

Date:

REGULAR BOARD MEETING REVISED AGENDA

Tuesday, October 4, 2016

	-40							
	Time:	7:30 pm						
	Locatior	a: Catholic Education Centre - Board Room						
		802 Drury Lane						
		Burlington, Ontario						
			Pages					
1.	Call to	Order						
	1.1	Opening Prayer, National Anthem and Oath of Citizenship (M. Zapata)	1 - 2					
	1.2	Motions Adopted In-Camera						
	1.3	Information Received In-Camera						
2.	Appro	val of the Agenda						
3.	Decla	rations of Conflict of Interest						
4.	Prese	ntations						
	4.1	Filipino Project - Presenting Findings: D. Wells, J. Austria and P. Kelly	3 - 17					
5.	Deleg	ations						
6.	Appro	val of Minutes						
	6.1	Minutes of the September 20, 2016 Regular Board Meeting	18 - 24					
7.	Busine							
	7.1	Summary of Outstanding Items from Previous Meetings	25 - 25					
8.	Action	Items						
	8.1	Oakville Northeast Pupil Accomodation Review - Initial Staff Report (T. Overholt, G. Corbacio, R. Negoi)	26 - 163					
	8.2	2015-2016 Year-End Audit Planning Report from KPMG (M. Rowe)	164 - 193					
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10.	Information Items							
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	10.3	School Educational Field Trips (T. Overholt)	198 - 198					

	10.4	Ongoi	ng Monitoring of School Generated Funds Activities (R. Negoi)	199 - 201				
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	10.6		2021 Board Improvement Plan for Student Well-Being and vement (A. Prkacin)	206 - 209				
	10.7	10.7 2015 - 2016 EQAO and OSSLT Results (A. Prkacin)						
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12.	Corres	pondenc	e					
13.	Open (Question	Period					

- 14. In Camera
- 15. Resolution re Absentees
- 16. Adjournment and Closing Prayer (A. lantomasi)

Board Prayer--Tuesday, Oct. 4, 2016

Gathering:

L: God of Promise, throughout history, you have remained faithful to your people. Let us not doubt your presence with us now, as we turn to you for this moment of pause and prayer.

Micah 6: 6-8 (to be read slowly, prayerfully) Ephesians 2: 13-22 (to be read slowly, prayerfully)

A period of silent reflection follows the scripture readings.

L: With all our heart and with all our soul, let us pray for peace in our world, in all areas of the world that need it, and for those situations in our own lives that could benefit from God's peace. Response: Lord, hear our prayer

For leaders of nations, that they may seek peace and serve justice in the Middle East and in the African countries struggling for democracy, we pray:

R: Lord, hear our prayer.

For all who serve in the armed forces and for their families, we pray: R: Lord, hear our prayer.

For those whom we treat as enemies, that God will bless them and deliver both them and us together from all prejudice, bias and hatred, we pray:

R: Lord, hear our prayer.

For all victims of war, injustice and oppression, we pray: R: Lord, hear our prayer.

For the poor and all who suffer, that their needs may one day be served by resources now spent on weapons of destruction, we pray: R: Lord, hear our prayer.

For all who profit from the production of arms, that they may learn to beat their swords into ploughshares and stop their plunge toward the destruction of one another, humanity and the earth, we pray: R: Lord, hear our prayer.

For all the children and all who will come after us, that they may yet have a future free from the terror of destruction, we pray: R: Lord, hear our prayer.

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Board Prayer--Tuesday, Oct. 4, 2016

For ourselves: that we may be forgiven for trusting in the power of violence and losing faith in the way of Jesus Christ, we pray: R: Lord, hear our prayer.

For God's holy church, and especially for the Middle East Council of Churches, that its leaders may speak the truth with courage and proclaim the good news of reconciliation in Christ, we pray: R: Lord, hear our prayer.

In the Gospels, Jesus offers us a peace the world cannot give. Trusting in Jesus and in the peace He offers us, let us pray the prayer of St. Francis, keeping in our hearts and minds the prayers for peace we have spoken and that lie quietly in our hearts:

Lord, make me an instrument of your peace. Where there is hatred, let me sow love; Where there is injury, peace; Where there is doubt, faith; Where there is despair, hope; Where there is darkness, light; Where there is sadness, joy.

O Divine Master, grant that I may not so much seek to be consoled as to console; to be understood as to understand; to be loved as to love.

For it is in giving that we receive; It is in pardoning that we are pardoned; And it is in dying that we are born to eternal life. Amen.

L: Loving Creator, You who set the stars in the skies and the dreams in our hearts, we praise You and thank You for Your many blessings. You create and sustain all that is good and beautiful. You give life to the earth. You have called us to wholeness, to the fullness of life, but as we gather here, we are conscious of our brokenness, both as persons and as communities. We have heard the cries for justice and peace from all over the earth. We are moved to tears by the suffering and struggles of so many around the globe. We sense the dark clouds of oppression, tyranny, poverty and war looming over us; we sit in the shadow of death. Grant us the grace to walk in righteousness. Draw us closer to You that our hearts and minds may discern he way of peace shown by Your Son, Jesus. For You alone have been our help in ages past, and You are our shelter and our hope in the years to come. Amen. For ourselves: that we may be forgiven for trusting in the power of violence and losing faith in the way of Jesus Christ, we pray: R: Lord, hear our prayer.

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Means "Filipino" to Filipinos! **The HCDSB Pinoy Project**

Jennilee Austria hello@ jennileeaustria.com

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Drury Lan

C.G. Byrnes Catholic Education Centre

HALTON -CATHOLIC

Philip Kelly York University McMaster University pfkelly@yorku.ca wellsd@mcmaster.ca







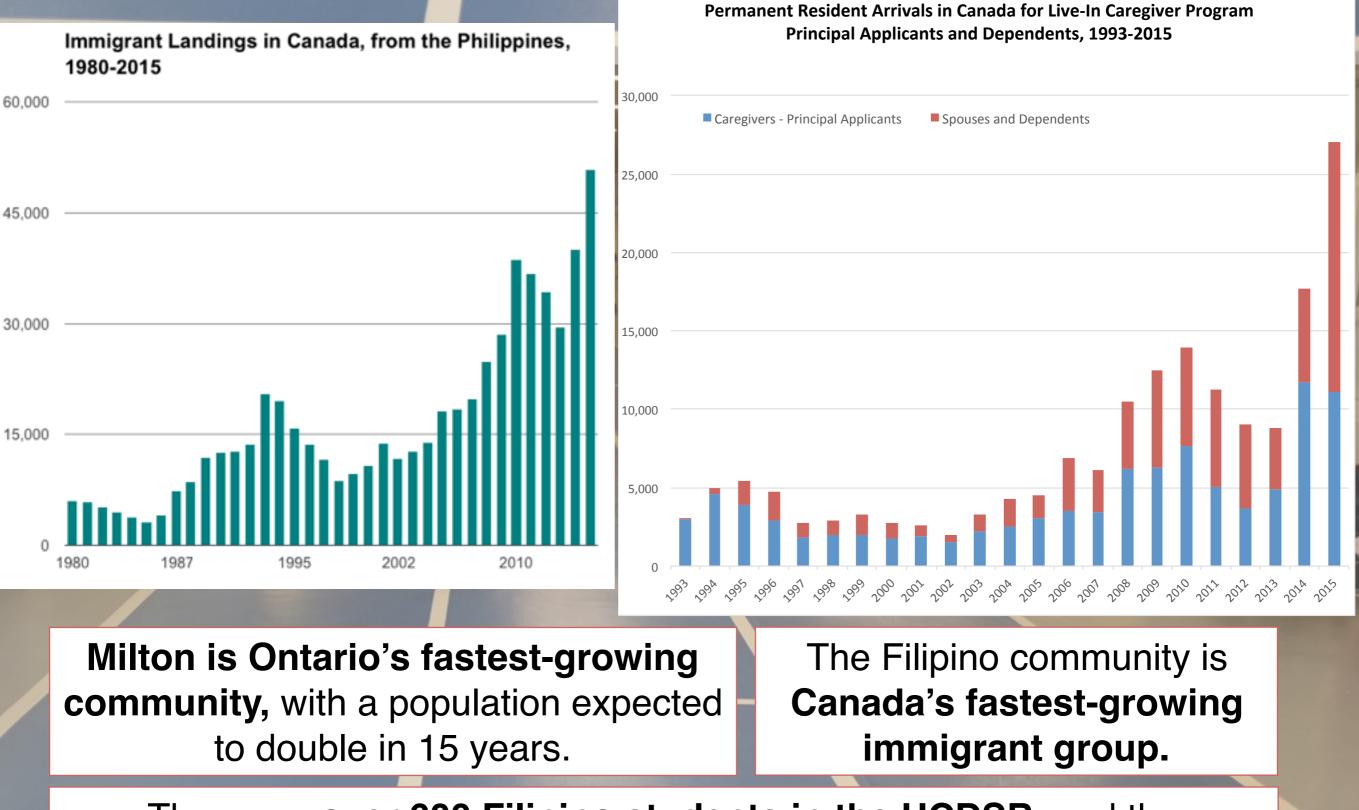




Project Funded by the Social Sciences and Humanities Research Council Migrant Worker Case Study **Under "Poverty and Employment Precarity in Southern Ontario"**

Don Wells

The Significance of Filipino Immigration



There are **over 600 Filipino students in the HCDSB**, and the Welcome Centre is seeing a marked influx this year.

Which 5 schools did we work with?

The Promise

Holy Trinity

Jean Vanier



Loyola

Bishop Reding



128 students surveyed

- How are Pinoy students faring academically and socially?
- What challenges & successes do HCDSB
 Filipinos have in common?

215 parents & guardians surveyed

- What do Filipino
 parents need for their students to succeed?
- Who are the Pinoy parents of the HCDSB?

How many students' mothers immigrated through the Live-in Caregiver Program (LCP)?

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LCP Breakdown by School

40

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St. Thomas Aquinas Live-in Caregiver Jean Vanier Children 47% Holy Trinity 53% Non Live-in **Bishop Reding** Caregiver Children St. Ignatius of Loyola

What does it mean to arrive through the LCP?



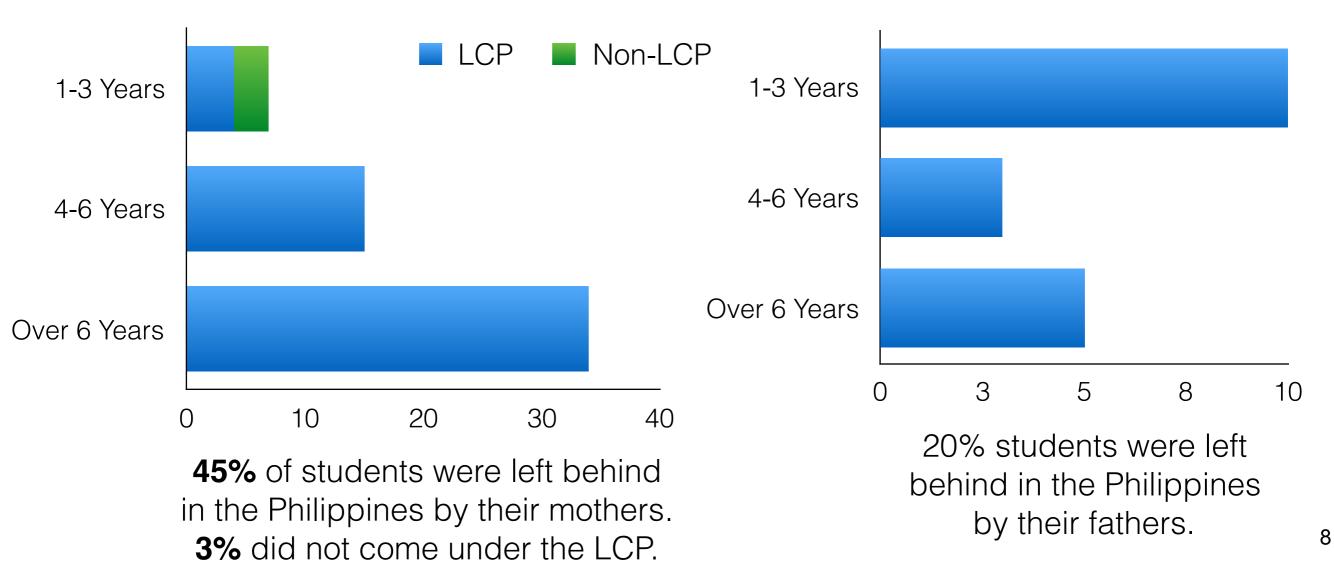
Years of Separation from

Mom

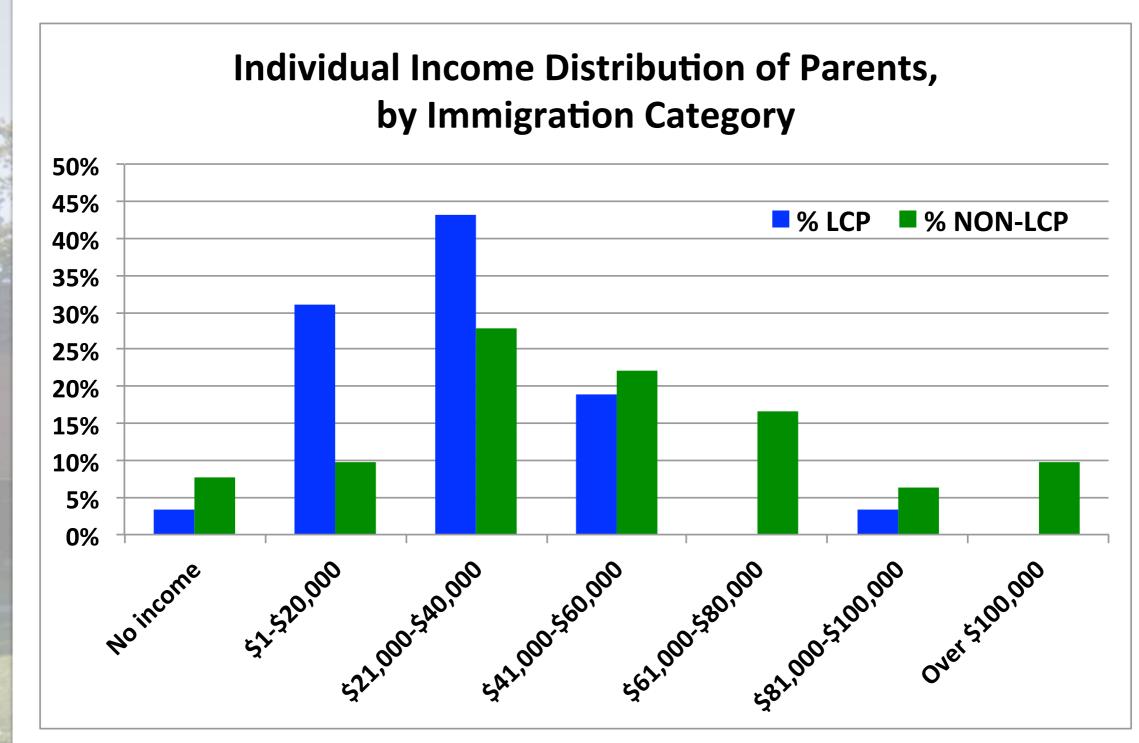


We estimate that at least 21% of Halton's LCP students are living in single-mother households

Years of Separation from Dad



What does it mean to arrive through the LCP? b) Low Incomes



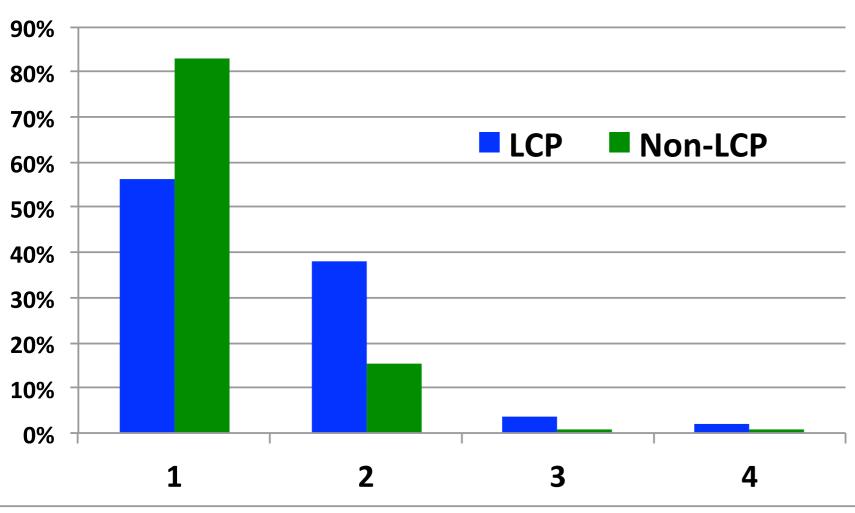
Average household income in Ontario: \$85,772 Average household income in Halton: \$119,403 24

What does it mean to arrive through the LCP?

c) Multiple Jobs



Number of Jobs Currently Held by Parents, by Immigration Category



Top Jobs for HCDSB Mothers Who Completed the Live-in Caregiver Program

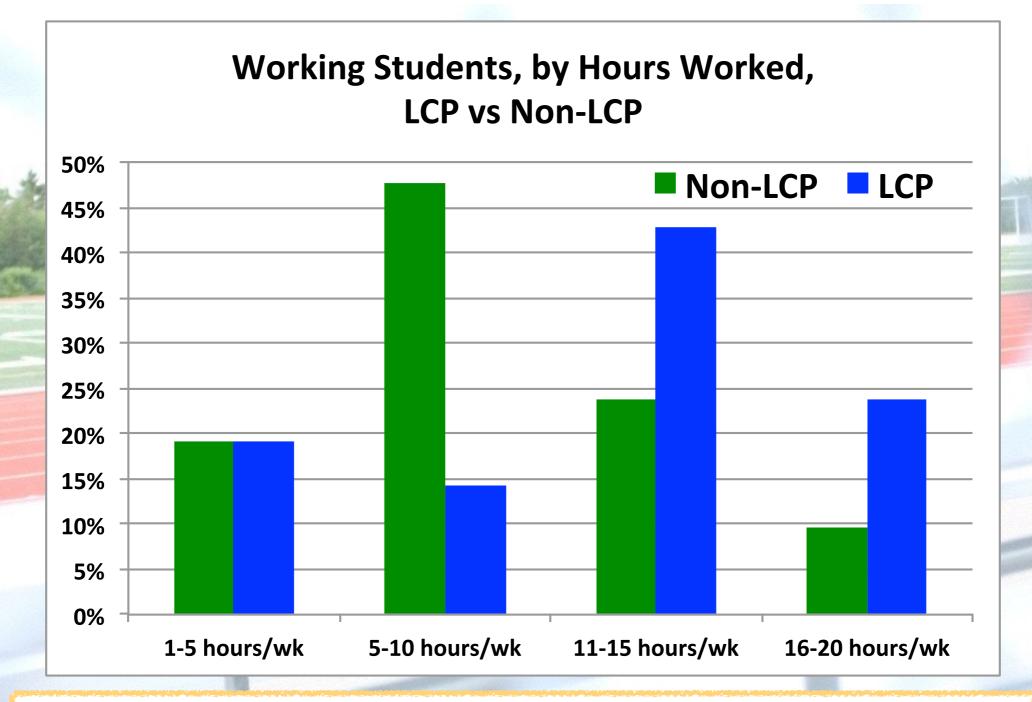
24% - Caregiver

- **22% -** Personal Support Worker
- 14% Dietary Aide
- **14% -** Food Services (Tim Hortons, Hero Burger, etc)

12% - Retirement Home

*Most LCP dads work in factories after immigration

What does it mean to arrive through the LCP? d) Students Working Many Hours



Not only are LCP students more likely to work, but they are more likely to work 11-20 hours per week Impact in HCDSB Schools:

a) Family Engagement With School Staff

28% of Filipino mothers have not met a **Teacher**

55% of Filipino mothers have not met a **Guidance Counsellor**

67% of Filipino mothers have not met neither a Principal nor Vice Principal

89% of Filipino mothers have not met a School Settlement Worker



Impact in HCDSB Schools:

b) Post-Secondary Aspirations

with a

higher

90.0% 76% of all Filipino 80.0% students 70.0% have at least 60.0% one parent % Go to University 50.0% % Work Full Time 40.0% % Go to College **Bachelors** 30.0% % Learn a Trade degree or 20.0% 10.0% 0.0% Non-LCP LCP

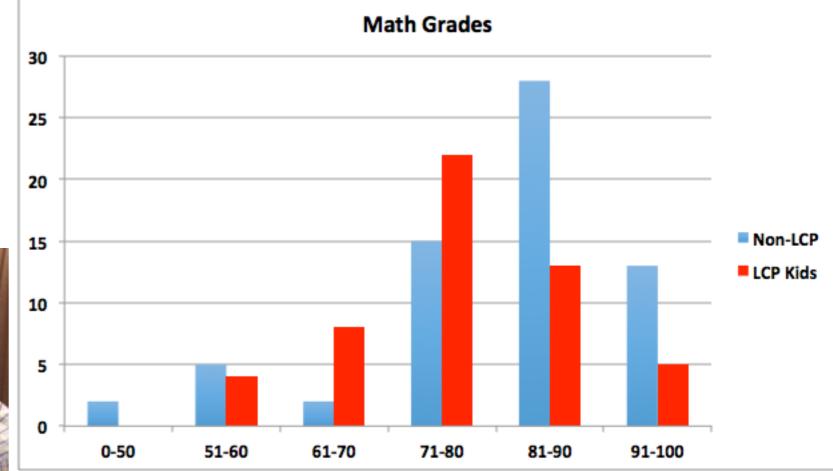
Students' Planned Post-Secondary Pathway

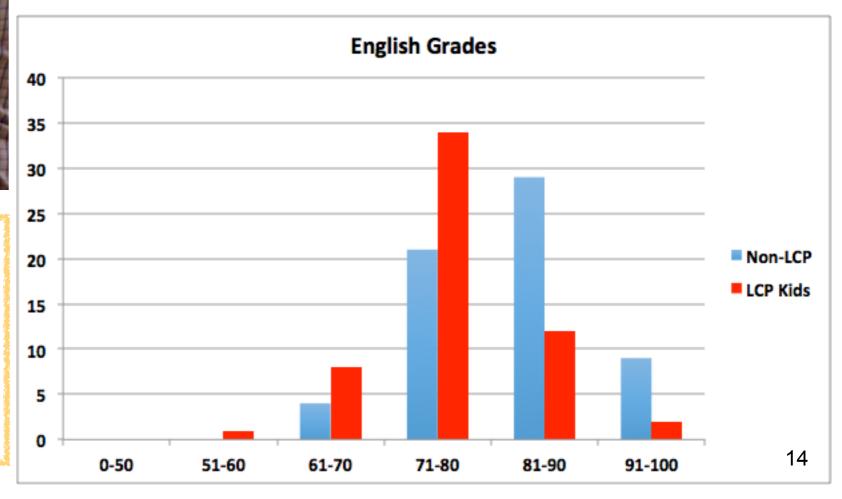
Impact in HCDSB Schools:

c) Academic Achievement



34% of Non-LCP students are not in any extracurriculars
-vs67% of LCP students are not in any extracurriculars





Feedback from Our Respondents

"Pinoy teachers who would be easier to talk to and relate to."

"Appreciate our culture and people more."

"Show Filipino-Canadians' accomplishments and highlights in their chosen field of endeavor."

"Mo club "Filipino gatherings-especially for the newcomers."

"More culture-related activities/ clubs for the Pinoy community"

> "I think we need to talk more to each other to get closure"

"To give us something to look forward or to strive for. I feel like a scholarship for Filipino's exclusively will give us motivation for academic success. My parents worked hard getting me here, so I want to work hard to stay here."

"Less segregation between ESL students and regular students. Events that gives Filipino students the opportunity to make friends with established Canadians. Events/services that help newly-landed immigrants integrate into the Canadian culture/society."



It's time we recognize that Halton is changing."

-HCDSB Student Success Teacher

To date, The HCDSB Pinoy Project research has been shared with...

- Filipino students and parents
- ESL Teachers
- Chaplains
- Principals
- Student Success Teachers
- Curriculum Consultants
- Halton-Peel Settlement Coordinators
- HMC Settlement Workers
- Academic researchers
- Public policy specialists
- Filipino newcomer youth groups



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The Research Team is extremely grateful to all who contributed to this project in so many ways and who supported our work.

HCDSB: Carmen Condo, Ron Esteban, Jon Esteban, Jack Nigro, Anthony Cordeiro, John Rivas-Gonzalez, Justine O'Grady, Linda Triantafillou, Dwight Jonker, Colin McGillicuddy, Anna Prkacin, Marianne Salvo, Luz Elena Arias, Gino Montanari, Lisa Raposo, Bruce MacGregor, Cheryl Morrison, Bryan DeSousa, Mary Kathleen Moro, Adrian Flynn, Michael Johnston, Catherine Jenkins, Tim Overholt, Sonia Ellison, Paula Dawson, Rob Piotrowski, Shari Typer, Adriana Rerecich, Monica Kiss, Anna Carambia, Paul Di Ianni, Anne-Marie Braccio, Lisa Collimore, Brandy Doan, Greg Rousell, Erica Van Roosmalen, Kay Ham

HMC Connections Partnership: Caren Menchavez, Regina Goze, Rhoda Chen, Tatjana Spajic, Diana Bello

Employment and Social Services Halton: Joe Valvasori, Sabrina Essner

Ontario Trillium Foundation, Halton Peel Regional Office: Gilmar Militar

Halton Catholic Children's Education Foundation: Marc Clare

Big Brothers Big Sisters: Susan Nomi

Dufferin-Peel Catholic District School Board: Joanna Kubica

CLARS Language Assessment Centres- Peel Halton Dufferin: Anca Jugarean

Migrant Workers' Family Resource Centre: Josephine Eric

And most especially, we thank all the students, parents, and guardians who were so generous in meeting with us and completing our surveys. Without you, 17 this project simply would not have been possible.



MINUTES OF THE REGULAR BOARD MEETING

Date: Time: Location:	September 20, 2016 7:30 pm Catholic Education Centre - Board Roc 802 Drury Lane Burlington, Ontario	om
Members Present	A. Danko H. Karabela A. lantomasi, 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	 A. Bartucci, Communications Officer, S B. Doan, Chief Officer, Research & De K. LaCroix, Halton Student Transportar A. Lofts, Senior Administrator, Financi N. March, President, OECTA Elementar J. Priest-Brown, Curriculum Consultant J. Staples, Curriculum Coordinator A. Swinden, Administrator, Strategic C F. Thibeault, Administrator, Planning & 	velopment Services tion Services al Services ary t 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 (I. Schwecht)** The meeting opened at 7:30 p.m. with a prayer led by I. Schwecht.
- 1.2 Motions Adopted In-Camera
- 1.3 Information Received In-Camera

A. lantomasi read the information received in-camera.

<u>Hiring</u>

Tanja Boars, Jennifer De Meo, Lisa Emes, Sharon Fernandez, Shannon Johnston Pauline Lamers, Kyle Mongiardi, Kristina Natale, Christopher Peters and Tonia Ungolo hired as probationary teachers effective September 1, 2016. Michael Lanktree hired as a probationary teacher effective September 12, 2016.

Acting Elementary School Vice Principal at St. Brigid Catholic Elementary School

Carol Caverley appointed as Acting Elementary School Vice Principal effective September 19, 2016 with an end date to be determined (approximately four weeks).

Acting Secondary School Vice Principal at Thomas Merton Centre for Continuing Education

John Quinlan appointed as Acting Secondary School Vice Principal effective September 30, 2016 to October 14, 2016.

Acting Elementary School Principal at St. Mark Catholic Elementary School

Christina De Clerico appointed as Acting Elementary Principal effective October 11, 2016 to November 4, 2016.

Retirement

Paul Judd retired effective September 13, 2016.

2. Approval of the Agenda

#163/16

Moved by D. Rabenda Seconded by S. Trites RESOLVED, that the agenda be accepted as presented.

CARRIED

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations

4.1 JBH Foundation Guinness World Records Day on October 2 - Join the 'J': A. Hilborn

The Joseph Brant Hospital Foundation will attempt to break the Guinness World Record for Largest Human Letter by forming a giant letter J in Spencer Smith Park on Sunday, October 2, 2016.

5. Delegations

There were no delegations.

6. Approval of Minutes

6.1 Minutes of the Regular Board Meeting of September 6, 2016

#164/16 Moved by A. Quinn Seconded by P. Marai RESOLVED, that the minutes of the September 6, 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

8.1 Policy II-24 Home to School Student Transportation (P. Marai)

#165/16 Moved by D. Rabenda Seconded by S. Trites 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.

Staff spoke to the driver shortage which HSTS is working to resolve. K. LaCroix confirmed that the contracted school bus company, First Student is unionized.

The chair called a vote on resolution (IC#165/16) and it UNANIMOUSLY CARRIED.

8.2 Annual Review - Policy I-19 Occupational Health and Safety (P. Marai) #166/16

Moved by D. Rabenda

Seconded by A. lantomasi

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.

The chair called a vote on resolution (IC#166/16) and it UNANIMOUSLY CARRIED.

8.3 Annual Review - Policy III-15 Workplace Violence (P. Marai) #167/16

Moved by A. lantomasi *Seconded by* A. Quinn *RESOLVED*, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy III-15 Workplace Violence as presented.

The chair called a vote on resolution (IC#167/16) and it UNANIMOUSLY CARRIED.

9. Staff Reports

9.1 Oakville Northeast Pupil Accommodation Review - Initial Staff Report (Draft) (T. Overholt, T. Pinelli, G. Corbacio, R. Negoi)

The report was shared to provide information on consolidation of underutilized spaces in Northeast Oakville. Timelines were discussed and main areas of the report were highlighted. This will be a full Pupil Accommodation Review (PAR) with the establishment of an Accommodation Review Committee (ARC) which will allow for parent representation from all of the Holy Trinity Elementary Family of Schools. As per Policy, two options were presented to trustees with one being the preferred option. Should the proposal be approved by the Board of Trustees at the October 4, 2016 Regular Board Meeting, it will then be sent to the Ministry for approval as part of the School Closures and Consolidations submission in March 2017. If the project does not meet the approval of the Ministry at this round, it could be included in the Capital Priority business case submission, in July 2017.

In response to a question regarding the projection of students, staff indicated that it is based on current enrolment. It is anticipated that a new building would attract students to the area.

Multiple community consultations will be scheduled. Each consultation will vary with the following possible formats. Open house, open mic and question period involving a large group.

It was stressed that during the community consultation meetings, parents need to be aware that staff are there to seek their input. Policy states that a preferred option is to be presented. The two options to be presented will give consideration of constructing a new school on every sites.

The options presented are the recommendation of staff. The committee would be set next.

Additional options may be put forth to the committee to consider. The Board was cautioned that the process can become complicated with more schools involved.

Staff confirmed that empty class spaces are utilized as much as possible to help in rental costs of meeting space.

10. Information Items

10.1 Student Trustees Update (I. Schwecht)

Student trustees met with their Board Supervisors to discuss initiatives for the year which include the Anti Bullying Campaign, Mental Health and a Leadership Conference. The first meeting of the Student Senate will take place on October 11, 2016 at Assumption Catholic Secondary School. Student Trustees also attended the first Ministry led webinar. The OSTAAECO will take place November 17 – 20, 2016.

10.2 School Educational Field Trips (L. Naar)

C. Cipriano confirmed that the Christ the King tournament was for the boy's volleyball team.

10.3 The Kindergarten Program (A. Prkacin)

J. Staples, Curriculum Coordinator and J. Priest-Brown, Curriculum Consultant presented the final version of The Kindergarten Program (2016). The program supports Halton Catholic District School Board's Focus on Faith Theme of Stewardship of Creation and the Essential Question "Where is God?" The document is digital with live links to videos and supporting materials. Kindergarten teachers and ECEs will participate in professional development in the Fall of 2016.

Prior to the Growing Success Addendum Board's had their own report card. The Ministry now has implemented a standardized reporting tool.

Provincial research has shown that students who have had the opportunity to be a part of full day play based learning program have far better self regulation, critical thinking and problem solving skills by the time they reach grade three.

Teachers are embracing inquiry learning and creating learning environments best suited for the students within the contents of the curriculum.

10.4 Strategic Plan 2016-2021 (P. Dawson, L. Naar, A. Swinden)

The multi-year plan will bring focus to areas of identified priorities. By adopting a planned and strategic approach to the common goal of excellence in Catholic Education, the Board will be better positioned to improve student learning and professional practice through the appropriate allocation of human, financial and educational resources. The Board Improvement Plan will be aligned with the 2016-2021 Strategic Plan.

Specific wording for the gift of life was requested. H. Karabela to provide suggested wording to the Director of Education.

10.5 The Future of Learning: A Program at Project Zero Educating in Our Global and Digital Times (L. Naar)

Staff attended this course at Harvard University in July 2016. Though participation in this program, staff can continue to ensure that learning environments provide the essential conditions for student success in the digital age.

It was explained that the session provided examples of ways of learning and frameworks for students on how to navigate to prepare for learning.

10.6 Parents Reaching Out (PRO) Grants (C. Cipriano)

Staff explained the two types of Parent Reaching Out (PRO) grants that the Ontario government offers. The first being \$1,000 that individual Catholic School Councils can apply for and the second being the Regional Board Level Catholic Parent Involvement Committee (CPIC) grant. The Board has been successful in securing these grants each year. The 2016-2017 School Council Pro Grants was shared.

Both schools and CPIC work together with Catholic School Councils ensuring relevant proposals are submitted.

10.7 Preliminary Budget Report for September 1, 2015 to August 31, 2016 (R. Negoi)

R. Negoi presented the preliminary year-end budget report. The year-end financial statements will be presented to the Board on November 15, 2016. 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.

Aaron Lofts, Senior Administrator, Financial Services was introduced.

In response to how to mitigate the ongoing deficit in extended benefits going forward staff explained that they do expect to be in a deficit position for benefits for 2015-2016 as the old plan for insured benefits had been on an increasing trend similar to other Boards. Transitioning to Provincial Trusts in 2016-2017 will place the Board in a better

position for budgeting. A working group is being set up to review the benefits funding formula and determine adjustments required based on the move to Provincial Trusts.

- **10.8 Preliminary Capital Projects Report as at August 31, 2016 (R. Negoi)** The report was shared.
- 10.9 Draft Letter City of Burlington Available Site Review (R. Negoi)

As a result of the September 6, 2016 meeting, staff was asked to prepare a draft letter for review. This letter will be sent to the City of Burlington, indicating the Halton Catholic District's School Board's interest in entering discussions regarding potential land purchase/exchange opportunities for the City of Burlington. A request to stress the time sensitivity of the situation, to the letter was made.

A. Swinden confirmed that a response to the Assumption Catholic School Council has been drafted for review.

10.10 St. Gregory the Great and Holy Rosary (M) Construction Reports (G. Corbacio) Construction reports were shared. In order to not disrupt student learning he labour crew has been pulled back from St. Gregory the Great Catholic Elementary School.

11. Miscellaneous Information

- 11.1 CPIC Minutes June 6, 2016
- 11.2 Policy Minutes June 14, 2016
- 12. Correspondence
 - 12.1 Assumption Catholic School Council
 - 12.2 Treasury Board Secretariat L. Sandals

13. Open Question Period

There was no open question period.

14. In Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees No absences.

16. Adjournment and Closing Prayer: A. Danko #168/16 Moved by P. Marai Seconded by H. Karabela RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 9:17 p.m. with a prayer led by A. Danko.

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

OAKVILLE NORTHEAST PUPIL ACCOMMODATION REVIEW: INITIAL STAFF REPORT

PURPOSE:

To provide the Board of Trustees with the Oakville Northeast Pupil Accommodation Review Initial Staff Report and to request approval to proceed with a Pupil Accommodation Review (PAR) for the area.

BACKGROUND:

- 1) Staff Report 9.1, "Oakville Northeast Pupil Accommodation Review: Initial Staff Report (Draft)" from the September 20, 2016, Regular Board Meeting.
- 2) Information Report 10.3, "Upcoming Growth and School Consolidation Projects" from the September 6, 2016, Regular Board Meeting.
- 3) Action Report 8.6, "2016 Capital Priorities Business Cases Submission" from the June 21, 2016, Regular Board Meeting.
- 4) Information Report 10.4, "2016 Annual Facility Accommodation Report" from the January 19, 2016, Regular Board Meeting.
- 5) 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.

At the September 20, 2016, Regular Meeting of the Board, staff presented to Trustees a summary of the Initial Staff Report as well as a draft version of the Report for preliminary comments.

As per <u>Operating Policy I-09</u>: School Accommodation Review – Consolidation/Closure, Staff is now bringing forward an Action Report and completed PAR <u>Initial Staff Report</u> at the October 4, 2016, Regular Meeting of the Board, with a 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>, the <u>Initial Staff Report</u> must include at least one (1) option, and one (1) preferred option if alternative option are presented. 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:

OAKVILLE NORTHEAST PUPIL ACCOMMODATION REVIEW

Page 1 of 2

- 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:

Staff is recommending that the Board initiate a full Pupil Accommodation Review for the Oakville Northeast area, and establish an Accommodation Review Committee (ARC).

RECOMMENDATION:

Resolution:	Moved by: Seconded by:
Oakville Northeast Pupil School Accommodation	Iton Catholic District School Board approve the undertaking of the Accommodation Review (PAR) in accordance with Operating Policy I-09 Review – Consolidation/Closure and Administrative Procedure VI-35 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

OAKVILLE NORTHEAST PUPIL ACCOMMODATION REVIEW

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Pupil Accommodation Review Initial Staff Report

OAKVILLE NORTHEAST: Proposed School Closure & Consolidation Project

October 4, 2016

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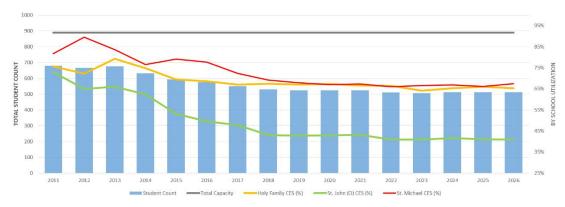
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Executive Summary

This report outlines an opportunity to consolidate underutilized elementary school pupil spaces in the Oakville Northeast area, 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 (LTCP) identifies projected student enrolment declines in CEO4 with a resulting school space utilization of 65% by 2025. There are approximately **295 surplus pupil places** as of 2015 in Oakville Northeast elementary schools, 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 (PAR) process to remove empty, unfunded pupil places.



Historic and Projected Enrolment Trends

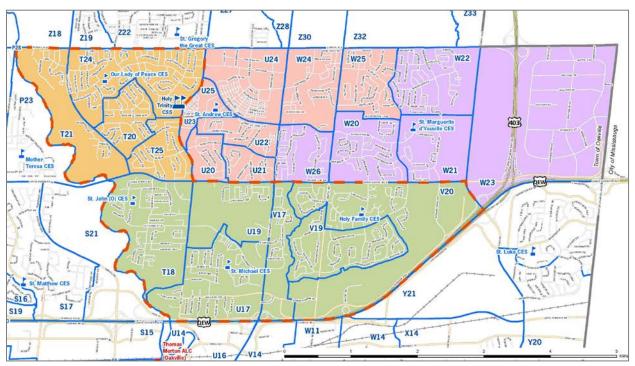
The Facility Accommodation Report presented to community stakeholders on January 18, 2016, and to the Board of Trustees on January 19, 2016, as an information item recommended the following review area action:

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 an Initial Staff Report which recommends two (2) school closure and consolidation Options. The preferred option presented by staff is to consolidate three (3) schools into one (1) school facility and introduce the Extended French program and the Structured Teaching Classroom at a newly constructed 550 pupil place Oakville Northeast Catholic Elementary School (ONES), on the St. Michael School site for the 2018-19 school year. In the event this preferred option is approved by the Board, the following actions could be undertaken:

- 1) Close both Holy Family and St. John (O) Schools and re-direct the student populations as follows:
 - a. Patch T18 from St. John (0) School to the new ONES site.
 - b. Patches T21 and T25 from St. John (O) School to Our Lady of Peace School.
 - c. Redirect the entire Holy Family School attendance area to the new ONES sites.
- 2) Introduce Extended French Immersion (ExtFI) at the new ONES.
- 3) Re-direct the <u>Structured Teaching Classroom (STC)</u> Special Education program to the new ONES.
- 4) Re-direct the existing <u>Essential Skills Classroom (ESC)</u> Special Education program from Holy Family to Our Lady of Peace School to the new Oakville Northeast School.

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Proposed Boundaries for Oakville Northeast and Extended French Programs

Projected Enrolment

	OPEN	5 YEAR PROJECTION					10 YEAR PROJECTION					
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**, the preferred staff recommendation, is approved by the Board of Trustees, staff proposes the following accommodation transition once Ministry Funding is confirmed:

- 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 the Holy Family School Essential Skills Classroom (ESC) to Our Lady of Peace School. This will be their final 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. All students, including St. Michael School students, will be provided transportation if they reside more than 1.6 kilometers from St. John (O) School;
- All students that are enrolled at Holy Family School will remain at their school until construction of the new 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 (O) School will be relocated to the new Oakville Northeast School in 2018/2019.
- > Holy Family School and St. John (O) Schools would then close.

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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, while ensuring effective stewardship of the Board's resources. 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 elementary school pupil 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 of elementary pupil places in the CEO4 Review Area, as identified in the Board's Long Term Capital Plan (LTCP).

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. Ministry of Education 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 student 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.

Oakville Northeast, comprised of Review Areas CEO4 and CEO5 as shown in Appendix B, includes schools with enrolment imbalances that need to be addressed. The Pupil Accommodation Review process as recommended by staff, will be referred to as the **Oakville Northeast Pupil Accommodation Review** process.

2.2.1 Long Term Capital Plan and Annual Facilities Accommodation Report

The Long Term 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. The LTCP 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 CEO4with a resultant surplus space utilization of 65% by 2025. There are approximately **295 surplus elementary pupil places** as of 2015, projected to grow to nearly **377 surplus elementary pupil places by 2025**. As a result of this under-utilization, the LTCP identified the need to establish a PAR process 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 student 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 in 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 PAR process is approved to proceed, 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.

As stated above, 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.

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, see Schedule B of the procedure. It is understood that the Board of Trustees will render the final decision on any options put forward by staff and the ARC. The proposed ARC 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) Interim Staff Report with Consultation Feedback; and,
- 3) Final Staff Report with Delegations package presented to the Board to render a decision.

In addition to the above reports, staff will consult with a number of stakeholders including the community through two (2) consultation nights. A delegation night will 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. The 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 student enrolment counts of the past five (5) years (2011-2015), supplemented by pre-registration enrolment data for the 2016-17 school year.

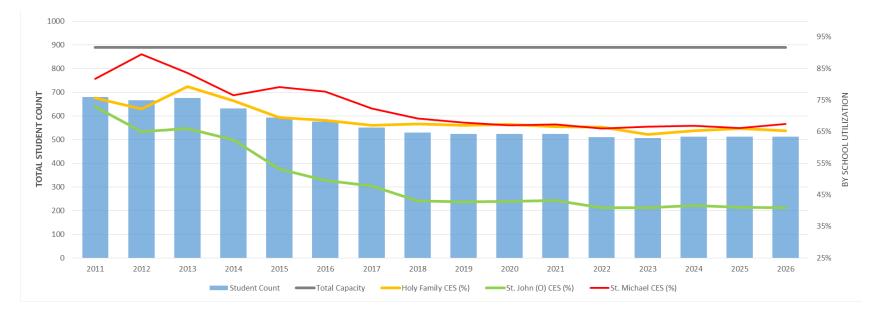
Past enrolment trends from a two (2) to five (5) year period, retention rates¹, and program trends (growth/loss to Early French Immersion, Extended French Immersion, Gifted) are all considered when modelling the progression of students through the grades. This modelling of the existing community is combined 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 & Table 2** below illustrates the enrolment projections for the schools within CEO4 and CEO5 review areas and the **Oakville Northeast** accommodation review area as a whole:

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%
	202	221	197	200	189	161	150	145	130	130	130	131	124	124	126	125	124
St. John (O) CES 303	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

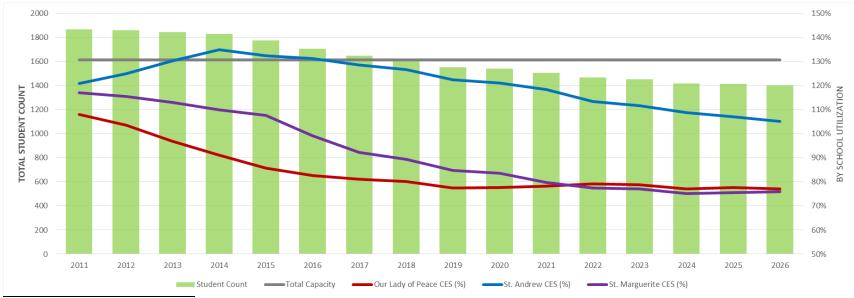
Figure 1: CEO4 Review Area Projected Enrolment vs. Overall Utilization



CE05		ļ	5 Year H	istoric Eı	nrolment		Current	urrent 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 Oakville Northeast PAR 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 and how a proposed option exceeds and improves upon the status quo situation.

Table 3 below provides <u>Existing Facility Criteria to be Considered</u>, and Table 4 outlines <u>Proposed Option</u> <u>Criteria to be Considered</u> and each accompanied with explanations. It is anticipated that the ARC will 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 Criteria to be Considered

	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 Criteria to be Considered

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 Halton Student Transportation (HSTS) <u>Operating Procedure HS-1-003 – Eligibility Factors</u>, 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.

In October 2015, student details were utilized by Halton Student Transportation Services (HSTS) in developing transportation summaries for the current and proposed options included 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 Board 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 and CEO5 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 10% decline over the course of the past five (5) years (2011-2015). The area is projected to decline by an additional 8% by 2020 (5 year), and by an additional 1% 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	ily School 317		220	213	209
1981	55%	4.0 ac.	Holy Family School			69%	67%	66%
1060	2.20/	6.0.00	St. John (D) School			161	130	125
1969	22%	6.0 ac.	St. John (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	490	529	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. The school construction dates are 1964, 1969, and 1981. Facilities within this age range typically have numerous critical building components that are reaching the end of their useful lifecycle and 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 a replacement value of all three facilities of approximately \$20.2M.

The FCI of 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 in Table 3. Class sizes were much larger during the time period the facilities within the accommodation review area were originally constructed, ranging between 30-40 students per class, whereby today's smaller class sizes reduce built student capacities of the schools.

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	2022	2027
	Operational Costs	\$774,425	\$774,425	\$774,425
CEO4 Operating	Transportation Costs ^{1.}	\$360,750	\$347,878	\$346,516
Costs	Portable Costs	\$-	\$-	\$-
	Total CEO4	\$1,135,175	\$1,122,303	\$1,120,941
	Operational Costs	\$1,347,102	\$1,347,102	\$1,347,102
CEO5 Operating	Transportation Costs ^{2.}	\$291,000	\$275,892	\$280,775
Costs	Portable Costs	\$154,000	\$84,000	\$42,000
	Total CE05	\$1,792,102	\$1,706,994	\$1,669,877

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 be considered by the Trustees 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 of surplus properties under Ontario Regulation 444/98.

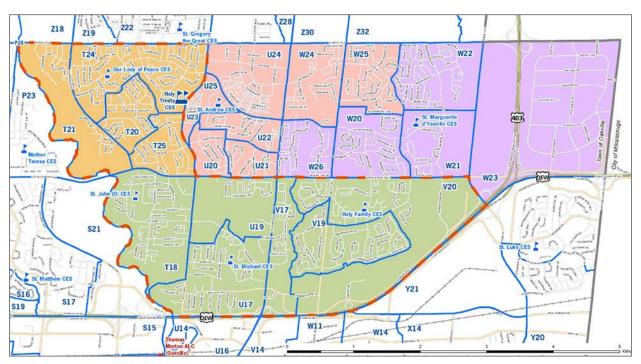
5.1 Option #1- Staff Preferred Accommodation Plan

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

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

- Demolish the existing St. Michael School and construct a 550 pupil place elementary school facility on the existing St. Michael School site for the 2018-2019 school year, using a 21st Century Learning model as adopted in the Board's most recent school project.
- 2) Close both Holy Family and St. John (O) Schools and re-direct the student populations as follows:
 - a. Patches T21 and T25 from St. John (0) to Our Lady of Peace School.
 - b. Patch T18 from St. John (O) School to the newly constructed ONES facility on the St. Michael school site.
 - c. Redirect the entire Holy Family School boundary into the newly constructed facility on the St. Michael school 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.
- 3) Re-direct the existing Essential Skills Classroom (ESC) Special Education program from Holy Family to Our Lady of Peace School
- 4) Re-direct the existing Structured Teaching Classroom (STC) Special Education program from St. John (O) School to the new Oakville Northeast School.

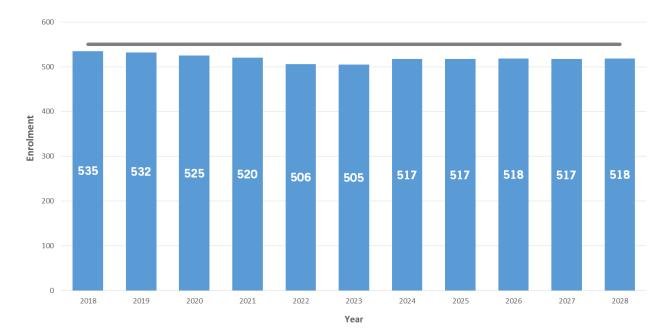
Figure 3: Option #1 – Staff's Preferred Action Plan Boundaries

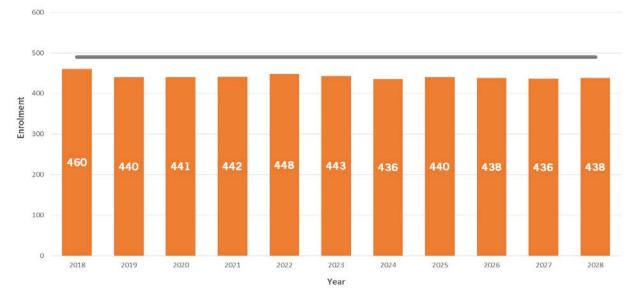


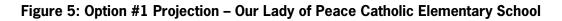
		OPEN		5 YEA	r proje	CTION			10 YEA	AR PROJ	ECTION	
SCHOOLS	OTG	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ONES	550	535	532	525	520	506	505	517	517	518	517	518
		97%	97%	95%	95%	92%	92%	94%	94%	94%	94%	94%
OLPO	490	460	440	441	442	448	443	438	440	438	436	434
		94%	90%	90%	90%	91%	91%	89%	90%	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 number of classes per grade, based on an average class size of 25. The intent of Table 10 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, and 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.

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

Table 10: Classes Per Grade based on School Size

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:

- 26:1 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 Programs, 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
	St. Michael CES	212	88	42%	1.28 km
	Holy Family CES	222	2	1%	1.13 km
E	Our Lady of Peace CES	420	6	1%	0.78 km
CURRENT	St. Andrew CES	780	417	53%	2.09 km
LRF L	St. Marguerite D'Youville CES (RT)	445	126	28%	1.31 km
ū	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
8	Our Lady of Peace CES	495	71	14%	1.25 km
ISO	St. Marguerite D'Youville CES (RT)	445	126	28%	1.35 km
PROPOSED	St. Marguerite D'Youville CES (ExtFl)	115	39	34%	1.73 km
Å	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 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

Table 12: CEO4 School Location Options –Site Characteristics

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 St. Michael School site, staff feel that given the proposed 550 pupil place capacity, 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 site 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

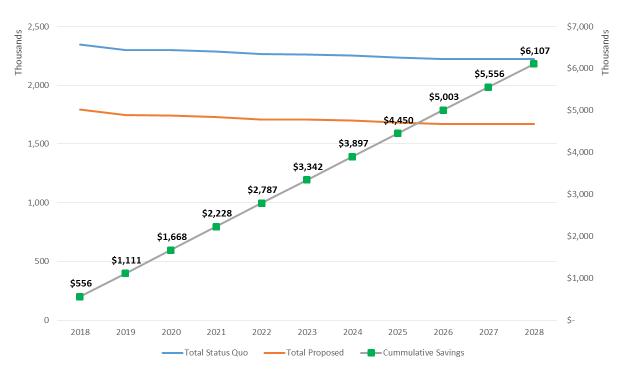
Currently, the annual operating expenditure for all six (6) existing schools is estimated at \$2,302,191. For the proposed solution of a consolidated school, operating expenditures were assumed to be comparable to the Board's most recent build, St. Benedict School.

The proposed option's operating costs are estimated at \$1,792,102, a first year savings of \$556,175, which decreases slightly to \$552,167 after a ten (10) year period. Over this period, it is anticipated to reach a cumulative ten (10) year savings in excess of \$5.6M.

		2018	2022	2027
	Operational Costs	\$1,833,527	\$1,833,527	\$1,833,527
Chatrus Que	Transportation Costs	\$360,750	\$347,878	\$346,516
Status Quo	Portable Classroom Costs	\$154,000	\$84,000	\$42,000
	Total Status Quo	\$2,348,277	\$2,265,405	\$2,222,043
	Operational Costs	\$1,347,102	\$1,347,102	\$1,347,102
Duan a sad Ontian	Transportation Costs	\$291,000	\$275,892	\$280,775
Proposed Option	Portable Classroom Costs	\$154,000	\$84,000	\$42,000
	Total Proposed Option	\$1,792,102	\$1,706,994	\$1,669,877
Annual Savings		\$556,175	\$558,411	\$552,167
Cumulative Savings		\$556,175	\$2,786,638	\$5,555,658

Table 13: Option #1 – Annual Op	perational 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	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 Regular Track & 3.13 km average for Extended French (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

5.1.9 Option #1 Transition Plan

If **Option 1**, the preferred staff recommendation, is approved by the Board of Trustees, staff proposes the following accommodation transition once Ministry Funding is confirmed:

- 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 the Holy Family School Essential Skills Classroom (ESC) to Our Lady of Peace School. This will be their final 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. All students, including St. Michael School students, will be provided transportation if they reside more than 1.6 kilometers from St. John (O) 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 (O) School will be relocated to the new Oakville Northeast School in 2018/2019.
- > Holy Family School and St. John (O) 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 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 in 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 St. Michael School site for the 2018-2019 school year, using a 21st Century Learning model as adopted in the Board's most recent school project;
- 2) Close both Holy Family School and St. John (O) Schools and re-direct their student populations as follows:
 - a. The entire attendance boundary of Holy Family School and St. John School are directed into the new ONES school facility on the St. Michael School site.
- 3) Re-direct the existing Essential Skills Classroom (ESC) Special Education program from Holy Family to Our Lady of Peace School
- 4) Re-direct the existing Structured Teaching Classroom (STC) Special Education program from St. John (O) School to the new Oakville Northeast School.

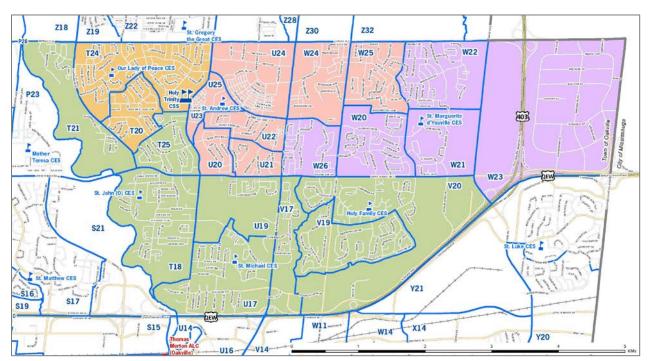
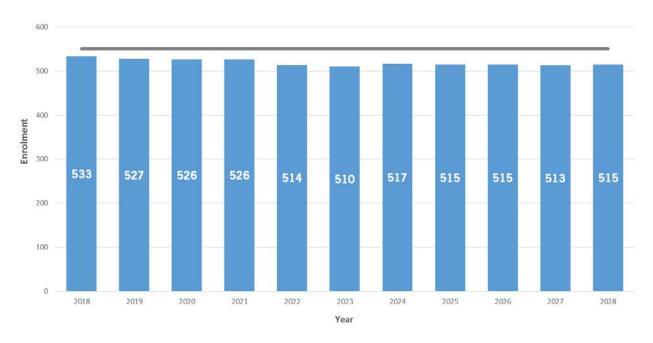


Figure 7: Option #2 – Accommodation Plan Boundaries

		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%
St. Andrew CES	585	743	719	711	694	666	656	639	629	618	611	604
SL. Allurew 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 would be 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) school to the new Oakville Northeast School.

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.

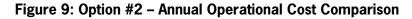
 Table 17: CEO4 School Location Options – Site Characteristics

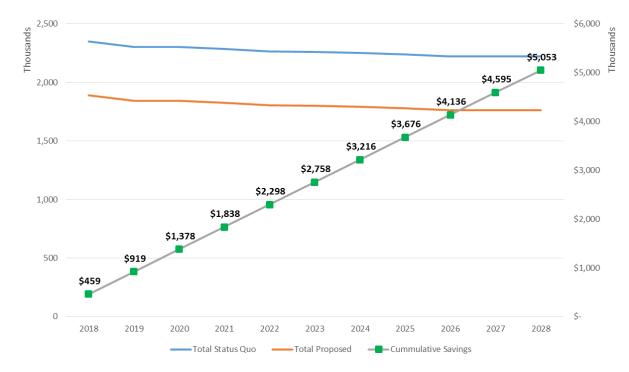
5.2.8 Operating Cost Efficiencies

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 \$4.6M**.

		2018	2022	2027
	Operational Costs	\$1,833,527	\$1,833,527	\$1,833,527
Chatrus Ques	Transportation Costs	\$360,750	\$347,878	\$346,516
Status Quo	Portable Classroom Costs	\$154,000	\$84,000	\$42,000
	Total Status Quo	\$2,348,277	\$2,265,405	\$2,222,043
	Operational Costs	\$1,347,102	\$1,347,102	\$1,347,102
Duanasad Ontion	Transportation Costs	\$388,000	\$374,169	\$373,441
Proposed Option	Portable Classroom Costs	\$154,000	\$84,000	\$42,000
	Total Proposed Option	\$1,889,102	\$1,805,271	\$1,762,543
Annual Savings		\$459,175	\$460,134	\$459,500
Cumulative Savings		\$459,175	\$2,297,909	\$4,595,107





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)⁵	550 pupil places, meeting construction efficiencies and ideal for program delivery.	
Portables	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 more than 1.6 kilometers of St. John (O) School;
- All students that are enrolled at Holy Family School will remain at their school until construction of the new Oakville Northeast 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.

⁵ OTG is the On-The-Ground (permanent) Capacity of the school

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

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

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 the 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

> Co	Completion of the Pupil Accommodation Review	March 2017
> Sc	chool Consolidation and Closure Grant Funding	November 2017
Ар	pplication Process with the Ministry of Education	
> Pre	re-construction:	March 2017 – February 2018
	 Architect selection and design phase 	
	 Municipal Approvals 	
> Fac	acility Construction	March 2018 – January 2020
> Oc	Occupancy	2019-20 school year
> Fac	 Architect selection and design phase Municipal Approvals acility Construction 	March 2018 – January 20

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 during the PAR process; communication requirements; and the requirement to establish a transition committee if the Board of Trustees approves the present pupil accommodation review as presented.

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.

Milestones	Dates	DELIVERABLE (IF APPLICABLE)
BEGIN PROCESS	October 4, 2016	Initial Staff Report (for Board approval under Action)
ARC ORIENTATION		Initial Staff Report
	October 12, 2016	School Information Profile
		Terms of Reference
ARC Working Meeting #1	October 25, 2016	Options Presented
		Site Feasibility Study
ARC Working Meeting #2	November 3, 2016	Minutes of Previous Meeting
		Information Upon request
Open House	November 16, 2016	Display Information
		Commenting tools
		Minutes of Previous Meeting
ARC WORKING MEETING #3	November 29, 2016	Open House Feedback
		Information Upon request
ARC Working Meeting #4	December 14, 2016	Minutes of Previous Meeting
		Catholic School Council Feedback
		Information Upon request
PUBLIC CONSULTATION	January 16, 2017	Presentation
		Commenting Tools
ARC Working Meeting #5	January 25, 2017	Minutes of Previous Meeting
		Public Consultation Feedback
		Interim Staff Report
INTERIM STAFF REPORT	February 7, 2017	Interim Staff Report
		Community Consultation Feedback
		ARC Comments and Minutes
		Staff Recommendation
DELEGATION NIGHT	February 21, 2017	N/A
FINAL DECISION	March 7, 0017	Final Staff Report
	March 7, 2017	Delegation Package w/ Responses

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 Oakville Northeast 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.

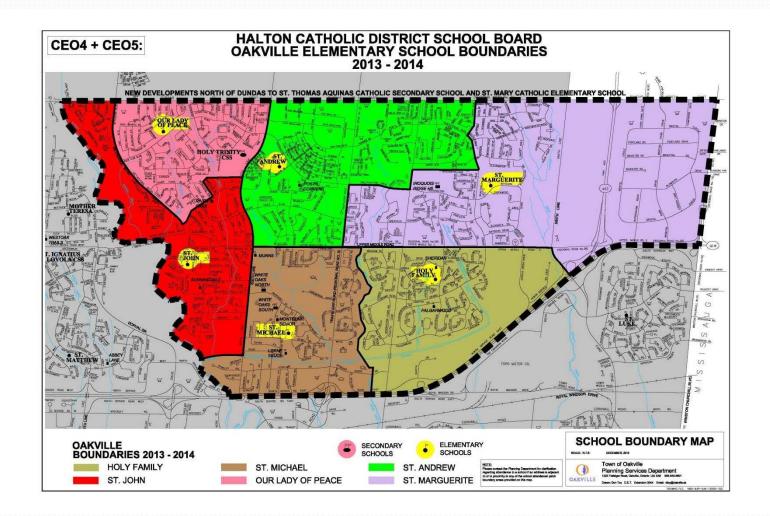


Pupil Accommodation Review – Oakville Northeast

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

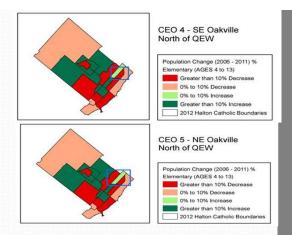


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Elementary Review Area CEO4: Oakville - Southeast Oakville North of QEW (south of Upper Middle Rd.) & CEO5: Oakville - Northeast Oakville North of QEW

	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:

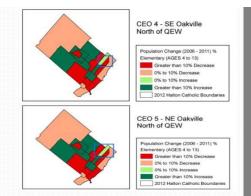
Enrolment in CEO4 (North of the QEW and South of Upper Middle Road) is projected to decline. FC utilization is projected to be 66% within 5 years, further declining to 63% by year 15 (2027-28). As building repair needs increase, 1 of the 3 schools will have an FCI in excess of 50% in 5 years. Enrolment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

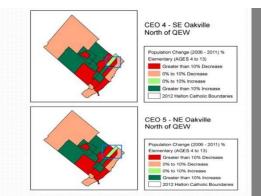
Recommendations:

		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

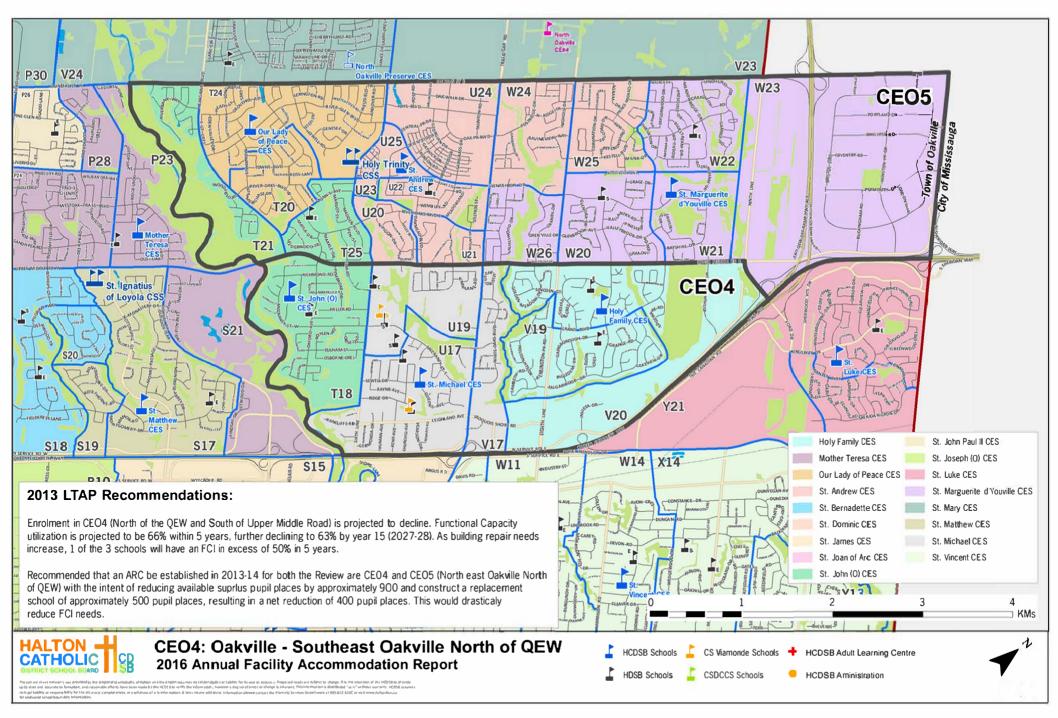
OAKVILLE NO	RTHEA	ST	His	storic Enrolm	ent	Cur	5 year projection					10		10+ year projection				
TOTAL AREA	2502	ACT/PROJ	2522	2460	2368	2284	2199	2146	2077	2063	2028	1980	1961	1932	1926	1913	1896	1882
ENROLMENT COUNT	2302	LTAP	2474	2398	2322	2257	2206	2163	2114	2132	2123	2106	2099	2108	2122	2140	2138	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

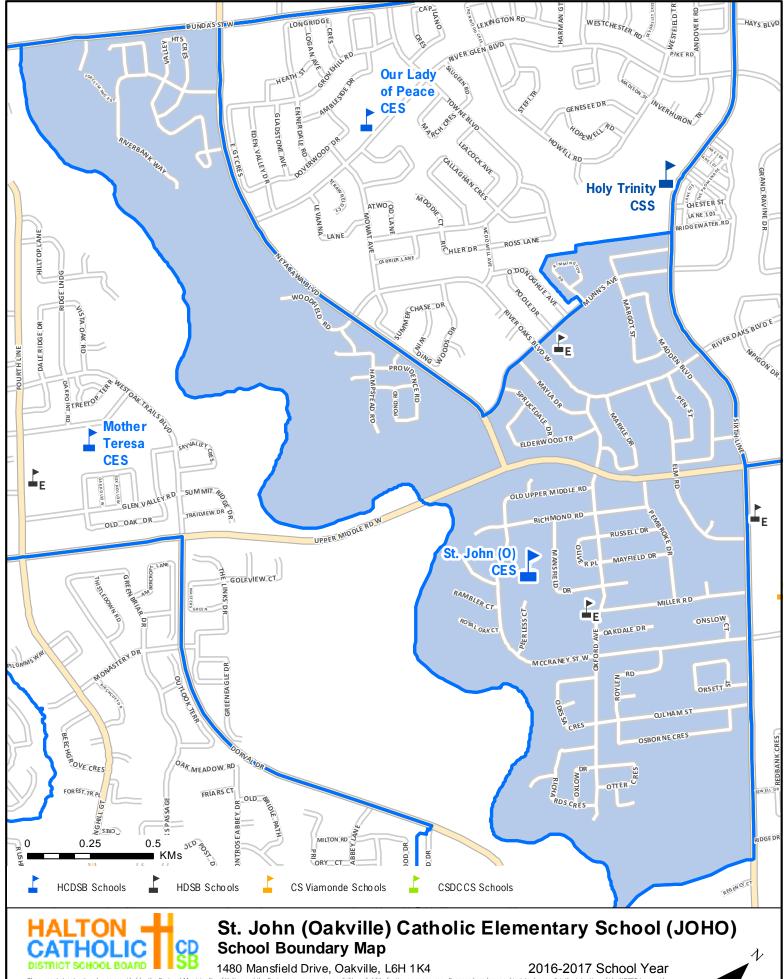
	GRADE ORGANIZATION													
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		5	8										13	
2		11	10										21	
3				12									12	
4					13	5							18	Х
5						15							15	
6							10	10					20	Х
7									9	14			23	Х
8										6	17		23	Х
9												4	4	
		16	18	12	13	20	10	10	9	20	17	4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

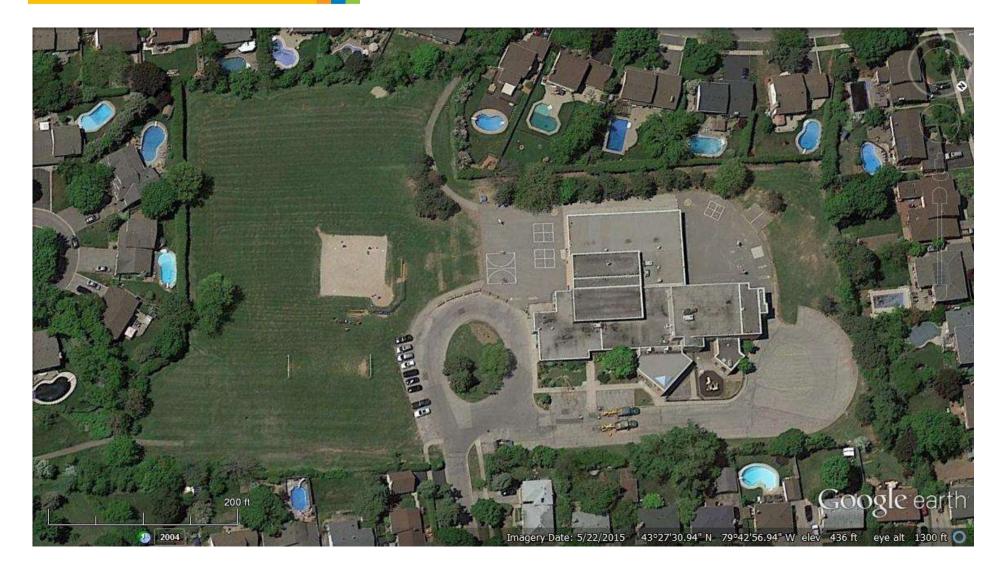
	5-YEAR RENEWAL REQUIREMENTS							
Year	Renewal Item	Cost						
2016	Replacement [C3020 Floor Finishes] - 2002	\$ 745						
2016	Replacement [C3020 Floor Finishes] - 2014(Classrooms)	\$ 142,450						
2016	Replacement [D502001 Branch Wiring]	\$ 251,557						
2016	Replacement [C1030 Fittings]	\$ 9,080						
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						

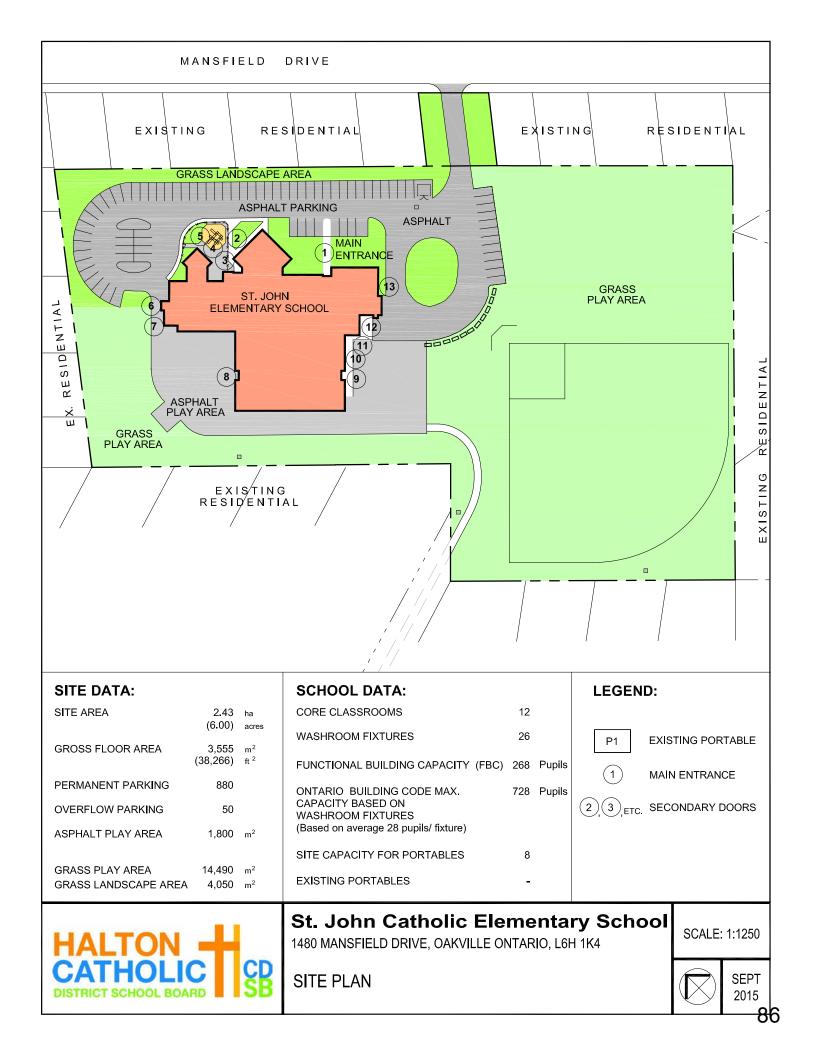
	10-YEAR RENEWAL HISTORY				
Year	Renewal Item	Cost			
2007	Replace 01.4-010 Roof Coverings (Area of Second Replacement - Conventional BUR Assembly)	\$ 236,640			
2010	Replacement [B3010 Roof Coverings - Sections 'F' & 'F1']	\$ 200,000			
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy 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			

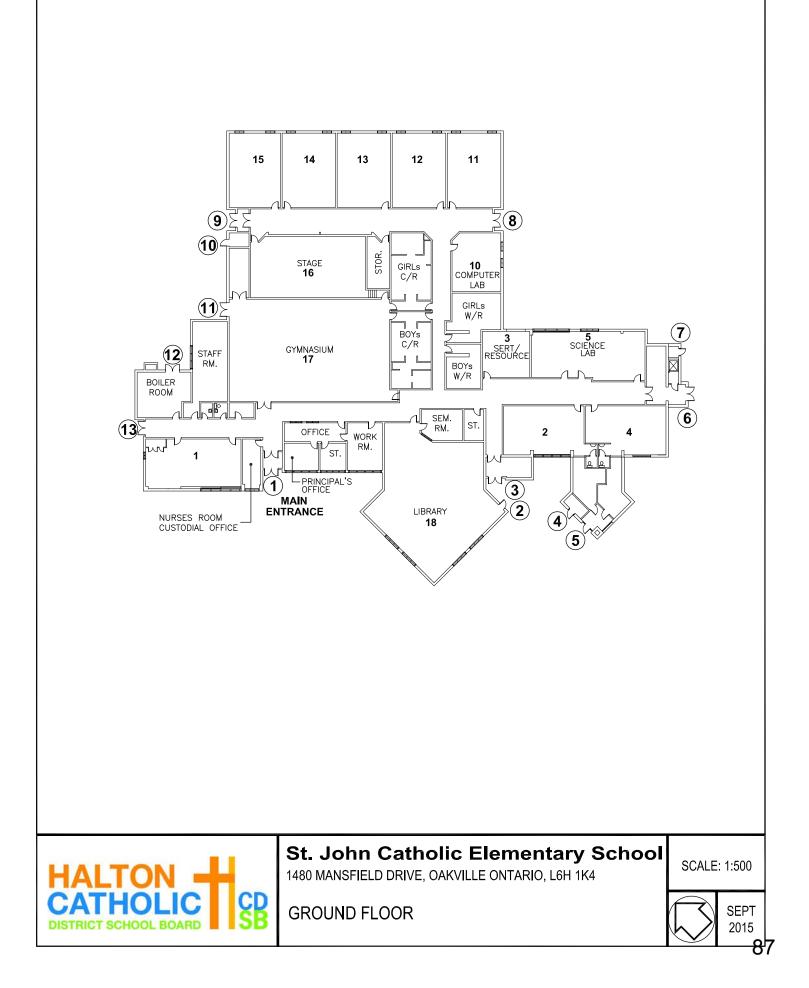


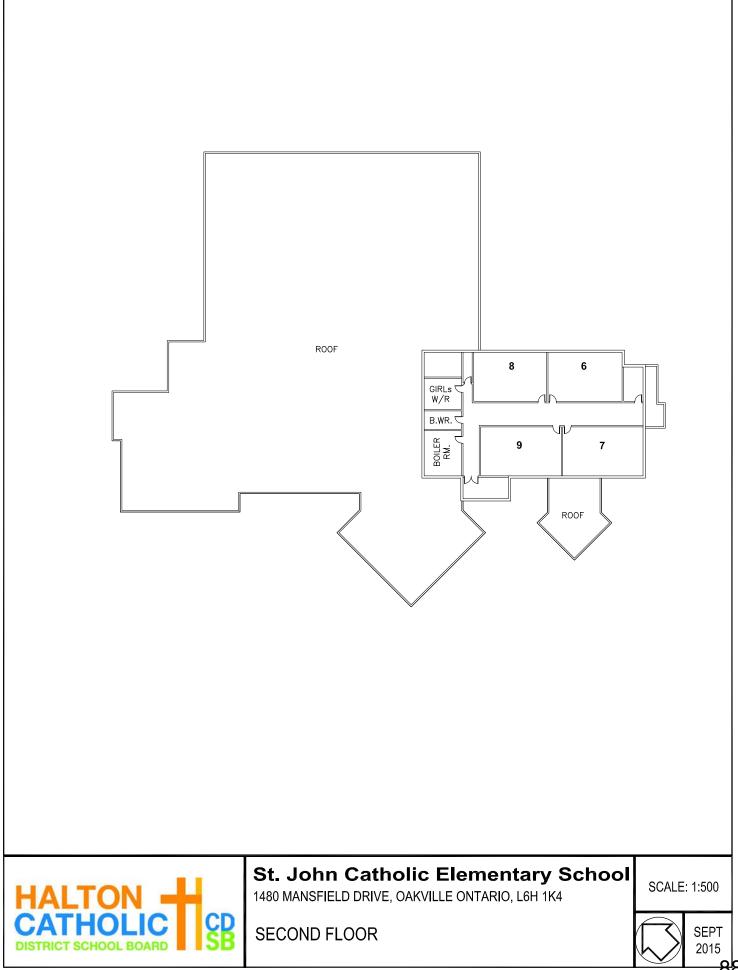
The current street network was provided by the Regional Municipality of Halton and the Region assumes no responsibility or liability for its use or accuracy. Proposed roads are subject to change. It is the intention of the HCDSB to provide up-to-date and accurate information, and reasonable efforts have 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%	

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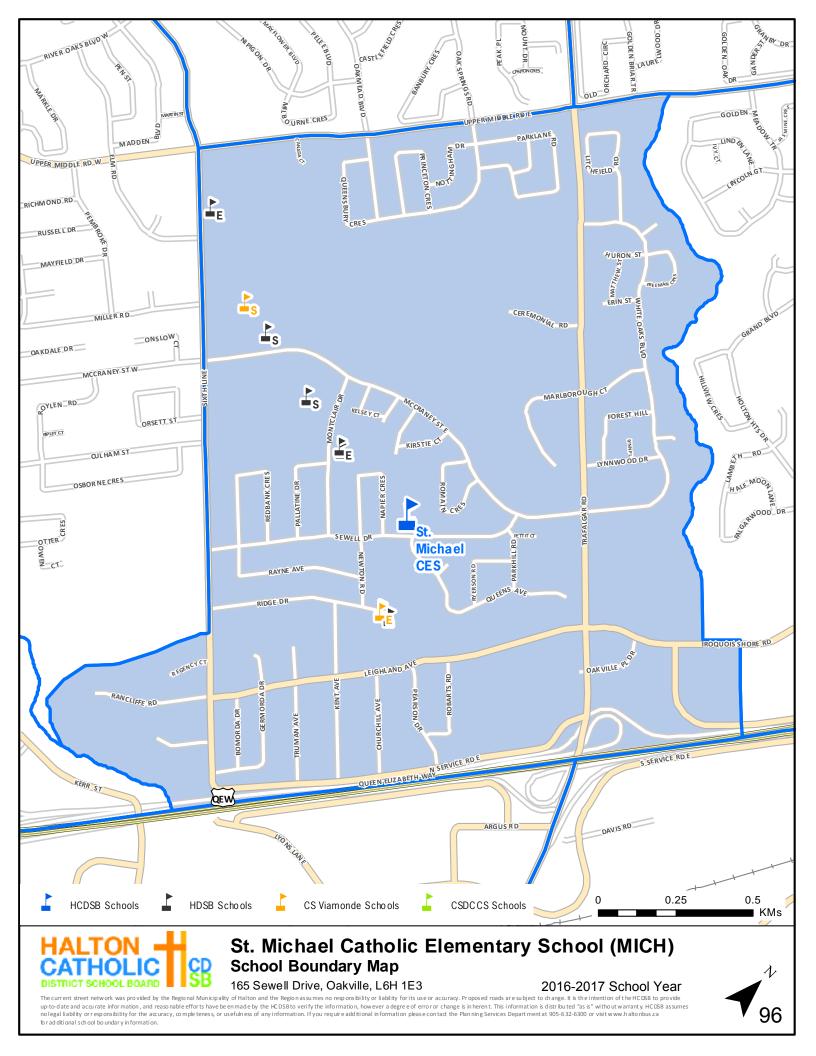
	GRADE ORGANIZATION													
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		11	16										27	
2		6	9										15	
3				15									15	
4					8	11							19	Х
5					8	13							21	Х
6							17						17	
7								16					16	
8									21				21	
9										25			25	
10											30		30	
		17	25	15	16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

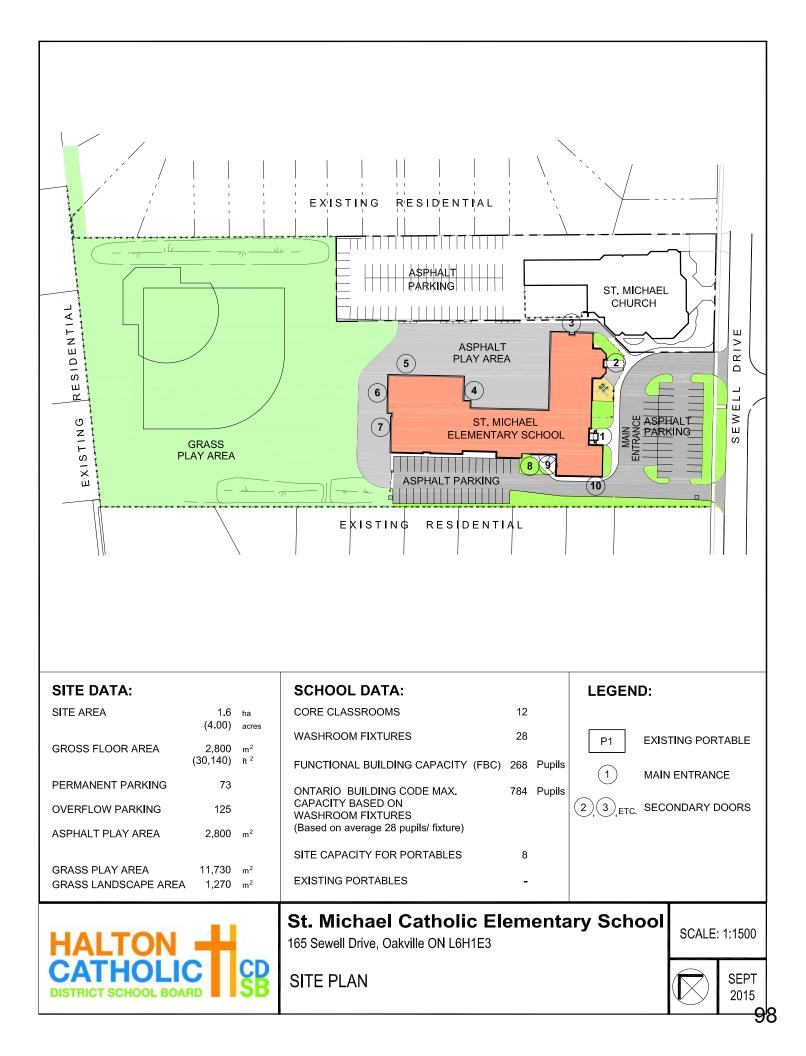
	5-YEAR RENEWAL REQUIREMENTS		
Year	Renewal Item		Cost
2015	Replacement [B3010 Roof Coverings - Entire Building]	\$	545,251
2015	Major Repair [B2010 Exterior Brick Walls - West Building Elevation]	\$	84,864
2015	Replacement [G204001 Fencing & Gates]	\$	15,912
2015	Replacement [B2030 Exterior Doors - Original 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

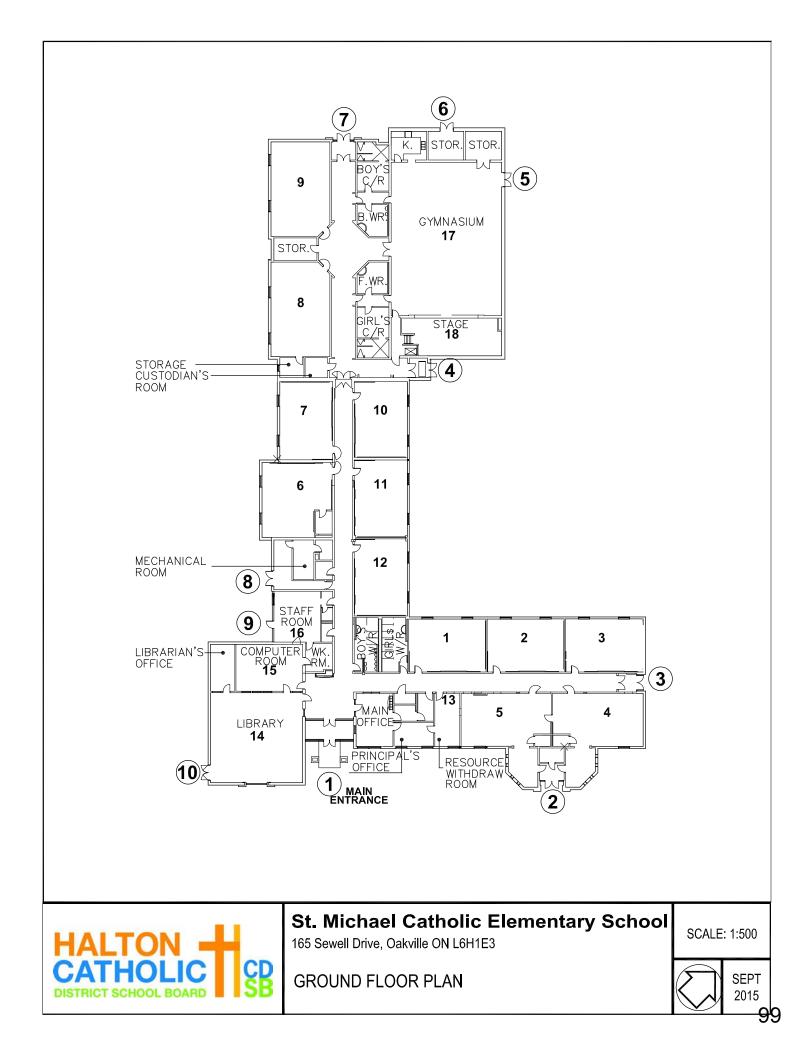
5-YEAR RENEWAL REQUIREMENTS					
Year	Renewal Item		Cost		
2018	Replacement [C1030 Fittings]	\$	89,310		

- 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
-------	-----	-------	-----

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%						

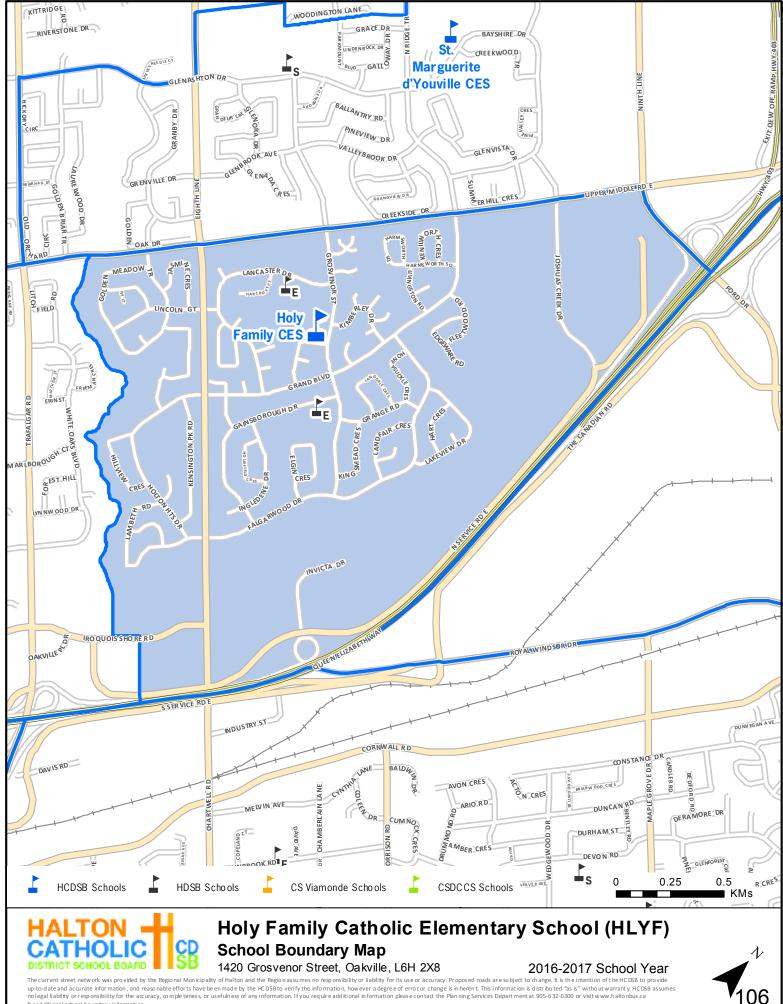
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GRADE ORGANIZATION														
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		7	8										15	
2		19	11										30	
3				17									17	
4					14	4							18	Х
5					19								19	
6						17							17	
7							29						29	
8								15	6				21	Х
9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

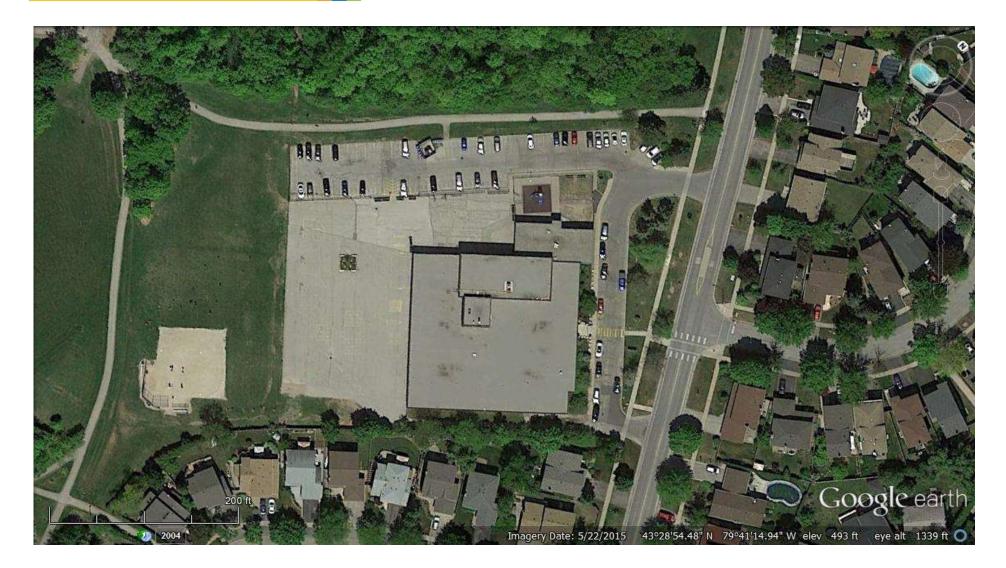
ENROLLMENT											
Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	16	25	23	25	22	24	26	25	23	31	240
2012	14	17	22	22	25	20	24	31	27	27	229
2013	34	20	22	26	23	24	18	24	31	29	251
2014	16	33	21	24	25	24	17	18	26	33	237
2015	19	20	33	21	28	21	14	17	20	27	220
2016	26	19	18	34	22	28	18	15	16	21	217
2017	22	27	19	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

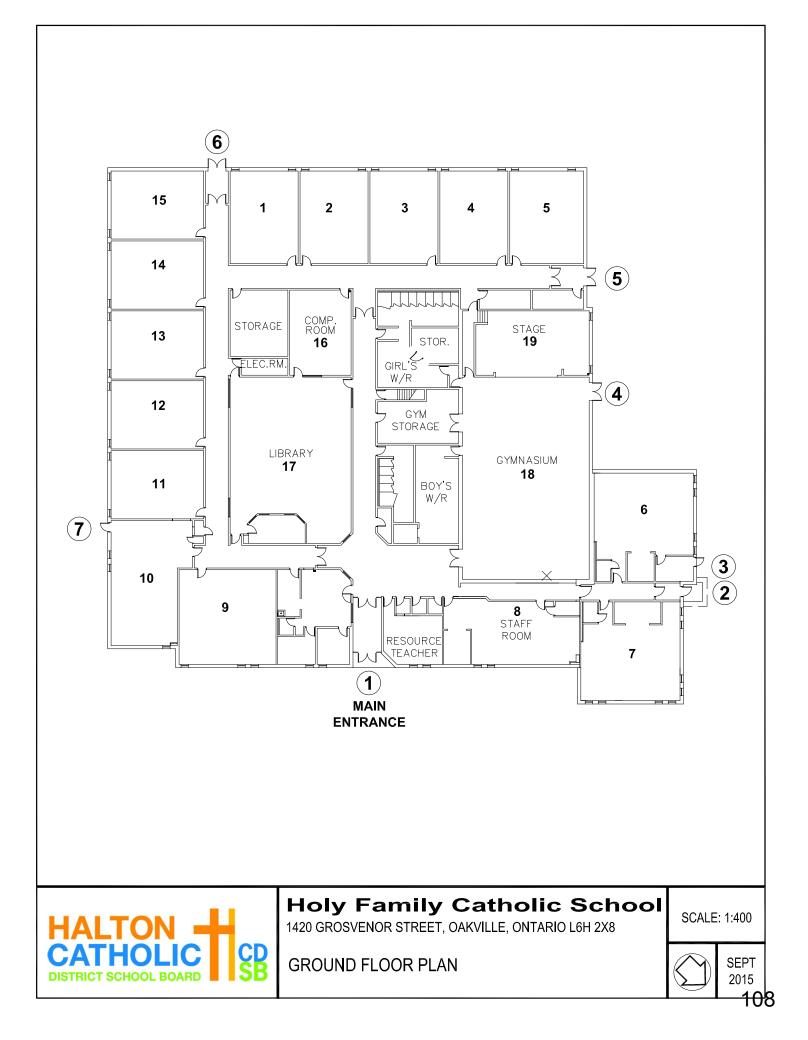
5-Year Renewal Requirements							
Year	Renewal Item		Cost				
2015	Functional Events [F106003 Library Resource Centre]	\$	-				
2015	Functional Events [F106007 General Purpose Room]	\$	-				
2016	Replacement [B2020 Exterior Windows - Original Building]	\$	58,60				
2016	Replacement [G204001 Fencing & 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				

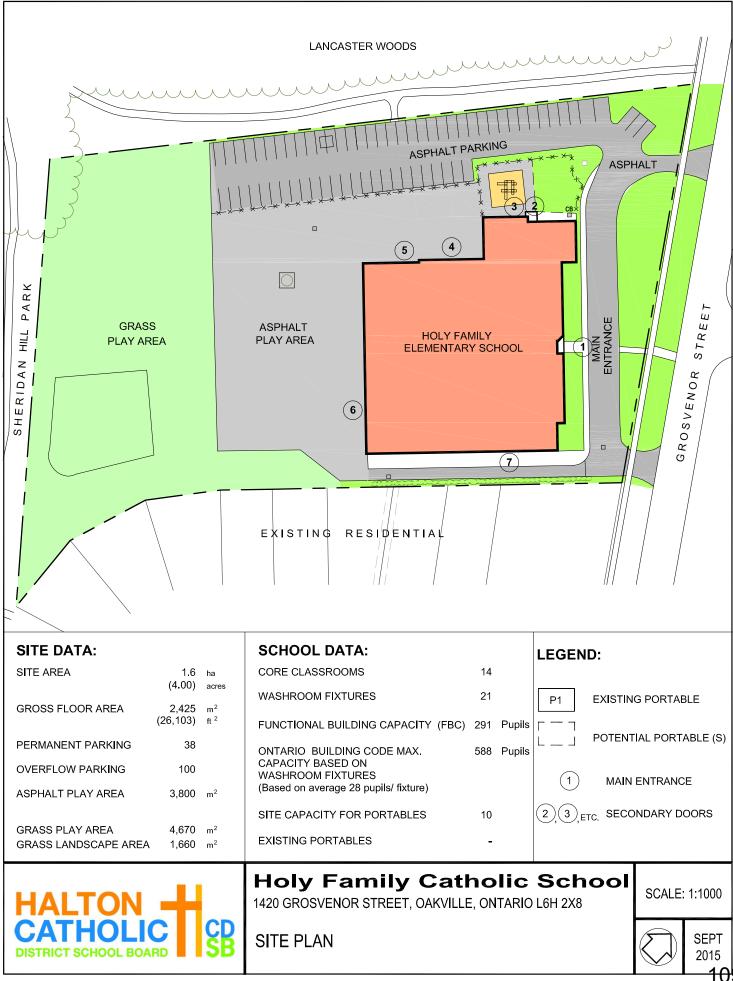
	10-Year Renewal History										
Year	Renewal Item	Cost									
2008	Replace 01.4-010 Roof Coverings identified as areas A, B, C and D; Conventional BUR assembly over 1995 Addition; Metal Roofs.	\$ 712,764									
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade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

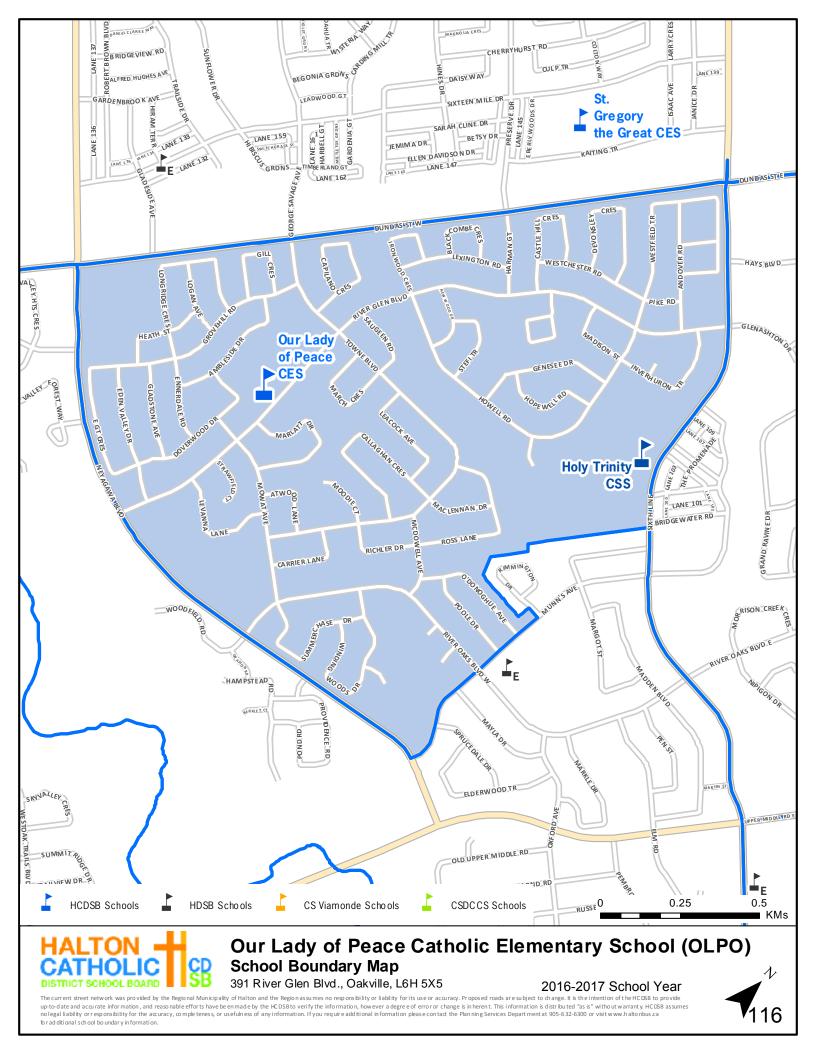
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	GRADE ORGANIZATION													
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		13	13										26	
2		12	14										26	
3		15	10										25	
4				19									19	
5				18									18	
6				5	12								17	Х
7					11	9							20	Х
8					20								20	
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	

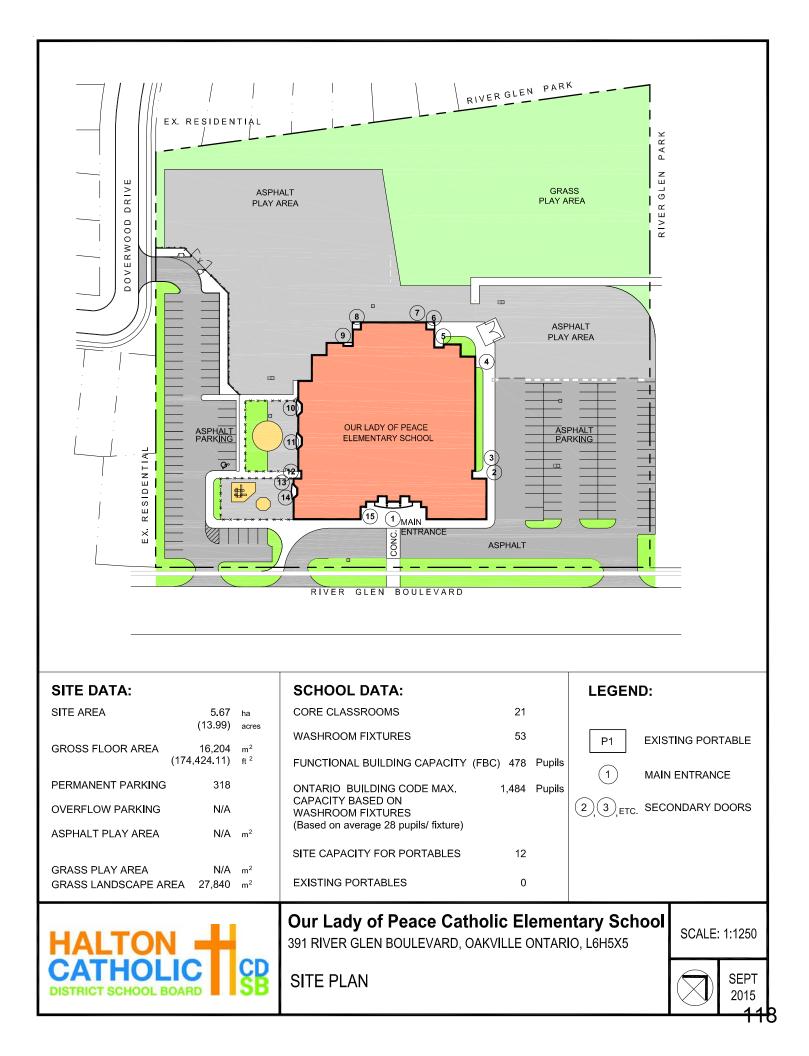
					EN	ROLLM	ENT				
Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	41	26	42	41	48	56	66	58	78	73	529
2012	36	45	33	46	43	47	47	67	63	81	508
2013	43	44	36	38	52	40	46	49	64	63	475
2014	43	43	35	35	40	53	38	46	49	65	447
2015	37	49	41	34	38	38	47	41	45	50	420
2016	39	37	48	41	36	36	34	48	41	45	405
2017	39	41	36	48	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

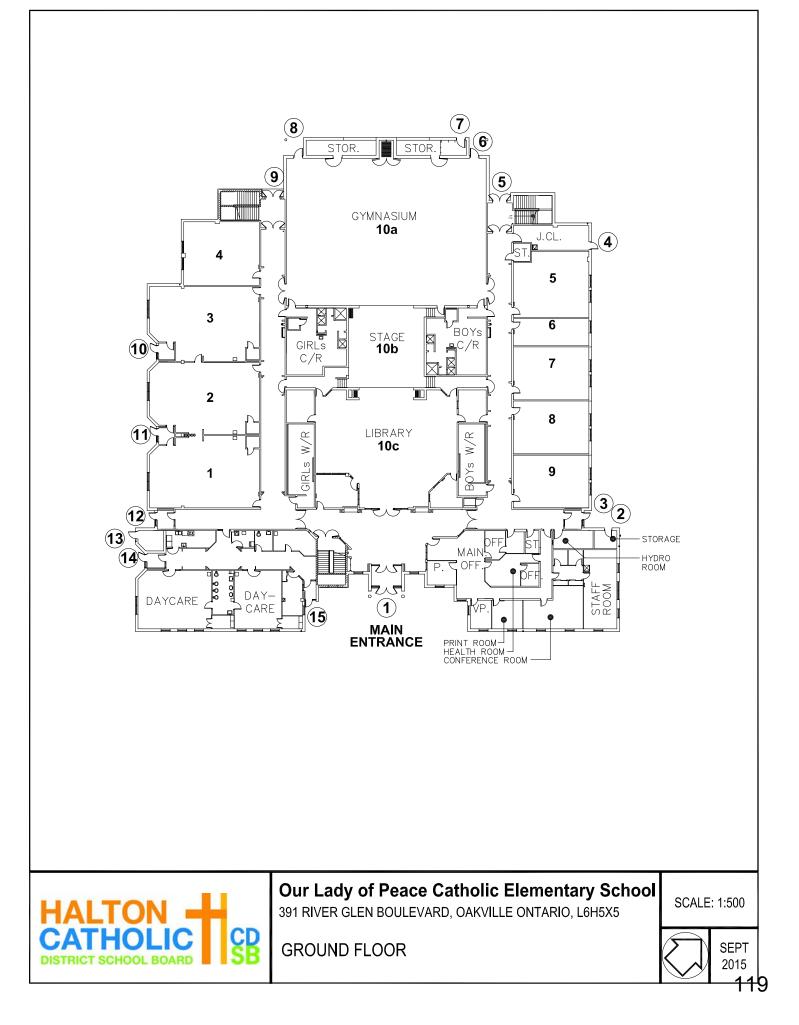
	5-YEAR RENEWAL REQUIREMENTS		
Year	Renewal Item		Cost
2015	Functional Events [F106003 Library Resource Centre]	\$	-
2015	Functional Events [F106007 General Purpose Room]	\$	-
2016	Major Repair [C201001 Interior Stair Construction]	\$	20,375
2016	Replacement [B3010 Roof Coverings - Skylights]	\$	10,608
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%		

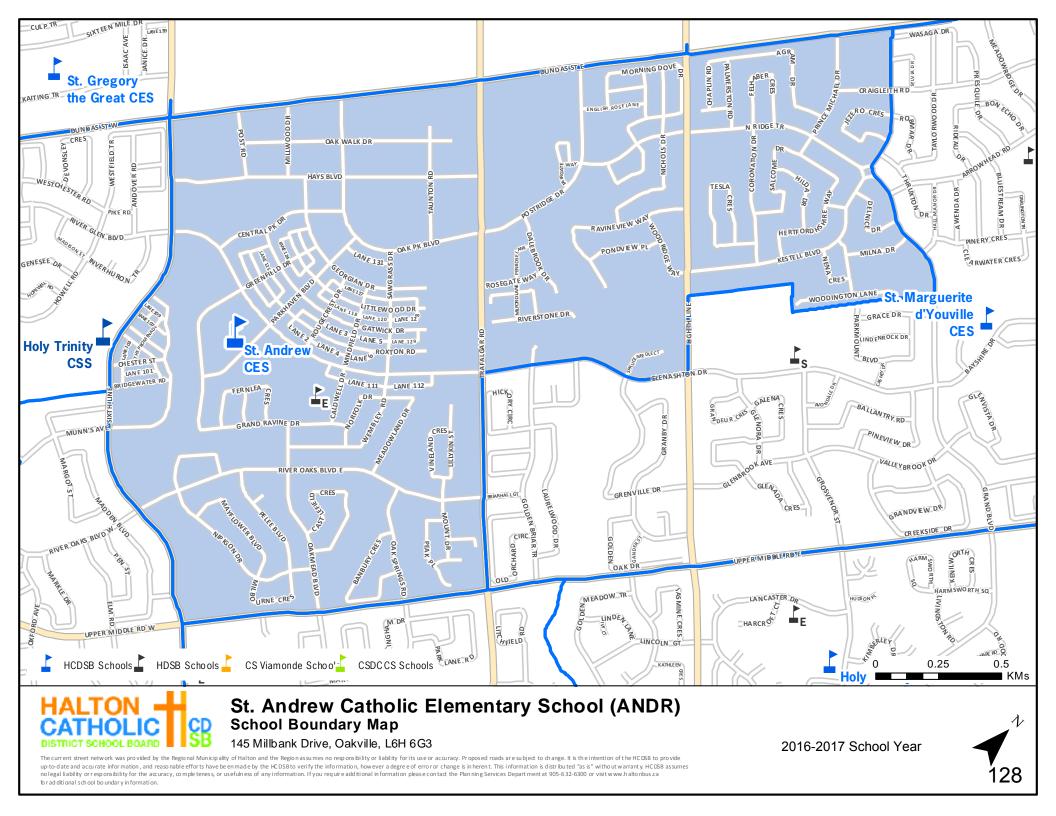
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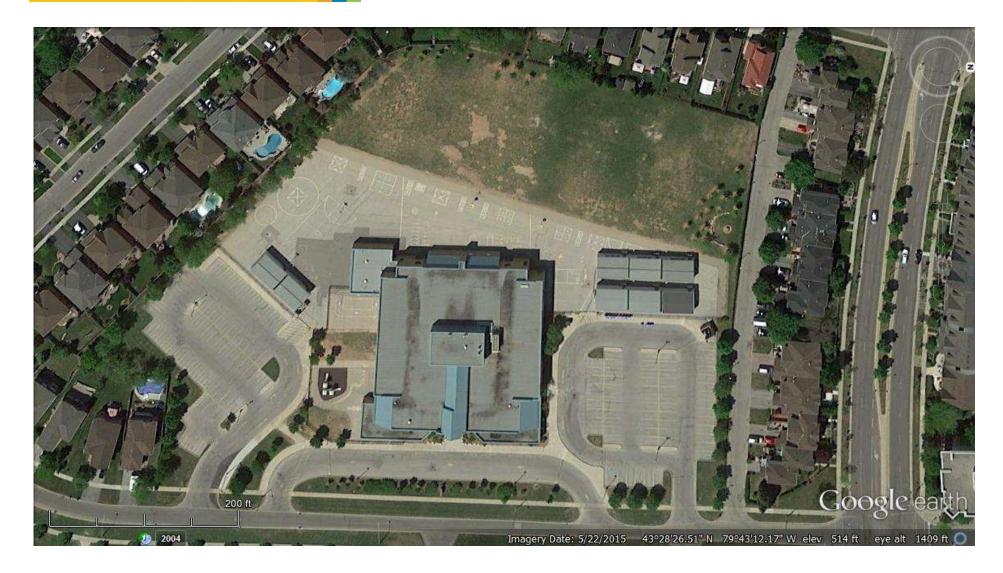
					(GRADE	ORGAN	IIZATIO	N					
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		14	14										28	
2		13	14										27	
3		13	15										28	
4		15	13										28	
5		14	13										27	
6				18									18	
7				11	8								19	Х
8				19									19	
9				19									19	
10					20								20	
11					20								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	

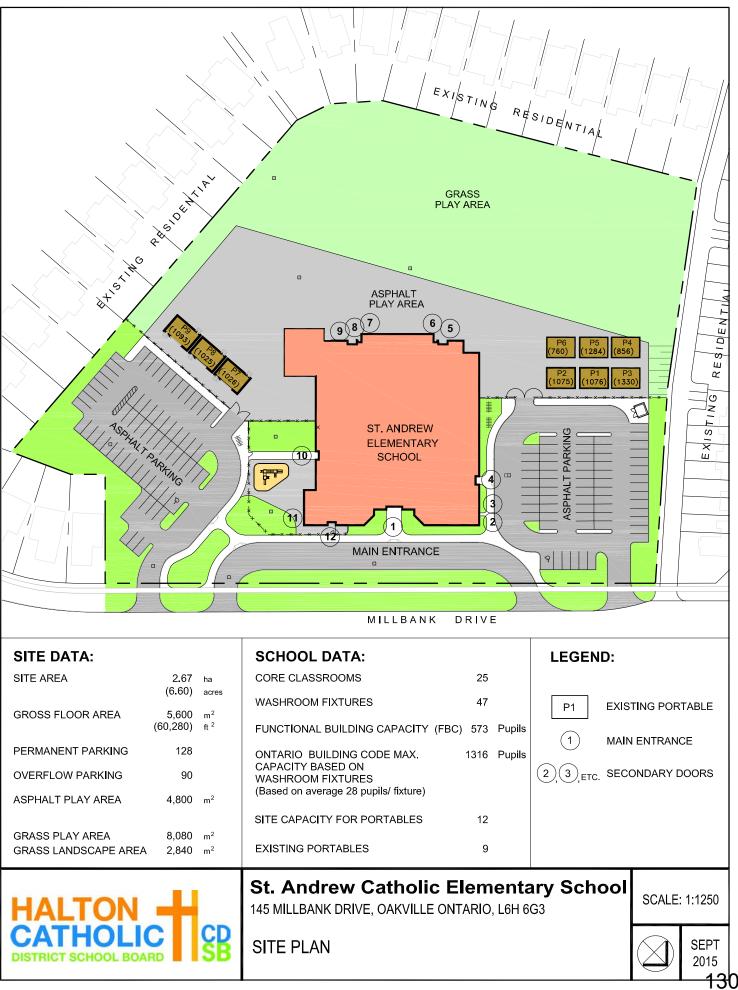
					EN	IROLLIV	IENT				
Year	JK	SK	1	2	3	4	5	6	7	8	Total
2011	43	37	71	79	68	74	86	89	79	82	708
2012	59	57	50	75	80	71	83	87	89	80	731
2013	59	75	60	50	81	81	84	89	95	89	763
2014	66	67	83	67	53	81	90	96	88	98	789
2015	65	71	60	80	70	59	100	91	93	86	775
2016	60	66	69	61	83	72	77	101	89	92	769
2017	61	61	64	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

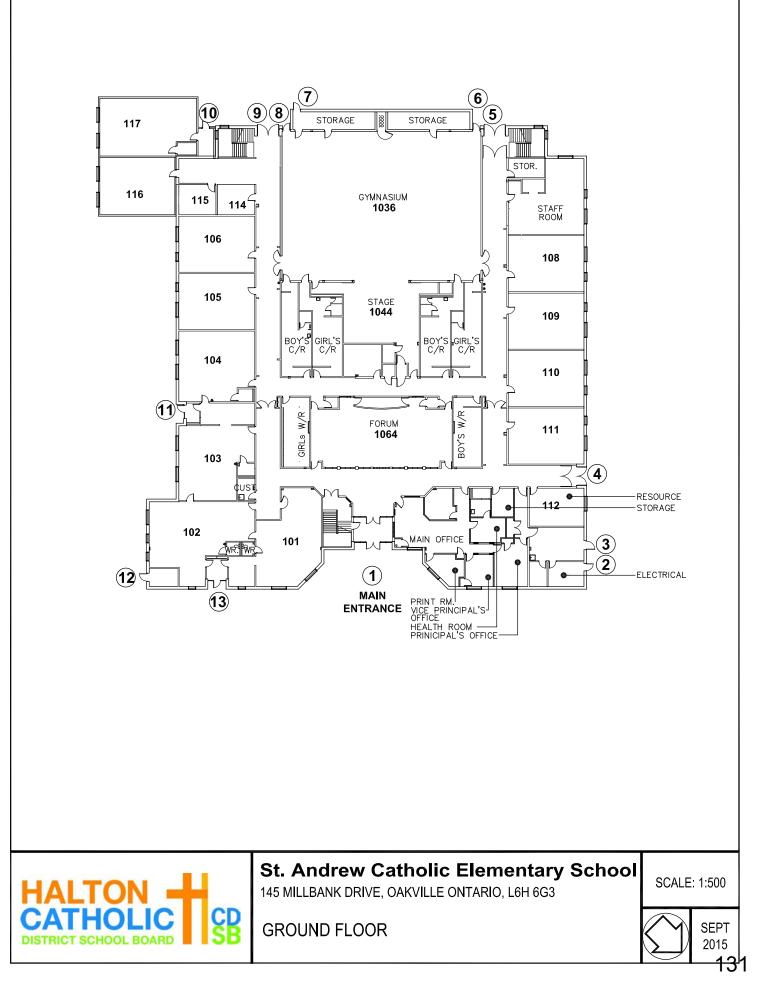
[5-YEAR RENEWAL REQUIREMENTS							
Year	Renewal Item		Cost					
2015	Functional Events [F106001 Double/Large Gymnasium]	\$	-					
2015	Functional Events [F106003 Library Resource Centre]	\$	-					
2018	Replacement [G204005 Signage]	\$	17,626					
2018	Replacement [D2020 Domestic Water Distribution]	\$	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						

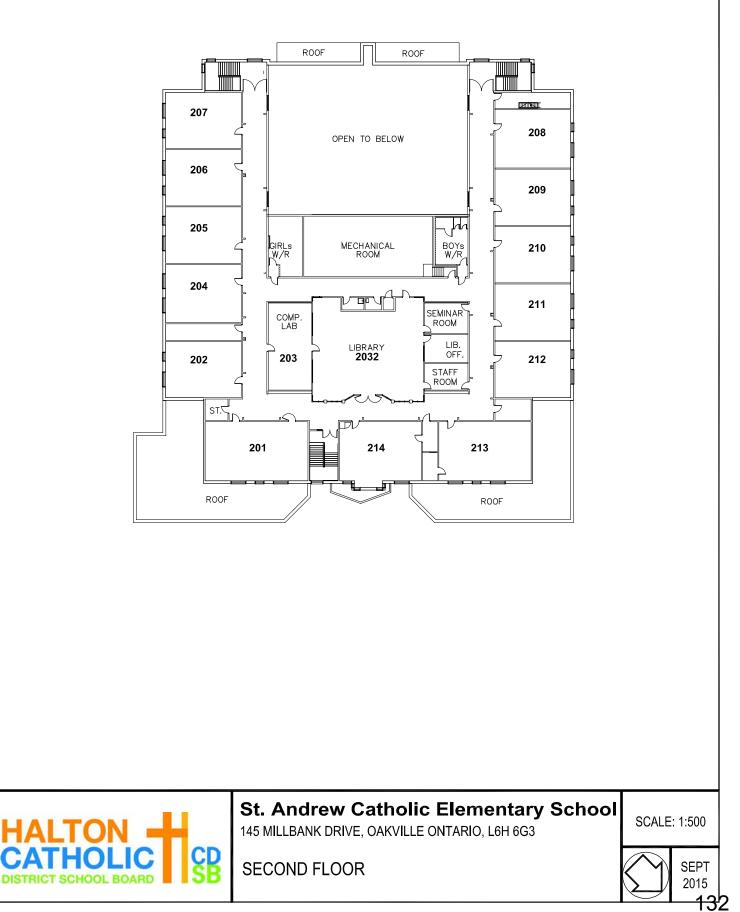
	10-YEAR RENEWAL HISTORY							
Year	Renewal Item	Cost						
2010	Program/Upgrade [03.2-000 Control Systems] Install Energy Monitors - EESF Upgrade	\$ 8,615						
2016	HVAC Chiller Replacement and outdoor playground (estimated cost)	\$ 294,188						













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%						

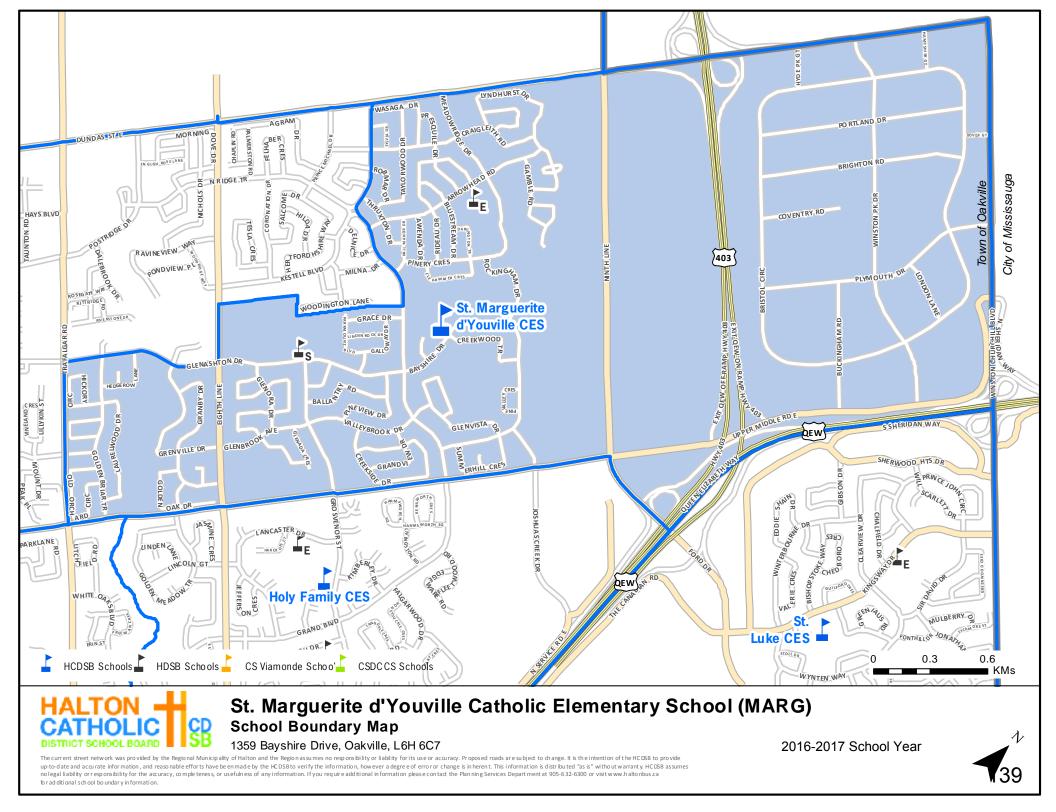
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GRADE ORGANIZATION														
#	FI	JK	SK	1	2	3	4	5	6	7	8	Other	Total	Combined
1		14	15										29	
2		8	6										14	
3		16	14										30	
4				18									18	
5				10	6								16	Х
6				19									19	
7					17								17	
8					17								17	
9						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

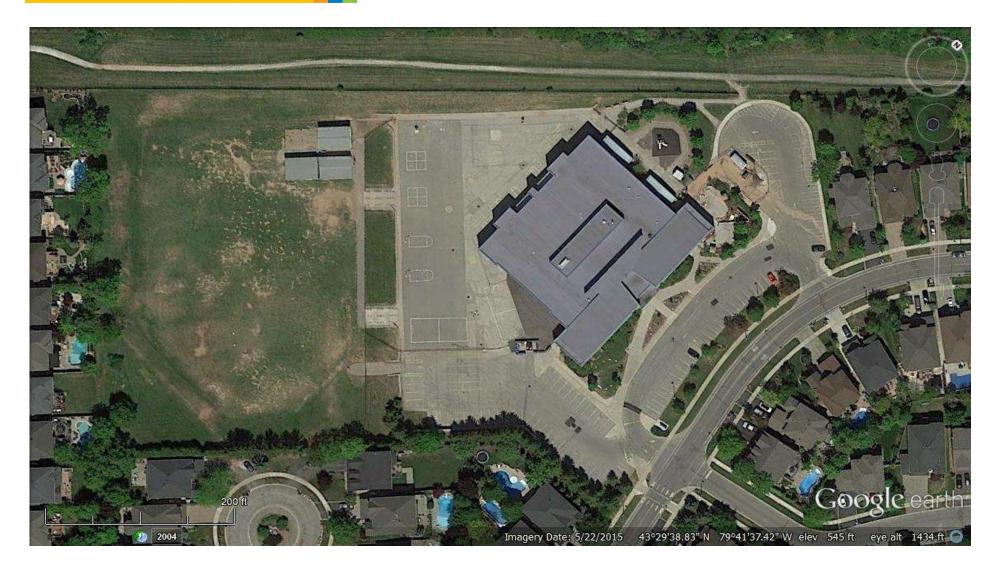
	5-YEAR RENEWAL REQUIREMENTS	1	• •
Year	Renewal Item		Cost
2015	Functional Events [F106003 Library Resource Centre]	\$	-
2015	Functional Events [F106007 General Purpose Room]	\$	-
2016	Study [A1010 Standard Foundations]	\$	15,30
2016	Replacement [C1030 Fittings]	\$	190,94
2016	Replacement [C1010 Partitions]	\$	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 \$

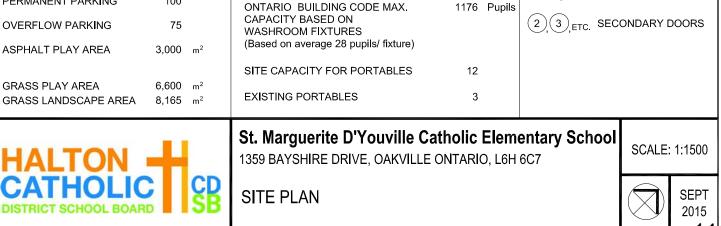


ST. MARGUERITE CATHOLIC ELEMENTARY SCHOOL

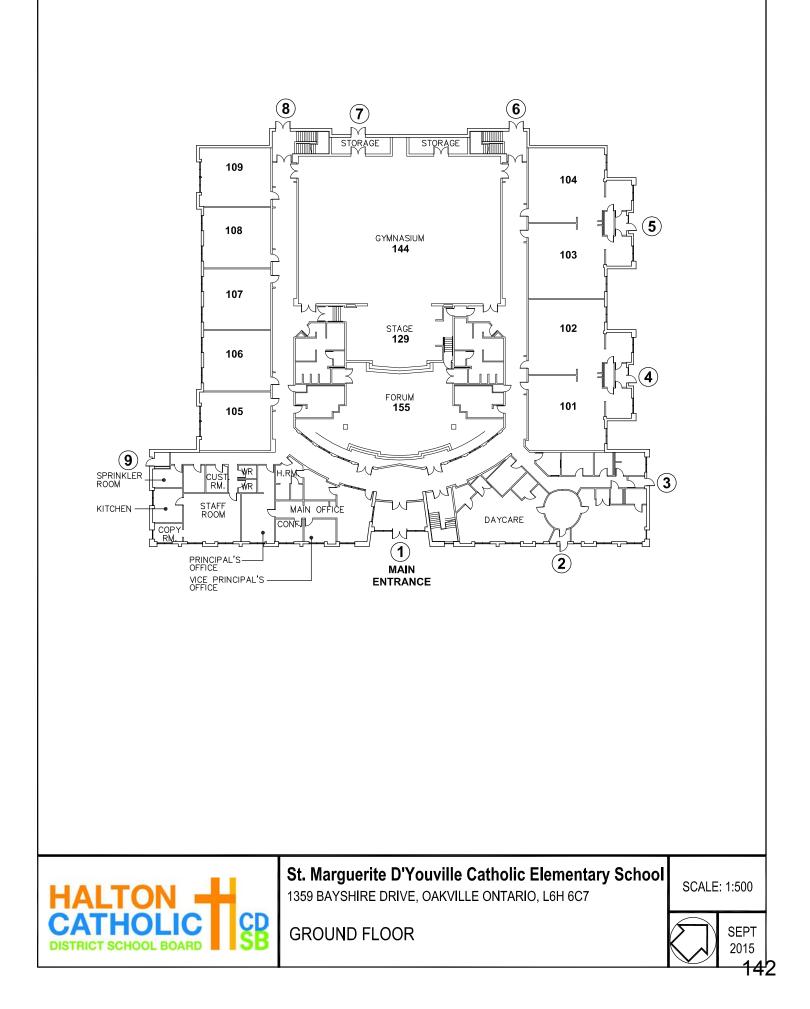
1359 Bayshire Drive, Oakville, L6H 6C7

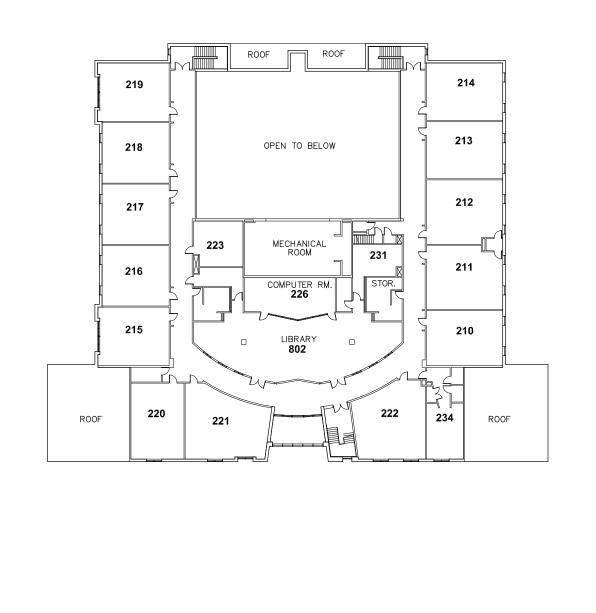






14'





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

SCALE: 1:500



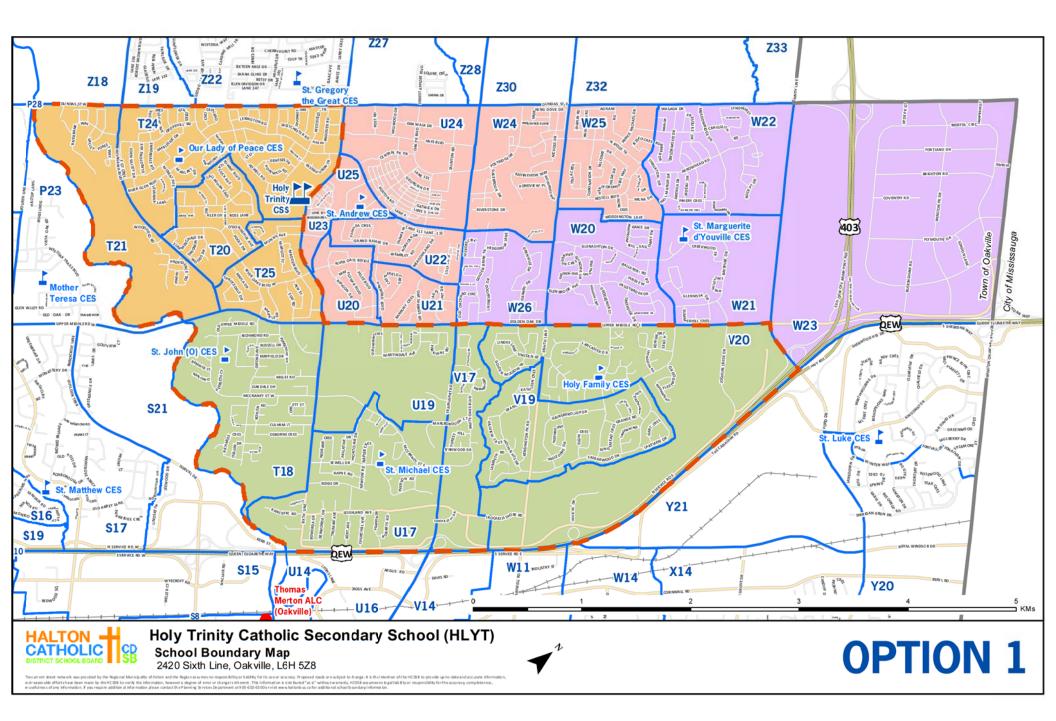
SECOND FLOOR

SEPT 2015



APPENDIX I

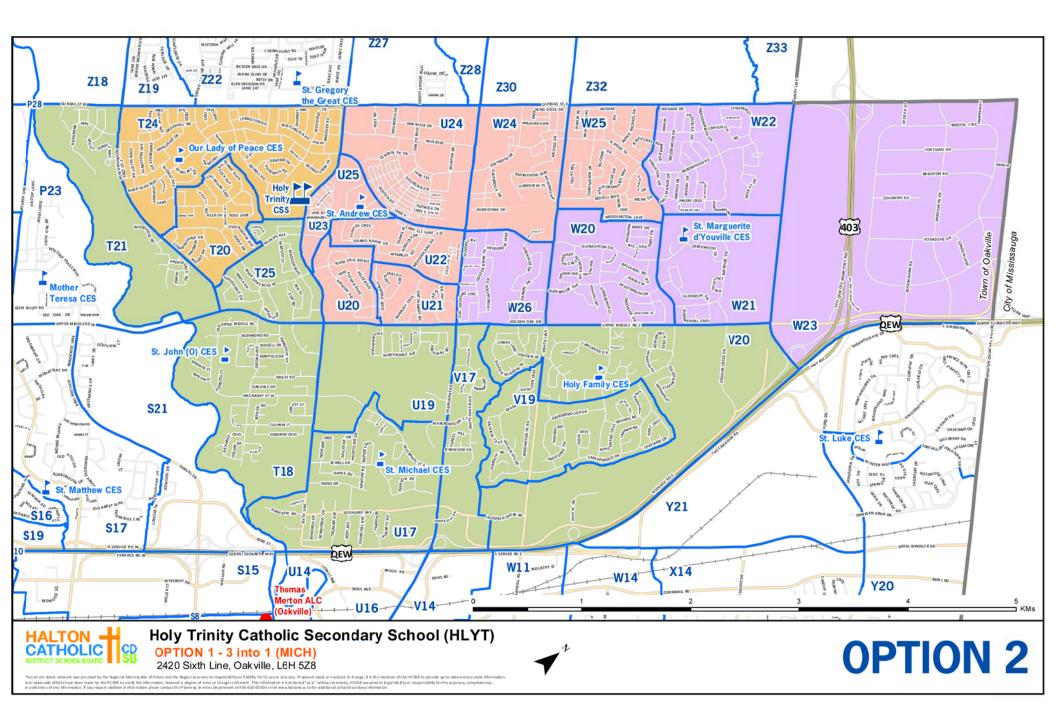
OPTION #1 3-INTO-1 WITH EXTENDED FRENCH IMMERSION





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

OPTION #1: Northeast Oakville Pupil Accommodation Review

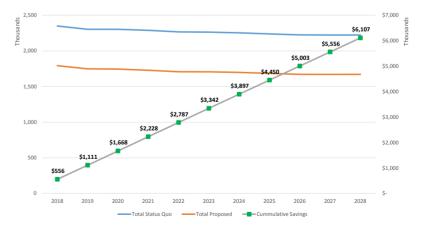
-17 Operating Costs									
	Code	C	Custodial	Electric	(Gas	Water	Other Maint.	Annual
	JOHO	\$	112,652	\$ 30,220	\$	8,293	\$ 5,114	\$ 100,000	\$ 256,279
CEO4 Current Operating	HLYF	\$	112,652	\$ 38,652	\$	4,243	\$ 6,926	\$ 100,000	\$ 262,473
	MICH	\$	112,652	\$ 27,386	\$	8,052	\$ 7,583	\$ 100,000	\$ 255,673
	OLPO	\$	160,725	\$ 62,264	\$	7,469	\$ 15,018	\$ 100,000	\$ 345,476
CE05 Current Operating	ANDR	\$	160,725	\$ 80,576	\$	6,765	\$ 10,144	\$ 100,000	\$ 358,210
	MARG	\$	160,725	\$ 74,493	\$	8,019	\$ 12,179	\$ 100,000	\$ 355,416
TOTAL		\$	820,131	\$ 313,591	\$	42,841	\$ 56,964	\$ 600,000	\$ 1,833,527

10 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	5 256,279 \$	256,279
EO4 Projected Operating		\$	262,473				262,473 \$			262,473 \$			262,473
	MICH	\$	255,673				255,673 \$			255,673 \$	255,673		
	OLPO	\$	345,476	345,476	\$ 345,476 \$	345,476 \$	345,476 \$	345,476 \$	345,476 \$	345,476 \$	345,476	345,476 \$	345,476
CEO5 Projected Operating		\$	484,210	470,210	\$ 470,210 \$	456,210 \$	442,210 \$	442,210 \$	428,210 \$	414,210 \$	400,210	\$ 400,210 \$	400,210
	MARG	\$	383,416	355,416	\$ 355,416 \$	355,416 \$	355,416 \$	355,416 \$	355,416 \$	355,416 \$	355,416		
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	5 1,875,527 \$	1,875,527
10 Year Portables - Status	s Quo												
	•		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
	JOHO												
CEO4 Portables	HLYF												
	MICH												
	OLPO												
CEO5 Portables	ANDR		9	8	8	7	6	6	5	4	3	3	3
	MARG		2	0	ő	0	ő	0	0	Ó	ŏ	Ő	ő
TOTAL	Notic		11	8	8	7	6	6	5	4	3	3	3
TUTAL			11	0	0	1	0	0	5	4	3	3	3
10 Year Transporation Co	sts - Status Quo												
			2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
CE04 Transportation	Enrolment		530	524	523	523	511	506	512	511	511	509	509
(Include ExtFI Costs)	Cost	\$	360,750.00	356,663.72	\$ 356,186.99 \$	355,914.57 \$	347,878.23	5 344,473.00 \$	348,695.49 \$	348,082.55 \$	348,150.65	\$ 346,516.14 \$	346,516.14
CE05 Transportation	Enrolment		393	380	380	384	388	386	378	381	378	375	373
(OLPO Costs only)	Cost	\$		\$- \$	\$-\$	5 - \$	- 9	s - s	- \$	- \$	-	\$-\$	-
TOTAL		Ś	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 \$	346.516.14
School Operating Costs - I	Pronosed Northeast Oal	uille Ce	haal										
concer operating cools i	i i opooou i ioi ulouot ou												
			Custodial	Electric	Gas	Water Ot	her Maintenance	Annual					
New NOAK (based on	Contract Cleaners						her Maintenance 100,000 \$						
	-		Custodial 110,000 \$	60,000 \$	8,000 \$	10,000 \$	100,000 \$	288,000	2024	2025	2026	2027	2028
New NOAK (based on	-		Custodial 110,000 \$ 2018	60,000 \$ 2019	8,000 \$ 2020	10,000 \$ 2021	100,000 \$ 2022	288,000 2023	2024	2025	2026	2027	2028
New NOAK (based on	-		Custodial 110,000 \$	60,000 \$	8,000 \$	10,000 \$ 2021	100,000 \$	288,000	2024 288,000 \$	2025 288,000 \$	2026 288,000 \$	2027 288,000 \$	2028 288,000
New NOAK (based on BENE/OUEN)	Contract Cleaners	\$ \$	Custodial 110,000 \$ 2018	60,000 \$ 2019	8,000 \$ 2020	10,000 \$ 2021	100,000 \$ 2022	288,000 2023					
New NOAK (based on BENE/QUEN)	Contract Cleaners	\$ \$	Custodial 110,000 \$ 2018 288,000 \$	60,000 \$ 2019	8,000 \$ 2020 288,000 \$	10,000 \$ 2021 288,000 \$	100,000 \$ 2022 288,000 \$	288,000 2023 288,000 \$	288,000 \$		288,000 \$	288,000 \$	
New NOAK (based on BENE/QUEN) 10-Year Portables - Propo	Contract Cleaners	\$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018	60,000 \$ 2019 288,000 \$ 2019	\$ 8,000 \$ 2020 \$ 288,000 \$ 2020	10,000 \$ 2021 288,000 \$ 2021	100,000 \$ 2022 288,000 \$ 2022	288,000 2023 288,000 \$ 2023		288,000 \$ 2025	288,000 \$ 2026	288,000 \$ 2027	288,000 2028
New NOAK (based on BENE/QUEN)	Contract Cleaners osed Oakville Northeast NOAK	\$ \$ School	Custodial 110,000 \$ 2018 288,000 \$ 2018 0	60,000 \$ 2019 288,000 \$ 2019 0	\$ 8,000 \$ 2020 \$ 288,000 \$ 2020 0	10,000 \$ 2021 288,000 \$ 2021 0	100,000 \$ 2022 288,000 \$	288,000 2023 288,000 \$ 2023 0	288,000 \$ 2024 0	288,000 \$	288,000 \$ 2026 0	288,000 \$ 2027 0	288,000
New NOAK (based on BENE/QUEN) 10-Year Portables - Propo	Contract Cleaners	\$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018	60,000 \$ 2019 288,000 \$ 2019 0	\$ 8,000 \$ 2020 \$ 288,000 \$ 2020 0	10,000 \$ 2021 288,000 \$ 2021	100,000 \$ 2022 288,000 \$ 2022	288,000 2023 288,000 \$ 2023	288,000 \$ 2024	288,000 \$ 2025	288,000 \$ 2026	288,000 \$ 2027 0	288,000 2028
New NOAK (based on BENE/QUEN) 10-Year Portables - Propo	Contract Cleaners	\$ \$ School	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 - \$	60,000 \$ 2019 288,000 \$ 2019 0 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 - 5 -	6 8,000 \$ 2020 5 288,000 \$ 2020 0 5 - \$	10,000 \$ 2021 288,000 \$ 2021 0 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	100,000 \$ 2022 288,000 \$ 2022 0 - \$	288,000 2023 288,000 \$ 2023 0 - \$	288,000 \$ 2024 0 - \$	288,000 \$ 2025 0 - \$	288,000 \$ 2026 0 - \$	288,000 \$ 2027 0	288,000 2028 0 -
New NOAK (based on BENE/OUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Co	Contract Cleaners	\$ \$ School	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 - \$ 2018 urlington SE Scl 2018	60,000 \$ 2019 2019 0 2019 0 - \$ 1001 2019 2019 0 5 - \$ 1001 2019 0 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	5 8,000 \$ 2020 5 288,000 \$ 2020 0 5 - \$ 2020	10,000 \$ 2021 288,000 \$ 2021 0 2021 2021 2021 2021	100,000 \$ 2022 288,000 \$ 2022 0 2022 2022 2022	288,000 2023 288,000 \$ 2023 0 2023 0 2023	288,000 \$ 2024 0 - \$ 2024	288,000 \$ 2025 0 - \$ 2025	288,000 \$ 2026 0 - \$ 2026 2026	288,000 \$ 2027 0 5 - \$ 2027	288,000 2028
New NOAK (based on BENE/OUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Co	Contract Cleaners	\$ \$ School	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 - \$ urtington SE Scl	60,000 \$ 2019 288,000 \$ 2019 0 5 - \$ 1000	6 8,000 \$ 2020 5 288,000 \$ 2020 0 5 - \$	10,000 \$ 2021 288,000 \$ 2021 0 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	100,000 \$ 2022 288,000 \$ 2022 0 - \$	288,000 2023 288,000 \$ 2023 0 - \$	288,000 \$ 2024 0 - \$	288,000 \$ 2025 0 - \$	288,000 \$ 2026 0 - \$	288,000 \$ 2027 0 5 - \$	288,000 2028 0 -
New NOAK (based on BENE/QUEN) 10-Year Portables - Propo Expected Enrolment	Contract Cleaners Contract Cleaners Contract Cleaners NOAK Cost Cost Cost Cost Cost Cost Cost Cost	\$ S School \$ New Bu	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 - \$ urlington SE Scl 2018 535	60,000 \$ 2019 2019 0 2019 0 - \$ 1001 2019 2019 0 5 - \$ 1001 2019 0 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	\$ 8,000 \$ 2020 2288,000 \$ 2020 0 5 - \$ 2020 525	10,000 \$ 2021 288,000 \$ 2021 0 - \$ 2021 2021 520	100,000 \$ 2022 288,000 \$ 2022 0 2022 2022 2022	288,000 2023 288,000 \$ 2023 0 - \$ 2023 505	288,000 \$ 2024 0 - \$ 2024 517	288,000 \$ 2025 0 - \$ 2025	288,000 \$ 2026 0 2026 518	288,000 \$ 2027 0 5 - \$ 2027	288,000 2028 0 - 2028 518
New NOAK (based on BERE/OUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Cc CE04 Transportation (Include ExPFI Costs)	Contract Cleaners Seed Oakville Northeast NOAK Cost Osts - Proposed Solution Enrolment Cost	\$ S School \$ New Bu	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 - \$ 2018 535 266,750.00 \$	60,000 \$ 2019 288,000 \$ 2019 0 - 5 - \$ 1000 2019 532	\$ 8,000 \$ 2020 2288,000 \$ 2020 0 5 - \$ 2020 525	10,000 \$ 2021 288,000 \$ 2021 0 - \$ 2021 2021 520	100,000 \$ 2022 288,000 \$ 2022 0 - \$ 2022 506	288,000 2023 288,000 \$ 2023 0 - \$ 2023 505	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$	288,000 \$ 2025 0 2025 517	288,000 \$ 2026 518 258,273.83 \$	288,000 \$ 2027 0 5 - \$ 2027 517 5 257,775.23 \$	288,000 2028 0 - 2028 518 258,273.83
New NOAK (based on BENE/OUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Cc CE04 Transportation (Include ExtFl Costs) CE05 Transportation	Contract Cleaners Contract Cleaners Cost NOAK Cost Cost Enrolment Cost Enrolment Cost Enrolment Cost Enrolment Cost Cost Cost Cost Cost Cost Cost Cos	\$ \$ \$ \$ New Bu	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 - \$ 2018 - \$ 2018 0 - \$ 2018 - \$ 2018 0 - \$ 2018 0 - \$ 2018 0 - \$ 2018 - \$ 2018 0 - \$ 2018 0 - \$ 2018 0 - \$ 2018 - \$ 2018 0 - \$ 2018 - \$ 20 - \$ 2 - \$ 2018 - \$ 20	60,000 S 2019 0 2019 0 0 2019 0 2019 532 532 532 532 5440	\$ 8,000 \$ 2020 288,000 \$ 2020 0 5 - \$ 2020 525 261,764.02 \$ 441	10,000 \$ 2021 288,000 \$ 2021 0 2021 520 2021 520 2021 520 442	100,000 \$ 2022 288,000 \$ 2022 0 2022 0 2022 506 2022 506 252,290.65 \$ 448	288,000 2023 288,000 S 2023 0 - S 2023 505 505 505 51,792.06 S 443	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$ 436	288,000 \$ 2025 0 - \$ 2025 517 257,775.23 \$ 440	288,000 \$ 2026 0 2026 518 258,273.83 \$ 438	288,000 \$ 2027 0 2027 517 517 5257,775.23 \$ 436	288,000 2028 0 - 2028 518 258,273,83 434
New NOAK (based on BENE/OUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Co CE04 Transportation (Include ExtFl Costs) CE05 Transportation (ULPO Costs only)	Contract Cleaners Seed Oakville Northeast NOAK Cost Osts - Proposed Solution Enrolment Cost	\$ \$ \$ \$ New Bt \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 \$ 2018 0 \$ 2018 5.35 266,750.00 \$ 460 24,250.00 \$	0000 \$ 2019 288,000 \$ 2019 0 2019 0 2019 0 2019 5 2019 2019 2019 2019 2019 2019 2019 2019 2019 2019 2019 0 2019 2019 0 2019 2019 0 2019	\$ 8,000 \$ 2020 5 288,000 \$ 2020 0 2020 0 5 - \$ 2020 525 5 261,764.02 \$ 441 421,745 \$ 23,217.45 \$	10,000 \$ 2021 288,000 \$ 2021 0 2021 520 2021 520 2021 520 2021 520 2021 23,271.43 \$	100,000 \$ 2022 288,000 \$ 2022 0 2022 506 252,290.65 \$ 448 23,601.11 \$ 23,601.11 \$ }	288,000 2023 288,000 \$ 2023 0 2023 505 505 551,792.06 \$ 443 23,371.69 \$	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$ 436 22,959.63 \$	288,000 \$ 2025 0 2025 517 257,775.23 \$ 440 23,200.30 \$	288,000 \$ 2026 0 2026 518 258,273.83 438 23,100.50 5	2027 0 5 2027 517 517 5 257,775.23 436 5 22,999.29 \$	288,000 2028 0 2028 518 258,273.83 434 22,890.84
New NOAK (based on BENE/OUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Cc CE04 Transportation (Include ExtFl Costs) CE05 Transportation	Contract Cleaners Contract Cleaners Cost NOAK Cost Cost Enrolment Cost Enrolment Cost Enrolment Cost Enrolment Cost Cost Cost Cost Cost Cost Cost Cos	\$ \$ \$ \$ New Bt \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 - \$ 2018 535 266,750.00 \$ 460 24,250.00 \$	60,000 S 2019 0 2019 0 0 2019 0 2019 532 532 532 532 5440	\$ 8,000 \$ 2020 5 288,000 \$ 2020 0 2020 0 5 - \$ 2020 525 5 261,764.02 \$ 441 421,745 \$ 23,217.45 \$	10,000 \$ 2021 288,000 \$ 2021 0 2021 520 520 520 520 442 23,271.43 \$	100,000 \$ 2022 288,000 \$ 2022 0 2022 506 252,290.65 \$ 448 23,601.11 \$ 23,601.11 \$ }	288,000 2023 288,000 S 2023 0 - S 2023 505 505 505 51,792.06 S 443	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$ 436 22,959.63 \$	288,000 \$ 2025 0 - \$ 2025 517 257,775.23 \$ 440	288,000 \$ 2026 0 2026 518 258,273.83 438 23,100.50 5	288,000 \$ 2027 0 2027 517 517 5257,775.23 \$ 436	288,000 2028 0 2028 518 258,273.83 434 22,890.84
New NOAK (based on BENE/QUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation (Include ExtFI Costs) CE05 Transportation (OLPO Costs only) TOTAL	Contract Cleaners Contract Cleaners Cost NOAK Cost Cost Enrolment Cost Enrolment Cost Enrolment Cost Enrolment Cost Cost Cost Cost Cost Cost Cost Cos	\$ \$ \$ \$ New Bt \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 \$ 2018 0 \$ 2018 5.35 266,750.00 \$ 460 24,250.00 \$	0000 \$ 2019 288,000 \$ 2019 0 2019 0 2019 0 2019 5 2019 2019 2019 2019 2019 2019 2019 2019 2019 2019 2019 0 2019 2019 0 2019 2019 0 2019	\$ 8,000 \$ 2020 5 288,000 \$ 2020 0 2020 0 5 - \$ 2020 525 5 261,764.02 \$ 441 421,745 \$ 23,217.45 \$	10,000 \$ 2021 288,000 \$ 2021 0 2021 520 2021 520 2021 520 2021 520 2021 23,271.43 \$	100,000 \$ 2022 288,000 \$ 2022 0 2022 506 252,290.65 \$ 448 23,601.11 \$ 23,601.11 \$ }	288,000 2023 288,000 \$ 2023 0 2023 505 505 551,792.06 \$ 443 23,371.69 \$	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$ 436 22,959.63 \$	288,000 \$ 2025 0 2025 517 257,775.23 \$ 440 23,200.30 \$	288,000 \$ 2026 0 2026 518 258,273.83 438 23,100.50 5	2027 0 5 2027 517 517 5 257,775.23 436 5 22,999.29 \$	288,000 2028 0 2028 518 258,273.83 434 22,890.84
New NOAK (based on BENE/OUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Co CE04 Transportation (Include ExtFl Costs) CE05 Transportation (ULPO Costs only)	Contract Cleaners Contract Cleaners Cost NOAK Cost Cost Enrolment Cost Enrolment Cost Enrolment Cost Enrolment Cost Cost Cost Cost Cost Cost Cost Cos	\$ \$ \$ \$ New Bt \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 \$ 2018 0 \$ 2018 5.35 266,750.00 \$ 460 24,250.00 \$	0000 \$ 2019 288,000 \$ 2019 0 2019 0 2019 0 2019 5 2019 2019 2019 2019 2019 2019 2019 2019 2019 2019 2019 0 2019 2019 0 2019 2019 0 2019	\$ 8,000 \$ 2020 5 288,000 \$ 2020 0 2020 0 5 - \$ 2020 525 5 261,764.02 \$ 441 421,745 \$ 23,217.45 \$	10,000 \$ 2021 288,000 \$ 2021 0 2021 520 2021 520 2021 520 2021 520 2021 23,271.43 \$	100,000 \$ 2022 288,000 \$ 2022 0 2022 506 252,290.65 \$ 448 23,601.11 \$ 23,601.11 \$ }	288,000 2023 288,000 \$ 2023 0 2023 505 505 551,792.06 \$ 443 23,371.69 \$	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$ 436 22,959.63 \$	288,000 \$ 2025 0 2025 517 257,775.23 \$ 440 23,200.30 \$	288,000 \$ 2026 0 2026 518 258,273.83 438 23,100.50 5	2027 0 5 2027 517 517 5 257,775.23 436 5 22,999.29 \$	288,000 2028 0 2028 518 258,273.83 434 22,890.84
New NOAK (based on DENE/QUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation CEO4 Transportation (Include ExtF1 Costs) CEO5 Transportation (OLPO Costs only) TOTAL	Contract Cleaners Contract Cleaners Cost NOAK Cost Cost Enrolment Cost Enrolment Cost Enrolment Cost Enrolment Cost Cost Cost Cost Cost Cost Cost Cos	\$ \$ \$ \$ New Bt \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 2018 0 2018 535 266,750.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 291,000.00 \$ 2018	60,000 \$ 2019 288,000 \$ 288,000 \$ \$ 2019 0 \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 0 • \$ 2019 • \$ 232,210,94 \$ 28,465.15	\$ 8,000 \$ 2020 5 288,000 \$ 2020 0 5 - \$ 2020 525 261,764.02 \$ 441 \$ 23,217.45 \$ 284,981.47 \$ 2020	10,000 \$ 2021 288,000 \$ 2021 0 2021 520 520 520 520 520 520 522 520 525 23,271.03 \$ 442 23,271.44 \$ 282,542.47 \$ 2021	100,000 \$ 2022 288,000 \$ 2022 0 2022 506 2022 506 2022 3,601.11 \$ 275,891.76 \$ 2022 2022	288,000 2023 288,000 \$ 2023 0 \$ 2023 505 505 251,792.06 \$ 24,392.06 \$ 24,392.06 \$ 24,392.06 \$ 275,163,74 \$ 2023	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$ 4.36 22,959.63 \$ 280,734.86 \$ 2024	288,000 \$ 2025 0 2025 517 25,775,23 \$ 440 23,200,30 \$ 280,975,53 \$ 20025	288,000 \$ 2026 0 2026 518 288,273.83 3 281,374.33 5 2026	2027 0 2027 5 5 2027 5 17 5 17 5 2027 5 2027 5 22999.29 5 280,774.53 5 280,774.53 5 2027	288,000 2028 0 - 2028 518 258,273.83 434 22,890.84 281,164.67 2028
New NOAK (based on DENE/QUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation (Include ExtFI Costs) CE04 Transportation (Include ExtFI Costs) CE05 Transportation (OLPO Costs only) TOTAL Option Evaluation	Contract Cleaners Cost Cost Cost Cost Cost Cost Cost Cos	\$ \$ \$ \$ New Bt \$ \$	Custodial 110,000 \$ 2018 0 288,000 \$ 2018 0 - \$ 2018 535 566,750.00 \$ 24,250.00 \$ 291,000.00 \$ 2018 1,833,527 \$. 60.000 \$ 2019 2019 2019 2019 0 2019 532 2019 532 2019 532 2019 532 2019 532 2019 23,210.94 23,210.94 23,210.94 23,210.94 23,210.94 2019 2019 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 1,833,527 5 2019 5 2019 5 2019 5 2019 5 2019 5 2019 5 2019 5 2019 5 2019 5 2019 5 2019 5 2019 5 2019 5 2019 5 2019 5 201 5 2019 5 201 5 20 5 20	\$ 8,000 \$ 2020 5 288,000 \$ 2020 0 5 - \$ 2020 525 261,764.02 \$ 441 \$ 23,217.45 \$ 284,981.47 \$ 2020 5 1,833,527 \$	10,000 \$ 2021 288,000 \$ 2021 0 520 520 520 520 520 23,271.03 \$ 442 23,271.44 \$ 282,542.47 \$ 2021 1,833,527 \$	100,000 \$ 2022 288,000 \$ 2022 0 2022 506 2022 506 252,290,65 24,8 448 23,601.11 \$ 275,891.76 \$ 2022 1,833,527 \$	288,000 2023 288,000 \$ 2023 0 2023 505 51,572,05 24,432 23,371,69 523,372,57 523,372,57 523,372,57 523,372,57 523,372,57 523,372,57 523,572,57 523,572,57 523,572,572 523,572 523,	2024 0 - \$ 2024 517 257,775.23 22,959.63 22,959.63 5 280,734.86 \$ 2024 1,833,527 \$	288,000 \$ 2025 0 2025 517 257,775.23 \$ 440 23,200.30 \$ 280,975.53 \$ 2025 1,833,527 \$	288,000 \$ 2026 0 2026 518 258,273.83 23,100.50 23,100.50 281,374.33 2026 1,833,527 5	2027 0 2027 5 2029 2029 5 2029 2029 5 2029 2029 5 2029 2029 2027 5 2027 2027 5 2027 5 2027 5 2027 5 2027 202 202	288,000 2028 0 - 2028 518 258,273.83 434 22,890.84 281,164.67 2028 1,833,527
New NOAK (based on BENE/QUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation CE04 Transportation Include ExtF1 Costs) CE05 Transportation (OLPO Costs only) TOTAL	Contract Cleaners Contract Cleaners Contract Cleaners NOAK Cost Cost Enrolment Cost Enrolment Cost Cost Cost Cost Cost Cost Cost Cos	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 2018 0 2018 535 266,750.00 \$ 291,000.00 2018 21,250.00 \$ 2018 1,833,527 \$ 360,750 \$. 60,000 \$ 2019 288,000 \$ 2019 2019 0 2019 0 2019 532 2019 532 265,254.21 440 2019 528,465.15 284,465.15 2019 2019 5 1,833,527 5 356,664 5 356,66 5 356,66 5 356,66 5 356,66 5 356,66 5 356,66 5 5 356,66 5 5 356,66 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	\$ 8,000 \$ 2020 \$ 288,000 \$ 2020 0 \$ 2020 0 \$ 2020 \$ 2020 \$ 2020 \$ 2020 \$ 2020 \$ 2020 \$ 2020 \$ 201,764.02 \$ \$ 441 \$ 23,217.45 \$ \$ 28,981.47 \$ \$ 2020 \$ 1,833,527 \$ \$ 356,187 \$	10,000 \$ 2021 288,000 \$ 2021 0 520 520 520 520 520 520 520 520 520 5	100,000 \$ 2022 288,000 \$ 2022 0 506 2022 506 2022 506 2022 205 506 202 2020 506 202 2020 50 506 202 202 506 202 202 506 202 202 506 202 202 506 202 202 506 202 202 50 202 50 202 50 5 50 5	288,000 2023 288,000 \$ 2023 0 2023 505 251,792.06 \$ 443 23,371.69 \$ 275,163.74 \$ 2023 203 205,163.74 \$ 203 203 203 204,473 \$ 344,473 \$ 204,473 \$ 204,475 \$	288,000 \$ 2024 0 517 257,775.23 \$ 436 22,959.63 \$ 280,734.86 \$ 2024 1.833,527 \$ 348,695 \$	288,000 \$ 2025 0 2025 517 25,775,23 \$ 280,975,53 \$ 280,975,53 \$ 280,975,53 \$ 280,975,53 \$ 280,975,53 \$	288,000 \$ 2026 0 2025 518 258,273,83 23,100.50 281,374.33 2026 1,833,527 348,151 \$ 2026 2026 202 202 202 202 202 202 202 2	2027 0 2027 5 202 5 202 5 202 5 202 5 202 5 202 5 202 5 202 5 202 5 202 5 202 5 202 5 202 5 20 5 20 5 20 5 5 20 5 5 20 5 5 20 5 5 5 5 5 5 5 5 5 5 5 5 5	288,000 2028 0 2028 518 258,273.83 434 281,164.67 2028 1,833,527 346,516
New NOAK (based on DENE/QUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation (Include ExtFI Costs) CE04 Transportation (Include ExtFI Costs) CE05 Transportation (OLPO Costs only) TOTAL Option Evaluation	Contract Cleaners Cost Cost Cost Cost Cost Cost Cost Cos	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 288,000 \$ 2018 0 - \$ 2018 535 266,750.00 \$ 291,000.00 \$ 291,000.00 \$ 2018 1,833,527 \$ 360,750 \$ 360,750 \$ 360,750 \$ 5 360,750 \$ 360	. 60,000 \$ 2019 288,000 \$ 2019 0 2019 0 2019 0 532 2019 532 2019 532 2019 532 28,465.15 2 28,465.15 2019 2019 528,465.15 2019 2019 528,465.15 2019 2019 512,200 5 35,664 5 112,000 \$ 112,	\$ 8,000 \$ 2020 5 288,000 \$ 2020 0 5 - \$ 2020 5:25 5:25 2020 5:25 2020 5:25 23,217.40 \$ 23,217.45 \$ 21,217.45 \$ 21,217.4	10,000 \$ 2021 288,000 \$ 2021 0 2021 520 2021 520 2021 520 23,271.03 \$ 442 23,271.44 \$ 282,542.47 \$ 2021 1,833,527 \$ 355,915 \$ 355,915 \$ 98,000 \$	100,000 \$ 2022 288,000 \$ 2022 0 - \$ 2022 506 252,290,65 \$ 448 23,601.11 \$ 275,891.76 \$ 2022 1,833,527 \$ 347,878 \$ 84,000 \$ 84,000 \$ \$	288,000 2023 288,000 \$ 2023 0 2023 505 505 505 505 505 505 505 50	288,000 \$ 2024 0 - \$ 2024 517 257,775,23 436 22,959,63 280,734.86 2024 1,833,527 348,695 348,695 70,000 \$ 70,000 \$	288,000 \$ 2025 0 2025 517 25,775.3 440 23,200.30 \$ 280,975.53 \$ 2025 1,833,527 \$ 348,083 \$ 55,6000 \$ 55,6000 \$ 55,6000 \$	288,000 \$ 2026 0 2026 518 23,100,50 \$ 281,374,33 \$ 2026 1.833,527 \$ 348,151 \$ 2026 1.833,527 \$ 348,151 \$ 2026 1.833,527 \$ 348,151 \$ 2026 1.833,527 \$ 348,151 \$ 2026 1.833,527 \$ 348,151 \$ 2026 1.833,527 \$ 348,151 \$ 2026 1.833,527 \$ 348,151 \$ 348,15	2027 0 2027 0 2027 5 2027 5 2027 5 22,999.29 5 280,774.53 5 228,077 5 280,775.2 5 280,774.53 5 280,775.2 5 280,775.2 5 280,775.2 5 280,775.2 5 280,775.2 5 280,775.2 5 280,775.2 5 280,775.2 5 280,775.2 5 280,775.2 5 280,775.2 5 280,775.2 5 280,775.2 5 280,774.5 5 200,774.5 5 200,774.5 5 200,774.5 5 200,774.5 5 200,774.5 5 5 200,774.5 5 5 200,774.5 5 5 200,774.5 5 5 5 200,774.5 5 5 5 200,774.5 5 5 5 40,610 5 5 40,610 5 5 40,610 5 5 5 40,610 5 5 5 40,610 5 5 5 40,000 5 5 5 5 40,000 5 5 5 5 5 5 5 5 5 5 5 5 5	288,000 2028 0 - 2028 518 258,273.83 434 281,164.67 2028 1,833.527 346,516 42,000
New NOAK (based on SENE/QUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation CE04 Transportation CE04 Transportation CE05 Transportation (OLPO Costs only) TOTAL Option Evaluation	Contract Cleaners Seed Oakville Northeast NOAK Cost Derrolment Cost Enrolment Cost Enrolment Cost I I Operational Costs Iransportation Costs Portable Costs Portable Costs Transportation Que	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 288,000 \$ 2018 0	60,000 \$ 2019 288,000 \$ 2019 0 \$ 2019 0 \$ \$ 2019 0 \$ \$ 2019 5 \$ \$ 2019 5 \$ \$ 2019 \$ \$ \$ 2019 \$ \$ \$ 2019 \$ \$ \$ 2019 \$ \$ \$ 2019 \$ \$ \$ 2019 \$ \$ \$ 2019 \$ \$ \$ 2 1.833.527 \$ \$ 336.664 \$ \$ \$ 2 3.30.2191 \$ \$	8,000 \$ 2020 \$ 288,000 \$ 2020 0 0 \$ 2020 \$ 2020 \$ 2020 \$ 2020 \$ 2020 \$ 2020 \$ 2020 \$ 21,414 \$ 224,981.47 \$ 2020 \$ 1,833.527 \$ 336,187 \$ 2,302,187 \$ 2,302,174 \$	10,000 \$ 2021 288,000 \$ 2021 0 0 2021 2021 2021 520 520 529,271.03 \$ 442 232,271.44 \$ 282,542.47 \$ 282,542.47 \$ 2021 1,833,527 \$ 355,915 \$ 98,000 \$ 2,287,442 \$	100,000 \$ 2022 288,000 \$ 2022 0 506 506 2022 202 202 202 202 202 202 202 202	288,000 2023 288,000 S 2023 0 2023 505 2023 505 205 2023 505 21,792.06 S 443 225,163,74 S 275,163,74 S 2023 275,163,74 S 244,473 S 344,473 S 248,000 S	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$ 436 22,959.63 \$ 280,734.86 \$ 2024 1.833,527 \$ 348,695 \$ 70,000 \$ 2,252,222 \$	288,000 \$ 2025 0 - \$ 2025 517 23,200.30 \$ 280,975.53 \$ 280,975.53 \$ 2025 1,833,527 \$ 348,083 \$ 56,000 \$ 2,237,610 \$ \$ 2,237,610 \$ \$ }	288,000 \$ 2026 0 2026 518 23,100.50 \$ 281,374.33 \$ 2026 1,833,527 \$ 438 2026 2,234,8151 \$ 42,000 \$ 2,223,678 \$	2027 0 5 2027 5 2027 5 2027 5 22,775,23 5 22,992,92 5 220,774,53 5 22,992,92 5 220,774,53 5 22,992,92 5 220,74,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 220,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 200,774,53 5 20,974,53 5 20,974,53 5 20,974,53 5 20,974,53 5 20,974,53 5 20,974,53 5 20,974,53 5 20,974,53 5 20,974,53 5 20,974,53 5 20,974,53 5 20,974,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,53 5 20,274,54 20,274,54 5 20,274,54 20,274,	288,000 2028 0 2028 518 256,273.83 434 281,164.67 2028 1.833.527 346,516 42,000 2,222,043
Vew NOAK (based on SERE/QUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Include ExtF1 Costs) 2605 Transportation OLPO Costs only) TOTAL Dption Evaluation	Contract Cleaners Seed Oakville Northeast NOAK Cost Enrolment Cost Enrolment Cost Operational Costs Portable Costs Total Status Quo Querational Costs Total Status Quo Querational Costs	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 - 2018 535 266,750.00 24,250.00 241,250.00 241,250.00 241,250.00 241,250.00 241,250.00 241,250.00 25154,000 2,348,277 154,000 2,348,277 1,347,102	. 60,000 \$ 2019 288,000 \$ 2019 0 2019 0 532 2019 532 2019 532 2019 532 2019 532 2019 532 2019 532 2019 532 2019 532 2019 532 2019 532 2019 532 2019 532 2019 532 2019 532 2019 532 201 12,000 5 2,332,011 5 2,332,10 5 2,332,10 5 2,332,10 5 2,332,10 5 2,332,10 5 2,332,10 5 2,332,10 5 2,332,10 5 2,332,10 5 5 2,332,10 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	\$ 8,000 \$ 2020 288,000 \$ 288,000 \$ 2020 0 525 261,764,02 \$ 441 23,217,45 \$ 284,981,47 \$ 2020 515 356,187 \$ 3112,000 \$ 1,33,527 \$ 112,000 \$ 1,347,102 \$ 1,347,102 \$	10,000 \$ 2021 288,000 \$ 2021 0 520 2021 520 2021 520 2021 520 23,271.03 \$ 442 23,271.44 \$ 23,271.44 \$ 2021 1.833,527 \$ 355,915	100,000 \$ 2022 288,000 \$ 2022 0 2022 506 2022 506 2022 506 2022 506 2022 508 275,891.76 \$ 275,891.76 \$ 2022 1.833,527 \$ 347,878 \$ 84,000 \$ 2,265,405 \$ 2,265,405 \$ 1.347,102 \$	288,000 2023 288,000 \$ 2023 0 \$ 2023 505 2023 505 231,792.06 \$ 243 23,371.69 \$ 275,163,74 \$ 2023 1.833,527 \$ 344,473 \$ 84,000 \$ 2023 1.833,527 \$ 344,473 \$ 2023 1.833,527 \$ 1.833,527 \$ 1.833,527 \$ 1.833,527 \$ 1.833,527 \$ 1.833,527 \$ 1.833,527 \$ 1.844,73 \$ 1.844,73 \$ 1.844,73 \$ 1.844,71 \$ 2.000 \$	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$ 4.36 22,959.63 \$ 280,734.86 \$ 2024 1.833,527 \$ 348,695 \$ 70,000 \$ 2,252,222 \$ 1.347,102 \$	288,000 \$ 2025 0 2025 517 257,775,23 \$ 440 23,200,30 \$ 280,975,53 \$ 280,975,50 \$ 28	288,000 \$ 2026 0 2026 518 258,273.83 23,100.50 281,374.33 2026 1,833,527 242,000 2,223,678 1,84,151 2026 1,84,151 2026 1,84,151 2026 1,84,151 2026 1,84,151 2026 1,84,151 2026 2,223,678 2,223,678 2,234,162 2,234,162 2,234,162 2,234,162 2,24,164 2,34,162 2,24,164 2,34,16 2,3	2027 0 2027 5 2027 5 2027 5 2027 5 22,999.29 5 280,774.53 5 2299.29 5 280,774.53 5 280,774.53 5 280,774.53 5 280,000 5 200,000	288,000 2028 0 2028 518 258,273,83 434 228,90,84 281,164,67 2028 1,833,527 346,516 42,000 2,222,043 1,347,102
New NOAK (based on DENE/QUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation (Include ExtFI Costs) CE04 Transportation (Include ExtFI Costs) CE05 Transportation (OLPO Costs only) TOTAL Option Evaluation	Contract Cleaners Seed Oakville Northeast NOAK Cost Derrolment Cost Enrolment Cost Enrolment Cost Uperational Costs Portable Costs Parasportation Costs	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 288,000 \$ 2018 0 2018 0 2018 535 2018 535 2018 535 2018 246,250.00 \$ 240,250.00 \$ 240,250.00 \$ 240,250.00 \$ 2018 1,833,527 \$ 360,750 \$ 214,250.00 \$ 2018 154,000 \$ 2,348,277 \$ 1,347,102 \$ 291,000 \$ 2019 000 \$ 200 000 000 \$ 200 000 \$ 200 000 000 000 000 000 000 000 000 00	60,000 \$ 2019 288,000 \$ 288,000 \$ 288,000 \$ 2019 0 \$ \$ 0 \$ - \$ \$ 000 2019 \$ \$ \$ \$ 2019 \$ 226,254.21 \$	8,000 \$ 2020 288,000 \$ 288,000 \$ 2020 0 0 \$ 2020 0 \$ 2020 \$ \$ 2020 \$ \$ 2020 \$ \$ 2020 \$ \$ 2021 \$ \$ 2020 \$ \$ 2021.745 \$ \$ 2020 \$ \$ 2020 \$ \$ 2036.17.45 \$ \$ 2020 \$ \$ 2020 \$ \$ 2020 \$ \$ 2036.187 \$ \$ 356.187 \$ \$ 212,000 \$ \$ 2,301,714 \$ \$ 2,301,714 \$ \$ 2,240,491 \$ \$	10,000 \$ 2021 288,000 \$ 2021 0 0 520 2021 520 520 5259,271.03 \$ 442 3259,271.03 \$ 2282,542.47 \$ 2021 1.833,527 \$ 355,915 \$ 355,915 \$ 355,915 \$ 2,287,442 \$ 1.347,102 \$ 2282,542 \$	100,000 \$ 2022 288,000 \$ 2022 0 2022 0 2022 202 202 202 202 202	288,000 2023 288,000 S 2023 0 2023 505 2023 505 205 205 205 2023 505 205 205 205 205 205 205 205	2024 0 517 22024 517 227,775.23 3436 22,959.63 220,734.86 5 280,734.86 5 2024 1,833,527 5 348,695 5 70,000 5 2,252,222 5 1,347,102 2 200,735 5	288,000 \$ 2025 0 517 257,775.23 \$ 440 23,200.30 \$ 280,975.53 \$ 2025 1,833,527 \$ 348,083 \$ 56,000 \$ 2,237,610 \$ 1,347,102 \$ 280,976 \$ 280,976 \$	288,000 \$ 2026 0 2026 518 258,273.83 23,100.50 23,100.50 281,374.33 2026 1,833,527 242,000 2,223,678 242,000 2,223,678 281,374 3	2027 0 5 2027 5 2027 5 2027 5 22,775,23 5 22,992,29 5 22,992,29 5 22,992,29 5 22,992,29 5 22,992,29 5 22,927 5 2 22,927 5 2 22,927 5 2 22,927 5 2 22,927 5 2 22,927 5 2 22,927 5 2 22,927 5 2 22,927 5 2 22,927 5 22,9	288,000 2028 518 258,273.83 434 228,990.84 281,164.67 2028 1.833,527 346,516 42,000 2,222,043 1.347,102 281,165
New NOAK (based on BENE/OUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Co CEO4 Transportation (Include ExtFl Costs) CEO5 Transportation (OLPO Costs only) TOTAL Option Evaluation Status Quo Option	Contract Cleaners Contract Cleaners NOAK Cost NOAK Cost Enrolment Cost Enrolment Cost Uperational Costs Transportation Costs Portable Costs Transportation C	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 2018 0 2018 2018 2018 2018 2018	60,000 \$ 2019 288,000 \$ 2019 0 \$ 0 - \$ 2019 532 \$ 2019 532 \$ 2019 532 \$ 2019 532 \$ 2019 532 \$ 2019 336,664 \$ 2019 336,664 \$ 2019 320,2191 \$ 2,320,2191 \$ 1,347,102 2,324,102 \$ 2,324,102 2,324,102 \$ 2,324,102 2,324,102 \$ 2,344,102 2,311,200 \$ 112,000	\$ 8,000 \$ 2020 288,000 \$ 288,000 \$ 2020 0 0 525 201,764.02 \$ 441 2020 525 284,981.47 \$ 3 383,527 \$ 386,187 \$ 112,000 \$ 1,337,102 \$ 24,981 \$ 5,230,1714 \$ 3 1,347,102 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,212,000 \$ 5 112,0	10,000 \$ 2021 288,000 \$ 2021 0 520 520 520 520 520 520 520 520 520 5	100,000 \$ 2022 288,000 \$ 2022 0 2022 506 2022 506 2022 506 2022 506 2022 1,833,527 \$ 275,891,76 \$ 2022 1,833,527 \$ 2448 23,601.11 \$ 2022 1,833,527 \$ 2448 23,601.11 \$ 2022 1,833,527 \$ 2,255,406 \$ 2,2	288,000 2023 288,000 \$ 2023 0 2023 505 2023 505 2023 505 2023 2037 204 203 204 203 203 203 203 203 203 204 203 203 203 203 203 204 203 203 203 203 204 203 203 204 203 204 205 205 205 205 205 205 205 205	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$ 4.36 22,959.63 \$ 280,734.86 \$ 2024 1.833,527 \$ 348,695 \$ 70,000 \$ 2,252,222 \$ 1.347,102 \$ 280,735 \$ 200,735 \$ 200,735 \$ 200,00 \$	288,000 \$ 2025 0 2025 517 257,775.23 \$ 440 23,200.30 \$ 280,975.53 \$ 280,975.53 \$ 248,083 \$ 56,000 \$ 2,237,610 \$ 2,237,610 \$ 2,237,610 \$ 5,220,976 \$ 5,220,976 \$ 5,56,000 \$ 5,556,000 \$ 5,5566,000 \$ 5,556	288,000 \$ 2026 0 2026 518 258,273.83 23,100.50 281,374.33 2026 1.833,527 2028 2028 2028 2028 1.833,527 2.223,678 2.228,678 2.288 2.2	2027 0 2027 5 2027 5 2027 5 2027 5 22,999.29 5 280,774.53 5 222,949.29 5 280,774.53 5 222,043 5 2,222,043 5 2,222,043 5 1,347,102 5 2,227,05 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,209 2,99 2,9 5 2,207 5 2,207 5 2,209 2,99 2,9 5 5 2,207 5 2,209 2,99 5 5 2,207 5 2,207 5 2,209 2,99 5 5 2,207 5 2,207 5 2,209 2,9 5 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 5 2,207 5 5 2,207 5 5 2,207 5 5 2,207 5 5 2,20 5 2,207 5 5 2,207 5 5 2,207 5 5 2,207 5 5 2,20 5 5 2,20 5 5 2,20 5 5 5 2,20 5 5 5 5 5 5 5 5 5 5 5 5 5	288,000 2028 0 - 2028 518 518 258,273,83 434 228,90,84 228,90,84 228,90,84 228,90,84 228,90,84 228,90,84 228,000 43,4 2028 1,83,527 2028
New NOAK (based on DEENE/OUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation (Include ExtFl Costs) CE04 Transportation (Include ExtFl Costs) CE05 Transportation Status Quo Option Proposed Option	Contract Cleaners Cost Cost NOAK Cost Cost Cost Cost Cost Cost Cost Cos	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 288,000 \$ 2018 0 - 2018 535 266,750.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 24,250.00 \$ 2,348,277 \$ 1,347,102 \$ 1,	60.000 \$ 2019 288,000 \$ 2019 0 \$ 0 - \$ 2019 - \$ 2019 - \$ 2019 - \$ 2019 - \$ 2019 532 \$ 2019 5 282,210,94 \$ 23,210,94 \$ \$ 238,465,15 \$ 2019 - \$ \$ 38,664 \$ \$ 2019 - 1,833,527 \$ \$ \$ 32,644 \$ \$ 2019 - 1,833,527 \$ \$ \$ 32,645 \$ \$ \$ 1,200 \$ \$ 32,646 \$ \$ \$ 2,302,191 \$ \$ 2,88,465 \$ \$ 1,2,000 \$ \$ 2,88,465 \$ \$ 1,2,000 \$ \$ 3,747,567 \$ \$	\$ 8,000 \$ 2020 288,000 \$ 2020 0 - \$ 2020 0 - \$ 2020 5.25 \$ \$ \$ 5 261,764.02 \$ \$ 441 \$ 23,217.45 \$ 5 284,981.47 \$ \$ 2020 5 1,833.527 \$ 5 366,187 \$ \$ 2020 1,230,00 \$ \$ 5 1,20,00 \$ \$ 2,321,744 \$ \$ \$ 2,000 \$ 1,347,102 \$ 5 1,240,005 \$ \$ 5 1,240,005 \$ \$ 5 1,240,005 \$ \$ 5 1,240,063 \$ \$	10,000 \$ 2021 288,000 \$ 2021 0 520 520 520 520 520 5259,271.03 \$ 442 23,271.44 \$ 23,271.44 \$ 2021 1,833,527 \$ 355,915 \$ 2021 1,833,527 \$ 355,915 \$ 2021 1,833,527 \$ 355,915 \$ 2021 1,227,644 \$	100,000 \$ 2022 288,000 \$ 2022 0 - \$ 2022 506 252,290,65 \$ 448 23,601,11 \$ 275,891,76 \$ 2022 1,833,527 \$ 347,878 \$ 2022 1,833,527 \$ 347,878 \$ 2022 1,833,527 \$ 347,878 \$ 2025 1,837,102 \$ 2,75,892 \$ 84,000 \$ 275,892 \$ 84,000 \$ 275,892 \$ 84,000 \$ 2,75,892 \$ 84,000 \$ 2,75,892 \$ 84,000 \$ 1,367,102 \$ 2,75,892 \$ 84,000 \$ 2,75,892 \$ 84,000 \$ 1,706,994 \$ 1,706,996 \$ 1,706,996 \$ 1,706,996 \$ 1,706,900,900 1,706,900 1,706,900,900 1,706,900 1,706,900 1,706,900	288,000 2023 288,000 \$ 2023 0 2023 505 505 251,792.06 \$ 243 23,371.69 \$ 275,163,74 \$ 2023 1,833,527 \$ 344,473 \$ 2,75,163,74 \$ 2,75,164 \$ 2,75,164 \$ 2,75,164 \$ 2,75,164 \$ 2,75,164 \$ 3,70,065 \$ 2,75,164 \$ 3,70,065 \$ 2,75,164 \$ 3,70,065 \$ 3,70,	2024 0 - \$ 2024 517 257,775.23 436 22,959.63 22,959.63 22,959.63 280,734.86 348,695 2024 1,833,527 348,695 2000 5,70,000 5 2,252,222 1,347,102 5 70,000 5 2,262,735 5 70,000 5 2,262,735 5 70,000 5	288,000 \$ 2025 0 2025 517 257,775.23 \$ 440 23,200.30 \$ 280,975.53 \$ 2025 1,833,527 \$ 348,083 \$ 2,837,610 \$ 2,837,610 \$ 1,347,102 \$ 2,80,976 \$ 5,6,000 \$ 5,6,000 \$ 1,347,102 \$ 5,6,000 \$ 1,347,102 \$ 5,6,000 \$ 1,347,102 \$ 5,6,000 \$ 1,347,102 \$ 1,347,	288,000 \$ 2026 0 2026 518 258,273.83 23,100.50 231,374.33 2026 1,833,527 242,000 2223,678 2,223,678 2,223,678 2,23,678 2,23,678 2,23,678 2,23,678 2,23,678 2,23,678 2,23,678 2,23,678 2,23,678 2,23,678 2,23,678 2,24,200 2,21,34 2,21 2,21 2,21 2,21 2,21 2,21 2,21 2,2	2027 0 2027 5 2027 5 2027 5 2027 5 2027 5 2027 5 2027 5 2027 5 225,99,29 5 280,774,53 5 280,774,53 5 280,775 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,277 5 280,777 5 200,775 5 2	288,000 2028 0 2028 518 228,973,83 434 228,90.84 228,90.84 281,164.67 2028 1,833,527 346,516 42,000 1,347,102 281,165 42,000 1,570,267 42,000
New NOAK (based on BENE/OUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Co CEO4 Transportation (Include ExtFl Costs) CEO5 Transportation (OLPO Costs only) TOTAL Option Evaluation Status Quo Option	Contract Cleaners Contract Cleaners NOAK Cost NOAK Cost Enrolment Cost Enrolment Cost Uperational Costs Transportation Costs Portable Costs Transportation C	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	Custodial 110,000 \$ 2018 288,000 \$ 2018 0 2018 0 2018 2018 2018 2018 2018	60,000 \$ 2019 288,000 \$ 2019 0 \$ 0 - \$ 2019 532 \$ 2019 532 \$ 2019 532 \$ 2019 532 \$ 2019 532 \$ 2019 336,664 \$ 2019 336,664 \$ 2019 320,2191 \$ 2,320,2191 \$ 1,347,102 2,324,102 \$ 2,324,102 2,324,102 \$ 2,324,102 2,324,102 \$ 2,344,102 2,311,200 \$ 112,000	\$ 8,000 \$ 2020 288,000 \$ 288,000 \$ 2020 0 0 525 201,764.02 \$ 441 2020 525 284,981.47 \$ 3 383,527 \$ 386,187 \$ 112,000 \$ 1,337,102 \$ 24,981 \$ 5,230,1714 \$ 3 1,347,102 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,244,981 \$ 5,212,000 \$ 5 112,0	10,000 \$ 2021 288,000 \$ 2021 0 520 520 520 520 520 520 520 520 520 5	100,000 \$ 2022 288,000 \$ 2022 0 2022 506 2022 506 2022 506 2022 506 2022 1,833,527 \$ 275,891,76 \$ 2022 1,833,527 \$ 2448 23,601.11 \$ 2022 1,833,527 \$ 2448 23,601.11 \$ 2022 1,833,527 \$ 2,255,406 \$ 2,2	288,000 2023 288,000 \$ 2023 0 2023 505 2023 505 2023 505 2023 2037 204 203 204 203 203 203 203 203 203 204 203 203 203 203 203 204 203 203 203 203 204 203 203 204 203 204 205 205 205 205 205 205 205 205	288,000 \$ 2024 0 - \$ 2024 517 257,775.23 \$ 4.36 22,959.63 \$ 280,734.86 \$ 2024 1.833,527 \$ 348,695 \$ 70,000 \$ 2,252,222 \$ 1.347,102 \$ 280,735 \$ 200,735 \$ 200,735 \$ 200,00 \$	288,000 \$ 2025 0 2025 517 257,775.23 \$ 440 23,200.30 \$ 280,975.53 \$ 280,975.53 \$ 248,083 \$ 56,000 \$ 2,237,610 \$ 2,237,610 \$ 2,237,610 \$ 5,220,976 \$ 5,220,976 \$ 5,56,000 \$ 5,556,000 \$ 5,5566,000 \$ 5,556	288,000 \$ 2026 0 2026 518 258,273.83 23,100.50 281,374.33 2026 1.833,527 2028 2028 2028 2028 1.833,527 2.223,678 2.228,678 2.288 2.2	2027 0 2027 5 2027 5 2027 5 2027 5 22,999.29 5 280,774.53 5 222,949.29 5 280,774.53 5 222,043 5 2,222,043 5 2,222,043 5 1,347,102 5 2,227,05 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,209 2,99 2,9 5 2,207 5 2,207 5 2,209 2,99 2,9 5 5 2,207 5 2,209 2,99 5 5 2,207 5 2,207 5 2,209 2,99 5 5 2,207 5 2,207 5 2,209 2,9 5 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 2,207 5 5 2,207 5 5 2,207 5 5 2,207 5 5 2,207 5 5 2,20 5 2,207 5 5 2,207 5 5 2,207 5 5 2,207 5 5 2,20 5 5 2,20 5 5 2,20 5 5 5 2,20 5 5 5 5 5 5 5 5 5 5 5 5 5	288,000 2028 0 - 2028 518 258,273.83 434 228,90.84 228,90.84 228,164.67 2028 1,833,527 345,516 42,000 42,200 42,200 42,400 4

		2018	2022	2027
	Operational Costs	\$ 774,425	\$ 774,425	\$ 774,425
CEO4 Operating Costs	Transportation Costs	\$ 360,750	\$ 347,878	\$ 346,516
CEO4 Operating Costs	Portable Costs	\$ 	\$ 	\$
	Total CEO4	\$ 1,135,175	\$ 1,122,303	\$ 1,120,941
	Operational Costs	\$ 1,347,102	\$ 1,347,102	\$ 1,347,102
CEO5 Operating Costs	Transportation Costs	\$ 291,000	\$ 275,892	\$ 280,775
CEUS Operating Costs	Portable Costs	\$ 154,000	\$ 84,000	\$ 42,000
	Total CE05	\$ 1,792,102	\$ 1,706,994	\$ 1,669,877

		2018	2022	2027
	Operational Costs	\$ 1,833,527	\$ 1,833,527	\$ 1,833,527
Status Quo Option	Transportation Costs	\$ 360,750	\$ 347,878	\$ 346,516
Status Quo Opuon	Portable Costs	\$ 154,000	\$ 84,000	\$ 42,000
	Total Status Quo	\$ 2,348,277	\$ 2,265,405	\$ 2,222,043
	Operational Costs	\$ 1,347,102	\$ 1,347,102	\$ 1,347,102
Proposed Option	Transportation Costs	\$ 291,000	\$ 275,892	\$ 280,775
Proposed Option	Portable Costs	\$ 154,000	\$ 84,000	\$ 42,000
	Total Proposed	\$ 1,792,102	\$ 1,706,994	\$ 1,669,877
Annual Savings	Potential Savings	\$ 556,175	\$ 558,411	\$ 552,167
Cummulative Savings	Cumulative Savings	\$ 556,175	\$ 2,786,638	\$ 5,555,658





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 20
Primary #5	1				20							20
Primary #6	1				14	6						20
Primary #7	1					20						20
Primary #8	1					20						20 30
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

OPTION #2: Northeast Oakville Pupil Accommodation Review

7 Operating Costs								
	Code	C	Custodial	Electric	 Gas	Water	Other Maint.	Annual
	JOHO	\$	112,652	\$ 30,220	\$ 8,293	\$ 5,114	\$ 100,000	\$ 256,279
CEO4 Current Operating	HLYF	\$	112,652	\$ 38,652	\$ 4,243	\$ 6,926	\$ 100,000	\$ 262,473
	MICH	\$	112,652	\$ 27,386	\$ 8,052	\$ 7,583	\$ 100,000	\$ 255,673
	OLPO	\$	160,725	\$ 62,264	\$ 7,469	\$ 15,018	\$ 100,000	\$ 345,476
CE05 Current Operating	ANDR	\$	160,725	\$ 80,576	\$ 6,765	\$ 10,144	\$ 100,000	\$ 358,210
	MARG	\$	160,725	\$ 74,493	\$ 8,019	\$ 12,179	\$ 100,000	\$ 355,416
TOTAL		\$	820,131	\$ 313,591	\$ 42,841	\$ 56,964	\$ 600,000	\$ 1,833,527

10 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
EO4 Projected Operating		\$ 262,473				262,473 \$		\$ 262,473 \$		\$ 262,473 \$		
	MICH	\$ 255,673	\$ 255,673 \$	255,673	\$ 255,673 \$	255,673 \$	255,673	\$ 255,673 \$	255,673	\$ 255,673 \$	255,673 \$	255,673
	OLPO	\$ 345,476	\$ 345,476 \$	345,476	\$ 345,476 \$	345,476 \$	345,476	\$ 345,476 \$	345,476	\$ 345,476 \$	345,476 \$	345,476
EO5 Projected Operating	ANDR	\$ 484,210	\$ 470,210 \$	470,210	\$ 456,210 \$	442,210 \$	442,210	\$ 428,210 \$	414,210	\$ 400,210 \$	400,210 \$	400,210
, , , ,	MARG	\$ 383,416	\$ 355,416 \$			355,416 \$	355,416	\$ 355,416 \$	355,416	\$ 355,416 \$		
TOTAL		\$ 1,987,527				1,917,527 \$			1,889,527			
10 Year Portables - Status	0.00											
to rear Portables - Status	Quo	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
	JOHO											
EO4 Portables	HLYF											
	MICH											
	OLPO											
CEO5 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	White	-	8	8	7	-		5	4	3		
TOTAL		11	8	8	1	6	6	5	4	3	3	3
0 Year Transporation Co	sts - Status Quo											
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
CE04 Transportation	Enrolment	530	524	523	523	511	506	512	511	511	509	509
Include 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 \$	346,516.14
CE05 Transportation	Enrolment	393	380	380	384	388	386	378	381	378	375	373
OLPO Costs only)	Cost	Ś -	\$ - <u>\$</u>		ś Ś	- \$	-	\$ - \$		<u>s</u> - <u>s</u>	- \$	
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 14
chool Operating Costs - F	Proposed Northeast Oal	kville School										
	•	Custodial	Electric	Gas		ther Maintenance	Annual					
New NOAK (based on	Proposed Northeast Oal Contract Cleaners	Custodial \$ 110,000 \$	60,000 \$	8,000 \$	10,000 \$	100,000 \$	288,000					
School Operating Costs - F New NOAK (based on BENE/OUEN)	•	Custodial \$ 110,000 \$ 2018	60,000 \$ 2019	8,000 \$ 2020	10,000 \$ 2021	100,000 \$ 2022	288,000 2023	2024	2025	2026	2027	2028
New NOAK (based on	•	Custodial \$ 110,000 \$	60,000 \$	8,000 \$	10,000 \$	100,000 \$	288,000	2024 \$ 288,000 \$	2025 288,000	2026 \$ 288,000 \$	2027 288,000 \$	2028 288,000
New NOAK (based on BENE/QUEN)	Contract Cleaners	Custodial \$ 110,000 \$ 2018 \$ 288,000 \$	60,000 \$ 2019	8,000 \$ 2020	10,000 \$ 2021	100,000 \$ 2022	288,000 2023					
New NOAK (based on	Contract Cleaners	Custodial \$ 110,000 \$ 2018 \$ 288,000 \$	60,000 \$ 2019	8,000 \$ 2020	10,000 \$ 2021	100,000 \$ 2022	288,000 2023					
New NOAK (based on BENE/QUEN) 10-Year Portables - Propo	Contract Cleaners	Custodial \$ 110,000 \$ 2018 \$ \$ 288,000 \$ School \$ 2018 \$	6 60,000 \$ 2019 5 288,000 \$ 2019 2019	8,000 \$ 2020 288,000 \$ 2020	5 10,000 \$ 2021 5 288,000 \$ 2021	100,000 \$ 2022 288,000 \$ 2022	288,000 2023 288,000	\$ 288,000 \$ 2024	288,000 \$	\$ 288,000 \$ 2026	288,000 \$ 2027	288,000 2028
New NOAK (based on BENE/QUEN)	Contract Cleaners sed Oakville Northeast NOAK	Custodial \$ 110,000 \$ 2018 \$ 288,000 \$ School0 0	6 60,000 \$ 2019 5 288,000 \$ 2019 0	8,000 \$ 2020 288,000 \$ 2020 0	5 10,000 \$ 2021 5 288,000 \$ 2021 0	100,000 \$ 2022 288,000 \$	288,000 2023 288,000 2023 0	\$ 288,000 \$ 2024 0	288,000 S	\$ 288,000 \$ 2026 0	288,000 \$ 2027 0	288,000 2028 0
Vew NOAK (based on <u>SENE/OUEN)</u>	Contract Cleaners sed Oakville Northeast NOAK Cost	Custodial \$ 110,000 \$ \$ 2018 \$ \$ 288,000 \$ \$ 2018 \$ 2018 \$ \$ 0 \$	5 60,000 \$ 2019 5 288,000 \$ 2019 0 5 - \$	8,000 \$ 2020 288,000 \$ 2020 0	5 10,000 \$ 2021 5 288,000 \$ 2021	100,000 \$ 2022 288,000 \$ 2022	288,000 2023 288,000 2023 0	\$ 288,000 \$ 2024	288,000 S	\$ 288,000 \$ 2026	288,000 \$ 2027 0	288,000 2028 0
Vew NOAK (based on <u>SENE/OUEN)</u>	Contract Cleaners sed Oakville Northeast NOAK Cost	Custodial \$ 110,000 \$ 2018 \$ 288,000 \$ \$ 288,000 \$ \$ \$ 2018 \$ \$ \$ 2018 \$ \$ \$ 0 \$ \$ \$ \$ 0 \$ \$ \$ \$ 0 \$ \$ \$ \$ 0 \$ \$ \$	5 60,000 \$ 2019 5 288,000 \$ 2019 0 5 - \$ hool	8,000 \$ 2020 288,000 \$ 2020 0 - \$	i 10,000 \$ 2021 288,000 \$ 2021 0 5 - \$	100,000 \$ 2022 288,000 \$ 2022 0 - \$	288,000 2023 288,000 2023 0	\$ 288,000 \$ 2024 0 \$ - \$	288,000 \$ 2025 0 - \$	\$ 288,000 \$ 2026 0 \$ - \$	288,000 \$ 2027 0 - \$	288,000 2028 0 -
Vew NOAK (based on <u>ERE/OUEN)</u> (O-Year Portables - Propo Expected Enrolment	Contract Cleaners Sed Oakville Northeast NOAK Cost Oast Oast Oast	Custodial \$ 110,000 \$ 2018 \$ \$ 288,000 \$ School \$ 2018 \$ \$ 2018 \$ \$ 2018 \$ \$ 0 \$ \$ 10,000 \$ \$ 0 \$ \$ 10,000 \$ \$ 0 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$	5 60,000 \$ 2019 5 288,000 \$ 2019 0 5 - \$ hool 2019	8,000 \$ 2020 288,000 \$ 2020 0 - \$ 2020	5 10,000 \$ 2021 5 288,000 \$ 2021 5 - \$ 2021 2021	100,000 \$ 2022 288,000 \$ 2022 0 - \$ 2022 2022 2022	288,000 2023 288,000 2023 0 - 2023	\$ 288,000 \$ 2024 0 \$ - \$ 2024	288,000 5 0 - 5 2025	\$ 288,000 \$ 2026 0 \$ - \$ 2026	288,000 \$ 2027 0 - \$ 2027	288,000 2028 0 - 2028
Vew NOAK (based on <u>SENE/OUEN)</u> O-Year Portables - Propo Expected Enrolment IO Year Transportation Co CEO4 Transportation	Contract Cleaners sed Oakville Northeast NOAK Cost osts - Proposed Solution Enrolment	Custodial \$ 110,000 \$ 2018 \$ \$ 288,000 \$ \$ 2018 \$ 0 \$ \$ 2018 \$ 0 \$ \$ 2018 \$ 0 \$ \$ 2018 \$ \$ 2018 \$ \$ 300 \$ \$ 5,000 \$	\$ 60,000 \$ 2019 \$ 288,000 \$ 2019 0 \$ - \$ hool 2019 527	8,000 \$ 2020 288,000 \$ 2020 0 - \$ 2020 2020 526	5 10,000 \$ 2021 5 288,000 \$ 2021 0 5 - \$ 2021 526	100,000 \$ 2022 288,000 \$ 2022 0 - \$ 2022 514	288,000 2023 288,000 2023 0 - 2023 510	\$ 288,000 \$ 2024 0 \$ - \$ 2024 517	288,000 5 0 - 5 2025 515	\$ 288,000 \$ 2026 0 \$ - \$ 2026 515	288,000 \$ 2027 0 2027 513	288,000 2028 0 - 2028 515
Vew NOAK (based on SENE/QUEN) 10-Year Portables - Propo Expected Enrolment 10 Year Transportation Co CEO4 Transportation Include ExtFl Costs)	Contract Cleaners sed Oakville Northeast NOAK Cost osts - Proposed Solution Enroiment Cost	Custodial \$ 110,000 \$ 2018 \$ \$ 288,000 \$ School \$ 2018 \$ \$ 2018 \$ \$ 2018 \$ \$ 0 \$ \$ 10,000 \$ \$ 0 \$ \$ 10,000 \$ \$ 0 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$ \$ 10,000 \$	\$ 60,000 \$ 2019 \$ 288,000 \$ 2019 0 \$ - \$ hool 2019 527	8,000 \$ 2020 288,000 \$ 2020 0 - \$ 2020 2020 526	5 10,000 \$ 2021 5 288,000 \$ 2021 5 - \$ 2021 2021	100,000 \$ 2022 288,000 \$ 2022 0 - \$ 2022 514	288,000 2023 288,000 2023 0 - 2023 510	\$ 288,000 \$ 2024 0 \$ - \$ 2024	288,000 5 0 - 5 2025 515	\$ 288,000 \$ 2026 0 \$ - \$ 2026 515	288,000 \$ 2027 0 - \$ 2027	288,000 2028 0 - 2028 515
w NOAK (based on ENE/OUEN) IO-Year Portables - Propo Expected Enrolment IO Year Transportation Co 2EO4 Transportation Include ExtFI Costs) 2EO5 Transportation	Contract Cleaners sed Oakville Northeast NOAK Cost Errolment Cost Errolment	Custodial \$ 110,000 \$ 2018 \$ \$ 288,000 \$ School \$ 2018 \$ 0 \$ \$ \$ 0 \$ \$ \$ 0 \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	\$ 60,000 \$ 2019 \$ 288,000 \$ 2019 0 \$ - \$ hool 2019 527	8,000 \$ 2020 288,000 \$ 2020 0 - \$ 2020 2020 526	5 10,000 \$ 2021 5 288,000 \$ 2021 0 5 - \$ 2021 526	100,000 \$ 2022 288,000 \$ 2022 0 - \$ 2022 514	288,000 2023 288,000 2023 0 - 2023 510	\$ 288,000 \$ 2024 0 \$ - \$ 2024 517 \$ 376,352.72 \$ 0	288,000 5 0 - 5 2025 515	\$ 288,000 \$ 2026 0 \$ - \$ 2026 515	288,000 \$ 2027 0 2027 513	288,000 2028 0 - 2028 515
w NOAK (based on ENE/OUEN) IO-Year Portables - Propo Expected Enrolment IO Year Transportation Co 2EO4 Transportation Include ExtFI Costs) 2EO5 Transportation	Contract Cleaners sed Oakville Northeast NOAK Cost osts - Proposed Solution Enroiment Cost	Custodial \$ 110,000 \$ 2018 \$ \$ 288,000 \$ \$ 2018 \$ 0 \$ \$ 2018 \$ 0 \$ \$ 2018 \$ 0 \$ \$ 2018 \$ \$ 2018 \$ \$ 300 \$ \$ 5,000 \$	\$ 60,000 \$ 2019 \$ 288,000 \$ 2019 0 \$ - \$ hool 2019 527	8,000 \$ 2020 288,000 \$ 2020 0 - \$ 2020 2020 526	(c) 10,000 \$ 2021 0 2021 0 5 2021 526 \$ 382,904.32 \$	100,000 \$ 2022 288,000 \$ 2022 0 - \$ 2022 514 374,168.86 \$	288,000 2023 288,000 2023 0 - 2023 510	\$ 288,000 \$ 2024 0 \$ - \$ 2024 517	288,000 5 0 - 5 2025 515	\$ 288,000 \$ 2026 0 \$ - \$ 2026 515	288,000 \$ 2027 0 2027 513	288,000 2028 0 - 2028 515 374,896.81
Alew NOAK (based on ENE/OUEN) O-Year Portables - Propo Expected Enrolment O Year Transportation Co 2004 Transportation Include ExtFI Costs) 2005 Transportation	Contract Cleaners sed Oakville Northeast NOAK Cost Errolment Cost Errolment	Custodial \$ 110,000 \$ 2018 \$ 288,000 \$ \$ 528,000 \$ \$ 528,000 \$ \$ 52018 0 \$ 0 \$ 0 \$ 0 \$ 108 0 \$ 10,000 \$ \$ 2018 0 \$ 0 \$ 0 \$ 0 \$ 0 \$ 0 \$ 0 \$ 0	5 60,000 \$ 2019 5 288,000 \$ 2019 0 5 - \$ hool 2019 5 - \$ hool 2019 5 - \$ 383,632.27 \$ 0 5 - \$ \$ 0 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	8,000 \$ 2020 288,000 \$ 2020 0 2020 0 2020 526 382,904.32 \$ 0 5 2 2020 5 2 2 2020 5 2 2 2020 5 2 2 2 2	(c) 10,000 \$ 2021 0 2021 0 5 2021 526 \$ 382,904.32 \$	100,000 \$ 2022 288,000 \$ 2022 0 2022 514 374,168.86 \$ 0 - \$	288,000 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	288,000 2028 0 - 2028 515 374,896.81 0 -
Alew NOAK (based on ENE/OUEN) O-Year Portables - Propo Expected Enrolment O Year Transportation Co EO4 Transportation Include ExtF1 Costs) EO5 Transportation OLPO Costs only) TOTAL	Contract Cleaners sed Oakville Northeast NOAK Cost Errolment Cost Errolment	Custodial \$ 110,000 \$ 2018 \$ 288,000 \$ \$ 528,000 \$ \$ 528,000 \$ \$ 52018 0 \$ 0 \$ 0 \$ 0 \$ 108 0 \$ 10,000 \$ \$ 2018 0 \$ 0 \$ 0 \$ 0 \$ 0 \$ 0 \$ 0 \$ 0	5 60,000 \$ 2019 5 288,000 \$ 2019 0 5 - \$ hool 2019 5 - \$ hool 2019 5 - \$ 383,632.27 \$ 0 5 - \$ \$ 0 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	8,000 \$ 2020 288,000 \$ 2020 0 2020 0 2020 526 382,904.32 \$ 0 5 2 2020 5 2 2 2020 5 2 2 2020 5 2 2 2 2	(10,000 \$ 2021 5 288,000 \$ 2021 0 2021 5 - \$ 2021 5 - \$ 2021 5 - \$ 382,904,32 \$ 0 5 - \$	100,000 \$ 2022 288,000 \$ 2022 0 2022 514 374,168.86 \$ 0 - \$	288,000 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 - \$	288,000 2028 0 - 2028 515 374,896.81 0 -
Alew NOAK (based on ENE/OUEN) O-Year Portables - Propo Expected Enrolment O Year Transportation Co EO4 Transportation Include ExtF1 Costs) EO5 Transportation OLPO Costs only) TOTAL	Contract Cleaners sed Oakville Northeast NOAK Cost Errolment Cost Errolment	Custodial \$ 110,000 \$ 2018 \$ \$ 288,000 \$ \$ 2018 \$ \$ 2018 \$ \$ 0 \$ \$ 10,000 \$ \$ 0 \$ \$ 388,000.00 \$ \$ 388,000.00 \$	5 60,000 \$ 2019 5 288,000 \$ 2019 0 5 288,000 \$ 2019 0 5 - \$ hool 2019 527 \$ 383,632.27 \$ 0 5 383,632.27 \$ 5 38	8,000 \$ 2020 288,000 \$ 2020 0 2020 0 2020 526 526 5382,904.32 \$ 0 382,904.32 \$	i 10,000 \$ 2021 288,000 \$ 0 3 - \$ 2021 0 \$ \$ 2021 0 - \$ 2021 5 - \$ 2021 5 - \$ 5 382,904,32 \$ \$ 5 382,904,32 \$ \$	100,000 \$ 2022 288,000 \$ 2022 0 514 374,168.86 \$ 374,168.86 \$	288,000 2023 288,000 2023 0 2023 510 371,257.04 371,257.04	\$ 288,000 \$ 2024 0 \$ - \$ 2024 517 \$ 376,352.72 \$ 0 \$ - \$ \$ 376,352.72 \$	288,000 \$ 2025 0 2025 515 374,896.81 0 374,896.81	S 288,000 S 2026 0 0 5 5 - S 5 5 515 \$ 374,896,81 S 0 5 5 - \$ \$ \$ \$ \$ \$ \$ - \$ \$ \$ \$ \$ \$ \$ 374,896,81 \$	288,000 \$ 2027 0 2027 513 373,440,90 \$ 373,440,90 \$	288,000 2028 0 2028 515 374,896.81 0 374,896.81
Alew NOAK (based on ENE/OUEN) O-Year Portables - Propo Expected Enrolment O Year Transportation Co EO4 Transportation Include ExtF1 Costs) EO5 Transportation OLPO Costs only) TOTAL	Contract Cleaners Sed Oakville Northeast NOAK Cost Enrolment Enrolment Cost Cost	Custodial \$ 110,000 \$ 2018 \$ \$ 288,000 \$ \$ 288,000 \$ \$ 2018 \$ 0 \$ 0 \$ 2018 \$ 0 \$ 2018 \$ \$ 388,000.00 \$ \$ 388,000.00 \$ \$ 388,000.00 \$ 2018 \$	5 60,000 S 2019 5 288,000 S 2019 0 5 - S hool 2019 527 5 383,632.27 S 5 383,632.27 S 5 383,632.27 S 2019	8,000 \$ 2020 288,000 \$ 2020 0 2020 526 382,904.32 \$ 0 382,904.32 \$ 2020 2020 2020 2020 2020 2020 2020 2	(10,000 \$ 2021 5 288,000 \$ 2021 0 \$ 2021 526 5 382,904,32 \$ 5 382,904,32 \$ 5 382,904,32 \$ 2021	100,000 \$ 2022 288,000 \$ 2022 0 2022 514 374,168.86 \$ 374,168.86 \$ 2022 2022	288,000 2023 288,000 2023 0 - 2023 510 371,257.04 2023	\$ 288,000 \$ 2024 0 \$ - \$ 2024 517 \$ 376,352.72 \$ \$ - \$ \$ 376,352.72 \$ \$ 376,352.72 \$ 2024	2025 0 2025 515 374,896.81 2025 2025 2025	5 288,000 \$ 2026 0 \$ - \$ 2026 515 \$ 374,896.81 \$ \$ 374,896.81 \$ \$ 374,896.81 \$	288,000 \$ 2027 0 2027 513 5373,440.90 \$ 373,440.90 \$ 373,440.90 \$ 2027	288,000 2028 0 2028 515 374,896.81 0 374,896.81 2028
Alew NOAK (based on ENE/OUEN) O-Year Portables - Propo Expected Enrolment O Year Transportation Co EO4 Transportation Include ExtF1 Costs) EO5 Transportation OLPO Costs only) TOTAL	Contract Cleaners sed Oakville Northeast NOAK Cost osts - Proposed Solution Enrolment Cost Enrolment Cost Operational Costs	Custodial S 110,000 S 2018 S 288,000 S School 2018 0 S 2018 0 S 2018 533 S 388,000.00 0 S - 533 S 388,000.00 0 S - 5338,000.00 0 S - 5338,	5 60,000 \$ 2019 5 288,000 \$ 2019 0 2019 0 527 5 383,632.27 \$ 383,632.27 \$ 2019 527 5 383,632.27 \$ 2019 1,833,527 \$	8,000 \$ 2020 288,000 \$ 2020 0 2020 526 382,904.32 \$ 382,904.32 \$ 2020 2020 1,833,527 \$	i 10,000 \$ 2021 5 288,000 \$ 0 5 2021 0 5 - 5 382,904.32 \$ 5 382,904.32 \$ 5 382,904.32 \$ 2021 - 5 1,833,527 \$	100,000 \$ 2022 288,000 \$ 2022 0 2022 514 374,168.86 \$ 0 374,168.86 \$ 2022 1,833,527 \$	288,000 2023 288,000 2023 0 - 2023 510 371,257.04 0 371,257.04 2023 1,833,527	\$ 288,000 \$ 2024 0 \$ - \$ 2024 517 \$ 376,352.72 \$ 0 - \$ \$ 376,352.72 \$ 2024 \$ 1,833,527 \$	2025 0 2025 515 374,896.81 0 374,896.81 2025 1,833,527	5 288,000 \$ 2026 0 \$ 5 - \$ 515 \$ \$74,896.81 \$ 5 - \$ \$ \$ 374,896.81 \$ \$ \$ 374,896.81 \$ \$ \$ 2026 \$ 1,833,527 \$	288,000 \$ 2027 0 513 373,440.90 \$ 373,440.90 \$ 373,440.90 \$ 2027 1,833,527 \$	288,000 2028 0 2028 515 374,896.81 0 374,896.81 2028 1,833,522
Alew NOAK (based on ENE/OUEN) O-Year Portables - Propo Expected Enrolment O Year Transportation Co EO4 Transportation Include ExtF1 Costs) EO5 Transportation OLPO Costs only) TOTAL	Contract Cleaners sed Oakville Northeast NOAK Cost EnroIment Cost EnroIment Cost Operational Costs Transportation Costs	Custodial \$ 110,000 \$ \$ 2018 \$ \$ 288,000 \$ \$ 2018 \$ \$ 2018 \$ \$ 0 \$ \$ 0 \$ \$ 0 \$ \$ 0 \$ \$ 388,000.00 \$ \$ 388,000.00 \$ \$ 388,000.00 \$ \$ 388,000.00 \$ \$ 388,000.00 \$ \$ 388,000.00 \$ \$ 388,000.00 \$ \$ 388,000.00 \$	5 60,000 S 2019 5 288,000 S 2019 0 5 - S hool 2019 5 - S hool 2019 5 - S 5 - S 5 383,632,27 S 5 383,632,27 S 5 383,632,27 S 5 383,632,27 S 5 383,632,27 S 5 383,632,27 S 5 383,664 S	8,000 \$ 2020 288,000 \$ 2020 0 2020 2020 526 5382,904.32 \$ 0 382,904.32 \$ 382,904.32 \$ 2020 2020 2020 2020 1,833,527 \$ 36,187 \$ 36	(10,000 S 2021 5 288,000 S 2021 0 5 - S 2021 526 5 382,904.32 S 6 382,904.32 S 5 382,905.85 S 5 3	100,000 \$ 2022 288,000 \$ 2022 0 514 374,168.86 \$ 0 2022 1.833,527 \$ 374,787 \$	288,000 2023 288,000 2023 0 - 2023 510 371,257.04 0 371,257.04 2023 1,833,527 344,473	\$ 288,000 \$ 2024 0 \$ - \$ 2024 5 - \$ 2024 5 - \$ 376,352.72 \$ 2024 \$ - \$ \$ 376,352.72 \$ 2024 \$ - \$ \$ 376,352.72 \$ 2024 \$ - \$ \$ - \$ -	288,000 \$ 2025 0 2025 515 374,896.81 2025 1.833,527 348,083	S 288,000 S 2026 0 0 5 0 5 - S 2026 515 5174,896,81 S 0 S - S 5 374,896,81 S S - S	288,000 \$ 2027 0 513 513 5 373,440.90 \$ 2027 1,83,527 \$ 346,516 \$	288,000 2028 0 2028 515 374,896.81 0 - 374,896.81 2028 1,833,522 346,516
Vew NOAK (based on DENE/QUEN) UO-Year Portables - Propo Expected Enrolment IO Year Transportation Include ExtFl Costs) 2605 Transportation OLPO Costs only) TOTAL Option Evaluation	Contract Cleaners sed Oakville Northeast NOAK Cost sets - Proposed Solution Enrolment Cost Cost Operational Costs Transportation Costs Portable Costs Portable Costs	Custodial S 110,000 S 2018 S 288,000 S School 2018 0 School S - 5 S 388,000,00 0 S - 5 388,000,00 S - 5 388,000,00 S - 5 388,000,00 S - 5 388,000,00 S - 5 S -	5 60,000 S 2019 5 288,000 S 2019 0 2019 0 5 - S hool 527 5 383,632.27 S 0 5 383,632.27 S 0 5 383,632.27 S 5 38	8,000 \$ 2020 288,000 \$ 2020 0 2020 526 526 526 526 5382,904.32 \$ 0 2020 1,833,527 \$ 36,187 \$ 36,187 \$ 112,000 \$ 112,000 \$	(10,000 \$ 2021 5 288,000 \$ 2021 0 5 - \$ 302,904,32 \$ 5 382,904,32 \$ 5 382,904,32 \$ 2021 5 382,904,32 \$ 5 382,904,32 \$ 2021 5 382,904,32 \$ 5 382,904,32 \$ 5 382,904,32 \$ 2021	100,000 \$ 2022 288,000 \$ 2022 0 2022 514 374,168,86 \$ 374,168,86 \$ 2022 1.833,527 \$ 347,878 \$ 2022 1.833,527 \$ 347,878 \$ 2022 1.833,527 \$ 347,878 \$ 2022 202 202 202 202 202 202 202 202 2	288,000 2023 288,000 2023 0 - 2023 510 510 371,257.04 2023 1,833,527 344,473 844,000	\$ 288,000 \$ 2024 0 \$ - \$ 2024 517 \$ 376,352.72 \$ \$ 376,352.72 \$ \$ 376,352.72 \$ \$ 376,352.72 \$ \$ 376,352.72 \$ \$ 376,352.72 \$ \$ 348,695 \$ \$ 70,000 \$	288,000 \$ 2025 0 2025 515 374,896.81 0 2025 1,833,527 348,083 56,000	\$ 288,000 \$ 2026 0 \$ - \$ 2026 515 \$ 374,896.81 \$ \$ - \$ \$ 374,896.81 \$ \$ 2026 \$ 1,833.527 \$ \$ 348,151 \$ \$ 348,1	288,000 \$ 2027 0 513 5373,440.90 \$ 373,440.90 \$ 373,440.90 \$ 2027 1,833,527 \$ 346,516 \$ 346,500 \$ 42,000 \$	288,000 2028 0 2028 515 374,896.81 0 2028 1,833.52 346,511 346,511 42,000
lew NOAK (based on ENE/QUEN) O-Year Portables - Propo ixpected Enrolment O Year Transportation Include ExtFI Costs) 2605 Transportation OLPO Costs only) TOTAL Option Evaluation	Contract Cleaners sed Oakville Northeast NOAK Cost sets - Proposed Solution Enrolment Cost Enrolment Cost I Operational Costs Transportation Costs Portable Costs Portable Costs Operational Costs Portable Costs Operational Costs Defined	Custodial \$ 110,000 \$ 2018 \$ \$ 288,000 \$ \$ 2018 \$ \$ 2018 \$ \$ 0 \$ \$ 0 \$ \$ 0 \$ \$ 0 \$ \$ 388,000.00 \$ \$ 388,000.00 \$ \$ 388,000.00 \$ \$ 1,833,527 \$ \$ 1,833,527 \$ \$ 1,834,627 \$ \$ 1,84,000 \$	5 60,000 S 2019 288,000 S 2019 0 S 2019 0 S 2019 5 - S hool 2019 S - S 383,632.27 S 383,632.27 S S 2019 5 - S S - S 2019 5 1.833,527 S S 1.835,527 S S 1.835,527 S S 1.2,000 S 1.2,000 S S 1.2,000 S S 1.2,000 S S 2.302,191 S S 2.302,191 S	8,000 \$ 2020 288,000 \$ 2020 0 2020 2020 2020 2020 526 382,904.32 \$ 0 382,904.32 \$ 2020 1,833,527 \$ 336,187 \$ 2020 1,833,527 \$ 336,187 \$ 2,301,714 \$ 2,301,714 \$ \$	i 10,000 \$ 2021 288,000 \$ 2021 0 \$ 0 \$ - \$ 2021 526 \$ 382,904.32 \$ 5 382,904.32 \$ \$ \$ 2021 5 382,904.32 \$ \$ 2021 5 1,833,827 \$ \$ 205,915 \$ 335,915 \$ \$ 2,827,444 \$ \$ 2,287,444 \$	100,000 \$ 2022 288,000 \$ 2022 0 514 374,168.86 \$ 2022 1.833527 \$ 347,878 \$ 84,000 \$ 2,226,405 \$	288,000 2023 288,000 2023 0 2023 510 371,257.04 0 2023 371,257.04 0 2023 1,833,527 344,473 84,000 2,262,000	S 288,000 S 2024 0 5 0 \$ - \$ 2024 517 \$ 376,352.72 \$ 0 \$ - \$ <td>288,000 \$ 2025 0 2025 515 374,896.81 0 2025 1.833,527 1.833,527 348,083 56,000 2,237,610 2</td> <td>S 288,000 S 2026 0 5 - S 2026 515 S 374,896.81 S 0 S - S 5 5 374,896.81 S -</td> <td>288,000 \$ 2027 0 513 513 373,440.90 \$ 2027 1,833,527 \$ 42,000 \$ 42,000 \$ 2,222,043 \$</td> <td>288,00 2028 0 - 2028 515 374,896.81 0 - 374,896.81 - 2028 1,833,52 346,51 42,00 2,222,04</td>	288,000 \$ 2025 0 2025 515 374,896.81 0 2025 1.833,527 1.833,527 348,083 56,000 2,237,610 2	S 288,000 S 2026 0 5 - S 2026 515 S 374,896.81 S 0 S - S 5 5 374,896.81 S -	288,000 \$ 2027 0 513 513 373,440.90 \$ 2027 1,833,527 \$ 42,000 \$ 42,000 \$ 2,222,043 \$	288,00 2028 0 - 2028 515 374,896.81 0 - 374,896.81 - 2028 1,833,52 346,51 42,00 2,222,04
Vew NOAK (based on DENE/QUEN) UO-Year Portables - Propo Expected Enrolment IO Year Transportation Include ExtFl Costs) 2605 Transportation OLPO Costs only) TOTAL Option Evaluation	Contract Cleaners sed Oakville Northeast NOAK Cost Sts - Proposed Solution Enrolment Cost Enrolment Cost United Status Que Operational Costs Total Status Que Operational Costs Total Status Que Operational Costs	Custodial S 110,000 S 2018 S 288,000 S School Control	5 60,000 S 2019 5 288,000 S 2019 0 5 - S hool 2019 527 527 5338,632.27 S 0 5 - S 383,632.27 S 383,632.27 S 5 383,632.27 S 5 383,632.27 S 5 383,632.27 S 5 383,664 S 5 112,000 S 1,347,102 S 1,347,102 S	8,000 \$ 2020 288,000 \$ 2020 0 2020 526 302,904.32 \$ 0 2020 526 332,904.32 \$ 0 2020 1.833,527 \$ 3356,187 \$ 112,000 \$ 112,000 \$ 1,347,102 \$	i 10,000 \$ 2021 288,000 \$ 2021 0 \$ 2021 5 \$ 2021 5 \$ 5 322,904,32 \$ 5 382,904,32 \$ 5 382,904,32 \$ 5 382,904,32 \$ 2021 5 \$ 5 382,904,32 \$ 2021 \$ \$ 2021 \$ \$ 2021 \$ \$ 5 355,915 \$ 98,000 \$ \$ 98,000 \$ \$ 5 1,347,102 \$	100,000 \$ 2022 288,000 \$ 2022 0 2022 514 374,168.86 \$ 374,168.86 \$ 2022 1.833,527 \$ 374,168.86 \$ 2022 1.833,527 \$ 34,000 \$ 2022 1.833,527 \$ 34,000 \$ 2,265,405 \$ 1.347,102 \$	288,000 2023 288,000 2023 0 - 2023 510 371,257.04 2023 1.833,527 371,257.04 2023 1.833,527 344,473 84,000 2,262,000 1.347,102	\$ 288,000 \$ 2024 0 \$ - \$ 2024 517 \$ 376,352.72 \$ \$ 0 \$ - \$ \$ 376,352.72 \$ \$ 376,352.72 \$ \$ 2024 \$ 1,833,527 \$ 2024 \$ 1,833,527 \$ \$ 376,352.72 \$ 2024 \$ 1,833,527 \$ \$ 376,352.72 \$ 2024 \$ 1,833,527 \$ \$ 376,352.72 \$ 2024 \$ 1,252,222 \$ \$ 2,252,222 \$ \$ 1,252,222 \$ \$ 1,252,22 \$ \$ 1,25	288,000 \$ 2025 0 2025 515 374,896.81 0 374,896.81 2025 1.833,527 348,083 56,000 2,237,610 1.347,102	5 288,000 \$ 2026 0 5 - \$ 2026 515 5 374,896.81 \$ 0 \$ - \$ \$ 374,896.81 \$ 2026 \$ 1.833527 \$ \$ 42,000 \$ \$ 2,223,678 \$ \$ 1.347,102 \$ \$ 1.347,105,100\$ \$ 1.347,105,100\$ \$ 1.347,100\$ \$ 1.34	288,000 \$ 2027 0 2027 513 373,440,90 \$ 0 2027 1,833,527 \$ 346,516 \$ 2027 1,833,527 \$ 42,000 \$ 2027 1,833,527 \$ 342,000 \$ 2027 1,833,527 \$ 2,222,043 \$ 1,847,102 \$	288,000 2028 0 2028 515 374,896,81 2028 1,833,52 346,511 42,000 2,222,045 1,347,105 1,347,105 2,058 1,347,105 2,058 2,0
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		2018	2022	2027
	Operational Costs	\$ 774,425	\$ 774,425	\$ 774,425
CEO4 Operating Costs	Transportation Costs	\$ 360,750	\$ 347,878	\$ 346,516
CEO4 Operating Costs	Portable Costs	\$ -	\$ -	\$
	Total CEO4	\$ 1,135,175	\$ 1,122,303	\$ 1,120,941
	Operational Costs	\$ 1,347,102	\$ 1,347,102	\$ 1,347,102
CE05 Operating Costs	Transportation Costs	\$ 388,000	\$ 374,169	\$ 373,441
CEOS Operaulig Costs	Portable Costs	\$ 154,000	\$ 84,000	\$ 42,000
	Total CEO5	\$ 1,889,102	\$ 1,805,271	\$ 1,762,543

		2018	2022	2027
	Operational Costs	\$ 1,833,527	\$ 1,833,527	\$ 1,833,527
Status Quo Option	Transportation Costs	\$ 360,750	\$ 347,878	\$ 346,516
Status Quo Opuoli	Portable Costs	\$ 154,000	\$ 84,000	\$ 42,000
	Total Status Quo	\$ 2,348,277	\$ 2,265,405	\$ 2,222,043
Proposed Option	Operational Costs	\$ 1,347,102	\$ 1,347,102	\$ 1,347,102
	Transportation Costs	\$ 388,000	\$ 374,169	\$ 373,441
Proposed Option	Portable Costs	\$ 154,000	\$ 84,000	\$ 42,000
	Total Proposed	\$ 1,889,102	\$ 1,805,271	\$ 1,762,543
Annual Savings	Potential Savings	\$ 459,175	\$ 460,134	\$ 459,500
Cummulative Savings	Cumulative Savings	\$ 459,175	\$ 2,297,909	\$ 4,595,107



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)

Teev	MEMBERS INVOLVED		ΈD	DESCRIPTION OF TASKS	
TASK	CORE	E RESOURCE OPT.			
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	1	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	MEMBERS INVOLVED		ΈD		
TASK	CORE RESOURCE OP		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]



ACTION REPORT

ITEM 8.2

2015-2016 YEAR-END AUDIT PLANNING REPORT FROM KPMG

PURPOSE:

To provide to the Board for approval the 2015-2016 Year-End Audit Planning Report from KPMG, the Board's external auditors.

COMMENTS:

- 1. The 2015-2016 Year-End Audit Planning Report from KPMG is attached as Appendix A. The report highlights six topics for discussion with the Audit Committee:
 - a. Audit Approach
 - b. Data and Analytics in the Audit
 - c. Materiality
 - d. Audit Team
 - e. Fees Schedule
 - f. Audit Cycle and Timetable
 - g. Appendices
 - i. Audit Quality and Risk Management
 - ii. Audit Approach and Methodology
 - iii. Required Communications
 - iv. Data and Analytics in Audit
 - v. Current Developments
- 2. The Draft Financial Statements and the Audit Findings Report will be presented to the Audit Committee on November 14, 2016 and will go to the Board for approval on November 15, 2016.
- 3. A Year-End Checklist showing the chronology of events involved in the preparation of the Year-End Audited Financial Statements is attached as Appendix B.
- 4. The Ministry Memorandum 2016: SB27 regarding the 2015-2016 Financial Statements Forms was released on September 9, 2016 (Appendix C).

- 5. The Memorandum addresses the following matters:
 - a. Ministry Information Sessions (for school board finance officials & external auditors)
 - b. Labour enhancements
 - c. ONSIS Enrolment Data Refresh and Cut-Off
 - d. School ID Process
 - e. Capital Analysis and Planning Template (CAPT)
 - f. Remaining Capital Build-Room from Capital Wrap-Up program
 - g. Submission of Financial Reports
 - h. Late Submissions
- 6. The 2015-2016 completed Education Finance Information System (EFIS) forms are due at the Ministry by November 15, 2016. Audited Financial Statements will not be approved by the Board of Trustees until the November 15, 2016 Board Meeting. Staff have informed the Ministry that the Financial Statements will be submitted on November 16, 2016.

RECOMMENDATION

Moved by: Seconded by:

RESOLVED, that the Halton Catholic District School Board approve the External Auditor's 2015-2016 Year-End Audit Planning Report.

REPORT SUBMITTED BY:

J. M. Rowe Chair of the Audit Committee

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Achieving Believing Belonging

Appendix A

КРМС

Halton Catholic District School Board

Audit Planning Report

September 15, 2016

kpmg.ca/audit



The contacts at KPMG in connection with this report are:

David Marks, CPA, CA

Lead Audit Engagement Partner

Tel: 905-523-2296 davidmarks@kpmg.ca

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Audit Manager

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Michelle Fisher, CPA, CA

Audit Manager

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At KPMG, we are **passionate** about earning your **trust**. We take deep **personal accountability**, individually and as a team, to deliver **exceptional service and value** in all our dealings with you.

At the end of the day, we measure our success from the **only perspective that matters – yours**.

Executive summary

Audit and business risk

Our audit of the Halton Catholic District School Board (the "Board") is riskfocused. In planning our audit we have taken into account key areas of focus for financial reporting. These include:

- Government grants and deferred contributions
- Tangible capital assets and deferred capital contributions
- School generated funds
- Employee future benefits
- Salaries and benefits

See pages 4-6 and Appendices 1 and 2

KPMG team

The KPMG team will be led by David Marks, Paul Ciapanna and Michelle Fisher.

See page 9

Effective communication

We are committed to transparent and thorough reporting of issues to the management team and the Audit Committee. We have planned our work to closely co-ordinate and communicate any findings or issues that may arise.

Audit Materiality

Materiality has been determined based on prior year audited gross expenditures. We have reviewed the scope of work for the organization. We have determined materiality to be \$6,930,000 (2015 - \$6,700,000) for the year ending August 31, 2016.

See page 8

Independence

We are independent and have extensive quality control and conflict checking processes in place. We provide complete transparency on all services and follow Audit Committee approved protocols.

Current developments

Please refer to Appendix 5 and 6 for relevant accounting updates to the Board.

This Audit Planning Report should not be used for any other purpose or by anyone other than the Audit Committee. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this Audit Planning Report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

Audit approach

Professional standards presume the risk of fraudulent revenue recognition and the risk of management override of controls exist in all companies.

The risk of fraudulent recognition can be rebutted, but the risk of management override of control cannot, since management is typically in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively.

Professional requirements	Why	Our audit approach
Fraud risk from revenue recognition	This is a presumed fraud risk under Canadian Auditing Standards.	We exercise professional judgment to rebut the presumed risk of fraud in revenue recognition after we consider and evaluate the facts and circumstances of the audit.
	We have rebutted this risk as we have not identified any specific additional risks of management override relating to this audit	There are very few judgmental aspects to revenue recognition and limited perceived opportunity to commit fraud.
Fraud risk from management override of controls	This is a presumed fraud risk. There are generally pressures or incentives on management to commit fraudulent financial reporting through inappropriate revenue recognition when performance is measured in terms of year-over-year revenue growth or profit.	As the risk is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. These procedures include testing of journal entries and other adjustments, performing a retrospective review of estimates and evaluating the business rationale of significant unusual transactions.

Audit approach

Other areas of focus include the following:

Other areas of focus	Why	Our audit approach
Government grants and deferred contributions	Risk of material misstatement related to the completeness of grant revenue and accuracy of revenue recognition	 We will complete substantive audit procedures to address the relevant assertions, including obtaining Ministry confirmation(s) and assessing the revenue recognition for significant grants.
Tangible capital assets and deferred capital contributions	Risk of material misstatement related to the classification of capital assets between operating and capital, as well as the completeness of assets	 We will complete substantive audit procedures to address the relevant assertions, including additions testing to ensure additions and any related contributions are appropriately recorded.
School generated funds	Risk of misappropriation of funds as transactions are largely cash based	 We plan to review the systems and controls over the school generated funds at 6 randomly selected schools. We will also perform substantive tests of details on expenditure accounts including vouching select transactions to supporting documentation. For all schools, we prepare a trend analysis and follow up on significant differences.
Employee future benefits	Risk of material misstatement related to the completeness and accuracy of the liability and expenditures	 We will perform substantive procedures including the review and application of assumptions as well as the use of management's expert - SBCI. We will verify that the disclosures in the notes to the financial statements are adequate.
Salaries and benefits	Risk of material misstatement related to the completeness and accuracy of expenditures	 We will test selected relevant controls over expenditures and perform substantive procedures, including review of any new union agreements.

Audit approach

Professional standards require that we obtain an understanding of the Board's organizational structure, including its components and their environments, that is sufficient to identify those components that are financially significant or that contain specific risks that must be addressed during our audit.

Group auditors are required to be involved in the component auditors' risk assessment in order to identify significant risks to the group financial statements. If such significant risks are identified, the group auditor is required to evaluate the appropriateness of the audit procedures to be performed to respond to the identified risk. The components over which we plan to perform audit procedures are as follows:

Components	Why	Our audit approach
Halton Student Transportation	Individually financially significant	Audit of component financial information consolidated at the Board's pro-rata share of financial information.
Services		KPMG LLP will be completing the work over this component.
		David Marks will also be the engagement partner on this audit.

Data & analytics in the audit

We will be integrating Data & Analytics (D&A)	Jou
procedures into our	
planned audit approach.	

Use of innovative D&A allows us to analyze greater quantities of data, dig deeper and deliver more value from our audit.

We believe that D&A will improve both the quality and effectiveness of our audit by allowing us to analyze large volumes of financial information quickly, enhancing our understanding of your business as well as enabling us to design procedures that better target risks.

Area(s) of focus	Planned D&A routines
Journal Entries	 Utilizing KPMG application software (IDEA) to evaluate the completeness of the journal entry population through a roll-forward of all accounts
	 Utilizing computer-assisted audit techniques (CAATs) to analyze journal entries and apply certain criteria to identify potential high-risk journal entries for further testing
School Generated Funds	 Perform gross margin trend analysis by school and compare to prior years' to look for outliers and abnormalities from expectations

Detailed results and summary insights gained from D&A will be shared with management.

Materiality

Professional standards require us to re-assess materiality at the completion of our audit based on period-end results or new information in order to confirm whether the amount determined for planning purposes remains appropriate.

Our assessment of misstatements, if any, in amounts or disclosures at the completion of our audit will include the consideration of both quantitative and qualitative factors.

The first step is the determination of the amounts used for planning purposes as follows.

The determination of materiality requires professional judgment and is based on a combination of quantitative and qualitative assessments including the nature of account balances and financial statement disclosures.

Materiality determination	Comments	Amount
Metrics	Relevant metrics included net assets, total revenues and total expenditures	
Benchmark	Based on total prior year audited gross expenditures. This benchmark is consistent with the prior year.	\$354,378,058
% of Benchmark	The corresponding percentage for the prior year's audit was 2.0%.	2.0%
Materiality	Determined to plan and perform the audit and to evaluate the effects of identified misstatements on the audit and of any uncorrected misstatements on the financial statements. The corresponding amount for the prior year's audit was \$6,700,000.	\$7,088,000
Performance materiality	Used 75% of materiality, and used primarily to determine the nature, timing and extent of audit procedures. The corresponding amount for the prior year's audit was \$5,025,000	\$5,316,000
Audit Misstatement Posting Threshold (AMPT)	Threshold used to accumulate misstatements identified during the audit. The corresponding amount for the previous year's audit was \$335,000	\$354,400

Highly talented team

Team member	Background / experience	Discussion of role
David Marks, CPA, CA Lead Audit Engagement Partner <u>davidmarks@kpmg.ca</u> / 905- 523-2296	David has over 18 years of experience serving a broad range of clientele, including NPO and Public sector clients. David has provided his clients with accounting assistance and research on technical issues as well as assessing the effectiveness of internal controls	 David will lead our audit for the Board and be responsible for the quality and timeliness of everything we do. He will often be onsite with the team and will always be available and accessible to you.
Janet Allen, CPA, CA Resource Partner jlallan@kpmg.ca 905-687-3275	Janet has over 20 years of public accounting experience, including extensive experience in auditing public sector and not-for-profit organizations, including school boards. Janet is a national resource for public sector clients.	 Janet will be a resource to our team to assist with any complex or judgmental matters that arise.
Paul Ciapanna, CPA, CA Audit Manager ppciapanna@kpmg.ca 905-523-2228	Paul has over 6 years of public auditing, accounting and reporting experience and has been involved with the audit of not-for-profit and public sector organizations, and a number of local private company clients. Paul has five years of experience providing direct audit services to school boards across the region.	• Paul will work very closely with David and Michelle on all aspects of our audit. He will be on site and directly oversee and manage our audit field team and work closely your management team.
Michelle Fisher, CPA, CA Audit Manager <u>mfisher@kpmg.ca</u> 905-523-8200	Michelle has over 6 years of public auditing, accounting and reporting experience and has been involved with the audit of not-for-profit and public sector organizations, and a number of local private company clients. Michelle has five years of experience providing direct audit services to school boards across the region. Michelle is returning from maternity leave in October 2016.	 Michelle will work very closely with David and Paul on all aspects of our audit. He will be on site and directly oversee and manage our audit field team and work closely your management team.

Value for fees

The value of our audit services

We recognize that the primary objective of our engagement is the completion of an audit of the consolidated financial statements in accordance with professional standards. We also believe that our role as external auditor of Halton Catholic District School Board and the access to information and people in conjunction with our audit procedures, place us in a position to provide other forms of value. We know that you expect this of us.

We want to ensure we understand your expectations. To facilitate a discussion (either in the upcoming meeting or in separate discussions), we have outlined some of the attributes of our team and our processes that we believe enhance the value of our audit service. We recognize that certain of these items are necessary components of a rigorous audit. We welcome your feedback.

- Extensive industry experience on our audit team as outlined in our team summary, the senior members of our team have extensive experience in audits of
 companies in your industry. This experience ensures that we are well positioned to identify and discuss observations and insights that are important to you;
- Areas of improvement during the course of our audit, we may become aware of opportunities for improvements in financial or operational processes or controls. We
 will discuss any such opportunities with management and provide our recommendations for performance improvement. We will also include a synopsis of these issues
 in our recommendations in our discussions with you at the completion of the audit.

Value for fees

In determining the fees for our services, we have considered the nature, extent and timing of our planned audit procedures as described above. Our fee analysis has been reviewed with and agreed upon by management.

Our fees are estimated as follows:

	Current period (budget)	Prior period (actual)
Audit of the annual financial statements (including preparation of financial statements in current period)	\$53,500	\$48,700
Specified procedures report on 7-month reporting for the Ministry of Education	\$5,900	\$5,800

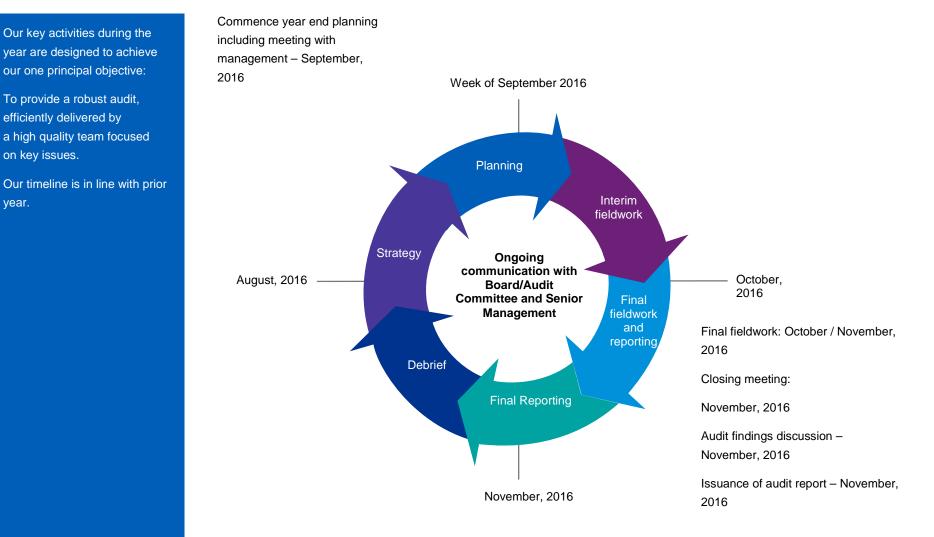
Matters that could impact our fee

The proposed fees outlined above are based on the assumptions described in the engagement letter.

The critical assumptions, and factors that cause a change in our fees, include:

- Significant changes in the nature or size of the operations of the Board beyond those contemplated in our planning processes;
- Changes in professional standards or requirements arising as a result of changes in professional standards or the interpretation thereof;
- Changes in the time of our work;

Audit cycle and timetable





Appendix 1: Audit quality and risk management

Appendix 2: KPMG's audit approach and methodology

Appendix 3: Required communications

Appendix 4: Data & analytics in audit

Appendix 5: Current developments

Appendix 1: Audit quality and risk management

KPMG maintains a system of quality control designed to reflect our drive and determination to deliver independent, unbiased advice and opinions, and also meet the requirements of Canadian professional standards.

Quality control is fundamental to our business and is the responsibility of every partner and employee. The following diagram summarises the six key elements of our quality control systems.

Visit our Audit Quality Resources page for more information including access to our audit quality report, Audit quality: Our hands-on process.

 Before the firm issues its audit report, Engagement Quality Control Reviewer reviews the appropriateness of key elements of publicly listed client audits.

Other controls include:

- Technical department and specialist resources provide real-time support to audit teams in the field.
- We conduct regular reviews of engagements and partners. Review teams are independent and the work of every audit partner is reviewed at least once every three years.
- We have policies and guidance to ensure that work performed by engagement personnel meets applicable professional standards, regulatory requirements and the firm's standards of quality.



- All KPMG partners and staff are required to act with integrity and objectivity and comply with applicable laws, regulations and professional standards at all times.
- We do not offer services that would impair our independence.
- The processes we employ to help retain and develop people include:
 - Assignment based on skills and experience;
 - Rotation of partners;
 - Performance evaluation;
 - Development and training; and
 - Appropriate supervision and coaching.
- We have policies and procedures for deciding whether to accept or continue a client relationship or to perform a specific engagement for that client.
- Existing audit relationships are reviewed annually and evaluated to identify instances where we should discontinue our professional association with the client.

Appendix 2: KPMG's audit approach and methodology

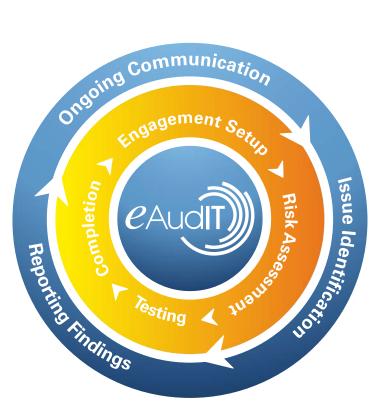
Technology-enabled audit workflow (eAudIT)

Engagement Setup

- Tailor the eAudIT workflow to your circumstances
- Access global knowledge specific to your industry
- Team selection and timetable

Completion

- Tailor the eAudIT workflow to your circumstances
- Update risk assessment
- Perform completion procedures and overall evaluation of results and financial statements
- Form and issue audit opinion on financial statements
- Obtain written representation from management
- Required Audit Committee communications
- Debrief audit process



Risk Assessment

- Tailor the eAudIT workflow to your circumstances
- Understand your business and financial processes
- Identify significant risks
- Plan the use of KPMG specialists and others including auditor's external experts, management experts, internal auditors, service organizations auditors and component auditors
- Determine audit approach
- Evaluate design and implementation of internal controls (as required or considered necessary)

Testing

- Tailor the eAudIT workflow to your circumstances
- Perform tests of operating effectiveness of internal controls (as required or considered necessary)
- Perform substantive tests

Appendix 3: Required communications

In accordance with professional standards, there are a number of communications that are required during the course of our audit. These include:

- Engagement letter the objectives of the audit, our responsibilities in carrying out our audit, as well as management's responsibilities, are set out in the engagement letter and any subsequent amendment letters as attached.
- Audit planning report as attached
- Required inquiries professional standards require that during the planning of our audit we obtain your views on risk of fraud and other matters. We make similar inquiries to management as part of our planning process; responses to these will assist us in planning our overall audit strategy and audit approach accordingly

- Management representation letter we will obtain from management certain representations at the completion of the annual audit. In accordance with professional standards, copies of the representation letter will be provided to the Audit Committee
- Audit findings report at the completion of our audit, we will provide a report to the Audit Committee

Appendix 4: Data & analytics in audit

Turning data into value

KPMG continues to make significant investments in our Data & Analytics (D&A) capabilities to help enhance audit quality and provide actionable insight to our clients by unlocking the rich information that businesses hold.

When D&A is applied to the audit, it enables us to test complete data populations and understand the business reasons behind outliers and anomalies. Advancements in D&A tools allow us to analyze data at more granular levels, focusing on higher risk areas of the audit and developing insights you can then leverage to improve compliance, potentially uncover fraud, manage risk and more.

KPMG is enhancing the audit

The combination of our proven industry experience, technical know-how and external data allows us to focus our audit on the key business risks, while providing relevant insights of value to you.

For the audit

Audit quality

- Automated testing of 100% of the population
- Focuses manual audit effort on key exceptions and identified risk areas

For your business

Actionable insight

- Helping you see your business from a different perspective
- How effectively is your organization using your systems?



Appendix 5: Current developments

Current developments, created by KPMG Public Sector and Not-for-profit Practice, summarizes regulatory and governance matters impacting Government Organizations. We provide this information to help you understand upcoming changes and challenges they may face in the industry. We attach this summary to every audit plan and findings report (if significant changes occur).

The following is a summary of the current developments that are relevant to the Board.

Standard	Summary and implications
PS Introduction	This standard provides the standards to be followed by government partnerships. Government business partnerships (with all public sector partners) are to follow the standards applicable to publicly accountable entities in Part I of the <i>CPA Canada Handbook Accounting</i> . Non-business government partnerships with only government partners can chose either PSA Standards or the standards applicable to publicly accountable entities in Part I of the <i>CPA Canada Handbook Accounting</i> . Government partnerships that have one or more private sector partners should use the standards determined by the partners. This section also requires government organizations that meet the new definition of government components to apply the PSA Standards. This standard is effective for fiscal periods beginning on or after January 1, 2017 (the Board's August 31, 2018 year end)
PS 3380 – Contractual Rights	This standard defines contractual rights to future assets and revenue. Information about a public sector entity's contractual rights should be disclosed in notes or schedules to the financial statements and should include descriptions about their nature and extent and the timing. The standard also indicates that the exercise of professional judgment would be required when determining contractual rights that would be disclosed. Factors to consider include, but are not limited to: (a) contractual rights to revenue that are abnormal in relation to the financial position or usual business operations; and (b) contractual rights that will govern the level of certain type of revenue for a considerable period into the future. This standard is effective for fiscal periods beginning on or after April 1, 2017 (the Board's August 31, 2018 year end). Implications: Additional disclosures may be required if contractual rights to assets or revenue oxist
	Implications: Additional disclosures may be required if contractual rights to assets or revenue exist

Standard	Summary and implications
PS 2200 - Related Party Disclosures	This standard relates to related party disclosures and defines related parties. Related parties could be either an entity or an individual. Related parties exist when one party has the ability to control or has shared control over another party. Individuals that are key management personnel or close family members may also be related parties. Disclosure is only required when the transactions or events between related parties occur at a value different from what would have been recorded if they were not related and the transactions could have a material financial impact on the financial statements. Material financial impact would be based on an assessment of the terms and conditions underlying the transaction, the financial materiality of the transaction, the relevance of the information and the need for the information to enable the users to understand the financial statements and make comparisons. This standard also specifies the information required to be disclosed including the type of transactions, amounts classified by financial statement category, the basis of measurement, and the amounts of any outstanding items, any contractual obligations and any contingent liabilities. The standard also requires disclosure of related party transactions that have occurred where no amounts has been recognized. This standard is effective for fiscal periods beginning on or after April 1, 2017 (the Board's August 31, 2018 year end). Implications: Related parties will have to be identified. Additional disclosures may be required with respect to transactions with related parties
PS 3430 - Restructuring Transactions	 This standard prescribes measurement standards and disclosure requirements when a restructuring transaction exists. A restructuring transaction in the public sector differs from an acquisition as they generally include either no or nominal payment. It also differs from a government transfer as the recipient would be required to assume the related program or operating responsibilities. The standard requires that assets and liabilities are to be measured at their carrying amount. It also prescribes financial statement presentation and disclosure requirements. This standard is effective for fiscal periods beginning on or after April 1, 2018 (the Board's August 31, 2019 year end). Implications: Not likely to impact the Board.

Standard	Summary and implications
PS 3420 - Inter-entity Transactions	 This standard relates to the measurement of transactions between public sector entities that comprise the government's reporting entity. Transactions are recorded at carrying amounts with the exception of the following: In the normal course of business – use exchange amount Fair value consideration – use exchange amount No or nominal amount – provider to use carrying amount; recipient choice of either carrying amount or value fair. Cost allocation – use exchange amount This standard is effective for fiscal periods beginning on or after April 1, 2018 (the Board's August 31, 2019 year end). Implications: The Board will have to identify these transactions and determine if they have been measured at the carrying amount if required.
PS 3210 - Assets	 This standard provides a definition of assets and further expands that definition as it relates to control. Assets are defined as follows: They embody future economic benefits that involve a capacity, singly or in combination with other assets, to provide goods and services, to provide future cash inflows, or to reduce cash outflows. The public sector entity can control the economic resource and access to the future economic benefits. The transaction or event giving rise to the public sector entity's control has already occurred. The standard also includes some disclosure requirements related to economic resources that are not recorded as assets to provide the user with better information about the types of resources available to the public section entity. This standard is effective for fiscal periods beginning on or after April 1, 2017 (the Board's August 31, 2018 year end). Implications: Assets will have to be reviewed to determine if they meet this definition
PS 3320 – Contingent Assets	 This standard defines contingent assets. They have two basis characteristics: An existing condition or situation that is unresolved at the financial statement date. An expected future event that will resolve the uncertainty as to whether an asset exists. The standard also has specific disclosure requirements for contingent assets when the occurrence of the confirming event is likely. Implications: Additional disclosures may be required if contingent assets exist. This standard is effective for fiscal periods beginning on or after April 1, 2017 (the Board's August 31, 2018 year end).

StandardSummary and implicationsFinancial InstrumentsA standard has been issued, establishing a standard on accounting for and reporting all types of financial instruments including
derivatives. The effective date of this standard has recently been deterred and it is now effective for fiscal periods beginning on
or after April 1, 2019 (the Board's August 31, 2020 year-end).Implications: This standard will require the Board to identify any contracts that have embedded derivatives and recognize these on
the consolidated statement of financial position at fair value. Portfolio investments in equity instruments are required to be recorded
at fair value. Changes in fair value will be reported in a new financial statement – statement of remeasurement gains and losses.
This standard sets out a number of disclosures in the financial statements designed to give the user an understanding of the
significance of financial instruments to the Board. These disclosures include classes of financial instruments and qualitative and
quantitative risk disclosures describing the nature and extent of risk by type. The risks to be considered include credit, currency,
interest rate, liquidity, and market risk.

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KPMG member firms around the world have 174,000 professionals, in 155 countries.

The independent member firms of the KPMG network are affiliated with KPMG International, a Swiss entity. Each KPMG firm is a legally distinct and separate entity, and describes itself as such.

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Halton Catholic District School Board 2015-2016 Year-End Schedule

Date (2016)	Completed	Item	Description of Activity
March 24th	✓	Ministry Memorandum 2016: B06	Established Financial Statements due date of November 15, 2016
April 1st	✓	Ministry Memorandum 2016: SB:11	March 31, 2016 Financial Reporting Requirements (Seven-Month Report - Sept. 2015 to March 2016)
April 8th	✓	Ministry Memorandum 2016: SB13	2016-17 Estimates
May 24th	✓	Ministry Memorandum 2016: SB:11	Seven-Month Report (Sept. 2015 to March 2016) Submitted to the Ministry
June 7th	✓	Ministry Memorandum 2016: SB:11	Seven-Month Report (Sept. 2015 to March 2016) Submitted to the Board
June 24th	✓	SBCI Actuarial Valuation	Receipt of SBCI Templates and PSAB Reporting Updates, and Commencement of Compilation of Data
August 30th	✓	Business Services Memorandum #03 (16-17)	Year-End Procedures Memorandum sent to all schools and departments
August 30th	✓	Business Services Memorandum #04 (16-17)	Year-End Rollover Procedures and Training Information for School Generated Funds sent to the schools
August 30th	✓	Business Services Memorandum #05 (16-17)	School Generated Funds Audit Checklist 2015-16 (sent to all Principals)
August 30th	✓	Business Services Memorandum #06 (16-17)	Bank Account & Fraud Inquiry (sent to all Superintendents and Central Office Administrators)
September 6th	✓	KPMG Interim Audit Field Work	Process analysis, control testing, documentation review and confirmations sent out (during this week)
September 9th	✓	Ministry Memorandum 2016: SB27	Release of Ministry Financial Statement Forms (EFIS) and TCA/CAPT Information
September 12th	✓	Annual Ministry Information Sessions	Financial Statement In-Service (external auditors)
September 12th	✓	Annual Ministry Information Sessions	Financial Statement In-Service (school board finance personnel)
September 14th	✓	Audit Committee - Audit Planning Report	KPMG presents audit planning report at the Audit Committee meeting.
September 14th	✓	Annual Audit Plan from KPMG	To the Audit Committee (with this schedule and Ministry Memorandum 2016: SB27 included)
September 22nd	✓	Ministry Memorandum 2016: SB27	EFIS Enrolment Verification email sent to the Finance Office IF enrolment needs update
September 25th	✓	Ministry EFIS Forms update	Ministry released updates to various EFIS forms and calculations
September 30th	✓	SBCI Draft Report-Employee Future Benefits	Draft SBCI actuarial valuation report of employee future benefits
October 3rd	✓	KPMG Year-End Audit Field Work	Individual school and enrolment audits (during this week) - Six schools selected randomly
October 4th	✓	Annual Audit Plan from KPMG	To the Board (with this schedule and Ministry Memorandum 2016:SB27 included)
October 7th		SBCI Final Report-Employee Future Benefits	Final SBCI actuarial valuation report on employee future benefits
October 10th		KPMG Year-End Audit Field Work	KPMG staff on site during this week
October 17th		KPMG Year-End Audit Field Work	KPMG staff on site during this week
October 24th		KPMG Year-End Audit Field Work	KPMG staff on site during this week
November 10th		KPMG Year-End Audit Field Work	Finance Staff Meeting with KPMG to review Draft Audited Financial Statements and Audit Findings
November 14th		Draft Audited Financial Statements	Audit Committee Approval and Presentation of Audit Findings Report
November 15th		Draft Audited Financial Statements	Board Approval
November 15th		Ministry Memorandum 2016: SB27	Activation of completed EFIS Forms by Superintendent of Business
November 16th		Ministry Memorandum 2016: SB27	Submission of Ministry Financial Statement Forms (EFIS) & Final Audited Financial Statements (signed)
November 18th		Final Audited Financial Statements	Place on Board's Public Website and Staffnet (signed)
November 25th		Final Audited Financial Statements	Publish notice in local newspapers [in accordance with Section 252(2) of the Education Act]
November 30th		Ministry Memorandum 2016: SBTBD	Submission of completed Capital Analysis and Planning Template (CAPT) to the Ministry
December 12th		Management Letter (Draft)	Draft Management Letter received from KPMG
January 20th		Management Letter (Final)	Receive Final Management Letter from KPMG
January 30th		Management Letter (Draft)	Present Draft Management Letter with management responses at Administrative Council
February 3rd		Management Letter (Final)	Send the Management Letter with management responses to the Audit Committee
February 10th		Management Letter (Final)	Send Final Management Letter to all Principals/Vice-Principals through numbered Business Services
February 10th		Management Letter (Final)	Send the specific Management Letter points to the four selected schools and respective superintendent

Note: Items in Italics are to be confirmed, either, or both in term of date of completion and title.

Financial Analysis and Accountability Branch 20th Floor, Mowat Block 900 Bay Street Toronto ON M7A 1L2

Ministry of Education

Ministère de l'Éducation

Direction de l'analyse et de la responsabilité financières 20^e étage, Édifice Mowat 900, rue Bay Toronto ON M7A 1L2



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hmadoun or sial Analysis and Accountability Branch
Business Officials

I am pleased to inform you that the 2015-16 Financial Statements, related guides and instructions are now available through the Financial Statements link on the "Reporting to the Ministry" section of the <u>Financial Analysis and Accountability Branch (FAAB)</u> website.

Please submit your 2015-16 Financial Statements through <u>EFIS 2.0</u>. Files that will assist boards in completing their financial statements have been posted on the "Reporting to the Ministry" section of the FAAB website.

Information Sessions

The ministry will hold information sessions this month to highlight changes to the financial statements as well as providing updates in other areas, including:

- Employee Life and Health Trusts
- Capital Analysis and Planning Template (CAPT)

Dates and locations of the upcoming information sessions have recently been sent to school boards and their auditors.

Labour enhancements

The 2015-16 Financial Statements include the labour enhancements and related adjustments according to the latest agreements on central terms with the school board sector. These adjustments were also included in the 2015-16 GSN regulation through regulation amendments, which include:

- Qualification and experience grid movement started at the beginning of the school year and not delayed
- 1% lump sum compensation
- Early payout of retirement gratuity
- Earned leave adjustment

ONSIS enrolment data refresh and cut-off

Consistent with the prior years, enrolment data for regular day school from ONSIS is loaded directly into EFIS 2.0 on a daily basis. Any changes made in ONSIS at the end of a day will be refreshed in EFIS 2.0 by noon, the next working day. This refresh process will continue until September 30, 2016. Boards are advised to review their enrolment information in EFIS 2.0 and make any corrections in ONSIS before the cut-off date.

Although boards are also reporting enrolment for summer schools, continuing education and independent study in OnSIS under the Enrolment Reporting Initiative as outlined in Memorandum 2015:SB35, these enrolment data are not loaded directly into EFIS 2.0. Boards are still required to input the enrolment data for summer schools and continuing education in Schedule 12 and the enrolment data for independent study in Schedule 13.

School ID Process

In Memorandum 2015: SB36, the Ministry has requested that school boards verify the list of all operating schools for 2015-16 and 2016-17 based on the Ministry's most current information which includes all available metadata as of December 2014. The Ministry had reviewed the lists submitted by the boards and where applicable, contacted them to obtain any additional information required. The reviewed list is used to populate EFIS 2.0 school level input forms. Any schools that are not on the final list will not be entitled to school based funding for the 2015-16 Financial Statements.

Capital Analysis and Planning Template (CAPT)

As in previous years, boards will be required to submit the Capital Analysis and Planning Template (CAPT) as part of the year-end reporting process to the Ministry. As a reminder this template is used for various purposes such as OFA financing requests, approval to proceed for capital projects requests, capital priorities support tool, tracking system for capital projects and to assess a board's financial capital position. CAPT's will be pre-populated with capital and financial data based on the most recent approved CAPT (2014-15) and any new projects approved by the Ministry during the 2015-16 fiscal year. Boards are asked to review and update the CAPT to ensure all approved projects post August 31, 2015 and capital activities during 2015-16 are reflected. Boards are also required to provide updated information with regards to their financial position, as reported in their 2015-16 financial statements.

CAPT's will be available to boards by late-September. Boards are asked to submit their updated CAPT to the Ministry by <u>November 30, 2016.</u>

Remaining Capital Build-Room from Capital Wrap-Up program

As previously communicated in the Memorandum 2016:SB 13, starting in 2016-17 the ministry will convert all unspent capital build room as eligible to be long-term financed through the OFA to a capital grants model. This change will help streamline capital reporting requirements as boards will receive funding through capital grants only for future capital expenditures and will no longer be required to submit separate requests for OFA financing. Boards will continue to receive transfer payments from the ministry to repay existing OFA loans.

The Ministry will finalize the amount of unspent capital build room for each board after receiving the capital expenditures data from school boards in the 2015-16 Financial Statements and the Capital Analysis and Planning Template (CAPT). The last OFA loan issue is scheduled for March 2017 and will include eligible expenditures reported in the 2015-16 Financial Statements.

The transfer of the capital build room will be reflected in the 2017 March Report and the 2016-17 Financial Statements. As the capital build room in the 2016-17 Estimates and Revised Estimates will not reflect this transfer; school boards are advised to continue to budget their capital expenditures for the build room based on their capital plans.

Submission of Financial Reports

Financial Statements

Please submit electronically by November 15, 2016 a copy of:

- Certificate of the Director of Education
- Compliance Report
- Schedules 1, 1.1, 1.2, 1.3;9, 10 and 10ADJ
- Section 1A summary;
- The audited Financial Statements, including the auditor's report and the notes.

Only the Certificate from the Director of Education and Schedule 1 in the aforementioned documents requires the signatures from the Director of Education and the Chair.

The documents should be saved in pdf file format and submitted as an attachment to the following email: <u>financials.edu@ontario.ca</u>

The file name used should follow the <u>naming convention</u> specified on the FAAB website and boards are asked to include the following text in the subject line of the email "2015-16 Financial Statements Supporting Documentation – DSB ##".

To facilitate the Provincial budgeting process, EFIS forms must be submitted by November 15, 2016. Due to the timing of board meetings, the ministry is cognizant that the published financial statements, notes to the financial statements and auditor's report may not be finalized at November 15th. If this is the case, these three documents may be submitted after November 15th, but no later than December 2nd. An EFIS submission is still required as of November 15th. If any financial information changes as a result of the board meeting, boards must resubmit the EFIS forms by December 2nd.

Late Submissions

It is important that boards meet the due dates above because the information is needed for the interim reporting in the provincial budget. The ministry will implement cash flow penalties for financial statements that are not received in EFIS by November 15th, 2016 except for instances where the ministry has granted an extension for submission based on extenuating circumstances. In those instances, cash flow penalties will be applied if the board does not submit by the extended date.

The board's regular cash flow will be reduced by 50% where a board has not submitted its Financial Statements in EFIS by November 15th, 2016 (or a ministry approved extended date as noted above). Upon submission of the Financial Statements, the ministry will revert back to the normal monthly payment process and will include in the monthly payment the total amount withheld up to that point.

Contacts

Questions relating to the TCA detail input and activities for capital asset reporting should be directed to Andrew Yang at (416) 325-4212 or <u>Andrew.Yang@ontario.ca</u>

For other questions on the financial statements package, please contact your Ministry Financial Analyst. The complete listing of the Financial Analysts and their contact information can be found on the FAAB website under the "<u>Contact Us</u>" section.

Name	Phone	Email
Stevan Garic	(416) 327-0697	Stevan.Garic@ontario.ca
Emily Wells	(416) 325-2036	Emily.Wells@ontario.ca

For user/navigation assistance on EFIS, contact:

Ruby Hou	(416) 325-2052	Ruby.KexinHou@ontario.ca
Martin Fry	(416) 327-9061	Martin.Fry@ontario.ca

For login assistance, contact:

Name	Phone	Email
EFIS Support	N/A	efis.support@ontario.ca
Mark Bonham	(416) 325-8571	Mark.Bonham@ontario.ca

Med Ahmadoun Director Financial Analysis and Accountability Branch

cc: Directors of Education



STAFF REPORT

ITEM 9.1

SOCIAL STUDIES RESOURCE SELECTION

PURPOSE:

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

The purpose of this report is to recommend the purchase of a core resource for Grade 1, 2, and 3 Social Studies. The resource selected is *Many Gifts* which is distributed by Nelson Education. In June and October 2014, the purchase of *Many Gifts* for Grades 4 and 5 were approved and purchased for implementation in the 2014-2015 school year. *Many Gifts* for Grade 6 was approved and purchased in October, 2016.

BACKGROUND INFORMATION:

The decision to purchase *Many Gifts* by Nelson Education did not require a textbook selection committee since the existing core resource for Grades 1-3 is the older edition of *Many Gifts*. Nelson Education has revised *Many Gifts* for Grades 1-3 and has developed this resource to align with the revised Social Studies curriculum released in May 2013.

This resource is completely aligned to the Social Studies curriculum expectations and the Ontario Catholic Graduate Expectations. Nelson Education developed *Many Gifts* as a core Social Studies resource for Ontario Catholic Schools by embedding our Catholic Social Teachings.

Many Gifts also focuses on effective instructional and assessment practices; Citizenship Education; Equity and Inclusive Education; First Nations, Metis and Inuit values and perspectives; mapping and graphing skills; historical thinking concepts and inquiry based learning.

REMARKS:

Many Gifts aligns with the revised Ontario Social Studies Curriculum document, released in May 2013, and most importantly, it embeds our Catholic Social Teachings authentically and intentionally. It gives our students opportunities to reflect on social justice issues through our faith and put their faith into action.

The teacher and student resources are flexible since they come in print and digital formats. The *myNelson Online Teaching Centre* includes: interactive whiteboard lessons, video and audio clips, songs, classroom liturgies, and web links.

Furthermore, the resource offers cross-curricular learning by integrating literacy, religious education, family life and the arts. It also supports teachers and students as they transition to an inquiry based learning.

The company representative has assured that Nelson Education will support the HCDSB curriculum consultant and teachers to implement this resource in every elementary school.

EXPENDITURE SUMMARY:

Product Description	ISBN	Qty	Unit Price	Line Subtotal
Many Gifts Grade 1 Teacher Resource Pack (includes teacher resource, activity cards, poster pack)	9780176531157	130	530.06	\$68,907.80
Many Gifts 1 myNelson Online Teacher Centre (1 year, single user license)	9780176540937	130	\$45.00	\$5,850.00
Many Gifts Grade 2 Student Books		2940	\$26.96	\$79,262.40
Many Gifts Grade 2 Teacher Resource Pack (includes teacher resource, activity cards, poster pack)		147	\$382.46	\$56,221.62
Many Gifts 2 myNelson Online Teacher Centre		147	\$45.00	\$6,615.00
Many Gifts Grade 3 Student Books		2840	\$35.06	\$99,570.40
Many Gifts Grade 3 Teacher Resource Pack (includes teacher resource, activity cards, poster pack)		142	\$382.46	\$54,309.32
Many Gifts 3 myNelson Online Teacher Centre		142	\$45.00	\$6,390.00

PRODUCT TOTAL	\$377,126.54
ESTIMATED SHIPPING & HANDLING**	\$507.46
ESTIMATED TAX**	\$20,430.70
GRAND TOTAL	\$398,064.70

CONCLUSION:

The recommendation is to purchase *Many Gifts*, Nelson Education, as the approved Grade 1, 2, and 3 Social Studies resource.

REPORT PREPARED BY:	K. Becker Curriculum Consultant
REPORT SUBMITTED BY:	A. Prkacin Superintendent of Education, curriculum Services
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



INFORMATION REPORT

ITEM 10.2

COMPASSION2ACTION

HOLOCAUST EDUCATION PROGRAM

PURPOSE:

The purpose of this report is to provide information to Trustees about the Compassion2Action, Holocaust Education Program supported by the Friends of Simon Wiesenthal Centre (FSWC) for Holocaust Studies. The excursion will cover Poland, Germany, Israel (Krakow, Munich, Berlin, Nuremberg, Tel Aviv, Jerusalem and Warsaw) from November 5th to November 15th, 2016. Trustees A. Quinn and H. Karabela have graciously accepted the invitation from FSWC to participate on this trip and will be representing the Halton Catholic District School Board.

BACKGROUND INFORMATION:

The Friends of Simon Wiesenthal Centre extends a yearly invitation to 20-30 influential Canadians on an educational journey to learn about the Holocaust, racism and intolerance. The objective is to educate leaders about the past and to inspire and empower them to make the world a better place. Over 150 police chiefs, educators, mayors, provincial and federal parliamentarian, philanthropist and leaders have taken this journey with FSWC.

REMARKS:

At the November 3rd, 2015, Regular Meeting of the Board, a motion was adopted to annually recognize January 27 in all Halton Catholic schools as United Nations International Holocaust **Awareness Day** – the anniversary of the liberation of the Auschwitz-Birkenau concentration camp. During this day, age-appropriate teaching about the Shoah with the expectation that every graduate of the HCDSB (grades 8 and 12) have an understanding of what St. Pope John Paul II called, "the inhumanity with which the Jews were persecuted and massacred," during the Holocaust in Europe.

In an effort to gain knowledge and be able to share this knowledge, the Compassion2Action participants will visit the ancient Jewish town of Krakow; see the hallowed grounds of Auschwitz, see original documents for the final solution in Berlin; visit Nazi sites in Nuremberg and learn about the trials of Nazi war criminals; walk the path of the ancients in Jerusalem and see modern Israel in Tel Aviv – in all its gory - by the sea. As well, they will preview the new Simon Wiesenthal Centre Museum currently being built in Jerusalem.

Under the Expense Guidelines, Board Representation and Trustees Attendance at Events, "trustees may choose to attend events and/or conferences that are of interest to them. As stewards of the Board, they must uphold the Board's Mission statement and its' governing values whereby: The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ centered individuals enabled to transform society." Compassion2Action - Holocaust Education Program Page 1 of 2



The cost of the trip is \$5,750 of which \$2,500 is subsidized by FSWC. The balance will be covered through the trustee's yearly allocated budget of \$3,000 per year.

CONCLUSION:

Compassion2Action has been specifically designed as a professional education vehicle for Canadian leaders with a sphere to influence, primarily to learn about the Holocaust. Exploring the reasons for this genocide in human history, contemplating how it could have been prevented, and discussing how the lessons learned apply to today's complex world, can help professionals examine critical issues in their daily tasks.

REPORT PREPARED, SUBMITTED AND	
APPROVED BY:	

P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD (ON BEHALF OF TRUSTEES H. KARABELA AND A. QUINN)



APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, October 4, 2016

Listed by Destination						
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary	Elementary				1	
St. Elizabeth Seton CES, Burlington	8	50	Muskoka Woods Camp, Rosseau, ON	The students will have the opportunity to build on leadership and team building skills while building a strong sense of community. Students will participate in outdoor experiential learning in support of the Ontario Curriculum Expectations, as well as a link to Focus on Faith theme of Solidarity. Staff and students will participate in daily prayers	Wednesday, October 19 - Friday, October 21, 2016	~\$350.00
St. Gregory the Great CES, Oakville	7-8	25	Camp Brébeuf, Rockwood, ON	This trip is to Camp Brébeuf, a Catholic based camp will support Catholic student leadership and spiritual emphasis with emphasis placed on studying the gifts of the Holy Spirit in preparation for the Sacrament of Confirmation and continued exploration of the Catholic Graduate Expectations. Students will participate in activities that require teamwork and cohesiveness. Staff and students will participate in daily prayers.	Monday, October 17 - Tuesday, October 18, 2016	~\$105.00
SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Assumption CSS, Burlington	11-12	20	YMCA Cedar Glen Schomberg, ON	As part of the SHSM Fitness and Sport Leadership Program students will have the opportunity to build on leadership and team building skills. Students will participate in leadership focused workshops and outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in both morning and evening prayers.	Thursday, November 17 - Friday November 18, 2016	\$0
Christ the King CSS, Georgetown	11-12	30	Ontario Student Leadership Conference Niagara Falls, ON	The Ontario Student Leadership Conference brings together the best variety of thought leaders, entertainers, speakers and educators, who take time to meet, teach and speak with our youth. The students attending are mentors and students of service. This leadership conference provides a unique opportunity for students to truly understand servant leadership and what it means to be able to help others. Students are expected to attend mass prior to departing. Students and staff will participate in daily prayers.	Sunday, November 13- Tuesday November 15, 2016	~\$300.00



INFORMATION REPORT

ITEM 10.4

ONGOING MONITORING OF SCHOOL GENERATED FUNDS ACTIVITIES

PURPOSE:

To provide the Board with information on Business Services' ongoing monitoring of School Generated Funds (SGF) activities.

BACKGROUND:

The following information was previously provided to Trustees:

1. Information Report 10.5 – Ongoing Monitoring of School Generated Funds Activities – September 15, 2015 Regular Board Meeting.

COMMENTS:

Annually, the regional internal audit team (RIAT) and the external auditor of the Board (KPMG) conduct an audit of school generated funds at a number of randomly selected schools. Any findings identified are addressed by a management plan of action. In response to audit results, Business Services has implemented a number of initiatives that provide training and support to school administrators and school support staff, as well as ongoing monitoring of SGF activities. Over the past three years, the following initiatives have been implemented:

- Financial Services staff conducts school visits to review current SGF procedures and provides one-on-one support to both the elementary secretary / secondary financial clerk and the Principal. A detailed walkthrough is conducted during this visit to cover:
 - o Collection and receipt of funds,
 - o Preparing, recording and reviewing deposits and disbursements,
 - Preparing and reviewing monthly reconciliations,
 - Reviewing interim reporting of SGF activities, and
 - Random samples are also selected for testing, to confirm if Board Policy V-04 School Fundraising Activities and related Administrative Procedure VI-59 School Fundraising Activities, as well as Board Policy II-47 Fees for Learning Materials Programs and Curricular and Co-Curricular Activities and related Administrated Procedure VI-57 Fees for Learning Materials Programs and Curricular and Co-Curricular Activities are being followed.

- Financial Services staff also conducts school visits to train new school administrative and/or support staff as a result of in-year turnover. The training session covers all of the school's financial functions listed above. Furthermore, the Financial Analyst is available to address any questions or concerns by email or over the phone.
- Financial Services staff and the School Administration Systems Liaison conduct central reviews on all schools on a periodic basis, focusing on:
 - Deposit frequency, split between cash, cheque and online transactions and recording of funds received.
 - Bank reconciliation reports, bank statements, disbursement of funds and review of unreconciled or outstanding items.

Financial Services staff contacts the schools to clarify any items.

- Purchase Card reconciliations are reviewed on a sample basis by Financial Services staff, confirming that only appropriate purchases are charged to SGF, that appropriate supporting documentation is provided and that the documents have been reviewed and approved by the school Principals. Financial Services staff contacts the schools to clarify any items.
- Various Business Services Memoranda are issued during the year to inform school administrators and school support staff of any changes to Ministry or Ontario Association of School Business Officials (OASBO) guidelines and Board Policies, Administrative Procedures and processes, as well as to inform them of required actions resulting from annual audits conducted by the Board's external and internal auditors. These are further presented to Principals and Vice-Principals at the next scheduled Administrators meeting.
- Annual financial seminars have been provided to both school administrators (Principals / Vice-Principals) and school support staff, incorporating any changes to Ministry or OASBO guidelines and Board Policies, Administrative Procedures and processes, as well as to inform them of required actions resulting from annual audits conducted by the external auditor and the RIAT.

In 2015-16, there were five sessions held during February and March – two for Principals and Vice-Principals, two for elementary Secretaries, and one for secondary Financial Clerks. There was an additional session held in August for new incoming elementary Secretaries. The training sessions were tailored specifically to the elementary and secondary panels, and provided hands-on experience and examples for the collection, recording, disbursement and reporting of SGF. The training session developed for Principals and Vice-Principals contained hands-on examples and cases to help them with reporting and oversight of SGF activities.

• Family of Schools Superintendents include discussions on reporting and monitoring of SGF as part of regularly scheduled school visits. In addition, the Family of Schools meetings with the Principals are another avenue to remind Principals of SGF related topics. The Family of Schools Superintendents review and approve each school's annual SGF plan, which outlines the fundraising plans and proposed expenses for the year. During the year, discussions are held as to how schools are tracking against the SGF plan.

Achieving Believing Belonging

• An SGF Steering Committee, which includes a number of elementary and secondary Principals and Vice Principals, Family of Schools Superintendents and Business Services staff, meets on an ad-hoc basis to discuss the practicality of implementing new practices and controls for SGF, in response to audit findings. This has helped ensure the successful implementation of many controls and consistency of financial practices amongst schools.

The Board is committed to eliminating cash from schools, and has implemented the School Cash Online initiative. All schools are now online and parents are able to make online purchases by electronic transfers. The credit card payment option has been implemented, as well as the online donation module, which automatically generates donation receipts. This initiative has been communicated to school staff and the school community, and ongoing support is being provided to the schools as they make the transition to cashless schools.

For the 2015-16 year, the Board achieved an 80% parent adoption rate and 40% of total SGF was collected online, a significant improvement from 59% and 14% respectively in the 2014-15 year. SGF grew from \$11.9 million collected in 2014-2015 to \$12.7 million collected in 2015-16.

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

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Ітем 10.5

2016-17 PORTABLE CLASSROOMS AND SURPLUS CLASSROOMS SUMMARY

PURPOSE:

To report on the Board's 2016-17 school year portable classroom accommodation needs and surplus classrooms in schools.

BACKGROUND INFORMATION:

The Board has traditionally managed student enrollment growth pressures by utilizing temporary portable classroom accommodations at schools where the enrollment exceeds the functional capacity of the school building. Enrollment is driven by many factors and can trend differently throughout the many neighborhoods of Halton Region. All of the Board's portable classroom units are leased to provide greater flexibility in meeting enrollment adjustments, while ensuring that excess units and the associated costs are never incurred.

COMMENTS:

For the 2016-17 school year, overall student enrollment continued to grow within the Board. As a result, 6 additional portable classroom units were installed and a number of portable classrooms were relocated to accommodate changing enrolment throughout the Region. The majority of student growth occurred in Milton, where 7 new or relocated portable classrooms were added. Burlington added 4 portable classrooms at the elementary panel, while Halton Hills was net neutral on portable classrooms across the elementary and secondary panels. Oakville was the only municipality in Halton Region that saw a reduction in portable classrooms with 5 fewer units than in the 2015-16 school year. A large portion of this reduction can be attributed to the opening of St. Gregory the Great Catholic Elementary School, which resulted in 4 portable classrooms being removed from St. Mary Catholic Elementary School.

Municipality	Family of Schools	2015-16 Portable Classrooms		2016-17 Portable Classrooms		Difference		
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	
	Assumption	0	0	0	0	0	0	
Burlington	Corpus Christi	0	0	3	0	– +3	0	
	Notre Dame	3	0	4	0	– +1	0	
Halton Hills	Christ the King	19	8	17	10	O -2	- +2	
Milton	Bishop Reding	15	20	15	25	0	– +5	
WIILON	Jean Vanier	23	0	25	0	– +2	0	
	Holy Trinity	12	0	11	0	-1	0	
Oakville	St. Ignatius of Loyola	19	0	14	0	-5	0	
	St. Thomas Aquinas	9	0	7	3	O -2	— +3	
В	oard Total	100	28	96	38	-4	+10	
D		128		134		+6		
Increase in Portable Classrooms								

Table 1 – Year-Over-Year Portable Classroom Accommodation Needs

2016-17 Portable Classrooms and Surplus Classrooms Summary

Page 1 of 4



The Board has experienced decreases in the number of portable classrooms needed from 2007-08 to 2014-15. However, with continued increases in enrollment for both the 2015-16 and 2016-17 school years, the number of portable classrooms has also increased. Figure 1 shows the historical trends in portable classroom accommodation needs by municipality.

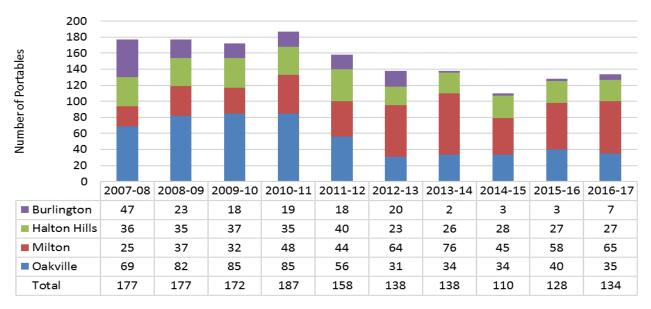


Figure 1 – Historical Portable Classroom Accommodation Needs by Municipality

Surplus classrooms have also increased for the 2016-17 school year, from 125 surplus classrooms in 2015-16 to 128 classrooms in 2016-17. However, it should be noted that the primary driver for this result is the opening of St. Gregory the Great Catholic Elementary School, which has 19 surplus classrooms at the moment for the 2016-17 school year. It is expected that the enrolment at St. Gregory the Great School will increase as the neighbouring residential development is completed, which will decrease the number of surplus classrooms within the facility. If the St. Gregory the Great School surplus classrooms are not included, the number of surplus classrooms in 2015-16. Similarly, Burlington and Halton Hills had very little change in the number of surplus classrooms for the 2016-17 school year. Milton had the greatest year-over-year change, with 21 fewer surplus classrooms for the 2016-17 school year than were present in the 2015-16 school year. Table 2 shows a breakdown of the changes in surplus classrooms by family of schools for the 2016-17 school year as compared to the 2015-16 school year.

Table 2 – Year-Over-Ye	ar Surplus Classrooms
------------------------	-----------------------

Municipality	Family of Schools	2015-16 Surplus Classrooms		2016-17 Surplus Classrooms		Difference		
		Elementary	Secondary	Elementary	Secondary	Elementary	Secondary	
	Assumption	20	3	20	5	0	+ 2	
Burlington	Corpus Christi	3	10	3	10	0	0	
	Notre Dame	8	7	8	6	0	-1	
Halton Hills	Christ the King	1	0	2	0	– +1	0	
Milton	Bishop Reding	4	0	0	0	- 4	0	
IVIIILOIT	Jean Vanier	8	17	3	5	-5	-12	
	Holy Trinity	12	5	12	7	0	– +2	
Oakville	Loyola	2	12	27	6	= +25	-6	
	St. Thomas Aquinas	13	0	14	0	– +1	0	
P	oard Total	71	54	89	39	+18	-15	
B		125		128		3		
🖸 - No Change 🛛 🔲 - Decrease in Surplus Classrooms 🖉 - Increase in Surplus Classrooms								

2016-17 Portable Classrooms and Surplus Classrooms Summary

Page 2 of 4



With the opening of St. Gregory the Great School for the 2016-17 school year, the Board added 29 classrooms to its complement. However, due to increased enrolment across the Board, there was a modest increase in the number of surplus classrooms. Currently, over 90% of the Boards surplus classrooms are located in Burlington and Oakville, with very few surplus classrooms in Halton Hills and Milton. Figure 1 illustrates the historical trends in surplus classrooms by municipality.

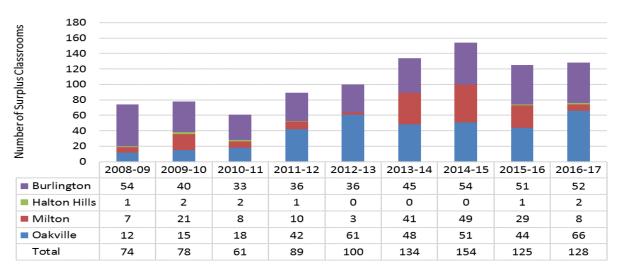


Figure 2 – Historical Surplus Classrooms by Municipality

To contain operating expenses, surplus classrooms are closely monitored by staff. Many surplus classrooms are allocated to schools for program purposes and Board-wide system uses. The remaining surplus classrooms are closed to avoid unnecessary operating costs.

CONCLUSION:

As student enrollment continues to grow within the Board, there has been an increase in portable classroom accommodation needs. In addition, the number of surplus classrooms across the Board has also increased with the opening of the new St. Gregory the Great Catholic Elementary School. For the 2016-17 school year, the number of portable classroom units increased from the 2015-16 school year by 6 to a total of 134 units. The number of surplus classrooms increased by 3 classrooms in 2016-17 to 128 surplus classrooms throughout the Board. The increase in surplus classrooms is caused primarily by the opening of St. Gregory the Great Catholic Elementary School, which has 19 surplus classrooms for the 2016-17 school year. It is expected that the enrolment at St. Gregory the Great School will increase as the neighbouring residential development is completed, which will decrease the number of surplus classrooms in future school years.

Staff will continue to monitor portable classroom and surplus classroom utilization to contain operating expenditures wherever possible.

REPORT PREPARED BY:	R. MERRICK SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES
REPORT SUBMITTED BY:	G. CORBACIO SUPERINTENDENT, FACILITY MANAGEMENT SERVICES
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

2016-17 Portable Classrooms and Surplus Classrooms Summary

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APPENDIX A - PORTABLE AND SURPLUS CLASSROOMS BY SCHOOL

	Cabaal		P	ortable Classroo	ms	5	Surplus Classroon	ns
	School		2015-16	2016-17	Difference	2015-16	2016-17	Difference
	Assumption		0	0	0	3	5	+2
	Ascension		0	0	0	4	5	+1
	Holy Rosary (B)		0	0	0	2	2	0
	St. John (B)		0	0	0	4	3	-1
	St. Patrick		0	0	0	4	3	-1
	St. Paul		0	0	0	3	4	+1
	St. Raphael		0	0	0	3	3	0
		Family Total	0	0	0	23	25	+2
LO1	Corpus Christi		0	0	0	10	10	0
ngı	Sacred Heart of Jesus		0	0	0	2	2	0
Burlington	St. Anne		0	3	+3	0	0	0
ш	St. Christopher		0	0	0	1	1	0
	St. Elizabeth Seton		0	0	0	0	0	0
		Family Total	0	3	+3	13	13	0
	Notre Dame		0	0	0	7	6	-1
	Canadian Martyrs		0	0	0	2	1	-1
	St. Gabriel		3	3	0	0	0	0
	St. Mark		0	0	0	6	7	+1
	St. Timothy		0	1	+1	0	0	0
		Family Total	3	4	+1	15	14	-1
	Christ the King		8	10	+2	0	0	0
s	Holy Cross		0	0	0	1	1	0
Ē	St. Brigid		6	12	+6	0	0	0
ы	St. Catherine of Alexandria		10	3	-7	0	0	0
Halton Hills	St. Francis of Assisi		0	0	0	0	1	+1
-	St. Joseph (A)		3	2	-1	0	0	0
		Family Total	27	27	0	1	2	+1
	Bishop Reding		20	25	+5	0	0	0
	Holy Rosary (M)		0	0	0	2	0	-2
	Our Lady of Victory		0	0	0	2	0	-2
	St. Anthony of Padua		9	10	+1	0	0	0
	St. Peter		6	5	-1	0	0	0
Ы		Family Total	35	40	+5	4	0	-4
Milton	Jean Vanier		0	0	0	17	5	-12
2	Guardian Angels		9	9	0	0	0	0
	Lumen Christi		0	0	0	3	3	0
	Our Lady of Fatima		10	7	-3	0	0	0
	Queen of Heaven		4	7	+3	0	0	0
	St. Benedict		0	2	+2	5	0	-5
		Family Total	23	25	+2	25	8	-17
	Holy Trinity		0	0	0	5	7	+2
	Holy Family		0	0	0	3	3	0
	Our Lady of Peace		0	0	0	3	4	+1
	St. Andrew		9	9	0	0	0	0
	St. John (O)		0	0	0	4	3	-1
	St. Marguerite d'Youville		3	2	-1	0	0	0
	St. Michael		0	0	0	2	2	0
		Family Total	12	11	-1	17	19	+2
	St. Ignatius of Loyola		0	0	0	12	6	-6
	Mother Teresa		0	0	0	2	5	+3
e	St. Bernadette		3	2	-1	0	0	0
Oakville	St. Gregory the Great		0	0	0	0	19	+19
Oal	St. John Paul II		9	7	-2	0	0	0
-	St. Joan of Arc		0	0	0	0	3	+3
	St. Mary		4	0	-4	0	0	0
	St. Matthew		3	5	+2	0	0	0
		Family Total	19	14	-5	14	33	+19
	St. Thomas Aquinas		0	3	+3	0	0	0
	St. Dominic		4	3	-1	0	0	0
	St. James		0	0	0	9	10	+1
	St. Joseph (O)		4	4	0	0	0	0
	St. Luke		0	0	0	4	4	0
	St. Vincent		1	0	-1	0	0	0
		Family Total	9	10	+1	13	14	+1

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ITEM 10.6

2016-2021 BOARD IMPROVEMENT PLAN FOR STUDENT WELL-BEING AND ACHIEVEMENT

PURPOSE:

To provide trustees with information about the development of the 2016 – 2021 Board Improvement Plan for Student Well-Being and Achievement (BIPSA).

BACKGROUND INFORMATION:

In June, 2016, the Halton Catholic District School Board adopted a collaboratively developed multi-year strategic plan, "Focus On Our Students: Strategic Plan 2016-2021". The strategic commitments reflect the key areas of focus for our Board. "Achieving, Believing, Belonging" captures the underlying intent of all Board initiatives. At Halton Catholic, we value: Our Catholic Faith, The Whole Child, Excellence in Learning, Relationships and Partnerships and The Importance of Contributing to our Community. Our vision and strategic directions provide guidance for the conscientious planning processes to develop system priorities, operational plans, our Board Improvement Plan and School Improvement Plans. This year, the Ministry has introduced the System Improvement Learning Cycle (S.I.L.C.) which is a "Plan, Act, Assess, Reflect" process designed to assist boards with the implementation and monitoring of the BIPSA.

The Halton Catholic District School Board's Improvement Plan for Student Well-being and Achievement will guide our collective efforts to attain systemic improvement for all students as we incorporate the Ministry's Renewed Goals: Achieving Excellence, Ensuring Equity, Promoting Well-Being and Enhancing Public Confidence through the lens of our Ontario Catholic Graduate Expectations. We are further guided by Dr. Brendan Browne's work wherein he summarizes most eloquently and simply the foundational assumptions upon which we base our decision making as a Catholic system:

- 1. All students can learn.
- 2. Teachers have the greatest impact on student learning.
- 3. We can all be more than we currently are.
- 4. We require support and professional development to be so.
- 5. We best accomplish this in partnership with parents.

The BIPSA will outline the steps we will take as we continue on our improvement journey with the understanding that our own learning and plans are cyclical for it is in actually doing the work that we come to understand the compulsion to assess, reflect and monitor the same with due integrity. Hence, the S.I.L.C. process underlies the premise that the BIPSA and SIP must be living documents that evolve over time.



COMMENTARY:

The Board Improvement Team is composed of Program Services Staff, representation from Elementary and Secondary Principals, Research Staff and Senior Administration. We look forward to garnering and consulting the voices of all of our stakeholders in a fulsome and meaningful manner as we enter into the monitoring process to ensure that our BIPSA resonates with the key demographic we are targeting: our students, our teachers and our parents.

COMPREHENSIVE NEEDS ASSESSMENT

Establishing a system-wide improvement plan necessitates analyzing data from a variety of sources, interpreting the data to determine local priorities, and using the data as a foundation for further discussion and evidence-informed decision-making. The strategies and action steps that will be outlined in this year's BIPSA are based on student achievement data, perceptual data, recommendations for next steps from the SILC process as well as the School Effectiveness School Visit Reports, suggestions received through the Strategic Planning activities and thinking provided by the HCDSB Board Improvement Planning Team.

STUDENT ACHIEVEMENT DATA HIGHLIGHTS

Report Card Marks

- In Language, Elementary students are most challenged in Writing, followed by Reading as measured by the June report card. This is consistent for Grades 1 through 8. Similar to previous years, students continue to have higher achievement in Oral Communication and Media Literacy
- In Math, all students are challenged by Number Sense and Numeration and Patterning.
- In Math, Primary students continue to be most challenged in Number Sense and Numeration as well as Patterning, Junior students continue to be most challenged in Measurement and Intermediate students continue to be most challenged by Geometry. This is consistent with previous years reporting.

EQAO Results - Grade 3, 6, 9, OSSLT

Refer to Information Report 10.7 – 2015-16 EQAO and OSSLT Results

Student Success Indicators – Credit Accumulation, Graduation Rate

- In 2014/2015, the graduation rate for HCDSB was 92.4% compared to the province which was 85.5%. HCDSB graduation rates increased 1% from 2013/2014. Analysis for 2015/2016 is pending.
- In 2014/2015, 90% of students in Grade 9 had accumulated 8 or more credits by the end of the school year which is an increase from 1.3% increase from 2013/2014. Compared to the province, HCDSB Grade 9 credit accumulation was 4.2% higher. Grade 10 credit accumulation also increased to 84.3% from 80.3% in 2013/2014, where students had acquired 16 or more credits by the end of the school year. Again, compared to the province, HCDSB Grade 10 students, have a 2.2% advantage. In Grade 11, the credit accumulation rate jumped to 91% in 2015-2016 from 87% in 2013/2014. The Grade 11 credit accumulation rate for the province is 81.1%. Credit accumulation data for 2015/2016 is pending.
- In 2015, the four-year graduation rate was 88.1% compared to the Ontario four-year graduation rate which was 78.3%. The HCDSB five-year graduation rate in 2015 was 92.4% compared to the province which was 85.5%.

Pathways – University applications

- There has been an increase in the number of students applying to universities over the past five years. While the proportion of students that confirm acceptance has fluctuated in that time, it has risen from 80% in 2008 to 81% in 2012.
- A large proportion of HCDSB students who apply, continue on to university.
- Of the 266 students in 2011 that did not confirm with a university, 21% confirmed their acceptance with an Ontario college.
- 2015-2016 analysis is pending.

College Applications

- Confirmation rates for students that apply to an Ontario college have fluctuated between 71% and 76% over the previous 5 years. In 2012 75% of students confirmed their acceptance to an Ontario college.
- Of the 133 students that did not confirm their application, 37% confirmed with an Ontario University.
- 2015-2016 analysis is pending.

DEMOGRAPHIC DATA

EQAO Exceptionality data

Refer to Information Report 10.7 – 2015-16 EQAO and OSSLT Results

PERCEPTUAL DATA

As part of our Board Improvement Plan, we will include school community and student perceptual data to support the Board goals in the area of *Engagement*. The *Engagement goals* support the social development of our students, a Catholic community of learners, and student involvement in building and extending caring, positive school cultures. We are beginning to collect data on parent, student and community engagement and examining the relationship between high engagement and student achievement – preliminary results and research evidence suggests a strong link.

TTFM: The *Tell Them From Me* student survey provides reliable measures of these factors, which can be conceived as assets that children acquire as they progress through school. We can use data on students' assets to identify different types of students based on a profile of their academic grades, engagement, and mental health. Analyses of data from over 500,000 Canadian students identified five types of students with differing profiles of these key assets. Measures of students' assets can also be used to estimate the probability that a student will complete secondary school. The formula for predicting the probability takes into account the relative importance of the various predictive factors based on the findings from several longitudinal studies. The first survey deployment school-wide was undertaken in 2015-2016 that included data collected from 11,670 students from Grade 4 to Grade 12. The survey collects data for nine measures of student engagement among three domains; social engagement, institutional engagement and intellectual engagement. Social Engagement is defined as how much a student is involved with, and how positively they feel their involvement is with social aspects of their schools, i.e., a sense of community. Institutional Engagement is defined as how positively a student values and strives to meet the formal requirement for student success. Intellectual Engagement is defined as how students rate their emotional and psychological investment in their learning. Teacher and parent surveys were also undertaken, however, analysis will be provided as an addendum once analyzed.

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EQAO Student Questionnaires

Refer to Information Report 10.7 – 2015-16 EQAO and OSSLT Results

Kindergarten Parent Survey (KPS): Every three years, in collaboration with the Halton Regional Health Department, the Halton District School Board and the Our Kids Network, the KPS is deployed to parents in Halton. In 2015, the KPS survey elicited 1636 responses from HCDSB parents. The KPS survey asks parents to report on healthy eating, healthy behaviors, child safety, if they use child care, what community programs their child has been involved with, perceptual data around belonging at school, peer relationships, the presence of positive learning behaviours, parent and family supports. The purpose of the KPS is to promote early child development and identify program needs for student and families in HCDSB.

Early Development Instrument (EDI): Results from 2015-2016 have been released awaiting analysis. There have been no provincial assessments in this area since 2011.

The goals and strategies identified in the BIPSA reflect the system Mission and Vision statements, the Strategic Plan, the Ontario Catholic Graduate Expectations, and the recommendations of the Ministry of Education. The renewed goals which follow reflect the analyzed data above, ensuring that they are evidence-informed:

- Achieving Excellence and meeting the needs of all learners
- Believing: Celebrating our Catholic faith and aspiring to be models of Christ
- Belonging: Embracing relationships and sustaining safe, welcoming schools
- Foundational Elements: Optimizing organizational effectiveness to enhance public confidence

The Senior Team will continue to work collaboratively and intensively with Program Services Consultants and itinerants to support school teams to implement the identified strategies. In addition, the BIPSA Team is committed to meeting throughout the implementation process to monitor the progress and make appropriate adjustments, as necessary, in order to achieve the selected goals as outlined.

To support consistent understanding and implantation of the selected strategies, a one page abridged version of the BIPSA is being developed for the system and will be released after due consultation with all stakeholders.

CONCLUSION:

The Halton Catholic District School Board's Plan for Improved Student Well-Being and Achievement 2016 – 2021 follows Ministry directives and reflects our system's continued quest for continuous improvement through a focus on engagement, equity and excellence in Catholic education for each student.

REPORT PREPARED BY:	A. PRKACIN SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES
	B. Doan (acting) Chief Officer, Research & Development Services
REPORT SUBMITTED BY:	A. Prkacin, Curriculum Services Superintendent of Education, Curriculum Services
REPORT APPROVED BY:	P. Dawson Director of Education and Secretary of the Board

2016-2021 Board Improvement Plan for Well-Being and Student Achievement

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Ітем 10.7

2015 - 2016 EQAO AND OSSLT RESULTS

PURPOSE:

To provide trustees with a summary of student achievement results on the 2016 EQAO Assessment of Reading, Writing and Mathematics in Grade 3, 6 and 9 as well as the OSSLT results as part of the ongoing monitoring of student achievement.

BACKGROUND INFORMATION:

Each year the Education Quality and Accountability Office (EQAO) conducts province-wide tests at key points in every student's primary, junior and secondary education. The tests are designed, administered and assessed by Ontario educators. The provincial tests measure core student performance in reading, writing and mathematics skills based on the expectations in *The Ontario Curriculum*.

EQAO provides a report to each school and school board (see attachment). Since results are available for every student, provincial test data has become a key ingredient in helping schools to identify students' strengths and target areas where attention and resources are needed. We have learned that the systematic tracking of all students throughout their journey from elementary to the secondary school settings is beneficial to implementing early intervention strategies. The objective information does provide an accurate basis for improvement planning and goal setting.

REMARKS:

On September 20, 2016, EQAO released the student achievement results on the 2016 Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6), as well as the Grade 9 Assessment of Mathematics and the results of the OSSLT First Time Eligible and Previously Eligible assessments. The primary purpose of EQAO assessment is to improve pedagogy and assessment.

Once again, the 2015-2016 EQAO results provide evidence that our students continue to achieve high levels of success with astounding consistency. Students across the Board continue to do exceptionally well in comparison to the provincial standard (Level 3). While no single initiative is responsible for student achievement, we believe this continuous improvement over time demonstrates that the effective use of data to facilitate early identification, combined with an intentional emphasis on academic expectations and the collaborative support of staff and parents contributes to meaningful and sustained achievement.

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The overall 2016 achievement results for the Halton Catholic District School Board are outlined in the tables below:

EQAO GR. 3 Reading	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
HCDSB	80%	80%	78%	82%	84%
PROVINCE	66%	68%	70%	NO DATA	72%
EQAO GR. 3 Writing	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
HCDSB	88%	88%	87%	86%	86%
PROVINCE	76%	77%	78%	NO DATA	74%
EQAO GR. 3 Math	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
HCDSB	83%	80%	81%	78%	78%
PROVINCE	68%	67%	67%	NO DATA	63%

GRADE 6 EQAO – PERCENT OF STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD

EQAO GR. 6 Reading	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
HCDSB	85%	85%	85%	87%	88%
PROVINCE	75%	77%	79%	NO DATA	81%
EQAO GR. 6 Writing	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
HCDSB	84%	85%	85%	88%	88%
PROVINCE	74%	76%	78%	NO DATA	80%
EQAO GR. 6 Math	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
HCDSB	72%	72%	67%	71%	64%
PROVINCE	58%	57%	54%	NO DATA	50%

2015-2016 EQAO and OSSLT Results

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EQAO GR. 9 ACADEMIC	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
HCDSB	89%	90%	89%	87%	89%
PROVINCE	84%	84%	85%	NO DATA	83%
EQAO Gr. 9 APPLIED	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
HCDSB	61%	58%	57%	65%	55%
PROVINCE	44%	44%	47%	NO DATA	45%

GRADE 9 EQAO – PERCENT OF STUDENTS WHO MET OR EXCEEDED THE PROVINCIAL STANDARD

OSSLT FTE	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
HCDSB	90%	91%	91%	90%	89%
PROVINCE	82%	82%	83%	82%	81%

EQAO Highlights - Grade 3, 6, 9, OSSLT

Grade 3 EQAO: Over the past five years, trends indicate that HCDSB performs on average, 13.5% above the province in Reading, 11% above the province, on average in Writing, and 14% above the province in Math. Since 2012, Reading scores have increased by 4%, Writing scores have increased by 2%, and Math scores have decreased by 5% over five years. HCDSB's decrease in Math scores are consistent with the 5% provincial decreases. In the 2016 Primary assessments, females outperform males by 6% in Reading, 9% on Writing and 1% on Math. Provincially, females outperform males by 8% in Reading, 11% in Writing, and there are no differences in Math between genders. These results suggest that aside from Writing, HCDSB is similar to the province in gender differences.

Grade 6 EQAO: Over the past five years, trends indicate that on average, HCDSB performs at an advantage over the provincial junior assessment scores. HCDSB has an 8% overall average Reading advantage, 8.5% in Writing, and a 14% advantage in Grade 6 Math. It is noted that although HCDSB results consistently indicate a significant advantage over other boards in the province, the gap between HCDSB and the provincial average closes with junior assessments. In the area of Reading and Writing literacy, the province experienced a 6% increase in scores from 2012, whereas, HCDSB increased only 3%. In Mathematics, all boards are demonstrating a decrease in scores, and even though HCDSB still shows a marked and significant gap in performance, the junior Math scores show sharper decreases between years. In the 2016 Junior assessments, females continue to outperform males by 5% in Reading, 7% and in Writing, however, by Grade 6, males outperform females by 1%. HCDSB is similar to the province; females outperform males in Reading by 5%, and 14% in Writing. There are no differences in Math performance provincially. The fact that HCDSB has less of a gender gap in Grade 6 Writing is a positive finding for literacy efforts among male students.

Grade 9 EQAO: From 2012 to 2016, HCDSB maintained an average of a 5% advantage in performance in Academic Math scores compared to the province. HCDSB sustained an average of an 89% success rate of students meeting or exceeding the provincial standard, whereas the province demonstrated a decrease in 1% since 2012. On average compared to the province, HCDSB scores in Applied Math also demonstrated a 13% advantage. Five-year trend analysis revealed that although the HCDSB advantage over the province is significant, it also revealed that Applied Math scores for HCDSB have decreased 6% since 2012. In sum, HCDSB is well above the provincial average, but like the junior EQAO assessments, HCDSB decreases appear to accelerate faster than the provincial rates. HCDSB has a smaller population of ELL students (4%) than the province (at the time of the Junior assessments).

OSSLT: Five-year trend analysis revealed that there was a 1% increase in fully participating students for the First Time Eligible (FTE) OSSLT test, whereas the number of fully participating students decreased by 1% for the province. Over time, HCDSB deferred less students than the provincial average as well by 3% indicating that there is a larger proportion of students ready to take the test the first time and succeeding. Looking back over the past five years, the HCDSB FTE scores remain consistent, maintaining an average 8.4% advantage over the province. In general, since 2012, HCDSB has an 89% average success rate for students who perform at or above the provincial standard on the OSSLT test. In terms of the Previously Eligible (PE) OSSLT HCDSB has seen an increase in the number of participating students by an average of 17% over the past five years compared to the province. Provincially, Ontario's PE OSSLT participation rate has decreased 2%. The proportion of success rates for HCDSB PE students has decreased 2% from 2012, but given significant increase in students taking the test the second time, the success rates are well above the provincial average. HCDSB is on average, 12% more successful with PE OSSLT since 2012. Further analysis is required to understand the demographics of the PE OSSLT students, however preliminary analysis suggests that within the PE group, there is a higher number of students who are English Language Learners (ELL) or they may be students with special needs or accommodations.

2015-2016 EQAO and OSSLT Results

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EQAO Exceptionality Results

Grade 3 EQAO: According to EQAO, over the past five years and on average, HCDSB has a Grade 3 Special Education population of 9%. In 2016, 56% of students met or exceeded the provincial standard for Reading, 61% met or exceeded in Writing, and 39% met or exceeded the standard in Math. Ontario averages were 42% for Reading, 53% Writing, and 29% in Math. For Special Education students in Grade 3 EQAO, HCDSB performs above the provincial averages.

Grade 6 EQAO: From 2012-2016 on average, the HCDSB Special Education Population in Grade 6 was 13%. In 2016, 53% of students identified as Special Education met or exceeded the provincial standard in Reading, 57% met or exceeded in Writing, and, 22% met or exceeded the standard in Math. Provincially, there were 50% in Reading, 51% in Writing, and 19% in Math who met or exceeded the provincial standard. Students in Special Education at HCDSB continue to perform above the provincial average, however, in-line with other junior assessments, this gap is narrowing between HCDSB and the provincial averages.

Grade 9 Math EQAO: Since 2012, HCDSB has a population of 6% of students in Special Education that wrote the Academic Math EQAO. In 2016, 76% of HCDSB students met or exceeded the provincial standard compared to 71% of students in the province. In Applied Math, HCDSB has a population of 41% of Special Education students who participated in the Grade 9 EQAO assessment. In 2016, 43% of these students met or exceeded the provincial standard compared to 36% of Special Education students across the province.

OSSLT: In 2016, there were 306 Special Education students who were eligible to take the First Time Eligible OSSLT assessment. Of these students, 64% were fully participating and successful compared to 53% of the province. For the Previously Eligible OSSLT students in Special Education, there were 125 fully participating students at HCDSB, and 41% of these students were successful compared to 34% of the province.

Perceptual Data – Highlights

- Compared to the provincial statistics, students who took the Grade 3 Primary assessments in 2015-2016 generally reported universally higher positive perceptions to the questionnaires on almost all questions with an overall difference of 4% on average.
- Interestingly, the largest differences on questions between HCDSB and the province for Grade 3 students were about how good they were in Reading, Writing and Math. HCDSB students reported being good readers (+7%), good writers (+4%) and good at math (+7%) moreso than the province. These findings indicate that students at HCDSB have a higher than average level of confidence and self-efficacy.
- A second striking difference is in the question regarding parental engagement; students reported that their parent looked at their agenda 15% more than provincial parents alluding to a higher than average level of parental engagement. Almost half (42%) of students reported that their parents talk about Math at home which was 5% more than the province.
- Compared to the province, in the Junior EQAO questionnaires show a very similar pattern of responses, and again, students reported high levels of efficacy and confidence in their abilities compared with the province in Reading (+4%), and Math (+8%), but not in Writing (-1%).
- Students reported that parents check their school agenda in Grade 6 more than the province (+19%) which is a substantial difference. Students also report that their parents talk to them about Math more so than the province (+5%) lead, and one third 37% of students reported that the math discussions occurred every day or almost every day.

2015-2016 EQAO and OSSLT Results

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- The questionnaires on the Grade 9 EQAO assessment followed the same pattern as the Primary and Junior assessments, where HCDSB students on average answered the questions 4% more positively on both the Academic and Applied assessments.
- Students who took the Academic assessment; 61% agreed to strongly agreed with the statement that they liked Math. Almost half of the students, (45%) who took the Academic assessment agreed that Math was their favorite subject, 78% agreed that they understood the Math when it was taught, and 59% agreed that they planned to continue with taking Math beyond secondary school.
- For students who took the Applied assessments, 39% agreed or strongly agreed with the statement that they liked Math, 39% agreed that they were good at Math, and 66% agreed with the statement that they understood what was taught in class. Of the students who took the Applied assessment, 42% agreed with the statement that they planned to continue with Math courses beyond secondary school.

CONCLUSION:

EQAO scores are one of many achievement assessments that HCDSB students experience. Student success and achievement is multifaceted and complex, and as such, the EQAO assessment is a snapshot of student achievement in terms of how well students are learning the Ontario Curriculum.

REPORT PREPARED BY:	B. DOAN, (ACTING) CHIEF OFFICER, RESEARCH & DEVELOPMENT SERVICES
REPORT SUBMITTED BY:	A. Prkacin Superintendent of Education, Curriculum Services
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



INFORMATION REPORT

ITEM 10.8

REGION OF HALTON MENTAL HEALTH LIAISON NURSES – DISCONTINUATION OF SERVICES

PURPOSE:

The purpose of this report is to share information about The Region of Halton's decision to discontinue direct service to students in Halton elementary schools. As the Region transitions from direct service to focus more on health promotion across the region, HCDSB staff will continue to ensure student and families receive support for mental health as we consider new partnerships and opportunities to serve students and families.

BACKGROUND INFORMATION:

For many years, the Halton Region Health Department has been unique in its provision of schoolbased support for children/youth experiencing mental health issues. Currently, the Health Department serves elementary schools, and the Mississauga Halton Community Care Access Centre serves secondary schools. While funds directed to Regional Health Departments are generally not intended for direct service, the Region of Halton has supported Mental Health Nurses in schools for many years. There is no other region in Ontario in which Health Department funds are used for such direct service, and Mental Health Nurses who provide direct service in other regions come from agencies such as Community Care Access Centres (CCAC). The Region recognizes the importance of Mental Health Nurses and the work they have done in schools, however, the Regional Health Department, as part of an ongoing effort to ensure alignment with provincial mandates, has reviewed this service. A report will be submitted to Halton Regional Council in October and it is anticipated that Health Department staff will be directed to discontinue Mental Health Liaison Nurse services in both Halton school boards. The Regional Health Department reports that staff resources from the School Years Mental Health Team will be reallocated to enhance their core services which centers around community development, through education, for both infants, students, parents and teachers, and strengthen support for early-years mental health education and promotion. Health promotion supports to schools will continue to be provided by the Health Department.

REMARKS:

Mental Health Liaison Nurse service, at a decreased level, will continue to be provided through the 2016/2017 school year as the HCDSB transitions to new service providers in the community. Referrals will continue to be accepted through established referral processes, with priority given to students in acute mental distress. Information about other available supports will be provided.

HCSDB is working on a transition process which includes the decreased utilization of Regional Mental Health Liaison Nurses so that they will not have cases active when they are fully out of the board by the end of the academic year. All referrals come through the HCSDB Social Work department and where possible, referrals will be made to other external agencies such as Woodview and CCAC.

HCDSB clinical leadership is working with the managers from CCAC to address full service to all elementary students utilizing the Tiered Model of Intervention. We have begun the conversation with Woodview to expand their resources and in communication with ROCK (Reach Out Centre for Kids),

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our lead Mental Health Agency, to offer further support to address the decrease in direct Mental Health Services from the Region in our schools.

Through re-deployment and re-alignment of existing resources, we were able to increase Child and Youth Counsellor (CYC) support in elementary schools throughout the system. The increase of CYCs in our elementary schools will continue to provide important supports for students to learn strategies to self-regulate, decompress and understand valuable relationship skills through the many evidence based programs we run in HCSDB through our clinical staff and our Mental Health Strategy. Social Workers continue to support and consult with the CYCs and elementary schools to support Tier 3 issues until cases can be picked up by community agencies.

CONCLUSION:

The Region has been providing direct service to students in elementary schools through the Mental Health Liason Nurses for over thirty years in Halton. The discontinuation of this support presents significant change for direct student support in HCSDB elementary schools. We have met with the Region in the lead up to this decision and presentation to their Council, and will continue to do so throughout any transition in order to keep student needs at the forefront of this change in support and service. Through the re-allocation of CYC support in elementary schools, and the increased partnership and collaboration with community partners such as Woodview, ROCK, and Mississauga Halton CCAC, HCSDB will continue to ensure that students in need receive support in a timely manner, utilizing our tiered approach to intervention, and appropriate access to clinical supports when required. In HCSDB we are committed to "Talk. Learn. Support." for all students when it comes to supporting mentally healthy schools and student mental health needs.

REPORT PREPARED BY:	Brendan Browne Superintendent, Special Education Services
REPORT SUBMITTED BY:	BRENDAN BROWNE SUPERINTENDENT, SPECIAL EDUCATION SERVICES
REPORT APPROVED BY:	P. DAWSON DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD



Item 11.1

Minutes of the Audit Committee Meeting

Date: Time: Location:	June 13, 2016 7:30 pm Catholic Education Centre – Trustee Meeting Room 802 Drury Lane, Burlington, Ontario
Committee Members Present:	Mark Rowe (Chair) Paul Marai Terry Penney Jane Michael
Committee Members Excused:	Melanie Dugard
HCDSB Staff Present:	Paula Dawson Roxana Negoi Paul McMahon
RIAT Staff Present:	Jenny Baker Andrea Eltherington
Invited Guests: Recording Secretary:	David Marks, External Auditor, KPMG Karen Jones

1. Call to Order

1.1 **Opening Prayer**

The meeting opened at 7:30 p.m. with a prayer led by M. Rowe.

2. Approval of the Agenda

The agenda was reviewed. It was determined that Item 7.2 RIAT Draft 2016-17 Internal Audit Plan should be an Action Item. Moved by: J. Michael Seconded by: T. Penney

RESOLVED, that the agenda be accepted as amended.

CARRIED

3. **Declarations of Conflict of Interest**

There were no conflicts of interest declared.

4. Approval of the Minutes

Moved by: P. Marai Seconded by: J. Michael

1

RESOLVED, that the minutes of the November 16, 2015 meeting be accepted as presented. *CARRIED*

5. Communications since the November 16, 2015 Audit Committee Meeting

5.1 December 18, 2015 email from P. McMahon Regarding COSBO E&E Report on Open/Closed Audit Committee Meetings

This item was further addressed under item 6.1. P. McMahon noted that this item is for reference only.

6. Action Items

6.1. Open Vs. Closed Audit Committee Meetings

Discussion took place regarding the reasons for the report and the rescinding of the Board motion. J. Baker noted that many of the other Boards' audit committee meeting move "in-camera" to have private conversations with RIAT, external auditor or management (separately). D. Marks from KPMG feels that the Deloitte report strikes a good balance between transparency and protection of the board. Some boards have "in-camera" as a standing item on the closed meeting. No minutes for in-camera items. Timing of the public meeting must remain the same. Discussion took place around best practices around this issue. Do not need a statement at the beginning of the public meeting announcing the items that were seen in-camera.

P. Marai inquired whether Trustees may discuss control deficiencies from the past. D. Marks indicated that discussing control deficiencies from the past could damage the reputation of the board, and it is not recommended that these be discussed in public.

Trustees requested that a Board report outlining the process of the audits, generic without actual audit findings, especially for School Generated funds be considered.

Moved by: T. Penney Seconded by: J. Michael

RESOLVED, that the Audit Committee recommends the Board of Trustees rescind Resolution #125/15.

RESOLVED, that the Audit Committee recommends to the Board of Trustees that recommendations made in the Deloitte Report on Open vs. Closed Sessions of Audit Committee Meetings, be adopted for the Audit Committee meeting proceedings.

CARRIED

6.2 RIAT Draft 2016-17 Internal Audit Plan

J. Baker noted that Board management wants School Generated Funds (SGF) to continue to be part of the annual audit plan. Also the Board's financial system is converting from BAS 2000 to K212 Financials. J. Baker outlined the data analytics that will occur prior to the BAS conversion. This will streamline the conversion and help with the audit. Follow-up audits in 2016-17 include capital projects and school generated funds. Possible audits for 2017-18 include an academic audit for special education program delivery, and follow-up reviews of the IT strategy and school generated funds.

Moved by: P. Marai Seconded by: J. Michael

RESOLVED, that the Audit Committee recommend to the Board that the RIAT Audit Plan for 2016-17 be approved. **CARRIED**

7. DISCUSSION ITEMS

7.1 **RIAT Status Report**

J. Baker reviewed her memo outlining status of completed audits, in-progress audits and audits not yet started. She noted that on May 6, 2016, she met with P. McMahon and R. Negoi to review an annual risk assessment.

7.2 RIAT Draft 2016-17 Internal Audit Plan

This item was moved to Action.

7.3 Ministry Memo 2016: SB14 Update on the Internal Audit Leading Practice Repository

J. Baker reviewed the memo and process.

7.4 Ministry Memo 2016: SB05 Trustee Training Module on Internal Audit and the Role of the Audit Committee

P. McMahon recommended that trustees review the training modules that are available online.

7.5 Ministry Memo 2016: B10 Increasing Consistency Amongst Regional Internal Audit Teams

The memo provides direction to boards for their work with RIATs. P. McMahon noted that our Board and RIAT are already work well together.

7.6 Audit Committee Meeting Schedule

It was determined that K. Jones will poll members regarding proposed dates.

8. STANDING REFERENCE ITEMS

8.1 Ministry's Proposed Audit Committee Meeting Schedule and Agenda topics.

This item was provided as information.

8.2 Ontario Regulation 361/10

This item was provided as information.

9. Adjournment

The following motion was put forth: That the meeting be adjourned at 8:35 pm.

Moved by: P. Marai Seconded by: J. Michael

RESOLVED, that the meeting adjourn at 8:35 pm.

CARRIED



MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Monday, June 13, 2016 7:00 p.m. – Board Room Catholic Education Centre

Members/ Alternates Present:	L. Cipparrone (Chair), L. Currie, D. Hotopeleanu, A. Iantomasi, H. Karabela, D. Rabenda (Vice Chair), C. Parreira, R. Quesnel, L. Stephenson, S. Trites
Staff Present:	 B. Browne, Superintendent of Special Education Services S. Miller, Special Education Coordinator Special Education Consultants: A. Bator; C. Bauman; V. Goodwin-Duncan; K. McCarthy; M. Pickett; W. Reid-Purcell, O. Foese, Chief of Psychology Services D. Kollee, Clinical Practice Leader, Speech-Language Pathology D. Kattlus, Manager, Educational Assistants P. Codner, Chief Social Worker P. Webber-Callaghan, Mental Health Leader
Members Absent:	
Members Excused:	B. Agnew, M. Lourenco, J. Rowles
Recorder:	J. Crew

1. Call to Order

1.1 Opening Prayer

The meeting began with a prayer at 7:00 pm.

1.2 Approval of Agenda

RECOMMENDATION	Moved by: Seconded by:	
THAT , the agenda be approved as subm	nitted.	CARRIED

2. Presentations

2.1 The Year in Review

B. Browne updated members on staff placements for the Special Education Coordinator and Special Education Consultants and introduced staff members.

The Chair, on behalf of SEAC, thanked the current Special Education Coordinator for her many contributions and welcomed the new Coordinator and Special Education Consultant.

The 'year in review' updates included:

- Kaufman Test of Educational Achievement, Third Edition (KTEA); tool for assessing academic achievement
- FASD: training, capacity building and collaboration with other agencies; and Halton's Community of Practise model
- Inter-board Gifted Network: Itinerant SERT and Special Education Gifted Class Teacher participate and share information with school based SERTs
- Empower Reading Program

Special Education Staff

L. Cipparrone

- Special Needs Strategy: Coordinated Service Planning
- Building independence: the EA allocation process and independence rubric
- PowerPoint presentation for Earth Day created by Structured Teaching Class students working with mentors in the Gifted Class
- Educational Assistants professional development
- Educational Assistant recruitment and training of new EAs
- Speech and Language: SLP and CDA increasing skill sets, professional development; program development; case load management; collaborative skills and allocation rubric to guide caseload management
- SLP ESL Collaboration
- Selective Mutism Pilot Project
- Stay, Play and Talk Peer Mediated Social Skills Program for children with ASD and other social communication difficulties
- Special Needs Strategy Integrated Rehabilitation Services
- CYCs and Social Workers: referrals numbers; staffing for 2016-2017; 'Everyday Matters' attendance awareness; attendance process and Supervised Alternative Learning (SAL) process; handout for parents; and tiered model of intervention
- Mental Health: goals to developed common language; *Talk. Learn, Support*; highlighted areas included: Roots of Empathy, First Nations Education, learning how to move forward, School Mental Health ASIST, Mental Health team; and the anxiety model
- Video on Cameron Helps Mother's Day run, 350 participated this year

The Chair requested that updates be brought back to SEAC on the Special Needs Strategy in the Fall.

B. Browne highlighted many happenings and thanked SEAC for their support.

3. Actions to be taken

3.1 Approval of Minutes – May 30, 2016 SEAC Meeting

RECOMMENDATION		L. Stephenson D. Hotopeleanu	
THAT , the minutes for the SEAC meetin	ng be approved a	s submitted.	CARRIED

4. Business Arising from Previous Meetings

4.1 Review Chart of Outstanding Items from Previous Meetings

Business arising items from previous meetings were reviewed; planning for the next webinar will begin in September; Soundbytes were discussed under item 5.4.

5. Action Items

5.1 Budget Priorities

Several priority areas were identified including: early intervention; mental health; technology, EA training on students' technology. SEA funding was explained. Budgeting challenges both for the Board and across the province were discussed, concerns included: closing of provincial schools; the change from CCAC to ErinoakKids; and the Integrated Rehab and Service Coordination rollouts. The Chair requested that if information comes out in the summer that might assist parents, it be shared as soon as possible. It was noted that boards continue to be asked to do more with less and that changes do not necessarily result in funding for increased responsibilities.

SEAC members determined they would advocate to the Ministry by writing a letter regarding the influx of needs and voice concerns around all the additional pressures; the letter will be copied to other SEACs in Ontario. It was pointed out that in the bigger picture, PAAC on SEAC and others Boards are advocating also, and this would be **223**

L. Cipparrone

move toward becoming part of a collective voice.

A subcommittee will work over the summer to draft a letter; the subcommittee will consist of L. Cipparrone, R. Quesnel, L. Stephenson and L. Currie. Timelines to get the letter out with other boards were discussed. R. Quesnel will provide some sample letters. B. Browne noted that this is congruent with what the Board of Trustee will also be doing.

5.2 Special Education Plan (SEP - pages 56 to 70)

The process for the SEP review in alternate years was clarified: SEP is an ongoing item; members can always request changes and ask questions; questions to be addressed at a specific SEAC meeting are requested in advance. The SEP will also be added as an agenda item mid-year. There were no further questions; minor corrections for pages 56 to 70 were identified.

5.3 September Meeting/Calendar Topics 2016-17

September timelines: a list of proposed calendar items will be drafted for September, beginning with stationary items (items required in certain months). Determination of SEAC goals, timing and topics for the next webinar, additional topics of interest and timing for future agenda items will be discussed. Members have an open invitation to present on their behalf associations and the work that they do. The timeline chart will be fluid. Samples of previous agenda topics were provided.

Suggestions for future topics include:

- SLP implementations
- Mental Health Updates
- Differentiate Instruction
- Coordinated Service/ Integrated Rehab
- Independence Rubric

Members are invited to submit other suggestions throughout the summer to the Chair. It was noted that as any critical issues come up throughout the year (i.e. ministry initiatives) they will be added.

5.4 SEAC Soundbytes

L. Cipparrone

The 2016-2017 SEAC Soundbytes have not yet been drafted; it was determined that the original introductory Soundbyte would be distributed for the September school newsletters.

6. Communications to SEAC

6.1 Superintendent's Report

Updates on the following were provided:

- Provincial Mental Health equity, wellness
- Gifted classes, based on numbers, Oakville will have 3 classrooms for next year
- Summer camp cannot be offered moving forward; difficulties from an equity prospective; camp has never been funded
- Torch Run pictures were shared
- Special Olympics Track Meet– pictures were shared

A very impressive article on behaviour modification: *'Decreasing Stereotypy Using NCR and DRO with Functionally Matched Stimulation: Effects on Targeted and Non-Targeted Stereotypy'* has been publish by one HCDSB's Behaviour Therapists; B. Browne will share the article via email.

B. Browne concluded by publicly acknowledging staff for all their great work. L. Cipparrone thank B. Browne for his leadership.

6.2 Association Reports

L. Cipparrone

L. Cipparrone

6.3 Trustee Reports

Trustees updated members on current Board meetings and events.

6.4 Sub-Committee Update

The sub-committee has not met; the 'What is SEAC' Soundbyte will be sent out for September. Members are asked to submit topic ideas and feedback as well as suggestions for the next webinar; it was noted that a suggestion for the next webinar to be longer had been received.

6.5 Reports from Other Shareholder Meetings

7. Information Items

8. Questions from the Public

None received.

9. SEAC Discussion/Question Period

Some changes to the agenda will be implemented beginning in September, meeting protocols will be reviewed and a document will be drafted to ensure everyone is treated fairly.

10. Next Meeting will be Monday, September 26, 2016

Members were reminded to submit topics of interest they would like to see included in the 2016-2017 calendar of events.

11. Adjournment

11.1 Motion for Absenteeism

RECOMMENDATION	Moved by: Seconded by:	
THAT, B. Agnew, M. Lourenco, J. Rowle	es be excused.	CARRIED

11.2 Motion for Adjournment

RECOMMENDATION	Moved by: Seconded by:	
THAT , the meeting adjourn.		CARRIED

11.3 Closing Prayer

The meeting closed with a prayer at 10:01 pm.



Ontario Catholic School

Trustees' Association

Box 2064, Suite 1804 20 Eglinton Avenue West Toronto, Ontario M4R 1K8 T. 416.932.9460 F. 416.932.9459 ocsta@ocsta.on.ca www.ocsta.on.ca

Patrick Daly, *President* Beverley Eckensweiler, *Vice President* Nick Milanetti, *Executive Director*

September 26, 2016

TO: Trustees and Directors of Education – Catholic District School Boards

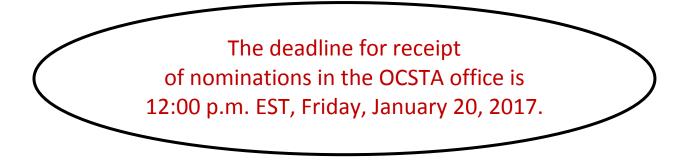
FROM: Margaret Binns, Director of Administrative Services

RE: 2017 OCSTA Trustee Award of Merit

Boards or individual trustee members are encouraged to submit nominations for the 2017 OCSTA Trustee Award of Merit. This award recognizes Catholic trustees who have rendered exceptional service to Catholic education over the years.

The recipient(s) of the Trustee Award of Merit will be honoured during the Eucharistic Celebration on Friday, April 28, as part of the 2017 AGM & Conference.

Please see the attached guidelines and nomination form, as well as a list of past recipients of this award.



2017 OCSTA Trustee Award of Merit: Guidelines

NOMINATION ELIGIBILITY

- Only Ontario Catholic school trustees are eligible to receive this award.
- Nominations may be made by OCSTA member boards or individual trustees.
- A trustee may nominate another trustee who is not from his or her own board.
- Current members of the OCSTA Board of Directors are not eligible to receive this award.

EVALUATION CRITERIA

This award is given to trustees who have demonstrated one or more of the following three criteria, given a weighted value in points totalling 100:

- The nominee has made a significant contribution to the Catholic education community while serving as a Catholic trustee. (50 points)
- The nominee has strong Catholic leadership qualities and gives witness to their faith commitment. (30 points)
- The nominee has served as a Catholic trustee for a significant period of time. Although this award is not a reward for long-term service, length of service will be taken into account. (20 points)

REGULATIONS

- Nominations are reviewed at the February Board of Directors' meeting.
- The Board of Directors makes the selection from among all nominations.
- Up to three awards may be presented in any given year.

NOMINATION FORMAT

- Nominations must be preceded by the Nomination Cover Sheet.
- The response for each of the criteria must **not** exceed one 8.5 x 11 double-spaced page or 400 words. Only information within the prescribed length will be considered.
- Within the prescribed length, please provide sufficient information about the nominee to permit the Board of Directors to make an informed choice.
- Submissions must be clearly legible.

SUBMISSION METHOD AND DEADLINE

- Nominations may be submitted by email to Camille Martin at <u>cmartin@ocsta.on.ca</u>, or by mail, courier, or fax (416-932-9459).
- The deadline for the receipt of nominations in the provincial office is **12:00 p.m. EST**, **Friday, January 20, 2017**. The deadline is firm and will not be extended.

"To their Catholic school trustees, families entrust hundreds of thousands of human lives with the capability, the possibility, and finally the promise of achieving human greatness. It is these small, fragile and ultimately marvellous lives that you as a trustee are called to serve."

BECOMING A CATHOLIC SCHOOL TRUSTEE (OCSTA PUBLICATION)

Nomination Cover Sheet 2017 OCSTA Trustee Award of Merit

Name of Nominee:	
Nominated by:	
Board:	
Contact Person:	
Telephone #:	
Email:	

Please provide details of the nominee's contributions to the Catholic education community that, in your opinion, exceed the community's expectations of a Catholic trustee. (50 points)

Please provide details of how this nominee's strong Catholic leadership qualities exemplify his/her faith commitment. (30 points)

The term of service will be taken into consideration. How long has the nominee served as a trustee? What positions has he/she held? (20 points)



OCSTA Award of Merit Recipients from 1974

YEAR	RECIPIENT
2016	Norm Bethune, Vice Chair, Bruce-Grey CDSB
2015	Wilf Garrah, Former Trustee, Algonquin & Lakeshore CDSB
2014	John Grisé, Former Trustee, Simcoe-Muskoka CDSB
2013	Gerald Beerkens, Huron-Superior CDSB Betty-Ann Kealey, Ottawa CSB
2012	Mike Favreau, Kenora CDSB
2011	Bernard Murray, Huron-Perth CDSB
2010	Ronald Eamer, CDSB of Eastern Ontario Alice Anne LeMay, Halton CDSB
2009	Kathy Ablett, Ottawa CSB
2008	Ron Marcy, Huron-Perth CDSB Ken Adamson, Dufferin-Peel CDSB Donald Clune, Toronto CDSB
2007	Louise Ervin, Waterloo CDSB
2006	Joe Corey, Durham CDSB Barbara McCool, Nipissing Parry Sound CDSB Ed McMahon, Toronto CDSB
2005	Philip Colosimo, Thunder Bay CDSB Regis O'Connor, Huron Superior CDSB Ed Viana, Halton CDSB
2004	Patrick Daly, Hamilton-Wentworth CDSB
2003	Dave McCann, Kenora CDSB
2002	Donald Sunstrum, Huron-Superior CDSB
2001	Patrick Meany, Dufferin-Peel CDSB
2000	A. J. M. (Art) Lamarche, Ottawa-Carleton CDSB
1999	Robert Hubbard, St. Clair CDSB Joseph Kraemer, London DSCB
1998	Jacqueline Legendre-McGuinty, Ottawa-Carleton RCSS Board Tina Rotondi-Molinari, York Region County RCSS Board

	Donald Schrenk, Halton County RCSS Board
1997	Mary Hendriks, Lincoln County RCSS Board Rev. Tom Day, Metropolitan Separate School Board
1996	Monsignor Edward Boehler, Metropolitan Separate School Board Michael Kelly, Ottawa RCSS Board Ray Voll, Waterloo Region RCSS Board
1995	Fr. Carl J. Matthews, Metropolitan Separate School Board John Shrader, London & Middlesex County RCSS Board
1994	James V. Sherlock, Halton County RCSS Board Mary O. O'Connor, Kirkland Lake-Timiskaming District RCSS Board Roberta B. Anderson, Ottawa RCSS Board
1993	Jim Carpenter, London & Middlesex County RCSS Board Robert Flanagan, Welland County RCSS Board Paul Duggan, Metropolitan Separate School Board
1992	Dr. Angelo Albanese, Welland County RCSS Board Robert O'Brien, Halton County RCSS Board Charles (Chuck) Yates, Waterloo Region RCSS Board
1991	Joseph H. Duffey, Frontenac-Lennox & Addington County RCSS Board Bertram R. Garrett, Frontenac-Lennox & Addington County RCSS Board William J. Hillyer, Bruce-Grey County RCSS Board
1990	Robert Hall, Dufferin-Peel County RCSS Board Lillian O'Connor, Hastings-Prince Edward County RCSS Board Ferbie St. Cyr, Kirkland Lake & Timiskaming District RCSS Board
1989	Martha Joyce, London-Middlesex County RCSS Board Angus MacLellan, Dryden District RCSS Board
1988	Kathleen Nolan, Hamilton-Wentworth County RCSS Board Cecil Poirier, Kenora District RCSS Board William Winters, Renfrew County RCSS Board
1987	Gerry Meehan, Dufferin-Peel RCSS Board
1986	Rev. Raymond Durocher, O.M.I., Metropolitan Separate School Board Frank Furlong, Waterloo Region RCSS Board John Hourigan, Wellington County RCSS Board James Jordan, Lanark, Leeds & Grenville County RCSS Board Dr. N. A. Mancini, Hamilton-Wentworth County RCSS Board B. E. Nelligan, Metropolitan Separate School Board

	Pat Whelan, Lincoln County RCSS Board
1985	Betty Biss, Dufferin-Peel RCSS Board Rev. Patrick H. Fogarty, Metropolitan Separate School Board T. T. Joyce, York Region County RCSS Board Phil McAllister, Metropolitan Separate School Board Chris Asseff, Lakehead District RCSS Board
1984	Gerald E. Dwyer, Windsor-Essex County RCSS Board Frank E. Shine, Durham Region RCSS Board Archbishop J.L. Wilhelm, Frontenac-Lennox & Addington County RCSS Board Archbishop Philip F. Pocock, Metropolitan Separate School Board
1983	Lorne Charbonneau, Kirkland Lake & Timiskaming District RCSS Board A.F. (Al) Dunn, Elgin County RCSS Board C.F. Gilhooly, Ottawa RCSS Board Carl Mundy, Lambton County RCSS Board
1982	 Sr. Emeline Forbes, Windsor-Essex County RCSS Board Rev. Ken A. Burns, Welland County RCSS Board Mary Cowley, Lambton County RCSS Board Joseph Hugel, Dufferin-Peel RCSS Board Monsignor Percy Johnson, Metropolitan Separate School Board Rev. Cornelius Siegfried, Waterloo Region RCSS Board Les Silaj, North Shore District RCSS Board
1981	Aime Arvisais, Ottawa RCSS Board John Trepanier, Brant, Haldimand & Norfolk County RCSS Board Janis Bunkis, North of Superior District RCSS Board Rev. L.P. Casartelli, Hastings-Prince Edward County RCSS Board Dr. Joseph W. Fyfe, Sudbury District RCSS Board Albert (Al) Klein, Q.C., Nipissing District RCSS Board
1980	Almon Doolan, Frontenac-Lennox & Addington County RCSS Board John Pearson, Lincoln County RCSS Board Alexander Kuska, Welland County RCSS Board
1979	Rev. Blake Ryan, Wellington County RCSS Board Nicholas Marino, Lincoln County RCSS Board Rita Desjardins, Ottawa RCSS Board A.C. Thompson, Dufferin-Peel RCSS Board Rosario Paquet, Nipissing District RCSS Board Robert Butler, Huron-Perth County RCSS Board
1978	Monsignor Charles Colgan, Hamilton-Wentworth County RCSS Board

	Dr. John Andrachuk, Metropolitan Separate School Board Jean Paul Parent, Cochrane-Iroquois Falls, Black River-Matheson District RCSS Board Daniel Murawksy, Waterloo Region RCSS Board Sylvia Brown, Windsor-Essex County RCSS Board Eugene Jacobs, York Region RCSS Board Dr. Bernard Nolan, Windsor-Essex County RCSS Board
1977	Edward J. Brisbois, Metropolitan Separate School Board James Copeland, London & Middlesex County RCSS Board Eileen Coombs, London & Middlesex County RCSS Board Sr. Bernadette Boivin, Kirkland Lake-Timiskaming District RCSS Board Joseph Donihee, Frontenac-Lennox & Addington County RCSS Board John Johnson, Windsor-Essex County RCSS Board Morgan O'Connor, Durham Region RCSS Board Monsignor Delaney, Lincoln County RCSS Board Rev. Francis Grant, Peterborough Victoria Northumberland & Newcastle County RCSS Board Rev. Bernard Cox, Hamilton-Wentworth County RCSS Board
1976	Joseph Gruzleski, Wellington County RCSS Board Joseph Mahoney, Lakehead District RCSS Board Millard McGill, Bruce-Grey County RCSS Board
1975	George Charron, Lincoln County RCSS Board J. Lamarche, Frontenac-Lennox & Addington County RCSS Board
1974	 T. Meyers, Hamilton-Wentworth County RCSS Board T. Melady, Metropolitan Separate School Board A. Eastdaile, London-Middlesex County RCSS Board

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P.O. Box 2064, Suite 1804 20 Eglinton Avenue West Toronto, Ontario M4R 1K8 T. 416.932.9460 F. 416.932.9459 ocsta@ocsta.on.ca www.ocsta.on.ca

Patrick Daly, *President* Beverley Eckensweiler, *Vice President* Nick Milanetti, *Executive Director*

September 26, 2016

SUBJECT:	New Mandate Letter for Minister of Education
FROM:	Stephen Andrews, Director of Legislative and Political Affairs
TO:	Chairpersons and Directors of EducationAll Catholic District School Boards

On Friday September 23, the Premier announced new mandate letters for her Executive Council. Below is a short summary of the key features of the mandate letter sent to the Minister of Education.

Overall context:

The Minister of Education will be responsible for the province's early years, elementary, and secondary system, with a focus on supporting the full continuum of learning in partnership with the Minister of Advanced Education and Skills Development — from the early years to postsecondary education and lifelong learning system — that puts the learner and student at the centre. The mandate is to work collaboratively across government and with education and early year's partners to:

- <u>Collaborate with the Associate Minister of Education (Early Years and Child Care) to Create</u> <u>More Accessible, Affordable, High-Quality Early Years and Child Care Programs</u> for Families
- <u>Continue to Implement the Renewed Vision for Education in Ontario Achieving Excellence</u>.

This will include:

- Work to close the achievement gap and improve graduation rates for underrepresented groups of students such as Indigenous students, children and youth in care, students living in poverty, and students with special education needs.
- Enhance civic engagement opportunities in schools, including through updates to the civics curriculum for students, student and school participation in initiatives such as Student Vote, and promotion of provisional registration of 16 and 17 year olds who would be eligible to vote upon reaching their eighteenth birthday.

- <u>Ensuring Equity</u> through Supporting the government's commitment to reconciliation, work with Indigenous partners to support mandatory learning about residential schools, build capacity in and better support transitions from First Nations schools, support Indigenous child care and family programs, close the achievement gap between Indigenous and non-Indigenous students, and support Indigenous languages.
- <u>Special Education</u>: Develop a strategy to improve supports for children with special education needs in schools. The strategy should look at ways to improve school-based supports for students with autism spectrum disorder. The strategy should also complement Ontario's Special Needs Strategy to help families access the supports they need at home, at school, and in their communities.
- <u>Promoting Well-Being</u>: Engage with partners on Ontario's Well-Being Strategy for Education, including steps to establish a common understanding of what promoting well-being means in schools and to develop ways to measure progress in promoting child, student and staff well-being.
- <u>Broad Band Access</u>: Support the learning and teaching requirements of the 21st century by helping Ontario's publicly funded school boards gain equitable and affordable access to high-speed broadband services.
- Complete the School Boards Collective Bargaining Act review.
- <u>Work with the Ontario College of Teachers and College</u> of Early Childhood Educators to implement changes as part of the *Protecting Students Act*, if passed, to protect children and students by making the disciplinary process for the province's educators more clear and transparent.
- <u>Build Ontario's Highly Skilled Workforce for the Modern Economy:</u> Support the implementation of the recommendations of the Highly Skilled Workforce Expert Panel, working with the Minister of Advanced Education and Skills Development.
- <u>Take action on recommendations of the Truth and Reconciliation Commission Report</u>: use *The Journey Together* report as a blueprint for making our government's commitment to reconciliation with Indigenous peoples.
- <u>Continue to work closely to implement the Community Hubs Strategy</u>: Cabinet will work together to ensure that the Premier's Special Advisor on Community is given the support needed to continue their cross-government work aimed at making better use of public properties, encouraging multi-use spaces and helping communities create financially sustainable hub models.

Conclusion:

The revised Mandate Letter reminds the Minister of Education that responsible fiscal management is an overarching priority for the government and ensuring that all programs and services must be fiscally sound, effective and sustainable.

Please find attached a copy of the Minister of Education's Mandate Letter for your reference. If you have any questions or concerns, please do not hesitate to contact us.

Attachment

September 23, 2016

The Honourable Mitzie Hunter Minister of Education 900 Bay Street 22nd Floor, Mowat Block Toronto, Ontario M7A 1L2

Dear Minister Hunter:

Welcome to your role as Minister of Education. As we mark the mid-point of our mandate, we have a strong and new Cabinet, and are poised to redouble our efforts to deliver on our top priority — creating jobs and growth. Guided by our balanced plan to build Ontario up for everyone, we will continue to work together to deliver real benefits and more inclusive growth that will help people in their everyday lives.

We embark on this important part of our mandate knowing that our four-part economic plan is working — we are making the largest investment in public infrastructure in Ontario's history, making postsecondary education more affordable and accessible, leading the transition to a low-carbon economy and the fight against climate change, and building retirement security for workers.

Building on our ambitious and activist agenda, and with a focus on implementing our economic plan, we will continue to forge partnerships with businesses, educators, labour, communities, the not-for-profit sector and with all Ontarians to foster economic growth and to make a genuine, positive difference in people's lives. Collaboration and active listening remain at the heart of the work we undertake on behalf of the people of Ontario — these are values that ensure a common purpose, stimulate positive change and help achieve desired outcomes. With this in mind, I ask that you work closely with your Cabinet colleagues to deliver positive results on initiatives that cut across several ministries, such as our Climate Change Action Plan, Business Growth Initiative, and the Highly Skilled Workforce Strategy. I also ask you to collaborate with the Minister Responsible for Digital Government to drive digital transformation across government and modernize public service delivery.

We have made tangible progress and we have achieved the following key results:

- Reached our goal of 85 per cent graduation rate for Ontario high school students
 — 85.5 per cent in 2015, which is the highest level in the province's history and
 up from 68 per cent in 2004.
- Invested more than \$60 million in a renewed math strategy to help support students across the province achieve better results in mathematics.
- Committed to working with Indigenous partners to ensure that the impact of residential schools, the history of colonization and the importance of treaties are

incorporated into mandatory learning expectations in Ontario's public education system curriculum.

- Provided funding to school boards to establish a position dedicated to support First Nation, Métis and Inuit education initiatives.
- Concluded the first round of education sector central collective bargaining under the *School Boards Collective Bargaining Act* with the successful negotiation of nine central labour agreements. Agreements were also recently reached with principals and vice-principals.
- Implemented the enhanced teacher two-year education program in September 2015, which is better preparing teachers for the classrooms of today and tomorrow.
- Helped more students make the transition between secondary and postsecondary education and training with Experience Ontario, a pilot program launched in 2015 designed to help young people identify and work towards their future goals.
- Made full-day kindergarten available to every four- and five-year-old in Ontario since September 2014.
- Since 2003-04, doubled child care funding to more than \$1 billion annually and increased the number of licensed child care spaces in Ontario to nearly 351,000 — an increase of 87 per cent.
- Modernized child care and early years legislation, which came into effect August 31, 2015, supported by new regulations.
- Implemented regulations to support before-and after-school programs for 4-to12year olds, where there is demand at schools serving children from JK-Grade 6, effective September 1, 2017. Introduced regulatory changes to end fees for child care wait lists.
- Launched a plan to create Ontario Early Years Child and Family Centres to make access to child and family programs easier.
- Announced nearly \$90 million dollars to support community hubs to expand child care and child and family support services in local schools and improve community access to school space.
- Announced a \$1.1 billion investment over two years to repair and renew schools across the province including roofs, electrical and plumbing systems, flooring, walls, ceilings, and playing fields so that they continue to be safe and modern places for students to learn. This investment is part of the government's broader capital investment in schools. The province is providing school boards with more than \$12 billion over 10 years to help build new schools in areas of high growth, improve the condition of existing schools and support school consolidations.

As Minister of Education, you will be responsible for the province's early years, elementary, and secondary system, with a focus on supporting the full continuum of learning in partnership with the Minister of Advanced Education and Skills Development — from the early years to postsecondary education and lifelong learning system — that puts the learner and student at the centre. Your mandate is to work collaboratively across government and with education and early years to:

Collaborate with the Associate Minister of Education (Early Years and Child Care) to Create More Accessible, Affordable, High-Quality Early Years and Child Care Programs for Families

• Building on work to date, work in partnership with the Associate Minister of Education (Early Years and Child Care) to develop a plan to build a high-quality, accessible and affordable early years and child care system that supports parent choice and flexibility and promotes healthy development. As part of this work, continue to support expanded capacity in child care to support parent choice and flexibility regarding child care options, with a goal of increasing the number of licensed spaces by 100,000 within five years, starting in 2017.

Continue to Implement the Renewed Vision for Education in Ontario

Achieving Excellence

- Continue work with school boards and educators to implement key elements of Ontario's renewed math strategy starting in September 2016, including math lead teachers and a minimum of 60 minutes each day of protected learning time for math in every elementary school. Work with school boards, experts, principals, teachers and the Curriculum Council to ensure that educators have access to the supports they need to teach a curriculum that achieves a balance of understanding basic math concepts, gaining arithmetic skills, and developing thinking skills for advanced problem solving.
- Complementing Ontario's math strategy, develop a strategy to provide students with exposure and access to the science, engineering and technology fields that considers opportunities for computer coding.
- Work to close the achievement gap and improve graduation rates for underrepresented groups of students such as Indigenous students, children and youth in care, students living in poverty, and students with special education needs.
- Enhance civic engagement opportunities in schools, including through updates to the civics curriculum for students, student and school participation in initiatives such as Student Vote, and promotion of provisional registration of 16 and 17 year olds who would be eligible to vote upon reaching their eighteenth birthday.

Ensuring Equity

• Supporting the government's commitment to reconciliation, work with Indigenous partners to support mandatory learning about residential schools, build capacity in and better support transitions from First Nations schools, support Indigenous child care and family programs, close the achievement gap between Indigenous and non-Indigenous students, and support Indigenous languages.

- In close partnership with the Minister of Advanced Education and Skills Development, and with advice from the Minister of Children and Youth Services, postsecondary institutions, education leaders, students, parents and researchers, develop an access strategy to address the non-financial barriers to postsecondary education for underrepresented groups, including Indigenous students, students from low-income backgrounds, students with disabilities and mature students.
- Develop a strategy to improve supports for children with special education needs in schools. The strategy should look at ways to improve school-based supports for students with autism spectrum disorder. The strategy should also complement Ontario's Special Needs Strategy to help families access the supports they need at home, at school, and in their communities.
- Collaborate with partners on strengthening data collection, performance measurement, evaluation and public reporting on education in Ontario. As part of this work, continue to partner with York University on a feasibility study into collecting additional provincewide data, such as students' race or parental education, to further inform understanding of student populations and school communities and address the needs of students. This work should be aligned with the work of the Anti-Racism Directorate and other government partners.

Promoting Well-Being

- Engage with partners on Ontario's Well-Being Strategy for Education, including steps to establish a common understanding of what promoting well-being means in schools and to develop ways to measure progress in promoting child, student and staff well-being.
- Lead the government's work to advance the goal for children and youth to have access to 60 minutes of activity connected to their school day, working with partner ministries. A key part of implementing this goal is your ministry's work to ensure that elementary students have a minimum of 20 minutes of physical activity each school day.
- Promote the value of arts, including the visual and performing arts, in developing critical and creative thinking skills that support students' well-being and success in school and in life.

Enhancing Public Confidence

- Support the learning and teaching requirements of the 21st century by helping Ontario's publicly funded school boards gain equitable and affordable access to high-speed broadband services.
- Complete the School Boards Collective Bargaining Act review.
- Work with the Ontario College of Teachers and College of Early Childhood Educators to implement changes as part of the Protecting Students Act, if passed, to protect children and students by making the disciplinary process for the province's educators more clear and transparent.

Build Ontario's Highly Skilled Workforce for the Modern Economy

- Support the implementation of the recommendations of the Highly Skilled Workforce Expert Panel, working with the Minister of Advanced Education and Skills Development, including:
 - Developing a learner-focused Adult Education System.
 - Enhancing experiential learning opportunities for students linked to or beyond the curriculum. As part of this work, continue to strengthen the Experience Ontario program to better meet the needs of participants and employer partners, advance the goal of at least one experiential learning opportunity for every student by graduation, and expand the participation rate of grade 11 and 12 students in the Specialist High Skills Majors Program by 10 per cent.
 - Developing a modernized apprenticeship system focused on increasing completion rates, increasing the participation of traditionally underrepresented groups, and creating clearer, better pathways for learners.
 - Reviewing the Guidance and Career Education curriculum to ensure that it exposes students to a variety of learning pathways.
 - Working with educators, update curriculum and assessment practices for the teaching of the global competencies that are necessary for the current and future economy, such as critical thinking, problem solving, innovation, creativity, entrepreneurship, self-direction, collaboration, communication, global citizenship and sustainability. This should include continued work to extend more play- and inquired-based learning into the elementary grades.

As you know, taking action on the recommendations contained in the Truth and Reconciliation Commission report is a priority for our government. That is why we released *The Journey Together*, a document that serves as a blueprint for making our government's commitment to reconciliation with Indigenous peoples a reality. As we move forward with the implementation of the report, I ask you and your fellow Cabinet members to work together, in co-operation with our Indigenous partners, to help achieve real and measurable change for Indigenous communities.

Having made significant progress over the past year in implementing our community hubs strategy, I encourage you and your Cabinet colleagues to ensure that the Premier's Special Advisor on Community Hubs and the Community Hubs Secretariat, at the Ministry of Infrastructure, are given the support they need to continue their vital cross-government work aimed at making better use of public properties, encouraging multi-use spaces and helping communities create financially sustainable hub models.

Responsible fiscal management remains an overarching priority for our government — a priority echoed strongly in our 2016 Budget. Thanks to our disciplined approach to the province's finances over the past two years, we are on track to balance the budget next year, in 2017–18, which will also lower the province's debt-to-GDP ratio. Yet this is not the moment to rest on our past accomplishments: it is essential that we work collaboratively across every sector of government to support evidence-based decision-making to ensure programs and services are effective, efficient and sustainable, in order to balance the budget by 2017–18, maintain balance in 2018–19, and position the province for longer-term fiscal sustainability.

Marathon runners will tell you that an event's halfway mark is an opportunity to reflect on progress made — but they will also tell you that it is the ideal moment to concentrate more intently and to move decisively forward. At this halfway mark of this government's mandate, I encourage you to build on the momentum that we have successfully achieved over the past two years, to work in tandem with your fellow ministers to advance our economic plan and to ensure that Ontario remains a great place to live, work and raise a family.

I look forward to working together with you to build opportunity and prosperity for all Ontarians.

Sincerely,

Kathlin Wugne

Kathleen Wynne Premier



September 15, 2016

MEMO TO: Chairpersons and Directors of Education Catholic District School Boards

FROM: Marino Gazzola, Chair, Resolutions Committee

RE: 2017 AGM & Conference Resolutions

PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD

The OCSTA Annual General Meeting will once again offer an opportunity for delegates to consider and vote on all resolutions received from OCSTA members.

The study and processing of resolutions is one of the fundamental responsibilities of the Association. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues which have <u>provincial</u> implications to the attention of all trustees in the province.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted to OCSTA any time up until the deadline of *January 31, 2017 (to be confirmed)*.

<u>Please Note</u>:

OCSTA's Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation process serve as effective opportunities for advocacy regarding education funding issues. Boards are encouraged to submit education funding issues requiring Association action and advocacy by Mid-<u>October</u> <u>each year</u>. However, should a board prefer to use the AGM Resolutions process for funding issues with provincial implications, they are, of course, welcome to do so. Funding issues submitted through the resolutions process may be recommended for inclusion in the OCSTA Finance Brief the following year. **Resolutions may be submitted to OCSTA at any time up to the deadline of January 31, 2017.**

Attachments

- Guidelines
- Template
- Explanation of Committee Recommendations & Resolution Procedures
- OCSTA Mission, Vision, Strategic Priorities
- Chart of 2016 Resolutions with AGM Decisions
- Related By Law Section 5.9 (Resolutions)

Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.

A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. Does not deal with education funding issues.
 - OCSTA addresses education funding issues in the Annual Finance Brief to the Minister and submission to the yearly Pre-Budget Consultation. Boards are encouraged to submit education funding issues requiring Association action and advocacy **by the middle of October**.

B. Steps in Preparing a Resolution

- 1. Review the Mission, Vision and Strategic Priorities of OCSTA.
- 2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
- 3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
- 4. Write the resolution in the following proposed format taking care to ensure that:
 - a. Each "Whereas" is accompanied by adequate background material.
 - b. The "Therefore be it Resolved" directs OCSTA to take specific action.

C. Writing A Resolution

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word "WHEREAS".

2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the "WHEREAS" clause(s) in the preamble. If more than one action is being recommended, the "Therefore be It Resolved" portion should be divided into a), b), c), etc.

3. Submission Statement

Please include the following information in the submission statement.

[Mover's Name] [Seconder's Name] [Board Name] [Topic]

D. Submission Deadline Date

The <u>final</u> deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 31, 2017**. We encourage boards to submit their resolutions at any time from September to January 2017 by email to Jane Ponte at <u>jponte@ocsta.on.ca</u>.

E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the AGM.

These guidelines and the enclosed template and the resolution session procedures have been provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

Template

Please **do not use** tables, text boxes or any type of graphic or letterhead. The type of font to be used in this document is **Times New Roman 12pt**.

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

Moved by:	[Mover's Name]	[Board Name]
Seconded by:	[Seconder's Name]	
Торіс:	[e.g. Vacancies on School Boards]	
Whereas:	from time to time a vacancy occurs in the office of a membe	r of the board; and
Whereas:	according to Section 221(1) of the <i>Education Act</i> , the vacance either a by-election or by appointment; and	cy must be filled by
Whereas:	boards choosing to appoint a new trustee will, most commor and fair process of selection; and	ıly, engage in an open
Whereas:	the <i>Education Act</i> requires that the process be fully complete the office becoming vacant; and	ed within 60 days of
Whereas:	the 60 day time period may encompass a part of the year (e.g months, March Break) when board operations and processes making the timelines very tight and, potentially, unmanageal	are reduced, thus

Therefore be it Resolved that:

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

If you have any questions regarding this template please contact **Jane Ponte either by telephone at 416-932-9460 ext. 223 or by e-mail at** *jponte@ocsta.on.ca*.

Explanation of Committee Recommendations

& Resolution Session Procedures

Resolution sessions will be conducted using **"Robert's Rules of Order"** and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

i. Approve

The direction given in the "therefore be it resolved" section of the resolution will be carried out.

ii. **Approve and refer to the committee for appropriate implementation.** The resolution will be forwarded to the designated committee for implementation.

iii. Receive and refer to the committee for study.

The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee's recommendation, the Board of Directors will determine whether or not the resolution will be implemented.

- iv. **Not approve** No action will be taken.
- v. **No recommendation** The committee is not making any recommendation with respect to the resolution.
- vi. No action required

The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak **once** to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson's decision may be challenged by a majority vote of those voting delegates present <u>at the session</u> when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: A quorum for the transaction of business at any general meeting of Members shall consist of not fewer than forty (40) individuals entitled to vote, present in person.

Grouped Resolutions

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a "group" to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

- 1. The chair of the session will announce the resolution number and the name of the sponsoring board:
 - **u** the chair will call for the sponsoring board to move and second **the committee recommendation**;
 - □ delegates will speak to the committee recommendation;
 - □ delegates will vote on the committee recommendation.
- 2. If the sponsoring board does not move the committee recommendation from the floor:
 - the chair will call for the sponsoring board to move their **original resolution**;
 - □ delegates will speak to the resolution;
 - □ delegates will vote on the resolution.
- 3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

- 1. These resolutions will be handled as follows:
 - **u** the chair will call for the sponsoring board to move their **original resolution**;
 - □ delegates will speak to the resolution;
 - □ delegates will vote on the resolution.
- 2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

C. Amendments from the Floor

Amendments made on the floor relate to the "therefore be it resolved" section of the resolution and <u>must be</u> <u>written out</u> and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- □ the chair will **read** the amendment;
- □ delegates will speak to the amendment;
- □ delegates will vote on the amendment;
- delegates will vote on the resolution as amended.

If the amendment is defeated:

- delegates will be asked to speak to the original resolution;
- delegates will vote on the original resolution.

D. Resolutions Presented from the Floor

After resolutions presented by the committee have been dealt with, other resolutions may be presented from the floor. The following rules apply:

- \Box 2/3 of the voting delegates present at the session must consent to consider the resolution;
- □ sufficient copies of the resolution (and background material) must be provided for all those present at the resolution session;
- these resolutions will be handled as outlined above.

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Our Mission

Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.

Our Vision

Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.

The Association's **Strategic Priorities** are as follows:

1. Enhance Political Advocacy for Catholic Education

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

2. Engage Trustees in an Enriched Development Program

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programing provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

3. Manage Human and Fiscal Resources to Effectively meet Changing Needs

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.

2016 OCSTA Resolutions Chart with AGM Decisions

#	Board	Торіс	AGM Decision
Α	OCSTA	Region Designation	Approve
B	OCSTA	Continuation of Support for FACE Project	Approve
1.	York	Information Technology Infrastructure	Approve
2.	Simcoe	Home, School, Church	Approve and refer to Catholic Education Committee (Catholic Education & Trustee Enrichment Committee)
3.	Simcoe	Negotiations	Approve and refer to Labour Relations Committee
4.	York	Earned Leave Plan	Approve and refer to Labour Relations Committee
5.	York	Employee Life & Health Trustee (ELHT) – Cost Base for Individual Boards	Approve and refer to Labour Relations Committee
6.	Dufferin- Peel	Funding Formula Reform and School Board Budget Reductions	Approve and refer to Legislation & Finance Committee (Political Advocacy Committee)
7.	Dufferin- Peel	21 st Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs (e.g. – mental well-being and mental health challenges, transitions to meaningful employment)	Approve and refer to Legislation & Finance Committee (Political Advocacy Committee)
8.	Simcoe	Trustee Outreach	Approve and refer to Legislation & Finance Committee (Political Advocacy Committee)
9.	York	Special Education	Approve and refer to Legislation & Finance Committee (Political Advocacy Committee)
10.	York	Sick Leave/Short Term Leave & Disability Plan	Receive and refer to Labour Relations Committee
11.	Dufferin- Peel	Pupil Accommodation Review Guidelines - Timelines	Receive and refer to Legislation & Finance Committee (Political Advocacy Committee)
12.	Kenora	School Bus Transportation	Receive and refer to Legislation & Finance Committee (Political Advocacy Committee)
13.	York	Canadian Dollar Exchange Rates	Receive and refer to Legislation & Finance Committee

2016 (15) OCSTA=2, Dufferin-Peel=3, Kenora=1, Simcoe=3, York=6

2015 (27) Brant=1, Dufferin-Peel=4, Huron Superior=4, Kenora=1, Ottawa=1, Renfrew=1, Simcoe=6, Superior North=1, Windsor=5 2014 (16): Algonquin=1, Eastern Ontario=1, Dufferin-Peel=6, Nipissing= 1, Northwest=1, Ottawa=3, Renfrew=1, Waterloo=1 2013 (16): Brant=1, Dufferin-Peel=2, London=1, Renfrew=1, Simcoe=1, Toronto=9, York=1

Excerpt from Ontario Catholic School Trustees Association General Working By-law 2016-1

5. MEETINGS OF MEMBERS

5.9 Resolutions from CDSB's

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSB's not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.



Ontario Catholic School

Trustees' Association

P.O. Box 2064, Suite 1804 20 Eglinton Avenue West Toronto, Ontario M4R 1K8 T. 416.932.9460 F. 416.932.9459 ocsta@ocsta.on.ca www.ocsta.on.ca

Patrick Daly, *President* Beverley Eckensweiler, *Vice President* Nick Milanetti, *Executive Director*

September 29, 2016

TO:	Chairpersons and Directors of Education
	Religious Education Consultants, Adult Faith Animators, Chaplains and FNMI Consultants
	 All Catholic District School Boards

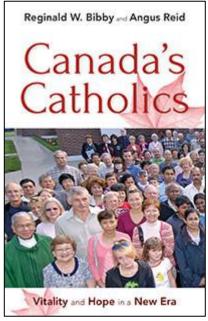
FROM: Brian O'Sullivan, MA, Ed.D., Director of Catholic Education

SUBJECT: New Catholic Educational Resources

Dear Colleagues,

I'd like to share with you several recent publications that you might find useful in your work in Catholic education. In particular, one of the publications has material about Catholic issues in Canada (Bibby & Reid), one has material about Ontario Catholic education (Mulligan) and the third is an educational resource addressing Pope Francis', *Laudato Si*, about the ecological and cultural crisis which challenges the future of our global order.

Reginald Bibby & Angus Reid (2016) Canada's Catholics: Vitality & Hope in a New Era – Ottawa, Novalis



Reginald Bibby has examined the role of faith in Canadian society for over 25 years. As a sociologist, he has surveyed thousands of Canadians on their views on faith – and chartered the many changes of these views over the decades. His analysis of faith trends has always included faith patterns among Catholics – but his recent publication has focused almost exclusively on Canada's Catholics.

Immigration to Canada has always been a stimulus to the growth of Catholicism in Canada. Bibby notes that Catholic immigration to Canada, especially from Asia in the last decades has had an overall positive impact on parish growth and leadership. In the Archdiocese of Toronto from 1999-2009, he notes that 25% of the men ordained were Asian. Since 1980, about one new Church per year has been built in the Archdiocese of Toronto due to overall immigration.

Catholics now make up 39% of the Canadian population, making them the largest faith group in the country. Although there is declining Church attendance, Bibby's 2015 research indicates that 80% of those who were raised in Catholic families, still identify as Catholic. In addition, the

positive impact of Pope Francis on practicing Catholics, non-practicing Catholics and people of other faith groups has been significant.

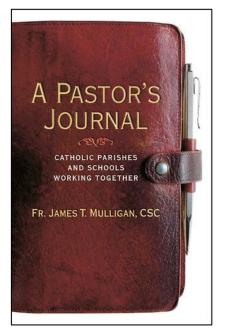
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Bibby's book provides important insights into the role of faith in modern Canadian society. He explores such issues as the impact of faith on life, why religion endures and finally, the regional differences among Catholic in Canada.

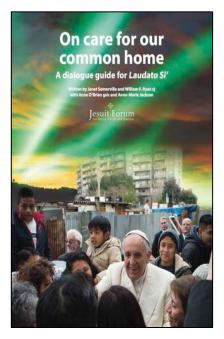
Fr. J. T. Mulligan (2015) A Pastor's Journal: Catholic Parishes and Schools Working Together – Toronto, Novalis

Fr. Mulligan talks about strengthening the bond between schools and parishes and he sees Catholic education as vital to the mission of the Church. He examines the important opportunity of evangelization for both the school and parish in a renewed collaboration that he believes will be beneficial for both.

From the multiple perspectives of his careers as a priest, pastor and teacher in our Catholic schools, Fr. Mulligan also has many insightful comments about the political and pastoral challenges to publicly funded Catholic education in Ontario. In his chapter on the *"Ten Principles for the New Evangelization and Catholic Education"* he notes our challenges in a new post-modern secular culture. Yet despite society's ambiguities and contradictions, he argues that we need to find grace and justice for the poor, the marginalized and those in crisis in our work in Catholic education. In his words, "If we should lose our Catholic schools because of complacency and indifference, because we have taken our Catholic education for granted, then we will have failed miserably".



Janet Somerville & William Ryan S.J. (2016) On Care for Our Common Home: A Dialogue Guide for Laudato Si – Ottawa, Canadian Conference of Catholic Bishops



Somerville & Ryan have produced a very practical resource book that is structured around the main chapters of the Pope Francis' encyclical, *Laudato Si.* It begins with the first chapter that asks, "What is happening to our common home?" and moves to the question, "Are you part of the bold cultural revolution we need for change?" It explores the point that "We are not alone" and progresses to the question of, "One world with a common plan: what does it take to get there?" It concludes with an examination of how ecological education and spirituality can be used to solve our global ecological challenges. This is a very good classroom resource that can be adapted for both elementary and secondary schools.



Ontario Catholic School

Trustees' Association

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Patrick Daly, *President* Beverley Eckensweiler, *Vice President* Nick Milanetti, *Executive Director*

September 28, 2016

- TO: Trustees and Directors of Education – Catholic District School Boards
- CC: Student Trustees – Catholic District School Boards

FROM: Margaret Binns, Director of Administrative Services

RE: 2017 OCSTA Student Trustee Alumnus Award

OCSTA is pleased to announce the creation of the Student Trustee Alumnus Award, designed to recognize the achievements of former student trustees and celebrate the positive impact of Catholic education on their lives and the communities they reach.

Boards or individual trustee members are encouraged to submit nominations for the 2017 OCSTA Student Trustee Alumnus Award.

The recipient of the Award will be honoured during the Eucharistic Celebration on Friday, April 28, as part of the 2017 AGM & Conference.

Please see the attached guidelines and nomination form.

The deadline for receipt of nominations in the OCSTA office is 12:00 p.m. EST, Friday, January 20, 2017.



2017 OCSTA Student Trustee Alumnus Award: Guidelines

The OCSTA Student Trustee Alumnus Award recognizes exceptional achievement in any field vocational or voluntary—and positive Catholic values reflective of the characteristics described in the Ontario Catholic School Graduate Expectations.

This provincial recognition is given to no more than one former Student Trustee each year and need not be awarded on an annual basis. In establishing this award, OCSTA seeks to celebrate the positive impact of Catholic Education on the lives of student trustees and the communities they reach after graduation.

Eligibility

- The nominee must be a former Catholic school Student Trustee.
- The nominee must have graduated from a Catholic secondary school in Ontario at least five years prior to his/her nomination.
- Nominations must be submitted using the OCSTA Student Trustee Alumnus Award Nomination Form and be received by 12:00 p.m. EST, Friday, January 20, 2017.

Process

- Any OCSTA member trustee or Ontario Catholic school board can submit nominations to help recognize the impact made by distinguished Catholic school Student Trustee alumni.
- Only one person will be honoured in any given year. The Board of Directors is not required to present an OCSTA Student Trustee Alumnus Award each year.
- Each evaluation criterion (see below) is given a numerical weight. After the nominations deadline and prior to the February Board of Directors' Meeting, each Director on the Catholic Education & Trustee Enrichment Committee will assign a numerical score for each criterion of a nominee and total the scores. The Award will be given to the nominee with the highest total number of points from these Directors.
- The winner of the Award will be announced at the February 2017 Board of Directors' Meeting.
- The presentation of the Award will take place at OCSTA's 2017 AGM and Conference.

Evaluation Criteria

- The nominee has distinguished himself/herself through service to their community and/or serving as a positive, inspiring role model to others. (40 points)
- The nominee has demonstrated outstanding leadership, philanthropic and/or service capabilities and orchestrated exceptional and meaningful change as leaders in their profession or community. (30 points)
- The nominee has reflected the characteristics of the Ontario Catholic School Graduate Expectations: (30 points)
 - a discerning believer formed in the Catholic faith community
 - \circ an effective communicator
 - a reflective and creative thinker
- o a lifelong learner
- \circ a collaborative contributor
- a caring family member
- o a responsible citizen



OCSTA Student Trustee Alumnus Award Nomination Form

Trustee or Board Submitting Nomination:					
Name of Nominee:					
Current address:					
City: Province/S	tate:	Postal/Zip Code:			
Telephone:	_ Email:				
Catholic School(s) Attended:					
Dates of Service as Student Trustee (month/year):	/	to	/		
Year of Graduation: Current Vocation:					
Board Contact Person:					
Telephone:	Email:				

Using 8 $\frac{1}{2}$ x 11-inch paper, please explain why the individual is deserving of this recognition within the context of the criteria set for this award. The submission must *not* exceed 400 words. Only information within the prescribed length will be considered.

Nominations may be submitted by email to Camille Martin at cmartin@ocsta.on.ca, or by mail, courier, or fax (416-932-9459).

Nomination must be received by 12:00 p.m. EST, Friday, January 20, 2017.