

REGULAR BOARD MEETING
REVISED AGENDA

Date: Tuesday, February 7, 2017
Time: 7:30 pm
Location: 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 (I. Schwecht)	
1.2 Motions Adopted In-Camera	
1.3 Information Received In-Camera	
2. Approval of the Agenda	
3. Declarations of Conflict of Interest	
4. Presentations	
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5. Delegations	
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7.1 Summary of Outstanding Items from Previous Meetings	15 - 15
8. Action Items	
8.1 Civvies-Day-for-Life (H. Karabela)	16 - 16
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9.1 2017-18 Budget Estimates Schedule, Objectives and Updates (R. Negoj)	17 - 27
9.2 Religious Education Resource Selection (A. Prkacin)	28 - 51
9.3 Executive Summary Oakville Northeast Pupil Accommodation Review (T. Overholt, G. Corbacio, R. Negoj)	52 - 300
9.4 Response to Delegation - Parent Engagement (C. Cipriano)	301 - 307

10.	Information Items	
10.1	Lottery Selection - French Ad-Hoc Committee Parent Representatives (D. Rabenda)	
10.2	Student Trustees Update (I. Schwecht)	
10.3	School Educational Field Trips (C. Cipriano)	308 - 310
10.4	Halton Catholic Athletic Association (HCAA) (A. Prkacin)	311 - 312
10.5	Update on Northeast Burlington School Boundary Review (C. McGillicuddy, L. Naar)	313 - 317
10.6	Leadership Development and Succession Planning in HCDSB (B. Browne)	318 - 319
11.	Miscellaneous Information	
11.1	Minutes of the December 5, 2016 CPIC Meeting	320 - 322
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12.1	OCSTA Updates	
12.1.1	Bill 68 Modernizing Municipal Legislation - Submission to Standing Committee	327 - 328
13.	Open Question Period	
14.	In Camera	
15.	Resolution re Absentees	
16.	Adjournment and Closing Prayer (S. Trites)	

PRESENTATION REPORT

ITEM 4.1

WM. J. WALES AWARD – GIACOMO CORBACIO

PURPOSE:

To recognize **Giacomo Corbacio, Superintendent of Facilities Management Services**, recipient of the *Wm. J. Wales Award*.

BACKGROUND:

Giacomo Corbacio, Superintendent of Facilities Management Services, has served the Halton Catholic District School Board for more than 26 years, and is a highly respected leader, both within our school district, and across the province.

The *Ontario Association of School Board Officials (OASBO)* recently recognized Giacomo Corbacio as the 2016 recipient of the coveted *Wm. J. Wales Award* for 2016.

The *Wm. J. Wales Award* established by OASBO in 1985, is the most prestigious award presented by the Operations, Maintenance and Construction (OMC) Committee to an individual who has made an outstanding contribution in the area of school operations, maintenance and construction.

The criteria includes:

- An individual who is an active or honorary member of OASBO;
- An individual who is or has been a plant business official for a period exceeding three years; and
- An individual who has contributed to and shared knowledge of plant facility operations and has been dedicated to the aims and objects of the OMC Committee.

It is worth noting that Giacomo Corbacio received two (2) separate nominations for this award; a strong indication of how highly esteemed he is amongst his colleagues.

CONCLUSION:

This award demonstrates that Giacomo Corbacio's colleagues recognize his strong leadership qualities and his commitment to excellence within their area of specialty and focus. On behalf of the Board, we congratulate Superintendent Corbacio on this significant and well-deserved honour.

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

PRESENTATION REPORT

ITEM 4.2

2016 BIKE TO SCHOOL WEEK AWARD

PURPOSE:

To recognize St. Joan of Arc Catholic Elementary School for their outstanding work in promoting active and sustainable travel in the Halton Region, and winning the first Bike to School Week Award.

BACKGROUND:

During the week of May 30, 2016 to June 3, 2016, the Halton Catholic District School Board (HCDSB) in collaboration with the Halton District School Board (HDSB) participated in Bike to School Week, an event organized by Metrolinx. New this year, Metrolinx has introduced the **Bike to School Week Award**, which acknowledged the work done by schools across the province in promoting active and sustainable school travel.

The Halton Region this year had the highest proportion of English language schools participating in the event, amounting to 33% of schools. The Board had a total of 24 schools that participated in the event, and HDSB a total of 32 schools. Approximately 1,364 HCDSB students participated, tracking over 2,008 bike trips to school. This represents a 6.0% mode share for cycling alone across the Board.

After the event, the Bike to School Week Award was awarded to the school with the highest reported cycling mode share during the week (proportionally), measured by the data collected from each school. On November 25th, 2016, St. Joan of Arc Catholic Elementary School was announced the winner of the first **Bike to School Week Award!**

CONCLUSION:

We would like to recognize the students, parents, and staff of St. Joan of Arc Catholic Elementary School for their exemplary participation in the event. We would also like to congratulate all other participants in the event.

REPORT PREPARED BY: F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES

REPORT SUBMITTED BY: TIM OVERHOLT
SUPERINTENDENT OF EDUCATION

R. NEGAI
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

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

MINUTES OF THE REGULAR BOARD MEETING

Date:	January 17, 2017	
Time:	7:30 pm	
Location:	Catholic Education Centre - Board Room 802 Drury Lane Burlington, Ontario	
Members Present	A. Danko A. Iantomasi H. Karabela P. Marai	J. Michael A. Quinn D. Rabenda, Chair of the Board J.M. Rowe
Members Excused	S. Trites, Vice Chair of the Board	
Student Trustees	C. Atrach (via teleconference) I. Schwecht	M. Zapata
Staff Present	B. Browne C. Cipriano G. Corbacio P. Dawson, Secretary of the Board C. McGillicuddy L. Naar	R. Negoï J. O'Hara T. Overholt T. Pinelli A. Prkacin
Also Present	A. Campopiano, Researcher J. Conder, Researcher B. Doan, Chief Officer (Acting), Research & Development T. Durham, Curriculum Consultant, Curriculum Services T. Foster, Curriculum Consultant, Curriculum Services A. Lofts, Senior Administrator, Financial Services N. March, President, OECTA Elementary R. Merrick, Senior Administrator, Facility Management Services C. Serafim, Curriculum Consultant, Curriculum Services A. Swinden, Administrator, Strategic Communications Services F. Thibeault, Administrator, Planning Services S. Typer, Curriculum Consultant, Curriculum Services	

1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer, National Anthem and Oath of Citizenship (C. Atrach)

The meeting opened at 7:30 p.m. with a prayer led by C. Atrach.

1.2 Motions Adopted In-Camera

A. Iantomasi read the following motion adopted in camera:

RESOLVED, that conditional upon the acceptance that local collective agreement terms remain status quo for the period September 1, 2017 to August 31, 2019, and conditional upon enabling legislative changes, the Halton Catholic District School Board ratifies a new collective agreement including central and local terms as follows:

The Halton Catholic District School Board ratify that the local terms of the 2014-2017 collective agreement between the Halton Catholic District School Board and CUPE Locals, 3166, 2888, 4605, 5200 & 5200 B remain status quo for the period September 1, 2017 to August 31, 2019.

The Halton Catholic District School Board ratify the extension of the central collective agreement terms as outlined and contained in the Extension Agreement and attached Appendices, dated December 20, 2016, made between the Council of Trustees' Association and the Canadian Union of Public Employees and agreed to by the Crown.

BE IT FURTHER RESOLVED, that the approval of the central and local terms be reported to OCSTA.

1.3 Information Received In-Camera

A. Iantomasi read the following information received in-camera:

RETIREMENTS

Lucie Brun del Re retired December 31, 2016. Christie deSouza and Ellen Peet will retire effective June 30, 2017.

HIRING

Caterina Solimine hired as a probationary teacher effective January 9, 2017.

2. Approval of the Agenda

#26/17

Moved by: J. Michael

Seconded by: A. Quinn

The following was added to the agenda:

10.10 French Ad Hoc Committee (D. Rabenda)

10.11 Notice of Motion (H. Karabela)

RESOLVED, that the agenda be accepted as amended.

CARRIED

3. Declarations of Conflict of Interest

There were no conflicts on interest declared.

4. Presentations

There were no presentations

5. Delegations

There were no delegations.

6. Approval of Minutes**6.1 Minutes of the December 20, 2016 Regular Board Meeting #27/17***Moved by:* A. Iantomasi*Seconded by:* J.M. Rowe*RESOLVED*, that the minutes of the December 20, 2016 meeting be approved as amended.

Minor revisions were made to the minutes.

A request was made that a listing be provided for all recorded votes.

The Chair called for a vote on resolution **#27/17** and it **UNANIMOUSLY CARRIED****6.2 Minutes of the January 10, 2017 Special Board Meeting #28/17***Moved by:* J. Michael*Seconded by:* P. Marai*RESOLVED*, that the minutes of the January 10, 2017 Special Board Meeting be approved.**CARRIED****7. Business Arising from Previous Meetings****7.1 Summary of Outstanding Items from Previous Meetings**

There were no outstanding items.

8. Action Items**8.1 Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown and Bomb Threat Response (A. Danko)****#29/17***Moved by:* A. Danko*Seconded by:* A. Iantomasi*RESOLVED*, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy I-12 Emergency Response Plans for Fire, Evacuation, Lockdown, and Bomb Threat Response as amended.The Chair called for a vote on resolution **#29/17** and it **UNANIMOUSLY CARRIED****8.2 Policy II-17 Pastoral Reference (A. Danko)****#30/17***Moved by:* A. Danko*Seconded by:* P. Marai*RESOLVED*, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-17 - Pastoral Reference as amended.

T. Overholt confirmed that the requested language change was made.

The Chair called for a vote on resolution **#30/17** and it **UNANIMOUSLY CARRIED**

8.3 Policy IV-01 Fencing at School Sites (A. Danko)

#31/17

Moved by: A. Danko

Seconded by: A. Iantomasi

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy IV-01 Fencing at School Sites at first reading.

A request was made to defeat the Policy in order for it to be brought back to the committee to work on including it in a potential larger policy. Staff explained that developing of a procedure that would fall under an over arching Facility Maintenance and Security Policy will be looked into.

The Chair called for a vote on resolution **#31/17** :

In Favour	Opposed
C. Atrach (non-binding)	P. Marai
A. Danko	J. Michael
A. Iantomasi	A. Quinn
H. Karabela	
J. M. Rowe	
I. Schwecht (non-binding)	
M. Zapata (non-binding)	

The motion was **CARRIED**.

8.4 Policy I-06 Delegation to the Board (A. Danko)

#32/17

Moved by: A. Danko

Seconded by: J. Michael

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee that Policy I06, Delegation of the Board be forwarded for stakeholder consultation, as amended.

It was clarified that an individual or group is entitled to delegate per issue.

The following amendment was presented:

#32/17 (AMENDMENT)

Moved by: P. Marai

Seconded by: A. Quinn

RESOLVED, that a student, or person under 18 years of age, who wishes to make a delegation to the Board must do so with the consent of, or written permission by, a parent/guardian be striked from the Policy.

The Chair called for a vote on the amendment:

In Favour	Opposed
C. Atrach (non-binding)	A. Danko
P. Marai	A. Iantomasi
J. Michael	H. Karabela
A. Quinn	D. Rabenda
I. Schwecht (non-binding)	J. M. Rowe
M. Zapata (non-binding)	

The amendment was **DEFEATED**.

The Chair called for a vote on resolution **#32/17**:

In Favour	Opposed
C. Atrach (non-binding)	P. Marai
A. Danko	A. Quinn
A. Iantomasi	
H. Karabela	
J. Michael	
D. Rabenda	
J. M. Rowe	
I. Schwecht (non-binding)	
M. Zapata (non-binding)	

The motion **CARRIED**.

**8.5 Policy II-03 Principal Designate in Schools (A. Danko)
#33/17**

Moved by: A. Danko

Seconded by: A. Quinn

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy II-03, Principal Designate in Schools as amended.

The Chair called for a vote on resolution **#33/17** and it **UNANIMOUSLY CARRIED**

**8.6 Policy III-12 Academic Promotion (A. Danko)
#34/17**

Moved by: A. Danko

Seconded by: J.M. Rowe

RESOLVED, that the Halton Catholic District School Board accept the recommendation of the Policy Committee and approve Policy III-12 Academic Promotion as amended.

The Chair called for a vote on resolution **#34/17** and it **UNANIMOUSLY CARRIED**

8.7 Audit Committee - External Member Selection (R. Negoj)**#35/17****Moved by:** J.M. Rowe**Seconded by:** A. Iantomasi

RESOLVED, that the Halton Catholic District School Board confirm the appointment of Jerry Fahrer and David Morton as external members to the Audit Committee for a three-year term from January 17, 2017 to January 17, 2020, with the option to be reappointed for a second term of three years.

Staff confirmed that six (6) of the seven (7) candidates were qualified and that there were no conflicts of interest with the six (6) candidates interviewed. According to regulation, the current external members could only be reappointed if no other qualified candidates came forward.

The Chair called for a vote on resolution **#35/17** and it **UNANIMOUSLY CARRIED**

8.8 2017 School Consolidation Capital Funding Business Case Submission (R. Negoj)**#36/17****Moved by:** P. Marai**Seconded by:** J.M. Rowe

RESOLVED, that the Board approve the proposed ranking of the 2017 School Consolidation Capital Business Cases Submission as follows:

RANKING	2017 SCHOOL CONSOLIDATION CAPITAL PROJECTS DESCRIPTION
1	Oakville Northeast Catholic Elementary School project
2	Oakville South Central Catholic Elementary School – St. Joseph Site Rebuild
3	St. Mark Catholic Elementary School 12 classroom portapac demolition with 5 classroom addition (Preferred); or 12 classroom portapac demolition (Alternative).
4	North Georgetown Catholic Elementary School Project

RESOLVED, that the Board approve the potential Child Care projects for 2017 as follows:

2017 CHILD CARE PROJECT DESCRIPTION

St. Mark Catholic Elementary School – Child Care Centre

North Georgetown Catholic Elementary School – Child Care Centre

RESOLVED, that the Board authorize staff to submit the Board's 2017 School Consolidation capital Business Cases Submissions to the Ministry of Education for funding consideration on January 27, 2017.

This submission provides the Ministry with a more cost effective solution. Board approval would be required for the use of proceeds of disposition. Staff clarified that the proposal does not change the motion approved, intent or what was promised to the community.

Discussion took place on being transparent by communicating the submission of a different funding model to the community.

The following amendment was presented:

#36/17 (AMENDMENT)**Moved by:** P. Marai**Seconded by:** A. Quinn

BE IT FURTHER RESOLVED, that a public notice be put out from the Halton Catholic District School Board regarding the rejection of the last proposal by the Government of Ontario explaining the process of applying for funding in a different way that would not change the proposal the public has seen.

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

#36/17 (AS AMENDED)**Moved by:** P. Marai**Seconded by:** J.M. Rowe

RESOLVED, that the Board approve the proposed ranking of the 2017 School Consolidation Capital Business Cases Submission as follows:

RANKING	2017 SCHOOL CONSOLIDATION CAPITAL PROJECTS DESCRIPTION
1	Oakville Northeast Catholic Elementary School project
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BE IT FURTHER RESOLVED, that a public notice be put out from the Halton Catholic District School Board regarding the rejection of the last proposal by the Government of Ontario explaining the process of applying for funding in a different way that would not change the proposal the public has seen.

The Chair called for a vote on the resolution **#36/17**, as amended, and it **UNANIMOUSLY CARRIED**

9. Staff Reports

There were no staff reports

10. Information Items**10.1 Student Trustees Update (C. Atrach)**

An update on Student Senate was provided. The Student Trustees are looking forward to attending the February 2017 OSTA – AECO Conference in Ottawa, Ontario. The Pillar of Believing was shared.

10.2 School Educational Field Trips (T. Pinelli)

Trips were provided as information.

10.3 Compassion to Action Holocaust Educational Mission (H. Karabela, A. Quinn)

Information and photos from the Friends of Simon Wiesenthal Center's Compassion to Action educational journey was shared. The trip provided an opportunity to connect with leaders from across Canada and abroad. The interaction provided a unique opportunity to learn about the diversity of challenges facing different boards and the issues and trends that law enforcement are seeing develop over time.

The trip was intended to help for those in roles of governance bring back the understanding of the importance of their positions of power.

10.4 Oakville Northeast Pupil Accommodation Review - Verbal Report (T. Overholt, G. Corbacio, R. Negoj)

An update on the Oakville Northeast Pupil Accommodation review was provided. The Accommodation Review Committee (ARC) will narrow down the options to one (1) new build and one (1) alteration/renovation. The two options will be reviewed at a community consultation meeting before being presented to the Board.

The ARC committee has remained intact during the whole review. Staff is thankful for all their numerous hours of committed work.

10.5 Early Development Instrument (EDI) Report (A. Prkacin)

Findings of the 2015 Early Development Instrument (EDI) were shared. Halton Catholic performs well in terms of percentage of vulnerable children when compared to the Ontario norms. These findings will be discussed at the Board level and with Families of Schools.

Research suggests that by looking at bottom 10% that they do suffer later on. This data helps with developing and providing interventions. Working together with stakeholders as regional teams of what can be done to support students. It was confirmed that no student names are attached to the data. Halton is ahead of the curve in improving outcomes for students.

10.6 Holocaust Education in Halton Catholic District School Board (A. Prkacin)

C. Serafim and T. Durham provided an information report outlining the curricula areas, resources and examples of lessons where Holocaust education is taught in the elementary and secondary panels. Learning opportunities will encourage students to make a commitment to living their Catholic values in word and deed, working collaboratively to right injustices of the past, fight injustice in the present and prevent injustice in the future.

J. Michael left the meeting at 9:47 p.m.

10.7 Promoting Physical Activity in our Schools (A. Prkacin)

T. Foster and S. Typer provided a report that highlights the opportunities students have which encourage an increase in physical activity and a reduction in sedentary behaviour throughout the school day.

Students in both Elementary and Secondary schools within the Halton Catholic District school Board continue to benefit from educators' holistic approach to Physical Education programming. Educators continue to seek out and offer rich community-connected initiatives, which promote healthy active living and respond to students' cognitive, emotional, social and physical development needs.

Depending on needs, various opportunities are provided to students such as intermural sports.

#37/17

Moved by: P. Marai

Seconded by: A. Iantomasi

RESOLVED, that the meeting be extended.

CARRIED

Student Trustees were excused from the remainder of the meeting.

10.8 International Students Program ICEF North America Workshop - Miami, Florida (T. Pinelli)

International students provide a complementary and enriching experience to students, staff and the system. As part of the strategy to increase a diverse student population, a commitment was made to attend International Student Fairs and Recruitment Workshops. The targeting of different markets will help sustain the long-term goal of increasing the enrolment of international students. Work is also underway to create pathways into post – secondary. The ICEF North American Conference allowed for the opportunity to have discussions with many diverse agents and educators.

10.9 Proposed 2017 Amendment to the 2013 Education Development Charges (EDC) By-Law (R. Negoj)

Due to the continued increases in land values over the past two (2) years in the Halton Region an amendment to the 2013 Education Development Charges (EDC) By-Law is being proposed. Halton Catholic District School Board staff, in conjunction with Halton District School Board staff, are moving forward with the annual EDC By-Law review. It is likely that rates in the 2013 EDC By-Law will be amended to reflect increasing site costs.

It was explained that it is common to have a shortfall. Over a fifteen (15) year period of time the collection of levies with help close the gap.

10.10 French Ad Hoc Committee (D. Rabenda)

Information collected by Human Resources Services from Universities in Southern Ontario on the number of students that are in FSL was shared.

Trustees received feedback that there is not enough parent representation for the French Ad Hoc Committee and there should be a representative from every EFI school. The Chair explained that the committee will not only look into EFI as you cannot just take one segment

of French without doing it all as the same issues apply to all the programs. All students are equal, all parents are equal, and all rate payers are equal, therefore equal representation would be required. The mandate of the committee is to develop a multi-year plan for EFI that would address and resolve all the ongoing issues that have been presented by staff. Issues are not isolated to EFI, therefore issues related to the other French programs need to be reviewed.

In order to be transparent, group lists will be created of those you have submitted names to be on the Ad Hoc Committee. Student Trustees will place names in lottery drum and names will be drawn at the February 7, 2017 Regular Board Meeting.

A concern regarding establishment of the committee through a lottery was made. The following motion was proposed:

#38/17

Moved by: A. Quinn

Seconded by: P. Marai

RESOLVED, that the interested community representatives of each group be provided a guideline to elect their own representatives.

The Chair called for a vote on resolution **#38/17**

In Favour	Opposed	Abstain
P. Marai	A. Danko	H. Karabela
A. Quinn	A. Iantomasi	
J.M. Rowe	D. Rabenda	

The motion was **LOST**.

The Chair confirmed that parent selection will carry on as a lottery.

#39/17

Moved by: P. Marai

Seconded by: H. Karabela

RESOLVED, that the meeting move past 10:30

The Chair called for a vote on resolution **#39/17** at it **UNANIMOUSLY CARRIED**.

A request was made to increase the number of parent representatives from EFI. The Chair confirmed that four (4) parents will be selected from EFI, four (4) parents from EXTENDED and four (4) parents from CORE. The Chair further clarified that if an external stakeholder were to be on the committee a referral would be requested from the Boards Ministry contact. The Director of Education will be in contact with the Vicar of Education to attend meetings as appropriate.

10.11 Notice of Motion (H. Karabela)

H. Karabela provided the following motion – Civvies-Day-for-Life for the February 7, 2017 Regular Board Meeting:

WHEREAS, the papal encyclical by Pope St John Paul II, "Evangelium Vitae", puts forth that Catholic institutions must work for social justice issues,

BE IT RESOLVED, that each Halton Catholic District School Board (HCDSB) high school have an active "Pro-Life club" with a mandate to solely focus on the issues surrounding abortion, euthanasia and chastity.

BE IT FURTHER RESOLVED, that each HCDSB high school shall hold a Civvies-Day-for-Life each year and all funds raised shall be allocated to the Culture of Life Committee, in addition to, and not in lieu of, continued stable yearly minimum funding as per the 2016-2017 amount, already being received from the Board.

11. Miscellaneous Information

11.1 Minutes of the December 13, 2016 Policy Committee Meeting

The minutes of the December 13, 2016 Policy Committee Meeting were provided as information.

12. Correspondence

12.1 OCSTA Updates

12.1.1 Significant Events in the History of Catholic Education and the Ontario Catholic School Trustees' Association

12.1.2 News Release

12.2 M. Lourenco - Response to December 20, 2016 Delegation

13. Open Question Period

1. I would ask the Board to please re-structure the Early French Immersion Committee to one that includes more parents in the committee, to allow for better representation for the parents. Also to please allow the parents to elect their committee representatives.

The questioner was satisfied with answers provided during discussion of the Ad Hoc Committee.

2. For Policies currently out for Stakeholder input, can any stakeholder provide input or just those specifically solicited (i.e. School Council Policy)? Currently nothing on website re: Policies out for consultation.

The Director of Education confirmed there is a list of regular stakeholder groups unless a specific individual or group is specifically identified by the Policy Committee that needs to receive it for their input. Any Policy out for stakeholder input is posted on the public website.

3. I do have a question for clarification regarding the French programming.

The motion made on Dec, 20th states that the committee will prepare a multi year plan for Early French Immersion and endeavor to address all on going issues.

The e-mail communication to parents states the committee will develop recommendations for ALL French programs including Core French, Extended French and Early Immersion.

Since these two do not line up does a new motion need to be made inline with the communication?

Both the Chair and Director of Education explained that components of all French programs are to be looked at in order to develop a multi year plan for EFI.

14. In-Camera

There was no follow-up In-Camera session.

15. Resolution re Absentees

#40/17

Moved by: A. Quinn

Seconded by: J.M. Rowe

RESOLVED, that S. Trites be excused from the meeting.

CARRIED

The Chair explained that J. Michael left the meeting early due to illness.

16. Adjournment and Closing Prayer (D. Rabenda)

#41/17

Moved by: A. Danko

Seconded by: A. Iantomasi

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 10:50 p.m. with a prayer led by D. Rabenda.

Secretary of the Board

Chair



BUSINESS ARISING FROM PREVIOUS MEETINGS

DATE OF THE BOARD MEETING	AGENDA ITEM	ACTION REQUIRED	RESPONSIBILITY	STATUS
January 17, 2017	Policy IV-01 Fencing at School Sites	2 nd Reading	T. Overholt	February 2017
January 17, 2017	Policy I-06 Delegation to the Board	Approval, as amended	T. Overholt	February 2017

ACTION REPORT

ITEM 8.1

CIVVIES-DAY-FOR-LIFE

RATIONALE AND RECOMMENDATION

RESOLUTION

Moved by: H. Karabela

Seconded by:

WHEREAS, the papal encyclical by Pope St John Paul II, "Evangelium Vitae", puts forth that Catholic institutions must work for social justice issues,

BE IT RESOLVED, that each Halton Catholic District School Board (HCDSB) high school have an active "Pro-Life club" with a mandate to solely focus on the issues surrounding abortion, euthanasia and chastity.

BE IT FURTHER RESOLVED, that each HCDSB high school shall hold a Civvies-Day-for-Life each year and all funds raised shall be allocated to the Culture of Life Committee, in addition to, and not in lieu of, continued stable yearly minimum funding as per the 2016-2017 amount, already being received from the board.

H. KARABELA
TRUSTEE

STAFF REPORT

ITEM 9.1

2017-18 BUDGET ESTIMATES SCHEDULE, OBJECTIVES AND UPDATES

PURPOSE:

To provide the Board of Trustees with the 2017-18 Budget Estimates schedule, objectives, challenges and priorities.

BACKGROUND:

1. Information Report 11.6 – 2017-18 Ministry Education Funding Consultation, presented at the December 6, 2016 Regular Board Meeting.

COMMENTS:

General

During the Ministry consultation sessions on 2017-18 Education Funding, which took place on November 9 and 10, 2016, the Ministry confirmed their intention of continuing to build on the foundational changes they have already made to the Grants for Student Needs (GSN), since the regional consultations were initiated in 2013. The focus for 2017-18 is on the following priorities:

Ministry Goal	Topic for Discussion
Achieving Excellence	Renewed Mathematics Strategy
	Highly Skilled Workforce
	Enabling Digital Education
Equity in Education	Special Education Grant
	Indigenous Education
	Children and Youth in Care
Enhancing Public Confidence	Next Steps in Community Hubs
	School Board Administration and Governance Compliance
	Further Transformation of Other Transfer Payments

Over the past few years, the Ministry has focused on identifying opportunities for more efficiencies and reinvestment. Funding will continue to focus on making more effective use of school space and directing resources to classroom activities, which in turn means reductions in funding for underutilized schools. In 2017-18, the top up funding for underutilized schools will be fully phased out, with an annual impact expected to exceed \$1.0 million. The new funding model for Special Education allocation and Board Administration and Governance grant will also be fully implemented in 2017-18. The Board received additional funding in these areas over the last 3 years; in 2017-18 the increases are not expected to exceed our enrolment growth, as it has in the past few years.

The Board of Trustees and Senior Staff continue to focus on the development of a balanced budget which provides for a reasonable reserve, while maximizing the allocation of resources directed to classroom activities and student achievement.

1. Budget Schedule (Appendix A)

Staff has provided a timeline for the development and approval of the Board's Budget Estimates in Appendix A. The Budget Estimates process for 2017-18 has already started with the Ministry Education Funding consultation sessions held in November of 2016. Halton Catholic District School Board was represented by the Director of Education, Superintendent of Business Services, Superintendent of Special Education, Superintendent of Curriculum Services and delegates, at the November 9 and 10, 2016 Provincial Education event in Toronto. Details on the session were presented at the December 6, 2016 Regular Board Meeting, in Information Report 11.6 – 2017-18 Ministry Education Funding Consultation.

Staff have continued working on the 2017-18 Budget Estimates process, building on cost savings and revenue increase opportunities identified as part of last year's budget estimates. A list of budget challenges and priorities has been outlined in section 3 of this report, and will form the foundation for the Budget Strategy Session with the Board of Trustees, scheduled for March 28, 2017. The session will include the following areas for discussion and input:

- Provincial funding update
- Budget Progress update, and
- Discussion on 2017-18 Budget Challenges and Priorities. This section will include:
 - Areas of focus in identifying savings;
 - Areas of focus in identifying opportunities to attract more students and increase revenue; and
 - Review of feedback received from the February 22, 2017 Catholic School Council of Chairs Meeting.

The other key steps in the development of the 2017-18 budget include:

- The review of 2016-17 departmental (all non-salary/non-benefits) budgets and development of 2017-18 departmental (all non-salary/non-benefits) budgets during February and March 2017
- The review of 2016-17 salary and benefits budgets and development of 2017-18 salary and benefit budgets during April 2017 (based on the March 31, 2017 enrolment count date)
- Regular meetings with Senior Staff, discussing the 2017-18 budget development; and

- Regular budget estimates updates provided to the Board of Trustees during April and May 2017, with the final Budget Estimates report submitted for the Board's approval on June 20, 2017.

The Budget Estimates for 2017-18 are due to the Ministry by June 30, 2017. The budget process and timelines have been updated on the public website under Board / Financial Reports, and can be accessed at <http://www.hcdsb.org/Board/Financial/Pages/default.aspx>. The school community, Catholic rate payers, staff and the public are encouraged to submit their suggestions to us for consideration.

2. Budget Objectives (Appendices B and C)

The Budget will be prepared with the following main considerations:

1. A list of budget challenges and priorities has been developed. These are outlined in Section 3 of this report and will need to be considered as part of the development of the Board's Budget Estimates.
2. A list of budget objectives has been previously developed and amended by staff and Trustees from time to time as appropriate. These are outlined in Appendix B.
3. All of the items on the budget objectives list need to be considered as part of the development of the Board's Budget Estimates. These objectives represent the guidelines for developing the 2017-18 Budget and allocating funds to the various expenditure categories based on identified needs.
4. In accordance with the budget objectives, staff plans to set aside sufficient funds to achieve a Working Funds Reserve of 1% of budget over a 5 year period, to comply with the Ministry's Risk Assessment Analysis of the Board. The balance of this reserve as at August 31, 2016 is \$2.5 million. It is further projected that, as of August 31, 2017, an additional \$0.8 million could be transferred to the reserve, with an estimating ending balance of \$3.3 million at the end of 2016-17 fiscal year. As the Board achieves the 1% of provincial allocation target, it is advisable to continue to build the reserve. Maintaining a Working Funds Reserve is essential, as unforeseen circumstances may occur during the year, resulting in financial loss to the Board. Examples of such circumstances would be incurring punitive damages as a result of legal action; being sanctioned and fined as a result of noncompliance with Health and Safety legislation; and identifying improprieties of the Board's assets.
5. The Ministry's Risk Assessment Analysis also identified the need for the Board to maintain a School Renewal (Old) Reserve Fund, and as a result, estimated revenues to be received from the use of facilities by child care centres and before and after care centres, will be transferred to the School Renewal (Old) Reserve Fund. Typically these total \$700,000 to \$1,000,000 annually. This reserve is used to supplement school renewal/improvement projects that may not be covered by Ministry capital grants. As of August 31, 2016, this capital reserve is \$5.4 million.

6. The Budget Estimates objectives and priorities must be aligned to the Board's Strategic Directions for 2017-18, a snapshot of which has been included in Appendix C.
7. The Ministry of Education has four renewed education goals, as outlined on their website, at <http://www.edu.gov.on.ca/eng/about/excellent.html>. These need to be considered when developing the Board's budget:
 - Achieving Excellence: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world.
 - Ensuring Equity: All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood.
 - Promoting Well-Being: All children and students will develop enhanced mental and physical health, a positive sense of self and belonging, and the skills to make positive choices.
 - Enhancing Public Confidence: Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens.

3. 2016-17 Budget Challenges and Priorities (Preliminary)

The top areas of impact on the budgeting process:

1. Operating

- Employee Benefits
 - Delays in transition to the Provincial Employee Life and Health Trusts (ELHTs) will result in increased premium costs under the current provider, with no additional funding
 - The current funding gap remains, and the 4% annual increase in premiums may not be fully funded, in addition, the Ministry will reduce funding to HCDSB to align with the provincial average
- Enrolment Trends
 - Areas of growth in the North contrasted with areas of decline in the South
 - Additional schools and portables continue to be required in growth areas
 - Increased school administration and staffing costs per pupil for areas of decline enrolment, due to maintaining empty spaces and loss of top up funding
- Facilities

- Increasing repair and maintenance cost for aging facilities and increasing utilities costs which are expected to exceed increase in GSN
- Phase-out of the top up funding for underutilized schools, resulting in \$1.3 million lost funding over 3 years (estimated \$0.5 million reduction from 2016-17).
- Faith Formation – funding shortfall, no direct funding
- French Immersion Programs
 - Transportation for optional programs not funded
 - Smaller class sizes, resulting in additional staffing costs overall
 - Limited French teachers present a challenge in delivering the curriculum at all sites
- Information Technology
 - Pressures to increase spending due to increasing need for IT resources and support. Network infrastructure is an ongoing challenge within current budget allocation
 - Ministry workgroup to look into metrics to use to determine efficient and effective investment in technology for the classroom, across the province
- Labour Negotiations
 - Labour negotiations to begin as numerous labour contracts expire August 31, 2017. Contracts not ratified by GSN release will not be reflected by Estimates submission
- Sick Leave Costs
 - Continued increasing trend of sick leave costs, with no corresponding funding
- Special Education
 - Ongoing funding shortfall expected to continue
 - Continuing to invest in system resources that support student independence and building system capacity
- Transportation:
 - Transportation for Special Programs (such as Early/Mid French Immersion and Gifted programs).
 - Ministry review of procurement practices and funding formula
 - Request for Proposal requirement for 70% of Boards' routes. Using past Provincial results as an estimate, forecasting a shortfall for 2017-18

2. Capital

- Joint Use/Collaboration between School Boards and funding relating to Pupil Accommodation Review decisions. Shared services savings are actively pursued, but large upfront cost impact its effectiveness.

3. Cost Savings Initiatives

- Competitive Bid Process – continue to see cost avoidance or reductions through competitive procurement
- Visa Card Rebate – continue with gains from prior year to ensure rebate is maximized
- Employee Assistance Program – opportunity to discuss reduction in operation cost
- Review of staffing levels for staff not bound by Collective Agreements and realign staffing with current needs
- School closures and consolidations to reduce empty spaces and improve student programming

4. Revenue Generating Initiatives

- Continued expansion of the International Student Program
- Expansion of Advanced Placement (AP) program
- Introducing Native Studies courses in Arts and English
- Expansion of Continuing Education Day/Night/Summer programs
- Expand Continuing Education Literacy and Numeracy evening programs for parents

Next Steps

The next steps in the budgeting process include:

- While the Ministry confirmed that the consultation sessions on 2017-18 Education Funding have been completed, the review of the sessions is expected to be communicated to School Boards shortly.
- Staff will review prior year budgets, staffing and enrolments during February and March, and identify budget pressures in light of the Education Funding consultation feedback.
- Senior Staff will meet regularly to review the budget process.
- Senior Staff will present budget challenges and priorities to Catholic School Council of Chairs at the February 22, 2017 meeting.
- A Trustee/Senior staff budget strategy session has been scheduled for March 28, 2017 to discuss budget challenges and priorities.
- The 2017-18 Grants for Student Needs (GSN) are expected to be released at the end of March, and a report to Trustees is expected to be presented at the April 4, 2017 Regular Board Meeting.
- A budget presentation will be delivered to the Special Education Advisory Committee at the May 29, 2017 meeting.

- Budget update reports will be presented to Trustees during May and June, prior to passing the final budget estimates at the June 20, 2017 Regular Board Meeting.

CONCLUSION:

Staff have begun the 2017-18 Budget Estimates preparation process, in anticipation of the release of the GSN at the end of March 2017. It is expected that further grant reductions and reallocations will make balancing the budget a challenge and staff will provide updates to the Board as new information becomes available.

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REPORT SUBMITTED 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

**Halton Catholic District School Board
2017-18 Budget Estimates Schedule**

Date	Completed	Item	Description of Activity
September 20th	✓	Ministry Memorandum 2016:SB28	District School Board Enrolment Projections for 2017-18 to 2020-21 memorandum issued
September 25th	✓	ADM Memorandum, September 25, 2015	Ministry invitation to Education Funding consultation sessions
November 25th	✓	Provincial Consultation (Regional Symposium)	Ministry consultation on 'Education Funding'
November 25th	✓	Ministry Memorandum 2016:SB28	District School Board Enrolment Projections for 2017-18 to 2020-21 submitted to the Ministry.
December 6th	✓	Budget Process - Provincial Consultation	Information Report to Board regarding 2017-18 GSN Consultation Sessions
January 30th	✓	Budget Estimates Schedule & Objectives	Discuss 2017-18 Budget Estimates Schedule & Objectives at Administrative Council
February 7th		Budget Estimates Schedule & Objectives	Present 2017-18 Budget Estimates Schedule & Objectives to the Board
February 10th		Budget Process Memorandum	Distribute the 2017-18 Budget Process Memorandum to Superintendents, Administrators, Managers
February 10th		Departmental Budget Reviews	Distribute Budget Input Package to Departments (by this date)
February 22nd		Public Consultation	At Catholic School Council of Chairs meeting, present Budget process to group with understanding that information presented will be brought to individual schools' Council meeting and discussed
February 24th		Departmental Budget Reviews	Receive Budget Submissions from Departments (by this date)
March 10th		Departmental Budget Reviews	Complete Budget Review Meetings with Departments (by this date)
March 20th		Budget Update	Budget Estimates Update (Administrative Council) / Approval of Program Enhancements
<i>EST: March 23rd</i>		Ministry Memorandum 2017:BXX	Release of Grant for Student Needs (GSN)
<i>March 28th</i>		Trustee Budget Strategy Session	Trustee/Senior Staff Budget Strategy Session: 2017-18 Budget Challenges and Priorities (After Policy Meeting)
<i>March 28th</i>		Budget Consultation	Budget Communication (Website)
March 31st		School Budgets	Development of School Budgets Based on Forecasted Enrolment
March 31st		Salary and Benefits Budget	Salary and FTE staffing "snapshot" from HR/Payroll System (base for 2017-18 Budget)
April 3rd		Budget Update	Budget Estimates Update (Administrative Council) / Prioritization of New Initiatives
April 4th		Ministry Memorandum 2017:BXX	Board Report - Release of Grant for Student Needs (GSN)
April 7th		Salary and Benefits Budget	Send FTE staffing reports to Superintendents for review and confirmation
April 7th		Salary and Benefits Budget	Complete Review of Benefits Budget (Financial Services and Human Resources)
<i>EST: April 7th</i>		Release of EFIS 2.0 Forms	Release of EFIS 2.0 Forms and Instructions
April 21st		Salary and Benefits Budget	Receive FTE staffing confirmations
<i>EST: April 27th</i>		Ministry Training Session	Ministry Training on 2017-18 Estimates EFIS changes and 2017 March Report changes
April 28th		Salary and Benefits Budget	Complete Salary and Benefits Budget
May 1st		Budget Update	Budget Estimates Update (Administrative Council)
May 2nd		Budget Update	Present the Board of Trustees with a Budget Update
May 8th		Budget Update	Budget Estimates Update (Administrative Council)
May 16th		Budget Update	Present the Board of Trustees with a Budget Update
May 29th		Budget Consultation	Present Special Education Funding / Budget Challenges and Priorities - SEAC
June 5th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 6th		Budget Estimates Report (Draft)	Present Budget Estimates Draft Report to the Board (Draft #1)
June 12th		Budget Estimates Report (Draft)	Budget Estimates Draft Report (Administrative Council)
June 20th		Budget Estimates Report (Final)	Final Budget Estimates Report to the Board for Approval
June 23rd		Budget Estimates Report (Final)	Post Final Budget Report on Public Website
June 23rd		Ministry Memorandum 2017:BXX	Submission of Budget Estimates to the Ministry (EFIS)
June 30th		Budget Estimates Report (Final)	Submission of Budget Estimates to OCSTA (EFIS)

Note 1: Items in Italics are to be confirmed in term of date or title

Note 2: Items highlighted in "green" are Board meetings

2017-18 Budget Objectives

In aligning with Halton Catholic District School Board's Strategic Plan of

- **Achieving:** 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,

the following are the Budget Objectives for the 2017/18 School Year:

I. ACHIEVING

1. To allocate resources so that all students have an equal educational opportunity, while implementing all programs funded by the Ministry of Education.

Resources are allocated on an equitable basis, striving to provide equal opportunity. Funds will be allocated to implement and support programs funded by the Ministry of Education.

2. To explore opportunities for efficiencies and re-allocate savings to front line-resources for students.

Staff will present Trustees with options to reduce expenses so that savings can be focused on front line-resources for students.

3. To provide funds for professional development opportunities.

Funds are provided for all staff, trustees and the members of the Catholic School Councils.

4. To continue the Adult and Continuing Education Programs.

The Adult and Continuing Education programs will continue to be self-sustaining.

II. BELIEVING

5. To provide programs which instill a stronger sense of belonging and higher levels of spiritual engagement for all our students and staff.

These programs include activities to promote the Home, School, Parish connections in our school communities, as well as a faith formation focus on staff, students and community through the Catholic Learning Environment, and the Catholic Curriculum. These programs also include support for Faith formation, Religious Education Courses, Focus on Faith Initiatives, Chaplaincy services, student centered experiences, and Christ-centered staff development.

6. To continue the development of partnerships and cost-sharing initiatives where these are consistent with our Catholic mandate and where such partnerships can be shown to make meaningful and cost-effective contributions towards our mission.

This will be done in collaboration with other Boards, Municipalities and other agencies.

III. BELONGING

7. To provide a safe environment for all students and staff.

Initiatives include school condition improvements and health and safety projects.

8. To continue to emphasize the involvement of the school community.

The Board will continue to encourage dialogue with its Catholic School Councils.

9. To provide a range of placements for Special Education Students as required by the Ministry of Education.

The Board will continue to review placement options for identified students and to provide those that are most suited to the needs of those students in accordance with legislative guidelines.

2017-18 Budget Objectives (Continued)

IV. FOUNDATIONAL ELEMENTS

10. To align the budget with the Board's Vision Statement and Strategic Priorities.

Funds are aligned with strategies and programs that will increase the sense of Achieving, Believing, Belonging for all of our students and staff, in accordance with the Board's strategic plan.

11. To increase the Board's Working Funds Reserve to 1% of our budget, while achieving a balanced budget.

The Board will set aside sufficient savings to achieve a Working Funds Reserve of 1% of budget over a 5 year period.

12. To implement changes in employee compensation as approved by the Board.

Appropriate adjustments are provided in accordance with legislation and collective agreements.

13. To implement all capital projects approved by the Board.

Staff will review the long term capital plan for all capital projects.

14. To conform to budget restrictions in accordance with the Education Act and Regulations.

This will include providing a balanced budget and ensuring that the enveloping provisions related to Special Education, Pupil Accommodation, as well as Governance and Administration, are complied with.

15. To develop and maintain accountability frameworks as required by the Ministry of Education.

This will be done in cooperation with the Ministry of Education to ensure that the Board meets or exceeds the requirements.

STRATEGIC PLAN 2016-2021



Achieving: Meeting the needs of all learners

- 01 Educational experiences and opportunities are differentiated to support all learners.
- 02 Teachers and learners are collaborating in innovative school and classroom communities that encourage student engagement, learning and achievement.
- 03 We hold high expectations for all learners.

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

- 01 All learners experience a Catholic learning environment rooted in Gospel Values and the Ontario Catholic School Graduate Expectations.
- 02 Our schools foster the relationship between home and parish.
- 03 Staff and students are discerning believers, formed in the Catholic faith community, who model Christ in their actions.

Belonging: Embracing relationships & sustaining safe, welcoming schools

- 01 Schools and workplaces are safe and welcoming for all, cultivating a positive sense of belonging and well-being.
- 02 Relationships with all educational partners are nurtured and supported.
- 03 Students are service-minded global citizens, engaged and empowered to be leaders in their communities.

Foundational Elements: Optimizing organizational effectiveness

- 01 Improved access to services and supports for students and schools.
- 02 Communication is clear, transparent and responsive.
- 03 Results-based accountability and evidence-informed decision-making are the standard approaches to planning and improvement efforts.
- 04 Stewardship of resources optimizes human, financial, physical and material assets.
- 05 Proactive recruitment, talent growth and succession planning are aligned to student and system needs.

STAFF REPORT**ITEM 9.2****RELIGIOUS EDUCATION RESOURCE SELECTION****PURPOSE:**

The Halton Catholic District School Board's investment in classroom learning materials ensures the provision of appropriate resources that support the Ontario Catholic Curriculum.

The purpose of this report is to recommend the purchase of the **Grade Four, Growing in Faith, Growing in Christ, Complete Print and Digital District Implementation Package** to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education*.

BACKGROUND INFORMATION:

Until 2012, all other curriculum areas, except for Religious Education and Family Life, had Curriculum Policy Documents. Religious Education was instead directed by programs (e.g. *Born of the Spirit, We are Strong Together*) which are now dated. *The Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education, 2012* was created to support the development of new programs, which reflect contemporary insights into religious education, using current pedagogy, while developing religious literacy. The approach to religious education and catechesis within the document is founded upon the *General Directory for Catechesis* and is rooted in the New Evangelization. Its content comes from Scripture and Tradition, particularly as expressed in the *Catechism of the Catholic Church*. The Bishops in Ontario (ACBO) collectively set the Religious Education program through their Education Commission and the Institute for Catholic Education (ICE) and in May 2013, approved it for implementation. It has been forwarded to the Vatican.

In order to support the *Ontario Catholic Elementary Curriculum Policy Grades 1 – 8: Religious Education, 2012*, the ACBO announced in May 2013, a project to develop new learning and teaching resources to replace the existing textbook series (*Born of the Spirit, We are Strong Together*). The publisher awarded the contract was Pearson Canada, publisher of *Fully Alive*, the ACBO - sponsored Catholic Family Life Education series for Grades 1 - 8. Please see Appendix A and B for an outline of the process. With the participation and contribution of bishops, theologians and Catholic School board representatives from Ontario, Alberta and Saskatchewan, the new resource *Growing in Faith, Growing in Christ* was developed.

In the 2014-2015 school year, the Halton Catholic District School Board purchased the **Grade One, Growing in Faith, Growing in Christ, Comprehensive Resource Package** to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* in September of 2015. In the 2015-2016 school year, the Halton Catholic District School Board purchased the **Grade Two and Grade Three, Growing in Faith, Growing in Christ, Comprehensive Resource Package** to support the implementation of the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* in September of 2016. The resource has proven to be a rigorous and engaging program that exhibits the qualities described by the Ontario and Western Bishops in their statement below:

Growing in Faith, Growing in Christ creates strong links between home, school, and parish. The classroom experience helps students to deepen their love of God and their neighbours. Using the best pedagogical

practices, the program seeks to engage students in knowing and living their faith. This will not only help them today, but will also prepare them for tomorrow as they grow and mature and make significant contributions to our society as faith-filled Catholics who radiate the joy of believing.

It is recommended that the Halton Catholic District School Board continue with the implementation of the **Growing in Faith, Growing in Christ** resource by purchasing the Grade Four Comprehensive Resource Package for implementation in September 2017. The proposed publication dates for the resource by Grade Level are as follows:

Grade	Print Resources	Digital Resources
1	April 2015 (purchased)	August 2015 (purchased)
2	August 2015 (purchased)	December 2015 (purchased)
3	April 2016 (purchased)	August 2016 (purchased)
4	April 2017	August 2017
5	August 2017	December 2017
6	April 2018	August 2018
7	August 2018	December 2018
8	April 2019	August 2019

REMARKS:

The components of the Grade 4 program include (Please see attached Appendix C):

Teacher Resource

- Print and digital formats
- Detailed lesson plans, and background information
- Support for DI, and instructions for using the program resources that support each lesson
- demonstration of learning statements, to support teacher assessment of the expectations
- unit inquiry tasks to support evaluation

Student Book (288 pages)

- Print and digital formats, to support home/school connections
- Supports good literacy practice and inquiry
- Highly Visual
- Variety of text forms, including media literacy supports such as infographics, charts, diagrams, etc.

Multi-Media/Interactive Elements

- Songs with instrumental tracks, lyrics, and scores
- Interactive activities
- Google Earth Faith Journeys
- Extended Image Gallery for projects
- Audio playback for the student resource
- Videos (additional videos will be uploaded from August to December 2017)
- Home Portal
- Parish Portal

In addition, boards who purchase the Comprehensive Resource Package will also receive:

- Half-day in-person implementation and resource overview session;

- Five on-line Professional Development modules to provide background and support for key program concepts (self-directed or used for staff development);
- Teacher access to digital components for multiple grades to facilitate combined grade classroom;
- Combined grade correlations and strategies;
- Report card comments (if requested; would be developed in partnership with appropriate stakeholders);
- Sacramental instruction support; and
- One copy of the student resource and digital access to other components for every parish in the district.

EXPENDITURE SUMMARY:

Product Description	Quantity	Print/Digital (Full Implementation)	Total
Full Teacher Resource print and digital for Grade Four Classes	136	\$995.00 each	\$135,320.00
Student Resource (both print and digital copies of Grade Four)	2269	\$59.00 each	\$133,871.00
	PRODUCT TOTAL		\$269,191.00
	ESTIMATED SHIPPING & HANDLING**		4,000.00
	ESTIMATED TAX**		\$34,994.83
	GRAND TOTAL		\$308,185.83

CONCLUSION:

At the February 21st, 2017 Board Meeting, the Board will be asked to approve the purchase ***Growing in Faith, Growing in Christ***, Comprehensive Resource Package as the approved Grade Four Religious Education Program Resource, with the intention of continuing to purchase *Growing in Faith, Growing in Christ* grade level resources up to Grade Eight over a four year period. This will ensure that the new catechetical learning and teaching resources for all Halton Catholic District School Board Catholic elementary schools (Grades 1 to 8) align with *The Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education* and have the approval of the Assembly of Catholic Bishops of Ontario.

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

With regard to the “*Growing in Faith, Growing in Christ*” Religious Education resource materials, the Assembly of Catholic Bishops of Ontario (ACBO) conducted a *Request for Proposal* (RFP) process. The RFP asked various publishers to propose a Religious Education resource package. The evaluation of the RFP took into account the materials proposed as well as the price for the materials. Through the evaluation process the ACBO selected Pearson Education Canada as the provider for these materials.

1. An RFP was conducted.
2. The intent of the RFP was to select Religious Education resource materials/program that all Ontario Catholic school boards must abide by should they choose to purchase the program.
3. The Assembly of Catholic Bishops of Ontario have chosen and approved the Religion program, “*Growing in Faith, Growing in Christ*” as the only resource to be used in Catholic schools in Ontario and as such, the HCDSB does not have the option to seek other resource materials.
4. The Religious Education Resource materials selected through the RFP process was specific to the publisher and an alternative supplier does not exist.

Therefore, the HCDSB is proceeding in full compliance with our purchasing policies and procedures.

Publishing companies are moving away from their past practices of creating competing resources in many subject areas. Instead, they are beginning to select particular subject areas in which to focus their production upon. This transition is occurring as a response to today’s fiscal realities. Publishers cannot afford to produce resources that do not sell and Boards have limited funds with which to compete. Therefore, companies are beginning to prefer to publish in niche markets or pre-bid on contracts, as was done in the case of Religion. This is especially the case in regards to producing Catholic resources, which is a smaller market within the field of education.

The Board commits to compliance with federal, provincial and municipal legislation and all other laws without qualification or evasion. The document *Guidelines for Approval of Textbooks, 2008*, issued by the Minister of Education, under the authority of the Education Act, containing excerpts from the Education Act, Chapter E.2, R.S.O. 1990, as amended, and from Regulation 298, directs textbook developers and publishers to refer to section 5 of this document, which states that textbooks being developed for approval for use in Ontario schools must meet the criteria of section 4 (see attached Appendix B).

Pearson is producing the only Canadian resource in Religion that is in compliance with all of these directives. The resource addresses 100% of the Curriculum expectations in the *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8: Religious Education, 2012*, beyond the required 85%. In addition to meeting the Religion expectations, this resource complies with all Ontario Ministry of Education policies including assessment, FNMI perspectives, Differentiated Instruction, Inquiry and Spec Ed policies. It also links directly and specifically to cross curricular expectations in Ontario. This resource is replacing the Canadian Conference of Catholic Bishops resource in Canada. Other provinces in Canada that offer Catholic Education are also purchasing it. Pearson provides other provinces with an addendum that links their curricula with the resource but its foundation is the Ontario curriculum.

The *Education Commission of the Assembly of Catholic Bishops of Ontario (ACBO)* monitors, through the *Institute for Catholic Education (ICE)*, the development of curriculum and Catholic resources in English for Catholic schools. The Institute for Catholic Education ensures that Catholic curriculum and materials fall within the parameters established by the Ministry of Education. Therefore, in purchasing the Pearson resource, commissioned, vetted and approved through the ACBO and held to the standards of the Ministry of Education requirements for textbooks, the HCDSB is assured that it is in compliance with provincial legislation, without qualification or evasion, as per its policy.

The Ministry of Education grants to Catholic Boards the right to establish and maintain programs and courses of study in Religious Education for pupils in all schools under its jurisdiction. (1997, c. 31, s. 28). Catholic Canon law states that the Church has the right to establish Catholic schools, and the Catholic faithful should help maintain and promote these schools (Canon 800). A Catholic school is defined in Canon law as one under the authority of the competent ecclesiastical authority or acknowledged by the same (Canon 803). The Diocesan Bishop has the right to watch over and inspect any Catholic school within his territory (Canon 806). According to Canon 775, the Diocesan Bishop is also responsible for preparing standards for catechetical instruction within his diocese. He must ensure that resources are available and, if necessary, prepare a catechism or some other suitable textbook concerning aspects of our faith (Canon 775). The Bishops specifically commissioned this resource to align perfectly with the Ontario curriculum, which they also commissioned, to meet their mandate of providing suitable religious instruction and resources firmly founded on the catechism, the General Directory for Catechesis and the Ontario Catholic Graduate expectations. Therefore, in purchasing this resource the HCDSB is assured that it is in compliance with all other laws without qualification or evasion.

Co-operative purchasing opportunities as mentioned in the policy, were not possible. Last year, Pearson was approached to see if any 'bargains' could be made about pricing. Pearson was adamant that this was the best pricing they could offer and confirmed that all Boards would be subject to the same pricing regardless of quantity of purchase. There would be no special pricing or deals negotiated outside of the stated pricing. Pearson committed to fairness, transparency, and consistency in pricing to all its customers including those in other provinces.

There is no need therefore, for Boards to pool their monies as larger purchases do not affect the price. Furthermore, Boards have different needs according to their populations, regions and resources. For example, some Boards do not have the access to technology that other Boards have and therefore, do not want the digital product. Other Boards had different purchasing cycles.

Therefore, in purchasing this resource, the HCDSB is adhering to its purchasing policies and procedures in regards to co-operative purchasing.

At an estimated cost of \$300,000 per grade, the total cost for eight grades will be **\$2,400,000**. It should be noted that this is an estimated cost; so far, the purchase of three grades has come in under \$300,000 (Grade 1 was approximately \$270,000 and Grades 2 and 3 are each approximately \$250,000). If this trend continues, the cost will be lower than \$2,400,000. This is a significant sum of money, but it represents Fair Market Value with the cost of core resources in other subject areas in Ontario. For example, to buy all the components of the Teacher Resources for a Grade One Math program

from Nelson Education Canada that matches all components of the Teacher Resource provided by Pearson (i.e. Big book, Posters, Print resources, Blackline Masters, Combined Grades Supplements, CD-DVD) costs \$902.13. This price does not include a digital platform as Nelson does not provide the same. Pearson's price for the same materials plus an extensive digital platform, home and parish access, and professional development modules is \$995. Nelson does not offer Grade One texts, but the Grade Three Math text without a digital platform costs \$51.50 whereas the Gr. 3 Pearson text, with an extensive digital platform costs \$52.95. There are numerous similar examples from other publishing companies in other subject areas that demonstrate that Pearson's pricing is reasonable and competitive with the pricing of the educational publishing industry in general. As well, we must consider that in our Board there hasn't been a full religion program purchase in in twenty-three years.

Therefore, the Halton Catholic District School Board has rigorously followed its competitive purchasing policy, as it has acquired the *Growing in Faith, Growing in Christ* resource in an open and transparent manner intended to obtain maximum value from the expenditure of public funds.

Section 4. Requirements for Approval of Textbooks by the Ministry

Textbooks, as defined above in section 3, may be approved by the Ministry of Education for use in Ontario schools if they successfully meet all of the following requirements and criteria.

Eligibility Requirements**Congruence with Curriculum Policy**

a) The content must be consistent with that in one or more elementary subjects or secondary courses described in Ontario curriculum policy documents, or with that in one or more Kindergarten learning areas, and must support at least 85 per cent of the expectations for a Kindergarten learning area, an Elementary subject in a specific grade, or a secondary course (i.e., a course in a specific grade in a Secondary subject/discipline).

b) In the case of a series, at least one title in the series must support at least 85 per cent of the expectations for a Kindergarten learning area, an elementary subject in a specific grade, or a secondary course. Individual titles in a series that do not support 85 per cent of the expectations for a learning area, subject, or course are not eligible for evaluation.

c) If non-print material (for example, a CD-ROM or manipulative material) makes up part of a textbook, and if the whole textbook package of which it is a part supports at least 85 per cent of the expectations for a Kindergarten learning area, an elementary subject in a specific grade, or a secondary course, this material will be eligible for consideration and will be included in the evaluation.

d) A multimedia package that supports at least 85 per cent of the expectations for a Kindergarten learning area, an elementary subject in a specific grade, or a secondary course will also be considered to be a textbook and will be eligible for evaluation.

Conformity to Ministry Policy on Placement of URLs

If URLs are provided for student use in student textbooks, they must only be URLs for websites of the federal, provincial, and/or territorial governments of Canada. These URLs are permitted in order to allow for links in student textbooks to current information, while also ensuring content reliability. If cited, such URLs will be placed in the area of the textbook from the table of contents through to the glossary and/or index. *All other URLs for student use must be placed in the teacher's guide that accompanies the student textbook.*

For the purpose of acknowledgement of sources used in student textbooks (e.g., a poem, short story, cartoon, photograph), including Canadian government sources, a publisher may be required, through licensing agreements, to cite the URL of the copyright holder. To meet such requirements, the URL of the copyright holder must be cited and must be placed only in the acknowledgement section of the textbook.

Provision of a Teacher's Resource Guide

Textbooks must be accompanied by a teacher's resource guide. This guide must be provided in both languages of instruction (English and French) if the textbook is translated.

Canadian Orientation

The content must have a Canadian orientation. It must acknowledge Canadian contributions and achievements and use Canadian examples and references wherever possible. It must use Canadian spelling conventions and SI units (units of measurement of the *Système international d'unités*, or International System of Units) for measurement references. The vocabulary and examples should be familiar to Canadians.

Canadian Product

Textbooks must be manufactured in Canada and, wherever possible, are to be written, adapted, or translated by a Canadian citizen or citizens or by a permanent resident or residents of Canada.

Evaluation Criteria**Content*****Quality***

The content must be of sound scholarship and must have contemporary relevance. The information must be presented in adequate depth and sophistication for the grade or learning area/subject/course and build on students' previous knowledge and skills. Graphics, such as charts, diagrams, and illustrations and photos should be used where appropriate to support students' understanding of the content.

Reference to Use of Technology

The content must reflect uses of technology related to the Kindergarten learning area, elementary subject, or secondary course, where appropriate, and allow students to use and develop these skills.

Health and Safety

Attention to safe practices must be evident through appropriate warnings and information; portrayal of people in learning, working, and playing situations; and the suitability of the learning activities.

Environmental Responsibility

The content must reflect concepts of environmental responsibility, where appropriate, within the context of the Kindergarten learning area, elementary subject, or secondary course.

Language Level

The language used must be appropriate for the reading level of the grade for the elementary subject or secondary course, or for the Kindergarten program. The material must also be written in a style appropriate for the learning area/subject/discipline. Language, symbols, and technical terms that are subject- or discipline specific must be used in contexts that students would understand.

Instructional and Assessment Strategies

The content must support a broad range of instructional strategies and learning styles. The activities must be appropriate for the skills and knowledge described in the curriculum or learning expectations. The activities must also provide opportunities for students to engage in higher-order thinking and problem solving, to apply concepts and procedures, and to communicate their understanding. There should be a range of tasks – that is, open-ended tasks, teacher-directed tasks, and tasks for students to do independently. The content and activities should be appropriate for students from diverse backgrounds and at different levels of physical ability. It should include, as appropriate, ways of helping students make connections within and between the strands of the subject or course, or within and between learning areas in Kindergarten, and between the subject/course content and the community and workplace. The connections between instructional strategies and assessment should be meaningful and should be consistent with the assessment strategies for the subject or course.

Bias

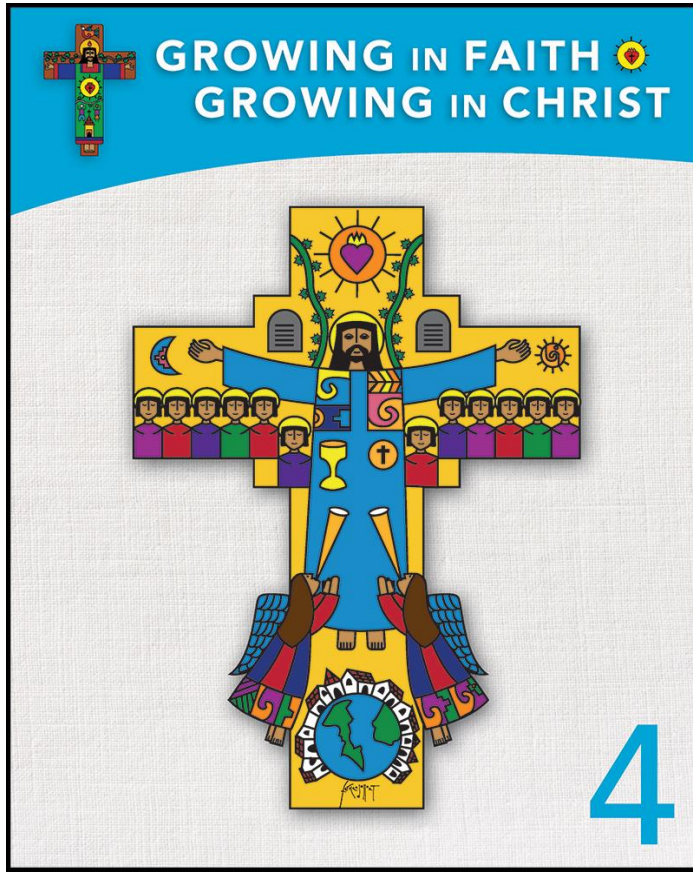
The content must be free from racial, ethno-cultural, religious, regional, gender-related, or age-related bias; bias based on disability, sexual orientation, socioeconomic background, occupation, political affiliation, or membership in a specific group; and bias by omission. The material should present more than one point of view, and be free from discriminatory, exclusionary, or inappropriately value-laden language, photographs, and illustrations.

Format***Suitability for Student Use***

Textbooks must be intended primarily for use by students, rather than for use by teachers. The Organization should be logical and easy to follow to promote ease of comprehensibility.

Durability

Textbooks must be constructed of high-quality materials sufficiently durable to support frequent use by many students. For print materials, the size, weight, and shape of the textbook should be such that the textbook is easily transported with

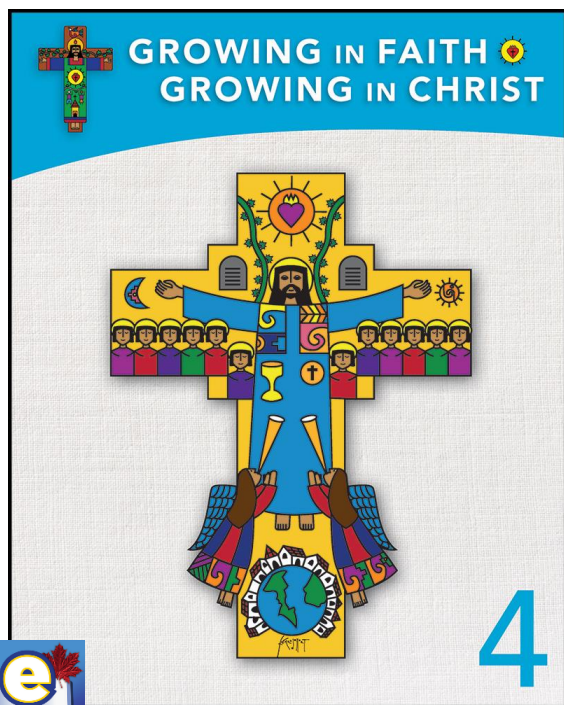


What's New for Grade 4

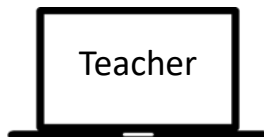
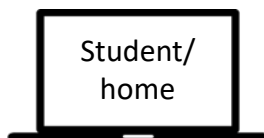
Print: April 2017
Websites: August 2017



Grade 4 Program Components



- Student Resource, print (288 pages) and eText
- Comprehensive Teacher Resource, print and eText



Resource-rich student/home, teacher, and parish websites



5 Online Professional Development Modules:

- The Liturgical Year
- The New Evangelization
- Sacred Scripture
- The Creed
- The Six Tasks of Catechesis



GROWING IN FAITH GROWING IN CHRIST

Updated Student Book and Student Website Designs

The screenshot shows a website interface with a Pearson logo and navigation links for HOME, BISHOPS' MESSAGE, ETEXT, and EBOOK. The main header features the title 'GROWING IN FAITH GROWING IN CHRIST' with a decorative cross icon. Below the header, there are six content tiles arranged in a 2x3 grid:

- Interactive Activities:** Includes a placeholder image of people and a 'GO!' button.
- Music:** Includes a placeholder image of a church scene and a 'GO!' button.
- Videos:** Includes a placeholder image of a man with a parrot and a 'GO!' button.
- Bible Stories:** Includes a placeholder image of a woman holding a child and a 'GO!' button.
- Portfolio:** Includes a placeholder image of a landscape with a building and a 'GO!' button.
- Test your Faith Knowledge:** Includes a placeholder image of people at a table and a 'GO!' button.

A large 'DRAFT' watermark is overlaid across the center of the website design.

The page design features a green header with the chapter title 'Chapter 2 How Does Worshipping Together Make Us One?'. Below the title, there is a list of three bullet points:

- How do I worship God?
- Why do I join others in worship?
- What prayers and rituals do we share?

A 'We Read the Bible' section includes a quote from Matthew 18:20: "For where two or three are gathered in my name, I am there among them." Below this, there is a paragraph of text explaining the importance of relationships and worship.

At the bottom of the page, there is a photograph of children in a church setting, with a callout box that says: "When we worship together, we grow closer to God and to one another."

The page number '22 Unit 1' is visible in the bottom left corner, and a small 'CP' logo is in the bottom right corner.



Grade 4 Digital Content

- No more DVDs and CDs (previously included in the Teacher Resource)
- Instead, teachers can download multi-media (currently found on DVDs: songs, line masters, front and back matter) from a secure website
- Teacher Website includes all the content above, plus:
 - Songs with instrumental tracks, lyrics, and scores
 - Interactive activities
 - Google Earth Faith Journeys
 - Extended Image Gallery for projects
 - Audio playback for the student resource
 - Sacramental Content Chart, as well as “This Week in Your Schools”
 - Five online Professional Development modules
 - Videos (additional videos will be uploaded from August to December 2017)

NOTE: CD/DVD content for Grades 1–3 will also be on the secure website. School boards can request Pearson’s assistance in uploading the content to a central server.



GROWING IN FAITH

GROWING IN CHRIST

Let's Explore

In this unit, we are exploring the question:

How can we deepen our faith during Advent and Christmas?

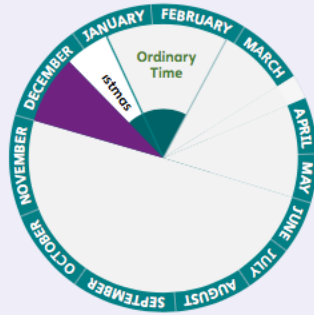
To help us answer this question, we will learn how

- rituals and prayers help us wait in joyful anticipation for Jesus' coming
- through penitence and the sacrament of Reconciliation, we receive God's grace to transform our hearts and lives
- God reveals Himself to us through His Son, Jesus
- the birth of Jesus brings us hope and the promise of eternal life



Unit Inquiry Task

At the end of the unit, you will show what you know. Based on what you have learned, you will create an interactive display. Your display will share what you have learned about how we deepen our faith during Advent and Christmas.



Unit Inquiry Task

- A true summative task that students complete at the end of the unit to demonstrate their learning and to be evaluated for a mark (at primary grades often worked on the task throughout the unit and pulled together work they had done as part of their culminating task).



Chapter Prompt Questions

Chapter
1

How Does Our Faith Make Us One?

- What does “being one” mean to me?
- What beliefs do I share with other members of the Church?
- How does sharing my beliefs help strengthen my faith?

Not new, but good to remember for inquiry-based learning!

Title is in the form of a question

Chapter Prompt Questions: designed to prompt discussion, help students access prior knowledge and make personal connections



CheckPoints

- 2-4 questions at the end of each section assess understanding of content and key concepts
- NOW include higher-order thinking questions that build knowledge and understanding that scaffold toward the inquiry task and support curriculum expectations



CheckPoint

1. Why do we recite the Apostles' Creed?
2. What important beliefs of our faith do we find in the Creed?
3. How does having a Creed help us to become one?

Puzzle Icon

Highlights learning and assessment-for-learning opportunities that build toward the inquiry task (specifically in response to Checkpoint questions, Reflect and Connect questions after each lesson, and Growing in Faith questions at the end of each chapter)



Chapter Wrap Up: Growing in Faith

CHAPTER
1

Growing in **Faith**

Focus: How are we united as the Body of Christ?

Deepen Your Faith: How does belonging to the Catholic Church strengthen me in my faith?

End-of-chapter questions:

- **Focus** (on the big idea of the chapter/key learning)
- **Deepen Your Faith** (relate the learning to deepening personal faith)



GROWING IN FAITH

GROWING IN CHRIST

Faith in Action

- Real-world stories about individuals or groups, such as Catholic children or organizations, involved in social justice projects
- NOW include a “Living Our Faith” question that focuses on what students can do and how they can be inspired



Faith in Action

Jesus calls us to love one another. How can we generously give of ourselves? At Our Lady of Mount Carmel School in Ottawa, Ontario, Ms. Rayner’s class brainstormed answers to this question:

- visit patients at the nursing home
- surprise the support staff at the high school with hot chocolate
- help to lighten someone’s workload
- thank the firefighters
- thank our priests
- collect toys for children who are in the hospital
- donate blankets, socks, toiletries, and coats to the shelter for people who are homeless
- give food to the food bank

After brainstorming—they took action.

During Advent, they inspired the whole school to join in. They collected donations and made plans. When everything was ready, Ms. Rayner and her class boarded a bus with all of their supplies and spent their Good Samaritan Day spreading joy at every stop.

After their day of giving, the students thanked their bus driver for helping them be Good Samaritans. ▶



We Read the Bible

What good is it, my brothers and sisters, if you say you have faith but do not have works?

—James 2:14

Living Our Faith

Think of ways that friends and family have inspired you by helping others. What can you do to follow their example?





GROWING IN FAITH

GROWING IN CHRIST



Focus on Scripture

Getting lost is confusing and frightening. Sometimes, we do not know which way to go next. We might feel lost in our problems. Those fears and worries can keep us from seeing a way through, but Jesus shows us the way in these scriptures.



Again Jesus spoke to them, saying, "I am the light of the world. Whoever follows me will never walk in darkness but will have the light of life."

—John 8:12

A light helps us to see our path; it keeps us from getting lost. Jesus is that light in our lives.

"I am the gate. Whoever enters by me will be saved.... I came that they may have life, and have it abundantly."

—John 10:9–10

A gate is a doorway to a new place. Jesus wants us to think of Him as a gate, as the way to the Father.

Focus on Scripture

- Scripture passages that relate to and deepen the discussion in the text; reflect the increased emphasis on scripture in the curriculum
- Allow students to examine scripture closely and relate it to their own lives, the world, and to their growing understanding of their faith
- Longer segments than the “We Read the Bible” features and more in-depth treatment



Quotations from Holy People



Words to Inspire

In Jesus Christ, God took on a human face and became our friend and brother.

—Pope Benedict XVI

“Words to Inspire” is a new margin feature of 2-4 line inspirational and relevant quotations from holy people



Words to Inspire

May your creed be for you as a mirror. Look at yourself in it, to see if you believe everything you say you believe and rejoice in your faith each day.

—St. Augustine



Let Us Pray

A new short feature that prompts students to personally develop and reflect on their own prayer life and do something in prayer to be closer to God, for example:

- write a short prayer
- meditate on a scripture passage
- take a few moments to ask God to come into their hearts



Let Us Pray

What are some of the ways that you pray? Which way of praying helps you feel closest to God? Which way would you like to try? Brainstorm what you might do for a few of the different ways to pray. Choose one idea and try a new way to pray this week. Before you begin say, "Lord, teach me to pray."



GROWING IN FAITH

GROWING IN CHRIST

Increased use of media literacy text features: infographics, charts, diagrams, etc.

Our faith is like a tree.
With every year, it grows stronger, deeper, and more fruitful as we pray and take part in the rituals of the seasons. ▶



God is our loving Father. He comes before everything else in our lives.

God's name is holy. Use it with respect.

On Sunday, rest and worship God at Mass.

Treat your parents with love and respect.

Human life is a precious gift from God that we must not take away.

1. I am the Lord your God, who brought you out of the land of Egypt, out of the house of slavery; you shall have no other gods before me.
2. You shall not make wrongful use of the name of the Lord your God.
3. Remember the Sabbath day, and keep it holy.
4. Honour your father and your mother.
5. You shall not murder.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbour.
9. You shall not covet your neighbour's wife.
10. You shall not covet anything that belongs to your neighbour.

Love and be faithful to your wife or husband.

Respect other people's belongings. Be honest in your work, needs, and dealings with others.

Speak about others with truthfulness and respect.

Overcome envious thoughts and desires for other people's relationships.

Be happy for the good fortune of others rather than feeling envy or jealousy.

36 Unit I —Based on Exodus 20:1–17 ©P



Teacher Resource Features

Lesson Focus Charts

- Where lesson expectations are listed, there are “Students will” demonstration of learning statements, to support teacher assessment of these expectations.
- These statements also appear on an “I Can” line master for students to support self-assessment. (in grades 1-3 the “Students will” statements were recast into student-friendly language on the line master, that is not necessary at grade 4 and the statements are directly tied to a clear demonstration of learning that the teacher can assess.)

Unit Introductions

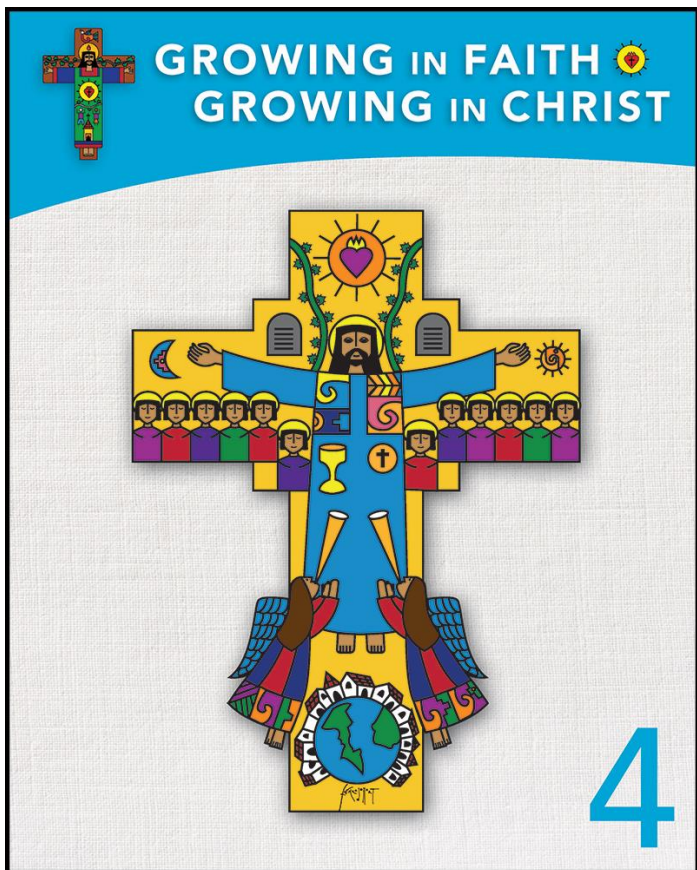
- A new chart shows all of the Lesson Focus and Lesson Reflect and Connect questions as an overview for teachers



GROWING IN FAITH

GROWING IN CHRIST

Grade 4 Pricing



1-Year Digital	Teacher Resources: <ul style="list-style-type: none"> Digital Access to School Portal Digital Teacher Guide eText 	\$ 200.00
	Student Resources: <ul style="list-style-type: none"> Parent and Student Digital Access to Home Portal Digital Access to Student eText 	\$ 11.00
5-Year Digital	Teacher Resources: <ul style="list-style-type: none"> Digital Access to School Portal Digital Teacher Guide eText 	\$ 950.00
	Student Resources: <ul style="list-style-type: none"> Parent and Student Digital Access to Home Portal Digital Access to Student eText 	\$ 54.00
7-Year Digital	Teacher Resources: <ul style="list-style-type: none"> Digital Access to School Portal Digital Teacher Guide eText 	\$ 995.00
	Student Resources: <ul style="list-style-type: none"> Parent and Student Digital Access to Home Portal Digital Access to Student eText 	\$ 65.00
Print Add-On with 5 or 7-Year Digital	Print Teacher Guide	\$ 45.00
	Print Student Resource	\$ 5.00
Stand-Alone Print	Print Teacher Guide	\$ 850.00
	Print Student Resource	\$ 45.95

STAFF REPORT

ITEM 9.3

EXECUTIVE SUMMARY
OAKVILLE NORTHEAST PUPIL ACCOMMODATION REVIEW

PURPOSE:

To provide the Board of Trustees with staff’s interim report and the recommendation(s) of the Accommodation Review Committee for the *Oakville Northeast Pupil Accommodation Review*.

BACKGROUND:

At the Regular Board Meeting held on October 4, 2016, the Board of Trustees approved [Action Report 8.1](#) to allow staff to initiate a Pupil Accommodation Review (PAR) for Northeast Oakville.

As indicated in the initial staff report, the Oakville Northeast Accommodation Review Area is comprised of elementary schools that lie within review areas CEO4 and CEO5. The Board’s [2013 Long Term Capital Plan](#) classified CEO4 and CEO5 review areas as maturing neighbourhoods that have been experiencing declining student enrolment over the last five (5) years. Enrolment in both of these review areas, but most especially in CEO4, is expected to continue decreasing over the long-term as neighbourhoods continue to age.

The schools involved in this review are as follows:

Area CEO4	Area CEO5
<ul style="list-style-type: none"> • Holy Family Catholic Elementary School • St. John (Oakville) Catholic Elementary School • St. Michael Catholic Elementary School 	<ul style="list-style-type: none"> • Our Lady of Peace Catholic Elementary School • St. Andrew Catholic Elementary School • St. Marguerite d’Youville Catholic Elementary School

Undertaking a Pupil Accommodation Review (PAR) in these areas was deemed necessary in order to find solutions to the declining student enrolment that may lead to school closure(s) and/or consolidation of two or more schools.

SUMMARY OF PROCESS:

This executive summary will provide an overview of the Oakville Northeast Pupil Accommodation Review, outlining the following:

- I. ACCOMMODATION REVIEW COMMITTEE (ARC)**
- II. CONSULTATION PROCESS**
- III. FEEDBACK GATHERED**
- IV. RECOMMENDATION(S) OF THE ARC**

I. ACCOMMODATION REVIEW COMMITTEE (ARC)

As outlined within Policy I-09 and Administrative Procedure VI-35, the first step undertaken in the Oakville Northeast PAR process was to establish an Accommodation Review Committee (ARC).

The Accommodation Review Committee is comprised of parent representatives and board staff.

The overall goals of the ARC are to:

- provide feedback on the accommodation options developed by staff and present alternative options for consideration
- provide the local perspective of parents and members of the community impacted by a potential school consolidation and/or closure

Composition of the ARC

Subsequent to Board approval to initiate the Oakville Northeast Pupil Accommodation Review Process, on October 5, 2016 an email was sent to all parents in the six (6) school communities involved in this review, inviting parent representation on the ARC. Each school was asked to submit two (2) parent representatives; preferably one (1) parent currently serving on the Catholic School Council, and one (1) parent at large.

The following parents volunteered to serve on the Oakville Northeast ARC:

Holy Family	Kelly Field & Rita Juliao
Our Lady of Peace	Debbie Kingsburgh & Stephanie Mitchell
St. Andrew	Stefania Carone & Susan English
St. John	Ann Benson & Zrinjka Reeves
St. Marguerite d'Youville	Stacey Coscarella
St. Michael	Lisa Duncan & Monica Savitsky

ARC Meetings

The Accommodation Review Committee met on the following eight (8) occasions. Each meeting, with the exception of January 16, 2017, took place between 7:00 p.m. and 10:00 p.m. The meeting held on January 16th began at 6:00 p.m. and continued until 10:00 p.m. The minutes of the ARC meetings have been posted online and are accessible through the hyperlinks on the meeting dates in the chart below.

The following provides an overview of the work undertaken by the ARC at each of the eight meetings.

ARC MEETING DATE	PURPOSE OF MEETING/SUMMARY OF WORK ACCOMPLISHED
October 12, 2016	Orientation Session <ul style="list-style-type: none"> - introductions - mandate and roles/responsibilities of ARC reviewed - established working framework - reviewed resource material/binder - brief overview of initial staff recommended accommodation options

ARC MEETING DATE	PURPOSE OF MEETING/SUMMARY OF WORK ACCOMPLISHED
October 25, 2016	<ul style="list-style-type: none"> - reviewed enrolment projections and participated in group activity - received information about Facility Condition Index (FCI) and School Information Profiles (SIPs) and took part in group activity - went over in detail the two (2) staff recommended accommodation options and site options
November 3, 2016	<ul style="list-style-type: none"> - learned about patch maps, scatter maps that show attendance boundaries, and reviewed the impact of specialized programming on school populations - reviewed site statistics for each of the three sites considered in the two recommended staff options (Holy Family, St. John, St. Michael) - began looking at new options - reviewed the format for the first public consultation meeting
November 29, 2016	<ul style="list-style-type: none"> - reviewed feedback received from Open House Consultation Meeting - reviewed PAR Survey #1 results - reviewed transportation costs for looked at new options 1 and 2 - looked at 7 new options – 2 options requiring a new school build; and 5 options requiring renovations/additions to an existing school - through a preliminary shortlisting, eliminated 3 options, leaving 6 options
December 5, 2016	<ul style="list-style-type: none"> - meeting held at St. Gregory the Great Catholic Elementary School – tour of the new school provided to ARC members - considered 3 new options, in addition to the 6 remaining options (making 9 options still on the table, and a total 12 options reviewed thus far) - eliminated 2 of the options, leaving 7 options still under consideration
December 14, 2016	<ul style="list-style-type: none"> - reviewed the format for the Joint Catholic School Council Meetings to take place in early January - 5 new options were reviewed (making it 12 options still on the table, and a grand total of 17 options considered) - the options were shortlisted to 4 options: 2 options requiring a new school building; 2 options requiring renovations/additions to an existing school - it was determined that these 4 options – 1A, 4A, 11A and 12B, would be presented at the Joint CSC meetings in early January for further community consultation
January 16, 2017	<ul style="list-style-type: none"> - reviewed feedback received through the online PAR Survey #2 - shortlisted the options down to 2 – 1A and 12B – Option 1A requiring a new school build; and Option 12B requiring renovations/additions - considered the most appropriate site for Options 1A and 12B based on a number of criteria - determined by vote that both Option 1A and Option 12B should be on the St. Michael site - it was decided that these final 2 options and site selections –would be presented at the Final Community Consultation Meeting on January 19th for further community consultation
January 25, 2017	<ul style="list-style-type: none"> - reviewed feedback received through online PAR Survey #3 - determined that Option 1A would be Preferred Option to be submitted first for Ministry approval, and Option 12B would be the alternate option, in the event that the Board does not secure Ministry approval for 1A - both options will be presented to the Board of Trustees as the ARC’s recommended options

II. CONSULTATION PROCESS

Between October 5, 2016 and February 3, 2017, a comprehensive consultation process was undertaken to keep stakeholders informed on the school consolidation/closure review and gather feedback that would assist the ARC in making their final recommendation(s) to the Board of Trustees. The Oakville Northeast PAR Communications Schedule is attached as **Appendix F** of the **Interim Staff Report**.

This consultation included emailed communications to parents and staff in the six (6) school communities under review, school newsletter messages, correspondence with parishes, correspondence with Town of Oakville and Regional politicians, in-person meetings with school staff, two news releases, an online webinar, three (3) online surveys, and three community consultation meetings.

An Overview of the Community Consultation

FORMAT	DESCRIPTION	TARGET AUDIENCE	NUMBER OF PARTICIPANTS
Open House Information Session November 17, 2016	Information stations on various topics related to the PAR including: <ul style="list-style-type: none"> - maps and information about 2 initial staff recommended options - ARC Composition and mandate - Enrolment Projections - School Information Profiles - Timelines and Transition - Transportation - station with laptops so guests could provide feedback - comment cards collected 	Parents School Staff Community Members	155
Webinar Posted December 23 - January 16, 2017	Presentation posted online with background about the PAR process, and a detailed description of the 4 new options. A link to the webinar was posted on the PAR webpage and emailed to all parents and staff in the six school communities.	Parents School Staff Community Members	531
Joint Catholic School Council Meetings January 9, 2017 January 11, 2017 January 12, 2017	Presentation provided with background about the PAR process, and a description of the 4 new options Question & Answer Period (open mic) at each Catholic School Council Meeting.	Parents School Staff	127
Final Community Consultation Meeting January 19, 2017	Brief presentation with overview of the PAR process, and description of the 2 final options. Information stations on various topics related to the PAR including: <ul style="list-style-type: none"> - maps and information about 2 final recommended options - ARC Composition and mandate - Programming - Timelines and Transition - Transportation 	Parents School Staff Community Members	65

III. FEEDBACK GATHERED

Stakeholder feedback was gathered through four (4) methods:

- i. Staff Comments – gathered from school staff through voluntary activity
- ii. Comment Card - received from the Open House Consultation
- iii. Questions and Comments - raised in ‘open mic’ session at Joint CSC Meetings
- iv. Online Surveys

Staff Comments

During the week of November 7-10, 2016, Board staff met with the school staff of the Holy Family, St. John, St. Michael, and Our Lady of Peace school communities. Board staff presented information around the Oakville Northeast Pupil Accommodation Review, including implications of a potential school closure/consolidation for staff. School staff were encouraged to share their concerns (anonymously) through a voluntary activity left at each school. Board Staff responded to questions during the open forum.

Feedback received from school staff was collated, and is attached as **Appendix G** of the **Interim Staff Report**.

Comment Cards

At the Open House Information Session held on November 17, 2017, each person in attendance was invited to provide feedback on a comment card distributed upon arrival. A total of 82 comment cards were returned.

Feedback received from the comment cards has been collated, and is attached as **Appendix H** of the **Interim Staff Report**.

Questions Raised At Joint CSC Meetings

Three separate Joint Catholic School Council Meetings were held during the week of January 9-12, 2017. At each of these consultation meetings, those in attendance received a presentation with detailed information about the options the ARC was considering. Following the presentation, there was an opportunity to ask questions, or submit questions in writing for those who preferred to remain anonymous. Board Staff responded to questions during the open forum.

The questions and comments received (verbally and in writing) during the Open Mic Question Period were collated, and are attached as **Appendix K** of the **Interim Staff Report**.

Online Surveys

Three (3) online surveys were circulated at different stages of the Oakville Northeast Pupil Accommodation Review.

The following provides a summary:

PAR Survey #1 <i>Opened: November 17/16</i> <i>Closed: November 29/16</i>	283 responses	See Appendix I and J of Interim Staff Report – or click here to view Part 1 – or click here to view Part 2
PAR Survey #2 <i>Opened: December 23/16</i> <i>Closed: January 13/17</i>	213 responses	See Appendix L of the Interim Staff Report – or click here to view results
PAR Survey #3 <i>Opened: January 20/17</i> <i>Closed: January 25/17</i>	234 responses	See Appendix M of the Interim Staff Report – or click here to view results

IV. RECOMMENDED ACCOMMODATION PLAN(S):

Following a four-month review process, which included a comprehensive community consultation, the Accommodation Review Committee met at the final ARC Meeting held on January 25, 2017, and voted to submit two recommendations for consideration by the Board of Trustees.

The ARC **considered a total of 17 accommodation options, and ultimately decided on two recommended options for Trustee consideration.** It is worth noting that neither of the two (2) original staff options presented in the initial report approved on October 4, 2016, are currently before Trustees as one of the final recommended options.

The recommendations are presented in sequential order as follows:

The preferred accommodation plan for the Oakville Northeast Pupil Accommodation Review Area is Option 1A which includes the following:

Option #1A:

- **Consolidate Holy Family Catholic Elementary School, St. John Catholic Elementary School, and St. Michael Catholic Elementary School into 1 facility on St. Michael's current site,**
 - Boundary changes: areas T21 and T25 (currently within the St. John school boundary) will be now be directed to Our Lady of Peace.
 - Grandfathering all students residing within the T21 and T25 attendance areas and enrolled at St. John Catholic Elementary School effective June 30, 2017, the option to attend the new Oakville Northeast Catholic Elementary School without transportation.

Programming will be reviewed by Senior Staff to look at the viability of the following:

- Introduction of an Extended French Program (Grade 5 entry) at the newly constructed 550 pupil place school,
- Structured teaching Class to be placed at the newly constructed 550 pupil place school,
- A phased-in Introduction of the Gifted Program to Our Lady of Peace, having students currently enrolled in the Gifted Program at St. Andrew to remain until graduation.
- Re-directing St. Andrew students to St. Marguerite d'Youville for Extended French,
- Re-directing the Essential Skills Program from Holy Family to St. Andrew.

In the event that the Ministry does not approve funding for Option 1A, through the 2017 School Consolidation Capital submission that staff proceed with the alternative plan 12B be approved by the Halton Catholic District School Board. Plan 12B would include the following:

Part A:

- **Consolidate St. John and St. Michael into a renovated facility on St. Michael's site.**
- Boundary changes: areas T21 and T25 (currently within the St. John school boundary) will be now be directed to Our Lady of Peace.
- **Grandfathering will be available for current students residing in T21 and T25.**

Part B:

- Consolidate Holy Family Catholic Elementary School into St. Marguerite d'Youville Catholic Elementary School, effective the 2020/2021 school year and,
- Enhance recipient facilities with renewal projects, and construction of a permanent classroom addition to St. Marguerite d'Youville Catholic Elementary School that will effectively accommodate the sustainable projected student enrolment.

PART C – Senior Staff Programming Review:

- Programming Options will be reviewed by Senior staff to look at the viability of the following:
 - Introduction of an Extended French Program (Grade 5 entry) at Our Lady of Peace, and re direct St. John (former); St. Michael (former); and St. Andrew to the Our Lady of Peace Extended French Family of Schools.
 - Structured teaching Class to be placed at the new St. Gregory Catholic Elementary School.
 - Review Essential Skills Program in 2020 to determine the best location for the program.

The attached Interim Report prepared by staff outlines in detail the proposed accommodation plans, as recommended by the Accommodation Review Committee. The report includes pertinent information including enrolment projections, site statistics, transportation, and proposed programming for each of the two recommended accommodations options. Also included within the report is a draft template for the Terms of Reference for the Transition Committee that would be implemented should this proposal receive Board and Ministry approval.

COMMENTARY:

The hard work and dedication of the parent representatives serving on the Oakville Northeast Accommodation Review Committee were instrumental to this process. Each of the ARC members spent countless hours attending ARC working meetings and community consultations, as well as a considerable amount of time on their own reading reports and reviewing feedback data received through the consultation process. Many members even developed new options on their own for consideration by the ARC.

Serving on the Oakville Northeast ARC was at times a challenging and daunting undertaking for the parent representatives. The prospect of school closures and consolidations is understandably an emotional one for all members of a school community. The discussions at the ARC working meetings were often reflective of the tremendous weight of responsibility that the parent representatives on the ARC were experiencing. However, each of them rose to the responsibility, advocating passionately for the interests of the school communities they represented, while never losing sight of the bigger picture and the overall needs of the system. Their individual commitment to their role, and their collective commitment to this process is noteworthy and commendable.

CONCLUSION:

The report before Trustees is the culmination of a four-month process, which involved many hours of work and review by the Accommodation Review Committee (ARC), guided by an extensive community consultation.

The Oakville Northeast Pupil Accommodation Review process has thoroughly examined a variety of options through the dedication and commitment of the ARC. The PAR process was initiated to examine the current and projected enrolment figures and determine viable alternatives to the present school configurations. The ARC committee has made the determination that the two options being presented equitably address the situation of declining student enrolment in this review area.

NEXT STEPS:

At the February 21, 2017 Regular Meeting of the Board, delegations will be heard in accordance with policy, so as to provide Trustees with additional stakeholder feedback before making a final decision.

It is staff's intention to bring the following motions forward for Trustee consideration and decision at the March 7, 2017 Regular Meeting of the Board:

MOTION #1

OPTION 1A – PREFERRED PLAN

BE IT RESOLVED THAT, the Halton Catholic School Board adopt Option 1A as the preferred accommodation plan for the Oakville Northeast Pupil Accommodation Review Area, and

THAT, the Halton Catholic School Board confirm to the Ministry of Education that Option 1A is the preferred accommodation plan for the 2017 School Consolidation Capital submission, and

THAT, the Board approve the following school attendance area adjustments to accommodate Option 1A:

- I) Consolidate Holy Family, St. John, and St. Michael Catholic Elementary Schools in one (1), newly constructed Oakville Northeast Catholic Elementary School facility on the St. Michael Catholic Elementary School Site, and
- II) Re-direct school attendance areas T21 and T25, from St. John Catholic Elementary School to Our Lady of Peace Catholic Elementary School, and
- III) Grandfather all students residing within the T21 and T25 attendance areas and enrolled at St. John Catholic Elementary School effective June 30, 2017, the option to attend the new Oakville Northeast Catholic Elementary School without transportation.

MOTION #2

OPTION 12B – ALTERNATE PLAN

BE IT RESOLVED THAT, in the event the Ministry of Education does not approve funding for Option 1A through the 2017 School Consolidation Capital submission, that the Halton Catholic School Board adopt and implement Part 1 of Option 12B (the alternate plan) as the preferred accommodation plan for the Oakville Northeast Pupil Accommodation Review Area, specifically:

THAT, the Halton Catholic District School Board consolidate St. John Catholic Elementary School attendance areas south of Upper Middle Road into the existing St. Michael Catholic Elementary School, effective the 2018/2019 school year, and

THAT, the Halton Catholic District School Board re-direct school attendance areas T21 and T25, from St. John Catholic Elementary School, to Our Lady of Peace Catholic Elementary School, and

THAT, all students residing within the T21 and T25 attendance areas and enrolled at St. John Catholic Elementary School effective June 30, 2017, be grandfathered the option to attend the new Oakville Northeast Catholic Elementary School without transportation, effective the 2018/2019 school year.

MOTION #3

OPTION 12B – ALTERNATE PLAN

BE IT RESOLVED THAT, in the event the Ministry of Education does not approve funding for Option 1A through the 2017 School Consolidation Capital submission, that the Halton Catholic School Board adopt and implement Part 2 of Option 12B (the alternate plan) as the preferred accommodation plan for the Oakville Northeast Pupil Accommodation Review Area, specifically:

THAT, the Halton Catholic District School Board consolidate Holy Family Catholic Elementary School into St. Marguerite d'Youville Catholic Elementary School, effective the 2020/2021 school year, and

THAT, the Halton Catholic District School Board approve the construction of a permanent classroom addition to St. Marguerite d'Youville Catholic Elementary School that will effectively accommodate the sustainable projected student enrolment.

REPORT PREPARED BY: T. OVERHOLT, SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES
G. CORBACIO, SUPERINTENDENT, FACILITY MANAGEMENT SERVICES
R. MERRICK, SENIOR ADMINISTRATOR, FACILITY MANAGEMENT SERVICES
F. THIBEAULT, ADMINISTRATOR, PLANNING SERVICES
S. GALLIHER, PLANNING OFFICER, PLANNING SERVICES

REPORT SUBMITTED BY: T. OVERHOLT, SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES
G. CORBACIO, SUPERINTENDENT, FACILITY MANAGEMENT SERVICES
R. NEGOI, SUPERINTENDENT, BUSINESS SERVICES & TREASURER OF THE BOARD
T. PINELLI, SUPERINTENDENT OF EDUCATION, SCHOOL SERVICES

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

Appendix F: PAR Communication Schedule

Action	Channel	Target Audience	Date/Frequency/ Timing
Meeting with Holy Trinity family of schools administrators as initial 'heads up' of report to the Board and potential PAR	In person	Principals Vice-Principals	August 30, 2016
Dedicated webpage developed be used as a way of providing information regarding the PAR and LTCP	Online	Parents Staff Students Broader community	Implemented live by October 4, 2016 Updated regularly and ongoing as needed
Email to Holy Trinity family of schools administrators to share that staff's initial report undertake a PAR process in Northeast Oakville was provided to Trustees.	Email	Principals Vice-Principals	September 21, 2016
Email to Holy Trinity family of schools administrators to let them know that Board approved for staff to undertake a PAR process in Northeast Oakville.	Email	Principals Vice-Principals	October 4, 2016
Teleconference for elementary principals in Holy Trinity family of schools with specific instructions and detail around the PAR and Accommodation Review Committee (ARC).	Telephone	Elementary Principals	October 5, 2016
Message to all staff working in schools in the review area to let them know that a PAR process will be undertaken for Northeast Oakville.	Email	Staff	October 5, 2016
Initial letter to all parents in the review area to let them know that to let them know that a PAR process will be undertaken for Northeast Oakville.	Email	Parents	October 5, 2016
Letter to St. Michael and Mary Mother of God Parishes to let them know that a PAR process will be undertaken for Northeast Oakville.	Email	Parish communities	October 6, 2016
Email notification to all Regional Partners within the Halton Region and the Ministry of Education advising that the process has been initiated (as per Operating Policy IO9).	Email & Hard Copy	444/98 Circulation List Ministry of Education	October 6, 2016
Letter to Oakville MPP, Halton Regional Chair, Oakville Mayor, Regional and Town Councillors to let them know that a PAR process will be undertaken for Northeast Oakville.	Email	Halton Politicians	October 7, 2016
School newsletter/website messages and updates	Online	Parents	Monthly
News release to announce Pupil Accommodation Review in Oakville and Invite Community to Open House Public Consultation Meeting	Traditional Media & Social Media	Media Community Members	October 14, 2016
Presentation outlining the rationale and timelines for the Oakville Northeast PAR provided at staff meetings held at: <ul style="list-style-type: none"> • Holy Family CES • Our Lady of Peace CES • St. John (Oakville) CES • St. Michael CES 	In Person	Staff working in schools impacted by potential school closures/consolidatio ns	November 7-10, 2016

Action	Channel	Target Audience	Date/Frequency/ Timing
Feedback charts left at each school to gather staff input on the Pupil Accommodation Process.	Written	Staff working in schools impacted by potential school closures/consolidations	November 7-17, 2016
Invitation to parents and staff to attend Open House Public Consultation Meeting.	Email	Parents Staff	November 8, 2016
Reminders to register to attend Open House Public Consultation Meeting.	Email Agenda Labels	Parents Staff	November 14, 2016
Open House Public Consultation Meeting	In Person	Parents and Students Staff Community Members	November 17, 2016
PAR Survey #1 Released	Online	Parents and Students Staff Community Members	November 17, 2016
Follow-up sent to parents and staff in the six communities to thank them for attending the Open House and invite them to respond to online survey.	Email	Parents Staff	November 18, 2016
Reminder message sent to parents in the six communities to provide their input on initial options through the online survey.	Email	Parents	November 23, 2016
Webinar posted on the Board's website with detailed information about four (4) new options developed by ARC. Link to respond to PAR Survey #2 provided at the end of the presentation.	Online	Parents Staff Community Members	December 23, 2016
Message sent to parents and staff to invite them to watch the webinar and respond to PAR Survey #2. Also provided details around the second consultation meeting - Joint Catholic School Council Meetings in early January	Email	Parents Staff	December 23, 2016
News release to announce final Public Consultation Meeting	Traditional Media & Social Media	Media Community Members	January 5, 2017
Reminder message to parents and staff to register to attend the Joint CSC Meetings	Email	Parents Staff	January 5, 2017
Consultation Meeting #2 - Joint CSC St. John/OLP	In person	Parents Staff	January 9, 2017
Follow-up message to thank parents and staff for attending CSC mtg and remind them to complete Online Survey #2	Email	Parents Staff	January 10, 2017
Consultation Meeting #2-Joint CSC St. Andrew/St. Michael	In person	Parents Staff	January 11, 2017

Action	Channel	Target Audience	Date/Frequency/ Timing
Follow-up message to thank parents and staff for attending CSC mtg and remind them to complete Online Survey #2	Email	Parents Staff	January 11, 2017
Consultation Meeting #2 - Joint CSC Holy Family/St. Marguerite d'Youville	In person	Parents Staff	January 12, 2017
Follow-up message to thank parents and staff for attending CSC mtg and remind them to complete Online Survey #2	Email	Parents Staff	January 12, 2017
Invitation to parents and staff to attend Final Community Consultation Meeting.	Email	Parents Staff	January 13, 2017
Reminder message to parents and staff to register to attend Final Community Consultation Meeting.	Email Agenda labels	Parents Staff	January 17, 2017
Final Community Consultation Meeting	In person	Parents Staff	January 19, 2017
Follow-up message sent to parents and staff to thank them for attending Community Consultation, providing a link to the presentation for those who did not attend, and an invitation to provide feedback through PAR Survey #3. This message also provided information about the delegation process.	Email	Parents Staff	January 20, 2017
Reminder message to complete PAR Survey #3 so that feedback collated could be provided to ARC as they decide on their final recommendation.	Email	Parents Staff	January 24, 2017
Message sent to all parents and staff in the six (6) school communities involved in the Oakville Northeast PAR to inform them that the Staff Report with Recommendations posted online. The message also contains reminder of process for presenting delegations to the Board on February 21 st .	Email	Parents Staff	February 3, 2017

Appendix G: School Staff Comments

North East Oakville PAR Staff Meeting Responses – “Parking Lot” Questions

Green: Do you have any worries, concerns, or questions about the PAR process and the information provided so far?

Blue: Are there things you like about the options presented so far in the PAR review?

Holy Family CES Staff Responses – Concerns:

- Could we have the gifted program here?
- Cost of bussing our school
- We would like St. Mike's and St. John's to join instead
- Redundancies
 - SERTS
 - New(er) teachers
 - Secretaries
 - EA's
- Students will go to the public schools in their own neighbourhood rather than being bussed for 30 minutes plus.
- The neighbourhood will likely regenerate and grow. Will a new school be needed then...
- Our school isn't old and is not falling apart
- Loss of a tight knit community that work very well together and support one another
- Possible loss of valued staff:
 - secretary
 - SERT
 - principals
 - French teacher
 - PTM
- Our parents will send our students to the 2 public schools in our backyard, rather than have them bussed far away
- Make cuts/savings in other areas that do not directly affect students, aka:
 - printing full colour, thick stock for in-services - go paperless
 - hiring 3rd parties to fix a cupboard or clean spray paint
 - buying the license to software like P2L that is not user friendly, researched or used by teachers
- Small schools provide close relationships with all students. Each teacher knows every child. Each child feels safe and important
- Relocate gifted from the over capacity St. Andrew's school to Holy Family as they are bussed anyways and many students come from our school.
- Restructure our boundary so we can relieve St. Marguerite
- Our JK #s increased this year
 - gifted and French Immersion take a lot of our gr. 5s
 - bring gifted program to our school to reduce St. Andrew's overflow → parents already are committed an bus their children - it will not be an inconvenience or uprooting of students.

- Board cares about the bottom line rather than students - make cuts that do not directly affect our students
- Big schools
 - students are just a number
 - staff do not know each other
 - admin spends most of their time dealing with behaviour because of 3s a lack of relationship
- Our board, city of Oakville and region of Halton are financially sound and possibly the wealthiest in Ontario - why are we making cuts?

- I like the option of Holy Family being a new school?
- Would be nice to have a church next door
- new school
- new staff

St. John CES Staff Responses:

- Outdoor classroom? (for Primary, Junior, Intermediate students!)
- Does each room have natural light coming in? (In this new design)
- some feel our voices have no power
- how much notice will we be given to ask for a transfer?

- New facility and playground options
- the staff feel very well informed about this process
- I like the 2 different models for the school design

St. Michael CES Staff Responses:

- Will the custodial staff be contracted out
- We have concerns about being surplus - we would first like the option to stay at our "new" school
- Would love to be informed at each step - and the timelines of the process
- How are teaching positions assigned? will it be based on seniority?
- Would love to have the process successful as a new larger school has many benefits!
- Worried that one school might have a more vocal community than another which will influence board decisions as to which site school will be built?
- Worried about losing the church and having to pay for bussing when attending Mass
- What will happen to resources of merging schools
- My concern is the placement of support staff and .5 staff during the transitional year
- I want to be able to stay in the grade that I am presently teaching.

- Would love to have the church beside us at the St. Michael site option
- My hope is that this process is successful! There are many advantages to having a larger student and staff population in a school built to reflect 21st century learning
- Would love to see the process successful as a new bigger school is beneficial in many ways
- Please with the options presented! I hope proximity to a Catholic church will be considered when selecting a site. The Church is the foundation of our Catholic Education system and integral in everything that we do. We are very fortunate at St. Michael to have our church next door.
- It would be great to work with other teachers teaching the same grade! (i.e. more support, resources, sharing of ideas, etc.)
- Cost saving associated with proximity to the church is a big advantage for building site at St. Michael
- It is very important to keep close ties with church, school, community. Having the church on site is a definite asset!
- I like that regardless we will still hold a position. Great that we get to keep the church if we build on our site.
- Accessibility of parking and access at the St. Michael's site is an advantage.
- Like that the PAR process gives all stakeholders many opportunities to have their voices heard.

Appendix H: Open House Comment Card – Collated

Open House Consultation Meeting - Nov 17, 2016 Comment Card Feedback

School	Parent	Student	Staff	Parish or Community Member	Question 1: Which Information Stations Did You Visit?							Question 2: Did you get the information you were looking for?		
					Station 1	Station 2	Station 3	Station 4	Station 5	Station 6	Station 7	no, not at all	yes, somewhat - but I still have some questions.	yes, I got all the information I needed
HLYF	17	1	1	0	16	17	16	16	15	16	12	2	14	2
OLPO	12	0	0	0	11	10	10	7	4	9	8	0	1	11
ANDR	11	0	0	0	8	8	10	4	2	2	3	0	3	7
JOHO	17	0	0	0	14	12	15	10	11	9	8	0	11	4
MARG	4	0	0	0	3	3	4	2	3	3	3	0	0	4
MICH	19	0	0	1	17	19	18	15	16	15	14	0	14	5
NONE of the above														
page 1 not complete	1				1	1	1	1	1	1	1		1	
page 1 not complete	1				1	1	1	1	1	1			1	
TOTAL	82	1	1	1	71	71	75	56	53	56	49	2	45	33

	School	
Question 3: What Questions or concerns do you still have?	Having to bus kids farther away + busing to get to a church	n/a
	Considerations need to be given to smaller community of St. John where kids have been together for years and splitting the boundary will create anxiety and disruption to kids learning. Green space/activities are important to consider when transitioning kids.	n/a
	Which option will impact current gifted program at St. Andrew	ANDR
	Just pending on other options that may come up along the process	ANDR
	Would like to see other options. Rerouting kids to HF from St. Andrews and St. Michael are over enrolled	HLYF
	I feel that you are treating this situation as a “business”. You must take in consideration the wellbeing of our children, community sense, closeness to school (walking distance) and quality of the existing school communities. I really feel that these two options are far from offering a better future for our children.	HLYF
	How can this be solved with no closures	HLYF
	· Gifted program to Holy Family	HLYF
	· FE early – bring ½ from St. Marys to St. Johns	HLYF
	What are more options	HLYF
	Will there be other options proposed? Can Holy Family be consolidated with St. Marguerite school?	HLYF
	If you close our school it will not guarantee me sending my children to the new school. I will go with what is closest even if it means public! And I know other parents feel the same!	HLYF
	Why don't we just change boundaries	HLYF
	There needs to be more options	HLYF
	1. Changing current boundaries to ↑ students at Holy Family from Marguerite Duville 2. Students from Holy Family could go to public schools	HLYF
	· Why not change boundaries of larger schools with great enrollment and placing those students at Holy Family, St. Michaels · What other options did the board explore	HLYF
	Is there an option for Holy Family to remain open and have more children enrolled?	HLYF
	At this point I support both sides the consolidation as well as staying in the school we have our children currently enrolled in. My main concern is that if the school consolidation happens how bumpy the transition would be for the students and how it could potentially set them back academically.	HLYF
As a former student, finding out that my childhood school is being demolished for no REAL reason is absurd. I attended this school and received nothing but nurture, respect and a good education, the same which my sisters are receiving. If you go through with this, know you have ruined a community.	HLYF	

Andrew – 135% over capacity Move U20 and U21 to St. Johns Change boundaries	JOHO
Do not want students North of Upper Middle separated from St. John Community	JOHO
In the event the ministry does not approve recommended plan what happened to the schools that are @ 50% capacity requiring further financing. Will school consolidations happen sooner rather than later and would it take effect for 2017-2018?	JOHO
Do not want to split to St. John's school up	JOHO
My concern is the boundaries. I would like St. John to remain altogether.	JOHO
If they had offered French Immersion in St. John's maybe there be no need for all this to happen	JOHO
Pls don't move kids apart	JOHO
Why not St. John's school for the school its had over 500 pupil in the past, and it worked	JOHO
It looks like the decision has been made. On the survey there was no options for me to say my opinion about St. john	JOHO
Everything was about St. Michael school	JOHO
I like small schools. Should keep it as it is, we taxpayers are the ones that give out the funds so it should be what we taxpayers want	JOHO
Found this forum very chaotic Not all questions answered Left with more questions	JOHO
It sounds like an option has been chosen already and that this meeting is a sham	JOHO
I'm going to email them!	JOHO
Well organized and speakers @ station were friendly and informative, thank you	MARG
St. Michael's has history It's central It's the better choice	MICH
I believe French Immersion has limited value.	MICH
Resources would be more effective if directed toward content in other areas	MICH
Is the school consolidation 100% happening	MICH
Hopefully it is considered that having a church close to a Catholic School brings a great benefit	MICH
The size of classes teacher/student ratio	MICH

The options were not very clear. I suggest to work on the way they are outlined What would happen in those cases were the child is doing cross boundaries I do not have very clear the transition process. I understand there will be planned in advance, but my concern is related to the capacity of the facilities of the school that will be housing the students in transition	MICH
Once construction begins will parents have the ability to choose where children are sent in the interim?	MICH
About the changes to the French immersion programs	MICH
My questions are directed towards a go forward decision in terms of the types of support/education that will be provided to parents with positive growth mindset strategies in supporting a seamless transition. E.g. events, workshops, additional CYC etc...	MICH
Transition – keeping classmates together especially when child has speech issues. Concern of bullying, and non-acceptance at transitional school.	MICH
My grandson stays w/ his classmates if they get to change school. A change of school is enough stress for them.	MICH
I think most parents don't want the change it will disrupt the kids	MICH
This project is new to me, not familiar with the idea	MICH
OLP – what is the plan in accommodating (ie portables/PortPacs)	OLPO
If we institute option 1, what sort of preparation will the school community (OLP) get to accept and welcome the new special skills cohort of students? Will parents and students get any sort of sensitivity training?	OLPO
Enrolment increase in our school – will it require portables added to our school? Gifted program moving to OLP?	OLPO
A presentation first would have been good – with a Q&A everyone could hear, then an hour ½ of visiting the booths	OLPO

Key:
 Station 1 - Enrollment Projections
 Station 2 - School Information Profiles (SIPS)
 Station 3 - Options 1 & 2 (with maps)
 Station 4 - Transportation
 Station 5 - Transition Plan
 Station 6 - Accommodation Review Committee (ARC) Mandate & Process
 Station 7 - Meet the ARC and Provide Feedback

Appendix K: CSC Meeting Open Mic Questions

St. John & Our Lady of Peace CES - January 9, 2017

1. How will the overcapacity in Options 11A and 12B be addressed at Our Lady of Peace?
2. How to make an informed decision if not all the information regarding site location has been determined?
3. Grandfathering of all current St. John students?
4. What is the plan for special needs students? Board providing therapy needed?
5. Process for submission - Are they looking at the new build first and then if not approved by the ministry will they would look at the renovation? Do Trustees vote on all four?
6. When do they make the decision on the site? Before the Board presentation?
7. When it goes to a vote at the Board can the Trustees come up with a fifth option?
8. Extended French Program – where are the students coming from – option 12B?
9. Option 12B – is it possible include a French Immersion program in the renovated school?
10. Clarify Essential Skills program? Integrated in regular classroom?
11. Picking the site – what is the criteria? What is the criteria for transportation?
12. Do you take a look at all the schools in the neighbourhood?
13. How are the criteria characteristics weighted?
14. Will we have an opportunity to know the site before the survey after this evening?
15. How much weight is put in the survey results to decide on the final option the board will be recommended?
16. Comment about crossing Trafalgar – preference of site.- question inaudible
17. Has the committee thought about all the development on the Glen Abbey site? Consider Extended French Immersion at St. John?
18. Explain sustainability of numbers in French Immersion program in our board?
19. What will happen to the teachers currently at the schools, if the schools are rebuilt vs. built new? If St. John is not the chosen site for a new build site will that be a transition school, and the during the transition period will there be the same teachers or new teachers?
20. Given that families have raised concerns in past surveys – does presenting Options 1A and 4B still make sense – or will ARC look at other similar options which fit the small school capacity comments?
21. If the schools have been dropping for such a long time why are you still allowing cross boundaries?
22. If the option of grandfather is not an option can we apply for cross boundary? If overcapacity in school what happens to cross boundary students?
23. Would we run the risk of going through a boundary review following this process?

St. Andrew & St. Michael CES - January 11, 2016

1. From education perspective will renovations provide same advantages as a new modern facility?
2. Is the ministry funding available for both new and renovation and is it the same for both?
3. What would happen to St. Michael students during the build/construction?
4. Would St. Michael school students stay together during the transition?
5. How long construction period?
6. What happens to the teachers from St. Michael?
7. Cost differentials between all four options?
8. When will the decision of new site location be made?
9. Before and after school program during the transition and at the “new” school?

Holy Family & St. Marguerite CES - January 12, 2016

1. Reasoning for the reduction of options from 12 to 4?
2. Where did you get the data to come up with these projections for the population change?
3. 12B option – what type of additions referring to? Portables or addition to the building?
4. Allocate funding between the two schools being renovate?
5. Is St. Michael's still the preferred site based on original option proposal?
6. When will the option be decided?
7. Time line for new builds or renovations?
8. Designs/permits already done?
9. Changes pending on funding from Ministry?
10. If no funding would you still have consolidations Holy Family at St. Marguerite d'Youville? Has to be an addition for 12B?
11. How many boards are vying for funding?
12. Renovations options – is there a cost benefit analysis that can be provided to us? Break even date for it to start making sense?
13. Going to cost the same to run a large school compared to a small school?
14. Have you done a cost benefit analysis and have you ranked the four proposals according to the cost benefits to close or modify the schools?
15. If ministry is going to decide will they lean more towards a renovation or consider a new build?
16. Link for survey – where does that information go and how do we make our voice count – can deadline be extended? How does the vote rank?
17. Renovation option – will the renovations be done during the school year?
18. Aren't you concerned that families will pull students from Catholic school and go to Public school instead?
19. Has there been any analysis on past school closings what percentage of students leave to the public school board? Or is there any analysis as to closing one school and other would people be less likely to leave to the public board?
20. If it is a new build what will happen to the students at the site that's chosen?
21. Would the whole school go to one site?
22. Option 11A – is there one of those schools that is in better conditions? Feasibility to additions to site(s)?
23. Keep all schools as they are and switch those boundaries around to add capacity?
24. Gifted/Spec Ed. Programs choices/interactions
25. Option 11A – moving kids from gifted to FI to St. Marguerite d'Youville – additions required at school?
26. Rational for combination of schools?

27. Reallocation of special needs programs and boundary changes without major changes to buildings – has there been a study?
28. Rebalance of students North down to south schools? (hard to here – called out from audience)
29. Any indication of how this board is somehow going to manage to grow? Business model? Repeat in 5 years? What's the good news?
30. Have you asked the question, "Will you send your school to this new school if it's created"? Why not?
31. French Immersion program (Holy Family, St. Michael, St. John) combine group and go to MARG for French immersion? Creating another program at that site?
32. Taxes – push to educate people about clicking a box?
33. If you don't get the funding is there a possibility of staying status quo?

Written questions submitted at open mic session:

1. What is the essential skills program?
2. What is the structured teaching program?
3. For children who get emerged in French School, how mandatory is it to take these language courses in the school they move to?
4. What is going to happen to the buildings being closed?
5. If schools are closed what will happen to staff?
6. How are projections developed?
7. Since Holy Family is a walking school, won't the board be spending more money on transportation by consolidating Holy family into another school?
8. Has safety been considered in consolidating Holy Family and St. Michael (crossing Trafalgar is a major concern)?
9. What was the rationale for merging Holy Family and St. Michael? It makes more sense to consolidate Holy Family and St. Marguerite because they share a parish.



**Pupil Accommodation Review
Interim Staff Report**

**OAKVILLE NORTHEAST:
Proposed School Closure & Consolidation Project**

February 7, 2017

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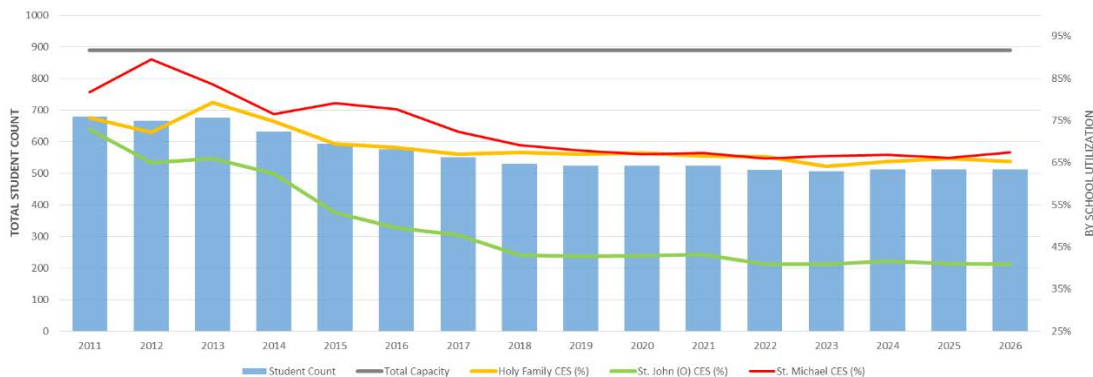
Executive Summary

On October 4, 2016, at the Regular Meeting of the Board, Trustees approved through resolution #171/16 to undertake a Pupil Accommodation Review (PAR) for the Oakville Northeast area, bounded by Dundas Street to the North, Winston Churchill Boulevard to the East (town limits), Queen Elizabeth Highway (QEW) to the South and generally Sixteen Mile Creek to the West.

This accommodation review area is comprised of all six (6) Holy Trinity Catholic Secondary School Family of Schools, which includes: St. John, St. Michael, Holy Family Catholic Elementary Schools of the CEO4 Education Review Area (ERA), and Our Lady of Peace, St. Andrew, and St. Marguerite d'Youville Catholic Elementary Schools of the CEO5 ERA.

An accommodation review in this area was first contemplated in the 2013 Long Term Capital Plan (LTCP), which underlined continued student enrolment declines in CEO4 ERA, which resulted in a significant under-utilization of 65% by 2025. To date, there are approximately **295 surplus pupil places** 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



Based on the above information, Staff presented the Initial Staff Report to the Board, which included two (2) Accommodation Plan Options to address the under-utilization in the area. Option 1 was presented by staff as the preferred recommended plan, and Option 2 the alternate accommodation plan.

Option 1 sought to undertake a minor boundary review to St. John School, by redirecting the area north of Upper Middle Road to Our Lady of Peace School, and consolidate the three (3) schools south of Upper Middle Road in the CEO4 ERA into one (1) newly constructed 550 pupil place facility. In addition, the Extended French program and the Structured Teaching Classroom would also be introduced at the new location. At that time, the preferred site was identified as St. Michael School.

Option 2 was similar, where all three CEO4 schools were consolidated into a new facility on the St. Michael site, however no boundary reviews of additional programming was explored.

The Initial Staff Report included back data for the schools located within the Oakville Northeast Accommodation Review Area, and present accommodations plans that would specify the following matters as prescribed in Administrative Procedure VI-35:

- A. Where students would be accommodated
- B. Proposed 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

Following the October 4, 2016 Board approval to proceed with the Oakville Northeast Pupil Accommodation Review (PAR), staff proceeded to advised school communities and regional partners of the decision.

Over the past four (4) months, the Accommodation Review Committee (ARC) met on eight (8) separate occasions for Orientation (1) and Working Meetings (2). On other occasions, the ARC was present at five (5) consultation meetings held throughout the process. Following the completion of these milestones, staff is presenting all the information gathered to the Board of Trustees through the Interim Staff Report.

The intent of the Interim Staff Report is to provide an update on all consultation that has occurred following the presentation of the Initial Staff Report to the Board of Trustees, and present and summarize the feedback received from the community.

The intent is also to present the updated accommodation plan(s) to the Board of Trustees, which were altered during the process upon review of ARC and community feedback.

Staff is presenting to the Board of Trustees two (2) Accommodation Plans, comprised of one (1) Preferred Accommodation Plan Option and one (1) Alternate Accommodation Plan Option.

This approach allows for a contingencies in the event Option 1A does not receive funding from the Ministry in the 2017 School Consolidation Capital round of funding. In that event, Option 12B would be pursued to address surplus spaces in the Oakville Northeast Accommodation Review Area.

This approach was determined to be of great importance following the latest discussion with the Ministry, which advised Board staff that School Consolidation Capital funding for consolidation projects is limited, given the number of critical facility needs in the provincial context. Accordingly, solutions must be cost effective.

Following the presentation of the Interim Staff Report, at the February 21, 2017 Regular Meeting of the Board, delegations will be heard in accordance with Operating Policy I-09: School Accommodation Reviews – Consolidation Closure. This will provide Trustees with additional stakeholder feedback before making a final decision at the March 7, 2017, Regular Meeting of the Board.

The hard work and dedication of the parent representatives of the Oakville Northeast Accommodation Review Committee were instrumental to this process. Each of the ARC members spent many hours attending ARC working meetings and community consultations, as well as their own personal time to review countless documents.

ARC Members were instrumental in developing new options to bring forward to the Board of Trustees in the Interim Staff Report – an excellent example of parent and staff collaboration.

1. Background Information

Between 2014 and 2015 the Provincial Government announced the development of a School Board Efficiencies and Modernization Strategy (SBEM) initiative. The Ministry later 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, of which the Board historically received \$1.0M. Phasing out “top-up” funding is a Ministry initiative that aims to invest in the child and not in empty classroom spaces.

Accordingly, the Board has since initiated Pupil Accommodation Reviews across its jurisdiction to ensure the Board invest in the students, not in empty classrooms. This is the fifth PAR the Board has initiated since the inception of the SBEM.

On October 4, 2016, at the Regular Meeting of the Board, Trustees approved through resolution #171/16 to initiate a Pupil Accommodation Review (PAR) for the **Oakville Northeast Accommodation Review Area**. As depicted in [Appendix A](#), the area is bound by Dundas Street to the North, Winston Churchill Boulevard to the East (town limits), Queen Elizabeth Highway (QEW) to the South and generally Sixteen Mile Creek to the West.

This accommodation review area is comprised of two (2) Education Review Areas (ERA) and all six (6) Holy Trinity Catholic Secondary School Family of Schools. This included, respectively: The CE04 ERA comprised of St. John (south of Upper Middle Road), St. Michael, Holy Family Catholic Elementary Schools, and the CE05 Education Review Area, comprised of St. John (north of Upper Middle Road), Our Lady of Peace, St. Andrew, and St. Marguerite d’Youville Catholic Elementary Schools.

An accommodation review in this area was first contemplated in the 2013 Long Term Capital Plan (LTCP), which underlined continued student enrolment declines projected in the CE04 ERA, resulting in significant under-utilization of approximately 65% by 2025 – unsupported by “top-up” funding. To date, 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 Board recognized the need to establish a Pupil Accommodation Review (PAR) process to remove empty, unfunded pupil places.

1.1 Halton Catholic District School Board Annual Review

As was detailed in Section 2.0 of the Initial Staff Report presented on October 4, 2016, the Board’s Planning Services and Facility Management Services departments annually review school accommodations across the Board to identify areas of critical over and under-utilization and propose methods of addressing these imbalances.

Solutions include identifying new schools in developing areas; boundary and program reviews to re-distribute enrolment; Pupil Accommodation Reviews to address enrolment imbalances in a given neighbourhood or review area; and community facility partnerships where feasible. The following is a brief overview of elements reviewed by both departments prior to initiating the Accommodation Review Committee (ARC).

1.1.1 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. The complete Plan, can be found on the Board's website, or refer to the excerpted sections pertaining to CEO4 and CEO5 attached as **Appendix B**:

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

The 2013 Long Term Capital Plan identifies projected enrolment declines in CEO4 with a resultant surplus space utilization of 65% 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. 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.

1.1.2 Annual 15-Year Projection Update and Classroom Summary

On December 20, 2016, 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. This was consistent with the 2015 report.

Enrolment projections used 2016 enrolment data as its base year. The Accommodation Review Committee (ARC) received the October 31, 2016 enrolment actuals as information once made available.

1.1.3 Community Planning and Facility Partnerships

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 included the Town of Oakville and Region of Halton in facility accommodation discussions for the Oakville Northeast Accommodation Review Areas.

On January 18, 2016, the Board hosted its Annual Community Planning and Facility Partnership Meeting as required under Operating Policy I-37: Community Planning and Facility Partnerships. A physical and digital copy were also sent to both entities.

On March 9, 2016, staff met with the Town of Oakville Staff to present the Annual Accommodation Report in person, which reviewed projects anticipated Board wide and the Town of Oakville Specifically. During this meeting, Board staff presented the upcoming Oakville Northeast project to the Town to determine if there was interest for a partnerships project. Town Staff did not indicate an interest in this area at that time. Town Staff confirmed the same at a later meeting on November 3, 2016 (discussed in Section 3.4).

The Board is also in continuous contact with the Consolidated Municipal Service Manager (CMSM) of the Region of Halton. Recently, staff met with the CMSM on January 18, 2016; February 26, 2016; June 9, 2016; November 7, 2016; January 11, 2017; and January 17, 2017, where Board staff presented the Oakville Northeast Accommodation Review Area project. The CSMS confirmed that adequate Child Care and Ontario Early Years Child and Family Centre spaces are available in the CEO4 and CEO5 ERA.

1.1.4 Accommodation Review Area Enrolment Projections

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 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.

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 3 & Table 4**.

1.1.5 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.

As shown in Table 1 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.

Table 1: Facility Condition Index Summary

SCHOOL NAME	ORIGINAL CONSTRUCTION	OTG	5 Year Renewal Needs (EDU)	Replacement Value	Facility Condition Index
Holy Family CES	1981	317	\$2,176,658	\$7,126,138	30.54%
St. John CES	1969	303	\$2,180,594	\$6,882,680	31.68%
St. Michael CES	1964	268	\$1,532,483	\$6,161,186	24.87%
CEO4 Total	1971 (avg.)	888	\$5,889,735	\$20,170,004	29.20%
Our Lady of Peace CES	1993	490	\$1,646,082	\$9,843,544	16.72%
St. Andrew CES	1999	585	\$707,748	\$11,602,936	6.10%
St. Marguerite D'Youville CES	1993	539	\$1,718,536	\$10,690,568	16.08%
CEO5 Total	1995 (Avg.)	1,614	\$4,072,366	\$32,137,048	12.67%

1.1.6 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 will result in additional cost savings due to more efficient class size to staffing ratios and a reduction in administration staff and some support staff.

Both proposed Accommodation Plan cost savings are presented in Section 5.1.3 for Option 1A and Section 5.2.3 for Option 12B.

Table 2: Annual Current Operating Costs

		2018	2022	2027
CE04 Operating Costs	Operational Costs	\$774,425	\$774,425	\$774,425
	Transportation Costs ¹ .	\$360,750	\$347,878	\$346,516
	Portable Costs	\$-	\$-	\$-
	Total CE04	\$1,135,175	\$1,122,303	\$1,120,941
CE05 Operating Costs	Operational Costs	\$1,347,102	\$1,347,102	\$1,347,102
	Transportation Costs ² .	\$291,000	\$275,892	\$280,775
	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 CE04 and CE05 boundaries to reach the St. Bernadette and St. Matthew Schools.

Note 2: Transportation costs for CE05 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.

Table 3: Projected Enrolment – CE04: Oakville Northeast North of QEW Review Area

CE04		5 Year Historic Enrolment					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
Holy Family CES	317	240	229	251	237	220	217	212	214	212	213	211	210	203	207	209	207
		76%	72%	79%	75%	69%	69%	67%	67%	67%	67%	67%	66%	64%	65%	66%	65%
St. John (O) CES	303	221	197	200	189	161	150	145	130	130	130	131	124	124	126	125	124
		73%	65%	66%	62%	53%	50%	48%	43%	43%	43%	43%	41%	41%	42%	41%	41%
St. Michael CES	268	219	240	224	205	212	208	194	186	182	180	180	177	178	179	177	181
		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

Figure 1: CE04 Review Area Projected Enrolment vs. Overall Utilization

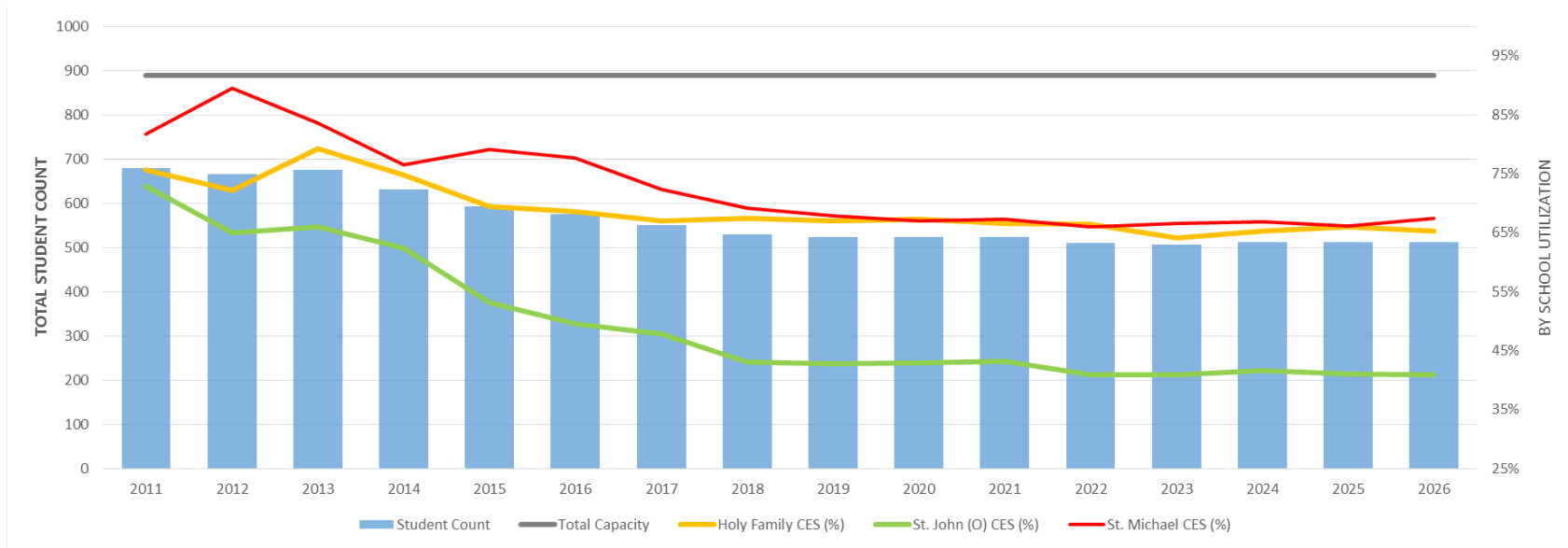
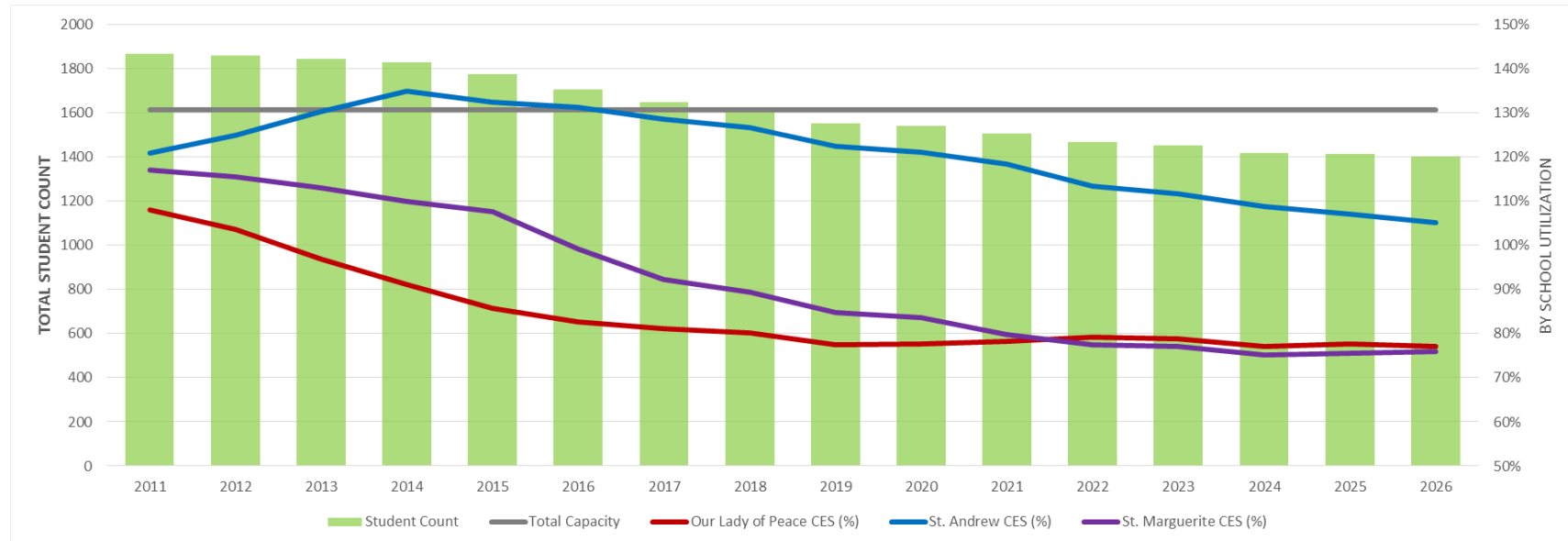


Table 4: Projected Enrolment – CE05: Oakville Northeast North of QEW Review Area

CE05		5 Year Historic Enrolment					Current	5 year projection					10 year projection				
School Name	OTG	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Our Lady of Peace CES	490	529	508	475	447	420	405	398	393	380	380	384	388	386	378	381	378
		108%	104%	97%	91%	86%	83%	81%	80%	78%	78%	78%	79%	79%	77%	78%	77%
St. Andrew CES ¹	585	708	731	763	789	775	769	754	743	719	711	694	666	656	639	629	618
		121%	125%	130%	135%	132%	131%	129%	127%	122%	121%	118%	113%	112%	109%	107%	105%
St. Marguerite CES	539	631	623	609	593	580	535	497	482	457	450	430	418	415	405	408	409
		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

Figure 2: CE05 Review Area Projected Enrolment vs. Overall Utilization



¹ St. Andrew CES is the only school in the Accommodation Review Area projected to gain students from new development.

2. Initial Staff Report Summary & Modifications Summary

Staff presented the Initial Staff Report to the Board on October 4, 2016. The intent of the Initial Staff Report was to provide a rationale for initiating a Pupil Accommodation Review as a means to reduce excess pupil places in the affected area, and the proposed accommodation plan that would achieve this goal. The report also provided details on the explored alternatives to a PAR (e.g. boundary reviews), where none were determined to be feasible, and the criteria staff used in developing the options.

Section 5.0 of the Initial Staff Report, presented two (2) Accommodation Plans. Option 1 was presented as the preferred and recommended plan; whereas Option 2 was presented as the alternate plan.

Option 1, detailed in Section 2.2, proposes a minor boundary review to St. John School (redirecting the area north of Upper Middle Road to Our Lady of Peace School) and consolidate the three (3) schools south of Upper Middle Road in the CEO4 Education Review Area into one (1) newly constructed 550-pupil place facility. It further proposes the introduction of the Extended French program and the transfer of the Structured Teaching Classroom at the new school site – identified as St. Michael School Site.

Option 2, detailed in Section 2.3, was similar to Option 1 in scope. All three CEO4 ERA schools were consolidated into a new 550-pupil place facility on the St. Michael site. No boundary reviews or additional programming is proposed.

The following data supported the two (2) staff proposed options mentioned above:

- A. Where students would be accommodated
- B. Potential 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)

The Initial Staff Report underlined the role of the Accommodation Review Committee (ARC) as an advisory role, acting as the official conduit of information for the community it represents. The ARC played a vital role in the consultation process, and contributed greatly to the development of numerous alternative options (presented in Section 4.0) that advanced the process to the present point. Ultimately, the ARC has more than fulfilled its role in providing staff with the vital community based information to develop and present an Interim and Final Recommendation to the Trustees for approval, and which best represents the whole of the community.

The following provides a brief overview of the role of the ARC, the process undertaken thus far, and the preliminary options presented to the Board of Trustees at the October 4, 2016, Regular Meeting of the Board. For the full report, please visit the below link:

<http://schoolplanning.hcdsb.org/wp-content/uploads/sites/9/2016/10/Initial-Staff-Report-Oakville-Northeast-PAR.pdf>

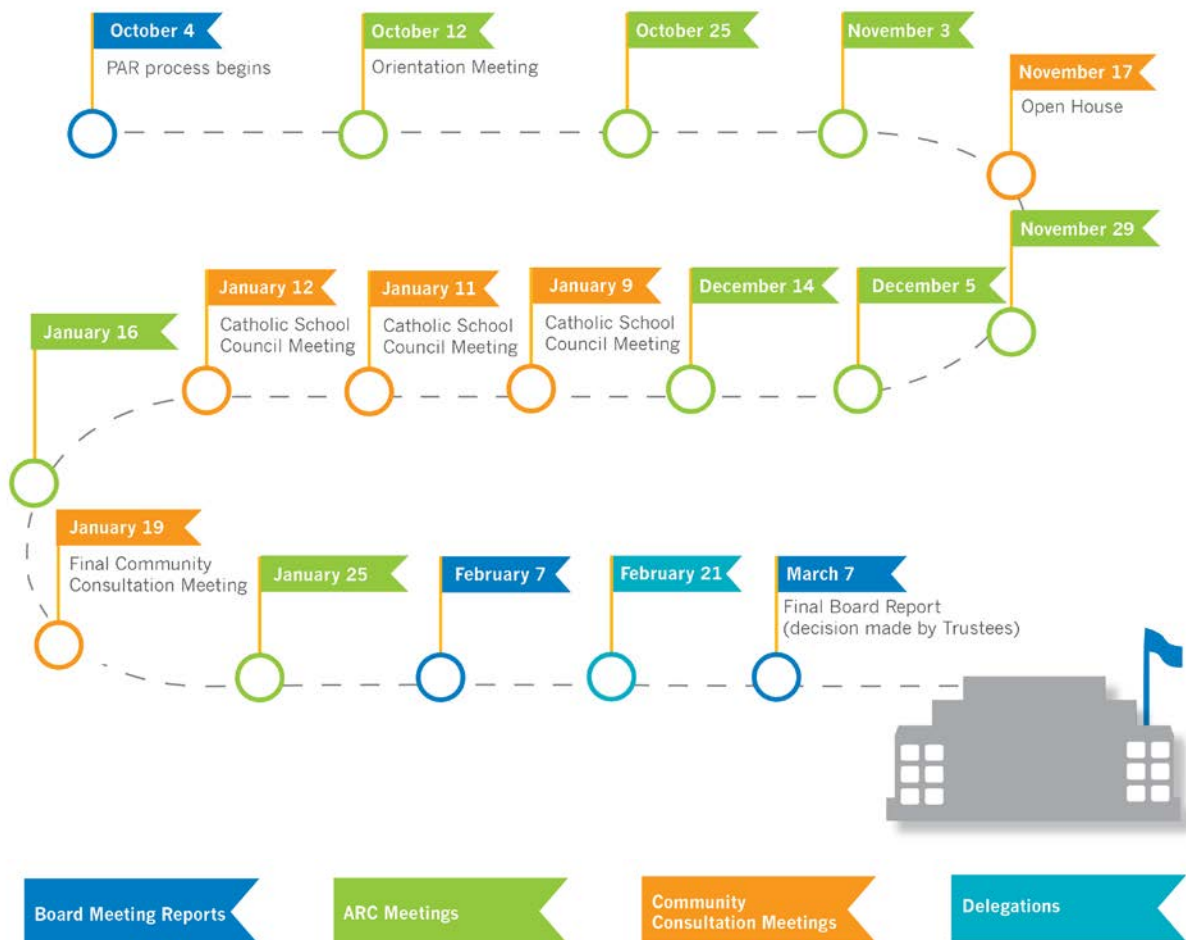
2.1 Consultation Process and Timelines

As was outlined in Section 7 of the Initial Staff Report, a number of meetings were scheduled to undertake the full Oakville Northeast Pupil Accommodation Review process. All the meeting required under Schedule C of [Administrative Procedure VI:35](#) were scheduled accordingly. As shown below in Figure 3, the process had numerous opportunities for consultation.

However, since initiating the process, staff have added a number of additional meetings to further consult with the school communities where needed. Added meetings include the following milestones:

- 1) Four (4) school staff meetings were held at the affected schools to explain the two Initial Staff Report Options presented to Board;
- 2) Three (3) open-mic Joint Catholic School Council consultation meetings were held for the six (6) affected school in the CEO4 and CEO5 area to express their views on the options;
- 3) Two (2) additional Accommodation Review Committee Working Meetings.

Figure 3: Consultation Process and Timelines



2.2 Option 1 Summary: Staff Preferred Accommodation Plan

The Preferred Accommodation Plan presented to the Board of Trustees on October 4, 2016, and to the community on November 19, 2016, proposed to **consolidate three (3) schools into one (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**

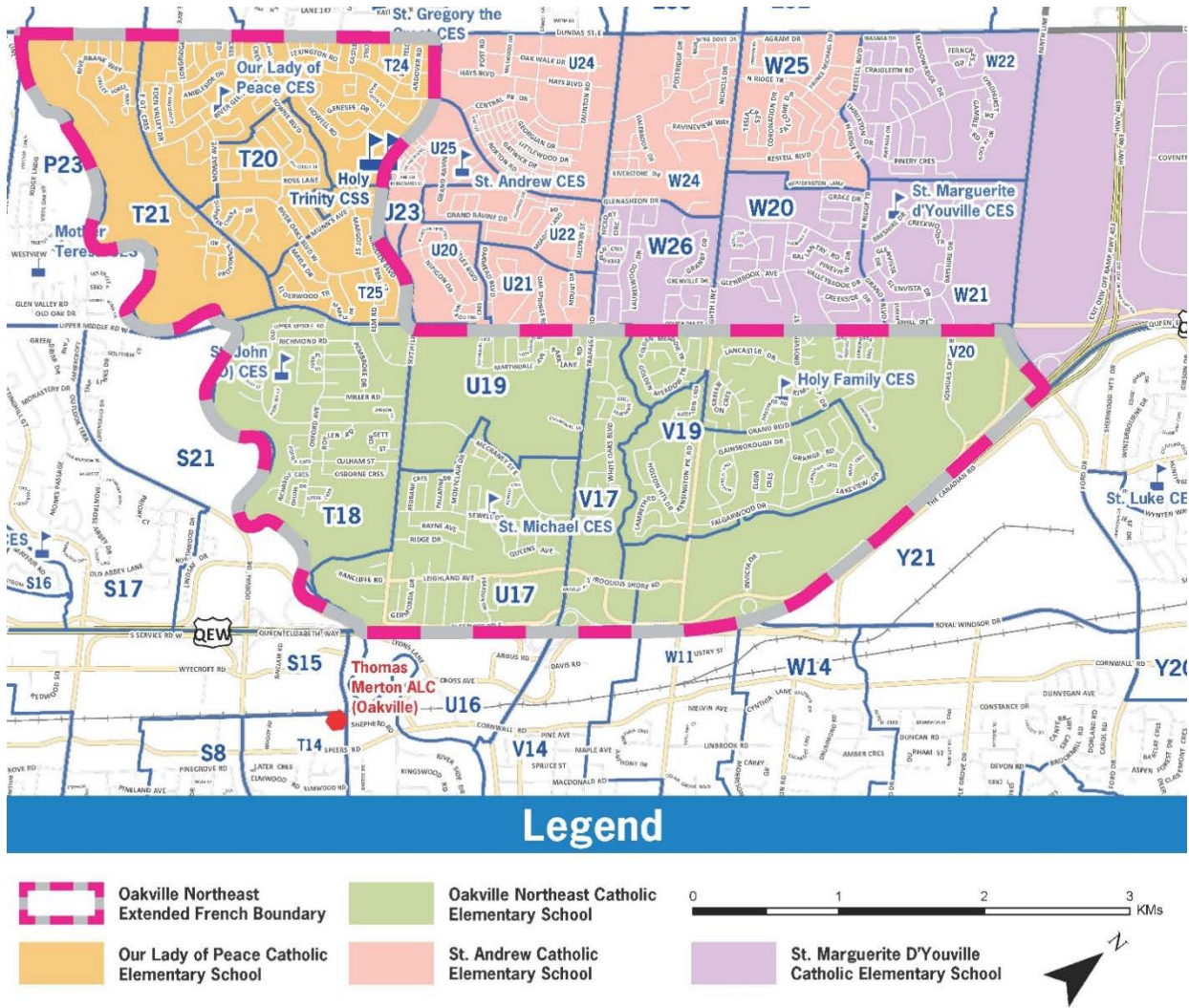
If Option 1 were implemented, the following actions are required. See Figure 4 below for the Option 1 attendance boundaries.

- 1) 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.
- 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 (O) 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.

Table 5: Option 1 Projection –Oakville Northeast School (ONES) + Extended French

SCHOOLS	OTG	OPEN	5 YEAR PROJECTION					10 YEAR PROJECTION				
		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 Space (+,-)		-81	24	56	99	170	215	265	276	293	314	327

Figure 4: Option 1 – Staff's Preferred Action Plan Boundaries



2.2.1 Option Summary

Appendix C 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 6 below provides a summary of the criteria.

Table 6: Option Development Criteria Summary – Option 1

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)	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 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.

2.2.2 Rationale for Staff Preferred Classification of Option 1

Staff determined Option #1 to be the preferred option as the accommodation plan and introduction of additional programming would equally 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.
- 2) The plan directs Extended French elementary students to Holy Trinity Catholic Secondary School, as opposed to St. Ignatius of Loyola Catholic Secondary School, aligning the Extended French and Regular Track Family of Schools.
- 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.

2.3 Option #2 Summary: Staff Alternate Accommodation Plan

The Alternate Accommodation Plan presented to the Board of Trustees on October 4, 2016, and to the community on November 19, 2016, **proposed to consolidate three (3) schools into one (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.**

No boundary reviews were contemplated for this option, therefore introducing the Extended French Program at Oakville Northeast School was not feasible. This option was reviewed by staff as an additional option that the Accommodation Review Committee could consider which may have less impact on the community.

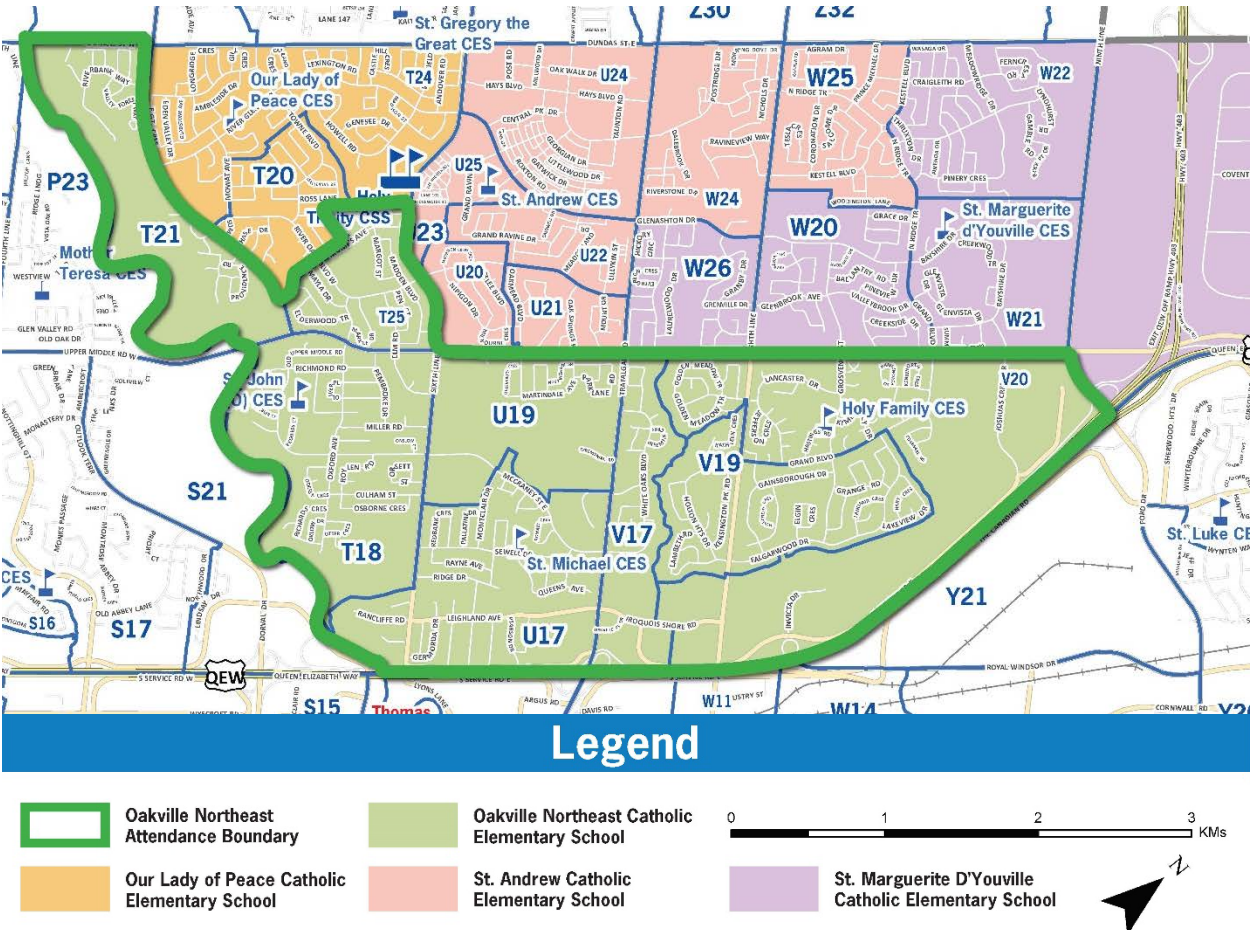
If Option #2 were implemented the following actions are be required for implementation. Refer to Figure 5 for the proposed attendance boundaries.

- 1) 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.

Table 7: Option 2 Projection – New Oakville Northeast Catholic Elementary School

SCHOOLS	OTG	OPEN	5 year projection					10 year projection				
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Oakville Northeast CES	550	533	527	526	526	514	510	517	515	515	513	515
		97%	96%	96%	96%	93%	93%	94%	94%	94%	93%	94%
Our Lady of Peace CES	490	405	393	392	395	400	398	390	393	390	387	385
		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
		127%	123%	122%	119%	114%	112%	109%	107%	106%	104%	103%
St. Marguerite D'Youville CES	539	482	457	450	430	418	415	405	408	409	405	400
		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

Figure 5: Option 2 – Accommodation Plan Boundaries



2.3.1 Option Summary

Appendix C 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 8 below provides a summary of the criteria.

Table 8: Option Development Criteria Summary – Option 1

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)	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.

3. Consultation Process

Between October 5, 2016 and February 3, 2017, a number of key milestone dates and events took place to keep stakeholders informed on the Pupil Accommodation Review process, as well as gather feedback from community stakeholders used by the Accommodation Review Committee to guide the decision-making process. These consultation periods included Board Meetings, ARC Meetings, Staff Meetings, Catholic School Council (CSC) Meetings, and Public Meetings.

Table 9 below provides the full list of community consultation dates undertaken since the Board approved the initiation of the process, as required under Operating Policy I-09: School Accommodation Review – Consolidation/Closures.

This consultation included emailed communications to parents and staff in the six (6) school communities under review, school newsletter messages, correspondence with parishes, correspondence with Town of Oakville and Regional politicians, in-person meetings with school staff, two news releases, an online webinar, three (3) online surveys, and three community consultation meetings.

Table 9: Overview of Community Consultation

FORMAT	DESCRIPTION	TARGET AUDIENCE	PARTICIPANTS
<p>Open House Information Session</p> <p>November 17, 2016</p>	<p>Information stations on various topics related to the PAR including: maps and information about 2 initial staff recommended options; ARC Composition and mandate; Enrolment Projections; School Information Profiles; Timelines and Transition; Transportation; station with laptops so guests could provide feedback; and comment cards were collected.</p>	<p>Parents</p> <p>School Staff</p> <p>Community Members</p>	<p>155</p>
<p>Webinar</p> <p>Posted December 23 - January 16, 2017</p>	<p>Presentation posted online with background about the PAR process, and a detailed description of the 4 new options. A link to the webinar was posted on the PAR webpage and emailed to all parents and staff in the six school communities.</p>	<p>Parents</p> <p>School Staff</p> <p>Community Members</p>	<p>531</p>
<p>Joint Catholic School Council Meetings</p> <p>January 9, 2017 January 11, 2017 January 12, 2017</p>	<p>Presentation provided with background about the PAR process, and a description of the 4 new options.</p> <p>Question & Answer Period (open mic) at each Catholic School Council Meeting.</p>	<p>Parents</p> <p>School Staff</p>	<p>127</p>
<p>Final Community Consultation Meeting</p> <p>January 19, 2017</p>	<p>Brief presentation with overview of the PAR process, and description of the 2 final options. Information stations on various topics related to the PAR including: maps and information about 2 final recommended options; ARC Composition and mandate; programming description; timelines and transition; and transportation requirements.</p>	<p>Parents</p> <p>School Staff</p> <p>Community Members</p>	<p>65</p>

In addition to the required milestones, Strategic Communications Services provided numerous notifications to the wider school communities and regional partners once the process began and progressed over time. Refer to **Appendix F** for the entire outreach strategy undertaken to notify our communities of the Oakville Northeast Pupil Accommodation Review, and its progress over time.

3.1 Accommodation Review Committee

As outlined within Policy I-09 and Administrative Procedure VI-35, once the Board approves the initiation of the process, an Accommodation Review Committee (ARC) is established thereafter. The Accommodation Review Committee is comprised of parent representatives and board staff. The goal of the ARC is to function as the official conduit to school communities; provide the local perspective of parents and members of the community impacted by a potential school consolidation and/or closure; and provide feedback on the accommodation options developed by staff and present alternative options for consideration

Composition of the ARC

Subsequent to Board approval to initiate the Oakville Northeast Pupil Accommodation Review Process, on October 5, 2016 an email was sent to all parents in the six (6) school communities, inviting parent representation on the ARC. Each school was asked to submit two (2) parent representatives; preferably one (1) parent currently serving on the Catholic School Council, and one (1) parent at large Table 10 below summarizes the full complement of the Oakville Northeast ARC (no optional members were required):

Table 10: Oakville Northeast Accommodation Review Committee Members

MEMBERS	CORE MEMBERS	CORE RESOURCE MEMBERS	STAFF RESOURCE MEMBERS
ROLE & RESPONSIBILITY	Members are expected to attend all working meetings regardless of topics	Staff members that will attend every working meeting regardless of topic	Staff called upon to attend as required pending the working meeting subject matter
MEMBERSHIP	<p>Chair: Tim Overholt</p> <p>Family of School Superintendent: Toni Pinelli</p> <p>Two (2) parent representative:</p> <p><i>Our Lady of Peace:</i> Debbie Kingsburgh & Stephanie Mitchel</p> <p><i>St. Andrew CES:</i> Stefania Carone & Susan English</p> <p><i>St. Marguerite d'Youville CES:</i> Stacey Coscarella</p> <p><i>St. John CES:</i> Ann Benson & Zrinjka Reeves</p> <p><i>St. Michael CES:</i> Lisa Duncan & Monica Savitsky</p> <p><i>Holy Family CES:</i> Kelly Field & Rita Juliao</p>	<p>Superintendent of Facility Services Management (or designate) Giacomo Corbacio</p> <p>Administrator of Communications Services (or designate) Andrea Swinden</p> <p>Administrator of Planning Services (or designate) Frederick Thibeault</p>	<p>Superintendent of Business Services (or designate) Roxana Negoii</p> <p>Executive Officer of Human Resources (or designate) Joe O'Hara</p> <p>School Principal or Vice-Principal</p> <p>Halton Student Transportation Services (HSTS) representative</p>

The Accommodation Review Committee met on eight (8) formal occasions for an Orientation Session, followed by seven (7) Working Meetings. Each meeting, with the exception of January 16, 2017, took place between 7:00 p.m. and 10:00 p.m. The meeting held on January 16th began at 6:00 p.m. and continued until 10:00 p.m.

The minutes of the ARC meetings are posted online and are accessible through the hyperlinks on the meeting dates in Table 11 below. Note, if reading a paper version of the present report, please visit the School Planning website (schoolplanning.hcdsb.org) or contact the Planning Services Department for a copy of the requested documents.

Table 11: Oakville Northeast Accommodation Review Committee Members

ARC MEETING DATES	PURPOSE OF MEETING/SUMMARY OF WORK ACCOMPLISHED
<u>October 12, 2016</u>	<p>Orientation Session</p> <ul style="list-style-type: none"> - introductions - mandate and roles/responsibilities of ARC reviewed - established working framework - reviewed resource material/binder - brief overview of initial staff recommended accommodation options - <u>Presentation (click here)</u> - <u>Minutes (click here)</u>
<u>October 25, 2016</u>	<p>ARC Working Meeting #1</p> <ul style="list-style-type: none"> - reviewed enrolment projections and participated in group activity - received information about Facility Condition Index (FCI) and School Information Profiles (SIPs) and took part in group activity - went over in detail the two (2) staff recommended accommodation options and site options - <u>Presentation (click here)</u> - <u>Minutes (click here)</u>
<u>November 3, 2016</u>	<p>ARC Working Meeting #2</p> <ul style="list-style-type: none"> - learned about patch maps, scatter maps that show attendance boundaries, and reviewed the impact of specialized programming on school populations - reviewed site statistics for each of the three sites considered in the two recommended staff options (Holy Family, St. John, St. Michael) - began looking at new options - reviewed the format for the first public consultation meeting - <u>Presentation (click here)</u> - <u>Minutes (click here)</u>
<u>November 29, 2016</u>	<p>ARC Working Meeting #3</p> <ul style="list-style-type: none"> - reviewed feedback received from Open House Consultation Meeting - reviewed PAR Survey #1 results - reviewed transportation costs for looked at new options 1 and 2 - looked at 7 new options – 2 options requiring a new school build; and 5 options requiring renovations/additions to an existing school - through a preliminary shortlisting, eliminated 3 options, leaving 6 options - <u>Presentation (click here)</u> - <u>Minutes (click here)</u>

ARC MEETING DATES	PURPOSE OF MEETING/SUMMARY OF WORK ACCOMPLISHED
<u>December 5, 2016</u>	<p>ARC Working Meeting #4</p> <ul style="list-style-type: none"> - meeting held at St. Gregory the Great Catholic Elementary School – tour of the new school provided to ARC members - considered 3 new options, in addition to the 6 remaining options (making 9 options still on the table, and a total 12 options reviewed thus far) - eliminated 2 of the options, leaving 7 options still under consideration - <u>Presentation (click here)</u> - <u>Minutes (click here)</u> - <u>Survey Results (click here)</u>
<u>December 14, 2016</u>	<p>ARC Working Meeting #5</p> <ul style="list-style-type: none"> - reviewed the format for the Joint Catholic School Council Meetings to take place in early January - 5 new options were reviewed (making it 12 options still on the table, and a grand total of 17 options considered) - the options were shortlisted to 4 options: 2 options requiring a new school building; 2 options requiring renovations/additions to an existing school - it was determined that these 4 options – 1A, 4A, 11A and 12B, would be presented at the Joint CSC meetings in early January for further community consultation - <u>Presentation (click here)</u> - <u>Minutes (click here)</u>
<u>January 16, 2017</u>	<p>ARC Working Meeting #6</p> <ul style="list-style-type: none"> - reviewed feedback received through the online PAR Survey #2 - shortlisted the options down to 2 – 1A and 12B – Option 1A requiring a new school build; and Option 12B requiring renovations/additions - considered the most appropriate site for Options 1A and 12B based on a number of criteria - determined by vote that both Option 1A and Option 12B should be on the St. Michael site - it was decided that these final 2 options and site selections –would be presented at the Final Community Consultation Meeting on January 19th for further community consultation - <u>Agenda (click here)</u> - <u>Handout (click here)</u> - <u>Minutes (click here)</u>
<u>January 25, 2017</u>	<p>ARC Working Meeting #7</p> <ul style="list-style-type: none"> - reviewed feedback received through online PAR Survey #3 - determined that Option 1A would be Preferred Option to be submitted first for Ministry approval, and Option 12B would be the alternate option, in the event that the Board does not secure Ministry approval for 1A - both options will be presented to the Board of Trustees as the ARC's recommended options - <u>Agenda (click here)</u> - <u>Minutes (click here)</u>

3.2 School Staff Information Meetings

During the week of November 7-10, 2016, Board staff met with the school staff of Holy Family, St. John, St. Michael, and Our Lady of Peace school communities. Board staff presented information around the Oakville Northeast Pupil Accommodation Review, including implications of a potential school closure/consolidation for staff.

School staff were encouraged to share their concerns through a voluntary activity left at each school. All feedback collected and collated from school staff is attached as **Appendix G**. The following are the dates board staff presented the proposal to school administrative and teaching staff:

- 1) St. John (O) CES November 7, 2016
- 2) Holy Family CES November 9, 2016
- 3) Our Lady of Peace CES November 9, 2016
- 4) St. Michael CES November 10, 2016

3.3 Town of Oakville Information (November 3, 2016)

On November 3, 2016, staff met with the Town of Oakville to review the Interim Staff Report of the Oakville Northeast Pupil Accommodation Review, and the Options presented to Board on October 4, 2016. In reviewing the proposal, staff also inquired whether town staff have new information regarding projects in this area that are different from their response on March 9, 2016. From our discussions, there are no additional projects that could be coupled with the new 550-pupil place school proposal at this time.

Staff were generally supportive of the presented accommodation plans. The Traffic Engineer for the Town noted that considering current high bussing demands in the area, and the potential increase in bussing, staging of bussing is important to consider in reducing transportation impacts.

3.4 Halton Region CMSM Information (November 7, 2016)

As previously mentioned, Board staff is in continuous communications with Regional Staff, and the Consolidated Municipal Service Manager (CMSM). That said, this tentative project was first introduced to the Region on January 18, 2016, and in later meetings.

On November 7, 2016, staff met again with the Halton Region CMSM to discuss partnership opportunities within the Oakville Northeast Pupil Accommodation Review Area for any one of the four (4) remaining schools in the review area. Given the already high number of Child Care and Ontario Early Year Child and Family Centre within the CEO4 and CEO5 Education Review Areas, no additional spaces are required.

3.5 Public Open House #1 (November 17, 2016)

November 17, 2016, the Board hosted a Public Open House Community Information Meeting at Holy Trinity Catholic Secondary School. The purpose of this meeting was to present the information within the Initial Staff Report to the affected communities. Approximately 155 members of the community attended and registered for the night.

A number of stations were prepared that spoke to specific topics related to the following, which can also be accessed online ([click here](#)):

- 1) Oakville Northeast Accommodation Review Area Enrolment Trends
- 2) School Information Profiles for all six (6) schools
- 3) Proposed Accommodation Plan Options (1 & 2)
- 4) Current Student Transportation Needs
- 5) Times lines and Transition Committee Mandate
- 6) Mandate of the ARC
- 7) Commenting Stations

3.5.1 Public Open House Survey Results

Staff circulated an online survey to the community on the night of the Public Open House. The survey closed on December 5th, 2016. During that period, 283 individual surveys were completed, and provided their views on both options presented as well as concerns they may have on the current proposal. Table 11 below provides a breakdown of the responses received by school:

Table 12: Survey Responses by School

School	Completed Survey	Overall Ratio
St. John Catholic Elementary School	49	17.3%
St. Michael Catholic Elementary School	33	11.7%
Holy Family Catholic Elementary School	52	18.4%
Our Lady of Peace Catholic Elementary School	54	19.1%
St. Andrew Catholic Elementary School	41	14.5%
St. Margeurite d'Youville Catholic Elementary School	54	19.1%
Totals	283	100%

Respondents provided their opinions on their sentiments of both Option 1 and Option 2, and provided their own views on what they “LIKED” and “DID NOT LIKE” with either accommodation plan. Table 13 and Table 14 provide a breakdown of how the community viewed both options. See [Appendix I](#) and [Appendix J](#) for the full survey results, analysis, and written comments.

Table 13: Option 1 Preference Responses by School

School	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
St. John	10	4	10	9	2
St. Michael	1	3	9	8	10
Holy Family	26	10	8	10	0
Our Lady of Peace	5	5	10	16	18
St. Andrew	2	5	18	11	5
St. Margeurite d'Youville	6	4	22	8	5
Totals	50	31	77	62	40

Table 14: Option 2 Preference Responses by School

School	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
St. John	7	6	15	8	2
St. Michael	5	4	11	10	2
Holy Family	27	10	11	6	0
Our Lady of Peace	11	7	17	12	5
St. Andrew	3	9	25	1	0
St. Margeurite d'Youville	2	4	24	11	2
Totals	55	40	103	48	11

All comments received from the initial Public Open House meeting were provided to the ARC as information. The data gathered from these surveys help guide the development of a number of new options that were more suited to the views of the community.

3.6 Ministry of Education Teleconference Meeting

Board Staff hosted a teleconference with the Ministry of Education to discuss the upcoming business case submission as part of the 2017 School Consolidation Capital Funding submissions.

Staff presented the Oakville Northeast Catholic Elementary School proposals to the Ministry as the potential option that staff would present as a business case in the 2017 School Consolidation Capital round of funding. As was the response for the 2016 Capital Priorities Submission on November 9, 2016, regarding the previously submitted School Consolidation Capital projects, the Ministry recommended that staff also explore cost effective solutions that don't require a new school build.

The ARC and staff continued to work collaboratively in developing two (2) plans: the "New School Option (Preferred)" and the "Existing School Option (Alternate)".

3.7 Webinar Presentation and Pre-CSC Survey (December 23, 2016)

To give ample time to the community to review information prepared by the ARC, staff posted a webinar presentation and a preliminary survey for viewers on the school planning website. The content of the package included: a background about the PAR process; why the PAR was initiated; what has been completed through the process thus far; and a detailed description of the four (4) New Options that will be presented at the upcoming Catholic School Council meetings.

Staff posted a link to the webinar on the School Planning webpage, and emailed the links to all parents and staff within the six (6) school communities. A total of 531 individuals that viewed the webinar, and approximately 213 individual completed the survey – four (4) did not specify their home school.

3.8 Catholic School Council Meetings

Three (3) separate Joint Catholic School Council Meetings were held during the week of January 9 to January 12, 2017. In total, 127 community members attended the meetings. At each consultation meetings (listed below) those in attendance received a presentation with detailed information about the options the ARC was considering.

- | | |
|--|------------------|
| 1) CSC #1: St. John (O) CES + Our Lady of Peace CES | January 9, 2017 |
| 2) CSC #2: St. Michael CES + St. Andrew CES | January 11, 2017 |
| 3) CSC #3: Holy Family CES + St. Marguerite d'Youville CES | January 12, 2017 |

Following the presentation, there was an opportunity to ask questions, or submit questions in writing for those who preferred to remain anonymous, and receive staff responses. The questions and comments received (verbally and in writing) during the Open Mic Question Period are attached as **Appendix K**.

3.8.1 CSC Meeting Survey Results

Attached as **Appendix L**, the completed Catholic School Council Survey Results provides four (4) analytical sections. They are as follow:

- 1) Part A shows a basic descriptive statistics from the online survey about participation rates of each school community and which neighborhoods the voices came from.
- 2) Part B explores the data broken down by the four final options presented for this PAR process.
- 3) Part C shows results from the survey summarized from each school community.
- 4) Part D discusses the issues around public consultation and gathering voices from the community.

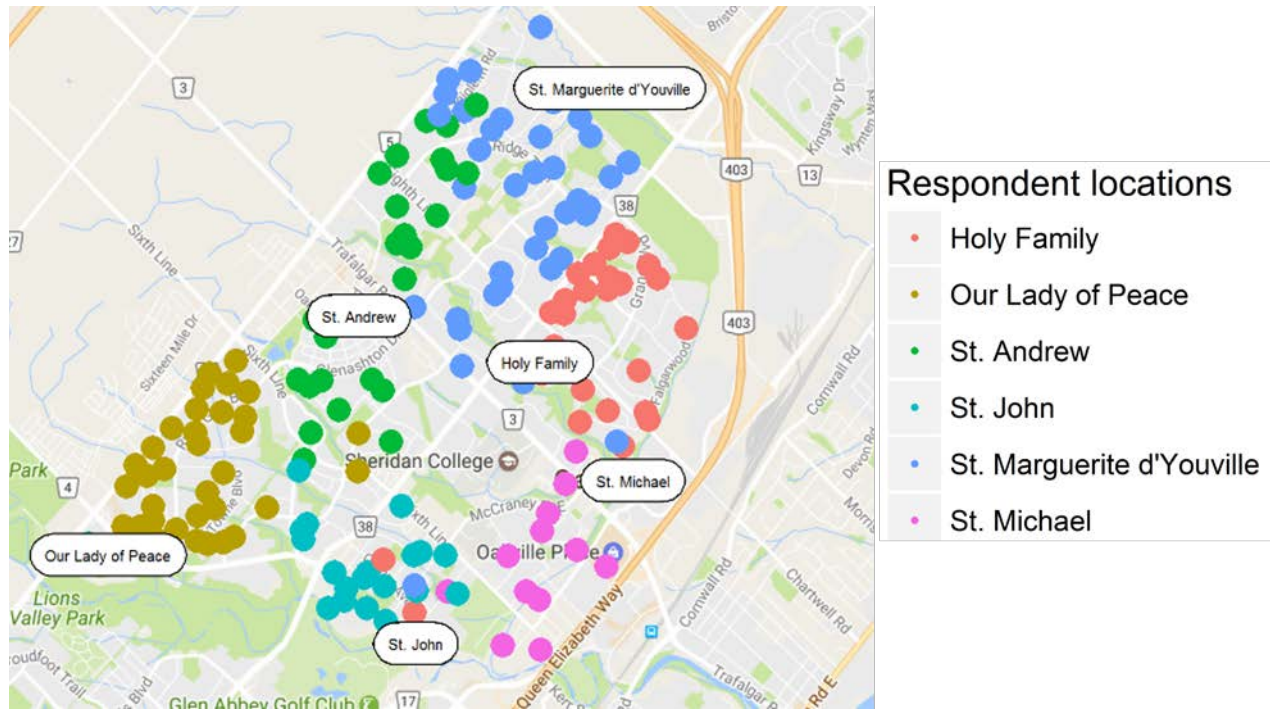
There were 213 completed feedback forms submitted following data cleansing. The latter consisted of removing responses that did not contain any information, or those individuals who logged in and only chose the school but did not finish the survey beyond the first question about role or school.

Table 15 shows how many participants engaged with the final survey according to each school community. It should be noted that response rates to the survey were rather low in contrast to the number of students enrolled in each school, demonstrating that only a very small sample of community stakeholders have submitted their feedback. The vast majority is silent.

Table 15: Catholic School Council Survey Responses by School

School	School Enrolment	Responses	Overall Ratio
St. John	147	29	19.7%
St. Michael	208	15	7.2%
Holy Family	213	30	14.1%
Our Lady of Peace	398	52	13.1%
St. Andrew	779	39	5.0%
St. Margeurite d'Youville	537	44	8.2%
Not Specified	n/a	4	N/A
Totals	2,282	213	9.0%

Figure 6: CSC Survey Responses by Address Location



As discussed in both Part B and Part C of [Appendix L](#), school communities were given the opportunity to express how they perceived each of the four (4) options presented at the Catholic School Council Meetings. Table 16 below provides an aggregated breakdown of each options' community preference level.

Table 16: Catholic School Council Aggregated Option Preferences

Options	Strongly Dislike	Dislike	Neutral	Like	Strongly Like	Totals
Option 1A	28	35	45	42	59	209
	13.4%	16.7%	21.5%	20.1%	28.2%	100%
Option 4A	41	45	46	38	39	209
	19.6%	21.5%	22.0%	18.2%	18.7%	100%
Option 11A	37	43	45	40	30	195
	19.0%	22.1%	23.1%	20.5%	15.4%	100%
Option 12B	41	35	27	51	46	200
	20.5%	17.5%	13.5%	25.5%	23.0%	100%

When reviewing this information at the January 16, 2017, Working Meeting, the ARC reviewed which of the two (2) New School and the two (2) Existing School options were more acceptable by the school community. Based on the below table, Option 1A and Option 12B were selected by the ARC as preferred options as both had the highest level of acceptance when combining Neutral, Like, and Strongly Like categories.

Based on the selected options, the ARC later decided upon which site the schools are to be located in both Option 1A and Option 12B. This information was presented at the next Public Open House meeting.

3.9 Public Open House #2 (January 19, 2017)

Based on the results of the January 16 2017, ARC Working Meeting, staff prepared materials to present both Option 1A and Option 12B to the community and inform the community that St. Michael is the preferred site. Materials prepared included a brief presentation that provided an overview of the PAR process and major milestones, and described the two (2) final options. Similar to the first Public Open House meeting in November, a number of stations were prepared that spoke to specific topics related to the following, which can be accessed online ([click here](#)):

- 1) Oakville Northeast Accommodation Review Area Enrolment Trends
- 2) Proposed Accommodation Plan Options (1A & 12B)
- 3) Programming Options and Descriptions
- 4) Composition and Mandate of the ARC
- 5) Timelines and Transition

In total, 65 community members attended the second open house meeting. A survey portal opened between January 20 and January 25, 2017, which accumulated 234 responses from the community. Refer to **Appendix M** for responses and results gathered from the community. This information was used to reach a final decision at the final ARC working meeting. Table 17 shows how many participants engaged with the survey according to each school community. Again, response rates were low in contrast to students enrolled in each school, where only a very small sample of community stakeholders have submitted their feedback, and the vast majority remain silent.

Table 17: Open House 2 - Survey Responses by School

School	School Enrolment	Responses	Overall Ratio
St. John	147	35	24.00%
St. Michael	208	23	11.10%
Holy Family	213	50	23.50%
Our Lady of Peace	398	46	11.60%
St. Andrew	779	38	5.00%
St. Margeurite d'Youville	537	41	8.00%
Not Specified	n/a	1	0.00%
Totals	2,282	234	10.25%

As presented in Table 18 below, and discussed in both Part B and Part C of **Appendix L**, school communities were given the opportunity to express how they perceived each of the two (2) options presented at the second Public Open House Meeting. All written feedback is also attached.

Table 18: Open House 2 - Aggregated Option Preferences

Options	Strongly Dislike	Dislike	Neutral	Like	Strongly Like	Totals
Option 1A	54	29	39	41	70	233
	23.2%	12.4%	16.7%	17.6%	30.0%	100%
Option 12B	62	39	36	43	54	234
	26.5%	16.7%	15.4%	18.4%	23.1%	100%

4. Option Development Summary

Following a five-month Pupil Accommodation Review Process, which included a comprehensive community consultation, the Accommodation Review Committee met at the final ARC Meeting held on January 25, 2017, and voted to submit two (2) recommendations for consideration by the Board of Trustees.

Throughout the seven (7) working meetings of the ARC, in total, **17 accommodation options were developed, reviewed, and decided upon. Ultimately, two (2) recommended options are being brought forward for Trustee consideration and approval.** For a visual map of each of the 17 accommodation options, refer to [Appendix N](#).

The first, Option 1A, seeks Ministry funding for a new 550-pupil place school facility. The second, Option 12B, seeks minor Ministry funding for additions, and relies predominantly on existing infrastructure to accommodate student enrolment.

Refer to Table 19 for the list of Accommodation Plan Options review by the ARC, and a brief overview on why and when they were removed (*Note ARC WM = Accommodation Review Committee Working Meeting*). As indicated in the Initial Staff Report, staff utilized Table 10 of the same report to develop and review accommodation plans – this Table is now presented as [Appendix C: Proposed Option Criteria to be Considered](#).

The ARC used these considerations as the basis of its review of the current situation and proposed options, and added upon them where necessary to complement their knowledge of their own community. It is worth noting that neither of the two (2) original staff options presented in the initial report approved on October 4, 2016, are currently before Trustees as one of the final recommended options.

Staff is presenting to the Board of Trustees the ARC and staff worked two (2) developed Accommodation Plans: the “New School Option (Preferred)” and the “Existing School Option (Alternate)”. This approach allows for a contingency plan in the event Option 1A does not receive funding from the Ministry.

To ensure that staff would not need to re-initiate a PAR and return to the community for additional consultation if Ministry funding proved inaccessible, the alternative Option 12B would be available for implementation.

Table 19: Summary of Examined Accommodation Plan Options

OPTION DESCRIPTION	OPTION INTRODUCED	OPTION STATUS	REASON FOR REMOVAL
OPTION 1			
Consolidate 3 schools into 1 facility and introduce the Extended French Immersion (ExtFI) program at the newly constructed 550 pupil place Oakville Northeast Elementary School (ONES)	Initial Staff Report (Staff Preferred)	Presented at Open House #1 Removed ARC WM #5 14-12-16	Did not meet criteria.
OPTION 2			
Consolidate 3 schools into 1 facility and introduce the Structured Teaching program at the newly constructed 550 pupil place Oakville Northeast CES (ONES)	Initial Staff Report (Alternate)	Presented at Open House #1 Removed ARC WM #4 05-12-16	Did not meet criteria.
OPTION 3 – 3 INTO 1 SCHOOL + EXTENDED FRENCH			
Consolidate Holy Family, St. Michael, and St. John into 1 facility and introduce the Extended French Program at the new facility, drawing from Oakville Northeast and Our Lady of Peace.	ARC Developed for WM #3 29-11-16	Removed ARC WM #3 29-11-16	Did not meet criteria. Projected overutilization at new school not desired.
OPTION 4 - 3 INTO 1 SCHOOL + EXTENDED FRENCH (OLPO)			
Consolidate Holy Family, St. Michael, and St. John into 1 facility and introduce the Extended French Program at Our Lady of Peace, drawing from Oakville Northeast and Our Lady of Peace Boundaries.	ARC Developed for WM #3 29-11-16	Removed ARC WM #5 14-12-16	Did not meet criteria.
OPTION 5 - 2 INTO 1 SCHOOL			
Consolidate St. Michael and St. John into 1 facility. Enhance both recipient facilities with renewal projects, with no new pupil spaces.	ARC Developed for WM #3 29-11-16	Removed ARC WM #3 29-11-16	Did not address mandate of PAR.
OPTION 6 - 3 INTO 2 SCHOOLS			
Consolidate St. Michael and St. John into 1 facility. Enhance both recipient facilities with renewal projects, with no new pupil spaces.	ARC Developed for WM #3 29-11-16	Removed ARC WM #3 29-11-16	Did not address mandate of PAR.
OPTION 7 - 3 INTO 2 SCHOOLS + EXTENDED FRENCH + GIFT			
Consolidate St. Michael and St. John into 1 facility, with boundary changes. Introduce Extended French at Our Lady of Peace, and redirect the Gifted Program to Holy Family. Enhance both recipient facilities with renewal projects, with no new pupil spaces.	ARC Developed for WM #3 29-11-16	Removed ARC WM #4 05-12-16	Did not meet criteria.

**Oakville Northeast Pupil Accommodation Review:
School Closure & Consolidation Project**

OPTION DESCRIPTION	OPTION INTRODUCED	OPTION STATUS	REASON FOR REMOVAL
OPTION 8 - 3 INTO 2 SCHOOLS + EXTENDED FRENCH + GIFT			
Consolidate St. Michael and St. John into 1 facility. Introduce Extended French at Our Lady of Peace, and redirect the Gifted Program to Holy Family. Enhance both recipient facilities with renewal projects, with no new pupil spaces.	ARC Developed for WM #3 29-11-16	Removed ARC WM #5 14-12-16	Did not meet criteria.
OPTION 9 - 3 INTO 2 SCHOOLS + EXTENDED FRENCH + GIFT			
Consolidate St. Michael and St. John into 1 facility, with boundary changes. Introduce Extended French at Our Lady of Peace, and redirect the Gifted Program to Holy Family. Enhance both recipient facilities with renewal projects, with no new pupil spaces.	ARC Developed for WM #3 29-11-16	Removed ARC WM #5 14-12-16	Did not meet criteria.
OPTION 10 – 4 INTO 2 SCHOOLS			
Consolidate St. John with Our Lady of Peace, and consolidate both Holy Family and St. Michael into one facility. Enhance both recipient facilities with renewal projects, with no new pupil spaces.	ARC Developed for WM #4 05-12-16	Removed ARC WM #5 14-12-16	Did not meet criteria.
Option 11 - 4 Into 2 Schools + EXTENDED FRENCH			
Consolidate St. John with Our Lady of Peace, and introduce Extended French to Our Lady of Peace. Consolidate both Holy Family and St. Michael into one facility. Enhance both recipient facilities with renewal projects, with no new pupil spaces.	ARC Developed for WM #4 05-12-16	Removed ARC WM #5 14-12-16	Did not meet criteria.
Option 12 - 4 Into 2 Schools + EXTENDED FRENCH			
Consolidate St. John and St. Michael into a facility. Consolidate Holy Family and St. Marguerite d'Youville. Introduce Extended French at Our Lady of Peace. Enhance recipient facilities with renewal projects, with no new pupil spaces.	ARC Developed for WM #4 05-12-16	Removed ARC WM #5 14-12-16	Did not meet criteria.
Option 1A – 3 into 1 + EXTENDED FRENCH +GIFT INTERIM STAFF REPORT OPTION			
Consolidate 3 schools into 1 facility and introduce the Extended French Immersion (ExtFI) program at the newly constructed 550 pupil place Oakville Northeast (ONES).	ARC Developed for WM #5 14-12-16	Presented at Catholic School Council Meetings and Open House #2 Recommended Option Interim Staff Report – 07-02-2017	n/a

**Oakville Northeast Pupil Accommodation Review:
School Closure & Consolidation Project**

OPTION DESCRIPTION	OPTION INTRODUCED	OPTION STATUS	REASON FOR REMOVAL
Option 4A – 3 into 1 + EXTENDED FRENCH + GIFT			
Consolidate 3 schools into 1 facility and introduce the Extended French Immersion (ExtFI) program at the newly constructed 550 pupil place Oakville Northeast (ONES)	ARC Developed for WM #5 14-12-16	Presented at Catholic School Council Meetings Removed ARC WM #6 16-01-17	Option 1A was preferred, as it better addressed criteria.
Option 11A – 4 into 2 + EXTENDED FRENCH +GIFT			
Consolidate St. John with Our Lady of Peace, and introduce Extended French to Our Lady of Peace. Consolidate both Holy Family and St. Michael into one facility with an addition. Enhance both recipient facilities with renewal projects.	ARC Developed for WM #5 14-12-16	Presented at Catholic School Council Meetings Removed ARC WM #6 16-01-17	Option 12B was preferred, as it better addressed criteria and received more support in the Survey Results.
Option 12A – 4 into 2 + EXTENDED FRENCH +GIFT			
Consolidate St. John and St. Michael into a facility, with boundary changes. Consolidate Holy Family and St. Marguerite d'Youville. Introduce Extended French at Oakville Northeast and Gifted at Our Lady of Peace. Enhance recipient facilities with renewal projects, with no new pupil spaces.	ARC Developed for WM #5 14-12-16	Removed ARC WM #5 14-12-16	Did not meet criteria.
Option 12B – 4 into 2 + EXTENDED FRENCH INTERIM STAFF REPORT OPTION			
Consolidate St. John and St. Michael into a facility, with boundary changes. Consolidate Holy Family and St. Marguerite d'Youville. Introduce Extended French and Essential Skills at Our Lady of Peace. Enhance recipient facilities with renewal projects, with no new pupil spaces.	ARC Developed for WM #5 14-12-16	Presented at Catholic School Council Meetings and Open House #2 Recommended Option Interim Staff Report – 07-02-2017	n/a

5. Interim Staff Report Recommendations

5.1 Option 1A – Preferred Accommodation Plan

Staff anticipates presenting to the Board on March 7, 2017, the Preferred Accommodation Plan Option 1, that proposes to **consolidate three (3) schools into one (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**. The accommodation plan also addresses other programming needs to **regulate other school enrolment pressures or underutilization**.

- 1) Consolidate Holy Family Catholic Elementary School, St. John Catholic Elementary School, and St. Michael Catholic Elementary School into one (1) facility on St. Michael's current site, and undertake the following actions:
 - a) Undertake Boundary Changes: re-direct areas T21 and T25 from St. John Catholic Elementary School towards Our Lady of Peace Catholic Elementary School.
 - b) Grandfather all students residing within the T21 and T25 attendance areas currently enrolled at St. John Catholic Elementary School effective June 30, 2017, the option to attend the new Oakville Northeast Catholic Elementary School, without transportation.
- 2) Programming Options will be reviewed by Senior staff to look at the viability of the following:
 - a) Introduction of an Extended French Program (Grade 5 entry) at the newly constructed 550-pupil place school. Re-direct Our Lady of Peace; Holy Family (former); St. John (former); St. Michael (former) to Oakville Northeast for Extended French.
 - b) Structured teaching Class to be placed at the newly constructed 550 pupil place school.
 - c) Introduction of the Gifted Program to Our Lady of Peace.
 - d) Re-directing St. Andrew students to St. Marguerite d'Youville for Extended French.
 - e) Re-directing the Essential Skills Program from Holy Family to St. Andrew.

In the event that the Ministry does not approve funding for Option 1A as part of the 2017 School Consolidation Capital submission, the alternative accommodation plan, Option 12B will take effect.

Table 20: Option 1A – 10 Year Enrolment Projections

SCHOOLS	OTG	OPEN	5 YEAR PROJECTION					10 YEAR PROJECTION				
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Proposed ONES	550	478	493	503	519	506	506	517	516	517	515	515
		87%	90%	92%	94%	92%	92%	94%	94%	94%	94%	94%
OLPO	490	472	474	496	515	517	510	501	505	503	500	498
		96%	97%	101%	105%	106%	104%	102%	103%	103%	102%	102%
ANDR	585	731	685	656	621	597	589	574	565	554	548	542
		125%	117%	112%	106%	102%	101%	98%	97%	95%	94%	93%
MARG	539	486	459	456	437	422	421	409	410	411	406	401
		90%	85%	85%	81%	78%	78%	76%	76%	76%	75%	74%
Student Count		2167	2111	2111	2093	2042	2026	2000	1995	1985	1969	1955
Utilization (%)		100%	98%	98%	97%	94%	94%	92%	92%	92%	91%	90%
Surplus Space (+,-)		-3	53	53	71	122	138	164	169	179	195	209

Figure 7: Option 1A Projection – Proposed Oakville Northeast School (St. Michael Site)

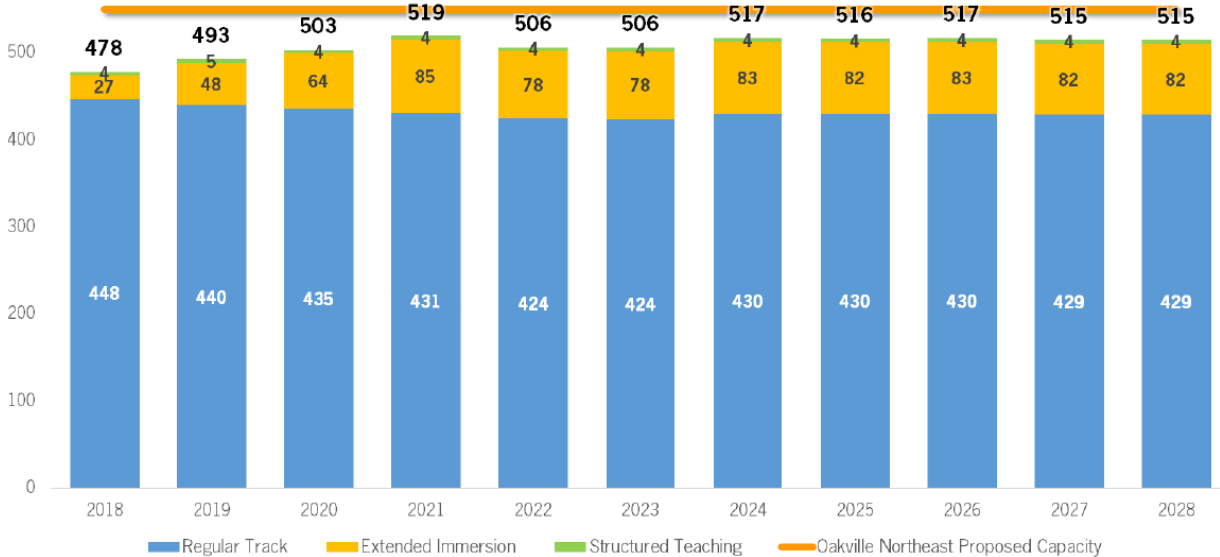
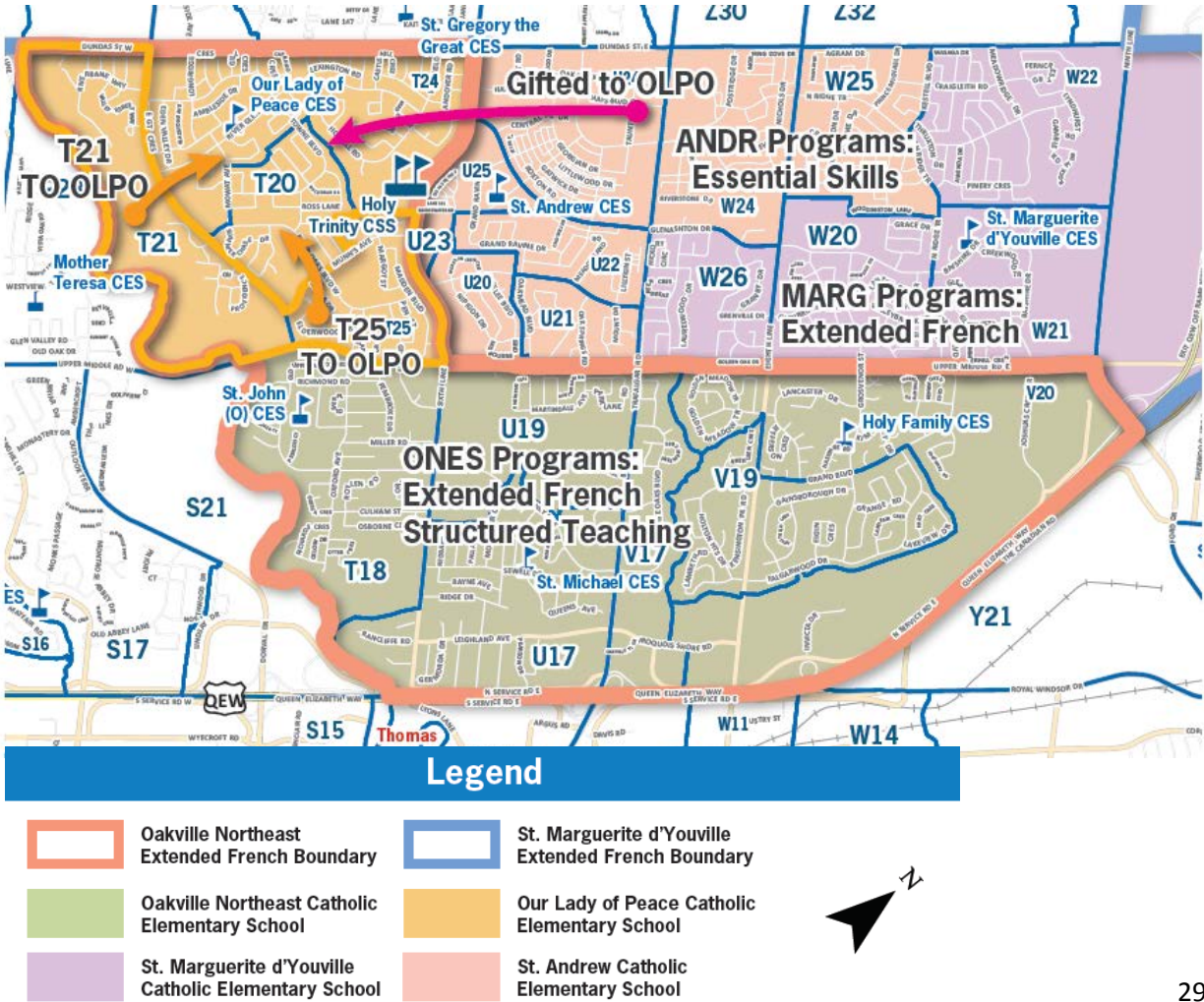


Figure 8: Option 1A Accommodation Plan Attendance Boundaries



5.1.1 Preferred Option 1A Summary

Table 21 below provides a full summary of how the Option 1A Preferred Accommodation Plan addresses the Option Development Criteria, as described in **Appendix C**. Based on these criteria, staff believes that the proposed Oakville Northeast School meets the criteria to a very high degree and effectiveness.

Table 21: Option Development Criteria Summary – Preferred Option

OPTION DEVELOPMENT CRITERIA	DESCRIPTION	RATIONALE	(✓)
Utilization	Is the optimal facility utilization (90-125%) achieved in this option?	Overall, the new Oakville Northeast Catholic Elementary school will operate within the optimal utilization range over the next 10 years of projections. This is also true for Our Lady of Peace, which will operate slightly over 100 over a 10 year period. St. Marguerite d'Youville is still anticipated to operate below the 90% utilization rate over 10 years. Re-directing St. Andrews for Extended French to Marguerite d'Youville may further reduce pressures at St. Andrews by having a higher apportionment of Extended French transfers..	✓
Facility Size (OTG)	Is the proposed new facility within the optimal pupil place range of 527-671?	The proposed facility size is 550 pupil places, meeting construction efficiencies and ideal for program delivery. As was discussed in the Initial Staff Report in Section 5.1.2, a facility of this size would typically allow for two full classrooms per grade, reducing the number of combined classrooms at a single school.	✓
Portables	How are Portable Classroom needs addressed in this option?	As the Oakville Northeast Catholic Elementary School is located within an established neighbourhood, the enrolments projected are what staff believe to be the sustainable yield, meaning the enrolment will remain stable at 90-95%, with room for growth. As for St. Andrew and Our Lady of Peace, a small number of portables are anticipated – if their enrolments justify, future additions could be explored.	✓
Accessibility	Is the proposed facility/site AODA compliant?	The Oakville Northeast School will be AODA compliant. Necessary modifications to the site will be made to ensure they are equally compliant. The Board will continue to make enhancements to its existing school to make them AODA compliant by 2025.	✓
Facility Condition Index (FCI)	Facility Condition Index (FCI) - What is it, and how do renewal needs apply?	The average facility age of the three (3) current facilities within the CEO5 Education Review Area are between 18-24 years of age, and all have 5-year Facility Condition Indexes between 6% - 16%. They will continue to be maintained as part of the Board renewal program. Also note that any sale of lands generating Proceeds of Disposition (POD) can be used to fund renewal needs at schools.	✓
Transportation	How are student transportation times impacted by the proposed option?	The new Oakville Northeast school will have an increase of transportation needs for students that reside in the St. John and Holy Family attendance areas, as they are not within walking distance, going from 158 riders to 320 riders for the Regular Track program. Alternatively, overall, the total number of students bussed to school is reduced significantly, as students attending the Extended French program at St. Matthews or St. Bernadette can now walk to school, or	✓

		have greatly reduced transportation distances and times. Significant efficiencies are achieved in aligning the Extended French program boundaries.	
Distance to School	How is the average distance to school impacted by the proposed option?	2.08 km average ride distance for the Oakville Northeast Catholic Elementary School. The average distance is increased for the Regular Track program, however they are still within the general vicinity of their neighbourhood. Times are well within the HSTS policy requirements on maximum bus times.	✓
Site Size and Configuration	Given the site configuration and size, is it suitable for the proposed project?	<p>The St. Michael School site has an acreage of 4.0, smaller by about 1.0 acre of what the staff would preferable build on in a new construction area. That said, being located next to a church that shares a parking lot, additional efficiencies can be made on site whereby additional acreage is not necessarily required. Less parking needs to be constructed on site as sharing is possible.</p> <p>Furthermore, the site can have up to three (3) ingresses and egresses to manage traffic flows.</p> <p>Lastly, it is the most centrally situated of the three (3) elementary schools within CEO4 Education Review, reducing transportation times and needs. The site is also situated in proximity to existing students.</p> <p>The St. Michael School also has the fewest construction constraints, as it is relatively flat, with no physical limitation (e.g. flooding/drainage)</p>	✓
Adjacent Uses	Are the uses adjacent to the proposed school / site compatible with a school use?	The site is located adjacent to the St. Michael Parish, allowing for sharing of lots. Also, it is situated in a residential neighbourhood.	✓
Program	How are programming gaps addressed in the proposed option?	<p>Proposed to offer Regular Track at the new school, and introduce an additional Extended French Program within the Holy Trinity Family of Schools area.</p> <p>The introduction of an Extended French Program within the CEO4 Review Area allows students to remain in their area, as opposed to travelling to schools Extended French schools at St. Ignatius of Loyola Catholic Secondary School.</p> <p>The plan aligns Extended French and Regular Track Families.</p> <p>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.</p>	✓
Site Limitations (If Any)	Is the site subject to any other unique factors, impacting its suitability for a new school?	Long Narrow site. Feasibility Study with consultants completed, and would seek a double loaded corridor 2-storey school construction on relatively the same footprint of the existing school (see Appendix D).	✓

5.1.2 Current vs. Proposed Capital Cost Savings

The 5-year renewal needs for Holy Family, St. Michael and St. John Catholic Elementary Schools amounts to approximately \$5.9M (Ministry), expected to rise to approximately \$10.6M by the 10-year mark (Board).

Furthermore, to meet Accessibility for Ontario with Disabilities Act (AODA) standards by 2025, the Board can anticipate spending approximately \$1.6M prior to 2025 between the three (3) schools.

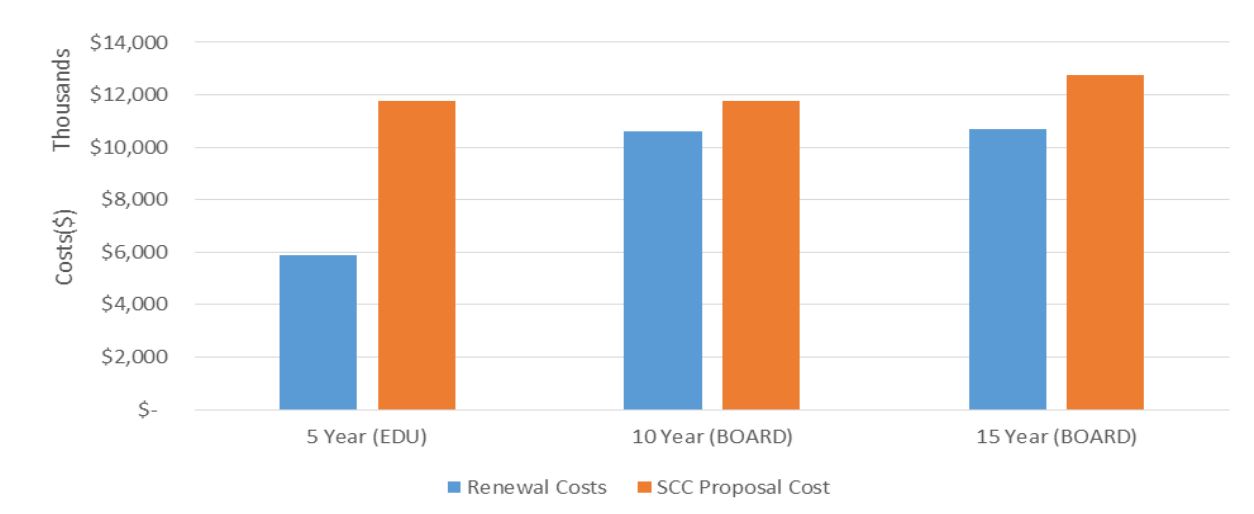
As shown in Table 22, in 5 years this total amounts to 50% of the proposed Oakville Northeast School construction cost of \$11.7M, and by 10 years, 93% of the construction and renewal costs of a new facility.

Table 22: Option 1A - Capital Cost Comparison for Alternate Accommodation

Existing Schools	Code	RENEWAL NEEDS			
		5 Year (EDU)	AODA Costs	10 Year (BOARD)	15 Year (BOARD)
St. John (O) CES	JOHO	\$2,180,594	\$832,004	\$4,324,901	\$4,388,101
St. Michael CES	MICH	\$1,532,483	\$349,372	\$3,864,093	\$3,864,093
Holy Family CES	HLYF	\$2,176,658	\$482,876	\$2,404,666	\$2,424,946
Total CEO4 Review Area Cost (\$)		\$5,889,735	\$1,664,252	\$10,593,660	\$10,677,140
New Oakville South Central School	Capital	\$11,427,716	\$-	\$11,427,716	\$11,427,716
	Demo	\$331,528	\$-	\$331,528	\$331,528
	Renewal	\$-	\$-	\$-	\$1,000,000
Total Oakville Northeast Cost (\$)		\$11,759,244	\$-	\$11,759,244	\$12,759,244

Renewal needs would not account for any required investments to update existing facilities with current accessibility, LED lighting, natural Kindergarten playgrounds and other modernization improvements that this project would have the effect of introducing.

Figure 9: Capital Cost Comparison for Alternate Accommodation



5.1.3 Operating Cost Savings

As part of this analysis, operating expenses included in this study are as follows: custodial, utilities (electric, gas, water), portable costs, and transportation costs. Staffing considerations have not been made at this current time, but are anticipated to present even further savings (dropping from three (3) principals to one (1) principal and one (1) vice-principal; three (3) secretaries to one (1) secretary and one (1) office assistant; three (3) custodian crews to one (1) crew).

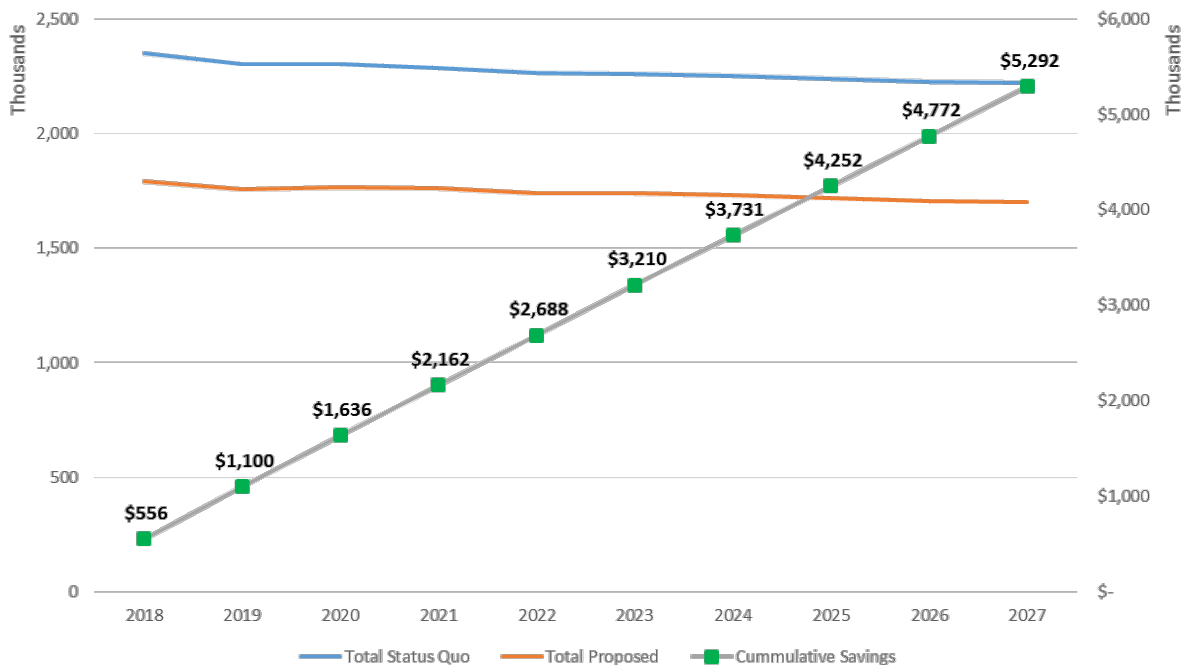
Currently, the annual operating expenditure for Holy Family, St. John and St. Michael Catholic Elementary Schools is estimated at \$774,425 (refer to Table 23 for a cost breakdown). The operating costs of the proposed solution utilizes St. Benedict costs, as it is the most recent build completed and operated by the Board.

The table and graph below provide an overview which include the CE05 schools, showing annual savings of \$556,175, and a cumulative savings of \$5.3M over a 10-year period (2027).

Table 23: Annual Operational Cost Comparison Proposed Oakville Northeast

		2018	2022	2027
Status Quo	Operational Costs	\$1,833,527	\$1,833,527	\$1,833,527
	Transportation Costs	\$360,750	\$347,878	\$346,516
	Portable Classroom 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	\$291,000	\$308,937	\$313,087
	Portable Classroom Costs	\$154,000	\$84,000	\$42,000
	Total Proposed Option	\$1,792,102	\$1,740,039	\$1,702,189
Annual Savings		\$556,175	\$525,366	\$519,855
Cumulative Savings		\$556,175	\$2,687,834	\$5,291,700

Figure 10: Annual Operational Cost Comparison



5.1.4 Option #1 Transition Plan

Under Section 1.11 of Administrative Procedure VI-35: School Accommodation Review – Closure/Consolidation, Staff is required to establish a Transition Committee once the Board of Trustees approves an accommodation plan for a Pupil Accommodation Review. The Terms of Reference for the Transition Committee are found in **Appendix O** of this report.

If **Option 1A**, the preferred recommendation, is approved by the Board of Trustees, staff proposes the following **tentative** Accommodation Transition Plan 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.
 - Current students, as of June 30, 2017, wishing to remain with their cohort, Grandfathering without transportation will be provided to the full grade complement of Junior Kindergarten to Grade 8.
- Re-locate all students enrolled in the Holy Family School Essential Skills Classroom (ESC) to St. Andrew 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.
 - Students being transferred from Patches T21 and T25 can be Grandfathered and permitted to attend St. John in holding.
- 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.
- Upon completion of the Oakville Northeast Catholic Elementary School, staff will review whether the Extended French can feasibly be introduced to the location. If so, it will begin in Grade 5, and will transition grade to grade over the next three (3) subsequent years.
- Holy Family School and St. John (O) Schools would then close.

Note that the Transition Committee could alter the above plan, and provide additional insight on identifying the best means of transitioning students in their new school.

5.2 Option #12B – Alternate Scenario

As stated in Section 5.1, in the event the Ministry does not approve funding for Option 1A as part of the 2017 School Consolidation Capital submission, the alternative accommodation plan, Option 12B will take effect.

The Alternate Accommodation Plan Option 12B, proposes to **consolidate four (4) schools into two (2) facilities and introduce the Extended French program in Our Lady of Peace**. The accommodation plan also addresses other programming needs to **regulate other school enrolment pressures or underutilization**.

PART A – Oakville Northeast School Consolidation

- 1) Consolidate St. John and St. Michael into a renovated facility on St. Michael's site, and undertake the following actions:
 - a) Undertake Boundary Changes: re-direct areas T21 and T25 from St. John Catholic Elementary School towards Our Lady of Peace Catholic Elementary School.
 - b) Grandfather all students residing within the T21 and T25 attendance areas currently enrolled at St. John Catholic Elementary School effective June 30, 2017, the option to attend the new Oakville Northeast Catholic Elementary School, without transportation.

PART B – St. Marguerite d'Youville & Holy Family Consolidation

- 2) Consolidate Holy Family Catholic Elementary School into St. Marguerite d'Youville Catholic Elementary School, effective the 2020/2021 school year, and undertake the following actions:
 - a) Enhance recipient facilities with renewal projects, and construction of a permanent classroom addition to St. Marguerite d'Youville Catholic Elementary School that will effectively accommodate the sustainable projected student enrolment.

Table 24: Option 12B – 10 Year Enrolment Projections

SCHOOLS	OTG	YR 1	5 YEAR PROJECTION					10 YEAR PROJECTION					12 YEAR	
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
ONES	550	256	261	261	267	259	265	270	267	270	269	269	269	269
		97%	99%	99%	101%	98%	100%	102%	101%	102%	102%	102%	102%	102%
HLYF	317	214	212	CLOSED AFTER 2020 – TRANSFERRED TO ST. MARGUERITE D'YOUVILLE										
		67%	67%											
OLPO	490	484	480	511	537	527	527	522	523	521	517	514	465	462
		99%	98%	104%	110%	108%	108%	107%	107%	106%	105%	105%	95%	94%
ANDR	585	743	719	711	695	666	656	639	629	618	611	605	604	596
		127%	123%	122%	119%	114%	112%	109%	108%	106%	104%	103%	103%	102%
MARG	539	482	457	652	629	616	607	600	605	604	599	595	573	570
		76%	72%	103%	100%	98%	96%	95%	96%	96%	95%	94%	91%	90%
Student Count		2167	2183	2133	2139	2131	2072	2059	2035	2028	2017	2000	1986	1914
Utilization (%)		100%	95%	93%	93%	93%	90%	90%	89%	89%	88%	87%	87%	84%
Surplus Space (+,-)		-3	108	158	152	160	219	232	256	263	274	291	305	377

PART C – Senior Staff Programming Review

- 3) Programming Options will be reviewed by Senior staff to look at the viability of the following:
 - a) Introduction of an Extended French Program (Grade 5 entry) at Our Lady of Peace, and re-direct St. John (former); St. Michael (former); and St. Andrew to the Our Lady of Peace Extended French Family of Schools.
 - b) Structured teaching Class to be placed at the new St. Gregory Catholic Elementary School.
 - c) Review Essential Skills Program in 2020 to determine the best location for the program.

Figure 11: Option 12B Projection – Proposed Oakville Northeast School (St. Michael Site)

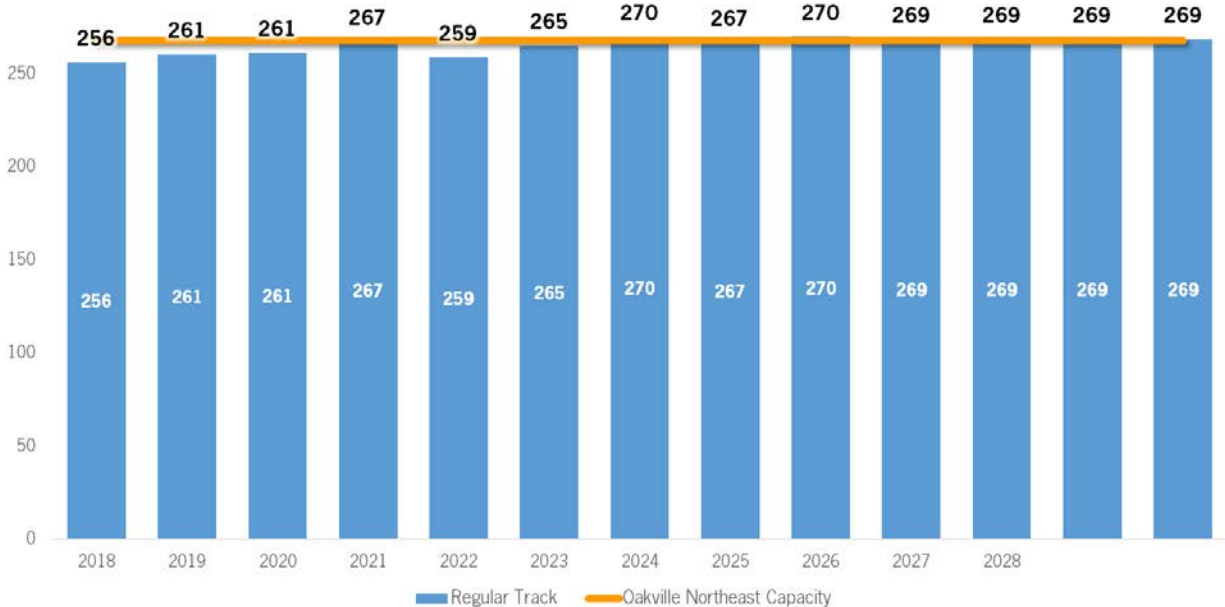


Figure 12: Option 12B Projection – St. Marguerite d’Youville with permanent addition

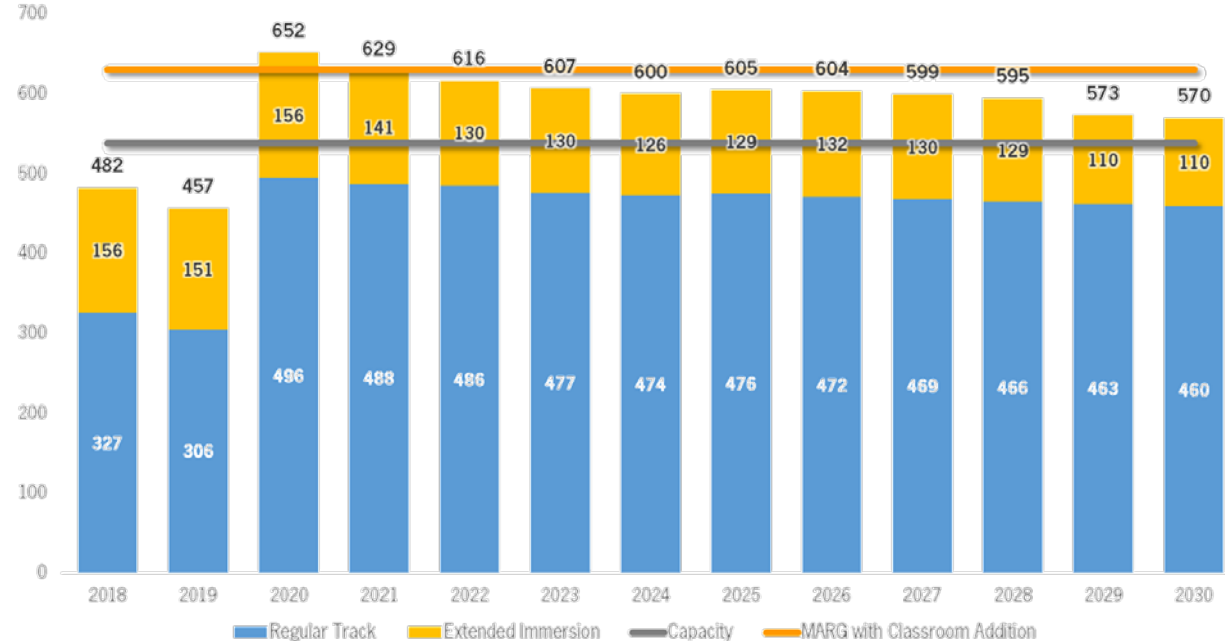
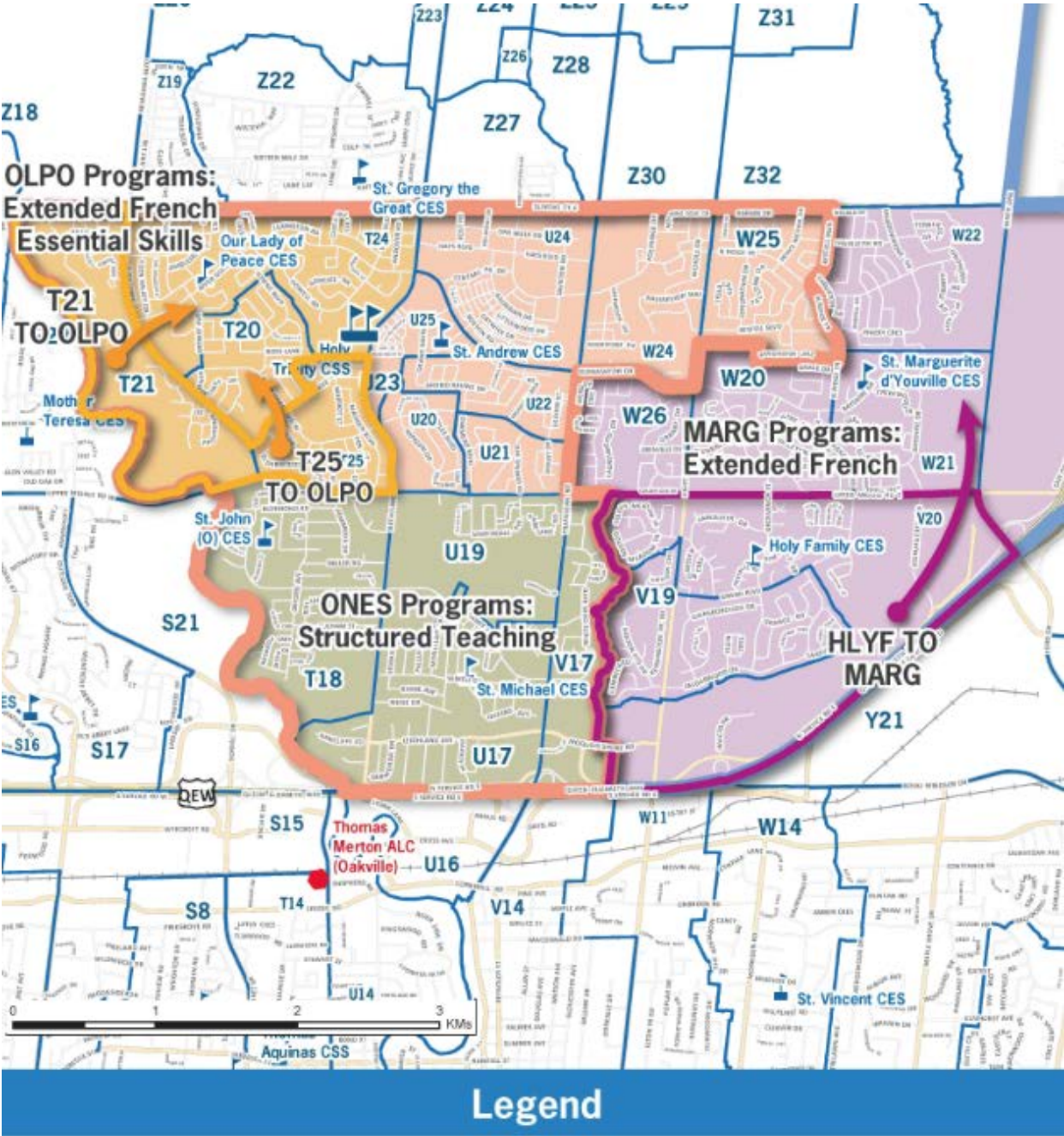


Figure 13: Option 12B Accommodation Plan Attendance Boundaries



- | | | | |
|---|--|---|--|
|  | Oakville Northeast Extended French Boundary |  | St. Marguerite d'Youville Extended French Boundary |
|  | Oakville Northeast Catholic Elementary School |  | Our Lady of Peace Catholic Elementary School |
|  | St. Marguerite d'Youville Catholic Elementary School |  | St. Andrew Catholic Elementary School |

5.2.1 Preferred Option 12B Summary

Table 25 below provides a full summary of how the Option 12B Alternate Accommodation Plan addresses the Option Development Criteria, as described in **Appendix C**. Based on these criteria, staff believes that the proposal meets the criteria to a high degree and effectiveness.

Table 25: Option Development Criteria Summary – Alternate Option

OPTION DEVELOPMENT CRITERIA	DESCRIPTION	RATIONALE	(✓)
Utilization	Is the optimal facility utilization (90-125%) achieved in this option?	The remaining four (4) schools within the Oakville Northeast Accommodation Review Area, once consolidated, would operate between 90%-110% over a long-term 10-year period – this assuming that St. Marguerite d'Youville receive its classroom addition. If enrolment increases, there may be demand for introducing permanent classroom additions to the remaining schools.	✓
Facility Size (OTG)	Is the proposed new facility within the optimal pupil place range of 527-671?	<p>Of the remaining four (4) schools, three (3) would have a capacity close to the 527 minimum construction benchmark (Our Lady of Peace would be slightly smaller). However, the Oakville Northeast Catholic Elementary School would have a capacity of 268 pupil places, and would operate at that level over the long-term.</p> <p>Albeit this is not an optimal school construction benchmark size (would be very difficult to construct a new school at this size), the number of pupil attending the school at least allow for a full classroom in each grade, reducing the number of combined classrooms. The new Oakville Northeast School on the St. Michael site meets the criteria well.</p>	✓
Portables	How are Portable Classroom needs addressed in this option?	<p>If the entire plan was implemented as of 2018, with additions, there would a need for portable accommodations over a short term period for St. Marguerite d'Youville Catholic Elementary School, and a portable accommodation need for the moderate term for Our Lady of Peace Catholic Elementary School.</p> <p>To address the concerns at St. Marguerite d'Youville, the transition plan to consolidate the school with Holy Family is delayed until 2020, which would remove portable needs (if there is a surplus, the forums could be temporarily used as a classroom).</p> <p>For Our Lady of Peace, one (1) to two (2) portables would be required over a 5 year period. If the Extended French Program proves successful in this school, staff may pursue a permanent addition to the school to remove portable needs, and reach the 527 pupil place benchmark for the school.</p>	✓
Accessibility	Is the proposed facility/site AODA compliant?	<p>The Oakville Northeast School will be renovated through renewal projects, and where needed, critical AODA upgrades will be explored for the school and the site will be made to ensure they are equally compliant.</p> <p>It should be noted that the St. Michael School had a total AODA compliance cost of \$349,372, whereas St. John had a compliance</p>	✓

		<p>cost of \$832,000 (need for an elevator). This played a part in selecting St. Michael as the preferred site.</p> <p>The Board will continue to make enhancements to its other school located in the CEO5 Education Review Area to reach AODA compliance by 2025.</p>	
Facility Condition Index (FCI)	<p>Facility Condition Index (FCI) - What is it, and how do renewal needs apply?</p>	<p>The average facility age of the three (3) current facilities within the CEO4 Education Review Area (ERA) are between 36-53 years of age, and have facility condition indices of 25% - 32%. Of the three (3), as per Ministry of Education 5-year renewal needs, St. Michaels was in the best condition. This played a role in selecting St. Michaels as the preferred site for the consolidation option with St. John.</p> <p>As for the (3) current facilities within the CEO5 ERA, they are between 18-24 years of age, and all have 5-year Facility Condition Indexes between 6% - 16%. They will continue to be maintained as part of the Board renewal program. Also note that any sale of lands generating Proceeds of Disposition (POD) can be used to fund renewal needs at schools.</p> <p>For St. Marguerite d'Youville, renewal projects will be undertaken in tandem with the construction of the permanent classroom addition.</p>	✓
Transportation	<p>How are student transportation times impacted by the proposed option?</p>	<p>The new Oakville Northeast located at the St. Michael site will have a minor increase of transportation needs for students that reside in the St. John attendance areas, as they are not within walking distance, going from 158 riders to 213 riders for the Regular Track program.</p> <p>As for the consolidation of Holy Family to St. Marguerite d'Youville, the increase will go from 2 riders to 212 riders within the Holy Family area.</p> <p>Alternatively, overall, the total number of students bussed to school is reduced significantly, as students attending the Extended French program at St. Matthews or St. Bernadette can now walk to school, or have greatly reduced transportation distances and times. Significant efficiencies are achieved in aligning the Extended French program boundaries.</p>	✓
Distance to School	<p>How is the average distance to school impacted by the proposed option?</p>	<p>1.36 km average ride distance for the Oakville Northeast Catholic Elementary School; 1.68 km average ride distance for St. Marguerite d'Youville; and 0.87 km average ride distance for Our Lady of Peace.</p> <p>The average distance is increased for the Regular Track program, however they are still within very close proximity of their former neighbourhood schools. Times are well within the HSTS policy requirements on maximum bus times.</p>	✓
Site Size and Configuration	<p>Given the site configuration and size, is it suitable for the proposed project?</p>	<p>The existing St. Michael School site has an acreage of 4.0, smaller by about 2.0 acres of the existing St. John School site, measured at 6.0 acres.</p> <p>That said, St. Michael is located next to a church that shares a parking lot, where additional efficiencies can be made on site for parking needs, reducing total site acreage needs.</p>	✓

**Oakville Northeast Pupil Accommodation Review:
School Closure & Consolidation Project**

		<p>Furthermore, the site can have up to three (3) ingresses and egresses to manage traffic flows, whereas St. John only has one access, and very limited street frontage and street presence.</p> <p>Lastly, the St. Michael site is located in closer proximity to the students in which it will seek to serve if the approval moves forward.</p> <p>The sum of the parts of site characteristics at St. Michael School made this site the preferred location.</p>	
Adjacent Uses	Are the uses adjacent to the proposed school / site compatible with a school use?	The site is located adjacent to the St. Michael Parish, allowing for sharing of lots, and a more visible connection to the Parish. Also, it is situated in a residential neighbourhood.	✓
Program	How are programming gaps addressed in the proposed option?	<p>Proposed to offer Regular Track Our Lady of Peace, and introduce an additional Extended French Program within the Holy Trinity Family of Schools area.</p> <p>The introduction of an Extended French Program within the CEO4 Review Area allows students to remain in their area, as opposed to travelling to schools Extended French schools at St. Ignatius of Loyola Catholic Secondary School.</p> <p>The plan aligns Extended French and Regular Track Families.</p> <p>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 St. Gregory Catholic Elementary School.</p>	✓
Site Limitations (If Any)	Is the site subject to any other unique factors, impacting its suitability for a new school?	Long Narrow site – no significant constraints.	✓

5.2.2 Current vs. Proposed Capital Cost Savings

The 5-year renewal needs for Holy Family, St. Michael, St. John, and St. Marguerite d'Youville Catholic Elementary Schools amounts to approximately \$7.6M (Ministry), expected to rise to approximately \$14.5M by the 10-year mark (Board). Furthermore, to meet AODA standards by 2025, the Board can anticipate spending approximately \$2.4M prior to 2025.

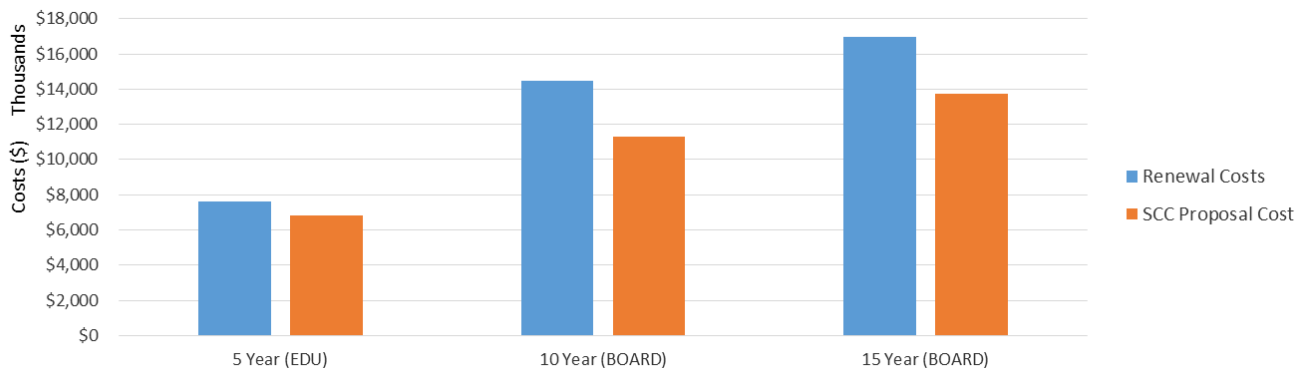
As shown in Table 26, in 5 years this total amounts to 111% of the proposed alternative accommodation plan stipulated in Option 12B for an addition construction cost, upgrading deferred AODA needs, and completing 5-year renewal works all estimated at \$6.8M. By 10 years, the ratio rises to 128% of the status quo expenditures versus proposed expenditures.

Table 26: Option 12B - Capital Cost Comparison for Alternate Accommodation

		RENEWAL NEEDS			
Existing Schools	Code	5 Year (EDU)	AODA Costs	10 Year (BOARD)	15 Year (BOARD)
St. John (O) CES	JOHO	\$2,180,594	\$832,004	\$4,324,901	\$4,388,101
St. Michael CES	MICH	\$1,532,483	\$349,372	\$3,235,797	\$3,864,093
Holy Family CES	HLYF	\$2,176,658	\$482,876	\$2,404,666	\$2,424,946
St. Marguerite D'Youville CES	MARG	\$1,718,536	\$735,562	\$4,493,574	\$6,308,207
Total CE04 Review Area Cost (\$)		\$7,608,271	\$2,399,814	\$14,458,938	\$16,985,347
St. Margueritte d'Youville Addition and Retrofits	Capital	\$2,504,470	\$-	\$2,504,470	\$2,504,470
	AODA	\$735,562	\$-	\$735,562	\$735,562
	Renewal	\$1,718,536	\$-	\$4,493,574	\$6,308,207
St. Michael CES Retrofits	Capital	\$0	\$-	\$0	\$0
	AODA	\$349,372	\$-	\$349,372	\$349,372
	Renewal	\$1,532,483	\$-	\$3,235,797	\$3,864,093
Total Oakville Northeast Cost (\$)		\$6,840,423	\$-	\$11,318,775	\$13,716,704

Renewal needs would not account for any required investments to update existing facilities with current accessibility, LED lighting, natural Kindergarten playgrounds and other modernization improvements that this project would have the effect of introducing.

Figure 14: Option 12B - Capital Cost Comparison for Alternate Accommodation



5.2.3 Operating Cost Savings

As part of this analysis, operating expenses included in this study are as follows: custodial, utilities (electric, gas, water), portable costs, and transportation costs. Staffing considerations have not been made at this current time, but are anticipated to present even further savings (dropping from three (3) principals to one (1) principal and one (1) vice-principal; three (3) secretaries to one (1) secretary and one (1) office assistant; three (3) custodian crews to one (1) crew).

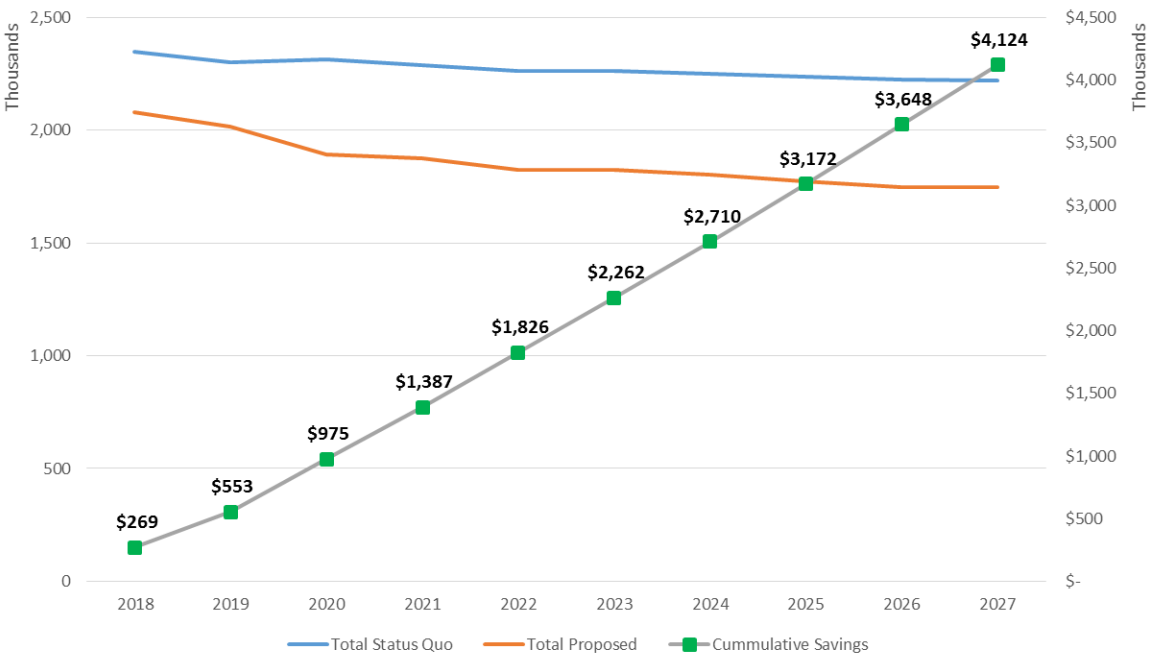
Currently, the annual operating expenditure for the six (6) schools are \$2,348,277 (refer to Table 27 for a cost breakdown). The operating costs of the proposed solution assumes the implementation timelines of 2018 and 2020, and utilizes existing school operating costs.

The table and graph below provide an overview, showing annual savings of approximately \$269,175 after St. John is closed (prior to 2020), and \$438,893 after Holy Family is closed (post 2020). This represents a cumulative savings of \$4.1M over a 10-year period (2027).

Table 27: Option 12B – Operational Cost Comparison for Alternate Accommodation

		2018	2022	2027
Status Quo	Operational Costs	\$1,833,527	\$1,833,527	\$1,833,527
	Transportation Costs	\$360,750	\$347,878	\$346,516
	Portable Classroom Costs	\$154,000	\$84,000	\$42,000
	Total Status Quo	\$2,348,277	\$2,265,405	\$2,222,043
Proposed Option	Operational Costs	\$1,731,248	\$1,405,575	\$1,363,575
	Transportation Costs	\$194,000	\$308,937	\$313,087
	Portable Classroom Costs	\$154,000	\$112,000	\$70,000
	Total Proposed Option	\$2,079,248	\$1,826,512	\$1,746,662
Annual Savings		\$269,029	\$438,893	\$475,382
Cumulative Savings		\$269,029	\$1,826,123	\$4,123,624

Figure 15: Option 12B – Operational Cost Comparison for Alternate Accommodation



5.2.4 Option #12B Transition Plan

Under Section 1.11 of Administrative Procedure VI-35: School Accommodation Review – Closure/Consolidation, Staff is required to establish a Transition Committee once the Board of Trustees approves an accommodation plan for a Pupil Accommodation Review. The Terms of Reference for the Transition Committee are found in **Appendix O** of this report.

If **Option 12B**, the preferred recommendation, is approved by the Board of Trustees, staff proposes the following **tentative** Accommodation Transition Plan 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.
 - Current students, as of June 30, 2017, wishing to remain with their cohort, Grandfathering without transportation will be provided to the full grade complement of Junior Kindergarten to Grade 8.
- Temporarily re-locate all St. John School to the Oakville Northeast School facility (on St. Michael Site) once updates are completed.
- Staff will review whether the Extended French can feasibly be introduced at Our Lady of Peace. If so, it will begin in Grade 5, and will transition grade to grade over the next three (3) subsequent years.
- In 2020, re-locate all students all enrolled at Holy Family School to St. Marguerite d'Youville Catholic Elementary School
- In 2020, re-locate all students enrolled in the Holy Family School Essential Skills Classroom (ESC) to the most suitable school at that time.

Note that the Transition Committee could alter the above plan, and provide additional insight on identifying the best means of transitioning students in their new school.

6. Funding Sources and Timelines

6.1 School Closure and Consolidation (SCC) Funding

As mentioned in Section 1.1, 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. Staff will continue to submit the Business Cases to the Ministry of Education for funding approval.

Anticipating a May release of the successful business case submission of the 2017 School Consolidation Capital round, the project could proceed with the new school in time for a 2018-2019 opening. The following are anticipated timelines:

Table 28: SCC Funding Approval Timeline

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

6.2 Capital Priorities Funding

If the Board is not successful in acquiring funding for the Preferred Accommodation Plan Option 1A, the Alternate Accommodation Plan will take effect.

Staff will submit this project for the Ministry’s Capital Priorities Funding Program to construct an addition to St. Marguerite d’Youville Catholic Elementary School. The business case would be submitted in the summer of 2017 round of Capital Priorities funding. Announcements for Capital Priorities would not be expected until late 2017. However, given the 2020 implementation date, this is not an issue. The following are anticipated timelines for the St. Marguerite project:

Table 29: Capital Funding Approval Timeline

➤ Completion of the Pupil Accommodation Review	March 2017
➤ School Consolidation and Closure Grant Funding Application Process with the Ministry of Education	November 2017
➤ Pre-construction:	March 2017 – February 2019
▪ Architect selection and design phase	
▪ Municipal Approvals	
➤ Facility Construction	March 2019 – August 2020
➤ Occupancy	2020 school year

7. Proposed Transition Plans & 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 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.

7.2 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 O](#).

7.3 Next Steps

Following the presentation of the Interim Staff Report, at the February 21, 2017 Regular Meeting of the Board, delegations will be heard in accordance with Operating Policy I-09: School Accommodation Reviews – Consolidation Closure. This will provide Trustees with additional stakeholder feedback before making a final decision.

It is staff's intention to bring forward the final motions forward for Trustee consideration and decision at the March 7, 2017 Regular Meeting of the Board.



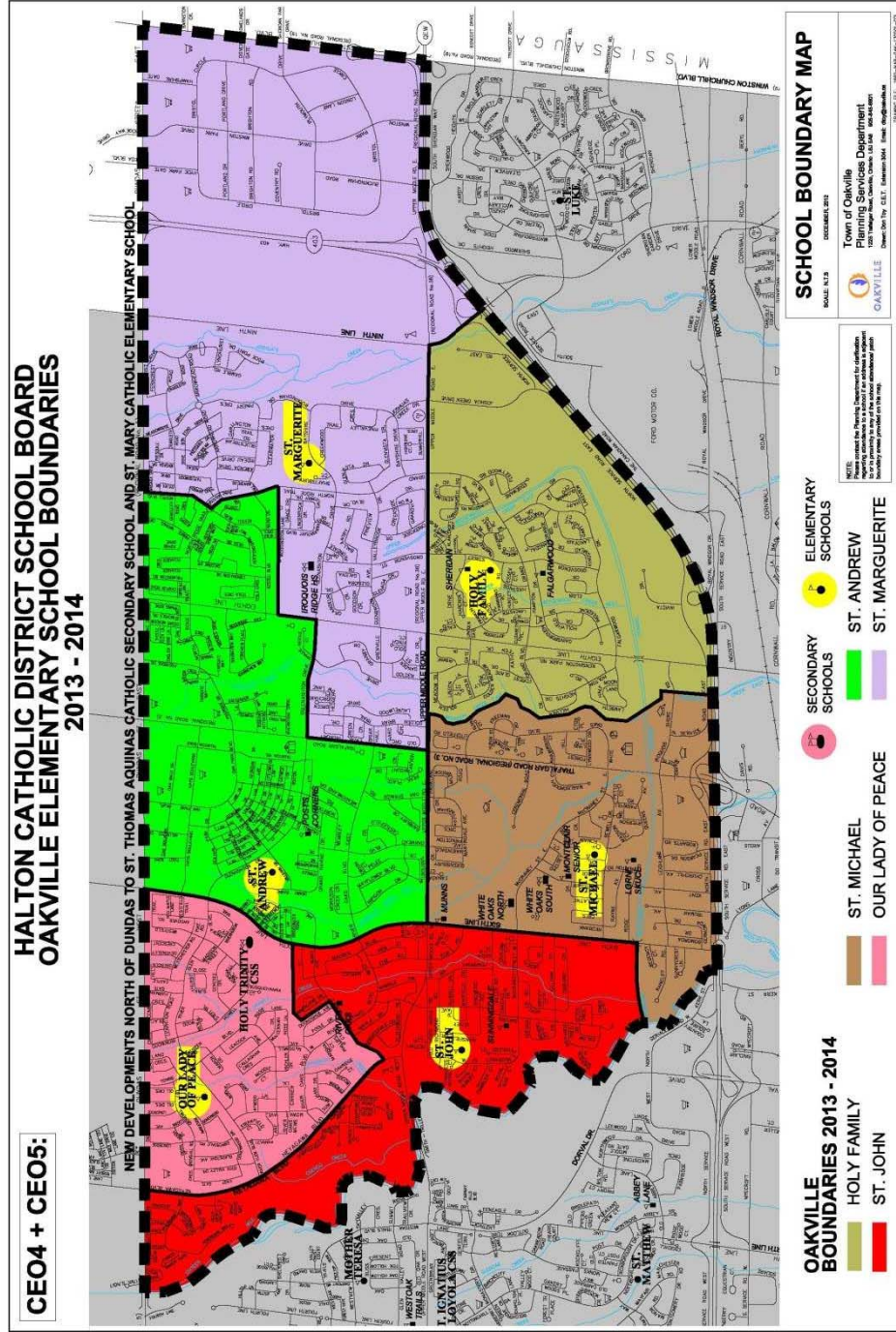
**Pupil Accommodation Review
Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX A

Elementary Review Area

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



Elementary Review Area

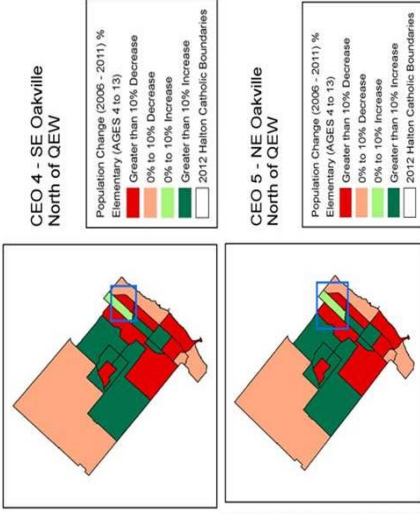
CEO4: Oakville - Southeast Oakville

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



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.

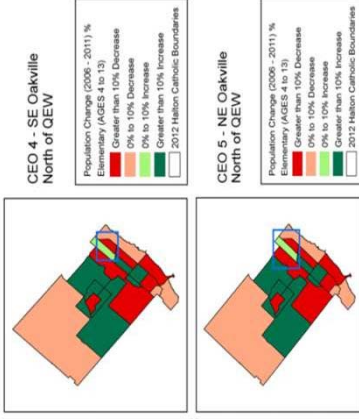
This approach would result in more effective and efficient use of space while reducing renewal/repair needs. No schools, based on this recommendation, is projected to have an FCI of greater than 50%.

Elementary Review Area
CEO4: Oakville - Southeast Oakville

North of QEW (south of Upper

Middle Rd.) & CEO5: Oakville - Northeast Oakville

North of QEW



Status Quo:

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

Recommendations:

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

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

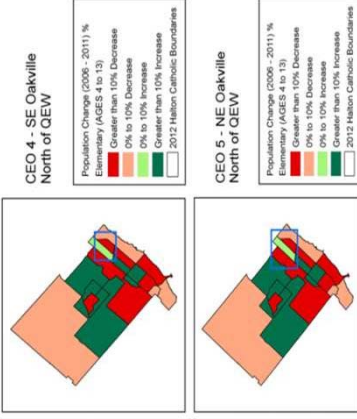
Elementary Review Area

CEO4: Oakville - Southeast Oakville

North of QEW (south of Upper

Middle Rd.) & CEO5: Oakville - Northeast Oakville

North of QEW



Financial Impact -- Status Quo:

School Name	Current Situation				Status Quo				
	Replacement Value	Estimated Renewal Needs, 2012-13	Facilities Condition Index (FCI ¹), 2012-13	Estimated Renewal Needs, 2017-18	Facilities Condition Index (FCI ¹), 2017-18	Estimated Renewal Needs, 2022-23	Facilities Condition Index (FCI ¹), 2022-23	Estimated Renewal Needs, 2027-28	Facilities Condition Index (FCI ¹), 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:

Proposed Year of Action	Current Situation				LTCP Analysis				
	Replacement Value	Estimated Renewal Needs, 2012-13	Facilities Condition Index (FCI ¹), 2012-13	Estimated Renewal Needs, 2017-18	Facilities Condition Index (FCI ¹), 2017-18	Estimated Renewal Needs, 2022-23	Facilities Condition Index (FCI ¹), 2022-23	Estimated Renewal Needs, 2027-28	Facilities Condition Index (FCI ¹), 2027-28
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%
Review Area Total:				OTG¹ -- Proposed New Construction	521	\$	9,542,326	Estimated Capital Cost	

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

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.

School Name	OTG	Historic Enrolment					Cur	5 year projection					10 year projection					10+ year projection	
		2013	2014	2015	2016	2017		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	
Holy Family CES	317	251	237	220	217	212	214	212	213	211	210	203	207	209	207	207	207		
St. John (O) CES	303	200	189	161	150	145	130	130	130	131	124	124	126	125	124	123			
St. Michael CES	268	224	205	212	208	194	186	182	180	180	177	178	179	177	181	179			
TOTAL AREA COUNT	888	675	631	593	575	551	530	524	523	523	511	506	512	511	511	509			
Difference in Student Count		17	-14	-28	-35	-51	-53	-49	-47	-54	-59	-60	-58	-65	-72	-62			

School Name	OTG	Historic Enrolment					Cur	5 year projection					10 year projection					10+ year projection	
		2013	2014	2015	2016	2017		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	
Our Lady of Peace CES	490	475	447	420	405	398	393	380	380	384	388	386	378	381	378	373			
St. Andrew CES	585	763	789	775	768	753	741	717	709	692	664	654	637	627	616	601			
St. Marguerite CES	539	609	593	580	535	497	482	457	450	430	418	415	405	408	404	400			
TOTAL AREA COUNT	1614	1847	1829	1775	1708	1648	1616	1553	1540	1505	1470	1455	1420	1415	1402	1374			
Difference in Student Count		31	76	74	61	44	36	12	-22	-41	-66	-78	-118	-131	-155	-193			

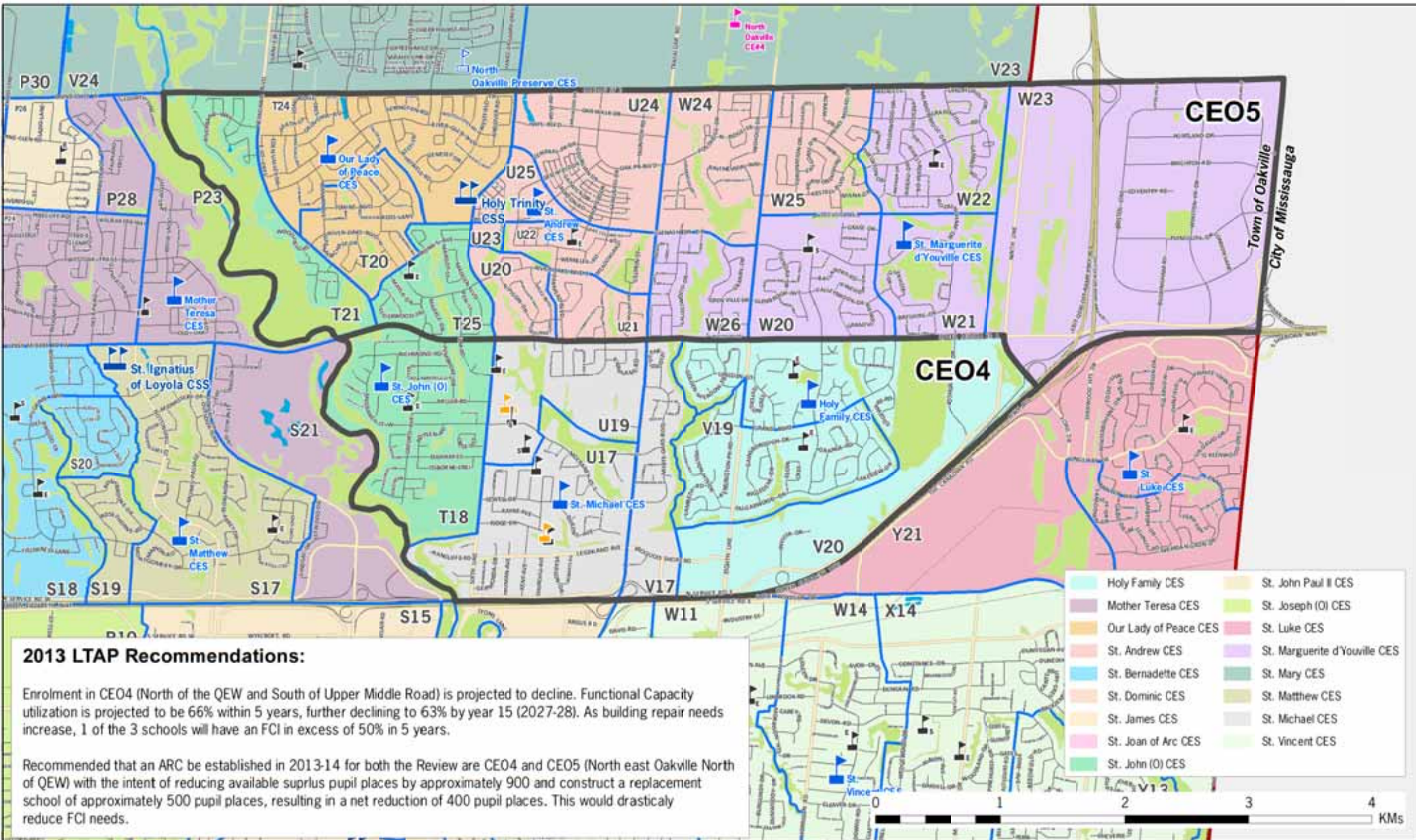
TOTAL AREA ENROLMENT COUNT	2502	Historic Enrolment					Cur	5 year projection					10 year projection					10+ year projection	
		2522	2460	2368	2284	2199		2146	2077	2063	2028	1980	1961	1932	1926	1913	1882		
Difference in Student Count		48	62	46	27	-7	-17	-37	-69	-95	-126	-138	-176	-196	-227	-242			



**Pupil Accommodation Review
Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX B





**Pupil Accommodation Review
Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX C

Appendix C: Proposed Option Criteria to be considered

SHORT NAME	EXPLANATION OF CONSIDERATION
UTILIZATION	Is the optimal facility utilization (90-125%) achieved in the option?
	<p>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.</p> <p>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.</p>
FACILITY SIZE	Is the proposed new facility within the optimal pupil place range of 527-671?
	<p>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.</p>
PORTABLES	How are Portable Classroom needs addressed in this option?
	<p>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.</p> <p>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.</p>
ACCESSIBILITY	Is the proposed facility/site AODA compliant?
	<p>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.</p>
FCI	Facility Condition Index (FCI) - What is it, and how do renewal needs apply?
	<p>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.</p> <p>The Facility Condition Index (FCI) is a metric used to rate the overall condition of a facility through an analysis of the useful lifespan of system components (i.e. roofs, boilers, millwork) prior to needing replacement or repair. The total cost of repairing or replacing all system components in a school which have five (5) or fewer years in remaining service life is known as 5-year renewal needs.</p> <p>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.</p>
TRANSPORTATION	How are student transportation times impacted by the proposed option?

	<p>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.</p> <p>For more information, maximum travel times and distances can be found in Halton Student Transportation Services (HSTS) Operating Procedure HS-3-004.</p>
DISTANCE TO SCHOOL	How is the average distance to school impacted by the proposed option?
	<p>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.</p>
SITE SIZE & CONFIGURATION	Given the site configuration and size, is it suitable for the proposed project?
	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Site feasibility concepts are often developed to demonstrate whether a project can be made viable on a site or not.</p>
ADJACENT USES	Are the uses adjacent to the proposed school / site compatible with a school use?
	<p>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)</p>
PROGRAM	How are programming gaps addressed in the proposed option?
	<p>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.</p> <p>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.</p>

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.



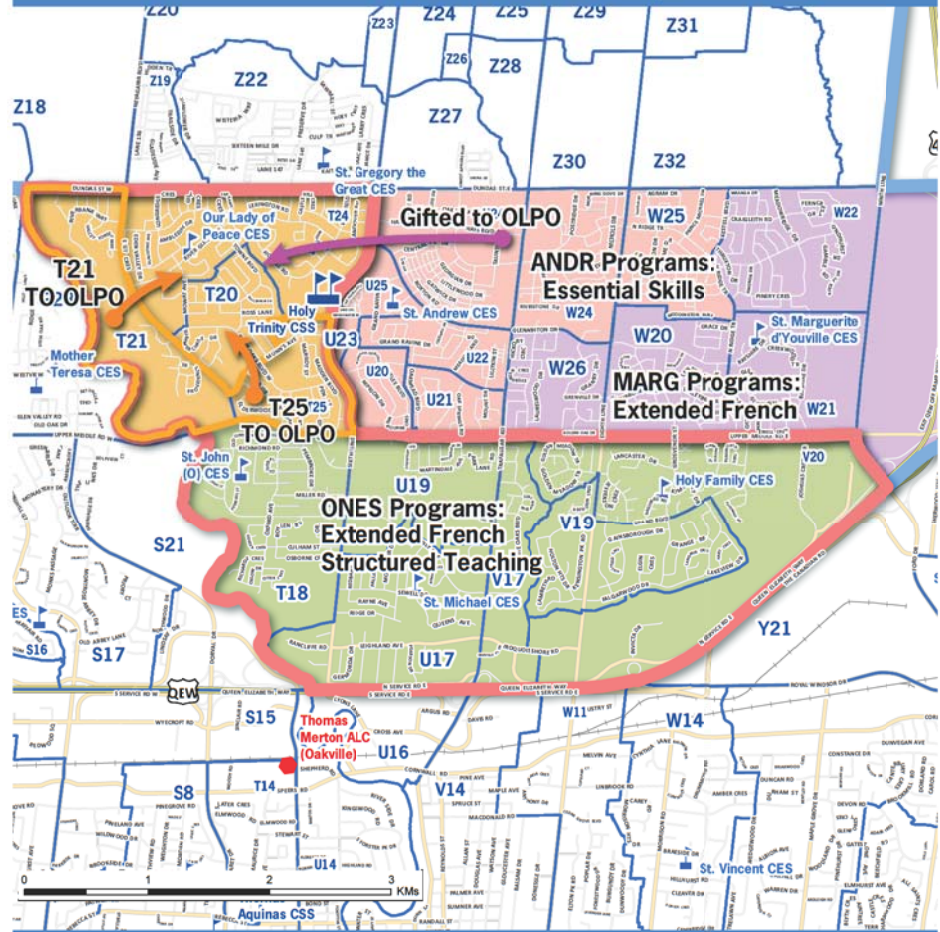
**Pupil Accommodation Review
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OAKVILLE NORTHEAST

APPENDIX D

CSB OPTION 1A - Accommodation Plan (3 into 1) - PREFERRED

Accommodation Plan Map



Legend

- Oakville Northeast Extended French Boundary
- St. Marguerite d'Youville Extended French Boundary
- Oakville Northeast Catholic Elementary School
- Our Lady of Peace Catholic Elementary School
- St. Marguerite d'Youville Catholic Elementary School
- St. Andrew Catholic Elementary School

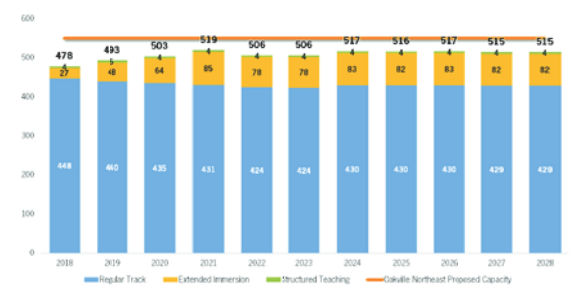


Review Area Projections

School Name	OTG	Opening	5 year projection					10 year projection				
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Proposed ONES	550	478	493	503	519	506	506	517	516	517	515	515
		87%	90%	92%	94%	92%	92%	94%	94%	94%	94%	94%
OLPO	490	472	474	496	515	517	510	501	505	503	500	498
		96%	97%	101%	105%	106%	104%	102%	103%	103%	102%	102%
ANDR	585	731	685	656	621	597	589	574	565	554	548	542
		125%	117%	112%	106%	102%	101%	98%	97%	95%	94%	93%
MARG	539	486	459	456	437	422	421	409	410	411	406	401
		90%	85%	85%	81%	78%	78%	76%	76%	76%	75%	74%
Student Count		2167	2111	2111	2093	2042	2026	2000	1995	1985	1969	1955
Utilization (%)		100%	98%	98%	97%	94%	94%	92%	92%	92%	91%	90%
Surplus Space (+,-)		-3	53	53	71	122	138	164	169	179	195	209

School Projections

Oakville Northeast Projections



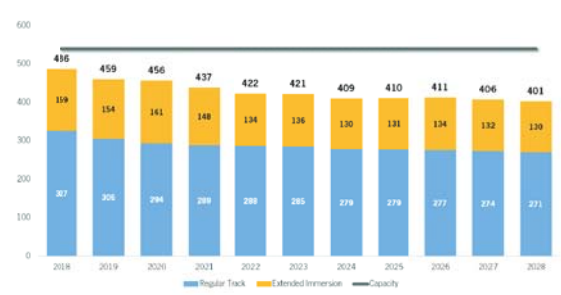
Our Lady of Peace Projections



St. Andrew Projections



St. Marguerite d'Youville Projections



OPTION 1A - Accommodation Plan (3 into 1) - PREFERRED

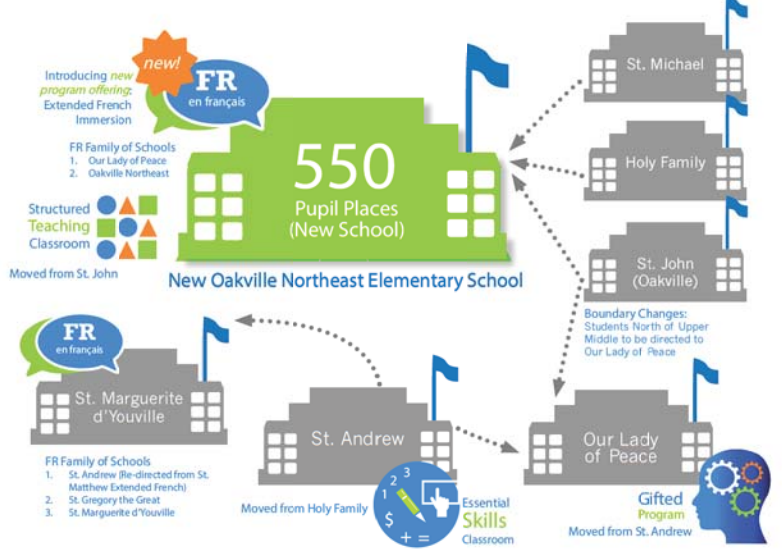
Proposed Accommodation Plan

Consolidate St. John, St. Michael, and Holy Family schools into 1 facility and introduce the Extended French Immersion (ExtFI) program at the newly constructed 550 pupil place Oakville Northeast Elementary School (ONES). Conduct boundary change for some St. John students, to be re-directed to Our Lady of Peace. Re-direct Gifted from St. Andrew to Our Lady of Peace School. Re-direct St. Andrew to Marguerite d'Youville for Extended French.

Option #1A Details:

- Consolidate 3 schools into 1 facility and introduce the Extended French Immersion (ExtFI) program at the newly constructed 550 pupil place school.
- Some students currently attending St. John would be directed to Our Lady of Peace School through boundary adjustments.
- Re-direct the Structured Teaching Program from St. John to the proposed new Oakville Northeast School.
- Re-direct the Gifted Program from St. Andrew to Our Lady of Peace.
- Re-direct St. Andrew catchment Extended French Immersion students from St. Matthew where they currently attend to St. Marguerite d'Youville.
- Re-direct the Essential Skills Program from Holy Family to St. Andrew School.

Boundary Re-Alignments



Proposed Site Concepts & Transportation Considerations

CONCEPT PLAN

Grass Play Area:
7,046^{M²}

Asphalt Play Area:
3,129^{M²}

Total Play Area:
11,121^{M²}

4.0 ACRES

WALK WEB & TRANSPORTATION

Proposed Attendance Boundary

Walking Exemption Area

1.6 KM

Elementary students that live within 1.6 kilometers from their home school and are not in an exemption area are in walking distance.

Total Riders =
395

Estimated Average distance to school =
2.1 KM

St. Micheal Catholic Elementary School



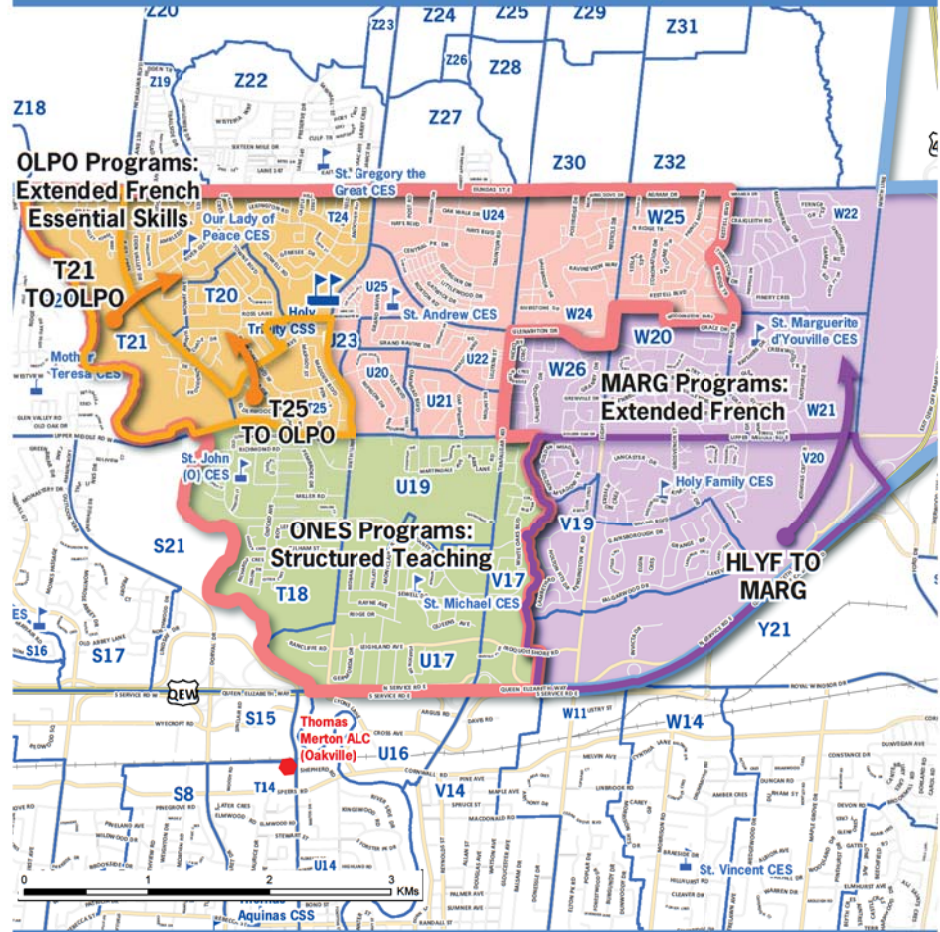
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APPENDIX E

CSB OPTION 12B - Accommodation Plan (4 into 2) - ALTERNATIVE

Accommodation Plan Map



Legend

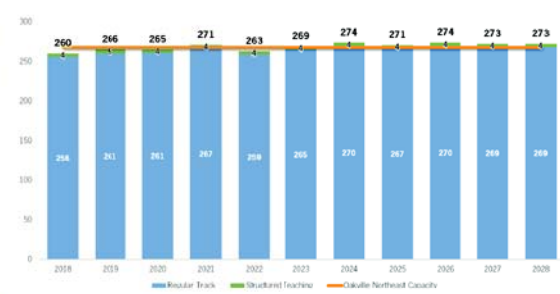
- Oakville Northeast Extended French Boundary
- Our Lady of Peace Catholic Elementary School
- St. Marguerite d'Youville Catholic Elementary School
- St. Andrew Catholic Elementary School
- St. Marguerite d'Youville Extended French Boundary

Review Area Projections

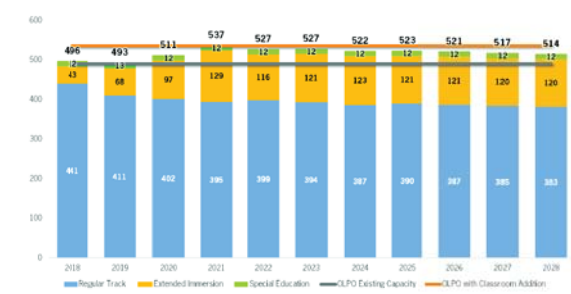
School Name	OTG	Opening	5 year projection					10 year projection				
		2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Proposed ONES	268	260	266	265	271	263	269	274	271	274	273	273
		97%	99%	99%	101%	98%	100%	102%	101%	102%	102%	102%
OLPO	536	496	493	511	537	527	527	522	523	521	517	514
		93%	92%	95%	100%	98%	98%	97%	98%	97%	96%	96%
ANDR	585	743	719	711	695	666	656	639	629	618	611	605
		127%	123%	122%	119%	114%	112%	109%	108%	106%	104%	103%
MARG	631	684	656	652	629	616	607	600	605	604	599	595
		108%	104%	103%	100%	98%	96%	95%	96%	96%	95%	94%
Student Count		2183	2133	2139	2131	2072	2059	2035	2028	2017	2000	1986
Utilization (%)		108%	106%	106%	105%	103%	102%	101%	100%	100%	99%	98%
Surplus Space (+,-)		-163	-113	-119	-111	-52	-39	-15	-8	3	20	34

School Projections

Oakville Northeast Projections



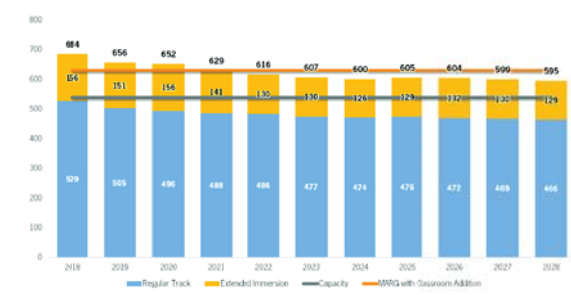
Our Lady of Peace Projections



St. Andrew Projections



St. Marguerite d'Youville Projections



OPTION 12B - Accommodation Plan (4 into 2) - ALTERNATIVE

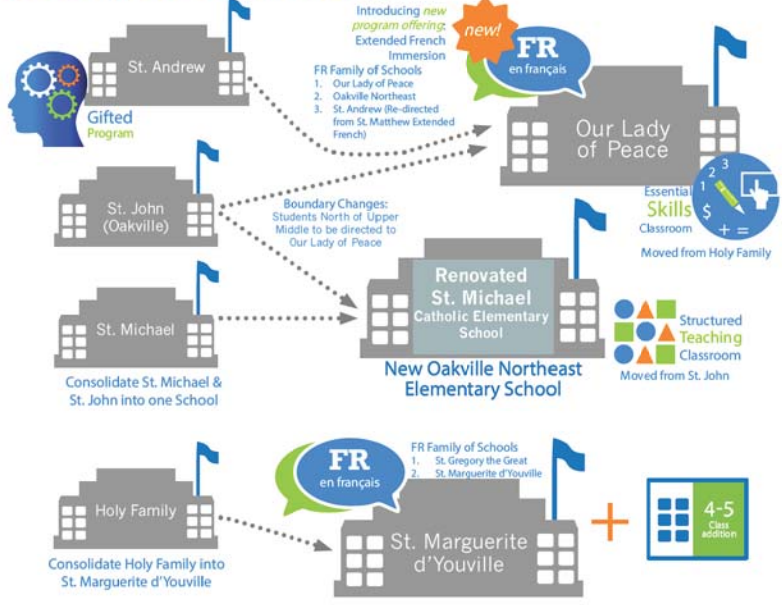
Proposed Accommodation Plan

Consolidate St. John and St. Michael into a facility, with boundary changes. Consolidate Holy Family and St. Marguerite d'Youville. Introduce Extended French and Essential Skills at Our Lady of Peace. Enhance recipient facilities with renewal projects, with a 4-5 classroom addition to St. Marguerite d'Youville. Re-direct St. Andrew to Our Lady of Peace for Extended French.

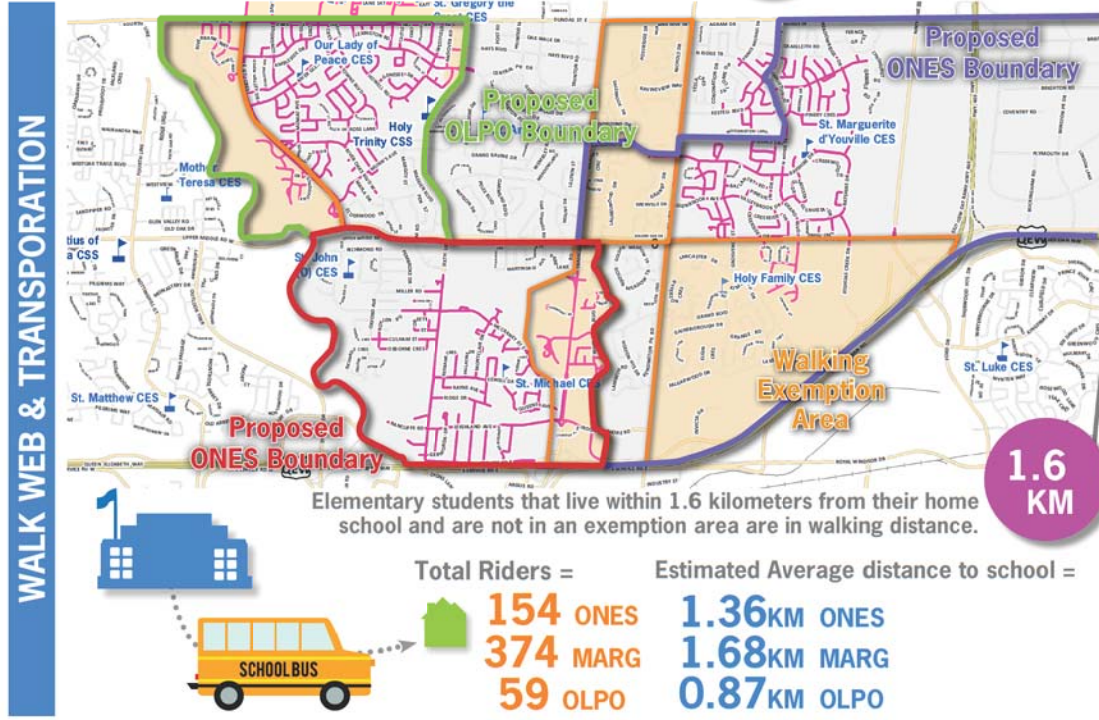
Option #12B Details:

- Consolidate both St. John and St. Michael into the proposed new Oakville Northeast School on either the existing St. Michael or St. John school site, and enhance recipient school with renewal projects.
- Some students currently attending St. John School would be directed to Our Lady of Peace School through boundary adjustments.
- Consolidate Holy Family and St. Marguerite d'Youville schools into the existing St. Marguerite d'Youville with a proposed 4-5 classroom addition.
- Introduce Extended French and Essential Skills at Our Lady of Peace School.
- Consolidate St. John into the existing Our Lady of Peace School.
- Re-direct the Structured Teaching Program from St. John to Our Lady of Peace School.

Boundary Re-Alignments



Proposed Site Concepts & Transportation Considerations



St. Micheal Catholic Elementary School



**Pupil Accommodation Review
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OAKVILLE NORTHEAST

APPENDIX F

Appendix F: PAR Communication Schedule

Action	Channel	Target Audience	Date/Frequency/ Timing
Meeting with Holy Trinity family of schools administrators as initial 'heads up' of report to the Board and potential PAR	In person	Principals Vice-Principals	August 30, 2016
Dedicated webpage developed be used as a way of providing information regarding the PAR and LTCP	Online	Parents Staff Students Broader community	Implemented live by October 4, 2016 Updated regularly and ongoing as needed
Email to Holy Trinity family of schools administrators to share that staff's initial report undertake a PAR process in Northeast Oakville was provided to Trustees.	Email	Principals Vice-Principals	September 21, 2016
Email to Holy Trinity family of schools administrators to let them know that Board approved for staff to undertake a PAR process in Northeast Oakville.	Email	Principals Vice-Principals	October 4, 2016
Teleconference for elementary principals in Holy Trinity family of schools with specific instructions and detail around the PAR and Accommodation Review Committee (ARC).	Telephone	Elementary Principals	October 5, 2016
Message to all staff working in schools in the review area to let them know that a PAR process will be undertaken for Northeast Oakville.	Email	Staff	October 5, 2016
Initial letter to all parents in the review area to let them know that to let them know that a PAR process will be undertaken for Northeast Oakville.	Email	Parents	October 5, 2016
Letter to St. Michael and Mary Mother of God Parishes to let them know that a PAR process will be undertaken for Northeast Oakville.	Email	Parish communities	October 6, 2016
Email notification to all Regional Partners within the Halton Region and the Ministry of Education advising that the process has been initiated (as per Operating Policy IO9).	Email & Hard Copy	444/98 Circulation List Ministry of Education	October 6, 2016
Letter to Oakville MPP, Halton Regional Chair, Oakville Mayor, Regional and Town Councillors to let them know that a PAR process will be undertaken for Northeast Oakville.	Email	Halton Politicians	October 7, 2016
School newsletter/website messages and updates	Online	Parents	Monthly
News release to announce Pupil Accommodation Review in Oakville and Invite Community to Open House Public Consultation Meeting	Traditional Media & Social Media	Media Community Members	October 14, 2016

Action	Channel	Target Audience	Date/Frequency/ Timing
Presentation outlining the rationale and timelines for the Oakville Northeast PAR provided at staff meetings held at: <ul style="list-style-type: none"> • Holy Family CES • Our Lady of Peace CES • St. John (Oakville) CES • St. Michael CES 	In Person	Staff working in schools impacted by potential school closures/consolidations	November 7-10, 2016
Feedback charts left at each school to gather staff input on the Pupil Accommodation Process.	Written	Staff working in schools impacted by potential school closures/consolidations	November 7-17, 2016
Invitation to parents and staff to attend Open House Public Consultation Meeting.	Email	Parents Staff	November 8, 2016
Reminders to register to attend Open House Public Consultation Meeting.	Email Agenda Labels	Parents Staff	November 14, 2016
Open House Public Consultation Meeting	In Person	Parents and Students Staff Community Members	November 17, 2016
PAR Survey #1 Released	Online	Parents and Students Staff Community Members	November 17, 2016
Follow-up sent to parents and staff in the six communities to thank them for attending the Open House and invite them to respond to online survey.	Email	Parents Staff	November 18, 2016
Reminder message sent to parents in the six communities to provide their input on initial options through the online survey.	Email	Parents	November 23, 2016
Webinar posted on the Board's website with detailed information about four (4) new options developed by ARC. Link to respond to PAR Survey #2 provided at the end of the presentation.	Online	Parents Staff Community Members	December 23, 2016
Message sent to parents and staff to invite them to watch the webinar and respond to PAR Survey #2. Also provided details around the second consultation meeting - Joint Catholic School Council Meetings in early January	Email	Parents Staff	December 23, 2016
News release to announce final Public Consultation Meeting	Traditional Media & Social Media	Media Community Members	January 5, 2017
Reminder message to parents and staff to register to attend the Joint CSC Meetings	Email	Parents Staff	January 5, 2017
Consultation Meeting #2 - Joint CSC St. John/OLP	In person	Parents Staff	January 9, 2017
Follow-up message to thank parents and staff for attending CSC mtg and remind them to complete Online Survey #2	Email	Parents Staff	January 10, 2017

Action	Channel	Target Audience	Date/Frequency/ Timing
Consultation Meeting #2-Joint CSC St. Andrew/St. Michael	In person	Parents Staff	January 11, 2017
Follow-up message to thank parents and staff for attending CSC mtg and remind them to complete Online Survey #2	Email	Parents Staff	January 11, 2017
Consultation Meeting #2 - Joint CSC Holy Family/St. Marguerite d'Youville	In person	Parents Staff	January 12, 2017
Follow-up message to thank parents and staff for attending CSC mtg and remind them to complete Online Survey #2	Email	Parents Staff	January 12, 2017
Invitation to parents and staff to attend Final Community Consultation Meeting.	Email	Parents Staff	January 13, 2017
Reminder message to parents and staff to register to attend Final Community Consultation Meeting.	Email Agenda labels	Parents Staff	January 17, 2017
Final Community Consultation Meeting	In person	Parents Staff	January 19, 2017
Follow-up message sent to parents and staff to thank them for attending Community Consultation, providing a link to the presentation for those who did not attend, and an invitation to provide feedback through PAR Survey #3. This message also provided information about the delegation process.	Email	Parents Staff	January 20, 2017
Reminder message to complete PAR Survey #3 so that feedback collated could be provided to ARC as they decide on their final recommendation.	Email	Parents Staff	January 24, 2017
Message sent to all parents and staff in the six (6) school communities involved in the Oakville Northeast PAR to inform them that the Staff Report with Recommendations posted online. The message also contains reminder of process for presenting delegations to the Board on February 21 st .	Email	Parents Staff	February 3, 2017



**Pupil Accommodation Review
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OAKVILLE NORTHEAST

APPENDIX G

Appendix G: School Staff Comments

North East Oakville PAR Staff Meeting Responses – “Parking Lot” Questions

Green: Do you have any worries, concerns, or questions about the PAR process and the information provided so far?

Blue: Are there things you like about the options presented so far in the PAR review?

Holy Family CES Staff Responses – Concerns:

- Could we have the gifted program here?
- Cost of bussing our school
- We would like St. Mike’s and St. John’s to join instead
- Redundancies
 - SERTS
 - New(er) teachers
 - Secretaries
 - EA’s
- Students will go to the public schools in their own neighbourhood rather than being bussed for 30 minutes plus.
- The neighbourhood will likely regenerate and grow. Will a new school be needed then...
- Our school isn’t old and is not falling apart
- Loss of a tight knit community that work very well together and support one another
- Possible loss of valued staff:
 - secretary
 - SERT
 - principals
 - French teacher
 - PTM
- Our parents will send our students to the 2 public schools in our backyard, rather than have them bussed far away
- Make cuts/savings in other areas that do not directly affect students, aka:
 - printing full colour, thick stock for in-services - go paperless
 - hiring 3rd parties to fix a cupboard or clean spray paint
 - buying the license to software like P2L that is not user friendly, researched or used by teachers
- Small schools provide close relationships with all students. Each teacher knows every child. Each child feels safe and important
- Relocate gifted from the over capacity St. Andrew’s school to Holy Family as they are bussed anyways and many students come from our school.
- Restructure our boundary so we can relieve St. Marguerite
- Our JK #s increased this year
 - gifted and French Immersion take a lot of our gr. 5s
 - bring gifted program to our school to reduce St. Andrew’s overflow → parents already are committed an bus their children - it will not be an inconvenience or uprooting of students.

- Board cares about the bottom line rather than students - make cuts that do not directly affect our students
- Big schools
 - students are just a number
 - staff do not know each other
 - admin spends most of their time dealing with behaviour because of 3s a lack of relationship
- Our board, city of Oakville and region of Halton are financially sound and possibly the wealthiest in Ontario - why are we making cuts?

- I like the option of Holy Family being a new school?
- Would be nice to have a church next door
- new school
- new staff

St. John CES Staff Responses:

- Outdoor classroom? (for Primary, Junior, Intermediate students!)
- Does each room have natural light coming in? (In this new design)
- some feel our voices have no power
- how much notice will we be given to ask for a transfer?

- New facility and playground options
- the staff feel very well informed about this process
- I like the 2 different models for the school design

St. Michael CES Staff Responses:

- Will the custodial staff be contracted out
- We have concerns about being surplus - we would first like the option to stay at our "new" school
- Would love to be informed at each step - and the timelines of the process
- How are teaching positions assigned? will it be based on seniority?
- Would love to have the process successful as a new larger school has many benefits!
- Worried that one school might have a more vocal community than another which will influence board decisions as to which site school will be built?
- Worried about losing the church and having to pay for bussing when attending Mass
- What will happen to resources of merging schools
- My concern is the placement of support staff and .5 staff during the transitional year
- I want to be able to stay in the grade that I am presently teaching.

- Would love to have the church beside us at the St. Michael site option
- My hope is that this process is successful! There are many advantages to having a larger student and staff population in a school built to reflect 21st century learning
- Would love to see the process successful as a new bigger school is beneficial in many ways
- Please with the options presented! I hope proximity to a Catholic church will be considered when selecting a site. The Church is the foundation of our Catholic Education system and integral in everything that we do. We are very fortunate at St. Michael to have our church next door.
- It would be great to work with other teachers teaching the same grade! (i.e. more support, resources, sharing of ideas, etc.)
- Cost saving associated with proximity to the church is a big advantage for building site at St. Michael
- It is very important to keep close ties with church, school, community. Having the church on site is a definite asset!
- I like that regardless we will still hold a position. Great that we get to keep the church if we build on our site.
- Accessibility of parking and access at the St. Michael's site is an advantage.
- Like that the PAR process gives all stakeholders many opportunities to have their voices heard.



**Pupil Accommodation Review
Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX H

Open House Consultation Meeting - Nov 17, 2016 Comment Card Feedback

School	Parent	Student	Staff	Parish or Community Member	Question 1: Which Information Stations Did You Visit?							Question 2: Did you get the information you were looking for?		
					Station 1	Station 2	Station 3	Station 4	Station 5	Station 6	Station 7	no, not at all	yes, somewhat - but I still have some questions.	yes, I got all the information I needed
HLYF	17	1	1	0	16	17	16	16	15	16	12	2	14	2
OLPO	12	0	0	0	11	10	10	7	4	9	8	0	1	11
ANDR	11	0	0	0	8	8	10	4	2	2	3	0	3	7
JOHO	17	0	0	0	14	12	15	10	11	9	8	0	11	4
MARG	4	0	0	0	3	3	4	2	3	3	3	0	0	4
MICH	19	0	0	1	17	19	18	15	16	15	14	0	14	5
NONE of the above														
page 1 not complete	1				1	1	1	1	1	1	1		1	
page 1 not complete	1				1	1	1	1	1	1			1	
TOTAL	82	1	1	1	71	71	75	56	53	56	49	2	45	33

	School	
Question 3: What Questions or concerns do you still have?	Having to bus kids farther away + busing to get to a church	n/a
	Considerations need to be given to smaller community of St. John where kids have been together for years and splitting the boundary will create anxiety and disruption to kids learning. Green space/activities are important to consider when transitioning kids.	n/a
	Which option will impact current gifted program at St. Andrew	ANDR
	Just pending on other options that may come up along the process	ANDR
	Would like to see other options. Rerouting kids to HF from St. Andrews and St. Michael are over enrolled	HLYF
	I feel that you are treating this situation as a “business”. You must take in consideration the wellbeing of our children, community sense, closeness to school (walking distance) and quality of the existing school communities. I really feel that these two options are far from offering a better future for our children.	HLYF
	How can this be solved with no closures	HLYF
	· Gifted program to Holy Family	HLYF
	· FE early – bring ½ from St. Marys to St. Johns	HLYF
	What are more options	HLYF
	Will there be other options proposed? Can Holy Family be consolidated with St. Marguerite school?	HLYF
	If you close our school it will not guarantee me sending my children to the new school. I will go with what is closest even if it means public! And I know other parents feel the same!	HLYF
	Why don't we just change boundaries	HLYF
	There needs to be more options	HLYF
	1. Changing current boundaries to ↑ students at holy Family from Marguerite Duville 2. Students from Holy Family could go to public schools	HLYF
· Why not change boundaries of larger schools with great enrollment and placing those students at holy family, st. Michaels · What other options did the board explore	HLYF	

Is there an option for holy family to remain open and have more children enrolled?	HLYF
At this point I support both sides the consolidation as well as staying in the school we have our children currently enrolled in. My main concern is that if the school consolidation happens how bumpy the transition would be for the students and how it could potentially set them back academically.	HLYF
As a former student, finding out that my childhood school is being demolished for no REAL reason is absurd. I attended this school and received nothing but nurture, respect and a good education, the same which my sisters are receiving. If you go through with this, know you have ruined a community.	HLYF
Andrew – 135% over capacity Move U20 and U21 to St. Johns Change boundaries	JOHO
Do not want students North of Upper Middle separated from St. John Community	JOHO
In the event the ministry does not approve recommended plan what happened to the schools that are @ 50% capacity requiring further financing. Will school consolidations happen sooner rather than later and would it take effect for 2017-2018?	JOHO
Do not want to split to St. John's school up	JOHO
My concern is the boundaries. I would like St. John to remain altogether.	JOHO
If they had offered French Immersion in St. John's maybe there be no need for all this to happen	JOHO
Pls don't move kids apart	JOHO
Why not St. John's school for the school its had over 500 pupil in the past, and it worked	JOHO
It looks like the decision has been made. On the survey there was no options for me to say my opinion about St. john	JOHO
Everything was about St. Michael school	JOHO
I like small schools. Should keep it as it is, we taxpayers are the ones that give out the funds so it should be what we taxpayers want	JOHO
Found this forum very chaotic Not all questions answered Left with more questions	JOHO
It sounds like an option has been chosen already and that this meeting is a sham	JOHO

I'm going to email them!	JOHO
Well organized and speakers @ station were friendly and informative, thank you	MARG
St. Michael's has history It's central It's the better choice	MICH
I believe French Immersion has limited value.	MICH
Resources would be more effective if directed toward content in other areas	MICH
Is the school consolidation 100% happening	MICH
Hopefully it is considered that having a church close to a Catholic School brings a great benefit	MICH
The size of classes teacher/student ratio	MICH
The options were not very clear. I suggest to work on the way they are outlined What would happen in those cases were the child is doing cross boundaries I do not have very clear the transition process. I understand there will be planned in advance, but my concern is related to the capacity of the facilities of the school that will be housing the students in transition	MICH
Once construction begins will parents have the ability to choose where children are sent in the interim?	MICH
About the changes to the French immersion programs	MICH
My questions are directed towards a go forward decision in terms of the types of support/education that will be provided to parents with positive growth mindset strategies in supporting a seamless transition. E.g. events, workshops, additional CYC etc...	MICH
Transition – keeping classmates together especially when child has speech issues. Concern of bullying, and non-acceptance at transitional school.	MICH
My grandson stays w/ his classmates if they get to change school. A change of school is enough stress for them.	MICH
I think most parents don't want the change it will disrupt the kids	MICH
This project is new to me, not familiar with the idea	MICH
OLP – what is the plan in accommodating (ie portables/PortPacs)	OLPO

	If we institute option 1, what sort of preparation will the school community (OLP) get to accept and welcome the new special skills cohort of students? Will parents and students get any sort of sensitivity training?	OLPO
	Enrolment increase in our school – will it require portables added to our school? Gifted program moving to OLP?	OLPO
	A presentation first would have been good – with a Q&A everyone could hear, then an hour ½ of visiting the booths	OLPO

Key:

- Station 1 - Enrollment Projections
- Station 2 - School Information Profiles (SIPS)
- Station 3 - Options 1 & 2 (with maps)
- Station 4 - Transportation
- Station 5 - Transition Plan
- Station 6 - Accommodation Review Committee (ARC) Mandate & Process
- Station 7 - Meet the ARC and Provide Feedback



**Pupil Accommodation Review
Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX I



**Survey Results Following Public Consultation
November 17, 2016**

**OAKVILLE NORTHEAST
PUPIL ACCOMMODATION REVIEW**

November 29, 2016

Oakville Northeast Pupil Accommodation Review

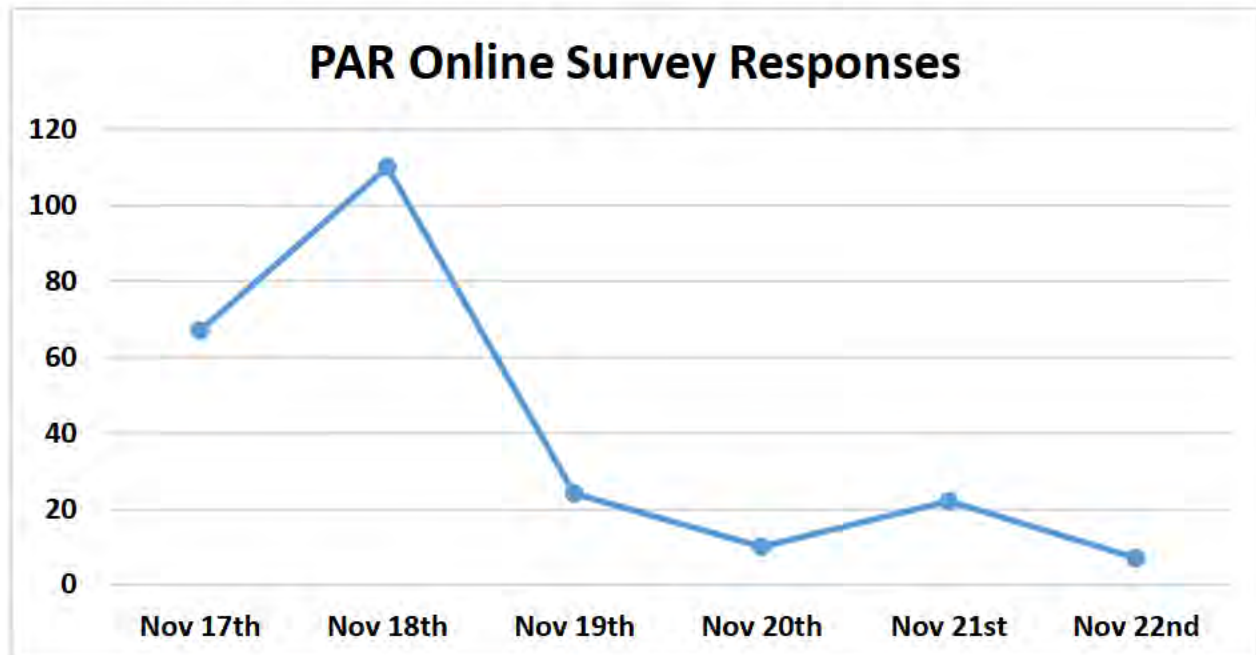
Online Survey Results Following Public Consultation on November 17, 2016

Summary of Key Findings

As of November 22, 2016, a total of 267 individuals had logged into the online survey, with 155 surveys submitted. Almost all of the respondents identified themselves as parents, three identified as staff members, and one respondent identified as a parish or community member. Eight individuals did not identify their role.

Total Respondents

Figure 1. Dates of Survey Completion



Respondents by School Community

Table 1 demonstrates a breakdown of the survey responses by school community.

School	Finished Survey	Logged in	Response Rate
St. Michael	21	34	62%
St. Marguerite d'Youville	28	34	82%
St. John	36	43	84%
St. Andrew	15	57	26%
Our Lady of Peace	23	50	46%
Holy Family	32	49	65%
Totals	155	267	58%

Review of Options

Participants were asked to review each option in the survey and rate how much they liked each option (See Table 2 and Table 3).

Table 2. How Much Respondents Liked Option 1.

Option 1: School	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
St. Michael (n = 28)	1	3	6	4	6
St. Marguerite d'Youville (n = 28)	3	1	11	4	1
St. John (n = 36)	6	3	6	8	1
St. Andrew (n = 51)	0	0	7	5	3
Our Lady of Peace (n = 44)	2	3	5	4	9
Holy Family (n = 43)	19	7	4	4	0
ALL	31	17	39	29	20

Table 3. How Much Respondents Liked Option 2.

Option 2: School	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
St. Michael (n = 28)	4	3	8	6	1
St. Marguerite d'Youville (n = 28)	0	0	12	5	1
St. John (n = 36)	4	4	8	7	2
St. Andrew (n = 51)	0	2	13	0	0
Our Lady of Peace (n = 44)	8	2	6	3	3
Holy Family (n = 43)	20	5	7	2	0
ALL	36	15	54	23	7

Figure 2. Likeability of Option 1 and Option 2 Compared.

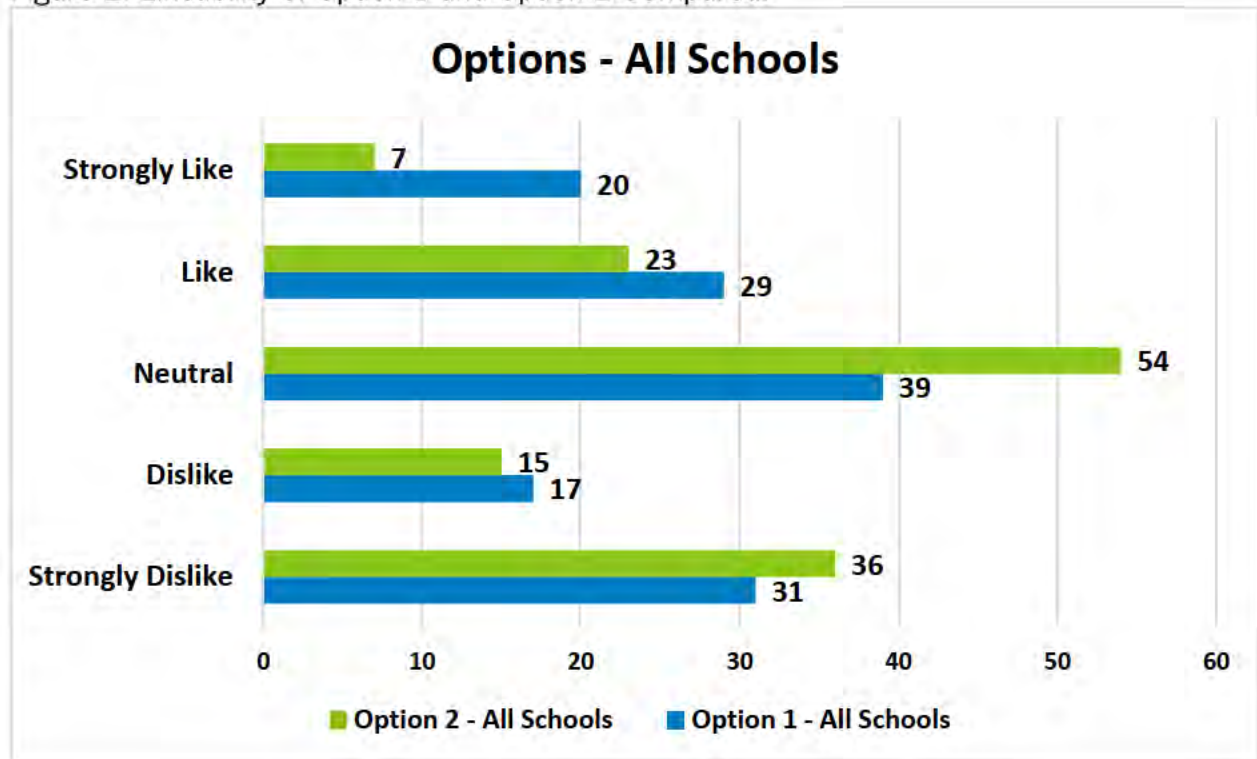


Table 4 lists what respondents liked about the options, and Table 5 lists what respondents did not like about the options according to each school community.

Table 4. What Respondents Liked about the Options.

School Community	My child will get to stay with his or her friends	New, modern school	New school will be beside a parish	Increased before/after school activities	Larger school community	School will be associated with two parishes
St. Michael (n = 28)	13	16	11	10	6	0
St. Margeurite d'Youville (n = 28)	6	11	0	11	2	0
St. John (n = 36)	16	16	5	7	6	0
St. Andrew (n = 51)	8	10	1	1	6	1
Our Lady of Peace (n = 44)	8	11	3	1	6	1
Holy Family (n = 43)	11	14	2	4	4	0
TOTAL	62	78	22	34	26	2

Table 5. What Respondents Did NOT Like about the Proposed Options.

School Community	New school may not be next to a parish or 2 parishes	Potential traffic congestion	Prefer a smaller school	Transportation bussing	Construction	Transitions to a new school	Not completed on time
St. Michael (n = 28)	10	10	0	8	9	11	9
St. Margeurite d'Youville (n = 28)	1	4	8	7	1	4	1
St. John (n = 36)	2	11	17	12	8	14	8
St. Andrew (n = 51)	2	5	6	4	0	5	0
Our Lady of Peace (n = 44)	1	5	5	5	3	5	3
Holy Family (n = 43)	3	22	23	29	13	16	13
TOTAL	19	57	59	65	34	55	34

Figure 3 shows what respondents liked in a summary of all schools combined, and Figure 4 shows what respondents did not like in an overall summary with all schools combined.

Figure 3. What Respondents Liked about the Proposed Options – All Schools.

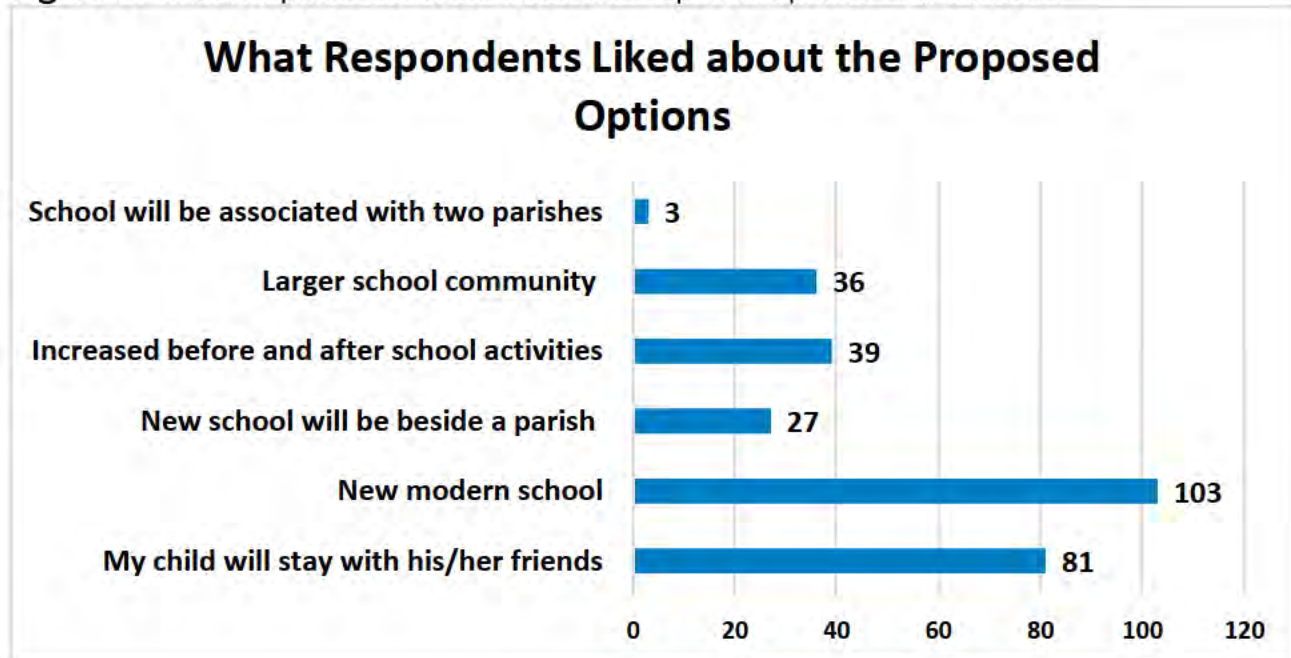
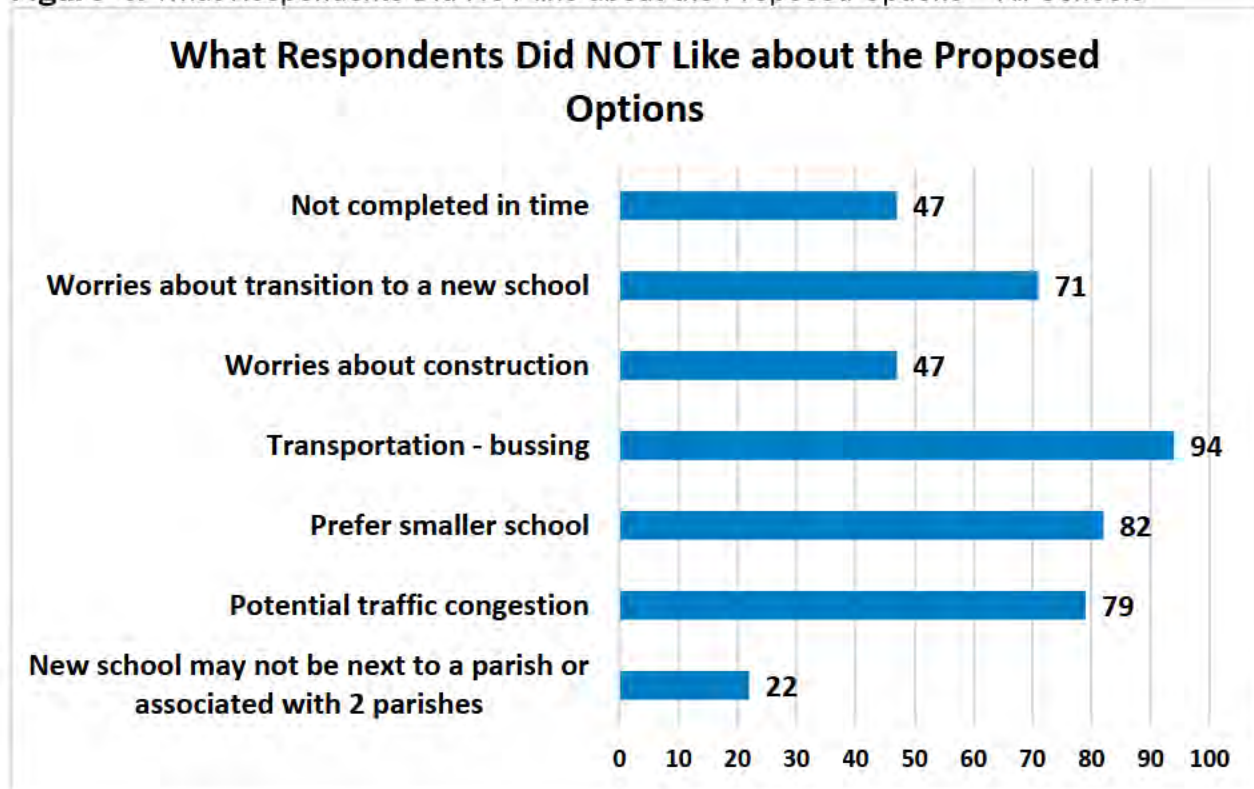


Figure 4. What Respondents Did NOT like about the Proposed Options – All Schools



Open-ended Comments and Feedback

The survey also gave respondents an opportunity to provide open-ended feedback if they had any suggestions about the options, or if they had a solution to present themselves.

From the survey, there a total of 59 comments. Members of the school communities of Holy Family left 21 comments, Our Lady of Peace provided 4 comments, St. Andrew provided 1 comment, St. John gave 15 comments, St. Marguerite d'Youville gave 2, and, St. Michael's left 12.

Comments were grouped into four general themes; a) Questions, b) Suggestions, c) Support with a request, and d) Comments expanding on why they don't support any changes. All the comments can be viewed in Appendix A.

Appendix A. Table of All Open Comments

St. Michael	St Michaels has history it has a very amazing central location. it is a better choice based off history and the feel of oakville. st michaels is community.
St. Michael	It doesnt look like maintaining the existing school structure is an option, but our preferred approach is to maintain St. Michaels as is, with the smaller classrooms and more intimate setting. Our child has had nothing but positive experiences at St Michaels, and we dont want to lose that experience.
St. Michael	Smaller schools mean smaller class sizes. With smaller class sizes, the kids will achieve their most potential. The teachers can support children who have learning disabilities, My son, who has ASD, ADHD, and Intellectual disabilities, thrive in a smaller, quieter classroom. My SK daughter is thriving in her 15 pupil classroom. She is learning more and the teacher can do more 'fun' activities (like cooking classes). I like how the principal knows me by name and not just a number. I am a single mom and it's nice to know I am taken care of and also my children.
St. Michael	Option 2 puts too much demand on the ONES facility by pulling in students from an area that is too large. Option 1 has a better distribution of students and keeps class sizes at ONES reasonable. Option 1's plan to use the central site at St. Michaels has the major benefit of having an attached parish which is very important to my family.
St. Michael	My child just moved to St. Michaels and has special needs. The new transition has been very difficult and he's just starting to settle in, another major change will be VERY difficult for him. One of the reasons that I moved into the area was because of St. Michaels school and the smaller size as I felt it would be much better for my children and less overwhelming, this is the complete opposite of what I was expecting, which leaves me feeling very worried and anxious.
St. Michael	My child has social emotional challenges and would likely be more successful at a smaller school.
St. Michael	I understand the need for the change. I really like a larger school with more opportunity to incorporate music and art programs, as well as sports. My biggest worry is the class sizes in the new school. I do not think that a classroom should have more than 22 kids in each classroom. I also believe that having repeatedly attend split classes, year after year is not good for educating our kids. I vote for a larger school on the St. Michael site that is not French immersion, but has special needs classes.
St. Michael	class size, teacher students ratio, special needs support

St. Michael	Quality of education is very important, but not mentioned anywhere. In my experience, smaller schools provide better quality because there is more personal attention. St Michael's performance has gone up over the last couple of years, in my opinion thanks to a very personal approach. Also, from a social point of view, smaller schools tend to have a much better control over issues as bullying, inter-student relationships, identifying medical problems etc. Small schools tend to be an important part of the local community in a way that the larger "learning factories" are not.
St. Michael	During construction, where do the St.Michaels students go to school?
St. Michael	I'm not thrilled by the fact that, in my son's Gr.8 year, he would have to be bused to a new location while St. Mike's is being demolished and reconstructed. He would have to get used to a brand new, larger school environment. Regardless of the fact that this will eventually happen for him when he transitions to high school, I would prefer that his Gr.8 year, when he will be striving for grades to get into the AP program at HT, be less stressful and less full of turmoil. He's been at a small school all his elementary school life so transitioning in Gr.8 may not come easy for these students.
St. Michael	By closing schools may make a neighbourhood not get young families to move into that area.
St. Marguerite d'Youville	We walk to and from school. You would be eliminating that benefit for many, many students
St. Marguerite d'Youville	How will the other schools (like St. Marguerite d'Youville) continue to receive funding to be improved and modernized so they can keep up to the standards of the newly built ONES school if the project proceeds?

St. John	It is just very important to me that my kids are bused to the new school as they walk to school now and if they don't get a bus I will have to pay for someone to take my kids and bring my kids home from school. Next year my oldest is old enough to take care of my kids and I would no longer have to pay for the care. I am a single parent and I am counting on no longer paying for care for my kids. The person at the transportation booth could not tell me for sure if my kids were being bused. I really like our small school atmosphere at St. John. Our new principal is INCREDIBLE and has really changed things around. The teachers at St John are amazing. I hope that we can keep the teachers in the new school and that Mr Melanson stays as well. I would not be happy with three grades in one class. I would be happy to stay in St John and just have the boundaries changed to bring more kids in the school. No matter which school we are in - please make Uniforms MANDATORY. Thank you.
St. John	french emmersion grade 1 option?
St. John	Was there any consideration to renovate St. Johns instead?
St. John	- St Michael's area is rather busy with the two public high schools and Montclair traffic. - Moving Holy Family families beyond Trafalgar really disrupts their community. We may lose them to the public board. Couldn't we work out something to accommodate them (perhaps with a gifted program or french immersion), - I would rather keep STC at the new school as that is an experience all students benefit from more than having a french immersion program. - What is the impact of bringing back the students that left each of the schools to go to french Immersion (at St Matthew's). - I've heard concerns about traffic to the St John site would be tricky - St John's has accommodated this many students before and survived. - Why not move some of the special programming to the new school or status quo schools (gifted). - With the changes, I feel strongly that the transition needs to be thought out and planned well. We need to make it seamless for the children and consider creating a new school name (do not adopt the name of the school that they land on). -
St. John	this may be stress to my child to adopt in new school , new teachers
St. John	seperating children into different schools breaking up their friends
St. John	Transitioning student with special needs(such as anxiety) away from friends they have been with since JK. St. John is a small community and to split up the students would cause disruption to learning and environmental challenges.

St. John	I have a few concerns: 1. If the new school has a uniform and our school currently does not will kids in grade 8 have to wear one if they're only there for a year? That doesn't make much sense to me. 2. French immersion is key. We at St. John have been losing kids every year to Sunningdale and St. Matthew so I would like to see the new school offering it. 3, Kids north of Upper Middle Road (UMR) could be switched to OLP but if they want French where is that? St. Bernadette? That's a long way for us to go when there will be French so close at the new St. Mike's. What happens to kids in that situation who are now in grade 2? They will have to move between 3 schools within a short period and that could be tricky for some of them to handle. How much allowance will there be for cross boundaries requests??
St. John	Situation with uniforms at existing school Situation with Extended French Program
St. John	The Board needs to re-visit the declining enrollments with St. John. The lack of enrollment has stemmed from 2 reasons: 1) Lack of JK and SK programs at the nearby Sunningdale School has prompted families to attend School at St. John in the initial years and then transition to Sunningdale. 2) Lack of French Programming in this Community. The transition over the years has taken place always at Gr 1 and Gr 5 entry points. In consultation with HDSB, it is possible to confirm evidence of these transition numbers to Sunningdale and Munn Public Schools 2) Has the Board considered sending out a survey to the families at each of the Schools and also the surrounding neighbourhood communities to assess their feedback ? A new School at any of the 3 sites is going to have a substantial impact on the neighbourhoods in the vicinity and their voices needed to be heard as well. 3) The 2 Options proposed is not enough, given that one School (holy family) is on the east side of Trafalgar, while St. Mikes and St. John are west of Trafalgar. It may potentially be easier to consolidate St. John and St. Mikes into 1 with a French Program offering. The new School site need not be 550 perhaps less, but still a catchment area for families from St. John, St. Mikes, OLP and St. Andrew for french programs 4) A slightly smaller facility will offer: a) Still higher enrollment numbers as compared to existing numbers b) A state of the art infrastructure c) Less traffic congestion d) Ability to use portables in the future if School is built on a larger plot than the 4 acres e) More Importantly, Catholic families will continue to keep their children in the Catholic system 5) Is the Board able to share the Independent Consulting Company's recommendation of the most viable site for a new school construction (without biases from either of the schools or the trustees) 6) What is the Boards's backup plan if the Ministry does not approve the proposal ? Will the existing infrastructure be upgraded and where will the funds be sourced ? 7) How likely is it that an ARC will take place again, if Ministry does not approve the plan ? If status quo, can HCDSB unilaterally make future decision without public consultation ? 8) Why has the Board not planned town hall meetings to date about such a consolidation, as we are only 3 months away from the slated time to present a business case ?

St. John	<p>Why can't you combine all three schools together and keep the boundaries as is and add the french immersion? If there is no french immersion my fear is that there will be a decline as to when the children are offered the french immersion and leave the school. As this is the issue now at St.John.They are offered the french immersion at st.matthew in grade 5 and thats when we continue to see a decline.... We are one big happy family and Mr.Melanson is an amazing principal!! I want the boundaries to remain the same...or at least keep them the same for the first year of the new school so friends can stay together. Also, according to the drawings you are concerned with building at St.John location because of the entrance. When Our lady of peace was being built all those students came to St.Johns and there were over 500 students....it all worked out. Most were bused and there were no issues. If new school is built at St.Johns why not get a safety guard to direct traffic. Sunningdale has lots of traffic and they have multiple guards. We can make this work! Thank for taking the time to read my concerns Anna Bellissimo I have a child in gr 3 and grade 4 My older daughter graduated last year</p>
St. John	<p>Why not merge St. John and St. Michael's school</p>
St. John	<p>Bigger school means more kids in a classroom which means less time for teachers to really get to know their students. In the end students are the ones who suffer</p>
St. John	<p>The transition year will be difficult for all. Time lines for demo, permits, approvals and construction are unrealistic. 1 year? Can we see a gantt chart for this? This is impossible and real time lines should be presented to the community . Our children who are used to a small school community will be forced into a school at almost 100% capacity for a couple years.</p>

St. John	<p>Nov 18, 2016 After attending the Open House Consultation Meeting last night, I felt like the decision of were to build the new 550 pupil school has already been made and its to be built at St. Michaelâ€™s School property. I would still like to bring up some points about that possible decision. I think St. Johnâ€™s school would be a better place to build after looking at all the 6 plans that the board presented last night. St. Johnâ€™s has a fully enclosed hard in a very quiet neighbourhood that makes it safe for all children, especially are special needs kids. At St. Johnâ€™s there is space to build 2 full grass and black top yards. All the other options that were proposed by the school board only showed one school yard for St. Michaelâ€™s and Holy Family. This option gives more space for safe play. The older grades are separated from the younger grades and even the Kindergartens would have their own yard. If the school is to have 550 children they need the space to run, this will also prevent bullying with senior and junior grades being in separate yards. The special needs children would also have a safe space to play, were they can learn appropriate play from there same age peers and also language. They would also be safer because they would be with children their age. Not all together in one yard. St. Johnâ€™s has 3 ways to come in to the school yard by walking, and one entrance that is are main drive in area. Parents could drop their kids of from all three entrances if there is traffic at the main entrance. St. Johnâ€™s in the past with its entrance the way it is accommodated the students from 2 school when Our Lady of Peace was being built. All students were dropped of safely and buses were able to use are property to pick up and drop off students safely. Last night we were told that St. Johnâ€™s entrance is a problem because of our drive way but in the past, it worked? Every neighbourhood needs a walking distance school. At St. Johnâ€™s because of are ability to walk our children to school we have an amazing community. Parents are very involved with the school. St. Johnâ€™s is like a large family were every one is included and treated with respect and everyone maters. If a 550-pupil school has to be built are St. Johnâ€™s boundaries should not be split because you would be braking friendships that have been built since JK for many children. This will affect many children mentally, emotionally and academically. Has any one also looked at how this will affect are students with Special Needs that already struggle with change on a daily basis. Every time there is a bigger change parents have to spend months doing therapy to help their children. How will the board support this changes and help the must venerable students? Will the board be providing therapy to the students before all the changes beginning, also during and after this changes happen? St. Johnâ€™s has many students that are at St. Andrews, St. Bernadetteâ€™s and also at St. Matthews because the board allows so many students to go cross boundaries. If this student were to come back to their home school are number would must likely be close to 200 students. This is one</p>
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	<p>of the issues St. John's has had do to our old principle and the school board did not do anything about it. Parents were moving there children do to issues that were not being taken care of. St. John's also proposed to the school board 2 years ago and IB program witch would bring our population up, but was turned down and did not go through. St. John's also looses students in grade 1 to our French School next to us Sunningdale and also in Grade 5 to St. Matthews to the French Program. If St. John's were to have a French Emerge program it would bring more student in. Our if the gifted program from St. Andrews was moved to St. John. This have to many students and we could use a program like that to increase our numbers. The proposal I feel has already been chosen do to yesterdays meeting is to build at St. Michael's, but with the traffic that already exists on McCraney street and Sixth line do to the White Oaks High School, Montclair and now a new French High school being built. Is that really a safe choice to add another 550 pupil school to an already over trafficked area? At St. John's if, there is an Emergency that the school needs to be evacuated we have Sunningdales school yard and school as our emergency evacuation plan and safe building. If the new school was to be built at St. Michael's school, the only building close to it to keep our children and staff safe, is the church which would be to close in case of a fire or bomb threat. I kept hearing last night that the main reason why it should be built at St. Michael's site is because of the Church, we were also told it would bring the school and church relationship closer. Right now, St. John's goes to St. Michael's parish 2 times per year. The rest of the time Father Jason visits or school and we do have a very close relationship with the parish. Our students walk there and love the adventure and look forward to that trip. It is nice to have the church next door but it is more important to have the space for 550 students to play. St. John's is an amazing school with great staff from the teachers to the genitor everyone is very welcoming and make parents and students feel like their family. But what makes are school even more amazing is are new Principle Mr. Melanson that throw all this changes and uncertainty has made sure all voices are heard and that our community stays positive and strong. Thank you for listening to my Concerns about the possible consolidation. Alexandra Oliveira & Carlos Oliveira Parents of 2 St. Johns students and 1 Holy Trinity Student</p>
St. John	<p>Lots of new families are moving into the st John's community as the current one has aged (turn over). Maybe a survey to assess enrolment prior to closure enrolment may improve as families with small children move back into the community. I recommend to keep the school opened.</p>

St. John	<p>School Closure/Consolidation Review - Pupil Accommodation Review Northeast Oakville Nobody wants to see their school close but St. John school is in dire need of change to sustain. The small number of children has not only been a financial problem for the Board but also a problem socially for building friendships with kids of differing interests, offering a range of clubs that favour a variety of talents, and forming sports teams that have enough members to compete effectively. My first emotions are disappointment that the school Board has made various decisions that have drained our student population. For example, the high number of cross boundary applications that have been granted. If these requests had not been granted, I wonder what our population would be sitting at? As a school family, we need to work through problems not just allow multiple mass exodus patterns to occur. Many were upset with our past principal and nothing was done by the Board to heal the St. John family. The solution was separate the family. This is not in keeping with our Catholic faith of restoring relationships. This has drained our population over the years. Another problem is the constant loss of student population to French programs in grade 1 & 5. St. John's is located very close to Sunningdale Public School, a highly rated school popular for their French program. Although the Catholic Board starts Extended French in grade 5 not 1, parents may have stayed with the Catholic system for grade 5 French rather than leave to Sunningdale after Kindergarten if St. John had Extended French. For years we have been watching half to a full class of students leave after kindergarten to Sunningdale rather than presenting and communicating the benefits of starting French in grade 5 rather than 1. Why not present this to families before they leave rather than in grade 4? Just like any business, why not compete with the local market and show parents why the Catholic system is special " faith values, academic benefits of later French start. In our neighbourhood many parents in the public school board are now upset about their French program being changed to full day French. What an opportunity to draw parents back to the Catholic Board and St. John school from Sunningdale by providing an Extended French option in their neighbourhood at St. John school. The allocation of Extended French at some schools but not others has caused imbalance in school populations all over the Board. Given the location of St. John school amid great demand for French in the neighbourhood this has been a missed opportunity. It has also caused us to lose about half a class of grade 5 students each year to St. Matthews. Given the competition of St. Matthews and Sunningdale this has really hit our school population in a major way. St. John's would have been such an ideal location for Extended French and could have drawn more students from the Public Board. It is unfortunate that we missed the boat on this opportunity. Option 2 having no Extended French in this community zone is a big disappointment. Where would all the students go for French from the new St. Michaels? Now we are back to having the same</p>
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problem of constant loss of students and imbalance in school populations that result. This option in my opinion is unacceptable. It is also unacceptable to split our school community in two by sending 82 of 145(approx.?) students (more than half) to Our Lady Peace. St. John is a very close small community school that feels like one family. This is division of our family not reallocation. Maybe it is too late to correct these decisions of the past now that we are sitting at such a low student population at St. John, but it would be nice to fully investigate whether or not we can in fact correct some of these decisions. St. Michael, and Holy Family are at a decent number of students. Couldn't we just work on bringing in a program to make St. John more attractive and rather than just focusing on attracting current students maybe we could attract some of our Catholic community back to our school that has decided to go Public? Whether Extended French, or an IB program as parents previously pitched to the Board two years ago, why not make the school great again. Why haven't we invested time in creating new solutions instead of just being reactive and acting on problems that have led to decline? Could boundaries be redrawn to add 60 kids? 200+ was an enjoyable number of students and it is a shame to bus 80-90% of students to school rather than keep traditional family values of having a neighbourhood school. There are certain community values, feelings of family closeness that result in having a community school that would be lost. Many parents that have walking children meet after school to socialize and allow children to play outside. These are not just our friends from school they are our neighbours so we have closer bonds. When students are all bussed the families don't meet as often and the ties that bind parents to school are looser. Parent involvement comes from feeling like you are a member of the community, and that happens often in less formal ways on the playground after school chatting, and playing for example. Many times this is how we recruit volunteers to help with school projects. These people are our neighbours, friends, and feel like family. This is the heart of the neighbourhood school versus the big mega school that our kids attend where we may be socially anonymous and lost in the crowd. St. John's school has a very special family atmosphere as I am sure is also present at Holy Family and St. Michael's. It is possible that we will lose families to the public Board as neighbourhood/community ties may prove stronger than ties to Catholic education if students can walk to a closer public school rather than having to sit on a bus. There has been a lot of strain on the school bus system with late busses and parents may not want their children to have to be bussed great lengths through busy rush hour traffic at McCraney & Trafalgar. If nothing can be done about population and we are forced to join schools it is then necessary to consider the site options. St. John school has the most attractive property with its 6 acres of land in walkable distance to the church. The setup of the play yard is enclosed with three play yards to separate children of different ages. This is

beneficial in age appropriate play, language and a feeling of safety. It also reduces bullying of older kids to younger. It provides milestones of graduating to different play yards as you grow, which the children look forward to. The enclosed large space also provides safety for children with special needs as there is a large visible space for them to play in. Another safety factor is that Sunningdale school is the emergency location in the event of evacuation. It is walkable by a grass path and provides shelter. St. Michael's does not have this option as the church would be too close to the school to be a viable safe building in the event of a fire for example, as it could also catch fire. St. John school does have a drawback of one driveable entrance to the school, however it was effectively used by buses in the past when Our Lady Peace was being built and the two schools resided in one. Plus St. John school itself once supported a much larger school population with the entrance as is. St. John's also has two walking paths in addition to the main entrance that can be used for drop offs and pick ups. Sunningdale parents often park at a path entrance to Sunningdale to drop off and pick up. I am sure St. John's parents would do the same if the main entrance was busy. Also a crossing guard could be a benefit to safety. St. Matthew's has a very effective kiss and ride program run by parents to ensure quick safe drop offs. There are solutions to the flow of morning & evening traffic. St. Michael's being well located beside the church could be an excellent location for a facility used for meetings, retreats and training to join administration to church. Rather than renting space for conferences why not use the site for something like this? Finally, I have to say that Mr. Melanson, principal of St. John school has done an exemplary job in keeping parents and the school community calm and still full of school spirit and direction in the face of the news of potential school closing. This news can depress a school community, and while we are not all happy with the thought, the mood at the school is still positive and progressive for our children. We have high hopes that his leadership would continue as he is the man to lead people in transition with his driving goal oriented spirit. A new school could have many benefits in new design and technology for our children but I would like to see more creative thinking outside the box to see if St. John's could be revamped. This could be a great opportunity to look at the problem as a time to draw more families toward Catholic education and our faith rather than just consolidate. I do look forward to imminent work done to solve the low numbers at St. John because this problem needs immediate attention for the social well-being of our students. Thank you for the opportunity to voice our thoughts, and I look forward to learning more about the feasibility of a greater variety of options. Sincerely, Julia Silvestre Parent of one (grade 3) student at St. John school, and two who have gone to St. Matthew Extended French (grade 5 & 6)

St. John	This overarching area is going through redevelopment and many of the older homes are being torn down and rebuilt with new development. New families, new children. I foresee an increase in student enrolment in this area in the next several years. Is the PAC and board being short sighted in the future need for more schools in a short term future in this area that having only one school will not acomodate within 5+ years
St. John	to change existing boundaries, moving some from ST Andrew (u20 and u21 to ST john) introduce the Extended French Immersion or gifted program to ST John.
St. Andrew	Would also like to see how school boundaries may be impacted
Our Lady Peace	Did someone though in the new developments north of Dundas and all the new familys that whil arrive. I think that is a better idea to improve the current schools to make them more efficient than demolishing 3 schools that serve different neighbors and build 1 school far away from the diferent neighbors.
Our Lady Peace	How would the inclusion of a special needs program affect the new student population? Is there going to be sensitivity training?
Our Lady Peace	Can you please explain what an Essential Skills Classroom is?
Our Lady Peace	I would like to hear more about what the Board is planning to do to improve the quality of education as part of all this changes. In the past years we have seen a considerable amount of students moving to other schools (French, public, private, etc) with concerns about the rankings that HCDSB has had. In alignment with this process, what is the Board doing to drastically improve the rankings of all schools? Investments to upgrade teaching facilities and material? Improvement of teaching staff? etc.
Holy Family	Parents registering child in the public board and losing catholic students.
Holy Family	How the students will be affected during this transition - and how interruptions like this can potentially set them back academically.
Holy Family	The real benefits of decisions like this one must be based on the well being of the children. Not in financial options for the Board
Holy Family	Holy Family is a great school with consistent historical and projected enrollment. The class sizes are geared toward a good learning environment and the size of the school creates a family-like atmosphere. I would not support Options 1 or 2 both of which propose the closure of Holy Family, a relatively younger school than others with less cost related upkeep and maintenance.

Holy Family	<p>Holy Family has its own neighbourhood whereas St Mikes ad St Johns more or less share a neighbourhood. As such, there are is a lot of similarities and it may make a lot of sense to merge St Mikes and St John's, but not to include Holy Family into the mix. Current transportation costs of kids to Holy Family is almost nothing. Why increase the costs of transportation sending them anywhere else. Other schools already have significant transportation costs so having those same costs send kids to another location is probably a wash, but it would be additional to Holy Family. The grounds around Holy Family make it an extremely attractive school for recess, before, and after school activities. This includes a town soccer field, very large adjacent green spaces where kids can actually connect with nature, and another public school school with a very nice playground just a show walk away. This neighbouring green space will not be at other schools and the experiences of "playing in the forest" and connecting with nature would be lost. An option that could be considered is to merge St John and St Mike and have Holy Family offer additional regional programs to balance out enrollment. Examples such as Structured Teaching, gifted programs, or french immersion would all increases its utilization and thus balance use populations between the schools. If that isn't enough, then you could also include patch V17 with Holy Family and effectively capture all students east of Trafalgar Road into Holy Family and those west into St. Mikes.</p>
Holy Family	<p>The two options proposed are essentially identical, save for the FI and ST distinction between the two. It is not clear what alternate options were considered by Staff that resulted in the proposal made. I understand the economic and educational considerations behind the PAR, but really think that the range of considerations and alternatives reviewed by Staff need to be communicated. I hope that at the Jan 19 consultation the range of options evaluated is made clearer, and the economic and educational pros and cons of each are expanded upon.</p>

Holy Family	<p>Is there opportunity to consolidate St. Marguerite school with Holy Family school? Holy Family is already a feeding school to St. Marguerite school, when it comes to Extended French Program and a lot of Holy Family students transition to St. Marguerite school starting grade 5. This will allow for a lot of families for a shorter commute time than if students will have to move to St. Michael. The land around St. Marguerite school is big enough to expand if need be. We do not have guarantees that the newly build school will have enough students in let's say 10 years. Will we potentially end up with the same situation as we are facing now of unused rooms due to not having enough enrollments?</p>
Holy Family	<p>I am a parent of children at both Holy Family and St. Andrew. My recommendation would be to combine St John and St. Michael at either of those sites and augment the population of Holy Family by moving the gifted program from St. Andrew to Holy Family. I see multiple benefits of this solution. One: St John and St Michael are essential part of the same neighbourhood but Holy Family (and the children that currently go there) are part of a separated from that community by the major traffic on Trafalgar Road. In this solution no (or very few) kids would have to be transported across Trafalgar to school. TWO: Although Holy family has a low population, this could be increased by moving the gifted program from St Andrew to Holy Family. This has the added benefit of decreasing the population of St Andrew, which is already crowded. THREE: Finally, since I believe the the building structure of Holy Family is somewhat newer than St. John and St. Michael, it would be realistic to suggest that it might be one school out of the three that currently requires the least amount of repair/renovation. I thank you for considering this option.</p>
Holy Family	<p>I prefer the small school structure which Holy Family offers and feel that with a larger school, my daughter will lose sense of community and closeness. As a parent, I enjoy knowing all the teachers and many of the students. I understand that every parent would prefer their own school. However, Holy Family has consistent enrollment and is projected to continue to have consistent enrollment, their facilities are newer and maintenance costs are lower. They also have the fewest students currently requiring busing transportation. From a transportation standpoint, the choice of St. Michael's will disaffect the most number of students. what will happen with inclement weather and bus services are not available or delayed? I am also concerned about the transition phase requiring students at the construction location (regardless of which school is chosen) being moved into temporary accommodations, I believe this will have a negative impact this will have on their education.</p>

Holy Family	- more options need to be considered such as changing boundaries to increase student levels at holy family by brining students over from st. margurette duville - if it is chosen to build a new school the most logical option would be to build on holy family property as there are the most number of students currently and the most number of walkers. building the school at another location means that all the 200 tudent will have to be bused. increased cost of transportation. - there is also the issue that the students from holy family will attend the local public schools - falgarwood or sheridan which will result in lower levels of students at the new school
Holy Family	- Change boundaries to increase the school enrollment. I think it's important to view all possible options before making a decision that would not only impact the students but our community as a whole. Why is the school board building additional schools rather than utilizing the current establishments?
Holy Family	have you considered changing the boundaries and opening up the boundaries for other students to attend Holy Family?
Holy Family	-changing boundaries of other schools that have greater enrollment numbers, to get rid of portables, and bringing those students to holy Family, St. Mikes, St.Johns. -combining St. Michael and St. John and keeping Holy family as it has the greater number of students and all student population are walkers. -if this change does happen, i don't like the fact that my children will be bused across town, i may consider enrolling my children to the public school that is right next to my house.
Holy Family	Have you considered instead of building new schools, first re assess the boundaries to make the most of the existing schools. I feel passionate about having community schools where students live and study in the same neighbourhood. We are trying to build children who live healthy lifestyles. This means walking/biking to school instead of loading onto a bus that pollutes the air and congests traffic further. Have you considered extending core french to begin in JK/SK or early primary grades instead of seeing so many students busing away to take advantage of french immersion. It is possible for students to become french fluent from core french only from elementary school-high school. Too many families feel the only option is to take french immersion.
Holy Family	I would like to know if there were any other options available?

Holy Family	The boundaries can be taken in to better consideration. An option is to reconfigure the boundaries and move only a nominal # of children to a different school, thus saving costs. The potential here is that money could be put in to upgrading/updating the existing schools instead of closing down and rebuilding. If my children have to move, with either "preferred" option they would then have to be bused which doesn't appeal to me. As well, I would be interested in a core french program being offered.
Holy Family	We need more options!!!! Parents bought in the area because they are close to schools, within walking distance! Kids need more exercise. Being bused adds to sedentary lives and adds to not focusing in the classroom! 1. Change proposal to focus on St. Michaels & St John's. Change boundaries to accommodate children slightly North of upper middle & Oxford/6th line, like before Our lady of Peace was built! Remove holy family from the proposed school closures. 2. Holy family's boundaries should be extended North of upper middle and eighth line, grovesner and Grand, like before St marguerite and St. Andrews was built. I know a few parents who wished they could go to holy family instead of marguerite because it is much closer. They can walk there!!!! Distance = time. Bussed means more time wasted for parents and child! Holy family is a lot newer than St. John's and St michaels. It's still in good shape. 3. St Andrew school is already busting at the seams. They have the gifted program classes there. Parents from other boundaries already agreed to having their child bused, why not bring the class to holy family?!?! The 2 options are not acceptable. Most parents agree that the school being close to their homes is important. I can assure you, a lot of parents will pull their children out and send them to the public schools, which are still opened in the neighborhood if they close Holy Family. What happens when the older neighborhoods turn over to young families and the demand for a closer school comes up?

Holy Family	The demographic around Holy Family School is changing - older people are transitioning out of this community and families with young children are moving in - closing the school is a huge huge mistake. The beauty of this school is the warm community feel that is like a large family - children prosper, without question, in this lovely and unique environment. Why would you want to destroy this - it does not make sense, it is a very poor decision from a business and a moral standpoint - you should be very ashamed of the decision to close this school - please know that you are doing a grave injustice and disservice to the current and future children and families who could benefit from this beautiful school and community - please think about this - if these were your children, if this was your family, you would make a different decision. Shame on you.
Holy Family	From Holy Family to St. Michaels requires walking through a ravine or taking the long way around via iroquois or upper middle for those that don't have a vehicle. Also having to cross a major road like trafalgar isn't the best case scenario for our kids.
Holy Family	My son's close friend is in the essential learning class at Holy Family; the essential learning class is the only Holy Family class not going to the new school.
Holy Family	The number of pupils you will lose because parents will simply switch them to public school rather than dealing with bussing or driving their child to a new location. Should Holy Family be closed, I will be switching my child to the public school in the neighbourhood simply because the potential location of the new school is inconvenient for my morning routine.



**Pupil Accommodation Review
Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX J



**Survey Results Following Public Consultation
November 17, 2016**

**OAKVILLE NORTHEAST
PUPIL ACCOMMODATION REVIEW**

December 5, 2016

Pupil Accommodation Review – Survey Results Following Public Consultation on November 17, 2016

Second Analysis – December 5, 2016

Since November 22nd, there were 128 completed surveys. Except for 1 student and 2 staff, all respondents identified themselves as parents. The survey also gave respondents an opportunity to provide open-ended feedback if they had any suggestions about the options, or if they had a solution to present themselves. Table 1 provides a breakdown of how many respondents answered the survey by school community, and how many open-ended comments were provided. No thematic analysis was done since there was only 27 comments, and they can be viewed in Appendix A.

Participants were asked to review each option in the survey and rate how much they liked and the two options provided to them. Figure 1 compares the likeability of the two options side by side. Table 3 lists what respondents liked about the options, and Table 4 lists what respondents did not like about the options according to each school community. Figure 2 shows what respondents liked in a summary of all schools combined, and Figure 3 shows what respondents didn't like in an overall summary with all schools combined.

Table 1. Responses by School Community.

School	Finished Survey	Provided Comments
St. Michael	12	3
St. Marguerite d'Youville	26	3
St. John	13	3
St. Andrew	26	2
Our Lady of Peace	31	5
Holy Family	20	11
Totals	128	27

Table 2. How Much Respondents Liked Option 1.

Option 1: School	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
St. Michael (n = 12)	0	0	3	4	4
St. Marguerite d'Youville (n = 26)	3	3	11	4	4
St. John (n = 13)	4	1	4	1	1
St. Andrew (n = 26)	2	5	11	6	2
Our Lady of Peace (n = 31)	3	2	5	12	9
Holy Family (n = 20)	7	3	4	6	0
ALL	19	14	38	33	20

Table 3, How Much Respondents Liked Option 2.

Option 2: School	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
St. Michael (n = 12)	1	1	3	4	1
St. Marguerite d'Youville (n = 26)	2	4	12	6	1
St. John (n = 13)	3	2	7	1	0
St. Andrew (n = 26)	3	7	12	1	0
Our Lady of Peace (n = 31)	3	5	11	9	2
Holy Family (n = 20)	7	5	4	4	0
ALL	19	24	49	25	4

Figure 1. Likeability of Option 1 and Option 2 Compared.

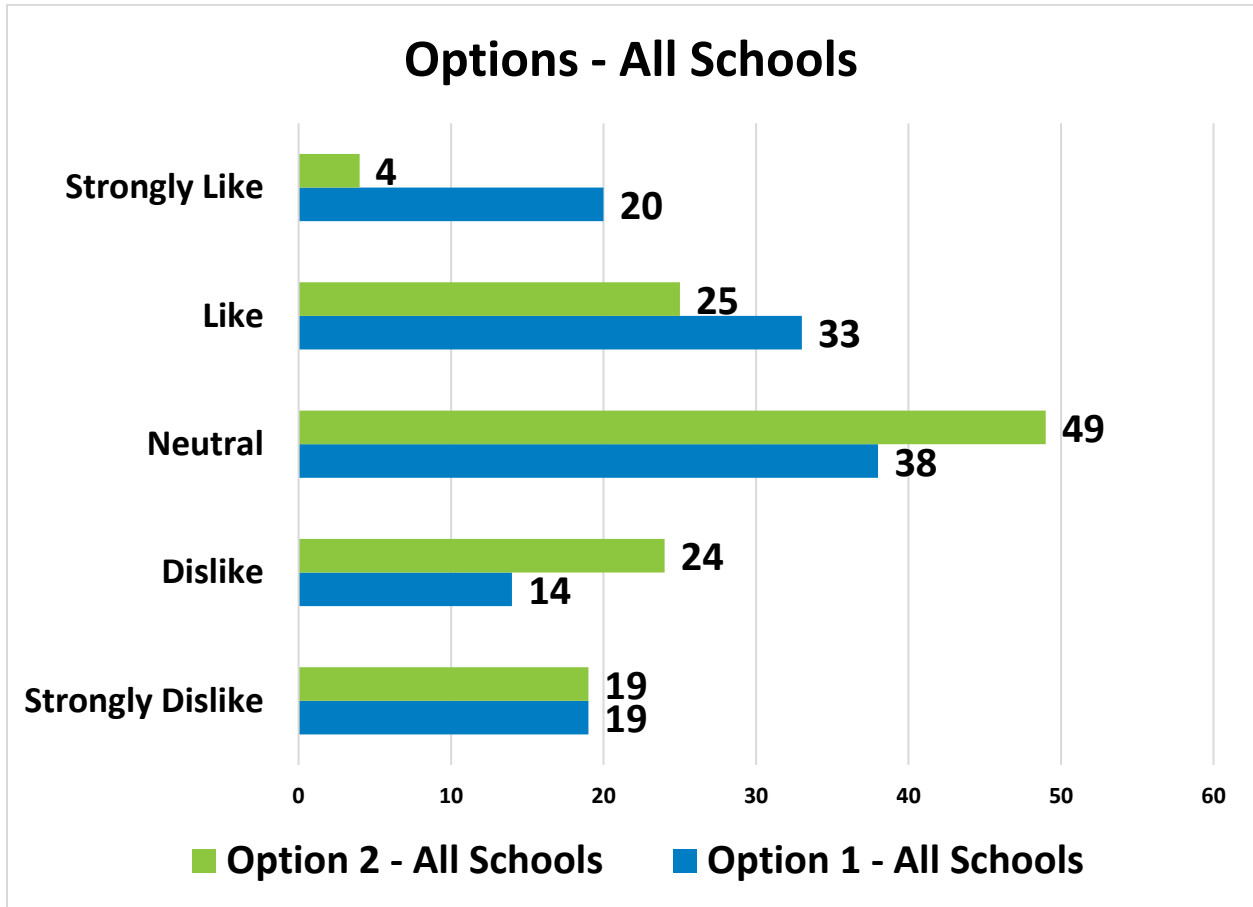


Table 4. What Respondents Liked about the Options.

School Community	My child will get to stay with his or her friends	New, modern school	New school will be beside a parish	Increased before/after school activities	Larger school community	School will be associated with two parishes
St. Michael (n = 12)	8	2	8	4	3	1
St. Marguerite d'Youville (n = 26)	8	20	4	4	8	1
St. John (n = 13)	5	10	4	5	4	0
St. Andrew (n = 26)	5	15	0	4	8	1
Our Lady of Peace (n = 31)	11	15	7	5	10	2
Holy Family (n = 20)	9	11	2	6	6	2
TOTAL	46	73	25	28	39	7

Figure 2. What Respondents Liked about the Proposed Options – All Schools.

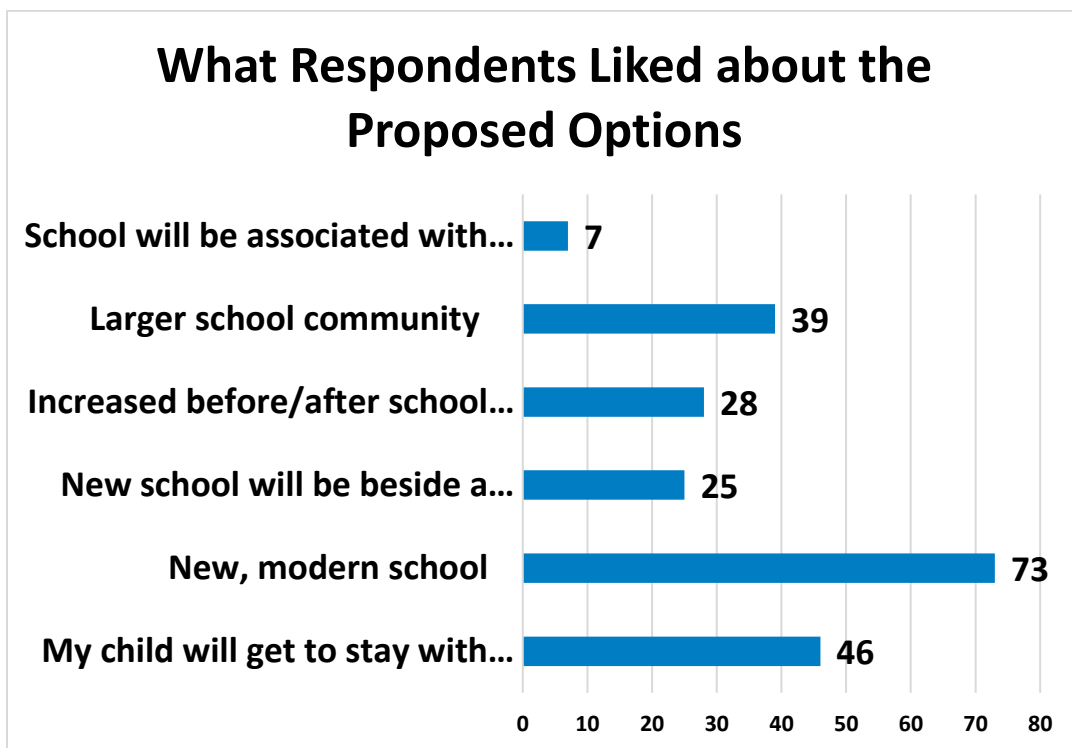
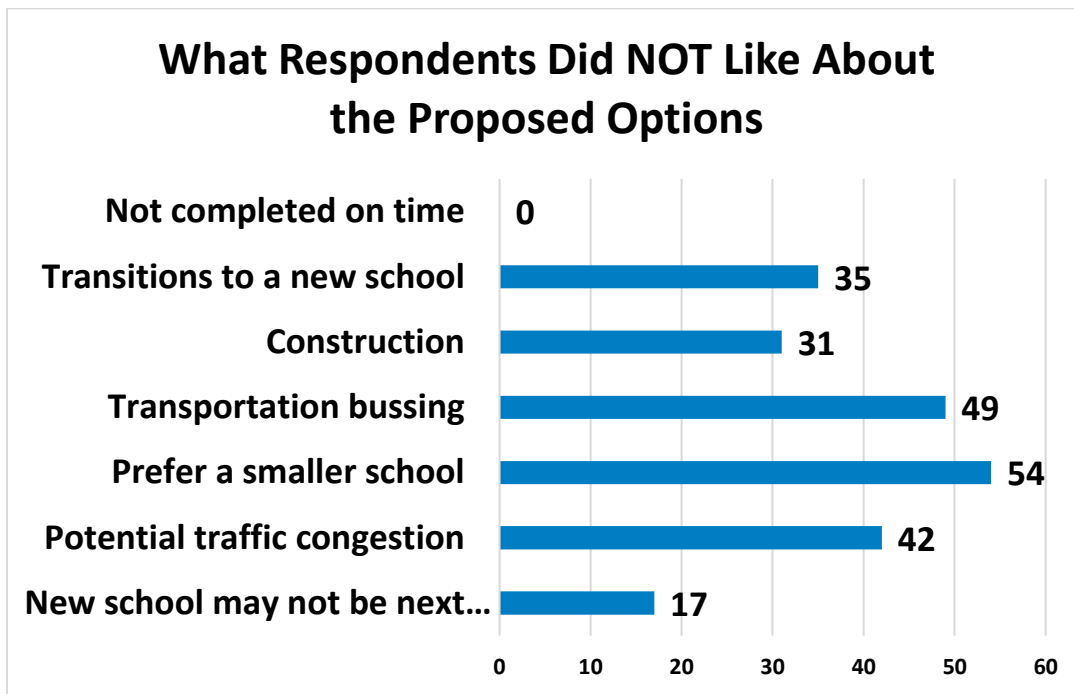


Table 5. What Respondents Did NOT Like about the Proposed Options.

School Community	New school may not be next to a parish or 2 parishes	Potential traffic congestion	Prefer a smaller school	Transportation bussing	Construction	Transitions to a new school	Not completed on time
St. Michael (n = 12)	3	2	3	0	5	2	0
St. Marguerite d'Youville (n = 26)	2	7	11	11	5	6	0
St. John (n = 13)	7	7	11	11	7	6	0
St. Andrew (n = 26)	2	12	7	9	7	7	0
Our Lady of Peace (n = 31)	1	7	9	5	2	3	0
Holy Family (n = 20)	2	7	13	13	5	11	0
TOTAL	17	42	54	49	31	35	0

Figure 4. What Respondents Did NOT like about the Proposed Options – All Schools



Appendix - Open Ended Comments

SCHOOL	COMMENT
Our Lady of Peace	No - I would have expected consolidation would be required for those three schools. I think based on all the options presented, Option 1 probably makes the most sense. While I like that fact that OLP has less pupils (and therefore smaller class sizes for the most part), the influx of students with the new catchment area doesn't seem to be a significant increase and will still fit the school. Makes much more sense for some of the kids in those neighbourhoods to go to OLP than the new school on the St. Michael's site, especially with Upper Middle seemingly being the north-south boundary. With the French program at the new school as well, it's a closer proximity to our neighbourhood than St. Bernadette's is as well.
Our Lady of Peace	It would be good to know how many students would be directed to OLP under Option 1. Would this mean adding portables to OLP or are there enough existing classrooms?
Our Lady of Peace	Have you considered keeping the smaller schools open and adding French to them to bring g up their enrollment.
Our Lady of Peace	I think we should allocate budget to technology labs not extended French as these are the skills kids will need when they enter the workforce. French is a nice to have however the reality is that kids who take the programs are not fluent.
Our Lady of Peace	Declining school numbers have a direct impact on the learning environment and the overall outcomes . Split classes, declining programs due to lack of resources requires a consolidation of schools. We cannot keep building new schools, when reasonably equipped existing schools are underutilized. Building new wastes \$ that could be invested directly into more teachers, programs etc
St. Michael	Temporary relocation options are not clear

<p>St. Michael</p>	<p>The sense of attachment, history, belonging and memories for the children, families and community. Elementary schools provide our first relationships outside of our immediate family, tying community and parish together. The building itself is a touchstone, a physical structure that houses our memories of fond days of innocence, when the world was a better place. Smaller schools, provide an intimacy that cannot be paralleled by large schools. Young children need the connection, intimacy, warmth, close quarters that a small school provides. Preserving them would foster a greater sense of community, parish and family. It's a big world outside and soon our children will be in it. Let's leave them a small place that holds their memories. Bricks and mortar. A place that they can bring their children to and show them pictures on the walls of when they were their children's age.</p>
<p>St. Michael</p>	<p>Cross boundaries. What would happen if we are doing cross boundary attendance. We are very happy with the School and the community. I have concern for the transition stage as well as the final stage. Thank you.</p>
<p>St. Marguerite d'Youville</p>	<p>How will the other schools (like St. Marguerite d'Youville) continue to receive funding to be improved and modernized so they can keep up to the standards of the newly built ONES school if the project proceeds?</p>
<p>St. Marguerite d'Youville</p>	<p>With respect to introducing an extended French program at the new school (option #1), how will this impact existing extended French programs at the various other schools ? I understand that resources to serve existing French programs are scarce and that the board is undertaking a review of French programs in light of this. Wouldn't the introduction of another extended French program put additional strain on the system and introduce additional competition for teachers making it even more challenging to service the needs of students in the extended french programs?</p>

St. Marguerite d'Youville	Very confusing to read and difficult to understand. In essence I just want to know if my school (St marguerite) is closing or not. It is a wonderful school with the absolute best staff and teachers in Oakville and we are so very thankful that both of our children have been part of this wonderful community.
St. John	Yes, building the new school on the st john lot.
St. John	My big concern with option 1 is that my daughter would be the only one of her friends redirected to Our Lady of Peace, while everyone else would attend the new school. If option 1 is chosen, could there not be an exemption made for students who will be in their last two years to remain with their peers and attend the new school? I know that she wants to have her Confirmation and final year of grade school with her friends. She will refuse to attend school if she is separated from her friends.
St. John	Keep our school open.
Holy Family	The number of pupils you will lose because parents will simply switch them to public school rather than dealing with bussing or driving their child to a new location. Should Holy Family be closed, I will be switching my child to the public school in the neighbourhood simply because the potential location of the new school is inconvenient for my morning routine.
HLYF	It appears a decision has been made and this PAR is to fulfill all righteousness
HLYF	I will very much dislike seeing my kids in split grade classes like the way they are and have been attending to school for over the last 2-3 years. That model is inefficient and in detriment of the kids.
HLYF	How about the staff? will it be familiar for our kids or will it be completely new? I would like it to be familiar for them. This will make transition easier.

<p>HLYF</p>	<p>Holy Family has the largest population of children and walking children....extend (build second level if structure is sound to existing bldg) or take down existing school and build new school on this site. I love this community school and moved here 3.5 years ago so my children would not have to walk. We will strongly consider the public system where our children can walk/attend a local community school that does not have them on a bus travelling on major roads and congested with traffic.</p>
<p>HLYF</p>	<p>This is not the first time Holy Family School, it's students and parents have been disregarded. The HCDSB does not put much thought into how they deal with our school. It is clear, this is due to the fact that we are a small community and the Board won't have to answer for their bad decisions to too many parents. I understand there is declining enrollment at the school and there is a cost associated with that. I understand that consolidating schools is a viable solution. Why Holy Family students would be bused to St. Michael's is beyond my comprehension. St. Marguerite D'Youville is walking distance for most families. A couple of years ago the Board thought it was a good idea to bus the Holy Family students to STA versus Holy Trinity. Over 10 km versus 4km. 80 % of the students opted to go to the public high school. Poor planning, minimal consideration for smaller school communities will further result in students moving to the public schools. What are you thinking? Stop failing our school. Stop failing our kids. Stop failing our community. (I'm sure you noticed when the boundaries were changed last year most of the grade 8s went to the Catholic highschool)</p>
<p>HLYF</p>	<p>The gradual introduction of new families into the community as the older population moves out. Also the loss of students to the public board in the areas affected as there are schools within walking distance of Holy Family. Small schools can be beneficial to social development of children, as well as allowing closer relationships between staff and students.</p>

HLYF	Why hasn't the board considered changing the boundries and moving some of the students from over crowded St. Andrew's to St. Marguerite d'Youville. And changing the boundries so that students who live closer to Holy Family would move from St. Marguerite d'Youville to Holy Family. Merging St. John's and St. Michael's makes sense. Holy Famliy students commuting that distance does not make any sense. I predict you will lose many students to the public schools in the community.
HLYF	Hard to fill out as my chld is in grade 8
HLYF	Holy Family is a small community school which makes it more comfortable and less scary for small children. It is within walking distance from our home, which is important for parents, it gives us that special time each day to walk our children to and from school. Having a small school near our home with that neighbourhood feel and the opportunity to know the other parents and teachers/staff better was a huge selling feature for us when we were looking for our home. It would be a great disappointment to lose this school that has been here for so long. The idea of sending our children to a larger school with more students, farther away from our home is something we are not at all comfortable with and would be very unhappy with.
HLYF	Holy Family school currently has empty classrooms and good resources (including large field, track, baseball diamond, new kindergarten playground). It is not an old school. Why not bring programming to this school i.e. french immersion, gifted rather than closing the school? This neighbourhood is turning over. New families are moving in. In a few years' time, enrollment will increase and the board will regret their decision to close this school.
St. Andrew	Thousands of homes are being built north of Dundas Street. If you close schools what will happen to all of these families who move in and need schooling for their children? You may potentially be faced with a situation of overcrowding and not having enough space in your schools. With all of the expansion and new building going on in Oakville is the board considering its decisions from a long-term perspective?
St. Andrew	Over population



**Pupil Accommodation Review
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OAKVILLE NORTHEAST

APPENDIX K

Appendix K: CSC Meeting Open Mic Questions

St. John & Our Lady of Peace CES - January 9, 2017

1. How will the overcapacity in Options 11A and 12B be addressed at Our Lady of Peace?
2. How to make an informed decision if not all the information regarding site location has been determined?
3. Grandfathering of all current St. John students?
4. What is the plan for special needs students? Board providing therapy needed?
5. Process for submission - Are they looking at the new build first and then if not approved by the ministry will they would look at the renovation? Do Trustees vote on all four?
6. When do they make the decision on the site? Before the Board presentation?
7. When it goes to a vote at the Board can the Trustees come up with a fifth option?
8. Extended French Program – where are the students coming from – option 12B?
9. Option 12B – is it possible include a French Immersion program in the renovated school?
10. Clarify Essential Skills program? Integrated in regular classroom?
11. Picking the site – what is the criteria? What is the criteria for transportation?
12. Do you take a look at all the schools in the neighbourhood?
13. How are the criteria characteristics weighted?
14. Will we have an opportunity to know the site before the survey after this evening?
15. How much weight is put in the survey results to decide on the final option the board will be recommended?
16. Comment about crossing Trafalgar – preference of site.- question inaudible
17. Has the committee thought about all the development on the Glen Abbey site? Consider Extended French Immersion at St. John?
18. Explain sustainability of numbers in French Immersion program in our board?
19. What will happen to the teachers currently at the schools, if the schools are rebuilt vs. built new? If St. John is not the chosen site for a new build site will that be a transition school, and the during the transition period will there be the same teachers or new teachers?
20. Given that families have raised concerns in past surveys – does presenting Options 1A and 4B still make sense – or will ARC look at other similar options which fit the small school capacity comments?
21. If the schools have been dropping for such a long time why are you still allowing cross boundaries?
22. If the option of grandfather is not an option can we apply for cross boundary? If overcapacity in school what happens to cross boundary students?
23. Would we run the risk of going through a boundary review following this process?

St. Andrew & St. Michael CES - January 11, 2016

1. From education perspective will renovations provide same advantages as a new modern facility?
2. Is the ministry funding available for both new and renovation and is it the same for both?
3. What would happen to St. Michael students during the build/construction?
4. Would St. Michael school students stay together during the transition?
5. How long construction period?
6. What happens to the teachers from St. Michael?
7. Cost differentials between all four options?
8. When will the decision of new site location be made?
9. Before and after school program during the transition and at the “new” school?

Holy Family & St. Marguerite CES - January 12, 2016

1. Reasoning for the reduction of options from 12 to 4?
2. Where did you get the data to come up with these projections for the population change?
3. 12B option – what type of additions referring to? Portables or addition to the building?
4. Allocate funding between the two schools being renovate?
5. Is St. Michael's still the preferred site based on original option proposal?
6. When will the option be decided?
7. Time line for new builds or renovations?
8. Designs/permits already done?
9. Changes pending on funding from Ministry?
10. If no funding would you still have consolidations Holy Family at St. Marguerite d'Youville? Has to be an addition for 12B?
11. How many boards are vying for funding?
12. Renovations options – is there a cost benefit analysis that can be provided to us? Break even date for it to start making sense?
13. Going to cost the same to run a large school compared to a small school?
14. Have you done a cost benefit analysis and have you ranked the four proposals according to the cost benefits to close or modify the schools?
15. If ministry is going to decide will they lean more towards a renovation or consider a new build?
16. Link for survey – where does that information go and how do we make our voice count – can deadline be extended? How does the vote rank?
17. Renovation option – will the renovations be done during the school year?
18. Aren't you concerned that families will pull students from Catholic school and go to Public school instead?
19. Has there been any analysis on past school closings what percentage of students leave to the public school board? Or is there any analysis as to closing one school and other would people be less likely to leave to the public board?
20. If it is a new build what will happen to the students at the site that's chosen?
21. Would the whole school go to one site?
22. Option 11A – is there one of those schools that is in better conditions? Feasibility to additions to site(s)?
23. Keep all schools as they are and switch those boundaries around to add capacity?
24. Gifted/Spec Ed. Programs choices/interactions
25. Option 11A – moving kids from gifted to FI to St. Marguerite d'Youville – additions required at school?
26. Rational for combination of schools?
27. Reallocation of special needs programs and boundary changes without major changes to buildings – has there been a study?
28. Rebalance of students North down to south schools? (hard to here – called out from audience)
29. Any indication of how this board is somehow going to manage to grow? Business model? Repeat in 5 years? What's the good news?

30. Have you asked the question, “Will you send your school to this new school if it’s created”? Why not?
31. French Immersion program (Holy Family, St. Michael, St. John) combine group and go to MARG for French immersion? Creating another program at that site?
32. Taxes – push to educate people about clicking a box?
33. If you don’t get the funding is there a possibility of staying status quo?

Written questions submitted at open mic session:

1. What is the essential skills program?
2. What is the structured teaching program?
3. For children who get emerged in French School, how mandatory is it to take these language courses in the school they move to?
4. What is going to happen to the buildings being closed?
5. If schools are closed what will happen to staff?
6. How are projections developed?
7. Since Holy Family is a walking school, won’t the board be spending more money on transportation by consolidating Holy family into another school?
8. Has safety been considered in consolidating Holy Family and St. Michael (crossing Trafalgar is a major concern)?
9. What was the rationale for merging Holy Family and St. Michael? It makes more sense to consolidate Holy Family and St. Marguerite because they share a parish.



**Pupil Accommodation Review
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APPENDIX L



2016-17 North Oakville Pupil Accommodation Review Survey Results

Online Community Feedback

Prepared by:
Research & Development Services
3/18/2016

For More Information, please contact:
Brandy Doan, Chief Research Officer (Acting)

2016-2017 Pupil Accommodation Review (PAR) – North Oakville

Prior to and following the individual Community Consultation Meetings parents and students from the six (6) elementary schools included in the PAR, as well as staff, community and parish members were provided with an opportunity to submit their feedback about the proposed Pupil Accommodation Reviews via HCDSB’s online survey system. The online feedback collection form remained open for parent responses from December 23, 2016 until January 13, 2017. This report provides a summary of the online responses received.

This report is divided into four parts. Part A will show basic descriptive statistics from the online survey about participation rates of each school community and which neighborhoods the voices came from. Part B will explore the data broken down by the four final options presented for this PAR process. Part C will show results from the survey summarized from each school community. Part D will discuss the issues around public consultation and gathering voices from the community.

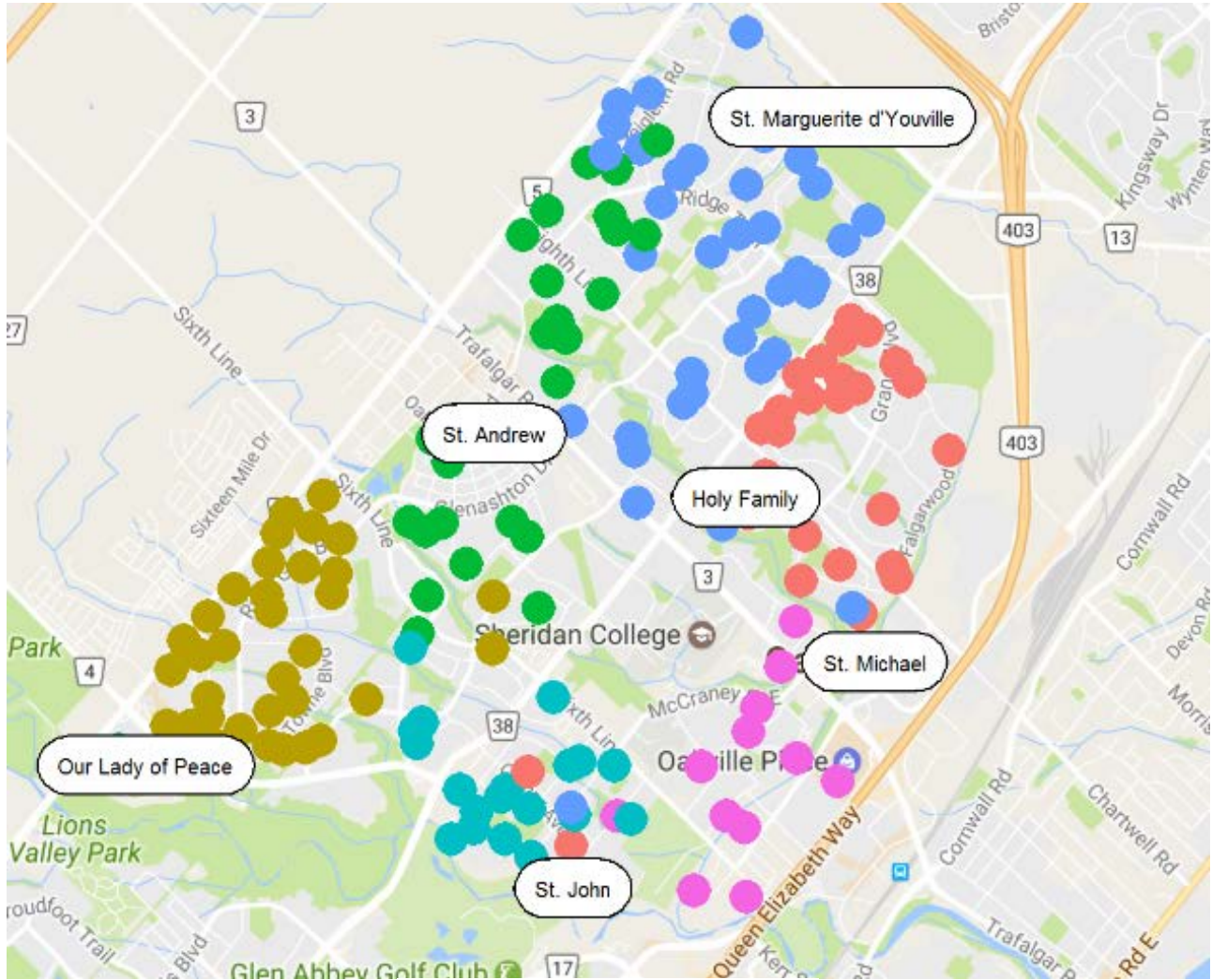
Online Pupil Accommodation Review Survey Response Breakdown

There were 213 completed feedback forms were received after data cleaning. Data cleaning consisted of removing responses that did not contain any information, or those individuals who logged in and only chose the school but did not finish the survey beyond the first question about role or school. 210 of the 213, or 96% of survey respondents identified themselves as parents. Table 1 shows how many participants engaged with the final survey according to each school community. It is interesting to note that response rates to the survey are rather low in contrast to the number of students enrolled in each school. We urge readers to interpret the results with caution that only a very small sample of community stakeholders have submitted their feedback. The vast majority is silent.

Table 1. School Registrations and School Community Participation.

School Community	Number of Registrations in School (i.e., Number of students Registered)	Frequency	Percent of School Population that Participated in the Survey
Not Specified	n/a	4	n/a
Holy Family	213	30	14%
Our Lady of Peace	398	52	13%
St. Andrew	779	39	5%
St. John	147	29	20%
St. Marguerite d'Youville	537	44	8%
St. Michael	208	15	7%
Total	2282	209	n/a

Figure 1. Survey Results by Geographical Area



Respondent locations

- Holy Family
- Our Lady of Peace
- St. Andrew
- St. John
- St. Marguerite d'Youville
- St. Michael

Table 2. Overall Approval Rating for Option 1A.

How Much Do You Like Option 1A?	Frequency	Percent	Valid Percent
Dislike Very Much	1	36.0	16.9
Dislike	37	17.4	17.4
Neutral	44	20.7	20.7
Like	41	19.2	19.2
Like Very Much	55	25.8	25.8
Total	213	100%	100%

Table 3. Overall Approval Rating for Option 4A.

How Much Do You Like Option 4A?	Frequency	Percent	Valid Percent
Dislike Very Much	1	41.0	19.2
Dislike	45	21.1	21.1
Neutral	48	22.5	22.5
Like	39	18.3	18.3
Like Very Much	40	18.8	18.8
Total	213	100%	100%

Table 4. Overall Approval Rating for Option 11A.

How Much Do You Like Option 11A?	Frequency	Percent	Valid Percent
Dislike Very Much	1	37	17.4
Dislike	52	24.4	25.0
Neutral	47	22.1	22.6
Like	41	19.2	19.7
Like Very Much	31	14.6	14.9
Total	208	97.7	
Missing	5	5.0	
Total	213	100%	100%

Table 5. Overall Approval Rating for Option 12B.

How Much Do You Like Option 12B?	Frequency	Percent	Valid Percent
Dislike Very Much	1	41	19.2
Dislike	39	18.3	18.8
Neutral	29	13.6	13.9
Like	52	24.4	25
Like Very Much	47	22.1	22.6
Total	208	97.7	
Missing	5	5	
Total	213	100%	100%

PART B: Results Option Presented and by School Community¹

Table 6. Approval of Option 1A by School Community.

How Much Do You Like Option 1A?	Holy Family	Our Lady of Peace	St. Andrew	St. John	St. Margeurite d'Youville	St. Michael
Dislike Very Much	0	4	11	7	3	3
Dislike	8	8	9	2	5	3
Neutral	10	11	7	5	10	2
Like	7	9	5	9	10	2
Like Very Much	5	20	7	6	16	5

Table 7. Approval of Option 4A by School Community.

How Much Do You Like Option 4A?	Holy Family	Our Lady of Peace	St. Andrew	St. John	St. Margeurite d'Youville	St. Michael
Dislike Very Much	9	12	9	6	3	2
Dislike	10	7	8	5	10	5
Neutral	7	7	9	7	12	4
Like	4	7	9	7	10	1
Like Very Much	0	19	4	4	9	3

Table 8. Approval of Option 11A by School Community

How Much Do You Like Option 11A?	Holy Family	Our Lady of Peace	St. Andrew	St. John	St. Margeurite d'Youville	St. Michael
Dislike Very Much	5	11	8	5	4	4
Dislike	7	15	1	11	6	3
Neutral	10	11	10	6	7	1
Like	4	7	4	3	19	3
Like Very Much	2	6	6	4	8	4

¹ Due to low response rates, percentages were not used.

Table 9. Approval of Option 12B by School Community.

How Much Do You Like Option 12B?	Holy Family	Our Lady of Peace	St. Andrew	St. John	St. Margeurite d'Youville	St. Michael
Dislike Very Much	3	8	9	5	15	1
Dislike	0	7	4	5	10	9
Neutral	4	3	6	8	6	0
Like	6	23	6	7	7	2
Like Very Much	11	9	13	4	6	3

PART C: Preferences of Options Presented by School Community

The following five figures and charts demonstrate the survey results according to each school community. On the survey, respondents were given a choice to select “Dislike Very Much”, “Dislike”, “Neither Like or Dislike”, “Like”, “Like, or Like Very Much” about each of the four final choices. For clarity, the “Like Very Much” and “Like” are combined, as was the “Dislike” and “Dislike Very Much”.

Figure 2. Holy Family Preferred Options

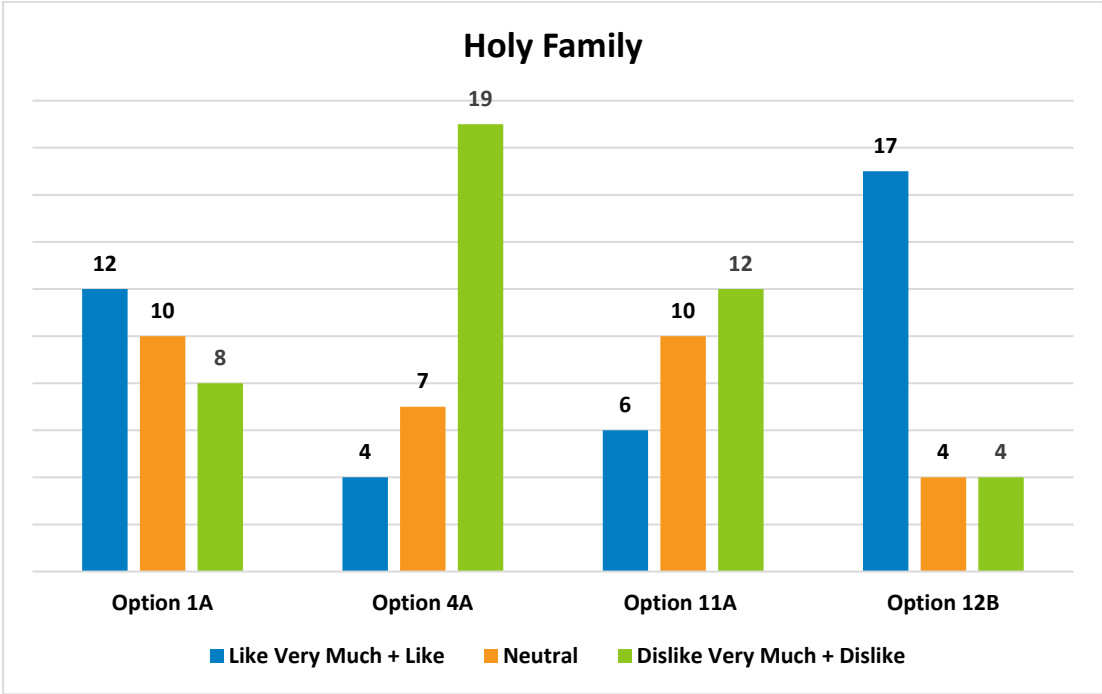


Table 10. Holy Family Open Ended Comments

Type of Comment	Example
Boundaries (n = 6)	<i>"If boundary changes are going to be made, I don't see why the option of changing existing boundaries so that new incoming students with no siblings in margarette douville be directed to holy family to increase population in holy family."</i>
Proximity to Parish (n =5)	<i>"I'm not sure how the Parish Boundaries would work under some of the options, particularly with things like confirmation. While my preference is to continue to be part of the Mary Mother of God Parish, my son attends services at both schools and was baptized at St. Mike's and had his first communion at Mary Mother of God, so this is the least of my concerns."</i>
Programs (n = 6)	<i>"I think french immersion should be separated as it creates silos that are difficult to overcome."</i>
School Size (n = 8)	<i>"I support any action taken to increase the school size at Holy Family as I see the benefits of a larger student population outweigh some of the negative aspects of losing a local community school. That being said, Holy Family has an excellent school community, with supportive parents and teachers and is a truly wonderful and special environment. The issue becomes the class sizes for grades 5-8 when there is typically a significant decline in enrollment."</i>
Transitions (n = 5)	<i>"Whatever option is choosen, I would expect support services for the students and extra effort put forth to bring the children together in a cohesive & supporting manner."</i>
Transportation (n = 9)	<i>"I currently walk my son to HF every morning and love it, as does he. I would hate to lose this but at the same time don't like the class sizes at HF after grade 5. In the grade 7 class and grade 5 class there are 4 girls. That is not ideal either. I love having a community school and have made many great friends as a result. I find the community very supportive."</i>
Other (n = 7)	<i>"will there be any portables at the renovated school option?"</i>

Figure 3. Our Lady of Peace Preferred Options

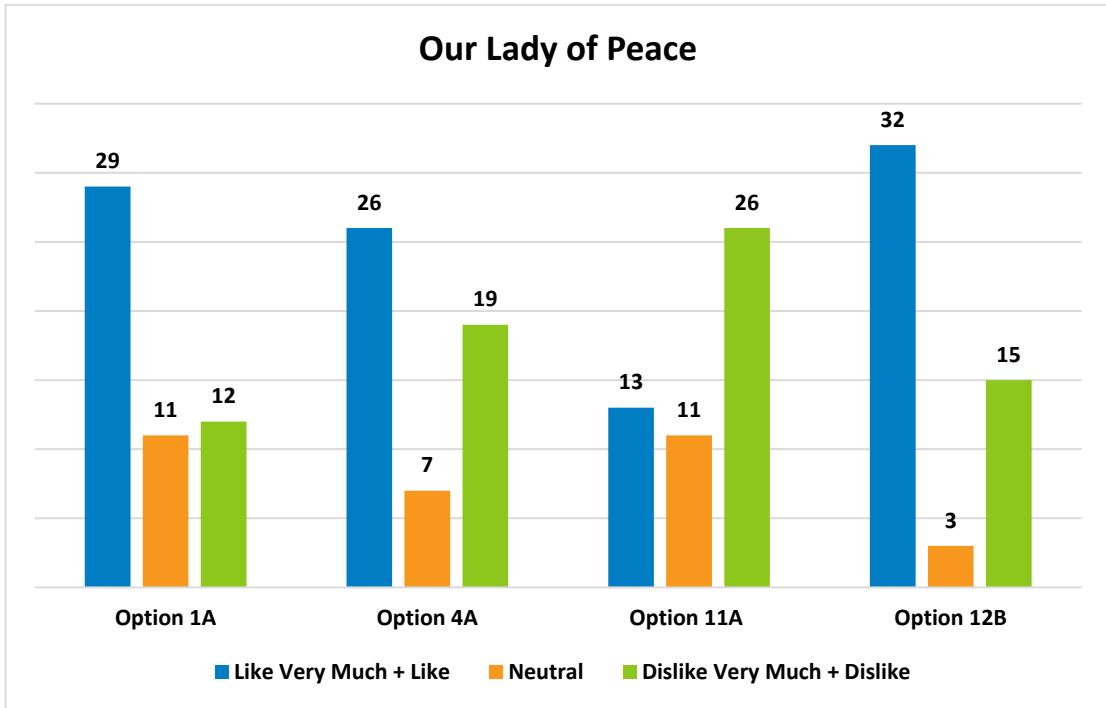


Table 11. Our Lady of Peace Open Ended Comments

Type of Comment	Example
Boundaries (n = 9)	<i>"I feel that T21 and T25 are natural boundaries to OLP. They should have never been split as such. I'm sorry if this splits a community but in long-range planning, it belongs with OLP."</i>
Proximity to Parish (n= 6)	<i>"I don't think this is an issue at all, we have a parish closer to us that would make more sense but we're at another because we're supposed to be. I don't think the parish should matter."</i>
Programs (n = 14)	<i>"Strongly disagree with the introduction of French Immersion introduced at Our Lady of Peace as I have concerns about dual track English/French schools where the English track can suffer in enrolment and affect the balance of English and French. My oldest daughter attended a dual track school and have experienced first hand the divide and the dynamics of it all (e.g smart kids go to Fr Imm and "trouble kids stay in English track" silliness. We are an English board and do not feel we need to grow Fr Immersion. Some of the new options show projected enrolment Our Lady of Peace being over capacity, whereas the original options did not show any of the schools over-capacity. It appears the new options show an increase of program redirection and it appears it is just shifting the St Andrew's overcapacity to Our Lady of Peace. The original public feedback of moving programs around was to boost enrolment in the southern schools and prevent a Holy Family closure"</i>
School Size (n = 12)	<i>"More information needs to be provided to parents on what a renovation or extension if a school is to become over capacity with the current structure. Don't give us general terms like "a renovation or addition may be possible." Sounds like the school board doesn't want to make a commitment, which isn't reassuring."</i>
Transitions (n =5)	<i>"The grandfathering of senior students is a good idea"</i>
Transportation (n = 7)	<i>"Ensure there is not too many buses going to particular school as it creates congestion at bell times."</i>
Other (n = 4)	<i>"The cost to build a large school should be considered vs cost of renovating - if equal , maintain in the existing building 9 look at repairs & maintenance and cost of running) Overall the above factors are fine to consider , but more cost in the building means less \$\$ available for teachers and students. Minimize costs , an inconvenience with transportation is a small price to pay for having enough qualified teachers and NO split classes and adequate resources in the school ie French, gifted etc"</i>

Figure 4. St. Andrew Preferred Options

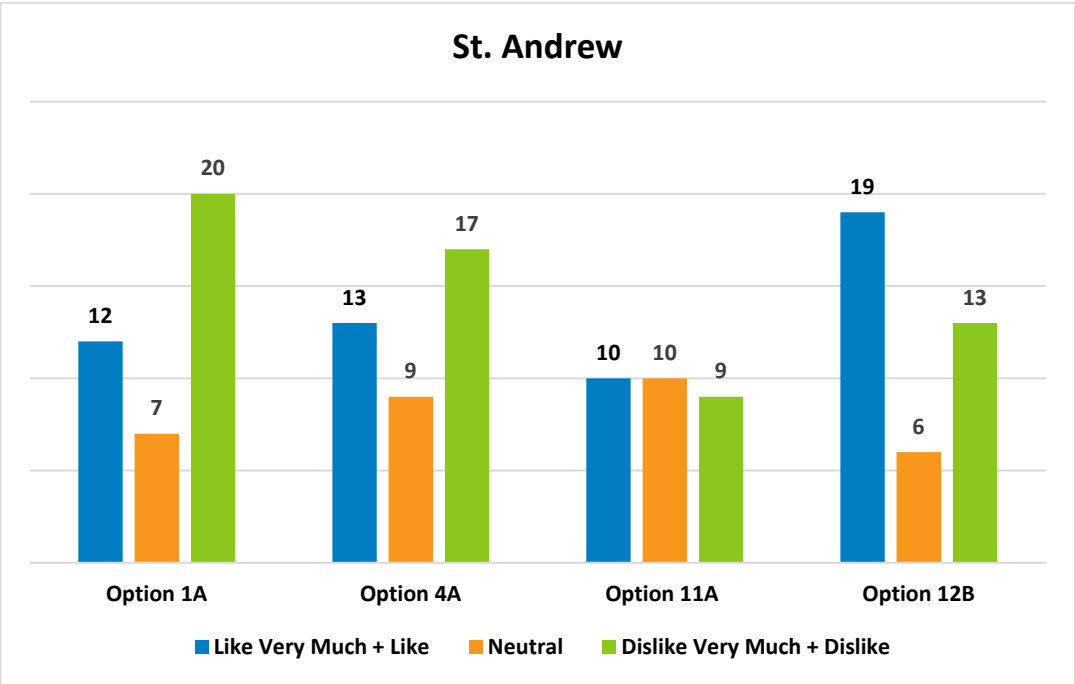


Table 12. St. Andrew Open Ended Comments

Type of Comment	Example
Boundaries (n = 7)	<i>"i have 3 kids at St Andrews. If boundaries change we should ensure all 3 kids either stay or all 3 kids can move as too difficult to have our kids at two different schools. Also consider grandfathering current students if boundaries change so they are not uprooted part way through their elementary school education"</i>
Proximity to Parish (n = 6)	<i>"Mary Mother of God"</i>
Programs (n = 14)	<i>"As long as our children do not loose out on their education it doesn't matter where they go."</i>
School Size (n = 10)	<i>"Like option 4A 10 year outlook for all schools keeps all schools closer to their capacities (option 1A St. Marguerite sees more significant drop with time); option 11A & 12B has schools over capacity in renovated spaces - not great for 21st C learning"</i>
Transitions (n = 4)	<i>"When is all this to happen?"</i>
Transportation (n = 3)	<i>"Busing from SW Oakville to a far NE Oakville school is a very long bus ride for the children. The gifted program would be best housed in a school more centrally located."</i>
Other (n = 3)	<i>"Addition of classes to St. Marguerite - school already has portables, not a great space for 21st Century learning; not sure about OLP portables and additional classes in option 11A HOWEVER, with additions, will 'play' space be sacrificed?? please be mindful of the space created outside around the schools for kids to exercise their bodies as well as their minds, green space not just asphalt!"</i>

Figure 5. St. John Preferred Options

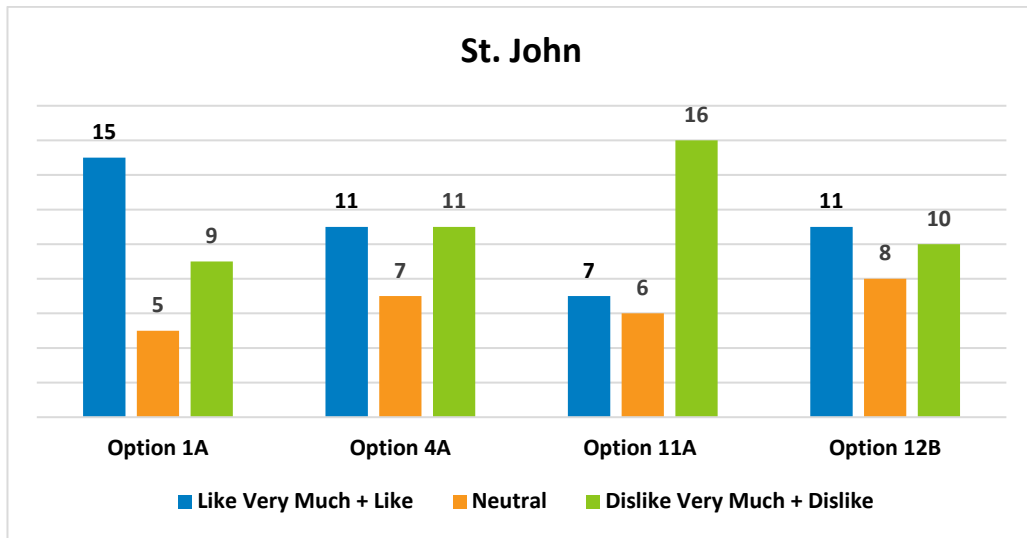


Table 13. St. John Open Ended Comments

Type of Comment	Example
Boundaries (n = 19)	<i>"I do not like the idea of boundary changes. Seeing how small St. John's school is why not just keep them altogether? Or at least accomodate the existing children and change the boundaries for the following years?"</i>
Proximity to Parish (n =11)	<i>"The proximity to the parish is a non-issue for me. Our family is very involved at St. Michael's Parish and the kids attend mass with the school via walking. I would be VERY DISAPPOINTED if the 1A option ended up at St. Michael's. The school and playground are MUCH smaller than St. John. Parents are more than willing to fund buses (and we have for YEARS) to get kids to mass...but to have a bigger and better location. "</i>
Programs (n =17)	<i>"Would like to see programs added to the schools. French option has been causing decline in our numbers. Would like to see it offered in our own school."</i>
School Size (n = 15)	<i>"We came from a school with 846 kids so the size of school is not a concern for me; I think it is beneficial for the students to have more kids to socialize with and for extra curricular activities. I am happy with an estimate of 550 students."</i>
Transitions (n = 8)	<i>"Oh.. this is close to my heart. If changes happen, I think we really need to focus on the impact to the students, teachers, and communities. We have some very special communities and it would be awesome (and I believe possible with some thinking and planning) to create a new school community that leverages the spirit of each of the schools' students and teachers."</i>
Transportation (n = 16)	<i>"We are worried about how our kid is going to get to school. My kid is currently attending St. John school and we live five minutes walking and it's very easy to get to school."</i>
Other (n = 10)	<i>"The community dies when the school is torn down. The school is the pillar of the community."</i>

Figure 6. St. Margeurite d'Youville Preferred Options

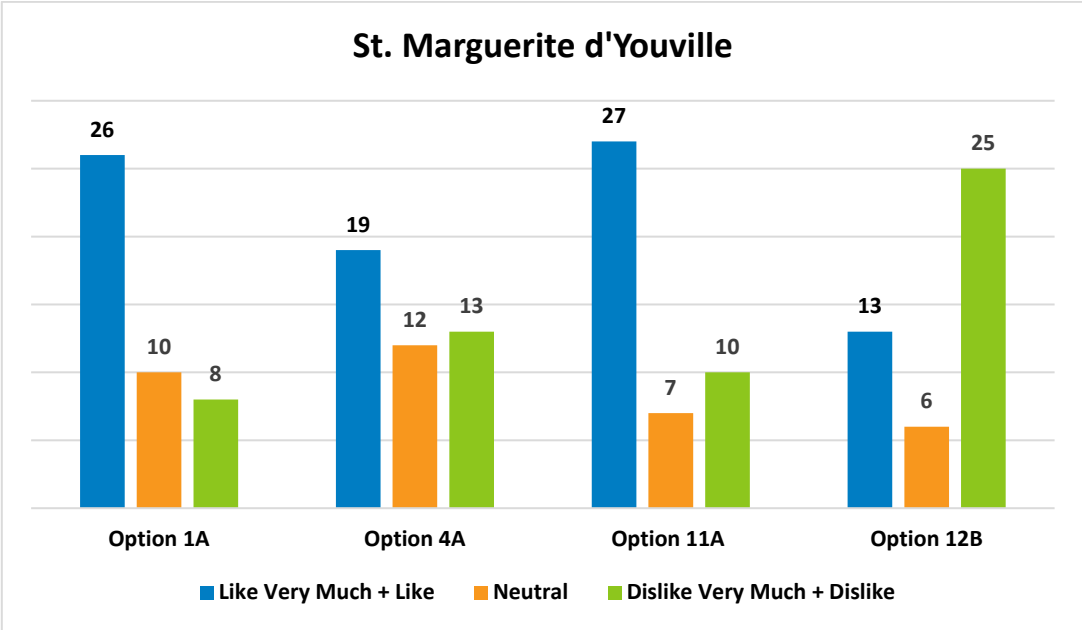


Table 14. St. Margeurite d'Youville Open Ended Comments

Type of Comment	Example
Boundaries (n = 4)	<i>"I like the options that keep students east and west of Trafalgar together as this is a big dividing line between communities. Much bigger than Upper Middle. Those west of Trafalgar currently share Upper Middle Plaza and the same Parish and therefore feel like a more logical community to come together."</i>
Proximity to Parish (n =3)	<i>"I like that St. Marguerite is in walking distance to the parish."</i>
Programs (n = 9)	<i>"I think Having St.Andrews french program go to St.Marguerite would give it a stronger french support which I consider positive for my kids as I would think they would benefit from more french support"</i>
School Size (n = 10)	<i>"I'm concerned that option 12B will have impact on kids at St. Marguerite, during construction phase of the addition. Not only that, this option will put more pressure on St. Marguerite, which already has several portables and large class sizes."</i>
Transitions (n = 2)	<i>"I think this very important. I very much dislike the idea of renovations being done during the school year when students are at school."</i>
Transportation (n =4)	<i>"Proximity and size of boundary too large in some options which would increase logistical issues and bus issues. Weather issues and traffic."</i>
Other (n = 6)	<i>"Trafalgar is a very busy street. Would only support HF moving there if it was for a brand new school. To move there for a renovated St.Michael's, I would consider putting my child somewhere else. However, would love to see Holy Family keep it's local school. It's is a gem... albeit currently, too small of a gem."</i>

Figure 7. St. Michael Preferred Options

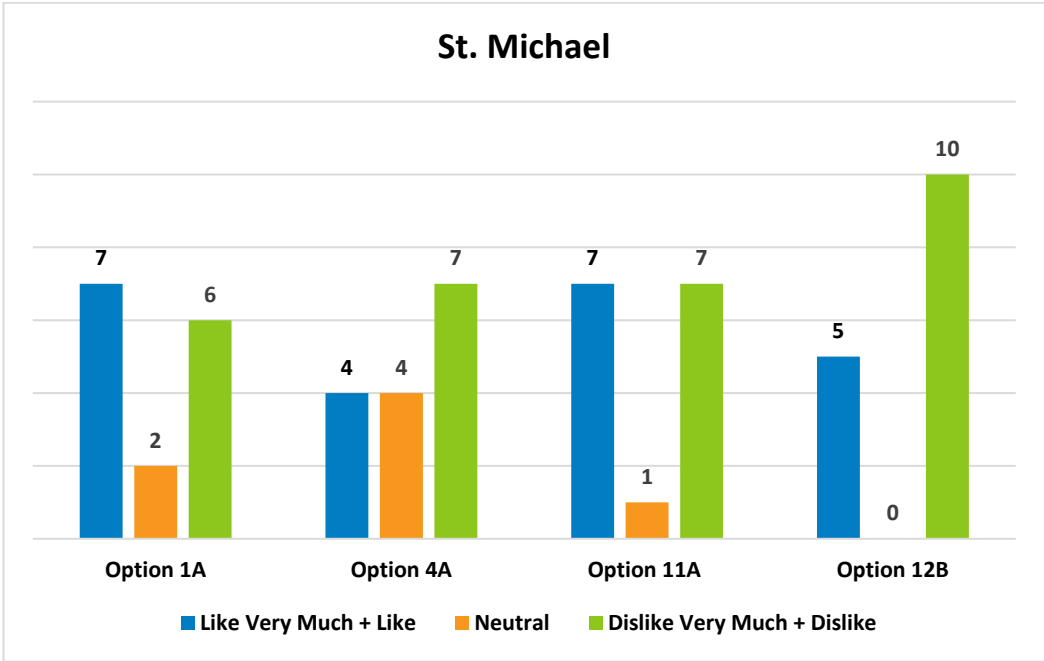


Figure 15. St. Michael Open Ended Comments

Type of Comment	Example
Boundaries (n = 3)	<i>"Lack of bussing due to shortage of transportation both to new location and French/gifted programs. Nolonger safe walking distance for local families."</i>
Proximity to Parish (n =2)	<i>"This is important, but not critical, because the parish is not very far from any of the three sites under consideration for a renovation or a new school."</i>
Programs (n = 7)	<i>"I strongly believe that French Immersion and the Gifted program should be in one school and not mixed into a regular school. I am open to the Essential Skills and the Structured Teaching Class in any school. This does not affect my children, but I do like that special needs children interact as much as possible with regular classes."</i>
School Size (n = 4)	<i>"Ideally, to me the school should accommodate at the most, 550 pupils. Class sizes should not be above 25 students in any grade. If the school becomes too large, discipline behaviors do not get dealt with properly and the children who do behave suffer."</i>
Transitions (n = 5)	<i>"If the plan is to proceed with a newly built school, when would this construction begin and how long with this construction take?"</i>
Transportation (n =6)	<i>"How long with the bus rides be. My understanding is there are already issues with having enough bus drivers"</i>
Other (n =6)	<i>"Would really like to see a new school built for the children with additional students and programs. I feel a small school is limiting to the students as they are not receiving the funding for programs as larger schools are. Also feel a larger school will bring More diversity and options for children to make additional friends."</i>

PART D: Sampling and Non-response

It is important to note that a very small sample of parents, community members, staff and students participated in the final survey with respect to making the decisions. The minority of these respondents do not represent the silent majority.

The online feedback form, or survey, allowed for the equal opportunity for all interested parties, regardless of opinion to participate in and provide their concerns – meaning it was fair and open to all. This means that the vast majority of individuals who had an opportunity to weigh in on the survey did not participate in the survey when they had the opportunity to do so. The non-response rate does demonstrate a bias, in that, parties who were upset or disagreed with the proposal tended to respond, and this reflects the reality that the majority of people did not disagree or have an issue with the proposal. The survey, by its very nature, attracted the voice of the individuals who are in disagreement with the proposal. If the small sample that responded, demonstrated a more evenly distributed opinion, then a larger sample would be required. The fact that in some schools/communities it was almost entirely skewed towards a negative opinion means that the survey was only of interest to that particular party. A larger sample would not provide a more "balanced view" because the nature of the survey itself.

According to Groves (2006, p. 664), "...positive or negative affect toward the sponsor of the survey may be related to the survey variables measured. *In at least some surveys, these influences on survey participation are correlated with the variables of interest in the survey*" (emphasis added).² The practitioner must decide whether this is likely to be the case and whether, therefore, differential effort should be assigned to the groups with low base propensities."

Thus, the those who responded had a high affective motivation for responding. Those that did not respond are likely (and we cannot say for certain in any circumstance) did not have an interest in the survey or the questions. You could extrapolate from this that the low and negative response rate reflected the population interest, and the majority of people were not interested the survey or the issue. Therefore, it may be the case that the non-respondents are at the least neutral, unaffected or detached from the issue (i.e., not against it).

² Groves, R. M. (2006). Nonresponse rates and nonresponsive bias in household surveys. *Public Opinion Quarterly*, 70(5), 646-675.



**Pupil Accommodation Review
Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX L

Raw Survey Data

Default Report – January 16, 2017

NE PAR 2016

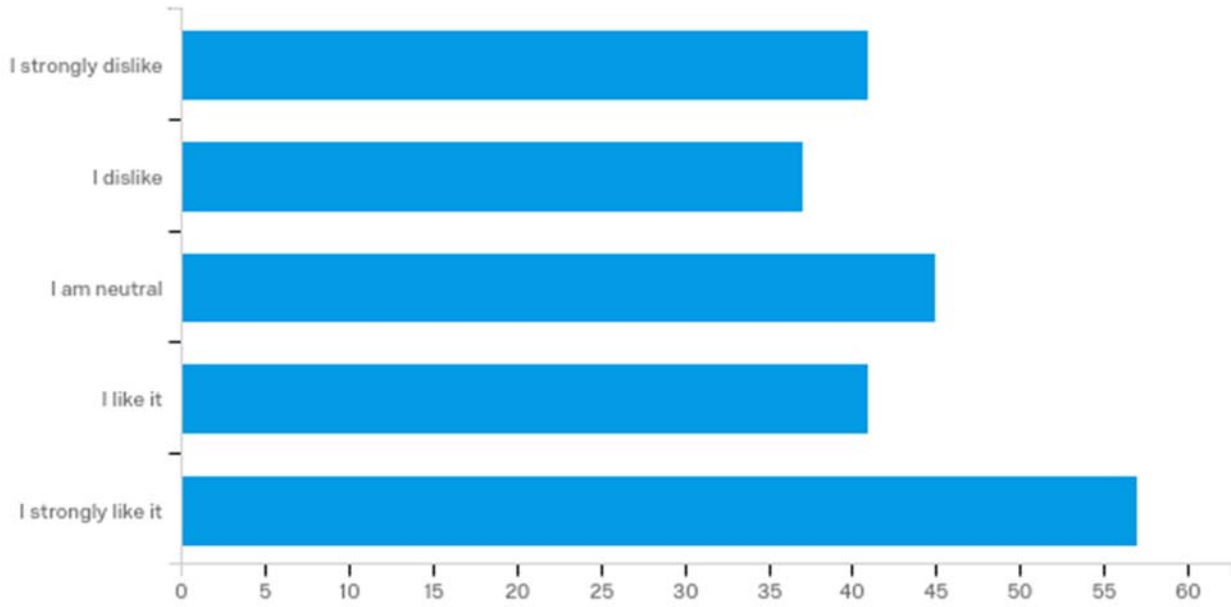
January 16th 2017, 1:51 pm EST

Q2 - Which school community do you belong to?

#	Answer	%	Count
1	Holy Family	16.28%	42
2	Our Lady of Peace	22.87%	59
3	St. Andrew	19.38%	50
4	St. John	13.57%	35
5	St. Marguerite d'Youville	20.54%	53
6	St. Michael	7.36%	19
	Total	100%	258

#	Answer	%	Count
1	Holy Family	16.28%	42
2	Our Lady of Peace	22.87%	59
3	St. Andrew	19.38%	50
4	St. John	13.57%	35
5	St. Marguerite d'Youville	20.54%	53
6	St. Michael	7.36%	19
	Total	100%	258

Q6 - Having reviewed Option 1A, in your opinion, how much do you like this option?



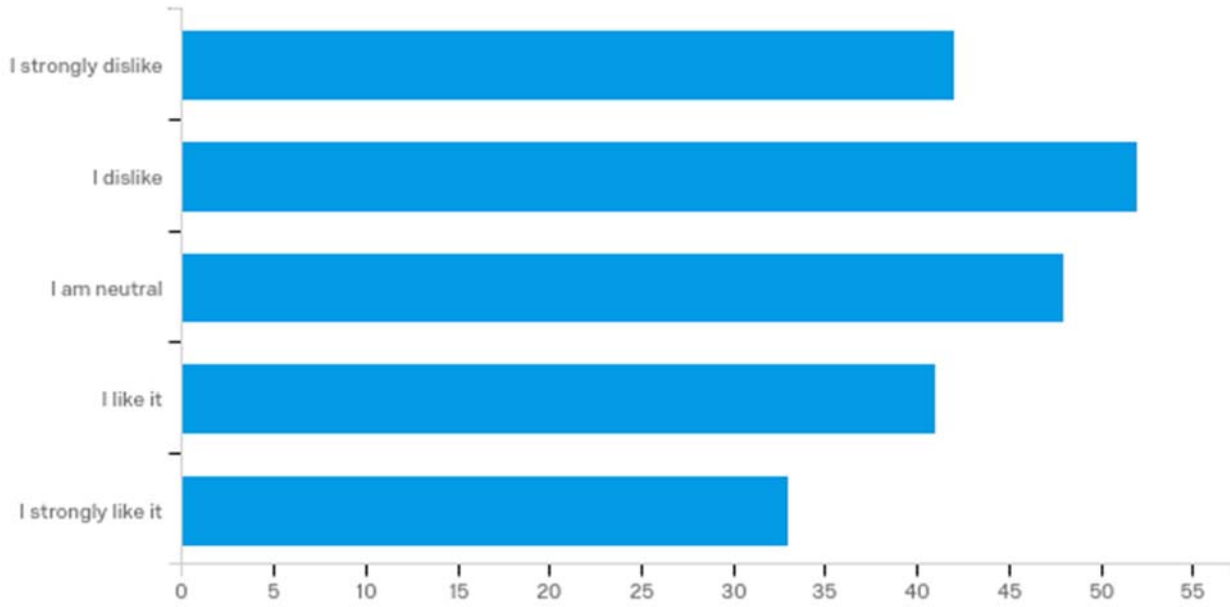
#	Answer	%	Count
1	I strongly dislike	18.55%	41
2	I dislike	16.74%	37
3	I am neutral	20.36%	45
4	I like it	18.55%	41
5	I strongly like it	25.79%	57
	Total	100%	221

Q7 - Having reviewed Option 4A, in your opinion, how much do you like this option?



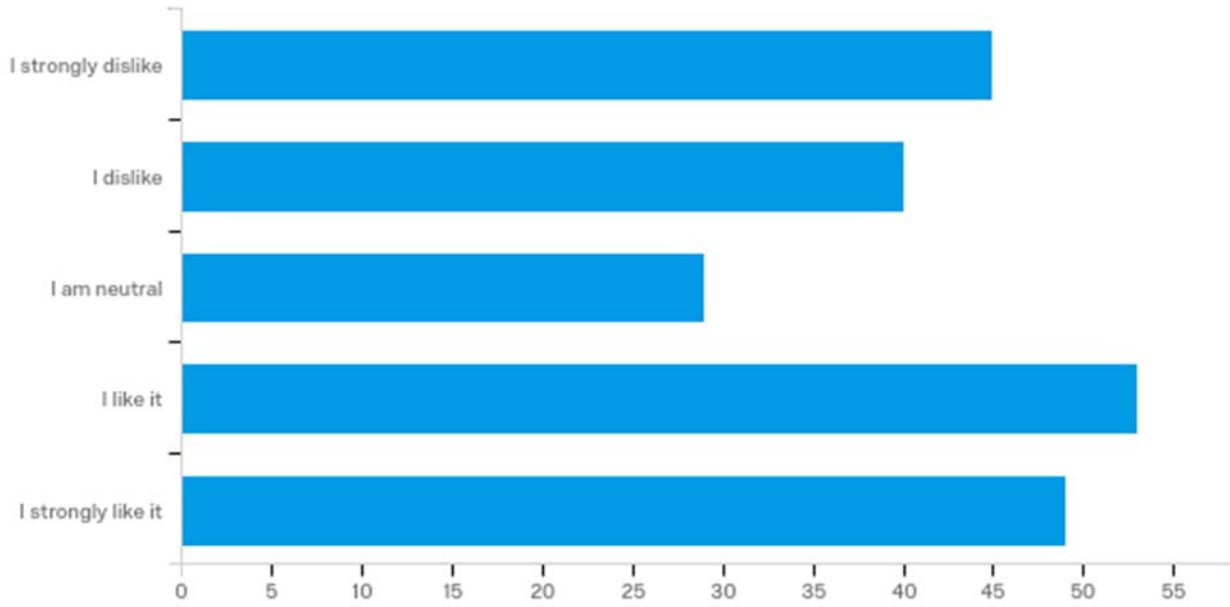
#	Answer	%	Count
1	I strongly dislike	19.91%	44
2	I dislike	21.27%	47
3	I am neutral	21.72%	48
4	I like it	18.10%	40
5	I strongly like it	19.00%	42
	Total	100%	221

Q9 - Having reviewed Option 11A, in your opinion, how much do you like this option?



#	Answer	%	Count
1	I strongly dislike	19.44%	42
2	I dislike	24.07%	52
3	I am neutral	22.22%	48
4	I like it	18.98%	41
5	I strongly like it	15.28%	33
	Total	100%	216

Q10 - Having reviewed Option 12B, in your opinion, how much do you like this option?



#	Answer	%	Count
1	I strongly dislike	20.83%	45
2	I dislike	18.52%	40
3	I am neutral	13.43%	29
4	I like it	24.54%	53
5	I strongly like it	22.69%	49
	Total	100%	216

Q12 - Boundary Changes (if options involve some families being redirected to new school)

Holy Family

Boundary Changes (if options involve some families being redirected to new...

I prefer 12B to 11A because it keeps all the kids east of Trafalgar together. Joshua Creek and Falgarwood are more adjacent communities than Falgarwood & College Park. I fear that with option 11A there would be more segregation in the communities.

My preference is for Holy Family to remain in a smaller school environment, such as consolidate with just one other school, preferably St. Michael's, instead of with two other schools.

If boundary changes are going to be made, I don't see why the option of changing existing boundaries so that new incoming students with no siblings in margarette douville be directed to holy family to increase population in holy family.

would be helpful to indicate where the new school or renovated school would be located.

The board is always reminding us to promote our Catholic Education - if Holy Family students are redirected to a school outside our community I am afraid that the Falgarwood Catholic community will disappear - Parents have bought homes in this area so their children could walk to school (there is a public school right in our backyard and one 1 block away) Having had the convenience of walking many parents might not be willing to send their children on the bus (past history indicates this from our gr 8 graduating students when HT was our boundary 90% went there and only a few went to Iroquois (public school in walking distance)- when changed to STA 90% went to the public school and only a few went to STA - now its back to HT the majority went there and not I) Parents will probably make the promise to attend church weekly and opt for the convenience of the school around the corner (waiting for a bus, worried if it will be late adds a lot of extra stress on an already busy life)

I am concerned about the distance our daughter will need to travel to the new school, and the busy intersections she will be required to cross to get there. I am fully aware that many other students travel further to get to there school, but this was likely known when they purchased their homes. One of the reasons we purchased our house is the proximity to Holy Family, and so that when it comes time for her to commute on her own, we will feel comfortable that she does not have to cross any major roads. This was the prime reason for our purchase. I also feel the Holy family is a close knit community due to the size of the school as well as the boundary. This fosters an excellent learning environment for the students, while being large enough to socialize them.

It would be temporary. Holy Family School needs to be updated. It's very outdated

I strongly dislike the location of the new school to be built. My child will have no option but to be driven to school every day and the traffic in that area is very bad

Our Lady of Peace

Boundary Changes (if options involve some families being redirected to new...

I feel that T21 and T25 are natural boundaries to OLP. They should have never been split as such. I'm sorry if this splits a community but in long-range planning, it belongs with OLP.

St John is so close - many families in the past have wanted to come to OLP from St. Johns

na

Walking proximity might be an issue for some families, busy streets etc., busing may be needed.

Worried about over capacity at Our Lady of Peace with all options,except for 4a. In particular I am concerned about 11A.

Think that the new OLP boundary in 1A makes the most geographical sense

Agree with portion of St Johns going to our lady of peace. It makes sense geographically.

We are currently driving our children so the impact to us is minimal

You need to maintain a sense of community , which is lost with a larger school. Ther emay be still be some students that need to take the bus and that is better than having underutilized schools or worse SPLIT classes

Since the school board needs to make fundamental adjustments to the existing elementary school set-up based on current and future enrollment, this is something that should be expedited.

St. Andrew

Boundary Changes (if options involve some families being redirected to new...

Combining communities sounds more cost effective than building a new school or adding to existing schools.

Moving gifted out from st. Andrew is not feasible for us as my kids walk to school & this disrupts the life by them taking a bus now.

No real concerns for us.

i have 3 kids at St Andrews. If boundaries change we should ensure all 3 kids either stay or all 3 kids can move as too difficult to have our kids at two different schools. Also consider grandfathering current students if boundaries change so they are not uprooted part way through their elementary school education

I do not believe that the boundaries will change for St. Andrew. We would like to continue to attend the school for regular programing.

Do not like how some of St John students split option 1A & 12B when have other good options to keep them together

What happens to the boundaries for each option? Why is this being considered?

xdfghjk

St. John

Boundary Changes (if options involve some families being redirected to new...

all four options left us in Lady of Peace school,meaning we must change our ST john school. My prior suggestion was to change boundaries for ST Andrew and st john. ST Andrew overloaded, ST john can use more kids. However if there is no other way, than I prefer Lady of peace school to have french and gifted program. So my oldest can be close to home and siblings can be schooled together.

Existing family should should be accommodated and allowed to stay with their current cohorts.

If the option is chosen which involves boundary changes for St. John students, I feel the board should grandfather the current students in the higher grades, and allow them to remain with their friends and not be moved to Our Lady of Peace. My daughter is currently in grade 5 and she is the only one of her friends living north of Upper Middle. She does not want to be separated from all her friends in her last few years of elementary school. She

would like to have her Confirmation and graduate with all her friends. My vote goes for either option that keeps all the students of St. John together and does not involve boundary changes.

I think option 1A is the best option with the current students already attending St. Johns to be grandfathered into the boundaries as it is not a high number of students and less impact to the students as it is a small community and would be a large adjustment if separated.

I have a son at St. Matthews (Extended French) and a daughter at St. John. We have applied to get into St. Matthews for my daughter (cross-boundary) and been rejected. I do NOT want my kids at two different schools. My daughter will go to EF in the 2018-2019 year (currently in grade 3). Would students who are at St. Matthews be able to continue there? Would siblings be able to join them to keep families together?

Our older son goes to St. John and without knowing where the renovated (or new) school will be, it is hard to comment. What I don't want is for his school to be so far away. Our younger son will be starting school by the time this is decided, so the idea of him taking the bus to get to school is not ideal.

Grandfather existing students to new ie. current St. John students don't go to OLOP but can opt to go to new school...where ever that might be :(St. John's is such a small school, to move existing students away from their friends doesn't seem like the right thing to do. My son would be devastated - 2 of his 3 best friends would be affected by this change

St. Bohn's is a small and very close community. I think all the students should remain together because most of the kids have been together since JK and have very strong friendships. If they were to make the boundaries change from above Upper Middle, it would affect many kids mental health do to their social lives being changed. There will already be a lot of change and anxiety do to the changes so them all being together is the best thing for the kids.

I think all students from St. John's should be kept together. St. John's is small and I don't see why the students would be separated.

I have concerns with respect to Boundary changes because of the following reasons:

- Each of the 3 Schools bring with it a strong identity and set of values, which make us different from our peer Schools.
- This is an intangible asset which is unique to all 3 Schools. A 3 into 1 or 2 into 1 School consolidation must aim to further strengthen or solidify this uniqueness.
- Our small School has weathered many storms since discussions about a School Closure over the past few years.
- At St. John, our families, Staff and School principal take pride in who we are. Because of this sense of Community our School doors are still open. Looking at the 4 options presented, 2 of the 4 options will fragment the St. John Community. Families living in T21 and T25 will be diverting to OLP if boundary changes are approved. St. Michaels and Holy family student families are not impacted by either of the 4 options, keeping each of their School communities intact.

We live north of Upper Middle and I have no problem with being moved to OLP if that option goes through. That location makes more sense as we are geographically closer to that school than to St. Mike's.

I do not like the idea of boundary changes. Seeing how small St. John's school is why not just keep them altogether? Or at least accommodate the existing children and change the boundaries for the following years?

Boundary changes means double the travel for our family

Boundaries in 12B allow for smaller zones and smaller classroom sizes. However the lack of extended French is a drawback.

I have a concern with potential boundary changes for St. John students. I do not want my daughter to be separated from her classmates and be moved to a new school when everyone else in her class would stay together. I would like her to finish her last couple of years of elementary school with her friends. If the school closes, moving to a new school will be less traumatic for her as long as her friends are with her. My preferred option keeps the students of St. John together. If the chosen option involves boundary changes, I would like to have the option of keeping my daughter with her friends. I think students in grades six to eights should be allowed to finish off their years with their peers at St. John's.

As my son is in the structured teaching classroom, I don't think this will affect him

Option 12 B seems to make the most logical logistical sense for boundary changes

I would be fine with boundary changes, if those changes grandfathered in the existing population of children, so that the current students would have the opportunity to remain among the friends they have grown with. Moving schools has an impact on children, and is made worse when they have no choice but to split with friends because of boundary changes.

As a family at St. John living north of UMR I have no problem being redirected to OLOP. My only concern is where does St. John and OLOP go for French?

St. Marguerite d'Youville

Boundary Changes (if options involve some families being redirected to new...

I like the options that keep students east and west of Trafalgar together as this is a big dividing line between communities. Much bigger than Upper Middle. Those west of Trafalgar currently share Upper Middle Plaza and the same Parish and therefore feel like a more logical community to come together.

Would like to see how many students are affected in each of these options. Just we thru this at our old school and it's extremely disruptive. A goal should be to affect the least number of students

No comments

St. Marguerite is already very large. I think it might be a good idea to keep the smaller schools.

Boundary changes under 12 B are problematic and put St. Marguerite, St. Andrew and Our Lady of Peace significantly over capacity. This is not in the best interest of the children. Option 1 A is least disruptive to St. Andrew and St. Marguerite and makes sense since St. Marguerite already has an extended French program. Both schools will not be over capacity under this option which is desirable. It makes sense to consolidate the three older schools into one new school which will save the Board costs of maintaining the older schools in the long run. The geographical boundaries under option 1A also make the most sense. I also liked the two original options which did not have any significant impact on St. Marguerite. Options 11A and 4 A are less desirable as they put too much pressure on St. Marguerite at once (adding gifted and extended French children from St. Andrew).

St. Michael

Boundary Changes (if options involve some families being redirected to new...

Why cross a major road like Trafalgar Road. Both schools in College Park area.

This does not affect our children.

Lack of bussing due to shortage of transportation both to new location and French/gifted programs. Nolonger safe walking distance for local families.

Q13 - Parish Boundaries and/or proximity of Parish to School

Parish Boundaries and/or proximity of Parish to School

no issue

Our Lady of Peace should be part of the St Mary's parish to be consistent with the parish of Holy Trinity and proximity.

I do not feel that the parish proximity to schools should matter ie school location.

All is welcome.

Mary Mother of God

No real concern.

I do not feel St. Johns is located far from the Parish; this is not a concern.

The combining of Holy Family and St Marguerite should be considered as it keeps the Parish community together.

The proximity to the parish is a non-issue for me. Our family is very involved at St. Michael's Parish and the kids attend mass with the school via walking. I would be VERY DISAPPOINTED if the 1A option ended up at St. Michael's. The school and playground are MUCH smaller than St. John. Parents are more than willing to fund buses (and we have for YEARS) to get kids to mass...but to have a bigger and better location.

I don't think parish boundaries have relevance to school education. The students link to the faith will be as strong regardless of the parish the school belongs too

I'm not sure how the Parish Boundaries would work under some of the options, particularly with things like confirmation. While my preference is to continue to be part of the Mary Mother of God Parish, my son attends services at both schools and was baptized at St. Mike's and had his first communion at Mary Mother of God, so this is the least of my concerns.

This is important

The proximity of the school to the parish is not a huge concern. It would be ideal to be near the parish, but as long as there are buses to take the children to and from the church, this would work.

if new location for Holy Family is at St. Michael's property that would be outside our parish

n/a

This isn't a concern to me.

This is important, but not critical, because the parish is not very far from any of the three sites under consideration for a renovation or a new school.

This is not really important to me because the kids can be bused or have a beautiful walk to go to church. Also they have mass every month in the school and also they have the rosary oposals in school every month also. Are teacher are also great at teaching the catholic religion to our kids. Unfortunatly St. Micheal's church is in a very high traffic area do to the all the schools on McCraney. Its a very dangerous area for walkers to walk in that area and so much trafic for parents to go through.

I have not comment.

No comments

When you look at the last 2 online survey results posted, these were the issues raised by respondents: • Transportation and bussing arrangement – 94% • Strong preference for Small Schools – 82% • Traffic congestion –

79% • Transition and Emotional well being of kids– 71% Being within proximity of the church was low on the list of priorities, which means the proposed School site (2 of 4 options) does not need to be at St, Michaels. Our School children visit the parish for opening and closing School year masses and during preparation of their sacraments. Other times of the year, the parish priest/s visit the Schools. While being besides the Church is ideal, it certainly was not an important factor for majority of the families that responded to the survey from each of the 3 Schools. Being a Catholic education system, majority of our Schools have been named after Saints. Oakville NorthEast is not reflective of our Catholic patronage

This is not a major concern for us.

I don't think where the parish is located really make a difference to where the school is located.

na

I don't think this is an issue at all, we have a parish closer to us that would make more sense but we're at another because we're supposed to be. I don't think the parish should matter.

we would rather be closer to our parish than father away

Would have been nice to see these highlighted on maps

It does not make sense to build a new school in the north east when St. Mike's could be renovated to accommodate the St. John's pupils. I think it is important to keep the school close to a parish.

I think the school should be close to a Parish since it is a catholic school and some of the teachings are of religion and done within the church

Our school (Our Lady of Peace) isn't aligned to our parish (Mary Mother of God) so this isn't a significant issue for our family.

Not a concern if they school is far from the parish, and the board provides transportation (i.e. school buses) to mass. This was the case at my children's previous school as the parish was too far to walk to.

I like that St. Marguerite is in walking distance to the parish.

The proximity of the parish does not influence my decision

Ideally the school should be close to the parish but realistically with real estate prices the way they are now and a lack of available land that may not happen.

A school beside a Church is not a priority. I attended a parish school that was at least a km from the church. I think a big issue for locating the ONES school beside the Church, though in theory sounds right, is that traffic in that area will be highly congested. Especially so if students are not bused to the school. Regardless though, there will be many neighbourhood children crossing busy streets (Sixth Line, McCraney, and Montclair) because there are also, presently, two elementary schools and two high schools within a stone's throw of the church. I think we need to consider this in deciding the best for our children and our neighbourhoods.

Not as important a factor, since most families attend the church only once a week. The school enrollment boundaries are much more important in everyone's day to day life.

as

222

Q14 - Programs (e.g. French Immersion, Gifted, Essential Skills, Structured Teaching Class)

Programs (e.g. French Immersion, Gifted, Essential Skills, Structured Teach...

Essential skills program would be most suited moving to Our Lady of Peace as the school student body already has some pupils with disabilities and the staff, students and parents feel that everyone is a part of the community and would be very sad and disheartened if the program was moved. There are a few students that are in the current program that already know students at OLP and would find the transition an easy one.

I do not believe in segregating kids based on their levels. They should all be together. If they are smarter then they can be role models and help their classmates.

French immersion is the most important factor to our family at this time.

I believe that St. Andrew should keep at least one the extra "program" 12B it optimal in my opinion, stripping a school of all of its incremental benefits is self-fulfilling to make a less than optimal choice in the future boundary changes will lead us to Our lady of Peace school, i would prefer to have more options at this school- french, gifted program.

Many of the Holy Family kids already go to St.Marguerite for French Immersion, hence the preference for 12B. If the option is to build a new school, it would be ideal to add the FI program to the school, ie. preference for 1A. The kids will already be going through a transition to a new school, therefore keeping them at the school in grade 5 when they start FI would be least disruptive

St. John School students will have the benefit to apply for any school that are offering French Immersion? once it get emerged with another school or whatever the finally decision has been taken (new construction, renovate or emerge).

I think french immersion should be separated as it creates silos that are difficult to overcome.

Would like to see programs added to the schools. French option has been causing decline in our numbers. Would like to see it offered in our own school.

As long as our children do not loose out on their education it doesn't matter where they go.

Gifted program should remain in St. Andrew

I would like to keep the Gifted Program at St Andrews. This is a wonderful and very successful school - I really hope it stays as is.

I recently moved from Waterloo to Oakville and the school was a big focus; we moved onto Royal Albert Court as it was a walk to St. Johns and the school community was appealing. I would have put the kids into Sunningdale for the French immersion option, however they did not take kindergartens and I did not want to split the kids. If the option is to put the schools together with no French immersion, I will be moving the kids to another school next year. If the option is to build on Holy Family property, I will also be taking the kids out as this is too far from our home and not ideal for our family.

I think it is very important to offer extended French close to home schools rather than sending students all the way to St. Matthew

Think French and gifted st one school offers synergies fir transportation

While my son is not in any of these programs; his close friend and neighbour is in the Essential Skills class, so I like the option that keeps this class with the Holy Family students as a whole (11A). Perhaps these classes could be grandfathered in, like the Gifted classes, so that the few kids in the Essential Skills class are not separated from the rest of their school and friends under some of the other options.

I would prefer that the French Immersion program not be at OLP.

I would very much like to see the extended French program at Our Lady of Peace as both my children could benefit without having to take a long bus ride.

I strongly disagree with joining French Immersion .

In an ideal world, we would like our school to offer all of the above programs.

I like that option from French immersion

like the idea of having Essential skills together with regular classroom teaching. French and Gifted as specialized is great to have together but not essential.

No comment.

Interested in seeing a French immersion emerge out of all of this. St. John's loses so many kids to Sunningdale. In fact, a number of families didn't attend the presentation at Holy Trinity because their kids are moving to Sunningdale to attend French immersion.

I feel the board needs to spread the wealth of these programs to balance school populations. It should be part of their planning in the future to avoid future situations such as this consolidations. You have the capabilities to make the projections, now use the data for better planning in the future.

None of the options provide an English school with English gifted school combination

I strongly believe that French Immersion and the Gifted program should be in one school and not mixed into a regular school. I am open to the Essential Skills and the Structured Teaching Class in any school. This does not affect my children, but I do like that special needs children interact as much as possible with regular classes.

We are not interested in French Immersion but would prefer to have our children attend St. Marguerite if they are deemed gifted in the future

I really wish there was an option for early French immersion at OLP. St. Mary's is too far and I'd prefer to have my kids stay in a neighbourhood school. Extended French in grade 5 is better than no French immersion at all. Thanks for adding this as an option for OLP.

Speciality programs, i.e. French Immersion and Gifted, at St. Marguerite would portray a specialty school. I call for those programs at one location.

I have 2 children attending St. Andrew in the gifted program. We live in SW Oakville. The bus ride is long and a parent driving children to the other side of Oakville also takes long for drop off and pick up. Technically none to the options affect my children. I am providing this feedback for other children who will attend the gifted program in the future. I feel that moving the program to a further corner of Oakville is not ideal. Ideally a more central location would be best for the children as far as busing goes. 1A option offers the most central location for the gifted program? Shorter bus ride?

Gifted school too far for west Oakville

Currently it is a lottery system for extended French. I don't see how any of these options address the need of the community's demand for French immersion and therefore need for additional high quality French teachers and capacity. Seems all the options consider the amount of extended French students as 'status quo'

I like all programs and would love any of them in our school.

I have not comment

No comments

Whether you consider a 3 into 1(option 1A) or 2 into 1 School consolidation (11A and 12B), offer FRENCH PROGRAMMING, as the 3 affected School families will benefit when : 1) Merged with another large School within reasonable geographical distance AND 2) If consolidated at the new School site Looking at the 10 year projections for OLP (options 1A and 4A), it seems ideal to keep OLP only with the gifted program, as the School will be at full capacity in Option 1A. Keep the STC class with St. John, as it is part of the St. John community Keep the essential skills with St. Andrew

French is key at this point for many St. John families as we have been losing a large number of kids steadily to St. Matthew since 2014 as well as those that switch to Sunningdale.

I think you should offer the french immersion to option #4 A otherwise children will be leaving to attend a school where it is offered and then you will have the same declining numbers as we do now. If it is offered at new school then children will stay there.

na

I don't really understand what the Essential Skills and |Structured Teaching Classes are about but i do know that i do not want French Immersion in my school.

ESSENTIAL - our children are together in one school right now. One has special needs. I DO NOT want them separated.

Concerned that the current students at OLP will be eligible to join the French Immersion track.

Like the French from St Andrew going to St Marguerite with MMOG in middle

Option 1A is the ideal option because the changes allow for Extended French to our catholic school however the boundary is quite large and we worry how far our the school will be. For example, it may be too far to walk but also too close to qualify for a bus.

I like option 12B best as each school would receive a program so no school is left without

I don't understand this programs.

don't want him to loose any facilities that he has available to him at the st john location of the structured teACHING CLASSROOM. however if they were able to improve on them without losing anything i.e., kitchen, washer/dryer, lower sinks to practice kitchen skills etc I would be happy with that

Main priority for my children would be at have French emmersion at our lady of peace.

Gifted program to OLP would be well received

I like the idea of French Immersion being brought to our area since we are losing students to the public and French-language schools in the area for those families wishing for their children to attend French Immersion and be able to walk to school.

Strongly disagree with the introduction of French Immersion introduced at Our Lady of Peace as I have concerns about dual track English/French schools where the English track can suffer in enrolment and affect the balance of English and French. My oldest daughter attended a dual track school and have experienced first hand the divide and the dynamics of it all (e.g smart kids go to Fr Imm and "trouble kids stay in English track" silliness. We are an English board and do not feel we need to grow Fr Immersion. Some of the new options show projected enrolment Our Lady of Peace being over capacity, whereas the original options did not show any of the schools over-capacity. It appears the new options show an increase of program redirection and it appears it is just shifting the St Andrew's overcapacity to Our Lady of Peace. The original public feedback of moving programs around was to boost enrolment in the southern schools and prevent a Holy Family closure.

Lack of bussing, current options are very poor as it is.

I would really like to see Our Lady of Peace with additional options (especially French Immersion and/or the Gifted program). In fact, I wasn't even aware there was a gifted program option available!

There is no need to take away French or Gifted from St. Andrew's. Let this school have some programs.

I think Having St.Andrews french program go to St.Marguerite would give it a stronger french support which I consider positive for my kids as I would think they would benefit from more french support

I would not mind seeing the gifted program from St Andrew go to another school like St Marguerite which has fewer pupils.

Are the assigned gifted program schools only for the students who are deemed gifted?

French immersion, Structured Teaching Class

To many specialized programs in 1 school is not a good plan. 1 per building in enough

I would really like to see the FR program implemented.

I'd like a definition of these programs.

I like the potential for gifted classes at St. Marguerite.

This does not influence my decision

French immersion is extremely important to me.

I have really appreciated having the STC at St John's, but I think what is best for the STC children is most important. I think having French Immersion in the neighbourhood would be great and bring more children into the Separate system.

These programs are important, and should remain. Option 1A provides the cleanest and most practical solution.

As noted above, St. Marguerite already has extended French so it makes sense to maintain that.

Very interest in French Immersion at OLP. I think it will provide opportunities to students who would not benefit from the program due to long busing etc.

Want French at home school

I would like French immersion at my home school

sa

2222

Q15 - School Size

School Size

I am only in favour of seeing enrolment go down at St Andrew. In all scenarios provided St. Andrew is the only school OVER CAPACITY. Gifted student numbers mean students within the boundaries are unfairly put in portables. My son was in a portable for 3 straight years, while the special gifted kids (who come from out of boundary) were in their nice cozy classrooms. The kids in boundary deserve priority. Move gifted immediately. Increase teacher...so that classroom or not oversize or remove that community aspect and feel that is presently encouraged.

prefer small schools

smaller school are better, more family oriented. I would prefer smaller school.

I support any action taken to increase the school size at Holy Family as I see the benefits of a larger student population outweigh some of the negative aspects of losing a local community school. That being said, Holy Family has an excellent school community, with supportive parents and teachers and is a truly wonderful and special environment. The issue becomes the class sizes for grades 5-8 when there is typically a significant decline in enrollment.

It seems that 12B allows for the maximum use of all of our schools resources and it takes into account the boundaries of current schools, making it more convenient for parents to get their children to school. I would hope that the school site to be renovated would be St. Mikes since the church is so close and allows for closer school-parish relationships.

What about the quality of teaching since it get emerge with a big school?

Smaller size class

The School size at St. Andrew's is extremely large relative to other schools. It's a shame there are so many class portables outside. Please consider an extension to the building which would allow more students & teachers to be housed inside.

If any options for OLP involve overcapacity it should secure funding for a school building extension NOT portables.

~500 students is ideal

Student/teacher ratio with a larger school (eg: going with plan 1A)?

Very important. Smaller is better

I'm concerned that option 12B will have impact on kids at St. Marguerite, during construction phase of the addition. Not only that, this option will put more pressure on St. Marguerite, which already has several portables and large class sizes.

As long as each student gets the attention and guidance they need. 20 students per class seems to be working very well. Anything after 20 I think students will be left out.

No real concerns. I can see the advantages either way.

The sizes being shown look good. 550 pupils.

We came from a school with 846 kids so the size of school is not a concern for me; I think it is beneficial for the students to have more kids to socialize with and for extra curricular activities. I am happy with an estimate of 550 students.

Options where one school gets too big would not be preferred

MANY of our students at St. John have been given cross-boundary permission to go to other schools. We know 5 families on 2 streets in this situation. Why has this been allowed??? If students were sent back to St. John (where they belong) our school numbers would be healthy! Please consider counting these students before changing our school...and, most importantly, our location! ALSO, we will be receiving more and more students from the public system because of the change to French Immersion (now full French in grade 2). We know many families who are planning to come to St. John as a result of this decision. Have these numbers been considered in these plans?

12b combined st marguerite school is to large. Where would an addition fit on the promptly?

Olp size and its ability to accommodate more children

I like the smaller school sizes, although see the value in having a slightly larger school so that there are less split classes. I would still prefer to see my son in a smaller school environment (400-500) versus the larger size of 500-600 students.

Not very happy if class sizes explode. A smaller teacher to student ratio is highly preferred.

Any option that involves adding French Immersion to Our Lady of Peace makes that school over-capacity, while adding French Immersion to other schools keeps the students at a reasonable (under-capacity) number.

Already portables at the school. More students with no space

this is a concern

what is anticipated school size for the renovated school options?

The current school size is too small. If the changes can do away with split classes, this is best. I feel that the split classes has impacted on the teacher's ability to teach and ultimately the learning of the children.

my children attended Holy Family and had nothing but a positive experience - I have worked in the larger schools and i felt many students got left behind - at the smaller schools its more of a large family and everyone is looking out for each other and knows each other

I support a larger school for my children. A smaller school as mentioned in the presentation does have a lot of disadvantages and I don't feel it will prepare my children for high school and/or life. However, I am not in support of portables!

More information needs to be provided to parents on what a renovation or extension if a school is to become over capacity with the current structure. Don't give us general terms like "a renovation or addition may be possible." Sounds like the school board doesn't want to make a commitment, which isn't reassuring.

Ideally, to me the school should accommodate at the most, 550 pupils. Class sizes should not be above 25 students in any grade. If the school becomes too large, discipline behaviors do not get dealt with properly and the children who do behave suffer.

St. Andrew does have too many portables and hopefully removing the gifted program will assist in reduction of the student population

I want growth at OLP to be managed so that students are not in portables or class sizes too big.

Options that are keep the enrolment closer to capacity will defer an ARC for the near future. For example the St. Marguerite enrolment for option 1A hovers around 400 students. At what point would the Board close the school and redirect, considering moderate enrolment.

I love our small school, but would not mind having a bit more kids. But i worry about 550 kids in one school especially if it does not have large yards fir children to play. I came from a big school that the yard was not large enough and evry week kids left by ambulance do to injury.

I like the small school size.

in option 11A I am concern about the number of students per sqft in the playground area. Same concern also for ST. Marguerite, however I think that school has a little bit more outside space.

Our school - St Marguerite - seems to be at the high end of student to teacher ratio.

From the last 2 surveys, each of the 3 Schools have voiced their opinions favouring a small School size, for more personalized and better quality of instruction for our kids. From the Ministry's point of view, funding will only be available if the proposed School consolidation offers a new School site offering a 500 students space School. It is very clear the Board is interested in availing this funding for a brand new School site, however, it is important to recognize that each of the 3 Schools are already in established neighbourhoods. Putting up a 500 pupil School site at any of the School sites endangers the Community through increased school zone traffic and concerns about safety of School walkers. All of the 3 Schools are bound by some limitation - park, narrow frontage etc. Combining 2 Schools which are within reasonable geographical distance will certainly help increase overall student capacity at a School site and put less stress on the surrounding community.

We prefer a smaller school for our daughter.

We love the small school feeling however being at 150 is very small and believe something needs to change. 500ish students I feel is still a great size.

na

I think you should be maximizing your current schools instead of building new ones. Think outside of the box, why not turn a tiny school into a Gr.7 and 8 school. (Middle School)

ESSENTIAL - The children are thriving in the smaller school environment.

I do not wish to increase any of the schools sizes to the point where classes are too large or portables need to be built.

Like option 4A 10 year outlook for all schools keeps all schools closer to their capacities (option 1A St. Marguerite sees more significant drop with time); option 11A & 12B has schools over capacity in renovated spaces - not great for 21st C learning

I strongly support combining the three schools in CE04 to create a large school. This will create a modern facility with the staff number to offer less split classrooms and more extra-curricular activities. This is by far the best option for providing an enriching and educational environment for our children.

prefer a smaller school community for my son with special needs.

Am concerned about over capacity at our lady of peace particularly in 11a option.

School size is definitely a factor. Our kids were going to Our Lady of Peace but we moved just the other side of Sixth Line so technically should be at St. Andrew's. But we liked the smaller classroom sizes at Our Lady of Peace (the lack of portables as well) and uniforms so we requested to remain there (thankfully we were accommodated). I worry about large classroom sizes impacting learning.

See above comment

We moved cities to specifically have our children enrolled in Halton Catholic school board, and more so a smaller school. Our previous school had 800+ students and both my children were struggling even though my daughter had been recommended for both French immersion and full time gifted programs. They have both flourished at St. John and they're success is attributed to a smaller school, where everyone knows everyone and a true sense of community is developed, nourished and embodied by all.

St Andrew school size is way to big, would like to see a decrease in the number of students in the next few years

What size of classrooms will our kids be in?

I do not like a new "super size" school and I think it will be more expensive than renovations of the current schools.

I am very unhappy with the idea of a 550 student school. One of the best things about holy family is the size. The teachers know all of the students and there is very much a "family" feel to the school

I imagine filling a school would be a benefit to students, teachers, administrators, and for programming. I am concerned that each school's spirit and personality would need to be managed as we make any transition. I strongly feel renaming the school is essential to that process... either a new name or a compilation of the names

(even if the site is beside the church). The high school I attended was a dual name (by the time I enrolled) and it was a reminder of our strong history (Michael Power/St Joseph's) - My mother was a grad of St Joe's, and it was nice to keep that family history.

Only option 1A really limits any over crowding of the proposals.

The schools are not large enough or equipped to handle the over capacity which will result in option 12 B. St. Marguerite and St. Andrew can handle Option 1A without going over capacity.

sa

22222

Q16 - Transition Plans

Transition Plans

All other schools are below capacity. Move the gifted program out of St Andrew immediately. No grandfathering.

important

Whatever option is chosen, I would expect support services for the students and extra effort put forth to bring the children together in a cohesive & supporting manner.

If any of the St. John's boundary students relocate to OLP they should need to have uniforms immediately to maintain a unified culture at OLP and not be able to identify "new students" as different during the transition.

If the plan is to proceed with a newly built school, when would this construction begin and how long with this construction take?

I like the Grandfathering idea re: gifted students.

Closer to area in general Collage Park. 12 B

I think this very important. I very much dislike the idea of renovations being done during the school year when students are at school.

I gather that any option would be implemented for the 2018/2019 school year. I would hope any construction or renovation would be minimized.

We would assume if renovations are being done at St Marguerite, that the bulk of the construction would be outside of school hours where possible and that the safety of the children would be of the utmost importance.

less transition is better

I hope that the whatever schools need to be closed, they are done so AFTER the new building is created.

Must be mindful of all aspects of the move. Would love to be part of this committee!

What is the timing for the consolidation?

As the schools are integrated, all schools should remain together. Meaning all the students of St. Michael's should remain together. As well as the staff if possible. This makes it easier on the kids.

I am thankful the children in the gifted program will not have to change school at this time. The grade 5 transition for these children is enough. Thank you!

All kids will need transition plan do to the anxiety. But i hope the board is putting alot of extra preparation into the children with special needs. I am the mom of a special needs child and every time we have something as small as a EA change or a freind move i have to fight for therapy for my child to deal with it. It is usually 3 months or more of therapy. I sure hope that the school board will be providing alot of therapy before this transitions will happen because it is the parents that have to deal with the behaviour brought on by the changes and then we wait months to get help.

Where would the students be transferred during potential renovations?

No comments

The final public consultation takes place next week, but the final physical site/s has not been determined (for either of the 4 options). In the absence of this vital piece of information, neither can families nor ARC discuss the process of transition. The transition year and communication about it needs to be communicated so families are able to think about the changes that will impact them at a personal level, a school level and the Community and neighbourhoods at large. Some Schools have uniforms, if 2 Schools are combined (non-uniform with uniform School), will all of the student families be forced to wear uniforms

na

What transition plans, at the end of the day you'll do what you want to do regardless of public opinion. I have no faith in the community voice truly being used as a guideline, you hear us but that's it, it goes in one ear and out the other.

We have a child with special needs. We just spent months transitioning from another school board. Now we will need to transition to another school? No thank you.

Concerned with where the students in transition will go and how they will be integrated within the school they are transitioned to

I don't like the idea that, were renovation to be considered, my son will have to be redirected to a new site while construction takes place. Hopefully if an entire new structure is to be built, that process would begin after he graduates. He is currently in Gr.6.

The grandfathering of senior students is a good idea

I think the board has done a good job of outlining this well in advance, lots of community consultation, etc. I am confident any transitions will be handled well.

The biggest concern for me again, is the splitting up of children from their peers and friends if boundary changes came into effect.

When is all this to happen?

N/A

Oh.. this is close to my heart. If changes happen, I think we really need to focus on the impact to the students, teachers, and communities. We have some very special communities and it would be awesome (and I believe possible with some thinking and planning) to create a new school community that leverages the spirit of each of the schools' students and teachers.

Grandfathering in existing students that wish to continue in their current schools makes sense.

as

222222

Q17 - Transportation

Transportation

I do not want to bus my kids. We moved to this area because the schools were walking distance. If our school closes, we are pulling both our children to send them to falgarwood school.

important

I currently walk my son to HF every morning and love it, as does he. I would hate to lose this but at the same time don't like the class sizes at HF after grade 5. In the grade 7 class and grade 5 class there are 4 girls. That is not ideal either. I love having a community school and have made many great friends as a result. I find the community very supportive.

What about the transportation services for those student that re in St John School? As a parent Do we have to absorb that cost ?

Busing locations need to be considered. The current locations in Oakville have not been thought out well.

If a new school is built at the st Michael location. Kids should not have to cross 6th line which is very busy in the morning to get to school. Bussing should be offered.

During the transition period of construction has there been consideration for buses to encompass students in the temporary geographical boundary?

Keep bus rides short

I would like just two schools put together rather than 3 or 4

We bus - it could mean my child is on the bus longer.

Not as far to travel. Plus doesn't add more volume of traffic. Basically in same area College Park.

We walk to St. Johns but if the location is moved to St. Michaels or Holy Family, we will need to make the decision at that time. I am concerned about the traffic at St. Michaels as I have driven by a number of times and it is very congested and will only get worse when the new high school opens. If the location is Holy Family, we will not require transportation as the kids will be changing schools as it is too far.

Proximity and size of boundary too large in some options which would increase logistical issues and bus issues. Weather issues and traffic.

Since my son is in before & after care he is driven to school, however, by the time the consolidation takes place he may be too old for this program, so I'm assuming he would be bused or if he has to walk, that there will be plenty of crossing guards at the larger and busier streets that have to be crossed, such as Trafalgar or Upper Middle, depending on what option is chosen.

The school can not handle the traffic as it is. More studentspecifically doesn't make sense

Would like transportation for students studying in Our Lady of Peace

Walkable neighbourhood schools are very important in fostering healthy communities, healthy relationships with peers.

traffic is a concern

are buses available for everyone?

Ideally, walking would be the best way to get to school. Hopefully, buses will be provided.

busing is fine IF the family starts off buying in the area and that is the choice and there isn't a public school around the corner BUT when you have the convenience of walking and then have the inconvenience of the bus it may cause problems

I AM NOT IN SUPPORT TO MOVING TO HOLY FAMILY! Way too far from our home, don't want my children on a bus for that long and extending the school day to be sitting on a bus for that long. It is not well supervised, this is where bullying starts/continues, there are no seat belts, drivers are not reliable (just had an innocent girl in our area run over by bus driver), bad weather often leads to cancelled buses - can't afford to not go to work or have my children go to school, My parents live down the street as well from St. John's and my father is the primary picker-upper after school. I AM NOT IN SUPPORT OF MOVING TO HOLY FAMILY.

School bus transportation should be provided.

Busing from SW Oakville to a far NE Oakville school is a very long bus ride for the children. The gifted program would be best housed in a school more centrally located.

Very far for gifted program

I am concerned that my son would have to be bused. I enjoy walking my son to school and he also enjoys it. I am concerned about him being in a bus do to his special needs and would not want him in a special bus by him self do to his needs because i would not want him to be isolated from his freinds that have taken years to form relationships with. I also worry about the amount of time they would be spending in a bus.

My only concern is that my kids get bused to the school if it will be on St. Mike's property. I am at Oxford & McCraney and it would be very very difficult for me if my kids were not bused to the new school. My kids walk now to St. John's and it is amazing. My oldest is 12 next year and she would be able to take care of my other two and I would not have to pay for before and after school care. I am a single mom and I am banking on my kids being able to get to school on their own/or by bus.

I haven't used school bussing services until now, how would that work? Is this additional cost for a family?

No comments

- If boundary changes are approved and residents of T21 and T25 are diverted to OLP (Options 1A and 12B), bussing arrangements must be provided, as residents of T20 currently do not get bused to OLP
- Allow student families currently at St. John from T21 and T25 to be grandfathered to the new School site (Option 1A) with bussing arrangements provided, as is currently offered to their home school i.e. St. John
- Assuming St. Michael is the proposed site, there are 2 high Schools (White Oaks Secondary Schools) and Montclair public schools which are within close proximity. A 550 School site endangers the neighbourhood through increased flow of vehicular traffic, concerns about safety of School walkers, even forcing some families to use bylanes in the neighbourhood for parking to avoid school rush congestion.

We will not be able to rely on on transportation due to our work schedules.

If option #12B is considered will the students south of upper middle be bused?

na

Walking to a school is nice, helps to teach our kids independence. Buses are bad!

Again, special needs, with seizure disorder! cannot place my child on a bus un-chaperoned

Will the 3km rule apply or will exceptions be made based on some of these boundaries being so large?

we are worried about how our kid is going to get to school. My kid is currently attending St. John school and we live five minutes walking and it's very easy to get to school.

he already travels a distance to get to st john, I don't want the distance to be further

How long with the bus rides be. My understanding is there are already issues with having enough bus drivers

Ensure there is not too many buses going to particular school as it creates congestion at bell times.

Shortages and risks associated with the increase to exposure on the road for children. (Safety) cancelations also due to weather again direct impact to students.

N/A - we drive our kids to school currently

Minimize yellow busing to ensure child safety

Transportation should be considered before closing the smaller schools.

Discussed above

I have always appreciated that my children could walk to school. And as I understand they would still be required to do so... this worries me a bit if the location for the neighbourhood students changes. They would need to pass busy streets to get to school. Being from St John's, if the location changes to the St Michael site, the students would be crossing Sixth Line and/or McCraney and navigating the cars/buses getting students to school at two highschools and two other elementary schools (not even taking into account Munn's). This traffic would be extremely challenging. Some ideas have sprung up that if the location ends up being at St John's that our small driveway could be an issue - I recognize it would require some problem solving but I know we managed it years ago (15 ish) before OLP was open.

To be reviewed once the school boundaries / school programs are confirmed.

I would like to easily drive my kids to school

sa

2222222

Q18 - Other Considerations

Holy Family

Parish Boundaries and/or proximity of Parish to School

The combining of Holy Family and St Marguerite should be considered as it keeps the Parish community together.

I'm not sure how the Parish Boundaries would work under some of the options, particularly with things like confirmation. While my preference is to continue to be part of the Mary Mother of God Parish, my son attends services at both schools and was baptized at St. Mike's and had his first communion at Mary Mother of God, so this is the least of my concerns.

if new location for Holy Family is at St. Michael's property that would be outside our parish

This is not a major concern for us.

The proximity of the parish does not influence my decision

Our Lady of Peace

Parish Boundaries and/or proximity of Parish to School

Our Lady of Peace should be part of the St Mary's parish to be consistent with the parish of Holy Trinity and proximity.

This isn't a concern to me.

na

I don't think this is an issue at all, we have a parish closer to us that would make more sense but we're at another because we're supposed to be. I don't think the parish should matter.

Our school (Our Lady of Peace) isn't aligned to our parish (Mary Mother of God) so this isn't a significant issue for our family.

Not as important a factor, since most families attend the church only once a week. The school enrollment boundaries are much more important in everyone's day to day life.

St. Andrew

Parish Boundaries and/or proximity of Parish to School

no issue

All is welcome.

Mary Mother of God

No real concern.

Would have been nice to see these highlighted on maps

It does not make sense to build a new school in the north east when St. Mike's could be renovated to accommodate the St. John's pupils. I think it is important to keep the school close to a parish.

St. John

Parish Boundaries and/or proximity of Parish to School

I do not feel that the parish proximity to schools should matter ie school location.

I do not feel St. Johns is located far from the Parish; this is not a concern.

The proximity to the parish is a non-issue for me. Our family is very involved at St. Michael's Parish and the kids attend mass with the school via walking. I would be VERY DISAPPOINTED if the 1A option ended up at St. Michael's. The school and playground are MUCH smaller than St. John. Parents are more than willing to fund buses (and we have for YEARS) to get kids to mass...but to have a bigger and better location.

The proximity of the school to the parish is not a huge concern. It would be ideal to be near the parish, but as long as there are buses to take the children to and from the church, this would work.

n/a

This is not really important to me because the kids can be bused or have a beautiful walk to go to church. Also they have mass every month in the school and also they have the rosary oposals in school every month also. Are teacher are also great at teaching the catholic religion to our kids. Unfortunately St. Micheal's church is in a very high traffic area do to the all the schools on McCraney. Its a very dangerous area for walkers to walk in that area and so much traffic for parents to go through.

I have not comment.

When you look at the last 2 online survey results posted, these were the issues raised by respondents: • Transportation and bussing arrangement – 94% • Strong preference for Small Schools – 82% • Traffic congestion – 79% • Transition and Emotional well being of kids– 71% Being within proximity of the church was low on the list of priorities, which means the proposed School site (2 of 4 options) does not need to be at St, Michaels. Our School children visit the parish for opening and closing School year masses and during preparation of their sacraments. Other times of the year, the parish priest/s visit the Schools. While being besides the Church is ideal, it certainly was not an important factor for majority of the families that responded to the survey from each of the 3 Schools. Being a Catholic education system, majority of our Schools have been named after Saints. Oakville NorthEast is not reflective of our Catholic patronage

I don't think where the parish is located really make a difference to where the school is located.

we would rather be closer to our parish than father away

Not a concern if they school is far from the parish, and the board provides transportation (i.e. school buses) to mass. This was the case at my children's previous school as the parish was too far to walk to.

Ideally the school should be close to the parish but realistically with real estate prices the way they are now and a lack of available land that may not happen.

A school beside a Church is not a priority. I attended a parish school that was at least a km from the church. I think a big issue for locating the ONES school beside the Church, though in theory sounds right, is that traffic in that area will be highly congested. Especially so if students are not bused to the school. Regardless though, there will be many neighbourhood children crossing busy streets (Sixth Line, McCraney, and Montclair) because there are also, presently, two elementary schools and two high schools within a stone's throw of the church. I think we need to consider this in deciding the best for our children and our neighbourhoods.

St. Marguerite d'Youville

Parish Boundaries and/or proximity of Parish to School

I don't think parish boundaries have relevance to school education. The students link to the faith will be as strong regardless of the parish the school belongs too

This is important

No comments

I like that St. Marguerite is in walking distance to the parish.

St. Michael

Parish Boundaries and/or proximity of Parish to School

This is important, but not critical, because the parish is not very far from any of the three sites under consideration for a renovation or a new school.

I think the school should be close to a Parish since it is a catholic school and some of the teachings are of religion and done within the church



**Pupil Accommodation
Review Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX M



2016-17 North Oakville Pupil Accommodation Review Survey Results

Online Community Feedback

Prepared by:
Research & Development Services
3/18/2016

For More Information, please contact:
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2016-2017 Pupil Accommodation Review (PAR) – North Oakville

Survey 3 Analysis

This report is divided into four parts. Part A will show basic descriptive statistics from the online survey about participation rates of each school community and which neighborhoods the voices came from. Part B will explore the data broken down by the two final options presented for this PAR process. Part C will show results from the survey summarized from each school community. Part D will show all the comments from this PAR divided up by school community.

Online Pupil Accommodation Review Survey Response Breakdown

There were 234 completed feedback forms after data cleaning. Data cleaning consisted of removing responses that did not contain any information, or those individuals who logged in and only chose the school but did not finish the survey beyond the first question about role or school. 211 (94.4%) survey respondents identified themselves as parents, 1 parish or community member, 8 (3.4%) staff, and 4 (1.8%) students. Table 1 shows how many participants engaged with the final survey according to each school community. It is interesting to note that response rates to the survey are rather low in contrast to the number of students enrolled in each school. We urge readers to interpret the results with caution that only a very small sample of community stakeholders have submitted their feedback. The vast majority is silent.

Table 1. School Registrations and School Community Participation.

School Community	Number of Registrations in School (i.e., Number of students Registered)	Frequency	Percent of School Population that Participated in the Survey
Not Specified	n/a	1	n/a
Holy Family	213	50	23.5%
Our Lady of Peace	398	46	11.6%
St. Andrew	779	38	5.0%
St. John	147	35	24.0%
St. Marguerite d'Youville	537	41	8.0%
St. Michael	208	23	11.1%
Total	2282	234	n/a

Table 2. Overall Approval Rating for Option 1A¹.

How Much Do You Like Option 1A?	Frequency	Percent
Dislike Very Much	54	23.1%
Dislike	29	12.4%
Neutral	40	17.1%
Like	41	17.5%
Like Very Much	70	30.0%
Total	234	100%

Table 3. Overall Approval Rating for Option.

How Much Do You Like Option 12B?	Frequency	Percent
Dislike Very Much	62	26.5%
Dislike	39	16.7%
Neutral	37	16.0%
Like	42	18.0%
Like Very Much	54	23.1%
Total	234	100%

¹ Percentages may not add up to 100.0% due to rounding.

PART B: Results Option Presented and by School Community²

Table 4. Approval of Option 1A by School Community.

How Much Do You Like Option 1A?	Holy Family	Our Lady of Peace	St. Andrew	St. John	St. Margeurite d'Youville	St. Michael
Dislike Very Much	24	3	14	9	3	1
Dislike	6	5	4	6	3	5
Neutral	7	12	8	4	7	1
Like	5	8	5	5	11	7
Like Very Much	8	18	7	11	17	9

Table 5. Approval of Option 12B by School Community.

How Much Do You Like Option 12B?	Holy Family	Our Lady of Peace	St. Andrew	St. John	St. Margeurite d'Youville	St. Michael
Dislike Very Much	14	9	4	18	15	2
Dislike	11	3	5	8	7	5
Neutral	7	11	4	5	6	3
Like	8	4	11	3	10	7
Like Very Much	10	19	14	1	4	6

² Due to low response rates, percentages were not used.

PART C: Preferences of Options Presented by School Community

The following five figures and charts demonstrate the survey results according to each school community. On the survey, respondents were given a choice to select “Dislike Very Much”, “Dislike”, “Neutral”, “Like”, “Like, or Like Very Much” about each of the four final choices. For clarity, the “Like Very Much” and “Like” are combined, as was the “Dislike” and “Dislike Very Much”.

Figure 1. Holy Family Preferred Options

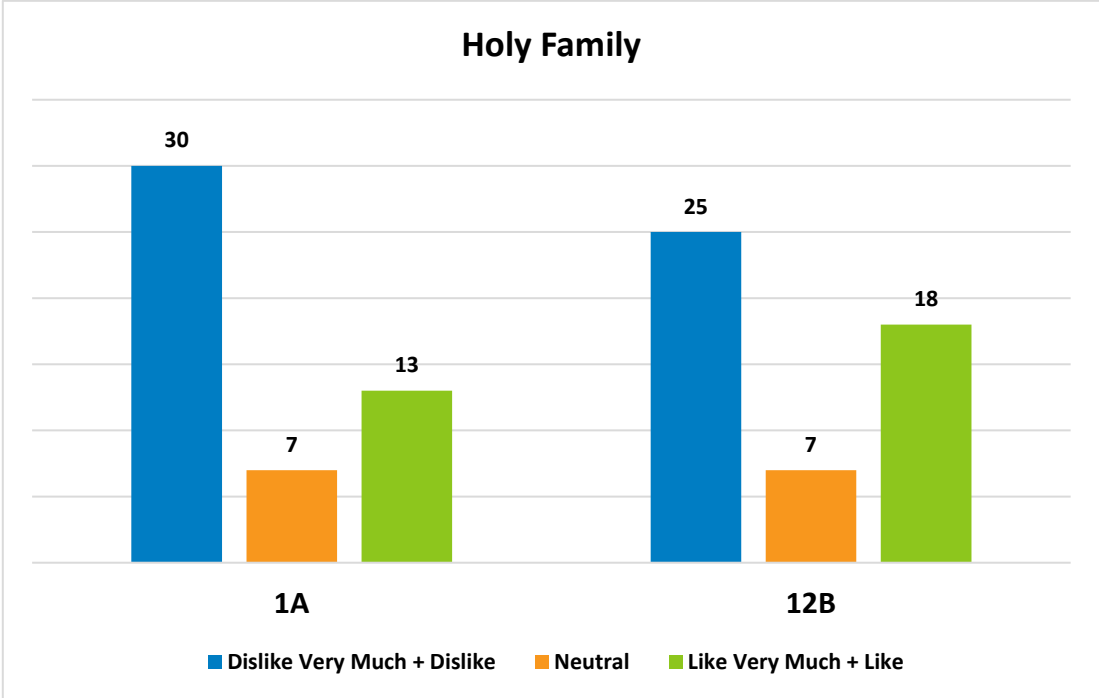


Figure 2. Our Lady of Peace Preferred Options

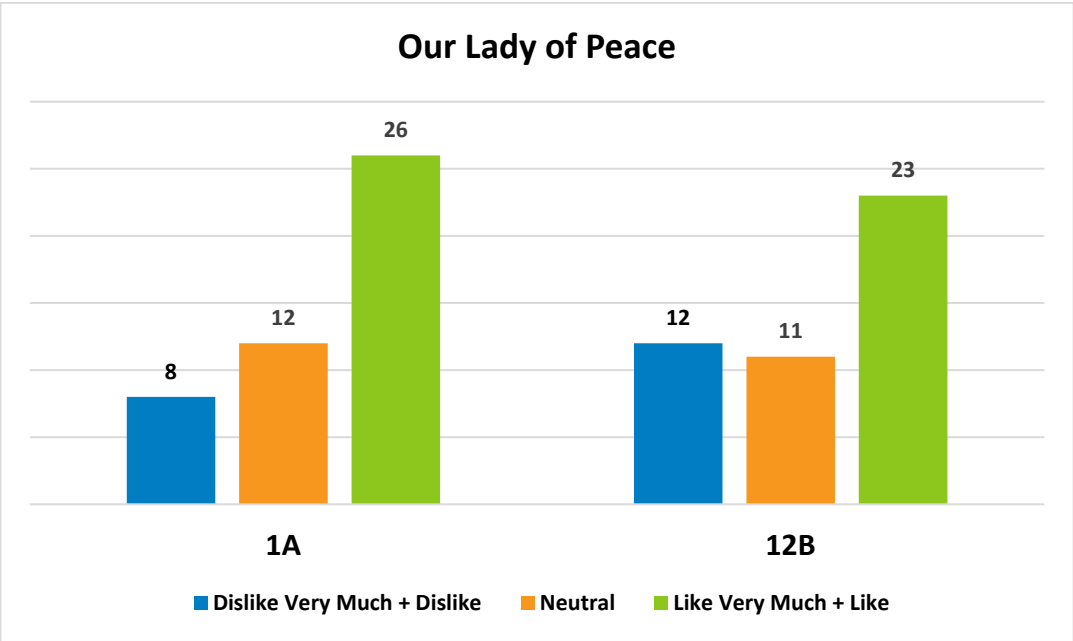


Figure 3. St. Andrew Preferred Options

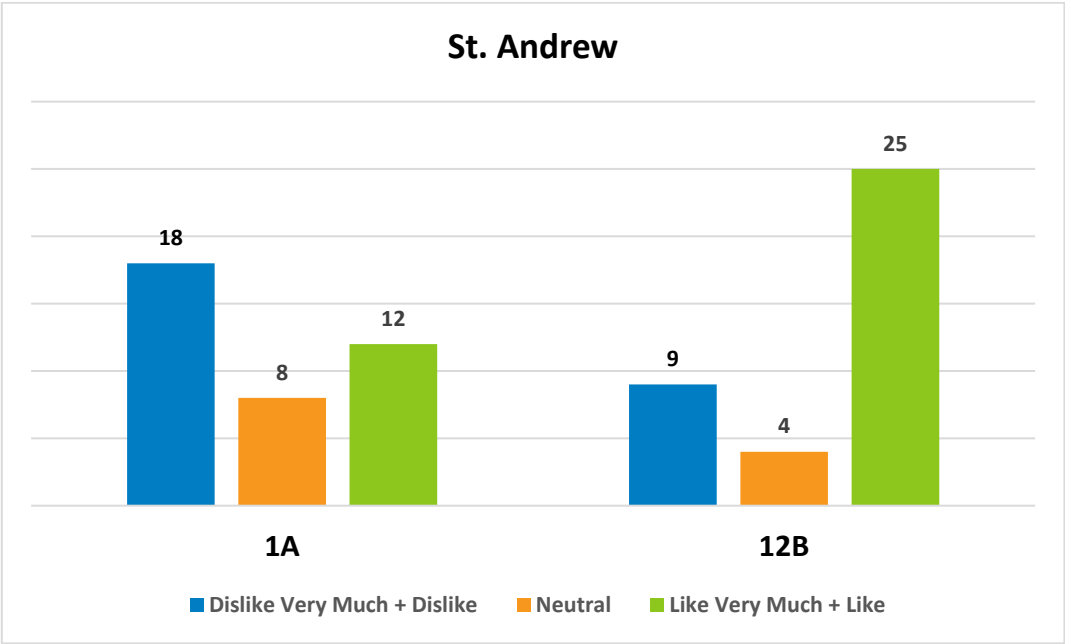


Figure 4. St. John Preferred Options

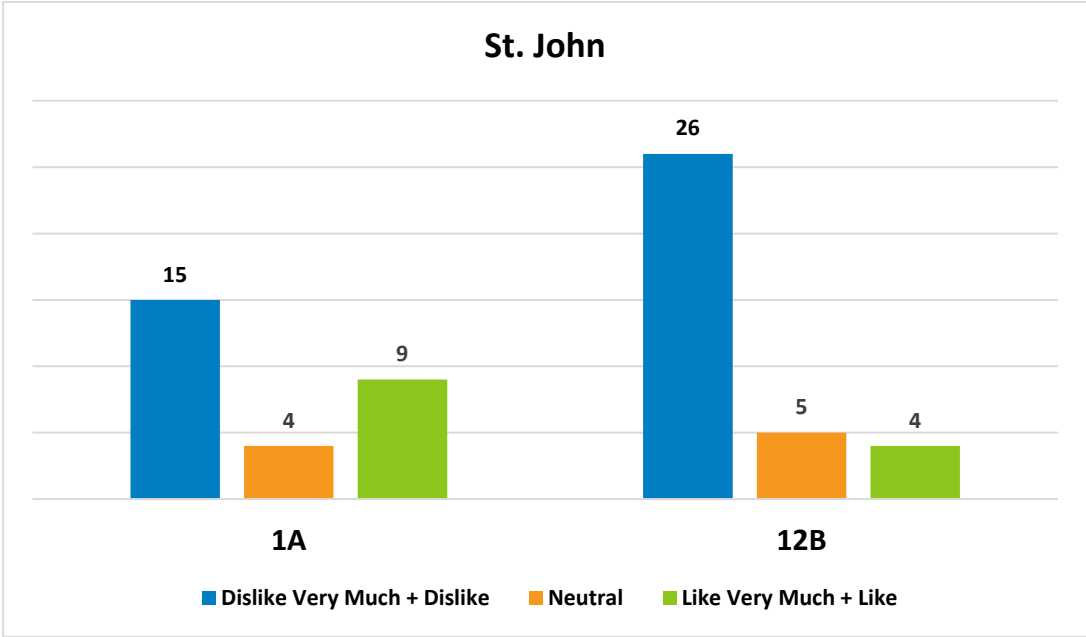


Figure 5. St. Margeurite d'Youville Preferred Options

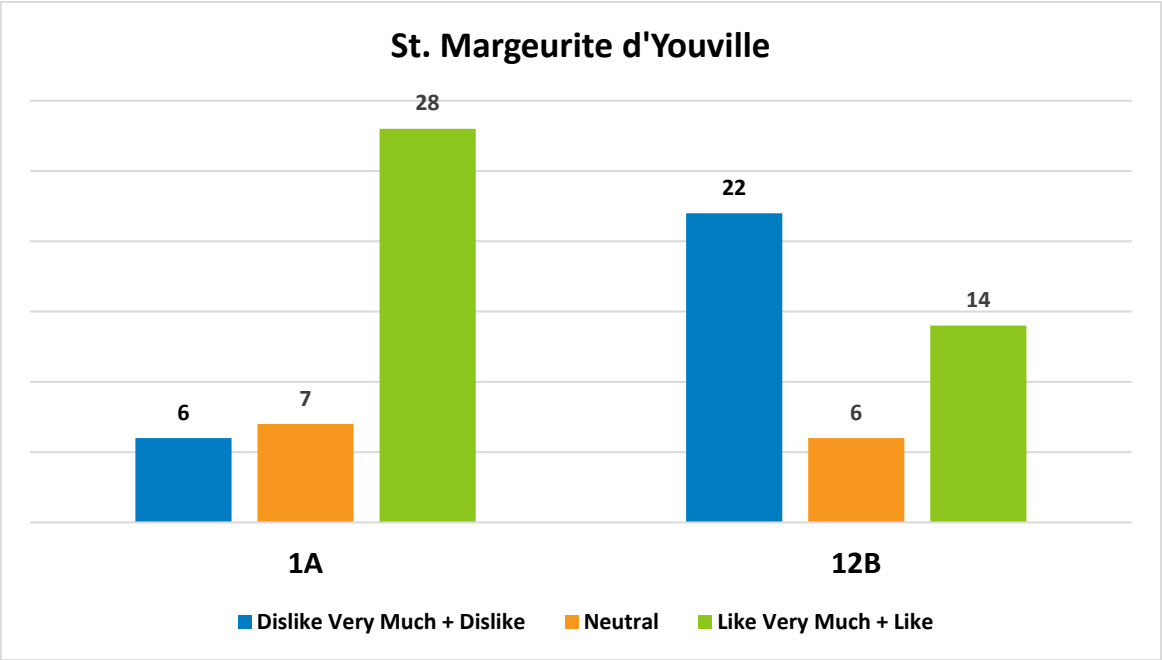
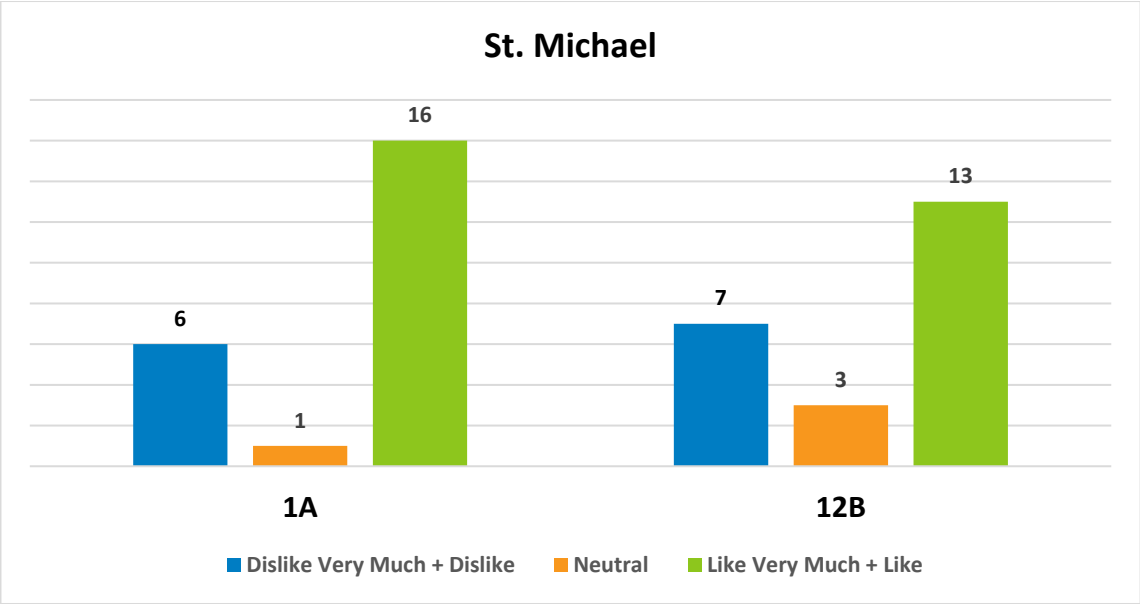


Figure 6. St. Michael Preferred Options



PART D: Comments by School Community (N = 113)

Table 6. Open Ended Comments – Holy Family (n = 29)

I really hope the right decision is made for the students and the community. It seems as though the school board has taken into consideration the feedback given. Thank you for listening.
Nothing.... If the school closes, unfortunately we will be taking the kids out and registering them with the public school board. (Falgarwood)
Crossing a major road like trafalgar not reassuring. Doubling the students at StMarguerite might not be best for kid/teacher relationship. Walking to school is such an important activity. We're going to Falgarwood Public School so that we're still a part of the Falgarwood Community.
Less money in renovation than building a brand new school and closer school to our area in Oakville.
The community at Holy Family School will be the most affected in this exercise. Both options are really far away but we have no choice.
Holy Family school is a wonderful community to learn and work in. We are small but all truly care for one another. Consolidating or closing this school would be a detriment for our community. students and staff travel from other communities just to be part of holy family. Our school is beloved and it would be a shame to close it. Every student is known and looked after by all staff and our staff is truly a family.
If option 1A is selected, we will definitely move both our children to the local public school, which is within walking distance, like Holy Family currently is. There is a natural border of Trafalgar road that we won't send our kids across. If option 12B is selected, we will still consider the same since Upper Middle Road has a similar effect as Trafalgar road, although not quite as strong.
We would instead prefer to have the gifted program move to Holy Family to keep enrolment high enough to keep the school open. We hope the province does not grant the board sufficient funds for either option 1A or 12B and the operating budget is used to focus on closing St John's but leaving the local families at Holy Family.
Keep my school open. I want to keep walking to school with mommy and daddy. My little sister will start JK in September and I want to walk to school with her too. Please Don't close the school.
I must admit, after speaking with other parents at the school, a large majority of parents will be pulling their children out of the Catholic School Board and will be enrolling our children into the local public schools close to Holy Family. It is due to the convenience of walking to school. Most of us are not a fan of our children being bused to school and this was one of the strong influences that made us purchase our homes in this area.
Either of these changes will disrupt my familys life. There is no need to change anything. Focus on St. Michael and St. John and leave Holy Family alone. Most if not ALL children presently walk to school.
By making either of these changes myself and many other parents will leave the Catholic School system and move our children to Falgarwood P.S. Not an ideal decision but best option.
Option #1A is an unreasonable ask for the Holy Family community. The majority of us are within a 5 minute walking distance to the school. Option 1A will result in bus service and early wake-up times for our children. If we choose to commute we would have to deal with a ravine that restricts our driving access to the proposed new school and is also in the wrong direction for our commute to work. I suspect we would leave the Catholic school board and transfer to the public school board and avoid the early wake-ups and morning transportation issues that we would endure with option 1A. I would strongly urge the Trustees to explore and fully understand how many other families in the Holy Family community would make the same decision to leave the Catholic board. In my conversations with other parents it would be well over 50% of students would transfer to the public board which would seriously impact the current forecasts supporting the new school 1A option
My child goes to Holy Family school and as much as I would like a new school for my child to attend to (option 1A) having to cross Trafalgar Road in rush hours to take or pick up mu son from schools is very hard, plus there is no direct public transit from our area to the other side of Trafalgar. That is mainly why we prefer option 1B, the school is located on the east side of Trafalgar and the accessibility to the school is much better. We are very interested in the Extended French program
Our daughter is currently in the Essential Skills Class at Holy Family. We feel that our daughter will thrive better in the smaller school setting of St. Andrew.

<p>She attended St. Marguerite in the past and had many social issues at this school. We would prefer that she does not go back to St. Marguerite.</p>
<p>I don't see an immediate need to consolidate Holy Family. I think this decision is born out of both the need to do something with St. John as well as a desire to participate in the Ministry's funding provisions. It seems clear to me that there are many boards in much more need of this particular funding than the Halton Catholic School Board. I believe acquiring this funding is extremely unlikely, and the building of the new school will not be feasible. Therefore merging St John and St Michael will solve the St. John problem. Moving Holy Family to St Maguerite can always be an option for the future.</p>
<p>We are willing to move our child to Falgarwood P.S. in order to stay at a school in our neighbourhood and have our child NOT be bused.</p>
<p>I feel the board has already made it's decision and that the input of parents is moot. However, it is not in either mine or my child's best interest to move them from their neighborhood school, within walking distance, to a school which they would then need to be bused to. Noting as well that the access to St. Michael's is treacherous (narrow roads for buses and parents driving their children). Of the two options I feel St. Marguerite is the "better" option, though of course I would prefer for Holy Family to remain open.</p>
<p>Plan 1A - I feel your plan to move the Essential Skills to St. Andrew's would be a terrible transition for these students - you'd be throwing them into an ocean I feel the Gifted students have a hard time at a large school Both the gifted and essential skills students would benefit from a small school environment and blend in with the school community My biggest concern is the the Falgarwood Catholic community! I'm afraid that it will disappear - many parents are voicing their plans of sending their children to the public school in our backyard over the inconvenience of a bus - they have bought in this community for the school in walking distance</p> <p>Plan 12B - our school population is stabilized - if St. Marguerite's population is slowly declining why make the renovations now when in a few years the schools could merge without the extra expense and with our changing neighbourhood from retirees to new families I believe the Holy Family population will increase - Falgarwood is a unique neighbourhood that needs their Catholic school to stay!</p>
<p>I think students in the current Holy Family Essential Skills class should be grandfathered in and not transferred to a different school, as the class is pretty small.</p>
<p>I would much prefer to have my 2 children remain in their community school of Holy Family where they can walk to school as they get older. This school has wonderful, caring and dedicated teachers who know all students by name and will be missed. We moved to this area wanting our children to attend a school they could walk to and have been happy with Holy Family and a smaller school community these past 4 years. It's a shame that this school will be closed.</p>
<p>The transition from Holy family to St.Marguerite would make so much more sense proximity wise. My kids would be able to walk to school.</p>
<p>Considering future demographics I strongly believe that option 12B will be more successful when we will look at the execution timeframe and easier transition for the kids and teachers. Kids will continue to attend school masses at the same Parish.</p>
<p>I prefer option 12B, as I think this option is least disruptive for my family. Overall if we could avoid consolidation, that will be better.</p>
<p>I believe either constructing new 'super' school or renovating/amalgamating will be waste of taxpayers money. Also, the options don't seem to take into consideration a proximity of the existing school to many families' residences and thus its convenience. Also, the current school (Holy Family) provide a safe and family like environment for its students, whos identify will be lost if they are forced to move to larger school. New principal of the Holy Family School is doing so far an amazing job with school's further faith like and academic development and things can only go better from now. Both projects don't seem to take into any consideration ties that pupils already have with the existing school, friendships and faith values being already established and communicated there. I would wish for my son to remain at the Holy Family School. I don't believe enrollments will improve with these tow new proposals, as there are many public schools in Falgarwood area, and parents will most likely moved their kids there, due to convenience. It's a shame that catholic education will suffer because of that. Joanna Szewczyk (mom od Darian Smazyk, grade 1, Holy Family School)</p>
<p>We live in Falgarwood but attend St Marguerite for French. I don't mind either option as long as my child who attends St Marguerite for French Immersion be allowed to complete her grade 8 year at St Marguerite, just as those gifted kids are at St Andrew.</p>
<p>At the few meetings I've been to with regards to the PAR, myself and a few other parents were somewhat concerned with the assertions that it only take 13 months to complete a new building with regards to option 1A. As Project Managers in the construction industry, we find it highly unlikely that this assertion would hold valid, given our collective knowledge of the process...and feel that having kids crammed into portables for over 1.5 years (realistically</p>

closer to 2) would a detriment overall (even though I prefer a new school over renovating an older one).

Truthfully, neither option is preferred, given that the students at Holy Family (and parents) are a tight knit community who feel that closing the school is a shame, and a terrible thing to the teachers we've come to know and trust.

It is highly likely that I will be moving my children to the local public school (Falgarwood/Sheridan) if Holy Family is closed, and a number of parents I've been speaking with during the walk to school, and in the play yard have mentioned the same thing. In fact, the community of parents, and the strength of the "family" at Holy Family has been driven by the parents meeting each morning and evening to drop off and pick up kids. We schedule play dates for our kids then, have much better relationships with the teachers and staff, hear more about activities in the community, and provide emotional and spiritual support to each other during challenging times in our lives from these regular interactions. If 1A is selected, we will change boards. If 12B is selected, there is a very good chance we will change boards.

If my children will need to be bussed to a new school, my strong preference is for Option 1A for the following reasons:

- Our children are entitled to a new facility that will offer modern amenities and facilities designed to handle the capacity
 - Adding an additional Extended French offering Oakville north will also enable us to stay competitive as a board and encourage growth in French language (so that children don't have to choose to leave their current school/friends in order to join the program).
 - Having an adjacent parish is a blessing for our children - to have every liturgy in the church is such a benefit
- Although option 12B is likely the most economical and likely attractive to the board, added 4-5 classrooms will not have bearing to the fact that the facilities were not designed for the capacity for at least the first 4 years...library, gym, bathrooms, etc. Also in my experience, renovations at school often carry throughout school year, are disruptive their learning and results in a mish-mash esthetic.

We prefer option 1A

Thanks

Table 7. Open Ended Comments – Our Lady of Peace (n = 13)

I'd like to put my daughter in a French program when the time comes but didn't want to have my kids in 2 different schools or possible one in the Public system. I would love to see the extended French program at OLP.
I don't want OLP to become a french program school. Please do not force my children to leave their school community if they can't adapt to this new program. If I wanted them in a french speaking school, I would have enrolled them in one.
I have 2 sons that will be affected by this consolidation. My one son has special needs and will probably go to the structured teaching program in grade 5. He is still in SK and will have many years to consider this it's primarily up to the board to decide on the best course of action and funds allocation for this consolidation.
Both options are very suitable for us, i appreciate having the opportunity to participate in this decision
I like the idea of moving the Holy Family students to St. Marguerite d'Youville as it keeps them with their parish family and it is the less expensive option. It doesn't seem right to tear down St. Michael's as it has undergone renovations in the recent past.
Under Option 12B Our Lady of Peace enrolment will be over capacity for the entire time of the report which is projected for 10 years. The school will be put under too much pressure for that extended period of time. Option 1A is best as it properly divides out the enrolment so that no school exceeds its capacity. I don't want to portables used at an elementary school.
Don't like how option 12B overcrowds OLP. Option 1A makes a lot of sense.
I think it would be great to have French immersion at OLP not only as an option for families but it will also keep more girls at OLP and the classes will be a better balance of girls and boys.
The idea of having to use portables after 2020 in Our Lady of Peace is bothering me a lot. I believe portables don't offer the proper learning conditions for kids and I wouldn't want my kids to be in them. I hope the board can make accommodations to avoid portables in Our Lady of Peace.
I am in favour of option 1A because it brings the gifted program to the school. My family may not benefit from this program, but will definitely not benefit from the addition of French in option 1B
I worry that the transition will not be smooth. It doesn't seem like this would be viable for the 2017/18 year, as it seems like it's taking a long time to just make this decision. Are you really taking in our suggestions or just making sure you can say at the end of the day that you have allowed us to have our voices heard.
My greatest concern is overcapacity at Our Lady of Peace. I would like to see a French program at OLP.
If you implement either option funding should be secured for OLP school renovations which does not include having permanent portables to handle the overcapacity at this site.

Table 8. Open Ended Comments – St. Andrew (n = 19)

Don't waste government money renovating old schools with unsafe gyms. Instead build a new one and sell the old schools property to help pay for the new school. Also build beside St Michaels church for a better parish school relation.
More cost effective approach that meets all needs of the community
Out of the two options that have been left, I prefer and think that option 2 (renovated school) makes more sense. However, I feel it important to note that the approach to this exercise in my opinion ignores the fact that boundaries in Oakville needed to be addressed. I am walking distance to St. Marguerite School. In fact, when I stand with my children at their bus stop (which takes them across Trafalgar Rd to St. Andrew), I am staring at another Catholic elementary school that I can clearly walk to. Instead necessary money is being spent on buses. Children who live along Trafalgar road, are going to St. Marguerite even though they actually live much closer to St. Andrew than I do. Please understand that I have no issues with St. Andrew school whatsoever, but my children going there makes little to no sense at all. What I really wish is that the school board would look at the costs of bus transportation and the common sense of having elementary aged children attend a school that is within their community.
I believe option 12B is more cost efficient, would provide a solution to the registration projections across all 6 schools and offer more education options to the community given the additional extended French program.
Going from holy family to st Mike's changed the boundaries too significantly
In my opinion it is always better to renovate than building a new school.
I would like to see the St Andrew number of students size decrease, way too big. If we have to go to another school for extended french, that is acceptable.
Please keep the gifted program at St. Andrew and introduce French immersion.
It is disappointing that St. Andrew loses the Gifted program
I prefer option 12B if it means St. Andrews will accommodate both regular and gifted students.
St. Andrew already has over-crowding. Adding essential skills as noted in 1A will cause and increase in the population of the school. We should consider using current building before we decide to tear down and build a new school. That is why I support 12B
Thank you for putting together a comprehensive set of public consultation documents. Both short listed options seem achievable and benefit both the students and the community. I am not a parent of children considered 'gifted'. The evaluation did not consider a very important budget impact which is an oversight. Renovations and small additions are unquestionably far more economical than a large brand new building. For this reason I support Option 12B and not 1A.
The best option would be with whichever eliminates the need for portables. Neither plan mentioned this, but I hope it was considered in both options.
I prefer the first option given two disatisfatory options.
Honestly i think you have made the worst possible recommendations. Clearly St Andrew is getting the worst by continuing to be overcrowded. You have done a poor job of dealing with this issue. Gifted students should have been directed to an under capacity school in the first place. You bring them in from out of boundary areas, put them in warm, cozy classrooms at the expense of local in-border children who end up in portables. Is that fair? I had to complain after my son was in a portable for 3 straight years. Finally I had to demand that my son be placed in the school this year.
Second you have no numbers on costs of building a new school vs renovating and adding classrooms. Asking for input without providing these details is ridiculous.
A very thorough process! High praise for the committees and those involved. The graphics were extremely helpful.
We moved closer to St. Andrew for gifted program.
- Due to proximity of our home school (Holy Family), option 12B, (St. Marguerite) makes much more sense in terms of proximity and community. The Joshua Creek community is close knit and the impact of changing schools for these young children is minimized.
I would like to see St.Andrew keep the gifted program as I believe it adds value to the school community.

Table 9. Open Ended Comments – St. John (n = 27)

<p>I am not happy with the location do to the traffic on McCraney and Sewel. It is dangerous for children walking and also hard for parents driving.</p> <p>I feel like the xchoice for the site was never a choice. Bexause from the first meeting St. Micheals was already the prefered site.</p> <p>St. John's is the only school being split and there is no buses being provided. That is not fair to the children or the parents that have been a tigh community since JK. Grandfathering is great but they need transportation.</p>
<p>Option 12B shows that the population of children still remains low. Under 300 students. This option still doesn't offer the school any special programs..i.e no french immersion, gifted program, etc. Therefore, numbers will drop just as it did now at St.Johns.</p>
<p>I think option 1A is ridiculous. Having such a large number of kids in one school seems like a recipe for disaster. More bullying, larger classrooms which means teachers arent really involved with the children. Some children will get lost in the shuffle. With option 12B at least there will not be as many children there. I am still for a small knit school but it seems that Either way St. John will close. I really hope that Mr. Melanson will he the new principal at St. Michaels. He is awesome and is all for the kids and parents.</p>
<p>What is the point of having these meetings and collecting options when the committee is not listening to what parents are saying?</p> <p>1) many participating parents had indicated that option 12B should have French language component. Has this been heard? No</p> <p>2) many people objected to the selected site. Has this concern been heard? No</p> <p>What particular parent/community concerns have been incorporated into the two options that have been selected? Zero</p>
<p>It seems that a preemptive decision has been made prior to the first meeting, and the rest of it is just a dog & pony show. This entire process is disrespectful to the parents and volunteers who participate in the "process", to the children who's future is under review, and to the entire community. Such a wast of time, energy and resources!</p>
<p>This is a farce. From the start you had your mind made up and decided to close St John. All those consultations and hearings meant nothing. You are going to merge St John with a slightly updated St Michael. All the other so-called alternatives were never seriously considered. Just smoke and mirrors, dog and pony show. That was the plan from the beginning. And please do not lie to us that you are considering building anew s tate of the art school, none believes you anyway.</p>
<p>So after all that you're asking us for feedback? Here is my feedback: take a plugged in toaster and use it as a bath toy.</p>
<p>Yes, option 12B is not a good option for St John. For years, as you are well aware, the numbers have been declining considerably at St John. This is predominantly due to children leaving for other programs at different schools, namely French immersion. I feel that if option 12B was decided, the school will be having the exact same issue. The predicted population numbers, are still considerably low (under 300) and will only continue to decline. We will continue to have the exact same issue. This problem will never leave us.</p> <p>I feel there is absolutely no benefit to option 12B, but I am highly in favour of option 1A.</p>
<p>We are neutral in our decision making as our children, regardless of choice, will have to go to OLOP. We are disappointed that St. John students had to be split between north and south Upper Middle zones.</p> <p>If we had to choose, we would have preferred a new school building over the renovated one, as the renovated school is still an old building with new tweaks.</p>
<p>I dislike Option 12B because the renovated school for St Michael and St John communities appears to do nothing but put the students in the same building. There is no programming being offered to create a sustaining student body, let alone create an opportunity for new or returning students to our Separate school. We have lost students to the private school system and the public board, so adding something (e.g. the Gifted program or if possible, Extended French) would help fill the school and sustain it for many years to come. I'm not convinced just renovating is going to make a difference.</p>
<p>If renovating the school is truly believed to be the best solution for the St John/St Michael's students, I would like you to reconsider the location of the school. The Sunningdale (St John's site) neighbourhood is a wonderful environment for a school...there are surrounding parks, natural pathways (for DPA walks and Cross Country training and fundraising walks/runs (like the Terry Fox initiative), and neighbourhood homes. The concern I've heard about this site is the access points. I'm surprised that this is not an opportunity for creativity. Yes there is only one driveway into the school grounds but in the past we've worked through this (in the mid 1990s, if I recall). Also, there is path access on McCraney, why not have school buses drop the children there or</p>

encourage parents to drop off there (Sunningdale parents do likewise at the path on McCraney closer to Sunningdale).

I think picking the St Michael site may have been a convenient decision (perhaps the right one for the 3-1 build, so quickly surmised to be the right one for the 2 -1).

Thanks for the opportunity to voice my thoughts.

I don't think it's a good move to only merge St. John's and St. Michael's especially into the existing school. I would rather go into our Lady of Peace.

It would be more beneficial for the kids to have the three schools combined and the French immersion.

Option 1A : New Build Option

Favourable aspects:

• School communities are consolidated into a new facility

• School families will benefit through Catholic education and Extended French education at one site, unlike current situation

• Grandfathering current students from T21 and T25 who hold School programming paramount over School proximity will benefit from their child's emotional well being and relationships with existing St. John families, receiving their sacraments with their peers etc..

• Families in T21 and T25 that want a shorter commute (not significant in terms of time saved) to school, will be offered bussing to OLP

Unfavourable aspects:

• Increased traffic and congestion on Sixth Line, as there are 2 public schools and 1 Public High School within proximity of Sixth Line/McCraney. With the morning rush hour, Sixth Line is already a busy route for School drop offs. For others headed to the city, Sixth Line is an alternate route to the GO station, avoiding the ever-busy Trafalgar route.

• The new 550 proposed School site at Sewell drive will further compound the gridlock, making it unsafe and dangerous for families that will be "School Walkers" from School site.

• Grandfathered families in T21 and T25 that are considering a French curriculum in the future have to transition twice. Once to OLP where they are consolidated and then second time for French program in Grade 5. This transition may take place within a couple of years for existing students with St. John. An emotional setback changing schools, making friends etc..

• Grandfathered families in T21 and T25 are not offered bussing to St. Michael's. As per current transportation stats, 67 students (from T21 and T25) and 1 Cross boundary student are currently bussed to St. John. These same students will need bussing to go to OLP and if eligible for French, will be offered bussing to St. Michael's (for French immersion program).

• Why not combine bus routes for student families (grandfathered students and new French curriculum) to St. Michael's, as they are already in the system. Halton Transportation is not saving on costs, if they are bussed to OLP or to St. Michael's for French programming.

• Although OLP will benefit through the gifted program, this is only advantageous if your child is identified as gifted. However, if a child is not identified as gifted, they will not benefit from the program.

• their children educated in a 2nd language, if the family makes that decision.

• Specific to Holy Family School, only 22 students out of 214 (5%) avail of bussing to attend School. 95% of their School population are within walking distance or do not opt for Halton Transport. This is a big concern, when merging the population of this School at a site that requires families to travel across a major thoroughfare i.e. Trafalgar. Besides, there are 2 public Schools (Falgarwood and Joshua Creek public School) alongwith St. Marguerite that will hold great appeal if this consolidation of 3 schools is passed.

• HCDSB will lose Catholic and tax paying families to the Public Board and once you lose them, it is hard to win them back.

Option 12B: Renovated School Option

Favourable aspects:

• Based on geographical spread, Schools within proximity of each other are combined, making Trafalgar the divide when consolidating more than one School

• Residents of T21 and T25 gain a few advantages through the consolidation at OLP:

o Bussing to a School closer to home (not very significant in terms of time)

o Catholic education and Extended French curriculum in Gr 5

o Students that are currently attending a public School in these zones, with one parent that is a practicing Catholic, may decide on a French program at Gr 5 in the Catholic education system.

â€¢ Grandfathering current T21 and T25 students will help childâ€™s emotional well being and relationships with existing St. John families, receiving sacraments with the grade etc..

Unfavourable aspects:

â€¢ Increased traffic and congestion on Sixth Line, as there are 2 public schools and 1 Public High School within proximity of Sixth Line/McCraney. With the morning rush hour, Sixth Line is already a busy route for School drop offs. For others headed to the city, Sixth Line is an alternate route to the GO station, avoiding the ever-busy Trafalgar route.

â€¢ Looking at the 10 year enrollment projections, St. Michael is not an ideal site as the renovated School will max out its capacity. St. John has an on-the-ground(OTG) capacity of 300 student spaces which will easily accommodate St. John, STC and St. Michael student families. The 10 year graph indicates the School will still have room. i.e. 273 students in 2028.

â€¢ Even with the St. John and St. Michael merger, the systemic problem arising from lack of new programming will continue to plague the Schoolâ€™s enrollment numbers. St. John loses students at Gr 1 and Gr 5 to French curriculum. This exodus will continue at Gr 1/Gr 2 to Sunningdale and Gr 5 to Our Lady of peace.

â€¢ OLPâ€™s enrollment numbers will far exceed its OTG capacity with introduction of French curriculum, Essential skills and gifted programming. Students potentially may have to be accommodated in portables.

â€¢ Student families living in T21 and T25, whose kids are currently in SK at St. John, will likely move their kids to OLP in Sept 2017, to integrate their kids from Gr 1 with their future school and minimize any school transition during this consolidation process.

â€¢ The timing of French curriculum introduction at OLP is unknown. Likewise, transition of Essential skills and gifted program to OLP is also not clear.

â€¢ Holy family gain through merger with St. Marguerite and French, Our Lady of Peace benefits with addition of 3 new programs. St. John and St. Michael will attract no new families to the merged School, because of lack of any new programs.

â€¢ However, if you look around in the neighbourhood of these 2 Schools, empty nesters are selling their homes to younger families OR families are demolishing old structures with newer builds for better sustainability. Lack of any good program at the School will not attract these families.

Having reviewed Option 1 (New build), I am not in favour of a 3-in-1 School site at St. Michaels.

Having personally driven there myself during peak morning rush, Sixth Line is already a traffic nightmare, and with an additional school holding 550 pupils, being built at Sewell Drive, it will be an arduous commute not only for School families but other members living in those communities surrounding these Schools. Given where I live, what is otherwise a 7 mins drive to St. Mike will be a very long drive, not forgetting the bus route and student pickup along the way before you get to School.

I am in favour of a 2-in 1 or 3 -in 1 at St. John School site. The narrow frontage to the School has always been there, long before St. John School population was split and some of it diverted to OLP (which was the new School) being built.

Further when you consider St. John and St. Mikes communities, the population is a lot smaller. Lots of families will be within the 1.6 km distance and those outside of this min distance will be bussed, but the number of bussed students and buses needed will be much fewer. Currently, there are 2 large buses and a mini to bring the students to St. John from T21 and T25. With St. Mikes perhaps 1or 2 more, but certainly not 7-8 buses which will be needed for a 3-in-1 School site at St. Michaels.

Having reviewed the results of the last 2 surveys, it was evident through parents feedback that being within proximity of the Church is not critical. However, it seems like the HCDSB Trustees are not listening. Despite feedback, both the renovated and new build option are favouring St. Michaels as a proposed School site. And I strong dislike that the well being and safety of our students is not given the attention it deserves by suggesting St. Mikes.

Perhaps disposal of the Asset besides St, Michaels church can be addressed by the Diocese and let it not be an Agenda item for the ARC. A community club such as YMCA or a Retirement home for the Priests could be among many possibilities.

Grandfathered kids are not provided bussing, even though they are currently bussed to their home school. Whether they are bussed to OLP or the combined school should hardly make a difference, as there is no cost savings to Halton Transportation. Bus routes can be combined for T21 and T25 residents, as they are at the present time on the return home from School

Option 12B : Renovated Building

What does not hold appeal about this option is the lack of French programming, Even introducing Gifted programming will be insufficient, as not every family can consider " a gifted program" but almost all families can give "French Curriculum" a strong consideration, if they choose to put their child/ren through the program.

The absence of any programming with combined St. John and St. Milkes will be no different than the current situation at St. John. Families will continue to move out at Gr1 to Sunningdale and Gr 5 to OLP. The transfer out of families at these 2 grade levels has time and again being overlooked by HCDSB and failure to acknowledge this loss over the years, has resulted in declining enrollment at St. John.

Further, the renovated site at St. John is an overall better School site because:

- its offers 6 acres plot, with an exsiting large School offering 300 spaces
- in a few years, St, Mike will max out its capacity when the 2 Schools and STC are all combined
- St. John offers potential for portables all around its periphery if the need arises
- The students will enjoy ample playground space at the front and back of the School
- Because of its unique location, it offers privacy and safety for our children without the fear of external traffic and congestion
- Our Special need students will emotionally be at ease, as they do not have to adjust to a new location, new routines etc..

Grandfathered kids are not provided bussing, even though they are currently bussed to their home school. Whether they are bussed to OLP or the combined school should hardly make a difference, as there is no cost savings to Halton Transportation. Bus routes can be combined for T21 and T25 residents, as they are at the present time on the return home from School

I dislike option #1A; I dislike the location proposed for the new school. Students will have less space for recess and for sports. The community will be put to the test with extraordinary traffic demands. There are several schools in the area, another school is being build right now, and adding one more school will be too much for the community to handle. Children from St. John will have to be bused to school. Most of the current students are walkers and bad weather does not have an impact on their attendance, which means they do not miss their lessons, they don't have to catch up on material, and their parents can go to work with out frantically finding an alternative arrangements for the day. Walking to St. Michael would not be safe in the middle of high traffic.

I dislike option #12B;

- 1) Site location is not acceptable. Same as the point above.
- 2) The renovated school does not offer French immersion. This means that children from St. John will not have any benefit of being moved to a new location (old school, cramped conditions, less outdoor space, no attractive programs to keep them at the school). This also means that the school will be subject to high attrition rate as it will continue to loose enrollments to schools that do offer French immersion. The new school will be plugged with the same problems as the they have been thus far. Under the proposed conditions in otopion 12B there will be no capacity utilization

SOLUTION:

- 1) The best alternative is to offer option #12 B at the site of St. John and offer French immersion. In this scenario:
 - a) all students would fit into the current building and there would be no portables. Based on the preexisting capacity rates, St. John can handle the new/merged school, while St Michael's would have to be expended or would need portables. At the end of the day, the cost of upgrades would be comparable at both sites.
 - b) St John is a community school not a school of communities.
 - c) students in the structured teaching program would remain in the same school. Any changes, even the smallest, are challenging for children with special needs. If the site of St. John would be selected, these students would remain in familiar environment. St Michael does not currently have a structured teaching and thus, would not be affected by moving to St. John site.
 - d) offering French immersion would ensure that there would be no/very little attrition to the public school system or to grade 5 Catholic French Immersion schools.
 - e) St. John site has more land than St Michael's site and it can accommodate a larger enrollment rate.
 - f) St John was built to (and at some point did) accommodate over 300 students and the entrance to the school has not been an issue. Any issues that might emerge as a result of proposition #12B can be overcome. If there is a will, there is a way. Have faith!

I like the new proposed boundary change in order for Our Lady of Peace to be our home school. Its a lot closer than St. John's.

Like new boundaries.

The new school proposal is the best option I feel.
Both options of amalgamating st .johns with st mikes do not give the option of using the existing st john building and site, which is larger than st mikes. additionally, st john is already equipped with an elevator and accessible, which means modifications to the school would be minimal. additionally, no extra programs are being offered at the proposed new school/site. for the sake of keeping kids at the school, the new amalgamated school should offer French so that there is at least one option for students south of upper middle.
I have concerns as to when a new building will be ready for students. I feel the class sizes are too small at St. John's currently and as a parent I would not wait around for 4 years before a new school is built/renovated. In my opinion, I would recommend the option that is more likely to succeed at the board of trustee level and will expedite the process. Enrollment levels have been a problem for a number of years and it should not take another 4 years before the problem is solved.
Adding French Immersion to the new school (as in Option 1A) will be a big draw and easier to sell to parents.
Both plans have merit and I feel comfortable with either selection. I think the biggest problem at this point is what the province will actually approve for funding. They have already shown once in the past by refusing to pay to renovate current schools when closing others. They were only willing to offer funds to school boards for new schools only. If that is the case, we are all stuck with option A1. Do we take the chance that they will actually accept the final proposal that the committee puts forward and risk that the province refuses to fund what we want and have to start all over again with a new proposal? This will only delay the whole process again and we need to get this resolved sooner rather than later.
In terms of the parents and students, I think the toughest decision falls on the community of Holy Family. They will have to decide if crossing a busy Upper Middle Rd is better than crossing a busy Trafalgar Rd. I grew up in the area and at time all the Falgarwood students used to go to St. John's for 1-6 and St. Michaels' for 7-8 and it seemed to work fine to me (having been a student) but everyone has their own comfort level and they will be effected the most with the final decision. Either way, the children will have to bused.
I wish they would consider alternate locations. St Mike's has so many traffic issues and isn't as protected as St. John's
I would prefer that St John would be the site for option 12B. It is a larger facility and would easily house both schools. The Extended French Program should be located south of Upper Middle, I am concerned that OLP may need to have portables if the French Program moves there. Having the parish adjacent to the school is not an important issue for the St. John community. The Structured Teaching Class would have an easier transition if the site for 12A is at St. John
I believe the whole pricess of moving kids out of their habitual school, and spending so much
1. It seems to me that the only reason why St. Michael's site was chosen is do to the fact that there is a Parish on the site! Why not use St. John's site as it is much larger which would benefit kids greatly and the extra space and how secluded the area is. We have enough room at St. John's that we could have kids learning program how to grow vegetables ect. as we already have the wooden boxes for that on the school site, which would benefit kids tremendously with their learning plus spending more time outdoors (health benefits). Something to be consider. 2. Also there was an argument about the entrance to St. John's school being to small and that this would affect the bus /parents traffic. However by merging the 2 schools together at the St. John's site that would not be an issue anymore as the numbers would be much lower then 550 so there wouldn't be as many buses. 3. Also by merging the 2 schools together still doesn't give as much higher numbers, why not introduce new program for eg. extended French. We have been loosing our student to the Sunningdale Public school for that one reason and the families who are currently there would return to St. John if we would have the extended French program! 4 .Has anyone from the committee actually drove through the area of St. Michael's site to see how the traffic is? I'm sure no one did it is all the time busy as people are seeking quickess root to Trafalgar Rd. and that's not mentioning all off the school in that zone! 5. Not only the parents at the St. John's are devastated, but also the whole community! 6. Why can't we have the St. John's site and have St. Michael merge with us? 7. We at St. John's are not only a school, but a whole family community. 8. I personally do not believe that this decision was made in the best interest for our kids and I am not the only parent who strongly feels this way!
St. John's has been the backbone to raising all three of our kids now aged 21 15 and 6. The school community has helped my children in ways that are unimaginable the SERT team is fenominal and the staff Truely cares about its students. The smaller classrooms that the children have and are accustom too proves that smaller classrooms help teach kids! It would be crime to scatter the children in a huge mix of students which they are not accustom too. The neighbourhood is changing with all the renovations in the neighbourhood it's just a

matter of before the numbers start to increase again. The amount of money in bussing the kids to st Micheal's will be costly to accommodation the new recommendations and with the driver shortages the companies has parents who rely on bussing will endure longer wait times at bus stops and anxiety of when the bus will show up . It is irresponsible of the board to push for French programs they can't find teachers for. Let's please keep this gem of a school intact! Maybe changing the boundaries would help.

I was unable to attend the latest meetings, so I'm not sure if the reasoning had been explained in further detail at that time. The presentation states that St. Michaels was chosen over St. Johns because of traffic flow, parking spaces and proximity to the parish, as well as the cost of meeting the AODA. I appreciate that traffic is a safety concern, however, this plan seems to promote the use of vehicles, adding more cars to the road rather than promoting walking, cycling or other means of getting our children to school. Additional parking creates the same problem, promoting more vehicles. When I look at the two sites, especially from the curb side, all I see at St. Michaels is parking spaces. At St. Johns there seems to be ample room to expand or build a new school in the approximate footprint of the existing building, as well as maintain open green space that's open and accessible to the community. The baseball diamond has been used for little league baseball in the past and the soccer field and open areas are used year round by people of all ages in the neighborhood. Haven spoken to people who have attended the meetings, and gone over the literature provided on the websites, I don't feel like I'm providing an uninformed opinion. I comes across to me and to others that the reasoning provided for choosing St. Michaels as the site to consolidate the schools is more for the benefit of adults being able to drive and have room to park their cars rather than for reasons that would benefit our children, like open outdoor spaces, baseball diamonds, soccer fields and a large outdoor play area. Outdoor play and activities have been proven to be extremely important to the growth and health of our children. I've lived in the neighborhood for 6 years, and have been a part of the St. Johns community for three. More and more young families are moving into the area all the time and I think it's a shame to close down a great school on a very good site, especially when things that are really important, like quality green space (either school can be renovated or a new one built in its place) are the focus of the decision making process, not parking spaces and the proximity to the church.

We are in the T21 area and are unhappy with the disruption and stress this will inevitably cause our child. My child is currently in grade 2 and has been moved already - having recently moved to Oakville. At the time of registering a new school, we requested Our Lady Of Peace as it is in closer proximity to our home. We filled out all necessary boundary forms, etc., and were denied. Not having a choice, we enrolled at St. John. My child is very happy there, has been there 2 years and loves it. Having to move now again to a new school will cause unnecessary stress and anxiety. If we were permitted to attend OLP from the start, this would have been avoided. I wish to have my child continue his education with the relationships developed with friends at St. John and feel we may be a very small, minority group to be shuffled to OLP. It is a very unfortunate circumstance for us. However, we do not have any options. Being in T21, we are to move schools with any of the options presented.

I have noted that I dislike both; and that's because its the details of the options that I am not happy with:

Question/something to think about:

- Curious how are the numbers are weighted? As St John's™ have the smallest number in population ' but we seem to be one of the schools most affected. If everything is by sere numbers (majority wins) - then we have already lost and this is extremely unfortunate.

Renovated option:

• Does not state what type of renovations are part of this option (bigger gym perhaps??); as I notice it will no longer be an addition for St Johns/St Michaels.

• This option brings all school at and/or over capacity.

o St Andrews will still continue to be very over capacity.

o OLP will be over capacity

o St Marguerite will be over capacity (for the first couple of years)

o The renovated school at St Michael's™ site will be at and/or over capacity.

• This does not seem like the best option! But St John's™ has more capacity than the proposed St Michaels site and this will allow them to take a program. This will help another school to get from over capacity to at capacity.

• I feel that St John's™ will be a better fit to host the renovation school.

• This combined school requires a program (preferably French) ' to compete with Sunnydale and to maintain sustainability. Without this program; you will see the gradual decrease over the years ' and will be back at the same boat with low enrollment.

o Moving this site to St John's™ (with more capacity) will allow for this additional program.

i,§ St John's™ has a larger building with more capacity. St Michael's™ will be at capacity with no additional programing.

i,§ St John's™ has a much larger property will allow for greater flexibility in regards to outdoor space/usage.

i,§ St John's™ has been at and over capacity over the years and the concern of the bottleneck seemed not to

be was not an issue.

ï,§ St John's is built surrounded by a wonderful community.

ï,§ I do not know the numbers for this but the special needs students in the structured learning program at St John's will have an extremely different time with change and transition.

ï,§ I understand the political nature of St Michael's as it is currently beside a Church; but I strongly urge you to consider St John's site as the choice for the renovated school.

ï,§ St Michael's is surrounding by other schools; and this makes it extremely busy before and after schools. I understand that you will coordinate the bell times but will still be a zoo within the area.

ï,§ Sixth line is a single lane (with no stop sign or lights at the intersection when trying to turn especially left). By adding St John's population into the mix the traffic congestion will be terrible. Plus, commuters use sixth line and these side streets to avoid the congestion on Trafalgar. Mornings will be chaotic!

o In Conclusion I vote for St John's to be the site of choice for the Renovation option.

â€¢ If moving the site to St John's is not an option and will stay at St Michael's:

ï,§ We reside in the T25 area and will only consider going to the St Michael's site if transportation is provided. This will be a shame for my kids as they have created some wonderful friends.

ï,§ In addition to the above point - if my kids will have to change schools and be without their friends anyways; we are heavily considering leaving the Catholic Board and sending the kids to River Oaks (which is closer to our home).

New Building

- Transportation is not available for the grandfathered students (T21 and T25); but you will have a bus for the extended French students; why not allow these grandfathered kids in these areas to take the same bus?

o Same point as in the renovation option as we reside in the T25 area. I will only consider sending my child to the new build on St Michael's if transportation is required. If not we may consider sending my kids to River Oaks (public Board).

- Holy Family is on the other side of Trafalgar; it is a far way for them to travel. Only 5% of kids currently take the bus to Holy Family; and I feel that the Catholic Board will lose a lot of these families (will switch to the public board).

- Providing the extended French is a great option and will attract enrollment and keep the enrollment from declining.

- This will bring the St Andrew's from over capacity to at capacity over the next 4 years.

- Unfortunately, St Marguerite will still be under capacity.

- The same points of the gridlock of traffic and schools around the school (same points as in the renovation option). This will bring even more families into the area; and I do not feel it can accommodate all these extra families safely. This will also be extremely dangerous for school walkers in the area.

Table 10. Open Ended Comments – St. Margeurite d'Youville (n = 14).

Combining school communities is much more difficult than starting a new space together. St Marguerite will be even more crowded and it will make pick up and drop off procedures have to be changed!
1) option 1A keeps all schools in the area around the same size which is fair. In 12B, St Andrews and St Marguerite are both larger than the recommended school size of 500 (over 650 students at each) and the newly combined school at St Michaels site is less than 300. This is not equitable.
Option 12B leaves all of the affected schools well over capacity. I'm not sure how this benefits students OR faculty.
Re 12B ...All the schools would be overcapacity. Why would the Board even consider this option?
Based on conversations at the last meeting around Option 12B and St. Marguerite school, it seems that it has not been considered into the plan the increased car and bus traffic around the school, which has narrow streets, nor additional parking, bus lanes and other infrastructure required to accommodate more students at the school.
the schools are not of equal size in 12 B. why should one school community be small and 2 others be so large? it is not a fair distribution of students in the area. holy family students in either option are being forced to give up their walk to school in favour of bussing. this is a negative in terms of physical activity.
As we can clearly see, there is a major expansion and development that is happening within our surrounding area. I feel as though a new build is an eventual reality. If the new build does not happen now, it will have to in the very near future in order to accommodate the number of students. If our goal is minimize change and transition, as well as to prevent future changes and confusion especially for students I feel as though the new build should happen now. Why do things multiple times and band aid the situation. Why continue to revisit this area. Why try and find new solutions again in a few years from now, when it can be managed now with a new build.
Too many changes to St Marguerite
As a parent, my main concern is low teacher to student ratio (i.e. class sizes below 20). Whatever solution best brings this about, I am happy to support.
I feel that it would be best for Holy Family to move to St. Marguerite as that school is a wonderful part of Mary Mother of God Parish community. Another reason is that kids from Holy Family can still walk or ride their bike to St. Marguerite School safely. Holy Family has been part of the Mary Mother of God Parish since its inception. To move all of those kids by bus all the way over to St. Michael's seems very unfair to their community. It will be difficult enough to have their school close much less have to travel all the way to St. Michael's location. I believe enrolment would decline as it did when their students were sent to St. Thomas Aquinas a few short years ago instead of Holy Trinity.
unfortunately there was no statement of the cost of each of the options. I would like to know if there is any impact to the families who have children in schools outlined in both options. for example, how will the new school or additions/renos be funded? if it is ultimately the community members who pay for it, and if there is a material difference between the 2 options, then my choice is to proceed with 12B
New school facility makes sense instead of renovating an older site
Both are viable options but i am concerned about the return of multiple portable classrooms at St. Marguerite if Option 12B is selected. The Board needs to ensure this isn't going to happen there.
My concern is that current St.Marguerite students may be resistant to having new kids join their classroom. I've already heard one child express that they don't want Holy Family kids coming to their school. It's really about dealing with change, as new students disrupt the status quo. I encourage any that any integration of kids (either with Option 1A or 12B) is accompanied with support services to explain the transition, the importance of inclusion, and how change can bring about new experiences and is a constant element in life.

Table 11. Open Ended Comments – St. Michael (n = 12).

<p>I like the fact that it is a new school and there is early french however wish it was starting at grade 1.</p>
<p>Happy to see that the ARC came to a great solution and met the needs and what is best for all school communities Hope to see a new school</p>
<p>I have been actively participating in this process as a parent. Thank you for conducting a thorough, fair, and transparent process.</p>
<p>I fully support the options presented. A new build is the clear best opportunity for our children to receive all the benefits of modern education best practices.</p>
<p>Should it be deemed that our best chance at getting provincial funding be the renovation option, i would also support that decision.</p>
<p>The site selection by the ARC is an excellent option. I strongly support the choice to have the parish attached to the school. We have found this to be invaluable to our family and community at St. Michaels. In a time where Catholic school enrollment is down, we need to strengthen our children's connection to the church to help foster future generations of students.</p>
<p>I wanted to make sure either way during transition time, students study and activities will not be interrupted.</p>
<p>I feel that introducing the Extended French option in this community is more favourable than the other option because it allows us to offer this programming to families in the area rather than students having to be bused to schools in other communities that offer the programming. Also, many community residents are placing their children in the public and French first-language schools that are already in this area and this would allow our Board to retain its students rather than losing them to other Boards.</p>
<p>Option 12B will allow a smoother transition while still keeping the school at a lower student population. The thought of having two mega schools is not appealing. St.Michael's and St.John's already share the same parish and engage in functions together. I am assuming 12B is a lot less expensive option therefore more likely to be approved. I just hope that 12B will still bring on more funding for more programs.</p>
<p>Status quo is always my first choice, as any type of move will disrupt a lot of families. If I had to choose which is best, I would choose the new school option, followed by the consolidation of school option. I know that a lot of thought and effort has been put into the process of choosing what is best for everyone. Wishing you wisdom in your choices. God bless you all.</p>
<p>a new school allows for it to be built in a new location and not affect the school during a renovation.</p>
<p>I think both of the remaining options are logical, given the relative central location of the school, parish next door, etc. We slightly prefer the second option as it would keep the number of students at St. Michaels smaller, but again, we are happy with both options and are thrilled St. Michaels will continue to exist, in some form. Thank you!</p>
<p>The students should not have cross Trafalgar Road to get to school (Holy Family) Falgarwood should have its own school area and College Park have its own area. Plus the traffic would be way to heavy on Sewell Drive. Better for the children to have friends within walking distance.</p>
<p>Our child has just started JK this month. We were unable to attend the latest events as the transition was staggered. The material provided online is not clear on key aspects of the discussion and options. Minutes are missing.</p>
<p>I would have liked in particular to appreciate the impact under both options for St. Michael families, and what our representative's position has been on this very important matter. French Immersion being offered in a new school facility at St. Michael's is not an important factor for our family.</p>
<p>We live in walking distance to the school, and the noise of a much larger school population would be significant. Our child will also have to cope with a disruption, and return to such a large elementary school. These are factors in disliking Option 1A.</p>
<p>The options will address the school and community's needs. It would great to have the possibility to have the possibility to have either the extended French immersion at the new facility for those students that will be going to another school during the transition period as they will able to come back to the known environment (friends, siblings & community) to the next school cycle (eg 6th grade). Thanks</p>

PART D: Sampling and Non-response

It is important to note that a very small sample of parents, community members, staff and students participated in the final survey with respect to making the decisions. The minority of these respondents do not represent the silent majority.

The online feedback form, or survey, allowed for the equal opportunity for all interested parties, regardless of opinion to participate in and provide their concerns – meaning it was fair and open to all. This means that the vast majority of individuals who had an opportunity to weigh in on the survey did not participate in the survey when they had the opportunity to do so. The non-response rate does demonstrate a bias, in that, parties who were upset or disagreed with the proposal tended to respond. and this reflects the reality that the majority of people did not disagree or have an issue with the proposal. The survey, by its very nature, attracted the voice of the individuals who are in disagreement with the proposal. If the small sample that responded, demonstrated a more evenly distributed opinion, then a larger sample would be required. The fact that in some schools/communities it was almost entirely skewed towards a negative opinion means that the survey was only of interest to that particular party. A larger sample would not provide a more "balanced view" because the nature of the survey itself.

According to Groves (2006, p. 664), "...positive or negative affect toward the sponsor of the survey may be related to the survey variables measured. *In at least some surveys, these influences on survey participation are correlated with the variables of interest in the survey*" (emphasis added).³ The practitioner must decide whether this is likely to be the case and whether, therefore, differential effort should be assigned to the groups with low base propensities."

Thus, the those who responded had a high affective motivation for responding. Those that did not respond are likely (and we cannot say for certain in any circumstance) did not have an interest in the survey or the questions. You could extrapolate from this that the low and negative response rate reflected the population interest, and the majority of people were not interested the survey or the issue. Therefore, it may be the case that the non-respondents are at the least neutral, unaffected or detached from the issue (i.e., not against it).

³ Groves, R. M. (2006). Nonresponse rates and nonresponsive bias in household surveys. *Public Opinion Quarterly*, 70(5), 646-675.



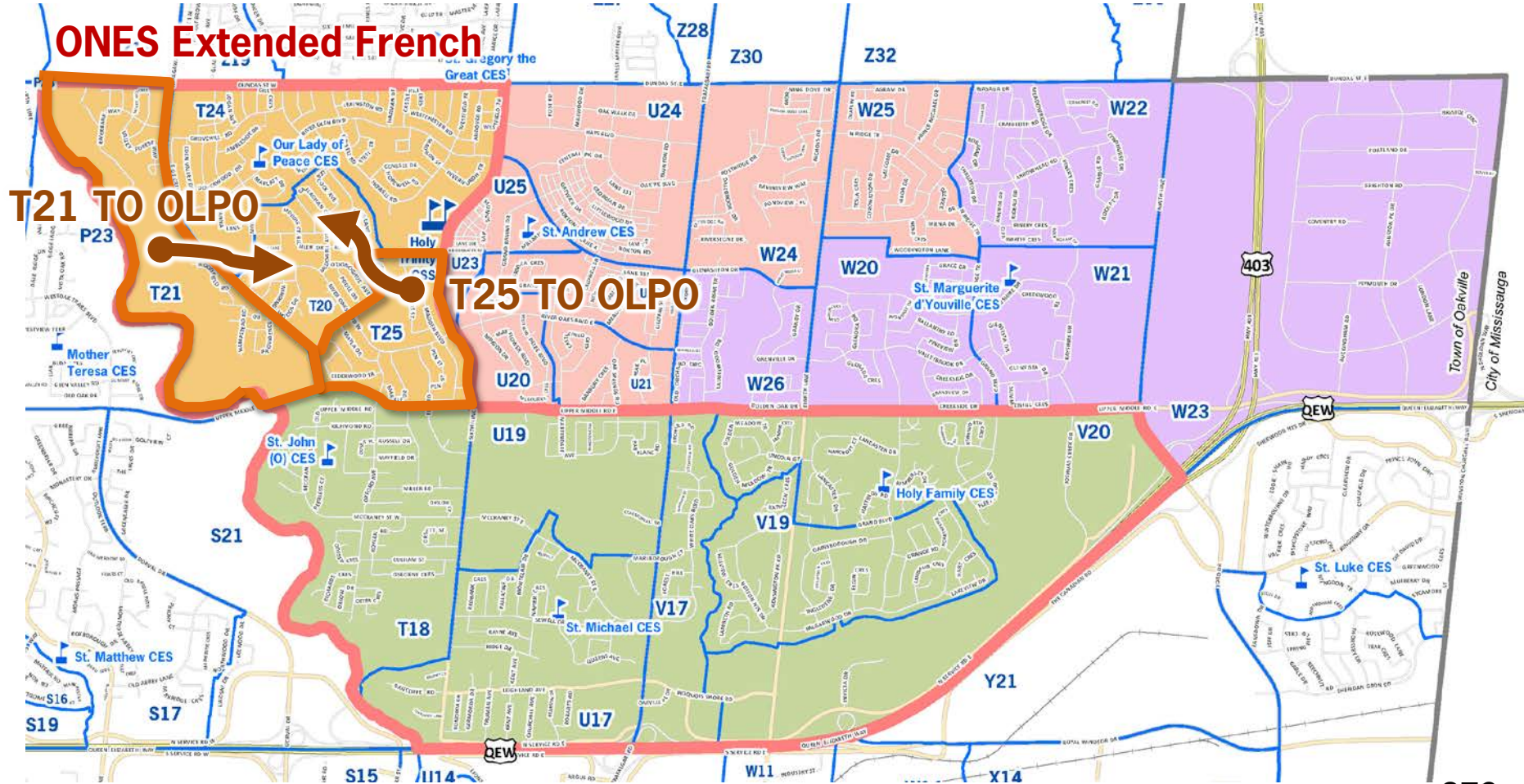
**Pupil Accommodation Review
Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX N

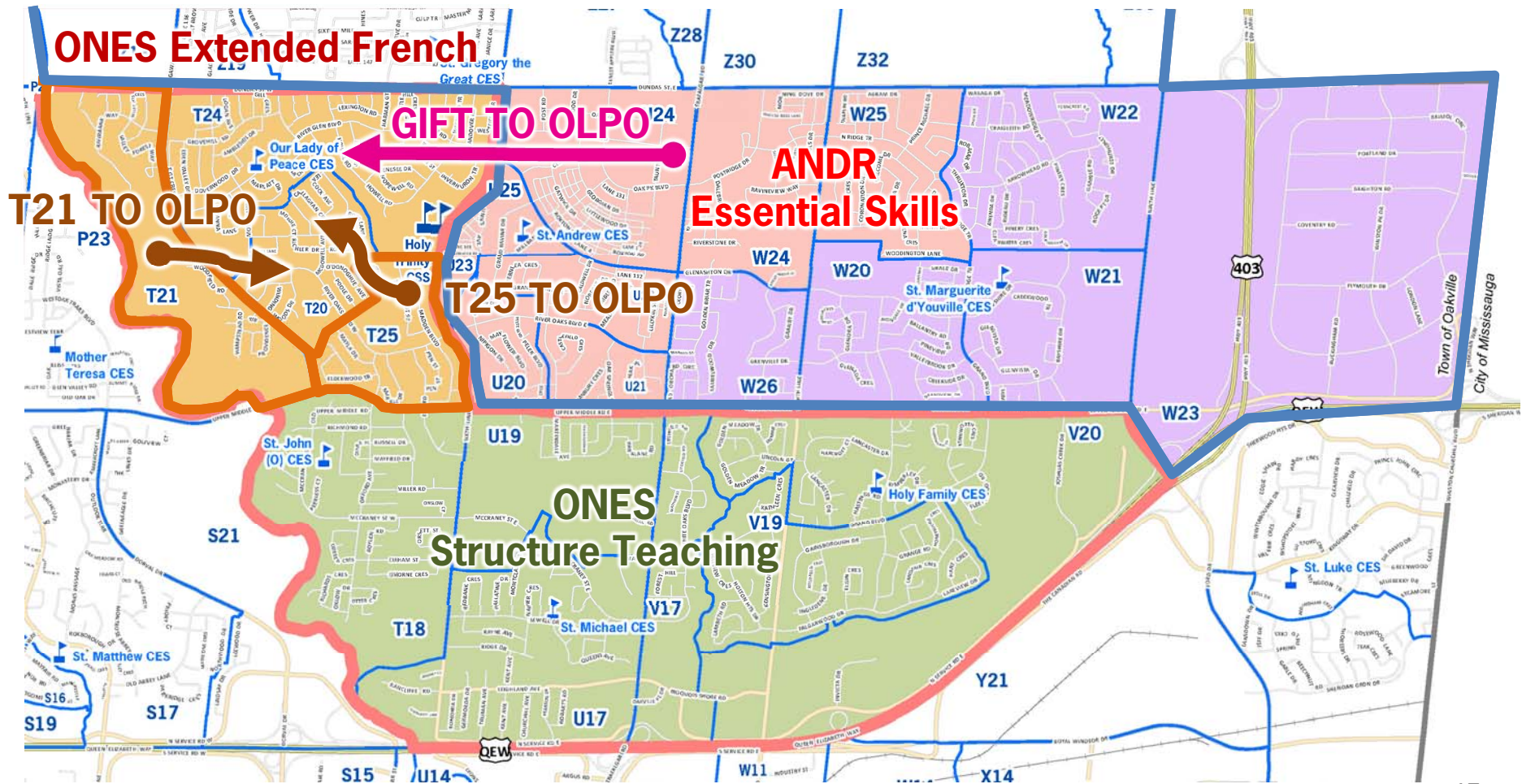
Option 1: 3 Into 1 School + Extended French

Consolidate 3 schools into 1 facility and introduce the Extended French Immersion (ExtFI) program at the newly constructed 550 pupil place Oakville Northeast Elementary School (ONES)



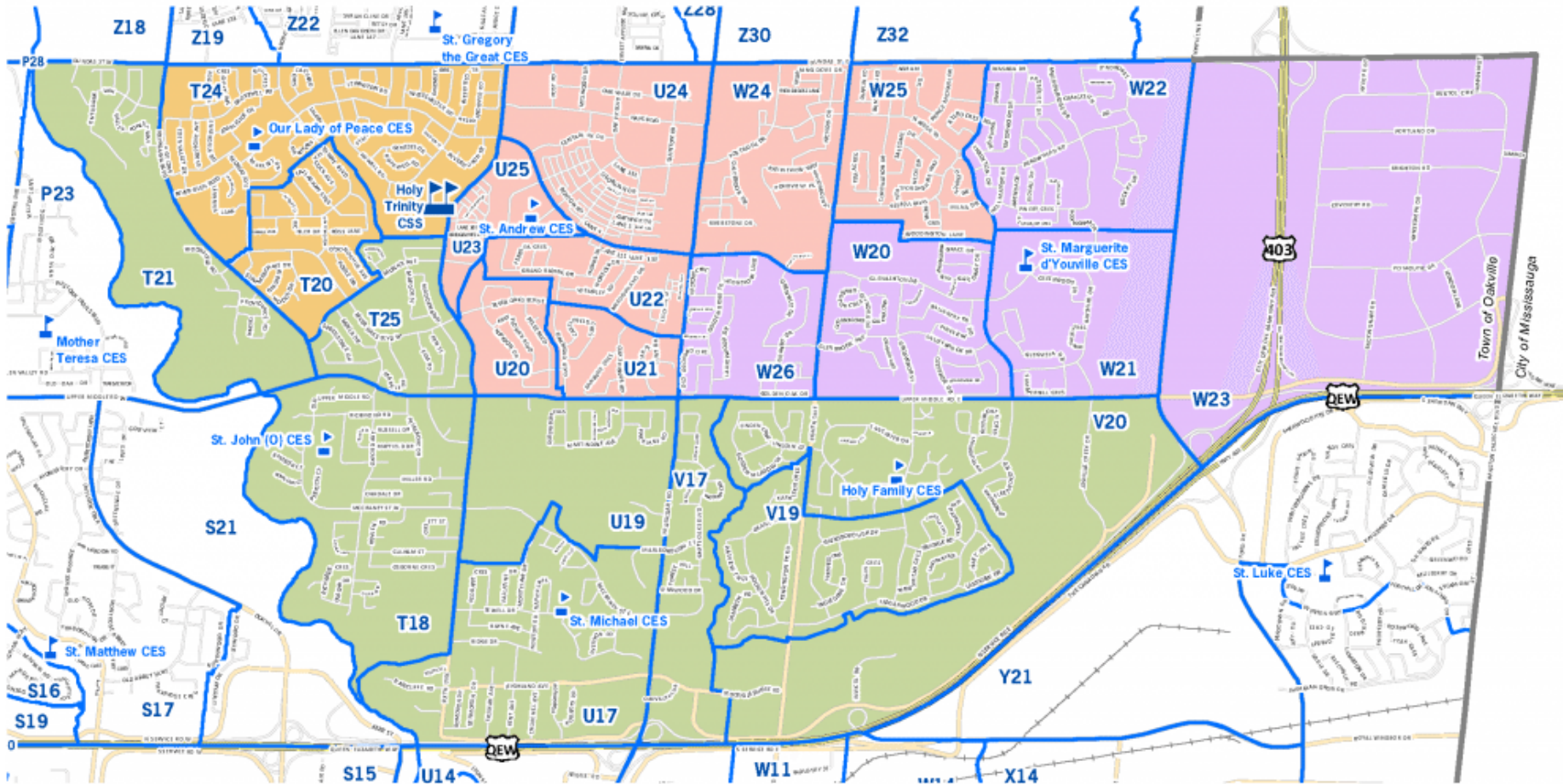
Option 1A: 3 into 1 + ExtFI + Gifted

Consolidate 3 schools into 1 facility and introduce the Extended French Immersion (ExtFI) program at the newly constructed 550 pupil place Oakville Northeast Elementary School (ONES)



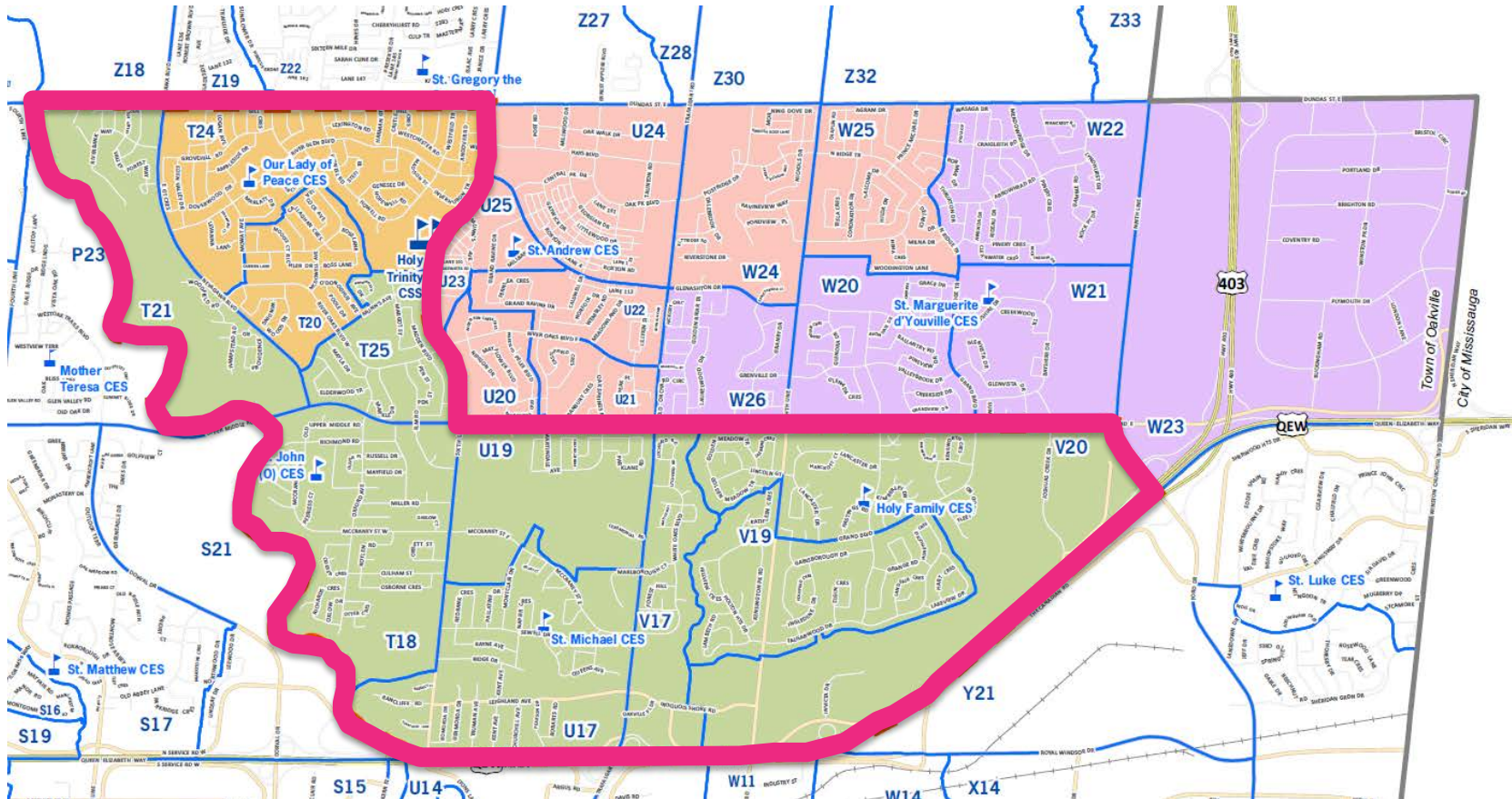
Option 2: 3 Into 1 School

Consolidate 3 schools into 1 facility and introduce the Structured Teaching program at the newly constructed 550 pupil place Oakville Northeast CES (ONES)



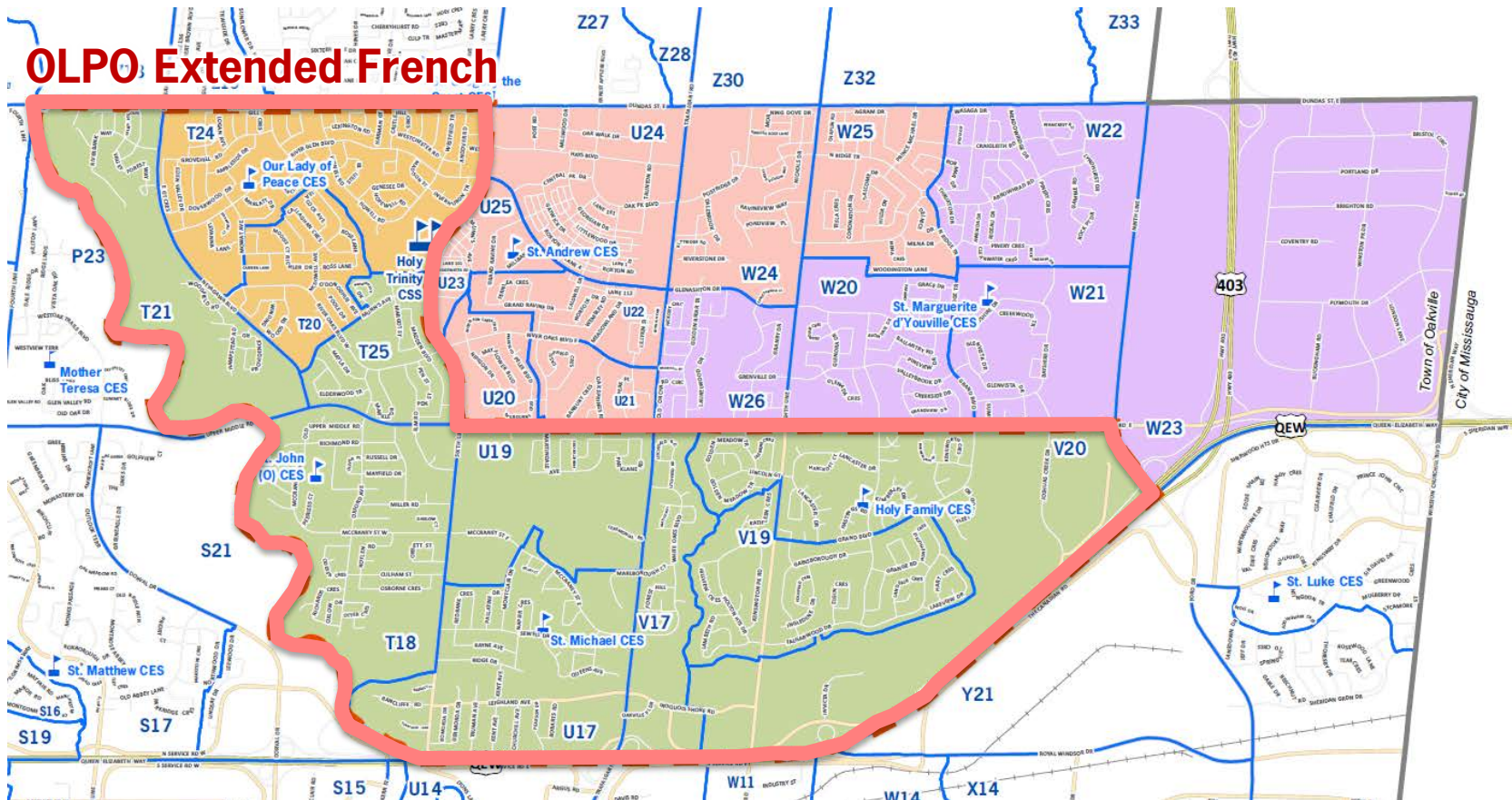
Option 3: 3 Into 1 School + Extended

Consolidate Holy Family, St. Michael, and St. John into 1 facility and introduce the Extended French Program at the new facility, drawing from Oakville Northeast and Our Lady of Peace.



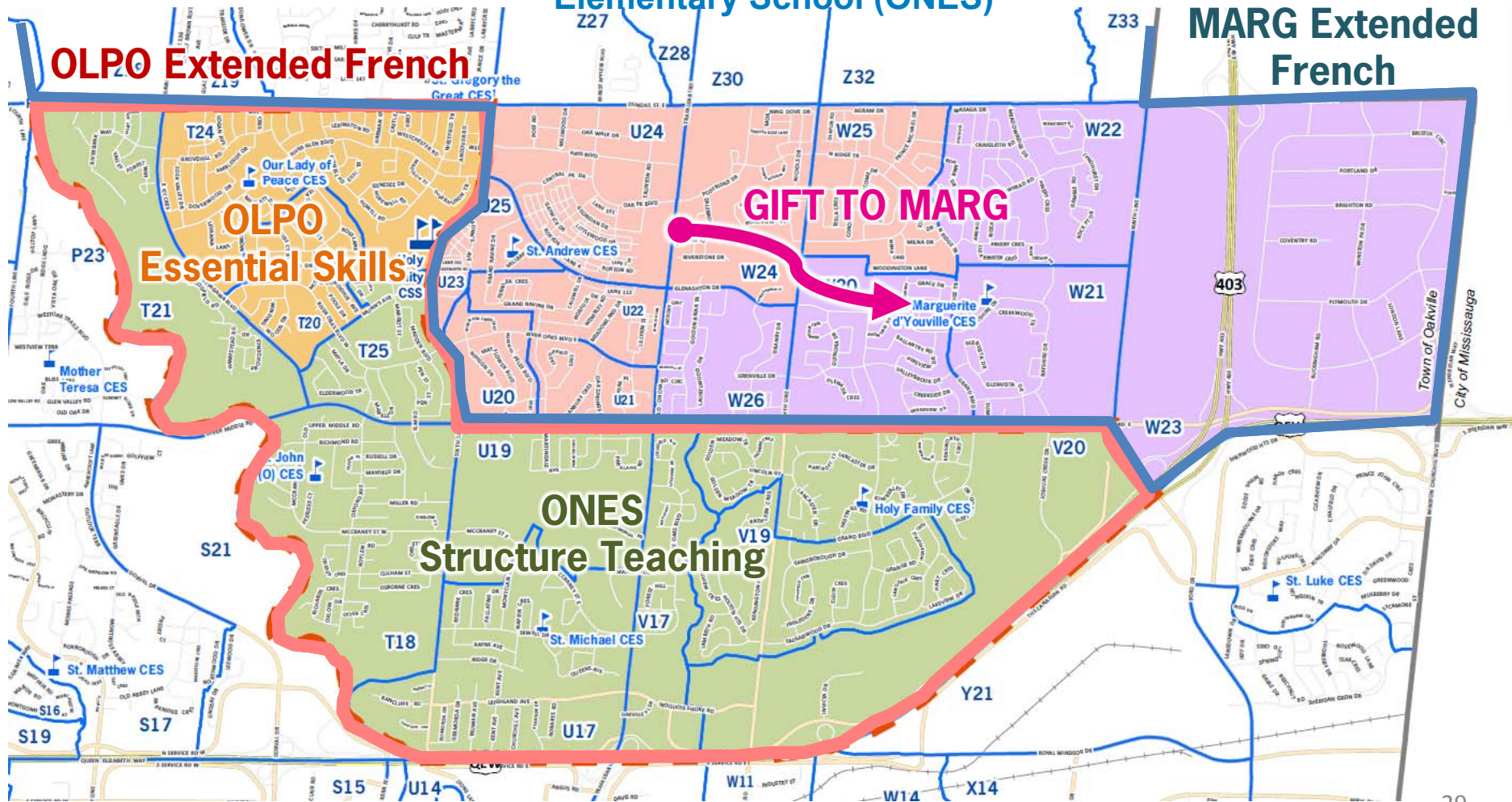
Option 4: 3 Into 1 School + Extended

Consolidate Holy Family, St. Michael, and St. John into 1 facility and introduce the Extended French Program at Our Lady of Peace, drawing from Oakville Northeast and Our Lady of Peace Boundaries.



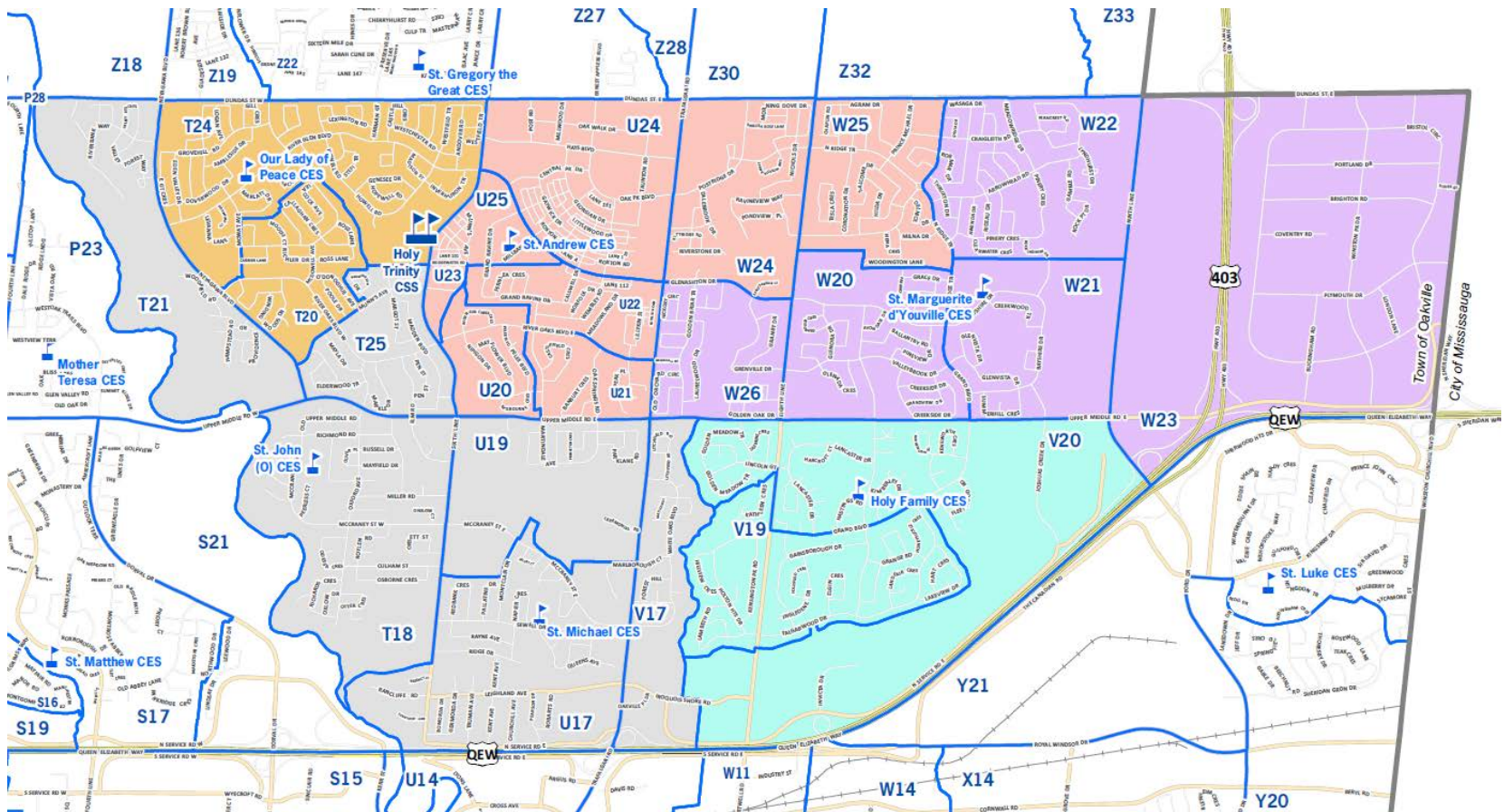
Option 4A: 3 into 1 + ExtFI + Gifted

Consolidate 3 schools into 1 facility and introduce the Extended French Immersion (ExtFI) program at the newly constructed 550 pupil place Oakville Northeast Elementary School (ONES)



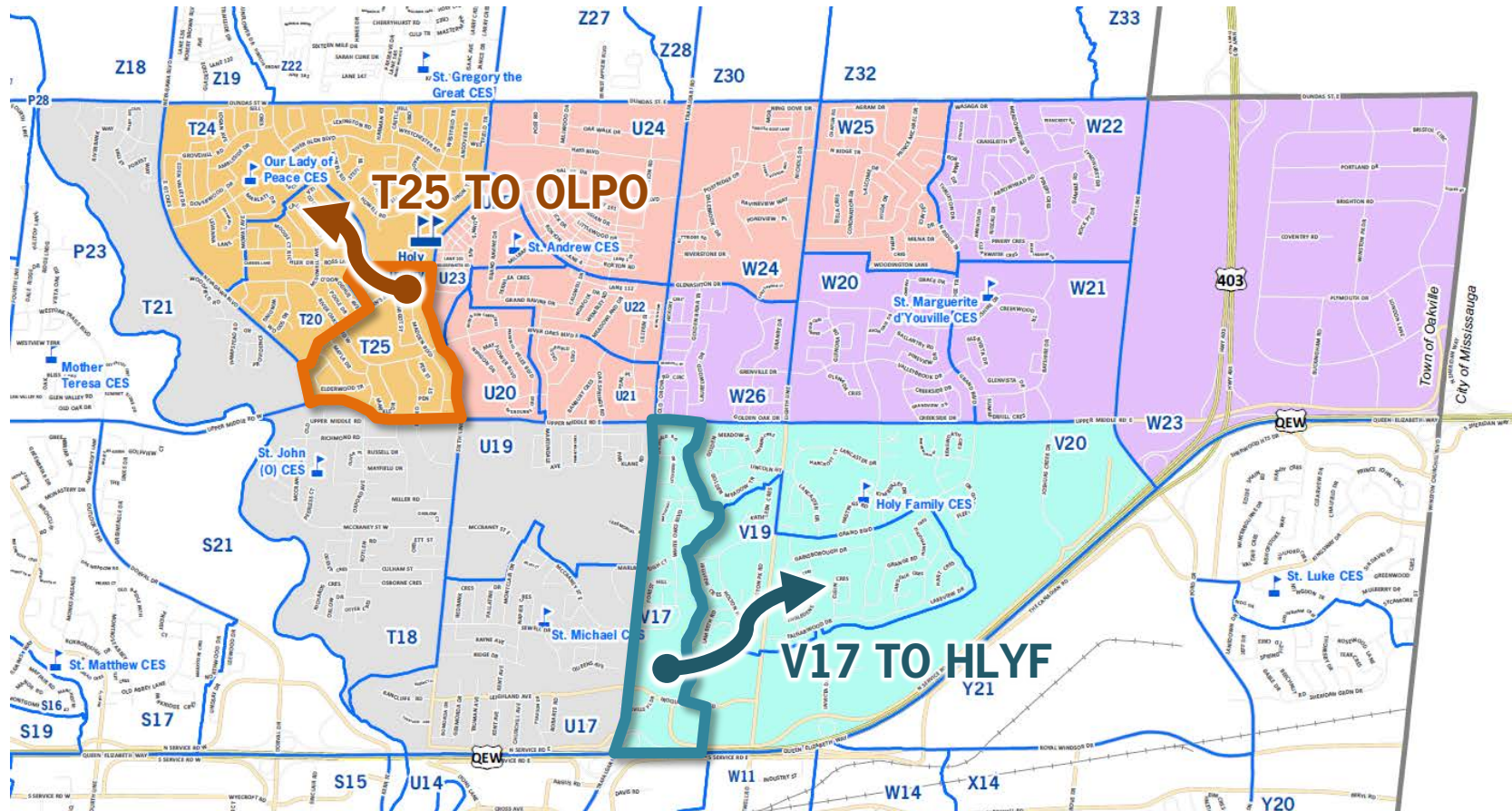
Option 5: 2 School Into 1

Consolidate St. Michael and St. John into 1 facility. Enhance both recipient facilities with renewal projects, with no new pupil spaces.



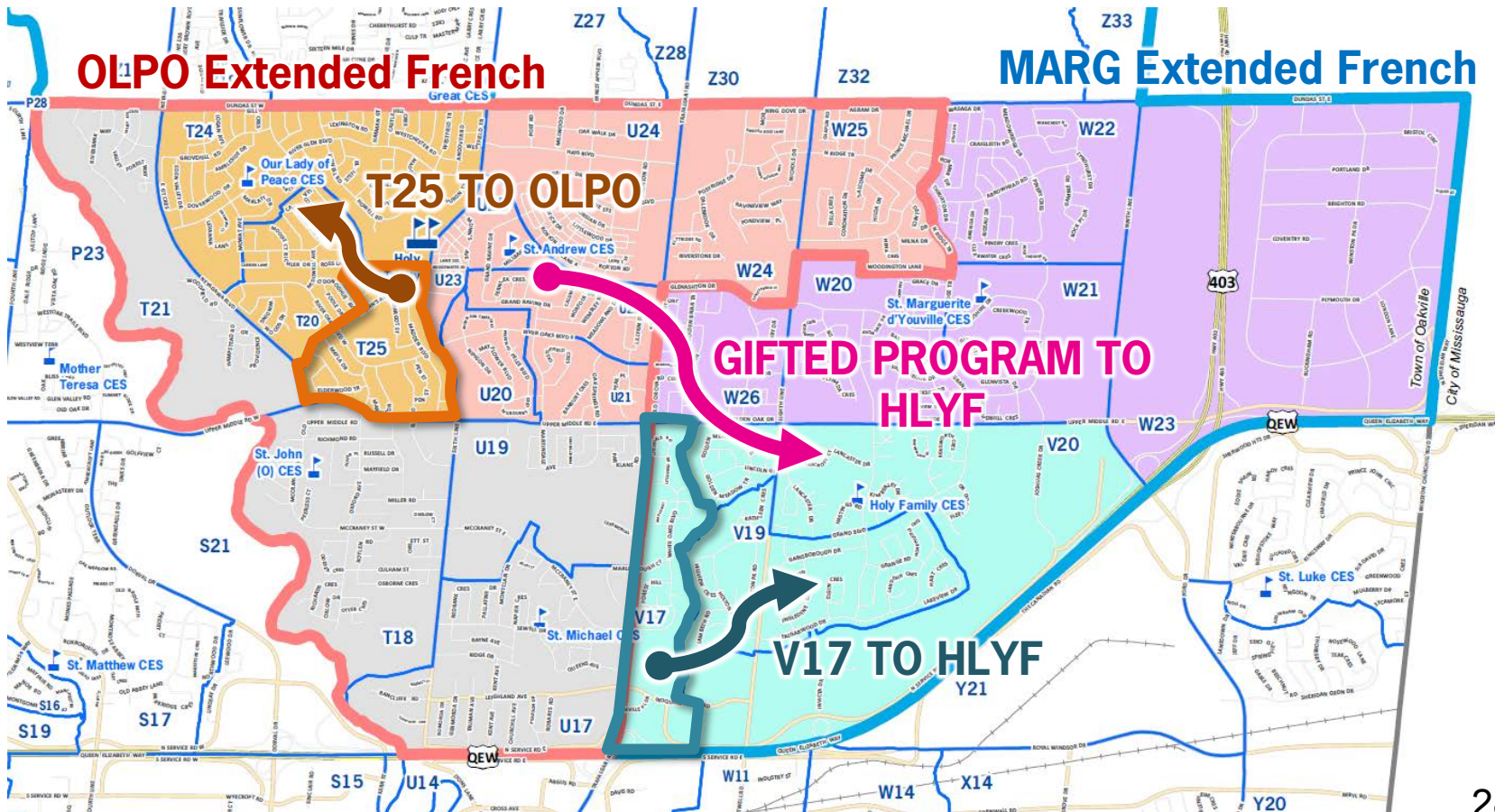
Option 6: 3 Schools Into 2

Consolidate St. Michael and St. John into 1 facility, with boundary changes. Enhance both recipient facilities with renewal projects, with no new pupil spaces.



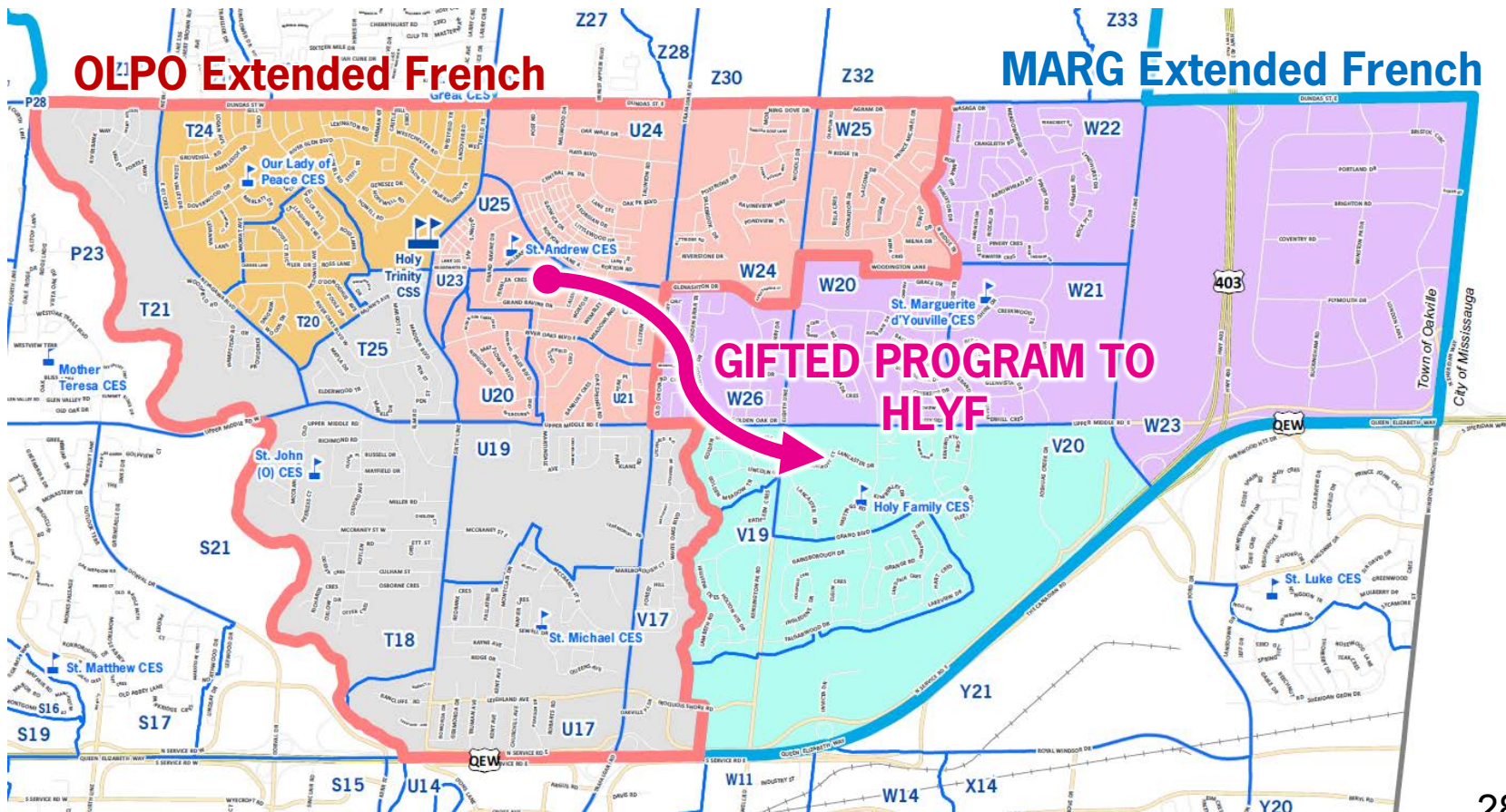
Option 7: 3 Into 2 Schools + ExtFI + GIFT

Consolidate St. Michael and St. John into 1 facility, with boundary changes. Introduce Extended French at Our Lady of Peace, and redirect the Gifted Program to Holy Family. Enhance both recipient facilities with renewal projects, with no new pupil spaces.



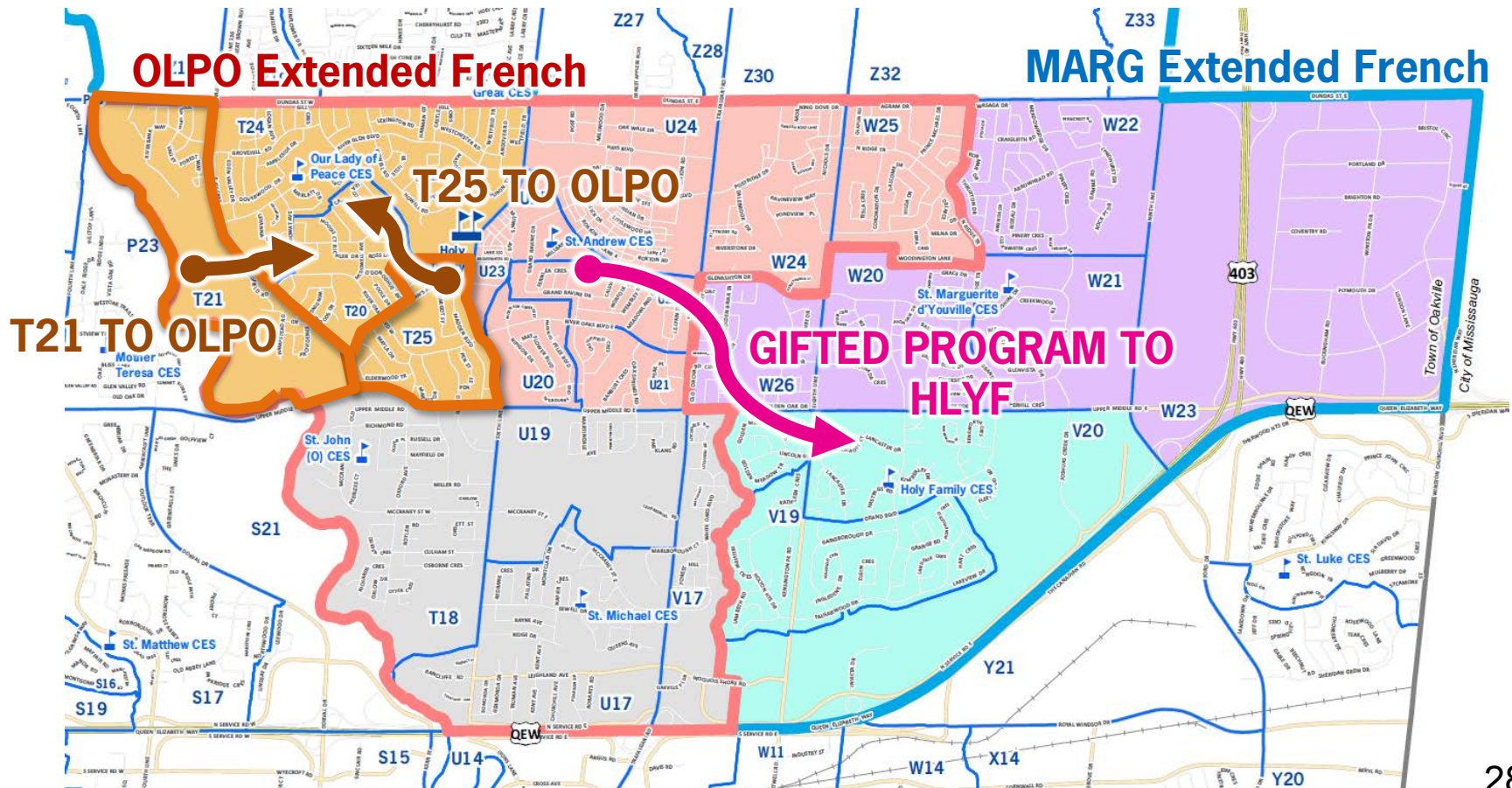
Option 8: 3 Into 2 Schools + ExtFI + GIFT

Consolidate St. Michael and St. John into 1 facility, with boundary changes. Introduce Extended French at Our Lady of Peace, and redirect the Gifted Program to Holy Family. Enhance both recipient facilities with renewal projects, with no new pupil spaces.



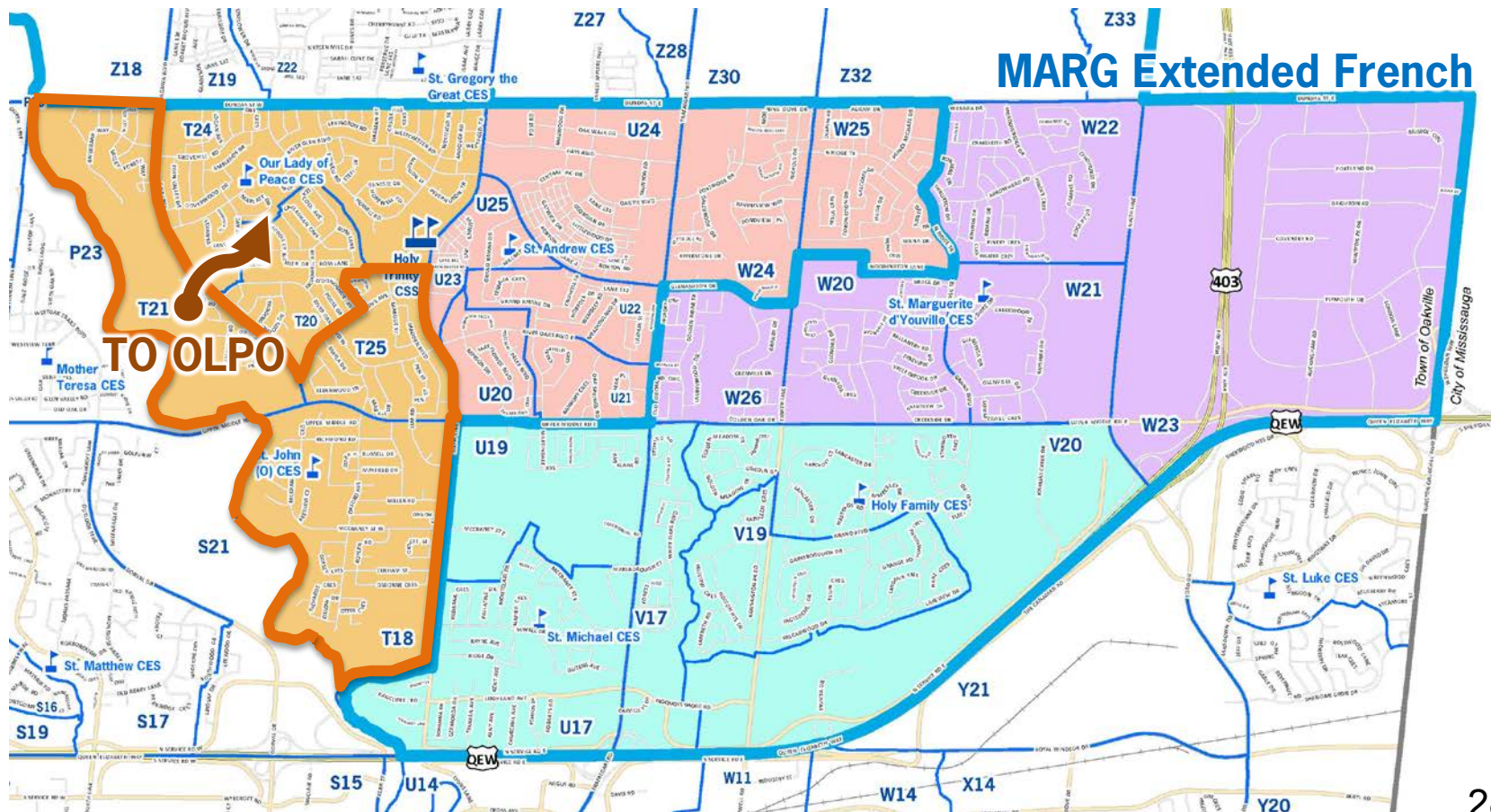
Option 9: 3 Into 2 Schools + ExtFI + GIFT

Consolidate St. Michael and St. John into 1 facility, with boundary changes. Introduce Extended French at Our Lady of Peace, and redirect the Gifted Program to Holy Family. Enhance both recipient facilities with renewal projects, with no new pupil spaces.



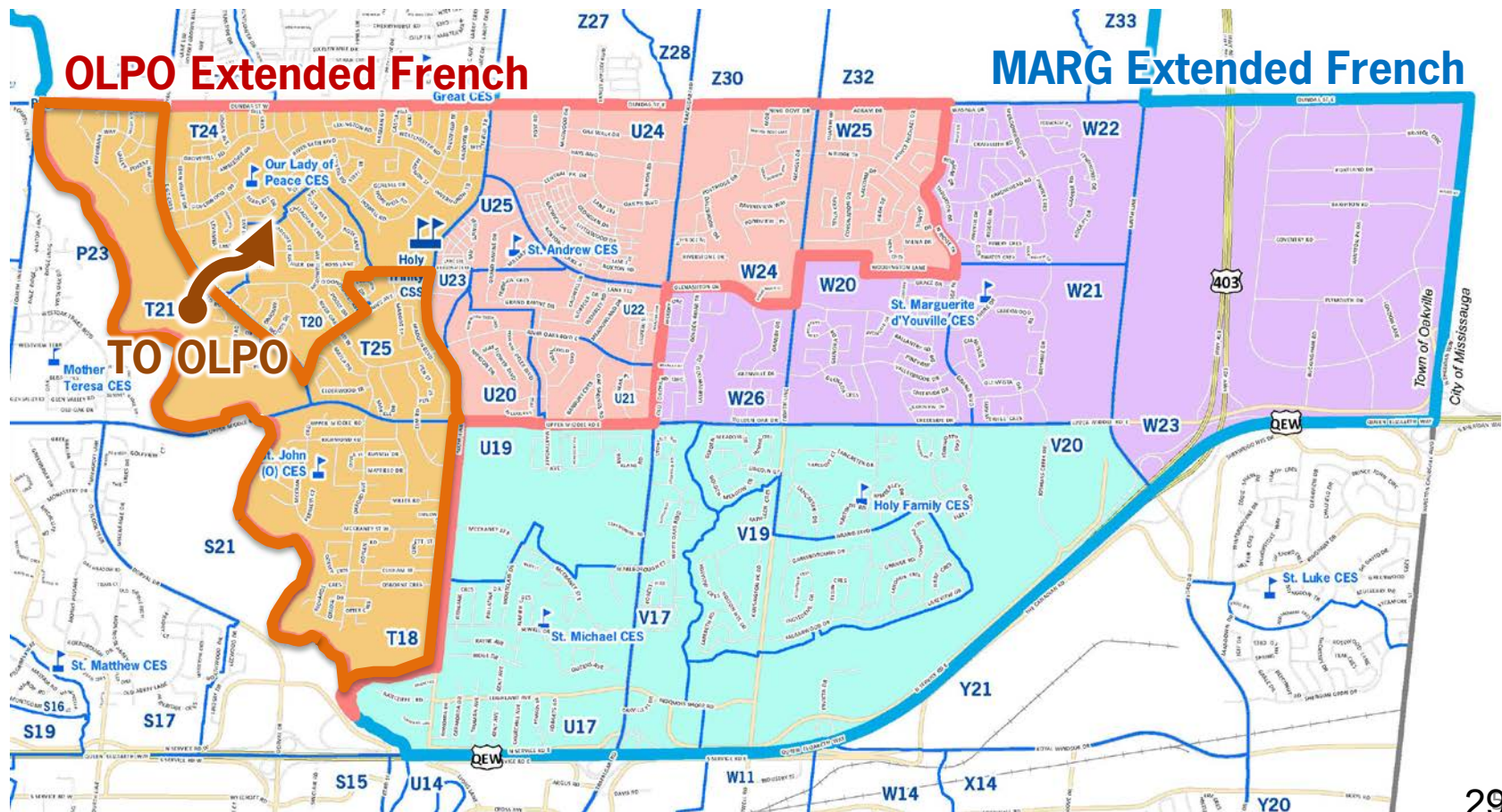
Option 10: 4 Into 2 Schools

Consolidate St. John with Our Lady of Peace, and consolidate both Holy Family and St. Michael into one facility. Enhance both recipient facilities with renewal projects, with no new pupil spaces.



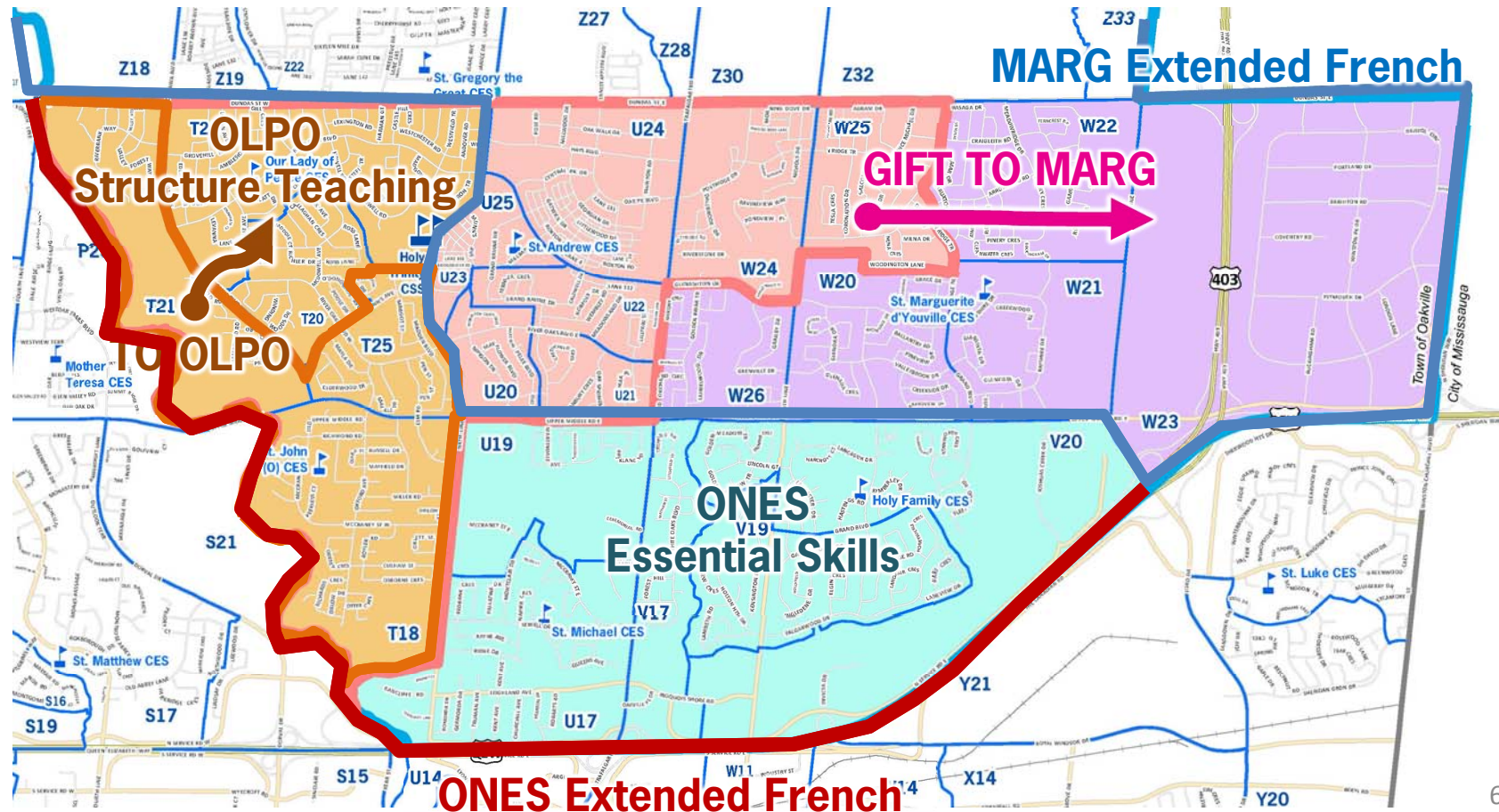
Option 11: 4 Into 2 Schools + ExtFI

Consolidate St. John with Our Lady of Peace, and introduce Extended French to Our Lady of Peace. Consolidate both Holy Family and St. Michael into one facility. Enhance both recipient facilities with renewal projects, with no new pupil spaces.



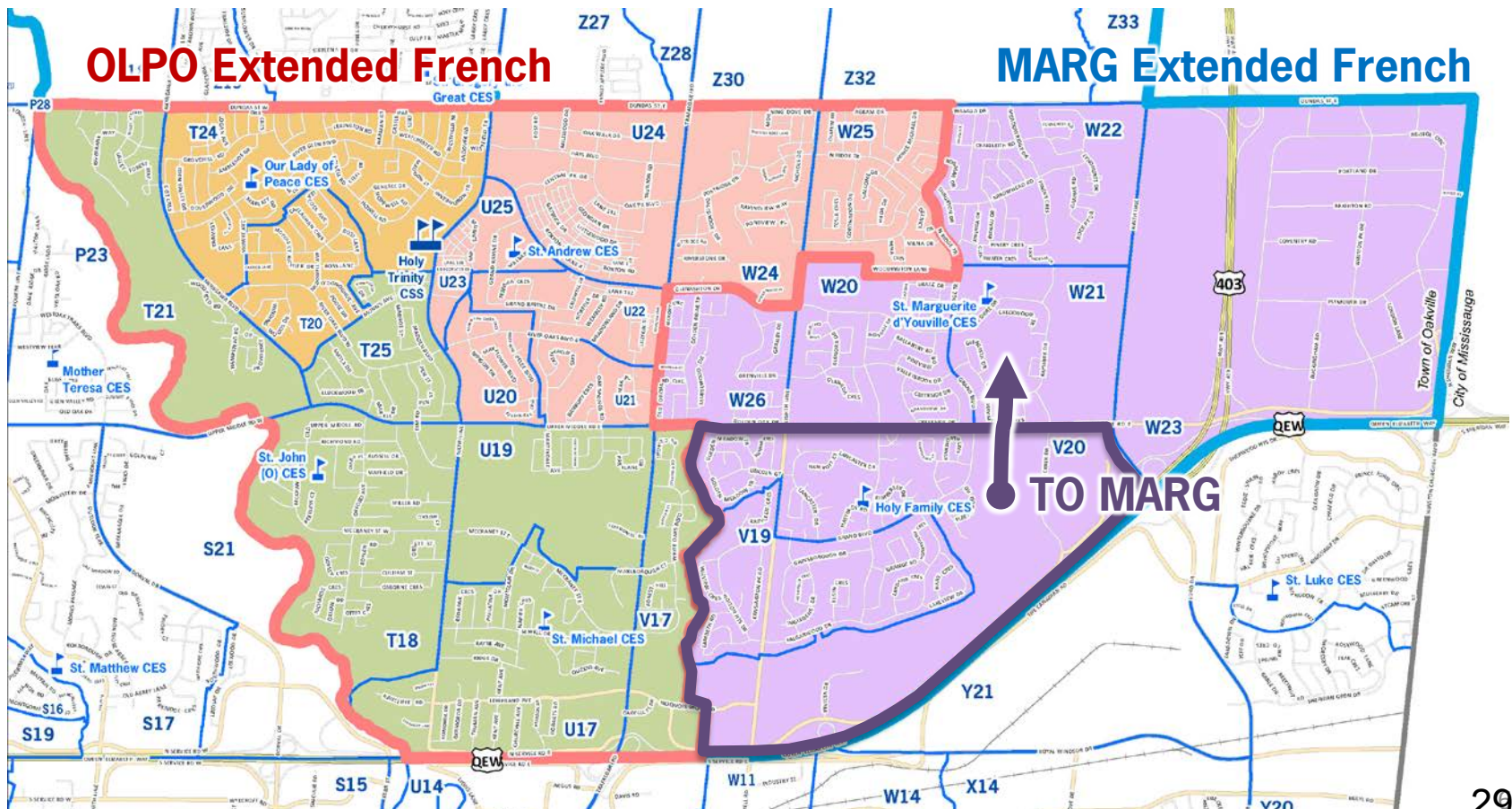
Option 11A: 4 Into 2 Schools + ExtFI + GIFT

Consolidate St. John with Our Lady of Peace, and introduce Extended French to Our Lady of Peace. Consolidate both Holy Family and St. Michael into one facility with an addition. Enhance both recipient facilities with renewal projects.



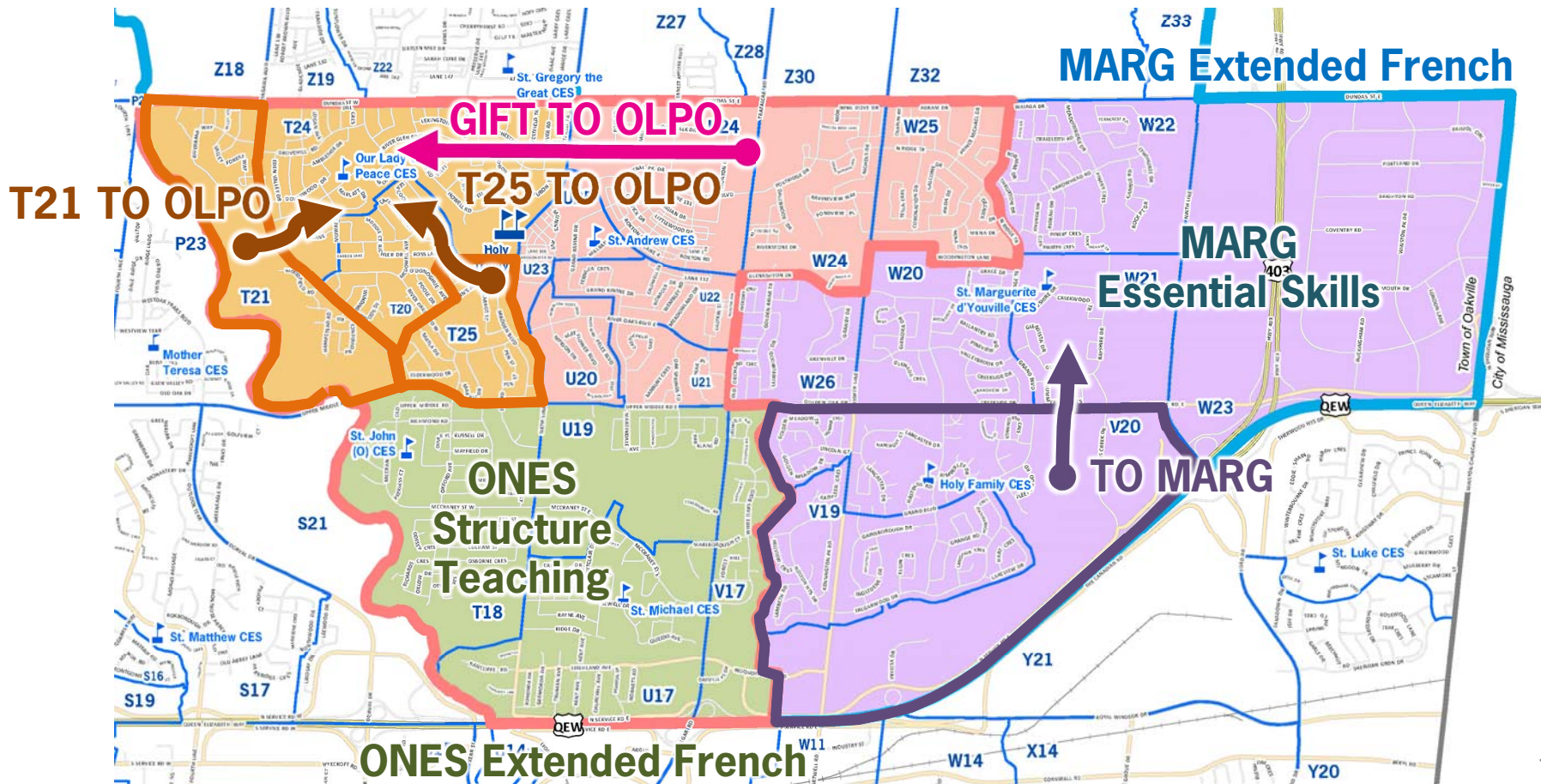
Option 12: 4 Into 2 Schools + ExtFI

Consolidate St. John and St. Michael into a facility. Consolidate Holy Family and St. Marguerite d'Youville. Introduce Extended French at Our Lady of Peace. Enhance recipient facilities with renewal projects, with no new pupil spaces.



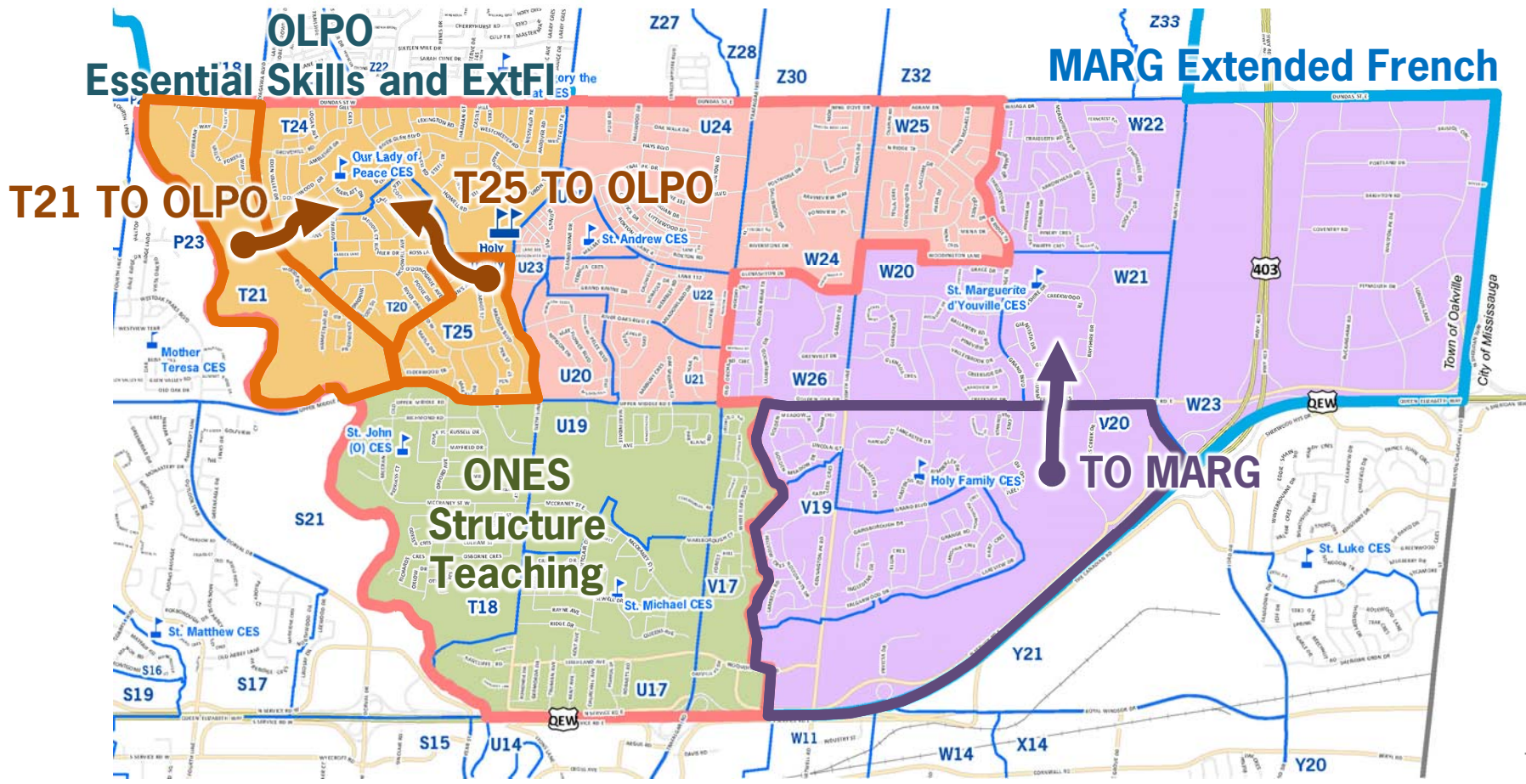
Option 12A: 4 Into 2 Schools + ExtFI + GIFT

Consolidate St. John and St. Michael into a facility, with boundary changes. Consolidate Holy Family and St. Marguerite d'Youville. Introduce Extended French at Oakville Northeast and Gifted at Our Lady of Peace. Enhance recipient facilities with renewal projects, with no new pupil spaces.



Option 12B: 4 Into 2 Schools + ExtFI

Consolidate St. John and St. Michael into a facility, with boundary changes. Consolidate Holy Family and St. Marguerite d'Youville. Introduce Extended French and Essential Skills at Our Lady of Peace. Enhance recipient facilities with renewal projects, with no new pupil spaces.





**Pupil Accommodation Review
Interim Staff Report**

OAKVILLE NORTHEAST

APPENDIX 0

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]

STAFF REPORT**ITEM 9.4****RESPONSE TO DELEGATION – PARENT ENGAGEMENT****PURPOSE:**

To examine and confirm for the Board of Trustees whether the Board is in compliance with section 19 of Regulation 612/00 to the *Education Act* and other related parent engagement policies with respect to CPIC and Catholic School Councils in general and specifically with respect to consulting with stakeholders during the latest update to Policy II-41 School Uniform Dress Code/School Dress Code during the spring of 2016.

BACKGROUND INFORMATION:

On December 20, 2016, the Board heard the delegation of Maria Lourenco regarding Parent Engagement at the Halton Catholic District School Board.

Following the delegation, the Board Chair reviewed the by-laws pertaining to responses to delegation and it was resolved: “that senior staff examine and confirm that Regulation 612 Section 19 of the Education Act and parent engagement policies with regards to the CPIC section were followed when disposition of the last uniform policy was sent out for consultation.” Further, the request was amended to request “senior staff examine and confirm whether the Board is following parent engagement policies with regard to Regulation 612/00 Section 19 of the Education Act”.

Board administration reviewed all existing provincial legislation, and ministry policies and guidelines as well as Board policies, guidelines and resources with respect to Parent Engagement. In addition, Board administration consulted legal counsel regarding the broader question of whether the Board is in compliance with the obligations under section 19 of Regulation 612/00 to the *Education Act* and parent engagement policies with respect to consultation during the most recent amendments to Policy II-41 School Uniform Dress Code/School Dress Code.

REMARKS:**Related Legislation/ Ministry Guidelines/Board Policies/ Board Resources**

- Ontario Regulation 612/00 : School Councils and Parent Involvement Committees
- Making a Difference : A Practical Handbook for Parent Involvement Committee Members (Ministry Document)
- Parents in Partnership... A Parent Engagement Policy for Ontario Schools (Ministry Document)
- School Councils – A Guide for Members (Ministry Document)
- School Councils – Strengthening our Partnerships – School Council Resource Binder (Board Document)
- Halton Catholic District School Board Policy I – Governance of Policy

- Halton Catholic District School Board Policy I-23 – Catholic School Councils and Catholic Parent Involvement Committee
- Halton Catholic District School Board Policy II-41 – School Uniform Dress Code/School Dress Code

Board and School's Obligations under section 19, related legislation, and Board policy and procedure

Board's obligation to consult with school councils

Section 19 to Regulation 612/00 to the Education Act states:

19. (1) In addition to its other obligations to solicit the views of school councils under the Act, every board shall solicit the views of the school councils established by the board with respect to the following matters:

- 1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,*
 - i. policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction,*
 - ii. policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction,*
 - iii. policies and guidelines respecting the allocation of funding by the board to school councils,*
 - iv. policies and guidelines respecting the fundraising activities of school councils,*
 - v. policies and guidelines respecting conflict resolution processes for internal school council disputes, and*
 - vi. policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school councils. [emphasis added]*
- 2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,*
 - i. implementation plans for policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction, and*
 - ii. implementation plans for policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction. [emphasis added]*

The Halton Catholic District School Board Policy I Governance of Policy sets out the following as "Requirements":

*"The Director of Education, or designate, shall recommend to the Board through its Policy Committee, the policies to be developed and reviewed and brought to the Board for approval on an annual basis or as required. Such recommendation shall be based on legislative requirements, the needs of the system, current issues and **input from stakeholder groups and members of the Catholic education community.**"*

.....

*"For Amendments to existing Board Policies – **Input from stakeholder groups will be solicited with a simple majority of the Policy Committee.** The time period and process will follow the same vetting process as for any new policy that passes first reading."*

When seeking stakeholder input with a simple majority of the policy committee (particularly soliciting the views of school councils), Board practice is to send a copy of the policy or amendment in question to all school council chairs.

Application to the Circumstances

The Board's general practice of sending proposed new policies or amendments to school council chairs is consistent with the Board's legal obligations under section 19 of Regulation 612/00.

It could be interpreted that failing to solicit the views of school councils in respect of all amendments relating to matters identified in Regulation violates s. 19 of Regulation 612/00. Therefore, in the case of the amendments to Policy II-41: School Uniform Dress Code/School Dress Code during the spring of 2016, it could be interpreted that although the Board followed its own Policy process for soliciting stakeholder input to amendments to policy based on a simple majority, it did not meet the requirement under section 19 of Regulation 612/00.

Principal's obligation to consult with school council

School Principals have parallel obligations to solicit views of school council with respect to school level policies or guidelines, and related implementation plans in subsection 11(19) of Regulation 298 (Operation of School) to the *Education Act*.

The Halton Catholic District School Board's Operating Policy II-41 "School Uniform Dress Code / School Dress Code" provides for a role *"for parents to determine, through democratic vote conducted in accordance with this policy, whether or not to adopt and implement a school uniform dress code for elementary school communities."*

Paragraph 5 of the Halton Catholic District School Board's Operating Policy II-41 "School Uniform Dress Code / School Dress Code" states that:

"At least once annually, at a Catholic School Council meeting, the Principal shall review the school uniform dress code and school dress code. This review may include approval of uniform pieces, the monitoring and enforcement of the school uniform dress code and school dress code, stakeholder consultation (i.e. student, staff, greater school community), approved civvies days/spirit days.

In schools that have chosen not to implement a school uniform, the school dress code committee will be established to monitor and review the implementation of the school dress code, and consider the interest in school uniforms.

*The review may include a **process for consultation with students, teachers and staff working in schools, parents and guardians and school councils.**"*

Application to the Circumstances

The process for parental voting set out in Policy II-41 School Uniform Dress Code / School Dress Code, as well as the minimum annual requirement to review the uniform dress code and school dress code is consistent with the Principal's obligations under Regulation 298 with respect to School Uniforms and Dress Codes.

As noted, the review at the Catholic School Council meeting required by the Policy II-41 School Uniform Dress Code / School Dress Code may include various further aspects such as "approval of uniform pieces, the monitoring and enforcement of the school uniform dress code and school dress code, stakeholder consultation (i.e. student, staff, greater school community), approved civvies days/spirit days.

This review process is distinct from a separate obligation of the School Council to “consult with parents of pupils enrolled in the school” regarding the appropriate dress policy issues.

School Council’s obligation to consult with parents

Section 23 of Regulation 612/00 requires a school council to “consult with parents of pupils enrolled in the school about matters under consideration by the council.”

The School Council would, therefore, consult with the parents of the pupils at the school, as required under section 23 of the Regulation 612/00 to the *Education Act*. The Principal of each school would support this process as appropriate.

In the HCDSB Resource “School Councils – Strengthening our Partnerships”, the requirement for school councils to consult with parents is explicitly stated:

“It is the responsibility of the school council to:

Actively seek the views of the school community. Continually seeking input from the school community is the only way councils can accurately formulate goals and expectations for the school that will meet community needs.”

In practice, many schools undertake this consultative process in different forms. Parent input could include informal conversations with the greater parent community, surveys and on-line feedback, school newsletters and “open” sessions at Catholic School Council meeting nights are a few examples that schools have used in this process. Ultimately, it is at the discretion of the Principal in consultation with their Catholic School Council to decide the method and frequency of parental consultation based on several different factors, including topics, timelines and community preference.

Application to the Circumstances

The Board parent engagement policies are consistent with the requirements in section 23 of Regulation 612/00 to the *Education Act*. The means by which school councils choose to involve their school community will be individual to each school.

CPIC Parent Engagement - Related Policies and supporting documents

The delegation also refers more general to parent engagement policies with respect to CPIC, and in this regard, we note the following provisions which relate more generally to parental engagement and CPIC:

Section 27(1) of Regulation 612/00 to the *Education Act* stipulates that “*the purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being.*”

Section 47(1) of Regulation 612/00 stipulates that: “*A board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being.*”

Section 49 of Regulation 612/00 provides that: “*A parent involvement committee may solicit and take into consideration the advice of parents of pupils enrolled in schools of the board with regard to matters under consideration by the committee.*”

The Board’s Policy I-23 “Catholic School Councils and Catholic Parent Involvement Committee” states that: “*CPIC makes parental engagement a priority by providing support on a system-wide basis and promoting dialogue between School Councils, the Board, and members of the community.*”

Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee also states the following: *A Catholic Parent Involvement Committee shall develop strategies and initiatives that the Board and the Board’s Director of Education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being.*

To reflect these objectives, CPIC helped develop the document entitled “School Councils; Strengthening our Partnerships” references a role for school councils as follows:

“Actively seek the views of the school community.

Continually seeking input from the school community is the only way councils can accurately formulate goals and expectations for the school that will meet community needs.”

CPIC holds monthly, open meetings which are dedicated to parent engagement, with a focus on student achievement, and faith development and parent engagement. Many of the topics covered in the meetings are aligned with the Board’s strategic plan of Achieving, Believing and Belonging. In addition, CPIC conducts Catholic School Council of Chairs meetings three times during the school year (Fall, Winter, Spring). At these meetings, School Council Chairs and Principals learn about Ministry and Board initiatives, dialogue with other Catholic School Council Chairs and share best practices with respect to parent engagement and student learning. As a follow up to each meeting, CPIC solicits feedback from Council Chairs to assist in planning future meetings and events.

Application to the Circumstances

The Board parent engagement policies and CPIC parent engagement practices are consistent with the requirements in the related sections of Regulation 612/00 to the *Education Act*.

CPIC Involvement in Policy II-41 School Uniform Dress Code/School Dress Code

Policy II-41 School Uniform Dress Code/School Dress Code currently provides for CPIC’s involvement in the RFP process for selecting a uniform provider and states:

“The process of selecting a provider through the RFP process will take place every three (3) years and will include participation by Board staff, as appointed by the Director of Education and at least three (3) members of CPIC (Catholic Parent Involvement Committee)”

We have been advised that it is recommended that members of CPIC, being individual parents, not sit on the RFP evaluation committee for uniform selection, or any RFP evaluation committee as this raises legal concerns which may impact the RFP process, including issues of potential conflict of interest.

It is rather recommended that CPIC members be involved in the preliminary process of planning in advance of the formal RFP process.

CONCLUSION:

The Board’s Policy and Procedures as they relate to parent engagement and consultation in general and as they relate to appropriate dress specifically satisfy the legal requirements under legislation. To more effectively promote parental involvement on matters in general and with respect to of appropriate dress, we make the following recommendations to the Board.

Recommendations

1) That the Board send for consultation to schools councils proposed amendments to all policies and guidelines related to the issues set out in section 19 to Regulation 612/00. To that end, Policy I-Governance of Policy be amended to include **(Bolded/Underscored)**:

“For Amendments to existing Board Policies – Input from stakeholder groups will be solicited with a simple majority of the Policy Committee **(subject to requirements under section 19 of Regulation 612/00 to the Education Act set out below)**. The time period and process will follow the same vetting process as for any new policy that passes first reading.

The Board will seek input from school councils regarding new policies or amendments, and implementation plans in accordance with section 19 of Regulation 612/00 to the Education Act which states as follows:

19. (1) In addition to its other obligations to solicit the views of school councils under the Act, every board shall solicit the views of the school councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,

i. policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction,

ii. policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction,

iii. policies and guidelines respecting the allocation of funding by the board to school councils,

iv. policies and guidelines respecting the fundraising activities of school councils,

v. policies and guidelines respecting conflict resolution processes for internal school council disputes, and

vi. policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school councils.

2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,

i. implementation plans for policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction, and

ii. implementation plans for policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.

2) That Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee be amended to include the following in the "Requirements" section (**Bolded/Underscored**):

"The Catholic School Council shall be the official advisory group to the school Principal and / or the Board, and shall advance advice in writing.

- **School Councils shall consult with parents/guardians of pupils enrolled in the school about matters under consideration by the council. The issue before the council will determine when it is appropriate to do so.**
- **Councils may establish a framework that will guide its decisions and strategies about consultation.**

The School Principal and / or the Board shall respond in writing to all advice advanced by the local Catholic School Council, under Ontario Regulation 330/10."

3) That Policy II-41 School Uniform Dress Code/School Dress Code be revised as follows

(Bolded/Underscored):

“The process of selecting a provider through the RFP process will take place every three (3) years. ~~and will include participation by Board staff, as appointed by the Director of Education and at least three (3) members of CPIC (Catholic Parent Involvement Committee)~~ **At least three (3) members of CPIC (Catholic Parent Involvement Committee) will be involved in the planning process to establish criteria for the RFP process.**”

REPORT PREPARED BY: CAMILLO CIPRIANO
SUPERINTENDENT OF EDUCATION

REPORT SUBMITTED BY: CAMILLO CIPRIANO
SUPERINTENDENT OF EDUCATION

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

APPROVED SCHOOL EDUCATIONAL TRIPS

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

Dated: Tuesday, February 7, 2017

Listed by Destination

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Elementary						
Our Lady of Fatima CES, Milton	7	64	Camp Tanamakoon, Huntsville, ON	This trip to Camp Tanamakoon provides the grade 7 students with the opportunity to interact with each other and the natural environment of Algonquin Park with a renewed understanding of the focus on faith theme of "Human Dignity". Students will be asked to consider the theme for their upcoming grade 8 year as well and focus on "Solidarity" in their daily group activities as they prepare to transition into their graduating year. The natural environment of the camp makes it essential for the students to interact with nature and further realize that we are all stewards of creation and environment. Staff and students will participate in daily prayers.	Monday, June 5 - Thursday, June 8, 2017	\$365.00
Mother Teresa CES, Oakville	7	40	Camp Tanamakoon, Huntsville, ON	Camp Tanamakoon provides opportunities for outdoor education, team building, leadership development and co-operative learning experiences. The trip has been designed to assist students in their physical, emotional, academic, and spiritual development. Students and staff will participate in grace before meals.	Tuesday, May 23 - Friday, May 26, 2017	\$350.00
Holy Rosary CES, Milton	7	50	Camp Tanamakoon, Huntsville, ON	Camp Tanamakoon provides opportunities for outdoor education, team building, leadership development and co-operative learning experiences. The trip has been designed to assist students in their physical, emotional, academic, and spiritual development. Through discussions and journaling, they will have an opportunity to reflect upon our Catholic values and faith, realizing that they are embedded in all they do, being the foundation on which they build community support their interactions with their peers. Daily prayer and grace before all meals are led by students and teachers as they gather together.	Monday, May 29 - Thursday, June 1, 2017	\$380.00
St. Peter CES, Milton	7	55	Camp Tanamakoon, Huntsville, ON	This Grade 7 trip will have the students participating in various team building activities, orienteering, nature studies, etc. The students will learn to recognize and appreciate the importance of working together to meet the challenges in their lives and examine that all creation is sacred and we are God's masterpiece. Students will participate in daily prayer.	Tuesday, May 23 - Friday, May 26, 2017	\$350.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
St. Benedict CES, Milton	7	58	Camp Tanamakoon, Huntsville, ON	This trip to Camp Tanamakoon provides the grade 7 students with the opportunity to interact with each other and the natural environment of Algonquin Park with renewed understanding of the Focus on Faith theme of "Human Dignity". Students will be asked to consider the theme for their upcoming grade 8 year as well and focus on "solidarity" in their daily group activities as they prepare to transition into their graduating year. Additionally the natural environment of the camp makes it essential for the students to interact with nature and further realize that we are all stewards of creation and the environment. Staff and students will participate in daily prayers.	Tuesday, June 13 - Friday, June 16, 2017	\$355.00
Our Lady of Victory CES, Milton	7 & 8	42	Camp Tawingo, Huntsville, ON	The excursion to Camp Tawingo provides students with opportunities to augment their studies in Religion, Geography, Arts and Physical Education. Students will be able to develop community bonds and strengthen relationships with their peer group. They will be able to extend their learning by experiencing first-hand collaborative learning opportunities. The program planned with designed to assist students in developing their whole self: physical, emotional, academic, interpersonal and spiritual. This trip is being used as a culminating activity, supporting our yearlong effort in promoting a way of living together in community, resulting in a positive Catholic learning environment. Students will have the opportunity to reflect upon our Catholic values and faith, realizing that they are embedded in all we do and who we are. With Christ at the centre of our lives, an integral part of the trip is to reconnect two of God's greatest creations: community and nature. Students and staff will participate in daily prayers and grace before meals.	Monday, June 19 - Thursday, June 22, 2017	\$350.00
Holy Rosary CES, Burlington	8	43	Camp Muskoka, Bracebridge, ON	The students from Holy Rosary school will have the opportunity to participate in activities that encourage leadership and team building skills. Students will participate in outdoor experiential learning in support of the Ontario Curriculum Expectations. Staff and students will participate in daily prayers, reflection and contemplation.	Wednesday, May 17 - Friday, May 19, 2017	\$255.00
Holy Cross CES, Georgetown	7	54	Camp Brebeuf, Rockwood, ON	Camp Brebeuf is a Catholic based camp that will promote our Catholic Values, teamwork, cooperation and aid in assisting the students with developing new friendships while strengthening current ones. In addition to participating in activities that are hands on with a focus on teamwork, the students will also work on the 6 learning skills by being responsible for their own belongings and cleaning up the mess hall after meals. Staff and students will participate in daily prayers.	Wednesday, June 14 - Friday, June 16, 2017	\$173.00
St. Anthony of Padua CES, Milton	7	80	Camp Brebeuf, Rockwood, ON	Camp Brebeuf is a Catholic leadership camp that emphasizes cooperation and leadership development. Students will participate in activities that require pride and human dignity. By experiencing camp, students will further develop gifts of the body and mind; further demonstrate an understanding that God is the creator of all things, loves unconditionally and desires to be in a relationship with all creation; as well as, students will develop a further understanding that humans created in God's image are called to live in a relationship with God, themselves, others and creation. Students will participate in evening prayer and reflection.	Thursday, May 18 - Friday, May 19, 2017	\$85.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
St. Peter CES, Milton	8	62	Ottawa, ON	The purpose of this trip is to enhance and supplement the grade 8 curriculum. Canada's Parliamentary system, Aboriginal, English and French cultures will all be explored. Students will also be encouraged to practice conversational French. The student will celebrate the Eucharist at Notre Dame Cathedral. The staff and students will be meeting three times a day to give thanks to God for their blessings and share meals together.	Tuesday, May 30 - Thursday, June 1, 2017	\$510.00
Mother Teresa CES, Oakville	8	67	Ottawa, ON	This trip to Ottawa will enhance Mother Teresa CES students' understanding of the history, geography and religion studies curriculum. Students will be visiting Parliament Hill, Canadian War Museum, the Diefenbunker and take part in historic walking tours. Staff and students will participate in daily prayer and a reflective tour of Notre Dame Basilica.	Wednesday, June 14 - Friday, June 16, 2017	\$606.00
St. Francis of Assisi CES, Georgetown	8	48	Ottawa, ON	The students from St. Francis of Assisi CES will be visiting Parliament Hill, Canadian War Museum, and Supreme Court of Canada, to name a few places of interest, which will enhance their understanding of the history, geography and religion studies curriculum. Staff and students will participate in Mass at Notre Dame Basilica and in daily prayers.	Monday, June 12 - Wednesday, June 14, 2017	\$450.00

SCHOOL	GRADE(S)	# OF STUDENTS	DESTINATION	PURPOSE	DATES	~ COST PER PUPIL
Secondary						
Corpus Christi C.S.S Burlington	9 - 12	10	Ottawa, ON	Focus on Faith initiative; students will witness the importance of respecting life at all stages, and that human beings must be treated with dignity and protected under God's law. Opening Prayer on the bus trip to Ottawa. Morning Mass on Friday to kick off the Youth Conference. Recitation of the Rosary on the bus ride home.	Thursday, May 11 - Friday, May 12, 2017	\$165.00
Christ the King CSS, Georgetown	10-12	120	YLCC Leadership Training Centre Orillia, ON	The students of CtK will have all identified their leadership by joining the Mentor Program and being involved in several leadership activities and workshops the previous school year. The mentor camp will provide an opportunity for the newly selected 2017-2018 mentors to bond with each other and gain valuable teamwork experience. The students will also travel through several training workshops, which will help prepare them to be the best mentor they can be for our new grade 9 students. Students will participate in a commissioning liturgy and in daily prayers.	Sunday, May 7 - Tuesday, May 9, 2017	\$160.00

HALTON CATHOLIC ATHLETIC ASSOCIATION (HCAA)

PURPOSE:

"Sport...when practiced with passion and within careful ethical boundaries, becomes a training ground for sound physical development, a school of both human and spiritual values, and a privileged means of personal growth and interaction with society." ... Pope Benedict XVI

The Halton Catholic District School Board is one of a few growing boards in the province of Ontario; as such, with nine Secondary schools, we are very capable of sustaining our own Association. The Halton Catholic Athletic Association (HCAA) will foster Catholic values in athletic competitions. In partnership with home, school and church, educators will be dedicated to providing excellence in education and athletics through the development of Faith-centered individuals able to contribute to society. Our co-curricular philosophy is consistent with Catholic education such that all participants adhere to the operational rules as viewed through a Faith-centred Catholic lens.

Through our guiding principles our student athletes will be expected to exhibit the following:

- ethical and moral behaviour
- fair play and integrity
- the pursuit of team and individual growth and development through sport
- commitment to the highest standard of behaviour and respectful sporting attitude
- the promotion of health, safety and well-being of all athletes
- encouragement and respect for all participants and officials

BACKGROUND INFORMATION:

The HCAA will foster a pursuit of excellence in all areas of student development (curricular and co-curricular). This Association will promote Catholicity and values through sport and will serve the needs of our students and staff stressing equity and inclusivity for all participants. Our ability to provide this comprehensive co-curricular programming will likely attract students to our Board, which will increase enrollment numbers in certain communities. Our goal through the development of the HCAA is to establish a timely process for collaborative decision-making. The HCAA will allow us to further build community through the transparency of communication in a common forum and will allow for feedback to be heard from each school community.

REMARKS:

The Membership of the HCAA will consist of the Superintendents of Education, School Services, the Health and Physical Education Curriculum Consultant, a Secondary Administrator, Health and Physical Education Department Heads from each member school, and the Athletic Convenor. The Health and Physical Education Department Head (or their designate) from each member school shall be responsible for voting on all issues pertaining to matters within the HCAA. A Superintendent of Education will have oversight and provide guidance when required to ensure balance with significant issues among our Family of Schools. The Executive Committee will consist of the Health and Physical Education Curriculum Consultant, a Secondary Administrator,

Health and Physical Education Department Heads from each member school, and the Athletic Convenor. An Athletic Convenor will be hired full-time (10-month contract) with responsibilities related to both Elementary and Secondary Interscholastic Athletics.

CONCLUSION:

We will use current and previously proposed constitutions and our own knowledge to develop an HCAA constitution that best serves our vision and goals as a Catholic School Board ensuring fair play and a positive environment for our student athletes. All by-laws and playing regulations will be established by April 2017. All scheduling, officiating and facility bookings for the Fall season will be completed prior to the conclusion of the 2016/2017 school year. The HCAA will give us a voice that reflects the distinctiveness of our Catholic community and a code of conduct that aligns with our Ontario Catholic School Graduate Expectations, developing student athletes who are:

- Discerning Believers Formed in the Catholic Faith Community who develop attitudes and values founded on Catholic social teaching and act to promote social responsibility, human solidarity and the common good.
- Reflective and Creative Thinkers who adopt a holistic approach to life by integrating learning from various subject areas and experiences.
- Self-Directed, Responsible, Life Long Learners who demonstrate a confident and positive sense of self and respect for the dignity and welfare of others; take initiative and demonstrate Christian leadership; set appropriate goals and priorities in school, work and personal life; and participate in leisure and fitness activities for a balanced and healthy lifestyle.
- Collaborative Contributors who work effectively as interdependent team members; respect the rights, responsibilities and contributions of self and others; and exercise Christian leadership in the achievement of individual and group goals
- Responsible Citizens who contribute to the common good.

REPORT PREPARED BY: TERESA FOSTER
CURRICULUM CONSULTANT (HEALTH AND PHYSICAL EDUCATION),
CURRICULUM SERVICES

REPORT SUBMITTED BY: ANNA PRKACIN
SUPERINTENDENT OF EDUCATION, CURRICULUM SERVICES

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

INFORMATION REPORT

ITEM 10.5

**UPDATE ON NORTHEAST BURLINGTON
SCHOOL BOUNDARY REVIEW**

PURPOSE:

To update the Board on the Northeast Burlington Elementary Schools Boundary Review process and identify upcoming milestones.

BACKGROUND INFORMATION:

1. Information Report 9.1 “Burlington Rural & Alton Community School Boundary Review”, from the May 17, 2016 Regular Meeting of the Board.
2. Action Report 8.2 “Burlington Rural & Alton Community School Boundary Review”, from the June 7, 2016 Regular Meeting of the Board.

COMMENTS:

The Northeast Burlington Elementary Schools Boundary Review seeks to address growing enrolment pressures at St. Anne Catholic Elementary School, which is projected to exceed maximum capacity with portables as a result of future residential development in the Sundial and the Evergreen Secondary Plan communities. Further, this review includes rural attendees and homeschool considerations. On June 7, 2016, through Board resolution #130/16, it was:

“RESOLVED, that the Halton Catholic District School Board initiate a school boundary review process to address future student enrolment pressures at St. Anne Catholic Elementary School and to review rural boundary assignments in Burlington.”

On October 3, 2016 an Advisory School Boundary Review Committee (SBRC) meeting was held at St. Anne Catholic Elementary School with parent representation from each of the schools in the Boundary Review (see Appendix A for the complete committee membership list).

Staff presented four options developed to address the over-utilization at St. Anne CES and explore the potential re-direction of rural patches. In discussing the options, the committee reached consensus about directing the Evergreen area (patch I36, Appendix B) to St. Christopher CES. This was the case in all of the options.

Regarding the Sundial community (patch I39, Appendix B) there was discussion as to whether the patch should be directed to the Notre Dame or Corpus Christi Family of Schools. St. Anne CES is within the Corpus Christi Family of Schools and as such there seemed to be a preference for keeping the Sundial community in the Corpus Christi Family of Schools as well.

The committee expressed a preference for keeping the rural patches in a Notre Dame Family of Schools. The Committee agreed to remove options 1 and 3, leaving options 2 and 4 on the table for future discussion.

On November 7, 2016 the Advisory SBRC had its second working meeting at Sacred Heart of Jesus Catholic Elementary School. In addition to reviewing Options 2 and 4, staff presented Option 5, which would direct rural patches I37 and K38 to St. Gabriel Catholic Elementary School. Transportation times and distances were discussed.

On Tuesday January 10, 2017 the Advisory SBRC had its third working meeting at St. Elizabeth Seton Catholic Elementary School; Options 2, 4 and 5 from the November 7 meeting were reviewed. Option 4A was presented as Staff's preferred option, as it was the most effective in addressing the critical over-utilization projected for St. Anne Catholic Elementary School, and was the most effective in distributing student enrolment to schools that were most in need for utilization and/or programming needs.

The committee supported Option 4A. There were discussion regarding staff's decision to not re-direct rural patches, and it was explained that there were no additional benefits (time especially) in doing so. Please refer to Appendix B for more information on Option 4A.

On January 31, 2017 the Board hosted a Community Information Night at St. Mark Catholic Elementary School. Notice of the meeting was emailed to affected school communities and a news release was posted on the Board's webpage. In total, ten (10) parents pre-registered for the event. Staff provided a brief presentation (available online) detailing the process, the Advisory School Boundary Review Committee, and the process in which staff arrived to Option 4A. There was an opportunity for questions and answers, and attendees were advised on how to submit feedback and delegate the Board if they wished.

The deadlines for submitting feedback is February 10, 2017. It will be summarized and presented to the Advisory SBRC at the final committee meeting, to be held on February 16, 2017.

The Advisory SBRC Final Report and Recommendation will be presented at the March 7, 2017, Regular Meeting of the Board. The recommendations are expected to be given final consideration and potential approval at the March 21, 2017, Regular Meeting of the Board, where the community will be given the opportunity to provide delegations to the Board. All supporting materials that relate to the Northeast Burlington Elementary Boundary Review are posted on the Board's public website;

www.hcdsb.org/Schools/BoundaryReviews/northeast-burlington-elementary-schools/Pages/default.aspx

Instructions on delegating the Board are always available online and have been circulated as part of the communication plan for this review.

<http://www.hcdsb.org/Board/Documents/2016-07-Delegation-to-Board-General.pdf>

SCHOOL BOUNDARY REVIEW MILESTONES:

Completed Tasks:

Board Approves Northeast Burlington Catholic Schools Boundary Review Process	June 7, 2016
Inaugural School Boundary Review Committee Meeting	October 3, 2016
Secondary Advisory Boundary Review Committee Meeting	November 7, 2016
Interim Report posted online Community Information Meeting	January 20, 2017
Community Information Meeting	January 31, 2017

Upcoming Steps:

SBRC Final Meeting	February 16, 2017
Staff Report to Board with SBRC Recommendations	March 7, 2017
Action Report to Board with SBRC Recommendations	March 21, 2017
Implementation	September 1, 2017

CONCLUSION:

The Northeast Burlington Elementary Schools Boundary Review is progressing as scheduled. It is anticipated that the final recommendation will be brought forward to the Board in March for review and approval with implementation for September 2017.

REPORT PREPARED & SUBMITTED BY:

C. MCGILLICUDDY
SUPERINTENDENT OF EDUCATION

L. NAAR
SUPERINTENDENT OF EDUCATION

G. CORBACIO
SUPERINTENDENT OF FACILITY MANAGEMENT SERVICES

F. THIBEAULT
ADMINISTRATOR OF PLANNING SERVICES, BUSINESS SERVICES

S. GALLIHER
PLANNING OFFICER, PLANNING SERVICES

R. NEGOI
SUPERINTENDENT OF BUSINESS SERVICES AND TREASURER OF THE BOARD

REPORT APPROVED BY:

P. DAWSON
DIRECTOR OF EDUCATION AND SECRETARY OF THE BOARD

APPENDIX A - Advisory School Boundary Review Committee

Canadian Martyrs Catholic Elementary School

Michelle Brooks
Vincenzina Sottile (alternate)

Sacred Heart of Jesus Catholic Elementary School

Krystal Towns
Angela Chartier (alternate)

St. Anne Catholic Elementary School

Jennifer Commisso
Lisa Fedor-Gould (alternate)

St. Christopher Catholic Elementary School

Athena Rasile
Spiezana Cukina (alternate)

Board Staff

Lorrie Naar	Superintendent of Education
Colin McGillicuddy	Superintendent of Education
Giacomo Corbacio	Superintendent, Facility Management Services
Ryan Merrick	Senior Administrator, Facility Management Services
Frederick Thibeault	Administrator, Planning Services
Sarah Galliher	Planning Officer, Planning Services

St. Timothy Catholic Elementary School

Jenna Staskovich
Luke Lillicrop (alternate)

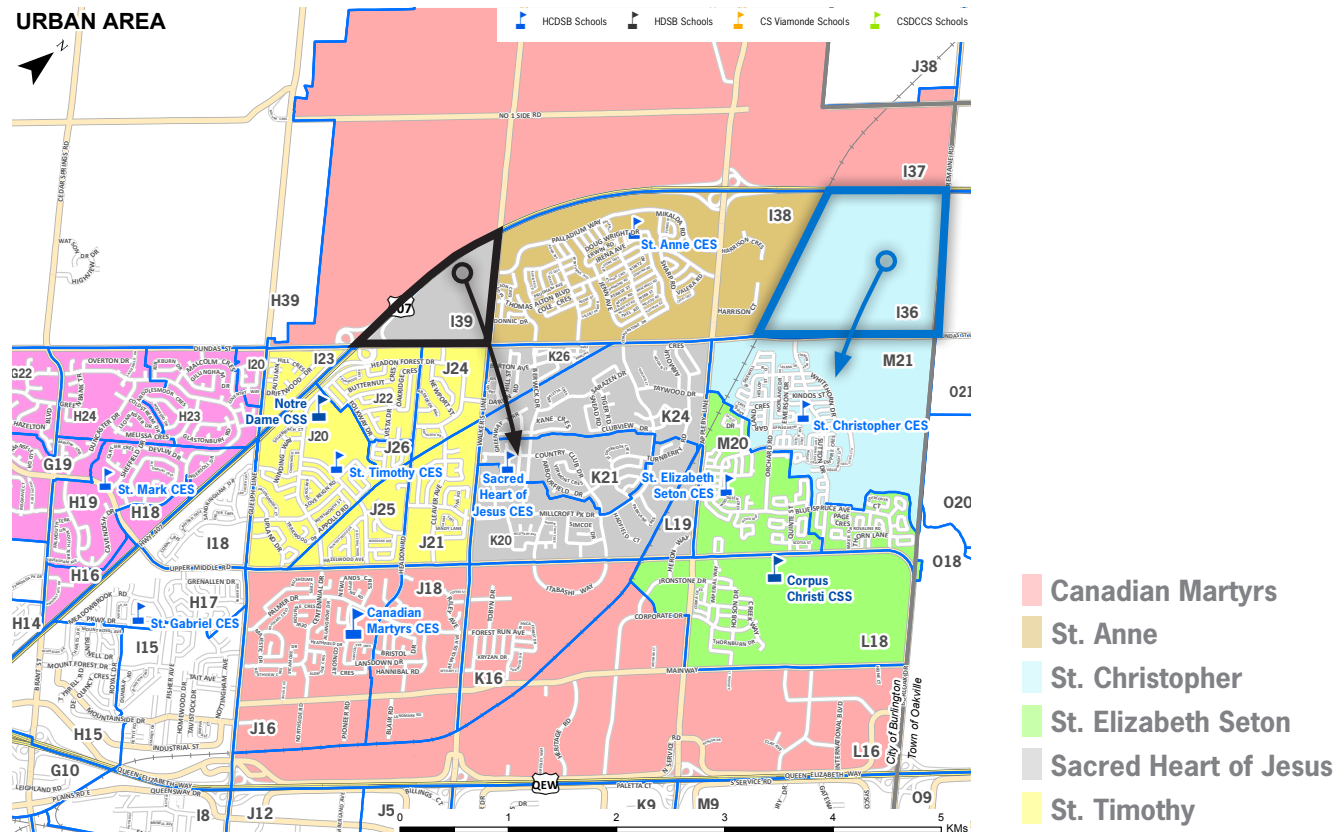
Corpus Christi Catholic Secondary School

Bernie DeOre
Lisa Shannon (alternate)

Notre Dame Catholic Secondary School

David Barton
Michelle Gregory-Brooks (alternate)

APPENDIX B Staff's Preferred Option 4a



ACTIONS:

- Redirect patch I36 from St. Anne CES to St. Christopher CES
- Redirect patch I39 from St. Anne CES to Sacred Heart of Jesus CES

INFORMATION REPORT**ITEM 10.6****LEADERSHIP DEVELOPMENT AND SUCCESSION PLANNING IN HCDSB****PURPOSE:**

The purpose of this report is to share information about the Halton Catholic District School Board (HCDSB) Leadership Development Program. The HCDSB has a robust leadership development program that focused on identifying and encouraging potential leaders, providing professional development and growth opportunities, and mentorship and support for those in formal leadership roles. This report is intended outline the five major programs with the HCDSB leadership strategy, and provide information about each program as it contributes to leadership development and succession planning.

BACKGROUND INFORMATION:

Successful organizations flourish under strong leadership and encourage discerning and aspiring leaders along their leadership journey. The HCDSB Leadership Program identifies, encourages, and supports leadership growth from within and considers succession planning for formal leadership roles.

The Ministry of Education places significant priority on leadership development and succession planning, and provides direct funding for leadership programs in district schools boards, as well as oversight and support through the Leadership Development Branch of the Ministry of Education. The development of the Ontario Catholic Leadership Framework provides a foundation for school and system level leadership to support leadership discernment and development and continues to inform practice throughout the province. Provincial initiatives such as “Strong Districts and Their Leadership” and “Leading from the Middle” - both of which HCDSB continues to play a role in - continue to explore the impact of leadership on successful schools, systems, and ultimately on student success.

In the HCDSB, our approach to leadership development recognizes that leaders and potential leaders are at different stages of their journey, and provide support, encouragement, and professional development opportunities each step of the way. Our goal is to identify, encourage, prepare, inform, and support leadership growth and development. The program provides learning and mentorship opportunities for emerging leaders, while sustaining succession planning so that we develop leaders who are prepared to step into future formal leadership roles throughout the system.

REMARKS:

The HCDSB Leadership Program is rooted in Catholic leadership. As Catholic leaders are stewards of our faith, the leadership program provides intentional faith-focused leadership development in both ideological and practical ways intimately in all five distinct yet interconnected programs: **Discerning, Aspiring, Awaiting, Mentoring, and On-Going.**

Discerning Program: This is our introductory program intended to encourage those who are exploring leadership as a concept and a potential pathway. The “Your Steps, Your Direction” is a three part series for those exploring leadership and is open to any/all HCDSB employees including academic, clinical, and corporate. The program considers leadership theory as well as practical implications for those considering leadership as a potential pathway.

Aspiring Program: This is our formal two-year program and is a requirement for application to positions of additional responsibility in the board. The program consists of 1) Three Mandatory Evening Sessions Per year, 2) Two Optional Leadership Sessions per year. 3) One Adult Faith Formation Session per year, 4) Mentorship groups led by Superintendents and Principals, and 5) One On-Reserve First Nations Learning experience over the course of two years. The Aspiring program connects candidates with Superintendent and Principal Leaders in mentorship groups for book studies, provides professional development and leadership theory, as well as practical applications to leadership in practice. There is particular focus on Catholic faith, tradition/history of Catholic education in Ontario, theory, practical applications, and support through the hiring process.

Awaiting Program: This is a program focused on preparing candidates to step into the role. Participants are those identified as future leaders through the formal interview process and are awaiting placement in the system. The goal is to provide tips, strategies, information, and collaborative support so participants, as future leaders, can enter the role as prepared as possible. Sessions are facilitated by experienced elementary and secondary principals focused on preparing, easing anxiety, and making connections to the realities of the role.

Mentoring Program: Newly appointed administrators in their first and second year in the role are matched with experienced mentor principals through the Mentorship program. The program focuses on 1) Professional Development – sessions are planned to help support new leaders' growth as a leader and manager, and 2) Relationship Development – fostering relationships with other administrators. This program is intended to strengthen connections across the system to support leaders' development of key competencies. Sessions are built around practical elements of learning from one another, as well as faith leadership, legal issues, system priorities, and practical strategies for effective community leadership.

On-Going Program: This program focuses on supporting experienced leaders with on-going leadership and faith development. Faith-Focused book clubs, guest speakers, support for professional development and conferences all make up the foundations of on-going leadership development for existing leadership. Corporate Leadership is included in this program as well which have included lunch and learns focused on leadership development, pathways, and conflict management, emotional intelligence, and empathetic leadership.

CONCLUSION:

As stewards of Catholic education, we are intentional about successful succession planning and leaving our system better than we found it. A measure of successful leadership is how many leaders are developed, encouraged, and prepared to assume positions of responsibility in an on-going way. As a measure of this goal for Catholic education, we continue to be encouraged by not only the large number of participants in each of our five leadership programs, but also by the number of applications we continue to receive for positions of formal responsibility throughout the system. As school boards continue to struggle to fill leadership roles, we are blessed by numerous candidates at both principal and vice-principal level.

The programs continue to flourish through the shared commitment and contribution of all senior staff and senior principals who take on additional responsibilities to support the program and candidates. The quality of program participants is encouraging as we consider the future of Catholic education and the next generation of Catholic leaders.

REPORT PREPARED BY: BRENDAN BROWNE, SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

REPORT SUBMITTED BY: BRENDAN BROWNE, SUPERINTENDENT OF EDUCATION, SPECIAL EDUCATION SERVICES

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

MINUTES OF THE CATHOLIC PARENT INVOLVEMENT COMMITTEE (CPIC)

Date: December 5, 2016
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	C. Cipriano	G. Merritt-Murrell
	D. Garell-Teti	R. Stagg
	A. Gonzalez	L. Hartman
	H. Karabela	A. A. LeMay
	R. Luisetto	S. Guevara
	Fr. R. Héту	

Regrets	A. Boone	K. Bloomfield
	M. Ritchey	K. Williams

Chair: R. Stagg
 Recording Secretary: M. Zammit

1. Opening Prayer: G. Merritt-Murrell

The meeting opened at 7:05 p.m. with a prayer led by Fr. R. Héту.

2. Approval & Revisions

Remove PIC Letter in CPIC Subcommittees as it was already discussed.
 Addition of St. Gregory under Business Arising from Previous Meetings.

2.1 Agenda

Moved by: G. Merritt-Murrell

Seconded by: L. Hartman

That, the agenda be approved as amended.

CARRIED

2.2 Minutes

Moved by: L. Hartman

Seconded by: R. Luisetto

That, the minutes of the November 7, 2016 Catholic Parent Involvement Committee be approved as presented.

CARRIED

3. Board Update

C. Cipriano provided Board updates on the following:

- Elementary Progress Report Cards were sent out to parents on November 22, 2016; and interviews occurred on November 24-25;
- Secondary Mid-Term reports were sent out between November 16-23;
- Provincial Bullying Prevention and Awareness week took place the week of November 20-26;

- The Board's annual "See the Problem be the Solution" program had its kick off event on November 22, 2016 at Holy Trinity Secondary School;
- Keeping Christ in Christmas Board contest submissions were open until the end of last week; online voting process will take place this week; during second week of December, the judging panel will narrow down the elementary and secondary entries; overall elementary winner will receive an iPad Mini and secondary winner will receive an Apple Watch. Winners of the contest will be acknowledged at the December 20, 2016 Board Meeting;
- Last day of School before Christmas Break will be Friday December 23, 2016 with a 90-minute early dismissal;
- Indigenous Education Film night will take place on December 7, 2016 (4:30-7:30pm) at Holy Trinity Secondary School in Oakville;
- Extended French (Mid Immersion) parent information nights took place on November 29, 2016 at St. Bernadette and December 1, 2016 at St. Benedict, the rest will take place in January;
- Trustees will vote on French Immersion plan on the December 20, 2016 Board Meeting.

4. **Trustee Update**

H. Karabela provided Trustee updates on the following:

- PAR meeting took place on November 17, 2016 at Holy Trinity Secondary School in Oakville, which had a great turnout. Parents can ask questions online;
- Board Chair and Vice-Chair elections will take place at the December 6, 2016 Board Meeting;
- At the upcoming Policy Committee Meeting on December 13, 2016, Policy I-23 Catholic School Councils and Catholic Parent Involvement Committee will be reviewed.

5. **Business Arising from Previous Meetings**

- **Council of Chairs Meeting** – It was reported that David Bouchard is booked to speak at the next Council of Chairs meeting on February 22, 2017 and also on February 23, 2017 at Corpus Christi Secondary School in Burlington for a parent presentation. Discussion followed regarding the speaker and the events.
- **Parish Retreat Feed Back** – A. Gonzalez provided the committee with feedback from the retreat. It was noted most Parish Reps/OAPCE Reps are not sure of their role and are looking for guidelines. Discussion followed regarding the possibility of offering another evening in January.
- **P4E Update**- Updates were provided on the members who attended.
- **Dr. Jean Clinton Update** -. It was noted the event had a great turnout. The chair thanked members for their support and hard work.
- **St. Gregory the Great** – A. A. LeMay attended the council of chairs meeting. Blessing of the school will be on June 6, 2017. Discussion followed regarding the upcoming CYO dinner.
- Discussion ensued regarding the communication between principals and Council of Charis at each school.

6. **New Business – Christmas Party**

G. Merritt-Murrell provided information regarding the upcoming Christmas party on December 19, 2016 at 6pm at the Olive Press in Oakville.

7. OAPCE Directors Report

R. Luisetto noted there is nothing to report.

8. Board Committee Reports

There were no Board Committee Reports reviewed. SEAC will be a standing item.

9. CPIC Subcommittees

- **Finance** – R. Luisetto spoke to the budget report.
- **ProGrant** – David Bouchard
- **Faith and Family Development Committee** – Discussion followed regarding who the members are of this Committee.
- **By-law Review** – Discussion ensued regarding the suggested changes to the CPIC By-laws. Changes will be brought forth next CPIC meeting for approval.

10. CPIC Goal Setting

It was moved by R. Luisetto and seconded by G. Merritt-Murrell that the committee will meet at a school in south Milton instead of the original online meeting scheduled on January 23, 2017. The committee will meet at 5:30 pm to work on the goal settings and then proceed with the CPIC Meeting. C. Cipriano will confirm the school and notify committee.

11. Future Agenda Items

- Cobbs Bread initiative
- By-laws/ what are other boards doing.
- Mental health committee

12. Final Words

R. Stagg made closing remarks.

13. Closing Prayer (Fr. R. Hetu)

Fr. R. Hetu closed the meeting with a prayer.

14. Adjournment

Moved by: L. Hartman

Seconded by: R. Luisetto

That, the meeting adjourn.

CARRIED

The meeting adjourned at 8:55 p.m.

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: December 12, 2016
 Time: 7:00 pm
 Location: Catholic Education Centre - Board Room
 802 Drury Lane
 Burlington, Ontario

Members Present	B. Agnew	M. Lourenco
	R. Barreiro	J. Parisi
	L. Currie	D. Rabenda (Chair)
	D. Hotopeleanu	S. Trites
	A. Iantomasi	
	H. Karabela	

Staff Present	B. Browne, Superintendent of Special Education Services W. Reid-Purcell, Special Education Coordinator
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Members Excused	L. Cipparrone
	C. Parreira
	R. Quesnel
	L. Stephenson

Recording Secretary	J. Crew
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1. Call to Order

The Chair called the meeting to order.

1.1 Opening Prayer,

The meeting opened at 7:04 p.m. with a prayer led by D. Rabenda.

1.2 Approval of Agenda

Item 2.1 deferred to a future meeting, B. Browne will replace the presentation.

Moved by: A. Iantomasi

Seconded by: B. Agnew

RESOLVED, that the agenda be accepted as amended.

CARRIED

2. Presentations

2.1 PAaC on SEAC Resources Update (R. Quesnel)

Presentation deferred.

B. Browne read a letter provided by the Chief Social Worker which had been shared by a Child and Youth Counsellor with the Elementary CHANGE Program. The letter outlined a success story from the program; B. Browne concluded by providing some background on the Elementary CHANGE program at HCDSB.

3. Actions to be taken

3.1 Minutes of the November 28, 2016 SEAC Meeting

Moved by: D. Hotopeleanu

Seconded by: B. Agnew

RESOLVED, that the minutes of the November 28, 2016 SEAC Meeting be approved as presented.

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

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

5.1 Summary of Outstanding Items from Previous Meetings

The Summary of Outstanding Items from Previous Meetings was reviewed.

6. Action Items

7. Communications to SEAC

7.1 Superintendent's Report

B. Browne provided updates on:

- **'ABA for All' Professional Development & Transdisciplinary Rounds Process:** rolled out to principals last week and is being rolled out to SERTs this week; the first transdisciplinary rounds take place this week.
- **Mental Health:** consolidation continues with our Mental Health strategy; with Research, HCDSB has developed evaluations for *Friends for Life*, the *Anxiety Module* and *MindsUp*; feedback will be provided in the Spring
- **Ministry TARO Student Well-Being Engagement Session:** The Ministry sought input into the Well Being (Safe Schools, Equity and Inclusion, Mental Health, and Healthy Schools) strategy by seeking feedback from senior administration, parents, community partners, mental health leads, and students. HCDSB invitees included the Superintendent of Special Education, the Superintendent responsible for Mental Health, Equity & Inclusion, Safe Schools, the Mental Health Leader, a Researcher, a Principal, the CPIC Vice Chair and the SEAC Chair.
- **Skillstreaming Program:** Itinerant CYC is working with the Department Head and her team at Jean Vanier Catholic Secondary School to bring the *Skillstreaming* (pro social skills program) program to their Life Skills class; this project has gone well.
- **Leading Mentally Healthy Schools:** this winter mental health literacy is being offering to teachers on *Leading Mentally Healthy Schools*; the *Anxiety Module*; *ASIST* and *SafeTalk*.
- **Suicide Prevention Strategy** a subcommittee of the Mental Health Leadership Team is working on a draft for the Board's Suicide Prevention, Intervention and Postvention protocol; it is currently anticipated that the draft will be complete by the March Break.
- **Psychology:** is piloting iPad technology to expand test administration, in efforts to expedite the process.
- **Speech and Language - Selective Mutism:** we are continuing to build capacity to better serve students with selective mutism by in-servicing staff.

- **Leadership Development:** in recognizing the importance of our system leaders having special education experience, our Chief Social Worker, Mental Health Leader, and Chief Psychologist presented to our leadership candidates (aspiring leaders) last week to make connections regarding clinical practice and school leadership, community partners and connections. The session was well attended and received tremendous feedback.
- **CEC Conference:** 2 HCDSB staff members presented at the December 2nd conference:
 - An HCDSB Speech and Language Pathologist co-presented about the research that took place at HCDSB last year on *Stay, Play and Talk*. The session was entitled: *Stay, Play, and Talk (Phase IV): A Peer-Mediated Social Skills Program for Children with Autism Spectrum Disorder and Other Social Communication Difficulties*; co-presenters included professors from Brock and Fanshaw who were involved in the research.
 - An HCDSB Special Education Consultant presented *The Uplift Project: Elevating Student Self-Regulation, State of Well-Being, and Growth Mindset through Yoga and Mindfulness*. This presentation was designed to help frontline educators and mental health providers with an understanding of how the practice of yoga and mindfulness can help reduce student stress, anxiety (including test anxiety), and inattention while enhancing positive thinking, a sense of well bring, optimal focus, self-regulation and growth mindset, placing children in an optimal zone for learning.
- **OCASE Conference** – C. Cipriano, B. Browne, a lawyer from Miller Thompson and a lawyer from Hicks Morley formed a panel that spoke about legal issues and the impact in schools. Topics included service animals, Autism Program, and administration of medication.
- **Parent Information Night for Students with Special Needs Entering the Kindergarten Program in September 2017** will take place on Wednesday, February 22, 2017 at St. Benedict Catholic Elementary School.
- **Life Skills Best Buddies Christmas Dance** takes place on December 13th from 10:30 am-1:30 pm at Assumption Catholic Secondary School. Multiple SEAC members confirmed they would be in attendance.
- **SIP Claim Update** – Staff have worked hard to pull together the Special Incidence Portion claims; HCDSB has increased our funding over last year which speaks to the increasing complexity of the needs in our system and the work our staff have done to prepare.

7.2 Association Reports

7.2.1 HDSA Association Report/Presentation (D. Hotopeleanu)

D. Hotopeleanu presented information on the World Down Syndrome Day Contest. The contest, in its third year, spreads awareness about Down Syndrome and helps promote diversity and inclusion.

More information about the 2017 contest will be available by January 20th on Halton Down Syndrome Association's website.

7.3 Trustee Reports

Trustees provided updated on board happenings. A. Iantomasi welcomed D. Rabenda as newly elected Chair and S. Trites as newly elected Vice Chair.

7.4 Sub-Committee Update

SEAC Soundbytes: members were invited to provide feedback or revisions for the January 2017 Soundbyte, which had been emailed to members.

7.5 Reports from Other Stakeholder Meetings

M. Lourenco discussed some observations from her attendance at other HCDSB meetings and attendance at a SEAC meeting of our co-terminus board.

8. Information Items

9. Questions from the Public

10. SEAC Discussion

10.1 SEAC Webinar Debrief (B. Agnew)

B. Agnew recognized the amount of behind the scenes work that went into the success of November's webinar, and discussed the positive numbers for registration and attendance.

Feedback discussed included looking at more interactive content for live webinars; alternately putting sessions together then housing online for access at any time. Moving forward; will examine expanding on what has begun and looking at practical real life strategies parents can benefit from.

Next steps will include creating a step by step guide for webinars; various steps were highlighted and discussed, including the benefits of having an IT person on hand. Everyone did a great job, the subcommittee will put something together for moving forward and welcome further ideas.

Several ideas for increasing parent engagement; online questionnaires and ways of gathering feedback on what people might like covered were discussed.

11. Next Agenda: Meeting Monday, January 30, 2017

January's agenda will include the election of a Chair and Vice Chair and a presentation on the Independence Rubric.

12. Adjournment

12.1 Resolution re Absentees

Moved by: B. Agnew

Seconded by: D. Hotopeleanu

RESOLVED, that L. Cipparrone, C. Parreira, R. Quesnel, L. Stephenson be excused. **CARRIED**

12.2 Adjournment and Closing Prayer (D. Rabenda)

Moved by: J. Parisi

Seconded by: M. Lourenco

RESOLVED, that the meeting adjourn. **CARRIED**

The meeting adjourned at 8:20 p.m. with a prayer led by D. Rabenda.



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Trustees' Association

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Nick Milanetti, *Executive Director*

January 23, 2017

MEMORANDUM

TO: Chairpersons and Directors of Education
- All Catholic District School Boards

FROM: Stephen Andrews, Director of Legislative and Political Affairs

SUBJECT: Bill 68 Modernizing Municipal Legislation—Submission to Standing Committee

Further to the President's report at our recent trustee seminar, Municipal Affairs has introduced Bill 68—*Modernizing Municipal Legislation Act, 2016* (bill 68). Second reading debate started on December 1, 2016. The legislation will likely pass into law during the first quarter of 2017. This package of reforms proposes to amend certain acts including the *Municipal Act*, the *City of Toronto Act*, and the *Municipal Conflict of Interest Act*.

Bill 68 proposes to amend the *Municipal Conflict of Interest Act* in ways that will impact all school boards. Schedule 3 of the Bill proposes the following changes:

- Require trustee's to declare any financial interest at any meeting that may conflict with his or her duties and file a written statement of the members financial interest at that meeting or as soon as possible after the meeting.
- Require boards to establish a "registry" of statements and declarations of interests of trustees that would be available for public inspection.
- Prohibit a trustee from using his or her office to influence a decision or recommendation being considered by board staff, if the member has financial interest in the outcome of the decision or recommendation.
- Municipal Conflict of Interest Act Penalties: if a judge determines that a contravention of the Municipal Conflict of Interest Act has occurred (that is the trustee did not disclose a financial interest in a matter at a meeting) then the judge may reprimand the trustee, suspend the trustee's pay for up to 90 days, declare the seat vacant, disqualify the trustee during a period of up to seven years and/or require the trustee to make restitution.
- Proposed amendments to the *Municipal Elections Act, 1996*. The term of office is proposed to change from December 1 to November 15 in the year of a regular election. This is to address the lag time from election dates (third week of October) to start date of the term of office.

OCSTA is in the process of developing a submission to the Ministry of Municipal Affairs and the Standing Committee of the Legislature that will outline our concerns with the bill. A preliminary review has been conducted and the following issues have been identified as concerns for our school boards:

1. Changing the start date from December 1 to November 15 in an election year for school boards will impose disruptive changes onto its schedule of meetings and various administrative functions. December 1 has been the start date for municipal and school board terms of office for decades and the change seems unnecessary.
2. The proposed amendments to the Municipal Conflict of Interest Act that will require trustees to file written conflict of interest statements for each board meeting, where the trustee declares his or her financial interest, will impose a significant administrative burden on trustees. We are proposing a quarterly written statement for each financial conflict of a trustee that would be posted on the new registry. This reduces the burden on drafting written statements for each school board meeting.

If you require further information please contact Steve Andrews at sandrews@ocsta.on.ca.