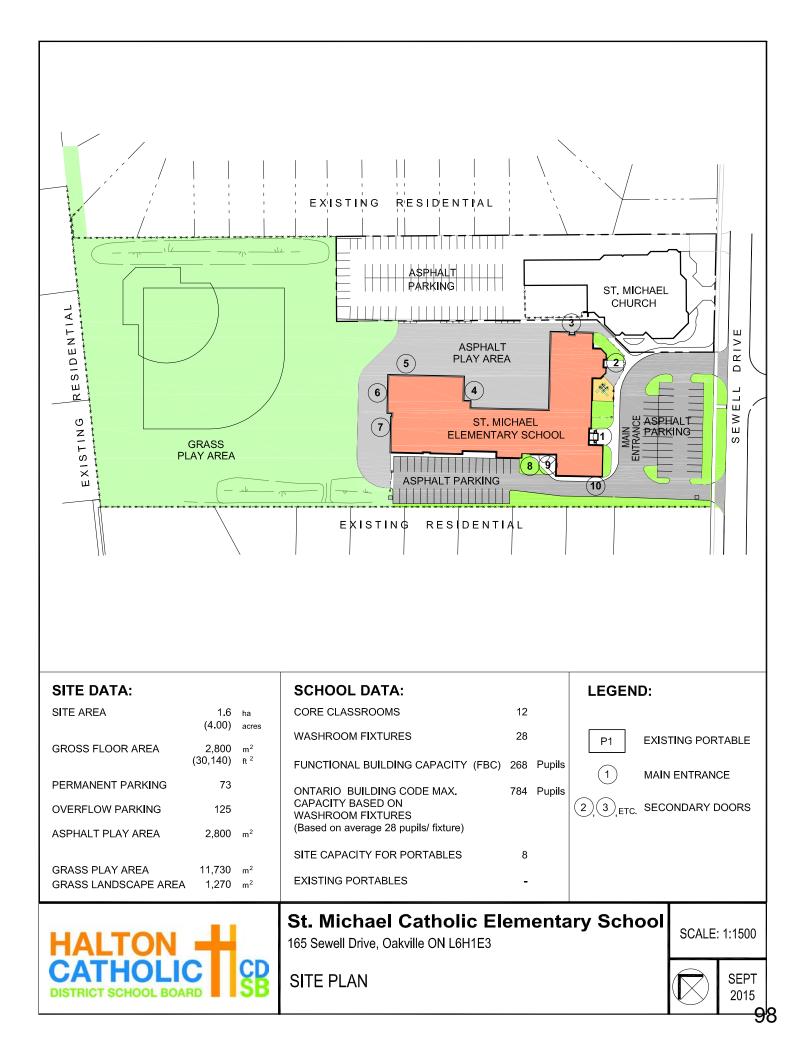
	5-YEAR RENEWAL REQUIREMENTS		
Year	Renewal Item		Cost
2015	Replacement [B3010 Roof Coverings - Entire Building]	\$	545,251
2015	Major Repair [B2010 Exterior Brick Walls - West Building Elevation]	\$	84,864
2015	Replacement [G204001 Fencing & Gates]	\$	15,912
2015	Replacement [B2030 Exterior Doors - Original Building and Addition 1996]	\$	21,216
2015	Major Repair [A1010 Standard Foundations - West Building Elevation]	\$	15,912
2015	Replacement [D3050 Terminal & Package Units - Cabinet Heaters and Radiators.	\$	21,216
2015	Replacement [D502002 Lighting Equipment - Exterior Lighting]	\$	10,608
2015	Replacement [D304003 Heating/Chilling water distribution systems]	\$	212,160
2015	Study [D304003 Heating/Chilling water distribution systems]	\$	10,608
2015	Replacement [C3020 Floor Finishes - Vinyl Tiles - Original Building]	\$	60,466
2015	Replacement [D304007 Exhaust Systems]	\$	26,520
2015	Replacement [C1030 Fittings - Millwork - Original Building]	\$	31,824
2015	Replacement [C1020 Interior Doors - Original Building]	\$	84,864
2015	Major Repair [B2020 Exterior Windows - Window Sealant]	\$	47,736
2015	Replacement [D3050 Terminal & Package Units - Unit Ventilators]	\$	201,552
2015	Replacement [D502002 Lighting Equipment - Exit Lighting]	\$	10,608
2015	Replacement [D502002 Lighting Equipment - Emergency Lighting]	\$	15,912
2015	Replacement [D3060 Controls & Instrumentation - BAS]	\$	254,592
2015	Replacement [G2050 Landscaping]	\$	21,216
2015	Replacement [D2020 Domestic Water Distribution - Plumbing Piping - Original Building	\$	95,472
2015	Study [D2020 Domestic Water Distribution - Plumbing Piping - Original Building and 19	\$	10,608
2015	Replacement [C3020 Floor Finishes - Carpeting]	\$	79,560
2015	Replacement [D503004 Public Address Systems]	\$	47,736
2015	Major Repair [G2030 Pedestrian Paving - Concrete Pavement]	\$	26,520
2015	Major Repair [Replacement [G2020 Parking Lots and Roadways]	\$	185,640
2015	Major Repair [G204007 Playing Fields - Landscaped Playground]	\$	31,824
2015	Functional Events [F106003 Library Resource Centre]	\$	-
2015	Functional Events [F106007 General Purpose Room]	\$	-
2016	Replacement [D302005 Auxiliary Equipment] HVAC Pumps.	\$	7,443
2016	Replacement [D2010 Plumbing Fixtures]	\$	119,081
2016	Replacement [D502001 Branch Wiring] Cabling, Raceways & Bus Ducts.	\$	111,638
2016	Study [D502001 Branch Wiring] Cabling, Raceways & Bus Ducts.	\$	7,443
2016	Replacement [D503001 Fire Alarm Systems]	\$	63,857
2016	Replacement [D4030 Fire Protection Specialties]	\$	16,374
2016	Replacement [C3010 Wall Finishes]	\$	59,540
2016	Replacement [D5030 Communications & Security]	\$	21,434
2016	Replacement [D1010 Elevators & Lifts]	\$	44,656
2016	Replacement [03.2-020 Building Automation System]	\$	53,587
2016	Replacement [D2020 Domestic Water Distribution]	\$	12,578
2016	Replacement [D503099 Other Communications & Alarm Systems]	\$	39,296
2010	Replacement [D304001 Air Distribution, Heating & Cooling]	\$	72,937
2010	Replacement [D503008 Security Systems]	\$	42,571
2010	Replacement [C1030 Fittings]	\$	37,212
2010	Replacement [C1030 Fittings]	\$ \$	52,098
2016	Replacement [G204007 Playing Fields]	\$ \$	52,098
2018	Replacement [D3050 Terminal & Package Units]	ې \$	
2017	Replacement [D303001 Chilled Water Systems]	\$ \$	48,377 106,427

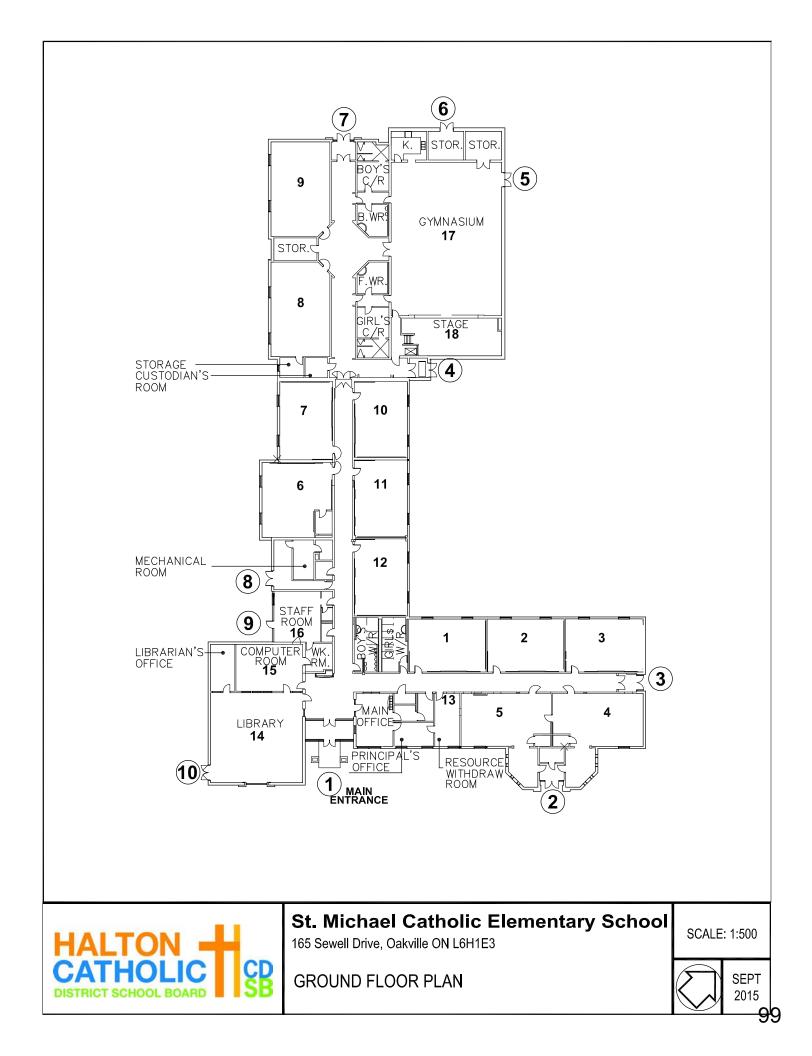
5-YEAR RENEWAL REQUIREMENTS					
Year	Renewal Item		Cost		
2018	Replacement [C1030 Fittings]	\$	89,310		

- 1.0	
Year Renewal Item	Cost
2010 Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF U	lpgrade \$ 8,615











Pupil Accommodation Review – Oakville Northeast

APPENDIX E

Holy Family School Information Profile (SIP)



GENERAL INFORMATION					
SFIS ID	8114				
Year of Construction	1981				
Panel	Elementary				
Grades Served	JK - 8				
Ministry On-the-Ground Capacity	317				
Functional Building Capacity	314				
Site Area (Acres)	4				
Building Area (sq. ft.)	26,103				
Hard Surface Play Area (sq. ft.)	40,888				
Grass Play Area (sq. ft.)	50,249				
Number of Parking Spaces	38				
Number of Portable Classrooms	0				
Site Capacity for Portables	10				

SPACE SUMMARY					
Ѕрасе Туре	Rooms				
Classroom	7				
Kindergarten	3				
Library Resource Centre	1				
Special Education	1				
General Purpose Room	1				
Resource Room	0				
Staff Room	1				
Science Room	1				
Art Room	1				
Music Room	1				
Other	0				
Portable Classrooms	0				

FACILITY CONDITION INDEX (FCI)

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

School Replacement Value: \$ 7,126,140

	5 year	10 year
Facility Condition Index	21.51%	33.74%
Renewal Needs	\$ 1,532,484	\$ 2,404,666

PARTNERSHIPS					
Туре	Y/N	Notes			
Child Care	N				
Community Hub	N				
Other	N				

SCHOOL UTILITY USAGE					
Electricity	221,472.63	kWh			
Natural Gas	247,818.26	ekWh			
Water/Sewer	2,399.66	m³			

SCHOOL ACC	SCHOOL ACCESSIBILITY MEASURES / AODA					
Number or Storeys	1					
Accessible Entrance(s)	Door 1					
Door Operator(s)	Door 1					
Elevator	N/A					
Stage Lift	Yes					
Other Lift	N/A					
Barrier Free Washroom(s)	No					
Accessible Parking	Yes					
AODA Upgrade Cost	\$482,876.00					
Notes						

ACADE	MIC	PROGR	AMS
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Early French Immersion	No
Extended French Immersion	No
Gifted Program	No
Essential Skills Program	Yes
Structured Teaching Program	No
Early Intervention Program	No
SHSM	No
ОҮАР	No
Advanced Placement	No
International Baccalaureate	No

TRANSPORTATION DISTANCE									
Division	<800 m	800m- 1600m	1600m-3200m	>3200m					
Primary (JK-3)	41	72	2	7					
Junior (4-6)	20	26	2	6					
Intermediate (7-8)	16	17	1	12					
Total	77	115	5	25					
% of Total	35%	52%	2%	11%					

STAFFING							
Classroom Teacher	11.5						
Primary Team Member	1						
FSL Teacher	1						
Principal	1						
Vice Principal	0						
ECE	1						
Secretary	1						
Librarian	0.5						
Custodian	2						

COMMUNITY USE	
Before and After School Program	Yes
Community Groups	Yes
Parish Groups	No

TRANSPORTATION ELIGIBILITY										
Division	Eligible ¹	Ineligible	% Ineligible	Courtesy Riders						
Primary (JK-3)	9	113	93%	3						
Junior (4-6)	8	46	85%	4						
Intermediate (7-8)	13	33	72%	3						
Total	30	192	86%	10						
% of Total	13%	86%		5%						

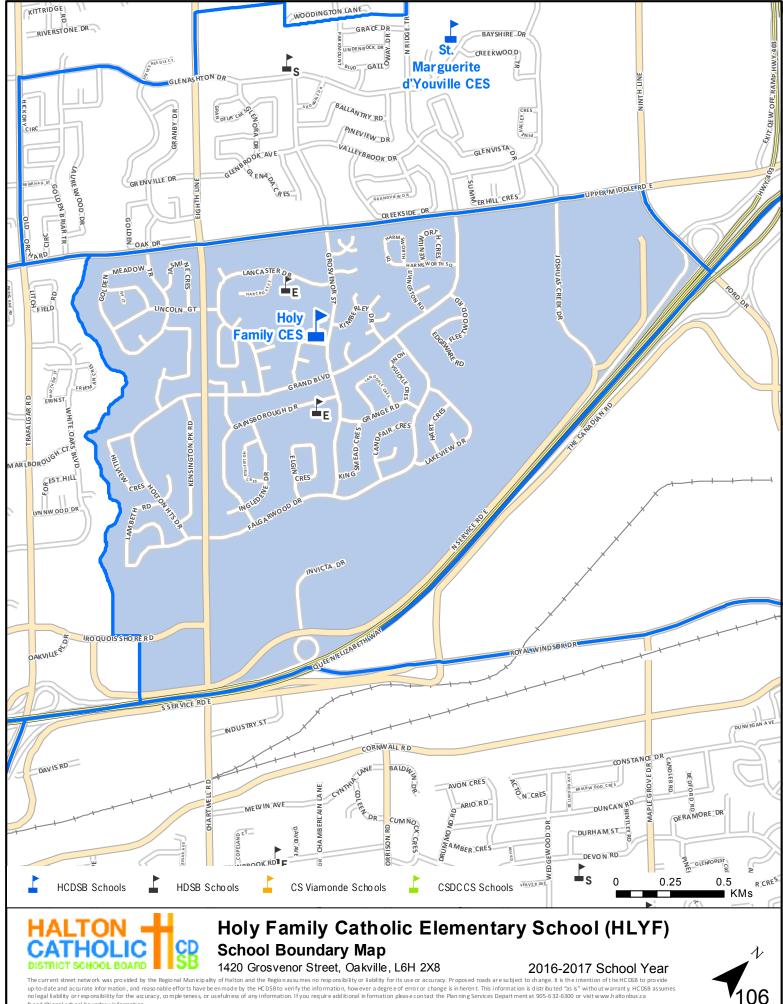
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GRADE ORGANIZATION														
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		7	8										15	
2		19	11										30	
3				17									17	
4					14	4							18	Х
5					19								19	
6						17							17	
7							29						29	
8								15	6				21	Х
9									6	15			21	Х
10											18		18	
11												9	9	
		26	19	17	33	21	29	15	12	15	18	9	214	

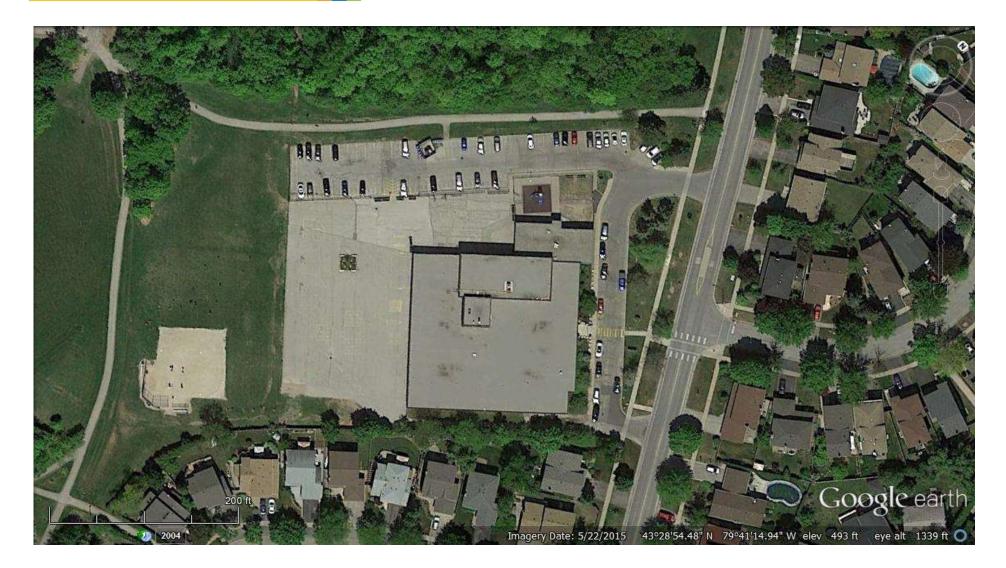
ENROLLMENT											
Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	16	25	23	25	22	24	26	25	23	31	240
2012	14	17	22	22	25	20	24	31	27	27	229
2013	34	20	22	26	23	24	18	24	31	29	251
2014	16	33	21	24	25	24	17	18	26	33	237
2015	19	20	33	21	28	21	14	17	20	27	220
2016	26	19	18	34	22	28	18	15	16	21	217
2017	22	27	19	18	35	21	21	18	16	16	212
2018	22	23	27	19	18	33	16	21	19	16	214
2019	22	23	23	27	19	17	24	16	21	19	212
2020	22	23	23	23	28	18	14	24	17	21	213
2021	22	23	23	23	24	27	15	14	25	17	211
2022	22	23	23	23	24	22	20	15	15	25	210
2023	22	23	23	23	24	22	17	20	15	15	203
2024	22	23	23	23	24	22	17	17	20	15	207
2025	22	23	23	23	24	22	17	17	18	20	209
2026	22	23	23	23	24	22	17	17	18	18	207

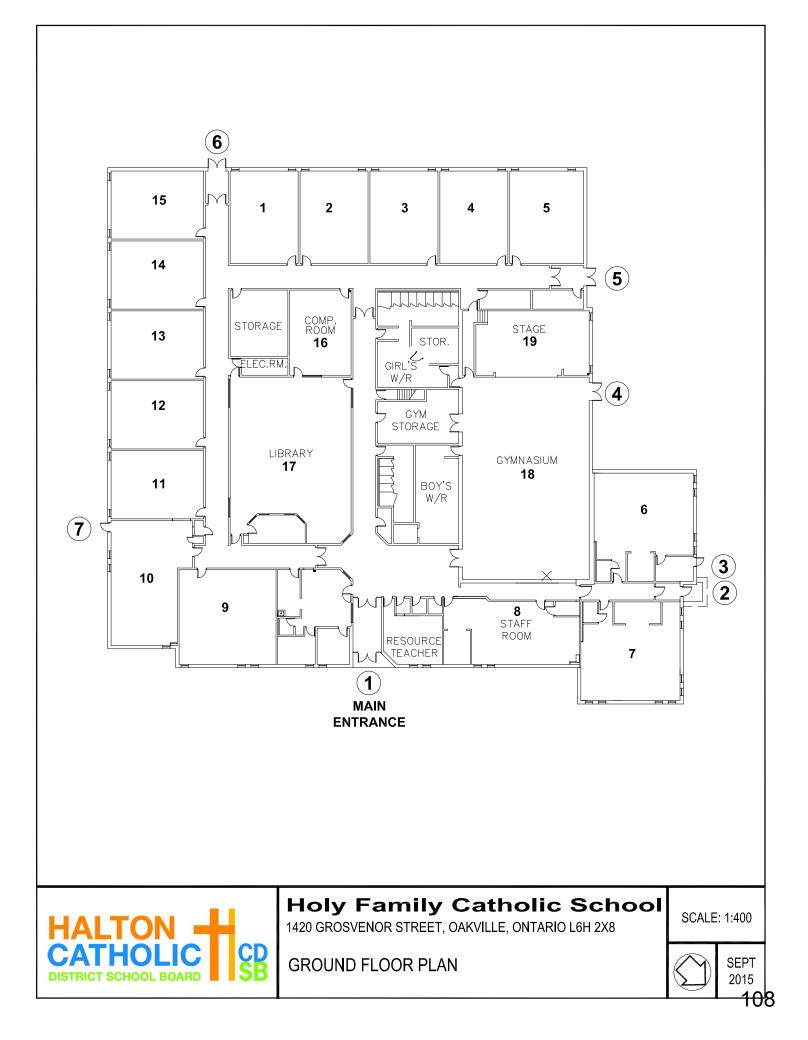
5-Year Renewal Requirements							
Year	Renewal Item		Cost				
2015	Functional Events [F106003 Library Resource Centre]	\$	-				
2015	Functional Events [F106007 General Purpose Room]	\$	-				
2016	Replacement [B2020 Exterior Windows - Original Building]	\$	58,60				
2016	Replacement [G204001 Fencing & Gates]	\$	15,65				
2016	Study [A1010 Standard Foundations - Original Building]	\$	15,30				
2016	Replacement - D302099 Other Heat Generating Systems - Make-up Airhandler	\$	19,07				
2016	Replacement [C3020 Floor Finishes - Original Building]	\$	42,82				
2016	Replacement [G2010 Roadways]	\$	47,53				
2016	Replacement [G2020 Parking Lots]	\$	81,49				
2016	Replacement [C1020 Interior Doors - Original Building]	\$	110,31				
2016	Replacement [C1020 Interior Doors - All]	\$	38,19				
2016	Replacement [G204007 Playing Fields]	\$	30,8				
2016	Study [D2020 Domestic Water Distribution]	\$	10,2				
2017	Replacement [D302002 Hot Water Boilers]	\$	84,0				
2017	Replacement [D302005 Auxiliary Equipment]	\$	40,8				
2017	Replacement [D502002 Lighting Equipment]	\$	10,2				
2017	Replacement [D502002 Lighting Equipment]	\$	26,5				
2017	Replacement [B2030 Exterior Doors - All]	\$	14,0				
2017	Replacement [B2030 Exterior Doors - All]	\$	60,4				
2017	Replacement [C3020 Floor Finishes - Original Building]	\$	14,1				
2017	Replacement [C3020 Floor Finishes - Original Building]	\$	30,5				
2018	Replacement [B3010 Roof Coverings - Addition 1]	\$	59,6				
2018	Replacement [D303001 Cooling Tower]	\$	51,0				
2018	Replacement [D502002 Lighting Equipment - Gym]	\$	15,3				
2018	Major Repair [D2020 Domestic Water Distribution]	\$	61,2				
2018	Replacement [C1030 Fittings - Original Building]	\$	21,7				
2018	Replacement [D304007 Exhaust Systems]	\$	28,0				
2019	Replacement [D3050 Terminal & Package Units - Heat Pumps]	\$	234,6				
2019	Replacement [G204005 Signage]	\$	17,6				
2019	Replacement [D2010 Plumbing Fixtures]	\$	61,2				
2019	Replacement [D304008 Air Handling Units]	\$	51,0				
2019	Replacement [C1030 Fittings - Original Building]	\$	180,3				

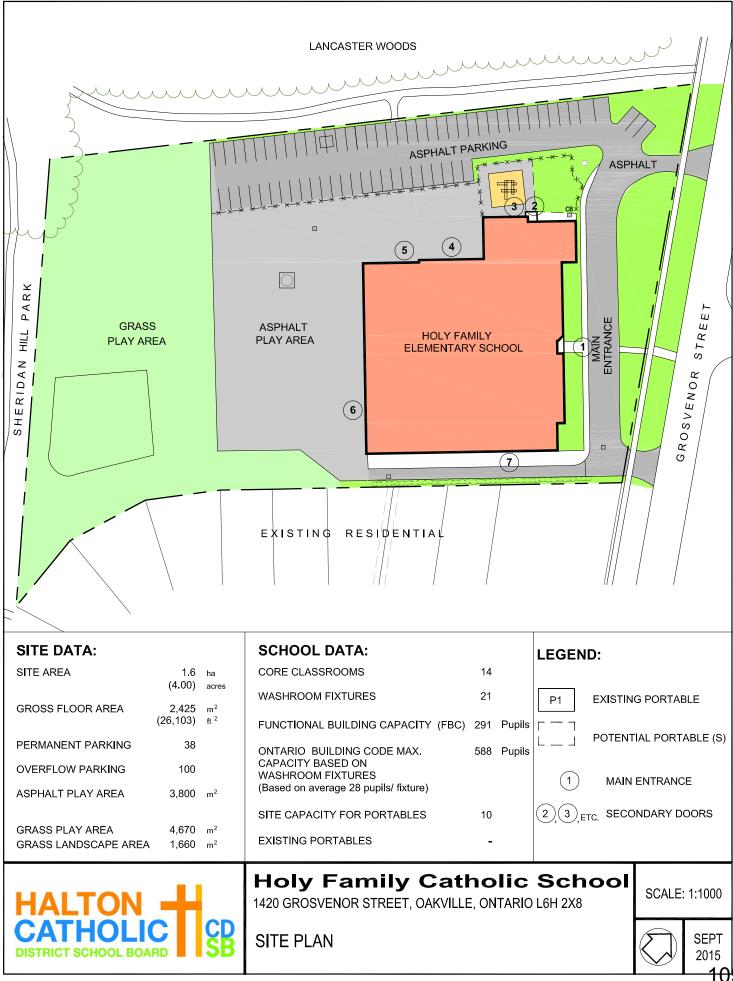
	10-Year Renewal History										
Year	Renewal Item	Cost									
2008	Replace 01.4-010 Roof Coverings identified as areas A, B, C and D; Conventional BUR assembly over 1995 Addition; Metal Roofs.	\$ 712,764									
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	\$ 8,615									



up-to-date and accurate information, and reasonable efforts have be emmade by no legal liability or responsibility for the accuracy, completeness, or usefulness of for ad ditional school bo undary information. any information. If you require additional in formation please contact the Planning Services Department at 905-632-6300 or visit www.haltonbus.ca HOLY FAMILY CATHOLIC ELEMENTARY SCHOOL 1420 Grosvenor Street, Oakville, L6H 2X8







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Pupil Accommodation Review – Oakville Northeast

APPENDIX F

Our Lady of Peace School Information Profile (SIP)



GENERAL INFORMATION							
SFIS ID	8117						
Year of Construction	1993						
Panel	Elementary						
Grades Served	JK - 8						
Ministry On-the-Ground Capacity	490						
Functional Building Capacity	476						
Site Area (Acres)	5.67						
Building Area (sq. ft.)	60,280						
Hard Surface Play Area (sq. ft.)	64,409						
Grass Play Area (sq. ft.)	64,022						
Number of Parking Spaces	318						
Number of Portable Classrooms	0						
Site Capacity for Portables	12						

SPACE SUMMA	ARY
Space Туре	Rooms
Classroom	13
Kindergarten	3
Library Resource Centre	1
Special Education	2
General Purpose Room	2
Resource Room	1
Staff Room	1
Science Room	1
Art Room	1
Music Room	1
Other	0
Portable Classrooms	0

FACILITY CONDITION INDEX (FCI)

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

School Replacement Value: \$ 9,843,540

	5 year 10 year					
Facility Condition Index		15.64%	44.90%			
Renewal Needs	\$	1,539,236	\$ 4,419,69			

PARTNERSHIPS								
Туре	Y/N	Notes						
Child Care	N							
Community Hub	N							
Other	N							

SCHOOL UTILITY USAGE								
Electricity	373,499.91	kWh						
Natural Gas	411,856.99	ekWh						
Water/Sewer	7,858.96	m³						

SCHOOL ACC	ESSIBILITY MEASURES / AODA
Number or Storeys	2
Accessible Entrance(s)	Door 1
Door Operator(s)	Door 1
Elevator	Yes
Stage Lift	Yes
Other Lift	N/A
Barrier Free Washroom(s)	Yes
Accessible Parking	Yes
AODA Upgrade Cost	\$892,428.00
Notes	

ACADEMIC PROGRAM	IS
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
ΟΥΑΡ	No
Advanced Placement	No
International Baccalaureate	No

TRANSPORTATION DISTANCE										
Division	<800 m	800m- 1600m	1600m-3200m	>3200m						
Primary (JK-3)	101	84	12	2						
Junior (4-6)	76	39	8	4						
Intermediate (7-8)	58	29	2	5						
Total	235	152	22	11						
% of Total	56%	36%	5%	3%						

STAFFING							
Classroom Teacher	18						
Primary Team Member	1.5						
FSL Teacher	1.5						
Principal	1						
Vice Principal	0						
ECE	3						
Secretary	1						
Librarian	1						
Custodian	3						

COMMUNITY USE	
Before and After School Program	Yes
Community Groups	Yes
Parish Groups	No

TRANSPORTATION ELIGIBILITY										
Division	Eligible ¹	Ineligible	% Ineligible	Courtesy Riders						
Primary (JK-3)	14	185	93%	0						
Junior (4-6)	12	115	91%	0						
Intermediate (7-8)	7	87	93%	0						
Total	33	387	92%	0						
% of Total	8%	92%		0%						

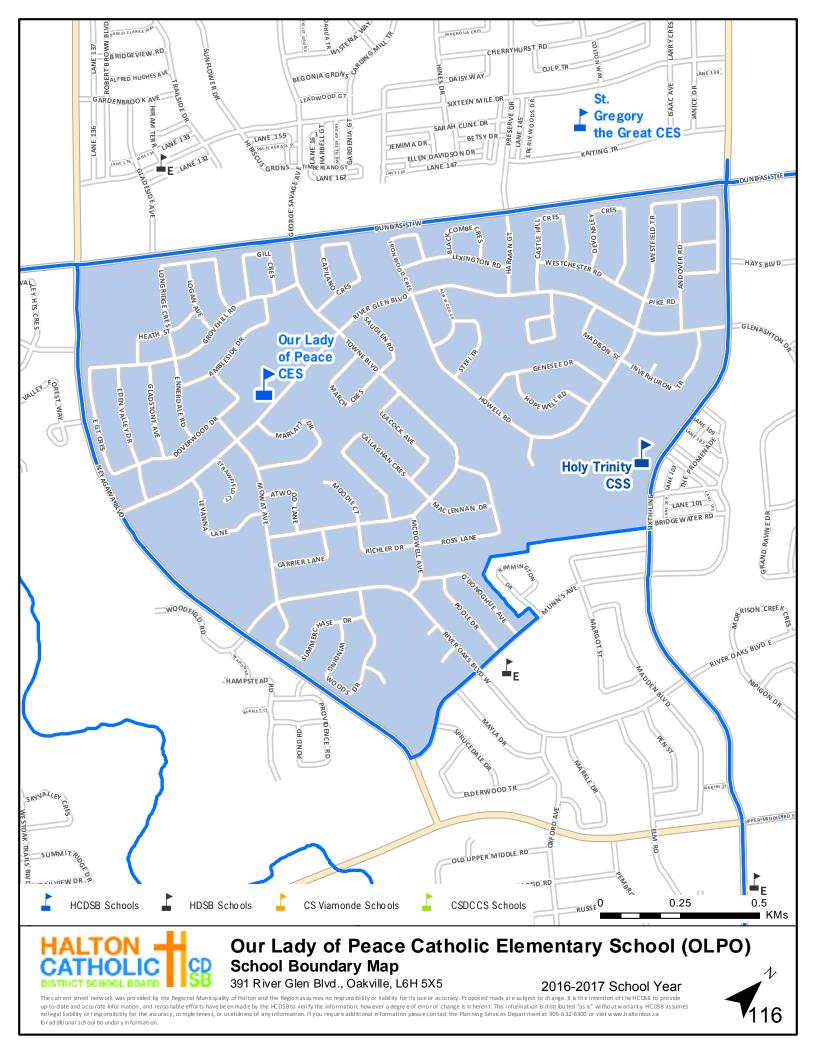
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	GRADE ORGANIZATION													
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		13	13										26	
2		12	14										26	
3		15	10										25	
4				19									19	
5				18									18	
6				5	12								17	Х
7					11	9							20	Х
8					20								20	
9						7	16						23	Х
10						20							20	
11							20	6					26	Х
12								27					27	
13									25				25	
14									24				24	
15										28			28	
16										13	16		29	Х
17											30		30	
		40	37	42	43	36	36	33	49	41	46	0	403	

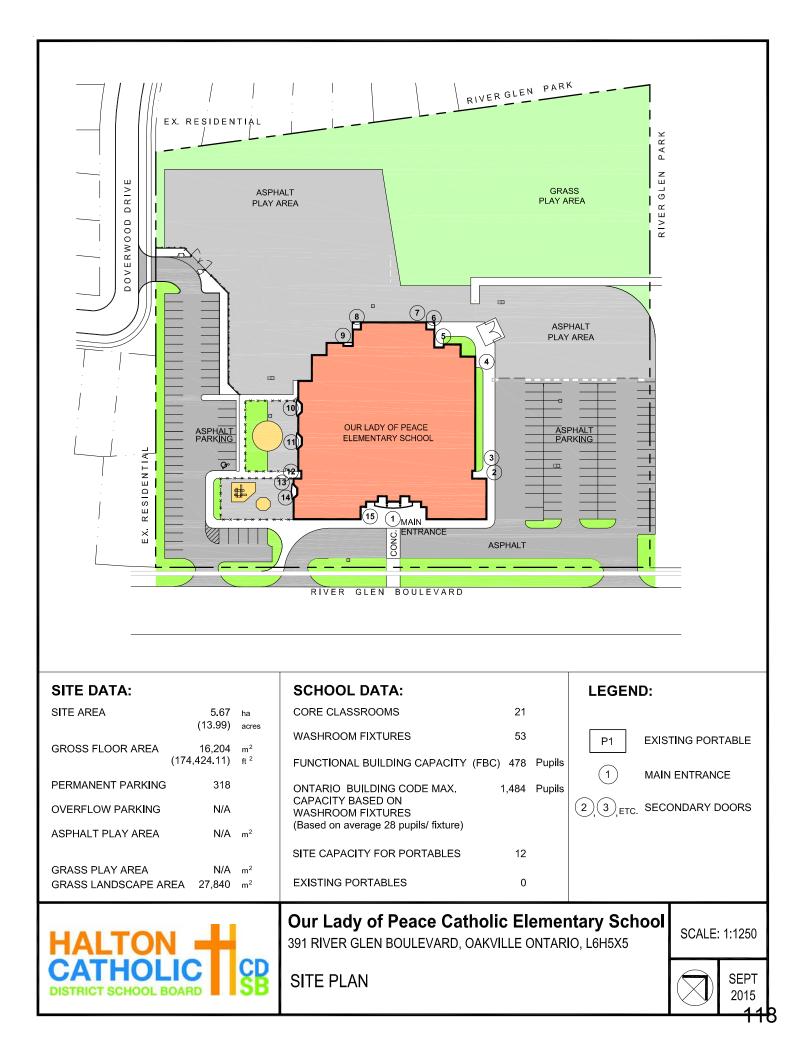
					EN	ROLLM	ENT				
Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	41	26	42	41	48	56	66	58	78	73	529
2012	36	45	33	46	43	47	47	67	63	81	508
2013	43	44	36	38	52	40	46	49	64	63	475
2014	43	43	35	35	40	53	38	46	49	65	447
2015	37	49	41	34	38	38	47	41	45	50	420
2016	39	37	48	41	36	36	34	48	41	45	405
2017	39	41	36	48	43	34	33	35	48	41	398
2018	38	41	40	36	50	41	31	33	35	48	393
2019	38	40	40	40	38	48	37	31	33	35	380
2020	38	40	39	40	42	36	43	38	31	33	380
2021	38	40	39	39	42	40	33	44	38	31	383
2022	38	40	39	39	41	40	36	33	44	38	388
2023	38	40	39	39	41	39	36	37	33	44	386
2024	38	40	39	39	41	39	35	37	37	33	378
2025	38	40	39	39	41	39	35	36	37	37	381
2026	36	40	39	39	41	39	35	36	36	37	378

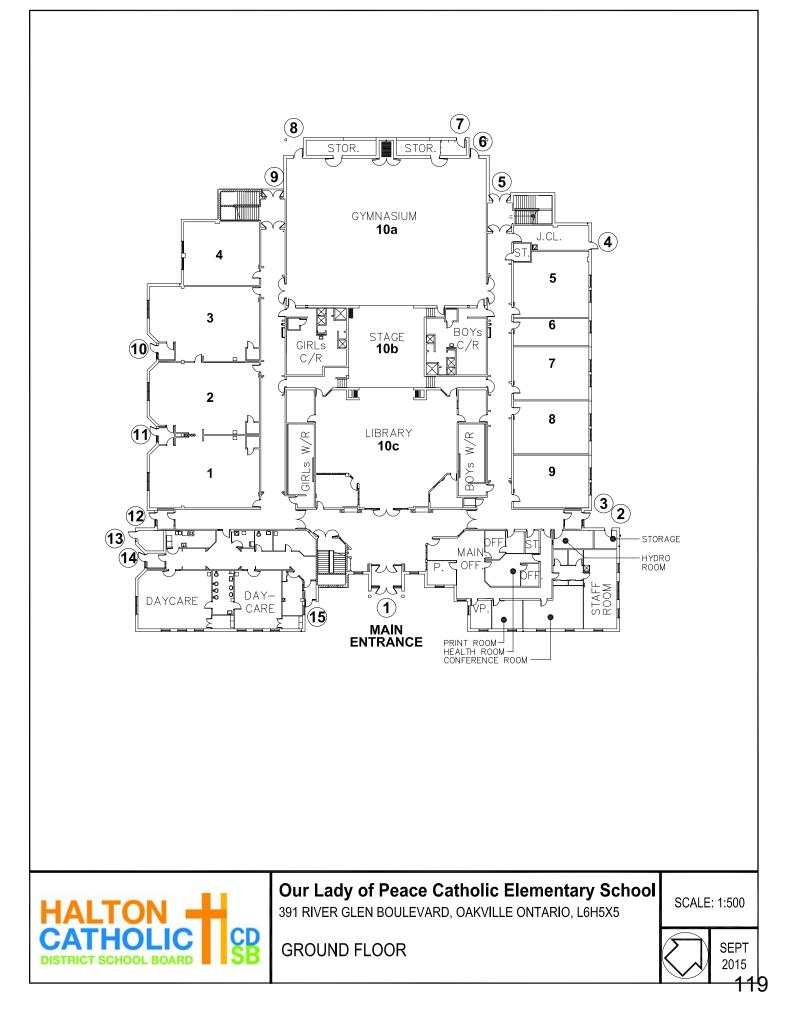
	5-YEAR RENEWAL REQUIREMENTS		
Year	Renewal Item		Cost
2015	Functional Events [F106003 Library Resource Centre]	\$	-
2015	Functional Events [F106007 General Purpose Room]	\$	-
2016	Major Repair [C201001 Interior Stair Construction]	\$	20,375
2016	Replacement [B3010 Roof Coverings - Skylights]	\$	10,608
2016	Study [A1010 Standards Foundations]	\$	15,300
2016	Replacement [G204007 Playing Fields]	\$	150,680
2017	Replacement [C3020 Floor Finishes - Gym]	\$	67,422
2017	Replacement [C1030 Fittings]	\$	190,944
2017	Replacement [C3010 Wall Finishes]	\$	24,480
2018	Replacement [B2030 Exterior Doors]	\$	70,013
2018	Replacement [D502002 Lighting Equipment]	\$	26,520
2018	Replacement [C1030 Fittings]	\$	47,736
2018	Replacement [G2020 Parking Lots]	\$	205,415
2019	Replacement [D1010 Elevators & Lifts]	\$	74,256
2019	Replacement [D302002 Hot Water Boilers]	\$	112,200
2019	Replacement [D3060 Controls & Instrumentation]	\$	81,600
2019	Replacement [D503004 Public Address Systems]	\$	10,200
2019	Replacement [D3050 Terminal & Package Units - Heat Pumps]	\$	320,818
2019	Replacement [G204005 Signage]	\$	17,646
2019	Replacement [D101004 Wheelchair Lift - Stage]	\$	31,824
2019	Replacement [D302005 Auxiliary Equipment]	\$	61,200
		l	

	10-YEAR RENEWAL HISTORY					
Year	Renewal Item		Cost			
2003	Roof Replacement	\$	588,854			
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	\$	8,615			
2014	Asphalt re-surfacing	\$	50,263			
2014	Replacement - Elevator Controller	\$	17,367			
2016	Lighting, HVAC, flooring, painting, outdoor play area (estimated cost)	\$	2,119,162			









ROOF ROOF ROOF ROOF OPEN TO BELOW e 16 19 Ā 15 20 OPEN TO 17 BELOW 14 MECH. 21 ROOF ROOM ST. 22 13 W/R W/R OPEN TO BELOW COMP GIRLs ₿OYs RM. 23 18 STOR. 12 CUSTODIAL Þ ROOM • STAFF ROOM 11 24 ROOF ROOF COPY ROOM **Our Lady of Peace Catholic Elementary School** SCALE: 1:500 391 RIVER GLEN BOULEVARD, OAKVILLE ONTARIO, L6H5X5



SECOND FLOOR

SEPT

2015



Pupil Accommodation Review – Oakville Northeast

APPENDIX G

St. Andrew School Information Profile (SIP)



GENERAL INFORMATION				
SFIS ID	9813			
Year of Construction	1999			
Panel	Elementary			
Grades Served	JK - 8			
Ministry On-the-Ground Capacity	585			
Functional Building Capacity	585			
Site Area (Acres)	6.6			
Building Area (sq. ft.)	60,280			
Hard Surface Play Area (sq. ft.)	51,648			
Grass Play Area (sq. ft.)	86,941			
Number of Parking Spaces	128			
Number of Portable Classrooms	9			
Site Capacity for Portables	12			

SPACE SUMMARY			
Space Туре	Rooms		
Classroom	17		
Kindergarten	4		
Library Resource Centre	1		
Special Education	1		
General Purpose Room	2		
Resource Room	1		
Staff Room	1		
Science Room	1		
Art Room	1		
Music Room	1		
Other	2		
Portable Classrooms	9		

FACILITY CONDITION INDEX (FCI)

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

School Replacement Value: \$ 11,602,940

	5 year	10 year
Facility Condition Index	6.10%	36.31%
Renewal Needs	\$ 707,748	\$ 4,213,304

PARTNERSHIPS				
Туре	Y/N	Notes		
Child Care	N			
Community Hub	N			
Other	Ν			

SCHOOL UTILITY USAGE					
Electricity	473,723.23	kWh			
Natural Gas	407,827.56	ekWh			
Water/Sewer	5,067.30	m³			

SCHOOL ACCI	SCHOOL ACCESSIBILITY MEASURES / AODA				
Number or Storeys	2				
Accessible Entrance(s)	Door 1 & 4				
Door Operator(s)	Door 1 & 4				
Elevator	Yes				
Stage Lift	Yes				
Other Lift	N/A				
Barrier Free Washroom(s)	Yes				
Accessible Parking	Yes				
AODA Upgrade Cost	\$792,428.00				
Notes					

ACADEMIC PROGRAMS			
Early French Immersion	No		
Extended French Immersion	No		
Gifted Program	Yes		
Essential Skills Program	No		
Structured Teaching Program	No		
Early Intervention Program	No		
SHSM	No		
ОҮАР	No		
Advanced Placement	No		
International Baccalaureate	No		

TRANSPORTATION DISTANCE						
Division	<800 m	800m- 1600m	1600m-3200m	>3200m		
Primary (JK-3)	85	99	158	10		
Junior (4-6)	56	51	106	38		
Intermediate (7-8)	35	40	70	32		
Total	176	190	334	80		
% of Total	23%	24%	43%	10%		

STAFFING			
Classroom Teacher	34		
Primary Team Member	2.5		
FSL Teacher	3		
Principal	1		
Vice Principal	1		
ECE	5		
Secretary	2		
Librarian	1		
Custodian	3		

COMMUNITY USE						
Before and After School Program	Yes					
Community Groups	Yes					
Parish Groups	No					

TRANSPORTATION ELIGIBILITY						
Division	Eligible ¹	Ineligible	% Ineligible	Courtesy Riders		
Primary (JK-3)	168	184	52%	6		
Junior (4-6)	144	107	43%	11		
Intermediate (7-8)	102	75	42%	1		
Total	414	366	47%	18		
% of Total	52%	47%		2%		

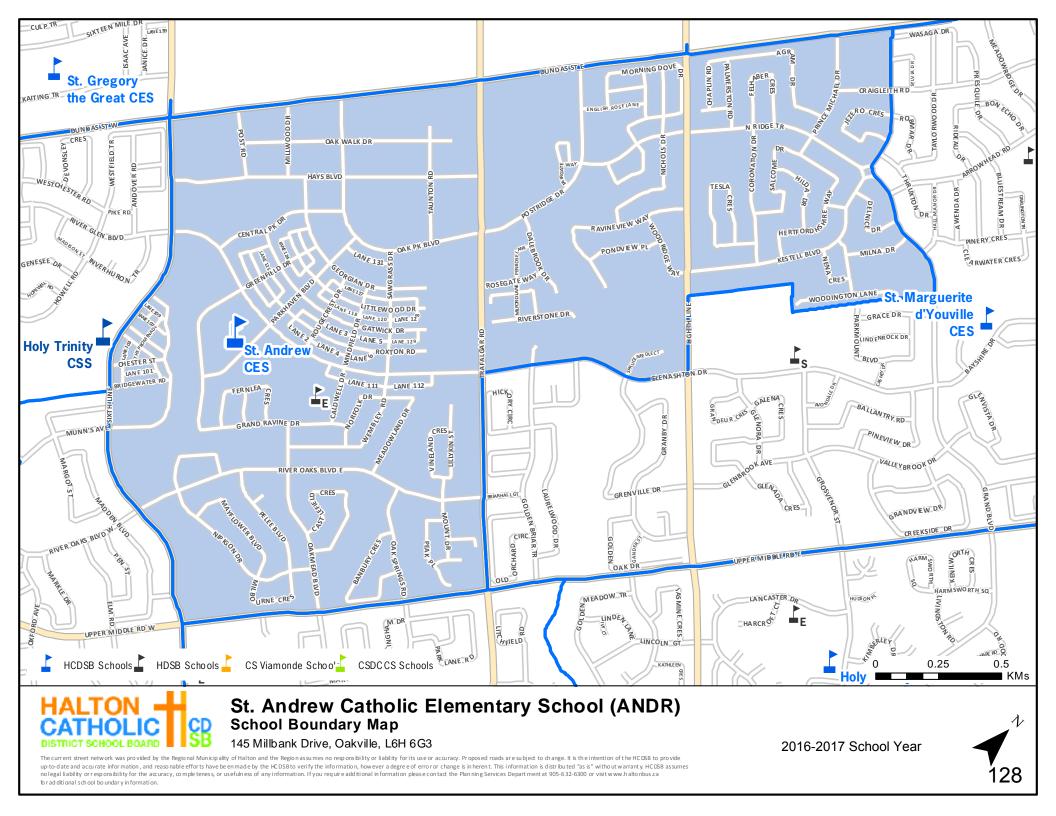
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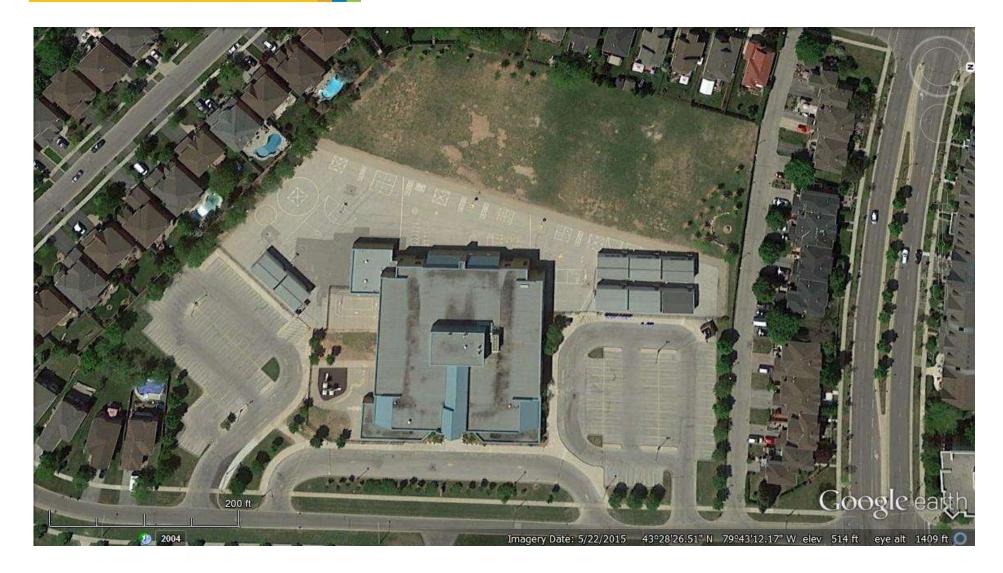
					(GRADE	ORGAN	IIZATIO	N					
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		14	14										28	
2		13	14										27	
3		13	15										28	
4		15	13										28	
5		14	13										27	
6				18									18	
7				11	8								19	Х
8				19									19	
9				19									19	
10					20								20	
11					20								20	
12					20								20	
13						20							20	
14						20							20	
15						19							19	
16						20							20	
17							24						24	
18							24						24	
19							24						24	
20								27					27	
21								27					27	
22									24				24	
23									24				24	
24									24				24	
25										27			27	
26										26			26	
27										26			26	
28											23		23	
29											23		23	
30											24		24	
31												21	21	
32												27	27	
33												27	27	
		69	69	67	68	79	72	54	72	79	70	75	774	

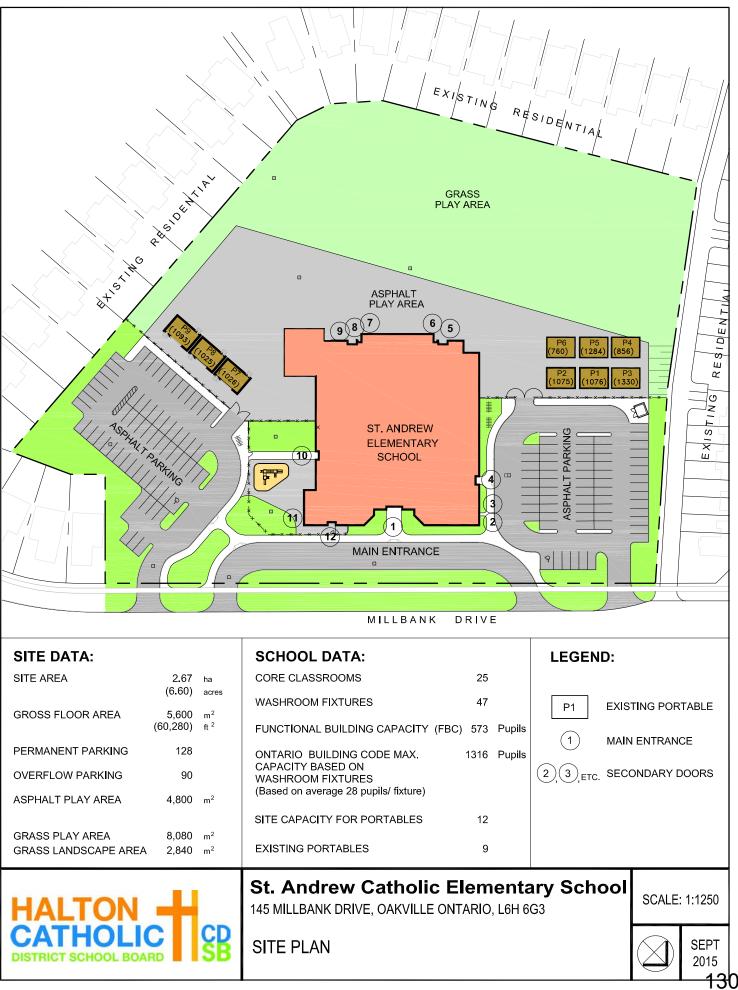
					EN	IROLLIV	IENT				
Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	43	37	71	79	68	74	86	89	79	82	708
2012	59	57	50	75	80	71	83	87	89	80	731
2013	59	75	60	50	81	81	84	89	95	89	763
2014	66	67	83	67	53	81	90	96	88	98	789
2015	65	71	60	80	70	59	100	91	93	86	775
2016	60	66	69	61	83	72	77	101	89	92	769
2017	61	61	64	69	63	85	89	77	98	87	754
2018	62	62	59	64	71	64	100	90	75	96	743
2019	58	62	59	59	66	73	81	100	87	74	719
2020	58	58	59	59	61	67	86	81	97	85	711
2021	56	58	56	59	61	62	80	87	79	96	694
2022	57	57	56	56	61	62	75	81	85	78	666
2023	57	57	54	56	57	63	76	75	79	83	655
2024	57	57	54	54	57	59	76	76	73	77	639
2025	57	57	54	54	55	59	72	76	74	72	629
2026	56	56	54	54	55	56	71	72	73	71	618

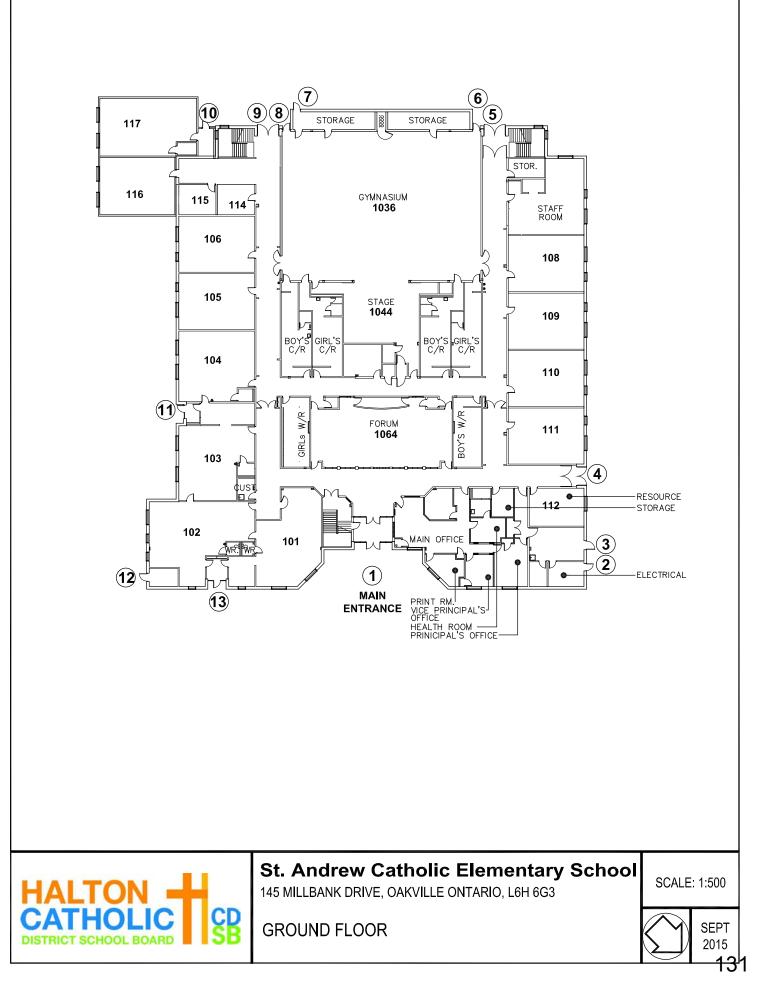
[5-YEAR RENEWAL REQUIREMENTS							
Year	Renewal Item		Cost					
2015	Functional Events [F106001 Double/Large Gymnasium]	\$	-					
2015	Functional Events [F106003 Library Resource Centre]	\$	-					
2018	Replacement [G204005 Signage]	\$	17,626					
2018	Replacement [D2020 Domestic Water Distribution]	\$	12,240					
2018	Replacement [C3020 Floor Finishes - Original Building]	\$	72,588					
2018	Replacement [G204007 Playing Fields]	\$	285,345					
2019	Replacement [C1020 Interior Doors - All]	\$	82,742					
2019	Replacement [D502002 Lighting Equipment - Gym]	\$	15,300					
2019	Replacement [G2020 Parking Lots]	\$	131,096					
2019	Replacement [B2030 Exterior Doors - All]	\$	73,195					
2019	Replacement [C3020 Floor Finishes - Original Building]	\$	17,615					
		1						

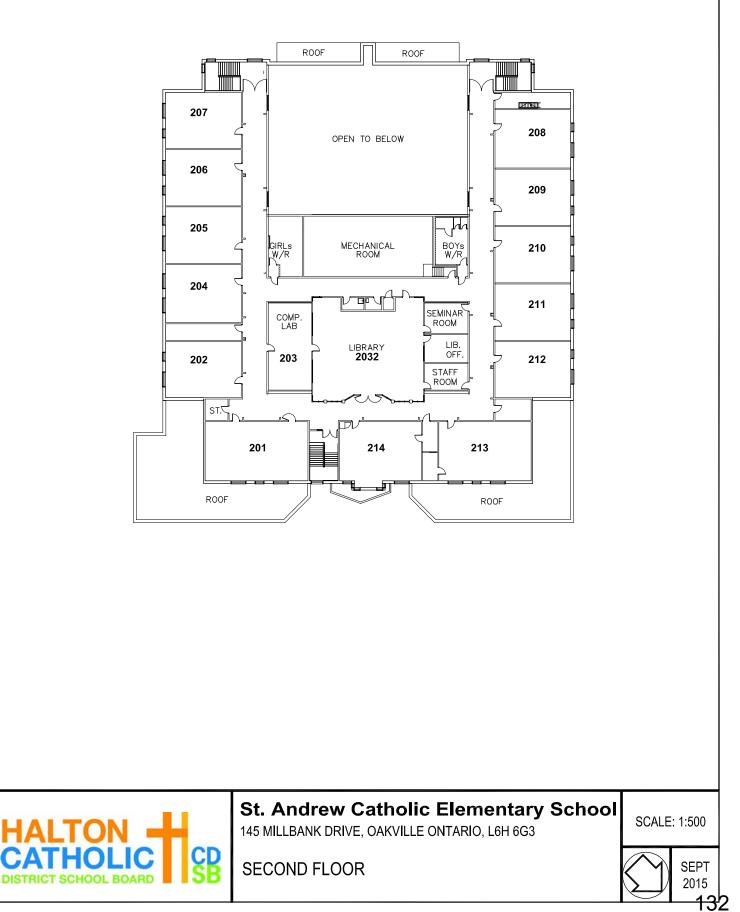
	10-YEAR RENEWAL HISTORY							
Year	Renewal Item	Cost						
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	\$ 8,615						
2016	HVAC Chiller Replacement and outdoor playground (estimated cost)	\$ 294,188						













Pupil Accommodation Review – Oakville Northeast

APPENDIX H

St. Marguerite D'Youville School Information Profile (SIP)



GENERAL INFORMATION						
SFIS ID	8096					
Year of Construction	1993					
Panel	Elementary					
Grades Served	JK - 8					
Ministry On-the-Ground Capacity	539					
Functional Building Capacity	499					
Site Area (Acres)	7					
Building Area (sq. ft.)	58,094					
Hard Surface Play Area (sq. ft.)	32,280					
Grass Play Area (sq. ft.)	71,016					
Number of Parking Spaces	100					
Number of Portable Classrooms	2					
Site Capacity for Portables	12					

SPACE SUMMA	SPACE SUMMARY						
Ѕрасе Туре	Rooms						
Classroom	15						
Kindergarten	3						
Library Resource Centre	1						
Special Education	2						
General Purpose Room	2						
Resource Room	1						
Staff Room	2						
Science Room	1						
Art Room	1						
Music Room	0						
Other	1						
Portable Classrooms	2						

FACILITY CONDITION INDEX (FCI)

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

School Replacement Value: \$ 10,690,570

	5 year	10 year
Facility Condition Index	15.69%	42.03%
Renewal Needs	\$ 1,677,264	\$ 4,493,574

PARTNERSHIPS			
Туре	Y/N	Notes	
Child Care	N		
Community Hub	N		
Other	Ν		

SCHOOL UTILITY USAGE					
Electricity	438,610.64	kWh			
Natural Gas	439,529.80	ekWh			
Water/Sewer	4,416.82	m³			

SCHOOL ACC	SCHOOL ACCESSIBILITY MEASURES / AODA					
Number or Storeys	2					
Accessible Entrance(s)	Door 1					
Door Operator(s)	Door 1					
Elevator	Yes					
Stage Lift	No					
Other Lift	N/A					
Barrier Free Washroom(s)	No					
Accessible Parking	Yes					
AODA Upgrade Cost	\$735,562.00					
Notes						

ACADEMIC PROGRAMS

Early French Immersion	No
Extended French Immersion	Yes
Gifted Program	No
Essential Skills Program	No
Structured Teaching Program	No
Early Intervention Program	No
SHSM	No
ОҮАР	No
Advanced Placement	No
International Baccalaureate	No

TRANSPORTATION DISTANCE									
Division	<800 m	800m- 1600m	1600m-3200m	>3200m					
Primary (JK-3)	38	111	86	6					
Junior (4-6)	34	72	68	8					
Intermediate (7-8)	25	89	39	5					
Total	97	272	193	19					
% of Total	17%	47%	33%	3%					

STAFFING						
Classroom Teacher	24.8					
Primary Team Member	2.2					
FSL Teacher	2					
Principal	1					
Vice Principal	1					
ECE	2					
Secretary	1.5					
Librarian	1					
Custodian	3					

COMMUNITY USE						
Before and After School Program	Yes					
Community Groups	Yes					
Parish Groups	No					

TRANSPORTATION ELIGIBILITY										
Division	Eligible ¹	Ineligible	% Ineligible	Courtesy Riders						
Primary (JK-3)	92	149	62%	6						
Junior (4-6)	76	106	58%	8						
Intermediate (7-8)	44	114	72%	12						
Total	212	369	64%	26						
% of Total	35%	64%		4%						

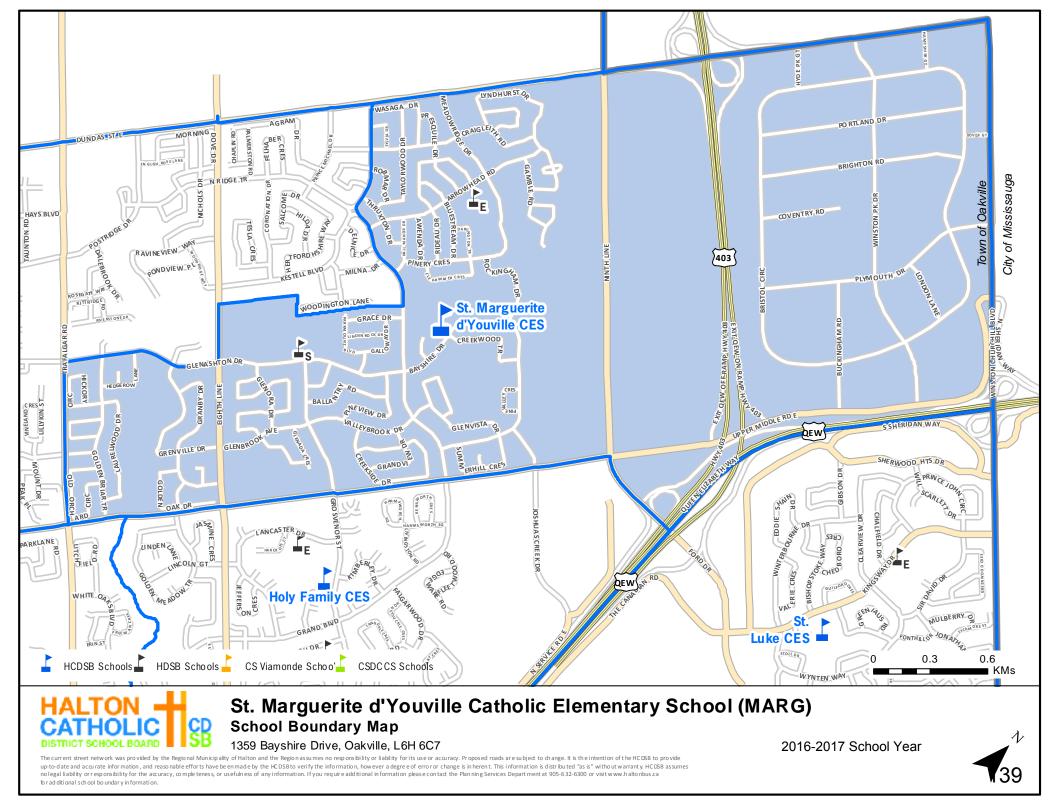
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GRADE ORGANIZATION														
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		14	15										29	
2		8	6										14	
3		16	14										30	
4				18									18	
5				10	6								16	Х
6				19									19	
7					17								17	
8					17								17	
9						17							17	
10						18							18	
11						18							18	
12							29						29	
13							29						29	
14	Х							29					29	
15								23					23	
16									34				34	
17	Х								21				21	
18	Х								20				20	
19										8	15		23	Х
20	Х									25			25	
21										26			26	
22	Х										19		19	
23											27		27	
24	Х										18		18	
		38	35	47	40	53	58	52	75	59	79	0	536	

ENROLLMENT											
Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	40	35	56	47	75	72	61	84	77	84	631
2012	37	46	44	61	50	75	81	64	88	77	623
2013	34	40	57	47	63	52	84	82	61	89	609
2014	43	37	52	58	49	70	59	84	81	60	593
2015	37	48	41	53	62	48	73	60	81	77	580
2016	30	35	53	41	55	62	50	73	57	79	535
2017	35	32	39	53	43	55	67	49	69	56	497
2018	35	38	36	39	55	43	59	66	46	67	482
2019	34	38	42	36	40	55	49	58	61	44	456
2020	34	37	42	42	37	40	58	49	54	59	450
2021	33	37	40	42	43	37	43	57	45	52	430
2022	33	36	40	40	43	43	43	43	53	43	418
2023	33	36	39	40	42	43	49	42	40	51	415
2024	33	36	39	39	42	42	49	48	39	38	405
2025	33	36	39	39	41	42	48	48	45	37	408
2026	31	36	39	39	41	41	48	47	45	43	409

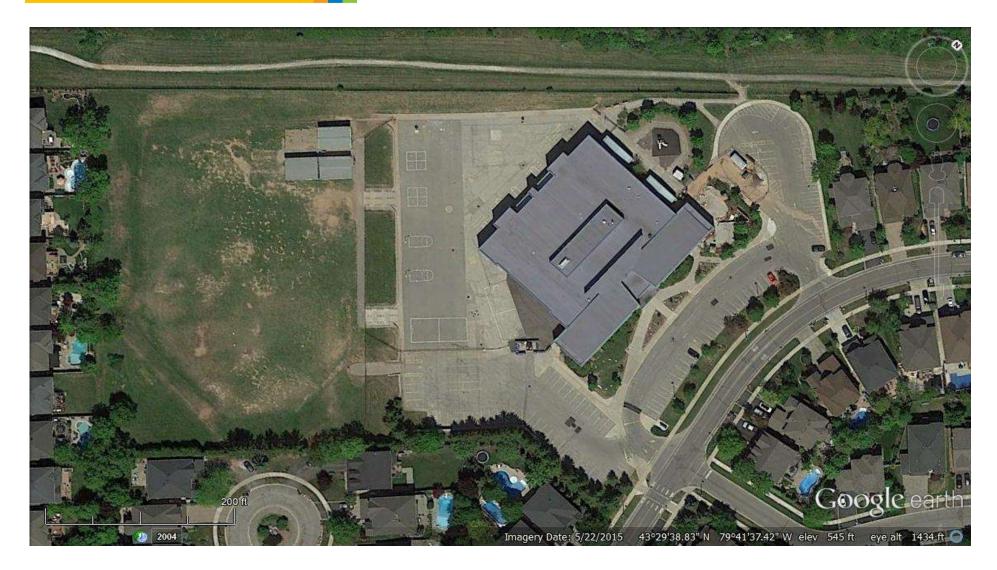
	5-YEAR RENEWAL REQUIREMENTS	1	• •
Year	Renewal Item		Cost
2015	Functional Events [F106003 Library Resource Centre]	\$	-
2015	Functional Events [F106007 General Purpose Room]	\$	-
2016	Study [A1010 Standard Foundations]	\$	15,30
2016	Replacement [C1030 Fittings]	\$	190,94
2016	Replacement [C1010 Partitions]	\$	84,8
2017	Replacement [B2030 Exterior Doors]	\$	22,2
2017	Replacement [B2030 Exterior Doors]	\$	17,8
2017	Replacement [C1030 Fittings]	\$	31,8
2017	Replacement [C1030 Fittings]	\$	288,5
2017	Replacement [G2020 Parking Lots]	\$	47,5
2017	Replacement [C1020 Interior Doors]	\$	84,0
2017	Replacement [G204007 Playing Fields]	\$	170,4
2018	Replacement [D502002 Lighting Equipment]	\$	40,8
2018	Replacement [D2020 Domestic Water Distribution]	\$	10,2
2018	Replacement [C3020 Floor Finishes]	\$	17,8
2019	Replacement [D3050 Terminal & Package Units]	\$	387,6
2019	Replacement [D1010 Elevators & Lifts]	\$	31,8
2019	Replacement [D302002 Hot Water Boilers]	\$	122,4
2019	Replacement [D503099 Other Communications & Alarm Systems - BAS]	\$	35,7
2019	Replacement [D302005 Auxiliary Equipment - Boilers]	\$	40,8
2019	Replacement [G2040 Site Development - Concrete Exterior Stairs]	\$	18,8
2019	Replacement [G204005 Signage]	\$	17,6

Renewal ItemPerform roof (leak) investigation.Replace EPDM roofing as per consultants recommendationsReplace 00.1-040 Parking Lots & Roadway related to the east parking areaProgram/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF UpgradeReplacement [G2020 Parking Lots]	\$ \$ \$	Cost 8,000 373,535 37,533
Replace EPDM roofing as per consultants recommendations Replace 00.1-040 Parking Lots & Roadway related to the east parking area Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade Replacement [G2020 Parking Lots]	\$ \$	373,535
Replace 00.1-040 Parking Lots & Roadway related to the east parking area Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade Replacement [G2020 Parking Lots]	\$ \$	
Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade Replacement [G2020 Parking Lots]	\$	37,533
Replacement [G2020 Parking Lots]		
		8,615
	\$	91,617
Asphalt re-surfacing	\$	20,000
Asphalt re-surfacing	\$	21,273
Replacement. Elevator controller replacement	\$	17,367
Construction of Natural Playground	\$	49,991
Asphalt re-surfacing and outdoor playground repair (estimated cost)	\$	100,000
	Construction of Natural Playground	Construction of Natural Playground \$

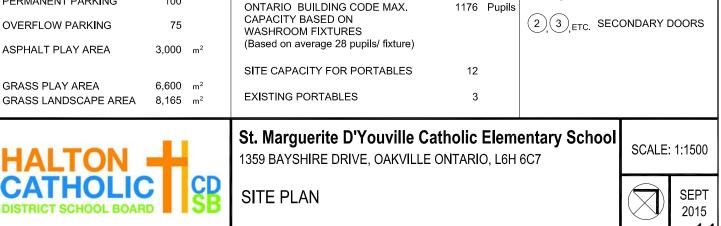


ST. MARGUERITE CATHOLIC ELEMENTARY SCHOOL

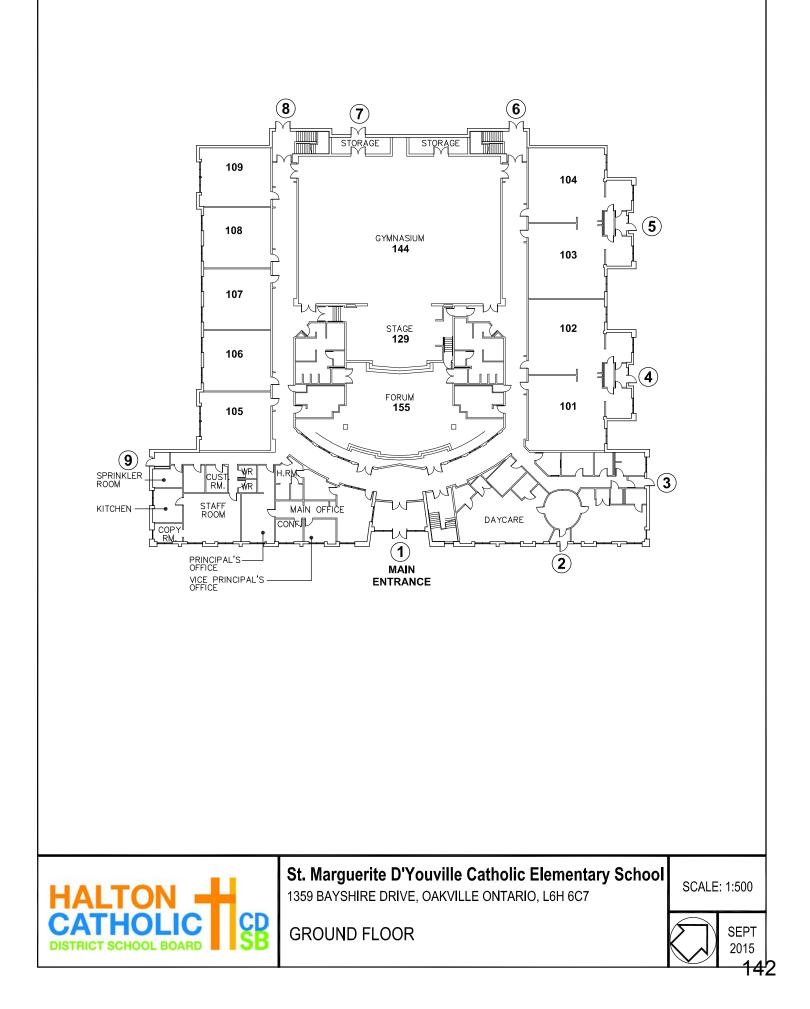
1359 Bayshire Drive, Oakville, L6H 6C7

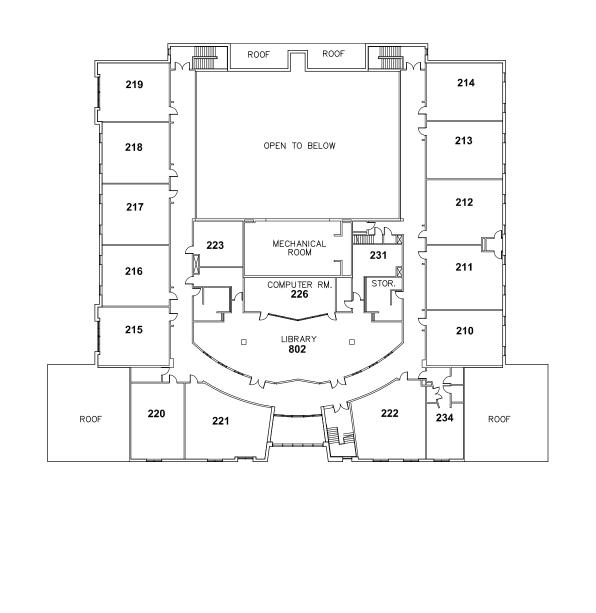






14'





St. Marguerite D'Youville Catholic Elementary School 1359 BAYSHIRE DRIVE, OAKVILLE ONTARIO, L6H 6C7

SCALE: 1:500



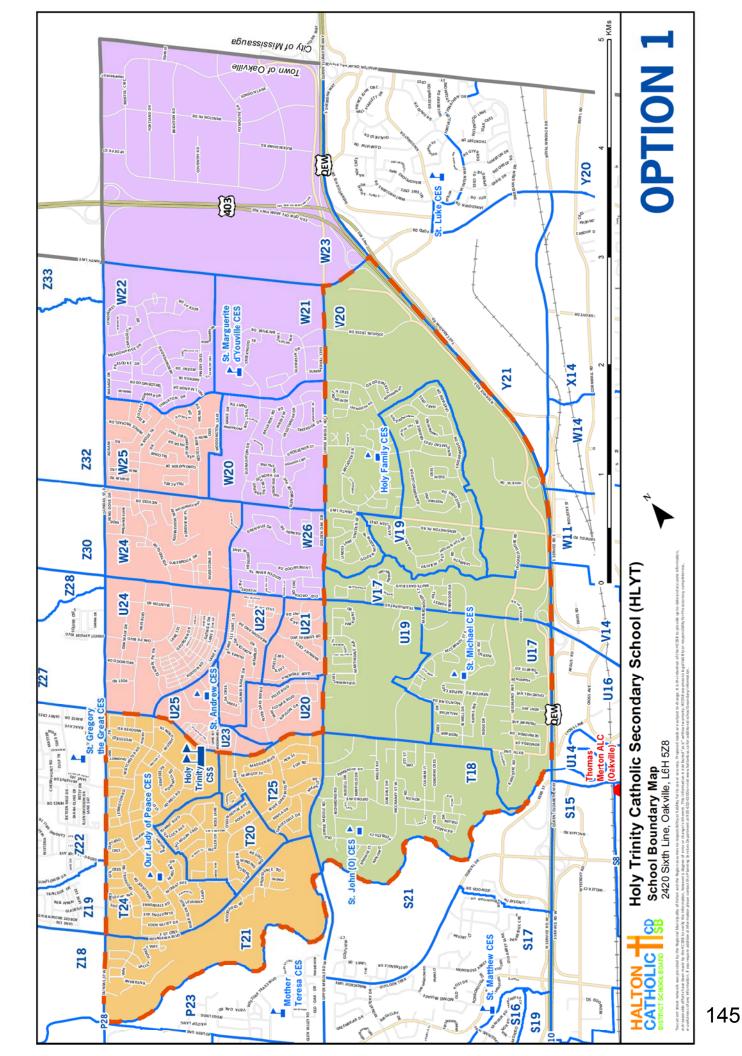
SECOND FLOOR

SEPT 2015



APPENDIX I

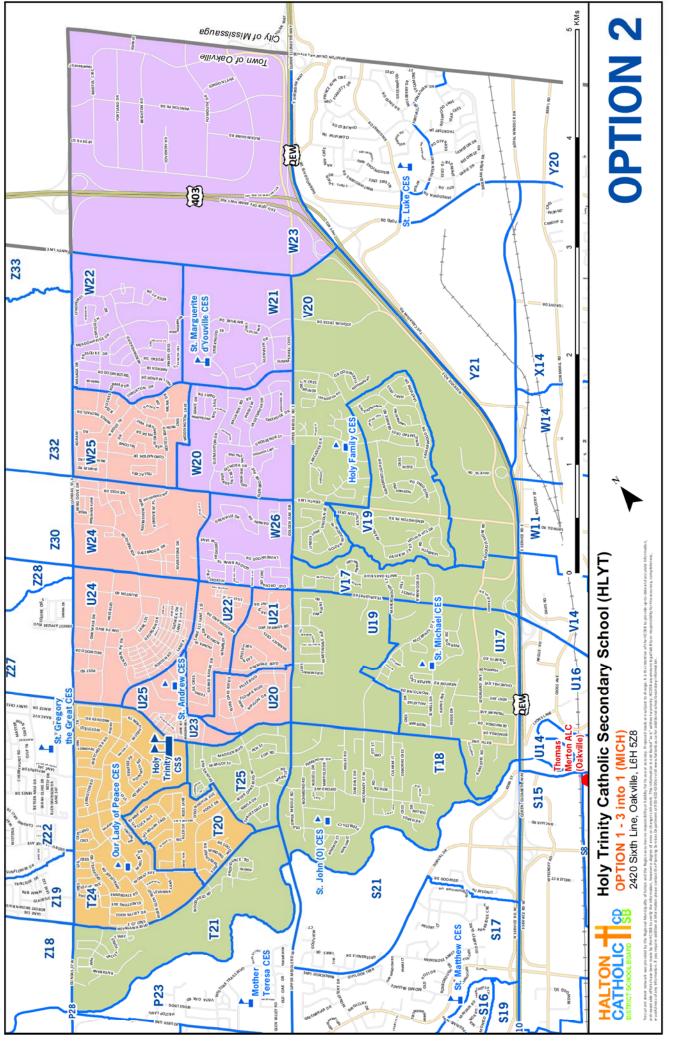
OPTION #1 3-INTO-1 WITH EXTENDED FRENCH IMMERSION





APPENDIX J

OPTION #2 3-INTO-1





APPENDIX K

SAMPLE CLASS ORGANIZATION

150 PUPIL PLACE SCHOOL - CLASSROOM ORGANIZATION CHART

CLASSROOM	NO.	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	TOTAL
JK/SK #1	1	5	8									13
JK/SK #2	1	11	11									22
Primary #1	1			12	10							22
Primary #2	1				3	20						23
Junior #1	1						10	10	9			29
Intermediate #1	1								9	16		25
Intermediate #2	1									9	17	26
Intermediate #3	1											0
Structured Teaching Classroom	1							1	1	2	0	4
TOTAL	9	16	19	12	13	20	10	11	19	27	17	164

250 PUPIL PLACE SCHOOL - CLASSROOM ORGANIZATION CHART

CLASSROOM	NO.	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	TOTAL
JK/SK #1	1	12	12									24
JK/SK #2	1	12	13									25
Primary #1	1			20								20
Primary #2	1				7	13						20
Primary #3	1				20							20
Primary/ Junior #1	1					13	9					22
Junior #1	1						18					18
Junior #2	1							25				25
Junior #3	1								26			26
Intermediate #1	1									24		24
Intermediate #2	1										31	31
TOTAL	11	24	25	20	27	26	27	25	26	24	31	255

350 PUPIL PLACE SCHOOL - CLASSROOM ORGANIZATION CHART

CLASSROOM	NO.	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	TOTAL
JK/SK #1	1	11	13									24
JK/SK #2	1	10	14									24
JK/SK #3	1	13	12									25
Primary #1	1			20								20
Primary #2	1			9	10							19
Primary #3	1				20							20
Primary #4	1					20						20
Primary #5	1					12						12
Junior #1	1						26					26
Junior #2	1						10	17				27
Junior #3	1						10					10
Junior #4	1							11	17			28
Junior #5	1								28			28
Intermediate #1	1									31		31
Intermediate #2	1										29	29
TOTAL	15	34	39	29	30	32	46	28	45	31	29	343



APPENDIX L

OPTION #1 CLASS ORGANIZATION

OPTION #1 NORTHEAST OAKVILLE CES - CLASSROOM ORGANIZATION CHART

CLASSROOM	NO.	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Total
JK/SK #1	1	14	15									29
JK/SK #2	1	14	15									29 29
JK/SK #3	1	14	15									29
JK/SK #4	1	14	15									29
Primary #1	1			22								22
Primary #2	1			21								21
Primary #3	1			10	13							23
Primary #4	1				20							20
Primary #5	1				20							20
Primary #6	1					20						20
Primary #7	1					21						21
Junior #1	1						26					26
Junior #2	1						27					27
Junior #3	1							31				31
Junior #4	1								31			31
Intermediate #1	1									23		23
Intermediate #2	1									15	7	22 24
Intermediate #3	1										24	24
Extended French #1	1							27				27
Extended French #2	1								18			18
Extended French #3	1									19		19
Extended French #4	1										20	20
Structured Teaching Classroom	1							1	1	2		4
TOTAL	23	56	60	53	53	41	53	59	50	59	51	535



APPENDIX M

OPTION #1 OPERATING COSTS

OPTION #1: Northeast Oakville Pupil Accommodation Review

2016-17 Operating Costs	Code		Custodial	Electric	Gas	Water	Other Maint.	Annual			Portables	Electric (Port)	Leasing (Por
	JOHO	\$	112,652 \$		8,293 \$	5,114 5		256,279				S · S	0.
04 Current Operating	HLYF	\$	112,652 \$		4,243 \$	6,926						5.5	
5	MICH	\$	112,652 \$		8,052 \$	7,583						5 - 5	5
	OLPO	\$	160,725 \$	62,264 \$	7,469 \$	15,018 5	5 100,000 \$	345,476			0	s . s	5
EO5 Current Operating	ANDR	\$	160,725 \$	80,576 \$	6,765 \$	10,144	5 100,000 \$	358,210			9	\$	5 108,
	MARG	\$	160,725 \$	74,493 \$	8,019 \$	12,179 \$	5 100,000 \$	355,416			2	\$ 4,000 \$	\$ 24.
TOTAL		\$	820,131 \$	313,591 \$	42,841 \$	56,964 \$	600,000 \$	1,833,527			11	\$ 22,000	\$ 132,0
0 Year Operating Costs -	Status Quo												
	Code		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
	JOHO	\$	256,279 \$	256,279 \$	256,279 \$	256,279 \$	5 256,279 \$	256,279 \$	256,279 \$	256,279	\$ 256,279	\$ 256,279	\$ 256,
EO4 Projected Operating	HLYF	\$	262,473 \$	262,473 \$	262,473 \$	262,473 5	6 262,473 \$	262,473 \$	262,473 \$	262,473	\$ 262,473	\$ 262,473	\$ 262,
	MICH	\$	255,673 \$	255,673 \$	255,673 \$	255,673 5	5 255,673 \$	255,673 \$	255,673 \$	255,673	\$ 255,673	\$ 255,673	\$ 255,
	OLPO	\$	345,476 \$	345,476 \$	345,476 \$	345,476 5	345,476 \$	345,476 \$	345,476 \$	345,476	\$ 345,476	\$ 345,476	\$ 345,
EO5 Projected Operating	ANDR	\$	484,210 \$		470,210 \$	456,210				414,210			
	MARG	\$	383,416 \$		355,416 \$	355,416				355,416			
TOTAL		\$	1,987,527 \$	1,945,527 \$	1,945,527 \$	1,931,527 \$	1,917,527 \$	5 1,917,527 \$	1,903,527 \$	1,889,527	\$ 1,875,527	\$ 1,875,527	\$ 1,875,5
) Year Portables - Status	Quo		2010	2010	2020	2021	2022	2022	2024	2025	2024	2027	2020
	1040		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
EO4 Portables	JOHO												
LO4 FUI (ables	MICH												
	OLPO												
EO5 Portables	ANDR		9	8	8	7	6	6	5	4	3	3	3
LOS FOI lables	MARG		2	0	0	0	0	0	0	0	0	0	0
TOTAL	WARG		11	8	8	7	6	6	5	4	3	3	3
) Year Transporation Cos	sts - Status Quo												
•			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
E04 Transportation	Enrolment		530	524	523	523	511	506	512	511	511	509	509
nclude ExtFI Costs)	Cost	\$	360,750.00 \$	356,663.72 \$	356,186.99 \$	355,914.57	347,878.23 \$	\$ 344,473.00 \$	348,695.49 \$	348,082.55	\$ 348,150.65	\$ 346,516.14	\$ 346,516
E05 Transportation	Enrolment		393	380	380	384	388	386	378	381	378	375	373
LPO Costs only)	Cost	\$	- \$	- \$	- \$	- 3		\$ - 9	· •	-	\$-	\$-	\$
TOTAL		\$	360,750.00 \$	356,663.72 \$	356,186.99 \$	355,914.57	347,878.23	\$ 344,473.00 \$	348,695.49 \$	348,082.55	\$ 348,150.65	\$ 346,516.14	\$ 346,516.
chool Operating Costs - P	Proposed Northeast Oak			51			6. H.L.						
ew NOAK (based on			Custodial	Electric	Gas	Water	Other Maintenance	Annual					
ENE/QUEN)	Contract Cleaners	S	110,000 \$	60,000 \$	8,000 \$	10,000 \$	100,000 \$	288,000					
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
		\$	288,000 \$	288,000 \$	288,000 \$	288,000 \$	288,000 \$	288,000 \$	288,000 \$	288,000	\$ 288,000	\$ 288,000	\$ 288,0
0-Year Portables - Propos	sed Oakville Northeast	School											
1			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
pected Enrolment	NOAK		0	0	0	0	0	0	0	0	0	0	0
	Cost	\$	- \$	- \$	- \$	- 9		; - \$	- \$	-	\$-	\$	\$
) Year Transportation Co	sts - Proposed Solution	n New B	urlington SE Sch	001									
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
E04 Transportation	Enrolment		535	532	525	520	506	505	517	517	518	517	518
clude ExtFI Costs)	Cost	\$	266,750.00 \$	265.254.21 \$	261,764.02 \$	259,271.03	506	505		257,775.23		\$ 257.775.23	\$ 258.273
E05 Transportation	Enrolment	9	460	440	441	442	448	443	436	440	\$ 256,273.63	436	\$ 206,273 438
LPO Costs only)	Cost	\$	24,250.00 \$	23,210.94 \$	23,217.45 \$	23,271.44	440 3 23,601.11 \$	443 23,371.69 \$	22,959.63 \$	23,200.30	\$ 23,100.50	\$ 22,999.29	\$ 23,100
TOTAL	0031	\$		288,465.15 \$		282,542.47				280,975.53			\$ 281,374
otion Evaluation	•												
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
DIION EVALUATION						202.	2022	2020	202 1	2020	2020	2021	2020
DIION EVALUATION	Operational Costs	s	1 833 527 \$	1833527 \$	1 833 527 \$	1 833 527 \$	1 833 527 ¢	1833527 \$	1833527 \$	1 833 527	\$ 1,833,527	1 833 527 4	1 833
	Operational Costs Transportation Costs	S ¢	1,833,527 \$	1,833,527 \$	1,833,527 \$	1,833,527 \$	1,833,527 \$	1,833,527 \$	1,833,527 \$	1,833,527		1,833,527 \$	
Status Quo Option	Transportation Costs	\$ \$	360,750 \$	356,664 \$	356,187 \$	355,915 \$	347,878 \$	344,473 \$	348,695 \$	348,083	\$ 348,151	346,516 \$	346
	Transportation Costs Portable Costs	\$	360,750 \$ 154,000 \$	356,664 \$ 112,000 \$	356,187 \$ 112,000 \$	355,915 \$ 98,000 \$	347,878 \$ 84,000 \$	344,473 \$ 84,000 \$	348,695 \$ 70,000 \$	348,083 56,000	\$ 348,151 \$ 42,000	346,516 \$ 42,000 \$	346 346
	Transportation Costs	\$ \$ \$ \$	360,750 \$	356,664 \$ 112,000 \$	356,187 \$	355,915 \$	347,878 \$ 84,000 \$ 2,265,405 \$	344,473 \$ 84,000 \$ \$ 2,262,000 \$	348,695 \$	348,083	\$ 348,151 \$ 42,000 \$ 2,223,678	\$ 346,516 \$ \$ 42,000 \$ \$ 2,222,043	5 1,833, 5 346, 5 42, \$ 2,222,0 5 1,389,

		2018	2023	2028
	Operational Costs	\$ 774,425	\$ 774,425	\$ 774,425
0504.0000000000000000000000000000000000	Transportation Costs	\$ 360,750	\$ 344,473	\$ 346,516
CEO4 Operating Costs	Portable Costs	\$ 	\$ 	\$
	Total CEO4	\$ 1,135,175	\$ 1,118,898	\$ 1,120,941
	Operational Costs	\$ 1,213,102	\$ 1,143,102	\$ 1,101,102
0505 0	Transportation Costs	\$ 	\$ 	\$
CEO5 Operating Costs	Portable Costs	\$ 154,000	\$ 84,000	\$ 42,000
	Total CEO5	\$ 1,367,102	\$ 1,227,102	\$ 1,143,102

Proposed Option

291,000 \$

288,465 \$

284,981 \$

282,542 \$

275,892 \$

411

275,164 \$

280,735 \$

280,976 \$

281,374 \$

			2018	2023	2028
	Operational Costs	s	1,833,527	\$ 1,833,527	\$ 1,833,527
Status Que Ontion	Transportation Costs	\$	356,664	\$ 344,473	\$ 346,516
Status Quo Option	Portable Costs	S	112,000	\$ 84,000	\$ 42,000
	Total Status Quo	\$	2,302,191	\$ 2,262,000	\$ 2,222,043
	Operational Costs	\$	1,501,102	\$ 1,431,102	\$ 1,389,102
Dranasad Ontion	Transportation Costs	\$	291,000	\$ 275,164	\$ 281,374
Proposed Option	Portable Costs	\$		\$ 	\$
	Total Proposed	\$	1,747,567	\$ 1,706,266	\$ 1,670,476
Annual Savings	Potential Savings	\$	556,175	\$ 555,734	\$ 551,567
Cummulative Savings	Cumulative Savings	s	556,175	\$ 3,342,372	\$ 6,107,224





APPENDIX N

OPTION #2 CLASS ORGANIZATION

OPTION #2 NORTHEAST OAKVILLE CES - CLASSROOM ORGANIZATION CHART

CLASSROOM	NO.	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	TOTAL
JK/SK #1	1	15	15									30
JK/SK #2	1	15	16									31
JK/SK #3	1	15	16									31
JK/SK #4	1	14	16									30
Primary #1	1			20								20
Primary #2	1			20								20
Primary #3	1			18								18
Primary #4	1				22							22
Primary #5	1				20							20
Primary #6	1				14	6						20
Primary #7	1					20						20
Primary #8	1					20						20
Junior #1	1						30					30
Junior #2	1						31					31
Junior #3	1							25				25 27
Junior #4	1							27				27
Junior #5	1								22			22
Junior #6	1								21			21
Intermediate #1	1									24		24
Intermediate #2	1									25		25
Intermediate #3	1										23	
Intermediate #4	1										23	23
Structured Teaching Classroom	1							1	1	2		4
TOTAL	22	59	63	58	56	46	61	52	43	49	46	533



APPENDIX O

OPTION #2 OPERATING COSTS

OPTION #2: Northeast Oakville Pupil Accommodation Review

	Code		Custodial	Flootsio	600	Water	Other Maint.	Annual		-	Dortoblog	Electric (Dest)	anaina (P
				Electric	Gas								easing (Por
	JOHO	\$	112,652 \$		8,293 \$			256,279			0 \$	- \$	
04 Current Operating	HLYF	\$	112,652 \$		4,243 \$	6,926 \$	100,000 \$	262,473			0 \$	- \$	
	MICH	\$	112,652 \$		8,052 \$		100,000 \$	255,673			0 \$	- \$	
	OLPO	\$	160,725 \$		7,469 \$	15,018 \$		345,476			0 \$	- \$	
EO5 Current Operating	ANDR	\$	160,725 \$	001010 +	6,765 \$			358,210			9 \$		108,0
	MARG	\$	160,725 \$	74,493 \$	8,019 \$	12,179 \$		355,416			2 \$	4,000 \$	24,0
TOTAL		\$	820,131 \$	313,591 \$	42,841 \$	56,964 \$	600,000 \$	1,833,527			11 \$	22,000 \$	132,0
0 Year Operating Costs	- Status Quo												
	Code		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
	JOHO	\$	256,279 \$	256,279 \$	256,279 \$	256,279 \$	256,279 \$	256,279 \$	256,279 \$	256,279 \$	256,279 \$	256,279 \$	256,2
EO4 Projected Operating		\$	262,473 \$	262,473 \$	262,473 \$	262,473 \$		262,473 \$	262,473 \$	262,473 \$	262,473 \$		262,4
	MICH	\$	255,673 \$		255,673 \$			255,673 \$	255,673 \$	255,673 \$	255,673 \$		255,6
	OLPO	\$	345,476 \$	345,476 \$	345,476 \$	345,476 \$		345,476 \$	345,476 \$	345,476 \$	345,476 \$		345,4
EO5 Projected Operating		\$	484,210 \$	470,210 \$	470,210 \$	456,210 \$		442,210 \$	428,210 \$	414,210 \$	400,210 \$		400,2
EOS Projected Operatini	MARG	\$	383,416 \$	355,416 \$	355,416 \$	355,416 \$	355,416 \$	355,416 \$	355,416 \$	355,416 \$	355,416 \$	355,416 \$	355,4
70711	MARG												
TOTAL		\$	1,987,527 \$	1,945,527 \$	1,945,527 \$	1,931,527 \$	1,917,527 \$	1,917,527 \$	1,903,527 \$	1,889,527 \$	1,875,527 \$	1,875,527 \$	1,875,5
0 Year Portables - Statu	s Quo												
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
	OHOL												
EO4 Portables	HLYF												
	MICH												
	OLPO												
EO5 Portables	ANDR		9	8	8	7	6	6	5	4	3	3	3
	MARG		2	0	0	0	0	0	0	0	0	0	0
TOTAL			11	8	8	7	6	6	5	4	3	3	3
O Year Transporation Co	sts - Status Quo												
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
E04 Transportation	Enrolment		530	524	523	523	511	506	512	511	511	509	509
Include ExtFI Costs)	Cost	\$?	360,750.00 \$		356,186.99 \$			344,473.00 \$	348,695.49 \$	348.082.55 \$	348.150.65 \$		
E05 Transportation	Enrolment	ψī	393	380	380	384	388	386	378	381	378	375	373
OLPO Costs only)	Cost	¢		. ¢	- \$. ¢	. 4	. ¢	. 4		575	575
TOTAL	0031	\$ 3	360,750.00 \$	356.663.72 \$	356,186.99 \$	355,914.57 \$	347,878.23 \$	344.473.00 \$	348,695.49 \$	348,082.55 \$	348,150.65 \$	346,516.14 \$	346.516.
School Operating Costs -	Proposed Northeast Oal		hool Custodial	Electric	Gas	Water (Other Maintenance	Annual					
	Contract Cleaners	s	110,000 \$	60,000 \$	8,000 \$	10,000 \$	100,000 \$	288,000					
	Contract Cleaners	\$			-	-							
	Contract Cleaners		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
	Contract Cleaners	\$			-	-			2024 288,000 \$	2025 288,000 \$	2026 288,000 \$	2027 288,000 \$	
BENE/QUEN)		\$	2018 288,000 \$	2019 288,000 \$	2020 288,000 \$	2021 288,000 \$	2022 288,000 \$	2023 288,000 \$	288,000 \$	288,000 \$	288,000 \$	288,000 \$	288,0
BENE/QUEN) 10-Year Portables - Propo	osed Oakville Northeast	\$	2018 288,000 \$ 2018	2019 288,000 \$ 2019	2020 288,000 \$ 2020	2021 288,000 \$ 2021	2022 288,000 \$ 2022	2023 288,000 \$ 2023	288,000 \$ 2024	288,000 \$ 2025	288,000 \$ 2026	288,000 \$	288,0 2028
New NOAK (based on BENE/OUEN) 10-Year Portables - Propo Expected Enrolment	osed Oakville Northeast NOAK	\$ School	2018 288,000 \$	2019 288,000 \$	2020 288,000 \$	2021 288,000 \$	2022 288,000 \$	2023 288,000 \$	288,000 \$	288,000 \$	288,000 \$	288,000 \$	288,0
BENE/QUEN) 10-Year Portables - Propo	osed Oakville Northeast	\$	2018 288,000 \$ 2018	2019 288,000 \$ 2019	2020 288,000 \$ 2020	2021 288,000 \$ 2021	2022 288,000 \$ 2022	2023 288,000 \$ 2023	288,000 \$ 2024	288,000 \$ 2025	288,000 \$ 2026	288,000 \$	288,0
ENE/QUEN) O-Year Portables - Propo xpected Enrolment	osed Oakville Northeast NOAK Cost	\$ School	2018 288,000 \$ 2018 0 - \$	2019 288,000 \$ 2019 0 . \$	2020 288,000 \$ 2020	2021 288,000 \$ 2021	2022 288,000 \$ 2022	2023 288,000 \$ 2023	288,000 \$ 2024	288,000 \$ 2025	288,000 \$ 2026	288,000 \$	288,0
ENE/QUEN) O-Year Portables - Propo xpected Enrolment	osed Oakville Northeast NOAK Cost	\$ School	2018 288,000 \$ 2018 0 - \$	2019 288,000 \$ 2019 0 . \$	2020 288,000 \$ 2020	2021 288,000 \$ 2021	2022 288,000 \$ 2022	2023 288,000 \$ 2023	288,000 \$ 2024	288,000 \$ 2025	288,000 \$ 2026	288,000 \$	288,0 2028
ENE/QUEN) O-Year Portables - Propo xpected Enrolment O Year Transportation C	osed Oakville Northeast NOAK Cost osts - Proposed Solution	\$ School	2018 288,000 \$ 2018 0 - \$ urlington SE Scho 2018	2019 288,000 \$ 2019 0 - \$ 001 2019	2020 288,000 \$ 2020 0 - \$ 2020	2021 288,000 \$ 2021 0 - \$ 2021	2022 288,000 \$ 2022 0 - \$ 2022	2023 288,000 \$ 2023 0 - \$ 2023	288,000 \$ 2024 0 - \$ 2024	288,000 \$ 2025 0 - \$ 2025	288,000 \$ 2026 0 2026	288,000 \$ 2027 0 - \$ 2027	288,0 2028 0
ENE/QUEN) O-Year Portables - Propo xpected Enrolment O Year Transportation C E04 Transportation	NOAK NOAK Cost osts - Proposed Solution Enrolment	\$ School \$	2018 288,000 \$ 2018 0 - \$ urlington SE Scho 2018 533	2019 288,000 \$ 2019 0 - \$ 001 2019 527	2020 288,000 \$ 2020 0 - \$ 2020 526	2021 288,000 \$ 2021 0 - \$ 2021 526	2022 288,000 \$ 2022 0 - \$ 2022 514	2023 288,000 \$ 2023 0 - \$ 2023 510	288,000 \$ 2024 0 \$ 2024 517	288,000 \$ 2025 0 . \$ 2025 515	288,000 \$ 2026 0 2026 515	288,000 \$ 2027 0 . \$ 2027 513	288,0 2028 0 2028 515
ENE/OUEN) O-Year Portables - Propo expected Enrolment O Year Transportation C EO4 Transportation nclude ExFIF (Costs)	NOAK NOAK Cost osts - Proposed Solution Enrolment Cost	\$ School \$	2018 288,000 \$ 2018 0 - \$ urlington SE Scho 2018 533 388,000.00 \$	2019 288,000 \$ 2019 0 - \$ 001 2019 527 383,632.27 \$	2020 288,000 \$ 2020 0 - \$ 2020 526 382,904.32 \$	2021 288,000 \$ 2021 0 - \$ 2021 526 382,904.32 \$	2022 288,000 \$ 2022 0 - \$ 2022 514 374,168.86 \$	2023 288,000 \$ 2023 0 - \$ 2023 510 371,257.04 \$	2024 0 - \$ 2024 517 376,352.72 \$	288,000 \$ 2025 0 2025 515 374,896.81 \$	288,000 \$ 2026 0 2026 515 374,896.81 \$	288,000 \$ 2027 0 - \$ 2027 513 373,440,90 \$	288,0 2028 0 2028 515 374,896.
ENE/QUEN) 0-Year Portables - Propo xpected Enrolment 0 Year Transportation C EO4 Transportation nclude ExtFI Costs) EO5 Transportation	NOAK NOAK Cost osts - Proposed Solution Enroiment Cost Enroiment	\$ School \$ I New Bu \$	2018 288,000 \$ 2018 0 - \$ urlington SE Scho 2018 533	2019 288,000 \$ 2019 0 - \$ 001 2019 527	2020 288,000 \$ 2020 0 - \$ 2020 526	2021 288,000 \$ 2021 0 - \$ 2021 526	2022 288,000 \$ 2022 0 - \$ 2022 514	2023 288,000 \$ 2023 0 - \$ 2023 510	288,000 \$ 2024 0 - \$ 2024 517 376,352.72 \$ 0	288,000 \$ 2025 0 . \$ 2025 515	288,000 \$ 2026 0 2026 515	288,000 \$ 2027 0 . \$ 2027 513	288,0 2028 0 2028 515
ENE/QUEN) O-Year Portables - Propo xpected Enrolment O Year Transportation C EO4 Transportation Include ExtFI Costs) EO5 Transportation DE0 Costs only)	NOAK NOAK Cost osts - Proposed Solution Enrolment Cost	\$ School \$ New Bu \$ \$ \$	2018 288,000 \$ 2018 0 \$ urlington SE Sche 2018 533 388,000,00 \$ 0 \$	2019 288,000 \$ 2019 0 2019 527 383,632.27 \$ 0 - \$	2020 288,000 \$ 2020 0 2020 526 382,904.32 \$ 0 - \$	2021 288,000 \$ 2021 0 2021 526 382,904.32 \$ 0 \$ \$ 0 \$ \$ 0 \$ \$ 2021 \$ 2021 \$ 2021 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	2022 288,000 \$ 2022 0 2022 514 374,168,86 \$ 0 \$ \$ 0 \$	2023 288,000 \$ 2023 0 2023 510 371,257.04 \$ 0 - \$	288,000 \$ 2024 0 - \$ 2024 517 376,352.72 \$ 0 - \$	288,000 \$ 2025 0 - \$ 2025 515 374,896,81 \$ 0 . \$	288,000 \$ 2026 0 . \$ 2026 515 374,896.81 \$ 0 . \$	288,000 \$ 2027 0 . \$ 2027 513 373,440,90 \$ 0 . \$	288,1 2028 0 2028 515 374,896 0
ENE/OUEN) O-Year Portables - Propo xpected Enrolment O Year Transportation C EO4 Transportation E04 Transportation nelude ExtFI Costs) E05 Transportation	NOAK NOAK Cost osts - Proposed Solution Enroiment Cost Enroiment	\$ School \$ New Bu \$ \$ \$	2018 288,000 \$ 2018 0 - \$ urlington SE Scho 2018 533 388,000.00 \$	2019 288,000 \$ 2019 0 2019 527 383,632.27 \$ 0 - \$	2020 288,000 \$ 2020 0 - \$ 2020 526 382,904.32 \$	2021 288,000 \$ 2021 0 2021 526 382,904.32 \$ 0 \$ \$ 0 \$ \$ 0 \$ \$ 2021 \$ 2021 \$ 2021 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	2022 288,000 \$ 2022 0 2022 514 374,168,86 \$ 0 \$ \$ 0 \$	2023 288,000 \$ 2023 0 2023 510 371,257.04 \$ 0 - \$	288,000 \$ 2024 0 - \$ 2024 517 376,352.72 \$ 0	288,000 \$ 2025 0 - \$ 2025 515 374,896,81 \$ 0 . \$	288,000 \$ 2026 0 2026 515 374,896.81 \$	288,000 \$ 2027 0 . \$ 2027 513 373,440,90 \$ 0 . \$	288,1 2028 0 2028 515 374,896 0
ENE/OUEN) 0-Year Portables - Propo xpected Enrolment 0 Year Transportation C E04 Transportation Cude ExtFI Costs) E05 Transportation <u>DLPO Costs only</u> TOTAL	NOAK NOAK Cost osts - Proposed Solution Enroiment Cost Enroiment	\$ School \$ New Bu \$ \$ \$	2018 288,000 \$ 2018 0 \$ urlington SE Sche 2018 533 388,000,00 \$ 0 \$	2019 288,000 \$ 2019 0 2019 527 383,632.27 \$ 0 - \$	2020 288,000 \$ 2020 0 2020 526 382,904.32 \$ 0 - \$	2021 288,000 \$ 2021 0 2021 526 382,904.32 \$ 0 \$ \$ 0 \$ \$ 0 \$ \$ 2021 \$ 2021 \$ 2021 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	2022 288,000 \$ 2022 0 2022 514 374,168,86 \$ 0 \$ \$ 0 \$	2023 288,000 \$ 2023 0 2023 510 371,257.04 \$ 0 - \$	288,000 \$ 2024 0 - \$ 2024 517 376,352.72 \$ 0 - \$	288,000 \$ 2025 0 - \$ 2025 515 374,896,81 \$ 0 . \$	288,000 \$ 2026 0 . \$ 2026 515 374,896.81 \$ 0 . \$	288,000 \$ 2027 0 . \$ 2027 513 373,440,90 \$ 0 . \$	288,1 2028 0 2028 515 374,896 0
ENE/QUEN) O-Year Portables - Propo xpected Enrolment O Year Transportation C EO4 Transportation nclude ExtF1 Costs) Teo5 Transportation DLPO Costs only) TOTAL	NOAK NOAK Cost osts - Proposed Solution Enroiment Cost Enroiment	\$ School \$ New Bu \$ \$ \$	2018 288,000 \$ 2018 0 \$ urlington SE Sche 2018 533 388,000,00 \$ 0 \$	2019 288,000 \$ 2019 0 2019 527 383,632.27 \$ 0 - \$	2020 288,000 \$ 2020 0 2020 526 382,904.32 \$ 0 - \$	2021 288,000 \$ 2021 0 2021 526 382,904.32 \$ 0 \$ \$ 0 \$ \$ 0 \$ \$ 2021 \$ 2021 \$ 2021 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	2022 288,000 \$ 2022 0 2022 514 374,168,86 \$ 0 \$ \$ 0 \$	2023 288,000 \$ 2023 0 2023 510 371,257.04 \$ 0 - \$	288,000 \$ 2024 0 - \$ 2024 517 376,352.72 \$ 0 - \$	288,000 \$ 2025 0 2025 515 374,896,81 \$ 374,896,81 \$	288,000 \$ 2026 0 . \$ 2026 515 374,896.81 \$ 0 . \$	288,000 \$ 2027 0 . \$ 2027 513 373,440,90 \$ 0 . \$	288,1 2028 0 2028 515 374,896 0
ENE/QUEN) 0-Year Portables - Propo xpected Enrolment 0 Year Transportation C EO4 Transportation Clude ExFI (Costs) EO5 Transportation <u>DLPO Costs only)</u> TOTAL	NOAK Cost osts - Proposed Solution Enrolment Cost Enrolment Cost	\$ School \$ New Bu \$ \$ \$ \$	2018 288,000 \$ 2018 0 - \$ vurlington SE Schu 2018 533 388,000.00 \$ 0 - \$ 388,000.00 \$ 0 - \$ 388,000.00 \$	2019 288,000 \$ 2019 0 2019 527 383,632.27 \$ 0 \$ 383,632.27 \$ 0 \$ 2019 2019 2019	2020 288,000 \$ 2020 0 2020 526 382,904,32 \$ 0 382,904,32 \$ 382,904,32 \$	2021 288,000 \$ 2021 0 \$ 2021 526 382,904.32 \$ 382,904.32 \$ 382,904.32 \$	2022 288,000 \$ 2022 0 - \$ 2022 514 374,168.86 \$ 0 . \$ 374,168.86 \$ 2022 2022	2023 288,000 \$ 2023 0 - \$ 2023 510 371,257.04 \$ 0 - \$ 371,257.04 \$ 2023	288.000 \$ 2024 0 . \$ 2024 517 376.352.72 \$ 0 376.352.72 \$ 2024	288,000 \$ 2025 0 2025 515 374,896,81 \$ 2025 2025	288,000 \$ 2026 0 - \$ 2026 515 374,896.81 \$ 374,896.81 \$ 2026 2026	288,000 \$ 2027 0 - \$ 2027 513 373,440.90 \$ 373,440.90 \$ 373,440.90 \$ 2027	2028 0 2028 515 374,896 374,896 2028
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Annual Savings	Potential Savings	\$ 459,175	\$ 459,456	\$ 459,708	\$ 459,435	\$ 460,134	\$	459,641
Cummulative Savings	Cumulative Savings	\$ 459,175	\$ 918,631	\$ 1,378,339	\$ 1,837,774	\$ 2,297,909	\$	2,757,550
					2.500			
		2018	2023	2028	spr			
	Operational Costs	\$ 774,425	\$ 774,425	\$ 774,425	ISal		_	
0504.0000000000000000000000000000000000	Transportation Costs	\$ 360,750	\$ 344,473	\$ 346,516	Thou			
CEO4 Operating Costs	Portable Costs	\$ 	\$ 	\$ 				
	Total CEO4	\$ 1,135,175	\$ 1,118,898	\$ 1,120,941	2,000			
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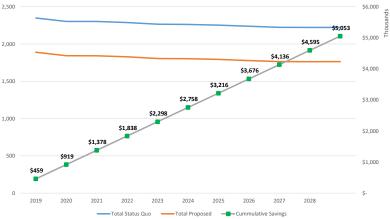
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Annual Savings

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APPENDIX P

TRANSITION COMMITTEE

APPENDIX P: Task Description for Transition Committee

ROLES AND RESPONSIBILITIES CHART:

- **F** = Feedback to be provided
- I = Informed on Plan
- **R** = Responsible for Task
- **S** = Functions as a Support Role
- **NA** = Not part of the process (typically)

Teer	Мем	bers Involv	ΈD	
TASK	CORE	RESOURCE	Орт.	DESCRIPTION OF TASKS
Anxiety Issues	F	R	I	Individually addressed. Committee to establish means of identifying possible concerns through the administration in respect of privacy and utilizing support at the school level (i.e. child youth councillor, and social workers)
Class Composition	F	R	I	Dependent upon timeline – for transition year, if September 2016 class composition will be comprised of students from existing school. If September 2017 class composition could be established mixing students from the two schools.
Community Introductions and Transition Activities	R	S	1	Determined by committee. Possible ideas: BBQ, Open House, Collaborative Council Meetings, Evening Activities, Virtual Classroom activities by grade, division, Class and student connections (i.e. trips), etc.
Drop Off/Pick Up	F	R	NA	Examine possible solutions to reduce overall congestion (if any) during pick up and drop off times after school day ends.
Home/School/Parish Connections	F	R	I	Develop options to maintain sacraments at home parishes, ongoing events, utilize all churches in the community, and presence of both parish staff at school
Moving Logistics	F	R	I	Facility Services staff will inform committee of moving logistics, based on best practices of opening approximately 30 schools and moving tens of schools overs the past 20 years.
Play Area	F	R	I	Discussion with committee on play space during transition year to ensure safety and appropriateness. Possible options examined – staggered recess by division, by school, etc.

Teer	Мем	BERS INVOLV	ΈD	
TASK	CORE	RESOURCE	Орт.	DESCRIPTION OF TASKS
Portables	I	R	I	Discussion on requirements and placement to ensure utilization of play space and proximity to school – in particular during transition year. Determination of appropriate grades (typically 4, 5, 6) in portables during transition year.
School Closing	R	S	I	Committee to review and establish criteria they would like included for activity – i.e. memorabilia, school history maintained, event logistics, etc.
School Finances and Purchases	F	R	NA	Review of School Generated Funds and Purchases, and examining the new school's needs.
School Uniform/Logo	R	S	NA	Uniform policy will need to be followed as to the establishment of uniforms at a school. Transition period will be determined for the implementation of the new uniform and potential use of uniforms from previous school.
Selecting the new School Name	R	S	S	Community Consultation and process followed per policy/procedure – Trustee and Bishop approval
Staffing	Ι	R	ı	Internal process established with board and union groups to determine staffing. Staff from existing schools is assumed to be given priority (union/Human Resource) considered in the creating the school team
Teams/Clubs During Transition Year	F	R	NA	During the transition year, committee to examine benefits of establishing one or two school teams. Dependent upon various factors such as lunch times, staggered recesses, etc., clubs and intramurals would be reviewed as per individual site.
Transportation	I	R	NA	Halton Student Transportation Services (HSTS) and Planning Services staff will communicate the proposed routes and pick-up locations for both transition year and start-up year, which will be sent to community as early as possible. Would also include discussion on school bell times.

TEMPLATE TERMS OF REFERENCE FOR TRANSITION 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.

Following the approval of the **[ENTRE NAME OF THE APPROVED PUPIL ACCOMMODATION REVIEW]**, as a requirement of Administrative Procedure VI-35: School Accommodation Review – Closure/Consolidation, a transition committee shall be established to manage the implementation of the Accommodation Plan approved by the Board of Trustees on **[ENTRE DATE OF APPROVAL]**.

These are the terms of reference applicable to the Transition Committee established for the **[ENTRE NAME OF THE APPROVED PUPIL ACCOMMODATION REVIEW]**.

1.0 Definition

- 1.1 *Initial Transition Accommodation Plan:* Staff will draft the preliminary report that will encompass all items presented in Section 2.2 of the Terms of Reference, and present this information to the established Transition Committee member, identified in Section 3.0, as information to solicit feedback and answer questions.
- 1.2 *Final Transition Accommodation Plan:* Having regard for the Transition Committee feedback on the Initial Transition Accommodation Plan, staff will finalize the report that will encompass all items presented in Section 2.2 of the Terms of Reference. In addition, the Final Transition Accommodation Plan will also include all matters itemized in Section 2.3 of the Terms of Reference that were recommended by the Transition Committee and approved by the Chair. This will function as the implementation plan for the project.

2.0 Mandate

- 2.1 The Transition Committee holds an advisory role, and is established by the School Superintendent. Members shall represent the school(s) involved in the approved pupil accommodation review and will act as the official conduit for information shared between the Board and the communities involved.
- 2.2 The Transition Committee is tasked in receiving information and providing feedback with respect to staff's Initial Transition Accommodation Plan. The plan would include as a minimum (but is not limited to) the following:
 - 2.2.1 Holding School Transition Plan (if required):
 - 2.2.1.1 Information on the timing of the transition plan
 - 2.2.1.2 Information on selected holding school (if required)
 - 2.2.1.3 Information on portable classroom needs (if required)
 - 2.2.1.4 Information on proposed school organizational structure and class composition (solution dependent upon timing of Ministry funding)
 - 2.2.1.5 Information on School transportation needs and bell times

- 2.2.1.6 Information on moving logistics to holding school
- 2.2.1.7 Strategies for student integration with new school community
- 2.2.1.8 Dynamics of home to school parish connections
- 2.2.2 Ultimate School Transition Plan:
 - 2.2.2.1 Information on the timing of the transition plan
 - 2.2.2.2 Information on portable classroom needs (if required)
 - 2.2.2.3 Information on proposed class compositions
 - 2.2.2.4 Information on School transportation needs and bell times
 - 2.2.2.5 Strategies for student Integration with new school community
 - 2.2.2.6 School finances, purchased equipment, and future purchases
 - 2.2.2.7 Information on moving logistics to ultimate school
 - 2.2.2.8 Dynamics of home to school parish connections
- 2.3 The Transition Committee will be tasked with taking a lead role in providing recommendations to the Chair to the matters listed below:
 - 2.3.1 Community building and transition activities
 - 2.3.2 School closing event(s) in collaboration with staff
 - 2.3.3 Selecting the new school name (in accordance with Board policy and procedure)
 - 2.3.4 School uniform and logo (in accordance with Board policy and procedure)
 - 2.3.5 Coordination of school academic resources distribution (if required)
 - 2.3.6 Teams, clubs, and extra-curricular activities during transition year
 - 2.3.7 Recommendations for School Generated Funds (SGF) purchases for new school (in accordance with Board policy and procedure)
 - 2.3.8 Other items as identified by the Transition Committee
- 2.4 The purpose of the Transition Committee is to provide the local perspective of stakeholders of the consolidation schools, and to provide constructive feedback on behalf of the community to the designated School Superintendent regarding the proposed Initial Transition Accommodation Plan.
- 2.5 The final decision regarding the final implementation of the Final Transition Accommodation Plan rests with the designated School Superintendent.
- 2.6 This Transition Committee is formed with respect to the following school(s):

[ENTER SCHOOL NAMES HERE]

3.0 Membership of the Transition Committee

3.1 The Chair of the Transition Committee will be the designated School Superintendent of the affected school community, which shall be appointed by the Director of Education.

- 3.2 Core Members of the Transition Committee, which are expected to attend every working meeting regardless of topic, will include:
 - 3.2.1 at least two (2) parents / guardian representatives and one (1) alternate from each school involved in the decision, chosen by the school community;
 - 3.2.2 at least one (1) elected parent School Council representatives and one (1) alternate from each School Council involved in the decision, chosen by the School Council at the time of Ministry Approvals;
 - 3.2.3 at least two (2) teacher representatives and one (1) alternate from each school involved in the decision, chosen by the Family of School Superintendent;
 - 3.2.4 the Principal of each school involved in the decision;
 - 3.2.5 one support staff member of each school involved in the decision, appointed by the Principal;
 - 3.2.6 for approved pupil accommodation reviews involving secondary schools, at least two (2) student representative from each school under review and one alternate, recommended by the Principal and approved by the Family of School Superintendent;
 - 3.2.7 Such other persons as appointed by the Director of Education.
- 3.3 Core Resource Members of the Transition Committee, which comprise of Board staff that shall attend every working meeting of the committee regardless of topic, will include:
 - 3.3.1 Administrative assistant to the School Superintendent acting as chair; and,
 - 3.3.2 Superintendent of Facility Services Management or designate.
- 3.4 Staff Resource Members of the Transition Committee, which comprise of staff called upon to attend as required, may include:
 - 3.4.1 Administrator, Planning Services or designate.
 - 3.4.2 Superintendent of Business Services or designate;
 - 3.4.3 Administrator, Strategic Communications or designate;
 - 3.4.4 Executive Officer, Human Resources or designate;
 - 3.4.5 Senior Administrator, Information Technology or designate; and,
 - 3.4.6 Halton Student Transportation Services (HSTS) representative.
- 3.5 Optional Members of the Transition Committee, which comprise of individuals invited to participate as required, may include:
 - 3.5.1 for approved pupil accommodation reviews involving elementary schools, at least one (1) and a maximum of two (2) Grade 6 to Grade 7 student representatives from each school under review and one alternate, recommended by the Principal and approved by the Family of School Superintendent;

- 3.5.2 at least one (1) Priest or one (1) Pastoral Minister of each parish involved in the decision;
- 3.5.3 the School Council parish representatives from each School Council involved in the decision, chosen by the School Council at the time of Ministry Approvals;
- 3.5.4 representative of a Child Care Providers involved in the decision;
- 3.5.5 Community representatives (i.e. not-for-profit organizations); and,
- 3.5.6 Municipal Planning staff from the applicable municipality.
- 3.5.7 Region of Halton staff

4.0 Roles and Responsibilities of the Transition Committee

- 4.1 The Chair of the Transition Committee, appointed by the Director of Education, will facilitate the Transition Committee proceeding and will ensure that all decisions and processes are consistent with the Board's Policies and Procedures.
- 4.2 Transition Committee members are expected to attend working meetings and participate in the process
 - 4.2.1 Transition Committee members are also expected to attend an orientation session. At the orientation session, members will learn about their mandate, roles and responsibilities and procedures of the committee, and will have the opportunity to review to complete the final Term of Reference.
- 4.3 Transition Committee member are expected to provide feedback on the Initial Transition Accommodation Plan, and items listed in (but not limited to) Section 1.2 of the present Terms of Reference.
- 4.4 Transition Committee member are to provide recommendations to the chair of the committee on the lead items listed in (but not limited to) Section 1.3 of the present Terms of Reference, which the final outcome will be added to the Final Transition Accommodation Plan.

5.0 Roles and Responsibilities of Resources to the Transition Committee

- 5.1 Board Staff from various areas of responsibility will assist as required with answering questions, providing clarification, gathering feedback and will compile feedback to inform the Final Transition Accommodation Plan.
- 5.2 Staff will provide the Transition Committee with copies of the Initial Transition Accommodation Plan.
 - 5.2.1 The Transition Committee will review the Initial Transition Accommodation Plan and will seek clarification, ask questions, and provide feedback as necessary.
 - 5.2.1.1 The Initial Transition Accommodation Plan is drafted by Board staff. It identifies the matters identified in, but not limited to, Section 2.2, which covers the plan to temporary accommodate students in an interim location (if applicable); the operations of the interim holding school; and the transition to the final school location.

- 5.2.1.2 The Final Transition Accommodation Plan is drafted by Board staff. It will identify all matters identified in, but not limited to, Section 2.2 and 2.3 of the Terms of Reference, and will include all feedback, modifications, and proposed plans approved by the Chair.
- 5.3 Transition Committee members are encouraged, but not required, to reach consensus with respect to the comments and feedback that will be provided to Board staff in completing the Final Transition Accommodation Plan.
- 5.4 Following the completion and presentation of the Final Transition Accommodation Plan to the Transition Committee, the plan is to be widely communicated through a range of media to the community involved in the decision and plan.

6.0 Meetings of the Transition Committee

- 6.1 The Transition Committee will hold at least three (3) working meetings (not including the orientation meeting) to discuss matters relating to the Initial Transition Accommodation Plan. The Transition Committee may choose to hold additional working meetings as deemed necessary within the timelines established by the Transition Committee Chair. Timelines will be determined by the Chair, while having regard to construction and project timelines. The Transition Committee will review the materials presented to it by School Board staff at the working meetings.
- 6.2 Staff will hold one (1) final meeting to present the Final Transition Accommodation Plan to the Transition Committee prior to communicating the plan to the wider community.
- 6.3 Transition Committee working meetings will be deemed to be properly constituted even if all members are not in attendance. There is no quorum required for a Transition Committee working meeting.
- 6.4 The Transition Committee will be deemed to be properly constituted even if one or more members resign or do not attend working meetings of the Transition Committee.
- 6.5 Meeting notes of Transition Committee working meetings will be prepared and distributed to all members at Working Meetings.
- 6.6 Transition Committee working meeting dates will be established by the Chair in consultation with the member of the Transition Committee.

[INSERT WORKING GROUP MEETING DATES]



APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, Sept. 20, 2016

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						-
St. Anne CES, Burlington	8	28	Camp Tanamakoon Algonquin Park, Huntsville, ON	The purpose of this trip is to further develop team building and leadership skills amongst student through the varied activities that integrate the curriculum. It also offers students an opportunity to build community which links directly to the Focus on Faith unifying Catholic theme of Solidarity. Staff and students will participate in daily prayer and journal reflection.	Tuesday, September 20 - Friday, September 23, 2016	~ \$400.00
St. Christopher CES, Burlington	8	75	Camp Brebeuf Rockwood, Ontario	The purpose of this trip is to enhance and supplement the grade 8 Religion, Language, Phys. Ed and Dramatic Arts program while building both co- operation and leadership skills, with a series of curriculum based activities. Students will participate in various activities such as: high ropes, outdoor survival hiking and exploration. Students and staff will participate in a liturgy and daily prayer.	Wed, September 21 - Friday, September 23, 2016	~\$185.00
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary					1	
Notre Dame CSS, Burlington	12	18	Algonquin Park, South River, ON	This Algonquin trip is an opportunity for our students to witness the beauty that God has created in nature. Experiencing the outdoors safely will assist our students as they strive to become stewards of creation. Students will take part in a faith focus assignment, a prayer reflection group each day, and we have invited our School Chaplain to help us deliver daily prayers.	Tuesday, September 20 - Saturday, September 24, 2016	~\$280.00
Christ the King CSS, Georgetown	11-12	12	Chatham Kent Secondary School, Chatham, ON	Students in accordance with the developmental assets that we seek to encourage in our students, have been a member of a team, practicing and competing at least 5 hours each week. This tournament is a celebration of their achievements, and their progress as a team, giving them an opportunity to celebrate their achievements, and to continue learning to be a member of a team. Each night the team will come together to reflect on their day, their season, their accomplishments, and the great talents they have been blessed with. Staff and Students will attend mass on Saturday night at Blessed Sacrament Parish.	Friday, September 30 - Sunday, October 2, 2016	~\$325.00



SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
St. Thomas Aquinas CSS Oakville	Grade 11	54	Algonquin Park South River, ON	This trip to Algonquin Provincial Park will provide students the opportunity to witness the natural beauty that God has created and motivate students to become stewards of Gods creations. Students will learn the practical applications of learned skills in canoeing, camping, and outdoor skills. Students will participate daily in prayers and expected to attend mass on Saturday, October 1, 2016.	Sunday, October 2 - Thursday, October 6, 2016	~\$365.00



INFORMATION REPORT

ITEM 10.3

THE KINDERGARTEN PROGRAM

PURPOSE:

In July of 2016, the Ministry of Education released the final version of The Kindergarten Program (2016) which replaces the Full-Day Early-Learning Kindergarten Program (Draft, 2010). The Kindergarten Program supports Halton Catholic District School Board's Focus on Faith Theme of Stewardship of Creation and the Essential Question "Where is God?". This document is a digital document with live links to videos and supporting materials.

The Kindergarten Program 2016

At the same time, the Growing Success—Kindergarten Addendum (2016) was released which extended the assessment, evaluation and reporting policy from 1-12 to K-12. The document will be implemented beginning in January 2017. Three formal Kindergarten written reports will be provided during the school year and include a section called "Religious and Family Life Education".

Growing Success - The Kindergarten Addendum

J. Staples, Curriculum Coordinator and J. Priest-Brown, Curriculum Consultant, will be in attendance at the Board meeting to share with Trustees the components of the program.

BACKGROUND INFORMATION:

The Ontario government introduced full-day Kindergarten - a two-year program for four- and five-year-olds - as part of its initiative to create a cohesive, coordinated system for early years programs and services across the province. Milestones in the creation of that system include the following:

- In 2007, the government published Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings, commonly referred to as ELECT, which set out six principles to guide practice in early years settings:
 - **1.** Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health, and well-being.
 - **2.** Partnerships with families and communities are essential.
 - **3.** Respect for diversity, equity, and inclusion is vital.
 - **4.** An intentional, planned program supports learning.
 - 5. Play and inquiry are learning approaches that capitalize on children's natural curiosity and exuberance.
 - **6.** Knowledgeable, responsive, and reflective educators are essential.

ELECT is recognized as a foundational document in the early years sector. It provided a shared language and common understanding of children's learning and development for early years professionals as they work together in various early childhood settings. The principles of ELECT informed provincial child care policy as well as pan-Canadian early learning initiatives such as the Statement on Play of the Council of The Kindergarten Program

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Ministers of Education, Canada. ELECT principles were embedded in the innovative Kindergarten program outlined in *The Full-Day Early Learning–Kindergarten Program (Draft Version, 2010–11)*.

- The Ontario Early Years Policy Framework, released in 2013 and also based on ELECT, set the stage for the creation of the new early years system, providing a vision to ensure that children, from birth to age six, would have the best possible start in life. The policy framework guides Ontario's approach to the development and delivery of early years programs and services for children and families.
- How Does Learning Happen? Ontario's Pedagogy for the Early Years, released in 2014, built on this policy framework. It sets out a fundamental understanding of children, families, and educators that is shared by educators across child care and education settings, and a pedagogical framework that supports children's transition from child care to Kindergarten and the elementary grades.
- The present document *The Kindergarten Program* (2016) sets out principles, expectations for learning, and pedagogical approaches that are developmentally appropriate for four- and five-year-old children and that align with and extend the approaches outlined in *How Does Learning Happen?*

Kindergarten Program Overview

Vision and Purpose

The Kindergarten program is a child-centred, developmentally appropriate, integrated program of learning for four- and five-year-old children. The purpose of the program is to establish a strong foundation for learning in the early years, and to do so in a safe and caring, play-based environment that promotes the physical, social, emotional, and cognitive development of all children.

The primary goals of the Kindergarten program are:

- to establish a strong foundation for learning in the early years;
- to help children make a smooth transition from home, child care, or preschool settings to school settings;
- to allow children to reap the many proven benefits of learning through relationships, and through play and inquiry;
- to set children on a path of lifelong learning and nurture competencies that they will need to thrive in the world of today and tomorrow.

The Kindergarten program reflects the belief that four and five-year-olds are capable and competent learners, full of potential and ready to take ownership of their learning. It approaches children as unique individuals who live and learn within families and communities. Based on these beliefs, and with knowledge gained from research and proven in practice, the Kindergarten program:

- supports the creation of a learning environment that allows all children to feel comfortable in applying their unique ways of thinking and learning;
- is built around expectations that are challenging but attainable;
- is flexible enough to respond to individual differences;
- provides every child with the kind of support he or she needs in order to develop:
 - self-regulation;
 - \circ health, well-being, and a sense of security;
 - emotional and social competence;
 - $_{\odot}$ curiosity, creativity, and confidence in learning;
 - respect for diversity;
 - supports engagement and ongoing dialogue with families about their children's learning and development.

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Achieving Believing Belonging

The vision and goals of the Kindergarten program align with and support the goals for education set out in *Achieving Excellence: A Renewed Vision for Education in Ontario* (2014) – achieving excellence, ensuring equity, promoting well-being, and enhancing public confidence.

(The Kindergarten Program, 2016, pp. 4-5)

Fundamental Principles of Play

- 1. Play is recognized as a child's right, and it is essential to the child's optimal development.
 - The United Nations Convention on the Rights of the Child recognizes "the right of the child ... to engage in play ... appropriate to the age of the child" and "to participate freely in cultural life and the arts".
 - Play is essential to the development of children's cognitive, physical, social, and emotional wellbeing. The Association for Childhood Education International (ACEI) recognizes play as necessary for all children and critical to children's optimal growth, learning, and development from infancy to adolescence.
 - Educators recognize the benefits of play for learning and engage in children's play with respect for the children's ideas and thoughtful attention to their choices.
- 2. All children are viewed as competent, curious, capable of complex thinking, and rich in potential and experience.
 - In play-based learning, educators honour every child's views, ideas, and theories; imagination and creativity; and interests and experiences, including the experience of assuming new identities in the course of learning (e.g., "I am a writer!"; "I am a dancer!").
 - The child is seen as an active collaborator and contributor in the process of learning. Together, educators and learners plan, negotiate, reflect on, and construct the learning experience.
 - Educators honour the diversity of social, cultural, and linguistic backgrounds represented among the children in the classroom, and take each child's background and experiences into account when interpreting and responding to the child's ideas and choices in play.
- 3. A natural curiosity and a desire to explore, play, and inquire are the primary drivers of learning among young children.
 - Play and inquiry engage, challenge, and energize children, promoting an active, alert, and focused state of mind that is conducive to learning.
 - Children's choices in play are the best starting points for the co-construction of learning with the child.
 - Educators respond to challenge and extend children's learning in play and inquiry by:
 - \circ observing;
 - \circ listening;
 - questioning;
 - provoking;
 - providing descriptive feedback;
 - engaging in reciprocal communication and sustained conversations;
 - providing explicit instruction at the moments and in the contexts when it is most likely to move a child or group of children forward in their learning.

4. The learning environment plays a key role in what and how a child learns.

- A learning environment that is safe and welcoming supports children's well-being and ability to learn by promoting the development of individual identity and by ensuring equity6 and a sense of belonging for all.
- Both in the classroom and out of doors, the learning environment allows for the flexible and creative use of time, space, and materials in order to respond to children's interests and needs, provide for choice and challenge, and support differentiated and personalized instruction and assessment.
- The learning environment is constructed collaboratively and through negotiation by children and educators, with contributions from family and community members. It evolves over time in response to children's developing strengths, interests, and abilities.
- A learning environment that inspires joy, awe, and wonder promotes learning.
- 5. In play-based learning programs, assessment supports the child's learning and autonomy as a learner.
 - In play-based learning, educators, children, and family members collaborate in ongoing assessment for and as learning to support children's learning and their cognitive, physical, social, and emotional development.
 - Assessment in play-based learning involves "making thinking and learning visible" by documenting and reflecting on what the child says, does, and represents in play and inquiry.

(The Kindergarten Program, 2016, pp. 12-13)

The Four Frames

A significant change to the Kindergarten program is that it is now organized around four frames and not learning areas. The four frames are:

- Belonging and Contributing
- Problem Solving and Innovating
- Demonstrating Literacy and Mathematics Behaviours
- Self-Regulation and Well-Being



The four frames of Kindergarten (outer circle) grow out of the four foundations for learning and development set out in the early learning curriculum framework (inner circle). The foundations are essential to children's learning in Kindergarten and beyond. The frames encompass areas of learning for which four- and five-year-olds are developmentally ready.

(The Kindergarten Program, 2016, p. 14)

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Catholic Curriculum Connections

The four frames of The Kindergarten Program support the Kindergarten Focus on Faith Theme of *Stewardship of Creation* and the essential *Where is God*? The four frames clearly support and are aligned to the *Catholic Graduate Expectations*. The description of each of the frames in The Kindergarten Program use language like:

- Connectedness to others
- Relationships to others
- Contributions as part of a group, community and the natural world
- Understanding of relationships and community
- Ways in which people contribute to the world around them
- Their own thinking and feelings
- Recognition of differences in thinking and feelings of others
- Respect of differences in thinking and feelings of others
- Physical health and wellness
- Mental health and wellness
- Communicating thoughts and feelings
- Express and thinking critically about ideas and emotions
- Active engagement in learning
- Developing love of learning which can instill the habit of learning for life
- Explore world through natural curiosity
- Making meaning of the world by asking questions, testing theories, solving problems
- Engaging in creative and analytical thinking
- Innovative ways of thinking
- Applying ideas in relationships with others, with materials and with the environment

(The Kindergarten Program, 2016, pp. 14-15)

Teachers in Kindergarten

In Kindergarten classrooms that have an educator team, with a teacher and an early childhood educator, the team members have the benefit of a collaborative and reflective partnership. Educator team members have complementary skills that enable them to create a nurturing and stimulating learning environment that supports the unique needs of each child. While an educator team will reflect the uniqueness of its members, the hallmark of all successful partnerships is an atmosphere of mutual respect, trust, and open communication.

Teachers and early childhood educators work together to plan and implement the program and to maintain a healthy physical, emotional, and social learning environment. They collaborate in observing, monitoring, and assessing the progress and development of the children in Kindergarten and in communicating with families. The teacher ensures that the appropriate Kindergarten Communication of Learning templates are fully and properly completed and processed (Ontario Ministry of Education, 2016, p. 13).

(The Kindergarten Program, 2016, pp. 112-113)

Growing Success-Kindergarten Addendum Overview

Introduction

This document describes the policy for assessment, evaluation, and reporting for Kindergarten and relates it to the policy for Grades 1 to 12, as set out in Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (Ontario Ministry of Education, 2010) and will be implemented beginning January, 2017. This document is designed as an addendum to Growing Success.

The assessment, evaluation, and reporting policy for Kindergarten aligns with the content, philosophy, and intent of The Kindergarten Program (2016), a play- and inquiry-based program designed to be developmentally appropriate for young children. Assessment is conducted concurrently with instruction and is an integral part of learning in Kindergarten. Assessment, evaluation, and reporting policy is based on a view of the young child as "competent, capable of complex thinking, curious, and rich in potential" and actively engaged in the assessment process (Ontario Ministry of Education, 2013, p. 7). The policy also recognizes that children enter Kindergarten at different stages of development and with diverse backgrounds and experiences, and that they will also leave Kindergarten demonstrating variations in growth and learning in relation to the expectations.

(The Kindergarten Program, 2016, p.3)

Evaluation

Evaluation in Kindergarten is the summarizing of evidence of a child's learning in relation to the overall expectations at a given point in time, in order to specify a child's key learning, growth in learning, and next steps in learning. It is the culmination of the process of analysing and interpreting collected evidence of learning, whereby educators regularly and systematically examine their anecdotal observations, notes and jottings, and other documentation; photos and videos; samples of the child's work; information shared by the family; and other types of evidence, and ask the questions, "What is the most significant learning demonstrated by this child at this time? How does it link to the overall expectations within this frame? What does it tell me about the growth in learning of this child?" Through analysis and interpretation of a child's learning, educators gain greater insight into the child's relationships, interactions, understanding of concepts, learning styles, dispositions, and interests, as well as into the role of cultural context in the child's learning. With this insight, educators are able to judge each child's key learning, growth in learning, and next steps in learning at given points in time.

(The Kindergarten Program, 2016, p. 11)

Communicating Children's Learning

Three formal written reports will be provided during the school year and include a section called "Religious and Family Life Education". The **Kindergarten Communication of Learning: Initial Observations** will be issued at the end of the first reporting period, between mid-October and mid-November. It is intended to provide parents with an overview of initial observations of their child's learning and early evidence of growth in learning in relation to the overall expectations in The Kindergarten Program and with information about appropriate next steps to further the child's learning.

The **Kindergarten Communication of Learning** will be issued at two points in the school year: at the end of the second reporting period, between mid-January and mid-February, reflecting the child's growth in learning since September; and at the end of the third reporting period, towards the end of June, reflecting the child's growth in learning since January/February.

The Kindergarten Communication of Learning is intended to provide parents with descriptions, written in plain language and including anecdotal comments, about their child's strengths and growth in relation to The Kindergarten Program Page 6 of 7

the overall expectations within each frame of The Kindergarten Program. Educators should discuss next steps in the child's learning with the parents to inform them of their plans for supporting the child's new learning at school and to assist them in supporting their child's learning at home.

(Growing Success—The Kindergarten Addendum, 2016, pp.12-13)

At the end of each reporting period, educators will use the appropriate template to communicate information about the child's learning in three categories: Key Learning, Growth in Learning, and Next Steps in Learning. These terms are defined as follows:

Key Learning refers to the most important or significant skills and/or understandings (knowledge) that the child has demonstrated during the reporting period, in relation to the overall expectations. It is appropriate for educators to include their perceptions about the child's interests and learning preferences in their descriptions of key learning.

Growth in Learning refers to positive developments in learning that the child has demonstrated over the reporting period, in relation to the overall expectations. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when evaluating and describing growth in learning.

Next Steps in Learning refers to ways in which the child can move forward in developing knowledge and skills, in relation to the overall expectations, both at school and at home. Developmental stage, learning trajectory, and/or other individual processes of learning should be taken into account when determining next steps in learning

The Kindergarten Program, 2016, p. 14)

CONCLUSION:

Kindergarten teachers and ECEs will participate in professional development in the fall on 2016 to support their understanding and the implementation of the Kindergarten Program and Growing Success— Kindergarten Addendum. Even though it is an electronic (digital) document, all Kindergarten teachers and ECEs have received a hard copy of the both documents.

REPORT PREPARED BY:	J. STAPLES CURRICULUM COORDINATOR		
	J. PRIEST-BROWN CURRICULUM CONSULTANT		
REPORT SUBMITTED BY:	A. Prkacin Superintendent of Education		
REPORT APPROVED BY:	P. Dawson Director of Education and Secretary of the board		

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Regular Meeting of the Board Tuesday, September 20, 2016

INFORMATION REPORT

ITEM 10.4

STRATEGIC PLANNING 2016-2021

PURPOSE:

To outline the alignment and implementation of the four (4) identified strategic priorities and fourteen (14) outcomes, to provide a timeline for monitoring & reporting as well as a plan for communication of the Strategic Plan 2016 - 21.

BACKGROUND:

Bill 177 of the Education Act requires school boards to develop multi-year plans and provide a mechanism to address the Board's long-term needs, specifically in regards to growth and change. After a year of engaging in preparation, context setting, stakeholder consultation and plan development, Trustees approved the four (4) priorities and fourteen (14) desired outcomes for the five (5) year strategic plan at the June 21, 2016 Board meeting.

The chart below outlines the six (6) distinct phases of the Strategic Planning Process and the corresponding timelines for completion.

	DESCRIPTION	TIMELINES	STATUS
PHASE 1	Preparing to Plan	June 2014 – March 2015	COMPLETED
PHASE 2	Context Setting	March 2015 – August 2015	COMPLETED
PHASE 3	Consultation	September 2015 – December 2015	COMPLETED
PHASE 4	Plan (Priorities & Outcomes) Developed	April 2016 - May 2016	COMPLETED
PHASE 5	Alignment & Implementation	June 2016 – September 2016	INITIATED
PHASE 6	Monitoring & Reporting	September 2016 - onwards	

PHASE 1: Preparing to Plan

Review and Validation of Mission, Vision, and Values

During the 2014-2015 school year, Trustees completed Phase 1 of the Strategic Planning Process. One of the first components of the Strategic Planning Process was to review and validate the Board's Mission, Vision, and Values statement, which form the basis for developing a multi-year strategic plan. This completed Phase 1 of the Strategic Planning Process.

PHASE 2: Context Setting

Strategic Planning Sessions

The initial strategic planning sessions took place as follows:

- Orientation Session Tuesday, April 14, 2015
- Wednesday, April 22, 2015
- Tuesday, May 5, 2015
- Tuesday, September 15, 2015

Identification of Stakeholder Groups

At the Strategic Planning Session held on April 22nd, Trustees identified the following list of stakeholders to be consulted for feedback in the development of the new multi-year plan:

- Parents
- Students
- Parish Members and Ratepayers
- Community Partners
- School Staff
- School Administrators
- Senior Staff
- Central Office Staff

Consultation Questions Developed

At the Strategic Planning Session held on May 5, 2015, the following questions were developed to be used with each stakeholder group during the consultation process:

- 1. What matters most to you about publicly-funded Catholic education?
- 2. How can our school board best address the needs of all learners?
- 3. How can we work with community partners to best serve the needs of children and families?
- 4. What do you like about our school board?
- 5. What can we do to improve?

Preferred Consultation Approach/Format

As a component of the initial context setting, feedback was gathered from parents, staff, and ratepayers to determine their preferred approach or format for consultation during Phase 3 of the process.

This feedback was gathered through town halls held in each of the four (4) municipalities served by the Board, as well as through an online survey. The feedback received indicated a clear preference for the online survey as the preferred method of consultation. An information report outlining the details of this was provided to the Board of Trustees at their Regular Board Meeting held on September 15, 2015.

This completed Phase 2 of the Strategic Planning Process.

PHASE 3: Consultation

In mid-September, 2015, staff initiated Phase 3 with a formal consultation of the key stakeholders identified by Trustees. Feedback was gathered through four (4) methods: Town Hall, Telephone Town Hall, Focus Groups, and Online Survey.

Strategic Plan 2016-2021

The following chart depicts the format used to consult with each stakeholder group, and the number of participants/respondents for each format.

Stakeholder Group	Focus Groups	Town Hall (in person)	Telephone Town Hall	Online Survey
	2500+ participants	11 participants	3100+ participants	781 respondents
Parents	\checkmark	\checkmark	\checkmark	\checkmark
Students	\checkmark	•	·	\checkmark
Parish and Ratepayers	·	\checkmark		\checkmark
Community Partners		\checkmark		\checkmark
School Staff	\checkmark	•		\checkmark
School Administrators	\checkmark			\checkmark
Senior Staff	\checkmark			\checkmark
Central Office Staff	\checkmark			\checkmark

Communication Tactics and Timelines

Information about the Strategic Planning Consultation Process was shared with stakeholders in a variety of ways. The complete list of tactics and timelines are outlined in the Action Report 8.7 from the June 21, 2016 Regular Board Meeting.

An Overview of the Consultations

I. Focus Groups

A series of focus groups were undertaken between September and December, 2015, to gather the feedback of staff, students, and parents.

Total Number of Participants

A total of 247 focus groups were conducted. More than 2500 individuals participated in the focus group activities, including members of staff, students (Student Trustees, Student Senate, and Secondary School Student Councils), and parents (CPIC, SEAC, Catholic School Council Chairs, and School Councils) and community partners (Halton Industry Education Committee).

Description of Format

Staff facilitators led small groups of 10-15 participants through a focus group activity called *Card Storming*. Each participant was asked to respond individually to the five consultation questions.

The key themes that emerged from the focus groups are outlined in the Action Report 8.7 from the June 21, 2016 Regular Board Meeting.

II. Town Hall Meeting

A Town Hall Meeting took place on Wednesday, October 7, 2015 at Jean Vanier Catholic Secondary School.

Total Number of Participants

82 members of the community registered to attend the Town Hall, and 11 individuals participated.

Description of Format

The Town Hall began with a brief presentation by Trustees which provided some background on the Strategic Planning Process. Following the presentation, the attendees participated in the focus group activity described above, facilitated by staff. Trustees in attendance observed the activity.

The key themes that emerged from the Town Hall Meeting are outlined in the Action Report 8.7 from the June 21, 2016 Regular Board Meeting.

III. Telephone Town Hall

A Telephone Town Hall, facilitated and moderated by *Mainstreet Technologies*, took place on Tuesday, November 10, 2015.

Total Number of Participants

3100 participants accepted the call. Over 800 participants responded to each of the five questions during the telephone poll. We also received over 104 voice mail messages from participants at the end of the Telephone Town Hall.

Description of Format

Parents were notified by an invitation email, as well as a reminder email that they would be receiving a call on November 10th, inviting them to participate in a Telephone Town Hall with Trustees. On the evening of November 10th, a call went out to 20,000 parents. Over 800 parents participated in a telephone poll, based on the five consultation questions. An opportunity was provided at the end of the call for participants to leave a voice mail. A total of 104 voicemails were received.

The key themes that emerged from the Telephone Town Hall (both from the poll and through the voice recordings) are outlined in the Action Report 8.7 from the June 21, 2016 Regular Board Meeting.

IV. Online Survey

An online survey based on the five consultation questions was made available between September 30, 2015 and December 25, 2015.

Total Number of Surveys Received A total of 781 surveys were completed.

Description of Format

The online survey provided a brief introduction with links to background information on the Strategic Planning Process.

Sampling Technique for Analysis of Data

In order to manage the sheer volume of open-ended responses, researchers employed a stratified sampling method. All respondents were assigned a random number and a percentage (30%) of the largest three groups were selected randomly; Parents, HCDSB Staff, and a group of individuals who did not choose to identify with any group.

Respondents (Total = 781)	30% randomly selected (if over 50)
Parents/Guardians (503)	151
Community Members (17)	17
HCDSB Staff (75)	22
Students (2)	2
Unidentified (155)	47

The key themes that emerged from the online survey, as well as summarized comments arranged by theme can be viewed in full in the Action Report 8.7 from the June 21, 2016 Regular Board Meeting.

This completed Phase 3 of the Strategic Planning Process.

PHASE 4: Plan Development

Phase 4 of the Strategic Planning Process began in April, 2016.

Strategic planning sessions took place as follows:

- Saturday, April 2, 2016
- Friday, April 15, 2016
- Tuesday, April 26, 2016
- Tuesday, May 31, 2016

Review of Feedback Received Through the Consultation Process

At the Strategic Planning Session held on April 2, 2016, Trustees reviewed the key findings and common themes demonstrated through the stakeholder consultation (Phase 3). A SWOT analysis was conducted to identify strengths, weaknesses, opportunities, and threats.

Q-Sort Activity

At the Strategic Planning Session held on April 15, 2016, Trustees participated in a concept development exercise that allowed them to sort and cluster the priority areas within the new strategic plan.

This information was then collated by staff to identify the areas that Trustees identified as priorities.

Development of Outcomes

At the Strategic Planning Session held on April 26, 2016, Trustees reviewed and provided feedback on the draft outcomes. This feedback was collated by staff and used to further refine the outcomes.

Priority Areas and Outcomes

At the Strategic Planning Session held on May 31, 2016, Trustees reviewed and confirmed the priority areas and outcomes.

These four areas of priority and the fourteen desired outcomes (goals) were approved by the Board of Trustees at the Regular Board Meeting held on June 21, 2016. This completed Phase 4 of the Strategic Planning Process. The areas of priority and goals are attached as *Appendix A*.

PHASE 5: Alignment & Implementation

Alignment

Staff have developed an action plan for each outcome that includes rationale, actions, evidence, measurable indicators and levels of responsibility. This is attached as *Appendix B*.

Staff are in the process of aligning the Board Improvement Plan (BIP) with the new strategic priorities and goals. The BIP will be completed over the next few weeks, and shared with Principals and School Improvement Teams to help guide the System Improvement Learning Cycle (SILC) at the school level.

Communication of Plan

Staff have developed a plan to communicate the Strategic Plan 2016-2021 with all stakeholders. The communications methods and tactics are attached as *Appendix C*.

PHASE 6: Monitoring & Reporting

A detailed plan and schedule outlining the monitoring activities related to the Strategic Plan will ensure that staff are able to measure our progress against clearly identified indicators. A monitoring and reporting timeline is included as *Appendix D*.

Staff will monitor annual progress towards each of the 14 strategic goals. Data will be collected throughout the year using a variety of methodologies. The information will be analyzed and provided to the Board of Trustees at the last meeting in September each year.

CONCLUSION:

The development of the Board's next multi-year plan has brought a shared sense of purpose to our work and enabled us to bring focus to areas identified as priorities. By adopting a planned and strategic approach to our common goal of excellence in Catholic Education, we will be better positioned to improve student learning and professional practice through the appropriate allocation of human, financial and educational resources.

REPORT PREPARED & SUBMITTED BY:	L. NAAR SUPERINTENDENT OF EDUCATION
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	A. SWINDEN ADMINISTRATOR, STRATEGIC COMMUNICATIONS
	P. DAWSON DIRECTOR OF EDUCATION & SECRETARY OF THE BOARD
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION & SECRETARY OF THE BOARD



STRATEGIC PLAN2016-2021

Focus On

Our Students

Achieving: Meeting the needs of all learners

Educational experience and opportunities are differentiated to supp all learners. Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement. We hold high expectations for all learners.

Believing: Celebrating our Catholic faith & aspiring to be models of Christ

All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.

2 Our schools foster the relationship between home and parish.

Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

Belonging: Embracing relationships & sustaining safe, welcoming schools



Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being. 2 Relationships with all educational partners are nurtured and supported.

Students are serviceminded global citizens, engaged and empowered to be leaders in their communities.

Foundational Elements: Optimizing organizational effectiveness



Improved access to services and supports for students and schools. 2 Communication is clear, transparent and

Proactive recruitment,

talent growth and

succession planning are aligned to student and system needs. Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.

Stewardship of resources optimizes human, financial, physical and material assets.





Outcome	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
Improved access to services and supports for students and schools.	 Professional development, training, initiatives and staff support are provided to schools based on the Family of Schools model. Cross-panel learning activities take place within a Family of Schools. Inter-departmental collaboration, shared learning, and planning. Mental Health Plan to support student well-being through increased awareness (Talk), professional development (Learn) and timely access to support (Support). Streamlining of supports and resources to schools. 	Change in practice has impacted student learning/well-being Improved student retention from elementary to secondary. All students using e-portfolios for program/career planning.	 Focus Groups: (students, parents, staff) Family of School Supt. Reflection Tool Board Scan and Resource Mapping to determine system needs and priorities to support student Mental Health Individual programs supporting student mental health and wellness analyzed for effectiveness and impact. 	Program Services Business Services School Services Human Resources Services Strategic Communications Research & Development Services





Outcome	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
Communication is clear, transparent and responsive.	Create a cohesive communications strategy that ensures timely sharing of information, aligned with strategic priorities. Establish feedback mechanisms for parents, staff and students that encourage and support two-way communication. Create opportunities for cross- departmental collaboration between corporate staff. Review and improve the school and district websites to ensure they are clear, easy to navigate and comply with AODA standards.	Development and implementation of communications strategy. Internal and external messaging is clear, consistent, timely and aligned with Board Mission, Vision, Values and Strategic priorities. Timely and effective two-way communication and collaboration is in place between the Board and schools; between schools and parents; and across departments.	Focus Groups: (parents, staff, students) Web and Social Media Analytics Surveys & Feedback forms Telephone Town Halls Analysis of online feedback	Strategic Communications Services Program Services Human Resources Services Business Services School Services Research & Development Services School Administrators





Outcome	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
Results-based accountability and evidence- informed decision-making are the standard approaches to planning and improvement efforts.	Develop organizational capacity for evidence-informed practice to support planning and improvement efforts across all schools and departments. Establish monitoring cycles and report on progress regularly across all priority areas. Removing barriers around data and research literacy by creating relationships among educators and administrators. Providing research and data support that is accessible and improves learning.	 Appropriate system-wide mechanisms are in place for collecting data. Strategies/initiatives are adjusted in response to evidence. Annual Report Card / Monitoring Reports Leveraging data from school and board improvement plan. Data sources become emergent, authentic and a function of every day practice. Increased cross-departmental initiatives. 	Frequency and quality of monitoring activity within projects. Efficiency and data accuracy during annual reporting cycles.	Research & Development Services Program Services School Services Business Services Facilities Services Human Resources Services





Outcome	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
Stewardship of resources optimizes human, financial, physical and material assets.	 Regular analysis of budget for alignment with strategic priorities and outcomes. Establish and maintain a capital and operating reserve fund. Continuous review and monitoring of system staffing needs. Identify school consolidation projects. Identify and implement cost-saving opportunities and practices (e.g. economy of scale centralized purchases). Review programs and services to ensure ongoing feasibility (cost- benefit analysis). 	Budgets and resources are strategically allocated to ensure financial sustainability and organizational effectiveness. School and board facilities are adequately sized and efficiently utilized maximizing limited resources. Investments in resources are cost-effective and adaptable to future changes and upgrades. Focus on environmentally sustainable approach. Adequate supply of qualified replacement staff for classroom coverage and sick leave coverage. Allocation of staff meets school & system needs.	Budgets are balanced. Reduction in number of underutilized facility spaces. Overall average fill rate of vacant jobs at or above 95%.	Business Services Planning Services Purchasing Services Facilities Management Services Program Services Human Resources Services





Outcome	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	How will we Monitor & Measure our progress?	Responsibility
Proactive recruitment, talent growth and succession planning are aligned to student and system needs.	Develop and implement a strategic recruitment process to hire staff reflective of the communities we serve. Expand the leadership development strategy to include operational/business staff. Provide training and support to staff based on identified learning and departmental needs.	School staffing matches enrolment projections and school needs. Leadership talent pool is strengthened through targeted professional development. All departments develop succession and transition plans for key positions within the organization.	 HR Activity reports on hiring Focus Groups (# of participants in the Leadership Development program) Leadership Development Program feedback from participants New positions have job descriptions updated accordingly. Timelines tracked for filling vacancies from completion of Position Authorization Form to fill date. Leadership candidate pools have qualified professionals to meet long term system needs. Appropriate succession planning (leadership programs and preparation) result in qualified, capable candidates prepared and willing to take on positions of responsibility throughout the system. 	School Services Human Resources Services Business Services Program Services Facilities Services





Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
Educational experiences and opportunities are differentiated to support all learners.	Students are supported in their schools and classrooms using a tiered intervention model and evidence-informed instruction to meet individual needs. Parents, educators, and professionals work together to determine student needs and goals. Optional and alternative programming available in preparation for post-secondary destination pathways. State of the art facilities are constructed (consolidation + new build) and school populations are addressed to ensure appropriate use of space.	Teaching and learning environments are inclusive, reflecting individual student strengths, needs and learning preferences. Staff recognize their shared responsibility for student success regardless of need, exceptionality, or complexities. Students benefit from an integrated, seamless plan of support. Students feel prepared for transitions. School size and infrastructure are optimized to maximize program options available to students.	Focus groups Student and parent surveys Transitional surveys Analysis of Learning skills Independence rubric for students with special needs HCDSB Collaborative Inquiry rubric <i>Tell Them From Me</i> survey EQAO Early Developmental Instrument (EDI) MyBluePrint data	Program Services Schools Services Research & Development Services School Administrators Facilities Services Planning Services





Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.	Support innovative teaching practices and instructional methods enabled by technology to more precisely address the learning needs of all students. Engage students in authentic, personalized and relevant inquiry learning. Modernize schools and classrooms that support and enhance innovation in learning. Provide high capacity network infrastructure, software deployment strategies, cloud- based applications and seamless BYOD.	Staff are engaged in cultivating collaborative learning communities and self- identifying professional learning goals. Best practice is shared across schools and system as well as scaled up. Staff and students are supported by innovative technology solutions, resources and stimulating learning environments.	Achievement data HCDSB Collaborative Inquiry Rubric HCDSB Implementation Scale Rubric Focus Groups <i>Tell Them From Me</i> survey Number of in-services provided and participation rate Number of active wireless devices on our network	Program Services IT Services Research & Development Services School Services School Administrators
We hold high expectations for all learners.	Provide support for self- directed professional learning opportunities.	Staff are engaged in current, relevant, responsive instruction and assessment practices.	Focus Groups Graduation rates Credit Accumulation	Program Services Research &
	Provide staff with training and resources to better utilize	Staff are able to design and develop multiple and varied digital-aged learning	Achievement Data (EQAO, Report Cards, OSSLT)	Development Services





Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
	technology relevant to their learning needs. Students provided with a variety of opportunities to gain experiences, skills and knowledge needed for success in the real world.	experiences and use resulting data to inform teaching and learning. Professional judgement is reinforced and developed through effective practices and skill acquisition that support practitioner and student learning. Students demonstrate growth towards independence. Improved student achievement results measured through a variety of methods.	Early Developmental Instrument (EDI) Mapping of Ontario Catholic School Graduate Expectations and 21 st century competencies.	Schools Services School Administrators



Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.	Increase awareness of the Ontario Catholic School Graduate Expectations. Provide tools, resources and supports to staff so that Curriculum across all subject matters is taught through the lens of the Catholic faith. Introduce and provide opportunities for traditional and contemporary Catholic spiritual practices to support all students in engaging and sustaining a vibrant spiritual life in relationship with God. Provide liturgical supports and in- servicing for staff. Provide Adult Faith Formation opportunities for all staff. Provide staff with tools and supports to strengthen and enhance the characteristic belief and spirit of our Catholic school communities.	All curriculum is delivered through the lens of Catholic Faith. Staff and students have opportunities to celebrate and practice their faith. Staff and students engage in faith formation opportunities. All staff are intentional about the ways in which their actions create an environment that reflects Gospel Values	Participation rates of Adult Faith Formation program across employee groups. Focus Groups: (staff) Perceptual and Attitudinal Data to review impact on learning and faith formation opportunities. Focus groups: (parents, students, staff) to develop qualitative reflections on tools, resources, supports for creating a Catholic Learning Environment for all. <i>Tell Them From Me:</i> Student Surveys on spiritual engagement	Superintendent of Faith Formation Program Services School Services System Chaplain Chaplains / Pastoral Animators Religion Consultant All Administrators



Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/ progress?)	Measures (How will we monitor and measure our progress?)	Responsibility
Our schools foster the relationship between home and parish.	Create and facilitate opportunities for dialogue, initiatives and activities that will support a vibrant Catholic community. Establish a Focus on Faith Council to intentionally look at Catholic School Graduate Expectations and faith connections across our system. Work in collaboration with Diocese to strengthen collaborative initiatives (Training for student ministers, sacramental preparation, Diocesan Initiatives) Offer opportunities for Faith Formation in partnership with local parishes and the Diocese for all members of the community (Parents, Staff, Trustees, and Parishioners).	The school provides opportunities for initial and/or ongoing connections between families and the parish community. Catholic partners in education engage in a variety of opportunities for dialogue, initiatives, and activities to support spiritual development and student well-being.	 Participation rates: Number of opportunities for partners to work together Number of offerings and participation rates of partners in faith formation sessions. Data collection on participation rates of students in ministries in parishes. Number of spiritual practices taking place in schools (i.e., Rosary Apostolate, Christian Meditation) Focus Groups Parents: Across different Family of Schools (at least two) Students across divisions Educators Administrators Program Staff: Curriculum, Spec. Ed., Support staff 	Superintendent of Faith Formation Superintendent of Parent Engagement Program Services School Services System Chaplain Chaplains / Pastoral Animators Religion & Family Life Consultant All Administrators



Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/ progress?)	Measures (How will we monitor and measure our progress?)	Responsibility
			 f) Corporate/Departmental Staff: Office assistants, HR, Finance, IT, Facilities. g) Parish priests Perceptual and Attitudinal Data to inform impact on collaborative initiatives on partners and increased participation in parishes. 	
Staff and students are discerning	Create and support opportunities for staff and students to work together on social justice issues through the eyes of	Students and staff engage in social justice issues as an expression of faith in action.	Number of projects and participants.	Superintendent of Faith Formation
believers, formed in the Catholic faith community, who model	faith and as people of life. Work in partnership with the Office of Justice and Peace in the Diocese of Hamilton to communicate, promote, and connect schools with opportunities to	Students and staff engage in opportunities to know, live, and witness their faith. Students and staff are able to	Reflections on personal impact faith formation experiences has had on calls to service.	School Services Program Services
Christ in their actions.	support social justice initiatives within the Diocese. Retreats are organized for staff and	reflect on and articulate the impact of their actions for themselves and for the common good.	Reflections in areas of student leadership, social justice, gospel values.	System Chaplain School Chaplains
	students. Develop a reflection component for students and staff to be incorporated		Transition Survey: Reflections from Graduates on impact of Catholic Education.	All Administrators



Goal	Action (What will we do to get there?)	Evidence (How will we recognize success/ progress?)	Measures (How will we monitor and measure our progress?)	Responsibility
	into all social justice projects and initiatives.			Educational Assistants Social Justice Club Leaders



BELONGING - Embracing Relationships and Sustaining, Safe, Welcoming Schools



Goals	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
Schools and workplaces are safe and welcoming for all, cultivating a positive sense of well-being	 Examine current transition programs and initiatives. Create opportunities for students, parents, and staff to become more engaged in school-level programs and initiatives. Ensure supports and programs are in place to increase awareness and understanding of Medical and Health Conditions. Set standards and expectations for staff to model positive, inclusive and respectful language and behaviour in schools and workplaces. Welcome and engage new families in activities and initiatives supporting their child's education. 	Students, parents and staff feel welcomed, safe and supported. Students, parents and staff report positive learning and engaging experiences. Improved student retention. Students see themselves reflected in their learning environment.	Focus Groups: (students, staff, parents) <i>Tell Them From Me</i> (TTFM) surveys (student, parent, staff) Board Mental Health Scan Retention Rates Suspension rates Welcome Centre data Employee absentee level is reduced by 0.5 days/employee	Sr. Staff Administrators Mental Health Lead Research & Development Services Program Services (Curriculum & Spec. Ed.)
Relationships with all educational partners are nurtured and supported	Work with community partners to enhance delivery of and access to services and supports.	Parents are actively engaged in their child's learning. Partnerships with community partners, colleges, universities,	PRO Grants Surveys Social Media - Systemic	School Services Program Services 19



BELONGING - Embracing Relationships and Sustaining, Safe, Welcoming Schools



Goals	Actions (What will we do to get there?)	Evidence (How will we recognize success/progress?)	Measures (How will we monitor & measure our progress?)	Responsibility
	Launch an awareness campaign on community services available for families and students.	employers and local businesses are strengthened and enhanced. Parents and staff are aware of the range of community programs, supports and services available to students & families.	- Anecdotal In-school program evaluation of community partnerships Focus groups: (parents, staff)	Research & Development Services Strategic Communications Director's office
Students are service-minded global citizens, engaged and empowered to be leaders in their communities.	 Explore and expand learning experiences for students outside of school. Students supported and encouraged to apply for SpeakUp grants, Students as Researchers projects. Secondary schools have student leadership/mentoring programs. Establish an HCDSB Alumni Association. 	Students are actively involved in community-based civic, humanitarian, as well as cross- cultural and social justice experiences. Students are seen as positive role models and leaders. HCDSB alumni are caring, motivated, innovated community builders, skilled workers, entrepreneurs and leaders.	 Taking Stock Report – Volunteer hours Collection of data on number and type of experiential learning opportunities <i>Tell Them From Me</i> (Student survey) Collection of data on system & school social justice activities. Approved grants & completed projects (SpeakUp, Students as Researchers) Collection of data on HCDSB Alumni and how they engage with HCDSB and the community. 	Program Services School Services Research & Development services Strategic Communications School Administrators



igital	Parents	
		Developed by August 15, 2016 so it can be
	Staff	included in the school year calendar publication.
	Students	
	Broader community	
ard-copy	Parents	Calendars to be sent home and mailed to
ublication	Students	parishes in September, 2016.
	Staff	
	Parishes	
nline	Parents	Implemented by
	Staff	September 27, 2016
	Students	Monthly Highlights of Strategic Priorities
	Broader community	Updated annually with Strategic Plan Report Cards.
raditional Media	Media	September 27, 2016
Social Media	Members of the local community	
mail	Staff	September 27, 2016
	_	
mail	Parents	September 27, 2016
n n	blication line aditional Media Social Media	Aditional Media Social Media Social Media Staff Parents Students Staff Parishes Staff Students Broader community Media Members of the local community Staff



Tactic	Channel	Target Audience	Frequency/ Timing
Parish Bulletin Message to	Email	Parish Members	September 27, 2016
Announce New Strategic Plan Trustee Newsletter Messages	Email/ Online	Parents Staff	Initial Launch October, 2016
		Students Broader community	Update March, 2017
			Sharing the Report Card October, 2017
Twitter and Facebook hashtag campaigns and contests to promote the launch, and ongoing	Social media	Parents Staff	Initial Launch Campaign Start Date: Sep.27/16
to build understanding and		Students	Twitter Contest #1
alignment.		Broader community	Start Date: Oct. 11/16 End Date: Oct. 24/16
			Facebook Contest #1 Start Date: Sep.27/16 End Date: Oct. 10/16
Administrators' Meetings – a series of presentations to initially	Face-to-face	Principals Vice-Principals	Meeting #1 – Overview of the new Strategic Plan: August 30, 2016
introduce and then explore in more detail the aspects of the new strategic plan.		Central Office Administrators	Meeting #2 – Understanding the Strategic Plan & How it Relates to the BIP and the



Tactic	Channel	Target Audience	Frequency/ Timing
			School Improvement Plan: September 28, 2016
			Meeting #3 – A Deeper Look at Achieving: October 2016
			Meeting #4 – A Deeper Look at Believing: November 2016
			Meeting #5 – A Deeper Look at Belonging: December 2016
			Meeting #6 – A Deeper Look at Foundational Elements: January 2017
PowerPoint Presentations for	Face-to-face	School staff	Overview of the new Strategic Plan:
School and Board Administrators to Share with Staff at monthly staff		Board staff	October, 2016
meetings			Understanding the Strategic Plan & How it Relates to the Work I Do: November, 2016
			A Closer Look at Achieving December, 2016
			A Closer Look at Believing



Tactic	Channel	Target Audience	Frequency/ Timing
			January, 2017
			A Closer Look at Belonging February, 2017 A Closer Look at Foundational Elements March, 2017
Placemat Activities for School and	Face-to-face	School staff	November, 2016
Board Administrators to Share with Staff		Board staff	
Presentations to parent, parish	Face-to-face	Council of Chairs	October 19, 2016
and community committees		Catholic Parent Involvement Committee (CPIC)	October 3, 2016
		Halton Deanery	September 7, 2016
		Indigenous Education Advisory	October 17, 2016
		Committee (IEAC) Special Education Advisory Committee (SEAC)	October 24, 2016
Staff brochure	Hard-copy publication	Staff	March, 2017



Tactic	Channel	Target Audience	Frequency/ Timing
Monthly CEC staff team building activities (e.g. Speed Collaborating, Strat Plan Family Feud)	Face-to-face	CEC Staff	The first Monday of every month – beginning April, 2017 and ongoing
Parent Webinar	Video/Online	Parents	January, 2017
School Newsletter/ School Website Messages	Hard-copy/ Online	Parents	Initial Launch October 2016 Monthly Highlights of Each of the 4 Strategic Priorities November 2016 – February 2017
Website Stories to Highlight the Strategic Priorities	Online	Parents Staff Students Media Broader community	Beginning October, 2016 and ongoing





Method	Will Be Used to Monitor	Description of Methodology & Target Group	Timeline Start-End
QUALITATIVE	·		
Focus Groups	Achieving: Goals 1, 2, 3 Believing: Goals 1, 2, 3 Belonging: Goals 1, 2, 3 Foundational Elements: Goals 1, 2, 3, 4, 5	Parents Max 8 members per focus group; there must be different groups for secondary parents and elementary parent across several FOS. FOS or regional areas will be decided strategically among the SOs and the Director (e.g., areas of high need, or areas vs. areas of low need). Expect at least 4 focus groups of 8 parents. ($n = 28$)	April – May 2017 2019 2021
	Believing: Goals 1, 2, 3 Belonging: Goals 1, 2, 3 Foundational Elements: Goals 1, 2, 3, 4, 5	Students Same method as above (4 groups, 2 elementary, 2 secondary) (n = 28)	April – May Annual
	Believing: Goals 1, 2, 3 Belonging: Goals 1, 2, 3 Foundational Elements: Goals 2, 4, 5	Pastors and Parish Representatives 1 focus group (n = 10)	May – June 2017 2021
	Achieving: Goals 1, 2, 3 Believing: Goals 1, 2, 3 Belonging: Goals 1, 2, 3 Foundational Elements: Goals 1, 2, 3, 4, 5	Educators, Administrators and school staff Two educator focus groups: 1 elementary and one secondary. Two focus groups from administrators; 1 elementary & 1 secondary (n = 28)	March – May 2017 2019 2021



Appendix D

Method	Will Be Used to Monitor	Description of Methodology & Target Group	Timeline Start-End
Focus Groups (cont'd)	Achieving: Goals 1, 2, 3	Curriculum / Special Education Staff	June – Annually
	Believing: Goals 1, 2, 3	1 focus group (n = 10)	
	Belonging: Goals 1, 2, 3		
	Foundational Elements: Goals 1, 2, 3, 4, 5		
	Achieving: Goals 1, 2, 3	Corporate staff (HR, Facilities, Finance, IT)	June
	Believing: Goals 1, 2, 3	1 focus group (n = 10)	2017
	Belonging: Goals 1, 2, 3		2019 2021
	Foundational Elements: Goals 1, 2, 3, 4, 5		2021
Supervisory Officer (SO) Reflections Templates from school visits	Achieving: Goals 1, 2, 3	SOs to report observations of innovation, challenges during instructional rounds and via school visits according a co-constructed template	Ongoing but finalized by July
SILC Template reporting	Achieving: Goals 1, 2, 3	Administrators to use a consistent template to record their activities as it is mapped to Strat plan, BIP and SEF. Template should provide opportunities to share data to inform best practices.	Ongoing, but due in June
Anecdotal evidence received through online feedback	Foundational Elements: Goals 1, 2, 3, 4, 5		Ongoing – collected annually in July



Appendix D

Method	Will Be Used to Monitor	Description of Methodology & Target Group	Timeline Start-End
QUANTITATIVE			
EQAO Data	Achieving: Goals 1, 2, 3	Board level analysis of Grade 3, Grade 6, Grade 9 and OSSLT	October – Annually
Student participation rates in SHSM programs	Achieving: Goals 1, 2, 3	Participation rates in the programs	July – Annually
Student retention rates from Grade 8 – 9	Belonging: Goal 1	Transition Surveys	July – Annually
Transitional survey data	Belonging: Goal 1	Transition Surveys at Grade 8-9 and Graduation	July – Annually
MyBlueprint usage stats	Achieving: Goals 1, 2, 3	Analytics around student usage	July – Annually
TTFM Analysis (Student, Parent, Teacher)	Achieving: Goals 1, 2, 3 Believing: Goals 1, 2, 3 Belonging: Goals 1, 2, 3	Data is obtained in summer months the same year data collection occurs.	2018/2020.
Mental Health Scans, Result from Tiered Model	Belonging: Goal 1	Mind UP Program Evaluation (Spring of 2017), Christian Meditation pre/post surveys (ongoing data collection), and use of Evidence Based Mental Health Programs.	Annually
Early Development Instrument (EDI)	Achieving: Goals 1, 2, 3	Bi-annual (Ministry of Education Mandated)	Spring 2018; 2020
Data from AP and IB programs	Achieving: Goals 1, 2, 3	Student enrolment and graduation rates from AP and IB programs.	June – annually



Appendix D

Method	Will Be Used to Monitor	Description of Methodology & Target Group	Timeline Start-End
CODE and TLLP Reports	Achieving: Goals 2, 3	Participation rates and perceptual data relating to staff professional learning	May – Annually
Shared CIDI monitoring and assessment practices	Achieving: Goals 1, 2, 3	Participation rates and perceptual data relating to staff professional learning	May – Annually
Students as Researchers Reports	Belonging: Goal 3	Participation rates and perceptual data relating to student engagement.	May – Annually
Speak UP Grant Reports	Belonging: Goal 3	Participation rates and perceptual data relating to student engagement.	May – Annually
Parents Reaching Out Grants Reports	Belonging: Goal 2	Participation rates and perceptual data relating to parent engagement.	May – Annually



INFORMATION REPORT

ITEM 10.5

THE FUTURE OF LEARNING: A PROGRAM AT PROJECT ZERO EDUCATING IN OUR GLOBAL AND DIGITAL TIMES

PURPOSE:

To provide information to the Board regarding the attendance of Halton Catholic DSB staff at the "Future of Learning: Educating in our Global and Digital Times" course held at Harvard Graduate School of Education in July 2016.

BACKGROUND INFORMATION:

The Future of Learning Institute at Project Zero gathers educators from around the world to examine how learning is changing in our increasingly global and digital societies. The institute facilitates the acquisition of practical tools to support deep, relevant, and long-lasting learning in a changing educational landscape.

Future of Learning brings together leading scholars in fields including cognitive and social psychology, and anthropology, neuroscience, digital ethics, art, and design whose latest research helps to shape and understand the changing nature of learning in today's societies. Practitioners working in schools, museums, and NGO's help participants broaden frameworks, resources, and tools to create learning environments for today and tomorrow.

The focus this year was on nurturing citizenships in global and digital times. Through a combination of plenary sessions, interactive courses, and reflection groups participants were able to learn about emerging research and practices and connect with colleagues around the world to craft an informed personal vision, gather tools suitable to their own professional context, and build an international network to continually support information gathering and sharing of practices.

COMMENTS:

The Future of Learning Program took place July 26-28, 2016 at Harvard Graduate School of Education in Cambridge MA. Two staff members attended the Program over a three day period: Lorrie Naar, Superintendent, 21st Century Learning Lead, and Joanne Kenney, Consultant for 21st Century Learning. The program included plenary sessions, individual work groups and courses selected by participants. The plenary sessions included panel discussions and presentations by various lead thinkers and researchers.

The program focused on four key questions:

Learning for what purpose? What are the purposes that guide our educational efforts; how are they being articulated by others and my own work?

The Future of Learning: A Program at Project Zero Educating in our Global and Digital Times

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How might we rethink learning? How do we need to rethink the what, who, and how of learning in our dynamic global and digital times?

What should we do differently? What should I, and others, do differently in our teaching, learning and leadership to meet the new digital and global demands in practice?

How might we recast the education profession? What is our role as responsible professionals in Education in an increasingly digital and globally interdependent work?

Plenary 1 – Globalization, Mass Migration, and the Future of Learning:

This plenary focused on the process of globalization as the accelerating traffic of people, capital, and cultural products around the world and its implications of the future of learning and citizenship. This plenary helped us to understand the forces shaping our lives as we educate the young with the world in mind. It looked at what does citizenship mean in a world of increasing complexity, diversity, and transit? This session helped to provide us with tools and considerations for navigating our interconnected world responsibly and preparing our young to do the same.

Presenters:

Marcelo Suarez Orozco (UCLA Wasserman Dean leads two academic departments, 16 nationally renowned research institutes, and two innovative demonstration schools at the Graduate School of Education & Information Studies. His research focuses on cultural psychology and psychological anthropology, with an emphasis on mass migration, globalization, and education.

Howard Gardner is the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education. He also holds positions as Adjunct Professor of Psychology at Harvard University and Senior Director of Project Zero Gardner is best known in educational circles for his theory of multiple intelligences.

Plenary 2 - Rewire: Digital Cosmopolitanism in an Age of Connection:

This plenary looked at how the technological ability to communicate with someone does not inevitably lead to increased human connection and how the human tendency to flock together results in most of our interactions being with a small set of people with whom we have much in common. This session helped us to understand technology's role in connecting ourselves to other cultures, to new approaches for using existing technologies and embracing cross cultural connections.

Presenters:

David Perkins is the Carl H. Pforzheimer, Jr., Research Professor of Teaching and Learning at the Harvard Graduate School of Education, recently retired from the Senior Faculty. He has conducted long-term programs of research and development in the areas of teaching and learning for understanding, creativity, problem-solving and reasoning in the arts, sciences, and everyday life. He has also studied the role of educational technologies in teaching and learning, and has designed learning structures and strategies in organizations to facilitate personal and organizational understanding and intelligence.

Ethan Zuckerman is director of the Center for Civic Media at MIT, and a principal research scientist at the MIT Media Lab. His research focuses on the distribution of attention in mainstream and new media, the use of technology for international development, and the use of new media technologies by activists. He is the author of *Rewire: Digital Cosmopolitans in the Age of Connection* (W. W. Norton, 2013). Zuckerman co-founded international blogging community Global Voices.

Plenary 3 - Achieving Participatory Readiness: How to Meet the Challenges of Civic Agency in a Digital Age

This plenary provided thinking for providing a framework for helping young people toward equitable, effective, and self-protective forms of civic agency in our digital age. This focused on the need for pedagogies that more deeply help students understand the challenges to equity, efficacy, and self-protection that confront us as we venture into the public square and our responsibility as educators to put civic preparation as a priority in order to help students meet and transcend the challenges of a digitally-mediated public square.

Presenters:

Danielle Allen is a political theorist who has published broadly in democratic theory, political sociology, and the history of political thought. Widely known for her work on justice and citizenship in both ancient Athens and modern America.

Plenary 4 - Learning to participate: cognitive capacities, ethical dispositions, and shaping teachers and environments

This session focused on understanding the learning demands that contemporary forms of citizenship present to young people and educators alike and the conditions that make good citizenship possible against the backdrop of fast-changing digital and global landscapes. Effective participation as a citizen requires a repertoire of cognitive, social, and ethical capacities to engage cognitively with complex social systems in existence.

Presenters:

Tina Grotzer is an associate professor of education at HGSE, a principal investigator at Harvard Project Zero, and a faculty member at the Center for Health and the Global Environment at Harvard School of Public Health. She is a cognitive scientist whose research identifies ways in which understandings about the nature of causality impact our ability to deal with complexity in our world.

Carrie James is a Research Director and Principal Investigator at Project Zero, and Lecturer on Education at the Harvard Graduate School of Education. Her research explores young people's digital, moral and civic lives.

Meira Levinson is a normative political philosopher who writes about civic education, multiculturalism, youth empowerment, and educational ethics. In doing so, she draws upon scholarship from multiple disciplines as well as her eight years of experience teaching in the Atlanta and Boston Public Schools. Her most recent books include the co-edited *Making Civics Count* (Harvard Education Press, 2012) and *No Citizen Left Behind* (Harvard University Press, 2012).

Plenary 5 - What Do We Learn from Carefully Designed Cases of Practice?

This plenary focused on practice and looked at what we can or should do to nurture equitable and sustained forms of citizenship, and what kinds of learning environments, relationships, tools, and expectations are most likely to enable young people to construct a robust civic identity, a sense of belonging, and the capacity for voice and influence.

Presenters:

Elizabeth Dawes Duraisingh is a principal investigator at Project Zero where she co-directs Out of Eden Learn, an online learning community that promotes cross-cultural inquiry and exchange in collaboration with journalist Paul Salopek's 20,000-mile walk along the migratory pathways of our ancient human ancestors.

Adam Strom, Director of Content, Research and Development, Facing History and Ourselves, has written and taught extensively about religion, migration, and identity and is the principal author and editor of numerous Facing History publications. Strom also facilitates staff development programs, both online and face to face, for educators around the world. He has primary responsibility for Facing History and Ourselves International Scholars Board and for the Harvard Law School/Facing History Project which develops educational materials.

Craig Watkins studies young people's social and digital media behaviors, innovation, and shifts in the knowledge economy, with a primary focus on issues related to equity. He is a professor at the University of Texas, Austin. He is a member of the MacArthur Foundation's Connected Learning Research Network. His forthcoming book (2017) is based on an ethnographic inquiry into the evolving worlds of digital media, education and social inequality in the U.S.

In the learning groups and design groups, and as well in the individual courses we were able to spend time with international colleagues thinking together, sharing our best practices and new thinking and formulate some next steps in our own work in adapting our practices to suit the needs of our students moving into a rapidly changing landscape.

Following the program, Lorrie and Joanne met to discuss the progression of our 21st Century Learning plan within the context of the Strategic Plan in development. Some of the key components of our learning have been to ensure that our focus continues to be on good pedagogical practice with a focus on how we empower our students to learn, reflect, and act in response to global issues. In order to move our students from "I" thinking to "We" thinking in our global world as citizens we need to prepare them for participatory civic engagement by helping them to become good curators of information. We can support this by teaching them how to encounter information, how to understand and translate what the information is saying to them, and to discover ways to encounter new information. In engaging our students in the challenges of citizenship in a digital age we have to help them achieve participatory readiness through instilling the core values of self-protection, efficacy, and equity.

Attending the Future of Learning Program was thought-provoking and encouraged us to return, share, and implement new found knowledge and perspectives that align with both our strategic planning and system improvement learning cycle.

CONCLUSION:

One of our desired outcomes in our new strategic directions is for all learners to be engaged in rich, collaborative and innovative learning communities. This maps back to our core value of The Importance of Contributing to our Communities and Excellence in Learning. Through our participation in this program, we can continue to ensure that our learning environments provide the essential conditions for student success in the digital age.

REPORT PREPARED &	L. NAAR
SUBMITTED BY:	Superintendent of Education, Staff Development
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

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INFORMATION REPORT

Ітем 10.6

PARENT REACHING OUT (PRO) GRANTS FOR SCHOOLS

PURPOSE:

Strong parent engagement is an important factor and direct link to student achievement. The Ministry of Education provides opportunities for all School Councils to apply for Parent Reaching Out (PRO) Grants each year to enhance and improve Parent Engagement in schools.

BACKGROUND INFORMATION:

The Ontario government has offered Parent Councils the opportunity to apply for Parent Reaching Out Grants since 2006. These grants promote parent engagement at the local, regional and provincial levels. The grants are intended to assist parents in finding ways of involving more parents in their own community in supporting student achievement and well-being. There are two types of grants:

- One in which only School Councils can apply *
- One in which parent organizations, Parent Involvement Committees, publically funded school boards, non-profit organizations and postsecondary institutions operating in Ontario can apply.
- *The maximum grant a school project can be awarded is \$1000.

Over the years, School Councils of the Halton Catholic District School Board have been very successful in securing these PRO Grants.

REMARKS:

The 2016-2017 approved Parent Reaching Out (PRO) Grants have been released by the Parent and Community Engagement Office (PECO) of the Ministry. This year a total of **42** school projects from our Catholic School Councils have been approved for **\$40,604** (*Appendix A*). The projects awarded are varied in topic and based upon school needs. Various topics related to Parent Engagement include Helping Parents Understand and Support Student Mental Health and Well Being, Promoting Resiliency in Children, Engaging Transitioning Parents, Social Media and Parents and Being Mindfully Active in the 21st Century to name a few.

School Councils will be required to provide a report back to the Ministry confirming expenditure of grant funds as well as results that were achieved to enhance parent engagement. Funds will need to be expended by June 30, 2017.

In addition, **\$12,500.00** has been granted to CPIC (Catholic Parent Involvement Committee) in response to their application for the PRO Regional funding. The Parents Reaching Out (PRO) Regional/Provincial Grants is an application-based program that supports parents In identifying barriers to parent engagement In support of student achievement and wellbeing in their own community, and finding local solutions to help more parents get involved. The 2016/17 Parent Speaker Series Project will engage parents in the Halton Catholic District School Board through webinars, videos and events throughout the school year, as determined by CPIC and parent needs related to parent involvement with student achievement and wellbeing.

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CPIC will be required to provide a report back to the Ministry confirming expenditure of grant funds as well as results that were achieved to enhance parent engagement. Funds will need to be expended by June 30, 2017.

CONCLUSION:

Attached is a list of the successful School Council Pro Grants for the 2016-2017 school year for the Halton Catholic District School Board.

REPORT PREPARED &	C. CIPRIANO
SUBMITTED BY:	SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES
REPORT APPROVED BY:	P. Dawson Director of Education and Secretary of the board

HCDSB Parents Reaching Out Grants for School Councils 2016-2017

School Name	Project Title	Amount
Assumption CSS	Engaging Transitioning Parents	\$1,000
Bishop Paul Francis Reding CSS	Mental Wellness	\$1,000
Canadian Martyrs CES	Childhood Anxiety Workshop	\$1,000
Christ the King CSS	Pathways To Post Secondary	\$950
Corpus Christi CSS	Mental Health Workshops	\$1,000
Guardian Angels CES	Student Wellness Evening	\$1,000
Holy Cross Catholic CES	Social Media Fitness	\$1,000
Holy Rosary (Burlington) CES	Fitness Event	\$1,000
Holy Rosary (Milton) CES	Music, Movement and Sculpture	\$1,000
Holy Trinity Catholic CSS	Mental Health Wellness	\$870
Jean Vanier Catholic CSS	Mental Health for Families	\$1,000
Lumen Christi CES	Promoting Resiliency in Children	\$700
Mother Teresa CES	Literacy and Movement Event	\$500
Notre Dame CSS	Teenage Brain Presentation	\$1,000
Our Lady of Fatima CES	Helping Parents Understand and Support Student Mental Health and Well-Being	\$1,000
Our Lady of Peace CES	Personality Exploration Workshop	\$600
Queen of Heaven CES	Benefits of a 21st Century School	\$1,000
Sacred Heart of Jesus CES	Safe Internet Use Workshop	\$1,000

School Name	Project Title	Amount
St Andrew Catholic CES	Healthy Living	\$1,000
St Bernadette CES	Mindfully Active in the 21st Century	\$1,000
St Brigid CES	Social Media Workshop for Parents	\$1,000
St Catherine of Alexandria CES	Family Fitness Night	\$1,000
St Dominic CES	Math and Physical Literacy Night	\$1,000
St Elizabeth Seton CES	Social Media and Parenting	\$995
St Francis of Assisi CES	Equitable and Inclusive Education	\$1,000
St Gabriel CES	Parental Engagement Project	\$1,000
St Ignatius of Loyola CSS	Teen Mental Health Support	\$1,000
St Joan of Arc CES	Making a Difference	\$1,000
St Johns CES	Preparing Healthy Meals and Snacks Workshop	\$1,000
St Johns CES	Not New Math, Engaged Math	\$1,000
St Joseph CES	Family Math Night	\$1,000
St Marks CES	Curriculum Night	\$1,000
St Matthew CES	Promoting Family Well-Being	\$1,000
St Michaels CES	Moving to a Better You	\$1,000
St Paul CES	Growth Mindset	\$1,000
St Peters CES	Engage and Empower with Numeracy	\$1,000
St Raphael CES	Promoting Family Wellness	\$1,000
St Timothy CES	Math Night	\$1,000

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School Name	Project Title	Amount
St Vincent CES	Mental Health Awareness	\$1,000
St. Anne CES	Social Media Fitness Workshop	\$989
St. Anthony of Padua CES	Family Math Night	\$1,000
St. John Paul II CES	Anxiety in Mathematics	\$1,000
Halton CDSB	42	\$40,604

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INFORMATION REPORT

Ітем 10.7

PRELIMINARY BUDGET REPORT FOR SEPTEMBER 1, 2015 TO AUGUST 31, 2016

PURPOSE:

To provide the Board with the Preliminary 2015-16 Budget Report for the year ending August 31, 2016.

BACKGROUND INFORMATION:

The following information regarding the Board's 2015-16 Budget was previously provided to Trustees:

- 1. Information Report 10.3 June 21, 2016 Regular Board Meeting Budget Report for September 1, 2015 to May 31, 2016.
- 2. Information Report 10.3 April 5, 2016 Regular Board Meeting Budget Report for September 1, 2015 to February 29, 2016.
- 3. Action Report 8.4 December 15, 2015 Regular Board Meeting 2015-16 Revised Budget Estimates (Including September 1, 2015 to November 30, 2015 Actuals).
- 4. Action Report 8.7 June 16, 2015 Regular Board Meeting 2015-16 Budget Estimates Final.

GENERAL:

This report compares the revenues and expenses (including commitments) to date with the 2015-16 Revised Budget to show the percentage received and spent to date. The report also provides the same information for the previous fiscal year, 2014-15, for comparative purposes. It covers the twelve-month period from September 1, 2015 to August 31, 2016.

At August 31, 2016, it is expected that the percentages received or spent are 100% of the budgeted amounts. The report indicates that both revenues and expenses for the year are expected to remain within the revised budget.

Achieving Believing Belonging

REVENUE HIGHLIGHTS (APPENDICES A-1 AND B):

Total revenues of \$368.7 million have been recorded for the period ending August 31, 2016. This includes \$255.2 million for legislative grants, \$74.8 million for municipal funding, and \$38.7 million in other revenue, other provincial grants and transfers to reserves.

The percentages received for each source of revenue are in line with the percentages received in the prior year. The percentages received, aside from "Municipal Taxes", are in line with the expected percentages received. Municipal taxes still need to be reconciled and adjusted, as at August 31st the municipal taxes for July and August were not recorded as revenues are received quarterly. The next quarterly payment will be received on September 30, 2016.

The main differences between revenues received up to August 31, 2016 and revenues received for the same period in 2015 relate to Legislative Grants and Tuition Fees, both of which are due to growth in enrolment.

EXPENSE HIGHLIGHTS (APPENDIX A-2):

For the period ending August 31, 2016, Classroom Instruction expenses amounted to \$251.5 million or 99.9% of the 2015-16 Revised Budget Forecast compared to \$241.9 million or 100.5% for the period of September 1, 2014 to August 31, 2015. The overall Classroom Instruction percentage spent is in line with the prior year and the expected percentage spent. The main reason for the change in dollar amount relates to teacher salary and benefits, to reflect growth over last year as well as to account for the 1% lump sum payment and restoration of grid movement. Supply teacher costs to August 31, 2016 are over-budget by \$294,000 or 8.2%. Computer expenditures appear to be over-budget at 165.5% spent but this will be adjusted when all computer purchases are reviewed and capitalized as necessary, thereby reducing expenditures.

School support services costs, including school administration, teacher consultants, and continuing education of \$30.7 million or 98.3% of the Revised Budget Forecast have been expensed for the period ending August 31, 2016. This is consistent with \$30.0 million or 102.6% of the Revised Budget expensed for the period ending August 31, 2015.

Other Non-Classroom expenses and commitments of \$15.9 million or 96.8% have been recorded for the period of September 1, 2015 to August 31, 2016. This is consistent with the \$14.9 million or 96.2% expensed for the period of September 1, 2014 to August 31, 2015. However, it should be noted that the final transportation invoice has not been recorded.

School Operations and Maintenance expenses and commitments of \$40.2 million or 97.7% of the 2015-16 Revised Budget is in line with \$39.5 million or 99.4% from the previous year. The portable leases exceeded the Revised Budget and increased over the previous year, as more portables were required for pupil accommodation.

Although it appears that total expenditures are within the Revised Budget by \$1.6 million, it should be noted that the August insured benefits and WSIB costs have not been recorded. It is conservatively estimated that the health benefits costs along with other regular operating costs will result in the total benefits expenditures being over budget. Furthermore, year-end adjustments to employee future benefits have yet to be recorded.

Budget Report to August 31, 2016 - Preliminary

Page 2 of 3

ENROLMENT (APPENDIX C):

The funding allocation is based on estimated enrolment. Elementary and Secondary enrolment is based on Full-Time Equivalent (FTE) enrolment for October 31 and March 31. These two fixed-in-time FTE enrolment values are averaged to produce the annualized Average Daily Enrolment (ADE).

The 2015-16 enrolment reflects actual enrolment on October 31, 2015 and March 31, 2016, which will be reflected in the Financial Statements reporting cycle. The actual ADE for elementary students is 21,968.00 and for secondary students is 10,383.63 for a total enrolment of 32,351.63. This represents an increase from the submitted 2015-16 Revised Estimates of 47.12 ADE (or 0.2%) and a decrease of 19.98 ADE (or -0.1%) from the 2015-16 Original Estimates ADE. The increase over the 2014-15 actual ADE is 716.40 ADE (or 2.3%), with an increase of 238.00 for elementary enrolment and 478.40 for secondary enrolment.

SUMMARY:

Board staff will continue to process final invoices and necessary year-end accounting entries during September and October in preparation for the year-end audit. Staff will also analyze the final year-end results and report back to the Board when the final audited Financial Statements are completed. The Board's external auditors have begun their preliminary audit work, and will conduct the major field work portion of their audit starting in early-October. The due date for the 2015-2016 year-end financial statements is November 15th, 2016, and will go to the Audit Committee on November 14th, 2016 and to the Board for approval on November 15th, 2016.

REPORT PREPARED BY:	J. CHANTHAVONG Acting MANAGER, BUDGET AND ACCOUNTING SERVICES
REPORT REVIEWED BY:	A. LOFTS SENIOR ADMINISTRATOR, FINANCIAL SERVICES
REPORT SUBMITTED BY:	R. NEGOI SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Halton Catholic District School Board Revenue 2015/2016 Budget Report For the Year Ended August 31,2016

								D:-L 4	4		
	r		Budget Assessme	ent				Risk Assessm	nent		
	2015/2016 Original Budget Estimates	2015/2016 Revised Budget Estimates	2015/2016 Revised Budget Forecast @ August 31/16	Chang \$ Increase (Decrease) Rev. Estimate to Rev. Forecast	e % Increase (Decrease)	2015/2016 Revenues and Receipts @ August 31/16 (Preliminary)	% Received	2014/2015 Financial Statements @ August 31/15 (Final)	In	nr-to year ncrease ecrease) \$	Year-to year Increase (Decrease) %
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)			(in PSAB Format)		(in PSAB Format)			
OPERATING REVENUE Province of Ontario	244 (25 (12	241 699 295	246 146 014	4 458 620	1.90/	255 161 046	102 70/	227.967.169	99.5% \$ 17	7 204 779	4.200
Legislative Grants Municipal Taxes	244,625,612 83,915,130	241,688,285 85,895,608	246,146,914 85,895,608	4,458,629	1.8% 0.0%	255,161,946 74,848,255	103.7% 87.1%	237,867,168 84,272,864	102.3% \$ 1		4.2% -15.2%
wuncipal taxes	328,540,742	327,583,893	332,042,522	4,458,629	1.4%	330,010,201	99.4%	322,140,032	100.2% \$ 7		-0.8%
Other Branchadal Country	520,540,742	321,303,075	332,042,322	4,150,025	1.470	550,010,201	<u> </u>	522,140,052	100.270 ¢ 1	7,070,109	0.070
Other Provincial Grants Prior Year Grant Adjustment - Operating Other Provincial Grants Other Provincial Grants	2,504,957	3,157,866	3,656,260	498,394	<u>15.8%</u> 15.8%	493,550 3,495,464 3,989,014	<u>95.6%</u> 109.1%	3,059 3,738,150	\$ 96.7% \$ 96.8% \$	490,491 (242,686)	-1.1% 12.3%
	2,304,937	3,157,866	5,050,200	498,394	13.8%	5,989,014	109.1%	3,741,209	90.8% \$	247,805	12.3%
Other Revenue Government of Canada Tuition Fees	1,722,289 1,309,900	1,637,621 1,325,600	1,637,621 1,325,600	-	0.0% 0.0%	1,583,173 1,404,901	96.7% 106.0%	1,797,910 785,630	104.4% \$ 106.7% \$	(214,737) 619,271	-7.7% -0.7%
Use of Schools/Rentals	756,520	756,520	756,520	-	0.0%	934,308	123.5%	822,465	108.7% \$	111,843	14.8%
Cafeteria, Vending, Uniform and OCAS Revenue	-	-	-	-	0.0%	11,940		35,405	\$	(23,465)	
Interest Revenue	25,000	41,000	41,000	-	0.0%	77,364	188.7%	40,499	90.0% \$	36,865	98.7%
Donation Revenue Miscellaneous Recoveries	-	1,000	2,500 3,740	1,500 3,740	150.0% 0.0%	2,704 253,258	108.2%	11,987 108,796	0.0% \$ \$	(9,283) 144,462	108.2%
Recoveries - Secondments	1,043,400	1,000,970	1,317,480	316,510	31.6%	1,420,101	107.8%	1,161,582	111.5% \$	258,519	-3.7%
Miscellaneous Revenue	822,809	939,710	1,013,234	73,524	7.8%	1,422,793	140.4%	1,018,277	99.8% \$	404,516	40.6%
Educational Development Charge (EDC) Revenue	7,000,000	7,000,000	7,000,000		0.0%	8,518,562	121.7%	8,664,543	100.1% \$	(145,981)	21.6%
	12,679,918	12,702,421	13,097,695	395,274	3.1%	15,629,104	119.3%	14,447,094	103.0% \$ 1	1,182,010	16.3%
School Generated Funds Revenue	12,500,000	12,500,000	12,500,000		0.0%	12,452,869	99.6%	11,913,498	97.7% \$	539,371	1.9%
Amortization of Deferred Capital Contribution	14,093,304	14,130,784	14,130,784		0.0%	14,130,784	100.0%	13,616,163	98.7% \$	514,621	1.3%
Total Operating Revenue	370,318,921	370,074,964	375,427,261	5,352,297	1.4%	376,211,972	100.2%	365,857,996	100.1% \$ 10	0,353,976	0.1%
Available for Compliance	(7(022)	4 0 67 5 10	1 247 492	(2 (20 027)				(804.226)	¢	804 226	
(Surplus) Deficit - Available for Compliance	(76,022)	4,967,519	1,347,482	(3,620,037)		-		(804,226)	\$	804,226	
Available for Compliance - Transfer from (to) Internally Restricted Reserve (net)	(967,475)	777,973	379,748	(398,225)		910,038		(1,687,097)	\$	2,597,135	
Total Available for Compliance (Surplus) Deficit	(1,043,497)	5,745,492	1,727,230	(4,018,262)		910,038		(2,491,323)		3,401,361	
Unavailable for Compliance	(1,015,177)	3,743,472	1,727,230	(1,010,202)		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		(2,4)1,525)	ψ	5,101,501	
1	(140.042)	(140.042)	(140.042)					(125,297)	\$	125,387	
Unavailable for Compliance - (PSAB Adjustments) Amortization of EFB - Retirement Gratuity & ERIP Liability	(149,942)	(149,942)	(149,942)	-		-		(125,387)	\$ \$	123,387	
Amortization of EFB - Retirement/Health/Dental/Life Insurance	(458,218)	(458,218)	(458,218)	_		_		(242,811)	\$	242,811	
Unavailable for Compliance - (Increase) Decrease in School Generated Funds	-	-	-	-		89,384		44,126	\$	45,258	
Revenues Recognized for Land	(7,000,000)	(7,000,000)	(7,000,000)			(8,518,562)		(8,664,543)	\$	145,981	
Total Unavailable for Compliance	(7,608,160)	(7,608,160)	(7,608,160)	-		(8,429,178)		(8,988,615)	\$	559,437	
Total Annual (Surplus) Deficit	(8,651,657)	(1,862,668)	(5,880,930)	(4,018,262)		(7,519,140)		(11,479,938)	\$ 3	3,960,798	
Total Revenue After PSAB Adjustments	\$ 361,667,264	\$ 368,212,296	\$ 369,546,331	\$ 1,334,035		\$ 368,692,832		\$ 354,378,058	\$ 14	4,314,774	
					-						- 24

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Halton Catholic District School Board Expenditures 2015/2016 Budget Report For the Year Ended August 31, 2016

	1	Bud		Risk Assessment								
	2015/2016 Original Budget Estimates - (in PSAB Format)	2015/2016 Revised Budget Estimates (in PSAB Format)	2015/2016 Revised Budget Forecast @ August 31/16 	Cha \$ Increase (Decrease)	- % Increase (Decrease)	2015/2016 Expenses and Commitments @ August 31/16 (Preliminary) (In PSAB Format)	2015/2016 Remaining Balance	% Spent	2014/2015 Financial Statements @ August 31/15 (Final) (in PSAB Format)	% Spent	Year-to year Increase (Decrease) \$	Year-to year Increase (Decrease)
Classroom Instruction	¢ 100.000.010	• 102 217 540	¢ 102 (72 000	(5.10, 550)	0.000	¢ 101.070.100	¢ 1 010 701	00.20	101 100 555	100.00/	¢ < 077 544	1.50/
Classroom Teachers	\$ 190,992,910	\$ 193,217,540	\$ 192,673,990	(543,550)	-0.28%	\$ 191,360,199	. , ,	99.3%	. , ,	100.8%		-1.5%
Occasional Teachers	3,161,000	3,598,500	3,600,113	1,613	0.04%	3,893,750		108.2%	3,640,585	115.1%		-6.9%
Early Childhood Educators (E.C.E) and Supply	7,284,140	7,468,760	7,653,094	184,334	2.47%	7,759,001	(105,907)	101.4% 100.0%	7,447,464	103.8%		-2.4% -8.6%
Teacher Assistants and Supply	19,163,090	20,529,391 7,943,300	20,713,724 8,002,270	184,333	0.90%	20,704,452 7,147,582	· · ·	100.0% 89.3%	20,575,427	108.6%		-8.6% 14.1%
Textbooks & Classroom Supplies	6,860,021	1,740,945	, ,	58,970	0.74% -8.32%	, ,	· · · · ·	89.3% 165.5%	6,227,368	75.2%		14.1% 76.1%
Computers Professionals, Persprefessionals, & Technical	1,740,869 10,530,537	1,740,945	1,596,162 10,336,324	(144,783) 147,550	-8.32% 1.45%	2,641,884 10,318,346		165.5% 99.8%	2,072,420 10,294,949	89.4% 97.6%		2.2%
Professionals, Paraprofessionals & Technical Library and Guidance	4,359,675	4,814,563	4,828,658	147,550	0.29%	4,911,251	(82,593)	99.8% 101.7%	4,673,603	97.0% 103.6%		-1.9%
Staff Development	2,129,348	2,115,640	4,828,038 2,391,471	275,831	13.04%	2,718,563	,	101.7%	2,513,574	93.3%		-1.9%
								99.9%	, ,			-0.6%
Subtotal Classroom Instruction	246,221,590	251,617,413	251,795,806	178,393	0.07%	251,455,028	340,778	99.9%	241,928,046	100.5%	\$ 9,526,982	-0.0%
Non Classroom - School Support Services	10 501 146	10,000,050	20,450,541	55 5 500	2.00/	20 20 4 1 4 2	164 610	00.00	20.071.000	102.00/	¢ 000.101	1.504
School Administration	19,591,146	19,900,978	20,458,761	557,783	2.8%	20,294,143		99.2%	20,061,009	103.8%		-4.6%
Teacher Consultants	3,666,550	4,596,367	4,468,373	(127,994)	-2.8%	4,296,706		96.2%	3,632,579	93.6%		2.6%
Continuing Education	6,154,092	5,969,830	6,249,793	279,963	4.7%	6,071,284	178,509	97.1%	6,319,030	104.3%		-7.2% - 4.3%
Subtotal School Support Services	29,411,788	30,467,175	31,176,927	709,752	2.3%	30,662,133	514,794	98.3%	30,012,619	102.6%	\$ 649,514	-4.3%
Recoverable Expenses	1,043,400	1,000,970	1,317,480	316,510	31.6%	1,439,080	(121,600)	109.2%	1,161,582	111.5%	\$ 277,498	-2.3%
Other Non Classroom												
Board Administration	8,872,176	9,327,628	9,467,233	139,605	1.5%	9,212,218	255,015	97.3%	8,150,531	95.0%	\$ 1,061,687	2.3%
Transportation	7,094,298	6,970,753	6,970,753	-	0.0%	6,706,878	263,875	96.2%	6,747,001		\$ (40,123)	-1.5%
Subtotal Other Non Classroom	15,966,474	16,298,381	16,437,986	139,605	0.9%	15,919,096	518,890	96.8%	14,897,531	96.2%	\$ 1,021,565	0.6%
Pupil Accommodation												
School Operations and Maintenance	30,302,376	29,575,726	29,522,302	(53,424)	-0.2%	28,487,790	1,034,512	96.5%	28,140,743	100.0%	\$ 347,047	-3.5%
ALC and Portable Leases	1,000,000	1,435,000	1,478,200	43,200	3.0%	1,547,969			784,322	76.8%		27.9%
Debt Charges	47,375	47,375	47,375	-	0.0%	47,375	,	100.0%	47,375	100.0%		0.0%
Other Debenture Payments	10,096,617	10,096,617	10,096,617	-	0.0%	10,096,616		100.0%	10,536,538	100.0%	\$ (439,922)	0.0%
Subtotal Pupil Accommodations	41,446,368	41,154,718	41,144,494	(10,224)	0.0%	40,179,750		97.7%	39,508,978	99.4%		-1.7%
School Generated Funds Expenditures	12,500,000	12,500,000	12,500,000		0.0%	12,542,253	(42,253)	100.3%	11,957,624	98.0%	\$ 584,629	2.3%
Amortization Expense	15,685,804	15,781,799	15,781,799	-	0.0%	15,781,799	-	100.0%	15,279,876	99.0%	\$ 501,923	1.0%
Total Expenditures before PSAB Adjustment	362,275,424	368,820,456	370,154,492	1,334,036	0.4%	367,979,139	2,175,353	99.4%	354,746,256		\$ 13,232,883	-0.9%
PSAB Adjustments												
Increase In Employee Future Benefits	(458,218)	(458,218)	(458,218)	_	0.0%		(458,218)	0.0%	(242,811)	53.0%	\$ 242,811	-53.0%
				-		-			,			
(Decrease) in Accrued Interest on Debenture	(149,942)	(149,942)	(149,942)		0.0%	-	(149,942)	0.0%	(125,387)	100.0%		-100.0%
Total PSAB Adjustment	(608,160)	(608,160)	(608,160)		0.0%		(608,160)	0.0%	(368,198)	63.1%	\$ 368,198	-63.1%
Total Expenditures After PSAB Adjustments	\$ 361,667,264	\$ 368,212,296	\$ 369,546,332	\$ 1,334,036	0.4%	\$ 367,979,139	\$ 1,567,193	99.6%	\$ 354,378,058	100.3%	\$ 13,601,081	-0.7%

Halton Catholic District School Board Other Provincial Grants 2015/2016 Budget Report For the Year Ended August 31, 2016

Grant Description	2015/2016 Original Budget	2015/2016 Revised Budget	2015/2016 Revised Budget	2015/2016 Actual @August 31/16
	Estimates	Estimates	Forecast	
A.Prkacin - EPO Library Staffing Grant	124,925	124,925	124,925	124,925
Physical Activity - Christ The King	124,925	1,717	1,717	950
Healthy Eating - Bishop Reding		1,717	1,717	950
ELP - Staff Development				
PAN AM Games				
Outdoor Education		309,594	309,594	309,594
French As A Second Language		96,913	96,913	96,914
First Nation/Metis/Inuit Education		63,268	63,268	50,614
Early Leadership - Early Development Instrument				
Early Leadership Strategy	95,130	95,130	100,130	100,105
Futors in the classrooms				
E-Learning	105,000	105,000	105,000	105,000
Student Work Study	120,000	120,000	120,000	120,000
Building Capacity in Assessment for Learning	00.000	00,000	29,267	29,267
Collaborative Inquiry In Math Network-School In The Middle	90,000 25,000	90,000 25,000	90,000 25,000	90,000 25,000
Network-Schools Helping Schools	130,500	130,500	135,000	135,000
P.R.O Multicultural	150,500	150,500	155,000	155,000
NTIP-Enhanced Teacher Development			13,459	13,459
The Emanded Teacher Development	690,555	1,162,047	1,214,273	1,200,828
B. Browne - EPO				
Autism Support And Training	49,333	49,333	49,333	49,333
Learning For All	24,988	41,513	41,513	41,513
Mental Health				
SEAC Conference				
Board Leadership Development Strategy (BLDS)		51,789	51,789	46,610
	74,321	142,635	142,635	137,456
C. McGillicuddy - EPO				
Specialist Highskills Major (SHSM) Special Funding	63,696	63,696	72,836	72,836
Specialist Highskills Major (SHSM)-ICE Training			5,791	5,791
Student-Speakup Grant		-	27,000	27,000
Collaborative Inquiry For Instructional Impact		29,414	29,414	29,414
Math And Literacy (Gains)		58,829	58,829	58,829
Differentiated Instruction (D.I)	117,657	29,414	29,414	29,414
S.S.Schls & Cross Panel Teams	27,647	27,647	27,647	19,353
Re-Engagement 12 & 12+		4,479	4,479	4,479
Career & Life Planning			8,924	8,924
Experiential Learning				
Enrolment Reporting Initiative	200.000	62,656	62,656	62,656
I Name EDO	209,000	276,135	326,990	318,697
L.Naar-EPO Teacher Learning & Leadership Program-PKE			40,000	30,000
Teacher Learning & Leadership Program-Mahler		43,883	43,883	31,316
Feacher Learning & Leadership Program-Ramirez		19,228	19,228	12,105
Feacher Learning & Leadership Program-Daugherty		17,220	52,800	40,800
Feacher Learning & Leadership Program-Brun Del Re			33,550	25,925
	-	63,111	189,461	140,146
T. Pinelli - EPO				
Safe, Equitable And Inclusive Schools	89,981	89,981	89,981	89,981
	89,981	89,981	89,981	89,981
T. Overholt - EPO				
Parents Reaching Out (PRO)		36,379	36,379	35,508
Parents Reaching Out - Regional		15,000	15,000	13,500
	-	51,379	51,379	49,008
J. O'Hara - EPO				
Transitional Support-MOU		80,473	80,473	80,473
	-	80,473	80,473	80,473
G. Corbaccio - EPO				
Outreach Coordinator	73,600	73,600	73,600	73,600
	73,600	73,600	73,600	73,600
P.Dawson - EPO	220.000			
M.I.S.A - PNC	230,000	46.071	46.071	46.071
M.I.S.A - LOCAL	46,071	46,071	46,071	46,071
	276,071	46,071	46,071	46,071
Sub-total	\$ 1,413,528	\$ 1,985,432	\$ 2,214,863	\$ 2,136,260
	. , ,			, , ,
O.Y.A.P GRANT	92,529	107,056	107,056	107,056
LBS Grants	98,900	98,900	98,900	113,437
Province Of Ontario-Citizenship-Estimated	900,000	934,080	1,148,918	1,158,113
PBLA 1X FUNDING		21,186	75,311	75,311
Province Of Ontario-Citizenship-One Time Funding Summer Experience		11,212	11,212	11,212 8,625
Sub-total	\$ 1,091,429	\$ 1,172,434	\$ 1,441,397	\$ 1,473,754
Total Other Provincial Grants per A-1	\$ 2,504,957	\$ 3,157,866	\$ 3,656,260	\$ 3,610,014
-				

Appendix C

Halton Catholic District School Board

Day School Average Daily Enrolment (ADE)

2015/2016 Budget Report

	2015-	16 REVISED	ESTIMATE	S	2015-	16 ORIGINA	L ESTIMAT	ES				
	Actual FTE Oct 31/15	Actual FTE Mar 31/16	2015-16 Revised ADE	% Change	Projected FTE Oct 31/15	Projected FTE Mar 31/16	2015-16 Original ADE	% Change	2014-15 Actual ADE	% Change	2013-14 Actual ADE	% Change
JK	2,062.00	2,067.00	2,064.50	2.0%	2,022.00	2,026.00	2,024.00	0.0%	2,086.50	112.2%	983.50	7.8%
SK	2,206.00	2,218.00	2,212.00	-2.7%	2,267.00	2,280.00	2,273.50	11.0%	2,195.50	111.8%	1,036.75	6.7%
Gr. 1 to 3	6,717.00	6,733.00	6,725.00	-1.8%	6,840.00	6,863.00	6,851.50	7.4%	6,512.50	4.4%	6,237.00	3.0%
Gr. 4 to Gr. 8	10,962.00	10,971.00	10,966.50	-0.1%	10,965.00	10,986.00	10,975.50	0.4%	10,935.50	2.2%	10,701.50	1.7%
Elementary Day School Enrolment	21,947.00	21,989.00	21,968.00	-0.7%	22,094.00	22,155.00	22,124.50	3.4%	21,730.00	14.6%	18,958.75	2.7%
Secondary Day School Enrolment	10,498.15	10,269.11	10,383.63	1.3%	10,412.88	10,081.33	10,247.11	3.5%	9,905.23	-0.2%	9,922.86	-0.8%
Total Day School ADE	32,445.15	32,258.11	32,351.63	-0.1%	32,506.88	32,236.33	32,371.61	3.5%	31,635.23	9.5%	28,881.61	1.5%

Notes: ADE - Average Daily Enrolment

FTE - Full Time Equivalent

Average Daily Enrolment (ADE) is based on 50% of March 31 FTE plus 50% Oct 31 FTE % change equals the increase (decrease) in ADE from the prior year, or prior cycle



INFORMATION REPORT

ITEM 10.8

PRELIMINARY CAPITAL PROJECTS REPORT As AT AUGUST 31, 2016

The attached Consolidated Capital Projects Report provides a summary totaling \$438.9 million of all Board approved projects since the capital funding model was changed significantly by the Ministry of Education in 1998. There have been various iterations of capital funding programs since that time, to adapt to changing funding needs in school construction and maintenance. A total of \$423.0 million has been recorded for all projects, including open purchase orders of \$6.4 million which relate mainly to the construction of St. Gregory the Great Catholic Elementary School (CES) and Child Care Centre and the Full Day Kindergarten (FDK) and regular classroom addition at Holy Rosary (Milton) CES.

The Board receives Education Development Charges (EDC) revenue from the four Halton municipalities, which cover the purchase and preparation costs of school sites. Since 1998, the Board purchased school sites for a total of \$121.0 million, as broken down on page 5 of this report, which includes \$6.1 million on eligible EDC expenditures that have not been associated to a particular school (these are listed on page 6). Currently, the Board has an EDC shortfall of \$43.0 million, as EDC levies are typically collected over a 15 year period.

The expenditures outlined in the individual capital project summaries outlined on pages 7 to 9 reflect construction and first-time equipping costs to date. It should be noted that all of these projects are expected to be completed within budget.

The Debenture Financing Summary (Appendix A-1 to A-4) provides a summary of all projects that have been financed by debentures through the Ontario School Boards Financing Corporation (OSBFC) or the Ontario Financing Authority (OFA). The last OFA debenture issue was in March 2015, for the financing of primary class size (PCS) additions for St. Brigid CES and St. Catherine of Alexandria CES, in the amount of \$1.9 million. Going forward, the funding model has been replaced by capital grants, approved on a project by project basis and funded twice a year, based on the March 31 Provincial Consolidation Reporting (paid to the Board in July) and the August 31 Financial Statements Reporting (paid to the Board in February).

Page 1

- **REPORT PREPARED BY:** J. CHANTHAVONG, ACTING MANAGER, BUDGET AND ACCOUNTING SERVICES
- **REPORT REVIEWED BY:** A. LOFTS, SENIOR ADMINISTRATOR, FINANCIAL SERVICES
- **REPORT SUBMITTED BY:** R. NEGOI, SUPERINTENDENT OF BUSINESS AND TREASURER OF THE BOARD
- **REPORT APPROVED BY:** P. DAWSON, DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

Achieving Believing Belonging

Halton Catholic District School Board Consolidated Capital Projects For the period ending August 31, 2016

	BUDGET	EXPENSED	EXPENSED	EXPENSED	Commitments	Total Expensed	AVAILABLE
SCHOOL BUILDINGS		Sep.1/98 to				and	
		Aug.31/14	2014 - 15	2015- 16	2015 - 16	Commitments	BALANCE
OLD PROJECTS	* 2,000,000	#0 400 700	* 0	* 0	* 0	#0 400 700	# 20.00
Ascension Elementary	\$3,200,000 \$5,500,000	\$3,160,703 \$5,356,378	\$0 \$0	\$0 \$0	\$0 \$0	\$3,160,703 \$5,356,378	\$39,297 \$143,622
Holy Rosary Elementary, Milton St. Patrick's Elementary	\$3,650,000	\$3,716,647	\$0 \$0	\$0 \$0	\$0 \$0	\$3,716,647	\$143,022
St. Francis of Assisi Elementary	\$3,770,000	\$3,669,902	\$0 \$0	\$0 \$0	\$0 \$0	\$3,669,902	(\$00,04 \$100,09
Notre Dame Secondary	\$1,250,000	\$1,039,404	\$0 \$0	\$0 \$0	\$0 \$0	\$1,039,404	\$100,09
Mother Teresa Elementary	\$7,450,000	\$6,874,383	\$0 \$0	\$0 \$0	\$0 \$0	\$6,874,383	\$575,61
St. Andrew Elementary	\$7,770,000	\$7,255,509	\$0 \$0	\$0 \$0	\$0 \$0	\$7,255,509	\$514,49
Sacred Heart of Jesus Elementary	\$7,770,000	\$7,010,277	\$0	\$0	\$0 \$0	\$7,010,277	\$759,72
Learning Environmental Improvement Program (LEIP)	\$12,000,000	\$8,866,538	\$0	\$0	\$0 \$0	\$8,866,538	\$3,133,46
School Renewal	\$2,245,001	\$2,070,361	\$0	\$0	\$0 \$0	\$2,070,361	\$174,64
Sub-total Old Projects	\$54,605,001	\$49,020,102	\$0	\$0	\$0	\$49,020,102	\$5,584,89
	+• 1,•••,••	<i>•••••••••••••••••••••••••••••••••••••</i>				••••••••••	<i>↓<i>∪</i>,<i>∪∪</i></i>
	¢1 000 000	¢4 570 770	¢o	¢0	¢0	¢4 570 770	¢006.00
St. Paul Elementary	\$1,800,000	\$1,573,776	\$0 \$0	\$0 ¢0	\$0 ©	\$1,573,776	\$226,22
St. Raphael Elementary	\$1,900,000	\$1,919,238	\$0	\$0	\$0	\$1,919,238	(\$19,23
St. Vincent Elementary	\$1,250,000	\$1,159,421	\$0	\$0	\$0	\$1,159,421	\$90,57
St. Joseph Elementary, Acton	\$2,275,000	\$2,211,231	\$0	\$0	\$0	\$2,211,231	\$63,76
St. Catherine of Alexandria Elementary	\$8,000,000	\$7,914,532	\$0	\$0	\$0	\$7,914,532	\$85,46
Assumption Secondary	\$4,800,000	\$4,734,987	\$0	\$0	\$0	\$4,734,987	\$65,0
Christ the King Secondary	\$25,300,000	\$25,758,453	\$0	\$0	\$0	\$25,758,453	(\$458,4
Holy Trinity Secondary	\$27,400,000	\$26,419,175	\$0	\$0	\$0	\$26,419,175	\$980,8
ALC	\$1,600,000	\$1,591,080	\$0	\$0	\$0	\$1,591,080	\$8,92
Holy Rosary Elementary, Burlington	\$2,400,000	\$2,305,896	\$0	\$0	\$0	\$2,305,896	\$94,10
St. Mark's Elementary	\$440,000	\$402,630	\$0	\$0	\$0	\$402,630	\$37,37
St. John Elementary, Oakville	\$370,000	\$285,471	\$0	\$0	\$0	\$285,471	\$84,52
Our Lady of Victory Elementary	\$2,400,000	\$2,265,547	\$0	\$0	\$0	\$2,265,547	\$134,45
St. Elizabeth Seton Elementary	\$8,300,000	\$7,137,082	\$0	\$0	\$0	\$7,137,082	\$1,162,9
St. Joan of Arc Elementary	\$8,800,000	\$7,704,963	\$0	\$0	\$0	\$7,704,963	\$1,095,03
Guardian Angels Elementary	\$8,800,000	\$8,134,843	\$0	\$0	\$0	\$8,134,843	\$665,15
St. John Paul II Elementary	\$9,900,000	\$8,600,943	\$0	\$0	\$0 \$0	\$8,600,943	\$1,299,05
Christ the King Secondary - Classroom Addition	\$2,000,000	\$1,786,025	\$0	\$0	\$0 \$0	\$1,786,025	\$213,97
Corpus Christi Secondary	\$30,260,000	\$32,837,311	\$0 \$0	\$0 \$0	\$0 \$0	\$32,837,311	(\$2,577,31
St. Anthony of Padua Elementary	\$30,200,000	\$9,231,309	\$0 \$0	\$0 \$0	\$0 \$0	\$9,231,309	(\$2,577,5 \$968,69
St. Christopher Elementary	\$9,900,000 \$750,000	\$8,726,499	\$0 \$0	\$0 \$0	\$0 ©0	\$8,726,499	\$1,173,50
St. Christopher Elementary , Child Care Centre	\$750,000	\$750,000	\$0	\$0 \$0	\$0 ©0	\$750,000	¢54.50
St. Peter Elementary	\$10,800,000	\$10,748,401	\$0	\$0	\$0	\$10,748,401	\$51,59
Our Lady of Fatima Elementary	\$11,300,000	\$10,298,651	\$0	\$0	\$0	\$10,298,651	\$1,001,34
Lumen Christi Elementary	\$11,300,000	\$10,899,353	\$0	\$0	\$0	\$10,899,353	\$400,64
St. Anne Elementary	\$11,600,000	\$11,969,117	\$1,287	\$3,126	\$0	\$11,973,530	(\$373,53
St. Mary Elementary	\$11,200,000	\$10,463,121	\$0	\$0	\$0	\$10,463,121	\$736,8
St. Benedict Elementary	\$12,632,220	\$11,411,238	\$325,424	\$16,692	\$0	\$11,753,354	\$878,86
Queen of Heaven Elementary	\$12,632,220	\$11,372,102	\$873,482	\$12,692	\$0	\$12,258,276	\$373,94
St. Thomas Aquinas Secondary - Reconstruction	\$37,000,000	\$37,588,033	\$0	\$0	\$0	\$37,588,033	(\$588,0
St. Ignatius of Loyola Secondary - Addition	\$22,500,000	\$22,858,950	\$0	\$0	\$0	\$22,858,950	(\$358,9
Jean Vanier Secondary	\$35,000,000	\$34,699,859	\$284,403	\$0	\$0	\$34,984,262	\$15,7
St. Gregory The Great Elementary	\$13,550,465	\$0	\$0	\$9,264,350	\$3,631,109	\$12,895,459	\$655,0
St. Gregory The Great Elementary, Child Care Centre	\$2,520,849	\$0	\$0	\$1,646,965	\$647,431	\$2,294,396	\$226,4
Sub-total New Projects	\$360,880,754	\$335,759,236	\$1,484,596	\$10,943,826	\$4,278,540	\$352,466,198	\$8,414,2
Oud-total New Flojecia	<i>4</i> 300,000,734	¢333,133,230	ψ1, 4 04,000	φ10, 343,0 20	ψ 4 ,∠10,040	ψ33 Σ, 4 00,130	ψ0,414, Φ

Halton Catholic District School Board Consolidated Capital Projects For the period ending August 31, 2016

SCHOOL BUILDINGS - Continued	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	Total Expensed and Commitments	AVAILABLE BALANCE
FDK Classroom Addition and Alteration							
St. Joseph (A) Elementary- Classroom Addition and Alteration	\$905,000	\$961,890	\$0	\$0	\$0	\$961,890	(\$56,890)
St. Brigid Elementary - Classroom Addition and Alteration	\$1,439,000	\$1,262,726	\$0	\$0	\$0	\$1,262,726	\$176,274
St. Catherine Elementary - Classroom Addition and Alteration	\$2,396,000	\$1,990,641	\$0	\$0	\$0	\$1,990,641	\$405,359
St. Dominic Elementary- Classroom Addition and Alteration	\$815,000	\$729,637	\$0	\$0	\$0	\$729,637	\$85,363
St. Andrew Elementary - Classroom Addition and Alteration	\$780,000	\$691,317	\$0	\$0	\$0	\$691,317	\$88,683
Guardian Angels Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,261,793	\$62,379	\$0	\$0	\$2,324,172	\$645,828
St. Anthony of Padua Elementary - Classroom Addition and Alteration	\$2,970,000	\$2,267,533	\$59,253	\$0	\$0	\$2,326,786	\$643,214
St. Francis of Assisi Elementary - Classroom Addition and Alteration	\$1,260,000	\$308,417	\$847,753	\$0	\$0	\$1,156,170	\$103,830
Holy Rosary Elementary, Milton - Classroom Addition and Alteration	\$5,155,000	\$219,084	\$1,797	\$994,186	\$2,166,843	\$3,381,910	\$1,773,090
Sub-total FDK Classroom Addition and Alteration	\$18,690,000	\$10,693,038	\$971,182	\$994,186	\$2,166,843	\$14,825,249	\$3,864,751
Sub-total Old & New Projects	\$379,570,754	\$346,452,275	\$2,455,777	\$11,938,012	\$6,445,383	\$367,291,447	\$12,279,307
Good Places to Learn	\$4,276,577	\$4,276,577	\$0	\$0	\$0	\$4,276,577	(\$0)
C.E.C Port-A-PAC(s) Program Services & Administration	\$475,000	\$473,535	\$0	\$0	\$0	\$473,535	\$1,465
Cost of Issuing Debenture	\$0	\$1,923,458	\$2,464	\$0	\$0	\$1,925,922	(\$1,925,922)
TOTAL PROJECTS	\$438,927,332	\$402,145,947	\$2,458,241	\$11,938,012	\$6,445,383	\$422,987,583	\$15,939,749

Halton Catholic District School Board Consolidated Capital Projects For the period ending August 31, 2016

	BUDGET	EXPENSED	EXPENSED	EXPENSED	Commitments	Total Expensed
		Sep.1/98 to				and
SCHOOL SITES		Aug.31/14	2014 - 15	2015- 16	2015 - 16	Commitments
Mother Teresa Elementary (147)	\$0	\$1,656,104	\$0	\$0	\$0	\$1,656,104
St. Andrew Elementary (148)	\$0	\$2,133,363	\$0	\$0	\$0	\$2,133,363
Sacred Heart of Jesus Elementary (149)	\$0	\$1,932,906	\$0	\$0	\$0	\$1,932,906
St. Benedict Elementary (151)	\$0	\$4,915,145	\$697,217	\$0	\$0	\$5,612,362
Lumen Christi Elementary (152)	\$0	\$3,239,241	\$0	\$0	\$0	\$3,239,241
Queen of Heaven Elementary (153)	\$0	\$3,291,264	\$280,640	\$0	\$0	\$3,571,904
St. Elizabeth Seton Elementary (157)	\$0	\$1,624,591	\$0	\$0	\$0	\$1,624,591
St. Christopher Elementary (158)	\$0	\$4,506,735	\$0	\$0	\$0	\$4,506,735
St. Anne Elementary (159)	\$0	\$5,412,056	\$0	\$47,215	\$0	\$5,459,271
St. Joan of Arc Elementary (161)	\$0	\$2,015,986	\$0	\$0	\$0	\$2,015,986
St. John Paul II Elementary (162)	\$0	\$2,726,023	\$0	\$0	\$0	\$2,726,023
St. Peter Elementary (163)	\$0	\$2,933,095	\$0	\$0	\$0	\$2,933,095
Guardian Angels Elementary (164)	\$0	\$2,099,818	\$0	\$0	\$0	\$2,099,818
St. Anthony of Padua Elementary (165)	\$0	\$3,300,291	\$0	\$0	\$0	\$3,300,291
Our Lady of Fatima Elementary (166)	\$0	\$3,480,166	\$0	\$1,149	\$0	\$3,481,316
St. Catherine of Alexandria Elementary (168)	\$0	\$1,529,708	\$0	\$0	\$0	\$1,529,708
St. Mary Elementary (171)	\$0	\$6,080,995	\$0	\$0	\$0	\$6,080,995
St. Gregory The Great Elementary (173)	\$0	\$7,168,713	\$2,657	\$706,565	\$0	\$7,877,935
Corpus Christi Secondary (202)	\$0	\$13,629,450	\$0	\$0	\$0	\$13,629,450
Jean Vanier Secondary (204)	\$0	\$10,473,002	\$741	\$22,280	\$0	\$10,496,023
Christ the King Secondary (231)	\$0	\$5,275,487	\$0	\$0	\$0	\$5,275,487
Holy Trinity Secondary (233)	\$0	\$5,846,886	\$0	\$0	\$0	\$5,846,886
Loyola Secondary Addition (235)	\$0	\$1,497,560	(\$13,000)	\$0	\$0	\$1,484,560
St. Thomas Aquinas Secondary (237)	\$0	\$5,404,467	\$50,041	\$3,816	\$0	\$5,458,324
Various Sites - EDC Eligible Costs (See Page 6)	\$0	\$14,882,440	\$1,216,267	\$907,972	\$8,837	\$17,015,516
TOTAL SITES	\$0	\$117,055,492	\$2,234,563	\$1,688,998	\$8,837	\$120,987,890
TOTAL BUILDINGS AND SITES	\$ 438,927,332	\$ 519,201,439	\$ 4,692,804	\$ 13,627,009	\$ 6,454,220	\$ 543,975,473

Halton Catholic District School Board EDC Eligible Expenditures For the period ending August 31, 2016

DESCRIPTION ELEMENTARY EDC - Prof. Fees - Bronte Creek Meadows (150) EDC - Prof. Fees - Grindstone Plan (155) EDC - Prof. Fees - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Purchase - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Purchase - Georgetown West - (167)	Sep.1/98 to Aug.31/14 \$12,105 \$9,656 \$460,378 \$5,396,738 \$26,879 \$1,588,031	2014 - 15 = \$0 \$8,053 \$0 \$6,222	2015-16 \$0 \$0 \$0 \$0	2015 - 16 \$0 \$0	and <u>Commitments</u> \$12,105 \$9,656 \$468,431
ELEMENTARY EDC - Prof. Fees - Bronte Creek Meadows (150) EDC - Prof. Fees - Grindstone Plan (155) EDC - Prof. Fees - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Purchase - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160)	\$12,105 \$9,656 \$460,378 \$5,396,738 \$26,879	\$0 \$0 \$8,053 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$12,105 \$9,656
EDC - Prof. Fees - Bronte Creek Meadows (150) EDC - Prof. Fees - Grindstone Plan (155) EDC - Prof. Fees - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Purchase - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160)	\$9,656 \$460,378 \$5,396,738 \$26,879	\$0 \$8,053 \$0	\$0 \$0	\$0 \$0	\$9,656
EDC - Prof. Fees - Grindstone Plan (155) EDC - Prof. Fees - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Purchase - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160)	\$9,656 \$460,378 \$5,396,738 \$26,879	\$0 \$8,053 \$0	\$0 \$0	\$0 \$0	\$9,656
EDC - Prof. Fees - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Purchase - Iroquois Ridge #2 - Argo/Ashley (160) EDC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160)	\$460,378 \$5,396,738 \$26,879	\$8,053 \$0	\$0	\$0	
DC - Site Purchase - Iroquois Ridge #2 - Argo/Ashley (160) DC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160)	\$5,396,738 \$26,879	\$0			\$468,431
EDC - Site Improvement - Iroquois Ridge #2 - Argo/Ashley (160)	\$26,879		\$0		
		\$6.222		\$0	\$5,396,738
EDC - Site Purchase - Georgetown West - (167)	\$1,588,031	1 -)	\$7,912	\$971	\$41,984
		\$0	\$0	\$0	\$1,588,031
DC - Prof. Fees - Georgetown West - (167)	\$80,139	\$0	\$0	\$0	\$80,139
DC - Site Improvement - Georgetown West (167)	\$8,480	\$2,574	\$3,433	\$2,574	\$17,061
EDC - Prof. Fees - Acton East (169)	\$63,115	\$0	\$0	\$0	\$63,115
EDC - Site Purchase - Acton East (169)	\$2,973,218	\$0	\$0	\$0	\$2,973,218
EDC - Shell Lands - Metrus - Oakville (170)	\$80,243	\$0	\$0	\$0	\$80,243
DC - Prof. Fees - North Oakville #CE1 - (174)	\$17,631	\$0	\$0	\$0	\$17,631
DC - Prof. Fees - North Oakville #CE3 - (175)	\$0	\$6,487	\$0	\$0	\$6,487
DC - Prof. Fees - North Oakville #CE4 - (176)	\$0	\$21,406	\$26,266	\$0	\$47,672
EDC - Prof. Fees - Milton #8 (178)	\$0	\$3,833	\$15,355	\$0	\$19,188
DC - Prof. Fees - Milton #9 (179)	\$0	\$1,877	\$372	\$0	\$2,248
EDC - Prof. Fees - Milton #10 (180)	\$0	\$3,935	\$0	\$3,576	\$7,511
ECONDARY					
EDC - Prof. Fees - West Oak Trails (201)	\$6,532	\$0	\$0	\$0	\$6,532
DC - Prof. Fees - Bronte Creek - Meadows (203)	\$15,582	\$0	\$0	\$0	\$15,582
EDC - Prof. Fees - North Oakville CSS (205)	\$0	\$3,984	\$0	\$0	\$3,984
EDC - Prof. Fees - Milton CSS (206)	\$0 \$0	\$31,545	\$5,894	\$1,716	\$39,155
EDC - Prof. Fees - Loyola - Hydro Lands (235)	\$6,075	\$0	\$0	\$0	\$6,075
DTHER	\$400 1 7 0	\$ 2	**	^	¢400.470
.ong Term Capital Plan Costs Professional and Legal Costs	\$439,170 \$900,310	\$0 \$96,853	\$0 \$68,428	\$0 \$0	\$439,170 \$1,065,591
nterest Costs	\$2,798,158	\$1,029,498	\$780,312	\$0 \$0	\$4,607,968

		Gregory The Gre	IC DISTRICT SCHO eat Catholic Eleme CCOMMODATION F	entary School			
SCHOOL BUILDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 -	TOTAL EXPENSED and Commitments	AVAILABLE
<i>Building</i> Construction	\$11,750,465	\$0	\$0	\$8,014,425	\$3,475,186	\$11,489,611	\$260,854
Professional Fees			\$0 \$0				
	\$835,000	\$0 \$0		\$788,695	\$59,647	\$848,342	(\$13,342)
Inspections, Soil test, Surveys	\$175,000	\$0 \$0	\$0 ¢0	\$69,517	\$34,953	\$104,470	\$70,530
Building Permit Fees	\$140,000	\$0	\$0	\$278,499	\$0	\$278,499	(\$138,499)
Contingencies	\$170,000	\$0	\$0	\$0	\$0	\$0	\$170,000
Sub-total Building	\$13,070,465	\$0	\$0	\$9,151,135	\$3,569,786	\$12,720,921	\$349,544
Furniture & Equipment	\$180,000	\$0 \$0	\$0	\$74,275	\$52,570	\$126,845	\$53,155
Computer & Technology Equipment Sub-total Furniture & Equipment	\$150,000 \$ 330,000	\$0	\$0	\$0 \$74,275	\$8,753 \$61,323	\$8,753 \$135,598	\$141,247 \$194,402
		·	· · · · · · · · · · · · · · · · · · ·				
Bridge Financing (Interest)	\$150,000	\$0	\$0	\$38,940	\$0	\$38,940	\$111,060
TOTAL	\$13,550,465	\$0	\$0	\$9,264,350	\$3,631,109	\$12,895,459	\$655,006
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to	EXPENSED	EXPENSED	Commitments 2015 -	TOTAL EXPENSED	
		Aug.31/14	2014 - 15	2015- 16	16		
Site Site Improvements Professional Fees-EDC-Site Contractual - Fiber Optics (EDC) Bridge Financing		\$7,068,386 \$0 \$100,327 \$0 \$0	\$0 \$0 \$2,657 \$0 \$0	\$10,304 \$683,150 \$13,110 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0	\$7,078,690 \$683,150 \$116,094 \$0 \$0	
TOTAL	\$0	\$7,168,713	\$2,657	\$706,565	\$0	\$7,877,935	
PROJECT TOTAL	\$13,550,465	\$7,168,713	\$2,657	\$9,970,915	\$3,631,109	\$20,773,394	
FUNDING	BUDGET	EXPENSED Sep.1/98 to	EXPENSED	EXPENSED	Commitments 2015 -	TOTAL	
		Aug.31/14	2014 - 15	2015- 16	16		
BUILDING Debenture Short Term Financing (Investment) Funding - Minor TCA Funding - FDK Funding - Capital Priorities Funding - Capitalized Interest SITE	\$0	\$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$74,275 \$0 \$9,151,135 \$38,940	\$0	\$0 \$0 \$74,275 \$0 \$9,151,135 \$38,940	
Education Development Charge - Applied Long Term Financing - Debenture Short Term Financing (Investment)		\$0 \$0 \$7,168,713	\$0 \$0 \$2,657	\$0 \$0 \$706,565	\$0	\$0 \$0 \$7,877,935	
TOTAL	\$0	\$7,168,713	\$2,657	\$9,970,915	\$0	\$17,142,285	
Unfinanced Commitments						\$3,631,109	

		Gregory The Gre	IC DISTRICT SCHOO eat Catholic Eleme ild Care Centre				
SCHOOL BUILDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED	EXPENSED 2015- 16	Commitments 2015 -	TOTAL EXPENSED and Commitments	AVAILABLE
Building	(ESTIMATE)	Aug.31/14	2014 - 15	2013-10	10	and communents	BALANCE
Construction	\$2,004,849	\$0	\$0	\$1,467,718	\$524,402	\$1,992,120	\$12,729
Professional Fees	\$155,000	\$0	\$0	\$141,517	\$11,100	\$152,617	\$2,383
Inspections, Soil test, Surveys	\$35,000	\$0	\$0	\$0	\$0	\$0	\$35,000
Building Permit Fees	\$26,000	\$0	\$0	\$0	\$0	\$0	\$26,000
Contingencies	\$40,000	\$0	\$0	\$0	\$0	\$0	\$40,000
Sub-total Building	\$2,260,849	\$0	\$0	\$1,609,235	\$535,502	\$2,144,737	\$116,112
Furniture & Equipment	\$260,000	\$0	\$0	\$37,730	\$111,929	\$149,659	\$110,341
Computer & Technology Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sub-total Furniture & Equipment	\$260,000	\$0	\$0	\$37,730	\$111,929	\$149,659	\$110,341
Bridge Financing (Interest)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL	\$2,520,849	\$0	\$ <i>0</i>	\$1,646,965	\$647,431	\$2,294,396	\$226,453
SCHOOL SITE	BUDGET	EXPENSED Sep.1/98 to	EXPENSED	EXPENSED	Commitments 2015 -	TOTAL EXPENSED	
		Aug.31/14	2014 - 15	2015- 16	16		
Site		\$0	\$0	\$0	\$0	\$0	
Site Improvements		\$0	\$0	\$0	\$0	\$0	
Professional Fees-EDC-Site		\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	
Contractual - Fiber Optics (EDC) Bridge Financing		\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	
TOTAL	\$0	\$0	\$0	\$0	\$0	\$0	
PROJECT TOTAL	\$2,520,849	\$0	\$0	\$1,646,965	\$647,431	\$2,294,396	
FUNDING	BUDGET	EXPENSED Sep.1/98 to	EXPENSED	EXPENSED	Commitments 2015 -	TOTAL	
		Aug.31/14	2014 - 15	2015- 16	16		
BUILDING Debenture	\$0	\$0	\$0	\$0		\$0	
Short Term Financing (Investment)	φυ	\$0	\$0	\$0	\$0	\$0	
Funding - Minor TCA		\$0 ©0	\$0 \$0	\$37,730		\$37,730	
Funding - FDK Funding - Capital Priorities		\$0 \$0	\$0 \$0	\$0 \$0		\$0 \$0	
Funding - Child Care		\$0 \$0	\$0 \$0	\$1,609,235		\$1,609,235	
Funding - Capitalized Interest		\$0	\$0	\$0		\$0	
TOTAL	\$0	\$0	\$0	\$1,646,965	\$0	\$1,646,965	
Unfinanced Commitments						\$647,431	

	Holy	Rosary Milton	IC DISTRICT SC n Catholic Elen addition and Alte	nentary Schoo	I		
SCHOOL BUILDING	BUDGET (ESTIMATE)	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	TOTAL EXPENSED and Commitments	AVAILABLE
<i>Building</i> Construction	\$4,260,000	\$0	\$0	\$839,237	\$2,070,280	\$2,909,517	\$1,350,483
Professional Fees	\$440,000	\$205,409	\$0	\$122,377	\$76,906	\$404,692	\$35,308
Inspections, Soil test, Surveys	\$40,000	\$6,589	\$1,797	\$8,545	\$19,657	\$36,588	\$3,412
Building Permit Fees	\$35,000	\$7,086	\$0	\$22,866	\$0	\$29,952	\$5,048
Contingencies <i>Sub-total Building</i>	\$300,000 \$5,075,000	\$0 \$219,084	\$0 \$1,797	\$0 \$993,025	\$0 \$2,166,843	\$0 \$3,380,749	\$300,000 \$1,694,251
Bridge Financing (Interest)	80,000	0	0	\$1,161	0	\$1,161	\$78,839
TOTAL	\$5,155,000	\$219,084	\$1,797	\$994,186	\$2,166,843	\$3,381,910	\$1,773,090
FUNDING	BUDGET	EXPENSED Sep.1/98 to Aug.31/14	EXPENSED 2014 - 15	EXPENSED 2015- 16	Commitments 2015 - 16	TOTAL	
BUILDING Debenture Funding - FDK Funding - Capital Priorities Funding - Capitalized Interest Proceeds of Disposition/EDC Short Term Financing (Investment) B.A. Short Term Loans (Loan repayment)	\$0	\$219,084	\$0 \$1,797 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$993,025 \$0 \$1,161 \$0 \$0 \$0	\$0	\$0 \$1,213,906 \$0 \$1,161 \$0 \$0 \$0	
TOTAL	\$0	\$219,084	\$1,797	\$994,186	\$0	\$1,215,067	
Unfinanced Commitments						\$2,166,843	

		As at August	51, 20.	10								
		Total	De	ebenture	Ι	Debenture		Total		Other	Un	der (Over)
Project		Expensed		Issued		Issued]	Debentures	I	Financing	De	ebentured
		+ Commitments		king Fund		Amortizer		Issued				
Debenture Financi	ng Summa	ry (OSBFC Issue	e #1) - 2	.000 - A1 at 7	7.2%	due June 9,	2025					
Ascension Elementary		3,160,703		-		3,189,000		3,189,000		-		(28,297)
Holy Rosary Elementary (Milton)		5,356,378		-		5,250,000		5,250,000		-		106,378
St. Patrick Elementary		3,716,647		-		2,238,000		2,238,000		1,444,065		34,582
St. Francis of Assisi Elementary		3,669,902		-		3,669,000		3,669,000				902
Notre Dame Secondary		1,039,404		-		868,000		868,000				171,404
Mother Teresa Elementary	-	6,874,383		-		6,883,000		6,883,000				(8,617)
	Total	23,817,417	\$	-	\$	22,097,000	\$	22,097,000	\$	1,444,065	\$	276,352
Outstanding Debenture balance as at period ending August 31, 2015					\$	13,509,054		13,509,054				
Principal repayment for 2015/16					\$	962,634		962,634				
Interest repayment for 2015/16					\$	955,631		955,631				
Debenture Financing S	Summary (OSBFC Issue #2)	- 2000	- A2 at 6.3%	6 due	e September	22, 2	010				
St. Andrew Elementary		7,255,509		7,253,000		-		7,253,000		-		2,509
Sacred Heart of Jesus Elementary		7,010,277		7,030,000		-		7,030,000		-		(19,723)
L.E.I.P.		8,866,538		10,500,000		-		10,500,000		-		(1,633,462)
St. Paul Elementary		1,573,776		1,800,000		-		1,800,000		-		(226,224)
St. Raphael Elementary		1,919,238		1,900,000		-		1,900,000		-		19,238
St. Vincent Elementary		1,159,421		1,250,000		-		1,250,000		-		(90,579)
St. Joseph Elementary (Acton)		2,211,231		2,275,000		_		2,275,000		-		(63,769)
Assumption Secondary		4,734,987		4,800,000		_		4,800,000		_		(65,013)
nosumption occontary	Total	34,730,977	\$	36,808,000	\$		\$	36,808,000	\$	-	\$	(2,077,023)
OFA Debenture - 2010						ng of Sinkin			÷			(_,011,0_0)
Outstanding Debenture balance as at period ending August 31, 2015	100 41 019	1270 uue Septem	¢		unen	21,829,473		21,829,473				
Principal repayment for 2015/16			¢			1,745,936		1,745,936				
Interest repayment for 2015/16			¢.	-		843,480		843,480				
	(OCB)	FC I (10) 000	φ	-								
Debenture Financing Summ	•	,		•								
Debenture Financing Summ	ary (OSBI		1 - A3 () at 6		tobe					
St. Catherine of Alexandria Elementary		7,914,532		120,000		7,700,000		7,820,000		-		94,532
Christ the King Secondary		25,758,453		895,000		23,900,000		24,795,000		-		963,453
Holy Trinity Secondary		26,419,175		1,000,000		25,900,000		26,900,000		-		(480,825)
Holy Rosary Elementary (Burlington)		2,305,896		2,500,000		-		2,500,000		-		(194,104)
St. Mark Elementary		402,630		400,000		-		400,000		-		2,630
St. John Elementary (Oakville)		285,471		400,000		-		400,000		-		(114,529)
Our Lady of Victory Elementary		2,265,547		1,800,000		-		1,800,000		-		465,547
St. Elizabeth Seton Elementary		7,137,082		4,154,010		3,965,990		8,120,000		-		(982,918)
St. Joan of Arc Elementary		7,704,963		8,620,000		-		8,620,000		-		(915,037)
	Total		\$	19,889,010	\$	61,465,990	\$	81,355,000	\$	-	\$	(1,161,251)
Outstanding Debenture balance as at period ending August 31, 2015			\$	-	\$	40,199,541		40,199,541				/
Principal repayment for 2015/16			\$	-	\$	2,436,426		2,436,426				
Interest repayment for 2015/16			\$	-	\$	2,593,816		2,593,816				
OFA Debenture - 2011	FO6 at 2.4	25% due Novemb	ber 15.	2021 (Refin	ancii							
Outstanding Debenture balance as at period ending August 31, 2015			\$	-		8,601,549	-	8,601,549				
Principal repayment for 2015/16			\$ \$	-		1,237,206		1,237,206				
Interest repayment for 2015/16			\$	-		201,132		201,132				
			Ÿ			_01/102	Ŷ	201/102				

Appendix A-1

		As at August	<u>31, 2</u>	.016								
- • •		Total		Debenture]	Debenture		Total		Other	Under (Over)	
Project		Expensed	c	Issued		Issued		Debentures	I	Financing	D	ebentured
Dahartan Firanda Camp		+ Commitments		inking Fund		Amortizer	1	Issued				
Debenture Financing Summ	5 .	,		,								
Debenture Financing Summa	ary (OSB)	FC Issue #5) - 200 8,134,843)3 - A	2 (\$4,957,970) 3,842,030	at 5.	4,957,970	emi	8,800,000				(665 157)
Guardian Angels Elementary	Total	8,134,843	\$	3,842,030	\$	4,957,970	5		\$	-	\$	(665,157) (665,157)
Outstanding Debenture balance as at period ending August 31, 2015		-, - ,	\$	-	\$	3,506,233		3,506,233	<u> </u>		<u> </u>	(, - ,
Principal repayment for 2015/16			\$	-	\$	177,274		177,274				
Interest repayment for 2015/16			\$	-	\$	200,828		200,828				
Debenture Financing	Summar	v (OSBFC Issue #	9)-2	2007 - A1 at 5.	376%	-		-				
St. John Paul II Elementary		8,600,943	,	-		9,900,000	-, -	9,900,000		-		(1,299,057)
St. Anthony of Padua Elementary		-		-		10,200,000		10,200,000		-		(10,200,000)
St. Christopher Elementary		-		-		9,900,000		9,900,000		-		(9,900,000)
Christ the King Secondary- Addition		1,786,025		-		2,000,000		2,000,000				(213,975)
	Total	10,386,968	\$	-	\$	32,000,000	\$	32,000,000	\$	-	\$	(21,613,032)
Outstanding Debenture balance as at period ending August 31, 2015		· ·	\$	-	\$	25,885,735	\$	25,885,735				
Principal repayment for 2015/16			\$	-	\$	963,226	\$	963,226				
Interest repayment for 2015/16			\$	-	\$	1,378,843	\$	1,378,843				
November 15, 2006 - OFA 2006 F06	- Debenti	re Financing Sur	nmai	y (GPL-Stage	e 1-Pa	art 1) - at 4.50	5% C	lue Nov.15, 203	2			
Holy Rosary Elementary (Burlington)		225,391		-		225,391		225,391		-		-
St. Marguerite Elementary		381,535		-		381,535		381,535		-		0
Our Lady of Peace Elementary		588,854		-		588,854		588,854		-		0
St. John Elementary (Oakville) - Roof Replacement		177,777		-		250,000		250,000		-		(72,223)
Notre Dame Secondary - Roof Replacement		2,239,710				2,200,000		2,200,000		-		39,710
Bishop Reding Secondary - Roof Replacement		350,605		-		450,000		450,000		-		(99,395)
Notre Dame Secondary - Front Drive Asphalt		180,404										180,404
Canadian Martyrs Elementary - Asphalt		44,838										44,838
Loyola Secondadry - Asphalt		87,463										87,463
	Total	4,276,577	\$	-	\$	4,095,780	\$	4,095,780	\$	-	\$	180,797
Outstanding Debenture balance as at period ending August 31, 2015			\$	-	\$	538,149	\$	538,149				
Principal repayment for 2015/16			\$	-	\$	22,477	\$	22,477				
Interest repayment for 2015/16			\$	-	\$	24,286	\$	24,286				
March 3, 2008 - OFA 2008 F02 - D	ebenture	Financing Summ	nary (GPL-Stage 1-	Part	2) - at 4.90%	due	e May 15, 2034				
Outstanding Debenture balance as at period ending August 31, 2015			\$	-	\$	-	\$	414,756				
Principal repayment for 2015/16			\$	-	\$	15,053	\$	15,053				
Interest repayment for 2015/16			\$	-	\$	20,141		20,141				
April 14, 2010 - OFA 2010 F02 - Debenture Fina	ncing Su	mmary (GPL-Stag		Part 3 and GP		-			April	13, 2035		
Outstanding Debenture balance as at period ending August 31, 2015			\$	-	\$	2,574,293		2,574,293				
Principal repayment for 2015/16			\$	-	\$	75,972	\$	75,972				
Interest repayment for 2015/16			\$	-	\$	133,706	\$	133,706				
March 12, 2014 - OFA 2014 F02 -	Debentu	re Financing Sun	nmar	y (GPL-Stage	4) - a	at 4.003% du	e M	arch 11, 2039				
Outstanding Debenture balance as at period ending August 31, 2015			\$	-	\$	176,431		176,431				
Principal repayment for 2015/16			\$	-	\$	4,543	\$	4,543				
Interest repayment for 2015/16			\$	-	\$	7,018	\$	7,018				
					_				_		_	

		As at August	31, 20	10							
		Total	D	ebenture		Debenture		Total	Other	ا	Under (Over)
Project		Expensed		Issued		Issued		Debentures	Financing	3	Debentured
		+ Commitments		iking Fund		Amortizer		Issued			
•	OFA 2008 F03 - Deben	•	umma	ry (Best Star	t) - a		May				
St. Christopher Elementary		750,000		-		750,000		750,000	-	-	-
	Total	750,000	\$	-	\$	750,000		750,000	\$	- \$	-
Outstanding Debenture balance as at period ending August	31, 2015		\$	-	\$	618,684		618,684			
Principal repayment for 2015/16			\$	-	\$	22,602	\$	22,602			
Interest repayment for 2015/16			\$	-	\$	29,613	\$	29,613			
March 13, 2009 - OF.	A 2009 F02 - Debenture	e Financing Sumn	nary (O	Growth Scho	ools)	- at 5.062% d	lue l	March 13, 2034			
Corpus Christi Secondary		32,837,311		-		25,530,692		25,530,692		-	7,306,619
	Total	32,837,311	\$	-	\$	25,530,692	\$	25,530,692	\$	- \$	7,306,619
Outstanding Debenture balance as at period ending August	31, 2015		\$	-	\$	21,898,783	\$	21,898,783			
Principal repayment for 2015/16			\$	-	\$	718,437	\$	718,437			
Interest repayment for 2015/16			\$	-	\$	1,099,538	\$	1,099,538			
March 13, 200	9 - OFA 2009 F02 - Deb	enture Financing	Sumn	nary (PCS) -	at 5.	062% due Ma	arch	13, 2034			
St. Christopher Elementary		8,726,499				792,190		792,190		-	7,934,309
St. Anthony of Padua Elementary		9,231,309		-		924,453		924,453		-	8,306,856
	Total	17,957,808	\$	-	\$	1,716,643	\$	1,716,643	\$	- \$	16,241,165
Outstanding Debenture balance as at period ending August	31, 2015		\$	-	\$	1,472,439	\$	1,472,439			
Principal repayment for 2015/16			\$	-	\$	48,307	\$	48,307			
Interest repayment for 2015/16			\$	-	\$	73,931	\$	73,931			
April 14, 2010 - OFA 201	10 F02 - Debenture Fina	ancing Summary	(Grow	th Schools a	and l	PCS) - at 5.18	2%	due April 13, 20)35		
St. Peter Elementary		10,748,401				, 6,221,759		6,221,759		-	4,526,642
Our Lady of Fatima Elementary		10,298,651		-		11,300,000		11,300,000		-	(1,001,349
5	Total	21,047,052	\$	-	\$	17,521,759	\$		\$	- \$	3,525,293
Outstanding Debenture balance as at period ending August	31, 2015		\$	-	\$	15,551,179	\$	15,551,179			
Principal repayment for 2015/16	, ,		\$	-	\$	458,941		458,941			
Interest repayment for 2015/16			¢	_	\$	807,712		807,712			
March 09, 2012 - OFA 20	12 EO2 Dobonturo Ein	ancing Summary	(Crow	th Schoole					027		
	12 102 - Debentule Fill	0 2	וטוטו	viii Schools	anu	,	J=1 /0		0.07		15 256 792
St. Thomas Aquinas Secondary		37,588,033				22,231,250		22,231,250		-	15,356,783
Lumen Christi Elementary	Tatal	10,899,353 48,487,386	\$	-	\$	9,969,364 32,200,614	¢	9,969,364 32,200,614	¢	- \$	929,989 16,286,772
Outstanding Dahamtura balance as at namind and in a transf	Total	40,407,380		-					ą.	- >	10,280,772
Outstanding Debenture balance as at period ending August	51, 2015		\$ ¢	-	\$ ¢	10,786,020		10,786,020			
Principal repayment for 2015/16			\$	-	\$	334,071		334,071			
Interest repayment for 2015/16			\$	-	\$	381,463	\$	381,463			

March 12, 2014 - OFA 2014 F02 - Debenture Financing Summary(Loyola and Jean Vanier) - at 4.003% due March 11, 2039												
Jean Vanier Secondary		12,895,459				28,384,873		28,384,873		-		(15,489,414)
Loyola Secondary		22,858,950		-		4,863,086		4,863,086		-	_	17,995,864
	Total	35,754,409	\$	-	\$	33,247,959	\$	33,247,959	\$	-	\$	2,506,450
Outstanding Debenture balance as at period ending August 31, 2015			\$	-	\$	32,445,041	\$	32,445,041				
Principal repayment for 2015/16			\$	-	\$	839,923	\$	839,923				
Interest repayment for 2015/16			\$	-	\$	1,297,515	\$	1,297,515				

		As at August) 1, 	510								
		Total	Ľ	Debenture	1	Debenture		Total	Other	1	Un	der (Over)
Project		Expensed		Issued		Issued	1	Debentures	Financi	ng	De	bentured
		+ Commitments	Siı	nking Fund		Amortizer		Issued				
March 11, 2015 - OFA 2015 F02 - Debenture Financing Summary(St. Brigid and St. Catherine - PCS) - at 2.993% due March 11, 2040												
St. Brigid Elementary FDK		1,262,726				697,884		697,884		-		564,842
St. Catherine Elementary FDK		1,990,641		-		1,151,772		1,151,772		-		838,869
	Total	3,253,367	\$	-	\$	1,849,656	\$	1,849,656	\$	-	\$	1,403,711
Outstanding Debenture balance as at period ending August 31, 2015			\$	-	\$	-	\$	-				
Debenture issued in 2015/16					\$	1,849,656	\$	1,849,656				
Principal repayment for 2015/16			\$	-	\$	51,164	\$	51,164				
Interest repayment for 2015/16			\$	-	\$	54,980	\$	54,980				

Grant Total	\$ 318,374,497	\$ 60,539,040	\$ 235,584,407	\$ 296,123,447	\$ 1,444,065	\$ 20,806,985
Outstanding Debenture balance as at period ending August 31, 2015		\$ -	\$ 200,007,360	\$ 200,007,360		
Debentures issued in 2014-15		\$ -	\$ 1,849,656	\$ 1,849,656		
Total Outstanding Debenture 2014-15			\$ 201,857,016	\$ 201,857,016		
Principal repayment for 2015/16		\$ -	\$ 10,114,191	\$ 10,114,191		
Interest repayment for 2015/16		\$ -	\$ 10,103,634	\$ 10,103,634		
Total		\$ -	\$ 20,217,825	\$ 20,217,825		



INFORMATION REPORT

ITEM 10.9

Draft | fttfr CITY OF BURLINGTON AVAILABLE SITE REVIEW

PURPOSE:

To provide the Board with a draft letter for review, that will be sent to the City of Burlington, indicating the Halton Catholic District School Board's (HCDSB) interest in entering discussions regarding potential land purchase/exchange opportunities for the City of Burlington.

BACKGROUND:

1) Information Report 10.3, "Upcoming Growth and School Consolidation Projects" from the September 6, 2016, Regular Board Meeting.

COMMENTS:

On April 5, 2016, the Board hosted a delegation night for the community to express their support or concerns in the proposed Burlington Southeast and Burlington Southwest Modified Pupil Accommodation Review (MPAR). One of the delegates, City of Burlington Councilor, Paul Sharman, informed Trustees that: "Burlington City Staff will consider how to make land available to locate a combined school in the best location. I will engage my colleagues to ensure work is done officially and reported to council in a public process" (video link: 2:56:26).

This indicates there could be additional land opportunities explored with the City in addition to current locations owned by the Board. On April 16, 2016, the Board resolved not to approve either Burlington South MPARs.

At the September 6, 2016, Regular Meeting of the Board staff presented the upcoming growth and consolidation projects anticipated for the 2016-2017 and 2017-2018 school years. Of the projects listed, staff indicated that there are still three (3) Pupil Accommodation Reviews that are required in Burlington, two (2) for elementary schools and one (1) for secondary schools.

Staff indicated that prior to initiating another Pupil Accommodation Review in Burlington, the Board's Long Term Capital Plan should be updated, and the City of Burlington should be further consulted in order to assist in reviewing land purchase/swap opportunities for all of Burlington. Staff would like to extend the review to the entire City of Burlington to determine whether there are available sites that could be considered as viable school locations, in addition to current Board holdings.

Trustees directed staff to draft a letter to submit to the City of Burlington at the next Regular Meeting of the Board on September 20, 2016. The draft letter is attached for Trustees' consideration as Appendix A.

DRAFT LETTER: CITY OF BURLINGTON AVAILABLE	Site Review	Page 1 of 1
Report approved By:	P. DAWSON, DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD	
SUBMITTED BY:	R. NEGOI, SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF T	he Board
Report Prepared By:	F. THIBEAULT, ADMINISTRATOR OF PLANNING SERVICES	



September 20, 2016

Mayor Rick Goldring City of Burlington 426 Brant Street Burlington, ON L7R 3Z6

Dear Mayor Goldring,

RE: REQUEST TO REVIEW LAND AVAILABILITY IN THE CITY OF BURLINGTON

I am writing on behalf of the Halton Catholic District School Board, to request your consideration in undertaking a City-wide review of lands potentially available for exchange or purchase for future Pupil Accommodation Reviews contemplated by our Board within the City of Burlington.

As you may be aware, over the past 15 years, the Halton Catholic District School Board has experienced significant declines in student enrolment in schools located within maturing neighbourhoods of Burlington.

At the Regular Board Meeting held on September 6, 2016, staff presented a report on upcoming growth and consolidation projects anticipated for the 2016-2017 and 2017-2018 school years. Attached is a copy of this report for your information. You will notice that three (3) of the proposed accommodation reviews listed in the report are recommended within Burlington.

Over the coming year, our staff will be updating the Long Term Capital Plan. To assist our staff in determining the scope of potential future school locations, we are asking for your assistance in identifying any land available for purchase or exchange.

We look forward to your favourable response to our request, and are hopeful that we can work together to continue serving the best interests of families and students in Burlington.

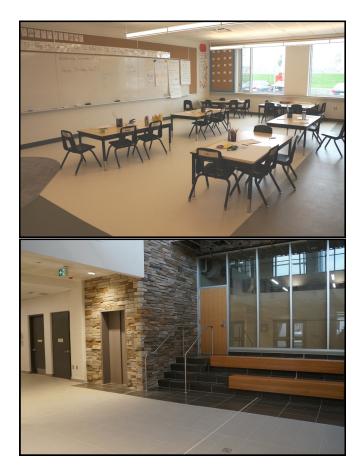
Sincerely,

Jane Michael Chair of the Board

cc Board of Trustees

HALTON St Gregory the Great CATHOLIC Catholic Elementary School DISTRICT SCHOOL BOARD St Gregory the Great

Construction Report - August 2016





Construction Update

- The pictures above were taken on September 14, 2016. The top pictures show completed Primary and Kindergarten classrooms. The bottom-left picture shows the front lobby. The bottom-right picture shows completed natural kindergarten playspaces.
- Work completed included finishing trades and life safety systems.

Schedule Update

- Roofing contractor will finish installation of metal flashings.
- Electrical contractor will finish installation and commissioning of lighting control system.
- Landscaper will continue lawn maintenance.
- Finish trades working on flooring, millwork and ceilings.
- Work on the Library and Gym will continue throughout September.

If you have any comments or questions about the new school, please contact Tim Overholt, Superintendent of Education at (905) 632-6300 ext. 120 or e-mail overholtt@hcdsb.org. For school construction information contact Giacomo Corbacio, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or e-mail corbaciog@hcdsb.org.

St Gregory the Gre													Percent Complete
EVENT	December	January	February	March	April	Мау	June	July	August	September	October	November	
SC-1 General Trades											_	T	100%
SC-2 Masonry										1	1		
SC-3 Mechanical													90%
SC-4 Electrical										×	_		90%
SC-5 Precast Concrete				_			1						
SC-6 Structural Steel			-										0.001
SC-7 Roofing									<u>/</u> _				80%
SC-8 Aluminum Windows					-			1	1				
SC-9 Hollow Metal													70%
SC-10 Elevator													70%
SC-11 Signage								11		=			
SC-12 Paving								/ _/					
SC-13 Landscaping							<i>'</i>	/ -					60%
SC-14 Painting										=			
SC-15 Millwork							i 🗲			4			50%
SC-16 Drywall							!/-						50%
SC-17 Flooring							17						
SC-18 Sliding Glass Partitions							<u> </u>			=			40%
SC-19 Lockers						j j	/			I			40%
SC-21 Gym Equipment										=			
SC-22 Operable Walls										=			0.001
SC-23 Washroom Partitions						1							30%
SC-24 Finish Hardware					i	/							
SC-25 Controls								-					20%
SC-26 Wall Panels								•		=			2078
SC-27 Access Control				1	1					=			
SC-28 Site Preparation													10%
P.A. System									-				10%
Data Cabling (Phone)										:			
Cleanup and Commissioning	-	/											0%
Projected % Complete	1				7 2				8 8		6 99	9 100	
Actual % Complete	0	5	5 9	y 1	6 2	.6 4	0 5	8 7	7 9	1	1		L

St Gregory the Great Catholic Elementary School - Construction Schedule

🔆 Projected Occupancy Date

Projected Construction Progress Actual Construction Progress •••••

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HALTON HOLY Rosary Catholic Elementary School DISTRICT SCHOOL BOARD BOAR

Construction Report - August 2016





Construction Update

- The pictures above were taken on September 14, 2016. The top-left picture shows the east elevation with spray foam insulation, ready for brick veneer. The top-right picture shows electrical and mechanical piping installed in the ceiling space of a classroom. The bottom-left picture shows an element of the natural kindergarten playspace. The bottom right picture shows the installed roofing membrane.
- Work completed included completion of new kindergarten rooms, water main connection and water tight roof.

Schedule Update

- Pouring of second floor topping.
- Mechanical and Electrical contractors to install in ceiling services.
- Brick veneer installation.
- Heating and ventilation equipment installation.
- Finishing trades work in the addition.

If you have any comments or questions about the new school, please contact Lorrie Naar, Superintendent of Education at (905) 632-6300 ext. 135 or e-mail Naarl@hcdsb.org. For school construction information contact Giacomo Corbacio, Superintendent, Facility Management Services at (905) 632-6300 ext. 171 or e-mail corbaciog@hcdsb.org.

									Percen Comple
EVENT	May	June	July	August	September	October	November	December	100%
SC-2 General Trades							<u> </u>		10070
SC-3 Masonry		-					, '		
SC-4 Structural Steel							i		
SC-5 Mechanical							Í		90%
SC-6 Controls						/	=		3078
SC-7 Electrical							\$		
SC-8 Precast Concrete						i			80%
SC-9 Roofing					=	/			80%
SC-10 Aluminum Windows						i			
SC-11 Hollow Metal					/				70%
SC-12 Finish Hardware					1				10%
SC-13 Drywall					— /				
SC-14 Painting									000/
SC-15 Millwork									60%
SC-17 Flooring					i =				
SC-19 Lockers					!				50%
SC-20 Washroom Partitions					i =				50 %
SC-22 Washroom Accessories					1				
SC-23 Visual Display Boards					i				400/
SC-25 Landscaping					4				40%
SC-26 Paving					=	=			
SC-27 Natural Playground									0.00%
P.A. System				1					30%
Data Cabling (Phone)				Ι.					
Cleanup and Commissioning									2001/
				,					20%
									Ī
			V.						100/
	1					Ī			10%
									1
									0%
Projected % Complete Actual % Complete	2				42 73 38	92	98	100)

Holy Rosary Milton Catholic Elementary School - Construction Schedule

Projected Occupancy Date

Projected Construction Progress Actual Construction Progress

Ξ



THE HALTON CATHOLIC DISTRICT SCHOOL BOARD



APPROVED

Minutes of (Catholic Parent Involvement Committee Mee	ting (CPIC)		
In Attendan	M. AVARELLO; K. BLOOMFIELD; A. IANTOMASI; A.A. LEMAY; R. L		6:30 p.m. C. E. C., 802 Drury La lez; S. Guevara; Fr. R. I	HÉTU; J. HUNTER; LL; T. OVERHOLT;
Regrets:			L. HARTM	ian; H. Karabela
Chair: Recorder:				J. DUIJVESTEIN J. NEUMAN
1. OPENING The mee	B PRAYER eting began at 6:35 p.m. with a prayer led by	v Fr. R. Hétu.		Fr. R. Hétu
2. Approva	ALS & REVISIONS			J. DUIJVESTEIN
a. Ao	GENDA			
		Moved by: Seconded by:	G. Merritt-Murrell Fr. R. Hétu	
TH	HAT , the agenda be approved as read			
		CARRIED		
b. M	linutes			
		Moved by:	M. Avarello	

THAT, the minutes from May 2, 2016, be approved, as read.

CARRIED

Seconded by:

C. Carley

3. BOARD UPDATE

The following information was shared:

- a) June is "Bike Month" and has been promoted in all HCDSB schools. It was noted that all schools in each region have participated.
- b) HCDSB System Track and Field Meets are being held this week finals will be held Friday, June 10.
- c) Secondary School Exams June 22 28, 2016
- d) Elementary Report cards will be distributed June 28, 2016
- e) Last day of school for Secondary students will be June 29, 2016; for Elementary schools will be June 30, 2016 with early dismissal.

4. TRUSTEES UPDATE

The following information was shared:

a) The Ministry declined all of the HCDSB Modified Pupil Accommodation Reviews (MPAR), because the original submission date was missed. The Oakville and Georgetown proposals will be resubmitted in July, 2016.

T. OVERHOLT

A. IANTOMASI

- b) The name of the new Catholic Elementary School in Oakville has been determined as St. Gregory the Great.
- c) Construction has begun at one of the Elementary schools to modify a Special Education room.
- d) Math Nights were well attended in Burlington and Acton.
- e) The Board Strategic Plan is almost complete final draft will be reviewed at the June 21, 2016 Board meeting.
- f) HCCEF golf tournament was well attended and it was noted that all who participated enjoyed the event.

Questions regarding the MPAR decision were asked and answered.

5. BUSINESS ARISING FROM PREVIOUS MEETINGS

CPIC Awards Update

J. Duijvestein recommended that for the next nomination round that the terms nominator and nominee be better explained. As well, it was recommended to include the school Principal's name on the form, as this will assist in determining which school the nominee is from should the nominator neglect to include it in their nomination.

CPIC ELECTIONS UPDATE

J. Duijvestein indicated that 44 of 55 schools voted and four names were chosen for the At-Large seats on the committee.

It was noted that a current Burlington CPIC member has determined they will be unable to complete the second year of their term. CPIC members were informed of their options to fill the seat. The By-Laws were discussed.

> Moved by: M. Ritcey S. Guevara Seconded by:

THAT, the nominee in fifth position, from Burlington, be offered the seat, for a one-year tenure, to complete the second year of the term.

THAT, if the above mentioned nominee declines the position, the Chair will contact the next Burlington nominee in the prescribed order.

THAT, if the above mentioned nominee declines the position the Chair will contact the next nominee, in the prescribed order until the position is filled

CARRIED

Discussion followed regarding the Past Chair position.

PRO GRANT UPDATE

J. DUIJVESTEIN

It was noted that the 2016-2017 PRO Regional proposal was submitted, and the response from the Ministry of Education is expected in July.

It was noted that Dr. Clinton has confirmed her availability to present at a parent evening on November 16, 2017. The event will take place at Jean Vanier CSS, Milton. She has agreed to allow the session to be recorded and presented as a future webinar. The topic will include Mental Health and Anxiety in school aged children.

6. NEW BUSINESS

There was no new business to discuss.

7. OAPCE DIRECTORS REPORT

E. MacDonald indicated that the next OAPCE will be held in July. CPIC members requested that OAPCE be informed that the survey they sent out following the recent OAPCE conference was difficult to navigate so it was not completed and may indicate why the responses were low overall.

E. MACDONALD

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J. DUIJVESTEIN

J. DUIJVESTEIN

8.

•	Bo	ARD COMMITTEE REPORTS (IF NECESSARY)	
	\triangleright	Focus on Faith	E. MACDONALD
	\triangleright	Home School Parish Partnership Day	E. MACDONALD
	\triangleright	Calendar Committee	J. DUIJVESTEIN
	\succ	BOARD IMPROVEMENT PLAN	
	\succ	Equity and Inclusion	J. DUIJVESTEIN
	\succ	FACE (FRIENDS AND ADVOCATES OF CATHOLIC EDUCATION)	
	\triangleright	WALK WITH JESUS	A. A. LEMAY

A. A. LeMay shared a good news report from the recent Walk With Jesus event in May.

At this time several miscellaneous items were discussed:

- a) HCCEF Golf Tournament A.A. LeMay took the opportunity to thank everyone involved in the recent HCCEF Golf Tournament, and the support raised for families in need in the board.
- b) French Immersion Committee Meeting J. Hunter indicated he will be in attendance at the upcoming French Immersion committee meeting and will forward information to CPIC members.
- c) Recent Policy Vote concerns were raised regarding the results of a recent vote at the Board of Trustees' meeting. A. lantomasi responded.

As part of the discussion, CPIC members requested prior notice of pertinent Board information in order to respond, or make requests, on behalf of the HCDSB parent community, should the need arise; and acknowledgment of receipt of correspondence. CPIC members were advised to address the letter to the Secretary of the Board, and it was suggested to submit a second letter to the Chair of the Board.

	A A	Concussion Protocol Mental Health	A. GONZALEZ; K. BLOOMFIELD C. CARLEY; L. HARTMAN; R. LUISETTO
9.	CP	IC SUBCOMMITTEES FINANCE R. Luisetto reviewed the financial report that was handed out to CPIC PRO Regional funds will be returned to the Ministry of Education.	<i>R. LUISETTO</i> C members. It was noted that unspent
	AAA	COMMUNICATIONS GTA PIC MEETING / MINISTRY OF EDUCATION PIC CONFERENCE FAITH AND FAMILY DEVELOPMENT COMMITTEE A. Gonzalez shared a report from the recent Parish Rep Retreat. A pack to what was given out at the retreat.	L. Hartman J. Duijvestein E. Macdonald age was given to CPIC members similar
10.		IC GOAL SETTING GROUP BREAKOUT is item was not discussed	CPIC Members
11.	-	PIC GOAL SETTING GROUP BREAKOUT is item was not discussed	CPIC MEMBERS
12.	FU	ture Agenda Items	CPIC MEMBERS
13.	FE\	N FINAL WORDS	for the investigation of the second second

J. Duijvestein shared a few final words and thanked all CPIC members for their work throughout the past year and acknowledged those who have completed their term and won't be returning.

14. CLOSING PRAYER

E. MACDONALD

E. MacDonald closed the meeting with prayer

15. Adjournment

	Moved by: Seconded by:	A.A. LeMay E. MacDonald
THAT, the meeting be adjourned at 8:05 pm		
	CARRIED	

Next CPIC Meeting: September 12, 2016 – Board Office Next Council of Chairs Meeting: October 19, 2016 (Sacred Heart of Jesus CES)



MINUTES OF THE POLICY COMMITTEE MEETING

Tuesday, June 14, 2016

7:00 p.m.

Catholic Education Centre - Board Room 802 Drury Lane, Burlington, ON

Members Present:

- J. M. Rowe A. lantomasi
- H. Karabela
 - P. Marai
 - J. Michael
 - S. Trites
 - A. Danko
 - D. Rabenda
 - A. Quinn

Staff Present: P. Dawson, Director of Education

- C. Cipriano, Superintendent of Education
- A. Swinden, Administrator, Strategic Communications
- T. Pinelli, Superintendent of Education
- B. Browne, Superintendent of Education
- T. Overholt, Superintendent of Education
- L. Naar, Superintendent of Education
- J. O'Hara, Executive Officer, Human Resources
- F. Thibeault, Administrator, Planning Services, Planning & Assessment Services
- A. Jones, Manager of Educational Assistants

Recording Secretary: M. Zammit

1. CALL TO ORDER

1.1 Opening Prayer

The meeting opened at 7:00 p.m. with a prayer led by P. Marai.

2. APPROVALS

2.1 Agenda

The agenda was approved as submitted.

Several Point of orders were raised by Trustee Danko with respect to Action Item 3.1 Policy 11-39 Progressive Discipline and Safety in Schools – Code of Conduct – Suspensions and Expulsions. He noted since Policy 11-39 differs in no way from the item previously approved by the Policy Committee, he moves that the policy be referred to a canon lawyer for review. Chair P. Marai stated the policy was defeated at the Regular Board Meeting on May 17, 2016, and it was stated then that Policy 11-39 Progressive Discipline and Safety in Schools – Code of Conduct – Suspensions and Expulsions should return for further discussion, and therefore it is in order.

The following motion was presented:

#P60/16 Moved by: A. lantomasi Seconded by: J. Michael RECOMMENDED, that the agenda be approved, as submitted. CARRIED

2.2 Approval of Minutes

The minutes of the May 10, 2016 Policy Committee Meeting were reviewed.

The following motion was presented:

#P61/16	
	Moved by: J. Michael
	Seconded by: M. Rowe
RECOMMENDED , that the minutes of the Policy Committee M	leeting held on May 10, 2016 be
approved, as submitted.	CARRIED

3. ACTION ITEMS

3.1 Policy II-39 Progressive Discipline and Safety in Schools – Code of Conduct – Suspensions and Expulsions (T. Pinelli)

Discussion ensued with respect to Policy II-39 Progressive Discipline and Safety in Schools – Code of Conduct – Suspensions and Expulsions and whether it is in order to be discussed again. As a point of order, Trustee Danko stated Policy II-39 Progressive Discipline and Safety in Schools – Code of Conduct – Suspensions and Expulsions has been previously reviewed and reviewing it again is redundant. He noted that Policy II-39 should be referred to a canon lawyer for review. T. Pinelli stated summer school continues therefore the policy applies to day school students as well as the summer school students. She provided the group with copies of requirements from the Education Act that apply to Policy II-39 Progressive Discipline and Safety in Schools – Code of Conduct – Suspensions and Expulsions.

It was moved by A. Danko, seconded by A. Quinn that Policy II-39 Progressive Discipline and Safety in Schools – Code of Conduct – Suspensions and Expulsions be referred to a canon lawyer for review. The Chair called for a vote and the motion was defeated.

#P62/16

Moved by: A. lantomasi Seconded by: D. Rabenda **Resolved,** that the Policy Committee recommends that Policy II-39 Progressive Discipline, be forwarded to the June 21, 2016 Regular Board Meeting for approval as presented. **CARRIED**

3.2 Policy II-12 Management of Aggressive Student Behaviour Within Our Schools – Second and Third Reading (B. Browne)

B. Browne provided an overview on Policy II-12 Management of Aggressive Student Behaviour Within Our Schools. He noted that this policy was first presented and approved at first reading at the May 17, 2016 Regular Board Meeting, and was released for stakeholder consultation from May 18, 2016 to June 8, 2016. He noted minor revisions were made as a result of the stakeholder input received.

The following was put before the Policy Committee:

#P63/16 Moved by: J. Michael Seconded by: M. Rowe Resolved, that the Policy Committee recommends that Policy II-12 Management of Aggressive Student Behaviour Within Our Schools be forwarded to the June 21, 2016 Regular Board Meeting for approval as presented at Second and Third Reading. CARRIED

3.3 Policy III-17 Attendance Support Program first reading (J. O'Hara)

J. O'Hara provided background on Policy III-17 Attendance Support Program. It was noted that after the May 10, 2016 Policy Committee Meeting both the Director and Human Resources have reviewed Policy III-17 Attendance Support Program and have made some additional changes. Some of the added information was gathered from the Administrative Procedure.

#P64/16

Trustee A. Danko requested to have more elements of the operating procedure included into the policy. J. O'Hara responded to Trustee Danko's comment noting staff will review Policy III-17 Attendance Support Program again with the Director and any revisions made will appear at second and third reading.

Director P. Dawson commented to Trustee Danko nothing that the added requirements were taken directly from the procedure and clarified that Trustee Danko is looking for a summary of what the steps incorporate from the operating procedure. Trustee Danko responded stating that is correct.

The following motion was put before the Policy Committee:

Moved by: J. Michael Seconded by: A. lantomasi **Resolved**, that the Policy Committee recommends that Policy III-17 Attendance Support Program be forwarded to the June 21, 2016 Regular Board Meeting for approval as presented at first reading. **CARRIED**

3.4 Policy I-14 Smoking Ban (C. Cipriano)

C. Cipriano presented Policy I-14 Smoking Ban, which includes the most up to date changes in legislation with respect to e-cigarettes and medical marijuana. He noted that this policy was first presented at the May 10th, 2016 Policy Committee Meeting as a discussion item. C. Cipriano stated that the Ministry of Health and Long Term Care has made recent updates and amendments to the *Making Healthier Choices Act, Smoke-Free Ontario Act,* and the *Electronic Cigarettes Act* all in 2015. The suggested changes to Policy I-14 Smoking Ban reflect the updates and amendments.

Trustee Danko requested to have the harmful usage of recreational marijuana inserted into Policy I-14 Smoking Ban, through links or existing websites.

Discussion followed on Trustee Danko's request to have the harmful effects inserted into Policy I-14 Smoking Ban. A. Danko also noted that he would like a commitment to circulate memos or to hold seminars, information sessions with students on the harmful effects of recreational usage of marijuana. C. Cipriano noted that Policy I-14 Smoking Ban is not for the students, students are covered under Policy II-39 Progressive Discipline and Safety in Schools – Code of Conduct – Suspensions and Expulsions with regard to smoking and drug usage. This policy is for employees, visitors and volunteers.

It was moved by Trustee Danko, seconded by Trustee Karabela that Policy I-14 Smoking Ban be expanded to incorporate the unhealthy effects of recreational marijuana. The Chair called a vote and Trustees voted in favor.

Chair P. Marai noted that if it is the will of the group that any other policies that have a reference to smoking should return to the Policy Committee for updating.

The following motion was put before the Policy Committee:

#P65/16

Moved by: A. lantomasi Seconded by: J. Michael **Resolved,** that the Policy Committee recommends that Policy I-14 Smoking Ban be forwarded to the June 21, 2016 Regular Board Meeting for approval as presented.

CARRIED

3.5 Policy V-04 School Fundraising Activities (R. Negoi/J. Chanthavong)

R. Negoi spoke to Policy V-04 School Fundraising Activities, noting that the policy was up for review as part of the Board's 3-year cycle. She indicated that minor changes were made to Policy V-04 School Fundraising Activities as well as the Administrative Procedure VI-59 School Fundraising Activities.

#P66/16

Discussion ensued regarding which charities are supported by schools. Director P. Dawson stated that at the beginning of the school year principals meet with the school council to decide which charities will be supported.

The following motion was put before the Policy Committee:

Moved by: M. Rowe Seconded by: J. Michael **Resolved**, that the Policy Committee recommends that Policy V-04 School Fundraising Activities be forwarded to the June 21, 2016 Regular Board Meeting for approval as presented.

CARRIED

3.6 Amendment to Board By-Laws (P. Dawson)

Director P. Dawson explained the Board's By-Laws are reviewed every four years. She noted that at the March 29th 2016 Policy Committee Meeting, Trustees were invited to submit any suggested changes to D. Ross, no proposed changes were received. The Board's By-Laws were reviewed by the Board's solicitors in order to ensure that they reflect the requirements of the Education Act.

Discussion followed regarding a proposed change under item 2.12 in-camera and whether or not an ongoing investigation under the *Ombudsmand Act* respecting the board should be kept in-camera or not. It was moved by Trustee Danko, seconded by Trustee Karabela to remove the proposed change under section **2.12** *In-Camera (vii)* and section 4.3.8 *In-Camera Topics* of the Board By- Laws. The Chair called a vote and Trustees voted in favor.

It was moved by Trustee Rabenda, seconded by Trustee Michael that section **4.2.1** Authority to **Convene** with respect to the written request of three (3) members –be changed to five (5) members since five is the number for a quorum. She noted it relates to section **4.2.3** Notice of Meeting with respect to "in the case of emergencies, the requirement for 24 hours' notice may be waived by the Chair" she stated five trustees would be needed to make a quorum. Discussion followed. The Chair called for a vote and Trustees voted in favor.

It was moved by Trustee Danko, seconded by Trustee Quinn to strikeout the proposed amendment **4.2.3 Notice of Meeting** "in the case of emergencies, the requirement for 24 hours' notice may be waived by the Chair. The Chair called for a vote and all trustees voted in favor.

The following motion was put before the Policy Committee:

#P67/16

Moved by: J. Michael Seconded by: A. Quinn **Resolved,** that the Policy Committee recommends that Amendment to Board By-Laws be forwarded to the June 21, 2016 Regular Board Meeting for approval as presented.

CARRIED

3.7 Policy II-47 Fees for Learning Material, Programs, Curricular and Co-Curricular Activities (R. Negoi/J. Chanthavong)

General discussion proceeded with respect to policies that are on the 3rd year cycle to be reviewed and whether the policy should be presented to the board as an action item when there are no amendments made.

It was moved by Trustee Rowe, and seconded by Trustee Rabenda that Policy II-47 Fees for Learning Material, Programs, Curricular and Co-Curricular Activates be approved as it stands. The Chair called a vote and Trustees voted in favor.

Discussion ensued regarding student fees and what the fees are used for. Trustee Quinn inquired if parents are aware that student fees are voluntary?

It was moved by Trustee Quinn, seconded by Trustee Trites that an amendment be made to Policy II-47 Fees for Learning Material, Programs, Curricular and Co-Curricular Activities stating "School Principles will endeavor to ensure that all families and students are explicitly aware that student activity fees are voluntary". The Chair called a vote and Trustees voted in favor of the amendment.

The following motion was put before the Policy Committee:

P68/16		
Moved by: M. Rowe		
Seconded by: D. Rabenda		
Resolved , that the Policy Committee recommends that Policy II-47 Fees for Learning Material,		
grams, Curricular and Co-Curricular Activities be forwarded to the June 21, 2016 Regular Board		
eting for approval as presented. CARRIED		
9 9		

4. **DISCUSSION ITEMS**

4.1 **Policy II-24 Home to School Student Transportation (F. Thibeault)**

F. Thibeault provided history on Policy 11-24 and stated it was a discussion item at the May 10, 2016 Policy Committee Meeting. He noted it was requested for staff to inquire about the possibility of utilizing the Town of Halton Hills' Youth Taxi Scrip Program as an alternative to bussing for those students participating in cocurricular activities. F. Thibeault advised the Trustees that staff did their research regarding the possibility of using the Youth Taxi Scrip Program and found that students would be required to meet at a central location and to car pool. He noted the board would not have much control or supervision and safety still remains a concern. He stated staff also contacted Halton Student Transportation Services (HSTS) and it was determined that a shuttle service could be provided that would run from Christ the King Secondary School all the way to Acton and use the St. Joseph Elementary School site as a safe drop off point for parents to pick up their children. He reported that this is an option to possibly pursue. F. Thibeault informed the Trustees that Policy 11-24 Home to School Student Transportation is scheduled for review in May 2017, however it is intended to bring the policy forward for review at the September 13, 2016 Policy Committee Meeting.

Trustees inquired about this status at the public board. F. Thibault responded stating currently the public board has only one late bus run in the City of Burlington and they are also looking at removing the service.

4.2 Policy I-31 Apparel Purchases and Fair Labour Practices (D. Tkalcic)

D. Tkalcic spoke to Policy 1-31 Apparel Purchases and Fair Labour Practices stating the proposed amendments suggested by staff are minor in nature.

General discussion proceeded regarding the history of Policy I-31 Apparel Purchases and Fair Labour Practices and the different items this policy applies to. D. Tkalcic stated the board goes through an RFP process and by doing so any apparel suppliers that are interested in providing a uniform to a school can submit proposals, which are evaluated by an evaluation committee. The board would execute a contract with the highest ranking vendor. Trustee Karabela asked what the outcome would be if Policy I-31 would be removed. Director P. Dawson answered stating there would be no list of approved vendors that have gone through the RFP process and any school can use any vendor for apparel purchases.

5. INFORMATION ITEMS

5.1 Administrative Procedure VI-44 Progressive Discipline and Safety in Schools (T. Pinelli) The Administrative Procedure was presented as information.

- 5.2 Administrative Procedure VI-57 Fees for Learning Materials, Program, Curricular and Co-Curricular Activities and School Fundraising Activities (R. Negoi/J. Chanthavong) The Administrative Procedure was presented as information.
- **5.3** Administrative Procedure VI-59 School Fundraising Activities (R. Negoi/J. Chanthavong) The Administrative Procedure was presented as information.

6. **MISCELLANEOUS INFORMATION**

7. CORRESPONDENCE

8. IN CAMERA

8.1 Approval of In Camera Minutes of the May 10, 2016 Policy Committee Meeting. Will return for approval at the September 13, 2016 Policy Committee Meeting.

9. **NEW BUSINESS**

10. MOTION TO EXCUSE COMMITTEE MEMBERS

11. MOTION TO ADJOURN

#P69/16	Moved by: A. lantomasi Seconded by: M. Rowe	
RECOMMENDED , that the meeting adjourn.		CARRIED

The meeting closed with a prayer led by D. Rabenda at 8:54 p.m.

September 8, 2016

Halton Catholic District School Board 802 Drury Lane Burlington, Ontario L7R 2Y2

Attention: Jane Michael, Chair of HCDSB Board

Dear Ms. Michael:

Re: Assumption's plight in the 21st Century

Two years have now passed since Assumption's Parent Council delegated to the Board of Trustees, bringing to their attention Assumption's plight functioning in the 21st Century in an antiquated and inadequate facility. Subsequent to the delegation, we understood that after Board staff had completed ARC report and reviewed same it would report back to the Board Trustees with their findings and recommendations.

Assumptions Parent Council now wishes to sit down with appropriate staff and elected Trustees to discuss their findings and their plan to address, current conditions and how the community future needs will be addressed. Furthermore the Ministry of Education announced \$1.5 billion program funding, earmarked to address sub-standard school facilities so that they may be upgraded or renewed.

We would like to ensure that the HCDSB has applied for such funding and would like to know if it was successful in receiving any renewal funding for Assumption from the Ministry for this purpose. The Assumption Parent Council was promised by the Trustees and administration a follow up to share with the community their renewal plans. We are hoping to set up a meeting this month. The Assumption Parent Council and its community believe that this is vital to our school and our children success and considers this renewal with such importance that, if need be, we will once again delegate to the Board in 2016 as Assumption is the only Catholic High School in south Burlington and also the flagship of HCDSB.

We look forward to hearing from you.

Sincerely,

K. van Nieuwkoop

Kim van Nieuwkoop and Marijke Coffa Co-Chairs Assumption Parent Council

Cc: Board of Trustees

Treasury Board Secretariat

Office of the President

99 Wellesley Street West Room 4320, Whitney Block Toronto, ON M7A 1W3

Tel.: 416-327-2333 Fax: 416-327-3790 Secrétariat du Conseil du Trésor

Bureau de la présidente

99, rue Wellesley Ouest Édifice Whitney, bureau 4320 Toronto (Ontario) M7A 1W3

Tél. : 416 327-2333 Téléc. : 416 327-3790



September 6, 2016

Jane Michael Chair, Halton Catholic District School Board 802 Drury Lane, PO Box 5308 Burlington, ON L7R 2Y2

Dear Ms. Michael:

The government remains committed to responsible and transparent administration of executive compensation across the broader public sector. We also understand the importance of ensuring that broader public sector organizations are able to attract and retain the necessary talent to deliver high quality public services while managing public dollars responsibly. To achieve this balance, the Executive Compensation Framework regulation will come into force on September 6, 2016.

The Executive Compensation Framework is a new regulation issued under the Broader Public Sector Executive Compensation Act, 2014 (BPSECA). It applies to all designated employers under BPSECA, including your organization. The framework regulation brings consistency and clarity to executive compensation decisions by establishing requirements that designated employers must meet when setting their compensation programs.

Designated employers are now required to establish compensation programs that adhere to the following standards:

- Salary and performance-related pay for designated executives is capped at the 50th percentile of appropriate comparators.
- Certain elements like signing bonuses and pay in lieu of perquisites are prohibited.
- Employers must engage in public consultation when determining the compensation they may provide to their designated executives.

A new executive compensation program becomes effective when an employer posts the final program to its public-facing website.

Designated employers must post compliant executive compensation programs to their websites on or before September 5, 2017.



We have developed a supporting guide to assist designated employers in setting their new compensation programs in accordance with the framework regulation. The regulation and guide are available online:

Executive Compensation Framework (Regulation) – <u>www.ontario.ca/laws/regulation/r16304</u>

Guide (English) – <u>https://www.ontario.ca/page/executive-compensation-framework-guide</u>

Guide (French) – <u>https://www.ontario.ca/fr/page/cadre-de-remuneration-des-cadres-superieurs-du-secteur-parapublic</u>

Should you have any questions about the framework regulation or how these changes may affect your organization, please contact your overseeing Ministry. I appreciate your co-operation.

Sincerely,

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Liz Sandals President of the Treasury Board

c: Hon. Mitzie Hunter, Minister, Ministry of Education

Nancy Matthews, Deputy Minister, Ministry of Education

Greg Orencsak, Deputy Minister, Treasury Board, Treasury Board Secretariat and Management Board of Cabinet

Reg Pearson, Associate Deputy Minister, Centre for Public Sector Labour Relations and Compensation, Treasury Board Secretariat

Marc Rondeau, Assistant Deputy Minister, Centre for Public Sector Labour Relations and Compensation, Treasury Board Secretariat

Janette Jozefacki, Director, Total Compensation Strategies Branch, Centre for Public Sector Labour Relations and Compensation, Treasury Board Secretariat